

Section 9. Physical Education

I. OVERALL OBJECTIVES

With physical education and health education perspectives and approaches and through finding problems and learning process for its 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 how to do each type of physical activity according to its characteristics as well as health and safety in daily life, and acquire fundamental movements and skills.
- (2) Foster student's abilities to find one's own problems regarding physical activities and health, think and make judgement towards their solution, and to communicate them to others.
- (3) Cultivating student's attitude of being familiarized with physical activities, maintaining and promoting health as well as improving physical fitness, and of living a happy and positive life.

II. OBJECTIVES AND CONTENT FOR EACH GRADE

[First and Second Grades]

1. Objectives

- (1) Help student touch upon the joy of various types of play with physical activity as well as know how to do them, and acquiring fundamental movements.
- (2) Foster student's ability to devise ways to do various play with physical activity, and to communicate own thoughts to others.
- (3) Cultivate student's attitude of active engaging in various play with physical activity following rules, playing with anyone in a friendly manner and being mindful of health and safety.

2. Contents

A Play with physical activity for physical fitness

To provide instruction so that students acquire the following items regarding play with physical activity.

- (1) Touching upon joy of the following play with physical activity as well as knowing how to perform them, savoring the comfort of using one's body, and acquiring

fundamental movement.

- A In play with physical activity for releasing body and mind, doing simple play with physical activity, noticing changes in the mind and body, and communicating in each other.
 - B In play with physical activity for creating various movements, engaging in physical activity to keep physical balance, locomotor movement, manipulating equipments, and physical activity to use power.
- (2) Devising ways to play with physical activity for releasing the body and mind as well as create various movements, and communicating own thoughts to friends.
 - (3) Actively engaging in play with physical activity, following rules and playing with anyone in a friendly manner, and looking out for safety of places.

B Play with physical activity using apparatus and equipment

To provide instruction so that students acquire the following items regarding play with physical activity using apparatus and equipment.

- (1) Touching upon the joy of the following types of play with physical activity as well as knowing how to perform them, and acquiring their movements.
 - A In play with physical activity using stationary facilities, climbing up and down as well as pull-up movements, walking across, and jumping off.
 - B In play with physical activity using mats, rolling in various directions, and balancing and rolling using hands.
 - C In play with physical activity using horizontal bars, swinging, going up and down in rocking, hanging down and simple rolling.
 - D In play with physical activity using vaulting boxes, jumping on and down, stepping on and jumping over using hands.
- (2) Devising ways to play easy physical activity using apparatus and equipment, and communicating own thoughts to friends.
- (3) Actively engaging in play with physical activity, following rules and turns, playing with anyone in a friendly manner, and looking out for safety of places, equipments and apparatus.

C Play with physical activity for running and jumping

To provide instruction so that students acquire the following items regarding play with physical activity using running and jumping.

- (1) Touching upon the joy of the following types of play with physical activity as well as

knowing how to perform them, and acquiring their movements.

A In play with physical activity for running, running in various directions and running over low obstacles.

B In play with physical activity for jumping, jumping forwards and upwards, and jumping consecutively.

(2) Devising ways to play easy physical activity using running and jumping, and communicating own thoughts to friends.

(3) Actively engaging in play with physical activity, following rules and turns, playing with anyone in a friendly manner, accepting victory and defeat, and looking out for the safety of places.

D Play with physical activity in water

To provide instruction so that students acquire the following items regarding play with physical activity in water.

(1) Touching upon the joy of the following types of play with physical activity as well as knowing how to perform them, and acquiring their movements.

A In play with physical activity using locomotion in water walking and running in water.

B In play with physical activity using diving and floating, diving and floating in water while holding one's breath as well as exhaling.

(2) Devising ways to play easy physical activity using locomotion, diving and floatation in water, and communicating own thoughts to friends.

(3) Actively engaging in play with physical activity, following rules and turns, playing with anyone in a friendly manner, and looking out for safety in keeping manners for playing in water.

E Games

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

(1) Touching upon the joy of the following types of physical activity as well as knowing how to perform them, and playing developmentally appropriately modified games.

A In ball games, simple games with easy on-the-ball-skills and off-the-ball-movements in offense and defense.

B In games of tag, running away, chasing, and invading into another team's territory in each other in certain areas.

(2) Devising simple rules, selecting offensive game plan, and communicating own

thoughts to friends.

- (3) Actively engaging in play with physical activity, following rules and playing with physical activity with anyone in a friendly manner, accepting victory and defeat, and looking out for the safety of places, facilities and equipment.

F Expressive play and Rhythmic play

To provide instruction so that students acquire the following items regarding expressive play and rhythmic play.

- (1) Touching upon the joy of the following types of play with physical activity as well as knowing how to perform them, dancing in identifying oneself with subject , and dancing to a rhythm.
 - A In expressive play, capturing the characteristics of familiar subjects, and dancing with one's whole body.
 - B In rhythmic play, dancing to a bouncy rhythm.
- (2) Devising ways to do simple dances, such as capturing the characteristics of familiar subjects as well as dancing to a bouncy rhythm, and communicating own thoughts to friends.
- (3) Actively engaging in play with physical activity , dancing with anyone in a friendly manner, and looking out for safety of places.

3. Handling the contents

- (1) Regarding “A play with physical activity for physical fitness ” in the contents, it should be taught over two school grades.
- (2) Regarding “C play with physical activity using running and jumping ” in the contents, in addition, it would be possible to teach play with physical activity using throwing based on student's ability .
- (3) Regarding B of (1) in “F expressive play and rhythmic play ” in the contents, simple folk dance could be included .
- (4) In addition, it would be possible to teach traditional play with song and physical activity and play with physical activity in nature in accordance with the circumstances of the school and its local community .
- (5) Regarding each of the content in the different content areas, it should be taught to make student be able to have specific views about how physical activity and health are related.

[Third and Fourth Grades]

1. Objectives

- (1) Help student touch upon the fun and enjoyment of various types of physical activities , understand how to perform them as well as a healthy and safe lifestyle and physical growth and development, and acquire fundamental movements and motorskills.
- (2) Foster student's ability to find tasks in one's own physical activities and daily life, devise ways and activities to solve them, and communicate own thoughts to others.
- (3) Cultivate student's attitude of active engaging in various physical activities, following rules, playing with anyone in a friendly manner, mindful of safety of places and equipment, and making an effort to continue physical activity until the last moment. In addition, awaring the importance of health, and actively engaging in maintaining and promoting one's own health.

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) Touching upon the fun and enjoyment of the following physical activity as well as knowing how to perform them, savoring the comfort of using one's body, and acquiring fundamental movements.
 - A In physical activity for releasing the body and mind , doing low loading physical activity , awaring changes in the body and mind, and communicating in each other .
 - B In physical activity for creating various movements, engaging in physical activity to keep physical balance, locomotor movement, manipulating equipment, physical activity to use power, and combining them.
- (2) Finding one's own tasks, devising activities to solve them, and communicating own thoughts to friends.
- (3) Actively engaging in physical activity, following rules and engaging in it with anyone in a friendly manner, appreciating friends' views, and looking out for the safety of places and equipment .

B Apparatus gymnastics

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

- (1) Touching upon the fun and enjoyment of the following types of physical activities as well as knowing how to perform them, and acquiring the relevant skills.
 - A In physical activity using mats, doing basic rotational and skillful skills.
 - B In physical activity using horizontal bar, doing basic support type skills.
 - C In physical activity using vaulting box, doing basic rotational and repositioning skills.
- (2) Finding tasks suited to one's abilities, devising activities to be able to do the relevant skills, and communicating own thoughts to friends.
- (3) Actively engaging in physical activity, following rules and engaging in it with anyone in a friendly manner, appreciating friends' views, and looking out for the safety of places and apparatus as well as equipment .

C Physical activity for running and jumping

To provide instruction so that students acquire the following items regarding physical activity for running and jumping.

- (1) Touching upon the fun and enjoyment of the following types of physical activities as well as knowing how to perform them, and acquiring the relevant motor skills .
 - A In sprint racing and relay, running rhythmically and passing and receiving the baton.
 - B In small hurdling race, running over small hurdles rhythmically.
 - C In long jumping, jumping with short run-up.
 - D In high jumping, jumping with short run-up.
- (2) Finding tasks suited for one's own abilities, devising activities and ways of competitions to acquire the relevant skills , and communicating own thoughts to friends.
- (3) Actively engaging in physical activity, following rules and engaging in it with anyone in a friendly manner, accepting victory and defeat, appreciating friends' views, and looking out for the safety of places and equipment.

D Physical activity for swimming

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

- (1) Touching upon the fun and enjoyment of the following types of physical activity as well as knowing how to perform them, and acquiring the relevant motor skills .
 - A In physical activity for floating and moving in water, pushing off and gliding

motion from a wall and elementary swimming.

B In physical activity for diving and floating in water, diving and floating in various ways in water in breathing in as well as exhaling.

- (2) Finding tasks suited for one's own abilities, devising activities to acquire the relevant skills in water, and communicating own thoughts to friends.
- (3) Actively engaging in physical activity, following rules and engaging in it with anyone in a friendly manner, appreciating friends' views, and looking out for safety in keeping manners for swimming.

E Games

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

- (1) Touching upon the fun and enjoyment of the following types of physical activity as well as knowing how to perform them, and playing developmentally appropriately modified games.
 - A In invasion games, developmentally appropriate modified games will be played with basic on-the-ball-skills and off-the-ball-movements.
 - B In net/wall games, developmentally appropriate modified games will be played with basic on-the-ball-skills and off-the-ball-movements to the place to manipulate the ball
 - C In striking/fielding games, developmentally appropriately modified games will be played with on-the-ball-skills such as kicking, hitting, catching, and throwing, and off-the-ball-movements in scoring and preventing scoring.
- (2) Devising rules, selecting simple game plan according to the type of game, and communicating own thoughts to friends.
- (3) Actively engaging in physical activity, following rules and engaging in it with anyone in a friendly manner, accepting victory and defeat, appreciating friends' views, and looking out for the safety of places and equipment.

F Expressive activity

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

- (1) Touching upon the fun and enjoyment of the following types of physical activity as well as knowing how to perform them, expressing the image which one wishes to express, and dancing to a rhythm.
 - A In expression, capturing the major characteristics of subjects in daily life, and

expressing the image one wishes to express as a dance in one string of movements.

B In rhythmic dance, dancing with one's whole body to a bouncy rhythm.

- (2) Finding tasks suited for one's own abilities, devising ways of interacting and dancing to capture characteristics of subjects and rhythms, and communicating own thoughts to friends.
- (3) Actively engaging in physical activity, dancing with anyone in a friendly manner, appreciating friends' movements and views, and looking out for safety of places.

G Health

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

A Understanding about a healthy lifestyle.

(A) Healthy conditions, such as sound mental and physical conditions, are related to the factors of the subject itself and those of the surrounding environment.

(B) Maintaining a life of balanced physical activity, food, rest, and sleep, as well as maintaining personal hygiene is necessary to stay healthy.

(C) Maintaining a life environment with brightness adjustment and ventilation is necessary to stay healthy.

B Finding tasks regarding a healthy lifestyle, thinking towards their solution, and expressing them.

- (2) To provide instruction so that students acquire the following items regarding the growth and development of the body through activities which aim to find and solve problems.

A Understanding about the growth and development of the body.

(A) The body changes with age. Moreover, the growth and development of the body vary between individuals.

(B) The body becomes closer to the body of an adult as one reaches puberty, the figure changes, and first menstruation as well as first ejaculation occur. In addition, interest towards the opposite sex develops.

(C) Appropriate physical activity, food, rest, and sleep are necessary to for the growth and development of the body.

B Finding tasks for the better growth and development of the body, thinking towards their solution, and expressing them.

3. Handling the Contents

- (1) Regarding “A Physical Activity for Physical Fitness” in the contents, it should be taught over two school grades.
- (2) Regarding “C Physical activity for running and jumping” in the contents, in addition, it would be possible to teach physical activity using throwing based on student's ability.
- (3) Regarding A of (1) in “E Games” in the contents, focused target games and open-ended target games will be covered.
- (4) Regarding (1) in “F Expressive activity ” in the contents, in addition, simple folk dances can be included in accordance with the school and local circumstances.
- (5) Regarding “G Health” in the contents, (1) should be taught in the third grade, and (2) in the fourth grade.
- (6) Regarding (1) of “G Health” in the contents, it will be touched upon that various activities such as health checkups and school lunches are being done in schools as well.
- (7) Regarding (2) of “G Health” in the contents, noticing that there are differences in growth and development between oneself and others, and touching on the importance of affirmatively accepting them.
- (8) Regarding each of the content in the different content areas, it should be taught to make student be able to have specific views about how physical activity and health are closely related.

[Fifth and Sixth Grades]

1.Objectives

- (1) Help student savoring the fun and enjoyment of various types of physical activities , understand how to perform them as well as mental health, and injury and disease prevention, and acquire the fundamental motor skills according to the characteristics of various physical activities as well as skills to lead a healthy and safe life.
- (2) Foster student’s ability to find tasks of one’s own as well as groups’ physical activity and health in a daily life, devise ways and activities to solve them, and communicate one’s own as well as peers’ thoughts to others.
- (3) Cultivate student’s attitude of active engaging in various physical activities, helping one another while keeping promises, appreciating efforts and views of peers, being mindful of safety of places and equipment and making an effort to continue physical

activity until the last moment. In addition, awaring the importance of health and safety, and actively maintaining, promoting and restoration of one's own health.

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 fun and enjoyment of the following physical activities , understand how to perform them, and savoring the comfort of moving using one's body as well as improve quality of body movement .
 - A In physical activity for releasing the body and mind, doing light physical activity, awaringthe relationship between the body and mind, and communicating with peers.
 - B In physical activity for improving quality of body movement , doing physical activities to improve flexibility, coordination, muscular strength, and muscular endurance in accordance with the aim.
- (2) Devising ways of physical activities in accordance with the state of one's body and physical fitness, and communicating one's own as well as peers' thoughts to others.
- (3) Actively engaging in physical activities, and helping one another in physical activities while keeping promises, appreciating efforts and views of peers, and being attentive towards the safety of places and equipment .

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 the following types of physical activities as well as understanding how to perform them, and acquiring the relevant skills .
 - A In physical activity using mats, performing basic rotational skills balancing skills? d skillful in a stable manner, performing advanced skills, and repeating as well as combining them.
 - B In physical activity using horizontal bar, performing basic supporting skills in a stable manner, performing advanced skills, and repeating as well as combining them.
 - C In physical activity using vaulting box, performing basic repositioning and rotational skills in a stable manner, and performing advanced skills.

- (2) Devising ways of solving tasks and ways of combining the relevant skills suited for one's own abilities, and communicating one's own as well as peers' thoughts to others.
- (3) Actively engaging in physical activities, helping one another in physical activities while keeping promises, appreciating efforts and views of peers, and being attentive towards the safety of places, equipment, and apparatus.

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 the following types of physical activities as well as understanding how to perform them, and acquiring the relevant skills.
 - A In sprint and relay, sprinting a certain distance at full speed, and passing the baton smoothly.
 - B In hurdling, running over hurdles rhythmically.
 - C In long jumping, jumping using takeoff with a rhythmical run-up.
 - D In running high jumping, jumping using takeoff with a rhythmical run-up.
- (2) Devising ways of solving tasks as well as ways of competing and challenging records suited for one's own abilities, and communicating one's own as well as peers' thoughts to others.
- (3) Actively engaging in physical activities, helping one another in physical activities while keeping promises, accepting victory and defeat, appreciating efforts and views of peers, and being attentive towards the safety of places and equipment.

D Physical activity for swimming

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

- (1) Help student savoring the fun and enjoyment of the following types of physical activities as well as understanding how to perform them, and acquiring the relevant skills.
 - A When doing the crawl, swimming long distance continuously by matching hand and leg movements with breathing.
 - B When doing breaststroke, swimming long distance continuously by matching hand and leg movements with breathing.
 - C In physical activity for keeping safety in water, floating long time while floating on one's back, floating, and sinking.

- (2) Devising ways of solving tasks as well as ways of challenging records suited for one's own abilities, and communicating one's own as well as peers' thoughts to others.
- (3) Actively engaging in physical activities, and helping one another in physical activities while keeping promises, acknowledging efforts and views of peers, and being attentive towards the safety of swimming and keeping manners for 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 the following types of physical activities as well as understanding how to perform them, acquiring the relevant skills, and playing developmentally appropriately modified games .
 - A In invasion games, playing developmentally appropriately modified games in using on-the-ball-skills and off-the-ball-movements.
 - B In net/wall games, doing simplified games with offense and defense by individuals and teams.
 - C In striking/fielding games, playing developmentally appropriately modified games with offense to hit the ball and defense formation.
- (2) Devising rules, selecting game plan according to the characteristics of oneself as well as the team, and communicating one's own as well as peers' thoughts to others.
- (3) Actively engaging in physical activities, helping one another in physical activities while following rules, accepting victory and defeat, appreciating efforts and views of peers, and being attentive towards the safety of places and equipment.

F Expressive Activity

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

- (1) Help student savoring the fun and enjoyment of the following types of activities as well as understanding how to perform them, expressing what one wishes to express, and communicating through dancing .
 - A In expression, improvisational dancing capturing their major characteristics of various subjects, and expressing the image one wishes to express in one string, and dancing in a simple set of movements.
 - B In folk dancing, dancing in capturing the characteristics of Japanese folk dances and foreign countries dances, and dancing to the music with simple steps and movements.

- (2) Devising ways of practicing which capture the characteristics of contents and dance one wishes to express as well as ways of presenting them and interacting with peers for solving one's own and groups' tasks, and communicating one's own as well as peers' thoughts to others.
- (3) Actively engaging in physical activities, dancing in appreciating one another's good points and in helping one another, and being attentive towards the safety of places.

G Health

- (1) To provide instruction so that students acquire the following items regarding mental health through activities which aim to find and solve problems.
 - A Understanding mental development and how to deal with anxiety and worries, and dealing with them simply.
 - (A) The mind develops with age, through various life experiences.
 - (B) The mind and body have a close connection.
 - (C) There are many ways to deal with anxiety and worries, such as seeking advice from adults and friends, playing with peers, engaging in physical activity etc.
 - B Finding tasks regarding mental health, thinking as well as making judgements towards their solution, and expressing them.
- (2) To provide instruction so that students acquire the following items regarding injury prevention through activities which aim to find and solve problems.
 - A Understanding the following matters regarding injury prevention, and giving simple treatment for injuries.
 - (A) Noticing surrounding danger, acting safely on the basis of accurate judgement, and maintaining a safe environment are necessary for preventing injuries due to traffic accidents and dangers in daily life.
 - (B) Simple first aid to injuries and so on must be done quickly.
 - B Thinking of ways to predict and avoid danger in order to prevent injuries and expressing them.
- (3) To provide instruction so that students acquire the following items regarding disease prevention, through activities which aim to find and solve problems.
 - A Understanding disease prevention.
 - (A) Diseases occur from involvement among pathogens, body resistance, living activities, and environment.
 - (B) For Preventing diseases caused mainly by pathogens, it is necessary to prevent

from entering pathogens into the body and raise body resistance towards pathogens diseases.

(C) For preventing diseases such as lifestyle related diseases which caused mainly by living activities, it is necessary to develop appropriate lifestyle habits such as engaging in appropriate physical activities, taking nutritionally balanced meals and maintaining oral hygiene.

(D) Actions such as smoking, drinking alcohol, and drug abuse are causes for harming of health.

(E) Various activities related to health promotion are being conducted in communities.

B Finding tasks to prevent diseases, thinking as well as making judgements towards their solution, and expressing them.

3. Handling the Contents

- (1) Regarding “A Physical Activity for Physical Fitness” in the contents, it should be taught over two school grades. In addition, in teaching B of (1), it should be focused on improving flexibility and coordination. In doing so, it would be recommended to devise activities such as using music.
- (2) Regarding A of (1) in “A Physical Activity for Physical Fitness” and (C) in A of (1) in “G Health” in the contents, it should be taught with a relationship to one another.
- (3) Regarding “C Track and Field ” in the contents, in addition, it would be possible to teach physical activity using throwing based on student's ability.
- (4) Regarding A and B of (1) in “D Physical activity for swimming ” in the contents, it should be taught starting inside water. In addition, it would be possible to teach back stroke depending on the circumstances of the school.
- (5) Regarding (1) of “E Ball Games ” in the contents, basketball and soccer for A, soft volleyball for B, and softball for C will be mainly used , however it will be possible to use other ball games instead of these, in accordance with the types in A, B, and C, such as handball, tag rugby, and flag football. Moreover, it is possible not to use C depending on the circumstances of the school.
- (6) Regarding (1) in “F Expressive Activity ” in the contents, additionally, rhythmical dances would be possible to use in accordance with the school and local circumstances.
- (7) Regarding “G Health” in the contents, (1) and (2) should be taught in the fifth grade, and (3) in the sixth grade. In addition, recovery from injuries and disease should be

touched upon.

- (8) Regarding drugs in (D) of A in (3) of “G Health” in the contents, the effects of organic solvents on the body and mind should be mainly taught. In addition, stimulant drugs etc. will touched upon.
- (9) In teaching in each content in each domain, connecting between physical activity content and health content should be considered.

III .THE CONSTRUCTION OF TEACHING PLANS AND HANDLING THE CONTENTS

1. Regarding construction of teaching plan, the following elements should be taken into consideration.
 - (1) In having a forecast of coherence in contents and time such as course units, it should be aimed to realize 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, finding one’s own tasks relating to physical activities and health, devising and select activities to solve them. It should be also considered to help students savoring the fun and enjoyment of physical activities, and being able to feel the importance of health.
 - (2) Assigning lesson hours not disproportionately emphasized certain domains.
 - (3) Lesson hours assigned to “G Health” in the contents of the third and fourth grades in No.2 will be approximately 8 unit hours in 2 school grades, and lesson hours assigned to “G Health” in the contents of the fifth and sixth grades in No.2 will be approximately 16 unit hours in 2 school grades.
 - (4) Regarding “G Health” in the contents of the third and fourth grades in No.2 as well as “G Health” in the contents of the fifth and sixth grades (Hereinafter referred to as “Health”), a block of hours will be assigned at an appropriate time to ensure effective learning.
 - (5) Regarding in lower grades, based on (1) of 4 in No.2 of Chapter 1 general provisions, a connection with other subjects should be made actively in order to increase instructional effectiveness, and the relationship with how one wishes for students to develop by the end of infancy indicated in the courses of study for kindergartens will be considered. Especially shortly at the beginning of entering in Elementary school, ingenuity will be exercised to give integrated and interdependent instruction with a focus on life environmental studies, and set up a flexible schedule.

- (6) Regarding students with disabilities, subject matter contents and ingenuity in teaching methods will be conducted organizationally and systematically, in accordance with the difficulties faced when conducting learning activities.
 - (7) 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 physical education, while considering the relationship with moral education.
- 2 For the handling the contents in No.2, the following elements will be taken into consideration.
- (1) Having consideration toward the school as well as local circumstances, devising ways to give instruction according to the physical activities experience and skill level of individual students, and make students possible to engage in activities aiming to solve tasks in their physical activities by themselves. Especially devising ways to teach students feeling difficulty in engaging in physical activities or low motivated students to physical activities. In teaching students with disabilities, it should be taught surrounding students to respect various characteristics of them.
 - (2) Being mindful to actively introducing language activities which develop communicative abilities as well as logical thinking ability such as discussing practice and game plan logically , and maintaining and promoting of daily health,
 - (3) In instructing contents in No.2, actively utilizing information sources such as computers and telecommunications networks, and devising ways of conducting learning activities in according with the characteristics of each content domain. In doing so, basic operation of information device should be taught in according with the contents.
 - (4) In instructing diverse involvement with sports within the physical activity domain and the health domain, trying to introduce learning activities based on their specific experiences.
 - (5) In teaching each content domain in each grade, intention of A of (1) in “A Play with physical activity for physical fitness ” and “A Physical Activity for Physical Fitness ” in the contents of No.2 could be reflected.
 - (6) In teaching “D Play with physical activity in water ” and “D Physical activity for swimming ” in the contents of No.2, it is possible not to teach these in cases where it is difficult to secure an appropriate swimming area, but manners for swimming should

be taught.

- (7) Related with teaching the Olympics and Paralympics, making it possible to touch on the meaning and value of sports and so on through various physical activities according to the stage of development of the student, such as cherishing fair play.
- (8) Methods for actions such as assembling, tidying, and increasing and decreasing rows, and effective and safety group behavior should be taught not only in “A Play with physical activity for physical fitness” and “A Physical Activity for Physical Fitness” , but also in in each domain of various grades (Excluding health.) in the contents in No.2. in each grade appropriately,
- (9) Playing with snow, playing on ice, skiing, skating, and waterfront activities which deeply involved with nature should be taught actively in according with the school and local circumstances.
- (10) Physical activity , food, rest, and sleep in the contents in health should be taught to enable to develop healthy lifestyle habits based on a standpoint of dietary education, and related instruction with these contents should be given in each content domains over third grade except health and instruction on school lunch.
- (11) In instructing health, devise teaching method to stimulate interest in health, and introducing learning activities to solve health problems .