

Abstract

A call for reform in physical education is a common phenomenon for many places. The purpose seems relate to the demand on quality improvement of students through the teaching of physical activities. Requests on quality growth of generic and other life skills seem to be the most popular focus. Past documents indicated a lack of development in Macau due to the high emphasis on using of directive method in teaching and the focus on sport skills development. This observation indicated a lack of ability for teachers to attain the latest educational change. A series of works were done from government in order to alert teachers about the current request. Teachers start to build up their lessons with games components. A common model sequenced with “Skill, Game , Skill, Game” develops. The current study focused on the use of command and exploratory approach with this learning sequence in teaching of football at primary. This study adopted an experimental design through using two different approaches in teaching football in the duration of 6 weeks. Questionnaires, interview and observation were used for collecting the data. The study showed that there was no clear difference in the students’ cognitive learning. For the affective learning, 20 questions were asked and three of them showed remarkable differences. On the other hand, there was no obvious difference in the competitive performances. In conclusion, using command and exploratory approach in teaching football did not show any obvious differences in students’ learning. The main reason seemed relate to the sequences of learning. The game context provided equal opportunities for students to develop their abilities even though different style of teaching was initiated. Students had only got the interaction with the lesson plan