Promoting multicultural education by globalization ~Let's cheer athletes in Tokyo Olympics!!~

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Abstract

Japan will hold Tokyo Olympics in 2020 so the purpose of this study is livening up this event not only in Tokyo city but also in local area. We want to achieve this goal through educational activities. Therefore, we suggest "Ikkou Takoku Activity". In this project, children learn a lot about foreign countries for example food, language and so on and cheer the country's athletes. This project may effect on livening up this event and producing global human resources because children will come to be interested in foreign countries. Every child can be a global human resource so we want to make use of this opportunity. We referred Nagano's Olympics educational activity. We also visited Aiina international interaction center and Takizawa second junior high school and asked some questions. We concluded to interact with athletes on the Internet for example, Skype and making a homepage.





1. Introduction

Olympics have a lot of aspect and one of them is education. Many children, maybe also adult, can learn the value and effect of sports and have cosmopolitan outlook through Olympics. In advisory committee of experts on Olympics and Paralympics education, they set a goal of educating young people who can work for world peace. Also, according to Shimomura Hakubun, the Ministry of Education, Culture, Sports Science and Technology, we have to consider projects which encourage all Japan and it's not the concentration of all aspects of Japanese society in Tokyo. This is why we suggest "Ikkou Takoku Activity". In this activity, children living in all Japan can participate in Tokyo Olympics with learning a lot of thing. First, we researched Nagano prefecture as the previous example of educational activity. Secondly, we researched the present situation of Iwate's International interaction. We also visited Takizawa second junior high and asked a teacher as the position of teaching.

2. Activity and Analysis

Activity 1: Nagano prefectural board of education (email and calls)

Nagano prefecture did "Ikkoku Takoku Activity" when they held Nagano Olympics. There are many good results in doing this project. On the other hand, the students didn't have the opportunity to make use of the ability that they gain in that project. In addition, the school didn't know well how to do that project and it was difficult to continue this project because of changing the school's organization.





Activity 2: Aiina International exchange center

In Sumita city (Iwate prefecture), they did the multicultural education by dividing into levels for age. We should think that how we can reduce expenses. We can leave the legacy or the result by using the Internet or social networking service. We should propose the program that is easy to understand how to hand it over among the teachers.

Activity3: Takizawa second junior high school

We got many advices. First, many people can take part in our activity by making homepage. Second, we can reduce an expense by using Skype. If we invite celebrity, we have to pay a lot of money but by using it, we can talk with many people. Last, we have to act ourselves. When ourselves do not act, nobody acts.

4. Further

In activity 1, we found children who interacted with foreigner develop a scene of globalization through "Ikkou Takoku Activity", and this action spread other countries. In activity 2, we found it's effective to make up a program by ages step by step. In activity 3, the organization of school is changing every year so we should make a program which can deal with it and a home page. We think the home page will be a legacy.

5. Conclusion

We thought "Ikkou Takoku Activity" was a good program in order to understand multiple cultures, through Tokyo Olympics Games of 2020. It might not be easy to interact with athletes since the event will not be held in Iwate. However, we assumed that we would be able to make it more exciting by communicating with them on skype or working on different programs depending on our grades.

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7. References

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