

# Study on Extracurricular games in the United Kingdom and Its Enlightenment to the Operation of Sunshine Sports Program in China

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**Abstract** - Through arranging and analysing the relevant literature, the article systematically introduces the United Kingdom ongoing extracurricular games in terms of the guiding ideology ,contribution , organization and management of the competition as well as formats, and then presents four suggestions for the operation of Sunshine Sports Program in China: expands the range of benefits of Sunshine Sports Program especially for students with disabilities, forms a functional system of the linkage at school, community and family level, gradually establishes the "government guides, social groups leads" Sun Sports Program administration pattern through socialization and market-oriented operation, positively develops and innovates game system and formats with local characteristics.

**Index Terms** - Extracurricular Games in United Kingdom, primary and secondary school of China, Sunshine Sports Program

## 1. Introduction

Since January 2011, the British government has carried out curriculum reform by experts from various fields, where physical education is one of the most important areas. Michael Gove, UK Secretary of State for Education, encouraged schools at all levels to hold more competitive activities in and out of schools when was talking about this reform and said that the competitive sports activities would be put into syllabus. British Prime Minister David Cameron also said that "We has begun to hold annual school games and are currently rewriting the syllabus by adding competitive sports in the physical education curriculum and we also help schools and local sports clubs work together, which are the part of the government's £ 100 million education strategy for young students. "

Over £128m of Lottery and Government funding is being invested to support the School Games. This includes: up to £35.5m Lottery funding from Sport England between 2010-15; £28.4m exchequer funding from the Department of Health and Sport England to fund 450 School Games Organisers (SGOs) and Change 4 Life Clubs; £65m exchequer funding from the DOE to release a PE teacher for one day a week in all secondary schools.[1]

In China, in order to thoroughly implement the policy named" Guidance On enhancing youth sports activities and strengthening young people's health" issued by the CPC Central Committee and the State Council in 2007, local governments have came out successively a series of policies and reform measures in recent years, which contribute to the wide development of Sunshine Sports Program and the fulfilment of "Health First" guiding ideology and are great help to the good effect of "one hour a day sports activities" on

campus for primary and secondary school students nationwide and the forming of the good situation of young students' actively participating in physical exercises. But, there are also many problems such as inadequate publicity, exercise time and coverage of students [2], lack of interesting and innovative activities [3] and void of evaluation and feedback system in administrative departments of education for supervising schools at all levels.

Therefore, it is necessary for us to learn from the foreign school games in order to promote the development of China's primary and secondary schools Sunshine Sports Program scientifically and institutionally

## 2. Advantages of Sainsbury's School Games

Compared with the previous school games system, Sainsbury's School Games has the following two advantages: First, the number of students' participation in this program is greatly increased. Differences in various regions, schools and students are taken fully account in the design process.

The project calls for more students to participate in intramural and inter-school competitions including students with disabilities. Competitions at local and national level would be asked to encourage students who are good at other courses like photography to take part in the process of the entire game in order to develop their interests and skills.

The second is novelty. There not only have traditional events like basketball, football and sailing, but also have local events like boccia, orienteering and rounders. The project has also designed some events for disable students like table cricket and wheelchair basketball. Both traditional and local events have made some adjustments in the rules in order to enable all students at different level to participate in the games.

## 3. Missions and objectives of Sainsbury's School Games

The Sainsbury's School Games is a unique opportunity to motivate and inspire millions of young people across the country to take part in more competitive school sport. One of the key outcomes of the School Games is that young people are helped to transition from school sport into lifelong participation.

By using Sainsbury's School Games, schools can achieve the following objectives:

- 1) Build on existing practices to provide more opportunities for those currently not engaged in competitive sport, and

provide an appropriate pathway for all young people to achieve their potential.

- 2) Maximize the impact of competitive school sport to develop student's personal skills and contributing to school life.
- 3) Supporting the achievement of school priorities and outcomes.

At same time students can achieve the following objectives:

- 1) Formation of positive aspirations and attitudes to learning.
- 2) Development of leadership skills and expressing citizenship through volunteer roles such as officials and team managers.
- 3) Through four levels of competitive sport, young people have the opportunity to get involved, have fun, challenge themselves and progress

#### 4. Organizations and management of Sainsbury's School Games

##### A. The administrative organizations and staffs

The Games are made up of four levels of activity: competition in schools, between schools, at county/area level and a national finals event. Each level has a different organizational structure, manager team and partners. Table .1 provides an overview of all levels, the manager team as well as the assisting resources.

TABLE 1 The School Games Network

level	People	Support and guidance provided by the YST
Level1	·Teacher Release posts, ·School PE departments, ·School Sports Organizing Committee	·Schools Guide including NGB guidance and sports formats ·School Games website ·YST Development Manager ·School Games roadshows ·YST conference ·Networking and Training
Level2	·Schools, PE departments, ·School Games Organizers, ·Young Officials and volunteers	·Schools Manual including NGB guidance and sports formats ·School Games website ·YST Development Manager ·YST conference and Training ·School Games roadshows
Level3	·Local Organizing Committee With 50% workforce for School Games festival to be young volunteers ·County Sports Partnership	·Lottery Funding ·LOC guidance ·NGB guidance and sports formats ·School Games website ·Festival branding
Level4	National Organising Committee	

##### B. Arrangement and Implementation of the Project

First, the intra-school competition (Level 1) is the foundation of the project and most of the students have their first competition experience at this level, that is the reason why this level should accommodate all students The Department for Education has made funding available to every secondary school in England to enable a PE teacher to be released one day a week to provide support for PE and school sport, both within their own school and across their family of feeder primary schools. A school holds games around a year with the sports formats designed for its level. It holds the School Games Day in the end of the year when school staffs, parents, local residents would be asked to participate in the event. The Games is arranged and managed by the School Sport Organizing Committees which are made up of students who

join together to lead the planning and delivery of school sport clubs and intra-school competition programmes in their school. They influence and shape the school sport offer for their peers through deciding on the types of competitions to be held, their structure and where and when they take place, making it more attractive and accessible for all young people.

Next is Inter-school Competitions (Level 2) which is held in schools in a relatively small area (equivalent to a county or city in China) with 3-13 years students participated in this level. Individuals and teams are selected to represent their schools in local inter-school competitions, many of which will consist of leagues. The School Games Organizers (SGOs) funded by the Department for Culture, Media and Sport and the Department of Health are non-government organizations to promote, develop and organize inter-school competitions. There are 450 School Games Organizers nationally which generally are host schools across the country. They have a common set of tasks as detailed below:

- 1) *Competition and Talent.* Responsibility for encouraging as many schools as possible to take part in School Games; work with School Games LOC to ensure clear links between Level 1, 2 and 3.[1]
- 2) *Volunteering and Coaching.* Develop the workforce of teachers, non teaching staff, parents and volunteers and young leaders; develop a workforce of Active Lifestyle Coaches to engage least active young people; provide access to specialist coaches, training and equipment – lunchtime/after school programs; support young people to access quality coaching, higher level competition and move into clubs.
- 3) *Participation and Engagement.* Sustain/grow the network of Change4Life sports clubs to support progression of levels 1 and 2; ensure provision for young disabled people to access School Games and stage local events; ensure development of a cultural component to the School Games.
- 4) *Monitoring and Evaluation.* Ensure quality assurance and local impact measurement mechanisms are in place.

Then comes to county/area sport festivals (Level 3), they are held in schools at county (equivalent to China's province) level. Each county/area will host a multi-sport showcase event as a culmination of the year-round programme of competition between schools that is offered at level 2. Local Organizing Committees (LOCs) chaired by a Head Teacher and supported by the County Sports Partnership are responsible for the planning and managing of the Level 3 competitions.

Local Organizing Committees can help to achieve the following objectives:

- 1) Delivering bespoke training and providing local advice and guidance to SGOs.
- 2) Driving the establishment and implementation of more local competitive opportunities for young people.
- 3) Sustaining young people's participation beyond their involvement in competition through the development of school club activities.
- 4) Implementing Project Ability to encourage schools to develop meaningful high profile sport competitions for

young disabled people.

Finally, the Sainsbury's School Games finals (Level 4), which is a national multi-sport event where the most talented young people in the UK will be selected to compete in the sporting venues, is held every year in different locations. In 2012 when London Olympics was held, Olympic Park was chosen for the sporting venue. Next event will be held in the city of Sheffield in 2013. The event supports athlete's development and acts as a stepping stone to further national and international competition.[4]

#### 4. Case study-Castlecroft Primary School

The Castlecroft Primary School, which is a suburb of Wolverhampton, West Midlands, located on the edge of the city, WSW of the city centre, has its advantages to deliver Level 1 competitions because it is a local sports college union school and has been accepted into the Get Set group of schools preparing for the London Olympics 2012.

When organizing Sainsbury's School Games Day in 2012, Castlecroft Primary school adopted a number of measures to attract more students to be involved:

- 1) Afternoon of activity in July made up of track athletics and traditional sports based on the 1950s (sack races and tug of war).[5]
- 2) Open to all parents and governors of the school.
- 3) Every young person competed in at least one event for the chance to win points for their house team. The overall winning team then received the cup.
- 4) The event was fully inclusive, enabling our young people with disabilities to compete against their able-bodied peers in a variety of events such as the sprints and relay races.

Castlecroft Primary School held an opening ceremony led by its school samba band around the field with the whole school involved in a flag bearing procession. Young people were allocated a country's flag and had spent time in lessons learning about that country. They also ended the event with a closing ceremony with a parade and music and also had an Olympic torch relay race where young people had to compete in a relay holding their torches to celebrate the 2012.

When talking about how to run their Level 1 event next year, the Castlecroft primary School gave the tips as follows:

- 1) Plan early.
- 2) Allow enough time for the procession to take place and to get the young people seated.
- 3) All faculties should participate.
- 4) Keep the activities that are meaningful to your school and young people as well as trying new things.
- 5) Ensure there is a mixture of fun activities as well as more competitive ones to enable all young people to represent their house and participate.

#### 5. Enlightenment to the operation of Sunshine Sports Program in China

##### A. It should expand the range of benefits of Sunshine Sports Program especially for students with disabilities

The organizers should expand the range of benefits of

Sunshine Sports Program through multilevel events such as intra-school, inter-school, locally as well as nationally and a variety of accompanying activities such as sports and fitness essay and photography competition, animation collection exhibition, sports reporter competitions and cheerleaders show. At the same time, more attention and consideration should be taken into students with disabilities. Also, more opportunities should be given to them to compete alongside non-disabled athletes.

##### B. Forming a functional system of the linkage at school, community and family level

School leads, community supports and the family backs. In the development of Sunshine Sports Program, we must fight for the community's support and guarantee of the family, or the social environment of the Sunshine Sports Program can not be a radical improved and the effect of the Sunshine Sports Program will be greatly affected because the parents will deprive of children's activity time with the excuse of bad influence on study.

##### C. Gradually establishes the "government guides, social groups leads" Sun Sports Program administration pattern through socialization and market-oriented operation

The governments at all level should play the role of system and policy making and supervising when the daily operation function should be handed over to a number of social groups such as the sports federations, all walks of sponsors and primary and secondary schools at all levels.

##### D. Positively develops and innovates game system and formats with local characteristic

The event of this project should be designed according to the different locations and different seasons. Revising the rules, the playground's layout and competition system based on the formal sports formats are encouraged, so that more young people can join the Games and have enthusiasm for fitness.

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