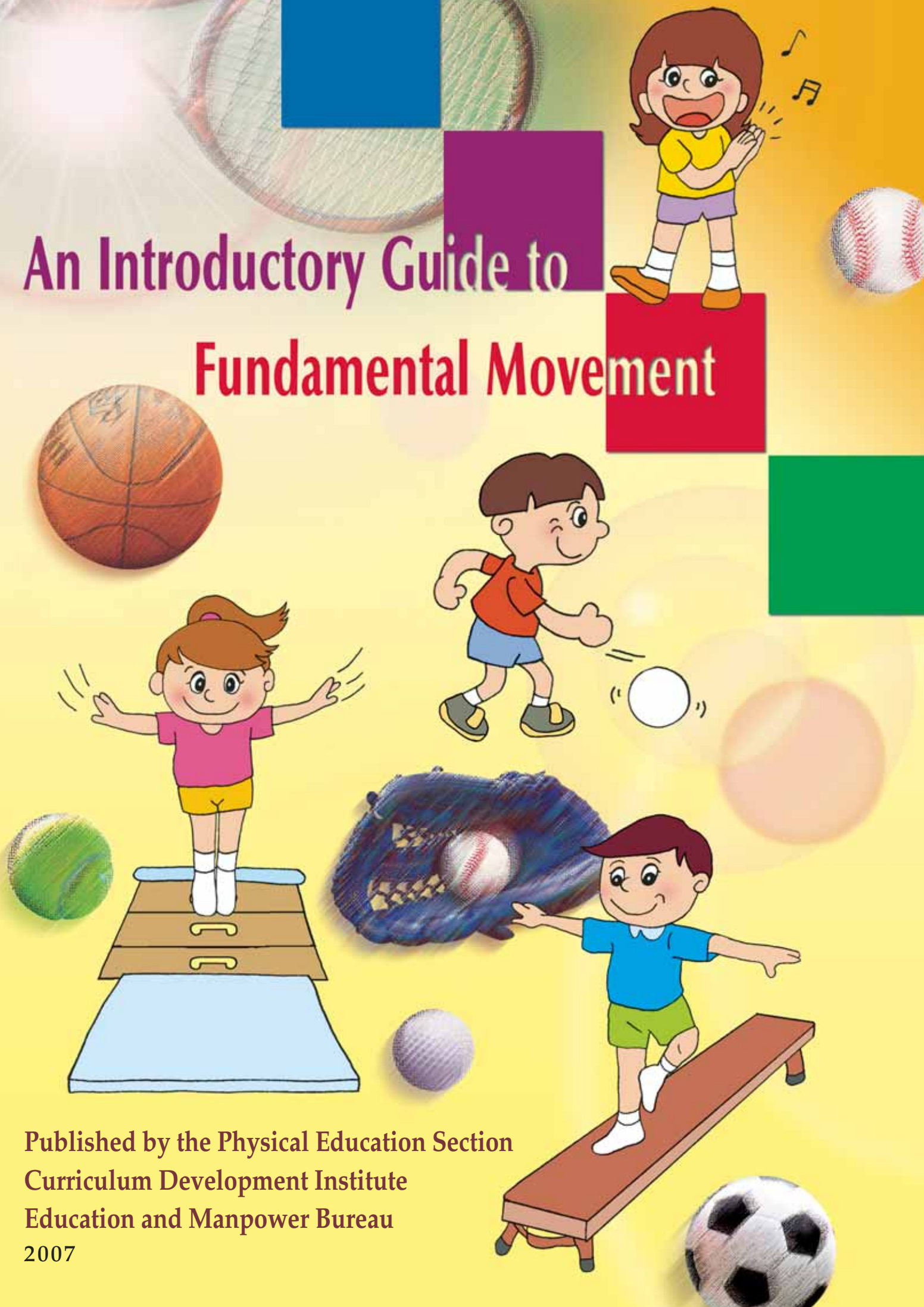


An Introductory Guide to Fundamental Movement



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Preamble

This guide is developed in support of the learning and teaching of fundamental movement (FM) skills at Key Stage 1 (Primary 1 to 3). It focuses on physical skills, and provides FM related information and recommendations for the design of learning and teaching activities with illustrative sample lesson plans. Teachers should also read the *Physical Education Key Learning Area Curriculum Guide (Primary 1 to Secondary 3) (CDC, 2002)* for a holistic understanding of FM in the Physical Education (PE) curriculum framework and the *Physical Education Learning Outcomes Framework (EMB, 2005)* for further details about assessment.

Curriculum development is an on-going improvement process, the Education and Manpower Bureau will review this guide in the light of classroom experiences. All comments and suggestions on this guide may be sent to:

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Contents

Preamble	1
Contents	2
Chapter 1	Introduction	
	1.1 Learning Targets at Key Stage 1	4
	1.2 Defining Fundamental Movement	5
Chapter 2	Developing Fundamental Movement Skills	
	2.1 Fundamental Movement Skills for Efficiency	7
	2.2 Fundamental Movement Skills for Expression	8
	2.3 Combining Different Fundamental Movement Skills for Learning	8
	2.4 Rhythmic Elements of Fundamental Movement Skills ..	9
Chapter 3	Movement Concepts	
	3.1 Laban’s Movement Analysis Framework	10
	3.2 Creating Movements	10
	3.3 Developing Varied Learning Tasks	12
Chapter 4	Learning and Teaching	
	4.1 Teaching Considerations	14
	4.2 Aligning Assessment with Learning	14
	4.3 Setting Clear Learning Focuses	15

Chapter 5	Experience Sharing	
	5.1 Collaborative Research and Development ("Seed") Projects	29
	5.2 School-based Experience Sharing	29
	5.3 Workshops on Fundamental Movement.	30
Chapter 6	Conclusion	31
Appendix I	Questions and Answers	34
Appendix II	Pictorial Illustration of Movement Skills	36
Appendix III	School-based Experience Sharing: Presentation Material.	55
Appendix IV	Reference Material Developed in Fundamental Movement Workshops.	64
References	82
Acknowledgements	84



Introduction

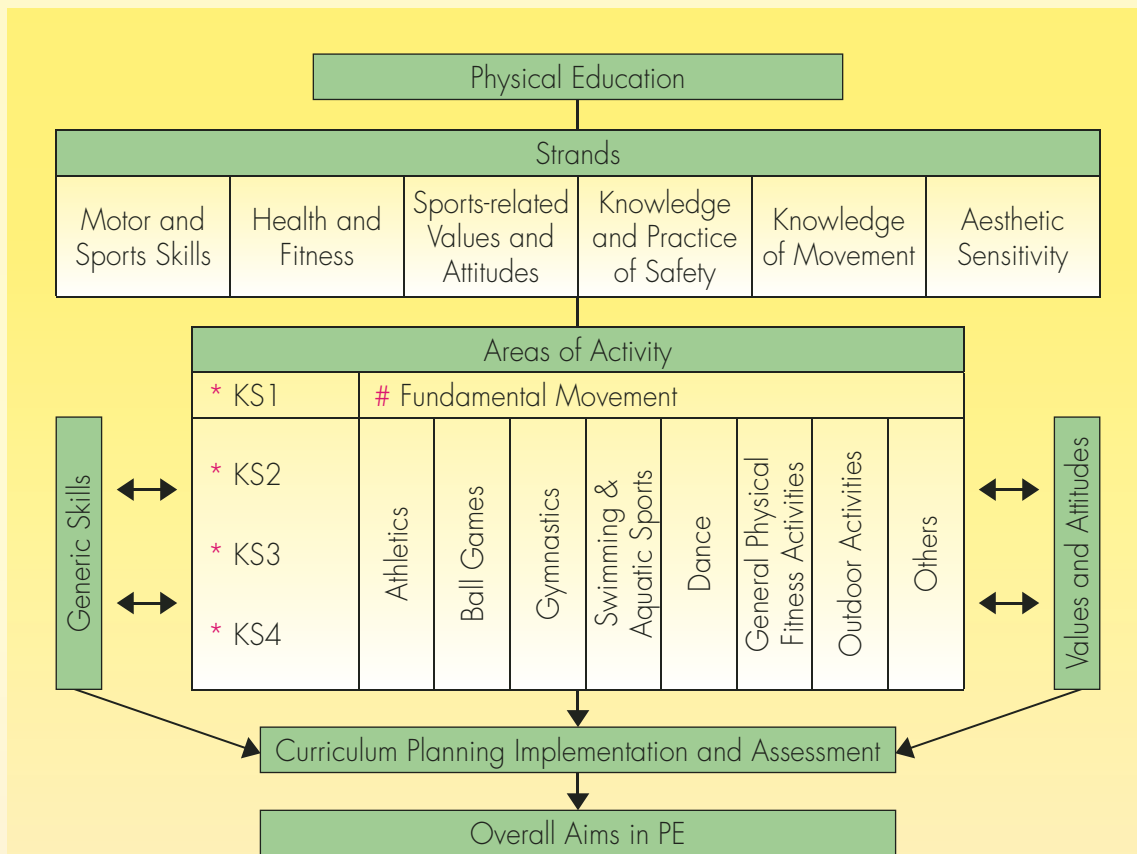
1.1 Learning Targets at Key Stage 1

As shown in *Figure 1.1*, the Curriculum Development Council (CDC, 2002) recommends that at Key Stage 1 students should acquire fundamental movement (FM) skills leaving the learning of specific physical activities to later stages. The learning targets for Key Stage 1 students are:

- To develop locomotor skills, stability skills and

manipulative skills through FM activities and physical play

- To acquire basic knowledge about FM and know the health benefits of physical activities
- To be able to express oneself and be creative in physical activities
- To develop positive attitudes towards participation in physical activities



* KS1 denotes Key Stage 1, Primary 1-3

* KS2 denotes Key Stage 2, Primary 4-6

* KS3 denotes Key Stage 3, Secondary 1-3

* KS4 denotes Key Stage 4, Secondary 4 and above

Fundamental Movement includes locomotor skills, stability skills and manipulative skills.

Figure 1.1 Physical Education Curriculum Framework (CDC, 2002)

1.2 Defining Fundamental Movement

The major learning target for Key Stage 1 students is to develop locomotor skills, stability skills and manipulative skills through FM activities and physical play. To facilitate subsequent discussion, several FM related terms are defined as follows:

- **Movement** : The act of maintaining or changing the position(s) of body part(s). Some movements are simple (e.g., walking). Some movements are complex (e.g., turning a somersault).
- **FM** : A movement that is simple and basic for participating in or performing different types of physical activities (e.g. walking, running, jumping, catching). Children develop fundamental movements as they grow.
- **FM skills** : Refined fundamental movements for efficiency or expressive purposes. They need to be learned.
- **Locomotor skills** : FM skills for travelling from one place to another. (see Figure 1.2)
- **Stability skills** : FM skills for maintaining balance on spot or when moving. (see Figure 1.3)
- **Manipulative skills** – FM skills for controlling small objects. (see Figure 1.4)
- **FM activities** : Activities which are conducive to the development of FM skills.

The teaching of FM skills is not new to the PE curriculum in Hong Kong. In the *Syllabuses for*



Figure 1.3 The student is practising stability skills



Figure 1.2 Students are practising locomotor skills

Primary Schools - Syllabus for Physical Education (Primary 1-6) (CDC, 1995), the CDC recommends the teaching of skills and movements for application in dance, games and gymnastics activities at lower primary. These skills and movements are essentially FM skills although the term of FM is not used. In other words, FM skills have been taught to lower primary pupils in PE lessons for decades. Schools are advised to organise the PE curriculum at Key Stage 1 around FM so as to enhance student learning.

Figure 1.5 shows a few examples of these three types FM skills. Teachers may refer to *Appendix II* of this guide and the *Physical Education Learning Outcomes Framework (EMB, 2005)* for further details.



Figure 1.4 Students are practising manipulative skills

Fundamental Movement

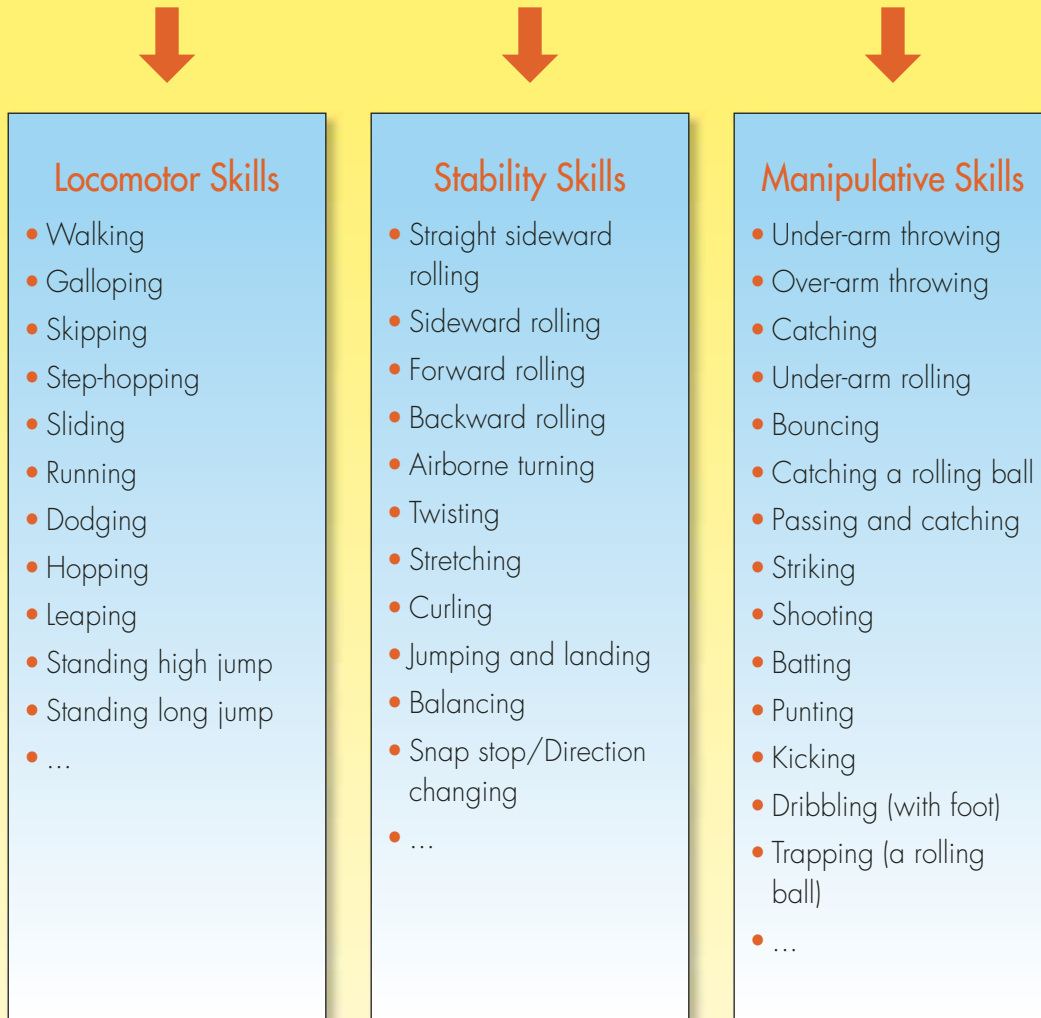
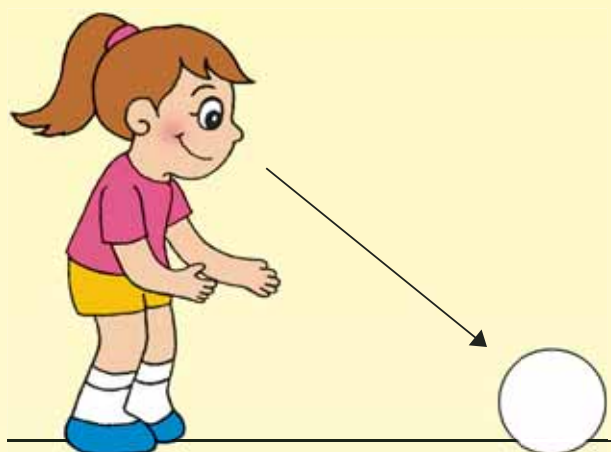


Figure 1.5 Examples of FM Skills

Developing Fundamental Movement Skills

2.1 Fundamental Movement Skills for Efficiency

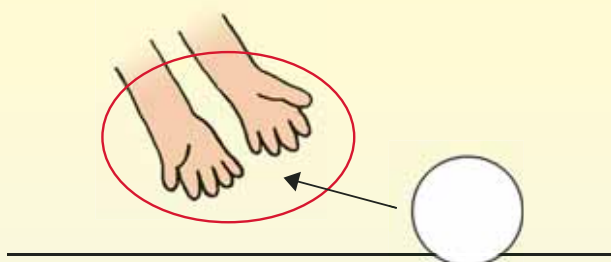
In some activities, FM skills are used for locomotion, stability or manipulation purposes. In these occasions, efficiency measures such as speed, power and energy saving are the main concerns; Learning the "mature" forms of FM skills is important (see *Figure 2.1*). Teachers may refer to the *Physical Education Learning Outcomes Framework (EMB, 2005)* to deepen their understanding of what the "mature" forms of FM skills are like.



1. Face the rolling ball



2. Squat, hands stretch forward to meet the ball



3. Appropriate hand position (Fingers spread out naturally and downwards, palms face forward)



4. Bring the ball close to the chest after catching

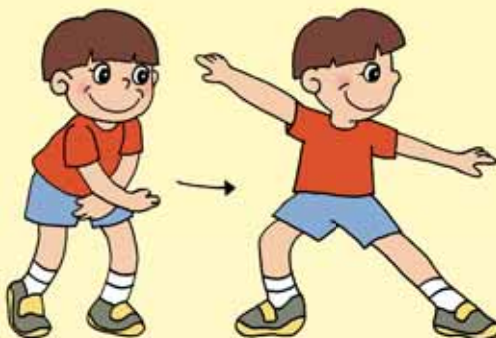
Figure 2.1 Catching a rolling ball

2.2 Fundamental Movement Skills for Expression

In some activities, FM skills are used to express oneself. In these occasions, imagination, aesthetics and difficulty are the main concerns; learning the “mature” forms of FM skills is not sufficient. Opportunities to explore should be provided. Personalized and creative forms of FM skills should be encouraged (see *Figure 2.2*).



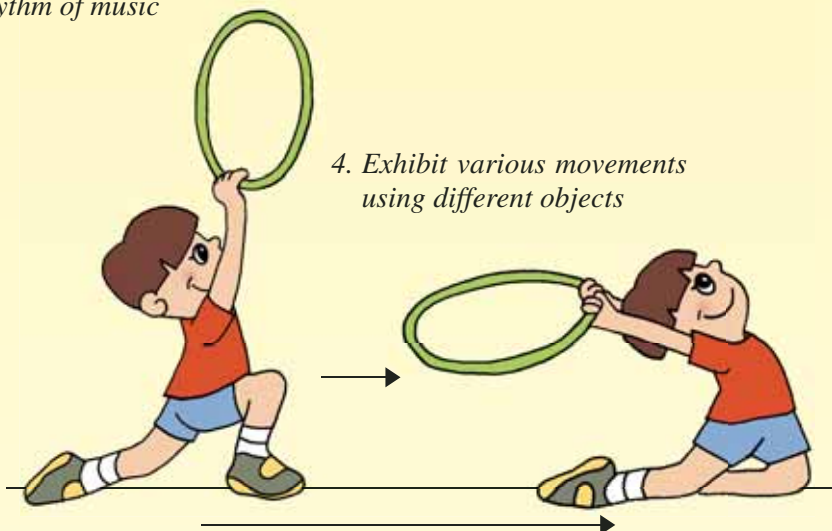
1. Movements match with rhythm of music



2. Exhibit various movements



3. Exhibit various movement pathways



4. Exhibit various movements using different objects

5. Smooth movement in sequence

Figure 2.2 Rhythmic movement with object

2.3 Combining Different Fundamental Movement Skills for Learning

It is common that students need to use two or more FM skills at the same time. It is perfectly fine provided that students are clear of what they are going to learn (i.e., they know which is the thematic skill). *Figure 2.3* shows a student moving to catch a bean bag. The movement comprises all the three types of FM skills:

- manipulative – to catch the bean bag
- stability – to maintain balance when moving to catch the bean bag
- locomotor – to adjust position to approach the bean bag



Figure 2.3 The student is practising manipulative skills

2.4 Rhythmic Elements of Fundamental Movement Skills

Adding rhythmic elements to FM skills (*see Figure 2.4*) helps strengthen students' ability to express oneself and be creative in physical activities. The following example shows how rhythmic elements may be added to learning tasks:

- Task 1: Develop a high level stability movement
- Task 2: Develop a medium level stability movement
- Task 3: Develop a low level stability movement
- Task 4: Develop a movement sequence by continuously switching movements of high, medium and low levels
- Task 5: Add rhythm to the movement sequence by switching movements in every FOUR beats
- Task 6: Move with music and switch movements in a rhythmic way

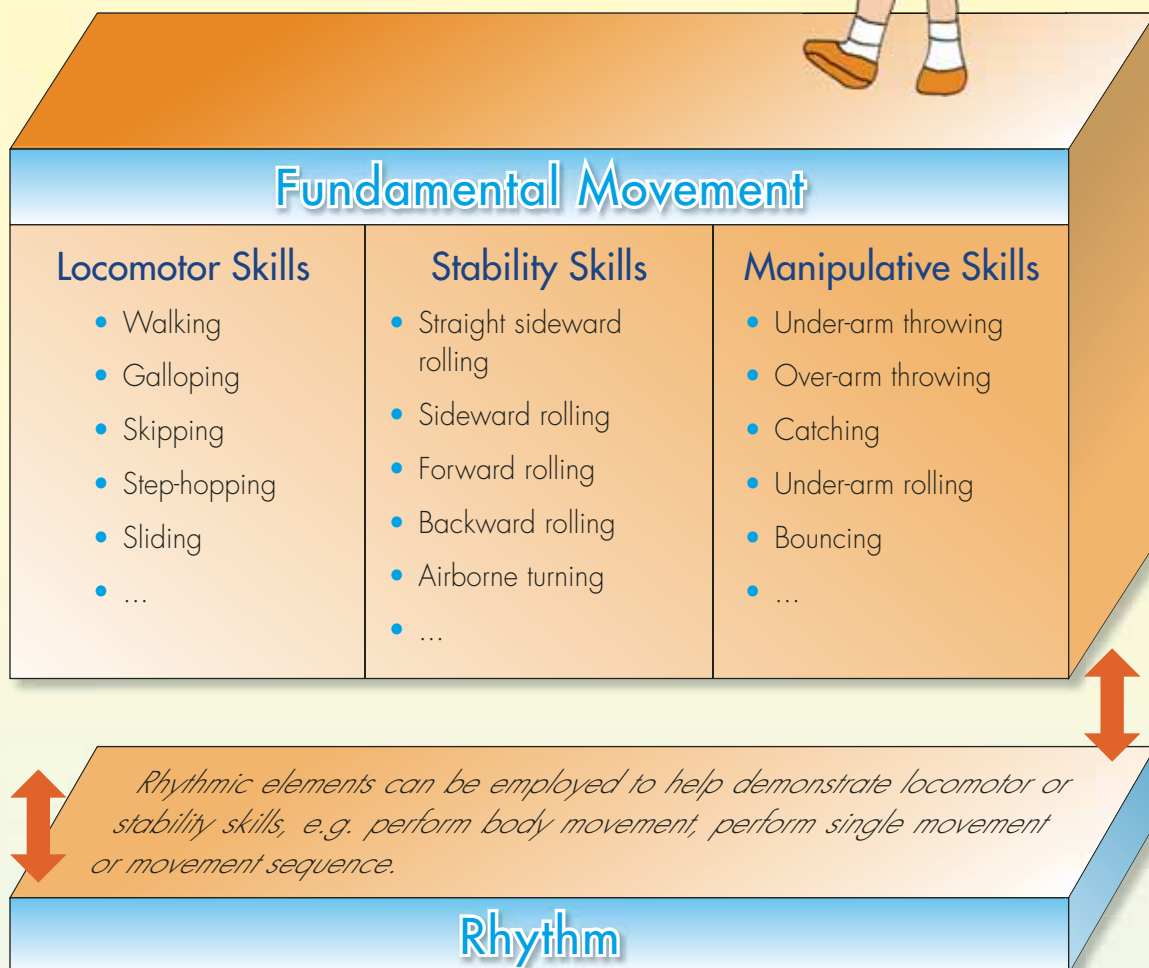


Figure 2.4 Rhythmic elements of FM skills

Movement Concepts

3.1 Laban's Movement Analysis Framework

The notion of movement concepts originates from Rudolf Laban's work on human movement analysis (Laban, 1960). He developed a framework to describe human movements in terms of **body, effort, space and relation** (*Figure 3.1*). Such a framework is useful for analysing, refining and creating movements. With an understanding of movement concepts, students can be more self-regulated in physical performance and are more able to describe movements by using appropriate terms.

3.2 Creating Movements

As mentioned in Section 2.2 of this guide, FM skills are used in some activities to express oneself and demonstrate imagination, aesthetics and difficulty. Below is an example showing how teachers can guide their students to develop creative movements with reference to Laban's Movement Analysis Framework.

Impossible mission: To demonstrate at least 50 different single balances

With reference to *Figure 3.1*, we know students can vary their movements in the following way:

- Variation in body shapes:
 - * 4 (straight / curved / tucked / twisted)
 - * 2 (wide / narrow)
 - * 2 (symmetrical / asymmetrical)
- Variation in use of body parts to support the whole body
 - * 10 or more (two feet / single foot / two feet and single hand / two feet and both hand / both knees and foot / single knee and both feet / back only / back and single hand / head, knees and single foot / shoulder, upper arm and elbow, etc.)
- Variation in levels:
 - * 3 (high / medium / low)

By a simple multiplication, the total number of different single balances that can be produced is $4 \times 2 \times 2 \times 10 \times 3 = 480$.

Given the framework,
demonstrating 50 different balances is achievable.

Elements	Themes				
Body	Body Shapes <ul style="list-style-type: none"> • Straight/Curved/Tucked/Twisted • Wide/Narrow • Symmetrical/Asymmetrical • ... • and the combinations of the above shapes 	Body Parts <ul style="list-style-type: none"> • hand • foot • knee • head • back • ... • and the combinations of the above parts 			
Effort	Time <ul style="list-style-type: none"> • Fast/Slow 	Force <ul style="list-style-type: none"> • Strong/Light 	Flow <ul style="list-style-type: none"> • Bound/Free 		
Space	Territories <ul style="list-style-type: none"> • Self-space / General space 	Extensions <ul style="list-style-type: none"> • Large/Small • Far/Near 	Directions <ul style="list-style-type: none"> • Up/Down • Forward/Backward • Left/Right • Clockwise/Anti-clockwise 	Levels <ul style="list-style-type: none"> • Low/Middle/High 	Pathways <ul style="list-style-type: none"> • Straight/Curved/Zigzag
Relation	Object <ul style="list-style-type: none"> • Among body parts/With Peer(s)/With apparatus 	Organisation <ul style="list-style-type: none"> • Solo/Duo/Group 	Actions <ul style="list-style-type: none"> • Leading/Following/Mirroring/Matching/Synchronizing/Contrasting • Through/Pass beneath/Along • Over/Under • Near/Far • In front of/Behind • Meeting/Parting • Nearby/Around/Alongside 		

Figure 3.1 Laban' Movement Analysis Framework

3.3 Developing Varied Learning Tasks

Laban's Movement Analysis Framework is also useful for teachers to develop varied learning tasks that bring students enjoyment and challenges. *Figure 3.2* shows how this works.



Movement Concepts

1. Body shapes: Curved, Narrow
2. Time: Fast, Slow
3. Force: Strong, Light
4. Flow: Bound, Free
5. Territory: Self - space, General space
6. Directions: Up/Down, Forward/Backward, Left/Right
7. Levels: Low, Middle, High
8. ...

Locomotor Skills

1. Walking
2. Galloping
3. Skipping
4. Step-hopping
5. Sliding
6. Marching
7. Running
8. ...



Stability Skills

1. Straight sideward rolling
2. Sideward rolling
3. Forward rolling
4. Backward rolling
5. Airborne turning
6. Twisting
7. Stretching
8. ...

Manipulative Skills

1. Under-arm throwing
2. Over-arm throwing
3. Catching
4. Under-arm rolling
5. Bouncing
6. Catching rolling ball
7. Passing and catching
8. ...



Figure 3.2 Developing Varied Learning Tasks

Theme

Running

Movement Concepts

5. Territory: Self - space, General space

6. Directions: Up/Down, Forward/Backward, Left/Right

Locomotor Skills

3. Skipping

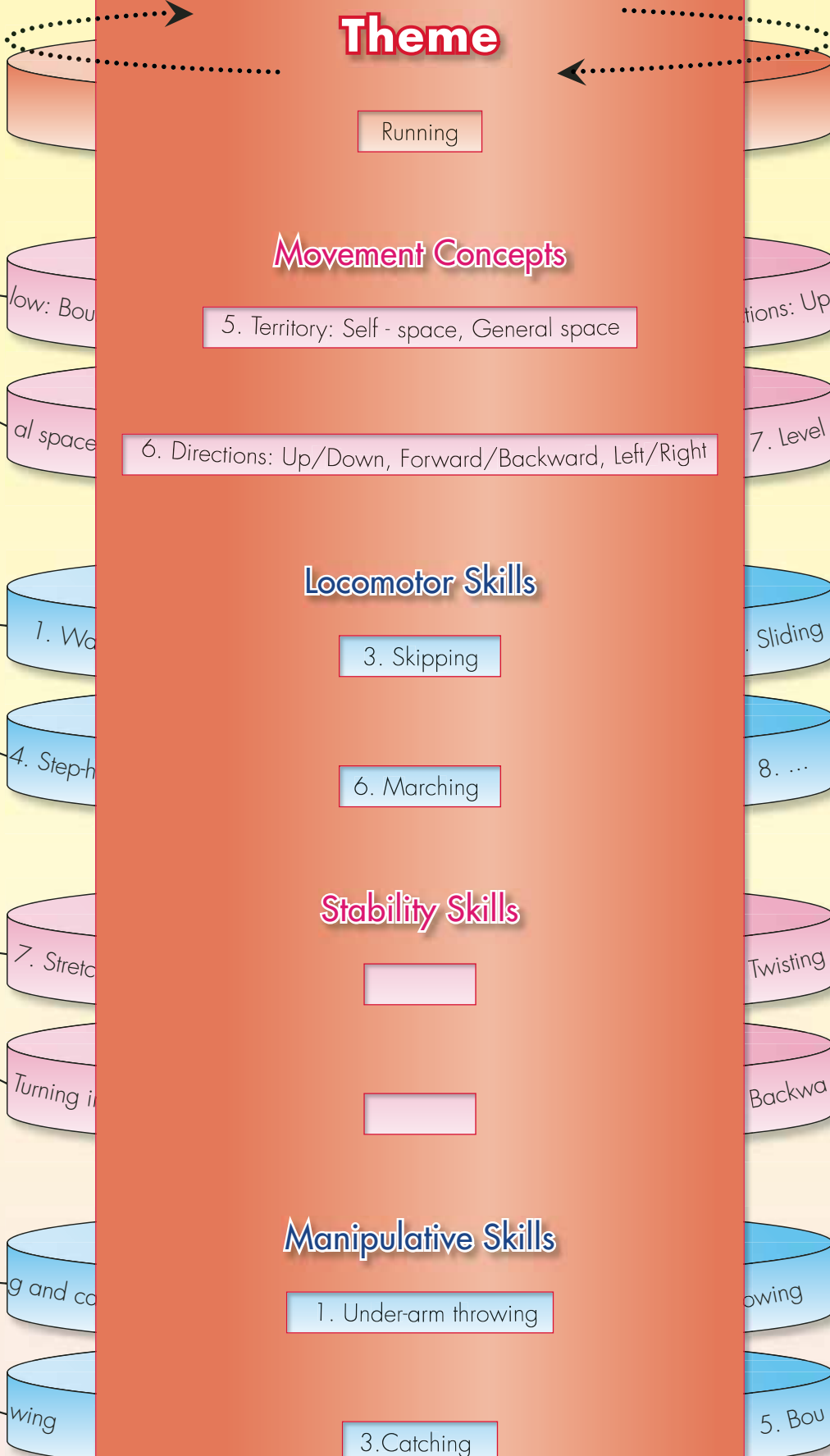
6. Marching

Stability Skills

Manipulative Skills

1. Under-arm throwing

3. Catching



Learning and Teaching

4.1 Teaching Considerations

PE is “to educate students through physical activities”. By participating in physical activities, students can acquire skills and knowledge, cultivate aesthetic appreciation, and develop generic skills as well as positive values and attitudes. Teachers may refer to Chapter 4 of the *Physical Education Key Learning Area Curriculum Guide (CDC, 2002)* for the general guiding principles of learning and teaching in PE. Below are some good practices in the teaching of FM skills:

1. Take into account students' readiness in both physical and cognitive aspects and arrange students to work on goals that are challenging but achievable (*see Figure 4.1*);
2. Design logical learning progressions, from simple to complex and from easy to difficult;
3. Plan well to avoid fatigue and injuries; avoid overload on single body parts;
4. Provide sufficient practice opportunities and plan well to minimize waiting time;
5. Ask students to note one thing at a time when watching demonstrations;
6. Provide positive feedback (i.e., tell them what they have done right) frequently;
7. Emphasize one or two keys but not all learning cues in a lesson;
8. Ask questions to make students aware of what they are doing;
9. Encourage using “imagery” to enhance performance;
10. When teaching manipulation, use objects that are appropriate in size, light in weight, colourful and made of soft materials;
11. Make use of wall to practise throwing or rolling objects;
12. Teach the mature forms of FM skills but need not be too rigid.



Figure 4.1 The student is participating FM activities during PE lesson

4.2 Aligning Assessment with Learning

In PE, curriculum is that curriculum, pedagogy and assessment should be well aligned. Assessment is not only a means to gauge performance but also to improve learning. Effective assessment can reflect the progress of learning. Through quality feedback, students understand their strengths and weakness as well as possible ways for improvement such as adjusting the personal learning goals and schedule. It also allows teachers to know the effectiveness of learning and teaching, and the difficulties facing their students. It enables teachers to make informed decisions in revising the learning objectives and the curriculum. Teacher may refer to Chapter

5 of the *Physical Education Key Learning Area Curriculum Guide (CDC, 2002)* and the *Physical Education Learning Outcomes Framework Booklet 1: Fundamental Movement (EMB, 2005)* for detailed guidelines on assessment of FM.

As discussed above, providing adequate and timely feedback is extremely important in the learning process. Below are some good practices in the teaching of FM skills:

1. Make assessment criteria clear to students;
2. Present assessment criteria as learning cues in a concise and simple way during the learning process;
3. Develop simple rating scales to help students understand and memorise the assessment criteria;
4. Make oral feedback the major way of presenting assessment results, and record the feedback only when necessary;
5. Engage students in self-assessment and peer-assessment (see *Figure 4.2*) for the purposes of a) increasing the quantity of feedback, b) promoting learning motivation, and c) supporting the development of self-regulated learning, critical thinking and reciprocal learning;

6. Involve parents in assessment such that students will receive more support in the learning process, encouragement and affirmation, and with more advice and resources.

4.3 Setting Clear Learning Focuses

Teachers should set clear focus of learning in each lesson and make it explicit in the teaching plans or with stakeholders. *Table 4.1* and *Table 4.2* show what FM skills or movement concepts can be developed through engaging students in the games recommended in the *Syllabuses for Primary Schools -Syllabus for Physical Education (P.1-6) (CDC, 1995)*. *Table 4.3* is an example of a half-year teaching schedule that specifies learning outcomes in all the six strands of PE. *Tables 4.4 to 4.7* are examples of unit plans and lesson plans.



Figure 4.2 Students are using peer assessment to assess their classmates' performance

Table 4.1 Teaching Materials in Games and Ball Games which are based on FM skills

Activity	Syllabus For PE (P.1-6) (1995) [Games and Ball Games]	Basic FM Skills														
		Balancing (static)	Balancing (Dynamic)	Running	Galloping	Walking	Skipping	Sliding	Hopping	Dodging	Catching a rolling ball	Passing and Catching a ball	Rolling a ball (single hand)	Under-arm throwing	Over-arm throwing	Catching
Free and trapped	P. 71	△		△	△	○	△			○						
Number Combinations	P. 73			△	△	○	△			○						
Sticky Red Bean	P. 74	○		△	△	○	△			○						
The Cripple and the Thief	P. 79		○						○							
Tail Tag	P. 81					○			○							
River Crossing	P. 96		○			○										
Bowling	P. 97								○			○				
All for You	P. 98												○	○	○	○
Bean Bag Saver	P. 98			△	△	○	△						○	○	○	○
Touch Ball	P. 100					○			○				○			
Bean Bag Captain Ball	P. 100					○									○	○
Bombardment	P. 107								○						○	○

○ : Skills included in activities

△ : Skills can be added into activities

Table 4.3 A sample FM teaching plan

First Term of Primary 1

Week	Themes	Motor and Sports Skills	Health and Fitness	Sport-related Values and Attitudes	Knowledge and Practice of Safety	Knowledge of Movements	Aesthetic Sensitivity	Remarks
1	(Preparatory Week)	(Measurement of height and weight, forming groups and routine training)	Understand the benefits of physical activities to health	Follow teacher's instructions, respect for classmates and follow rules	Dress proper clothes during physical activities.	Understand regulations and notices during PE lesson	Dress proper clothes and tidily and understand tidiness is beauty	
2								
3	Walking#	Walking, stretching and curling		Take the initiative in learning and actively involved in physical activities	Understand usable space of the court	1. Walking postures 2. Body shapes: wide, narrow, ball-shaped		
4								
5	Running	Galloping, skipping and sliding.	Understand body response during physical activities	Demonstrate cooperative attitudes with partners during activity		Key points of galloping, skipping and sliding	Understand manipulation and coordination of movements and be able to perform smooth and elegant movements	
6								
7	Jumping	Skipping, leaping, jumping and landing		Follow rules and learn to take turns to participate with partners	Avoid colliding with others when moving around	1. Key points of skipping and leaping 2. Key points of the swinging movement of the upper trunk when jumping		Sports Day
8								
9	Throwing and catching	Throwing, catching	Understand the benefits of participating in physical activities on a regular basis	Be able to accept views from partners, hinting each other		1. Key points of throwing and catching 2. Before throwing a bean bag, "back-swing" it and the opposite leg steps forward	Pack up equipment and understand tidiness is beauty	Mid-term examination
10								
11	Throwing and catching	Throwing, catching and dodging		Try to express self emotions when participating in physical activities	Take physical activities at suitable venues	Demonstrate how to move and dodge in response to the territory of the opponent		
12								

Week	Themes	Motor and Sports Skills	Health and Fitness	Sport-related Values and Attitudes	Knowledge and Practice of Safety	Knowledge of Movements	Aesthetic Sensitivity	Remarks
13	Rolling	Turning in tucked position, sideward rolling, pivot balance (static), perform single movement	Be able to invite family members and friends to attend physical activities after school or on holidays	Be able to try various movements with the help of teachers Demonstrate appreciation or kind response to the movements of partners	Understand the importance of safety during physical activities and seek help from others when necessary	Understand pivot	Able to point out the elegant part in the movement process of the partner	
14								
15	Jumping	Kneelift running, jumping and landing, jump from hip's level				Key points of safety when landing on the ground from high places		Christmas and New Year Holidays
16								
17	-							
18								
19	Rolling and Catching	Catching a rolling ball, rolling a ball with single hand	Understand the fitness item of "sit and reach"	Be able to accept self and partners' mistakes during activity and willing to try again	Perform warm-up exercise before participating physical activities	1. Key points of catching a rolling ball firmly 2. Advantages of rolling a ball with single hand	Be able to evaluate self and partners' movements with reasonable reasons	
20								
21	Bouncing	Bouncing with single hand				1. Key points of continuous bouncing 2. The height of a ball when bouncing it against the floor		Term Examination

* Adapted from ("Seed") Projects - "The Study and the Development of FM at Key Stage 1 (P.1- 3)"

Please refer to the sample unit designs or sample lesson plans

Table 4.4 Sample unit design 1

Week: 3 – 4

Unit Theme: Walking

Grade: Primary 1

Fundamental Movement Skills:

Walking, Stretching, Curling

Movement Concepts:

1. Territory – self-space
2. Direction – left/right, forward/backward
3. Speed (time) – fast, slow
4. Body shapes – wide, narrow, ball-shaped

Suggested Music:

1. Lesson (1)(2)(4): Yankee Doodle
2. Lesson (3): Jump Jim Jo

Objectives of Lesson 1:

Students are able to:

1. master walking postures.
2. follow the beats to walk forward.
3. move within specific space.

Objectives of Lesson 2:

Students are able to:

1. perform forward and backward movements.
2. turn 90° while walking and stepping with the beats.
3. coordinate with partners to walk forward and backwards.
4. describe the necessary appearance in PE lesson.

Objectives of Lesson 3:

Students are able to:

1. walk to match fast or slow rhythm.
2. stretch or curl with the rhythm.
3. identify three body shapes: wide, narrow, and ball-shaped.
4. tell two benefits of physical activities.

Objectives of Lesson 4:




Students are able to:

1. further master fast and slow rhythm.
2. use body to play the hand game of Paper, Scissors and Stone.
3. attend class with positive attitudes.



Table 4.5 Sample FM lesson plan 1

Lesson	Contents of Learning and Teaching
1	<p>Warm-up Activities</p> <ol style="list-style-type: none"> Let students understand the scope of activities and raise their sense of safety. Follow me: Students follow the movement of teacher, e.g. students follow teacher to clap hands; teacher can also pat on other parts of the body. Move to open space in line with fast or slow beats by teacher; stop immediately when the beats stop. <p>Theme Development</p> <ol style="list-style-type: none"> Imitate stepping in army march with hands swinging back and forth, in line with beat signals given by the teacher. Same as in (1), practise with music . Imitate walking in army march, in line with beat signals by the teacher. Same as in (3), practise with music. Follow the beats of the music, switch between walking and stepping in response to the signals given by the teacher. Line up in pairs, march forward together while performing the movement of salute. <p>Group Activities</p> <ol style="list-style-type: none"> In groups of 4, march forward, then stay on the spot to march and perform the movement of salute in response to signals. The first player is the leader who decides on walking or stepping. Use eight beats to incorporate a set of movements, and students take turns to be the leader. <p>Closing Activities (omitted)</p>
2	<p>Warm-up Activities</p> <ol style="list-style-type: none"> With the music "Yankee Doodle", students move to open space and perform the movement of salute when music stops. Same as above, when the music stops, form groups in accordance with a number called out by the teacher. <p>Theme Development</p> <ol style="list-style-type: none"> Follow the rhythm of tambourine, walk forward with straight upper trunk. Follow the rhythm of tambourine, walk backwards, keep the upper trunk straight, eyes looking sideways and avoid colliding. Follow the beats of the music, walk forward. Follow the beats of the music, walk backwards. Walk with music and change directions in response to signals. Stand in pairs side by side, hold each other's hands; walk forward or backwards at the same pace as the music, change movements in response to the signals given by the teacher. Stand in pairs face to face, one walk forward, the other backwards; change role in response to the signals given by the teacher. Stand in pairs face to face, hands down; both walk four steps backwards with music, then four steps forward back to the original position. Stepping and clapping on the spot. Facing partner, one moves forward and the other backwards while stepping and clapping hands for 4 beats, then step four steps to turn 90° (8 beats in total), the pair standing side by side. <p>Group Activities</p> <ol style="list-style-type: none"> Stand in pairs side by side, step and clap hands for 8 beats, take 8 steps forward before stepping on the spot for another 8 beats and turn 90° to face partner; one walk forward while the other backwards (8 beats); repeat practising. Same as (1), change direction of movements freely.

Lesson	Contents of Learning and Teaching																					
2	<p>Closing activities</p> <ol style="list-style-type: none"> Movement of deep breath and relax. Discuss the desirable appearance in PE class. <ol style="list-style-type: none"> Let students evaluate their PE clothing with each other and give suggestions for improvement. Point out that students should wear neatly, have short nails, and with shirts tidily tucked in pants and hair tied. 																					
3	<p>Warm-up Activities</p> <ol style="list-style-type: none"> Imitate a "seed" growing up - follow the beats given by the teacher, start to from a curled ball to stretch and grow before returning to a ball shape. Imitate the movement of "Jack-in-the-box" - use one beat to perform such shapes as wide, narrow, and ball-shaped. <p>Theme Development</p> <table border="1" data-bbox="272 846 1426 1697"> <thead> <tr> <th data-bbox="272 846 600 929">Cue</th> <th data-bbox="600 846 943 929">Rhythm (Please refer to the music "Jump Jim Jo")</th> <th data-bbox="943 846 1426 929">Movement</th> </tr> </thead> <tbody> <tr> <td data-bbox="272 929 600 1012">1. Follow the teacher's instructions</td> <td data-bbox="600 929 943 1012">"slow, slow, quick quick quick"</td> <td data-bbox="943 929 1426 1012">Clap hands</td> </tr> <tr> <td data-bbox="272 1012 600 1095">2. Follow the music</td> <td data-bbox="600 1012 943 1095">"slow, slow, quick quick quick, slow two three four"</td> <td data-bbox="943 1012 1426 1095">Clap hands</td> </tr> <tr> <td data-bbox="272 1095 600 1178">3. Follow the music</td> <td data-bbox="600 1095 943 1178">"slow, slow, quick quick quick, slow two three four"</td> <td data-bbox="943 1095 1426 1178">- Stamp on the spot with the rhythm - Walk on the spot with the rhythm</td> </tr> <tr> <td data-bbox="272 1178 600 1261">4. Practise with music; use hands first, then legs</td> <td data-bbox="600 1178 943 1261">Please refer to the music "Jump Jim Jo"</td> <td data-bbox="943 1178 1426 1261"></td> </tr> <tr> <td data-bbox="272 1261 600 1518">5. Follow the teacher's instructions</td> <td data-bbox="600 1261 943 1518"></td> <td data-bbox="943 1261 1426 1518">Perform the movement of stretching or curling. - In the movement of stretching, the body can perform two shapes: wide and, narrow - In the movement of curling, the body can perform a ball shape</td> </tr> <tr> <td data-bbox="272 1518 600 1697">6. Follow the music, the body forms postures when the beat is slow; clap hands when the beat is fast</td> <td data-bbox="600 1518 943 1697">"wide, narrow, clap clap clap, wide, narrow, curl, stop"</td> <td data-bbox="943 1518 1426 1697">  </td> </tr> </tbody> </table> <p>Group Activities</p> <ol style="list-style-type: none"> Put (3) and (6) into sequences. Same as above, try marching instead of walking. <p>Closing Activities</p> <ol style="list-style-type: none"> Stretching exercises for hands and legs. Play simple games with students and teach them the benefits of sports to the body. <ol style="list-style-type: none"> Teacher prepares some vocabulary cards in advance, let students compete in groups, guide them to find out related vocabulary cards, for example, "good health", "increased physical strength", "more agile", etc. 	Cue	Rhythm (Please refer to the music "Jump Jim Jo")	Movement	1. Follow the teacher's instructions	"slow, slow, quick quick quick"	Clap hands	2. Follow the music	"slow, slow, quick quick quick, slow two three four"	Clap hands	3. Follow the music	"slow, slow, quick quick quick, slow two three four"	- Stamp on the spot with the rhythm - Walk on the spot with the rhythm	4. Practise with music; use hands first, then legs	Please refer to the music "Jump Jim Jo"		5. Follow the teacher's instructions		Perform the movement of stretching or curling. - In the movement of stretching, the body can perform two shapes: wide and, narrow - In the movement of curling, the body can perform a ball shape	6. Follow the music, the body forms postures when the beat is slow; clap hands when the beat is fast	"wide, narrow, clap clap clap, wide, narrow, curl, stop"	
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2. Follow the music	"slow, slow, quick quick quick, slow two three four"	Clap hands																				
3. Follow the music	"slow, slow, quick quick quick, slow two three four"	- Stamp on the spot with the rhythm - Walk on the spot with the rhythm																				
4. Practise with music; use hands first, then legs	Please refer to the music "Jump Jim Jo"																					
5. Follow the teacher's instructions		Perform the movement of stretching or curling. - In the movement of stretching, the body can perform two shapes: wide and, narrow - In the movement of curling, the body can perform a ball shape																				
6. Follow the music, the body forms postures when the beat is slow; clap hands when the beat is fast	"wide, narrow, clap clap clap, wide, narrow, curl, stop"																					

Lesson	Contents of Learning and Teaching
4	<p>Warm-up Activities</p> <ol style="list-style-type: none"> 1. Run to open space following the beats given by the teacher, play the hand game of Paper, Scissors, and Stone with partner when the beats stop. 2. Run to open space in response to light beats by the teacher, jump up in response to strong beats. <p>Theme Development</p> <ol style="list-style-type: none"> 1. Follow the "Jump Jim Jo" music, walk freely inside the playground before moving with the beats of "slow, slow, quick quick quick, slow two three four" (Please refer to the music "Jump Jim Jo"). 2. Encourage students to move with beats, not to be discouraged when they failed to catch up with the beats. Ask them to continue to participate with a positive attitude. 3. Three basic body shapes, i.e. wide, narrow, curling are replaced by Paper, Scissors and Stone ("Scissors" originates from the shape of narrow, hands crossed on the head, legs crossed standing) 4. Teacher and students play the hand game by making use of the body shapes. 5. In pairs, play the hand game by making use of body shapes to match fast and slow beats. 6. Individual students walk freely inside the playground following 2 sets of beats "slow, slow, quick quick quick, slow two three four," (Please refer to the music "Jump Jim Jo"), and play the hand game with one set of beats whenever meeting another student. <p>Group Activities</p> <ol style="list-style-type: none"> 1. Same as in (5), those who win continue to walk forward and the losers follow behind; those who form a group of six first will win. <p>Closing Activities (Omitted)</p>

Table 4.6 Sample unit design 2

Week: 9 to 10

Unit Theme: Throwing and Catching

Grade: Primary 1

Fundamental Movement Skills

Throwing and Catching

Movement Concepts:

1. Territory – self-space
2. Direction – left/right, forward/backward
3. Force – strong/light
4. Relationship with object dominant hand, non-dominant hand
5. Relationship with organisation – partners in activity
6. Relationship with actions – near, far

**Objectives of Lesson 1:**

Students are able to:

1. acquire the skills of under-arm throwing with one hand and catching with both hands.
2. throw bean bag forward with one hand.
3. tidy up equipment.

Objectives of Lesson 2:

Students are able to:

1. back-swing the bean bag with straight arm.
2. throw a bean bag within the position between their waist and shoulder.
3. throw a bean bag at a certain target.
4. learn to be modest and accept suggestions and guidance from his/her partners.

Objectives of the Lesson 3:

Students are able to:

1. master the sequence of movements from catching a bean bag with both hands to throwing it immediately with one hand.
2. put one leg in front of the other with knees slightly bent when they back-swing the bean bag.
3. control the force and directions when throwing a bean bag.
4. throw and catch bean bags with their partners continuously.
5. describe the advantages of taking regular physical activities.

Objectives of Lesson 4:

Students are able to:

1. complete the sequence of throwing and catching smoothly and continuously.
2. show a correct and continuous sequence of throwing and catching movements (numbered bean bags) in two or in groups.
3. avoid collision while moving.

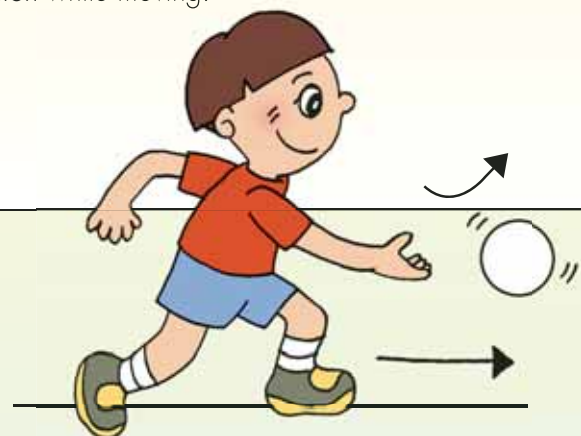


Table 4.7 Sample FM lesson plan 2

Lesson	Contents of Learning and Teaching
1	<p>Warm-up Activities</p> <ol style="list-style-type: none"> 1. Free running: Let students run in an open space, and they halt in response to signals and put both hands on knees (or on other parts of the body). 2. Running backwards: Run forward in the open space and change to a backward direction in response to signals. 3. Number combinations: Walk or run slowly in the open space and form groups in the number assigned by teacher. <p>Theme Development</p> <ol style="list-style-type: none"> 1. At the beginning and the end of an activity, guide the students to put the equipment in the right place neatly. 2. Pick up and run with a bean bag : Students are grouped in pairs with one standing in front of the other. Upon hearing the signal, the student in front picks up the bean bag on the ground and runs freely whereas the other follows him/her closely. They halt at the next signal and put the bean bag back onto the ground. Then they switch the roles and continue the exercise. 3. Throw with one hand and catch with both hands: <ol style="list-style-type: none"> i) Throw a bean bag vertically upwards with one hand and catch it with both hands. ii) Throw a bean bag vertically upwards and perform movements such as clapping, turning or squatting when the bean bag is in the air, then catch it with both hands. 4. Throw the bean bag forward with one hand: <ol style="list-style-type: none"> i) In pairs, each pair takes a hoop and two bean bags. Put the hoop on the ground and stand 3 or 4 steps away from it. Take turns to throw the bean bags into the hoop. ii) In pairs, one holds the hoop in hand and stands 3 steps away from partner who tries to throw the bean bag into the hoop. <p>Group Activities</p> <ol style="list-style-type: none"> 1. Numbered bean bags: In groups of 4, each group is provided with one bean bag. Each student stands on a corner of a square and is assigned a number. A marker is placed in the center of the square whose sides are about 6 steps each in length. <ol style="list-style-type: none"> i) Student No. 1 throws the bean bag at the marker. No. 2 goes to pick it up and returns to his/her corner and throws it out again. The activity goes on this way until a stop signal is given by the teacher. ii) Same as above, but the bean bag thrower calls out a number at random and the student being called has to retrieve the bean bag swiftly. <p>Closing Activities</p> <ol style="list-style-type: none"> 1. Choose the best group that can tidy up the equipment most neatly by election among groups.

Lesson	Contents of Learning and Teaching
2	<p>Warm-up Activities</p> <ol style="list-style-type: none"> Free running: Let students run in an open space, they halt in response to signals and put both hands on the ground. Running and changing directions: Run forward in the open space and change direction in response to signals. Tracking activity: Students stand in pairs with one in front of and the other behind a line. Upon hearing the signal, the student in front picks up the bean bag on the floor and runs freely whereas the other follows him/her closely. They halt at the next signal and put the bean bag back on the ground. They switch the roles and continue the exercise. <p>Theme Development</p> <ol style="list-style-type: none"> Throw and catch in pairs: <ol style="list-style-type: none"> During team activities, encourage students to give positive feedback to partner to help them better understand their own strengths and weaknesses for improvement. Stand face to face in pairs with about 4 steps apart. One student throws the bean bag with one hand to partner who catches it with both hands and throws it back with one hand. Same as above. Remind the students to back-swing the bean bag with straight arm before throwing it to partner with one hand. The partner catches the bean bag and throws it back. One more step will be added to the distance for every 3 successful throws and catches. Repeat practising. <p>Please refer to <i>Appendix II*</i> for pictorial illustration of the movement skills</p> One versus three sector-shaped throw and catch: <ol style="list-style-type: none"> In groups of 4, the team leader faces the other 3 members and stands about 4 steps apart from them who stand side by side in a curve. The team leader throws the bean bag to the members from left to right. Then team members throw the bean bag back with one hand after they catch it with both hands. Remind the students to throw the bean bag within the position between the waist and the shoulder. Change the team leader after completion of movement and repeat practising. Same as above but extend the distance. Encourage the members to remind each other to back-swing with straight arm before throwing the bean bag. <p>Group Activities</p> <ol style="list-style-type: none"> Run to base: In groups of 4, each group is provided with a bean bag. Each member stands on a corner of a square whose sides are about 6 steps each in length. <ol style="list-style-type: none"> The first student throws the bean bag with one hand to the second student on the right corner, and runs around the square once anti-clockwise. At the same time, the second student catches the bean bag and throws it to other members in the same direction. The runner wins if he/she can finish his/her round of running before all other members finish their turns of throwing. Score can also be given by counting the number of members who can complete a round. Same as above, the first student can choose to throw the bean bag to left or right so as to decide on whether the activity will proceed in a clockwise or anti-clockwise direction. <p>Closing Activities (Omitted)</p>



Lesson	Contents of Learning and Teaching
3	<p>Warm-up Activities</p> <ol style="list-style-type: none"> 1. Free running: In pairs, students run freely in front or behind a line. Switch the positions in response to signals. 2. Stand back to back in pairs, one student holds the bean bag with both hands and pass it to the partner, and the partner imitates the movement and passes the bean bag back. Repeat the movement. <p>Theme Development</p> <ol style="list-style-type: none"> 1. Throw and catch in pairs: <ol style="list-style-type: none"> i) Stand in pairs face to face with about 4 steps apart, one student throws the bean bag with one hand to the other. The other catches it with both hands and throws it back with one hand. Remind the students to back-swing with straight arm before throwing, and throw the bean bag within the position between their waist and shoulder. ii) Same as above. One more step will be added to the distance for every 3 successful throws and catches. Repeat practising. 2. Throw into the hoop: <ol style="list-style-type: none"> i) In groups of 4, each group is provided with 2 hoops and 2 bean bags. Put the hoops on the ground and the 2 students stand on each side of the hoop with a distance of about 3 or 4 steps. The students take turns to throw their bean bag into the hoop and earn one point each time a bean bag falls into the hoop. Count the final score gained by the 2 members of each subgroup and the subgroup with the higher score wins. ii) Same as above. Remind the students to put one leg before another with knees slightly bent when they back-swing the bean bag. If they can throw the bean bag into the hoop with a correct pose, 2 points will be given. <p>Group Activities</p> <ol style="list-style-type: none"> 1. Throw the bean bag across the court: Divide 4 students into 2 groups, each takes a half of the court (the area of the court is about ten steps long and five steps wide with a line drawn in the middle). A bean bag is needed for the game. <ol style="list-style-type: none"> i) Any member in a group throws the bean bag with one hand to any locations inside the opponent's court. If members of the opposite group cannot catch the bean bag before it touches the ground, one point will be won. If the bean bag is caught by the members of the opposite group before it touches the ground, the game will continue. The group that scores five points first wins the game. ii) Change the size of the court to increase the level of difficulty. <p>Closing Activities</p> <ol style="list-style-type: none"> 1. Stretching exercise for arms and legs. 2. Group discussion among students regarding the advantages of taking regular physical activities. <ol style="list-style-type: none"> i) After group discussion, let students report on 2 major advantages of regular physical activities: e.g. feeling happy, making more friends and releasing pressure.

Lesson	Contents of Learning and Teaching
4	<p>Warm-up Activities</p> <ol style="list-style-type: none"> 1. Free running: Run backwards on hearing 2 signals and run forward when only one signal is heard. 2. Number combinations: Walk or run slowly in an open space and form group in the number assigned by teacher. <p>Theme Development</p> <ol style="list-style-type: none"> 1. One versus three sector-shaped throw and catch: <ol style="list-style-type: none"> i) During the activity, the teacher emphasizes students' attention to their own location, their moving speed and those of partners to avoid collision. ii) In groups of 4, the team leader faces the other 3 members and stands about 4 steps apart from each, whereas the other 3 members stand side by side in a curve. The team leader throws the bean bag to the members from left to right. Team members throw the bean bag back with one hand after they catch it with both hands. iii) The three members should pay attention to and remind their team leader of (1) back-swing with straight arm, (2) Throwing the bean bag within the position between his/her waist and shoulder, (3) One leg being in front of the other with knees slightly bent. 2. Throw and catch in a square: <ol style="list-style-type: none"> i) In groups of 4, each stands on a corner of a square whose sides are 5 steps each in length. ii) Start in an anti-clockwise direction. The first student throws the bean bag to a team member who is about one step away. Tell the recipient the throwing position in advance. The recipient should move sideways to catch the bean bag with both hands. The activity goes on this way until a stop signal is given by the teacher. iii) Same as above, but do not disclose the position before throwing. <p>Group Activities</p> <ol style="list-style-type: none"> 1. Throw bean bag for points: In groups of 4 and each group is provided with 3 hoops and 2 bean bags. Put the hoops on the ground and set up a marker about 5 or 6 feet away from the hoops. Then the group can decide on how many marks are gained if a bean bag is thrown into the hoops from the marker (1 to 3 marks). <ol style="list-style-type: none"> i) Each student can have 2 throws. The one with the highest total score wins. ii) Each student announces his/her expected total points before he/she throws. If he/she can exactly achieve that score, he/she can win 2 extra marks. The one with the highest total score wins. iii) Four students are divided into two subgroups and play against each other. The subgroup with the higher total score wins. <p>Closing Activities (Omitted)</p>

Experience Sharing

5.1 Collaborative Research and Development (“Seed”) Projects

To implement the learning and teaching of FM in the Key Stage 1 PE curriculum, FM has been explicitly specified in the *Consultation Document on Learning to learn – Key Learning Area Physical Education (CDC, 2000)* and the *Physical Education Key Learning Area Curriculum Guide (P1 to P3) (CDC, 2002)*. To support school implementation, starting from 2001 the former Education Department launched a Collaborative Research and Development (“Seed”) Projects (referred to as the “Seed” projects hereafter) on **“The Study and the Development of Fundamental Movement at Key Stage One (P1 to P3)”** and **“Assessment of Fundamental Movement”**. The first project emphasised the learning and teaching contents whereas the second one concentrates on assessment. Some primary schools joined the two projects to try out the materials developed. Some deliverables of the two seed projects have been adapted and are included in Section 4.3 of this guide for reference.

5.2 School-based Experience Sharing

Below are three primary schools that participated in the FM “Seed” Projects. The teachers-in-charge of the projects shared their experience and achievements in FM workshops (see *Figure 5.1*). In developing the school-based curriculum, schools may refer to the sample teaching plans for the design of their own FM curriculum to be based on students’ needs, interests, abilities, teachers’ readiness and the specific circumstances of schools.

Tsz Wan Shan Catholic Primary School is one of the schools participating in the 2001-2003 “Seed” project, “The Study and the Development of



Figure 5.1 Teachers share their experience in implementing a FM curriculum in their schools

Fundamental Movement at Key Stage One (P1 to P3)”. Teachers shared their experience in planning and developing FM curriculum in their school and reported the performance of their students in the project. They also gave suggestions based on the difficulties they had encountered when implementing the project. (*Please refer to Appendix III – School-based Experience Sharing: Presentation Material*)

CCC Mong Wong Far Yok Memorial Primary School took part in the 2002-2003 “Seed” project, “Assessment of Fundamental Movement”. The teacher-in-charge of the school discussed the perceived changes in students before and after participating in the “Seed” project and reported how they prepared for implementing the FM curriculum. (*Please refer to Appendix III – School-based Experience Sharing: Presentation Material*)

In addition, **SKH Ka Fuk Wing Chun Primary School** is one of the networking schools of the above-mentioned projects. The teacher-in-charge of the school analysed the context for implementing FM assessment in their school. He reported the difficulties he encountered while implementing assessment for learning. (*Please refer to Appendix III – School-based Experience Sharing: Presentation Material*)

5.3 Workshops on Fundamental Movement

The Education and Manpower Bureau has run a series of workshops on implementing FM in schools to help teachers understand the concepts of FM, learning and teaching techniques and the importance of assessment. Apart from attending the seminars, teachers have also participated in the hands-on experience sharing session on designing FM curriculum and strategies for implementing it in schools (see Figure 5.2 and 5.3). After participating in the workshops, they have a deeper understanding of FM.

In the workshops, teachers participated in group discussions, selected teaching materials and designed FM curriculum by themselves (see Appendix IV). In the task, participating teachers had their own FM curriculum design according to their experience, or they selected appropriate activities from the *Syllabuses for Primary Schools - Syllabus for Physical Education (P.1-6) (CDC, 1995)*. Different strands of the PE curriculum including the motor and sports skills, knowledge and practice of safety, knowledge of movement, values and attitudes, generic skills and the use of equipment were included in their FM curriculum design to make sure that students would have broad and balance development in the learning process (see Figure 5.4).



Figure 5.2 Teachers deliver manipulative skills in a FM workshop



Figure 5.3 Teachers practise stability skills in a FM workshop

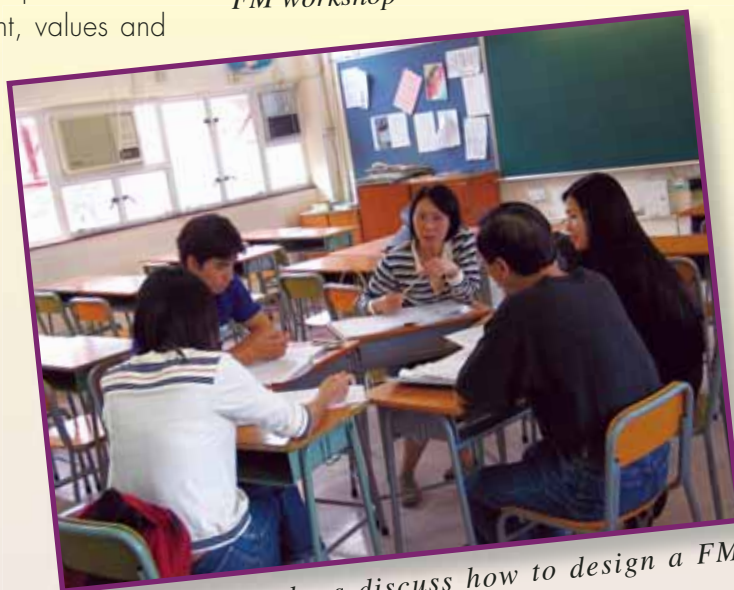


Figure 5.4 Teachers discuss how to design a FM curriculum

Conclusion

The learning of FM skills plays an important role in the development of physical skills, knowledge, values and attitudes of students. It not only helps students fully develop their skills, but also build up a good foundation to learn more complex skills in future and be well prepared for participation in various physical activities.

Teachers may refer to teachers' experience shared in various professional development programmes for reference in designing and implementing FM curriculum in their school. It is recommended that teachers should focus on a particular theme and the core content of each lesson making it an integral part of the whole unit. Apart from providing students a systematic learning experience in FM and helping them develop generic skills, aesthetic sensitivity and positive values and attitudes, teachers should also make participation in physical activities interesting and enjoyable.

Appendices

I

II

III

IV

Questions & Answers

1. What is Fundamental Movement (FM)?

Fundamental movement (FM) refers to a movement that is simple and basic for participating or performing different types of physical activities (e.g., walking, running, jumping, catching). Children develop fundamental movements as they grow. These movements can be refined for efficiency or expression purposes to become FM skills.

2. Is the teaching of FM skills a new activity in the PE curriculum?

Teaching of FM skills is not new to the PE curriculum in Hong Kong. In the *Syllabus for Primary Schools – Syllabus for Physical Education (Primary 1-6) (CDC, 1995)*, the CDC recommends the teaching of skills and movements for application in dance, games, and gymnastics activities at lower primary. These skills and movements are essentially FM skills although the term FM is not used. FM skills have been taught to lower primary pupils in physical education (PE) lessons for decades.

3. Should we stop teaching games, dance and gymnastics to Key Stage 1 students?

FM skills or movement concepts can be developed through engaging students in games, dance or gymnastics activities. Key Stage 1 students should learn FM skills that can be transferred to a wide range of physical activities rather than playing a particular game, performing a particular dance or competing in a particular type of gymnastics. Teachers should set clear learning focus for each lesson and make it explicit in the teaching plans or with the stakeholders.

4. What is the right time to include rhythmic elements to FM skills?

When students can perform the mature form of an FM skill, teachers may ask them to move to the beats of music or handclap. This helps strengthen their ability to express themselves and be creative in physical activities.

5. Why is it important to learn movement concepts?

Laban's Movement Analysis Framework is useful for analysing, refining and creating movements. With an understanding of movement concepts, students can be more self-regulated in physical performance and are more able to describe movements using appropriate terms.

6. During the learning and teaching of FM skills, how can we foster students' development of generic skills, values and attitudes?

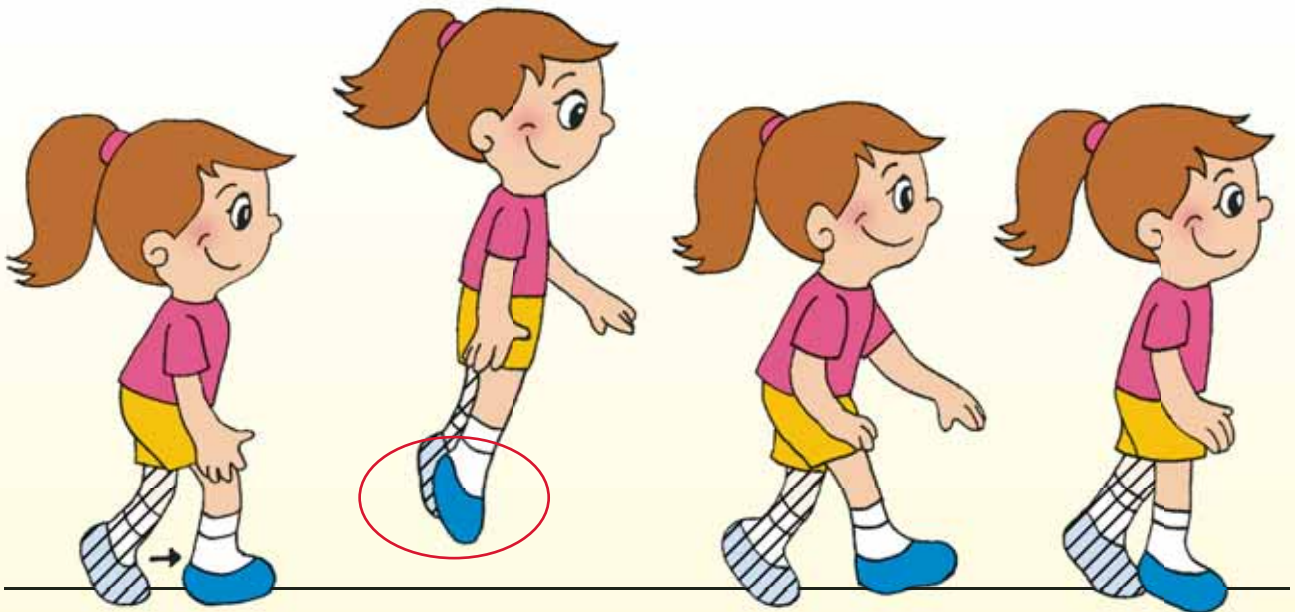
Generic Skills are students' basic ability in learning that can be transferred to different learning contexts. Positive values and attitudes are important elements in whole-person development, they serve as a platform for life-long learning. Teachers may refer to page 18 to 38 of the PE KLA Guide for some examples of how they can create a suitable environment in daily learning and teaching activities to cultivate in students generic skills, positive values and attitudes.

Pictorial Illustration of Movement Skills

Locomotor Skills

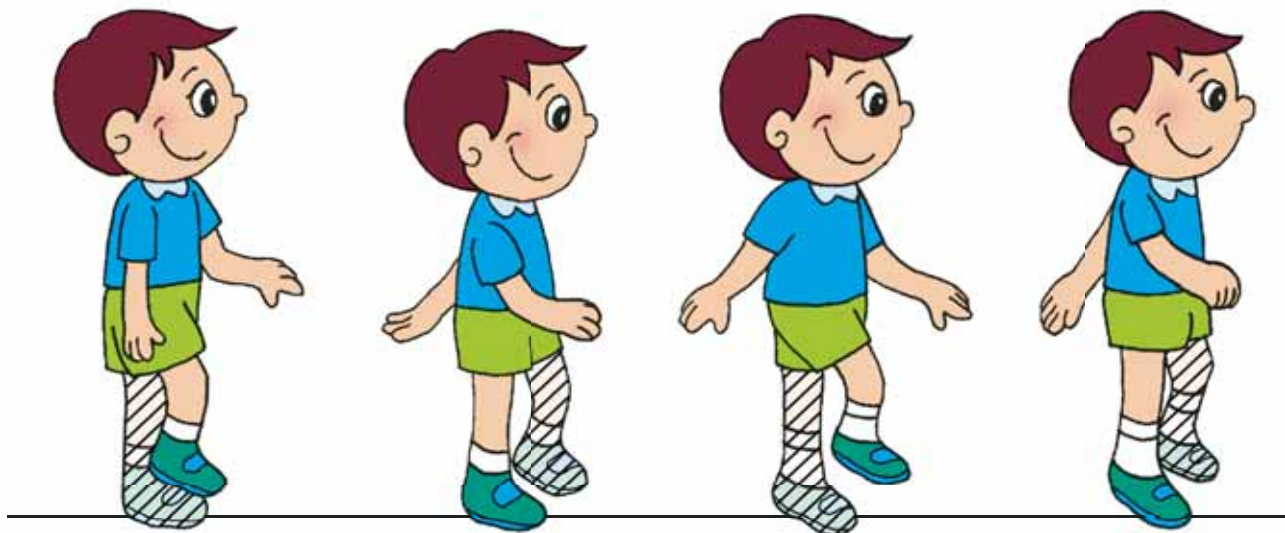


Walking

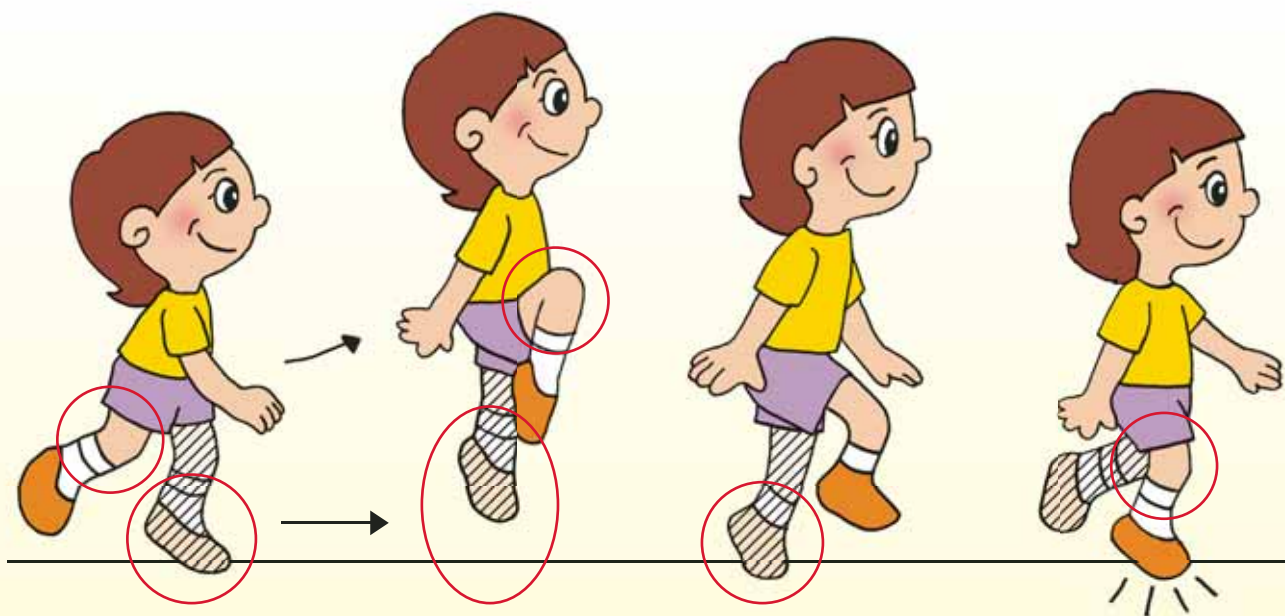


Galloping

Locomotor Skills

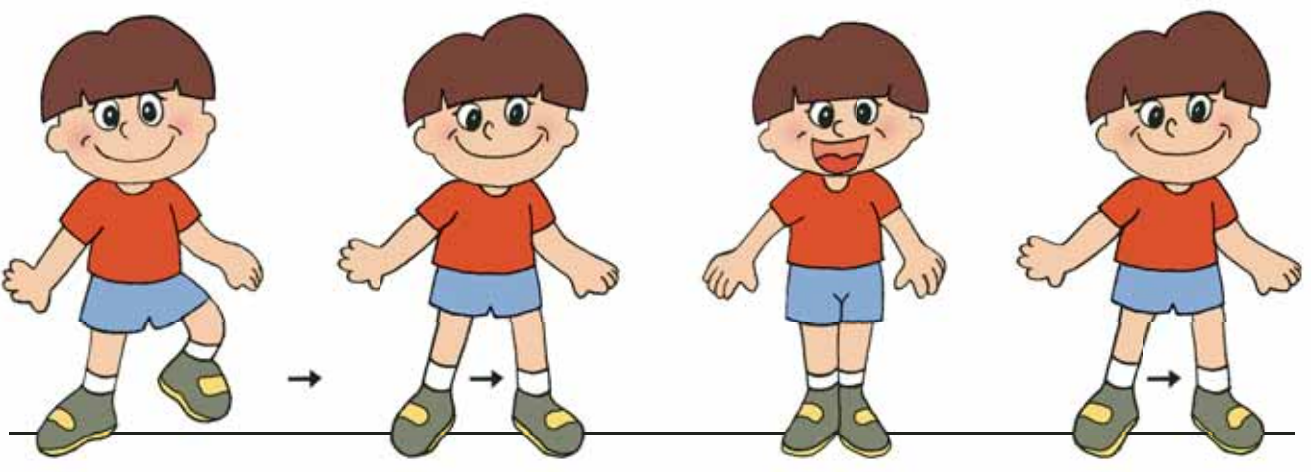


Skipping



Step-hopping

Locomotor Skills

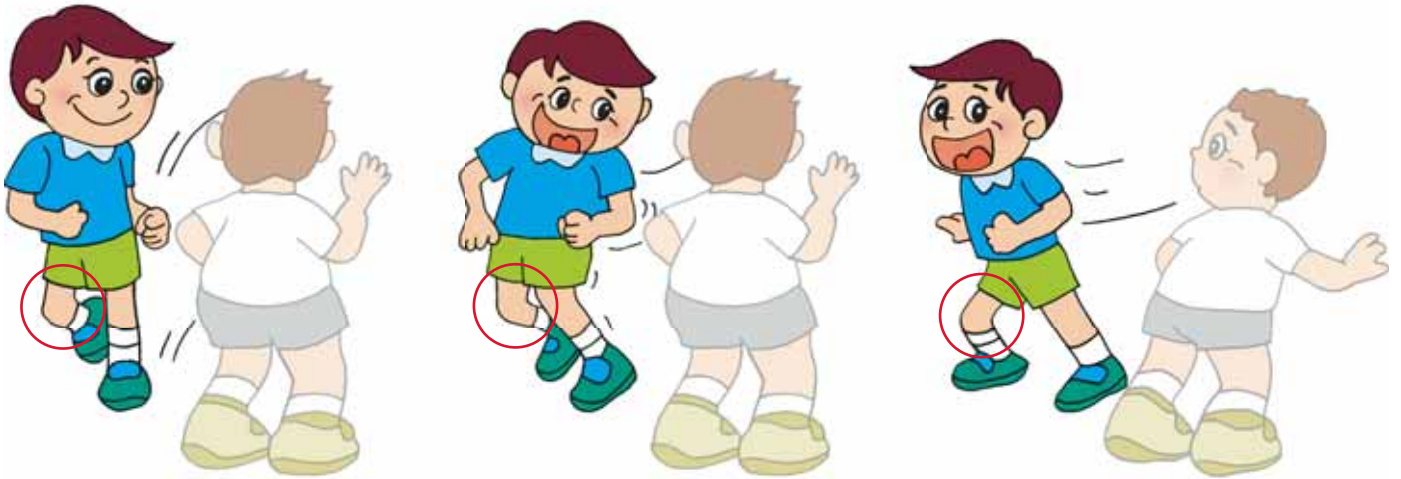


Sliding

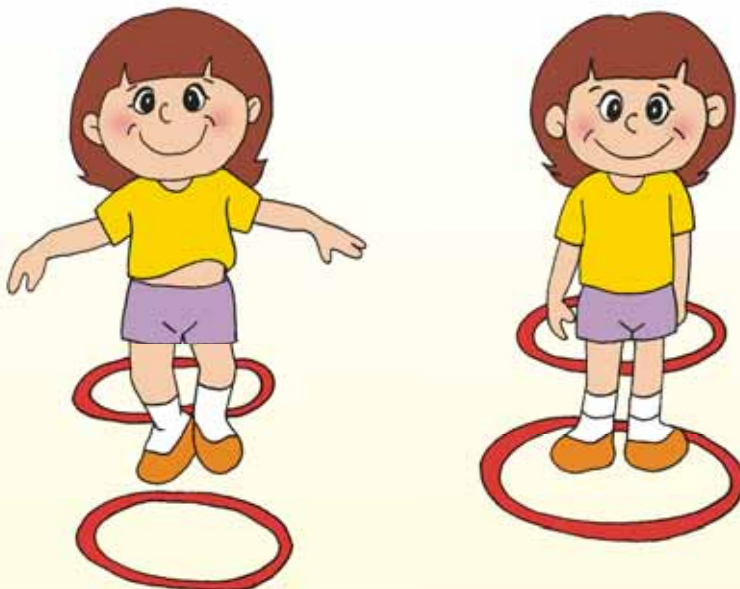


Running

Locomotor Skills

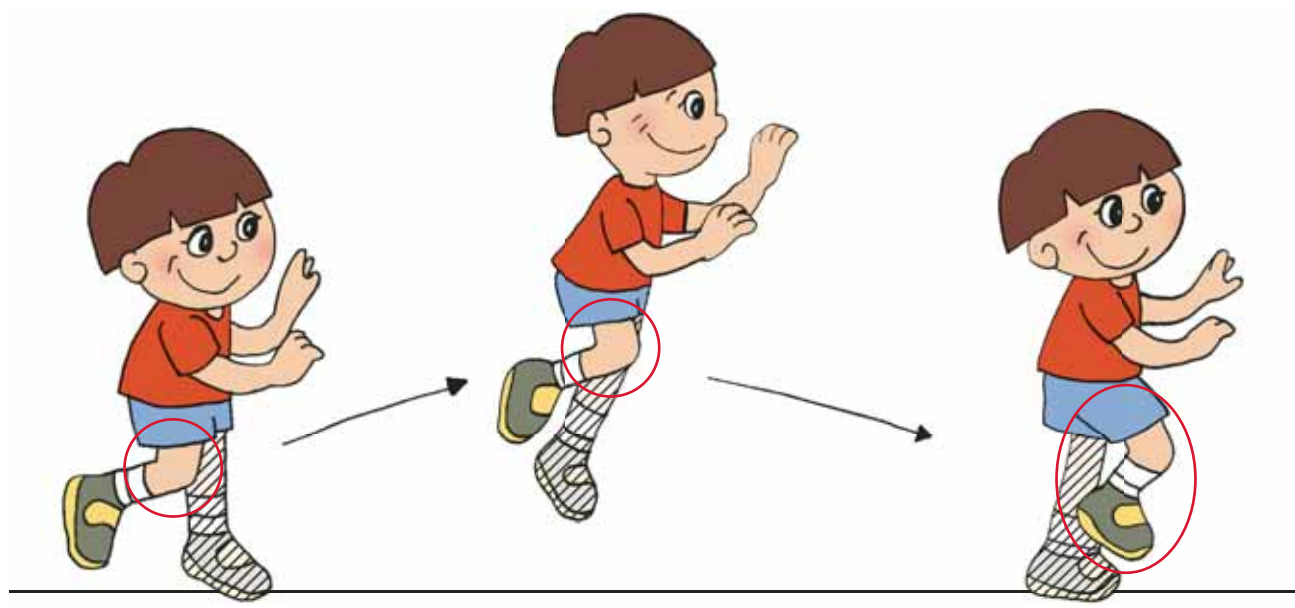


Dodging

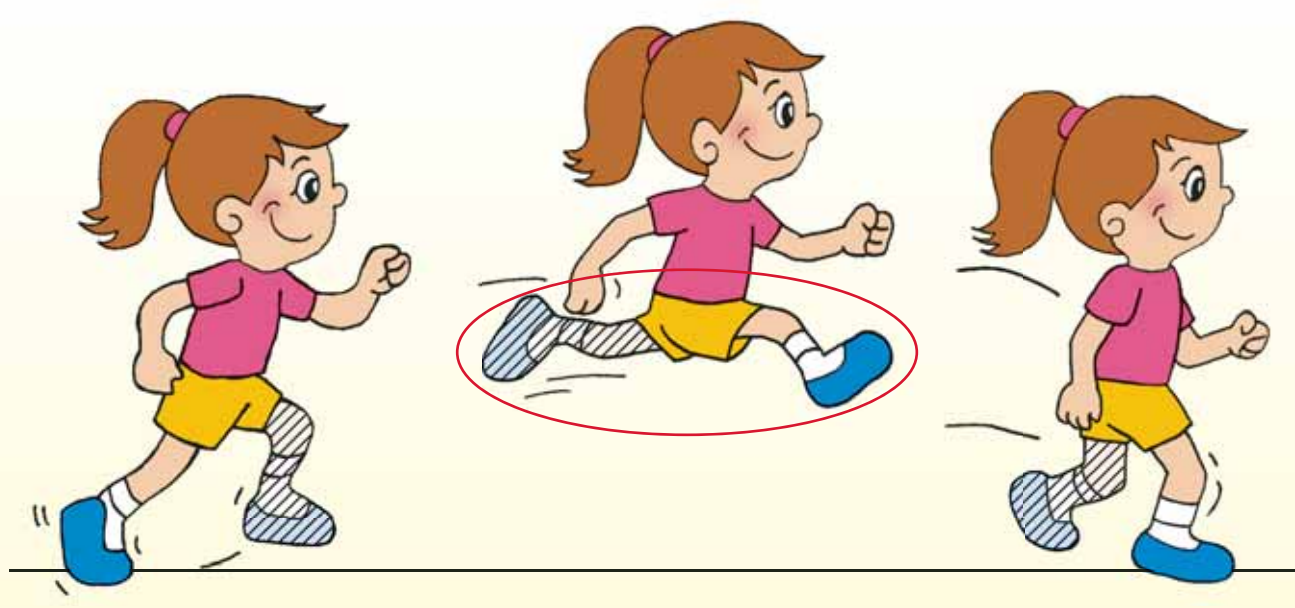


Jumping

Locomotor Skills

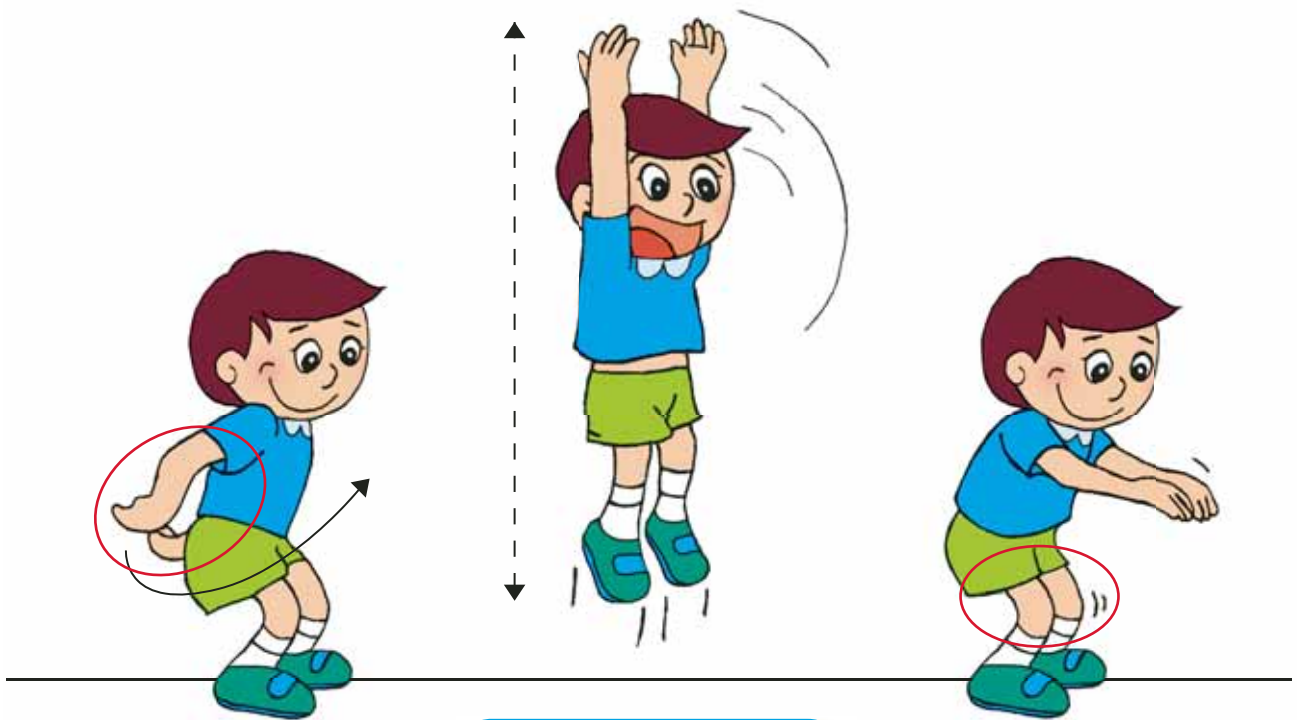


Hopping

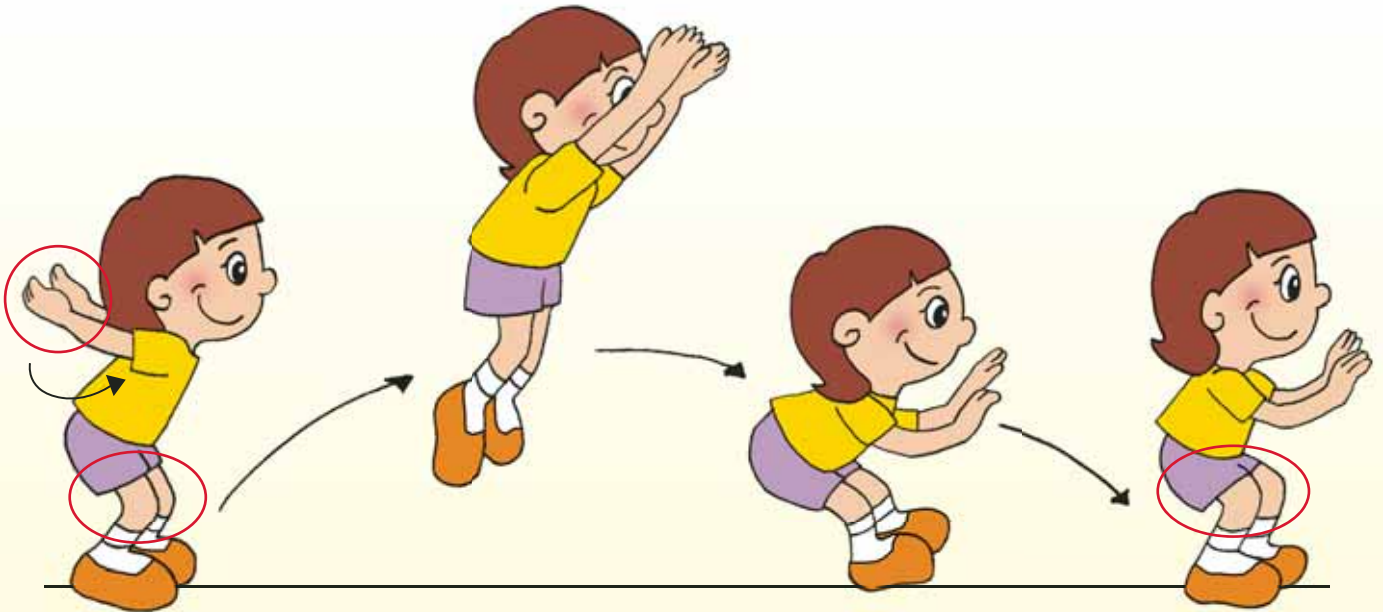


Leaping

Locomotor Skills



Standing high jump

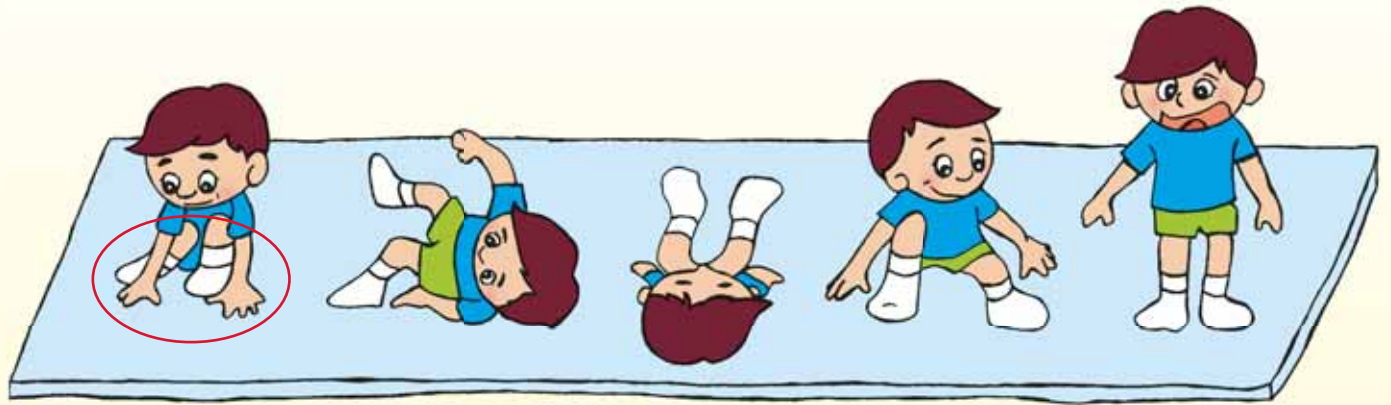


Standing long jump

Stability Skills

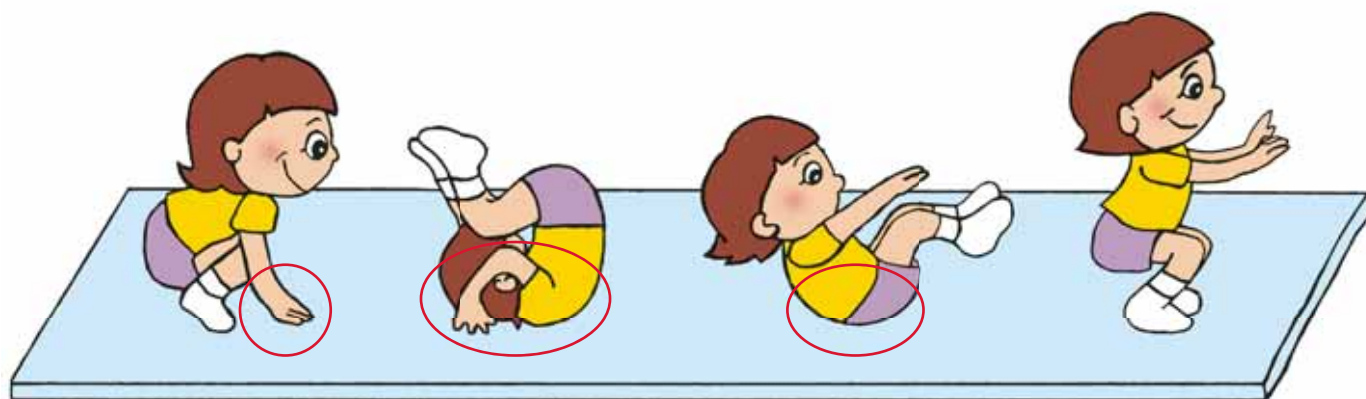


Straight sideward rolling

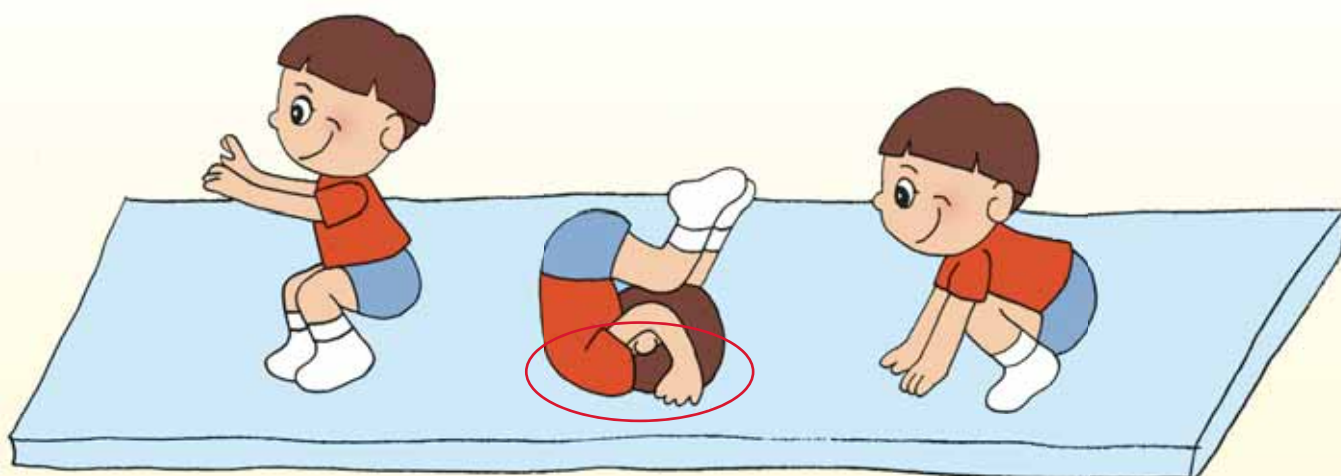


Sideward rolling

Stability Skills

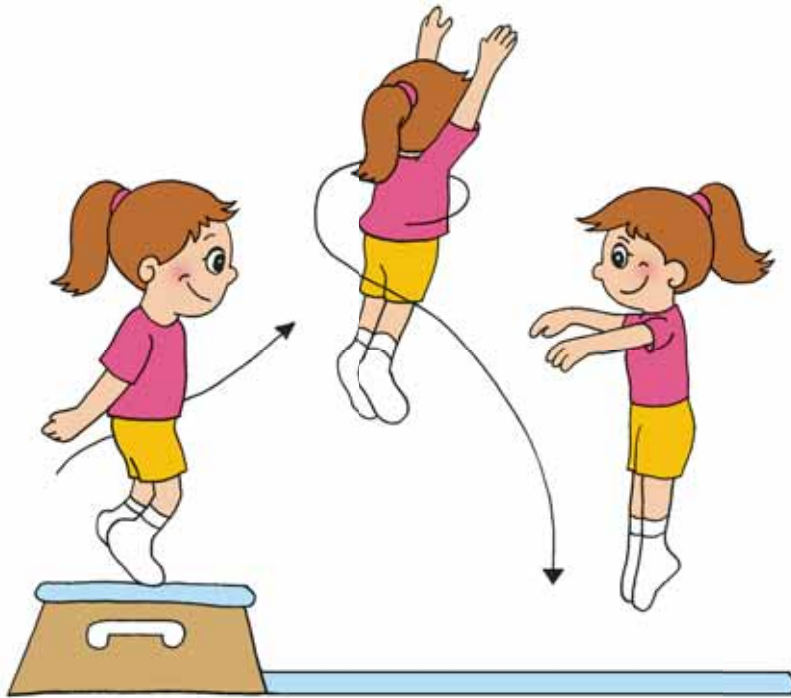


Forward rolling

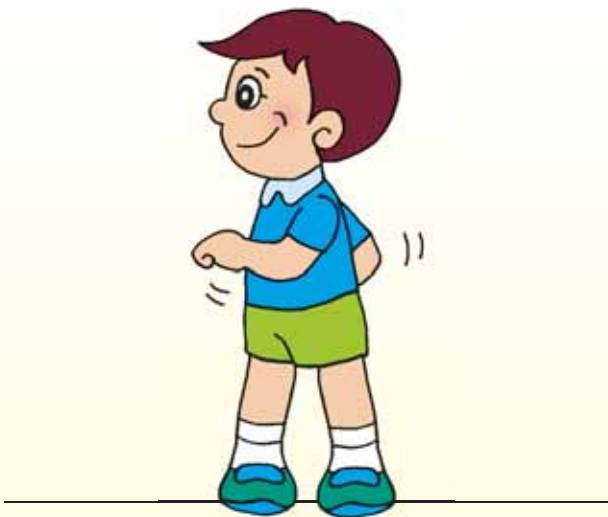


Backward rolling

Stability Skills



Airborne turning

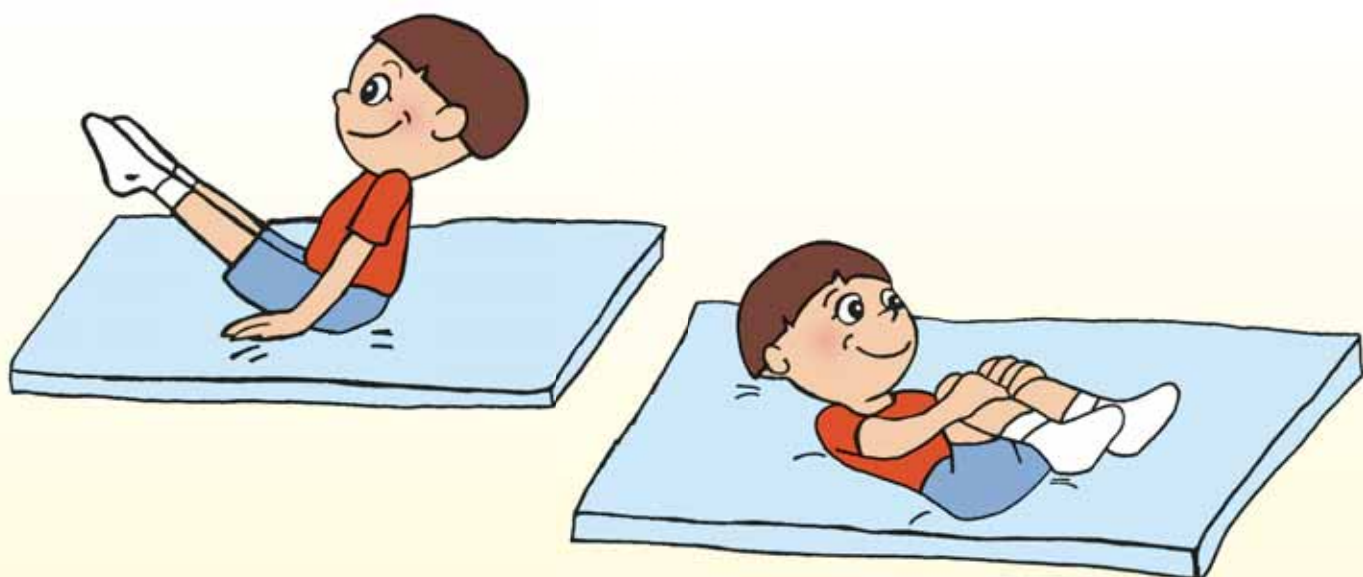


Twisting

Stability Skills

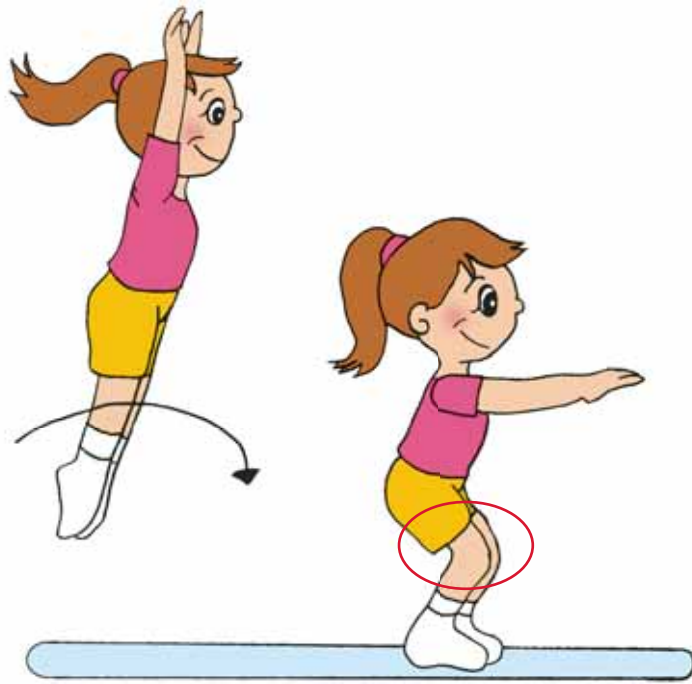


Stretching

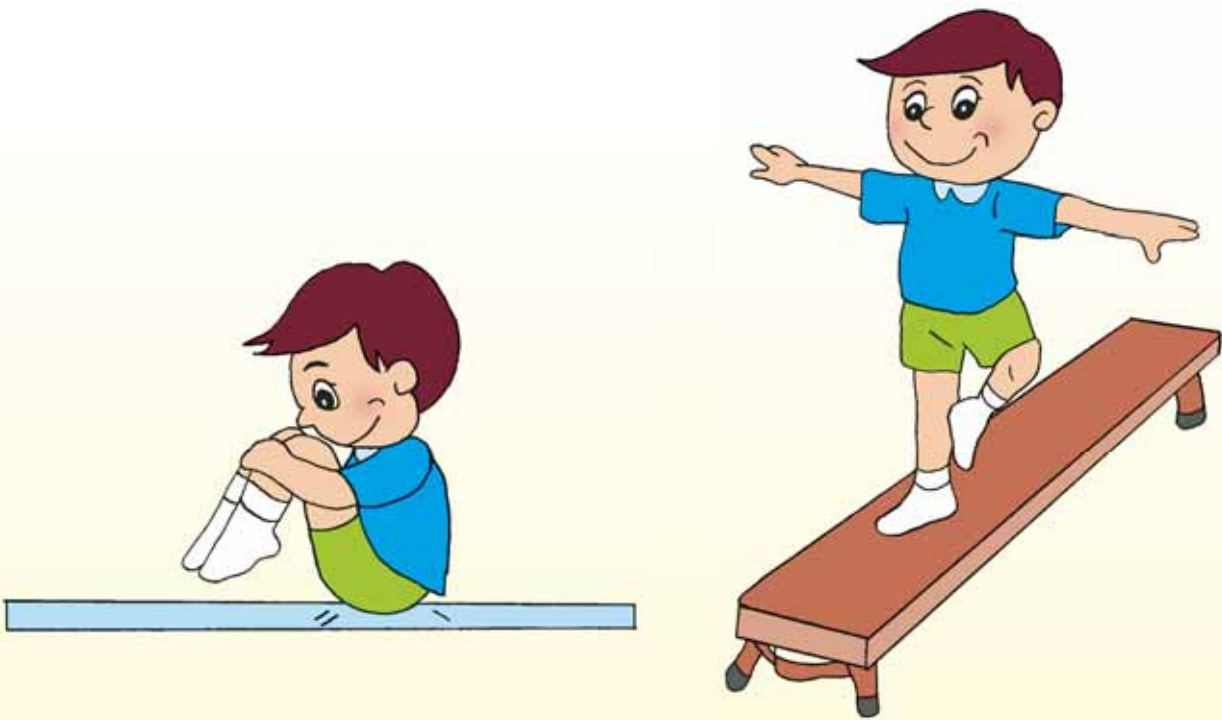


Curling

Stability Skills

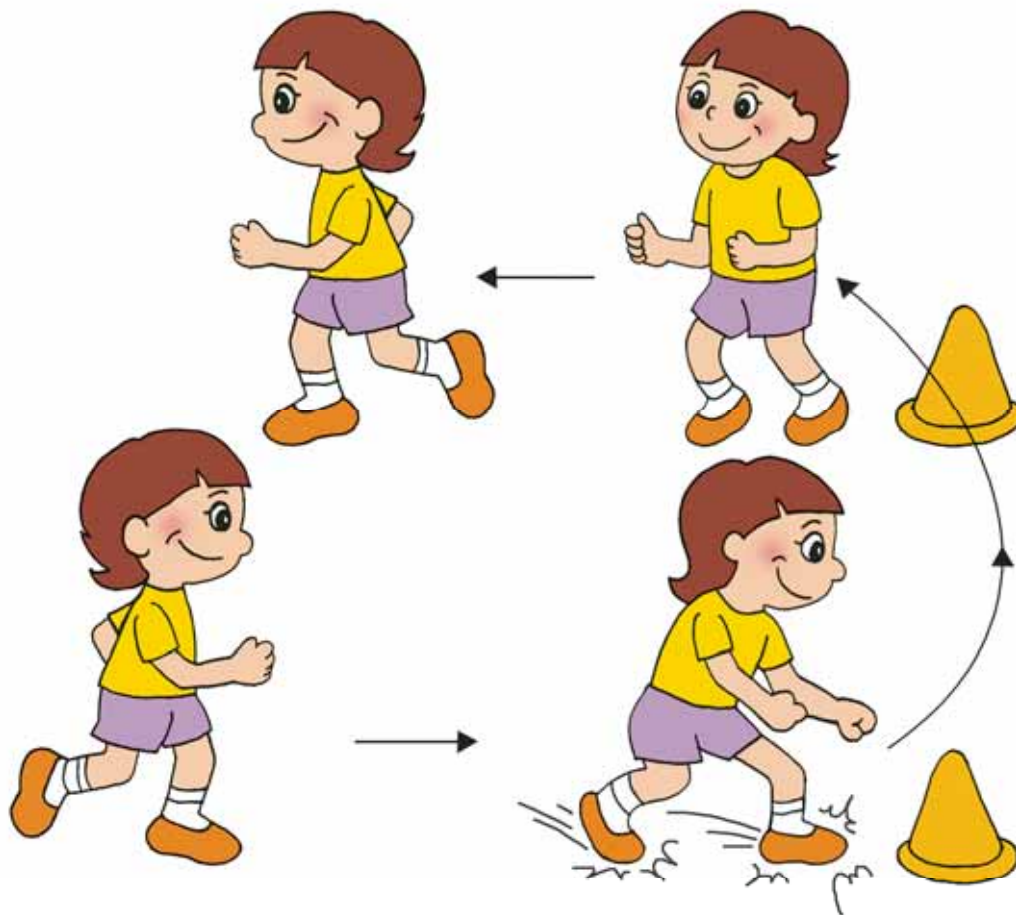


Jumping and landing



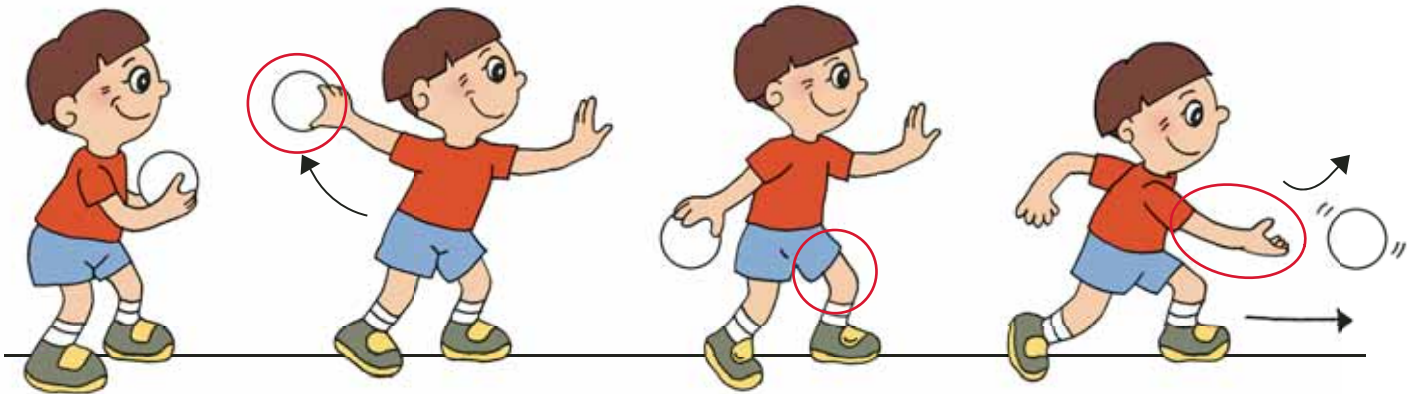
Balancing

Stability Skills

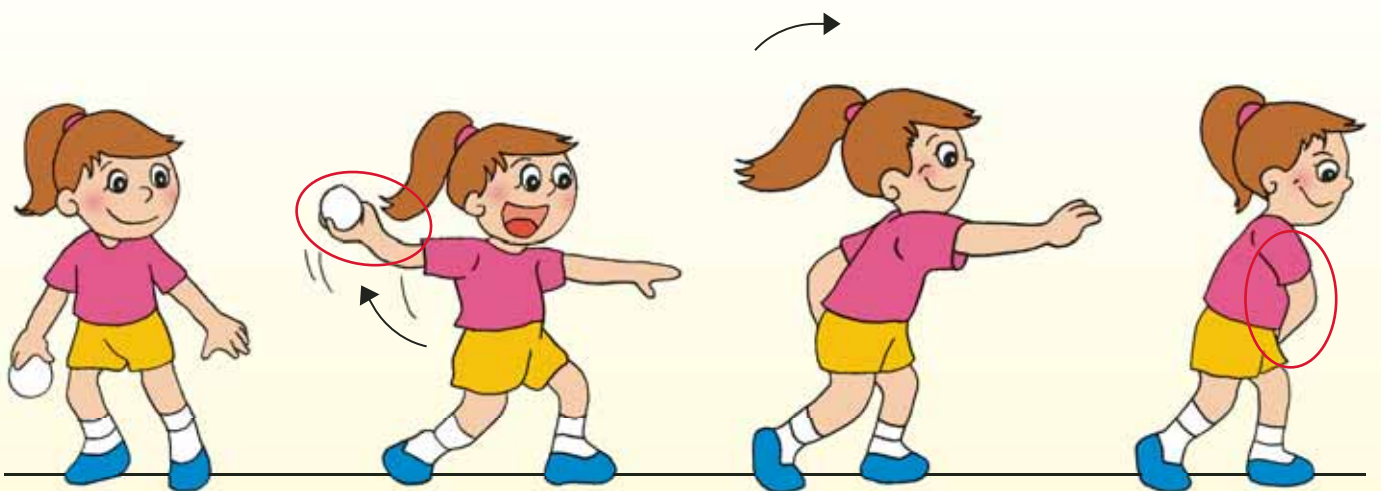


Snap stop/Direction changing

Manipulative Skills

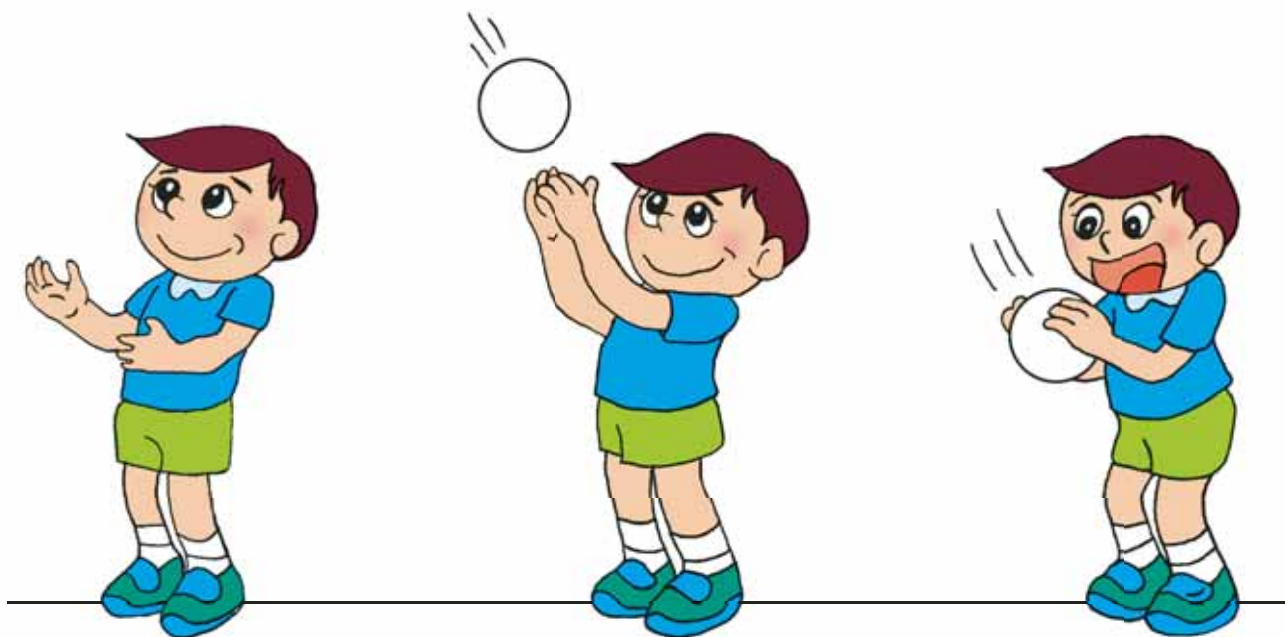


Under-arm throwing

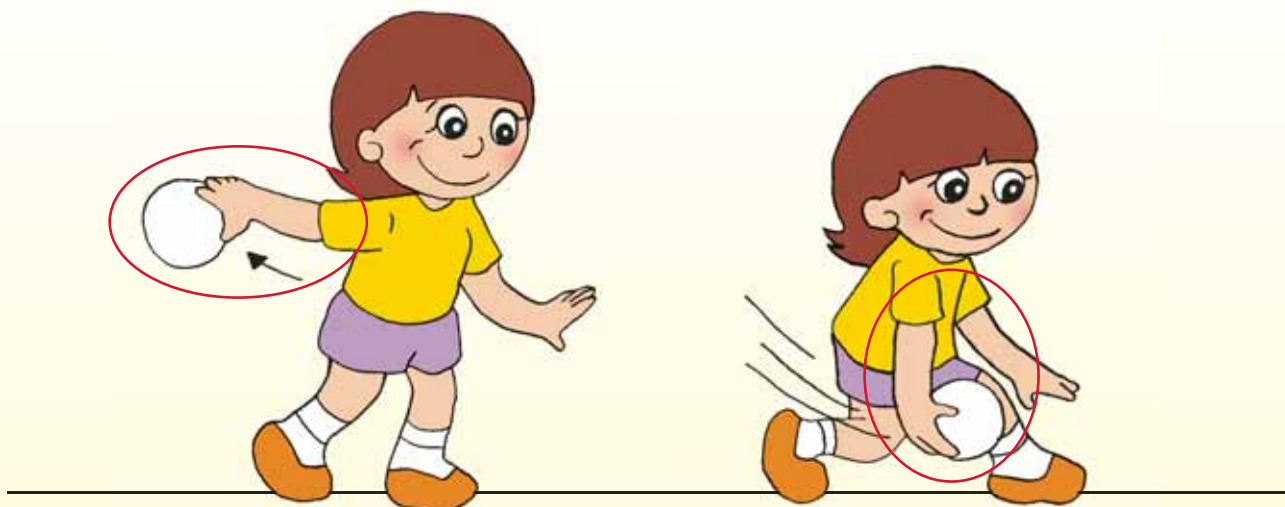


Over-arm throwing

Manipulative Skills

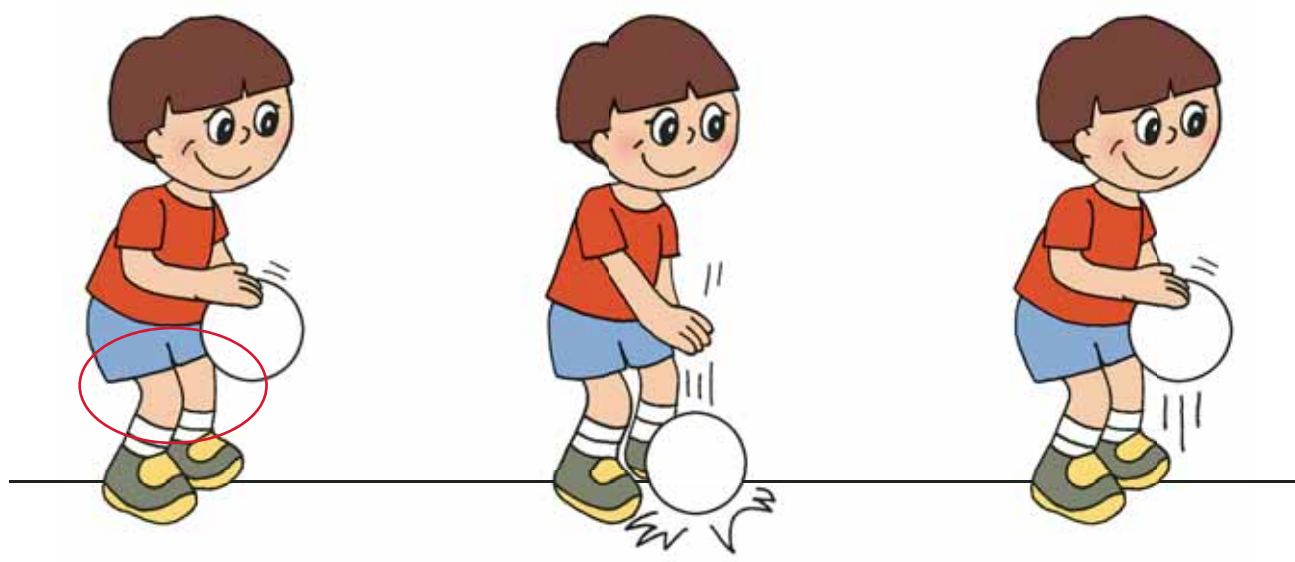


Catching

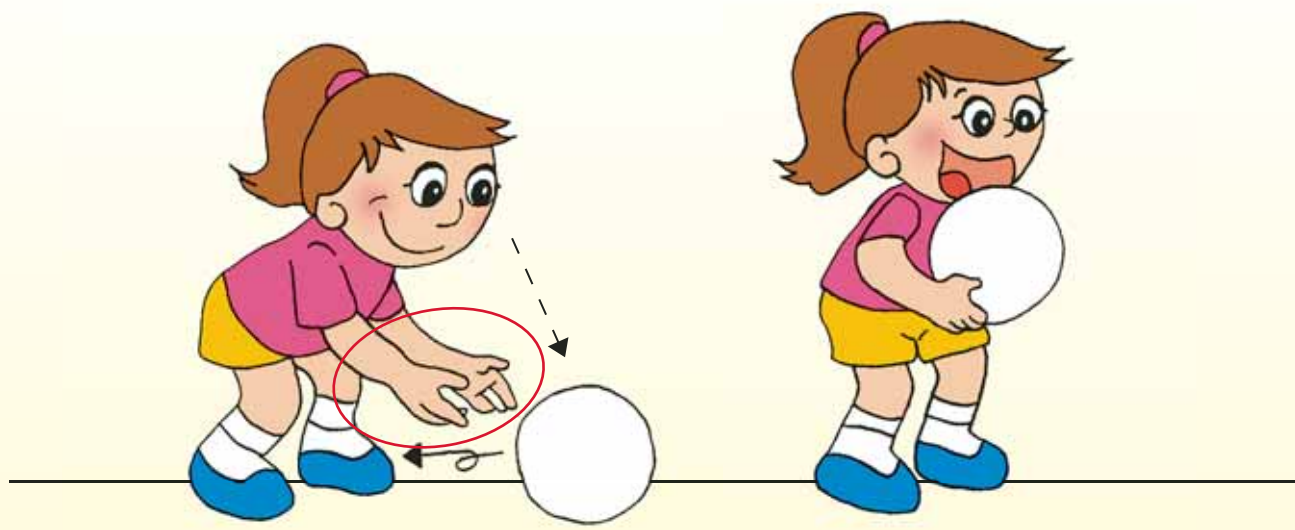


Under-arm rolling

Manipulative Skills

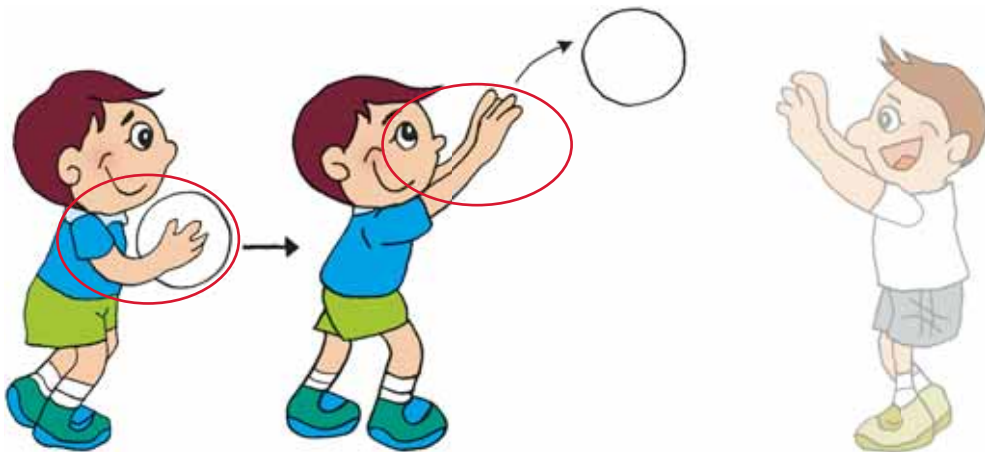
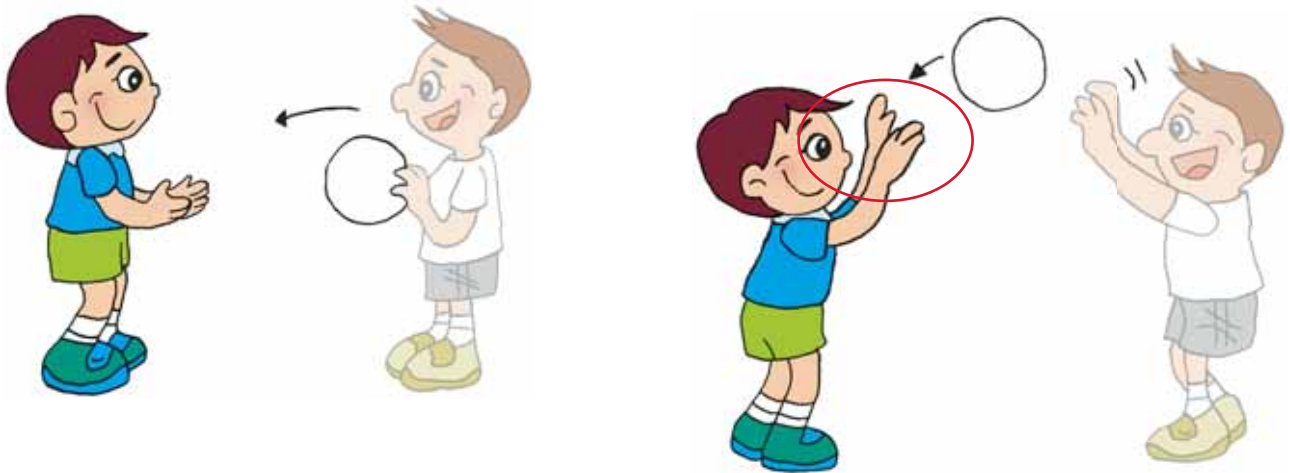


Bouncing

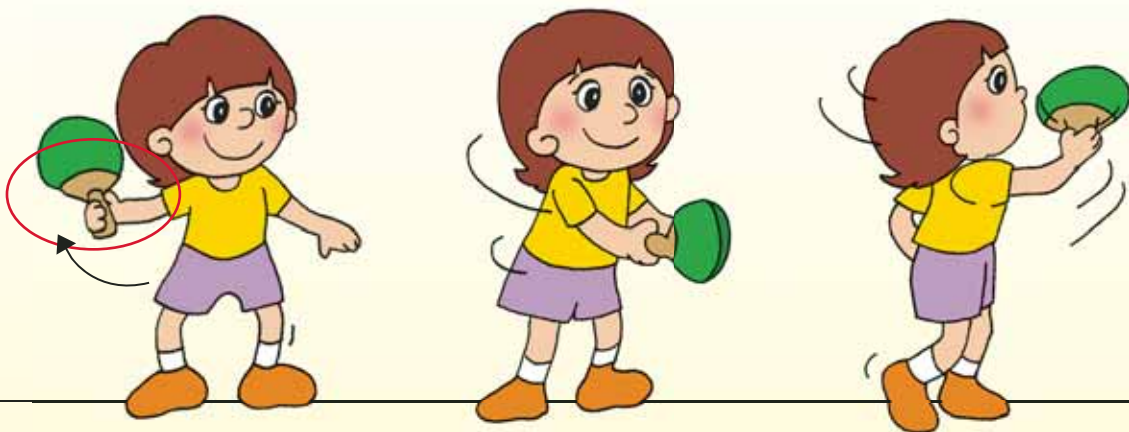


Catching a rolling ball

Manipulative Skills

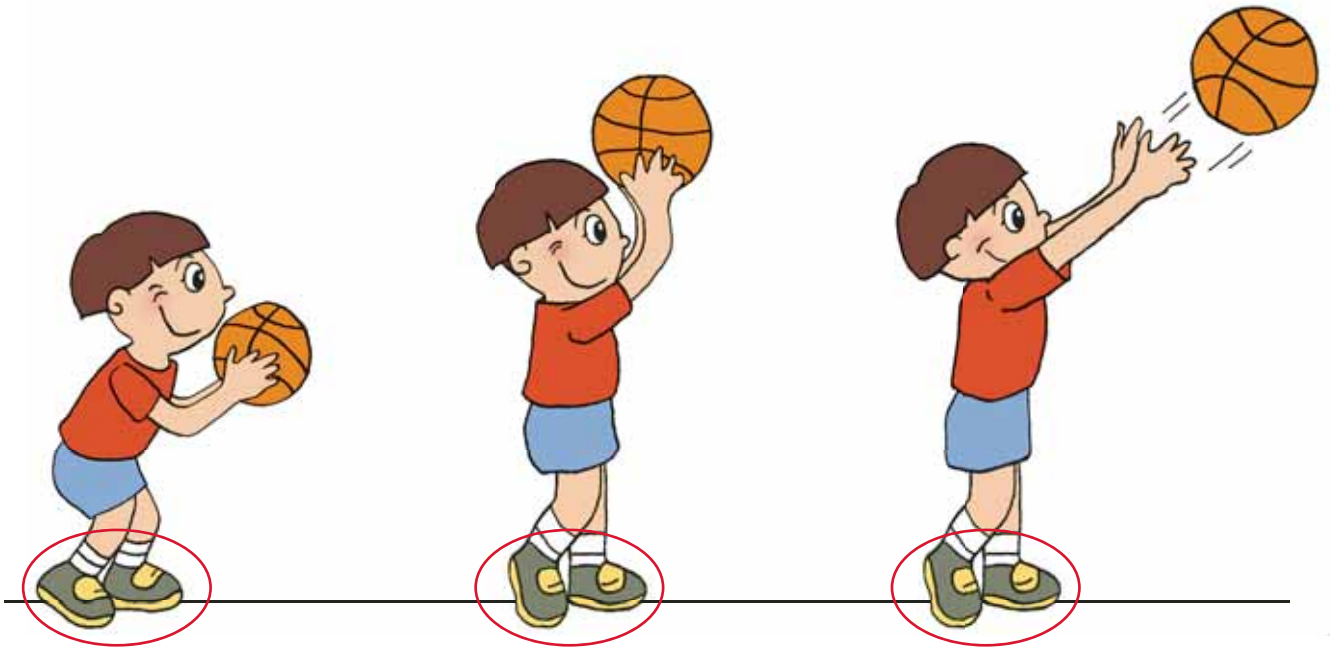


Passing and catching

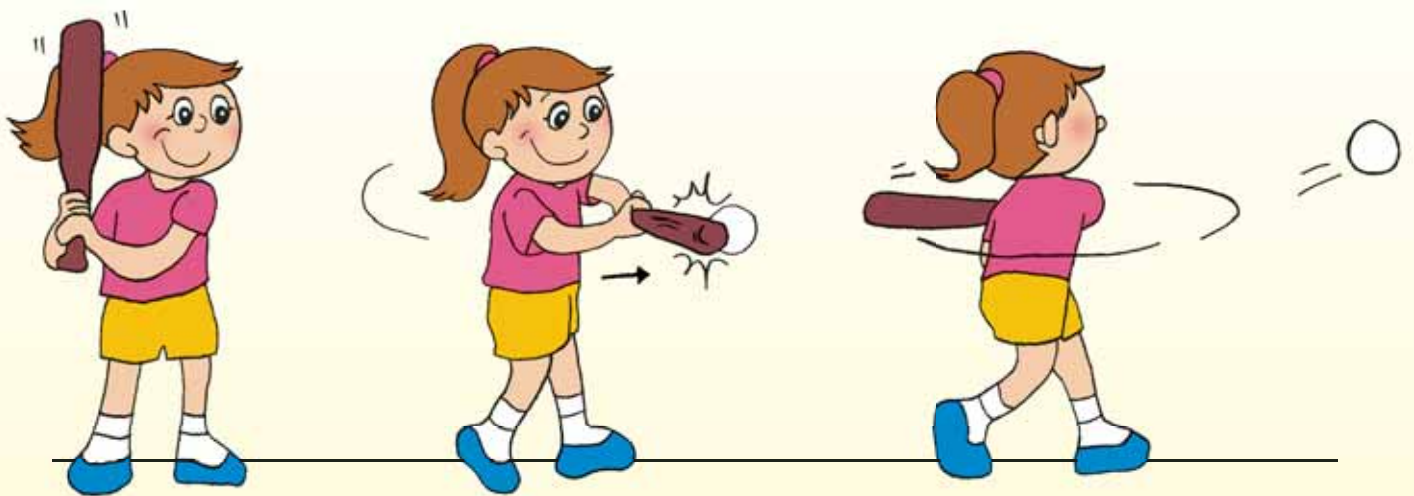


Striking

Manipulative Skills



Shooting

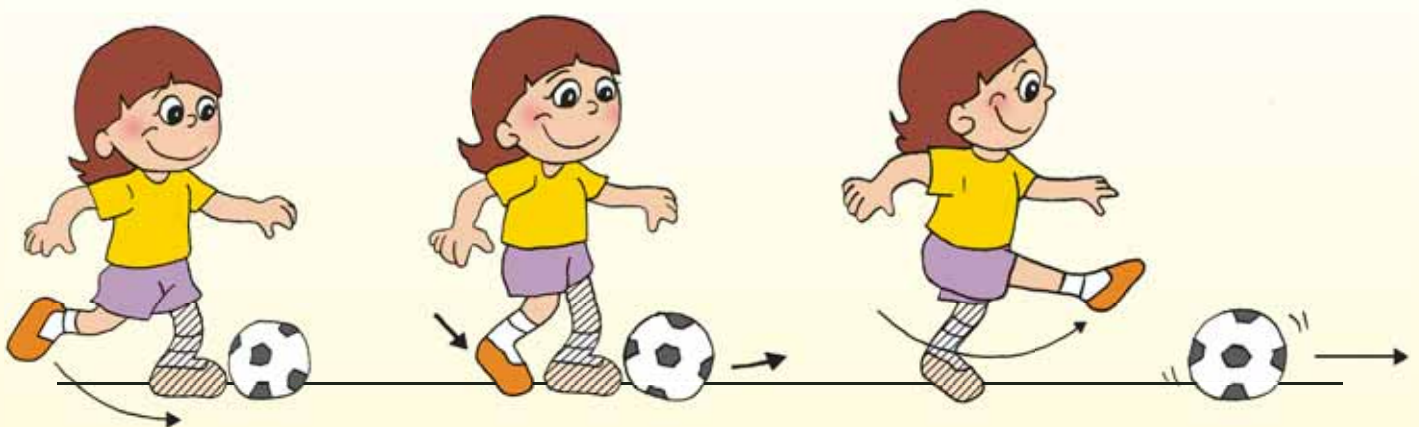


Batting

Manipulative Skills

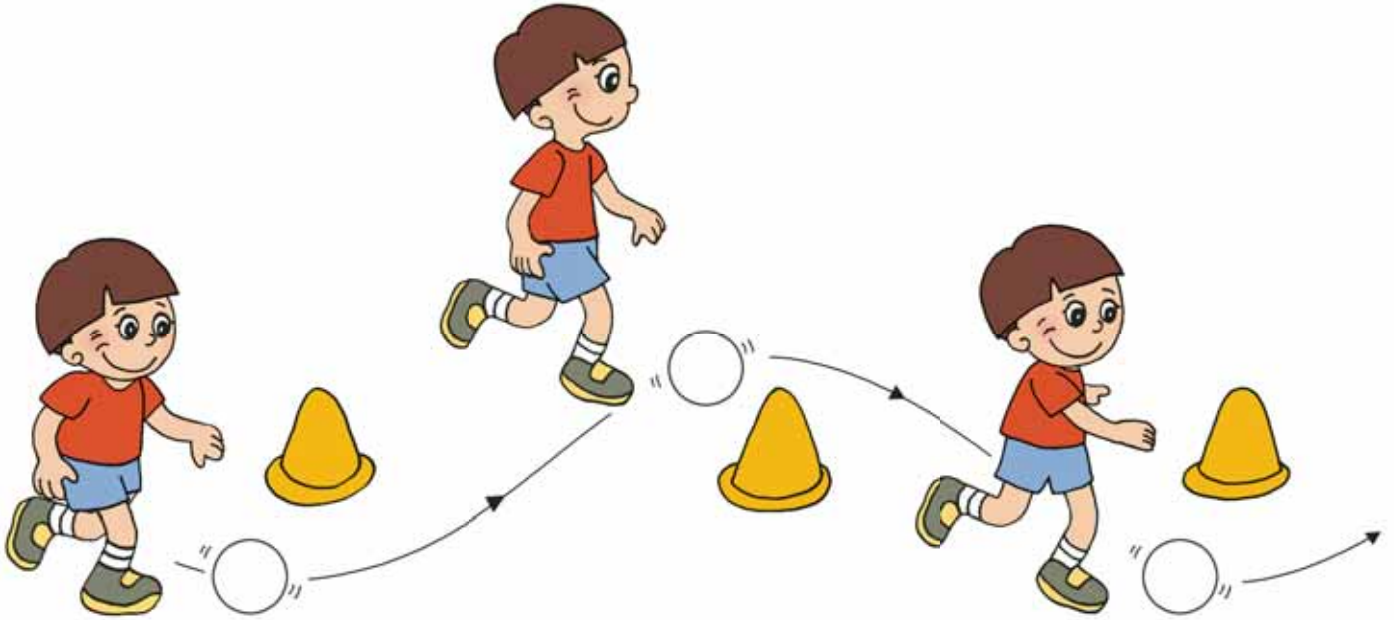


Punting

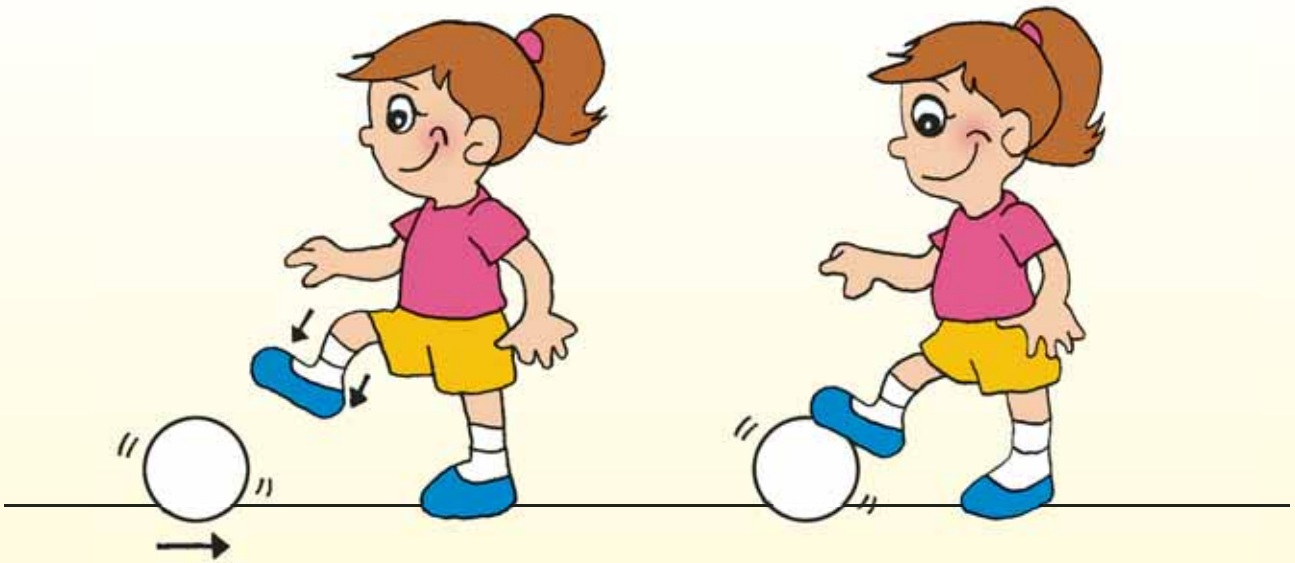


Kicking

Manipulative Skills



Dribbling (with foot)



Trapping (a rolling ball)

School-based Experience Sharing : Presentation Material III

(Source: Tsz Wan Shan Catholic Primary School)

Sharing School-based Experience

“Seed” Project – The Study and the Development of FM at KS1 (P1 to P3)

Teaching Content (1)

Rhythmic Movement

Fundamental Movement Skills: Walking, Stretching, Curling

- Lesson 1: To acquire walking skills and walk forward with music (walking, stepping)
- Lesson 2: To master forward and backward movements; to turn 90 degrees while walking and stepping with music; to walk forward and backwards with partner (walking, stepping)
- Lesson 3: To walk in fast or slow rhythm; to stretch or curl with music (wide, narrow, curl)

Teaching Content (2)

- Lesson 4: To further master fast and slow rhythms (walking and 3 body shapes)
- Lesson 5: To synchronize, follow through in pairs, to play different roles and perform synchronized movements with music; (follow through)
- Lesson 6: To enable students to play different roles and perform different movements with music (1 movement in 2 beats, or 1 movement in 1 beat)

Concerns Before Participating in the Seed Projects

- 1) Teachers worried if support would be sufficient, as the participation in the “Seed” Project is a new attempt.
 - a. Support from school (headmaster + teachers)
 - b. Administrative arrangements by school (workload and time-table)
 - c. Teaching content
 - d. Teaching skills
 - e. Teaching aids
- 2) Would there be huge changes from the current teaching patterns?
- 3) Would the efforts be well received by teachers and students?

How to solve the problems?

1. Headmaster's support
2. Teamwork
3. Peers' encouragement
4. Reference to teaching plans

Implementation Difficulties

1. Teachers did not understand the content of the teaching plan thoroughly
2. Some teaching materials did not fit for students' level
3. Some movement sequences were difficult to perform when with simple music added
4. The detailed teaching plan made teachers worried if it could be covered fully
5. More lesson time was required than previously scheduled
6. Teachers presented the teaching content differently

How to solve the problems/ Suggestions?

1. To increase or reduce teaching content per period taking students' levels into consideration
2. To adapt some movements to students' ability
3. To teach in a proper order
4. Not to be hastiness
5. Not advisable to cover too many key points in one teaching period
6. Teamwork
7. To consult the teachers-in-charge on teaching content and skills

How about students' performance?

1. Students participated actively in general
2. Students were absorbed and willing to try
3. Students performed differently in different areas
 - a. Rhythm
 - b. Movement skills
 - c. Concept of space
 - d. Sense of direction
4. Students were more active in a more relaxing class atmosphere

Did students perform differently in comparison with games lesson?

1. Students were more attentive and easily absorbed, and learnt rules well.
2. Students knew the importance of team spirit and cooperation
3. Students became appreciative of others' good performance
4. Games lesson was competitive in nature, while rhythmic activities emphasised participation.
5. Students learnt more systematically
6. Students were clear about the learning objectives of each lesson
7. Students took more initiative in practice, encouraged one another, and appreciated others' good performance.
8. The overall class atmosphere was more harmonious. Students were more absorbed than in games lesson

Impacts on Students

1. Students acquired knowledge through activities (acquired various basic skills)
2. Promoted students' creativity and imagination
3. Students expressed personal feelings
4. Students communicated effectively with others
5. Increased students' ability of body coordination and their sense of rhythm
6. Students became more interested in rhythmic activities when comparing learning from dance lessons
7. Students became more active and confident with teachers' encouragement and praise
8. Strengthened students' skills

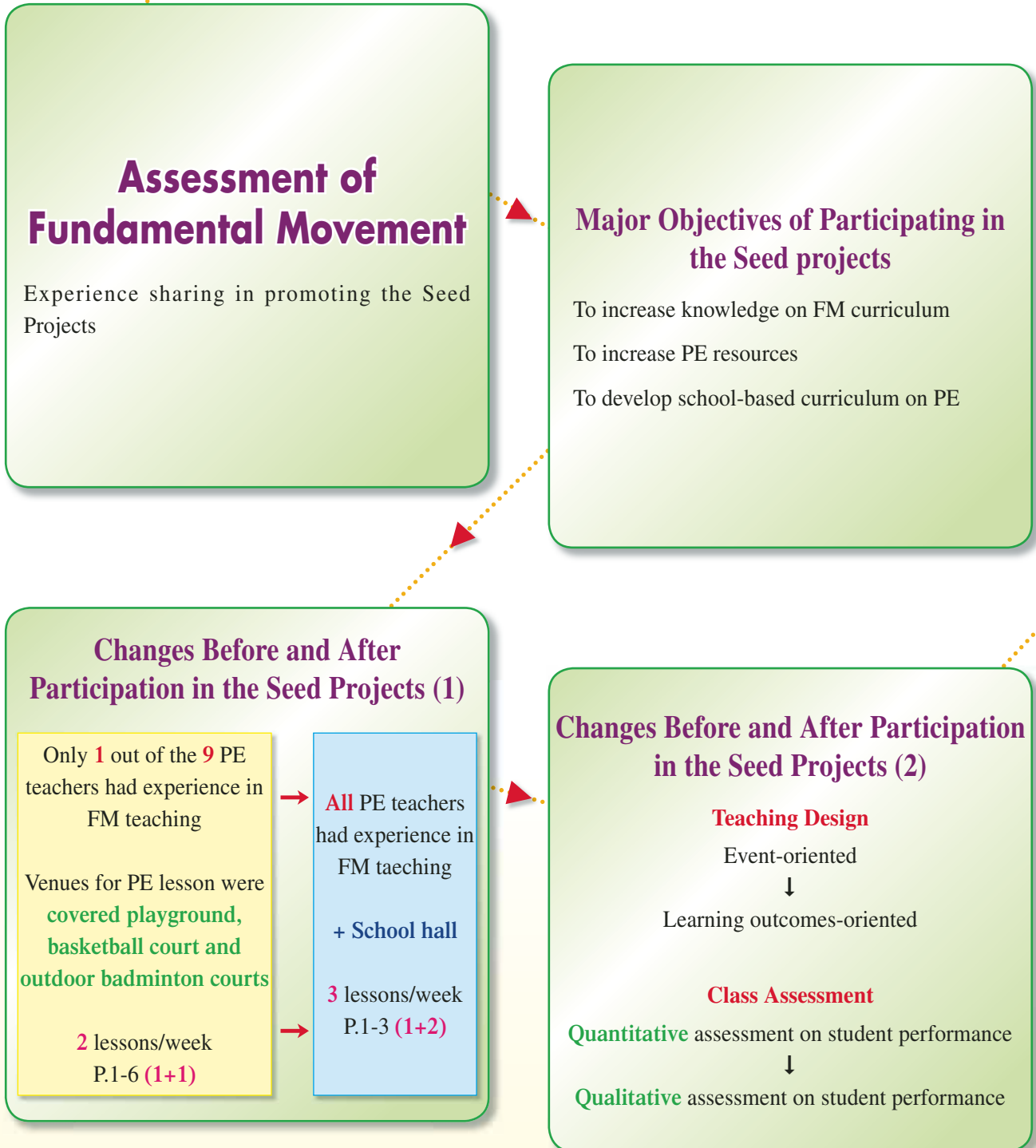
Impacts on Teachers

1. Attached more importance to teaching students' basic skills
2. Promoted students' interest in events and cultivate their sportsmanship and appreciation by arranging more competitions for them to learn from one another
3. Increased more physical training to students such as Jump Rope for Heart
4. Teachers understood more about students' ability of body coordination and sense of rhythm
5. Provided information and experience for other teachers to plan their curriculum to suit senior students' ability
6. Teachers comprehended the concept of FM better than before
7. Inspired teachers' creativity
8. Even more harmonious relationship between teachers and students

Other Aspects

1. Support from school
 - a. Sufficient support from school (staffing, lessons arrangement)
2. Support from teachers
 - a. Only some teachers participated initially, and then other teachers were also willing to try.
 - b. Experience sharing
 - c. Encouraged teachers to try and participate in workshops to increase their knowledge of FM curriculum
3. Venue
 - a. Teachers needed to cooperate and coordinate with one another
 - b. Held events by venue
 - c. Venues had a bearing on students' performance and atmosphere

(Source: CCC Mong Wong Far Yok Memorial Primary School)



Promotion of Learning

Students acquired key learning points, developed aesthetic sensibility and became more appreciative of others' good performance through self-assessment or peer assessment.

Students' communication skills strengthened through mutual advice, while learning atmosphere in class will be improved.

Preparations Before Participation in the Seed Projects

- To get teachers' acceptance
- To get headmaster's support
- To increase school equipment

Teachers

- To increase PE equipment
- To have more venues for PE lesson
- To participate in summer courses
- To hold sharing session among teachers
- To hold Staff Development Day

Revelation after Participation

- Teachers' knowledge on FM curriculum was enhanced
- Teachers' acceptance of FM curriculum was increased
- Demonstrated PE teachers' commitment to PE lesson
- Three PE lessons for Primary 1-3 per week
- Continuing development of peer assessment

(Source: SKH Ka Fuk Wing Chun Primary School)

School-based Experience Sharing : Seed Project

Assessment of
Fundamental Movement

Assessment Content

Motor and Sports Skills			
Locomotor	Stability	Manipulative	
Knowledge of Movement			
Body Shapes	Movement Sequence	Rhythmic movements	Games/ Competitions

Motor and Sports Skills

	Level 1	Level 2	Level 3
Locomotor	<ul style="list-style-type: none"> Running Sliding Galloping Standing long jump 	<ul style="list-style-type: none"> Leaping Step-hopping Standing high jump 	<ul style="list-style-type: none"> Jumping Skipping Bunny jump (along a bench) Landing (Jump from hip's level)
Stability	<ul style="list-style-type: none"> Sideward rolling 	<ul style="list-style-type: none"> Dodging Airborne turning 	<ul style="list-style-type: none"> Forward rolling
Manipulative	<ul style="list-style-type: none"> Catching a rolling ball Under-arm rolling Under-arm throwing a bean bag Kicking 	<ul style="list-style-type: none"> Over-arm throwing Bean bag Bouncing Passing and catching Punting 	<ul style="list-style-type: none"> Batting Dribbling with foot

Knowledge of Movement

	Level 1	Level 2	Level 3
Body Postures	<ul style="list-style-type: none"> Poses in single 	<ul style="list-style-type: none"> Poses in pairs 	
Movement sequence		<ul style="list-style-type: none"> Movement sequence in single 	<ul style="list-style-type: none"> Movement sequence in pairs Movement sequence in single with equipment
Rhythmic Movement	<ul style="list-style-type: none"> Rhythmic movement in single on spot 	<ul style="list-style-type: none"> Rhythmic movement in single 	<ul style="list-style-type: none"> Rhythmic movement in single with equipment Rhythmic movement in pairs
Games/ Competitions	<ul style="list-style-type: none"> Relay game 	<ul style="list-style-type: none"> Zone game 	<ul style="list-style-type: none"> Confrontation game

Concerns before Participation in the Seed Projects

- Uncertain about students' responses when assessing FM skills in class
- Uncertain about students' understanding of the assessment criteria
- Uncertain about teachers' ability to make good use of and finish the assessment

Assessment Difficulties

- Students did not know the quality criteria of movements
- Students failed to master the key points on skills in the assessment handbook
- Students did not know how to conduct peers' assessment
- Difficulties in evaluating knowledge of movement

Key Stage 1
Physical Education

Fundamental Movement

Student Assessment Handbook

School : _____
Name : _____
Class : _____ No. : _____

A1.7 Rolling a ball		<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Can't accomplished				A1.8 Throwing a bean bag		<input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Can't accomplished			
		1	2	3	4			1	2	3	4
1. Straight arm backswing						1. Straight arm backswing					
2. Opposite leg stepping forward to squat						2. Opposite leg stepping forward, knees bent slightly					
3. Straight arm swinging forward, release the ball when close to the ground						3. Straight arm swinging forward, throw bean bag at the height between waist and shoulders					
4. Smooth movement						4. Smooth movement					
Assessor (No.)						Assessor (No.)					
Test requirements: Hold a small ball (diameter: about 10 cm) with single hand, roll the ball near the ground (no bounce) to more than 10 meters away; <u>stress smooth movement</u>						Test requirements: Throw a bean bag with single hand to more than 10 meters away; <u>stress smooth movement</u>					
8						9					

Student Assessment Handbook

Example: Running - test requirement: to run 20 meters fast forward in a straight line

Assessment Criteria	✓ indicates "Accomplished"
1. Lean forward, look forward	
2. Bend arms and swing forward and backward	
3. Never extend fists forward off the bodyline when swinging arms forward	
4. Heels kick backward fast	
5. Take big steps and lift knees	

Student Assessment Handbook

Example: running - test requirement: to run 20 meters fast forward in a straight line



1. Bend and swing the arms quickly

2. Heels kicking backward near to the hips.

Advantages of Recording with Assessment Forms

Advantages:

- Systematic recording of students' performance
- Easy to use for students

But

- Too many words and limited lively pictures.

Improvement Suggestion

- To explain movements with pictorial illustrations

Students' Performance

- The majority of Primary 1 students in our school were able to perform the skills at 3rd level
- Performance in some skills, such as sideward rolling, was relatively poor.

Impacts on Students

- Learnt different skills systematically
- Solid foundation and knowledge on basic movements
- Cultivated creativity and aesthetic sensitivity

Impacts on Teachers

- Designed a more suitable PE curriculum for students
- Became clear about students' abilities
- Catered for students' individual differences

Support from School

Headmaster's active support and participation in the project

Other Support and Venues

Needs not so great for support and venues

Design of Teaching Activity

THINK HARD

IV Reference Materials Developed in Fundamental Movement Workshops

*(The following are the results of group discussions in the FM workshops. Teachers either designed their own curriculum based on practical needs, or identify appropriate activities related to the teaching of FM in the “Syllabuses for Primary Schools - Syllabus for PE (P.1-6)” (CDC, 1995) for modification. For example, *P.63#18. Sticky Red Bean refers to an activity numbered 18 on page 63 of the syllabuses)*

A. Group Discussions – Selection of Teaching Materials



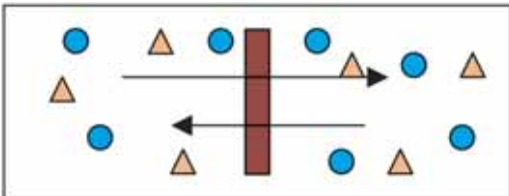
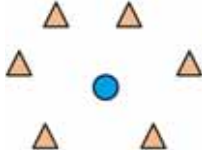
Skill 1: Passing and Catching

Skill	Suggested Activities
(1) Pass and catch with both hands (2) Pass with single hand, catch with both hands (3) Pass and catch with single hand (4) Pass and receive with foot	a. In pairs, bounce pass a ball with partner. b. Students are divided into groups for competition, pass the ball upwards and downwards, left and right. c. In groups of 3, one student standing in the middle with a hoop, the other two pass and catch the ball with each other through the hoop. d. In pairs, put a hoop between them, one student passing the ball towards the hoop and then pass to another partner. e. Captain Ball f. Monkey Passing g. Corner Passing h. Bombardment: Two teams compete with each other (each with 10 students), passes the ball to team members ; the ball holder is not allow to move and the opponent he touches will be eliminated. Time limit is set by the teacher and the team with more eliminated members will lose (Rules: 1. If the ball is unsuccessfully passed or caught, the opponent will have the right to serve. 2. The court should match with the size of participants). i. *P.106#33. Circle Pass In j. *P.106#34. Circle Pass Out



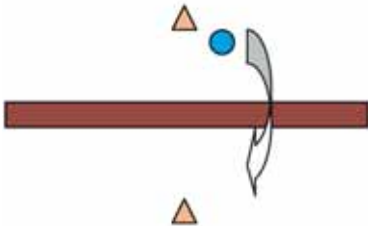
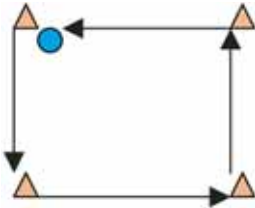
Skill 2: Dodging

Skill	Suggested Activities
(1) Halt suddenly (2) Change speed while running (3) Change pathway while running (4) Response (5) Transfer of centre of gravity (6) Direction (7) Body coordination (8) Sense of distance	a. *P.70#4. the “Magnet”; #7. Double Chase b. *P.73#15. Eager Catching Chickens c. *P.76#22. All Attack d. *P.78#27. Lions Catching Rabbits e. *P.96#10. Cat and Rat f. *P.78#30. Chains g. *P.78#34. Mutiny h. *P.81#38. Tail Tag i. *P.103#26. Protecting the Tail j. *P.104#29. Shuttle-run Dodge Ball k. Tag Rugby

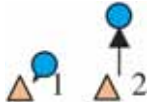
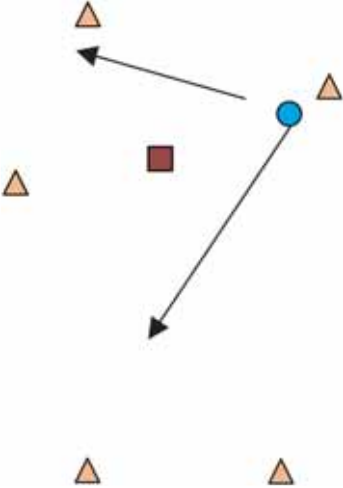
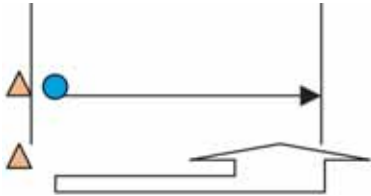

Skill 3: Kicking

Skill	Suggested Activities
(1) Punting	<p>a. Kick a sponge ball, a bean bag or a shuttlecock in single.</p> <p>b. Tie a shuttlecock or ball with rubber band and let students kick it (<i>refer to the illustration below: triangle for student and circles for balls</i>).</p>  <p>c. In pairs, one student throws a ball, a shuttlecock, a bean bag or a sponge ball, while the other punt it (<i>refer to the illustration below: triangles for students and circle for ball</i>).</p>  <p>d. Punt a ball, a shuttlecock, a bean bag or a sponge ball across the bench (used as the court divide) to the opposite zone; the team with fewer balls left is the winner (<i>refer to the illustration below: triangles for students, circles for balls, and rectangle for barrier</i>).</p>  <p>e. In groups of 5-6, standing in a circle to punt a ball, a shuttlecock, a bean bag or a sponge ball; the longer the time of the ball off the ground and the more the touches of the ball the better (<i>refer to the illustration below: triangles for students and circle for ball</i>).</p> 

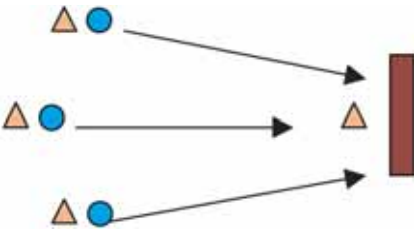
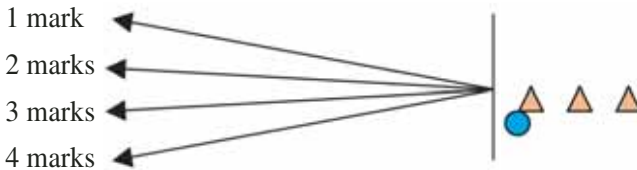
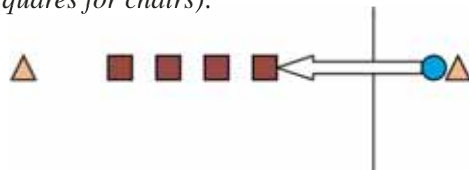
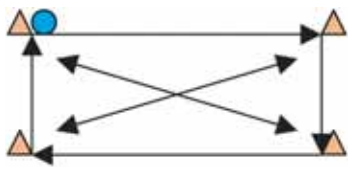
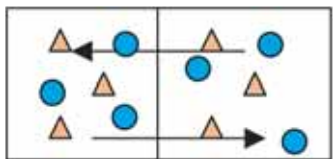


Skill 3: Kicking

Skill	Suggested Activities
(2) Kicking	<p>a. Put marker cones on the floor, students kick a stationary ball and score one mark if a cone is hit. The number of the cones can be adjusted in order to raise the degree of difficulty (<i>refer to the illustration below: triangle for student, circle for ball, cylinders for marker cones</i>).</p>  <p>b. Kick a stationary ball through a “tunnel” (other students' legs) (<i>refer to the illustration below: triangles for students and circle for ball</i>).</p>  <p>c. In pairs, kick a stationary ball across the barrier with each other (<i>refer to the illustration below: triangles for students, circle for ball and rectangle for barrier</i>).</p>  <p>d. In groups of 4, each student stands on a corner of a square and kicks the stationed ball (<i>refer to the illustration below: triangles for students and circle for ball</i>).</p> 

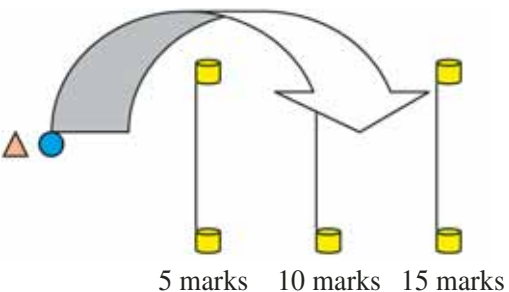
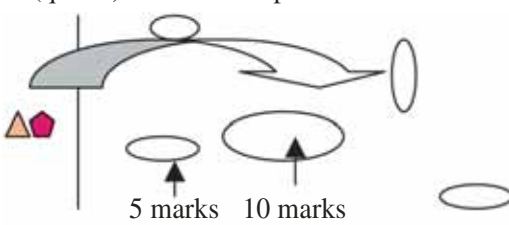
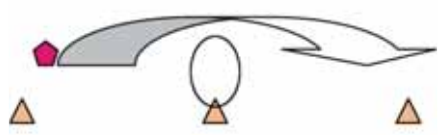
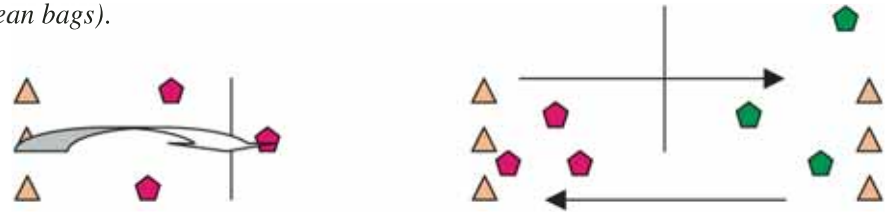
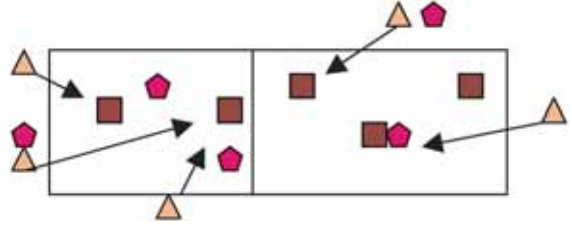
Skill 4: Rolling and Catching

Skill	Suggested Activities	
(1) Rolling a ball with single hand (2) Catching a rolling ball with hands	<p>a. Squat, use one hand or both hands with fingers pointing downwards to roll the ball slowly forward, then run forward and overtake the rolling ball.</p> <p>b. Zone game: swiftly move to a ball catcher location and catch the ball firmly.</p> <p>c. In pairs, facing each other with 3-5 meters apart and each holds a ball; aim at and roll it to partner, then exchange the balls with each other.</p> <p>d. Students are divided into groups for competition: roll the ball and run to the base.</p>	
(3) Rolling, catching and sense of direction	<p>a. One student calls out a direction and rolls the ball, another student runs towards that direction and catch the ball. <i>(refer to the illustration below: triangles for students and circles for balls).</i></p>  <p>b. Two students roll the ball to each other, while the third stands in between trying to intercept with feet.</p>	<p>a. Monkey ball-rolling: In groups of 3, 4 or 5, if familiar with the game, the number of monkey can be increased to 2 or more. <i>(refer to the illustration below: triangles for students, circle for ball, square for monkey).</i></p> 
(4) Rolling, catching and run	<p>a. One student rolls the ball towards the bottom line, while the other runs to the bottom line to catch it <i>(refer to the illustration below: triangles for students and circle for ball).</i></p> 	
(5) Rolling, catching and turning around	<p>a. One student rolls a ball through the legs of another student, who will then immediately turn around to overtake the ball <i>(refer to the illustration below: triangles for students and circle for ball).</i></p> 	

Skill 4: Rolling and Catching

Skill	Suggested Activities	
<p>(6) Rolling, catching, towards the designated goal and fight for time</p>	<p>a. Roll a ball into the goal (refer to the illustration below: triangles for students, circles for balls, rectangle for goal)</p>  <p>b. Ball rolling competition in groups: score one mark when a member rolls a ball, the sum of marks should equal to that required by teacher or set by students (refer to the illustration below, triangles for students and circle for ball).</p>  <p>c. Roll the ball through a column of chairs (refer to the illustration below: triangles for students, circle for ball and squares for chairs).</p> 	<p>b. Group competition: a team who finishes rolling the ball according to the preset pathway and puts the ball back to the starting point first is the winner (refer to the illustration below: triangles for students and circle for ball).</p>  <p>c. Students are divided into groups, on two sides of the court, each team rolls balls to the opposite side. After two minutes, the side with less balls left will win (refer to the illustration below: triangles for students and circles for balls).</p> 
<p>(7) Rolling, catching, cooperation and movement</p>	<p>a. Rolling Captain Ball: Except for passing the ball by rolling, rules are the same as Captain Ball (refer to the illustration below: triangles for students and circle for ball).</p> 	
<p>(8) Rolling, catching, problem solving and cooperation</p>	<p>a. In groups, roll a ball to the bottom line of the opponent court, score one mark when the ball goes across the bottom line (refer to the illustration below: triangles for students and circle for ball).</p> 	


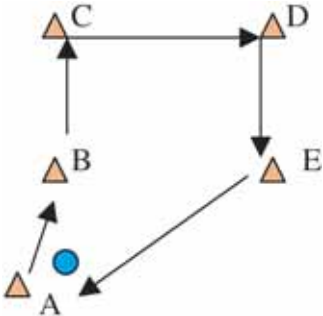
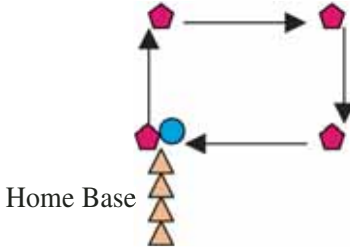
Skill 5: Under-arm throwing and Over-arm throwing

Skill	Suggested Activities
<p>(1) The movement of over-arm throwing</p>	<p>a. Over-arm throwing (tennis ball, small rubber ball): Students take turns to throw a ball at marker cones, marks are scored according to distance. The key learning point is the throwing distance (<i>refer to the illustration at the right hand side: triangle for student, circle for ball and cylinders for marker cones</i>).</p> 
	<p>b. Landing of flying saucers (quoits): Put hoops of various sizes in the court, students score marks after throwing flying saucers (quoits) into the hoops. Count the marks of each team. The key learning point focuses on throwing at targets (<i>refer to the illustration at the right hand side: triangle for student, pentagon for flying saucer and ellipses for hoops</i>).</p> 
	<p>c. In groups of 3, one student stands in the middle holding a hoop, the other two stand on opposite sides throwing a bean bag to each other through the hoop (<i>refer to the illustration at the right hand side: triangles for students, pentagon for bean bag and ellipse for hoop</i>).</p> 
	<p>d. Raise the string to see which student can throw the bean bag higher and farther, or divide students in two groups standing on opposite sides; bean bags are in two colours, a team which throws more bean bags and farther away than its counterpart is the winner (<i>refer to the illustration below: triangles for students and pentagons for bean bags</i>).</p> 
	<p>e. Hunting game: Half of the class act as the hunters standing on one side, while the rest act as animals scattered around the court. The hunters throw colour band-tied balls at the animals, who should try to dodge the balls (<i>refer to the illustration below: triangles for hunters, squares for animals and pentagons for colour band-tied balls</i>).</p> 

Skill 5: Under-arm throwing and Over-arm throwing

Skill	Suggested Activities
<p>(2) Under-arm throwing: Arm swinging (from downwards to upwards)</p> <p>(3) Under-arm throwing: Straight arm backswing</p> <p>(4) Under-arm throwing: Opposite leg stepping forward, knee bent slightly</p> <p>(5) Under-arm throwing: For height</p> <p>(6) Under-arm throwing: Goal and Distance</p> <p>(7) Under-arm throwing: Direction</p>	<p>*P.82-83. Bean Bag, *P.86-90. Rubber Ball</p> <p>a. Solo: - Throw quoits, bean bags, rubber balls</p> <p>- Throw at a target, e.g. a pyramid skittle</p> <p>- Throw a small rubber ball against the wall, let it bounce and catch it.</p> <p>b. In pairs, 3 or more: - In pairs, throwing a ball to each other (<i>distance can be adjusted</i>)</p> <p>- Pass the ball while moving</p> <p>- Throw bean bags into hoops of various sizes to practise accuracy and sense of distance (<i>refer to the illustration below: triangle for student, pentagon for bean bag and ellipses for hoops</i>)</p> <p>- Shoot bean bag into the basket; students run to the front of the basket for throwing bean bags in order to improve accuracy (<i>refer to the illustration below: triangles for students, pentagon for bean bag and ellipse for basket</i>)</p> <p>- Dodging to avoid Bean Bag</p> <p>- Number Bean Bag (number ball rules)</p> <p>- Monkey Scrambling for Ball</p> <p>- Captain Ball</p> <p>- Basket Always Full (revised from *P.72#11. Keep the Basket Full) : Students pick up bean bags on the floor and throw them on spot to the nearest basket (<i>refer to the illustration below: triangles for students, pentagons for bean bags and ellipses for baskets</i>).</p>

Skill 6: Bouncing and Striking

Skill	Suggested Activities
(1) Bouncing a ball on the spot	<p>a. Bounce a ball on the spot individually</p> <p>b. Relay game: In groups of 4 standing in a straight line; a student goes to a designated location on the opposite side, bounces the ball 10 times and returns to his/her original place (<i>Refer to the illustration below: triangles for students and circle for ball.</i>)</p> 
(2) Dribbling (Bouncing ball while moving)	<p>a. Dribble a ball in a straight line</p> <p>b. Follow the tail: In pairs, Student A moves and dribbles the ball first and follows the path of Student B, exchange positions upon hearing a whistle.</p> <p>c. Looking at the mirror: In pairs and standing face to face, Student A moves and bounces the ball while Student B follows, exchange positions upon hearing a teacher's whistle.</p> <p>d. Exercise of dribbling and changing direction: In groups of 5, four students stand in a square and run to bases; Student A passes the ball to B and B to C and so on. Lastly, Student E passes the ball to A and he dribbles the ball around the square; exchange positions after a round is completed (<i>Refer to the illustration below: triangles for students and circle for ball.</i>)</p> 
(3) Hitting with a racket (shuttlecock, sponge ball or small rubber ball)	<p>a. Exercise of hitting a stationary ball: Hang a ball in the air and ask student to hit it with a racket.</p> <p>b. Running to bases: In groups of 4 standing in a straight line, one student hits a stationary ball and runs to bases if he/she makes a successful strike; return to the queue if fails; When the ball is struck, the defender should catch the ball as quickly as possible and passes it back to his/her home base. One mark will be given to the faster. (<i>Refer to the illustration below: triangles for strikers, circle for ball and pentagons for defenders</i>)</p> 

Skill 7: Balancing

Skill	Suggested Activities
(1) Balance on the spot	<ul style="list-style-type: none"> a. One-point pivot balance: While standing on one foot, make different postures, e.g. the other leg is raised with bent knee. b. Two-point pivot balance: Astride standing balance on single hand and single foot. c. Three-point pivot balance: Balance on single hand and double feet or double hands and single foot. d. Four-point pivot balance: Balance on double hands and double feet, e.g. push ups or double hands and double knees.
(2) Balance while moving	<ul style="list-style-type: none"> a. Lead-in activities: free running, perform balancing movements in response to whistles given by teacher. b. Development: - Use single foot or double feet to walk to various places and perform balancing movements. - perform three different balancing movements in sequence c. Application: - *P.74#18.Sticky Red Bean - *P.79#31.The Cripple and The Thief

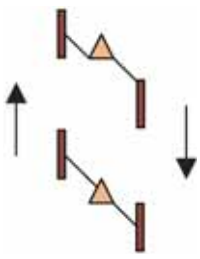
Skill 8: Jumping

Skill	Suggested Activities
(1) Standing long jump - Double leg jumping and double leg landing - Learn self-protection when landing	a. *P.72#10. Hungry Sparrows - Consider the speed: Students jump with both legs, take bean bag as fast as possible before running back to the nest. - Consider the number of trials: Students jump with both legs, take bean bags with the number of trials as small as possible before running back to the nest. b. *P.95#9. Who Can Do It Right: Students scattered around and stand in the court, jump with both feet to the front, back, left and right in response to teacher's command. c. Who can jump farthest: Set a target at a certain distance, students in groups of 3 jump to the target with both legs, then put the colour bands there. See who can jump farthest with the distance measured by the foot. d. Jump from a low object, knees bent when landing steadily with both legs.
(2) Hopping	Hop for three consecutive times to see who can hop farthest.
(3) Leaping	a. Leaping, partner holding a cane at knee height. b. Leaping competition in pairs to see who can leap farthest c. Make rope hoops of various shapes, e.g. circle or ellipse; put them on the floor, students perform leaping movements according to their own abilities, or they can let classmates imitate their movements.
(4) Integrated jumps	a. Dodge to avoid ball b. Throw the handkerchief: The chaser has to follow the jumping steps (i.e. hop, leap, etc.) of the runner, who can make various jumping movements and change jumping movements in the middle of running.
(5) Bunny Jump - Bunny Jump forward - Direction: Left and Right	a. Jump over a long, narrow mat b. Jump over a bench c. Jump along a hoop in a clockwise or anti-clockwise direction (all the above can be practised with music for making supporting postures)
(6) Standing high jump - Jump upward - Add postures, e.g. twisting, turning - Learn self-protection when landing	a. In pairs, one student holds a quoit jumping with both feet to touch the object. The degree of difficulty can be increased by student to stand on a bench while holding the object. b. In groups, one student kneeling on the ground with single foot to hold a hoop with both hands, while the others jump in and out of the hoop with both feet, movements of twisting and turning can be added. c. Changing directions (front, back, left, right) and can be performed with music d. Starting from ground level and gradually raising the height level so as to make it easier for students to acquire the skills

Skill 9: Rolling

Skill	Suggested Activities	
(1) Forward roll	a. Rolling egg b. Roll a boat c. Forward roll through hoop d. Continuous forward roll e. Forward roll with bean bag held between legs f. *P.133#65. g. *P.138B#12.	a. Imitate object rolling freely b. Roll to a target c. In pairs, one imitates a tumbler, while the other shakes the tumbler. d. Competition with obstacles: <ul style="list-style-type: none"> - Put a hoop on a mat, and two students hold a rope. Forward rolling through the hoop and sideward rolling to pass the rope. - Landmine - Use two mats, put barriers on the mats, dodge to avoid the barriers by forward rolling or sideward rolling.
(2) Sideward roll	a. *P.138B#2. Log rolling b. Tuck body and roll freely c. In log rolling, half of students roll and the other half crawl across the log d. From tucked rolling to log rolling e. Control the body and sideward roll to stop at the closest point of the object f. One student acts as a ball while the other rolls the ball	

Skill 10: Walking and Running

Skill	Suggested Activities	
(1) Walk – Legs: Lift knees slightly (2) Walk – Arms: Move forward and backward (3) Walk – Coordination of arms and legs	a. Walk past objects on the floor (e.g. bean bags, colour bands). b. In pairs, each holds a cane and moves arms forward and backward (<i>Refer to illustration: triangles for students, rectangles for canes, arrows for the direction of movement</i>). c. Step and move arms on the spot d. Walk with varied rhythm e. Walk in different directions	
(4) Run – Move arms (5) Run – Move quickly (6) Run – Heels kick backward	a. In pairs, standing in front and behind a line while facing the same direction. Student in front moves the arms (with both elbows bending) while student behind stretches out his/her hands and let the elbows of the student in front touch his/her palms. b. Similar to a. Count the moves within a period. c. Put both hands at hip level. Kick the heels backwards as high as possible to touch the palms (on the spot). d. Similar to c, but moving forwards. e. Run according to the direction given by the teacher. May have alternatives (<i>Refer to Skill 8: “See Who Can Do It Right” in Jumping</i>). f. Run with varied speed g. Run in changing directions	

B: Group Discussions-Curriculum Design

*(The following are the results of group discussions in the FM workshops. Based on practical teaching needs, teachers tried to design their own curriculum or identify appropriate activities related to the teaching of FM from “Syllabuses for Primary Schools - Syllabus for PE (P. 1-6)” (CDC, 1995) for modification. For example, *P.63#18. Sticky Red Bean refers to an activity numbered 18 on page 63 of the syllabuses. In addition to skills, they also included relevant knowledge, values and attitudes, generic skills and use of equipment into their curriculum.)*

Curriculum Design 1

Learning Outcome: Students are able to acquire dodging, running and fast running skills.

Unit Plan

Lesson: 4 in total

Lesson 1

Theme: Practise running skills

Learning Content:

Skill	Knowledge	Values and Attitudes	Generic Skills	Use of Equipment
<ul style="list-style-type: none"> • Forearms bent while running • Heel kicking backwards to the hip when running 	<ul style="list-style-type: none"> • Recognize different parts of the body, e.g. upper limbs and lower limbs. • Understand the knowledge and vocabulary related to running movements, such as forearm bent while running. • Knowledge of safety 	<ul style="list-style-type: none"> • Responsibility • Commitment • Respect for others • Perseverance 	<ul style="list-style-type: none"> • Communication skills • Collaboration skills 	<ul style="list-style-type: none"> • Hoop • Colour band • Bean bag • Marker cone • Sponge ball

Lesson 2

Theme: Emphasis on speed running

Learning Content:

Skill	Knowledge	Values and Attitudes	Generic Skills	Use of Equipment
<ul style="list-style-type: none"> • Body lean forward, eyes looking forward while running. • Forearms bent while running • Heel kicking backwards to the hip when running 	<ul style="list-style-type: none"> • Recognize different parts of the body, e.g. upper limbs and lower limbs. • Understand the knowledge and vocabulary related to running movements, e.g. forearm bent while running. • Knowledge of safety 	<ul style="list-style-type: none"> • Responsibility • Commitment • Respect for others • Perseverance 	<ul style="list-style-type: none"> • Communications skills • Collaboration skills 	<ul style="list-style-type: none"> • Hoop • Colour band • Bean bag • Marker cone • Sponge ball

Lesson 3

Theme: Running with emphases on snap stop

Learning Content:

Skill	Knowledge	Values and Attitudes	Generic Skills	Use of Equipment
<ul style="list-style-type: none"> • Respond in time • Knees bent while snap stop 	<ul style="list-style-type: none"> • Recognize different parts of the body, such as upper limbs and lower limbs. • Understand the knowledge and vocabulary related to running movements, such as forearm bent while running. • Knowledge of safety 	<ul style="list-style-type: none"> • Responsibility • Commitment • Respect for others • Perseverance 	<ul style="list-style-type: none"> • Communications skills • Collaboration skills 	<ul style="list-style-type: none"> • Hoop • Colour band • Bean bag • Marker cone • Sponge ball

Lesson 4

Theme: Change the running directions in accordance with instructions

Learning Content:

Skill	Knowledge	Values and Attitudes	Generic Skills	Use of Equipment
<ul style="list-style-type: none"> • Knees bent while changing directions • Combining with snap stop • Continue to run fast after changing directions 	<ul style="list-style-type: none"> • Recognize different parts of the body, such as upper limbs and lower limbs. • Understand the knowledge and vocabulary related to running movements, such as forearm bent while running. • Indicated location or direction • Knowledge of safety • Avoid clashing 	<ul style="list-style-type: none"> • Responsibility • Commitment • Respect for others • Perseverance 	<ul style="list-style-type: none"> • Communications skills • Collaboration skills • Creativity 	<ul style="list-style-type: none"> • Hoop • Colour band • Bean bag • Marker cone • Sponge ball

Curriculum Design 2

Learning Outcome: Students are able to exhibit “Over-arm throwing” skills with the use of equipment

Unit Plan

Unit: 3 in total

Target: Primary 2

Lesson 1

Theme: Students are able to exhibit “Over-arm throwing” skills with a small rubber ball

Learning Content:

Skill	Knowledge	Values and Attitudes	Generic Skills	Use of Equipment
<ul style="list-style-type: none"> • Teach students to perform the correct pose of throwing • Stretch arm backwards with hand above shoulders • Practise throwing skills on spot • Throwing with approach 		<ul style="list-style-type: none"> • Responsibility • Commitment • Respect for others 	<ul style="list-style-type: none"> • Creativity 	<ul style="list-style-type: none"> • Small rubber ball • Hand-made paper ball

Lesson 2

Theme: Students are able to exhibit “Over-arm throwing” skills correctly

Learning Content:

Skill	Knowledge	Values and Attitudes	Generic Skills	Use of Equipment
<ul style="list-style-type: none"> • Use throwing skills to pass a ball through a hoop accurately • Use throwing skills to throw at a certain distance accurately <p><u>Group Activities</u></p> <ul style="list-style-type: none"> • Scoring competition: with the use of large, medium and small hoops; score different marks when different hoops are hit. 	<ul style="list-style-type: none"> • When and how to release the implement 	<ul style="list-style-type: none"> • Responsibility • Commitment • Respect for others 		<ul style="list-style-type: none"> • Small rubber ball • Hand-made paper ball • Hoop

Lesson 3

Theme: Students are able to exhibit “Over-arm throwing” skills correctly

Learning Content:

Skill	Knowledge	Values and Attitudes	Generic Skills	Use of Equipment
<u>Group Activities</u> <ul style="list-style-type: none"> • Zone game: after 2 rounds of passing the bean bag with each side, a side which holds bean-bag calls out “stop”, then hit the legs of the opponents with the bean bag in order to score. 	<ul style="list-style-type: none"> • When and how to release the implement 	<ul style="list-style-type: none"> • Responsibility • Commitment • Respect for others 	<ul style="list-style-type: none"> • Coordination skills • Communication skills 	<ul style="list-style-type: none"> • Bean bag

Curriculum Design 3

Learning Outcome: Students are able to acquire the following skills: standing high jump, standing long jump, landing (jump from hip’s level)

Unit Plan

Lesson: 6 in total

Lesson 1

Theme: Landing (jump from hip’s level)

Learning Content:

Skill	Knowledge	Values and Attitudes	Generic Skills	Use of Equipment
<ul style="list-style-type: none"> • Hands stretch out sideways for balancing • Balance body in the air • Bent knees for steady landing • Arm swinging 	<ul style="list-style-type: none"> • Necessary movements when landing, such as balls of the feet should touch the ground first. • Self-protection in case of unstable landing • Observe landing surroundings • Lever • Safety 	<ul style="list-style-type: none"> • Responsibility • Commitment • Respect for others 		<ul style="list-style-type: none"> • Thick/thin mats • Bench

Lesson 2

Theme: Add movements while in the air

Learning Content:

Skill	Knowledge	Values and Attitudes	Generic Skills	Use of Equipment
Movements in the air <ul style="list-style-type: none"> • Touch different parts of the body in the air, such as the head, the ear. • Clap (number of times/ different positions) • Turning • Shapes 	<ul style="list-style-type: none"> • Different parts of body 	<ul style="list-style-type: none"> • Responsibility • Commitment • Respect for others 	<ul style="list-style-type: none"> • Creativity (Design movements in the air) • Communication skills 	

Lesson 3

Theme: Standing long jump/jump over barriers

Learning Content:

Skill	Knowledge	Values and Attitudes	Generic Skills	Use of Equipment
<ul style="list-style-type: none"> • Astride standing, legs apart at shoulder width. • Knees bent, squat to jump. • Swing arms forcefully 	<ul style="list-style-type: none"> • Extending • Vaulting • Landing point • Method of measurement 	<ul style="list-style-type: none"> • Responsibility • Commitment • Perseverance 	<ul style="list-style-type: none"> • Critical thinking skills 	

Lesson 4

Theme: Standing long jump/jump over barriers

Learning content:

Skill	Knowledge	Values and Attitudes	Generic Skills	Use of Equipment
<ul style="list-style-type: none"> • Jump over barriers 	<ul style="list-style-type: none"> • The height of barriers • Knowledge of safety 			

Lesson 5-6

Theme: Standing high jump/different angles of bent knees and swinging arms

Learning content:

Skill	Knowledge	Values and Attitudes	Generic Skills	Use of Equipment
*P.13#5. High Jump	<ul style="list-style-type: none"> • Landing • How the angle of knees bending affects the height • Method of measurement 	<ul style="list-style-type: none"> • Perseverance 		

Curriculum Design 4

Learning Outcome: Students are able to acquire the skills of sideward rolls and create postures with music.

Unit Plan

Lesson: 4 in total

Target: Primary 2

Lesson 1

Theme: Create rolling movements with different parts of the body

Learning Content:

Skill	Knowledge	Values and Attitudes	Generic Skills	Use of Equipment
<ul style="list-style-type: none"> • Perform various rolling shapes with different parts of the body • Control body to roll freely 	<ul style="list-style-type: none"> • Understand low level shapes, force and direction (left, right). 	<ul style="list-style-type: none"> • Responsibility • Respect for others • Commitment 	<ul style="list-style-type: none"> • Communication skills • Creativity 	<ul style="list-style-type: none"> • Mat • Cane • Small rubber ball • Relay baton • Quoit

Lesson 2

Theme: Learn the speed of sideward rolls and the coordination of space

Learning Content:

Skill	Knowledge	Values and Attitudes	Generic Skills	Use of Equipment
<ul style="list-style-type: none"> • *P.138B#2. Log rolling, pay attention to various directions. • Rolling with a target and speed in single • With use of basketball, rolling with a target and speed in double. 	<ul style="list-style-type: none"> • Understand the space • Understand the speed and space • Safety precautions 	<ul style="list-style-type: none"> • Responsibility 	<ul style="list-style-type: none"> • Communication skills • Collaboration skills • Critical thinking skills 	<ul style="list-style-type: none"> • Mat • Basketball • Quoit

Lesson 3

Theme: Acquire the movement skills of sideward rolls

Learning content:

Skill	Knowledge	Values and Attitudes	Generic Skills	Use of Equipment
<ul style="list-style-type: none"> • Learn sideward rolls starting from the shape of an egg • Squat on one knee • Various directions • Ending movements and posture <p><u>Key points for movements</u></p> <ul style="list-style-type: none"> • Astride standing legs apart slightly wider than shoulder width • Facing forward before or after rolling • Use palms or arms to support when rolling (understand levers) • Rolling smoothly without clashing 		<ul style="list-style-type: none"> • Perseverance • Responsibility • Commitment 	<ul style="list-style-type: none"> • Communications skills • Aesthetic appreciation • Critical thinking skills 	<ul style="list-style-type: none"> • Mat

Lesson 4

Theme: Sideward rolls with music to create postures

Learning content:

Skill	Knowledge	Values and Attitudes	Generic Skills	Use of Equipment
<ul style="list-style-type: none"> • Imitate fruits, plants or animals (theme creation) • Speed and rhythm • Add a vertical jump after the movement 	<ul style="list-style-type: none"> • Understand horizontal and vertical aspects 	<ul style="list-style-type: none"> • Perseverance • Respect for others • Commitment 	<ul style="list-style-type: none"> • Communication skills • Aesthetic appreciation • Critical thinking skills 	<ul style="list-style-type: none"> • Mat • Music

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