

Printed Textbook Writing Guidelines for Physical Education Elective (Secondary 4-6)

1. Introduction

The purpose of this set of guidelines is to familiarise interested textbook publishers with the curriculum aims and objectives, guiding principles for writing textbooks, etc. of the Senior Secondary (SS) Physical Education (PE) Elective in a bid to ensure that the textbooks are written in accordance with the specific requirements of the curriculum and “The Seven Learning Goals for Secondary Education” (www.edb.gov.hk/en/curriculum-development/7-learning-goals/about-7-learning-goals/secondary.html) (For details, please refer to *Secondary Education Curriculum Guide* (2017)). For the general principles and requirements for writing textbooks, publishers should refer to the latest edition of the *Guiding Principles for Quality Textbooks* available from the Education Bureau’s Textbook Information website (www.edb.gov.hk/textbook).

2. Curriculum Aims and Goals

2.1 Curriculum Aims

The PE Elective curriculum aims at enabling students to:

- acquire the knowledge and skills, and develop the values and attitudes necessary to pursue an active and healthy life in a self-regulated manner;
- become responsible citizens who contribute to the building of a healthy community and are themselves vigorous, vital and able to convince others to adopt an active and healthy lifestyle;
- integrate physical skills with theoretical learning and use them to support and strengthen their conceptual understanding and higher-order thinking;
- construct knowledge by linking the understandings they develop in PE, sport and recreation with those in other disciplines, and make use of this knowledge in further education and career development;
- apply theories to enhance performance or participation in PE, sport and recreation;
- develop positive sport-related values, attitudes and desirable moral behaviour, and transfer them to their daily life; and
- develop the generic skills for lifelong learning.

2.2 Learning Targets

In the PE Elective, students are expected to:

- broaden their knowledge and deepen their understanding of issues related to body maintenance, self enhancement and care for the community in PE, sport and recreation;
- develop the knowledge, attitudes, skills and habits necessary for understanding the world of PE, sport, and recreation through reading;
- enhance their intellectual capacity by integrating physical skills into theoretical learning, using their physical experience to support and strengthen conceptual understanding and higher-order thinking, and to evaluate theories in authentic PE, sport and recreation contexts;
- connect the principles of PE, sport and recreation to related fields and disciplines, and become aware of the links to further education and career paths;
- develop aesthetic appreciation, generic skills, notably communication skills, critical thinking skills, collaboration skills and creativity, and apply them in real-life situations; and
- develop desirable personal and social qualities, desirable sporting etiquette, commitment, a sense of responsibility as well as an understanding of and respect for different cultures in organising events involving physical activities in the school or community.

3. Guiding Principles

3.1 Content

- Publishers should make reference to the following curriculum documents:
Physical Education Key Learning Area – Physical Education Curriculum and Assessment Guide (Secondary 4- 6)(2007) (with updates in November 2015). It manifests the curriculum aims, the learning and teaching strategies, and assessment of the subject. It presents the curriculum framework and curriculum design.
- The curriculum covers nine theoretical learning parts and they are:
 - Part I: History and Development
 - Part II: Human Body
 - Part III: Movement Analysis
 - Part IV: Fitness and Nutrition
 - Part V: Training Methods
 - Part VI: Sport Injuries
 - Part VII: Psychological Skills
 - Part VIII: Social Aspects

Part IX: Sport and Recreation Management

- The curriculum covers nine theoretical learning parts. The following two points are noteworthy:
 - The nine theoretical parts are grouped under three themes, which are considered to be the main concerns of active and healthy citizens. Health refers to our physical, mental and social well-being. An active and healthy lifestyle goes beyond health in that it is a way of living based on regular physical activity that leads to vigour, vitality, self-respect and control of one's destiny. Hence, in addition to building a strong and healthy body (Theme 1: "Body Maintenance"; recommended lesson time allocation percentage = 30%), the PE Elective also helps students to cope with problems they are likely to face when seeking challenges (Theme 2: "Self Enhancement"; recommended lesson time allocation percentage = 30%). PE also helps students to confront the social and political issues that may arise in PE, sport, and recreation (Theme 3: "Care for the Community"; recommended lesson time allocation percentage = 24%).
 - The nine theoretical parts touch on the basics of various academic disciplines, including physiology, nutrition, physics, psychology, sociology, history and management, and help students to build a foundation in science as well as the humanities and social sciences.
- Reference should also be made to:
[*Physical Education \(Hong Kong Diploma of Secondary Education\) Learning and Teaching Package \(2018\)*](#) and updated information. It contains the specific content of the nine theoretical parts.

3.2 Learning and Teaching

The following principles should be taken into consideration for effective learning and teaching in the PE Elective:

- Building on prior knowledge and experience
Learning should build on students' prior knowledge and experience. Learning records in General PE and students' fitness evaluations are useful information in this respect.
- Specific learning targets
Each learning activity should be designed with learning targets that are specific, measurable or observable and achievable within the time specified.
- Teaching for understanding

Students should develop understanding, not just memorise facts. For instance, the use of concept maps and flow charts can be helpful to indicate how concepts and events are interlinked.

- Teaching for self-learning

Skills to develop self-learning, such as reading to learn, self-directed research, presentations of findings and others, should be taught to help students take responsibility for their learning and become self-directed learners.

- Enhancing motivation

Students should be motivated to learn and the learning activities should be relevant to their daily lives.

- Effective use of resources

A wide range of learning and teaching resources should be used and stored effectively. Local and overseas websites on PE should be identified, properly annotated and made known to students for browsing.

- Maximising engagement

To keep students “on task” and focused on learning, appropriate learning activities should be designed to facilitate learning.

- Aligning assessment and feedback with learning

Assessment should be regarded as an integral part of learning and teaching. Various types of assignment should be used to help students identify their strengths and weaknesses.

- Catering for learner diversity

To cater for the diverse interests, characteristics and strengths of students, a wide range of teaching strategies should be employed.

- Learning by doing

Students should be actively involved in using or testing theories in authentic situations. They should be involved in hands-on activities, experiments and/or fieldwork that enable them to gain first-hand experience and reflect on this. This leads not only to effective learning, but also to increased interest and self-confidence.

3.3 Structure and Organisation

To cater for learner diversity and ensure effective resource utilisation, three approaches to the organisation of curriculum could be adopted:

- Considering the complexity of study content

The nine theoretical parts of the curriculum content have been presented in a particular sequence that implies progression from less complicated

learning tasks to more complicated ones, and from the development of general knowledge to application, integration, analysis and eventually the practical use of knowledge. The sequence suggested below will enable students to explore their interests in S4, and develop good understanding of the subject for effective progression to S5 and S6.

- Considering learner concerns

The sequence of learning for the nine theoretical parts may also be arranged to take into account learners' concerns of various kinds pertaining to body maintenance, self enhancement or care for the community.

- A thematic or problem-based approach

A less discipline-based design is used to break the nine theoretical parts into smaller units and link them to different themes or problems so that study progresses in a natural way.

3.4 Language

- In addition to those mentioned in the latest edition of the *Guiding Principles for Quality Textbooks*, reference should be made to [An English-Chinese Glossary of Terms Commonly Used in the Teaching of Physical Education in Secondary Schools](#).

3.5 Textbook Layout

- To facilitate the reuse of textbooks, materials for one-off use and tearing off pages from the textbook should be avoided as far as possible.
- Publishers may refer to the latest edition of EDB's [Guiding Principles for Printing of Textbooks](#) for use of paper, colouring, use of inks, etc.

4. Others

- 4.1 When writing textbooks, publishers have to ensure that the contents and information provided in the materials should be correct, complete, up-to-date, objective and impartial. The source and the date of the information should be provided as appropriate. The information in the illustrations and images should avoid showing brand-names of commercial items unless it is necessary.
- 4.2 Publishers should avoid putting excessive hyperlinks / QR codes in the textbooks so as not to violate the self-containment principles. The contents of the hyperlinks / QR codes should be placed in the teacher's handbooks or the publisher's online learning platforms as far as possible for teachers and students' reference. The hyperlinks / QR codes should link to the websites with high credibility, such as the official websites and the websites of academic institutions, and avoid linking to commercial or social media platforms.

- 4.3 It is incumbent on the publishers to ensure that all proof-reading work, including the language, information, punctuation, illustration, pagination, etc., is completed and accurate before submitting the textbooks for review.
- 4.4 Publishers should clear all copyright issues of the textbooks as appropriate.
- 4.5 Publishers should not use expiration of copyright on the textbook materials as a reason to apply for textbook revision or reprint with minor amendments.
- 4.6 Publishers should pay attention to the curriculum time allocation suggested in the curriculum documents of this subject to ensure that the learning contents are designed with an appropriate quantity and level.
- 4.7 If publishers submit other versions (such as Chinese version or electronic version) of the same textbook title for review at the same time, they should duly check the consistency of the contents among all the versions. If another version will be submitted at a later stage, the suggestions in the review reports for the previous submitted version should be thoroughly followed before submission.

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