

Section 7. Health and Physical

I. OVERALL OBJECTIVES

With physical education and health education perspectives and approaches and through finding problems and learning process for its logical solution, aim to develop the following competencies for capturing the mind and body as one, maintaining and promoting health of the body and mind as well as realizing an enriched sports life throughout one's life.

- (1) Help student understand the skills according to characteristics of various physical activities as well as health and safety in personal life, and acquiring basic skills.
- (2) Foster student's abilities to find one's own as well as others' problems regarding physical activities and health, thinking as well as making judgements towards logical solution, and to communicate them with others.
- (3) Cultivating student's attitude of being familiarized with physical activities, maintaining and promoting health as well as improving physical fitness throughout one's life, and of living a positive and rich life.

II. OBJECTIVES AND CONTENT FOR EACH GRADE

[Physical Education Field First and Second Grades]

1. Objectives

- (1) Help student understand the necessity of physical activity and physical fitness as well as acquire basic skills to enable savoring the fun and enjoyment of physical activity and practicing physical activity richly, through the logical practice of physical activity.
- (2) Foster student's abilities to find one's own tasks regarding physical activity, think and make judgement toward their logical solution, and communicate one's own as well as peers' thoughts to others.
- (3) Cultivating student's attitude of engaging in a fair manner, cooperating with one another, fulfilling one's own role, and appreciating the differences in each individual, being mindful of health and safety, and of doing one's best in physical activities, through competing and cooperating experiences in physical activities.

2. Contents

A Physical activity for Physical Fitness

To provide instruction so that students acquire the following items regarding

physical activity for physical fitness.

- (1) Help students savoring the fun and comfort of physical activity, understand the method and significance of physical activity for physical fitness and so on, and acquiring as well as combining physical activities suited to the purpose, through the following physical activities.
 - A In physical activity for releasing the body and mind, doing light physical activities, awaring the relationship between body and mind, and communicating actively with peers.
 - B In physical activity for improving quality of body movement, doing as well as combining physical activities to improve body flexibility, coordination, muscular strength, and muscular endurance , in accordance with the aim.
- (2) Finding one's own tasks, devising ways of engaging in physical activities towards their logical solution, and communicating one's own as well as peers' thoughts to others.
- (3) Actively engaging in physical activities, supporting the learning of peers, appreciating movements in according with individual differences, participating discussion and paying attention to health and safety.

B Apparatus gymnastics

To provide instruction so that students acquire the following items regarding apparatus gymnastics.

- (1) Help student savoring the fun and enjoyment of achieving skills, understand the characteristics and history of apparatus gymnastics, the names of skills and how to perform them, and the physical fitness components that would be expected to be improved in engaging in the physical activities and so on, and improving the performance of skills.
 - A In mat exercises, performing basic turning skills and fitness skills smoothly, performing skills under varying conditions or advanced skills e, and combining them.
 - B In horizontal bar exercises, performing basic skills performed in support and hanging, skills under varying conditions or advanced skills, and combining them.
 - C In balance beam exercises, performing basic gymnastic and balance skills smoothly, doing skills under varying conditions or advanced skills, and combining them.

D In vaulting box exercises, performing basic skills in the rotating direction switching technique group and in the rotating technique group smoothly, and performing skills under varying conditions or advanced skills.

- (2) Finding one's own tasks such as skills, devising ways of engaging in physical activity towards their logical solution, and communicating one's own thoughts to others.
- (3) Actively engaging in physical activities, appreciating good performance, supporting the learning of peers, appreciating tasks and challenges in according with individual differences, and pay attention to health and safety.

C Track and Field

To provide instruction so that students acquire the following items regarding track and field.

- (1) Help student savoring the fun and enjoyment of competition and improvement of records, understand the characteristics and history of track and field, the names of techniques and how to perform them, and the physical fitness components expected to be improved in engaging in the physical activities and so on, and acquire basic movements and efficient movements.

A In sprinting and relay, running quickly with smooth movements and matching timing to pass the baton, and in long-distance running, running while keeping a pace.

In hurdling, running over hurdles smoothly from a rhythmical run.

B In running long jump, jumping by quick take-off from high speed run-up, and in running high jump, powerful take-off with a big movement from a rhythmical run-up.

- (2) Finding one's own tasks is such as movement, devising ways of engaging in physical activity towards their logical solution, and communicating one's own thoughts to others.
- (3) Actively engaging in physical activities, accepting victory and defeat, keeping rules and manners, fulfilling the accepted own role, appreciating tasks and challenges in according with individual differences, and paying attention to health and safety.

D Swimming

To provide instruction so that students acquire the following items regarding swimming.

- (1) Help student savoring the fun and enjoyment of competition and improvement of records, understand the characteristics and history of swimming, the names of techniques and how to perform them, and the physical fitness components expected to be improved in engaging in the physical activities and so on, and acquire swimming styles.
 - A In doing the crawl, swimming fast while maintaining balance of movements of the hands and feet as well as breath.
 - B In doing breaststroke, swimming long distance while maintaining balance of movements of the hands and feet as well as breath.
 - C In doing back stroke, swimming while maintaining balance of movements of the hands and feet as well as breath.
 - D In doing the butterfly, swimming while maintaining balance of movements of the hands and feet as well as breath.
- (2) Finding one's own tasks such as swimming styles, devising ways of engaging in physical activity towards their logical solution, and communicating one's own thoughts to others.
- (3) Actively engaging in swimming, accepting victory and defeat, keeping rules and manners, appreciating tasks and challenges in according with individual differences, and paying attention to health and safety such as keeping manners for preventing accidents in swimming.

E. Ball Games

To provide instruction so that students acquire the following items regarding ball games.

- (1) Help student savoring the fun and enjoyment of competing for victory and defeat, understand the characteristics and history of ball games, the names of techniques and how to perform them, and the physical fitness components expected to be improved in engaging in the physical activities and so on, and playing games with basic skills and movements cooperated with peers.
 - A In invasion games, doing offence and defense in space in front of the goal in using on-the-ball-skills and off-the-ball-movement such as running into spaces.
 - B In net/wall games, doing offence and defense of open spaces in using on-the-ball-skill with ball or equipment and off-the-ball-movement, such as returning to a base position.

C In striking/fielding games, doing offence and defense with on-the-ball-skills with bat and off the ball-movement such as base-running in offence and off-the-ball-movement with ball and defense in base position.

- (2) Finding one's own tasks in offence and defense, devising ways of engaging in physical activity towards their logical solution, and communicating one's own as well as peers' thoughts to others.
- (3) Actively engaging in ball games, keeping fair play, honor fair play, participating in discussions about game plan, appreciate play in according with individual differences, supporting peer's learning , pay attention to health and safety.

F. Budo

To provide instruction so that students acquire the following items regarding Budo.

- (1) Help student savor the fun and enjoyment of achieving skills, understand the characteristics and history as well as traditional mindset of budo, names of skills and how to perform them, and the physical fitness components expected to be improved in engaging in the physical activities and so on, and engaging in simple offence and defense using basic movements and basic skills.

A In judo, engaging in simple offence and defense such as throwing and pinning, using basic movements and basic skills according to the movements of the opponent.

B In kendo, engaging in simple offence and defense such as hitting and receiving, using basic movements and basic skills according to the movements of the opponent.

C In sumo, engaging in simple offence and defense such as pushing and forcing, using basic movements and basic skills according to the movements of the opponent.

- (2) Finding one's own tasks such as offence and defense, devising ways of engaging in physical activity towards their logical solution, and communicating one's own thoughts to others.
- (3) Actively engaging in Budo, respecting the opponent, keeping the way of traditional behavior, fulfilling the accepted own role, appreciating tasks and challenges in according with individual differences, and paying attention to health and safety such as no to use prohibited skills.

G. Dance

To provide instruction so that students acquire the following items regarding dance.

- (1) Help student savoring the fun and enjoyment of dancing with emotion and dancing together with others, understand the characteristics and history of dance as well as methods of expression, and the physical fitness components expected to be improved in engaging in the physical activities and so on, expressing the image and interacting through dance.
 - A In creative dance, dancing in capturing an image to express from diverse themes, expressing it improvisationally in changing movements, and making it in a set of expression with various movements.
 - B In folk dancing, capturing the characteristics of Japanese folk dances and dances of foreign countries, and dancing to music with characteristic steps and movements.
 - C In contemporary rhythmic dance, capturing the characteristics of rhythms, combining movements with changes, and dancing with one's whole body to a rhythm.
- (2) Finding one's own tasks such as expression, devising ways of engaging in physical activity towards their logical solution, and communicating one's own as well as peers' thoughts to others.
- (3) Actively engaging in dance, supporting peer's learning, participate in discussions such as interaction, appreciating expression and roles in accordance with individual differences, and paying attention to health and safety.

H. Theory of Physical Education

- (1) To provide instruction so that students acquire the following items regarding the diversity of physical activities and sport through activities which aim to find and solve tasks.
 - A Understanding the diversity of physical activities and sport.
 - (A) Physical activities and sport were created and developed from the necessity of physical activity and maintaining health, as well as the enjoyment of competing and achieving tasks.
 - (B) There are diverse ways to be involved in physical activity and sport, such as doing, seeing, supporting, and knowing.
 - (C) It is important to find and devise diverse ways of enjoyment suited to oneself depending on the generation and opportunity, in order to enjoy physical activity and sport throughout one's life

- B Regarding the diversity of physical activity and sport, finding one's own tasks, thinking and making decision towards their better solution, and communicating them to others.
 - C Actively engaging in learning regarding the diversity of physical activity and sport.
- (2) To provide instruction so that students acquire the following items regarding the significance and effects of physical activity and sport as well as ways of learning them and doing them safely.
- A Understanding the significance and effects of physical activity and sport as well as ways of learning them and doing them safely.
 - (A) Physical activity and sport can have the effect of maintaining physical development as well as its functions, improvement of physical fitness, a psychological effect such as obtaining confidence and stress relief, and enhancing one's sociability such as building a consensus regarding rules and manners, and building appropriate personal relationships.
 - (B) In physical activity and sport there are specific techniques, and in learning these, there is a certain method to logically solve tasks in physical activity and sport.
 - (C) When engaging in physical activity and sport, it is necessary to be mindful of health and safety, such as selecting physical activities based on their characteristics and purpose, as well as one's stage of development and health condition.
 - B Regarding the meaning and effects of physical activity and sport as well as ways of learning and doing them safely, finding one's own tasks, thinking as well as making judgements towards their better solution, and communicating them to others.
 - C Actively engaging in learning regarding the meaning and effects of physical activity and sport as well as ways of learning them and doing them safely.

[Physical Education Field Third Grade]

1.Objectives

- (1) Help student understand the necessity of physical activities and physical fitness and acquire basic skills to enable to savor the fun and enjoyment of physical activity and practicing physical activity richly throughout one's life through the logical practice of physical activity.

- (2) Foster student's abilities to find one's own as well as peers' tasks regarding physical activity, think and make judgement toward logical solution, communicate one's own as well as peers' thoughts to others.
- (3) Cultivating student's attitude of to engaging in a fair manner, cooperating with one another, fulfilling one's own responsibility, participating, and valuing the differences in each individual, securing health and safety, and familiarizing with physical activity throughout one's life, through competing and cooperating experiences in physical activities.

2. Contents

A Physical activity for Physical Fitness

To provide instruction so that students acquire the following items regarding physical activity for physical fitness.

- (1) Help student savoring the enjoyment and comfort of physical activity, understand the significance of continuous participation in physical activity, the structure of the body, and principles of physical activity and so on, and making appropriate physical activity program for achieving objective and engaging in it for maintaining and promoting health as well as improving physical fitness.
 - A In physical activity for releasing the body and mind, doing light physical activity, aware that the mind and body affect each other and changing interdependently and the condition of the body and mind, and communicating with peers independently.
 - B In the physical activity program to be utilized in real life, making appropriate physical activity program for maintaining and improving health and well-balanced physical fitness according to the objective and engaging in it.
 - (2) Finding one's own as well as peers' tasks, devising ways of engaging in physical activity towards their logical solution, and communicating one's own as well as peers' thoughts to others.
 - (3) Engaging in physical activity independently, supporting one another, valuing movements in accordance with individual differences, contributing to discussions, and securing health and safety.

B Apparatus gymnastics

To provide instruction so that students acquire the following items regarding apparatus gymnastics.

- (1) Help student savoring the fun and enjoyment of achieving skills, understand the names of skills and how to perform them, methods of for physical activity, observation, and how to improve physical fitness and so on, and performing with skills suited to oneself.

A In mat exercises, performing basic turning skills and basic finesse skills smoothly and steadily, performing skills under varying conditions or advanced skills, and composing as well as performing them.

B In horizontal bar exercises, performing basic skills performed in support and hanging smoothly and steadily, performing skills under varying conditions or advanced skills, and composing as well as performing them.

C In balance beam exercises, performing basic gymnastic and balance skills smoothly and steadily, performing skills under varying conditions or advanced skills, and composing as well as performing them.

D In vaulting box exercises, performing basic skills in the rotating direction switching technique group smoothly and steadily, and performing skills under varying conditions or advanced skills.

- (2) Finding one's own as well as peers' tasks such as skills, devising ways of engaging in physical activity towards their logical solution, and communicating one's thoughts to others.

- (3) Engaging in apparatus gymnastics independently, praising good performance, supporting one another, valuing tasks and challenges in according with individual differences, and securing health and safety.

C Track and field

To provide instruction so that students acquire the following items regarding track and field.

- (1) Help student savoring the fun and enjoyment of competition and improvement of records, understand the names of techniques and how to perform them, how to improve physical fitness, and methods for physical activity observation, and acquire special skills in each discipline.

A In sprinting and relay, running fast in smooth transition into intermediate running phase in sprint and increasing speed of next runner sufficiently by passing the baton in relay, in long-distance running, running while keeping a pace suitable for oneself, and in hurdling, jumping over the hurdles in a low position from running while maintaining a speed.

B In running long jump, jumping with powerful take-off from high speed run-up, and in running high jump, jumping with powerful take-off and with smooth movement in the air from a rhythmical run-up.

- (2) Finding one's own tasks as well as peers' tasks such as movement, devising ways of engaging in physical activity towards their logical solution, and communicating one's thoughts to others.
- (3) Engaging in track and field independently, accepting victory and defeat, accepting victory and defeat with a calm mind, and valuing rules and manners, accomplish own responsibility, valuing tasks and challenges in according with individual differences, and securing health and safety.

D Swimming

To provide instruction so that students acquire the following items regarding swimming.

- (1) Help student savoring the fun and enjoyment of competition and improvement of records, understand the names of techniques and how to perform, how to improve physical fitness, and methods for physical activity observation, and swimming efficiently.

A In doing the crawl, swimming long-distance and swimming fast in a stable pace, while maintaining balance of movements of the hands and feet as well as breath.

B In doing breaststroke, swimming long-distance and swimming fast in a stable pace, while maintaining balance of movements of the hands and feet as well as breath.

C In doing back stroke, swimming in a stable pace while maintaining balance of movements of the hands and feet as well as breath.

D In doing the butterfly, swimming in a stable pace while maintaining balance of movements of the hands and feet as well as breath.

E Swimming in multiple swimming styles or doing relays.

- (2) Finding one's own tasks issues as well as peers' tasks such as swimming style, devising ways of engaging in physical activity towards their logical solution, and communicating one's thoughts to others.
- (3) Engaging in swimming independently, accepting victory and defeat with a calm mind, valuing rules and manners, accomplish own responsibility, valuing tasks and challenges in according with individual differences, keeping manners for

preventing accidents in swimming and securing health and safety.

E Ball Games

- (1) Help student, savoring the fun and enjoyment of competing for victory and defeat, understand the names of techniques, how to perform them, how to improve physical fitness, and methods for physical activity observation, and playing a game using skills according to the game plan and cooperating with peers.
 - A In invasion games, doing offence from penetration into the space in front of the goal with stable on-the-ball-skills and off-the-ball-movements to create space and defense against it.
 - B In net/wall games, doing offence and defense of open spaces in using on-the-ball-skills based on assigned role and stable manipulation with equipment and cooperation with teammates.
 - C In striking/fielding games, doing offense with stable on-the-ball-skills with bat and off-the-ball-movements in base running and defense with on-the-ball-skills and off-the-ball-movements in cooperating with teammates.
- (2) Finding one's own as well as the team's tasks such as offence and defense, devising ways of engaging in physical activity towards their logical solution, and communicating one's own as well as peers' thoughts to others.
- (3) Engaging in ball games independently, valuing fair play, contributing to discussion on game plan, valuing playing in according with individual differences, supporting one another, and secure health and safety.

G. Dance

To provide instruction so that students acquire the following items regarding dance.

- (1) Help student, savoring the fun and enjoyment of dancing with emotion and dancing freely together with others, understand the names and terms of dance, characteristics of dance and methods of expression, methods of interacting and presenting, methods for physical activity observation, ways to improve physical fitness, , and interacting as well as presenting through expression and dance which adds depth to an image.
 - A In creative dance, capturing an image appropriate for the theme which one wishes to express, improvisational expressing improvisationally and making changes through slow and rapid as well as stressed and un-stressed movements and ways of using space, and combining these into an easy work,

both individually and in groups.

- B In folk dancing, capturing the characteristics of dances from Japanese folk dances and dances of foreign countries, and dancing to music with specific steps, movements, and the way of holding.
 - C In contemporary rhythmic dance, capturing the characteristics of rhythms, adding variations and combination, and dancing with one's whole body to a rhythm.
- (2) Finding one's own as well as peers' tasks/issues such as expression, devising ways of engaging in physical activity towards logical solution, and communicating one's own as well as peers' thoughts to others.
 - (3) Engaging in dance independently, supporting and teaching one another, contributing to discussion on essay work and presentation, valuing expression and roles in accordance with individual differences, and secure health and safety.

H. Theory of Physical Education

- (1) To provide instruction so that students acquire the following items regarding the meaning of sport as culture, through activities which aim to find and solve tasks. A Understanding the meaning of sport as culture.
 - (A) Sports is important for leading a cultural life and living better.
 - (B) International sport international competitions, the Olympics games and the Paralympics games play a major role in international goodwill and world peace.
 - (C) Sport link people beyond differences in ethnicity, country, race, gender, and disability.
- B Regarding the meaning of sport as culture, finding one's own tasks, thinking and making judgements towards their better solution, and communicating them to others.
- C Engaging in learning regarding the cultural meaning of sport independently.

[Handling the contents]

- (1) Each domain in the contents should be taught as follows.
 - A In the first and second grades, all students should take "A Physical activity for Physical Fitness" to "H theory of Physical Education". In doing so, "A Physical activity for Physical Fitness" and "H theory of Physical Education" should be taken over two school grades.

B In the third grade, all students should take “Physical activity for Physical Fitness” to “H theory of Physical Education”. One or more of “B apparatus gymnastics”, “C track and field”, “D swimming”, and “G dance”, and one or more of “E ball games” and “F Budo ”should be elected.

(2) Contents from “A Physical activity for Physical Fitness ” to “H theory of Physical Education” should be taught as follows.

A A of (1) of “A Physical activity for Physical Fitness ”, could be taught in relation with domain from “B apparatus gymnastics” to “G dance”, and also with content in Health filed such as mental health . In first and second grades, the physical activity in B of (1) of “A Physical activity for Physical Fitness”, it could be taught with a focus on physical activity for improving muscular endurance, but should be mindful to improve balanced physical fitness. In doing so, trying to devise the way of physical activity such as exercising ingenuity such as matching physical activity exercising to music. In the third grade, devising teaching methods such as taking examples of physical activity which can be done on a daily basis.

B In (1) of “B apparatus gymnastics”, in the first and second grades, electing two from of A to D including A, and ensuring the course can be taken. In the third grade, selecting from A to D, and ensuring courses can be taken.

C In (1) of “C track and field”, selecting from each physical activity in A and B, and ensuring courses can be taken.

D In (1) of “D swimming”, in the first and second grades, electing two from of A to D including A or B, and ensuring the course can be taken. In the third grade, electing from A to E, and ensuring courses can be taken. In addition, swimming for securing safety can be taken in according with the school and local circumstances. In addition, in relation to swimming styles, starting and turning inside the water should be taught. Furthermore, it is possible not to cover swimming in cases where it is difficult to secure an appropriate swimming area, but keeping manners for preventing accidents in swimming must be taught. Moreover, relating with first aid in the health field.

E In (1) of “E ball games”, in the first and second grades, having all students take courses from A to C. In the third grade, electing two from A to C, and ensuring courses can be taken. In addition, electing basketball, handball, and soccer in A, volleyball, table tennis, tennis, and badminton in B, and softball in C and covering them as appropriate, and also other physical activities can

be taken, in according with the circumstances of the school and region. Furthermore, for implementation of C, devising methods of teaching in cases where it is difficult to secure a sufficiently large sports ground.

- F In “F Budo”, being able to further touch upon unique tradition and culture to our country, through judo, kendo, sumo, karate, naginata (long-handled sword), kyudo, aikido, Shorinji Kempo, and jukendo (bayonet techniques). In addition, in (1), selecting one from A to C, and ensuring courses can be taken. Furthermore, ensuring courses can be taken for judo, kendo, sumo, karate, naginata (long-handled sword), kyudo, aikido, Shorinji Kempo, and jukendo (bayonet techniques), in according with the circumstances of the school and region. In addition, devising methods of teaching in cases where there is difficulty securing a martial arts gym, and securing sufficient safety by giving step-by-step instruction based on stages of learning as well as individual differences.
- G In (1) of “G dance”, selecting A to C, and ensuring courses can be taken. Furthermore, ensuring courses can be taken for other dances, in according with the circumstances of the school and region.
- H Regarding “H theory of Physical Education” in contents of the first and second grades, covering (1) in the first grade, and (2) in the second grade.
- (3) In electing and teaching of domains from “A Physical activity for Physical Fitness ” to “G dance” in the contents, the circumstances of the school and regions as well as characteristics of students should be considered. In addition, regarding election of domains in the third grade, making considerations in order for students to be able to make elections and take courses freely, having secured sufficient safety. In doing so, regarding teaching in each domain from “B apparatus gymnastics” to “G dance” in the contents, being mindful of making students improve their physical fitness necessary for touching on the characteristics of each physical activity by themselves.
- (4) Skiing, skating, and waterfront activities deeply involved with nature, should be taught actively in according with the circumstances of the school and region will be borne in mind.
- (5) The instruction on acquiring ways of assembling, tidying, and increasing and decreasing rows, changing direction, and for being able to take action as a group efficiently and safely should be given in the domains from “A Physical activity for Physical Fitness ” and “G dance” in the contents appropriately.

[Health Field]

1. Objectives

- (1) Help students Understand health and safety in personal life, and acquire basic skills.
- (2) Forster students' abilities to finding one's own as well as others' tasks regarding health, thinking and making judgements towards better solution, and developing the ability to communicate with others.
- (3) Cultivate students' attitudes of maintaining and promoting health throughout one's life, and living a positive and rich life.

2. Contents

- (1) To provide instruction so that students acquire the following items regarding Ra healthy lifestyle and disease prevention through activities which aim to find and solve tasks.

A Deepening understanding regarding healthy lifestyle and disease prevention.

- (A) Health is founded on interaction between subject and environment. In addition, that diseases occur when subject factors and environmental factors interact.
- (B) well-balanced lifestyle in terms of diet, physical activity, rest, and sleep at a level appropriate for age and living environment must be continued in order to maintain and improve health.
- (C) Irregular lifestyle habits such as lack of physical activity , unbalanced amount and content in diet, and lack of rest and sleep are the main factors in the occurrence of lifestyle diseases. In addition, that most lifestyle diseases can be prevented by practicing a balanced life among appropriate physical activity, food, rest, and sleep.
- (D) Actions such as smoking, drinking alcohol, and drug abuse have various mental and physical effects, and are causes for deterioration of health. In addition, it is necessary to deal with each factor appropriately, due to the fact that these actions affect the mental state of individuals, personal relationships, and social environment.
- (E) Pathogens are the major factors in the occurrence of infectious diseases. In addition, most infectious diseases can be prevented by eliminating sources, blocking routes of infection, and increasing body resistance of the subject.

(F) Individual and social efforts are important for maintaining and promoting health as well as preventing diseases, and it is necessary to effectively use healthcare and medical institutions. In addition, medicine should be used correctly.

B Finding tasks regarding healthy lifestyle and disease prevention, thinking and making judgements towards their solution, as well as expressing them.

(2) To provide instruction so that students acquire the following items regarding the development of mental and physical functions as well as mental health through activities which aim to find and solve tasks.

A Deepening understanding of development of mental and physical functions as well as mental health, and dealing with stress.

(A) There are periods when many organs in the body develop and its various functions develop accordingly. In addition, the periods of growth and development and growth vary between individuals.

(B) In puberty, functions relating to reproduction mature due to the function of endocrines. In addition, that appropriate actions will be necessary in response to the changes associated with maturing.

(C) Mental functions such as intellectual function, emotional function, and sociability will develop in response to the impact of life experiences. In addition, that self-awareness deepens and self-formation occurs in puberty.

(D) The mind and body are involved and affect each other. That desire and stress have an impact on the mind and body. In addition, there is a need to appropriately deal with desire and stress in order to maintain mental health.

B Finding tasks regarding development of mental and physical functions as well as mental health, thinking as well as making judgements towards their solution, and expressing them.

(3) To provide instruction so that students acquire the following items regarding a injury prevention, through activities which aim to find and solve tasks.

A Deepening understanding regarding injury prevention, and giving first aid.

(A) Injuries from traffic accidents and natural disasters occur when human factors and environmental factors are involved.

(B) Most of injuries from traffic accidents can be prevented through safe actions and improvement of environment.

- (C) Injuries from natural disasters occur not only during the disaster, but from secondary disasters as well. In addition, most of injuries from natural disasters can be prevented through preparation for disaster and safe evacuation.
- (D) Worsening of injuries can be prevented by performing first aid appropriately. In addition, performing cardio-pulmonary resuscitation.
- B Regarding injury prevention, thinking of ways to predict and avoid danger, and expressing them.
- (4) To provide instruction so that students acquire the following items regarding health and environment, through activities which aim to find and solve tasks .
 - A Deepening understanding regarding health and environment.
 - (A) The body has the ability to adapt to environment to an extent. That environments exceeding the body's ability to adapt may have an impact on health. In addition, there is a certain range of temperature, humidity, and brightness for a comfortable and efficient life.
 - (B) Drinking water and air have a close involvement with health. In addition, to maintain hygienic drinking water and air, it is necessary to manage them to conform to standards.
 - (C) Waste created from human life must be disposed hygienically with sufficient consideration towards conservation of the environment, so as not to pollute the environment.
 - B Finding tasks from information regarding health and environment, thinking and making judgements towards their solution, and expressing them.

3. Handling the contents

- (1) (A) and (B) of A in (1) in the contents should be taught in the first grade, (C) and (D) of A in (1) in the second grade, (E) and (F) of A in (1) in the third grade, and B in (1) in all grades. (2) in the contents should be taught in the first grade, (3) in the second grade, and (4) in the third grade.
- (2) Regarding A in (1) in the contents, recovery from diseases should be taught ,in addition to maintaining and promoting health as well as disease prevention.
- (3) Regarding (B) and (C) in A of (1)in the contents, considerations should be made towards associating them with the formation of healthy lifestyle habits based on a standpoint of dietary education, and considerations will also be made as necessary regarding covering the use of information equipment such as computers, and their relationship with health. In addition, cancer should also be taught.

- (4) Regarding (D) in A of (1) in the contents, acute effects on the mind and body as well as addiction should be taught . In addition, regarding for drugs, stimulant drugs and marijuana etc. should be taught.
- (5) Regarding (E) in A of (1) in the contents, Acquired Immune Deficiency Syndrome (AIDS) as well as sexually transmitted diseases should be taught .
- (6) Regarding (A) in A of (2) in the contents, it should be taught with a focus on respiratory organs and circulatory organs.
- (7) Regarding (B) in A of (2) in the contents, from the standpoint of the beginning of maturity enabling pregnancy and birth, fertilization and pregnancy should be taught , and the process of pregnancy should not be taught . In addition, due to the increase in interest towards the opposite sex and the occurrence of sexual urges with the maturing of body functions, as well as the necessity of respect for the opposite gender, and dealing with information as well as selecting actions appropriately should be taught.
- (8) Regarding (D) in A of (2) in the contents, instruction should be given in association with A in (1) in "A Physical activity for Physical Fitness" in the contents of the physical education field.
- (9) Regarding (D) in A of (3) in the contents, first aid at the time of injury such as bandaging and hemostatic procedure should be taught, and practical training should be conducted. In addition, for effective instruction, it should be associated with contents in the physical education field such as swimming.
- (10) Regarding (4) in the contents, considerations should be made towards teaching the relationship between pollution and health, in line with the local circumstances. In addition, ecosystems should not be taught.
- (11) Concerning instruction in the health field, having interest in the health of oneself and others, and devise teaching method such as introducing learning activities to solve health related tasks.

III.THE CONSTRUCTION OF TEACHING PLANS AND HANDLING THE CONTENT

1. Regarding the construction of teaching plans, the following elements will be taken into consideration.

- (1) In having a forecast of coherence in contents and time such as course units, realizing students' Proactive, Interactive and Deep Learning towards the cultivation of qualities and abilities to be developed within these contents. In doing so, it should be aimed to enhance activities, in applying physical education and health education perspectives and approaches, for finding one's own as well as others' tasks relating

to physical activity and health, and for their logical solution. Moreover, It should be also considered to help students savoring the fun and enjoyment of physical activity, and being able to feel the importance of health.

(2) Regarding assigning lesson hours, they will be handled as follows.

- A For classroom hours in the health field, approximately 48 unit hours should be assigned over three school years.
- B Lesson hours in the health field should be assigned appropriately through three school years, and they should be assigned in consideration of conducting effective learning in each grade.
- C For Lesson hours in the physical education field, they should be assigned appropriately through each grade. In doing so, regarding “A Physical activity for Physical Fitness” in the contents of the physical education field, more than 7 lesson hours should be assigned to each grade, and regarding “H theory of Physical Education”, more than 3 lesson hours should be assigned to each grade.
- D The lesson hours for the domains from “B apparatus gymnastics” to “G dance” in the physical education field should be assigned with consideration so those contents can be learned to be matured.

(3) Regarding students with disabilities, subject matter contents and ingenuity in teaching methods should be conducted organizationally and systematically, in accordance with the difficulties faced when conducting learning activities.

(4) Based on the moral education objectives indicated in (2) of 2 in No.1 of Chapter 1 general provisions, appropriate instruction of the contents indicated in No.2 of the special subject moral education in Chapter 3 should be given according to the characteristics of health and physical education appropriately, while considering the relationship with moral education.

2. For the handling the contents in No.2, the following elements should be taken into consideration.

- (1) Bearing in mind that it is possible to share diverse ways of enjoying physical activity regardless of the level of physical fitness and skills, gender, or disabilities.
- (2) Fostering communicative ability and logical thinking ability and enhancing independent learning through discussion on practice and game plan logically and maintaining and promoting health and recovering in one’s personal life in emphasizing language activities to foster language abilities.

- (3) For instruction regarding the contents in No.2, devising learning activities in accordance with the characteristics of each field in active utilization of information tools such as computers and telecommunications networks.
- (4) Regarding instruction for diverse involvement with sport within the physical education field and the health field, bearing in mind to devise learning activities associated with specific experiences.
- (5) For students' certain acquisition of subject matter content, being mindful to enhance instruction based on individual students thorough improving and devising teaching methods such as instruction according to the level of proficiency regarding subject matter contents, and cooperative instruction among teachers based on association with personal tutoring, in accordance with the circumstances of the school and students.
- (6) Taking advantage of the intent of instruction regarding physical education and health in school indicated in (3) of 2 of No.1 in Chapter 1 of the general provisions, associating it with special activities and activities of sports clubs, being mindful so activities regarding physical education and health in daily life can be practiced appropriately and continuously. Moreover, regarding measurement of physical fitness, implementing it systematically, and utilizing it for teaching in physical activity as well as improving physical fitness.
- (7) Being mindful toward the mutual association of contents indicated in the physical education field and health field.