

Research on the Enhancement Strategies for the “Minimum Two-Hour Integrated Sports Program” Policy—An Analysis from the Triple-Dimension Framework of “Enjoyment-Kinetics-Socialization”

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Abstract

With the comprehensive implementation of the “Outline of the Plan for Building a Strong Education Nation (2024-2035),” the requirement that “primary and secondary school students engage in at least two hours of comprehensive physical activity daily” has become a key objective in school sports reform. However, common issues such as prioritizing quantity over quality and superficial implementation persist during policy execution. Based on the three-dimensional perspective of “Enjoy-Move-Master,” this paper delves into the intrinsic logical connections among “Enjoy” (emotional experience), “Move” (behavioral participation), and “Master” (skill acquisition), constructing an integrated framework for enhancing the quality of physical education. The study further proposes implementation pathways from aspects such as policy coordination, teacher development, resource integration, and evaluation reform, providing theoretical references and practical guidelines for the high-quality execution of the two-hour daily exercise policy.

Keywords

comprehensive physical activity; Enjoy-Move-Master; quality improvement pathways

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1. Introduction

In recent years, the rising rates of obesity and myopia among students, along with concerning trends in multiple physical fitness indicators, have drawn significant attention. In response, the *Outline for Building a Leading Education Nation (2024–2035)* explicitly mandates “no less than two hours of comprehensive physical activity per day for primary and secondary school students,”

elevating school sports to a strategic priority. However, policy implementation often suffers from fragmented activities, monotonous content, and inappropriate intensity, undermining the goal of enhancing physical health. Yu Sumei’s proposed “Joy-Move-Mastery” (乐动会) sports classroom concept offers a fresh perspective to address these challenges: “Joy” focuses on fostering interest and intrinsic motivation in movement, “Move”

emphasizes scientifically effective physical practice, and “Mastery” prioritizes the development and transfer of athletic competence. These three elements integrate organically to collectively elevate the quality of physical education^[1].

2. The Theoretical Connotation of the “Joy-Movement-Mastery” Three-Dimensional Perspective

The “Joy-Movement-Mastery” concept breaks through the limitations of traditional physical education, which overemphasizes skills while neglecting experience and prioritizes form over quality. It establishes a multidimensional system for evaluating and improving the quality of physical education. This framework not only focuses on physical activity and skill acquisition but also emphasizes intrinsic psychological experiences and long-term capability development, providing a theoretical foundation for the high-quality implementation of the “no less than two hours of comprehensive physical activity” policy.

2.1. The “Joy” Dimension: Emotional Experience and Intrinsic Motivation

The “Joy” dimension highlights the acquisition of positive emotional experiences during physical activities, which is key to stimulating students’ intrinsic motivation. From the perspective of sports psychology, “Joy” manifests as the pleasure, satisfaction, and sense of achievement students derive from participating in physical activities. These positive emotional experiences can effectively translate into sustained motivation for participation, breaking the cycle of “passive exercise.” Specifically, “Joy” stems from multiple sources: first, the inherent fun of movement, such as the enjoyment derived from game-based activities; second, the satisfaction of overcoming challenges, such as the sense of accomplishment from mastering new skills; and third, the pleasure of social interaction, such as the sense of belonging fostered in team sports. Approaches to achieving “Joy” include: gamifying activity content by embedding skill practice in playful contexts to reduce monotony; offering autonomy in activity selection by providing diverse sports options to meet individual needs; and creating tiered

success experiences by setting progressive challenge goals, allowing students to feel the joy of continuous improvement. It is important to note that “Joy” is not mere entertainment but rather involves carefully designed teaching methods that guide students to deeply experience the intrinsic appeal of sports, fostering stable interest and passion for physical activity^[2].

2.2. The “Movement” Dimension: Behavioral Participation and Physical Development

The “Movement” dimension focuses on the behavioral participation aspect of physical activities, emphasizing the scientific and systematic nature of physical development. From an exercise physiology standpoint, effective “Movement” must satisfy four basic elements: frequency, intensity, time, and type. While the “two hours of daily exercise” policy ensures the “time” element, further scientific planning of intensity and type is needed to avoid the pitfalls of “no intensity, no results.” The scientific nature of “Movement” is reflected in several aspects: first, personalized exercise load, where differentiated exercise plans are tailored based on students’ age, gender, and fitness levels; second, structured exercise formats, combining aerobic exercise, strength training, flexibility exercises, and other types to promote holistic development; and third, progressive exercise processes, following physiological adaptation principles to gradually increase load and difficulty.

2.3. The “Mastery” Dimension: Skill Acquisition and Capability Development

The “Mastery” dimension pertains to the acquisition and application of motor skills, which distinguishes physical education from general physical activities. Traditional physical education often has a vague understanding of “Mastery,” stopping at superficial imitation of technical movements. In contrast, the “Mastery” within the “Joy-Movement-Mastery” concept is a multi-level, structured system of capabilities, encompassing “knowing” (knowledge comprehension), “doing” (skill acquisition), “applying” (practical application), “learning” (self-directed learning), and “being” (character development). This comprehensive “Mastery” emphasizes the coherence of skill acquisition and the effectiveness of skill transfer. The key to achieving “Mastery” lies in constructing a

progressive skill-learning sequence. On one hand, content should be arranged according to the “critical period” theory, introducing the most suitable motor skill learning at different educational stages. On the other hand, emphasis should be placed on the vertical progression of motor skills to avoid low-level repetition. For example, elementary school should focus on developing fundamental motor skills, middle school should introduce foundational specialized sports, and high school should deepen the application of specialized skills, forming a systematic skill development pathway^[3].

2.4. The Logical Interconnection of the “Joy-Movement-Mastery” Three-Dimensional Perspective

The three dimensions of “Joy-Movement-Mastery” are not isolated but mutually reinforcing and organically unified. “Joy” provides the motivational foundation for “Movement” and “Mastery”—without positive emotional experiences, sustained physical participation and skill acquisition would be difficult. “Movement” serves as the pathway for “Joy” and “Mastery,” as only through scientifically effective physical practice can emotional fulfillment and skill proficiency be achieved. “Mastery” represents the elevated outcome of “Joy” and “Movement,” where genuine skill acquisition deepens the enjoyment of exercise and enhances activity quality.

This three-dimensional interplay necessitates a systems-thinking approach to high-quality policy implementation, avoiding isolated emphasis on any single dimension. For instance, overemphasizing “Joy” without guidance toward “Mastery” may trivialize activities and dilute educational value; excessively pursuing “Mastery” while neglecting “Joy” risks fostering student disengagement; and prioritizing the quantity of “Movement” over quality could undermine the effectiveness of exercise^[4].

3. Research Methods:

3.1. Literature Review Method

This study primarily employs the literature review method as the research approach. By systematically collecting, evaluating, organizing, and analyzing academic literature, policy documents, research reports, and authoritative

media coverage related to the “comprehensive physical activity for no less than two hours” policy and the three-dimensional perspective of “Happy Sports Meet,” the theoretical foundation of the paper is constructed. Based on this, the current situation and issues are analyzed, and pathways for quality improvement are proposed.

4. Current Status and Quality Bottlenecks in the Implementation of the “At Least Two Hours of Comprehensive Physical Activity” Policy

Since the policy was introduced, schools across regions have actively explored ways to implement it and have achieved certain results. However, they still face multiple challenges in improving quality. A thorough analysis of the manifestations and root causes of these issues is a prerequisite for constructing effective pathways to enhance quality^[5].

4.1. Formalistic Tendencies and the Lack of “Enjoyment”

Currently, many schools exhibit a clear formalistic tendency in policy implementation, simplistically interpreting the policy goal as merely accumulating time while lacking a deeper pursuit of activity quality. Surveys reveal that numerous schools cobble together the two hours by mechanically combining physical education classes, recess activities, and extracurricular sessions, without coordinated design between these segments, resulting in monotonous and repetitive content. This formalism directly leads to the neglect of the “enjoyment” dimension, undermining student motivation. Many schools’ physical activity designs lack fun and choice, still relying on uniform, directive activities.

Moreover, the absence of “enjoyment” is reflected in shallow emotional experiences. Some schools attempt to boost engagement by adding playful elements, but these efforts often remain superficial, failing to guide students toward experiencing the deeper joys and sense of accomplishment in sports.

4.2. Insufficient Scientific Basis for “Movement” and Limited Exercise Effectiveness

The lack of scientific rigor in “movement” is a prominent

issue affecting policy implementation quality, primarily manifested in:

- **Unreasonable exercise intensity**, either too low to produce training effects or too high, exceeding students' capacity. In recent years, phenomena like “no sweating, no heavy breathing” have been widespread in primary and secondary school physical activities, with a low proportion of time spent at heart rates conducive to effective exercise.
- **Imbalanced activity structure**, overemphasizing aerobic exercises while neglecting comprehensive development of strength, flexibility, and other physical qualities.
- **Ignoring individual differences**, adopting a “one-size-fits-all” approach that fails to meet diverse student needs.

These problems partly stem from insufficient professional competence among physical education teachers. Many lack systematic knowledge in exercise physiology and training science, making it difficult to design scientifically sound activity plans. Additionally, the absence of monitoring tools is a key factor. Most schools lack effective systems to track exercise intensity, leaving teachers to rely on subjective judgment without objective data support.

4.3. Ambiguity in “Proficiency” and Weak Skill Mastery

Vague understandings of “proficiency” directly hinder students' systematic acquisition of sports skills. Current physical education suffers from “breadth over depth,” exposing students to numerous activities but only superficially. This “dabbling in everything, mastering nothing” phenomenon is far from the policy's goal of fostering lifelong exercise capabilities.

The ambiguity of “proficiency” also lies in the absence of clear evaluation standards. There is no explicit, actionable benchmark for what constitutes “mastery” of a skill. Teachers often use vague terms like “basic grasp” or “further improvement” to describe objectives, failing to provide clear instructional guidance^[6].

Furthermore, poor articulation between educational stages is a significant issue. Students repeatedly learn foundational skills across grades—such as basketball dribbling from elementary to high school—without

progressive challenges or depth, limiting systematic skill development.

5. Construction of Quality Improvement Paths Based on the “Joy-Movement-Mastery” Three-Dimensional Perspective

To address prominent issues in policy implementation, a systematic solution based on the “Joy-Movement-Mastery” three-dimensional perspective requires coordinated efforts across three dimensions—emotional guidance, behavioral optimization, and skill development—to establish a scientifically effective quality improvement path.

5.1. The “Joy”-Led Emotional Guidance Path

Building a “joy”-led emotional path is the prerequisite for enhancing the quality of policy implementation. The core of this path lies in shifting the design philosophy from “requiring students to exercise” to “students wanting to exercise,” thereby internalizing participation motivation.

Making content design fun is the primary strategy to spark joy. First, diversify activities by offering a rich selection, including traditional sports games, modern popular sports, and ethnic traditional events. For example, some schools have introduced intangible cultural heritage projects into recess activities, significantly boosting student enthusiasm. Second, gamify the format by embedding skill practice into game scenarios, such as designing endurance training as treasure hunts or integrating skill learning into challenge levels. Third, contextualize themes by organizing themed sports events like “Campus Olympics” or “Ethnic Sports Festivals” to enhance the ceremonial appeal and attractiveness of activities^[7-8].

Autonomous choice and tiered success experiences are key mechanisms for sustaining joy. Schools can implement a “sports club system,” establishing various sports clubs for students to join based on their interests. Simultaneously, a progressive challenge goal system should be created, setting appropriate challenges for students at different skill levels—such as “beginner-proficient-expert-master” tiers in jump rope—to ensure continuous achievement.

5.2. The “Movement”-Centered Scientific Participation Path

The scientific “movement” path aims to ensure that daily two-hour activities genuinely yield health benefits by enhancing the scientific rigor and effectiveness of physical activity. This path emphasizes aligning with the growth and development patterns of adolescents, shifting from “meeting time requirements” to “improving quality and efficiency.”

The core of scientific movement lies in personalized regulation of exercise intensity. Schools can use smart devices like wristbands to monitor students’ heart rates and activity levels in real time, building a “sports prescription” database for precise interventions. Teachers should also master skills to assess exercise states by observing breathing, sweating, and other signs, adjusting intensity promptly to avoid under- or over-exertion.

Additionally, optimizing activity structures is essential for holistic development. It is recommended to divide the two-hour period scientifically into aerobic exercises (e.g., running, jump rope), strength training (e.g., gymnastics, equipment exercises), flexibility exercises (e.g., stretching, yoga), and specialized skill learning, with reasonable time allocation. This structured approach helps comprehensively improve endurance, strength, speed, and other physical qualities.

5.3. The “Mastery”-Oriented Skill Development Path

The “mastery”-oriented path ensures that students truly acquire sports skills through daily two-hour activities, laying the foundation for lifelong exercise. This path emphasizes the systematic and applied nature of skill learning, transforming “activity” into “ability.”

Systematic skill learning is the foundation of ability development. Schools should move beyond superficial skill instruction and adopt a “specialized in-depth” strategy. Specifically, a “1+X” skill goal model can be implemented, requiring each student to master at least one sport skill during compulsory education while being exposed to multiple related skills. Some schools, based on facility conditions, promote specialized programs across different campuses to ensure students have sufficient time to deeply master one skill^[9].

Contextualized skill application is key to ability

transfer. Skill learning must be closely integrated with practical scenarios: first, by creating competitive contexts, such as introducing small-scale matches and game challenges even during basic practice; second, by designing problem-solving tasks like “how to break through defense” or “how to improve shooting accuracy”; and third, by providing platforms for showcasing skills, such as regular class performances or school-wide competitions.

6. Implementation Safeguards and Recommendations

The implementation of the quality improvement pathway for the “Joy-Movement-Mastery” three-dimensional policy perspective requires systematic safeguards. From policy coordination to resource integration, from teacher development to evaluation reform, multi-dimensional efforts are essential to ensure the effective execution of the quality improvement pathway.

6.1. Policy Coordination and Institutional Innovation

Policy coordination serves as the top-level design safeguard for the quality improvement pathway. It is necessary to refine inter-departmental collaboration mechanisms, with education, sports, health, and other sectors jointly formulating implementation rules and clarifying their respective responsibilities and cooperation methods. For example, sports departments could open community sports facilities for school use, while health departments could provide health monitoring and exercise prescription guidance. Additionally, a liability exemption system for safety should be established to define the procedures and boundaries for handling sports-related injuries, eliminating the restrictions caused by schools’ “safety concerns.” In terms of institutional innovation, an “exercise homework system” could be introduced to integrate in-school activities with family workouts. For instance, parents could be required to accompany their children in exercise at least twice a week for no less than 30 minutes each time, creating a home-school collaborative exercise framework. Simultaneously, a “sports credit system” could be implemented to incorporate extracurricular exercise into credit

management, motivating student participation^[10].

6.2. Teacher Training and Capacity Building

The professional competence of teachers is the core human resource safeguard for the quality improvement pathway. The current issues of insufficient physical education teachers and uneven professional qualifications directly hinder policy implementation quality. Strengthening teacher training and capacity building is urgent. On one hand, a “Physical Education Teacher Professional Development Program” should be implemented to enhance teachers’ professional expertise. Training content should cover multidisciplinary knowledge such as exercise physiology, training science, and psychology, helping teachers design activity plans scientifically. On the other hand, a “Physical Education Teacher Collaborative Teaching Mechanism” should be established to address teacher shortages. Retired athletes, sports majors, and others could be hired as part-time teachers to bolster the teaching workforce.

6.3. Resource Integration and Space Expansion

Resource integration is the material condition safeguard for the quality improvement pathway. Faced with the widespread issues of insufficient school sports facilities and limited equipment, innovative approaches and multi-party resource integration are needed.

For on-campus resources, efficiency can be improved through staggered scheduling and multifunctional use. For example, activities could be organized by grade or class during breaks or after school to avoid overlap, and non-traditional spaces like corridors or elevated areas could be repurposed for activities. For off-campus resources, a “Home-School-Community Sports Resource Collaboration Mechanism” could be established, such as opening community sports facilities for student use or partnering with nearby sports venues. Digital resources should not be overlooked either. A “15-Minute Exercise Circle” navigation system could be developed to mark free exercise locations near schools, facilitating student workouts outside campus.

6.4. Evaluation Reform and Continuous Improvement

Evaluation reform is the guiding and motivational safeguard for the quality improvement pathway. Traditional

physical education evaluations prioritize skills over participation and outcomes over processes, failing to meet the needs of policy quality enhancement. Establishing a scientific and diverse evaluation system is crucial.

For student evaluation, multi-dimensional indicators should be created, covering aspects such as participation attitude (Joy), exercise load (Movement), and skill progress (Mastery). Process-oriented evaluation should focus on student improvement rather than absolute performance levels. For school evaluation, policy implementation quality should be incorporated into the school quality assessment system, with attention to indicators like activity organization innovation, student participation rates, and physical fitness improvements. Additionally, a continuous improvement mechanism is essential. Regular student fitness assessments and sports activity satisfaction surveys should be conducted to identify issues and adjust plans based on data. Through ongoing monitoring, feedback, and adjustments, a spiral rise in activity quality can be achieved.

7. Conclusion and Outlook

This study systematically explores the quality improvement pathway for the “comprehensive daily physical activity of no less than two hours” policy based on the “Joy-Movement-Mastery” three-dimensional perspective. The research highlights that merely meeting time requirements falls short of the original goal of enhancing student physical fitness. It is essential to integrate the three dimensions—“Joy” (emotional experience), “Movement” (scientific participation), and “Mastery” (skill development)—and advance them synergistically to achieve a shift from “quantity” to “quality.” The “Joy-Movement-Mastery” framework provides a systematic approach for high-quality policy implementation: “Joy” ignites students’ intrinsic interest in exercise, “Movement” ensures the scientific and effective practice of physical activity, and “Mastery” guarantees the acquisition and application of sports skills. Together, these elements can build a healthy physical education ecosystem. This requires a shift in the value orientation of school sports from singular fitness promotion to holistic development, fostering healthy lifestyles and positive attitudes toward life through physical education.

Disclosure statement

The author declares no conflict of interest.

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