

School Physical Education Curriculum of Iran from Experts' Perspective: "What It Is and Should Be"

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ABSTRACT

This study aimed to evaluate the current physical education curriculum of elementary schools (first and second grades) in Iran. This is an applied study conducted using grounded theory and the research method is qualitative. The research population consisted of all professors in Iran in the field of physical education, of whom, 15 people were selected as the statistical sample using purposive sampling method. Semi-structured interviews were used as the research tool. The interview was conducted person to person and over a period of 40 to 60 minutes. Content validity was used to determine the validity of the interview. Collected data were classified and then, analyzed through the categorization method. This form contains general questions about the elements, physical education curriculum in Iran. Supervisors' constructive comments and few curriculum and physical education experts were also used and reliability of the interview was confirmed by three experts who reviewed a summary of the content and determined categories using the qualitative research methods. The results showed that the current physical education curriculum in schools is not favorable in terms of the objectives, content, and curriculum, teaching-learning strategies, and evaluation methods of knowledge, skills and attitudes and does not entirely satisfy the expectations of the physical education professionals. Experts suggested the use of studies and experiences of leading countries and the local, national, and regional capacities based on the international perspective on the current situation of physical education curriculum, needs assessment, flexibility and providing necessary infrastructure in schools.

KEYWORDS

Physical Education Curriculum, Objectives, Content, Learning Strategies, Evaluation

ARTICLE HISTORY

Received 20 January 2017
Revised 28 March 2017
Accepted 9 April 2017

Introduction

Regular physical activities underlie the education process in order to achieve human perfection (Sabounchi & Mousavi 2016). Motion poverty and reduced physical activities are one of the consequences of mechanical life and technological advances in this century (Moeini et al. 2010). Physical inactivity is

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dominant in 35% of the world's population and the mortality rate resulting from this factor is even more than mortality rate resulting from smoking. According to reports, nearly 500 million people worldwide are obese and overweight and it is predicted that this figure will reach 1 billion in 2030. According to the UN health sector report in 2011, the world needs global, national and regional policies in order to promote physical activity and prevention of diseases (Draper 2014). Although regular exercises are one of the most important health habits, according to the General Secretary of non-communicable diseases and mental health at the World Health Organization (WHO), currently 31% of the total world population are sedentary and this is the fourth known risk factor for mortality world (Khoshhali 2011). Promoting the physical activity is one of the most effective strategies to reduce non-communicable and chronic diseases, including cardiovascular diseases, diabetes, osteoporosis and a variety of cancers. In this regard, in 2003, the World Health Organization acknowledged that mobility plays an important role in promoting the health (Akhondi 2016).

Theoretical framework

The curriculum is the key element in all educational systems (Babbitt 1929; Campbell 1957; Doll 1993; Smith 1990, quoted by Rahmanpour 2016). In general, there are many perceptions on education curriculum that are clarified as follows. The curriculum includes organizing a series of teaching and learning activities with the aim of creating favorable changes in learning behavior of evaluating the fulfillment of these changes. Saylor et al. (1981) regarded it as a plan to prepare a set of learning opportunities for trained individuals. Marsh (2004) has defined it as the courses or what is taught to be in the Institute. Posner (2006) has defined curriculum as the means of achieving the expected targets and Wils and Bandy (2007, quoted by Nazari 2006) consider curriculum as a set the desired goals or values that are operationalized through the process of formulating plans and lead to successful learning experiences if the students. Martin (2013) as defined curriculum as a system that seeks to provide educational materials tailored to the educational objectives, teaching-learning strategies, system feedback and evaluation.

More than 40 elements have been identified for curriculum, of which, four elements including objectives, learning experiences, organization, and evaluation of the curriculum can be considered as task(s). Ayzner (2002) believes that a curriculum has dimensions, objectives, content and organization of the relevant fields, learning opportunities and organizing them, presentation modes, response modes, and ultimately a variety of evaluation procedures. Tyler (1949, quoted by Paynar, 2010) outlines the elements of the curriculum including objectives, learning experiences, organizing learning experiences and evaluating the effectiveness of the learning experiences.

Physical education is one of the key areas of education, which plays a major role in achieving the educational goals. In fact, "physical education is a fundamental part of education that facilitates growth in all aspects of human existence through movement and physical activities and flourish talents (Javadipoor 2006; quoted by Khajavi 2009). Schools are key environments for the development of physical activities (Fairclough and Stratton, 2006, quoted by Centers for Disease Control, 1997; Department of Health, 2004; Department of Health and Human Services of United States, 2000). Physical education is

unique in curricula since it provides opportunities for learning the motor skills, school (Fox et al. 2004).

Wuest & Bucher (2003) have defined physical education as educational process in which physical activity as a way to help students to gain skills, readiness, knowledge and positive attitude are used for optimal growth and health. Bennett regards physical education as part of education that is performed by physical activities and movements such as a variety of games, sports and similar activities. Hardman & Marshall (2007) also deal with physical education as an essential part of the school curriculum in different educational periods in most countries of the world. Physical education is a pedagogical process which aims to improve the human development through physical activities. Paying attention to physical education and healthy lifestyle as prevention, not only reduces treatment costs, but also prevents the emergence of muscular-skeletal disorders and is positively correlated to the student achievement (Teaching and Health Guide 2016). Kahan and McKenzie (2016) believe that physical education (PE) has great potential to help control overweight and elementary students need 30 minutes of exercise and high school students need 45 minutes of exercise every day for health and the prevention of obesity and overweight. Corbin and Pangrazi (2003) argue that regular physical education curriculum (preferably the everyday) should help students to spend a lot of time for taking exercises (60 minutes per day). In this regard, (Warburton et al. 2006) argued that low participation in physical activity causes serious problems such as overweight and obesity among children, adolescents and young people and are considered as main concerns. Studies have shown that with increasing age, level of physical activity decreases (Pate et al. 2007). This event is observed in adolescence (Lvbanz, Silva and Morgan, 2007). Since physical education and sports, one of the most powerful institutions in the nation's culture is considered effective, it is possible to expand the activities of physical education and sport in schools as ideal, level of physical abilities, mental and intellectual faculties of knowledge students psychological distress and physical discomfort increased and decreased. This event has been observed in adolescence (Lubans et al. 2007). Since physical education and sports are considered as one of the most effective elements in the nation's culture, it is possible to ideally expand the activities of physical education and sport in schools so that level of physical, mental and intellectual abilities of the students is increased and psychological distress and physical discomfort are decreased (Shaban 2007). Hickson and Bradford (2014) believe that physical education teachers are known as the permeable models in supporting the active and healthy lifestyle of the students. Therefore, measures of health and physical education teachers can affect students' achievement. Iran with more than 15 million students that compose nearly a quarter of its population is one of the young countries in the Middle East and the world. Studies show that the participation of students in sports in Iran schools is very low in comparison with other countries, and findings indicate the growing trend of overweight and obesity in adolescents (Johnson 2008) and based on monitoring trends and determinants in cardiovascular disease MONIKA that was conducted by the WHO, Iran was introduced as one of seven countries where children obesity is prevalent (Katona 2007). Also, according to WHO estimations, 34% of the Iranian people suffer from obesity and it is predicted that in 2020, almost 50% of Iranians will be sedentary (Naghizadeh 2009). Review of the existing literature and

investigation of the physical education curriculum in elementary schools in Iran reveal that in spite of a history of 88 years of teaching physical education in Iran, it has less considered in academic literature and this shows the significance of this study. Therefore, this study aims to investigate the current physical education curriculum in elementary schools (first and second grades) in terms of objectives, content, teaching - learning methods, evaluation strategies or methods and presentation of an appropriate model.

Kakavand's studies (2012) revealed that knowledge of physical education and sport sciences in the education system of the world, help the students in different physical, emotional, intellectual and technical areas by providing good opportunities to students. Baquet et al. (2002) showed the physical education classroom is enjoyable if it considers the students' needs and interests and it deals with the content of a physical education curriculum. Students' understanding of the physical benefits (cognitive objective) and efficacy makes them enjoy the physical education classes. Dudley et al. (2011) in Australia showed that the content of the physical education books in terms of quality and quantity is not appropriate, so that if the teachers can use the content of the books to teach effectively, the content of the teacher's guides should be revised by experts. The results demonstrated that these books need to be revised in motor skills and curricula.

Derri et al. (2003) concluded that elementary school teachers should be familiar with the evaluation tools, motor and cognitive objectives and use them in their classes. This familiarity is the result of the use of teacher's guide for physical education over the years. On the other hand, researchers concluded that some teachers with little knowledge or information who do not believe in efficiency of the evaluation tools because content of the teacher's guide has not high quality.

Mousavi (2012) has shown that physical education curriculum has been always encountered with limitations of the tools and facilities, expert teachers and a safe and secure environment. Kashef (2011) believes that problems of physical education curriculum include lower educational level of the authorities and lack of their knowledge in this regard, teachers' strategies for dealing with the curriculum problems, holding the classes and their absence, lack of recruiting the physical education and sports teachers in educational programs, lack of budget allocation for physical education curriculum and circular problems. In this regard, Razavi et al (2011) believe that the implementation of physical education curriculum in open space instead of enclosed sports halls, lack of safety in open areas of the schools, the invasion of the sport spaces, lack of observation of health and hygiene of the sport spaces, related equipment, and the standards of facilities are the main challenges and problems in schools. Eliasi (2010) revealed that filling the physical education curriculum time with other curricula, the low professional level of teachers, low level of teachers' proficiency, lack of resources and lack of space, lack of textbooks, little attention of the managers to this curriculum, lack of space and time to present this course and weaknesses of managers and officials are the major problems of physical education in schools.

Ramezanejad et al. (2008) concluded that physical education curriculum and sports are constructive parts in the school curricula and a way for achieving

health, vitality and emotional balance and social education. Therefore, these valuable goals are only achieved through systematic and targeted development programs, in which, learners' needs cannot be ignored, so, different opinions and views should be considered for the curriculum with the emotional and social effects (such as physical education. Asareh (2004) showed that teachers seem to have achieved most of the goals of the physical education curriculum in the first grade of elementary school but, the performance of the students are not good in cognitive areas or skills. In terms of content, except for a few activities and concepts, all games and activities are harmonized with the students' physical and mental potentials. Teachers' professional potential in the implementation of practical skills, helping the students to understand the content and problem solving and observing safety tips is poor or average. Farajollahi et al. (2013) revealed that weak physical infrastructure, weak management infrastructure, poor support services of the teachers, teachers' lack of knowledge, lack of trained teachers to teach the new paradigm of teaching, and the lack of technological curriculum and cultural readiness of teachers are the main challenges of physical education in schools. Osareh (2003) demonstrated that content of the curriculum is consistent with predicted objectives and and teaching methods in accordance with goals. The content determined for students is consistent with their physical ability, but it is not the fully consistent with the mental ability of students. The proposed teaching methods in teacher's guide is consistent with content and objectives of the curriculum and many administrative procedures are feasible to a large extent, but the methods implemented by teachers are not completely synchronized with the teacher's guide.

Jennifer & Pamela (2014) stated that the evaluation is one of the essential activities of teachers at different times that has always been a challenge. Santiago et al. (2011) demonstrated the effective use of ICT knowledge increases visual, auditory and motor information in all areas of physical education; physical education teachers should use ICT as an ideal opportunity to enhance learning in physical education in accordance with international standards. Null (2009) concluded that skilled manpower and facilities are most effective factors in increasing the quality of sports programs in schools which face challenges. Santiago and Benavides (2009) investigated the evaluation of physical education teachers and the evaluation system of physical education teachers' performance and concluded that this system is incomplete. They stated that evaluation of teachers needs to develop standards and criteria to evaluate appropriately the teacher's performance and noted that if teachers' performance assessment system is not carefully designed and implemented, does not the teachers and organization with feedback information and it seems that teachers according to the evaluation results are not encouraged and improved and this kind of evaluation may reduce the job motivations of the teachers. Walters et al (2008) believe that inappropriate physical education teacher training programs are not consistent with academic needs of the students and consider allocating more time to competitions and contests by teachers in physical education class as the major problems. Marshal and Hardman (2007) in terms of content of physical education curriculum mentioned that the status of the physical education curriculum in the schools is not good in most of the countries and continents and it may result in removing the physical education curriculum. Esmaeili (2006) acknowledges that defects in the physical education curriculum and the neglect of it by authorities and parents have led to the situation in which non-expert

people are selected for teaching the physical education and therefore, a high number of golden opportunities are lost. By eliminating or paying less attention to physical education curriculum in elementary schools (7 to 11 years old) and limiting physical and motor activities of the children, they are deprived of normal physical, psychological and social development.

With respect to the content expressed in physical education curriculum, it seems that close examining and discovering the shortcomings and challenges of physical education in schools can improve the status of the physical education curriculum and result in a good and proper curriculum. Therefore, this study mainly evaluates physical education curriculum in elementary schools of Iran in terms of four main curriculum elements including objectives, contents, teaching-learning methods and evaluation methods) based on the experts' perspectives and analysis of their needs in three sub-categories of knowledge, skill and attitude. It is hoped that by proper and detailed analysis of physical education curriculum that these days face many challenges, the obstacles and factors affecting optimal performance of the physical education curriculum can be identified and propose an appropriate pattern in terms of the specialists in this field for the efficiency and effectiveness of physical education curriculum.

Research questions

Q1: How school physical education curriculum of elementary schools of Iran are evaluated in terms of objectives from experts' perspective?

Q2: How school physical education curriculum of elementary schools of Iran are evaluated in terms of content from experts' perspective?

Q3: How school physical education curriculum of elementary schools of Iran are evaluated in terms of teaching from experts' perspective?

Q4: How school physical education curriculum of elementary schools of Iran are evaluated in terms of evaluation from experts' perspective?

Q5: What is the optimal status of physical education curriculum of elementary schools (first and second grades) of Iran from experts' perspective?

Methodology

This is an applied study conducted using grounded theory and the research method is qualitative. The research population consisted of all professors in Iran in the field of physical education, of whom, 15 people were selected as the statistical sample using purposive sampling method. Semi-structured interviews were used as the research tool. The interview was conducted person to person and over a period of 40 to 60 minutes. Content validity was used to determine the validity of interview. Collected data were classified and then, analyzed through the categorization method. This form contains general questions about the elements, physical education curriculum in Iran. Supervisors' constructive comments and few curriculum and physical education experts were also used and reliability of the interview was confirmed by three experts who reviewed a summary of the content and determined categories using the qualitative research methods.

Research Findings

In this section, the findings from the interviews were analyzed on the basis of research questions. Results of the analysis of the questions are presented in main categories (the objectives, content, teaching-learning methods, evaluating methods of the curriculum to meet the needs and expectations of students) and its subcategories (the role of objectives, content, teaching learning methods and evaluation methods to meet the needs of knowledge, competence, and attitude of the students).

Q1: *How school physical education curriculum of elementary schools of Iran are evaluated in terms of objectives from experts' perspective?*

Table 1. Experts' perspective, after analyzing the content of the interviews in relation to the status quo of the objectives of physical education curriculum in elementary schools of Iran

Variable	Dimensions	Scale	Frequency	Percent
status quo of the objectives of physical education curriculum	Knowledge	Favorable and relatively favorable	7	46.67
		Unfavorable and relatively unfavorable	8	53.33
	skills	Favorable and relatively favorable	8	53.33
		Unfavorable and relatively unfavorable	7	46.67
	attitudes	Favorable and relatively favorable	5	43.33
		Unfavorable and relatively unfavorable	10	66.67

As shown in Table 1, status quo of the objectives of physical education curriculum from experts' perspective in terms of knowledge is 46.67% favorable and relatively favorable and 53.33% unfavorable or relatively unfavorable. In terms of the skills, it has been 53.33% favorable and relatively favorable and 46.67% unfavorable or relatively unfavorable. In terms of the attitudes, it has been 43.33% favorable and relatively favorable and 66.67% unfavorable or relatively unfavorable. Results show that status quo of the objectives of physical education curriculum has not been favorable in terms of these three dimensions and it does not satisfy the learners' needs from experts' perspective.

Q2: *How school physical education curriculum of elementary schools of Iran are evaluated in terms of content from experts' perspective?*

Table 2. experts' perspective, after analyzing the content of the interviews in relation to the status quo of the content of physical education curriculum in elementary schools of Iran

Variable	Dimensions	Scale	Frequency	Percent
status quo of the content of physical education curriculum	Knowledge	Favorable and relatively favorable	6	40
		Unfavorable and mostly unfavorable	9	60
	skills	Favorable and relatively favorable	7	46.67
		Unfavorable and mostly unfavorable	8	53.33
	attitudes	Favorable and relatively favorable	7	46.67
		Unfavorable and mostly unfavorable	8	53.33

Q3: How school physical education curriculum of elementary schools of Iran are evaluated in terms of teaching methods from experts' perspective?

Table (3) experts' perspective, after analyzing the content of the interviews in relation to the status quo of the teaching methods of physical education curriculum in elementary schools of Iran

Variable	Dimensions	Scale	Frequency	Percent
status quo of the teaching methods of physical education curriculum	Knowledge	Favorable and relatively favorable	7	46.67
		Unfavorable and mostly unfavorable	8	53.33
	skills	Favorable and relatively favorable	6	40
		Unfavorable and mostly unfavorable	9	60
	attitudes	Favorable and relatively favorable	7	46.67
		Unfavorable and mostly unfavorable	8	53.33

As shown in Table 2, status quo of the content of physical education curriculum from experts' perspective in terms of knowledge is 40% favorable and relatively favorable and 60% unfavorable or mostly unfavorable. In terms of the

skills, it has been 46.67% favorable and relatively favorable and 53.33% unfavorable or mostly unfavorable. In terms of the attitudes, it has been 46.67% favorable and relatively favorable and 53.33% unfavorable or mostly unfavorable. Results show that status quo of the content of physical education curriculum has not been favorable in terms of these three dimensions and it does not satisfy the learners' needs from experts' perspective.

As shown in Table 3, status quo of the teaching methods of physical education curriculum from experts' perspective in terms of knowledge is 46.67% favorable and relatively favorable and 53.33% unfavorable or mostly unfavorable. In terms of the skills, it has been 40% favorable and relatively favorable and 60% unfavorable or mostly unfavorable. In terms of the attitudes, it has been 46.67% favorable and relatively favorable and 53.33% unfavorable or mostly unfavorable. Results show that status quo of the teaching methods of physical education curriculum has not been favorable in terms of these three dimensions and it does not satisfy the learners' needs from experts' perspective.

Q4: How school physical education curriculum of elementary schools of Iran are evaluated in terms of evaluation from experts' perspective?

Table (4) experts' perspective, after analyzing the content of the interviews in relation to the status quo of the evaluation of physical education curriculum in elementary schools of Iran

Variable	Dimensions	Scale	Frequency	Percent
status quo of the evaluation of physical education curriculum	Knowledge	Favorable and relatively favorable	6	40
		Unfavorable and mostly unfavorable	9	60
	skills	Favorable and relatively favorable	6	40
		Unfavorable and mostly unfavorable	9	60
	attitudes	Favorable and relatively favorable	7	46.67
		Unfavorable and mostly unfavorable	8	53.33

As shown in Table 4, status quo of the evaluation of physical education curriculum from experts' perspective in terms of knowledge is 40% favorable and relatively favorable and 60% unfavorable or mostly unfavorable. In terms of the skills, it has been 40% favorable and relatively favorable and 60% unfavorable or mostly unfavorable. In terms of the attitudes, it has been 46.67% favorable and relatively favorable and 53.33% unfavorable or mostly unfavorable. Results show that status quo of the evaluation of physical education curriculum has not been favorable in terms of these three dimensions and it does not satisfy the learners' needs from experts' perspective.

Discussion and conclusion

Q1: How school physical education curriculum of elementary schools of Iran are evaluated in terms of objectives from experts' perspective?

Results show that status quo of the objectives of physical education curriculum has not been favorable in terms of these three dimensions and it does not satisfy the learners' needs from experts' perspective.

Physical education curriculum in Iran's elementary schools (first and second grades) is currently has shortcomings and problems in satisfying the needs and expectations of the students and teachers of Physical Education. The findings of the first questions shows the failure and inadequacy of the physical education curriculum goals and pays little attention to the students' needs, active life and lifelong learning. The results of this study are consistent with those of the Boguet et al (2002) Farajollahi et al. (2013), Ramezanijad et al. (2008) and are inconsistent with those of Osareh (2003 and 2004). The first group of researchers believe that objectives implemented in curriculum are not consistent with physical, emotional and intellectual growth of the learners and these objectives have not been systematically or purposefully designed or implemented; however, the second group of the scholars consider the objectives consistent with the activities and physical and intellectual abilities of students. It seems that since the learners needs change over time, objectives should be designed and considered logically and practically proportionate to the conditions of the learners in each curriculum.

Q2: How school physical education curriculum of elementary schools of Iran are evaluated in terms of content from experts' perspective?

Results show that status quo of the content of physical education curriculum has not been favorable in terms of these three dimensions and it does not satisfy the learners' needs from experts' perspective.

The results of the second question showed that from the physical education experts' perspective, the content of the physical education curriculum is unfavorable. This is consistent with the finding of the Derri et al. (2012), Dudley et al. (2011), Walters et al. (2008), Marshal and Hardman (2007) and Esmaeili (2006) who acknowledged that the content of physical education curriculum is not favorable worldwide; however, this is inconsistent with the finding of Osareh (2005) who showed the content of curriculum is consistent with the physical abilities of the students but it is not favorable in terms of knowledge and skills. The first group of scholars believed that the content of the physical education curriculum is not qualitatively or quantitatively good in the countries and continents and it may result in removing the physical education curriculum, so it need to be continuously revised and re-engineered and this has been emphasized by a number of physical education professionals and experts.

Q3: How school physical education curriculum of elementary schools of Iran are evaluated in terms of teaching from experts' perspective?

Results show that status quo of the teaching methods of physical education curriculum has not been favorable in terms of these three dimensions and it does not satisfy the learners' needs from experts' perspective. The results of this study are consistent with those of Astinsko et al. (2009), Null (2009). Farajollahi et al. (2013), Mosavi (2012), Kashef et al. (2011) and Eliasi (2010). Experts believed that existing teaching methods are active, diverse, and

exploratory and have not designed based on the learners' needs and traditional games. Traditional teaching methods are mainly traditional and therefore does not involve all students in activities.

Moreover, some teachers and students have not the necessary expertise in the field of physical problems and believed that teaching methods need to revised and reformed.

Q4: How school physical education curriculum of elementary schools of Iran are evaluated in terms of evaluation from experts' perspective?

Results show that status quo of the evaluation of physical education curriculum has not been favorable in terms of these three dimensions and it does not satisfy the learners' needs from experts' perspective. The results of the study were consistent with those of Jeniffer and Pamela (2014), Derri et al, (2012), Santiago and Benodavis (2009), Null (2009), Farajollahi et al. (2013) and Razavi et al. (2011). Santiago and Benodavis believed that evaluation system for teachers, face challenges and the needs a proper evaluation of the performance standards of the teachers in order to provide organizations and teachers with accurate results. Physical education experts have seriously dealt with this and believed in formulating the detailed standards and evaluation criteria of the performance of both learners and physical education teachers.

Q5: What is the optimal status of physical education curriculum of elementary schools (first and second grades) of Iran from experts' perspective?

Now, by summarizing the viewpoints of the experts, physical education curriculum of the (first and second) elementary schools can be proposed. Since the physical education curriculum in this study includes four main elements including objectives, content, strategies and evaluation, the optimal curriculum is proposed. Physical education curriculum that physical education experts proposed can satisfy the needs of students and even physical education teachers.

Table 5. Physical education curriculum proposed by the experts in (first and second grades) elementary school

field	suggestion
objectives	<ul style="list-style-type: none"> • Increasing knowledge and information in order to maintain and develop the health through basic movements proportionate to individual differences and educational course • Directing and managing the talent and maintaining body condition • Increasing knowledge on safety rules and exercise therapy • Satisfying the needs and expectations of students proportionate to the emotional and physical traits and geographical and local conditions • Developing a lifelong positive attitude towards fitness and physical activity • Developing positive attitudes towards the collective values (cooperation and collective responsibility and teamwork) and individual values (self-concept and metacognition, etc.) • Considering the two main indicators of anthropometric growth (height and weight) • Considering the evaluation of body composition (BMI) • Considering the psychological discomfort, especially obesity (body dissatisfaction, low self-esteem and over-indulgence) • Considering the physical activity and regulation of energy balance (EI, EE) and physical activities and appetite control • Reducing the chronic risks (diabetes, osteoporosis, heart disease, vascular, etc.)

	<ul style="list-style-type: none"> • Having a positive attitude towards the regular participation in sports in leisure time and extra-curricular activities and reducing television watching, computer games and virtual space and avoiding the risky behaviors • Emphasizing on talent, creative and innovative movements • Considering the anatomical structure of the female students (especially in tropical regions) in curriculum objectives
content	<ul style="list-style-type: none"> • Developing the content, proportionate to the physical and psychological characteristics, scientific developments and individual differences and educational courses • Developing the content proportionate to the needs and challenges of the world (diabetes, osteoporosis, heart disease, vascular, etc.) • Continuous reviewing of the content based on students' expectations and fundamentals, improving the practical skills, environmental and health aspects • Responding to the emotional and social needs and considering the most important goal that a lifelong positive attitude towards physical education curriculum • Paying special attention to the content of the physical education curriculum in first grade in order to prevent skeletal deformities and postural structure • Using new approaches to content development, review and revision of content by looking at the goals of the curriculum and global standard with native capacity • Formulating the local content in order to prevent the physical inactivity or sedentary
methods	<ul style="list-style-type: none"> • Theoretical teaching of the personal and social skills (during exercise) • Training and practicing the sport skills with the help of social learning • Using the inclusive active, exploratory and applied teaching methods and local games • Designing and implementing the teaching and learning methods based on characteristics of learners and instructional videos • Practical and applied use of ICT in the teaching-learning process • Using the varied methods with respect to the individual differences of learners, especially students with special needs • Local games according to geographical location based on the interests of students and natural facilities of the region • Applied integration of the life skills and physical education curriculum • Increasing the hours of physical education curriculum on a daily basis • Using of experts with high qualifications to teach physical education in (first grade) elementary schools and identifying the stature and skeletal structural problems of the learners • Using the standard equipment and facilities • Using the modern and standard international methods
evaluation	<ul style="list-style-type: none"> • Direct and indirect observation of the skills • Written and oral tests for learners understanding and theoretical mastery of the students • Using the checklists in the individual and group evaluation • Evaluating the practical score based on the learners' potentials and living experience of the sport, reflecting the obtained knowledge self-assessment and self-reports of the learners, evaluating the creative and innovative movements and assessing the mastery of the students and metacognitive skills • Scientific and practical exposure to the the problems and challenges of the day and assessment of the curere skill • Evaluating the appropriateness of the spirit of cooperation and social skills and group learning • Evaluating the desirability of self-directed and independent learning • Providing performance report of consequences for knowledge, competence and attitude and using them in the evaluation of the learners • Using the global standard evaluation and valuable experiences in selected countries

Disclosure statement

The Authors reported that no competing financial interest.

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