The content of this SEA Handbook was correct at the time of publication in 2009. Please note that parts of the Handbook may now be out of date.

Council of Local Authorities for International Relations (CLAIR)
Introduction

Welcome to Japan and the JET Programme! We sincerely hope that the year ahead of you will be a challenging and rewarding one. We would like to proudly present to you the 5th version of the book.

This book has been produced by CLAIR with the input and advice of Experienced Sports Exchange Advisors from around Japan. It includes information and essays from your fellow SEAs and organisations who are affiliated with SEAs. This will allow new SEAs to gain an understanding of the JET Programme and the system within which you will be working. It will also provide helpful tips and insights into daily life and work as an SEA.

As qualified sports specialists coming to Japan on a programme which has been created to increase international exchange, working in local government institutions and schools may present participants with some challenges and frustrations. However, if you are prepared to learn as well as to teach, you will benefit both professionally and personally. You will also gain insight from your senpai SEAs as it is written in this handbook. Participating as an SEA on the JET Programme provides you with a great opportunity to gain overseas experience working in the field of sports instruction.

We hope that this publication will help you prepare yourself for the year and be a reference which will remain useful for your time on the programme.

Good luck as you take on new responsibilities and settle in to your new positions.

Council of Local Authorities for International Relations (CLAIR)
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<td>国際交流</td>
<td>kokusaikoryu</td>
<td>international exchange</td>
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<td>語学指導助手</td>
<td>gogakushidoujisho</td>
<td>assistant language teacher</td>
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<td>国際交流員</td>
<td>kokusai koryuin</td>
<td>coordinator for international relations</td>
</tr>
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<td>スポーツ</td>
<td>supotsu</td>
<td>Sports Exchange Advisor</td>
</tr>
<tr>
<td>校長先生</td>
<td>kouchou sensei</td>
<td>principal</td>
</tr>
<tr>
<td>教頭先生</td>
<td>kyoutou sensei</td>
<td>vice-principal</td>
</tr>
<tr>
<td>職員室</td>
<td>shokuinshitsu</td>
<td>teachers’ room</td>
</tr>
<tr>
<td>担任先生</td>
<td>tannin sensei</td>
<td>homeroom teacher</td>
</tr>
<tr>
<td>生徒</td>
<td>seito</td>
<td>student</td>
</tr>
<tr>
<td>学年</td>
<td>gakunen</td>
<td>grade</td>
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<td>日直</td>
<td>nicchoku</td>
<td>student on day duty</td>
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<td>教室</td>
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<td>授業</td>
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<td>class</td>
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<tr>
<td>廊下</td>
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<td>corridor</td>
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<td>教科書</td>
<td>kyoukasho</td>
<td>textbook</td>
</tr>
<tr>
<td>黒板</td>
<td>kokuban</td>
<td>blackboard</td>
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<td>宿題</td>
<td>shukudai</td>
<td>homework</td>
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<td>試験</td>
<td>shiken</td>
<td>exam</td>
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<tr>
<td>受験生</td>
<td>jyukensei</td>
<td>a student preparing for the entrance examination</td>
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<td>体育館</td>
<td>taiikukan</td>
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<td>club activities</td>
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<td>弁当</td>
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<td>契約</td>
<td>keiyaku</td>
<td>contract</td>
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<tr>
<td>再契約</td>
<td>saikeiyaku</td>
<td>recontract</td>
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<td>入国</td>
<td>sai nyukoku kyoka</td>
<td>re-entry permit</td>
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<tr>
<td>外国人登録</td>
<td>gaikokujin touroku</td>
<td>alien registration</td>
</tr>
<tr>
<td>家賃</td>
<td>yachin</td>
<td>rent</td>
</tr>
<tr>
<td>租税</td>
<td>zeikin</td>
<td>tax</td>
</tr>
<tr>
<td>社会保険</td>
<td>shakaihoken</td>
<td>social insurance</td>
</tr>
<tr>
<td>入学式</td>
<td>nyugakushiki</td>
<td>entrance ceremony</td>
</tr>
<tr>
<td>卒業式</td>
<td>sotsugyoushiki</td>
<td>graduation ceremony</td>
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<td>宴会</td>
<td>enkai</td>
<td>banquet</td>
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<tr>
<td>歓迎会</td>
<td>kangeikai</td>
<td>welcome party</td>
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<td>soubetsukai</td>
<td>farewell party</td>
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<td>新年会</td>
<td>shinnenkai</td>
<td>new year’s party</td>
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<tr>
<td>鍾談会</td>
<td>kondankai</td>
<td>round-table conference</td>
</tr>
<tr>
<td>打合せ</td>
<td>uchiawase</td>
<td>meeting</td>
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<td>日本語</td>
<td>ローマ字</td>
<td>英語</td>
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<td>--------</td>
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<td>------</td>
</tr>
<tr>
<td>相手</td>
<td>aite</td>
<td>opponent</td>
</tr>
<tr>
<td>技術</td>
<td>gijutsu</td>
<td>technique</td>
</tr>
<tr>
<td>作戦</td>
<td>sakusen</td>
<td>tactics</td>
</tr>
<tr>
<td>勝負</td>
<td>shoubu</td>
<td>the game/the fight</td>
</tr>
<tr>
<td>好輝</td>
<td>seikaku</td>
<td>exact, precise</td>
</tr>
<tr>
<td>結果を出す</td>
<td>kekka o dasu</td>
<td>to show performance</td>
</tr>
<tr>
<td>動く・動き</td>
<td>ugoku/ugoki</td>
<td>to move/the move</td>
</tr>
<tr>
<td>切り替える</td>
<td>kirikaeru</td>
<td>to change/to switch</td>
</tr>
<tr>
<td>早く</td>
<td>hayaku</td>
<td>quickly</td>
</tr>
<tr>
<td>遅い</td>
<td>osoi</td>
<td>slow</td>
</tr>
<tr>
<td>距離</td>
<td>kyori</td>
<td>distance</td>
</tr>
<tr>
<td>近く</td>
<td>chikaku (no)</td>
<td>near</td>
</tr>
<tr>
<td>狭くする</td>
<td>semaku suru</td>
<td>to come close</td>
</tr>
<tr>
<td>落とす</td>
<td>otosu</td>
<td>to drop/to lose (ball)</td>
</tr>
<tr>
<td>場面</td>
<td>bamen</td>
<td>situation</td>
</tr>
<tr>
<td>立つ</td>
<td>tatsu</td>
<td>to stand</td>
</tr>
<tr>
<td>立って下さい</td>
<td>tatte kudasai.</td>
<td>Stand up please.</td>
</tr>
<tr>
<td>首を振る</td>
<td>kubi o furu</td>
<td>to turn one’s head</td>
</tr>
<tr>
<td>右に曲がる</td>
<td>migi ni magaru</td>
<td>to turn to the right</td>
</tr>
<tr>
<td>確かめる</td>
<td>tashikameru</td>
<td>to make sure</td>
</tr>
<tr>
<td>邪魔する</td>
<td>jama (o) suru</td>
<td>to interfere/to disturb</td>
</tr>
<tr>
<td>上がる</td>
<td>agaru</td>
<td>to move up</td>
</tr>
<tr>
<td>下がる</td>
<td>sagaru</td>
<td>to move back</td>
</tr>
<tr>
<td>自信</td>
<td>jishin</td>
<td>self confidence (SC)</td>
</tr>
<tr>
<td>自信を持つ</td>
<td>jishin o motsu</td>
<td>to have SC</td>
</tr>
<tr>
<td>失敗</td>
<td>shippai</td>
<td>a mistake/miss</td>
</tr>
<tr>
<td>怪我する</td>
<td>kega o suru</td>
<td>to get hurt/injured</td>
</tr>
<tr>
<td>反対</td>
<td>hantai</td>
<td>the other side</td>
</tr>
<tr>
<td>逆</td>
<td>gyaku</td>
<td>upside-down</td>
</tr>
<tr>
<td>競争する</td>
<td>kyousou suru</td>
<td>to compete against</td>
</tr>
<tr>
<td>競争</td>
<td>kyousou</td>
<td>rival/competitor</td>
</tr>
<tr>
<td>遠慮する</td>
<td>enryo suru</td>
<td>to hesitate</td>
</tr>
<tr>
<td>遠慮なく</td>
<td>enryo-naku</td>
<td>without hesitation</td>
</tr>
<tr>
<td>周りを見る</td>
<td>mawari o miru</td>
<td>to see what’s around</td>
</tr>
<tr>
<td>強い</td>
<td>tsuyoi</td>
<td>big/strong</td>
</tr>
<tr>
<td>巧い</td>
<td>umai</td>
<td>skilled/promising</td>
</tr>
<tr>
<td>下手</td>
<td>heta (na)</td>
<td>weak, poor</td>
</tr>
<tr>
<td>捕らえる</td>
<td>toraeru</td>
<td>to catch</td>
</tr>
<tr>
<td>精神的</td>
<td>seishin-teki</td>
<td>mental</td>
</tr>
<tr>
<td>反応</td>
<td>han'noo</td>
<td>reaction</td>
</tr>
<tr>
<td>コーン</td>
<td>“(maakaa) koon”</td>
<td>markers/cones</td>
</tr>
<tr>
<td>5個下さい</td>
<td>koon wo 5ko kudasai</td>
<td>5 cones, please!</td>
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<th>数字／Figures</th>
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<thead>
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<td>替える</td>
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<td>ゴール</td>
</tr>
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<td>得点を挙げる</td>
</tr>
<tr>
<td>左</td>
</tr>
<tr>
<td>右</td>
</tr>
<tr>
<td>斜め</td>
</tr>
<tr>
<td>前</td>
</tr>
<tr>
<td>後ろ</td>
</tr>
<tr>
<td>積極的</td>
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<tr>
<td>闘う</td>
</tr>
<tr>
<td>闘い</td>
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<td>激しく</td>
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<td>身体関係／The Body Parts</td>
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<td>-------------------------</td>
</tr>
<tr>
<td>上体</td>
</tr>
<tr>
<td>頭</td>
</tr>
<tr>
<td>髪の毛</td>
</tr>
<tr>
<td>目</td>
</tr>
<tr>
<td>おでこ</td>
</tr>
<tr>
<td>鼻</td>
</tr>
<tr>
<td>口</td>
</tr>
<tr>
<td>首</td>
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<tr>
<td>胸</td>
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<td>肩</td>
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<td>腕</td>
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<td>ひじ</td>
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<td>手</td>
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<tr>
<td>指</td>
</tr>
<tr>
<td>背中</td>
</tr>
<tr>
<td>背骨</td>
</tr>
<tr>
<td>腹/おなか</td>
</tr>
<tr>
<td>下体</td>
</tr>
</tbody>
</table>

| 腰                     | koshi  | hip    |
| お尻                   | (or)shiri | buttocks |
| 足                     | ashi   | leg    |
| 太腿                   | futomomo | thigh  |
| 膝                     | hiza   | knee   |
| ふくらはぎ               | fukurahagi | calf  |
| 足の甲                  | ashi no koo | foot  |
| 足の指                  | (ashi no) yubi | toe  |
| 筋肉                   | kinniku | muscle |
| 腹筋                   | fukkin | abs    |
| 大腿筋                  | daitaikin | quads |
| 足首                   | ashikubi | ankle |
| 対                     | tai    | versus |
| 一人で                  | hitori de | alone |
| 集合！                  | Shuugou! | Come all together! |
| 走って！                 | Hashitte! | Run! |
| 歩かないで！             | Arukanaiide! | Don’t walk! |
| 腹筋                   | fukkin | Sit-ups |
| 来て！                  | Kite! | Come! |
| 一緒に                  | issho ni | Together |
BODY PARTS (FRONT)

atama (head)

ひたい hitai (forehead)

め me (eyes)

あご ago (chin)

かた kata (shoulder)

むね mune (chest)

しり shiri (buttocks)

こし koshi (waist)

ひじ hiji (elbow)

ふともも futomomo (thigh)

ひざ hiza (knee)

すね sune (shin)

あし ashi (foot)

うで ude (arm)

て te (hand)

ゆび yubi (finger)

おなか onaka (stomach)

てくび tekubi (wrist)

あたま atama (head)

かみ kami (hair)

はな hana (nose)

くち kuchi (mouth)

のど nodo (throat)

みみ mimi (ear)

のど nodo (throat)

わき waki (armpit)

おなか onaka (stomach)

はな hana (nose)

くち kuchi (mouth)

くち kuchi (mouth)

のど nodo (throat)

むね mune (chest)

おなか onaka (stomach)

わき waki (armpit)

tekubi tekubi (wrist)

かみ kami (hair)

はな hana (nose)

くち kuchi (mouth)

のど nodo (throat)

みみ mimi (ear)

のど nodo (throat)

むね mune (chest)
1

Job Description
業務に関する基本事項

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1-1 About the JET Programme

The Japan Exchange and Teaching (JET) Programme is administered by local authorities in cooperation with the Ministry of Internal Affairs and Communications; the Ministry of Education, Culture, Sports, Science and Technology; the Ministry of Foreign Affairs; and the Council of Local Authorities for International Relations (CLAIR).

The JET Programme is one of the world's largest international exchange programmes and has an excellent reputation in Japan as well as abroad. The Programme was started in 1987 with the purpose of increasing mutual understanding between the people of Japan and the people of other nations. It aims to promote internationalisation in Japan's local communities by helping to improve foreign language education and developing international exchange at the community level. Now in its 23rd year, the Programme has seen significant growth: from its original 848 participants from four countries in 1987 to 4,436 participants from 36 countries in 2009.

Organisation of the JET Programme

1) JET Programme Participant

As an SEA, your main role will be to promote internationalisation through sports on a grass-roots level in Japan. Whether teaching a class of elementary school students, talking at the local community center, coaching basketball or even interacting with the local residents, you are contributing to internationalising Japan. In essence, your role will be similar to that of an ambassador. Your everyday life will possibly reflect upon how others might view your home country. You will have many opportunities to learn about Japan (its culture, language, people, etc.), introduce a little bit about yourself and your country to the people of your assigned area. The JET Programme will surely be a worthwhile experience for you to learn about Japan and about yourself as well.

2) Contracting Organisations (Local Authorities)

As a JET Programme participant, you are employed by your Contracting Organisation. You are not employed by the national government, the JET Programme or CLAIR. You sign your contract with them, you work for them and you are under their jurisdiction. It is their employees, teachers, students and citizens who will make up your living and working community.

Contracting Organisations are made up of local government authorities (prefectures, designated cities, cities, towns and villages). JET Programme participants sign their contract with their Contracting Organisation and as such, they are under the jurisdiction of the local authority which employs them. A formal request for a JET is initially submitted to the Ministry of Internal Affairs and Communications, and your presence is the fulfillment of that request.
Contracting Organisations are responsible for drafting your Terms and Conditions, paying remuneration, handling any work-related travel expenses and other miscellaneous items. The supervisor of your Contracting Organisation will be your first direct contact when you become a participant on the JET Programme. Please be sure to discuss any concerns that you may have with regards to your work duties or any other specific areas with the supervisor of your Contracting Organisation.

Local authorities have a wide variety of reasons for wanting to employ a JET Programme participant. For example, many communities are involved in international sister-city relationships. Contracting Organisations look to their JET Programme participants as being essential in this area of internationalization. As elementary school English is becoming more wide spread, Contracting Organisations may rely on JET Programme participants native English to raise the students’ English ability. In addition, some Contracting Organisations may be trying to offer the local citizens some level of contact with the global community. At any rate, Contracting Organisations hope that through hosting a JET Programme participant, they can increase opportunities for citizens to meet foreigners and learn about other cultures.

3) Japanese Prefectures, Cities, Towns and Villages

The terms “local authority”, “local body” and “local government” are generally interchangeable, and refer to the roughly 1,800 prefectures, cities, towns and villages with local autonomy in Japan.

Local government in Japan operates on two levels: prefectures and designated cities operate rather like a state, province, county or region overseas; below this level are cities, towns and villages.

There are 47 prefectures and 18 designated cities in Japan. Designated cities are those cities whose populations are large enough to require a prefectural form of government and include (in order from north to south, as of August 1st, 2009): Sapporo City, Sendai City, Saitama City, Chiba City, Kawasaki City, Yokohama City, Niigata City, Shizuoka City, Hamamatsu City, Nagoya City, Kyoto City, Osaka City, Sakai City, Kobe City, Okayama City, Hiroshima City, Fukuoka City and Kita-Kyushu City.

At the most basic level are the cities, towns and villages. A city, town or village is a local government body and as such may be a JET Programme Contracting Organisation administering a number of schools and offices. The difference between these is the size of the population, regardless of physical size and population density: over 50,000 in a city, 5,000-50,000 in a town, and less than 5,000 in a village.

A municipal merger is when, for example, Village A and Village B join together to become City C; or Town D is incorporated into Town E, etc. In order to accelerate municipal mergers, local authorities can acquire additional assistance administratively and financially, if they complete amalgamations by 31 March 2010. Discussions about mergers are continuing throughout Japan.

4) Host Prefectures/Designated Cities

The JET Programme is administered on a prefectural level by the prefectural or designated city international affairs division. This office functions as a channel for information between the Host Prefectures/Designated Cities and CLAIR, in conjunction with the three Ministries. Host Prefecture/Designated Cities can also be a JET participant’s Contracting Organisation.

Host Prefectures and Designated Cities handle such things as organising prefectural-level orientations in cooperation with the local authorities and Boards of Education, advising Contracting Organisations about JET Programme matters and coordinating administrative matters, such as the re-contracting process, at the prefectural level.

Prefectural Boards of Education usually administer prefectural training centers, senior high schools and in some cases, junior high and elementary schools. Designated City Boards of Education usually administer junior high and elementary schools, but may also be responsible for a small number of senior high schools.
5) CLAIR (Council of Local Authorities for International Relations)

The Council of Local Authorities for International Relations (CLAIR) manages the JET Programme in conjunction with the Three Ministries. It was established as a joint organization of prefectural and municipal governments to promote and provide support for an increasing interest in local level internationalisation in Japan.

CLAIR’s objectives are to ensure that the JET Programme runs as smoothly and successfully as possible for the local authorities (Contracting Organisations) and individuals involved.

*Please note that CLAIR does not employ JET participants.

CLAIR advises Host Prefectures and Contracting Organisations on matters relating to the JET Programme. In addition to holding seminars and producing handbooks for Contracting Organisations, Prefectural Advisors and othersupervisors, CLAIR runs various projects for the improvement of the JET Programme and cross-cultural relations.

There are eight Programme Coordinators at CLAIR, six of whom are in the JET Programme Management Department. Programme Coordinators are all former JET Programme participants and serve as an additional contact point for current participants with questions or concerns about matters related to living and working in Japan.

The implementation of the JET Programme is not CLAIR’s only function. CLAIR also supports local authorities with their activities, research about overseas local authorities, and development of information resources.
1-2 The Role of the Ministry of Foreign Affairs, The Ministry of Internal Affairs and Communications and The Ministry of Education, Culture, Sports, Science and Technology

There are three Ministries involved with the JET Programme at the national level that decide standard policies and procedures. They are comprised of the Ministry of Foreign Affairs, which deals with issues related to the period before JET Programme participants arrive in Japan and after they return home; the Ministry of Internal Affairs and Communications, which deals with matters involving the local governments who host JET Programme participants; and the Ministry of Education, Culture, Sports, Science and Technology which supervises matters related to JET Programme participants involved in foreign language education in schools.

1) The Ministry of Foreign Affairs

The overseas embassies and consulates are likely to be the first point through which prospective JETs make contact with the JET Programme.

The Ministry of Foreign Affairs conducts the following JET Programme-related duties through the overseas embassies and consulates:

- Promotional activities and information exchange
- Recruitment information sessions at universities
- Distribution of application forms
- Screening applications from possible candidates
- Interviewing and selection of candidates
- Notification of Acceptance
- Holding pre-departure orientations and receptions
- Handling and issuing entry permits
- Liaising with the JET Alumni Association chapters in the home countries of JET Programme participants

In Tokyo, the Exchange Programs Division of the Ministry of Foreign Affairs coordinates the recruitment and selection processes of JET Programme participants through the embassies and consulates overseas, and notifies CLAIR of accepted candidates annually in March for placement and assignment to Contracting Organisations.

The Ministry also consults with the Ministry of Internal Affairs and Communications, and the Ministry of Education, Culture, Sports, Science and Technology regarding participant numbers from each country and other matters.

2) The Ministry of Internal Affairs and Communications

The Ministry of Internal Affairs and Communications collects requests from local authorities for JET Programme participants, and consults with the other ministries and CLAIR to determine the numbers and nationalities of Programme participants.

The Ministry also calculates the necessary expenses involved with regards to JET Programme participants’ remuneration, travel expenses, etc. and includes them in the standard distribution of the Local Allocation Tax to local authorities as part of the costs for internationalisation and international exchange.

3) The Ministry of Education, Culture, Sports, Science and Technology

The MEXT Competitive Sports Division (Sports and Youth Bureau) is in charge of the SEA Mid-Year Conference. MEXT hopes that the JET Programme will promote sports instruction and that through the sports that SEAs give instruction in, Japanese students will not only come to realise their own individuality, but also appreciate and understand other cultures.
1-3 Japan’s Sports Policy

1) Sports and Youth Bureau of the Ministry of Education, Culture, Sports, Science and Technology

   MEXT’s Sports and Youth Bureau implements the following integrated strategies in order to encourage the healthy physical and mental development of people in Japan:
   - Enhancement of school physical education and sports in schools
   - Promotion of an environment where people can enjoy sports throughout their lives
   - Implementation of sports policies that promote competitiveness, and provide assistance for the staging of international competitions
   - Encouragement of better health education, which encompasses school health management and school lunches
   - Promotion of policies designed to ensure children’s sound development, etc.

2) The Ministry of Education, Culture, Sports, Science and Technology’s policy on sports

   Sports can test the limits of what is humanly possible, and competitive sport challenges athletes to apply themselves to the very limits of their abilities and skills. Outstanding sporting achievement can inspire dreams as well as contribute to the popularization and promotion of sports, which in turn leads to a society of healthier people with greater physical vitality.

   In September 2000, MEXT established the Basic Plan for the Promotion of Sports, a long-term, integrated program for the vitalization of sports in Japan based on the Sports Promotion Law. The Basic Plan was revised in September 2006. Under the plan, various measures are promoted to achieve the following three objectives:
   A) Through the promotion of sports, seek to slow down and reverse the trend of declining physical health in children.
   B) In order to create a social environment conducive to the lifelong enjoyment of sports, seek to achieve as early as possible a level of 50% of adults engaging in sports activities more than once a week.
   C) Aim to win 3.5% of medals at both the Summer and Winter Olympics.

3) The creation of a social environment conducive to lifelong enjoyment of sports

   The creation of a social environment conducive to the lifelong enjoyment of sports is crucial in the building of a lively and vital society. To this end, MEXT is working to improve local accessibility to sports facilities by establishing comprehensive regional sports clubs as places where all people from children to senior citizens can familiarize themselves with sports in accordance with their interests and goals.

   In addition, the decline in children’s physical health has become an issue in recent years. The September 2002 report submitted by the Central Council for Education points out that the decline in children’s physical health is due to various factors including public awareness of health matters, children’s environment, and deteriorating lifestyles and habits. The “Basic Plan for the Promotion of Sports” revised in September 2006 lists “the improvement of children’s physical health” through sports promotion as a major new policy issue, and aims to first stop the declining trend in children’s physical health and then reverse it. Against this backdrop, MEXT implements various measures for the improvement of children’s physical health, such as campaigns and research in cooperation with schools, local communities and individual households.
4) Sports facilities in Japan today

The availability of sports facilities to everyone is critical to the promotion of sports. Sports facilities are essential for health maintenance and strength building, and enable citizens to incorporate sports into their daily activities throughout their lifetime, which leads to richer, more active lifestyles.

The number of sports facilities in Japan’s schools (including university and technical colleges) and public sports facilities was approximately 240,000 in 2004. The figure breaks down into 158,000 elementary, junior high, high school, and special-category school facilities; 56,000 regionally established public facilities, and 25,000 private clubs or facilities. (MEXT “Survey on Facilities for Physical Education and Sports” 2004)

According to the next 2004 report, the public demand is highest for increasing the number of and accessibility of public sports facilities. In response to this, MEXT promotes the development and enrichment of gyms, swimming pools, and athletic fields.

5) Competitiveness in sports in Japan and measures to improve it

Outstanding performances, victories achieved, and records broken by hard-training, dedicated Japanese athletes in international competitions such as the Olympic Games inspire the public and greatly enhance the interest in and motivation to take part in sports. Sports also play an important role in promoting mutual understanding and friendship between countries, because rules transcend language barriers.

According to a public opinion survey on physical health and sports which was conducted by the Cabinet Office in August 2006, 85% of respondents expressed interest in Japanese athletes, and 89% agreed that official assistance was necessary to help Japanese athletes succeed in international competitions.

Improvement of international competitiveness in sports is an important issue. However, the percentage of medals won by Japanese athletes in past Olympic Games indicates that the country’s degree of relative competitiveness on the international level is declining over the long term.

In response to this, MEXT has stipulated the general improvement of Japan’s international competitiveness as a core element in the Basic Plan for Sports Promotion, and aims for early achievement of the goal of winning 3.5% of Olympic medals (the percentage of medals won by Japanese athletes out of the total number of medals awarded at the Olympic Games).

To achieve this, MEXT will, in collaboration with the Japan Olympic Committee and selected sports associations, comprehensively promote various measures including: the improvement and establishment of national training centers; cooperation with the Japan Institute of Sports Sciences; and the assistance with projects to enhance athlete competitiveness such as the cultivation and securing of trainers, and the organisation of training camps. In 2008, MEXT also established the “Team ‘Nippon’ Multi-Support Project,” which aims to provide assistance to top-level Japanese athletes competing against leading nations around the world for trophies and medals, by offering extensive support in various areas including: information gathering, the application of sports science, medicine and nutrition science, as well as the development of tools/equipment and training methods.

6) Enhancement of physical education in schools

Physical education in schools promotes the sound development of the body and mind of school children, and helps to cultivate an enjoyment of sports that will last their whole lives. MEXT is making the following efforts to enhance physical education in schools: i) the promotion of thorough understanding and execution of Ministry guidelines; ii) the improvement of leadership skills of athletics trainers including teachers; iii) the enhancement of (after-school) sports club activities; and iv) the improvement of school athletics facilities.
2

SEA: What the Work Involves

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Chapter 2 SEA: What the Work Involves

2-1 A Day in the Life of an SEA
Based in a Board of Education

(Ideas Submitted by a Former SEA)

The board of education is normally located in the prefectural, city, or town office. Your coworkers may or may not be involved in sports-related activities.

Your position as an SEA in a board of education is unique in that you visit a number of schools during the year. You have the opportunity to work with many coaches and students of different levels. You may only visit a school once a week, or you may visit a school every day. Your schedule may change weekly or you may have the same weekly schedule. Coaching at a variety of levels may keep you busy planning, but this should not be a problem as you will probably have plenty of time on your hands when you are in the office. You may have a desk at the board of education and at each of your schools. As you might gather from this paragraph, the SEA based in a board of education should be ready for just about any type of situation.

A day at a board of education will usually begin in the morning sometime between 9:00 and 11:00 depending on whether you are teaching physical education classes at a school, or if you are only coaching the afternoon club practices. You will most likely spend your time in the office in the mornings. This time can be spent preparing for your physical education lessons or strategies for club practices. You may also want to take advantage of this time to study Japanese. If you find yourself with free time, see how you can get involved in international activities throughout the community or prefecture. After all, you are not only an SEA but also an ambassador of your country.

You may want to prepare some materials to use for a self-introduction, as you may be asked to make a presentation on yourself to your students. The following items are recommended:

- Maps of your home country (as many students may not even know where it is located)
- Photographs of your country, family, friends, house, car, pet animals, etc. (as the students will be interested where you are from)
- Home country facts – population, trade, industry, etc.
- Paper bills and coins from your home country
- Food products from your country (to show to your students as samples)

Be prepared to answer to questions concerning yourself and your impression of Japan using the above materials. Students may ask all kinds of questions that you may not expect.

Above all, be flexible in your position and have fun working with the teachers and students. If they see that you enjoy coming to their school and working with them, chances are that they will enjoy having you there, too.
2-2 A Day in the Life of an SEA
Based in a Sports Institution

**Host Institution:** Gifu Prefecture  
**SEA:** Medgyes Tamas  
**Country:** Hungary  
**Workplace:** Sports and Health Division, Gifu Prefectural Board of Education  
**Sport:** Fencing

**My Job as an SEA**

I conduct training mainly for elementary and junior high school students the goal is to enhancing the athletic capabilities of this age group in Gifu prefecture. Also, in conjunction with the “Super Junior School” project, I practice with junior high and high school students, as well as hold training camps to which promising athletes from other prefectures are also invited.

The “Super Junior School Programme” is one of the programmes undertaken by Gifu Prefecture’s Sports Science Training Center. The programme, under the theme “Gifu: creating a sports kingdom,” seeks to cultivate those athletes who have a chance of becoming “No. 1 in Japan and the world.” Highly talented athletes with great potential are selected from within the prefecture and offered advanced specialized training to help them develop their abilities in the most optimal way. Currently, myself and one other SEA offer guidance to motivated junior high and high school students.

**Daily Schedule**

11:00 : Confirm the day’s schedule  
13:00 : Prepare (Gifu Prefecture Sports Science Training Center)  
16:00 to 19:30 : Fencing practice *Super Junior School Programme  
20:00 : Return home

The above is my basic schedule. In addition to this, I am engaged in other activities such as the training camps hosted by Gifu Prefecture’s Fencing Association (two or three days in mid December) and hold practice sessions with fencers from outside the prefecture.
Chapter 2 SEA: What the Work Involves

2-3 A Day in the Life of an SEA
Based in a School

Host Institution: Nagasaki Prefecture
SEA: Christine Wegner
Country: USA
Workplace: Nagasaki Prefecture Nishi High School
Sport: Basketball

A Typical Day at School

A typical day for me at my high school follows one of two patterns: a weekday pattern, and a weekend pattern. Weekdays, my work usually starts around 3pm. Practice starts between 4pm and 5pm, so before that, I am usually preparing the practice schedule or meeting with the Japanese coach. Practice goes until 7pm, after which I might have another coaching meeting to talk about practice.

Weekend Life

My weekends are much longer. If we don’t have practice games, our practices run between 4-8 hours on both Saturday and Sunday, depending on whether the students have morning study or not. We also use the weekends for practice games, for which we can travel by bus for two days of practice games. We often go to Fukuoka, and have driven as far as Yamaguchi. These weekends usually involve at least two other teams, and the students might play the equivalent of up to 3 games in a day, with breaks in between. It is also a great time to connect with other coaches in other areas in or near Kyushu.

Tournaments

Japanese sports are run tournament style, so I have 6 weekends of official Nagasaki tournaments a year. They run over a single weekend, 2-3 days, 2 games a day. If we do well, we travel on to Kyushu block or National tournaments, which can last up until a week. Needless to say, I travel a lot.

Days Off

My official days off are Tuesdays and Thursdays, but they are usually adjusted depending on tournaments and testing, to the effect that they add up to eight days off a month. This means that I might often go a long time without a day off, but I also might get several off in a row while students are testing. This sacrifice is worth it to be able to really give the team a sense of consistency, as often times the Japanese coach has other duties and cannot attend some or all of practice.
2-4 Physical Education Classes

<table>
<thead>
<tr>
<th>Host Institution</th>
<th>Yamagata Prefecture</th>
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<tbody>
<tr>
<td>SEA: Yoo Moon Ki</td>
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<td>Country: Korea</td>
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<tr>
<td>Workplace: Yamagata Prefecture Okitama Agricultural High School</td>
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<tr>
<td>Sport: Hockey</td>
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<tr>
<td>Supervisor: Kimiyoshi Koike (Teacher/Supervisor of the hockey club)</td>
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**Focusing on a Particular Sport in Class**

Our high school incorporates unihockey into its physical education classes. We have an active hockey club, and since the sport often involves the local community, it has become one of the school’s unique characteristics.

Kawanishi-cho in Yamagata prefecture, where our school is located, was the venue of the hockey games at the 1992 Yamagata National Athletic Meet. Initiatives that we have put a lot of effort into from several years before the National Athletic Meet have taken root in the local community and the schools, and are still part of our everyday lives today. In the course of making these efforts we have come to take up unihockey, which has a lot in common with hockey and is now the focus of physical education at our school. Many students have never played unihockey before, and that is what gets them involved in the classes.

**Role of the SEA in Class**

We play the game in all first year classes. Second and third year students may choose it as an optional activity. With first year students, teams are formed around students who have experienced unihockey at neighboring junior high schools as the core players. The teams alternate between practicing and playing matches. I got Mr. Yoo actively involved in the class by asking him to give advice on skill development during team practice after the teams were formed and to serve as the referee when teams play against each other. Once he could communicate in Japanese, Mr. Yoo offered brief advice on technical skills as well as advice on plays. Classes were enjoyable for all. I believe the interchange between Mr. Yoo and the students is a valuable experience for the both of them. There is a spiritual exchange through sports. The smiles of Mr. Yoo and the students during their exchange left a lasting impression on me.

**Application to School Events**

Unihockey matches are played between classes by both boys and girls during our high school’s sports festival. Needless to say, in addition to providing support for the unihockey games, when Mr. Yoo acts as a member of the staff teams for basketball and volleyball, he displays a lot energy and enthusiasm.
Chapter 2 SEA: What the Work Involves

2-5 Club Activities

Host Institution: Nagasaki Prefecture

SEA: Park Ken Hee

Country: Korea

Workplace: Nagasaki Prefectural Kawatana High School

Sport: Field Hockey

Arriving at my Post

In August of 2005, I went to work for the first time at the high school I was assigned to in Nagasaki city. The school was not very large, and there were not many students, but the surrounding neighborhood was better compared to those of schools in the city center.

I was nervous for the first several days, but, thanks to the kindness of the teachers and students, I was somehow able to get through it. Fortunately, I had studied in Japan before, so I found no difficulty communicating. I was able to start full-fledged practice immediately.

At the high school hockey club where I taught, most of the students started hockey after they entered high school, so they lacked basic practice during their elementary and junior high school days. It was also the first time for me to coach, so I was under pressure from a few different angles. However, I studied the direction in which we should head, as well as various training methods, and was determined to make my best efforts to offer systematic training to the students.

First Things to Do

When I began coaching, I first memorized all of the students’ names. I then studied the conventional practice methods and got an understanding of the skill levels, strengths and weaknesses of each student. Having done this, I decided to coach according to the different levels of each student. During practice, I made sure the students had variety and could be creative in their plays and that they recognized the importance of their respective positions. Visualisation training was an essential part of this as well.

At first, we continued to lose at matches, and we did suffer setbacks, but as we analyzed the issues clarified through real matches and resolved them, we finally pulled off a feat—we were selected to represent the prefecture. Unfortunately, we did not perform as well as we hoped at the national tournament. However, we intend to continue to work hard, without getting too caught up on the idea of winning, with the aim of making a lot more people in Nagasaki familiar with the sport of hockey.

Getting the Actual Experience

Because of the JET Programme, I was able to allow the students to experience actual games through goodwill games against other regional teams coached by SEAs. In particular, a goodwill match in Korea against a Korean high school team was a valuable experience for the students. We were able to have this match thanks to the cooperation of teachers at my alma mater and some university professors. I think this exchange gave the students an important opportunity to experience not only hockey but also another country—Korea.

Over the course of four years, I have exchanged opinions on various topics with coaches of other teams at matches and goodwill games. One thing I heard in particular really struck me, and that is that “the coach’s skills and methods are important, but assistance and support from the team’s school and the local community is even more important.” I also think that various experiences gained through exchange matches and training camps not only help improve the skills of students and instructors, but promote the development of field hockey itself.

That’s the story of a four-year participant in the JET Programme. Those of you who are participating for the first time will be living here in Japan, representing your countries. Please do your best, for your country, and for the students who will be training with you. Thank you.
Chapter 2 SEA: What the Work Involves

2-6 Activities with Students Outside of the Classroom

The Significance of Activities Outside the Classroom (Extract from an Essay by a Former SEA)

I teach basketball to a group of elementary school children two or three times a week. This is for a programme called “mini-basketball” to which not only one but all schools within the city are invited to participate it is for boys and girls from third to sixth grade. One practice session lasts three hours, and the practice routine is the same every time. Children can use the first hour any way they want to. Most children play games of three-against-three or one-on-one, making their own rules. Some try obviously difficult half-court shots, and some compete against each other to get shots in. The second hour is used for stretches, alertness training and sprints. Next, the children get separated according to age for basic practice and drills. The third hour is for actual game practice. Groups of children of different ages each play three or six minute matches, and the other groups, while waiting, formulate strategies for their own matches.

Saturday Morning Sports Class (Extract from an Essay by a Former SEA)

It was two months since my arrival in Japan when my host institution suggested starting a Saturday morning sports class. I agreed with the idea and eagerly offered to take it on, since this would be the only opportunity for me to coach students by myself, with no other instructors around. The Saturday morning sports class is for junior high school students. The class is offered once a month, from 9:30am to noon. My host institution publicized the sports clinic among the general public and notified all the junior high schools in the city. The students are able to come to the class on the day without prior registration, so I do not know how many students I will have until five minutes before class. So, I have two practice plans ready every time, one for a small group, and one for a larger group. So far, the minimum number of students I had was eight, and the maximum, 31.

There are two objectives for this class. One is to allow all students who have a special interest in basketball to learn the correct techniques and practice methods, regardless of their technical skills. The levels of the students differ every time, so the practice plan focuses on improving the skills of each individual. Each time, I have the class go through a round of practices of four basic basketball techniques—dribble, pass, defense, and shooting -- with the emphasis on improving the skills of each individual.

The second objective of the class is to teach the students that basketball is fun! I never shout at or reproach a student in my class. I make a lot effort to teach them that, while you may need to work really hard to become a legendary basketball player, if you simply want to enjoy the game, you can do that any time. I feel that a sense of humor is the key to conveying this idea to the students. For example, if a student misses a catch or makes a really bad shot, I don’t criticize them. Instead, I laugh and ask the student to teach me the “new technique.” To wrap up the four practice sessions, we play a match at the end, applying the skills learned. These matches are enjoyable, and each class always ends in laughter and smiles.

I believe the Saturday morning sports class is successfully achieving its objectives. Students are eager and care about the other players. I myself look forward to these Saturday classes because I can meet students that I cannot meet during my regular work schedule.
2-7 Tips on Creating an Effective Activity

Host Institution: Gifu Prefecture
SEA: Csaba Rull
Country: Hungary
Workplace: Gifu Prefecture Board of Education
Sport: Water Polo

My Experiences as an SEA

If you teach a major sport in your prefecture, you are very lucky, but if you teach a minor sport, you will encounter many difficulties. Thus, you must start your work from the beginning or from a middle level.

Water Polo is a minor sport. So it took me nearly half a year to understand the situation of the Sport life in Japan and the local sports life.

Some of the things you might be considerate is that you must not grow over your “sensei” and you should respect the “sempai-kohai” relationship. You must accept and learn a lot of things from your “sensei” and sometimes think from his or her point of view. Then you will develop quickly, and will understand the situation in Japan and in your local club. The Japanese “sensei” will learn very fast from you and they will use it. You should also watch their coaching style. You may learn something which you can apply to your practices.

Learning Japanese

In January, 2007 I joined to Japanese Language School. The JET Programme also has a Japanese Language School is more effective. If you are an SEA, it is important to learn the language as fast as you can. You will coach and advise during trainings, games, and tournaments.
2-8 Advice to SEAs Working as Coaches

Ministry of Education, Culture, Science, Sports and Technology

In this section, MEXT answers some of the questions SEAs may have once they begin teaching in Japan.

1. Are there policies or programs for high school students that encourage them to continue participating in sports when they get to university? Recently, a lot of students have been losing interest in sports activities once they start university. Are there any measures to address the issue of the decrease in the number of athletes who are above high school age?

**ANSWER:** Policies and programs encouraging high school students to engage in sports activities at university do not exist. However, depending on the respective situations of the local communities and schools, we do request the following: cooperation among people within the community, i.e., those in coaching positions in sports, and influential positions in the cultural and scientific arenas; collaboration between community-based training facilities such as gymnasiums and community centers, community-based training organizations including community sports clubs, and other organizations.

MEXT endeavors to create abundant opportunities for young people to experience the joy of playing sports, as well as the sense of renewal and achievement that it brings, through enhanced physical education classes at schools and after-school club activities. As this will lay the foundation for the improvement of students’ physical health, as well as for the lifelong enjoyment of sports, MEXT undertakes projects and programs inviting external trainers to take part in after-school club activities, etc.

2. Is there a national guideline for prefectures or schools that stipulates what sort of sports equipment and educational tools should be on hand at schools?

**ANSWER:** A national guideline on what sort of sports equipment and educational tools should be available at schools does not exist. As for public schools providing compulsory education, however, a “list of educational tools according to functional categories” exists. This list has been compiled from the standpoint of creating new educational tools following the revision of the courses of study and of respecting the independence and autonomy of each school and local authorities based on the concept of decentralization. The list was provided to the prefectural and city boards of education by the Director-General of the Elementary and Secondary Education Bureau on November 5, 2001. Public schools providing compulsory education are expected to select and prepare educational tools using the “list of educational tools according to functional categories” as a reference and, at the same time, make efforts to prepare flexible and effective tools in accordance with their respective educational objectives, curricula and unique school operations.

3. In Japan, junior high and high school sports matches are conducted tournament-style. Is MEXT currently considering a shift to a league system, in order to allow more organizations to participate? For example, Nagasaki prefecture’s Basketball Association: the highest seeded team participates in 26 regular matches per year (excluding the inter-high school championships and block tournaments). However, teams that do not make it in the top eight only play five regular matches a year.

**ANSWER:** It is understood that, with regards to external athletic matches participated in by junior high and high school students, the implementation guidelines are finalized by the host organization according to the schedule and the number of participating schools. We are requesting that the individual levels of the students are respected and that flexible operations are put in place to make after-school sports club activities as meaningful as possible with regard to external athletic matches as well as in-school sports club activities.

4. An SEA is assigned to one prefecture and works at one school only. Thus, people outside the prefecture tend not to know about individual SEAs or the work they do. If they have SEAs involved in other sports in their own prefecture, increased recognition of the SEA program may result in an expansion of the areas where SEAs can be utilized.

To this end, there seem to be measures put in place, such as participation of SEAs in the coached practice sessions for their sport, as well as forums for opinion exchange with teachers and sharing of coaching methods. Could support, or some sort of plan or advice be expected from MEXT with regard to this?

**ANSWER:** As for after-school club activities run by junior high and high schools, schools are requested to devise their operational procedures in cooperation with the local community. They also collaborate with community-based training facilities and community-based training organizations, in accordance with the respective situations of the school and the community. Please contact your board of education on this issue.
2-9 Advice for Those Who Serve SEA for the First Time

**Host Institution:** Tottori Prefecture  
**SEA:** Ryan Williams  
**Country:** Australia  
**Workplace:** Tottori Prefecture Board of Education on Sports Center  
**Sport:** Hockey

- Japanese athletes train very hard and for very long hours. This includes middle school and high school athletes. Most sports clubs in schools train every day, including weekends.

- Most sports do not have “seasons”. School-aged athletes play the same sport for the whole year.

- You will find a wide range of levels within your teams, from expert to beginner.

- At training you will see many things that you may not like, or that may be different to your home country’s approach. Do not rush into making changes to fit your way of training. Remember just because something is different does not make it wrong. Take some time to simply observe what is being done, decide what you want to change and what you can change, and then gradually start to make those changes. Note that change, if it occurs, will most likely be slow.

- There is an hierarchical system in Japanese society, including your office and your teams. The captain is the best person in the team to communicate with. They will ensure all others do what they are supposed to do.

- Try to find out early when the major tournaments occur during the year for your sport. This will make it easier to plan training.

- You may be responsible for more than one team, and have several different roles depending on the team. You may be a head coach or simply an occasional visitor. Try to find out what you are expected to do with each team.

- Try to set goals of some things you would like to achieve with your time in Japan.

- Use as many different tools (whiteboard, physical demonstration, video, etc.) as you can to explain what you want the players to do, especially if your Japanese is not very good.

- Expect some comments about your physical appearance (weight, height, skin colour, etc.). More often than not this is simply the Japanese making a statement of how you are different to them (and often it is a compliment!). While it is important to try and not take it personally, if you feel distressed by any of the comments it is best to speak with your supervisor.

- Because of these perceived differences, children (and some adults) may want to touch you (your hair, your stomach, etc.). It is up to you whether you allow this or not.
3 General Information/Schools
生活全般についての情報/学校

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## 3-1 The School Day

**Host Institution:** Nagasaki Prefecture  
**SEA:** Chang Bo  
**Country:** China  
**Workplace:** Sasebo Technical High School  
**Sport:** Table Tennis

The following is an example of a typical school day. SEAs will be expected to follow a similar schedule.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Remarks</th>
<th>SEA's tasks (example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 to 8:10</td>
<td>Supplementary class to prepare for college exams and various qualification tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:15 to 8:25</td>
<td>Morning staff meeting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 8:25 to 8:40 | Check student attendance  
Morning reading session                              |                                                       |                                       |
| 8:40 to 8:45 | Short homeroom                                            | Briefing on the day’s schedule and other information |                                       |
| 8:50 to 9:40 | First period                                               | Classes: Four 50-minute classes in the morning         |                                       |
| 9:50 to 10:40 | Second period                                              |                                                       |                                       |
| 10:50 to 11:40 | Third period                                              |                                                       |                                       |
| 11:50 to 12:40 | Fourth period                                             |                                                       | 12:15                                |
| 12:40 to 13:25 | Lunch time                                                |                                                       |                                       |
| 13:25 to 14:15 | Fifth period                                              | Classes: Two 50-minute classes in the afternoon.       | Japanese language lesson  
Study how to coach table tennis |
| 14:25 to 15:15 | Sixth period                                              |                                                       |                                       |
| 15:15 to 15:35 | Cleaning                                                  | Students and teachers all clean the classroom, etc.   |                                       |
| 15:35 to 15:40 | Short homeroom                                            | Briefing for the next day                            |                                       |
| 15:40 to 16:20 | Preparation for club activities                            | Setting up the gym, pitch, etc.  
Warm-up exercise                         | Preparation for club activities                     |
| 16:20 to 20:00 | Club activities                                           |                                                       | Practical guidance for club activities     |
|              | Go home                                                   |                                                       | 16:20                                |
|              |                                                           |                                                       | 20:00                                |
### 3-2 The School Year

#### Host Institution:
Nagasaki Prefecture

#### SEA:
Chang Bo

#### Country:
China

#### Workplace:
Nagasaki Prefecture

#### Sport:
Table Tennis

The following lists the main events that take place during the school year. In addition to the events listed below, SEAs are expected to accompany students to a number of inter-school tournaments at a prefectural, regional or national level.

<table>
<thead>
<tr>
<th>Month</th>
<th>School events</th>
<th>Remarks</th>
<th>SEA</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>Welcoming ceremony for new students and welcome back ceremony for returning students</td>
<td>Start of a new school year. New students enroll.</td>
<td></td>
<td>First term</td>
</tr>
<tr>
<td></td>
<td>Physical check-up and athletics test</td>
<td>Day trip to welcome new students. Students receive a physical check-up and their athletic abilities are tested.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Inter-High School Championships “Monozukuri” contest</td>
<td>Major sports event for high school athletes. Competition for high school students majoring in engineering and technology within Nagasaki Prefecture. The first examination</td>
<td>Accompany team as coach (attend and provide guidance)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>Class match</td>
<td>Inner-school sports match to build class teamwork.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summer vacation</td>
<td>Summer vacation lasts approximately one month. The first- and second-year students are involved in club activities while the third-year students take supplementary classes to learn job hunting skills or study for college entrance exams.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supplementary job hunting and college entrance exam classes</td>
<td>Open day for junior high school students to learn about Sasebo Technical High School.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>Supplementary job hunting and college entrance exam classes</td>
<td>Supplementary classes for third-year students from late August.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School resumes for the second term</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>Employment exams start</td>
<td>Employment exams start from mid September.</td>
<td></td>
<td>Second term</td>
</tr>
<tr>
<td>October</td>
<td>Sports festival</td>
<td>Athletic event where students compete in teams according to their department (Sasebo THS’s biggest event). The second examination</td>
<td>Participate in the festival as the coach of the table tennis team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second exam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>Freshmen tournament</td>
<td>Prefectural inter-school tournament for first-year students</td>
<td>Participate as the team coach</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Third exam</td>
<td>The third examination. The hilly course is about 15 km long and students need stamina. It is perhaps one of the toughest challenges of their school days.</td>
<td>Cheer students on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marathon race</td>
<td>The second-year students go on a memorable excursion. Winter vacation lasts approx. two weeks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excursion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Winter vacation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>School resumes for the third term</td>
<td>At the beginning of a new year, the final term starts with everyone feeling refreshed.</td>
<td></td>
<td>Third term</td>
</tr>
<tr>
<td>February</td>
<td>Fourth exam</td>
<td>The final examination of the year. Representatives of each department present their department’s achievements for the year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Departmental presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>Graduation ceremony</td>
<td>The third-year students prepare for their new life (work or study) after graduation.</td>
<td>Participate in the ceremony</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Entrance exam</td>
<td>Entrance examination is held for applicants. Preparations are made for the next school year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ceremony for who are retiring or resigning staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring vacation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A school is a place where students who concentrate on “studying” and teachers who engage in “teaching” come together. Thus, it is important that we abide by the rules. It is expected that SEAs who are coaching students also respect basic Japanese social customs.

First, and most basic, is the importance of greetings. Delivering greetings is the most fundamental of manners. It gives a good impression and allows you to smoothly initiate a conversation. If, in the hallway, you say a smiling “hello” to a teacher you usually do not associate with, he or she will stop and talk to you, even though the Japanese tend to be shy.

The second important thing is punctuality. You should always be on time for work-related activities and club activity meetings. Almost without exception, Japanese people are punctual. They are also intolerant of tardiness. It is not too much to say that the foundation of trust in Japan is punctuality.

The third is to establish a good relationship with your supervisor. While SEAs work at schools as staffers under an international sports exchange program, there are limits to what they can do regarding student management because officially they are not teachers. For example, an SEA cannot take the students to matches or camp trainings by him or herself, so it is necessary to have the support of the supervisor. It is also desirable to consult with the supervisor before making any decision, since Japanese schools are governed by unique rules. Maintaining a good relationship with your supervisor will make coaching activities and everyday life much easier.

Fourthly, develop a good relationship with the students. Many of the students are interested in foreigners. As an element of international exchange, SEAs can get closer to students than can the Japanese teachers. When I first arrived in Japan, my Japanese was poor, so the language barrier was huge. However, as I became friendlier with the students, I noticed my Japanese improving rapidly. I also personally think that the most important factor in the relationships with students (players) is mutual trust. A number of difficult issues will arise, such as the language barrier and different ways of looking at things, but if both sides make a genuine effort, you will find, after some time, that you are accepted by the students.

Lastly, my advice would be to participate as much as you can in school events. There are various school events held throughout the year: athletic festivals, cultural festivals, marathon meets, excursions. By participating in these events, you will be able to deepen the camaraderie with the teachers and learn more about the students. It will also leave you with good memories.

Though it may be your first time working at a Japanese school, there should be no particular problem as long as you adhere to the basic rules. If you take a positive approach toward everything, your life in Japan will bring you considerable benefits and, moreover, you will have fun.
3-4 School Facilities, Equipment, and First Aid Matters

Host Institution: Nagasaki Prefecture
SEA: Wang Cheng
Nationality: China
Workplace: Nagasaki Prefectural Isahaya Agricultural High School
Sport: Weight Lifting

Physical Education Facilities of the School

Isahaya Agricultural High School where I am assigned to is a prefectural school. There are two gymnasiums, an outdoor stadium and a training room for weight lifting as well as practice spaces for judo, kendo, tennis and baseball.

Provincial schools in China usually have a gymnasium and a 400-meter running track, but most schools do not own practice facilities dedicated to each sport. Physical education classes at general junior high and high schools cover track and field, basketball, football and volleyball. Other kinds of specialized training are only available at sports schools.

There are a number and variety of physical education facilities at Japanese schools and they are practical and convenient. There are barrier-free facilities for those with physical disabilities, which I think this is something China should learn from. In Chinese schools, sport equipment is usually distributed in proportion to the number of classes and pupils; sometimes there is not enough, other times there is too much and so it does not get used.

Taking Care of Injuries Incurred During Training at School

Emergency treatment of injuries incurred during training (in China) is the same as that undertaken by teachers in Japan. First, the injured part of the body is cooled, and if the injury is serious, the person is taken to a hospital for examination and treatment.

Physical and Health Education at Schools

In Japan, physical education and health education is conducted simultaneously. So, children learn about healthcare with an understanding of the importance of health, and in turn become interested in physical education. This promotes the healthy growth of the students’ bodies and minds, and helps them cultivate fortitude, a sense of competition, intelligence and physical capabilities. I think we can learn from this example.
3-5 Familiarising Yourself with the Japanese Language

Host Institution: Tottori Prefecture
SEA: Ryan Williams
Country: Australia
Workplace: Tottori Prefecture Board of Education Sports Center
Sport: Hockey

- Instruction through whiteboard, demonstration, etc. can only get you so far. You WILL need to learn some Japanese if you are going to do your job effectively.
- Try to learn simple phrases such as here, there, this, that and also some verbs that may be related to your sport, e.g. run, turn, shoot, defend (also see the Handbook for these). Even though you may not be able to make a sentence, simple commands are very useful.
- Try and become familiar with basic Japanese phrases (hello, thank you, nice to meet you, no thank you, sorry, excuse me, etc.) as soon as possible.
- It may be useful to purchase an electronic dictionary. This allows you to look up words on-the-spot, thereby making communication easier.
- Look for internet sites in your own language to study Japanese.
- Ask your supervisor or other JETs about places to get lessons in your town (language cafes, private teaches, community classes, etc.).
- CLAIR offers a beginners’ course via correspondence which begins in October each year.
- Practice, Practice, Practice! The same way you expect your students to practice their sport, you need to practice your Japanese. Try to practice as much as possible at work, at the supermarket, at the restaurant, and anywhere you can.
- No one expects your Japanese to be perfect, and your co-workers and students will appreciate your efforts. Don’t be afraid to make mistakes!
- Listen to other people speaking Japanese as a way of learning how to use words and phrases correctly.
3-6 Advice to SEAs from a Supervisor

Host Institution: Nagasaki Prefecture
Supervisor: Katsushi Fujihara, Supervisor of School Education
Workplace: Health and Physical Education Division, Nagasaki Prefectural Board of Education

The Active Role of SEAs in Sports

A Sports Exchange Advisor (SEA) assumes a unique and special role: that of promoting international exchange through sports.

Since 1996, Nagasaki Prefecture has hosted a total of 68 SEAs from eight countries. Currently, we have five SEAs working to help boost the level of sports activities in the prefecture. The SEAs not only work in their assigned schools but participate in activities organized by sports associations and the local community. The SEAs engage in the promotion of sports that otherwise attract few players, as well as enhance the level of sports that are already popular. They also make efforts to convey specialist theories and techniques related to each sport.

For the most part, SEAs in Nagasaki Prefecture are highly competent and deserving of respect, not only from the standpoint of their ability to provide coaching, but in terms of their whole character. For some sports, such as hockey and archery, the students would not be able to improve without the assistance of SEAs.

SEAs and Cultural Exchange

I am often impressed by the many SEAs who are enthusiastic about learning the Japanese language and studying our culture. I myself have worked in the same surroundings for 11 years. I feel that this attitude that the SEAs have helps students to open up to them and is a very important factor in terms of their ability to work with supervisors. It is no exaggeration that the enthusiasm of the SEAs has a direct impact on the degree of improvement of athletic skills in each prefecture. The same could be said about the host side. What is important is that each party tries to understand the other’s language and culture and then focuses on the shared commonalities. In addition, it is important to make a distinction between “bad” coaching and different styles of coaching. Differences in coaching arise from differences in cultures. Keeping this in mind will make it easier to resolve most of the issues that emerge.

In addition to the above, we won the national championship in soccer, archery and wrestling. Further details of our SEAs contributions can be found in our activities report. Schools where SEAs were assigned have shown a steady improvement in athletic skills, and have become leaders in the prefecture if not at the national level.

Given the above, I think that people in the various related organizations have high expectations of SEAs.

Expectations of a SEAs as a JET Programme Participant

Having said that, it seems to me that you are likely to be more concerned about living in Japan, where you have a different language and culture to contend with, than you are about sports coaching. But let me say that the SEAs differ greatly from other JET program participants in that you are connected via sports. Basically, students and supervisors look forward to and expect much from the exchange with you. The emotions and excitement that sport generates transcend national boundaries. Particularly with the students with whom you will be spending a lot time, you will be able to share the joy of victories and the sense of achievement in fulfilling your goals, as well as tough but fun training sessions. Your relationship with students will deepen every day, which is something that I think can become an important source of strength for you.

Some SEAs in Nagasaki prefecture are even fluent in local dialects. Taking the approach of trying to speak the language, even though you struggle with it, will mean much more to students than any enthusiasm you can express in your own language. Your mother tongue is okay for technical terms, but if you want to offer praise and encouragement, I think it is much more effective to express yourself in words that you have made a particular and sincere effort to learn. Sport transcends language barriers. Your attitude and approach will do the same. As you become familiar with Japanese culture and language, please teach your students about the culture and language of your own country. That, I think, is your true mission. I sincerely hope that your enthusiasm will be fired and your talent will flourish through your exchanges with students in Japan.
3-7 How to Make Your SEA's Life Comfortable

Host Institution: Tottori Prefecture
SEA: Ryan Williams
Country: Australia
Workplace: Tottori Prefecture Board of Education
Sports Center
Sport: Hockey

- Life can sometimes get difficult in Japan, and cases of “Culture Shock” are common. There are many support networks available and it is advisable to become familiar with them. For non-English speakers there is the Support Group Leaders (SGLs), and for English speakers there is the Peer Support Group (PSG) and the Tokyo English Lifeline (TELL). Refer to the General Information Handbook (GIH) or the JET Programme webpage.

- Try to develop a network of friends of both foreigners and Japanese. These will be the people you can have dinner with at the end of the week, or can be the people you turn to if life becomes difficult.

- Make your home your sanctuary, filled with things that make you feel comfortable and relaxed, or remind you of your home country.

- Put up photos of friends and family in your house

- Watch movies and listen to music in your own language.

- Use the internet to keep in contact with family or to watch TV or movies from home. Consider getting cable television.

- Find out about places to meet other JETs.

- Eating out is usually pretty cheap. Find out about good places to eat in your local area.

- Ask somebody about the nearest place to get groceries.

- Go to any one of the various work parties throughout the year as a way to interact with workmates on a more casual level. Be prepared to sing at karaoke!

- You will be offered lots of foods that you have never seen before. Be adventurous and try everything at least once – you may be surprised!

- Try a Japanese hobby (taiko drumming, ikebana, karate, etc.) as a way to meet people and learn more deeply about the Japanese culture.

- Expect to often be stared at, or pointed at, and attract more attention than usual, especially if you live in a smaller town.

- Find out about how and where to catch public transport.

- Try to travel within Japan to discover all the country has to offer.
3-8 Advice to SEAs from an SEA Coach

**Supervisor’s Workplace:** Sports Science Training Center, Gifu Events and Sports Promotion Foundation

**Supervisor:** Haruki Suwa, Enforcement and Training Division Chief, Gifu Prefecture Sports Science Training Center

There are currently three SEAs working at the Gifu Prefecture Sports Science Training Center, and they are indispensable for the promotion of competitiveness in water polo, fencing and rhythmic gymnastics in our prefecture. Their coaching methods vary—one is extremely enthusiastic, another tries hard to communicate to help individual competitors improve, the third has a gentle, warm personality and gives detailed advice.

But what they all have in common is that they have “that magic something” that enables them to really get through to the kids. I think it’s because they genuinely want them to do well. To me it seems as though their wish to help the children develop as athletes and their eagerness to communicate—and willingness to use their whole bodies to do so—it eliminates the language barrier, resulting in coaching that kids really pay attention to.

These are young athletes and their minds and bodies are developing and changing fast. At this particular time in their lives, it is without doubt a great opportunity for them to have the guidance of SEAs such as ours, in terms of both sports and life in general.

Of course, many of you who are thinking about coming to Japan for the first time to work as SEAs will have many concerns about life here. Please do remember, however, that there are many young athletes here who are truly looking forward to learning from you. I hope that you will help them as much as you can.
4

Activity Reports
活動報告

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4-1 Yamagata Prefecture

**Host Institution:** Yamagata Prefecture  
**SEA:** Yoo Moon Ki  
**Country:** Korea  
**Workplace:** Yamagata Prefecture Okitama Agricultural High School  
**Sport:** Hockey  
**Supervisor:** Kimiyoshi Koike (Teacher/Supervisor of the Hockey Club)

**Work Schedule**

Mr. Yoo’s schedule is based on a five-day work week (seven hours per day). He comes to work in time for club practice and works until the practice ends. Sometimes he cannot take days off when there are away matches and training camps over the weekend. When this happens, he takes time off on weekdays instead.

**Activity Report**

We mostly asked Mr. Yoo to take part in coaching our high school’s hockey team. Specifically, we asked him to give training advice during daily club practices. In addition to technical guidance on hockey, he offered overall guidance on training. Outside of club activities, he used her time to plan for training and to analyze video footage.

When there were away matches on weekends, we asked him, along with the advisor, to accompany the team and offer guidance. When there were tournaments in the prefecture, we asked him to provide managerial support and to referee, among other things.

We also received requests from junior high and high schools within the ward as well as from adult teams for Mr. Yoo to coach them. In those cases, we asked her to do so, while making sure it did not affect our school’s training schedule. Mr. Yoo contributed not only to improving our high school’s competitiveness in hockey, but also to the overall enhancement of the level of hockey in our prefecture.

**Learning the Japanese Language**

Mr. Yoo used his spare time to learn Japanese. He utilized the JET Program’s correspondence course as well as the Internet, and made efforts to learn words and phrases frequently used in training.
4-2 Gifu Prefecture part 1

Hosting Institution: Gifu Prefecture  
SEA: Tamas Medgyes  
Country: Hungary  
Workplace: Sports and Health Division, Gifu Prefecture Board of Education  
Sport: Fencing  
Supervisor: Nobuyuki Aoki, Gifu Prefecture Fencing Association (in Charge of Juniors)  
Supervisor’s Workplace: Ogaki Federation of Physical Education

Report from the SEA

The level of fencing in Gifu Prefecture is getting better every year. This year, five players have been selected from Gifu to participate in the Junior/Cadet World Championships. I think it is possible to aim for results at even higher levels. To this end, I think it is necessary to start training children in fencing at a younger age (around eight to 10 years old), and have them work with trainers and instructors. I also feel that we should allow the players to experience as many matches as possible, and hold practice games under international (FIE) rules. This kind of hard practice should help the players to reach a higher level in fencing.

In Hungary, training sessions for specialized coaches are held regularly. The coaches strive to cultivate the next generation of talented players by sharing knowledge and techniques at such forums. They actually apply what they learn during the sessions when they are coaching.

Finally, though it was only for a period of three years, I would feel honored if it were thought that I have contributed to the development of fencing in Gifu. I sincerely hope that you will be able to achieve even better results.

Remarks from the Supervisor

I learned a lot from supervising Tamas for three years. The importance of trying to communicate, of commending as well as offering advice about special skills — there is no end to the list of things he showed us. Looking at the players who developed an attachment and respect for Tamas, I can say with confidence that for a coach to be good, he must have more than just the ability to teach special techniques, he must have character and be good natured.

I don’t want to waste this valuable experience; rather I intend to draw upon it in my next position as an instructor. I would like to express my sincere appreciation to Tamas for giving me such a valuable opportunity. Thank you very much.

The Impacts of Hosting an SEA

Tamas came to Japan in August 2006 and is engaged in coaching fencing. Into his third year in Japan, Tamas is able to communicate well. Instructors in the field hold him in high esteem, as he is able to switch coaching methods depending on who he is instructing. He is familiar with a variety of coaching techniques, and inspires not only the players but the instructors as well.
Chapter 4  Activity Reports

Basic Weekly Schedule

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day off</td>
<td>Day off</td>
<td>Work at SSTC (includes one hour break)</td>
<td></td>
<td>Work at SSTC (includes one hour break)</td>
<td>Work at SSTC (includes one hour break)</td>
<td>Coaching selected players from within the prefecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coaching selected players from within the prefecture</td>
<td></td>
<td>Coaching selected players from within the prefecture</td>
<td>Coaching selected players from within the prefecture</td>
<td></td>
</tr>
</tbody>
</table>

Major Results

◆ National Athletic Meet: Fencing
  Boys and girls competition: Won

◆ National Youth Fencing Tournament
  Elementary school grade 5/6 girls competition: Won
  Elementary school grade 3/4 boys competition: Won
4-3 Gifu Prefecture part 2

Hosting Institution: Gifu Prefecture
SEA: Germanova Borislava
Country: Bulgaria
Workplace: Sports and Health Division, Gifu Prefecture Board of Education
Sport: Rhythmic Gymnastics
Supervisor: Haruki Suwa
Supervisor’s Workplace: Gifu Prefecture Sports Science Training Center

From the SEA
Coaching Activities

I offer training and guidance two to three times a week to elementary, junior high and high school students at gymnasiums in Gifu Prefecture. Last year, we participated in the Portimao International Tournament (senior girls individual competition), and won second place in the overall individual (women’s) category at the National Junior High School Rhythmic Gymnastics Tournament. We also won second place in the boys and girls competitions at the National Athletic Meet rhythmic gymnastics games. I hope that this sport attracts a lot of high-achieving participants in the future. I also hope that through my coaching I can help both promote rhythmic gymnastics as a sport and boost the general skill level in Gifu Prefecture.

Communication

It is needless to say that communication is important, but it is especially so for SEAs who do not speak Japanese: it is difficult to get across everything you want to say to gymnasts and other instructors. With that in mind, I would like to share a few effective communication tips that I have been using while coaching in Japan. You have to be creative to convey your thoughts in their entirety. I hope these methods will be useful to everyone who wants to communicate effectively in Japan.

(1) Utilize the global common language of the sport

Every sport has its own global common language. For example, the word “pivot” is used around the world in rhythmic gymnastics. In Japan, and of course in Bulgaria, my home country, when we hear the word we know immediately which technique it refers to. Actively using the language of the sport not only helps with communication, it reassures those to whom you are speaking. Japanese people seem to be a bit hesitant about talking to foreigners. That being the case, in my experience, when they hear a familiar word, you can see the relief on their faces.

(2) Add gestures

If you ever feel that what you are saying is being not properly understood, try adding gestures. You will see a dramatic change in the way the person you are talking responds. Also, directly touching the players when you are offering coaching advice is an effective way to have your advice understood.

(3) Learn simple Japanese and English words beforehand

I would advise you learn simple Japanese words before you come. If Japanese is too difficult, simple English terms will do as well.
Remarks from the Supervisor

Germanova came to Japan in August 2008. She is currently coaching rhythmic gymnastics. Because she had experience teaching in Japan in the past, she began coaching with full confidence immediately after her arrival. Germanova is very laid back and open, and players and instructors alike comment on her friendliness. Her coaching has been recognized as having a positive impact on the gymnasts, thanks to her ability to effectively switch between Bulgarian and Japanese coaching styles as required.

Basic Weekly Schedule

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<th>Mon</th>
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<tbody>
<tr>
<td>Day off</td>
<td>Day off</td>
<td>Work at SSTC</td>
<td>Work at SSTC</td>
<td>Work at SSTC</td>
<td>Coaching a club designed for extra training</td>
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<td>Coaching selected players from within the prefecture</td>
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<td>Coaching selected players from within the prefecture</td>
<td>Coaching a club designated for extra training</td>
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Major Results

◆ National Athletic Meet Rhythmic Gymnastics Games
  Boys/girls competition: 2nd place

◆ National Junior High School Rhythmic Gymnastics Tournament
  Overall individual women: 2nd place
4-4 Gifu Prefecture part 3

Host Institution: Gifu Prefecture
SEA: Csaba Rull
Country: Hungary
Workplace: Gifu Prefecture Board of Education
Sport: Water Polo
Supervisor: Kazuo Kimura, Water Polo Committee Chairman, Gifu Prefecture Swimming Federation

Supervisor's Workplace: Gifu Senior High School of Agriculture and Forestry

From the SEA

How I Engaged in Coaching

My name is Csaba Rull and I am one of the Sports Exchange Advisors for the Gifu Prefectural Board of Education. I would like to say a few things about my coaching here at the Gifu Sports Training Center. First of all, water polo is a minor sport in Japan. We have very few individuals who are interested in the sport. For the few who are interested, we need to give them all the positive aspects of what water polo can offer.

When I first arrived, I found out that I would be teaching Elementary, Junior High, and High School level children. I saw them at first, as ordinary students interested to learn a minor sport in Japan. But with my guidance and training not just in the pool but out of the pool, I have shaped them into a team where they have built physical stamina and enjoy the sport as a whole. Since the 25 meter long pool is small and difficult to coach all three age groups at once, I have implemented a program that adjusts training time in the pool and physical activities out of the pool. Aside from all the practicing, I also give them plenty of time to enjoy scrimmage games. This allows the students to openly see how tough and competitive water polo can be.

In water polo referees are very important. The Japanese system is a little different than what I am aware of which makes it difficult for me to coach water polo as a Hungarian in Japan. However after a few adjustments of learning Japanese and studying the system, I have come to understand how it works. I have trained my team to adjust to these rules and have become successful at winning several games.

Four times a week I coach at the Ogaki Water Polo Club in Ogaki. Incorporating what I have learned when I first arrived and speaking to various coaches I have met, I am very satisfied with where the team is today. It took a while to learn the ins and outs of coaching water polo in Japan, but eventually I got the hang of it. I hope that we can add to this and constantly improve ourselves to reach the top. Our number one goal is to hopefully achieve victory at the 2012 Kokutai which will be held here in Gifu Prefecture.
Remarks from the Supervisor

He is an extremely enthusiastic coach. At tournaments, he shouts words of encouragement to the players in a voice louder than that of the team manager. During practices, he is quick to grasp the characteristics of the players and offer advice. Csaba comes from Hungary, the country that holds the winning Olympic water polo team. He not only provides us with valuable advice on techniques and strategies for the game, but also on how to form teams and how to cultivate youngsters, as well as how to perform the role of an international umpire. The energetic meetings that Csaba had with coaches from elementary, junior high and high schools were essential in boosting our overall strength and making sure we entered, and won, national tournaments. We have asked Csaba to take part in practices for junior players even on his holidays, thereby robbing him of the opportunity to experience “the other (non-water polo) side of Japan,” for which I do apologize.

The Impact of Hosting an SEA

Csaba came to Japan in October 2006, and is engaged in water polo coaching. Since he is fluent in English, communication was smooth from the start. Now into his third year, his Japanese has improved to a level where he is able to communicate even more effectively. Csaba has built good relationships in his workplace as well as on the coaching field.

Csaba offers coaching mainly to young students at elementary and junior high schools. He is recognized by instructors in the field for his enthusiastic coaching and his high technical competencies.

Basic Weekly Schedule

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<td>Coaching a club designated for extra training</td>
<td>Work at SSTC (includes one hour break)</td>
<td>Coaching selected players from within the prefecture</td>
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Major Results

- JOC Junior Olympic Cup (national) Spring Water Polo Tournament
  
  Elementary School Division: Best 4
4-5 Tottori Prefecture

Host Institution: Tottori Prefecture

SEA: Ryan Williams

Country: Australia

Workplace: Tottori Prefecture Board of Education Sports Center

Sport: Hockey

Supervisor: Naoto Doi, Assistant Chief in Charge of General Affairs

Supervisor’s Workplace: Sports Promotion Division, Secretariat of the Tottori Prefectural Board of Education

The SEA’s Workplace

Most of Mr. Williams’ time is spent coaching hockey at Tottori Prefectural Yazu Senior High School, which is the only high school that has an artificial turf hockey ground. He is engaged in coaching our senior high school’s hockey team, as well as those of neighboring junior high schools and other youth and adult teams. Mr. Williams also comes to work at the Sports Promotion Division twice a week to prepare for hockey coaching sessions and do administrative work related to the SEA network. When there are tournaments and external matches, he attends the events to offer guidance and coaching to the students.

Activities of the SEA

Mr. Williams works according to the basic schedule shown below. He also attends training sessions held by CLAIR, participates in AJET-related activities and provides coaching at international exchange events and for The Japan Junior Sports Clubs Association.

- Preparation for hockey coaching (Wed. 13:00–16:00/Thurs. 11:00–12:00)
- Youth team coaching (Sat. 9:00–12:00/Sun. 9:00–12:00)
- Adult team coaching (Wed. 19:00–21:00)
- Coaching at high school team
  - High school hockey team coaching/attending away matches, etc. (Sun. 13:00–17:00/Thurs. 15:30–19:00/Fri. 15:30–19:00/Sat. 13:00–17:00)
  - Coaching junior high school hockey teams (Wed. 16:00–19:00)
- Physical Education Course special class (Thurs. 13:00–15:30/Fri. 13:00–15:30)
Impacts of Hosting a SEA

As a measure for improving its athletic competitiveness, Tottori Prefecture has been supporting the further improvement of the Yazu Senior High School hockey team, which is recognized nationally for its competitive ability. However, as the game of hockey itself is still a relatively minor sport in Japan, securing and training players as well as coaches have been major hurdles. I believe that the fact that we were able to host an enthusiastic SEA who is a competent hockey player in his mother country contributes significantly to the vitalization of the sport in Tottori Prefecture.

Recently, Yazu Senior High School’s hockey team has been faring well in tournament matches against schools that are said to be strong. Mr. Williams is enthusiastic about offering guidance to junior high school teams. This will help our prefecture to secure players at an early age and foster their development, which will, in turn, boost the overall level of the game.

Communication is extremely important in coaching. Mr. Williams could not speak Japanese at all when he first arrived. However, he made efforts to spend his spare time learning Japanese, and, after just one year, he is able to engage in daily conversation without difficulty. In addition, Mr. Williams, who is also enthusiastic in his daily approach to work, has been collaborating with instructors in the field to create new practice schedules, and thus gaining the complete trust of sports associations, schools and student players.

To improve mid- to long-term competitiveness, it is necessary to cultivate players from the younger generation, in addition to training high school and adult teams. We are asking Mr. Williams to help coach junior teams, which consist mainly of elementary school students, and junior high school teams. I think this contributes significantly to the establishment of a consistent education system from the elementary through to junior high and high school level, with Yazu Senior High School at its core. I hope that Mr. Williams will take a long-term view and continue to engage in coaching from the standpoint of establishing a unique system for reinforcing the strengths of Tottori Prefecture.

- Recent results
  - 2007 Inter-High Boys division: 8th place
  - 2007 Chugoku Region High School Girls division: Won
Remarks from the SEA

I have been interested in Japan since I was a student: the free-spirited culture, the simple and light cuisine -- but most of all I was really into Japanese music. After being a professional hockey player and completing my military service, I decided, with my parents support (of my decision), to study in Japan. It was an easy decision to make.

I had visited Japan several times when I was a hockey player, but it felt different being in the country to study. For me, who had just played hockey day after day, going to Japanese language school, meeting and becoming friends with people from around the world, doing all the things I did not have the chance to do before was all very new and exciting. By the time I could speak Japanese to some extent, I was beginning to miss Korea and it was at that time a professor from my university in Korea contacted me.

It was about the JET program. That was the first time I heard about the program, and the more I found out about it, the more excited I got—so much so that I couldn’t fall asleep at night. After passing through the screening process, I participated in an orientation in Tokyo. The other SEAs for that year from all over the world were briefed in their own languages. At first there was some nervousness about the unknown, and some hesitation, but we were united in our excitement about having taken a step forward as a JET program participant and we encouraged each other. Those SEAs that participated in the program in the same year continue to encourage me today.

Remarks from the Supervisor

Difficulties Facing the SEA

Students in our prefecture encounter the game of hockey for the first time after they enter high school. Mr. Park, who is outgoing and talkative with a good sense of humor, quickly wins the students over. When he first arrived, he was ardently learning Japanese and always had an electronic dictionary in one hand, but recently, when I talk to him it seems as though there is no language barrier at all.

As good as things are for him now, things were not always that easy for Mr. Park from the beginning. While it was his mission as an SEA to get kids interested in the sport, he also had to think about building up a team that could win, which at times caused him problems. In recent years, there has been a tendency among students to avoid club activities, which has turned into quite an issue. Since 11 players are required to make a hockey team, every hockey coach is having a hard time getting enough players. In addition, Mr. Park has received Spartan sports education beyond the imagination of those of us more familiar with Japanese sports clubs. He therefore had to overcome many difficulties in devising a training method in Nagasaki Prefecture, which is at a lower level in terms of athletic competitiveness, particularly in hockey.
The Impacts of Hosting the SEA

Below are some results Mr. Park has helped us to obtain at inter-high school tournaments.

- He led the Kawatana High School boys’ team for two consecutive years.

- It was the first time in 10 years that the boys’ team participated in the national tournament (when it was held outside our prefecture)

- The level of the teams from our prefecture is such that they always lost in the first round. However, when our team participated for the first time, we moved on to the third round and fell just short of defeating a championship candidate (Ritsumeikan High School, Kyoto) after extra time. The second time, our team went on to the second round and lost to Oguni High School, a strong contestant.

  Also, it is a common belief among all teams that, in order to win in a hockey game, players will need the stamina to run through two 35 minute periods, which is 70 minutes in total. After hearing about Mr. Park’s experiences and receiving the benefit of his coaching, the importance of the need to become better runners sunk into all teams, thus gradually eliminating the students’ endurance when running—this is a major impact.

  It is also to be highly commended that Mr. Park, who has experience in the forward position (FW) has contributed to the creation of a more offense-oriented team by rectifying weakness in the teams’ point-scoring capabilities, which is one of reasons the prefectural teams failed to do well in high-level competitions.

  Mr. Park is also coaching hockey classes for elementary school students, which helps in the identification of junior players in preparation for the 2014 Nagasaki National Athletic Meet.

Exchange in the SEA’s Country

During the May Golden Week holidays in 2008, four club members, one parent, myself and Mr. Park—a group of seven—traveled to South Korea. Meeting Mr. Park’s family, his university friends and mentors, and local hockey-mad junior high and high school students, with whom we enjoyed mini-matches, are experiences I will never forget. Having visited the land that helped shape Mr. Park admirable character, I hope to continue to associate with him in both my official capacities and personal life.
4-7 Nagasaki Prefecture part 2

**Host Institution:** Nagasaki Prefecture  
**SEA:** Yoon Hye Sun  
**Country:** Korea  
**Workplace:** Nagasaki Prefecture Omura Technical High School  
**Sport:** Archery  
**Supervisor:** Keiko Inuki, Teacher/Advisor  

**Report from the SEA**

I work at Omura Technical High School in Nagasaki Prefecture. I coach archery on weekdays from 4:00 pm to 7:00 pm, and weekends from 9:00 am to 4:00 pm. What we practice will vary depending on what competitions are coming up, but in the winter I allocate most of our time to stamina training, and during the tournament season we engage more in practice that simulates to real competitions. Last winter, the SEAs’ interim training was held at the Japan Institute of Sports Science. I learned some useful things from teachers who are specialized trainers, and was able to apply them to our winter practice.

Last year (2008), the team’s objective was to win the national championship and we were united in our enthusiastic practice sessions. We did not win the group championship but were able to win the individual championship and placed second in the group competition.

I work hard every day practicing with the students so that we might achieve our renewed goal of winning the national championship this year.

**From the Supervisor**

Ms. Yoon, the SEA archery coach for Nagasaki Prefectural Omura Technical High School will be starting her third year here in 2009. Since her arrival in 2006, we have participated in a number of tournaments and have obtained good results.

- **2006:** Arrival of Ms. Yoon. Team participates in the Kyushu High School Rookies Tournament (October) and wins group championship for the first time in 21 years. Team also participates in the National Athletic Meet and wins a prize for making 8th place in the group competition.

- **2007:** Nagasaki Prefecture Inter-High School Championships: 1st place (group/individual)  
  All Kyushu Inter-High School Championships: 2nd place (group)/1st place (individual)  
  National Athletic Meet: 7th place  
  Kyushu High School Rookies Tournament: 2nd place (group)

- **2008:** All Kyushu Inter-High School Championships: 1st place (group)/1st and 2nd place (individual)  
  National Inter-High School Championships: 2nd place (group)/1st and 3rd place (individual)  
  National Athletic Meet: 2nd place (group)  
  Kyushu High School Rookies Tournament: 1st place (group)

**Impacts of Hosting the SEA**

Since Ms. Yoon came to our high school as coach in 2006, the team’s athletic capabilities have steadily improved, resulting in the good results described above. Thanks to the spot-on coaching of Ms. Yoon, who the students really trust, more and more students are improving their skills.

She also pays close attention to managing the health of each student, and is making efforts to improve their mental outlook. She coaches students not only on archery skills but also basic manners and athletic courtesy, for which I, as the team advisor, am very appreciative.
Chapter 4  Activity Reports

4-8 Nagasaki Prefecture part 3

Hosting Institution: Nagasaki Prefecture
SEA: Christine Wegner
Country: United States of America
Workplace: Nagasaki Prefecture Nishi High School
Sport: Basketball
Supervisor: Kouji Habu
Teacher/Advisor Boy’s Basket Team Coach

From the SEA

Tangible Teamwork: Exceeding Expectations at Nationals

Last June when Kosotai arrived, my team’s current Japanese coach, Habu Sensei had only been at the school two months, but he brought an optimism and enthusiasm that gave the students a confidence they lacked. So after several near victories all year long, we finally won the championship at Kosotai, and would be going to Interhigh in July.

Two weeks later, we lost in the first round of Kyushu Taikai, so most were just focused on our team winning its first game at Interhigh to make a respectable showing. However, I knew that we were a good team, but we didn’t know enough about our opponent to give us that extra edge before the game started. Habu Sensei was able to retrieve a video of our first round opponent, a team from Gunma Prefecture, who would pretty much be playing in front of a home crowd in nearby Saitama Prefecture.

From there, I introduced my team to the scouting report. Not only did we watch the video, we studied it. I showed them their set plays and how to beat them, their zone and how to attack it. The students listened, but they were skeptical, I could tell. For so long, they had played with the philosophy that one should focus on one’s own game, and the wins will come.

That all changed when we beat our first round opponent by 22 points, and all 12 players played, which I am sure made their mothers very happy to gone all the way to Saitama to see them. Habu Sensei gave the kids confidence in their own game, and my contribution gave them confidence in winning at the other team’s game.

Our next day’s opponent played after us, and this time, the students made the scouting report with me. We studied how they played, and the next day we beat them by 13 points. After the game, I learned that all the parents were going home, and we would have to reschedule our return on the Shinkansen, because no one had thought we could make it this far. But I had known all along.

The following day we were up against the number one seeded team. As I handed the scouting report to my students and told them straight forward, “we can win”, but they looked at me as if I was stupid or something. We played the game and lost by two points. Everyone was upset but we turned ourselves around and set a new goal, placing better then 8th place at the Winter Cup Championship coming up this winter. The lesson here is, never be intimidated by the seed of the opponent and just do you best.
## By the Head Coach

### Outcomes of the SEA program at Nagasaki Prefecture Nishi High School

SEAs have been assigned to Nagasaki Prefecture Nishi High School since 1997, as outlined in the table below.

So far, each of the six SEAs has been responsible for coaching the boys’ basketball team. Thanks to their guidance, the team’s performance has improved significantly, as demonstrated by our five wins in the Inter-High School Championships and six good showings in the All-Japan High School Basketball Tournament (Winter Cup) over the past 11 years, which combined brought them to the top of the prefectural rankings. Without a doubt, the coaching provided by the SEAs gave the team its competitive strength.

A coach who served as an SEA at our school is still in the prefecture, now coaching at a private high school with which our team always competes for the title. The SEAs can therefore be said to have brought benefits not only to our school but also to the wider region. The effects are expected to manifest in better athletic performances by local athletes in the next National Sports Festival, although this has not happened so far.

### SEAs Assigned to Nagasaki Prefecture Nishi High School and Competition Results

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Among other problems, SEAs have had trouble communicating. However, the terms used in basketball are commonly understood and so no serious problems have arisen. There also appear to have been no gender-related issues.

I believe enthusiasm—an emotion that everyone on the planet shares—is an important part of coaching. Each of SEAs assigned to our high school has had strong convictions about how to coach the team and a strong sense of responsibility for doing so, which I think is reflected in good results recently achieved.

Our expectations for the basketball team are high, especially since the team, with the support of the entire school, prevailed in last year’s Nagasaki prefectural inter-high school championships, thanks to a miracle upset victory. Despite losing a close game against one of the top-ranked schools, we ranked among the 16 best teams in the both the Inter-High School Championships and the Winter Cup. The SEAs’ analysis of and countermeasures against the competing teams was definitely a contributing factor in these results.

I am happy to be able to continue to support the SEAs in my position as supervisor and in my role of student-teacher liaison and liaison between the local community and sports associations.
4-9 Nagasaki Prefecture part 4

Host Institution: Nagasaki Prefecture
SEA: Chang Bo
Country: China
Sport: Table Tennis
Workplace: Nagasaki Prefecture
Sasebo Technical High School
Supervisor: Michinori Shikata, Advisor, Table Tennis Club

SEA’s Schedule and Activities
(1) Days off: Monday/Tuesday
(2) Work schedule: Wednesday – Friday (7 hours)
   Work: Research on table tennis coaching
   Practice/basic hitting
   • Systematic practice
     4 types × 2 rotations
   • Multiple-ball practice
     4 types × 2 rotations
   • Training/stretch/meeting
   Saturday, Sunday, holidays (7 hours)
   Work: Technical coaching of table tennis
   Practice/basic hitting
   • Systematic practice
     4 types × 2 rotations
   • Service practice
   • Multiple-ball practice
     4 types × 2 rotations
   • Receive practice/doubles practice/match
   • Training/stretch/meeting

Report from the SEA

I am a thirty-one year old teacher from the old city of Xian in Shaanxi Province, China. I teach at Xian Physical Education University.

Time truly does fly. A year has passed since I came to Japan. I feel fortunate to be able to come to Japan as an international exchange participant and to work here. I consider it an honor, because I think this work is about building a platform for Sino-Japanese exchange through physical education. “One World, One Dream” was the theme of the Beijing Olympics, and it is the dream that we participants in this international exchange program wish to spread around the world. I hope that through our interchange the world will unite and individuals will make lifelong friendships.

Having been assigned to Sasebo City in Nagasaki Prefecture, my exchange began at a prefectural school called Sasebo Technical High School. My first impressions of Japan were that the towns and the landscapes are beautiful, the people were wonderful – courteous and virtuous. My supervisor is Mr. Michinori Shikata, a teacher at Sasebo Technical High School. I met him straight after arriving in Japan, and we have become friends. Being unused to the new environment, I was touched by his enthusiasm and cheerfulness. Mr. Shikata has given me support in a variety of ways. He was especially helpful with everyday life matters, making it possible for me to quickly adapt to life in Japan. Once I became friends with Mr. Shikata, work became easy and enjoyable.
In China where table tennis is the “national ball sport,” there are a lot of table tennis experts and the overall skill level is high. I myself received strict training from the time of my childhood, practiced ceaselessly and at last became a professional, joining the national Chinese team in 1993. On being assigned to a Japanese school, the first thing I did was conduct a training session to get an idea of where the students were at. I found that their skills were not as highly developed as I had expected and that the basics were not well-established. It was going to be difficult to get a dramatic improvement out of them, and my Japanese was still poor. So, I was under a lot of stress. However, I was determined to fulfill my objective and felt confident that I could do so.

I studied hard to learn Japanese and adjusted to life in Japan. After a while my Japanese improved to a decent level. I could now engage in daily conversation. On the work front, I closely observed the students while they were training, and got an understanding of their problems. The major problem was that the students were weak in the basics. All the training they had had previously was not systematic. They lacked an adequate understanding of table tennis, and needed a basic awareness and mind set for the sport. To combat these problems, I devised a plan to deliver the necessary technical and physical training, and gradually increased the load and frequency of the training. At first, the students got tired and didn’t have the stamina to keep up. Thus, from a quality standpoint, the training goals could not be met. However, by continuing with the systematic training for a while, their basic skills and movements improved, and the students were able to achieve good results in matches. Sasebo Technical High School had been ranking third in Nagasaki Prefecture, with the championship still far away. So, we set a goal, which was to let nothing stand in the way of our becoming the Nagasaki Prefecture champions.

In interacting with students, I learned what their strengths and weaknesses were. The students are very courteous, pure-minded and serious about their practice. On the other hand, they lack adaptability and tend to do exactly as told by the teacher and do not consciously think and act for themselves. When it came to matches, they were not adept at identifying their opponent’s weakness, and tended to lack the confidence needed to secure victory. I took careful note of these issues, and began to conduct pinpoint training that focused on the needs of each individual student. Table tennis is a sport that requires a high level of skill. Players must be sensitive and precise. However, there were many matches, while time for training was in short supply. We could not train enough. So, I had discussions with the teachers in charge about how to achieve the best results in a limited amount of time and tried new methods in training and matches. I showed them the techniques and strategies used by high-level players and often took part in matches so that the students would gain a deeper understanding of table tennis.

After a year of hard practice, the students improved dramatically, and they are now more conscious. In the November 2008 tournament, we won the Nagasaki Prefecture championship, and made it into the top eight in the Kyushu rookie’s tournament. We were thrilled to have achieved our goal. But it wasn’t easy. It was the result of united effort.

While there were difficulties during my first year in Japan, I enjoyed myself. I made many Japanese friends, experienced a different culture, learned various things at work and in daily life—I was able to grow, too. I am eager to do more to contribute further to Sino-Japanese international physical education exchange.

Remarks from the Supervisor

The Impact of Hosting an SEA

- We were able to learn from the mindset and methods of a top athlete.
- The quality of the practice and training improved, resulting in gradual improvement of performance.
- The students’ consciousness toward practice developed.
- As a result of training directly related to the game, instant response-related capabilities in particular improved.
- Were able to compete in interleague games at a high level.

Opinions of the Supervisor

Mr. Chang seemed to be perplexed by the difference between Chinese and Japanese culture (especially in daily life) immediately upon his arrival. There were also difficulties in communicating with students due to his lack of Japanese language ability.

By working together in such a situation, I realized the utmost importance of cooperation with the SEA and other staff. I also learned how difficult it is to improve performance over a short period of time.
### Results achieved during Mr. Chang’s time as SEA

<table>
<thead>
<tr>
<th>Month/Year</th>
<th>Tournament</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2007</td>
<td>Nagasaki Prefecture High School Rookies Athletic Tournament Table Tennis Games</td>
<td>Group 3rd place, Doubles 3rd place, Singles 3rd place</td>
</tr>
<tr>
<td>November 2007</td>
<td>All Kyushu High School Rookies Athletic Tournament Table Tennis Games (Group)</td>
<td>Group B league 2 wins, 1 defeat</td>
</tr>
<tr>
<td>March 2008</td>
<td>Nagasaki Prefecture Table Tennis Championship (Group)</td>
<td>Group 2nd place</td>
</tr>
<tr>
<td>June 2008</td>
<td>Nagasaki Prefecture Inter-High School Championships Table Tennis Games</td>
<td>Group 3rd place, Doubles 3rd place, Singles 3rd place</td>
</tr>
<tr>
<td>June 2008</td>
<td>All Kyushu Inter-High School Championships Table Tennis Games</td>
<td>Doubles Best 16, Singles Best 16</td>
</tr>
<tr>
<td>August 2008</td>
<td>National Inter-High School Championships Table Tennis Games</td>
<td>Singles Lost in first-round match</td>
</tr>
<tr>
<td>September 2008</td>
<td>All Japan Table Tennis Championships Nagasaki Preliminary Games (Individual)</td>
<td>Doubles Champion, Singles 2nd place, Best 8</td>
</tr>
<tr>
<td>November 2008</td>
<td>Nagasaki Prefecture High School Rookies Athletic Tournament Table Tennis Games</td>
<td>Group Champion, Doubles 2nd place, 3rd place, Singles 3rd place, Best 8</td>
</tr>
<tr>
<td>December 2008</td>
<td>All Kyushu High School Rookies Athletic Tournament Table Tennis Games (Group)</td>
<td>Group Best 8</td>
</tr>
<tr>
<td>March 2009</td>
<td>Nagasaki Prefecture Table Tennis Championship (Group) All Kyushu Table Tennis Championship (Mr. Chang participated)</td>
<td>Group 2nd place, 3rd place, Men’s singles Champion</td>
</tr>
</tbody>
</table>
4-10 Nagasaki Prefecture part 5

Host Institution: Nagasaki Prefecture
SEA: Wang Chen
Country: China
Workplace: Nagasaki Prefectural Isahaya Agricultural High School
Sport: Weight Lifting
Supervisor: Soji Yoshida

Report from the SEA

Getting Used to Life in Japan

I came to Isahaya city in Nagasaki Prefecture in August of 2007, and commenced work under the athletic education exchange program in the field of weight lifting at Isahaya Agricultural High School. Isahaya is a beautiful city, but since I was new to the environment, it took me a while to get used to the different lifestyle and language.

However, my colleagues and students were fantastic; they even looked for a fully furnished, convenient condominium for me to live in. In particular, Mr. Yoshida, my supervisor, thoroughly looked after me both at work and with care to my everyday life. Not only did Mr. Yoshida spend time he had available teaching me Japanese, he offered me books and materials to study so that I could get used to life in Japan and the work schedule. After studying Japanese for a while, I was finally able to engage in simple conversations with the students during physical education class, which helped bring me closer to them.

I was astonished at the swift pace of daily life for the Japanese people. They go to work early in the morning, and they only get “one hour” of break time. They cannot even take a nap. The day passes quickly and evening arrives. I was impressed -- it must be this diligence that makes Japan an economic superpower. However, I, who had been used to “9 to 5” in China, struggled to adjust to this pace.

Training and Coaching as an SEA

My main work at Isahaya Agricultural High School is the training and coaching of its weight lifting team. The training room is not spacious, but it is well-equipped. The students seemed to welcome my arrival. They are courteous, and actively engage in practice, so the training planned for the classes always progressed smoothly. At first, interactions were difficult due to the language issue, but the students were friendly and we communicated using gestures. I also imitated the weight-lifting movements that the students were making that were incorrect, and demonstrated examples of what not to do, as well as the correct forms, so that the students could learn quickly. I devised a careful plan to boost the level of the training and improve performance, as well as to build a solid foundation of practice. The students followed the plan and their level improved with every class.

The students achieved good results in both Kyushu regional tournaments and national tournaments: they won the championship in the boys’ team competition for Nagasaki Prefecture. And they are confident that they can achieve better results than last year at this year’s national tournament.

I feel very enthusiastic about my work and I am very happy that it is progressing in a steady and orderly fashion. I hope I can continue to contribute, if even just a little, to the development of friendship between China and Japan.

From the Supervisor

Impacts of Hosting the SEA

Isahaya Agricultural High School has hosted a total of six SEAs in the 10 years since October 1999. While the activities of SEAs center on club team coaching, our high school has held an away training camp in China nearly every year since 2000. At this training camp, we have practiced with near world-class players, as well as elementary, junior high and high school students. At these training camps, our students have learned the importance of practicing correct forms from elementary school students, and have seen the difference in competence with top-level players. This international exchange has resulted in improved awareness on the part of our students, as well as given them a more cosmopolitan outlook.
Unlike team advisors, Mr. Wang does not have meetings during team activities. Thus, he can be with the students full time and give them detailed advice. In particular, he is able to correctly assess whether the students are in good shape or not and gives them accurate advice at matches, etc.

I hope to continue to do my bit for international exchange and to achieve our own goals. I also hope to continue to develop a good personal relationship with Mr. Wang through mutual exchange of our views and opinions.

Result of Matches (Results with a circle are of SEAs)

2. (2001–2003) National High-School Invitational Athletic Meeting: two players won championship/Inter-High: 2nd place/National Athletic Meet: 2nd and 7th place
3. (2004–2005) National High-School Invitational Athletic Meeting: 2nd place, 3rd place, 6th place/Inter-High: group 3rd place, individual 2nd and 3rd place/National Athletic Meet: 3rd and 5th place
6. (2007–now) National High-School Invitational Athletic Meeting: 4th place/Inter-High: 3rd place/National Athletic Meet: 3rd and 7th place
Map of Japan

47 Prefectures, 18 Designated Cities

北海道／Hokkaido
1. 北海道／Hokkaido

東北／Tohoku

関東／Kanto

四国／Shikoku

九州／Kyushu

沖縄／Okinawa

日本地图

A. 札幌市／Sapporo City  J. 名古屋市／Nagoya City
B. 仙台市／Sendai City  K. 京都市／Kyoto City
C. さいたま市／Saitama City  L. 大阪市／Osaka City
D. 千葉市／Chiba City  M. 堺市／Sakai City
E. 横浜市／Yokohama City  N. 長崎市／Kitakyushu City
F. 川崎市／Kawasaki City  O. 広島市／Hiroshima City
G. 新潟市／Niigata City  P. 北九州市／Kitakyushu City
H. 静岡市／Shizuoka City  Q. 福岡市／Fukuoka City
I. 浜松市／Hamamatsu City  R. 神奈川県／Kanagawa

これらの都市は、それぞれの都道府県を表しています。
SEA HANDBOOK
THE JET PROGRAMME

 SEA HANDBOOK
スポーツ国際交流員ハンドブック

 SEA HANDBOOK
スポーツ国際交流員ハンドブック