

The Education University of Hong Kong/
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Nurturing Positive Values and Attitudes through
physical Education

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- Presentation Sequence

- 1 Current local PE learning and teaching in nurturing positive values and attitudes
- 2 Understanding and mapping of values and attitudes with sports-related ones
- 3 Changes of Students' values and attitudes- a search from selected literature and experience
- 4 Possible strategies for nurturing values and attitudes through school PE – General Guide and Selected Curricular and Pedagogical models
- 5 Difficulties and Factors

1/ Current perceptions and practices of nurturing positive values and attitudes through PE

- Assertion of developing positive values and attitudes through PE
- historically been one of the goals of school PE in the all-round education
- PE contexts with physical activities dominated by sports, training, learning in group, with games and matches...

→ Resulted in development of positive values and attitudes

- Intuition ???
- Taken-for-granted ???
- Common sense ???

2/ Values and Attitudes –Revisit

Seven priority values and attitudes:-



- Part of local school curricular framework and components
- Reflecting both Chinese and Western cultures/values and addressing students' and societal needs,
- Identified as of vital importance for students' whole-person development

- Concrete Learning Topics and Activities suggested in the Curriculum Guide (CDC, 2002) - examples
- **Perseverance**
- Asking students to write a reflective journal on athletes' stories to deepen understanding of perseverance
- Conducting discussion about elite athletes' stories to learn how athletes face adversities in life positively
- **Respect for others**
- Providing opportunities for students to report about school teams via campus TV to show respect to fellow schoolmates
- Sports video sharing with peers to provide opportunity for students to show respect for others

Responsibility

- Encouraging students to complete all enrolled activities or competitions
- Asking students to design and achieve their own targets of physical fitness programme

National identity

- Organising sport exchange tour to visit sports facilities in the Mainland to enrich the latest PE/sports development in the Mainland
- Organising exchange visit to observe elite athletes in training to nurture students' awareness of national identity

Commitment

- Voluntary services in sports days, swimming gala, games day to experience the learning process
- Reflection of voluntary services to consolidate learning

Care for others

- Encouraging students to partake in community services such as “guide runner” to cultivate care for others and empathy
- Guiding students to attempt project-based learning on PE-related topics (such as Olympism) to enrich students’ understanding of care for others values and attitudes to enrich students’ understanding of care for others

Integrity

- Conducting debate competition on sports-related issues (such as game-rigging, fair play) to deepen their understanding of integrity
- Inviting professional athletes, practitioners (e.g. judges) and representatives from national sports associations to promote integrity in school

Sports-related Values and Attitudes-Revisit

Local PE Curriculum Guide reveals subject specific content for values and attitudes

-One of the 6 Strands- “Sports-related Values and Attitudes” (CDC, 2002)

Concrete learning outcomes:

Key Stage 1 “To develop positive attitudes towards participation in physical activities”.

Key Stage 2 “To follow rules and regulations and demonstrate fair play”.

Key stage 3 “ To demonstrate appropriate etiquette and sportsmanship in physical activities”.

Key stage 4 “ To maintain and transfer the attributes of perseverance , sportsmanship, the ability to face difficulties and other personal qualities to daily and social life” (p.16-17)

PE Section, Curriculum Institute, EDB (2013) An overview of the learning topics in the six strands:

- Learning targets – to understand the meaning of sports competition; develop positive values and attitudes
- Learning contents:
 - 1 Attitude towards participating in sports training -
 - 2 Attitude towards participating in sports competition
 - 3 The etiquette
 - 4 Values and philosophy of sport

Implications?

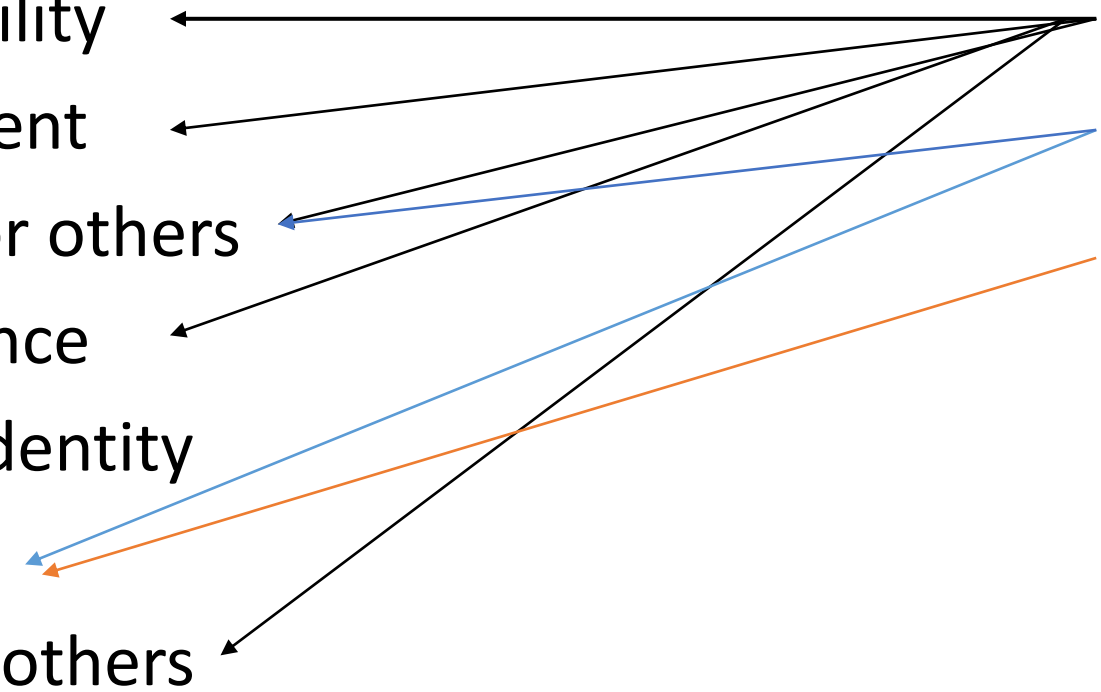
Mapping of Values and Attitudes with Sports-related ones???

7 Priority Values and Attitudes

- Responsibility
- Commitment
- Respect for others
- Perseverance
- National identity
- Integrity
- Caring for others

Sports-related Values and Attitudes

- Sportsmanship???
- Fair Play ??????
- Equity???
- ???



3/ Changing Students' Values and Attitudes- A Search from Literature and Experience

- Learning and teaching factors facilitating students' changes of values and attitudes
 - PE curriculum and activities— Time of the day, Weather, New activities, Enjoyment of physical activities/having fun, Challenging...
 - PE teachers- Caring, Encouraging, with Passion, non-threatening, Skillful and Knowledgeable of the Subject, Professional Competence ...
 - Teaching Outcomes- Positive T-P Relationship, High Success Rate, On-task most of the time, Ample equipment...
 - Students' learning outcome- Learning -Improvement in skills, Take Responsibility, talk openly their thought, feeling and experiences, Having choices...

Implications for PE teachers in planning and nurturing value-based PE???

4/ Strategies for developing positive values and attitudes through PE

General principles

- Deliberate PE curriculum → purposeful, structure and supervised learning experiences
- Programme development
Planning, Implementation and Evaluation (PIE) approach/
traditional curriculum planning (Objectives, content, teaching methods, evaluation)
- Learning process
Integration of Cognition/ Affection/ Action (CDC, 2014)
Understanding → Experiential learning → reflection → transfer to daily life
(Laker, 2001; Hellison, 2013)

Integration of cognition,
affection and action

Cognition: To enhance students'
understanding of positive values and
attitudes and the ability to make judgements



Nurturing students'
positive values and
attitudes

Affection: To cultivate
care for others and
willingness to help

Action: To apply
positive values and
attitudes in authentic
situations

Effective learning and teaching

- Knowledge of the subject
- Planning and preparation
- Management and organization competence
- Communication
- Providing constructive learning environment
- Holding students accountable for learning
- Understanding social process
- Providing feedback
- Committing students on tasks

Possible curricular planning-positive values and attitudes

- Prioritizing “positive values and attitudes” as important learning outcomes
- Identify particular values and attitude to be developed in activities
- Select the key components from existing models and incorporate them into an eclectic whole
- Structure value-based PE curriculum
- Cross curricular themes/ thematic approach
- Etc.

Selected PE curricular and pedagogical models

- Reciprocal Teaching (Mosston and Ashworth, 2008)

Similar terms-peer assisted learning, peer tutoring (Ward & Lee, 2005) or reciprocal peer tutoring (Iserbyt, Elen & Behets, 2010)

- Students work in pair-Partnering
- One performs as **doer**
- The other as **observer**
- Teacher plans the learning task; coach the observer to help doer's learning; monitor and provide feedbacks to the observer especially respective positive values and attitudes like respect for others...
- Debrief on the performance respective positive values and attitudes and transfer them into students' daily life

→ More capable of achieving learning outcomes of positive values and attitudes

- **Cooperative Learning** (Dyson and Casey, 2012)
 - Organize the students into learning in **small teams**
 - Plan positive interdependence for achieving **group goal**
 - Assign **Individual** accountability with students taking **responsibility** for completing their part of the task in the group in accordance with the group goal
 - Structure Group processing / **interaction** with -open dialogue or group discussion on lesson content / Face to face social interaction
 - Attend to the development of pre-planned values and attitudes
 - Lead students to reflect and transfer respective values and attitudes to their daily life

→ More capable of providing opportunity for understanding, experiencing, reflecting and transferring desirable values and attitudes

- fostering cooperative academic cooperation among students;

- encouraging positive group relationships;

- developing students' self-esteem, and

→ More capable of achieving affective learning outcomes

→ facilitate students' engagement in physically active life

- **Teaching Personal and Social Responsibility Model (Hellison, 2013)**
- Plan and implement the 5 Levels of Responsibility into respective activities /content**
- **Respect** - behaving in a manner that does not interfere with another student's right to learn, or the teacher's right to teach, in a psychologically and physically safe environment.
- **Effort/Participation** is demonstrated by students being involved and participating in the program, being willing to make an effort when things get tough, and trying new things.
- **Self-direction** is designed to extend students from participation to beginning to take personal responsibility for their learning and wellbeing. This goal includes demonstrating the ability to set and work toward personal goals.
- **Caring for others** and is demonstrated by their willingness to help others when needed.
- **Transferring 'outside the gym'**

- Lead students to understand, experience, reflect and appraise personal and social responsibility through suggested Learning and teaching activities
 - Awareness talk
 - Experiencing the levels
 - Reflective time
 - Individual decision making
 - Group meeting
 - Consulting time
- More capable of promoting values, character, responsibility, and life skills in PE and other physical activity settings

5 Difficulties and important factors revisited

- Difficulties

- Teach it all PE curriculum → value-based PE curriculum
- Nature of School PE
- Assessment /grading
- Transfer ...

- Important factors for the successful implementation of PE curriculum for promoting positive values and attitudes

- Passion- love of the PE teaching
- Knowledge of the subject
- Purposeful planning
- Effective teaching skills – instructional and management
- Accepting Changes of PE Learning and Teaching- Teacher centred → student-centred approach