

3.3 Development of Generic Skills

Generic skills required for lifelong learning can be developed among students through physical activities. In PE, great emphasis is placed on developing the collaboration skills, communication skills, creativity and critical thinking skills. Aesthetic appreciation is also very important. For example, students can learn through physical activities to cooperate with team members and from that point develop their collaboration skills. They can learn to control their emotions when facing unfavourable situations in competitions and thus improve their ability to solve problems.

Generic skills and aesthetic appreciation are best cultivated gradually through different learning and teaching activities and situations. The effects of learning and teaching can be observed and improved through different modes of assessment. The following are examples of related learning and teaching activities and their assessment criteria:

Generic Skills/ Aesthetic Appreciation	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
Collaboration Skills	Students learn to collaborate with each other through group practices and competitions. For example, they cooperate in relays, preparations for activities, and putting away equipment and helping fellow students to set their check marks.	<ul style="list-style-type: none"> • Prepare equipment before lessons and put away equipment afterwards • Cooperate and share with others • Cooperate with partners during practice and exercise team spirit • Help to maintain order (e.g. maintain order at throwing events for safety's sake) • Help partners to solve problems • Give advice to others during practice
Communication Skills	Students will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately.	<ul style="list-style-type: none"> • Communicate with partners during practices (e.g. communicate with partners during relay races to complete the baton exchange smoothly) • Listen to the views of others • Express views in sincerity • Gives reasonable opinions • Reach consensus for cooperation in the face of differing views

Generic Skills/ Aesthetic Appreciation	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
Creativity	Students show their creativity in activities. For example, they design training equipment, try to practise different modes, design slogans for cheering teams and programme of athletics meets, etc.	<ul style="list-style-type: none"> • Make good use of resources • Express views to make the activities more interesting • Transform learnt skills into new skills • Make flexible use of and improve learnt skills for better performance
Critical Thinking Skills	Students learn to sum up and analyse through self and peer assessment, demonstrations, competitions, etc to develop the critical thinking skills.	<ul style="list-style-type: none"> • Point out mistakes and propose methods of improvement • Analyse the relationship between technique and performance • Sum up the merits and weaknesses of self and others
Aesthetic Appreciation	Students develop aesthetic sensitivity through participating in different types of practices, competitions and related activities. For example, movement beauty, costume, etc.	<ul style="list-style-type: none"> • Point out the merits and weaknesses of movements and posture • Appreciate elegant performances • Appreciate the design of sports outfits

Remark: When assessing various related generic skills, one may consider awarding grades according to the expected standard so that assessors may apply the assessment criteria and promote student learning. An example is given below for reference.

Assessment Criteria	Put a “✓” in the appropriate boxes.							
	First observation				Second observation			
	1	2	3	4	1	2	3	4
Cooperate and share with others								
Gives reasonable opinions								
Make good use of resources								

1. Not willing to show the behaviour
3. Take the initiative to show the behaviour

2. Willing to show the behaviour
4. Eager to show the behaviour