

Coeducation and Separate Training for Men and Women in Physical Education

1. Motivation behind Research Paper

I conducted research on why coeducation and training for men and women in physical education was a separate issue. Through this global exploration, I learned about the issues of gender discrimination and investigated its current status. From our research, we found that gender bias plays a major role in the current discrimination against women in Japan. Gender bias is a term used to describe discrimination and prejudice based on cultural gender differences. In the home, there is a strong belief that men work and women are at home, and even in dual-earner couples, wives spend more than four hours a day on housework, childcare, and care, while husbands spend only 30 minutes on housework, childcare, etc. In fact, I myself lived my life without feeling any discomfort because it was normal for my mother to do the housework and my father to go to work. Through these investigations, I have come to believe that cultural differences are involved in the creation of gender discrimination, which may be influenced by our age-old custom of dividing our sexes. Therefore, I thought that the most memorable situation in which men and women were divided in my immediate surroundings was in physical education class. Since women are at a physical disadvantage compared to men, it is appropriate to have separate competitions for men and women in the Olympics and other events. However, by having separate competitions for men and women, records are compared, and some people believe that women are inferior to men because of the

difference. I wondered if women are socially discriminated against because of this derived comparative consciousness. In my middle school P.E. classes, the boys and girls were separated by gender and followed the teacher's decisions to support the sport, but only during dodgeball class were the boys and girls mixed. The rule of dodgeball did not favour the boys, so the balls were divided into one for boys and one for girls. Thanks to this rule, both girls and boys enjoyed playing dodgeball. However, while watching this dodgeball game, I noticed that while most of the boys were participating in dodgeball and throwing the ball to each other, many of the girls were not participating in dodgeball as much. Most of these children did not participate because they were afraid of the boys' ball, because they could not throw well, or because the other students would do it for them, and one of them suggested that the boys and girls be separated. The fact that some girls actively participated in dodgeball while others did not indicates that there are differences in physical fitness and athletic ability among the girls, and that some prefer mixed-gender classes while others do not. This means that different individuals have different abilities not only between the sexes, but also within girls and boys. In the past, physical education activities have been largely lumped together based on differences in physical ability between men and women, but this makes it difficult to develop individual athletic ability, and some people do not enjoy physical education. Then, we wondered if we could create a physical education system that would allow all students to enjoy sports equally and efficiently improve their athletic performance, and we began to explore coeducation and separate training for men and women.

2. Introduction

I looked into whether there is any reason why physical education should be a separate subject. First, I asked the question, "Why do men and women study separately in physical education?" In order to get the opinions of those around me, I conducted a survey of the students who listened to my presentation during the first Inquiry Week, in which I gave individual research presentations in my Global Inquiry class, asking them if they thought that boys and girls should study together or separately. As a result, the most common response to this question was the opinion that the training should be divided into co-training and separate training depending on the discipline. Adding to that answer, one of the disadvantages of coeducation is "There is a difference in physical and physical fitness. I worry about injuries. We take care of each other."

Article 2 of the Basic Law for a Gender-Equal Society defines "a society in which men and women, as equal members of society, are ensured opportunities to participate in activities in all areas of society of their own volition, in which men and women can equally benefit politically, economically, socially, and culturally, and in which they should both assume responsibilities. It also states that the main objective is "for men and women to respect each other's human rights, share responsibilities, and fully demonstrate their individuality and abilities regardless of gender.

3. Results and Analysis

I have learned that we must promote coeducation of both men and women in the future, as stated in the basic principles in the Basic Law for a Gender-Equal Society. In other words, the current situation in which the transition to coeducation has not been made is in violation of the basic principles of a gender-equal

society. And since there are many people who actively believe that we should transition to coeducation, I thought that if we carry out activities to transition to coeducation in the future, we can make our physical education classes better than they are now. For this reason, we thought we should consider what we can do to improve the disadvantageous aspects I mentioned earlier and to ensure that all students have equal access to classes.

Based on these results, I thought that the training should be divided into coed and separate training for men and women depending on the discipline. In order to achieve the goals of the joint classes, it is necessary to make rules and organise groups in consideration of differences in physical strength and abilities. Therefore, we will try to figure out how we can better conduct co-curricular classes. In physical education, how are men and women divided? As mentioned earlier in the disadvantages of coeducation, physical ability and physical strength are often the main factors that separate men and women in physical education. For example, during an endurance run, a longer distance is set for boys and a shorter distance for girls, etc. However, as mentioned in the beginning, there are differences in athletic ability among individual girls. Until now, girls and boys have been working on endurance running, aiming for the average number of girls and boys, respectively, but there are many boys who run slower than the average number of girls, and conversely, many girls who can run faster than the average number of boys. Differences were observed in endurance running, such as encouraging boys to work harder and girls to take it easy. We thought that the image of boys being able to do this had somehow taken hold, that they should be fast, and that this was the way to encourage them.

To solve these problems, my group thought that goals should be set according to one's own ability, such as competing against one's own time. I believe that setting one's own goals will make it easier to improve one's personal abilities. There will be more boys than girls with faster times, but if you look at the results on an individual basis, the results will vary for each gender.

In order to allow both men and women to enjoy themselves together in dance and other competitions where differences in athletic ability are not so relevant, it would be good to divide them into mixed gender groups. Although it was anticipated that in some events, the teachers' instruction would be more focused on one gender or the other, which could lead to a lack of mutual relationships, the benefits were that "the ability to recognize and understand others will be developed. A sense of independence is born. A sense of competition is fostered. The advantages, however, included "the ability to recognize and understand others," and "the development of a competitive spirit. I thought that by making it a co-ed class, mutual relationships between men and women could be deepened and an environment could be created where students could work seriously with each other.

4. Conclusion and Future Problems

So far, the boys and girls have been teaching with the goal of surpassing the boys' and girls' average records, respectively. However, instead of dividing them by gender, we thought that they could enjoy the sport more by setting goals for each individual by considering differences in physique and strength, skills, and experience as each person's unique characteristics. By setting goals for each individual, there is certainly a difference in endurance running ability between men and women if the averages are averaged out for each gender. Some of the boys may be slower than

the average girl and not very good at running, and even some of the girls may be trying their best to run faster than the average boy. Depending on the teacher's approach, the teacher may not be able to stimulate the motivation of the female students who need more development, or may give the boys who are not very good at the subject the feeling that they are not good enough to be beaten by the girls.

I thought it was important to determine whether co-taught classes or separate classes would be easier for students to achieve their goals, and to be flexible in the use of different class formats. Regarding joint events, I thought it would be a good idea to introduce group work to solve the problem of differences in physical strength and ability. By equalising the abilities among the groups, a sense of competition could be fostered, and both groups could improve their physical strength and abilities. Also, since the work is done in groups, we can teach each other and communicate with various groups. We thought this would improve our relationships with others because we would be able to get to know and accept each other. And as coeducation takes root, I believe that the way we interact with sports will change in the future. I think that by conducting the training, instead of thinking of gender, disability, and differences in skills as boundaries that originally exist, we can learn in a situation where those boundaries are taken for granted as something that does not exist.

5. Reflection

I would have never questioned it if not for this global exploration because I thought gender-segregated studies were the norm. To be honest, I thought it was inevitable to separate the activities of men and women because there is an inevitable power gap between men and women. In fact, girls were often divided in their

occupations and daily lives because they were inferior to boys in terms of physical strength and athletic ability. However, through this exploration, I have come to believe that even this kind of thing, which I had continued to believe was inevitable, may actually be possible for us.

Through this global exploration, I have learned that it is important to research and learn about the current issues and background. Then, based on this exploration that I had done on my own, I thought that I needed to take action to convey the advantages of coeducation by actively participating in coeducation myself and encouraging teachers to cooperate with me in introducing group work. From now on, I would like to develop the ability to take action so that I can spread more of what I have researched and learned.

6. Work Cited

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