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Comparative Study of Elementary School Physical Education Curriculum of Iran and the World's Selected Countries with New Didactic System Approach

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ABSTRACT

Background: The aim of this research to describe and compare variables and approaches of programming in elementary school physical education curriculum of Iran and the world's selected countries with new didactic system approach. **Objective :** This research is of practical type and is performed according to a descriptive-comparative method. Universe under study consists of 16 countries around the world with the addition of one selected province. Research information has been compiled via the scrutiny of library documents, internet searching and study of official documents pertinent to the school programs of the countries under study. Research results show that in each of the countries under study, a unique program has been considered for physical education school program, although an array of 3-3-6 is dominant in most of them. **Results:** The physical education lesson exists in weekly schedule of prep schools in all countries under study and in all educational grades. In school programs of countries under study, there's an attention and emphasis on the approach, aim and valuation indices. **Conclusion:** Research findings indicate that the physical education curriculum with a modern system of states, we have implemented training In addition to the growing body and mind in regard to the commands of Islam, and Islamic culture, individual differences, social and environmental, developmental needs of the audience, interests and ambitions of students, observing the joy and happiness, social and moral development, skills development critical thinking and analysis is emphasized.

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INTRODUCTION

Human being is the paramount being in terms of creation and can attain perfection through physical and mental education. Physical health is necessary even for a learned- and worshipper-manner life, and physical education could undertake part of the task to maintain human bio-life. Maintaining health has various dimensions, part of which is provided through physical activity and movement (guide for coordinating the physical education program of elementary school section with the national course programs, 2012).

Bennett *et al.* have defined physical education as part of the public education, which is performed through physical activities and movements such as any types of games, race, exercise, gymnastic, concerted movements and similar activities. Physical education has always been part of the education system of countries (Bennett *et al.*, 1983).

Hardman has concluded that physical education, as one of the main parts of the educational programs of different education sections in most of the world countries (92% of the countries), is mandatory at least as part of an educational session, however, its implementation may virtually be less than the formulated programs (Hardman 2000).

Course program of physical education has begun its growing trend in the shadow of scientific progressions of the course planning since 1960s and codifying scientific theories of this field and its division into parts of curriculum and curriculum designing, and determining the theories of curriculum in the education area. Looking at the history of physical education in Iran's education reveals that in 1928 the physical education course was formally and mandatory included in the curriculum of all education sections, but its implantation was not practically carried out due to lack of prediction of financial resources, facilities and expert human resources. Codification of the curriculum of physical education in Iran was initiated from 1998 and was conducted in elementary section between 1991 and 1993. After the experimental implementation, the curriculum was

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executed throughout the country, but it faced many problems and was stopped in some cases while it had not been too much time from its initiation (Karimi, 1986).

Studying curriculums of physical education in different countries worldwide, Esmaeili found that paying attention to the curriculum of physical education, especially standard, overall and national curriculum is increasing. But despite attention from experts and plan-makers to the curriculum of physical education, Harman's research (2000) has shown that the status of executing this curriculum has declined in different countries worldwide. The main reason of this is costs of sport equipment's, which being considered as unnecessary and luxury by some executers, thus implementation of this curriculum in future schools would not be so suitable (Esmaeili, 2005).

Modifications of physical education curriculum of elementary section with the aim of coordinating it with the national curriculum in 2012 were carried out based on the following principles: considering Islam religion rules in nurturing body and mind; Iranian and Islamic culture; individual, social and environmental differences; targets' developmental needs; students' interests and impulsion; observance of happiness; social and moral growth; growth of thinking and critical analysis skills. Modification cases are: curriculum approach; curriculum objectives; curriculum content; assessment strategies (Guide for coordinating the curriculum of physical education with the national curriculum 2012).

Kayode has suggested Universal Basic Education (UBE) as the substitute of the overall elementary education scheme of 6-3-3-4 system. The 6-3-3-4 system includes 6-years education in elementary school and 3-years of guidance education, which lead to 9 years non-stop education and being automatically transferred from one class to another through continuous assessment (Kayode, 2006). The above-mentioned system was changed to 1-6-3-3 in 2012 in order to recompense the weaknesses (i.e., problems of education budget, poor equipment of school systems, lack of qualified teachers, and inappropriate and out-of-date infrastructural facilities in schools) of the previous one (Ayo and Adebisi, 2008).

In 2012, with the modification of educational system into the 6-3-3 system and codification of the fundamental transformation system, these objectives were revised as follows:

- a) Science element (cognitive scope): familiarity with basic motions, gaining awareness about physical health, familiarity with one's own physical-motor abilities, familiarity with perceptual-motor concepts, familiarity with game, native and sport games, awareness of appropriate moral behaviors in sport activities, familiarity with sport instruments, how to procure them, their application and maintaining, familiarity with correct body postures during daily affairs.
- b) Action element (skill scope): maintaining and development of one's motor and physical preparation, skill in performing games, native and sport games, sport preliminary skills, skill in performing fundamental movements, collecting information about health, individual health and physical activities, efforts to maintain game environment as places for getting on leisure time, efforts to appropriate use of environmental resources and facilities so that the physical and motor health would be maintained and developed.
- c) Element of faith, belief and morality (attitude scope): interest to maintain and promote physical abilities, considering the health blessing as a celestial gift, willingness to respect to group-work principles in sport activities, being interested in participating group games in and out of school, respect to moral beliefs in sport activities and efforts to improve one's behavior, feeling of responsibility for maintaining sport facilities, paying attention to observance of safety and sport (personal and environmental) hygiene principles. In its secondary goals, physical education curriculum has the ability to contribute to other courses of elementary section to achieve their educational goals (incorporation with other courses) (Guide for coordinating curriculum of physical education of elementary section with the national curriculum, 2012).

The motive of the present study was un-availability of correct, up-to-date and more complete information about what other countries have carried out, or are currently carrying out, in the context of physical education planning in elementary schools with the modern approach. The following questions are posed:

1. How is the curriculum of physical education with the modern approach including overall goals, educational system, content, material and resources, groupings, educational places for Iran's elementary-section physical education?
2. How are the enumerated factors in elementary-section physical-education course in other (selected) countries worldwide?
3. What is the difference between the curriculum of physical education with the modern approach in Iran and other studied countries?

Methodology:

The present practical research has been conducted in a descriptive and comparative manner. The population studied in this investigation included the curriculum of physical education of 16 world countries or one of their selected provinces, including China, Japan, Turkey, Saudi Arabia, Germany, U.K., France, Russia, Egypt, Nigeria, South Africa, Canada, U.S., Brazil, Australia together with Iran. The instrument for collecting information included investigation of formal, library documents. The research data is concerned to variables of

curriculums of studied countries and is gathered through examining library documents and the Internet. Some information was extracted through formal resources available in libraries concerning the representation of curriculum of physical education in each country. The most important method for collecting information in this research was through searching the internet and referring to official websites of education systems of the studied countries. The most significant websites examined in this research were: the official website of education ministry of each country (national program), the official website of education unit in each state/province, and the official website of UNICEF.

Also, comparison of assessment method of the physical education curriculum in the contexts of type of the educational system, approach, goals, content, time, place, material and educational instruments. Two resources for collecting information about the curriculum of physical education existed in this research, depending on the concentration or non-concentration of course planning in schools of different countries:

1. The concentrated curriculum of physical education which is regulated by the education ministry (or any central organization of education system administration). In this type, in order to collect information, we referred to evidence of the ministry or the organization executing the central educational system.
2. The un-concentrated curriculum of physical education of province, which is independent from the central unit and is regulated by the management of each province. We referred to evidence of the educational system planning organization of the selected province of each country.

3. Findings:

The research results indicate that describing and comparing research data suggest that in each of the studied countries different physical education curriculums have been considered for elementary schools, and are compared in the contexts of educational instruments, approach type, goals, content, time, place, educational instruments, education method, and teachers.

Education System:

The previous educational system of Iran before the splendorous Islamic Revolution was as 6-3-3, which was changed into 1-5-3-4 system. Thereafter, with the renewal of the intermediate educational system, it was changed to 1-5-3-4-1 and after some years with the national document of education including philosophy of education in Islamic Republic of Iran (IRI), philosophy of formal public education in IRI and the manual of formal public education in IRI in 820th session of the supreme council of education in July 24, 2010 was generally approved to be changed into 6-3-3, which was mandatory to be executed as soon as 2012. In this research, the modern educational system of IRI being compared with the selected countries world-wide (Table 1). Guidance-school section does not exist in some countries, such as Turkey. And in some counties, such as Nigeria, the education duration is more than 12 years. Of the total countries studied, five countries are consistent with in Iran in terms of educational system, and the experiences of these countries could be used to identify strength and weakness of the 6-3-3 system.

Approach of the physical education course:

The physical education in South Africa has been codified with the approach of preparing students for individual and social life. Also, respect to cultural and religious differences and achieving maximum physical, cognitive, personality, affective, and social abilities has been considered in this curriculum. Also in Germany, attention and emphasis of the physical education course was on improvement of sport performance and development of students' motivations and their interests to physical education. The approach of physical education in Australia is public growth (health education, physical education, family economics, training out-of-saloon activities, personal growth, training human relationships and life skills) as well as contributing to realize, understand and evaluate the culture and social traditions of students.

The pattern of the physical education curriculum in the U.K. is to train two patterns: fitness education and increasing the tendency to active life-manner and activity based education (diversity in activities and providing many opportunities for physical activities). U.S. emphasizes on active life-manner physical education. In addition, cases such as individual-social and cultural approach have been referred to through participating in physical activities, physical growth, promoting life practice, developing various skills and developing students' knowledge, skills and attitudes. As with the U.S., the curriculum of physical education in Brazil is focused on choosing and maintaining active and healthy life practices. Moreover, activity-based education (variety in activities and providing many opportunities for physical activities) has been considered in this curriculum.

In China, physical education stands on 4 principles: Health, fitness, domination on substantial sport skills, and awareness of the main regulations and sport fields methods. Also, getting interested in sport and finding interest sport has been taken into account in the curriculum of this country. Also in Japan, making students get interested in sport such that they participate in sport activities for their whole life is one of the principles of course planning in physical education.

Table1: Comparing the education system in the course program of different countries.

	Countries	Education System		Countries	Education System
1	South Africa	6-3-3	9	Russia	3-6-2
2	Germany	4-6-3	10	Japan	6-3-3
3	Australia	6-4-2	11	Saudi Arabia	6-3-3
4	U.K.	6-5	12	France	5-4-3
5	U.S.	5-3-4	13	Canada	8-4
6	Brazil	8-3	14	Egypt	6-6
7	China	6-3-3	15	Nigeria	6-3-3-4

From information found France's physical education curriculum, there is no any direct indication of physical education approach but some cases have been mentioned including: facilitating mental, sensory growth and physical and sport skills and expanding awareness about time and place, objects, modern world and one's body structure. In Canada, the comprehensive approach of health and physical education course is to emphasize on participation and collaborations of parents, peers, schools, government, media, different organizations so that students would have many opportunities for learning by different individual and group methods, with and without directions and contribution from teacher through study, practice and activity. It has also been emphasized on daily physical activity and basic motor skills which they may need during their life to participate in physical activities. Three approaches were enumerated for physical education in Iran: sport-education approach, fitness-education approach, and multi-activity pattern approach. In the modern approach, the physical education course in elementary section, in the same direction as the national curriculum as part of the formal education system, is one of the most important courses which could be practically planned in schools through moving along the approaches of maintaining and developing health, training motor and sport skills, and training the ways of active life and correct getting on students' leisure times proportionate to the goals of each educational section.

Information regarding the physical education approach in curriculums of countries Turkey, Russia, Saudi Arabia, Egypt and Nigeria was either not available for the researcher or has not been mentioned in the studied curriculums.

With studying the physical education approaches in the curriculum of the studied countries, the followings which had more frequencies than others were concluded:

1. Providing students with opportunities with the aim to making them participate in physical activities and finally choose and maintain a healthy and active way of life.
2. The physical education course highly contributes to students' general growth (interpersonal relations, safety learning in life environment, adopting the active way of life and growth of fundamental motor patterns and coordinated motions).
3. It improves students' physical activities and sport performance.
4. The course of physical education should enable student to apply their talents in order to achieve maximum physical and motor, cognitive, personality, affective and social abilities.
5. Making students get interested such that they would participate in sport activities for their whole lives.
6. Preparation of students for individual and social life.
7. It helps students to realize, understand and valorize culture and social traditions as well as to respect to cultural and religious differences.
8. It helps students to realize and valorize themselves and others in order to make informed decisions for their lives.
9. It is emphasized in the physical education course that students should be self-training who learn through applying problem-solving skills.
10. Domination on substantial sport skills and awareness of main regulations and methods of sport fields.

Objectives of the physical education curriculum of elementary section:

Objectives of the physical education curriculum of elementary section in the studied countries are being compared here, and for this purpose, table 2 compares the information about the enumeration of frequencies of physical education objectives of these countries.

Cognitive Scope:

1. Enhancement the knowledge and information regarding fitness and physical practice and application of this knowledge.
2. Enhancement the knowledge and information regarding health, hygiene, safety of physical activity, nutrition and application of this knowledge.
3. Increasing the knowledge and information about sport and motor skills, ability of analyzing the movements and motion components, acquiring the game techniques and strategies and applying this knowledge.

Affective Scope:

4. Developing a positive view toward physical activities and willingness for participating in physical games and types of sport, and valorize regular physical activity and health habits.
5. Developing a positive toward the game rules and respecting them and performing them and showing responsible behavior in game and sport situations.
6. Developing a positive view toward social values including society culture, a sense of group collaboration, responsibility, social discipline and regulation, respect to personal differences, and ability to establish positive relations with others (social growth).
7. Developing a positive view toward hygiene and personal health habits and their observance and developing personal values including self-esteem and self-confidence in sport and life situations (personal and personality development).

Mental-Motor Scope:

8. Learning fundamental motor and physical skills and applying them in life and sport situations and performing physical activities (contributing to motor and physical growth).
9. Acquiring fitness (increasing and maintaining it through physical practices).
10. Participation in physical and sport games and in regular physical activities.
11. Learning sport skills (basic skills in sports).
12. Performing motor patterns with improvement of coordination and control of performance.

Table 2: Comparing the goals of the physical education course of elementary section in course programs of different countries.

	Goals Countries	1	2	3	4	5	6	7	8	9	10	11	12	13
1	South Africa	-	*	-	*	-	*	*	*	-	-	-	-	-
2	Germany	-	-	-	-	-	*	*	*	-	-	-	-	-
3	Australia	-	*	*	-	-	*	*	*	-	-	-	-	-
4	U.K.	*	*	*	-	-	-	-	*	-	*	-	*	-
5	U.S.	-	-	*	*	*	*	*	*	*	*	-	-	-
6	Brazil	-	-	-	-	*	*	*	-	-	-	-	-	-
7	China	-	*	*	*	*	-	*	-	*	*	*	-	-
8	Russia	-	-	-	*	-	-	-	-	*	-	*	-	-
9	Japan	-	*	-	*	-	*	-	-	*	-	-	-	-
10	France	*	*	-	-	*	*	*	*	-	-	-	-	-
11	Canada	*	*	-	*	-	*	-	*	*	*	-	-	-
12	Iran	*	*	*	*	*	*	*	*	*	*	*	*	*
	Frequency sum	4	8	5	7	5	9	7	8	6	6	4	2	1

*Goals which have been marked with this sign are included in the goals of the physical education of those countries

As shown in table 2, the highest frequencies relates to social growth, enhancing knowledge and information about health, hygiene, safety of physical activity, nutrition and applying this knowledge, motor and physical growth, individual and personality growth, and developing a positive view toward physical activity and willingness for participating in physical games and various types of sports and valorizing regular physical activity and health habits.

Duration of the physical education course:

Information about duration of the physical education course in 14 countries of the 16 studied countries, in elementary section, has been obtained in this research which is compared here.

Weekly hours (sessions) of the physical education course in the curriculums of the studied countries' schools are summarized in table 3. Durations of the physical education course for two countries- Canada and Nigeria- have not been mentioned in their curriculum, and deciding them has been put to the schools. However, there is some recommendation about duration of the physical education course for schools. For example, in Canada, it has been emphasized on the daily physical activity in schools. As seen, the least hours of the physical education course are 1.5 hours per week and the highest is 3 hours per week with the mean of 2.21 per week. While the average of hours of the physical education per week being 2.23 in the countries studied (table 3), this accounts for 2 in Iran which indicates that there is a little difference between the hours of the course physical education in the studied countries and Iran. On the other hand, percentage of the physical education course relative to other all courses being 9% in the studied countries and 7.5% in Iran. It could be concluded that the hours of the physical education course in Iran is slightly lower than other countries.

Educational Instrument of the Physical Education Course:

In the curriculums of the physical education of most countries studied, there is no indication to the educational instruments required for the course. In fact, quantitative and qualitative selection of the educational instruments has been put on teachers and is taken regarding the facilities available in school and it is not the case

that instruments for all of the schools throughout the province or country would be predicted in general. But in some countries there is an emphasis on the using of some instruments. For example, in Iran, there is a list of the general instruments required for executing the physical education course, in Japan the educational judo (the Japanese national sport) video has been distributed across their schools, and in Canada it has emphasized on providing gymnastic instruments in schools. On the other hand, in some other countries there is an emphasis on the quality of sport instruments. For example, in the U.K. national curriculum and Ontario provincial curriculum in Canada, sport instruments have not been predicted for the physical education course, but instruments healthy and safety supply of the used instruments have been emphasized. A list of various types of educational instruments of the physical education course has been considered in the curriculum of the studied countries, in which the highest mentioned items were various types of net, rope and balls.

Table 3: Comparison of duration of the physical education course of elementary school section in different countries studied..

	Goals Countries	The hours of physical education course per week	The whole hours of courses per week	The percentage of physical education course relative to all courses
1	South Africa	2	24.5	8
2	Germany	3	23	13
3	Australia	2	--	--
4	U.K.	1.5	23	6.5
5	U.S.	1.5	--	--
6	Brazil	2	26	7.7
7	Turkey	2	30	6.6
8	China	3	24	12.5
9	Russia	2	25	8
10	Japan	2	19	10.5
11	Saudi Arabia	2	29	7
12	France	3	26	11.5
13	Egypt	2	37	8
14	Iran	2	26.5	7.5
	Mean	2.21	26.8	8.9

Assessment Method and the curriculum of the physical education course:

There is three level of assessment in terms of accuracy: without assessment, theoretical/subjective assessment, and objective assessment. On the other hand, there are also two kinds of end and evolutionary (or phased) assessment. Investigation of assessment methods in the physical education curriculums indicates that a variety of methods are being applied for this course, the most important of which are:

- Observation of skill performance at the end of the class sessions (for skill assessment).
- Indirect observation of skill performance during game and sport (for skill assessment).
- Test of fitness with the national or provincial or class standard (for fitness assessment).
- Observation of behavior during class time (for assessment of affective scope items).
- Written or oral test (for assessment of cognitive scope items).
- Tasks, reports and accomplishment of projects.
- Comparison of a student with oneself and extent of his/her progression.

Studies suggest that the highest frequency of the assessment methods for the physical education course in the elementary section in studied countries was for the "indirect observation of skill performance during game and sport (for skill assessment)". In the case of curriculum assessment, curriculum content is regarded. In the other words, curriculum assessment considers whether the curriculums performed have resulted in correct enforcement of the curriculum content and students' learning and understanding of the curriculum. In South

Africa, curriculum assessment is based on national and provincial indices and is conducted through some methods as follow:

1. Baseline assessment
2. Diagnostic assessment
3. Formative assessment
4. Summative assessment
5. Systematic assessment

In Germany's curriculum, curriculum assessment is conducted based on the schools executive codes as well as the agreement between school and teacher (agreement on the objectives and contents of the physical education course). In Australia, there is no overall assessment system across the country, but in the assessment process in Newsouthwales province, data collecting instruments required for research assessment, interview, student assessment, discussion and conference with students, teachers, parents and society members have been introduced. In U.K. curriculum, three questions are posed for curriculum assessment, which are: What has led the curriculum to succeed? ; How was the curriculum organized? ; How the curriculum influenced students' learning?

In U.S., course assessment is conducted based on standard test in educational-region, state or national level. In Florida State, Sunshine State Standard (SSS) is used. In Beverly Hills, there are observation checklists for assessing each of the state standard items. Also, in California, the physical education curriculum assessment focuses on the assessment of extents of skills learning by students, which is undertaken through comparison with the standard fundamentals for each base. In assessment of the physical education course in Japan, it has been stressed that no matter how much students have learned, the quality of learning must be assessed, as well as it should be assessed if students have acquired independence in learning and thinking. In Ontario, Canada, it has been indicated that students should acquire knowledge and skills required for the growth and promotion in their class work, tests and other different activities, and curriculum assessment is conducted by the extents of curriculum success toward the above goal. In Iran, assessment checklists for behavioral goals are provided in 3 scopes.

Contents of the physical education course:

Examination of contents of the physical education course in the studied countries suggests that 18 activity could be enumerated as the content and activities represented in the physical education in the studied countries. These activities are:

1. Upbringing physical games;
2. Training and practicing fundamental motor skills and manipulation skills and pattern compounding;
3. Training and practicing basic sport skills and sports arrangements (various types of ball and rocket sports);
4. Gymnastic;
5. Concerted movements;
6. Track and field;
7. Swimming and water sports;
8. Mountain and rock jumping;
9. Fight and competitive sports;
10. Snow and ice sports;
11. Traditional and national sports;
12. Physical practice;
13. Theoretical training of individual and social skills (during game and sport or out of them);
14. Theoretical training the principles and advantages of health, physical activity and practice, safety principles of life and sport, appropriate nutrition, hygiene and its observance.
15. Theoretical training of the relation between physical education and other courses;
16. Competition and sport matches;
17. Outdoor activities and camp and activity in the nature;
18. Training the adaption with work world.

The comparison of table 4 indicates that some activities possessed the highest frequency among countries. These activities are: theoretical training of principles and advantage of health, physical activity and practice, safety principles of life and sport, appropriate nutrition, hygiene and its observance, physical upbringing games, training and practicing motor and fundamental skills and the skills of manipulation and compounding the patterns, gymnastic and concerted movements.

Discussion and Conclusions:

In this research, the physical education curriculums of 15 countries including South Africa, Germany, Australia, U.K., U.S., Brazil, Turkey, China, Russia, Japan, Saudi Arabia, France, Canada, Egypt, and Nigeria together with Iran, totally 16 countries, were investigated.

The educational System of the studied countries being of three type of concentrated, non-concentrated, and semi-concentrated, but most countries tends to a semi-concentrated educational system. Countries with concentrated educational system, such as China and France, have given some educational affairs to the provinces and units. On the other hand, countries with non-concentrated educational systems, such as Brazil and U.K., have attempted to codify some of the national educational standards in the form of the national curriculum. Onset age of mandatory education in the studied countries is either 6 or 7 years old, where education onset from 6 years old is more common. Also in Iran, the onset age of mandatory education being 6 years old from first class elementary section. The length of the elementary section varies from 4 to 8 years among the studied countries, and with the same proportion, from 6 to 9 years for the intermediate section.

Curriculums in the educational systems of the studied countries would be revised in an approximately 3- to 5-years cycle. Yet, full revision and overall modifications typically would be undertaken in a longer time period of about 8 to 10 years. Ranges of this time period for changes in the curriculum would be very variable and depend on the educational policies of each country. The followings have been emphasized in the physical education approach in the curriculums of the studied countries: choosing an active and healthy way of life; providing opportunities for students so that they could participate in daily physical activities; making students

get interested in through-life physical activities; emphasizing on the general and total growth of students to achieve their talents and to prepare them for individual and social life; considering social and personality growth of students; necessity of physical education; emphasizing on fitness practices; learning the essential sport skills; universal participation in codification and execution of the curriculum; being curriculum as student-oriented and considering students' needs; planning extra-ordinary physical education in addition to the curriculum.

Table 4: Comparison of the contents of the physical education course of elementary section in the curriculum of the studied countries.

	Goals	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Countries																			
1	South Africa	-	*	-	-	-	-	-	-	-	-	-	-	*	*	-	-	-	-
2	Germany	*	*	-	*	*	-	*	-	-	-	-	-	-	-	-	-	-	-
3	Australia	-	-	-	*	*	-	-	-	-	-	-	*	*	*	-	-	-	-
4	U.K.	*	-	-	*	*	*	*	-	-	-	-	-	-	-	-	*	-	-
5	U.S.	-	*	-	-	-	-	-	-	-	-	-	*	*	*	-	-	-	-
6	Brazil	*	-	*	*	*	-	-	-	-	-	-	-	-	-	-	-	*	-
7	China	-	-	*	*	*	*	*	-	-	-	-	-	*	*	-	-	-	-
8	Russia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9	Japan	*	-	-	-	-	-	*	-	*	-	-	*	-	*	-	-	-	-
10	France	-	*	*	*	*	*	*	*	*	-	-	-	-	-	-	-	-	-
11	Canada	*	*	-	-	-	-	-	-	-	-	-	*	-	*	-	-	-	-
12	Iran	*	*	*	-	-	-	-	-	-	-	-	*	*	*	-	-	-	-
	Frequencies summation	6	6	4	6	6	3	5	1	2	-	-	5	5	7	-	1	1	-

*Goals which have been marked with this sign are included in the goals of the physical education of elementary section of the corresponding country.

Components or factors or variables or elements of curriculum are things considered in the codification to be executed later. The most complete list of the curriculum elements (9 items) has been suggested by Klein as follows: general goals, content, materials and resources, grouping, teaching strategies, students' activities, assessment, time, educational site, which have been added to the approach and educational system to make the approaches complete (Kline, 1991).

Information obtained from the objectives of the physical education of elementary sections of the studied countries show that in the elementary section, the goals in the attitude scope have been considered more, and are matched with the goals of the physical education curriculum of our country in the recent years, specially the fundamental transformation system. Additionally, considering the rules of Islam religion in nurturing body and mind, Iranian and Islamic culture, individual, social and environment differences, targets; developmental needs, interests and impulsion of students, observance of happiness, social and moral growth, development of thinking and critical skills have been emphasized (test 2010 and the guide for coordinating the physical education curriculum of the elementary section with the national curriculum 2012). Examination of the content of the physical education course of the elementary section in the studied countries indicates that content of this course in this section is based on the motor-education pattern and the sport education pattern has not taken into account. This is because of the fact that, according to the findings of motor-development research, it is believed that in this age period the basic motor skills would be completed and these skills would provide the context for learning sport skills. The obtained results support studies by Esmaeili (2011).

Regarding the 6-3-3 system, in which the students of elementary section would be laid in age-range of 11-12 (this age-range being the initial years of learning sport skills) the necessity of paying attention to train the basic skills of sport field being obvious in these individuals.

The present study results showed that the time dedicated to the physical education course increases by age. While in the research by Hardman (2000) and Esmaeili (2005 & 2011), the proportion of the physical education course in the elementary section is different in some countries such as Germany.

Available information show that sport saloon is of highest frequency as the sport site of the physical education course and this is in line with Venir and Gallahue (1978) and Esmaeili (2005), but opposes to the results obtained by Rashidi (1997) and Zahmatkesh (1991). That is because of lack of appropriate facilities in schools in which school yards was just being used. Deficiency of sport facilities and credit could be the main reason of lacking appropriate exercise site in Iran's schools.

Comparison of the sites of the physical education course in the elementary section in the studied countries indicates that this is selected based on the determined goals and content. For example, if the content of the physical education course embrace swimming practices, it is necessary to plan for providing pool for students, a thing which was overlooked in the Saba project for students of grade 3 of the elementary section executed in Iran.

It is recommended that in Iran and any countries in which the hours of physical education course is less than 3 hours per week, it increase to 3 hours per week. This is beneficial not only to meet physical needs of

students and children with respect to the modern life harms (e.g. living in apartment), but also it leads the importance of this course in the mind of parents and school managers.

In order to assess the physical education course of the elementary section in the studied countries, looking at students' skill performance at the end of the class as well as during game and exercise are more common than fitness test (descriptive assessment system), this kind of assessment has been conducted since 2002-2004 educational-year in our country, but regarding the traditional view of performing Inferred tests for the final assessment, the course is not performed completely.

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