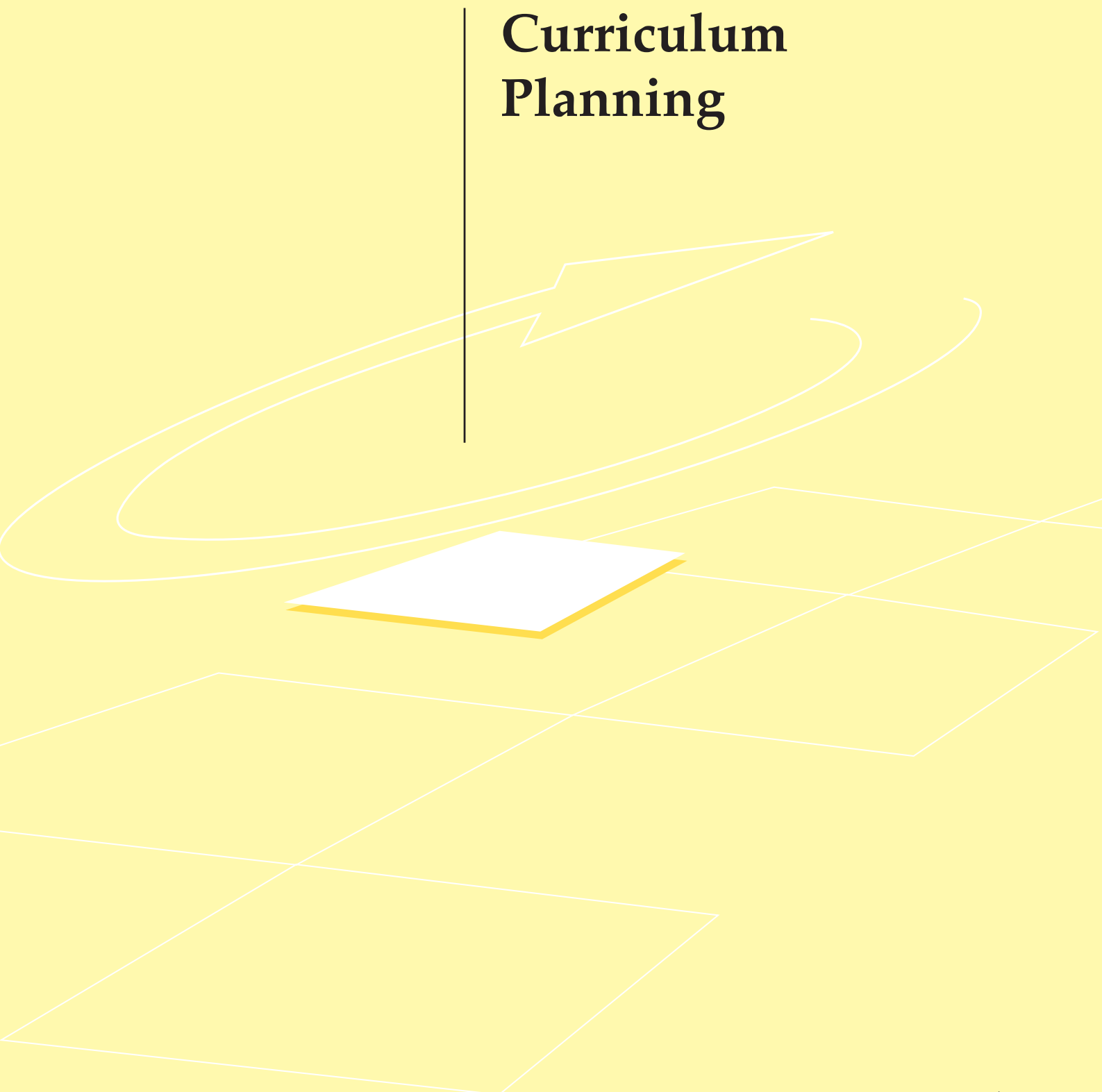


Chapter 3

Curriculum Planning



3. CURRICULUM PLANNING

In order to be in line with the overall aims of education in Hong Kong, schools should use the curriculum framework in this Guide and make school-based adaptations to plan a diversified, flexible and coherent Physical Education (PE) curriculum according to their unique situations. Using learner-focused and life-wide learning approaches, schools should provide students with comprehensive and balanced learning experiences.



3.1 A Balanced Curriculum

To attain the objectives of PE, schools should develop a comprehensive curriculum comprising a variety of activities from different areas to provide students with diversified learning experiences (please refer to 4.1.3 Diversity of Activities). It can broaden students' choices and cater for individual needs and abilities, so that they can fully develop skills, knowledge, generic skills, as well as values and attitudes. The curriculum should nurture students to participate regularly in at least one life-long physical activity, so as to improve their physical well-being and health.

The learning of PE is not confined to formal PE lessons. Students are encouraged to participate in physical activities in informal and non-formal curriculum, such as those of interest clubs, training courses and school teams. Schools should also incorporate flexible use of time, facilities and resources available within and outside the campus for enrichment of the curriculum. The life-wide learning of authentic and daily living contexts can nurture students' affective attributes and develop their generic skills (please refer to Booklet 6 Life-wide Learning — Enriching Learning through Authentic Experiences of the **Basic Education Curriculum Guide – Building on Strengths** (2002), and 3.3.3 Modes of Delivery).

3.2 Connecting School-based Curriculum Development to Central Curriculum

The PE KLA Curriculum Guide is prepared by the CDC to set the direction for Physical Education curriculum development. In order to achieve the curriculum aims of the PE KLA, it provides a Central Curriculum in the form of an open and flexible curriculum framework with learning targets and objectives, generic skills, and positive values and attitudes, which all students are encouraged to achieve (please refer to 2.2 The Curriculum Framework). Schools are expected to use the curriculum framework and make school-based adaptations, taking into consideration factors such as students' needs, interests and abilities teachers' readiness and the school context to provide more learning experiences to students (please refer to 3.3 Curriculum Content). To help students achieve the learning targets and objectives, schools may adapt the central curriculum by selecting or varying the organisation of learning contents, strategies to learning and teaching, pace of learning and teaching, and modes and criteria of assessment.

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Curriculum development is an on-going process. Schools should develop their own school-based curriculum whenever appropriate and feasible. They should also encourage the professional development of teachers and collaboration with other stakeholders to achieve the overall aims, learning targets and objectives in the PE curriculum framework.

(Please refer to Booklet 2 Whole School Curriculum Planning – Achieving Learning Goals and Short-term Targets of School Curriculum Development and Booklet 10 Professional Development and School-based Curriculum Development – Sustaining and Enhancing Capacity for the Reform of the **Basic Education Curriculum Guide – Building on Strengths** (2002))

3.3 Curriculum Content

With the basic requirements set out in this curriculum guide fulfilled (please refer to 2.2.1 Strands and Learning Targets), schools have the flexibility to design their school-based PE curriculum to satisfy the needs of their students and the overall aims of their schools. When selecting the learning activities, teachers should exercise professional judgement to consider the following factors:

3.3.1 *Learner-focused*

- ◆ Every student should be given the opportunity to experience enjoyment and sense of achievement, and to do well in physical activities (please refer to 4.3 Catering for Student Diversity).
- ◆ Needs, abilities and backgrounds of students should be considered.
- ◆ Students' views could be considered when selecting activities. For examples, elective physical activities in the curriculum may be provided in order to arouse students' motivation and initiatives (please refer to Exemplar I Elective PE Programme for Secondary Students).

3.3.2 Selection of Content

- ◆ Examples of activities that could be included in the PE curriculum:

Areas of Activity	Activities
Fundamental Movement (For KS1)	Activities and games to develop locomotor movement skills, stability movement skills and manipulative movement skills
Athletics	Track events, Jumping events, Throwing events, Cross Country Run, etc
Ball Games	Team Games: Basketball, Football, Volleyball, Handball, Hockey, Rugby, Softball, Netball, etc
	Racket Games: Badminton, Table-tennis, Squash, Tennis, etc
Gymnastics	Basic Gymnastics, Educational Gymnastics, Rhythmic Gymnastics, Sports Acrobatic, Trampolining, etc
Swimming and Aquatic Sports	Basic Swimming Strokes, Life Saving, Survival in the Water, Synchronised Swimming, Canoeing, Rowing, Sailing, Windsurfing, etc
Dance	Rhythmic Movements, Western Folk Dance, Chinese Dance, Social Dance, Creative Dance, Jazz Dance, etc
General Physical Fitness Activities	Circuit Training, Resistance Training, Cardiorespiratory Fitness Training, Endurance Training, etc
Outdoor Pursuits	Hiking, Camping, Orienteering, Excursion, etc
Others	Jump Rope, Shuttlecock, Aerobic Dance, Golf, Chinese Martial Arts, Cycling, Ice Sports, etc

It is necessary for students to learn fundamental movement in KS1 and to acquire the skills of at least eight physical activities from not less than four areas in KS2 and KS3.

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- ◆ Teachers should observe closely the safety measures when organising physical activities. These measures include the nature of risk of the activity, education regulations, teaching qualifications, environment and facilities, class and co-curricular activities management, students' medical history, first aid procedures, etc. Teachers should also observe the safety measures as indicated in the "Safety Precautions in Physical Education for Hong Kong Schools", "Guidelines on Outdoor Activities", "Guidelines on Extra-Curricular Activities in Schools", and other related resources available. These resources include the 1988 and 1995 syllabuses for secondary and primary schools published by the Curriculum Development Committee and the Curriculum Development Council respectively, safety booklets and information issued by the Education Department and relevant sports governing bodies (please refer to 4.1.1 Safety of Physical Activities).



PE-related guidelines and booklets

- ◆ The physical activities should involve the movement of large muscle groups to enhance aerobic capacity, muscular strength and muscular endurance. Teachers should integrate selected theories and knowledge into the daily learning and teaching (please refer to Example 4: Contents of PE Knowledge in a Secondary School).

- ◆ Physical activities should be interesting and enjoyable to motivate students to learn (please refer to 4.1.4 Fun Element of Activities).
- ◆ Programmes of different key learning stages should be coherent and linked to ensure the continuity of the curriculum (please refer to Booklet 9A Interface at Kindergarten and Primary One and Booklet 9B Interface at Primary Six and Secondary One and Strategies for Preparing Secondary Three Students to Choose Subjects in Secondary Four of the **Basic Education Curriculum Guide – Building on Strengths** (2002)).
- ◆ Besides the consideration of popularity and trends of activities, the chosen physical activities should have a carry-over value to benefit the future development of students in their personal and social lives and career advancement.

Golf is more and more popular and is beneficial to the development of the social lives of students.



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Example 4: Contents of PE Knowledge in a Secondary School

With reference to the below listed contents, teachers help students acquire basic knowledge of PE, general information and history of sport and signals of referees in the seven years of secondary schooling.

(Source: Buddhist Wai Yan Memorial College)

Contents of PE Knowledge in a Secondary School

	Forms		Forms
(I) Basic Knowledge of PE		(II) General Information and History of Sport	
Aims and Objectives of Physical Education	S1	Athletics	S1
Warming up and Closing Activities	S1	Table Tennis	S1
Safety Precautions of PE	S2	Swimming	S2
Blood Circulation System	S2	Basketball	S2
Respiratory System	S2	Football	S3
Sport and Nutrition	S3	Gymnastics	S3
First Aid	S3	Volleyball	S4
Training Methods	S3	Badminton	S4
Life Saving	S4	Handball	S5
Sports Physiology	S4	Canoeing	S5
Sports Psychology	S4	Tennis	S6
Human Skeleton and Muscles	S5	Baseball and Softball	S6
Sports Biomechanics	S5	Fencing	S7
Sports Injury	S5	Hockey	S7
Organisation of Competitions	S6		
Sports Organisations in Hong Kong	S7		
(III) Hand Signals of Referees			
Basketball	S6		
Volleyball	S6		
Handball	S7		
Football	S7		



Example 5: Selection Criteria Rating Table

According to the selection criteria, teachers can weigh the activities in terms of score. Activities with the highest scores should accord the first priority in the process of selection. Furthermore, students may give their opinions during the selection and evaluation processes.

Selection Criteria Rating Table											
Examples of Activities *Rating Selection Criteria	Basketball	Football	Rugby	Squash	Athletics	Western Folk Dance	Jump Rope	Basic Gymnastics	Swimming	Canoeing	Circuit Training
Achieving Educational Aims											
Within School Facilities											
Outside School Facilities											
Safety											
Fun Element											
Continuity											
Popularity											
Intensity											
Teacher Expertise											
Student Ability											
Carry-over Value											
Total Score											

*Rating: 0 - very low 1 - low 2 - high 3 - Very high

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3.3.3 Modes of Delivery

Apart from the formal PE lessons, schools can organise a variety of PE-related activities within and outside the campus. The activities could be delivered in different modes as suggested below:

- ◆ Outdoor activities - outdoor activities such as educational camp, hiking, orienteering and excursion may help students face challenges and enrich their life experiences.



Example 6: Outdoor Education Camp

The activities of outdoor education camp, such as raft-building, offer life-wide learning experiences and help students develop organisation, communication and leadership skills.

(Source: Belilios Public School)



- ◆ Major sports events - major sports events, such as games day, swimming gala and sports day provide important learning opportunities for students. A whole-school approach towards such events allows students to experience different roles in an organised sports function, which further enriches students' learning in PE (please refer to 4.3.2 Co-curricular Activities).
- ◆ Daily exercise - exercise in the morning or between lessons enables students to exercise regularly and can be adopted as a means to nurture school sporting culture.

- ◆ Specific PE sessions - a specific session for physical activities can be arranged in the school timetable. Activities may be organised outside school to allow students to gain learning experiences in a different environment (please refer to Example 9: Incorporating Interest Class Activities into the Timetable).



Example 7: Sports Day

Students take up different posts to serve in the sports day. Besides learning to be judges, students develop skills of leadership, team building, communication, collaboration and the attribute of judgment.

(Source: Shatin Methodist Primary School)



Example 8: Morning Exercise

Students may develop an active and healthy lifestyle by doing morning exercise daily with teachers and parents.

(Source: Ma On Shan Methodist Primary School)



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Example 9: Incorporating Interest Class Activities into the Timetable.

Besides the PE lessons, two sessions of co-curricular activities are arranged in the timetable to provide a variety of interest classes to students. According to their needs and interests, the school fully utilises the facilities and resources within and outside the campus, and involves teachers or outside coaches to conduct the interest classes. Students join the classes in a voluntary basis. Examples of PE-related classes are athletics, badminton, Chinese martial arts, hockey, Chinese dance and swimming.

(Source: Stewards Pooi Kei Primary School)

Time		Subject	Day	Mon	Tue	Wed	Thu	Fri
07:50-08:10		Morning Prayer						
07:35-08:10		Chinese/English/Mathematics Remedial						
1	08:10-08:55	Lesson						
2	08:55-09:30							
09:30-09:45		Recess						
3	09:45-10:20	Lesson						
4	10:20-10:55							
10:55-11:10		Recess						
5	11:10-11:45	Lesson						
6	11:45-12:20							
12:20-13:10		Recess						
7	13:10-13:45	Lesson						
8	13:45-14:15							
9	14:15-14:50							
14:50		End of Formal Lessons						
15:00-16:00		Interest Class (I)						
16:00-17:00		Interest Class (II)						

3. CURRICULUM PLANNING

Linking up different key tasks, schools help students develop generic skills and positive values and attitudes through various modes of delivery as below:

Modes of Delivery	Generic Skills								Key Tasks			Values and Attitudes						
	Collaboration skills	Communication skills	Creativity	Critical thinking skills	Information technology skills	Numeracy skills	Problem-solving skills	Self-management skills	Study skills	Moral and civic education	Reading to learn	Project learning	IT for interactive learning	National identity	Responsibility	Commitment	Respect for others	Perseverance
Interest clubs & training classes	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
Inter-class, inter-house, & inter-school competitions	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓
Outdoor education camp & hiking	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
Games day, swimming gala & sports day	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓
Morning exercises & exercises between lessons	✓		✓	✓				✓		✓				✓	✓	✓	✓	✓

3. CURRICULUM PLANNING

3.3.4 Use of Resources

- ◆ Apart from the facilities and equipment available in schools, teachers may fully utilise public sports facilities to maximise students' access to different sport (please refer to 6.2 Sports Facilities).



Example 10: Utilisation of Public Sports Facilities

School makes use of the nearby public hard surface ground for handball and football lessons as well as co-curricular activities.

(Source: Queen's College)

- ◆ Expertise and experiences of teachers as well as relevant resources within and outside schools can provide more opportunities for students to participate in physical activities (please refer to 6.4 Human Resources).



Schools should make good use of the public sports facilities to organise major sports events.

3.4 Cross KLA Links

- ◆ Integrating the PE curriculum with elements of other KLAs helps students develop connections between ideas and concepts, and allows them to see things from different perspectives. The linkage between PE and other KLAs is as follows:

KLAs	Examples of Links
Chinese Language Education	<ul style="list-style-type: none"> • 透過閱讀及聆聽有關體育文獻及資料，增加對體育活動的瞭解，包括技巧的分析、安全守則及比賽的規則，並增加對運動的興趣。 • 透過閱讀、聆聽、口述有關體育的評論，培養鑒賞運動的能力及審美能力。 • 透過講述或寫作，啟發堅毅不屈、努力不懈的體育精神；並指出追求健康活躍的生活模式及愛惜生命的重要。
English Language Education	<ul style="list-style-type: none"> • To use spoken and written expressions to examine the pros and cons of various physical activities in terms of health and fitness. • To examine and discuss a range of issues related to healthy living, personal and environmental safety in the sports context, and the physical and mental health of individuals. • To use verbal and non-verbal messages to express appreciation of the grace and beauty of body movements in physical activities.
Mathematics Education	<ul style="list-style-type: none"> • To choose suitable measuring tools and standard units to measure sports ground and describe results of competitions. • To apply mathematics concepts such as energy intake and expenditure to help control weight. • To understand the rationale behind sports rules such as the relationship between the tracks and the different starting points in a 400m race.
Science Education	<ul style="list-style-type: none"> • To understand the functions and co-ordinations of the human body in terms of sports science disciplines like anatomy and biomechanics. • To understand the scientific considerations for the safety precautions such as clothing and gears in physical activities. • To use scientific knowledge in terms of exercise and diet to make informed decisions about personal health and physical well-being.

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KLAs	Examples of Links
Technology Education	<ul style="list-style-type: none">• To understand the relationship between sports equipment and human movements.• To use information technology to acquire sports knowledge and exchange sports messages.• To apply modern technologies in various sports to improve physical skills and to assist in the appreciation of human movement.
Personal, Social and Humanities Education	<ul style="list-style-type: none">• To understand the responsibility of being active and healthy and its importance to personal development.• To make sound judgments on sports issues and demonstrate sportsmanship in competition.• To understand the impacts of environmental, cultural and ethnical factors on sport.
Arts Education	<ul style="list-style-type: none">• To design posters and placards to draw out main themes of sports events.• To use different materials to draw pictures to express sports ideas.• To appreciate dance performance to develop aesthetic sensitivity.

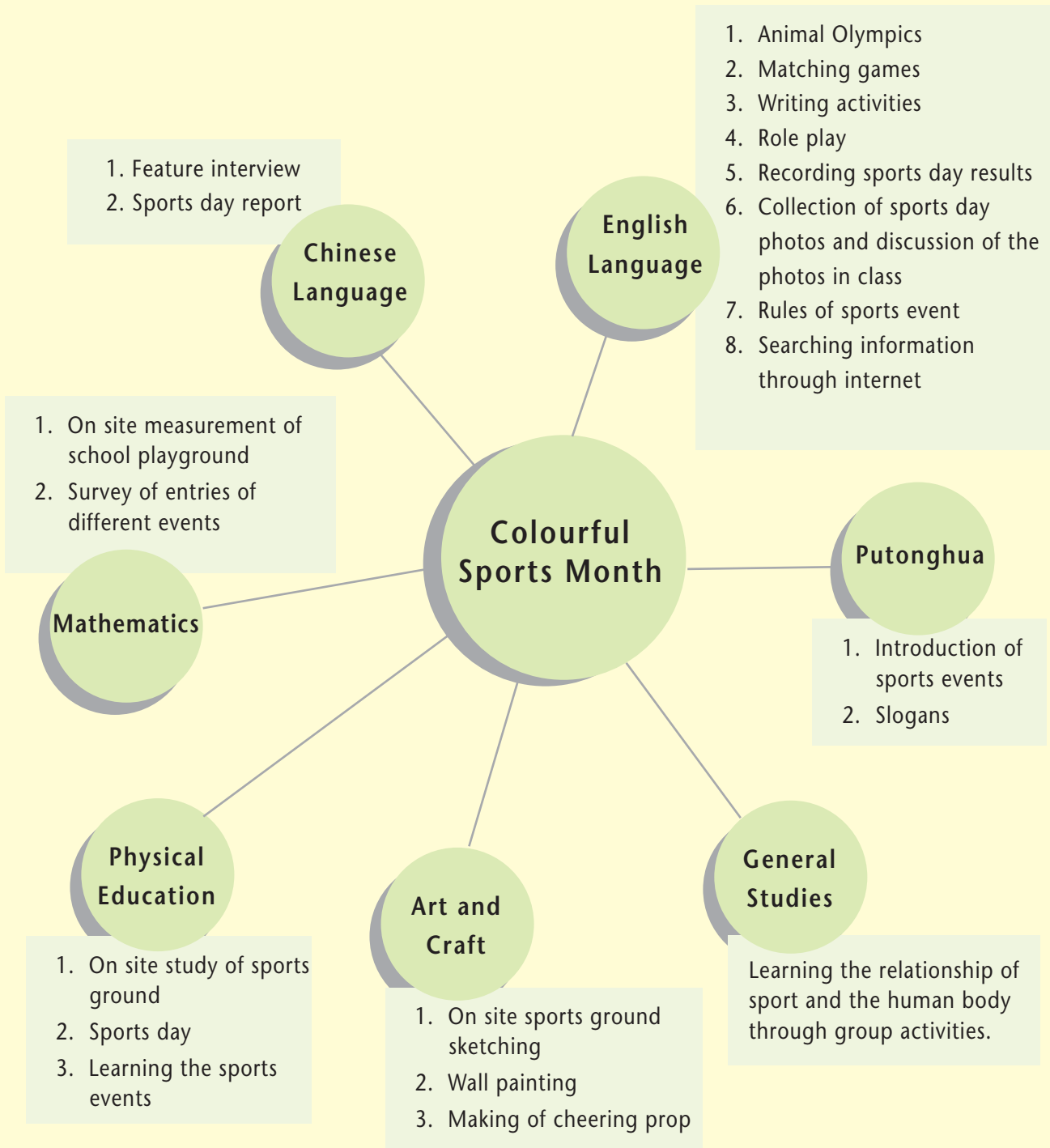




Example 11: A Unit of Integrated Curriculum

"Colourful Sports Month" is a theme of a learning unit which combines different learning elements and activities across KLAs. Students may acquire a variety of skills, knowledge, values and attitudes from the unit.

(Source: Yuen Long Government PM Primary School)



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- ◆ Collaborative efforts from different KLAs could further develop students' national identity, commitment, responsibilities, respect for others and perseverance.
- ◆ Project learning encourages active learning (please refer to Booklet 3C Project Learning of the **Basic Education Curriculum Guide – Building on Strengths** (2002)). It provides alternative learning experiences, and develops generic skills as well as values and attitudes of students in an authentic context (please refer to Exemplar III PE Project Learning in a Secondary School).



Example 12: Abstract from a Project Learning Report

Project work is part of PE learning in Primary 6 of the school. The theme of this project is “Football”. After choosing a topic, students search relevant information from the internet, reference books, magazines, etc. Materials will then be sorted, organised and presented in the report.

The projects will be exhibited on display boards. The writers will present the projects and share with other classmates. Through the process of data collection, selection and presentation, students may acquire the related knowledge, and develop their critical thinking, reading, language and information technology skills.

(Source: SKH Wei Lun Primary School)

題目:體育習作(足球)

歷史

足球是一種在世界很多地方都流行的球類活動。大約三千年前，中國人使用一些動物的皮來造足球。在同一個年代，日本人也用布來造足球。當時，日本的武士由兩個人來進行足球比賽。



在1800年，英國的學校都在自己學院的足球場進行比賽，但比賽的時間、龍門的面積和球場的大小都不同。

規則

一個足球隊出場是11人，其中一名守門員。普通比賽中，一個球隊至少要有7人進場比賽。一場比賽中，以更換二人為限。



場地

足球場的大小，通常都是規定為縱100碼以上，橫50碼以上的長方形。球門線的中央各有一座球門，球場寬8碼，高8英尺。