

The 7th International Conference on
Physical Education Laboratory of Chung-Ang University

Integration of School Physical Education and Elite Sports: Multidisciplinary Approaches

The 7th International Conference on
Physical Education Laboratory of Chung-Ang University

Conference Program

1 st Section	13:30 – 13:40	Chairperson : Dr. Yoonso Choi
<p style="text-align: center;">〈Welcome Address〉: Dr. Harry Hyungil Kwon (Chair of the Organizing Committee, Physical Education Lab, CAU)</p> <p style="text-align: center;">〈Congratulatory Address〉 Dr. Sun Hye Jun (Dean, College of Education, CAU)</p>		
2 nd Section	13:40 – 14:40	Chairperson : Dr. Yoonso Choi
<p style="text-align: center;">Current Issues in School Physical Education</p>		
13:40 – 14:00 (20mins)	<p style="text-align: center;">〈Presentation 1〉 Why Does the British Government Encourage Competitive Sports in School? : A Critical Review of the Current Physical Education and School Sport Policy in the UK Jung Woo Lee, Ph.D. (University of Edinburgh, UK)</p>	
14:00 – 14:20 (20mins)	<p style="text-align: center;">〈Presentation 2〉 Interscholastic Sports in the United States: Issues and Controversies Ye Hoon Lee, Ph.D. (University of North Alabama, USA)</p>	
<p style="text-align: center;">Intermission Coffee Break 14:20 – 14:40</p>		
3 rd Section	14:40 – 16:10	Chairperson : Dr. Yoonso Choi
<p style="text-align: center;">Development of Sports Environment based on School Physical Education</p>		
14:40 – 15:00 (20mins)	<p style="text-align: center;">〈Presentation 3〉 Current Issues of Youth Sports of Japan Hirotaka Matsuoka, Ph.D. (Waseda University, Japan)</p>	
15:00 – 15:20 (20mins)	<p style="text-align: center;">〈Presentation 4〉 Elite Sport Development through Community & School Based Sports Geraldine Bernardo, PTRP, MBM (Salle University, The Philippines)</p>	
15:20 – 15:40 (20mins)	<p style="text-align: center;">〈Presentation 5〉 A Work and Designed Movementum from Physical Education Yongin Cho, Ph.D. (Chung-Ang University, Korea)</p>	
15:40 – 16:10 (30mins)	<p style="text-align: center;">〈Discussion〉 Moderator: Harry Hyungil Kwon</p>	

Welcome Address

Dear guest speakers and participants;

It is such a great pleasure to have you here at Chung-Ang University for the 7th International Conference hosted by Physical Education Lab of Chung-Ang University. Since 2011, we have hosted one international conference every year so that we can hear from internationally known scholars about physical education and sport science.

This year, under the theme of “Integration of School Physical Education and Elite Sports: Multidisciplinary Approaches”, five speakers are invited from many different countries such as Japan, Philippines, United Kingdom, the United States and Korea. The speakers will be sharing their knowledge and insights regarding the role of physical education and the system of elite sports in different countries. Korea is currently going through huge cultural changes and so is sport. We can witness the changes in physical education and elite sport development. Students realize the importance of physical education more and more. Their participation in sport club league is a good evidence of it. Playground of schools, which were solely taken by elite sport teams of the school, are now back to general students.

Student-athletes are now present at classrooms. Although student-athletes may feel awkward when they are in a classroom with their classmates, they will feel natural being in a classroom in near future. And this will rectify all the problems caused by wrong policy that started from 1972. Their talents in sports should not be used as a tool to go to a better university anymore.

I am sure that more insights and wisdom will be shared through this conference. I would like to thank the invited speakers for their commitment. I also hope that the conference participants can return home with updated ideas regarding physical education and elite sport development.

Chair of the Organizing Committee
Physical Education Lab, CAU
Harry Hyungil Kwon, Ph.D.

Congratulatory Address

It is a great honor for me to offer sincere congratulations on the 7th international conference for the Physical Education Lab of Chung-Ang University. I would like to extend my special thanks to the invited scholars, especially to those who have come a long way from abroad to grace the conference with their presence.

I also would like to express sincere gratitude to Harry Hyungil Kwon, chair of the organizing committee in Physical Lab of Chung-Ang University and all those who made this event possible. Lastly, my warm welcome also goes out to the distinguished scholars and the students.

Sport plays very important role in the current society in that it brings people together and gives communities a sense of shared identity. Likewise, elite sports and physical education have become an focal interest of Korean government. Year in and year out, more and more attention is paid both to the development of high performance sport and to the development of grassroots sports that lead to healthy lifestyle. This conference will provide an opportunity to explore the integrated roles of elite sport and physical education. In the 21st century, we have experienced significant changes as a consequence of globalization of sport, which has made the boundaries between sports cultures and societies more permeable.

In closing, I hope that our joint work during the conference will be fruitful and will give a new impetus to the advancement of elite sport and physical education, which ultimately will contribute to the harmonious development and preservation of healthy life. I would like to thank every member of the conference organizing committee and wish a successful conference. Thank you.

Dean, College of Education
Chung-Ang University
Sun Hye Jun, Ph.D.

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Why Does the British Government Encourage Competitive Sports in School? : A Critical Review of the Current Physical Education and School Sport

Jung Woo Lee
(The University of Edinburgh, UK)

Why does the British government encourage competitive sports in school?: A critical review of the current physical education and school sport policy in the UK



Dr Jung Woo Lee



OUTLINE

1. Sport Policy in the UK: Key Development
2. Government PE and Sport Policy
3. The Implementation of the PE and Sport Policy
4. Critical Reflection

1. Sport Policy in the UK: Key Development

Sport: Raising the Games (1995)

The Conservative Government's Sport Policy



- Focusing on team sports, elite sports, and extra curricular sport
- Developing sporting talent in children and young people (in response to the decline in school sport and re-establish competitive sport in schools)
- Promoting Traditional Sports (Cricket, Hockey, Soccer, Rugby, Tennis)
- The Implementation of policy to keep the traditional sports in school PE curriculum
- Setting up an elite sport training centre

Department of National Heritage (1995)

1. Sport Policy in the UK: Key Development (cont.)

Sporting Future for All (2000)

The Labour Government's Sport Policy



Key Visions:

- Sport in Education: Increasing Participation by Young People
- Sport in the Community: Lifelong Participation
- Sporting Excellence: Talent Development
- Modernisation: A Partnership with Sport

Department for Culture Media and Sport (2000)

1. Sport Policy in the UK: Key Development (cont.)

Sporting Future:
A New Strategy for an Active Nation (2015)



The Conservative Government's Sport Policy

Major Frameworks

- More people from every background regularly and meaningfully
a) taking part in sport and physical activity, b) volunteering and
c) experiencing live sport
- Maximising international and domestic sporting success and
The impact of major events
- Supporting a more productive, sustainable and responsible
sport sector

HM Government (2015)

2. Government PE and Sport Policy

New Approaches for School Sport (2010)



The Government will (2010-2015)

revise the PE curriculum in our curriculum review to place a new emphasis on competitive sports

invite Dame Kelly Holmes to lead a network of sporting advocates to work with her in promoting school sport around the country

work through national sport governing bodies to get more volunteer sports coaches into schools to encourage wider participation

fund the Youth Sport Trust to expand the Young Ambassadors programme so that every secondary school can appoint ambassadors

2. Government PE and Sport Policy (cont.)

Creating a Sporting Habit for Life:
A New Youth Sport Strategy (2012)



Five Key Aims

- Building a lasting legacy of competitive sport in school
- Improving links between schools and community sports clubs
- Working with sport governing bodies: focusing on youth
- Investing in facilities
- Communities and the voluntary sectors

Department for Culture Media and Sport (2000)

2. Government PE and Sport Policy (cont.)

Major Funding for School Sport



The PE and Sport Premium (2017-2018)

- Schools with 16 or fewer eligible pupils received £1000 per pupil
- Schools with 17 or more eligible pupils received £16,000 and an additional payment of £10 per pupil

Soft Drinks Industry Levy Funding (Healthy Pupils Capital Fund)

£415 million of funding from the soft drink industry levy will be allocated to schools to pay for facilities to support physical education, after-school activities and healthy eating (2018-2019)

Primary School Sports Facilities Fund (from 2014)

A new lottery funded scheme to improve sports facilities in primary schools

3. The Implementation of the PE and Sport Policy

a) Physical Literacy Framework



Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports their development as competent, confident and healthy movers. (Sport England, 2013)

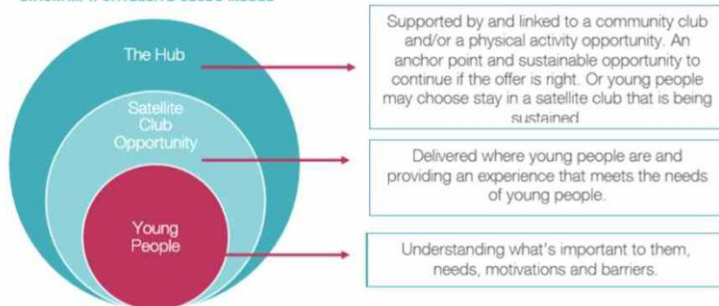


3. The Implementation of the PE and Sport Policy (cont.)

b) Satellite Clubs

local sport and physical activity clubs that are designed around the needs of young people and provide them with positive, enjoyable experiences that make it easy for them to become active or to develop more regular activity habits (Sport England, 2017)

DIAGRAM 1: SATELLITE CLUBS MODEL



3. The Implementation of the PE and Sport Policy (cont.)

c) School Games



Level 1: Intra-School Competition

Level 2: Inter-School Competition

Level 3: School Games Festival

Level 4: National Multi Sport Event

Focus on athletes' developmental needs as talented performers

Form an important part of the investment into talent pathways leading up to World Class Sport

Deliver a strong cultural programme, and a schools engagement programme promoting participation in Levels 1-3 of the School Games

** Talent Inspiration Programme*

4. Critical Reflection

Is competition good for PE and School Sport?

Almost two thirds (64%) of 8 to 16 year-old students said they would be Relieved if winning or losing were not a factor. (Shine Charity, 2016 cited from Jenkin, 2016)

Many students opt out of PE and sporting activities due to competitive elements (Andrews, 2016)

More tailored approaches is required in order to promote PE and school sport further

Budget reduction in a school sport partnership and increase in a talent identification programme

4. Critical Reflection

Educational Background of the Olympic Medallists:

32% of the Team GB Olympic Medallists (130) attended fee-paying private schools while 18% of the total British students are educated in private school.

Elitism, Social Class, and Inequality

Table 1: Medallists by school attended, London and Rio Olympic Games

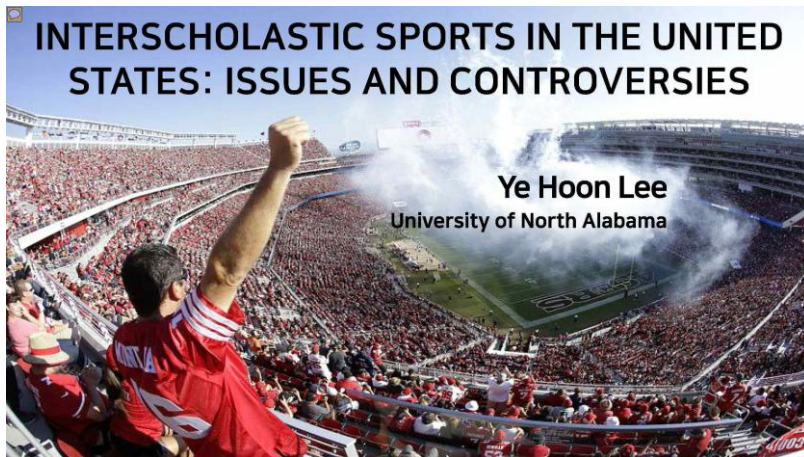
	2012 (London)	2016 (Rio)
Comprehensive	56%	60%
Independent	36%	32%
Grammar	8%	8%



(The Sutton Trust, 2016)

Interscholastic Sports in the United States: Issues and Controversies

Ye Hoon Lee
(University of North Alabama, USA)



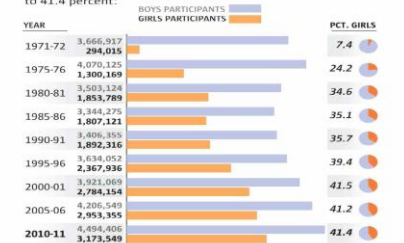
UNIQUENESS OF AMERICAN SPORT CULTURE

Female sport participation



A dramatic, 40-year rise

In 1971-72, the year before the passage of Title IX, girls represented just 7.4 percent of the participants in high school sports in the United States. By 2010-11, the number had risen to 41.4 percent:



NOTE: Reflects participation rate. An athlete who participated in two sports is counted twice, three sports three times, etc.
Source: National Federation of State High School Associations (nfsa.org).
Reporting by BILL READER, Graphic by MARK NOWLIN / THE SEATTLE TIMES



UNIQUENESS OF AMERICAN SPORT CULTURE

Tailgating party



UNIQUENESS OF AMERICAN SPORT CULTURE

Pride & Support



Stadium/Team	Team	Year Opened	Total Project Cost		Private Funding		Public Funding	
			Total	% of Total	Total	% of Total	Total	% of Total
San Francisco Giants (Proposed)	San Francisco Giants	2015	\$87.0	88%	\$87.0	88%	\$14.0	12%
Marlins Stadium	Florida Marlins	2010	\$1,600.0	100%	\$1,600.0	100%	\$0.0	0%
Comcast Stadium	Dallas Cowboys	2009	\$1,154.0	87%	\$750.0	65%	\$444.0	37%
Lucas Oil Stadium	Indianapolis Colts	2008	\$719.0	14%	\$100.0	14%	\$619.0	86%
University of Phoenix Stadium	Arizona Cardinals	2003	\$455.0	32%	\$147.0	32%	\$308.0	68%
Lincoln Financial Field	Philadelphia Eagles	2003	\$518.0	64%	\$330.0	64%	\$188.0	36%
Soldier Field (renovation)	Chicago Bears	2003	\$597.0	34%	\$200.0	34%	\$397.0	66%
Lambeau Field (renovation)	Green Bay Packers	2003	\$255.0	43%	\$126.0	43%	\$169.0	57%
Gillette Stadium	New England Patriots	2002	\$412.0	87%	\$340.0	87%	\$72.0	17%
Ford Field	Detroit Lions	2002	\$440.0	73%	\$330.0	73%	\$110.0	25%
Reliant Stadium	Houston Texans	2002	\$474.0	39%	\$185.0	39%	\$289.0	61%
CenturyLink Field	Seattle Seahawks	2002	\$447.0	32%	\$147.0	32%	\$300.0	68%
Heinz Field	Pittsburgh Steelers	2001	\$260.0	29%	\$109.0	29%	\$171.0	61%
Sports Authority Field at Mile High	Denver Broncos	2001	\$403.0	28%	\$111.0	28%	\$292.0	72%
Paul Brown Stadium	Cincinnati Bengals	2000	\$448.0	8%	\$35.0	8%	\$443.0	94%
LP Field	Tennessee Titans	1999	\$251.0	28%	\$64.0	28%	\$206.0	71%
Cleveland Browns Stadium	Cleveland Browns	1996	\$271.0	26%	\$71.0	26%	\$200.0	74%
M&T Bank Stadium	Baltimore Ravens	1996	\$235.0	10%	\$22.4	10%	\$232.6	96%
Raymond James Stadium	Tampa Bay Buccaneers	1994	\$154.0	0%	\$0.0	0%	\$154.0	100%
FedEx Field	Washington Redskins	1997	\$230.0	72%	\$160.0	72%	\$70.0	30%
Average			\$524.4	44%	\$287.3	44%	\$238.1	59%

UNIQUENESS OF AMERICAN SPORT CULTURE

Popularity of High School Sport



WHO CONTROLS HIGH SCHOOL SPORTS?

High school sports

National Federation of State High School Associations



- NFHS provides **education-based high school athletics** and activities through the writing of playing rules that **emphasize health** and safety and administrative support to **increase opportunities and promote sportsmanship**

- National leadership organization for high school sports
- Governs 50 states, 19,000 member high school, & approximately 11 million young people
- Writes playing rules for 17 boys and girls sports at the high school level
- Educate those who oversee high school sports

UNDERSTANDING THE UNITED STATES GOVERNMENT SYSTEM

Federal Government System

Ways Government Distributes Power



GOVERNANCE STRUCTURE OF NFHS



- Membership = 51 member state associations
- In high school sports, the real power and authority **rest at the state levels**, which determine the rules and regulations for the sport programs and schools within the state

CURRENT POLICY AREAS

- Eligibility
- Amateurism
- Gender equity
- Participation by athletes with disabilities
- Alcohol, drug, and tobacco use
- Funding
- Home schooling



"Don't worry, most of these are legal and the others won't show up on the drug tests!"

INEQUALITY



REVERSE DISCRIMINATION

FUNDING

- Corporate donations
- Corporate sponsorship
- Stadium subsidy



ELIGIBILITY IN HIGH SCHOOL SPORTS

- Academic Eligibility (No pass, No play)
- Transfer Rules Eligibility
- Age limits Eligibility

Court Determines that Interscholastic Sports Participation Is Privilege, Not Right

by John T. Winkham April 2009

Another court determines that participation in interscholastic athletics is a privilege, not a right. FREE TO FREESTYLE. Cleared by the courts to compete, fifth-year senior Elizabeth Mancuso helped her swim team win its fourth straight state title.

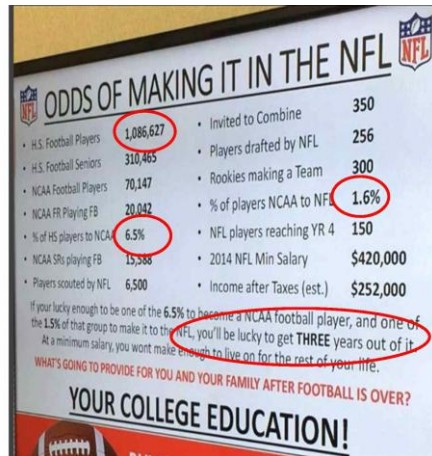
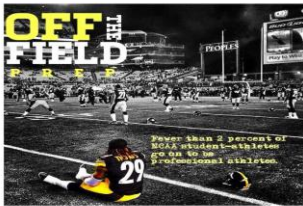
For years, courts at all levels have held that interscholastic athletics is a privilege, not a right. Among the latest cases to test that conclusion, Elizabeth Mancuso v. Massachusetts Interscholastic Athletic Association (2009 Mass. LEXIS 15), involved a female swimmer and began with a typical disagreement over an eligibility rule. In the fall of 1999, Mancuso entered Austin Preparatory School as a high school freshman. After completing her freshman year, Mancuso transferred to Andover High School and repeated the ninth grade. She joined the varsity swim team as a freshman, and over the next three years (2000-2002) helped the school win three state championships.

Before her senior year, Andover applied to the MAA on behalf of Mancuso, requesting a waiver of MAA Rule 59.1. The rule, which governs student-athlete eligibility, states that a student "shall be eligible for interscholastic competition for no more than 12 consecutive athletic seasons (i.e., four consecutive years) beyond the first completion of grade 8."



ACADEMIC ELIGIBILITY

Arguments for educational experience



Arguments for educational experience



PROFESSIONAL SPORTS AGE REQUIREMENTS

- NBA – one & done rules (2006)
- NFL – three years (2004)
- NHL & MLB – 18 years old



Arguments against educational experience

- Studies have shown that there is a positive correlation between a person's social class and his/her involvement in sports (Wilson, 2002)
- Middle and lower class kids are more likely to play such sports as football, basketball, and soccer for their financial success.



Arguments *against* educational experience



NCAA Men's Basketball FBI Scandal

- 20 of the Nations top college basketball programs were listed as paying high school athletes to play for certain schools (Sep 26, 2017)



NBA DEVELOPMENT LEAGUE (G-LEAGUE)



Re-adjusting "one-and-done- rule" (March, 5, 2018)

Goodbye one-and-done: With scandals rocking youth basketball, NBA readying to step in



In 2005, then-NBA commissioner David Stern celebrated a victory when he successfully created an age limit – a player had to be 19 years old or one year removed from his high school class graduation to be drafted – that successfully kept most of nation's top prospects from being drafted.

- NBA will start relationships with elite teenagers while they are in high school
- NBA will open an alternate path to the NBA besides playing in college
- Still debating...

UNDERSTANDING ATHLETES COMES FIRST

- Social interaction model states that the person actively participate in the decision making process, rather than just accepting the external environment.
- Thus, student-athletes may not simply internalize the external environment. They may not listen or be interested in the government policy.



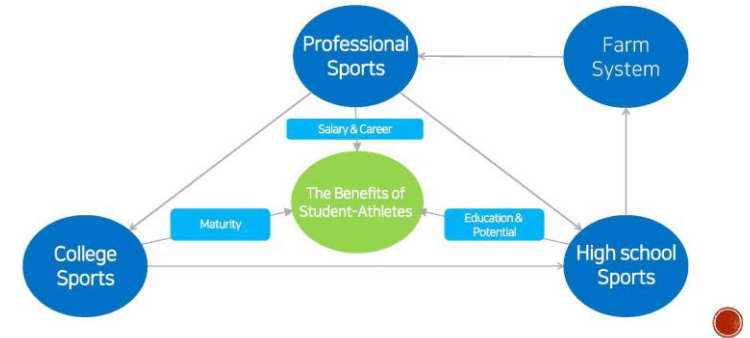
"EVER THOUGHT ABOUT SPORTS" CAMPAIGN



- The campaign was completely failed
- Interview with 60 British young people in low-income and high unemployment areas



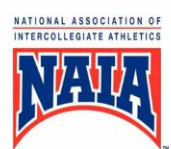
PARTNERSHIP AMONG PRO, COLLEGE, AND HIGH SCHOOL SPORTS



ATHLETE'S IDENTITY ISSUE (COAKLEY, 2016)



IMPORTANCE OF CONTROL TOWER



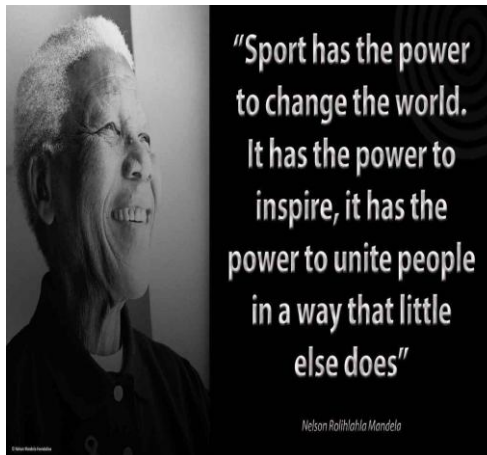
교육부
Ministry of
Education



NECESSITIES OF KOREAN-SPECIFIC MODEL



Current Issues of Youth Sports of Japan



Thank you!

Questions & Answers

Hiroataka Matsuoka,
(Waseda University, Japan)

Current Issues of Youth Sports of Japan

Hiroataka Matsuoka, Ph.D.
Waseda University, Japan



H. Matsuoka

1

Hiroataka Matsuoka

- Professor, Waseda University, Faculty of Sport Sciences
- Ph.D. in Sport management (The Ohio State University)
- Teaching
 - Sport Consumer Behavior, Sport Marketing Research (Undergraduate)
 - Sport Business Marketing (Graduate)
 - Sport Industry, Sport Marketing (English-based Graduate Program)
- Research Topics
 - Sport Fans' Psychological Commitment, Motives of Sport Spectators, Social Impacts of Sporting Events
- Social services
 - Management board of the Japanese Association for Sport Management
 - Deputy chief editor of Asian Sport Management Review
 - Board member of the Japan Volleyball League Organization
 - Council member of Hockey Japan League

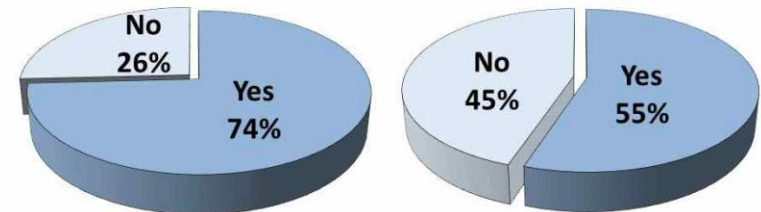


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2

Participation in School Sport Club

Junior High School in 2017 "I belong to school sport club"



Male

Female

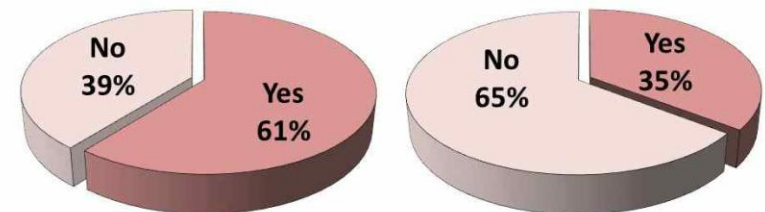
(Sasakawa Sports Foundation, 2017)

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3

Participation in School Sport Club

Senior High School in 2017 "I belong to school sport club"



Male

Female

(Sasakawa Sports Foundation, 2017)

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4

Registrants of All Japan High School Athletic Federation (2018)

Popular Sports Clubs

	Male		Female	
	Schools	Students	Schools	Students
Athletics (T&F)	4,349	68,681	3,940	39,605
Basketball	4,452	94,433	3,903	58,778
Volleyball	2,798	46,712	3,956	60,333
Tennis	2,899	64,905	2,648	36,955
Soft Tennis	2,645	49,115	2,782	35,539
Soccer	4,093	165,977	623	10,951
Badminton	3,634	61,177	3,765	56,821
Baseball (Independent Federation)	3,989	161,573		

(All Japan High School Athletic Federation, 2018)

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Other places for young athletes

	Male		Female	
	Junior high	Senior high	Junior high	Senior high
Private clubs (e.g., swimming clubs, gymnastic clubs)	8.7%	2.1%	9.2%	4.2%
Community clubs (by local government, NPO)	10.1%	3.8%	5.9%	2.1%

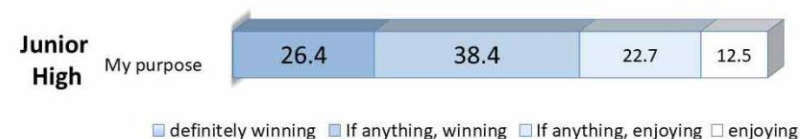
(Sasakawa Sports Foundation, 2017)

Sports (such as swimming, gymnastics, tennis, judo) that need specific facilities, equipment, and coaches, are not able to be offered at every high school.

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Students' Purpose in School Sports Clubs

"My personal purpose of playing sports in the club"



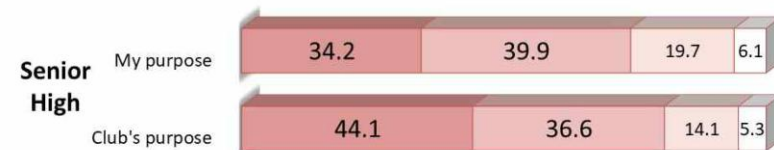
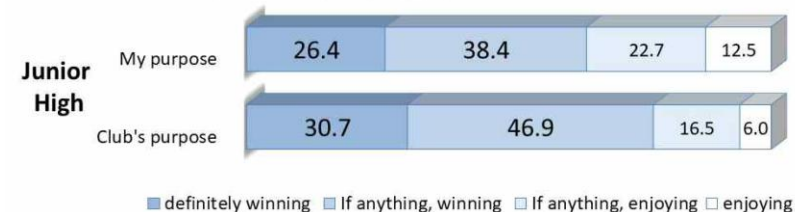
(Sasakawa Sports Foundation, 2017)

65 – 75% of student athletes are winning-oriented.

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Gap between Students and Clubs

"Purposes of playing sports in the club"



(Sasakawa Sports Foundation, 2017)

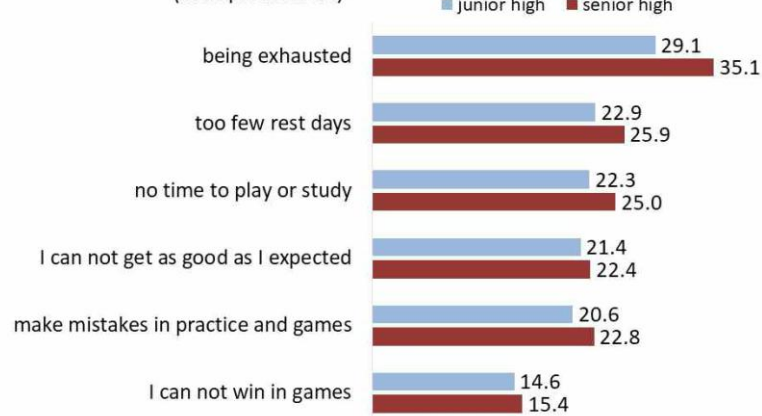
About 80% of school clubs are winning-oriented.

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Troubles and Dissatisfaction in Club Activity

Student Athletes' Troubles and Dissatisfaction

(Multiple answers)



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(Sasakawa Sports Foundation, 2017)

9

Club Activities with No Rest



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(Sasakawa Sports Foundation, 2017)

10

Insufficient Professional Instructors

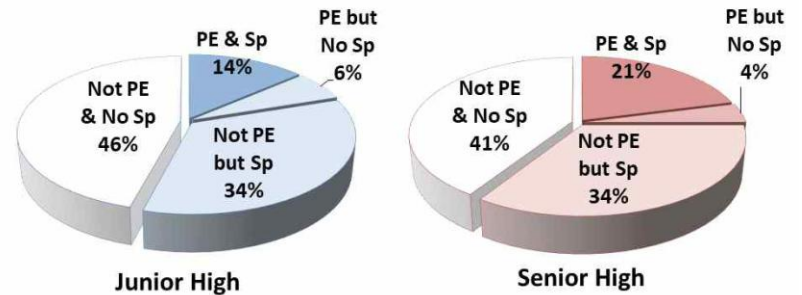
Teachers' professional subject at school and experience of the sports

PE & Sp: Physical Education Teacher with Special experience of the sports

PE but No Sp: Physical Education Teacher with No special experience of the sports

Not PE but Sp: Not PE Teacher with Special experience of the sports

Not PE & No Sp: Not PE Teacher with No special experience of the sports



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(Sasakawa Sports Foundation, 2017)

11

Guidelines for School Sport Club Activity by JSA

Major issues of the Guidelines for the way of the school sport club activity by Japan Sport Agency in 2018.

1. maintaining systems for appropriate administration
2. promoting rational, efficient and effective activities of school sports
3. setting appropriate rest days
4. maintaining sports environment on the basis of the needs of student athletes
5. reconsidering the positioning of sporting events for high school students



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(Japan Sport Agency, 2018)

12

JOC Elite Academy Program

- To improve Japan's performances in international competitions
- AJINOMOTO NATIONAL TRAINING CENTER as a model program
- JOC and sports associations
- Young athletes : over a period of six years from the first year of junior high school to the third year of senior high school
- Education:
 - development of the intellectual capacities and human qualities of athletes
 - collaboration with regional educational institutions; junior and senior high school

(Japanese Olympic Committee, 2018)



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JOC Elite Academy Program

- The year of 2017: 34 athletes
 - Wrestling(7), Table tennis(8), Fencing(4), Diving(4), Rifle shooting(5), Rowing (2), Archery(4)
- The end of the 2017 academic year
 - Seven athletes completed the program, and continue their career as athletes in college (6) and private company (1).
- The beginning of the 2018 academic year
 - 11 new athletes: Wrestling(4), Table tennis(1), Fencing(1), Diving(1), Rifle shooting(2), Rowing (2)

(Japanese Olympic Committee, 2018)



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14

JOC Career Academy Program

- The specific goals:
 - developing the skills to solve the career transition from the years of youth
 - developing the skills to support a career as instructors, parents and people involved in the development of athletes
 - constructing a support system for continuing a career and developing a new career after retirement

(Japanese Olympic Committee, 2018)



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JOC Career Academy Program

- Major projects:
 1. workshop projects for athletes, instructors and parents
 2. career counseling for athletes
 3. "Athnavi," employment support for continuing career opportunities
 4. support for employment and schooling after retirement

(Japanese Olympic Committee, 2018)



H. Matsuoka

16

High School Clubs and Japan's performances

Popular Sports Clubs & Medals in 2016 Summer Olympic Games

	Male		Female		Medals in 2016 Olympics
	Schools	Students	Schools	Students	
Athletics (T&F)	4,349	68,681	3,940	39,605	2
Basketball	4,452	94,433	3,903	58,778	0
Volleyball	2,798	46,712	3,956	60,333	0
Tennis	2,899	64,905	2,648	36,955	1
Soft Tennis	2,645	49,115	2,782	35,539	-
Soccer	4,093	165,977	623	10,951	0
Badminton	3,634	61,177	3,765	56,821	2
Baseball (Independent Federation)	3,989	161,573			-



(All Japan High School Athletic Federation, 2018)

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17

High School Clubs and Japan's performances

Other Japanese Medal Sports

	Male		Female		Medals in 2016 Olympics
	Schools	Students	Schools	Students	
Judo	2,103	15,861	1,172	4,070	12
Swimming	2,138	22,319	1,951	13,119	7
Wrestling	250	2,290	111	311	7
Gymnastics	345	2,285	445	2,909	3
Table Tennis	4,161	51,764	3,425	21,648	3
Canoe	117	1,203	92	462	1
Weightlifting	197	1,777	-	-	1(W)
Artistic Swimming	-	-	-	-	1



(All Japan High School Athletic Federation, 2018)

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Summary: Type of sport and development system in Japan

	School club type	Private club type	JOC project type
Main Sports	Baseball, Soccer, Basketball, Volleyball, Rugby, Athletics	Swimming, Judo, Gymnastics, Artistic Swimming, Tennis	Table tennis, Wrestling, Fencing, Diving, Rifle shooting
Under 12	Community clubs	Private clubs	Private clubs
Elite between 13 - 18	Private school's clubs (soccer: Pro clubs)	Private clubs	JOC academy program
Environment	- Sufficient coaches - Plenty facility in community and school	- Not many coaches - Need specific facility (unable to share)	- Limited coaches - Need specific equipment
Medal in Olympic Games, World Cup, etc.	Very difficult (pro and corporate teams available)	Possible	Possible



H. Matsuoka

19

Elite Sport Development through Community & School Based Sports

Geraldine Bernardo
(Salle University, Philippines)



**Elite Sport Development through
Community & School Based Sports**

Sacred Heart Seminary, Tacloban

Geraldine Bernardo, PTRP, MBM
DLSU / SportPhil



Scope

- Showcase various pathways of community sports
- Determine common characteristics and critical success factors
- Conclusion and Lessons learned



Since 2014

- School based club, initially
- Sport Offered: *Athletics, Arnis, Badminton, Basketball, Chess, Darts, Futsal, Karatedo, Sepak Takraw, Table Tennis, Volleyball*

Source: Jennifer Zamora (PE Teacher)

Dita Teachers Futsal Team- CHAMPION Dita Parents Futsal Team- 1st Place



DITA Futsalista Boys & Girls





With township **Captain Toti Dela Rosa** &
Coach Chris Thomas from U.K.



With USA Volleyball Coach Michelle Goodall



Sport 4 Community Volleyball Clinic with
Teachers & Players



Gift Giving with 50 families – organized by the Task Force for Youth Development, instead of the customary Christmas Party



Statistics

13,850,677.8 Filipinos

(Based on 15% of 92,337,852 Philippine population (2010 census))

People with disabilities are at risk for “secondary conditions,” preventable physical, mental, and social disorders resulting directly or indirectly from an initial disabling condition.

Source: Kaye HS, LaPlante MP, Carlson D, Wenger BL. Trends in Disability Rates in the United States, 1970–1994. San Francisco: University of California, San Francisco, Disability Statistics Rehabilitation Research and Training Center; 1996. Disability Statistics Abstract.



Philippine Accessible
Disability Services Inc.

PADS



JP MAUNES, Founder



Break the Silence
Project



Filipino Sign
Language



First Highschool for
the Hearing Impaired

[READ MORE](#)



Adaptive Dragon
Boat Team

[READ MORE](#)

Programs



Adaptive Sports
Program

[READ MORE](#)



PADS ADAPTIVE SPORTS PROGRAM

- For people with disabilities (PWDs) aged 8-64 and is independent in his or her activities of daily living (ADL's).
- Year-round adaptive sports, recreation, special events and social activities

→ Strengthening the integration of PWDs through Adaptive Sports and Recreational Rehabilitation



TAHANAN SPORTS LEAGUE

INSTILLING A LEGACY
THROUGH SPORTS

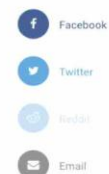
- Since 1970's
- Participants: Kids to Adults
- Sports Played: *Basketball, Kickball, Football, Table Tennis, Running, Softball*

Filipino PWD paddlers win gold in HK paradrugon boat race

Beating 6 other teams, the country's first-ever cross-disability dragon boat racing team wins the race with a speed of one minute and 43 seconds

Clyde Villanueva

Published 9:44 AM, June 10, 2017
Updated 9:45 AM, June 10, 2017



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WINNERS. Breaking barriers, the first Filipino cross-disability dragon boat racing team wins gold in the



Sports! More fun if we are
one
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 Barangay Chairman Foremy Marquez
 Councilor Diego Bernabe
 TBA - Board of Directors




KICKOFF PARTY
 April 14 (Saturday) • 8:00 PM- 11:00PM
 40 Lirio Street Tahanan Village Paranaque
 WEAR RED AND BRING FOOD TO SHARE
 RSVP: Martin Guzman 0917-846-8464

REDSKINS



<div>    </div>			
Page 1/3	DITA Club	PADS Inc.	TAHANAN Village
<i>Year Started</i>	2014	2004	1979
<i>Organization</i>	People-led	Non-Profit	Community
<i>Funding</i>	Government, Sponsors	Donations & Sponsors	Residents' dues & Sponsors
<i>Sports Played</i>	Mostly indoor & local sports	Adaptive Sports	Indoor & Outdoor Team Sports

<div>    </div>			
Page 3/3	DITA Club	PADS Inc.	TAHANAN Village
<i>Critical Success Factors</i>	Training trainers, parents	Private & public support	Family/ Community support
<i>Challenges</i>	Dependence on political support	Dependence on donations	Climate change, gadgets, volunteer fatigue

<div>    </div>			
Page 2/2	DITA Club	PADS Inc.	TAHANAN Village
<i>Value Proposition / Accomplishments</i>	- 50-50 boys & girls playing - community participation - community outreach	- Winning track record - branch to more adaptive sports	- Legacy - increased real estate value



Lessons Learned

- #SportsNeedSpace
- Create opportunities to play ex. Sporting events = supplement other community activities
- Encourage inclusive sports
- Training of trainers, encourage "Buy-in" by parents and the community
- Understand your value proposition

A Work and Designed Movementum from Physical Education



THANK YOU !
www.sportphil.com
@SportPhil_Mgmt



Yongin Cho
(Chung-Ang University, Korea)

A Work and Designed Movementum from Physical Education

Yongin, Cho Ph. D.
abcdcho@cau.ac.kr

Physical Education Laboratory of
Chung-Ang University

제기契機 てんき Turning point

Movementum (sustainable Momentum)

ex) serve as a momentum

; A decisive cause or opportunity to make something happen or change.
; An essential element that determines the process of movement, change, and development of things.



from <http://www.kinwills.com/building-momentum-network-marketing-business/>

Origin.

Momentum, Latin "movement, moment", from movere "to move"
movement (movement of time) → moment

Momentum, meaning of Dic.

1. the product of a object's mass and its velocity
2. driving power or strength
3. **the force that keeps an object moving or keeps an event developing after it has started**
4. **the force that makes a moving object keep moving**
5. technical the force or power that is contained in a moving object and is calculated by multiplying its weight by its speed
6. **the ability to keep increasing, developing, or being more successful**

Recommend.

Johnson, A. W., Stimpson, A. J., & Clark, T. K. (2012). Turning the tide: big plays and psychological momentum in the NFL. MIT Sloan Sports Analytics Conference 2012.
from <http://www.sloansportsanalyticsconference.com/wp-content/uploads/2012/02/25-Big-Plays-and-Psychological-Momentum-in-the-NFL.pdf>
Taylor & Demick, (1994). A multidimensional model of momentum in sports. *Journal of Applied Sport Psychology*, 6(1), 51-70.
Valerandi, R. J., Calavechis, P. G., & Pelletier, L. (1988). *Psychological Momentum and Performance Inferences: A Preliminary Test of the Antecedents-Consequences Psychological Momentum Model*. *Journal of Sport & Exercise Psychology*, 10(1), 92-108.

A Work of Art

Appreciation

鑑賞. An appreciation of an artist or performer or of their work is a speech or piece of writing in which they are discussed and assessed.

Impression

感想. Your impression of a person or thing is what you think they are like, usually after having seen or heard them. Your impression of a situation is what you think is going on.



from <http://news.joins.com/article/7650098>

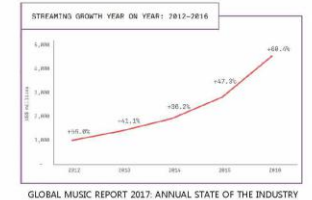
Seotaiji & Boys (1992)



Lee, J. S. (1954) White Bull.

https://en.wikipedia.org/wiki/Lee_Jung-seob

Music and fine art has a kinds of works like a song and picture.
And they are increasing the works as an art science with technologies.



A Work of Art

Appreciation and Impression in Sports



A moment of joy

How about the music and fine art?
Even though time goes by, we've could face masterpieces.
Physical education is already a masterpiece.



A Work, Extended Career and Sports Industry

Vision of vision

Application for school physical education is more complex.

Students are learning and enjoying with seeing in physical education.
Teachers are measuring and assessing with seeing from activities with students.



A Work, Extended Career and Sports Industry

Why are audition programs so popular?

The viewer can see all the processes reflected in the assessment and they participate directly in the evaluation.



Systematic measurement & evaluation make a designed momentum.

A Work & Designed Momentum

Why are audition programs so popular?

Park, Seunghee

Short-track speed skater > Long-track speed skater > Fashion Designer



Designed Momentum from Physical Education

Which measurement is the best for you?

Things that make us smart!

The measurements for understanding students like appreciation is the best.

Robert P. Crease written, "To Stephanie who can not measure.")

Recommend.
Crease, R. P. (2011). World in the Balance: The Historic Quest for an Absolute System of Measurement. W. W. Norton & Company

Designed Momentum from Physical Education

What it is seeing well



Trained Perspective Educated Systematic

720349656089226535931140790070
322302076958689027429003358787
11594322399842453308702668117
382319480046553364246202505406
711172160430997890121737608183
566145635519888049583302306057
748597703313240714467203496560
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A Work & Designed Momentum

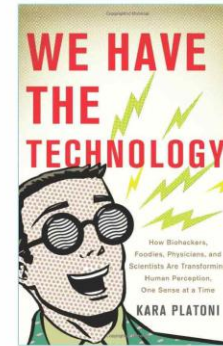


In the course of dealing with video and data about sports. Students use symbols, languages, and numbers more abundantly and richly. Students will experience new team sports with data.

The Data Science is a Team Sports.



A Work & Designed Momentum



"감각의 미래" (The Future of Sense)
PLATONI, K. (2011). We have the technology.
A cat can not feel sweet and sea lions can not taste.

Seeing in sports will make development of sports environment from shool physical education as a momentum.

Measuring in play with seeing



Korean Tight-rope walking

http://www.koreatimes.co.kr/www/news/culture/2016/06/320_113533.html

A Work & Designed Momentum

We may have dreamed the universe because human has seen the moon.

Give a Man a Fish, and You Feed Him for a Day. Teach a Man To Fish, and You Feed Him for a Lifetime
- Talmud -

Why are two eyes of human face to toward?

Question are the Answer_ Anthony Robbins

Response	Percentage
Good job	65%
Not a good job	35%

[illegible]

Response	Percentage
Yes	85%
No	15%

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Memo

Lined area for writing the memo, consisting of 20 horizontal lines.