

Section 7 Health and Physical Education

I. OBJECTIVES

To enable students, through understanding of physical activity, health and safety, engaging in physical activity sensibly, and by considering physical and mental aspects in an integrated manner, to develop qualities and abilities to enjoy physical exercise throughout their lives and to help them cultivate practical abilities for the maintenance and improvement of health and improvement of physical fitness, and cultivate an appropriate attitude towards leading a happy and fulfilling life.

II. OBJECTIVES AND CONTENT FOR EACH GRADE

[Physical Education for Grade 1 and Grade 2]

1. Objectives

- (1) To enable students to enjoy the fun and pleasure of physical activities through engaging in sensible physical activities, to have them acquire knowledge and motor skills, and to enable them to engage in physical activities meaningfully.
- (2) To enable students to improve physical fitness and harmonious development of both body and mind through engaging in physical activities appropriately.
- (3) To enable students to motivate fair play, cooperate with one another and accept their responsibilities through experiencing competition and cooperation in sport and to develop the attitude of making efforts to the best of their ability while paying attention to health and safety.

2. Content

A. Physical Fitness

- (1) To enable students to experience the fun and comfort of moving their bodies, improve physical fitness, acquire skill in exercise according to an objective, and combine these through carrying out the following kinds of exercise.
 - (a) Exercise for releasing the body and mind, to enable students to conduct light exercises and rhythmical exercises in order to be aware of the connection between the mind and body, get them into good physical condition and to have them interact with their fellow students.
 - (b) For exercises to enhance physical fitness, to enable students to conduct exercises designed to enhance body flexibility, smooth and powerful movements and the ability to continue moving according to one's goals, and to work on exercise plans which combine all of these.

- (2) To enable students to be actively engaged in physical fitness exercises and strive to fulfill one's own responsibilities, as well as to minding health and safety.
- (3) To enable students to understand the meaning of physical fitness exercises and how to perform them, as well as how to set up an exercise plan, while also enabling students to devise ways of activities according to their own tasks.

B. Apparatus Gymnastics

- (1) With regard to the following activities, to enable students to experience the fun and pleasure of being able to perform skills, and to enable the students to perform said skills better.
 - (a) For exercises using mats, to enable students to smoothly carry out basic skills for rolling and other skillful movements, perform techniques which have different requirements and developmental techniques, and to combine these together.
 - (b) For exercises using bars, to enable students to smoothly carry out basic skills for circles and swings, perform techniques which have different requirements and developmental techniques, and to combine these together.
 - (c) For exercises using balance beams, to enable students to smoothly carry out basic skills for gymnastics and balance stunts, perform techniques which have different requirements and developmental techniques, and to combine these together.
 - (d) For exercises using vaulting boxes, to enable students to smoothly carry out basic skills for hecht valts and handsprings, perform techniques which have different requirements and developmental techniques, and to combine these together.
- (2) To enable students to actively engage in apparatus gymnastics, enable students to strive to recognize good performances and fulfill their own responsibilities, and enable them to mind health and safety.
- (3) To enable students to understand things like the characteristics and origin of apparatus gymnastics, the names of techniques and how to perform them, and the physical fitness components expected to improve in conjunction with this, while also enabling the students to devise ways of tackling activities according to their own tasks.

C. Track and Field

- (1) With regard to the following activities, to enable students to experience the fun and pleasure of improving upon records and competing, and to enable students

to acquire basic motor skills and effective skills.

- (a) To enable students to run swiftly and with smooth movements in short-distance races and relays, to maintain a pace and run a certain distance in long-distance races and to clear hurdles smoothly from rhythmical running in hurdle races.
 - (b) To enable students to take-off quickly and jump from the approach run with the high speed in the running long jump, and to take-off powerfully and clear the bar with a large motion from a rhythmical approach in the running high jump.
- (2) To enable students to engage in track and field. To enable students to accept wins and losses, strive to follow rules and manners and fulfill one's shared role, as well as to enable the students to mind health and safety.
- (3) To enable students to understand the characteristics and origin of track and field, the names of techniques and how to perform them and the physical fitness components expected to improve in conjunction with this, while also enabling the students to devise ways of working on activities according to their own tasks.

D. Swimming

- (1) With regard to the following activities, to enable students to experience the fun and pleasure of improving upon records and competing, and enable students to acquire swimming styles.
 - (a) For freestyle, to enable students to swim quickly while achieving a balance between one's arms and legs and in one's breathing.
 - (b) For breaststroke, to swim for long distances while achieving a balance between one's arms and legs and in one's breathing.
 - (c) For backstroke, to enable students to swim while achieving a balance between one's arms and legs and in one's breathing.
 - (d) For butterfly, to enable students to swim while achieving a balance between one's arms and legs and in one's breathing.
- (2) To enable students to actively engage in swimming. To enable students to acknowledge wins and losses *etc.*, strive to observe rules and manners and fulfill one's own responsibilities, as well as to enable the students to mind health and safety, such as knowledge concerning the prevention of swimming accidents.
- (3) To understand the characteristics and origin of swimming, the names of techniques and how to perform them and the physical fitness components expected to improve in conjunction with this, while also enabling the students to devise ways of tackling activities according to their tasks.

E. Ball Games

- (1) With regard to the following activities, to enable students to experience the fun and pleasure of competing over wins and losses, and to enable the students to engage in games by using basic motor skills and coordinated movements with their teammates.
 - (a) For goal-type games, to enable students to engage in offense and defense in front of the goal via on-the-ball skills and off-the-ball movements such as running into open spaces.
 - (b) For net-type games, to enable students to engage in offense and defense surrounding open areas via on-the-ball skills and off-the-ball movements such as returning to a base position.
 - (c) For baseball-type games, to enable students to engage in offense and defense such as by going on the offensive via basic bat manipulation and base running, and defending via on-the-ball-skills and positioning at a base position.
- (2) To enable students to actively engage in ball games. To enable students to strive to observe fair play, fulfill one's own responsibilities, and take part in discussions on game plan, as well as to enable the students to mind health and safety.
- (3) To enable students to understand the characteristics and origin of ball games, the names of techniques and how to perform them and the physical fitness components expected to be improved in conjunction with this, while also enabling the students to devise ways of solving problems according to their own tasks.

F. *Budo*

- (1) With regard to the following exercises, to enable students to experience the fun and pleasure of being able to perform techniques, and to enable the students to perform basic moves and fundamental techniques.
 - (a) For judo, to enable students to engage in offense and defense-like throws and pins by using everything from basic moves to fundamental techniques according to the movements of one's opponent.
 - (b) For kendo, to enable students to engage in offense and defense-like strikes and parries by using everything from basic moves to fundamental techniques according to the movements of one's opponent.
 - (c) For sumo, to enable students to engage in offense and defense like shoves and approaches by using everything from basic moves to fundamental techniques according to the movements of one's opponent.
- (2) To enable students to actively engage in *budo*. To enable students to respect one's opponent, strive to uphold the ways of traditional conduct and fulfill

one's own responsibilities, as well as to enable the students to mind health and safety, such as not using prohibited skills.

- (3) To enable students to understand the characteristics and origin of *budo*, traditional ways of thinking, the names of techniques and how to perform them and the physical fitness components expected to improve in conjunction with this, while also enabling the students to devise ways of tackling activities according to their own tasks.

G. Dance

- (1) With regard to the following activities, to enable students to experience the fun and pleasure of putting feeling into dancing and group dancing, and to enable the students to interact through expression and dance while holding onto an image.
 - (a) For creative dance, to enable students to dance by taking hold of an image that one would like to express from among various themes, express oneself improvisationally by varying one's movements and give rise to integrated expression with variation.
 - (b) For folk dance, to enable students to perceive characteristics of dancing styles and to dance through characteristic steps and movements in conjunction with music.
 - (c) For contemporary rhythmic dance, to enable students to perceive characteristics of rhythm and to dance to a rhythm with one's entire body by combining movements with variation.
- (2) To enable students to actively engage in dance. To strive to recognize excellence and fulfill one's own responsibilities, as well as to enable the students to mind health and safety.
- (3) To enable students to understand dance characteristics, its origin and means of its expression, as well as the physical fitness components expected to improve in conjunction with this, while also enabling the students to devise ways of tackling activities according to their own tasks.

H. Theory of Sport and Physical Education

- (1) To enable the students to understand that exercise and sports are diverse.
 - (a) Exercise and sports were born and developed from such necessities as moving one's body and maintaining health, as well as joys such as testing one's strength in accordance with competitive sports.
 - (b) There are a wide variety of ways to be involved to exercise and sports, such as performing, watching and supporting them.
 - (c) Exercise and sports have unique techniques and strategies, and there are

certain methods for how to learn these.

- (2) To enable students to understand the significance and results of exercise and sports.
 - (a) For exercise and sports, results such as developing one's body, maintaining its functions and improving physical strength can be expected, along with psychological results like acquiring self-confidence and eliminating stress.
 - (b) For exercise and sports, results such as enhancing one's sociability can be expected, such as by consenting to rules and manners and building appropriate personal relationships.
 - (c) When engaging in exercise and sports, it is necessary to pay attention to health and safety, such as by selecting exercises on the basis of factors like their characteristics and purpose, as well as one's developmental stage and physical condition.

[Physical Education Field for Grade 3]

1. Objectives

- (1) To enable students to experience the fun and pleasure of physical activities through engaging in sensible physical activities, to enhance their knowledge and motor skills and to enable them to engage in physical activities meaningfully at every life stage.
- (2) To enable students to be more skilled in their ability to improve their physical fitness on a personal basis, and to enable harmonious development of both body and mind in engaging in physical activities appropriately.
- (3) To enable students to motivate fair play, cooperate with one another, accept their responsibilities and participate through experiencing competition and cooperation in sport, and to develop the motivation to be familiar with sport in each life stage while paying attention to health and safety.

2. Content

A. Physical Fitness

- (1) To enable students to experience the fun and comfort of moving their bodies, to maintain and improve health and physical fitness, and to make an appropriate exercise plan in according to an objective and implement this plan.
 - (a) For exercise for releasing body and mind, enable students to conduct light exercises and rhythmical exercises in order to enable students to be aware that the mind and body influence and alter one another. To get the students into good physical condition according to the condition of their body, and to have them actively interact with their fellow students.

- (b) For exercise to enhance physical fitness, to set up and work on exercise plans which aim to maintain and improve health and enhance balanced physical fitness according to one's goals.
- (2) To enable students to independently engage in physical fitness exercises, strive to take differences in physical fitness into consideration and to fulfill one's own responsibilities, as well as to enable the students to maintain health and safety.
- (3) To enable students to understand the meaning of continuing with exercise, the structure of the body and general principles for exercise, while also enabling the students to devise ways of activities according to their own tasks.

B. Apparatus Gymnastics

- (1) With regard to the following activities, to enable students to experience the fun and pleasure of being able to perform techniques, and to enable the students to perform skills appropriate to their own ability.
 - (a) For exercises using mats, to smoothly and steadily carry out basic skills for rolling and other skillful movements, perform techniques which have different requirements and developmental techniques and to configure and perform these.
 - (b) For exercises using bars, to enable students to smoothly and steadily carry out basic skills for circle and swings, perform techniques which have different requirements and developmental techniques and to configure and perform these.
 - (c) For exercises using balance beams, to enable students to smoothly and steadily carry out basic skills for gymnastics and balance stunts, perform techniques which have different requirements and developmental techniques and to combine these.
 - (d) For exercises using vaulting boxes, to enable students to smoothly and steadily carry out basic skills for hecht vaults and handsprings, perform techniques which have different requirements and developmental techniques and to configure and perform these.
- (2) To enable students to actively engage in apparatus gymnastics, enable the students to strive to recognize good performances and fulfill their own responsibilities, as well as to enable them to maintain health and safety.
- (3) To understand the names of techniques and how to perform them, how to enhance physical fitness and methods for observing exercise, while also enabling the students to devise ways of tackling activities according to the own task.

C. Track and Field

- (1) With regard to the following activities, to enable students to experience the fun and pleasure of improving upon records and competing, and to allow the students to acquire various types of special skills in each discipline.
 - (a) To enable students to run swiftly by means such as carrying out transiting intermediate running smoothly in short-distance races and relays, to run maintaining a pace that is suitable for oneself in long-distance races, and to clear hurdles smoothly while running in a manner which maintains one's speed, in hurdle races.
 - (b) To enable students to take-off powerfully and jump from the approach run at a high speed in the running long jump, and to take off powerfully and clear the bar with a large motion from a rhythmical approach run in the running high jump.
- (2) To enable students to engage in track and field voluntarily. To enable students to react to wins and losses calmly, strive to value rules and manners and fulfill one's own responsibilities, as well as to enable the students to maintain health and safety.
- (3) To enable students to understand the names of techniques and how to perform them, how to enhance physical fitness and methods for observing exercise, while also enabling the students to devise ways of working on activities according to their own tasks.

D. Swimming

- (1) With regard to the following activities, to enable students to experience the fun and pleasure of improving upon records and competing, and to enable the students to swim efficiently.
 - (a) For freestyle, to enable students to swim quickly and for long distances at a steady pace while maintaining a balance between one's arms and legs and in one's breathing.
 - (b) For breaststroke, to enable students to swim quickly and for long distances at a steady pace while maintaining a balance between one's arms and legs and in one's breathing.
 - (c) For backstroke, to enable students to swim at a steady pace while maintaining a balance between one's arms and legs and in one's breathing.
 - (d) For butterfly, to enable students to swim at a steady pace while maintaining a balance between one's arms and legs and in one's breathing.
 - (e) To enable students to swim by using multiple swimming styles or to do relays.

- (2) To enable students to actively engage in swimming. To enable students to acknowledge wins and losses, strive to hold rules and manners in high esteem and fulfill one's own responsibilities, as well as to enable the students to maintain health and safety, such as knowledge concerning the prevention of swimming accidents.
- (3) To enable students to understand the names of techniques and how to perform them, how to enhance physical fitness and methods for observing exercise, while also enabling the students to devise ways of tackling activities according to their own tasks.

E. Ball Games

- (1) With regard to the following activities, to enable students to experience the fun and pleasure of competing over wins and losses, and to enable the students to engage in games by coordinating with their teammates through skills according to a strategy.
 - (a) For goal-type games, to enable students to engage in offense and defense such as by penetrating to in front of the goal via steady on-the-ball-skills and off-the-ball-movements such as creating open spaces.
 - (b) For net-type games, to enable students to engage in offense and defense surrounding open areas by steady on-the-ball-skills according to one's role, and coordinated movements with others.
 - (c) For baseball-type games, to enable students to engage in offense and defense such as by going on the offense via steady bat manipulation and base running, and manipulation of the ball and a coordinated defense with others.
- (2) To enable students to independently engage in ball games. To strive to hold fair play in high esteem, fulfill one's own responsibilities and contribute to discussions on game plane, as well as to enable the students to maintain health and safety.
- (3) To enable students to understand the names of techniques and how to perform them, how to enhance physical fitness and methods for observing exercise, while also enabling the students to devise ways of solving problems according to their own tasks.

(F) *Budo*

- (1) With regard to the following exercises, to enable students to experience the fun and pleasure of being able to enhance skills and perform techniques, and to enable the students to acquire specialty techniques.
 - (a) For judo, to enable students to engage in offense and defense like taking

down, throwing and pinning one's opponent by using everything from basic moves to fundamental techniques, specialty techniques and combination techniques according to the changes in the movements of one's opponent.

- (b) For kendo, to enable students to engage in offense and defense like upsetting one's opponent's stance and attacking and parrying by using everything from basic moves to fundamental techniques and specialty techniques according to the changes in the movements of one's opponent.
 - (c) For sumo, to enable students to engage in offense and defense like taking one's opponent down and throwing and twisting them by using everything from basic moves to fundamental techniques and specialty techniques according to the changes in the movements of one's opponent.
- (2) To enable students to independently engage in *budo*. To respect one's opponent, strive to hold the ways of traditional conduct in high esteem and fulfill one's own responsibilities, as well as to enable the students to maintain health and safety.
 - (3) To enable students to understand things like traditional ways of thinking, the names of techniques and how to go about observing lessons, how to enhance physical fitness and methods for observing exercise, while also enabling the students to devise ways of tackling activities according to their own tasks.

G. Dance

- (1) With regard to the following activities, to enable students to experience the fun and pleasure of putting feeling into dancing and free group dancing, and to enable the students to interact and present themselves through expression and dance which intensifies an image.
 - (a) For creative dance, to enable students to dance by taking hold of an image suited to a theme that one would like to express, expressing oneself improvisationally as an individual or in groups by adding variety and through movements that have pacing and dynamics and make use of open spaces, and pulling this together into simple works.
 - (b) For folk dance, to enable students to perceive characteristics of dancing styles and to dance through characteristic steps, movements and the positioning in conjunction with music.
 - (c) For contemporary rhythmic dance, to enable students to perceive characteristics of rhythm and to dance to a rhythm with one's entire body by adding variations and cohesiveness.
- (2) To enable students to independently engage in dance. To enable students to strive

to recognize one another's differences and merits and fulfill one's own responsibilities, as well as to enable the students to maintain health and safety.

- (3) To understand dance names and terminology, dance characteristics and means of expression, how to enhance physical fitness, and means of interaction and presentation, while also enabling the students to devise ways of tackling activities according to their own tasks.

H. Theory of Sport and Physical Education

- (1) To enable the students to understand the significance of sports as culture.
 - (a) Sports are important for leading a cultural life and living better.
 - (b) The Olympics, international sports events and the like play a major role in international goodwill and world peace.
 - (c) Sports bring people together people by transcending differences in ethnicity, country, race, gender and handicaps.

[Handling the Content]

- (1) The various fields in "Content" are to be treated in the following manner:
 - (a) In Grade 1 and Grade 2 all of the students should take "A. Physical Fitness" through "H. Theory of Physical Education." In doing so, the students are to take "A. Physical Fitness" and "H. Theory of Sport and Physical Education" throughout the two grades.
 - (b) For Grade 3 all of the students should take "A. Physical Fitness" and "H. Theory of Sport and Physical Education." One or more should be chosen from out of "B. Apparatus Gymnastics," "C. Track and Field," "D. Swimming," and "G. Dance," as well as one or more from among "E. Ball Games" and "F. Budo," respectively, in order to allow the students to take these subjects.
- (2) The items indicated in "A. Physical Fitness" through "H. Theory of Sport and Physical Education" in "Content" should be dealt with in the following manner.
 - (a) With regard to the exercises in (1)-(a) of "A. Physical Fitness," instruction can be provided by aiming to relate these to "B. Apparatus Gymnastics" through "G. Dance," while also aiming to connect these to health fields such as mental health. In addition, for the exercises in (1)-(b) of "A. Physical Fitness," instruction can be provided in Grade 1 and Grade 2 by placing emphasis on exercises designed to enhance the ability to maintain motion, and enhancing balanced physical strength should also be kept in mind. For Grade 3, instructional methods such as covering examples of exercises which the students can tackle in their daily lives should be devised.

- (b) With regard to the exercises in (1) of “B. Apparatus Gymnastics,” for Grade 1 and Grade 2 two items including (a) and another item should be selected from between (a) and (d) to allow the students to take said items. For Grade 3, one item should be selected from between (a) and (d) to allow the students to take said item.
- (c) With regard to the exercises in (1) of “C. Track and Field,” a selection should be made from among the respective exercises indicated in (a) and (b) to allow the students to take said item.
- (d) With regard to the exercises in (1) of “D. Swimming,” for Grade 1 and Grade 2 two items including either (a) or (b) and another item should be selected from between (a) and (d) to allow the students to take said items. For Grade 3, one item should be selected from between (a) and (e) to allow the students to take said item. In addition, starting from in the water and turns should also be covered in relation to swimming styles. With regard to swimming instruction, this may be foregone in cases where it is difficult to ensure an appropriate swimming venue, but knowledge concerning the prevention of swimming accidents must be covered. Furthermore, this should be covered in relation to first-aid treatment in the Health section.
- (e) With regard to the exercises in (1) of “E. Ball Sports,” for Grade 1 and Grade 2 all of the students should take (a) through (c). For Grade 3, two items should be selected from between (a) and (c) to allow the students to take said items. In addition, either basketball, handball or soccer should be covered for (a); volleyball, table tennis, tennis or badminton should be covered for (b); and softball should be covered for (c) as appropriate. The students can engage in other types of exercises in accordance with the circumstances of the region and the school. For the implementation of (c), in the event that it is difficult to ensure an athletic field of adequate size, then this is to be carried out by devising instructional methods.
- (f) With regard to the exercises in (1) of “F. *Budo*,” one item should be selected from between (a) and (c) to allow the students to take said item. It is possible to have the students engage in other types of *budo*, such as *naginata*, in accordance with the circumstances of the region and the school. In addition, in the event that it is difficult to ensure a *budo* area then this is to be carried out by devising instructional methods. What is more, due consideration is to be paid to ensuring safety, such as by providing instruction in a phased manner based on the students’ learning stage and

individual differences.

- (g) With regard to the exercises in (1) of “G. Dance,” a selection should be made from (a) through (c) to allow the students to take said item. The students can engage in other types of dance in accordance with the circumstances of the region and the school.
 - (h) With regard to “H. Theory of Physical Education” in “Content” for Grades 1 and 2, (1) should be covered in Grade 1 and (2) should be covered in Grade 2.
- (3) For the selection of fields and exercises from “A. Physical Fitness” through “G. Dance” in “Content” and their instruction, factors like the circumstances of the region and school as well as the characteristics of the students are to be taken into consideration. In doing so, for the instruction attention should be paid to enhancing the physical strength of the students, which is needed to touch on the characteristics of the respective exercises in the fields “B. Apparatus Gymnastics” through “G. Dance” in “Content.”
- (4) With regard to instruction on skiing, skating, waterside activities and other activities that have a deep connection with nature, attention should be paid to conducting these in accordance with the circumstances of the region and school.
- (5) Instruction is to be appropriately carried out through the fields in “A. Physical Fitness” through “G. Dance” in “Content” which is designed to allow the students to acquire means for conduct such as assembling, orderly arrangement, adjusting queues and changing direction, as well as enable them to act as a group efficiently and safely.

[Health]

1. Objectives

To enable students to develop qualities and abilities to manage appropriately and improve health " throughout their lives through understanding of health and safety in personal life.

2. Content

- (1) To enable the students to understand the development of functions of the mind and body, as well as mental health.
 - (a) The body has a period where many of its organs grow, which is accompanied by the development of various functions. Moreover, there are individual differences in the period and degree of the growth and development.

- (b) During puberty, functions related to reproduction become mature by the operation of endocrine secretions. Furthermore, appropriate behaviors corresponding to the changes associated with maturity are necessary.
 - (c) Mental functions such as intellectual functions, emotional functions and sociability develop influenced by factors like life experiences. In addition, self-awareness is deepened and self-formation undertaken during puberty.
 - (d) The mind and body influence one another and are connected. Desires and stress affect the mind and body. In addition, it is necessary to cope with desires and stress appropriately in order to maintain healthy mind.
- (2) To enable the students to understand health and the environment.
- (a) The body has the ability to adapt to the environment to some extent. Environments which exceed the bodies' ability have an effect on health. Moreover, there is a certain range with respect to temperature, humidity and brightness for leading a comfortable and active life.
 - (b) Drinking water and air have a close connection with health. Furthermore, drinking water and air must be managed in hygienic standards.
 - (c) The waste materials produced in daily life must be disposed in a sanitary manner so as not to pollute the environment, with due consideration for environmental conservation.
- (3) To enable the students to deepen their understanding of injury prevention.
- (a) Injuries caused by traffic accidents and natural disasters occur related to the human factors and environment factors.
 - (b) The majority of injuries resulting from some accidents, such as car crashes, can be prevented by reinforcing safe behaviour and improving the environment.
 - (c) Injuries caused by natural disasters occur not only immediately after the outbreak of the disaster, but also as a result of secondary disasters. The majority of injuries caused by natural disasters can be prevented by preparing for disasters and evacuating safely.
 - (d) Injuries can be prevented from worsening by properly providing first-aid treatment, which includes cardiopulmonary resuscitation and the like.
- (4) To enable the students to deepen their understanding of healthy lifestyles and disease prevention.
- (a) Health is predicated upon the interaction between host and environment. Furthermore, diseases occur as the result of the interaction between host and environmental factors.

- (b) A well-balanced lifestyle in terms of diet, exercise, rest, and sleep at a level appropriate for age and living environment must be continued in order to maintain and improve health. Moreover, an unhealthy lifestyle, including imbalances in the amount and quality of food, insufficient exercise and a lack of rest and sleep, produce disease such as lifestyle-related diseases.
- (c) Behaviors such as smoking, drinking and drug abuse have a variety of effects on the mind and body and can damage mental and physical health. Individuals' mental state, personal relationships and social environment have an effect on the initiation of such behaviors, and therefore appropriate measures must be taken against the factors respectively.
- (d) Pathogenic organisms are the primary cause of infectious diseases. Moreover, the majority of infectious diseases can be prevented by getting rid of the source of the outbreak, cutting off the route of transmission and enhancing the immunity of the body.
- (e) Health and medical care institutions should be effectively used for the maintenance and improvement of health and the prevention of diseases, and medicine should be used properly as well.
- (f) There is a close connection between individual health and social service for the preservation and promotion of health.

3. Handling the Content

- (1) (1) in "Content" is to be dealt with in Grade 1, (2) and (3) are to be dealt with in Grade 2 and (4) is to be dealt with in Grade 3.
- (2) In "Content," with regard to (1)-(a), respiratory and circulatory organs should primarily be dealt with.
- (3) In "Content," with regard to (1)-(b), from the perspective that the students are beginning to reach a level of maturity in which pregnancy and childbirth become possible, fertilization and pregnancy should be dealt with, but the progression of pregnancy must not be covered. In addition, because sexual urges arise and interest in the opposite sex increases along with the maturation of body functions., it should be dealt with that students must respect the opposite sex, deal with information appropriately and choose their healthy behaviors.
- (4) In "Content," with regard to (1)-(d), instruction should be provided on this in connection with instruction for (1)-(a) in "A. Physical Fitness" under "Content" in physical education.
- (5) In "Content," with regard to (2), consideration should be given to dealing with relation between pollution and health on the basis of the circumstances of the

region. In addition, ecosystems should not be dealt with.

- (6) In “Content,” with regard to (3)-(d), first-aid treatment for injuries, such as bandaging and hemostatic techniques, should be dealt with, and practical training should be carried out. In addition, this content should be related to the content in physical education, such as swimming, in order to provide effective instruction.
- (7) In “Content,” with regard to (4)-(b), consideration should be given to instruction to be based on the perspective of dietary education and linked to the development of a healthy lifestyle. Furthermore, dealing with the connection between the use of computers and other information equipment with health should also be taken into consideration as needed.
- (8) In “Content,” with regard to (4)-(c), the acute health effects on the mind and body and drug dependence should be dealt with. Furthermore, with regard to drugs, stimulants, marijuana and other related drugs should be dealt with.
- (9) In “Content,” with regard to (4)-(d), acquired immune deficiency syndrome (AIDS) and sexually transmitted diseases should also be dealt with.
- (10) For instruction on Health, teaching methods should be devised by incorporating learning activities that make students use the knowledge they have acquired.

III. SYLLABUS DESIGN AND HANDLING THE CONTENT

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

- (1) The allocation of school hours should be handled in the following manner.
 - (a) For the school hours for Health, around 48 unit hours should be allocated over the three grades.
 - (b) The school hours for physical education should be allocated appropriately over each grade. For this, seven or more unit hours should be allocated to “A. Physical Fitness” under “Content” in physical education for each grade, and three or more unit hours should be devoted to “H. Theory of Physical Education” for each grade.
 - (c) The school hours for the fields “A. Apparatus Gymnastics” through “G. Dance” under “Content” in physical education should be allocated with consideration given to enabling the students to master their content.
 - (d) The school hours for health should be appropriately allocated throughout the three grades. Time which has been consolidated into cohesive units to some extent should be allocated to the appropriate period in order to ensure that effective learning is carried out throughout each grade.
- (2) The purpose of the instruction related to health and physical education in schools

indicated in Section I-3. of Chapter 1 “General Provisions” should be applied in order to connect this to special activities and extracurricular sports club activities. Consideration should be given to enabling the students to appropriately and continuously practice activities related to health and physical education in their daily lives. Furthermore, measurements of physical strength should be carried out in a systematic manner so as to use these for exercise instruction and for improving physical strength.

- (3) Based on the objectives of moral education listed in Sections I-2 of Chapter 1 “General Provisions” and in Section I of Chapter 3 “Moral Education,” instructions concerning the content listed in Section II of Chapter 3 “Moral Education” should be given appropriately. The instructions should be in accordance with the characteristics of Health and physical education and should be related to the period of moral education.