

5.3 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 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 coordinate with each other through group practices and competitions. For example, portaging the canoes, paddling in pairs, emptying and storing their boats, rescuing and going for sea trips. All these help develop the collaboration skills of students.	<ul style="list-style-type: none"> • Cooperate with students to carry, tidy up and raft up canoes • Help fellow students to carry and tidy a canoe • Cooperate and share with others • Cooperate with teammates during practice and exercise team spirit • Help partners handle difficulties • Give feedback to each other • Lead group activities • Arrange canoeing trips
Communication Skills	Students learn communication skills through canoeing and become more able to express their own views and feelings clearly and appropriately. Training in whistling signals, paddling skills, rescuing and organising sea trips are beneficial to developing communication skills.	<ul style="list-style-type: none"> • Interpret and comply with instructions • Be a good listener • Express views and feelings in clear and appropriate ways • Express views with sincerity • Gives reasonable opinions • State main points in a concise and precise manner • Reach consensus for cooperation in the face of different views

Generic Skills/ Aesthetic Appreciation	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
Creativity	Students develop their creativity in canoeing activities. For example, the design of a thematic trip helps develop creativity.	<ul style="list-style-type: none"> • Make good use of resources • Suggest creative ideas to make the activities more interesting • Make flexible use of and improve learnt skills for better performance
Critical Thinking Skills	Sum up and analyse individual skills, assess route planning to develop critical thinking skills of students. Students with potential to be instructors may also be identified.	<ul style="list-style-type: none"> • Know the water safety precautions • Describe the weather conditions • Use whistle and life-jacket correctly • Use of map and compass correctly • Get in and get out, and manage forward and reverse paddling and emergency stop effectively • Interpret questions raised by peers logically and systematically • 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 • Master repairing skills on the water
Aesthetic Appreciation	Develop aesthetic sensitivity through participating in different modes of practice, competition and related activities. For example, paddling techniques, movement beauty, suitable clothing, etc.	<ul style="list-style-type: none"> • Point out the merits and weaknesses of movements and poses • Appreciate elegant performance • Appreciate the design of sports clothing • Describe and appreciate canoeing skills at various levels • Evaluate various canoeing skills

Remark: When assessing various related generic skills, one may consider awarding grades according to the expected standards so that assessors may apply the assessment criteria 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
Help fellow students to carry and tidy a canoe								
Express views with sincerity								
Suggest creative ideas to make the activities more interesting								

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

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