

Volunteering: The Walkathon Report

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This article discusses volunteering and the benefits college students receive from it. It also briefly looks at MEXT's guidelines and recommendations to improve students "zest for life" through volunteering. Finally, the article discusses a Liberal Arts department's annual involvement in the Chubu Walkathon and International Charity Festival and the benefits the students who participate gain from this involvement.

What is the essence of life? To serve others and to do good."—Aristotle (384–322 BC).

The above quote is often cited by writers talking about volunteering and seems to espouse that helping others should be a basic principle of life.

Ohkagakuen student's volunteering at the annual Chubu Walkathon and International Charity Festival has provided them with valuable experiences and benefits that both helps them develop as people and helps others in the local community.

I. Volunteering

What is volunteering? One definition is doing actions of one's own free will without obligations or compensation. (Merriam-Webster, 2016). A simple definition could be helping others. Volunteering offers a wide range of benefits, not just for the people being served, but also for those doing the volunteering. This is especially true for college and university students. An Internet search of "benefits of volunteering for college students" reveals a wealth of webpages discussing this topic (approximately 1,200,000 hits). They range from university websites to educational associations to NPO/NGO's and blog writers. The titles of articles on the first two pages of the search include titles such as *Three Central Benefits of Volunteering as a College Student*; *5 Benefits of Performing Community Service in College*; and *6 Benefits of Volunteering in College*. The University of California - San Diego provided *Top 10 Reasons to Volunteer* and one web article had 12 reasons; *12 Reasons Community Service Should Be Required in Schools*.

There are many reasons to volunteer. Aside from such reasons as saving resources and strengthening your community, most of the articles included some form of these three reasons as benefits for college students to volunteer: 1. Build Your Network; 2. Strengthen

Your Resume, 3. Gain a Sense of Achievement. Also, for all people in general another reason to volunteer is 4. Enjoy Health Benefits.

1. Building Your Network

Volunteering is a great way to meet people. It can help students build both a professional network and also a social network of new friends. It is a great way to meet people in fields that students are interested in working in. Whatever job a student is looking for there is bound to be volunteer work where he or she can meet and talk to people working in that area.

It is also a great way to expand a social network. Volunteer activities often attract a wide range of people. Students can meet people that otherwise may be difficult for them to meet. For example, students can meet older individuals or people with no connections to their school. One never knows when this might help them in the future.

2. Strengthening Your Resume

As one online article (“5 Benefits of Performing Community Service in College,” 2016) says “Volunteering looks great to employers and shows an employer that the student cares about their community.” Volunteering can also be like an unpaid internship. Employers may not want to pay an untrained student to work for them, but they may allow a student to work for them for free. In this way students can get valuable experience that may help them find a job in the future. The Internet site Scholarships.com (2016) says that employers like seeing that you volunteer your time and are able to manage your time well enough to take on an unpaid position. Volunteering can also show an employer that a student is able to work well in groups, which is something they often look for when hiring new employees.

3. Gaining a Sense of Achievement

Volunteering makes you feel good. It helps the community and people in need. It can be very rewarding for a student as they see that they can make a difference in people lives. The website Online college.org (“12 Reasons Community Service Should Be Required in Schools,” 2012) says that students who work within their community learn that they can be responsible for making great things happen. This helps build their sense of responsibility and a sense of pride when they see that what they’ve done is actually helping others.

Volunteering can also help students improve their skills. Learning new skills can help student succeed. Students often pay a lot of money for their schooling. Instead of paying more, student can learn valuable skills through volunteering. Students can choose a volunteer activity that requires skills that they wish to gain or improve and get “on the job training” in a fun and low-pressure setting. If a student is shy, he or she can choose a volunteer activity that requires speaking in front of others. If a student is disorganized, they can choose an activity where others are depending on them to organize and lead the group. Although at first this can be uncomfortable and frightening, soon student can gain confidence in their own ability and feel a sense of achievement in helping both their community and individuals.

4. Enjoying Health Benefits

Studies show that people who help others are happier people. Students can become happier through volunteering, as well as, learning new skills that help them to succeed.

The University of California - San Diego (“Top 10 Reasons to Volunteer,” 2016) webpage tells us that volunteering provides physical and mental rewards.

- “Reduces stress: Experts report that when you focus on someone other than yourself, it interrupts usual tension-producing patterns.
- Makes you healthier: Moods and emotions, like optimism, joy, and control over one’s fate, strengthen the immune system.”

Additionally a report from the U.S. government Office of Research and Policy Development, Corporation for National and Community Service (“The Health Benefits of Volunteering: A Review of Recent Research,” 2007) has shown a strong relationship between volunteering and people’s health. The report says that studies “consistently demonstrate that there is a significant relationship between volunteering and good health; when individuals volunteer, they not only help their community but also experience better health in later years” “People who volunteer have lower mortality rates, greater functional ability, and lower rates of depression later in life than those who do not volunteer.”

While these reports focus on the benefits for older individuals, it is reasonable to expect that younger individuals, college students, also receive a health benefit.

These reasons focus on areas important to students and their future and should be enough motivation for most students to volunteer. It is certainly enough to get many universities to offer volunteer opportunities to their students.

A quick search of some of the highest rated universities’ web pages (“The World University Rankings,” 2016) shows a plethora of opportunities these universities provide for their students to volunteer. California Institute of Technology (Caltech), last years top rated world university, has a dedicated webpage to volunteering listing developed guidelines and requirements for students to do volunteer activities. This shows the importance they place on volunteerism and their dedication to it. The chart below shows some of the top rated universities in the world’s volunteer opportunities.

University	Current volunteer opportunities
2. Oxford University*	Tutoring and working with young people in local schools, growing food, off campus volunteering with local and community charities, pro bono legal assistance, etc.
3. Stanford University*	Tutoring, student support and exchange student support, Arts Center volunteer and visitor services, health care staff volunteer, volunteering off campus and internationally—Africa and Asia, etc.
4. Cambridge University*	Information coordinator, interpreter, festival worker, events planner, museum guide, etc.

5. Massachusetts Institute of Technology (MIT)**	Volunteer at various hospitals including the Children's hospital, helping school children, volunteering for disabled advocacy groups, working for world peace, etc.
6. Harvard University*	Guides and interpreters, help others prepare for U.S. Citizenship tests, helping homeless, helping with student health care, tutoring programs and children reading programs, etc.

*dedicated webpage **Facebook page for public service

II. Japan's Ministry of Education, Culture, Sports, Science and Technology's guidelines

Japan's Ministry of Education, Culture, Sports, Science and Technology (MEXT) has embraced the idea that volunteering is good for students in the area of education and sports. They feel that volunteering and community interaction needs to be supported by education to counter some of the harmful effects of an isolated life in this modern age. A search of the MEXT website shows a basis for this reasoning. In the Ministry's *Basic Plan for the Promotion of Education, Chapter 1, article (1) Current Status of Education in Japan and the Challenges of the Future* they say:

People's sense of value and lifestyle will be further diversified. Because communication through the internet or mobile phones will further increase, it will become necessary to address their harmful effects. On the other hand, people tend to be more dedicated to society or *community building through volunteering*, etc. and new styles of social participation will emerge and expand. (emphasis added)

In the Ministry's *Basic Plan for the Promotion of Education, Chapter 1, article (2) Development of people's basic strengths to lead lives of independent citizens and members of society, through ability building on the basis of respect for individuality*, they also expand on this idea:

One of the major challenges that Japanese society will face in the future is to recover bonds between people and reconstruct communities. It is necessary to put greater emphasis on the mission of education to develop the ability of individuals to *participate in society voluntarily*, support other people and fulfill their respective responsibilities as members of society. (emphasis added)

A further search of the MEXT website reveals several references and guideline to promote volunteering. In the Ministry's *Basic Plan for the Promotion of Education, Chapter 3, Measures to be implemented comprehensively and systematically for the next five years, article (2) Mission of Education*:

◇ Promoting programs to give hands-on experience and reading activities

In order to foster respect for life, care for nature, consideration of others, sociability and social awareness of children, the government encourages all elementary, junior high and high schools nationwide to respectively introduce diverse hands-on experience programs

including nature activities, camp programs, workplace experience, *volunteering activities*, and cultural and art activities, and promote those programs in cooperation with relevant ministries of the government. (emphasis added)

MEXT goes further in *The Revisions of the Courses of Study for Elementary and Secondary Schools*; *Elementary and Secondary Education Bureau*; *Ministry of Education, Culture, Sports, Science and Technology* (MEXT). The Principles behind the Courses of Study are stated to be a “zest for life”.

(3) Main points of revision in educational content

<p>Enhancement of cultural/traditional education</p> <ul style="list-style-type: none"> ○ To enhance the learning of proverbs, Japanese/Chinese classics, and oral reading/recitation (Japanese) ○ To enhance the learning of history (hunter-gatherer lifestyle and country formation; emphasis on modern history, etc.), religion, cultural heritage (national and world treasures, etc.) (Social Studies) ○ To emphasize the abacus, Japanese musical instruments, choir, art culture, and the handling of Japanese clothing (Arithmetic, Music, Art, Technical skill/Household) ○ Martial arts as compulsory (Middle school Health/PE) ○ To add lessons on local culture & traditions to Integrated Lessons curriculum (Primary)
<p>Enhancement of moral education</p> <ul style="list-style-type: none"> ○ Focused teaching based on developmental stage (Don't do what isn't right, follow rules (Primary), Participate in formation of society, etc. (Middle school)) ○ To promote experiential activities (Primary / Middle) ○ To inspire young pupils through the use of biographical and nature-oriented teaching materials (Primary / Middle) ○ To enhance leadership through the use of teachers that promote moral education (Primary / Middle) ○ Each high school should make its comprehensive plans of moral education.
<p>Enhancement of activities for experience</p> <ul style="list-style-type: none"> ○ To promote providing rich experiences for students such as overnight school trips, experiential learning activities in nature, experiential workplace activities, volunteer work, based on developmental stages of the students, etc. (Special Activities, etc.) ○ A long term internship program at work places should be included in the curriculum in vocational education. (High school)

Enhancement of activities for experience

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And in *MEXT JAPAN Vision 2020—Intensive Discussion on a Future Vision of Japan* they again discussed “zest for life” and ways to “promote volunteer hands-on experiences”

1. Developing social competencies for survival

(1) Primary measures for elementary and secondary school students

- Achievement Target 1: Solid cultivation of a zest for life
- Achievement indicators

1. Increase in awareness of oneself and relationships with others and society
Increase in the percentage of students who participate in *volunteer activities* in their local communities (emphasis added)

(4) Measures to be promoted in each life stage

Concrete measures for the next five years

Basic Measure 11: Promotion of learning as a means to solve current social issues.

11-2. Promotion of various experiential activities and reading activities

At schools and centers for children and youth, through cooperation with related administrative organizations and private bodies, various experiential activities that specifically target youth, such as experiences with nature and social experiences *including volunteer activities* and international exchanges, will be promoted. (emphasis added)

4. Building bonds and establishing vibrant communities

Achievement Target 8: Establishment of vibrant communities through support and cooperation

1. Improving the level of participation in resident communities
- Increasing the percentage of students who participate in community events (emphasis added)

MEXT has clearly indicated that they think volunteering is necessary for students to develop into good citizens and that community involvement by students is important. They have placed some of the responsibility to make this happen on education. They have clearly indicated that they want school to educate students about community service to enhance their “zest for life” and provide opportunities for students to participate in volunteer activities as part of school curriculums.

III. The Chubu Walkathon and International Charity Festival



In keeping with MEXT’s desire to promote community involvement and a “zest for life”, this department offers a chance for students from this campus to annually take part as volunteers in an international community event. The Chubu Walkathon and International Charity Festival (Walkathon) is an annual charity event held in May each year and organized by the international community to help the Chubu area by raising money for local charities and NPO/NGO. The Walkathon is organized by the American Chamber of Commerce Japan (ACCI) and Nagoya International School (NIS). It supports over 25 different charities in the Chubu area as well as having supported other causes in Japan such as the Eastern Japan Disaster Relief fund (Walkathon, 2014) after the Tohoku earthquake and tsunami. However as the Walkathon webpage states “While the main objective of the Chubu Walkathon is to raise money for local charities we would also like to emphasize that it is a very fun and exciting day for the entire family. The Walkathon has something for everyone ... of all ages!”

The Chubu Walkathon truly is an international festival. The Walkathon has live music








and entertainment, kid's activities and lot of international and local foods as well as providing an opportunity for people to learn more about local charities and organizations.

For our students, the walkathon provides a chance to interact with both the local community and the international community. Not just Americans, but individuals from all over the world living in Chubu volunteer and attend this event. The event provides an excellent opportunity for students to interact with these people in a fun and productive way, as everyone is working for a common goal. Our students also have an opportunity to interact with children and families extensively. As many of our students have an interest in teaching children or having children of their own some day, they value this opportunity. The Walkathon provides students with the opportunity to experience many different things at one event—international contact, contact with children and families, contact with disabled individuals and those with less opportunity than themselves and most of all, an opportunity to do something for others and their community.

The Walkathon started in 1991 and is over 25 years old. Over the years it has changed significantly and has grown greatly in size and scope. The walkathon venue has changed over the years to accommodate these changes. The Walkathon started at Central Park in Sakae. It then moved to Meijo Park and then to Tsuruma Park. Finally, it moved to its present location of Morikoro Park.

Over the last eight years in which this department (SLADE) has participated, the Walkathon event has continued to grow and Ohkagakuen contribution has grown along with the Walkathon. The chart details those changes starting with 2010, the first year SLADE joined the Chubu walkathon.



Logo	Year	Location	People Attending	Money Raised	Charities Helped	Ohka students	Ohka ¥ Raised	% of total
	2010	Tsuruma park	2,500 people	¥7,000,000	28 charities	14 students	¥50,900	.007%
	2011 (20 th)	Moricoro Park	3,000 people	¥12,700,000	27 charities	102 students	¥210,000	.016%
	2012	Moricoro Park	3,000 people	¥9,000,000	29 charities	60 students	¥138,000	.015%
	2013	Moricoro Park	2,500 people	¥7,700,000	28 charities	70 students	¥211,300	.03%
	2014	Moricoro Park	2,500 people	¥7,000,000	26 charities	73 students	¥189,000	.027%
	2015	Moricoro Park	2,000 people	¥8,000,000	25 charities	74 students	¥156,000	.02%
	2016 (25 th)	Moricoro Park	4,000 people	¥20,000,000	29 charities	42 students	¥155,000	.008%

Information collected from the Chubu Walkathon website <http://en.chubuwalkathon.com/> and other sources

1. The Walkathon process at Ohkagakuen

Organizing the Walkathon begins in April each year. This process has evolved over the years and currently it is as follows. The Walkathon schedule is announced during orientation week to all students in the department. The first year students are given a power point and video explanation to help them understand the Walkathon and its purpose. First year students are strongly encouraged by the department to participate in the Walkathon. During the middle of April a leaders meeting is held. This meeting is for second and third year students who want to be Game Leaders during the Walkathon. Also, two students are chosen to be the Big Leaders of the Walkathon. The students are organized in a triangle struc-



ture, with the Big Leaders on top, then the game leaders and finally all other students who participate in the Walkathon. The teacher helping to organize the event starts the walkathon process in orientation week and acts as a liaison between other departments, the university administration and the Walkathon organizers. He also acts as an advisor to the big leaders and game leaders making sure everything goes smoothly. Check lists have been created for each leader to simplify the process. Over the last few years other departments have joined the walkathon as well. Students from these departments are also given a presentation, which explains the purpose of the walkathon and what volunteering there entails.

2. Big Leaders

Big Leaders are 3rd year students who have been game leaders in the previous year. The Big Leaders' role has changes over time and they have gradually taken on more responsibility as the Walkathon process has become better organized. Big Leaders are responsible for organizing and leading Walkathon meetings, communicating times and schedules to Game Leaders and buying prizes.

Big Leaders' check list

Walkathon Big Leader's checklist

Leaders meeting

1. Make a line group to communicate with Game Leaders in leaders meeting

General meeting

2. Prepare for 1st general meeting
 - a. Prepare volunteer list for 1st, 2nd, 3rd year members to sign-up
 - b. Prepare game members lists
 - i. Divide students into games (mix 1st, 2nd and 3rd year students)
 - c. Explain about making signs
 - d. Tell meeting time and place for Walkathon day

Before Walkathon

3. When Walkathon tickets arrive, set up meeting time with Leslie and contact Game Leaders
4. Buy snacks and supplies (¥25,000 get money from Donovan)
 - a. Use cash (money) to buy the snacks. No Credit cards or members cards
 - b. Get receipts for everything you buy
 - c. Bring snacks and supplies to school—DO NOT OPEN SNACK PACKAGES—Everything must be checked by office staff, bring it to school early.
 - d. Give receipts to Donovan
5. Give Game Leaders any new information
6. Sell adult tickets to all SLADE teachers
7. Find people to ride to the Walkathon with Masa on Walkathon Sunday morning and tell Masa (max 3 students)
8. Tell Game Leaders to have their games and signs in the SLADE common room by the Friday before the Walkathon
9. Prepare everything in the common room. (put it all together in one place and put a sign on it "Walkathon—Do Not Touch")

Walkathon day

1. Bring all things to the Walkathon with Masa (or make sure the students who ride with Masa bring everything)
2. Organize game locations

3. Divide snacks
4. At the end, collect and count tickets—give to Donovan
5. Clean up—throw signs and other garbage away
6. Ride back with Sai-san (or make sure all game materials get back into car)

After Walkathon

1. Clean up SLADE common room. Make sure everything is put in the Walkathon box
2. Contact Game Leaders and tell day, time and place of the Walkathon reflection meeting

The big leaders' job is important as they have primary responsibility for organizing Ohkagakuen's participation in the event. The students have a chance to develop their organizational and communication skill to a degree they may not have needed before. We have had many very good Big Leaders in the past who have done an excellent job. This can be seen in the success of our part of the Walkathon each year. After the Walkathon is finished, a review meeting is held a week later and members fill out comment sheets. In this way, we can make sure that any problems that we had can be addressed and that the Walkathon process can be improved for the next year. We want the students to get the most benefit they can from the event while still having a great time. In this way, they will want to volunteer for the next Walkathon and other volunteer activities our department offers.

Comments from past Big Leaders include:

- Too busy. (2013)
- We should have a general leaders meeting with the last year's leaders (2013)
- We need to plan more for the meetings in advance (2014)
- We have nothing to do on the Walkathon day (2014)
- We should plan earlier and let students know the schedule earlier (2015)
- We need to make line groups or contact groups (2015)
- No big problems. It was fun (2016)
- We should buy baby snacks next year. (2016)



From these comments and other similar comments we have consistently made the process simpler, more efficient and easier for our Big Leaders to handle.

3. Game Leaders

Game Leaders also have many jobs to do in planning and preparing games for the Walkathon. At the Walkathon, SLADE usually operates five games in the kid's area. The kid's area is a round gymnasium at Morikoro Park. Over the years that SLADE has participated in the Walkathon, there have been anywhere from eight to fifteen groups running activities in the kid's area. These activities have included hockey, bingo, wood beads, soft tennis, face

painting, ping pong, sing-a-longs, and balloon animals. Some years space can be difficult to come by. Fortunately as SADE has consistently participated in the kid's area over the last seven years, the Walkathon Kid's Area Coordinator is happy to give us as much space as they can to do our games. These games have included bowling, ring toss, Frisbee hoops, Frisbee strike out, fishing, treasure hunt and marbling. Game Leaders are selected and put into five pairs at the Walkathon leaders meeting. The pairs then choose the game they will be responsible for. Five game teams are created in the first general Walkathon meeting. The Game Leaders and their teams are responsible for planning and preparing the games for the Walkathon. A sample Game Leader's check sheet follows:

Game Leader's checklist

In Leaders' meeting

1. Make a line group (or other) to communicate with Walkathon Big Leaders.

In General meeting

1. Make a line group (or other) to communicate with 1st, 2nd, 3rd year game group members.
2. Discuss how and when to meet and make games and signs.

Before Walkathon

1. Make games (if necessary).
2. Make signs for game.
 - a. Signs must be bilingual—English and Japanese.
 - b. Signs should tell game rules and cost of game.
 - c. Signs should be nice, fun, colorful and eye catching.
3. Make schedule for members to work on Walkathon day.
4. Get student and adult Walkathon tickets from Leslie.
5. Give Walkathon tickets to game group members.
6. Collect extra tickets and money back from game group members.
7. Give extra tickets and money back to Leslie by the Friday before the Walkathon.
8. Put games and signs in the SLADE common room by Friday before the Walkathon.
9. Make sure Big Leaders know what game materials and signs to bring for your game.

On Walkathon day

1. Set up your game.
2. Get snacks from Big Leaders.
3. Keep careful count of the game tickets.
4. At the end, count the game tickets and give them to Donovan or Big Leaders.
5. Clean up—throw signs and other garbage away.

After Walkathon

1. Clean up SLADE common room. Make sure everything is put in the Walkathon box.
2. Come to Walkathon reflection meeting.

The work to plan and prepare a game can be extensive depending on the game. Game Leaders also have a chance to develop their organizational and communication skills. Game Leaders are also asked to give feedback at the review meeting. Past Game Leaders' improvement comments for their games include:

- We should buy more snacks or change prize rules. (2012)
- We need to start preparing earlier. (2012)
- We need to think of how to attract more children. (2013)
- We should improve our game quality. (2013)

- We need to prepare better signs. (2014)
- Our game location was not good. We should think more for next year. (2014)
- Don't separate groups for games 2nd year and 3rd year. We need mixed groups. (2015)
- All students have to work at games not just freshman. (2015)
- We need to use more space in the gym, too many games in the gym. (2016)
- Fishing was too popular and we didn't have time to rest. We need more members. (2016)

The comments reflect some of the problems that we had that year and are helpful for improvement. A fuller picture of Ohkagakuen's contribution to the Walkathon in this chart:

Year	2010	2011	2012	2103	2014	2015	2016
Total student	14 st.	102 st.	60 st.	70 st.	73 st.	74 st.	42 st.
SLADE		35 st.		56 st.	43 st.	59 st.	30 st.
DEC/ Genkyo				14 st.	30 st.	15 st.	12 st.
Ohka High		67 st.					
Teachers	3	4	4	6	7	6	9
Total income ¥	¥50,900	¥210,500	¥138,000	¥211,300	¥189,500	¥156,500	¥155,000
Total tickets	¥43,000	¥148,000	¥85,000	¥135,000	¥117,000	¥91,000	¥74,000
SLADE					¥81,000	¥72,000	¥56,000
DEC/ Genkyo					¥36,000	¥19,000	¥18,000
Games income	¥7,900	¥62,500	¥53,000	¥77,300	¥72,500	¥65,500	¥81,000
Frisbee hoop			¥14,200	¥16,000	¥8,700	¥10,200	¥8,200
Ring toss				¥14,800	¥16,600	¥14,300	¥15,800
Fishing		information not available	¥14,400	¥18,600	¥16,600	¥21,000	¥23,900
Strike out		information not available	¥14,600	¥11,400	¥13,300	¥9,600	¥23,800
Bowling for snacks	¥5,200	information not available			¥17,300	¥10,400	¥9,300
Treasure hunt		information not available	¥9,800	¥15,500			
Marbling	¥2,700						
Snacks ¥	¥4,608	¥14,266	¥20,000	¥20,000	¥30,000	¥25,000	¥30,000
Comments	too few	too few	too few	too few	too much	close	too much

In the Walkathon reflection meeting, students are also asked to make general comments on the walkathon. This is to check that they are satisfied with their involvement in the walkathon and that they are having fun.

These comments include:

- It was fun! We enjoyed meeting many kids. (2012)
- The children were very cute. It is a good memory. Everyone enjoyed it! (2012)
- We enjoyed the walkathon. We could eat many different foods. (2013)
- It was good to make money for charity. I want to join next year too. (2013)
- It was fun. We need lots of power to play with children. (2014)
- Our profit was down, but we enjoyed our game and children. (2014)
- Visitors enjoyed our game and we enjoyed the visitors. (2015)
- Our group was good and fast so it was fun. Kids were cute. (2015)
- Many, many foreign people came to our game. It was fun. (2016)
- There were lots of events and food so we enjoyed. (2016)

IV. Conclusion

In all, the Chubu Walkathon has been a very useful event for our students. They have gained valuable experience and have helped many people. Students should be able to use participating in the Walkathon to strengthen their resumes as the Walkathon is well known among businesses in the Chubu area. Both foreign and local business leaders contribute both time and money to this charity cause. Students have had a chance to develop their skills by volunteering for the walkathon. From 1st year students to the Big Leaders, students have to do many different activities requiring a variety of skills. For many of the students this is the first time to volunteer and to be responsible for this kind of activity. Their success in developing and improving their organizational and communication skills can be seen by the success Ohkagakuen has had each year at the Walkathon. Although the numbers of students joining the event varies every year, those who have joined have always had a good time. They have the satisfaction of seeing the happy faces of the children who are having fun playing the games they created and knowing that the money they have raised is helping people in need in the Chubu area. This activity is also in keeping with MEXT guidelines by giving students a chance for local community involvement as well as providing a opportunity for students to interact with the international community. We hope that it is improving their 'zest for life'.



Tsuruma Park in 2010



Ohkagakuen high school students in 2011



Preparing strike-out in 2012



Dressed as local characters in 2013



Fishing game in 2014



Hoop game in 2015

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