

4.3 Development of Generic Skills

Generic skills required for the lifelong learning of students can be developed through physical activities. In PE, great emphasis is placed on developing 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 adopt different strategies, share duties and cooperate with each other to do their best so that their team can achieve a better performance.	<ul style="list-style-type: none"> • Prepare equipment before lessons and put it away afterwards • Help to move equipment • Help team members to practise • Give advice to others during practice • Cooperate with and complement each other
Communication Skills	Students learn the skills of communicating with others through practice and competitions. Then they are able to express their own views and feelings clearly and appropriately. For example, as volleyball is a team activity that involves strategy, team members are required to collaborate systematically and purposefully in adopting a consistent strategy. During the process, team members need to understand each other through effective communication. They need to build tacit agreement and prevent unnecessary mistakes.	<ul style="list-style-type: none"> • Listen to the views of others • Gives reasonable opinions • Share ideas with team members • Reach consensus for cooperation in the face of differing views
Creativity	Students show their creativity in activities. For example, they organise related activities, design training outfits and team slogans, etc. Thus, they can exercise their creativity and develop their own style.	<ul style="list-style-type: none"> • Express views to make activities more interesting • Combine different skills to form new skill sequences • Transform learnt skills into new skills

Generic Skills/ Aesthetic Appreciation	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
Critical Thinking Skills	Students develop their critical thinking skills of analysis and reaching conclusions through self and peer assessment, demonstrations, competitions, etc .	<ul style="list-style-type: none"> • Point out mistakes and propose methods of improvement • Point out the merits and weaknesses in the use of strategies • Identify their own and others' merits and weaknesses • Make good use of own strengths in beating the opponents • Note the weaknesses of others and respond appropriately • Change tactics to unsettle opponents
Aesthetic Appreciation	Through different modes of practice, competitions and related activities, students may appreciate various skills, successful strategies and their merits. Students also become aware of the different levels of performance and reflect on their own.	<ul style="list-style-type: none"> • Appreciate the opponent's movements and skills • Appreciate elegant performances • Point out the merits and weaknesses of movements and poses • Appreciate the etiquette of competition

Remark: When assessing various related generic skills, one may consider awarding grades according to the expected standards so that assessors may apply the assessment criteriar to 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
Prepare equipment before lessons and put it away afterwards								
Listen to the views of others								
Express views to make the activities more interesting								

1. Not willing to show the behaviour

2. Willing to show the behaviour

3. Take the initiative to show the behaviour

4. Eager to show the behaviour