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Three-Level Needs and Supply Realization of Physical Education Homework in Primary Schools

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Abstract
Physical education homework is a type of physical education that students complete, either alone or in groups, outside of the classroom in accordance with their teachers' instructions. Its objectives are to enhance students' understanding of health, specialist sports talents, and fundamental physical activity abilities. In addition, it functions as a temporal and spatial extension of classroom instruction. In order to accomplish a long-term implementation route, this article begins with the three-level demands of physical education homework and constructs physical education homework in conjunction with the content of the "Physical Education and Health" textbook.

Keywords
Primary School; Physical Education Homework; Three-Level Needs; Supply Realization

1 Three-Level Needs of Physical Education Homework

1.1 The Temporal Demand for School Physical Education Development in the New Era

In the modern era of school athletics, high-quality development—which includes both qualitative and quantitative superiority—is a crucial objective. School sports have evolved to emphasize core competencies, three-dimensional goals, and basic knowledge and abilities (the "double basics"). This progression is indicative of the ongoing improvement of the program's educational aims. According to the "Healthy China 2030" Initiative, "Primary and secondary school students should engage in moderate-intensity physical exercise for more than three times a week." This initiative specifies the frequency and intensity of physical exercise. Sports skills instruction must come first, and then pupils must practice hard to meet these needs.Students will be able to compete frequently with this foundation, demonstrating the values of "teaching, diligent practice, and frequent competition." Proactively completing physical education homework by students is one way that high-quality growth is demonstrated. "Practicing" (applying knowledge) and "studying" (gaining knowledge) are two components of the process of "learning". "Keep your fists always ready for boxing and your voice always ready for singing," is a proverb that suggests that after learning something in class, students should practice it on their own using the knowledge they have gained outside of the classroom.In addition to extending classroom

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learning, teachers provide homework that is specifically designed to target each student's "zone of proximal development" and motivates them to actively identify and solve issues in a positive way. For instance, in a first-grade lesson that focuses on one-minute rope skipping, the instructor walks the pupils through the action as they eventually become proficient at it. When learning to skip rope, children could experience difficulties including sluggishness and erratic motions. Objective variables like the instructor's limited energy and the class time limit make it difficult for the teacher to keep a careful eye on every student's movements in a short amount of time. As a result, homework takes on special significance as it enables pupils to identify their areas of weakness via solo practice and get intense instruction to strengthen those areas.

1.2 The Practical Demand for Integrated Physical Education Curriculum Development

At the National Education Conference, General Secretary Xi Jinping proposed: "We should establish an education philosophy that prioritizes health, offer a full complement of physical education classes, and help students enjoy physical exercise, strengthen their constitution, develop a sound personality, and steel their will." [1] Physical education not only builds a strong physique but also hones willpower, enhances psychological qualities, and the process of growth is a continuous process of self-transcendence. In physical education classes, teachers use various methods to encourage students to overcome difficulties and transcend themselves. In teaching practice, emphasis should be placed on "diligent practice," with a focus on "practicing what is taught in class." In classroom teaching, the textbook "Sports and Health" (PEP Edition) addresses the question of what to teach, while the "New Curriculum Standards" (2011 Edition) address the question of how much to teach. However, the questions of how to teach and how to practice require teachers to scientifically design based on the requirements of the integrated physical education curriculum inside and outside the classroom. Teaching methods should emphasize a student-centered approach, and learning methods should be engaging, making students active participants in the classroom and encouraging them to maintain interest in and persistence with exercise after class. For example, while classroom practice focuses on motor skills, after-class exercise should also incorporate class content to consolidate technical movements and moderately strengthen strength training.

1.3 Schools and clubs should jointly promote the basic needs of students' health

Document No. 53 clearly stipulates: "Schools at all levels and of all types should formulate and implement a comprehensive sunshine sports program that integrates physical education curriculum, extended break activities, and extracurricular sports activities." [2] Physical education homework is a crucial component of the physical education teaching process. It serves as an effective means for students to engage in self-exercise and is a vital link in laying a solid ideological and behavioral foundation for lifelong sports participation. The practice of assigning physical education homework has existed for a long time, yet its effectiveness has been limited. A direct reason for this is the insufficient understanding and low enthusiasm of parents and students towards physical education homework. Some parents believe that students already spend sufficient time exercising at school, with daily extended break activities and physical education classes. However, acquiring a sport skill does not happen overnight; it requires a process of "generalization, differentiation, and automation of movements." Merely relying on in-class training is insufficient to ensure the quality of movements and training intensity for every student. In 2016, the "Opinions of the General Office of the State Council on Strengthening School Sports and Promoting the Comprehensive Development of Students' Physical and Mental Health" provided clearer guidance on collaboration between home, school,

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and community: “Parents should support students in participating in social sports activities, and communities should create convenient conditions for students to engage in sports activities, gradually forming a mechanism where families, schools, and communities work together to guide students in physical exercise. [3]” Teachers need to fully leverage the role of physical education homework and guide parents to attach importance to it. Only through the coordinated efforts of home, school, and community can we truly help students better fulfill their exercise routines.

2 Three-Dimensional Design of Physical Education Homework

2.1 Homework Focusing on Basic Physical Activity Skills

2.1.1 Content of Level One Textbooks

(1) Walking and Games: Natural walking, big-step walking, walking with arms placed in different positions, speed walking, walking while carrying objects on the head, and imitative walking;
(2) Running and Games: Arm-swinging exercises in place, natural and straight sprinting, 30-meter sprint, relay races in various forms, and alternating walking and running over a distance of 300-500 meters;
(3) Jumping and Games: Imitating animal jumps, continuous forward jumping with both feet, jumping through single and double circles, standing broad jump, running a few steps and taking off with one foot to land with both feet in a sandpit;
(4) Throwing and Games: Throwing and catching light objects in various ways, throwing light objects far or accurately with one hand, throwing a small softball far with one hand facing the throwing direction, throwing light objects far with both hands, and throwing a sandbag far with one hand facing sideways to the throwing direction;
(5) Climbing, Crawling, Balancing, and Games: Imitating various animal crawls, climbing on horizontal bars, crawling over objects 60-80 centimeters high, advancing and retreating on a gymnastics bench with a turn and standing on one foot, crawling on knees and hands, moving sideways on a balance beam, turning around, and switching positions with a partner while walking side by side.

2.1.2 Homework Design for Level One

(1) Straight-line walking and running practice: 10 meters * 5 sets,(2) 15-meter sprint: 5 sets,(3) Single- and double-foot hopscotch jumps: 3 times * 5 sets,(4) Hopscotch game,(5) Standing broad jump,(6) Shuttlecock throwing and catching in various ways: 50 times,(7) Front-facing wall shuttlecock throwing: 50 times,(8) Sideways shuttlecock throwing: 50 times.

2.1.3 Content of Level Two Textbooks

(1) Running: 50-meter sprint, 300-400-meter steeplechase , relay race, and steeplechase;(2) Jumping: Standing broad jump, running broad jump, and side approach high jump;(3) Throwing: Sandbag throwing in place, step-up sandbag throwing, and two-handed forward throw of a solid ball.

2.1.4 Homework Design for Level Two

(1) 5 sets of 30-meter sprint,(2) Endurance run with 400-800 meters of alternating walking and running,(3) 30 repetitions of a few-step run-up with a single-leg take-off to touch a hanging object with the head or hand,(4) 30 repetitions of frog jumps,(5) 30 repetitions of a front run-up to step over a small bench,(6) 30

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repetitions of a few-step run-up and jump practice,(7) Throwing a light object for distance and accuracy,(8) 30 repetitions of pulling an elastic band forward from behind the head with both hands,(9) 3-5 minutes of timed running,(10) 20 repetitions of standing broad jumps,(11) 3 sets of 10-second squats at different heights,(12) 3 sets of 10-second ankle presses in a supine position with knees bent,(13) 3 sets of 10 lunges (step forward with one leg and bend both knees),(14) 3 sets of 20 step-throughs in a kneeling position,(15) 3 sets of 10-second continuous vertical jumps with single or both feet,(16) 3 sets of 20 step-exchange jumps in a lunge position,(17) 3 sets of 10 leg-lifts with a crunch (abdominal exercise) on one leg,(18) 3 sets of 10 lunges with a squat thrust (dropping into a squat and jumping up),(19) 3 sets of 20-second alternating leg lifts in a plank position,(20) 3 sets of 20-second three-point supports in a plank position,(21) 3 sets of 20-second alternating leg lifts in a supine position.

2.1.5 Content of Level Three Textbooks

(1) Running: 50-meter sprint, 400-meter run, 4x50-meter relay run, and running through 3-4 obstacles within 30-40 meters;(2) Jumping: Scissors jump high, and squat thrust jump ;(3) Throwing: Two-handed forward throw of a solid ball from behind the head, and run-up and throw of a softball.

2.1.6Homework Design for Level Three

(1)30 repetitions of alternating jump squats (bent-over position) * 4 sets,(2) 20 repetitions of alternating lunge jumps * 4 sets,(3) 20 seconds of arm swings in place * 4 sets,(4) 15 repetitions of single-leg squat thrust jumps (left and right) * 5 sets,(5) 40 repetitions of calf raises in place * 4 sets,(6) 20 repetitions of push-ups * 4 sets,(7) 30 repetitions of crunches * 4 sets,(8) 12 repetitions of leg raises in a supine position * 4 sets,(9) 30 repetitions of alternating jump squats (bent-over position) * 4 sets ,(10)20 repetitions of alternating lunge jumps * 4 sets ,(11) 20 seconds of arm swings in place * 4 sets,(12) 15 seconds of high-knee running in place * 4 sets,(13) 20 seconds of mountain climbers * 4 sets,(14) Stair-running training: Find a flight of stairs, run up one step at a time, descend slowly, complete three consecutive ascents as one set, perform 3-4 sets in total,(15) Shuttle run training: Find a distance approximately 15 meters long, sprint back and forth at top speed, rest for 3 seconds after each shuttle, complete three shuttles as one set, perform 3-4 sets in total.

2.2 Homework Assignments for Specialized Sports Skills

2.2.1 Basketball

Level 1 Textbook Content:

(1) Ball throwing and catching,(2) Ball dribbling around the body,(3) Bouncing the ball in various positions in place,(4) Competition for the most bounces in place,(5) Shooting the ball into a hoop,(6) Shooting at a moving hoop.

Level 1 Homework Design:

(1) Chest pass dribbling 30 times * 2 sets.(2) Ball dribbling around the waist and knees 20 times * 2 sets.(3) Bouncing the ball in place 50 times * 2 sets.(4) Competition for the most shots made.

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Level 2 Textbook Content:

(1) Stationary dribbling,(2) Moving dribbling,(3) Stationary two-handed chest pass shooting,(4) Stationary two-handed chest pass and receive.

Level 2 Homework Design:

(1) Low dribbling with the left and right hands in place 50 times * 2 sets.(2) High dribbling with the left and right hands in place 50 times * 2 sets.(3) Two-handed chest pass shooting in place 50 times.(4) Two-handed chest pass against a wall in place.

Level 3 Textbook Content:

(1) Movement,(2) Moving two-handed chest pass and receive,(3) Crossover dribbling in front of the body,(4) One-handed shoulder shot.

Level 3 Homework Design:

(1) Dribbling: Sudden stops and starts while dribbling for 10 meters * 3 sets, high dribbling with a backward kick while moving for 10 meters * 3 sets, crossover dribbling in front of the body while moving for 10 meters * 3 sets, behind-the-back crossover dribbling while moving for 10 meters * 3 sets, between-the-legs crossover dribbling while moving for 10 meters * 3 sets, spin crossover dribbling while moving for 10 meters * 3 sets.

(2) Passing and Receiving: Two-handed chest pass against a wall 30 times, two-handed bounce pass against a wall 30 times, one-handed chest pass against a wall 30 times, one-handed bounce pass against a wall 30 times.

(3) Shooting: Two-handed chest shot 30 times * 4 sets, one-handed shoulder shot 20 times * 4 sets, moving one-handed shoulder shot 20 times * 3 sets.

2.2.2 Football

Level 1 Textbook Content:

(1) Juggling with a ball while holding a rope in place,(2) Passing and receiving rolling balls,(3) Accuracy kicking competition,(4) Dribbling in a straight line.

Level 1 Homework Design:

(1) Juggling with a ball while holding a rope in place for 50 times,(2) Passing and receiving rolling balls against a wall for 50 times,(3) Dribbling in a straight line for 20 meters.

Level 2 Textbook Content:

(1) Kicking with the inside of the foot,(2) Kicking with the instep,(3) Receiving rolling balls with the inside of the foot,(4) Dribbling with the inside of the foot,(5) Dribbling with the instep.

Level 2 Homework Design:

(1) 10-meter ladder training: High-frequency small steps for 2 sets, side high-frequency small steps for 2 sets each side, left and right high-frequency side shuffles for 2 sets each direction, feet-together left and

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right jumps for 2 sets, single-foot left and right jumps for 2 sets, shuttle runs for 2 sets, speed and direction change runs for 2 sets.(2) Continuously stepping on the ball with both feet for 20 times each side/group * 2 groups,(3) Pulling the ball alternately with the soles of both feet for 20 times/group * 2 groups,(4) Continuously flicking the ball with the insides of both feet for 20 times/group * 2 groups,(5) Dribbling with the insides of both feet (10 meters, 2 sets),(6) Dribbling with the outsides of both feet (10 meters, 2 sets),(7) Straight-line shuttle dribbling with the instep (3 sets, 3 round trips each, 5 meters).

Level 3 Textbook Content:

(1) Passing with the inside of the instep,(2) Receiving with the instep,(3) Shooting with the instep,(4) Passing with the outside of the foot.

Level 3 Homework Design:

(1) Football dribbling and ball control techniques: Using three turning methods - with the inside of the foot, the outside of the foot, and pulling the ball with the sole - (3 sets, 3 round trips each, 5 meters); alternating dribbling with the insides and outsides of both feet (10 meters, 2 sets); continuously alternating pulling and dribbling with the soles of both feet (10 meters, 2 sets); combined dribbling with the insides and outsides of both feet (10 meters, 2 sets).(2) Football passing and receiving techniques: Continuously passing and receiving with the insides of the feet against a wall (5 meters, 50 times each foot); passing high balls with the insides of the instep against a wall (30 meters, 20 times each foot).(3) Football shooting techniques: Dribbling and shooting (combining dribbling and ball control before shooting); fixed-point shooting (with the instep, the inside of the instep, and the inside of the foot, 20 times).

2.2.3 Gymnastics

Level 1 Textbook Content:

(1) Basic Gymnastics: Imitation Exercises, Hand-Clapping Exercises，(2) Skills: Elephant Walk, Rabbit Hop, Somersault (Tuck Roll), Straight Roll, Split (Front and Side), Forward Roll, Consecutive Forward Rolls, Bridge Pose (Supine Push-Up)，(3) Rhythmic Activities and Dance: Head, Hands, Feet, and Other Basic Body Part Exercises with Musical Accompaniment, Basic Dance Steps for Children

Level 1 Homework Design:

(1) Roll Forward and Backward, Side to Side, 50 Times Each，(2) Forward Roll and Side Roll, 10 Times Each，(3) Front Split and Side Split, Hold for 20 Seconds * 3 Sets，(4) Push-Up, Back Support, and Side Support Exercises, Hold for 20 Seconds * 3 Sets

Level 2 Textbook Content:

(1) Basic Gymnastics: Basic Body Part Exercises，(2) Skills: Forward Roll, Kneeling Jump-Up, Backward Roll, Shoulder Stand, Combination Rolls，(3) Apparatus Gymnastics: Vaulting (Jump to Kneeling Support - Forward Jump Down), Low Horizontal Bar (Jump to Front Support - Forward Flip Down)，(3) Rhythmic Activities and Dance: School Group Dance

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Level 2 Homework Design:

(1) Kneeling Jump-Up, 15 Times，(2) Vaulting Support Practice, 30 Times，(3) Climbing Exercise Using Hands and Feet, 10 Times * 3 Sets

Level 3 Textbook Content:

(1) Basic Gymnastics: Step Aerobics，(2) Skills: Combination Rolls, Handstand with Foot Push Against Wall, Side Handspring，(3) Rhythmic Activities and Dance: Cartoon Rhythmics, School Group Dance

Level 3 Homework Design:

(1) Kneeling Jump-Up, 15 Times，(2) Vaulting Support Practice, 30 Times，(3) Climbing Exercise Using Hands and Feet, 10 Times * 3 Sets，(4) Handstand with Foot Push Against Wall, Hold for 10 Seconds * 4 Sets，(5) Perform Cartoon Rhythmics and School Group Dance, 3 Times Each

2.2.4 Martial Arts

Level 1 Textbook Content:

(1) Basic Skills: Front Leg Stretch, Side Leg Stretch, Shoulder Stretch，(2) Basic Movements: Hand Forms, Hand Techniques, Step Forms，(3) Basic Leg Techniques: Front Kick, Side Kick, Push Kick，(4) Martial Arts Fitness Exercises

Level 1 Homework Design:

Front Kick: 30 times each for left and right feet，Inside Leg Kick : 30 times each for left and right feet，Outside Leg Kick: 30 times each for left and right feet

Level 2 Textbook Content:

(1) Basic Skills: Front Kick, Side Kick, Stepping-Forward Leg Stretch，(2) Basic Movements: Snap Kick, Swing Palm, Scoop Palm, Piercing Palm，(3) Basic Combinations: Swing Palm and Scoop Palm Combinations

Level 2 Homework Design:

(1) Front Kick: 30 times each for left and right feet，(2) Side Kick: 30 times each for left and right feet，(3) Combination Moves: Perform 3 times in 3 sets

Level 3 Textbook Content:

First Set of Youth Boxing (a simplified martial arts routine tailored for teenagers)

Level 3 Homework Design:

(1) Lunging Forward with Punching: 8 times，(2) Stepping Forward with Piercing Palm: 8 times，(3) First Set of Youth Boxing: Perform 3 times

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2.2.5 Rope Skipping

Level 1 Textbook Content:

Short Rope Skipping, Long Rope Skipping (with multiple people holding the ends and one or more skipping in the middle)

Level 1 Homework Design:

(1) Single-Footed Jump (both feet together) 50-100 reps/set * 3 sets，(2) One-Minute Single-Footed Jump Test (both feet together)

Level 2 Textbook Content:

Alternate-Foot Jumping, Figure-Eight Long Rope Skipping

Level 2 Homework Design:

(1) Single-Footed Jump (both feet together) 50-100 reps/set * 3 sets，(2) One-Minute Single-Footed Jump Test (both feet together)，(3) Alternate-Foot Jumping 50-100 reps/set * 3 sets

Level 3 Textbook Content:

Forward and Backward Rope Shaking Patterns, Double Unders (jumping with the rope passing under twice per jump), Shuttle Run Long Rope Skipping, Long Rope Skipping (advanced techniques or variations)

Level 3 Homework Design:

(1) Single-Footed Jump (both feet together) 50-100 reps/set * 3 sets，(2) One-Minute Single-Footed Jump Test (both feet together)，(3) Patterned Moves 4x8 beats * 3 sets

2.3 Health Knowledge Homework Assignments

Compared to skill-based and physical fitness-oriented assignments, extracurricular sports assignments aimed at cognitive development tend to focus more on theoretical knowledge and can be relatively dull. To enhance students' interest in cognitive assignments, various methods can be employed for guidance, such as creating newsletters, mind maps, survey reports, presentation videos, and so on. These methods can help boost students' enthusiasm for participation. Different homework content should be designed according to the characteristics of students at each age level and the corresponding teaching materials.

Level 1 Textbook Content:

(1) Actively and joyfully participate in physical education classes;(2) Develop good posture habits for sitting, standing, and walking;(3) Understand that drinking water is beneficial to health;(4) Play games safely;(5) Recognize the many benefits of a healthy diet;(6) Engage in outdoor sports activities to stay healthy;(7) Practice good hygiene habits when using the toilet.

Level 1 Homework Design:

Primarily focuses on "talking and doing," such as sharing sports knowledge learned in class with peers and parents, and engaging in practical activities with them: preparing measurement tools to measure one's own height and weight, and recording the results.

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Level 2 Textbook Content:

(1) Safe Exercise for Health Promotion，(2) Dietary Hygiene Before and After Exercise，(3) The Meaning and Requirements of the "National Student Physical Health Standard"，(4) Eye Hygiene，(5) Prevention of Respiratory Infectious Diseases，(6) Malnutrition and Obesity

Level 2 Homework Design:

Utilizing mind maps to "write and draw" about the content.

Level 3 Textbook Content:

(1) The Glorious Achievements of Chinese Athletes in the Olympic Games，(2) Entering Adolescence，(3) Self-Treatment of Minor Injuries，(4) Identifying Hazards and Staying Away from Danger

Level 3 Homework Design:

Conducting group-based theme presentations, debate competitions, and writing investigative reports.

3 Implementation Paths for Physical Education Homework

In the process of implementing physical education homework, students with good exercise habits will actively and willingly complete it, while those lacking such habits may struggle to complete it and find it difficult to ensure quality. This necessitates a comprehensive system for physical education homework, which assists physical education teachers in selecting appropriate content for assigning homework, providing timely feedback, and establishing a long-term evaluation mechanism. The aim is to help students improve their physical skills, physical fitness, and cognitive abilities.

3.1 Establishing an Information Communication Platform

In the process of physical education, it is necessary to create a platform that seamlessly connects teachers, students, and parents in physical education teaching and extracurricular physical exercise. Effective communication can leverage the professionalism of teachers, the enthusiasm of students, and the participation of parents, thereby enhancing the quality of completion of physical education homework. Various home-school communication platforms, such as QQ, WeChat, DingTalk, and others, provide convenient channels for efficient communication between home and school. In terms of teaching, teachers can record videos to correct errors in collective movements, helping students improve and also providing guidance plans for parents. In terms of communication, teachers can promptly communicate with parents about issues arising from individual students, working together to help students correct their problems.

3.2 Clarifying Principles for Assigning Homework

The forms of extracurricular physical education homework are diverse, and should be assigned based on the guidance of the new curriculum standards and the principle of the "window period" for motor skill acquisition. The "window period" refers to the optimal age range for initiating the learning of specific motor skills. [4] Primary school is a critical period for students to cultivate exercise habits and establish a lifelong commitment to physical activity. Therefore, extracurricular physical education homework should be designed specifically for their physical and mental characteristics. Musculoskeletal System: The bone tissue

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of primary school students contains a high proportion of water and organic matter, making it elastic but lacking in hardness. Their joint ligaments are thin and loose, allowing for a wide range of motion but with poor stability. Muscle strength is weak, and they are prone to fatigue.Cardiovascular System: The hearts of primary school students are not yet fully developed, and they can only tolerate short periods of heavy load training.Respiratory System: Their respiratory muscles are weak, resulting in shallow breathing and a small lung capacity.Nervous System: The differentiation of brain neurons in primary school students is largely completed, but the development of the excitation and inhibition processes is uneven. Neurons have low working capacity, are prone to fatigue, yet recover quickly.Based on these characteristics, the principles for assigning extracurricular physical education homework can be summarized as follows:

3.2.1 Unity of Safety and Convenience

Extracurricular physical education homework involves exercises completed by students individually or in groups outside of class. Safety and convenience are the primary considerations. Safety mainly refers to the safety of the exercise environment, training volume, and content. Convenience is reflected in the exercises being simple and easy to perform, requiring no protection or assistance, and able to be practiced anytime and anywhere. For example, with rope skipping, teachers can assign rope skipping homework based on students' mastery of the skill. Students can practice alone at home or in the community with just a small space.

3.2.2 Unity of Skill and Physical Fitness

Extracurricular physical education homework serves as an extension of classroom instruction, requiring the consolidation and review of in-class content while also accommodating physical fitness. Homework for newly introduced content should have a clear objective, namely, to review and become proficient in technical movements. For instance, when learning the "Five-Step Boxing," during the class, students are taught the combination of "Bow Step with Hand Hugging and Punching – Kick and Punch – Horse Riding Stance with Punching Shelf." To become proficient in this combination, students need to practice it repeatedly outside of class. To improve the quality of their movements, corresponding physical fitness training is necessary. For instance, if the bow step is not executed properly, students need to enhance their leg muscle strength and flexibility by adding squats and kicking exercises, which will enable them to perform the movement better.

3.2.3 Unity of Prescribed and Self-Selected Activities

When designing extracurricular physical education homework, it is essential to consider students' interest in practicing, as repetitive and monotonous physical fitness exercises can diminish their enthusiasm. Therefore, a balance between prescribed and self-selected activities should be maintained. Prescribed homework facilitates teacher evaluation, while self-selected activities can motivate students to complete their homework more actively. For example, if the extracurricular homework consists of a prescribed 3-minute rope skipping session followed by a self-selected activity, many students will opt for something they enjoy, such as badminton, basketball, or football, thereby increasing their exercise time and effectiveness.

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3.3 Establishing a Long-term Evaluation Mechanism

3.3.1 Assessment-based Evaluation

Students' learning status and performance are immediately reflected in the data. Evaluation that is based on assessments is crucial for analyzing how student performance has changed. Exams given at the start of each semester may gauge how students exercise over the holidays, and examinations given at the midterm and end of the term can gauge how they exercise both within and outside of the classroom. That being said, encouraging kids who are less physically fit to practice is not enough when centralized testing is the only method used. To quickly detect issues and offer comments, a mix of group leader inspections, random spot checks, and classroom observations should be used.

In the classroom, the caliber of pupils' extracurricular physical education assignments gradually comes to light. Students who are very motivated to study and who complete their assignments well typically communicate with teachers about their progress or show it in their grades. At this stage, educators ought to offer prompt recognition and support, keep track of student progress, and issue appropriate grades (e.g., Excellent, Good, Pass, or Needs Improvement) or use grades like A, B, C, and D. Teachers should find out why kids receive low scores on their extracurricular physical education assignments, talk to parents and the class advisor, have an immediate conversation about the student's learning circumstances, and make appropriate learning recommendations. Group leaders are crucial in helping teachers oversee the classroom during instruction. Group leaders can examine homework on behalf of instructors during extracurricular activities and notify them of the findings, which will greatly increase the productivity of teachers.

3.3.2 Growth Record Evaluation

A long-term, tried-and-true technique for recording students' completion of physical education assignments outside of the classroom is the growth record evaluation. Physical education teachers give students development record manuals at the start of the semester, and they designate group leaders to gather them once a week for the teacher's personal assessment. The growth record manual's primary components are as follows: the time the homework was assigned, the completed assignment's content (as shown in Table 2), the place where it was finished, its quality, and the witness's signature. Students diligently fill in the spaces on the teacher's assigned homework throughout class, making sure to complete it all.

Table 1: Contents of the Growth Record Evaluation Manual

Grade	Content	Requirements	Recording Method
Grade 1 and Grade 2	Prescribed Content (Based on the Teaching Schedule): Mandatory Content: Jump Rope, Sit-and-Reach Test Optional Content: Football, Basketball, Martial Arts, Swimming, Badminton, etc.	Jump Rope: 3 to 5 sets, with each set lasting 1 minute. Sit-and-Reach Test: Measure daily and record the results. Optional Activities: Choose based on personal interest.	Record the best performance according to the requirements.

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Grade 3 and Grade 4	Prescribed Content (Based on the Teaching Schedule): Mandatory Content: Jump Rope, Sit and Reach Test Optional Content: Football, Basketball, Martial Arts, Swimming, Badminton, etc.	Jump Rope: 3 to 5 sets, with each set lasting 1 minute. Sit-and-Reach Test: Measure daily and record the results. Optional Activities: Choose based on personal interest.	Record the best performance according to the requirements.
Grade 5 and Grade 6	Prescribed Content (According to the Teaching Schedule): Mandatory Content: Jump Rope, Sit-and-Reach Test Optional Content: Football, Basketball, Martial Arts, Swimming, Badminton, etc.	Jump Rope: 3 to 5 sets, with each set lasting 1 minute. Sit-and-Reach Test: Measure daily and record the results. Optional Activities: Choose based on personal interest.	Record the best performance according to the requirements.

3.3.3 Evaluation through QQ and WeChat Platform Check-ins

Every class creates a photo album on the class QQ group where students can post their daily homework assignments for extracurricular physical education. This approach stands out for its promptness, focus, and robust involvement. Students may use their cellphones to add pictures or videos of their finished extracurricular physical education assignments to the album after finishing them. Instructors and students have real-time access to these entries, and they may like and comment on the pictures or videos below. When kids see that their assignment is getting a lot of attention and likes and comments, it might encourage them to keep working on it.

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