

# **e-Textbook Writing Guidelines for Physical Education Key Learning Area**

## **1. Introduction**

- 1.1 The purpose of this set of guidelines is to familiarise interested e-textbook publishers with the curriculum aims and objectives, guiding principles for writing e-textbooks, etc. of the Physical Education (PE) in a bid to ensure that the e-textbooks are written in accordance with the specific requirements of the curriculum and “The Seven Learning Goals of Primary Education” ([www.edb.gov.hk/en/curriculum-development/7-learning-goals/primary/index.html](http://www.edb.gov.hk/en/curriculum-development/7-learning-goals/primary/index.html)) / “The Seven Learning Goals of Secondary Education” ([www.edb.gov.hk/en/curriculum-development/7-learning-goals/secondary/index.html](http://www.edb.gov.hk/en/curriculum-development/7-learning-goals/secondary/index.html)). (For details, please refer to *Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1 – 6)* (2014) / *Secondary Education Curriculum Guide* (2017) and its Supplementary Notes (2021).)
- 1.2 *Values Education Curriculum Framework (Pilot Version)* has been released in 2021. Upon the addition of “Law-abidingness” and “Empathy” in 2020, the Education Bureau (EDB) has listed “Diligence” as the tenth priority value and attitude. Publishers are suggested to reinforce the learning elements for values education in the e-textbooks where appropriate, especially for the above-mentioned three newly added priority values and attitudes. (For details, please refer to *Values Education Curriculum Framework (Pilot Version)* (2021) (Chinese version only) ([www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/ve\\_curriculum\\_framework2021.html](http://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/ve_curriculum_framework2021.html)).)
- 1.3 For the general principles and requirements for writing e-textbooks and the requirements for submission of e-textbooks for review, publishers should refer to the latest edition of the *Guiding Principles for Quality Textbooks* and *Guidelines on Submission of e-Textbooks for Review* available on the EDB’s Textbook Information website ([www.edb.gov.hk/textbook](http://www.edb.gov.hk/textbook)).

(Remarks: There are e-textbook writing guidelines specifically for Senior Secondary PE Elective.)

## **2. Curriculum Aims and Targets**

### **2.1 Curriculum Aims**

The 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.

## 2.2 Learning Targets of the Four Key Stages

The learning targets of each Key Stage (KS) listed below are coherent to each other and continuous in nature.

<b>Key Stage</b>	<b>Learning Objectives</b>
Key Stage One (P1 – P3)	<p><b>At the completion of KS1, students are able to</b></p> <ul style="list-style-type: none"> <li>• Develop fundamental movement skills through fundamental movement activities and physical play;</li> <li>• display positive attitudes towards participation in physical activities;</li> <li>• describe health benefits of physical activities; and</li> <li>• express oneself and show creative thinking in physical activities.</li> </ul>
Key Stage Two (P4 – P6)	<p><b>At the completion of KS2, students are able to</b></p> <ul style="list-style-type: none"> <li>• develop basic skills in at least eight different physical activities from not less than four areas through introductory activities and modified games;</li> <li>• engage regularly in at least one co-curricular physical activity;</li> <li>• show understanding in the basic knowledge about physical activities and their contribution to health;</li> <li>• communicate and co-operate effectively with others; and</li> <li>• follow rules and regulations, and demonstrate sense of fair play.</li> </ul>
Key Stage Three (S1 – S3)	<p><b>At the completion of KS3, students are able to</b></p> <ul style="list-style-type: none"> <li>• apply basic skills in at least eight different physical activities from not less than four areas in games and competitions;</li> <li>• participate actively and regularly in at least one co-curricular physical activity;</li> <li>• apply theories of physical activities and training</li> </ul>

	<p>principles in health-related fitness programmes;</p> <ul style="list-style-type: none"> <li>• show critical thinking in discussion of debating issues in PE and sport; and</li> <li>• display appropriate etiquette and sportsmanship in physical activities.</li> </ul>
<p>Key Stage Four (S4 – S6)</p>	<p><b>At the completion of KS4, students are able to</b></p> <ul style="list-style-type: none"> <li>• demonstrate proficiency in a wide range of physical activities;</li> <li>• participate actively and regularly in at least one co-curricular physical activity;</li> <li>• analyse physical performance from multiple perspectives and evaluate the effectiveness of health-related fitness programmes;</li> <li>• apply problem-solving skills in PE learning contexts;</li> <li>• play the role of sports leader or junior coach in school and the community; and</li> <li>• show perseverance, sportsmanship, the ability to face difficulties, in daily life.</li> </ul>

### 3. Guiding Principles

#### 3.1 Content

3.1.1 Reference should be made to the following curriculum documents:

- (a) [\*Physical Education Key Learning Area Curriculum Guide \(Primary 1 – Secondary 6\) \(2017\)\*](#) - It manifests the curriculum aims, content, the learning and teaching strategies, and assessment of the subject. It presents the curriculum framework, curriculum design, and lists out the supportive measures. As a subject “to educate students through physical activities”, PE facilitates students to develop an active and healthy lifestyle with a vision of whole-person development; and
- (b) *An Overview of the Learning Topics in the Six Strands : Physical Education Key Learning Area (2013)* - It contains the specific content of the six strands in PE which centres on physical activities, focuses on learning “motor and sports skills”, and is keen to develop physical fitness. Strands relevant to “health and fitness”, “sports-related values and attitudes”, “knowledge and practice of safety”, “knowledge of movement” and “aesthetic sensitivity” should also be taught when appropriate. The six strands mentioned above are inter-related and inextricably intertwined.

3.1.2 Reference should also be made to the following supporting materials:

- (a) [\*Physical Education Learning Outcomes Framework \(2008\)\*](#) - It contains the assessment criteria of different physical activities;
- (b) [\*An Introductory Guide to Fundamental Movement \(2007\)\*](#) - Students should learn the fundamental skills in KS1, including the “Locomotor skills”, “Stability skills” and “Manipulative Skills”. Fundamental Movement is essential for students for subsequent learning of physical and sports activities; and
- (c) [\*Supporting Materials on Fundamental Movement in Physical Education \(2016\) \(Chinese only\)\*](#) - It contains the samples of curriculum plans and unit plans.

3.1.3 Students should acquire the skills of at least eight physical activities from not less than four areas in KS 2 to 3 as shown in the following table:

<b>Main areas of activity</b>	<b>Activities</b>
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 activities	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.

3.1.4 Other than knowledge and skills, students should develop their generic skills and positive values and attitudes.

3.1.5 Four key tasks, including “Moral and Civic Education: Towards Values Educations”, “Reading to Learn : Towards Reading across the Curriculum”, “Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines” and “Information Technology: Towards Self-directed Learning”, should be incorporated into the curriculum.

3.1.6 Further information on generic skills, values and attitudes and four key tasks can also referred to the Basic Education Curriculum Guide – To *Sustain, Deepen and Focus on Learning to Learn (P1 – P6)* (2014) and *Secondary Education Curriculum Guide* (2017).

## 3.2 Learning and Teaching

3.2.1 To develop generic skills like “collaboration skills”, “communication skills”, “critical thinking skills”, “creativity”; to nurture sports-related values and attitudes; and to implement the four key tasks by infusing in the learning activities in lessons where appropriate.

3.2.2 In the design and implementation learning and teaching activities, attention should be paid to the following:

- To maximise the time for physical activities in lessons;
- To set clear teaching objectives for each activity to let students learn effectively and in a practical way;
- To embed other strands in addition to the strand “motor and sports skills” as appropriate; and
- To address students' abilities and design reasonable learning and teaching progression and to consider safety, effectiveness, diversity and fun element of the activities in designing learning and teaching activities.

3.2.3 To include formative and summative assessment to enhance students' learning.

3.2.4 To cater for learner diversity and include a diversity of physical activities.

3.2.5 To utilise inside and outside school resources to facilitate life-wide learning.

### 3.3 Structure and Organisation

In the structure and organisation of the PE curriculum, attention should be paid to the following:

- To arrange the teaching content in units, so that the activity could be taught in a number of lessons;
- To aim at a smooth curriculum interface from fundamental movement to modified games, and to formal sports between key learning stages and levels;
- To include cross curricular endeavours and whole-school functions such as athletic meet as appropriate;
- To provide graded and extended learning tasks as necessary to cater the needs of learner diversity; and
- A lesson should include: warm up, skill learning and practice, group activities, and closing activities.

### 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 Pedagogical Use of e-Features

- Please refer to the latest edition of the *Guiding Principles for Quality Textbooks* for the relevant requirements.

### 3.6 Learning Elements/Skills Not Replaceable by Digital Means

- The practical motor and sports skills in action are not replaceable by digital means.

### 3.7 Technical and Functional Requirements

- Refer to the latest edition of the *Guiding Principles for Quality Textbooks*

for the relevant requirements.

#### **4. Others**

- 4.1 When writing e-textbooks, publishers have to ensure that the content 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 All URLs and hyperlinks (including the publisher's self-developed learning materials and the learning and teaching resources developed by the third party) in the e-textbooks must link to the publisher's website for the publisher's easy management. For the third party resources, the URLs or hyperlinks 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. In case problems arise from the hyperlinked content (including the third party resources), the publisher should take immediate follow-up actions and bear the relevant liabilities.
- 4.3 Publishers should avoid putting excessive hyperlinks that provide additional references in the e-textbooks so as not to violate the self-containment principles. Publishers may place the hyperlinks of their self-developed supplementary learning materials or the learning and teaching resources developed by the third party in their website. Publishers may also provide their website's URL in Teacher's Book for teachers' reference in preparing lessons or designing learning and teaching activities. Publishers should be accountable for the learning and teaching resources they provide.
- 4.4 It is incumbent on the publishers to ensure that all proof-reading work, including the e-features, language, information, punctuation, illustration, pagination, etc., is completed and accurate before submitting the e-textbooks for review.
- 4.5 Publishers should review the e-textbook contents from time to time. When necessary, publishers can make amendments to the e-textbook contents with the EDB's consent. The EDB may also require publishers to make amendments if deemed necessary.
- 4.6 Publishers should clear all copyright issues of the e-textbooks as appropriate.
- 4.7 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.
- 4.8 If publishers submit other versions (such as printed 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 e-Textbook Review Reports for the previous submitted version should be thoroughly followed before submission.

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