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# Enhancing Physical Literacy in Hong Kong: An Innovation Approach to get Hong Kong Children Physically Active For Life

提升體育素養 學童喜動新方向

Fun to Move@JC  
賽馬會家校童喜動計劃

Created and Funded by 策劃及捐助



香港賽馬會慈善信託基金  
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Co-created by 聯合策劃



香港中文大學  
The Chinese University of Hong Kong

Co-organisers 協辦機構

ASTRI



香港科技大學  
THE HONG KONG  
UNIVERSITY OF SCIENCE  
AND TECHNOLOGY



# Fun to Move@JC: A Collaboration

## 「賽馬會家校童喜動計劃」：凝聚不同持份者

<b>Co-creators:</b> 聯合策劃	The Hong Kong Jockey Club Charities Trust (the “Trust”) 香港賽馬會慈善信託基金（「信託基金」） Faculty of Education, The Chinese University of Hong Kong (the “CUHK”) 香港中文大學教育學院（「中大」）
<b>Participating Schools:</b> 參與學校	35 Project Schools from the Catholic Diocese of Hong Kong, Hong Kong Sheng Kung Hui, Po Leung Kuk, Tung Wah Group of Hospitals, government schools and others; 52 additional primary schools and kindergartens 35間計劃學校，辦學團體包括天主教香港教區、香港聖公會、保良局、東華三院、官立學校及其他；以及52間本地小學及幼稚園
<b>Technology Partners:</b> 技術伙伴	Department of Sports Science and Physical Education, CUHK Department of Computer Science and Engineering, CUHK Department of Biomedical Engineering, CUHK Department of Computer Science and Engineering, The Hong Kong University of Science and Technology Hong Kong Applied Science and Technology Research Institute 香港中文大學體育運動科學系、計算機科學與工程學系、生物醫學工程學系；香港科技大學計算機科學及工程學系；香港應用科技研究院
<b>Project Period:</b> 推行時間	A six-year pilot programme from the 2017/18 to 2022/23 school years 2017/18 – 2022/23學年，一項為期六年的先導計劃

## Foreword 序言

Regular physical activity has many beneficial outcomes to our physical, psychological, and social health. There is also evidence linking physical activity to improved cognition in children. Moreover, UNESCO considers the experience of physical education and sport to be a “fundamental right for all”. The World Health Organization (WHO) also considers physical activity as a critical component of healthy aging, and has laid down clear guidelines for individuals of all ages. Despite the benefits of physical activity, the fact is that physical inactivity remains common and is the fourth leading risk factor for all-cause mortality globally. Unfortunately, the physical inactivity rates of children in Hong Kong are also high, with research showing that over 80% of children do not meet WHO recommendations.

To address this alarming issue, the Fun to Move@JC Project (the “Project”) was designed to improve the level of physical activity as well as the physical literacy of children and their parents. The Project components rest on three key pillars, namely, the provision of quality physical education, enhancements to home-school cooperation, and the application of information technology. In this case study booklet, details about how these ideas were translated into impactful real-life activities and innovations are documented. For example, one key highlight of the Project is the importance of providing parent-child physical activity experiences to participating families. Mothers and fathers who participated in our Project activities found that these experiences allowed them to become more active, share more quality time with their children, and thus also improve their parent-child relationships. Other snippets of success stories are also highlighted to demonstrate how the Project led to changes in the mindsets and lifestyles of participants.

Through this innovative pilot study, we epitomised the critical role of school principals in driving school policy changes that benefit the physical activity and health of students. The partnership between researchers and policymakers is also fundamental to how evidence-based practices can be implemented on the frontline. In fact, school leaders serve a bridging role between research-led practices and their successful delivery to students and parents. For example, appropriate application of information technology can greatly facilitate the delivery of quality physical education and enhance student behaviors beyond the classroom. Specifically, the tools we developed to measure the quality (i.e., Fundamental Movement Skill Rater) and quantity (i.e., Sport Band) of physical activity proved invaluable in monitoring skill learning processes and activity behaviors of students. On top of the tools, the social and technical supporting activities and systems surrounding the technological hardware were equally important. Through Fun to Move@JC, we have built a successful model that can be implemented in the setting of primary schools. We envision it could leave a lasting legacy in fostering quality physical education and, eventually, a healthy society.

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恆常運動對個人生理、心理和社交健康有莫大裨益。除了有益身心健康，研究亦顯示體力活動有助改善兒童的認知能力。聯合國教科文組織 (UNESCO) 早已確立身體教育和運動屬於每個人都應享有的一項「基本權利」；世界衛生組織也提出體力活動乃影響人類健康和老化的關鍵因素，並就不同年齡人士的體力活動量提出建議和指引。儘管現代人深明運動帶來的種種益處，但缺乏運動仍是全球死亡的第四大風險因素。最新的研究顯示，超過八成本地兒童未能達到世衛建議的活動量，情況值得社會各界的關注。

面對學童嚴峻的健康風險，「賽馬會家校童喜動計劃」（「計劃」）作出了及時的回應，致力凝聚不同界別專家學者的力量，透過「優質體育」、「家校合作」及「科技應用」三大範疇，長遠提升兒童及其家長的體力活動量和體育素養，為下一代創造有利身心發展的成長環境。本案例分析將重點闡述計劃的內容，以及相關創新概念如何在現實生活中實踐，例如由本計劃設計的親子體力活動成功鼓勵家長也動起來，藉著運動與子女一同享受優質的親子時間，增進彼此的關係。本刊亦輯錄了不同實踐範例，展示計劃如何為參加者帶來正面的影響，並在生活方式和心態上作出轉變。

在這項創新的先導計劃中，學校領導者扮演著重要的角色，包括擔當研究人員與前線教育工作者的溝通橋樑，推動引入實證為本的模式以革新學校體育政策。計劃通過發揮資訊科技的優勢，大大提升了「優質體育」的學與教，更將相關應用延伸至校園以外，真正實踐於日常生活當中，從而改善學童的體力活動量和家庭健康。例如，由研究團隊研發的「基礎動作技能評估儀」及「運動手帶」，能夠同時從質與量兩方面評估學生的技能學習進度和體力活動水平。除了硬件上的發展，整套評估工具亦依賴不同的系統、新技術及其他軟件等配置支援，無疑為學界推動活躍健康校園的長遠發展奠下基石。「賽馬會家校童喜動計劃」成功建立了一套有效的學校運動及體力活動教育模式，我們期望所累積下來的寶貴實踐經驗和成果，將進一步促進優質體育，建設一個更健康的社會。

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# We Need to Enhance Children's Physical Literacy

## 提升體育素養 事在必行

*Physical activity contributes to children's physical, psychological and social wellbeing, and is thus integral to their whole-person development. However, the city remains a laggard when it comes to children's physical activity.*

體力活動是達致全人發展的基礎，與兒童的生理、心理和社交健康息息相關。然而，香港學童體力活動量不足的情況十分普遍，提升本地的體育素養實在刻不容緩。



The "Global Recommendations on Physical Activity for Health" (WHO, 2010) states that children and youth aged 5-17 should accumulate at least 60 minutes of moderate-to-vigorous intensity physical activity ("MVPA") daily, as regular participation in physical activity delivers numerous health benefits: better fitness, stronger bones and lower risks of developing chronic diseases. Research also showed that regular physical activity can boost self-esteem, mood and sleep quality while relieving stress.

Despite these obvious advantages, according to the latest finding by WHO, 81% of adolescents worldwide were physically inactive in 2016. The situation is even worse in Hong Kong. Based on our findings, less than 13% of Hong Kong children met these recommendations in 2017, while only 5% did so during the COVID pandemic. Living in a dense urban environment and with limited access to leisure facilities, nurturing an interest in sport and physical activity is further constrained among children by cultural attitudes that marginalise physical education (PE) and emphasise academic achievement. The proliferation of screen-based leisure activities further encourages sedentary behaviours. During COVID, these unhealthy behaviours were further encouraged as children were forced to stay at home amid social distancing measures.

PE is one of the eight key learning areas of the local school curriculum. Primary schools should allocate 5% to 8% of total lesson time to PE but most schools could only make up to a ratio of 5% or even below. It is thus paramount that Hong Kong develops creative strategies to link schools, parents, and the community to find ways to encourage our kids to "move more" and help them adopt a new mindset by making it "fun to move".

UNESCO advocates that a **Quality Physical Education (QPE)** curriculum can improve children's self-confidence, concentration, and communication skills, thus empowering them to become active, healthy, resilient, and socially responsible citizens. Already, countries like Canada, Australia, the UK, and the US have made **Physical Literacy** a cornerstone of their educational system. We believe that improving physical literacy, enhancing home-school cooperation and applying state-of-the-art technology – the essential components of **Fun to Move@JC** – will provide a way out against the inactivity crisis faced by the youths of Hong Kong.

根據世界衛生組織（世衛）在2010年推出的《關於身體活動有益健康的全球建議》，5至17歲的兒童及青少年應每天累積最少60分鐘中高強度體力活動。很多的研究已顯示，恆常運動有助提升體能、強健骨骼、減低患上多種慢性疾病的風險，並且能夠使人增加自信、心情舒暢、改善睡眠質素和舒緩壓力。

儘管運動帶來諸多好處，世衛另一項2016年的研究卻發現，全球超過八成的青少年有運動不足的情況。香港少於13%的學童符合世衛的建議，達標人數在2019新冠病毒期間更一度下跌至僅得5%，情況令人擔憂。在香港高密度的城市環境，休閒設施往往供不應求，加上學校和家長偏重學術成績的觀念，難免令體育在課程中被邊緣化，影響兒童培養運動的興趣。其他因素如屏幕活動的普及，以及各項應對新冠疫情而實施的社交距離措施，都進一步加劇了兒童的久坐行為，令參與體力活動的時間愈來愈少。

體育是本地學校課程的八大學習領域之一，小學階段須為學生安排體育課並應佔總課時的5%至8%，而據我們的觀察及統計所得，學校一般只提供最低要求之百分比，甚或更少的體育課時。因此，發展一套創新、全面的體育策略對學童的健康成長至關重要，並必須透過連繫學校、家長和社區，協力締造一個促進健康生活的環境，鼓勵兒童動起來，體現「家校童喜動」的精神。

近年，聯合國教科文組織積極倡議「優質體育」，以培養孩子成為活躍、健康、具抗逆力和負責任的社會公民，同時鼓勵學生建立個人自信、提升專注力和加強溝通能力等。在加拿大、澳洲、英國和美國等地，「體育素養」的概念已被納入課程核心和學習目標之一。「賽馬會家校童喜動計劃」的目標呼應國際體育發展方向，致力透過家校合作和創新科技的應用，在學校和家庭層面提升參加者的體育素養，為香港學童運動不足的問題提供切實可行的解決方案。

# Intergrating Technology, Innovations and Partnerships to an Evidence-Based Model of Whole-School Physical Education

## 以科技、創新和協作創造實證為本、全校參與的運動及體力活動模式

Adopting "fun to move" as its guiding principle, the Hong Kong Jockey Club Charities Trust allocated HK\$97 million to run Fun to Move@JC as a six-year pilot project, with the ultimate vision of enhancing Hong Kong kid's physical literacy by helping them develop the skills, confidence and passion of movement needed to be physically active for life. Led by CUHK, the Project fosters the creation of a unique partnership that leverages technology, the latest PE knowledge and the participation of parents and the community to create comprehensive health-promoting schools and innovative physical education models.

香港賽馬會慈善信託基金撥捐逾9,700萬港元，與香港中文大學攜手合作，聯合策劃為期六年的先導計劃「賽馬會家校童喜動計劃」，願景是提升家庭的體育素養，培養學童參與終生運動的信心、能力、興趣和習慣。計劃由中大研究團隊帶領，借助資訊科技的力量、最新的體育教學資訊和家長參與，促進跨界別之間的協作，創造出一套全面、創新的學校運動及體力活動模式。

## The Objectives of Fun to Move@JC

### 「賽馬會家校童喜動計劃」目標

- To encourage participating students to perform at least 60 minutes of moderate-to-vigorous intensity physical activity (MVPA) every day
- To develop an effective, holistic, and sustainable "Sport and Physical Activity Development Model" tailored for Hong Kong schools and to eventually attract more schools to establish a sport and physical activity-friendly ecosystem
- To nudge parents and children to adopt healthy and active lifestyles together
- 鼓勵學童每天累積最少60分鐘中高強度體力活動
- 為本地學校發展一套有效、全面及可持續發展的「運動及體力活動模式」，並推動更多學校建立運動友善的校園環境
- 鼓勵家長以身作則，與子女一同實踐健康、活躍的生活模式

## What is Physical Literacy?

### 什麼是體育素養？

Physically literate individuals are empowered to participate in physical activity throughout their lives, leading to improved health, wellness, and quality of life. It is a multifaceted concept comprised of four key domains:

體育素養使人具備終生參與體力活動的動機、信心、能力、知識和理解，從而獲得身心健康和良好的生活質素。這個概念包含了四個元素：

#### 知悉知識 (I KNOW)

**Cognitive: knowledge and understanding**  
認知：知識、理解

#### 自發自信 (I WANT)

**Affective: motivation and confidence**  
心理：參與動機、信心

#### 能跑能動 (I CAN)

**Physical: acquisition of fundamental movement skills and fitness competence**  
生理：基礎動作技能、體適能

#### 行動恆動 (I DO)

**Behavioural: engagement in physical activities for life**  
行為：持之以恆實踐、養成習慣







# Fun to Move@JC: Elements of Transformational Change

「賽馬會家校童喜動計劃」：  
前瞻未來 推動體育變革

*Born out of the ambition to get children to exercise more and change mindsets about how to deliver effective QPE programmes, Fun to Move@JC leaves a legacy to influence how quality physical education is delivered in Hong Kong for years to come.*

計劃致力提升兒童體力活動量和推動優質體育，透過實踐累積經驗和不斷革新，為本地小學體育的未來發展帶來重要啟示。

## Impacting the Minds of Policy Makers 改變決策思維

Fun to Move@JC provided policymakers – especially school principals and leaders – with reviews and a set of informed recommendations to support changes in PE policies, from encouraging collaboration, advocacy, and support to creating active school environments that are essential for the whole-person development of students. The involvement of leadership of school principal is especially important to the implementation and success of the Project.

計劃得以成功推行，學校領導層的參與尤其重要。透過向校長和學校決策者提出多項革新校本體育政策的建議，鼓勵學校通過協作、倡議、支援等方式建立校園運動文化，促進學童的全人發展。

## Empowering Teachers 提升教師教學效能

Given the critical role that PE teachers play in teaching fundamental movement skills (“FMS”) and in getting children interested in physical activities, Fun to Move@JC offered professional support as well as learning and teaching resources. It empowers teacher to implement effective strategies for student assessment. The Project also improved the teaching quality and effectiveness of physical educators by equipping them with the professional knowledge and skills necessary for the design of student-centred activities that are active, fun, and enjoyable; whilst delivering observable, measurable, and attainable learning outcomes across MVPA, fitness, and other psychosocial indicators.

體育教師的主要職責之一，是教導學生掌握基礎動作技能，引發他們的學習動機，從而充分發揮其運動潛能。計劃為體育教師提供相關的專業支援及教學資源，協助教師制定有效的教學策略和評估方法；又透過定期舉辦工作坊豐富教師的專業知識和技能，以設計高活動量、富趣味性及愉快的體育課，貫徹以「學生為本」的教育理念。此外，透過一些客觀和可量化的學習目標，例如中高強度體能力活動量、體能水平、及其他社交心理健康因素等，讓教師可更有效地檢視學生的學習成果，不斷改善教學質素和成效。

## Heeding Quality and Quantity of Physical Activity 重視「質」與「量」的評估方法

While time spent in physical activity (quantity) is often spotlighted, research has shown that children’s movement quality, such as their mastery of FMS, also determines their activity participation levels, as well as health and well-being. Fun to Move@JC developed innovative technology solutions that allow – in accordance with the recommendation by the Education Bureau to integrate objective assessments into the pedagogical process – for the regular assessment and effective monitoring of both facets of physical activity. Specifically, the Fun to Move@JC Sport Band was designed to quantify children’s physical activity, while the FMS Rater was developed to automatically assess movement quality using 3D motion cameras.

While these systems were deployed, we observed a 62% increase in percentages of students meeting World Health Organization activity guidelines at the start of the 2019/20 academic year (before the COVID-19 pandemic). Even though the activity levels of students plummeted during the pandemic, they still increased by 25% in 2022/23 compared to the baseline levels. We also observed improvements in FMS in 86% of students, which accentuates the importance of both quality instruction and regular assessment to keep track of and improve student progress.

關於體力活動的討論，焦點往往落在進行體力活動的時間（「量」）上。其實，不少研究已指出動作質素（「質」）如基礎動作技能的表現，也會影響兒童的體能活動參與度。根據教育局的課程指引，教學策略應提倡融入多元評估元素以了解學生學習進程。計劃透過創新科技的應用，協助學校就體力活動的質與量兩方面進行定期評估，包括研發「運動手帶」及設有三維錄像鏡頭的「基礎動作技能評估儀」，分別記錄學童的體力活動量及自動分析學童的基礎動作技能表現，大大提升了評估工作的效率。

這些評估工具推出後，我們觀察到學童達至世衛建議活動量的比率有所上升，與2019/20學年初相比共增加了62%。即使在新冠疫情期間學童大幅減少參與體力活動，2022/23學年所達標的學生比率，與基線相比仍然增加了25%。至於質量方面，在獲得適當的指導和進行定期評估後，86%學童的基礎動作技能表現得到改善，足以證明「評估求進」的重要性。

## Harnessing the Power of Data and Technology 發揮數據和科技的潛力

Big data analyses and artificial intelligence can better our lives in many ways. Fun to Move@JC harnessed these technologies to enhance PE assessments, motivate active behaviours, and monitor activity trends. The advanced analyses of big data also produce insights that can be used to inform future research and practices.

大數據和人工智能改善了我們的日常生活。計劃把握科技發展的優勢，將資訊科技應用於體育教育上，不但提升了評估的效率，同時有助鼓勵學童參與運動及監察活動量的變化趨勢。日趨成熟的大數據分析技術，將為未來研究和體育教學實踐提供更多重要的參考。

## Building Parents’ Capacity 強化家長的角色與職能

Encouraging family co-participation in physical activities is an effective approach to increasing children’s physical activity levels. By involving parents, Fun to Move@JC nurtured a culture of active lifestyle extending beyond the classroom and into the home. Family programmes were designed to address the commonly perceived barriers to physical activity while enhancing parents’ awareness of physical literacy.

邀請家長一同參與是提高兒童體力活動量最有效的方法之一，計畫設計了多項親子活動和工作坊鼓勵家長與孩子一同運動。家長可以透過親身體驗，消除對參與運動的感知障礙，同時認識體育素養，讓運動氣氛從課室延伸至家中，與子女一起建立健康活躍的生活模式。

## Creating Model Schools as Benchmarks 樹立楷模 制定標準

Fun to Move@JC made significant strides towards setting up PE models that schools can learn from each other. By sharing their successes and challenges, the Project Schools are setting new standards of best practices across the five domains, namely 1) “Fun to Move” Sporting Culture; 2) School-based PE Policy; 3) Quality Physical Education; 4) Parent/Family Engagement; and 5) Staff Involvement. They were also guided to reflect on initiatives aimed at fostering active school environments.

計劃與學校攜手建立一套創新的運動及體力活動模式，在體育推廣上取得了重大進展。這個全面的模式包涵五個領域：（一）「童喜動校園」文化；（二）體育政策；（三）優質體育；（四）家長協作及（五）教職員參與。「賽馬會家校童喜動計劃」模範學校在這五大領域中所累積的成功經驗和心得，成為了創造活躍校園的新標準，並發揮好榜樣的示範帶動作用，有助鼓勵更多本地學校效發。

*The support we get from this programme is unprecedented across all aspects of physical education. As one of the Project Schools, our students can participate in sports more actively.*

在計劃的不同階段中，學校的體育發展都得到了全方位的支援，同學對參與運動的興趣亦大大提升，變得更積極。

says Ms Oi-luen Ko, Principal of Po Leung Kuk Chee Jing Yin Primary School  
保良局朱正賢小學 高凱聯校長

*I wear the Sport Band all the times to monitor my daily physical activity. It is fun and motivates me to become a role model for students.*

我幾乎每天都佩戴「童喜動運動手帶」，看看自己當天的運動量是否足夠。這個體驗非常有趣，亦提醒我要成為學生的榜樣。

says Ms Fung-ha Wong, Principal of Sham Shui Po Government Primary School  
深水埗官立小學 黃鳳霞校長





# Achievements at a Glance

## 計劃成果一覽

**Larger Proportion of Students Met WHO's Recommendation\***  
(i.e., children and youth aged 5–17 should accumulate at least 60 minutes of MVPA daily)

達至世衛建議活動量的學生比率大幅上升\*  
(世衛建議5至17歲的兒童及青少年應每天累積最少60分鐘中高強度體力活動)



**+62%**

(at 2019/20)

**+25%**

(at 2022/23)

**Improved Physical Literacy**  
提升體育素養



**+110%**

Knowledge  
認知

**+93%**

Motivation and  
confidence  
動機、信心

**+86%**

Physical competence  
(FMS)  
能力(基礎動作技能)

**+91%**

Opportunities  
參與運動的機會

**Family and School Engagement**  
家庭及學校參與



**7,400+**  
hours 小時

Activity Classes (student,  
parent, and family  
「童喜動」趣味活動班  
(學生、家長及親子)

**260,000+**  
person-times 人次

Attendance of Activity  
Classes  
「童喜動」趣味活動班  
參與率

**150,000+**  
person-times 人次

Attendance of online  
initiatives  
網上活動參與率

**60,000+**  
times 次

FMS assessments  
基礎動作技能評估

**35,000+**

Active users of  
Sport Band  
「童喜動」運動手帶帶家

**300+**

Teachers received  
professional development  
已接受培訓的體育教師

**210+**

Parent Ambassadors  
家長大使

**Positive Feedback from Participants**  
參加者的正面評價



**97%**

Satisfied with Project  
activities  
對計劃活動感到滿意

**97%**

Agreed that the Project  
should be extended  
期望計劃得以延續

\*Figures presented are with reference to the period just before the COVID-19 pandemic, and the end of the pandemic, respectively. During the pandemic, the prevalence percentage has dropped by 60% compared to that of baseline.

\*所載數字分別以新冠疫情爆發前(2019/20)及疫情後期(2022/23)的數據作參考。疫情期間，相關百分比比較基準值下降了60%。

# Fun to Move@JC: The Three Pillars

## 「賽馬會家校童喜動計劃」：三大核心

**1 Home-school Cooperation**  
家校合作

**2 Technology & Big Data**  
創新科技

**3 Quality Physical Education**  
優質體育

## The first pillar: Home-School Cooperation

### 核心(一)：家校合作

Research found that effective home-school communication and partnership are crucial for creating an environment to achieve learning goals and maintain a healthy lifestyle among children.

計劃的研究指出，良好的家校溝通和合作有助締造理想的成長環境，從而促進兒童的學習與健康。

“

*Exercise can cultivate positive character traits in children, enhance learning and build confidence. I believe that the cooperation between schools and parents is essential for helping children achieve a balanced physical and mental development.*

運動可以培養良好的品格、帶動學習和提升自信。我相信學校和家長的緊密合作，對小朋友的身心均衡發展相當重要。

says Mrs Liang, Chairperson of the Parent-Teacher Association of St. Patrick's School  
聖博德學校家教會主席 梁太

”

### The Role of Schools 學校的角色

Apart from their homes, children spend the most time at school, making school an important setting to provide students with physical activity education, experience, and opportunities. School policies can include time for organised physical activities and free play with Quality Physical Education as the cornerstone. Schools should also be able to communicate with parents and teachers and engage them to work together in promoting children's participation in physical activities, as health and well-being are essential for attaining educational outcomes like improved cognitive functioning, concentration, and attention.

兒童逗留最長時間的地方，除家庭以外，就是學校。學校必須提供了一個理想的環境，讓兒童獲得「優質體育」的教育、體驗和參與機會。除了在校本政策中加入有組織的體力活動和適當的自由玩耍時間外，學校應向家長和教師灌輸正面的體力活動訊息，鼓勵全校上下一心締造和發展活躍健康的校園。一個優質和適切的體育課程，不但可以促進學童的身心健康，亦能改善認知能力、專注力和注意力，達致理想的學習成果。

### The Role of Parents 家長的角色

As parents play a major role in the growth, education and physical literacy development of their children, getting them engaged in Fun to Move@JC was fundamental to ensure that children remain motivated to exercise after school. Also, parents should act as role models by including physical activity as a part of the family routine, e.g., taking a walk after dinner, doing stretching exercises before sleep and outdoor activities on weekends.

More than 10,000 students and parents attended the Project activities, including interactive workshops, thematic talks, sharing sessions and school events in addition to other formal school activities of physical education. Various home activities, such as fitness board games, easy sports equipment and parent-child exercise videos, were also created to enhance awareness of parents on the long-term benefits of physical activities. Meanwhile, Fun to Move@JC made use of social media via its dedicated YouTube channel to mitigate the impact of the pandemic by hosting live webcasts featuring physical activity instructions for families.

父母的一言一行對子女的成長、教育及體育素養等發展都有著深遠的影響。家長的身體力行就是孩子最好的榜樣。因此，計劃積極鼓勵家長將體力活動融入日常生活，逐步建立運動常規，例如在飯後出外散步、睡前進行伸展，以及在週末到郊外旅行，這些健康的家庭習慣都能夠讓孩子在課餘的時間仍然保持活躍。

在常規體育課程之外，計劃為家庭舉辦了多項校內活動，包括互動工作坊、主題講座、分享會等，吸引超過10,000名家長和學童參加。同時亦設計了一系列適合在家居進行的體力活動，包括融合體能元素的桌上遊戲、簡易運動器具及親子運動示範影片等，以提升父母對恆常運動的認知及了解其對孩子的長期益處。在疫情期間，計劃充分利用社交媒體，透過YouTube頻道以網上直播形式，帶領家長和小朋友在家進行輕鬆、有趣的體能遊戲，提醒大家抗疫不忘做運動。





## The second pillar: Innovative Technology 核心(二)：創新科技

*Technology is a key anchor of the Fun to Move@JC. Designed to collect data systematically and continuously to be used in analytics, the unique programme approach of the technology allows for seamless digital communication between stakeholders.*

計劃透過創新科技的應用，成功研發一套完善的數據收集系統及分析算法，讓不同持份者從「質」與「量」兩方面更深入了解學童參與體力活動的狀況。

### Leveraging BIG DATA to fine-tune programmes, rank, and enhance performance 以大數據優化教學策略及提升運動表現

Fun to Move@JC used big data techniques to analyse the vast amount of data collected across the programme's various components, such as the Sport Band and the FMS Rater. The collected data is used to inform many aspects of the Project, from developing personalised goals for students to providing feedback to physical education teachers and school principals. An in-depth understanding of children's activity trends and habits also allows researchers and educators to tailor-make targeted methods to improve the physical activity habits and health of children and their parents.

研究團隊利用大數據技術分析從計劃活動中蒐集的巨量資料，包括「運動手帶」和「基礎動作技能評估儀」所提供的數據。這些數據經整理、解讀及分析後可應用於不同範疇中，例如為學生設定個人化的運動目標、向體育教師和校長提供教學回饋，以及有助研究人員深入了解兒童參與運動的趨勢和習慣，從而制訂針對性的措施以改善學童健康。

### Proprietary WEARABLES to track activities and facilitate data collection 運動手帶 追蹤每天活動量

To ensure the collection of accurate, up-to-the-minute data, Fun to Move@JC developed a proprietary "Sport Band". Distributed to all staff members, children and parents of participating schools, the Sport Band was designed to keep track of the physical activity of participants by collecting step counts and calculating MVPA using big data analytics. Users can also use the Project's custom-built mobile app to access their data on the big data platform.

Apart from synchronizing data using mobile devices, microcomputers (i.e., data collection gateway) were installed in classrooms to automatically upload the data stored in students' devices to cloud servers. Peripheral activities such as inter-class and inter-school competitions were also held to encourage students to use the Sport Band to record their daily physical activities.

為提升數據收集的準確性和及時性，「賽馬會家校童喜動計劃」研發獨有的「運動手帶」，並派發給參與學校的全體教職員、學生和家長，以計算步數及監察體力活動量。透過大數據分析，系統可以將步數運算成中至高強度體力活動量 (MVPA)，並清楚顯示在應用程式上，方便參加者了解自身當天及過往的活動情況。

家長可以協助子女使用智能手機同步手帶上的數據。此外，教室亦安裝了數據接收閘道器（即微型電腦），用作自動上傳學生運動手帶中的數據至雲端伺服器，大大提升了收集數據的效率。除了提供相關硬件裝置的支援，計劃亦定期舉辦班際挑戰賽、聯校活動量大比拼等活動以增添趣味，鼓勵學生和家長經常使用「運動手帶」。

### Development of a MOBILE APP to improve the fun factor and engagement 應用程式 提升參與度

The Fun to Move@JC mobile app served as an access portal to the ecosystem. Apart from viewing historical activity data and calories burnt, users can also see their personalised activity goals and the in-app badges they have earned by completing physical activity tasks under an award scheme. Additionally, the app can be used to receive Project announcements, complete surveys, and keep a record of attendance to Project activities.

「賽馬會家校童喜動應用程式」是整個數據生態系統中的一個重要平台，讓參加者可以輕易查閱個人的活動數據，包括步數、所消耗的卡路里及個人活動目標等。同時設有電子獎勵計劃、虛擬獎章、最新動向提示、問卷調查及活動簽到等配置，集多功能於一身。



### 3D MOTION CAPTURE DEVICE to rate and improve physical movement 「基礎動作技能評估儀」嶄新技術改善動作質素

In Hong Kong, the physical education curriculum guide states that physical education in Key Stage 1 (Grades 1 to 3) should primarily focus on teaching students Fundamental Movement Skills (FMS). However, the FMS development and progress of students are rarely assessed regularly, objectively, or systematically and, where there are, it suggests that children in Hong Kong have a low level of mastery across these basic motor skills.

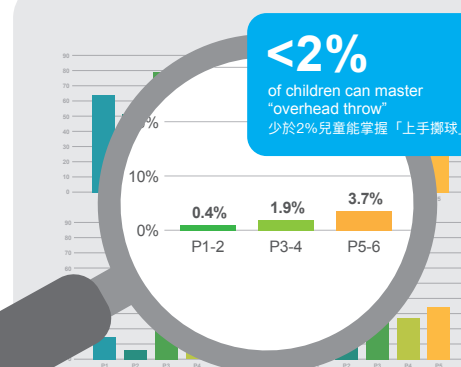
The team developed the FMS Rater, a 3D motion capture and analysis system which provides real-time, objective ratings of children's FMS. Featuring a 3D capturing camera and proprietary software, it was developed, tested, and validated using nearly 50,000 motion videos from P1 to P6 students in Project Schools.

The system is crucial for identifying the strengths and weaknesses of each individual and tracking their progress over time. By doing so, it helps children improve their FMS, which can be applied to a variety of common sports. By mastering FMS at an early age, children are better equipped to pick up any new sport or activities later in life.

根據本地的《體育學習領域課程指引》，第一學習階段（小一至小三）的體育課應以發展學生的基礎動作技能為教學重點。不過，學校鮮有為學生的基礎動作技能定期進行評估，或現有評估欠缺客觀性及系統性，研究團隊認為是香港兒童普遍對基礎動作技能的掌握程度偏低的原因之一。

有見及此，計劃研發創新的「基礎動作技能評估儀」，利用三維錄像技術實時偵測學生的動作，並作出即時、客觀的評分。評估儀由三維錄像鏡頭及獨創的評估系統組成，研發過程中使用了接近五萬段從計劃學校小一至小六學生收集回來的動作影片，以進行反覆測試及校正。經過不斷的改良，最終成功建立出一套模擬專家分析的評分方法。

「基礎動作技能評估儀」能夠協助體育老師有效識別學生動作技能的強弱項及追蹤其學習進度，針對性地向學生提供有效益的回饋和具體建議，改善學童整體的基礎動作技能水平。基礎動作技能可以應用在多個運動項目上，學童愈早掌握各項基礎動作技能，日後對學習和參與任何運動都會更有信心。



#### The FMS Rater in action 「基礎動作技能評估儀」的應用

Fundamental Movement Skills are considered the "building blocks" for more complex and specialised skills. These skills can be divided into locomotor (e.g., run, jump), ball (e.g., throw, catch) and stability (e.g., single-leg balance) skills. According to the assessments conducted and analysed by the FMS Rater, less than 2% of Hong Kong children can master "overhead throw" – a skill transferable to baseball, badminton, volleyball, and many other sports.

基礎動作技能是學童進行日常體力活動及參與運動的重要基礎；可分為移動動作技能（如跑、跳）、操控球類技能（如拋擲、接）和平衡穩定技能（如單腳站立）。例如，「上手擲球」是一項操控球類技能，可運用於棒球、羽毛球、排球和板球等各項運動中。可是，根據「基礎動作技能評估儀」的評估數據，只有少於2% 學童能夠正確掌握「上手擲球」的動作。

*I am able to give students tailored guidance to improve their movements based on their individual weaknesses, thanks to the FMS Rater which provides me with objective and accurate feedback in real time.*

「基礎動作技能評估儀」能夠即時提供客觀和準確的回饋，讓我可以因應學生個別的弱項而給予指導，從而改善他們的動作表現。

says Ms Yeung, a PE teacher at Jordan Valley St. Joseph's Catholic Primary School  
佐敦谷聖若瑟天主教小學 體育科 楊老師





# The third pillar: Quality Physical Education

## 核心 (三)：優質體育

Given the importance of maintaining sufficient activity levels, Fun to Move@JC features a wide range of inspiring activities and innovative sports equipment, both in school and at home.

計劃設計了一系列富趣味性的活動和簡易運動器具，適合在學校和居家環境進行和使用，藉此鼓勵家庭把運動變成日常生活的一部分。

Utilising gamification techniques, flagship initiatives such as activity classes, Family Fun Days and interschool competitions were designed to develop and improve FMS while making physical activity a fun and engaging experience for students. These programmes were supported by a pool of professional coaches trained to deliver high-quality instruction.

多項活動以創意遊戲和互動形式進行，讓參加者能夠在一個輕鬆、歡樂的環境下學習和改善基礎動作技能，同時在過程中感受運動的樂趣。計劃活動如趣味活動班、親子同樂日及聯校比賽，均由經專業培訓的「童喜動教練」帶領，為學童和家長提供優質的教學指導。

### Fun To Move@JC Activity Class & Interschool Family Fun Day

「賽馬會家校童喜動計劃」趣味活動班及聯校親子同樂日

Unlike traditional, sport-specific classes, Fun to Move@JC Activity Classes prioritised fun elements and engagement to encourage even less motivated students to take part in physical activities. Operated during and after school hours and even on weekends, these classes allowed parents to get moving together with their children. Held intermittently throughout the Project, "Interschool Family Fun Days" also proved particularly popular with families.

有別於傳統的專項運動班，「賽馬會家校童喜動計劃」趣味活動班更重視趣味性和參與度，鼓勵平日較少運動或能力稍遜的學童積極嘗試並參與其中。活動班的開辦時間不限於平日上課日子，家長亦可與子女在課後或週末一同參與。活動的設計特別加入親子互動、合作和比拼等元素，當中尤以「聯校親子同樂日」最受家庭歡迎。

*The game design is really cool because it allows parents and kids to spend quality time together while staying active. It's not something that we get to do very often.*

says a parent who participated in the Fun Day held at Yaumatei Catholic Primary School.

活動和遊戲都經過精心的設計，不但讓小朋友和大人舒展筋骨，還能共度優質的親子時間。我們平日都比較少有這些體驗。

油蔴地天主教小學參與家長

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Learn More 了解更多



### "10-Million Steps Challenge" Interschool Virtual Exercise Event 「一童喜動千萬步」虛擬旅程聯校活動

Hosted online to keep the programme going despite the pandemic, the success of the 10-Million Steps Challenge reflected how technology, innovation and community can be harnessed to create memorable events. Bringing students and teachers to exercise together through a virtual journey until they reach a goal of 10 million steps, the Challenge was a hit with everyone.

在新冠疫情期間，計劃發揮創意以網上形式舉辦聯校活動，鼓勵師生保持活躍。參加學生和教師只需留在課室並戴上「童喜動」運動手帶，一同在虛擬旅程中累積步數，實現千萬步的創舉。活動結合了科技、創新和互動，為所有參加者締造了一個難忘的體驗。

*The best part of this event is that it created an atmosphere that reminds us of engaging in sports together, even in small indoor spaces and despite the obstacles posed by social distancing.*

said Ms Pang, a teacher at Po Leung Kuk Chee Jing Yin Primary School.

*I think online activities are really fun!*

Her student Lin agreed, but for a simpler reason

活動最大的優點是營造了一種氛圍，提醒我們即使在狹小的室內空間和社交距離的限制下，大家仍然能夠一同參與運動。

保良局朱正賢小學 彭老師

林同學亦快樂地表示：  
很好玩！

### Professional Teacher Training and Development 體育教師專業發展

As physical education teachers played a critical role in getting children interested in physical activities, Fun to Move@JC worked closely with them throughout the Project to ensure ongoing practice, feedback, and support were in place. More than 300 teachers have attended the professional training sessions during which good practices for learning, teaching and assessment were shared. Additionally, an online platform was created to enable teachers to adapt and transform their practices in response to contemporary learning environments.

體育教師在推動學童參與運動扮演關鍵的角色。因此，計劃與體育教師們保持緊密的合作，並透過定期舉辦專業發展工作坊，讓教師於實踐過程中得到教學回饋和專業支援以及了解計劃的執行內容。參加教師可以通過工作坊與同儕互相觀摩，獲得教學和評估的良好實踐示例；同時，可利用計劃提供的網上資源調整和改善他們的教學策略，務求與時並進。計劃期間，超過300名體育教師已接受培訓。

*The speaker's explanation deepened my understanding of QPE which encompasses the creativity and competence of teachers. I gained a lot from the workshop.*

says Ms Tang, a PE teacher from Shau Chung Shan Memorial Catholic Primary School.

導師的講解加深了我對「優質體育」的認識，這個概念包含了創意教學和教師的專業能力。今天的工作坊實在令我獲益良多。

天主教石鐘山紀念小學 體育科 鄧老師

Learn More 了解更多





# Fun to Move@JC: Challenges & Opportunities

## 「賽馬會家校童喜動計劃」：挑戰和機遇

Anchored by the objective of getting children to build exercising as a habit, Fun to Move@JC adopted a whole-school approach to enhance well-being and physical development by facilitating transformational changes to overcome challenges.

計劃致力鼓勵學童培養終生運動的習慣，並透過推動學校體育變革和回應當中面對的挑戰，建立一套整校參與的運動及體力活動模式，促進學童的身心健康發展。

### Meeting the Needs of Different Schools

#### 照顧不同學校需要

As schools operate in different environments and have their own priorities, Fun to Move@JC was designed with the flexibility of each school and sought to enlist school principals to act as key cultural transformation drivers for the Project.

個別學校的環境、理念方針、特色、資源等各有不同。計劃提供足夠的靈活性，讓參與學校能夠因應校本的情況和實際需要推行各項計劃內容，因此校長的領導和推動成為了校本體育政策革新的成功關鍵因素。

### Overcoming COVID-19

#### 「疫」境中求變

With the COVID-19 pandemic severely disrupting daily lives due to social distancing, school closures and limited in-person activities, Fun to Move@JC's flexible model proved resilient as many activities were shifted online. The new, tech-enhanced ways of doing physical activity have opened up new possibilities for PE – interactive gameplay, smart online physical classes, etc – played a significant role in maintaining physical activity levels during the pandemic, especially since our research demonstrated that there was a rise in sedentary children by 27% during that period, leading to a dramatic decrease in the well-being of children.

在新冠疫情期間，各項社交距離及學校停課等防疫措施，令人們的日常生活經歷了重大轉變。研究顯示，兒童的久坐行為在這期間增加了27%，對健康帶來嚴重的影響。有見及此，「賽馬會家校童喜動計劃」即時作出靈活應變，轉以網上形式順利舉行多項活動，包括在科技和多媒體的輔助下進行互動遊戲及實時網上體育課，為留家抗疫的學童和家長創造了新的運動體驗和活動機會，同時為體育教學模式開闢更多可能性。

### Collecting Automated Data

#### 數據收集自動化

It has long been difficult to gather consistent, meaningful data on school physical education due to the lack of appropriate technological tools. By embracing technology from its inception, Fun to Move@JC nurtured the development of a technological infrastructure supported by cutting-edge technology to automate the data collection process across various educational environments. It is expected to promote the use of big data analysis in schools for effective implementation of evidence-based practices.

由於缺乏適當的科技工具，有效地收集具有一致性且有意義的數據，一直是體育相關研究所面對的難題。計劃了解到這個限制，自開展以來就善用資訊科技提升學與教成效，運用先進的設備研發創新的數據管理基礎設施，從而加快在不同教學環境中數據收集自動化的進程，有望促進學校運用大數據分析制訂和實踐具實證為本的教學策略。

### Getting Active as a Family

#### 全家「童喜動」

Finding time to be physically active as a family can sometimes be challenging, especially for working parents who often have busy schedules and work long hours. Fun to Move@JC values parents' feedback and tailored-made programmes ranging from in-school activities and sharing sessions to online resources and chat groups in order to meet their specific needs. This helps maintain motivation and promote the concept of "active family" to parents.

對於在職家長而言，要在忙碌的日程和長工時中抽出時間與子女一同參與運動，實在不容易。因此，計劃非常重視家長的回饋，透過提供不同類型的活動，例如校內分享會、家長講座、網上資源和聊天群組等，以迎合家庭不同的需要，讓家長能夠維持參與運動的動機，並連繫家人一同實踐健康、活躍的生活模式。

# Fun to Move@JC: A Model for Success

## 「賽馬會家校童喜動計劃」：成功經驗 樹立楷模

Seeking to promote physical education in Hong Kong's school system, Fun to Move@JC was carefully crafted to ensure it would succeed in getting the city's young children and their families to embrace a more physically active lifestyle together.

「賽馬會家校童喜動計劃」從學校和家庭兩個層面推動體育發展，最終目標是鼓勵學童和家長一同建立終生運動的習慣，邁向健康人生。

Fun to Move@JC's model is built on 5 key components that work together to institutionalising physical activity within the school environment. In addition to featuring student-centred education and assessments, it nurtures a sporting culture by mobilising parents as part of a vibrant home-school partnership.

These transformation elements include:

- 1) "Fun to Move" Sporting Culture;
- 2) School-based PE Policy;
- 3) Quality Physical Education;
- 4) Parent/Family Engagement and
- 5) Staff Involvement.

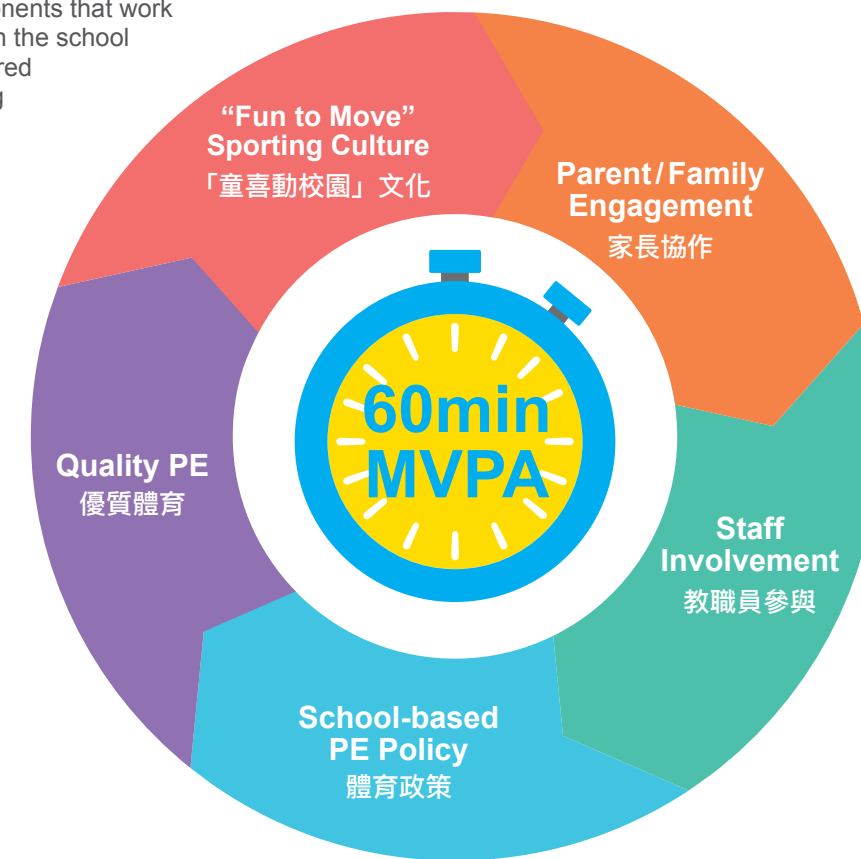
The following stories showcase how Fun to Move@JC elevated physical education from a generic school subject into an inspiring lifelong journey towards a healthier lifestyle.

「賽馬會家校童喜動計劃」所建立的運動及體力活動模式由五個重要範疇組成，強調以學生為本的教育理念和評估方式，並透過家校合作動員家長，促進活躍健康校園。

五大範疇包括：

- (一)「童喜動校園」文化、
- (二)體育政策、
- (三)優質體育、
- (四)家長協作及
- (五)教職員參與。

以下六個「童喜動」學校故事，將展示學校體育和家庭參與如何鼓勵學童實踐健康、活躍的生活模式，值得教育界借鑑。





## Parents and School: Building an Active Life Together

家校齊心 共建活躍生活

Po Leung Kuk Lam Man Chan English Primary School  
保良局林文燦英文小學

Recognising that parents are the driving force behind their children's learning, personal growth and overall well-being, Fun to Move@JC fosters a collaborative approach between families and schools to create a supportive environment for students to develop a positive mindset and attitudes towards regular physical activity.

Principal Jessica Wing-sze Man shares the vision that establishing an effective and sustainable school-based physical activity model depends on the joint efforts of school leaders, teachers, and parents. This is why the Po Leung Kuk Lam Man Chan English Primary School regularly invites parents to join school activities – including those involving physical activity – with their kids. The dedicated team of parent volunteers is a testament to these parents' commitment to the whole-person development of their children. **“I am grateful to parents for their enthusiasm. We are just like a big family,”** says the proud principal.

Parents in this school have been particularly good at encouraging their kids to wear the Fun to Move@JC Sport Band. Children were quick to learn how it worked and enjoyed wearing the device daily – even during school holidays – to achieve the personalised step goals set forth by the Project's mobile app. Adding prizes also enhanced the fun factor, and after winning medals together, families can share a sense of achievement. Principal Man is delighted to witness families exercising together and feelings shared in the chat group of parents.

Thanks to this strong home-school cooperation, the school successfully overcame many challenges during the pandemic and never lost a step in its drive to remain active. **“I am thankful that the Fun to Move@JC team shared many innovative ideas about how to run an active and healthy school during these difficult times. We all learned from each other,”** beams Principal Man. But parent collaboration is not the only area the school excels in as it dedicated efforts across the Project's four other areas: “Fun to Move” Sporting Culture; School-based PE Policy; Quality Physical Education, and Staff Involvement. The school was awarded the “Gold Award for the Fun to Move@JC Model School 2021/22 & 2022/23” in recognition of its efforts.

眾所周知，家長在孩子的教育和成長扮演著關鍵的角色，亦是鼓勵孩子開展健康活躍人生的領航者。「賽馬會家校童喜動計劃」致力促進家校合作，為學生締造健康和諧的家庭與校園，透過運動獲得最佳的健康裨益。保良局林文燦英文小學積極推動本計劃，於五大範疇 – 「童喜動校園」校園文化、體育政策、優質體育、家長協作及教職員參與均有卓越表現，成為2021/22及2022/23年度「賽馬會家校童喜動模範學校」金獎之一。

文詠詩校長認為要成功建立一套有效、可持續發展的校本運動模式，有賴學校領導、全體教師和家長的同心協力。學校歡迎家長走進校園與孩子一同參與親子體力活動，又主動向家長介紹學校的教學理念和發展方向、成立家長義工隊等，與家長建立互信互重的夥伴關係。文校長表示：「我很感謝家長的認同和配合，我們就像一個大家庭，每當學校推行新政策和措施時全校上下一呼百應，大家抱著共同的目標。」

例如當家庭收到「童喜動」運動手帶後，假日無論在戶外跳繩，踢足球或遊沙灘時，一家人都會戴著手帶籍以記錄每天的步數。日子有功，家長和小朋友在手機上獲得一個又一個的成就獎章，大家都得到很大的成功感。文校長指部分家長起初使用手帶時不熟悉操作，幸得家教會協助幫忙解答疑問，又帶頭在家長群組內分享做運動的照片和步數，令佩戴手帶的習慣由學校慢慢延伸至家庭生活。

憑著緊密的家校合作，學校順利克服了種種挑戰，包括讓學生在「疫」境下保持積極的學習態度和恆常運動。文校長回想2020年初疫情來勢洶湧，當時教師團隊迅速應變設計網上授課的內容，並學習使用不同電子軟件和工具以輔助遙距教學；另一方面家長樂於配合，在家中指導孩子跟著時間表上網課及上載功課等，成為了學校的強大後盾。她又感謝「賽馬會家校童喜動計劃」與學校同行，並肩思考新常態下的活動模式，她續說：「計劃團隊分享了很多有關活躍健康校園的創新意念和點子，大家互相交流、學習，點點滴滴都成為了今天寶貴的成果與體驗。」



## Using Big Data to Make Physical Activity More Fun

善用大數據 提升運動樂趣

Kowloon Bay St. John The Baptist Catholic Primary School  
九龍灣聖若翰天主教小學

Walking into the Kowloon Bay St. John's Catholic Primary School during recess, it is impossible to miss the laughter of the students streaming from the playground. Few will know that a big part of this happiness comes from wearing the Fun to Move@JC Sport Band.

The Sport Band functions as a universal device to collect the activity data of students, parents, and teachers. The data is then fed into the big data platform specifically developed for the Project, where the information will be processed using advanced analytics. Although similar analytical approaches are used in many aspects of our daily lives, Fun to Move@JC has pioneered its application to physical education and the promotion of physical activity in schools.

At Kowloon Bay St. John, all classrooms and teachers' rooms are fitted with a data transfer gateway which automatically collects and uploads the data generated by the Sports Bands. The data is converted into simple and easy-to-understand metrics – such as step counts, exercise volume, and calories burned – that users can access via their computers or mobile phones. To encourage teachers to take the lead in promoting these physical activities, they are also asked to wear the Sport Band. **“This way, we ensure consistent measurements while increasing the sense of belonging amongst both children and teachers,”** says Principal Im-fan Vu.

**“While students are incentivised for their participation, so are teachers.”** Teachers are divided into six teams and every two months, results are tallied, and the winning team receives a small gift. **“The competition and prizes may be symbolic, but everyone participated enthusiastically because they value the benefits of regular physical activity,”** notes Principal Vu. **“I was also surprised that our ranking charts were sometimes topped by non-PE teachers!”**

As a coordinator of these activities, physical education teacher Ka-ho Chan believes the data and reports generated from the Sport Band make it easier for everyone to understand their progress and set clear objectives. **“I regularly update every team's step counts while my colleagues encourage each other, which makes the process more enjoyable,”** Chan says. The experience has helped him and his fellow teachers grow more confident in promoting sports among students and parents before, during and after school. With so much enthusiasm and active participation, it is no surprise that it was the school's staff who were collectively crowned winners of the “Fun to Move@JC Interschool Physical Activity Challenge” for being the most active group amongst all Project schools!

大數據分析在日常生活得到廣泛應用，然而，在學校體育和運動推廣領域上的應用卻不多。有見及此，「賽馬會家校童喜動計劃」適時建立具前瞻性的運動大數據平台，配合科研系統和儀器快速收集及分析大量的運動數據，就體育政策制定及教學策略提供重要的參考。

走進九龍灣聖若翰天主教小學正值小息時段，操場上傳來同學們的歡聲笑語，原來學生們都戴上「童喜動」運動手帶，爭相要和老師比量一下誰的步數比較多。胡詠芬校長說：「師生使用同一款式的運動手帶，一方面確保量度標準一致，另一方面可以增加歸屬感。」

計劃團隊在所有課室及教員室都安裝了一個小型數據接收器（又稱閘道器），用作自動收集、上傳參加者運動手帶上的活動數據至雲端，經研究團隊分析後的數據將會轉化成簡單易明的圖表和報告，讓參加者在手機上輕易地一覽各項體力活動數據，包括步數、運動量、卡路里燃燒量、身體質量指數（BMI）等。

為鼓勵教師一同積極參與運動，樹立榜樣，學校按教師的行政組別分成六小隊進行步數比拼，另外又設個人挑戰，成績會於每兩月舉行的校務會議上公佈，而步數最高的隊伍更可獲得健康小禮物一份。比賽推出後反應熱烈，胡校長表示很高興能見證大家進步：「其實比賽和獎品等都只是一個象徵式意義，更重要是因為大家都認同運動的價值和好處，所以才會投入和堅持。好幾次的比賽均由非體育科老師領先，令我感到非常驚喜。」同時，學校的教師團隊在「童喜動聯校活動量大比拼」獲獎，成績令人鼓舞。

負責協調計畫活動的體育科陳嘉豪老師認為，這些報告有助參加者了解自己的進度，從而訂立更清晰的運動目標，他表示：「我會根據大數據分析報告不時更新各隊伍的步數，同事間會互相提醒和鼓勵，使活動更添樂趣。」陳老師相信透過自身體驗，能夠讓教師更有信心推動校內的運動風氣，感染更多的學生和家長一同參與。此外，學校致力在常規課程外為學生開拓更多參與體力活動的機會，包括早操舞、於多元智能課設立「體育單元」及舉辦「童喜動」趣味活動班等。



# Innovative Technology and Quality Physical Education

## 創新科技與優質體育

### S.K.H. Holy Cross Primary School 聖公會聖十架小學

Developed by Fun to Move@JC, the Fundamental Movement Skills Rater ("FMS Rater") can objectively and accurately assess students' basic movement skills and provide feedback in real-time. Using the FMS Rater to assess skills like catching, overhand throwing and horizontal jumping, S.K.H. Holy Cross was able to conduct more than 2,000 fundamental movement skill assessments on Primary 1 to 6 students within a short period.

**"Using this new tool, we can now complete two assessments per student in one PE class. It also frees me to concentrate on other teaching tasks. Besides, the data tells me about the strengths and weaknesses of my students readily so I can give them more personalised feedback,"** remarks the head of the physical education panel and information technology specialist of the school Mr Yu-sun Yeung.

Lin, a student at S.K.H. Holy Cross Primary School, also found the FMS Rater useful. She believes the assessment results and prompt feedback deepened her understanding and interest in basic motor skills. **"The system shows exactly what I have to improve. With more practicing based on the feedback, it's much easier to enhance the quality of my movements,"** Lin says. Meanwhile, the school also uses the FMS Rater to select and train members of its sports teams.

With technology playing an ever more significant role in promoting PE and physical activity at school, the school's teachers take part in the yearly professional development workshops organised by Fun to Move@JC, to brainstorm, share creative teaching ideas and exchange on how technology can improve PE teaching practices. "These exchanges are one of the best ways for us to enrich our teaching strategies," says Mr Yeung, also a member of the Fun to Move@JC teacher think tank.

由「賽馬會家童喜動計劃」所研發的「基礎動作技能評估儀」，透過應用資訊科技，快速、客觀和準確地評估學生的動作是否正確，並提供即時的回饋。聖公會聖十架小學便採用了「基礎動作技能評估儀」，為小一至小六學生進行基礎動作測試，成功收集超過2,000項數據，包括接球、上手擲球及雙腳前跳等技能。

「現在可於一節體育課內完成兩項測試，方便又省時，令我們在編排課程時更具彈性。評估儀提供的數據更有助我照顧不同學習差異，找出學生的強項和常犯錯誤，從而給予適當的指導，大大提升了教學效能。」任教體育科超過十年及擔任資訊科技主任的楊裕新老師說。

參與測試的林同學表示評估儀加深了她對基礎動作技能的認識和興趣，「系統會顯示未能得分的原因，我希望加以練習並把動作做好。」學校亦將評估儀應用在課外活動上，例如當選拔籃球校隊時，同學就需要通過拋球和跳躍的動作測試，先打好投籃基本功再進行相關的球技訓練。

結合科技與運動將成為體育發展的新趨勢，聖公會聖十架小學的一眾體育教師每年均參與由計劃舉辦的工作坊，就體育教學實踐中的應用作經驗交流。

「計劃提供的網上資源切合課程需要，又不時會邀請教師同工互相分享創意教學點子，集思廣益，豐富體育教學策略」楊主任同時兼任「童喜動創意優質體育智囊團」的成員，與計劃團隊協力編製附合課程宗旨的教學資源。

## Engaging All Teaching Staff 教職員齊參與

### Sham Shui Po Government Primary School 深水埗官立小學

As role models for students, teachers shoulder the responsibility of passing on knowledge and cultivating character. Since the learning and growth of students are highly correlated with their teachers' well-being, Fun to Move@JC also encourages Project schools to create physical activity opportunities targeted at teachers. Enacting this policy, the Sham Shui Po Government Primary School took advantage of the "Fun to Move@JC Teacher Development Fun Day" in 2021 to enhance teachers' knowledge and understanding of health and physical activity. **"It was a good opportunity for teachers from different subjects to gather, take a break from work and have fun on a relaxing, fulfilling afternoon,"** says Ms Fung-ha Wong, the school's principal.

Featuring lectures on physical literacy, body composition assessments, and physical fitness competitions, the three-hour event also allowed teachers to test the Project FMS Rater to better understand its potential in assessing fundamental movement skills. The reports not only helped teachers better understand and reflect on their physical condition, but also encouraged everyone to set their own health and fitness goals. Thrilled about the fun day, Ms. Chan, an English language teacher, beams: **"In the past, teacher development days mainly involved static activities. But on this occasion, the event was interesting and highly interactive. The team building activities really brought us closer together."**

教師肩負傳承知識、熏陶品格的職責，是學生的重要楷模，教師的身心健康跟學生的學習和成長亦相輔相成。

「賽馬會家童喜動計劃」舉辦不同類型的教師活動，邀請全體教職員一同參與。深水埗官立小學利用了教師發展日，安排「童喜動教師專業發展同樂日」以提升全體教職員對自身健康的認知和重視，在融洽的氣氛中互相交流體驗。黃鳳霞校長表示：「任教不同科目的教師都可以從活動中享受運動的樂趣，大家暫時放下工作，渡過一個富動感、健康和充實的下午。」

三小時活動包括了體育素養講座、基礎動作技能測試、手握力測試、抓背測試、身體成分組織評估和體能競賽。參加者均會收到一份詳細的個人健康報告，包括內臟脂肪評級、骨質量、肌肉量和代謝年齡等分析結果，報告有助教師更了解和反思自己的身體狀況和需要，鼓勵他們訂立個人運動目標。英文科陳老師對首次參加「童喜動」教師活動感到非常雀躍，她說：「以往的教師發展日以靜態活動為主，而今天的運動體驗更富趣味和互動性，促進了同事間的默契，發揮更大的團隊合作精神。」







## Whole-school Participation

全校參與 建立「童喜動」校園

Po Leung Kuk Chong Kee Ting Primary School  
保良局莊啟程小學

Fun to Move@JC works with schools to customise school-based physical activity programmes aimed at promoting physical health and well-being. “Fostering a positive culture and building a happy campus together” is one of the goals of PLK Chong Kee Ting Primary School, whose Principal Po-yam Wong passionately believes that regular physical activity can cultivate students’ positive values and attitudes. As a result, the school is indispensable to physical education with hopes for stronger sports culture. Through active participation in Fun to Move@JC, students were provided with additional physical activity opportunities before, during and after school.

Every year, primary schools in Hong Kong send students to compete in the “Inter-School Athletics Competitions”, a major regional sports competition. **“In the past, students who did not have to represent the school in the competition were given a day off, making them feel excluded,”** says Wong. To ensure that all students could experience the fun of sports, Wong invited Fun to Move@JC to help create a “Fun to Move@JC Experience Day”. Open to everyone, the event – held just after the exam week – brought much happiness to the campus with its fun games and coaching. With different game booths set up around the school, even less motivated students enjoyed learning fundamental movement skills, emerging sports, group dances, and more. This special arrangement was warmly welcomed by parents.

In addition, the school added many Fun to Move@JC Activity Classes and various after-school sports activities to its calendar. **“Physical activity should be fun, that’s the first step towards making it a daily habit. I want our students to stick with it and gradually develop a lifelong passion for it,”** says Principal Wong. The determination to help students cultivate a love for play and be active in early school-age years never wavered, even during the pandemic. The school was among the first to join the “Fun to Move@JC Interschool 10-Million Steps Challenge”, a live event which involved a virtual exercise journey. Principal Wong put on her sports shoes and a Sport Band to move and stretch together with everyone. The school also introduced an award scheme to celebrate students as “Active Stars” for their outstanding PE performance.

「賽馬會家校童喜動計劃」與學校以協作模式，設計適合校本情況的體力活動方案，促進學生的身心健康成長。「營造正向文化，共建愉快校園」是保良局莊啟程小學的目標之一，與本計劃的理念不謀而合。王寶音校長深信著藉著運動可以培養學生正面的價值觀和態度，因此學校重視體育發展，冀透過制定長遠政策強化校園體育文化為師生帶來更多體力活動機會和愉快學習體驗。

全港小學每年均會派出學生代表參加地域大型體育比賽、聯校或校內運動會。王校長表示：「過往大部分未能參與聯校運動會的學生，會被安排放假一天。這令學生們感覺運動會只屬於部分同學才可以參加。」有見及此，王校長特別邀請計劃團隊設計「童喜動運動體驗日」，讓所有學生也能體驗運動的樂趣。聯校運動會當天學校開放多個體育設施及活動空間，由計劃教練帶領不同年級的學生進行連串趣味遊戲、新興運動、集體舞蹈等，為校園注入了活力和歡樂。體驗日剛好在考試週後進行，王校長感謝計劃團隊為同學提供了一個舒展身心的好機會，家長亦十分歡迎這個安排。

此外，學校逢星期二、四課後及週末為全校安排各類體育興趣小組，包括邀請「童喜動」專業教練教授有趣好玩的運動遊戲，學生和家長都樂在其中。王校長續說：「首先要讓運動成為一件有趣的事，喜歡了才會變成每天的習慣。我希望學生不只參與一次、兩次的活動，而是循序漸進、持之以恆。」新冠疫情期間，學校積極地安排了全體學生在早會時間於課室及禮堂參與「一童喜動千萬步」聯校直播活動，展開虛擬運動旅程。王校長亦會親身上陣，穿起運動鞋和戴上運動手帶，與大家一同動動身、拉拉筋。學校同時配合校本獎勵計劃，特別嘉許積極參與「童喜動」活動或在體育科有良好表現的學生，成為「動感之星」。

## Physical Literacy for an Active Life

提升體育素養 展開活力人生

TWGHs Ma Kam Chan Memorial Primary School  
東華三院馬錦燦紀念小學

Fun to Move@JC brings various stakeholders together to promote physical literacy – the ability, confidence, and desire to engage in physical activity – and TWGHs Ma Kam Chan Memorial Primary School is another school which has been an enthusiastic collaborator in this effort.

**“Physical education is essential for the balanced, holistic development of children. It is an integral part of growth and learning for a student,”** says Ms Sera Sin-ye Lo, the school’s Principal. She believes that “whole-school participation” is the best model for promoting Fun to Move@JC, and thus incorporated Project activities in the school’s annual plan. She adds that the school rapidly adapted to remote teaching during the pandemic when face-to-face classes were suspended and schools closed. **“We continued to run online physical education classes despite the challenges posed by anti-epidemic measures in promoting students’ well-being.”**

Working closely with the school, the Fun to Move@JC team designed a rich and diverse physical activity programme, thereby injecting new life into the daily school routine, from recesses and classroom breaks to after-school activities. Featuring activities ranging from “Fun to Move” activity classes that prioritise fundamental movement skills and physical fitness to “Sportswear Mondays”, the school tried its best to include exercise in every aspect of school life. The efforts culminated in the school winning the “Highest Participation Award” as part of the “Fun to Move Everywhere” Interschool Challenge, an event during which participants were invited to complete a set of fitness challenges such as squat, jumping jack, side plank etc.

The school is also enthusiastic about encouraging parental participation. Every year, the school invites Fun to Move@JC staff to come to its campus to explain the importance of physical literacy to their Primary 1 parents and let them experience physical activities. The parents’ response has been highly positive. **“After taking part in the programme, my son and I have more common topics to talk about,”** says a parent.

從小培養體育素養能夠讓學生具備參與終生運動所需的動機、信心和能力，奠定健康活躍的生活模式的基礎。「賽馬會家校童喜動計劃」透過凝聚不同持份者的力量，推動學校以優質體育作為體育科的教學目標和政策依據，為校園注入活力和正能量。

東華三院馬錦燦紀念小學羅倩兒校長肯定運動的價值，把活力校園規劃納入學校周年計劃當中，為學生提供豐富多元的體育學習經歷。她表示：「體育與學生的均衡發展息息相關，即使學校需要因疫情而重編課堂，我們仍然維持原有的體育課時，因為體育是學生成長與學習中不可或缺的一部分。」

「賽馬會家校童喜動計劃」設計了多個富趣味性的體力活動，以輕鬆、互動的教學方式增強參加者的基礎動作技能和體適能。學校積極利用課前、小息、課後推行「童喜動」活動，每天課後及星期六皆有形形色色的運動班，包括「童喜動趣味活動班」，讓不同能力的學生均有機會接觸和體驗運動的樂趣。此外，逢星期一的「運動服日」，全校師生都會穿上輕便的運動服裝，有效營造校園運動氛圍。學校採用「全校參與」模式推動本計劃，使體育文化扎根校園；學生不論線上線下都全情投入參與，例如各級各班的同學一起完成連串體能動作（例如半蹲、星星跳、側平板等）並拍下影片參加「動樂Everywhere」聯校大比拼，使學校在首屆比賽中奪得最高參與度獎。

運動除了可以強身健體，還能建立更親密的親子關係，提升家庭凝聚力。學校每年會邀請本計劃向小一新生家長講解體育素養的重要性及帶領家長進行體驗活動。家長們都非常重視和珍惜親子活動的機會，更踴躍參加於週末舉辦的親子活動班及聯校同樂日，參加的家長表示：「參加活動後，我和兒子多了共同的話題。」





## Project Schools 參與計劃學校

### Catholic Diocese of Hong Kong 天主教香港教區

Aberdeen St. Peter's Catholic Primary School 香港仔聖伯多祿天主教小學
Jordan Valley St. Joseph's Catholic Primary School 佐敦谷聖若瑟天主教小學
Kowloon Bay St. John The Baptist Catholic Primary School 九龍灣聖若翰天主教小學
Kowloon Tong Bishop Walsh Catholic School 九龍塘天主教華德學校
Meng Tak Catholic School 天主教明德學校
Sacred Heart of Mary Catholic Primary School 天主教聖母聖心小學
Shak Chung Shan Memorial Catholic Primary School 天主教石鐘山紀念小學
Sham Tseng Catholic Primary School 深井天主教小學
St. Patrick's School 聖博德學校
Tai Kok Tsui Catholic Primary School (Hoi Fan Road) 大角嘴天主教小學（海帆道）
Yaumati Catholic Primary School (Hoi Wang Road) 油蔴地天主教小學（海泓道）

### Hong Kong Sheng Kung Hui 香港聖公會

S.K.H. Chi Fu Chi Nam Primary School 聖公會置富始南小學
S.K.H. Chu Oi Primary School 聖公會主愛小學
S.K.H. Chu Yan Primary School 聖公會主恩小學
S.K.H. Holy Cross Primary School 聖公會聖十架小學
S.K.H. Lui Ming Choi Memorial Primary School 聖公會呂明才紀念小學
S.K.H. St. James' Primary School 聖公會聖雅各小學
S.K.H. St. Michael's Primary School 聖公會聖米迦勒小學
S.K.H. Tin Wan Chi Nam Primary School 聖公會田灣始南小學
S.K.H. Tsing Yi Chu Yan Primary School 聖公會青衣主恩小學
S.K.H. Wei Lun Primary School 聖公會偉倫小學
S.K.H. Yautong Kei Hin Primary School 聖公會油塘基顯小學

### Po Leung Kuk 保良局

Po Leung Kuk Chee Jing Yin Primary School 保良局朱正賢小學
Po Leung Kuk Chong Kee Ting Primary School 保良局莊啟程小學
Po Leung Kuk Lam Man Chan English Primary School 保良局林文燦英文小學
Po Leung Kuk Tin Ka Ping Millennium Primary School 保良局田家炳千禧小學
Po Leung Kuk Vicwood K.T. Chong No. 2 Primary School 保良局莊啟程第二小學
Po Leung Kuk Dr. Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School 保良局王賜豪（田心谷）小學 (2022-2023)
Po Leung Kuk Gold & Silver Exchange Society Pershing Tsang School 保良局金銀業貿易場張凝文學校 (2022-2023)
Po Leung Kuk Horizon East Primary School 保良局志豪小學 (2022-2023)
Po Leung Kuk Luk Hing Too Primary School 保良局陸慶濤小學 (2022-2023)
Po Leung Kuk Women's Welfare Club (WD) Fung Lee Pui Yiu Primary School 保良局西區婦女福利會馮李佩瑤小學 (2022-2023)

### Tung Wah Group of Hospitals 東華三院

TWGHs Lo Yu Chik Primary School 東華三院羅裕積小學
TWGHs Ma Kam Chan Memorial Primary School 東華三院馬錦燦紀念小學
TWGHs Sin Chu Wan Primary School 東華三院洗次雲小學
TWGHs Wong See Sum Primary School 東華三院黃士心小學
TWGHs Yiu Dak Chi Memorial Primary School (Yuen Long) 東華三院姚達之紀念小學（元朗）

### Government School & Others 官立小學及其他小學

Hong Kong Southern District Government Primary School 香港南區官立小學
Pui Ling School of The Precious Blood 寶血會培靈學校
Sham Shui Po Government Primary School 深水埗官立小學

(listed in no particular order 排名不分先後)

## Other Schools 其他學校

Aplichau Kaifong Primary School 鴨脷洲街坊學校
Baptist Rainbow Primary School 浸信會天虹小學
CCC Cheung Chau Church Kam Kong Primary School 中華基督教會長洲堂錦江小學
CCC Kei Faat Primary School 中華基督教會基法小學
Cheung Chau Sacred Heart School 長洲聖心學校
Ching Chung Hau Po Woon Primary School 青松侯寶垣小學
Cho Yiu Catholic Primary School 祖堯天主教小學
Christian Evangelical Centre Lok Fu Kindergarten 基督教佈道中心樂富幼稚園
Evangel College 播道書院
Fanling Assembly of God Church Primary School 基督教粉嶺神召會小學
Fu Yiu Kindergarten 富瑤幼稚園
Guideposts Kindergarten (Nam Cheong Branch) 佳寶幼稚園（南昌分校）
HHCKLA Buddhist Chan Shi Wan Primary School 香海正覺蓮社佛教陳式宏學校
HKMLC Wong Chan Sook Ying Memorial School 港澳信義會黃陳淑英紀念學校
HKTA YYI Shek Wai Kok Primary School 香港道教聯合會圓玄學院石圍角小學
HKYWCA Athena Kindergarten 香港基督教女青年會宏恩幼稚園
Island Road Government Primary School 香島道官立小學
Kam Tsin Village Ho Tung School 金錢村何東學校
King's College Old Boys' Association Primary School No. 2 英皇書院同學會小學第二校
Kowloon City Baptist Church Hay Nien (Yan Ping) Primary School 九龍城浸信會禧年（恩平）小學
Lei Muk Shue Catholic Primary School 梨木樹天主教小學
Li Cheng Uk Government Primary School 李鄭屋官立小學
Ling To Catholic Primary School 天主教領島學校
Ma On Shan St. Joseph's Primary School 馬鞍山聖若瑟小學
Ma Tau Chung Government Primary School 馬頭涌官立小學
Our Lady Of China Catholic Primary School 天主教佑華小學

Our Lady's Primary School 聖母小學
Po Leung Kuk Fong Wong Kam Chuen Primary School 保良局方王錦全小學
Po Leung Kuk HKTA Yuen Yuen Primary School 保良局香港道教聯合會圓玄小學
Po Leung Kuk Riverain Primary School 保良局雨川小學
Po Leung Kuk Stanley Ho Sau Nan Primary School 保良局何壽南小學
PLK Po Leung Kuk Wong Wing Shu Primary School 保良局黃永樹小學
S.K.H. LING OI PRIMARY SCHOOL 聖公會靈愛小學
Sai Kung Central Lee Siu Yam Memorial School 西貢中心李少欽紀念學校
Sau Mau Ping Catholic Primary School 秀茂坪天主教小學
S.K.H. Tin Shui Wai Ling Oi Primary School 聖公會天水圍靈愛小學
S.K.H. Yan Laap Memorial Primary School 聖公會仁立紀念小學
St. Andrew's Catholic Primary School 天主教聖安德肋小學
Sung Tak Wong Kin Sheung Memorial School 大埔崇德黃建常紀念學校
Tai Po Baptist Public School 大埔浸信會公立學校
Toi Shan Association Primary School 台山商會學校
Tseung Kwan O Catholic Primary School 將軍澳天主教小學
Tseung Kwan O Methodist Primary School 將軍澳循道衛理小學
Tung Chung Catholic School 東涌天主教學校（小學部）
Tung Koon School (Sheung Shui) 上水東莞學校
TWGHs Hok Shan School 東華三院鶴山學校
TWGHs Li Chi Ho Primary School 東華三院李賜豪小學
TWGHs Tsoi Wing Sing Primary School 東華三院蔡榮星小學
Wong Tai Sin Government Primary School 黃大仙官立小學
Yan Tak Catholic Primary School 仁德天主教小學
Ying Wa Primary School 英華小學
Yuen Long Long Ping Estate Tung Koon Primary School 元朗朗屏邨東莞學校

(listed in no particular order 排名不分先後)



