Modern Sports to Contemporary Sports - The 3rd Report
Curriculum of University Physical Education for Students of Health and Welfare
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Abstract

In addition to modern sports, we have added contemporary sports to the physical education (PE) curriculum at this school. We have considered the following 3 points for a course of study. 1) Include not only regular sports but also add new sports and sports for disabled people into the curriculum. 2) A caring concern for others and environments is nourished through one's spirit and body through experiencing physical activities and stretching. 3) Include sports that focus on nature in order to encourage the students to rethink the relationship between human and nature, to realize that humans are part of the nature and enrich the "sense of wonder" by learning about themselves.

Purpose

In this research, contemporary sports, besides modern sports (especially competitive sports), that enable students to attain inner awareness and participate in sports within a natural setting will be added to the curriculum. We aim at researching the matter continuously, considering how the consciousness of students' physical education changes and also what kind of nature can be cultivated through a period of research of experiencing contemporary sports.

Method

This research focuses on three points of the curriculum in the approach to contemporary sports. Basic subjects, for example, sports such as volleyball or badminton, encourage the students to reaffirm the learning process and nourish their learning attitudes. It also encourages the students to learn more than one type of lifelong sport by proactively learning in groups the subjects that they have selected. Students learn more about their own mind and body by participating in physical fitness and stretching. This will lead them to care more about others and their environment. By experiencing natural environments through sports, such as camping, trekking, canoeing and skiing, students will develop a sharp sensitivity to nature and learn to harmoniously coexist with others and nature.

General description of the 3rd report

In the 3rd report, Physical Education, through the past three years, is analyzed with color therapy. According to the analysis of color therapy, color study classifies the colors into two groups. One is the chromatic color group, which is described as all the colors that have color such as red, blue, green and so on. The other is the achromatic color group, which is described as the colors without any color taste such as white, gray, black. Furthermore, in the relationship between human mentality and color, chromatic colors operate as positive mentalities, while achromatic colors operate as negative mentalities. The data is analyzed according to the definitions of colors; chromatic/positive and achromatic/negative color, and the students' explanations why they chose a specific color.

Results

We compared and studied the changes in color after the third year of participating in the physical education program at the school and the changes in color throughout the physical education program until the students reached high school. As a result, it became clear that students change the color as they participate in the Physical Education program at this school for a longer period of time and they also change the color image of the high school's PE. Additionally, the fulfillment and satisfaction of the PE program increases as students proceed into higher grades.

Consideration

The curriculum is organized differently for each grade to cultivate professionals in Medical and Welfare fields; the first year for "sports and health", the second year for "sports practice" and the third year "sports support". For next year, we want to search and develop a better curriculum for Physical Education.