Suggested movement activities for primary school students in Japanese schools in the Arab Republic of Egypt

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Introduction and research problem :

Recent years have witnessed scientific and practical interest in the childhood stage, considering that humans are social beings who cannot live alone in this universe. Through kinetic, preventive, counseling, and social programs, as well as by providing integrated care and rehabilitation programs for children (13:15).

The quality of the product means the availability of certain characteristics in the school curricula so that these characteristics are reflected at the level of graduates, which indicates the importance of having elaborate planning based on quality standards, followed by the accurate implementation of the planning under continuous follow-up and stresses in this context the need to avoid randomness and distance from individual decisions. The quality of the curriculum in this context means learning for the sake of mastery (12:74).

Where physical education is considered a branch of general education and part of it, it was necessary for the physical education curricula to keep pace with all the successive developments to continue the process of construction and progress. The field of study of curriculum is a vital matter for everyone who has a connection with the education process and therefore some think that this matter

needs the teacher without other workers need to study this field (9:2).

There are other reasons for development that are related to the future and are represented in futuristic needs of citizens and society. These needs can be predicted through a comprehensive study of the reality and the present that leads to the prediction of some things and needs in the future, provided that this study is based on accurate and flexible planning. Thus we see curriculum developers in light of this concept are concerned with what happened in the past and what will become of things in the future. Educators in developed countries plan education in the distant future until the appropriate curricula for that stage are identified (4:11).

Where motor activities are considered one of the most important activities practiced by the child and motor activities are a fertile field for providing the child with the cognitive and emotional aspects beside movement. The child who acquires motor fluency learns what his body can do and understands a lot about himself and his environment (2: 96).

Motor activity is one of the elements that enhance the child's health and development in early childhood. Motor activities provide a valuable opportunity for the child to be able to express himself and explore his/her abilities. Motor activities also provide friction with others and interact with them, and lead the motor experiences and experiences that the child goes through. At this stage, to help them feel successful, enjoy sharing and self-confidence (3:5).

The stage of basic education is also considered one of the most appropriate stages for the development of the child's motor skills, as it is an important stage for revealing and developing his talents and abilities, where motor activity is the predominant activity in the child's life, whether at home or when he joins schools. It contributes greatly to helping mental development physically and socially, motor

activities were considered as a means of teaching the child different concepts and options, through his tendency to move (7:25).

The development of the child's personality in the childhood stage lies within the activity of play. The child faces his environment through play, obtains knowledge related to reality, develops his physical and mental abilities, and forms his attitudes towards others and towards the results of the activity. The patterns of behavior and his/her personality traits become more clear and specific, and as soon as the child begins his life school so that his activity increases, therefore the motives and the educational environment for the development of the personality are available (13: 119).

Stevenson et al (2015) believes that life in childhood in the light of the Japanese experience in education for the primary stage is shaped on games in most of them. But it includes many important experiences for the development and construction of the child. The connection of the child in various ways in games with the surrounding environment makes the child able to discover various meanings of the surrounding environment in our expectation and makes him discover the various connections "voluntarily" (17: 207).

The "Educational Guide for the Primary Stage in Japan" has pointed out the importance of education in childhood to lay the foundations for building personality for life or the so-called "richness of human qualities". The goal of education in the primary stage is to provide education based on the distinctive features of the childhood period by laying the foundations of "life skills" in order to make children able to invest in these characteristics, the awareness of each child of his personal characteristics and practical capabilities in the future, their respect for all others as an existing entity of value, and overcoming social changes

through cooperation with many people and openness on life, and to be the founders of a sustainable society (18).

The researcher drew the attention of the researcher through general review and theoretical readings of previous research and studies, such as the study of "Ahmed Juma'a Muhammad" (2019) (1), "Asmaa Muhammad Ahmad" (2017) (3), "Samah Ibrahim Ali" (2018) (5)), "Shahinaz Jamal Muhammad" (2020) (6), "Sharaat Aziz Al-Maimoni" (2018) (7), "Salah Ali Abdullah" (2017) (8), "Atef Muhammad Muhammad" (2018) (10) Nadia Fahmy Mahmoud (2020) (15) and Hani Kamel Abdel Hai (2021) (16), where she came up with the development of some suggested movement activities for primary school students in Japanese schools in the Arab Republic of Egypt, and always urged the state to pay attention to the state's educational policy The process of developing curricula and adding different standards and activities to it.

This is in addition to the scarcity of research and studies, especially in the Egyptian society, which needs this kind of studies to build and develop curricula associated with Japanese schools, so it is clear the urgent need to conduct this study, which aims to reach suggested kinetic activities for primary school students in Japanese schools in the Republic of Egypt Arabic.

Research Objective:

The research aims to reach suggested kinetic activities for primary school students in Japanese schools in the Arab Republic of Egypt.

Research Question:

How to design a set of proposed kinetic activities for primary school students in Japanese schools in the Arab Republic of Egypt?

Research Methodology:

The researcher used the descriptive approach (the survey method) with its steps and procedures, due to its suitability to achieve the objectives of the research.

Research sample and community:

The research community is:

Physical education teachers for the primary stage in Japanese schools. The research sample members were selected using the survey method, and their number (80) teachers

Table (1)
Description of the research sample of primary school teachers and students in Japanese schools

Governorate	Name of school	Teachers
Cairo	Egyptian Japanese School in El-Shorouk	4
	Egyptian Japanese School in New Cairo	2
	The Egyptian Japanese School, Sheikh Zayed	1
	Egyptian Japanese School in October Gardens	4
	Egyptian Japanese School (2) in El-Shorouk	3
Minia	Egyptian Japanese School in New Minya City	3
Alexandria	Egyptian Japanese School in Montazah	4
	The Egyptian Japanese School in Borg El Arab	2
Fayoum	Egyptian Japanese School in Fayoum City	--
Ismailia	Egyptian Japanese School in Ismailia	4
Sharqia	Egyptian Japanese School in the 10th of Ramadan	3
Gharbia	Egyptian Japanese School Samanoud	4
Sohag	The Egyptian Japanese School in Sahel Tahta	--
Aswan	The Egyptian Japanese School of El Akkad's beards	4
Red Sea	Egyptian Japanese School in Hurghada	1
Maesa Matroh	The Egyptian Japanese School in Al-Hamam	3
Total		80

Data collection tools:

A questionnaire for some suggested motor activities for primary school students in Japanese schools:

In light of the general foundations and principles for building curricula, which were clarified by some scientific references, such as: "Ahmed Al-Laqani" (2001) (2), "Jawdat Ahmed Saadeh" (2010) (4), "Adel Abu Al-Ezz Abu Salama" (2005) (9) Fathi Younis and others (2004) (12), "Kamal Darwish, Muhammad Al-Hamamy" (2011) (13) In light of the dental characteristics of primary school students in Japanese schools, the researcher prepared a special form for the proposed motor activities axes for primary school students in Japanese schools. This is according to the following steps:

1 - Reviewing specialized scientific references and previous studies related to the field of physical education in general, in order to find out the appropriate contents for this age group, such as "Shara'at Aziz Al-Maimouni" (2018) (7), "Salah Ali Abdullah" (2017) (8) "Atef Muhammad Muhammad" (2018) (10), "Nadia Fahmy Mahmoud" (2020) (15), "Hani Kamel Abdel Hai" (2021) (16).

3 - The researcher prepared an opinion poll for a group of experts in the field of curricula and teaching methods, consisting of (10) experts, in order to express an opinion on the appropriateness of the axes of motor activities for the subject of the research and the results were as shown in Table (2).

Table (2)
Percentage of experts' opinions about the appropriateness of the proposed motor activities axes for primary school students in Japanese schools (n = 10)

series	the hub	expert opinion		Approval rate %
		Agree	DisAgree	
1 -	Small toys	8	2	80%
2 -	Kinetic stories	9	1	90%
3 -	Athletics competitions	8	2	80%

4 -	**gymnastics**	**6**	**4**	**60%**
5 -	**swimming**	**8**	**2**	**80%**
6 -	**Various sports**	**7**	**3**	**70%**

It is evident from Table (2) that the percentage of experts' opinions about the suitability of the proposed axes to the proposed kinetic activities for primary school pupils in Japanese schools ranged between (60%: 90%) and the axes that obtained 60% or more of the total experts' opinions were selected.

4- The researcher formulated the activities of the questionnaire using the axes extracted from the opinions of experts, which measure those axes.

5- The researcher presented the questionnaire's axes and the expressions that they represent to a group of experts in the field of curricula and teaching methods, consisting of (10) experts, to express their opinion to identify the appropriateness and formulation of motor activities and their adequacy for the axes used and their achievement of the objectives set. They were also asked to delete, add or modify the wording Any of the phrases or the transfer of a phrase from one axis to another in the light of what they deem appropriate, and the number of the questionnaire phrases in the light of the experts' opinions reached (93) phrases and Table (3) illustrates this.

Table (3)
Experts' opinions on the proposed survey of motor activities for primary school students in Japanese schools (n = 10)

series	the hub	expert opinion		Approval rate %
		agree	Disagree	
1 -	**Cat and mice**	٩	١	**%٩٠**
2 -	**Dropping the tarator**	٨	٢	**%٨٠**
3 -	**The fox and your rooster**	٦	٤	**%٦٠**
4 -	**Mobile trolley**	٨	٢	**%٨٠**

5 -	Cavalry Invasion	٧	٣	%٧٠
6 -	Fox and Chicks	٨	٢	%٨٠
7 -	Injury to the collar	٦	٤	%٦٠
8 -	Sick goats	٨	٢	%٨٠
9 -	Little monkeys	٦	٤	%٦٠
10 -	The High Wall	٨	٢	%٨٠
11 -	Moving Trees	٧	٣	%٧٠
Kinetic stories (learning proper behaviors)				
13 -	The Lion and the Fox	٨	٢	%٨٠
14 -	Ferrero	٧	٣	%٧٠
15 -	Falafeloo's Birthday	٨	٢	%٨٠
16 -	Teeth and cavities	٦	٤	%٦٠
17 -	Ambulance	٨	٢	%٨٠
18 -	Baraka	٦	٤	%٦٠
19 -	Smart Paramedic	٨	٢	%٨٠
20 -	Evil fly	٦	٤	%٦٠
21 -	Samin Tamer (Al-Takheen)	٨	٢	%٨٠
athletics competitions				
23 -	The shot put.	٧	٣	%٧٠
24 -	Throwing a javelin.	٨	٢	%٨٠
25 -	Run 100m.	٦	٤	%٦٠
26 -	The long jump.	٨	٢	%٨٠
27 -	Toss the disc.	٦	٤	%٦٠
28 -	He threw the wooden scepter.	٦	٤	%٦٠
Gymnastics				
30 -	Repetitive forward rolling.	٨	٢	%٨٠
31 -	Repetitive back rolling.	٦	٤	%٦٠
32 -	The wheel.	٨	٢	%٨٠
33 -	Stand on the head.	٦	٤	%٦٠
34 -	Handstand.	٨	٢	%٨٠
35 -	Standing on the shoulders.	٦	٤	%٦٠
36 -	Throat scales.	٨	٢	%٨٠
37 -	Parallel.	٦	٤	%٦٠
Swimming				
39 -	Buoyancy of all kinds	٧	٣	%٧٠
40 -	Standing in the water	٨	٢	%٨٠

41 -	Jumping into the water	٦	٤	%٦٠
42 -	Swimming crawling on the stomach	٦	٤	%٦٠
43 -	And different sports			
44 -	Table tennis	٦	٤	%٦٠
45 -	Weightlifting	٨	٢	%٢٠
46 -	Football (bell)	٦	٤	%٦٠

Table value of Ca2 at degree of freedom (1) and level of significance (0.05) = 3.84

6 - The researcher formulated the questionnaire in its final form, and also used a dual estimation scale using the Likert method to make the questionnaire ready for application on the research sample so that the examinee's answer to the questionnaire's questions indicates the degree of approval or disapproval, where the examinee's opinion is determined by one of the following responses: * Agree and is estimated for her (2) two marks * Does not agree and is estimated for her (1) one mark

Scientific transactions of a proposed motor activities questionnaire for primary school students in Japanese schools: The researcher calculated the scientific transactions of the questionnaire in the period from 2/2/2022AD to 28/2/2022AD as follows: A - honesty: To calculate the validity of the questionnaire, the researcher used the following two methods:

1 The authenticity of the content. 2 honesty of internal consistency. (1) The validity of the content:

The researcher presented the initial image of the questionnaire, which contains (6) six axes, (41) activities on a group of (10) experts in the field of curricula and teaching methods (Annex 1) in order to express an opinion on the suitability of the questionnaire axes in what they were developed for. They were also asked to express their opinion

on the statements related to each axis and the extent of their suitability for the axis they represent, by placing a tick (√) in front of the statement and under the word "Agree" if the statement is appropriate, under the word "Disappointed" if the statement is inappropriate, and under the word "Modify" if the statement is needed In light of this, the wording of some of the phrases was modified and no phrase was excluded or added. (2)

The validity of the internal consistency:

To obtain internal consistency, the correlation coefficient between the degree of each phrase and the degree of the axis to which it belongs was calculated on a sample of teachers in Japanese schools, consisting of (30) individuals from the research community and from outside the original sample, but they are representative of the original research community and have the same specifications as the original sample and Table (4) shows that

Table (4)

Correlation coefficients between the degree of each of the proposed motor activity phrases For primary school students in Japanese schools and the degree of the axis to which they belong (n = 30)

axles	ferries									
Small toys	Ferry number	١	٢	٣	٤	٥	٦	٧	٨	٩
	correlation coefficient	٠.٧٦	٠.٧٤	٠.٨٠	٠.٨٣	٠.٧٤	٠.٧٦	٠.٨٣	٠.٦٨	٠.٦٨
	Ferry number	١٠	١١							
	correlation coefficient	٠.٥٢	٠.٨٢							
Kinetic stories	Ferry number	١٢	١٣	١٤	١٥	١٦	١٧	١٨	١٩	٢٠
	correlation coefficient	٠.٩٠	٠.٧٣	٠.٥٤	٠.٨٣	٠.٥٩	٠.٦٣	٠.٦٥	٠.٦٤	٠.٦٣
Athletics	Ferry	٢١	٢٢	٢٣	٢٤	٢٥	٢٦			

competitions	number									
	correlation coefficient	٠.٧٨	٠.٧٨	٠.٨٤	٠.٧٧	٠.٧٨	٠.٩٠			
gymnastics	Ferry number	٢٧	٢٨	٢٩	٣٠	٣١	٣٢	٣٣	٣٤	
	correlation coefficient	٠.٥٥	٠.٧١	٠.٦٦	٠.٦٩	٠.٧٩	٠.٨٢	٠.٨٨	٠.٧٣	
Swimming	Ferry number	٣٥	٣٦	٣٧	٣٨					
	correlation coefficient	٠.٨٢	٠.٨٠	٠.٨٤	٠.٨٨					
Various sports	Ferry number	٣٩	٤٠	٤١						
	correlation coefficient	٠.٥٨	٠.٦١	٠.٧٨						

Tabular value (t) at the degree of freedom (28) and the level of significance (0.05) = 0.361

It is evident from Table (4) that:

The correlation coefficients ranged between the degree of each of the proposed motor activities questionnaire phrases for primary school students in Japanese schools and the axis degree to which it belongs between (0.50: 0.90), which are statistically significant correlation coefficients, which indicates the sincerity of the internal consistency of the questionnaire.

With stability:

To calculate the questionnaire's stability, the researcher used the Cronbach's alpha coefficient method on a sample of (30) individuals from the research community and from outside the original sample, with the same specifications as the original sample, and Table (5) shows that

Table (5)
Stability coefficients by Cronbach's alpha method for the proposed motor activities questionnaire for primary school pupils in Japanese schools (n = 30)

series	the hub	Cronbach's Alpha Transactions
1 -	Small toys	٠.٩٣
2 -	Kinetic stories	٠.٩٣
3 -	Athletics competitions	٠.٩٧
4 -	Gymnastics	٠.٧٠
5 -	Swimming	٠.٩٠
6 -	Various sports	٠.٨٥

Tabular value (t) at the degree of freedom (28) and the level of significance (0.05) = 0.361

It is evident from Table (5) that:

The values of Cronbach's alpha coefficients for the axes of the proposed motor activities questionnaire for primary school pupils in Japanese schools ranged between (0.70: 0.97), all of which are statistically significant coefficients, which indicates the stability of the questionnaire.

Search steps:

The survey:

The researcher conducted an exploratory study from 2/2/2022 to 28/2/2022 on a sample of (30) faculty members and physical education teachers in the Arab Republic of Egypt, to identify the appropriateness of data collection tools in terms of formulation and understanding of the sample.

The application instructions, as well as the clarity of those tools for the assistants. This study resulted in:

1- The suitability of these tools for application to the sample under investigation.

2 - Clarity of application instructions for both the sample and the assistants

Search application:

The researcher applied the data collection tools to all members of the sample under study of physical education teachers for the primary stage in Japanese schools at the level of the Republic, and they numbered (80) teachers in Japanese schools at the level of the Republic from 5/3/2022 AD to 30/3/2022 AD.

Correction of questionnaire forms:

After completing the application, the researcher corrected the forms according to the existing instructions explained previously.

After completing the correction process, the scores were monitored, in preparation for their statistical treatment.

Statistical method used:

After collecting and tabulating the data, it was processed statistically. To calculate the results of the research, the researcher used the following statistical methods: Percentage.

Cronbach's alpha coefficient. Relative weight. The researcher satisfied the significance level at the level (0.05), and the researcher used the Spss program to calculate some statistical transactions

Presentation, interpretation and discussion of the results. Presenting the results of the first question :

How to design a group of suggested kinetic activities for primary school students in Japanese schools in the Arab Republic of Egypt?

Table (6)
Frequencies, percentages, and ka square for the opinions of the research sample "teachers" regarding the proposed motor activities phrases for primary school pupils in Japanese schools
(n = 80)

series	the hub	Agree		DisAgree		Ks2
		K	%	K	%	
1 -	Cat and mice	٨	١٢.٣١	٥٧	٨٧.٦٩	٣٦.٩٤
2 -	Dropping the tarator	٥٠	٧٦.٩٢	١٥	٢٣.٠٨	١٨.٨٥
3 -	The fox and your rooster	٤٩	٧٥.٣٨	١٦	٢٤.٦٢	١٦.٧٥
4 -	Mobile trolley	١٠	١٥.٣٨	٥٥	٨٤.٦٢	٣١.١٥
5 -	Cavalry Invasion	٦	٩.٢٣	٥٩	٩٠.٧٧	٤٣.٢٢
6 -	Fox and Chicks	٤٨	٧٣.٨٥	١٧	٢٦.١٥	١٤.٧٨
7 -	Injury to the collar	٧	١٠.٧٧	٥٨	٨٩.٢٣	٤٠.٠٢
8 -	Sick goats	٥٤	٨٣.٠٨	١١	١٦.٩٢	٢٨.٤٥
9 -	Little monkeys	٥٣	٨١.٥٤	١٢	١٨.٤٦	٢٥.٨٦
10 -	The High Wall	١٨	٢٧.٦٩	٤٧	٧٢.٣١	١٢.٩٤
11 -	Moving Trees	٥٢	٨٠.٠٠	١٣	٢٠.٠٠	٢٣.٤٠
Kinetic stories (learning proper behaviors)						
13 -	The Lion and the Fox	٤٧	٧٢.٣١	١٨	٢٧.٦٩	١٢.٩٤
14 -	Ferrero	٥٢	٨٠.٠٠	١٣	٢٠.٠٠	٢٣.٤٠
15 -	Falafeloo's Birthday	٥٥	٨٤.٦٢	١٠	١٥.٣٨	٣١.١٥
16 -	Teeth and cavities	٥٦	٨٦.١٥	٩	١٣.٨٥	٣٣.٩٨
17 -	Ambulance	٥٠	٧٦.٩٢	١٥	٢٣.٠٨	١٨.٨٥
18 -	Baraka	٤٩	٧٥.٣٨	١٦	٢٤.٦٢	١٦.٧٥
19 -	Smart Paramedic	٤٩	٧٥.٣٨	١٦	٢٤.٦٢	١٦.٧٥
20 -	Evil fly	٤٨	٧٣.٨٥	١٧	٢٦.١٥	١٤.٧٨
21 -	Samin Tamer (Al-Takheen)	٤٩	٧٥.٣٨	١٦	٢٤.٦٢	١٦.٧٥
Athletics competitions						
23 -	The shot put.	٧	١٠.٧٧	٥٨	٨٩.٢٣	٤٠.٠٢
24 -	Throwing a javelin.	١٠	١٥.٣٨	٥٥	٨٤.٦٢	٣١.١٥
25 -	Run 100m.	٤٧	٧٢.٣١	١٨	٢٧.٦٩	١٢.٩٤
26 -	The long jump.	٤٩	٧٥.٣٨	١٦	٢٤.٦٢	١٦.٧٥
27 -	Toss the disc.	١٦	٢٤.٦٢	٤٩	٧٥.٣٨	١٦.٧٥
28 -	He threw the wooden sceptre.	١٦	٢٤.٦٢	٤٩	٧٥.٣٨	١٦.٧٥
Gymnastics						
30 -	Repetitive forward	٥٠	٧٦.٩٢	١٥	٢٣.٠٨	١٨.٨٥

	rolling.					
31 -	Repetitive back rolling.	٥٤	٨٣.٠٨	١١	١٦.٩٢	٢٨.٤٥
32 -	The wheel.	٥٠	٧٦.٩٢	١٥	٢٣.٠٨	١٨.٨٥
33 -	Stand on the head.	٥٢	٨٠.٠٠	١٣	٢٠.٠٠	٢٣.٤٠
34 -	Handstand.	٥٠	٧٦.٩٢	١٥	٢٣.٠٨	١٨.٨٥
35 -	Standing on the shoulders.	٤٩	٧٥.٣٨	١٦	٢٤.٦٢	١٦.٧٥
36 -	Throat scales.	١٠	١٥.٣٨	٥٥	٨٤.٦٢	٣١.١٥
37 -	Parallel.	١٦	٢٤.٦٢	٤٩	٧٥.٣٨	١٦.٧٥
Swimming						
39 -	Buoyancy of all kinds	٤٨	٧٣.٨٥	١٧	٢٦.١٥	١٤.٧٨
40 -	Standing in the water	٥٠	٧٦.٩٢	١٥	٢٣.٠٨	١٨.٨٥
41 -	Jumping into the water	٥٢	٨٠.٠٠	١٣	٢٠.٠٠	٢٣.٤٠
42 -	Swimming crawling on the stomach	١٦	٢٤.٦٢	٤٩	٧٥.٣٨	١٦.٧٥
43 -	And different sports					
44 -	Table tennis	١٠	١٥.٣٨	٥٥	٨٤.٦٢	٣١.١٥
45 -	Weightlifting	٩	١٣.٨٥	٥٦	٨٦.١٥	٣٣.٩٨
46 -	Football (bell)	٤٩	٧٥.٣٨	١٦	٢٤.٦٢	١٦.٧٥
Second: Theoretical content						
48 -	A brief history of the prescribed skills.	٥٢	٨٠.٠٠	١٣	٢٠.٠٠	٢٣.٤٠
49 -	Physical abilities specific to each skill.	٤٨	٧٣.٨٥	١٧	٢٦.١٥	١٤.٧٨
50 -	Technical stages of the prescribed skills.	٥٣	٨١.٥٤	١٢	١٨.٤٦	٢٥.٨٦
51 -	Sports culture "the laws of some games"	٥٠	٧٦.٩٢	١٥	٢٣.٠٨	١٨.٨٥
52 -	Health culture "Nutrition, first aid, personal hygiene..."	٤٩	٧٥.٣٨	١٦	٢٤.٦٢	١٦.٧٥
53 -	Environmental culture.	٤٩	٧٥.٣٨	١٦	٢٤.٦٢	١٦.٧٥

Table value of Ca2 at degree of freedom (1) and level of significance (0.05) = 3.84 It is evident from Table (6) that:

There are statistically significant differences between the opinions of those who agree and those who disagree with a sample of teachers in the proposed motor activities phrases

for primary school pupils in Japanese schools and in favor of those who agree.

Second: Interpretation and discussion of the results: It is clear from the results of the research, Table No. (6), that there are statistically significant differences between the opinions of those who agree and those who disagree with the sample under consideration in the proposed motor activities phrases for primary school students in Japanese schools and in favor of those who agree.

The researcher attributes this result to the fact that the proposed movement activities in Japanese schools must take care of their physical fitness and take care of their social and health characteristics, as well as providing them with sound health rules, identifying methods of security and safety, dealing with others, developing self-skills, participating in various sports tournaments and acquiring the ability to make decisions and maintain Maintaining and maintaining sports equipment and tools.

The researcher attributes this result to the fact that they are given general and private physical fitness, gradual performance of various skills, criticism and judgment on performance, and the emotional aspect in terms of developing sound health habits such as hygiene and order, not drinking fluids during and immediately after performance, and eating healthy food types and these behaviors as a result of the proposed activities.

The researcher also attributes this result to the movement activities that were listed, which work on:

- Through motor activities, children are able to identify how to use body parts, and through motor behavior and play, children are urged to think and prepare their minds for perception and learning.
- In fact, brain research confirms to us that the faculty of thinking in children is stimulated when they engage in

physical activities, which makes some scientists believe firmly that the body teaches the brain and not the other way around.

- Learning basic motor skills at a young age helps the child to rapidly develop his motor coordination, which enhances his involvement in advanced motor activities later on and helps him to follow an active lifestyle in adulthood.
- Reducing anxiety rates. Movement activity provides an outlet to break out of the cycle of anxiety and tension, by drawing the child's focus to other mental demands during movement. Improving the child's relationships with others.
- Group work is one of the benefits of motor activity for children, as it reduces social tension by increasing the child's confidence in himself, and gives him the opportunity to form friendships.
- Improving the child's self-physical image The child's sense of having an active body increases his confidence in himself and his body, and improves the mental image of his body.
- Control their weight and reduce the percentage of fat in the body, as research indicates that children who are more active are less likely to be obese.
- Physical activities in which the body is carried, such as walking, running, jogging and jumping, are among the most important activities beneficial to bone health. Reduces the risk of osteoporosis in old age.
- Although cardiovascular disease does not often occur before middle age, practicing physical activities in childhood is very beneficial for cardiovascular health. Also, regular physical activity for children already leads to lowering the risk of heart disease, and contributes to the prevention of some chronic diseases, such as high blood pressure and diabetes.

- It is also certain that the practice of physical activities in children helps to develop muscle strength and muscle tendons and enhances the flexibility of joints.
- There is no doubt that engaging in motor activities and engaging in motor games is also beneficial to the child's mental health, and practicing physical activities with others is an important element for the child's social development.
- Through motor activities, children are able to identify how to use body parts, and through motor behavior and play, children are urged to think and prepare their minds for perception and learning.
- In fact, brain research confirms to us that the faculty of thinking in children is stimulated when they engage in physical activities, which makes some scientists believe firmly that the body teaches the brain and not the other way around.
- Develop basic movement skills. Maintaining the child's weight in the normal range. Building healthy organs and tissues, such as building bones, lungs and muscles.

Increases the general health of the body. For girls, it reduces premenstrual and pubertal symptoms. This is confirmed by the studies of "Ahmed Juma'a Muhammad" (2019) (1), "Asmaa Muhammad Ahmad" (2017) (3), "Samah Ibrahim Ali" (2018) (5), "Shahinaz Jamal Muhammad" (2020). (6), "Alia Seif El-Din Abdel-Ghani" (1996) (11), "Mohammed El-Sayed Abdel-Hamid" (2015) (14), which clarified the importance of kinetic activities for children of the primary stage under study.

This answers the question: (How to design a set of proposed kinetic activities for primary school students in Japanese schools in the Arab Republic of Egypt?

Conclusions and Recommendations:

First, the conclusions:

Achieving suggested motor activities that are appropriate for the primary stage in Japanese schools.

Second: Recommendations:

In light of the research results, the researchers recommend the following:

1- Generalizing and applying the proposed kinetic activities to primary schools in Japanese schools.

2 Using modern teaching methods when applying the proposed motor activities.

3- Shedding light on physical education in Japanese schools.

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