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Preface

Hope for further development Olympic Education

Toshinori Ishikuma
Vice President, University of Tsukuba
Director, University of Tsukuba Education Bureau of Laboratory Schools

Three years have passed since the Centre for Olympic Research and Education (CORE) of the University of Tsukuba established in December 2010. The 11 laboratory schools of the University of Tsukuba have worked to develop Olympic education over these three years. Each laboratory school has engaged in education based on the five educational values of Olympism: (1) joy of efforts; (2) fair play; (3) respect for others; (4) pursuit of excellence; and (5) balance between body, will and mind. The education leads to fostering human resources with a global view.

Tokyo was chosen to host the 2020 Olympic and Paralympic Games. The message cards that the laboratory school students wrote and sent to the IOC members contributed to this choice. The laboratory schools' Committee for Promoting Olympic Education will continue to work on preparing education curriculum programs based on the Olympics.

Expectations for Olympic Education

Hisashi Sanada
Faculty of Health and Sport Sciences, University of Tsukuba
Executive director of the Centre for Olympic Research & Education (CORE)

On September 7, 2013, Tokyo was selected as the host city for the XXXII Olympiad and Paralympic Games to be held in 2020. The decision was indeed gratifying for those of us who are engaged in promoting Olympic education. At the same time, however, we also feel the important responsibility we must assume because people in many diverse fields will be watching the progress of Olympic education in Japan.

Japan has celebrated the Olympic Games three times in the past: the 1964 Tokyo Games, the 1972 Sapporo Winter Games and the 1998 Nagano Winter Games. The One School - One Country Program, which was started at the Nagano Winter Games, succeeded at the Sochi 2014 Winter Games. On March 12, 2014, we visited Gymnasium #15 of Sochi City, which focuses on Japan, and we were very impressed with the activities of the students who were learning about Japanese culture and history. They seemed happy to meet with our group of 9 Japanese. The principal said that they hope to continue their exchange with Japanese schools. Our visit fell upon a period when international tension was heightened because of the Ukraine. When we saw the students at Gymnasium #15 of Sochi City with bright shining eyes, we felt that we all share the same hope for peace. As before, we found that the Olympic education programs through the Olympic and Paralympic Games contribute to promoting international understanding and peace awareness. Working towards the 2020 Games, we will work hard to build Olympic education programs that will enable more people to share such feelings.

Core Activities Report

The 3rd Olympic Education Forum

Ai Aramaki
CORE Secretariat

The Olympic Education Forum has been held regularly since 2010 to exchange views concerning the Olympic education practices conducted and the issues at the laboratory schools and to discuss the direction of future activities. The Forum included reports about the activities during fiscal 2013 and presentations of the activities conducted at the Junior High School at Otsuka, Special Needs Education School for the Mentally Challenged, and Special Needs Education School for the Visually Impaired.

Mr. Tatsuki Nagaoka reported the Olympic education activities conducted in the theory of physical education classes. He stated the necessity for conducting Olympic education in a cross-curricular manner at the Junior High School at Otsuka. Mr. Fumio Nemoto introduced the activities conducted following the 2012 London Games at the Special Needs Education School for the Mentally Challenged. Students demonstrate relatively high interest in the Olympics and teachers also find it easy to prepare educational materials to proactively engage the students. He also reported on the possibility of Olympic education as career education. Mr. Masato Teranishi reported on Olympic education programs conducted at the Special Needs Education School for the Visually Impaired. Mr. Teranishi indicated the difficulty based on his experience as a coach for promoting understanding of the Paralympics and providing programs that meet the requirements of different disability levels.

Professor Dr. Yuichiro Kai, Faculty of Human Sciences of the University of Tsukuba, served as an invited commentator for the open discussion on Olympic education at the Forum. The discussion was lively and covered the possibilities and issues when introducing Olympic education programs to schools based on the examples reported.

Outline of the Forum

1. Time and Date: 17:00-19:00, Monday, July 22, 2013
2. Venue: Lecture Room 119, 1st Floor, Tokyo Bunkyo School Building, University of Tsukuba
3. Programs:
 - (1) Opening Address: Dr. Toshinori Ishikuma, Vice President of the University of Tsukuba, director of the University of Tsukuba Education Bureau of Laboratory Schools
 - (2) Report on CORE Activities by Dr. Hisashi Sanada, Faculty of Health and Sport Sciences at the University of Tsukuba, Executive director of the CORE
 - (3) Report on Olympic Education in practice
 - "Incorporation of Olympic Education into Subjects" by Mr. Tatsuki Nagaoka, Junior High School at Otsuka, University of Tsukuba
 - "Schoolwide Olympic Education through the 2012 School Year" by Mr. Fumio Nemoto, Special Needs Education School for the Mentally Challenged, University of Tsukuba
 - "Olympic Education from the Perspective of the Paralympic Games" by Mr. Masato Teranishi, Special Needs Education School for the Visually Impaired, University of Tsukuba
 - (4) Open Discussion: What is Olympic Education?
Coordinator: Vice Chair Sachiko Yoshizawa of the Committee for Promoting Olympic Education, Special Needs Education Research Center, University of Tsukuba
Commentator: Dr. Yuichiro Kai, Faculty of Human Sciences of the University of Tsukuba and Assistant Superintendent of the University of Tsukuba Education Bureau of Laboratory Schools
 - (5) Closing Address: Ms. Akiyo Miyazaki, Faculty of Health and Sport Sciences at the University of Tsukuba, CORE Secretariat



Open Discussion



Professor Dr. Yuichiro Kai, Commentator

The 4th Olympic Education Forum

Taro Obayashi
CORE Secretariat

The 4th Olympic Education Forum was held on February 28, 2014. The purpose of the 4th Forum was to share the findings from the educational practices at each school during the 2013 school year and to discuss how to structure systematic Olympic education curricula from elementary to senior high schools.

The forum was attended by 38 people on behalf of the University of Tsukuba and its laboratory schools as well as individuals from the Ministry of Education, Culture, Sports, Science and Technology, the Bureau of Tokyo 2020 Olympic and Paralympic Games Preparation, the Japan Olympic Academy (JOA) and the Japan Sport Council (JSC).

Discussions included a variety of opinions and questions from the Japan Olympic Academy members and those who specialize in adapted sports, providing us with a helpful perspective for future activities. The Olympic education programs conducted at laboratory schools, especially special needs schools, are internationally important. The program conducted at the Junior High School demonstrated that Olympic education can be used for physical education classes and in integrated study periods. The Forum provided us with an opportunity to better and more deeply understand the diversity of Olympic education.

Outline of the Forum

1. Time and Date: 17:00 - 19:00, Friday, February 28, 2014
2. Venue: Lecture Room 119, 1st Floor, Tokyo Bunkyo School Building, University of Tsukuba
3. Program:
 - (1) Opening Address: Toshinori Ishikuma, Vice President of the University of Tsukuba, Director of the University of Tsukuba Education Bureau of Laboratory Schools
 - (2) CORE Activities of fiscal 2013 by Dr. Hisashi Sanada, Faculty of Health and Sport Sciences at the university of Tsukuba Executive director of the CORE
 - (3) Practical Reports
 - Mr. Tetsufumi Kawaba, Special Needs Education School for Children with Autism, University of Tsukuba
 - Ms. Shoko Kunikawa, Junior High School at Otsuka, University of Tsukuba
4. Open Discussion
Coordinator: Ms. Akiyo Miyazaki, Faculty of Health and Sport Sciences at University of Tsukuba, CORE Secretariat
5. Closing Address: Mr. Jiro Imai, Special Assistant to the director of the University of Tsukuba Education Bureau of Laboratory Schools



Open Discussion



Mr. Kawaba (left) and Ms. Kunikawa (right)

Oly-Para Relay Seminar - Organized by MEXT and CORE, University of Tsukuba

Taro Obayashi
CORE Secretariat

On June 25, 2013, Ms. Tomoe Takada, a Paralympian (Goalball, Beijing 2008) and graduate of the Special Needs Education School for the Visually Impaired at the University of Tsukuba, was a guest speaker and lectured to graduate students in master's programs, University of Tsukuba. Her lecture was titled "Challenges for the Future of the Paralympics." The Oly-Para Relay Seminar is a program co-sponsored by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and the Centre for Olympic Research and Education (CORE) at the University of Tsukuba, which is for advancing the understanding of the Olympism with the perspective of bidding for the Games in Tokyo.

Ms. Takada discussed increased diversity in comparison with the Olympic Games as one appeal for the Paralympic Games. She said that the variety of classifications according to the type and level of disability facilitates interactions between many athletes at different It is also characteristic that athletes of minor sports get together across nationalities to spread their sports, she explained.

The challenge for the Paralympic Games was described with one keyword: unfairness. In events in which the classification depends on the disability level, some athletes falsify their disability levels and the classification itself has been questioned for its fairness. Ms. Takada provided a specific example of the difference in qualifications for Blind Football, in which persons without visual impairments are not allowed to participate because it is easier for them to provide feedback on the plays after the game, and goalball, in which persons without visual impairments are allowed, although athletes in both events wear eye masks. She continued that many events in the Paralympic Games still have such issues to be resolved.

Inspired by the Paralympian's personal accounts, the students asked many questions. Based on her experiences, Ms. Takada replied to questions such as what contributions the Paralympic Games make in comparison with the Olympic Games, which games are more competitive, and on the support systems for the Paralympic Games and goalball athletes. The lecture provided a valuable opportunity for the students to increase their awareness of sports for disabled people through listening to an athlete who plays goalball, a sport unfamiliar to them.



Ms. Tomoe Takada



Olympic Education in Lillehammer: Report on Participation in the 9th International Pierre de Coubertin Youth Forum

Yoshimi Nakatsuka
Senior High School at Otsuka, University of Tsukuba

The 9th International Pierre de Coubertin Youth Forum was held in Lillehammer, the site of the 1994 Winter Olympics Games. The Forum which is named after the founder of the modern Olympics, is held biannually for the purpose of fostering youth who can teach the Olympic spirit and contribute to international peace. The Senior High School at Otsuka of the University of Tsukuba sent two students and one teacher to participate in the forum as observers, as was done at the time of the Beijing Forum two years earlier.

1. Outline of the 9th International Pierre de Coubertin Youth Forum

Dates : August 10 – 18, 2013

Host school : Gausdal videregaende skole – Pierre de Coubertin

Participants : 19 schools from 17 countries; more than 100 students, 20 staff members, and 30 volunteers

Coubertin schools (seven students) : Australia, Austria (two schools), China, Czech Republic, Estonia, Germany (two schools), United Kingdom, Greece, Italy, Norway, Russia, and Slovakia

Observer schools (two students) : Cyprus, Japan, Kenya, Mauritius, and Malaysia

2. Main Programs

2-1. Programs relating to the Coubertin Award

- (1) Social contribution activities (conducted in each country in advance)
- (2) Sports tests : Required: Orientation and cross country (3 km)
Optional: Select three from the following : 100 m race, long jump, shot put, swimming (50 m freestyle),
- (3) Knowledge test (quiz concerning the Olympics)
- (4) Art performance (expression of one's own culture in seven minutes)
- (5) Group discussion

2-2. Program unique to the Lillehammer Forum

- (1) Norway's natural environment and culture (canoeing in a national park, outdoor barbeque, etc.)
- (2) Norwegian sports (curling, bobsled, etc.)
- (3) Sports for the disabled (boccia; played with eye masks or in wheelchairs)

2-3. Cultural exchange program

- (1) Mini expo (cultural exchange with participants from each country setting up a booth)
- (2) Performance for Lillehammer residents



Photo 1. Two students from the Otsuka High School Kendo Club perform a “kata” during the cultural program. Participants from various countries were very interested.



Photo 2. Trying curling at the 1994 Winter Olympic Stadium
The students participated in various hands-on programs

3. Participation in the Youth Forum

The first impression of the two students who participated in the forum was about communication ability. “What I found most exciting about the forum was the ability of the students from other countries to communicate. I clearly remember even now that I was surprised from the day we arrived how all the participants were talking as if they already knew each other. I felt that the Japanese are somewhat withdrawn. As a result of my awareness that I had to participate in this environment for one week, I naturally opened up, and by the end, I was able to talk freely with people I didn’t know and even laugh with them,” said Tokisada Kano, a second year student. “Compared to high school students from around the world, I felt that I was lacking in self-assertiveness. No matter how clear and strong your intentions are, it doesn’t matter if you can’t convey them to others. Conveying your ideas to others is the starting point,” commented Yuko Minagawa, a third-year student.

Language ability was not the only problem. Japanese high school students, who spend a lot of time with their friends in school, have few opportunities to interact with people they don’t know or people from different backgrounds. The students were impressed by the importance of international exchange and the importance of domestic youth forums.

Minagawa’s comments are summarized as follows: “It was a week of emotional upheaval. I was surprised at how many fields are derived from ‘Olympic,’ a single word... I feel that the friends I gained as well as the cultural novelty and the wonder of sports I experienced from the forum will not fade for my entire life.”



Photo 3. The Sponsoring Coubertin School of Gausdal Sports facilities, libraries, cafeterias, and other facilities were used to facilitate interaction with the local community



Photo 4. A group discussion. The topic was the role of sports in addressing environmental issues and interaction among different cultures. The groups were divided into English-speaking and French speaking.

International Symposium on the Universal value of Olympism and Development through Sport

Hisashi Sanada
Faculty of Health and Sport Sciences, University of Tsukuba
Executive director of Centre for Olympic Research & Education (CORE)

University of Tsukuba, the Jigoro Kano Memorial International Sport Institute, the Ministry of Education, Culture, Sports, Science and Technology, and the Japan Sport Council held a symposium entitled “Universal Value of Olympism and Development through Sport” on July 13, 2013 at United Nations University.

Dr. Ian Henry, professor of leisure management and policy at Loughborough University, director of the Centre for Olympic Studies & Research, and a promoter of Olympic education, gave the keynote address on the theme “Contributing to Olympism and the Olympic Movement in the Hosting of the Games”. Professor Dr. Henry emphasized the importance of placing first priority on the spread of Olympism, referring to the examples of the Olympic Movement from the 2012 London Games.

During the athlete discussion session, Mr. Yuki Ota (fencing) and Ms. Yoko Tanabe (judo), both Olympic medalists, discussed the roles of athletes in promoting the Olympic Movement and emphasized the importance of current and former athletes serving as role models.

Dr. Hisashi Sanada (University of Tsukuba professor and Executive director of the CORE), Ms. Wakako Yuki (editor of the Yomiuri Shimbun (Newspaper)), and Mr. Manabu Matsuse (non-fiction writer) served as panelists for a panel discussion on the advance and development of Olympism and addressed various issues that society is currently facing and the possibility of overcoming those issues through sports, while touching on recent trends in the Olympic movement. Dr. Sanada also stressed the importance of education including the activities of CORE.

National Institute of Fitness and Sports in Kanoya Marks the 150th Anniversary of Coubertin’s Birth

Kazuya Naruse
Faculty of Health and Sport Sciences, University of Tsukuba

The National Institute of Fitness and Sports in Kanoya held an event entitled “The Olympic Spirit and the Value of Sports: What is Required of the Sporting World Today” on November 10, 2013 to mark the 150th anniversary of the birth of Pierre de Coubertin, the founder of the Modern Olympics.

In the first session, a program on attempting the ancient Olympic events was conducted with the participation of local residents. The event had to be held in a gymnasium because of bad weather, but CORE Executive director Dr. Hisashi Sanada explained about the ancient Olympic events, and Shinji Takahira, a bronze medalist at the Beijing Olympics 2008, served as a demonstrator and engaged in competition with the participants.

In the second session, Associate Professor Koichi Wada of Ferris University gave a talk entitled “What Coubertin Sought from the Olympics,” explaining how Coubertin revived the modern Olympics. Olympic athlete Dai Tamesue, who competed in three times of Olympic Games, and Takahira discussed in front of a large audience their memories of participating in the Olympics and current requirements of the sporting world such as fair play.

Despite the bad weather, numerous adults and children participated in the event, which was a tremendous success.

Presentation at the 33rd Conference of the Japanese Society of Sport Education

Akiyo Miyazaki

Faculty of Health and Sport Sciences, University of Tsukuba

At the 33rd Conference of the Japanese Society of Sport Education held at Nihon University on October 19 and 20, 2013, I gave an oral presentation: “Curriculum Development for Olympic Education at Theory of Physical Education Classes —For Six-Year Systematic Learning at Junior and Senior High Schools.”

As part of the activities of CORE, which was established in 2010, we have developed educational materials for Olympic education for theory of physical education classes at the University of Tsukuba’s Junior and Senior High Schools at Otsuka. From our experience, it became clear that systematizing the learning contents, educational materials, teaching contents and methods of Olympic education at junior and senior high schools is necessary. We decided to address this issue.

In the research, we examined the topics, contents and materials to be covered in Olympic education, as well as the requirements of teaching materials for theory of physical education classes. The presentation provided key information for developing a systematic curriculum of Olympic education.

In the presentation, I showed the possibilities for creating teaching materials for Olympic education in relation to the Guidelines for the Course of Study of the Ministry of Education. The Olympics are effective as an educational tool because students are familiar with them and the Olympics teach them about fair play, doping and the Olympic Movement, which are included in the Course of Study, in programs other than physical education.

The Olympic Values Education Program (OVEP), a toolkit for learning Olympic values created by the IOC, will also be effective as teaching materials. As I gave the presentation right after Tokyo was named the host city for the 2020 Olympics, conference participants were very interested in the topic and the presentation received a great response.

Contents of theory of physical education for senior high school in MEXT’s Course of Study and Olympic education

Contents for the theory of physical education in the course of study for senior high school		Possible Olympic education contents
Items	Contents	
1. History and cultural characteristics of sports, features of today’s sports	a. Historical development and changes in sports	Beginning of the ancient Olympics, what is to be handed down to the next generation, games that have been played
	b. Changes in sports techniques, tactics and rules	Learn about games from the ancient Olympics (broad jump holding weights in hands, javelin) through doing them
	c. Olympic Movement and doping	What are the Olympics, Olympiad, sporting events, fair play required in the Olympics, anti-doping and spreading the spirit of fair play
	d. Economic effects of sports and the sports industry	Economic ripple effects of the Olympics, and the Olympics and the economy
3. How to design a rich sports life	a. How to enjoy sports during each life stage	N/A
	b. How to be involved in sports according to lifestyle	N/A
	c. Measures and policies to promote sports	Olympics held in Japan and athletes in the Olympics, Olympic legacy
	d. Sports and the environment	Olympics’ impact on environment and consideration to protect environment

Olympic education programs related to the Sochi Olympics and Paralympics

Hisashi Sanada, Zubaidullo Ubaidulloev, Fumio Nemoto, Izumi Egami, Taro Obayashi

1. Introduction

From March 8 to 14, 2014, two groups visited Sochi to conduct a field study of Olympic education programs related to the Sochi Olympics and Paralympics held in Russia as a joint project of CORE and the Jigoro Kano Memorial International Sport Institute (hereafter Kano Center). One group visited from March 8 to 12 and the other from March 10 to 14.

Our actions, schedule and destinations were as follows:

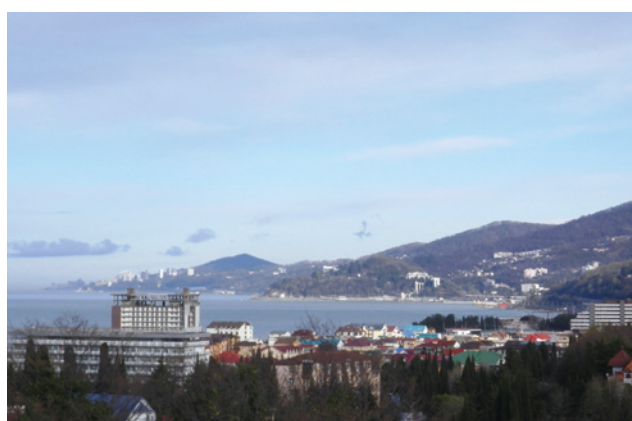
- (1) Visit the Russian International Olympic University (RIOU) to learn about programs conducted by the university and talk about beginning a joint project with CORE and the Kano Center in the future.
- (2) Visit the Gymnasium #15 of Sochi City to research its activities focusing on Japan as part of Sochi's One School - One Country program. Explore the possibilities for an international exchange program between the school and laboratory schools of the University of Tsukuba.
- (3) Research Olympic Park and the education and culture programs at the museums in Sochi.
- (4) Summarize the results of the three actions above to obtain some hints for planning and developing future Olympic education programs to prepare for the 2020 Tokyo Olympics.

Researchers

Name	Affiliation
Dr. Hisashi Sanada	Professor, Faculty of Health and Sport Sciences, University of Tsukuba, Executive director, CORE
Akiyo Miyazaki	Associate Professor, University of Tsukuba and Teacher, Senior High School at Otsuka, University of Tsukuba
Dr. Zubaidullo Ubaidulloev	Researcher, University of Tsukuba in charge of Team "Nippon" Multi-support Project, Sports Research & Development, CORE
Fumio Nemoto	Teacher, Special Needs Education School for the Mentally Challenged, University of Tsukuba
Yuta Hanaoka	Teacher, Special Needs Education School for the Physically Challenged, University of Tsukuba
Airi Suzuki	Teacher, Senior High School at Sakado, University of Tsukuba
Mario Nishihara	Jigoro Kano Memorial International Sport Institute
Yukiko Oguro	Jigoro Kano Memorial International Sport Institute
Izumi Egami	Representative, Global Manner Springs
Taro Obayashi	Graduate student, University of Tsukuba, CORE secretariat

Schedule

Date	Destinations
March 10	Krasnaya Polyana Area (mountain cluster)
March 11	Russian International Olympic University (RIOU), Sochi Art Museum, Ostrovskiy Literary and Memorial Museum
March 12	Gymnasium #15 of Sochi City, Museum of Sochi
March 13	Olympic Park (coastal cluster)



2. Research contents and results

(1) Russian International Olympic University (RIOU)

We visited the Russian International Olympic University (RIOU), which is located approximately 2 kilometers south of Sochi Station. RIOU was established in 2009 during the process of preparing for the Sochi Olympics to provide educational programs for the Olympics. RIOU is also expected to contribute to developing sports in Russia and overseas in the future.

We obtained contact information for RIOU via the IOC and arranged our visit to RIOU. During our visit, two vice presidents and the head of the Methodological Department of the university gave us a campus tour and a question and answer session.

Persons in charge

Irina Badayan, Ph.D., Pro-Rector and Head of the Sochi Office
Prof. Nikolay Peshin, LLD, JSD, Pro-Rector for Research
Ms. Tatyana Pomyatinskaya, Head of the Organizational and Methodological Department, in charge of the hospitality program

After the campus tour, we saw a video associated with RIOU in a hall, and the question and answer session followed.

We first talked about the one-year master sport administration program that started in September 2013. Currently, the first class of 29 students from 14 countries, including Olympic medalists, is enrolled in the program, which has 18 teachers from 10 countries. These students were carefully selected to include those from regions across the world based on their English abilities and essays on sports management.

Next, we asked about the hospitality program that started in 2010. Since its establishment in October 2009, RIOU had provided an educational program for local residents, mainly workers at hotels and other facilities in the service industry, to prepare for the Sochi Olympics. We learned that participants in the program studied how to serve many different Olympic guests, including VIPs and spectators, from specialists who are active internationally and were invited to teach in the program. These specialists included an Italian instructor who gave a workshop to people associated with the hotel businesses in Sochi on how to give good service.

In the end, we presented the university people with a booklet on Kano Center, the first volume of CORE's magazine on Olympic education, a booklet about the University of Tsukuba and goods from the university. Ms. Egami also presented her calligraphy work that writes wa (harmony) with a Japanese character. The university people presented us with lapel pins of the university and commemorative coins. We agreed to use this meeting to start mutual collaboration in the future.

(2) The Gymnasium #15 of Sochi City

We learned from an article published in The Shinano Mainichi Shimibun (Newspaper) on January 25, 2014 that the Gymnasium #15 of Sochi City focused on Japan in One school - One country program in which each school involved in the program supported a specific country participating in the Olympics and learned about that country. We contacted the school via e-mail and were able to visit



The Gymnasium #15 of Sochi City

the school. The school has approximately 1,100 students in 11 grades. We observed lessons and were also welcomed by a performance.

When we arrived at the school at noon as scheduled, students welcomed us by dancing. After that, we were brought to a reception room, where Principal Larisa Sergeyevna Pshenitsyna, the school principal, explained as follows about the One School - One Country program at the school.

Students at the school began learning about Japan in April 2012 as the school's One School - One Country program. The school emphasized hosting events involving students and their parents during summer camps. In the early stage, students made origami paper and temari balls using colorful threads. The school presented events in cooperation with the deputy mayor and the city's education and culture department. Students at the school made more than 300 types of booklets for presentations on Japan. The school hosted the One School - One Country program as extracurricular activities and also incorporated it in the regular school curriculum. Characteristic activities of the program included researching mathematics during the Edo period and drawing manga on Japanese culture. Parental support for the program was very helpful. Approximately 30 percent of the teachers there volunteered during the Olympics and Paralympics.



After listening to the principal's explanation, we observed classes for the One School - One Country program and had a campus tour. In some lessons, students experienced Japanese traditional culture such as the tea ceremony, flower arrangement, origami and making temari balls. Other students attended a discussion-style lesson on Japan's rapid economic growth period focusing on a case study of Panasonic Corp. and other businesses. In a lesson on Japanese literature, Matsuo Basho was described in the textbook. Students made haiku in Russian. After seeing these lessons, we listened to a concert and enjoyed a Russian Cossack dance, a Japanese dance by students wearing kimonos for maikos and a chorus of an Olympic song.



The local media covered our visit. Representing our group, the executive director Sanada were interviewed. We spoke about the purpose of our visit and talked of our impressions about this visit.

After the concert, we returned to the reception room and presented the school bags containing gifts we brought from Japan. We suggested we cooperate on the 2020 Tokyo Olympics and Paralympics, particularly through exchanges between the school and laboratory schools of the University of Tsukuba in the beginning. We promised with Principal Pshenitsyna that we would work to realize the plan.



During the question and answer session, Principal said, "I felt children at the school had acquired tolerance through the One School - One Country program." She meant that the activities of the program brought knowledge about Japanese culture to students and also helped them understand different cultures and people with different backgrounds. We would like to thank her and the school for the activities at the Gymnasium #15 of Sochi City and their omotenashi hospitality.



(3) Olympic Park and education and culture programs at museums in Sochi

In Olympic Park, we saw an exhibition building where regional cultures in Russia were introduced. The facility symbolizes the Sochi Olympics, which are said to be intended for integrating ethnic groups in Russia. A building with a simple appearance displays pieces associated with the Circassians, an ethnic group that had lived in this region until the mid-19th century.

At the Sochi Art Museum in the city, exhibitions were under way, titled "Education of body power" featuring sports and the Romanov family and "Sport-art-Sochi" by Sochi city administration the Russian Union of Artists, and Sochi Art Museum. Also, we saw tactile pictures for the visually impaired and exhibits using information and communication technology.



The Ostrovskiy Literary and Memorial Museum, which honors Nikolai Ostrovskiy (1904-1936), displays an image of Ostrovskiy holding his masterpiece, "How the Steel Was Tempered," which he wrote by overcoming his total paralysis and loss of eyesight.

The Museum of Sochi had a special exhibition titled "Ancient Gold of Kuban and Black Sea Coast." The museum covers from the Stone Age to the modern times of Sochi and Russia. It also displays items associated with the universe.

3. Conclusion

Since its establishment in 2009, RIOU has hosted various projects. It is one of the most characteristic education programs related to the Sochi Olympics. The master's program that was opened in September 2013 and visited by IOC President Thomas Bach has greatly attracted the attention of people concerned. During our visit, we were especially impressed with the hospitality program; this educational program for hotel and service workers has been conducted since 2010.

The program made us newly recognize social education for local residents as a role of universities in Olympic education in Japan, an Olympic host country, as part of preparing for the Tokyo Olympics and Paralympics in 2020. Universities in Japan are expected to provide programs for citizens' social education in line with the recent trend of opening university campuses to the local community, in addition to educating their own students. Particularly, approximately 90 universities that helped to win the bid to host the 2020 Olympics are expected to be model schools in their respective locations.

The program of the Gymnasium #15 was more diversified than we expected. The school has been highly evaluated in Russia, such as winning an award in the art division of the Hello Sochi Festival that was held with the support of the Ministry of Sports. We want to plan exchanges between the school and laboratory schools of the University of Tsukuba on a continuous basis and reintroduce the One School - One Country program, which started with the Nagano Olympics and has been extensively conducted in Sochi, to Japan to have a similar program again to prepare for the 2020 Tokyo Olympics.

Regarding cultural programs that we saw in Sochi, an exhibition of paintings for the visually impaired, which coincided with the Paralympics, was particularly impressive. The event indicates the Olympic movement has various approaches. We believe it gives a very useful suggestion for the 2020 Tokyo Games.

Although the field study only had a four-day visit, the experience was very useful and the exchange with the people at all of our destinations was fruitful. We want to work to further develop Olympic education by using the network we built this time and also strengthening the cooperation among the teachers of laboratory schools who participated in the visit to Sochi.

Report on Olympic Education in Practice

Tokyo Olympics --- with hopes for restoration Grade 6 Social Studies: From a time of war to a time of peace

Yuzuru Hirakawa
Elementary School, University of Tsukuba

In the fall of 2013, Tokyo was chosen for the 2020 Summer Olympics. Tokyo already held the Games once fifty years ago. The 1964 Summer Olympics were a symbolic event, held less than twenty years after World War II ended, celebrating the miraculous reconstruction of Japan. At our school, we developed a new teaching plan based on the conventional learning program, through the 1964 Tokyo Olympic Games, how Japan went through spectacular economic growth then with a special thought on the 2020 Tokyo Olympics. The title is "Restoration after the Great East Japan Earthquake." This is how we conducted the class.

First, we showed the picture of Tokyo devastated from great air raids. The students commented, such as "Wow, there's nothing left!" and "I can't believe this is the same Tokyo we now live in." Then I presented pictures of expressways, Shinkansen bullet trains, Tokyo Tower and the opening ceremony of the Tokyo Olympics. Since I had encouraged the students, in advance, to ask their grandparents about the Tokyo Olympics, they made one remark after another: "The Shinkansen started service around the time of the Olympic Games and people all over the world were impressed by the Japanese technology. As a result of building expressways, the traffic network developed. I was told that our economy started growing quickly from around 1960 and it was called the era of high-speed economic growth. It doesn't look like the city of Tokyo that we know. But the 1964 Tokyo Olympic Games were held less than twenty years after the war. Just amazing! They started off from nothing! I think Japan was able to show to the world how much they had recovered from the ravages of war. I'm sure a lot of people around the world watched the Olympic Games in those days, too. So the Olympic Games provide a good opportunity to introduce the host country, don't they?"



Here I asked the students: "Have you noticed anything in relation with the 2020 Tokyo Olympics approved last fall?" They answered: "Yes, I see there's a connection. Restoration after the Great East Japan Earthquake and postwar restoration. They're both related to restoration." We then went on to share what we knew about the damages due to the Great East Japan Earthquake. I showed them pictures of the tsunami-afflicted areas, the accident site of the nuclear power plant and more as the children mentioned the topics.



I ended the class with the following comment: "An unexpected earthquake killed many people. The nuclear accident displaced many people, destroyed nature and even turned human relations sour. People strongly feel the importance of restoration and renewed bonds focusing on our relationship with nature, but in reality, things are not moving as we want them to. In spite of all this, Japan stood up to host the Olympics with the intention of accelerating our restoration and also to express our gratitude to the world. Let's all think about what we can do to fully restore our country and host the Olympic Games wholeheartedly seven years from now."

1. Lecture Meeting

Among Olympic education related activities, participating in the International Pierre de Coubertin Youth Forum was a highlight of the 2013 school year. Learning activities were conducted including two lecture meetings that were held after school for the two participating students and other students. On June 21, Dr. Hisashi Sanada, Executive director of the CORE, lectured on "The Olympics and Sports in Japan: Tokyo Higher Normal School (including laboratory schools) and Jigoro Kano" and Dr. Junko Tahara, Board member of the International Pierre de Coubertin Committee, on July 5 on "The Birth of the Modern Olympics and Trends of Olympic Education" in which she referred to the ideas and achievements of Pierre de Coubertin. Both lectures presented the essentials of Olympic education. The students and teachers saw the strong ideological link between Principal Kano of Tokyo Higher Normal School in the Meiji era and Coubertin, the founder of the modern Olympics.



Olympic Lecture by Dr. Hisashi Sanada, University of Tsukuba

2. Descendant of the Pierre de Coubertin attended an open physical education class

Olympic education at our school is primarily conducted within the framework of physical education. The media often covers our activities. Tokyo MX Television broadcast the physical education class taught by Akiyo Miyazaki featuring ancient Olympic sports on July 3, 2013¹.

Mr. Antoine de Navacelle, a descendant of the Coubertin family, visited the class taught by Yoshimi Nakatsuka on December 9, 2013. Mr. Navacelle visited Japan to speak at the JOA Session on December 8. A London Olympic torch that Mr. Navacelle ran with in the torch relay was shown to the students. The class topic was the development process of sports in Japan and the achievements of Jigoro Kano and Tokyo Higher Normal School, which is the modern day University of Tsukuba. Tokyo Higher Normal School specialized in education and significantly influenced the education field. When Kano was the principal, he emphasized the importance of academics and sport, creating physical education programs, which lead to today's physical education in Japan. The students at Tokyo Higher Normal School in those days were most ardently engaged in both academics and sports under Kano. Mr. Navacelle said, "Jigoro Kano and Pierre de Coubertin shared the same views. I am indeed impressed that these two people, though far away from each other, shared the same ideas approximately 100 years ago." The students had a pleasant time talking with Mr. Navacelle after the class.



Mr. Antoine de Navacelle and the students after class

¹ <http://s.mxtv.jp/mxnews/kiji.php?date=201307037>

Oriental Witch Cup to be Held at Our School: Remembering the Oriental Witches

Tomoharu Yokoo
Junior and Senior High Schools at Komaba, University of Tsukuba

1. Nadeshiko Japan named world champions

In the health and physical education lectures at the Super Science High School Seminar of the High School at Komaba, Dr. Takahiko Nishijima of the University of Tsukuba gave a talk for the students on the Japan women's national football team, Nadeshiko Japan, which won the 2011 FIFA Women's World Cup and the silver medal at the London 2012 Olympic Games. Dr. Nishijima described the research projects to enhance the individual skills of Kozue Ando, center forward, No. 7, and Saki Kumagai, center defense, No. 4, who scored the last shootout goal, of Nadeshiko Japan and Hikaru Naomoto, center forward, No. 8, who led the Japan women's national under-20 football team, Young Nadeshiko, which won third place in the 2012 FIFA U-20 Women's World Cup, and how they won the title of world champion.



Dr. Nishijima's lecture on Nadeshiko Japan

2. Panel to commemorate the Oriental Witches completed

Our school gym is reminiscent of the Oriental Witches as they used it to practice volleyball. We created a commemorative panel describing how the Oriental Witches practiced then, using the budget that supported our Olympic Education platform last year. The panel was placed in the school to help build the culture element of the school. We held a competition called the Oriental Witch Cup in our school, and the participants took group pictures with the panel. The panel was also displayed at the gym entrance when we had an international exchange event with Taiwan National Taichung First Senior High School. Completing the commemorative panel for the exchange in the old historic gym in connection with the Olympics, provided a good opportunity to confirm the value of the Olympics.



Commemorative panel at the gym of
Komaba High School, University of Tsukuba



The Oriental Witches Cup
(commemorative panel in the center)



International exchange with Taiwanese students
(commemorative panel displayed at the entrance)

Olympic education at Senior High School at Sakado: Thinking about the Olympics from Multiple Viewpoints

Airi Suzuki

Senior High School at Sakado, University of Tsukuba

1. Olympic education in this school year

This school year, we provided a program for students to think about the Olympics as part of Career Design, which is a required subject for first-year students. We also covered matters related to the Olympics in health education class. The goal and approach of Career Design are as follows:

(1) Goal

- a. Acquire basic learning skills to advance learning at our school
- b. Acquire social skills to handle multiple situations
- c. Acquire management skills to control one's life

(2) Class schedule and size

- a. Second and fourth Saturdays each month, 8:40 a.m. - 11:20 a.m.
- b. Student to teacher ratio: 12 to 1

In Career Design, we had students place themselves in the center of their idea map, and had them expand the map to raise what they are interested in and have questions about. We surveyed, in advance, the topics teachers can teach, created a form for students to fill in with their field of interest, and formed groups, each consisting of one teacher and approximately 12 students, to conduct activities. (See Photo 1)

I worked with students who are interested in the relationship between the Olympics and martial arts. In the first quarter, the students conducted research by reading books, documents and other written materials under the theme of learning about the field you are interested in. In the second quarter, the students worked on their reports. In the third quarter, the students continued to work on their reports and also created and gave presentations using PowerPoint. (See Photo 2)

Career Design was a good opportunity for students to become interested in the Olympics and learn deeply about the characteristics of its games. I hope the subject will also be taught during the next school year and cover the Paralympics, too.

In the health education class for second-year students, students learned about doping and fair play. They also were given time for group discussion about what is the spirit of fair play and what drives athletes to doping. One student said that becoming representative athletes means they should first have self-control.

2. Olympic education for the next school year

I plan to coordinate with English teachers to refer to the international community. Also, as I went to see the Sochi Paralympics, I would like to report on the atmosphere of the event to students and work to improve our program.

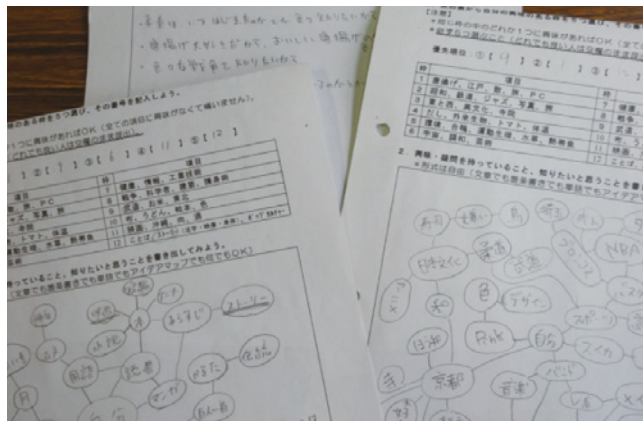


Photo 1

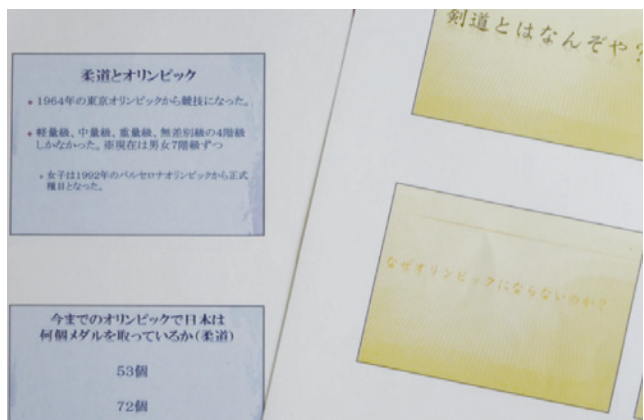


Photo 2

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

Our students competed in the London 2012 Paralympics. This 2013 academic year they are practicing hard for the next Paralympics to follow the achievements of our alumni. This year students and alumni also competed in the Japan Para Championships, a major competition in Japan, and other national championships in swimming, track and field and goalball. In swimming, three of our students from our school for the visually impaired and one from our university competed in Montreal, Canada at the biyearly World Swimming Championships, making a good start for the next Paralympics. Students in the youth category, who have not yet reached the level of participating in the World Swimming Championships, went to Malaysia to compete in the Asia Youth Para Games. When we saw our alumni, a first year student at university and a sophomore in high school, come home after competing in an international tournament with the Japanese flag on their uniforms, they looked like they had matured greatly due to the experience. Our school also hosted a swimming camp for visually impaired athletes; students from all over Japan attended and worked to acquire world-class skills.



1st Sr. H.S. Grader Ryo Nagano, and alumnus Yota Muratake



Swimming camp in Japan



Japan Mens' national team members (from our school)

The mens' national team for goalball consists mainly of our current students and alumni. They competed in the Asia-Pacific Championships (Beijing) in the fall of 2013 to qualify for the Paralympics. They came in second and won a ticket to the World Goalball Championships. Qualifying for the 2016 Paralympics requires either finishing in the top three in the World Championships in Finland in June 2014 or winning first place in the Asia Youth Para Games in October. Our students and working alumni now practice three times a week in the evening at the school gymnasium for the visually impaired. The team sport requires training together. In addition, we hold a monthly training camp with athletes from different parts of Japan; I am one of the volunteer coaches.



Goalball Match

Now with the hosting of the 2020 Olympics and Paralympics in Tokyo, disabled sports are definitely drawing increased public attention within Japan. Yet, the issue of player development has not changed in the least. For the visually impaired to participate in daily practice sessions, the most important point is to secure access to the training locations. Sports facilities for the disabled in Tokyo are usually not close to railroad stations; for the disabled to walk to the facilities are extremely difficult. In many cases, they need somebody to accompany them. Even after they reach the location, they are faced with another serious problem: lack of disabled sports instructors and helpers. Moreover, the athletes have to pay for their trips to tournaments and abroad. Sadly, only students with wealth can aspire to compete in the Paralympics; little has changed this. We volunteer staff also have to shoulder a significant financial burden.

School is not responsible for training athletes. However, many students are motivated to seriously take up sports through physical education or club activities at school. Keeping a balance is difficult. When we look to Tokyo 2020, training athletes becomes a key issue. If we cannot develop good athletes from elementary school and junior high school students to perform well six years from now, Japan will be unable to achieve satisfactory results in the Paralympics in 2020. Considering that the sports environment for the Paralympics is far behind compared with that for the Olympics, we need to address major issues, such as what type of support is required, how to find good instructors and locations for practice and how to reduce the financial strain on the athletes.

Looking ahead six years from now, playing an active role in promoting and publicizing disabled sports is important for us. We hope that the people who watch and cheer for the games will be able to have a broader view on the features of the events, how the players have worked hard and used their ingenuity and how the people concerned have supported them, instead of just focusing on their victory or defeat.

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

1. Lecture by Shohei Tateyama, Professional Baseball Player (for elementary, junior and senior high school students)

We invited Mr. Shohei Tateyama, a pitcher for the Tokyo Yakult Swallows, on January 24, 2014. He spoke on the importance of trying. Students in the third grade and higher from elementary school, as well as the students from our junior and senior high schools attended the lecture. Based on his own experience from childhood until he became a professional baseball player, Mr. Tateyama spoke to the students about setting goals, working to reach the goals and the importance of team play. He respectfully answered questions from the students and the lecture ended with a storm of applause. After returning to their classrooms, the students wrote letters to Mr. Tateyama including their impression on his talk and how they were inspired. The event was covered in a newspaper the following day.



2. Basketball Workshop (for fifth and sixth graders)

Three basketball players and staff from Hitachi Sun Rockers Tokyo, a professional basketball team, visited our school on May 31, 2013, to hold a basketball workshop for the third consecutive year. Some of the players have participated in the workshop every year and it was their third time with the sixth graders. The workshop ended with great success as more students communicated with the players than last time.

3. Physical Education Class (for the first year students of the senior high school)

In the physical education class for the first year students, we covered topics including the history of the Olympic Games, symbols, Jigoro Kano, Olympians and Paralympians. This provided a good opportunity for the students to think about the Olympic Games from different perspectives other than the outstanding performances of the top athletes and winning medals.

4. Other

Reviewing the activities and events already conducted at our school revealed that many of them correspond with Olympic ideals, such as respect for others and friendship, spirit of fair play and intercultural understanding. Our elementary school and junior and senior high schools have a variety of exchange programs with neighboring and affiliated schools. Elementary school students take part in the municipal swimming meet. Sports team members of the junior and senior high schools participate in the sports tournament for schools for the deaf and the athletic meet for the disabled, proceeding on to compete in district and prefectural tournaments. We also have quite a few visitors from overseas, providing the students with international exchange and watching their traditional dance from time to time.



This year we had several special international exchange programs. The senior high school baseball team had a friendly game with the Korean national team visiting Japan for the Asia Baseball Series of the Deaf, while ten students from our school visited the National Institute for Deaf Youth in Paris (INJS).

Skiing Camp and Understanding of the Sochi Olympics

Takashi Abe

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

Because of the attributes of their disabilities, many of the children and students at the special need school learn from what they actually experience, and stories reported in the news are frequently used in lessons to allow students to feel connected to those stories and to deepen their understanding. Consequently, the school sought to use a skiing camp with junior and senior high school students to enhance understanding of the Sochi Olympics and Paralympics, which will be held this year.

1. Skiing camp

Prior instruction was conducted at the school, so the skiing camp was held at a ski site. The prior instruction was conducted with both junior and senior high school students divided into groups with some students from each grade in each group. The students practiced walking while wearing ski boots and skis. They became able to put on and take off the boots and skis, and efforts were made to develop a sense of camaraderie among the group members.

At the actual skiing camp, goals were set based on the respective levels of the students with the aim of improving the students' skiing skills.

2. Quiz Conducted at Combined Morning Assemblies

When the skiing camp ended, the following practice was conducted at combined morning assemblies. Students from elementary to high school took quizzes on the Sochi Olympic and Paralympics using slides. Students answered questions about the site of the Sochi Olympics, the events, participating athletes, and the Olympic mascot, raising their understanding of the Olympics and Paralympics. For each question, students were presented with two choices, and they moved into groups depending on whether they chose A or B. Since the quizzes also involved the opportunity to move, all of the students enjoyed participating.

3. Results and Issues

By using photos of Yoshihiro Nitta, a graduate of the University of Tsukuba and paralympian, in the quizzes, students were able to link what they had experienced at the skiing camp with the Olympic and Paralympic Winter Games. The quizzes enabled the students to feel a connection with the Sochi Olympics and Paralympics and increased their understanding.

For the school's students, who often learn from personal experience, it is difficult to guide students and increase their international understanding and understanding of different cultures through sports. In the future, I would like to have Yoshihiro Nitta, a Japanese Paralympian who was referenced in the quizzes, visit the school to discuss with the students his international perspectives and his impressions of the Paralympics.



第4問

AとBのどちらが新田選手でしょうか？



A



B

Question 4: Which is skier Nitta?

Learning with a Sense of Reality: Linking Athletic Events and Classes

Yuta Hanaoka

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

For our pupils and students to learn with a sense of reality, hands-on experiences and association with their own experiences are important, which also applies to Olympic Education. Our undertakings concerning Olympic Education are implemented according to the actual conditions of each pupil or student through physical education and sport events, such as the health and physical education classes, athletic meetings, hand soccer club activities and the Tokyo Metropolitan Athletic Meet for the Disabled that take place throughout the year. Since linkage with classes other than physical education was one issue raised in the review of last year's activities, we taught about the Olympic ideals and the sports events adopted, referring to ancient Greece, which is included in the world history classes at the high school.

In conjunction with the Tokyo Metropolitan Athletic Meet for the Disabled, which was held at Ajinomoto Stadium, students were asked to think about if they wanted to use drugs to win a competition or why athletes use drugs to win. The students gained a better understanding of the world of sports representing a huge market and doping hindering fair play. They discussed subjects including how much money Ajinomoto, a private corporation, paid for the naming rights, and why a corporation pays such a great amount of money just to name a stadium after their corporate name.

As for undertakings linked to social studies, planning has been insufficient as shown by consultations with teachers of social studies being made after the new school year started. For next year, we would like to consult with the teachers during this school year to place activities in the annual teaching plan. We also envision expanding the undertaking to include elementary and junior high schools and finding ways to link the program with other subjects.



World History Class (Ancient Greece)
for 2nd year senior high school students



Tokyo Metropolitan Athletic Meet for the Disabled

Olympic Education at Our School

Tetsufumi Kawaba

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

Our 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 are considering how to provide guidance that associates daily sports activities with the Olympics to motivate our students to spend more time on physical exercise and acquaint themselves with the Olympic Games as much as possible. Below are some of our accomplishments during this school year.

1. Morning exercise (including long-distance running for students in the 5th and 6th grades):

By rewarding the students who exhibit much effort with medals and certificates of honor, we tried to further motivate students concerning sports. Some students even realized that repeated practice had improved their personal records, learning the importance of continued effort and the joy of achievement.

2. Participation in the athletic meeting 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 repeatedly practicing for the event, we tried to make them think that they were participating in their own Olympic Games. A sixth grade girl finished second in a running event.

3. Tokyo's successful bid for the 2020 Games:

Students in advanced classes in the elementary school wrote letters to IOC executives. Some students long to see the Olympic Games in Tokyo. The Olympics became very close to them at this moment.

Our Olympic Education is still in the trial and error stage. We continue modifications every year after reviewing the previous years. We hope to increase the number of Olympic education opportunities while paying attention to the students.



Olympic Education at University: A Multidisciplinary Subject for All Students at the University of Tsukuba

Hitoshi Saga
Faculty of Health and Sport Sciences, University of Tsukuba

1. Class Purpose and General Description

Ten years have passed since the university started offering the Olympic class as a general education. The month of September after the start of this year's course was the month when the decision was made for Tokyo to host the 2020 Games. We expected that students would be interested in the race to win the Olympic bid. In order to avoid spending too much time on bidding and related topics, we covered challenges undertaken by people and organizations involved in the Olympic Movement, hoping that the students would gain different perspectives that would help them to understand the Olympics and look at the 2020 Games in Tokyo.

The Olympic Games rely on athletes and the work of many people. When Tokyo hosts the Olympic Games in 2020, students will have opportunities in many fields to be a part of the events. This could provide added perspective for the students in choosing their careers if they understand this through the class.

The number of applicants for this year's class exceeded the class capacity again, and we were forced to make some adjustments before settling on the final number of 150 students. There were 124 first year students, 84 from the School of Health and Physical Education. A total of 136 students earned credit for the class.

2. Title, Date, Lecturer and outline of the Lecture

- (1) Tokyo's Bid for the Olympic Games, April 15 by Hitoshi Saga, Faculty of Health and Sport Sciences
In addition to providing orientation for the course, an explanation is made regarding the undertakings of the Organizing Committee and others who aim to host the second summer Games in Japan.
- (2) Olympians, April 22 by Kaori Yamaguchi, Faculty of Health and Sport Sciences
An Olympian presents her own accounts of her never-ending quest from her days as an athlete to those after retirement.
- (3) Coubertin, May 7 by Koichi Wada, Ferris University
How did Baron Pierre de Coubertin, the forefather of the modern Olympic Games, overcome the barriers impeding him to reach his ideal and dream before reviving the Games?
- (4) International Olympic Committee (IOC) May 13 by Kazuya Naruse, Faculty of Health and Sport Sciences
Examines the IOC undertakings and their accomplishments in overcoming issues confronting them such as violence in sports, discrimination, political propaganda and the doctrine that victory is everything.
- (5) Research & Development, May 20 by Toshinobu Kawai, Faculty of Health and Sport Sciences
In London 2012, Japan won 38 medals, the most ever for Japan. The lecture reports on the activities the University of Tsukuba undertook to support athletes and the achievements.
- (6) Olympic Sponsorship, May 27 by Hidefumi Kurihara, Ajinomoto Co., Inc.
For private corporations, the Olympic Games provides business opportunities for them to leap forward. A JOC corporate partner explains their support for athletes and what they gained in their business.
- (7) Olympic and the media, June 3 by Yosuke Fujiwara, JOC Executive, former executive of the Olympic Broadcasting Services
Historic transitions of television broadcasting of the Olympic Games and upcoming broadcast business utilizing the Internet are introduced.
- (8) Kano Jigoro, June 10 by Dr. Hisashi Sanada, Faculty of Health and Sport Sciences
What were the ideas and actions employed by Kano Jigoro, then principal of Tokyo Higher Normal School, to overcome the Great Kanto earthquake and later win the hosting rights for the 1940 Olympic Games for Tokyo?
- (9) International NPOs, June 17 by Taku Yamaguchi, Faculty of Health and Sport Sciences
Hearts of Gold is an NPO aspiring to promote sports internationally together with athletes. The lecture examines their challenges in the past and explains their current activities as well as prospects for the future.
- (10) Olympic education in high school, June 24 by Akiyo Miyazaki, Faculty of Health and Sport Sciences
How is the education on the Olympics progressing and spreading at the forefront of teaching? Activities of the laboratory schools of the University are introduced.
- (11) Final examination and a survey of student opinion concerning the course
The examination consisted of a section to check student knowledge, in which 25 multiple choice questions, each with four possible choices are given (25 points); and a section to check the student understanding of the lectures, in which students write an in-class essay (15 points). Student performance was evaluated by attendance and the reaction papers submitted at each class (6 points x 10 = 60 points) in addition to the examination results.

1. Introduction

(1) Background

Thinking about the Paralympic Games provides an opportunity to gain a better understanding of Paralympians. Creating a community that allows them to live without inconvenience means building barrier-free facilities. Barrier-free facilities can directly support an aging society. It has been some time since we started hearing that the elderly will comprise a large part of the national population in the future. The percentage of the elderly will definitely be higher than now by the time students currently enrolled in schools are active in society. Perspectives required in such an age include measures to remove physical and psychological barriers for the elderly to participate in society, barrier-free environments in which obstructions are specifically removed, and universally designed facilities, products, and information accessible to all people regardless of differences in culture, language, nationality, age, gender, disability, and ability.

A broader view may find the idea of universal design and global society in common with the ideology of Olympism, which, I think, is necessary in supporting a sustainable society.

Just when I was seeking to gain a better understanding of such ideas, an information bulletin from Japan Blind Football Association (JBFA) was delivered at my workplace. Blind soccer is an event in the Paralympic Games. I had been seeking an opportunity for our junior high school students, rather than special-needs students, to think about the Paralympics and gather their thoughts through the Paralympics. As soon as I saw the bulletin describing the Supoiku (sports education) Project of the JBFA, I contacted the association and told them that I seriously wanted to try the project at our school.

The starting point was my wish to implement activities for our students to address issues they were facing at the time and social issues they will face in the future.

(2) Aim and subject

I had constantly communicated with students (third year of junior high school) as the class instructor and been seeking an opportunity for them to learn the following four perspectives.

- i. Have a broad perspective.
- ii. Think about the position of others.
- iii. Have broader communication with more people.
- iv. Think about yourself in relation to others and the community and contribute to the future.

Because the junior high third-year students are leaders for the younger students in various school events, I was also hoping to improve their leadership skills.

If various conditions were met, I hoped to give lessons to all of the third-year students or field-day class leaders of each grade. Because securing time and a place for all third-year students was difficult, I thought of directing the lessons to the field-day leaders of each grade. Our field day event is held in mid-September, and the leaders prepare for the event during summer holidays. I hoped that the leaders would acquire leadership attitudes by considering (1) teamwork, (2) the importance of communication, (3) respect for individuality, (4) understanding of people with disabilities, and (5) a spirit of volunteerism during the summer holidays before the field day.

Consideration of the actual feasible time and subject led to the period for integrated study. Although the timing was after the field day and the subject was different from the first candidates, I decided to use two consecutive class hours for integrated study for the sessions. The time was the period for integrated study for third-year grade students, and the subjects were 28 students taking health and physical education classes.

2. Supoiku (sports education) Project

The Supoiku Project aims to provide opportunities for disabled people and children to communicate through sports, in which JBFA provides instructors for activity-based classes using blind soccer. Five aspects of learning are posted on the JBFA website, which is shown in the figure².

3. Class dates

- Preliminary class: 1.5 hours, September 25
- Activity class: 2 hours, October 2
- Post-activity class: 1 hour, October 9

4. Class details

(1) Preliminary class: approx. 1.5 hours, September 25

Descriptions of blind soccer and the visually impaired were given using a DVD and learning materials (booklets shown in Photo 1) that were sent by the JBFA.

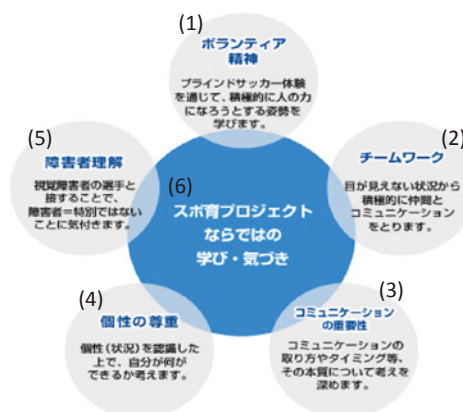
While the preliminary class for the Supoiku Program was one hour, we used approximately 1.5 hours as we had some extra time from the double class period. After watching the DVD, the class was conducted in the order of the table of contents of the booklet (Photo 2). The booklet is informative as it describes blind soccer and characteristics of the visually impaired and also asks many questions about what the reader thinks about visual impairment and why.

It provides the learner with an opportunity to reflect on his/her own ideas about impairment by asking questions such as "it seems very difficult for people with visual impairment to play soccer. Why do you think it is difficult? What do you think is difficult for them?," "what kind of oral statements would help if you were walking blindfolded?," "when do you think you need teamwork in your environment?," "what kind of help do you think visually impaired persons need in their daily life?" and "what are some of the rules of blind soccer designed specifically for visually impaired players to play?."

In addition to the information material, adapted sports and the Paralympics were mentioned to give the students an opportunity to learn about perspectives other than that of visual impairment.

(2) Activity class: 2 hours, October 2

A visually impaired player of blind soccer and supporter sent by JBFA instructed the class. All sessions had the students experience each role of the game.



(1)	Volunteerism: Learn the attitude of voluntarily helping people through a blind soccer experience
(2)	Teamwork: Actively communicate with teammates who are unable to see
(3)	Importance of Communication: Expand the idea of the essence of communication such as how and when to communicate with others.
(4)	Respect for individuality: Think about what we can do after recognizing individuality (situation)
(5)	Understanding people with people with disabilities: Meeting a visually impaired player gives an opportunity to realize that visual impairment is not something special.
(6)	Lessons and Findings Unique to the Supoiku Project



Photo 1: Cover of the learning material (booklet)

目次	
第1章	ブラインドサッカーってなに? 1 ページ
コラム	視覚障がい者にとってのブラインドサッカー 6 ページ
第2章	体験してみよう! 7 ページ
コラム	たくさんの人から応援されるブラインドサッカー 18 ページ
第3章	障がい者についてもっと調べてみよう 19 ページ
第4章	学んだことをふりかえろう 24 ページ
おうちの方へ	28 ページ

Photo 2: Table of contents of the booklet

Table of Contents	
Chapter 1. What is Blind Soccer?	Page 1
Column: Blind Soccer for People with Visual Impairment	Page 6
Chapter 2. Let's Play Blind Soccer!	Page 7
Column: Blind Soccer Supported by Many People	Page 18
Chapter 3. Find Out More about People with Disabilities	Page 19
Chapter 4. Review What You Have Learned	Page 24
For Parents	Page 28

² <http://supoiku.b-soccer.jp/>

People purportedly acquire 80% of information from vision. There is something that we begin to see only when vision is blocked and no information comes through the eyes. We must focus on every instance of communication and be considerate of others since we cannot see the distance to them and their condition. When we have realized this, we are able to notice and sense many aspects of communication. Because of the absence of vision, such communication allows for a range of learning, including teamwork, respect for individuality, understanding of people with disabilities, and a spirit of volunteerism.

(1) Improving teamwork

The key to playing a match between teams while being blindfolded is how the teammates can cooperate and actively communicate with one another without vision.

(2) Knowing the importance of communication

We feel lonely or anxious while being blindfolded during a match. Such anxiety or loneliness, however, is eased through effective communication, and we realize that it is not all that inconvenient.

(3) Considering respect for individuality

Doing various activities when blindfolded, thus having no eyesight, gives us an opportunity to consider visual impairment as an individual trait rather than something special and makes us ask ourselves what we can do for visually impaired people.

(4) Promoting the understanding of people with disabilities

(5) Generating volunteerism

The students are told to think for themselves how they should guide and call out to blindfolded players. The soccer game cannot be played without consideration for other players, which closely resembles a volunteerism mentality.

i. Exercise

Students group in pairs and only one in each pair wears a blindfold. First, students without a blindfold watch the movement of the instructor (“T1,” who is visually impaired), and then instruct their blindfolded partners to do the same movements, and the blindfolded students actually do the instructed movement. The exercise consists of body movements made generally in our daily life.

Instructor T1 gave instructions while making the students think of appropriate expressions to use when teaching the movements to their partners between exercise events. For example, after the students actually performed arm swinging, the instructor suggested that they give more specific instructions, such as whether to swing only forward or backward, cross their arms while swinging, swing one arm each, and for how long to swing them, rather than simply telling them to swing their arms. The instructor also asked questions from the perspective of what could be and could not be conveyed using passwords. For example, “glucosamine in the ad” is a term that expresses knee-turning. It can be conveyed easily if the players know the meaning, and, conversely, they would have no idea if they did not know. Further, the instructor introduced more ways to express their intentions such as guiding by touching the body of their partners.

ii. Running 10 meters blindfolded

Blindfolded students run with their arms extended forward while being guided by the sound of clapping and the voices of their assistants waiting at the finish line. The point where the students giving the signs wait is the goal. They must clap their hands and call out loud enough for the blindfolded students to hear so that they can run without anxiety. Calling out the names of the runners also helped since they may have mistakenly run to the finish line of a neighboring group. Instructing the runners to go either left or right had to be told from the perspective of the runners, or it would be confusing whether the instructing student meant left or right from the perspective of him/herself or the runner.



Photo 3: Moving to the finish line relying on sounds



Photo 4: Just a little more to the ball

iii. Going to the ball and returning the ball by kicking it from the location

Blindfolded students move approximately 10 meters to the point where the ball is placed and kick the ball back to the starting point. They move with assisting voice from behind the starting point.

Some assistant students instructed “right, right, right...,” but the students being instructed often reacted completely differently from the intention of the instructing students because of differences in the interpretation of the instruction such as moving one step to the right, facing the right-hand side, and turning right, between them. The same applies in the case of demonstrative and interrogative words. The students apparently came to understand that instructions that were otherwise given easily if both sides could see each other were very difficult to be delivered.

iv. Pick up a ball thrown from behind

A student without a blindfold throws a ball in an arc from either the left or right side behind a blindfolded student, who, then, goes and picks up the ball. The blindfolded student subsequently returns the ball by kicking it to the starting point. The other student calls out, “here comes the ball,” and throws the ball in. The ball makes a sound while it is rolling, but the blindfolded student could not tell where it is once it stops rolling, so the other student must call out and give instructions.

In the second attempt, the blindfolded student voluntarily asked for information that he/she wanted and began chasing the ball while asking questions to the assisting student. The students on both sides learned of the kind of information required when the blindfolded student actively requested the assisting student for information rather than passively waiting for instructions.

v. Hitting a ball at a cone placed 10 meters away

A blindfolded student was to hit a ball at a cone placed 10 meters from the starting point. A student stands at the cone and tells the direction to the blindfolded student who will kick the ball by making a sound. The students make up groups and compete on the number of times the ball hits the cone in three minutes. The groups take turns. After the first round, the students learned how to kick the ball from the instructor and went on to the second round. They were able to hit the cone more times in the second round, and the instructor had the students think about the reason. In addition to the fact that they were more used to the activity in the second round, they pointed out an improvement in how they called and better teamwork. Among the advice given by the instructor T1, the phrase, “see the sound of the ball,” is memorable.



Photo 5: Go and pick up a ball thrown from behind



Photo 6: Try to hit the cone while blindfolded

At the conclusion of the activity class, the instructor had the students consider how to make the “quality of calls” or expressions used, such as the calls for conveying, calls that can be understood, calls to make the partner feel secure, and accurate instructions, appropriate for the situation and whether they were able to make calls from the perspective of the partner in situations such as directing the partner to the left or right when they were facing each other. The instructor summed up the class by expanding on these views and asking the students whether they were able to voluntarily offer help, not only for people with visual impairment, but people in trouble in general.

The students appeared to have been able to give and receive instructions while considering each other's situations based on their experience in different positions learned by watching others and moving their bodies within the limited timeframe. It seemed that their reception and responses gradually changed and they grew more mature within this short period of time.

(3) Post-activity class: 1 hour, October 9

We gave the students a post-activity class for them to reflect on their experience and record their thoughts and findings on a work sheet to help them apply their learning to their daily lives. They reported their findings such as whether their impressions of disabled people had changed and what they had found about communication through the experience of blind soccer. The following is an extract of the students' opinions.

- I have never really thought about communication before, but I learned the importance of communication using words. Hearing that there are many things a person with disabilities can do, I decided to think more positively about what I can do, rather than what I cannot do.
- I was really surprised that the player who could not see was able to use a ball more skillfully than we could. I honestly thought he was amazing. My impression, not only of people with visual impairment, but people with disabilities in general has changed. I also felt that the sports of people with disabilities could also give us courage and inspiration. In year 2020, I will look forward to watching not only the Olympics but also the Paralympics to see their performance.
- I would like to keep taking on the big challenges of sports in the future.
- I felt that it was important to think from the perspective of others.
- I learned that you can overcome difficulties if you make an effort.
- What impressed me the most was the importance of words.
- My view of people with disabilities changed through this experience from one that disabilities limit various activities to one that the disabled can do various activities by being innovative and overcoming their limitations.
- I like sports where we compete against an opponent. But I always thought that we could play such sports when we had no disabilities. I learned from this experience that we can do anything if we cooperate with one another. I appreciate my health and will make efforts to help others as much as possible.
- Not helping them as a third party, but we do it together. I think that experiencing and enjoying activities with them is also the volunteer spirit.
- I could not understand the instructions when they were given only as an order or single word. I felt it was important to fully express the instructions using words that the other person could easily understand.
- Through this experience, I learned the importance of information coming from the ear. Words like “there” and “that side” cannot deliver the instructions, and I felt we must think from the perspective of the other person when we communicate.
- I learned that many innovative efforts are made for safe and fair play. By experiencing it myself, I actually felt that they were fully using senses other than vision and relying especially on sounds.
- I felt that for people without vision, the statements of people around them are important. I was able to feel safe, run, and kick the ball when people around me gave loud and appropriate instructions.
- We cannot do anything if we just move on our own, and we cannot even move without calling out to one another. We have our bodies as a tool besides our voices.

5. Conclusion

As expressed in the students' thoughts, we were able to learn various lessons. I would like to again thank the Japan Blind Football Association.

This project can be considered part of global education. By changing viewpoints in this way, activities based on or related to Olympism are carried out in conventional classes (including those other than health and physical education), school events, daily activities of student councils, club activities, and various other occasions. By reorganizing the records of such activities, there may be a possibility of expanding or deepening the concept of Olympic education. I think that the significance of conventional educational activities can be assessed also in view of Olympic education.

Current students and children who are going to receive school education from now will be able to be involved in the local Olympic Games in Japan held in six years from now in various ways. They will be able to have more profound perspective of the Games if they participate with a broader view acquired through Olympic education. The legacy of the 1964 Tokyo Olympics still remains in various forms, both tangible and intangible, even after half a century. I hope that we treasure this opportunity.

Olympic Education Conducted in Cooperation with the Jamaican Embassy

Takako Honma

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

1. Introduction

In 2012, the year that the London Olympics and Paralympics were held, the Special Needs Education School for the Mentally Challenged at the University of Tsukuba used the Olympics as an educational topic during comprehensive education and conducted a unit called “Convey the Inspiration of the Olympics.” As a part of these activities, a request for cooperation was made to the Jamaican Embassy and Olympic education was conducted. This report focuses on the portion of the Olympic education conducted at the school with cooperation from the Jamaican Embassy.

2. Positioning of the Embassy Visit within the Unit

The Convey the Inspiration of the Olympics unit originated with the desire of students who had seen the London Olympics and wanted to write to and meet Olympians. The unit expanded to include letter writing, research and studying the Olympics, and giving presentations during a cultural festival. The visit to the Jamaican Embassy was conducted as part of this unit, and at that time, the embassy was consulted on sending letters to Usain Bolt, a track and field athlete from Jamaica.

The letters that the students wrote were sent to Usain Bolt with the full cooperation of the embassy. To express their gratitude and to learn about the nature and culture of Jamaica, the students visited the embassy.



Commemorative photo with a diplomat from the Jamaican Embassy

Four main teaching points were set with regard to the unit: (1) have the students themselves engage in activities and experience things involving others, (2) have the students experience things by actually seeing, hearing, feeling, and thinking about them, (3) have the students experience things that make them think about their own lifestyles and lives, and (4) have the students recognize others (with different abilities), praise others, and enhance one another’s abilities. The key points with regard to the letter writing and research lessons were (1) have the students themselves engage in activities and experience things involving others and (2) have the students experience things by actually seeing, hearing, feeling, and thinking about them. To carry out these lesson activities, particular importance was placed on the students’ spontaneity, motivation, and interests.

The Olympics was an educational topic that many of the students in the high school were interested in, but it can be difficult for students in a school for the mentally challenged to become interested in things that go beyond their own experiences and expand their studies on their own initiative. For this reason, the instructors needed to respect the interests of the students, develop plans to carry out the students’ wishes to the degree possible, and provide support to expand the students’ experiences in ways that would lead to social participation. The instructors turned their attention to local resources outside the school and worked to fully use those resources as educational materials. Fortunately, the school is located in the Tokyo Metropolitan region, and access to various embassies is convenient, so it was possible to make use of these advantages and visit the Jamaican Embassy. During this unit, the students also visited the Japan Football Museum in Bunkyo Ward and interviewed the museum director. In this way, it was possible to use local resources so that students with mental challenges engage in research lessons.

3. Educational Activities Conducted with the Cooperation of the Jamaican Embassy

(1) Letter writing

Many of the students who watched the London Olympics supported the Japanese athletes and were familiar with their names. Students were also familiar with foreign athletes, although not to the same degree as the Japanese athletes, and many of the students saw Jamaican athlete Usain Bolt on television and copied the “Bolt pose” by raising their left hand. The students initially described their impressions of Bolt as “great,” “fast,” and “cool.” The students gained the general impression that he is “somehow great” from watching him on television. During the research lesson on the Olympics, the students measured how long one of Bolt’s strides is and compared that length to the length of the classroom floor, gaining the impression that he is “truly great.” As a result of this lesson, the students developed a desire to write letters to Bolt and convey their feelings, much to the surprise of the instructors, but based on the belief that expressing honest gratitude to an Olympic athlete was in complete agreement with the ideals of Olympic education, a letter writing activity was conducted.

The key point for the letter writing activity was preparing various means of expression tailored to the students’ characteristics. Among the students, while some can write in the phonetic scripts, others can speak but find it difficult to write. In addition, some of the students are more skilled that expressing themselves with their bodies than using words. Consequently, various means of expression including picture letters, video letters, and written letters were prepared according to the students’ abilities.



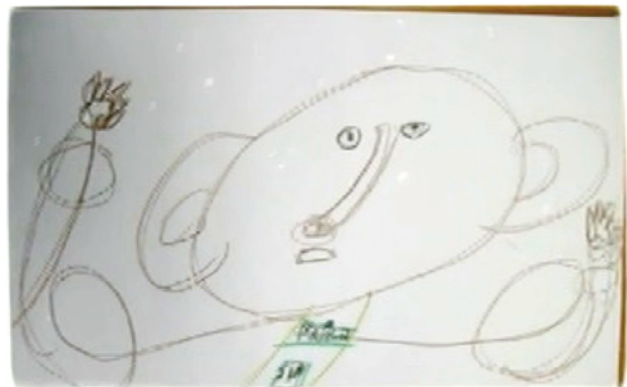
A student writing a letter



A scene from a video letter

Example of a letter written by a student

Dear Mr. Bolt,
 How are you? I practice running every week. I saw that you running in the Olympics on television. I was inspired by how fast you run. Congratulations on winning the gold medal. It was very good that you won. Watching you, I felt more courageous. You are everyone’s hero. I and everyone at the Special Needs Education School for the Mentally Challenged will continue to cheer for you.
 H.T.



A drawing of Usain Bolt

(2) Prior research on Jamaica

Prior to the visit to the Jamaican Embassy, the students used maps and a globe to check where Jamaica is located, and each student prepared questions. Many of the questions concerned matters of interest to the students in their day-to-day lives such as “What sports are Jamaicans interested in?”, “What delicious foods are eaten in Jamaica?”, and “Do people play baseball in Jamaica?”

This was the first time that a group of mentally challenged students visited the Jamaican Embassy, so information about the students’ characteristics, appearance, interests, and methods of communication were conveyed to the embassy in advance, and efforts were made to facilitate interaction by embassy personnel with the students with confidence.

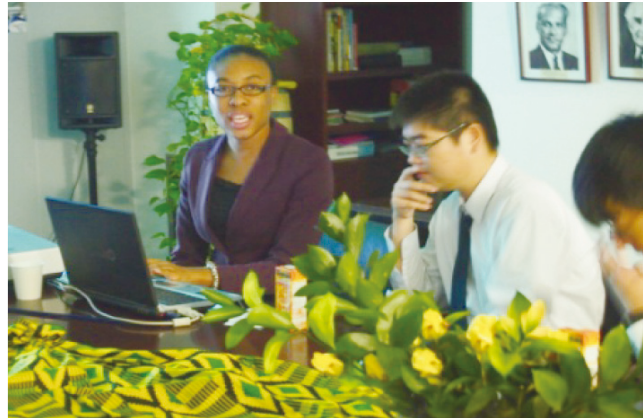
(3) Interaction with Embassy Diplomats

On November 7, 2012, eight students in the third year of high school and three instructors visited to the Jamaican Embassy. The embassy is located on the second floor of a building in Tokyo's Minato Ward. The building has an ordinary appearance, but the interior is decorated in yellow and green fabrics and Jamaican art works, dazzling the students with an atmosphere that is quite different from Japan. The students thanked the diplomat for sending their letters to Usain Bolt, and then watched a video about the Jamaican natural environment and its culture and listened to an explanation. The students asked the questions that they prepared in advance, but during the exchange with the diplomat, the students asked numerous questions other than those they had prepared. The diplomat carefully and humorously answered questions such as "Are there crocodiles in Jamaica?", "Is it hot in Jamaica?", "Why can Jamaicans run fast?" and "Do people watch Pokémon (a type of anime) in Jamaica?" Later, the students danced to reggae music with the embassy staff, deepening their cultural interaction. As a result of this interaction with the embassy, it was noticed that topics such as sports, music, and food are key issues for mentally challenged students when dealing with people from overseas. The embassy personnel also became excited when discussing Usain Bolt, a topic that both groups were interested in, and observing the students enjoying aspects of different cultures such as dancing to reggae music led to the conclusion that the Olympic education had enhanced international understanding. Details of things that the student learned and photos of their visits to the embassy were presented as an exhibit at a school cultural festival.

4. Conclusion

When conducting these Olympic and international education, educational activities conducted in cooperation with the embassy provided opportunities for the students to learn it directly about other countries and to interact with people from a different country. The Olympics is a topic of interest even to mentally challenged students, and innovation in lessons enables the Olympics to be used to provide various educational experiences. The school hopes to provide further enriching opportunities to its students with the cooperation of various organizations.

Addendum: The author would like to thank everyone at the Jamaican Embassy for their tremendous cooperation in conducting these educational programs.



Scenes of the students' interaction with a Jamaican diplomat



The students pose in front of the embassy building

An Olympic Themed Education Resource for Secondary School Students with Low Literacy Skill

Ian Jobling, Kim Cooper, Karen Moni, Anne Jobling, and Jan Lloyd

INTRODUCTION

Good health is paramount for everyone. Children and young adults, especially, require optimal physical, social and emotional well being to grow, develop and mature to their full potential (Abbott et al. 2007). The Olympic Movement provides an ideal platform to promote and encourage life long enjoyment of physical activity, and deliver important value-based education through the ASPIRE concept (www.aoc.com.au/education) and the Movement's ideals and philosophies.

Individuals with intellectual disabilities as well as those with other learning difficulties have similar aspirations as their peers. They too need opportunities to learn about culturally valued sporting events such as the Olympic Games to enable them to maximise their participation in the community and to fulfil their potential as informed citizens (Kliwer, 1998; Moni & Jobling, 2000; 2001). However, an investigation of Olympic-themed education resources prior to the 2008 Beijing Games, revealed there were teaching and learning materials for students with intellectual disabilities and others with low literacy skill.

In late 2008, Kim Cooper, Chair of the Queensland Olympic Education (QOC) and academics from the University of Queensland Literacy and Technology Hands-On (Latch-On) Program in the School of Education (Dr Karen Moni, Ms Jan Lloyd and Dr Anne Jobling), and Dr Ian Jobling, Director, Centre for Olympic Studies at the University of Queensland, decided to develop an Olympic themed education resource specifically tailored for these marginalised students.

Students and adults with intellectual disabilities need opportunities to continue to use their literacy skills to develop knowledge across oral, print and multimedia texts (van Kraayenoord et al., 2002). Learning about community events such as the Olympic Games is one way to contribute to this. Furthermore, with their progression into adulthood, there is an increasing need to develop friendship and social and community networks beyond those of the family (Jobling & Moni, 2000). The development of literacy skills and knowledge across oral, print and multimedia texts is paramount to maximizing their participation in the community and to fulfil their potential as informed citizens.

THE RESOURCE

The resource was designed for students with low literacy skill and is themed around the Olympic Movement and its ideals. The aims are to:

1. Develop literacy skill;
2. Promote and increase awareness of the Olympic Movement and its ideals;
3. Promote and increase awareness about the importance of physical fitness and healthy lifestyle choices;
4. Promote social and community participation.

The resource has three components: 1. modules developed by the Latch-On professionals containing teaching topics, ideas, and teaching and learning sequences; 2. resource booklets providing information on the Games and events developed through the Centre for Olympic Studies, and the DVD containing interviews with four Olympians, which was a joint project of the three groups.

The Modules:

The Olympic-themed resource has four modules and these are sequenced to provide teachers with a framework for students to engage in an Olympic topic. In each module there is an introductory activity and four suggested teaching activities. The first module, Peace and Goodwill across the World, provides an introduction to the history and philosophy of the Olympic Games and is a prerequisite for the other modules. The Fair Play module focuses on participant and team behaviour in relationship to the rules, other teammates, opponents and officials in the Games. In the Swifter, Higher, Stronger module the aspirations of the Olympic and Paralympic Movements are examined as athletes strive towards sporting excellence with self-determination. Being a Part provides a lot of fun for students as they can design their own 'Olympic Games' and learn about the importance of being in the Games. These later three modules may be completed in any order.

The Resource Booklets

Initially, three resource booklets (the Ancient Games, Summer Games, and Winter Games) supported the overall teaching sequence of the resource modules. Each booklet contained background and a series of short pieces of text on different events. The booklets were designed to be used as supplementary sources of information and reading material for students with low literacy skills and to provide a stimulus and models for other reading and writing activities. After the evaluation of the Olympic resource, these booklets were expanded and updated.

The interviews with Olympians and Paralympian on DVD

Four Australian Olympians, namely Susan O'Neill (Swimming 1992, 1996, 2000), Kim Cooper (Softball 1996), Steven Bradbury (Speed Skating 1990, 1994, 1998, 2002), and Fiona Hannan (Basketball 1996, European Handball 2000) were visually recorded in interview sessions. The interviews were conducted to motivate students, to model how to conduct interviews, and explore what type of questions might be asked. The DVD also provided a source of information about what it meant to be an Olympian.

THE EVALUATION OF THE RESOURCE

Participants: The resource was piloted in three Queensland sites of the Latch-On (Literacy and Technology Hands On) Program, namely Brisbane, Townsville and Bundaberg. Twenty-four students, with age range 18 -25 years, participated in the trial. All students had a moderate level of intellectual impairment.

Instruments: The evaluation instruments were designed by the project team and included a student knowledge quiz and their work portfolios, teacher session logs, and debriefing meeting and/or telephone conversation as well as classroom observations.

Knowledge Quiz: The project team designed an Olympic Quiz, which students undertook before and after the completion of the resource modules to determine their Olympic knowledge. All students completed the quiz individually and received varying amounts of teacher support to comprehend the quiz questions. Teachers provided considerable feedback about the Olympic Quiz (see later), and portfolios of student work were collected.

Session Logs: At the conclusion of each teaching session, teachers were invited to complete a log comprising three parts: Part A sought to determine what modifications (if any) teachers made to the session and supporting resources; Part B sought to determine difficulties students may have found in the session; and Part C rated the overall effectiveness of the activities for meeting associated objectives, overall student enjoyment, and comments about what support teachers would welcome if teaching the session again.

Teacher Debriefing Meeting / Debriefing Telephone Conversation: A debriefing meeting was conducted with the Brisbane teachers by the Project Officer to capture feedback about elements of the Olympic Resource and its implementation. A debriefing telephone conversation was conducted with each of the teachers in Bundaberg and Townsville.

Classroom Observations: Two research assistants, external to the project and teaching teams, completed three classroom observations at the Brisbane location, which sought to document where the activities took place, what happened in each session, rate student engagement, and propose opportunities to enhance the activities. No observations were made at the Townsville and Bundaberg locations.

RESULTS

Results of the pre- and post- knowledge quiz confirmed that students gained additional knowledge about the Olympic Movement and its ideals and philosophies. Complementing this were opportunities where students engaged both socially with each other and the local community.

An examination of the student portfolios confirmed the resource was successful in developing students' literacy skills and knowledge across oral, print and multimedia text. However, it was unclear whether the resource was able to promote and increase awareness about the importance of physical fitness and healthy lifestyle choices.

The resource was well received by teachers who reported it provided them with a framework and materials for developing an Olympic unit for their students. The resource provided teachers with a wider scope of the Olympic theme from which to study, something that they reported they would not have achieved utilising their own materials or web-based materials. A key feature noted by teachers was the flexible nature of the resource for meeting the needs of their students and sequencing the activities around the term times and the Olympic event.

The following tables collate the feedback from each of the four modules, obtained from the teachers at each site.

Table 1: Module feedback - Peace and Goodwill across the World

Introductory Activity	Student knowledge improved when comparing pre and post quiz, but quiz was time consuming to administer.
Session 1	The Ancient Olympic concept - difficult for some students to understand.
Session 3	Used Google Earth to help understand concept of countries and life outside their own town. Some terminology difficult for students. Used Winter booklet as an extra activity.
Session 4	No modifications made. Some teachers used the Latch- On symbol, which gave students greater appreciation of being part of a group.

Table 2: Module Feedback - Fair Play

Introductory Activity	Students found acrostic poem easy.
Session 1	Students found it hard to link China to food. No reading texts or scaffolds provided so it was necessary to create these. Some students found reading too challenging.
Session 2	Following the medal tally was well received by students. Some students updated their medal tallies; others did not as information was readily available in the media. Students worked well and produced satisfactory work.
Session 3	Used articles from magazines to assist students begin research on athletes.
Session 4	Interview responses were great.

Table 3: Module Feedback - Swifter, Higher, Stronger.

Introductory Activity	Module used to develop skills using PowerPoint. Ideas about dreams better generated through group discussion.
Session 1	Had to create scaffold to review highs/lows of Games. Students selected sports and athletes they liked. Students gained good knowledge of the Games from television coverage. Some found it hard to recall highlights of a competition.
Session 2	The questions did not flow well with interviews.
Session 3	Found this activity very good. Really useful activity for students to check progress against the goals for the days and the weeks. Good fit with previous work earlier in the year.

Table 4: Module Feedback – Being a Part

Introductory Activity	Good recall on quiz.
Session 1	Worked in pairs to develop event program but didn't physically participate in it. Students really enjoyed putting together the Latch-On Mini Olympics.
Session 2	No feedback
Session 3	Mini Olympics was worthwhile to build in teaching and Olympic concepts.
Session 4	Newsletter article template provided good structure to write about their interviews.

Knowledge quiz: A comparison of responses before and after the Olympic unit indicated students had increased their Olympic knowledge. Specific feedback was provided – from teachers about how to enhance the knowledge quiz; this has been included in the above tables.

Session Logs

Part A: Modification: All teachers appreciated the flexible nature of the resource. Some minor adjustments were made to the existing work sheets and teachers also developed a selection of additional resources and/or activities to complement these. As one teacher stated, “the resources provided a good starting point and enough guidance for me to develop a program to suit the needs of my students and the time available for the unit”.

Part B: Difficulty Rating: All teachers rated the modules and activities they implemented as being ‘about right’ for their students. Most comments about what the students found easy and difficult were related to their skill level, however some were related to the resource directly, especially the Ancient Games module and resource booklet. In order to challenge and support students, a range of teaching strategies were observed, namely, supported reading, brainstorming, supported writing, large and small group discussions and computer work. One teacher noted that teaching strategies using visual cues and group work were more effective for engaging students and enhancing the activities.

Part C: Activity Rating and Student Enjoyment Rating: The activities implemented by teachers were overwhelmingly reported as having either ‘worked okay’ or ‘worked very well’ during the session. Student enjoyment levels were overwhelmingly rated as ‘about right’. A key factor for engaging students noted by one teacher was her ability to enthuse and motivate students about the topic. Furthermore, she also believed that visitors (e.g.: Olympians and others with Olympic experiences and roles) and the DVD interviews enhanced their engagement and the program overall. Feedback about what support teachers would welcome in the future have been cross-matched with the relevant sessions and included in the above tables.

Classroom observations

The activities observed during sessions supported a range of strategies for the development of literacy skill, including supported reading, brainstorming, supported writing, large and small group discussions and individual computer work. Overall, students were engaged and enthusiastic about the activities. However, the use of additional visual aides might have been helpful to promote further discussion.

Teacher debriefing meeting / debriefing telephone calls

These meetings and telephone conversations captured feedback about specific elements of the Olympic resource implemented in Townsville and Bundaberg. Comments and recommendations for the resource included:

- Availability of the resource as a CD so that teachers could access electronic copies of the activities to enable changes/formatting to meet the needs of their students.
- Links provided to www addresses were found to be beneficial. However, due to copyright laws, students were unable to copy and paste photographs from some of these websites to include in their work.
- On completion of the Olympic resource students were motivated to follow the Paralympic Games.

The overall feedback from the teachers about the Olympic Themed Resource, with some minor refocussing, was that it would provide very good support to the corresponding modules and activities.

MODIFICATION TO THE OLYMPIC RESOURCE

Following the above the evaluation by the teachers, further funding was obtained from the Queensland Olympic Council to amend and enhance the resource materials. Significant changes were made to the unit pertaining to the Ancient Olympic Games. Additional teaching frameworks in the modules and booklet materials were added on the Paralympic Games, including an interview with Paralympian, Karni Liddell (Swimming, Atlanta 1996, Sydney 2000), as well as editing of the DVD.

The main change to the resource was the modifying and expanding of the booklets. There are now two booklets for each of the Games -Winter, Summer, Paralympic and Ancient Games, with each having clearer pictures and symbols with explanations. One set of booklets has been called ‘Starter Texts’ and provide basic information and larger photographs to support for lower level readers. The second set of booklets is called ‘Reading Series’ providing information and support for more able readers. There are more scaffolds for activities within the existing modules and the DVD Olympian and Paralympian interviews for ease of use by teachers and students have been annotated in line with the interview questions in the modules.

DISCUSSION

Teachers stated the Olympic Education resource provided them with a great way to develop an Olympic unit for their students. As one teacher stated, prior to using the resource she had focussed on the events rather than the countries, on the Modern and without including the Ancient Olympics. The resource provided teachers with a wider framework to develop their students’ interest and knowledge of the

Olympic Games, its athletes and their countries. Student benefited also with improvement in both their literacy skills and their knowledge of the Olympic Games.

No one pilot site implemented the entire resource. Program plans incorporating the activities of the Olympic resource were developed by the Latch-On teachers to meet the specific needs of the student group. Implementation of program plans varied over a 3-6 week time frame and between 6 and 11 sessions between sites. Teacher feedback has indicated students' ability varied between the three pilot sites, which may have determined the extent of work covered during this time. The scheduling of the Beijing Olympics shortly after Term 2 holidays may also have reduced teaching time prior to the event. Furthermore, the resource was not finalised for piloting until the second week of school holidays, which may have also delayed implementation. Nevertheless, a key feature noted by teachers was the flexible nature of the resource for meeting the needs of their students and sequencing the activities around the term times and the Olympic event. The provision of program plan examples and timelines assisted teachers to increase the extent to which the resource is used.

The resource booklets provided good literacy support for the corresponding modules and activities but required some minor re-focussing which has been done. Of particular mention, however, were the comments relating to the challenge students experienced when exploring the Ancient Olympics.

This finding, however, is not surprising as ancient history is an abstract entity and may be difficult for students to grasp. Nevertheless, with additional supporting resources for teachers and additional sessions devoted to the topic, which has been done, students may be able to better understand the relationship of the Ancient Games to the Modern Games.

Study of their Olympic unit/s was also successful in motivating students to follow the Paralympic Games following the conclusion of the Olympic Games. This has been incorporated now with a new Paralympic unit.

At the Brisbane pilot site teachers invited two visitors to contribute to two sessions. Both shared personal stories and participated in group discussions and activities with the students. A key feature of these presentations was the use of props to provide visual stimulation about the topic. Given the success of these sessions for motivating and engaging students it would be beneficial for teachers to utilise visitors with some Olympic connection or experience to enhance the unit.

CONCLUSION

The Olympic-themed resource was effective in developing knowledge of the Olympic Movement across oral, print and multimedia texts. Students gained additional knowledge about Olympic ideals and philosophies. There was a range of opportunities for students to engage socially with each other and with the local community.

The resource provided teachers with great support in developing an Olympic unit and offered them a wider scope of the Olympic theme from which to study. A key feature has been the flexible nature of the resource to assist teachers meet the needs of their students and sequence the activities around term times and the Olympic event. With further support through the provision of examples of project plans and timelines incorporating the modules, teachers and students are set to gain maximum benefit from the resource.

The Resource is available for purchase through the Queensland Olympic Council – web-site qoc@olympics.com.au. All funds generated from sales are used to by the Latch-On research group, and the UQ Centre of Olympic Studies to undertake further research, develop and update the Olympic Themed Resource.

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The Hungarian Kyudo : The beginning and the developing

Kralik Andrea, Hisashi Sanada

Background

In Europe the Kyudo exists for a relatively long time. In the past, and also nowadays a lot of European people come to Japan. These people tried to learn about the Japanese culture, and of course the Japanese culture's one really important part is the Budo. And among the lot of martial arts, of course the Kyudo came in to the sight of these people also. But basically the people who was able to come to Japan are the people from the rich countries, like Germany, England, France and Italy. In these countries the Kyudo exists more or around 40 years. For example in Germany, there are 1400 Kyudokas. This is a really big community. And with this advantage of years and experience, of course these countries have a longer and larger history than Hungary.

After I researched in a lot of places I had to realize one thing about the Hungarian Kyudo. It has a relatively short history. Actually at first, Kyudo came to Hungary in 1995, which means that it doesn't even have a 20 years long history. After this it is really easy to find out, that the historical description is also a little bit lacking. But I tried to find all the bigger groups or I should say dojos in Hungary, and ask the members, leaders of the dojo, how the dojo and the Club began. What was the trigger of grounding such a far away cultures part in Hungary. Why did they thought, that this kind of Budo, and this kind of dojo has a future in Hungary. I tried to find the answers for these questions with this essay.

Katsu Jin Kan Dojo

The first and utmost important step for the Hungarian Kyudo was the creating of the Katsu Jin Kan Dojo in Szombathely. This Dojo has a long history in Kyudo, and they were the people who first brought the Kyudo to Hungary. It was in 1995 that European Kyudoka was invited to Hungary to make a performance. He was Hans Pichlmaier. He made a really impressive Kyudo performance which made the founder of the Katsu Jin Kan Dojos' think that they want to know more about this Japanese Budo art. They were the Mézes brothers, and with this the first step of establishing Kyudo in Hungary. After this event in 1995 they invited European Kyudo teachers, who were from the same ryu ha, and in 1999 they went to an international Kyudo Meeting, where they met Toshio Mori sensei.

In 2000 they held their own first Kyudo seminar, and this was also the time when they decided to create a Japanese style dojo. This was opened in 2002. And at this opening ceremony was held by Toshio Mori sensei, and he was the person also, who give the name of this dojo. So from this event also, should be really clear that this dojo has a really strong connection to Mori Toshio sensei, who is the Kyudo teacher of the Tsukuba University in Japan, and the Leader of the Heki To Ryu Insai ha. The dojo was built after the traditional plans of a Japanese dojo on which a lot of Kyudo sensei helped to make it as good as possible.

During the time of creating this dojo the Mézes brothers went to a lot of international seminars, where they had the chance to meet a lot of European, and Japanese senseis, like Luigi Genzini, and Ken Kurosu sensei. These meetings gave them a lot knowledge, about Kyudo. Through this time the Mézes brothers were already not only just practicing Kyudo, but already began to make Japanese bows. This began in 1996, and with the help of the European and Japanese senseis, they made a really good progress in it. Now they have already orders from through whole Europe. And since 2002 this dojo is the place of international and national seminars and practices also.

The members of this dojo are not only just practicing Kyudo but also make the equipments of Kyudo. The Mézes brothers mainly create bows, which is a really difficult task, if we think only about the distance between Hungary and Japan. Originally the Japanese Bow called Yumi is from Japan, so the process of creating it is also from here. The dojo members had to research and study a lot to be able to create the Japanese bows, but now the Mézes brothers are recognized maker and seller in Europe, whose products are trusted, and well received.

The number of members in this dojo is relatively small. Szombathely is not a too big town, and around this town, only just smaller towns and villages can be found, so it is not a too big surprise, that there are only 10 members in the dojo. But also these members are not always able to go to training. So sometimes just for Kyudo really dedicated people are able to take part in the Kyudo training. Fortunately this Dojo doesn't have to make the members pay trainings fee, so it is basically for free. The cleaning and renovating of the dojo is covered form the Seminar fees. So the members have to care only about their own equipment. But the travelling, is also not for free, so the time and the costs goes of course to the Kyudokas.

Bukyukai Dojo

Except of Katsu Jin Kan Dojo there is one more important dojo in Hungary which had a really big role in establishing Kyudo in Hungary. This second dojo is called Bukyukai Dojo. This dojo was created in 2006. The idea for creating the dojo was in 2005, but the chance and the actual work of founding this dojo began in 2006. The first encounter with Kyudo was in 2005 for the leader of this dojo. He participated in a seminar in Budapest, where the Kyudo was introduced by Austrian Kyudokas. After this in the next year, in 2006 one of the high ranked sensei, Matsuo Makinori sensei came to Hungary for a 3 days long seminar, where the actual leader of the dojo decided to create this dojo together with two other member of this dojo. They are basically the founders of this dojo.

The actual leader of this dojo is Tamás Oláh. This dojo was created together with Robert Ruszty and Andrea Kralik. Ruszty made already his encounter with Kyudo a lot earlier, when he was studying in Japan. He had in 2006 already connection with Momiji Kai whom Kyudokas came in 2005 to that seminar in Budapest. After the seminar in 2006 the creating of the Bukyukai Dojo began. In the beginning there were a few practisers in the first year only just 5 people were going regularly to training. It changed in 2007 when the dojo managed to create a homepage, so the existence of this Kyudo dojo and the possibility of practicing this kind of Japanese traditional Budo became known to a lot

of people.

In this dojo there were held numerous Kyudo seminars, which give the opportunity to learn from a lot of teachers from Japan and also from Europe. These seminars were always paid by the kyudokas who practice in this dojo. And fortunately this dojo has a really good connection to Momiji Kai Dojo in Austria, so inviting Japanese senseis to Europe become always a combined work. Thanks to Robert Ruszty who is originally Hungarian, but works and lives in Austria from more than 30 years already, and practices Kyudo in Momiji Kai Dojo, the Bukyukai Dojo could made a really good relationship with the Momiji Kai Dojo. With the help of the Momiji Kai Dojo a lot of high ranked Japanese senseis came to this small dojo, and thought about the Kyudo.

But not only the Japanese and European senseis thought about the Heki To Ryu. Robert Ruszty was also the teacher who made the effort every week from 2006 till today, to go from Vienna to Budapest and help the developing of the new Hungarian Kyudokas. He was a really big help in the beginning, and now also for the Bukyukai Dojo. Except of the help in the training and practicing Kyudo, he also helped a lot for the dojo to develop the equipments, helped to establish a background of a trustworthy and good functioning dojo. He began to learn Kyudo from Mori sensei in Japan, so his knowledge about Kyudo was necessary and really helpful.

Alongside of these Seminars and events the juristic creation of this dojo also moved on. The formal decision from the court came in 2008. But during this 2 years the dojo had a big development in a lot of ways. The number of members got from 5 to 12 and the equipment also became much bigger. In the beginning the dojo had only a few bows and arrows, but with the time, the dojo was able to buy a lot of new things like Azuchi or protecting net. It became more and more like a real Kyudo dojo. Unfortunately this dojo doesn't has the same conditions like the Katsu Jin Kan Dojo in Szombathely, but tries to provide the most favourable conditions for practicing Kyudo.

The First and utmost important equipment in this dojo was the so called Azuchi which makes the target. When there were only just 3 members the providing of equipment was really difficult, and the dojo received some financial help also from individuals. With these helps the dojo managed to survive the first difficult times, and begin to grow to the now biggest official Kyudo dojo in Hungary. Nowadays there is a lot of member in the Bukyukai Dojo, and also the number of people, who take part in the training are growing constantly so the dojo shows a really good progress. The dojo is only able to provide 2 practices per week, but the members try to make the best out of it, and use the practice time efficiently.

The Progress and the developing didn't only brought positive things, but also problems. With more people the opinions also multiple, so some disagreements also came out, but fortunately the dojo was able to solve all the problems, and go forward. It developed itself to the extent that the idea of creating the Hungarian Federation came out.

This dojo is already stands for 8 years, and this is only possible because the Kyudokas made it survive till now. In Hungary when someone uses a Gymnasium or Hall, they have to pay for it, not like in some western countries where the Government supports the sport activities and every small club gets financial support. So in the beginning it was difficult to manage the rent, so according to this the membership fee also was relatively high, if we note that there were only 1 training a week. Fortunately we got new members, and from the 3th year we also managed to get another period in the week for practice, so we could practice twice a week, but of course only just who were able to manage to get to the dojo on training time.

The most difficult part in holding together Bukyukai Dojo was that the members of the dojo are almost just working people. With this condition it's easy to understand that the trainings on weekdays are almost impossible. And to this comes also, that the dojo is relatively far from the centre of the city, so everyone has to travel a lot. Travelling also costs time and money, so there were some Kyudokas who couldn't manage to come to training so they stopped Kyudo. But fortunately there are really enthusiastic Kyudokas, who make the effort to come every week to the training, and travelling 4 hours a day, just to be able to draw the bow.

The number of members of this dojo now is 26. From this 26 person is 22 actively recorded. The other 4 person are only just honourable members. The biggest development in membership was lately. In this year 12 persons joined the club.

The results of this dojo are really impressive for the short time of its existence. The helper of this dojo, Robert Ruszty had already 2 Dan when creating this dojo, but after this also the other members went to Dan examinations, and in 2008 two other member got the 1 Dan, and right after this year in 2009, the group members went to the First International Heki Taikai, where the group won the 2 place in team competition. In individual competition one of the group members won 3. place, which is really impressive, after just 3 years of Kyudo practice. After this the members of the group went to other competitions also, like to Vienna or every year to the International Heki Taikai. The results were not always this good, but every time the members tried their best to win.

Other smaller practicing groups

There are some other groups, who doesn't function as a dojo (in Japanese terms) but they are still practicing Kyudo. One of these groups began his history of Kyudo in 1995, when one of the leader's friend brought a bow and some books about Kyudo to Hungary. The leader is called Ferenc Baksai. They tried to learn from these books for two years, when in 1997 they met Kovács János, who was practicing the school Chikurin-ha already for a long time. So Ferenc Baksai began to practice the school Chikurin-ha, which is related to the Heki-to-Ryu Insai-ha, which is mostly practiced style in Europe. After one year of Chikurin-ha practicing, Baksai was invited to the Katsu Jin Kan Dojo for a Kyudo seminar.

This was the first encounter with the Heki-to-Ryu Insai-ha, and with Hans Piclmayer. But after this encounter Ferenc Baksai asked Hans Piclmayer to teach him the Heki-to-Ryu. Hans Piclmayer took on this request, and thought him. And in 2002 on the seminar of the Katsu jin Kan Dojo Mori sensei asked Baksai to make a dojo. So with this, this group was also founded. This group has also some financial problems, but they practice, and lead on the school of Heki-to-Ryu Insai-ha.

The Hungarian Kyudo Federation

The Hungarian Federation has a really short history. The procedure of creating this organization began in 2009 when the members of the Bukyukai Dojo participated in the First Heki World Championship. There wasn't a need for a Federation, but when the talk about the Dan examination, and other seminars, and competitions came out, everyone said the same thing, that it is easier to take part in these events if Hungary has also it's own federation. So the necessary steps for the foundation were already made earlier, but unfortunately the real process could only begin in the autumn of 2011. In the creating of the Federation's took also part 2 other dojos, except the Bukyukai Dojo. Fortunately the court made the Hungarian Kyudo Federation official in early spring of 2012, so from this time on Hungary also has a Kyudo Federation, which is really important, for developing the Kyudo in Hungary. After this in the summer of 2012 The Hungarian Kyudo Federation became the associate member of EKF the European Kyudo Federation, which means that the Hungarian Federation is not a full member of The European Kyudo Federation, but this type of membership is only for 1 year. So in august of 2013 the Hungarian Kyudo Federation became a fully fledged member of the European Kyudo Federation.

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E. RASVÁN HAKES	3	2	3	4	3	15	2
T. ANDREA KRÁLIK	3	3	3	3	2	14	3
S. SHGAARI BANAGISA	2	4	2	3	0	11	5
S. STEPHANE SCHILLER	0	4	2	3	2	11	7
C. DIANA CIMARETTI	4	4	2	2	2	14	6
V. STEFAN HENRICH	2	3	3	2	1	11	5
F. GABRIELLA CARRARO	2	4	0	1	0	7	9
V. ENGO SCHINDLER	2	3	4	2	3	14	4
F. TUDÓL RICHTER	3	3	3	2	2	13	4
V. SEBASTIAN SCHNER	4	3	3	1	1	12	6
W. CARLO PORTALUPPI	3	4	2	2	3	14	5
M. MICHAEL BREITENBERGER	3	3	3	4	4	17	1
M. J. BANDO	3	0	3	1	0	7	8
M. ANTONIO RENDO	3	2	2	2	2	11	5
A. ALESSANDRO SARRU	4	0	2	1	1	8	10
G. GÜNTER MAULER	2	3	2	3	3	13	4
G. GABRIELLA CAVALARI	2	2	1	1	2	8	7

Individual Competition Score 2009. Pallanza

Team Name	1st	2nd	3rd	4th	5th	TOT	SCORE
1. INSAI	5	4	2	5	6	22	
2. ALSTER	7	5	6	5	6	29	
3. TANE-KO	2	1	3	4	3	13	
4. WALDECK	3	3	2	6	4	18	
5. BUKYUKAI	4	3	1	10	6	34	
6. ROUZEN	2	5	4	3	2	16	
7. TERUO	4	4	4	4	3	19	
8. ARASHI	5	6	6	4	3	24	
9. KENSHU	6	7	6	7	6	32	
10. FRANKFURT	4	4	6	5	4	23	
11. KARLSRUHE	7	5	7	8	7	34	
12. HEKI TAIKAI	3	3	3	3	2	14	
13. NEMERFAL	6	4	5	4	4	23	
14. TSUKUBA	4	4	5	6	4	23	
15. POEKING	3	2	4	4	3	16	
16. ARVP	3	3	6	6	5	23	

Team Competition Score 2009. Pallanza



Hungarian Team in First Hekitaikai Pallanza 2009.

1. Olympic Education

Pierre de Coubertin, the founder of the modern Olympic Games, recognized educational values of the Olympic Games to achieve world peace. The Olympic Games has been connecting sport with culture and education, and aspiring to create “a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles” (International Olympic Committee, 2013, p11). The International Olympic Committee (IOC) has been advocating five educational values of the Olympic Games such as Fair play, Respect for others, Pursuit of excellence, and Balance between body, will and mind, and promoting Olympic Education based on the fundamental principles of Olympism which aims to contribute in building peaceful society. Olympic Education is an educational activity with the purpose of cultivating global perspectives among children and youths, and develops human resources that will contribute to world peace. Müller analyzed Coubertin’s philosophy and categorized the features of Olympic Education into six types as stated below.

1. The concept of harmonious development of the whole human being
2. The idea of striving for human perfection through high performance, in which scientific and artistic achievement must take equal rank with sporting performance
3. Sporting activity voluntarily linked to ethical principles such as fair play and equality of opportunity, and the determination to fulfill those obligations; also included is the ideal of amateurism, which has been almost totally abandoned in international sport today
4. The concept of peace and goodwill between nations, reflected by respect and tolerance in relations between individuals
5. The promotion of moves towards emancipation in and through sport
(Müller, 2004, p11)

There are three types of practical contents of Olympic education: 1) Study of Olympism and its history, 2) Study of culture and social issues related to the Olympic Games, and 3) Study of the Olympic spirit and the values of sport (Sanada, 2012). Olympic Education in Japan was already conducted at schools in the 1964 Tokyo Olympic Games. Intending to understand Olympism, commit to international friendship and contribute to peace in the world, schools within Tokyo implemented Olympic education through activities such as, presentation of the study and music recital along with other cultural activities (Sanada, 2014). In the history of Olympic education in Japan, the One School One Country program organized for the Nagano Olympic and Paralympic Winter Games in 1998 is a prominent example of an initiative to achieve Olympic education goals.

2. The One School One Country Program

The Nagano International Friendship Club (NIFC) proposed the idea of the One School One Country Program and the initiative started in Nagano two years prior to the Nagano Olympic and Paralympic Winter Games. Among schools in Nagano city, 75 of primary schools, junior high schools and specialized schools participated in the program, and each school selected one or two countries to implement activities for international interaction (Hirai, Sanada, 2001). Various unique activities in each school were implemented in each school as well as learning about the Games itself. The type of activities were mainly studying the partner country, invite nationals from the partner country to school, communicate with schools in the partner country, inviting Olympic and Paralympic athletes or officials from the partner country to their schools, and watch partners country’s games (Sanada, 2014). It was not only limited to activities directly related to sport, but also variety of activities with broader educational values were observed. For instance, Sanbonyanagi primary school, partnered with Bosnia and Herzegovina, committed to peace education through activities such as the study of history, ethnic conflict and antipersonnel land mine, by communicating with a primary school in Sarajevo, and a music concert with a singer from former Yugoslavia (Shinano Mainichi Shimbun, 1997d, 2000). Yuya primary school and Nishijo primary school partnered with countries where some of the immigrant children at the schools were from, including children of Japanese orphans left behind in China at the end of the Second World War. Activities targeted to familiarize children with the differences in ethnicity, language, religion, culture and perception, and foster tolerance among children (Shinano Mainichi Shimbun, 1997a, 1997b). Moreover, activities of Tsume primary school, which interacted with South Korea and Switzerland inspired parents while involving the community which led to parents organizing activities (Shinano Mainichi Shimbun, 1997c).

Given these outcomes of the program in Nagano, it is clear that the One School One Country Program is an educational program beyond the scope of studying the Olympic and Paralympic Games by creating opportunity to understand the partnered country and its culture better. It provides opportunities for peace education, addressing issues in the communities (e.g. inclusion of immigrant children and their families at school and in the community), and inviting participation of parents and the community to actively be a part of the program. After the Nagano Olympic and Paralympic Winter Games, the program started from Japan has been adapted in the other Games in Sydney, Salt Lake City, Turin, Beijing and Sochi in 2014 (see Table 1). Consequently, it can be said that the One School One Country Program is a good practice serving as a model for Olympic education.

Table 1: The One School One Country Program in the Olympic and Paralympic Games

2000 Sydney (New South Wales Department of Education and Training, n.d.)	
Network of Friendship Program	300 primary schools in New South Wales organized cultural exchanges related to the Games with primary schools abroad.
Olympic Welcome Program	4900 students from 158 schools participated in learning about other countries prior to the Games, welcomed athletes at the Olympic village, and organized social events for athletes to support them.
2002 Salt Lake City (Salt Lake Organizing Committee, 2002)	
One School, One Country	Schools at the state of Utah participated in various exchanging activities in culture, language, custom, music and sport with the countries participated in the Games.
2006 Turin (Organizing Committee for the XX Olympic Winter Games Torino 2006, 2007)	
Black Ring: Sport, Human Right, Legality and Multiculturalism	The project started in 2004 aiming to foster cultural exchange and promote customs and traditions of other countries. High Schools in Piedmont participated in activities of language study, exchange of letters and information, and meeting with foreign school delegations and athletes from the participating countries and regions in the Games.
2008 Beijing (Beijing Organizing Committee for the Games of the XXIX Olympiad, 2010a, 2010b)	
Heart to Heart Partnership Programme	210 primary and middle schools in Beijing partnered with 205 National Olympic Committees and 160 Paralympic Committees. Students studied the history and culture of their partnered countries. There were 14 delegations' visits to schools. The program also connected schools in Beijing with 161 schools abroad.
2014 Sochi (Organizing Committee of the XXII Olympic Winter Games and XI Paralympic Winter Games of 2014 in Sochi, 2013)	
One School One Country	The program started in April 2012. 67 schools in Sochi organized exchange activities with 53 countries. Study of language, culture and history, and visits of foreign delegations were implemented.

3. The Outcome of the One School One Country Program in Nagano

A follow-up survey to the schools participated in the One School One Country Program in Nagano city demonstrated that children who experienced the program have higher motivation to contribute to peace and interpret cross cultural understanding positively compare to children in other regions (Hirai, Sanada, 2001). Apparently, it explains that the program is effective in achieving outcomes in line with the objectives of Olympic Education.

There are schools in Nagano city that have been continuing the activity of the program after the Nagano Winter Games. According to the NIFC, there were 20 schools implementing activities in 2009 (NIFC, 2009). Although the number of schools in action decreased, the fact that there are schools continuing their initiatives after 18 years since the start of the program in 1996 and 16 years since the Winter Games in 1998, proves that the activities are meaningful, which is one of the positive outcomes of this program in this regard. Coping with the demand from students, Sanbonyanagi primary school, which has been communicated with Bosnia and Herzegovina, continued their exchange activities, such as inviting children from the primary school in Sarajevo to the school (Shinano Mainichi Shimbun, 2000). Kawata primary school also has been extending activities of the One School One Country Program with India, and the number of mutual visits has reached more than ten (NIFC, 2009). In addition to these examples, it is also approved that these activities at schools have been voluntarily organized.

Nevertheless, it should be taken into consideration that the long term results of this program on an individual basis, which has not been researched yet. In 2012, a university student who graduated from Sanbonyanagi primary school, visited Bosnia and Herzegovina where the school shared activities when she was a student (Shinano Mainichi Shimbun, 2012). Her plan was to visit a school where she communicated before and reunite with the principal and former students, that is to say there is a case that long term legacy of the One School One Country Program has remained on an individual base.

As a matter of fact, my own experience of the One School One Country Program, when I was a sixth grader led me to perceive that there are people who are interested in or involved in international cooperation, and studied or work abroad among former classmates and peers at the same grade. For this reason, I conducted a small survey targeted persons who were second graders at Nagano Tobu Junior High School, at the time of the Nagano Olympic and Paralympic Winter Games in 1998.

Eight people were asked four questions: 1) Memories of the Games and the One School One Country Program (partner country, activities and so forth), 2) Experience and effect of the Games and the One School One Country Program, 3) Interest and involvement in international interaction and cooperation afterward, 4) Current occupation and lifestyle.

The result of the survey is presented in the table 2.

Table 2: Survey to former students of the One School One Country Program

<p><u>Respondent 1 (Male)</u></p> <p>① Partnered with Italy. Researched about Italy and presented at school. Received a visit from Italy to the school.</p> <p>② After learning about Italy, I have been hoping to visit the country and have the memories of studying tourist attractions and culture in Italy.</p> <p>③ Do not have specific involvement in international cooperation, but became interested in foreign countries.</p> <p>④ Company employee (manufacturing)</p>
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Respondent 2 (Male)

- ① Partnered with Puerto Rico. It was a good opportunity to learn about the country which I didn't know. Information and articles about Puerto Rico were displayed at the school corridors.
- ② Learning about another country gave an opportunity to support international athletes.
- ③ I was motivated to communicate with people from other countries and take positive actions. The experience of the One School One Country Program was one of the factors when choosing to study English at university.
- ④ Physical Education teacher at high school

Respondent 3 (Female)

- ① Do not remember details. Organized a send-off party at the school for athletes from the partner country. Performed a song for the Paralympic Games.
- ② The opportunity to interact with foreigners for the first time encouraged me to talk and support them. Having many foreigners in Nagano city motivated me to learn more about other countries.
- ③ Studied abroad
- ④ Company employee (airline)

Respondent 4 (Male)

- ① Do not remember details of activities.
- ② Having an international sporting event in my hometown had a great impact. I regret that I felt that I am not good at English and therefore couldn't learn about culture and diversity with people from other countries. I wish I could have had more interaction with foreigners at the time of the Games.
- ③ The experience that I couldn't communicate with foreigners well might have affected me to be a little passive. When I traveled to the Philippines for the first time, I met children there and became interested in medical care in developing countries. I applied to JICA volunteer program and was deployed to Bhutan as a radiation technologist for two year.
- ④ Part time clinical radiologist at hospital, preparing to establish NGO for supporting Tsunami affected areas

Respondent 5 (Female)

- ① Partnered with Hungary. Received visits from Hungarian athletes and communicated with children in Hungary.
- ② It was the first time to communicate with foreigners. Watched a hockey game and collected pin badges. Family members were volunteering at the Games.
- ③ N/A
- ④ Housewife

Respondent 6 (Female)

- ① Partnered with Belarus. Do not remember the details.
- ② Personally, having the Olympic and Paralympic Games in Nagano had a big impact. Since I wanted to speak with foreigners, I tried to talk and take pictures with foreigners on the streets. I didn't like studying English before the Games, but opportunities to interact with foreigners motivated me to study English and I started studying English harder.
- ③ Majored in English at high school, studied at a university in the United States.
- ④ Company employee (Communications), responsible for public relations and international affairs, Married to an American

Respondent 7 (Male)

- ① Partnered with Belarus. Exchange students with Belarus, visited the school and played some sports and Japanese traditional games together.
- ② I remember that it was very pleasant to communicate with people from the country which was completely new to me. It is good to have these experiences during childhood because it helps children to cultivate an ability to embrace diversity.
- ③ Studied International Relations at university, worked at a student group which has activities with foreign students from Asia
- ④ Company employee (Car dealership), Continuing to study English

Respondent 8 (Female)

- ① Studied about the partner country in class. Had a visit from athletes at a school assembly and each class communicated with athletes.
- ② There was no opportunities to participate in an international event and activity in Nagano before the Games. Opportunity to learn about other countries increased through the Games and the One School One Country Program broadened my perspective of the world. This experience was one of the catalysts for me to become an English teacher.
- ③ The One School One Country Program was one of the catalysts to develop my interests in international interaction and international cooperation. I remember that I actively worked on collecting shoes from family and friends and sending those shoes to Cambodia with a teacher and classmates in Junior High School. Working all together with friends at a sensitive age brought feelings of accomplishment and it affected me in making decisions on my future career path. I volunteered in Nagano Special Olympic Games when I was a university student. It seems that Nagano is the only place to host three games: Olympic, Paralympic and Special Olympic Games, and I spontaneously wanted to be involved in the valuable opportunity. It was a great learning experience to work with adults. It also gave me chances to test my English ability.
- ④ English teacher at tutoring school in Shanghai

According to the result of this survey, although the answers to 1) Memories of the Games and the One School One Country Program showed that there is certain variability in memories about detailed activities among respondents, seven persons out of eight mentioned 'catalyst to become interested in foreign countries' or 'increased motivation for English study' in the answers to 2) Experience and effect of the Games and the One School One Country Program and 3) Interest and involvement in international interaction and cooperation afterward. It is demonstrated that the One School One Country Program is an effective impetus for students to have interests in learning different cultures, and encouraging further learning and experiences. Four persons also commented on the 'opportunity to communicate with foreigners', thus, it is indicated that distinctive experience of the One School One Country Program is to have interaction with people from different countries. Since some respondent mentioned 'support international athletes' and 'encouragement to support athletes', it can be explained that learning about new countries, culture and history, and communicate with people lessen the psychological distance to the foreign countries, and consequently develop emotions to support international athletes. Additionally, three among the respondents have direct involvement with foreign countries either for work or life at the time of the survey took place.

Because there are various external factors in educational processes at schools and the process of developing personality, the One School One Country Program cannot be considered as the only impact. However, it is apparent that experiences through the program contributed in fostering multicultural understanding, which is one of the aims of Olympic Education. As it is stated in the characteristic of Olympic Education that 'The concept of peace and goodwill between nations, reflected by respect and tolerance in relations between individuals', program activities to understand different cultures, learn tolerance, and develop supportive attitude towards international athletes contributes to accomplish the Olympic Education goals: cultivating global perspective among children and youths, and develop human resources that contribute to the world peace. With regards to the survey and analysis, it can be said that the One School One Country Program helps deepening cross cultural understanding and provides long term effects on both schools and individuals.

4. Toward the Tokyo Olympic and Paralympic Games

The One School One Country program toward the Tokyo Olympic and Paralympic Games in 2020 is expected to be a program that will increase global understanding amongst children and nurture competency to build a peaceful world through sport and beyond that. Moreover, it is desired that the program stimulates activities to address issues and challenges in schools and communities as in the case of the program in Nagano.

Given the examples of Nagano, it can be considered that an institution to play a central role in the program will be the key in order to implement an effective program. It should be well considered depending on the target and expected outcomes of the program. In the case of Nagano city, while the NIFC was a core organization to contact the Ministry of Foreign Affairs and embassies, the board of education of Nagano city was in charge of providing small funds for schools. Several institutions were also involved in assisting schools to contact to partner countries (Board of education of Nagano city, 1999). Although the assistances from several institutions helped schools implementing activities, each school had discretion to decide activities, and it encouraged schools to implement unique activities. Bearing in mind the experience of Nagano, it can be considered to set a practical system which involves several organizations to support activities in schools.

A challenge in the program in Nagano was sustainability of the program after the Games. Some schools have been implementing activities with assistance from teachers or voluntary participation of students and parents, and cooperation from the NIFC and other international exchange groups. However, the number of schools to get involved in activities gradually decreased compared to 1998 (NIFC, 2009). It is necessary for bringing long term results to set a framework to support students' increased interests for multicultural understanding through Olympic Education and have an organization to provide regular assistance in the same manner as the NIFC and the board of education of Nagano city.

The One School One Country Program has been implemented in many countries. Official reports and other documents mostly have presented numerical data related to the program, such as the number of participated schools or countries and contents of activities. However, there is still needs to be further research on the influence of the program to students and communities both individually and collectively. It can be expected that emphasizing outcomes of the program will demonstrate durable and social Olympic legacy for Japan and in the history of the Games.

Towards the Tokyo Olympic and Paralympic Games, it can be promising to keep track of activities and results of the One School One Country Program until 2020 as well as after the event, and to reveal the Olympic legacy from Tokyo to the world.

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はじめに

オリンピック教育の発展を願って

筑波大学副学長・附属学校教育局教育長 石隈利紀

筑波大学オリンピック教育プラットフォーム（CORE）は、オリンピックを題材にした国際理解や平和への貢献意識を養う教育の推進を目指して、2010年12月に設立され、約3年が経ちました。この間、筑波大学附属11校では「オリンピック教育」に取り組んできました。各校では、オリンピックの理念（オリンピズム）の5つの教育的な価値－①努力の喜び、②フェアプレー、③他者への尊敬、④卓越性の追求、⑤バランスのとれた身徳知－を軸に、授業をはじめ様々な教育活動を展開しています。これらは、グローバル人材の育成につながっていきます。

さて、2020年オリンピック・パラリンピック東京大会が決定しましたが、この決定には附属学校児童生徒が書いたIOC委員へのメッセージカードも寄与したことでしょう。今後も附属学校オリンピック教育推進専門委員会は、オリンピズムを基調にした教育活動のカリキュラムの作成に取り組んでいきます。

オリンピック教育への期待

筑波大学体育系、CORE事務局長 真田 久

2013年9月7日、2020年の第32回オリンピック・パラリンピック競技大会の開催地に東京が選出されました。オリンピック教育の推進に努めてきた私たちにとり、誠に喜ばしいことではありますが、同時に、さまざまな方面から注目されることとなり、その責任の重さを実感しています。

日本におけるオリンピック競技大会の開催は4度目を迎えますが、過去の3大会（1964東京、1972札幌、1998長野）に共通しているのは、オリンピック・パラリンピックに関する教育プログラムの創出ということです。特に長野ではじめられた一校一国運動は、2014年ソチ冬季大会においても継承されていました。2014年3月12日、日本を担当しているソチ市の第15ギムナジウムに私たちは訪問し、日本の文化や歴史について学んでいる生徒の姿に感動しました。9人の日本人一行に接したことに、彼らも楽しそうでしたし、国際的な視野を広げられて有意義なので、今後も交流を続けていきたい、と校長先生が話されました。時あたかも、ウクライナをめぐる国際的な緊張の中での訪問でしたが、第15ギムナジウムの生徒の目は澄んでいて、平和を求める気持ちは皆同じなのだということを実感しました。オリンピック・パラリンピックを介した教育プログラムは、国際理解と平和意識の醸成に役立つことを体験した次第です。2020年に向け、できるだけ多くの人たちがこのような感覚を共有できるようなオリンピック教育の構築に努めていきたいと思います。

オリンピック教育フォーラムは、附属学校におけるオリンピック教育の実践や課題について意見の交換を行い、今後の活動の方向性について議論することを目的に、2010年から定期的に行われている。第3回を迎えた本フォーラムでは、2012年度の事業報告を行うとともに、附属中学校、附属大塚特別支援学校、附属視覚特別支援学校における取り組みが報告された。

長岡樹氏からは、附属中学校における体育理論を起点としたオリンピック教育のさまざまな取り組み、教科を超えた連携の必要性について発表があった。根本文雄氏からは、2012年に開催されたロンドンオリンピックを契機とした附属大塚特別支援学校の実践が紹介された。オリンピックというテーマは、生徒が比較的興味を持ちやすいだけでなく、主体的な経験を促しやすい教材を作成できることから、キャリア教育としてのオリンピック教育の可能性についても言及された。寺西真人氏からは、附属視覚特別支援学校におけるオリンピック教育の課題について報告があった。コーチとしての経験を踏まえながら、パラリンピックに対する理解を得ることや障害に応じたプログラムを提供していくことの難しさについて指摘があった。

また、オリンピック教育に関するディスカッションでは、筑波大学人間系の甲斐雄一郎氏をコメンテーターとしてお招きし、報告された事例を踏まえながら、学校教育に取り入れていく際の課題や可能性について活発な議論が行われた。

開催概要

1. 日時：平成25年7月22日（月）17：00～19：00
2. 場所：筑波大学東京キャンパス文京校舎1階119講義室
3. プログラム
 - (1) 開会挨拶 石隈利紀（筑波大学副学長、附属学校教育局教育長）
 - (2) 報告「CORE事業について」真田久（筑波大学体育系、CORE事務局長）
 - (3) 報告「オリンピック教育への取り組み」
 - ・教科等での取り組み 長岡樹（附属中学校）
 - ・昨年度の年間を通しての全校的な取り組み 根本文雄（附属大塚特別支援学校）
 - ・パラリンピックから見たオリンピック教育 寺西真人（附属視覚特別支援学校）
 - (4) ディスカッション「オリンピック教育とは」
司会：吉澤祥子（オリンピック教育推進専門委員会副委員長）
コメンテーター：甲斐雄一郎（筑波大学人間系、附属学校教育局次長）
 - (5) 閉会挨拶 宮崎明世（筑波大学体育系、CORE事務局）



会場の様子



コメンテーターを務めた甲斐雄一郎氏

第4回オリンピック教育フォーラム

CORE 事務局 大林太朗

第4回オリンピック教育フォーラムは、2014年2月28日に開催された。第4回の目的は、2013年度の各学校における実践から特徴的な事例を共有するとともに、小学校から高校までのオリンピック教育カリキュラムの体系化に向けた議論を行うことであった。

筑波大学、附属学校関係者に限らず、文部科学省、東京都オリンピック・パラリンピック準備局、日本オリンピックアカデミー（JOA）、日本スポーツ振興センター（JSC）からもご出席をいただき、出席者38名による活発な議論が行われた。

ディスカッションでは、JOAやアダプテッドスポーツの専門家から多様な意見・質問をいただき、今後の事業に多様な示唆を得た。また、附属学校とくに特別支援学校における国際的に貴重な事例が蓄積されてきたことを確認し、中学校からは体育の枠に止まらない「総合科目」での実践例が紹介された。本フォーラムは、オリンピック教育の多様性を深く認識する機会となった。

開催概要

1. 日時：2月28日（金）17：00～19：00
2. 場所：筑波大学東京キャンパス文京校舎1階119講義室
3. プログラム：
 - (1) 開会挨拶 石隈利紀（筑波大学副学長、附属学校教育局教育長）
 - (2) 平成25年度CORE事業報告 真田久（筑波大学体育系、CORE事務局長）
 - (3) 実践報告
 - ・河場哲史（筑波大学附属久里浜特別支援学校）
 - ・國川聖子（筑波大学附属中学校）
 - (4) ディスカッション 進行：宮崎明世（筑波大学体育系、CORE事務局長）
 - (5) 閉会挨拶 今井二郎（筑波大学附属学校教育局教育長特命補佐）



ディスカッションの様子1



ディスカッションの様子2 左：河場教諭、右：國川教諭

オリ・パラリレーセミナー ― 文部科学省・筑波大学 CORE 主催 ―

CORE 事務局 大林太郎

筑波大学附属視覚特別支援学校出身のパラリンピアン、高田朋枝氏（北京大会・ゴールボール出場）が、2013年6月25日、筑波大学の大学院生（博士前期課程）を対象にゲストスピーチ「パラリンピックの課題と今後」を行った。オリ・パラリレーセミナーとは、文部科学省と筑波大学 CORE が共催し、東京招致を念頭にオリンピック理念の理解を広げるためのセミナーである。

パラリンピックの魅力の一つに、オリンピックに比べて「多様性があること」を挙げた高田氏。障害の種類や程度によって様々な区分が設けられていることで、会場では様々な選手が交流を深めるという。また、メジャーではない競技の選手たちが、国籍を超えて一丸となってその競技の普及に努めることも特徴的であると紹介した。

一方、パラリンピックの課題点については、「アンフェアさ」というキーワードを用いて説明した。障がいの程度によってクラス分けが行われている競技では、自己申告において障害レベルをごまかし、あるいはその区分け自体も常にその正当性が問われている現状がある。また具体的な例として、ブラインドサッカーが「試合後にプレーに関するフィードバックが容易である」という理由から、視覚に障害のない人の参加を認めていないのに対し、同じく目隠しをして競技を行うゴールボールではその参加が認められていることなど、パラリンピックの各種目には解決すべき多くの課題があると説明した。

そうしたパラリンピアン生の声に触れ、学生からは多くの質問が出された。競技志向が強いオリンピックに対して、パラリンピックがなせる貢献とは何か、またパラリンピックやゴールボールの選手を支える競技環境に関する問いに対し、高田氏は経験談を踏まえて自身の見解を述べた。受講生にとって、馴染みの薄いゴールボールのアスリートを通して、受講生は障害者スポーツに関する理解を深めることができた。



高田朋枝氏



会場の様子

リレハンメルでのオリンピック教育 — 第9回 国際ピエール・ド・クーベルタン・ユースフォーラム 参加報告 —

附属高等学校 中塚義実

第9回国際ピエール・ド・クーベルタン・ユースフォーラムが、1994年冬季五輪開催地のリレハンメルで開かれた。近代オリンピックの創始者の名を冠するこのフォーラムは、オリンピックの精神を学び、世界平和に貢献する若者を育てる目的で2年に一度開かれるもので、本校は2年前の北京大会に続き、オブザーバーとして生徒2名と教員1名が参加した。

1. 第9回国際PdCユースフォーラムの概要

期 日：2013年8月10日（土）～18日（日）

開催地：リレハンメル&ガウスダール（ノルウェー）

主管校：Gausdal videregaende skole–Pierre de Coubertin

参加国：17ヶ国19校。生徒100名、スタッフ20名、ボランティア30名余

- ◆クーベルタンスクール（生徒7名）：オーストラリア、オーストリア（2校）、中国、チェコ、エストニア、ドイツ（2校）、イギリス、ギリシャ、イタリア、ノルウェー、ロシア、スロバキア
- ◆オブザーバースクール（生徒2名）：キプロス、日本、ケニア、モーリシャス、マレーシア

2. 主なプログラム

2-1. クーベルタン賞に関わるプログラム

- ①社会貢献活動（事前に各国で実施）
- ②スポーツテスト
必修：オリエンテーリングとクロスカントリー（3km）
選択：100m走・走幅跳・砲丸投・水泳（50m自由形）から3種目を選択
- ③知識テスト（オリンピックに関する小テスト）
- ④アートパフォーマンス（7分間で自国文化を表現）
- ⑤グループ・ディスカッション

2-2. リレハンメル大会独自のプログラム

- ①ノルウェーの自然や文化（国立公園でカヌー体験、野外バーベキュー等）
- ②ウィンタースポーツ（カーリング、ボブスレー等）
- ③障がい者スポーツ（ボッチャ。アイマスクや車椅子を用いた競技等）

2-3. 文化交流プログラム

- ①ミニエキスポ（国ごとにブースを設けて文化交流）
- ②リレハンメル市民に対するパフォーマンス



図1 文化紹介で、ともに剣道部員である本校の二名は「型」を披露。各国からの参加者は興味津々。



図2 1994年の冬季オリンピック会場でカーリングを体験。さまざまな体験プログラムがあった。

参加した2名の生徒がまず感じたのは、コミュニケーション能力についてである。「フォーラムの中で私が一番刺激を受けたことは、外国の人のコミュニケーション能力の高さです。到着した当日、皆がもともと知り合いであったかのように話をしていたことに驚いたのを今でも鮮明に覚えています。日本人がシャイなのだということを実感しました。それと同時にこの中で一週間やっていかないといけないという意識から自然と私もオープンになっていき、最後のほうには知らない人とでもしっかり話が出来て笑えるほどになりました。」(2年生・加納時定)。「世界の高校生と比べ、自分には自己主張が欠けていると感じた。いくら自分の中に明確で強い意志があっても、相手に伝わらなければ何も始まらない。相手に伝えることがスタート時点であるのだ」(3年生・皆川宥子)。

語学力だけの問題ではない。校内の友人と過ごすことが多い日本の高校生にとって、見知らぬ人、自分と異なる背景を持つ人と接する機会はそう多くはないのだろう。国際交流の意義を改めて感じるとともに、国内版ユースフォーラムの必要性も感じた。

3年生の皆川さんのコメントでまとめとしたい。

「怒涛のように過ぎたあつという間の1週間だった。“オリンピック”という、たった一つの言葉から、こんなにもたくさんの方へと派生したことに驚いている。(中略)フォーラムで得た各国の友達、異文化の新鮮さ、スポーツの素晴らしさ…決して色あせることのない一生モノの大きな何かをつかんだ気がする。」



図3 主催校となったガウスダールのクーベルタンスクール。スポーツ施設や図書館、食堂などは地域社会と連携しながら有効に利用されている。



図4 グループ討議の様子。テーマは、環境問題や異文化交流にスポーツがどう貢献できるかなど。英語グループと仏語グループに分かれて行った。

国際シンポジウム「オリンピズムの進化と深化」

筑波大学体育系、CORE 事務局長 真田 久

筑波大学、嘉納治五郎記念国際スポーツ研究・交流センター、文部科学省及び日本スポーツ振興センターの共同で、2013年7月13日に「オリンピズムの進化と深化」と題したシンポジウムが、国連大学にて開催された。

基調講演では「大会開催を通じたオリンピック・ムーブメントへの貢献」というテーマで、スポーツ政策、そしてオリンピック教育を進めているイアン・ヘンリー博士（英ラフバラ大学教授／オリンピック研究センター長）が登壇し、2012 ロンドン大会でのオリンピック・ムーブメントの事例を通して、オリンピズムの普及を第一に考えていくことが重要であると主張された。

アスリートトークセッションでは、太田雄貴氏（フェンシング）、田辺陽子氏（柔道）の両メダリストが、オリンピック・ムーブメントの推進にアスリートが果たすべき役割について、特にロールモデルとしての重要性について、現役、そして元アスリートの立場から主張された。

パネルディスカッションでは、真田久（筑波大学体育系教授／オリンピック教育プラットフォーム事務局長）、結城和香子氏（読売新聞編集委員）、松瀬学氏（ノンフィクションライター）をパネリストに迎え、「オリンピズムの進化と深化について」を主題にオリンピック・ムーブメントの最新の動向を踏まえつつ、我々が向き合うべき社会の課題とスポーツを通じた課題克服の可能性についてディスカッションした。真田は CORE の活動をはじめとした人間教育の重要性を訴えた。

鹿屋体育大学クーベルタン生誕 150 年記念イベント

筑波大学体育系 成瀬和弥

平成 25 年 11 月 10 日に、鹿屋体育大学で近代オリンピック創始者・クーベルタン生誕 150 年記念イベント「オリンピック精神とスポーツの価値 - 今、スポーツ界に求めるもの -」が開催された。

第 1 部では、地域の方々が古代オリンピック種目に挑戦するというプログラムが開催された。あいにくの荒天で体育館での開催となってしまったが、プログラムでは、真田久 CORE 事務局長が古代オリンピック競技について説明し、北京オリンピックの銅メダリストである高平慎士氏がデモンストレーターとして、参加者と一緒に競技に参加した。

第 2 部では、和田浩一フェリス女学院大学准教授が「クーベルタンがオリンピックに求めたもの」と題した講演を行い、クーベルタンがどのようにして近代オリンピックを復興したのかについて、わかりやすく説明した。つづいて、3 度のオリンピックに出場した為末大氏と高平氏が登壇し、オリンピックに参加したときの思い出やフェアプレーなど現在のスポーツ界に求められているもの等について会談し、多くの聴衆が耳を傾けた。

荒天にも関わらず、子どもから大人まで多くの方々が参加し、大変に盛況なイベントであった。

2013年10月19日(土)、20日(日)に日本大学で開催された、日本スポーツ教育学会第33回学会大会において、「体育理論の授業におけるオリンピック学習のカリキュラム開発—中高6か年の体系的学習に向けて—」というタイトルで口頭発表を行った。オリンピック教育は、オリンピックの理念である「オリンピズム」を実現するために展開される教育活動であり、学校の中では多様な活用が考えられる。各教科や総合的な学習の時間、道徳、学校行事などさまざまな場面で活用でき、各地で取り組みが始まっている。

2010年のオリンピック教育プラットフォーム(CORE)発足から活動の一環として、附属中学、附属高等学校の体育理論の授業におけるオリンピック学習の教材開発を進めてきた。これまでの実践を踏まえて、中学・高校の体育理論の授業で学ぶ、オリンピック学習の学習内容、教材、指導内容・方法などについての体系化が必要であると考え、次の研究課題と定めた。本研究では、体育理論の授業で扱うことのできるオリンピック学習の題材の整理と、学習内容、教材の条件などについて検討し、中学・高校の体育理論におけるオリンピック学習の体系的なカリキュラム開発の手がかりとすることを目的とした。

発表では、これまでに中学と高校で実践してきた体育理論におけるオリンピック学習の内容を紹介し、その内容の整理と体系化について検討した。これまでの教材では、中学と高校で取り上げた項目はあまり違いがなく、各項目で学ぶ内容について発達段階に合わせた体系化が必要である。また、学習指導要領における体育理論の内容に関して、オリンピック学習の教材化の可能性を示した。学習指導要領に示されている「オリンピックとフェアプレー」、「ドーピング」、「オリンピックムーブメント」について直接学習する時間以外にも、さまざまな分野の学習において身近で学びやすい教材としてオリンピックを活用できると考えている。下表に体育理論の学習内容とオリンピック学習の関わりを示した。また、IOCが示しているオリンピックの価値学習のツールキットであるOlympic Values Education Program(OVEP)を整理して活用することで教材としての可能性も広がると考えられる。2020年東京開催の決定を受けて、参加者の関心も高く、発表は大きな反響を得た。

学習指導要領における体育理論の内容とオリンピック学習(高等学校)

高校の学修指導要領「体育理論」の内容		オリンピック学習で考えられる内容
項目	内容	
1. スポーツの歴史、文化的特性や現代のスポーツの特徴	ア. スポーツの歴史的発展と変容	古代オリンピックの始まり、受け継がれるもの、行われた競技
	イ. スポーツの技術、戦術、ルールの変化	古代オリンピック特有の競技(錘を持った幅跳び、やり投げ)を実践を通して学ぶ
	ウ. オリンピックムーブメントとドーピング	オリンピック競技会とは、オリンピックアード、競技種目、オリンピックで求められるフェアプレー、アンチドーピング、フェアプレー精神の広がり
	エ. スポーツの経済的効果とスポーツ産業	オリンピックの経済波及効果、オリンピックと経済
3. 豊かなスポーツライフの設計の仕方	ア. 各ライフステージにおけるスポーツの楽しみ方	—
	イ. ライフスタイルに応じたスポーツとの関わり方	—
	ウ. スポーツ振興のための施策と諸条件	日本で行われたオリンピックと活躍した選手、オリンピック・レガシー
	エ. スポーツと環境	オリンピックが環境に及ぼす影響、オリンピックの環境への配慮

ソチオリンピック・パラリンピックにおけるオリンピック教育プログラム

真田 久、Zubaidullo Ubaidulloev、根本文雄、江上いずみ、大林太郎

1. はじめに

2014年3月10～14日(先発隊は同8～12日)、COREと嘉納治五郎記念国際スポーツ研究・交流センター(以下、嘉納センター)の共同事業として、ロシアで開催されたソチオリンピック・パラリンピックに際するオリンピック教育プログラムの現地調査を行った。

具体的な課題、調査者と日程、訪問先は以下の通りである。

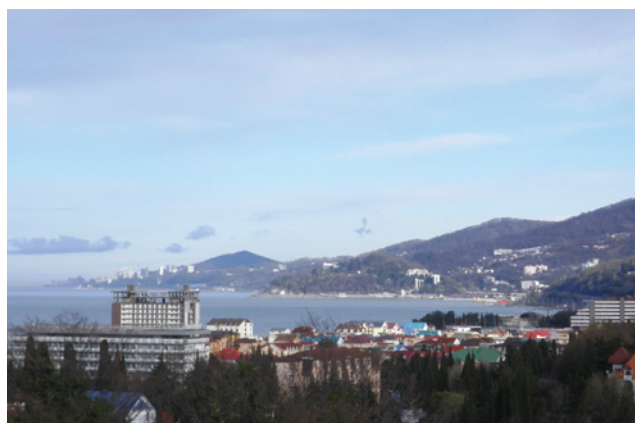
- (1) ロシア国際オリンピック大学(RIOU)を訪問、同大学が実施している各プログラムの内容を取材し、CORE及び嘉納センターとの連携事業に向けた打ち合わせを行う。
- (2) ソチ第15番学校を訪問し、日本を対象とした一校一国運動の実践に関する調査を行う。また、同校と筑波大学附属学校の国際交流事業の可能性について検討する。
- (3) オリンピックパーク、ソチ市内の美術館における教育・文化プログラムを調査し、上記3つの課題をまとめた上で、2020年の東京大会を見据えた今後のオリンピック教育の展開に向けた示唆を得る。

調査者

氏名	所属
真田 久	筑波大学体育系教授・CORE事務局長
宮崎 明世	筑波大学准教授・筑波大学附属高校教諭
Zubaidullo Ubaidulloev	筑波大学体育系研究員(マルチサポート事業)
根本 文雄	筑波大学附属大塚特別支援学校教諭
花岡 勇太	筑波大学附属桐が丘特別支援学校教諭
鈴木 愛梨	筑波大学附属坂戸高等学校教諭
西原麻理緒	嘉納治五郎記念国際スポーツ研究・交流センター
大黒ゆきこ	嘉納治五郎記念国際スポーツ研究・交流センター
江上いずみ	Global Manner Springs 代表
大林 太郎	筑波大学大学院生

日程

3月	訪問先
10日	クラスナヤ・ポリャーナ山岳地区(山会場)
11日	ロシア国際オリンピック大学(RIOU)、ソチ・アートミュージアム、オストロフスキー文学記念ミュージアム
12日	第15番学校(ギムナジウム)、ソチ・ステートミュージアム
13日	オリンピックパーク(海会場)



2. 調査内容と結果

(1) ロシア国際オリンピック大学 (RIOU)

ソチ駅から南へ2kmほどに位置するロシア国際オリンピック大学（以下、RIOU）」を訪問した。RIOU はソチ大会の準備過程で2009年に開学し、ソチ大会に向けた各種教育プログラムの展開、将来的にはロシア国内外のスポーツの発展に寄与することが期待されている。今回はIOCを通して連絡先を入手、訪問日程を調整し、二人の副学長と戦略課長の案内で施設見学および質疑応答を行った。

○担当者：

・ Dr. Irina Badayan

Head of Sochi Office Pro-Rector：ソチキャンパス担当副学長

・ Prof. Nikolay PESHIN, LLD, JSD

Pro-Rector for Research：研究担当副学長

・ Ms. Tatyana Pomyatinskaya

Head of Organizational and Methodological Department：組織戦略課長、ホスピタリティプログラム担当

施設見学のあとは、ホールでRIOUに関する動画を視聴し、質疑応答を行った。まず2013年9月より開始された修士課程プログラム（Master of sport Administration one year programme）に関する話題となった。現在、第一期生としてオリンピックのメダリストを含む14か国29名の学生が在籍し、10か国から18名の教授陣を抱えているという。入学者は世界各国からバランスを考慮したうえで、英語やスポーツマネジメントに関するエッセイをもとに選抜された。

次に、2010年より行われた「ホスピタリティプログラム」の展開について質問を行った。RIOUは2009年10月に創立されて以来、ソチ大会に向けて地域住民（ホテル等接客業従事者を中心に）を対象とする教育プログラムを開催している。そこでは、例えばイタリア人講師を招いてソチのホテル関係者に対するサービス講習を行うなど、要人や観客を含むすべての種類のオリンピックゲストへの対応方法について、国際的な専門家を招いて講習を行ったという。

最後に、嘉納センターに関する冊子、COREの雑誌「オリンピック教育」第一巻に加え、筑波大学概要や関連グッズ、そして江上氏が書道で「和」の文字を贈呈した。先方からは大学のピンバッチ、記念硬貨をいただき、本ミーティングをきっかけとした今後の継続的な連携を約束した。



第15番学校

(2) 第 15 番学校

「信濃毎日新聞」(2014年1月25日版)を手掛かりとして、第15番学校(ギムナジウム)で日本をテーマとした一校一国運動が展開されていることを知り、メール上での交渉を経て訪問が実現した。全校生徒1100名程度(全11学年)を抱える学校で、教員、生徒による公開授業、パフォーマンス等の歓迎を受けた。

予定通り12時に到着すると生徒がダンスで迎えてくれた。応接室に通され、ラリーサ・セルゲイエブナ・プシェニツィナ校長による一校一国運動の概要に関する以下の説明があった。



2012年4月より、一校一国運動としての日本に関する学習が始まり、特にサマーキャンプを活用した親子参加型のイベントを充実させた。初期段階では、折り紙、手毬の作成を行った。副市長や、市の教育文化課と協力して各事業を行った。児童・生徒たちは、300種類以上の日本に関する冊子(プレゼンテーション)を作成した。課外の特別活動としてだけでなく、正課にも一校一国運動のプログラムを盛り込んだ。江戸時代の数学に関する調べ学習、日本文化に関する漫画づくりという特徴的なものもあり、また親のサポートは最大の助けであった。同校教員のうち約30パーセントは、大会ボランティアスタッフとして活躍しているという。

校長による概要説明の後、校内見学を兼ねて一校一国運動に関連する公開授業に参加した。茶道や生け花、折り紙や手毬といった日本文化を体験するものから、松下電器などをトピックとした日本の高度経済成長に関するディスカッション形式の授業が行われていた。また、文学の授業では教科書に松尾芭蕉が登場し、生徒はロシア語で独自の俳句を詠んでいた。その後、ホールでコンサートが開催され、コサックダンスと舞妓さんの衣装を着た生徒の踊り、オリンピックソングの合唱を聴いた。



訪問中には、地元メディアによる取材を受けた。真田団長が代表でインタビューを受け、訪問の目的と感想を語った。

コンサートの後、再び応接室に戻り、今度は我々からのお土産袋を手渡した。2020年の東京オリンピック・パラリンピックに向けた継続的な連携、まずは筑波大学附属学校との交流を行いたいと提案し、実現に向けた努力を継続することを約束した。



また、校長は質疑応答の中で、「一校一国運動を通して、子供たちに寛容さ(tolerance)が身についたと感じる」と述べた。これは、一校一国運動を通じた各取り組みが、単に日本文化に関する知識をもたらしたことにとどまらず、児童・生徒たちに異文化、他者への理解力を促進させたことを意味しているといえるだろう。第15番学校の多様な実践と「おもてなし」に感謝したい。



(3) オリンピックパーク・及びソチ市内美術館における教育・文化プログラム

オリンピックパークには、ロシアの各地域の文化を紹介する展示館が存在した。各民族の融合を期したとされる同大会の象徴的な施設であろう。一方で、別の簡素な建物には、19世紀半ばまでこの地域に元来住んでいたチョルケス民族に関する展示がなされていた。

また、市内の Sochi Art Museum では、“Education of body power” と題して、Sport and the Romanov family（スポーツとロマノフ家）の展示や “Sport-art-Sochi” というタイトルでロシア絵画協会による展示があった。加えて、視覚障害のある人のための触れる絵画の展示や ICT 機器を使った展示もあった。オストロフスキー（1904 年～1936 年）文学記念ミュージアムでは、全身の不随や失明に打ち勝って書かれた代表作「鋼鉄はいかに鍛えられたか」をもつ著者の展示があった。

そしてソチ・ステートミュージアムでは、“Ancient gold of Kuban and Black Sea Coast” という企画展示を行っていた。ソチやロシアの石器時代から現代までの歴史博物館で、宇宙に関する展示も見られた。



3. おわりに

RIOU は、ソチ大会のオリンピック教育プログラムにおける最も特徴的な取り組みの一つとして、2009 年の創立から多様なプロジェクトを実施した。IOC のバッハ会長が訪問した 2013 年 9 月開講の修士課程プログラムに注目が集まる一方で、今回の訪問では 2010 年から行われている「ホスピタリティプログラム」、ホテル等接客業従事者への教育プログラムの実践が、非常に印象的であった。

この事例は、6 年後に迎える東京オリンピック・パラリンピックに向けて、開催地のオリンピック教育における大学の役割に「地域住民を対象とした社会教育」という新たな観点を認識させた。日本の各大学は、その大学に属する学生はもとより、近年の「大学の地域開放」の流れに合わせた一般住民を対象とする社会教育的なプログラムの展開が期待される。とくに、すでに招致の段階で構築されている約 90 校の連携大学は、今後全国各地においてそのモデル校となっていくことが期待できるだろう。

また、第 15 番学校の取り組みは、我々の予想を超える多岐にわたるものであった。同校はスポーツ庁のサポートを受けて行われた Hello Sochi Festival においてアート部門で表彰を受けるなど、国内でも高い評価を受けている。筑波大学附属学校と継続的な交流を行い、2020 年東京大会に向けた展開に、長野で発祥した同運動のソチにおける特徴的な取り組みを逆輸入することも検討したい。

文化プログラムの視察からは、パラリンピックの期間に合わせて開催された視覚障害者のための絵画展示が印象深い。オリンピック・ムーブメントには多様な関わり方があることを象徴しており、東京大会時にも大いに参考になるだろう。

4 日間という短い調査であったが、各訪問先で濃密な時間と意義深い交流ができたと感じる。今回得たネットワークを活かし、同行した附属学校の先生方とも協力しつつ、今後のオリンピック教育の発展に尽力したい。

オリンピック教育の実践報告

「復興に願いを 東京オリンピック」 — 小学校 6 年社会科「戦争の時代から平和の時代へ」 —

附属小学校 平川 謙

2013 年秋、2020 年オリンピック東京招致が確定した。今から 50 年前、1964 年にもオリンピックが同じ東京で開催された。戦後からわずか 20 年足らず。奇跡の「復興」を象徴する大会だった。高度経済成長を遂げた当時の様子をオリンピックを通して学んでいく従来の授業に加え、本実践では、「震災からの復興」というテーマを掲げた 2020 年東京オリンピックについても考えることのできる授業を構想した。以下、実践の様子である。

まず「大空襲で焼け野原となった東京」の写真を提示した。「何も無い」「これが自分たちの住んでいる東京だとは思えない」。このような発言を受けて「高速道路」、「新幹線」、「東京タワー」、そして「東京オリンピック開会式」の写真を提示する。事前に東京オリンピックについて祖父母などにあらかじめ話を聞くよう助言をしていたので、「東京オリンピックのころに、東海道新幹線が開通した。その技術に世界の人々が驚いたそうだよ」「高速道路も造られて、交通網が発達したんだね」「1960 年頃から経済がどんどん発展して、高度経済成長と言われたんだって」などの発言が続く。「なんだか、同じ東京だとは思えないね」「でも、1964 年開催ということは、戦争が終わってからわずか 20 年足らずだ」「すごい。何も無かったのに！」「戦争から立ち直った日本を世界に見せることができたんじゃないかな。きっと当時も世界の人がたくさん見ていたと思うよ」「オリンピックは、その国のことを紹介する機会にもなるんだね」。

そこで、「この秋に決まった 2020 年東京オリンピックと比べて気づいたことはないかな」と発問する。「つながるところがあるよ」「東日本大震災からの復興と戦後からの復興、“復興”という点でつながるね」。このような発言をきっかけに東日本大震災の被害について知っていることを出し合った。津波の被害や原発事故の様子など、子どもたちの発言内容に合わせて写真を提示していく。最後に、以下のような言葉を投げかけ授業を終えた。



「“想定外”と言われた震災や原発事故によって人の命が奪われ、自然が破壊され、人と人との関係もギクシャクしたものになってしまった。自然と人との関係を軸にした復興や人と人との絆の再生が叫ばれながらも、なかなか進展しない現状がある。それでも日本がオリンピックを開催するのは、“復興の加速”と“世界への感謝”という目的があったんだ。7 年後に見事“復興”して、オリンピックを元気に開催するために、みんなができることを考えてみよう。」

1. オリンピック教育講演会

2013年度のトピックとして、国際ピエール・ド・クーベルタン・ユースフォーラムへの参加が挙げられる（別稿参照）。2名の参加者への事前学習はさまざまな形で為されたが、放課後の講演会もその一つである。6月21日の「オリンピックと日本のスポーツー東京高等師範学校（含附属学校）と嘉納治五郎を中心に」（真田久先生：CORE 事務局長）、7月5日の「近代オリンピックの誕生とオリンピック教育の動向ーピエール・ド・クーベルタンの思想と功績を中心にー」（田原淳子先生：国際ピエール・ド・クーベルタン委員会理事）は、オリンピック教育の根幹とも言える内容を含むものであった。明治期の校長嘉納治五郎と、近代オリンピックの創始者クーベルタンの思想に深いつながりがあり、それがいまにつながっているということ、フォーラム参加者はもちろん、参加した生徒・教員が再認識する機会となった。



オリンピック教育講演会
講師は真田久先生（筑波大学）

2. 体育理論の授業をクーベルタン家の子孫が参観

本校におけるオリンピック教育は、体育理論の授業を中心に為されており、メディアでも取り上げられるようになってきた。宮崎明世（筑波大学と併任）の担当授業で古代オリンピックの競技を体験している様子は、7月3日の東京 MX テレビで紹介された¹。

中塚義実担当の12月9日の授業には、前日のJOAセッションで来日していた、クーベルタン家を継ぐアントワン・ド・ナヴァセル氏が参観した。ロンドンオリンピックの聖火リレーにも参加したナヴァセル氏はトーチを持参。トーチが教室を回る中で展開されたこの日の授業テーマは、「日本スポーツの発展過程ー嘉納治五郎と東京高等師範学校の功績ー」である。

世界的にも充実している日本の学校体育のルーツは、嘉納治五郎校長時代の東京高等師範学校にあり、その附属学校である本校では、戦前から勉強とスポーツに精一杯取り組む生徒の姿があったことを授業で取り上げた。ナヴァセル氏からは「嘉納治五郎とクーベルタンの思想は同じもの。遠く離れていても同じことを考えている人が100年も前にいたことに感銘を受けた」と生徒に語った。授業後、生徒たちはナヴァセル氏を囲んで親しく交流した。



体育理論の授業後 — ナヴァセル氏を囲んで —

¹ <http://s.mx.tv.jp/mxnews/kiji.php?date=201307037>

東洋の魔女ゆかりの本校体育館 — 東洋の魔女杯開催 —

附属駒場中・高等学校 横尾智治

1. なでしこジャパンで世界チャンピオン達成

本校のスーパーサイエンスハイスクール講演会の保健体育講座において、筑波大学の西嶋尚彦教授より、W杯 2011 優勝、ロンドンオリンピック 2012 銀メダルを獲得した女子サッカーチームなでしこジャパンについて、本校の生徒を対象に講演していただいた。なでしこジャパンの CFW#7 の安藤梢選手、最後に PK を決めた CDF#4 熊谷紗希選手、現在は筑波大学在学中で、U20 W杯 3 位ヤングなでしこの主力 CMF#8 猶本光選手たちの個性を引き出している研究室での取り組みについて西嶋先生から世界チャンピオンに到達した過程を教えて頂いた。



西嶋先生によるなでしこジャパンの講演

2. 東洋の魔女記念パネル完成

本校の体育館は東洋の魔女が練習したというゆかりのある体育館である。昨年度のオリンピック教育プラットフォームより支援して頂いた予算で東洋の魔女が練習した当時の様子を解説した記念パネルを制作し、校内に設置し文化構築に役立てている。東洋の魔女杯という大会が本校体育館において開かれ、記念パネルと集合写真を撮影した。また台湾の台中一中との国際交流の際にも体育館の入口に、記念パネルを設置した。古くとも歴史のある体育館で、交流のためにオリンピックがきっかけとして話が弾み記念パネルが完成したことは、オリンピックの価値を確認できる良い機会となった。



附属駒場体育館記念パネル



東洋の魔女杯（記念パネル中央）



台湾との国際交流（記念パネル入口設置）

1. 本年度のオリンピック教育

今年度は、1年次の学校設定科目の一つである「キャリアデザイン」の中で、オリンピックを考えさせる取り組みと保健の授業でのオリンピックに関連した授業を行った。

「キャリアデザイン」の科目の目標と形態は以下の通りである。

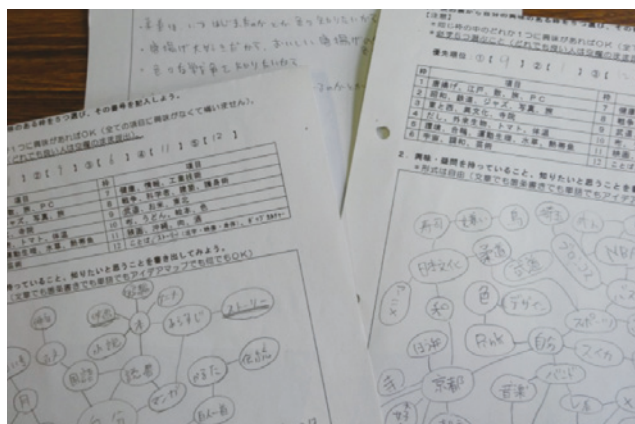
- (1) 科目の目標：
 - (ア) 本校での学びを進めるための基礎力（学びのスキル）を身につける。
 - (イ) 場面に応じた行動を取る能力（ソーシャル・スキル）を身につける。
 - (ウ) 自己の生活をコントロールできる能力（マネジメント・スキル）身につける。
- (2) 開講形態：
 - (ア) 各月偶数週の土曜日 8：40～11：20
 - (イ) 担当者：12名程度

キャリアデザインでは、「自分」を中心におき、アイデアマップを広げて興味のあることや疑問に思っていることを挙げさせた。教員の担当できる分野を事前に集め、希望調査用紙を作成し、教員1名に対して12名程度の班単位で活動を行った。(写真①)

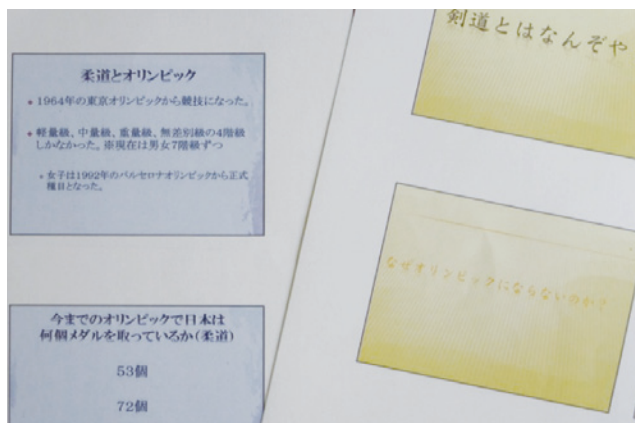
その中で、「オリンピックと武道のつながり」に興味があった生徒と1学期は、「自分の興味のある分野を知る」と題し、複数の文献を調べさせた。2学期には、レポート学習を行った。3学期には引き続きレポート学習と、PPTの作成(写真②)、発表などを行った。

今回のキャリアデザインでは生徒自身がオリンピックに関心を持って、その競技特性を深く学べた良い機会であったのではないと思う。来年度も引き続き実施し、また、パラリンピックにも触れていければと考えている。

2学年の保健の授業では、ドーピングとフェアプレーに触れた。フェアプレーの精神やドーピングをしてしまう心情は何なのかなど、班ごとに話し合いの時間を持たせた。ある生徒は「代表するということはまずは自分に打ち勝つことだ」と話していた。



写真①



写真②

2. 来年度のオリンピック教育

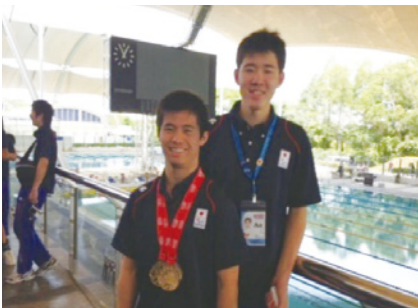
来年度は英語科教諭と連携して「国際社会」に触れながら進めていきたいと考えている。また、私自身ソチパラリンピックを見学し、現地の雰囲気を生徒に伝えながらもっとより良い活動にしていきたい。

2016 リオデジャネイロ、2020 東京パラリンピックを目指して

附属視覚特別支援学校 寺西真人

2012 ロンドンパラリンピックでは、本校生徒及び卒業生達が大活躍をした。2013 年度は次のパラリンピックに向けて、先輩達に憧れ、また目指して練習を積み重ねている。

今年度開催された大きな大会である国内のジャパン・パラリンピック大会や日本選手権の水泳・陸上・ゴールボール大会に在校生及び卒業生が参加をした。水泳は2年に1度開催される世界選手権がカナダのモントリオールで行われ、盲学校関係者3名の選手と大学から1名が次のパラリンピックに向けて動き始めた。また、世界選手権の出場レベルに達していないユース世代の子供たちは、マレーシアで行われたアジアパラユース大会に参加した。本校を卒業した大学1年生と高校1年生が胸に日の丸をつけて遠征し、帰国した時には社会的にも大きく成長したと感じられた。また、本校を中心とした視覚障害の水泳選手の合宿には、全国から仲間が集まり交流を深め、また、ともに世界と戦えるスキルを身につける為に協力をし合っている。



高校1年 長野凌生、卒業生 村竹陽太



国内の水泳合宿



男子日本代表選手(本校関係者)

ゴールボール男子日本代表チームの選手の大半は本校卒業生と生徒達である。パラリンピックの参加資格を得る為、2013 秋にアジアオセアニアカップ(北京大会)に出場し、準優勝という結果を残して世界選手権の切符を獲得した。しかし、2014年6月にフィンランドで開催される世界選手権で3位以内か10月に行われるアジアパラ大会で優勝しなければ、2016年のパラリンピック出場は絶たれてしまう。その為、生徒達や卒業生の社会人の選手は週3回、夜に盲学校の体育館で練習をしている。一人では練習しにくく、また仲間とゲーム形式で練習をしないとチーム競技として成り立たず現在の状況で行われている。また、月に1回、全国から選手が集まり強化合宿を行っていて自分も協力をしている。



ゴールボールの試合の様子

2020 東京オリンピック・パラリンピックの開催が決定し、国内では障害者スポーツの注目度が上がっていることは肌で感じている。しかし、選手育成の現場は全く変わっていないと思われる。視覚障害者が日頃練習を行うには、まず最初に練習場所に行くまでの動線の確保が上げられるが、都内にある障害者専用の施設は駅から遠く、歩くのは非常に大変である。また、介助者が必要な場合が多い。次に、施設についてからも視覚障害スポーツの指導者や介助者が少ない事が大きな課題になっている。また、国内の大会や遠征に行く費用なども少なくなく、裕福な家庭の生徒か言葉は悪いがお金持ちしかパラリンピックを目指すことが出来ないという状況はあまり変わっていないと感じている。我々ボランティアスタッフにとっても金銭的な負担が多くある現状である。

学校は競技者を育てる場では無い事は自分も承知している。しかし、学校での体育の授業やクラブ活動がきっかけとなってスポーツに取り組み始める生徒達も多くいることも事実であり、バランスが難しい。特に、2020 東京に向けては、選手育成が必要であり、現在の小学生・中学生の中から6年後に活躍する選手が出てこない日本は満足する結果が得られないと感じている。オリンピックに比べてパラリンピックはまだ環境が整備されていない中、どのような協力を得られ、また、良き指導者の下で練習場所を確保して経済的な負担を少なくしていくかは、今後の大きな課題である。

6年後に向けて見られる側だけでなく、見る側や応援する人達にも競技の特性や選手達がどんな努力をしてきたのか、どんな工夫をしてきたのか、またその選手を支えてきた人たちはどんな支援をしてきたのかなど、ただ勝った負けたではなく観戦する視野を広く持てるように普及や広報的な役割も担っていきたいと思っている。

1. 館山昌平投手講演会（小・中・高等部）

平成26年1月24日、東京ヤクルトスワローズの館山昌平選手に来校して頂き、「努力することの大切さ」をテーマとした講演会を開催した。講演会には、小学部3年生以上・中学部・高等部普通科の生徒が参加した。「目標を持つこと」、「目標に向かって努力すること」、「チームプレーの大切さ」について、少年期からプロ野球選手になるまでの間の経験に基づき講演して頂いた。生徒からの質問にも丁寧に応えて頂き、惜しみない拍手の中、講演会は幕を閉じた。講演会后、講演会に参加した生徒が手紙を書き、感じたこと、考えたこと等を改めて館山選手に伝えた。尚、この講演会については、翌日の新聞にも掲載された。



2. バスケットボール教室（小学部高学年）

平成25年5月31日、プロバスケットボールチーム日立サンロッカーズ東京の3選手とスタッフの方に来校して頂き、バスケットボール教室を開催した。開催は、今年度で3年連続となる。連続で指導に来てくださった選手がおり、6年生にとっては3回目のバスケットボール教室となった。そのため、積極的に選手と関わろうとする児童が増え、より充実した教室となった。

3. 保健の授業（高等部1年）

高等部1年の保健の授業で、【オリンピックの歴史】、【シンボルマーク】、【嘉納治五郎】、【オリンピックとパラリンピックに出場した選手】などについて取り上げた。一流選手の競技やメダル獲得以外の視点からオリンピックを考える機会となった。

4. その他

すでに本校で行っている活動や行事を改めて見直してみると、「他者に対する尊敬の念や友情」、「フェアプレイの精神」、「国際理解」といったオリンピックの理念に合致するものが多く実践されていることに気付いた。例えば、各々が、様々な形で近隣の学校や附属校との交流を行っている。また、小学部では市の水泳大会、中学・高等部ではそれぞれの運動部が聾学校大会、障害者スポーツ大会、そして地区や県大会等に出場している。さらに、海外から参観に来られる方が多く、交流する機会や伝統的な舞踊を見せて頂く機会もある。今年度は、アジアろう野球シリーズ韓国代表チームの訪問に合わせて高等部野球部が親善試合を行ったり、10名の生徒がパリ聾学校を訪問したりするなど、特別な国際交流もあった。



スキー合宿とソチオリンピック・パラリンピックへの理解

附属大塚特別支援学校 阿部 崇

本校の児童・生徒は、その障害特性により実際に経験したことから学ぶことが多く、またニュースで話題となるような教材に取り組むことにより身近に感じ、理解を深めることが多い。そこで、中学部・高等部合同のスキー合宿を経験することにより、本年度開催されるソチオリンピック・パラリンピック大会への理解の学習に取り組んだ。

1. スキー合宿

スキー合宿は、校内での事前学習をおこなってから、実際にスキー場へ行き実施している。事前学習は、中学部と高等部の合同でおこない、体育館で縦割りの活動班ごとに分かれてスキー靴やスキー板をつけての歩行などをおこなった。主体的にスキー靴やスキー板着脱などをおこなえるように、そして活動班の仲間意識を高められるように配慮して取り組んだ。

スキー合宿の本番では、足並みごとに分けた各活動で目標を設定してスキー技術の向上を目指した。



2. 合同朝会でのクイズ

スキー合宿を終えて、合同朝会で次のような実践をおこなった。小学部から高等部までの児童・生徒を対象に、スライドを使ってソチオリンピック・パラリンピックのクイズを出題した。ソチオリンピックの開催地、開催種目、出場選手、大会のマスコットに関するクイズを出して児童・生徒が回答をすることにより、オリンピック、パラリンピックへの理解を図った。出題された2択のクイズに対して、児童・生徒達が回答のAとBに分かれて移動する形でおこなった。動きのあるクイズ形式のため、皆楽しみながら参加することができた。

第4問

AとBのどちらが新田選手でしょうか？



A



B

3. 成果と課題

出題したクイズの中で、本学の卒業生である新田佳浩選手と本校の生徒がスキー合宿で活動している写真を取り上げることで実際に経験したとオリンピック・パラリンピックを多少重ね合わせることができたかと思われる。クイズを通してこれから開催されるソチオリンピック・パラリンピックを身近に感じ、理解と期待感が高まったと感じられた。

実際の経験から学習することが多い本校の生徒にとって、スポーツを通して、国際理解や異文化理解といった内容の指導・理解につなげるのが難しいのが現状である。今後は、クイズにも取り上げさせてもらったソチパラリンピック日本代表の新田佳浩選手にご来校頂き、新田選手が感じた国際感や、パラリンピック感を本校の生徒に伝えてもらえるような場を設定することも検討している。

実感をもって学ぶために ― 体育行事や教科と連携した取り組み ―

附属桐が丘特別支援学校 花岡勇太

当校の児童生徒が実感をもって学ぶためには、「実体験を伴うこと」や「身近に感じる事」などが重要であり、このことはオリンピック教育においても同様である。当校のオリンピック教育に関わる取り組みは、毎年行っている保健体育の授業や運動会、ハンドサッカー部活動、東京都障害者スポーツ大会など、体育の授業や体育行事などを通して、児童生徒の実態に応じた形で行われている。昨年度は、「体育以外の教科との連携」ということが反省で挙げられていたこともあり、今年度はこれまでの取り組みに加え、高等部の世界史で古代ギリシアの単元に関連させて、オリンピックの理念や行われている競技の違いなどについても学習した。

同時期に味の素スタジアムで開催された東京都障害者スポーツ大会に合わせ、「自分が、東京都障害者スポーツ大会で1位をとるためにドーピングをしたいと思うか」、「なぜスポーツ選手は勝つためにドーピングをするのか」など自身のことに関連させて考えた。また、スタジアムに「味の素」と名前をつける権利（ネーミングライツ）に、味の素という企業がどのくらいのお金を払ったのか、なぜ名前を付けるのにそれだけのお金を払うのかなどについて意見交換したりすることを通して、スポーツが一大市場となっている現状や、ドーピングなどによってフェアプレーが阻害されている一因になっていることなどについても学習を深めることができた。

社会科と連携した取り組みについては、今年度になってから社会科の教員と相談するなど計画性に欠ける部分があったので、来年度に向けては今年度中に相談し、予め年間指導計画の中に位置づけておくようにしたい。また、高等部の社会科だけでなく、小学部や中学部も含め、他教科との連携の可能性を探っていきたい。



高等部2年生の世界史（古代ギリシア）の授業



東京都障害者スポーツ大会の競技中の様子

附属久里浜特別支援学校のオリンピック教育の取組

附属久里浜特別支援学校 河場哲史

本校は知的障害を伴う自閉症の子どもたちを対象とした学校であり、幼稚園と小学部だけの学校である。このような学校の実態から、本校ではオリンピック教育の目的を次のように位置づけている。

- ・健康の保持増進のために、体を動かすことに関心をもつこと
- ・身近なスポーツを通して手足の巧緻性や操作性を高めること
- ・競技のルールを理解し、他者と一緒に楽しむこと

具体的には、日々の運動活動にオリンピックを関連付けながら指導に当たること、幼児児童の運動へのモチベーションを高めたり、少しでもオリンピックを身近に感じたりできるように配慮をした。今年度の実践の幾つかを次に紹介する。

- ①朝の運動（高学年マラソン等）：頑張ったらメダルや賞状をもらえることで、更なる運動への意欲を喚起した。また児童によっては、練習を重ねることで、以前の自分の記録と比べて記録が伸びたことを実感し、努力する喜びや継続することの大切さを学ぶことができた。
- ②神奈川県特別支援学校体育連盟主催の陸上大会、駅伝ランニング大会に参加：小学部の希望者が大会に参加した。大会本番に向けて練習を積み、自分にとってのオリンピックに参加するという意欲付けを行った。ランニング大会では小6女児が2位に入賞した。
- ③オリンピック東京招致活動：小学部高学年がIOC理事の皆さんへ手紙を書いた。東京でオリンピックが見られることを今から楽しみにしている児童もいる。オリンピックを身近に感じられた瞬間であった。

本校のオリンピック教育は、まだまだ試行錯誤の段階で、毎年見直しをしながら行っている。幼児児童の実態を考慮しながら、今後も指導の機会を増やしていきたい。



大学におけるオリンピック教育

- 筑波大学における全学共通の総合科目としての教育実践について -

筑波大学体育系 嵯峨 寿

1. 授業のねらいと概要

総合科目として開講している大学でのオリンピックの授業は今年でちょうど10年目を迎えた。折しも授業開始後の9月は2020年オリンピックの開催地が東京に決まるかどうかという時機で、学生の関心も招致レースに向きがちと思われた。そこで、敢えて招致に関するテーマに終始することなく、オリンピックに関わる人たちや機関による様々な挑戦を取り上げ、それを通してオリンピックをより深く知り、また2020年東京大会を展望できる授業をめざした。

オリンピックはアスリートに限らず多くの人たちの力が結集されて成り立っている。7年後にオリンピックが日本で開催されれば、学生たちにとっても携わるチャンスが意外に多方面に開かれている。授業を通してこのことに気づけば、キャリア形成にとっても参考となると考えた。

受講希望者は今年も定員数を超え、受講調整を行い最終的には150人(1年生124人、体育専門学群生84人、単位取得者136人)であった。

2. 各回の講義題目と講師、講義概要

(1) 4月15日 「TOKYOオリンピック招致」

授業のオリエンテーションと共に、日本で2度目となる夏季オリンピックの開催実現に向けた招致委員会などの取り組みを解説。(嵯峨寿 体育系)

(2) 4月22日 「オリンピック」

オリンピック出場選手としての現役時代から引退後の取り組みまで、終わらぬ挑戦の軌跡を自らの経験などを交えて語る。(山口香 体育系)

(3) 5月7日 「クーベルタン」

近代オリンピックの創始者クーベルタン。理想と夢の前に立ちふさがった壁をいかに乗り越え、復興に漕ぎ着けたのか。(和田浩一 フェリス女学院大学)

(4) 5月13日 「国際オリンピック委員会 IOC」

スポーツにおける暴力、差別、政治宣伝、勝利至上主義といった、直面する問題克服に向けたIOCの取り組みとその成果を検証。(成瀬和弥 体育系)

(5) 5月20日 「研究開発」

日本オリンピック史上最多となる38個のメダルを獲得した2012年ロンドン大会。本学の多方面支援による活動と成果を報告する。(河合季信 体育系)

(6) 5月27日 「スポンサー企業」

企業にとってオリンピックは飛躍をかけた商機でもある。JOCパートナー企業による選手への支援活動とビジネス面の成果を聞く。(栗原秀文 味の素)

(7) 6月3日 「テレビ」

テレビによるオリンピック放送の史変遷と、近年のネットを活用した新たな放送事業などにも触れる。(藤原庸介 JOC理事、元オリンピック放送機構)

(8) 6月10日 「嘉納治五郎」

東京高等師範学校の嘉納校長はいかなる発想と行動で関東大震災後を乗り越え、1940年オリンピックの東京招致を勝ち取ったのか。(真田久 体育系)

(9) 6月17日 「国際NPO組織」

オリンピックと共にスポーツ国際開発に取り組むハート・オブ・ゴールド。これまでの挑戦の数々を振り返り、現在の活動と今後を語る。(山口拓 体育系)

(10) 6月24日 「学校教育」

オリンピックについて学ぶ教育活動は学校現場でどのような展開と広がりを見せているか。附属学校の取り組みなどを紹介する。(宮崎明世 体育系)

(11) 期末試験、学生による授業評価アンケート：試験は、知識を問う25問からなる4択問題(25点)、ならびに各回講義の理解度を測る論述問題(15点)。これに出席と毎回提出するレポート(6点×10回=60点)を加え、成績評定を行った。

1. はじめに

(1) 本実践に至った背景

パラリンピックを考えるとということは、パラリンピアンについて理解する機会も持てる。彼らが不自由なく暮らせる社会を目指すことはバリアフリーにつながる。それがそのまま高齢化社会に対応したものに結び付いていくと思われる。

将来において、高齢者人口が人口割合の多くを占める時代に入るといわれて久しい。現在学校で学習している生徒が社会で活動している頃には、現在より間違いなくその割合は高くなっている。そのような時代に必要となる視点は、高齢者が社会生活に参加する上で生活の支障となる物理的な障害や、精神的な障壁を取り除くための施策、若しくは具体的に障害を取り除いた事物および状態であるバリアフリー、そして、ユニバーサルデザインといった文化・言語・国籍の違い、老若男女といった差異、障害・能力の如何を問わずに利用することができる施設・製品・情報の設計（デザイン）がより求められると思われる。

視野を広げれば、ユニバーサルデザインやグローバル社会といった考え方など、これらにはオリンピズムと共通の理念があり、そして持続可能な社会を支えていくためには必要な考え方であると捉えている。

それらについて理解を深めたいと考えていた矢先に、ブラインドサッカー協会の広報紙が職場に届いていたのである。ブラインドサッカーはパラリンピックの種目の一つである。パラリンピックについて、またパラリンピックを通して、特別支援学校ではなく附属中学校の生徒が考える機会がないかと思っていたところであった。日本ブラインドサッカー協会のスポ育プロジェクトの広報紙を見た途端に、すぐに当協会に連絡を入れて、ぜひ本校で試したいということを伝えたのである。

本校の目の前の生徒たちが直面している課題、そして、彼らが将来において直面する社会的な課題に目を向けて、何か取り組みたいといったことが、きっかけであった。

(2) 趣旨と対象者

授業担当者の学年生徒（第3学年）と常に接していて、課題として以下の4つの視点から学習する時機を持てないかと模索していた。

- ①広い視野を持つ
- ②相手の立場を考える
- ③より多くの人と豊かなコミュニケーションをとろう
- ④自分をとりまく人・社会の中での自分を見つめ、これからは生かそう

また、第3学年生徒は様々な学校行事など下級生を引っ張るべき学校のリーダーであるわけであるから、リーダーとして必要な資質を向上させたいという願いもあった。

様々な条件をクリアしていれば、3学年生徒全員または運動会の各学年クラスのリーダーたちを対象として学習を進めたかった。3学年生徒全員というのは時間と場所を確保することが厳しい状況であったので、次に運動会の各学年のリーダーを対象にできないか考えた。本校の運動会は9月中旬に開催されており、リーダーたちの活動は夏休みに準備をしている。その運動会前の夏休み中に、①チームワーク、②コミュニケーションの重要性、③個性の尊重、④障がい者理解、⑤ボランティア精神について考えることで、リーダーとしての心構えを身に付けたかったのである。

実際に実現可能な日時や対象を考えると、総合学習の時間に行きついた。時期が運動会後で対象者が第一に浮かんだものとは異なっていたが、2時間続きで実現可能な時間は総合学習であったので、そこで行うことを決意した。第3学年の総合学習の時間で、生徒数は保健体育コースの28名であった。

2. スポ育プロジェクト

スポ育プロジェクトとは、目的を、スポーツを通じて障害者と子どもたちが混ざり合うきっかけに寄与することとしたもので、当協会が講師を派遣し、ブラインドサッカーを用いた体験型授業を行うものである。5つの学びについて、ブラインドサッカー協会 HP に掲載されているので、それを抜粋したものを示したい²。



5つの学びについて(ブラインドサッカー協会 HP より)

3. 実施日

- ◆事前学習 9月25日 1.5時間
- ◆体験学習 10月2日 2時間
- ◆事後学習 10月9日 1時間

4. 学習内容

(1) 事前学習 9月25日(水) 約1.5時間

送られてきたDVD視聴、学習資料(冊子、写真1)を活用して、ブラインドサッカーや視覚障がい者に対する理解を図った。スポ育プログラムの例であると、事前学習は1時間であったが、今回は2時間続きの授業ということで少々余裕があったので約1.5時間目を充てた。視聴後に学習資料の冊子を目次(写真2)に沿って進めていった。冊子の中身は、ブラインドサッカーの概略や視覚障がい者の特徴についての内容や、それらについてどのように考えているのか、なぜそう思うのかなど、考えさせる内容も多く、充実したものであった。

例えば、「視覚障がい者がサッカーするって無理そうだと思う。どうしてそう思う?どんなことが難しいかな?」、「キミがアイマスクをして歩く時、どんな声があれば助かるかな?」、「キミのまわりでチームワークが必要な時ってどんな時だと思う?」、「視覚障がい者がふだん生活するなかで必要な手助けはどんなことだろう?」、「視覚障がい者がサッカーをするために工夫されているブラインドサッカーのルールにはどんなものがあるかな?」などの問いかけによって、学習者が自身でどのように考えているのか見つめる好機となった。

資料に加えて、アダプテッドスポーツやパラリンピックについても触れ、視覚障がい以外の視点についても学ぶ機会をつくった。

(2) 体験学習 10月2日(水) 2時間

日本ブラインドサッカー協会の視覚障害者1名(ブラインドサッカープレーヤー)、サポートスタッフ1名より授業を実践していただいた。どの内容も、それぞれの役割を体験するものであった。



写真1 学習資料(冊子)表紙

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第1章 ブラインドサッカーってなに?	1 ページ
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写真2 学習資料の目次

² <http://supoiku.b-soccer.jp/>

「人間は、80%の情報を視覚から得ている」といわれている。それが遮断され情報がなくなった時こそ、見えてくるものがある。相手がどの距離にいて、どんな状態であるか分からないからこそ、ひとつひとつのコミュニケーションに注意し、相手を思いやらなければなりません。しかし、それに気づいた時、人は今まで見えにくかったたくさんことに気づき、感じることができます。そう、ブラインド状態のコミュニケーションだからこそチームワーク、個性の尊重、障がい者理解、ボランティア精神などたくさんの学びがあるのです。

(1) チームワークの向上

アイマスクをしてチーム対抗のゲームを行うことによって、見えない状態の中で、いかにみんなで協力し積極的にコミュニケーションをとるかが鍵となる。

(2) コミュニケーションの重要性を認識する

ゲーム中アイマスクをし、視覚をふさがれると不安や孤独な気持ちに襲われる。しかし、上手にコミュニケーションをとれると不安感や孤独感がなくなり、不便ではないことに気付く。

(3) 個性の尊重について考える

アイマスクをして目が見えない状態で、様々なワークをすることで視覚障害＝「特別」ではなく、個性の一つと捉え、目が見えない相手に対して自分に何が出来るか各自考えます。

(4) 障害者理解が促進される

(5) ボランティア精神が生まれる

ゲーム中ではアイマスクをした相手にどのような手引きをし、どのような声がけをするべきか子どもたち自身を考えてもらいます。相手への思いやり＝ボランティアの気持ちがなければゲームは成立しません。

① 体操

ペアになり片方のみがアイマスクを身に付ける。まず、アイマスクを身に付けていない生徒が、講師（T1；視覚障害者）の体操の動きを見て、それをアイマスクを身に付けている生徒（以下、アイマスク生徒とする）に伝えて、アイマスク生徒が実際に指示された動きを行うといった内容である。体操の内容は、日常的に行っている一般の動作である。

講師 T1 は、体操の種目の合間に相手に伝えるためにはどういった表現が好ましいのか考えさせながら指示を出していった。例えば、腕回しを実際に行ってみた後のことである。見えない状態では「腕を回して」と言われても、前だけなのか後ろだけなのか、交差して回すのか、片方ずつなのか、いつまでやればいいのかなど、具体的な指示を出すことが必要ではないかと問いかけていた。また、合言葉で伝わるもの、伝わらないものがあるという視点で投げかけていた。例えば、「CMのグルコサミン」は“膝を回す”ことを表す合言葉である。知っていれば容易に伝わるし、逆に知らなければ全く見当もつかないものである。さらに、指示する側が相手の体を触って誘導する方法を挙げるなど、伝え方には様々な方法や表現があることを説いておられた。

② アイマスクを身に付けて、10m 走る

アイマスク生徒は、手を前方に出して走り、ゴールにいる補助者の手をたたき音や声を頼りにして進む。合図をする者は自分が待っている場所がゴール地点でもある。アイマスク



写真3 音を頼りにゴールまで進む



写真4 ボール地点まであとわずか

生徒が安心して走ることができるように、手をたたいたり大きな声を出したりして相手が聞こえるように行う必要がある。隣のグループの待っている場所に間違えてしまう場合も考えられるので、名前も読みあげるとよりわかりやすかった。また、左右のどちらかを指示する際には、相手の立場にたった視点でことばをかけないと、指示する生徒から見た左右なのか、実際に走る生徒から見た左右なのかわからなくなってしまう。

③ ボールを取りに行き、そこからキックで返す

アイマスク生徒は、約 10m 離れたところに置かれてあるボールまで進み、そのボールをスタートした場所にキックする。スタート地点の後方から、声をかけてもらい動いていく。

「右右右…」といった指示が生徒からあったが、それは右に一步？右を向く？右に回る？など、指示側と受け手側の解釈が異なると、受け手側が全く違った反応を示していたことがあちらこちらで見られていた。“こそあど言葉”も同様のことがいえる。双方ともに見える状態であれば容易に伝わるものでも、なかなか伝わらないことが理解できたと思われる。

④ 後ろから投げられたボールを取りに行く

アイマスクなしの生徒が、ボールを斜め後方から山なりに投げ、それをアイマスク生徒が取りに行く。その後、スタートした場所にボールをキックで返す。相方は、「いくよ～」と合図してから投げ入れる。ボールが転がっている時は、音が鳴っているが止まってしまうとわからなくなるので、声をかけて指示する必要がある。

2 回目のチャレンジでは、アイマスク生徒が主体的に知りたい情報を求めて、補助者に問いながら試技に入った。指示を待つという受け身になるだけでなく、アイマスク生徒が能動的に補助者に働きかけることで、双方でどのような情報が必要なものであるのか学んだといえる。



写真5 後ろから投げられたボールを取りに行く

⑤ 10m 離れたコーンにボールを当てる

スタート地点から 10m 離れたコーンにボールを当てる。コーンが置かれている場所に生徒が一人いて、キックするアイマスク生徒に音で教えてあげる。3 分間で何回当てることができるかグループごとに競争する。それをローテーションして回す。

1 回目終了し、蹴り方を講師から教えてもらい、2 回目のチャレンジを行った。2 回目の回数が増えたのであるが、講師はなぜ増えたのか考えさせていた。慣れてきたこと以外に、声掛けが上手になったことやチームワークが向上したことを挙げられていた。助言の中で、講師 T1 の『ボールの音を見る』をいう言葉が印象に残っている。



写真6 ブラインドでコーン当てにチャレンジ

体験授業のまとめでは、伝える、伝わるための声、相手の人に安心してもらえる声、指示をする際の的確な声といった“声の質”や“中身”を状況に応じたものにしていくことや、向かい合っている時の左右など相手の立場に立って声掛けができているかどうかについて考えさせていた。そして、視覚支援の障がい者だけでなく、日常で困っている人も含めて、困っている人に自分から声をかけられるかどうか問いかけるなど、視野を広げてまとめていただいた。

見ていて、また自身で動いて感じたことであるが、生徒はこの限られた時間でそれぞれの立場を経験してきたことから、互いの立場を感じながら、指示を出したり聞いたりできたのではないかと思われる。この短時間で生徒の受け取り方や対応が変化し成長していくように感じられた。

(3) 事後学習 10月9日(水) 1時間

体験授業の振り返りで、感じたり理解したりしたことをワークシートに残し、学習した生徒自身が日常生活につなげていけるように事後学習を行った。ブラインドサッカーを体験して障がい者のイメージが変わったかどうか、コミュニケーションについて気付いたことなど、体験で気づいたことをまとめた。生徒の感想の一部を以下に示す。

- ・今までコミュニケーションについてあまり考えたことはありませんでしたが、言葉でのコミュニケーションの大切さを学ばせていただきました。また、どこか体が不自由でもできることは沢山あるということをお聞きして、私もできないことと考えるのではなく、できることや、やれることをポジティブに考えようと思います。
- ・選手は目が見えないはずなのに僕らよりうまくボールを扱う姿を見てとても驚かされました。そして、素直にすごいと感心しました。目が見えない人に限らず、障がい者に対しての印象が変わりました。また、障がい者スポーツは、僕らにも勇気・感動を与えてくれるものだと感じました。2020年はオリンピックだけではなくパラリンピックにも注目して、活躍を見たいなと思いました。
- ・これからもスポーツという大きなものと向かい合っていきたい。
- ・同じ立場になって考えることは大事なのだと感じました。
- ・努力をすれば困難なことでも実行できると知りました。
- ・最も心に響いたのは「言葉の大切さ」です。
- ・体験を通して、障がい者とは様々なことができないのではなく、様々なことを工夫して乗り越え、いろいろなことができるのだと、障がい者に対する見方が変わりました。
- ・相手と共に戦うスポーツが好きです。でも、今まではそれは「不自由がないからできること」と思っていました。でもこの体験から、協力すれば何でもできるようになるという事を知りました。健康であることに感謝し、少しでも人の力になれるよう頑張っていきたいです。
- ・「助ける」という第三者ではなく「with」というイメージ。一緒に体験し、楽しむことも「ボランティア」だと思う。
- ・指示語や単語だけ言われても何のことを言われているのか理解できなかった。相手に伝わりやすい言葉でしっかりと話すことが大切だと感じた。
- ・体験することで耳からの情報の大切さを学びました。「そこ」、「あっち」などの表現では伝わらず、コミュニケーションをする際は相手の気持ちになって考えなければいけないと感じました。
- ・安全に、公平にプレーをするための工夫が沢山のなされていると知りました。自分が体験してみて視覚以外の感覚をフルに使い、特に音を頼りにしてやっていることが実感できました。
- ・目が見えない中で大事なのは、周りの人の声かけだと思いました。周りの人が大きな声で適切に声をかけてくれることで、安心感が生まれたり走ったりボールを蹴ったりすることができました。
- ・自分勝手に動いても何もできないし、声をかけ合わないと動くことができない。また道具は声だけではなく体もある。

5. 最後に

生徒の感想が物語っているように、様々なことが学習できたといえる。改めて、ブラインドサッカー協会に感謝したい。

今回の実践は、グローバル教育の一環とも考えられる。このように見方を変えると、これまで実践してきた通常の授業（保健体育科以外も含む）や学校行事、日常の生徒会活動やクラブ活動など様々なところにおいて、オリビズムの理念に基づく、または関連する活動は行われているのではないかと思われる。そういった内容を改めて整理することで、オリンピック教育の概念を広げたりまたは深めたりできる可能性も出てくるのではないだろうか。今まで行われてきた教育活動の意義をオリンピック教育という角度からも評価できると考える。

6年後の地元日本の大会では、今の生徒たちやこれから学校教育を受ける子どもたちは様々な形で関わるとと思われる。オリンピック教育を経て視野を広く持った上で参加できれば、より深く見つめられるであろう。1964年東京大会のレガシーは半世紀を越えてもなお有形無形と様々な形で残されている。この機会を大事にしたい。

1. はじめに

筑波大学附属大塚特別支援学校高等部は、ロンドンオリンピック・パラリンピックが行われた2012年に、総合的な学習の時間の題材にオリンピックを取り上げ、単元「オリンピックの感動を伝えよう！」を展開した。その一貫で、ジャマイカ大使館に協力を依頼し、オリンピック教育を行った。本報告では、筑波大学附属大塚特別支援学校高等部で行ったオリンピック教育のうち、ジャマイカ大使館と協力して行った実践に焦点をあてて報告する。

2. 単元における大使館訪問の位置づけ

単元「オリンピックの感動を伝えよう！」は、ロンドンオリンピックを見た生徒らの「選手に手紙を書いてみたい、会ってみたい」という動機を起点として、実際に行動を起こし（手紙を送り）、オリンピックに関する調べ学習を行い、文化祭における学習発表へと広げた単元である。ジャマイカ大使館への訪問学習は、この単元の一環で実施したが、そのきっかけは、ジャマイカ出身の陸上選手であるウサイン・ボルト選手への手紙の送付を大使館に相談したことであった。

生徒の書いたボルト選手への手紙、似顔絵やビデオレターは、ジャマイカ大使館の全面的な協力を得て、ボルト選手に送付していただくことができた。そこで、そのお礼を伝えるために、また、合わせてジャマイカの自然や文化を学ばせていただくため、大使館への訪問学習が実現したのである。

本単元を行う上での指導上の留意点として、①自ら行動して他者と関わる経験をさせる、②実際に見る、聞く、感じる、考える経験をさせる、③自分の生き方や人生を考える経験をさせる、④他者（異能力）を認める、相手を讃える、高めあう経験を積ませる、の4点を設定した。また、手紙を書く学習と調べ学習に関わる留意点として、①自ら行動して他者と関わるということ、②実際に見る、聞く、感じる、考える経験を積むこととした。そしてこのような学習活動を実現するために、生徒の自発性、動機、興味を大切にしたい。

オリンピックという題材は本校高等部の多くの生徒が興味を持ちやすい題材ではあったが、知的障害特別支援学校の生徒たちは、自分のそれまでの経験を超えて興味を広げて自ら学習を拡大していくには困難を伴う。したがって教師は、生徒の意思を大切にしつつも、生徒の願いを実現可能な計画にし、彼らの経験を広げて社会参加へとつなげられるようにサポートする必要がある。その際、学校の外の地域の資源に目を向け、学習の教材となる資源を十分に活用するよう心がけた。幸運にも本校は、東京都内にある特別支援学校であり、様々な大使館との交通アクセスも便利な立地にあるため、その利点を生かし、ジャマイカ大使館の訪問が実現できたのである。また、本単元では、学校がある文京区内の日本サッカー協会サッカーミュージアムを訪問し館長にインタビューをする活動も行った。このように、地域の資源を活用することで、知的障害の生徒も参加可能な充実した調べ学習が実現すると考えている。



ジャマイカ大使館で外交官の方と記念撮影

3. ジャマイカ大使館に協力を得た学習活動の実際

(1) 手紙の執筆

ロンドンオリンピックを見た生徒の多くは、日本の選手を応援しており、日本の選手の名前はよく知っていた。海外の選手については日本人選手ほどではないが、ジャマイカ出身のウサイン・ボルト選手については、テレビで見たことのある生徒が多く、左手を上に掲げる「ボルトポーズ」を真似して遊ぶ生徒もいた。生徒たちは当初、ボルト選手の印象を、「すごい」、「速い」、「カッコいい」といった言葉で表現していた。それは、テレビを見て、「なんだかすごいぞ」、というような漠然としたものだった。しかし、オリンピックの調べ学習の中で、ボルト選手の一步の長さを調べて実際に測り、その一步の長さと教室の床の辺の長さ比べてみる等の活動を行うことで、より「本当にすごい！」と実感できた生徒もいた。そのような学習を通して、感動を伝えたい、手紙を書いてみたい、という言葉が生徒からあったことは驚きではあったが、オリンピック選手を讃える素直な思いを伝えることは、オリンピック教育の考えとも違わないと考え、手紙を書く活動を進めることにした。

「手紙を書く」活動で留意した点は、生徒の特性に合わせて、様々な表現方法を用意することである。生徒たちの中には、平仮名・片仮名の読み書きができる子どももいれば、口話だけでも文字を書くことが難しい子どももいる。また、言葉で表現するよりも、身体表現で気持ちを表現することが得意な子どももいる。生徒の実態に合わせて、絵手紙、ビデオレター、文章の手紙といった複数の表現方法を用意した。

生徒の書いた手紙の例

ウサインボルト選手へ

ボルトさん おげんきですか？ ほくは毎週走る練習をしています。ボルトさんがオリンピックで走るのをテレビでみました。すごくはやくてかんどうしました。金メダルおめでとうございます。とてもかつこよかったです。ほくはボルトの姿に勇気がわきました。ボルトさんはみんなのヒーローです。これからもほくと大塚特別支援学校のみんなは応援しています。

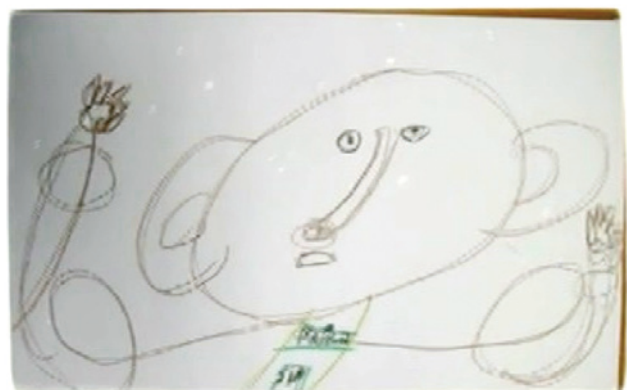
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手紙を書く様子



ビデオレターの様子



ボルト選手の似顔絵

(2) ジャマイカに関する事前の調べ学習

ジャマイカ大使館訪問の事前学習として、ジャマイカがどこにあるのかを地図と地球儀を使って調べ、一人ひとり質問を用意した。質問は、「ジャマイカで人気のあるスポーツは何ですか?」「ジャマイカで美味しい食べ物は何か?」「ジャマイカでは野球はしますか?」等であり、生徒が日頃の生活で興味のある内容が多かった。

ジャマイカ大使館では知的障害の子どもたちの訪問の受け入れは初めてということだったので、事前に生徒の特徴、様子、興味のあること、コミュニケーションの方法などを伝え、大使館の方も生徒も不安なく交流できるよう努めた。

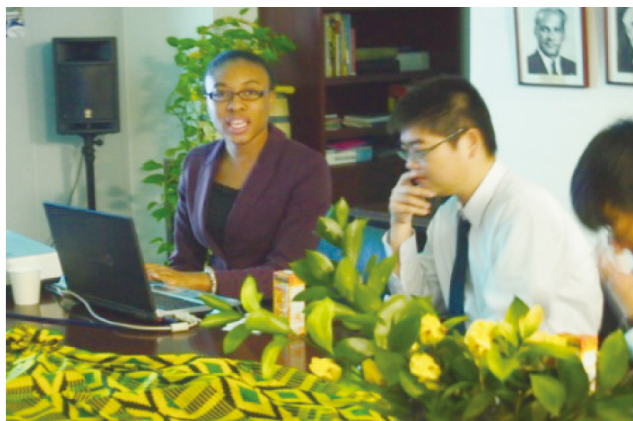
(3) 大使館外交官との交流

2012年11月7日、本校高等部3年生の生徒8名と、教員3名でジャマイカ大使館を訪問した。大使館は東京都港区のビルの2階にある。大使館の外観は普通のビルだが、中に入ると、原色の緑色と黄色を基調とした布の飾りやジャマイカの工芸品が飾られており、日本とは違う異国の雰囲気は生徒たちも目を輝かせていた。外交官の方に、ボルト選手に手紙を送ってくれたことへのお礼を伝えた後、ジャマイカの自然や文化の映像を見せてもらい説明を受けた。質問を予め用意して行ったが、外交官の方とのやりとりの中で、用意した質問以上に生徒の口からどんどん積極的に質問が出たことは驚きであった。「ジャマイカにはワニはいますか?」「ジャマイカは暑いですか?」「ジャマイカの人はどうして走るのが速いですか?」「ジャマイカではポケモン(アニメ)は見ますか?」等の質問のひとつひとつに、外交官の方はユーモアを交えてきちんと答えてくださった。その後、ジャマイカの方とレゲエでダンスをして交流を深めた。大使館の交流で気づいたことは、スポーツ、音楽、食などに関する話題は、知的障害のある生徒にとって、海外の方と交流する上でキーになる話題になるということである。外交官の方と、ボルト選手という共通の話題で盛り上がり、一緒にレゲエで踊るなど、文化は異なるが、共に楽しむ生徒たちの様子を見て、オリンピック教育は国際理解にも繋がるっていると実感した。大使館で学習した内容と訪問の様子は、大塚祭の掲示物としてまとめ展示した。

4. まとめ

オリンピック教育や国際教育を進めるにあたり、大使館と協力した教育活動は、生徒たちにとって直接、海外のことを学びその国の人と交流する機会になり得ると感じた。オリンピックという題材は、知的障害のある生徒たちにとっても、興味のある題材であり、学習の工夫次第では様々な学習経験を用意できる題材である。今後も、様々な機関と協力しながら、より豊かな実践をしていきたい。

付記：この学習活動をすすめるにあたり、ジャマイカ大使館の皆様には、多くのご協力をいただきました。ここに感謝申し上げます。



大使館での交流の様子



大使館前での記念撮影

一校一国運動の成果に関する調査報告

筑波大学体育系研究員 土屋智美

1. オリンピック教育

近代オリンピックの創設者、クーベルタンは世界の平和を目指す為の教育的意義をオリンピックに見出していた。スポーツを文化や教育と融合し、「努力のうちに見出される喜び、よい手本となる教育的価値、社会的責任、普遍的・基本的・倫理的諸原則の尊重に基づいた生き方」（日本オリンピック委員会, 2011, p9）の創造を目指して、オリンピックが行われてきた。国際オリンピック委員会（IOC）は、努力する喜び、フェアプレイ、他者への尊重、卓越さの追求、身体・意志・心の調和の5つのオリンピックの教育的価値を提唱しており、オリンピック教育は平和な社会の構築に貢献するというオリンピズムの根本原則に基づいて、IOCによって推進されてきた。オリンピック教育とは、スポーツやオリンピック・パラリンピックを教材として、子どもや青少年の国際的な視野を養い、平和な世界の構築に貢献できる人材を育成することを目的とした教育的活動のことである。ミュラーはオリンピック教育の特徴をクーベルタンの思想に則して以下の6つに分析している。

1. 人類の調和のとれた発達という概念
2. 科学的、芸術的な業績がスポーツの業績と同等であるべきという高度なパフォーマンスを通じて、人間的成熟のために努力するという考え
3. フェアプレイや機会の均等、これらの義務を遂行する決意、そして今日の国際スポーツではほとんど放棄されてしまったアマチュアリズムの理想を含めた倫理的原則に、自発的に結びつくスポーツ活動
4. 個人間の関係における尊敬と容認に反映された、国家間の平和と友好という概念
5. スポーツにおけるまたはスポーツを通じた解放のための活動の促進
(ミュラー, 2004, p11)

また、オリンピック教育の実践的な内容は、①オリンピックの理念と歴史学習、②オリンピックに関連した文化や社会問題等に関する学習、③オリンピックの精神やスポーツの価値についての学習、の3点が挙げられる（真田, 2012）。日本におけるオリンピック教育としては、1964年の東京オリンピック開催時には既に学校教育の場で、オリンピック学習が実施されたことがわかっている。東京都内の学校において、オリンピックの理念を理解し、国際親善や世界の平和に関わることを目指して、学習発表会や音楽会など文化的活動を含めたオリンピック教育が展開された（真田, 2014）。そして、オリンピック教育の目的を具現化する活動の例として、1998年長野冬季オリンピック・パラリンピック開催時の一校一国運動が代表的である。

2. 一校一国運動

一校一国運動は、1967年に設立され、1992年に法人化、2013年に解散した「社団法人長野国際親善クラブ」の提案によって1998年長野冬季オリンピック・パラリンピック開催の2年前から実施された取り組みである。長野市内の小学校・中学校・特別支援学校の計75校が参加し、一つの学校につき、一か国または二か国を選び国際交流を行う活動が実施された（平井・真田, 2001）。一校一国運動では、オリンピックやパラリンピックについて学ぶだけでなく、各学校独自の交流活動が展開された。交流活動の内容としては、主に相手国について調べる学習、相手国の人を招聘して交流を行う、相手国の学校と交流する、相手国のオリンピック・パラリンピック選手や役員を学校へ招聘して交流する、試合を応援するなどであった（真田, 2014）。

各学校の活動は多様であり、スポーツに関係した活動のみに限らず、幅広い教育的意義ある活動が見受けられた。例えば、ボスニア・ヘルツェゴビナと交流した長野市の三本柳小学校は、相手国の歴史・民族紛争や対人地雷問題についての学習、ボスニアの首都サラエボの小学校との交流、旧ユーゴスラビアの歌手を招いてのコンサートの開催など、様々な活動を通じて平和教育を行った（信濃毎日新聞, 1997d, 2000）。また、湯谷小学校や西条小学校の活動では、外国籍児童や中国帰国者の子ども達の母国を相手国として取り上げることで、より身近に人種や言葉、宗教、文化そして価値観の違いなどを学び、固定観念から抜け出して子ども達の寛容さを育てるような取り組みが行われた（信濃毎日新聞, 1997a, 1997b）。韓国とスイスを交流相手国としていた通明小学校の場合には、学校での活動にとどまらず、一校一国運動の活動から派生して保護者が主催する活動や地域を巻き込んだ交流活動を行った事例も報告されている（信濃毎日新聞, 1997c）。

このように、オリンピック・パラリンピックについて学ぶこと、交流相手国について知ることを超えて、平和教育や地域に

内在する課題へのアプローチ（外国籍児童等の学校・地域社会での統合）、そして保護者や地域社会も含めた活動などに一校一国運動を通じて取り組むことができる。日本から始まったこの一校一国運動は、長野オリンピック・パラリンピック後も、シドニー、ソルトレイクシティ、トリノ、北京、そして2014年ソチオリンピック・パラリンピックまで、各地のオリンピック・パラリンピック開催時に受け継がれてきており、日本発のオリンピック教育のモデルとなる実施例と言えるであろう（表1参照）。

表1：各オリンピックにおける一校一国運動の実施内容

2000年シドニー (New South Wales Department of Education and Training, 発行年不明)	
Network of Friendship Program	ニューサウスウェールズの小学校300校が外国の小学校とオリンピックに関して文化交流を行った。
Olympic Welcome Program	158校の小学校から4900人が参加して、各国について事前学習し、各国のオリンピック選手を選手村で迎え、交流する活動が行われた。
2002年ソルトレイクシティ (Salt Lake Organizing Committee, 2002)	
One School, One Country	ユタ州の小学校が、ソルトレイクシティオリンピック・パラリンピックに参加する各国と、文化・言語・習慣・音楽やスポーツなど様々な交流を行った。
2006年トリノ (Organizing Committee for the XX Olympic Winter Games Torino 2006, 2007)	
Black Ring: Sport, Human Right, Legality and Multiculturalism	文化交流や各国の異なる習慣や伝統の理解などを促進する目的で一校一国の取り組みが2004年より実施された。トリノオリンピック・パラリンピック参加国の学校とピエモンテ州の高校が交流し、言語学習、手紙の交換、外国の学校からの訪問などの活動が行われた。
2008年北京 (Beijing Organizing Committee for the Games of the XXIX Olympiad, 2010a, 2010b)	
Heart to Heart Partnership Programme	210の小中学校が参加して、205の各国オリンピック委員会や160の各国パラリンピック委員会と交流し、相手国の歴史や文化などについて学ぶ活動や各国からの学校訪問などが行われた。また各国・地域の161校と交流を実施した。
2014年ソチ (Organizing Committee of the XXII Olympic Winter Games and XI Paralympic Winter Games of 2014 in Sochi, 2013)	
One School One Country	2012年4月から開始され、ソチにある67の学校が、53カ国と交流した。相手国の言語、文化や歴史について学び、訪問受け入れなどの交流活動が行われた。

3. 長野における一校一国運動の成果

一校一国運動を実施した学校を対象に行った事後調査では、一校一国運動を経験した子どもは、他地域の子どもに比べ、平和への貢献の意識が高く、異文化理解について肯定的な見解を持っていたことが示されている（真田・平井, 2001）。このことから、一校一国運動がオリンピック教育の目的に則した成果の達成に有効であると理解できる。

長野市では、長野オリンピック・パラリンピック開催以後も、現在に至るまで一校一国運動を継続している学校がある。長野国際親善クラブによれば、2009年の時点で20校が交流活動を実施していたことがわかっている（長野国際親善クラブ, 2009）。活動実施をしている学校数が減少したとはいえ、1996年の一校一国運動開始時から18年、そして1998年の冬季オリンピック・パラリンピック開催時から16年経った現在でも、取り組みを継続している学校があるという事実は、活動に意義があるという明示であり、一つの大きな成果と言える。ボスニア・ヘルツェゴビナとの交流を継続してきた三本柳小学校では、オリンピック・パラリンピック開催後も、子ども達の希望により、交流のあるサラエボの小学校から子ども達を招聘する等の活動を続けていた（信濃毎日新聞, 2000）。川田小学校では、インドとの一校一国運動が継続され、相互訪問は10回以上にも上った（長野国際親善クラブ, 2009）。さらに、これらの各学校での活動が自発的に継続されてきていることが評価できる点である。

また、未だ詳細に調査されていない個人レベルでの長期的成果というものが考えられる。2012年、大学生となった1人の三本柳小学校卒業生が、一校一国運動を行っていた当時に交流のあったボスニア・ヘルツェゴビナを訪れたという（信濃毎日新聞, 2012）。交流していた小学校の訪問や、来日した校長や元生徒と再会する計画で個人的な訪問であるという点から、長期間にわたり個人レベルで一校一国運動のレガシーが続いている事例があることがわかる。

筆者は小学校6学年在籍時から一校一国運動を経験しており、中学校のクラスメイトや同期生において、国際協力に興味を持つ者や高校・大学または社会人になってから留学する者、海外での仕事などに関係する者がいることに気が付いた。そこで、1998年長野オリンピック・パラリンピック開催当時、長野市東部中学校2学年に在籍していた者を対象に小規模の調査を実施した。

8人を対象に、①長野オリンピックと一校一国運動の思い出・記憶（交流国や活動など）、②長野オリンピックと一校一国運動の経験とその影響、③その後の国際交流・協力への興味関心・関わり、④現在の職業や生活、の4つの質問項目について聞き取り調査をした結果が表2である。

表2：一校一国運動経験者対象聞き取り調査

<p>回答者1 (男性)</p> <p>① イタリアと交流。相手国について調べ、発表会で発表。イタリア人の学校への訪問があった。</p> <p>② イタリアについて調べ学習をしたことから、イタリア訪問の願望がある。当時調べた観光地や文化について記憶に残っている。</p> <p>③ 特に国際協力に関わりはないが、海外に対しての興味が増した。</p> <p>④ 会社員 (製造業)</p>
<p>回答者2 (男性)</p> <p>① プエルトリコと交流。知らない国のことを知る良い機会だった。校舎の中にプエルトリコの紹介や記事などの掲示があった。</p> <p>② 日本選手だけでなく、海外の選手も応援するきっかけとなった。</p> <p>③ 関わりはあまりなかったが、海外の人と話をしてみたい思い、積極的に行動するきっかけとなった。大学で英語を学ぼうと決めたのもオリンピックや一校一国運動の経験があったからだと思う。</p> <p>④ 高校体育教員</p>
<p>回答者3 (女性)</p> <p>① 詳細の記憶はないが、交流国選手の壮行会を行った。パラリンピックの際に歌を歌った。</p> <p>② 初めて外国人と接する機会、挨拶しよう・応援しようという気持ちになった。長野の街に外国人が多くいたことが印象に残り、海外に興味を持った。</p> <p>③ 大学在学時に留学</p> <p>④ 会社員 (航空会社)</p>
<p>回答者4 (男性)</p> <p>① 交流国や活動内容など詳細の記憶はない。</p> <p>② 地元でのオリンピック開催は人生の中でも大きな出来事だった。今改めて世界中の人々が長野に集まった当初は、とてもグローバルな環境であったと思う。当時は英語に苦手意識があり、外国の人から文化や多様性を感じ取ることができなかった。後悔している。もっと英語でコミュニケーションをとりたかった。</p> <p>③ 当時、自国に来ている外国人とあまりコミュニケーションが取れなかったという経験が、自分を消極的にさせたかもしれない。大人になって初めて海外へ行き、他国について知りたいと思うようになった。初めて旅行したフィリピンで途上国の子供たちと会い、途上国医療に興味を持った。その後、青年海外協力隊で診療放射線技師としてブータンに2年間派遣された。</p> <p>④ 病院勤務、震災被災地支援のNPO 法人立ち上げ準備</p>
<p>回答者5 (女性)</p> <p>① ハンガリーと交流。選手の学校訪問やハンガリーの子ども達との交流があった。</p> <p>② 初めて外国人と接する機会となった。アイスホッケーの試合を観戦したり、ピンバッジを集めたりした。家族はボランティアに参加していた。</p> <p>③ 特になし</p> <p>④ 家事手伝い</p>
<p>回答者6 (女性)</p> <p>① ベラルーシと交流。詳細は記憶にない。</p> <p>② 個人的に、オリンピックの開催は大きな影響があった。外国からの人々と話がしたくて、積極的に街中で話しかけ、写真を撮ったりしていた。オリンピック開催前は、英語が嫌いだったが、外国人と接する機会があったことで英語を真剣に勉強するようになった。</p> <p>③ 高校では、英語科に進み、その後アメリカの大学に進学。</p> <p>④ 会社員 (通信)、広報として海外対応など担当、アメリカ人と結婚</p>
<p>回答者7 (男性)</p> <p>① ベラルーシと交流。ベラルーシの交換留学生在が訪問し、スポーツ交流や駒回しなどの日本の遊びを一緒に行った。</p> <p>② 全く知らない国の人々と交流するのは楽しかったので、今でも記憶に残っている。子供の時にこのような経験をする事は、多様性を受け入れる能力を養うことができ良いと感じた。</p> <p>③ 大学では国際関係を専攻。アジアからの留学生などとサークル活動など行った。</p> <p>④ 会社員 (カーディーラー)、英語の勉強を継続中</p>

回答者 8 (女性)

- ① 交流国について、クラスで学ぶ機会があった。交流国の選手を全校集会にて迎え、その後各クラスで選手との交流を実施した。
- ② オリンピック以前は、長野で国際的なイベントや活動に関わる機会はなかったが、オリンピックや一校一国運動を通して、世界の国について知る機会が増え、世界観が広がったと思う。また、中学生という多感な時期に関わったこの経験が、自分が英語講師を仕事にしようと思った1つのきっかけとなったと思う。
- ③ 一校一国運動は、国際交流や国際協力に関する興味を持つきっかけの1つであったと思う。中学校の担任の先生を始め、クラス全員でカンボジアの子供達に靴を送るという活動をし、履かなくなった靴を、家族や友人から集めることに、意欲的に参加したことを記憶している。中学生という多感な年頃に、個人的ではなく、クラス全員でこの活動を行ったことは、活動が終わったときの大きな達成感に繋がり、その後の進路選択に影響を与えたと思う。また、大学生の春休みに長野スペシャルオリンピックスのボランティアをした。オリンピック、パラリンピック、スペシャルオリンピックスの3つが1つの地域で行われたのは、世界でも長野だけのようで、貴重な機会に自然と参加しようという気持ちを持った。社会人の方と一緒に働いたことは、当時大学生だった自分にとって、社会勉強となった。また、英語と日本語が飛び交う現場で、自分の英語能力を試す機会にもなった。
- ④ 学習塾英語教師、上海在住

本調査結果を参考にすると、①長野オリンピックと一校一国運動の思い出・記憶についての回答から、一校一国運動の詳細や活動内容についての記憶は各人でばらつきが見られるものの、②長野オリンピックと一校一国運動の経験とその影響または③その後の国際交流・協力への興味関心・関わりの項目において、8人中7人が「外国に興味を持つきっかけ」または「英語学習への意欲の高まり」に触れていることから、一校一国運動は小中学生にとって異文化を学び、学習や経験の発展を促すような、興味を持つきっかけづくりとして効果的であることがわかる。また、同様に4人が「外国人と接する機会」について言及していることから、他国の人と接する機会を持つことが一校一国運動の特徴的な経験であることが明らかである。「外国の選手も応援する気持ちになった」「応援しようという気持ちになった」という回答が見られることから、知らない外国という存在であった人々、その文化や歴史について学び、交流することによって、それらがより身近な対象となり、「応援する気持ち」に発展するということがわかる。さらに、調査対象のうち3人は、調査実施当時の職業及び生活に直接的に外国との関わりがあった。

小中学校の教育過程において、そして社会人になるまでに様々な外部要因が存在する為、一校一国運動のみが影響を与えたと述べることはできないが、一校一国運動を通じて経験したことが、オリンピック教育の目標とするところの「異文化理解」について効果を示していることが明らかである。「個人間の関係における尊敬と容認に反映された、国家間の平和と友好」というオリンピック教育の特徴にあるように、一校一国運動の活動を通じて、個人が外国の人々や文化を理解し、応援する気持ちを育むことが、オリンピック教育の目指す「国際的な視野を養う」そして「世界の平和に貢献する人材を育成する」の達成に寄与するのであろう。この調査結果と考察から、一校一国運動は学校において長期的に活動が継続されること、そして個人においても異文化理解を深め、長期的な影響を残すことが期待できる取り組みであると言える。

4. 東京オリンピック・パラリンピックに向けて

今後、2020年東京オリンピック・パラリンピック開催に向けて、一校一国運動は、スポーツを通じてまたはそれを超えて、子ども達の国際理解を深め、国際社会に貢献する人材を育成する取り組みとなることが期待される。また、長野の事例のように、この運動をきっかけとして、交流活動にとどまらず、地域や学校での課題解決に取り組むような活動が行われることが望まれる。

より効果的な活動を展開していくためには、活動の中心となる組織をどこに指定するかが重要となると考えられる。オリンピック教育実施の対象を明確にし、期待する効果に則して、主体となる組織を検討するべきであろう。長野の場合は、長野国際親善クラブが中心となって各国の外務省や大使館と連絡調整を担当し、長野市教育委員会が活動資金の補助を行った。またそれ以外にも、長野市オリンピック局が組織委員会を通じての交流相手国への連絡を支援し、長野市国際室も交流相手国との仲介などを支援した（長野市教育委員会, 1998）。複数の組織からの協力により各学校での活動が実現したが、活動の内容や実施については各学校の自由裁量としたことで、各学校で特色ある活動が実施される事例があった。このように複数の組織が連携して各学校の支援ができるような体制づくりが検討できるであろう。

長野市で実施した一校一国運動の課題としては、オリンピック・パラリンピック終了後の活動の持続性が挙げられる。各学校での教員による支援または子どもや保護者の自主的な取り組みにより継続される場合と、長野国際親善クラブや地域の国際交流組織の支援により活動が継続している場合があるものの、活動実施を継続する学校数は1998年当時に比べて年々減少してきた（長野国際親善クラブ, 2009）。長期的な成果を目指すのであれば、オリンピック教育で子ども達に芽生える異文化理解へ

の興味関心の高まりなどを持続的に支援する体制を整備し、長野国際親善クラブや長野市教育委員会が実施したような、継続的な支援が実現可能な組織が必要となるであろう。

これまで、一校一国運動の取り組みは様々な地で実施されてきた。しかしながら、大会報告書等では活動実施に関係した数値の提示（参加校数や交流国数など）や主な活動内容の記載に留まっており、一校一国運動の活動がオリンピック教育として、参加者や地域社会にどのような影響をもたらしたのかについては、今後さらに研究の余地がある。取り組みの成果を明らかにすることで、日本にとってもオリンピックの歴史においても新しい、長期的そして社会的なオリンピックレガシーを示すことができるのではないだろうか。今後、東京オリンピック・パラリンピック開催に向けて、一校一国運動の活動内容やその成果を記録し、2020年の開催まで、そして開催後に渡って調査を実施し、東京のオリンピックレガシーを世界に示すことが期待できる。

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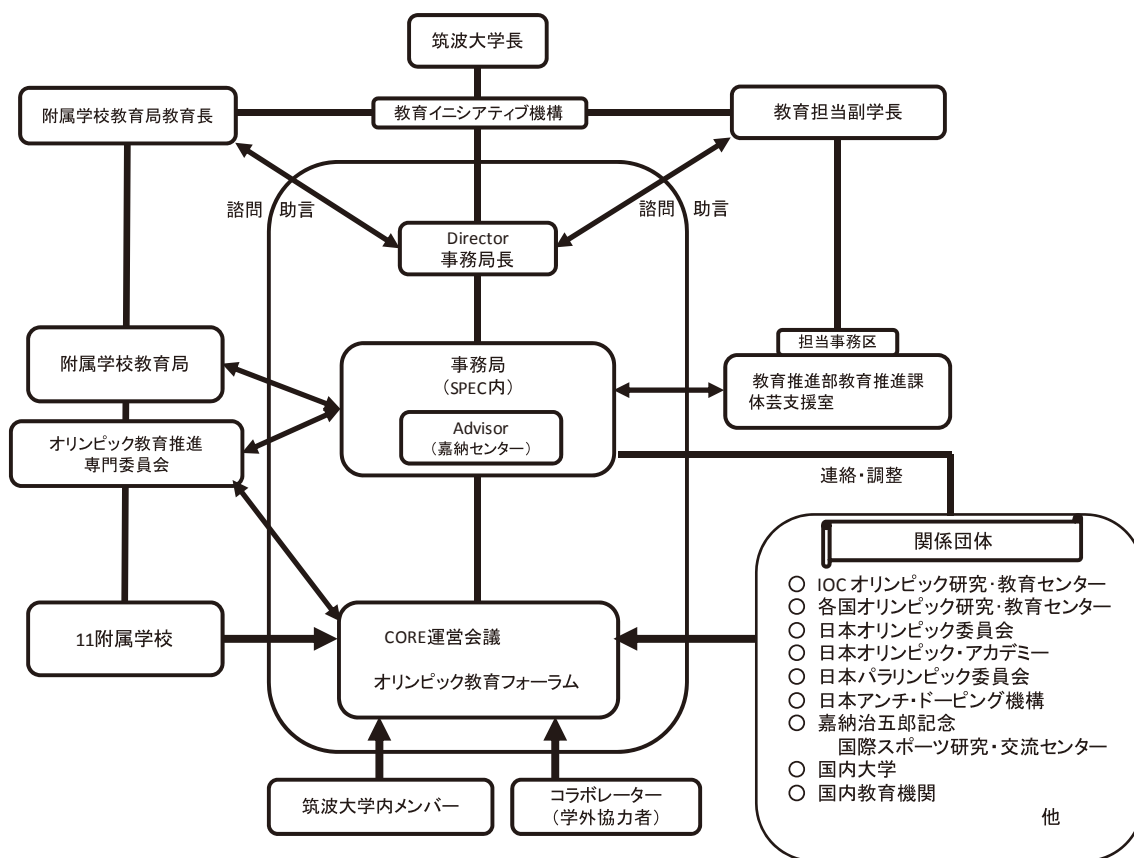
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筑波大学附属学校オリンピック教育推進専門委員会委員（平成 25 年度）

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筑波大学オリンピック教育プラットフォーム組織図



附属学校におけるオリンピック教育推進専門委員会設置要項

平成 23 年 3 月 1 日
附属学校教育局教育長決定

(趣旨)

1. 附属学校国際教育推進委員会設置要項（平成 20 年 4 月 25 日、附属学校教育局教育長決定）

6 の規定に基づき、附属学校における国際平和教育としてのオリンピック教育を推進するため、附属学校におけるオリンピック教育推進専門委員会（以下「専門委員会」という。）を設置する。

(任務)

2. 専門委員会は、次に掲げる事項を行う。

- ① 附属学校におけるオリンピック教育の企画・立案に関すること。
- ② オリンピック教育プラットフォーム事務局との連絡調整に関すること。
- ③ その他、附属学校におけるオリンピック教育に関すること。

(組織)

3. 委員会は、次に掲げる委員で組織する。

- ① 附属学校教育局教育長特別補佐（教育長が指名する者）
- ② 附属学校長が推薦する附属学校教員 各 1 人
- ③ その他附属学校教育局教育長が指名する者 若干人

(委員長等)

4. 専門委員会に委員長を置き、前項第 1 号の者をもって充てる。

- (2) 委員会に副委員長を置き、委員長が委員のうちから指名する。
- (3) 委員長は、委員会を主宰する。
- (4) 副委員長は、委員長を補佐し委員長に事故があるときには、その職務を代行する。

(委員の任期)

5. 委員の任期は 1 年とする。ただし、再任を妨げない。

- (2) 前項の規定にかかわらず、任期の終期は、委員となる日の属する年度の末日とする。

(事務)

6. 委員会に関する事務は、附属学校教育局学校支援課が行う。

附記 この要項は、平成 23 年 4 月 1 日から実施する。

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