

INTERNATIONAL SUMMER SCHOOL FOR PHYSICAL EDUCATION TEACHERS

School PE Promotion in Korea (Yongnam Park)

June 2025



YONGNAM PARK



□ Education

Ph.D in Seoul National University, Sport Pedagogy

M.S. in Gyeongsang National University, Physical Education

B.S. in Chinju National University of Education, Elementary Physical Education

□ Professional Career

Researcher Fellow, Dep. Of Sport Policy & Development, Korea Institute of Sport Science (2024~Present)

Executive Director, The Korean Society for Elementary Physical Education (2019~Present)

Board Member, The Korean Association of Sport Pedagogy (2020~Present)

Elementary School Teacher (2007~2024)

Consultant, School Sports Promotion Association (2018~2024)

Lecturer(Pre-service Teacher Education), Chinju National University of Education (2018~2024)

Lecturer(Teacher Education), Gyeongsangnam-do Office of Education (2018~2024)

□ Research Area

Development of National PE Curriculum / PE Textbook

Physical Education Teacher Education (PETE)

School Sport Club

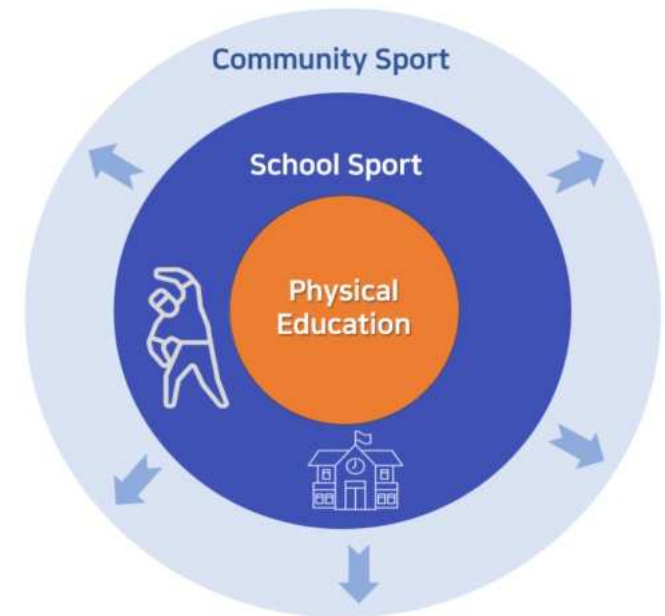
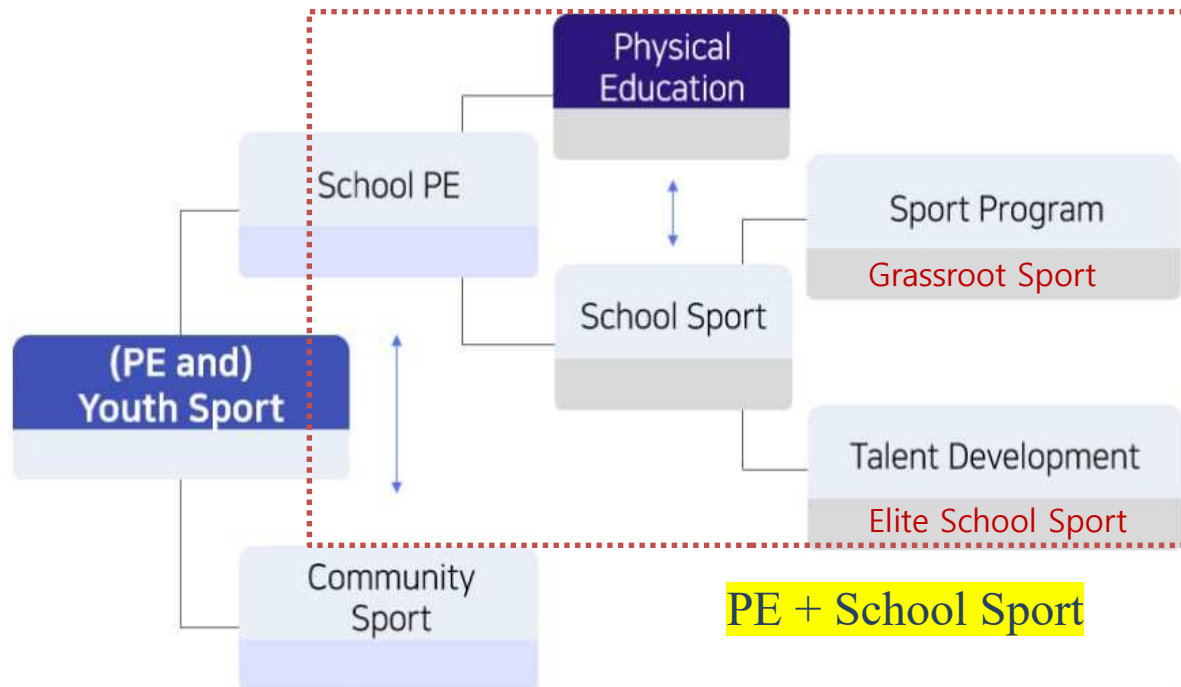
Youth Sport

CONTENTS

- 01** Overview of School PE in Korea
- 02** School PE Plan (Policy) of Korea
- 03** Implications and Future Directions for Kazakhstan school PE development

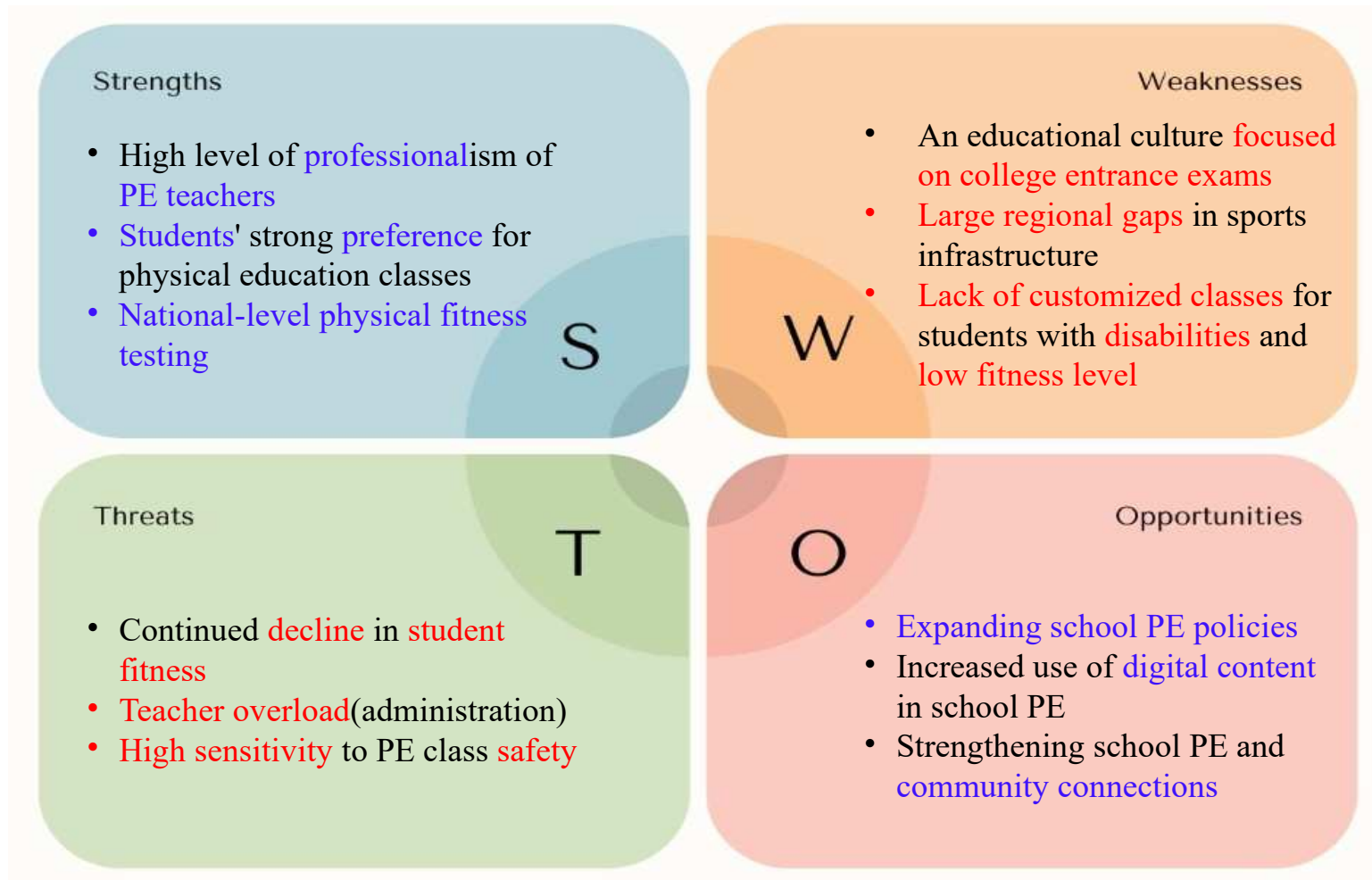
The meaning and scope of School Physical Education

School PE refers to the structured physical activities and sports that are provided within an **educational setting**, aiming to promote students' physical, mental, social, cognitive development.



SWOT Analysis of School Physical Education in Korea

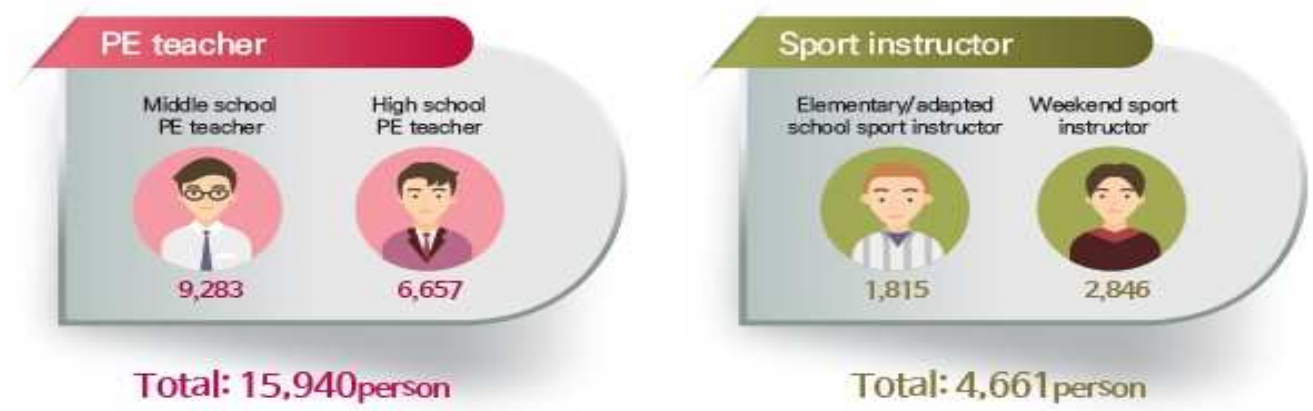
School PE in South Korea are heavily influenced by national social discourse and policy. Over the past two decades, under the leadership of the government, school PE in South Korea has experienced both qualitative and quantitative growth.



PE: The professionalism of middle and high school physical education teachers is high, and policies to support elementary school PE are being strengthened.

01. The number of PEs and school sport educators

1. The number of PE and school sport educator(2023) (Unit: person)



PE Hours in Grade Levels per Week as of 2024

	Elementary						Middle			High		
	1	2	3	4	5	6	7	8	9	10	11	12
hours	Integrative Classes 3		3				3		3	2	1 or 2	

Mandatory physical education class hours: 3 hours per week

Indicators (Current Status) of School PE in Korea (2)

01. Overview of School PE in Korea

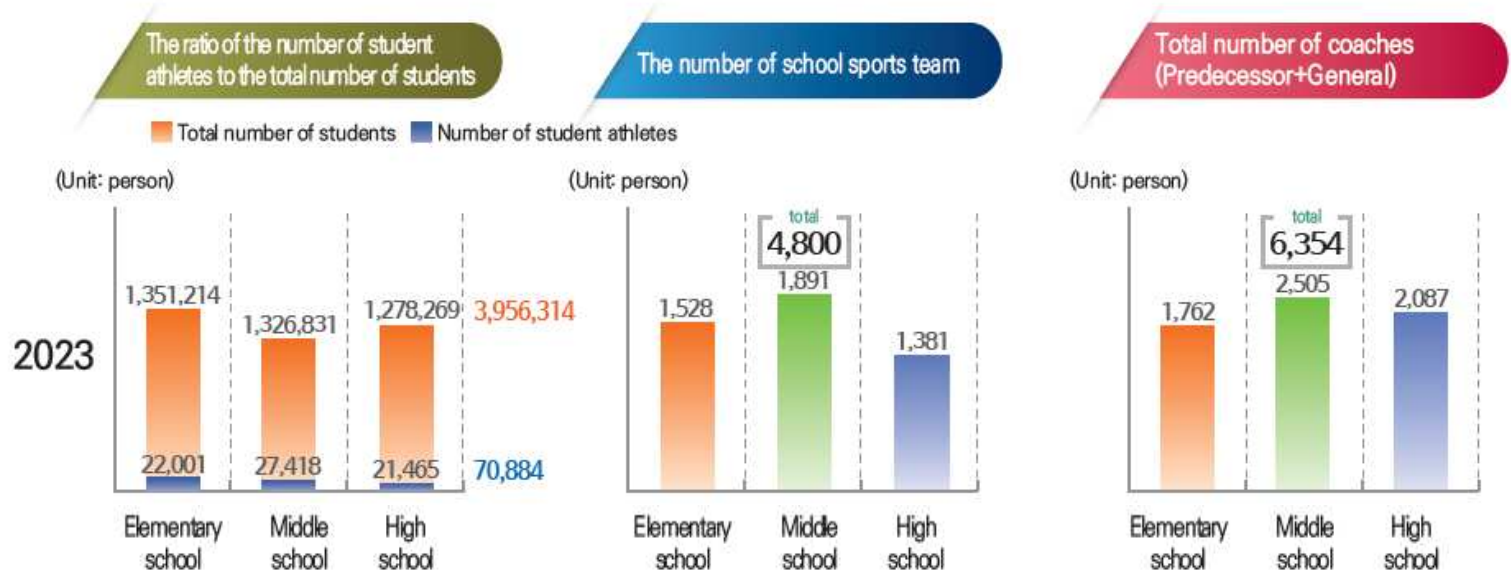
School Sports: Shift from elite sports clubs to an increase in sports clubs involving general student participation

- Since 2010, all schools are required to run school sports clubs to promote student participation and foster **character development**
- School Sports Club : (2010) 2,937,052 participants → (2023) 3,356,550 participants
- School Sports Club Registration Rate: (2010) 37.6% → (2023) **Approximately 64.4%**
- Around 17 events, including soccer, track and field, and new sports, are held annually at regional and national competitions



Elite school sports team

1. School sports team(2019~2023) ----- **1.79% of all students are student-athletes** ----- (Unit: team, person)

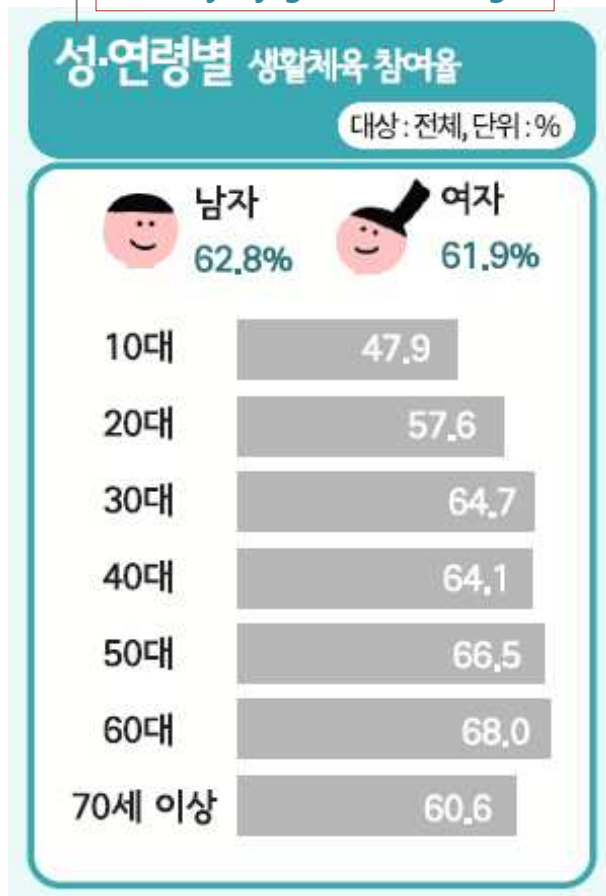


Lack of Physical Activity among Korean Students (1)

01. Overview of School PE in Korea

All study and no play makes Korean teens less physically active than their grandparents. **Only 47.9%** of teens exercise at least once a week for 30 minutes or more, while 60.6% of Koreans in their 70s report doing so in 2023.

Participation in physical activity by gender and age



Reasons for not using the sport facilities

(체육시설 미이용자, 단위: %)

구분	시간적 여유가 없어서	체육 시설에 대한 정보가 없어서	체육 시설 이용료가 비싸서	거리상 멀어서	체육 활동 프로그램이 다양하지 않아서	체육 시설이 전문적이지 않아서	체육 시설이 필요하지 않은 생활체육 종목에 참여하고 싶어서	기타
성/연령별	"I don't have time."							
남자 10대	70.5	5.1	7.7	4.8	6.9	3.3	0.4	1.4
남자 20대	57.0	14.1	7.3	5.9	7.6	5.4	0.6	2.1
남자 30대	65.3	7.5	12.4	7.2	2.4	3.5	1.0	0.7
남자 40대	74.2	3.7	5.0	5.5	7.2	3.6	0.6	0.3
남자 50대	61.5	9.2	10.3	6.1	6.1	3.2	0.9	2.6
남자 60대	46.4	14.6	13.8	7.5	6.7	6.1	1.4	3.5
남자 70세 이상	18.8	27.7	11.7	16.0	6.0	6.6	2.6	10.6
여자 10대	71.9	9.6	3.7	4.6	5.3	2.6	1.6	0.7
여자 20대	64.0	9.8	7.2	5.8	6.8	3.4	0.2	2.9
여자 30대	74.2	2.8	7.2	3.6	9.7	1.4	0.2	0.9
여자 40대	59.2	11.6	8.4	6.9	5.7	6.0	1.0	1.1
여자 50대	50.5	16.3	6.8	10.6	7.7	6.5	0.2	1.4
여자 60대	35.4	25.6	11.0	12.0	5.8	5.8	0.5	3.9
여자 70세 이상	14.6	24.3	9.1	18.4	7.8	9.0	1.3	15.7

Lack of Physical Activity among Korean Students (2)

01. Overview of School PE in Korea

Severe **lack of physical activity** among youth in Korea, with particularly **low after-school sports participation** among **female students**.



Sport (and Physical Activity) Participation

- Among OECD Countries, the Lowest Rate of After-School Physical Activities (42.9%, OECD AVG 66%)
- Physical Activity Engagement Rate (60min a day, 5 days or more per week), : Boy 23.4%, Girl 8.8%
- Teenagers have the Lowest Participation in Sports across All Age Group in Korea



OECD percentage of students participating in after-school sports

Rank	Country	Ratio(%)	OECD average: 66.0%
1	Ireland	77.6	
2	Netherlands	76.1	
3	Slovakia	75.1	
8	USA	71.0	
18	Germany	68.6	
35(bottom)	Korea	42.9	

(OECD, 2017)

Private education in South Korea is heavily focused on general subjects like math and English, with a very low percentage of private education for hobbies and self-cultivation like sports. This trend becomes even more extreme as students move from elementary to secondary school.

Table 3.1. Average monthly private education expenditure per student by type, 2017-2018

School Subjects/type of expenditure	2017 (in 10,000 won)	2018 (in 10,000 won)	%	2018 (in 10,000 won)		
				Primary	Lower Secondary	Upper Secondary
Total	27.2	29.1	7	26.3	31.2	32.1
General Subjects	19.8	21.3	7.6	15.5	27.4	26.2
One-to-one tutoring	2.8	3	7.3	1.4	3.7	5.2
One-to-many tutoring	2.1	2.2	4	1.8	2.8	2.4
Private academics	13.2	14.3	7.9	9.3	20	18.1
Home-visiting workbook-based study	1.1	1.2	4.1	2.2	0.5	0.1
Internet & other media based courses	0.5	0.6	25.4	0.7	0.4	0.4
Arts & physical education, hobbies and self-cultivation	7.2	7.6	5.8	10.8	3.7	5.2
One-to-one tutoring	1.2	1.2	3.1	1.3	0.8	1.5
One-to-many tutoring	0.5	0.6	9.2	0.9	0.5	0.2
Private academics	5	5.4	7.6	8	2.3	3.5
Home-visiting study	0.4	0.4	-13.7	0.6	0.2	0.1

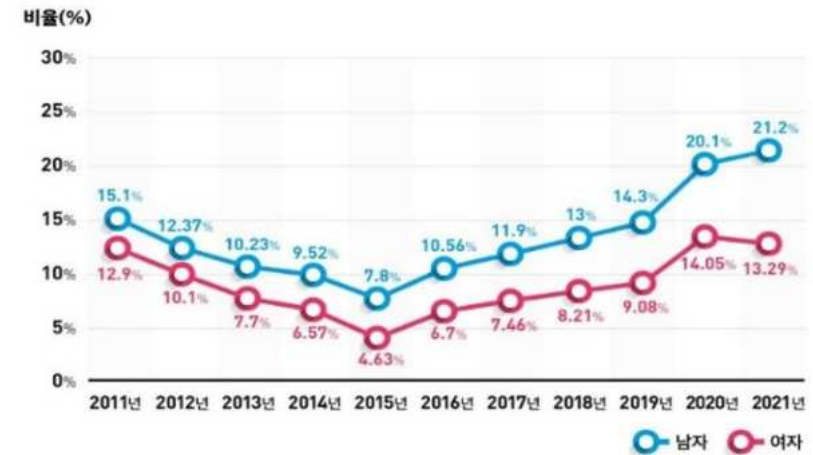
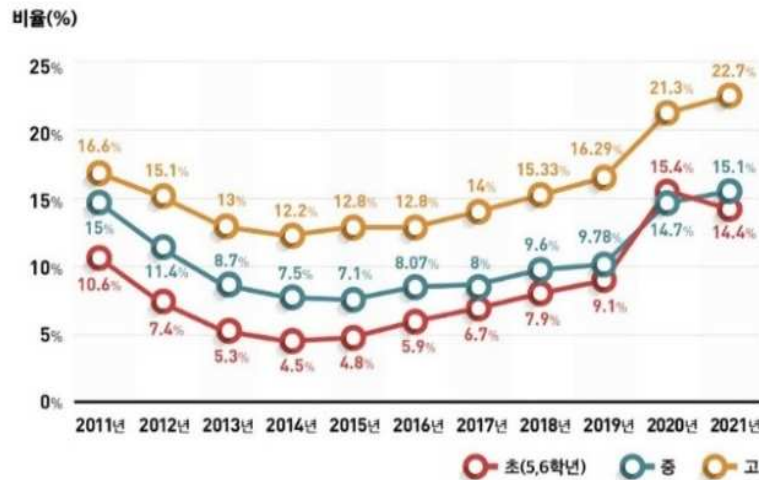
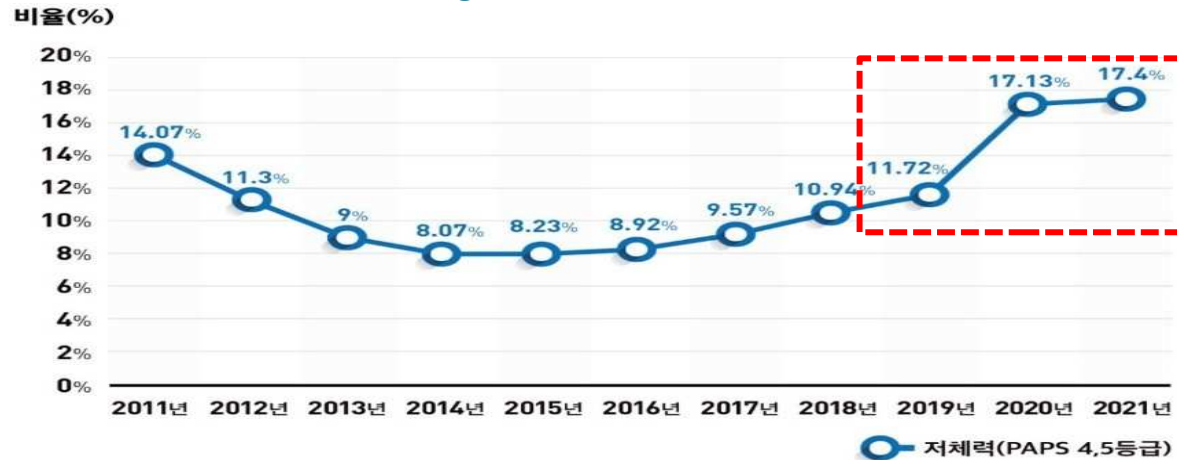
Source: Korean Ministry of Education(2019), KEDI.

Lack of Physical Activity among Korean Students (4)

01. Overview of School PE in Korea

Due to COVID-19, student **low physical fitness levels and obesity rates** have increased.

Percentage of low-fitness students



Low fitness levels are highest among **high school students**, with **male students** showing lower rates of low fitness compared to female students

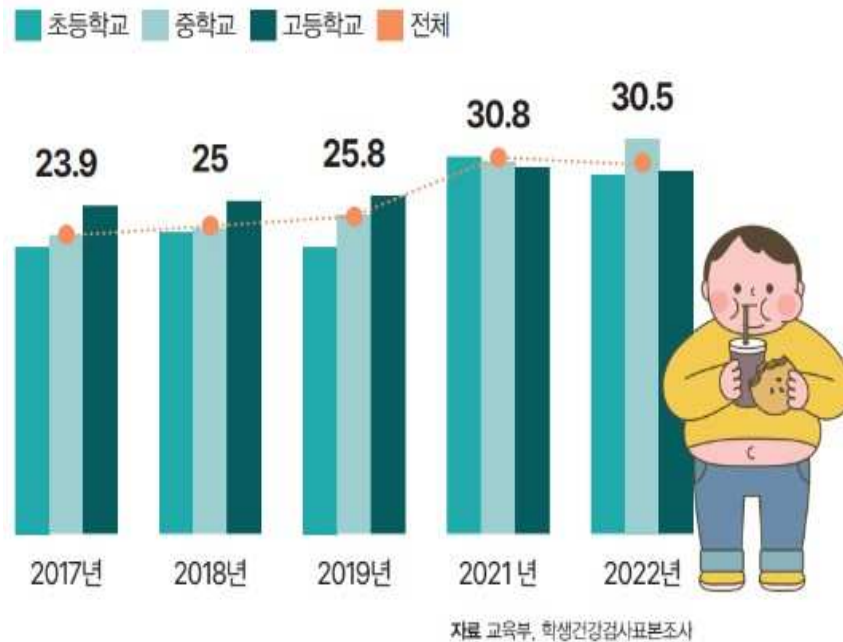
Lack of Physical Activity among Korean Students (5)

01. Overview of School PE in Korea

2. Due to COVID-19, student **low physical fitness levels and obesity rates** have increased.

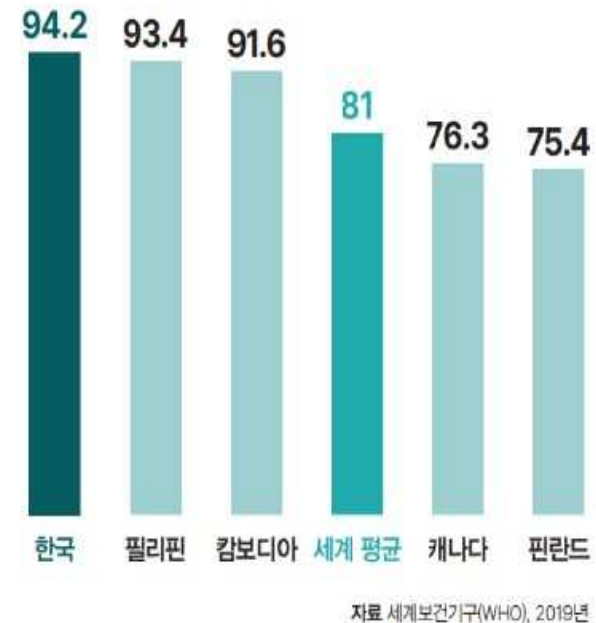
Changes in student obesity rates

(단위: %)



Percentage of teens who do not meet recommended exercise requirements

(단위: %)



Approximately 30.5% of students fall into the overweight or obese category

Why is school PE important?

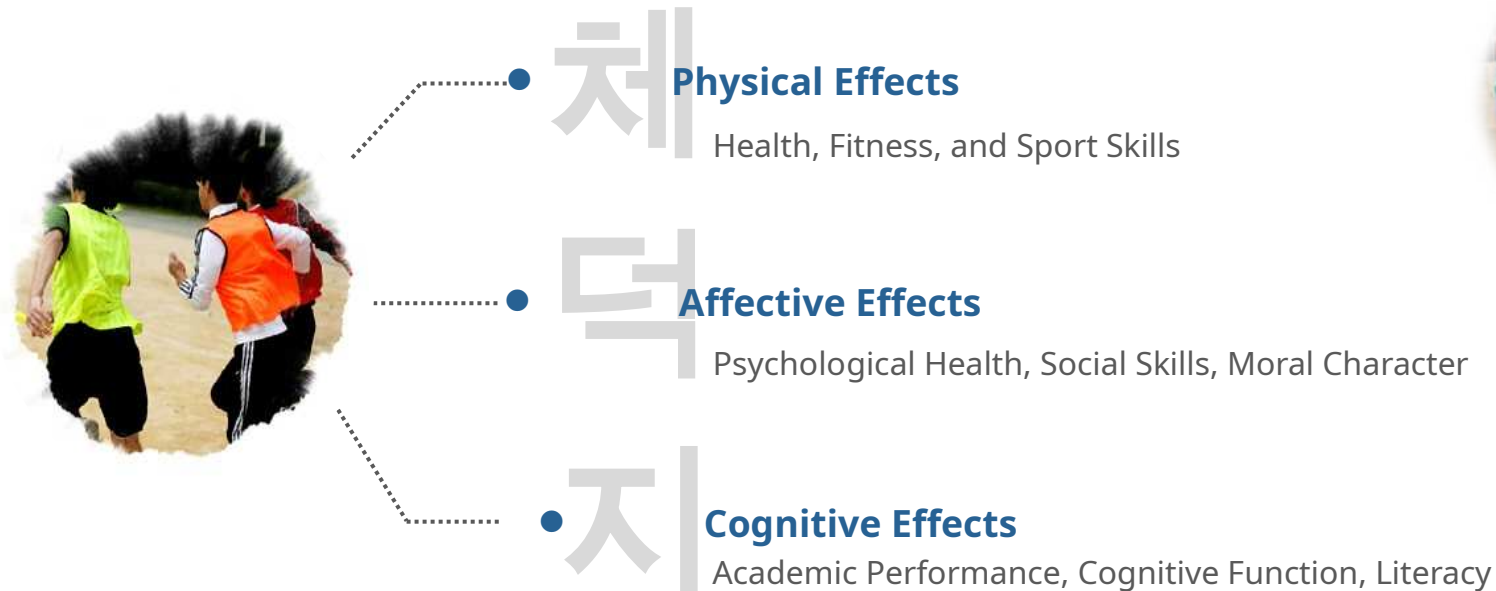
**The importance of school PE
in Korea government policy (4 aspects)**

Importance of School PE: **Educational** Aspect

1. Physical education contributes to students' holistic growth and development.

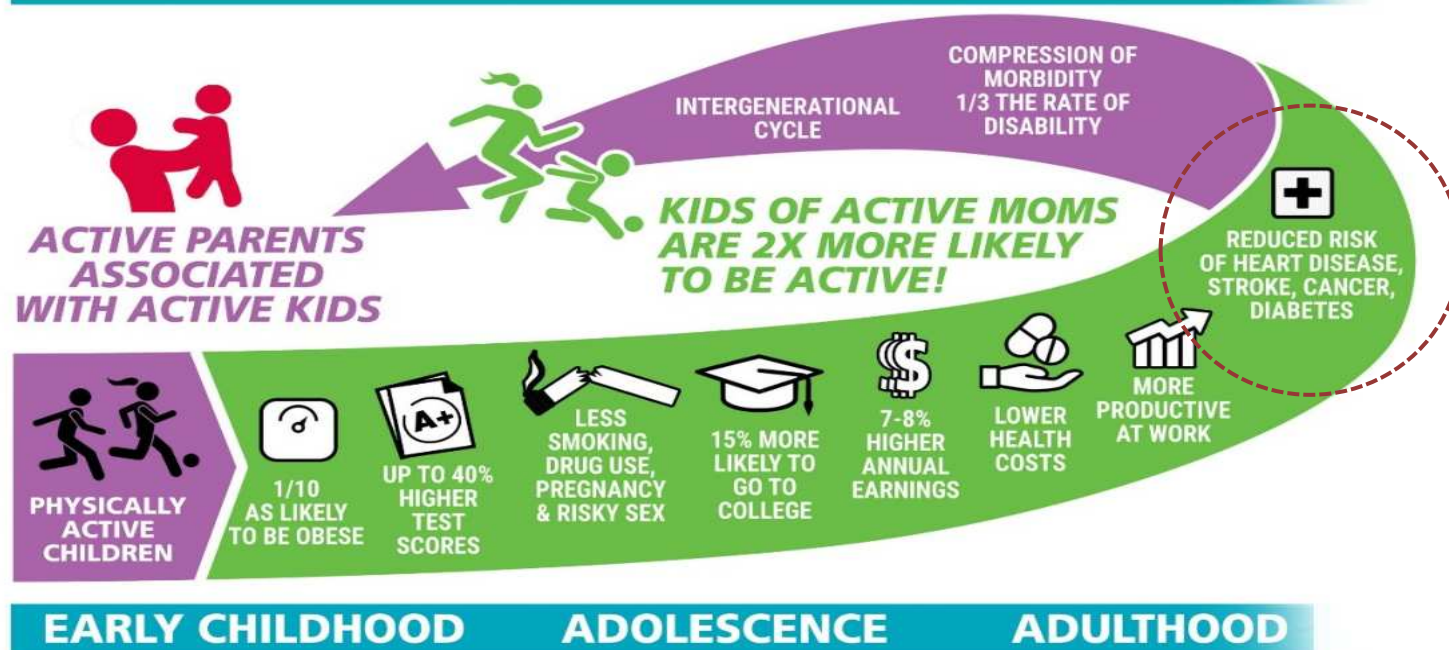
- The long tradition of **whole person education (WPE)** in Korea.
- Developing students into **whole persons who are well balanced in intellectual, moral, and physical aspects** through physical education. **Physical Education** has most recently been expected to serve as a core subject to achieve it. (2022 revised National Curriculum in PE)

Bailey et.al (2009). **The educational benefits of school PE**. Research Paper in Education, 24(1), 1-27.



2. Lifelong Physical Activity: Physically active students lead a better quality of life.

ACTIVE KIDS DO BETTER IN LIFE WHAT THE RESEARCH SHOWS ON THE COMPOUNDING BENEFITS

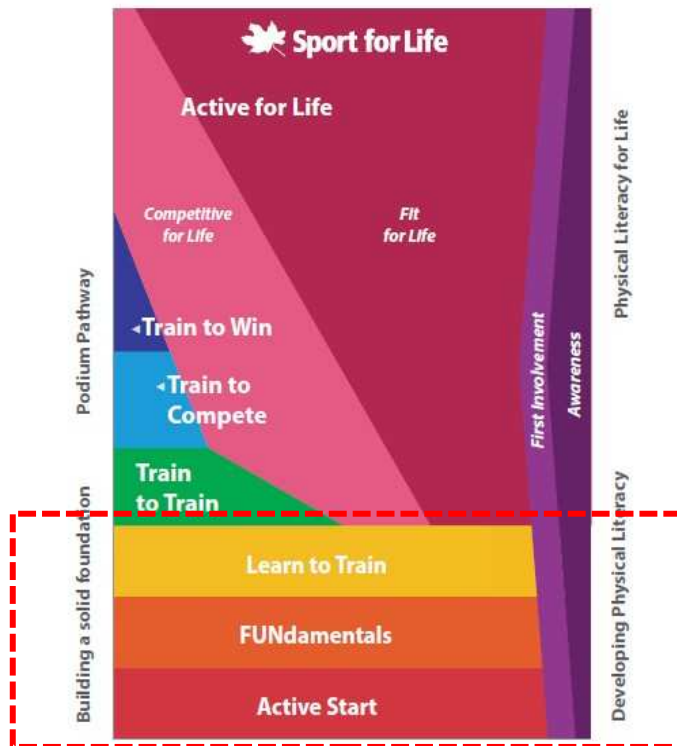


(Nike, 2012: Designed to Move: A Physical Activity Action Agenda)

Importance of School PE: **Sports Development** Perspective

3. School physical education is the foundation and basis for **lifelong sports participation and elite sports**.

Long-Term Development in Sport and Physical Activity:



* 출처 : Sport for Life (2019). Long-Term Development in Sport and Physical Activity

TOOLS FOR AN ACTIVE LIFE

If you can...

RUN



BALANCE



SWIM



You can enjoy...

Playing tag
Soccer
Basketball
Lacrosse
Ultimate Frisbee
Triathlon
Tennis



Gymnastics
Biking
Softball
Football
Snowboarding
Zumba
Yoga



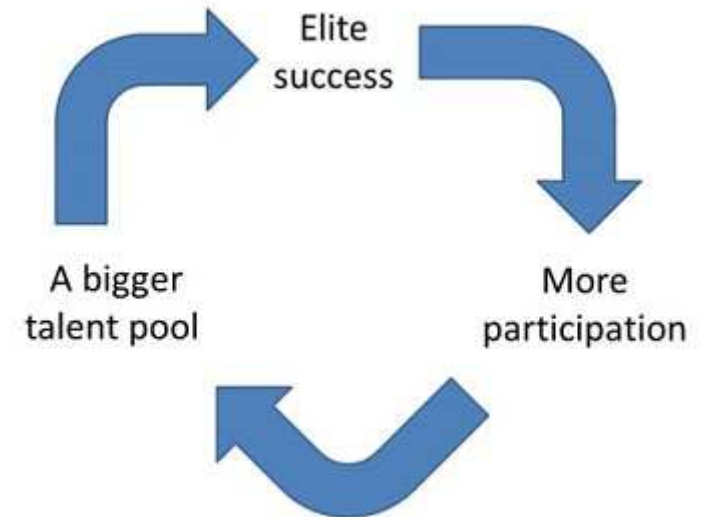
Swimming
Snorkeling
Kayaking
Water polo
Surfing
Diving
Rowing



- **Elementary PE** is especially important as it focuses on acquiring basic movement skills and experiencing various physical activities.

Importance of School PE: **Virtuous Circle** of youth physical activity^{01. Overview of School PE in Korea}

4. School physical education drives **future sports participation** and promotes the **development of elite sports**.



- School PE is the **foundation for the virtuous cycle of sports**: a healthy, vibrant nation + success in elite sports.

CONTENTS

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Kazakhstan school PE development

Background of the School PE Promotion Policy

Until the 2000s, PE classes were central to school sports. In 2005, a national policy was introduced to address student health, suicide, bullying, and athlete rights.



"National-Level Official School PE Policy Documents Released (2005–Present)"

School Sports Innovation Plan

Annual announcement of the School Sports Promotion Plan:

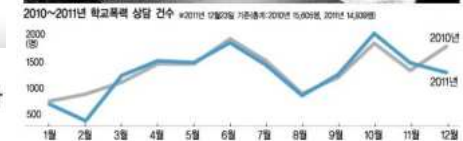
Securing and Enhancing PE Class Hours, Student Fitness Evaluation, School Sports Clubs, Promoting girl's sports, improvement of Elite School Sports Teams, and the legalization of School PE Promotion

10대 왕따 폭력, 점점 심해져도 대책 없어

2011.12.27 21:51

김향미·김태훈 기자

인권위 자료 보니 학교에 만연



체육활동으로 학교폭력 없앤다

외국 명문학교에서는 체육이 필수과목

2012.02.14 00:00 | 학생규격원정집합

지난 6일 정부는 김형식 국무총리 주재로 학교폭력 관계장관 대책회의를 연 후 '학교폭력 근절 종합대책'을 확정·발표했다. 그 가운데 한 가지 특기할 만한 대책은 학교체육 활성화에 관한 사항이다.

사회 > 신문은 선생님

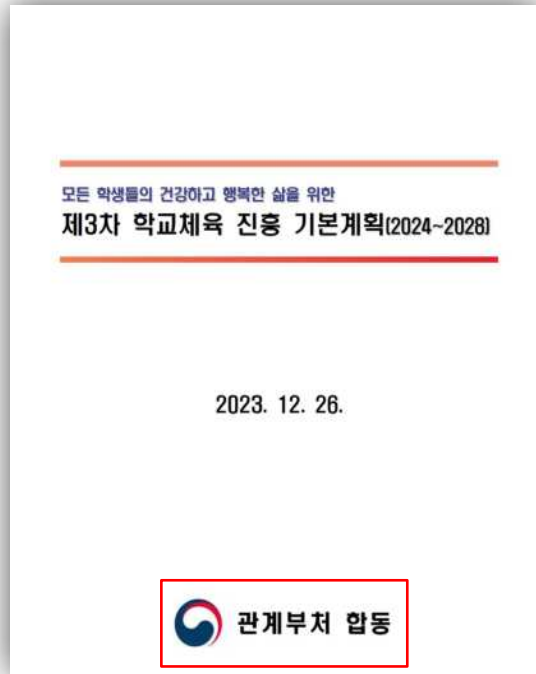
학교 폭력 감소, 학업 성취도 향상... 놀라운 변화 일으킨 '체육의 힘'

[기획 특집] 학교 체육 강화한다는데...

남여명 평민신문 기자 취한지 몇십년은 된 기자
발행 2013.04.22 09:07

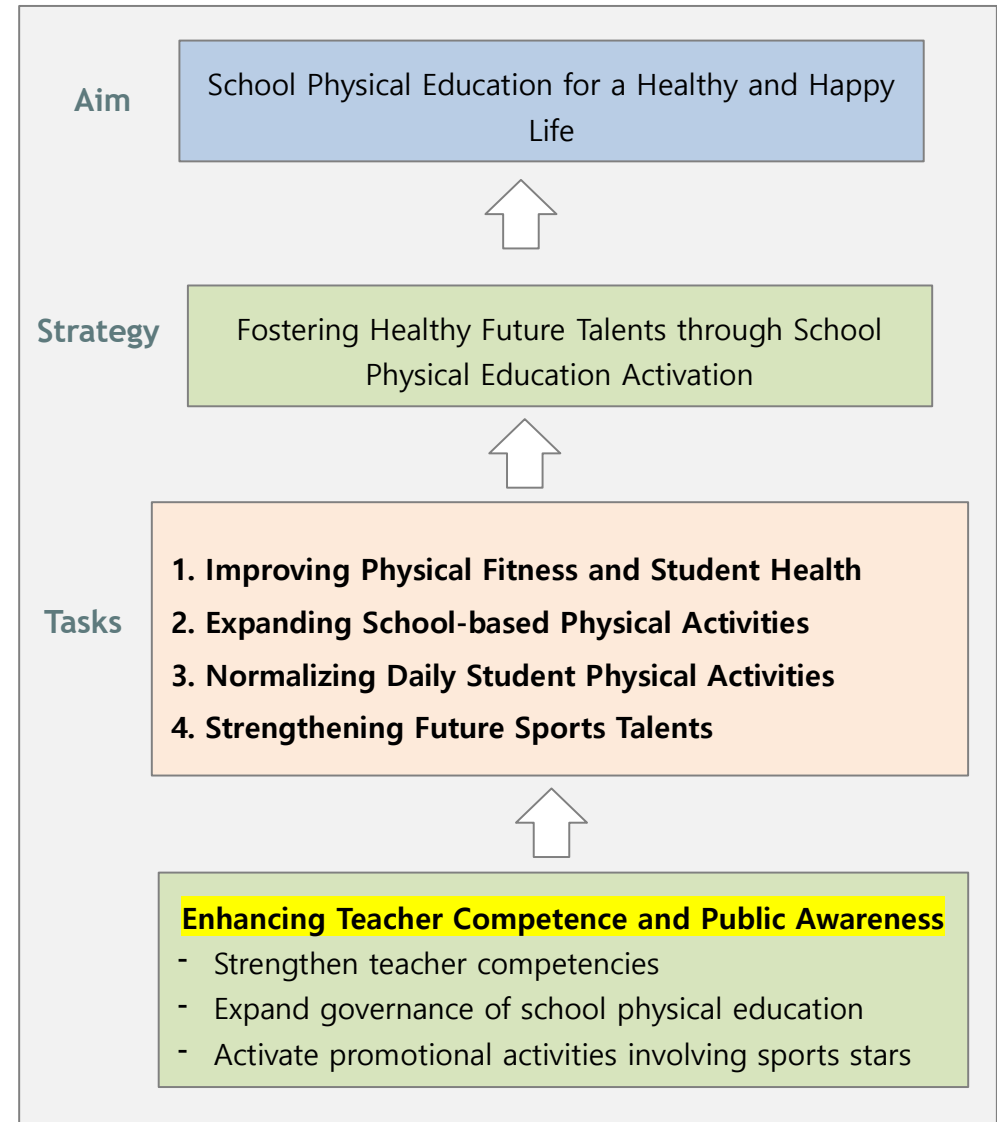
지난 1월 27일은 교육부가 1년 전 제정한 학교체육진흥법이 시행되는 날이었다. △1학년 1스포츠 활동 △여학생 체육교육 활성화 △학교 체육 전담교사 연수 등을 골자로 하

“Preventing and healing violence through school PE”



The 3rd Basic Plan for the Promotion of School Physical Education (2024-2028)

Established and implemented **every five years** jointly by the Ministry of Culture, Sports, and Tourism (MCST) and the Ministry of Education (MOE) since 2014, in accordance with the **School Physical Education Promotion Act**



Key Task 1. Improving Physical Fitness and Student Health

Establish a system that enables individuals to adopt self-directed health management throughout their entire lives.

- Manage physical fitness throughout the **entire lifespan** by linking student PAPS with the adult 'National Fitness 100' program (Measurement items, measurement data, etc)
- Expand the **student health fitness classes** targeting students with low physical fitness, obesity, and those who wish to participate
- Utilize the **online health fitness classes** through e-PAPS (exercise prescriptions, AI motion recognition)
- Implement **mandatory survival swimming** (10 hours) in elementary schools, and establish school sports facilities, focusing on swimming pools



75 centers in 2024 →
126 centers by 2028

Support for PAPS assessment, exercise prescriptions, and operation of health fitness classes

PAPS (Physical Activity Promotion System)

Health and Fitness Evaluation System

- Mandatory system assessing students' health and fitness
- Provides tailored physical activity recommendations
- Encourages students to manage their own health

Target Grades

- Implemented for 5th to 12th grade
- Piloted for 3rd and 4th grade, with plans to expand to 1st and 2nd grade

Assessment Areas

- BMI, Muscle Strength, Muscular Endurance, Cardiovascular Endurance, Flexibility, Agility, Speed

Additional Support

- Students with low fitness receive additional physical activity programs, such as health and fitness classes



PAPS Results Sheet



- A** 현재 자신의 체격과 종합체력점수를 제시해주며, 체질량지수(BMI)의 개인위치를 알려줍니다.
- B** 심폐지구력, 근력근지구력, 유연성, 순발력, 체지방의 건강체력평가를 요약해주고, 부족한 부분을 알려주어 필요한 신체활동을 제시해 줍니다.
- C** 심폐지구력, 근력근지구력, 유연성, 순발력, 체지방의 건강체력평가에서 건강하기 위해서 필요한 최소한의 기준을 알려줍니다.
- D** 총2회의 학생건강체력평가가 기록을 보여줄 수 있습니다. 따라서 이전과 이후의 기록변화의 경향을 쉽게 확인
- E** 현재 자신의 건강체력수준(우려, 양호구간)를 확인하고, 변화양상을 알 수 있으며, 등급으로 도 확인이 됩니다.



- Present physique, BMI, and overall fitness score
- shows the minimum standards and any deficiencies for each health fitness component
- Displays the fitness levels from the past two assessments to observe changes in fitness before and after

- Physical activity prescriptions based on fitness levels
- Supports the development of physical activity plans based on specific exercises

Key Task 2. Expanding School-based Physical Activities

02. School PE Promotion Plan (Policy)

Support effective physical activities in the school curriculum and expand opportunities for lifelong participation in various sports.

- **Increase PE hours:** Separate PE classes for 1st-2nd graders, and increase middle school PE from 3 to 5 hours per week (class + club activities)
- **Strengthen school PE:** Revise the elementary sports instructor system and expand **specialized PE schools** from 25 in 2023 to 100 by 2028
- **Expand School Sports Club Participation:** Promote intra-school, regional, and national leagues to establish '1 student, 1 sport,' increase tournaments involving both general students and student-athletes, and strengthen school sports clubs through school-community club partnerships



Key Task 3. Normalizing Daily Student Physical Activities

02. School PE Promotion Plan (Policy)

Create conditions for students to engage in physical activity anytime, anywhere, at school and home, fostering daily exercise habits to maintain health and improve fitness.

- **Expand Break-time Exercise:** Promote physical activity programs before school and during lunch, and encourage student sports clubs
- **School-Home-Community Physical Activity:** Support weekend sports activities (3,700 in 2023 → 5,000 by 2028) and run vacation sports camps
- **Provide PE programs in All-Day Schools** (Child care programme): Collaborate with sports organizations to offer programs in elementary All-Day School classrooms



“Protect your health with early morning PE classes”



Key Task 4. Strengthening Future Sports Talents

02. School PE Promotion Plan (Policy)

Ensure student-athletes' right to study by creating conditions for balancing academics and sports, while promoting human rights, career guidance, and holistic development.

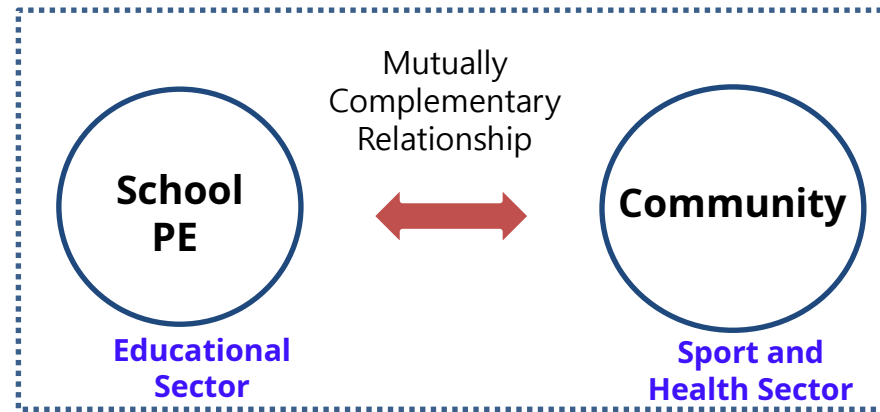
- **Support for Student-Athletes' Right to Learn:** E-SCHOOL program (56,427 in 2022), Learning Support Mentor Program (220 in 2024), and enhanced career counseling (mentoring, online, and on-site consultations)
- **Protection of Student-Athletes' Rights:** Mandatory human rights education (for coaches, athletes, and parents) and expanded anti-doping education
- **Strengthen Support for Elite School Sports Teams:** Support for team establishment, improvement of training environments, and assistance for low-income student-athletes (1,266 in 2023 → 1,800 by 2028)



Online learning support for student-athletes (including all subjects and career education)

Key Task 5. Strengthening School-Community(Local) Link

School-community partnerships play a crucial role in the sustainable development of school PE.



Guaranteeing Students' Right to Sports: Students who integrate sports into their daily lives and enjoy the value of sports (Home + School + Community)

Acquisition of motor skills,
knowledge, and attitudes



Connection to school sports and community sports activities

High Quality School PE

Experience various sports through sports clubs

Experience in participating in community sports



Promotion of participation in physical education classes

Public sports facility lessons, sports
clubs, and private sports facilities

Motivation for sports participation, sports skills

School-Community Link: 'School-Sports Organization Partnership Model'

(1) Korea Volleyball Federation Youth Volleyball Academy



- Retired **professional volleyball players** are re-trained and dispatched to elementary schools (to support physical education classes and operate school sports clubs)
- Annually, 17 regions, 46 schools, and over 9,000 students participate (2012–Present)

- Developing online materials to spark interest and encourage elementary students to start volleyball



- Two national volleyball tournaments held annually
- Linked to talent identification, with around **40 female athletes discovered annually**

School-Community Link: 'School-Sports Organization Partnership Model'

(2) Youth Sports Foundation Development Project



- Korean Sport & Olympic Committee Project: Strengthening the Youth Sports Foundation through Collaboration between Sports Organizations and Elementary Schools

- In 2023, 16 sports organizations participated (including handball, hockey, jokgu, mountaineering, dodgeball, skiing, rugby, volleyball, etc.), with over 525 schools, 153,417 students, and 3,342 teachers involved.



- Main activities: (1) Develop youth-modified sports, (2) Support teacher and sport instructor training, (3) Supplement program manuals and curriculum, (4) Dispatch sport instructors and supply equipment, (5) Organize regional competitions for students

School-Community Link: 'School-Community(Local) Sports Club Partnership Model'

Namwon Regional Sports Club



- Exciting Weekend Sports School' (Students participate in local clubs linked to nearby schools during weekends) operates for 7 sports, including basketball, tennis, and boxing.
- Recruit students interested in basketball for tournament participation (uniforms, transportation support, etc.)

Gwangyang Sports Club

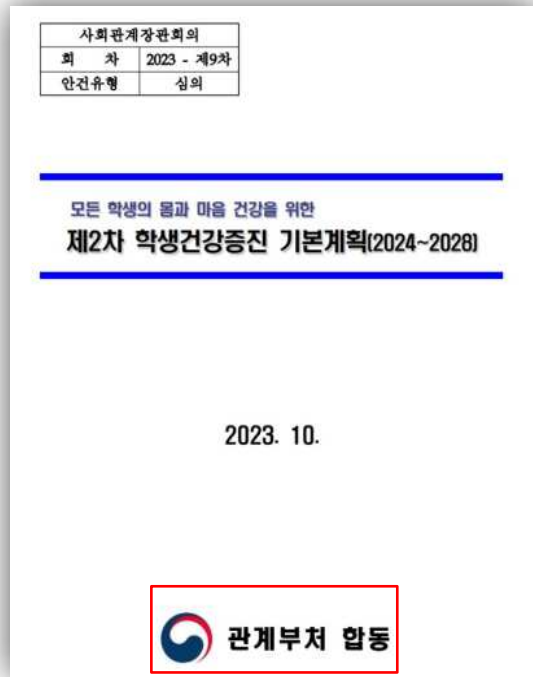


- Exciting Weekend Sports School' operates for 2 sports, including tennis, and ice hockey.
- Offer ice hockey hobby classes, a sport that's hard to experience at school

Gunsan Sports Club

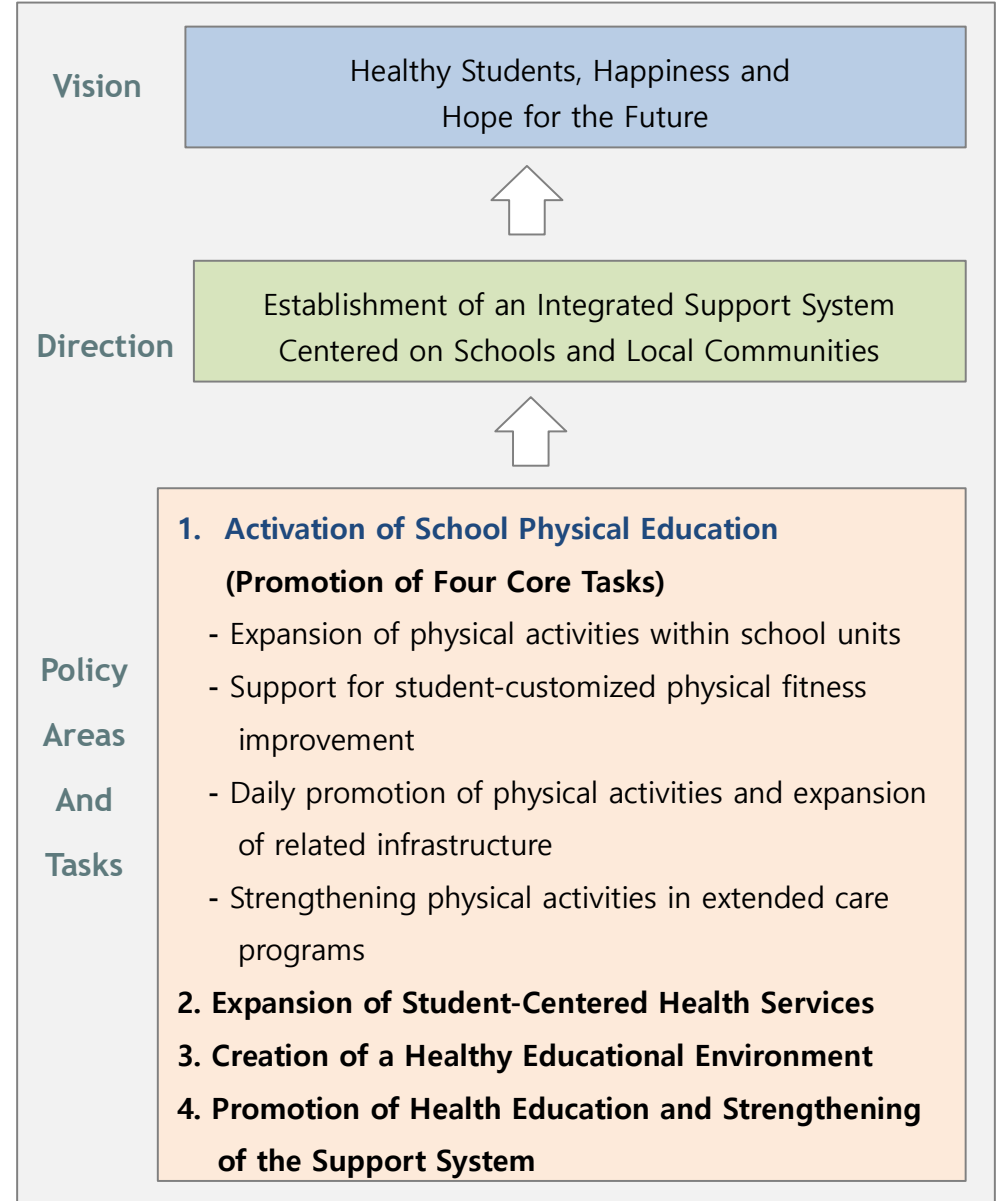


- Exciting Weekend Sports School' operates for 23 sports, including table tennis, soccer, and dance.
- Convert students who participated in the 'Exciting Weekend Sports School' into club members.



The 2nd Basic Plan for the Promotion of Student Health(2024–2028)

Established and implemented **every five years** jointly by the Ministry of Culture, Sports, and Tourism (MCST), the Ministry of Education (MOE), and the **Ministry of Health and Welfare(MOHW)** since 2019.




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- 01 Overview of School PE in Korea
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- 03 Implications and Future Directions for Kazakhstan school PE development

- “**Sport for All**” are just as important as **school PE**. You need to **develop both at the same time**.
- Utilize both in- and out-of-school infrastructure to **maximize opportunities for students to be physically active**.
- When pushing hard for policy, the most important thing is “**people**.” You should establish a system to train **highly qualified PE teachers** and consider deploying sport instructors to assist teachers.
- Establish systems to **measure and manage student fitness at the national-level** and support focused research on the topic.

“The dumbest policymaker is the one who loses track of time in search of the most perfect policy.”



I've learned that **failure precedes success**,
and the right decisions are
an extension of the wrong ones.

- Alex Spanos

나는 배웠다, 실패는 성공에 앞서서 등장하며,
좋은 결정은 나쁜 결정을 통해서 숙성됨을.

- 알렉스 스파노스

LA 다저스 구단주

감사합니다
Thank you~!

Yongnam Park

ynpark@kspo.or.kr

INTERNATIONAL SUMMER SCHOOL FOR PHYSICAL EDUCATION TEACHERS

School PE Promotion in Korea (Yongnam Park)

June 2025



YONGNAM PARK



□ Education

Ph.D in Seoul National University, Sport Pedagogy

M.S. in Gyeongsang National University, Physical Education

B.S. in Chinju National University of Education, Elementary Physical Education

□ Professional Career

Researcher Fellow, Dep. Of Sport Policy & Development, Korea Institute of Sport Science (2024~Present)

Executive Director, The Korean Society for Elementary Physical Education (2019~Present)

Board Member, The Korean Association of Sport Pedagogy (2020~Present)

Elementary School Teacher (2007~2024)

Consultant, School Sports Promotion Association (2018~2024)

Lecturer(Pre-service Teacher Education), Chinju National University of Education (2018~2024)

Lecturer(Teacher Education), Gyeongsangnam-do Office of Education (2018~2024)

□ Research Area

Development of National PE Curriculum / PE Textbook

Physical Education Teacher Education (PETE)

School Sport Club

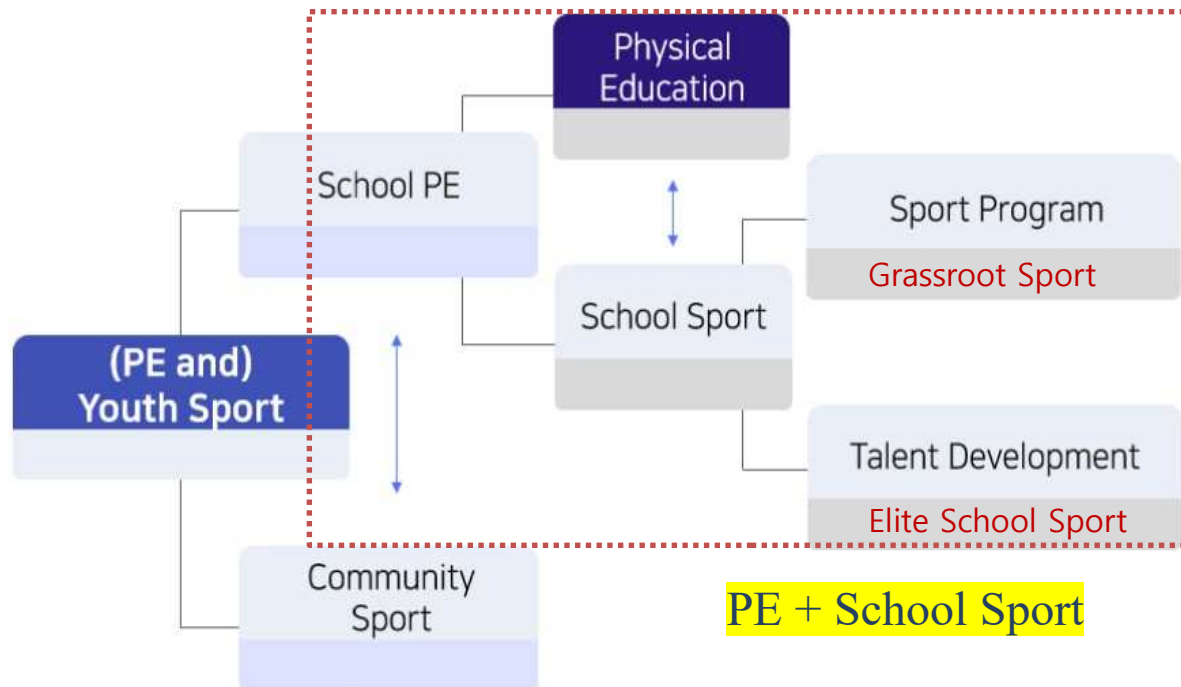
Youth Sport

CONTENTS

- 01** Overview of School PE in Korea
- 02** School PE Plan (Policy) of Korea
- 03** Implications and Future Directions for Kazakhstan school PE development

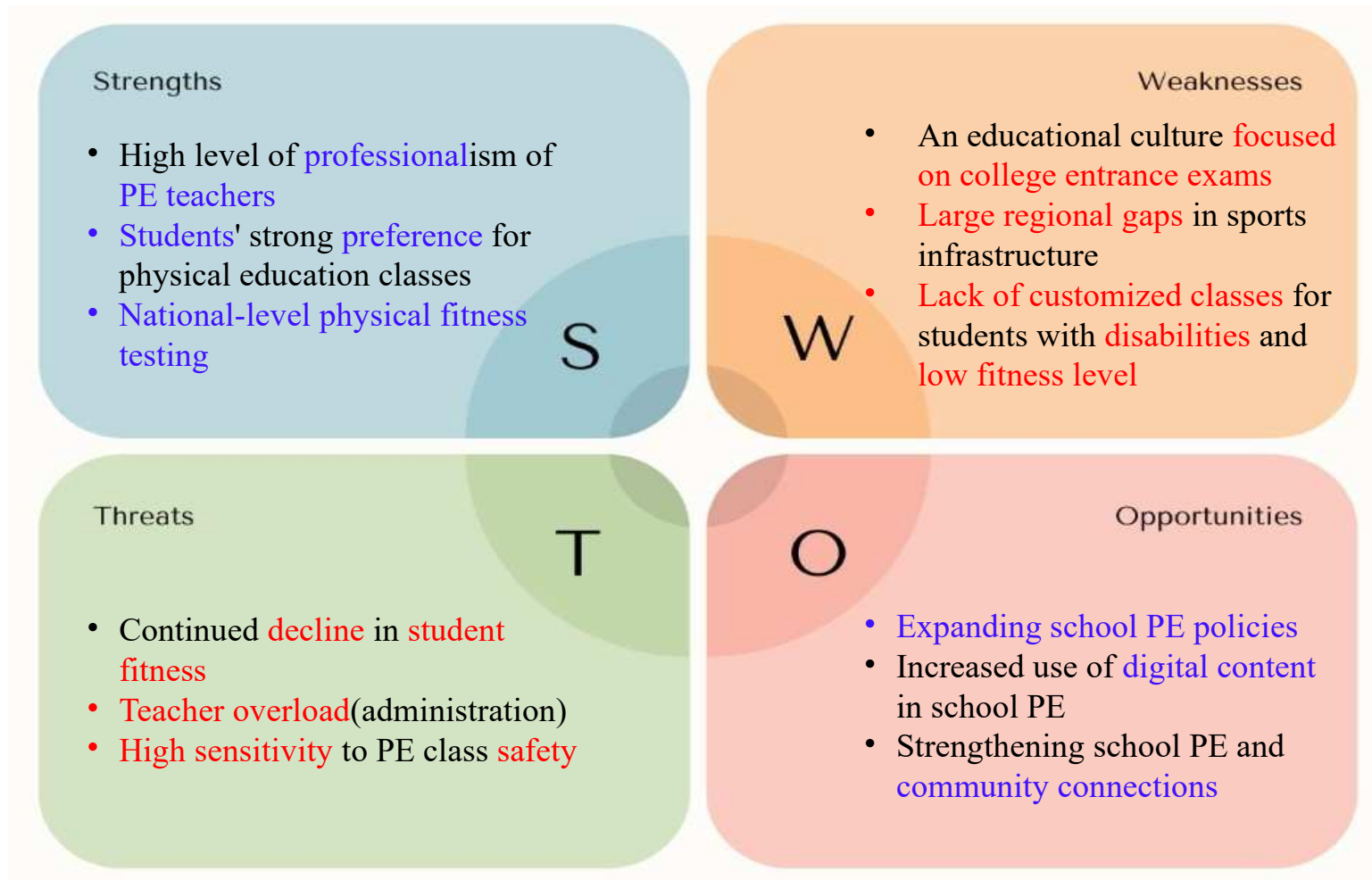
The meaning and scope of School Physical Education

School PE refers to the structured physical activities and sports that are provided within an **educational setting**, aiming to promote students' physical, mental, social, cognitive development.



SWOT Analysis of School Physical Education in Korea

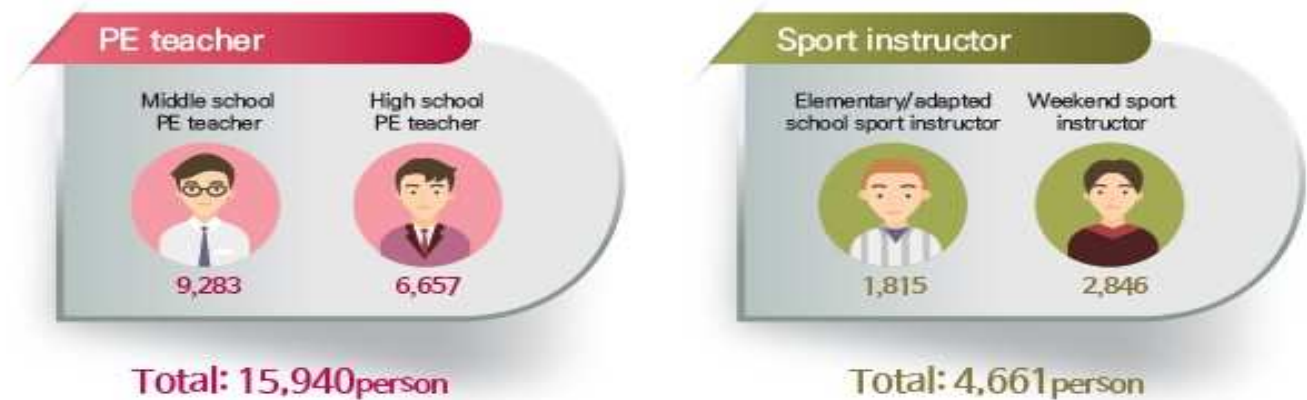
School PE in South Korea are heavily influenced by national social discourse and policy. Over the past two decades, under the leadership of the government, school PE in South Korea has experienced both qualitative and quantitative growth.



PE: The professionalism of middle and high school physical education teachers is high, and policies to support elementary school PE are being strengthened.

01. The number of PEs and school sport educators

1. The number of PE and school sport educator(2023) (Unit: person)



PE Hours in Grade Levels per Week as of 2024

	Elementary						Middle			High		
	1	2	3	4	5	6	7	8	9	10	11	12
hours	Integrative Classes 3		3				3		3	2	1 or 2	

Mandatory physical education class hours: 3 hours per week

Indicators (Current Status) of School PE in Korea (2)

01. Overview of School PE in Korea

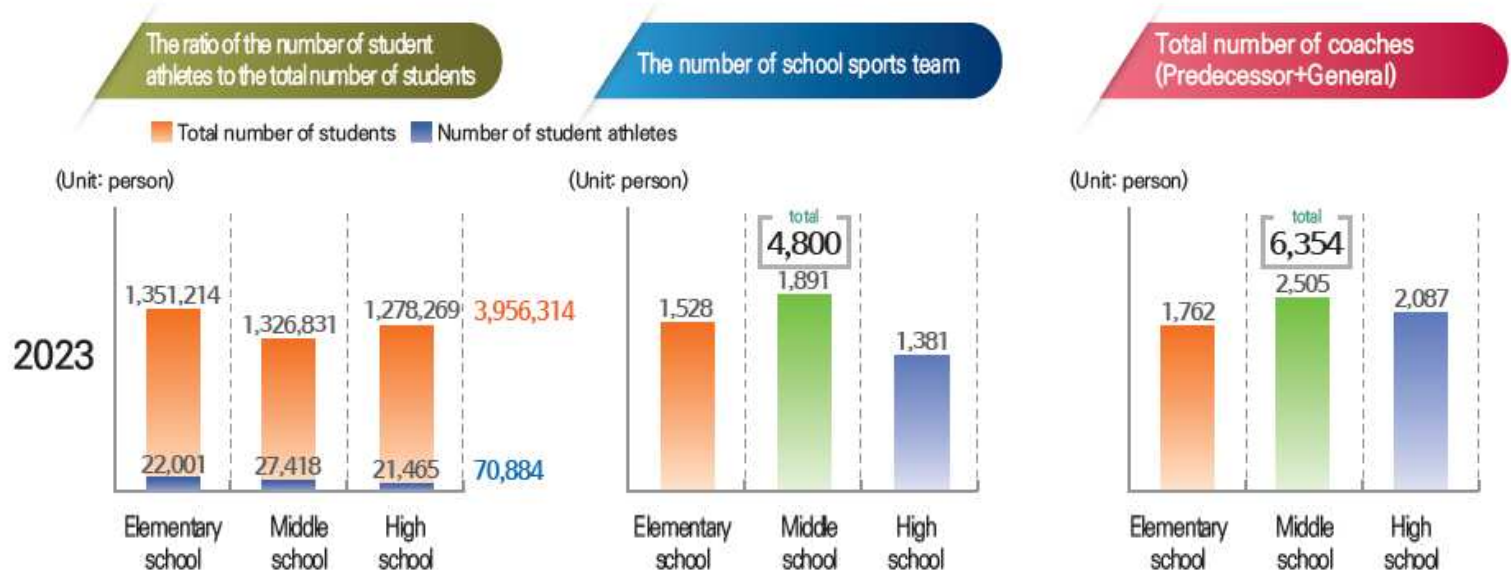
School Sports: Shift from elite sports clubs to an increase in sports clubs involving general student participation

- Since 2010, all schools are required to run school sports clubs to promote student participation and foster **character development**
- School Sports Club : (2010) 2,937,052 participants → (2023) 3,356,550 participants
- School Sports Club Registration Rate: (2010) 37.6% → (2023) **Approximately 64.4%**
- Around 17 events, including soccer, track and field, and new sports, are held annually at regional and national competitions



Elite school sports team

1. School sports team(2019~2023) ----- **1.79% of all students are student-athletes** ----- (Unit: team, person)

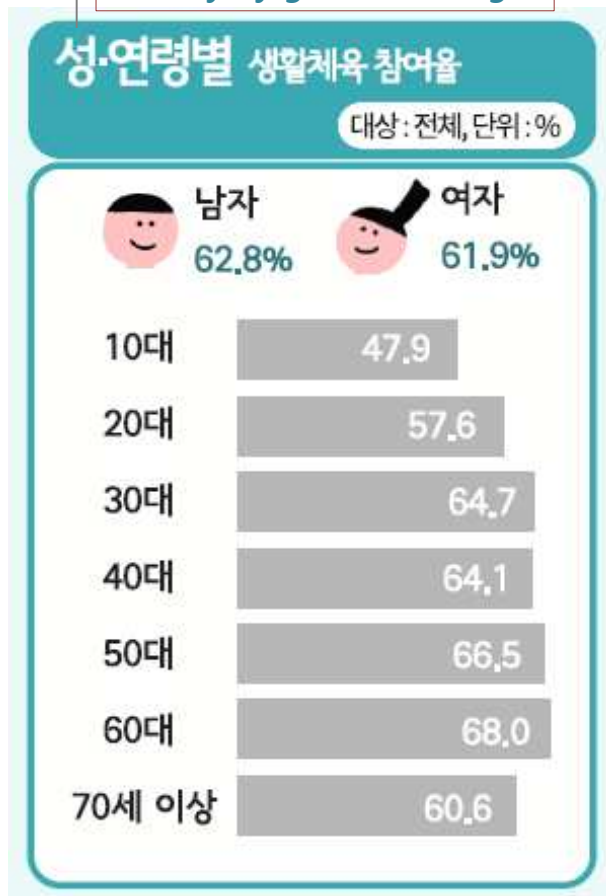


Lack of Physical Activity among Korean Students (1)

01. Overview of School PE in Korea

All study and no play makes Korean teens less physically active than their grandparents. **Only 47.9%** of teens exercise at least once a week for 30 minutes or more, while 60.6% of Koreans in their 70s report doing so in 2023.

Participation in physical activity by gender and age



Reasons for not using the sport facilities

(체육시설 미이용자, 단위: %)

구분	시간적 여유가 없어서	체육 시설에 대한 정보가 없어서	체육 시설 이용료가 비싸서	거리상 멀어서	체육 활동 프로그램이 다양하지 않아서	체육 시설이 전문적이지 않아서	체육 시설이 필요하지 않은 생활체육 종목에 참여하고 싶어서	기타
성/연령별	"I don't have time."							
남자 10대	70.5	5.1	7.7	4.8	6.9	3.3	0.4	1.4
남자 20대	57.0	14.1	7.3	5.9	7.6	5.4	0.6	2.1
남자 30대	65.3	7.5	12.4	7.2	2.4	3.5	1.0	0.7
남자 40대	74.2	3.7	5.0	5.5	7.2	3.6	0.6	0.3
남자 50대	61.5	9.2	10.3	6.1	6.1	3.2	0.9	2.6
남자 60대	46.4	14.6	13.8	7.5	6.7	6.1	1.4	3.5
남자 70세 이상	18.8	27.7	11.7	16.0	6.0	6.6	2.6	10.6
여자 10대	71.9	9.6	3.7	4.6	5.3	2.6	1.6	0.7
여자 20대	64.0	9.8	7.2	5.8	6.8	3.4	0.2	2.9
여자 30대	74.2	2.8	7.2	3.6	9.7	1.4	0.2	0.9
여자 40대	59.2	11.6	8.4	6.9	5.7	6.0	1.0	1.1
여자 50대	50.5	16.3	6.8	10.6	7.7	6.5	0.2	1.4
여자 60대	35.4	25.6	11.0	12.0	5.8	5.8	0.5	3.9
여자 70세 이상	14.6	24.3	9.1	18.4	7.8	9.0	1.3	15.7

Lack of Physical Activity among Korean Students (2)

01. Overview of School PE in Korea

Severe **lack of physical activity** among youth in Korea, with particularly **low after-school sports participation** among **female students**.



Sport (and Physical Activity) Participation

- Among OECD Countries, the Lowest Rate of After-School Physical Activities (42.9%, OECD AVG 66%)
- Physical Activity Engagement Rate (60min a day, 5 days or more per week), : Boy 23.4%, Girl 8.8%
- Teenagers have the Lowest Participation in Sports across All Age Group in Korea



OECD percentage of students participating in after-school sports

Rank	Country	Ratio(%)	OECD average: 66.0%
1	Ireland	77.6	
2	Netherlands	76.1	
3	Slovakia	75.1	
8	USA	71.0	
18	Germany	68.6	
35(bottom)	Korea	42.9	

(OECD, 2017)

Private education in South Korea is heavily focused on general subjects like math and English, with a very low percentage of private education for hobbies and self-cultivation like sports. This trend becomes even more extreme as students move from elementary to secondary school.

Table 3.1. Average monthly private education expenditure per student by type, 2017-2018

School Subjects/type of expenditure	2017 (in 10,000 won)	2018 (in 10,000 won)	%	2018 (in 10,000 won)		
				Primary	Lower Secondary	Upper Secondary
Total	27.2	29.1	7	26.3	31.2	32.1
General Subjects	19.8	21.3	7.6	15.5	27.4	26.2
One-to-one tutoring	2.8	3	7.3	1.4	3.7	5.2
One-to-many tutoring	2.1	2.2	4	1.8	2.8	2.4
Private academics	13.2	14.3	7.9	9.3	20	18.1
Home-visiting workbook-based study	1.1	1.2	4.1	2.2	0.5	0.1
Internet & other media based courses	0.5	0.6	25.4	0.7	0.4	0.4
Arts & physical education, hobbies and self-cultivation	7.2	7.6	5.8	10.8	3.7	5.2
One-to-one tutoring	1.2	1.2	3.1	1.3	0.8	1.5
One-to-many tutoring	0.5	0.6	9.2	0.9	0.5	0.2
Private academics	5	5.4	7.6	8	2.3	3.5
Home-visiting study	0.4	0.4	-13.7	0.6	0.2	0.1

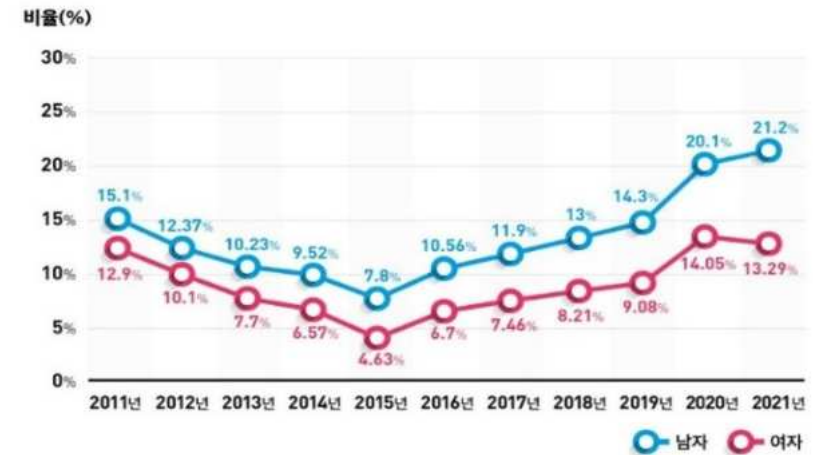
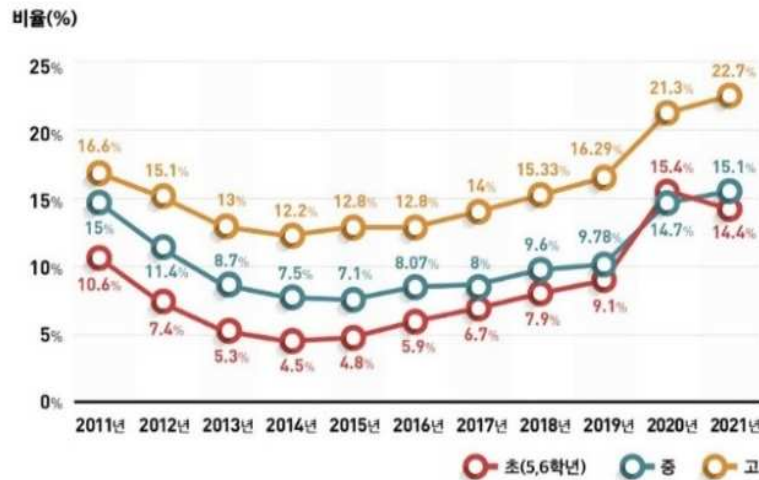
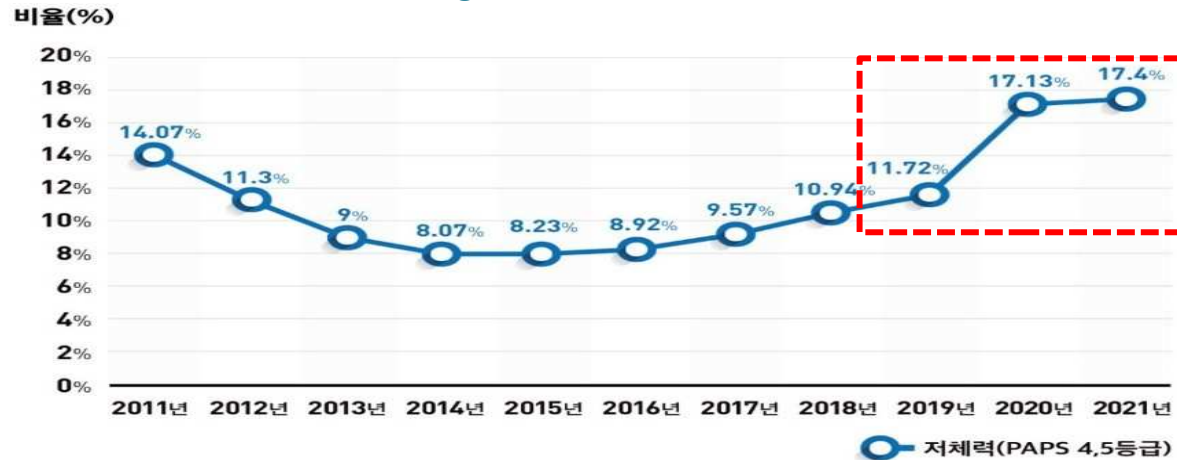
Source: Korean Ministry of Education(2019), KEDI.

Lack of Physical Activity among Korean Students (4)

01. Overview of School PE in Korea

Due to COVID-19, student **low physical fitness levels and obesity rates** have increased.

Percentage of low-fitness students



Low fitness levels are highest among **high school students**, with **male students** showing lower rates of low fitness compared to female students

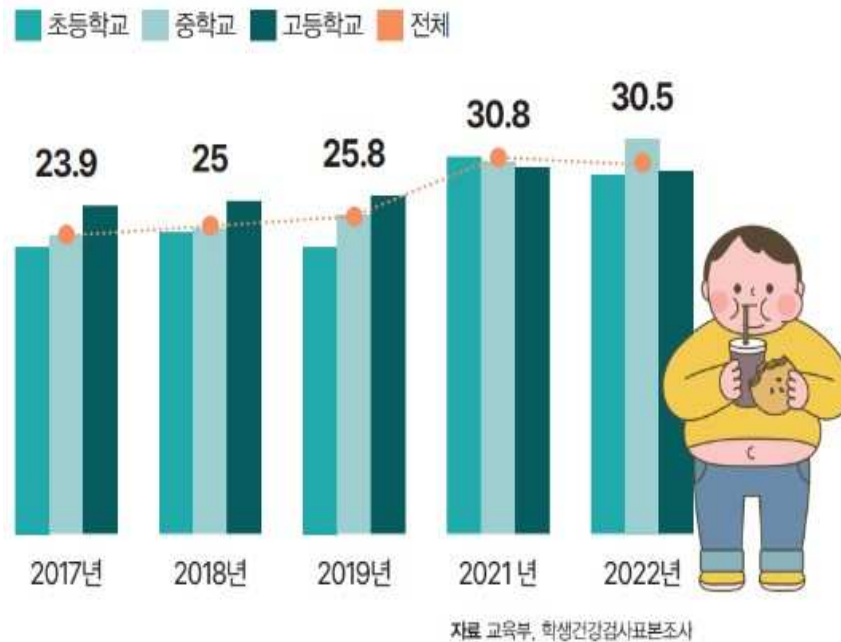
Lack of Physical Activity among Korean Students (5)

01. Overview of School PE in Korea

2. Due to COVID-19, student **low physical fitness levels and obesity rates** have increased.

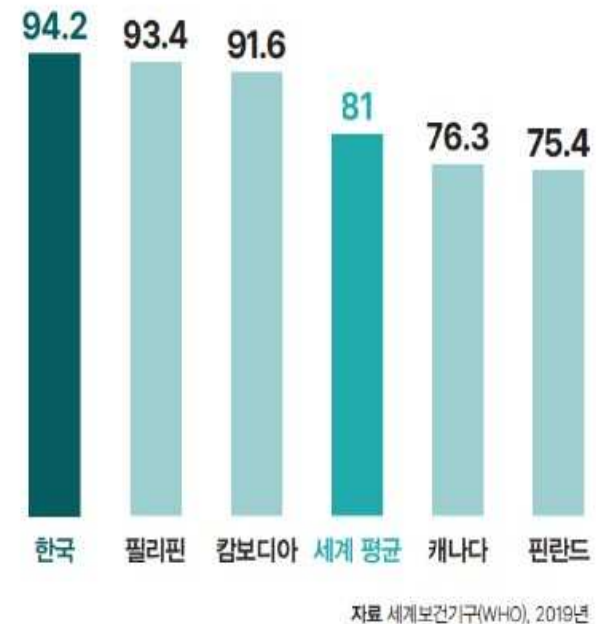
Changes in student obesity rates

(단위: %)



Percentage of teens who do not meet recommended exercise requirements

(단위: %)



Approximately 30.5% of students fall into the overweight or obese category

Why is school PE important?

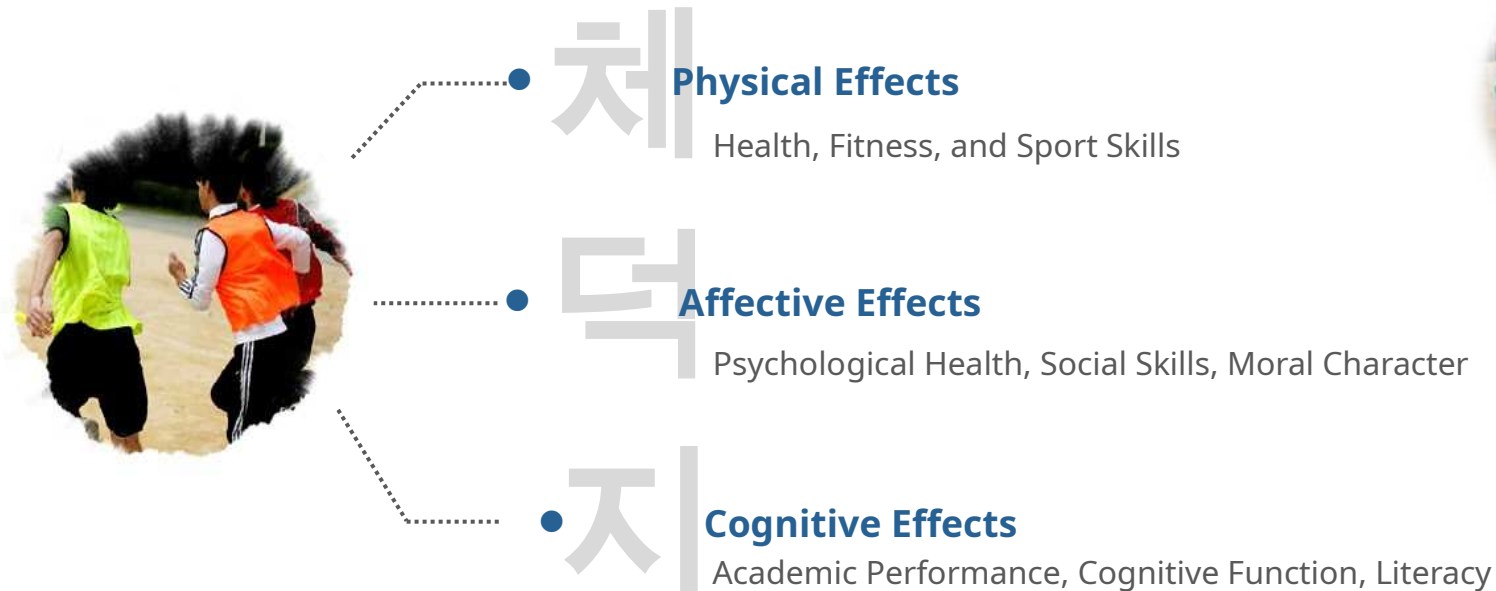
**The importance of school PE
in Korea government policy (4 aspects)**

Importance of School PE: **Educational** Aspect

1. Physical education contributes to students' holistic growth and development.

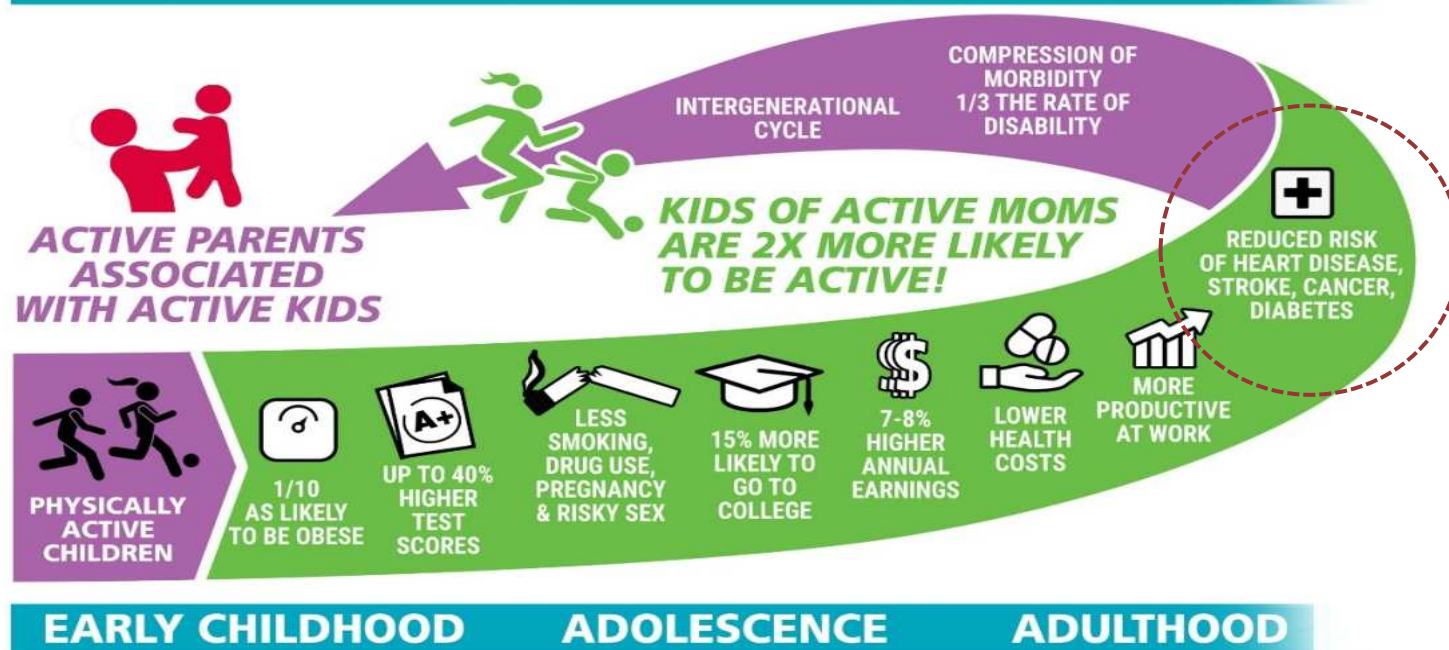
- The long tradition of **whole person education (WPE)** in Korea.
- Developing students into **whole persons who are well balanced in intellectual, moral, and physical aspects** through physical education. **Physical Education** has most recently been expected to serve as a core subject to achieve it. (2022 revised National Curriculum in PE)

Bailey et.al (2009). **The educational benefits of school PE**. Research Paper in Education, 24(1), 1-27.



2. Lifelong Physical Activity: Physically active students lead a better quality of life.

ACTIVE KIDS DO BETTER IN LIFE WHAT THE RESEARCH SHOWS ON THE COMPOUNDING BENEFITS

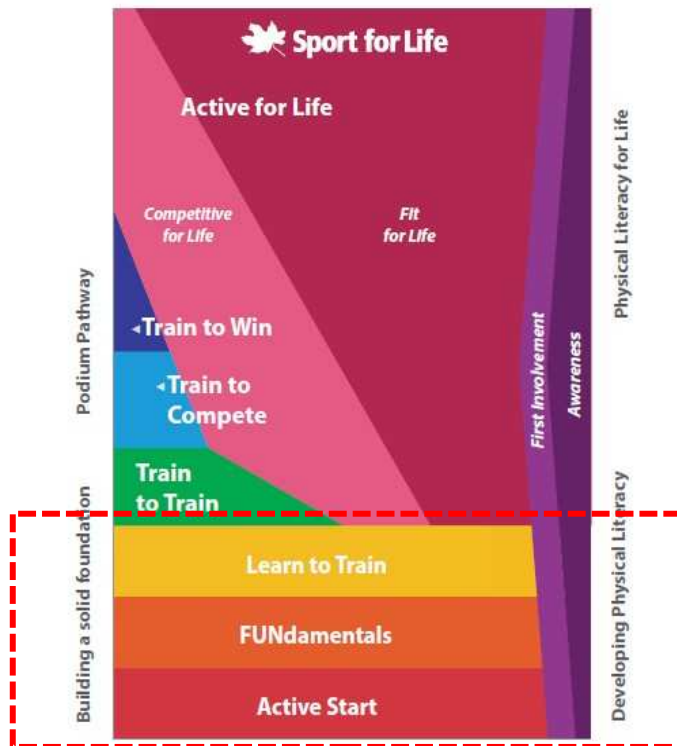


(Nike, 2012: Designed to Move: A Physical Activity Action Agenda)

Importance of School PE: **Sports Development** Perspective

3. School physical education is the foundation and basis for **lifelong sports participation and elite sports**.

Long-Term Development in Sport and Physical Activity:



* 출처 : Sport for Life (2019). Long-Term Development in Sport and Physical Activity

TOOLS FOR AN ACTIVE LIFE

If you can...

RUN



BALANCE



SWIM



You can enjoy...

Playing tag
Soccer
Basketball
Lacrosse
Ultimate Frisbee
Triathlon
Tennis



Gymnastics
Biking
Softball
Football
Snowboarding
Zumba
Yoga



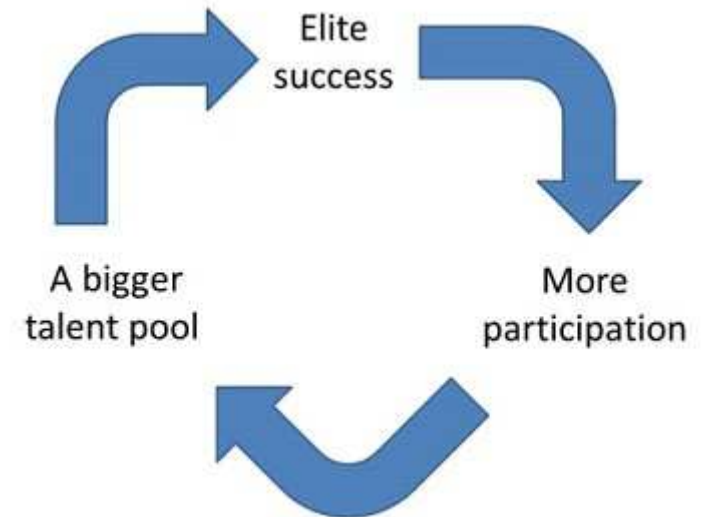
Swimming
Snorkeling
Kayaking
Water polo
Surfing
Diving
Rowing



- **Elementary PE** is especially important as it focuses on acquiring basic movement skills and experiencing various physical activities.

Importance of School PE: **Virtuous Circle** of youth physical activity^{01. Overview of School PE in Korea}

4. School physical education drives **future sports participation** and promotes the **development of elite sports**.



- School PE is the **foundation for the virtuous cycle of sports**: a healthy, vibrant nation + success in elite sports.

CONTENTS

01 Overview of School PE in Korea

02 School PE Plan (Policy) of Korea

03 Implications and Future Directions for
Kazakhstan school PE development

Background of the School PE Promotion Policy

Until the 2000s, PE classes were central to school sports. In 2005, a national policy was introduced to address student health, suicide, bullying, and athlete rights.



"National-Level Official School PE Policy Documents Released (2005–Present)"

School Sports Innovation Plan

Annual announcement of the School Sports Promotion Plan:

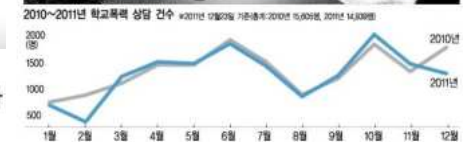
Securing and Enhancing PE Class Hours, Student Fitness Evaluation, School Sports Clubs, Promoting girl's sports, improvement of Elite School Sports Teams, and the legalization of School PE Promotion

10대 왕따 폭력, 점점 심해져도 대책 없어

2011.12.27 21:51

김향미·김태훈 기자

인권위 자료 보니 학교에 만연



체육활동으로 학교폭력 없앤다

외국 명문학교에서는 체육이 필수과목

2012.02.14 00:00 | 학생규격편집팀

지난 6일 정부는 김형식 국무총리 주재로 학교폭력 관계장관 대책회의를 연 후 '학교폭력 근절 종합대책'을 확정·발표했다. 그 가운데 한 가지 특기할 만한 대책은 학교체육 활성화에 관한 사항이다.

사회 > 신문은 선생님

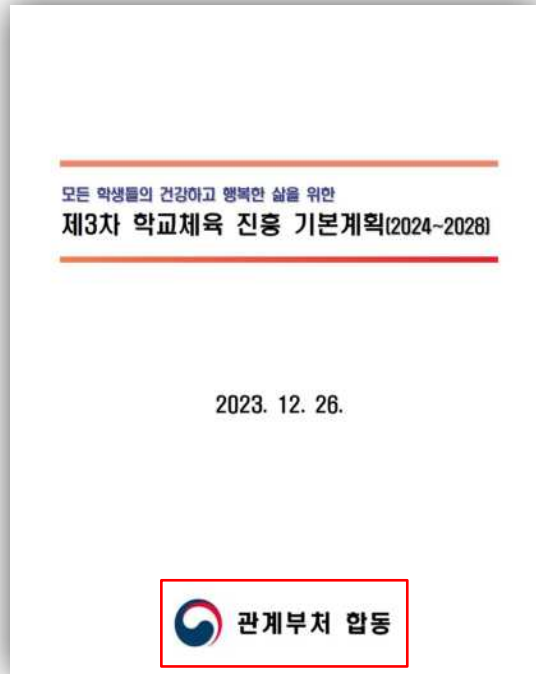
학교 폭력 감소, 학업 성취도 향상... 놀라운 변화 일으킨 '체육의 힘'

[기획 특집] 학교 체육 강화한다는데...

남여평등연구소 김기하 기자 최민석 평안신문 기자
발행 2012.04.22 09:07

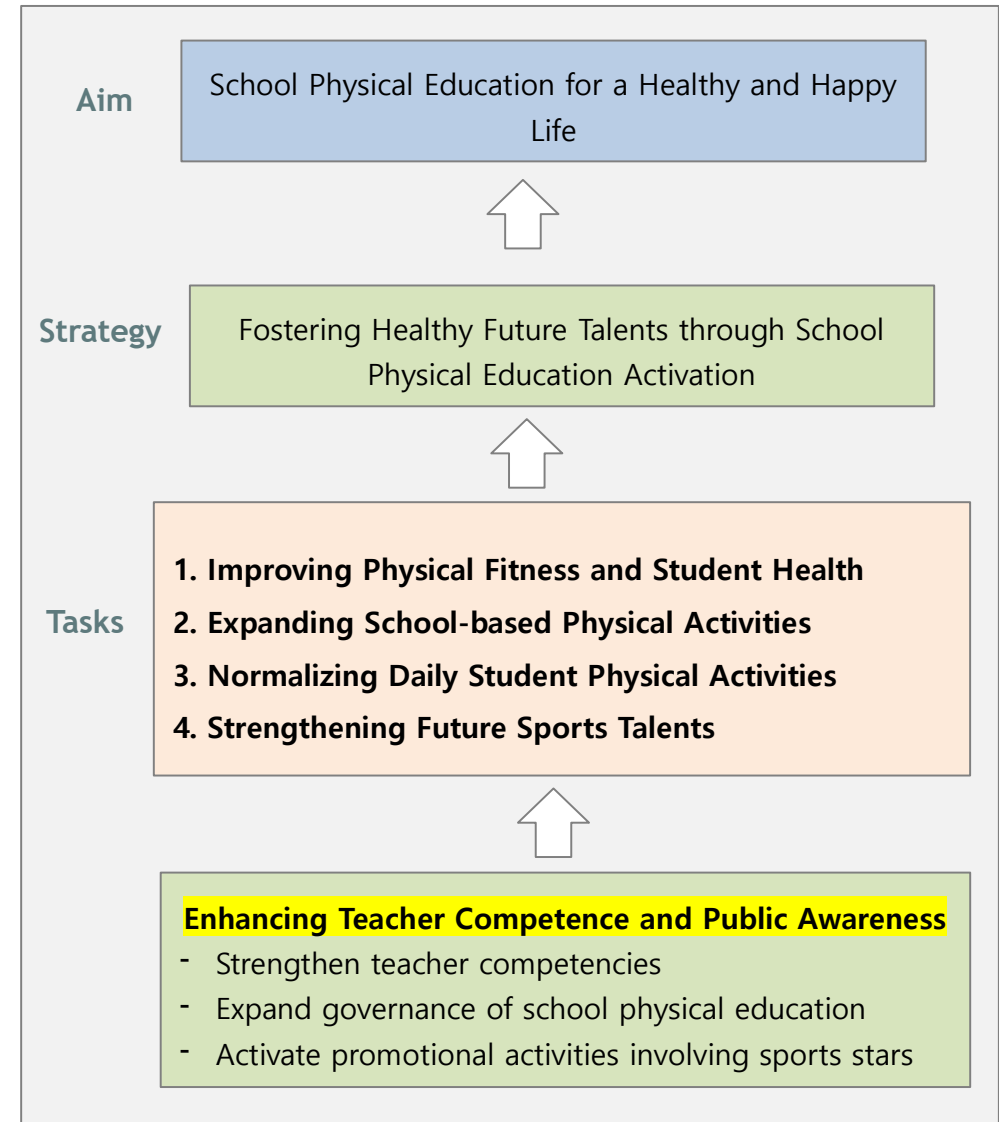
지난 1월 27일은 교육부가 1년 전 제정한 학교체육진흥법이 시행되는 날이었다. △1학생 1스포츠 활동 △여학생 체육교육 활성화 △학교 체육 전담교사 연수 등을 골자로 하

“Preventing and healing violence through school PE”



The 3rd Basic Plan for the Promotion of School Physical Education (2024–2028)

Established and implemented **every five years** jointly by the Ministry of Culture, Sports, and Tourism (MCST) and the Ministry of Education (MOE) since 2014, in accordance with the **School Physical Education Promotion Act**



Key Task 1. Improving Physical Fitness and Student Health

Establish a system that enables individuals to adopt self-directed health management throughout their entire lives.

- Manage physical fitness throughout the **entire lifespan** by linking student PAPS with the adult 'National Fitness 100' program (Measurement items, measurement data, etc)
- Expand the **student health fitness classes** targeting students with low physical fitness, obesity, and those who wish to participate
- Utilize the **online health fitness classes** through e-PAPS (exercise prescriptions, AI motion recognition)
- Implement **mandatory survival swimming** (10 hours) in elementary schools, and establish school sports facilities, focusing on swimming pools



75 centers in 2024 →
126 centers by 2028

Support for PAPS assessment, exercise prescriptions, and operation of health fitness classes

PAPS (Physical Activity Promotion System)

Health and Fitness Evaluation System

- Mandatory system assessing students' health and fitness
- Provides tailored physical activity recommendations
- Encourages students to manage their own health

Target Grades

- Implemented for 5th to 12th grade
- Piloted for 3rd and 4th grade, with plans to expand to 1st and 2nd grade

Assessment Areas

- BMI, Muscle Strength, Muscular Endurance, Cardiovascular Endurance, Flexibility, Agility, Speed

Additional Support

- Students with low fitness receive additional physical activity programs, such as health and fitness classes



PAPS Results Sheet



- A** 현재 자신의 체격과 종합체력점수를 제시해주며, 체질량지수(BMI)의 개인위치를 알려줍니다.
- B** 심폐지구력, 근력근지구력, 유연성, 순발력, 체지방의 건강체력평가를 요약해주고, 부족한 부분을 알려주어 필요한 신체활동을 제시해 줍니다.
- C** 심폐지구력, 근력근지구력, 유연성, 순발력, 체지방의 건강체력평가에서 건강하기 위해서 필요한 최소한의 기준을 알려줍니다.
- D** 총2회의 학생건강체력평가가 기록을 보여줄 수 있습니다. 따라서 이전과 이후의 기록변화의 경향을 쉽게 확인
- E** 현재 자신의 건강체력수준(우려, 양호구간)를 확인하고, 변화양상을 알 수 있으며, 등급으로 더 확인이 됩니다.



- Present physique, BMI, and overall fitness score
- shows the minimum standards and any deficiencies for each health fitness component
- Displays the fitness levels from the past two assessments to observe changes in fitness before and after

- Physical activity prescriptions based on fitness levels
- Supports the development of physical activity plans based on specific exercises

Key Task 2. Expanding School-based Physical Activities

02. School PE Promotion Plan (Policy)

Support effective physical activities in the school curriculum and expand opportunities for lifelong participation in various sports.

- **Increase PE hours:** Separate PE classes for 1st-2nd graders, and increase middle school PE from 3 to 5 hours per week (class + club activities)
- **Strengthen school PE:** Revise the elementary sports instructor system and expand **specialized PE schools** from 25 in 2023 to 100 by 2028
- **Expand School Sports Club Participation:** Promote intra-school, regional, and national leagues to establish '1 student, 1 sport,' increase tournaments involving both general students and student-athletes, and strengthen school sports clubs through school-community club partnerships



Key Task 3. Normalizing Daily Student Physical Activities

02. School PE Promotion Plan (Policy)

Create conditions for students to engage in physical activity anytime, anywhere, at school and home, fostering daily exercise habits to maintain health and improve fitness.

- **Expand Break-time Exercise:** Promote physical activity programs before school and during lunch, and encourage student sports clubs
- **School-Home-Community Physical Activity:** Support weekend sports activities (3,700 in 2023 → 5,000 by 2028) and run vacation sports camps
- **Provide PE programs in All-Day Schools** (Child care programme): Collaborate with sports organizations to offer programs in elementary All-Day School classrooms



“Protect your health with early morning PE classes”



Key Task 4. Strengthening Future Sports Talents

02. School PE Promotion Plan (Policy)

Ensure student-athletes' right to study by creating conditions for balancing academics and sports, while promoting human rights, career guidance, and holistic development.

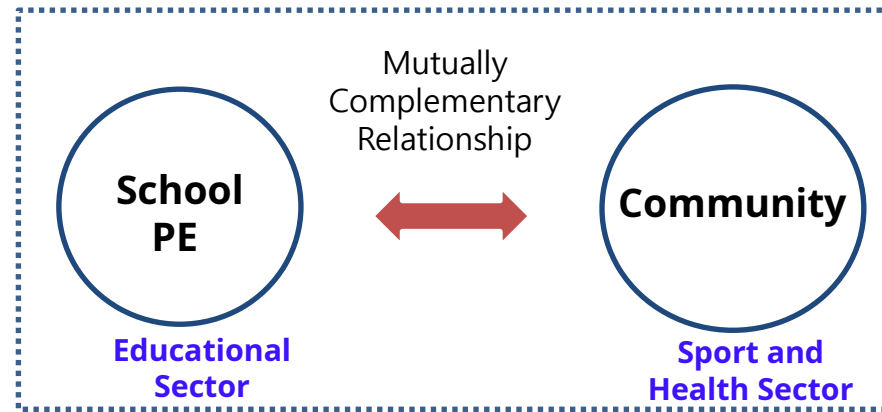
- **Support for Student-Athletes' Right to Learn:** E-SCHOOL program (56,427 in 2022), Learning Support Mentor Program (220 in 2024), and enhanced career counseling (mentoring, online, and on-site consultations)
- **Protection of Student-Athletes' Rights:** Mandatory human rights education (for coaches, athletes, and parents) and expanded anti-doping education
- **Strengthen Support for Elite School Sports Teams:** Support for team establishment, improvement of training environments, and assistance for low-income student-athletes (1,266 in 2023 → 1,800 by 2028)



Online learning support for student-athletes (including all subjects and career education)

Key Task 5. Strengthening School-Community(Local) Link

School-community partnerships play a crucial role in the sustainable development of school PE.



Guaranteeing Students' Right to Sports: Students who integrate sports into their daily lives and enjoy the value of sports (Home + School + Community)

Acquisition of motor skills,
knowledge, and attitudes

High Quality School PE



Connection to school sports and community sports activities

Experience various sports through sports clubs

Experience in participating in community sports

Public sports facility lessons, sports
clubs, and private sports facilities



Promotion of participation in physical education classes

Motivation for sports participation, sports skills

School-Community Link: 'School-Sports Organization Partnership Model'

(1) Korea Volleyball Federation Youth Volleyball Academy



- Retired **professional volleyball players** are re-trained and dispatched to elementary schools (to support physical education classes and operate school sports clubs)
- Annually, 17 regions, 46 schools, and over 9,000 students participate (2012–Present)

- Developing online materials to spark interest and encourage elementary students to start volleyball



- Two national volleyball tournaments held annually
- Linked to talent identification, with around **40 female athletes discovered annually**

School-Community Link: 'School-Sports Organization Partnership Model'

(2) Youth Sports Foundation Development Project



- Korean Sport & Olympic Committee Project: Strengthening the Youth Sports Foundation through Collaboration between Sports Organizations and Elementary Schools

- In 2023, 16 sports organizations participated (including handball, hockey, jokgu, mountaineering, dodgeball, skiing, rugby, volleyball, etc.), with over 525 schools, 153,417 students, and 3,342 teachers involved.



- Main activities: (1) Develop youth-modified sports, (2) Support teacher and sport instructor training, (3) Supplement program manuals and curriculum, (4) Dispatch sport instructors and supply equipment, (5) Organize regional competitions for students

School-Community Link: 'School-Community(Local) Sports Club Partnership Model'

Namwon Regional Sports Club



- Exciting Weekend Sports School' (Students participate in local clubs linked to nearby schools during weekends) operates for 7 sports, including basketball, tennis, and boxing.
- Recruit students interested in basketball for tournament participation (uniforms, transportation support, etc.)

Gwangyang Sports Club

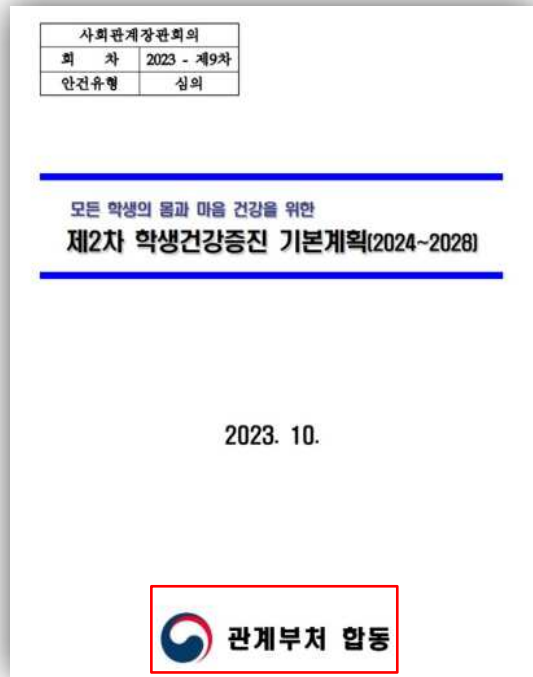


- Exciting Weekend Sports School' operates for 2 sports, including tennis, and ice hockey.
- Offer ice hockey hobby classes, a sport that's hard to experience at school

Gunsan Sports Club

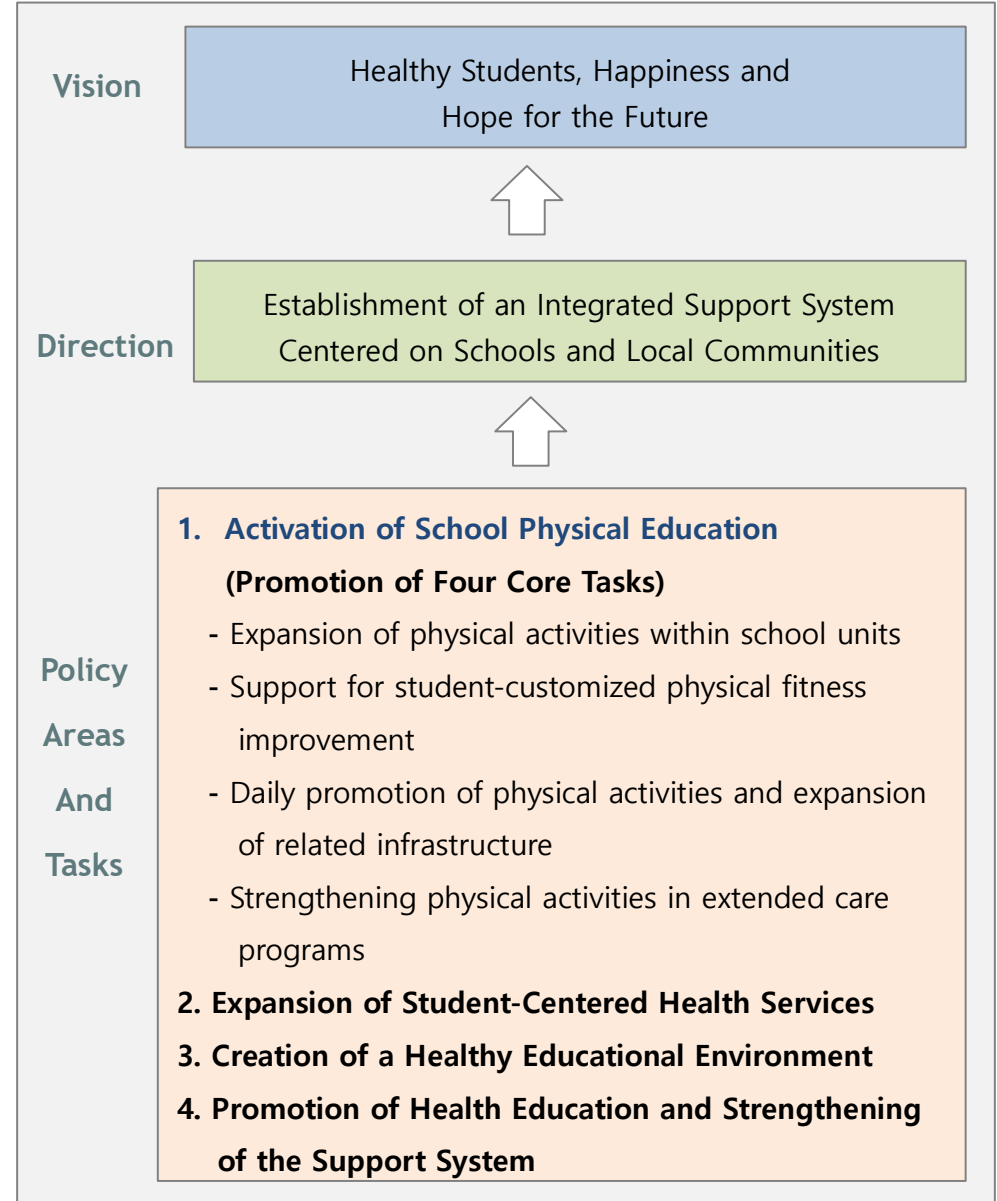


- Exciting Weekend Sports School' operates for 23 sports, including table tennis, soccer, and dance.
- Convert students who participated in the 'Exciting Weekend Sports School' into club members.



The 2nd Basic Plan for the Promotion of Student Health(2024–2028)

Established and implemented **every five years** jointly by the Ministry of Culture, Sports, and Tourism (MCST), the Ministry of Education (MOE), and the **Ministry of Health and Welfare(MOHW)** since 2019.




CONTENTS

- 01 Overview of School PE in Korea
- 02 School PE Plan (Policy) of Korea
- 03 Implications and Future Directions for Kazakhstan school PE development

- “**Sport for All**” are just as important as **school PE**. You need to **develop both at the same time**.
- Utilize both in- and out-of-school infrastructure to **maximize opportunities for students to be physically active**.
- When pushing hard for policy, the most important thing is “**people**.” You should establish a system to train **highly qualified PE teachers** and consider deploying sport instructors to assist teachers.
- Establish systems to **measure and manage student fitness at the national-level** and support focused research on the topic.

“The dumbest policymaker is the one who loses track of time in search of the most perfect policy.”



I've learned that **failure precedes success**,
and the right decisions are
an extension of the wrong ones.

- Alex Spanos

나는 배웠다, 실패는 성공에 앞서서 등장하며,
좋은 결정은 나쁜 결정을 통해서 숙성됨을.

- 알렉스 스파노스

LA 다저스 구단주

감사합니다
Thank you~!

Yongnam Park

ynpark@kspo.or.kr

'Fit for Life' & Korea-Kazakhstan Sport Cooperation

Dr. Hyunjoo Cho (Senior Research Fellow, KISS)



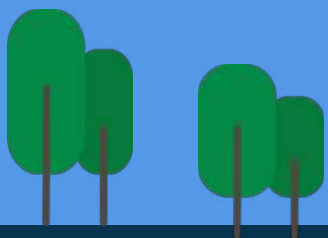


Table of Contents

1 About Korea Institute of Sport Science

2 KISS, UNESCO Chair and Fit for Life

3 Korea-Kazakhstan Sport Cooperation



History of KISS (Video Clip)



- ## Research

- ## National Network

- ## International Network

- Sport Research Institutions and Universities Worldwide

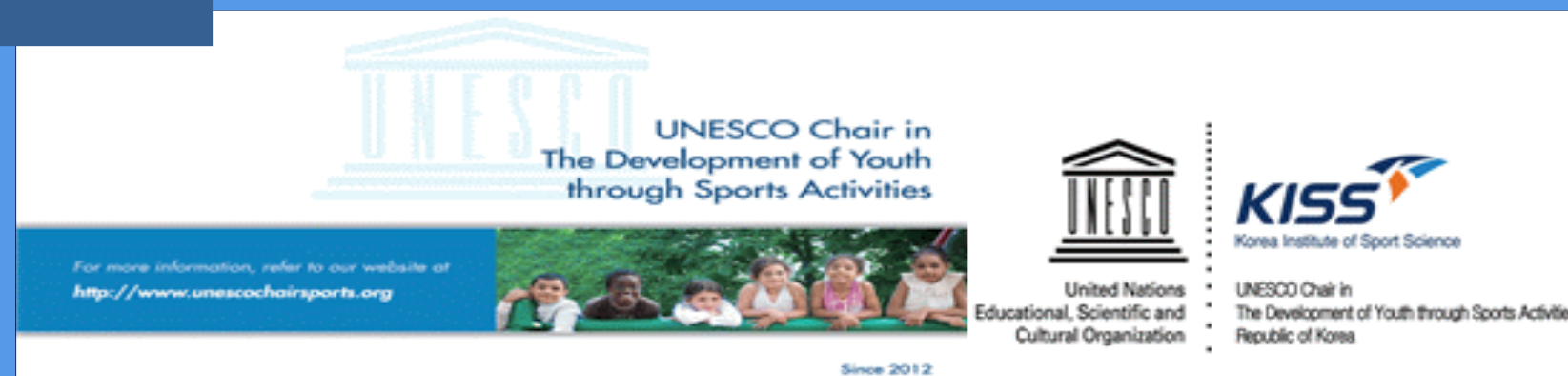
“ One of the UNESCO Chair in Sport Category”

UNESCO Chair in Sport, Physical Activity and Education for Development

Led by Professor Richard Giulianotti, we aim to advance knowledge, policy and practice in how sport, physical activity and education can be used in the physical, personal and social development of young people across the world.

UCLan Cyprus announces joint leadership of UNESCO Chair on Governance and Social Responsibility in Sport

08:55 - 28 JUNE 2023



“ Anti-Doping Movement for Youth Sport”

Ministry of Culture,
Sport and Tourism

KADA

KISS

KIST

Recently KISS Appointed as an Independent Doping Appeals Council in ROK

- 2021 World Anti-Doping Code (01.01.2021)
 - MOU with KADA and Suupport AC role (16.04.2021)
 - Official Project Launch and Doping AC
- : Confirmed by the Government and Budget distributed to the KISS(26.01.2.22)



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Sport and Anti-Doping

Sport and Anti-Doping

HomeThe power of physical education and sportAnti-doping: sport integrity and ethics

Intergovernmental Committee for Physical Education and Sport (CIGEPS)

The Intergovernmental Committee for Physical Education and Sport (CIGEPS) was established in 1978 to promote the role and value of sport and its relevance for public policy. CIGEPS is comprised of expert representatives in the field of physical education and sport from 18 UNESCO Member States, each elected for a four-year term. The consultative members, comprising UN agencies, key sport federations, NGOs, provide technical support and advice to the Committee.

Event >

UNESCO Global Sports Conference - MINEPS VII

The 7th International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS VII) took place in Baku, Azerbaijan, from 26 to 29 June 2023.



© UNESCO / Junior Safari Christian

“ Youth Development through Sport Activities”

1. Research



- 2017) Recreation Handbook on Character Development for Youth
- 2018-i) A Research Project on the Development of UNESCO Chair of KISS
- 2018- ii) A Research Project on the Supportive Strategies for the Sports Program in Elementary Care Service
- 2019-i) A Research Project on the Development of Life Skills Program for Youth with Social Concern: Focus on ‘Mentory Baseball Team’
- 2019-ii) A Research Project on the Development and Validation of the Life Skills Scale for Student-Athletes
- 2019-iii) A Research Project on the Development of the Life Skills Program for Student-Athletes

“ Youth Development through Sport Activities”

2. Field Application



The 2017 UNESCO Chair Sports Science Lecture Series in Philippine

- The 2017 UNESCO Chair Colloquium
- The 2018 UNESCO Chair Sports Science Lecture Series in Philippine
- HOPE Program : Play to be Healed Play to be Healthy, Play to be Happy
- The 2021 Colloquium for Sport ODA
- Career Coaching Test and Consultation for Youth of Mentory Club

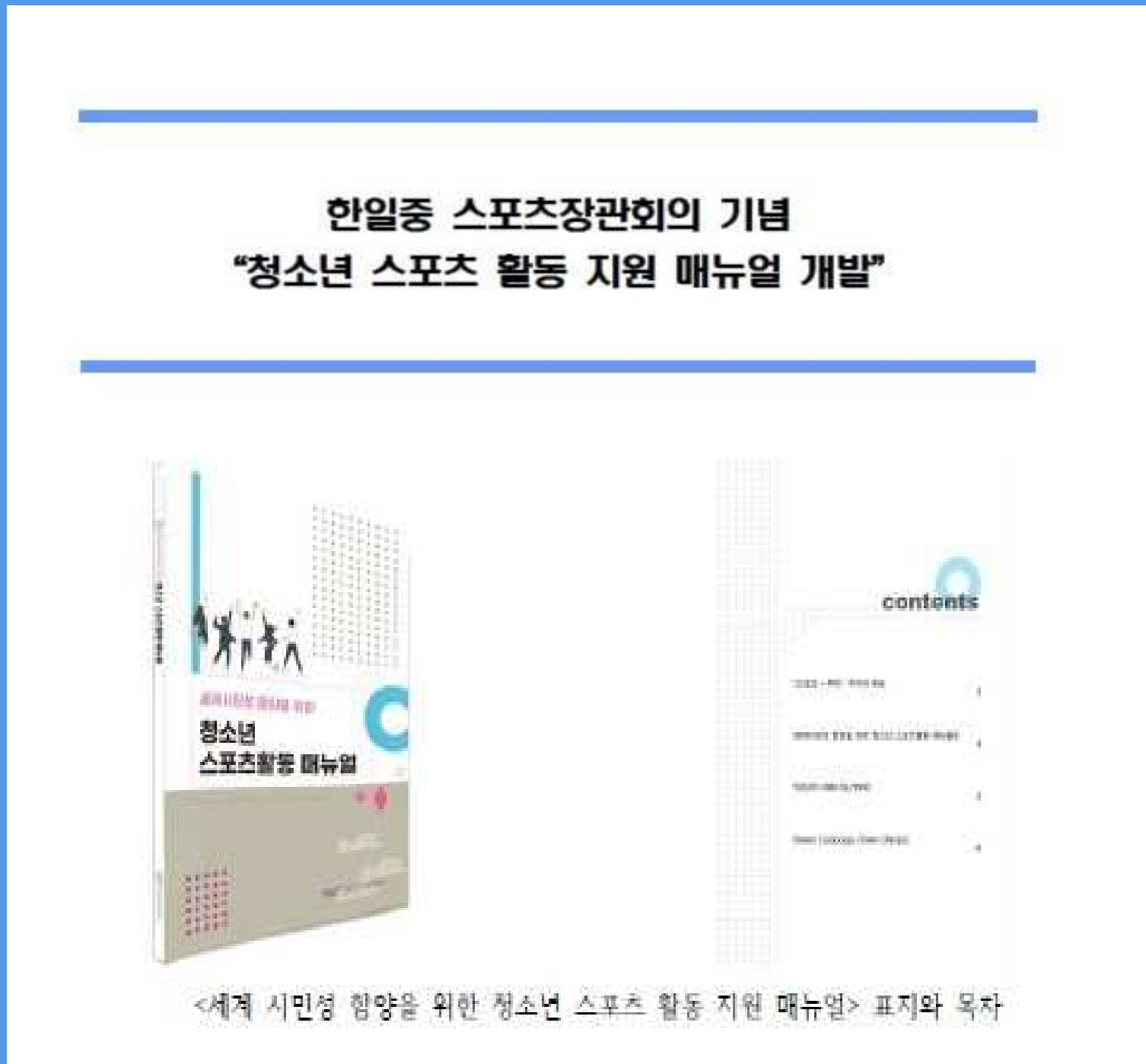
“ Youth Development through Sport Activities”

3. Sharing and Cooperation



- 2012-2021 October Symposium of KISS for UNESCO Chair
- KISS UNESCO Chair AWARD
- MOU with Uzbekistan
- MOU with Mongolia
- MOU with Iran
- Participation on the COP8 Session


“ Empowering Global Citizenship through Sport”



“ Empowering Global Citizenship through Sport”



“ UNESCO Fit for Life, Fit for Youth”



SUSTAINABLE DEVELOPMENT

GOALS

1

NO POVERTY



2

ZERO HUNGER




3

GOOD HEALTH AND WELL-BEING



4

QUALITY EDUCATION




5

GENDER EQUALITY



6

CLEAN WATER AND SANITATION



7

AFFORDABLE AND CLEAN ENERGY



8

DECENT WORK AND ECONOMIC GROWTH



9

INDUSTRY, INNOVATION AND INFRASTRUCTURE



10

REDUCED INEQUALITIES



11

SUSTAINABLE CITIES AND COMMUNITIES



12

RESPONSIBLE CONSUMPTION AND PRODUCTION



13

CLIMATE ACTION



14

LIFE BELOW WATER



15

LIFE ON LAND



16

PEACE, JUSTICE AND STRONG INSTITUTIONS



17

PARTNERSHIPS FOR THE GOALS







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Get Involved

Fit for Life

Using sport to drive health, education and equality outcomes

About the project

Fit for Life is UNESCO's sport-based flagship designed to accelerate COVID-19 recovery, support inclusive and integrated policy making, and enhance the wellbeing of youth around the world. Powered by a global compact of partners, Fit for Life uses data driven sport interventions to tackle intersecting crises in physical inactivity, mental health and inequality.

These crises have been magnified and accelerated by the COVID-19 pandemic and have had a disproportionate impact on young people, disrupting the way in which they learn and live.

By strengthening inter-sectoral cooperation, increasing grassroots participation in sport and documenting intervention impact, Fit for Life will drive the behavioural and systems level change needed to build



“Fit for Life Objectives (1/2)”



1. Increase grassroots participation in sport and quality PE to reduce inactivity and chronic disease (physical and mental)



2. Support the development of quality and inclusive sport policies which drive health, education and equality outcomes



3. Use values education through sport to empower young people, promote equality and build socio-emotional resilience

“Fit for Life Objectives (2/2)”



4. Support teachers and coaches to deliver quality, student-centred sport education curricula



5. Build evidence to support targeted investments in sport as an accelerator of COVID-19 recovery

“Fit for Life, Fit for Youth in Korea”

01

National Fitness 100



국민체육100

체력측정

체력증진교실

스포츠활동 인센티브

온라인 건강 컨설팅

커뮤니티



국민체육100
NATIONAL FITNESS AWARD

100 CHALLENGE

2024
전국체력왕선발대회

참가신청 및 지역예선 일정
4월 21일(일) ~ 8월 10일(토)

[참가하기 >](#)

대박! Big 이벤트 혜택도 누리세요!

☒ 오늘 하루 열지 않기 닫기



체력측정예약



자가체력측정



체력증진교실
온라인 신청



스포츠활동 인센티브



운동처방 동영상



체력측정
이용안내



“Fit for Life, Fit for Youth in Korea”

02

1) PAPS 2) PAPS-D



PAPS

- Physical Activity Promotion System
- Assesses fitness
- Tailored programs



PAPS-D

- Adapted version of PAPS
- For disabled students

근력/근지구력 muscular strength /muscular endurance

(무릎대고) 팔굽혀펴기 (kneeling) push-ups
윗몸일어올리기 sit-ups



Guys, you should perform kneeling push-ups with the correct form.
여러분, 팔굽혀펴기를 할 때에는 정확한 자세로 해야 해요.

When doing sit-ups, make sure your elbows touch your knees.
윗몸일어올리기를 할 때에는 팔꿈치가 무릎에 닿도록 하세요.

순발력 explosive muscular strength

50m 달리기 50-meter run
제자리멀리뛰기 standing long jump



Let's warm up before the explosive muscular strength test.
순발력 테스트를 하기 전에 준비운동을 해 봅시다.

Give it your all during the 50-meter test.
50m 달리기 테스트할 때 최선을 다하세요.

심폐지구력 cardiovascular endurance

왕복오래달리기 shuttle run
오래달리기/걷기 long-distance running/walking
스텝검사 step test



It's time for a cardiovascular endurance test!
이번 시간은 심폐지구력 테스트를 할 거예요!

When doing shuttle runs, it's important to maintain proper breathing control.
셔틀런을 할 때에는 호흡조절을 잘하는 게 중요해요.

유연성 flexibility

앉아윗몸앞으로굽히기 seated forward bend
종합 유연성 검사 comprehensive flexibility test



Make sure you stretch before the flexibility test.
유연성 검사를 하기 전에 스트레칭을 해야 해요.

Otherwise, you could hurt a muscle.
그렇지 않으면 근육을 다칠 수 있어요.

“Fit for Life, Fit for Youth in Korea”

03

values education through sport

OLYMPIC VALUES EDUCATION PROGRAMME






THANK YOU 88 SEOUL

OLYMPIC VALUES EDUCATION PROGRAMME

국민체육진흥공단에서는 올림픽가치 확산을 목적으로 청소년의 인성 및 협동심 증진을 위해 IOC올림픽가치교육(OVEP)을 한국 교육환경에 맞게 개발·운영하고 있습니다.

올림픽가치교육(K-OVEP)은 올림픽의 핵심가치인 탁월성(Excellence)·존중(Respect)·우정(Friendship)을 다양한 체험활동을 통해 실천해보고, 올림픽의 정신을 배우는 스포츠·문화예술 융합형 교육 프로그램입니다.

레거시 탐험형 K-OVEP

- 올림픽가치 학습
- 올림픽공원 레거시투어
- 가치연계 팀빌딩 활동

스포츠 체험형 K-OVEP

- 올림픽가치 학습
- 미니올림픽 체험
- 스포츠 종목과 신체 이해

예술융합형 K-OVEP

- 올림픽가치 학습
- 올림픽조각공원 투어
- 예술창작활동(연극/미술)

“Fit for Life, Fit for Youth in Korea”

04

Support teachers and coaches

학교안에서 신나는 주말 체육학교~!

다양한 체육활동을 해보자구요!
넛볼, 농구, 배구, 배드민턴, 보치아, 씨름, 축구, 킥볼, 플로어볼, 피구, 핸드볼을 통해 친구들과 더욱 친해지고 협동심도 길러보아요!



학교밖에서 신나는 주말 체육학교~!

햇볕을 받으며 밖에서 뛰어놀아요~! 햇볕을 받으면 건강해진다고요!
골프, 궁도, 댄스스포츠, 볼링, 수영, 스쿼시, 스포츠스태킹, 축구, 클라이밍, 풋살 플레이를 하며 친구들과 더욱더 친해지는 계기를 만들어보아요!



“Fit for Life, Fit for Youth in Korea”

05

COVID-19 Recovery Through Sport



문화체육관광부

Ministry of Culture, Sports
and Tourism



Thank you





Fostering Global Citizenship through Physical Education

2025 Master Class for PE Teachers

2025.06.12

Kim, Hyun Jeong
(President, Little Story Power Plant)

Table of Contents

1. Introduction

- Little Story Power Plant

2. Why

- Why do we emphasize global citizenship education?

3. How

- How is global citizenship education implemented in Korea?

4. What

- What should be taught to foster global citizenship?

5. Here and Now

- together with physical education teachers in Kazakhstan



Introduction: Little Story Power Plant

[Core Values and Impact]



- Global Citizenship
- Sustainability



- The intrinsic value of sports

- Positive impact on youth education



- Maximize the effectiveness of education



Introduction: Little Story Power Plant

[Main Business]

1. Development and operation of sports activity support programs

- Development of experiential learning programs for global youth
- Design of sports education program to foster global citizenship education
- Operating international exchange projects and workshops



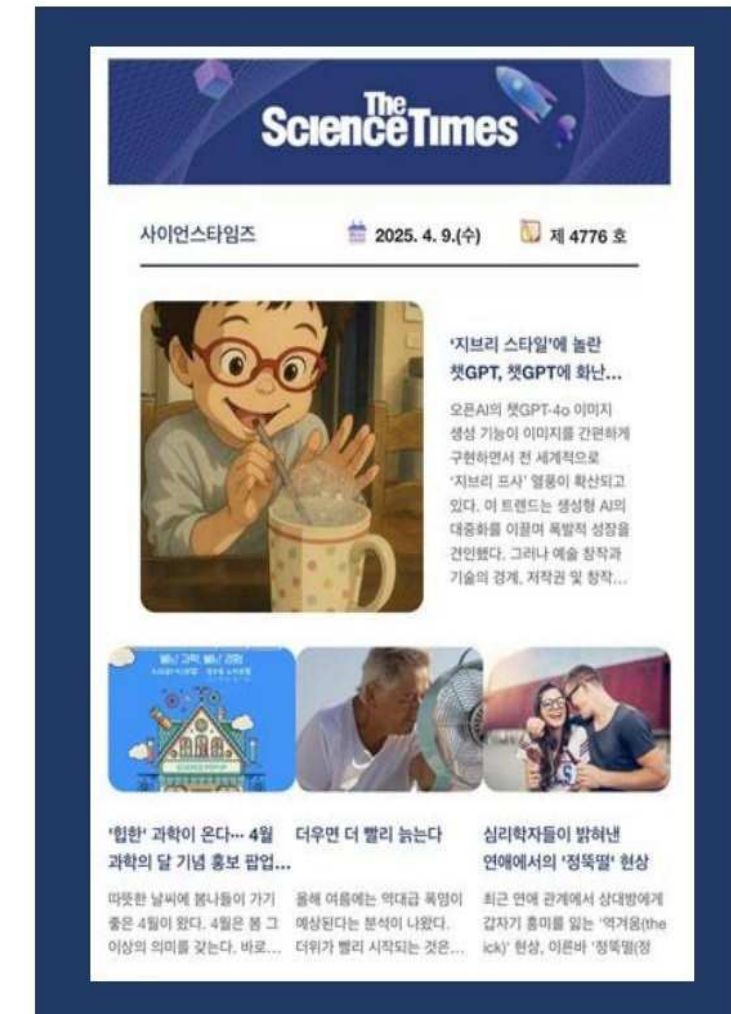
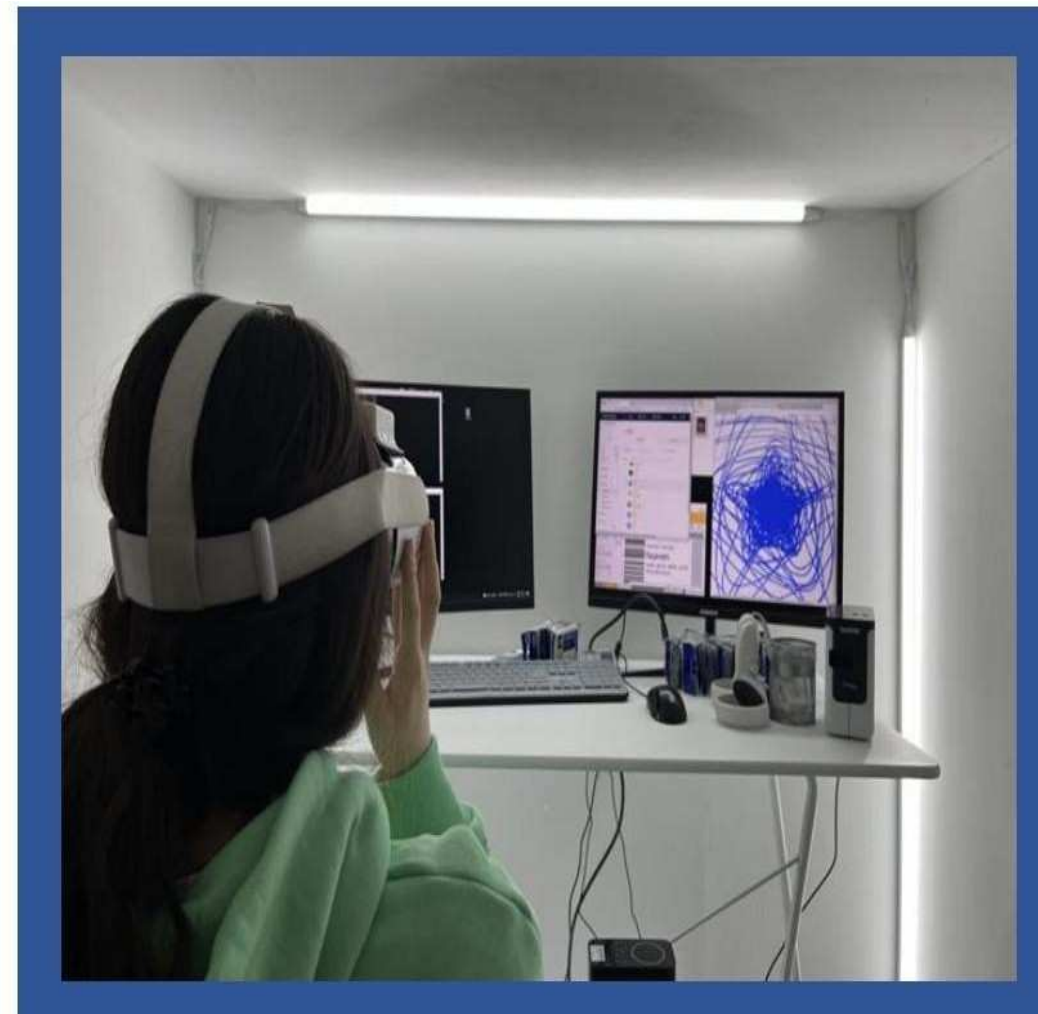


Introduction: Little Story Power Plant

[Main Business]

2. Development of programs to promote scientific culture

- Organizing science forums for global youth
- Publication of an online science news magazine



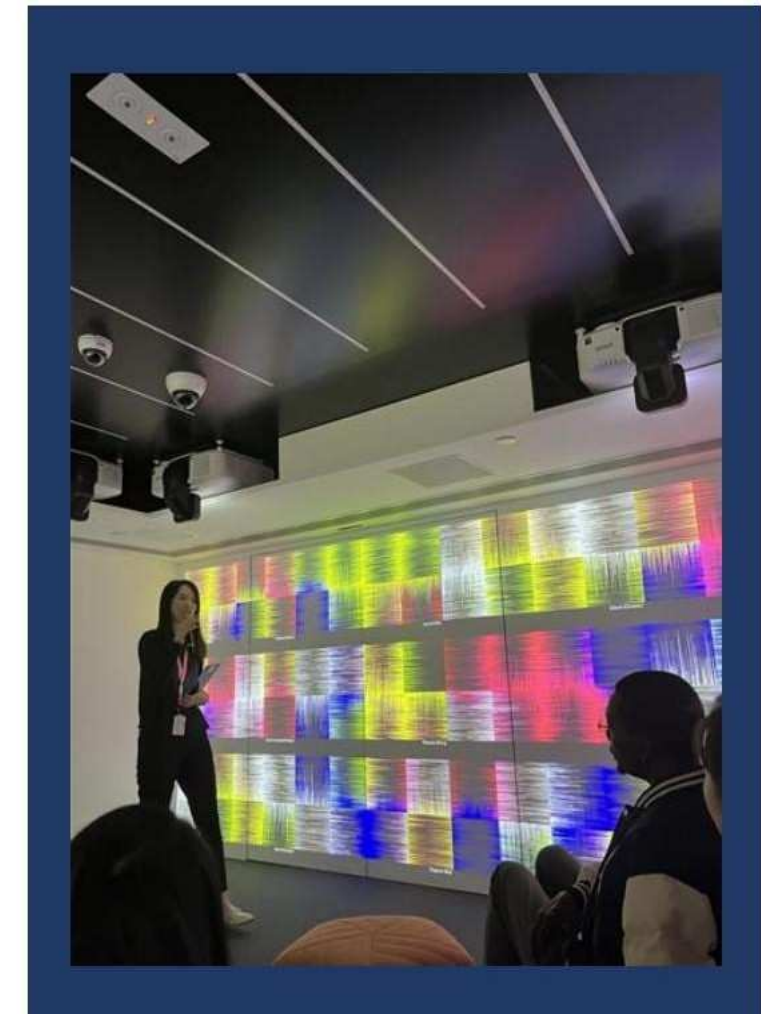


Introduction: Little Story Power Plant

[Main Business]

3. Cultural Theory and multicultural studies

- Hosting and facilitating forums on multicultural research
- Conducting media analysis and critical studies
- Organizing cultural experience workshops



WHY: Why do we emphasize global citizenship education?

‘Global Citizenship Education, GCED’



“GCED is education that aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive, and secure world.”

— UNESCO, Global Citizenship Education: Topics and Learning Objectives, 2015

WHY: Why do we emphasize global citizenship education?



UNESCO Definition and Global Challenges

- Empowers learners to address global issues
- Fosters peace, tolerance, and inclusivity
- Cultivates proactive global problem-solvers



Evolution: Knowledge to Life Competencies

- Shift from national to global citizenship
- Focus on integrated cognitive and non-cognitive skills
- Emphasis on empathy, collaboration, and ethical judgment

WHY: Why do we emphasize global citizenship education?

[21st-Century Citizenship and Global Responsibility]



Integrated Global Responsibility

- Addressing transnational issues
- Fostering collective response
- Building resilient societies
- Cultivating ethical judgment



Global Perspective

- Combining local action and global awareness
- Expanding traditional civic education
- Engaging in both community and world issues
- Developing cross-cultural competencies



UN SDGs and GCED

- GCED as key education goal
- Aligning with SDG Target 4.7
- Promoting sustainable development
- Integrating into national policies



WHY: Why do we emphasize global citizenship education?

[Mainstreaming GCED into Formal Curriculum]



UNESCO Recommendations

- Integrate GCED across education systems
- Embed in curricula, teacher education
- Foster inclusive learning environments
- Promote active global citizenship



Cross-Curricular Integration

- Implement GCED as a cross-cutting theme
- Link with all subjects and activities
- Develop interdisciplinary projects
- Encourage global perspectives in lessons



School Culture Alignment

- Create inclusive school environments
- Promote diversity and cultural exchange
- Establish global partnerships
- Organize international awareness events



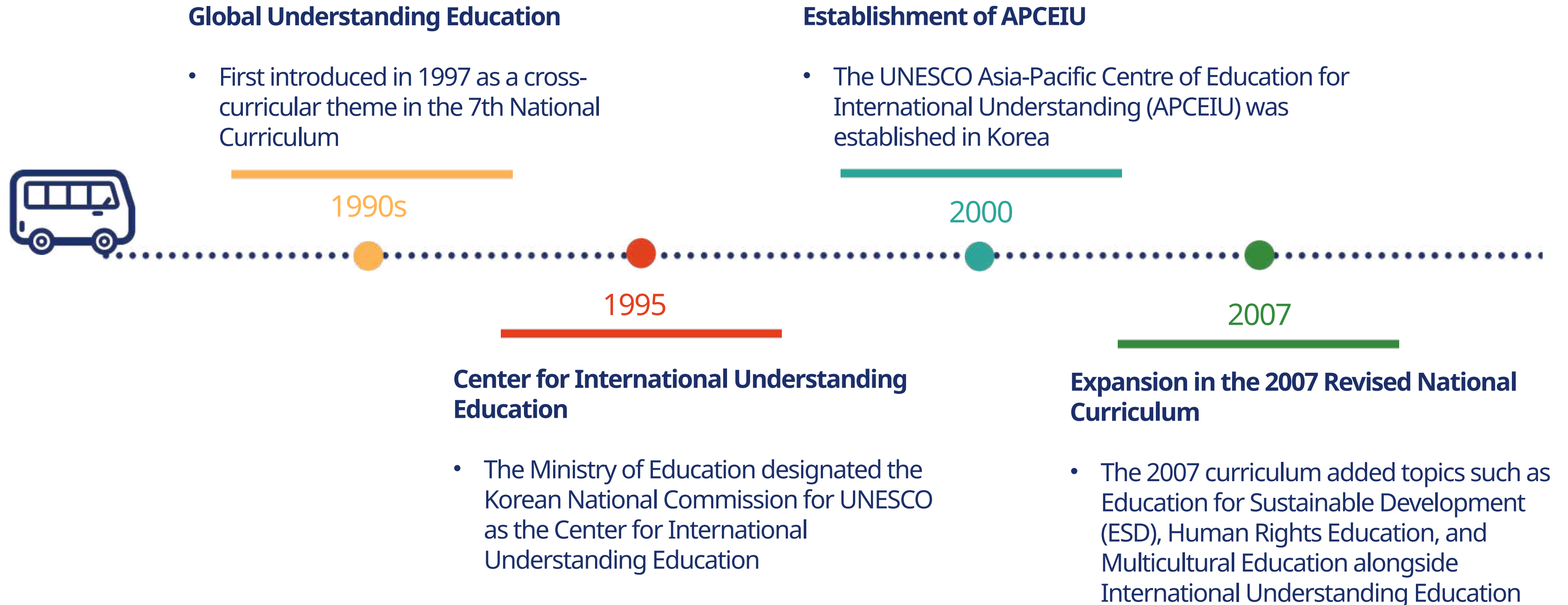
Subject-Specific Approaches

- Social Studies: Global issues, civic engagement
- Ethics: Values, moral reasoning
- Languages: Intercultural communication
- Arts: Cultural expression and appreciation



HOW: How is global citizenship education implemented in Korea?

[Evolution of GCED in Korea's National Curriculum]





HOW: How is global citizenship education implemented in Korea?

[Evolution of GCED in Korea's National Curriculum]

Inclusion of Global Citizenship Education (GCED)

- The scope of education for international understanding expanded, and GCED was presented as an ideal learner profile in the national curriculum

2009

2022 Revised National Curriculum

- “A democratic citizen who, based on a sense of community, understands diversity, respects others, communicates with the world, and practices care, sharing, and cooperation in a spirit of coexistence.”

2022

2015

Specification in the 2015 Revised Curriculum

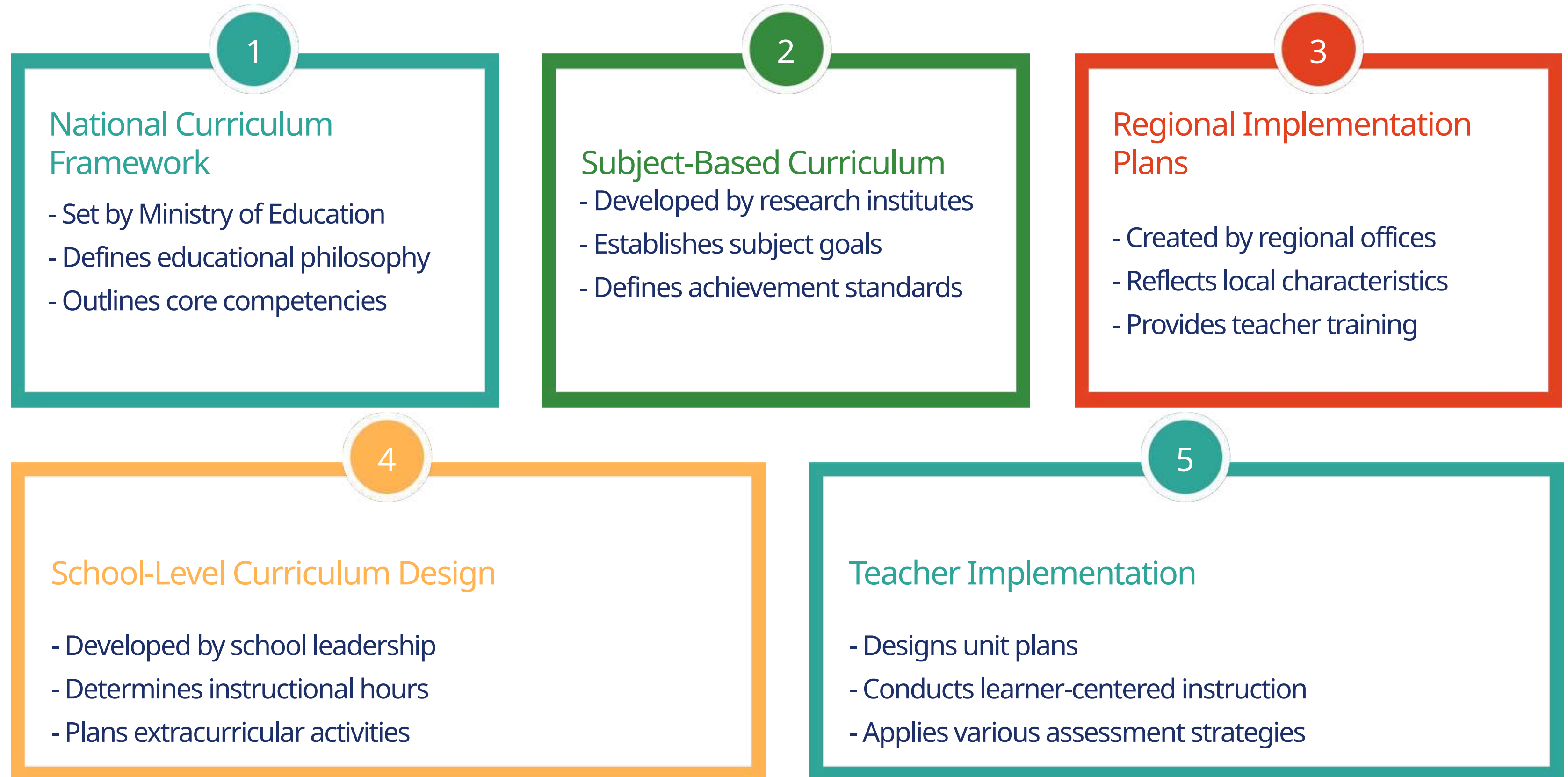
- From 2015, GCED was implemented based on Article 2 of the Framework Act on Education (Educational Ideals)
- International Understanding Education was integrated into Multicultural Education
- GCED became one of the core student competencies pursued in the national curriculum
- Concepts such as a sense of community, democratic citizenship, and “living together” were explicitly emphasized to define global citizenship





HOW: How is global citizenship education implemented in Korea?

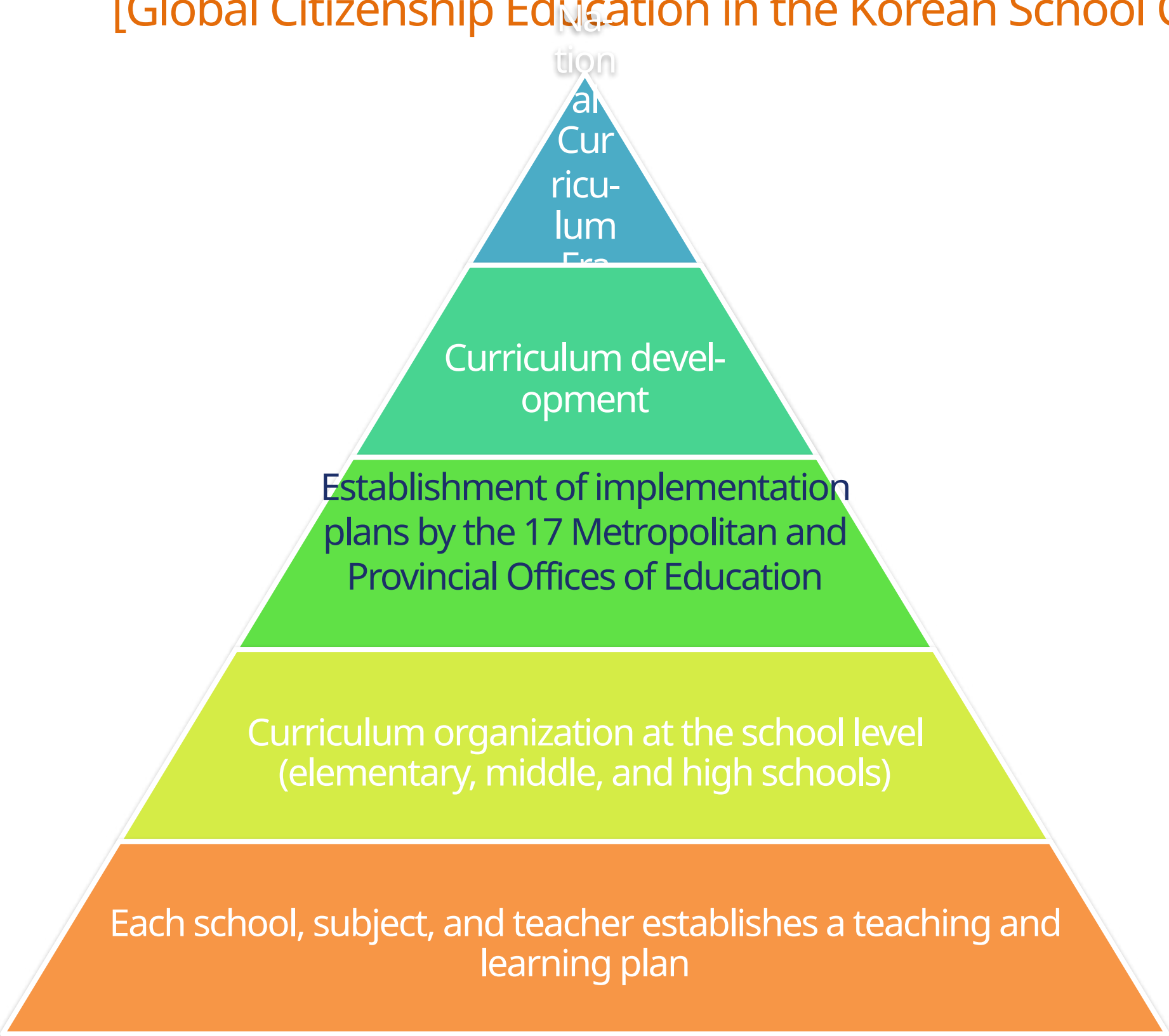
[Curriculum Revision Structure in Korean Schools]





HOW: How is global citizenship education implemented in Korea?

[Global Citizenship Education in the Korean School Curriculum]



1. Desired Student Competency

- A person who communicates with the world and respects diversity based on a strong sense of community

2. Curriculum-wide Learning Themes

3. Subject-Specific Integration

Subject	Integration Method	Key Features
Social Studies	Includes qualities of a global citizen	Emphasizes sustainable living and public problem-solving skills
Ethics	Reflects understanding of others and global community awareness	Focuses on value-based judgment and practical action
Physical Education	Promotes community-based activities and fair play	Fosters acceptance of diversity and internalization of values through action



HOW: How is global citizenship education implemented in Korea?

[Current Implementation Status of Global Citizenship Education in Korean Schools-1]

Survey Results on the Implementation of Global Citizenship Education at the School Level

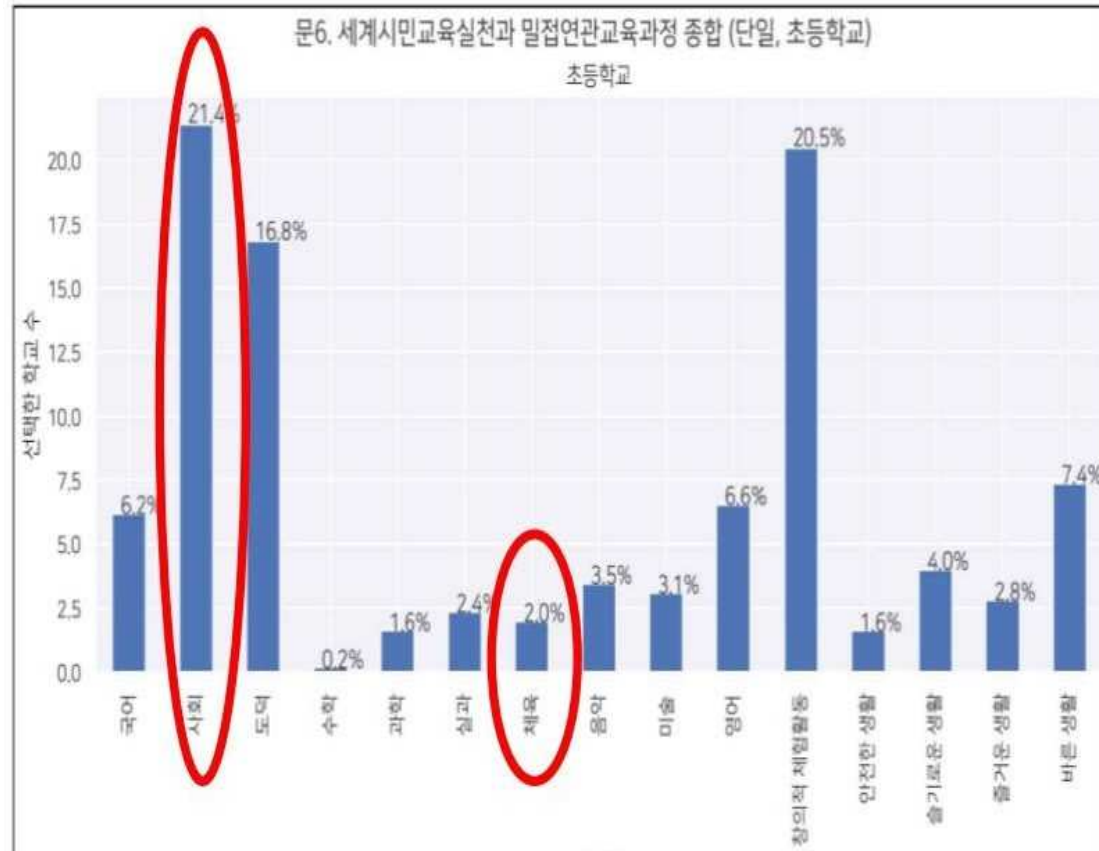
Category		Never considered	Would like to implement	Implemented by some teachers	Implemented school-wide	Total (number)	Average
Total (%)		43.1	27.7	19.0	10.2	100 (1,924)	1.96
School Level	Elementary School	38.9	21.5	21.3	18.3	638	2.19
	Middle School	39.7	31.9	20.9	7.5	617	1.96
	High School	50.47	29.6	15.0	5.1	669	1.75

Target Sample: 100 elementary, middle, and high schools; 2,000 teachers surveyed
Average score: 1.96 out of 4.00
43.1% of respondents answered “Global Citizenship Education has never been considered in the overall planning or activities of the school.”



HOW: How is global citizenship education implemented in Korea?

[Current Implementation Status of Global Citizenship Education in Korean Schools-2]



Elementary School

1. Social Studies: 21.4%
2. Creative Experience Activities: 20.5%
3. Morality: 16.8%

...

12. Physical Education: 2%

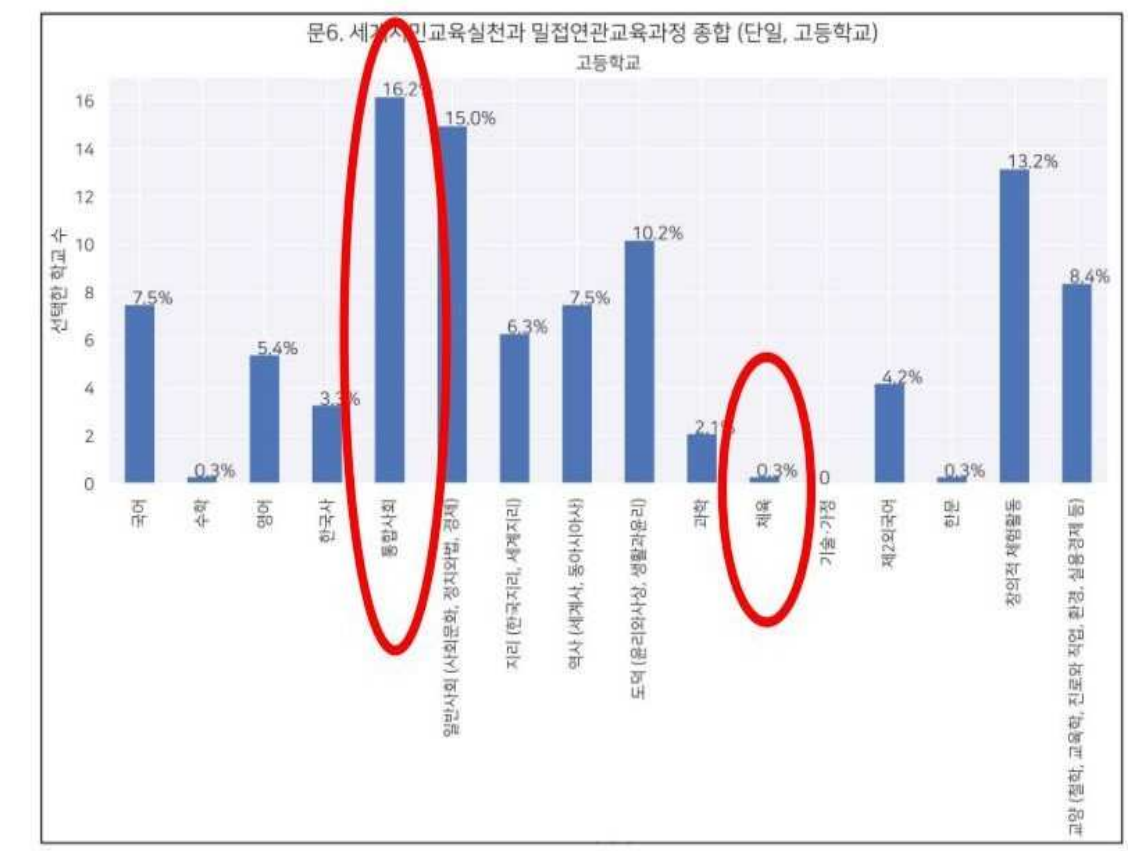


Middle School

1. Social Studies: 24.7%
2. Morality: 18.4%
3. Creative Experience Activities: 16.5%

...

12. Physical Education: 0.9%



High School

1. Integrated Social Studies: 16.2%
2. General Social Studies: 15.0%
3. Creative Experience Activities: 13.2%

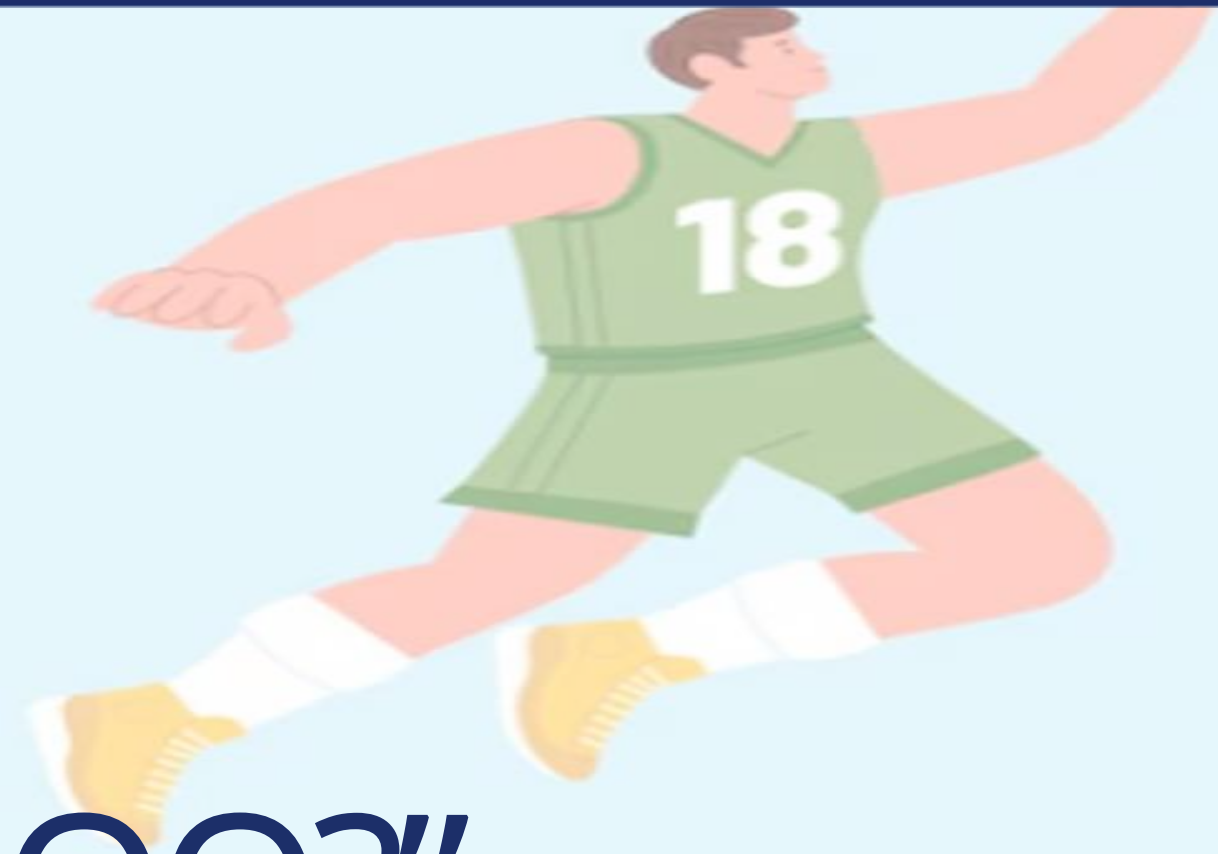
...

13. Physical Education: 0.3%



What: What should be taught to foster global citizenship?

“Sports is 000?”





What: What should be taught to foster global citizenship?

Sports is a **universal language**

Sports is a culturally accessible medium with low entry barriers.





What: What should be taught to foster global citizenship?



“Sport is an enabler of sustainable development. It contributes to peace, social inclusion, gender equality and the empowerment of youth and marginalized populations.”

— UN General Assembly Resolution A/RES/77/28, 2022



“Sport is a powerful tool to convey fundamental values such as respect, fairness, inclusion and team spirit, and to foster responsible citizenship.”

— UNESCO, Values Education through Sport Programme, 2015



Research on GCED through Sports Curriculum

[Common Values of Sport and Global Citizenship Education (GCED)]



1. Inclusion & Diversity

- GCED: Fosters appreciation of diversity and intercultural understanding
- Sport: Teaches fairness, teamwork, equality, inclusion, perseverance, and respect



2. Peace & Social Cohesion

- GCED: Develops active, ethical global citizens
- Sport: Instills civic values essential for responsible citizenship.



3. Responsible Citizenship

- GCED: Develops active, ethical global citizens
- Sport: Instills civic values essential for responsible citizenship

- GCED nurtures respectful, responsible mindsets
- Physical education supports internalization of global citizenship values
- Sport teaches cooperation, conflict resolution, and accountability—beneficial both in elite sports and everyday school life



What: What should be taught to foster global citizenship?

[Promoting Global Citizenship through Physical Education & Sport]



Role of Schools

- Schools are key platforms for teaching core sport values
- They offer practical environments for engaging in sports and internalizing civic and ethical values.
- Aligned with UNESCO's value-based education approach.



Educational Goals

- Support development of elite athletes with strong civic values.
- Provide all students with a foundation for responsible global citizenship.



How PE Transmits Sport Values

- Provides space for interaction, fair play, cooperation, and accountability.
- Physical education fosters:
- For elite athletes: Respect for diversity, fairness, and global citizenship in international contexts.
- For general students: Skills in cooperation, conflict resolution, and communal responsibility.



What: What should be taught to foster global citizenship?

[Research for developing a curriculum for global citizenship education through sports]



Project Overview

- Organizer: Physical education teachers from schools across Seoul (elementary, middle, and high schools)
- Focus: Development of global citizenship education lesson plans through physical education
- Format: 8-week Living Lab process (co-creation and iterative design)
- Outcome: Development of lesson plans for GCED-integrated physical education at all school levels

- A collaborative research project was conducted with physical education teachers from elementary, middle, and high schools in Korea
- A Living Lab was launched under the title "**Global Citizenship Education through Sport**", aimed at designing lesson plans for GCED using the physical education curriculum

What: What should be taught to foster global citizenship?

[Asking Future Physical Education Teachers]

- Direction of Global Citizenship Education through Sports-



- A workshop was conducted with students majoring in Physical Education at a Korean university
- To brainstorm ideas on how future PE teachers envision "Global Citizenship Education through Physical Education classes"

What: What should be taught to foster global citizenship?

[Manual for Youth Sports Activities to Foster Global Citizenship]



"2023 UNESCO Chair Global Lecture and Korea-Mongolia Workshop"



2025 UNESCO Chair Masterclass for Kazakhstani PE Teachers



Event Details

- Date: Sunday, June 14, 15, 2025
- Venue: Olympic Training Center, Sports Hall
- Participants: PE teachers from Kazakhstan



Objectives

- Strengthen GCED integration in PE classes
- Experience GCED-integrated sports programs
- Practice designing PE lessons with GCED principles



Instructional Design

- Focus on incorporating GCED elements in PE
- Emphasis on cultural diversity and cooperation
- Practical approaches to fair play in lessons



GCED Integration

- Explore activities simulating unfair conditions
- Engage in exercises promoting empathy, solidarity
- Design mini-Olympics fostering global values



Masterclass Activities for Fostering Global Citizenship

1

Equality and Fairness

- 5x5 Bingo Game
- Unusual Ball Toss
- Simulating unfair conditions

2

Empathy and Solidarity

- Slow Relay Game
- 'You and I, Connected as One'
- Emphasizing cooperation

3

Equality and Harmony

- Mini Olympics
- Four-Event Relay
- Promoting fairness in diversity

4

Experiential Learning Approach

- Hands-on activities to internalize GCED values
- Focus on bodily engagement and social interaction
- Practical application of theoretical concepts

5

Reflection and Application

- Group discussions on activity experiences
- Brainstorming session for classroom application
- Development of action plans for schools

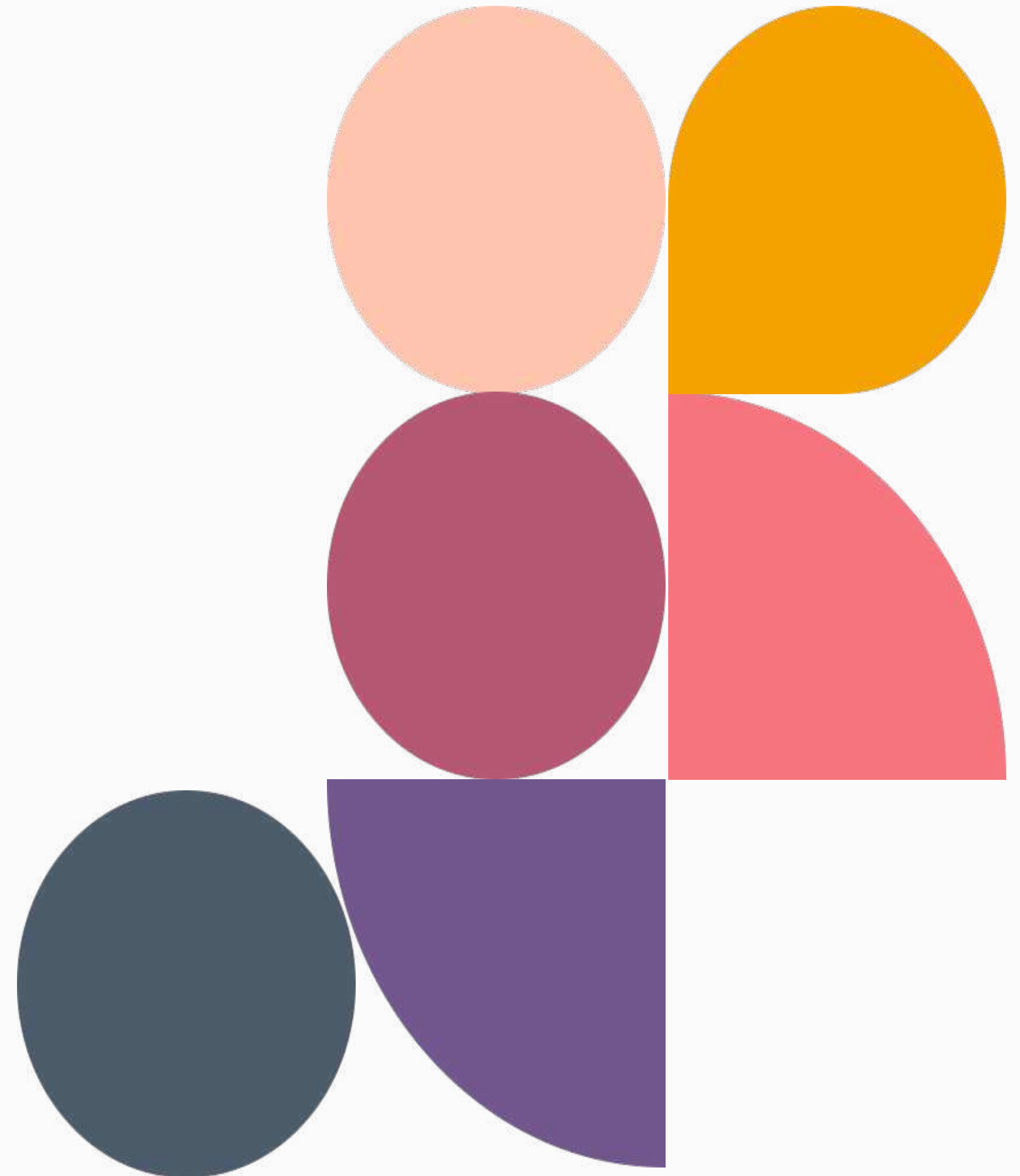


Thank you

Kim, Hyun Jeong
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Support for Unified Athletics and Disabled Student

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INDEX



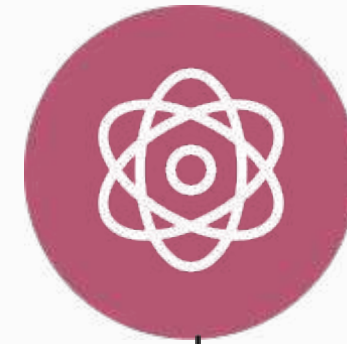
Changes in sports policy
for the disabled



Environmental Change and
Policy Response



The 4th mid- to long-term
plan for the promotion of
sports for the disabled



Current status and
development direction of
sports for the disabled



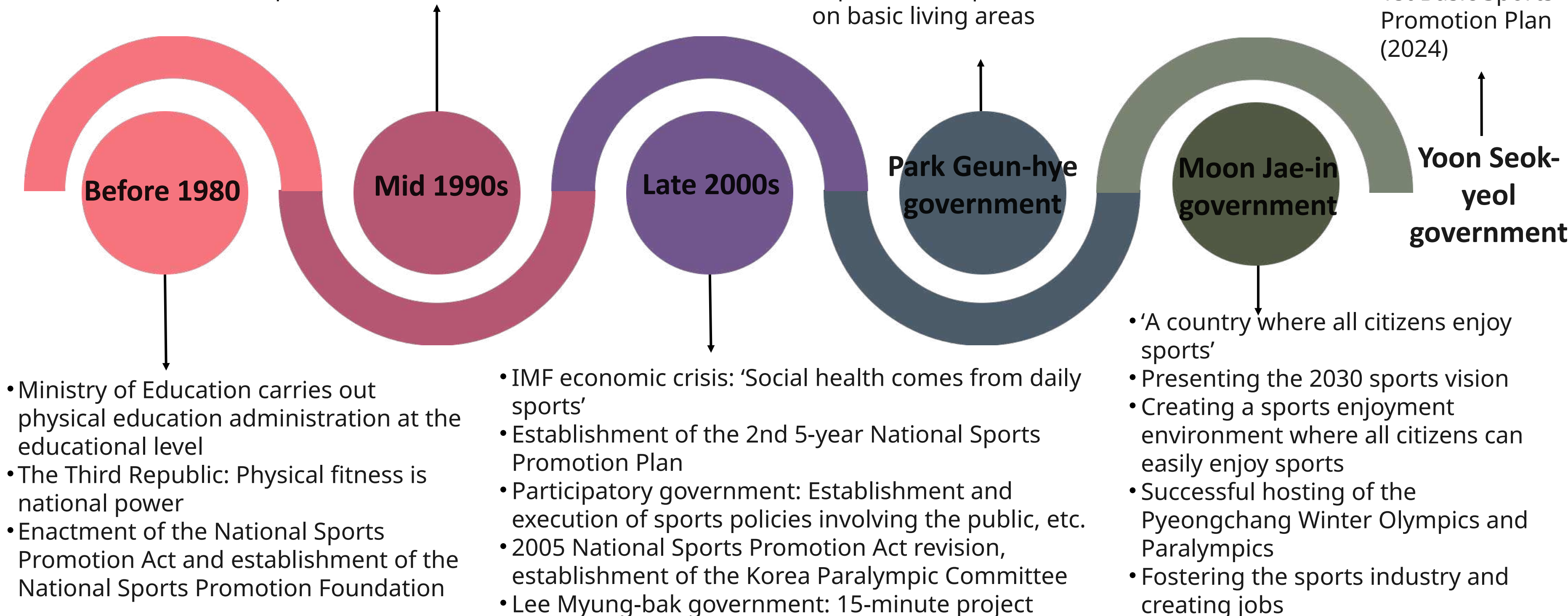
Future issues in sports
policy for the disabled

Key issues in sports policy by period

- 5th Republic: Establishment of the Ministry of Sports
- 86 Asian Games, 88 Olympics held
- 6th Republic: Establishment of the National Sports Council
- Civilian Government: Establishment of the 1st 5-year National Sports Promotion Plan

- National Happiness, Era of HopeSports Vision 2018
- Participation rate increased by 1.2% at least once a week
- Expansion of sports facilities centered on basic living areas

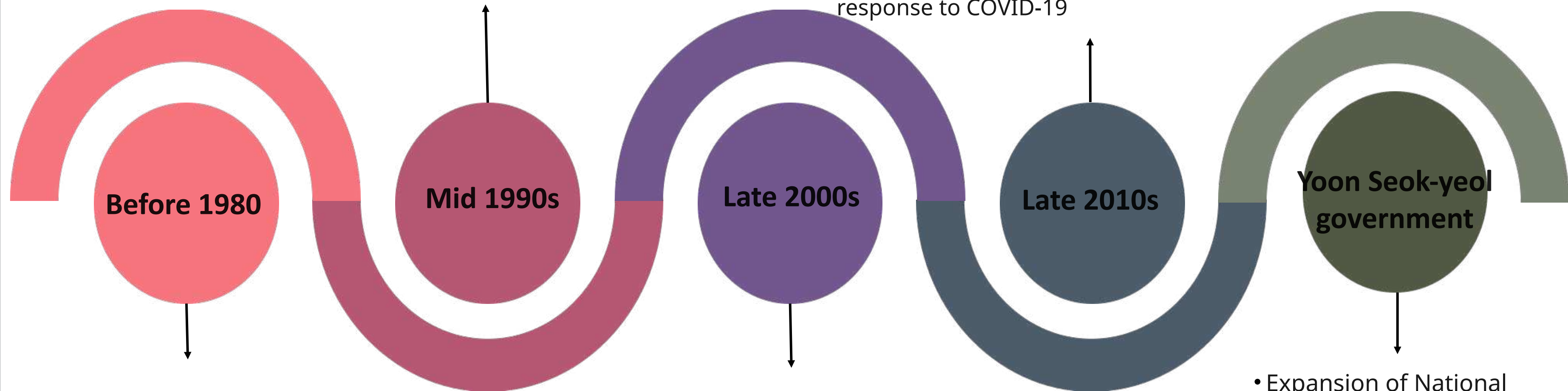
- 1st Basic Sports Promotion Plan (2024)



Key issues in sports policy for the disabled by period

- 88 Paralympic Games held
- Establishment of the Korea Disabled Welfare Sports Association (1989)
- Establishment of the Korea Special Sports Association (1990)
- Holding of the National Disabled Sports Competition (2000)

- Successful hosting of the PyeongChang Winter Paralympic Games (2018)
- Promotion of legacy projects
- Announcement of measures to promote sports for the disabled (2018)
- Support for sports for the disabled tailored to users (2019~)
- Establishment of a support system for sports for the disabled in response to COVID-19



- Establishment of the Military Welfare Agency (1961)
- Participation in the International Spinal Cord Injury Games (1965~)
- Establishment of the Korean Poliomyelic Association Jeongrip Hall (1975)

- Establishment of the Korea Paralympic Committee (2005)
- Establishment of the Paralympic Sports Division within the Ministry of Culture, Sports and Tourism (2005)
- Announcement of the mid- to long-term plan for the promotion of paralympic sports (2007)
- Establishment of 17 provincial branches (2014)

- Expansion of National Sports Centers for the Disabled
- *Promotion of construction of 150 Bandabi Sports Centers (until 2027)

Environmental Change and Future Response/Direction of Sports Policy

Population structure:

low birth rate, aging, regional extinction

- Creating a vibrant (attractive) community
- Responding to the aging society (health, community recovery)
- Securing and expanding participation in each category

Social and cultural:

individualization, conflict, and fair society

- Promoting youth and working people's participation in sports
- Recovering local communities through sports clubs, etc.
- Establishing a fair sports culture
- Developing sports content and utilizing it internationally

Technology:

Digital Transformation, Technological Revolution

- Creating convenient sports facility reservation and program participation conditions using digital (app, online)
- Providing opportunities for various types of sports participation
- Establishing and utilizing sports participation and health-related data
- Strengthening sports science education capacity of instructors

Environment:

Climate change and pandemics

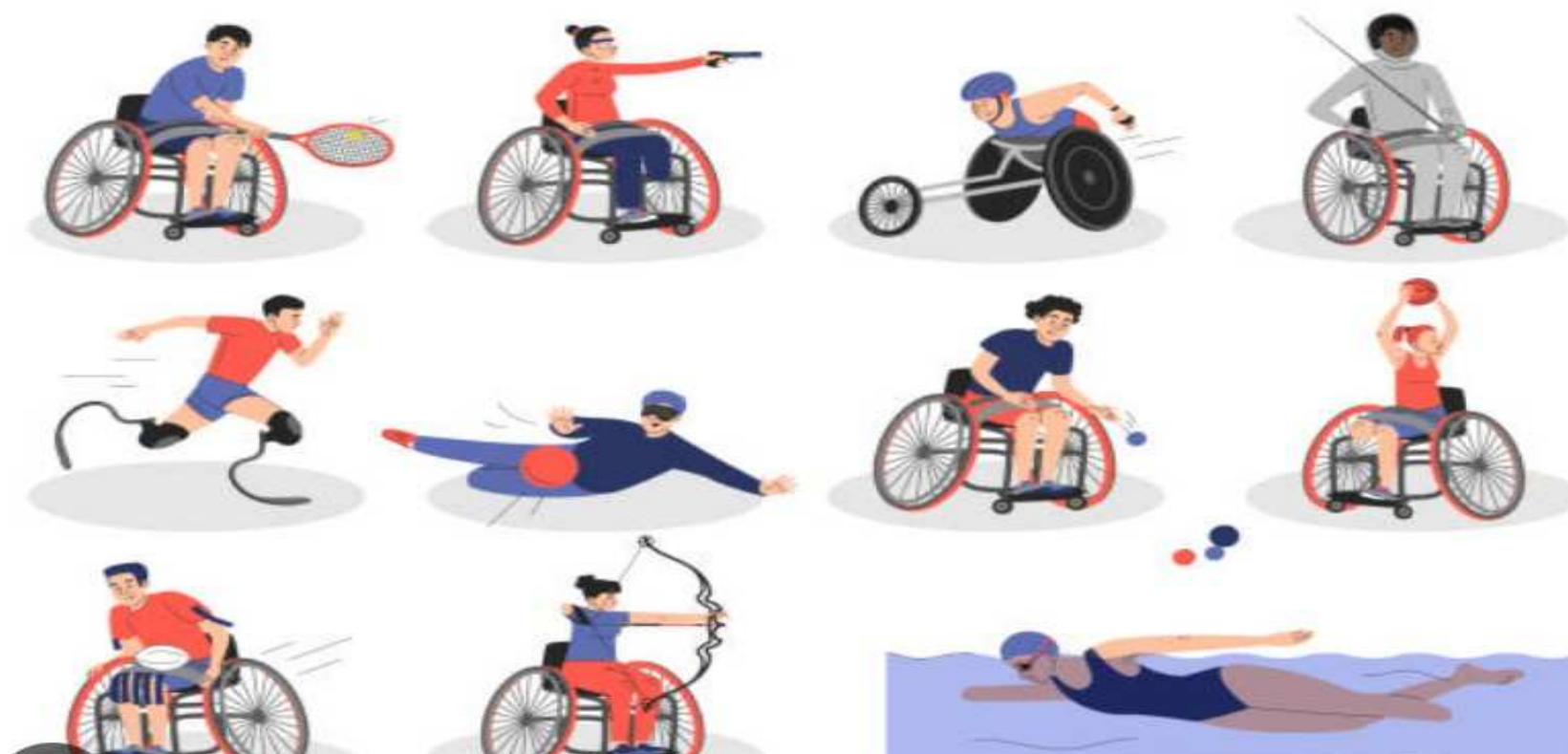
- Establishment of eco-friendly facilities suitable for climate change such as fine dust
- Establishment of safe and routine sports participation conditions in preparation for infectious diseases

Politics and Economy:

Democratic, Polarization, Low Growth

- Establishment of cooperative governance of sports policy-related organizations and groups
- Establishment and implementation of sports policy considering national demand and the field
- Support for the sports-deprived, such as the disabled and low-income class
- Promotion of inter-Korean exchanges through sports
- Establishment and implementation of sports diplomacy strategy

Environmental Change and Policy Response: Policy Direction for Sports for the Disabled



Issue
<ul style="list-style-type: none"> Awareness of the importance of daily physical activities continued increase in demand for participation Different levels of support programs required depending disability type/degree Need for customized support due to aging and increase in vulnerable groups

Future direction
<ul style="list-style-type: none"> Expanding the enjoyment of sports rights in everyday life and the environment for socializing in sports Incorporating digital elements to promote participation in everyday sports activities Establishing a cooperative service delivery system in the sports welfare-medical fields

Environmental Change and Policy Response: Policy Direction for Sports for the Disabled

Internal environment External environment	Strengths	Weaknesses
	<ul style="list-style-type: none"> Spreading positive experiences of participating in physical activities Continued expansion of administrative support infrastructure Excellent digital-online service infrastructure 	<ul style="list-style-type: none"> Limited response to infectious diseases and reduction in external activities Differences in satisfaction with sports for the disabled by type persist Widening gap in relative economic power by class
Opportunities	SO Strategy (Attack)	WO Strategy (changing the situation)
<ul style="list-style-type: none"> Establishing awareness of the importance of sports for the disabled Enacting and revising favorable laws working with ministries Expansion of related policy projects and increasing budget 	<ul style="list-style-type: none"> Sharing of public-private infrastructure (3ware+) and capacity building (Acceleration of sports digital transformation) Continued expansion of publicity and spread of information (Multi-channel, multi-type publicity and improvement of information accessibility) 	<ul style="list-style-type: none"> Expanding the enjoyment of sports rights through ICT-convergence (Expansion of hybrid programs) Activating a multi-departmental cooperative service delivery system (Activating linkages in the areas of rehabilitation-fare-education)
Threats	ST Strategy (Diversification)	WT Strategy (Defense)
<ul style="list-style-type: none"> Temporary stagnation in the rate of increase in participation in recreational sports Participation biased toward certain types of disabilities and rapid aging Shortage of athletes and continued decline in athletic performance 	<ul style="list-style-type: none"> Strengthening administrative capacity and eliminating policy blind spots (Strengthening the capacity of the implementing entity and establishing cooperative governance) Expansion of customized health and physical fitness management programs (Expanding participation of the elderly and severely disabled) 	<ul style="list-style-type: none"> Strengthening international competitiveness based on sports science (Systematization of player development and improvement of athletic performance) Improving efficiency of financial investment distribution (Removing economic participation constraints)

Environmental Change and Policy Response: Policy Direction for Sports for the Disabled



Strategy & Policy Direction



Implementation Goal

Expansion of Customized Programs and Infrastructure

Inclusive Physical Activity for Persons with Disabilities

Enhancement and Sustainable Development of Para Sports Competitiveness

Dynamic Physical Activity for Persons with Disabilities

Guarantee of Sports Rights and Expansion of Public Empathy

Empathetic Physical Activity for Persons with Disabilities

The 4th Long-Term Plan for the Promotion of Sports for the Disabled (2023-2027)

Expanding customized programs

- Specialization of sports programs for daily life
- Customized support by disability type
- Activation of social sports
- Creation of science and technology
- Base environment
- Establishment of sports infrastructure for daily life for the disabled
- Support for improving physical education for disabled students

Strengthening and continuing development of competitiveness in sports for the disabled

- Reorganization of player discovery and development system
- Expansion of support for improving athletic performance
- Advancement of sports science support
- Systematization of grade classification system
- Activation of sports diplomacy



Sports Rights Guarantee

- Establishing a human rights-friendly environment
- Improving sports services for the disabled
- Strengthening the capacity of sports organizations for the disabled
- Raising awareness of sports rights

Building a sports environment

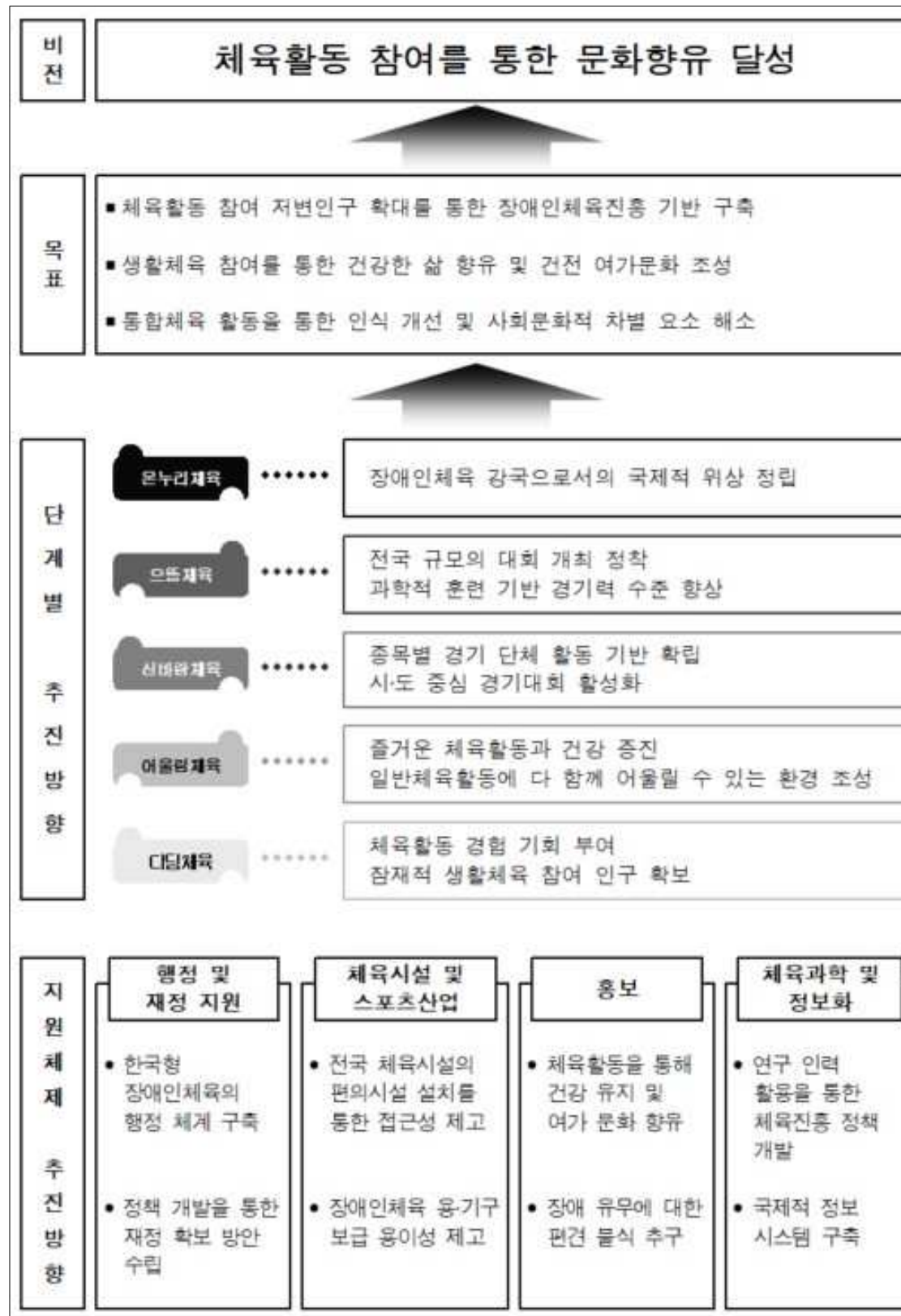
- Expansion of physical education infrastructure
- Establishment of a sports center for the disabled
- Support for physical education for disabled students

Expanding accessible facilities

Spreading a culture of national empathy

- Activation of promotional marketing
- Improving awareness of sports for the disabled
- Creating an integrated sports culture
- Social integration through sports

제 1 차 중장기계획 (2008-2012)



제 2 차 중장기계획 (2013-2017)



제 3 차 중장기계획 (2018-2022)



Changes in the participation rate of disabled people in sports

[Number of registered disabled persons]

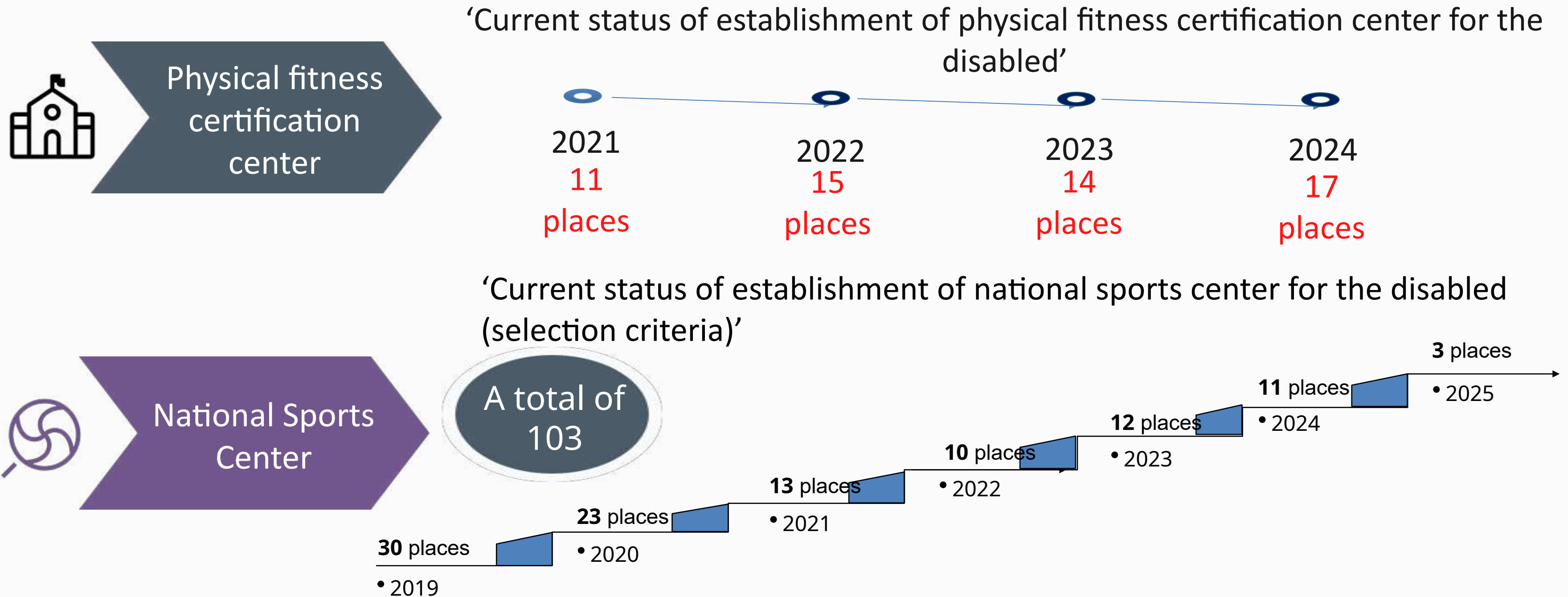
Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Total	2,494	2,490	2,511	2,546	2,585	2,618	2,632	2,642	2,643	2,633

[Changes in the participation rate of disabled people in sports]



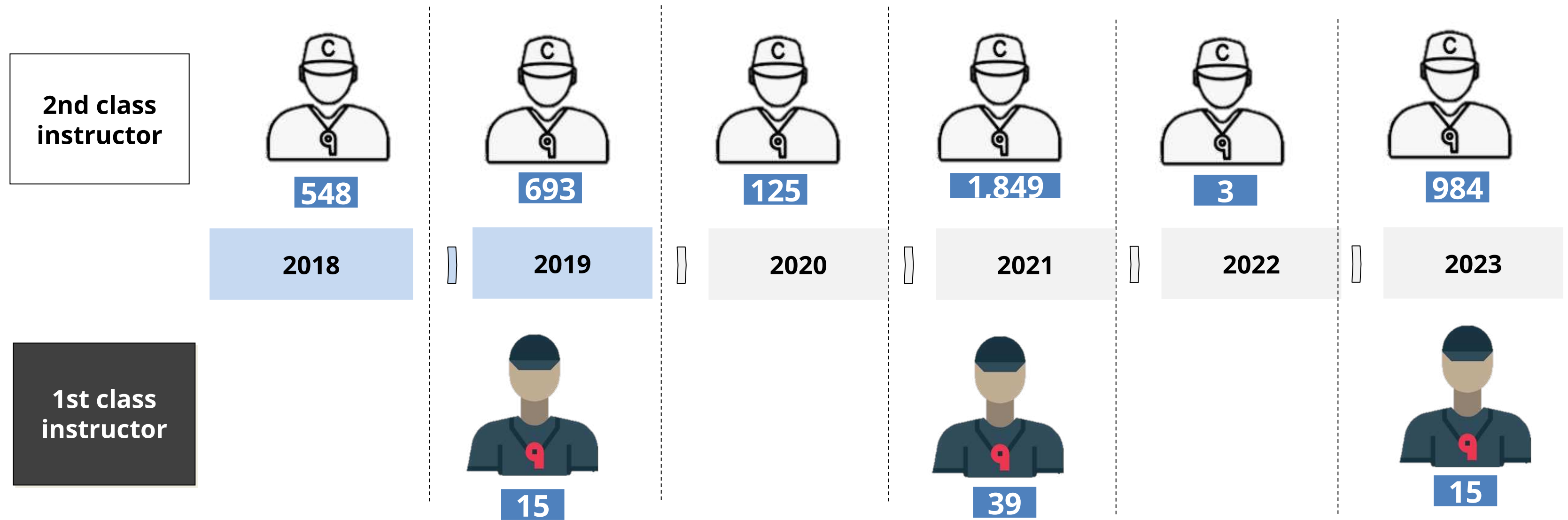
- Establishing an environment for participation in sports for the disabled through expansive sports facilities for the disabled, expansion of the placement of sports instructors for daily development and support of sports programs for each type of disability, etc.

Status of expansion of sports facilities for the disabled



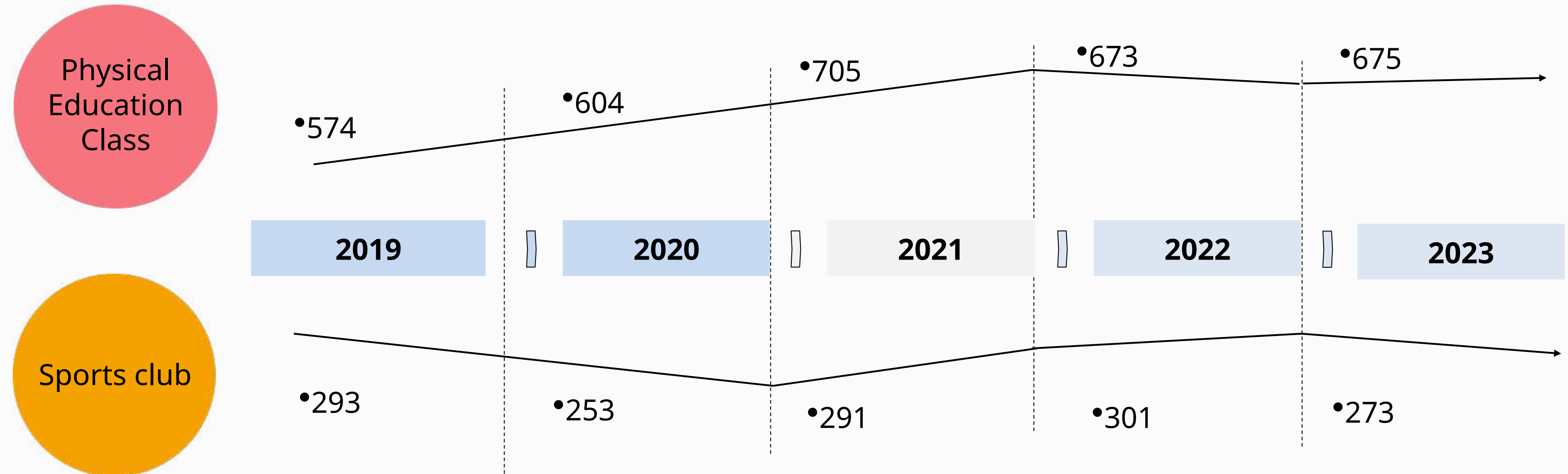
• In addition to building sports facilities for the disabled, improving accessibility to facilities improving facilities for the disabled in existing local facilities.

Current Status of Disabled Sports Instructors



- In actual field maps, there are more city, county, and district units, so except for cases where there is no city, county, or district disabled sports association, the expansion of city, county, and district level leaders is required.

Disabled People's Sports Club/Program



- Clubs and sports programs are expected to continue to expand, but there is a lack of support for sports facilities, instructors, and sports equipment that can operate sports programs for daily life.
- Expand support for sports programs and induce activation of sports clubs for the disabled through development of sports programs for daily life by disability type, expansion of sports facilities for the disabled, and assignment of instructors.

Disabled sports performance



Icheon Athletes' Village Opening

- Specialized facilities for disabled sports- Providing a systematic training environment
- Promoting improved performance of athletes
- Establishing a comprehensive support system



Paralympic achievements

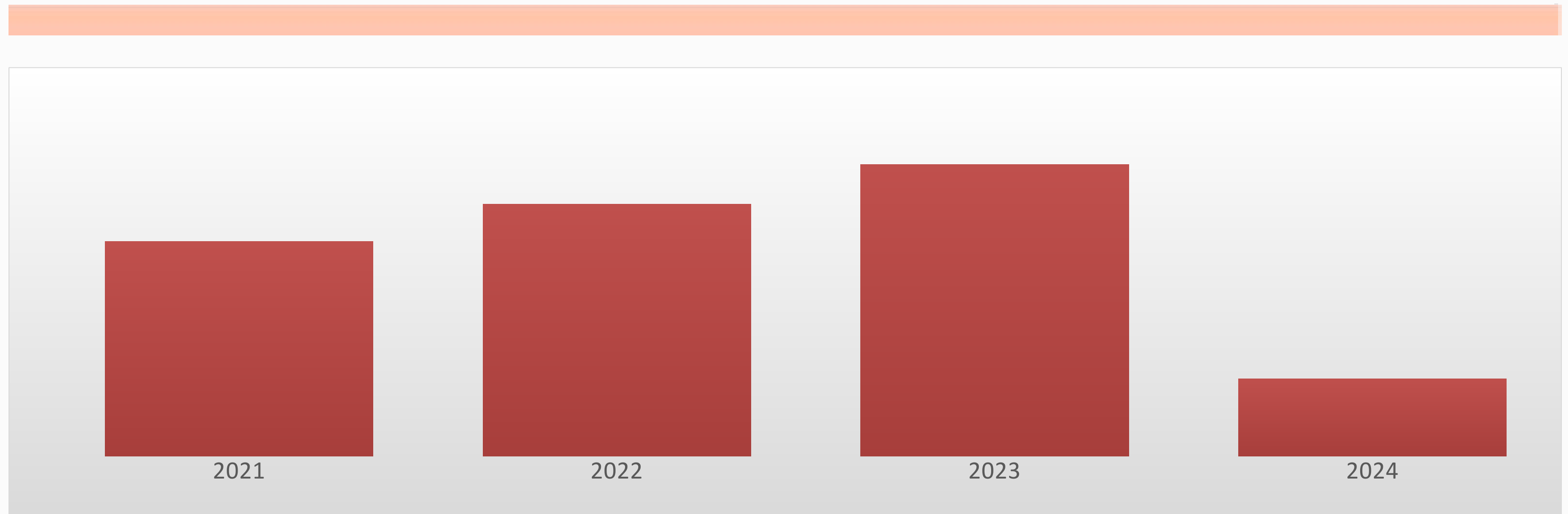
- Summer: Beijing 13th (10 golds) in '08, London 12th (9 golds) in '12, Rio 20th (7 golds) in '16, Tokyo 41st (2 golds) in '20, Paris 22nd (6 golds) in '24
- Winter: No medal (Beijing '22)



Support for improving performance

- Need to improve training environment
- Reorganize the system to improve performance
- Training and placement of professional personnel
- Introduction of scientific training methods

찾아가는 생활체육서비스



2021 Consultation Status

- Total number of consultations: 15,738

2022 Consultation Status

- Total number of consultations: 18,486

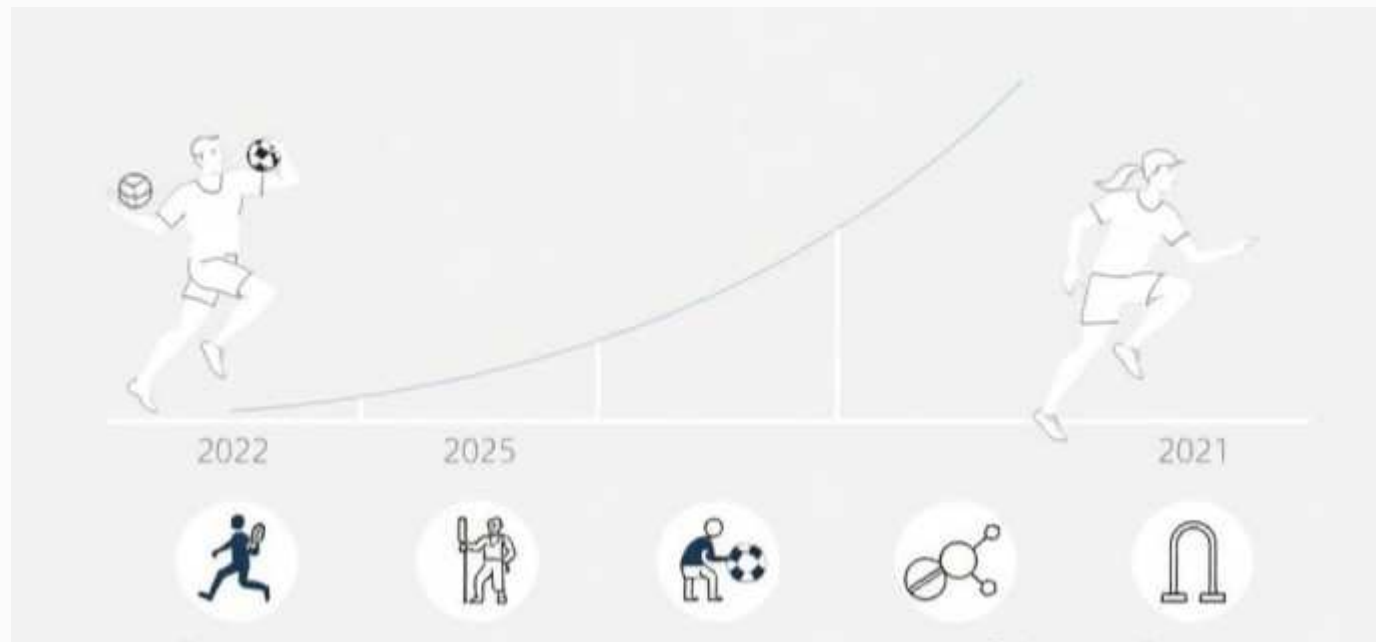
2023 Consultation Status

- Total number of consultations: 21,393

2024 Consultation Status

- Total number of consultations: 5,679
- (As of the end of June)

Status of support for sports course vouchers



Sports class voucher for children and youth

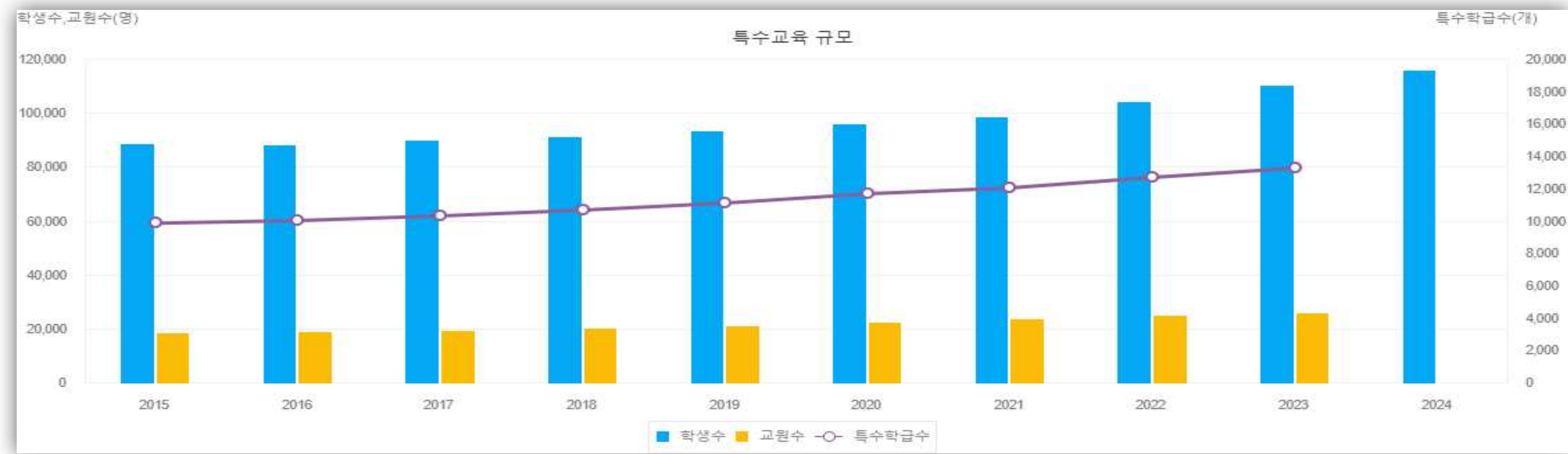
- Object: Low-income children and adolescents aged 5-18
- Budget: 105,840 million won (Fund:Local funds = 7:3)
- Number of supporters: ('22) 76,000 → ('24) 120,000
- Amount of support: ('22) 85,000 won → ('25) 105,000 won



Sports class voucher for the disabled

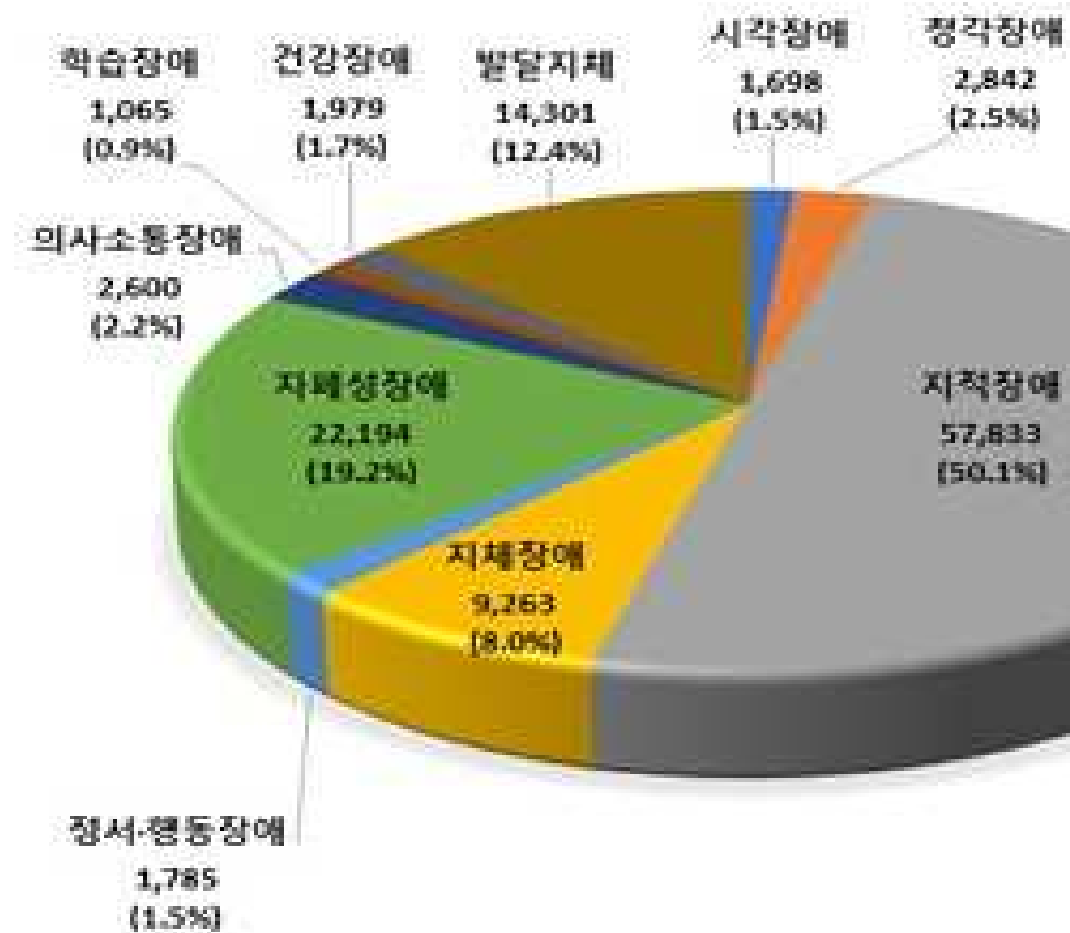
- Object: Disabled people aged 5-69 (low-income priority)
- Budget: 23,932 million won
(fund:local government expenses = 7:3)
- Number of supporters: ('22) 10,000 → ('24) 20,000
- Amount of support: ('22) 85,000 won → ('25) 110,000 won

Number of students with disabilities



	2019	2020	2021	2022	2023	2024
Number of Special Schools	177	182	187	192	194	-
Number of Special Classes	11,105	11,661	12,042	12,712	13,287	-
Total	92,958	95,420	98,154	103,695	109,703	115,610
Kindergarten & Preschool	6,521	6,975	7,566	8,607	9,188	9,216
Elementary School	41,091	43,205	44,814	48,448	51,585	54,283
Middle School	18,462	19,140	20,212	21,462	23,005	25,013
High School	26,884	26,100	25,562	25,178	25,925	27,098

Number of special education recipients by disability type



계: 115,610명

(2024년 4월 기준)

- Total 115,610
- Intellectual Disability: 57,883 (50.1%)
- Autism Spectrum Disorder: 22,194 (19.2%)
- Developmental Delay: 14,301 (12.4%)
- Physical Disability: (Specific Figures Not Provided)
- Visual Impairment: (Specific Figures Not Provided)
- Hearing Impairment: (Specific Figures Not Provided)
- Others: Other types of disabilities corresponding to 11 areas

Status of the National Disabled Students Sports Festival held in the past 3 years



- Training sports: Goalball, Boccia, Swimming, Athletics, Table Tennis
- Popular sports: Basketball, Disc Golf, Volleyball, Badminton, Bowling, Weightlifting, Rowing, Soccer, Floorball, E-Sports, Schulun
- Exhibition sports: Showdown

Year	Host City	Dates	No. of Events	Total Participants	Student Athletes	Staff & Officials
19th	Gimhae	May 13-16, 2025	17	4,165	1,926	2,239
18th	Mokpo	May 14-17, 2024	17	3,828	1,764	2,064
17th	Ulsan	May 16-19, 2023	17	3,479	1,639	1,840

Training to strengthen the capacity of integrated physical education for students with disabilities

Object

- Elementary and middle school physical education teacher
- Special education teacher
- City/provincial disabled sports association practitioner

Purpose

- Participation of students with and without disabilities together
- Creation of an integrated physical education class environment
- Expansion of opportunities to participate in physical activities
- Promotion of social integration



Operation status

- Operated from 2021 to present
- Approximately 3,000 teachers completed
- Continuous increase in participation
- Nationwide expansion

Benefit

- Support for sports equipment
- Granting of qualifications to operate integrated sports classrooms
- Providing opportunities to improve expertise
- Support for network formation

Key policy issues for future disabled sports

- 1. Sports Instructor - 1st Class and Specialist Integration / Additional 2nd Class Acquisition Link**
- 2. Establishment of the Disabled Health Rights Act Rehabilitation Exercise and Physical Education Delivery System**
- 3. Establishment and Operation of Bandabi Gymnasium & Priority Use and Consideration Space (Friendly Facility Certification)**
- 4. Expansion of Disabled Sports Class Usage Rights**
- 5. Expansion of National Physical Strength 100 Disabled Persons Division Operation - Upgrade of Measurement Standards and Methods**
- 6. Expansion of Support for Disabled Public Sports Clubs**



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INTERNATIONAL SUMMER SCHOOL FOR PHYSICAL EDUCATION TEACHERS

National PE Curriculum & PE Teacher Education in Korea

June 2025



YONGNAM PARK

□ Teaching Career

Elementary School Teacher (2007~2024)

Consultant, School Sports Promotion Association (2018~2024)

Lecturer(Pre-service Teacher Education), Chinju National University of Education (2018~2024)

Lecturer(Teacher Education), Gyeongsangnam-do Office of Education (2018~2024)

□ Research Area

Development of National PE Curriculum / PE Textbook

Physical Education Teacher Education (PETE)

School Sport Club

Youth Sport



CONTENTS

01 National PE Curriculum of Korea

02 PE Teacher Education in Korea

03 Recommendations for PE Teachers
in Kazakhstan

(1) Curriculum Organization and Time Allocation

South Korea operates a **12-grade** education system. A distinctive feature of the Korean system is the adoption of "**grade clusters**", which allow flexible allocation of instructional hours for each subject within a cluster. On average, students have **3 hours of PE class per week**. PE is taught by **different types of teachers depending on the school level**.

School & Grade Cluster	Elementary School						Middle School			High School		
	1-2 Grade Cluster		3-4 Grade Cluster		5-6 Grade Cluster		1-3 Grade Cluster					
	1	2	3	4	5	6	7	8	9	10	11	12
Hour (Year)	400 (PE+Music+Art)		204		204		272			10 credits + α		
Hour (Week)	3		3		3		3			2	1 or 2	
Teacher Type	Classroom Teacher		Classroom Teacher PE Specialist Sport Instructor				PE Teacher			PE Teacher		

(2) Curriculum Organization and Time Allocation

Time allocation for a subject (**subject cluster**) and Creative Experiential Activities of each **grade cluster** is the **total number of instructional hours for two years**, which is based on **34 weeks** of teaching per year.

<Elementary School Time Allocation>

Categories		Grades 1~2	Grades 3~4	Grades 5~6
Subjects (Subject Clusters)	Korean Language	Korean Language 482	408	408
	Social Studies / Moral Education		272	272
	Mathematics	Mathematics 256	272	272
	Science / Practical Arts	Moral Life 144	204	340
	Physical Education	Inquiring Life 224	204	204
	Arts (Music / Art)	Pleasant Life 400	272	272
	English		136	204
	Subtotal	1,506	1,768	1,972
Creative Experiential Activities		238	204	204
Total Instructional Hours		1,744	1,972	2,176

Integrative Classes
(PE + Music + Art)

(2) Curriculum Organization and Time Allocation

Time allocation for a subject (subject cluster) and Creative Experiential Activities is the **total number of instructional hours for three years**, which is based on **34 weeks** of teaching per year. Total Instructional Hours indicates the **minimum number of instructional hours for three years**.

<Middle School Time Allocation>

Categories		Grades 1~3
Subjects (Subject Clusters)	Korean Language	442
	Social Studies (including History) / Moral Education	510
	Mathematics	374
	Science / Technology & Home Economics / Informatics	680
	Physical Education	272
	Arts (Music / Art)	272
	English	340
	Elective Subjects	170
	Subtotal	3,060
Creative Experiential Activities		306
Total Instructional Hours		3,366

→ Including School Sport Club Activity

(2) Curriculum Organization and Time Allocation

One credit is equivalent to 16 instructional hours. The number of required credits indicates the minimum credit. And the total number of credits is the minimum requirement that must be completed in three years to graduate from high school.

<High School Time Allocation>

Subjects (Subject Clusters)	Common Courses	Required Credits	Autonomous Credits
Korean Language	Common Korean Language 1, Common Korean Language 2	8	Individual schools construct their curriculum in consideration of students' aptitudes and career development.
Mathematics	Common Mathematics 1, Common Mathematics 2	8	
English	Common English 1, Common English 2	8	
Social Studies (including History / Moral Education)	Korean History 1, Korean History 2	6	
	Integrated Social Studies 1, Integrated Social Studies 2	8	
Science	Integrated Science 1, Integrated Science 2, Science Laboratory Experiments 1, Science Laboratory Experiments 2	10	
Physical Education		10	
Arts		10	
Technology & Home Economics / Informatics Second Foreign Language / Classical Chinese / Liberal Arts		16	
Subtotal		84	90
Creative Experiential Activities		18 (288 hours)	
Total Credits		192	

(2) Curriculum Organization and Time Allocation

The subjects include **general subjects** and **specialized subjects** in high school. General subjects (subject clusters) include Korean Language, Mathematics, English, Social Studies (including History/Moral Education), Science, **Physical Education**, Arts, Technology and Home Economics/Informatics/Second Foreign Language/Classical Chinese/Liberal Arts. **General subjects consist of common courses and elective courses.** Elective courses include general electives, career-related electives, and interdisciplinary electives.

<High School Time Allocation>

Subjects (Subject clusters)	Common Courses	Elective Courses		
		General Electives	Career-related Electives	Interdisciplinary Electives
Physical Education		Physical Education1, Physical Education2	Exercise & Health, Sports & Culture, Sports & Science	Sports & Life 1, Sports & Life 2

(2) Curriculum Organization and Time Allocation

Time allocation for a subject (subject cluster) and Creative Experiential Activities is the **total number of instructional hours for three years**, which is based on **34 weeks** of teaching per year. Total Instructional Hours indicates the **minimum number of instructional hours for three years**.

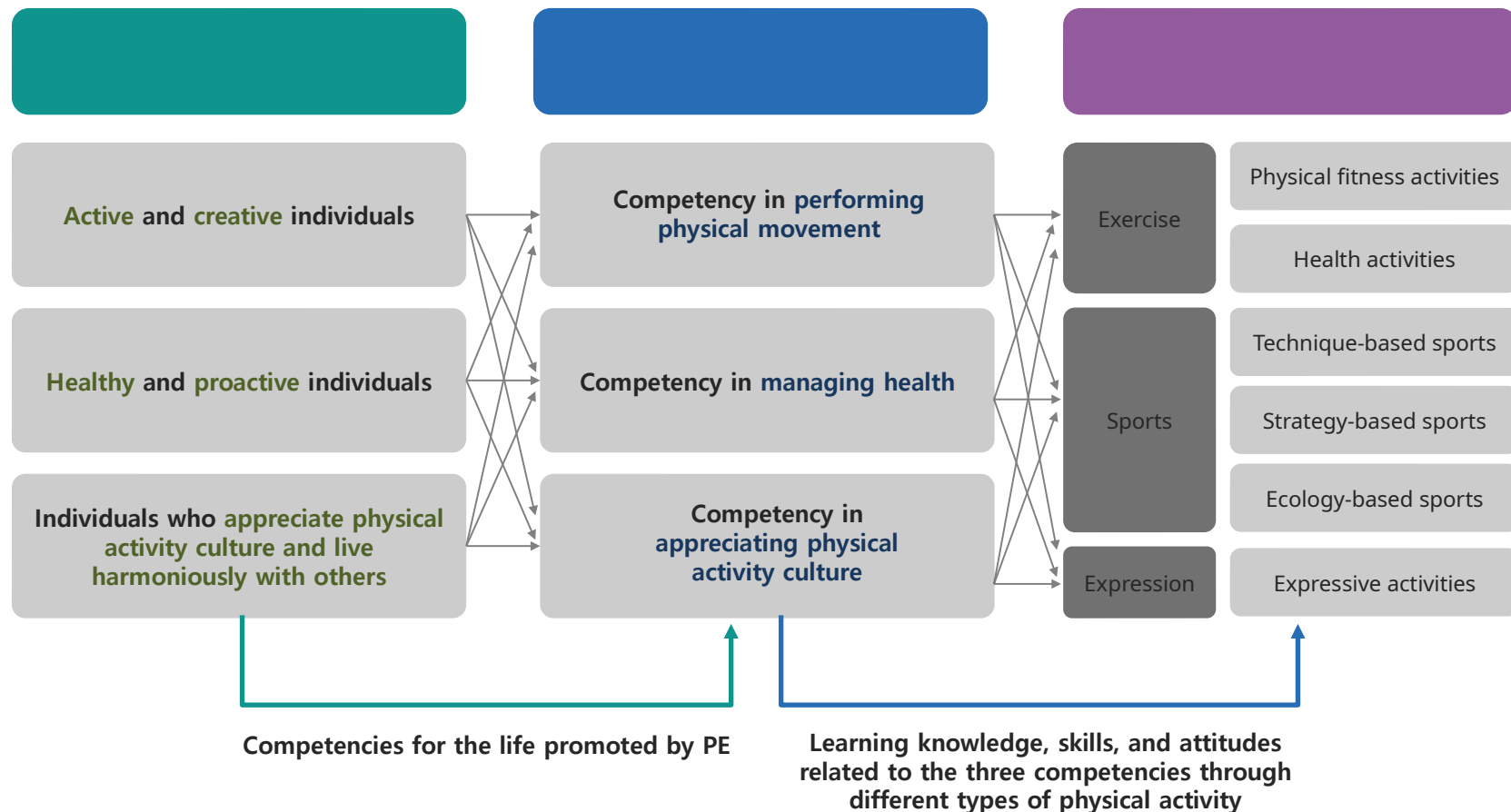
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	Elective Subjects	170
	Subtotal	3,060
Creative Experiential Activities		306
Total Instructional Hours		3,366

→ Including School Sport Club Activity

(3) Goals(Competencies) and Domain in PE

PE focuses on developing **three core subject competencies**, organized into **the domains of exercise, sports, and expression**. This curriculum was developed in 2022 and has been gradually implemented by grade clusters since 2024.



(4) Selective PE Subjects in Highschool

High school physical education elective courses are divided into **General Electives**, **Career Electives**, and **Convergence Electives**. Each school's curriculum council can autonomously choose its subjects.

	Title	Main Description
General Electives	PE 1	Based on the middle school PE curriculum, this course deepens learning in the areas of health activities, strategic sports, and ecological sports. It helps students maintain and promote health, cooperate with peers, and develop the ability to enjoy sports throughout life.
	PE 2	Based on the middle school PE curriculum, this course deepens learning in physical fitness activities, technical sports, and expressive activities. It helps students improve physical strength, refine movement and expression skills, and cultivate a lifelong enjoyment of physical activity.
Career-focused Electives	Exercise and Health	Building upon the health activities and physical fitness areas in middle school PE, this course deepens understanding of the relationship between exercise and health. It fosters students' ability to manage their own health based on exercise.
	Sports Culture	This course deepens understanding of the cultural aspects of sports, encouraging students to explore the diversity of human physical culture. Students acquire the ability to appreciate and engage in various sports activities with cultural sensitivity.
	Sports Science	Based on the scientific aspects of the middle school PE curriculum, this course helps students explore sports through principles of science. Students gain the ability to analyze and improve sports performance through scientific inquiry.
Convergence Electives	Sports Life 1	Building upon all PE areas from middle school, this course focuses on developing students' physical literacy and lifelong participation in physical activity through customized programs for individual characteristics and needs.
	Sports Life 2	This course deepens students' competence through various sports including net-type and field-type games. It helps students choose appropriate physical activities and build the ability to participate in advanced sports.

(5) Physical Activities in National PE Curriculum

▶ Examples of Physical Activities in the Exercise Domain

	Subdomain	Examples of Physical Activities	Subdomain	Examples of Physical Activities	Subdomain	Examples of Physical Activities	Subdomain	Examples of Physical Activities
Exercise	Fundamental Fitness Activities	<ul style="list-style-type: none"> Basic movement skills for fitness activities (walking, running, hanging, holding or bending, pushing, pulling) Fitness performance skills (long-distance running or walking, push-ups, sit-ups, shuttle runs) 	Health-related and Skill-related Fitness	<ul style="list-style-type: none"> Health-related fitness activities (muscular strength, muscular endurance, cardiorespiratory endurance, flexibility exercises) Skill-related fitness activities (power, agility, balance, coordination exercises) 	Physical Fitness Enhancement	<ul style="list-style-type: none"> aerobic exercise, resistance exercise, combined exercise, circuit training, plyometric training 	Physical Fitness Enhancement	<ul style="list-style-type: none"> muscular strength and endurance exercises, cardiorespiratory endurance exercises, flexibility exercises, power and agility exercises
	Health-related Physical Activity and Lifestyle Habits	<ul style="list-style-type: none"> Healthy lifestyle habits (posture, weight and body shape management, hygiene, eating habits, emotional self-regulation activities) Physical activity habits (calisthenics, walking, taking the stairs, using everyday exercise equipment) 	Growth and Safety Activities	<ul style="list-style-type: none"> Growth-related activities (understanding physical changes and secondary sexual characteristics, emotional awareness and regulation, relationship-building activities, sexual health education) Safety activities (prevention and response to exercise-related injuries, prevention and response to everyday safety accidents, coping with changes in the natural environment) 	Physical Health	<ul style="list-style-type: none"> health-related exercise, dietary management, regulation of substances and stimulants, disease prevention activities 	Health Management	<ul style="list-style-type: none"> disease management and public health promotion, dietary management, substance abuse and alcohol/smoking prevention, mental health care, accident prevention and emergency response

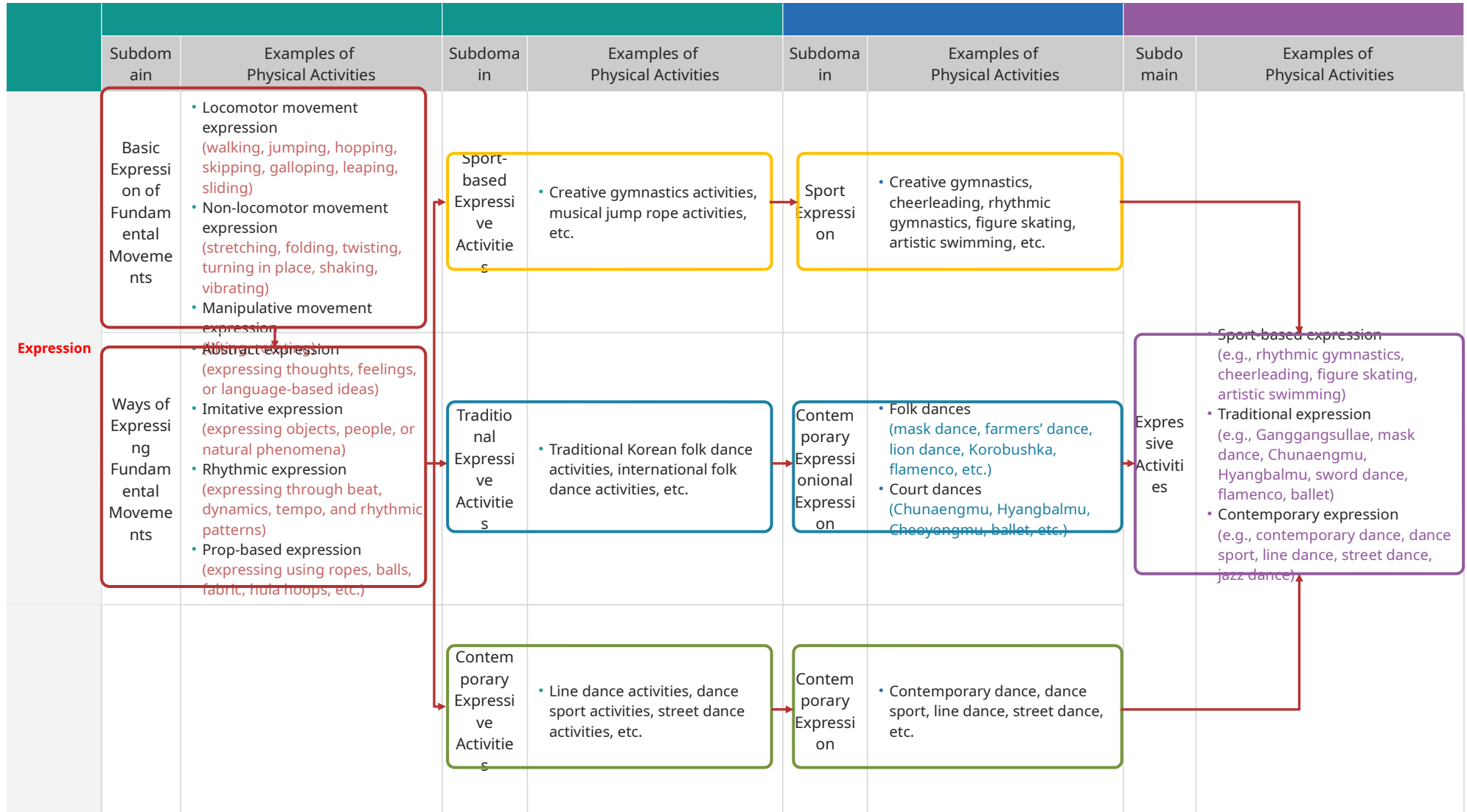
(5) Physical Activities in National PE Curriculum

▶ Examples of Physical Activities in the Sports Domain

	Subdo main	Examples of Physical Activities	Subdo main	Examples of Physical Activities	Subdo main	Examples of Physical Activities	Subdo main	Examples of Physical Activities	Subdo main	Examples of Physical Activities
Sports	Fundam ental Mov ement Skills	<ul style="list-style-type: none"> • Locomotor movements (directional running, jumping, rolling, moving in water) • Non-locomotor movements (balancing, bending, twisting, floating in water) • Manipulative movements (throwing, rolling, kicking, catching, striking, bouncing, dribbling, riding) 	Technic al Sport- specific Activiti es	<ul style="list-style-type: none"> • Record-type activities (track and field, swimming, ice skating, target activities) • Movement-type activities (mat activities, vaulting box activities, balance beam activities) • Combat-type activities (Taekwondo, Ssireum) 	Technic al Sports	<ul style="list-style-type: none"> • Floor exercise, balance beam, horizontal bar, vault, etc. • Track and field, swimming, speed skating, traditional Korean archery, modern archery, etc. • Taekwondo, Taekkyeon, Ssireum, wrestling, judo, etc. 	Technic al Sports	<ul style="list-style-type: none"> • Technical Sports-type activities (floor exercise, pommel horse, rings, vault, horizontal bar, balance beam, parallel bars) • Record-type activities (track events, field events, swimming, speed skating, traditional Korean archery, modern archery, shooting) • Combat-type activities (Taekwondo, Ssireum, judo, Kendo, Fencing, Boxing) 		
	Sport- specific Mov ement Skills	<ul style="list-style-type: none"> • Technical sport-specific movements (forward/backward rolling, cartwheeling, sprinting, swimming, kicking) • Strategic sport-specific movements (throwing and catching, dribbling, kicking and stopping the ball, hitting and receiving racket striking) • Ecological sport-specific movements (balancing while moving, holding and climbing, supporting while riding) 	Strateg ic Sport- specific Activiti es	<ul style="list-style-type: none"> • Invasion-type games (soccer-type games, basketball-type games, handball-type games, rugby-type games, hockey-type games) • Fielding-type games (baseball-type games) • Net/Wall-type games (volleyball-type games, badminton-type games, jokgu-type games, table tennis-type games, tennis-type games) 	Strategic Sports	<ul style="list-style-type: none"> • Soccer, basketball, handball, rugby, hockey, etc. • Baseball, softball, etc. • Volleyball, badminton, table tennis, tennis, jokgu (Korean foot volleyball), etc. 	Strategic Sports	<ul style="list-style-type: none"> • Invasion-type games (soccer, basketball, handball, rugby, hockey) • Net/Wall-type games (volleyball, badminton, tennis, table tennis, jokgu) • Fielding/Striking-type games (baseball, softball, cricket) 	Invasion , Net/ Wall, and Fielding Striking Sports	<ul style="list-style-type: none"> • Soccer, basketball, handball, rugby, hockey, etc. • Volleyball, badminton, tennis, table tennis, jokgu, etc. • Baseball, softball, cricket, etc
			Ecologi cal Sport- specific Activiti es	<ul style="list-style-type: none"> • Everyday-environment activities (golf-type activities, flying disc activities, bicycling, inline skating, sport climbing, traditional folk games) • Nature-environment activities (orienteering, hiking, camping, water-based activities, snow-based activities, horseback riding) 	Ecological Sport	<ul style="list-style-type: none"> • Bowling, inline skating, cycling, sport climbing, flying disc, etc. • Golf, hiking, kayaking, rafting, skiing, snowboarding, horseback riding, etc. 	Ecologica l Sport	<ul style="list-style-type: none"> • Everyday-environment activities (billiards, bowling, cycling, inline speed skating, sport climbing) • Nature-environment activities (golf, hiking, surfing, skiing, snowboarding, kayaking, horseback riding) 	Everyday and Nature- based Sports	<ul style="list-style-type: none"> • billiards, bowling, cycling, inline speed skating, sport climbing • golf, hiking, mountain biking, surfing, horseback riding, skiing, snowboarding, rowing, paragliding

(5) Physical Activities in National PE Curriculum

▶ Examples of Physical Activities in the Expression Domain



(6) PE Textbook

In the past, the government led the development of physical education textbooks, but recently **private companies** have been creating them based on the PE curriculum. As competition among these companies has grown fierce, the quality of physical education textbooks has naturally improved.



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(6) PE Textbook

▶ Examples of PE Textbook (Exercise, ES School)

민첩성을 길러요

민첩성을 기르려면 몸의 위치나 방향을 빠르게 바꾸는 운동을 해야 합니다.
나의 민첩성을 측정해 보고, 수준에 맞는 운동 계획을 세워 꾸준히 실천해 봅시다.

활동 1 민첩성을 측정해 봅시다.

QR 2

자세 변화



① 앞도려다 팔리 일어나기

방향 전환

방향을 빠르게
바꿀 수 있도록
무릎 중심을 낮게
유지하자.



② 반박 열 뛰기

활동 2 민첩성을 길러 봅시다.

QR 3

나만 정해오

나만의 래더 스텝을 만들어 봅시다.
- 모뎀발 또는 한 발로 이동하기
- 방향과 스텝을 정해 규칙적으로 이동하기



③ 스텝 래더

활동 3 '동물의 왕국 꼬리 떼기' 게임을 하여 민첩성을 길러 봅시다.



- 모든** 1 전채를 2개 모뎀으로 나누고, 꼬리 테이프의 색깔로 구분합니다.
2 각 모뎀에서 민첩성 수준에 따라 치타(상), 사슴(중), 토끼(하)로 나눕니다.
- 방법** 1 각 모뎀의 치타는 빨강 조끼, 사슴은 파랑 조끼를 입고, 토끼는 초록 조끼를 입지 않습니다.
2 게임이 시작되면 상대 모뎀의 꼬리 테이프를 빼앗습니다. 치타는 상대 모뎀 치타만, 사슴은 상대 모뎀 치타와 사슴만, 토끼는 상대 모뎀 모든 학생의 꼬리를 빼앗을 수 있습니다.
3 꼬리를 뺏기면 경기장 밖에서 스텝 래더를 2회 반복한 뒤, 새 꼬리를 달고 게임에 참여합니다.

승패 정해진 시간 동안 상대 모뎀의 꼬리를 많이 얻은 모뎀이 이깁니다.



④ 부메랑 달리기

⑤ 육각형 민첩성 운동



매주 리미트

혼자서 실천할 수 있는 민첩성 운동에는 무엇이 있나요?

(6) PE Textbook

▶ Examples of PE Textbook (Sport, ES School)

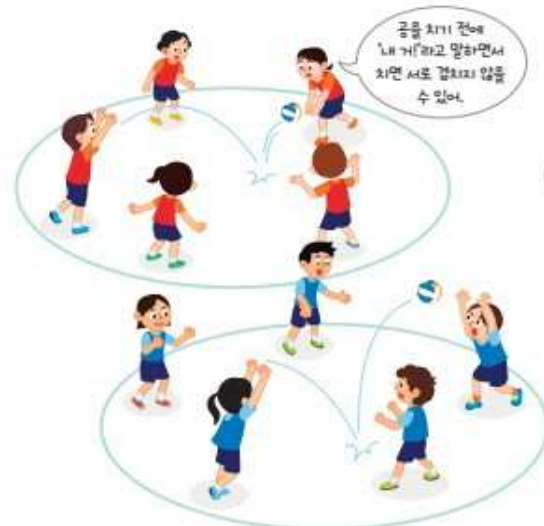
배구형 게임의 기본 기능을 알아보아요

배구형 게임은 네트를 두 모둠 사이에 두고 공을 정해진 횟수 안에 넘겨 점수를 얻는 스포츠입니다. 배구형 게임의 기본 기능을 익히고, 다양한 상황에서 효과적으로 활용해 봅시다.

활동 1 '바운스' 활동을 하며 기본 기능을 익혀 봅시다.

QR 25

▶ 활동에 필요한 기본 기능



- 1 5명이 1개 모둠이 되어 원형을 만듭니다.
- 2 한 명이 공을 위로 던진 후 바닥에 튀기면, 나머지 학생 중 언더핸드 또는 오버핸드 패스를 할 준비가 된 사람이 공을 원 안쪽으로 쳐줍니다.
- 3 쳐올린 공이 다시 바닥에 튀기면 나머지 사람이 언더핸드 또는 오버핸드 패스를 하며 공을 이어 줍니다.
- 4 공이 바닥에 두 번 튀길 수 없고 패스를 한 횟수가 20번이 되면 성공입니다.

활동 2 '서비스로 빙고 만들기' 게임을 해 봅시다.

QR 26

▶ 활동에 필요한 기본 기능



모둠 4명씩 1개 모둠을 이룹니다.

- 방법**
- 1 한 모둠의 첫 번째 사람이 서비스 선에 서서 서비스할 준비를 합니다.
 - 2 서비스한 공이 떨어진 구역은 그 모둠의 땅이 되며, 원형 마커를 놓아 표시합니다.
 - 3 오버핸드 서비스로 차지한 구역은 상대 모둠의 원형 마커가 있더라도 뺄 수 있습니다.
 - 4 서비스로 구역을 얻어서 일직선 또는 대각선으로 한 줄을 완성합니다.

승패 한 줄을 먼저 완성하는 모둠이 이깁니다.

QR 27



머무리해요

상황에 따라 어떤 패스를 해야 하는지 알고 있나요?





(6) PE Textbook



▶ Examples of PE Textbook (Expression, ES School)


리듬을 찾고 표현해요

리듬이란 규칙적으로 반복되는 소리나 움직임을 말합니다. 생활 속에서 리듬이 느껴지는 장면을 찾고 움직임으로 표현해 봅시다.

활동 ▶ 우리 생활에서 리듬을 느낄 수 있는 장면을 찾고 소리나 간단한 움직임으로 표현해 봅시다.



리듬과 도구는 움직임을 더 화려하게 만들어 줍니다. 다양한 리듬에 맞춰 움직이거나 도구의 특성을 활용하여 창의적으로 움직임을 표현해 봅시다.

어떤 활동을 할까요?

- 리듬을 찾고 표현하기
- 리듬 변화를 표현하기
- 후크로 표현하기
- 리본으로 표현하기
- 표현 작품 발표하기

활동 ▶ 리듬이 느껴지는 사진이나 동영상을 찾고 간단한 움직임으로 표현해 봅시다.



① 밀려오는 파도



② 나선 계단



③ 큐브 패턴



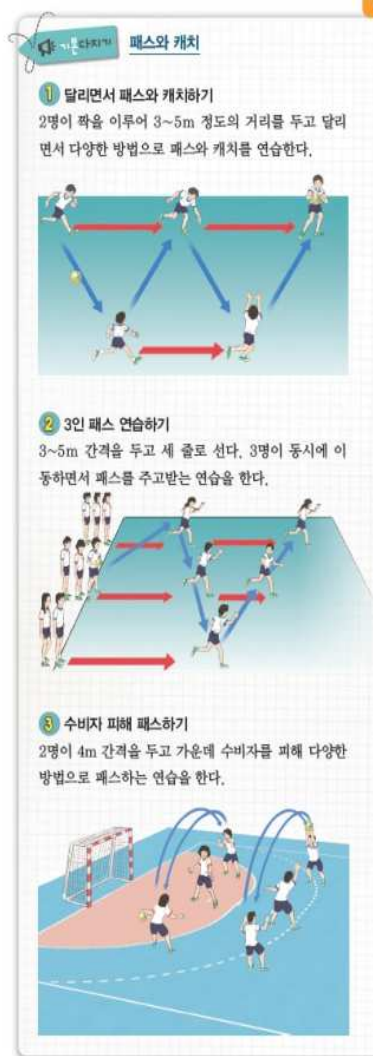
④ 주상절리대

음악, 그림, 자연 현상 등에서 반복되는 소리, 색상, 형태 등을 패턴이라고 해요. 패턴 때문에 리듬을 느낄 수 있어요.

매무리해요 우리 주변에서 찾을 수 있는 리듬이 느껴지는 사물은 무엇인가요?

(6) PE Textbook

▶ Examples of PE Textbook (Sport, Middle School)



In middle school and high school, students acquire **more specialized knowledge and skills** in physical education and sports. They learn the rules and officiating procedures for each sport, and also study the **biomechanical principles underlying basic sporting movements**.



(6) Teacher Guidebook

Lesson Goal

● 학습 목표

빠르게 달리는 방법을 익혀 기록을 측정하고 분석하여 기록을 단축시킬 수 있다.
 [6체02-02] 기술형 스포츠 유형별로 기본 움직임 기술을 응용한 기본 기능을 파악하고 수행한다.
 [6체02-10] 스포츠 활동에 참여하며 목표를 달성하기 위한 의지를 실천하고 상대의 기술을 인정한다.

● 교수·학습 자료

- 출발 도움대, 밴드, 미니 허들, 호루라기, 초시계, 줄자, 콘, 팀 조끼 등

● 지도상의 유의점

- 50m 달리기를 갑자기 하게 되면 학생들이 부상을 입을 수 있으므로 동적 스트레칭을 함께 하여 학생들의 근육과 관절을 충분히 풀고 수업에 들어갈 수 있도록 한다.
- 50m 달리기 기록을 PAPS(학생건강체력평가)와 비교하여 자신의 수준을 점검할 수 있도록 기준표를 제시해 주도록 한다.

● 교수·학습 흐름

- 도입
 - 학습 동기 유발하기
 - 학습 문제 확인 및 활동 안내하기
 - 건강 확인 및 준비 운동 하기
- 전개
 - 활동 1 | 50m 달리기 알아보기
 - 활동 2 | 빠르게 달리는 데 필요한 연습 하기
 - 활동 3 | '7초 달리기' 게임 하기
- 정리
 - 정리 운동 하기
 - 학습 활동 마무리하기
 - 평가하기
 - 차시 예고하기

● 교육과정 해시 태그

● 정의·안정 지도

Teaching and Learning Sequence

빠르게 달려 보아요

짧은 거리를 달릴 때는 온 힘을 다해 빠르게 달려야 합니다. 빠르게 달리는 방법을 익혀 기록을 측정하고 분석해 봅시다.

▶ 50m 달리기 기록을 알아봅시다.



▶ 빠르게 달리는 데 필요한 연습을 해 봅시다.



38

● 도입

● 학습 동기 유발하기

- 빠르게 달리기를 해 본 경험을 이야기해 보도록 한다.
- ▶ 운동회 때 달리기 시합을 했어요.

● 학습 문제 확인 및 활동 안내하기

빠르게 달리는 방법을 활용하여 기록을 측정하고 분석하여 기록을 단축시켜 봅시다.

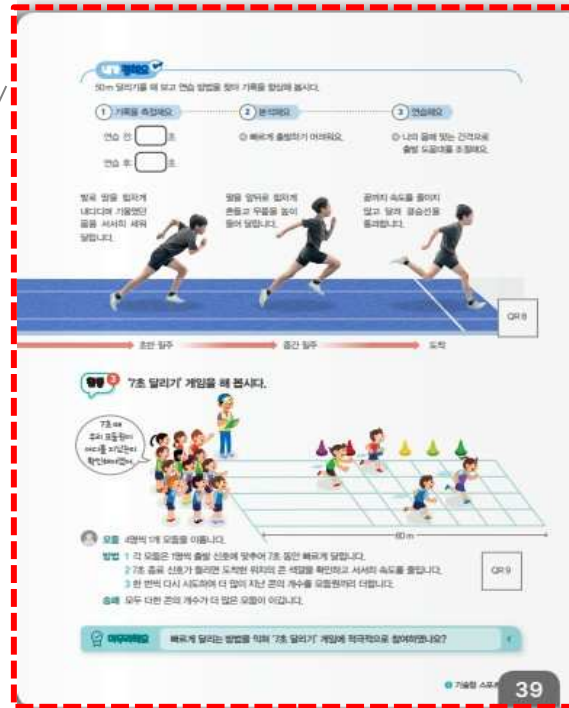
● 건강 확인 및 준비 운동 하기

- 건강상 수업에 참여할 수 없는 학생이 있는지 확인한다.
- 팔, 다리, 발목 위주로 스트레칭을 하여 부상의 위험을 줄일 수 있도록 한다.

Textbook content

(6) Teacher Guidebook

Textbook content



Teaching Tips

전개

활동 1 50m 달리기 알아보기

활동 준비 및 안내하기

- 50m 달리기할 수 있는 공간에 출발 도움대를 준비한다.

활동하기

- 빠르게 달리기 위한 움직임 방법을 교과서와 영상으로 확인하며 단계별로 익힌다.
- 단계별로 익힌 방법을 생각하며 50m 달리기해 본다.

지도 Tip

학생별로 다리의 길이, 보폭 등이 다르기 때문에 자신의 신체 조건에 맞는 출발 도움대 간격을 찾으며 최적의 간격을 찾을 수 있도록 지도한다.

평가

- 50m 달리기해 해 보고 연습 방법을 찾아 기록을 향상해 본다.

1. 50m 달리기 기록을 측정한다.
2. 디지털 기기를 활용하여 달리는 모습을 촬영하고 자신의 움직임을 보며 문제점을 분석한다. 이때, 모둠 친구들과 함께 할 수 있다.
3. 문제점을 해결할 수 있는 방법이 무엇인지 찾아 연습하고 개선한다.
4. 50m 달리기 기록을 다시 측정하고 기록이 향상했는지 확인한다.

활동 돌아보기

- 50m 달리기해 하며 느낀 점을 이야기한다.
- ▶ 출발 도움대를 처음 사용하여 어색했어.

활동 2 빠르게 달리는 데 필요한 연습하기

활동 준비 및 안내하기

- 운동장을 3개의 공간으로 나눈다.
- 출발 도움대, 밴드, 미니 허들을 준비한다.
- 빠르게 달리려면 어떤 연습을 해야 할지 생각해 보도록 한다.

활동하기

- 팔과 다리를 강하게 치고 나가기
 - 출발을 잘할 수 있도록 하는 연습이다.
 - 출발 도움대를 밀어내며 팔과 다리를 강하게 치고 나가야 한다.
 - 역동적인 출발 동작을 패턴화하여 익힐 수 있도록 출발 신호 없이 반복적으로 연습한다.
- 무릎 들어 올려 달리기
 - 질주를 잘할 수 있도록 하는 연습이다.
 - 미니 허들을 넘어 무릎을 높이 들어 올리며 리듬감 있게 달린다.
 - 무릎을 높이 들어 올리면서 앞으로 나아가는 힘을 받을 수 있도록 반복하여 연습한다.
- 허리에 밴드 걸고 달리기
 - 질주를 잘할 수 있도록 하는 연습이다.
 - 벽이나 가동에 밴드를 묶어 고정하고, 고정된 밴드를 몸에 걸어 몸을 15° 정도 앞으로 숙여 유지하며 제자리에서 힘차게 달린다.

Teacher guidebook provides detailed explanations on how teachers should prepare and guide lessons in accordance with the flow of learning. If teachers follow the guidebook faithfully when teaching, they will, at the very least, not fail in their lessons.

(6) Teacher Guidebook

Teacher guidebook provides **pedagogical content knowledge in PE** that relates directly to the curriculum. It also offers **alternative activities to replace those in the textbook**, thereby broadening teachers' options when selecting learning tasks.

체육 수업 지도 자료실

출발 방법

출발 도움대를 활용하여 웅크린 자세로 출발하는 방법을 크라우칭 스타트(Crouching Start)라고 한다. 크라우칭 스타트는 '차려' 자세를 했을 때 중량의 중심이 적절한 위치를 갖게 되어 선수가 효율적으로 힘을 쓸 수 있게 된다. 두 발의 간격에 따라 3가지 방법으로 나눌 수 있다.

① 번치(bunch) 스타트



뒷발의 앞꿈치가 앞발의 뒤꿈치와 일직선이 되게 하여 첫발이 가장 빠르게 가속되어 전력 질주하는데 도움이 된다.

② 미디엄(medium) 스타트



단거리 달리기에서 가장 많이 쓰이는 방법으로 동작에 무리가 없고 추진력이 활발하다.

③ 일롱게이트드(extended) 스타트



키가 큰 사람에게 유리한 방법으로 동작에 무리를 주지 않고 안정적이지만 가속도를 내기 어렵다.

도착 방법

단거리 달리기 결승선의 결승선은 몸통 부분, 즉 머리, 목, 팔, 손, 발 등을 제외한 상체 부위가 수직면에 닿았을 때를 기준으로 순위를 정한다. 도착 지점을 지나는 피니시 동작은 크게 3가지 방법으로 구분할 수 있다.

① 러닝(running) 피니시



전력 질주의 자세를 그대로 유지하면서 결승선을 통과하는 가장 일반적인 방법이다.

② 런지(lunge) 피니시



결승선을 통과하기 직전에 상체를 앞으로 숙이면서 팔을 뒤로 빼고 가슴을 결승선에 닿게 하는 방법이다.

③ 슈러그(shrug) 피니시



결승선으로 접근하기 직전에 리한 발의 반대쪽 팔과 어깨, 몸통을 약간 옆으로 틀면서 들어가 결승선에 닿게 하는 방법이다.

[출처: 이원호, 최수영 2014년 '육상경기 지도서']

체육 수업 지도 자료실


'고무 밴드 돌리기' 게임

방법

- 고무 밴드 4개를 오른손에 끼고 운동장을 달린다.
- 한 바퀴를 돌아 출발선에 돌아오면 오른손에 있는 고무 밴드 1개를 왼손으로 옮겨 준다.
- 오른손에 긴 고무 밴드를 왼손으로 다 옮겨 질 때까지 달려 가장 먼저 들어온 학생이 이긴다.

내용의 재구성 Tip

학생의 수준에 따라 고무 밴드의 수를 다르게 할 수 있다.




'릴레이 중복 달리기' 게임

방법

- 전체를 2개 모둠으로 나눈다.
- 처음에 한 명이 출발해서 반환점을 돌아오면 기다리고 있던 모듬원 중 한 명이 다시 출발해 반환점을 돌아온다.
- 반환점을 돌아와 출발선에 돌아올 때마다 대기하고 있는 모듬원 한 명을 추가하여 다시 반환점을 돌아온다.
- 이름 계속 반복하여 모든 모듬원이 반환점을 다 돌아 먼저 돌아오는 모듬이 이긴다.

내용의 재구성 Tip


모듬 내 학생들에게 햄버거 재료를 부여하고 선생님이 햄버거 재료를 불러 순서대로 반환점을 돌아 햄버거를 완성하는 게임을 할 수 있다.



'릴레이 배턴 전달하기' 활동

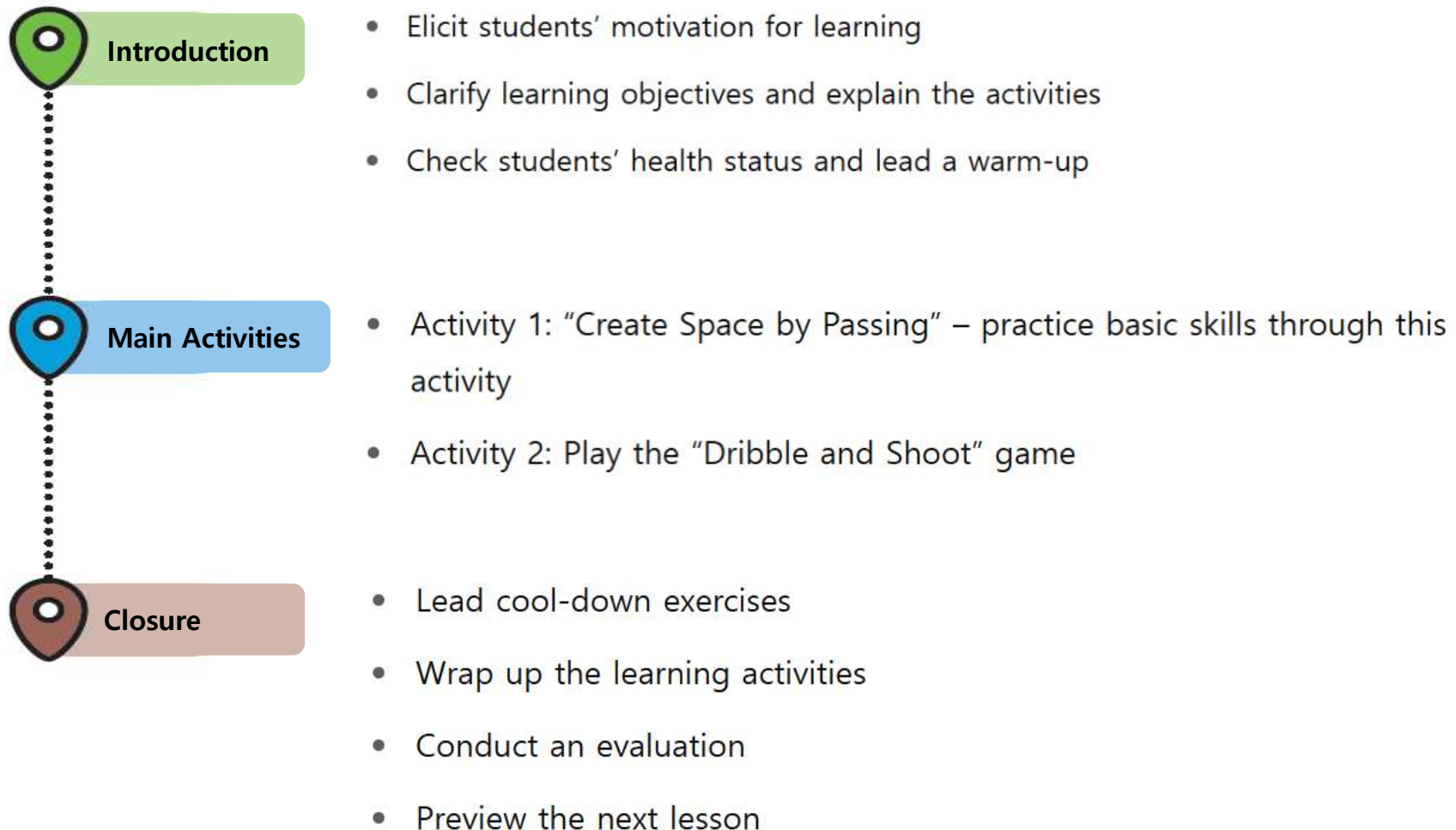
방법

- 5명씩 1개 모듬을 이룬다.
- 1번 주자는 배턴을 들고 나머지 주자들은 양 끝 반환점을 돌아 출발해 가깝게 달린다.
- 배턴을 들고 있는 1번 주자는 가볍게 달리는 것보다 조금 더 빠르게 달려 한 바퀴를 먼저 돌아 달리고 있는 주자의 가장 뒤에 있는 사람에게 배턴을 건네주고 대열에 합류한다.
- 배턴을 건네받은 주자도 동일한 방법으로 활동하고, 모두가 이를 반복한다.



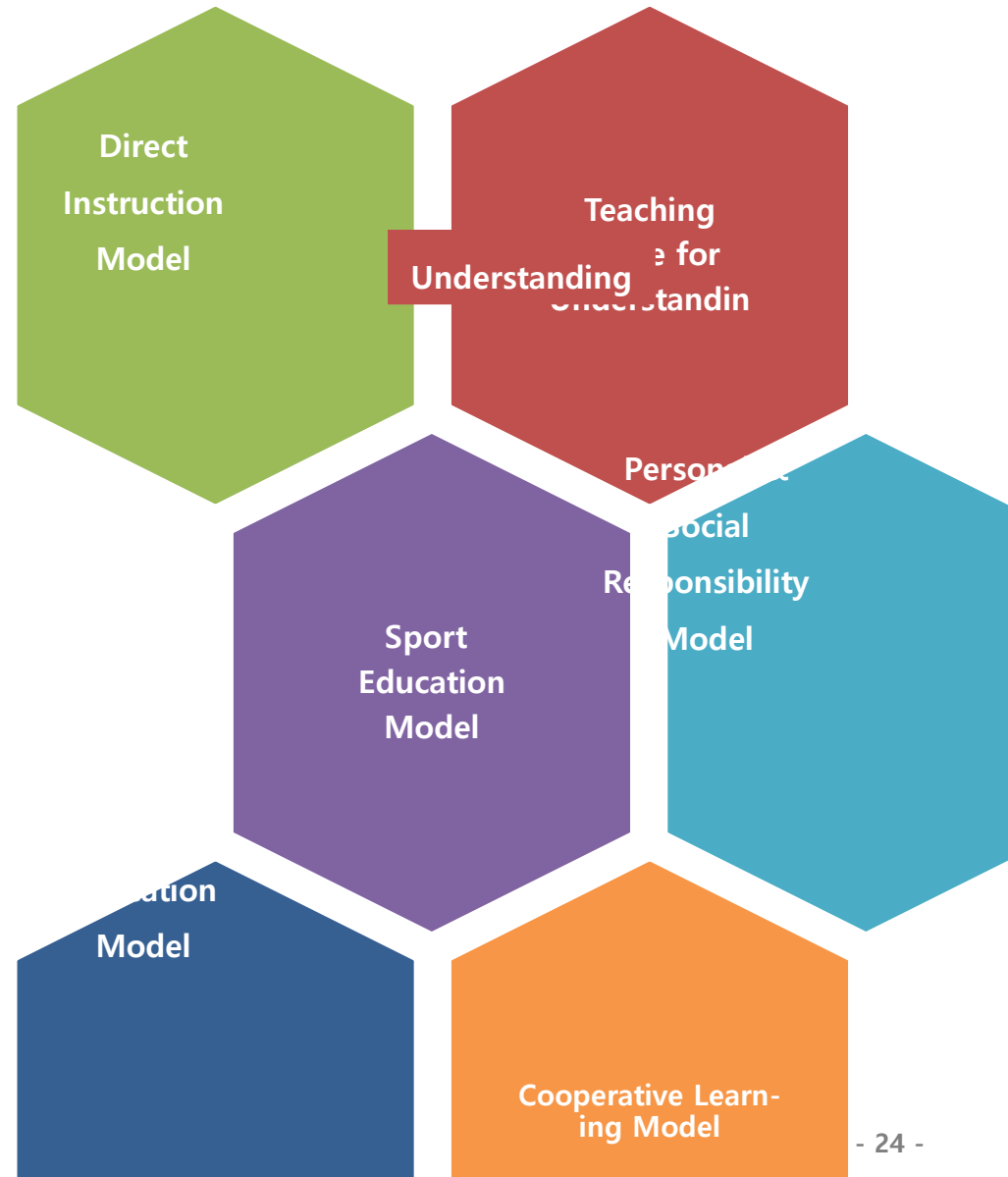
(7) Structure of a PE Lesson

The structure of a physical education class is the same across all school levels. When planning lessons, **teachers develop instructional strategies**. They consider **effective motivation techniques, warm-up activities that align closely with the lesson theme, and the timing and content of assessments**.



(8) Model-based Instruction

It is common practice to apply the traditional physical education teaching models presented by Mike Metzler in PE classes. However, while Model-based Instruction is well implemented in middle and high schools, elementary teachers—who must teach multiple subjects at once—often tend to avoid it.



CONTENTS

01 National PE Curriculum of Korea

02 PE Teacher Education in Korea

03 Recommendations for PE Teachers
in Kazakhstan

(1) Pre-service Teacher Education

In Korea, there is a distinction between Colleges of Education, which prepare secondary-level teachers, and Universities of Education, which prepare elementary-level teachers. At a **College of Education, academic departments and curricula are organized by subject**, whereas at a **University of Education, the pre-service teacher training curriculum is designed so that graduates are qualified to teach all subjects**. Recently, elementary schools have been assigning **PE specialists** to teach only physical education, or, when classroom teachers conduct PE classes, they provide **sports instructors** to enhance the quality of those lessons.



<Elementary School Teacher>



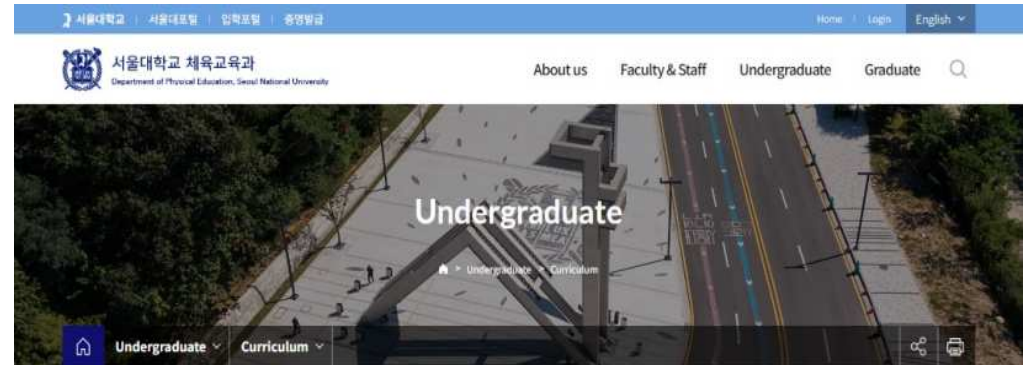
<Secondary School PE Teacher>

(1) Pre-service Teacher Education

The **pre-service teacher curriculum** for training secondary PE teachers at Colleges of Education is largely similar across universities. For detailed information, please refer to the QR code below.



Curriculum in SNU PE



Curriculum

Degree Requirements (Minimum Credit Requirement, check for specific major)

Class Year	Major credit requirement	Major credit requirement	Minor credit requirement	Interdepartmental credit requirement	Comment
Class of 2007			52		
Class of 2008			52 (Excludes minor)		
Class of 2009 and after	60 (Other major credits 52)	21 (Teaching license acquisition unattainable with minor)	50	* Major, double major, interdepartmental major credit requirement 23 credits (7 subjects), at least 8 credits of ideal and education field included	

Credit Requirement

Student admitted after 2009

01. General Education : Minimum 36 credits
02. Major Courses : Minimum 60 credits (Refer to core major courses and Physical Education department standards) * Minimum 52 credits for other major completion)
03. Teaching : Minimum 22 credits (Teaching theory : Min. 14 credits, Teaching Aptitude : Min.4 credits, Student Teaching : Min. 4 credits)

Bylaws(2010. 2. ~)

QUICK MENU

사범대학

스포츠진흥원

스포츠과학 연구소

국제스포츠행정
가양성사업단

BK21 미래형
스포츠 인재양성
교육연구단

TOP ^

(2) In-service Teacher Education

- In Korea, after passing the PE teacher recruitment examination, one must complete approximately **180 hours of training to obtain a Level 2 professional teaching license**. Then, three years later, one must complete **at least 90 hours of qualification training to become a Level 1 professional teacher**.

- After becoming a Level 1 professional teacher, **subject-specific in-service training is conducted on a voluntary basis**. Since training hours are factored into teachers' performance pay, they tend to participate actively.

- Recently, fostering teacher expertise through **Professional Learning Communities** has become a trend. Additionally, there are Teacher Lesson Study Conferences where outstanding lesson examples are shared.



CONTENTS

01 National PE Curriculum of Korea

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in Kazakhstan

- “The quality of an education system cannot exceed the quality of its teachers.”(by Adam Brooks) - **When teachers’ status is guaranteed in society**, high-quality teacher training is possible.
- Activating **Professional Learning Communities is essential** to establish a system for in-service teachers to develop their expertise.
- Focus on **improving the quality of instructional materials**, such as textbooks and teacher’s guidebook.
- Teachers should actively **reconstruct the curriculum** to suit their own instructional environment.

A well-prepared lesson increases students' satisfaction with the class, and when students are satisfied, teachers feel a sense of fulfillment. **This is the very reason teachers exist.**

Failing to prepare is preparing to fail.

- John Wooden

준비에 실패하는 것은 실패를 준비하는 것이다.

- 존 우든

전 UCLA 농구감독



감사합니다
Thank you~!

Yongnam Park

ynpark@kspo.or.kr

School PE Policy

Measures to expand students' physical activities and promote their health



Policy Background

- Reduced student physical activity
- an increase in the obesity rate
- a lack of adolescent exercise
- Need various opportunities to participate

Policy Goal

- Setting Policy Goals for 2025
- Strengthening Physical and Physical Activity Capabilities
- Development of Physical Education Curriculum Goals
- P.E. class time allocation criteria

Internalization of the curriculum

- 2022 Revised Physical Education Curriculum
- Physical Education Curriculum Goals
- P.E. class time allocation criteria
- Expansion of sports club activities in middle schools

Generalization of PA

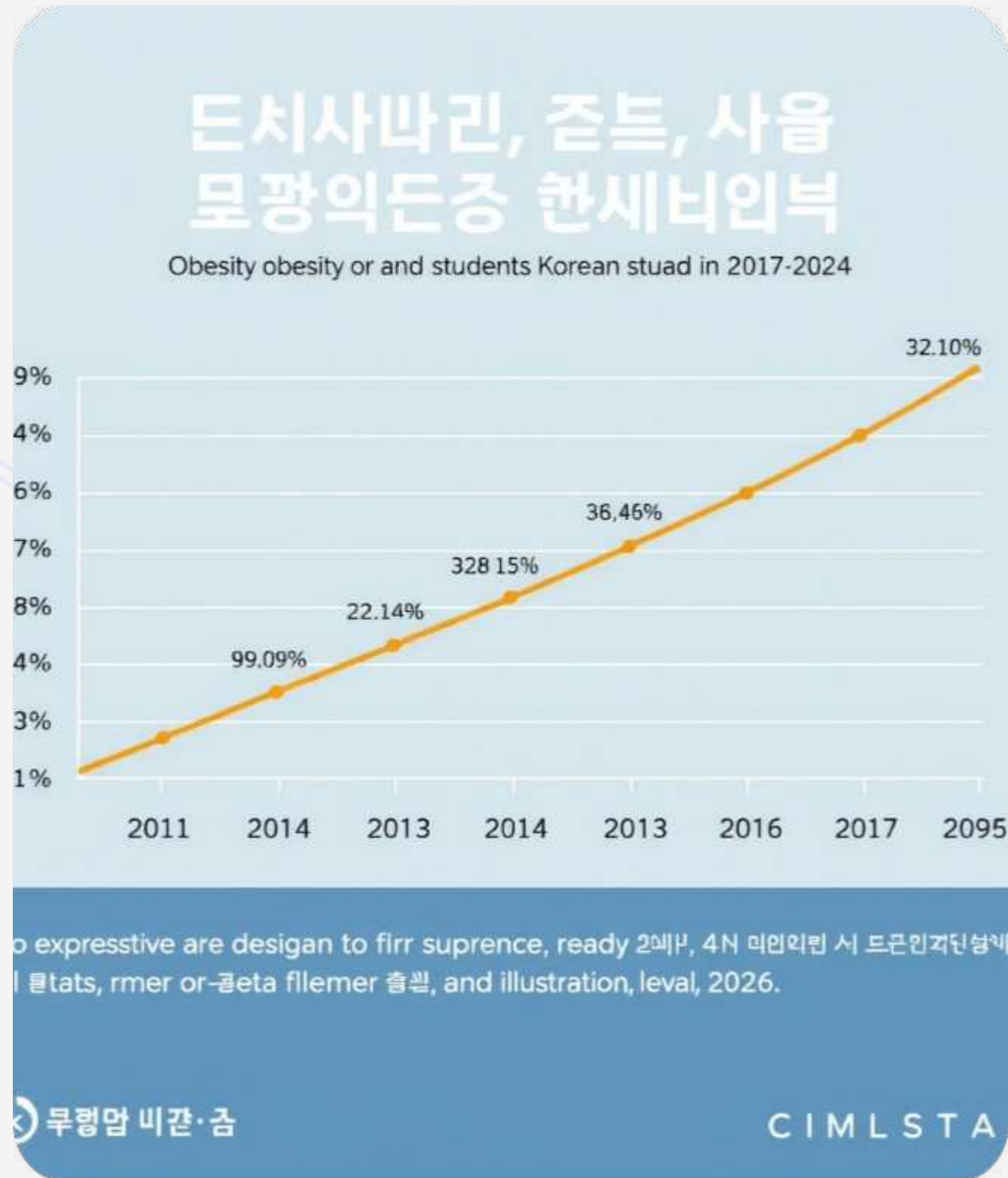
- Expanding the Student Health and Physical Assessment System (PAPS)
- Improving the operation of health and physical fitness classes
- the spread of niche movements
- Utilize a variety of content

Girls' sports activities

- Expanding opportunities for girls to participate in sports activities
- the operation of a program from a gender-sensitive perspective
- Roles of Metropolitan and Provincial Offices of Education and Unit Schools
- Girls' Sports Day is held

School sports club

- Mandatory to participate in one sport per person
- Designation of a dedicated teacher for the school sports club
- Diversifying how the league operates
- Strengthen safety and autonomous operations



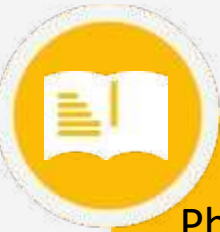
Decreased student physical activity and increased obesity rate

Due to the decrease in students' exercise and the increase in the obesity rate, systematic support is needed. From 2017 to 2024, the obesity rate (obesity + overweight) is expected to increase from 23.9% to 29.3%.

Low percentage of youth recommended exercise

- WHO criteria, Korean adolescents (11 to 17 years old)
The recommended exercise rate is 5.8%
- Far below the global average of 29.0%
- 6.6% in the Philippines, 23.7% in Canada,
Low compared to Finland's 24.6%
- Measures needed to improve student fitness





Physical Education Curriculum Goals

- Movement: Understanding knowledge, performing skills
- Health: Health promotion management throughout life
- Physical Activity: Understanding and Enjoying Cultural Characteristics
- Emphasis on value and attitude practice
- a creative and proactive pursuit of life
- a desirable life orientation in society
- Development of the ability to enjoy physical activity culture
- Realizing the Value of Living Together
- Pursuing an Active and Healthy Life
- Physical Activity Competency

Development Goals



P.E. class time allocation criteria

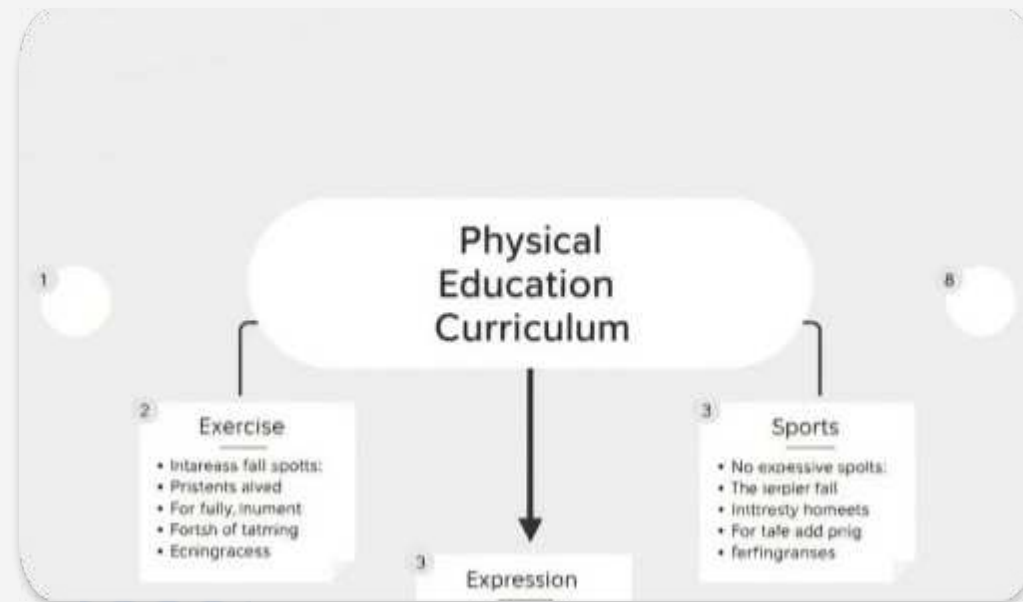
- 1st and 2nd graders: 144 hours of fun life
- 3rd-6th grade: Maintaining the number of hours of physical education class
- Junior High School: Expanding School Sports Club (136 hours in total for 3 years)
- High School (General/Special): 10 credits
- High school (specialized/industrial demand): 8 credits
- Recommended to switch to middle school physical education classes (School Sports Club → Physical Education Class)
- Flexible operation according to school conditions
- Local sports facilities are recommended



Strengthening Physical and Physical Activity Capabilities

Strengthen students' physical activity capabilities so that they can lead healthy lives. We focus on developing the ability to perform movements, manage health, and enjoy physical activity culture.





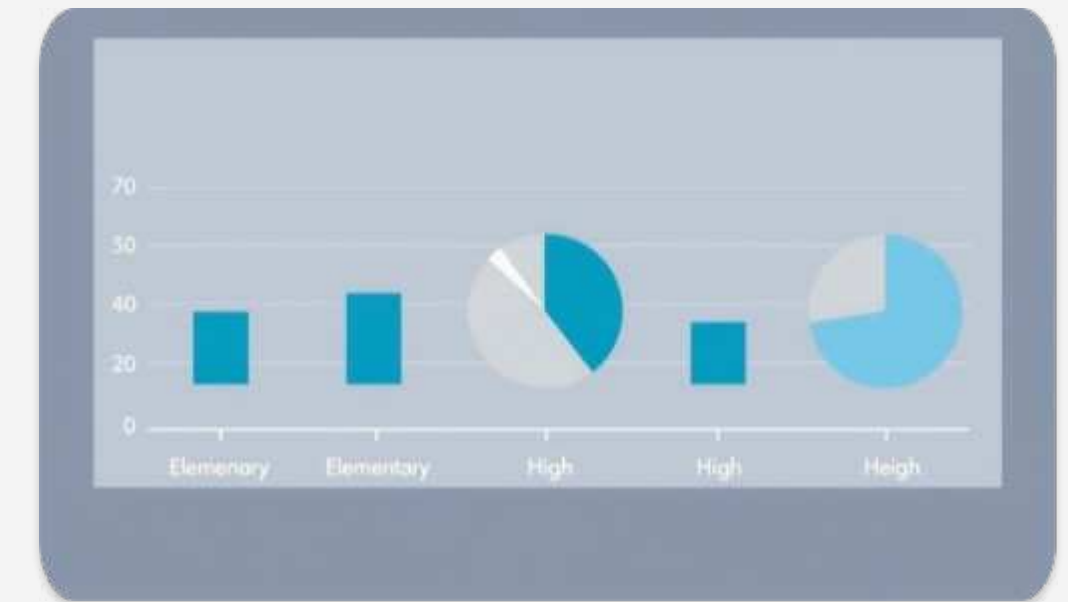
2022 revised PE curriculum design overview

- Pursuing an Active and Creative Life
 - a healthy, leading life orientation
- Development of the ability to enjoy physical activity culture
 - Organize the capacity to perform movements/health care/cultural enjoyment
- It consists of three areas: exercise, sports, and expression
- Key Ideas and Content Elements by Area



PE curriculum

- Understanding movement knowledge and performing skills
- Health promotion and management throughout life
- Understanding and Enjoying Physical Activity Cultural Characteristics
 - emphasis on the practice of values and attitudes
 - a desirable life orientation in society
- Development of physical activity capabilities



PE class time allocation criteria

- 1st and 2nd graders: 144 hours of fun life
- 3rd-6th grade: Maintaining the number of hours of existing physical education classes
- Middle School: Expanding School Sports Club (136 hours for 3 years)
 - High School (General/Special): 10 credits
- High school (specialized/industrial demand): 8 credits
- Recommended to switch to middle school physical education classes



Expanded middle school sports club activities

- Expanded to 1 hour per week and 2 hours per school year
- Total 136 hours of operation over 3 years
- Designation and operation of dedicated teachers
 - Active use of local sports facilities
- Training operation for instructors and teachers

Operation of various PE classes

- operation of various programs suitable for school conditions
- objectives to improve student health and physical strength
- Cultivating talent by maximizing physical activity
- Restructuring the Curriculum Using Excellent Sports Facilities
 - Reflect student preferences and hopes



Systematic management of PE classes

- Planned and organized instructional management
 - Introducing an Effective Class Development Method
- Active utilization of excellent sports facilities in the region
 - Curriculum restructuring operation
- Active Application of Physical Education Class Model

Safety and customized PE classes

- Putting Student Safety First
- Warm-up and clean-up exercises thoroughly
 - Regular inspection of sports facilities and equipment
- Customized classes considering gender, age, and fitness levels
 - Planning and conducting lessons by level

Expanded PAPS operations

- Mandatory enforcement from 4th grade (choose 3rd grade) to 3rd grade in high school
- Partial revision of the "School Health Examination Rules" ('25.February)
- Second 3 Measurement and enter Nice results
- '25~' Decided to implement it in full after applying the pilot in early 27

PAPS measurement items

- 5 fitness factors, 12 sports selections
- 1 choice for each fitness factor according to school conditions
- Principles of implementation at the beginning of each school year (completed within the first semester)
- Use of physical education class hours or full-time work, etc

PAPS measurement results submission procedure

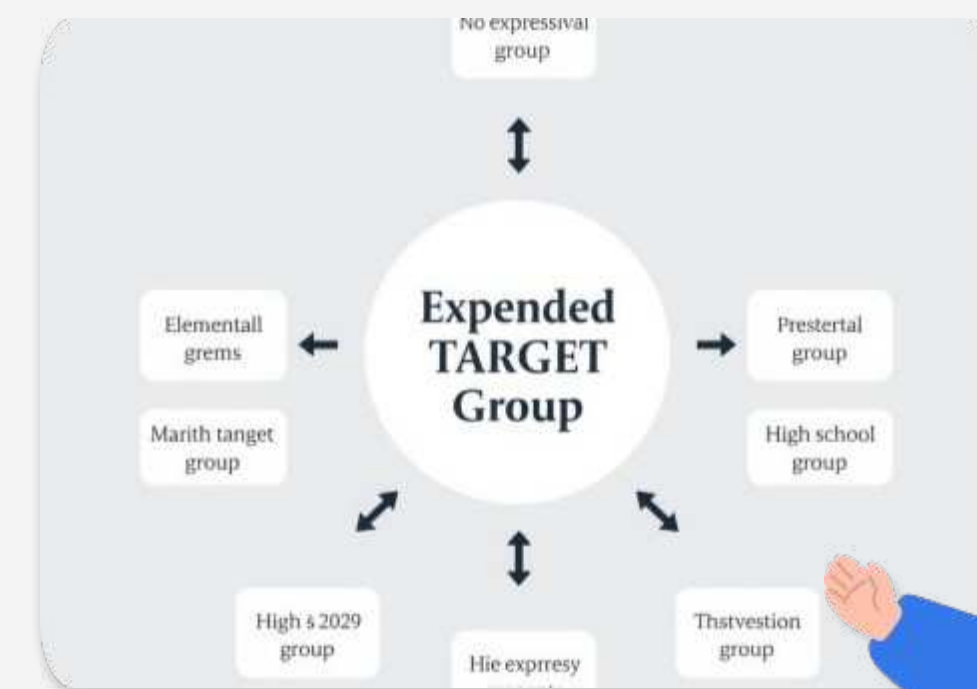
- 1st Closing: August 31 every year
- 2nd Closing: November 30
- Unit school: Measurement completed in semester 1, nice input
- Office of Education: Transferred to the Ministry of Education by the deadline

PAPS evaluation standard

- Evaluate 1 to 5 grades according to the criteria of each measurement item
- Health and physical fitness classes for 4/5 grade students
- Obese students and those who wish to participate can also participate
- Individual exercise prescriptions are provided

Plan for the establishment of the national physical fitness evaluation foundation

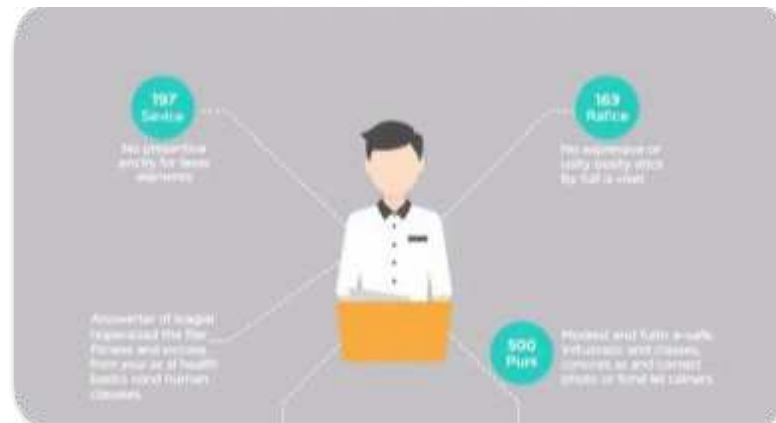
- Establishment of the foundation for physical evaluation of the public (school-age to adults) by 28 years
- Maintain the current measurement method
- Enter Nice results and self-check after second 3 measurements
- Nice feature improvement and enhancement completed





Improving the operation of health and physical fitness classes

Legal basis



- Article 9 of the School Sports Promotion Act
- all school-mandated operations
- a judgment of low physical strength or obesity for students

Expanding the scope of participation



- PAPS Grade 4/5 Students
- including obese students
- Those who wish to participate can also participate
- Linked to 100 National Physical Fitness

e-paps apps supply



- Individual exercise prescriptions are provided
- reduction of teacher's work
- Can be used at spring school all the time
- AI motion recognition function



Niche campaign plan to spread across the country

02

Practice of Lunchtime

- 1 teacher 1 club operation
- Encouraging students to participate autonomously
- Provide a wide range of sports activities
- Creating a Sports Culture in Schools

03

Afterschool activities

- Revitalization of voluntary clubs
- Linkage of school sports club activities
- operation of a variety of events
- Reflect student preferences

01

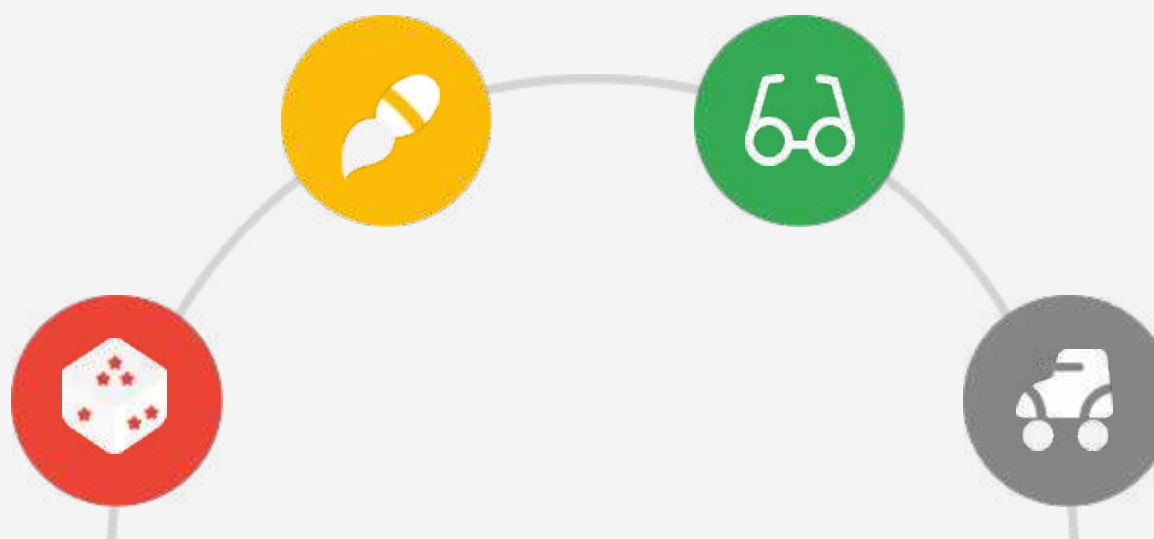
Morning exercise program

- Participation of desired students according to school conditions
- Provide regular physical activity programs
- Promoting the Daily Routine of Sports Activities
- the effect of promoting student health

04

Office of Education and school roles

- Office of Education: Administrative/Financial Assistance
- Unit School: Program Planning
- Student Health Improvement Goals
- Apply a variety of programs



01 Meta-sports School Support self-directed exercise practice with an online physical education class app

02 Exercise Records Management Provides performance records and cumulative management by exercise type

03 Teacher's function Provides task presentation, verification, feedback, and ranking capabilities

04 Student's function Upgrade avatar, provide group activity participation capabilities

05 Online tutoring content Support sports activities by level/topic with 198 types of video content





Exciting weekend sports school program

The Exciting Weekend Sports School Program is a representative external cooperation project to promote students' weekend sports activities. Through cooperation between the school and the community, the program provides various opportunities for sports activities to improve students' health and physical strength.

Program operations details

- Business Period: 30 weeks in the first half of 2025
- Target: Elementary, Middle, High, and Special Schools
- Size: Around 1,500 bridges
- Trainer support: 1 person per program
- Operating hours: 2 hours a day during the weekend
- Sports: 1 event per school





Expanding opportunities for girls to participate in sports activities

- Article 13-2 of the School Sports Promotion Act
- Establishment and implementation of activation plans every year
- Strengthen supervision of the Office of Education
 - School sports club operation preferred for girls
- Forming a Positive Awareness of Physical Education
 - Promote understanding of the value of physical activity



Program to consider female students' characteristics

- Physical Activity Design with Female Characteristics
- Custom configurations to meet your interests and needs
 - Changes to the rules of the game and the application of variations of equipment
- Minimize inconvenience and enhance fun factors
 - Introducing a variety of events and activities
- an effort to improve the female participation rate



Creating a Sports Environment from a Gender-Intellectual Perspective

- Establishment of Gender Equality Sports Activities
- Preferred selection of female students' preferred sports
- Running a program to break away from gender stereotypes
 - Securing a female-only sports space
 - the expansion of women's athletic leaders
- Establishment and implementation of gender-wise sports policies



Role of Metropolitan and Provincial Offices of Education

- Establishment of Basic Guidelines for Revitalizing Female Students' Sports Activities
- School guidance and evaluation of operation results at various levels
 - Consulting and budget support
 - Discovering and spreading best practices



Girls' Sports Day is held

- Designating a regular girls' sports day
- Run a program focused on girls' preference events
 - Linked to sports club activities
- Conduct an event to encourage female students to participate

Role of a unit school

- Development of a plan for physical education activities reflecting the characteristics of female students
- School sports clubs with more than 5 sports (girls' school)
 - Operation of school sports clubs in 2 or more sports (men and women engineering)
 - Creating Conditions such as Changing Rooms

Plan to revitalize girls' sports activities

- Mandatory establishment and implementation every year
- Including measures to expand participation in sports activities for girls
 - reflection of a gender-sensitive perspective
- Creating an Environment for Gender Equality and Sports Activities

Mandatroy to participate in one sport per person

- Participate in at least one club of all students
- Expansion of opportunities to participate in sports activities
- Offers a wide range of events
- Reflect student preferences



Mandatory operation of school sports clubs

- Grounds for Article 10 of the School Sports Promotion Act
- Operation under the responsibility of the principal
- Ensuring opportunities for student sports activities
- Health promotion and character development

Designation of a dedicated teacher for the school sports club

- Principal designates a dedicated teacher
- Effective and reliable operation
- General Planning and Management Officer
- Guidance allowance available

Activity record and NICE input

- Record your activities in school records
- Used as a material for higher school entrance
- Nice system input immediately
- Send to the Office of Education by Nov. 30

Securing budget for school sports clubs

- an effort to secure the school's own budget
- Offers a variety of programs
- Support for the use of local sports facilities
- Expand student participation opportunities





Expansion and internalization of middle school sports club activities

Expanding Activities



- an hour-per-week mandatory
- 2 hours per week for each school year
- 136 hours in total for three years
- Can be switched to physical education classes

Operation of a dedicated teacher



- Dedicated teacher designation required
- Trainer management
- conducting on-campus training
- general planning role

Instructor training



- Organized by the Metropolitan Office of Education
- Conducted from March to July
- Improving leadership skills
- Safety accident prevention education



Various levels and forms of school sports club league operation

02

Deputy Prime Minister's cup

- Opportunity to discover outstanding players
- student performance improvement
- a national competition
- participation of talented students in sports

03

Transitional competition

- Utilizing the end of the semester
- Held at school/educational level
- Expand student participation opportunities
- operation of a variety of events

01

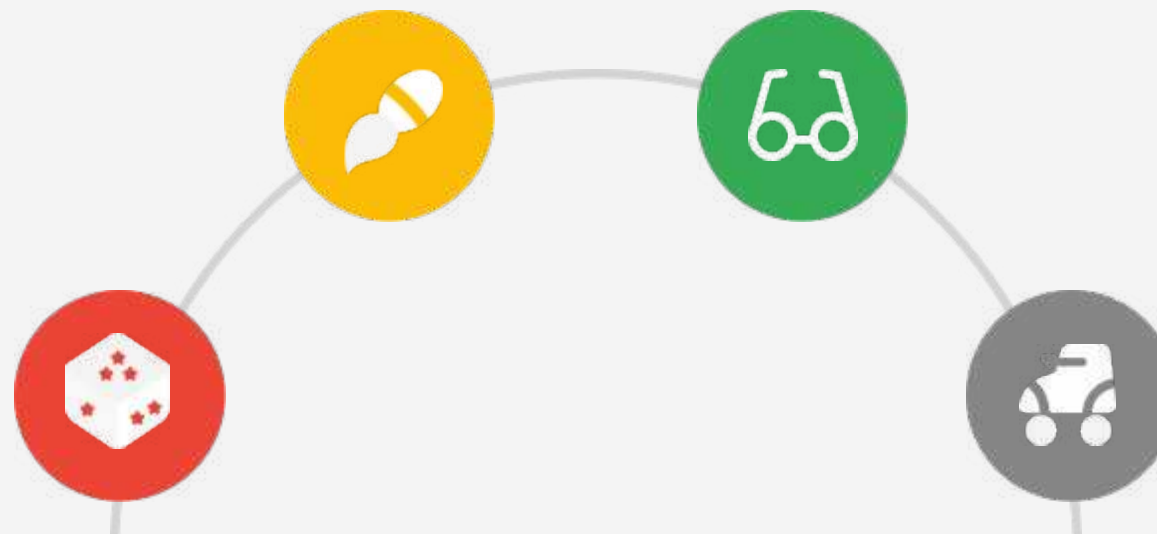
League level diversification

- a school/educational office/national league
- holding various levels of competition
- Provide opportunities for constant activity
- Expand student participation opportunities

04

School league

- breakfast/lunch/after school use
- Operations of more than 5 items
- "Anti-counter" league recommended
- Reflecting student needs





Conclusions

Safe and autonomous management of school sports clubs is essential for students' healthy growth and participation in physical education activities. Safety is a top priority, and it can be further activated through securing a sufficient budget and student-led autonomous management. Through this, it will create an environment in which all students can participate in physical education activities in a fun and healthy way, and lay the foundation for lifelong sports.

- Ensure safety first: Remove risk factors, conduct safety training
- Securing a budget: Providing a variety of programs, supporting the use of facilities
- Student-led autonomous management: Conducting games, participating in referees, etc