

Physical Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)



Prepared by
The Curriculum Development Council

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2017

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Preamble

The development of the Hong Kong school curriculum has advanced into a new phase of ongoing renewal and updating. It ushers in a new era for curriculum development to keep abreast of the macro and dynamic changes in various aspects in the local, regional and global landscapes in maintaining the competitiveness of Hong Kong. For the ultimate benefits of our students, schools are encouraged to sustain and deepen the accomplishments achieved since the Learning to Learn curriculum reform started in 2001, and to place new emphases on future needs in curriculum development for achieving the overall aims and learning goals of the school curriculum.

The eight Key Learning Area (KLA) Curriculum Guides (Primary 1 - Secondary 6) have been updated and recommended by the Curriculum Development Council (CDC)¹ to support the ongoing renewal of the school curriculum at the primary and secondary levels.

In updating the KLA Curriculum Guides, the respective KLA committees under the CDC have taken into consideration the concerns, needs and suggestions of various key stakeholders including schools, principals, teachers, students and the public at large. A series of school briefing cum feedback collection sessions coupled with a territory-wide school survey were conducted in 2015 to gauge schools' views on the major updates of the respective Curriculum Guides.

The eight KLA Curriculum Guides (2017) supersede the 2002 versions. Each KLA Curriculum Guide presents the updated curriculum framework which specifies the KLA's curriculum aims, learning targets and objectives, delineates the direction of ongoing curriculum development at the KLA level, and provides suggestions on curriculum planning, learning and teaching strategies, assessment, as well as useful learning and teaching resources. In addition, updated examples of effective learning, teaching and assessment practices are provided for schools' reference. Supplements to some KLA Curriculum Guides and subject curriculum guides are also available to provide further suggestions on their implementation at specific key stages. Schools are encouraged to adopt the recommendations in the KLA Curriculum Guides, taking into account the school contexts, teachers' readiness and learning needs of their students.

For a better understanding of the interface between various key stages and connections of different learning areas, and how effective learning, teaching and assessment can be achieved, schools should make reference to all related curriculum documents recommended by the CDC and the latest versions of the Curriculum and Assessment Guides jointly prepared by the CDC and the Hong Kong Examinations and Assessment Authority (HKEAA) for the senior secondary curriculum to ensure coherence in curriculum planning at the school, KLA and subject levels.

As curriculum development is a collaborative and ongoing process, the KLA Curriculum Guides will be under regular review and updating in light of schools' implementation experiences as well as the changing needs of students and society.

¹ The CDC is an advisory body offering recommendations to the Government on all matters relating to school curriculum development from kindergarten to secondary levels. Its membership includes heads of schools, teachers, parents, employers, academics from tertiary institutions, professionals from related fields or related bodies, representatives from the HKEAA, and officers from the Education Bureau.

Views and suggestions on the curriculum development of the PE KLA are always welcome.
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Key Messages

Physical Education Key Learning Area

Physical Education (PE) sustains its position in the school curriculum as it is “education through the physical” and important for students’ whole-person development through providing a wide range of physical activities. PE is one of the eight Key Learning Areas (KLAs) of the Hong Kong school curriculum and all students are entitled to Physical and Aesthetic Development as one of the five essential learning experiences. The PE KLA contributes greatly to enabling our students to lead a healthy lifestyle with an interest and active participation in physical and aesthetic activities, which is one of the Seven Learning Goals of Primary and Secondary Education. PE aims to provide quality education through a variety of physical activities that helps students develop physical competence, knowledge of movement and safety, and nurture their positive values and attitudes. This provides strong foundation for students to pursue lifelong learning and becomes responsible citizens who contribute to the building of an active and healthy community.

To ensure students to achieve the ultimate aim of whole-person development and encourage them to participate in physical activities regularly, schools should allocate:

- At the primary level, schools should allocate 5% to 8% of the total lesson time to General PE in KS1 and KS2;
- At the junior secondary level, schools should allocate 5% to 8% of the total lesson time to General PE in KS3; and
- At the senior secondary level, schools should allocate at least 5% of the total lesson time in General PE through Other Learning Experiences – Physical Development in KS4. In addition, PE is an elective subject of the senior secondary curriculum and accounts for 10% of the total lesson time over a course of three years in KS4.

The implementation of the PE curriculum is not only confined to PE lessons. Various kinds of physical activities should be arranged for students to help them develop a habit of active participation in physical activities and enhance their lifelong interest in sports.

The Direction of Curriculum Development in PE

Participation in quality physical education is one of the entry points necessary for students’ lifelong participation in physical activity, sport and in society at large (UNESCO, 2015). Regular participation in physical activity enhances students’ fitness level and cognitive control, and also contributes to their physical and mental health. Facing the challenges of “physical inactivity”, which is recognised as a global public health issue (WHO, 2014), an increase in regular participation in physical activity and the development of an active and healthy lifestyle are crucial in achieving the learning goals of school education.

Teachers are encouraged to build on the existing strengths to enrich students' learning experiences through:

- developing students' competence to participate in a broad range of physical activities;
- nurturing students' positive values and attitudes and an interest to lead an active and healthy lifestyle throughout their lifetime;
- motivating students to engage regularly in physical activities according to the recommendation of the World Health Organisation (i.e. accumulate at least 60 minutes of moderate to vigorous intensity physical activities daily); and
- taking account of the changing contexts in society and the world by incorporating various Major Renewed Emphases (MRE) of the ongoing renewal of the PE curriculum, for cultivating students' capabilities for life-wide and lifelong learning.

In response to the dynamic and contextual changes of the modern world, the significant advancements of science, technology and engineering, and the rapid social and economic developments, it is necessary to incorporate the MRE (e.g. promoting STEM education and Information Technology in Education (ITE)) into the PE KLA curriculum.

Curriculum Aims

PE curriculum aims to help students:

- develop motor and sports skills and acquire knowledge through physical activity, and cultivate positive values and attitudes for the development of a habit of doing exercises;
- acquire good health, physical fitness and body co-ordination through leading an active and healthy lifestyle;
- promote desirable moral behaviour, co-operation in communal life, ability to make decisions and appreciation of aesthetic movements; and
- become responsible citizens who contribute to the building of an active and healthy community.

Central Curriculum (An Open and Flexible Framework)

The PE KLA curriculum framework is an open and flexible framework comprising a set of interlocking components including subject knowledge and skills, which are expressed in the form of learning targets under the six strands, generic skills and positive values and attitudes.

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.

Connecting School Curriculum Development with the Central Curriculum

Schools are advised to use the curriculum framework and make school-based adaptations, taking into considerations such as students' needs, interests and abilities, teachers' readiness and the school context to provide meaningful learning experiences to students. Schools should provide students with a broad and balanced learning experience. Teachers should teach the fundamental movement skills in KS1 and provide opportunities for students to acquire the skills of at least eight physical activities from not less than four areas (areas refer to athletics, ball games, gymnastics, aquatics, dance, physical fitness, outdoor pursuits and others) from KS2 to KS3. Teachers are advised to teach the following activities as far as possible: athletics, swimming, basketball, football, volleyball, handball, badminton, table-tennis, basic gymnastics, dance and physical fitness.

To help students achieve the learning targets, schools should adopt the central curriculum by selecting the appropriate learning contents; adjusting the strategies on learning and teaching, pace of learning and teaching, as well as modes and criteria of assessment.

Learning and Teaching

The following principles should be adopted to make the learning and teaching in PE more effective:

- To provide safe environment for learning and teaching;
- To have a high physical activity level and maintain sufficient active learning time in lessons;
- To provide a wide range of activities to cater for learner diversity;
- To have fun and enjoyable experience while taking part in physical activities;

- To arrange various activities to facilitate students to apply the skills and knowledge in PE;
- To enhance students' learning effectiveness, teachers should keep abreast of the latest development of PE and sports; and
- To adopt a life-wide learning approach and encourage students to participate in co-curricular physical activities.

Assessment

Assessment is an integral part of the curriculum, pedagogy and assessment cycle. Teachers are advised to adopt different modes of assessment, such as assessment of learning, assessment for learning, and assessment as learning to facilitate students' learning.

Teachers, students, peers and parents could be the assessors to provide feedback for students to improve their learning quality.

Various assessment methods could be used to enhance students learning effectiveness, such as verbal feedback, assessment checklist, learning logs, portfolios, project, and e-assessment.

Resources

Different kinds of resources could be used for curriculum development:

- Learning and teaching resources developed by the Education Bureau and other organisations;
- Human Resources, including teachers, coaches, and other stakeholders such as alumni and parents;
- Use of public sports facilities including those under the Leisure and Cultural Services Department, the Housing Department and other private recreational leases;
- Furniture and equipment which could be purchased through various funding resources;
- Funding resources such as Capacity Enhancement Grant or Diversity Learning Grants for Senior Secondary Network Programme; and
- Textbook.

For more information on various curriculum matters, please refer to the *Basic Education Curriculum Guide – Building on Strengths (2014) (BECG)* and *Secondary Education Curriculum Guide (2017) (SECG)*.

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Chapter 1

Introduction

Chapter 1 Introduction

1.1 Background

The *Physical Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6)* (2017) (the Guide) is prepared by the Curriculum Development Council Committee on Physical Education. It is an updated version of the *Physical Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3)* (2002) and has been extended to include the three-year senior secondary Physical Education (PE) curriculum to provide reference for schools in developing a coherent school PE curriculum.

The direction for the development of this Guide aligns with the Seven Learning Goals of Primary and Secondary Education (see Appendix I for the Seven Learning Goals of Primary Education and the updated Seven Learning Goals of Secondary Education) and the major recommendations in the *Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)* (2014) (BECG) and the *Secondary Education Curriculum Guide (Secondary 1 - 6)* (2017) (SECG).

This Guide provides the direction for the ongoing renewal of the school curriculum with emphasis placed on nurturing a generation capable of meeting the challenges due to massive local, regional and international changes. It revisits the curriculum emphases provided in the *Physical Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3)* (2002) for updating and revitalisation, and puts forth Major Renewed Emphases (MRE) which take into account the changing contexts and education trends arising from the advancement in science and technology. This Guide is supplemented with examples relevant to different key stages (KS) of schooling to illustrate the concepts and ideas introduced and to narrow the gaps in curriculum implementation.

This Guide is closely related to the following supporting materials and curriculum documents for the PE Key Learning Area (KLA) curriculum:

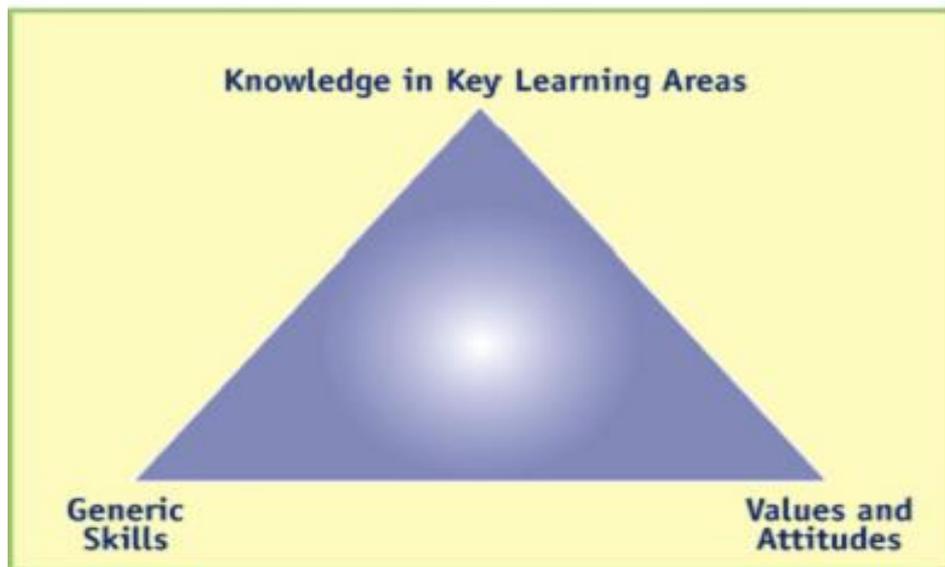
- *An Introductory Guide to Fundamental Movement* (2007) - which illustrates with examples the concepts and pedagogy for the Fundamental Movement curriculum for KS1
- *Physical Education Learning Outcomes Framework* (2008) - which provides suggestions on drawing up learning targets and assessment guidelines for various physical activities
- *Physical Education Key Learning Area: An Overview of the Learning Topics in the Six Strands* (2013) - which provides a framework and learning contents for designing a school PE curriculum
- *Physical Education Curriculum and Assessment Guide* (2007) (with updates in November 2015) - which details the curriculum pertaining to the PE elective subject for the senior secondary curriculum

1.2 What is Key Learning Area?

A KLA is an important part of a curriculum. It is founded on fundamental and connected concepts within major fields of knowledge which should be acquired by all students. A KLA provides a context for the development and application of generic skills (e.g. communication, critical thinking and collaboration skills and creativity), subject-specific skills as well as positive values and attitudes through appropriate use of learning and teaching activities and strategies. It serves as a context for the construction of new knowledge and the development of understanding. The studies offered in each KLA may have an academic, social or practical orientation or a combination of these, depending on their purpose(s). They can be organised into subjects, modules, units, tasks or other modes of learning.

The three interconnected components of the curriculum framework, i.e. Knowledge in Key Learning Areas, Generic Skills, and Values and Attitudes can be represented in Figure 1.1.

Figure 1.1 Three Interconnected Components of the Curriculum Framework



1.3 Position of the Physical Education KLA in the School Curriculum

PE is one of the eight KLAs² of the Hong Kong school curriculum and all students are entitled to Physical and Aesthetic Development as one of the five essential learning experiences³. The PE curriculum contributes greatly to enabling our students to lead a healthy lifestyle with an interest and active participation in physical and aesthetic activities, which is one of the Seven Learning Goals of Primary and Secondary Education. It helps students develop lifelong learning capabilities to be self-directed learners and foster their whole-person development. It also enables them to achieve the aim of the education for the 21st century through all-round development in the domains of ethics, intellect, physical development, social skills and aesthetics. Students are entitled to sufficient lesson time for the PE KLA from KS1 to KS4 (*refer to Chapter 1 of the BECG, Booklets f1 & 2 of the SECG and Section 3.6 of this Guide for details*).

PE sustains its position in the school curriculum as it is “education through the physical” and is important for students’ whole-person development through providing a wide range of physical activities that help educate students to be responsible citizens. By developing the physical competence, cognitive domain and generic skills, the PE curriculum enhances students’ health and fitness, and nurtures their positive values and attitudes. Students who are physically literate are motivated to move with confidence and competence in a variety of physical activities.

The school PE curriculum should be implemented through a range of broad and balanced physical activities covering the six strands of the PE KLA curriculum, namely “Motor and Sports skills”, “Health and Fitness”, “Sports-related Values and Attitudes”, “Knowledge and Practice of Safety”, “Knowledge of Movement” and “Aesthetic Sensitivity”.

Figure 1.2 PE - quality education through the physical to achieve the ultimate aim of whole person development (*Source: St. Francis’ Canossian School*)



² Eight KLAs: Chinese Language Education, English Language Education, Mathematics Education, Personal, Social and Humanities Education, Science Education, Technology Education, Arts Education and Physical Education

³ Five essential learning experiences: Moral and Civic Education, Intellectual Development, Community Service, Physical and Aesthetic Development, and Career-related Experiences

1.4 Rationale and Direction for Development

Participation in quality physical education is one of the entry points necessary for students' lifelong participation in physical activity, sport and in society at large (UNESCO, 2015). Regular participation in physical activity enhances students' fitness level and cognitive control, and also contributes to their physical and mental health. Facing the challenges of “physical inactivity”, which is recognised as a global public health issue (WHO, 2014), an increase in regular participation in physical activity and the development of an active and healthy lifestyle are crucial in achieving the learning goals of school education.

The updated PE curriculum framework is built on the strengths and good practices in the learning and teaching of PE in Hong Kong. There are suggestions on how schools could sustain and deepen the good efforts made and focus on new areas in view of the challenges and opportunities brought by significant developments in various aspects.

Over the past decades, a strong partnership has been developed between the Education Bureau (EDB) and the school sector, contributing to considerable achievements in the implementation of the school PE curriculum. Schools not only help students develop the physical and sports skills through providing PE lessons, but also offer ample opportunities of PE-related co-curricular activities beyond the lesson. Much has also been done to develop a school sporting culture, embrace learner diversity, and enhance assessment literacy in learning and teaching. Such efforts are well appreciated, and teachers are encouraged to build on existing effective practices to enrich students' learning experiences through:

- developing students' competence to participate in a broad range of physical activities;
- nurturing students' positive values and attitudes, and an interest to lead an active and healthy lifestyle throughout their lifetime;
- motivating students to engage regularly in physical activity according to the recommendation⁴ of the World Health Organisation (WHO); and
- taking account of the changing contexts in society and the world by incorporating various MRE of the ongoing curriculum renewal into the PE KLA curriculum for cultivating students' capabilities for life-wide⁵ and lifelong learning.

⁴ World Health Organisation (2011) recommends that children and youth aged 5-17 should accumulate at least 60 minutes of moderate to vigorous intensity physical activity daily to provide fundamental health benefits for them.

⁵ Life-wide Learning (LWL) refers to student learning in real contexts and authentic settings to achieve targets that are more difficult to attain through classroom learning. It helps students achieve the aims of whole-person development and enables them to develop the lifelong learning capabilities that are needed in our ever-changing society.

1.5 Strategies for Development

Schools are encouraged to build on their strengths and achievements attained ongoing renewal of the school PE curriculum. To meet the needs of students, PE teachers are encouraged to exercise their professional knowledge, in addition to incorporating flexible use of available resources, such as time, space and facilities inside and outside the school to design an effective school PE curriculum.

Some strategies for development in the five to ten years to come are suggested below to facilitate ongoing curriculum renewal:

Existing strengths	Strategies for Development
Balanced school curriculum	
<ul style="list-style-type: none"> - Developing a balanced school PE curriculum - Cultivating students' generic skills, positive values and attitudes, and promoting the Four Key Tasks - Promoting cross-KLA collaboration in enhancing learning of the PE curriculum through cross-curricular activities - Deploying subject-trained PE teachers for the teaching of PE⁶ - Applying expertise and using professional knowledge in the implementation of the curriculum 	<ul style="list-style-type: none"> - Reiterating the importance of the six strands of the PE curriculum in planning and implementing the school PE curriculum for enriching students' learning experiences in PE - Deepening efforts made in the Four Key Tasks and moving towards the updated Four Key Tasks for cultivating students' positive values and attitudes and enhancing their PE knowledge - Developing generic skills in an integrative manner through various types of physical activities and life-wide learning for cultivating students' learning to learn and lifelong learning capabilities - Promoting e-learning to increase students' learning motivation and making effective use of IT tools to facilitate self-directed learning - Incorporating MRE of the ongoing curriculum development and organising physical activities in line with the latest trend of education to foster students'

⁶ PE lessons in primary and secondary schools should be conducted by teachers who have completed training in the teaching of PE and attained relevant qualifications. For higher-risk activities (e.g. swimming and trampoline), PE teachers should also have attained relevant qualifications. For details, please refer to Chapter 1 of the "Safety Guidelines On Physical Education Key Learning Area For Hong Kong Schools" (2011) (updated in July 2016), http://www.edb.gov.hk/en/curriculum-development/kla/pe/references_resource/safety-guidelines/

	<p>learning to learn capabilities to achieve self-directed and lifelong learning</p> <ul style="list-style-type: none"> - Strengthening the collaboration with other KLAs in support of a coherent and comprehensive PE curriculum - Strengthening teachers' professional development through participating in professional development programmes, communities of practice, etc. for curriculum enhancement
<p>Regular participation in and exposure to physical activity</p>	
<ul style="list-style-type: none"> - Promoting various physical activities among students - Exposing students to a wide range of co-curricular activities in parallel with activities in PE lessons - Making use of resources, funding and facilities in and out of school to facilitate school PE curriculum development (e.g. hiring instructors or coaches for co-curricular activities and supporting students' participation in different sports programmes) 	<ul style="list-style-type: none"> - Adopting a whole-school approach to develop a school sporting culture for increasing students' motivation to participate in physical activity regularly and lead an active and healthy lifestyle - Maximising students' chance of exposure to take part in co-curricular physical activities organised by different sports organisations, such as the national sports associations - Encouraging students' appreciation of major local or international sports events - Strengthening management and allocation of resources to enhance ongoing development of the PE curriculum

Embracing learner diversity	
<ul style="list-style-type: none"> - Adopting the student-focused approach in designing the PE curriculum - Catering for learner diversity through developing learning tasks and activities with different levels of difficulties 	<ul style="list-style-type: none"> - Planning and implementing a school PE curriculum for addressing different needs and abilities of students to embrace learner diversity, and enhance students' motivation and competence to participate in physical activity - Using different modes of learning, teaching and assessment for addressing students' diverse learning needs - Adopting the three-tier model for the implementation of gifted education to stretch students' potential in sports - Adopting graded activities and designing programmes with different levels of difficulty
Promoting assessment literacy	
<ul style="list-style-type: none"> - Promoting formative and summative assessment for enhancing learning effectiveness 	<ul style="list-style-type: none"> - Promoting "Assessment as Learning" in addition to "Assessing for Learning" and emphasising students' ability to set goals, monitor, reflect on and evaluate their own learning

In response to the dynamic and contextual changes of the modern world, the significant advancements in science, technology and engineering, and the rapid social and economic developments, it is necessary to incorporate the MRE (e.g. promoting STEM education and Information Technology in Education (ITE)) into the PE curriculum. However, the advancement in technology may intensify the problems of lengthy screen time and sedentary lifestyle of students. Therefore, students' regular participation in physical activity should be continually emphasised and upheld. All in all, in the context of the PE KLA, based on the underlying rationale and the direction and strategies identified, the curriculum will be sustainably developed. Rich PE learning experiences will be provided for students to develop the essential capabilities, qualities and attitudes necessary for whole-person development and lifelong learning.

Chapter 2

Curriculum Framework

Learning to Learn 2+ – The Hong Kong School Curriculum

A broad and balanced curriculum with diversification and specialisations (choices) for academic, professional and vocational development according to students' needs

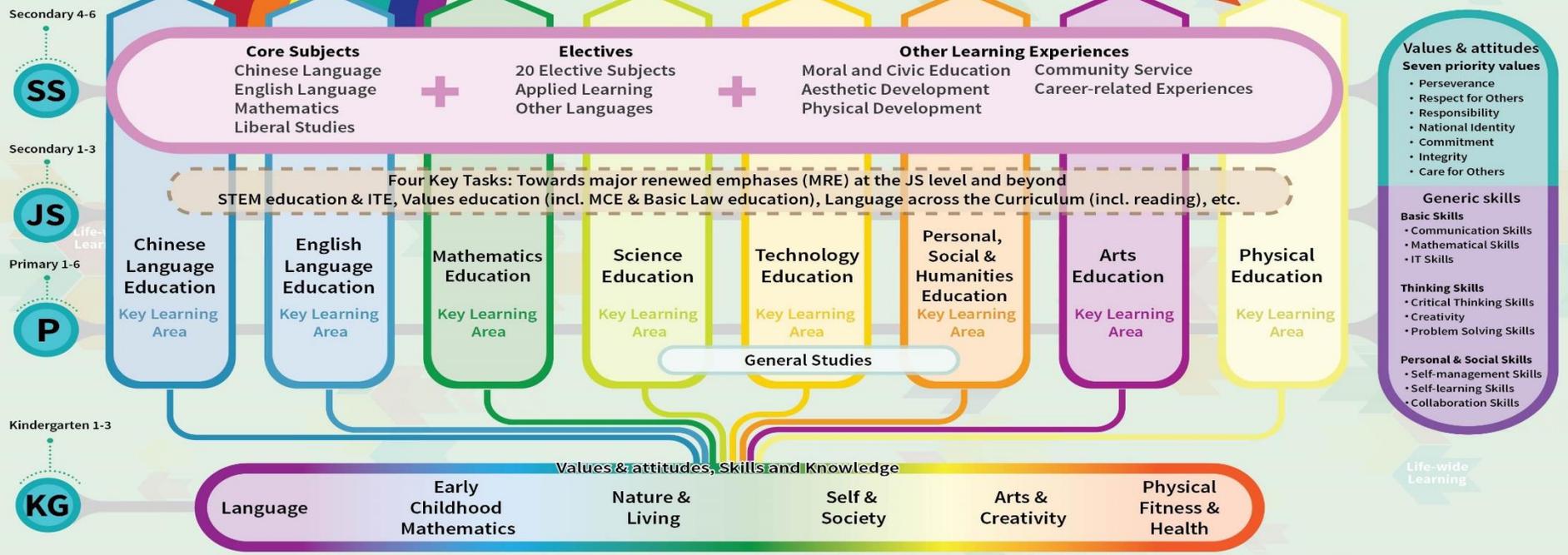
Nurturing
lifelong & self-directed
learning capabilities

Fostering
whole-person development

SEVEN LEARNING GOALS

FIVE ESSENTIAL LEARNING EXPERIENCES

Moral and Civic Education Intellectual Development Community Service Physical and Aesthetic Development Career-related Experiences



Chapter 2 Curriculum Framework

2.1 Curriculum Aims

Physical education, which is “education through the physical”, is essential for helping students achieve whole-person development. The Physical Education (PE) curriculum provides quality physical education to nurture students to be responsible citizens and contributing members of society, the nation and the world.

The overall aims of the PE curriculum are to help students:

- develop motor and sports skills and acquire knowledge through physical activity, and cultivate positive values and attitudes for the development of a habit of doing exercises;
- acquire good health, physical fitness and body co-ordination through leading an active and healthy lifestyle;
- promote desirable moral behaviour, co-operation in communal life, ability to make decisions and appreciation of aesthetic movements; and
- become responsible citizens who contribute to the building of an active and healthy community.

2.2 The Curriculum Framework

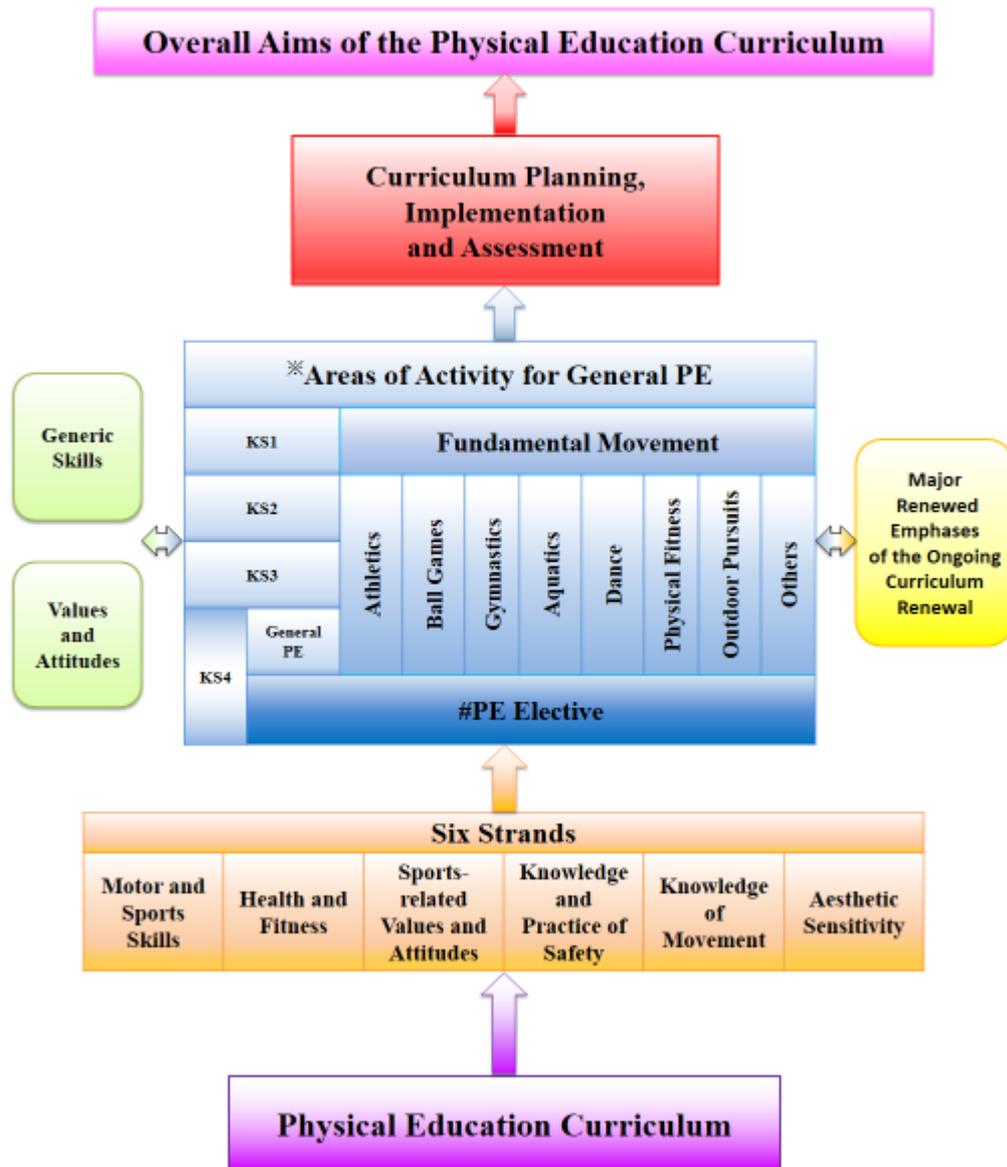
The PE curriculum framework is the overall structure for organising learning, teaching and assessment for the PE subjects and helps schools plan and develop their school PE curriculum. The framework comprises a set of interlocking components including:

- subject knowledge and skills, which are expressed in the form of learning targets under the six strands;
- generic skills; and
- positive values and attitudes.

The framework gives schools and teachers flexibility to identify adequate learning contents and design different activities according to the strengths of the schools and learning needs of their students.

Figure 2.1 is a diagrammatic representation of the updated PE curriculum framework which comprises the six strands and Major Renewed Emphases (MRE) to focus on the planning and implementation of physical education in schools across different key stages.

Figure 2.1 Diagrammatic Representation of the Physical Education Curriculum Framework



- ※ KS1: Fundamental Movement includes locomotor skills, stability skills and manipulative skills
- KS2 to KS3: Acquisition of skills of at least eight physical activities from not less than four areas in General PE
- # PE Elective: One of the examination subjects in the Hong Kong Diploma of Secondary Education (HKDSE)

2.2.1 Strands

Strands are categories for organising the curriculum and define the broad purposes of physical education for students. Their major function is to organise content for the purpose of developing knowledge, skills, and positive values and attitudes as a holistic process.

The PE curriculum framework is structured to ensure that students enjoy a broad and balanced programme featuring a variety of movement experiences through the inextricably intertwined six strands. The learning objectives of the six strands are as follows:

Motor and Sports Skills

- To acquire locomotor, body co-ordination and object manipulative skills in a wide range of physical activities for fun and performance

Health and Fitness

- To ascertain how physical activity is related to good health; and to learn the basics of planning, implementing and evaluating individualised workout plans

Sports-related Values and Attitudes

- To understand the meaning of sports competition and develop positive values and attitudes

Knowledge and Practice of Safety

- To learn risk management; and to implement measures to prevent sports injuries

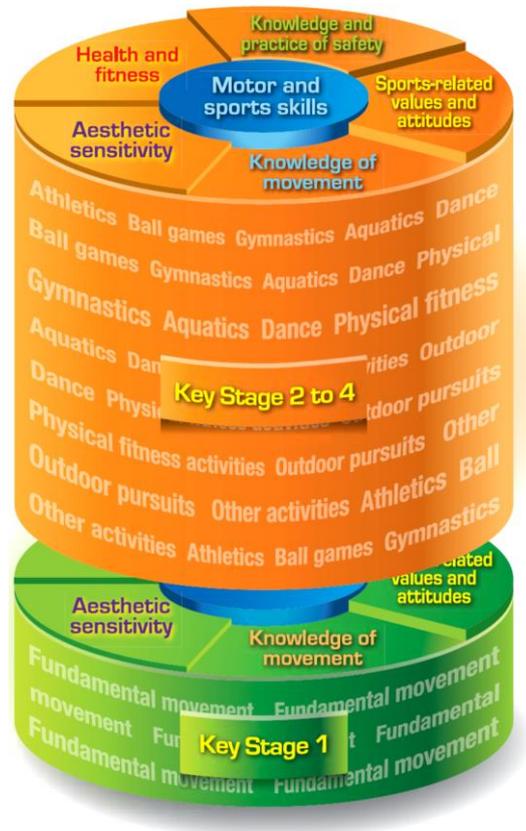
Knowledge of Movement

- To construct a knowledge base for fun, performance and the organisation of physical activities

Aesthetic Sensitivity

- To understand the meaning of beauty; and to strengthen the capability of giving comments on physical performance

Figure 2.2 The Six Strands in PE KLA



The PE curriculum centres around physical activities, focuses on learning motor and sports skills, and is keen to develop physical fitness. Teachers should seize every opportunity to enhance students’ learning. For example, when teaching motor and sports skills, teachers are encouraged to introduce relevant concepts or theories and ask students to conduct enquiry activities where appropriate. Through purposeful and systematic curriculum planning, implementation and assessment in PE, students can acquire knowledge and skills in physical education, and develop generic skills as well as positive values and attitudes. In the ongoing renewal of the school curriculum, students can also enhance their learning in the PE curriculum through the MRE (e.g. promoting STEM education and ITE) to ultimately achieve the overall aims of the PE curriculum and to broaden their horizons and exposure to spearhead innovations to meet challenges of an ever-changing world (*refer to Booklet 2 of the SECG and Sections 3.3.7 to 3.3.9 of this Guide for details of the MRE and their incorporation into the PE curriculum development*).

2.2.2 Learning Targets

Throughout the various key stages of schooling, students will acquire the necessary knowledge and skills related to the six strands in physical education, generic skills, and values and attitudes through stimulating and meaningful activities (*refer to Section 3.3.3 of this Guide for details*) and the suggested learning topics on motor and sports skills (*refer to the “PE KLA: An Overview of the Learning Topics in the Six Strands (2013)” for details*).

The learning targets of physical education for students of each key stage are listed below. They are coherent to each other and continuous by nature. They are the basic scope for the learning and teaching of the PE curriculum.

Key Stages	Learning Targets
KS1 (P1 - P3)	<p>At the completion of KS1, students are able to:</p> <ul style="list-style-type: none">• develop fundamental movement skills through fundamental movement activities and physical play;• display positive attitudes towards participation in physical activities;• describe health benefits of physical activities; and• express oneself and show creative thinking in physical activities.
KS2 (P4 - P6)	<p>At the completion of KS2, students are able to:</p> <ul style="list-style-type: none">• develop basic skills in at least eight different physical activities from not less than four areas through introductory activities and modified games;• engage regularly in at least one co-curricular physical activity;• show understanding in the basic knowledge about physical activities and their contribution to health;• communicate and co-operate effectively with others; and• follow rules and regulations, and demonstrate sense of fair play.

Key Stages	Learning Targets
<p style="text-align: center;">KS3 (S1 - S3)</p>	<p>At the completion of KS3, students are able to:</p> <ul style="list-style-type: none"> • apply basic skills in at least eight different physical activities from not less than four areas in games and competitions; • participate actively and regularly in at least one co-curricular physical activity; • apply theories of physical activities and training principles in health-related fitness programmes; • show critical thinking in discussion of debating issues in PE and sports; and • display appropriate etiquette and sportsmanship in physical activities.
<p style="text-align: center;">KS4 (S4 – S6)</p>	<p>At the completion of KS4, students are able to:</p> <ul style="list-style-type: none"> • demonstrate proficiency in a wide range of physical activities; • participate actively and regularly in at least one co-curricular physical activity; • analyse physical performance from multiple perspectives and evaluate the effectiveness of health-related fitness programmes; • apply problem solving skills in PE learning contexts; • play the role of sports leader or junior coach in school and the community; and • show perseverance, sportsmanship and ability to face difficulties in daily life.

Figure 2.3 KS1 students acquiring fundamental movement skills through physical play and fundamental movement activities
 (Source: Baptist (Sha Tin Wai) Lui Ming Choi Primary School)



2.2.3 Generic Skills

Generic skills are fundamental in enabling students to learn how to learn. The following nine generic skills have been identified as essential for student learning for the 21st century in the school curriculum.

- Collaboration Skills
- Communication Skills
- Creativity
- Critical Thinking Skills
- Information Technology Skills
- Mathematical Skills⁷
- Problem Solving Skills
- Self-learning Skills⁷
- Self-management Skills

Based on past experience of implementing the curriculum reform and in response to the dynamic changes in society and recent research, the nine generic skills are grouped in three clusters of related skills, namely Basic Skills, Thinking Skills, and Personal and Social Skills, for better integrative understanding and application in a holistic manner (see the table below for details).

Basic Skills	Thinking Skills	Personal and Social Skills
Communication Skills	Critical Thinking Skills	Self-management Skills
Mathematical Skills	Creativity	Self-learning Skills
Information Technology Skills	Problem Solving Skills	Collaboration Skills

⁷ “Mathematical Skills” and “Self-learning Skills” have been referred to as “Numeracy Skills” and “Study Skills” respectively in earlier curriculum documents, such as *Learning to Learn: The Way Forward in Curriculum Development* (2001).

The PE KLA provides meaningful contexts for the development of the generic skills, alongside the six strands. PE teachers should create a suitable environment in daily learning and teaching to cultivate the generic skills in students.

When completing a more complicated learning task, the generic skills are often applied in an integrative manner rather than in isolation. Some generic skills are more likely to be used together. For example, collaboration skills are often used with communication skills and problem solving skills; critical thinking skills tend to be used with problem solving skills and creativity. The former cluster of generic skills can be referred to as “collaborative problem solving skills” and the latter as “holistic thinking skills”. Learning and teaching activities for nurturing and application of the cluster of skills in authentic contexts should be planned to help students develop generic skills in a holistic manner in the PE curriculum.

Details of the nine generic skills, examples and suggestions of how the PE KLA contributes to the development and integrative use of the generic skills are provided below:

Communication Skills

Communication skills refer to the abilities to achieve the desired outcomes or goals in a process where two or more people interact (be it in a face-to-face or virtual context) through expressing or receiving messages using verbal and non-verbal means. To communicate effectively, students should learn to listen, speak, read and write competently. Not only should they express themselves in an accurate, organised and proper manner, but also understand and respect others' views and expectations, and use appropriate information and means to convey a message in accordance with the purpose, context and audience. They should also evaluate the effectiveness of their communication and identify areas for improvement to achieve the best results.

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
KS1 (P1 - P3)	<p>Students will learn to</p> <ul style="list-style-type: none"> • comprehend and act appropriately on spoken instructions • comprehend the explicit messages conveyed in information from different media • use clear and appropriate means of communication, both verbal and non-verbal, to express meaning and feelings • work and discuss with others to accomplish simple tasks 	<p>Students</p> <ul style="list-style-type: none"> • understand and follow teachers' instructions during PE lessons • use appropriate verbal language and body language to express feelings and communicate with fellow classmates when participating in physical activities • use simple and appropriate verbal language to give feedback on movements of teachers or other students, and talk about the strengths and weaknesses demonstrated • use appropriate language to discuss with group members in collaborative activities and tasks • write simple texts on the experience of participation in physical activities

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
KS2 (P4 - P6)	<p>Students will learn to</p> <ul style="list-style-type: none"> • comprehend and respond to different types of text • comprehend and infer the messages conveyed in information from different media • use spoken, written, graphic and other non-verbal means of expression to convey information and opinions, and to explain ideas • work and negotiate with others to develop ideas and accomplish tasks 	<p>Students</p> <ul style="list-style-type: none"> • express views on sports TV programmes or articles in sports magazine • use appropriate language to give feedback on classmates' movements, and point out others' strengths and weaknesses • appreciate others' comments and advice on their own performance, and refine movements accordingly • reflect on their own performance using appropriate verbal and written communication skills • use appropriate language to discuss with group members in collaborating activities and tasks; report the group's idea in appropriate language • express opinion in discussion, and decide on the best game tactics in competitive group activities

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
KS3 (S1 - S3)	<p>Students will learn to</p> <ul style="list-style-type: none"> • understand, analyse, evaluate and respond to a range of different types of text • synthesise the messages conveyed in information from different media • use appropriate language and/or other forms of communication to present information and different points of view, and to express feelings • work and negotiate with others to solve problems and accomplish tasks • reflect and improve on the effectiveness of their own communication 	<p>Students</p> <ul style="list-style-type: none"> • understand and are able to interpret and discuss messages behind different sports-related articles and advertisements • use appropriate language in discussion to articulate thoughts, arguments and views in group learning activities • discuss strategies in accordance with the match situation and play on with the best possible tactics during competitions • discuss with teammates to evaluate performances, identify strengths and weaknesses, and come up with ways to improve after competition
KS4 (S4 - S6)	<p>Students will learn to</p> <ul style="list-style-type: none"> • listen and read critically, evaluate the messages conveyed in information from different media and express ideas fluently in accordance with the audience and reader • use appropriate means of communication to inform, persuade and argue to achieve expected outcomes • resolve conflicts and solve problems with others to accomplish tasks • evaluate the effectiveness of their communication with others from different perspectives for further improvement 	<p>Students</p> <ul style="list-style-type: none"> • debate on sports-related topics and issues such as the impact of commercial sponsorship on sports in a logical and convincing way • act as school sports reporters to report sports news with sound analysis • try to reach consensus when views differ in discussions

Mathematical Skills⁸

Mathematical skills include the ability to perform computations and estimations of numbers in various forms, to describe spatial relationships between objects, to perform measurements, to manage data, to employ logical reasoning for drawing valid conclusions, and to apply mathematical concepts in different contexts.

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
KS1 (P1 - P3)	<p>Students will learn to</p> <ul style="list-style-type: none"> • perform comparison and basic computations of whole numbers • describe shapes, sizes and positions • apply the knowledge of measurement and use appropriate units and tools for measurement • present data by means of and retrieve information from simple charts and graphs • perform simple deductions with the use of basic logical concepts, such as “and”, “or”, “all”, “some”, “because”, “if...then” and “contradiction” • apply simple mathematical knowledge in daily life 	<p>Students</p> <ul style="list-style-type: none"> • demonstrate basic computation knowledge to calculate games scores • use concepts of measurement to guess distances between self and fellow players/target objects in game situations • use Standard International System of Units to measure body indices such as weight and height • use appropriate tools to measure dimensions of fields and courts • identify concepts of directions, levels and pathways and distinguish them with appropriate vocabulary such as forward/backward, left/right and clockwise/anti-clockwise

⁸ In the context of generic skills, Mathematical Skills refer to the ability to apply mathematics in different key learning areas and subjects. The concepts and skills of the Mathematics subject to be applied are only those generally applicable to various disciplines.

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
KS2 (P4 - P6)	<p>Students will learn to</p> <ul style="list-style-type: none"> • perform computations and simple estimations involving whole numbers, fractions, decimals and percentages, such as estimating expenses • use simple geometric properties, such as symmetry, parallel and perpendicular, to describe shapes, sizes and positions more accurately • apply strategies and formulae in measurement • collect and process data, present data by means of suitable charts and graphs and retrieve information from charts and graphs • perform deductions, such as syllogism and provide counter examples • apply mathematical concepts in daily life 	<p>Students</p> <ul style="list-style-type: none"> • use appropriate measurement tools to measure time/height/distance in proper Standard International System of Units • apply mathematical concepts to understand the relationship between results and rank orders of track and field events • use appropriate tools to conduct fitness tests and record results, and interpret the fitness level from the data collected • calculate the required numbers of matches and the use of match court for sports competitions

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
KS3 (S1 - S3)	<p>Students will learn to</p> <ul style="list-style-type: none"> • handle very large or very small numbers and negative numbers with a sense of scale • perform numerical manipulations, such as percentage changes, and perform estimations with appropriate strategies • describe the rules of arrangement of objects or occurrence of events, such as the pattern formed by a set of shapes or the trend of population growth • describe spatial relationships between objects using distance, angle, scale, bearings and gradient • choose appropriate tools and strategies to find measurements according to the degree of accuracy required by the specific purpose • use different methods for handling (i.e. collecting, organising, analysing, and presenting) quantitative information and make reasonable interpretation of the results • estimate risks and chances through the use of elementary probability • perform deductions and verifications, and check their validity • apply various mathematical concepts in authentic situations 	<p>Students</p> <ul style="list-style-type: none"> • analyse the best position to get a basketball rebound with regards to the angle of reflection from the basketball board • use their fitness data to analyse their fitness level with reference to the norm tables and apply the FITT (Frequency, Intensity, Type and Time) principle to design tailor-made personal training plans

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
KS4 (S4 - S6)	<p>Students will learn to</p> <ul style="list-style-type: none"> • evaluate the appropriateness of tools and strategies for handling quantitative information • use quantitative information for making informed decisions in different contexts • evaluate processes of deductions to avoid committing logical fallacies • apply various mathematical concepts in different contexts with appropriate strategies and be aware of the need to make adaptations in new situations 	<p>Students</p> <ul style="list-style-type: none"> • estimate human resources, budget, venues and time required when planning and organising school sports activities and competitions • generate the school norm table from physical fitness test data, compare and interpret the data with other schools, and adjust the subsequent fitness training plan

Information Technology Skills

Information technology (IT) skills are the ability to use IT critically to search, select, analyse, manage and share information. Mastery of IT skills facilitates collaborative learning, problem solving and self-directed learning.

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
KS1 (P1 - P3)	<p>Students will learn to</p> <ul style="list-style-type: none"> • operate computers or mobile devices • input Chinese characters • use e-resources to support learning with the help of teachers • recognise some methods to locate and access information with given searching criteria • generate, present, and safely share ideas with IT tools in learning activities 	<p>Students</p> <ul style="list-style-type: none"> • browse information on different sports activities and facilities on the Internet
KS2 (P4 - P6)	<p>Students will learn to</p> <ul style="list-style-type: none"> • use a variety of software packages for word-processing, calculation, image-processing and other learning activities • produce multimedia presentations with simple design • search, select and prudently share information via computer networks and other media • process information and produce user-generated content⁹ using IT tools 	<p>Students</p> <ul style="list-style-type: none"> • use computer software packages to learn the relationship among food, exercise and health • use web resource to learn the safety precautions for physical activities • use computer to process data of participation in physical fitness activities • use tablet computer for self- and peer assessments in lessons

⁹ User-generated content refers to content that is produced and shared by end-users of digital media.

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
KS3 (S1 - S3)	<p>Students will learn to</p> <ul style="list-style-type: none"> • use appropriate IT tools to facilitate learning • use IT tools and strategies for processing and presenting information • produce multimedia presentations with appropriate design for different purposes • communicate and collaborate with others via computer networks and other media • verify and evaluate the accuracy and reliability of information 	<p>Students</p> <ul style="list-style-type: none"> • use IT tools to search for tutorial programmes of different sports • use computer to input data of anthropometric measures and present the results in class • use e-mail/instant message applications to exchange information and ideas about physical activities with others
KS4 (S4 - S6)	<p>Students will learn to</p> <ul style="list-style-type: none"> • strengthen capability in IT usage for lifelong learning • analyse and ethically use information from different sources for specific purposes • compare the effectiveness of various ways, including the use of IT tools, to solve a given problem • select and apply appropriate IT tools in different aspects of study, including processing information, generating and communicating original ideas artfully to audience with different backgrounds 	<p>Students</p> <ul style="list-style-type: none"> • use digital video camera and other IT tools to capture video footage of sports performance and present the analysis in class

Critical Thinking Skills

Critical thinking is drawing out meaning from available data or statements, and examining and questioning their accuracy and credibility in order to establish one's views and evaluate the arguments put forward by oneself and others.

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
KS1 (P1 - P3)	<p>Students will learn to</p> <ul style="list-style-type: none"> • extract, classify and organise information • identify and express main ideas, problems or core issues • understand straightforward cause-and-effect relationships • distinguish between obvious fact and opinion • notice obvious contradictions, seek clarifications and make simple predictions • draw simple but logical conclusions not contradictory to given data and evidence 	<p>Students</p> <ul style="list-style-type: none"> • are aware of the benefits of exercise on health • understand the causal relationship between risky actions in sports and sports injuries

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
KS2 (P4 - P6)	<p>Students will learn to</p> <ul style="list-style-type: none"> • make inductions/inferences from sources • cross reference other sources to determine the reliability of a source • understand the concepts of relevance and irrelevance • distinguish fact and opinion as well as source and evidence • recognise obvious inconsistencies, omissions, assumptions, stereotypes and biases • formulate appropriate questions, and make reasonable predictions and hypotheses • draw logical conclusions based on adequate data and evidence, and make predictions about consequences 	<p>Students</p> <ul style="list-style-type: none"> • understand the relationship between sports gears and performance • are aware of the misconduct of foul play • understand the importance of observing rules of game and obey the decisions made by the judge

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
KS3 (S1 - S3)	<p>Students will learn to</p> <ul style="list-style-type: none"> • identify the issue at stake • clarify and define key words to guide thinking • compare information from different sources, note contrasts and similarities, and determine its reliability • differentiate between fact, opinion and reasoned judgement • recognise that information providers' value orientations and ideologies would affect the perspectives or judgments of sources • recognise and challenge stereotypes, emotional factors, propaganda and fallacies • draw and test conclusions as well as hypotheses, identify reasonable alternatives and predict probable consequences • admit their own limitations, shortcomings or errors of the thinking process 	<p>Students</p> <ul style="list-style-type: none"> • make judgements on cases of drug abuse in sports • examine the benefits of sports participation to individuals and predict the associated outcomes • study different fitness plans, understand personal needs and make appropriate choices • identify their own physique and character traits for choosing types of sports

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
KS4 (S4 - S6)	<p>Students will learn to</p> <ul style="list-style-type: none"> • differentiate between real and stated issues, false and accurate representations, and relevant and irrelevant evidence • differentiate between sophisticated fact, opinion and reasoned judgement • recognise and challenge subtle or fundamental assumptions, permeating value orientations and ideologies • recognise that the selection and deployment of information/facts are affected by personal perspectives • draw warranted conclusions, predict and assess probable consequences and make reasoned judgement in reading, writing, and speech • apply appropriate thinking skills to evaluate and reflect on their thinking process and suggest ways for improvement 	<p>Students</p> <ul style="list-style-type: none"> • analyse opinions given by different people on sports matters, distinguish myths from facts, and make individual judgements • justify own judgement on dispute case of referee decision in game situations • analyse the rationales and feasibility of organising major international sports events in Hong Kong, and present arguments through debates and project work • identify their own weaknesses and suggest ways to make improvement in the pursuit of excellence in sports

Creativity

Creativity brings in changes or transformations and is manifested in new ideas, acts or products. It emerges spontaneously or through deliberate processes of divergent and convergent thinking. It involves the integration of general or domain-specific knowledge for a meaningful purpose.

Figure 2.4 Students exhibiting creativity in designing cheering slogans, placards and equipment for the Sports Day (Source: SKH St Joseph's Primary School)



Although the expected achievements of the students in this generic skill cannot be suitably classified according to different key stages, development of creativity involves the following *abilities*, *dispositions* and *favourable factors for nurturing creativity*:

1. Abilities

Abilities	Descriptions
Sensitivity	<ul style="list-style-type: none">To discern details from observation and quickly respond to stimulus
Fluency	<ul style="list-style-type: none">To generate numerous ideas promptly
Flexibility	<ul style="list-style-type: none">To adapt varied ideas and to initiate new thoughts for action
Originality	<ul style="list-style-type: none">To produce unusual, novel and unique ideas
Elaboration	<ul style="list-style-type: none">To expand, refine and embellish ideas

2. Dispositions

Dispositions	Descriptions
Curiosity	<ul style="list-style-type: none"> To show interest and desire to find out more
Risk-taking	<ul style="list-style-type: none"> To show courage and determination to deal with uncertainties or ambiguities
Imagination	<ul style="list-style-type: none"> To enjoy fantasising and generating new ideas
Complexity	<ul style="list-style-type: none"> To be attracted to intricacies and novelty; to embrace challenges

3. Favourable Factors for Nurturing Creativity¹⁰

Factors	Corresponding actions
Place	<ul style="list-style-type: none"> To foster a supportive environment (open, inviting and accepting atmosphere; resourceful, safe yet stimulating environment)
Person	<ul style="list-style-type: none"> To recognise and accommodate the wide range of attributes and dispositions of students (strengths, weaknesses, learning styles, learning needs, motivation and readiness) To identify and develop students' potential for creative acts
Process	<ul style="list-style-type: none"> To open up alternatives for students to explore personal interest To provide interesting and stimulating themes conducive to arousing creative acts and satisfying a craving To expose students to various stages of creating new ideas, acts or products (preparation, incubation, illumination and verification) To value attempts to present new ideas and encourage further refinements
Product	<ul style="list-style-type: none"> To encourage creative actions and output (ideas, plans, methods, solutions, products and theories) To value the creative experience and celebrate students' creative output To encourage students to persuade others (especially experts in the field) to accept their creative output

¹⁰ Mooney, R. L. (1975). A conceptual model for integrating four approaches to the identification of creative talent. In C. W. Taylor & F. Barron (Eds.), *Scientific Creativity: Its Recognition and Development* (pp. 331-340). New York, NY: Robert E. Krieger.

Examples of implementation in Physical Education

Students

- are encouraged to express their own ideas and make suggestions on the choice of physical activities as well as their participation in these activities under a stimulating and interesting environment
- express their feelings towards characters and issues through dance movements
- create movement sequences in educational gymnastics
- practise “mental rehearsal” on shooting in basketball to improve their performance
- watch gymnastics and dance performance to nurture their aesthetic sensitivity
- compose slogans for the cheering teams and design the programme for the school’s Sports Day
- use a mind map to design sports competition plans
- think of different strategies for promoting a sports activity in the school

Figure 2.5 Students exhibiting creativity in designing their “class uniforms” for the Sports Day (Source: Tseung Kwan O Methodist Primary School)



Problem Solving Skills

Problem solving involves using various skills to resolve a difficulty. The process includes investigating the problem, synthesising information and generating ideas to determine the best course of action. Students need to adjust and evaluate strategies, as well as consolidate experience for knowledge construction.

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
<p style="text-align: center;">KS1 (P1 - P3)</p>	<p>Students will learn to</p> <ul style="list-style-type: none"> • develop ideas about the problem and identify related sources of information • identify, under guidance, one or more ways of tackling the problem • choose and implement a solution plan, using support and advice given • follow the given step-by-step methods to check and describe the outcomes 	<p>Students</p> <ul style="list-style-type: none"> • seek help from appropriate persons in cases of injury • observe safety precautions when participating in physical activities and follow proper procedures in cases of emergency • evaluate their own performance in sports competitions under teacher's guidance and find ways for improvement
<p style="text-align: center;">KS2 (P4 - P6)</p>	<p>Students will learn to</p> <ul style="list-style-type: none"> • identify the problem and describe its main features • propose alternative courses of action for solving it • plan and try out the selected option, obtain support and make changes when needed • develop an appropriate method to measure the effectiveness of the solution plan adopted • gain insights from the problem solving process 	<p>Students</p> <ul style="list-style-type: none"> • identify weaknesses of their own movements and ways of improvement • learn from others by observing others' performance and refine their own sports skills • evaluate their own learning purpose by referring to the observation checklist, and find ways for improvement accordingly

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
KS3 (S1 - S3)	<p>Students will learn to</p> <ul style="list-style-type: none"> • explore the problem and identify its main focus • suggest and compare the possible outcomes of each alternative course of action and justify the option selected • execute the planned strategy, monitor the progress and make adjustment when necessary • evaluate against established criteria of the quality of outcomes, and review the effectiveness of the problem solving process • formulate personal views, and paraphrase or construct analogies to explain how the problem is solved 	<p>Students</p> <ul style="list-style-type: none"> • explore and identify factors related to the learning of sports skills and find ways for improvement • examine tactics and strategies used by oneself and opponents in competitions, identify strengths and weaknesses, and find ways for improvement • adjust or change strategies to counter an opponent having the upper hand in a match
KS4 (S4 - S6)	<p>Students will learn to</p> <ul style="list-style-type: none"> • recognise the complexity of the problem and search for appropriate information required to solve it • formulate feasible strategies to achieve optimal results, considering both long and short term objectives • modify objectives or strategies and suggest remedial or enhancing measures to cope with circumstantial changes or difficulties • evaluate the overall strategy and outcomes, and anticipate future problems that may be incurred • consolidate experience on problem solving for knowledge construction 	<p>Students</p> <ul style="list-style-type: none"> • formulate short-term and long-term plans to improve skills in a particular sport • explore feasibility of sports facilities inside or outside school campus when planning an inter-class competition to maximise participation opportunities for fellow classmates • have sound organisation work such as enrolment, competition, and officiating for major sports events in the school

Self-management Skills

Self-management skills comprise essential life skills and desirable personal qualities such as maintaining emotional stability, making decisions and exercising self-discipline. Self-management skills enable students to embrace challenges encountered on a personal or team basis.

The expected achievements of the students in this generic skill are classified according to different levels of mastery.

Elements of Self-management Skills	Beginning ----- Developing ----- Mastering		
	Students will learn to		
Self-worth	<ul style="list-style-type: none"> express positive statements about themselves 	<ul style="list-style-type: none"> identify and apply personal skills, values and attitudes to overcome challenges 	<ul style="list-style-type: none"> uphold, synthesise and renew their own beliefs and values
Goal setting and tracking	<ul style="list-style-type: none"> set goals to assist their learning and personal development 	<ul style="list-style-type: none"> set and keep track of realistic goals 	<ul style="list-style-type: none"> set, keep track of, and be reflective on and accountable for goals which work towards excellence in life
Decision making	<ul style="list-style-type: none"> make decisions in daily life situations with supporting reasons 	<ul style="list-style-type: none"> list out and evaluate pros and cons of a suggestion, and make prediction about the consequences of a decision 	<ul style="list-style-type: none"> consider all factors, such as technical, ethical, resource and community considerations before making a decision
Confidence, resilience and adaptability	<ul style="list-style-type: none"> develop confidence and resilience in simple tasks and appreciate the progress made 	<ul style="list-style-type: none"> demonstrate motivation, confidence, commitment and adaptability when faced with new or difficult situations, and derive satisfaction from accomplishments and efforts 	<ul style="list-style-type: none"> demonstrate confidence and adaptability in adversities, tolerate ambiguities and appreciate lessons learnt from mistakes

Elements of Self-management Skills	Beginning ----- Developing ----- Mastering		
	Students will learn to		
Appropriate expression of emotions	<ul style="list-style-type: none"> understand, accept and appropriately express emotions 	<ul style="list-style-type: none"> describe their genuine feelings such as joy and disappointment, and identify factors contributing to these feelings 	<ul style="list-style-type: none"> use appropriate means to contain or release their emotions
Managing resources	<ul style="list-style-type: none"> demonstrate care for personal properties and shared resources 	<ul style="list-style-type: none"> treasure and make good use of time, money and other resources 	<ul style="list-style-type: none"> suggest ways for effective, equitable and ethical use of resources
Keeping promises to others	<ul style="list-style-type: none"> keep promises and fulfil obligations 	<ul style="list-style-type: none"> assess feasibility before making promises 	<ul style="list-style-type: none"> make determined efforts to keep promises take responsibility and make up for broken promises obliged by circumstances
Self-discipline	<ul style="list-style-type: none"> exercise self-control against distractions, and focus on and complete given tasks at hand within a given time 	<ul style="list-style-type: none"> extend self-control in scope and duration over personal impulses through developing positive thinking and self-affirmation 	<ul style="list-style-type: none"> exercise self-control naturally as a habit of mind
Reflective practice	<ul style="list-style-type: none"> review their learning readily to know more about themselves and how they work 	<ul style="list-style-type: none"> form habits of reviewing their learning and identify factors that contribute to or hinder their learning effectiveness 	<ul style="list-style-type: none"> sustain self-improvement by paying attention to and making judicious use of feedback

Examples of implementation in Physical Education

Students

- set personalised goals and ways of participation in physical activities, and develop an active and healthy lifestyle
- motivate themselves to participate more in physical activities and show perseverance to exercise regularly
- evaluate one's own performance in sports and find ways for improvement
- develop confidence to face challenges when participating in physical activities and competitions
- demonstrate sportsmanship in competitions and apply the spirit in daily life
- make decisions and initiate one's own actions when facing difficulties in one's pursuit of sports excellence

Self-learning Skills

Self-learning skills refer to the ability to initiate, plan, carry out, evaluate and adjust learning activities autonomously. Students with advanced self-learning skills can select or design effective strategies for in-depth learning. These skills help students enhance their academic performance and self-efficacy. Self-learning skills form the core part of lifelong learning and help students acquire new knowledge to adapt to the fast changing world.

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
KS1 (P1 - P3)	Students will learn to <ul style="list-style-type: none"> • consciously listen and read to learn, and actively present their learning • concentrate and pay attention to instructions • identify and retain main ideas • collect information from given sources and organise it into pre-determined categories • try out different means to present ideas and demonstrate learning • develop simple learning plans to meet short term targets • show interest in enquiring further 	Students <ul style="list-style-type: none"> • read and understand materials related to physical activities and sports • identify and categories different sports into individual or team sports

Key Stages	Descriptors of expected achievements across the school curriculum	Examples of implementation in Physical Education
<p>KS2 (P4 - P6)</p>	<p>Students will learn to</p> <ul style="list-style-type: none"> • take initiative in the enquiry learning areas selected by themselves • actively locate required information from different media • take initiative in identifying and organising main points from different sources, e.g. note-taking, mind-mapping • decide on the most suitable means to present ideas and demonstrate learning • seek help appropriately when necessary • manage time to complete tasks according to a plan • make use of feedback to reflect on the effectiveness of different learning tactics 	<p>Students</p> <ul style="list-style-type: none"> • analyse sports-related information from various mediums such as television programmes and newspaper advertisements to get the main messages conveyed • conduct a project on a sports topic such as “The History and Development of Football” and write a report to express their views • identify the essential elements of a healthy lifestyle and apply the knowledge acquired on food and nutrition in daily life

Key Stages	Descriptors of Expected Achievements across the School Curriculum	Examples of Implementation in Physical Education
KS3 (S1 - S3)	<p>Students will learn to</p> <ul style="list-style-type: none"> • initiate learning activities and apply relevant personal strengths to overcome challenges • set learning plans with stage-wise goals • identify lines of reasoning and possible hidden ideas in sources • function effectively in a group to achieve the learning goals • decide on the most suitable means to manage and present knowledge • adjust the learning strategies to improve learning effectiveness 	<p>Students</p> <ul style="list-style-type: none"> • write a report after participating in or organising a sports competition to express their views systematically • design training plans such as physical fitness training, defence and offence tactics of sports
KS4 (S4 - S6)	<p>Students will learn to</p> <ul style="list-style-type: none"> • initiate challenging learning activities and develop relevant personal strengths to overcome challenges • plan and set goals for self-initiated enquiries • autonomously select or design more effective learning strategies for in-depth learning; • evaluate key ideas, opinions and arguments identified from different sources independently and synthesise them to construct and develop their own interpretation • evaluate and suggest ways to improve the effectiveness of learning strategies • learn beyond the prescribed curriculum and apply knowledge in a variety of contexts 	<p>Students</p> <ul style="list-style-type: none"> • study, analyse and synthesise materials on a sports topic such as “Proper Use of Community Sports Facilities” • analyse physical fitness data of a specific group of people and design exercise plans for them • evaluate performance of school teams, set goals for the coming year, design training plans and formulate strategies to achieve the new goals

Collaboration Skills

Problem solving, planning and making decisions in a small group require collaboration skills, namely the skills of communication, appreciation, negotiation, making compromises and asserting leadership. Students with these skills will be able to effectively engage in and contribute to tasks involving teamwork.

The expected achievements of the students in this generic skill cannot be suitably classified according to different key stages.

1. Understanding the nature of group work	Examples of implementation in Physical Education
<p>Students will learn to</p> <ul style="list-style-type: none"> • recognise the need of team work and that the team has a shared responsibility • recognise that individuals as well as the team have to take the consequences for their own actions 	<p>Students</p> <ul style="list-style-type: none"> • learn different roles and responsibilities of players, captains, coaches, and referees in team games • develop the sense of individual responsibility and team spirit through sports training and competitions • understand the effects of individual performance on team performance
2. Desirable dispositions for group work	Examples of implementation in Physical Education
<p>Students will learn to</p> <ul style="list-style-type: none"> • be open and responsive to others' ideas; appreciate, encourage and support the ideas and efforts of others • be active in discussing and posing questions to others, as well as in exchanging, asserting, defending and rethinking ideas • recognise and avoid stereotyping; withhold premature judgement until the facts are known • be willing to adjust their own behaviour to fit the dynamics of various groups and situations 	<p>Students</p> <ul style="list-style-type: none"> • actively express and communicate personal beliefs and opinions, and accept and co-operate with fellow students' views in sports project learning, so as to complete tasks smoothly • accept others' performance, respect others' rights and care about others' feelings when participating in physical activities

3. Skills for group work		Examples of implementation in Physical Education
Goal setting	<p>Students will learn to</p> <ul style="list-style-type: none"> • select a strategy and plan co-operatively to complete a task in a team 	<p>Students</p> <ul style="list-style-type: none"> • maximise strengths and improve weaknesses of individual players to enhance team performance • summarise different views through discussions and negotiations, and adopt suitable strategies to maximise the teams' potential in sports • observe others' performance, and give corresponding feedback and advice to help one another improve
Role taking	<ul style="list-style-type: none"> • understand the strengths and weaknesses of members and maximise the potential of the team • clarify and accept various roles and responsibilities of individual members in a team and be willing to follow team rules 	
Synergising	<ul style="list-style-type: none"> • liaise with members for views and resources • negotiate and compromise with others 	
Reflection	<ul style="list-style-type: none"> • reflect on and evaluate the strategy used by the group and make necessary adjustments 	

Collaborative Problem Solving Skills

Collaborative problem solving skills, an example of integrative use of generis skills, refers to students' ability to solve problems with synergised efforts through effective division of labour, as well as incorporation of information from multiple sources of knowledge, perspectives and experiences. Compared to individual problem solving, collaborative problem solving has distinct advantages because it enhances the creativity and quality of solutions through stimulation brought by the ideas of other group members. In the 21st century, it is particularly important for people with different perspectives and talents to solve problem as a team with the effective use of communication technology.

The expected achievements of the students in collaborative problem solving skills are classified according to the levels of mastery.

Students will learn to

Beginning	Developing	Mastering
Collaboration		
<ul style="list-style-type: none"> • be ready to act responsively and reach the goals with team members • follow the rules and instructions set for the team work • participate actively in the team and contribute to achievement of the team goals 	<ul style="list-style-type: none"> • share the other team members' perspectives on the problem and establish a common understanding • identify and capitalise on the talents and potential of members • be able to work with different people and accept the adjustments to plans or roles in changing situations 	<ul style="list-style-type: none"> • treasure working as a team and take initiative to foster synergy for attaining the team goals • show mutual respect and support when dealing with difficult people and situations • take initiative to propose plans or make adjustments to plans and roles in changing situations

Beginning	Developing	Mastering
Communication		
<ul style="list-style-type: none"> • comprehend messages with an open mind and ask questions to identify the problem and team goals • express oneself clearly to team members by verbal and/or non-verbal means • show courage in sharing new or unconventional ideas 	<ul style="list-style-type: none"> • ask meaningful questions that clarify the vision, goals and viewpoints for better solutions • respond specifically to queries raised during the problem solving process • enhance mutual understanding through effective means and with a respectful attitude 	<ul style="list-style-type: none"> • negotiate for consensus and foster a co-operative atmosphere to resolve conflicts • take the initiative in introducing new resources and exploring further ideas to facilitate the team to progress further
Problem Solving		
<ul style="list-style-type: none"> • propose solutions or strategies to solve a problem • complete the task assigned to one's role in the team 	<ul style="list-style-type: none"> • select a problem solving strategy and develop an action plan • execute actions that comply with the planned distribution of roles and make adjustments when necessary 	<ul style="list-style-type: none"> • select a problem solving strategy and prepare alternative plans • monitor and evaluate individual and team effectiveness

Example 2.1 Development of Collaborative Problem Solving Skills in PE

Learning Objectives

- To solve problems in a collaborative manner
- To understand and respect others' opinions, negotiate, reach consensus and finally arrive at the appropriate solutions for problems

Level

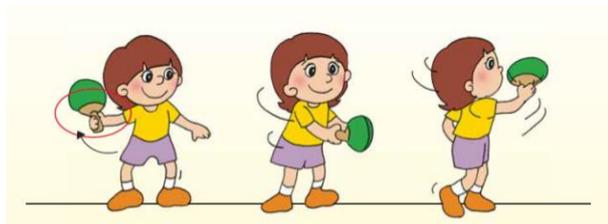
- Key Stage 1 (Primary 1 - 3)

Unit theme

- Manipulative Skills – Striking

Prerequisite

- Students are required to master the corresponding movement skills and knowledge prior to the activities.



Implementation

- Divide students into six groups. Ask students to design a striking game in groups and within the time set.
- The teacher demonstrates a game design involving striking, and makes sure students understand the principles and requirements of designing a striking game. Remind students to:
 - look at the fun element of the game;
 - consider the feasibility and difficulty of the game; and
 - record the problems encountered;during the designing progress.
- Students demonstrate their game design and explain the rules in front of the whole class. After the demonstration, groups of students play the games in turns.

Impact on Learning

- In the process of designing the striking game, students learn to discuss, collaborate and communicate with their group members, and apply knowledge and skills they have previously acquired in solving new problems.

Holistic Thinking Skills

Critical thinking skills, creativity and problem solving skills are conventionally categorised as higher order thinking skills. These three skills can be combined and employed integratively as holistic thinking skills to deal with complex issues. Holistic thinking skills enable students to deploy critical thinking skills to assess the validity of given information, creativity to explore other possibilities, and problem solving skills to examine the feasibility of each alternative.

The expected achievements of the students in holistic thinking skills are classified according to the levels of mastery.

Students will learn to

Beginning	Developing	Mastering
Critical Thinking: enquiring and assessing		
<ul style="list-style-type: none"> • ask questions to explore matters that attract interest • identify main ideas and clarify meaning in information 	<ul style="list-style-type: none"> • pose questions to explore issues related to their immediate contexts • comprehend complementary and contradictory information 	<ul style="list-style-type: none"> • pose questions that probe complex and abstract ideas about issues beyond local context and contemporary period • synthesise points from complementary and contradictory information
Creativity: generating		
<ul style="list-style-type: none"> • come up with new ideas by linking imagination and reality • create analogies by matching two ideas • brainstorm suggestions 	<ul style="list-style-type: none"> • draw parallels between known and new scenarios and use ideas, patterns and trends to consider new possibilities • produce alternative or unconventional solutions • suspend judgement to consider alternative ideas and actions 	<ul style="list-style-type: none"> • generate a large number of raw ideas • combine good ideas to make even better ideas; • use existing knowledge in a novel way • temporarily suspend pragmatic and rational thinking to allow new possibilities to emerge

Beginning	Developing	Mastering
Critical Thinking and Problem Solving: analysing and comparing		
<ul style="list-style-type: none"> • realise real world constraints in drafting solutions • compare advantages and limitations of various solutions 	<ul style="list-style-type: none"> • estimate the cost and benefit of possible solutions from multiple perspectives • rate and select solutions according to criteria, such as feasibility, desirability and ethical considerations 	<ul style="list-style-type: none"> • compare the possible outcomes of each solution against both their own and prevailing values • mediate opposing viewpoints and acknowledge the limitations of one's view • synthesise different considerations into a solution
Creativity and Problem Solving: predicting and fine-tuning		
<ul style="list-style-type: none"> • ask "what if" questions • consider ways of tackling possible consequences 	<ul style="list-style-type: none"> • make adjustments to avoid possible pitfalls (e.g. ambiguity, stereotyping and misunderstandings) in planning and presentation of solutions • consider alternative courses of action in changing situations 	<ul style="list-style-type: none"> • fine tune plans with reference to new developments • be sensitive to stakeholders' reactions • anticipate adverse impacts and suggest precautionary or compensatory measures accordingly

Beginning	Developing	Mastering
Problem Solving: executing and monitoring		
<ul style="list-style-type: none"> • choose a solution and devise an implementation plan, using support and advice given • turn the plan into workable parts with measures for implementation 	<ul style="list-style-type: none"> • execute the plan, monitor progress and revise the strategies when necessary • realise the adverse effect of over-reacting and using emotional words 	<ul style="list-style-type: none"> • monitor the progress with established check points or criteria • suggest ways to catch up with delays or optimise the results • manage over-reactions and strong emotions
Problem Solving and Critical Thinking: evaluating and reflecting		
<ul style="list-style-type: none"> • reflect on whether the task is accomplished • be open to comments and feedback 	<ul style="list-style-type: none"> • evaluate the quality of outcomes and the solution process • invite and evaluate feedback 	<ul style="list-style-type: none"> • evaluate the effectiveness of solutions with due regard for positive values • anticipate possible problems arising from the solution • make judicious use of comments and feedback

Example 2.2 Development of Holistic Thinking Skills in PE

Learning Objectives

- To develop critical thinking skills, creativity and problem solving skills
- To develop enquiry skills and ability to reflect on their learning

Level

- Key Stage 2 (Primary 4 - 6)

Unit Theme

- Athletics – Long jump (Sail style)

Implementation

- Show the class a video clip of long jump (sail style) demonstrating the whole sequence of the movements. Ask students to observe the four-phase approach: run up, take off, flight through the air and landing. Pause the video when these movements are seen most clearly to explain each phase.
- Ask students to discuss in groups how they can jump further and come up with practical suggestions.
- After the teacher's demonstration and students' discussion, summarise and explain the learning points of long jump (sail style) in details.
- Ask students to record videos of their fellow groupmates' movements in the slow-motion mode with a tablet, a smartphone or other computing devices. Then they watch and analyse the video playback, and give constructive/critical comments on their peers' performance.
- For post-lesson activities, the teacher may choose clips of students' excellent performance, upload them to the school intranet, and recommend students to watch the playback for further learning.

Impacts on Learning

- Students learn to observe, analyse, compare and reflect on given materials. They also learn to analyse and compare movements through watching the video playback.
- Students' interest in learning is motivated. The video playback provides a platform for peer assessment and paves the way for self-directed learning.

2.2.4 Values and Attitudes

Schools should nurture in their students the positive values and attitudes, and in particular the seven priority values and attitudes, i.e. perseverance, respect for others, responsibility, national identity, commitment, integrity and care for others in the learning and teaching of the PE curriculum. Positive values and attitudes not only help students develop a healthy lifestyle and good learning attitudes, but also equip them with essential qualities to meet the requirements of their future careers. The PE KLA provides meaningful contexts for developing students' positive values and attitudes through appropriate learning and teaching activities of specific topics.

The following are some learning focuses with regards to the development of positive values and attitudes in the PE KLA:

Key Stages	Learning Focuses
KS1 (P1 - P3)	<p>Students</p> <ul style="list-style-type: none">• develop a sense of national identity by knowing and recognising our country's outstanding achievements in sports and the great athletes of the national teams;• participate actively in physical activities, are keen to share with their classmates, willing to help others and do not hesitate to seek assistance from others when needed;• take initiatives to participate in activities and complete the assigned tasks;• appreciate their own and respect others' performance in physical activities; and• strive for the best by putting full effort in physical activities, are confident in their own ability, and are persistent in pursuing their own goals.

Figure 2.6 Students developing the sense of national identity through the national flag raising ceremony (Source: S.K.H. St Joseph's Primary School)



Key Stages	Learning Focuses
<p style="text-align: center;">KS2 (P4 - P6)</p>	<p>Students</p> <ul style="list-style-type: none"> • strengthen the sense of national identity by watching the outstanding performance of sports events of our country; • are aware of safety measures during individual or group activities, and demonstrate responsibility; • are keen to join the school sports teams, participate and show commitment in activities or competitions; • are aware of others' needs and care for them when participating in physical activities; and • are persistent in pursuing their own goals in physical activities.
<p style="text-align: center;">KS3 (S1 - S3)</p>	<p>Students</p> <ul style="list-style-type: none"> • appreciate and support our country's hosting of international sports events and the national athletes' participation in competitions; • recognise the importance of physical activities in personal development and actively participate in activities so as to improve their own physical qualities; • co-operate with team members to solve problems encountered when participating in physical activities; • recognise and respect others' different interests and needs in physical activities; and • recognise both failures and successes in sports competitions, develop the determined spirit and apply the spirit in daily life.
<p style="text-align: center;">KS4 (S4 - S6)</p>	<p>Students</p> <ul style="list-style-type: none"> • explore our country's culture through physical activities; • develop commitment to shoulder responsibilities in physical activities and competitions; • understand and exercise their own rights and obligations when participating in physical activities in school and community; • understand and respect the sports culture of different countries and the influence on their citizens; and • display perseverance in daily life; manage emotions when participating in physical activities and embrace life's challenges when facing adversities.

The above learning focuses are not exhaustive and PE teachers can instil positive values and attitudes in students through their participation in activities conducted inside and outside the school to facilitate all-round development. The following are some examples of activities or positive values and attitudes in the PE KLA.

Learning Topics	Activities/Positive Values and Attitudes in PE
Perseverance	<ul style="list-style-type: none"> Write a reflective journal on athletes' stories to deepen understanding of the importance of perseverance on the road to success. Conduct a discussion on how athletes should face adversities in life positively.
Respect for Others	<ul style="list-style-type: none"> Respect the level of sports performance of other schools' students. Respect the decision of the referees in games.
Responsibility	<ul style="list-style-type: none"> Complete the enrolled activities or competitions. Design and achieve one's targets of a physical fitness programme.
National Identity	<ul style="list-style-type: none"> Participate in a sports exchange tour to the Mainland to learn more about the sports development in our country. Hoist the national flag in major school sports events.
Commitment	<ul style="list-style-type: none"> Encourage students to provide voluntary services in major school sports events such as the school sports days. Attend and try one's best for enrolled sports events and competitions.
Integrity	<ul style="list-style-type: none"> Have a debate on sports integrity issues such as game-rigging and fair play. Avoid cheating in sports contexts.
Care for Others	<ul style="list-style-type: none"> Join community services such as volunteer as the guide runner and run with a blind or partially sighted runner. Be considerate of classmates having special educational needs in sports context.

Figure 2.7 Athletes taking an oath on the Sports Day - demonstrating commitment and respect for others

(Source: Tseung Kwan O Methodist Primary School)



2.3 Curriculum Organisation

2.3.1 General PE

Students are all entitled to regular and structured PE lessons during their primary and secondary education throughout the four key stages of schooling. From KS1 to KS4, the PE curriculum is implemented through General PE. At KS4, General PE is implemented through Physical Development in Other Learning Experience (OLE-PD). For senior secondary students who would like to extend their studies in the Physical Education curriculum, they can study Physical Education as an elective subject in KS4 (see Figure 2.8).

Schools should refer to “*Other Learning Experiences: What is it about?*” (2013) and *Booklets 2 and 7 of the SECG* for details on OLE-PD.

2.3.2 PE Elective

The Physical Education elective subject is one of the examination subjects in the Hong Kong Diploma of Secondary Education (HKDSE) contributing to student qualifications for admission to post-secondary programmes on a par with other subjects. The curriculum for the Physical Education elective subject is designed to help students, whether they are elite athletes or those interested in sports and physical activities, develop a good foundation for further studies in the areas of science, humanities and social sciences to meet future needs. It is built on the foundation of General PE and advances students’ knowledge, understanding and skills in physical education, sports and recreation (*refer to the Physical Education Curriculum and Assessment Guide (Secondary 4 - 6) (2007) (with updates in November 2015) for details*).

2.3.3 Other Learning Experiences

In addition to structured PE lessons, physical education provided beyond the classroom and outside school is also very important to students’ physical development. Schools should encourage students to participate actively and regularly in co-curricular physical activities to help them develop an active and healthy lifestyle. Schools are also encouraged to provide students with opportunities to participate in different PE-related activities such as watching local sports competitions, serve as officials on sports days, and participate in or organise inter-class sports competitions so as to broaden students’ learning experience to complement life-wide learning, develop their generic skills and cultivate their positive values and attitudes.

Figure 2.8 The Organisation of the PE KLA Curriculum

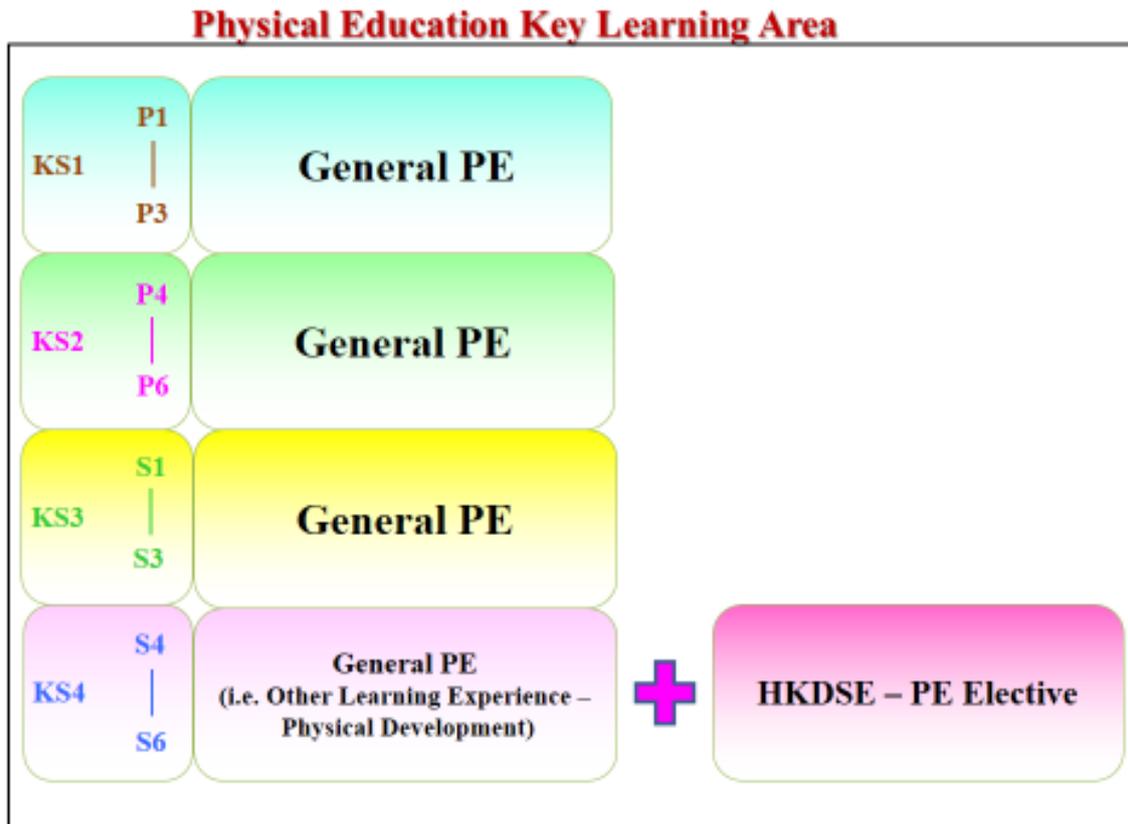


Figure 2.9 Students developing an active and healthy lifestyle through participating actively and regularly in co-curricular physical activities
(Source: Y.O.T. Tin Ka Ping Primary School)



Chapter 3

Curriculum Planning

Chapter 3 Curriculum Planning

3.1 Guiding Principles

When planning and developing the school Physical Education (PE) curriculum, teachers should make reference to the following principles:

- Promote students' whole-person development through PE lessons and PE-related co-curricular activities.
- Design a school PE curriculum in alignment with the concerns and context of the school.
- Design a broad and balanced curriculum containing a variety of physical activities of different areas for students to acquire diversified learning experiences.
- Provide different learning activities to embrace learner diversity.
- Formulate an assessment policy that promotes “Assessment for Learning” and “Assessment as Learning” to engage students more in the assessment process and enhance learning effectiveness.
- Make flexible use of the school timetable to facilitate the use of community resources for different learning activities.
- Encourage students to take part in physical activities regularly to improve their physical well-being and health.

3.2 Central Curriculum and School Curriculum Development

This Guide sets the direction for the development of the PE curriculum from Primary 1 to Secondary 6. It provides a central curriculum in the form of an open and flexible curriculum framework comprising the curriculum aims, learning targets, generic skills, and values and attitudes for the development of the school PE curriculum. Schools are advised to use the curriculum framework and develop a school PE curriculum by selecting or modifying the organisation of learning contents, strategies and pace for learning and teaching, as well as assessment modes and criteria. A variety of learning experiences should be organised to help students achieve the learning targets, taking into consideration students' needs, interests and abilities as well as teachers' readiness and school context.

3.3 School Physical Education Curriculum Planning

Most schools have integrated the process of P-I-E (Planning, Implementation and Evaluation) into their school PE curriculum plan. The five-stage cycle for whole-school curriculum planning¹¹ is proposed to refine the above process to achieve the school curriculum goals. The five-stage cycle can also be adopted to help schools plan the PE curriculum by identifying the basis, key issues and situation for school PE curriculum planning, and tying them closely to the plan for the next cycle. The five-stage cycle is not necessarily conducted in a linear or single direction. Schools may revert to different stages to make adjustment to planning and deploying resources while considering the circumstances and needs of each stage of the planning process (*refer to Chapter 2 of the BECG and Booklet 2 of the SECG for details*).

It is useful for schools to take note of the following elements in designing the content for the school PE curriculum.

3.3.1 School Context Analysis

The aim of school context analysis is to help schools set the direction, priorities and major concerns for curriculum planning through analysing the impetus, the experience and the emergent needs of schools as well as the implications of the changing society for the development of a school PE curriculum. Schools are recommended to review and plan the curriculum flexibly and make appropriate re-adjustment according to the situation in order to:

- ensure the curriculum planning and implementation of the school PE curriculum is aligned with the vision and mission of the school; and
- meet the learning goals and address their major concerns.

3.3.2 Student-focused

Taking into considerations of students' needs and aspirations, teachers should:

- Design graded learning tasks, and group students for co-operative learning and personalised learning.
- Provide opportunities for students to have enjoyment and sense of achievement, and to learn to do well in physical activities.
- Consider students' views when selecting activities and providing elective physical activities to arouse their motivation.

¹¹ The five stages of the whole-school curriculum planning include: Stage 1: Context Analysis; Stage 2: Curriculum Planning and Effective Use of Resources; Stage 3: Curriculum Implementation; Stage 4: Continuous Monitoring; and Stage 5: Review and Evaluation.

3.3.3 Selection of Activities and Content

Schools should provide students with broad and balanced learning experiences in the PE Key Learning Area (KLA). Teachers should teach students the fundamental movement (FM) skills in Key Stage (KS) 1 and provide opportunities for them to develop and apply the basic skills of at least eight different physical activities from not less than four areas from KS2 to KS3. Activities including athletics, swimming, basketball, football, volleyball, handball, badminton, table-tennis, basic gymnastics, dance and physical fitness are recommended to be covered as far as possible (see Table 3.1 for details).

Table 3.1 Examples of Physical Activities

Key Stages	Areas of Activity	Activities
KS1	Fundamental Movement	
KS2 to KS3	Athletics	Track Events, Field Events, Cross Country Running, etc.
	Ball Games	Team games: Basketball, Football, Volleyball, Handball, Rugby, Netball, Hockey, Softball, Baseball, etc.
		Racket games: Badminton, Table-tennis, Squash, Tennis, etc.
	Gymnastics	Basic Gymnastics, Educational Gymnastics, Trampolining, etc.
	Aquatics	Swimming, Lifesaving, etc.
	Dance	Western Folk Dance, Chinese Dance, DanceSport, Creative Dance, Jazz, etc.
	Physical Fitness	Physical Fitness Activities (e.g. Circuit Training, Resistance Training, Cardiorespiratory Fitness Training and Endurance Training)
	Outdoor Pursuits	Hiking, Camping, Orienteering, Canoeing, Rowing, Sailing, etc.
	Others	Rope-skipping, Shuttlecock, Golf, Bowling, Chinese Martial Arts, Cycling, Ice Sports, etc.

Table 3.2 provides the selection criteria to help teachers select activities for the school PE curriculum. Teachers may weigh the activities in terms of scores and activities with the highest scores should be accorded the first priority. Furthermore, teachers may also consider the feedback from students during the selection and evaluation process.

Table 3.2 Selection Criteria Rating Table

*Rating	Examples of Activities	Athletics	Basketball	Badminton	Basic Gymnastics	Canoeing	Football	Circuit Training	Rope-skipping	Rugby	Swimming	Western Folk Dance
Selection Criteria												
	Educational Aims											
	Vision And Mission											
	Major Concerns											
	Facilities Within School											
	Facilities Outside School											
	Safety											
	Fun Element											
	Continuity											
	Popularity											
	Exercise Intensity											
	Teacher Expertise											
	Student Ability											
	Carry-over Value											
	Total Score											

*Rating: 1 - Very Low 2 – Low 3 – High 4 - Very High

When preparing the teaching content of a particular physical activity, teachers should:

- make reference to the supporting materials issued by the Education Bureau (EDB), such as *An Introductory Guide to Fundamental Movement* (2007), *Physical Education Learning Outcomes Framework* (2008) and *PE KLA: An Overview of the Learning Topics in the Six Strands* (2013);
- observe safety measures when organising relevant learning activities, such as professional qualifications, administrative measures, management measures, environment and facilities, teaching considerations (*refer to the Safety Guidelines on Physical Education Key Learning Area for Hong Kong Schools, Guidelines on Outdoor Activities, Guidelines on Extra-curricular Activities in Schools, and other related circulars, letters and resources issued by the EDB and relevant sports governing bodies for more information*);
- consider the school context such as teacher expertise, student ability and availability of sports facilities;
- ensure the smooth transition between different key stages;
- consider the popularity and trends of activities, and physical activities with carry-over values to benefit whole-person development; and
- cover elements of the Major Renewed Emphases (MRE) of the ongoing curriculum development as appropriate.

3.3.4 Mode of Delivery

The delivery of the PE curriculum should not be confined to PE lessons. The school administrators and PE teachers should join hands to organise a variety of physical activities within and outside the school to provide diversified learning experiences to students. Activities for the PE KLA can be organised in different modes as listed below:

- **Daily exercise**

Morning exercise and/or exercise between class periods cultivate exercise habit, team spirit, sense of responsibility, perseverance and commitment of students (*refer to the handbook of “Morning Exercise and Exercise between Class Periods in Primary and Secondary Schools” (2010) produced by the Physical Education Section of Curriculum Development Institute for details*).

- **Major sports events**

Games day, swimming gala and sports day provide essential 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.

- **PE-related co-curricular activities**

School team training, interest group and PE-related co-curricular activities are commonly adopted by schools to provide extended learning of the PE curriculum.

- **Outdoor activities**

Hiking, orienteering, outdoor educational camp and water sports help students face challenges and enrich their life experiences.

- **Cross-curricular activities**

Project learning week or sports month can enrich student learning through cross-KLA collaboration. These may help students develop connections between ideas and concepts, and allows them to see things from different perspectives (see Figure 3.1 for an example of a sports month in a primary school).

3.3.5 Use of Resources

Schools may utilise different facilities and resources to provide more opportunities for students to take part in physical activities, such as use community sports facilities, hire sports coaches and join various sports programmes organised by various Government departments and non-governmental organisations (*refer to Section 6.4.1 of this Guide for details*).

3.3.6 Strengthening Values Education

Cultivating students' positive values and attitudes is one of the aims of the PE curriculum. Schools should strengthen values education and emphasise in particular the seven priority values and attitudes (*refer to Section 2.2.4 of this Guide for details*).

In the PE KLA, teachers should encourage students to strive for excellence in the spirit of the Olympic motto, “Citius, Altius, Fortius”, which is Latin for “Higher, Faster, Stronger”. Through taking part in physical activities, students can develop the Olympic spirit of mutual understanding, friendship, solidarity and fair play. By choosing Olympic Games as the main theme in project learning, students can also learn the various features in promoting peace and love, e.g. the Olympic Rings is a symbol representing the union of the five continents and the meeting of athletes from different parts of the world at the Olympic Games.

Figure 3.1 Cross-curricular activities – Sports Month (Source: Yuen Long Government Primary School)



According to students’ needs, interests and abilities, teachers need to:

- develop students’ skills to reflect on and apply their beliefs, including identifying, clarifying, evaluating and upholding positive values and attitudes in authentic sports situations; and
- deepen students’ understanding of positive values and attitudes from multiple perspectives, such as values and philosophy of sports, etiquette of participating in sports competitions and attitudes towards participation in physical activities.

For senior secondary students, teachers may engage students in discussions of controversial issues in sports such as “anti-doping”, “racism in sports” and “sports and gambling”, which can inspire students to reflect on sports-related issues.

Teachers may also provide students with opportunities to nurture the sports-related values and attitudes through:

- a debriefing with students with a focus on values after games;
- sharing of personal reviews of stories about celebrity athletes; and
- projects on topics with elements on sports-related values such as fairness, perseverance and respect.

Regarding the Basic Law Education, schools may conduct and engage students in different sports-related activities with an aim to fostering students’ national identity, e.g.

- conducting the national flag raising ceremony and displaying the national anthem at sports events;
- nominating students to participate in Mainland exchange programmes related to sports; and
- seeking opportunities for students to take part in the elite athletes’ sports demonstration and exchange activities during the Mainland Olympians delegations’ visits to Hong Kong.

3.3.7 Promoting STEM Education

The development in Science, Technology, Engineering and Mathematics (STEM) is closely related to improvement in the quality of life in the contemporary world. The experience of integrating and applying knowledge and skills in STEM education activities is helpful to students’ whole-person development.

Schools may incorporate STEM education into the PE curriculum through diversified physical activities and cross-KLAs activities. When designing learning and teaching activities, PE teachers can collaborate with teachers of the Science, Technology and Mathematics Education KLAs to facilitate integration and application of knowledge and skills across KLAs. Depending on the school context, students’ interests and abilities as well as teachers’ expertise, different approaches such as project-based learning and context-based learning can be adopted. Refer to Example 4.1 (Volleyball – Spiking) in Chapter 4 of this Guide for illustration of incorporating STEM education in PE lessons.

3.3.8 Strengthening Information Technology in Education

With the advancement in technology, students can access different learning resources on the Internet and communicate with their peers and teachers almost anywhere and anytime. Teachers are encouraged to make use of electronic

devices and applications to create an interactive learning and teaching environment. For example, teachers can extend students' learning beyond PE lessons through sharing of video clips uploaded to an e-platform for motion analysis and skills enhancement. When strengthening e-learning in PE, teachers may adopt a more student-focused approach to their pedagogical and assessment practices to help students develop self-directed learning. Through synergising e-resources, such as e-textbooks, electronic devices and e-database, students can set individual learning goals and monitor their learning progression. They can also conduct self-assessment and adjust their individual learning plan after evaluation.

Students should develop information literacy and adequate Information Technology (IT) skills and attitudes to process PE information effectively and ethically, and assess the validity and reliability of the information. Teachers should provide guidance to students for the ethical and legal use of IT in PE activities, such as respecting personal data privacy and intellectual property rights in the digital environment, and downloading information from the Internet legally (*refer to Section 4.2.5 of this Guide for details*).

3.3.9 Strengthening Entrepreneurial Spirit

Students with an entrepreneurial spirit are able to conceive new ideas and turn ideas into actions. Promoting an entrepreneurial spirit in school curriculum focuses on developing attitudes, skills and knowledge which will benefit students in their personal development and the direction of future endeavour. Through participating in sports training and competitions or organising sports activities, students can develop their perseverance, resilience, independence, responsibility and willingness to take calculated risks, which are the attributes of entrepreneurial spirit. Schools should involve students in organising school sports events such as sports day, swimming gala and inter-class sports competitions so as to provide opportunities to foster their sense of responsibility and realise their innovativeness.

3.4 Smooth Transition between Different Key Stages and Multiple Pathways

3.4.1 Smooth Transition between Kindergarten and Primary

Schools may refer to the *Kindergarten Education Curriculum Guide* (2017) for the objectives of the learning area of "Physical Fitness and Health". Building on the learning and teaching approaches in kindergarten education, learning through play is the key strategy for physical education curriculum in KS1. Students will develop FM skills through FM activities and physical play so as to transfer the learned skills to specific physical activities in the later stages (*refer to An Introductory Guide to Fundamental Movement* (2007) for details on FM).

3.4.2 Smooth Transition between Upper Primary and Junior Secondary

The learning of skills, knowledge, and values and attitudes in the PE curriculum is inextricably intertwined. Primary PE teachers are advised to focus on

knowledge of movements in skills practice during PE lessons, such as rules and regulations and training methods. To facilitate the smooth transition between the primary and secondary levels, secondary PE teachers are advised to develop students' motor and sports skills from modified games to formal sports. Teachers should adjust the teaching content, and exercise intensity and duration flexibly with reference to students' prior learning experiences in different physical activities. For details of the levels of learning outcome/expected outcomes of motor and sports skills, please refer to *Physical Education Learning Outcomes Framework* (2008) and *PE KLA: An Overview of the Learning Topics in the Six Strands* (2013).

3.4.3 Smooth Transition between Junior Secondary and Senior Secondary

At the junior secondary level, teachers should cover at least eight different physical activities from not less than four areas to ensure that students acquire basic foundation in and sufficient exposure to different areas of physical activities in KS3.

At the senior secondary level, students will continue to have diversified PE programmes featuring a variety of movement experiences. Teachers would focus on skills refinement, demonstrate proficiency in a wide range of physical activities and encourage students to further explore learning opportunities outside the school. Building on a broad and balanced junior secondary PE curriculum, Physical Development in the Other Learning Experience (OLE-PD) (also known as General PE), together with the PE elective subject of the senior secondary, is a continuation of physical education in KS4 (refer to *Booklet 7 of the SECG for details*). Students studying the PE elective subject are well-equipped with a solid foundation in science, humanities and social sciences to further their studies in related fields and meet future needs.

For suggestions on a smooth transition between different key stages of learning, please refer to *Chapter 9 of the BECG* and *Booklet 8 of the SECG*.

3.4.4 Supporting Learners in Educational and Vocational Pathways

The PE curriculum throughout the primary and secondary education focuses not only on helping students to develop an active and healthy lifestyle, but also providing a concrete foundation for students to further studies and vocational pathways. Students interested in PE-related fields may explore and develop their potential in different disciplines, such as sports science, sports medicine and recreational management. Their understanding and skills in the PE curriculum are also useful for a variety of vocational and professional education and training. Teachers are recommended to:

- guide students to record their PE learning experience properly in the Student Learning Profile in KS4 to help them present their achievements in PE as needed for further studies and career pursuits;

- encourage students to take PE-related programmes such as relevant Applied Learning courses in KS4 to prepare for their vocational development; and
- arrange career talks by inviting elite athletes and PE-related professionals to bring inspiration to students on their career and life planning (*refer to Booklet 9 of the SECG for details*).

3.5 Collaboration with other KLAs

Integrating the curricula of PE and other KLAs helps students make connections between ideas and concepts across KLAs, allows them to think from different perspectives, and enhances deeper understanding of topics. Being illustrative rather than exhaustive, Table 3.3 lists out examples of the linkage between PE and other KLAs.

Table 3.3 Examples of collaboration with other KLAs

KLAs	Examples of Linkage with PE
Chinese Language Education	<ul style="list-style-type: none"> • 透過閱讀及聆聽有關體育的文獻及資料，啟發堅毅不屈、努力不懈的體育精神 • 透過講述或寫作，增加對體育活動的了解，從而提升對運動的興趣，促進學生的健康，並幫助他們建立積極及活躍的生活方式
English Language Education	<ul style="list-style-type: none"> • To engage in different learning tasks and activities that examine the importance of participation in regular physical activity • To facilitate reading, viewing and producing a range of texts in the sports contexts
Mathematics Education	<ul style="list-style-type: none"> • To measure the sports facilities by using suitable tools and standard units • To calculate energy intake and expenditure to help control weight • To measure the heart rate for monitoring the exercise intensity
Science Education	<ul style="list-style-type: none"> • To understand the biological responses during exercises • To apply scientific knowledge to improve the performance in sports
Technology Education	<ul style="list-style-type: none"> • To use portable devices to improve physical skills and to assist in the appreciation of human movements • To understand the relationship between sports equipment and human movements
Personal, Social and Humanities Education	<ul style="list-style-type: none"> • To understand the impacts of environmental, cultural and ethnical factors in major sports events • To enrich students' learning experiences in sports events • To cultivate positive values and attitudes towards participation in sports

Arts Education	<ul style="list-style-type: none"> • To express appreciation of body movements in physical activities • To appreciate dance performance to develop students' aesthetic sensitivity • To design posters and placards to draw out main themes of sports events
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3.6 Time Allocation

Students are entitled to physical education lessons at all levels. Allocation of sufficient learning time at different key stages is a basis to achieve the ultimate aim of whole-person development and encourage students to participate in physical activity regularly.

A summary of the suggested allocation of lesson time as stated in Chapter 2 of the BECG and Booklet 2 of the SECG is provided below:

- At the primary level, schools should allocate 5% to 8% of the total lesson time to General PE in KS1 and KS2;
- At the junior secondary level, schools should allocate 5% to 8% of the total lesson time to General PE in KS3; and
- At the senior secondary level, every student should be engaged in OLE-PD. Schools should allocate at least 5% of the total lesson time to General PE, i.e. OLE-PD, in KS4. In addition, PE is an elective subject of the senior secondary curriculum and accounts for 10% of the total lesson time over a course of three years in KS4.

Schools are reminded that 19% and 8% of the total lesson time is reserved for schools' flexible use at the primary and junior secondary levels respectively. Flexibility is provided for schools to deploy the flexible time to conduct cross-curricular activities such as aesthetic and physical activities to complement life-wide learning. Schools should make good use of the flexible time to enrich students' learning experiences in PE.

Schools are encouraged to increase the learning time according to students' needs for broadening PE-related learning experience. The implementation of the PE curriculum is not only confined to PE lessons. Schools should organise various kinds of physical activities for students to help them develop a habit of active participation in physical activity and enhance their lifelong interest in sports.

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Chapter 4

Learning and Teaching

Chapter 4 Learning and Teaching

4.1 Guiding Principles

To achieve the aims of the Physical Education (PE) curriculum, students develop motor and sports skills, acquire knowledge of movement and safety, develop generic skills, and cultivate positive values and attitudes for the development of an active and healthy lifestyle through participating in a wide range of physical activities. PE teachers' role is very important and should consider the following guiding principles in planning, organising and implementing learning and teaching activities.

4.1.1 Safety

- Safety in PE lessons and related activities can generally be enhanced by means of careful planning and preparation. Conscientious teaching attitudes and good observations can minimise risks to both students and teachers.
- When conducting physical activities, teachers should consider the use of space, weather, arrangement and display of equipment, protective measures, learner diversity, and progression of learning and teaching to prevent accidents.
- Long practice periods are not desirable, especially for intensive tasks. Rest intervals between practice sessions are necessary to reduce fatigue and make students less vulnerable to accidents and injuries.
- Schools should file students' health records and teachers should always be attentive to students' health status. The list of students who require special attention should be provided for the teachers concerned.

For details, please refer to *Safety Guidelines on PE KLA for Hong Kong Schools* (2011) (updated in July 2016) and available at: http://www.edb.gov.hk/attachment/en/curriculumdevelopment/kla/pe/references_resource/safety-guidelines/Safe_e.pdf.

4.1.2 Physical Activity Level

- Physical activity should constitute the major part of PE lessons. It develops students' motor and sports skills and enhances their physical fitness levels. Therefore, it is important to have an appropriate level of physical activity and maintain sufficient active learning time in PE lessons.
- Teachers should refer to the recommendation of the World Health Organisation (WHO), and encourage students to accumulate at least 60 minutes of moderate to vigorous intensity physical activity daily.

4.1.3 Effectiveness of Activities

- Teachers should set clear learning and teaching objectives for each activity to let students learn in an effective and practical way.
- Teachers should consider students' prior knowledge, learning environment and teaching approach to enhance the effectiveness of learning and teaching.
- There should be provision of various activities with practical contents as well as different learning experiences which enable students to apply the knowledge learned in PE and other KLAs.

4.1.4 Diversity of Activities

- Diversified physical activities can enhance students' learning motives, and offer opportunities for students to excel their potential in different activities.
- Diversified activities are helpful to cater for different learning needs and styles of students.

For details, please refer to Section 3.3.3 of this Guide.

4.1.5 Fun Element

- Attractive activities with fun element and teaching materials plus practical learning targets can motivate students to learn.
- Lively and vivid presentations can make the activities more attractive and enjoyable.
- Fun and enjoyable experience can reinforce active participation of physical activities, which strengthen the development of an active and healthy lifestyle.

4.1.6 Cross-curricular Theme

- PE is not entirely a compartmentalised discipline. Teachers may ride on the subject to develop students' literacy, numeracy, and scientific mind through cross-curricular theme learning activities.
- Cross-curricular learning further also enhances students' development of generic skills, and positive values and attitudes in authentic and meaningful contexts.

4.1.7 Keeping Abreast of the Latest Development of PE and Sports

- To enhance learning effectiveness, PE teachers should keep abreast of the latest development of physical education and sports (e.g. modification of rules, skill advancement of various sports, development of emerging sports, modern physical fitness training methods and equipment), as well as the ongoing renewal of the PE KLA curriculum development (e.g. Science, Technology, Engineering and Mathematics (STEM) education and e-learning in PE) (*refer to Example 4.1 and 4.2 in this Chapter for details*).
- Various elements of other Major Renewed Emphases (MRE) of the ongoing renewal of the school curriculum development should be incorporated into the school PE curriculum as appropriate (*refer to Booklet 2 of the SECG for details on MRE*).

4.2 Approaches to Learning and Teaching

The learning and teaching of PE is not confined to PE lessons. PE teachers play multiple roles in the learning process, like facilitators, mentors and partners who help students achieve the aim of whole-person development through participating in co-curricular activities, and using facilities and resources within and outside school.

4.2.1 Organisation of Learning and Teaching

- Learning content and materials for PE could be presented in units so that one activity is taught in a number of consecutive periods.
- PE lessons could generally be divided into four stages: warm-up, learning and practice of skills, group activities, and closing activities.
- For co-educational schools, depending on the nature of activities and the degree of maturity of students, PE teachers can arrange separate or combined classes for girls and boys.
- Teachers can juggle the number of PE lessons and the length of each teaching unit according to students' abilities, nature of activities and schools' sporting culture.
- To maximise learning, teachers may group students according to their diverse learning interests, abilities and needs.
- PE teachers should consider the number of students in the class, as well as the facilities and equipment available within and outside school for organising physical activities.

4.2.2 Teaching Approaches

Various approaches such as direct instruction, enquiry, and co-construction can be adopted in the teaching of PE. These approaches are not mutually exclusive and can be used at different stages of the PE lessons. For example, students can learn a new physical skill more effectively by receiving verbal instructions and visual images of teacher's direct demonstration, while an enquiry into safety issues or the relationship between the physical activities and health can engage students in deep learning (*refer to Chapter 4 of the BECG and Booklet 3 of the SECG for details on the various strategies for learning and teaching and pedagogical approaches*).

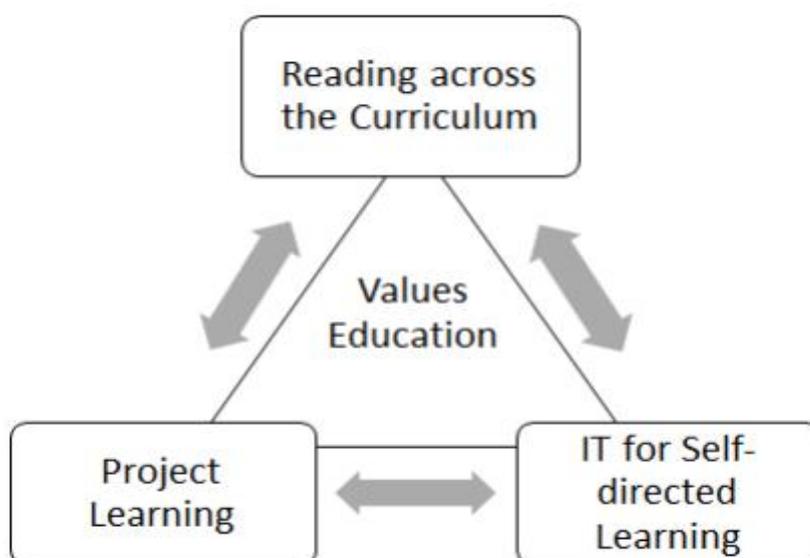
4.2.3 Teaching Skills

- PE teachers should give ample opportunities for students to practise motor and sports skills and avoid lengthy verbal explanations.
- PE teachers can flexibly use different teaching and practice methods, such as “part method” (i.e. breaking down a complex skill into smaller movements or skills) and “whole method” (i.e. demonstrating the complete movement sequence of the skill) for students' easy understanding and mastery of skills.
- Instructions and teaching points should be brief and precise, and complemented with demonstrations as far as possible.
- PE teachers should always provide immediate and appropriate feedback so that students can understand their own performance and make improvement.
- PE teachers should use stimulating and thought-provoking questions to help students develop generic skills such as communication skills, critical thinking skills and creativity.
- PE teachers, as a role model of students, should be enthusiastic in and committed to physical education.

4.2.4 The Four Key Tasks

In order to help students develop independent learning capabilities, the Four Key Tasks are updated as **Moral and Civic Education: Towards Values Education, Reading to Learn: Towards Reading across the Curriculum, Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines**, and **Information Technology (IT) for Interactive Learning: Towards Self-directed Learning**. The updated key tasks are applicable in the PE curriculum to enliven learning and teaching, and to help students achieve whole-person development and become self-directed learners (*refer to Chapter 3 of the BECG and Booklet 6 of the SECG for details*).

Figure 4.1 The Four Key Tasks



Moral and Civic Education: Towards Values Education

Learning elements of values education can be incorporated into the PE curriculum. Students can cultivate the priority positive values and attitudes including perseverance, respect for others, responsibility, national identity, commitment, integrity and care for others when participating in different physical activities (*refer to Section 2.2.4 of this Guide for details*).

Reading to Learn: Towards Reading across the Curriculum

Promotion of Reading across the Curriculum (RaC) enables students to establish meaningful links among concepts and ideas acquired in PE and other KLAs. PE teachers may encourage students to read sports news and interesting articles from newspapers and magazines to enrich their knowledge in PE and strengthen their reading skills. In developing the habit of reading in a digital age, students are also encouraged to take advantage of IT and mobile learning devices to have extended reading opportunities.

Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines

Project learning is one of the strategies that facilitates students' development of capabilities for self-directed learning and lifelong learning. PE projects connect students' learning experiences in the PE KLA as well as across KLAs. Students may study various PE topics, apply skills in information collection and data interpretation, and develop presentation and other generic skills throughout the process. Students may also integrate and apply knowledge from other KLAs such as Science Education and Technology Education to acquire deeper understanding of the impact of physical activities on health and the importance of developing an active and healthy lifestyle.

IT for Interactive Learning: Towards Self-directed Learning

PE teachers can use IT to enhance learning and teaching. Students can be introduced to relevant websites, collect more information about a certain kind of sports or watch sports games through internet, and deepen their understanding of the PE knowledge and skills acquired during PE lessons. With adequate guidance, students also make use of the information collected to share with their classmates on the Internet, and develop information literacy skills and self-directed learning habits.

4.2.5 Information Technology in Education

Learning and teaching effectiveness in PE can be enhanced through e-learning. Teachers may review their school PE curriculum and incorporate relevant e-learning elements and concepts in adequate components and areas. However, students' physical activity level or active learning time in PE should not be substantially reduced due to the incorporation of e-learning.

Ethical use of IT is important in the promotion of IT in Education (ITE) in schools. Teachers should provide guidance for students in the ethical use of IT in learning PE, such as to safeguard personal data (privacy) and intellectual property rights when participating in learning activities in digital environment.

With regards to the rich resources on the Internet, teachers should set clear directions for students to make good use of online materials in different modes (e.g. e-books/magazines, animations and videos) and from different sources to acquire more knowledge on how to improve their motor and sports skills. This encourages students to develop a self-directed learning habit in PE.

Sharing videos and pictures on online social platforms has become increasingly popular. Students' performance in a sports game can be easily and conveniently captured by using smartphones and other portable devices and uploaded to the online platform to facilitate self- and peer assessments in preparation for PE lessons. The feedback on the movement is useful for students in skill mastery. Students can also extend their learning by watching the video clips after the lesson and have further practice in their leisure time.

An e-environment serves as a medium to inform stakeholders of students' performance in the PE KLA. For example, students' data on physical fitness and participation pattern in sports events are useful information for parents to familiarise themselves with the learning of their children in PE lessons.

4.2.6 Life-wide Learning

Life-wide learning (LWL) is very important in the school PE curriculum. Schools should enrich students' learning experiences beyond lessons and outside schools through organising LWL activities such as participating in sports competitions, and watching large-scale local or international sports events. Generic skills and affective attributes of students can be nurtured through such authentic experience in sports.

Participation in PE-related co-curricular activities also allows students to develop personal qualities and various skills such as communication skills, collaboration skills and IT skills. Students can demonstrate their strengths through organising sports activities, participating in cheering teams and writing webpages for interest clubs. When students organise and officiate sports events, they can make use of their prior knowledge and concepts in authentic contexts, such as implementation strategies, rules and regulations. This provides opportunities for students to gain valuable experience for their whole-person development (*refer to Chapter 6 of the BECG and Booklet 7 of the SECG for more details on LWL*).

4.3 Embracing Learner Diversity

Every student is unique. They are different in ability, motive, need, interest and potential in PE. Identification of learner diversity, such as student with special educational needs (SEN) at the school level enables the formulation of a school policy to address students' diverse learning needs and provide support or challenges as appropriate.

- In a class with a wide range of abilities and learning styles, students do not always benefit from a “one-size-fits-all” approach. Teachers should provide graded learning tasks for students to adopt an individual approach to their learning.
- Schools should provide a diversity of physical activities to encourage students to develop their different potentials.
- PE teachers should always pay attention to students with health problems, special needs or high potential, and offer them protection and assistance at the right time.
- PE teachers can group students according to their potential and physique, so as to minimise the ability differences within each group. Students with similar abilities can do the same practices during the skill development sessions. On the contrary, teachers may also group students of different abilities to foster better peer support, communication and collaboration.
- In a co-operative learning environment, students are not only responsible for their own learning, but can also be deployed to take care of and support others. Teachers are expected to be facilitators by guiding students to explore. Teachers may sometimes appoint more capable students to be student-teachers for certain tasks.

4.3.1 Students with Special Educational Needs

Students with SEN are entitled to equal opportunities for participation and learning in schools. Various approaches can be adopted:

- A whole-school approach should be adopted to create an inclusive culture so that all students understand and accept individual differences and develop an attitude of mutual understanding, trust and respect.

- Teachers should understand the characteristics and needs of students with different types of SEN. As such, teachers can tailor make learning activities and make adjustments to assessment, especially for sports skills and physical fitness.
- Based on students' abilities and learning styles, teachers should adopt various teaching modes and guidance strategies, such as setting individualised learning goals to encourage students to engage in physical activities and enhance learning effectiveness.
- To strengthen the learning and support of students with similar SEN, students with common learning objectives can be grouped and receive additional support together.

A variety of resources and support services to help teachers support students with SEN have been developed by the EDB and available at the EDB website (*refer to Chapter 4 of the BECG and Booklet 5 of the SECG for details*).

4.3.2 Gifted Education

For gifted students, schools may adopt the three-tier model to plan and implement their school provision and nurture students with sports potential.

- **Level 1 – Whole-class (school-based)**

Engage students in a wide range of physical activities during PE lessons. It helps them gain a better understanding of their own potential and develop interests in selected sports. Talent identification and enrichment programmes should be conducted when appropriate.

- **Level 2 – Pull-out (school-based)**

Organise interest groups and team trainings for students with sports potential. Students can receive systematic and intensive training outside classes. They can also be engaged in inter-school sports competitions to compete with other students and gain extensive exposure to sports.

- **Level 3 – Off-site support**

Refer students with potential or excellent performance in sports to relevant national sports associations (NSAs) for further training. This helps students advance further and pursue higher goals in sports development.

4.3.3 Assessment

Assessment should have an encouraging and motivating effect on learning. Therefore, when dealing with physically disabled students or low achievers, teachers may consider not to conduct standardised assessment to avoid students' frequent failure (*refer to Chapter 5 of this Guide for details*).

Example 4.1 STEM Education in PE

Topic: Volleyball - Spiking

Incorporating the element of STEM education to enhance the learning of volleyball spiking.

Objectives

- To introduce common problems in spiking a volleyball
- To analyse the reason behind one's failure in spiking the ball and explore how to make improvement

Device

- Video recording device

Practice in PE lessons

Instruction to students

- When the ball is set by the setter, it will go to the peak height and then fall to the ground.
- It is difficult for the spiker to judge the path of the ball when it leaves the hands of the setter.
- It is better to ask the spiker to start a jump when the ball is near the peak height (momentarily rest). In this way, the spiker can predict the path of the ball and will have a higher chance of hitting the ball.
- Students record their own performance for analysis by using an apps installed in the hand-held device. By watching the playback, especially in still or slow motion, students may identify the best time for an approach jump to hit the ball.

Example 4.2 e-Learning in PE

Topic: Sprint Start

Using IT to learn sprint start

Objectives

- To understand Newton's Third Law of Motion and identify action and reaction forces
- To realise forces acting in pairs through learning activities
- To have a better performance of the sprint start by using starting block

Devices

- Starting block
- Video-taking device
- Motion video analysis software

Methods

- Comparing the performance of the sprint start with and without using the starting block.
- Motion analysis through video, use of software and group discussions.

Pre-requisite Knowledge and Skills

- Skills of crouch start
- Body position
- Use of starting block

Project learning in PE

- Students will:
 - perform the sprint start with the starting block;
 - perform the sprint start without the starting block; and
 - identify and compare the differences of starting posture and the time needed for the start with and without the starting block.
- Using motion video analysis to discuss the motion of the sprint start, students will:
 - capture the sprinting posture from the start (with the starting block) to the phase of transition; and
 - be introduced to different phases of sprinting including the starting, acceleration and transition phases with the use of motion video analysis software.

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Chapter 5

Assessment

Chapter 5 Assessment

5.1 Guiding Principles

Assessment is an integral part of the curriculum, pedagogy and assessment cycle. Schools can refer to the following guiding principles when planning and implementing assessment of the PE curriculum.

- **Reflection of learning targets**

Assessment aims to collect data about students' performance in skills, physical fitness and knowledge as well as attitudes in relation to the expected learning outcomes of sports programmes. It can provide informative data for screening, reporting and other diagnosis purposes.

- **Vital and continuous process in learning**

It is common for PE teachers to break down the learning of a complicated sports skill into different components of activities to provide progressive learning. The learning points of each and every learning stage can be regarded as criteria in assessment. Hence, students can conduct self- or peer assessment to inform their own learning progress. The assessment results also enable different stakeholders to collect feedback for adjusting the learning and teaching strategies as a result of enhancing students' learning effectiveness. As such, assessment should be regarded as an opportunity to promote learning rather than just a final judgement on students' performance.

- **Markers for students to set goals and understand their strengths and weaknesses**

In the learning journey of physical education, it is good for students to have an understanding of the assessment methods and criteria so they can set their own goals and corresponding practice direction before the assessment. During the course of study, students' strengths and weaknesses can be identified by using valid, reliable and feasible assessment tools. This will help students adjust their learning plans for improvement.

- **Embracing learner diversity**

Together with differentiated instruction, there should be adjustment to assessment in order to address different students' learning needs and improve effectiveness in learning.

- **Developing self-assessment skills and upholding respect for others in assessment**

It is good for students to conduct self- or peer assessment to recognise their performance against the expected learning outcomes. Both self- and peer assessments do not only take place during lessons, but may also be conducted

online with no limits of time and space. By uploading the video clips to the Internet or school intranet, students can conduct peer assessment by giving comments to other students' performance. Students should be encouraged to give fair comments to show respect for others.

Based on the above principles, different school stakeholders can use the following questions to reflect on their current practice in the assessment of the PE curriculum for further refinement (see Figure 5.1).

Figure 5.1 Reflections of Different Stakeholders on Assessment of PE

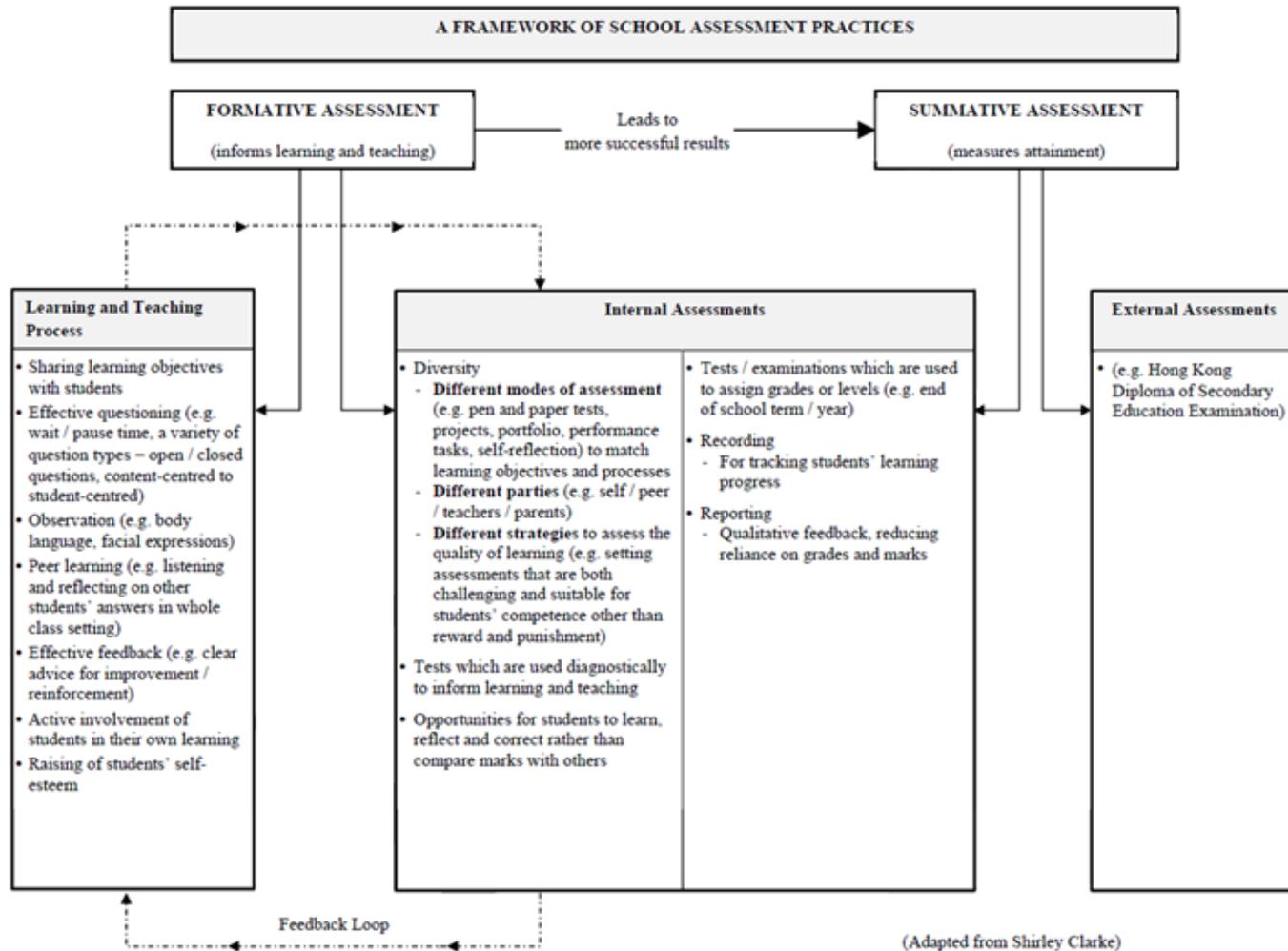


5.2 Modes of Assessment

- Taking into considerations schools' curriculum and assessment culture, PE teachers are advised to develop the assessment policy for the PE subject in relation to the expected learning outcomes and specific assessment criteria. For example, teachers can upload the school PE assessment framework to the school intranet for students' reference in setting their learning goals. This would echo the expected learning outcomes and modes of learning (*refer to Chapter 5 of the BECG and Booklet 4 of the SECG for more details on assessment policy in schools*).
- In PE, students are expected to develop motor and sports skills, acquire knowledge of movement and safety, and develop generic skills as well as positive values and attitudes. Therefore, diversified modes of assessment should be used whenever appropriate for a comprehensive understanding of student learning in different aspects. Formative assessment is often used to collect evidence of student learning and provide feedback to enhance learning and teaching. Summative assessment is usually conducted at the end of a teaching module or a teaching unit, a school term or a school year, to evaluate student learning performance or outcomes.

Figure 5.2 provides a framework for organising school assessment. It illustrates the interrelationship of formative and summative assessments, and the connection among learning and teaching, internal assessment and public assessment. Schools can refer this figure in developing their assessment plans for the PE curriculum.

Figure 5.2 A Framework of School Assessment Practices



5.3 Formative and Summative Assessment

Assessment of Learning, Assessment for Learning and Assessment as Learning are concepts that are complementary to each other, instead of mutually exclusive, with each serving specific purposes. Formative assessment serves the purposes of Assessment for Learning and Assessment as Learning while summative assessment can be viewed as Assessment of Learning. The interrelationship among them is provided in Table 5.1. Building on the existing strengths, a future direction for the development of assessment practices in schools is to put emphasis on Assessment for Learning and Assessment as Learning, which help students play an important role in the assessment and learning journey.

Table 5.1 Formative and Summative Assessment

Formative Assessment	Assessment for Learning (AfL)	AfL helps students obtain feedback during the learning process. This facilitates students and teachers to utilise the results to enhance future learning and teaching by modifying the strategies used with regards to students' learning needs. AfL often takes place on a daily basis and typically involves close attention to smaller parts of learning. Verbal feedback to help students improve their performance in a sports activity is a typical example of AfL.
	Assessment as Learning (AaL)	AaL engages students in the learning process by setting their own goals, monitoring the learning progress and planning the following steps in the learning journey. This can be achieved by conducting self-reflection regularly. The role of the teacher is to help students develop self-assessment skills, which are crucial in planning the next step in learning, and become independent learners. For example, a teacher may provide a fitness norm table and teach students the concepts of fitness tests and training methods. Then students can set their goals, monitor their learning progress, reflect on the exercise protocol and adjust their training intensity accordingly.
Summative Assessment	Assessment of Learning (AoL)	AoL describes the level students have attained in learning at a certain point of time in the learning process. It is usually undertaken at the end of a period of instruction and the scope of the assessment often concerns larger parts of learning. School examinations and end-of-unit or end-of-term assessment for a specific physical activity are typical examples of AoL.

Formative assessment refers to the ongoing process to evaluate students' performance and abilities, and aims to improve learning and teaching effectiveness. It is often informally carried out during the learning and teaching process. Schools can refer to the following ideas to make effective use of formative assessment in PE:

- Use formative assessment to monitor and diagnose student learning progress over a period of time to help identify students' strengths and weaknesses.
- Provide quality feedback and support to students. PE teachers can investigate whether the goals and objectives are appropriately set and achieved by students, and help students solve the learning problems encountered.
- Involve different stakeholders including students, teachers and parents to review and modify the pedagogical approaches according to the assessment results.

Summative assessment refers to the evaluation of student performance at the end of a period of time (e.g. a learning module/unit, a school term/year). Schools can refer to the following ideas to make effective use of summative assessment in PE:

- Provide a summary of students' learning achievements during the period and note possible factors which may affect its validity, e.g. the stability of students' performance at the time of assessment.
- Conduct summative assessment at the end of a teaching unit or a school term and refer to the measurement of the end product of learning and teaching. Use the attainments, levels or grades obtained in the assessment to illustrate the learning and teaching effectiveness or for reporting.

Both formative assessment and summative assessment are complementary to each other and can help students learn better. Teachers should employ their professional judgement to strike a balance between the use of formative and summative assessment to serve the purposes of promoting learning, reflecting the progress and achievements of students.

5.3.1 Formative Assessment in PE

Part method is commonly used by PE teachers to introduce physical skills, which are broken down into different practice activities with specific learning points. The learning points of each practice activity are also regarded as the assessment criteria. This method helps inform students about their learning progress and provide suggestions for improvement. For example, the learning and teaching of a layup in basketball can be broken down in different stages (*refer to example 5.1 for details*) so students can choose the appropriate activities for practice according to their understanding, and they can progress to the next stage after mastering the skills focused on in the previous stage. In this way, the learning and assessment components of the PE lessons are integrated. Teachers may refer to the *Physical*

Education Learning Outcomes Framework (2008) for more information on the assessment criteria for various physical activities.

The PE curriculum centres around physical activities and focuses on learning motor and sports skills. Different kinds of formative assessment could help students master these skills better. For example, teachers may give quality verbal cues to help students adjust their movement sequence to enhance their skills. On the other hand, students will easily obtain knowledge about results of their performance via direct observation. For example, students may count their successful rate in shooting basketballs.

Example 5.1 Integration of Learning and Assessment in PE

Theme: Basketball - Layup

1. Introduction

- By adopting the part method, the teacher breaks down the layup skills into four activities with Activity 1 being the easiest and Activity 4 being the most difficult.

Activity	Performance (for right-handed layup)	Teaching points/ Assessment criteria
1	Students receive a ball bouncing from the ground and perform footstep “right-left”.	- familiar with footstep - able to catch the ball while travelling in the air before planting the right foot
2	Repeat step 1 and then pass the ball to the partner.	- raise shooting elbow and shooting knee - control and pass the ball to the partner
3	Repeat step 2 and then lay the ball up near the basket.	- correct sequence - aim the ball at the hoop or the top corner of the square marked on the backboard
4	Perform a complete layup with dribbling.	- correct sequence - perform at different speeds

- The teaching points can also serve as the assessment criteria so that students can proceed to the next activity after mastering the skills in the previous activity. Teaching and assessment are integrated into the learning and teaching process.
- Adopting the flipped-classroom concept, video clips of the four levels of layup activities are uploaded to the school intranet for students’ browsing before the lesson. To embrace learner diversity, teachers allow the students to choose any one of the four activities for practice during the PE lesson. Students comment on their own or peers’ performance after the lesson.
- e-Learning and e-assessment are adopted to enhance learning effectiveness and address learner diversity.

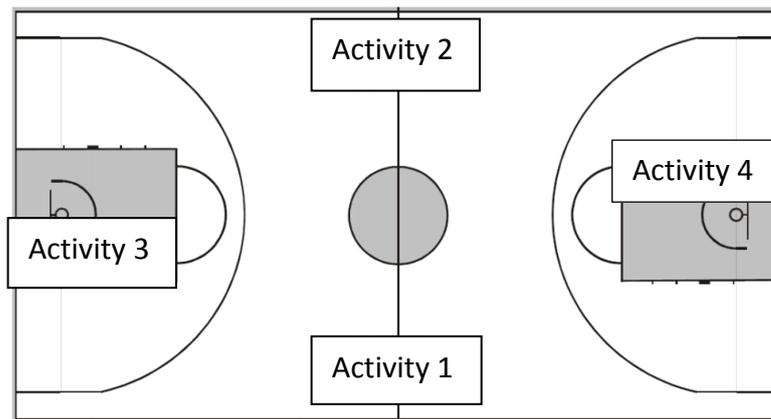
2. Implementation

2.1 Before the lesson

Students watch the video clips and familiarise themselves with the related teaching points/assessment criteria available on the school intranet. Then they practise the drills of their choice in their leisure time.

2.2 During the lesson

2.2.1 Students participate in one of the four activities of their own choice. After mastering the skills of the chosen activity, they can move up to the next level of activity. The arrangement of practice activities is shown as below:



- 2.2.2 During the practice, students may revisit the video clips with hand-held devices for reference. Besides, students can use hand-held devices to capture their peers' performance for subsequent sharing.
- 2.2.3 If students can master the complete layup, they may dribble around some markers before the layup. This is an even more difficult compound skill practice.
- 2.2.4 Students taking part in Activity 1 and Activity 2 are divided into two groups to perform a "Captain Ball" in the game session. They are allowed to pass the ball to their captains using the layup skills. Students taking part in Activity 3 and Activity 4 are put into teams to play a 3-on-3 half-court game. If one team wins more than twice, the opposite team can have more players (4-on-3) to pose greater challenge to the winning team of the last game.
- 2.2.5 Whole or part of the game can be recorded and uploaded to the intranet for sharing.

2.3 After the lesson

Students watch the video clips recorded during the lessons and have either a self- or a peer assessment according to the teaching points of the lesson.

3. Highlight

- The feature of integrating learning and assessment during the lesson takes into account the impact of e-learning and e-assessment.
- To embrace learner diversity, students are motivated to aim at a higher level of learning and practice. The more able students will be assigned an even challenging task, such as performing compound skills or confronting a team with more players.

(Source: Caritas Fanling Chan Chun Ha Secondary School)

The following are some common modes of formative assessment which could be used by PE teachers to enhance student learning.

Verbal Feedback

During the PE lessons, verbal cues are important and commonly used to provide feedback to students for skills improvement. Knowledge of students' performance could be provided by teachers and students. As no equipment is required, verbal feedback is the most convenient tool to provide timely feedback to students.

Assessment Checklist

Teachers may design an observation checklist with learning points illustrated in figures (see Table 5.2). Peer assessment may help deepen students' understanding of the movement sequence by reviewing the main learning points. Besides, students may also review other students' performance in generic skills, values and attitudes in a certain period of time (see Table 5.3). This would enhance students' self-learning capability and awareness of their own development in generic skills, values and attitudes.

Learning Logs and Portfolios

Learning logs and portfolios are common tools to help students reflect on their learning. For example, students can set their own learning goals such as improving their cardiovascular fitness at the beginning of the school year. Then they plan their own physical activity schedule by using the FITT principle ("F" – Frequency; "I" – Intensity; "T" – Time"; and "T" – Type). Learning logs and portfolios are used by students to record evidence of learning, improvements made and self-reflection. During the whole school year, students can review their achievement levels, seek consultation from their teachers, and use different learning strategies to achieve the goals. PE teachers may provide feedback and monitor students' progression. These assessment tools help students develop self-directed learning in PE and are typical examples of AaL.

Project Work

Project work is commonly used to facilitate students' studies on various PE topics. With sports as the main theme in learning, students can learn extensively through in-depth reading of related materials. Some schools arrange timeslots for students to conduct project learning but more time can be spent on project work beyond school hours according to students' interests and abilities. For group projects, students have to work with their groupmates and their development of generic skills is enhanced in authentic contexts. Therefore, students' performance in generic skills (e.g. collaboration skills and communication skills) can be assessed. Other learning skills such as information collection, data analysis and presentation can also be assessed.

Table 5.2 Observation Checklist for Long Jump

Event: Long Jump

Level: Primary Four

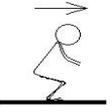
Name: _____ Class: _____ ()

You are able to:

- Perform a single-leg take-off after a short run-up, and then land on both legs.
- Demonstrate acceleration before take-off and lift both knees after take-off.

Learning Outcomes

- You are able to combine lifting of the arms and hitting the take-off board to jump with speed and strength to a certain height.

Assessment Criteria		Put “✓” (self-assessment) or “○” (peer assessment) in the following boxes		
		Smooth movements	Can perform the skills sometimes	Cannot perform the skills at all
Smooth run-up/ approach run				
Take off on one leg				
Land on both legs and bent knees				
Move forward to leave the pit				

Name of Assessor: _____

Table 5.3 Assessment Checklist on Generic Skills, Values and Attitudes*

PE KLA
 _____ - _____ **school year**

Name: _____ Class: _____ () Date: _____

Performance in Generic Skills, Values and Attitudes

<i>Item</i>	<i>Self</i>	<i>Peer</i>	<i>Teacher</i>	<i>Parent</i>
Communication with others				
Sharing				
Caring for others				
Collaboration				
Responsibility				
Commitment				
Perseverance				
Services				
Active participation				
Self-learning				
Signature				

Performance: 1 (Fair); 2 (Good); 3 (Very Good); 4 (Outstanding); or Simple description

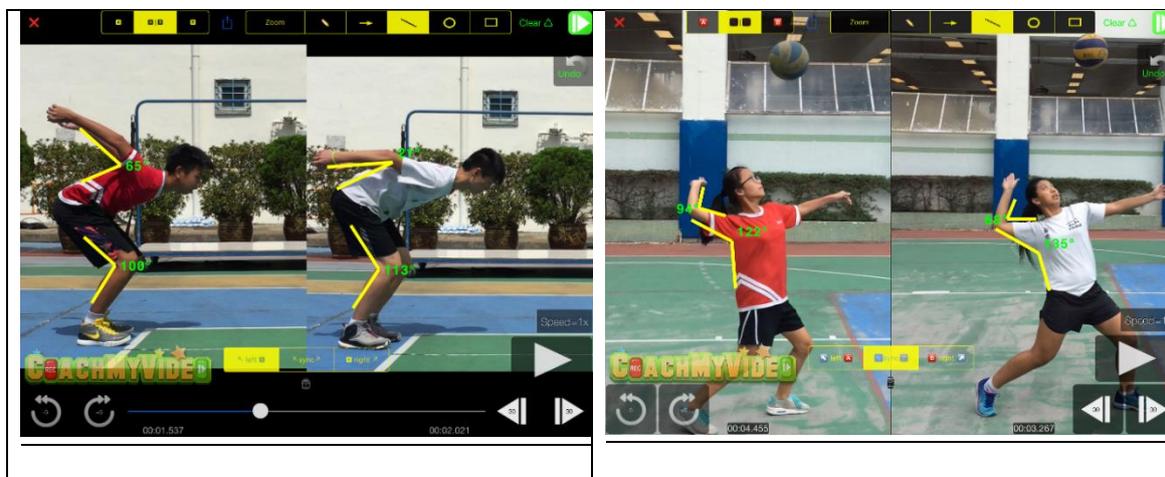
**Stakeholders are requested to fill in the assessment form at the end of each term.*

(Source: CCC Kei Long College)

e-Assessment

Students’ performance in PE can be recorded by hand-held electronic devices such as smartphones or tablets. Students can revisit their performance as recorded to review their own performance for improvement. They can modify their body movement by observing their peers’ movement, or by comparing their own movement with an ideal movement (see Figure 5.3 for an example of students using Apps to record video clips of their performance in PE for self- or peer assessment).

Figure 5.3 Making Use of Apps to Record Video Clips for Reviewing Performance in PE



- Students' performance can be uploaded in real time to the school intranet for assessment and feedback from their peers and teachers as well as extending students' learning beyond PE lessons.
- Some hand-held devices may help monitor exercise intensity. For example, students may use watches with heart-rate monitor to keep track of their exercise intensity and make adjustments as appropriate.

5.3.2 Summative Assessment in PE

- Summative assessment helps monitor standards and facilitate selection decisions. For example, fitness screen tests may help identify obese students in the school. These students can then be arranged to receive remedial fitness training to improve their health, fitness level and body composition.
- Summative assessment helps evaluate student performance against the learning targets. It is common to conduct an end-of-term assessment on students' performance in acquiring knowledge, skills, and values and attitudes by using a standardised test or by a peer evaluation form (see Table 5.4 for a school-based example of a student assessment checklist). Some IT products such as smartphones and online platforms which provide new reporting methods can also be used.
- Students' performance in PE can be reported in grades, marks or comments. Written feedback is useful in providing concrete suggestions on learning for individual students.
- The learning progress and overall performance of students can be reflected by a clear, detailed and systematic PE assessment record, which can also assist students to identify and understand their strengths and weaknesses (*Please refers to following webpage for a school-based example of*

assessment criteria for the six strands of PE for S3 students at <http://www.keilong.edu.hk/~pe/hao.htm>).

- Parents can also be informed of students' achievement in PE through a report. The report can be very informative for parents in guiding their children to learn better (see Table 5.5 for an example of a PE report card).

Table 5.4 School-based Example - Student Assessment Checklist*

Student Learning Log								
Self / Peer / Parent / Teacher Assessment Form								
Name: _____			Class: _____ ()			Date: _____		
Levels	Motor and Sports Skills	Health and Fitness	Knowledge of Movement	Knowledge and Practice of Safety	Sports-related Values and Attitudes	Aesthetic Sensitivity	Self-assessment (Please indicate the grade for your own performance)	Peer Assessment
5								
4								
3								
2								
1								
Please put a (✓) to indicate the level of performance in the six strands						Signature		
*Stakeholders could use different colour of pens for assessment: (Self (Black), Peer (Blue), Parent (Red), and Teacher (Green))								
Parent Assessment (level): _____								
Comment: _____								
Teacher Assessment (level): _____								
Comment: _____								
1st / 2nd Term (level) : _____								
Remark: _____								
<i>Students complete the learning log after each unit.</i>								
<i>(Source: CCC Kei Long College)</i>								

Table 5.5 School-based Example – PE Report Card

S4 School Report Card PE KLA

Name: _____ Class: _____ () Student No.: _____

		1st Term		2nd Term	
Personal Information	Height (cm)	168		168	
	Weight (kg)	81		78	
	Body Mass Index	28.7		27.64	
Item		Raw Score	Marks	Raw Score	Marks
Fitness Assessment (25%)	Aerobic (14 laps)	12'37"	1	10'37"	1
	Strength (Pull-ups - boys; Flex Arm Hang - girls)	1	1	2	2
	Endurance (1 min sit-ups)	40	3	42	3
	Flexibility (sit-and-reach)	39 cm	4	39 cm	4
Skill* (25%)		18		20	
Attendance and Level of Participation (25%)		25		25	
Project** (25%)		18		20	
Total		72/100		76/100	
Grade		B		B	

* 1st term: Rugby;

2nd term: Shuttlecock

**1st term: Data Collection and Interim Report;

2nd term: Verbal and Written Report

(Adapted and modified from Yu Chun Keung Memorial College)

5.4 Internal and Public Assessment

5.4.1 Internal Assessment

There is no public assessment for General PE from Key Stages 1 - 4. Teachers may make use of different assessment tools developed by the EDB or other professional organisations to compare the performance of their students with students of other schools. In KS4, students record their achievement in PE under Other Learning Experiences – Physical Development (OLE-PD) in their Student Learning Profiles (SLP). In terms of whole-person development, the SLP is a useful reference document accepted by the tertiary institutions for admission purpose.

The assessment tools of the two schemes listed below can be adopted for internal assessment.

- **Physical Fitness Assessment**

The EDB conducts a territory-wide physical fitness test at 5-year intervals to produce norm tables of different fitness items. Students could gain better understanding of their fitness status through the annual fitness assessment by comparing against the norm tables.

- **Badges Award Scheme**

For internal assessment, PE teachers may make use of the assessment protocols of the Badges Award Scheme covering a variety of sports such as athletics, badminton, canoe and cycling which are administered by the Leisure and Cultural Services Department. The assessment standards for the different levels in the Scheme are set by the National Sports Associations. Student may have a clear assessment target and be awarded the badges and certificates when meeting the required assessment standards. Student may then draw up plans for progressing to the next level of achievement.

5.4.2 Public Assessment

Students who study PE as an elective subject of the senior secondary curriculum will take the the Hong Kong Diploma of Secondary Education (HKDSE) Examination administered by the Hong Kong Examinations and Assessment Authority (HKEAA). Students' results in the HKDSE are counted for admission to both local and overseas post-secondary programmes. For details on the public assessment for the PE elective subject, please refer to the *Physical Education Curriculum and Assessment Guide (Secondary 4 – 6) (2007) (with updates in November 2015)*.

Chapter 6

Learning and Teaching Resources

Chapter 6 Learning and Teaching Resources

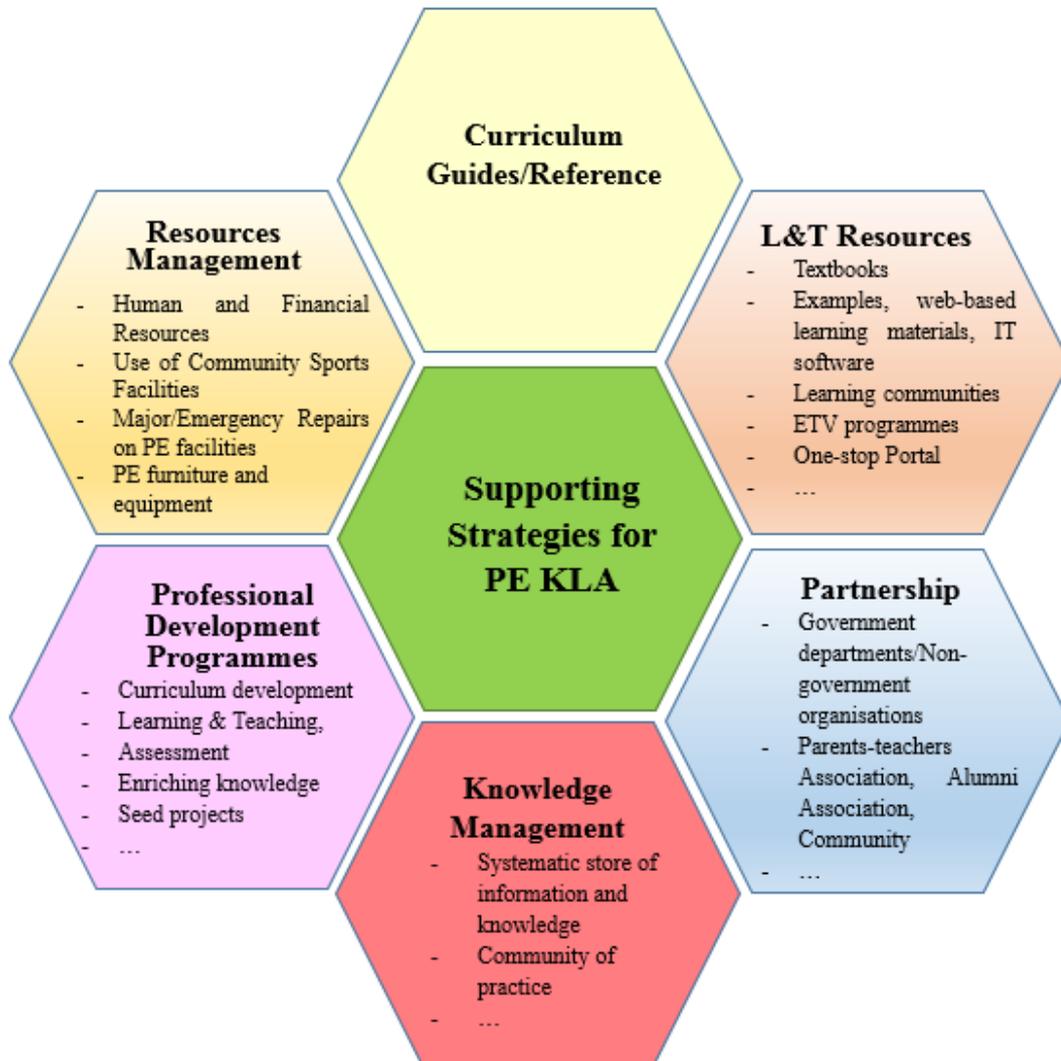
6.1 Quality Learning and Teaching Resources

Curriculum development is a collaborative and ongoing enhancement process. To strengthen and sustain the development of the Physical Education (PE) Key Learning Area (KLA), teachers are advised to make effective use of different available resources and support measures.

Schools should encourage PE teachers to refresh themselves regularly by attending professional development programmes organised and conducted by the Education Bureau (EDB), universities, tertiary institutions or professional organisations in order to equip themselves for the development of a quality school curriculum for the ultimate benefit of student learning (*refer to Chapter 10 of the BECG and Booklet 10 of the SECG for details*). PE teachers should also update their teaching materials regularly with reference to findings from related researches and latest development of physical education and sports (e.g. modification of rules, skill advancement of various sports, development of emerging sports, modern physical fitness training methods and equipment). Due attention should be given to the large quantity of useful information available on the web. Schools may enrich students' learning experiences by encouraging them to join physical activities organised by different sports governing bodies and sports organisations. Schools are also encouraged to use public or private sports facilities or link up with community sports associations in the delivery of quality sports programmes.

Figure 6.1 provides information on the various supporting strategies for the PE KLA. Schools should consider their own contexts and make effective use of different available resources and support measures to benefit student learning in the PE KLA and enrich their learning experiences.

Figure 6.1 Supporting Strategies for PE KLA



6.2 Resource Materials in Support of Curriculum Development

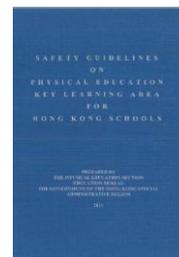
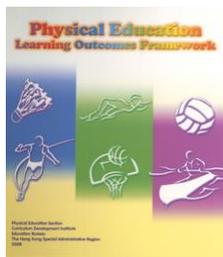
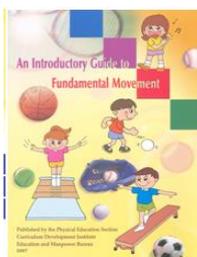
6.2.1 Textbooks

Textbook is only one type of resources that supports learning and teaching. Teachers may make use of textbooks as a point of departure for learning activities, but not as the only resource. They should exercise professional judgement when using textbooks and flexibly adapt the content according to the needs, abilities and interests of students. Teachers can also make use of various resource materials other than textbooks to arouse interest, broaden learning experiences, enhance learning effectiveness and meet different learning needs and styles of students.

6.2.2 Learning and Teaching Resources

To facilitate the planning and development of the PE curriculum, various supporting materials have been developed by the EDB. Teachers can make reference to the following materials in conjunction with this Guide for designing their school PE curriculum:

- *An Introductory Guide to Fundamental Movement* (2007)
- *Physical Education Learning Outcomes Framework* (2008)
- *PE KLA: An Overview of the Learning Topics in the Six Strands* (2013)
- *Safety Guidelines on PE KLA for Hong Kong Schools* (2011) (updated in July 2016)¹²



A wide range of learning and teaching resource materials have been developed to support the implementation of the PE curriculum. Appendix II provides a list of resources for teachers' reference. The list is by no means exhaustive and provides some ideas or starting points for various opportunities available in the community for teachers to explore and make good use of. More ideas related to the types and sources of additional resources are also identified as follows:

- Learning and teaching packages/materials

¹² Online version of the *Safety Guidelines on PE KLA for Hong Kong Schools* (2011) (updated in July 2016) is available at: http://www.edb.gov.hk/attachment/en/curriculum-development/kla/pe/references_resource/safety-guidelines/Safe_e.pdf

- Presentation materials of professional development programmes
- Examples, web-based learning materials, IT software and electronic resources
- Learning communities
- One-stop Portal for Learning and Teaching Resources
- Educational Television (ETV) programmes
- Hong Kong Education City

6.3 Human Resources

To enrich students' learning experience in PE, schools can make good use of different resources including the "Capacity Enhancement Grant" for the hire of qualified sports coaches or external professional services to assist the operation of co-curricular activities. Schools may also draw on expertise from parents, alumni and athletes in supporting student learning by inviting them to give talks or sharing their sporting experience.

Given the importance of protecting students, schools are advised to adopt the Sexual Conviction Record Check (SCRC) Scheme when engaging persons who will have frequent or regular contact with children. Information of the SCRC scheme is available at: http://www.police.gov.hk/ppp_en/11_useful_info/scrc.html. Schools can also refer to the School Administration Guide at: <http://www.edb.gov.hk/en/sch-admin/regulations/sch-admin-guide/index.html> or relevant EDB circular for details.

6.3.1 Hire of Part-time Qualified Sports Coaches

Schools may hire part-time qualified sports coaches¹³ directly or liaise with national sports associations or community sports organisations for the appointment to assist in co-curricular activities. This may help students develop motor and sports skills, and acquire necessary knowledge through physical activities. Schools are advised to refer to the relevant reminder on the employment of qualified sports coaches at: <http://www.edb.gov.hk/en/curriculum-development/kla/pe/bulletin-board/coaches/index.html>.

6.3.2 Support from Athletes

Schools may invite current or retired athletes to demonstrate their proficiency in specific sports skills, and to share their experience in training and competition with students, in particular their perseverance and resilience which contribute to developing an entrepreneurial spirit. Schools can provide a career platform for retired athletes to stretch their strength in different areas on the one hand, and

¹³ These are holders of valid coaching certificate awarded or recognised by relevant sports governing bodies. Please refer to the *Safety Guidelines on Physical Education Key Learning Area for Hong Kong Schools* (2011) (updated in July 2016) for details.

promote the schools' sporting culture on the other.

6.4 Resource Management

Effective management of resources is essential. To facilitate the curriculum development and support learning and teaching in the PE, schools are advised to make good use of different resources from the Government and the community to conduct PE-related activities, purchase additional PE equipment and carry out capital works.

6.4.1 Use of Facilities

To facilitate the implementation of the school curriculum, schools may apply for the use of various public, community or private sports facilities, which are mainly under the management of the Leisure and Cultural Services Department (LCSD), the Housing Department (HD) and other private/district sports clubs/organisations. Schools can block book the LCSD and the HD sports facilities for the following school year for conducting swimming galas, sports days, PE lessons and other sports activities. Details on advance booking can be obtained through the relevant EDB circular at: <http://applications.edb.gov.hk/circular/circular.aspx?langno=1> or the EDB website at: http://www.edb.gov.hk/en/curriculum-development/kla/pe/references_resource/index.html. Other information such as location, hiring charges, opening hours, facilities available, procedures governing the use and booking of various community sports facilities can be obtained directly through their respective websites as detailed below:

- Home Affairs Bureau (HAB) - Private Recreational Leases
http://www.hab.gov.hk/en/other_information/prls.htm
- Leisure and Cultural Services Department (LCSD)
<http://www.lcsd.gov.hk/en/facilities/facilitieslist.html>
- Housing Department (HD)
<http://www.housingauthority.gov.hk/en/public-housing/estate-management/property-management/index.html>

Schools may apply for the free use of some LCSD sports facilities such as main arenas and activity rooms of sports centres for conducting PE lessons or sports activities during school hours under the “LCSD Recreation Facilities Free Use Scheme”. Detailed information can be obtained through the relevant EDB circular or website as stated above.

Conversely, schools may open up their facilities to sports governing bodies or other organisations for conducting sports activities. Schools may refer to the relevant information stated in the School Administration Guide, which is available at: <http://www.edb.gov.hk/en/sch-admin/regulations/sch-admin-guide/index.html>, and relevant circular on the hire of accommodation, which is available at: <http://applications.edb.gov.hk/circular/circular.aspx?langno=1>.

6.4.2 Major Repairs (MR) and Emergency Repairs (ER) on Physical Education Facilities

To ensure a safe environment for student learning and facilitate learning and teaching, PE facilities in schools should always be in good condition. In case of needs to repair such facilities, schools may apply for non-recurrent grants from the EDB. Schools should submit their online application via the School Maintenance Automated Rapport Terminal (SMART) system set by the EDB. Schools are advised to study the relevant EDB circulars and the latest information/procedures at the EDB website of School Premises Maintenance, which is available at: <http://www.edb.gov.hk/en/sch-admin/sch-premises-info/sch-premises-maintenance/index.html>. Schools may also refer to the relevant information stated in the School Administration Guide, which is available at: <http://www.edb.gov.hk/en/sch-admin/regulations/sch-admin-guide/index.html>, and the Code of Aid, which is available at: <http://www.edb.gov.hk/en/sch-admin/regulations/codes-of-aid/index.html>.

6.4.3 Physical Education Furniture and Equipment

PE equipment can be broadly categorised into consumable and inventory items. When purchasing PE equipment, schools may refer to the “Furniture and Equipment List for New Schools”, which provides specifications and sketches of individual items and is available at: <http://www.edb.gov.hk/en/sch-admin/sch-premises-info/furniture-equipment/index.html>. In addition, schools can make use of various kinds of funding such as the Composite Furniture and Equipment Grant and the Expanded/Operating Expenses Block Grant for the procurement of PE furniture and equipment. School may refer to relevant EDB circulars and guidelines for the use of funding, which are available at: <http://www.edb.gov.hk/en/sch-admin/fin-management/about-fin-management/index.html>, and observe the procurement procedures.

Table 6.2 provides a summary of the financial resources supporting the PE KLA and their coverage.

Table 6.2 Financial Resources Supporting PE KLA

Grant/Resource	Coverage
Capacity Enhancement Grant (CEG)	<ul style="list-style-type: none"> • Hire of qualified sports coaches or external professional services on a temporary basis to assist the operation of co-curricular activities • Information available at the EDB website at: http://www.edb.gov.hk/en/sch-admin/fin-management/subsidy-info/index.html
Composite Furniture and Equipment Grant (CFEG)	<ul style="list-style-type: none"> • Purchase, maintenance and repairs of furniture and equipment (F&E) items (new and replacement items) and insurance premium for non-standard F&E items • Information available at the EDB website at: http://www.edb.gov.hk/en/sch-admin/fin-management/subsidy-info/index.html
Composite Information Technology Grant (CITG)	<ul style="list-style-type: none"> • Purchase of IT-related consumables, digital resource materials for learning and teaching, etc. • Information available at the EDB website at: http://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/citg.html
Diversity Learning Grant (DLG)	<ul style="list-style-type: none"> • Support the diversification of the senior secondary (SS) curriculum to cater for students' needs • Network programmes for Senior Secondary (SS) subjects • Information available at the EDB website at: http://334.edb.hkedcity.net/EN/DLG.php
Expanded/Operating Expenses Block Grant (E/OEBG)	<ul style="list-style-type: none"> • Operating expenses for the development of the subject such as purchase of learning and teaching-related materials • Information available at the EDB website at: http://www.edb.gov.hk/en/sch-admin/fin-management/subsidy-info/index.html
Non-recurrent Grants: Major Repairs/Alternations	<ul style="list-style-type: none"> • Costs for major repairs/alternation • Information available at the EDB website at: http://www.edb.gov.hk/en/sch-admin/sch-premises-info/sch-premises-maintenance/index.html
Emergency Repairs	<ul style="list-style-type: none"> • Emergency repairs of damages • Information available at the EDB website at: http://www.edb.gov.hk/en/sch-admin/sch-premises-info/sch-premises-maintenance/index.html
Quality Education Fund (QEF)	<ul style="list-style-type: none"> • Cater mainly for worthwhile non-profit making initiatives within the ambit of basic education, i.e. kindergarten, primary, secondary and special education • Information available at the EDB website at: http://www.qef.org.hk/e_index.html

School-based Grant	<ul style="list-style-type: none"> • Support needy students in primary and secondary schools to participate in after-school activities • Information available at the EDB website at: http://www.edb.gov.hk/en/student-parents/support-subsidies/after-sch-learning-support-program/index.html
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To ensure the safety of students when using PE-related facilities and equipment, schools should assign teachers/personnel to be responsible for their management. Regular checking and maintenance should be arranged with proper records kept.

6.5 Knowledge Management

A systematic storage of information and knowledge is important to the sustainable development of the PE KLA. A meaningful knowledge management is not merely managing the information, but also providing a platform for creating, sharing and using knowledge, which is ultimately for the benefits of subject development. There are different types of information including database, documents, policies/measures, procedures, and previously uncaptured expertise and experience, but useful information is not confined to these types. Taking physical fitness as an example, various curriculum documents, reference materials and relevant assessment data of students can be stored on a common platform for sharing. Through consolidation and analysis of the data, adequate content of physical fitness for learning and teaching can be developed. The content will be further fine-tuned in the wake of sharing and observation as a result of developing a school PE curriculum.

In addition, schools can strengthen networking and partnership with other schools, professional organisation and tertiary institutions through different platforms such as communities of practice to enhance knowledge exchange within and across schools, which will ultimately benefit the school PE curriculum development as well as teachers' professional development.

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Examples

Strengthening School Sporting Culture through Life-wide Learning - Active School Policy

Background

- This is an example to illustrate how a co-educational primary school strengthens the school's sporting culture through a number of extended learning activities inside and outside school under the umbrella of "Active School Policy".
- The activities and programmes for the whole school are supported by six PE teachers with different expertise in sports. Parents are also involved in the programmes.

Programmes Implementation

- Apart from the two structured PE lessons per week, the following programmes are organised to build an environment conducive to engaging students actively in regular physical activities.

1. Morning exercise

A daily five-minute morning exercise session is held for the whole school involving students, teachers and the school head. Students are taught a set of stretching exercises in PE lessons while teachers and the school head learn the exercise routine in a tailor-made session.



2. Activity zones

A number of exercise zones of popular activities such as table-tennis, hula hoop and rope-skipping are set up in the school campus for students during the three recesses which take up a total of 35 minutes each day. The following measures are taken for the smooth running of the activities:

- Students are allowed to wear school uniforms for the activities in the “activity zone”.
- Teachers, including non-PE teachers, and school prefects take turns to be “on duty” to maintain the order of activities.
- Primary 4-6 students are responsible for the set up and restoring of the equipment.
- Members of the rope-skipping team share their skills with their fellow schoolmates in the school hall.

3. Junior Athletes Programme

The Junior Athletes Programme is organised for the following aims:

- To set up an appropriate standard for training to motivate more students to participate in sports;
- To promote sports with the use of exhibitions, featuring videos and display boards;
- To set up information booths on four to five different sporting themes to allow students to learn more about a wide range of sports;
- To enrich students’ knowledge in PE by asking them to do worksheet with answers from exhibition and display boards; and
- To set up the Athletes Challenge Spot, which is guided by PE teachers, to ask the Student Sports Ambassadors to help their fellow students learn various types of motor and sports skills during recess time.

4. Major sporting events

- Sports Day: Students are encouraged to take part in at least two events and also participate in the “inter-house” cheering teams.
- Physical Activity Day: There are inter-house competitions including table-tennis, basketball and obstacle course held in the morning. Students are free to take part in competitions of their choice including golf, squash, basketball, volleyball, rope-skipping, shuttlecock, over-arm throwing and dribbling in the afternoon.



- Fitness Day: All Primary 1-3 students are required to take a fitness test with the assistance of Primary 4-6 students.



- Exercise Day: All Primary 1-3 students participate in dance, fitness and martial arts under the guidance of external coaches.
- A consecutive 4-day squash competition: Parents are invited to cheer for their children and share the excitement of the competition.

5. Improving students' physical fitness

- Apart from participating in the School Physical Fitness Award Scheme, students are encouraged to participate in a school-based fitness award scheme. It helps them understand their overall fitness levels and weaknesses, so that they can work on their own fitness plan.
- During recess, the PE teachers lead the Sports Ambassadors to guide students in taking fitness tests correctly. A Hall of Fame which lists names of students with the highest test scores is posted on the school campus to motivate students to try harder in the tests.

6. Promoting squash

Whole-class (school-based):

- Squash Tryout Day: All Primary 1 students have a chance to “taste” the squash. Interested parents are welcomed to join.
- Multiple Intelligence Lessons: All Primary 1 and 2 students have a chance to learn squash.



Pull-out (school-based)

- Squash training course: An after-school squash training course is arranged for more able senior primary students. There were 8 training classes per week.

Off-campus support

- Senior primary students with good potential are selected to join the school team, aiming at a higher level of performance.
- More able students are recommended to join the Hong Kong Youth Squad for more advanced training as well as helping them become elite athletes.

7. Physical activity – diversified choices

- A wide range of sports teams and interest classes are provided for students, including athletics, swimming, Chinese Dance, lion and dragon dancing, squash, basketball, football, table- tennis, rope-skipping and taekwondo.
- Each student is allowed to choose at least one sport of his/her own preference for advancement.



8. Multiple intelligence lessons

Multiple intelligence lessons are arranged every Friday afternoon to provide students with more opportunities to try or engage in different types of physical activities. The arrangement are as follows:

- Squash classes and rope-skipping classes are specially arranged on the school timetable for Primary 1 and 2 students, and Primary 3 and 4 students respectively. As such, all students have a chance to try these two sports throughout their study in the school.
- Three individual sports groups, namely table-tennis, rope-skipping and football, are provided for Primary 5 and 6 students for more focused sport trainings. These groups will take turns for the three types of training with 8 sessions for each sport.

9. Parents' Praise Dance class

- Praise Dance classes are provided two to three times a week. It is a good opportunity for parents to experience the benefits of exercise so that they would influence their children to participate in sports.
- The parents' participation in sports is a strong element in promoting the sports culture in the school.

10. Participation in outside school sports scheme

- All students are required to participate in the sportACT Award Scheme organised by the Leisure and Cultural Services Department. Students' results in the scheme are linked to the scores in the school inter-house competitions. In other words, if a student gains an award in the sportACT scheme, he/she will contribute to his/her house total score. This arrangement has attracted more students to participate in the Scheme, which contributes to the overall participation in physical activities.

Impact

- Since the 2009/10 school year, there has been a sustained and notable increase in the number of students participating in after-school physical activities. In the 2015/16 school year, around 70% of students were regular participants which did foster the school's sports culture. It is believed that the students' whole-person development is strengthened through these life-wide learning programmes.
- Parents' awareness of the importance of physical activities is raised through receiving regular notices and attending a series of seminars and parents' meetings. Their mindset of allowing their children to join the after-school physical activities, such as sport teams and interest classes, has changed and parents have become more supportive of physical activities.

(Source: S.K.H. St Joseph's Primary School)

Promoting Values Education through Long Distance Running

Background

- Sport is “an educational tool which fosters cognitive development; teaches social behaviour; and helps to integrate communities” (IOC, 2016). Schools can make use of various sports activities to help students learn better and cultivate positive values and attitudes so as to become contributing members of society, the nation and the world.
- This example illustrates how a secondary school makes use of long distance running to instil positive values and attitudes in students.

Programme Implementation

By focusing on values education, different programmes are arranged from three different perspectives, namely personal, interpersonal and community.

- **Personal:** Students must complete a benchmark of 7 km run around the school campus in the specific time assigned to them each school year. To enable students to become competent and confident in taking part in long-distance running, knowledge in training, safety, and skills are taught during the PE lessons. Besides, students learn to use different IT tools to monitor their exercise patterns, such as using apps to record the time and distance travelled, and the heart-rate monitor (which is a good indicator to reflect exercise intensities) to record the heart-beat in running. The benchmark of 7 km run is good for students to set goals, adjust training methods, and strive for excellence and perseverance in training.
- **Interpersonal:** Other than arranging practice alone in free time, students can join the “Morning Run Programme” in a common time slot for group running practice. Students of different forms interact with each other and develop social skills. Sense of belonging to school is also enhanced among students.
- **Community:** The interested students could join the “101 Marathon Leading Blind Programme” in which students lead the blind people in running. This kind of service learning is excellent for students in developing a sense of caring for others, particularly the handicapped minority. It helps students acquire a deeper understanding of others’ needs and become more considerate. With the help of students, the blind people also have a chance to run and enjoy the benefits of exercise, in the way normal people do. Attributes like team work and co-operation are developed through the partnership in running.



Impact

The running programmes contribute to the strong running atmosphere and culture in the school. Students have become very motivated and devoted to running. The running culture not only fosters students' participation in physical activities, but also enables student to experience the spirit of running, namely commitment, perseverance and the self-efficacy of helping others. With careful planning and implementation, students' learning and contribution can be extended from personal to group, and also to the community.

Based on this example, schools can make use of other physical activities to help students cultivate positive values and attitudes in sports. The programmes can also be adjusted according to the schools' facilities and sporting culture. For community programmes, schools may encourage students to be helpers in other sports events to enrich their learning experiences.

(Source: Cheung Sha Wan Catholic Secondary School)

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Appendices

Seven Learning Goals of Primary and Secondary Education

Seven Learning Goals of Primary Education

To enable students to:

- | |
|---|
| <ul style="list-style-type: none">• know how to distinguish right from wrong, fulfil their duties as members in the family, society and the nation, and show acceptance and tolerance towards pluralistic values; |
| <ul style="list-style-type: none">• understand their national identity and be concerned about society, the nation and the world, and to fulfil their role as a responsible citizen; |
| <ul style="list-style-type: none">• develop an interest in reading extensively and cultivate a habit of reading; |
| <ul style="list-style-type: none">• actively communicate with others in English and Chinese (including Putonghua); |
| <ul style="list-style-type: none">• develop independent learning skills, especially self-management skills and collaboration skills; |
| <ul style="list-style-type: none">• master the basics of the eight Key Learning Areas to prepare for studying in secondary schools; and |
| <ul style="list-style-type: none">• lead a healthy lifestyle and develop an interest in aesthetic and physical activities and an ability to appreciate these activities. |

Seven Learning Goals of Secondary Education

To enable students to:

- | |
|--|
| <ul style="list-style-type: none">• become an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society; |
| <ul style="list-style-type: none">• acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels; |
| <ul style="list-style-type: none">• become proficient in biliterate and trilingual communication for better study and life; |
| <ul style="list-style-type: none">• develop and apply generic skills in an integrative manner, and to become an independent and self-directed student for future study and work; |
| <ul style="list-style-type: none">• use information and information technology ethically, flexibly and effectively; |
| <ul style="list-style-type: none">• understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career; and |
| <ul style="list-style-type: none">• lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts. |

Learning and Teaching Resources

The following reference materials are by no means exhaustive. Schools are advised to refer to the updated information at the EDB website available at: http://www.edb.gov.hk/en/curriculum-development/kla/pe/references_resource/index.html.

Reference materials

- Air Quality Health Index (AQHI): Dos and Don'ts for Arranging Physical Activities (During the Health Risk Category at High or Above Levels)
- Furniture and Equipment List for New Schools
- Fundamental Movement Learning Community
- Information Technology in Physical Education
- International Charter on Physical Education, Physical Activity and Sport by the United Nations Educational, Scientific and Cultural Organisation (UNESCO)
- Outdoor Education Camp Scheme
- Physical Measurement Enhancement Project
- Use of Facilities Provided by Holders of Private Recreational Leases
- Safety Guidelines on PE KLA for Hong Kong Schools
- Schools Dance Festival
- School Physical Fitness Award Scheme
- Senior Secondary Physical Education Elective
- Senior Secondary Physical Education Elective – Learning Circle
- STEM education in Physical Education
- Surveys on “Physical Fitness Status of Hong Kong School Pupils”
- Use of Sports Facilities of the Leisure and Cultural Services Department (LCSD) and the Housing Department (HD) by Schools

Learning and teaching materials

- An English-Chinese Glossary of Terms Commonly Used in the Teaching of Physical Education in Secondary Schools
- Fundamental Movement: An Introductory Guide
- Fundamental Movement: Sample of Assessment Form
- Learning and Teaching Package for Physical Education (Hong Kong Diploma of Secondary Education)
- Learning and Teaching Package on Various Types of Dances
- Morning Exercise and Exercise During the Change of Class Periods in Primary and Secondary Schools
- Senior Secondary Curriculum Proceedings of Professional Development Programmes for Teachers
- Olympic Education
- Learning and Teaching Package for Outdoor Education Camp Scheme

- PE Learning Outcomes Framework
- Promotion of Healthy Lifestyle (Reference materials on psychological skills for improving sports performance)
- Reflective Journal (Chinese version only)
- Shuttlecock Activities
- Supporting Materials on Fundamental Movement in Physical Education (Chinese version only)
- 2009 East Asian Games

IT in PE

- Co-curricular Activities Recording System (CCARS)
- Motion Video Analysis Software
- Physical Fitness Recording Systems (PFRS)
- Sports Day, Swimming Gala and Games Day Computer-assisted Processing System (CAPS)

Useful links

- Department of Health, HKSAR
<http://www.dh.gov.hk>
- Education Bureau, HKSAR
<http://www.edb.gov.hk>
- Educational Television, Education Bureau
<http://etv.hkedcity.net/Home/Pages/ResourceList.aspx?catId=12201&subId=8>
- Environmental Protection Department, HKSAR
<http://www.epd.gov.hk/epd/>
- Home Affairs Bureau, HKSAR
<http://www.hab.gov.hk>
- Hong Kong Education City
http://www.hkedcity.net/iworld/index.phtml?iworld_id=96
- Hong Kong Examinations and Assessment Authority
<http://www.hkeaa.edu.hk/>
- Hong Kong Schools Dance Association
<http://www.hksda.org.hk/>
- Hong Kong Schools Sports Federation
<http://www.hkssf.org.hk>
- Leisure and Cultural Services Department, HKSAR
<http://www.lcsd.gov.hk>
- National STEM Centre
<http://www.nationalstemcentre.org.uk/stem-in-context/what-is-stem>
- United Nations Educational, Scientific and Cultural Organisation (UNESCO)
<http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/policy-project/>
- World Health Organisation
http://www.who.int/features/factfiles/physical_activity/en/

Collaborating Programmes with Various Partners (in alphabetical order)

Programme	Organiser(s)	Content
Hong Kong Student Sports Awards	A.S. Watson Group	To provide recognition and encouragement to students with outstanding performance or great potential in sport Each school is encouraged to nominate ONE student who demonstrates passion and good conduct in sport http://ssa.aswatson.com/
Inter-school Sports Competitions	Hong Kong School Sports Federation	To provide opportunities for students to participate in different levels of competitions including All Hong Kong Secondary and Primary Schools Sports Competition, Jing Ying Tournaments, Schools Interport Competitions, Asian Schools Championship and National Student Sports Games http://www.hkssf.org.hk
iSmart Fitness Scheme	Leisure and Cultural Services Department	To organise sports training programmes for the physically inactive, overweight or underweight primary students to arouse their interest in participation in physical activities, and to encourage them to develop a habit of regular exercise, with the provision of health talks and physical fitness tests for the parents and students to enhance their awareness of active and healthy lifestyle http://www.lcsd.gov.hk/en/ssp/index.html
Jump Rope for Heart	Hong Kong College of Cardiology	To disseminate the heart health message through a fun-filled dynamic programme and encourage them to actively participate in physical activities and develop an active and healthy lifestyle http://www.jumprope.org.hk/
Outdoor Education Camp Scheme	Government/Non-governmental Campsites	To provide students with opportunities to gain experience of living in a natural outdoor environment; to enable schools to extend classroom learning to fieldwork in camping situations; and to implement moral education and civic education through camping situations http://www.edb.gov.hk/en/curriculum-development/kla/pe/references_resource/oecamp/index.html

Programme	Organiser(s)	Content
Student Athlete Support Scheme	Home Affairs Bureau and Hong Kong Schools Sports Federation	To provide financial support to students from low-income families and with sporting talent for pursuing their sporting goals through participation in the HKSSF's inter-school sports competitions http://www.hkssf-hk.org.hk/athletesupport.htm
Schools Dance Festival	Hong Kong Schools Dance Association	To share among schools in dance education and provide opportunity for students to have winning performance http://www.hksda.org.hk
School Physical Fitness Award Scheme	Hong Kong Childhealth Foundation and Physical Fitness Association of Hong Kong, China	To promote the awareness of health-related physical fitness and regular exercise among primary and secondary school students Students will be awarded a gold, silver or bronze level certificate upon meeting the standards specified in the scheme http://www.edb.gov.hk/tc/curriculum-development/kla/pe/references_resource/spfas/index.html
School Sports Programme	Leisure and Cultural Services Department, The Chinese University of Hong Kong, Hong Kong Baptist University and National Sports Associations	To encourage students to participate in sports activities during their leisure time and acquire necessary knowledge through physical activities, and to cultivate positive values and attitudes for the development of an active and healthy lifestyle It consists of seven subsidiary programmes namely Sport Education Programme, Easy Sport Programme, Sport Captain Programme, Outreach Coaching Programme, Joint Schools Sports Training Programme, Badges Award Scheme and the Sports Award Scheme. http://www.lcsd.gov.hk/en/ssp/index.html
School Sports Programme Co-ordinator Scheme	Home Affairs Bureau, Leisure and Cultural Services Department and Hong Kong Sports Institute	To provide a career platform for retired athletes to gain working experience and promote school sporting culture through the sharing of their experience with students http://www.lcsd.gov.hk/en/ssp/index.html

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<http://www.edb.gov.hk/en/sch-admin/regulations/sch-admin-guide/index.html>

Education Bureau, Guidelines on Extra-Curricular Activities in Schools

<http://www.edb.gov.hk/en/sch-admin/admin/about-activities/sch-activities-guidelines/index.html>

Education Bureau, Guidelines on Outdoor Activities

<http://www.edb.gov.hk/en/sch-admin/admin/about-activities/sch-activities-guidelines/index.html>

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http://www.edb.gov.hk/en/curriculum-development/kla/pe/references_resource/safety-guidelines/index.html

Education Bureau, School Administration Guide

<http://www.edb.gov.hk/en/sch-admin/regulations/sch-admin-guide/index.html>

Education Bureau, Special Education Needs - References for Curriculum Development

<http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/special-educational-needs/references/index.html>

National STEM Centre

<http://www.nationalstemcentre.org.uk/stem-in-context/what-is-stem>

United Nations Educational, Scientific and Cultural Organisation (UNESCO)

<http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/policy-project/>

World Health Organisation

http://www.who.int/features/factfiles/physical_activity/en/

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