

The Development Measures of “School-Family-Society Integration” in the Context of the Healthy China Program and the Theoretical Basis of Lifelong Physical Education

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Background/Objectives: The purpose of this study was to explore the development measures of school-family-society integration in the context of the healthy China program and the theoretical basis of lifelong physical education. **Methods/Statistical analysis:** This paper adopts the methods of literature review, logical analysis and comparative analysis to analyse the necessity of developing the school-family-society integrated lifelong physical education ideology. Moreover, by adopting the sports development models in developed countries, especially the Japanese family school model (PTA model), the "trinity" integrated education model, the community school model, the PE club model and other sports development models, it expounds the necessity and measures of school-family-society integration of lifelong sports development. **Findings:** First and foremost, people's understanding of lifelong sports should be changed; college physical education should appropriately add related professional courses on community sports direction and mass fitness direction. The corresponding integrated teaching system of lifelong physical education will help export professional social sports instructors to society and solve the current situation of a shortage of social sports instructors. In addition, more funding should be allocated towards the sharing of sports resources, improving basic sports facilities and extending sports activities to the winter and summer vacations. A family-school convergence, an information-sharing network platform and a diverse evaluation system should also be established.

Improvements/Applications: Due to the situation of physical education in China, they should reform physical education in schools, extend it to families and society and there is also a need to strengthen the integration of school, family and social physical education, making them an interconnected whole unit.

Keywords: *Healthy China, Lifelong Physical Education, School Physical Education, Family Physical Education, Social Sports, Integrated Development.*

Introduction

A WHO survey shows that currently, 1 in 5 adults and 4 in 5 adolescents (ages 11-17) worldwide do not have sufficient physical activity (WHO. 2018). Encountering this, the “Global action plan on physical activity 2018-2030” was officially released in June 2018, which is specifically aimed at solving the worldwide insufficiency of physical activity. This plan not only serves to improve physical activity but also helps to achieve global sustainable development goals. Such a goal requires the cooperation of member states as well as a switch in social attitudes. That is to say, a safe and convenient physical activity environment, more opportunities to participate in physical activities and a more supportive and better evaluating system for the sport’s participants should be offered based on individual abilities and life cycle conditions (WHO. 2018).

In recent years, the “Healthy China 2030 Planning Outline” issued by the CPC Central Committee and the State Council (The central 2016) attaches great importance to the health of adolescents at a state level. To meet the requirements of a healthy China, as shown in Table 1, school physical education shoulders an essential and important role (Zhang et al., 2018). China's “National Medium- and Long-Term Education Reform and Development Plan (2010-2020)” clearly states that lifelong education should be integrated into all aspects of education, covering school, family and society education. Meanwhile, it should also be infiltrated into all processes of education and teaching, establishing a talent training mechanism in coordination with family, school and society (Han 2004).

The construction of the lifelong physical education system requires not only the support of school sports education but also the cooperation of families and the whole society. The education model in the new era is a cooperative one of school, family and social education (Yang, 2015), which are the basic forms of physical education for young students and are important ways to cultivate lifelong physical education awareness (Lin et al., 2004). Therefore, the establishment of the “school-family-society” integration model is a trend for the development of China's education model.

Integrated application and education refer to the process of extending the narrow school education to a wider education scope including family and society. Relevant research has pointed out that the integration of family-school-society is a new interactive operation mechanism that helps to realise the sustainability of students' sports activities in different spaces (U.S. Department of Education. Goals 2000) and forms a multi-directional and comprehensive education system. With the continuous promotion of lifelong education, the rapid development of society and the transformation of lifestyle, lifelong sports aim not only to meet people's demand for sports in school sports but also to include family and society (Wang 1994). However, the current research in China is limited to the study of theoretical background. In combination with the educational background in China, further studies are needed to figure out the specific implementation measures.

Table 1: Physical activity in healthy China

Participants	Goals
Adult	<ul style="list-style-type: none">- Actively participate in national fitness- Promote the fitness of the whole nation
Teenager	<ul style="list-style-type: none">- Proficiency in more than 1 sports skill- School sports activities are not less than 1 hour a day- Participate in moderate-intensity physical activities more than 3 times a week- National students' physical health standards reached an excellent rate of more than 25%

Note: The above data comes from the "Healthy China 2030"

Materials and Methods

This paper adopts the methods of literature review, logical analysis and comparative analysis. Based on the ideas in the Healthy China plan, combined with the requirements of lifelong sports theory, relevant domestic and foreign research literature concerning the topic of school, family and social physical education are compared and analysed in this paper. The aim is to explore the feasibility and measures of the development model of lifelong sports integrating school, family and society in China.

Theoretical Background

Lifelong Physical Education

Lifelong physical education is a very important issue in the field of sports research. The definition of this concept is broadly divided into two types. The first refers to an individual's lifelong physical exercise and physical education (Han 2004). The second refers to the



educated not only receiving physical education at school but still being able to use the sports knowledge and skills learned in school for lifelong exercise after graduation. In summary, lifelong physical education is a combination of lifelong physical education in school and lifelong physical exercise outside school. It can not only help people master a certain sports skill for a lifetime, but can also help cultivate the spirit of lifelong physical education.

According to relevant research literature, lifelong physical education research in China began in the 1980s, which mainly focused on lifelong physical education and school physical education. In terms of research content, school physical education should lay the foundation for students' lifelong physical education and should help in linking the relationship between lifelong physical education, school PE and mass sports. The establishment of a lifelong physical education system including school PE has greatly promoted the research and practice of lifelong physical education in China (Chen 2004). Lifelong physical education is a sports life concept with the goal of realising lifelong physical education practice. It covers sports activities aimed at high-level competitive sports or professional sports as well as mass sports practices aimed at fitness, entertainment and self-development.

Paul Lengrand has proposed in "An Introduction to Lifelong Education" that the theory of lifelong physical education advocates "to consciously, purposefully, systematically, scientifically, systematically and completely penetrate physical education the life, every member of society must consciously, actively and persistently promote the overall development of the human body and mind, and healthy and longevity" (Paul 1970).

School Physical Education and Lifelong Physical Education

The guiding ideology of lifelong physical education is the idea of cultivating students' ability and habits to participate in sports activities for their whole life. This kind of thinking holds that school physical education is the most important and meaningful intermediate link in lifelong physical education. It advocates cultivating students' concept and habits of physical education and exercise during school time and further enables students to master the basic theories and methods of lifelong physical education. The idea of lifelong physical education has a great impact on the goals, content, methods, evaluation, organisation, etc. of school physical education (Li 2001).

Physical education is the most important part of school physical education and the most basic way to achieve school physical education tasks. During the process of physical education, despite the quality of physical education teachers, other factors, such as the cultivation of students' sports consciousness and their physical fitness level should also be treated seriously to promote the formation of their sports habits. In this way, the idea of



lifelong physical education can be effectively implemented in physical education, and school physical education can be better integrated with lifelong physical education.

School physical education is a physical activity and educational process that takes teenagers as the main activity object, physical exercises as the basic means, and the improvement of students' physical fitness as the purpose (Yan and Song 2006). It aims to improve students' physical fitness, cultivate students' interest in sports and help students master motor skills to improve their physical fitness levels. School physical education, which has corresponding goals, tasks and characteristics at different stages, is a long education process for every student. Compared with other subjects, school physical education is a part of school education and a key link in lifelong physical education. Regardless of the physical fitness condition of students before they enter school, they should have a wealth of knowledge and a healthy physique to achieve the full development of moral, intellectual and physical beauty after graduation (Kang 2008)

At the same time, school physical education is the basic stage of physical education for the young and the intermediate link in the implementation of lifelong physical education. Due to the exam-oriented education conditions in China, physical education has disconnected from lifelong physical education and lacks continuity (Yan and Song 2006). Only by laying the foundation for lifelong physical education in physical education and teaching students how to master physical education, can we better integrate intra-curricular, extra-curricular, school, family and social physical education, and further promote the implementation of the Healthy China Plan to achieve a healthy development for all students.

Family Physical Education

Family physical education is a part of family education that refers to the physical activities in family life. It not only has a direct effect on physical health, mental health and the habits of each family member, but also has a close relationship with the stable and progressive development of the whole of society (Zhou 2005). Aristotle said that good habits formed in childhood change one's life. Therefore, family sports are the foundation for the establishment of a lifelong physical education system.

Since parents' words and behaviours have a profound impact on their children, family physical education should be imperceptible. Parents should have a healthy sports value and a view to lifelong physical education. They should be aware that a healthy body is a primary condition for children's growth.

In addition to language communication, physical activities in the family require parents to pay close attention to their children's health, offering face-to-face and hand-to-hand physical

communication. When a child feels joy and love during family sports time, sports conjures a feeling of happiness for them, which will also lay a solid foundation for spontaneous sports activities in adulthood.

Family physical education under the idea of lifelong physical education has emerged with the development of modern life. Regular participation in sports activities will make physical exercise a part of daily life. People will commonly experience the life circle of family-school-society-family.

One starts from family and will finally return to the family. The practice of physical activity in a lifetime also goes similarly. No matter at what stage, family physical education accompanies people's life. That's why family physical education is a lifelong focus.

Social Physical Education and Lifelong Physical Education

Social physical education has a variety of functions such as leisure and entertainment, physical fitness, disease prevention and training of sports reserve talents. It is featured with publicity and masses (Qiu et al., 2015). Social physical education refers to various kinds of physical activities that take place in people's leisure time. It is characterised by the participation of the whole of society, aimed at enriching people's cultural life, enhancing health condition and improving social adaptability. Its participants range from the young to the elderly.

It is usually conducted with different kinds of physical exercises in various environments such as family, work places and within communities (Wang and Zhang 2010). The social physical education voluntarily participated by ordinary people is extensive in content, diverse in form and has social functions (Lv and Wang 2006). Social physical education includes various sports activities carried out in streets, communities, residential communities, enterprises and institutions. Community sports are mass sports activities carried out by residents in a certain environment (Cao 2009), which belong to the basic part of social physical education. Community sports are useful for training students' lifelong physical education habits and creating certain environmental conditions for lifelong physical education.

Physical Education Related Systems in Developed Countries

In the article Rethinking Parents Participation (Kapan 1991), U.S. experts talked about one of the most common perceptions of parents' participation in school education: parents help their children study by actively participating in school-sponsored activities. The United States' Education Goal 2000 (U.S. Department of Education. Goals 2000) clearly stipulates



that all schools must strengthen their cooperation with parents and society in order to make sure that parents can pay more attention to the growth and progress of youth in social, emotional awareness and academic aspects. Some American scholars have stated in *Principles of Physical Education in Schools-Principles of Practice* (Panter et al., 2010) that: “the community needs the help of the school, and without the cooperation and support of the community, the school cannot complete its task well.”

In 2011, the United States formulated the Guidelines for the Promotion of Youth Sports Activities, which clearly stipulates the specific responsibilities of schools, families, and communities for the development of youth sports. This must be jointly promoted by the government and various social institutions and departments; In 2012, the “President's Youth Fitness Program” encouraged youth sports and formulated regular participation in sports to guarantee a lifelong physical education awareness in childhood.

“Balance” is the most important feature of the German sports system. That is to say, under the club system, competitive sports, mass sports, school physical education and other aspects have been fully developed (Liu 2011). The club system is used to fully develop the sports industry. In terms of mass sports and national fitness, German sports clubs also play an important role.

Germany's mass sports are well developed and national fitness activities are popular. One-third of the population are members of sports clubs who often participate in exercise and competition within the club. At present, most clubs in Germany are public clubs. Even professional clubs have a large number of ordinary members.

Members of these clubs only need to pay a small amount of membership fees to use the club's sports facilities to exercise at any time. Moreover, when those members reach a certain physical exercise level, they can even represent the club to compete in leagues at all levels. In this way, Germans can enjoy the exercise while also achieving the purpose of fitness (Liu 2009).

German sports clubs play an equally important role in school physical education. Most students participate in sports clubs after school and in their spare time receive training in a certain sport. As a result, the participation rate of youth sports clubs is above 60%. This kind of after-school club training is a supplement to school physical education.

Many students are members of both school clubs and individual sports clubs. The boundaries between on-campus and off-campus clubs are uncertain. School clubs are essentially integrated with social sports clubs.



The German government has invested heavily in the construction of stadiums to promote national fitness activities. Many of these venues are jointly used by clubs and schools. Generally, these gymnasiums are built inside primary and secondary schools for school physical education during class time and for sports clubs at nights, weekends and holidays, making full use of venue resources provided by the government.

The British Department for Digital, Culture, Media, and Sport (DCMS) released a new phase of the national sports development strategy, “Sporting Future”, in December 2015. This strategy redefines the meaning of successful sports as one that can achieve “five developments”, that is, people’s physical, mental, personal health, social and communal development as well as economic development. As a result, a country that is active in sports will be created under such a strategy, in which children and young people can enjoy better physical education opportunities and people of all ages and backgrounds can enjoy the benefits of physical exercise. Seen from the above, this kind of definition is based on the development of social mass sports (Sporting).

The *First Review Report on Educational Reform* of the Japanese Provisional Education Review Conference pointed out that: “It is necessary to re-recognize the educational role of families, schools and communities, and to explore the coordination and connection between these three.” Japan’s Family-School Cooperation Organization PTA (Parents-Teachers Association) is committed to strengthening the communication and connection among school, family and community, which has an important impact and promotion on the growth of young people. The PTA focuses on three educational issues: 1) sharing information; 2) actively supporting class teaching; 3) opening schools.

Social participation as a part of lifelong education in Japan is mainly reflected in the following aspects: Firstly, joint cooperation is promoted among schools, society and families, and schools with "viability" for adolescents are jointly built. Secondly, school facilities and functions are open to the community, which helps contribute to better education, culture and overall wellbeing for everyone. Thirdly, great importance is attached to the foundation of life-long learning.

By considering the local teaching materials and local talent situation, special education activities are carried out to suit the actual situation of the children. With the popularisation and practice of lifelong physical education in Japan, the Japanese government attaches more and more importance to the cooperation and connection among schools, families and communities, striving to build a network of lifelong learning environment (Su 2014).

At the 2015 Central Education Review Conference of the Ministry of Education, Culture, Sports, Science and Technology of Japan, the Ministry of Culture, Science and Technology



stated that “in the future, national public primary and secondary schools will affect the development of community schools,” and “regional collaborative” community schools will become the trend for Japanese public primary and secondary schools. The school operation council of a Japanese community school is the core component of the “Trinity” co-education model. The current three major systems conducted in Japanese public elementary and junior high schools (local government supports the school headquarters system, the school reviewer system and the external evaluation system) are the critical support conditions for the smooth development of the “Trinity” co-education model.

The survey results of the National Institute of Educational Policy Research in Japan show four achievements acquired by community schools. 1) The School Operation Council established by community schools has a significant effect on the aspects of school management functions, efficiency and school evaluation. These objective evaluations are of great help for school improvement. 2) The participation of volunteers in school management and the implementation of Zhiyuanxing teaching activities, etc. have alleviated the burden of teaching staff to a certain extent. 3) After school, family and community assistance such as school facilities, experiential learning and environmental maintenance have been significantly strengthened. 4) Communication between community schools and local communities are getting closer (Jin 2009).

After analysing previous overseas sports education-related examples, South Korea has successively introduced club models such as public sports clubs, connection system construction, club managers and multi-project operations. The promotion of these sports clubs is aimed at cultivating the transformation from professional sports to life sports. The sports club’s development stages and their comparisons are shown in Table 2.

Table 2: Sports club development stages and comparison

Stage	Foundation stage	Expansion stage			Conversion stage
Name	Youth Sport Club	Regional Club	School Club	Public Club	Public Club (Comprehensive Sports Club)
Implemented Year	04~06	06~10	07~Now	11~14	13~Now
Competent Organisation	Korean Sport	Ministry of Culture, Sports and Tourism	Ministry of Education	National life Association	National life Association, Korean Sport
Participants	Teenager	Adult	Teenager	All	All
Content	1. Expand youth sports experience 2. Train professional plyers	Establish sports clubs dominated by associations	1. Establish school sports club 2. Connect School Club and Community, establish league system	Carry out more than 2 sports events suiting different ages	Establish comprehensive Clubs combining 'Facilities-Projects-Mentors'
Existing Problem	1. Diversity shortage for PE teachers 2. The autonomous operation model of regional clubs	Restrictions on recruitment of youth members and website operation	Inadequate community and social connections	Inadequate project-centric infrastructure construction	The indistinguish-ability of basic sports centre, Difficult to guarantee facilities
Korean Sport, 2016					



In order to strengthen school sports, South Korea has opened the Happy Weekend Sports School (after-school sports program) and one-person-one sports program, making rational use of the school's external facilities. In 2017, there were 4,600 internal school programs, which were expanded to 5,010 in 2018. Moreover, the 862 external school programs in 2017 were extended to 1562 in 2018. South Korea has also established public sports clubs and related enthusiast organisation systems and introduced the league system in the middle of the year.

In addition, in order to strengthen community sports, South Korea has carried out a national comprehensive sports conference to select outstanding sports players and regional sports. Life physical education squares are built for better use of people's leisure time and those squares are correspondingly equipped with life physical education instructors in various parts of the country. Besides, school physical education facilities are reasonably opened to the public. What's more, the South Korean government has also provided substantive help for the life and sports of the elderly. Sports activity classrooms, field physical management classrooms (120 nationwide) and other programs are specially opened for the elderly to enrich school sports and social physical education.

Measures for School-Family-Social Integration in Lifelong Sports Development

Strengthening the Integration of the Concept of Lifelong Sports, and Formulating Detailed Handling Measures for School Sports Injuries

At the school level, schools are unable to actively carry out sports activities to fully achieve its educational goals due to the concerns of students' personal safety. Therefore, the overemphasis of "safety first" needs to be changed. Under the principle of health first, schools should improve the handling of sports injury accidents in schools to ensure the smooth development of diversified PE activities conducted by PE teachers. In order to change the traditional situation, in which the school shoulders the full responsibility, while the active roles of parents and society are neglected, the management personnel of various departments should first establish the awareness of lifelong sports and learn the idea of an integrated education model. Moreover, by using social resources, this model should be further spread to family members and social guidance personnel to actively promote sports health awareness.

A Corresponding System of Specialised Courses and Teaching Materials Suited for the Integration of School, Family and Society Should be Established in Universities

College sports education should take the use of off-campus sports resources and properly offer relevant professional courses on community sports direction and public fitness



direction. For students who majored in physical education, a corresponding textbook system focused on integrated lifelong physical education should be made to cultivate more professional community sports instructors for the whole of society and to alleviate the shortage of social sports instructors, scientifically and comprehensively promoting the national fitness.

Sharing Sports Resources, Improving Basic Sports Facilities, and Extending Sports Activities to winter and Summer Vacations

The realisation of a cooperative relationship between school sports, family sports and social sports developments requires a certain material basis. This includes sports facilities that guarantee the smooth development of sports activities as well as teachers who guide sports activities. In a coordinated development process of the three, sports resources must be reasonably and effectively used. This sharing of sports resources has improved the current situation of sports facilities shortage.

According to the related survey, resources of basic sports facilities available to Chinese residents are extremely limited, affecting people's enthusiasm for sports activities. If school sports resources can be open to the public, the current situation of sports facilities shortage for residents can be improved to a certain extent. If school physical education teachers become community sports instructors, national fitness activities can be implemented effectively. Moreover, community sports clubs should be established within the community to provide internship opportunities for college sports major students, to ensure the amount of physical activity for young people during the winter and summer vacations, and to avoid the situation of insufficient family physical education during the vacations. This can also strengthen the richness of sports activities, promote the local colour of sports activities, and realise the optimal allocation to fully utilise sports resources.

Family-School Convergence, Creation of Information Sharing Network Platform and the Construction of a Diverse Evaluation System

Schools should properly assume the central role of integrated lifelong physical education. They should also formulate relevant educational evaluation systems, in which the participation of physical clubs in winter and summer vacations and the participation of family activities should be actively reflected. Schools should develop a physical activity record card for students to monitor, evaluate and promote the participation of young people's physical activities. The after-class physical activities, including family sports activities and various sports activities involved in the community, should be well documented. In addition to internal school evaluation, an external (family member



participation) evaluation system should be established to ensure family and social participation and promote family-school connections.

Conclusion

The implementation of school-family-society integration lifelong physical education needs a well-established system and is a common concern for the of whole society. Lifelong physical education is a continuous process accompanying people throughout their entire life, in which family physical education is the basic link, school physical education is the central link, and social physical education is the extension link. Practicing the goal of lifelong physical education development is an inevitable trend of the development and reform of physical education in the world today. It is necessary to strengthen the integration of school, family, and social physical education, making them an interconnected whole unit. Only if the development content and organisational systems are well-coordinated, can we promote the development of lifelong physical education system of preschool physical education, youth physical education, college physical education, middle-aged and elderly physical education.



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