

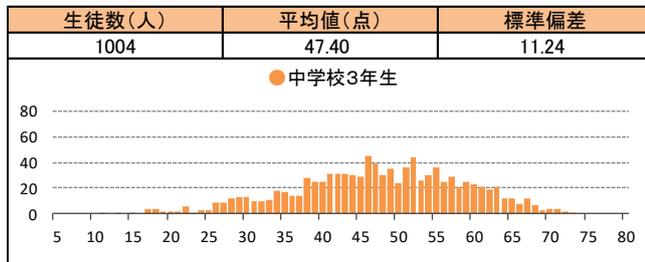
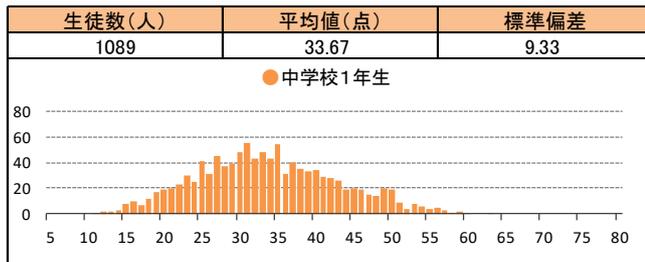
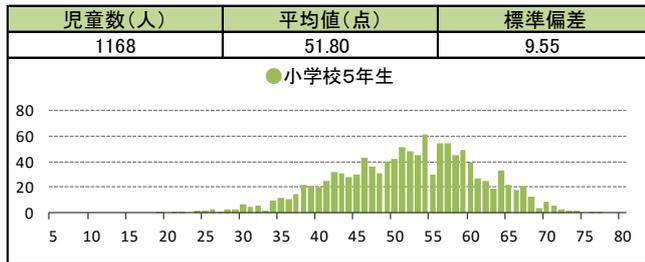
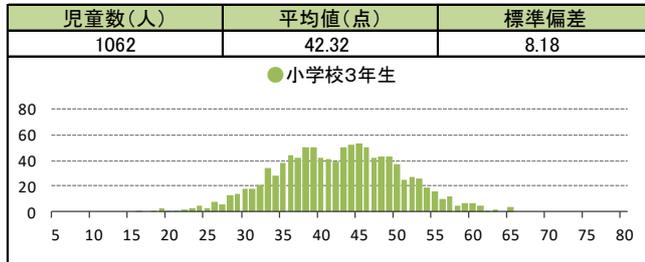
# 1 実技の状況 実技結果と経年変化

## ＜実技結果（令和4年度）＞

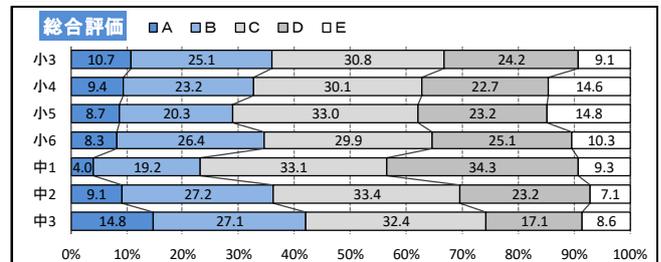
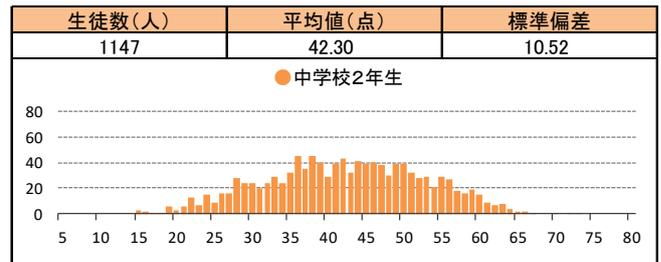
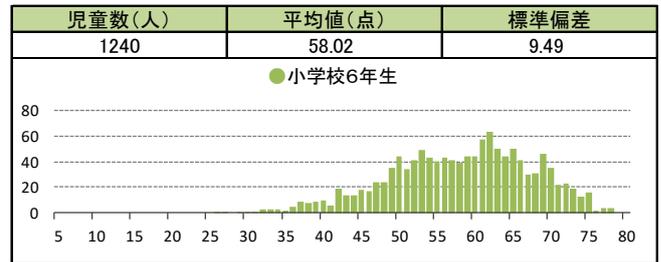
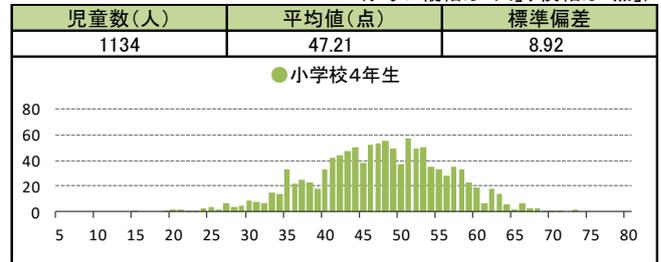
令和4年度の体力合計点及び各種目の実技結果の分布、平均値、総合評価の段階別の割合は次の通りである。

## ＜体力合計点と総合評価・段階別（令和4年度）＞

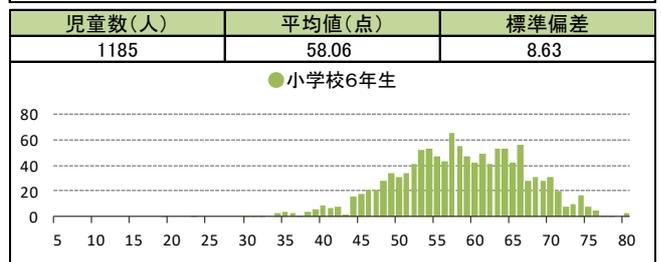
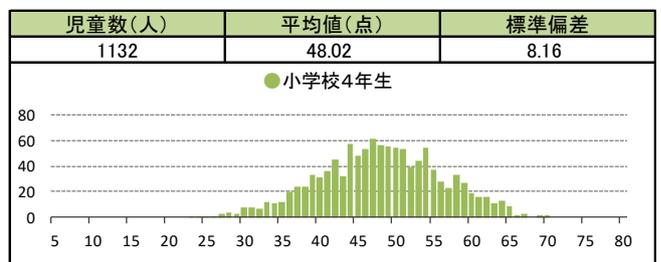
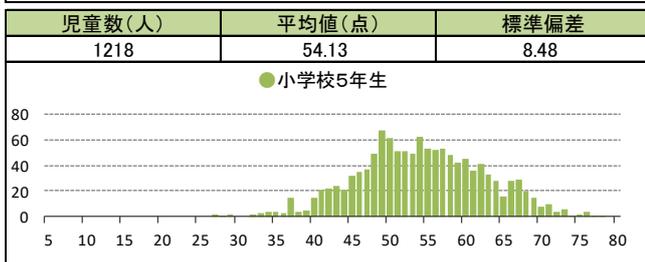
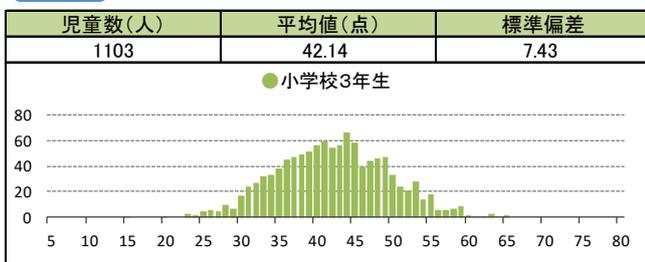
### 男子

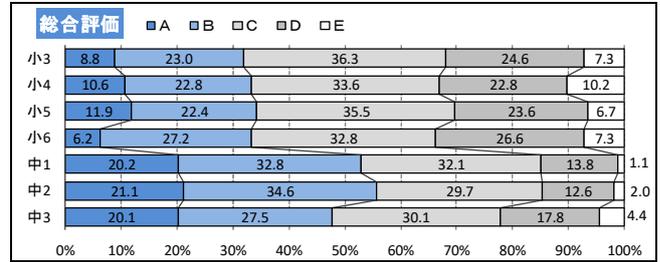
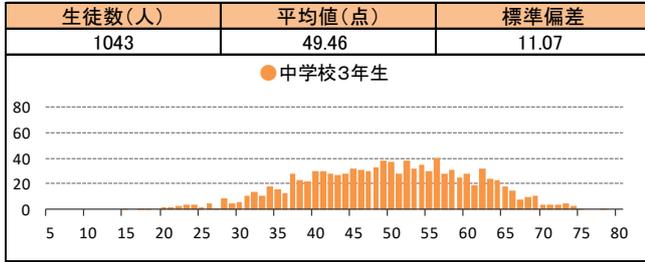
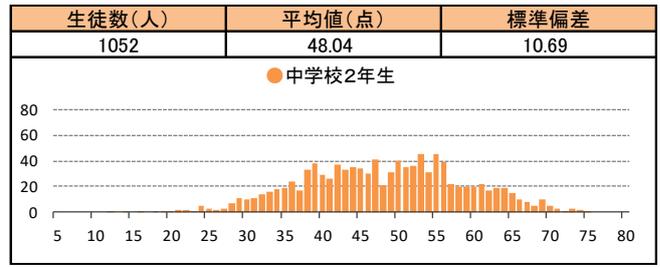
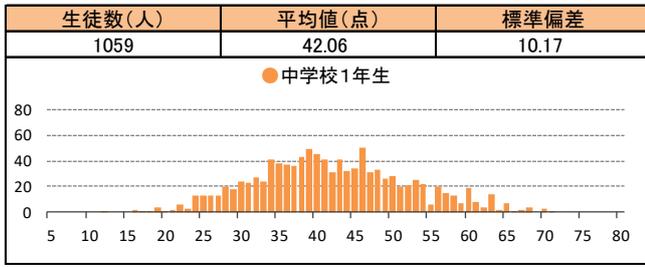


※得点基準及び総合評価規準は小学校と中学校、男子と女子とで異なる  
(グラフ縦軸は「人」、横軸は「点」)



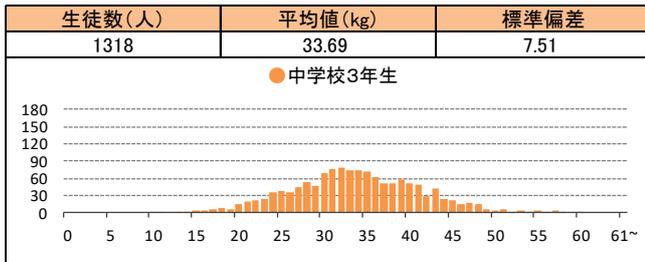
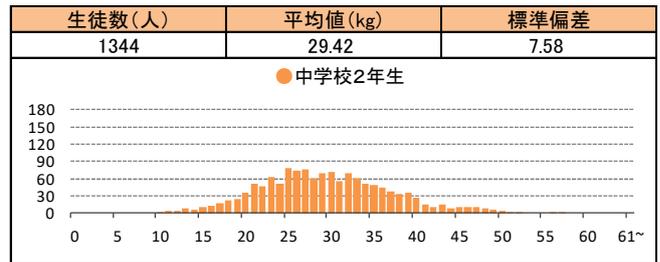
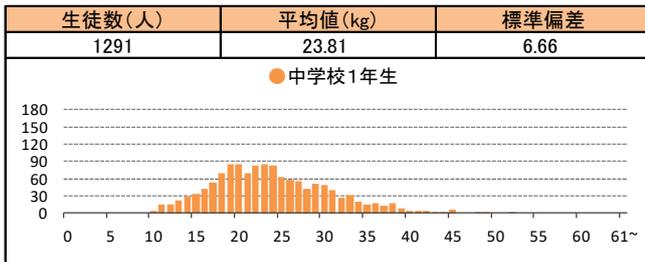
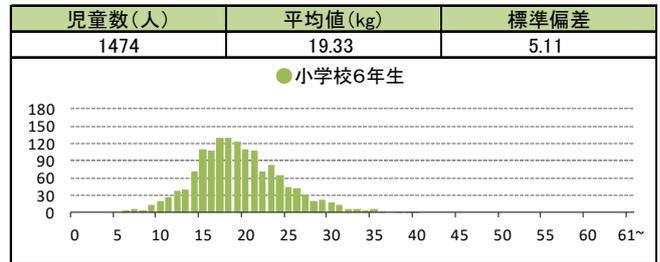
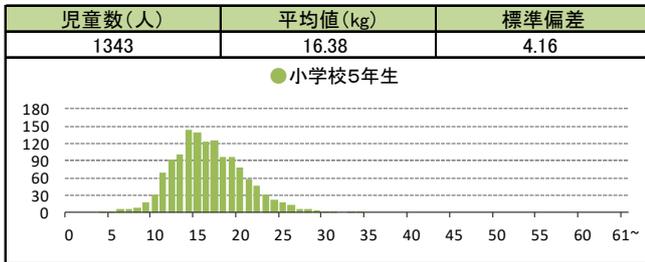
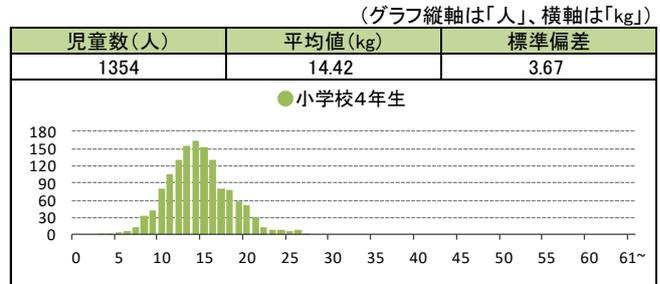
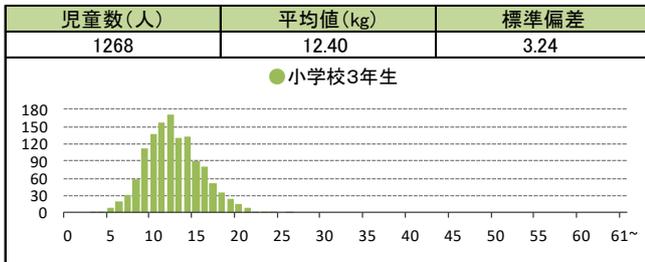
### 女子



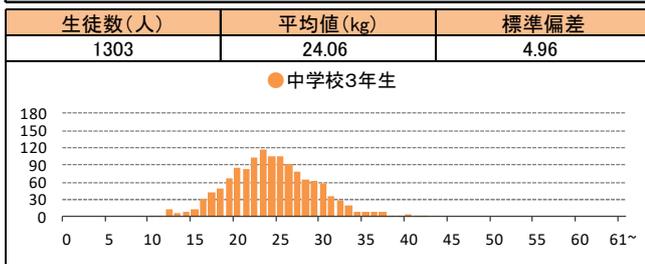
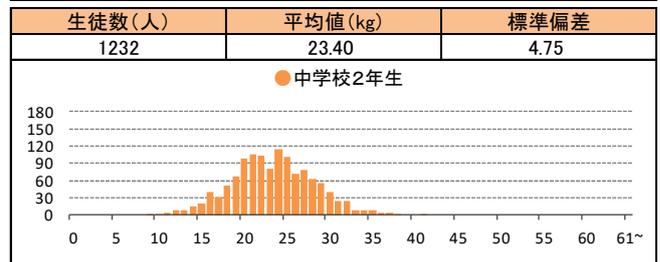
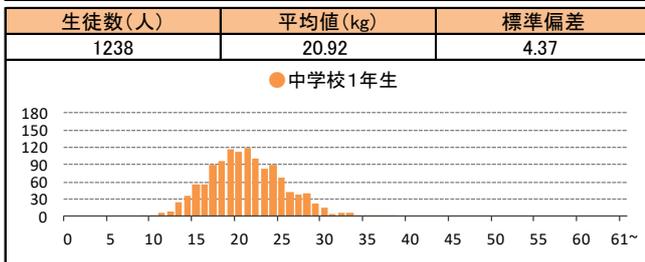
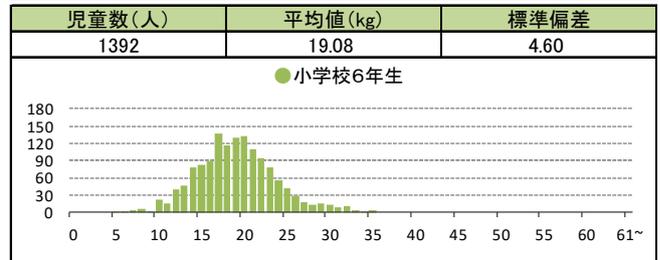
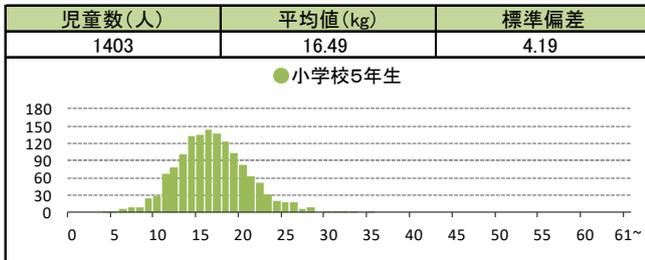
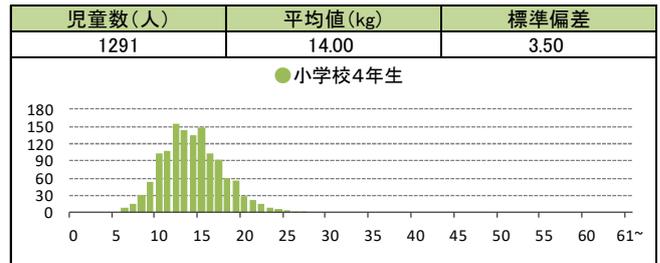
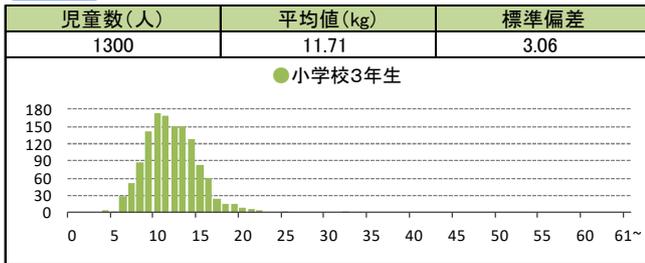


**握 力**

**男子**



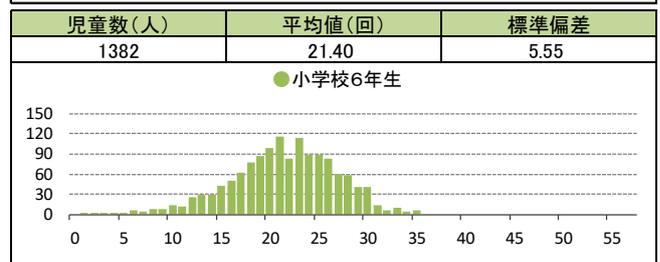
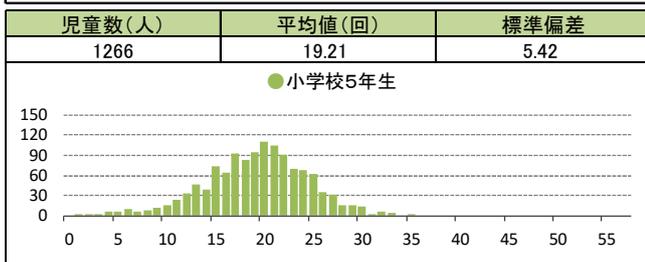
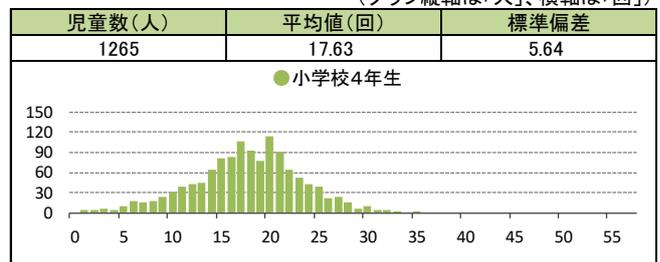
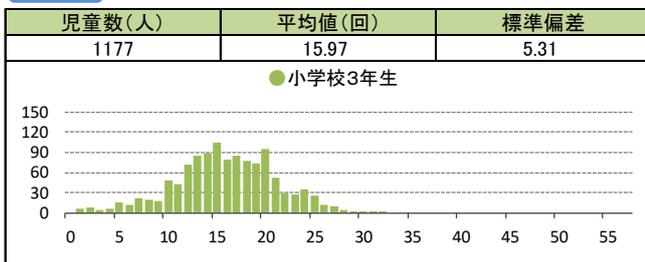
女子

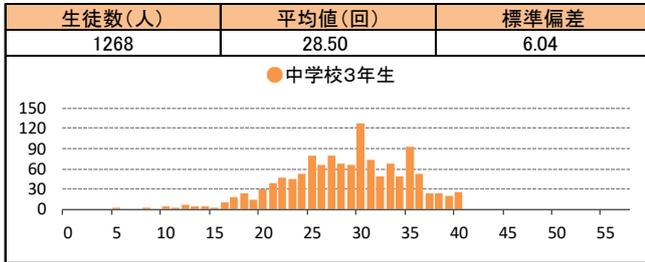
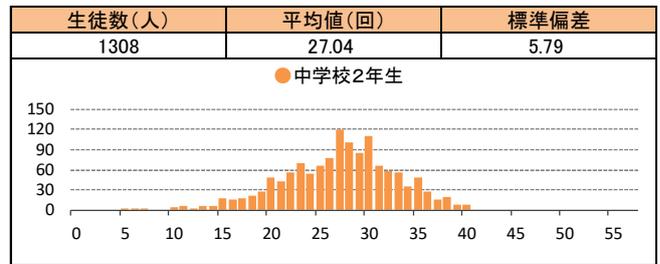
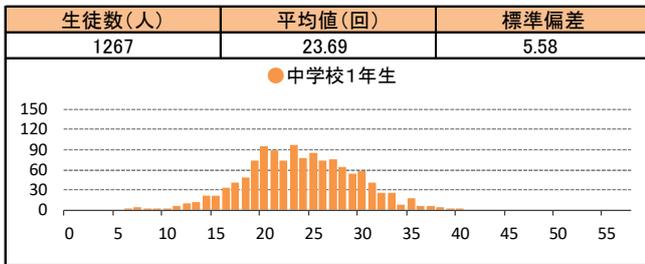


上体起こし

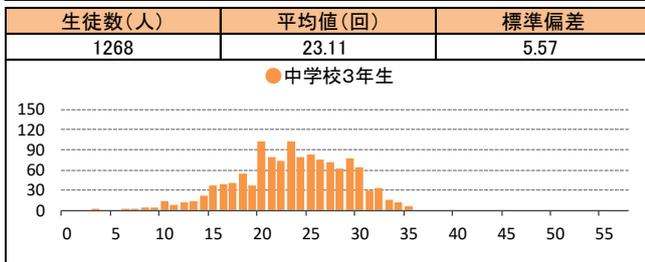
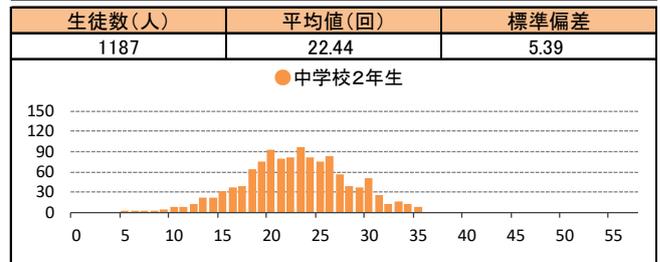
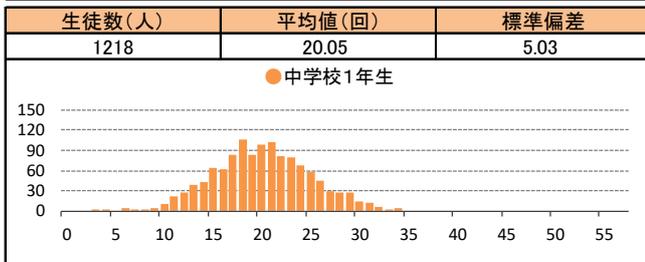
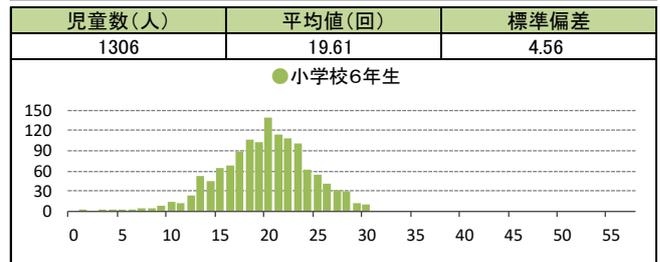
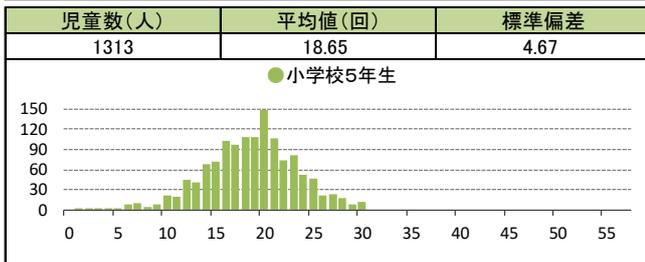
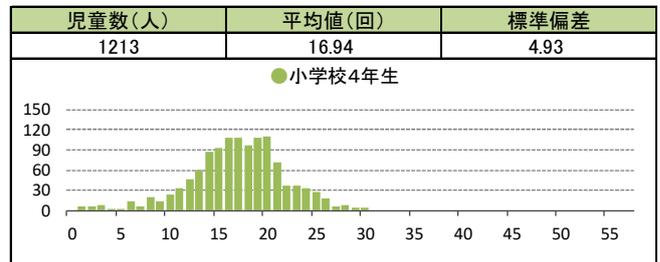
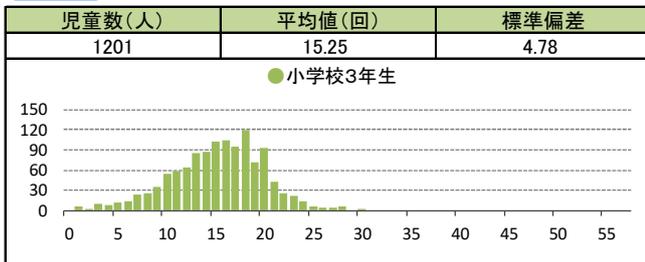
男子

(グラフ縦軸は「人」、横軸は「回」)





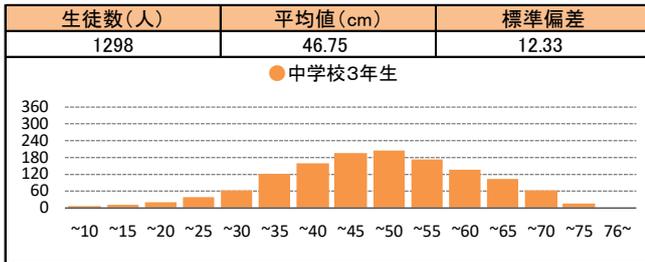
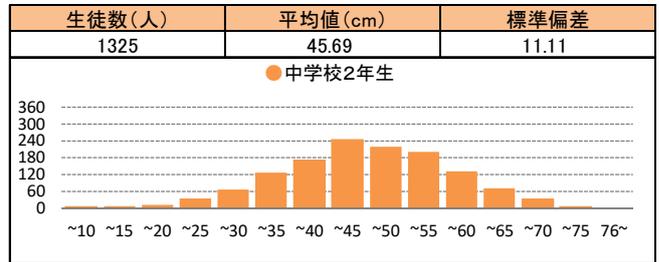
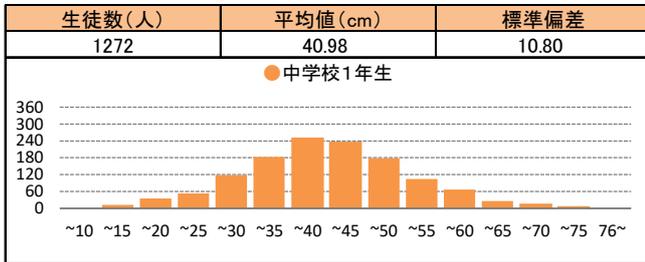
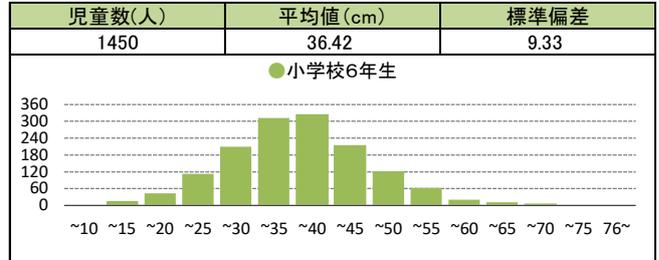
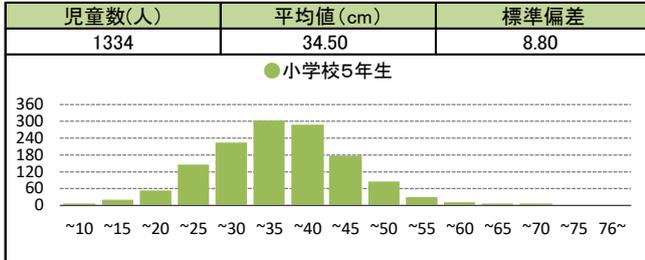
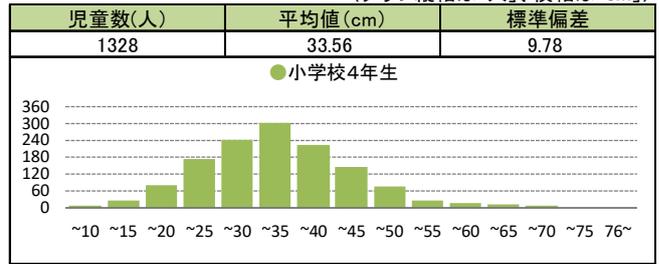
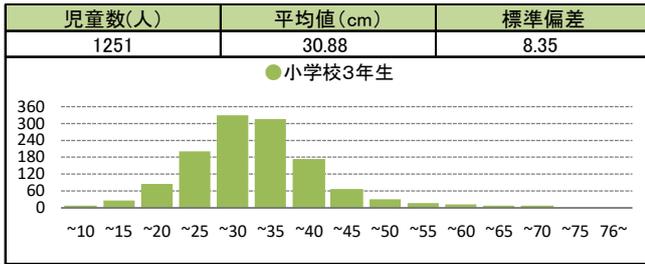
**女子**



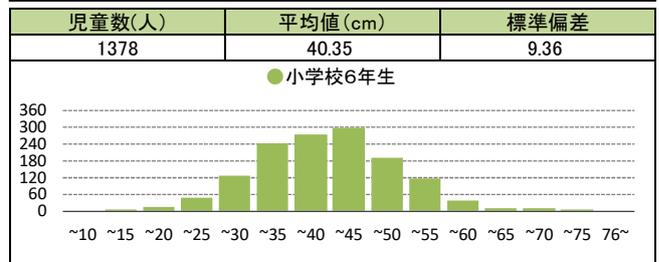
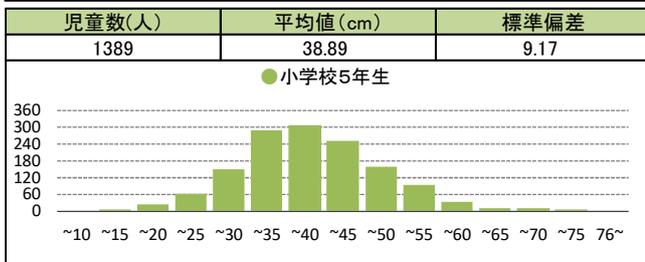
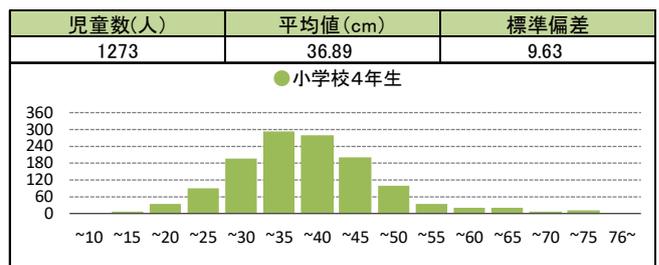
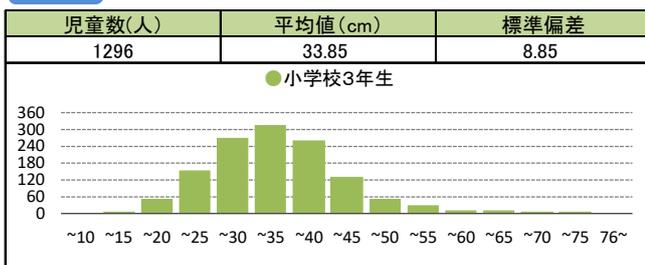
長座体前屈

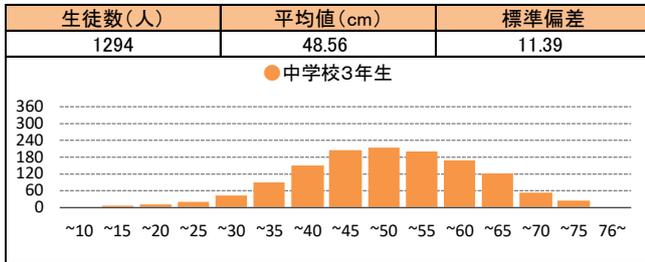
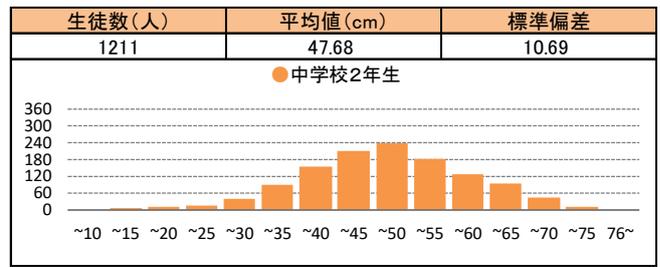
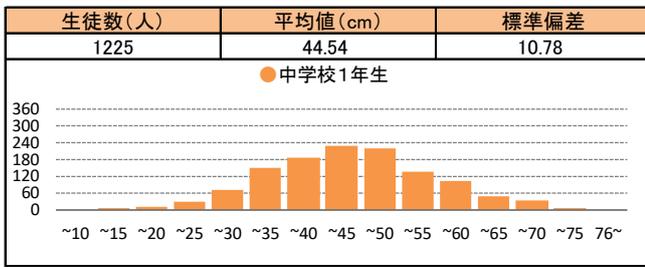
男子

(グラフ縦軸は「人」、横軸は「cm」)



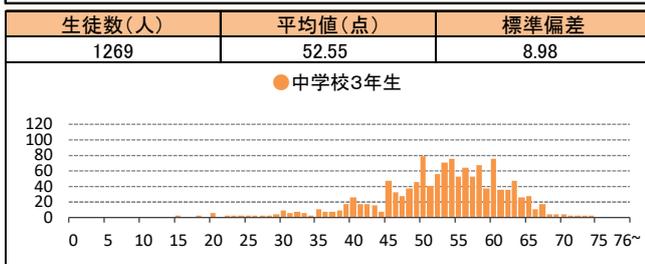
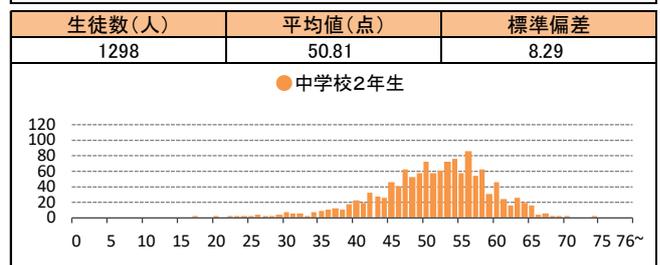
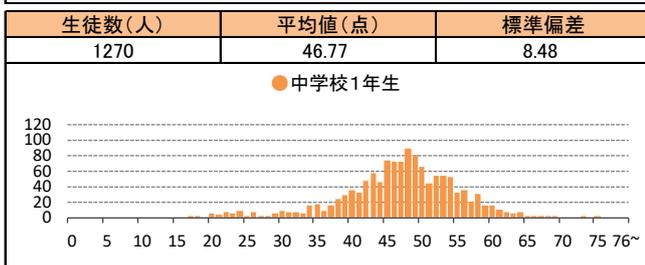
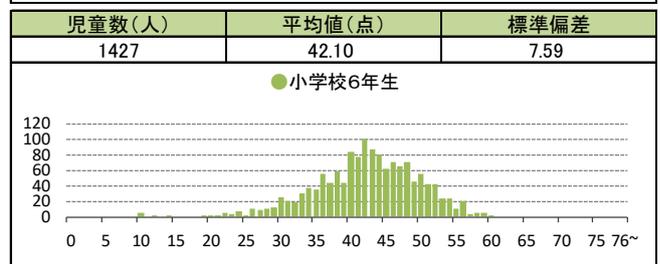
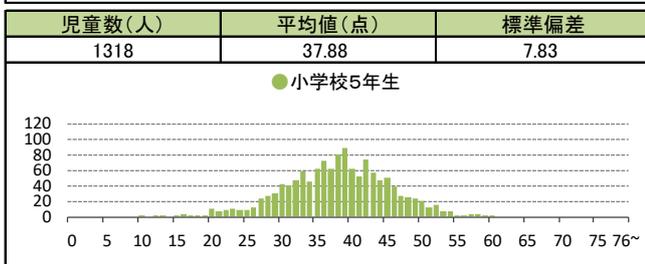
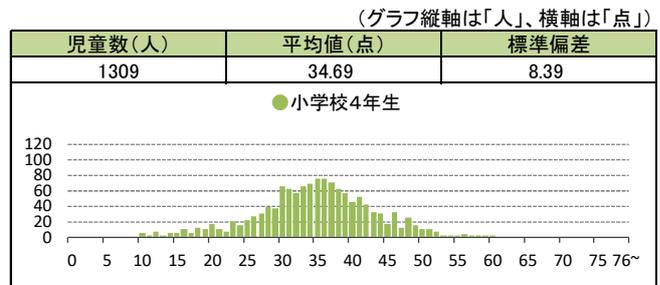
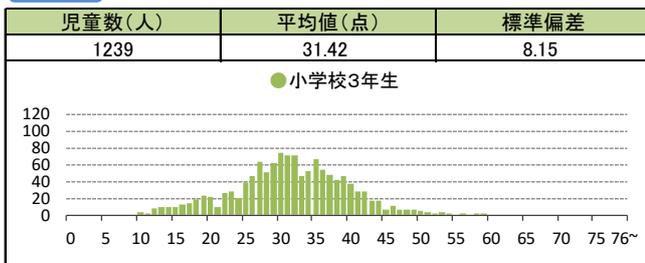
女子



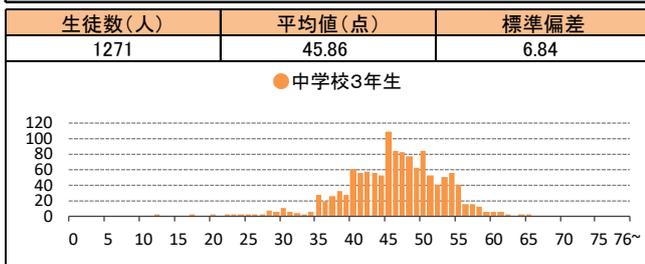
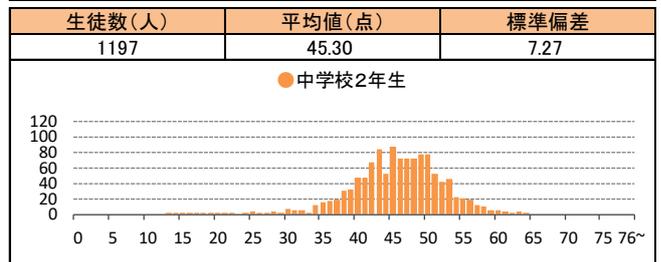
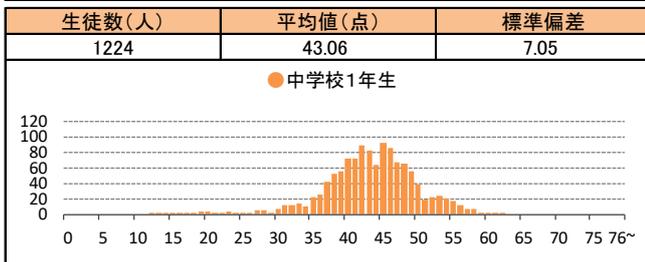
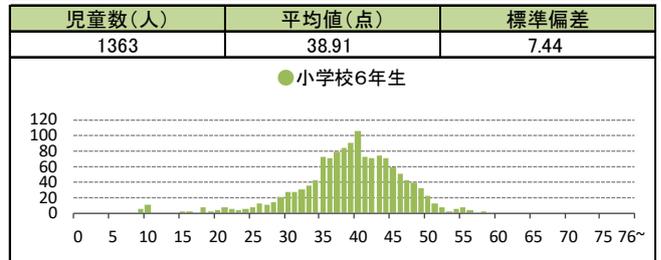
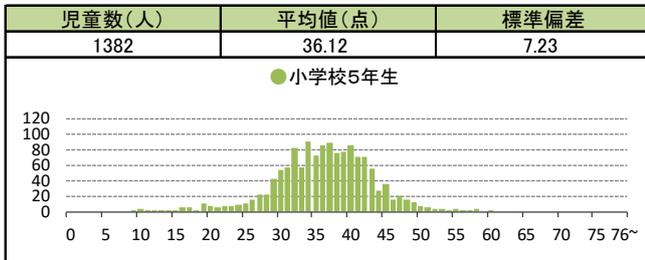
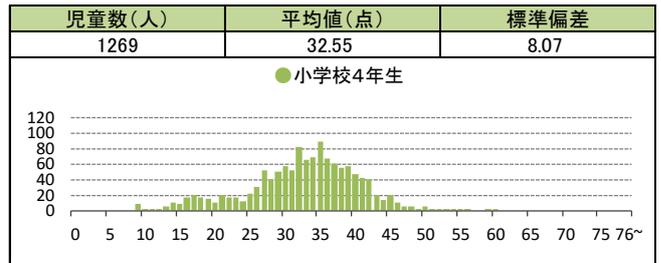
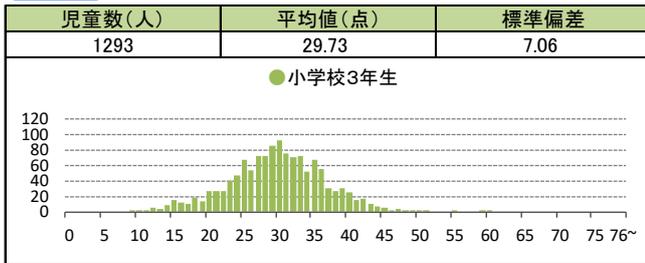


反復横とび

男子



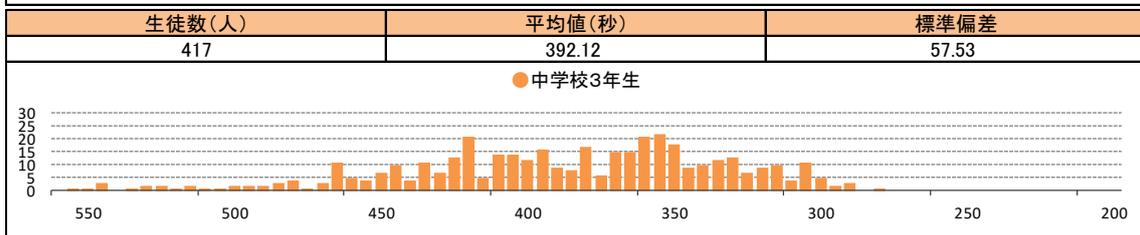
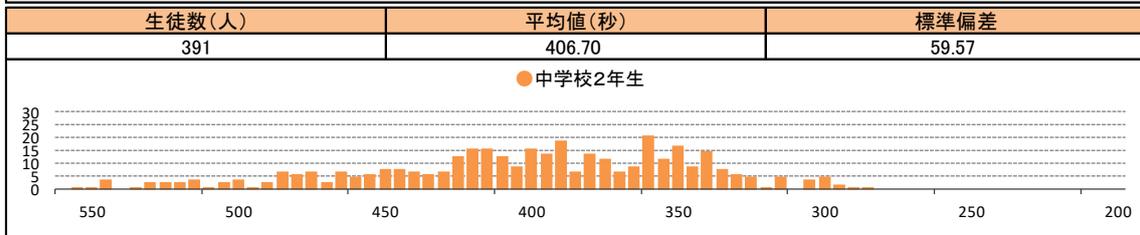
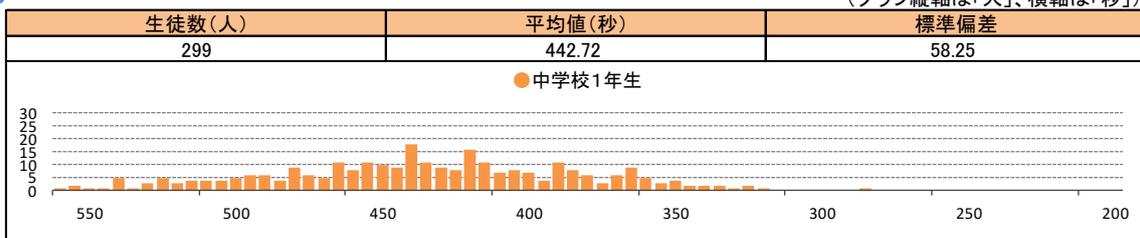
女子



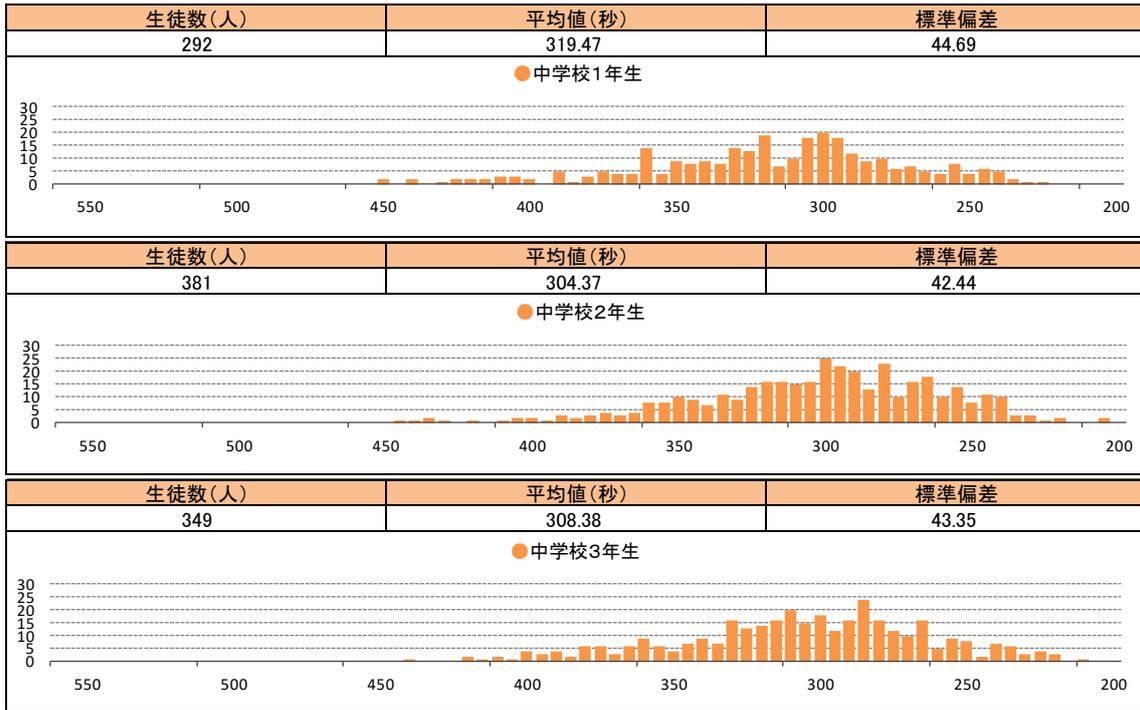
持久走(男子1500m、女子1000m)

男子

(グラフ縦軸は「人」、横軸は「秒」)



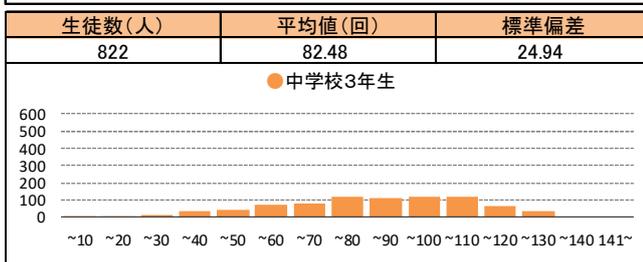
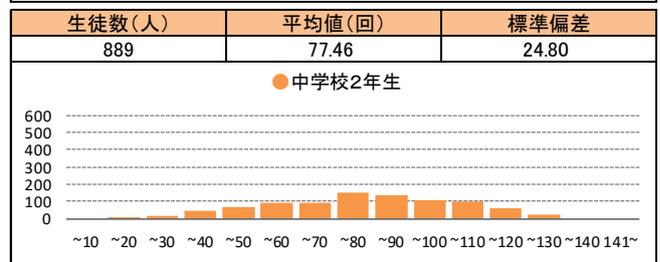
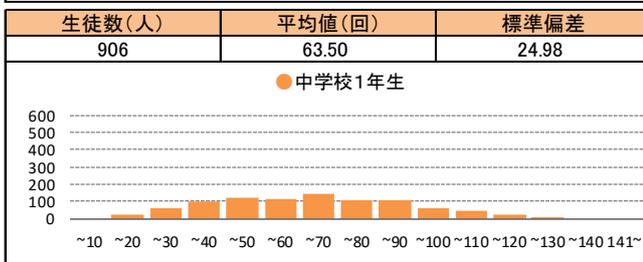
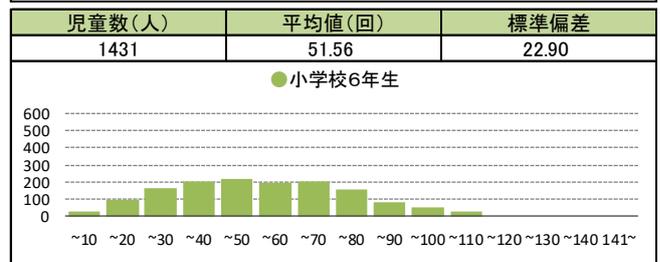
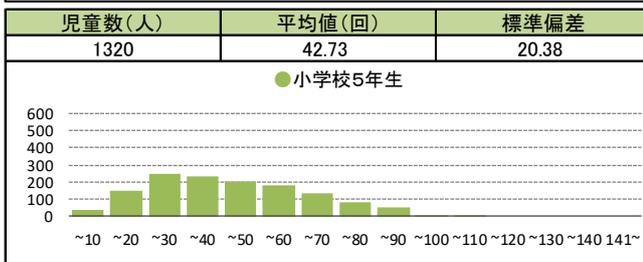
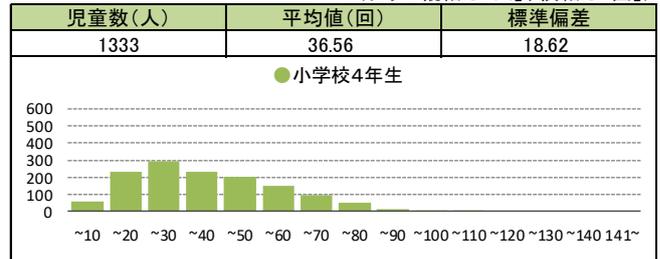
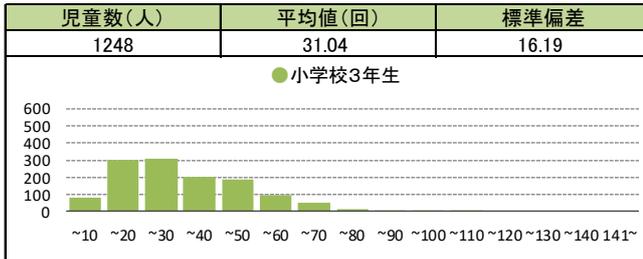
女子



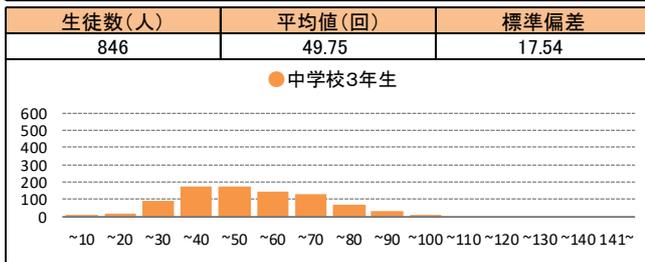
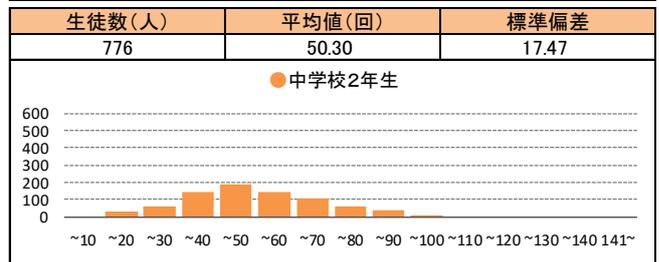
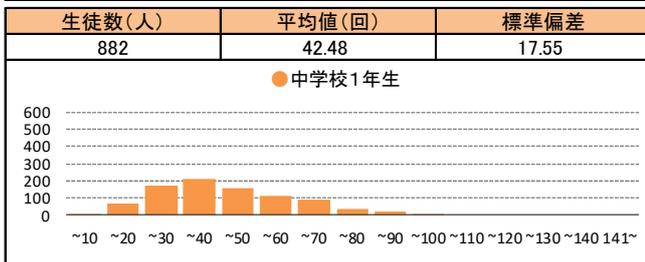
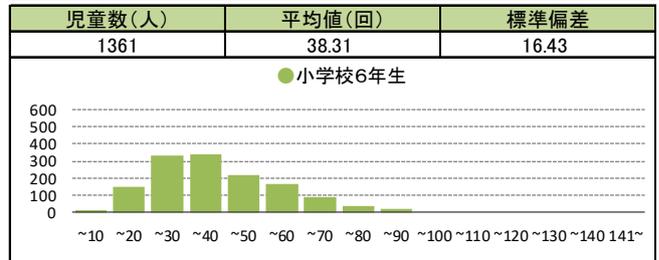
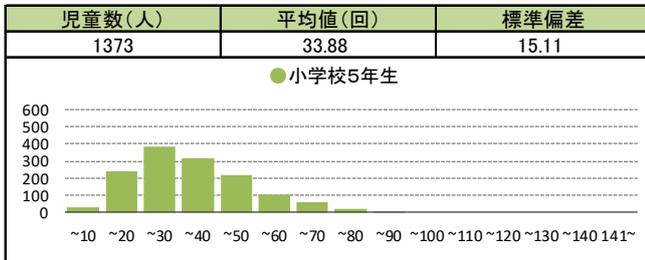
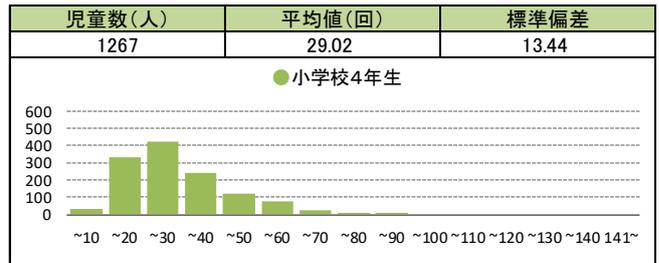
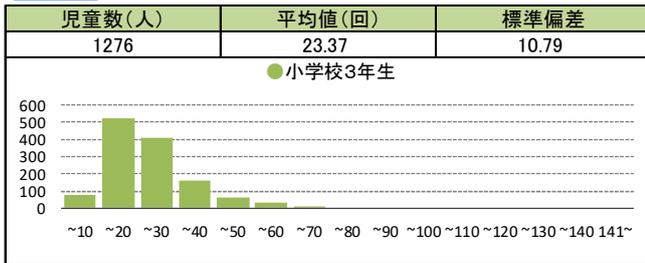
20mシャトルラン

男子

(グラフ縦軸は「人」、横軸は「回」)



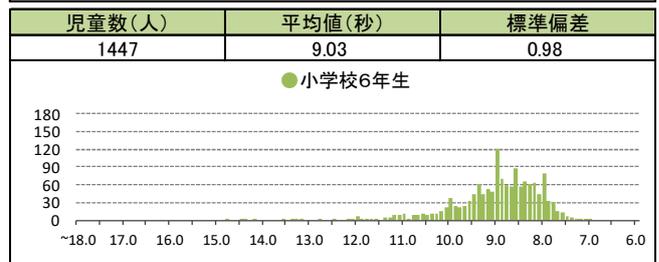
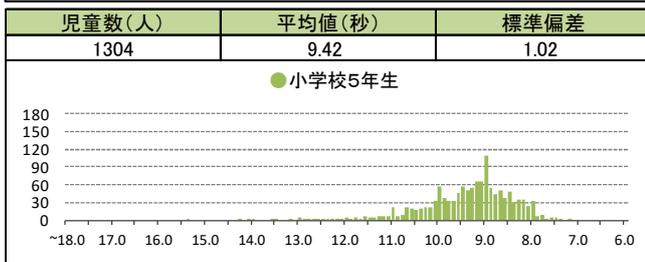
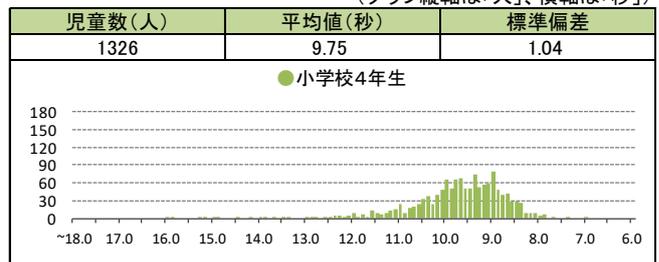
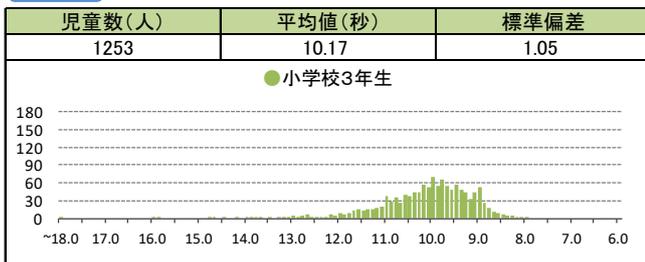
女子

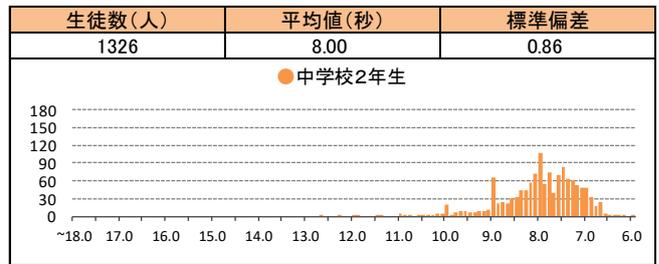
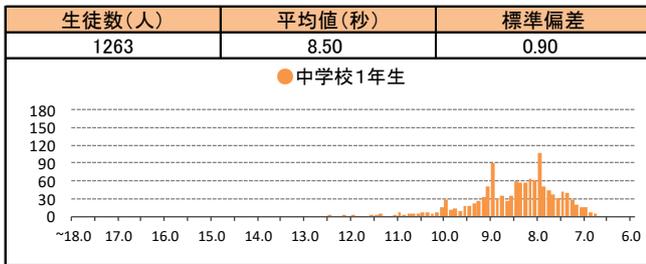


50 m 走

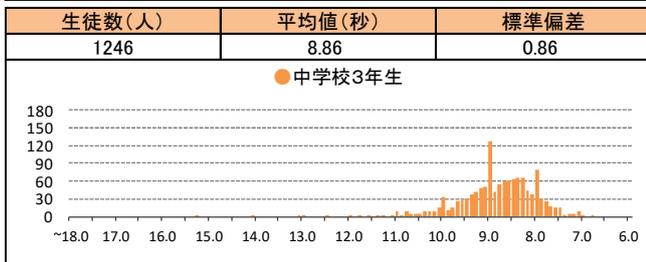
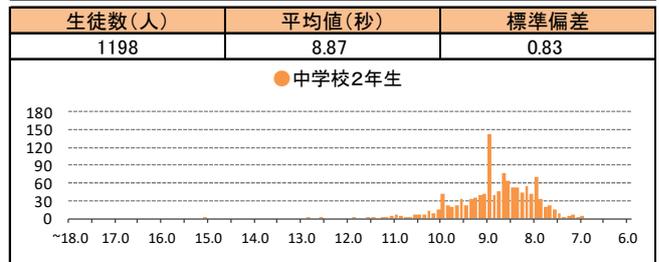
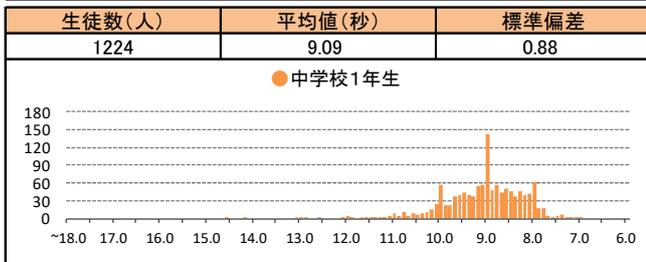
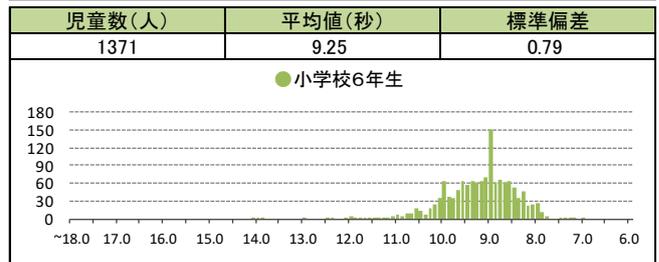
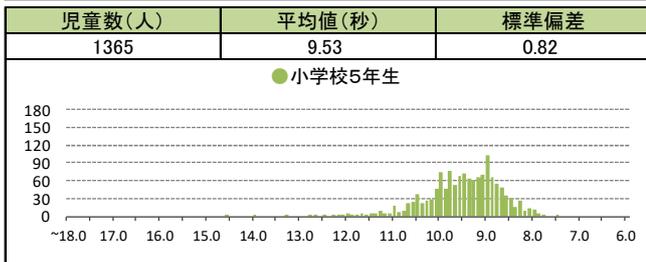
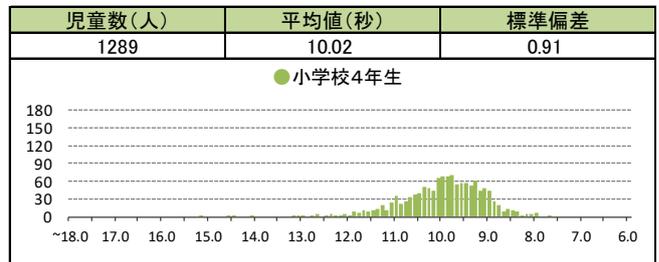
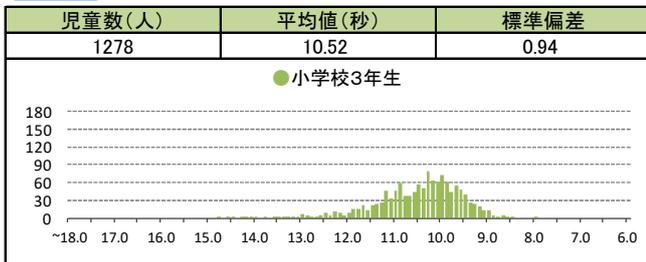
男子

(グラフ縦軸は「人」、横軸は「秒」)





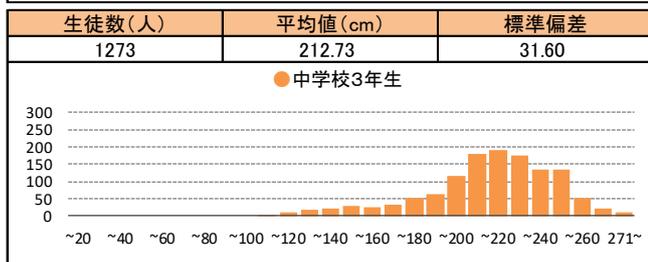
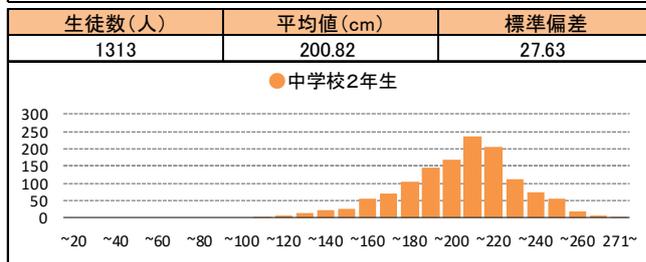
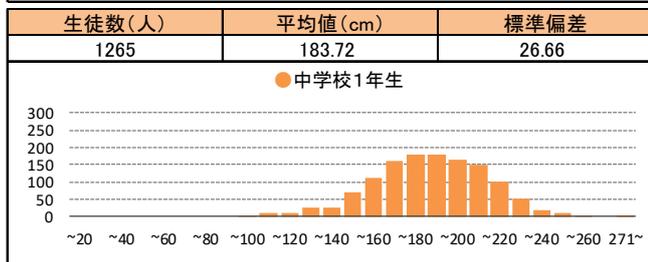
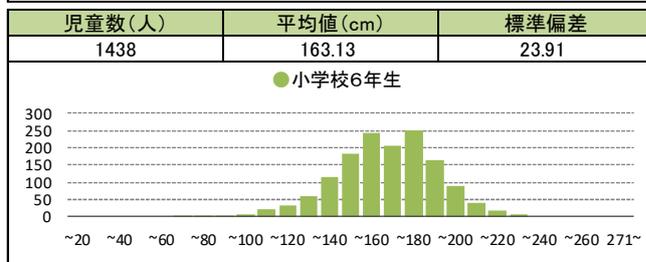
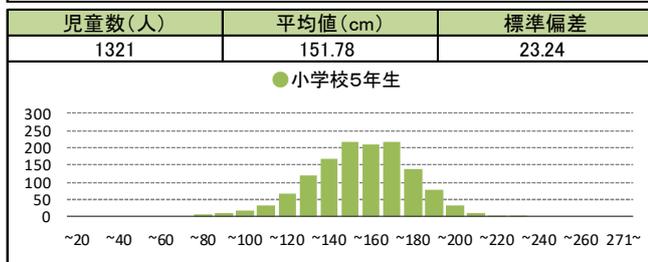
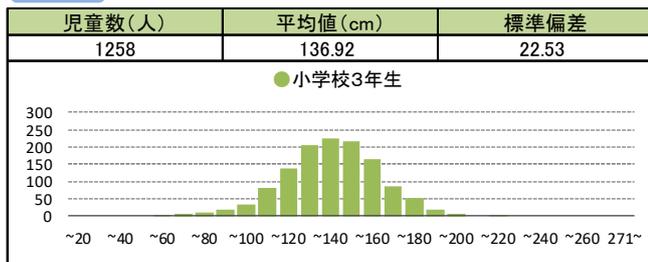
女子



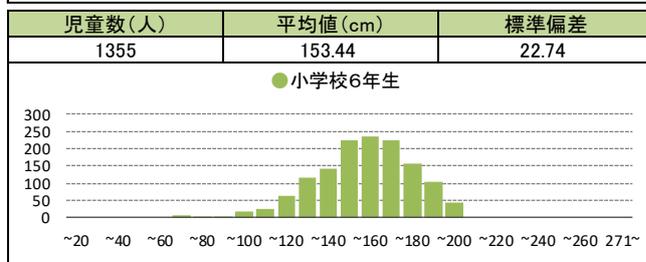
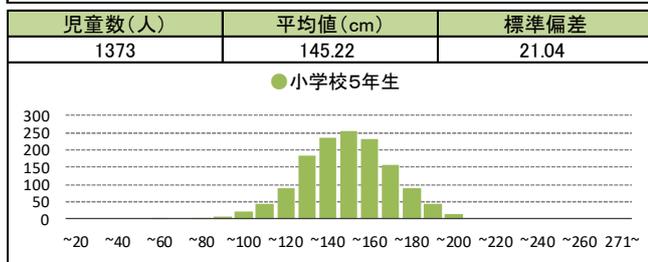
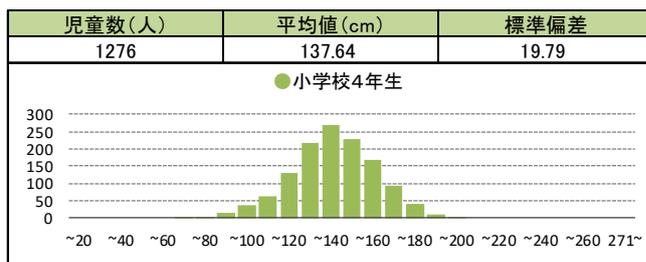
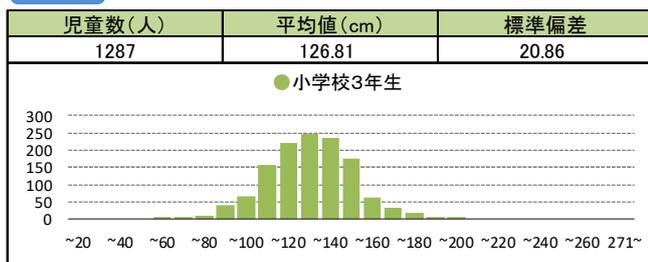
立ち幅とび

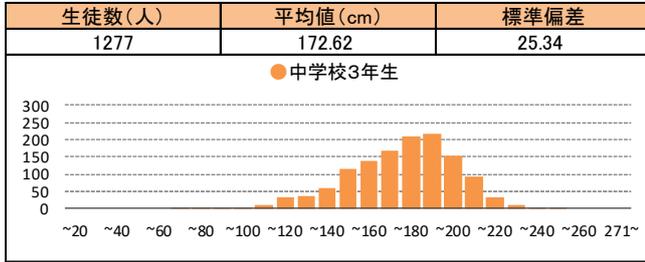
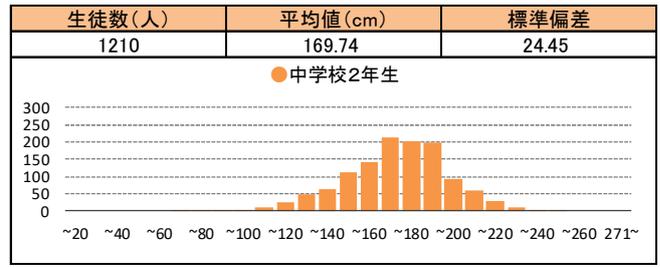
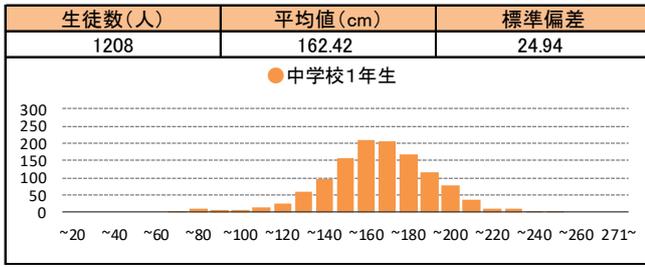
男子

(グラフ縦軸は「人」、横軸は「cm」)



女子

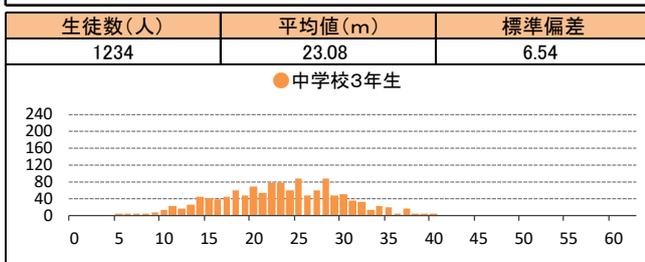
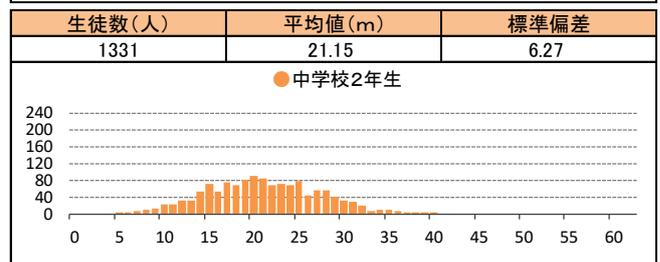
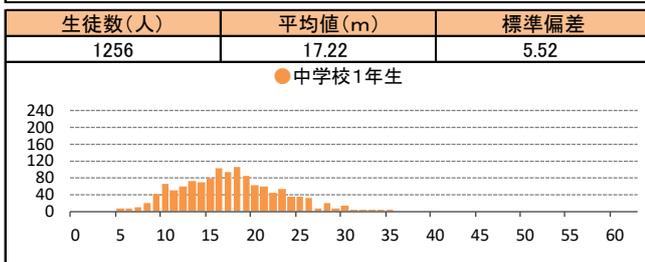
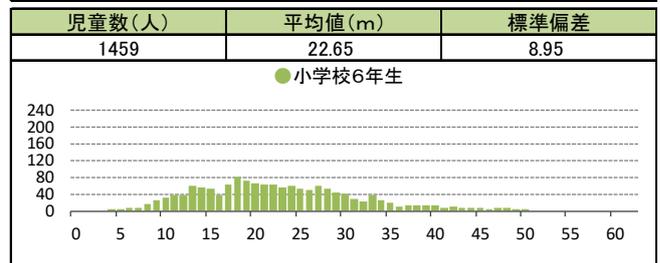
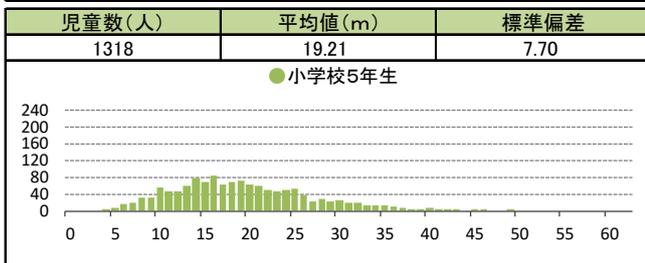
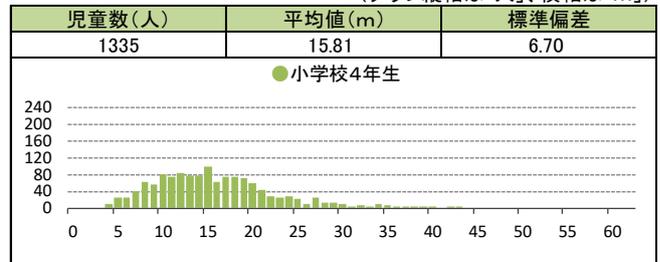
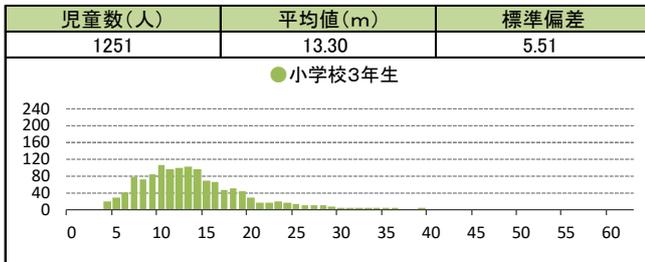




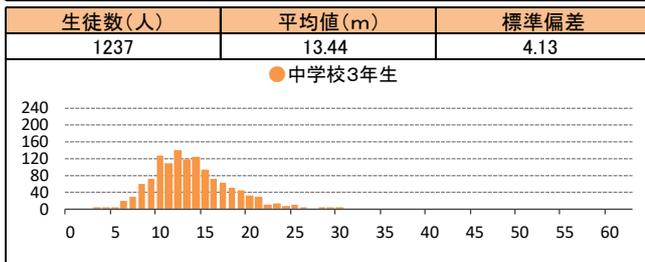
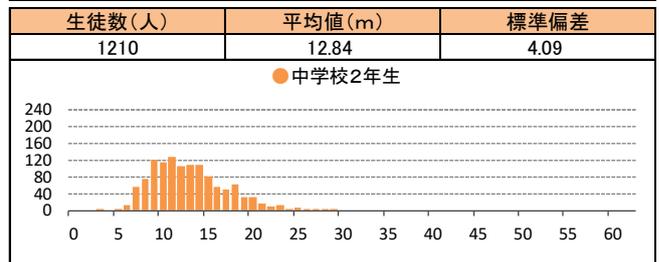
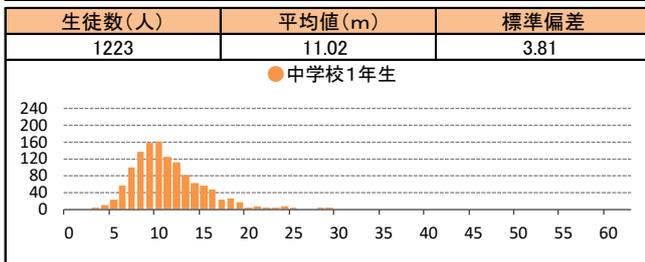
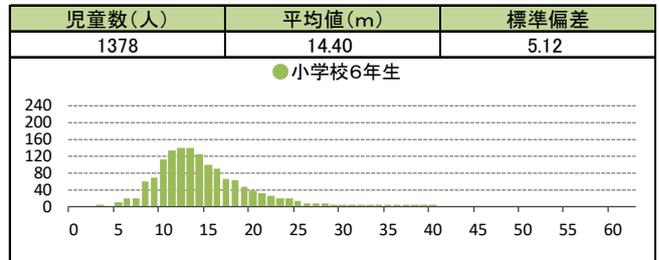
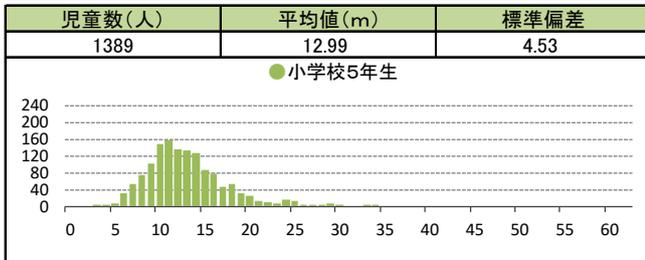
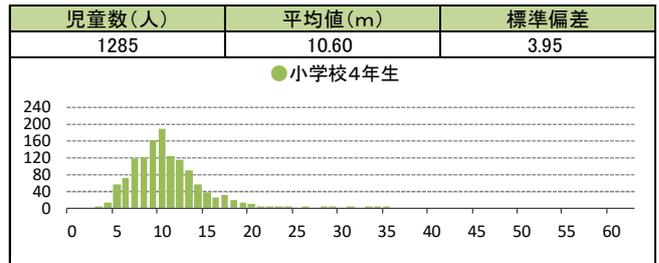
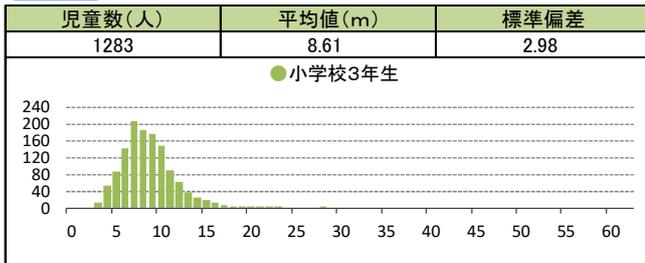
ボール投げ(小学校ソフトボール投げ、中学校ハンドボール投げ)

男子

(グラフ縦軸は「人」、横軸は「m」)



女子



〈各種目の経年変化〉

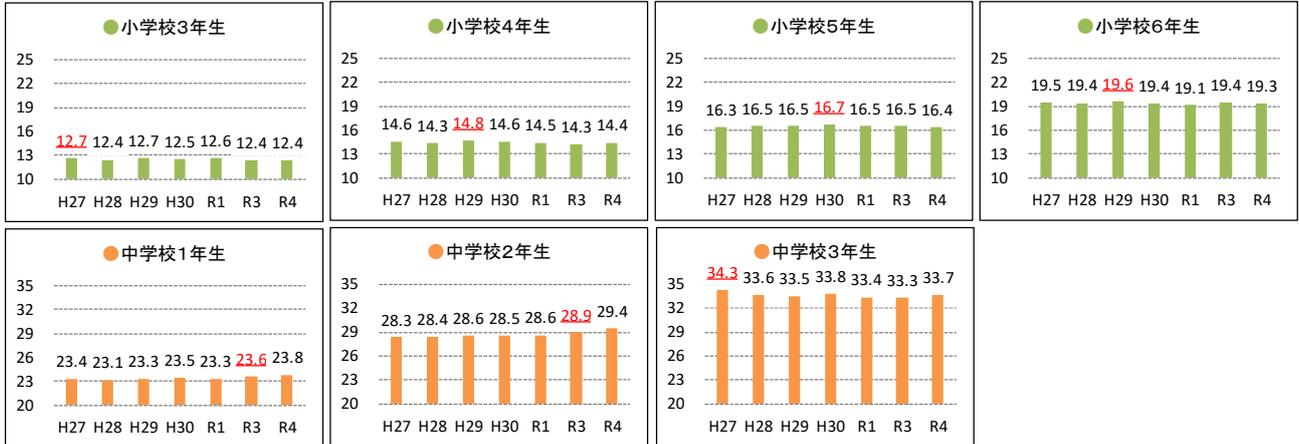
各種目別に見ると、長座体前屈は小学校3年男子、4年男女、6年男女が、中学校2・3年男女が平成27年度の調査開始以降過去最高値であった。一方、20mシャトルランは中学校においては、1年男子を除き全学年において過去最低値であった。

※下線(赤)の数値は最高値(小数第2位までの比較)

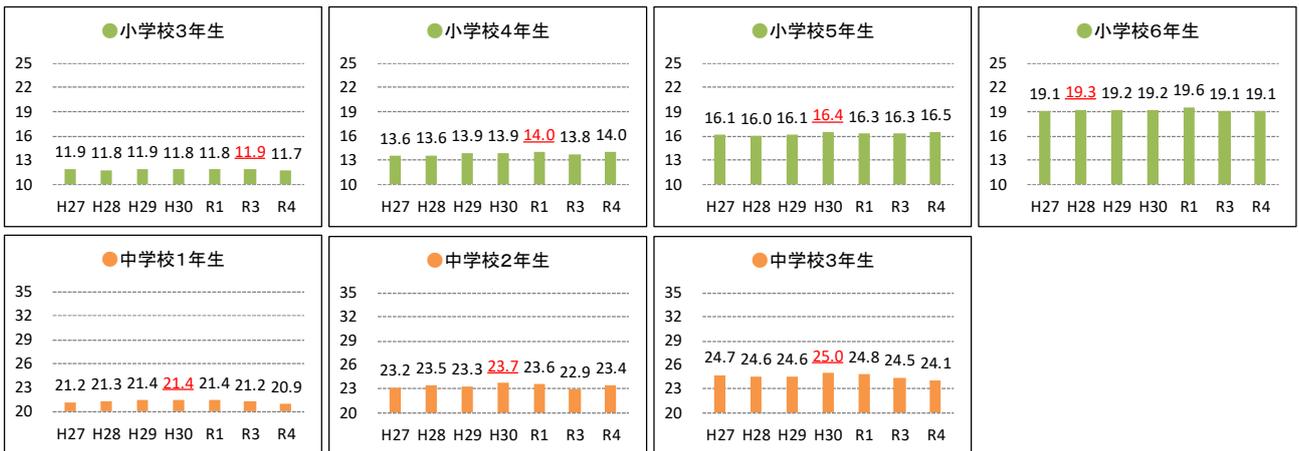
握 力

男子

※グラフ横軸の「H～」は調査年度、縦軸の数値の単位は「kg」。



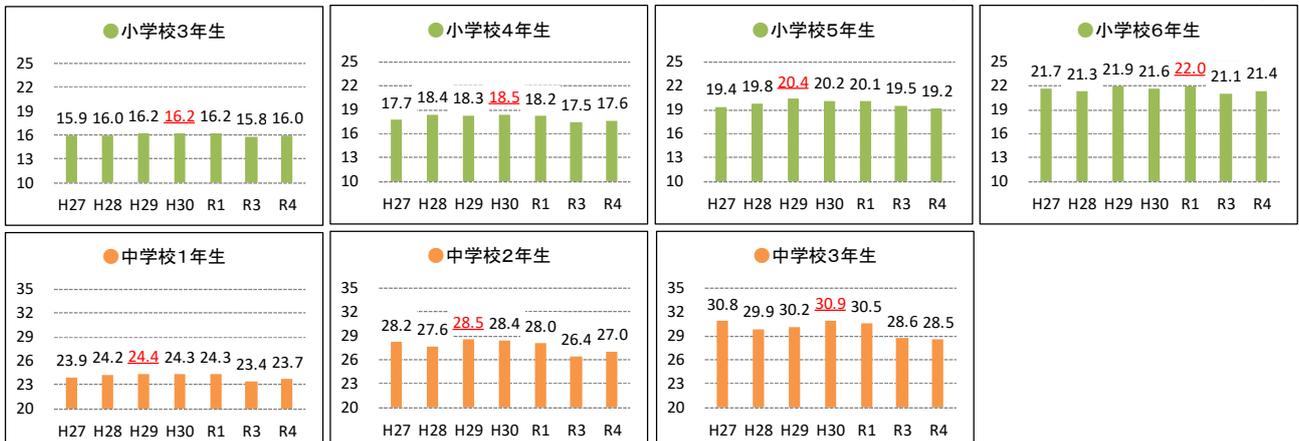
女子



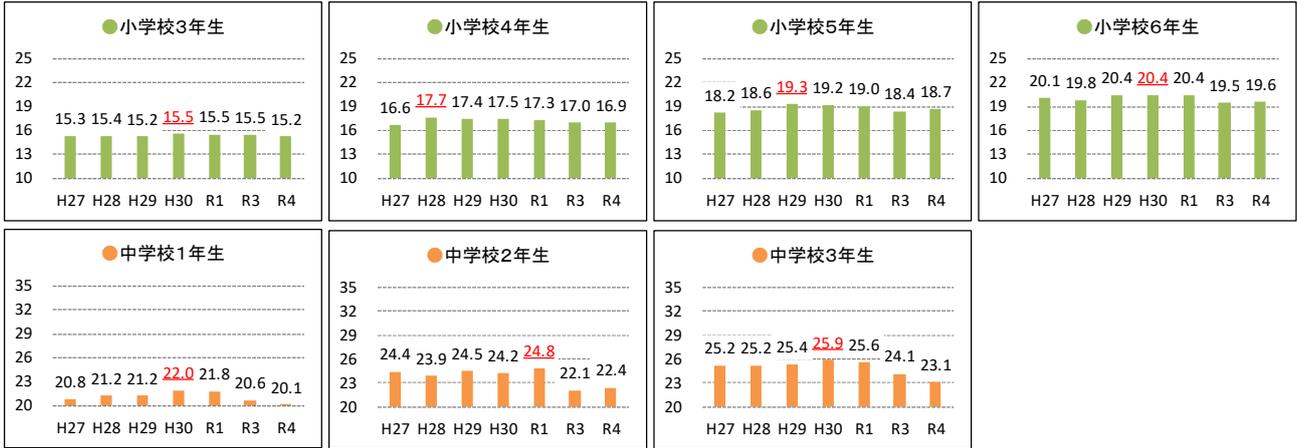
上体起こし

男子

※グラフ横軸の「H～」は調査年度、縦軸の数値の単位は「回」。



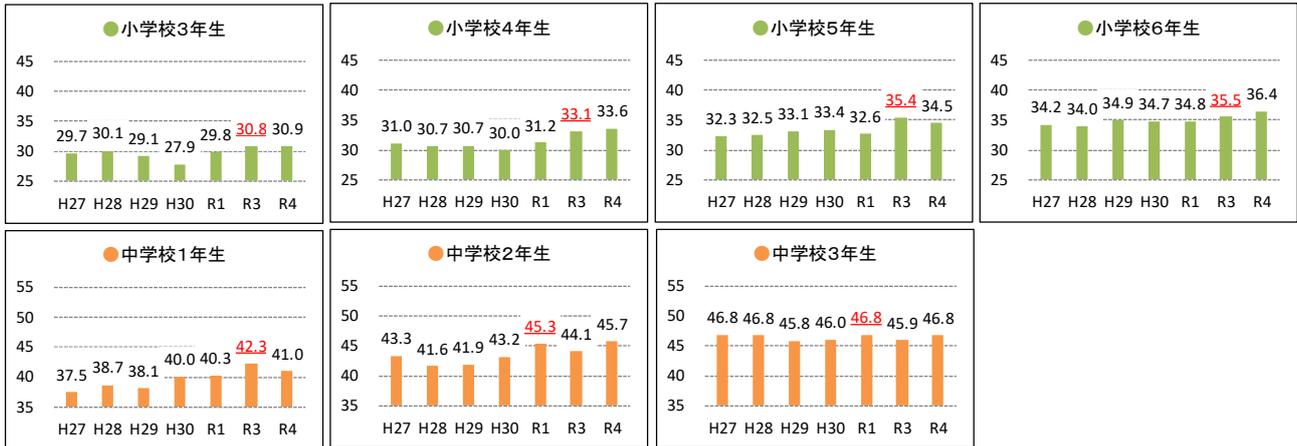
女子



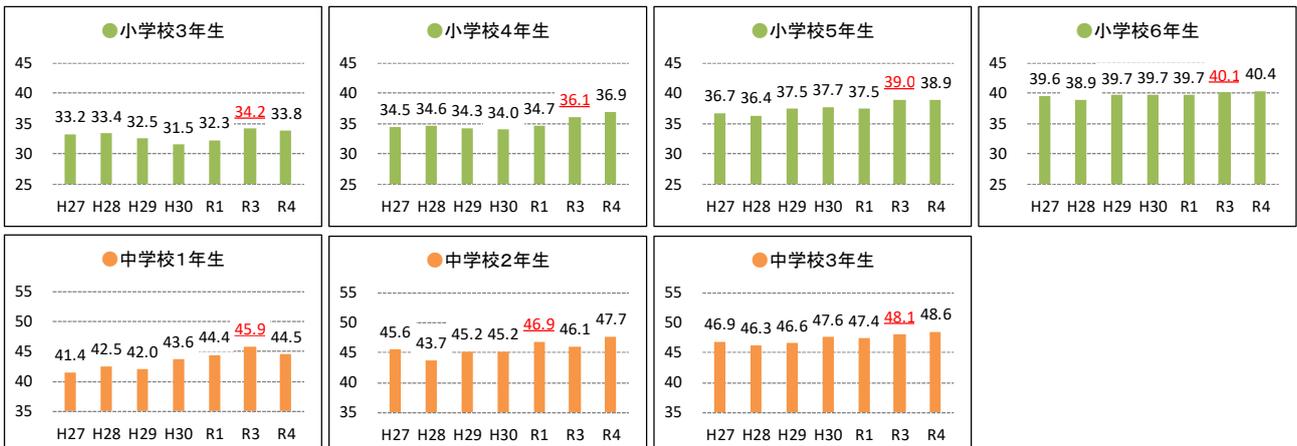
長座体前屈

男子

※グラフ横軸の「H～」は調査年度、縦軸の数値の単位は「cm」。



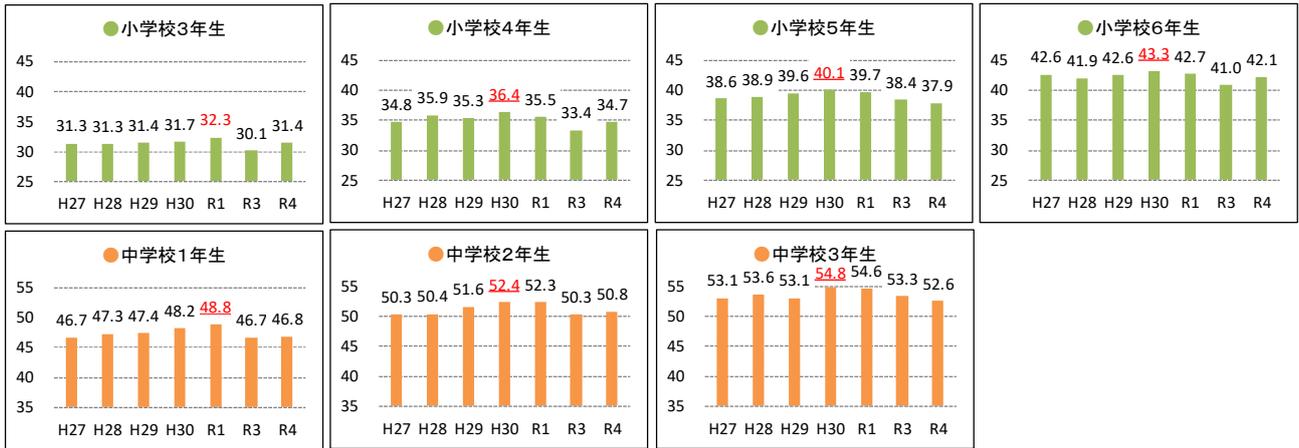
女子



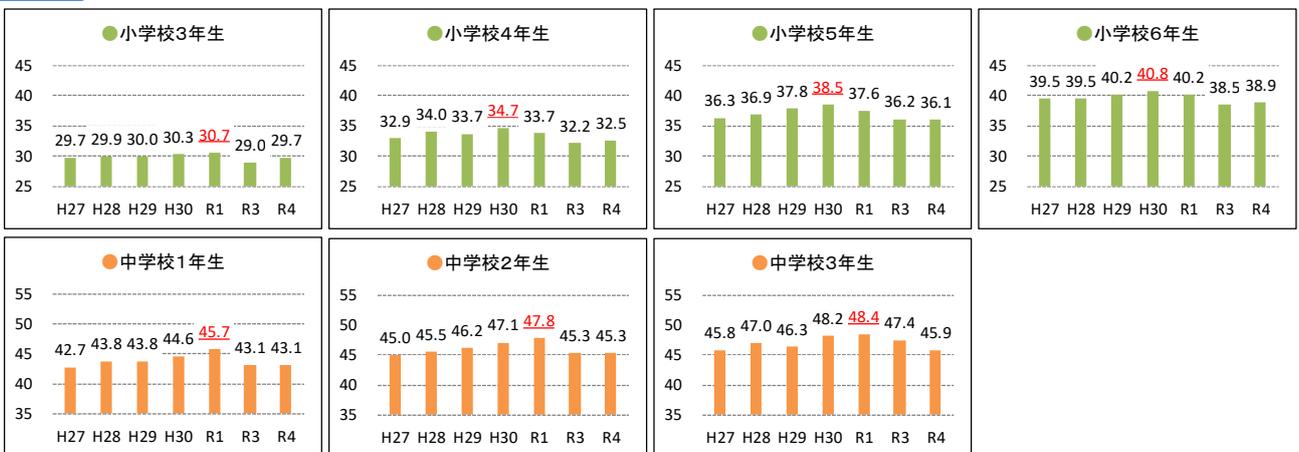
## 反復横とび

### 男子

※グラフ横軸の「H～」は調査年度、縦軸の数値の単位は「点」。



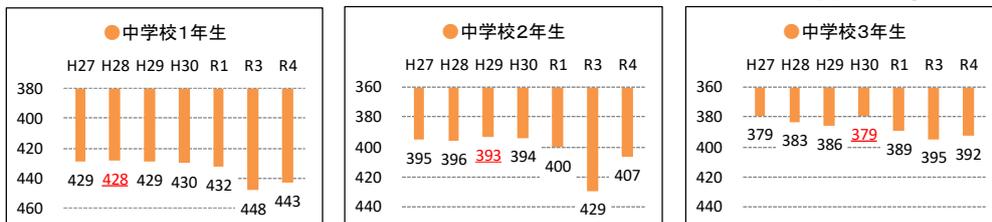
### 女子



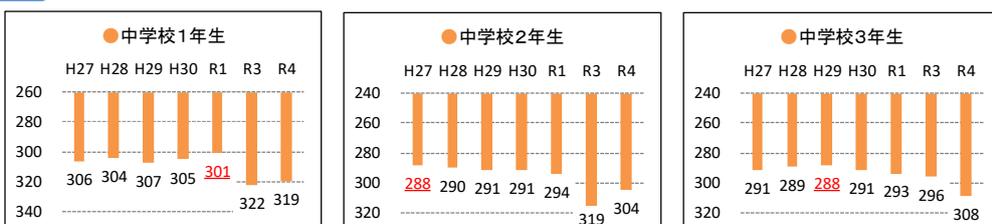
## 持久走(男子1500m、女子1000m)

### 男子

※グラフ横軸の「H～」は調査年度、縦軸の数値の単位は「秒」。



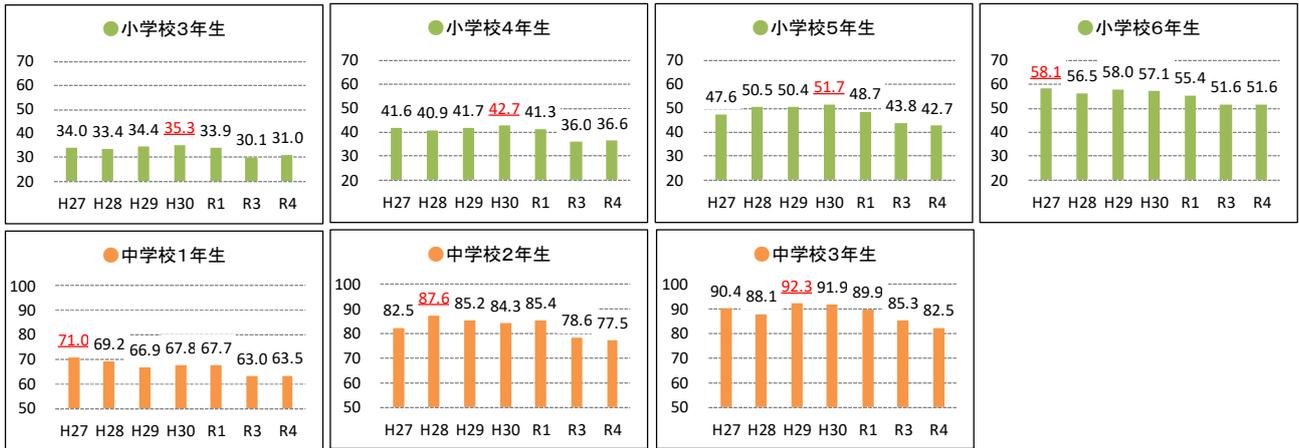
### 女子



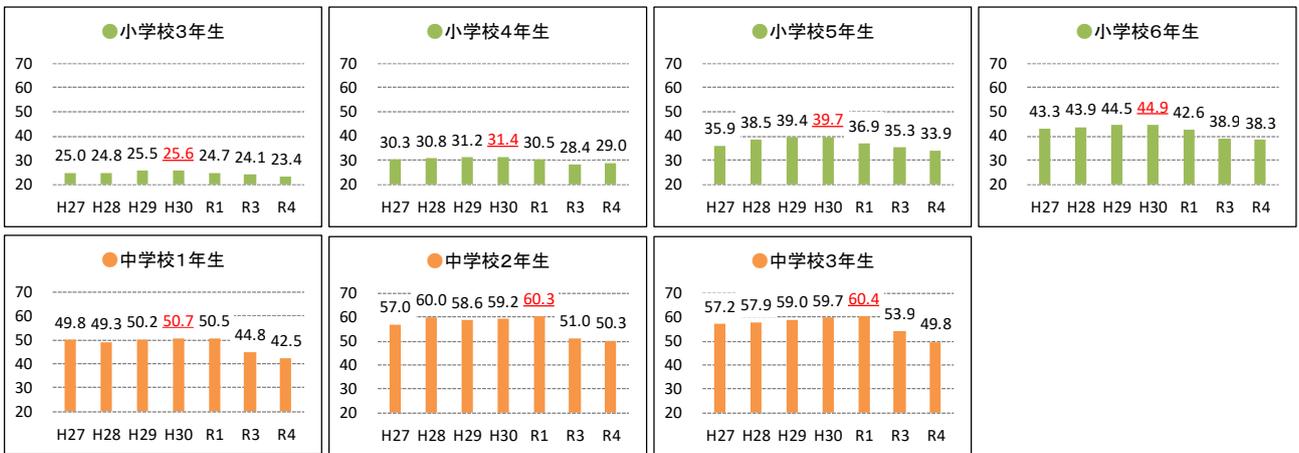
## 20mシャトルラン

### 男子

※グラフ横軸の「H～」は調査年度、縦軸の数値の単位は「回」。



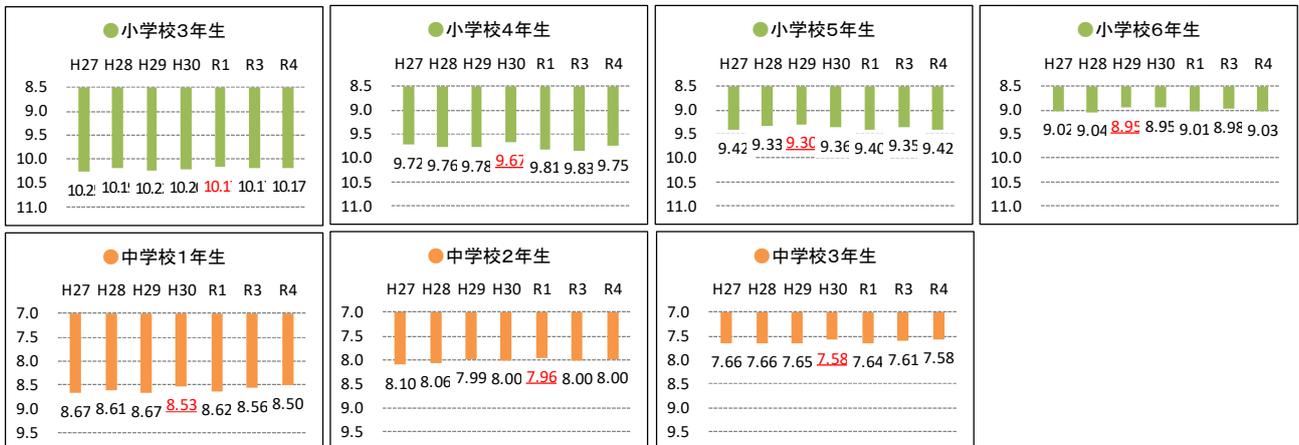
### 女子



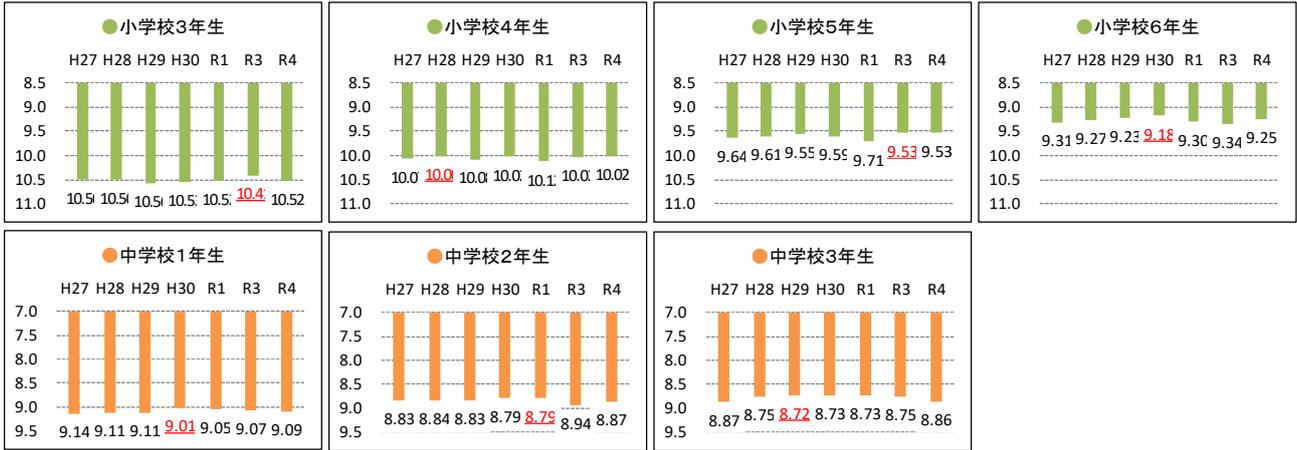
## 50m走

### 男子

※グラフ横軸の「H～」は調査年度、縦軸の数値の単位は「秒」。



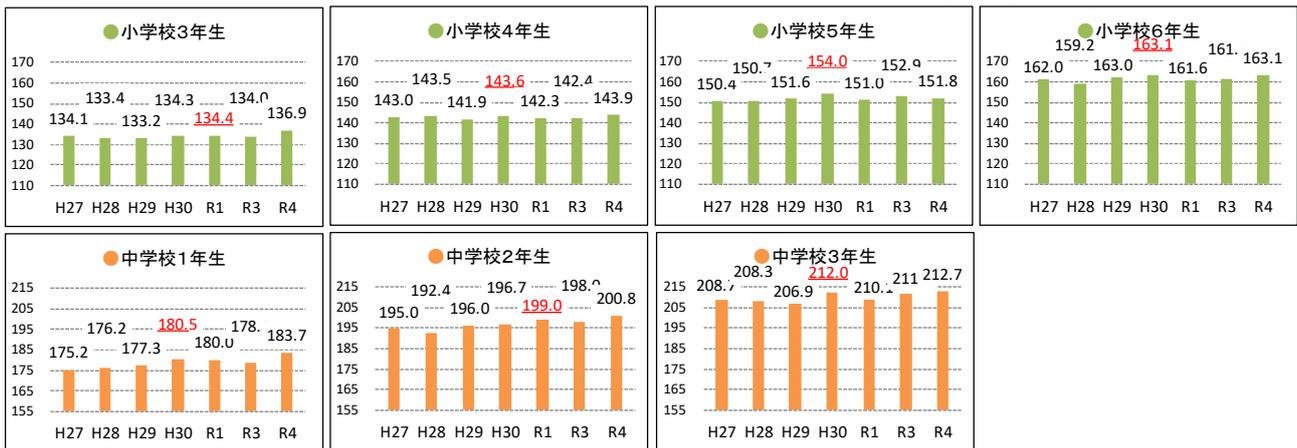
女子



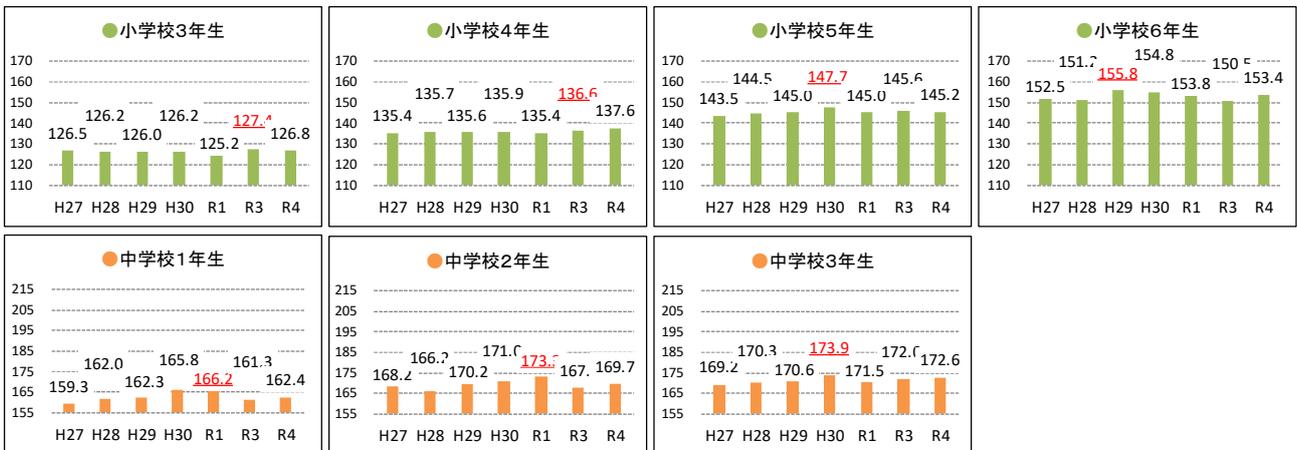
立ち幅とび

男子

※グラフ横軸の「H～」は調査年度、縦軸の数値の単位は「cm」。



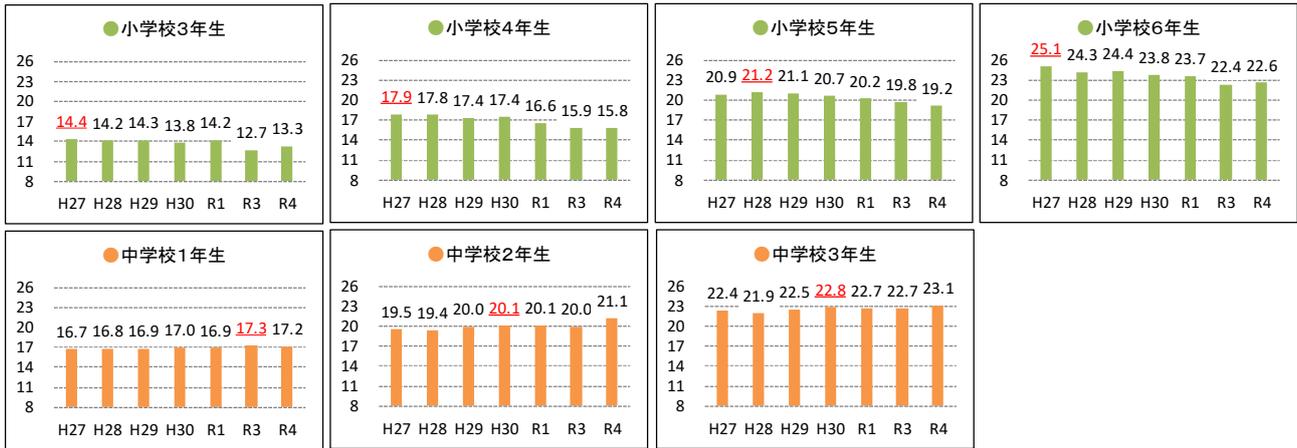
女子



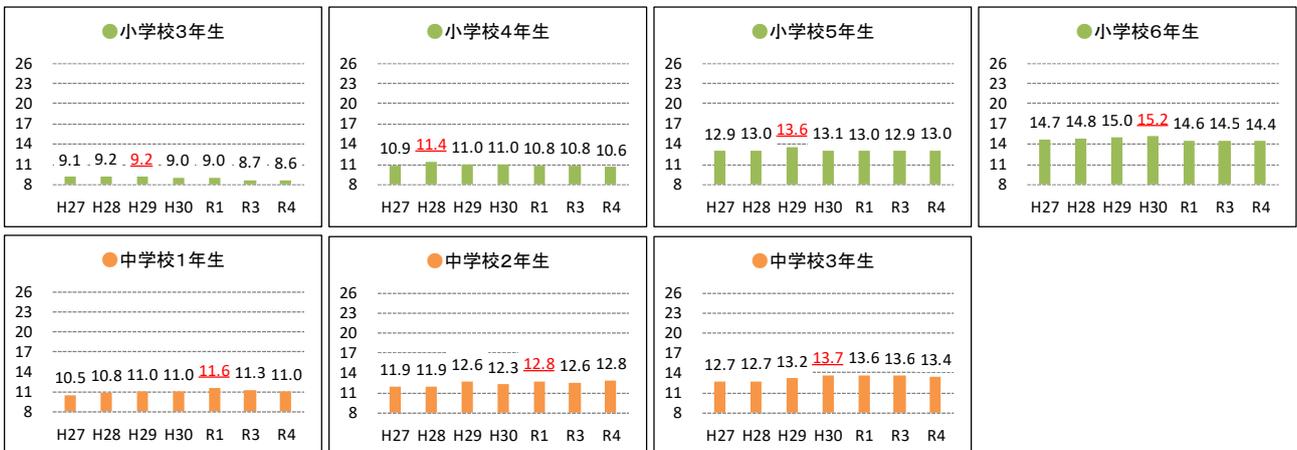
ボール投げ(小学校ソフトボール投げ、中学校ハンドボール投げ)

男子

※グラフ横軸の「H～」は調査年度、縦軸の数値の単位は「m」。



女子

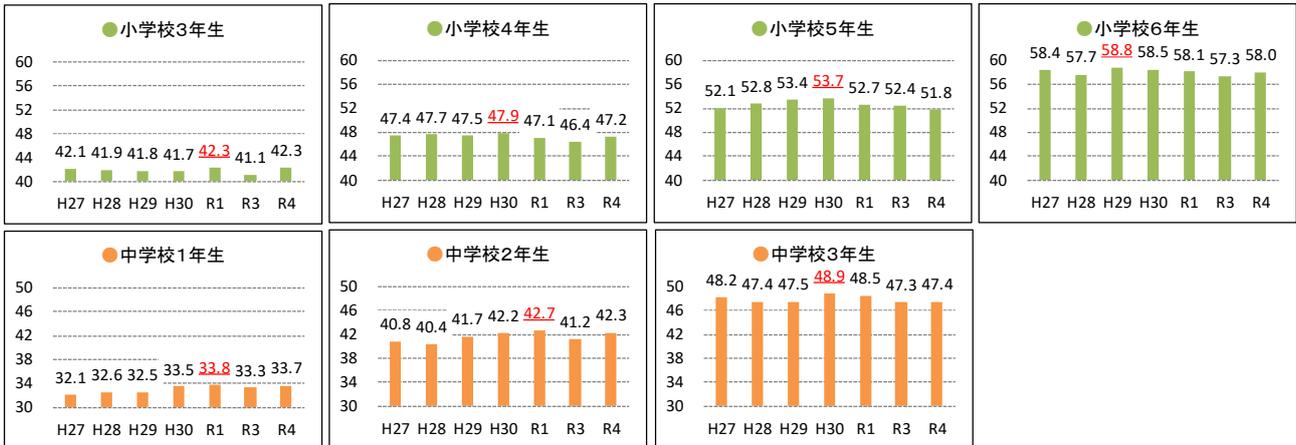


<体力合計点の経年変化>

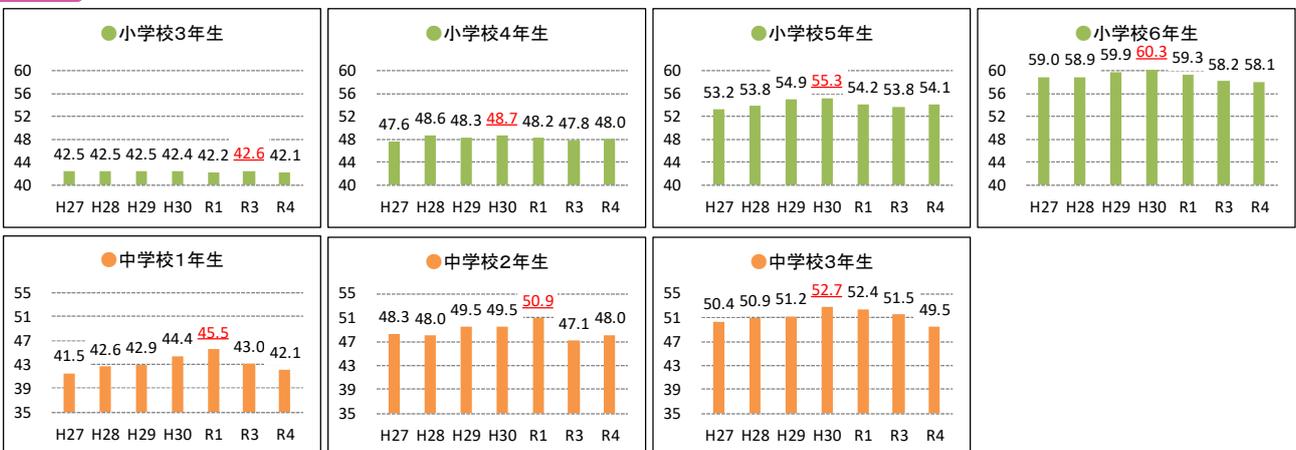
体力合計点

男子

※グラフ横軸の「H～」は調査年度、縦軸の数値の単位は「点」。



女子

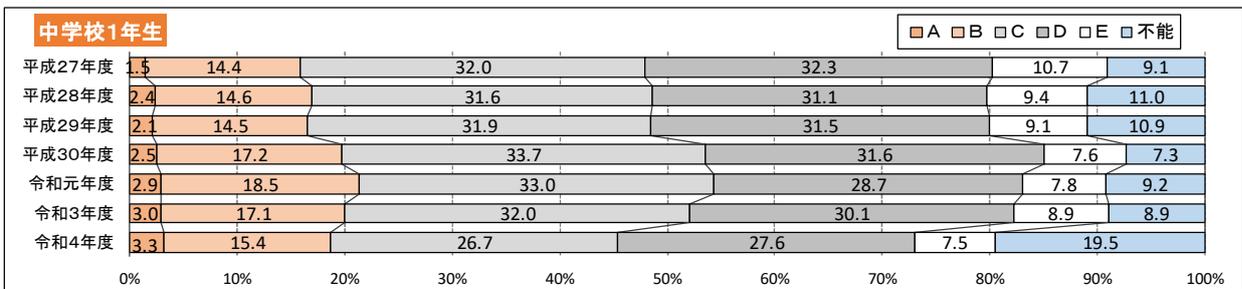
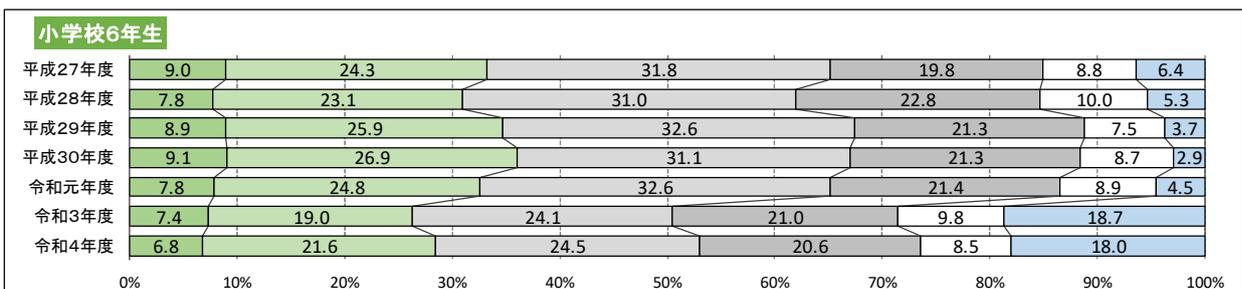
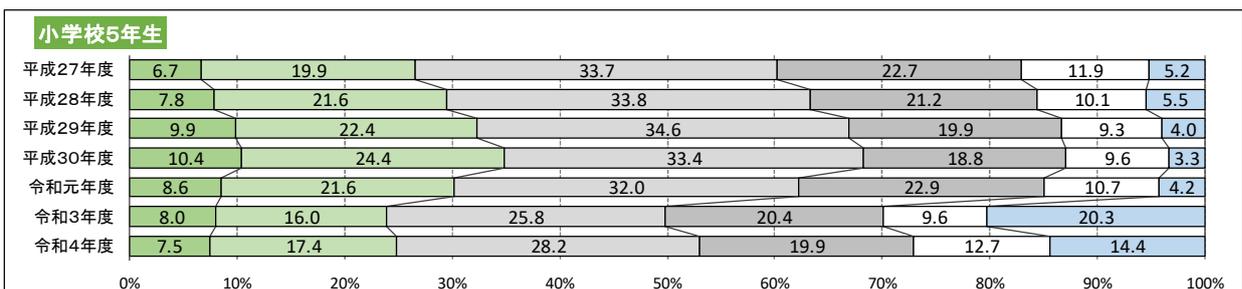
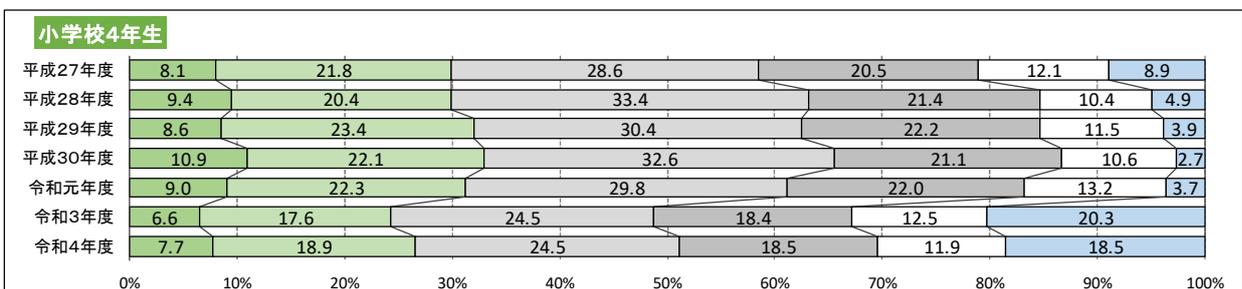
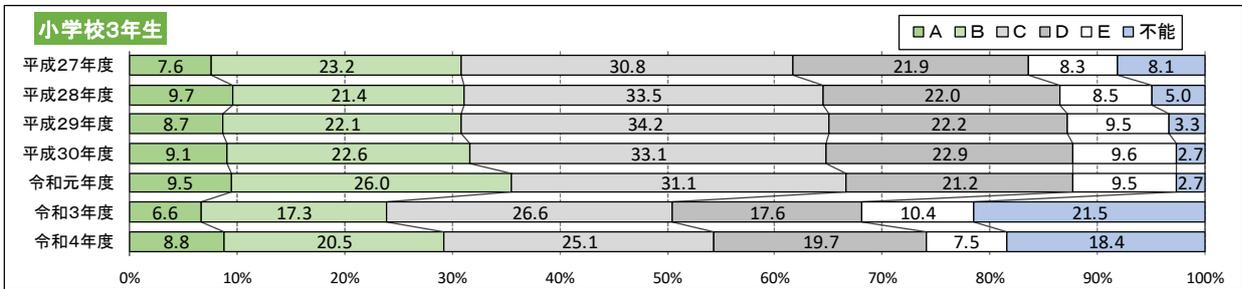


〈総合評価（段階別）の経年変化〉

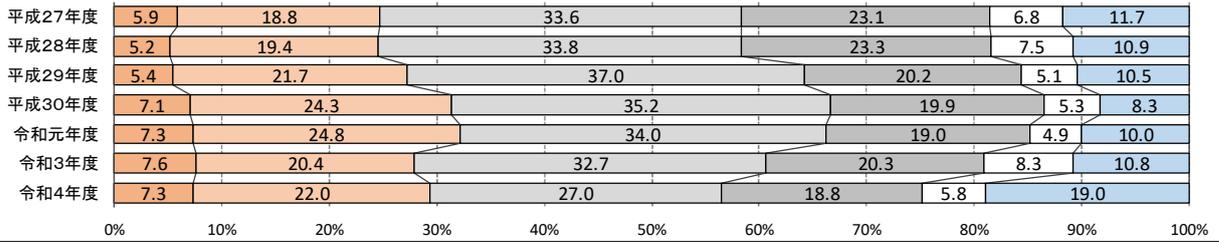
中学校全学年（男女）において、総合評価A・Bの割合が過去最低値であった。総合評価D・Eの割合は中学校については、1、3年女子を除き、令和3年度と比較し、減少した。（中1女子は同数値）また、小学校については、5年男子、3年・6年女子が、総合評価〔(A+B) - (D+E)〕の割合が、令和3年度と比較し、減少した。

実技調査の全ての種目を終了できなかった「評価不能」の割合は、中学校全学年において、過去最高値であった。

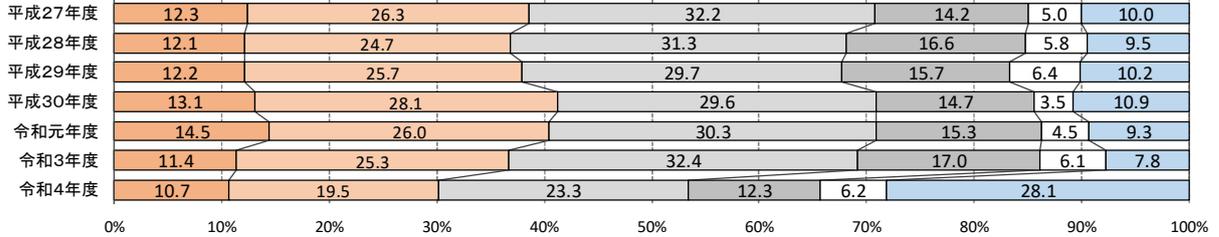
男子



### 中学校2年生

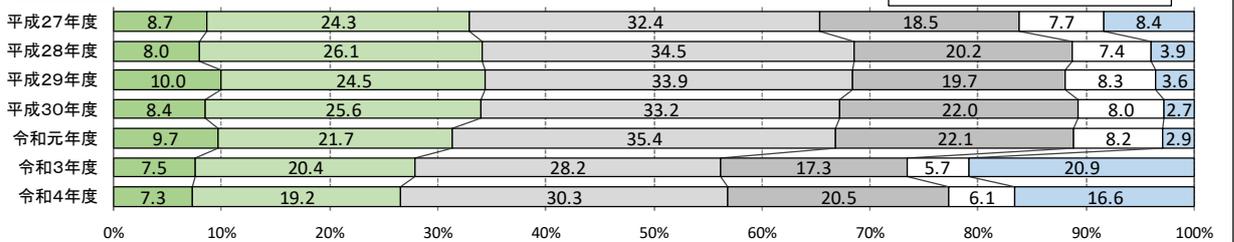


### 中学校3年生

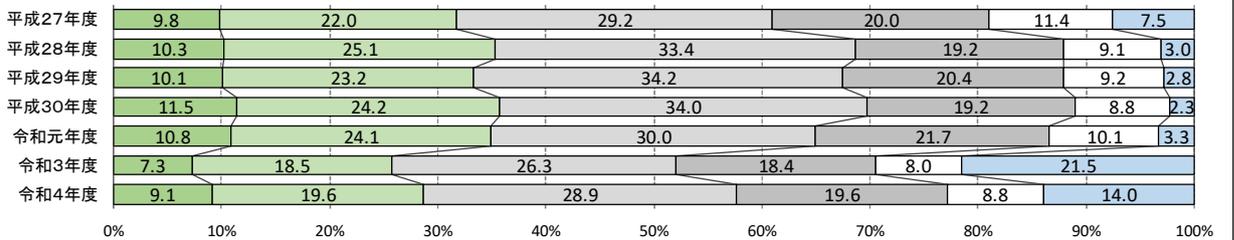


## 女子

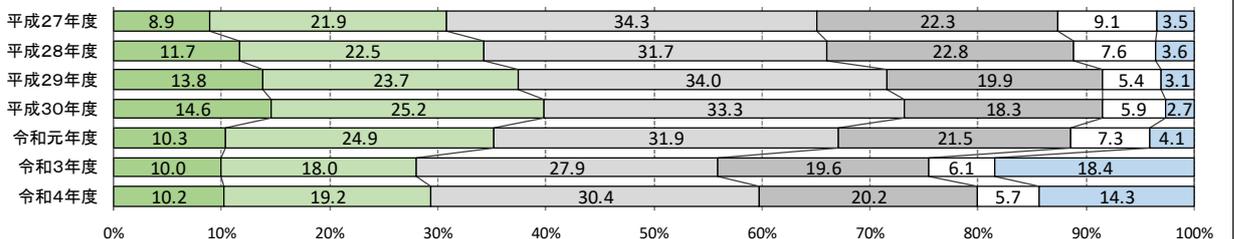
### 小学校3年生



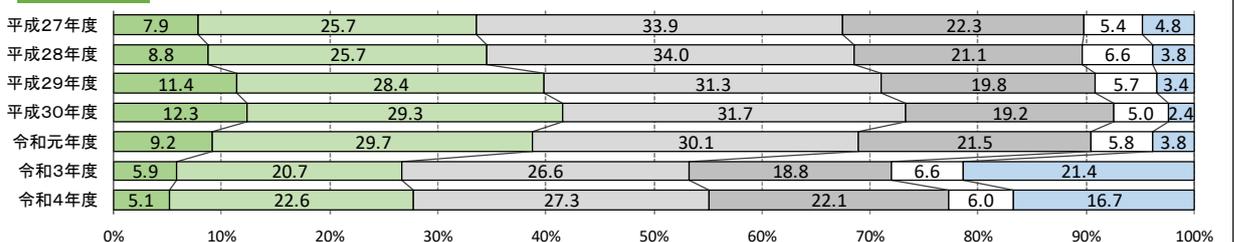
### 小学校4年生

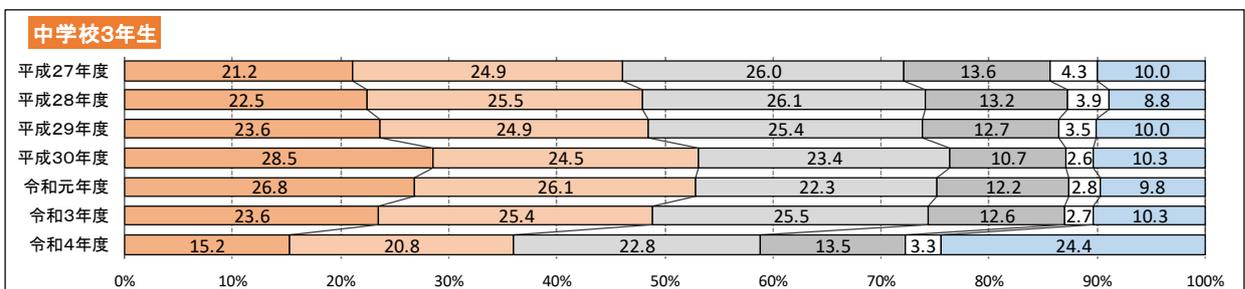
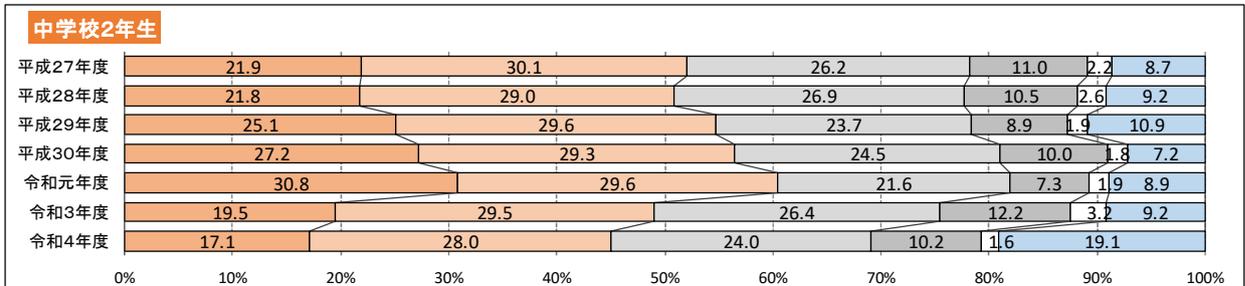
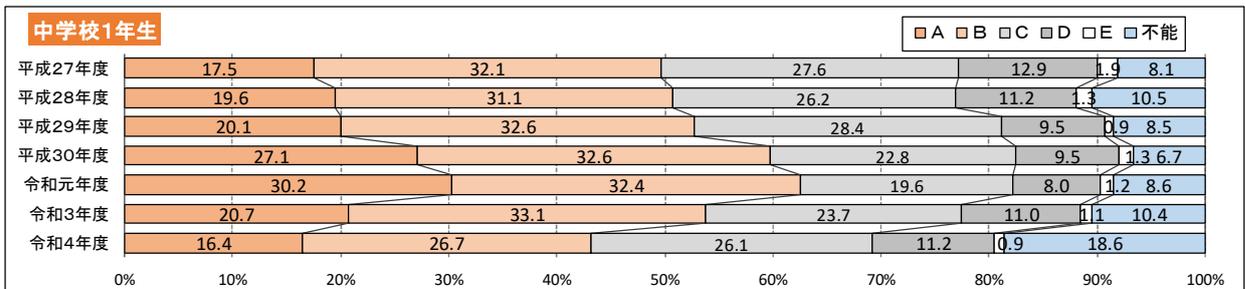


### 小学校5年生



### 小学校6年生



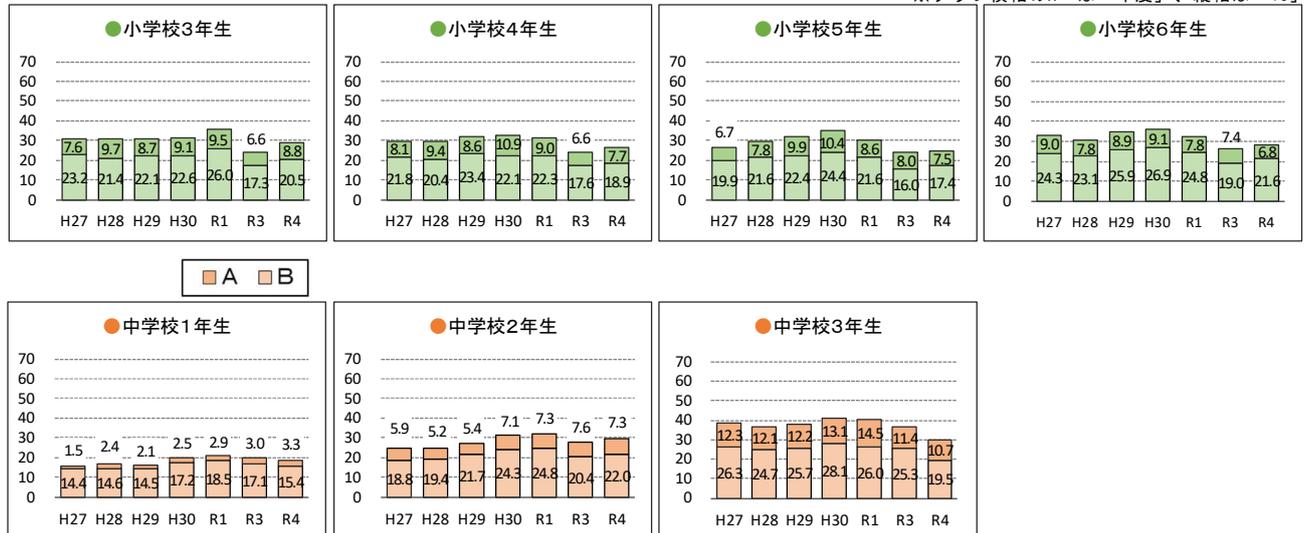


[A+B率]

男子

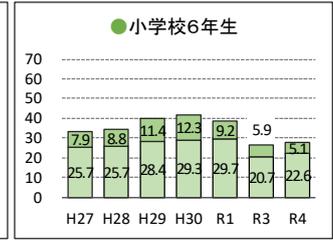
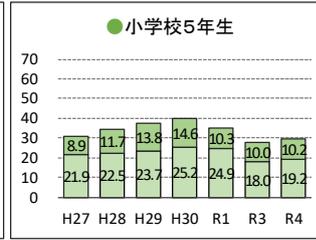
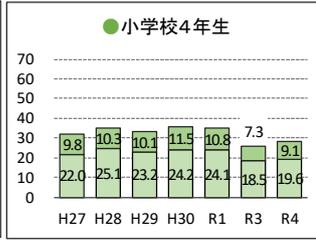
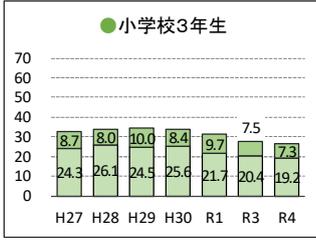
■ A ■ B

※グラフ横軸のH～は「年度」、縦軸は「%」

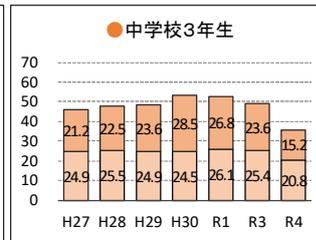
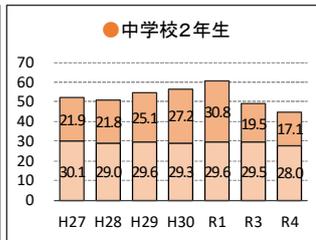
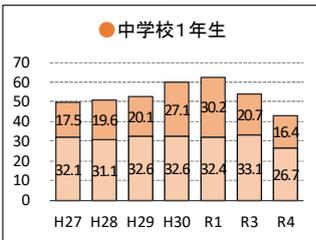


女子

■ A ■ B



■ A ■ B

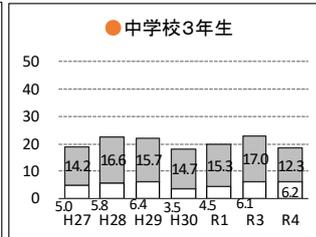
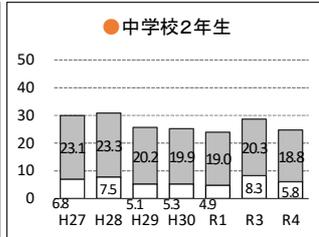
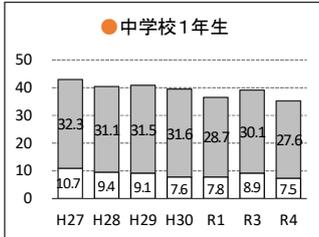
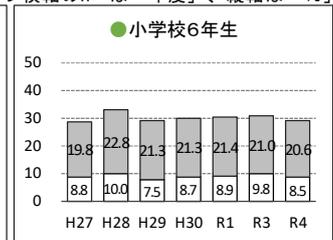
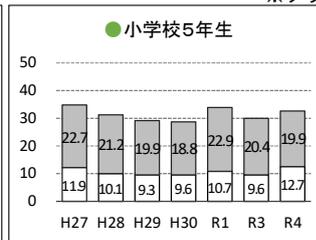
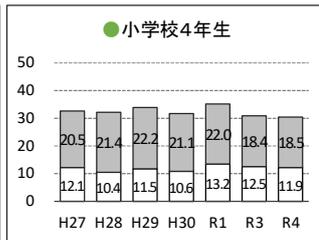
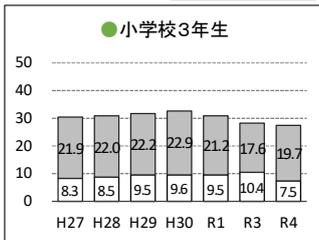


[D+E率]

男子

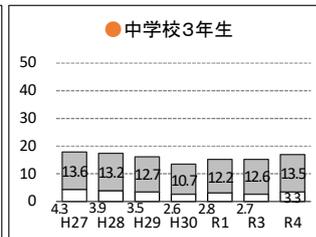
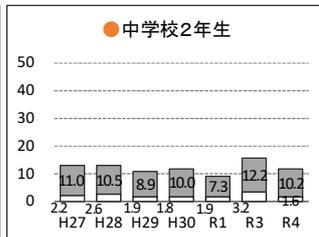
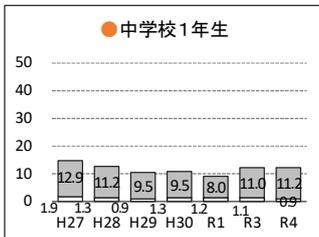
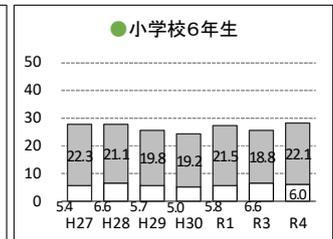
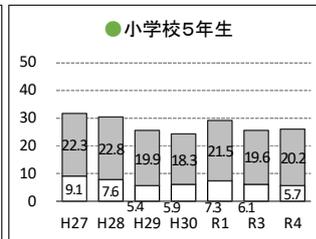
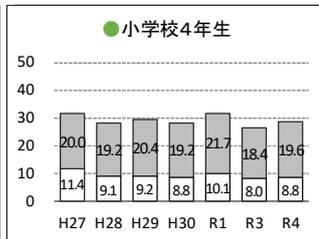
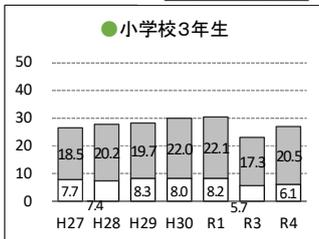
■ D □ E

※グラフ横軸のH～は「年度」、縦軸は「%」



女子

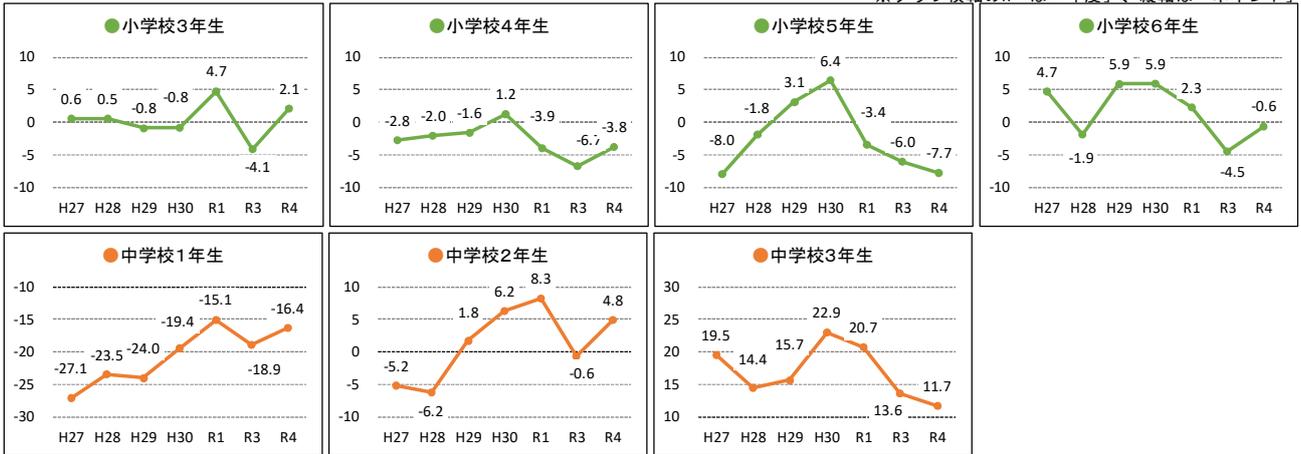
■ D □ E



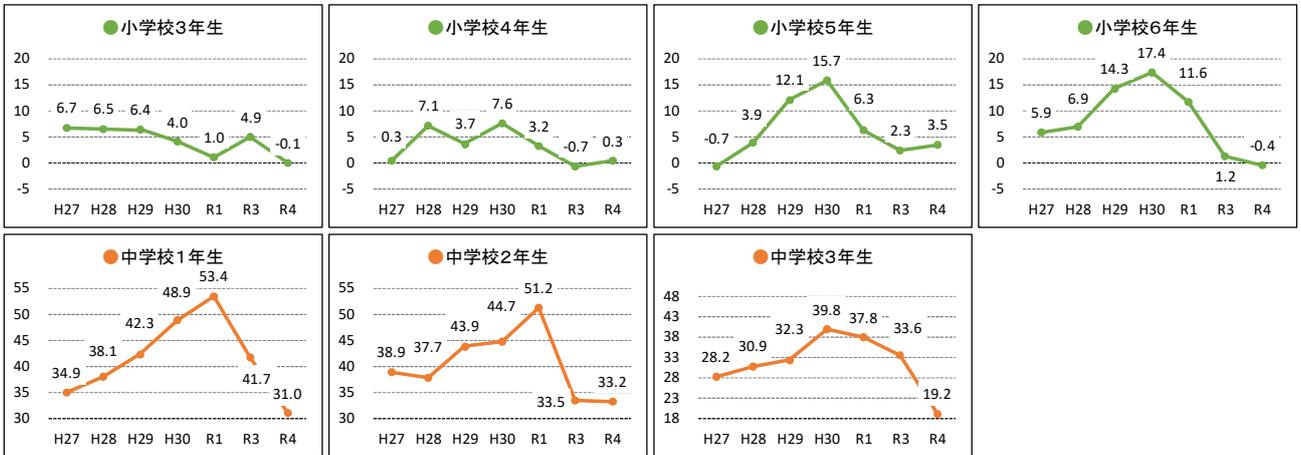
[(A+B) - (D+E) 率]

男子

※グラフ横軸のH～は「年度」、縦軸は「ポイント」



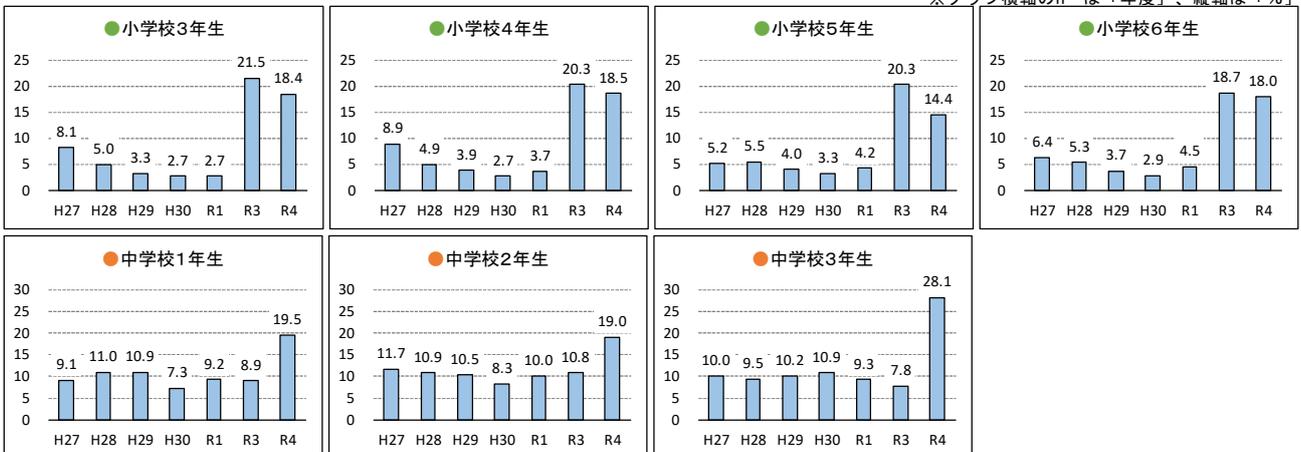
女子



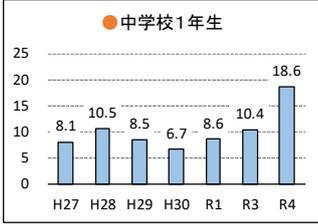
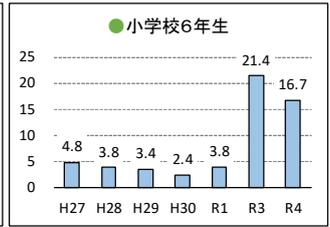
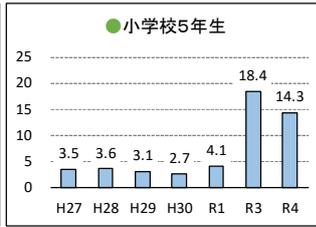
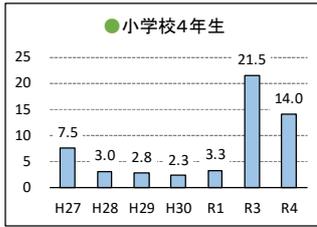
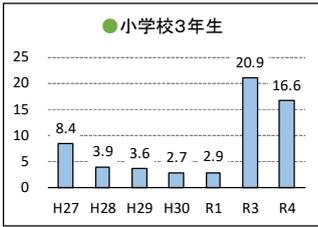
〔評価不能率〕

男子

※グラフ横軸のH～は「年度」、縦軸は「%」



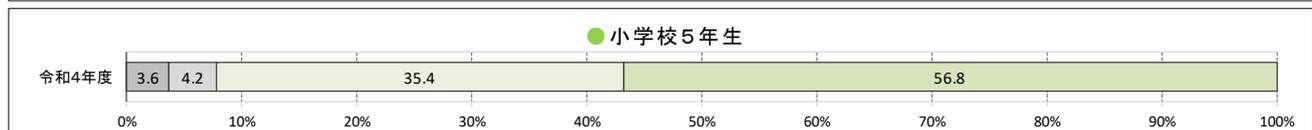
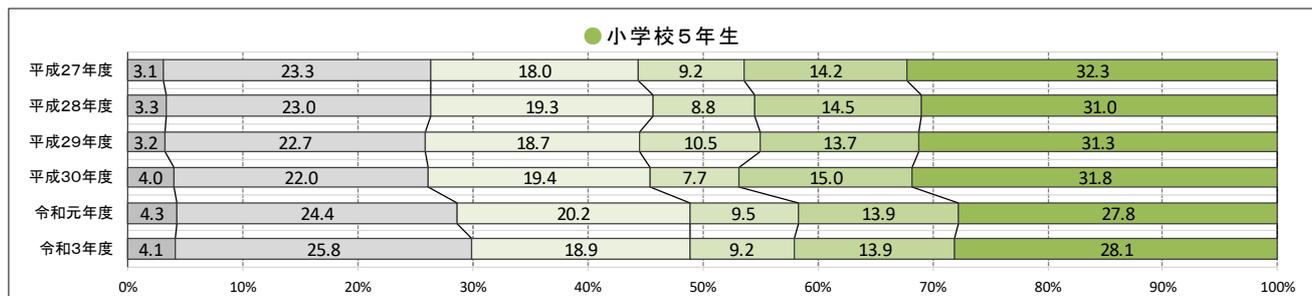
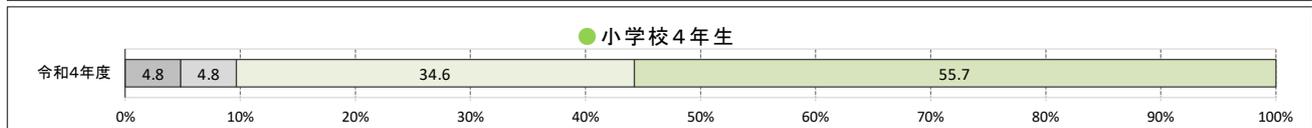
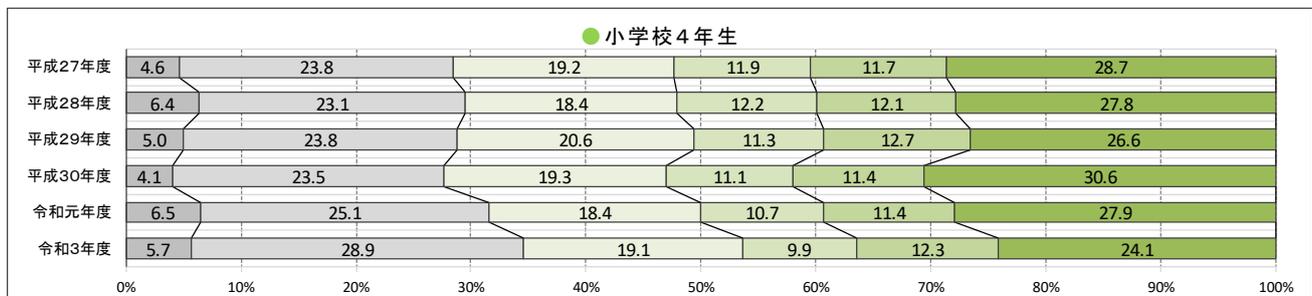
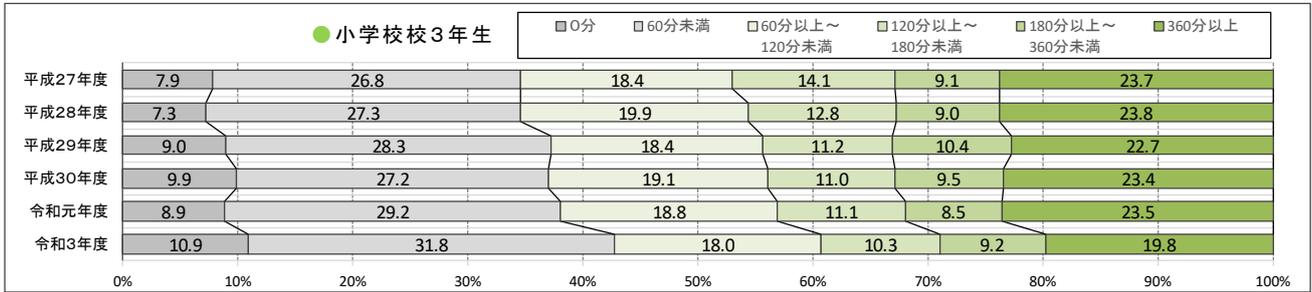
女子

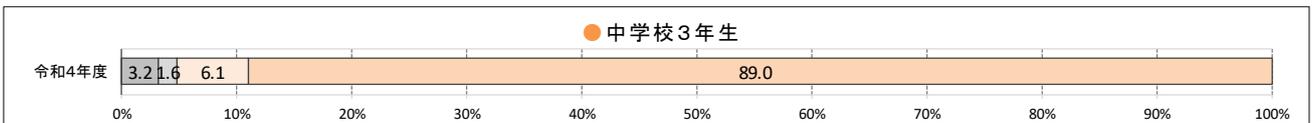
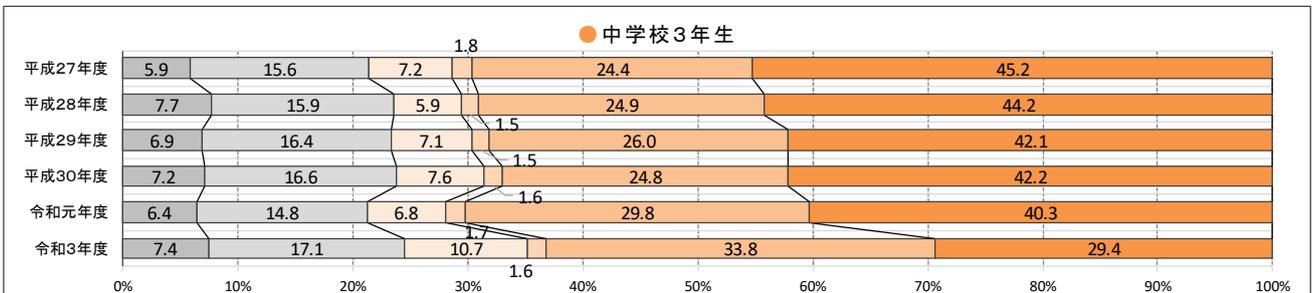
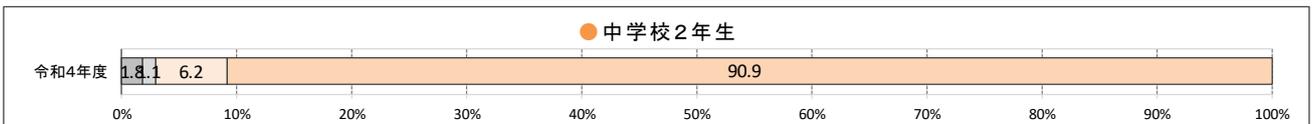
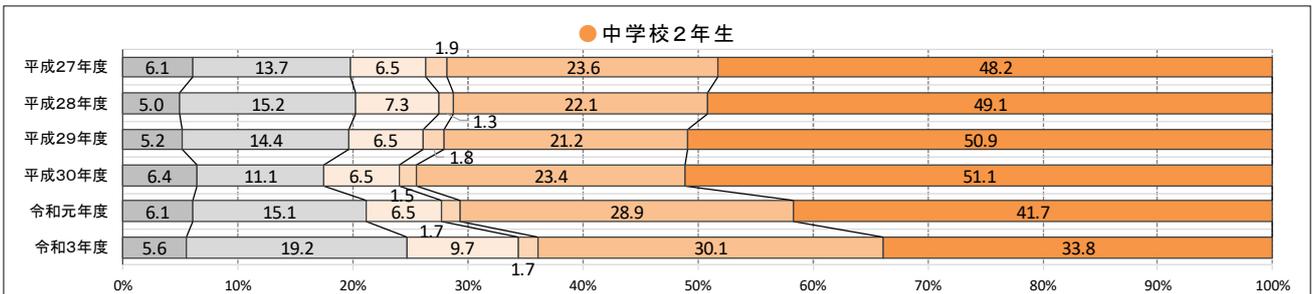
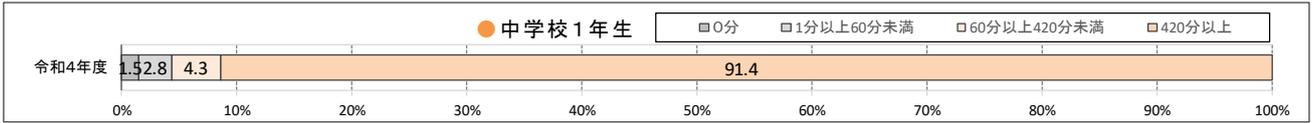
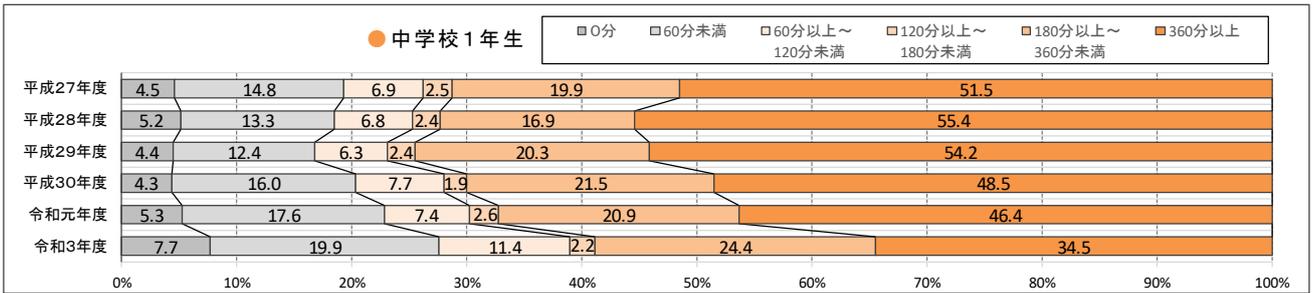
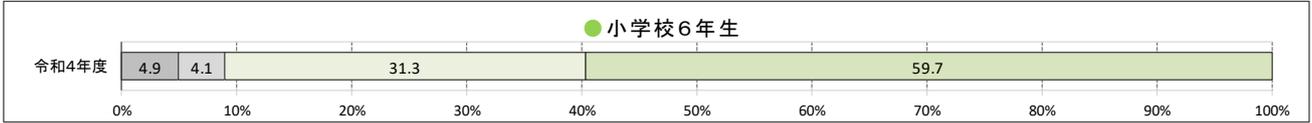


## 2 1週間の総運動時間（経年変化）

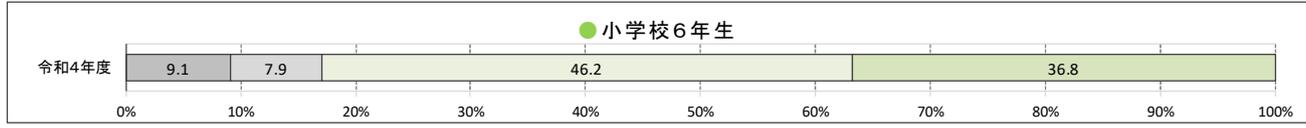
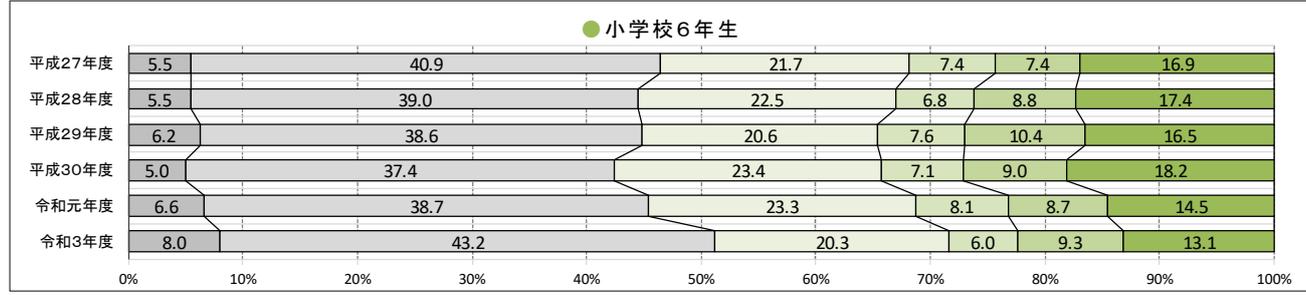
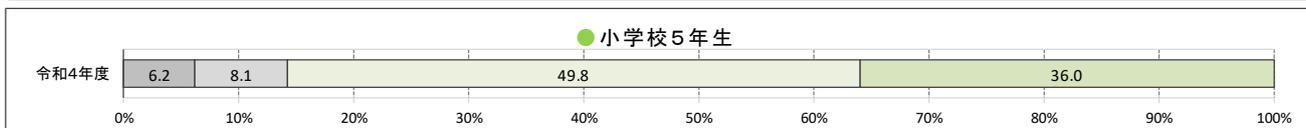
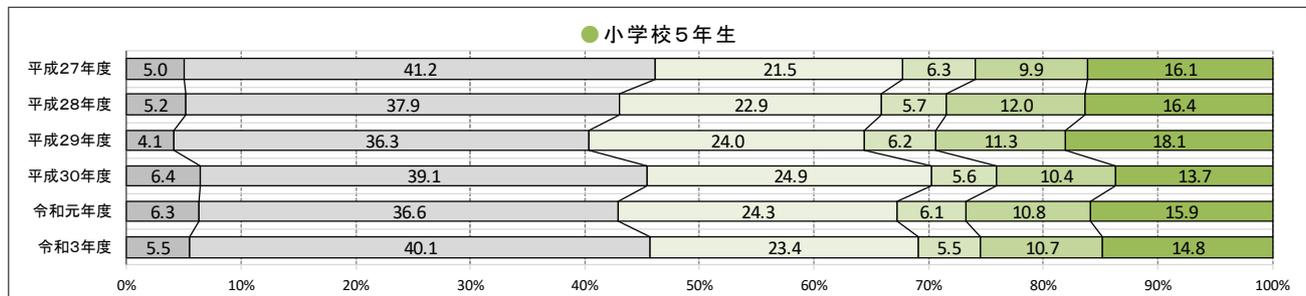
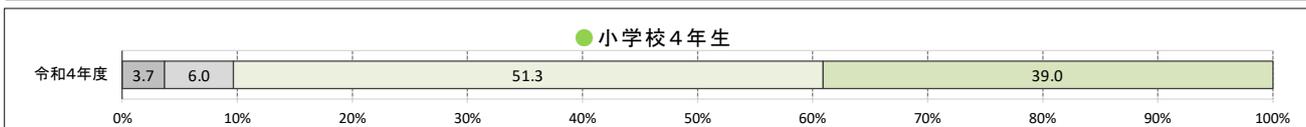
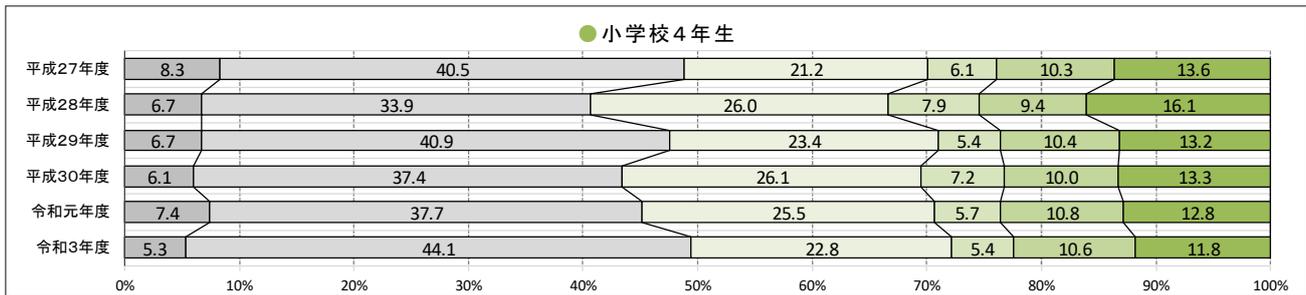
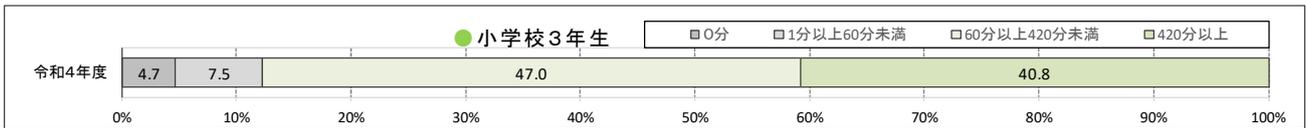
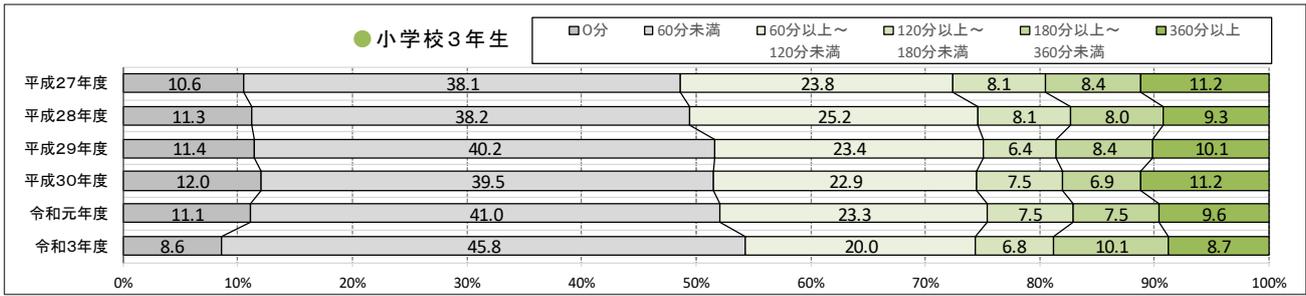
体育・保健体育の授業を除く1週間の総運動時間は、「0分」の割合は、小学校4年男子、5年男女、6年男女を除き過去最低値であった。特に、中学校においては男女ともに過去と比較して大幅に割合が減少した。

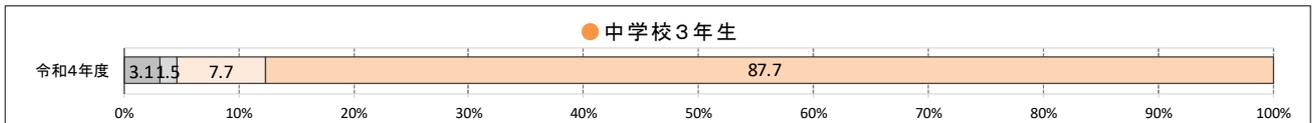
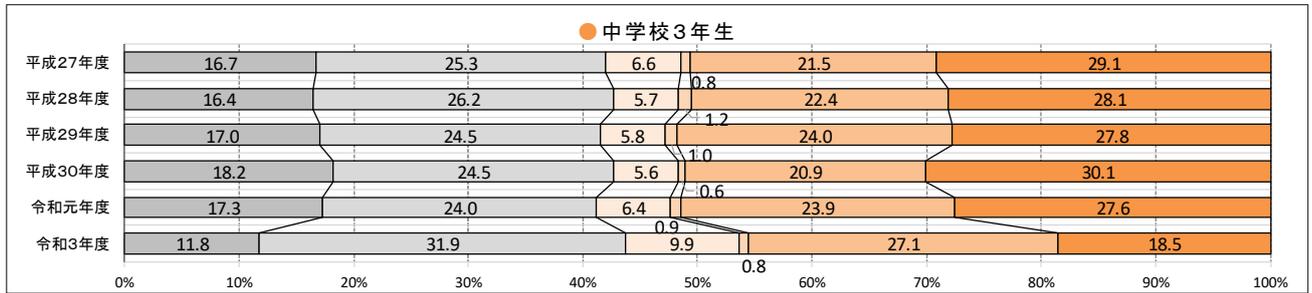
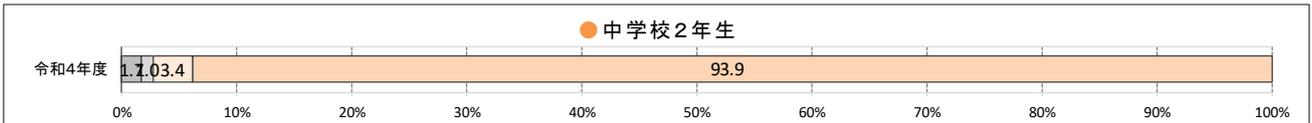
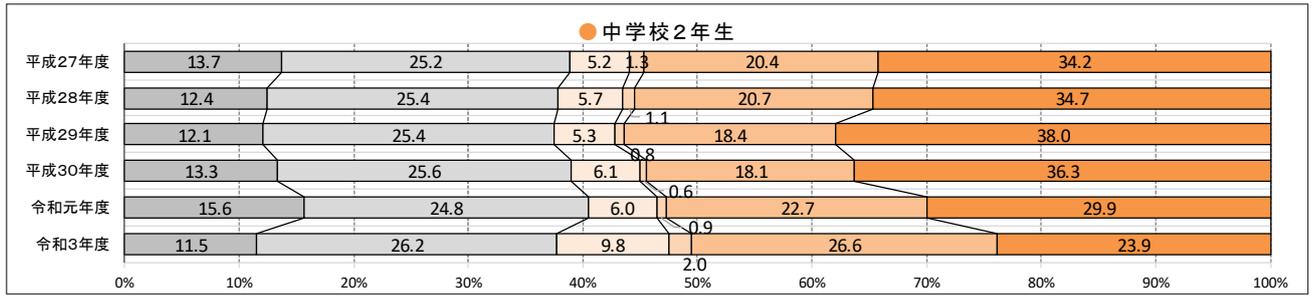
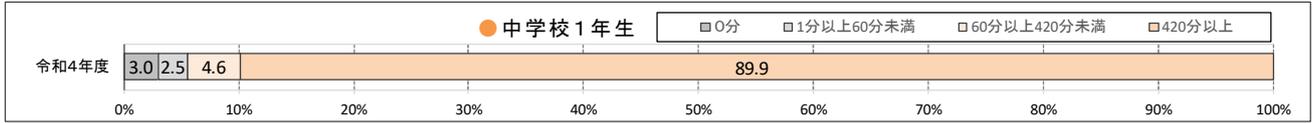
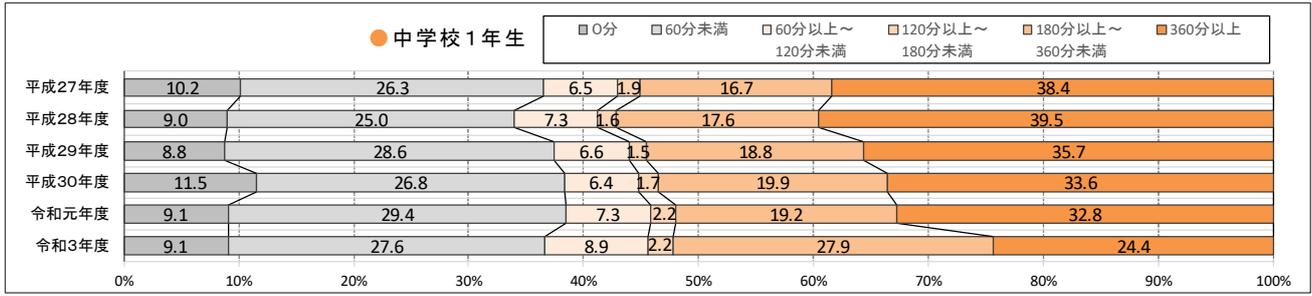
### 男子





女子



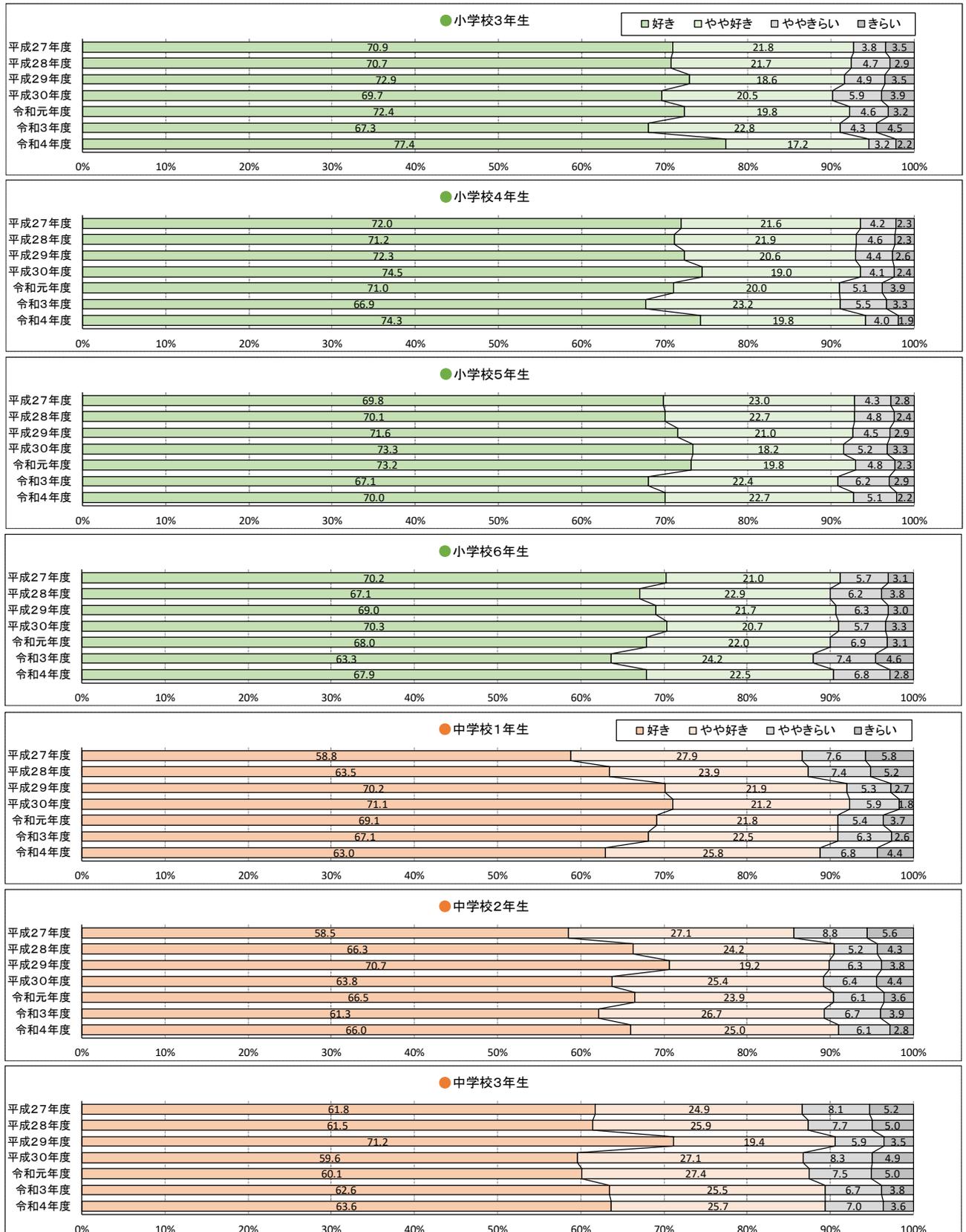


### 3 運動やスポーツに対する意識

#### 〈3-1〉 運動やスポーツの好き・嫌いの経年変化

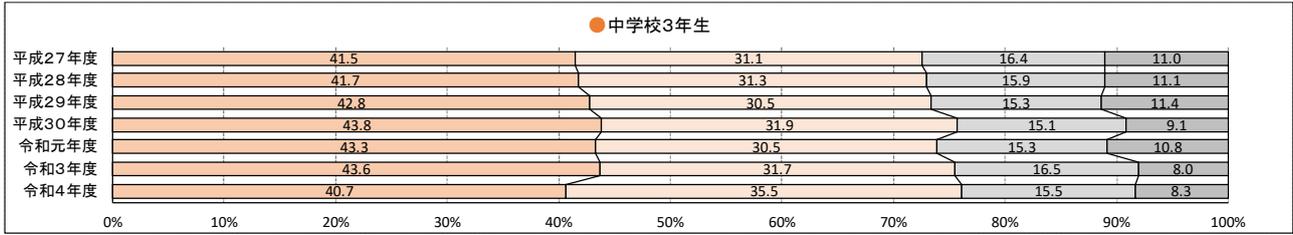
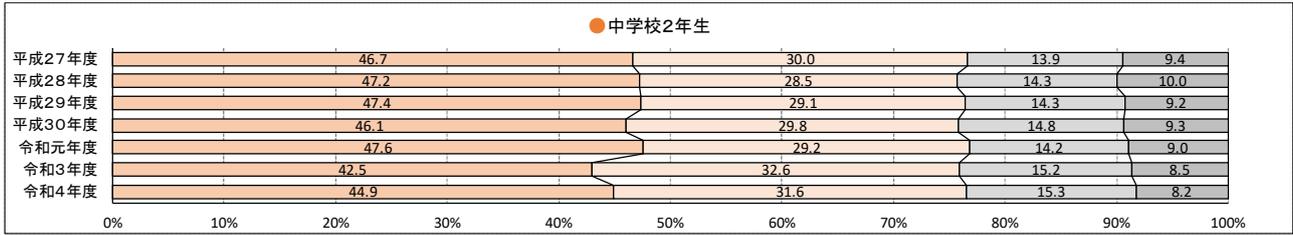
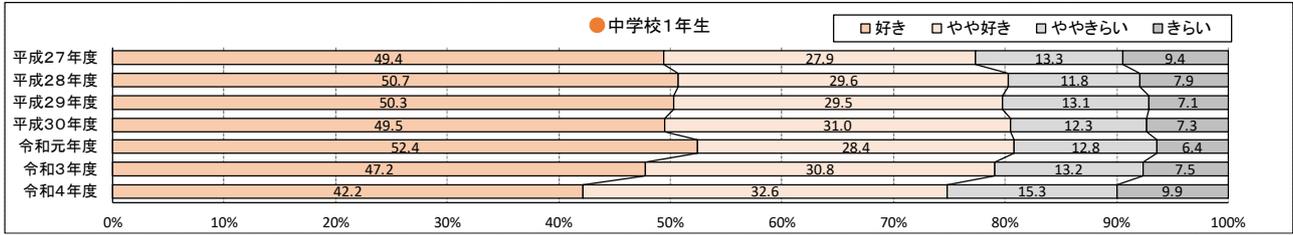
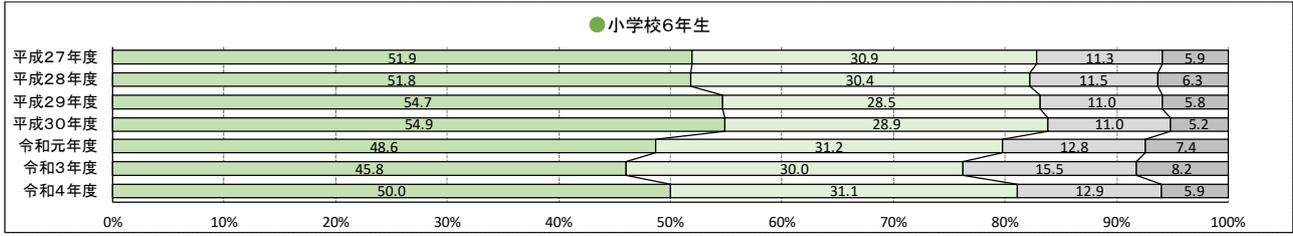
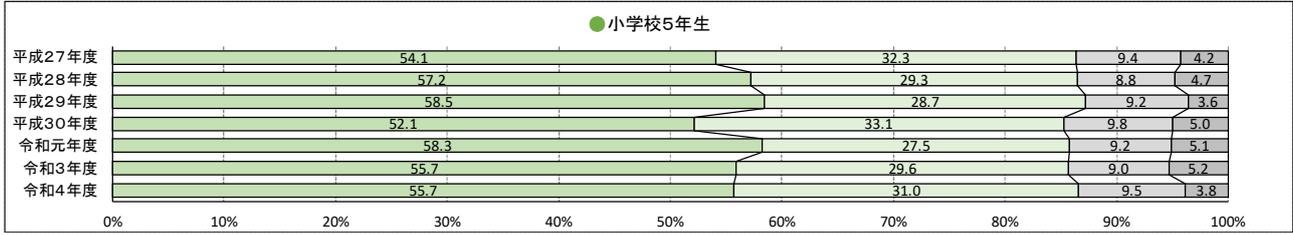
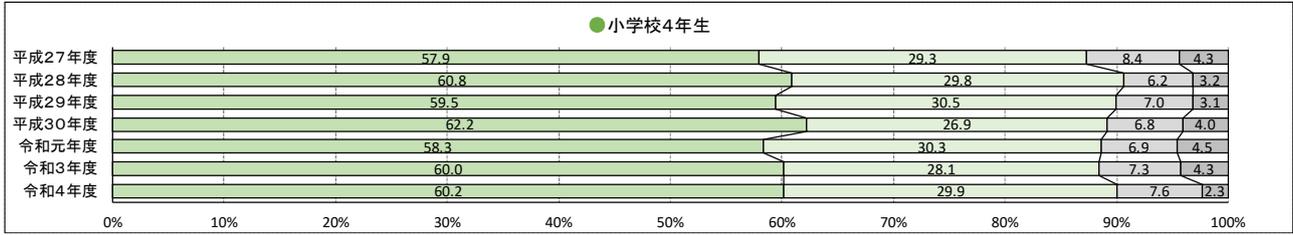
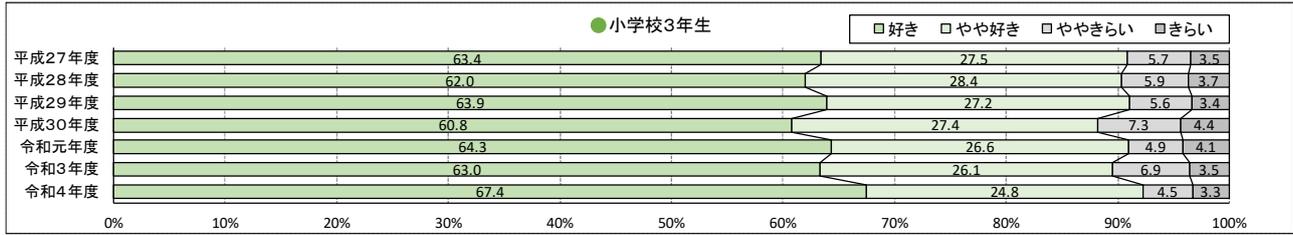
運動やスポーツが「好き」または「やや好き」の割合が、近年、小学校において減少傾向がみられていたが、小学校3年男女、4年男子においては過去最低値であった。また、中学校においては、中1男女を除き、令和3年度と比較して割合が増加した。

#### 男子



女子

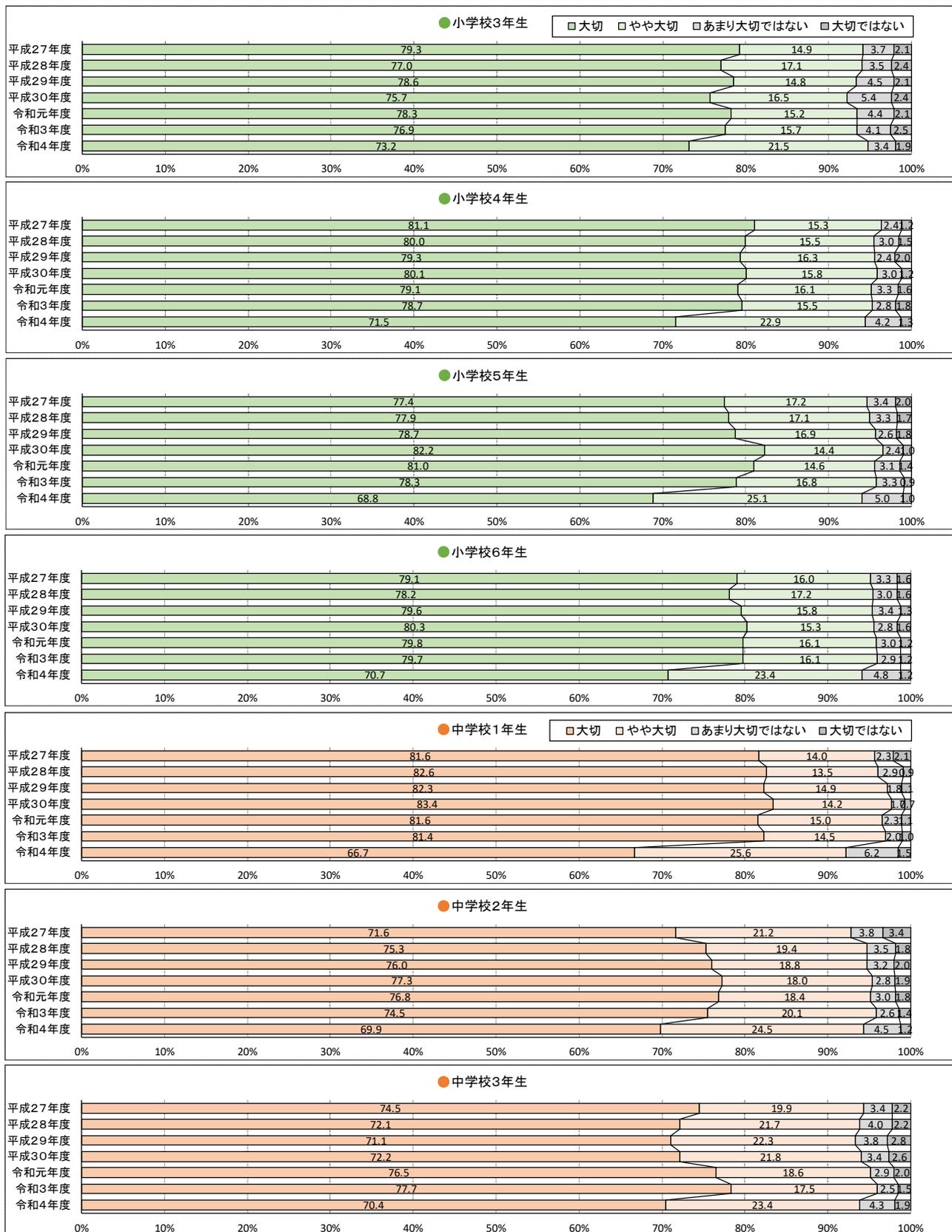
□好き □やや好き □ややきらい □きらい



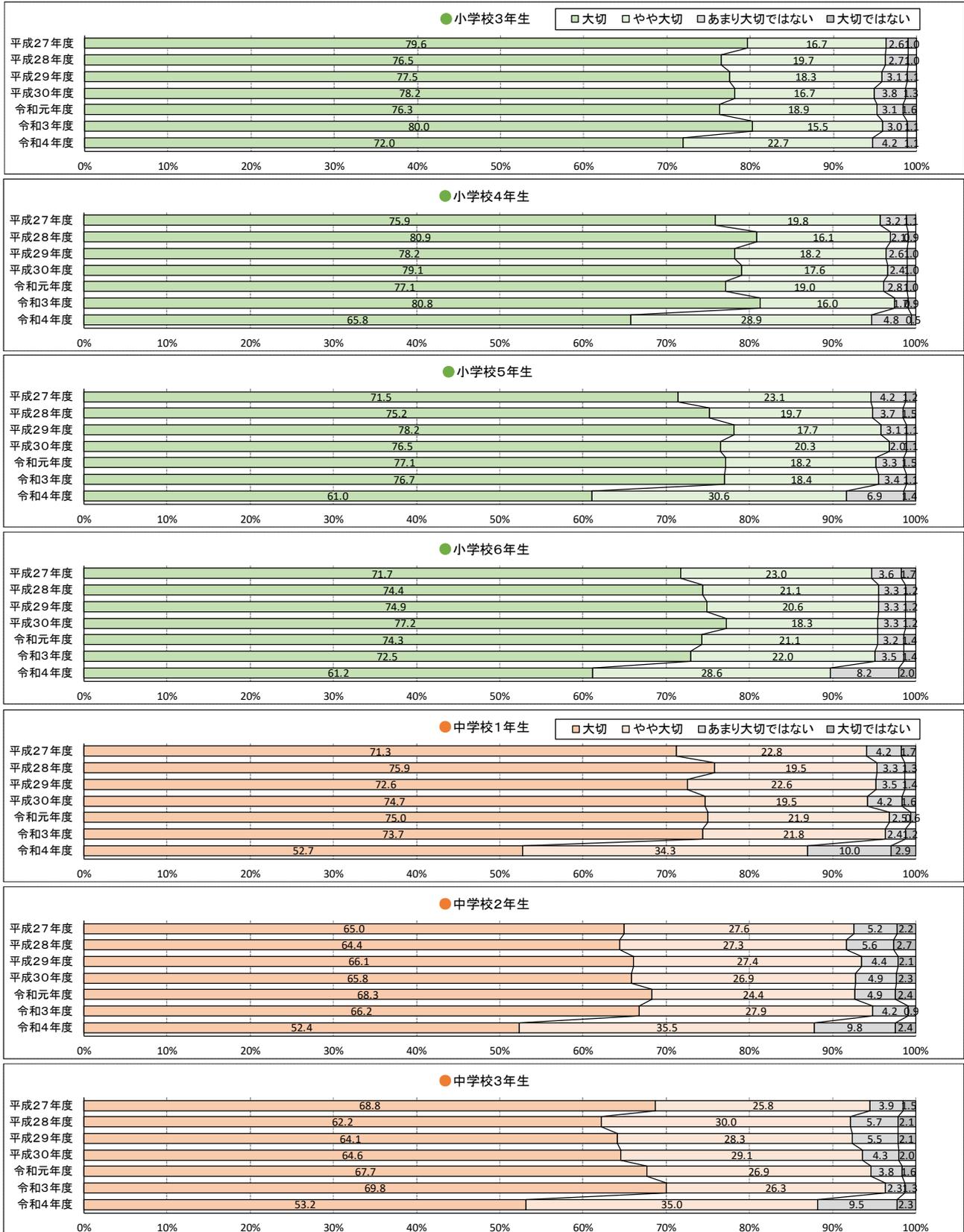
### 〈3-2〉 運動やスポーツが大切な経年変化

運動やスポーツが「大切」または「やや大切」の割合が、中学校2・3年男子を除き、全学年男女において、過去最低値となった。

#### 男子



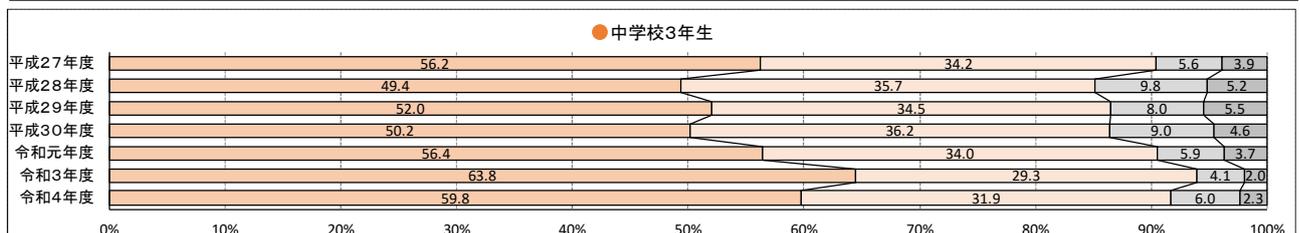
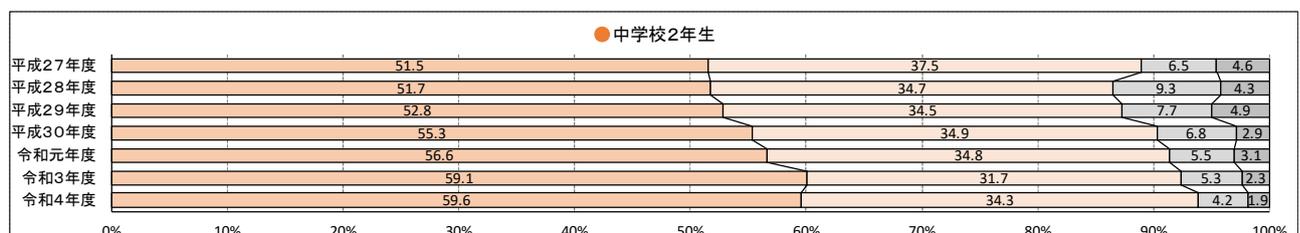
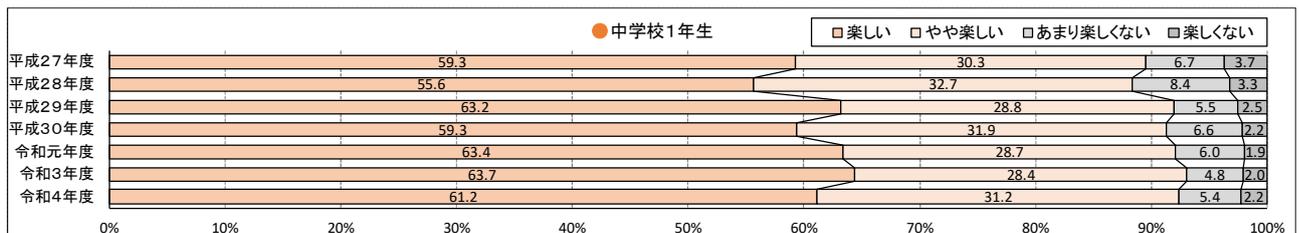
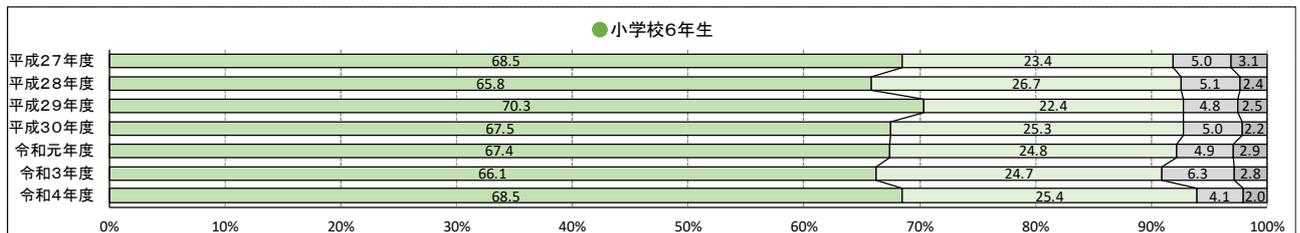
女子



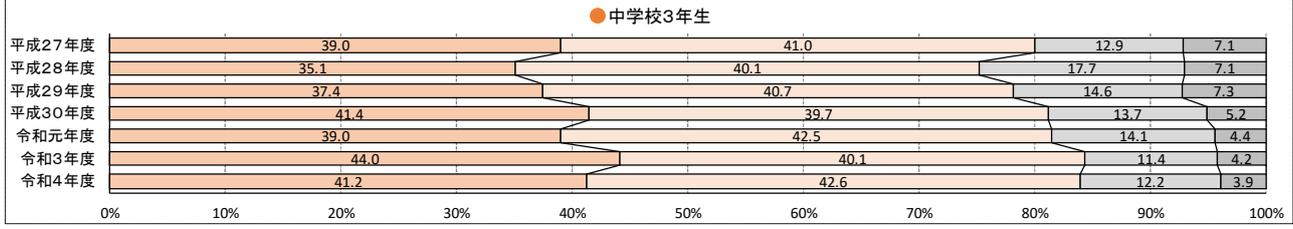
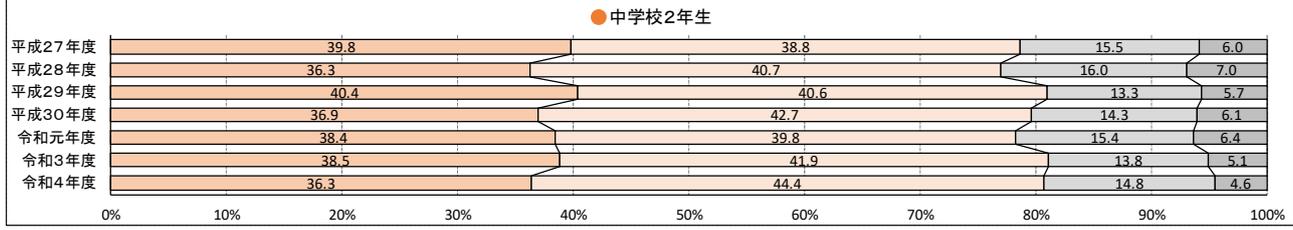
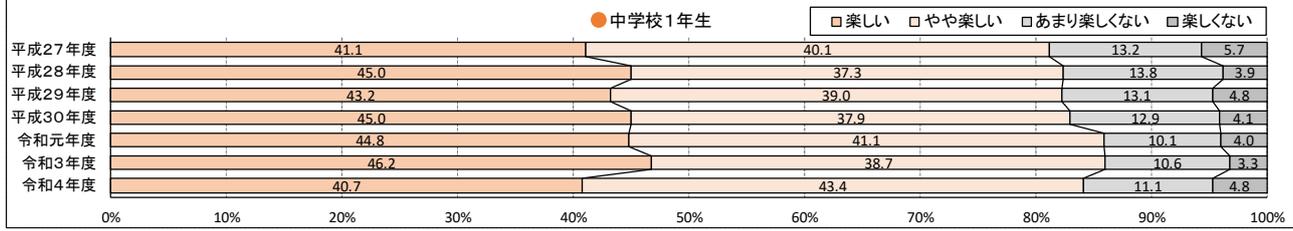
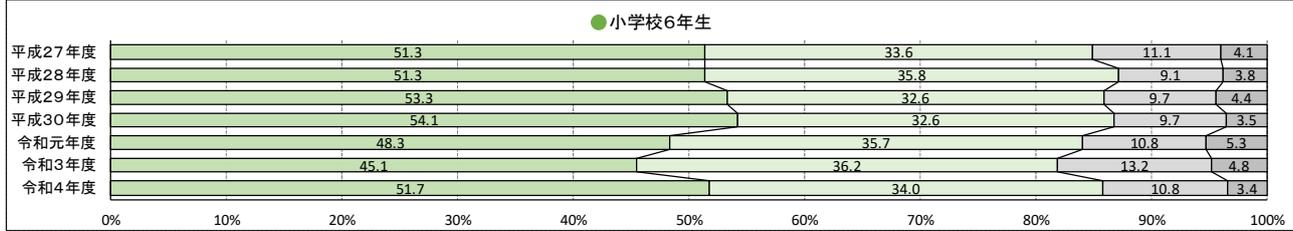
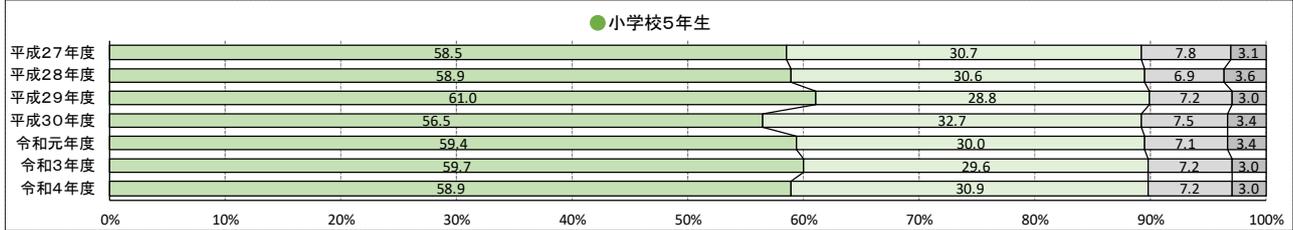
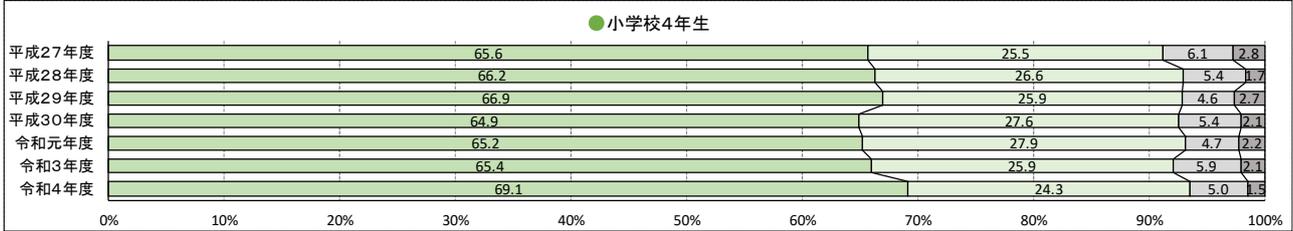
### 〈3-3〉 体育・保健体育の授業は楽しいの経年変化

運動やスポーツが「大切」または「やや大切」の割合が、小学校においては全学年男女において、令和3年度と比較して割合が増加した。また、中学校においては、中2男子を除き全学年男女において、令和3年度と比較して割合が減少した。

#### 男子



女子

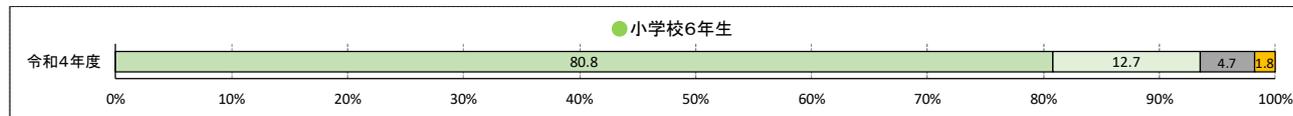
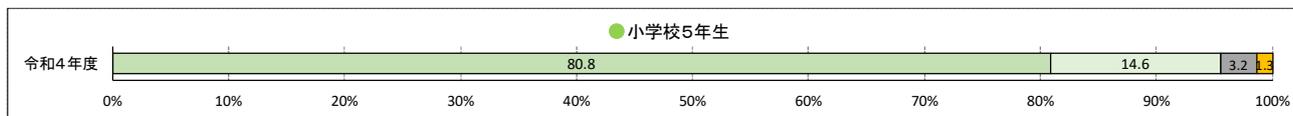
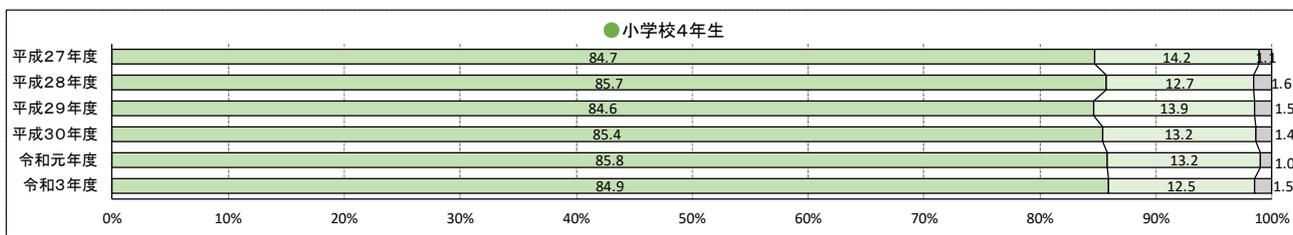
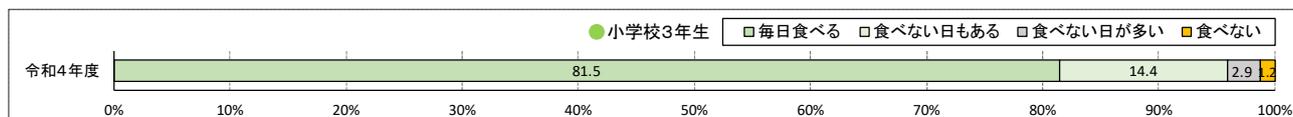


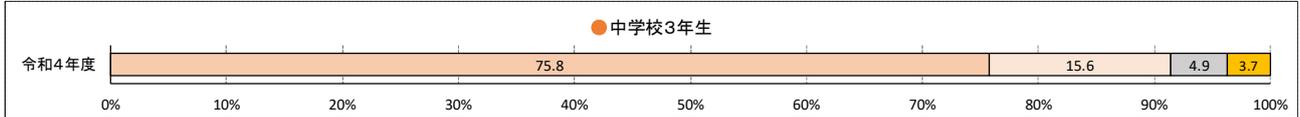
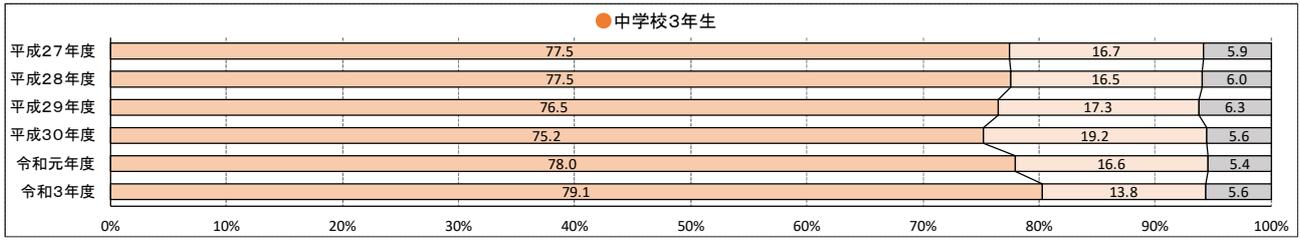
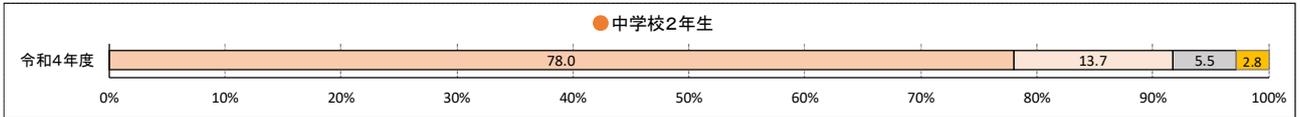
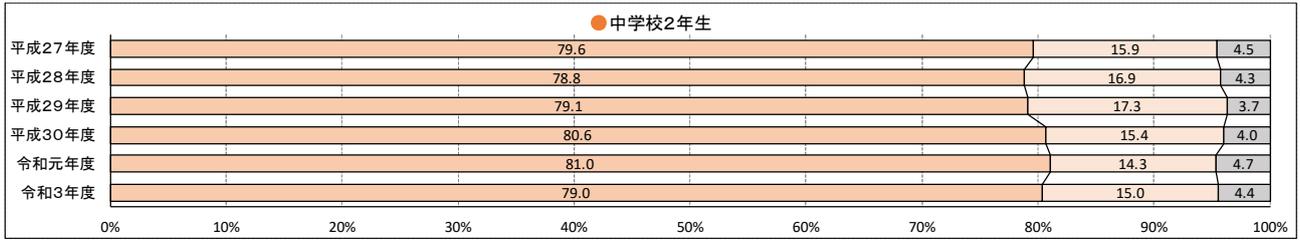
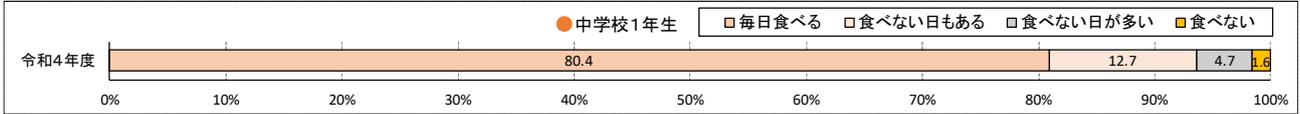
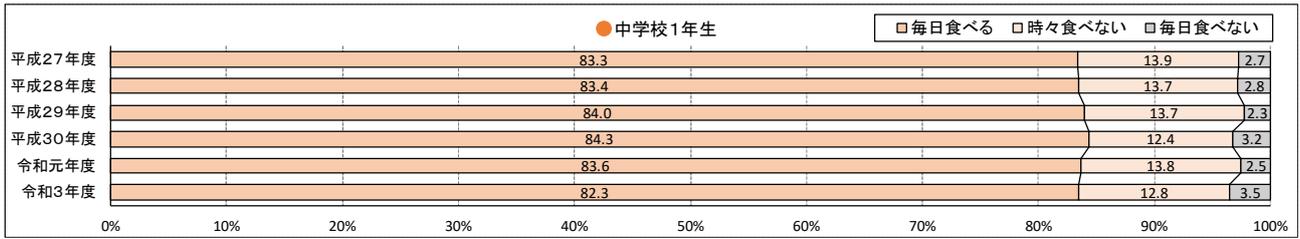
## 4 生活習慣の状況

朝食の摂取状況は、「毎日食べない」と回答した割合が増加し、小学校6年生女子、中学校1・2年生女子の「毎日食べる」の割合の減少傾向がみられる。睡眠時間については、「6時間未満」の中学校男子の割合が減少している。

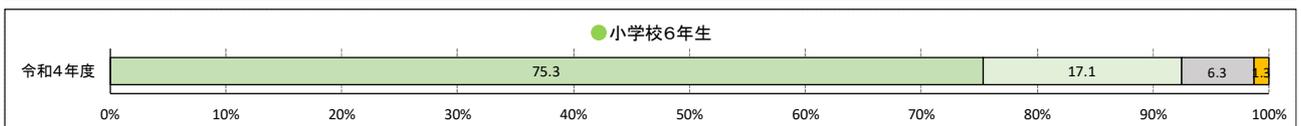
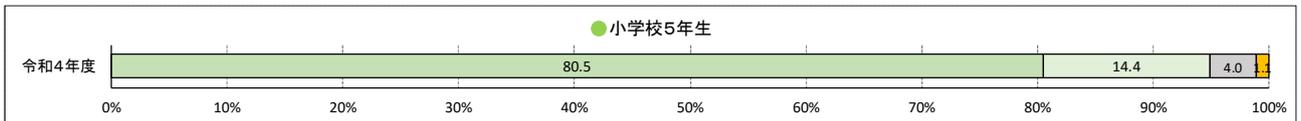
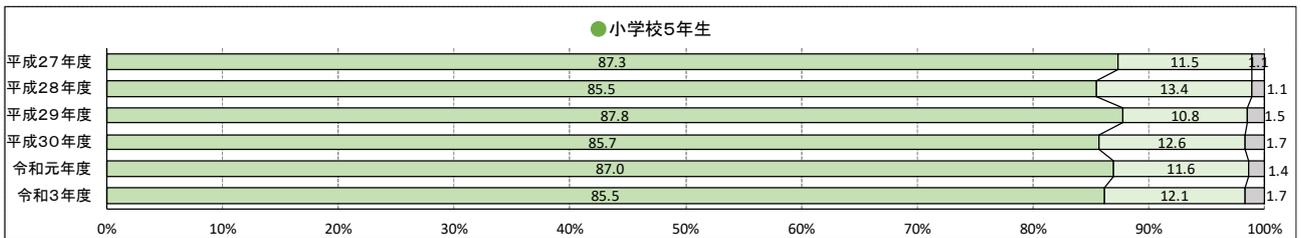
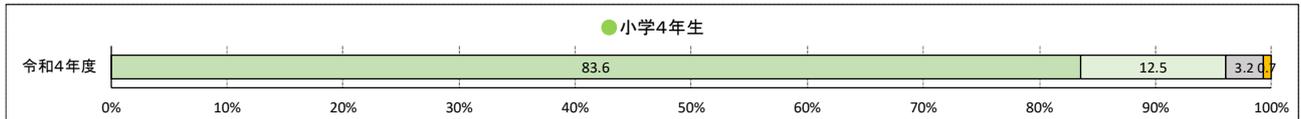
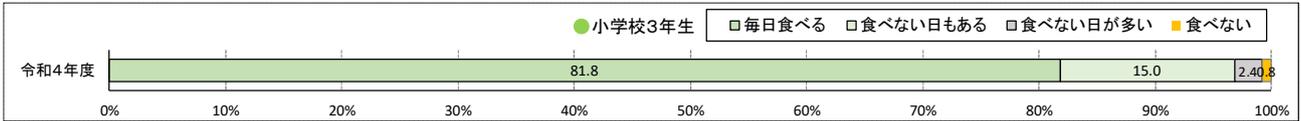
### 〔朝食の摂取状況の経年変化〕

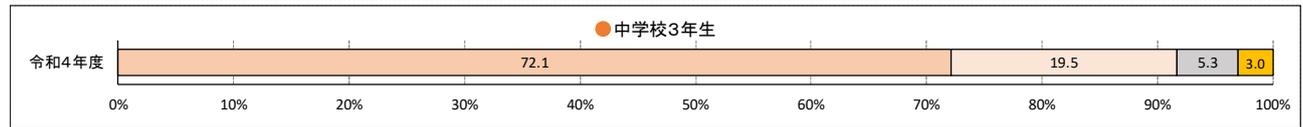
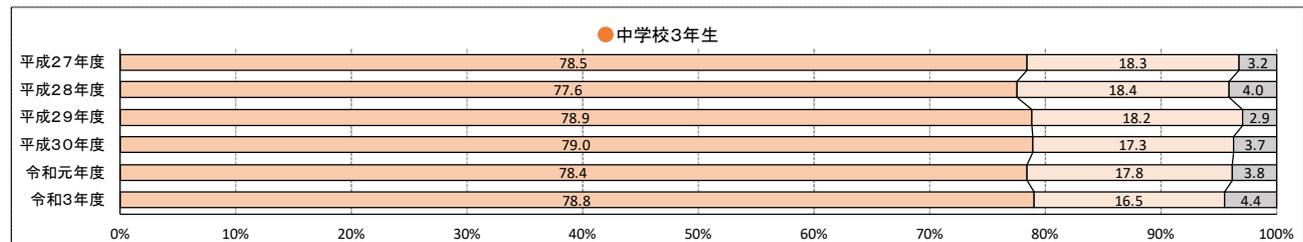
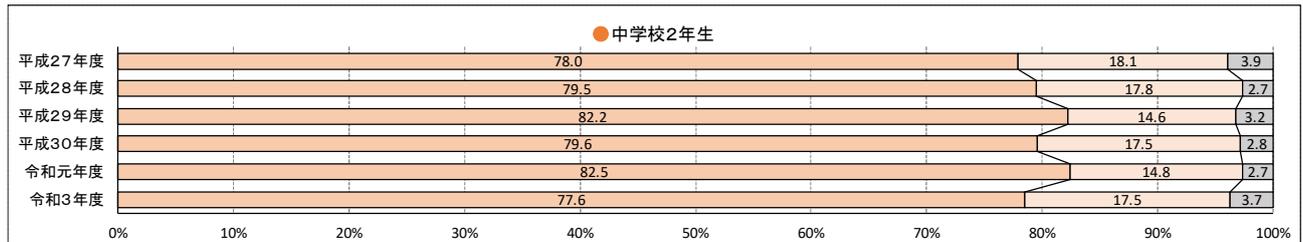
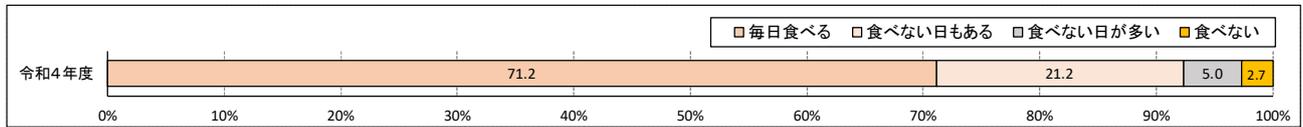
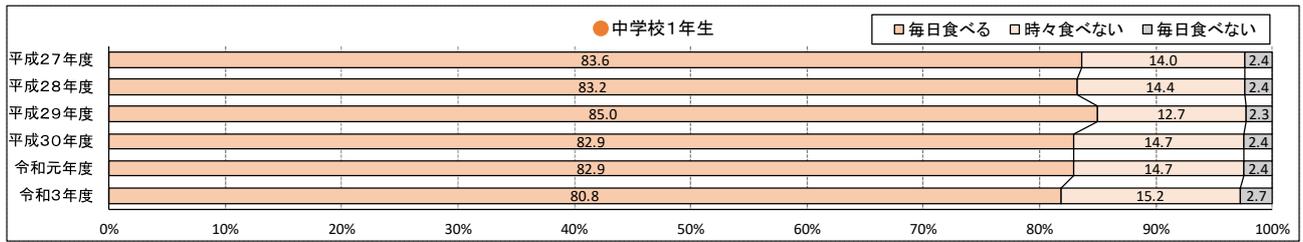
#### 男子





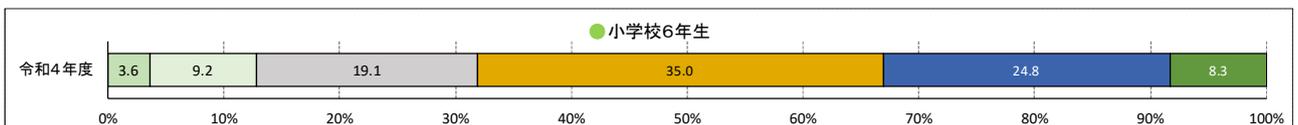
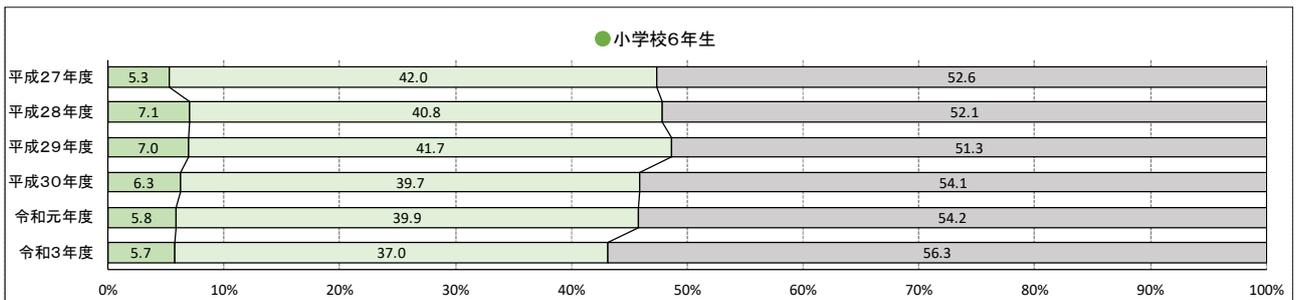
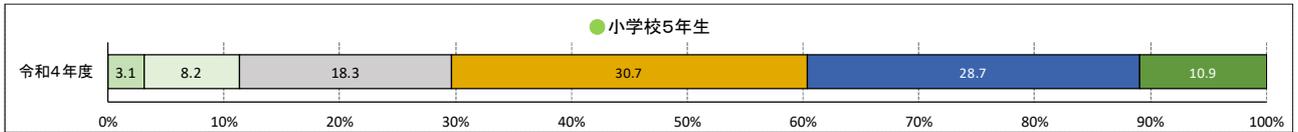
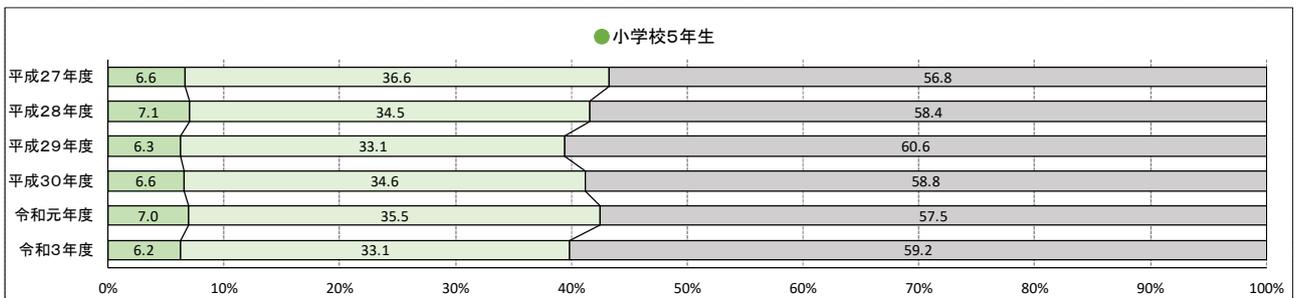
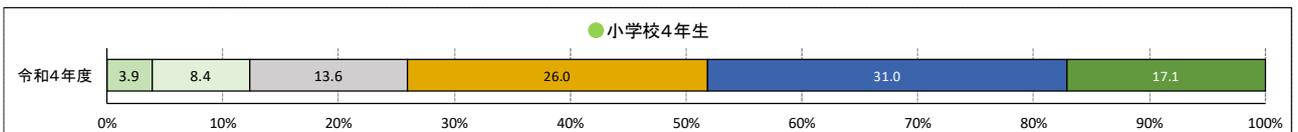
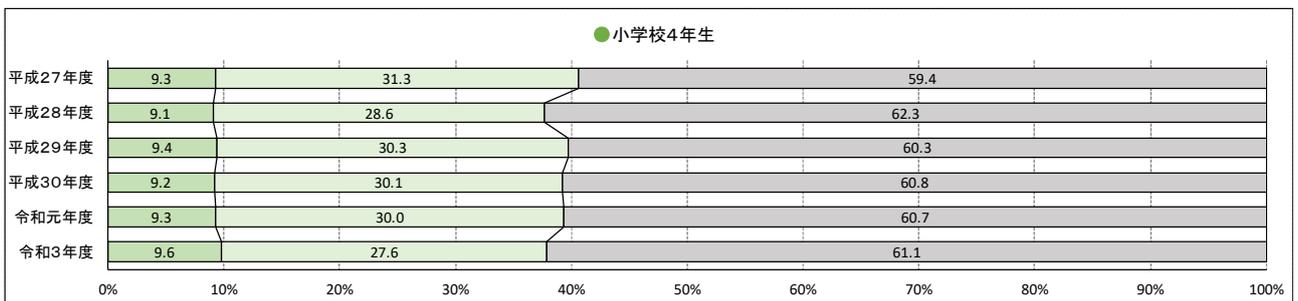
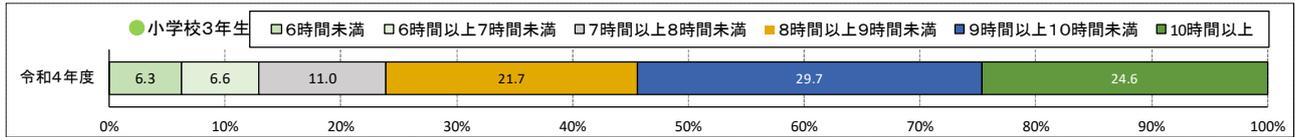
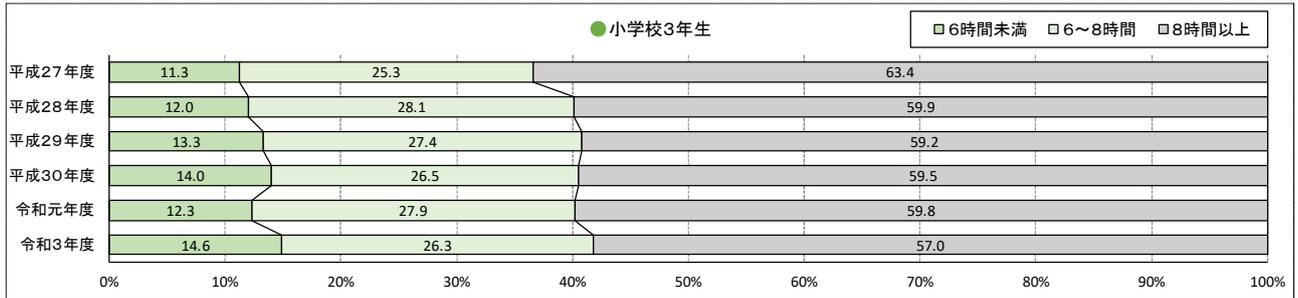
女子

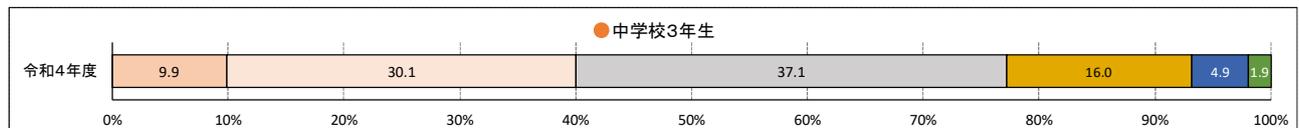
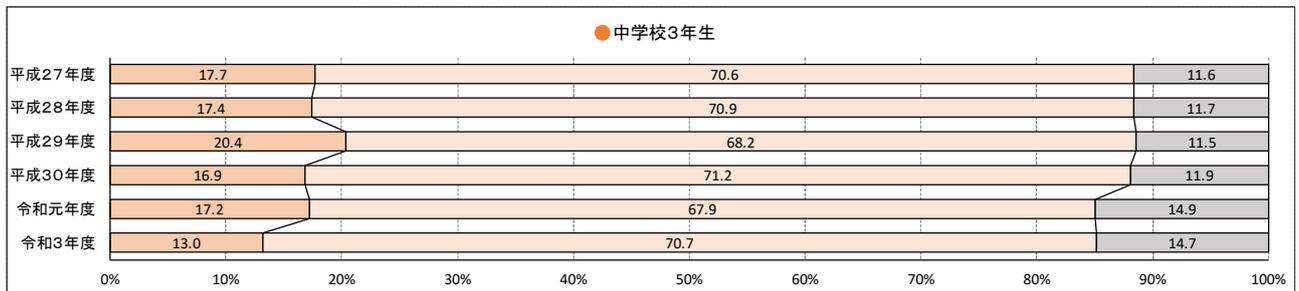
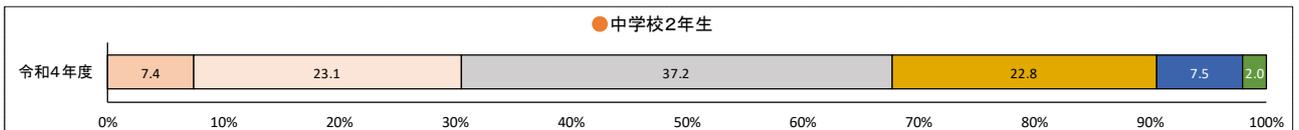
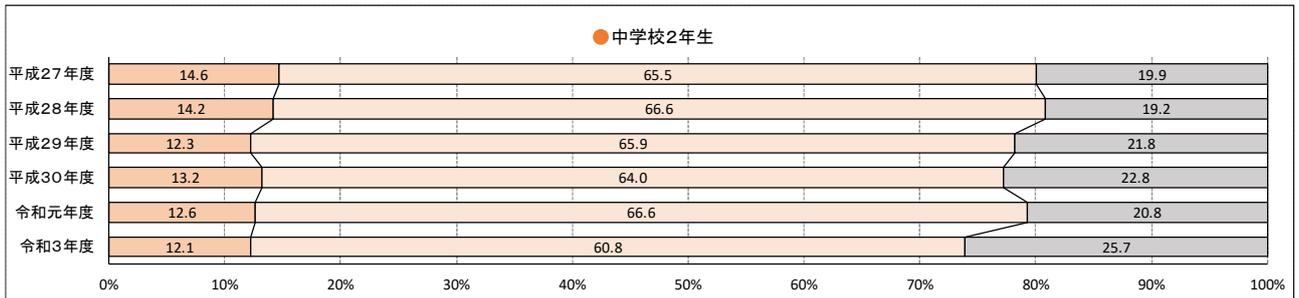
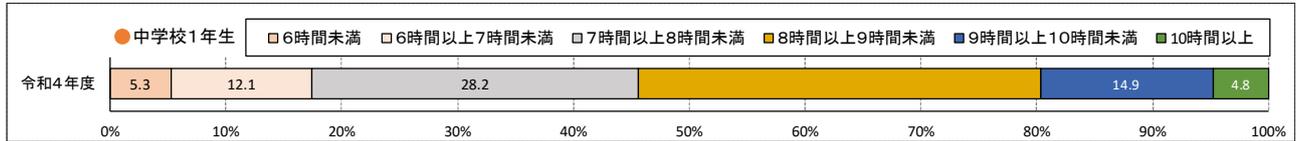
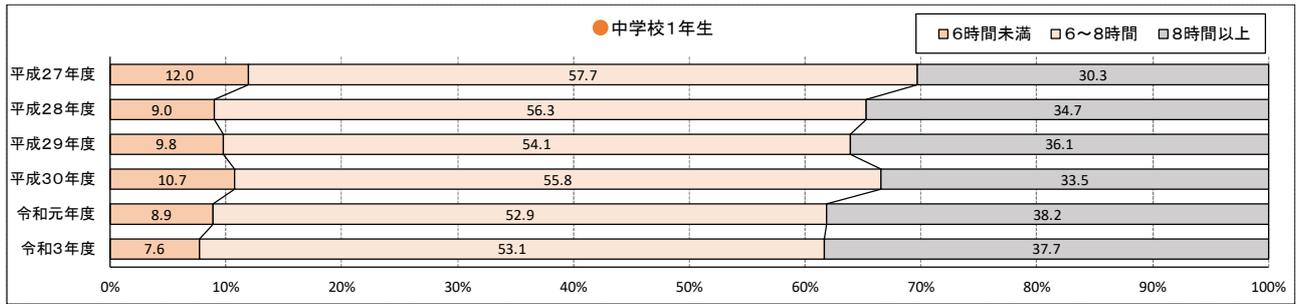




〔1日の睡眠時間の経年変化〕

男子





女子

