

## Section 9 Physical Education

### I. OVERALL OBJECTIVES

To help pupils — through proper exercise experience and understanding of health and safety, and by considering physical and mental aspects in an integrated manner — develop basic qualities and the abilities to participate in enjoyable physical activity throughout their lives, maintain and improve their health and fitness and cultivate an appropriate attitude towards leading a pleasant and happy life.

### II. OBJECTIVES AND CONTENT FOR EACH GRADE

[Grade 1 and Grade 2]

#### 1. Objectives

- (1) To enable pupils to enjoy various activities by devising simple rules and activities, to acquire fundamental movement and to develop their physical fitness.
- (2) To enable pupils to be friendly to everybody and to have a positive attitude toward physical activity, while paying attention to health and safety.

#### 2. Content

##### A. Physical Fitness

- (1) To enable pupils to enjoy the fun and comfort of moving bodies and to acquire fundamental movements by doing the following exercises:
  - a. Exercises for releasing the body and mind, including light exercises and rhythmic exercises to lead to an awareness of changes in the body and mind, to adjust one's physical condition, and to communicate with peer in each other.
  - b. Exercises to create various movements, including keeping body balance, locomotor skills and manipulating equipment.
- (2) To enable pupils to actively engage in exercises while observing rules in a friendly manner, and to pay attention to the safe use of place.
- (3) To enable pupils to devise simple exercises for physical fitness.

##### B. Play with apparatus and equipment

- (1) To enable pupils to acquire the relevant motor skills by enjoying

the following activities:

- a. Play with fixed facilities, including climbing up/down, pulling up, hopping and jumping down movements.
- b. Play on mats, including rolling in different directions, balancing and rolling the body supported by hands.
- c. Play with horizontal bars, including moving up and down, hanging from the bar and simple rolling.
- d. Play with vaulting box, including jumping on/down, stepping on and jumping over with hands.

- (2) To enable pupils to actively engage in activities while observing rules in a friendly manner, and to pay attention to the safe use of place.
- (3) To enable pupils to devise simple activities using apparatus and equipment.

#### C. Play with Running and Jumping

- (1) To enable pupils to acquire the relevant motor skills by enjoying the following activities:
  - a. Play with Running, including running in different directions and running over low obstacles.
  - b. Play with Jumping, including jumping forward and upward and jumping in succession.
- (2) To enable pupils to actively engage in activities while observing rules in a friendly manner, to accept victory and loss and to pay attention to the safe use of place.
- (3) To enable pupils to devise simple activities for running and jumping.

#### D. Playing in water

- (1) To enable pupils to acquire the relevant motor skills by enjoying the following activities:
  - a. Playing to become familiar with water, including getting in the pool and moving in the water.
  - b. Playing with floating and diving, including floating, opening one's eyes and exhaling in water.
- (2) To enable pupils to actively engage in activities while doing in a manner, to observe swimming rules, and to pay attention to safety.
- (3) To enable pupils to devise simple activities in the water.

### E. Games

- (1) To enable pupils to acquire the relevant motor skills by enjoying the following activities:
  - a. Ball games, including games involving hitting a target and offensive/defensive transition with simple on the ball skills and off the ball movements.
  - b. Tag game, including escaping, chasing, and gaining/protecting territory within a fixed area.
- (2) To enable pupils to actively engage in activities while observing rules in a friendly manner, to accept victory and loss and to pay attention to the safe use of place.
- (3) To enable pupils to devise simple rules and decide on offensive formation.

### F. Expression and Rhythm Play

- (1) To enable pupils to dance by expressing a material and dancing to a rhythm by enjoying the following activities:
  - a. Expressive play, including dancing with the whole body by exploring the characteristics of object to mimic.
  - b. Rhythm play, including dancing to a jaunty rhythm.
- (2) To enable pupils to actively engage in activities, to dance with anyone in a friendly manner, and to pay attention to the safe use of place.
- (3) To enable pupils to devise simple dances.

### 3. Handling the Content

- (1) With regard to “A: Physical Fitness” of the Content, it should be taught over a period of two grades.
- (2) With regard to item (1)-b in “F. Expression and Rhythm Plays” of the Content, it can be taught including simple folk dance.
- (3) In accordance with the circumstances of the school and its local community, some activities may be added, including traditional play involving songs and movements and outdoor activities.
- (4) With regard to each of the Content in the different areas, pupils should be taught that movement and health are closely related.

[Grade 3 and Grade 4]

### 1. Objectives

- (1) To enable pupils to enjoy various activities by devising activities, to acquire fundamental movement and motor skills, and to develop physical fitness.
- (2) To enable pupils to develop an attitude of cooperation and fairness, and of making an effort to continue physical activity until the last moment, while paying attention to health and safety.
- (3) To enable pupils understand about a healthy life and physical growth and development, and to develop the qualities and abilities for leading healthy and safe everyday lives.

## 2. Content

### A. Physical Fitness

- (1) To enable pupils to enjoy the fun and comfort of moving bodies and to acquire fundamental movements by doing the following exercises:
  - a. Exercises for releasing the body and mind, including light exercises and rhythmic exercises to lead to an awareness of changes in the body and mind, to adjust one's physical condition, and to communicate with peer in each other.
  - b. Exercises to create various movements, including keeping balance, locomotor skills and manipulating equipments, and combinations of these.
- (2) To enable pupils to actively engage in exercises while observing rules in a friendly manner and to pay attention to the safe use of place and equipment.
- (3) To enable pupils to devise exercises for physical fitness.

### B. Apparatus Gymnastics

- (1) To feel the fun and pleasure of the following activities and to enable pupils to acquire the relevant motor skills:
  - a. Mat activities, including basic turning skills and handstands skills.
  - b. Horizontal bar activities, including basic mounting skills, hip circle skills, and jumping off skills.
  - c. Vaulting box activities, including basic handspring vaults.
- (2) To enable pupils to actively engage in activities while observing rules in a friendly manner, and to pay attention to the safe use of place, apparatus and equipment.

- (3) To enable pupils to determine their own tasks according to their ability, and to devise activities to acquire relevant skills.

#### C. Running and Jumping

- (1) To enable to acquire the relevant motor skills by enjoying the following activities:
  - a. Running and relay races, to run well.
  - b. Small hurdle races, to clear small hurdles well.
  - c. Long jump, to jump with a short run-up.
  - d. High jump, to jump with a short run- up.
- (2) To enable pupils to actively engage in activities while observing rules in a friendly manner, to accept victory and loss and to pay attention to the safe use of place and equipment.
- (3) To enable pupils to determine their own tasks according to their ability, and to devise activities and competitions to acquire relevant movements.

#### D. Floating and Swimming

- (1) To enable pupils to acquire the relevant motor skills by enjoying the following activities:
  - a. Floating activities, including various forms of floating and extending bodies
  - b. Swimming activities, including kicks and strokes using flotation boards and basic swimming while breathing.
- (2) To enable pupils to actively engage in activities while doing in a manner, to observe swimming rules and to pay attention to safety.
- (3) To enable pupils to determine their own tasks according to their ability, and to devise activities to acquire relevant movements.

#### E. Games

- (1) To enable pupils to acquire the relevant motor skills by enjoying the following activities:
  - a. Invasion games, including easy modified transition with basic on the ball skills and off the ball movements.
  - b. Net/wall type games, including easy modified transition with basic involving continuing rallies and passing balls
  - c. Striking/fielding type games, including easy modified transition with basic involving such movements as kicking, hitting, catching and throwing.

- (2) To enable pupils to actively engage in activities while observing rules in a friendly manner, to accept victory and loss and to pay attention to the safe use of place and equipment.
- (3) To enable pupils to devise rules, and to make simple operations in accordance with the type of game.

#### F. Expressive Activity

- (1) To feel the fun and pleasure of the following activities and to enable pupils to dance by expressing the image what they feel like to express and by dancing the characteristics of rhythm:
  - a. Expressive, including dancing with combining and repeating contrastive movements phrase by exploring the main characters in familiar living idea.
  - b. Rhythm dances, including dancing with the whole body to a jaunty rhythm.
- (2) To enable pupils to actively engage in activities, to practice and make them perform with anyone in a friendly, and to pay attention to the safe use of place.
- (3) To enable pupils to determine their own tasks according to their ability, and to devise practice and performances.

#### G. Health

- (1) To help pupils recognize the importance of health and to have an understanding of the healthy way of life.
  - a. Healthy conditions, such as sound mental and physical conditions, are related to the factors of the host itself and those of the surrounding environment.
  - b. In order to lead a healthy life, it is necessary to maintain personal hygiene in addition to a well-balanced lifestyle in terms of diet, exercise, rest and sleep.
  - c. It is necessary to maintain a good living environment, including having appropriate lighting and ventilation, in order to lead a healthy life.
- (2) To help pupils understand the growth and development of the body:
  - a. The body changes with age. There are individual differences in the growth and development of the body.
  - b. When in puberty, the body undergoes changes in its figure and gradually shapes into an adult form, with the start of the

menstrual period and the first ejaculation. Young people develop an interest in the opposite sex.

- c. In order to promote the growth and development of the body, it is necessary to have a well-balanced diet, appropriate exercise, rest, and sleep.

### 3. Handling the Content

- (1) With regard to in “A: Physical Fitness” of the Content, it should be taught over a period of two grades.
- (2) With regard to item (1) in “F: Expressive Activity” of the Content, folk dance may be added to the program in accordance with the circumstances of the school and its local community.
- (3) With regard to in “G: Health” of the Content, item (1) should be taught in Grade 3 and item (2) in Grade 4.
- (4) With regard to item (1) in “G: Health” of the Content, it should be touched upon that various activities, such as health checkups and school lunch programs, are undertaken at schools.
- (5) With regard to item (2) in “G: Health” of the Content, it should be touched upon that it is necessary for pupils to be aware of the differences in the growth and development of children and to positively accept such differences.

[Grade 5 and Grade 6]

### 1. Objectives

- (1) To enable pupils to feel the fun and pleasure of doing various activities by devising activities, to acquire basic motor skills in accordance with the different characteristics of sports, and to improve physical fitness.
- (2) To enable pupils to develop an attitude of cooperation and fairness, and of making an effort to the best of their ability, while paying attention to health and safety.
- (3) To enable pupils understand about mental health, prevention of injuries and =disease, and to develop qualities and abilities necessary for leading a healthy and safe life.

### 2. Content

#### A. Physical Fitness

- (1) To enable pupils to feel the fun and comfort of moving bodies, and to improve their physical fitness by doing the following exercises:

- a. Exercises for releasing body and mind, including light exercises and rhythmic exercises to lead to an awareness of the relationship between the body and mind, to adjust one's physical conditions, and to communicate with peer in each other.
  - b. Exercises to improve physical fitness, including those which improve flexibility and coordination and improve the ability of dynamic and continuous movement, in accordance with objectives.
- (2) To enable pupils to actively engage in exercises, while helping each other, and to pay attention to the safe use of place and equipment.
  - (3) To enable pupils to devise ways of exercises in accordance with the condition of the body and physical fitness.

#### B. Apparatus Gymnastics

- (1) To feel the fun and pleasure of the following activities and to enable pupils to acquire the relevant motor skills:
  - a. Mat activities, including basic turning skills and handstand skills in a stable motion, the development of such skills, and repetition and combination of them.
  - b. Horizontal bar activities, including basic mounting skills, hip circle skills, and jumping off skills in a stable motion, development of such skills, and repetition and combination of them.
  - c. Vaulting box activities, including the basic handspring vaults in a stable motion, and development of such skill.
- (2) To enable pupils to actively engage in activities while observing rules and helping each other, and to pay attention to the safe use of place, apparatus and equipment.
- (3) To enable pupils to devise ways of completing tasks and to combining skills, in accordance with their ability.

#### C. Track and Field

- (1) To feel the fun and pleasure of the following activities and to enable pupils to acquire the relevant motor skills:
  - a. Short-distance races and relay races, to run at full speed for a fixed distance.
  - b. Hurdle races, to clear hurdles rhythmically.
  - c. Running long jump, to jump with a rhythmically run-up.



d. Running high jump, to jump with a rhythmically run-up.

- (2) To enable pupils to actively engage in activities while observing rules and helping each other, and to pay attention to the safe use of place and equipment.
- (3) To enable pupils to devise ways of completing tasks and challenging records and competitions, in accordance with their ability.

#### D. Swimming

- (1) To feel the fun and pleasure of the following activities and to enable pupils to acquire the relevant motor skills:
  - a. Crawl, to swim continuously over a long-distance
  - b. Breaststroke, to swim continuously over a long-distance.
- (2) To enable pupils to actively engage in activities while helping each other, to observe swimming rules and to pay attention to safety.
- (3) To enable pupils to devise ways of completing tasks and challenging records, in accordance with their ability.

#### E. Ball Games

- (1) To feel the fun and pleasure of the following activities and to enable pupils to acquire the relevant motor skills:
  - a. In invasion games, including offensive and defensive plays in modified transition with on the ball skills and off the ball movements.
  - b. In net/wall type games, including offensive and defensive plays in modified transition through coordinated team attack and defense.
  - c. In striking/fielding games, including offensive and defensive plays in modified transition through attacks of hitting the ball and defense formation.
- (2) To enable pupils to actively engage in activities while observing rules and helping each other and to pay attention to the safe use of place and equipment.
- (3) To enable pupils to devise rules and make operations in accordance with the characteristics of the team.

#### F. Expressive Activity

- (1) To feel the fun and pleasure the following activities and to enable pupils to dance by expressing the image what they feel like to express and by dancing the characteristics of dance:

- a. Expression, including dancing with improvisation and making a simple sequence by exploring the image what they feel like expressing from various ideas.
  - b. Folk dance, including dancing to the music with simple steps postures and movements by learning the characteristics of the dance.
- (2) To enable pupils to actively engage in activities, to practice and perform by appreciating each other's good points and helping each other, and to pay attention to the safe use of place.
  - (3) To enable pupils to devise ways of practice and performance towards completing tasks of their own and those of the group.

#### G. Health

- (1) To help pupils understand mental development and to cope with worry and anxiety.
  - a. The mind develops with age through various life experiences.
  - b. The body and mind influence each other.
  - c. There are various ways to cope with worry and anxiety, such as consulting adults and/or friends, playing with friends, doing exercise.
- (2) To help pupils understand about injury prevention and first aid.
  - a. It is necessary to note the risks around them, act safely with accurate judgment and to develop a safe environment, in order to prevent injuries caused by traffic accidents or risks in the living environment.
  - b. First aid must be applied immediately.
- (3) To help pupils understand about prevention of disease.
  - a. Causes of disease include pathogens, and factors related to the body's immunity, lifestyle, environment, and combinations of these factors.
  - b. To prevent diseases caused by pathogens, it is necessary to prevent pathogens from entering the body, and to enhance the body's immunity.
  - c. To prevent diseases caused by lifestyle factors, it is necessary to develop a healthy lifestyle through precautions, such as a well-balanced diet and dental-health maintenance.
  - d. Behaviors such as smoking, drinking, and drug abuse are

harmful to health.

e. Various health-related activities take place in the community.

### 3. Handling the Content

- (1) With regard to in “A: Physical Fitness” of the Content, it should be taught over a period of two grades. Also, with respect to item (1)-b in “A: Physical Fitness” of the Content, instructions should emphasize improving flexibility and coordination.
- (2) With regard to item (1) in “D: Swimming” of the Content, an in-water start should be taught. Also, the backstroke may be added to program in accordance with the conditions of the school.
- (3) With respect to item (1) in “E: Ball Games” of the Content, basketball and soccer will be chosen for (1)-a, soft-volleyball for (1)-b, and softball for (4) c. However, teachers can replace them with handball or other ball games in accordance with their respective type. Moreover, (1)-c can be omitted in accordance with the conditions of the school.
- (5) With regard to item (1) in “F: Expressive Activity” of the Content, rhythmic dance may be added to program in accordance with the circumstances of the school and its local community.
- (6) With regard to “G: Health” of the Content, items (1) and (2) should be taught in Grade 5 and (3) should be taught in Grade 6.
- (7) With regard to item (1)-a in “A: Physical Fitness,” and item (1)-c in “G: Health” of the Content need to be taught in coordination with each other.
- (8) With regard to drugs in item (3)-d in “G: Health” of the Content, emphasis should be placed on the effects of organic solvents on the body and mind. Also, it is necessary to touch upon stimulants and other related drugs.

## III. SYLLABUS DESIGN AND HANDLING THE CONTENT

1. In designing the syllabus, consideration should be given to the following:

- (1) It is necessary to consider the circumstances of the school and its local community, to give instruction appropriate for the pupils’ experience of movement and sport and skill level, and to help pupils take the initiative to solve problems in activities.
- (2) Care should be taken so as not to devote excessive school hours to the teaching of any portion of the Content.

- (3) About 8 school hours should be allocated to “G: Health” of 2. Content, during the two years of Grade 3 and Grade 4, and about 16 school hours should be allocated to “G: Health” of 2. Content, during the two years of Grade 5 and Grade 6.
  - (4) With respect to S “G: Health” of 2. Content, for Grade 3 and Grade 4, and “G: Health” of 2. Content, for Grade 5 and Grade 6 (hereinafter referred to as “Health”), classes should be offered in a cluster of hours at an appropriate time, so as to increase the effectiveness of teaching.
  - (5) Based on the objectives of moral education listed in Subsections I-2 of Chapter 1 “General Provisions” and in Subsection I of Chapter 3 “Moral Education”, instructions concerning the content listed in Subsection II of Chapter 3 “Moral Education” should be given appropriately. The instructions should be in accordance with the characteristics of physical education and should be related to the period for moral education.
2. In the handling of the content listed in Subsection II, consideration should be given to the following:
- (1) With regard to item (1)-a in “A: Physical Fitness,” it is necessary to give instruction in each areas of each grades to make use of the intents of this item.
  - (2) Teaching of “D: Playing in Water,” “D: Floating and Swimming” and “D: Swimming” may be omitted if it is difficult to provide appropriate swimming facilities; however, swimming rules must be taught.
  - (3) In order to acquire ways of actions, such as gathering together, forming lines and shortening and lengthening the line, and to enable pupils to act as an efficient and safe group, instruction should be given appropriately in each area (excluding “Health”) of every grade, including “A: Physical Fitness.”
  - (4) Snow games, games on ice, skiing, skating and playing on the beach in natural surroundings should be actively taught in accordance with the circumstances of the school and its local community.
  - (5) Consideration should be given to instruction on diet, exercise, rest, and sleep among the Content concerning “Health,” based on the perspective of dietary education and linked to the development of a healthy lifestyle. At the same time, related instruction should also be given in the teaching of the Content listed under each heading of Grades 3 and higher, excluding “Health,” as well as in the teaching of the school lunch

programs.

- (6) When teaching "Health," teaching methods should be devised by incorporating learning activities that make pupils use the knowledge they have acquired.