

## 2016 TIAS Study Tour (Rikuzentakata City, Iwate Prefecture)

### 1. Itinerary

From 29<sup>th</sup> June 2016 to 30<sup>th</sup> June 2016 / 2 days

### 2. Participant

TIAS professors, researchers, students (14 people)

### 3. The Objective

Understanding of the Olympic Educational Value Program (OVEP) by the IOC and to raise the interest in Japanese culture within the Tsukuba International Academy for Sport Studies (TIAS) project.

Students enrolled in the Sports / Olympic Studies Degree Program, visited disaster area of the Great East Japan Earthquake that occurred on 11<sup>th</sup> March 2011, and interacted with people living there. Additionally, TIAS students led the OVEP project to about 80 students of Iwate prefectural Takada High School will actually know the current state of the local community and school education in Japan and further enhance the educational effect on students in TIAS degree program.

### 4. Activity report

Day 1: 29<sup>th</sup> June, Wed. Tsukuba → Iwate Prefecture Rikuzentakata City

Weather: sunny

All the participants gathered without delay, and departed at 8 AM. Despite the long trip of the bus for about seven hours between lunch and short break turned around the area damaged by the Great East Japan Great Earthquake in Rikuzentakata with everyone did not show a tired expression. Students listened intently to the guide of the story, and many positive questions such as "Does communication between the administration and residents can be taken?" At night, all the participants had a meeting of OVEP scheduled to be carried out the next day in the hotel conference room for about 2 hours.

Photo1 / Joined the English tour guide in front of the commercial facilities damaged by the tsunami in Rikuzentakata city.



Photo2/ Listened to the story in front of the 'disappeared without a trace' tour guide's house damaged by the tsunami.



Photo3/ The final meeting on OVEP for next day



Day 2: 30<sup>th</sup> June, Thu. Iwate Prefecture Rikuzentakata City → Prefectural Takada High School → Tsukuba  
Weather: Cloudy

After arriving at Takada High School at 9 AM, everyone began preparing OVEP. The OVEP was conducted in 2 times from 10:55 and 13:20, it seems that the evaluation of the students after implementation was both favorable. When leaving the school by bus, the students themselves made an arcade by hand and they sent students off. Not only the students but also the professors were impressed by high school students who ran behind the bus while waving their hands to the TIAS students.

Photo4/ State activities OVEP at the Takada High School



## 5. Summary

In the tour around the area damaged by the Great East Japan Earthquake, the majority participants overwhelmed by the disaster area that they saw for the first time, but everyone eagerly listened to talk about the guide what happened on 11<sup>th</sup> March 2011 and tried hard to understand what is happening after that. The students tried to compare the knowledge obtained by preliminary learning with the reality, and to form their own knowledge. It can be said that it was a meaningful day, this experience has a great influence on future students' own way of life and learning attitude. Regarding OVEP conducted at Takada High School, the educational value of the Olympic spirit, the following things were found from the questionnaire collected from the students. Before class, more than 80% of students answered "I did not know", but almost all the students said that they enjoyed this lesson. It seemed that they could understand each value and enjoy activities related to it. The impression of the TIAS student was also generally received favorably. Many students also said they would like to participate in similar activities in the future. Also, from the questionnaire answers, we never explained it concretely during class about regional reconstruction and application to real life, but each student was able to connect themselves and read the idea as thought. About the balance between body, intention and mind, one of the values, although more than half of the high school students said they "liked it", they also said that they "were hard to understand." From this, it seemed necessary to improve on how to convey contents and how to discuss. Finally, in this lesson, in addition to learning five values, TIAS students conducted discussion in English and Japanese, so that the high school student's English ability was improved.

Even in Japanese, at the stage of introduction of the activity, it was a participant who remarked or was hesitant to talk to the international student, but at the end of the activity, they challenged presentations in English, a figure to ask questions in English. Also, among the answers to the questionnaire, there were students who write comments in English. From this, OVEP was thought to be able to consider not only physical education, but also practical English education.

