

# *Learning To Learn*

*Key Learning Area*

**PHYSICAL EDUCATION**

*Consultation Document*

*Hong Kong Special Administrative Region of  
The People's Republic of China  
Curriculum Development Council  
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## **1 INTRODUCTION**

This document on the key learning area (KLA) of Physical Education (PE) is written in support of the consultation document ***Learning to Learn*** prepared by the Curriculum Development Council (Nov 2000) and should be read together with it. The ***Learning to Learn*** document is the outcome of the Holistic Review of the School Curriculum conducted by CDC beginning in 1999, which is done in parallel with the Education Commission's Education System Review.

## **2 BACKGROUND**

The overall aims of PE are to help students to develop an active lifestyle and acquire good health, physical fitness, and body coordination through learning various physical and sport skills and knowledge. It further helps to improve the qualities of desirable moral and social behaviour, ability to make decisions and appreciation of aesthetic movements.

The present PE syllabi suggest a wide range of activities, from the fundamental movement for lower primary to specific physical and sport skills for senior secondary. The 1995 Syllabus for Primary Schools listed six areas of activities in PE for students. The 1988 Syllabus for Secondary Schools recommended students to acquire basic skills of not less than eight physical activities from at least four areas of common core activities. Both syllabi suggested to have at least two periods of PE per week.

On top of the strength of the present curriculum, other learning elements of generic skills, values and attitudes are to be emphasized. To maximize students' life-wide learning opportunities, the existing good practices in sharing community resources, such as using public sport facilities and liaison with outside organizations, will be further elaborated. This approach may help to alleviate the problem of limited PE lesson time and the rigid time-table. It also encourages the development of an active lifestyle and may help to tackle the emerging problems of obesity, cardiovascular disease and other health issues among students.

### **3 RATIONALE FOR DEVELOPMENT**

In line with the principles of learning to learn, the rationale for further development in the PE curriculum is:

- Establish PE as a KLA to educate students in acquiring a healthy living style and enjoying life-long activities to fulfill the five Chinese virtues in the aims of education
- Build on the present curriculum platform in PE and elaborate the good practices of the existing school PE curriculum for the current reform.
- Revise the PE curriculum so that it becomes a coherent, integrated and comprehensive PE programme that aims to improve the educational prospects of students and their health condition, rather than emphasizing too much on sports.
- Promote learning to learn through strengthening generic skills, such as critical thinking skills and problem-solving skills, among students in PE and in a cross-curricular context. These skills have a carry-over value to adult life. Students can apply these skills to life-long learning and thus pursue a quality life.
- Enhance the role of PE in character development through cultivating a positive attitude towards PE and motivating students to become active in physical, recreational and sport activities.

## 4 PHASES OF DEVELOPMENT

The principle of strategic development for PE is to create more space in schools and learning opportunities for students.

### 4.1 Short-term (2000-2005)

- Reorganize the current syllabi under the four key stages and develop a coherent programme that combines formal and informal learning time in PE.
- Initiate curriculum research and study programmes for the development of school-based examples and good practices.
- Develop suitable web materials for teacher education and the delivery of curriculum experiences, and in preparation for a new PE syllabus for senior forms.
- Develop references and exemplar materials for assessment in PE.
- Explore alternatives for schools and develop a database of materials for desirable experiences for teaching and learning in PE.
- Develop a life-wide learning databank for schools' reference.

*PE Teachers are expected to:*

- Develop a balanced PE curriculum in line with the revised framework.
- Help students to develop appropriate physical and generic skills through PE.
- Help schools to prepare for transition from a skill-based programme to a balanced school-based curriculum that aims to develop students' physical, moral and personal character, such as perseverance, team spirit and loyalty, through PE and sport activities.
- Select appropriate tools for assessment.
- Assist schools to establish links with other organizations for enhancing community services and life-wide learning opportunities.
- Emphasize the inclusion of more diversified activities in PE.

## **4.2 Medium-term (2005-2010)**

- Propose a more comprehensive and balanced curriculum to match with the new structure of senior forms.
- Develop appropriate links for career development.
- Develop appropriate models for the development of life-wide and life-long experiences in physical and sport activities.

*PE Teachers are expected to:*

- Develop practical and suitable school-based strategies to facilitate the delivery of PE in schools.
- Demonstrate multiple roles of teaching, coaching, facilitating and coordinating in PE.
- Help students to acquire appropriate attitudes, knowledge and understanding in health and physical activities.

## **4.3 Long-term (2010+)**

- Strengthen the role of PE in the school curriculum.
- Establish appropriate school-based strategies to promote a culture of active and healthy lifestyle in students.

*PE Teachers are expected to:*

- Be a role model of life-long learner in terms of skills, knowledge, and attitudes.

## **5 THE FRAMEWORK**

### **5.1 Overall Aims**

The PE curriculum aims to help students to:

- Develop motor skills and acquire necessary knowledge in physical and sport activities for cultivating positive values and attitudes for the development of an active and healthy lifestyle.
- Develop an active lifestyle and acquire good health, physical fitness and body coordination; and
- Promote the qualities of desirable moral behaviours, cooperation in communal life, ability in making decisions, and the appreciation of aesthetic movements.

### **5.2 Learning Targets**

Through the learning process in PE, students should be able to:

- Develop movement proficiency;
- Develop essential generic skills;
- Observe safety rules, be competent and enjoy participation;
- Develop a critical appreciation of aesthetic movements;
- Develop positive attitudes;
- Be aware of the importance of physical and sport activities for personal, social and global outlooks and be willing to participate in these activities regularly;
- Maintain an active lifestyle and good health;
- Be master of his/her own learning and whole-person growth, including moral, intellectual, physical, social and aesthetic development; and
- Identify with the concepts of life-long and life-wide learning.

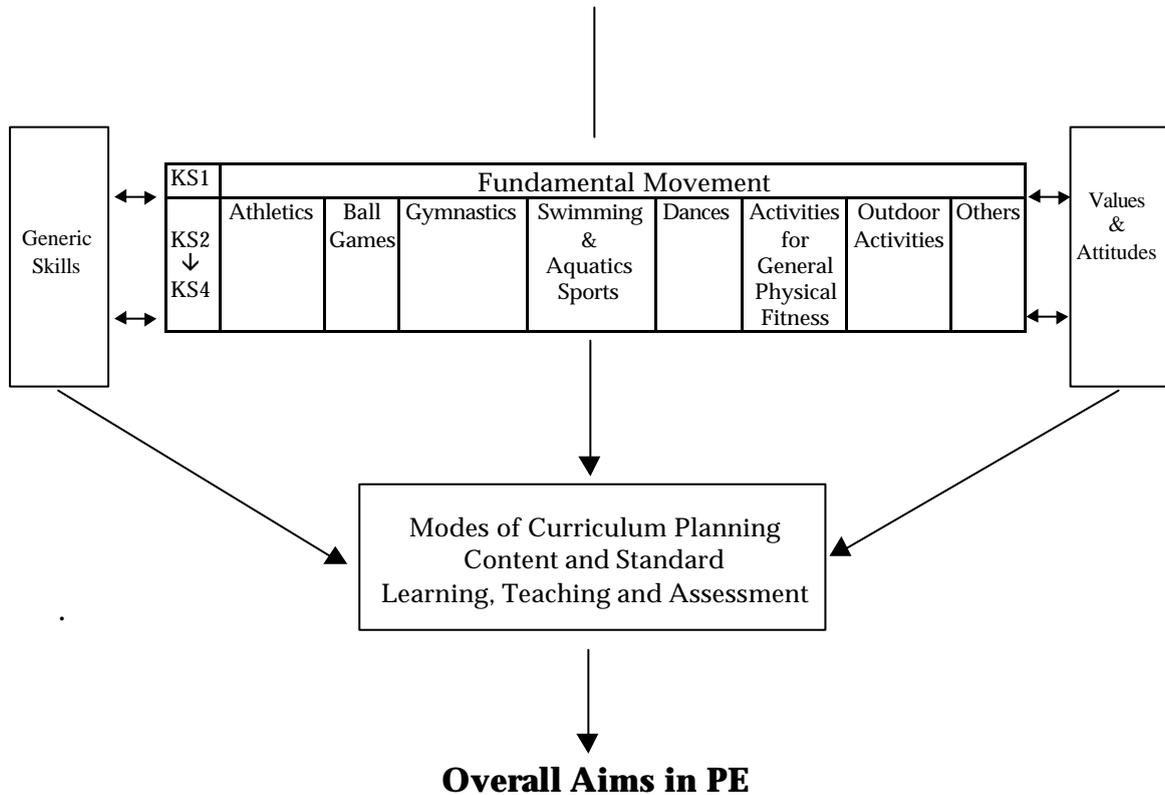
### 5.3 Components of the Framework

**Physical Education**

**Strands**

|                         |                    |                                    |                                  |                       |                       |
|-------------------------|--------------------|------------------------------------|----------------------------------|-----------------------|-----------------------|
| Motor and Sports Skills | Health and Fitness | Sport-Related Values and Attitudes | Knowledge and Practice of Safety | Knowledge of Movement | Aesthetic Sensitivity |
|-------------------------|--------------------|------------------------------------|----------------------------------|-----------------------|-----------------------|

These strands are inextricably intertwined and serve the function of developing skills, knowledge and understanding, and values and attitudes in PE



### **5.3.1 Strands**

In order to devise a continuous and progressive PE curriculum suitable for the interests and ability of students, teachers should clearly understand the strands and directions of learning in PE. Teachers can use the following six strands to organize the learning contents for the purpose of developing skills, knowledge and understanding, and values and attitudes as a holistic process. The six strands are Motor and Sports Skills, Health and Fitness, Sports-Related Values and Attitudes, Knowledge and Practice of Safety, Knowledge of Movement, and Aesthetic Sensitivity. These strands are inextricably intertwined.

- (1) Motor and Sports Skills – develop motor and sport skills through movement exercises and improve motor and sport ability through the training of movement skills in locomotion, body management, object control and games tactics of different sports.
- (2) Health and Fitness – develop the knowledge, understandings, skills and attitudes needed to maintain and enhance personal growth, health and fitness.
- (3) Sports-Related Values and Attitudes – develop and exhibit suitable values and attitudes that promote the development of desirable personal and social sport behaviour and interest, an active and healthy lifestyle and willingness to participate in physical and sport activities regularly.
- (4) Knowledge and Practice of Safety – acquire knowledge of safety measures, first aid and sport medicine, apply risk-management strategies in daily activities and demonstrate the ability to avoid injury and report hazards.
- (5) Knowledge of Movement - acquire knowledge of motor exercise and apply this knowledge to physical and sport activities.
- (6) Aesthetic Sensitivity – develop appreciation for aesthetic movements such as dance and demonstrate technical qualities to perform the movements.

The strands can be realized through participation in various physical and sport activities such as fundamental movements, athletics, ball games, gymnastics, swimming and aquatic sports, dance, activities for general fitness, outdoor activities and others. For more details, please refer to Appendix 1.

### **5.3.2 Generic Skills**

PE contributes much to students' development of generic skills that are essential for life-long learning. For example, through sports activities, students develop collaboration skills by learning how to cooperate with other teammates, and problem-solving skills by learning how to tackle problems when they are down in competitions. For more details of the generic skills, please refer to Appendix 2.

### **5.3.3 Values and Attitudes**

The development of personal, social values and attitudes is another important generic element in PE. The development of positive values and attitudes is underpinned in almost every physical activity and sport context. The elements of self-improvement, sportsmanship, sports ethics, etc. are among the teaching and learning ingredients of PE. The list is endless. Below is an example to illustrate such elements in PE learning.

Basketball match in a PE lesson (KS 2)

| <i>Aims/Objectives of PE in relation to values and attitudes</i>   | <i>Core and sustaining values and attitudes</i>   | <i>Suggested learning/teaching activities</i>  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Desirable moral behaviours</li> <li>• Cooperation in communal life</li> </ul> | <ul style="list-style-type: none"> <li>• Trust</li> <li>• Participation</li> <li>• Sense of belonging</li> <li>• Cooperation</li> <li>• Fair play</li> <li>• Rules</li> </ul> | <ul style="list-style-type: none"> <li>• Students form their own teams, organize the match, and distribute work such as captaincy, umpiring and scoring</li> <li>• During briefing and discussion before and after the match, students give their views on issues of values and attitudes</li> <li>• Teacher comments and sums up students' views</li> </ul> |

For more details of the values and attitudes, please refer to Appendix 3.

#### **5.4 Modes of Curriculum Planning**

In school, PE learning experiences can be delivered as formal lessons as it is in the existing curriculum. They can also be organized in a wider context in various forms and beyond the school walls. The following are some possible ways that schools can refer to:

- Consideration can be given to organizing PE in short modules or units according to the specialty of their own teachers. Different organization methods such as the “integrated approach” can be introduced. By such, teachers can extend, integrate and coordinate students’ learning within a wider perspective. An example of this is attached at Appendix 4. The sample schools utilized an integrated approach to teach dancing activities so that students could have wider learning experiences in a particular area.
- Schools may also allow one session each week outside the formal timetable to be the activity session shared by Arts, PE, Technology Education, etc. for students to attend activities beyond the school walls. Students can then be arranged to have hands-on experience in utilizing sports facilities available in the community; to attend training sessions of sports teams; and to attend physical or sport activities generally not available in schools, e.g. rowing, wind-surfing, cycling and hockey. The intention is to reduce the boundaries of learning and integrate real life physical and sport experiences in the process of learning through an informal structure in curriculum planning.
- Besides regular PE lesson time, schools can develop different school-based curriculum modes that suit their schools. One of the major principles behind the modes of curriculum planning is to develop students’ habits of regular exercise and acquiring/maintaining health. Morning exercise, light stretching exercise and eye exercise during change of lessons are examples to encourage regular exercise. The frequency of such exercises could be on a daily or bi-daily basis depending

on schools' situations. An illustrative exemplar of such exercises is as attached at Appendix 5.

- Being active in exercise is a major factor for a healthy lifestyle. Appendix 6 is another example of a school-based curriculum mode that shows how rope jumping can be effectively used to improve cardiovascular function and sport culture development. Furthermore, appropriate intra and inter-school sports competitions might cultivate positive attitudes toward sport among students, which have a carry-over value into adult life.

## **5.5 PE Activities and Content Organization**

The organization of PE activities involves a continuous process of planning, implementing and evaluating. It should reflect students' progression of learning across different stages of schooling. Below is a summary of expected learning outcomes in the 4 key stages. Each stage exhibits the learning elements of physical and sport skills, health, and personal social qualities. These learning elements are interlocked in 4 stages.

### **Key Stage 1**

Students are expected to:

- Master fundamental movements and perform sequences of skills with creativity and imagination.
- Demonstrate an understanding of the importance of physical activities and health.
- Communicate ideas, feelings, etc. effectively with others in game situations.

Thus, programmes should aim to develop students' movement ability through individual/cooperative and rhythmic activities. Opportunities are provided for students to express themselves creatively and freely in activities, enjoy the fun, success, and challenge and discover their potential through games of manipulation, locomotion and stability.

## **Key Stage 2**

Students are expected to:

- Learn basic skills of different physical and sport activities.
- Understand the relationship between physical activities and health development, and the wide range of factors and actions that influence their health status.
- Demonstrate basic skills in decision making, communication, etc. and learn to respect others' rights and cooperate in teamwork.

Thus, programmes should aim to provide opportunities for students to participate in modified games and introductory activities; as well as learning experiences in health education. They are encouraged to practice and refine their skills in various physical activities for the development of students' physical, mental and social abilities.

## **Key Stage 3**

Students are expected to:

- Understand and apply movement concepts and training principles to improve their physical and sport performances.
- Demonstrate the ability of goal setting and be aware of different provisions of community services and youth schemes in promoting healthy living.
- Develop desirable attitudes in habits of inquiry, respect the rights of others, etc. and be able to face difficulties and solve conflict.

Thus, programmes should aim to develop students' basic physical competency and explore the social world through a variety of activities, ranging from individual and team games to dance, outdoor pursuits and aquatic sports. Opportunities are given so that students can develop their interest in particular sports and nurture their habit of exercise. They should be encouraged to accept challenges provided by physical or sport activities and apply strategies and perform suitable etiquette and rules.

## **Key Stage 4**

Students are expected to:

- Learn specific/advanced skills of different activities and substantiate the habit of regular exercise.
- Demonstrate informed decisions on actions for promoting/maintaining healthy living.
- Understand the relationship between physical and sport activities and personal and social development.
- Take up responsibilities to serve sports clubs in schools and in the community.

Thus, programmes should aim at refining students' physical activity skills with higher expectations and work towards achieving their personal best. Programmes in this stage focus on the improvement of personal qualities and development of belief and values systems that prepare students to develop their independent life and career pathways. This involves the development of different experiences in movement-related academic knowledge, career interest, leadership and community services. The curriculum continues to promote participation in regular programmes with higher order challenge or programmes that extend their recreational life.

A sample of content organization for Fundamental Movement (FM) is attached in Appendix 7 (A). More information will be dispatched in the coming stage of development. It is expected that through the sample materials, teachers will organize the activities under the present review.

### **5.6 Teaching, Learning and Assessment**

#### **(1) Learner Focus**

The PE curriculum should adopt an open and flexible framework to suit students' needs and interests. The learning experiences should be learner-focused. When designing the learning activities, students' physical and mental readiness at different school levels should be considered. The learning experiences should be activity-based and the tasks should be organized in an authentic situation.

## (2) Career Links

Students at key stages 3 and 4 should be exposed to career-related opportunities in PE, such as different sport organizations and talks by sport professional with an aim to help students to pursue their career interest in becoming PE teachers, scholars in sports and recreation, sportsmen, dance performers, etc. The followings are some suggested PE-related career experiences that students can develop:

- PE teaching and counseling
- PE, sports and recreation administration
- Sports sciences and injuries
- Sports media, promotion and marketing

## (3) Health Issues

Health and health-related issues are important learning elements in the PE curriculum. They are cross-curricular issues for which PE, General Studies, Science, Arts and Music, Home Economics and other subjects share the responsibility. The contributions of PE to health development are many. The following are examples of how PE can contribute:

- Help students enjoy an active and healthy life
- Help students to be physically fit
- Help students to cope with stress through participation in physical and sport activities

## (4) Assessment

Assessment is a vital and continuous part of learning. Assessment in PE should not be just a technical matter of measurement of results, but more a human act of judgment of performance based on sound evidence. Careful planning in assessment can provide students with the motivation to learn, inform students for the realization of personal goals and learning to learn further, help them (and teachers) to decide what to learn, how to learn, and to judge the effectiveness of their learning.

It is more important to review each student's learning needs, the quality of learning, and to provide guidance for improvement, than just summatively to assess their skills. Active involvement of

students in the process of assessment is crucial for the encouragement of life-long learning. Strategies such as generating assessment criteria in student-speak, using examples of assessed work with students, student-designed tasks, self-assessment and peer assessment can be utilized to motivate and facilitate student learning. In assessing complicated issues such as values and attitudes in PE, the professional judgment and observation of teachers should be trusted.

- (a) In planning the assessment, the teacher can
- Set clear contents, criteria and areas for observation and assessment
  - Determine methods to be used and ways to record and report students' attainment
- (b) A full range of assessment approaches that match with particular learning objectives in PE are needed to reinforce learner confidence, motivation, and self-esteem:
- Formal and informal tests to assess recall of facts and acquisition of basic skills
  - More detailed and complex tasks, examinations and authentic projects to assess understanding and application
  - Informal and continuous teacher assessment (observation, questioning, routine classroom learning/assessment tasks) to evaluate students' progress and diagnose difficulties that they may experience in learning
- (c) Recording of assessment should be optional and flexibly applied. If it is decided to record and interpret students' performance, the test and task results, as well as teachers' judgments should be reported to students and parents in the form of a profile report or portfolio.
- (d) Providing constant and effective feedback to students and assessing the process of assessment to improve teaching effectiveness, student learning and increase the awareness of one's own responsibility.

An exemplar on assessment is illustrated in Appendix 7 (B).

## **5.7 School-based Curriculum Development**

In view of the importance of PE to personal development, constraints of space and learning opportunities, schools should formulate their own school-based curriculum that aims to enhance students' active participation and learning in physical and sport activities. Schools are encouraged to:

- Develop strategies that help to enhance life-wide learning in PE. A comprehensive programme that combines formal, informal and non-formal learning experiences may serve this purpose. In fact, the experiences generated from different modes of learning may complement each other and produce positive effects in the learning of physical and sport activities.
- Develop a five-year plan on how to improve the school-based curriculum that aims to generate pleasurable experiences through participation in various physical and sport activities and helps to develop students' habit of regular exercise. Schools should also consider their background and strengths, resources that are available, and relationship with different community organizations. While organizing the school-based curriculum, factors such as the school's cultural and traditional inclinations, aptitudes, interests and the overall family background of students may influence the development.
- Identify a programme for students with special educational needs to participate and enjoy the PE programme and to maximize their potential. For example, the teacher may provide more opportunities for the gifted to excel in captaincy, leadership, etc. in physical and sport activities. For the low achievers, adjusted standards especially in sport skills may be set to suit their needs.

## **5.8 Life-wide Learning**

Apart from the formal lessons, PE learning experience can be gained through the non-formal and informal curriculum. Student may join interest clubs, training squads and school teams during non-lesson time. In addition, it is particularly important for students to have learning experiences outside the school walls. Community services

and life experiences are important for students. Furthermore, self-learning projects may enhance students' experience, especially for special episodes such as the Olympic Games, Asian Games, Soccer World Cup, etc. and for health issues.

## **5.9 Connections with Other Key Learning Areas**

Integrating the curriculum of PE with elements of other KLAs helps students to develop connections between ideas and concepts. It also helps to develop a whole curriculum approach to organizing knowledge and preparing students for life-long learning. PE teachers can make use of elements from other KLAs to enrich their teaching. Project work, exhibitions, and the use of motor skills through learning activities such as drama and dance for Arts education; orienteering in Geography, field trips in Science, finger dexterity in Technology Education, eye exercises in health science, etc. are topics of integrated learning. Below are examples of how PE contributes to other KLAs:

- Enhance verbal and non-verbal communication in English and Chinese language in sports contexts, including knowledge acquisition, exchange of ideas and information, etc.
- Develop mathematical concepts and skills through cognitive awareness and practice in dimensions and measurements of sports equipment and facilities; scoring systems and probability of competition outcomes; navigation in sports activities.
- Help students to understand scientific concepts and principles such as knowledge of human kinetics, exercise physiology, sports medicine, ergogenic aids, etc.
- Develop desirable values and attitudes, such as sportsmanship, leadership, commitment, integrity and responsibility that are related to Personal, and Social Humanities Education.
- Appreciate movements such as those in dance, gymnastics and other physical and sport types, which help to cultivate students' aesthetic sensitivity in Arts Education.

## 6 CONCLUSION

Our young students can develop movement proficiency, build a healthy body and acquire a healthy lifestyle by including suitable physical and sport activities in their daily living. School plays an important role in helping them to get active and stay active. It involves the learning and mastery of physical and sport skills, the development of desirable attitudes and values, and helping students to adopt an active and healthy lifestyle. To achieve these goals, schools have to develop appropriate policies, construct a suitable environment, introduce an enjoyable PE programme, identify the importance of health education, provide different learning opportunities in addition to those in normal class learning, collaborate with community programmes, and encourage parents to participate in physical or sport programmes. All these measures help to develop students' habit of regular exercise. The current review aims to elaborate good practices of curriculum work in school, initiate appropriate changes and work with schools to develop an effective programme for PE as a KLA. With these considerations, there is a general belief that a clear direction for PE will be developed for future.

You are welcome to send your views to the Curriculum Development Council Secretariat by post, by fax or by e-mail on or before 15 February 2001.

Address: Curriculum Development Council Secretariat  
Room 1329, Wu Chung House  
213 Queen's Road East  
Wan Chai  
Hong Kong  
Fax Number: 2573 5299 / 2575 4318  
E-mail Address: cdchk@ed.gov.hk

# **Appendix 1**

## **Learning Objectives of the Strands**

### Learning Objectives of the Strands

**Key Stage 1**

| Motor and Sport Skills  | Health and Fitness  | Sports-Related Values and Attitude   | Knowledge and Practice of Safety  | Knowledge of Movement   | Aesthetic Sensitivity   |
|---|---|--|---|---|---|
| <ul style="list-style-type: none"> <li>• Develop a wide range of movement skills such as manipulation and gross motor movement, walking, running, hopping, balancing, throwing and twisting.</li> <li>• Utilize apparatus and equipment to develop students' movement ability through a wide range of play activities.</li> <li>• Understand and communicate fundamental motor skills in play activities.</li> <li>• Develop one's movement ability through a wide range of movement exercises.</li> <li>• Develop ideas to improve movement skills.</li> <li>• Comprehend the main emphasis of different fundamental skills from sport related readings.</li> <li>• Motivate students with self-satisfaction for the development of motor skills.</li> <li>• Identify and express main ideas about the development of movement ability.</li> <li>• Use simple IT tools and computer software to</li> </ul> | <ul style="list-style-type: none"> <li>• Motivate students to engage in enjoyable physical activities.</li> <li>• Demonstrate daily hygiene habits.</li> <li>• Acquire basic knowledge of health in terms of food and illness.</li> <li>• Understand the benefits of physical activities and fitness to health.</li> <li>• Recognize and take part in sport activities.</li> <li>• Be an open-minded and receptive person to physical activities and the learning of personal health.</li> <li>• Identify basic impacts of physical exercise and its influence on the development of personal health and fitness states.</li> <li>• Use IT tools to learn and handle information on the relationship between physical exercise and personal health and acquire basic knowledge of health in terms of food and illness.</li> <li>• Perform basic computations and measurements in learning the benefits of physical activities and fitness to</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate the necessary attitudes to share and co-operate with others in groups, competition and playful activities.</li> <li>• Exhibit positive attitudes by regular participation in movement activities.</li> <li>• Share with other group members the fun and stress in competitive or playful activities.</li> <li>• Demonstrate attitudes to participate and share in sport activities by clear and appropriate verbal or non-verbal means of communication.</li> <li>• Demonstrate self-confidence, persistence and commitment in movement activities.</li> <li>• Understand causal relationships of movement activities and make reasoned predictions on the results of competitive activities.</li> <li>• Develop attitudes to handle IT resources in learning activities.</li> <li>• Formulate and solve simple problems using qualitative information.</li> <li>• Demonstrate necessary attitudes in helping or</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and demonstrate simple health care and safety procedures and practices.</li> <li>• Apply basic risk management strategies to avoid injuries.</li> <li>• Understand safety responsibilities in a team environment.</li> <li>• Use appropriate language to express pain, injury and hazards.</li> <li>• Execute simple health care procedures and practices with confidence and be able to transfer understanding from one situation to another.</li> <li>• Understand the causes and effects of the relationship between sport activities and sport safety.</li> <li>• Use IT tools to learn and recognize safety and dangerous instances or practices of sport behaviour and situations.</li> <li>• Demonstrate basic knowledge in reporting injury and hazards.</li> <li>• Seek help from others when necessary and act according to safety practices.</li> <li>• Manage simple health care</li> </ul> | <ul style="list-style-type: none"> <li>• Perform and demonstrate the principles of fundamental skills.</li> <li>• Express verbally and non-verbally understanding of fundamental movements.</li> <li>• Cultivate a free and open mind in performing movement skills and to link the learnt skills to sequences with confidence.</li> <li>• Use multimedia devices to facilitate the teaching and learning of movement skills.</li> <li>• Apply necessary knowledge to achieve the development of smooth movement skills.</li> </ul> | <ul style="list-style-type: none"> <li>• Be able to control and coordinate basic actions of traveling, jumping, turning, gesture and stillness.</li> <li>• Show appreciation of all movements and patterns.</li> <li>• Be willing to explore moods and feeling in music, dance and exercises that have rhythmic sequences.</li> <li>• Express, coordinate, and respond to actions and movements in the context of teamwork and group participation.</li> <li>• Articulate moods and feelings through basic body actions and movements and react or respond to rhythmic sequences in music, dance and exercises.</li> <li>• Exhibit flexibility and fluency in expressing different moods and feelings in competitive or playful activities.</li> <li>• Identify and understand basic forms of actions and movements.</li> <li>• Use IT tools to learn and recognize different sport activities and indicate preferences.</li> </ul> |

## Appendix 1

| <b>Motor and Sport Skills</b>                              | <b>Health and Fitness</b>   | <b>Sports-Related Values and Attitude</b>   | <b>Knowledge and Practice of Safety</b>   | <b>Knowledge of Movement</b> | <b>Aesthetic Sensitivity</b>  |
|--|---|---|---|------------------------------|---|
| <p>support and assist the learning of movement skills.</p> | <p>health.</p> <ul style="list-style-type: none"> <li>• Identify illness, disease and malfunctioning as problems and understand the benefits of physical activities and fitness to health.</li> <li>• Participate and enjoy games and playful activities and develop a habit of regular exercise.</li> <li>• Identify suitable hygienic habits, understand the main ideas of a healthy person and apply benefits of physical activities and fitness to health development.</li> </ul> | <p>seeking assistance from others in playful activities.</p> <ul style="list-style-type: none"> <li>• Initiate actions by one's own effort and draw satisfactory decisions.</li> <li>• Understand the need to study and the purposes of study.</li> <li>• Help students to develop attitudes to participate in regular activities.</li> </ul> | <p>and safety procedures and practices with necessary confidence.</p> <ul style="list-style-type: none"> <li>• Comprehend the main ideas in simple health care and safety procedures and practices and follow instructions on such procedures and practices.</li> </ul> |                              | <ul style="list-style-type: none"> <li>• Recognize shape, size, position and direction in movement activities.</li> <li>• Exercise control and coordination in basic actions and movements.</li> <li>• Exhibit confidence and discipline in the control and coordination of basic actions and movements.</li> <li>• Comprehend ideas and organize materials from information sources or life observations.</li> </ul> |

### Learning Objectives of the Strands

**Key Stage 2**

| Motor and Sport Skills  | Health and Fitness   | Sports-Related Values and Attitude  | Knowledge and Practice of Safety   | Knowledge of Movement   | Aesthetic Sensitivity  |
|---|--|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Develop complex movement sequences through a wide range of sports activities and apply different learning situations such as inter-group competition to nurture interest in sports.</li> <li>• Demonstrate consistency in interest and control of movement in a range of sport activities.</li> <li>• Convey information and express ideas on knowledge of motor and sport skills through different sport activities.</li> <li>• Identify and improve complex movement sequences.</li> <li>• Locate relevant information on motor and sport skills, classify and utilize the information accordingly.</li> <li>• Understand the properties of shape, position and direction through complex movement sequences.</li> <li>• Identify instances of discrimination and support others' rights and feelings in performing sequences of complex physical movement.</li> <li>• Appreciate individuality</li> </ul> | <ul style="list-style-type: none"> <li>• Establish regular exercise habits.</li> <li>• Understand the relationships between exercise and health in terms of disease and illness.</li> <li>• Use IT tools to comprehend the relationship between food, exercise and health.</li> <li>• Conceptualize the physical characteristics of people in quantitative terms and understand the influence of sports and exercise on personal health.</li> <li>• Study the material and discover the relationship between physical exercise and person health.</li> <li>• Recognize the importance of sports and physical activities and maintain a habit of regular exercise.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop movement skills and demonstrate the attitudes to face challenges.</li> <li>• Identify the pressures in sport activities and demonstrate the attitude to manage all risks with strategies.</li> <li>• Show appropriate attitudes and values in participating in activities that have life-long health effects on personal growth.</li> <li>• Cooperate with other group members to reduce pressures and manage risks in sport activities.</li> <li>• Convey values and opinions by different means of expression.</li> <li>• Develop curiosity, imagination and independent judgment in sport activities.</li> <li>• Grasp the relevance of values and attitudes in participating in sport activities.</li> <li>• Develop an attitude and habit to collect, retrieve and process data with IT tools.</li> <li>• Learn conceptually how to solve simple real-life</li> </ul> | <ul style="list-style-type: none"> <li>• Use relevant information to make decisions and act safely in different contexts.</li> <li>• Contribute to and foster group awareness of safety measures.</li> <li>• Employ different means of expression to describe safe or unsafe situations in relation to physical activities.</li> <li>• Help students to develop suitable flexibility, strength and fitness states through sports activities so that they can face unsafe or emergency situations with proper reactions.</li> <li>• Use IT tools to gather information and make appropriate decisions to act safely in different contexts.</li> <li>• Use quantitative information, mathematical concepts and simple narrative reports to describe, estimate and evaluate the degree of safety in sport activities.</li> <li>• Identify safety or injury problems in sport activities and propose solutions.</li> </ul> | <ul style="list-style-type: none"> <li>• Perform and demonstrate the principles of movement skills.</li> <li>• Use different means to convey perceptions of complex movement sequences and ways to refine the skills.</li> <li>• Acquire suitable skill knowledge to strengthen and reward creative abilities in sports activities.</li> <li>• Learn complex movement sequences through simple software packages and demonstrate understanding of the underlying principles in exercise.</li> <li>• Identify improper techniques of movement skills and proposed alternative solutions to further refine the skills.</li> </ul> | <ul style="list-style-type: none"> <li>• Compose and control movements by varying the shape, size, directions and speed in activity.</li> <li>• Express, with interest, feelings and ideas in response to music and create simple narrative dance patterns that reflect their understanding and appreciation of rhythmic activities.</li> <li>• Organize and support the efforts of other team members and appreciate their contributions and performances.</li> <li>• Use coordinated and controlled bodily movements to convey meanings and purposes.</li> <li>• Cultivate openness and freedom of expression through movements and exercises and create and refine simple sequences of physical movements.</li> <li>• Understand the relevance of narrative dance patterns to rhythmic activities.</li> <li>• Use IT tools to understand the relationship between food, exercise and health, and interpret interest in and feelings toward</li> </ul> |

## Appendix 1

| <b>Motor and Sport Skills</b>  | <b>Health and Fitness</b> | <b>Sports-Related Values and Attitude</b>   | <b>Knowledge and Practice of Safety</b>   | <b>Knowledge of Movement</b> | <b>Aesthetic Sensitivity</b>  |
|--|---------------------------|---|---|------------------------------|---|
| <p>and openness in ways of applying complex movement sequences to different learning situations.</p> <ul style="list-style-type: none"> <li>• Use simple computer software to comprehend the relationship between movement sequences of various motor skills.</li> </ul> |                           | <p>problems using computation and measurement skills.</p> <ul style="list-style-type: none"> <li>• Adopt appropriate attitudes in measuring outcomes and examine the indicators of performance.</li> <li>• Exercise self-control and maintain emotional stability in sport activities.</li> <li>• Assess study information for completeness, accuracy and relevance.</li> </ul> | <ul style="list-style-type: none"> <li>• Assess the level of safety in different contexts and develop risk management skills for appropriate action.</li> <li>• Locate safety providers and emergency centers and develop suitable plans to cater for any emergency.</li> </ul> |                              | <p>different movements or forms of expression.</p> <ul style="list-style-type: none"> <li>• Understand intuitively the properties of shape, size, position and direction in movement activities.</li> <li>• Identify and improve the appropriate techniques or skills in movement activities.</li> <li>• Reflect on one's own performance and seek improvements.</li> </ul> |

### Learning Objectives of the Strands

#### Key Stage 3

| Motor and Sport Skills   | Health and Fitness   | Sports-Related Values and Attitude  | Knowledge and Practice of Safety  | Knowledge of Movement   | Aesthetic Sensitivity   |
|--|--|---|---|---|---|
| <ul style="list-style-type: none"> <li>Acquire and refine complex motor and sport skills, apply the skills to different learning situations and perform with tactics and strategies in competition.</li> <li>Use different forms of communication to reflect and refine complex motor and sport skills.</li> <li>Explore factors that affect the acquisition of motor and sport skills and be able to overcome barriers for success.</li> <li>Select accurate and appropriate motor and sports skills and apply the knowledge to various sports situations.</li> <li>Acquire knowledge of the biomechanics of sport movements.</li> <li>Facilitate the acquiring and refining of complex motor and sport skills through IT tools and strategies.</li> <li>Develop attitudes, attributes and creative thinking techniques for the appreciation and evaluation of complex motor and sport skills.</li> </ul> | <ul style="list-style-type: none"> <li>Maintain or improve personal fitness levels by regular exercise.</li> <li>Know the effects of personal health and its implications for home, school, and community.</li> <li>Understand and adjust the dynamics of sports and exercises in personal health and its social impact on family, school and community life.</li> <li>Examine and express viewpoints on the effects of personal health on family, school and community.</li> <li>Be sensitive to the implications of personal health and social environment.</li> <li>Study the impact of personal health on family, school and community.</li> <li>Use IT tools to verify and evaluate information on physical exercise in relation to health and fitness and study the impact of personal health on family, school and community.</li> <li>Analyze health data by quantitative tools and identify major health</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate an understanding of attributes and values relating to the development of skills and interest in sports.</li> <li>Demonstrate an understanding of societal influence on the well being of a person and its relation to the development of sport attributes and values.</li> <li>Understand how values and attitudes shape the development of skills and interests in sports through an effective working relationship with other group members.</li> <li>Use appropriate forms of communication to present information and different points of view, and to express feelings.</li> <li>Manage to define and evaluate problems and identify alternative solutions in sport situations.</li> <li>Think critically of stereotyped views of certain relationships in sport and the influence of societal values on the well being of sport</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate behaviour and effective safety procedures and strategies to minimize risk and injuries to oneself and others.</li> <li>Differentiate between real and perceived danger in the physical and social environment.</li> <li>Develop risk management skills for appropriate action.</li> <li>Compare, contrast and adopt strategies to manage safety risks and safety practice.</li> <li>Present safety information effectively and convey safety procedures and strategies.</li> <li>Apply criteria for evaluating safety procedures and create safety management strategies.</li> <li>Differentiate between real and perceived sources of danger in sport situations and develop risk management strategies.</li> <li>Use IT tools to study and exchange ideas and new information on safety practices and to develop strategies to minimize</li> </ul> | <ul style="list-style-type: none"> <li>Identify and describe appropriate movement and sport principles in learning different sport games and helping to refine the movement skills.</li> <li>Present viewpoints, information, and feelings toward the refinement of complex motor skills.</li> <li>Review, create and refine complex motor skills and be able to transform the skills in various sporting situations.</li> <li>Use IT tools and strategies to acquire, process and present information on complex motor skills.</li> <li>Examine issues that affect the acquisition of skills and plan and execute strategies to overcome the barriers.</li> <li>Comprehend the reasons for applying the principles of motor learning in acquiring and refining complex motor skills, and select relevant strategies to improve performance.</li> <li>Acquire basic knowledge of drugs and their influence on sport performance and make</li> </ul> | <ul style="list-style-type: none"> <li>Perform and describe different sets of dances or rhythmic activities that reflect different cultural traditions from Chinese and Western societies.</li> <li>Analyze, interpret and judge critically different sports through an aesthetic sense.</li> <li>Examine the dynamics of group situations and patterns.</li> <li>Employ verbal and non-verbal expressions to describe the underlying stylistic or cultural elements in dance or other rhythmic activities.</li> <li>Strengthen creative abilities in the thinking process of sport performances.</li> <li>Analyze and examine different styles and traditions in dances or rhythmic activities.</li> <li>Use IT tools to update or sharpen knowledge and exchange artistic ideas on sport activities.</li> <li>Apply quantitative measures in the analysis and judgment of different styles and traditions in dances and rhythmic</li> </ul> |

## Appendix 1

| Motor and Sport Skills | Health and Fitness   | Sports-Related Values and Attitude   | Knowledge and Practice of Safety  | Knowledge of Movement                                  | Aesthetic Sensitivity   |
|------------------------|--|--|---|--|---|
|                        | <p>concerns.</p> <ul style="list-style-type: none"> <li>• Identify the issues at stake and execute strategies to deal with them.</li> <li>• Exercise self-reflection on the effects of personal health on family, school and community.</li> <li>• Identify viewpoints and arguments on the implications of personal health for family, school and community.</li> <li>• Help students to develop an interest in sports and achieve a habit of regular exercise for health and fitness.</li> </ul> | <p>participants.</p> <ul style="list-style-type: none"> <li>• Facilitate learning through the selection and development of appropriate IT tools.</li> <li>• Analyze outcomes of sport activities and health data using appropriate quantitative tools and strategies.</li> </ul> | <p>personal or group risks and injuries.</p> <ul style="list-style-type: none"> <li>• Help students to develop safety knowledge so as to assist their awareness of playing safe in any sports and competitive activities.</li> <li>• Explore sources or factors of danger or hazards and execute strategies to minimize their effects in sport activities.</li> <li>• Develop safety procedures, practices and strategies and adapt these measures to different conditions for the reduction of risks.</li> <li>• Select accurate and appropriate information for developing effective safety procedures and strategies.</li> </ul> | <p>appropriate judgments on the drug abuse issues.</p> | <p>activities.</p> <ul style="list-style-type: none"> <li>• Understand and analyze the qualities and different artistic expressions of dances and rhythmic activities.</li> <li>• Comprehend and respect different styles and cultural traditions in sport activities.</li> </ul> |

### Learning Objectives of the Strands

**Key Stage 4**

| Motor and Sport Skills   | Health and Fitness   | Sports-Related Values and Attitude   | Knowledge and Practice of Safety   | Knowledge of Movement  | Aesthetic Sensitivity   |
|--|--|--|--|--|---|
| <ul style="list-style-type: none"> <li>• Analyze and apply specialized motor and sport skills in different adult competitive and recreational sports contexts.</li> <li>• Use appropriate means of communication to evaluate, analyze and apply specialized motor and sport skills in different competitive and recreational sports contexts.</li> <li>• Develop tactical sense in competitive sports contexts.</li> <li>• Formulate feasible strategies for achieving optimal performance and critically reflect on the skills and anticipate possible future hindrance.</li> <li>• Analyze specialized motor and sport skills and adjust strategies for effective and quality performance.</li> <li>• Use quantitative information and appropriate tools to organize, analyze, evaluate and predict sport performance.</li> <li>• Apply appropriate IT tools in analyzing and improving specialized motor and sport skills.</li> <li>• Challenge the sports performance of others and</li> </ul> | <ul style="list-style-type: none"> <li>• Develop an active lifestyle and adopt strategies that promote life-long activities.</li> <li>• Think critically about the impact of personal and social factors on health issues.</li> <li>• Be able to cope with stress and know relaxation techniques.</li> <li>• Understand the concepts and approaches related to health promotion and disease prevention.</li> <li>• Devise, apply and appraise strategies to enhance personal and group health and fitness.</li> <li>• Communicate by appropriate means to develop effective strategies that promote health and fitness.</li> <li>• Apply creative thinking techniques to develop an active lifestyle for the development of personal health and fitness.</li> <li>• Think critically about personal, social and ethical issues in health and fitness.</li> <li>• Use IT tools to explore the influence of personal health and fitness and the contribution of these to developing habits of</li> </ul> | <ul style="list-style-type: none"> <li>• Adopt skills and appropriate responsible attitudes in games and sports.</li> <li>• Analyze ways and events that promote healthy living and show suitable attitudes to adopt such living.</li> <li>• Adopt collective values on sporting occasions and formulate appropriate attitudes to implement such values.</li> <li>• Develop appropriate forms of discourse and communicative strategies to achieve expected outcomes.</li> <li>• Adopt necessary skills and assume appropriate responsibilities in sport.</li> <li>• Analyze and challenge values and attitudes in games and sports.</li> <li>• Apply IT means in problem solving and decision making situations.</li> <li>• Adopt quantitative measures for personal well being or social welfare planning.</li> <li>• Match the appropriate sport with one's own potential, develop the necessary skills and motivate one's participation in the sport.</li> </ul> | <ul style="list-style-type: none"> <li>• Understand the probable consequences of responsible behaviour for safety management in physical and social sports challenges.</li> <li>• Demonstrate the ability to analyze problems and contemporary ethical matters that influence the safety of oneself and others.</li> <li>• Apply and defend safe-enhancing decisions.</li> <li>• Analyze specific safety hazards in concrete situations and make decisions to deal with them.</li> <li>• Use appropriate means of communication to inform and persuade others in relation to safety practice.</li> <li>• Think critically and imaginatively on issues related to the safety of participation in sport activities.</li> <li>• Demonstrate the analytic ability to scrutinize safety challenges in sport activities.</li> <li>• Use IT tools to select, present and analyze safety issues in sport activities.</li> <li>• Develop personal awareness and apply quantitative analysis to</li> </ul> | <ul style="list-style-type: none"> <li>• Acquire knowledge of movement through basic understanding of the scientific and technological principles.</li> <li>• Use appropriate means to communicate, inform, persuade, argue and resolve conflicts on issues of movement skills.</li> <li>• Apply creative thinking techniques to produce ideas, process information and solve problems to enhance specialized movement skills.</li> <li>• Explore the scientific and technological principles and analyze movements via IT tools.</li> <li>• Analyze movement exercise critically; formulate strategies to achieve optimal results and to predict possible upcoming problems.</li> </ul> | <ul style="list-style-type: none"> <li>• Communicate artistic intentions with others through dance or other rhythmic activities.</li> <li>• Create one's own styles in dance or rhythmic activities and participate in such movement activities with suitable understanding.</li> <li>• Show appreciation and participate in other dance activities that reflect their interest and preference in performing different dance activities.</li> <li>• Develop a group strategy, define one's role in the group and evaluate its outcomes.</li> <li>• Communicate artistic intentions to others through dance or other rhythmic activities.</li> <li>• Apply creative thinking techniques to create one's own dance styles or</li> </ul> |

## Appendix 1

| Motor and Sport Skills   | Health and Fitness   | Sports-Related Values and Attitude   | Knowledge and Practice of Safety  | Knowledge of Movement | Aesthetic Sensitivity  |
|--|--|--|---|-----------------------|--|
| <p>present an alternative view on ways to further develop specialized skills.</p> <ul style="list-style-type: none"> <li>Strengthen creative abilities in exploring and applying specialized motor and sport skills in diverse sports contexts.</li> </ul> | <p>physical exercise.</p> <ul style="list-style-type: none"> <li>Use statistical methods and procedures to identify health and fitness and use the evidence for personal planning of physical exercise.</li> <li>Evaluate strategies in the context of social and personal factors and develop an active fitness programme and lifestyle for adult life.</li> <li>Be self-motivated and adaptable to an active lifestyle that result from a full consideration of personal and social health factors.</li> <li>Analyze fitness data and develop an exercise programme to maximize benefits to personal health.</li> <li>Help students to develop an appropriate choice of action for health that has a direct relationship to their adult life.</li> </ul> | <ul style="list-style-type: none"> <li>Adopt and maintain an active and healthy lifestyle through participation in sports.</li> <li>Develop appropriate attitudes to support one's own interpretations and reflections on sports issues.</li> <li>Transfer the ability to cope with one's emotions and impulses to sports contexts and apply the skills to life events so as to maintain an emotional balance.</li> <li>Achieve effective working relationships with others to facilitate the application of specialized motor and sport skills in challenging sporting situations.</li> </ul> | <p>safety issues and implement the knowledge in different sport contexts.</p> <ul style="list-style-type: none"> <li>Monitor the progress of solving safety problems and evaluate an overall strategy to solve them.</li> <li>Assume responsibilities in managing safety risks and maintain suitable emotional stability in pressing situations.</li> <li>Interpret safety procedures and practices and seek alternatives or improvements.</li> </ul> |                       | <p>competitiveness in sport activities.</p> <ul style="list-style-type: none"> <li>Reach one's own judgments on different styles and traditions and create one's own styles in dances or rhythmic activities.</li> <li>Utilize IT tools to develop an aesthetic sense and analyze one's needs in sport activities.</li> <li>Create one's own styles and statements in dances and rhythmic activities using quantitative information and tools.</li> <li>Formulate strategies to achieve one's own styles in sports and critically reflect on the progress and barriers in such development.</li> <li>Develop sensitivity to suit one's own needs in sport activities and set personal priorities and goals in sports.</li> </ul> |



# **Appendix 2**

## **Generic Skills Related to Physical Education**

## Developing Generic Skills in Physical Education Key Learning Area

### Collaboration Skills

Problem solving, planning and making decisions in a small group require the necessary collaboration skills, namely the skills of listening, appreciation, communication, negotiation, making compromises, asserting leadership, making judgement, as well as influencing and motivating others. Learners with these skills will be able to effectively engage in tasks and teamwork as well as working with others. Ultimately, learners will be able to form relationships that are mutually beneficial.

(The expected achievements of the learners in this type of generic skills cannot be suitably be classified according to key learning stages)

| Descriptors of Expected Achievements<br>across the School Curriculum   | Exemplars of Implementation in Physical Education   |
|--|---|
| <p><b>Understanding working relationships</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>♦ clarify and accept various roles and responsibilities of individual members in a team and be willing to follow team rules</li> <li>♦ recognize that individuals as well as the team have to take the consequences for their own actions</li> </ul>  | <p>Learners</p> <ol style="list-style-type: none"> <li>1. instill a sense of individual responsibility through the use of various team building strategies (e.g. coaching)</li> <li>2. understand the effects of individual performance on team performance</li> <li>3. realize different roles and responsibilities in different situations (e.g. as a player, captain, coach, referee)</li> </ol>     |
| <p><b>Developing attitudes which contribute to good working relationships</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>♦ be open and responsive to others' ideas; appreciate, encourage and support the ideas and efforts of others</li> <li>♦ be active in discussing and posing questions to others, as well as in exchanging, asserting, defending and rethinking ideas</li> <li>♦ recognize and avoid stereotyping; withhold premature judgement until the facts are known</li> <li>♦ be willing to adjust their own behaviour to fit the dynamics of various groups and situations</li> </ul> | <p>Learners</p> <ol style="list-style-type: none"> <li>1. accept peers' criticism and contribute to developing a supportive sporting environment</li> <li>2. are active in expressing and communicating personal beliefs and opinions</li> <li>3. identify instances of discrimination and act responsibly to support their own and others' rights and feelings (e.g. sex-role stereotyping)</li> </ol> |

| <b>Descriptors of Expected Achievements<br/>across the School Curriculum</b>   | <b>Exemplars of Implementation in Physical Education</b>  |
|--|---|
| <p><b>Achieving effective working relationships</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>♦ select a strategy and plan cooperatively to complete a task in a team</li> <li>♦ understand the strengths and weaknesses of members and build on the strengths to maximize the potential of the team</li> <li>♦ liaise, negotiate and compromise with others</li> <li>♦ reflect on and evaluate the group work strategy and make necessary adjustments</li> </ul> | <p>Learners</p> <ol style="list-style-type: none"> <li>1. compare, contrast and adopt strategies to minimize differences in opinions so as to prevent conflict among team members</li> <li>2. build on the strengths and address the weaknesses of different team players to maximize the team performance</li> <li>3. resolve conflict in sport issues through debate, negotiation and compromise (e.g. use of drug, choice of diet)</li> <li>4. devise, apply, and appraise strategies to facilitate participation in challenging sporting situations (e.g. risk management)</li> </ol> |

**Communication Skills**

Communication is a dynamic and ongoing process in which two or more people interact in order to achieve a desired outcome or goal. In learning to communicate effectively, learners should learn to speak, listen, read and write effectively. They should learn to select the most appropriate means to convey a message in accordance with the purpose and context of the communication. They should use accurate and relevant information and organize it systematically and coherently for their audience. They should also evaluate the effectiveness of their communication and identify areas of improvement for action.

| <b>Descriptors of Expected Achievements across the School Curriculum</b>   | <b>Exemplars of Implementation in Physical Education</b>   |
|--|--|
| <p><b>Key Stage One (Junior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• comprehend and act appropriately on spoken instructions</li> <li>• use clear and appropriate means of communication, both verbal and non-verbal, to express meaning and feelings</li> <li>• read and write simple texts</li> </ul>   | <p>Learners</p> <ol style="list-style-type: none"> <li>1. understand and follow instructions in physical play in class</li> <li>2. use appropriate language to express feelings in physical activities (e.g. exciting, exhausted)</li> <li>3. produce simple texts on exercises and sports related to self and family (e.g. type, frequency, and duration)</li> </ol>                                    |
| <p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• comprehend and respond to different types of texts</li> <li>• use spoken, written, graphic and other non-verbal means of expression to convey information and opinions, and to explain ideas</li> <li>• work and negotiate with others to develop ideas and achieve goals</li> </ul> | <p>Learners</p> <ol style="list-style-type: none"> <li>1. talk about their opinions about texts after watching a TV sport programme or reading a sport magazine</li> <li>2. use different means to express ideas and opinions on physical and sport activities (e.g. preferred sports and why)</li> <li>3. co-operate and negotiate with others in games and play (e.g. discuss game tactics)</li> </ol> |

| <b>Descriptors of Expected Achievements<br/>across the School Curriculum</b>   | <b>Exemplars of Implementation in Physical Education</b>  |
|--|---|
| <p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• understand, analyze, evaluate and respond to a range of different types of texts</li> <li>• use appropriate language and/or other forms of communication to present information and different points of view, and to express feelings</li> <li>• reflect and improve on the effectiveness of their own communication</li> <li>• work and negotiate with others to solve problems and accomplish tasks</li> </ul> | <p>Learners</p> <ol style="list-style-type: none"> <li>1. comprehend different types of sport texts (e.g. advertisement, competition report)</li> <li>2. express viewpoints on different roles in sports (e.g. organizer, player, spectator)</li> <li>3. Work out solutions to solve problems (e.g. overcome a difficult task in a training course)</li> </ol>                  |
| <p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• listen and read critically, and speak and write fluently for a range of purposes and audiences</li> <li>• use appropriate means of communication to inform, persuade, argue and entertain and achieve expected outcomes</li> <li>• critically evaluate the effectiveness of their communication</li> <li>• resolve conflicts and solve problems with others to accomplish tasks</li> </ul>                        | <p>Learners</p> <ol style="list-style-type: none"> <li>1. argue PE-related cases clearly, logically, and convincingly in debates (e.g. blood doping in sports)</li> <li>2. report in writing on sport activities (e.g. training log, competition report)</li> <li>3. discuss to resolve conflicts in a PE-related environment (e.g. outdoor orienteering activities)</li> </ol> |

## Creativity

**A brief description:** Creativity is an important but elusive concept. It has been defined in a variety of ways. Some people define it as an ability to produce original ideas and solve problems, others see it as a process, and yet others take it as certain personal qualities. In fact, creativity is a complex and multifaceted construct. Within the individual, creative behaviour is the result of a complex of cognitive skills/abilities, personality factors, motivation, strategies, and metacognitive skills. Person's creative performance may not correspond to his/her developmental stages.

**General Principles:** Although the demanding process of teaching for creativity is hard to make routine, some principles apply in general. To develop students' creativity, we ask them to go beyond the given information, allow them time to think, strengthen their creative abilities, reward their creative efforts, value their creative attributes, teach them creative thinking techniques and the Creative Problem Solving model, and create a climate conducive to creativity<sup>1</sup>. These principles can be employed in all key learning areas (KLAs).

(The expected achievements of the learners in this type of generic skills cannot be suitably classified according to key learning stages)

| Descriptors of Expected Achievements<br>across the School Curriculum   | Exemplars of Implementation in Physical Education   |
|--|---|
| <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• <b>strengthen creative abilities:</b> fluency<sup>2</sup>, flexibility<sup>3</sup>, originality<sup>4</sup>, elaboration<sup>5</sup>, sensitivity to problems<sup>6</sup>, problem defining<sup>7</sup>, visualization<sup>8</sup>, imagination, analogical thinking<sup>9</sup>, analysis, synthesis, evaluation, transformation<sup>10</sup>, intuition, logical thinking, etc.</li> <li>• <b>develop creative attitudes and attributes:</b> imagination, curiosity, self-confidence, independent judgement, persistence and commitment, tolerance for ambiguity, openness to new and unusual ideas/methods/approaches, deferment of judgement, adaptability, willingness to take sensible risks, etc.</li> <li>• <b>use and apply the Creative Problem Solving (CPS) Model and creative thinking techniques:</b> brainstorming, 6W thinking technique, 6 hats method, attribute listing<sup>11</sup>, idea checklists, synectics<sup>12</sup>, mind mapping, etc.</li> </ul> | <p>Learners</p> <ol style="list-style-type: none"> <li>1. execute specific skills and movement sequences with confidence</li> <li>2. transfer specific movement skills from one situation to another</li> <li>3. cultivate an open mind and express oneself freely through physical movement (e.g. dance)</li> <li>4. apply mental rehearsal to enhance sport performance (e.g. imagery)</li> <li>5. create and refine their own sequences of physical movement</li> <li>6. review personal plans for health-and-sport-related activities (e.g. a fitness programme)</li> <li>7. identify appropriate alternatives for different sport situations</li> <li>8. apply criteria for appreciating and evaluating sport performance</li> <li>9. use the 6W thinking technique to design plans for organizing sport competitions</li> <li>10. use and apply different creative thinking techniques to gather, process and present information on sport-related projects, and make action plans to achieve goals in new situations (e.g. the use of public sporting facilities)</li> <li>11. think critically and imaginatively to pose questions, identify and analyze alternatives, choose and adopt strategies to solve problems on sport-related issues (e.g. aggression, violence)</li> </ol> |

### Notes:

1. Climate conducive to creativity: Respecting the novel and unusual, providing challenges, appreciating individuality and openness, encouraging open discussion, absence of conflicts, allowing time for thinking, encouraging confidence and a willingness to take risks, appreciating and supporting new ideas, etc.
2. Fluency: The ability to produce many ideas in response to an open-ended problem, question or task.
3. Flexibility: The ability to take different approaches to a task or problem, to think of ideas in different categories, or to view a situation from several perspectives.
4. Originality: Uniqueness, nonconformity in thought and action.
5. Elaboration: The ability to add details to a given idea, such as to develop, embellish, and implement the idea.
6. Sensitivity to problems: The ability to identify problems, list out difficulties, detect missing information, and ask good questions.
7. Problem defining: The capability to 1) identify the “real” problem, 2) isolate the important aspects of a problem, 3) clarify and simplify a problem, 4) identify subproblems, 5) propose alternative problem definitions, and 6) define a problem broadly.
8. Visualization: The ability to fantasize and imagine, “see” things in the “mind’s eye” and mentally manipulate images and ideas.
9. Analogical thinking: The ability to borrow ideas from one context and use them in another; or the ability to borrow the solution to a problem and transfer it to another.
10. Transformation: The ability to adapt something to a new use, to “see” new meanings, implications, and applications, or to change an object or idea into another creatively.
11. Attribute listing: A creative thinking technique that involves listing out all the important characteristics of an item and suggesting possible changes or improvements in the various attributes.
12. Synectics: The joining together of apparently unrelated elements. This technique utilizes analogies and metaphors to help the thinker analyze problems and form different viewpoints.

**Critical Thinking Skills**

Critical Thinking is drawing out meaning from given data or statements. It is concerned with the accuracy of given statements. It aims at generating and evaluating arguments. Critical thinking is the questioning and inquiry we engage in to judge what to and what not to believe.

| <b>Descriptors of Expected Achievements across the School Curriculum</b>  | <b>Exemplars of Implementation in Physical Education</b>  |
|---|---|
| <p><b>Key Stage One (Junior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• extract, classify and organize information from a source</li> <li>• identify and express main ideas, problems or central issues</li> <li>• understand straightforward cause-and-effect relationships</li> <li>• distinguish between obvious fact and opinion</li> <li>• recognize obvious stereotypes, assumptions, inconsistencies and contradictions</li> <li>• formulate questions, make predictions/estimations and hypotheses</li> <li>• draw simple but logical conclusions not contradictory to given evidence and data</li> </ul> | <p>Learners</p> <ol style="list-style-type: none"> <li>1. identify the key message from a source (e.g. an advertisement on alcohol sponsorship for a sport event), and distinguish fact from opinion (e.g. alcohol consumption and sport performance)</li> <li>2. understand the relationship between cause and effect of some sporting behaviours (e.g. dangerous sport actions causing sport injuries)</li> <li>3. make predictions of competition results and state reasons</li> </ol> |

| <p><b>Descriptors of Expected Achievements across the School Curriculum</b></p>   | <p><b>Exemplars of Implementation in Physical Education</b></p>   |
|---|---|
| <p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• understand and make deductions/inferences from sources</li> <li>• cross reference other sources to determine the reliability of a source</li> <li>• understand the concepts of relevance and irrelevance</li> <li>• distinguish fact and opinion as well as source and evidence</li> <li>• question obvious bias, propaganda, omissions, and the obvious fallacies</li> <li>• formulate appropriate questions, make reasonable predictions and hypotheses</li> <li>• draw logical conclusions based on adequate data and evidence, and make predictions about consequences</li> </ul> | <p>Learners</p> <ol style="list-style-type: none"> <li>1. compare and contrast different sport reports on the same piece of news from different media sources (e.g. television, newspaper)</li> <li>2. understand the relevance and irrelevance of commercial sportswear advertisements to sport performance</li> <li>3. question the propaganda and appeal of certain commercial fitness programmes for specific groups of people (e.g. obese people) and suggest alternatives if needed</li> </ol>  |
| <p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• compare different sources, note contrasts and similarities, and determine their reliability</li> <li>• distinguish fact, opinion and reasoned judgment</li> <li>• be aware that value orientations and ideologies would affect the perspective of a source</li> <li>• recognize and challenge stereotypes, inconsistencies, emotional factors, and propaganda</li> <li>• draw and test conclusions as well as hypotheses, identify reasonable alternatives and predict probable consequences</li> </ul>   | <p>Learners</p> <ol style="list-style-type: none"> <li>1. analyze uses of different drugs (e.g. treatment of sport injuries, illegal way of enhancing sport performance), and make judgments on the issue of sports-related drug-abuse</li> <li>2. examine different reasons for sport participation (e.g. for skills, for health), and predict different outcomes of participation</li> <li>3. criticize the stereotyped view of the relationship between gender types and sports (e.g. dance for girls, soccer for boys)</li> <li>4. study carefully a proposed fitness programme and distinguish the value orientations and ideologies embedded</li> </ol> |

| <b>Descriptors of Expected Achievements<br/>across the School Curriculum</b>   | <b>Exemplars of Implementation in Physical Education</b>  |
|--|---|
| <p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• distinguish real and stated issues, false and accurate images, and relevant and irrelevant evidence</li> <li>• recognize and challenge subtle consistencies and inconsistencies, unstated fundamental assumptions, permeating value orientations and ideologies</li> <li>• distinguish among sophisticated fact, opinion and reasoned judgment</li> <li>• be aware that the selection and deployment of information/facts is affected by personal perspective</li> <li>• draw warranted conclusions, predict and assess probable consequences and make reasoned judgment in reading, writing, and speech</li> </ul> | <p>Learners</p> <ol style="list-style-type: none"> <li>1. compare different opinions given on sport matters (e.g. entitlement of sport participation for all including people with disabilities) and distinguish the real and stated issues</li> <li>2. analyze why different groups of people have different views on sports (e.g. golfers favor building a new golf course, environmentalists are concerned about its damage to the environment), and make their own judgments</li> <li>3. challenge the justifications given in support of public policies on sports (e.g. provision of public sport facilities, organization of big international sport events), and present an alternative view in different forms (e.g. debate, project)</li> </ol> |

**Information Technology Skills**

IT skills are the ability to use IT to seek, absorb, analyze, manage and present information critically and intelligently. In addition, IT will motivate and empower our learners to learn at their own pace and help them develop habits of self-learning, which will benefit them for life.

| <b>Descriptors of Expected Achievements across the School Curriculum</b>   | <b>Exemplars of Implementation in Physical Education</b>  |
|--|---|
| <p><b>Key Stage One (Junior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• operate computers in schools</li> <li>• input Chinese characters with a handwriting recognition device</li> <li>• use multimedia resources to support learning with the help of teachers</li> <li>• communicate and handle information with IT tools in learning activities</li> </ul> | <p>Learners</p> <ol style="list-style-type: none"> <li>1. use computers to learn and recognize different sport activities</li> <li>2. use photographs, pictures, and videos to recognize familiar surroundings (e.g. sport facilities)</li> <li>3. use IT tools to classify sport types and indicate their preferences</li> <li>4. use IT tools to learn about sport professionals and health-care workers</li> </ol>   |
| <p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• use a number of software packages for different purposes</li> <li>• input Chinese characters with devices and the aid of an input method</li> <li>• access information via computer networks and other media</li> <li>• process information using IT tools</li> </ul>                  | <p>Learners</p> <ol style="list-style-type: none"> <li>1. use simple computer software to comprehend the relationship between food, exercise, and health</li> <li>2. use internet search to recognize the potential dangers of everyday life in relation to sport contexts</li> <li>3. gather information and save data of simple sport projects by computer for groups of people (e.g. sport participation of classmates)</li> </ol>   |
| <p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• use appropriate IT tools to facilitate learning</li> <li>• use IT tools and strategies for processing and presenting information</li> <li>• communicate with others via e-mails</li> <li>• verify and evaluate the accuracy and reliability of information</li> </ul>              | <p>Learners</p> <ol style="list-style-type: none"> <li>1. use IT tools to learn updated knowledge (e.g. new rules of sports)</li> <li>2. use computer to input data from PE-related projects (e.g. anthropometric measures, fitness testing) and to present results by class</li> <li>3. utilize e-mail to gather data and exchange ideas about PE</li> <li>4. compare and evaluate information from school (e.g. personal growth and physical development) to enrich their knowledge in fitness and health)</li> </ol> |

| <b>Descriptors of Expected Achievements<br/>across the School Curriculum</b>   | <b>Exemplars of Implementation in Physical Education</b>   |
|--|--|
| <p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• improve self productivity</li> <li>• use and analyze information</li> <li>• produce multimedia presentations</li> <li>• integrate the uses of a wide range of IT tools to fulfill specific purposes</li> <li>• select and apply appropriate IT tools in different aspects of study, like research, etc</li> </ul> | <p>Learners</p> <ol style="list-style-type: none"> <li>1. use computers to develop skills (e.g. from analyzing bio-mechanics) and aesthetic sense from sport competitions</li> <li>2. use computer software to present and analyze sport-related information (e.g. project presentation, scoring analysis)</li> <li>3. use a variety of IT tools to complete assigned sport-related projects (e.g. sport competition systems such as knock-out)</li> <li>4. explore the influence of the media on healthy lifestyles in a web environment and analyze their needs with regard to physical activities and sports</li> </ol> |

## Numeracy Skills

Numeracy skills include the ability to perform basic computations, to use basic mathematical concepts in practical situations, to make reasonable estimates, to understand graphs, charts and numerical concepts in languages, to manage data, to handle money and do stock inventories.

| <b>Descriptors of Expected Achievements<br/>across the School Curriculum</b>   | <b>Exemplars of Implementation in Physical Education</b>  |
|--|---|
| <p><b>Key Stage One (Junior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• perform basic computations</li> <li>• recognize and describe shape, position and direction</li> <li>• develop an intuitive knowledge of measurement and measuring units, and use appropriate tools for measurements e.g. ruler, thermometer</li> <li>• formulate and solve simple problems arising from collected data and constructed graphs</li> <li>• read and use simple quantitative information</li> </ul>                     | <p>Learners</p> <ol style="list-style-type: none"> <li>1. demonstrate basic calculation of scoring in games</li> <li>2. use S.I. Unit to measure human body (e.g. weight, height) and acquire the concept of body types (e.g. fat, thin)</li> <li>3. use appropriate tools to measure playing fields and court dimensions (e.g. badminton court)</li> <li>4. know time and number through the rules of sport activities</li> </ol>                                  |
| <p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• perform numerical computations, calculate mentally and provide quick estimates of the accuracy of a calculation</li> <li>• understand intuitively the properties of shape, position and direction</li> <li>• extend measurement skills to concept areas such as volume</li> <li>• collect, process, present and evaluate quantitative information</li> <li>• use mathematical concepts to solve simple real-life problems</li> </ul> | <p>Learners</p> <ol style="list-style-type: none"> <li>1. estimate the requirements of scoring in competitions (e.g. field and track events)</li> <li>2. conceptualize people's physical characteristics (e.g. size, weight, strength) in relation to sport activities</li> <li>3. calculate and present the requirements of time and venue for sport competitions</li> <li>4. use mathematical concepts (e.g. rank order) to evaluate sport performance</li> </ol> |

| <b>Descriptors of Expected Achievements<br/>across the School Curriculum</b>  | <b>Exemplars of Implementation in Physical Education</b>   |
|---|--|
| <p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• perform numerical manipulations and quick estimates of the accuracy of a calculation</li> <li>• understand properties of shape, position, direction and movement</li> <li>• apply formulae or choose the appropriate tools and strategies to find measures and note the approximate nature of measurement</li> <li>• use appropriate tools and strategies for collecting, processing and presenting quantitative information</li> <li>• estimate risks and chances through the use of elementary probability</li> <li>• solve real-life experiences utilizing quantitative information</li> </ul> | <p>Learners</p> <ol style="list-style-type: none"> <li>1. estimate possible outcomes in a sport tournament (e.g. knock-out playing system)</li> <li>2. understand bio-mechanic properties of sport movement (e.g. track and field events)</li> <li>3. use questionnaire to collect certain health data (e.g. energy intake and expenditure) of a group of people and present the data</li> <li>4. analyze health data to identify major health concerns</li> </ol> |
| <p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• solve problems involving numbers and symbols by using quantitative evidence and appropriate devices</li> <li>• evaluate the appropriateness of tools and strategies for collecting, processing and presenting quantitative information</li> <li>• adapt to new mathematical demands in various circumstances as needed</li> <li>• use quantitative information for personal organization and planning, and for understanding social problems</li> </ul>  | <p>Learners</p> <ol style="list-style-type: none"> <li>1. gather data for a specific topic (e.g. sport participation of a group of people)</li> <li>2. analyze the data using simple statistics</li> <li>3. evaluate the adopted statistical method and procedures</li> <li>4. use the findings from the data for future planning (e.g. plans for sport participation)</li> </ol>  |

**Problem Solving Skills**

Problem solving involves using thinking skills to resolve a difficulty. It assembles facts about the problem and determines the best course of action.

| <b>Descriptors of Expected Achievements across the School Curriculum</b>  | <b>Exemplars of Implementation in Physical Education</b>   |
|---|--|
| <p><b>Key Stage One (Junior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• develop ideas about the problem and identify sources of information and help</li> <li>• identify, under guidance, different ways of tackling the problem</li> <li>• choose and implement a solution plan, using support and advice given</li> <li>• follow the given step-by-step methods to check and describe the outcomes</li> </ul>   | <p>Learners</p> <ol style="list-style-type: none"> <li>1. seek help for self or others from appropriate sources when sick or hurt</li> <li>2. request assistance in a play environment when necessary</li> <li>3. act according to safety measures</li> <li>4. follow proper safety procedures of handling emergency</li> </ol>                |
| <p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• identify the problem and describe its main features</li> <li>• propose alternative courses of action for solving it</li> <li>• plan and try out the selected option, obtain support and make changes when needed</li> <li>• develop an appropriate method to measure the outcomes and examine the approach chosen</li> </ul>  | <p>Learners</p> <ol style="list-style-type: none"> <li>1. identify the incorrect sport techniques or skills</li> <li>2. improve the skills from available sources (e.g. teachers)</li> <li>3. consolidate and refine the skills as necessary</li> <li>4. evaluate the learning outcome by a checklist of indicators for performance</li> </ol> |
| <p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• explore the problem and identify the issue(s) at stake</li> <li>• suggest and compare the possible outcomes of each alternative course of action and justify the option selected</li> <li>• execute the planned strategy, monitor progress and revise the approach when necessary</li> <li>• evaluate against established criteria the quality of outcomes, and review the effectiveness of the solution process</li> </ul> | <p>Learners</p> <ol style="list-style-type: none"> <li>1. explore factors that affect acquisition of sport skills</li> <li>2. examine game tactics, such as one's and opponents' strengths and weaknesses</li> <li>3. execute the planned tactics</li> <li>4. recognize ways of overcoming barriers (e.g. burnout) to success</li> </ol>       |

| <b>Descriptors of Expected Achievements<br/>across the School Curriculum</b>  | <b>Exemplars of Implementation in Physical Education</b>  |
|---|---|
| <p><b>Key Stage Four (Senior Secondary)</b><br/>Learners will learn to</p> <ul style="list-style-type: none"> <li>• recognize the complexity of the problem and search for appropriate information required to solve it</li> <li>• formulate feasible strategies to achieve optimal results, considering both long term as well as short term objectives</li> <li>• monitor and critically reflect on the progress in solving the problem</li> <li>• evaluate the overall strategy and anticipate possible future problems related to the solution</li> </ul> | <p>Learners</p> <ol style="list-style-type: none"> <li>1. identify a life time sport that can develop one's potential</li> <li>2. acquire the necessary skills for the sport</li> <li>3. keep the interest and motivation of participation in the sport</li> <li>4. anticipate possible hindrances (e.g. time, expenses) on continuous participation in sport, and find solutions to overcome them</li> </ol> |

**Self Management Skills**

Self-management skills are essential for the building up of self-esteem and the accomplishment of goals. Learners who have mastered self-management skills understand their own feelings and preserve emotional stability. They are positive and proactive towards work. They set appropriate goals, make plans and initiate actions to achieve them. They manage time, money and other resources well. They are able to handle stress and tolerate ambiguities.

(The expected achievements of the learners in this type of generic skills cannot be suitably classified according to key learning stages)

| <b>Descriptors of expected achievements across the school curriculum</b>   | <b>Exemplars of Implementation in Physical Education</b>   |
|--|--|
| <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• evaluate their own feelings, strengths, weaknesses, progress and objectives (self-assessment)</li> <li>• consider aspects of their performance, attitudes and behaviour in order to change or enhance future outcomes (self-reflection)</li> <li>• be confident in their own judgments, performance and capabilities (self-confidence)</li> <li>• make informed decisions and safe choices in reaching goals and carrying out tasks, develop good habits and maintain a healthy life style (self-discipline)</li> <li>• work under unfamiliar, stressful or adverse conditions, accept changes and new ideas and be able to handle diversity and tolerate ambiguity (adaptability)</li> <li>• make decisions and initiate actions on their own and draw satisfaction from their own effort (self-motivation)</li> <li>• keep promises and fulfill obligations (responsibilities)</li> <li>• control their own emotions and impulses and maintain emotional balance (emotional stability)</li> </ul> | <p>Learners:</p> <ol style="list-style-type: none"> <li>1. are aware of their needs in physical activities ( e.g. active or inactive life styles) and set personal goals in physical health and fitness</li> <li>2. reflect on their sport performance and seek ways for improvement</li> <li>3. become confident in their skills for sport performance and games</li> <li>4. become able to adopt and maintain an active and healthy life style</li> <li>5. motivate themselves to persist in achieving their goal(s) in sports (e.g. to reach a certain standard in a particular sport event)</li> <li>6. accept and respect different sport cultures</li> <li>7. are flexible in adapting to different sporting situations (e.g. in different phases of a game)</li> <li>8. take responsibility for their sporting behaviour (e.g. not to cheat or be violent in sports)</li> <li>9. participate in sports as a means to release stress</li> </ol> <ul style="list-style-type: none"> <li>• transfer the ability to cope with different sporting situations (e.g. how to fight back in a losing game) to other life events so as to maintain emotional stability</li> </ul> |

### Study Skills

Study skills are the basic techniques that help to improve the effectiveness and efficiency of learning. They are crucial to the development of the basic learning habits, abilities and attitudes of the learners that form the essential foundation for lifelong learning.

| Descriptors of Expected Achievements across the School Curriculum  | Exemplars of Implementation in Physical Education  |
|--|--|
| <p><b>Key Stage One (Junior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• identify the main points and ideas in different types of straightforward reading materials</li> <li>• use different forms of writing to present main ideas clearly</li> <li>• collect information from given sources, organize them into predetermined categories and analyze them according to preset guidelines</li> <li>• understand the need to set up a study plan and follow a given plan to meet short-term targets</li> </ul>  | <p>Learners</p> <ol style="list-style-type: none"> <li>1. comprehend main ideas from sport reading materials</li> <li>2. find out and classify different types of sport activities (e.g. individual game, dual game, team game)</li> <li>3. follow teacher’s instructions to set short-term goals (e.g. regular fitness training)</li> </ol>   |
| <p><b>Key Stage Two (Senior Primary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• identify main lines of reasoning, skim materials to gain general ideas of content and scan text to obtain main points</li> <li>• use different forms and styles of writing for different purposes and present main ideas coherently in a given form and style of writing</li> <li>• locate required information from a variety of sources, organize them into self-defined categories and assess them for completeness, accuracy and relevance</li> <li>• develop short-term and intermediate study plans to meet targets and purposes of study identified by oneself</li> </ul> | <p>Learners</p> <ol style="list-style-type: none"> <li>1. draw main ideas from different sport sources (e.g. television, advertisement)</li> <li>2. write a diary on sport events (e.g. games day)</li> <li>3. identify constituents of a healthy lifestyle, classify and utilize the information accordingly (e.g. healthy food)</li> <li>4. develop practice schedules for sport competitions</li> </ol> |

| <b>Descriptors of Expected Achievements across the School Curriculum</b>   | <b>Exemplars of Implementation in Physical Education</b>  |
|--|---|
| <p><b>Key Stage Three (Junior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• identify accurately complex lines of reasoning and hidden ideas and distinguish facts from opinions</li> <li>• select an appropriate form and style of writing for a specific purpose and develop a writing strategy for organizing ideas and information clearly and coherently</li> <li>• define purposes of collecting information, critically investigate sources to distil relevant information and evaluate the quality and validity of information</li> <li>• review and revise study plans developed for short-term, intermediate and long-term targets to meet new demands and to improve study performance</li> </ul>  | <p>Learners</p> <ol style="list-style-type: none"> <li>1. identify arguments and viewpoints on certain sport topics (e.g. gender, politics)</li> <li>2. write invitation letters for sport competitions (e.g. exhibition match)</li> <li>3. select accurate and appropriate information for sport projects in school</li> <li>4. work alone or in groups to plan drills for offence, defense and set play for different phases of a competition season</li> </ol> |
| <p><b>Key Stage Four (Senior Secondary)</b></p> <p>Learners will learn to</p> <ul style="list-style-type: none"> <li>• evaluate key ideas, opinions and arguments identified from reading materials and synthesize them to construct and develop their own interpretation and reflections</li> <li>• assess their own writing strategies to ensure relevant information, ideas and arguments are structured and presented in a logical sequence and the writing is in an appropriate form and style</li> <li>• explore alternative lines of inquiry, refine and integrate information into specific formats and evaluate an overall strategy for refinement and new requirements</li> <li>• evaluate an overall strategy for effectiveness and quality and adapt the strategy and seek alternatives as necessary, based on reflections and feedback</li> </ul> | <p>Learners</p> <ol style="list-style-type: none"> <li>1. analyze reading materials and develop their judgment on different sport issues (e.g. equity and equality, legal aspects)</li> <li>2. analyze fitness data and develop exercise programmes accordingly for specific groups of people</li> <li>3. interpret new sport rules, redefine training content and adjust strategies to meet new requirements</li> </ol>  |



# **Appendix 3**

## **Values and Attitudes Related To Physical Education**

**Learning Objectives related to the Development of Values and Attitudes in PE****Key Stage 1**

Students are expected to:

1. participate in various physical activities and be aware that participation is enjoyable
2. be willing to share sport equipment with peers
3. cooperate with playmates in games
4. be willing to observe sport rules and regulations
5. be aware of individual safety and the safety of others in sport games, and take actions which contribute to a safe sporting environment (e.g. avoid dangerous sporting actions and behaviour)
6. protect public sport equipment and facilities
7. identify personal strengths (e.g. physical strength) which contribute to a sense of self-worth, and respect strengths of others
8. develop a sense of belonging in a group (e.g. being a sport team member)
9. be aware of the strength of national sports (e.g. wu shu and table-tennis in China)

**Key Stage 2**

Students are expected to:

1. develop an interest in sport participation
2. understand the relationship between physical activities and health
3. recognize the value of physical activities and identify individual needs
4. be ready to share views on sport matters with playmates
5. understand individual/group responsibility for safety measures in using sport equipment and facilities
6. develop a sense of cooperation in sport activities and learn to tolerate others in a sport group
7. examine how people's values, attitudes, and actions contribute to a healthy physical and social environment (e.g. fair play, respect for others)
8. develop positive sporting behaviour (e.g. not to cheat, not to bully others)
9. be aware of the influence of school and community on individual/group sport participation
10. appreciate different cultures through specific sport activities (e.g. Chinese Dance, western folk dance)
11. respect the rights of specific groups to participate in sports (e.g. people with disabilities)

**Key Stage 3**

Students are expected to:

1. be aware of the importance of physical activities and understand the need for sport participation
2. cultivate sportsmanship in sport participants
3. develop self confidence through sport participation
4. appreciate sports performance in terms of skills (e.g. level of difficulty), and develop a sense of aesthetics (e.g. dance)
5. understand different people's need for sports (e.g. different genders, sports for rehabilitation)
6. recognize their own sports achievements and the achievements of others
7. be aware of malpractice in sports (e.g. use of performance-enhancing drugs)
8. be critical in evaluating laws and policies in sports (e.g. tobacco sponsorship, environmental code)
9. develop a sense of empathy through sport competitions (e.g. success and failure)
10. 10.respect the sport culture of other countries and understand the impact of sport in a country (e.g. soccer in U.K., rugby in New Zealand)

**Key Stage 4**

Students are expected to:

1. understand the importance of an active and healthy life, and develop a zest for sport and a habit of sport participation
2. determine their own lifestyle (e.g. active, inactive) by varying the level of participation in physical activities
3. develop self esteem through success in sports
4. strengthen personal identity through sport participation (e.g. being a member of a school team)
5. develop a desire for and commitment to sport excellence
6. identify rights and responsibilities in using health and recreational services in the school and community
7. understand how values and attitudes influence their perception of sport violence (e.g. racism)
8. analyze the issue of equity and equality in sports (e.g. right of participation)
9. be aware of the effects of large sport facilities (e.g. golf course) on the natural environment
10. examine the impact of organizing a large scale international sport events in a community (e.g. Asian Games)
11. recognize the functions of international sport events (e.g. Olympic Games)



# **Appendix 4**

## **Integrated Chinese Dance Learning**

**Integrated Chinese Dance Learning**

|                                 |                                  |
|---------------------------------|----------------------------------|
| Level                           | Primary and Junior Secondary     |
| Number of Participating Schools | 1 primary and 1 secondary school |
| Time Frame                      | 1998 – 2000                      |

**Background**

The present syllabuses recommend the teaching of Western Folk Dance and Creative Dance in the primary and secondary levels. The teaching of Chinese Dance and Social Dance are also recommended at the secondary level. Although teachers are encouraged to teach other dance elements and help students to explore the social and cultural origin through different teaching methods, the teaching activities focus on the learning of dance steps and poses, dance skills and group work in dance.

The project on Integrated Dance Learning focuses on the development of other alternatives and exemplars for organizing the learning experiences of Chinese dance. The elements of Chinese dance, social studies, music, art and craft are selected as means for development.

**The Innovation**

The learning of dance can be effectively enhanced if an integrated structure is implemented in the programme. For example, a dance on autumn harvest covers different learning elements that can be found in Chinese literature, art, music and social studies. Dance, as an expressive performance programme, can serve as a creative activity that reflects an understanding of the experience and an expression of feelings, values and knowledge about the picture of the harvest, the beauty of autumn, farming activities and cultural differences in celebrating the harvest.

The learning of dance focuses on the teaching of rhythmic, physical work such as poses and steps and the development of other generic, social, cultural and national values. Collaborative work between teachers and professionals is encouraged and they are expected to plan the teaching activities under a thematic structure that integrates different KLA learning elements. Students are expected to develop an interest in dance under a wider scope of learning, while dance steps and poses are explored and their relationship to social and cultural aspects is taught.

- The utilization of a thematic approach to structure the dance teaching materials;
- The adoption of integrated principles to extend students' knowledge other than the learning of dance steps, skills and poses;
- A problem-based approach is used to nurture students' critical thinking in creating their own dance; and
- The introduction of a dynamic planning structure for curriculum design to nurture the development of basic generic skills such as creativity, critical thinking, communication and IT skills and the extension of dance experiences via other means such as inter-class Chinese dance competitions.

### **Relation to the Present Curriculum Reform**

- To set an example of alternative organization for the dance curriculum to promote the quality of teaching and learning in PE;
- To facilitate the development of multiple-intelligence and interest in dance activity;

### **The Change**

Dance is a means for students to develop their physical properties and aesthetic ability. It contains cultural and national elements. It is a physical movement activity, an art and a social programme. It is anticipated that an integrated dance programme will provide intrinsic enhancement to such development.

### **Learning Targets**

Through the integrated dance programme, students should be able to:

- Develop different basic dance skills;
- Acquire necessary social, cultural and national knowledge through the integrated approach of dance learning;
- Acquire extensive dance experiences through the activities of exhibition, dance show, dance fun day and dance competition;
- Develop necessary sensitivity towards different themes as initiated by teachers or dance professionals;
- Develop their own dance through the creative design of relevant dance elements;

### **The Change Processes**

The successful implementation of the integrated programme involves cooperation, sharing, mutual support, constructing knowledge, reflection and review among teachers and professionals. The following processes are likely to happen.

- School management and teachers have to identify suitable themes for integration;
- Teachers, librarians and art professionals have to work out the actual work plan and gather resources to support the learning;
- Students are expected to collect relevant materials for their creative dance under an assigned theme;
- School management is expected to arrange school time and space flexibly for the development; and
- Evaluation of students' learning outcomes is based on a variety of activities such as discussion, dance work, presentation and art design.

### **The Implications**

For the School:

- The team spirit among teachers is cultivated through collaboration in the projects;
- Positive values and attitudes of students towards the school are generated by active participation in the activity; and
- The school administrators are stimulated to make use of cultural resources within and outside the classroom setting for dance learning.

For the Teachers:

- The collaboration between teachers and the integrated planning structure may stimulate teachers to generate new ideas in curriculum design; and
- Teachers are stimulated to plan different teaching themes and teaching strategies that are tailored to the interests, needs and abilities of students.

For the Students:

- Students' multiple intelligence is developed through the integrated structure of various aspects in their courses of learning;
- Students gain wider and broader learning experiences through the integrated structure;
- Various generic skills of the students are developed; and
- Positive values and attitudes of students towards dance are cultivated.

# **Appendix 5**

## **Morning Exercise**

**Morning Exercise**

|                                 |                                  |
|---------------------------------|----------------------------------|
| Level:                          | Primary and Junior Secondary     |
| Number of Participating Schools | 2 primary and 1 secondary school |
| Time Frame:                     | 1997 – 2000                      |

**Background**

All children should exercise regularly, as regular exercises and participation in moderate physical activity are essential components of a healthy lifestyle. Different strategies are initiated in order to enhance the regularity of doing exercises. Some nations adopt the principle of “daily PE” and others ensure the regularity of doing exercise through the introduction of morning exercises, eye exercises and light stretching exercises daily. For example, schools in China, South Korea, Japan and Singapore adopt the policy of introducing morning exercises and the likes to students to ensure the regularity of doing exercises.

The introduction of daily PE in Hong Kong may not be possible at the immediate moment as it involves the sudden increase of a large number of professionals in PE and sports and most of the schools do not have enough facilities to facilitate daily PE. To plan morning exercises, light stretching exercises and eye exercises during the change of class period are possible alternatives for ensuring students do exercise regularly.

**The Innovation**

Although regular physical activity enhances health and reduces the risk of many chronic diseases, many of our students remain sedentary and there is a rise of the obesity rate among students. A comprehensive school health programme that includes the introduction of morning exercises, eye exercises and light stretching exercises during the change of class period would have positive benefits to improve the health condition. The adoption of such a health strategy would mean that schools are ready to take up more responsibility for ensuring the introduction of daily exercises to our students.

Three school-based projects were launched to observe the feasibility of introducing such practice in primary and secondary schools. Such a health development strategy can be effectively implemented if there is a slight adjustment to the school’s daily time schedule.

### **Relation to the Present Curriculum Reform**

The present curriculum reform in PE aims to help students to acquire good health and physical fitness. The project focuses on the development of regular exercise such as morning exercise and the likes, on top of the two periods of PE lessons per week/cycle, to achieve the above mentioned aim.

### **The Change**

To do regular exercise with suitable intensity would be the doorway to the development of good health and fitness. It is anticipated that an introduction of regular exercise will provide intrinsic enhancement to such development.

### **Learning Targets**

Through the programme, students should be able to :

- Exercise regularly;
- Engage in relaxation exercise during the change of class period;
- Participate in designing their own morning and regular exercises; and
- Develop necessary understanding of the importance of regular exercise and health development.

### **The Change Processes**

The success of introducing such practices in schools depends on the availability of a few factors.

- Exemplar materials for such regular exercises;
- Logistic arrangements such as guiding rules and principles for morning exercises and safety precautions;
- School-based exemplars as references for strategic development; and
- Relevant studies so that schools recognize the importance of introducing morning exercises, eye exercises and light stretching exercises to ensure the regularity of exercise among students.

### **The Implications**

For the School:

- An active and healthy atmosphere is promoted;
- School administrators are stimulated to make use of other alternatives to supplement the insufficiency of two PE lessons for health promotion; and

## **Appendix 5**

- Positive values and attitudes of students towards health development are generated by active participation in the activity.

For the Teachers:

- Teachers are stimulated to plan different themes and strategies to motivate students to do exercise regularly; and
- Teachers and sport professionals are encouraged to work as a team to generate good ideas for the development of regular exercise.

For the Students:

- Students gain wider chances to do exercises regularly;
- Through participation in different promotional activities, students acquire basic training in generic skills; and
- Positive values and attitudes of students towards a healthy life are cultivated.

# **Appendix 6**

## **Rope-Jumping and Sports Culture Development**

**Rope-Jumping and Sports Culture Development**

|                                 |   |
|---------------------------------|---|
| Level:                          | Primary and Junior Secondary                  |
| Number of Participating Schools | 1 primary and 2 secondary school are involved |
| Organization Involved:          | The Chinese University of Hong Kong           |
| Time Frame:                     | 2000- 2001                                    |

**Background**

Young people can build healthy bodies and establish healthy lifestyles by including physical activities in their daily lives. However, many young people are not physically active on a regular basis and their physical activity level declines during adolescence. Schools can help young people to get active and stay active by introducing different physical activities. However, the level of activity among students is influenced by the school policy and the strategies implemented. It is advised that school should develop a comprehensive health programme that meets the needs and interests of all students.

**The Innovation**

A comprehensive health policy that promotes enjoyable and lifelong physical activity among young people may serve as an effective strategy for such development. This project involves the introduction of rope jumping as a means to achieve the above aims. Rope jumping does not require a lot of sophisticated skills for playing. It is easy to learn and affordable by everyone. Modern rope jumping emphasizes the creative development of steps and poses, group and pair work, and combines the activity with aerobic dance and rhythmic movement.

- The utilization of a creative structure to organize the rope jumping activity;
- The adoption of rope jumping activity to extend students' experiences in health development; and
- The introduction of a dynamic planning structure for rope jumping activity to nurture the development of basic generic skills such as collaboration, creativity, critical thinking and communication.

### **Relation to the Present Curriculum Reform**

The PE reform aims to help students to acquire good health and physical fitness. The project focuses on the development of a good sporting culture through rope jumping activity.

### **The Change**

It is believed that the development of students' sport behaviour would depend on a number of factors such as the positive attitudes of teachers, a sport atmosphere in school and a supporting policy from the school authority. An active promotion strategy that recognizes the importance of these factors is the key factor to success. The project regards the work of teachers, schools and sport professionals as the key to good strategy development. Rope-jumping is selected as a means to achieve this goal. It is anticipated that the experiences generated will serve as a good example for other schools to develop a similar experience.

### **Learning Targets**

After the completion of the rope-jumping project, students should be able to:

- Develop a desirable sporting behaviour;
- Be willing to exercise regularly;
- Participate in designing their own game for rope-jumping and competition; and
- Develop necessary understanding of the importance of regular exercise and health development.

### **The Change Process**

The success of introducing this practice depends on the availability of a few factors.

- Promotion strategies that combine collaborative work of teachers and sport professionals for rope-jumping;
- Exemplar materials for such activities;
- Logistic arrangements such as guiding rules and principles for the activity and safety precautions; and
- Relevant exemplars as references for strategic development.

### **The Implications**

For the School:

- An active healthy atmosphere will be promoted;
- School administrators are stimulated to make use of other sports to supplement health promotion; and
- Positive values and attitudes of students towards health development are generated by active participation in the activity.

For the Teachers:

- Teachers are stimulated to plan different themes and strategies to motivate students to participate in the activity; and
- Teachers and sport professionals are encouraged to work as a team to generate good ideas for the development of sport culture.

For the Students:

- Students gain wider chances to participate in different sports;
- Through participation in different promotional activities, students acquire basic training in generic skills; and
- Positive values and attitudes of students towards a healthy life are cultivated.

# **Appendix 7**

## **Fundamental Movement**

**(A) Fundamental Movement**  
**Suggested Learning/Teaching Context (Example: Jumping, Stretching, Curling, and Twisting)**

| <b>Theme</b>  | <b>Activities</b>   | <b>Generic Skills</b>  | <b>Strands and Learning Objectives</b>  |
|---|---|--|---|
| <p>Fundamental Movement</p> <ol style="list-style-type: none"> <li>1. Jumping</li> <li>2. Stretching, curling, and twisting</li> </ol> <p>Movement Concept</p> <ol style="list-style-type: none"> <li>1. Body parts (2 basic body shapes – long and wide)</li> <li>2. Levels (low, middle, high)</li> <li>3. Location (self-space, general space)</li> <li>4. Directions (forward, background, left, right)</li> <li>5. With objects and/or people</li> </ol> | <p>Suggested Class Activities</p> <p>Students:</p> <ol style="list-style-type: none"> <li>1. Experience the fun and safety aspects of the movement activity.               <ul style="list-style-type: none"> <li>• Put a beanbag in between their legs (“Base”). Jump with both feet into the available space without touching it and avoid colliding with others.</li> <li>• Return to “Base” at the whistle, put the beanbag onto any body part, design their own body shape and hold it for 2 seconds.</li> </ul> </li> <li>2. Explore movement and are given opportunities to link movement skills to perform sequences               <ul style="list-style-type: none"> <li>• Students jump over a series of obstacles (small cone, big cone, hoops) and make a turn in the air after finishing the course.</li> </ul> </li> <li>3. Learn the issues of sharing equipment, taking turns, caring for others and co-operation.               <ul style="list-style-type: none"> <li>• In groups of 3, each student uses a beanbag to make different body shapes inside own hoop with rhythms.</li> <li>• At the stop of the rhythms, jump with both feet into the next hoop, again make shapes and then into the third hoop and line up.</li> </ul> </li> </ol> | <p>Developing Collaboration Skills</p> <ul style="list-style-type: none"> <li>• Through games and teamwork, students acquire the skills of listening, appreciation, communication, negotiation, making compromises, asserting leadership, making appropriate judgments, as well as influencing and motivating others.</li> </ul> <p>Developing Communication Skills</p> <ul style="list-style-type: none"> <li>• Through playing activities, students comprehend and follow instructions.</li> <li>• Through games and activities, students use clear and appropriate means for expressing meanings and feelings, e.g. excitement, enjoyment.</li> </ul> <p>Developing Creativity Skills</p> <ul style="list-style-type: none"> <li>• Through games, students explore and experience movement skills, strengthen creative abilities and develop necessary attitudes and attributes for creation.</li> <li>• Through project work, students use and apply creative thinking techniques to achieve goals.</li> </ul> | <p>Developing Motor and Sport Skill</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Develop jumping, stretching, curling, and twisting skills by experiencing with different body parts, directions, levels, locations, and objects.</li> <li>• Understand and communicate fundamental motor skills in play activities.</li> <li>• Developing their movement ability through a wide range of movement activities.</li> <li>• Develop ideas to improve movement skills, e.g. in drawing and class demonstration.</li> <li>• Are motivated with self-satisfaction for the development of motor skills.</li> <li>• Identify and express main ideas about the development of movement ability, e.g. in project work.</li> </ul> <p>Enhancing Health and Fitness</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Develop and/or maintain a fitness level to participate in and enjoy playful movement activities.</li> <li>• Use a variety of movement activities to develop understanding of a healthy person and apply the benefits of physical</li> </ul> |

| Theme | Activities  | Generic Skills  | Strands and Learning Objectives   |
|-------|---|---|---|
|       | <p>4. Demonstrate responsible attitudes, e.g. encouraging and involving others in competitive situations.</p> <ul style="list-style-type: none"> <li>Each student, in a team of 5, makes a shape with the colour band at the starting point, then jumps with both feet into the 5 hoops ahead to the finishing point.</li> <li>Pick up the colour band and make a shape again.</li> </ul> <p>Suggested Other Learning Experiences</p> <ol style="list-style-type: none"> <li>Training and Competition           <ul style="list-style-type: none"> <li>Games Day</li> </ul> </li> <li>Services           <ul style="list-style-type: none"> <li>Assist in competitions</li> </ul> </li> <li>Aesthetic Appraisal           <ul style="list-style-type: none"> <li>Performance in dance</li> </ul> </li> <li>Visits</li> <li>Workshops/Seminars</li> <li>Interest Groups           <ul style="list-style-type: none"> <li>After school interest groups</li> </ul> </li> <li>Others           <ul style="list-style-type: none"> <li>Group activities: picnic, parent-kid outings</li> </ul> </li> </ol> | <p><b>Developing Critical Thinking Skills</b></p> <ul style="list-style-type: none"> <li>Through group discussions, students identify and express the main concepts of movement skills.</li> <li>Through active participation in games, students understand the relationship between physical activities, health, and fitness.</li> </ul> <p><b>Developing IT Skills</b></p> <ul style="list-style-type: none"> <li>Through photographs, pictures and videos, students recognize different forms and sequences of movement skills.</li> </ul> <p><b>Developing Numeracy Skills</b></p> <ul style="list-style-type: none"> <li>Through following rules of movement skill activities, students know numbering and time factors.</li> <li>Through basic calculation of scoring in team games, students develop an intuitive knowledge of measurement and measuring units.</li> </ul> <p><b>Developing Problem Solving Skills</b></p> <ul style="list-style-type: none"> <li>Through active communication, students develop ideas on how and when to request assistance in play environments.</li> <li>Through role-play in games, students identify different ways to handle emergencies and conflicts.</li> </ul> | <p>activities and fitness to health development.</p> <ul style="list-style-type: none"> <li>Use IT tools to identify basic impacts of physical exercise and its influence on the development of personal health and fitness states.</li> </ul> <p><b>Developing Sports-Related Values and Attitudes</b><br/>Students:</p> <ul style="list-style-type: none"> <li>Demonstrate the necessary attitudes to share and co-operate with others in groups, competitions and playful activities, e.g. sharing equipment, fun and stress, playing fair.</li> <li>Exhibit positive attitudes by regular participation in movement activities.</li> <li>Demonstrate attitudes to participate and share in sport activities by clear and appropriate verbal or non-verbal means of communication.</li> <li>Demonstrate self-confidence, persistence and commitment in movement activities.</li> <li>Demonstrate necessary attitudes in helping or seeking assistance from others in playful activities.</li> </ul> <p><b>Developing Knowledge and Practice of Safety</b><br/>Students:</p> <ul style="list-style-type: none"> <li>Identify ways to play safe and be considerate to others in a team environment.</li> </ul> |

| Theme | Activities | Generic Skills  | Strands and Learning Objectives   |
|-------|------------|---|---|
|       |            | <p><b>Developing Self-Management Skills</b></p> <ul style="list-style-type: none"> <li>Through self-assessment, self-reflection, active involvement and interaction with others in games, students develop self-confidence, self-discipline, self-motivation, adaptability, responsibilities, and emotional stability.</li> </ul> <p><b>Developing Study Skills</b></p> <ul style="list-style-type: none"> <li>Through group study, students learn various methods to collect, classify and analyze information on movement skills.</li> <li>Through observation and discussion, students learn how to train and practise for skill improvement.</li> </ul> | <ul style="list-style-type: none"> <li>Report injuries with appropriate procedures and practices expressing pain, injury and hazard.</li> <li>Demonstrate the ability to adhere to rules and regulations in the play environment.</li> </ul> <p><b>Developing Knowledge of Movement</b><br/>Students:</p> <ul style="list-style-type: none"> <li>Use expressive movements to communicate feelings by imitating or sharing movement with others, e.g. in mirror games.</li> <li>Perform and demonstrate the principles of jumping, stretching, curling, and twisting in combination with the movement concepts.</li> <li>Utilize apparatus and equipment to develop movement ability through a wide range of play activities, e.g. makes shape with beanbags and colour bands.</li> <li>Understand and communicate fundamental motor skills in play activities, e.g. group work, discussion.</li> </ul> <p><b>Creating Aesthetic Sensitivity</b><br/>Students:</p> <ul style="list-style-type: none"> <li>Show appreciation and ability to appraise movements and patterns.</li> <li>Are willing to explore moods and feelings in fundamental movement skills, e.g. performing movement</li> </ul> |

| <b>Theme</b> | <b>Activities</b> | <b>Generic Skills</b> | <b>Strands and Learning Objectives</b>   |
|--------------|-------------------|-----------------------|--|
|              |                   |                       | <p>skills with rhythmic sequences.</p> <ul style="list-style-type: none"> <li>• Express, coordinate, and respond to actions and movements in the context of teamwork and group participation.</li> <li>• Exhibit flexibility and fluency in expressing different moods and feelings in competitive or playful activities.</li> </ul> |

**(B) Fundamental Movement  
Standard and Assessment (Example: Jumping, Stretching, Curling, and Twisting)**

| <b>Standard</b>  | <b>Assessment Method</b>  | <b>Record and Report</b>  | <b>Feedback and Evaluation</b>   |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• Demonstrate different forms in jumping, stretching, curling, and twisting, able to control different objects;</li> <li>• Exhibit the ability to adapt movement skills to a variety of games and apply the skills to different changing situations;</li> <li>• Apply movement skills to other movement concepts e.g. mature use of levels, directions, space;</li> <li>• Experiences and express pleasure in class activities and be willing to participate in similar games during out-of-class time;</li> <li>• Follow instructions, demonstrate understanding of safety measures and avoid injury;</li> <li>• Display suitable consideration of others in an activity setting.</li> </ul> | <ul style="list-style-type: none"> <li>• Peer Observation</li> <li>• Students' Journal and Homework (Record how often they jump with object and/or others during their play time within a week)</li> <li>• Teachers' Observation</li> <li>• Students' Oral Report (Following a game, students are encouraged to demonstrate their understanding or verbalize and describe their experiences to group-mates)</li> <li>• Self-evaluation record / assessment</li> </ul> | <ul style="list-style-type: none"> <li>• Data materials will be collected as part of the information in drawing the profile of attainment for students;</li> <li>• Students' work is collected and put in their case file as part of the materials for portfolio assessment.</li> </ul> | <ul style="list-style-type: none"> <li>• Observe any difficulties among students and help them to understand strength and weakness through reflection on others and self assessment;</li> <li>• Use reflective diaries to get students to think about learning;</li> <li>• Teacher can work with students and draws realistic improvement plans together.</li> </ul> |