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Research on the Current Situation and Strategies for the Development of the Physical Education "Second Classroom" at Qinhan Middle School

Ma Ruipeng[1,a,*]

[1]*Xi'an Tieyi Middle School Binhe Senior High School, Xi'an, Shaanxi, China*
[a]*719571934@qq.com*

Abstract: *In 2021, with a view to promoting the high-quality development of education, Shaanxi Province put forward the concept of the "Three Classrooms." The "First Classroom" refers to the strict implementation of the national curriculum and local curricula, that is, the classes conventionally conducted in a classroom. The "Second Classroom" likewise refers to on-campus learning spaces; it encompasses all on-campus resources other than those of the "First Classroom," including school-based courses, club courses, sports competitions, and extracurricular training. The "Third Classroom" refers to the classroom of social practice, learning, and training that takes place beyond the school gate.[1] The Second Classroom serves as a connecting link between the First Classroom and the Third Classroom. The development of the physical education (PE) "Second Classroom" can better help students internalize the knowledge acquired in the First Classroom, lay a solid foundation for the Third Classroom, motivate students to take an active part in physical exercise, improve their athletic ability, develop their interest in sport, and cultivate the habit of lifelong participation in physical activity, thereby laying the groundwork for building a leading sporting nation. By means of questionnaire survey, mathematical statistics, summarization and induction, literature review, and interviews, this paper investigates the current situation of the PE "Second Classroom" at Qinhan Middle School and, on the basis of the findings, puts forward five strategies for its development: upholding the educational attribute and correctly understanding the significance and connotation of offering the PE Second Classroom; respecting students' interests and hobbies and making overall arrangements for the programs and types of PE Second Classroom courses; integrating teaching resources and creating flexible and diversified teaching models; optimizing course selection and curriculum provision while adhering to the principle of educational equity; and making coordinated use of extracurricular time to increase students' participation in the PE Second Classroom. The aim is to provide a reference for PE professionals seeking to develop the PE "Second Classroom."*

Keywords: *Second Classroom; physical education; current situation; strategies*

1. Introduction

In 2021, in order to comprehensively advance the high-quality development of basic education, uphold the simultaneous development of the "five educations," and implement the fundamental task of fostering virtue through education, Liu Jianlin, Director-General of the Education Department of Shaanxi Province, gave careful consideration to the new ecology of classroom teaching reform and, on the basis of a comparative study of traditional classroom teaching and extracurricular activities, proposed the concept of the "Three Classrooms." This concept has since been promoted and put into practice throughout the province with the aim of advancing the high-quality development of school education, and the development of the PE "Second Classroom" is of great significance for promoting the high-quality development of school physical education. The Opinions on Comprehensively Strengthening and Improving School Physical Education in the New Era, issued by the General Office of the CPC Central Committee and the General Office of the State Council in 2020, also states that school physical education is an important undertaking in building a leading sporting nation, and that it is necessary to carry out rich and varied extracurricular activities, training, and competitions so as to create a new situation in the development of school physical education characterized by "one school, one distinctive brand" and "one school, multiple distinctive brands." This policy further reflects the important mission of the PE Second Classroom: its development conforms to policy requirements and can better motivate students to participate actively in physical exercise, form the habit of lifelong

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participation in sport, and promote the formation of distinctive school physical education programs. It can also develop students' core competencies in physical education and health and drive the high-quality development of school physical education. Through an investigation and study of the PE Second Classroom at Qinhan Middle School, this paper explores its current situation, identifies the pathways, content, and organizational methods for its development, improves the scientific rigor of its implementation, and provides a reference for PE professionals developing the PE Second Classroom.

2. Research Methods

2.1. Literature Review

The author searched extensively for materials relating to the PE "Second Classroom" through online resources such as CNKI, Wanfang, VIP, and Baidu, in order to understand research findings at home and abroad and to lay a solid theoretical foundation for this study.

2.2. Questionnaire Survey

The author randomly distributed 30 questionnaires to male students and 30 to female students in each of the three grades—Senior 1, Senior 2, and Senior 3—and all were returned, giving a recovery rate of 100%. Of these, 180 were valid, a validity rate of 100%. The survey was designed to understand students' satisfaction with their actual participation in the PE Second Classroom, their frequency of participation, and their subjective feelings, and to investigate the factors influencing their participation, thereby providing data support for the formulation of improvement plans for the PE Second Classroom at Qinhan Middle School and for the research itself.

2.3. Mathematical Statistics

The author collected relevant data on the development of the PE "Second Classroom" at Qinhan Middle School together with the questionnaire statistics, and used office software to carry out chart-based analysis of the collected data.

2.4. Interview Method

In order to understand the views of Qinhan Middle School's PE teachers and the leaders in charge regarding the current situation of the school's PE Second Classroom, the author interviewed the teachers and leaders involved in its delivery. Interviews were also conducted with experts regarding the shortcomings and difficulties encountered in the course of its implementation, so as to formulate corresponding implementation plans.

2.5. Summarization and Induction

Through the analysis and collation of the questionnaire results, the interview results, and the relevant literature, the analysis and findings of the study were summarized and induced.

3. Results and Analysis

3.1. The Connotation of the PE "Second Classroom"

The "Three Classrooms," as the name suggests, are three forms of classroom—namely the "First Classroom," the "Second Classroom," and the "Third Classroom"—conducted in three types of venue. The PE Second Classroom refers to all on-campus sports activities other than the classroom teaching required by the curriculum standards in the traditional sense. It is a classroom that further gives play to the school's educational and service functions through venues such as functional rooms, club activity spaces, cultural corridors, and music and sports facilities. It comprises organized and planned extracurricular sports activities that place greater emphasis on students' subjectivity, self-management, and independent practice, with teachers acting more as guides who lead students in exercise. It includes different types of courses, such as on-campus club courses, school-based courses, sports competitions, and training courses for students with sports specialties.

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3.2. Survey on the Current Situation of the PE Second Classroom at Qinhan Middle School

3.2.1. Survey on the Content, Frequency, and Timing of the PE Second Classroom at Qinhan Middle School

The Regulations on School Physical Education Work stipulate that schools shall arrange extracurricular sports activities more than three times a week, carry out competition activities that are small in scale, diverse in form, based on individual events, decentralized, and oriented toward the grassroots level, and hold at least one school-wide sports meet focused on track and field each year.[2] As Table 1 shows, Qinhan Middle School strictly implements the spirit of the Regulations on School Physical Education Work and the Opinions on Comprehensively Strengthening and Improving School Physical Education in the New Era, and offers a rich variety of school-based courses, club courses, sports competitions, and professional team training sessions, covering sports including taekwondo, table tennis, tennis, badminton, basketball, football, volleyball, and dance. Sports competitions are particularly rich: school-wide events include the track and field meet, the fun sports meet, orienteering, and the inter-class football league, all of which attract large numbers of participants and are warmly welcomed by students. The school has also established football and track and field training teams, composed of students with special talents selected from across the school, who receive two hours of professional training each day and frequently represent the school in provincial and municipal competitions, achieving good results. In summary, the content of the PE Second Classroom at Qinhan Middle School is rich and varied and covers a wide range of sports; sports competitions and professional team training are comparatively well developed, with large numbers of participants and considerable class time and frequency. However, the number of students participating in school-based courses and club courses is relatively small, and the frequency of these classes is also low.

Table 1. Content of the PE "Second Classroom" offered by Qinhan Middle School each academic year.

Type	Content	No. of Participants	Duration per Session	Frequency
School-based course	Boys' basketball	20	90 min	One session per week
	Girls' basketball	15	90 min	One session per week
	Tennis	20	90 min	One session per week
	Volleyball	19	90 min	One session per week
Club course	Boys' football	21	90 min	One session per week
	Girls' football	20	90 min	One session per week
	Badminton	24	90 min	One session per week
	Taekwondo	18	90 min	One session per week
	Fitness	21	90 min	One session per week
	Folk dance	18	90 min	One session per week
	Street dance	12	90 min	One session per week
	Table tennis	21	90 min	One session per week
Sports competition	Track and field meet	3232	4 hours	Three per academic year
	Fun sports meet	3232	4 hours	Three per academic year
	Orienteering	3232	4 hours	One per academic year
	Inter-class tug-of-war	523	1 hour	Ten per academic year
	Football league	2023	1 hour	15 per week
	Freshman Cup basketball tournament	524	2 hours	10 per week
Professional team training	Football team training	21	2 hours	Four sessions per week
	Track and field team training	22	2 hours	Four sessions per week

3.2.2. Survey on the Frequency of Students' Actual Participation in the PE Second Classroom

The Regulations on School Physical Education Work promulgated by the State Education Commission emphasize that ordinary primary and secondary schools should arrange extracurricular

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sports activities more than three times a week. As Figure 1 shows, with regard to the frequency of Qinhan Middle School students' participation in the PE Second Classroom, the number of students participating once or twice a month together with those participating once or twice a semester totals 68, accounting for 37%. It can thus be seen that the frequency of students' participation in the PE Second Classroom is very low, falling far short of the requirements of the State Education Commission.

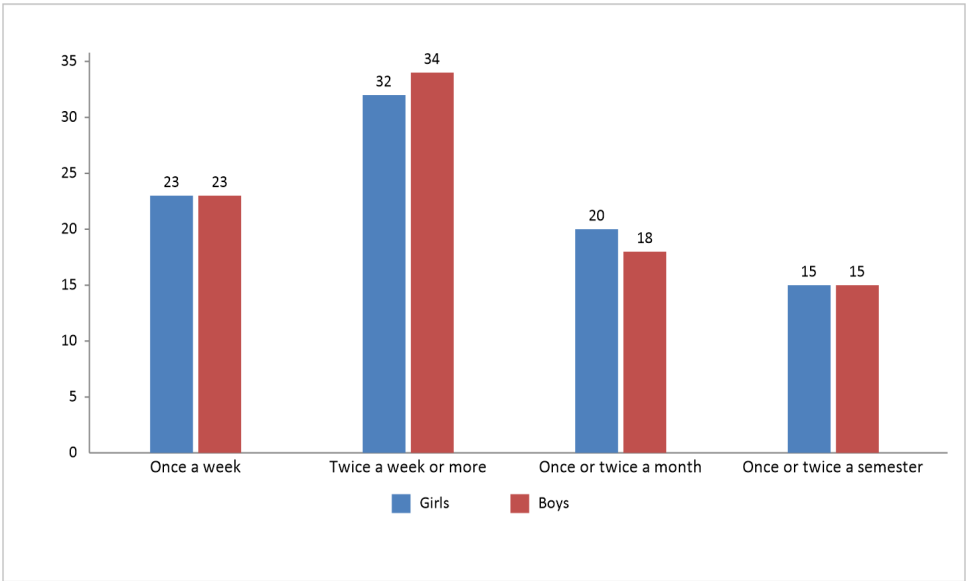


Figure 1. Distribution of the frequency of students' participation in the PE Second Classroom.

3.2.3. Survey on the Extent to Which the PE Second Classroom Meets Students' Sports Needs

In the survey on whether the PE Second Classroom currently offered at Qinhan Middle School can meet students' sports needs, Figure 2 shows that those who answered "very satisfied" or "relatively satisfied" total 136, accounting for 76%, while those who answered "not satisfied" or "very dissatisfied" total 44, accounting for 24%. Among them, the proportion of boys who are "not satisfied" or "very dissatisfied" is far greater than that of girls, possibly because boys like sport more than girls and therefore have far greater sports needs. Figure 3 presents the distribution of the reasons for being not satisfied or very dissatisfied, from which it can be seen that insufficient time and frequency of PE Second Classroom activities accounts for 43%, inability to enroll in a course due to limits on participant numbers accounts for 30%, and too few types of programs offered accounts for 11%. As Table 1 also shows, school-based courses and club courses meet only once a week, and most classes have around 20 students, which indeed cannot satisfy the sports needs of some students who love sport.

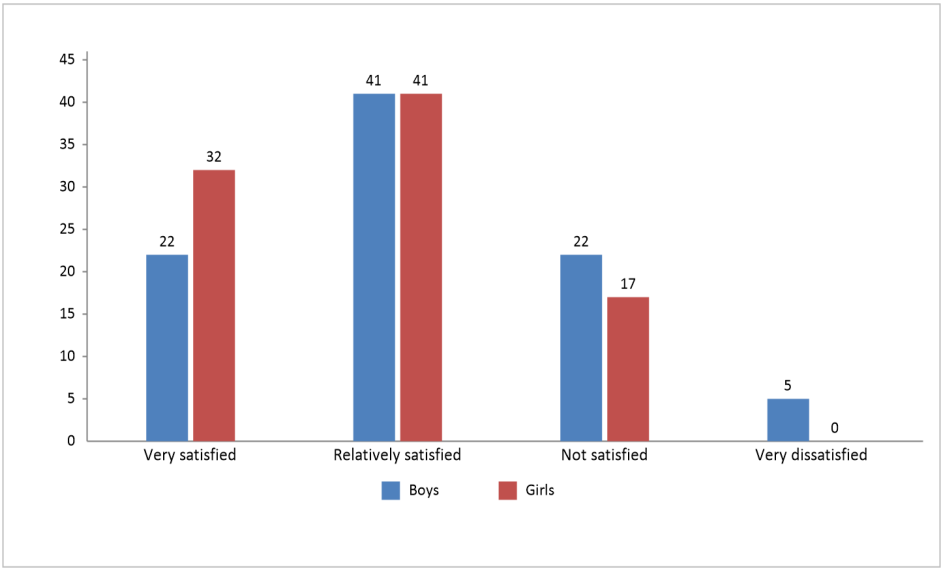


Figure 2. Distribution of the extent to which the PE Second Classroom at Qinhan Middle School meets students' sports needs.

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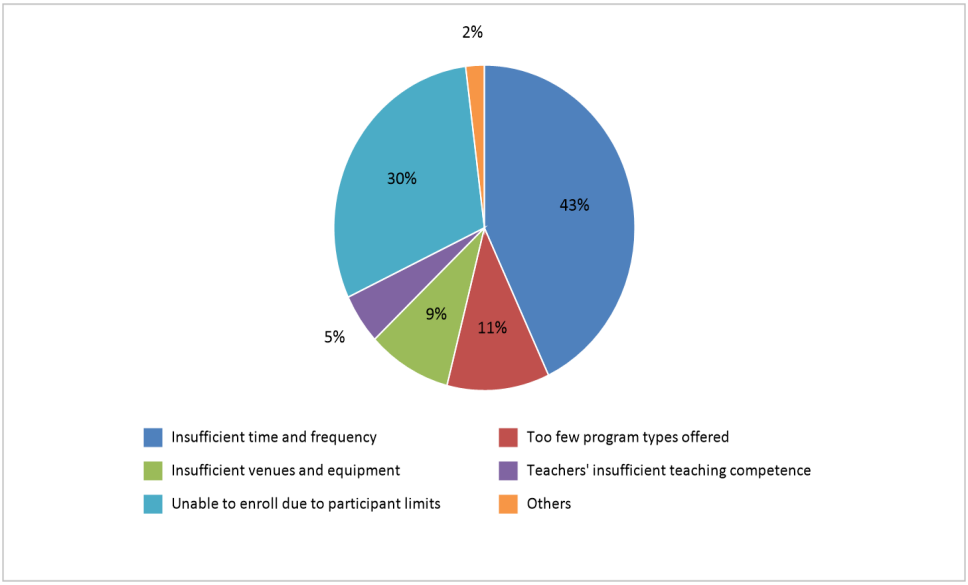


Figure 3. Distribution of the main reasons why students' sports needs cannot be met.

3.2.4. Classroom Teaching Organization Forms and Course Selection Methods of the PE Second Classroom at Qinhan Middle School

The form of classroom teaching organization is one of the main factors in students' active participation in class and an important indicator determining teaching effectiveness. Course selection at Qinhan Middle School is divided into two types: selective enrollment and free course selection. Selective enrollment means that students sign up and teachers select, through their own testing, students who already have a foundation in the sport; free course selection means that students voluntarily sign up on a random basis. Through interviews with the teachers who offer the PE Second Classroom, it was found that the organization forms of school-based courses and club courses at Qinhan Middle School consist mainly of technical and tactical training, competitions, and new-content instruction. Classes formed through selective enrollment place greater weight on technical and tactical training, whereas free selection classes focus mainly on teaching new knowledge. The main reason is that students admitted through selective enrollment have a certain specialized foundation, so the emphasis is placed on technical and tactical training and competitions, whereas students in free selection classes are at varying levels and have a relatively weak specialized foundation, so the focus is on new-content instruction. Sports competitions are conducted mainly in the form of teacher-organized competition classes, and professional teams focus mainly on technical and tactical training. On the whole, the organization forms of the PE Second Classroom at Qinhan Middle School are comparatively scientific and reasonable, but further optimization is still needed.

3.3. Survey on Students' Subjective Willingness Toward the PE Second Classroom

3.3.1. Survey on Students' Favorite PE Second Classroom Programs

Offering PE courses in accordance with students' interests and hobbies is advocated by the new curriculum standards, which emphasize that students may choose one sport and study it continuously for three years according to their own interests.[3] Understanding students' interests and hobbies with regard to the PE Second Classroom can better guide teachers in offering PE Second Classroom courses. As Figure 4 shows, there are considerable differences between boys and girls in their favorite sports: the top three favorite sports among boys are basketball, badminton, and table tennis, while the top three among girls are badminton, dance, and basketball. Therefore, proceeding from students' interests, the offering of the PE Second Classroom should be tilted toward basketball, badminton, table tennis, and dance.

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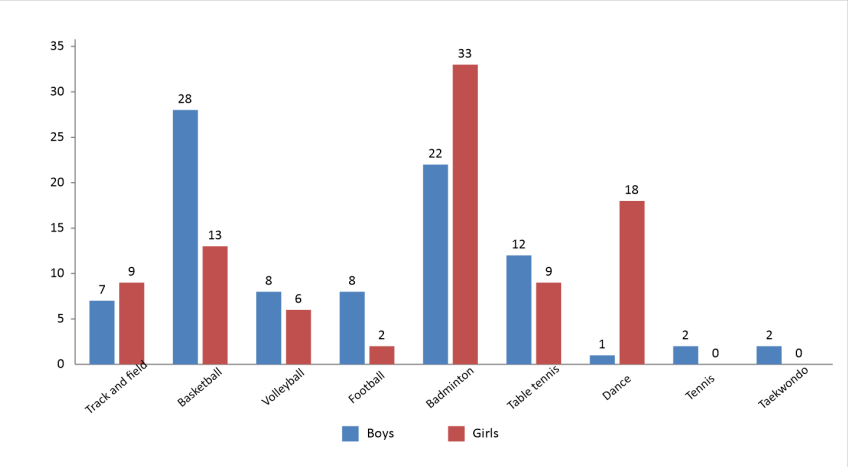


Figure 4. Distribution of students' favorite PE Second Classroom programs.

3.3.2. Survey on Students' Favorite Types of PE Second Classroom at Qinhan Middle School

As Table 2 shows, among the types of PE Second Classroom most liked by students, sports competitions account for 52%, club courses 24%, school-based courses 19%, and professional team training courses 5%. The reason may be that sports competitions are more entertaining and enable students to demonstrate their sports talents, and are more in keeping with students' personality characteristics at their present stage of development. Therefore, in future, when offering the PE Second Classroom, Qinhan Middle School should provide the corresponding types in proportion to students' preferences.

Table 2. Overview of students' favorite types of PE Second Classroom.

Course type	School-based course	Club course	Sports competition	Professional team training course
No. of students	34	43	93	10
Percentage	19%	24%	52%	5%

3.3.3. Survey on Students' Preferred Organization Forms for the PE Second Classroom

Students' subjective wishes affect their enthusiasm for participating in the PE Second Classroom. As Figure 5 shows, the organization forms that most students hope for in the PE Second Classroom are free practice and organized competitions. The interviews revealed that students feel that the PE First Classroom is essentially for learning new content, whereas in the PE Second Classroom they prefer free practice and organized activities in order to achieve the goals of exercising the body and enjoying themselves; they therefore do not want the pressure of study or too many constraints in the PE Second Classroom. Some students also indicated that the current PE classes lack fun and that the teaching is rather rigid, whereas organized competitions and free practice are far more interesting.

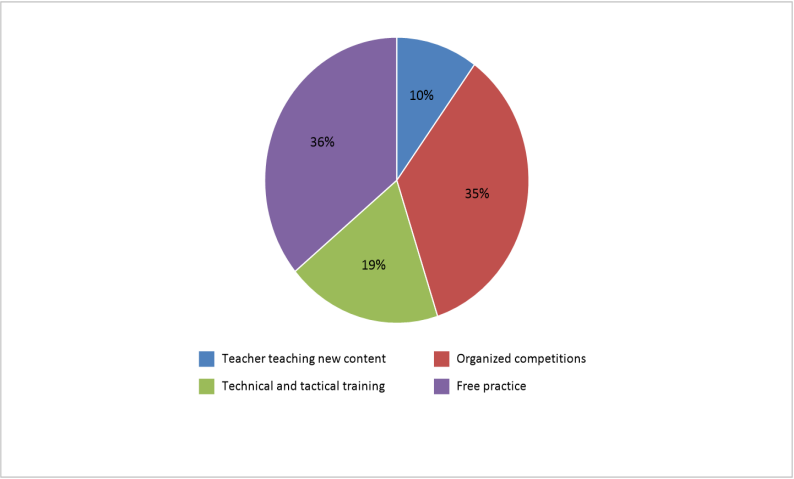


Figure 5. Distribution of students' preferred teaching organization forms for the PE Second Classroom.

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3.3.4. Survey on the Frequency with Which Qinhan Middle School Students Wish to Participate in the PE Second Classroom

Figure 6 presents the distribution of the frequency with which Qinhan Middle School students wish to participate in the PE Second Classroom: 19% hope to participate once a week, 39% twice a week, 20% three times a week, and 26% four or more times a week. It can clearly be seen that the frequency with which boys wish to participate in the PE Second Classroom is far greater than that of girls. The reason is that boys are more active and fonder of sport than girls, and therefore expect to participate more frequently.

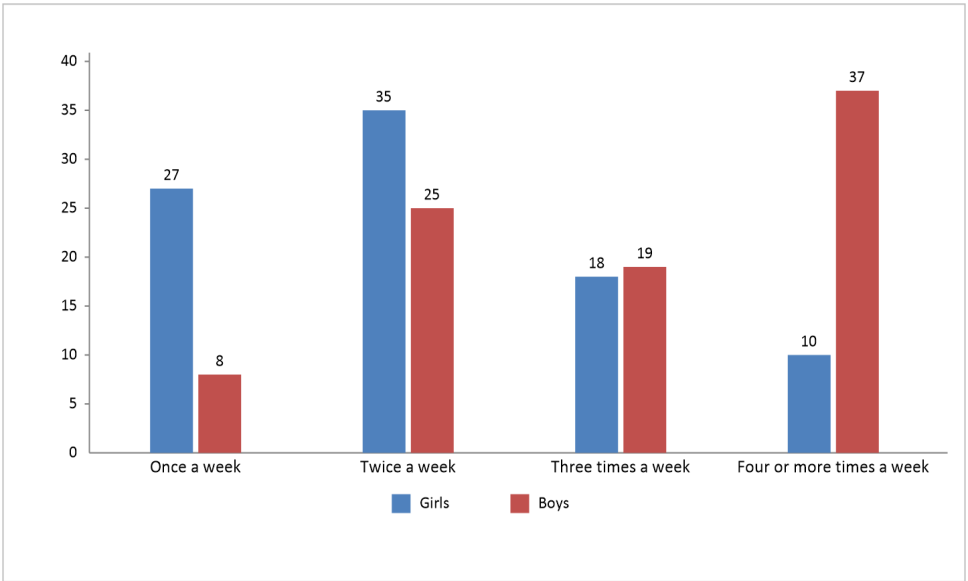


Figure 6. Frequency with which students wish to participate in the PE Second Classroom.

4. Survey on the Factors Affecting Students' Participation in the PE "Second Classroom"

A comparison of Figure 1 and Figure 6 reveals a considerable gap between the frequency of Qinhan Middle School students' actual participation in the PE Second Classroom and their desired frequency of participation. What, then, causes this gap? On the basis of the questionnaire results shown in Figure 7 and interviews with students and experts, the main reasons are as follows: students are under heavy academic pressure and have no time to exercise; the school's course selection methods and resources are insufficient, so students are unable to enroll in the courses; the school has not fully understood students' interests and hobbies and has not offered courses that appeal to them; the school's equipment, venues, and other resources are insufficient and lack effective development and utilization; and teachers' professional competence is inadequate, with classroom organization forms that are not interesting enough to arouse students' enthusiasm for participation.

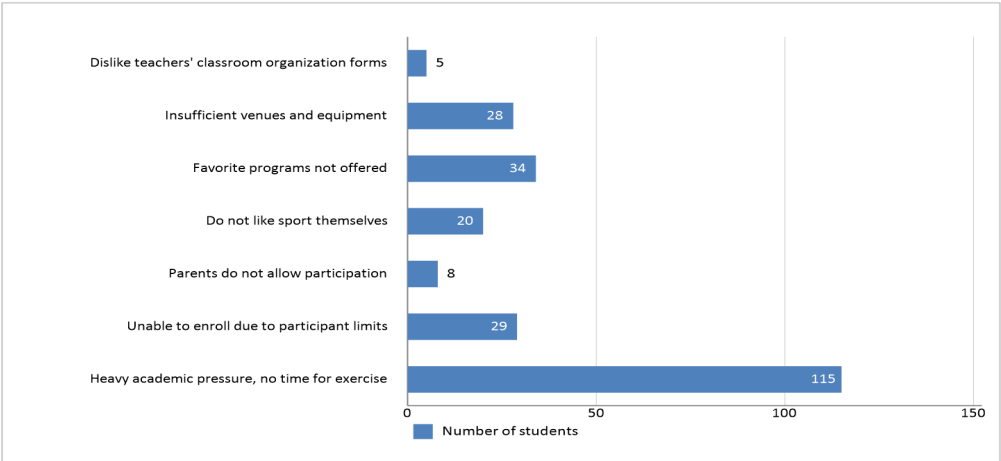


Figure 7. Distribution of the reasons affecting students' participation in the PE Second Classroom.

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5. Conclusions and Recommendations

5.1. Uphold the Educational Attribute and Correctly Understand the Significance and Connotation of Offering the PE Second Classroom

As the PE Second Classroom is a part of physical education teaching, its provision must adhere to the guiding principles of "health first" and "fostering virtue through education," so as to promote students' all-round physical and mental development. It is necessary to take the "Three Classrooms" as the basis, give full play to the role of the Second Classroom, and ideally ensure that it echoes the First Classroom by extending the content learned in the First Classroom, while at the same time paving the way for the better implementation of the Third Classroom. Therefore, when selecting the content to be offered, full consideration should be given to the content currently being learned or already learned in the First Classroom, so that the PE Second Classroom can better implement the new curriculum model of "ensuring that students learn, practice frequently, and compete regularly."

5.2. Respect Students' Interests and Hobbies, and Make Overall Arrangements for the Programs and Types of PE Second Classroom Courses

Offering PE courses in accordance with students' interests and hobbies is advocated by the new curriculum standards, and the "Three Classrooms" likewise emphasize that the Second Classroom should be conducted on the basis of cultivating interests and hobbies, acquiring skills and techniques, and exercising physical and mental health. The types of PE Second Classroom courses should therefore be arranged scientifically and in an overall manner according to students' interests and hobbies, so as to increase students' initiative in participating in the Second Classroom. When designing the PE Second Classroom, a greater proportion may be allocated to sports competitions; among the programs offered, basketball and badminton can be provided more for boys, and badminton and dance programs more for girls. Teachers should also continuously improve their professional competence and make their classes more interesting.

5.3. Integrate Teaching Resources and Create Flexible and Diversified Teaching Models

The "Three Classrooms" indicate that the PE Second Classroom should highlight individuality and that its teaching venues and teaching forms should be flexible and diversified. It is therefore necessary to actively develop activity spaces, fully integrate venues and equipment, and boldly innovate so as to create flexible and diversified forms of teaching and of student learning. At the same time, consideration should be given to students' interests and needs, and autonomous and open classrooms should be established, handing the classroom over to students and granting them greater autonomy. The role of student sports leaders should be brought into play by allowing students to serve as "little teachers" and "little referees," with teachers providing guidance. This will not only improve students' abilities in self-directed learning and self-management, but also better prepare them to participate in the Third Classroom. At the same time, teaching models should be boldly innovated so as to improve teaching effectiveness.

5.4. Optimize Course Selection Methods and Curriculum Provision, and Adhere to the Principle of Educational Equity

Adhering to educational equity should be a basic principle of school education; every student has the right to enjoy and participate in sport. In terms of course selection methods, we should therefore both nurture students with special talents and attend to students with interests and hobbies, design courses and course selection methods in a scientific manner, and treat every student equally. When offering the PE Second Classroom, schools must design scientifically, optimize the offering plan and the course selection methods, and orient provision toward all students, so as to guarantee educational equity and genuinely enable the PE Second Classroom to stimulate students' interest in sport and serve them better.

5.5. Make Overall Arrangements for the Use of Extracurricular Time and Increase Students' Participation in the PE Second Classroom

The frequency of PE Second Classroom teaching should be increased to more than three times a week so as to raise the rate of student participation. In addition to the PE Second Classroom currently

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offered, the school should also make use of the daily extracurricular activity period from 5:20 p.m. to 6:20 p.m. to actively develop the PE Second Classroom: one additional club course and one additional school-based course could be provided, and the current class size of 20 students could be expanded to around 40. Inter-class leagues in badminton, table tennis, dance, and other sports should also be actively organized, thereby increasing the frequency of students' participation in the PE Second Classroom and meeting their sports needs.

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