

Research on Risk Management of School Physical Education under the Background of Integration of Sports and Education

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Abstract: School physical education is mainly to cultivate students' knowledge, ability and attitude of healthy life and lifelong sports, but sports accidents on campus are emerging one after another, causing lingering scars in students' hearts. How to avoid the occurrence of accident risks is a problem that schools, teachers and students must face. This study uses the method of literature review to explore the connotation of school physical education, the types and sources of school physical education risk, and the strategies of school physical education risk management. The research results are as follows: 1. The connotation of school physical education teaching: the connotation of school physical education teaching includes students, teachers, teaching objectives, equipment, venues and equipment, methods, contents, evaluation and teaching implementation. Through differentiated and fun teaching methods and processes, students' physical and mental health development is achieved, and physical fitness, sports values and appreciation, interpersonal relationships and positive character development are improved; 2) The types and sources of school physical education teaching risk: the types of physical education teaching risk belong to pure risk, static risk and dynamic risk. The risk sources of school physical education teaching can be divided into five factors: people, things, time, place and things; 3) The strategy of risk management in school physical education: the five steps of risk management planning are risk identification, risk assessment, strategy selection, planning, implementation and revision. The strategies of risk management can be divided into five strategies: retaining risk, reducing risk, transferring risk, avoiding risk, and implementing and revising. The ultimate purpose of this study is to analyze the risk management of students, teachers and schools, and to minimize the risk of school physical education teaching.

Keywords: *Integration of sports and education; Physical education; Risk management; Countermeasure*

1. Introduction

In August 2020, the state issued the opinions on deepening the integration of sports and education to promote the healthy development of teenagers (hereinafter referred to as the opinions). The proposal of the concept of sports and education integration is the comprehensive deployment and top-level design of China's education and sports work in the new era. Its essence is to integrate the cultivation of competitive talents (Sports) into the national education system (Education). The opinions pointed out that we should actively promote the integration of sports and education with Chinese characteristics, firmly establish the education concept of "health first" and effectively promote the healthy growth of students [1]. Therefore, we should carry out rich and colorful after-school training and competition activities to promote the all-round development of teenagers. The main purpose of physical education teaching is to master sports skills, improve core literacy, and develop students' physique. Through education, we should transfer sports health knowledge, cultivate students to engage in sports activities that meet the physical and mental health of individuals, establish students' positive sports values, and then develop the habit of lifelong sports, which should be implemented in daily life [2]. However, in the past, accidents occurred frequently in the process of physical education teaching, which seriously affected the orderly development of physical education. At the same time, sports injuries caused by accidents not only affected students' physical and mental health, but also greatly reduced students' subsequent sports participation [3]. Compared with other static learning activities, physical education teaching is a high-risk activity. During the implementation of physical education teaching and sports activities, there are often external factors such as sports events and activities, physical touch, equipment

use and so on. In addition, most sports venues are located in outdoor open environment or professional courts. Therefore, due to high external influence and variables, there are relatively many internal risk factors. The teaching behavior and learning attitude between teachers and students, site equipment, weather factors will directly affect the safety of athletes [4]. Physical education teachers' cognition and understanding of risk management is essential to ensure the safety of physical education teaching activities. Most physical education teachers have a basic cognition of the obvious risk factors, but their cognition of the hidden risk factors is not high. Therefore, risk management can provide principals, teachers, sports coaches, and even general administrative personnel with the ability to take the lead in advance, and take effective measures to ensure the effectiveness and safety of learning, activities, and competitions [5].

To sum up, to carry out "safety oriented" sports teaching activities and effectively avoid the occurrence of sports accidents is an important guarantee to give full play to the effectiveness of school sports and effectively deepen the integration of sports and education. Based on this, through the method of literature analysis, this study summarizes the risks faced by school sports teaching, and discusses the strategies of school sports risk management, in order to provide some theoretical reference for school sports teaching.

2. School Physical Education

School physical education consists of seven elements: students, textbooks, teachers, learning groups, teaching plans, venues and equipment, and teaching objectives. Physical education teaching activity is a changeable and complex process. Through the analysis of learners, social system, knowledge system and other factors by teachers, the content and objectives are set, and then the scientific teaching design is formed, and the physical education teaching activities are implemented, and then the teaching content is presented in a way that students can understand. The physical education teaching strategy includes the arrangement of physical education teaching process, content, teaching methods, steps The choice of organization formation.

2.1 Value connotation of School Physical Education

School physical education has the dual educational function of improving students' physical fitness and intrinsic life value, not only because of the scientific nature of curriculum knowledge, but also because of the cultural nature of people, which is mainly reflected in the integrity of sports knowledge and the differences of students' cultural background. The cultural responsive teaching of school physical education is the premise of realizing its comprehensive educational value [6]. The goal of the integration of sports and education in the new era is to promote teenagers' enjoyment of fun, strengthen their physique, improve their personality and temper their will; Give play to the basic role of school sports in improving the level of sports competition. At the same time, based on the goal of the integration of sports and education in the new era and the value orientation of school sports, this paper puts forward the reform direction of school sports: the reform of sports competition mode, teacher employment mode, assessment and evaluation mode and sports teaching mode [7].

2.2 School physical education teaching methods

Teaching method is the implementation of curriculum and teaching. It is the way and means to achieve teaching objectives and carry out teaching activities. It is an important category of teaching theory. Different teaching methods may bring different effects, but different teaching methods should also consider preventing different risks and pressures. The traditional sports method is also a common sports method, which follows the law of the formation of motor skills and the law of students' physiological and psychological changes in physical education. It is also derived from long-term teaching experience, and generally includes five teaching methods: language guidance method, demonstration method, complete presentation and action decomposition method, error correction method and game and competition method. With the development of society, the traditional teaching methods no longer meet the needs of today's teaching, and then derived the teaching methods of autonomous learning, inquiry learning, discovery learning, cooperative learning, cooperative learning and so on.

2.3 School physical education teaching content

Physical education teaching content must integrate knowledge, attitude, skills, behavior and other related aspects, integrate situational and contextual teaching, think about effective teaching process skills and students' learning methods, and finally design performance opportunities for actual practice [8]. The knowledge content of differentiated teaching should be arranged from simple to complex, from concrete to abstract. Adjusting the content of teaching materials and micro courses are all available ways. Chenhongshun et al. (2015) pointed out that the content of sports activities should include the following items: recess activities (morning exercises, recess exercises, recess sports activities, physical fitness, etc.), extracurricular sports (sports camps, sports associations), sports performance, health examination (physical fitness tests, etc.), on campus competitions (sports meetings, etc.), school team training, off campus competitions, off campus sports performance [9]. In addition, in recent years, school physical education is an important carrier for the diversified development of teenagers. Ji Xiangbo and other scholars believe that "focusing on life skills" can be used as a new direction for the development of school physical education, integrating the concept of life skills education with the core quality concept of physical education; Integrate life skills into physical education teaching objectives and guide teaching contents and methods. Some scholars also emphasized the introduction of the holistic thinking of teenagers' physical function into the teaching of school physical education, with its focus on the integrity of the human body's own structure, the optimization of the basic movement mode and the efficient transmission of the power chain in sports as the breakthrough point [10].

2.4 School physical education teaching process

In the context of physical education teaching, the main body is students. How can teachers lead students to acquire skills and develop abilities, meet students' expectations, and effectively guide students to enjoy learning challenges. Good class management can make students grow up happily in an appropriate environment. The management of order and the allocation of teaching time are important skills for teachers to control the teaching process. Differentiated teaching is not only a homogeneous grouping method, but also has many flexible and flexible grouping mechanisms. Even if the differences within the group are large, students can complement each other and cooperate to complete the learning task, making them feel that such cooperation is full of meaning, so as to improve the motivation and effectiveness of learning [11].

2.5 Purpose of School Physical Education

In the field of health and sports, the concept is to cultivate healthy citizens with the knowledge, ability and attitude of healthy life and lifelong sports, so that students can become the main body of learning and lifelong learners, and make the life and life of students and the whole society better. Maintaining moderate physical activity can benefit from health. For example, it can reduce the risk of diabetes, heart disease, hypertension and colon cancer, which are serious life-threatening diseases. Sports activities are one of the channels to relieve pressure. In a competitive environment, our students can also use sports to relieve various pressures on homework or work. In addition to maintaining a healthy body, it can also reduce the possible social problems caused by the increase of depression index due to the inability to relieve stress [9]. The essence and significance of education is to implement students' Sports Rights in school physical education, promote students' physical and mental health, cultivate students' conduct and personality cultivation, develop the good habit of lifelong sports, and improve the basic ability to adapt to social life [12].

From the above literature, it can be seen that school physical education teaching is constantly flipped and innovated, and sports are brought into games to arouse students' motivation and interest in class. To adjust teaching objectives, teaching contents, teaching materials, teaching process, teaching venues and teaching evaluation according to students' abilities and needs to build students' self-confidence is a positive development for students' learning. School physical education activities include physical education, sports associations, sports meetings, class competitions, county and municipal competitions, etc. The school physical education teaching content includes students, teachers, teaching objectives, teaching equipment, teaching site equipment, teaching methods, course content, teaching implementation, teaching evaluation and teaching implementation. In the process of teaching, teachers guide students' learning, coach and assist students' problems, and carry out differentiated teaching groups according to students' abilities. Groups of different nature enable students to learn to cooperate with each other. Effective control of class order and the allocation of teaching time can

create a good class management. Teachers and students give positive and happy teaching atmosphere in the process of interaction to make physical education more lively and vivid. The goal of school physical education is to enrich sports knowledge, improve sports skills, develop regular sports habits, cultivate sports ethics, and experience sports fun through school physical education. The purpose is to achieve the development of students' physical and mental health, improve their physical fitness, learn sports values, sports appreciation ability, and positive character development, improve their social skills, and cultivate friendly interpersonal relationships, bring better sports atmosphere to the society.

3. Types and sources of risks in school physical education

There is no unified explanation for the concept of school physical education risk. According to the principle of adding species to difference and the concept of risk, it is considered that school physical education risk is the possibility and uncertainty of causing target deviation or loss in the process of implementing school physical education activities in order to achieve the educational objectives. The risk classification method is based on the risk source, reason, system, environment, subject object of risk loss, risk impact degree Risk characteristics, loss results caused by risks and the position of managers are to classify the risk sources related to wind energy control and management risks [13].

3.1 Types of risks in school physical education

Yuanchun pointed out that the risk factors of school sports include: human factors: the adaptability of the human resources organization of the host unit; After the athlete factor and accident, the medical equipment and medical ability of the sponsor; Weather factors: bad weather or difference between day and night; Environmental factors: Hardware planning of sports competition venues; Equipment factor: site equipment and equipment maintenance [14]. According to the different nature of risk, it is classified as follows: pure risk and speculative risk: pure risk is the risk with only loss opportunities and no profit opportunities, and speculative risk is the risk with loss opportunities and profit opportunities. Static risk and dynamic risk: static risk refers to irresistible and unpredictable risk, which is caused by human negligence. Dynamic risk refers to the risk formed by changes in the general environment. According to the environment of the risk, the types of school sports risk are divided into two categories: static risk and pure risk, including: static risk: most of the school sports activities belong to the risk caused by human negligence or intentional behavior, such as the physical education teachers' failure to check the sports equipment before class during class; Pure risk: when the school encounters a risk, the school administrative unit or physical education teacher will face the compensation problem according to the truth of the matter.

3.2 Risk sources of School Physical Education

The risk of physical education teaching is mainly divided into two types: human factors and environmental factors, and the content of physical education teaching contains risk factors. The risk sources of school physical education teaching mainly include student factors, curriculum arrangement, management of venues and equipment, weather factors, improper administration, etc. Sports risk factors are as follows: (1) personnel factors: participants, sports teachers (coaches), administrative personnel (sports team leaders, equipment maintenance personnel); (2) Activity factors: inter class competitions, school wide sports meetings, inter school competitions, etc., as well as the nature of sports and activities they are engaged in; (3) Site equipment factors: the design, maintenance and use of the site and the equipment required for various activities; (4) Rescue factors: on site wound treatment, emergency CPR first aid, notification of hospital rescue, etc; material factors: site equipment, rescue equipment, equipment wear and tear repair, application for purchase, old replacement, etc; (6) Other factors: climate, natural environment and other irresistible factors, contracts, insurance issues.

From a comprehensive view, the risk sources of school physical education include student factors, course activity design, site and hardware equipment management, medical system construction, school administrative personnel management and weather factors, which are all potential risk factors of school physical education. Only by discovering the risk in advance can we make all preparations and effectively reduce the occurrence of accidents.

4. Risk management strategy of school physical education teaching

The risk of campus sports is ubiquitous. School physical education teachers should know how to use the strategy of risk management, and have the process of accident handling to deal with the accidents that have occurred, so as to avoid the unlimited expansion of accidental injury. According to the risk source of school physical education teaching, this paper analyzes the risk management strategy of school physical education teaching through the way of risk management.

4.1 Purpose of implementing risk management in school physical education

School sports risk management is a scientific process that the school sports administrative organization predicts the possible accidental losses of students' sports activities on campus and designs and implements a scientific method to reduce the occurrence of sports accidents of students, so as to reduce the losses caused by events. The purpose of sports teaching risk management strategy is to implement regular or irregular maintenance, inspection and safety management for the sports venues, equipment and equipment required by school sports teaching and sports, and take appropriate measures and improve them, so as to minimize accidental injuries, improve the quality of sports teaching, create a safe and friendly environment, and enable students to study effectively and happily. The purpose of risk management in school physical education teaching is to promote students' physical and mental health, develop sports habits, understand the source of risk, and use risk management strategies to ensure the safety of students in class and minimize the risk of physical education teachers and school administrative units. The purpose of risk management is to reduce and prevent the injury caused by risk accidents, so that students can study happily on a safe campus, teachers can also be guaranteed, and parents can rest assured that their children can study in school. The school will create a good sports atmosphere, and then change the sports atmosphere in the community.

4.2 School physical education risk management plan

The school physical education teaching content analyzes the risk sources of school physical education teaching, and further discusses the five steps of school physical education teaching risk management plan as follows [13-14]:

1) Risk identification: propose and confirm any risk factors of physical education teaching after discussion by school physical education related personnel. 2) Risk assessment: the priority of priority according to the degree of risk factors, such as the priority of human factors, the factors of things, the factors of places, and the factors of things in order. 3) Strategy selection: select appropriate strategies for the sources of risk in physical education teaching, and choose four strategies: retaining risk, reducing risk, transferring risk and avoiding risk. 4) Making a plan: after sorting out and summarizing the risk factors of school physical education teaching, a set of risk management process of school physical education teaching is formulated through the evaluation of risks and strategy selection. 5) Implementation and correction: after setting up a set of risk management process for school physical education teaching, the school must implement it, and when there is a situation, it needs to correct the problem.

4.3 Risk management strategy of School Physical Education

Once the physical education teaching risk plan management finds and confirms the existence of the risk, it immediately measures the degree of harm that the risk may bring, and properly applies four strategies to avoid the risk, bear the risk, transfer the risk and reduce the risk, so as to achieve the purpose of risk management. The risk management strategies of school physical education teaching are divided into three aspects: students, teachers and schools, to explore the risk management strategies, as follows:

1) Students. If students can learn the correct sports injury knowledge, skills and positive sports injury protection attitude, they can reduce the frequency of sports injury, and even if they cause sports injury, they can also reduce the degree of physical and mental injury to the minimum. Students' handling of Ping An insurance is to transfer the responsibility to other organizations. When the school handles sports activities, students are required to sign a consent or settlement form to transfer the responsibility to the participants themselves. The key points of teenagers' personal sports safety behavior and the strategies of teenagers' personal sports risk management include: (1) physical examination and fitness assessment; (2) Warm up before exercise and relaxation after exercise; (3)

Correct sports idea and training skills; (4) Safe environment and suitable weather; (5) Sports protective equipment and protective measures; (6) Correct sports injury adaptability. It can be seen that the students themselves must have the crisis consciousness of the risk of school physical education teaching, in order to reduce the accident of the risk.

2) Teachers. The strategies of physical education teachers in risk management are as follows: (1) check the site, equipment and equipment and fully understand the use methods; (2) Implement the roll call system, master the trends of students and take the responsibility of supervision and care; (3) Fully warm up and pay attention to students' physical and mental state; (4) Pay attention to curriculum arrangement, understand students' individual differences and teach students in accordance with their aptitude; (5) Pay attention to environmental changes and provide students with safe activity space; (6) Participate in relevant study courses to improve professional quality; (7) Implement the risk management mechanism to assist in reviewing and revising; (8) Assist in planning and implementing the school risk management plan. The management of legal liability, risk and insurance is very important in sports management. Physical education teachers should be aware of sports laws and regulations, as well as legal liabilities for infringement, negligence, management negligence, intentional injury, gender equality and other human rights, and formulate policies and procedures for risk management and insurance, so as to protect and strive for the rights and interests of teachers. "Faculty liability insurance" plays a role in transferring risks in sports risk management strategies. Its importance lies in making the structure of sports risk management strategies more perfect. Insuring "faculty liability insurance" does not mean that injuries can be allowed to occur, because reducing, retaining, transferring and avoiding risks are all links of sports risk management strategies.

3) School. Effective risk management in schools should have the following strategies: first, provide a safe environment for activities; Erect warning signs or signs; Establishing a medical system; Establish the system of closing the statement; Establish a school sports safety education system, etc. Inspection and maintenance of sports equipment; Maintenance and record of site equipment; Supervision of teaching activities and facilities maintenance; The compilation and implementation of sports funds; Participate in the planning and design of site facilities. Actively handle sports safety exercises; Add funds for school sports equipment; Establish a complete medical system. Most school organizations are insured against school accident insurance. On the one hand, it protects students from accidental injury, and on the other hand, it protects teachers, employees and coaches from injury and legal liability. Whether it is physical education or sports training, it can be further protected.

To sum up, the strategies of risk management can be divided into five strategies: retaining risk, reducing risk, transferring risk, avoiding risk, and implementing and correcting. The three major analysis strategies for students, teachers, and schools are as follows:

1) Reserved risks: students (correct ability to respond to sports injuries and have the ability of emergency treatment), teachers (participating in the planning and implementation of school risk management plan), school area (handling sports safety study, sports protection lectures, establishing a complete medical system, and establishing a complete emergency process plan).

2) Risk reduction: for students (physical examination and exercise fitness assessment, warm-up exercise before exercise, relaxation exercise after exercise, correct sports idea and training skills, sports protective equipment and protective measures) On the part of teachers (who knows sports laws and regulations, course content and equipment familiarity, roll call and observation of students' physical conditions, actual warm-up and observation of students' operating conditions, pre class preparation and site equipment inspection, good class management, after-school recovery and tracking of students' physical conditions) School (provide safe activity environment, inspection and maintenance of sports equipment, maintenance and record of venue equipment, supervision of teaching activities and facilities maintenance).

3) Transfer risk: students (for students' safety insurance), teachers (for faculty liability insurance), schools (for school accident insurance).

4) Risk avoidance: students (safe environment and suitable weather), teachers (willing to change the environment), schools (establishing the system of closing the book, setting up warning slogans or signs). Review and revision of the plan: confirm that the risk factors of physical education teaching may occur. After the assessment, formulate and implement a set of risk management process for school physical education teaching through four risk strategy options, including retention, reduction, transfer and avoidance. When problems are encountered in the plan, it must be reviewed, formulated and revised again to effectively reduce them.

5. Conclusions and Suggestions

5.1 Conclusion

1) School Physical Education Management

School physical education teaching is a systematic teaching with goals and plans. The teaching content covers teachers, students, teaching content, teaching methods, teaching process, teaching activities, teaching environment, teaching equipment, teaching venues and equipment and other elements. It attracts students' learning motivation and interest through fun teaching, and builds students' self-confidence through differentiated teaching. The purpose of physical education teaching is to improve physical fitness, sports values and appreciation, interpersonal relationship and positive character development, cultivate students' sports habits, achieve the goal of holistic education with balanced development of five education, and let students' physical and mental development be normal.

2) Types and sources of risks in school physical education

The risk factors in school physical education teaching, and the types of physical education teaching risk belong to the types of pure risk, static risk and dynamic risk, and are classified by five factors: people, things, time, place and things. The risk sources of school physical education include student factors, course activity design, venue and hardware management, medical system construction, school administrative personnel management and weather factors.

3) Risk management strategy of school physical education teaching

The risk of school physical education teaching mainly comes from the content of physical education teaching. To solve and prevent the risk, the school organization must draw up a set of risk management plan to reduce the harm caused by the risk. The five steps of risk management planning are risk identification, risk assessment, strategy selection, plan formulation, implementation and revision, and then the application of risk management strategies for students, teachers and schools is analyzed. Through the process implementation of the risk management plan and the application of risk management strategies, the occurrence of sports accidents of students can be reduced, and the legal responsibility of teachers can be avoided. Students can study in a safe educational environment, teachers also have good teaching quality, create a friendly campus and maintain a good sports atmosphere, and parents can confidently hand over their children to the school, thus changing the sports atmosphere of the social environment.

5.2 Suggestions

Suggestions for school administrative organization: 1) regularly inspect equipment and site equipment. 2) Hold sports safety related lectures at school. 3) The school should establish a risk management team.

Suggestions for teachers: 1) integrate the knowledge of school risk management into the curriculum. 2) Regularly participate in sports safety and empowerment training. 3) Study common sense related to law.

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