

# Physical Education

## Learning Outcomes Framework



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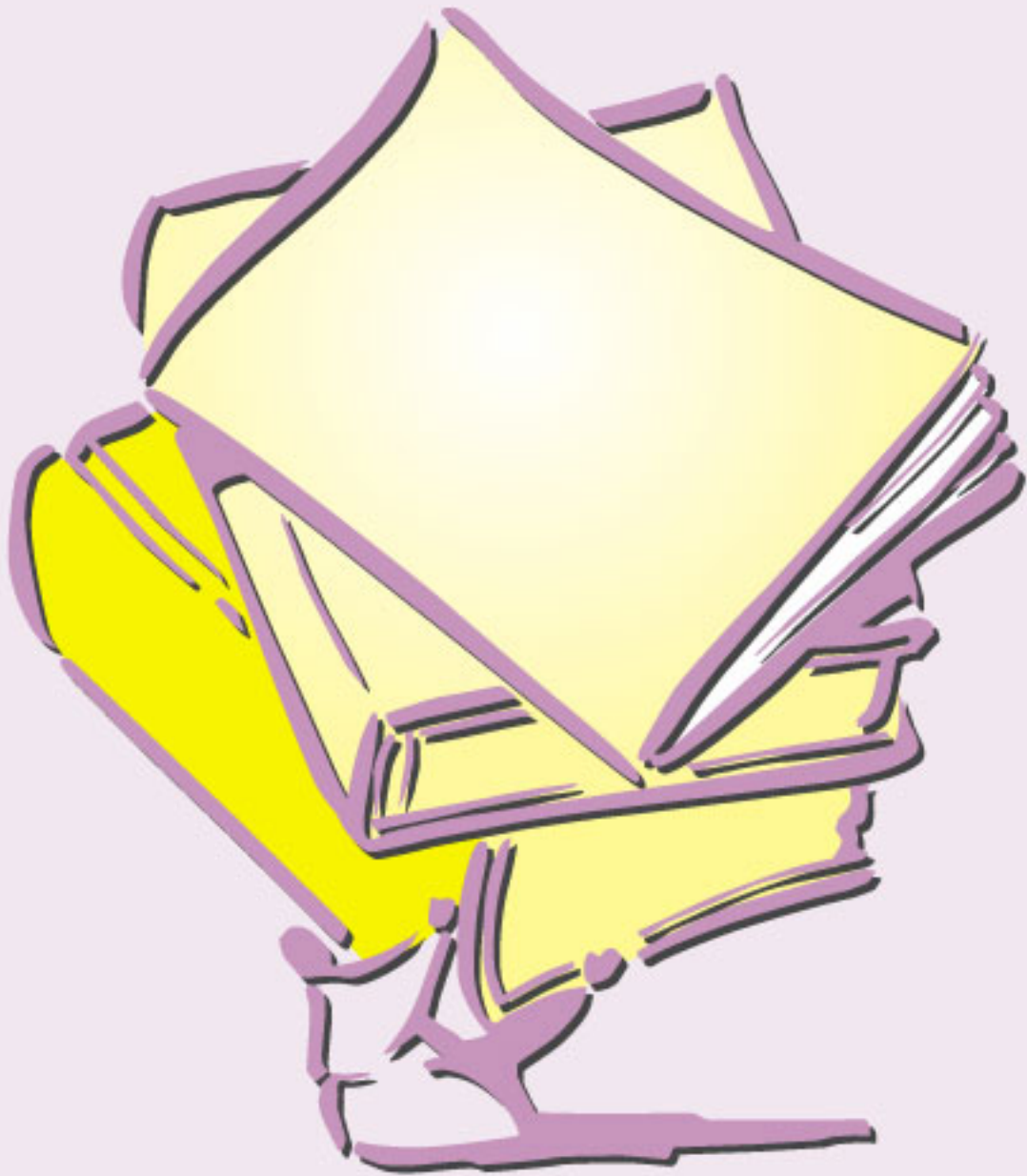
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**Main Volume**

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# Preamble

The Physical Education (PE) Learning Outcomes Framework (LOF) is an extension of the *PE Key Learning Area (KLA) Curriculum Guide (Primary (P) 1 - Secondary (S) 3)* (CDC, 2002). It aims to develop a flexible learning outcomes framework and provide examples for teachers' reference when designing a school-based curriculum. It also enables students to set personal goals and become aware of their own progress in learning. It strengthens PE learning and guides students to adopt an active and healthy lifestyle, which makes them better prepared for the challenges of the 21<sup>st</sup> century.

The LOF is the joint effort of the Curriculum Development Council Committee (CDCC) on PE, the Ad Hoc Committee under the CDCC on PE and some frontline teachers. It takes into account the valuable ideas and advice of the above mentioned people, the practical experience of different schools, the actual problems identified in school contexts, teachers' concerns and students' needs. We feel confident that it can serve its goal.

When using the LOF, teachers should also make occasional reference to the *PE KLA Curriculum Guide (P1 - S3)* (CDC, 2002) for a coherent understanding of the PE curriculum.

Curriculum development is a collaborative and on-going improvement process. Views and suggestions on this LOF are always welcome and may be sent to:

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# Key Messages of the PE KLA Curriculum Guide

## PE Curriculum

Given the importance of lifelong learning and whole-person development, PE is one of the eight Key Learning Areas. The PE KLA Curriculum Guide (P1 - S3) was developed in 2002 to promote the learning and teaching of PE.

## Physical Education

PE is “to educate students through physical activities”. It aims to develop students’ physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also develops in students, both as individuals and in groups or teams, confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, are foundations for students’ lifelong and life-wide learning to face the challenges of the 21<sup>st</sup> century.

## Curriculum Aims

PE aims to help students:

- develop motor skills, acquire necessary knowledge through physical activities and cultivate positive values and attitudes for the development of an active and healthy lifestyle
- acquire good health, physical fitness and bodily coordination through participating regularly in physical activity
- promote desirable moral behaviours, cooperation in communal life, ability to make decisions, and the appreciation of aesthetic movement
- have basic competence and confidence to face different challenges

The PE curriculum framework is structured to ensure that students can enjoy an open, flexible and balanced programme featuring a variety of movement experiences. The six strands in the framework are inextricably intertwined. Through participating in various activities, students can acquire knowledge and skills, develop generic skills, as well as desirable values and attitudes, and ultimately achieve the overall aims of PE.

## Six Strands of PE

- Motor and Sports Skills
- Health and Fitness
- Sports-related Values and Attitudes
- Knowledge and Practice of Safety
- Knowledge of Movement
- Aesthetic Sensitivity

## Generic Skills

Generic Skills are students' basic ability in learning. They include collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills. These skills can be transferred to different learning contexts. Generic skills required for the lifelong learning of students can be developed through physical activities. PE focuses specially on the following four skills:

- Collaboration Skills
- Communication Skills
- Creativity
- Critical Thinking Skills

**Aesthetic appreciation** is also very important. Teachers can create a suitable environment in daily learning and teaching to cultivate students' generic skills and aesthetic appreciation.

## Values and Attitudes

Values are principles underpinning conduct and decision-making. Attitudes support motivation and cognitive functioning. They are needed to perform a task well. Therefore, both values and attitudes are important elements in whole-person development; they serve as a platform for lifelong learning. Teachers can instil these values and attitudes in students in the course of activities both inside and outside school. Participation in PE activities will help nurture the right sets of values and attitudes in students. The current curriculum reform prioritises the reinforcement of the following five concepts:

- Perseverance
- Respect for Others
- Responsibility
- National Identity
- Commitment

## **Learning Targets of Each Key Learning Stage**

The following are the expected skills, knowledge, values and attitudes deriving from the learning targets of each key learning stage. The values and attitudes are especially coherent with one another and mutually reinforcing.

### ***By the end of key stage (KS) 1 (P1-P3), students should be able to***

- Develop locomotor movement skills, stability movement skills and manipulative movement skills and perform sequences of skills with creativity and imagination through fundamental movement (FM) activities and physical play
- Acquire basic knowledge about FM and know the health benefits of physical activities
- Express themselves and be creative in physical activities
- Develop positive attitudes towards participation in physical activities

### ***By the end of KS2 (P4-P6), students should be able to***

- Develop basic skills in at least eight different physical activities selected from not less than four areas through introductory activities and modified games, and engage regularly in at least one PE-related co-curricular activity
- Acquire basic knowledge about physical activities and their contribution to health
- Communicate effectively and cooperate with others
- Follow rules and regulations and demonstrate fair play

### ***By the end of KS3 (S1-S3), students should be able to***

- Acquire and apply basic skills in at least eight different physical activities selected from not less than four areas which include games and competitions, and participate actively and regularly in at least one PE-related co-curricular activity
- Apply theories of physical activities and training principles in a health-related fitness programme
- Think critically about current issues in PE and sport
- Demonstrate appropriate etiquette and sportsmanship in physical activities

### ***By the end of KS4 (S4 and above), students should be able to***

- Refine learnt skills and acquire new skills from a range of diversified activities, and participate actively and regularly in at least one PE-related co-curricular activity
- Analyse physical movement and evaluate the effectiveness of a health-related fitness programme
- Apply problem-solving skills when facing problems in a PE learning context
- Take the role of sports leaders or junior coaches and demonstrate responsibility and leadership in the school and community
- Maintain and transfer the attributes of perseverance, sportsmanship, the ability to face difficulties and other personal qualities to daily life

## **Assessment**

Assessment is a vital and continuous process in learning. An effective assessment can reflect the learning progress of students and help students understand their achievement in learning. Assessment allows teachers to investigate and review the effectiveness of teaching and the learning difficulties of students for revising the learning objectives and the curriculum. It also acts as a basis for counselling, providing feedback for students in understanding their own strengths and weaknesses, and amending their personal learning progress and goals accordingly. Parents can also have a better understanding of the learning progress of their children and give them advice and support through assessment.

Teachers may adopt assessment for learning strategies and tie them in with diversified modes of assessment to enhance student learning. Teachers should consider the following points when designing the assessment:

- Use appropriate formative and summative assessments to facilitate student learning
- Teachers, students, peers and parents are possible assessors
- Adopt diversified modes of assessment to match students' ability, disposition and experience, and stimulate students' motivation in learning
- Observation checklists, portfolios and project learning are examples of student learning records

## Role of Teachers

The role of PE teachers is very important in planning, organising and implementing physical activities. When planning their school-based curriculum, teachers should keep the following needs in mind:

- To develop a balanced PE curriculum which is full of creativity, fun and challenges
- To strengthen student learning not only in respect to “Motor and Sports Skills”, but also the five other strands including “Health and Fitness”, “Sports-related Values and Attitudes”, “Knowledge and Practice of Safety”, “Knowledge of Movement” and “Aesthetic Sensitivity”
- To develop an appropriate learning environment for PE
- To consider different factors such as learning targets, the school’s environment, equipment and facilities, safety, the fun element of the activities, the expertise of teachers, other resources, the amount of exercise and student abilities when selecting content
- To design good learning and teaching strategies to cater for students’ diversified learning needs, group students according to their potential and physique, and fit in with future learning and teaching activities
- To develop appropriate assessment criteria
- To be role models for lifelong learning in terms of skills, knowledge, values and attitudes
- To take up different roles such as teacher, coach, facilitator and coordinator
- To work with other PE or community organisations, and cooperate with parents to provide learning opportunities and community services for students inside and outside school

*(Please refer to PE KLA Curriculum Guide (P1 – S3) (CDC, 2002) for further details)*



# Introduction

## Rationale of Learning Outcomes Framework (LOF)

PE is “to educate students through physical activities”. Through engaging students in a wide range of activities, PE helps students acquire knowledge in six relevant strands, develop generic skills and form positive values and attitudes. It enhances students’ interest in learning, cultivates positive attitudes towards physical activities, promotes an active and healthy lifestyle, supports learning to learn, encourages lifelong and life-wide learning, and prepares students to face the challenges of the 21<sup>st</sup> century.

Assessment is the practice of collecting evidence of student learning in terms of knowledge, skills, values and attitudes, etc. Therefore, effective assessment helps teachers reflect on and review the effectiveness of teaching, understand the learning difficulties of students, and revise the learning objectives and the curriculum. It also acts as a basis for counselling, providing feedback for students in understanding their own strengths and weaknesses, and adjusting their personal learning progress and goals accordingly. Conventionally, schools usually adopt summative assessment to assess students’ performance in PE. However, it contributes little to understanding the learning process, diagnosing learning difficulties or reviewing the effectiveness of the curriculum and teaching. To improve student learning, teachers can use formative assessment to collect evidence and provide quality feedback for students to improve learning. Therefore, teachers should strike a balance between utilising summative and formative assessment so that the overall assessment serves the purposes of promoting learning as well as reflecting the progress and achievement of students.

Many countries in the world, such as the United States and Germany, link up summative and formative assessment to evaluate the performance of students. In Japan, teachers not only give grades to students, but also provide written feedback on their work. When evaluating the overall performance of students, the teachers also consider students’ attitudes and learning progress. Diversified modes of assessment, such as self assessment and peer assessment, are encouraged in the United States, Germany and Japan. Mawer (1995) claims that the use of different modes of collecting evidence of student learning progress, makes students more involved in the assessment process, and promotes learning and development. Radford et al. (1995) also state that through self assessment and peer assessment, students can strengthen their self management skills and learn to respect and appreciate others’ performance.

Some countries, such as the United States, Canada, Australia and China, have developed learning standards and outcomes to guide students setting personal learning goals. Radford et al. (1995) suggest that clear goals and criteria can effectively enhance student learning. Teachers may also invite parents to participate in the assessment process so that they can have a better understanding of the learning of their children. Undoubtedly, the development of clearly specified standards and learning outcomes can facilitate school-based curriculum planning and support self-regulated learning.

According to the report “*Learning To Learn – The Way Forward in Curriculum Development*” (CDC, 2001), assessment for learning is an integral part of the learning and teaching cycle. In 2003, the PE Section launched a collaborative research and development (“Seed”) project which used LOF to promote assessment for learning. The project confirmed that the LOF and assessment for learning have a positive impact on school-based curriculum, and can enhance learning and teaching. Through sharing and exchange, relevant good practices and suggestions were disseminated to schools for widening teachers’ horizons on curriculum design and assist them in developing their own school-based PE curriculum.

## **Objectives**

The LOF proposes a learning and assessment framework for use from KS1 to KS3. Schools can use it flexibly according to students’ needs and abilities. For instance, in the strand of Motor and Sports Skills, the assessment criteria are in fact the key learning and teaching points. Not only do they help make clear to students the requirements of the movement tasks but they also help both students and teachers to evaluate and improve the effectiveness of learning and teaching through reflection. The LOF spells out the learning objectives in the six strands, and the generic skills, values and attitudes involved in various activities. It also specifies the roles of teachers and provides some examples of assessment for learning. The LOF can help in the development of a school-based curriculum. Teachers may consider their own situations, facilities and resources and then selectively use the information provided in this LOF to develop their school-based curriculum. Teachers may also add related concepts taken from other key learning areas in their school-based curriculum, as appropriate.

We hope that the LOF can help teachers gain a better understanding of assessment for learning and strengthen their confidence in the teaching and assessment of PE. We hope that the LOF can create learning space for students to engage in self-learning activities beyond PE lessons.

## **Key Issues**

Besides providing examples for teachers’ reference, the LOF also aims at promoting assessment for learning (*Please refer to Booklet 5 on School Policy on assessment – Changing Assessment Practices in the Basic Education Curriculum Guide – Building on strengths* (CDC, 2002)). Assessment is an integral part of the learning and teaching cycle. It is the practice of collecting evidence of student learning performance, by means of which students can know themselves better and understand what to improve, and teachers can evaluate their teaching and make appropriate adjustment.

In this LOF, learning outcomes are categorized into different levels that reflect the progress of students’ physical and mental development. Levels 1 and 2 are appropriate for KS1 students. Levels 3 to 8 are appropriate for KS2 and KS3 (*Please refer to the framework on p.15 – 16*). Assessment criteria for each learning outcome are suggested. However, teachers may use all or only some of the criteria and decide on how frequently the assessment should be used, based on their own judgment. It is suggested that the criteria can be used in diversified assessment modes to improve learning, inside or outside the classroom, in assessment forms, written examinations, project work, portfolios, etc. Teachers may involve different stakeholders such as

other teachers, students, parents, etc in the assessment process to help them gain a better understanding of the students' performance in the learning process. In such cases, teachers should explain the learning outcomes and assessment criteria clearly to the assessors so that valid assessment results can be assured.

Teachers should realise that students are different in disposition, physique, physical fitness and progress of learning and that the levels do not correspond to year grades. Students of the same class need not have reached the same level. Individual differences must be catered for.

## **Extended Tasks**

Extended tasks provide further development for students who are beyond Level 8 of the LOF, no matter to which key learning stage they belong. Therefore, KS4 students may be allowed to continue developing Levels 1 to 8 learning outcomes if they prefer.

Apart from mastering and improving on the skills learnt and developing an interest in physical activities, students can understand the important relationship between physical activities and individual/community development through extended tasks. Teachers may encourage students to join and organise activities to enrich their learning experience and develop their abilities in specific events using different challenges, environments, resources and opportunities. Moreover, extended tasks offer students opportunities to develop life skills and leadership and to serve the community.

## **Components of the LOF**

The LOF is made up of a series of booklets that give recommendations and examples for teaching different physical activities (including open skills and closed skills). Teachers may selectively use the materials according to their own needs or make adaptation for use in other activities, when appropriate. The respective titles of the booklets are:

1. Fundamental Movement
2. Aquatics - Swimming
3. Athletics - Sprinting, Relay, Hurdling, Long Jump, High Jump, Shot Put, Softball Throw, Javelin Throw, Discus Throw
4. Ball Games - Badminton, Basketball, Volleyball
5. Outdoor Pursuits - Canoeing

# Layout of this Framework

The mode adopted in each booklet is similar. The following is an example:

Theme of the activity booklet; introduction to the importance of this theme to student development

Indication of the learning objectives of the six strands

Explanation of the importance of generic skills and aesthetic appreciation; introduction to related learning and teaching activities and examples of assessment criteria

## 2. Aquatics - Swimming

### 2.1 Introduction

Swimming includes various swimming events, lifesaving, survival in the water, synchronised swimming, etc.

Swimming is a very popular aquatic sport and the foundation of other aquatic sports. Swimming not only cultivates the overall development of the physique, but also serves as a survival skill.

Through swimming, students may not only learn to master various swimming strokes, but also learn about the rules and regulations, characteristics of different strokes, safety precautions and also the history and development of the sport. In addition to developing motor and sports skills, students also build up their self-confidence. Swimming is therefore very important to the growth of students.

### 2.2 Learning Objectives in the Six Strands

#### Motor and sports skills

Through various kinds of simple activities or modified games, students may understand the characteristics of swimming and acquire the basic swimming techniques. This equips them with the confidence and competence to participate in other aquatic sports.

#### Health and fitness...

### 2.3 Development of Generic Skills

Generic skills required for lifelong learning can be developed among students through physical activities. In PE, great emphasis is placed on developing collaboration skills, communication skills, creativity and critical thinking skills. Aesthetic appreciation is also very important. For example, students can learn through physical activities to cooperate with team members and from that point develop their collaboration skills. They can learn to control their emotions when facing unfavourable situations in competitions and thus improve their ability to solve problems.

Generic skills and aesthetic appreciation are best cultivated gradually through different learning and teaching activities and situations. The effects of learning and teaching can be observed and improved through different modes of assessment. The following are examples of related learning and teaching activities and their assessment criteria:

Generic Skills/ Aesthetic Appreciation	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>Collaboration Skills</b>	Students learn to coordinate with each other through group practices and competitions. For example, they help fellow students who have difficulty to do a prone float, use both hands to support a fellow's back to assist him to do a back float, hold the hands of fellows to help them return to a standing position.	<ul style="list-style-type: none"> <li>Prepare equipment before lessons and put it away afterwards</li> <li>Help fellows practise floating by holding swimming aids</li> <li>Cooperate with partners during practice and exercise team spirit</li> <li>Give advice to others during practice</li> <li>Help partners solve difficulties</li> <li>Cooperate with partners and teach each others</li> </ul>
<b>Communication Skills</b>	Students learn the skills of communication with others through practices and competitions ...	<ul style="list-style-type: none"> <li>Listen to the views of others...</li> </ul>

Explanation of the importance of nurturing values and attitudes; introduction to relevant learning and teaching activities and examples of assessment criteria

## 2.4 Cultivation of Values and Attitudes

Values are qualities that students should develop as principles underpinning behaviour and decision-making, whereas attitudes support cognitive functioning. Both are personal qualities that students should develop. In the process of learning and teaching, values and attitudes mutually affect each other. By means of different modes of assessment, the effects of learning and teaching can be reviewed and improved. The following are examples of related learning and teaching activities and their assessment criteria:

Values and Attitudes	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>National Identity</b>	Through aquatic events, students learn the achievements of Chinese athletes and so develop their sense of national identity. For example, at the time of hoisting the national flag and playing the national anthem, students will feel pride in identifying themselves as Chinese nationals.	<ul style="list-style-type: none"> <li>• Get to know about famous swimmers of China</li> <li>• Get to know swimming news related to China.</li> <li>• Get to know China's success in Asian and international swimming events</li> <li>• Take pride when Chinese athletes win international competitions</li> </ul>
<b>Responsibility</b>	Through different modes of practice, competition and related activities ...	<ul style="list-style-type: none"> <li>• Keep the surroundings clean ...</li> </ul>

Summary of the role of teachers with important reminders

## 2.5 Role of Teachers

- Teachers should have a good grasp of the learning targets and the progression of skills in various strokes, and the relevant generic skills, values and attitudes when developing a school-based curriculum.
- Teachers should design co-curricular activities that match with daily PE lessons. In this way, students may enrich their learning experience, have more opportunities to join activities and develop their interests. For example, students may be encouraged to participate in water sports workshops and swimming training courses, or to assist teachers in outside schools competitions...

The focus of each activity booklet; includes the learning outcomes of different levels, assessment criteria and relevant knowledge. Teachers may promote assessment for learning by referring to these criteria and adopting self/peer assessment

## 2.6 Learning Outcomes Framework

*(Learning outcomes at Level 3 refer to the basics competence. Learning outcomes from Level 4 to level 8 refer to specific requirements of different swimming strokes)*

### Basic competence

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
<b>3</b>	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>1. stand and move around in the pool with water about chest depth.</li> <li>2. start from a prone float position and resume a standing position in a pool of waist depth...</li> </ol>	<ul style="list-style-type: none"> <li>• Enter the water with the feet first</li> <li>• Hold on to the side of the pool after getting in the water</li> <li>• Keep body balance and move in different directions</li> <li>• Keep the body floating without touching the bottom of the pool or holding on to anything...</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming gear and equipment</li> <li>• Water safety</li> <li>• Rules and regulations of swimming pool</li> <li>• Knowledge of hygiene</li> <li>• Appropriate use of changing rooms</li> <li>• Handling personal items</li> <li>• Use of lockers...</li> </ul>

Content is divided into levels to indicate the spectrum of difficulties

Learning outcomes provide learning targets for students to refer to

\* KS2 students are expected to have reached at least Level 3. For details, please refer to pages 15-16 of Main Volume

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the learning outcomes.



Students, teachers and parents can have a better understanding of students' performance in the learning process by referring to the assessment criteria

An example of swimming style

Enhancement of student understanding of the activities and mastery of skills through the knowledge transmission process

### Front Crawl

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge **
4	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>kick while holding a kickboard in the water and proceed for a distance (for example, the width of the pool) without stopping midway.</li> <li>push-off from edge of the pool and glide forward.</li> </ol>	<ul style="list-style-type: none"> <li>Kick in the water starting from the thighs</li> <li>Knees are slightly bent</li> <li>Kick quickly in the water with straight, whipping legs</li> <li>Keep the body in a straight line</li> <li>Glide and kick in the water to proceed</li> </ul>	<ul style="list-style-type: none"> <li>Rules and regulations of front crawl</li> <li>Knowledge about dive start</li> <li>Knowledge about turns in front crawl</li> <li>Terminology of swimming such as:               <ul style="list-style-type: none"> <li>- Pull</li> </ul> </li> </ul>
5	<p><b>Students are able to</b></p> <p>swim 10 metres and stop to breathe only once.</p>	<ul style="list-style-type: none"> <li>During arm pulls, keep the body in a straight line (keep body streamlined)</li> <li>Both arms take turns to pull and thereby propel the body forward</li> <li>Arms should swing forward above water during recovery</li> </ul>	
6	<p><b>Students are able to</b></p> <p>swim 10 metres with co-ordination of arms and legs.</p>	<ul style="list-style-type: none"> <li>Using flutter kick in order to maintain the lower part of body afloat</li> <li>Breathing on one side</li> <li>Legs and arms should be coordinated when taking breaths</li> <li>Keep the body in a straight line and level throughout</li> </ul>	
7	<p><b>Students are able to</b></p> <p>swim 15 metres without stopping.</p>	<ul style="list-style-type: none"> <li>All movements are smooth</li> <li>The body posture remains streamlined</li> </ul>	
8	<p><b>Students are able to</b></p> <p>start with plunge/flat dive and swim 25 metres.</p>	<ul style="list-style-type: none"> <li>Keep arms and legs fully extended when entering the water</li> <li>All movements are smooth</li> <li>The body posture remains streamlined</li> </ul>	

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.

Provision of suggested activities for related theme. After achieving the suggested levels, teacher may select appropriate teaching materials from the extended activities to promote the continued development of students

### 2.7 Extended Tasks

In extended tasks, apart from mastering and improving on the skills learnt and developing an interest in physical activities, students can understand the important relationship between physical activities and personal and social development.

Students may join various kinds of aquatic sports and make use of the environment, resources and opportunities to develop their talents in specific events. They may study the characteristics of various swimming activities or conduct an in-depth enquiry about swimming, through applying information technology and engaging in related projects and exhibitions.

Students may perform the role of a sports leader or junior coach within the school and in the community. In the process, they will develop responsibility, the ability to make independent decisions and the skills to get along with people. Some suggestions are given below:

Skills	Knowledge	Values and Attitudes	Others
<ul style="list-style-type: none"> <li>Revision and strengthening of the skills learnt</li> <li>Butterfly stroke</li> <li>Competitive swimming skills</li> <li>Starts and turns of various swimming strokes</li> <li>Treading water</li> <li>Diving</li> </ul>	<ul style="list-style-type: none"> <li>History and development of swimming</li> <li>Rules and regulations of swimming</li> <li>Terminology of swimming</li> <li>Analysis of skills</li> <li>Safety knowledge</li> <li>Rules and regulations of pool</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Ability to make independent decisions</li> <li>Commitment</li> <li>Respect for others</li> <li>Perseverance</li> <li>National identity</li> <li>Spirit of serving others</li> <li>Team spirit</li> <li>Courage to face success and failure</li> </ul>	<ul style="list-style-type: none"> <li>Leadership</li> <li>Generic skills</li> <li>Aesthetic appreciation</li> </ul>

Explanation of the importance of co-curricular activities; suggestions of activities for related themes enabling students to gain PE learning experience outside class

### 2.8 Co-curricular Activities

Students may participate and assist in organising different co-curricular activities to enrich their learning experience. For example, they may take part in their school's swimming interest groups, workshops, training, school teams, referee training courses or assist in organising such activities. They may also gain experience in external water sports and join different challenge programmes. From these, they will learn the organisation and leadership skills to serve the community and gain real life experience. The following are some examples of co-curricular activities:

Types	Contents of Activities
1. Interest group	<ul style="list-style-type: none"> <li>Attend swimming fun days</li> <li>Invite guests to give demonstrations</li> <li>Join the swimming club...</li> </ul>
2. Service	<ul style="list-style-type: none"> <li>Act as helpers</li> <li>Assist in organising swimming activities, take up the roles of referees, assistant coaches, etc</li> <li>Assist in lifesaving work in school swimming galas...</li> </ul>
3. Spectatorship	<ul style="list-style-type: none"> <li>Watch a swimming gala on video or on TV</li> <li>Watch a performance and demonstrations...</li> </ul>

Giving examples of related themes

### 2.9 An Example of a Swimming Syllabus

*(This is a successful and authentic case in a school. When formulating a school-based curriculum, teachers should make suitable adjustments according to students' needs, interests, abilities, teacher readiness and school's actual circumstances.)*

#### Objectives

- Promote student learning through different forms of assessment
- Match syllabus and assessment criteria for different purposes including:
  - Swimming teaching plan and record form (Form 1)
  - Teacher assessment form (Form 2)
  - Student self assessment/ peer assessment form (Form 3)

#### Background of the School

- A secondary boys' school
- Regular swimming lessons are arranged annually for S1 to 7 students
- A public swimming pool is near the school ...

# PE Learning Outcomes Framework

Strands Learning Outcomes Overall Levels	Motor and Sports Skills	Health and Fitness	Knowledge of Movement	Knowledge and Practice of Safety	*Sports-related Values and Attitudes	*Aesthetic Sensitivity
1	Acquire simple fundamental movement skills for games.	Understand the benefits of regular exercise and the general bodily responses to physical activities.	Acquire fundamental movement-related vocabulary and movement concepts.	Know that we should do physical activities in a safe manner and seek help when necessary.	Participate actively in and enjoy the activity.  Show willingness to work with others and follow rules and regulations.	Believe that clean and tidy are aesthetic.  Use terms related to aesthetics like “pretty”, “not pretty”, etc when describing things.
2	Acquire relatively more difficult fundamental movement skills for performance and games.	Recognise and describe the bodily responses to different activities.	Know the way of playing different kinds of modified games and performing movement sequences and be able to make use of relevant knowledge and movement concepts to develop skills.	Understand and observe the safety precautions for physical activities.	Show a spirit of assertiveness, perseverance and sharing.  Show respect and appreciation towards opponents.	Analyse their own and peers’ skills and techniques, and make recommendations for improvement.
3	Acquire basic sport skills and know when to apply them.	Realise that regular participation in physical activities is conducive to good health and regularly take part in physical activities.	Choose appropriate activities to enhance skill development.	Take appropriate warm-up exercises and understand why physical activities are good for health.	Adopt appropriate etiquette in activities.  Show an interest in physical activities.	Analyse their own and peers’ tactics and strategies, and make recommendations for improvement.
4	Show proficiency in sport skills.	Realise the importance of participating in activities and the effect of exercise on health and physical fitness.	Demonstrate simple tactics and strategies and be able to explain their importance.	Form good safety habits when participating in physical activities.	Show willingness to assist in organising activities for others.	Evaluate the effectiveness of their own and peers’ performance and make recommendations for improvement.

Key Stage 1: Overall Level 1 to 2

Key Stage 2 to 3: Overall Level 3 to 8

\* Values and attitudes, and aesthetic sensitivity are not listed by levels. Teachers may work out their own school-based curriculum to meet the needs of their students.

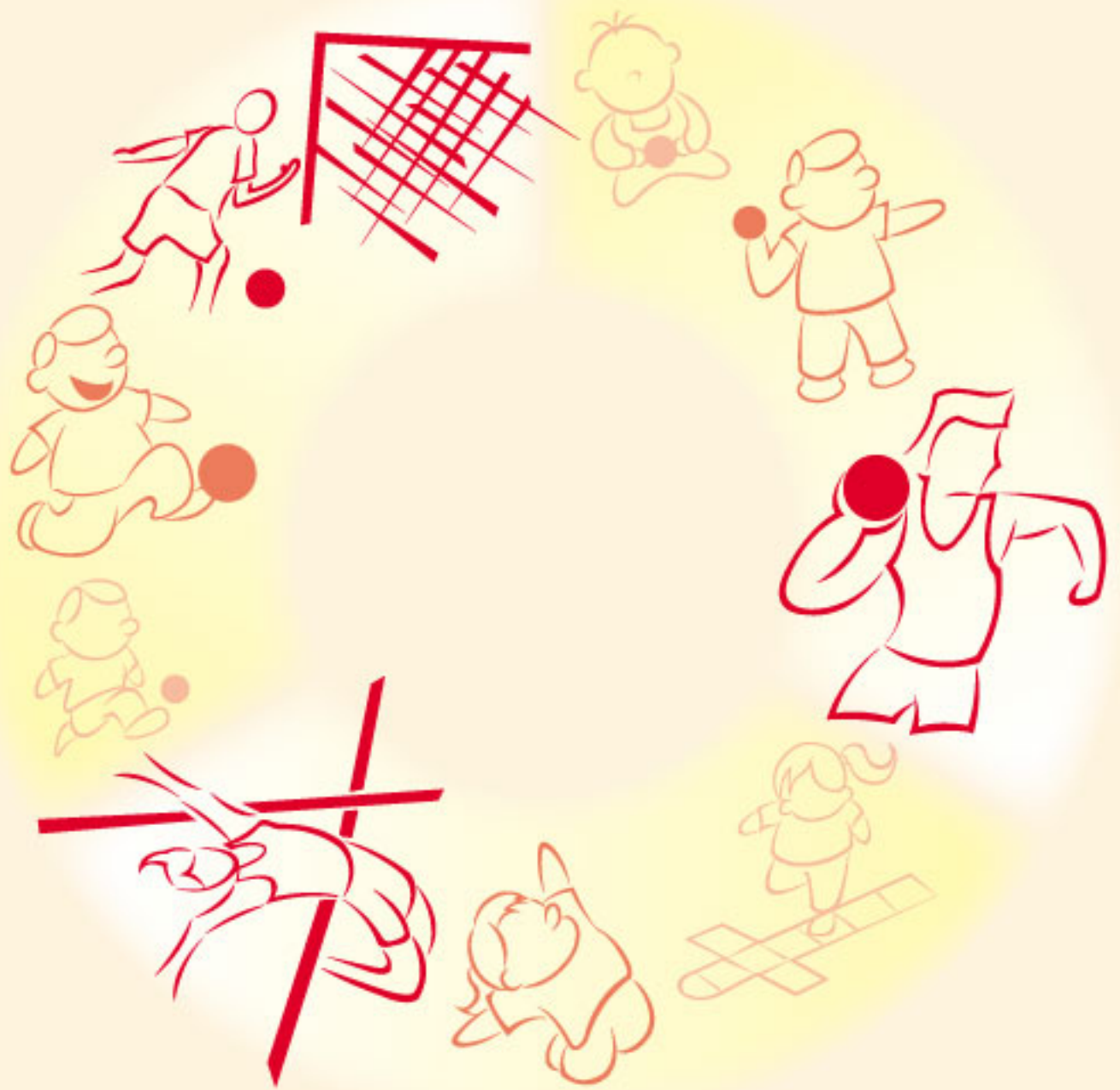
# PE Learning Outcomes Framework

Strands Learning Outcomes Overall Levels	Motor and Sports Skills	Health and Fitness	Knowledge of Movement	Knowledge and Practice of Safety	*Sports-related Values and Attitudes	*Aesthetic Sensitivity
5	Acquire combined and/or sequential skills and know when to apply them.	Be able to analyse in general the bodily responses to physical activities and the long-term effect of exercise on health and physical fitness.	Identify appropriate tactics and strategies for use, and acquire some general principles to guide skill execution.	Choose appropriate warm-up and cool-down exercises for different circumstances.		
6	Show proficiency in and application of combined and/or sequential skills.	Be able to compare the effect of participating in different types of physical activities on health and physical fitness.	Be able to give corrective feedback to enhance the execution of skills, tactics and strategies.	Be able to state the safety measures to be taken before and after physical activities.		
7	Acquire advanced skills and know when to apply them.	Acquire the principles of training and develop simple training plans to enhance personal health and fitness.	Be able to give corrective feedback to enhance the execution of advanced skills.	Plan and organise activities with appropriate precautions.		
8	Show proficiency in and application of advanced skills, well matched with tactics and strategies.	Apply the principles of training to help other people to plan, implement and evaluate health and fitness training programmes.	Evaluate the effectiveness of executing advanced skills, tactics and strategies.	Advise others on the safety measures to be taken in different types of physical activities.		

Key Stage 1: Overall Level 1 to 2

Key Stage 2 to 3: Overall Level 3 to 8

\* Values and attitudes, and aesthetic sensitivity are not listed by levels. Teachers may work out their own school-based curriculum to meet the needs of their students.



# 1 **Fundamental Movement**



# FUNDAMENTAL MOVEMENT

This is one of the series of Physical Education (PE) Learning Outcomes Framework booklets. Its contents are as follows:

- 1.1 Introduction**
- 1.2 Learning Objectives in the Six Strands**
- 1.3 Development of Generic Skills**
- 1.4 Cultivation of Values and Attitudes**
- 1.5 Role of Teachers**
- 1.6 Learning Outcomes Framework**
- 1.7 Assessment Criteria**
- 1.8 Co-curricular Activities**
- 1.9 Example:  
Using Pictorial Assessment Form to Enhance Student Learning**

Appendix I Pictorial Illustration of Assessment Criteria

Appendix II Skills Assessment Form

Appendix III Skills List

# 1.1 Introduction

Fundamental Movement (FM) refers to various kinds of basic movement of the body. These skills are very often applied or transferred to different physical activities. Apart from helping students to master various skills, students learn through FM activities to form positive and healthy ways of living to face different challenges and prepare well for future participation in physical activities. At the same time, students are guided to gain knowledge from such activities. They learn to express their feelings, develop creativity and imagination, and form positive values and attitudes. Activities and games also help students to communicate effectively with others. Therefore, apart from laying a good foundation for students to learn different skills in the future, FM activities act as the primer for students to engage continuously in physical activities and lead a healthy lifestyle.

# 1.2 Learning Objectives in the Six Strands

## **Motor and sports skills**

Through FM activities or other modes of learning, students acquire individual movement skills such as running, jumping, throwing, bouncing, kicking, passing and catching, rolling, etc, and movement sequences created from these skills. These provide a sound base for the development of specific sports skills in the future.

## **Health and fitness**

By participating in FM activities, students not only learn the benefits of exercising and the relationship between sports and health, but also maintain good health, develop a habit of exercising and reach an optimal level of physical fitness.

## **Sports-related values and attitudes**

Through participating in activities or games, students learn how to communicate with others effectively and express their views and feelings in appropriate ways. They can better understand the significance of “not winning, but taking part”, and the importance of sportsmanship and team spirit, develop positive attitudes, and learn that they should try their best and support their team members. Participation in sports is more than a joyful activity; it prepares students to meet future challenges and help them adopt socially desirable behaviours such as conforming to rules of the game, giving support to team members, respecting and appreciating opponents and realising the joy of shared happiness.

## **Knowledge and practice of safety**

Through different learning and teaching activities, students learn the safety rules for doing exercises. This enhances their awareness of the need to prevent accidents. For instance, they learn the proper way of carrying, setting up and using equipment, and develop the practice of wearing suitable clothing when engaging in physical activities and doing warm up and cool down exercises. They also learn to report cases of injury or sickness, avoid pushing and shoving, and react sensibly to or seek help in dangerous circumstances or emergencies.

## **Knowledge of movement**

Through different learning and teaching activities, students develop creativity, imagination and an interest in physical activities. They also acquire related knowledge and vocabulary so that they can talk about different body parts and distinguish different relevant concepts such as body shape, pathway, direction, level, body part, space, force, relation, etc.

## **Aesthetic sensitivity**

In various forms of practice, competition and related activities, students have the opportunity to observe other people's performance and learn to identify aesthetic elements, such as "skillfulness", "tidiness" and "cleanliness" through reflective thinking and sharing views.

## 1.3 Development of Generic Skills

Generic skills required for lifelong learning can be developed among students through physical activities. In PE, great emphasis is placed on developing collaboration skills, communication skills, creativity and critical thinking skills. Aesthetic appreciation is also very important. For example, students can learn through physical activities to cooperate with team members and from that point develop collaboration skills. They can learn to control their emotions when facing unfavourable situations in competitions and thus improve their ability to solve problems.

Generic skills and aesthetic appreciation are best cultivated gradually through different learning and teaching activities and situations. The effects of learning and teaching can be observed and improved through different modes of assessment. The following are examples of related learning and teaching activities and their assessment criteria:

Generic Skills/ Aesthetic Appreciation	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>Collaboration Skills</b>	Students will learn to coordinate with each other, influence and encourage others through group practices, games, competitions and group cooperation.	<ul style="list-style-type: none"> <li>• Prepare equipment before lessons and pack up equipment afterwards</li> <li>• Cooperate and share with others</li> <li>• Cooperate with partners during practice and exercise team spirit</li> <li>• Help partners solve difficulties</li> </ul>
<b>Communication Skills</b>	Students will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own feelings verbally and non-verbally in a clear and appropriate way.	<ul style="list-style-type: none"> <li>• Understand and follow the instructions of teachers</li> <li>• Respond to the verbal instructions of teachers in appropriate ways</li> <li>• Communicate with partners during practice</li> <li>• Express views and feelings in clear and appropriate ways</li> <li>• State views with sincerity</li> </ul>
<b>Creativity</b>	Students will demonstrate their creativity, the required attitude and special quality through games, exploration and experiencing activities such as dance creation. Students may, for example, create different dances by imitating the movements of robots or animals by means of walking, running, jumping, rolling and balancing.	<ul style="list-style-type: none"> <li>• Create movement sequences</li> <li>• Give suggestions to make the activities more interesting</li> <li>• Make flexible use of and improve learnt movements for better performance</li> </ul>

Generic Skills/ Aesthetic Appreciation	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>Critical Thinking Skills</b>	Students will sum up and analyse through self and peer assessment, demonstrations, competitions, etc, to develop critical thinking skills. For example, how to give hints to classmates to improve their skills or remedy their weaknesses.	<ul style="list-style-type: none"> <li>• Point out mistakes and propose methods of improvement</li> <li>• Predict the result of competitions and explain the reasons</li> <li>• Understand the simple and direct relationship of cause and effect</li> <li>• Sum up the merits and weaknesses of self and others</li> </ul>
<b>Aesthetic Appreciation</b>	Students will develop aesthetic sensitivity through participation in different modes of practice, competition and related activities. For example, how to appreciate the merits of others, and express the elements of elegant postures, movements, etc.	<ul style="list-style-type: none"> <li>• Appreciate elegant postures</li> <li>• Point out the merits and weaknesses of movements and poses</li> <li>• Express feelings and moods flexibly and fluently</li> </ul>

Remark: When assessing generic skills, different modes should be used. An example is given below for reference.

1. Look at the following picture and answer the questions.



State the differences between the movements of the two children.

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How could you modify the movements to make them more graceful?

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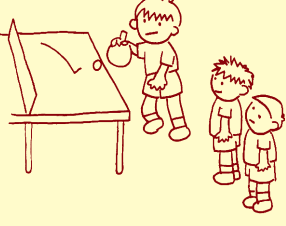
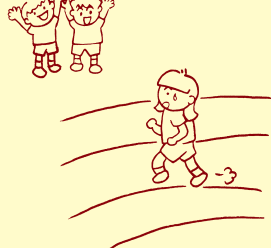
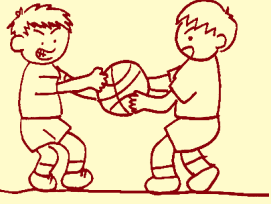

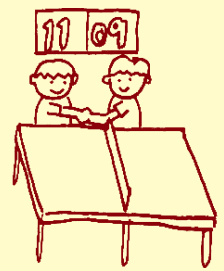
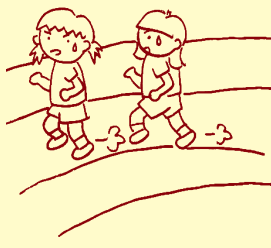
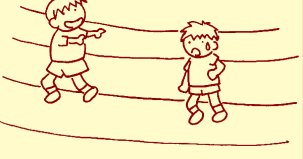
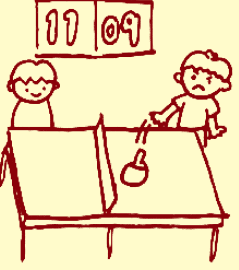

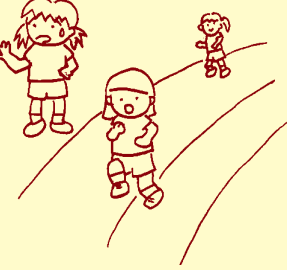

## 1.4 Cultivation of Values and Attitudes

Values are qualities that students should develop as principles underpinning conduct and decision-making, whereas attitudes support motivation and cognitive functioning. Both are personal qualities that students should develop. In the process of learning and teaching, values and attitudes mutually affect each other. By means of different modes of assessment, the effects of learning and teaching can be reviewed and improved. The following are examples of related learning and teaching activities and their assessment criteria:

Values and Attitudes	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>National Identity</b>	Through teaching activities, students learn the achievements of Chinese athletes and so develop their sense of national identity. For example, at the time of hoisting the national flag and playing the national anthem, students will feel pride in identifying themselves as Chinese nationals.	<ul style="list-style-type: none"> <li>• Get to know about sports popular in China such as table-tennis and wushu</li> <li>• Get to know about famous athletes of China</li> <li>• Get to know sports news connected with China</li> <li>• Take pride when Chinese athletes win international competitions</li> </ul>
<b>Responsibility</b>	Through different modes of practice, competition and related activities, students come to realise the importance of responsibility.	<ul style="list-style-type: none"> <li>• Join all activities punctually</li> <li>• Abide by rules and prevent injuries to oneself/fellow students</li> <li>• Do one's best to finish competitions disregarding winning or losing</li> </ul>
<b>Commitment</b>	Through different modes of practice, competition and related activities, students come to realise that they have to be positive and committed, and to try their best to find solutions when they face difficulties. For example, do their best to complete assigned tasks in competitions.	<ul style="list-style-type: none"> <li>• Help arrange and pack up equipment</li> <li>• Make good use and take care of sports equipment and facilities</li> <li>• Complete assigned tasks</li> <li>• Help fellow students who are confronted with difficulties</li> </ul>
<b>Respect for Others</b>	Through activities, students learn to respect others including teammates, teachers, referees and other competitors.	<ul style="list-style-type: none"> <li>• Listen carefully to others' instructions</li> <li>• Be open to comments and guidance</li> <li>• Respect the performance of fellow students</li> </ul>
<b>Perseverance</b>	In the process of strenuous practice, students develop determination and perseverance.	<ul style="list-style-type: none"> <li>• Work hard to learn</li> <li>• Work hard to achieve targets</li> <li>• Try one's best in competitions and persevere to the end</li> </ul>

Remark: When assessing values and attitudes, different modes should be used. An example is given below for reference.

1. Examine the following figures and put a “✓” in the appropriate boxes to show the examples of desirable behaviour.

			
<input type="checkbox"/> push and shove an opponent	<input type="checkbox"/> queue up in case of insufficient facilities	<input type="checkbox"/> cheer teammates	<input type="checkbox"/> fight for equipment in case of insufficient equipment
			
<input type="checkbox"/> scold teammates who play less well than you do	<input type="checkbox"/> congratulate opponents when they win	<input type="checkbox"/> try one's best in competitions	<input type="checkbox"/> slow down and wait for an opponent who is far behind to catch up
			
<input type="checkbox"/> perform better than the opponent but lose; throw the bat down in protest	<input type="checkbox"/> give encouragement to losers	<input type="checkbox"/> give up when one is far behind the others	<input type="checkbox"/> feel happy when teammates win

## 1.5 Role of Teachers

- Teachers should develop a balanced curriculum that is creative, interesting and challenging. At the same time, attention should be given to the development of students' generic skills, aesthetic appreciation, as well as values and attitudes.
- Teachers should design co-curricular activities to fit in with daily PE lessons. In this way, students may enrich their learning experiences, have more opportunities to join activities and develop their interests.
- When designing learning and teaching activities, teachers should give careful consideration to the levels, abilities and interests of students, as well as school or community resources and safety issues.
- Teachers need to set clear learning objectives for each lesson and help the majority of or the whole class to master related skills, knowledge, values and attitudes.
- Teachers should help students, from a young age, understand the importance of safety precautions for physical activities, such as the practice of avoiding pushing and shoving, the proper way of moving, setting up and using equipment, etc.
- Regular physical fitness training brings about a healthy body and a high level of physical performance. Teacher should include it in daily PE lessons, as appropriate, to help students know their personal physical conditions and better understand the benefits of regular exercise.
- Teachers should provide opportunities for students to enjoy sports and avoid giving long lectures. Simple competitions should be organised as far as possible to arouse students' interest in sports and allow them to practise learnt skills in authentic contexts.
- Teachers should refer to "*Safety Precautions in Physical Education for Hong Kong Schools*" published by the former Education Department in 1999, and relevant notices or recommendations, and ensure that all safety measures have been taken.

# 1.6 Learning Outcomes Framework

Overall Level	Learning Outcomes	Relevant Knowledge**
1	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>1. acquire fundamental movement skills and move with music including running, sliding, galloping, step-hopping, skipping, landing (jump from hip joint height).</li> <li>2. master dodging.</li> <li>3. demonstrate single poses by using different body parts.</li> <li>4. demonstrate the following manipulative skills: under-arm rolling, catching a rolling ball, throwing a bean bag both under-arm and over-arm, and punting with a ball or a shuttlecock.</li> <li>5. demonstrate a learnt movement sequence.</li> <li>6. participate in games by using the learnt skills.</li> </ol>	<ul style="list-style-type: none"> <li>• Acquire vocabulary related to movements</li> <li>• Identify different movements</li> <li>• Know the names of different body parts</li> <li>• Describe movements with relevant concepts such as body shapes, pathways, directions, levels, body parts, space, force, relation, etc</li> </ul>
2	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>1. acquire relatively more difficult movement skills including speed running, bunny jumps (along a bench), standing high jumps, standing long jumps, hopping and leaping.</li> <li>2. master sideward rolling, forward rolling, airborne turning; demonstrate single poses or movement sequence to music.</li> <li>3. demonstrate poses or movement sequence with a partner emphasising the use of various body parts.</li> <li>4. demonstrate the following manipulative skills: bouncing a ball on the spot with a single hand, passing and catching a ball with both hands, striking, kicking, and dribbling with the foot.</li> <li>5. demonstrate a movement sequence with learnt movement skills; show a coordinated use of body parts, apparatus and music.</li> <li>6. participate in zone and confrontation games by using the learnt movement skills.</li> </ol>	

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess items by referring to relevant learning outcomes.

## 1.7 Assessment Criteria

Overall Level	Movement/Skills	Assessment Criteria
1	<b>Running</b>	<ul style="list-style-type: none"> <li>Arms bend and swing quickly</li> <li>Heels kick backwards to the hip</li> </ul>
	<b>Sliding</b>	<ul style="list-style-type: none"> <li>Eyes look forward, with body moving sideways</li> <li>Show correct steps when sliding</li> <li>Apparent/Clear lift-off</li> <li>Body well balanced</li> </ul>
	<b>Galloping</b>	<ul style="list-style-type: none"> <li>Show correct steps</li> <li>Apparent/Clear lift-off</li> <li>No intermittent stopping</li> <li>Good flow of movement</li> </ul>
	<b>Step-hopping</b>	<ul style="list-style-type: none"> <li>Show correct steps</li> <li>High and obvious knee-lift for the hop</li> <li>Forceful step</li> <li>Good flow of movement</li> </ul>
	<b>Skipping</b>	<ul style="list-style-type: none"> <li>Show correct steps</li> <li>Low knee-lift for the hop</li> <li>Sole close to ground at the hop</li> <li>Good flow of movement</li> </ul>
	<b>Landing (jump from hip joint height)</b>	<ul style="list-style-type: none"> <li>Hands stretched out sideways for balance</li> <li>Well balanced in the air</li> <li>Knees bend, landing steadily</li> </ul>
	<b>Dodging: direction changing, snap stop</b>	<ul style="list-style-type: none"> <li>Quick response</li> <li>Knees bend while changing direction or in snap stop</li> </ul>
	<b>Single poses</b>	<ul style="list-style-type: none"> <li>Use different body parts for weight bearing</li> <li>Show at least 2 different body shapes</li> <li>Maintain a pose for at least 3 seconds</li> <li>Smooth switch from one pose to another</li> </ul>
	<b>Under-arm rolling a ball</b>	<ul style="list-style-type: none"> <li>Arm straight and swinging downwards and backwards (with the ball)</li> <li>Opposite leg stepping forward and bending</li> <li>Arm straight and swinging downwards and forward, with the ball released at ground level</li> <li>Good flow of movement</li> </ul>
	<b>Catching a rolling ball</b>	<ul style="list-style-type: none"> <li>Aim at the rolling ball</li> <li>Knees bend with hands reached out for the ball</li> <li>Palms face forward, with fingers spread out naturally and downwards</li> <li>Ball brought close to the chest immediately after the catch</li> </ul>

Overall Level	Movement/Skills	Assessment Criteria
1	<b>Under-arm throwing a bean bag</b>	<ul style="list-style-type: none"> <li>• Arm straight and swinging downwards and backwards (with a bean bag)</li> <li>• Opposite leg stepping forward and bending slightly</li> <li>• Arm straight and swinging downwards and forward with the bag released at waist to shoulder level</li> <li>• Good flow of movement</li> </ul>
	<b>Over-arm throwing a bean bag</b>	<ul style="list-style-type: none"> <li>• Arm stretched backwards (with a bean bag)</li> <li>• Body twisting to the opposite side to strengthen the throwing motion</li> <li>• Apparent follow through</li> <li>• Good flow of movement</li> </ul>
	<b>Punting (a ball or a shuttlecock)</b>	<ul style="list-style-type: none"> <li>• Kick the ball forward</li> <li>• Apparent follow through</li> <li>• Good flow of movement</li> </ul>
2	<b>Sprinting</b>	<ul style="list-style-type: none"> <li>• Body leaning forward and eyes looking forward</li> <li>• Arms bending and swinging quickly</li> <li>• Heels kicking backwards to the hip</li> </ul>
	<b>Bunny jump (along a bench)</b>	<ul style="list-style-type: none"> <li>• Arms straight when bearing weight</li> <li>• Knees bending before the bounce</li> <li>• Hips lifted higher than shoulder level</li> <li>• No intermittent stopping</li> </ul>
	<b>Standing high jump</b>	<ul style="list-style-type: none"> <li>• Legs apart about the same as shoulder width</li> <li>• Knees bending before take-off</li> <li>• Arms swinging forcefully</li> <li>• Body fully stretched during the flight</li> <li>• Knees bending and feet landing in the take-off position</li> </ul>
	<b>Standing long jump</b>	<ul style="list-style-type: none"> <li>• Legs apart about the same as shoulder width</li> <li>• Knees bending before take-off</li> <li>• Arms swinging forcefully</li> <li>• Body fully stretched during the flight</li> <li>• Knees bending, landing steadily</li> </ul>
	<b>Hopping</b>	<ul style="list-style-type: none"> <li>• Non-weight-bearing leg swinging forward and backwards</li> <li>• Arms bending and swinging forward and backwards</li> <li>• No intermittent stopping</li> </ul>
	<b>Leaping</b>	<ul style="list-style-type: none"> <li>• Show correct steps</li> <li>• Legs splitting and stretching forward and backwards during the flight</li> <li>• Land steadily and able to run forward afterwards</li> </ul>



Overall Level	Movement/Skills	Assessment Criteria
2	<b>Sideward rolling</b>	<ul style="list-style-type: none"> <li>• Legs apart slightly wider than shoulder width</li> <li>• Face forward before and after rolling</li> <li>• Bear weight with palms or arms when falling</li> <li>• Smooth rolling without bumpiness</li> </ul>
	<b>Forward rolling</b>	<ul style="list-style-type: none"> <li>• Correct movement</li> <li>• Smooth rolling without bumpiness</li> <li>• No palm support to standing position after the roll</li> </ul>
	<b>Airborne turning</b>	<ul style="list-style-type: none"> <li>• Knees bending before take-off</li> <li>• Turn initiated by arm movement</li> <li>• Body straight</li> <li>• Knees bending, landing steadily</li> </ul>
	<b>Single poses (with music)</b>	<ul style="list-style-type: none"> <li>• Match music beats when changing poses</li> <li>• At least 3 different poses</li> <li>• Appropriate facial expressions</li> <li>• Good flow of movement</li> </ul>
	<b>Rhythmic movement with partner</b>	<ul style="list-style-type: none"> <li>• Movements match rhythm</li> <li>• Varied movements</li> <li>• Apparent contrast in movements between partners</li> <li>• Appropriate facial expressions</li> <li>• Good flow of movement</li> </ul>
	<b>Duo poses</b>	<ul style="list-style-type: none"> <li>• Different body parts used for weight-bearing</li> <li>• Contrasting poses in body shapes or levels</li> <li>• Pose maintained for at least 3 seconds</li> <li>• Good flow of movement</li> </ul>
	<b>Movement sequence with partner</b>	<ul style="list-style-type: none"> <li>• Clear beginning and ending poses</li> <li>• Varied movements</li> <li>• Varied pathways</li> <li>• Apparent collaborative movements</li> </ul>
	<b>Bouncing</b>	<ul style="list-style-type: none"> <li>• Knees flexing slightly</li> <li>• Fingers spreading naturally</li> <li>• Clear “pushing” movements</li> <li>• Bounce at waist level</li> </ul>
	<b>Passing and catching</b>	<ul style="list-style-type: none"> <li>• Eyes on the coming ball</li> <li>• Hands reaching out for the ball</li> <li>• Arms bending and pushing to strengthen the force of passing</li> <li>• Knees flexing slightly</li> </ul>

Overall Level	Movement/Skills	Assessment Criteria
2	<b>Striking</b>	<ul style="list-style-type: none"> <li>• Arm stretching backwards (with the bat)</li> <li>• Body twisting to the opposite side to strengthen the striking motion</li> <li>• Clear follow through</li> <li>• Good flow of movement</li> </ul>
	<b>Kicking</b>	<ul style="list-style-type: none"> <li>• Weight-bearing foot placed by the side of the ball</li> <li>• Kicking leg swinging backwards</li> <li>• Clear follow through</li> <li>• Smooth approach run</li> </ul>
	<b>Dribbling (with foot)</b>	<ul style="list-style-type: none"> <li>• Ball maintained within a distance of one to two steps from the foot</li> <li>• Head raised, looking forward</li> <li>• No intermittent stopping</li> <li>• Along the pathway as designated</li> </ul>
	<b>Solo movement sequence</b>	<ul style="list-style-type: none"> <li>• Clear beginning and ending poses</li> <li>• Varied movements</li> <li>• Varied pathways</li> <li>• Good flow of movement</li> </ul>
	<b>Solo movement sequence (with apparatus)</b>	<ul style="list-style-type: none"> <li>• Clear beginning and ending poses</li> <li>• Varied apparatus</li> <li>• Varied pathways</li> <li>• Good flow of movement</li> </ul>
	<b>Solo movement sequence to music</b>	<ul style="list-style-type: none"> <li>• Movements match rhythm</li> <li>• At least 3 different movements</li> <li>• Varied pathways</li> <li>• Good flow of movement</li> </ul>
	<b>Rhythmic movement with objects</b>	<ul style="list-style-type: none"> <li>• Movements match rhythm</li> <li>• At least 3 different movements</li> <li>• Varied pathways</li> <li>• Varied moves manipulating different objects</li> <li>• Good flow of movement</li> </ul>
	<b>Zone game</b>	<ul style="list-style-type: none"> <li>• Attack the open space of the opponent</li> <li>• Adjust standing position to avoid the occurrence of open space on own side</li> <li>• Communication between team members</li> <li>• Devotion to the game</li> </ul>
	<b>Confrontation game</b>	<ul style="list-style-type: none"> <li>• Attack the open space of the opponent</li> <li>• Intercept movements against the opponent</li> <li>• Break-away movements against the opponent</li> <li>• Communication between team members</li> <li>• Devotion to the game</li> </ul>

## 1.8 Co-curricular Activities

Students may participate and assist in organising different co-curricular activities to enrich their learning experience. For example, they may take part in interest groups, workshops, training, school teams, etc. From these, they will learn the organisation and leadership skills to serve the community and obtain real life experience. The following are some examples of co-curricular activities:

Types	Contents of Activities
1. Interest group	<ul style="list-style-type: none"><li>• Join school's interest groups</li><li>• Take part in sports activity day</li></ul>
2. Service	<ul style="list-style-type: none"><li>• Act as helpers</li></ul>
3. Spectatorship	<ul style="list-style-type: none"><li>• Watch sports activities on video or on TV</li><li>• Watch public performance and demonstrations</li><li>• Watch local and international competitions</li></ul>
4. Visit/Interview	<ul style="list-style-type: none"><li>• Interview athletes and publish the contents in the school magazines</li><li>• Attend opening or closing ceremonies of sports activities</li></ul>
5. Training and competition	<ul style="list-style-type: none"><li>• Participate in promotion programmes of sports activities</li><li>• Attend training courses</li><li>• Join the school's internal and external competitions</li></ul>
6. Others	<ul style="list-style-type: none"><li>• Take part in games day</li><li>• Group activities: picnics, parent-child activities</li><li>• Through newspaper cuttings and information search on the Internet, get to know about different sports activities; and post the relevant information on the school notice board for the reference of other students</li></ul>

## **1.9 Example: Using Pictorial Assessment Form to Enhance Student Learning**

(This is a successful case in a school. When formulating a school-based curriculum, teachers should make suitable adjustments according to students' needs, interests, abilities, teacher readiness and school's actual circumstances.)

### **Objectives**

- Make use of pictorial assessment form for assessment to enhance student learning
- Help students understand the terminology related to body parts, rolling and catching skills
- Help students be familiar with the activity mode through a series of activities
- Help students master the concept of space and the characteristics of zone games

### **Background of the School**

- A co-educational half-day primary school located in Wanchai
- Collaborative Research & Development (“Seed”) Projects – Networking school for “Assessment of Fundamental Movement (FM)”
- Collaborative Research & Development (“Seed”) Projects – Seed school for “Using Learning Outcomes Framework to Enhance Student Learning (Primary 4 to Secondary 3)”

### **LOF Level**

- Level 1

### **Facilities**

- A covered playground or basketball court

### **Knowledge already Mastered by Students**

- Concept of grouping
- Experience of using small rubber balls for relay games

## **Organisation of Lessons**

- Teaching rolling and catching in 5 lessons (See lesson plan)
- 2 periods, 30-minute periods a week
- 2 - 4 students per group
- Assessment in pairs
- Using self or peer assessment within or outside lesson
- Using pictorial learning log for assessment to enhance student learning

## **Implementation**

- Teacher should explain the learning outcomes, contents and assessment criteria before teaching the unit of “rolling and catching”
- During teaching, the teacher should use the pictorial assessment form for formative assessment (self and peer assessment) to assist students to improve learning (see learning log of FM)
- Before the end of the unit, teacher should carry out summative assessment to understand the overall performance of students

## **Impact on Learning**

- Students found it easier to master the learning points through a pictorial assessment form which clearly stated the required movement skills
- Students were able to observe their partners’ movements and their weaknesses through peer assessment
- Students could develop assessment habits from an early age
- Enhance students’ aesthetic appreciation and power of analysis

*(Source: Ms TO Wai-ling and Ms YANG Wing-nga, St. James’ Primary School (PM))*

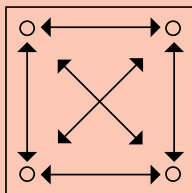
## Lesson Plan – Rolling and Catching

<b>Objectives of Lesson 1 :</b>	<b>Students are able to:</b> 1. catch a rolling ball with both hands 2. in pairs, stand four steps apart, facing each other 3. in groups of four, stand separately at the corners of a square
<b>Objectives of Lesson 2 :</b>	<b>Students are able to:</b> 1. control the power when delivering a rolling ball 2. perform peer assessment
<b>Objectives of Lesson 3 :</b>	<b>Students are able to:</b> 1. roll a ball forward a certain distance with both hands 2. understand self-space and left/right moving direction
<b>Objectives of Lesson 4:</b>	<b>Students are able to:</b> 1. roll a ball forward and to determine left/right direction with both hands 2. perform peer assessment
<b>Objectives of Lesson 5:</b>	<b>Students are able to:</b> aim at a target, and roll a small ball towards it

### Lesson 1

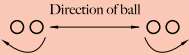
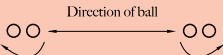
	Contents	Venue	Equipment	Illustration
<b>Warm-up Activities</b> 5'	<p><b>1. Grouping game:</b></p> <ul style="list-style-type: none"> <li>- Walk or run slowly in the open space and form groups of the size according to the number called by the teacher (two for the last round)</li> </ul> <p><b>2. Stretching:</b></p> <ul style="list-style-type: none"> <li>- In pairs, standing and facing each other; one student holds a ball with arms extended and passes it to partner, who will imitate the movement when returning the ball; repeat the movements</li> </ul>	- Free combination in basketball court	- 15 small rubber balls	
<b>Theme Development</b> 10'	<p><b>1. Pick up a ball and run:</b></p> <ul style="list-style-type: none"> <li>- Students are grouped in pairs with one standing in front of the other. Upon hearing the signal, the student in front picks up the ball from the ground and runs freely while the other follows him/her</li> </ul>	- Stand face to face in pairs in the basketball court	- 15 rubber balls	



	Contents	Venue	Equipment	Illustration
	<p>closely. They halt at the next signal and put the ball back onto the ground. Then they switch roles and continue the exercise</p> <p><b>2. Under-arm rolling (a ball):</b></p> <ul style="list-style-type: none"> <li>- In pairs, standing four steps apart and facing one another; one student squats down and pass a ball by underarm rolling to the legs of partner, who will pick it up and return the ball in the same way; repeat; after three successful turns, stand an extra step away from partner to practise again</li> </ul> <p><b>** Ball close to the ground while rolling; face the rolling ball; squat, hands stretch forward to meet the ball; fingers spread out naturally and downwards, palms face forward</b></p> <p><b>3. Move forward to catch ball:</b></p> <ul style="list-style-type: none"> <li>- Arranged as above, steps forward when catching the ball and returns to own location before returning the ball; repeat</li> </ul>			
<b>Group Activities</b> <b>10'</b>	<p><b>Pass the ball to 4 corners:</b></p> <ul style="list-style-type: none"> <li>- In groups of four with a rubber ball. Each stands eight steps away at a corner of a square</li> <li>- the ball can be passed to anyone by rolling</li> <li>- the ball should be passed to one who is in ready position (i.e. has squatted down)</li> <li>- the receiver should pass the ball to another member</li> </ul>	<ul style="list-style-type: none"> <li>- The whole class is divided into seven groups, each with four to five students</li> </ul>	<ul style="list-style-type: none"> <li>- 30 frisbees</li> <li>- 7 small rubber balls</li> </ul>	
<b>Closing Activities</b> <b>5'</b>	<ol style="list-style-type: none"> <li>1. Recap of the learning cues through questioning</li> <li>2. Pack up the equipment</li> <li>3. Cool-down exercises</li> </ol>			

\*\* teaching points

## Lesson 2

	Contents	Venue	Equipment	Illustration
<b>Warm-up Activities</b> 3'	<p><b>1. Direction changing while running:</b></p> <ul style="list-style-type: none"> <li>- Walk in open space and change direction in response to signal</li> </ul> <p><b>2. Stretching:</b></p> <ul style="list-style-type: none"> <li>- In groups of four standing in a line side by side; one student holds a ball and passes it to partner, who will imitate his/her movement to make a square pass to another members until the ball is finally returned; repeat practising</li> </ul>	- Free combination in basketball court	- 15 small rubber balls	
<b>Theme Development</b> 8'	<p><b>Rolling a ball and then running:</b></p> <ul style="list-style-type: none"> <li>- Four to five students are divided into two groups, each standing four steps away from the partner and facing him/her. The first player in a group squats and rolls a ball to the opposing team before returning to the end of the line of his own team; After catching the ball, the first player in the opposite team rolls it back before returning to the back of his own team. After everyone has done this successfully three times, increase the distance between groups by a step and repeat</li> </ul> <p><b>** Use appropriate force when rolling the ball</b></p>	- The whole class is divided into seven groups, each with four to five students	- 7 small rubber balls	  
<b>Assessment</b> 17'	<p><b>Students conduct first peer assessment</b></p> <ol style="list-style-type: none"> <li>1. In pairs, observe if partner satisfies all assessment criteria (No pen and paper recording), give partner hints for rectification</li> <li>2. Use the handbook for assessment</li> </ol>		- Assessment handbook - 30 pens	
<b>Closing Activities</b> 2'	<ol style="list-style-type: none"> <li>1. Pack up the equipment</li> <li>2. Breathing deeply while walking around the basketball court once</li> </ol>			

\*\* Teaching points

## Lesson 3

	Contents	Venue	Equipment	Illustration
<b>Warm-up Activities</b> 5'	<ol style="list-style-type: none"> <li>Go over the learning cues for catching a rolling ball</li> <li>Rolling between legs: one student stands with legs apart with another behind him/her with a rubber ball; the rear student rolls the ball through the legs of the front student who then runs forward to pick it up and returns the ball; after practising three times, they swap positions</li> </ol>	- Free combination in the basketball court	- 15 small rubber balls	
<b>Theme Development</b> 15'	<p><b>Rolling a ball and running:</b></p> <ul style="list-style-type: none"> <li>Four to five students are divided into two groups, each stands four steps away from partner and faces each other</li> <li>After moving forward to catch a ball, the catcher passes it to the opposing team immediately before running to the end of the team</li> <li>Arranged as above, the distance between groups increases to eight steps</li> <li>Arranged as above, the distance between groups increases to 12 steps</li> <li>Arranged as above, the catcher has to walk two steps forward to catch the ball</li> </ul>	- The whole class is divided into seven groups, each with four to five students	- 7 small rubber balls	
<b>Group Activities</b> 10'	<p><b>Meet new friends:</b></p> <ul style="list-style-type: none"> <li>In groups of five to six students, standing about eight steps apart in a circle with a rubber ball; one student rolls the ball with both hands to any position inside the circle while calling out the name of any student, who will move forward to catch the ball before retreating to his own position and sending it out again while calling the name of another student; and so on</li> </ul>	- The whole class is divided into six groups, each with five to six students	- 6 small rubber balls - 30 frisbees	
<b>Closing Activities</b> 5'	<ol style="list-style-type: none"> <li>Pack up the equipment</li> <li>Breathing deeply while walking around the basketball court once</li> </ol>			

## Lesson 4

	Contents	Venue	Equipment	Illustration
<b>Warm-up Activities</b> 5'	<p><b>1. Traffic lights:</b></p> <ul style="list-style-type: none"> <li>- Students pretend to be cars running freely in an open space and stop immediately when teacher holds up a red coloured band; they resume running when the teacher holds up a green coloured band</li> </ul> <p><b>2. Grouping game</b></p> <ul style="list-style-type: none"> <li>- Students walk or run slowly in an open space and form groups of the number assigned by teacher. (number for last round is four)</li> </ul>	- Free combination in basketball court	- One red and one green coloured band	
<b>Theme Development</b> 10'	<p><b>One vs three passing:</b></p> <ul style="list-style-type: none"> <li>- In groups of four with team leader four steps away and facing the other three members who stand in a line</li> <li>- At the beginning, team leader facing the member in the middle, squats and rolls a ball with one hand to member on the left, who returns the ball to team leader after picking it up; team leader then passes the ball to the member in the middle and then to the right; after 3 rounds, change team leader</li> <li>- Arranged as above, increase the standing distance</li> </ul>	- The whole class is divided into seven groups, each with four to five students	- 7 small rubber balls	
<b>Assessment</b> 10'	<p><b>Students conduct second peer assessment</b></p> <ol style="list-style-type: none"> <li><b>1. In pairs, assess if peer satisfies all assessment criteria (No pen and paper recording), give peer hints for rectification</b></li> <li><b>2. Use the handbook for assessment</b></li> </ol>		- Assessment handbook - 30 pens	
<b>Closing Activities</b> 5'	<ol style="list-style-type: none"> <li><b>1. Pack up the equipment</b></li> <li><b>2. Breathing deeply while walking around the basketball court once</b></li> </ol>			

## Lesson 5

	Contents	Venue	Equipment	Illustration
<b>Warm-up Activities</b> 5'	<p><b>1. Crows and tortoises</b></p> <ul style="list-style-type: none"> <li>- Safety lines are set at sideways of the basketball court; The whole class is divided into two groups: crows and tortoises. The two groups line up opposite each other along the centre line; both lining up at sideways of the centre line of the court; teacher calls out the name of one group and they chase the other; if anyone is caught before reaching the safety of home territory behind the line they join the opposing side</li> </ul> <p><b>2. Grouping game:</b></p> <ul style="list-style-type: none"> <li>- Walk or run slowly in the open space and form groups of appropriate size when the teacher calls a number (last round is four)</li> </ul>			
<b>Theme Development</b> 13'	<p><b>1. In groups of six, facing and lining up along the bench, where various coloured bands are hang</b></p> <p><b>2. Roll the ball to hit the coloured bands (one point for a successful hit)</b></p> <p><b>3. Arranged as above, increase the rolling distance</b></p>	<ul style="list-style-type: none"> <li>- The whole class is divided into seven groups, each with six students</li> </ul>	<ul style="list-style-type: none"> <li>- 7 small rubber balls</li> </ul>	
<b>Group Activities</b> 10'	<p><b>Number balls:</b></p> <ul style="list-style-type: none"> <li>- In groups of four (each assigned with a number), facing a wall and standing side by side</li> <li>- Roll a ball with both hands against the wall and let it rebound while calling the number of any player</li> <li>- The player being called moves forward to catch the ball, return and roll it to the wall while calling another number; and so on</li> </ul>		<ul style="list-style-type: none"> <li>- 30 frisbees</li> <li>- 8 small rubber balls</li> </ul>	
<b>Assessment</b> 5'	<b>Teacher conducts a summative assessment for students</b>		<ul style="list-style-type: none"> <li>- Assessment handbook</li> </ul>	

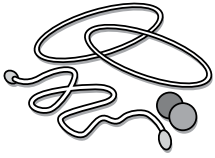
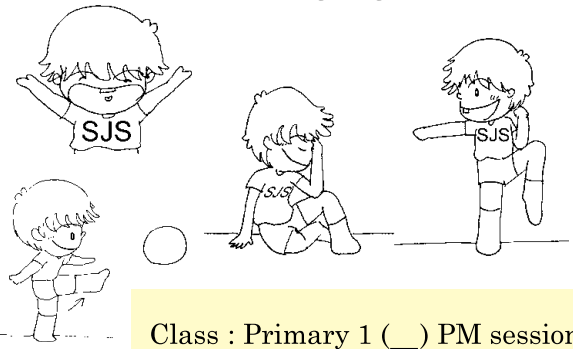
	<b>Contents</b>	<b>Venue</b>	<b>Equipment</b>	<b>Illustration</b>
<b>Closing Activities</b> 5'	<ol style="list-style-type: none"> <li>1. Pack up the equipment</li> <li>2. Breathing deeply while walking around the basketball court once</li> </ol>			



*(Source: Ms TO Wai-ling and Ms YANG Wing-nga, St. James' Primary School (PM); Content adapted from the Collaborative research & Development ("Seed") Projects 2001-2003 – The Study and Development of FM at Key Stage 1 (Primary 1 to 3))*



# The Learning Log of Fundamental Movement

(Source: Ms TO Wai-ling and Ms YANG Wing-nga, St. James' Primary School (PM); Content adapted from the Collaborative research & Development ("Seed") Projects 2002 – 2004 – The Assessment of Fundamental Movement)


	 <p><b>S. K. H. St. James' Primary School (PM)</b> <b>"Fundamental Movement"</b> <b>Learning Log</b></p>  <p>Class : Primary 1 ( ) PM session Name: _____</p>
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<p>1<sup>st</sup> term of 2004-2005</p> <p><b>Kids Love Sports</b></p>  <p>Age: _____ Height: _____ m Weight: _____ kg</p>	 <p>My Favorite Sports</p> <div style="background-color: yellow; height: 200px; width: 100%;"></div> <p>Please use pictures, newspaper cuttings or wording for expression</p> <p>P.2</p>
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## Catching a rolling ball

(Colour the movement that you have done best)


1. Aim at the rolling ball




2. Knees bend with hands reached out for the ball



3. Palms face forward, with fingers spread out naturally and downwards



4. Ball brought close to the chest immediately after the catch



**My overall performance:** (Colour the appropriate number of faces that suits your performance best)

- 4: Fully successful  
3: Mostly successful  
2: Partly successful  
1: Not yet successful



## Primary 1\* Assessment 1

### Catching a rolling ball



Successful

Unsuccessful

Peer assessment  
1 2

Teacher  
assessment

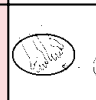
1. Aim at the rolling ball



2. Knees bend with hands reached out for the ball



3. Palms face forward, with fingers spread out naturally and downwards



4. Ball brought close to the chest immediately after the catch



Date of assessment:

- 4: Fully successful  
3: Mostly successful  
2: Partly successful  
1: Not yet successful

Assessor (no.):

Task: Catch an approaching rolling volleyball with both hands; Emphasis - good judgement

P.4

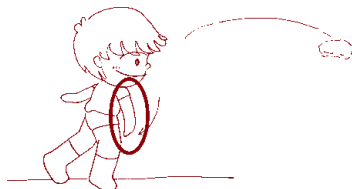
## Over-arm throwing a bean bag

(Colour the movement that you have done best)

1. Arm stretched backwards (with a bean bag)      2. Body twisting to the opposite side to strengthen the throwing motion



3. Apparent follow through



4. Good flow of movement

**My overall performance:** (Colour the appropriate number of faces that suits your performance best)

- 4: Fully successful  
3: Mostly successful  
2: Partly successful  
1: Not yet successful



## Primary 1\* Assessment 2

### Over-arm throwing a bean bag



Successful

Unsuccessful

Peer assessment  
1 2

Teacher  
assessment

1. Arm stretched backwards (with a bean bag)



2. Body twisting to the opposite side to strengthen the throwing motion



3. Apparent follow through



4. Good flow of movement



Date of assessment:

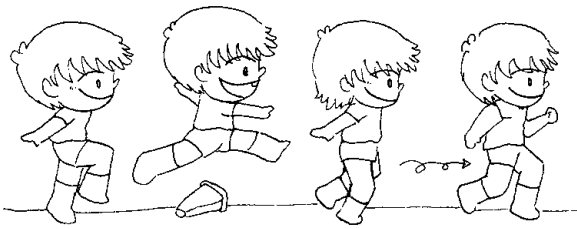
- 4: Fully successful  
3: Mostly successful  
2: Partly successful  
1: Not yet successful

Assessor (no.):

Task: Hold a bean bag in one hand and throw it at shoulder height for a distance of 10 metres or more; Emphasis - quick movement

P.6

2<sup>nd</sup> term of 2004-2005



Height: \_\_\_\_\_ m

Weight: \_\_\_\_\_ kg



My Excellent Sports

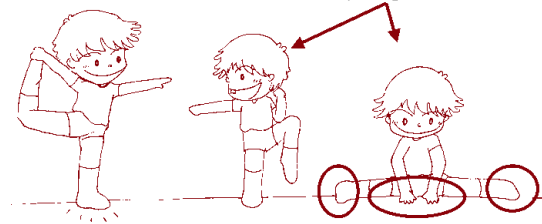
Please use pictures, newspaper cuttings or wording for expression

P.8

**Single poses**

(Colour the movement that you have done best)

- 1. Use different body parts for weight bearing
- 2. Show at least 2 different body shapes



- 3. Maintain a pose for at least 3 seconds
- 4. Smooth switch from one pose to another

My overall performance: (Colour the appropriate number of faces that suits your performance best)

- 4: Fully successful
- 3: Mostly successful
- 2: Partly successful
- 1: Not yet successful



**Primary 1\* Assessment 3**

**Single poses**

Successful	Peer assessment 1	Unsuccessful Teacher assessment 2

1. Use different body parts for weight bearing				
2. Show at least 2 different body shapes				
3. Maintain a pose for at least 3 seconds				
4. Smooth switch from one pose to another				
	Date of assessment:			4: Fully successful
	Assessor (no.):			3: Mostly successful
				2: Partly successful
				1: Not yet successful

Task: Show five different poses sequentially; Emphasis – using different body parts to bear weight




P.10















## Primary 1\* Assessment 4

### Landing (jump from hip joint height)

(Colour the movement that you have done best)

1. Hands stretched out sideways for balance
2. Well balanced in the air
3. Knees bend, landing steadily

	Successful 	Unsuccessful 		
	Peer assessment 1	2	Teacher assessment	
1. Hands stretched out sideways for balance				
2. Well balanced in the air				
3. Knees bend, landing steadily				
Date of assessment:				4: Fully successful
Assessor (no.):				3: Mostly successful
				2: Partly successful
				1: Not yet successful





**My overall performance:** (Colour the appropriate number of faces that suits your performance best)

4: Fully successful

3: Mostly successful

2: Partly successful










1: Not yet successful

Task: Jump from a platform of the student's hip joint height; Emphasis - soft landing P.12

### SJS Sports-related Values and Attitudes

Examine the following figures and put a "✓" in the appropriate boxes to indicate the desirable behaviours.

		
<input type="checkbox"/> push and shove opponent	<input type="checkbox"/> give encouragement to losers	<input type="checkbox"/> give up when one is far behind the others
		
<input type="checkbox"/> feel happy when teammates win	<input type="checkbox"/> perform better than the opponent but lose; throw the bat down in protest	<input type="checkbox"/> try one's best in competitions
		
<input type="checkbox"/> scold teammates who play less well than you do	<input type="checkbox"/> fight for equipment in case of insufficient equipment	<input type="checkbox"/> congratulate opponents when they win
<p>We have to:</p> <ol style="list-style-type: none"> <li>1. Obey the rules of the game</li> <li>2. Do our best</li> <li>3. Remember that friendship goes before winning</li> </ol>		

## From Daddy and Mummy

Takes exercise on average \_\_\_\_\_ a week.

1-2 times

3-4 times

5-6 times

He/She \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Appendix I: Pictorial Illustration of Assessment Criteria

## Running

1. Arms bend and swing quickly



2. Heels kick backwards to the hip



## Sliding

1. Eyes look forward, with body moving sideways



2. Show correct steps when sliding

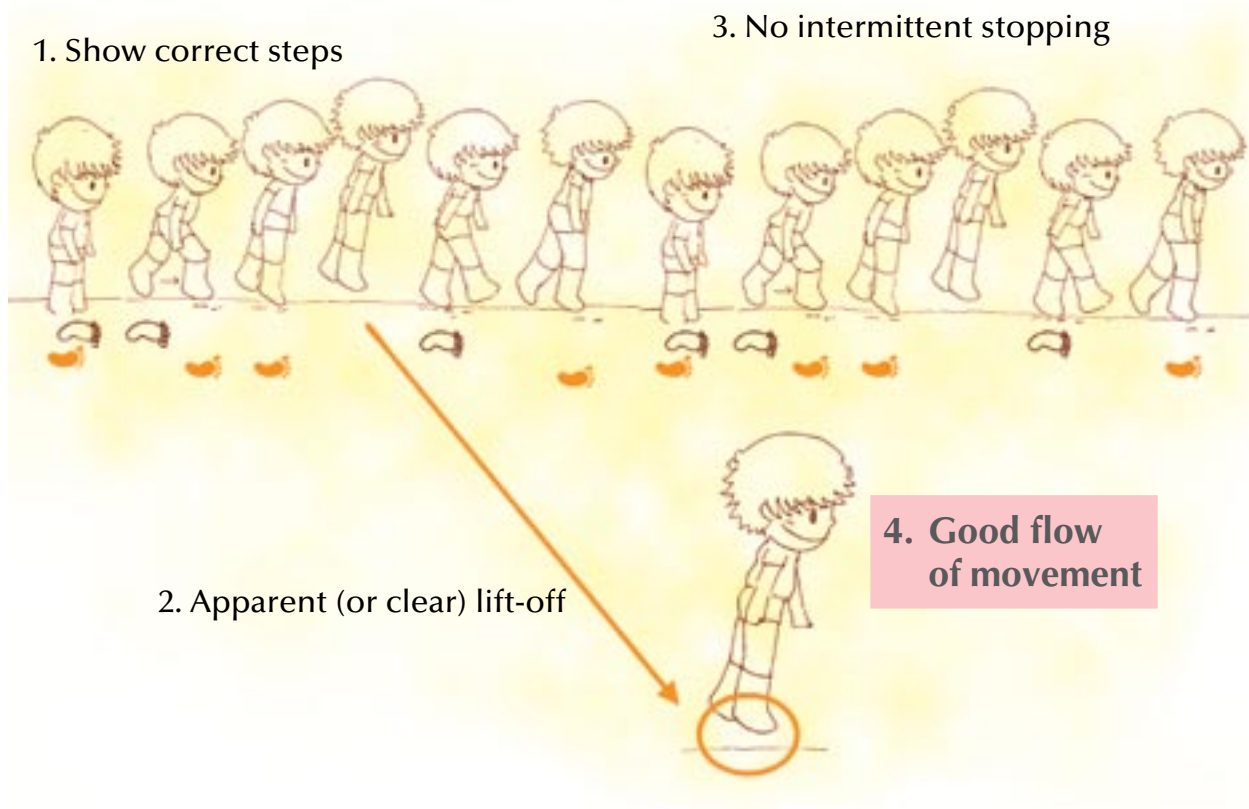


3. Apparent (or clear) lift-off



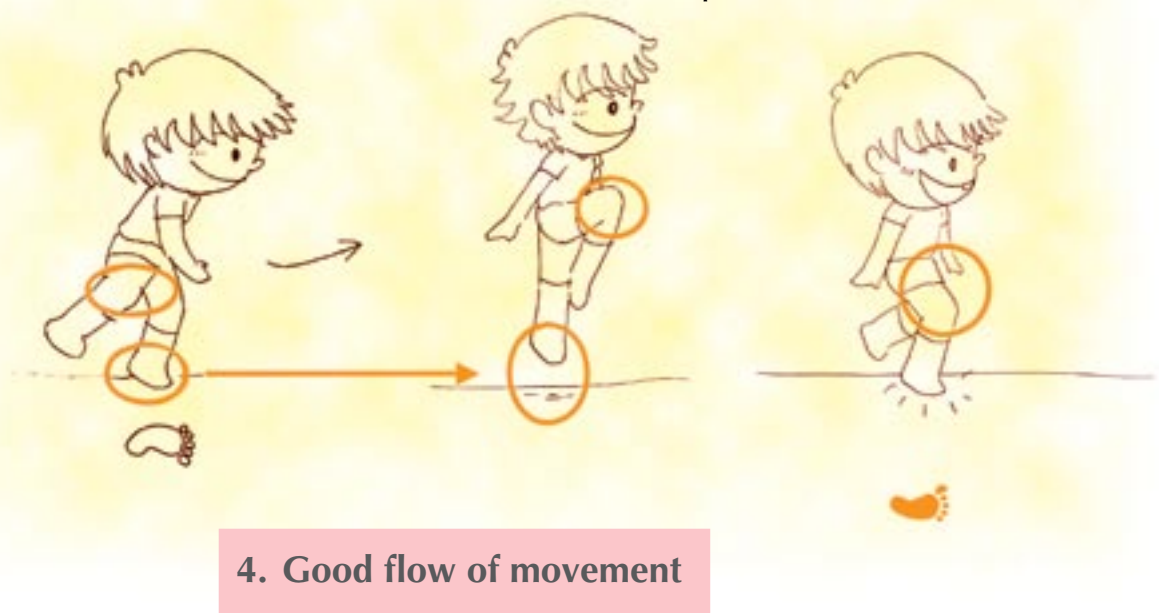
4. Body well balanced

## Galloping



## Step-hopping

1. Show correct steps
2. High and obvious knee-lift for the hop
3. Forceful step





## **Skipping**

1. Show correct steps

2. Low knee-lift for the hop



3. Sole close to ground at the hop

4. Good flow of movement

## **Landing (jump from hip joint height)**

1. Hands stretched out sideways for balance

3. Knees bend, landing steadily



2. Well balanced in the air

## Dodging: direction changing, snap stop

1. Quick response

2. Knees bend while changing direction or in snap stop

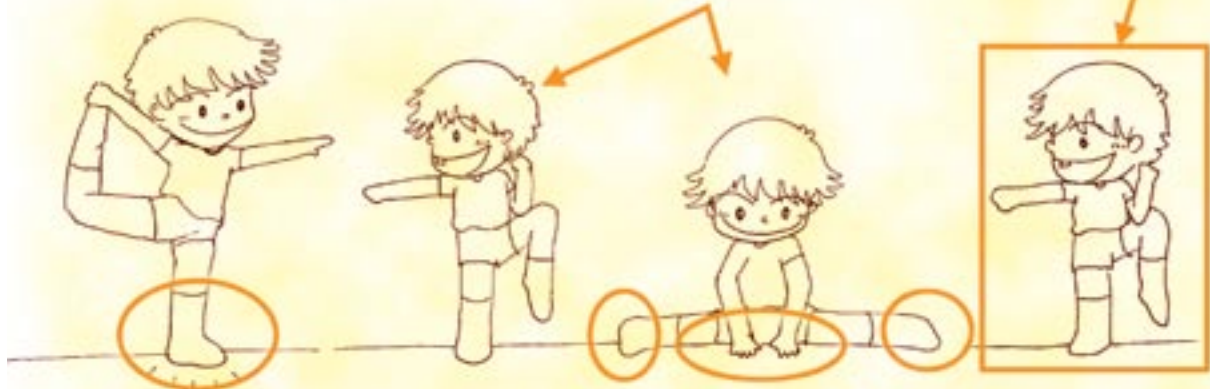


## Single poses

1. Use different body parts for weight-bearing

3. Maintain a pose for at least 3 seconds

2. Show at least 2 different body shapes



4. Smooth switch from one pose to another

## Under-arm rolling a ball

1. Arm straight and swinging downwards and backwards (with the ball)



2. Opposite leg stepping forward and bending



3. Arm straight and swinging downwards and forward, with the ball released at ground level

4. Good flow of movement

## Catching a rolling ball

1. Aim at the rolling ball



2. Knees bend with hands reached out for the ball



3. Palms face forward, with fingers spread out naturally and downwards



4. Ball brought close to the chest immediately after the catch



## Under-arm throwing a bean bag

1. Arm straight and swinging downwards and backwards (with a bean bag)

2. Opposite leg stepping forward and bending slightly

3. Arm straight and swinging downwards and forward with the bag released at waist to shoulder level

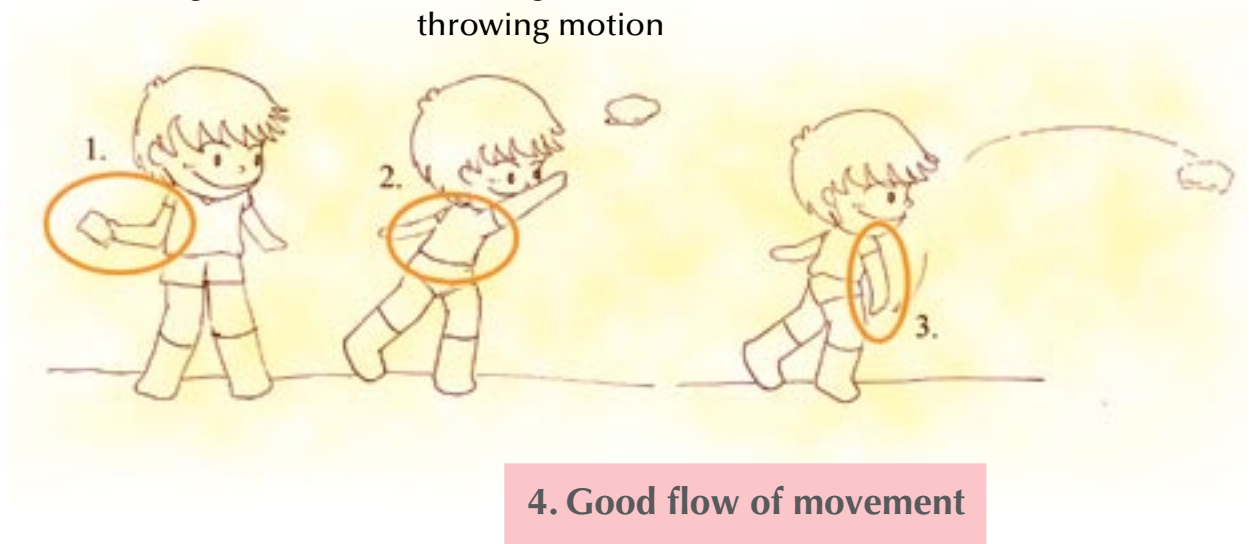


## Over-arm throwing a bean bag

1. Arm stretched backwards (with a bean bag)

2. Body twisting to the opposite side to strengthen the throwing motion

3. Apparent follow through





## Punting (a ball or a shuttlecok)

1. Kick the ball forward

2. Apparent follow through



3. Good flow of movement

## Sprinting

1. Body leaning forward and eyes looking forward

2. Arms bending and swinging quickly



3. Heels kicking backwards to the hip

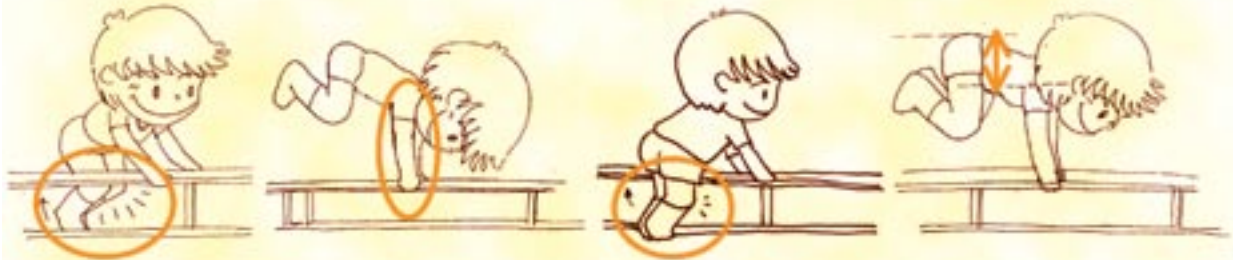


## **Bunny jump (along a bench)**

1. Arms straight when bearing weight

2. Knees bending before the bounce

3. Hip lift higher than shoulders' level



4. No intermittent stopping

## **Standing high jump**

1. Legs apart about the same as shoulder width

3. Arms swinging forcefully

5. Knees bending and feet landing in the take-off position



2. Knees bending before take-off

4. Body fully stretched during the flight



## **Standing long jump**

1. Legs apart about the same as shoulder width



2. Knees bending before take-off



3. Arms swinging forcefully



4. Body fully stretched during the flight

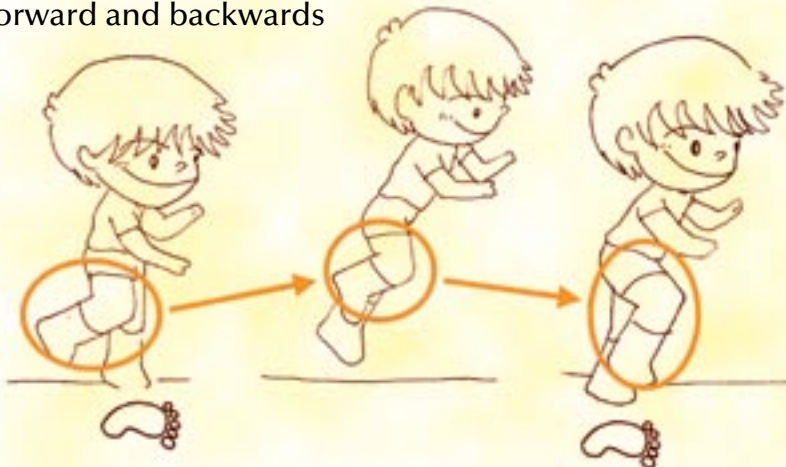


5. Knees bending, landing steadily



## **Hopping**

1. Non-weight-bearing leg swinging forward and backwards



2. Arms bending and swinging forward and backwards



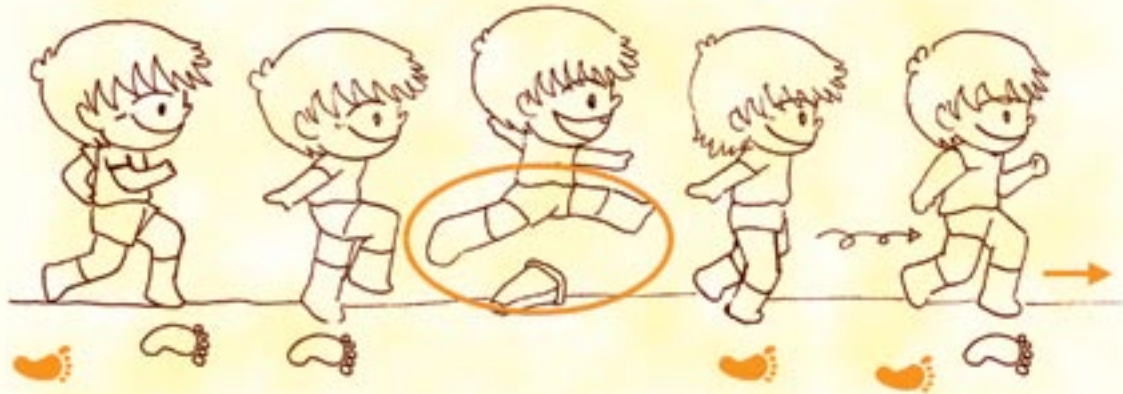
3. No intermittent stopping



## **Leaping**

1. Show correct steps

2. Legs splitting and stretching forward and backwards during the flight



3. Land steadily and able to run forward afterwards

## **Sideward rolling**

1. Legs apart slightly wider than shoulder width



2. Face forward before and after rolling

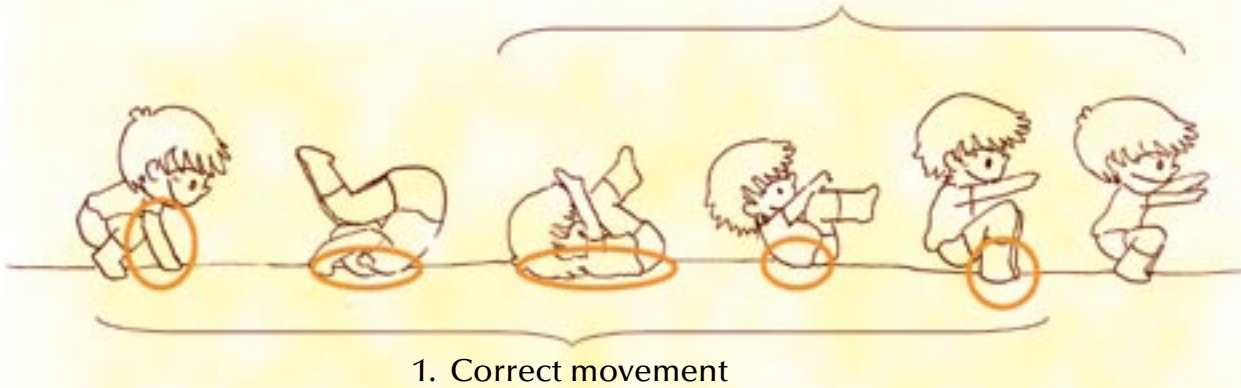
3. Bear weight with palms or arms when falling



4. Smooth rolling without bumpiness

## Forward rolling

3. No palm support to standing position after the roll



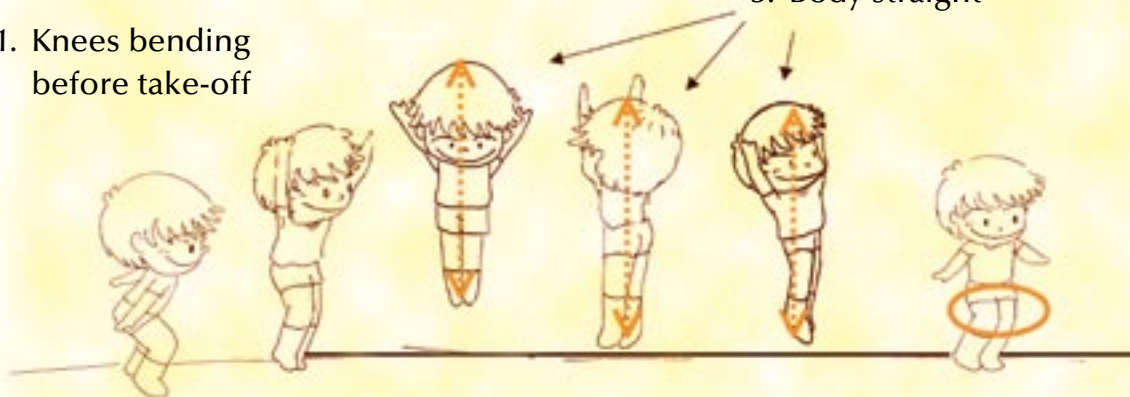
2. Smooth rolling without bumpiness

## Airborne turning

2. Turn initiated by arm movement

3. Body straight

1. Knees bending before take-off



4. Knees bending, landing steadily



## Single poses (with music)

1. Match music beats when changing poses



2. At least 3 different poses



3. Appropriate facial expressions



4. Good flow of movement

## Rhythmic movement with partner

1. Movements match rhythm



2. Varied movements



5. Good flow of movement

3. Apparent contrast in movements between partners

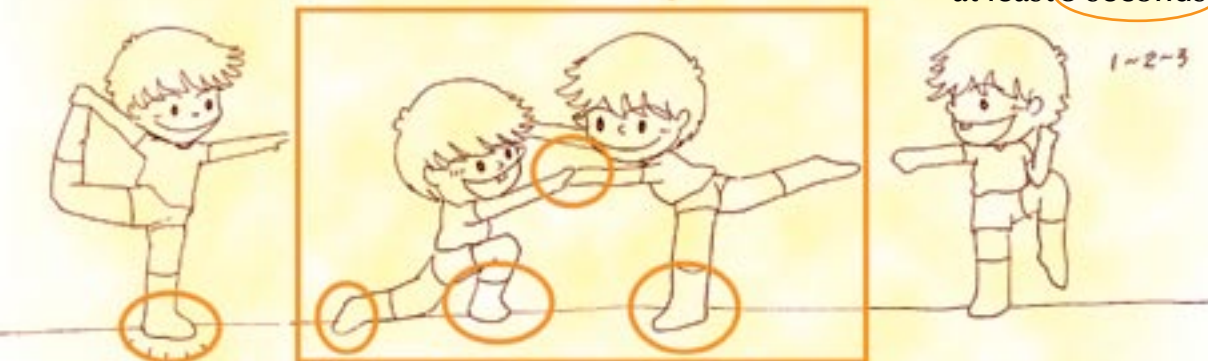


4. Appropriate facial expressions



## Duo poses

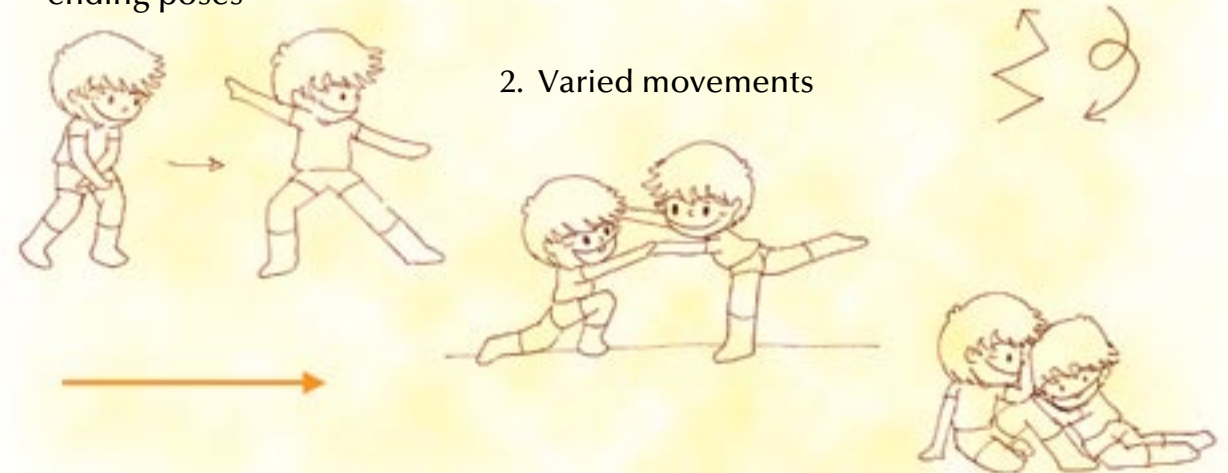
1. Different body parts used for weight-bearing
2. Contrasting poses in body shapes or levels
3. Pose maintained for at least 3 seconds



4. Good flow of movement

## Movement sequence with partner

1. Clear beginning and ending poses
2. Varied movements
3. Varied pathways
4. Apparent collaborative movements



## **Bouncing**

1. Knees flexing slightly



2. Fingers spreading naturally



3. Clear "Pushing" movements



4. Bounce at waist level

## **Passing and catching**

1. Eyes on the coming ball



2. Hands reaching out for the ball

3. Arms bending and pushing to strengthen the force of passing



4. Knees flexing slightly



## **Striking**

2. Body twisting to the opposite side to strengthen the striking motion

1. Arm stretching backwards (with a bat)

3. Clear follow through



4. Good flow of movement

## **Kicking**

1. Weight-bearing foot placed by the side of the ball

2. Kicking leg swinging backwards



3. Clear follow through

4. Smooth approach run

## Dribbling (with foot)

1. Ball maintained within a distance of one to two steps from the foot



2. Head raised, looking forward

3. No intermittent stopping



4. Along the pathway as designated

## Solo movement sequence

1. Clear beginning and ending poses



3. Varied pathways



2. Varied movements

4. Good flow of movement

## Solo movement sequence (with apparatus)

1. Clear beginning and ending poses



2. Varied apparatus



3. Varied pathways



4. Good flow of movement

## Solo movement sequence (with music)

1. Movements match rhythm



2. At least 3 different movements



3. Varied pathways



4. Good flow of movement

## Rhythmic movement with objects

1. Movements match rhythm



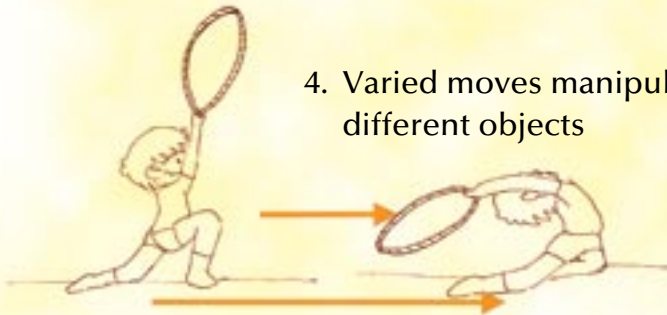
2. At least 3 different movements



3. Varied pathways



4. Varied moves manipulating different objects



**5. Good flow of movement**

## Galloping



Successful



Unsuccessful

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

1.Show correct steps					
2.Apparent (or clear) lift-off					
3.No intermittent stopping					
4.Good flow of movement					
Assessor (no.)					

Task: Move 10 metres forward ; Emphasis - correct movement form

## Step-hopping



Successful



Unsuccessful

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

1.Show correct steps					
2.High and obvious knee-lift for the hop					
3.Forceful step					
4.Good flow of movement					
Assessor (no.)					

Task: Move 10 metres forward ; Emphasis - correct movement form



# Skipping



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Show correct steps					
2. Low knee-lift for the hop					
3. Sole close to ground at the hop					
4. Good flow of movement					
Assessor (no.)					

Task: Move 10 metres forward; Emphasis - correct movement form

# Landing (jump from hip joint height)



Successful



Unsuccessful

1st

2nd







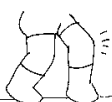




3rd

4th

1. Hands stretch out sideways for balance					
2. Well balanced in the air					
3. Knees bend, landing steadily					
Assessor (no.)					



















Task: Jump from a platform of the student's hip joint height; Emphasis - soft landing

## Dodging: direction changing, snap stop

		Successful 		Unsuccessful 	
		1st	2nd	3rd	4th
1. Quick response					
2. Knees bend while changing direction or in snap stop					
Assessor (no.)					

Task: In pairs (student 1 and student 2) run around assigned area. Upon hearing the signal "1", student 1 runs to catch student 2, and on hearing '2', student 2 chases the other;  
Emphasis - quick response and movement

## Single poses

		Successful 		Unsuccessful 	
		1st	2nd	3rd	4th
1. Use different body parts for weight-bearing					
2. Show at least 2 different body shapes					
3. Maintain a pose for at least 3 seconds					
4. Smooth switch from one pose to another					
Assessor (no.)					

Task: Show five different poses sequentially; Emphasis – using different body parts to bear weight



## Under-arm rolling a ball



Successful






















Unsuccessful

1st

2nd

3rd

4th

1. Arm straight and swinging downwards and backwards (with the ball)					
2. Opposite leg stepping forward and bending					
3. Arm straight and swinging downwards and forward, with the ball released at ground level					
4. Good flow of movement					
Assessor (no.)					

Task: Roll a small ball (about 10 cm in diameter) with one hand a distance of 10 m (the ball must not bounce); Emphasis - smooth movement

## Catching a rolling ball



Successful























Unsuccessful

1st

2nd

3rd

4th

1. Aim at the rolling ball					
2. Knees bend with hands reached out for the ball					
3. Palms face forward, with fingers spread out naturally and downwards					
4. Ball brought close to the chest immediately after the catch					

Task: Catch an oncoming and rolling volleyball with both hands; Emphasis - good judgement

## Under-arm throwing (a bean bag)



Successful






















Unsuccessful

1st

2nd

3rd

4th

1. Arm straight and swinging downwards and backwards (with a bean bag)					
2. Opposite leg stepping forward and bending slightly					
3. Arm straight and swinging downwards and forward with the bag released at waist to shoulder level					
4. Good flow of movement					
Assessor (no.)					

Task: Throw a bean bag with one hand a distance of 10 metres or more; Emphasis - smooth movement

## Over-arm throwing (a bean bag)



Successful






















Unsuccessful

1st

2nd

3rd

4th

1. Arm stretched backwards (with a bean bag)					
2. Body twisting to the opposite side to strengthen the throwing motion					
3. Apparent follow through					
4. Good flow of movement					
Assessor (no.)					

Task: Hold a bean bag with one hand and throw it at shoulder height a distance of 10 metres or more; Emphasis - quick movement

## Punting (a ball or a shuttlecock)



Successful

















Unsuccessful

1st

2nd

3rd

4th

1. Kick the ball forward					
2. Apparent follow through					
3. Good flow of movement					
	Assessor (no.)				

Task: Drop a volleyball or a shuttlecock from waist level and kick it a distance of 10 metres or more;  
Emphasis – good judgment

## Sprinting



Successful













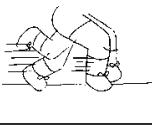




Unsuccessful

1st

2nd

3rd

4th

1. Body leaning forward and eyes looking forward					
2. Arms bending and swinging quickly					
3. Heels kicking backwards to the hip					
	Assessor (no.)				

Task: Run 20 metres in a straight line; Emphasis - quick movement

## Bunny jump (along a bench)



Successful



Unsuccessful

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

1.Arms straight when bearing weight					
2.Knees bending before the bounce					
3.Hip lift higher than shoulders' level					
4.No intermittent stopping					
Assessor (no.)					

Task: Do bunny jumps along a bench and move forward, with the feet landing alternatively on the left and right side of the bench; Emphasis - quick movement

## Standing high jump



Successful



Unsuccessful

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

1.Legs apart about the same as shoulder width					
2.Knees bending before take-off					
3.Arms swinging forcefully					
4.Body fully stretched during the flight					
5.Knees bending and feet landing in the take-off position					
Assessor (no.)					

Task: With no run-up, jump forcefully upwards; Emphasis - body stretching

## Standing long jump



Successful



Unsuccessful

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

1. Legs apart about the same as shoulder width					
2. Knees bending before take-off					
3. Arms swinging forcefully					
4. Body fully stretched during the flight					
5. Knees bending, landing steadily					
Assessor (no.)					

Task: With no run-up, jump forcefully forward; Emphasis - body stretching

## Hopping



Successful



Unsuccessful

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

1. Non-weight-bearing leg swinging forward and backwards					
2. Arms bending and swinging forward and backwards					
3. No intermittent stopping					
Assessor (no.)					

Task: Move forward on one leg a distance of 5 metres; Emphasis - quick movement

## Leaping



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Show correct steps					
2. Legs splitting and stretching forward and backwards during the flight					
3. Land steadily and able to run forward afterwards					
Assessor (no.)					

Task: With a run-up of three to five steps, and a one-foot take-off go over a pyramid skittle lying flat on the ground; Emphasis – adequate splitting and stretching of legs

## Sideward rolling



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Legs apart slightly wider than shoulder width					
2. Face forward before and after rolling					
3. Bear weight with palms or arms when falling					
4. Smooth rolling without bumpiness					
Assessor (no.)					

Task: Fall sideways from a half squat, roll over on the back and resume a half squat;  
Emphasis - smooth movement

## Forward rolling



Successful

















Unsuccessful

1st

2nd

3rd

4th

1. Correct movement					
2. Smooth rolling without bumpiness					
3. No palm support to standing position after the roll					
Assessor (no.)					

Task: Fall forward from a squat, roll over on the back and hip and resume a squat;  
Emphasis - smooth movement

## Airborne turning



Successful























Unsuccessful

1st

2nd

3rd

4th

1. Knees bending before take-off					
2. Turn initiated by arm movement					
3. Body straight					
4. Knees bending, landing steadily					
Assessor (no.)					

Task: Jump upwards and turn the body in the air 90 degrees or more; Emphasis - soft landing



## Single poses (with music)



Successful



Unsuccessful

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

1. Match music beats when changing poses					
2. At least 3 different poses					
3. Appropriate facial expressions					
4. Good flow of movement					
Assessor (no.)					

Task: Follow musical rhythm and switch from one pose to another; Emphasis - rhythmic sense

## Bouncing



Successful



Unsuccessful

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

1. Knees flexing slightly					
2. Fingers spreading naturally					
3. Clear "Pushing" movements					
4. Bounce at waist level					
Assessor (no.)					

Task: Stand stationary and bounce a ball on the ground as many times as possible;

Emphasis - good control of the ball

## Passing and catching



Successful



Unsuccessful

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

1. Eyes on the coming ball					
2. Hands reaching out for the ball					
3. Arms bending and pushing to strengthen the force of passing					
4. Knees flexing slightly					
Assessor (no.)					

Task: Catch an oncoming volleyball with both hands and then pass it ; Emphasis – good judgment

## Striking



Successful



Unsuccessful

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

1. Arm stretching backwards (with a bat)					
2. Body twisting to the opposite side to strengthen the striking motion					
3. Clear follow through					
4. Good flow of movement					
Assessor (no.)					

Task: Drop a tennis ball in front of the body and, when it bounces up, hit it 10 metres or more ; Emphasis – good judgment

## Kicking



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Weight-bearing foot placed by the side of the ball					
2. Kicking leg swinging backwards					
3. Clear follow through					
4. Smooth approach run					
Assessor (no.)					

Task: With a run-up of two to three steps, kick a placed volleyball 10 metres or more;

Emphasis - smooth movement

## Dribbling (with foot)



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Ball maintained within a distance of one to two steps from the foot					
2. Head raised, looking forward					
3. No intermittent stopping					
4. Along the pathway as designated					
Assessor (no.)					

Task: Control a volleyball with the foot and move it along a designated pathway;

Emphasis - movement along the pathway as designated

## Moving to music



Successful



Unsuccessful

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

1.Sliding matches rhythm					
2.Galloping matches rhythm					
3.Step-hopping matches rhythm					
4.Skipping matches rhythm					
	Assessor (no.)				

Task: Follow musical rhythm when performing locomotor skills; Emphasis - rhythmic sense

## Solo movement sequence



Successful



Unsuccessful

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

1.Clear beginning and ending poses					
2.Varied movements					
3.Varied pathways					
4.Good flow of movement					
	Assessor (no.)				

Task: Show three different poses with locomotor skills in between; Emphasis - variety

## **Solo movement sequence** **(with apparatus)**



Successful



Unsuccessful

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

1. Clear beginning and ending poses					
2. Varied apparatus					
3. Varied pathways					
4. Good flow of movement					
	Assessor (no.)				

Task: Show three different poses that involve using small apparatus and with locomotor skills in between;  
Emphasis - variety

## **Solo movement sequence** **(with music)**



Successful



Unsuccessful

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

1. Movements match rhythm					
2. At least 3 different movements					
3. Varied pathways					
4. Good flow of movement					
	Assessor (no.)				

Task: Follow musical rhythm and switch from one body movement to another;  
Emphasis - rhythmic sense

## Zone game



Successful



Unsuccessful

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

1. Attack the open space of the opponent					
2. Adjust standing position to avoid the occurrence of open space on own side					
3. Communication between team members					
4. Devotion to the game					
	Assessor (no.)				

Task: Can be any game; may refer to volleyball, badminton, tennis, table tennis, etc;  
Emphasis - appropriate use of space

## Confrontation game



Successful



Unsuccessful

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

1. Attack the open space of the opponent					
2. Intercept movements against the opponent					
3. Break-away movements against the opponent					
4. Communication between team members					
5. Devotion to the game					
	Assessor (no.)				

Task: Can be any game; may refer to football, basketball, handball, captain ball, etc;  
Emphasis - effective defence and offence movements



## Appendix III: Skills List

- Learning and teaching activities may be varied by considering movement concepts (such as speed, direction, level, effort, pathway, space, relation with music and relation with objects), apparatus (such as bean bag, quoit, rubber ball, shuttlecock, cane, badminton shuttlecock and coloured band), or task requirements (such as high/low, distance, target, on spot/stationary, moving, run and stop and jumping over obstacles).
- Teachers may refer to “*Syllabuses for Primary Schools: PE (P1-6)*” published in 1995 by the Curriculum Development Council for some suggested activities.

### Locomotor Skills

Overall Level		Suggested Activities
1	2	
<input type="radio"/>		Walking
<input type="radio"/>		Galloping
<input type="radio"/>		Skipping
<input type="radio"/>		Sliding
<input type="radio"/>		Step-hopping
<input type="radio"/>		Stop after walking
	<input type="radio"/>	Knee lift walking
	<input type="radio"/>	Marching
<input type="radio"/>	<input type="radio"/>	Forward running
<input type="radio"/>		Free running (space, directions)
	<input type="radio"/>	Knee-lift running on spot
	<input type="radio"/>	Knee-lift running
	<input type="radio"/>	Fartlek running
	<input type="radio"/>	Sprinting
<input type="radio"/>		Bouncing
<input type="radio"/>		Two feet to two feet jumping (forward, upwards)
<input type="radio"/>		One foot to two feet jumping (forward, upwards)
<input type="radio"/>		Two feet to one foot jumping (forward, upwards)
<input type="radio"/>		One foot to an other foot jumping (forward, upwards)
<input type="radio"/>		One foot to same foot jumping (forward, upwards)
<input type="radio"/>		Star jumping
<input type="radio"/>		Jumping from hip joint height(landing on both feet)

Overall Level		Suggested Activities
1	2	
	<input type="radio"/>	Continuous hopping
	<input type="radio"/>	Leaping on spot
	<input type="radio"/>	Leaping while running
	<input type="radio"/>	Standing high jump
	<input type="radio"/>	Standing long jump
	<input type="radio"/>	Rope skipping in tucked position
	<input type="radio"/>	Forward rope skipping (both feet)
	<input type="radio"/>	Forward rope skipping while running
	<input type="radio"/>	Single rope skipping (single foot, both feet)
	<input type="radio"/>	Rope skipping in pairs
	<input type="radio"/>	Side-by-side rope skipping (double/triple/multiple)
	<input type="radio"/>	Jumping over a rolling hoop
	<input type="radio"/>	Airbourn turning
	<input type="radio"/>	With approach, both feet take-off from spring-board, land on mats
	<input type="radio"/>	With approach, both feet take-off from spring-board, squat vault onto a box
	<input type="radio"/>	With approach, single foot take-off, both feet landing on mats (with certain height and distance for jumping, trunk extending in air)
	<input type="radio"/>	Squat vault onto a box from spring-board (three layer side box)
	<input type="radio"/>	Pulling whole body forward with hands on bench (fur seal crawling)
	<input type="radio"/>	Imitating animals (e.g. caterpillar, crab, tortoise) with hands and legs crawling
	<input type="radio"/>	Imitating animals (e.g. frog, spider) with hands as support
	<input type="radio"/>	Imitating horse kicking
	<input type="radio"/>	Imitating the hands at a clock moving clockwise
	<input type="radio"/>	Imitating bunny jumping

## Stability Skills

Overall Level		Suggested Activities
1	2	
	<input type="radio"/>	Sideward roll
<input type="radio"/>		Straight body turning
<input type="radio"/>		Roll in tucked position (egg rolling)
	<input type="radio"/>	Forward roll in tucked position
	<input type="radio"/>	Backward roll in tucked position
	<input type="radio"/>	Forward roll twice in tucked position
	<input type="radio"/>	Straddle forward roll, end in tucked position
	<input type="radio"/>	Cartwheel
<input type="radio"/>		Various poses for balance (e.g. letters of the alphabet, shapes, animals, daily household items)
<input type="radio"/>		Various numbers of weight-bearing points
<input type="radio"/>		Copying partner's poses
	<input type="radio"/>	Airborne turning
	<input type="radio"/>	Using various body parts for weight-bearing
	<input type="radio"/>	Light leaps on bench
	<input type="radio"/>	In pairs, walking sideways and changing position with partner on bench
	<input type="radio"/>	Walking forward on bench balancing a bean bag on the head
	<input type="radio"/>	Using the top of bench: walking forward and backwards (single)
	<input type="radio"/>	Using the top of bench: pairs facing each other, walking forward and changing position with partner
	<input type="radio"/>	Using the reverse side of bench: walking forwards and backwards
	<input type="radio"/>	Using the reverse side of bench: walking sideways
	<input type="radio"/>	Using the reverse side of bench: half turn with both feet on bench
	<input type="radio"/>	Using the top of bench: single-foot balance (side/front scale balance)
<input type="radio"/>		Single-hand counter-balance
<input type="radio"/>		Both hands counter-balance
<input type="radio"/>		Leg counter-balance
<input type="radio"/>		Single-hand counter-tension
<input type="radio"/>		Both hands counter-tension
<input type="radio"/>		Leg counter-tension
<input type="radio"/>		Turning on spot
<input type="radio"/>		Twisting on spot
<input type="radio"/>		Making use of various parts of the body to create movements
	<input type="radio"/>	Combining elements like running, jumping, rolling and balancing
<input type="radio"/>		Making use of elements such as walking, running, jumping, rolling and balancing to create various thematic movements, e.g. robots, animals, etc
<input type="radio"/>	<input type="radio"/>	In groups of two for creation
<input type="radio"/>	<input type="radio"/>	More students in groups for creation

## **Manipulative Skills**

Overall Level		Suggested Activities
1	2	
○		On spot, single-hand bouncing, both hands catching
	○	On spot, continuous single-hand bouncing
	○	On spot, continuous bouncing with alternate left and right hand
	○	Bouncing with left and right hand interval
	○	Bouncing while moving
	○	Bouncing while moving with a zig zag pathway
	○	Body squat bouncing
	○	Dribbling
	○	Slow running to dribble a ball
	○	Dribbling with alternate left hand and right hand
	○	Continuously bat on a shuttlecock with hands
	○	Use a short bat to bat on a shuttlecock continuously
	○	Partners use short bats in passing a shuttlecock
	○	Single hand hitting with racket
	○	Striking
○		Throwing and catching with both hands
○		Single-hand throwing, both-hand catching
○		(Partner) Throwing, catching with both hands
○		(Partner) single-hand throwing, both-hand catching
	○	Left/right-hand throwing, right/left-hand catching
	○	Single-hand throwing, single-hand catching
	○	(Partner) single-hand throwing, single-hand catching
	○	Single-hand throwing, single-hand pulling on
	○	Single-hand throwing, short stick pulling on
	○	Under-arm throwing and catching while running
○	○	Throwing light items forward
	○	Throwing and catching with a partner
	○	Shooting with both hands
	○	Shooting with single hand
	○	Over-arm throwing and catching while running
	○	Over-arm throwing to target

Overall Level		Suggested Activities
1	2	
○		Rolling and catching a ball with hands
○	○	Rolling and catching a ball with single hand
	○	(Partner) rolling and catching with both hands
	○	(Partner) rolling and catching with single hand
	○	Target rolling and catching
	○	Collecting and stopping a rolling ball (slowly rolling a ball forward, chasing forward to collect and stop it)
	○	In pairs, one rolling a ball with a hand, partner dribbling it back with inside of the foot
○		Kicking a ball with instep
○		Punting (ball/shuttlecock)
	○	Kicking a ball with instep (with approach)
	○	Receiving a ball with inside of the foot
	○	Kicking a ball with inside of the foot
	○	In pairs, moving a ball forward through passing
	○	Passing and catching while running
	○	Passing and catching while running (in different ways)
	○	Passing a small rubber ball against the wall, rebounding from the floor and catching it
	○	Passing a small rubber ball against a target on the wall, rebounding from wall and catching it
	○	Bouncing in pairs
	○	In groups of three, one standing in the middle, the other two bounce the ball through his/her legs

## Strategy for Game Participation

Overall Level		Suggested Activities
1	2	
	○	Understand the basic strategy of zone game: Attack the open space of the opponent, defend and eliminate open space of own side, use feints and fake movements, etc
	○	Understand basic strategy of confrontation competition: Walk in favourable position to assist teammates, intercept the opponents and use feints and fake movements, etc



## **2** **Aquatics - Swimming**

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# SWIMMING

This is one of the series of Physical Education (PE) Learning Outcomes Framework booklets. Its contents are as follows:

## **2.1 Introduction**

## **2.2 Learning Objectives in the Six Strands**

## **2.3 Development of Generic Skills**

## **2.4 Cultivation of Values and Attitudes**

## **2.5 Role of Teachers**

## **2.6 Learning Outcomes Framework**

## **2.7 Extended Tasks**

## **2.8 Co-curricular Activities**

## **2.9 An Example of a Swimming Syllabus**

## 2.1 Introduction

Swimming includes various swimming events, lifesaving, survival in the water, synchronised swimming, etc.

Swimming is a very popular aquatic sport and the foundation of other aquatic sports. Swimming not only cultivates the overall development of the physique, but also serves as a survival skill.

Through swimming, students may not only learn to master various swimming strokes, but also learn about the rules and regulations, characteristics of different strokes, safety precautions and also the history and development of the sport. In addition to developing motor and sports skills, students also build up their self-confidence. Swimming is therefore very important to the growth of students.

## 2.2 Learning Objectives in the Six Strands

### Motor and sports skills

Through various kinds of simple activities or modified games, students may understand the characteristics of swimming and acquire the basic swimming techniques. This equips them with the confidence and competence to participate in other aquatic sports.

### Health and fitness

By participating in swimming, students learn the relationship between sports and health as well as the factors affecting health. For example, swimming is ideal for those who are unable to perform weight-bearing activities or who have joint problems. It also has a significant effect on strengthening cardio-respiratory fitness. Thus, students can take part in swimming to maintain good health and the optimal level of physical fitness.

### Sports-related values and attitudes

Through participating in swimming, positive values and attitudes of students can be cultivated. For example, in swimming lessons, students note personal hygiene, respect the rights and feelings of other swimmers, take care of each other, etc, and thus develop good civic consciousness. Students also learn to appreciate individual differences, respect others and express their own views and feelings in appropriate ways or through collaborative tasks. For example, the “buddy” system that is commonly adopted in swimming lessons enables students to help each other and develop team spirit.

## **Knowledge and practice of safety**

Through different learning and teaching activities, students better understand swimming and heighten their safety awareness in the area of water sports. They learn how to prevent and handle accidents related to aquatics.

## **Knowledge of movement**

Through different learning and teaching activities, students acquire knowledge about the correct techniques for different swimming strokes and seek ways to improve on specific weaknesses. This cultivates their critical thinking skills. They can also use information technology such as the Internet to collect information and analyse different topics connected with swimming to report on what they have learnt. For example, they may be interested in the characteristics of the buoyancy of our body in water, the origins and development of different strokes, how to choose suitable strokes to match individuals' physical qualities, etc.

## **Aesthetic sensitivity**

Through engaging in various forms of practices, competitions and related activities, students have opportunities to observe each other and learn to identify the aesthetic elements of fellow students' performances in different activities such as the display of different swimming strokes or synchronised swimming, reflect on them and share their views with each other.

## **2.3 Development of Generic Skills**

Generic skills required for lifelong learning can be developed among students through physical activities. In PE, great emphasis is placed on developing the collaboration skills, communication skills, creativity and critical thinking skills. Aesthetic appreciation is also very important. For example, students can learn through physical activities to cooperate with team members and from that point develop their collaboration skills. They can learn to control their emotions when facing unfavourable situations in competitions and thus improve their ability to solve problems.

Generic skills and aesthetic appreciation are best cultivated gradually through different learning and teaching activities and situations. The effects of learning and teaching can be observed and improved through different modes of assessment. The following are examples of related learning and teaching activities and their assessment criteria:

Generic Skills/ Aesthetic Appreciation	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>Collaboration Skills</b>	Students learn to coordinate with each other through group practices and competitions. For example, they help fellow students who have difficulty to do a prone float, use both hands to support a fellow's back to assist him to do a back float, hold the hands of fellows to help them return to a standing position.	<ul style="list-style-type: none"> <li>• Prepare equipment before lessons and put it away afterwards</li> <li>• Help fellows practise floating by holding swimming aids</li> <li>• Cooperate with partners during practice and exercise team spirit</li> <li>• Give advice to others during practice</li> <li>• Help partners solve difficulties</li> <li>• Cooperate with partners and teach each others</li> </ul>
<b>Communication Skills</b>	Students learn the skills of communication with others through practices and competitions. Then they are able to express their own views and feelings clearly and appropriately.	<ul style="list-style-type: none"> <li>• Listen to the views of others</li> <li>• Take turns with partners to practise breathing</li> <li>• State views with sincerity</li> <li>• Express views and feelings in clear and appropriate ways</li> <li>• Communicate with partners during practice on how to help with a prone float</li> <li>• Understand the problems confronting partners and give them support and help</li> <li>• Express reasonable opinions</li> <li>• Reach consensus for cooperation when views differ</li> </ul>
<b>Creativity</b>	Students demonstrate their creativity in activities. For example, when they learn synchronised swimming or practise breath holding, they can imitate different underwater creatures.	<ul style="list-style-type: none"> <li>• Try different positions when practising floating</li> <li>• Make good use of resources</li> <li>• Make use of different circumstances to learn and improve swimming technique</li> <li>• Offer suggestions to make the activities more interesting</li> <li>• Transform previous knowledge into new techniques</li> <li>• Make flexible use of and improve learnt skills for better performance</li> </ul>

Generic Skills/ Aesthetic Appreciation	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>Critical Thinking Skills</b>	Sum up and analyse through self and peer assessment, demonstrations, competitions, etc to develop critical thinking skills.	<ul style="list-style-type: none"> <li>Identify one's body type and characteristics to select the most suitable stroke for competition</li> <li>Point out mistakes and propose methods of improvement</li> <li>Analyse the relationship between technique and performance</li> <li>Sum up the merits and weaknesses of themselves and others</li> </ul>
<b>Aesthetic Appreciation</b>	Develop aesthetic sensitivity through participating in different modes of practice, competitions and related activities. For example, elegant swimming movements, costume, etc.	<ul style="list-style-type: none"> <li>Point out the merits and weaknesses of movements and poses</li> <li>Appreciate elegant swimming movements</li> <li>Collect photos of diving and comment on the postures and skills</li> </ul>

Remark: When assessing various related generic skills, one may consider awarding grades according to the expected standard so that assessors may apply the criteria for assessment to promote student learning. An example is given below for reference.

Assessment Criteria	Put a "✓" in the appropriate boxes.							
	First observation				Second observation			
	1	2	3	4	1	2	3	4
Help partners to solve problems								
Listen to the views of others								
Offer suggestions to make the activities more interesting								

1 - Not willing to show the behaviour

2 - Willing to show the behaviour

3 - Take the initiative to show the behaviour

4 - Eager to show the behaviour

## 2.4 Cultivation of Values and Attitudes

Values are qualities that students should develop as principles underpinning behaviour and decision-making, whereas attitudes support cognitive functioning. Both are personal qualities that students should develop. In the process of learning and teaching, values and attitudes mutually affect each other. By means of different modes of assessment, the effects of learning and teaching can be reviewed and improved. The following are examples of related learning and teaching activities and their assessment criteria:

Values and Attitudes	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>National Identity</b>	Through aquatic events, students learn the achievements of Chinese athletes and so develop their sense of national identity. For example, at the time of hoisting the national flag and playing the national anthem, students will feel pride in identifying themselves as Chinese nationals.	<ul style="list-style-type: none"> <li>• Get to know about famous swimmers of China</li> <li>• Get to know swimming news related to China</li> <li>• Get to know China's success in Asian and international swimming events</li> <li>• Take pride when Chinese athletes win international competitions</li> </ul>
<b>Responsibility</b>	Through different modes of practice, competition and related activities, students come to realise the importance of responsibility. For example, using both hands to hold partner's hands when practising leg-kicking and taking care of partner all the way.	<ul style="list-style-type: none"> <li>• Keep the surroundings clean</li> <li>• Join all activities punctually</li> <li>• After using kickboards, putting them away as instructed</li> <li>• Assess each other seriously</li> <li>• Abide by rules and prevent injuries to one self/fellow students</li> <li>• Assist students in need</li> <li>• Take care of fellow students' learning and safety</li> <li>• Achieve the targets in swimming lessons</li> <li>• Complete assigned tasks</li> <li>• Make great effort to finish competitions disregarding winning or losing</li> </ul>



Values and Attitudes	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>Commitment</b>	Through different modes of practice, competitions and related activities, students come to realise that they have to be positive and committed, and to try their best to find solutions when they face difficulties.	<ul style="list-style-type: none"> <li>• Help arrange and pack up equipment</li> <li>• Make good use and take care of sports equipment and facilities</li> <li>• Help maintain order</li> <li>• Help fellow students who are confronted with difficulties</li> <li>• Take up the role of a junior instructor for the swimming group</li> <li>• Act as junior leaders in organising activities</li> </ul>
<b>Respect for Others</b>	Through activities, students learn to respect others including teammates, teachers, referees and other competitors.	<ul style="list-style-type: none"> <li>• Respect order in class</li> <li>• Listen carefully to others' instructions</li> <li>• Be open to comments and guidance</li> <li>• Respect the performance of fellow students</li> <li>• Respect teachers, referees, team members and other competitors</li> <li>• Respect the judgements of referees</li> <li>• Be sincere about helping partners' practice</li> <li>• Take the initiative to shake hands with opponents after competition as a gesture of thanks regardless of winning or losing</li> </ul>
<b>Perseverance</b>	In the process of strenuous practice, students develop determination and perseverance.	<ul style="list-style-type: none"> <li>• Try to attain the target of swimming 10 metres or further</li> <li>• Try one's best to overcome difficulties in breathing when swimming front crawl</li> <li>• Work hard to learn</li> <li>• Work hard to achieve targets</li> <li>• Insist on working hard even in difficult circumstances</li> <li>• Try one's best in competitions and persevere to the end</li> </ul>

*Remark: When assessing values and attitudes, one may consider awarding grades according to the expected standard so that assessors may apply the assessment criteria to promote student learning. An example is given below for reference.*

Assessment Criteria	Put a “✓” in the appropriate boxes.							
	First observation				Second observation			
	1	2	3	4	1	2	3	4
Get to know swimming news related to China								
Complete assigned tasks								
Help fellow students who are confronted with difficulties								

1 - Not willing to show the behaviour

2 - Willing to show the behaviour

3 - Take the initiative to show the behaviour

4 - Eager to show the behaviour

## 2.5 Role of Teachers

- Teachers should have a good grasp of the learning targets and the progression of skills in various strokes, and the relevant generic skills, values and attitudes when developing a school-based curriculum.
- Teachers should design co-curricular activities that match with daily PE lessons. In this way, students may enrich their learning experience, have more opportunities to join activities and develop their interests. For example, students may be encouraged to participate in water sports workshops and swimming training courses, or to assist teachers in outside school competitions.
- Teachers need to set clear learning objectives for each lesson and help the majority of or the whole class to master related skills, knowledge, values and attitudes.
- When designing teaching activities, teachers have to consider the levels, abilities and interests of students, school/community resources and safety matters. Through organising simple activities and games, they can help students develop basic swimming techniques, and, at the same time, an interest in swimming and other aquatic sports.
- When teaching aquatic sports, teachers may make use of technology such as motion analysis computer software to enhance learning. They may also ask students to work on projects for enquiry study. Such learning activities can help students develop generic skills and better understand aquatic sports.

Assessment Criteria	Put a “✓” in the appropriate boxes.							
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- When teaching aquatic sports, teachers may make use of technology such as motion analysis computer software to enhance learning. They may also ask students to work on projects for enquiry study. Such learning activities can help students develop generic skills and better understand aquatic sports.

- For novice swimmers, teachers may use various kinds of water games to help them develop an interest in the activity and the confidence to move around in water. Teachers must make clear to them the importance of safety precautions in aquatic sports.
- Teachers may adopt appropriate levels and standards according to their school contexts. This not only caters for learner diversity but also enables them to make the most accurate assessment to enhance learning.
- Teachers should refer to Education Bureau Circular No. 1/2000B - *Safety precautions in School Swimming Galas, Lessons and Training*, and ensure that all safety measures have been taken.

*Remark: If swimming lessons are not feasible due to environmental conditions, teachers should help students learn some basic knowledge about swimming. For instance, students may work on projects and worksheets, or watch videos to gain an understanding of the characteristics of different swimming strokes.*

## 2.6 Learning Outcomes Framework

(Learning outcomes at Level 3 refer to the basic competence. Learning outcomes from Level 4 to Level 8 refer to specific requirements of different swimming strokes)

### Basic Competence

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>1. stand and move around in the pool with water about chest depth.</li> <li>2. start from a prone float position and resume a standing position in a pool of waist depth.</li> <li>3. emerge and submerge in the water with confidence and ease.</li> <li>4. control exhalation and breath-holding in the water, and inhale above water quickly.</li> </ol>	<ul style="list-style-type: none"> <li>• Enter the water with the feet first</li> <li>• Hold on to the side of the pool after getting in the water</li> <li>• Keep body balance and move in different directions</li> <li>• Keep the body floating without touching the bottom of the pool or holding on to anything</li> <li>• Keep steady when resuming the standing position</li> <li>• Exhale in the water and inhale above it</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming gear and equipment</li> <li>• Water safety</li> <li>• Rules and regulations of swimming pool</li> <li>• Knowledge of hygiene</li> <li>• Appropriate use of changing rooms</li> <li>• Handling personal items</li> <li>• Use of lockers</li> </ul>

\* KS2 students are expected to have reached at least Level 3. For details, please refer to pages 15 to 16 of the Main Volume.

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes

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## Front Crawl

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
4	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>kick while holding a kickboard in the water and proceed for a distance (for example, the width of the pool) without stopping midway.</li> <li>push-off from edge of the pool and glide forward.</li> </ol>	<ul style="list-style-type: none"> <li>Kick in the water starting from the thighs</li> <li>Knees are slightly bent</li> <li>Kick quickly in the water with straight, whipping legs</li> <li>Keep the body in a straight line</li> <li>Glide and kick in the water to proceed</li> </ul>	<ul style="list-style-type: none"> <li>Rules and regulations of front crawl</li> <li>Knowledge about dive start</li> <li>Knowledge about turns in front crawl</li> <li>Terminology of swimming such as:               <ul style="list-style-type: none"> <li>- Pull</li> </ul> </li> </ul>
5	<p><b>Students are able to</b></p> <p>swim 10 metres and stop to breathe only once.</p>	<ul style="list-style-type: none"> <li>During arm pulls, keep the body in a straight line (keep body streamlined)</li> <li>Both arms take turns to pull and thereby propel the body forward</li> <li>Arms should swing forward above water during recovery</li> </ul>	
6	<p><b>Students are able to</b></p> <p>swim 10 metres with co-ordination of arms and legs.</p>	<ul style="list-style-type: none"> <li>Using flutter kick in order to maintain the lower part of the body afloat</li> <li>Breathing on one side</li> <li>Legs and arms should be coordinated when taking breaths</li> <li>Keep the body in a straight line and level throughout</li> </ul>	
7	<p><b>Students are able to</b></p> <p>swim 15 metres without stopping.</p>	<ul style="list-style-type: none"> <li>All movements are smooth</li> <li>The body posture remains streamlined</li> </ul>	
8	<p><b>Students are able to</b></p> <p>start with plunge/flat dive and swim 25 metres.</p>	<ul style="list-style-type: none"> <li>Keep arms and legs fully extended when entering the water</li> <li>All movements are smooth</li> <li>The body posture remains streamlined</li> </ul>	

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.



## Breaststroke

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
4	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>1. whip kick (frog kick) while holding a kick board and proceed 10 metres without stopping.</li> <li>2. make correct pull in the water.</li> </ol>	<ul style="list-style-type: none"> <li>• Kick starts from the calves</li> <li>• Soles turn outwards</li> <li>• Draw the soles as closely to the hips as possible</li> <li>• Draw up the calves with strength</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and regulations of breaststroke</li> <li>• Knowledge about dive start</li> <li>• Knowledge about turns in breaststroke</li> <li>• Terminology of swimming such as:               <ul style="list-style-type: none"> <li>- Wedge kick</li> <li>- Whip kick</li> </ul> </li> </ul>
5	<p><b>Students are able to</b></p> <p>swim 10 metres; stop for breathing in between is allowed.</p>	<ul style="list-style-type: none"> <li>• Bend the wrists to pull water backwards and downward</li> <li>• The hand movement should follow a heart-shape sweep of the width of the shoulders</li> <li>• While kicking, the arms stretch forward. Arm and leg movements should be coordinated.</li> <li>• Keep the elbows pointing sideways</li> <li>• Keep the body in a straight line</li> </ul>	
6	<p><b>Students are able to</b></p> <p>swim 10 metres with proper breathing technique.</p>	<ul style="list-style-type: none"> <li>• Lift the head above water to breath</li> <li>• Keep the leg and arm movements coordinated when breathing</li> <li>• Keep the body in a straight line and water level in the process</li> </ul>	

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
7	<b>Students are able to</b> swim 15 metres without stopping.	<ul style="list-style-type: none"> <li>• All movements are smooth</li> <li>• The body posture remains streamlined</li> </ul>	
8	<b>Students are able to</b> start with plunge/flat dive and swim 25 metres.	<ul style="list-style-type: none"> <li>• Keep arms and legs fully extended when entering the water</li> <li>• All movements are smooth</li> <li>• The body posture remains streamlined</li> </ul>	

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.

## Back Crawl

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
4	<b>Students are able to</b> perform a supine float with kicking and proceed 10 metres without stopping.	<ul style="list-style-type: none"> <li>• Use flutter kick</li> <li>• From the thighs to the calves, kick hard to create splashes</li> <li>• Legs should press down in the water</li> <li>• Keep the body in a straight line</li> <li>• Keep the head up and the ears at water level</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and regulations of back crawl</li> <li>• Knowledge about the back crawl start</li> <li>• Knowledge about turns in back crawl</li> </ul>

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
5	<b>Students are able to</b> perform a supine float, propel themselves with both arms, and leg kicks to swim 10 metres.	<ul style="list-style-type: none"> <li>• Continue flutter kick while the arms are pulling the water</li> <li>• Place one hand at the side of the body when the other is pulling in the water. Pull all the way to the side of the legs</li> <li>• Arms should be kept straight while swinging back to the shoulder on the same side</li> <li>• Keep the palms facing outwards when lifting the arms</li> <li>• Keep the face level and steady</li> <li>• Keep moving forward in a straight line</li> <li>• Arms pull alternately in a natural and smooth manner</li> </ul>	
6	<b>Students are able to</b> keep the face above the water, with breathing co-ordinated with the movements, and swim 10 metres.	<ul style="list-style-type: none"> <li>• Keep the face above water</li> <li>• Breathing rhythm should match the frequency of movements; i.e. inhale when one arm is pulling the water and exhale when the other arm is pulling</li> </ul>	
7	<b>Students are able to</b> swim 15 metres without stopping.	<ul style="list-style-type: none"> <li>• Show good arm and leg coordination</li> <li>• Keep the body streamlined when moving forward</li> <li>• Keep the body movements balanced and symmetrical</li> </ul>	
8	<b>Students are able to</b> use a back crawl start and swim 25 metres.	<ul style="list-style-type: none"> <li>• After back crawl start, keep the body straight in the water</li> <li>• Show good coordination of arms and legs</li> <li>• Keep the body streamlined</li> </ul>	

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.

## 2.7 Extended Tasks

In extended tasks, apart from mastering and improving on the skills learnt and developing an interest in physical activities, students can understand the important relationship between physical activities and personal and social development.

Students may join various kinds of aquatic sports and make use of the environment, resources and opportunities to develop their talents in specific events. They may study the characteristics of various swimming activities or conduct an in-depth enquiry about swimming, through applying information technology and engaging in related projects and exhibitions.

Students may perform the role of a sports leader or junior coach within the school and in the community. In the process, they will develop responsibility, the ability to make independent decisions and the skills to get along with people. Some suggestions are given below:

Skills	Knowledge	Values and Attitudes	Others
<ul style="list-style-type: none"> <li>• Revision and strengthening of the skills learnt</li> <li>• Butterfly stroke</li> <li>• Competitive swimming skills</li> <li>• Starts and turns of various swimming strokes</li> <li>• Treading water</li> <li>• Diving</li> </ul>	<ul style="list-style-type: none"> <li>• History and development of swimming</li> <li>• Rules and regulations of swimming</li> <li>• Terminology of swimming</li> <li>• Analysis of skills</li> <li>• Safety knowledge</li> <li>• Rules and regulations of pool</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Ability to make independent decisions</li> <li>• Commitment</li> <li>• Respect for others</li> <li>• Perseverance</li> <li>• National identity</li> <li>• Spirit of serving others</li> <li>• Team spirit</li> <li>• Courage to face success and failure</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Generic skills</li> <li>• Aesthetic appreciation</li> </ul>

## 2.8 Co-curricular Activities

Students may participate and assist in organising different co-curricular activities to enrich their learning experience. For example, they may take part in their school's swimming interest groups, workshops, training, school teams, referee training courses or assist in organising such activities. They may also gain experience in external water sports and join different challenge programmes. From these, they will learn the organisation and leadership skills to serve the community and gain real life experience. The following are some examples of co-curricular activities:

Types	Contents of Activities
<b>1. Interest group</b>	<ul style="list-style-type: none"> <li>• Attend swimming fun days</li> <li>• Invite guests to give demonstrations</li> <li>• Join the swimming club</li> <li>• Take part in water carnivals</li> </ul>
<b>2. Service</b>	<ul style="list-style-type: none"> <li>• Act as helpers</li> <li>• Assist in organising swimming activities, take up the roles of referees, assistant coaches, etc</li> <li>• Assist in lifesaving work in school swimming galas</li> <li>• Lead schoolmates in practice</li> <li>• Become junior sports leaders and promote swimming activities in school</li> </ul>
<b>3. Spectatorship</b>	<ul style="list-style-type: none"> <li>• Watch a swimming gala on video or on TV</li> <li>• Watch a performance and demonstrations</li> <li>• Watch local/Asian/international competitions</li> </ul>
<b>4. Visit/Interview</b>	<ul style="list-style-type: none"> <li>• Attend opening or closing ceremonies of swimming and aquatic sports activities or competitions</li> <li>• Interview swimmers and publish the contents in the school magazines or on the Intranet</li> <li>• Become a school reporter to report and publish the news of aquatic sports activities or competitions</li> </ul>
<b>5. Workshop/ Study group</b>	<ul style="list-style-type: none"> <li>• Participate in youth promotion programmes of swimming</li> <li>• Attend training courses</li> <li>• Attend lifesaving courses</li> <li>• Acquire lifesaving qualifications</li> <li>• Attend swimming judge training courses</li> </ul>
<b>6. Training and competition</b>	<ul style="list-style-type: none"> <li>• Participate in competitions inside and outside school</li> <li>• Attend school team training</li> <li>• Attend lifesaving team training</li> </ul>
<b>7. Others</b>	<ul style="list-style-type: none"> <li>• Through newspaper cuttings and information search on the Internet, get to know about the history and development, rules and regulations, facilities and equipment, and terminology of international swimming and aquatic sports competitions; and post the relevant information on the school notice board or the Intranet for the reference of other students</li> </ul>

## 2.9 An Example of a Swimming Syllabus

(This is a successful and authentic case in a school. When formulating a school-based curriculum, teachers should make suitable adjustments according to students' needs, interests, abilities, teacher readiness and school's actual circumstances.)

### Objectives

- Promote student learning through different forms of assessment
- Match syllabus and assessment criteria for different purposes including:
  - Swimming teaching plan and record form (Form 1)
  - Teacher assessment form (Form 2)
  - Student self assessment/peer assessment form (Form 3)

### Background of the School

- A secondary boys' school
- Regular swimming lessons are arranged annually for secondary 1 to 7 students
- A public swimming pool is near the school

### Organisation of Swimming Lessons

- Arrange four swimming lessons for each class in early September each year
- Each lesson lasts about 45 minutes
- Around 35 students in each class; the "buddy" system is adopted and groups are divided according to student ability

### Implementation

- Before commencement of the swimming unit, the teacher introduces the learning outcomes, contents and assessment criteria to students
- During teaching, the teacher arranges some formative assessment to help students improve their learning
- Before completion of the unit, the teacher conducts summative assessment to understand the overall performance of students
- For junior secondary classes, teaching is mainly focused on front crawl, breast stroke and back crawl
- For senior secondary classes, teaching concentrates on revising and improving performance of front crawl and breast stroke
- The theory part is taught along with the strokes
- Starts, turns and advanced skills of swimming are parts of the extended tasks. The teacher picks out students at higher levels to attempt these tasks to further develop their abilities in special fields

(Source: Mr WONG Kwok-ping, Holy Carpenter Secondary School)



## Swimming Teaching Plan and Record Form (Form 1)

Items to be taught are marked in the plan as “O”. On completion of the swimming unit, the taught items are marked as “Ø”. If time permits, it is possible to teach extra items to be marked as “ / ”. A detailed record form can be used as reference for drawing up the swimming unit for the next academic year.

Items	Levels		
	Secondary 1	Secondary 2	Secondary 3
<b>Swimming</b>			
<b>(A) Water safety</b>	Ø	Ø	Ø
<b>(B) Methods of safe entry into water</b>			
1. From the steps	Ø		
2. From the side of the pool	Ø		
<b>(C) Water confidence exercises</b>			
1. Breathing	Ø		
2. Exhalation and inhalation	Ø		
3. Breath holding	Ø		
<b>(D) Floating</b>			
1. Jellyfish float and resuming the standing position	Ø		
2. Mushroom float and resuming the standing position	Ø		
3. Prone float and resuming the standing position	Ø		
4. Supine float and resuming the standing position			Ø
<b>(E) Front crawl</b>			
1. Leg action	Ø		
2. Arm action	Ø		
3. Leg and arm coordination	Ø		
4. Breathing technique	Ø		
5. Full stroke	Ø		

Items	Levels		
	Secondary 1	Secondary 2	Secondary 3
<b>Swimming</b>			
<b>(F) Breast stroke</b>			
1. Leg action		Ø	
2. Arm action		Ø	
3. Leg and arm coordination		Ø	
4. Breathing technique		Ø	
5. Full stroke		Ø	
<b>(G) Back crawl</b>			
1. Leg action			Ø
2. Arm action			Ø
3. Leg and arm coordination			Ø
4. Breathing technique			Ø
5. Full stroke			Ø
<b>(H) Theory</b>			
1. History and development of swimming	Notes		
2. Rules and regulations of swimming competitions	Ø	Ø	Ø
3. Equipment and facilities	Ø	Ø	Ø
4. Terminology of swimming	Ø	Ø	Ø
5. Analysis of basic skills	Ø	Ø	Ø

Key: "O" Items planned  
 "Ø" Items taught  
 "/" Additional items taught

(Source: Mr WONG Kwok-ping, Holy Carpenter Secondary School)

## Teacher Assessment Form (Form 2)

Name of student : CHAN Tai Man

S.1 A ( 4 )

S.2 B ( 5 )

S.3 ( )

Levels Attained	Secondary 1	Secondary 2	Secondary 3	
	Front crawl: Level 4	Breast stroke: Level 6		
<b>(A) Water safety</b>	4			
<b>(B) Methods of safe entry into water</b>				
1. From the steps	4			
2. From the side of the pool	4			
<b>(C) Water confidence exercises</b>	14/9/2001			
1. Breathing	3			
2. Exhalation and inhalation	4			
3. Breath holding	4			
<b>(D) Floating</b>				
1. Jellyfish float and resuming the standing position	4			
2. Mushroom float and resuming the standing position	4	21/9/2001		
3. Prone float and resuming the standing position	4			
4. Supine float and resuming the standing position				
<b>(E) Front crawl</b>				
1. Leg action	3			
2. Arm action	3			
3. Leg and arm coordination	2	5/10/2001		
4. Breathing technique	2			
5. Full stroke	2			
<b>(F) Breast stroke</b>				
1. Leg action		4		
2. Arm action		3		
3. Leg and arm coordination		3	30/9/2002	
4. Breathing technique		4		
5. Full stroke		4		
<b>(G) Back crawl</b>				
1. Leg action				
2. Arm action				
3. Leg and arm coordination				
4. Breathing technique				
5. Full stroke				

Remark: 1 – Cannot meet the requirements  
3 – Meets most of the requirements

2 – Meets some of the requirements  
4 – Meets all the requirements

(Source: Mr WONG Kwok-ping, Holy Carpenter Secondary School)

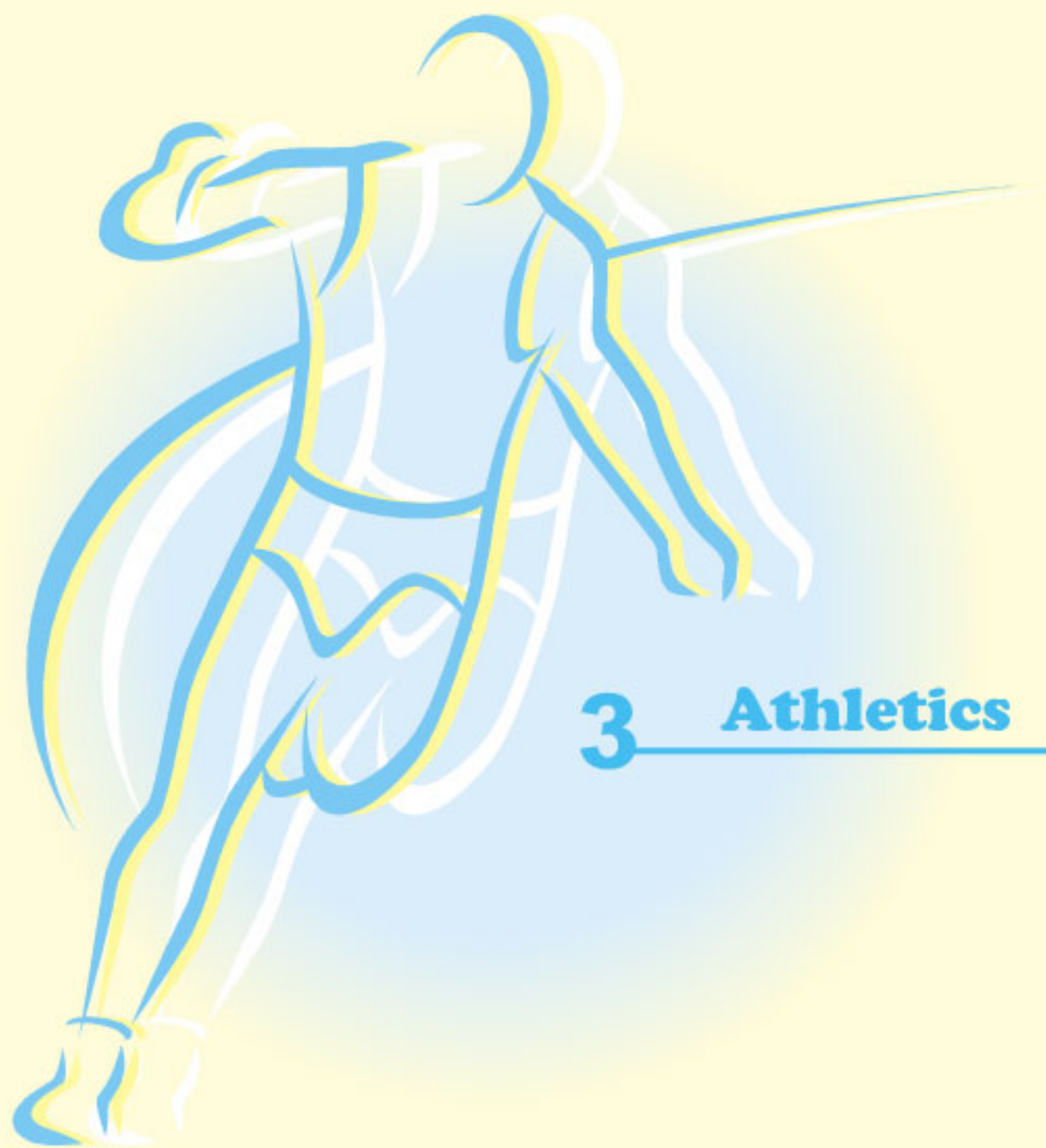
## Student Self Assessment/Peer Assessment Form (Form 3)

Name of student making assessment: CHAN Tai Man Class: S. 1 A Student No.: 4  
 Name of student being assessed: LEE Siu Keung Class: S. 1 A Student No.: 3  
 Topic: Front crawl Date: 5/10/2001

Front Crawl	Assessment Criteria	Grade* (Please circle the appropriate number)			
<b>1. Leg action</b>	• Kick in the water starting from the thighs	1	②	3	4
	• Knees slightly bent	1	2	③	4
	• Quick kick in the water with straight, whipping legs	1	2	3	④
	• The body in a flat position	1	2	③	4
<b>2. Arm action</b>	• While pulling and pushing, the body in a flat position	1	2	③	4
	• Correct pull and push actions	1	2	③	4
	• After pushing, the recovery over the water surface	1	②	3	4
<b>3. Leg and arm coordination</b>	• Legs keep kicking in the water to keep the lower part of the body afloat	1	②	3	4
	• The body in a flat position and level throughout	1	②	3	4
<b>4. Breathing technique</b>	• The head turned to one side for breathing	1	②	3	4
	• Legs and arms coordinated while taking breaths	1	②	3	4
<b>5. Full stroke</b>	• Arms and legs fully extended when entering the water	1	②	3	4
	• All smooth movements	1	②	3	4
	• Streamlined body posture maintained	1	②	3	4

Remark: 1 – Cannot meet the requirements      2 – Meets some of the requirements  
 3 – Meets most of the requirements      4 – Meets all the requirements

(Source: Mr WONG Kwok-ping, Holy Carpenter Secondary School)



## **3** Athletics

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# ATHLETICS

This is one of the series of Physical Education (PE) Learning Outcomes Framework booklets. Its contents are as follows:

- 3.1 Introduction**
- 3.2 Learning Objectives in the Six Strands**
- 3.3 Development of Generic Skills**
- 3.4 Cultivation of Values and Attitudes**
- 3.5 Role of Teachers**
- 3.6 Learning Outcomes Framework**
- 3.7 Extended Tasks**
- 3.8 Co-curricular Activities**
- 3.9 Example I: Assessment of Athletics Learning**
- 3.10 Example II: Teaching Arrangements for Athletics**

Appendix - Websites



## 3.1 Introduction

Athletics consists of running, jumping and throwing events. In primary and secondary schools, PE students are commonly taught the skills in sprinting, middle distance running, relay, hurdling, triple jump, long jump, shot put, softball throw, discus throw, javelin throw, etc.

Athletics skills are very important because running, jumping and throwing are fundamental to many sports. In athletics lessons, students learn related physical skills; study the history and development, rules, regulations, characteristics of different events and safety precautions; understand the importance of athletics in maintaining individuals' physical and mental health; develop appropriate attitudes and etiquettes towards win-loss and adverse situations through competitions; and form good individual qualities of perseverance, trying one's best, love of a challenge and team spirit.

## **3.2 Learning Objectives in the Six Strands**

### **Motor and sports skills**

Through various kinds of simple and inter-related activities or games, students gain an understanding of athletics as a sport, acquire basic skills in running, jumping and throwing, and apply them in different competitions and daily life.

### **Health and fitness**

Through participating in athletics, students can better understand not only the relationship of health with sports and the factors affecting health, but also the use of the **FITT** (Frequency, Intensity, Time, Type) principles to design personal fitness programmes to maintain good health and the optimal physical fitness level.

### **Sports-related values and attitudes**

Through participating in athletics, students become more assertive, know how to face challenges, success and failure, understand the importance of appreciating individual differences and respecting others, and learn to convey their views and feelings in appropriate ways to strengthen collaboration and team spirit; and share the joy of participating in athletics activities.

### **Knowledge and practice of safety**

Through different learning and teaching activities, students better understand athletics and heighten their safety awareness in the sports. They learn how to prevent and handle accidents related to athletics.

### **Knowledge of movement**

Through different learning and teaching activities, students acquire knowledge about the correct techniques and different skills in athletics and seek ways to improve on specific weaknesses. This cultivates their critical thinking skills. They can also make use of information technology such as the Internet to collect information and analyse different topics connected with athletics to report on what they have learnt.

### **Aesthetic sensitivity**

In various forms of practice, competition and related activities, students have opportunities to observe other people's performance and learn to identify aesthetic elements through reflection and sharing.

### 3.3 Development of Generic Skills

Generic skills required for lifelong learning can be developed among students through physical activities. In PE, great emphasis is placed on developing the collaboration skills, communication skills, creativity and critical thinking skills. Aesthetic appreciation is also very important. For example, students can learn through physical activities to cooperate with team members and from that point develop their collaboration skills. They can learn to control their emotions when facing unfavourable situations in competitions and thus improve their ability to solve problems.

Generic skills and aesthetic appreciation are best cultivated gradually through different learning and teaching activities and situations. The effects of learning and teaching can be observed and improved through different modes of assessment. The following are examples of related learning and teaching activities and their assessment criteria:

Generic Skills/ Aesthetic Appreciation	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>Collaboration Skills</b>	Students learn to collaborate with each other through group practices and competitions. For example, they cooperate in relays, preparations for activities, and putting away equipment and helping fellow students to set their check marks.	<ul style="list-style-type: none"> <li>• Prepare equipment before lessons and put away equipment afterwards</li> <li>• Cooperate and share with others</li> <li>• Cooperate with partners during practice and exercise team spirit</li> <li>• Help to maintain order (e.g. maintain order at throwing events for safety's sake)</li> <li>• Help partners to solve problems</li> <li>• Give advice to others during practice</li> </ul>
<b>Communication Skills</b>	Students will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own views and feelings clearly and appropriately.	<ul style="list-style-type: none"> <li>• Communicate with partners during practices (e.g. communicate with partners during relay races to complete the baton exchange smoothly)</li> <li>• Listen to the views of others</li> <li>• Express views in sincerity</li> <li>• Gives reasonable opinions</li> <li>• Reach consensus for cooperation in the face of differing views</li> </ul>

Generic Skills/ Aesthetic Appreciation	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>Creativity</b>	Students show their creativity in activities. For example, they design training equipment, try to practise different modes, design slogans for cheering teams and programme of athletics meets, etc.	<ul style="list-style-type: none"> <li>• Make good use of resources</li> <li>• Express views to make the activities more interesting</li> <li>• Transform learnt skills into new skills</li> <li>• Make flexible use of and improve learnt skills for better performance</li> </ul>
<b>Critical Thinking Skills</b>	Students learn to sum up and analyse through self and peer assessment, demonstrations, competitions, etc to develop the critical thinking skills.	<ul style="list-style-type: none"> <li>• Point out mistakes and propose methods of improvement</li> <li>• Analyse the relationship between technique and performance</li> <li>• Sum up the merits and weaknesses of self and others</li> </ul>
<b>Aesthetic Appreciation</b>	Students develop aesthetic sensitivity through participating in different types of practices, competitions and related activities. For example, movement beauty, costume, etc.	<ul style="list-style-type: none"> <li>• Point out the merits and weaknesses of movements and posture</li> <li>• Appreciate elegant performances</li> <li>• Appreciate the design of sports outfits</li> </ul>

Remark: When assessing various related generic skills, one may consider awarding grades according to the expected standard so that assessors may apply the assessment criteria and promote student learning. An example is given below for reference.

Assessment Criteria	Put a “✓” in the appropriate boxes.							
	First observation				Second observation			
	1	2	3	4	1	2	3	4
Cooperate and share with others								
Gives reasonable opinions								
Make good use of resources								

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

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

## 3.4 Cultivation of Values and Attitudes

Values are qualities that students should develop as principles underpinning conduct and decision-making, whereas attitudes support motivation and cognitive functioning. Both are personal qualities that students should develop. In the process of learning and teaching, values and attitudes mutually affect each other. By means of different modes of assessment, the effects of learning and teaching can be reviewed and improved. The following are examples of related learning and teaching activities and their assessment criteria:

Values and Attitudes	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>National Identity</b>	Through athletics events, students learn the achievements of Chinese athletes and so increase their sense of national identity. For example, at the time of hoisting the national flag and playing the national anthem, they will feel pride in identifying themselves as Chinese nationals.	<ul style="list-style-type: none"> <li>• Get to know about famous athletes of China</li> <li>• Get to know matters connected with China when having athletics events</li> <li>• Get to know China's position in athletics at Asian and world levels</li> <li>• Share the pride when Chinese athletes win in international competitions</li> </ul>
<b>Responsibility</b>	Through different modes of practice, competition and related activities, students come to realise the importance of responsibility. For example, they try their utmost to meet their own targets at different activities and they help fellow students participate in activities in safe circumstances.	<ul style="list-style-type: none"> <li>• Join all activities punctually</li> <li>• Abide by safety measures to avoid injuries to oneself/fellow students</li> <li>• Make all-out efforts to finish in competitions regardless of winning or losing</li> <li>• Accomplish assigned tasks</li> <li>• Take pride in representing the class or school house in competitions</li> <li>• Take pride in representing the school</li> </ul>
<b>Commitment</b>	Through different modes of practice, competitions and related activities, students come to realise that in the face of difficulties, they have to be positive and committed, and to try their best to find solutions.	<ul style="list-style-type: none"> <li>• Help arrange and put away equipment</li> <li>• Make good use and take care of sports equipment and facilities</li> <li>• Join practices for different kinds of athletics events</li> <li>• Make efforts to accomplish learning targets</li> <li>• Accept challenges and be serious in practice or preparation for competitions</li> <li>• Help teachers to maintain order</li> <li>• Help fellow students who are confronted with difficulties</li> <li>• Act as junior leaders in organising activities</li> </ul>

Values and Attitudes	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>Respect for Others</b>	Through activities, students learn to respect others, including teammates, teachers, referees and other competitors.	<ul style="list-style-type: none"> <li>• Listen carefully to the instruction delivered by others</li> <li>• Be open in accepting comments and guidance</li> <li>• Respect the performance of fellow students in events</li> <li>• Show proper etiquette at competitions</li> <li>• Respect the judgment of referees</li> <li>• Take the initiative to shake hands with opponents after the competition as a gesture of thanks, regardless of winning or losing</li> </ul>
<b>Perseverance</b>	In the process of strenuous practice, students develop determination and perseverance.	<ul style="list-style-type: none"> <li>• Work hard to learn</li> <li>• Work hard to achieve targets</li> <li>• Insist on working hard even under difficult circumstances</li> <li>• Try one's best in competitions and persevere to the end</li> </ul>

Remark: When assessing values and attitudes, one may consider awarding grades according to the expected standard so that assessors may apply the assessment criteria and promote student learning. An example is given below for reference.

Assessment Criteria	Put a "✓" in the appropriate boxes.							
	First observation				Second observation			
	1	2	3	4	1	2	3	4
Get to know news related to athletics in China								
Listen carefully to the instruction from others								
Work hard to learn								

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

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



## 3.5 Role of Teachers

- Teachers should have a good grasp of the learning targets and the progression of physical skills in athletics, and the relevant generic skills, values and attitudes when developing a school-based curriculum.
- Teachers should carefully choose which events to teach taking into consideration facilities, equipment and students' interests and abilities. Teachers should exercise great care about safety when teaching or arranging practice for an activity. They should ensure good discipline, well organised learning activities and appropriate venues and equipment.
- Teachers should design co-curricular activities that match daily PE lessons. In this way, students may enrich their learning experience, have more opportunities to join activities and develop their interests. For example, students may be encouraged to participate in workshops and referee training programmes, or to assist teachers in organising competitions and training sessions.
- Teachers should help primary school students develop competence in athletics by building on their prior knowledge and experience of fundamental movement. For secondary students, teachers should encourage them to search for information on the Internet and engage in inquiry and analysis tasks.
- Teachers need to set clear learning objectives for each lesson and help the majority of or even all students to master related skills, knowledge, values and attitudes.
- Teachers should provide opportunities for students to enjoy the sports and avoid giving long lectures. Simple competitions should be organised as far as possible to arouse students' interest in the sports and allow them to practise the learnt skills in authentic contexts.
- During the learning process, teachers should carefully arrange group activities so that students who are less able in athletics will not lose self-confidence or give up. Lengthy practice, particularly at a high level of difficulty, is not advisable. Teachers should arrange breaks to prevent students from getting exhausted, a frequent cause of injuries.
- Teachers may adopt appropriate levels and standards according to their school contexts. This not only caters for learner diversity but also enables them to make the most accurate assessment to enhance learning.
- Teachers should refer to Education Bureau Circular No. 4/2000B - *Safety precautions in School Athletics Meets, Lessons and Training*, and ensure that all safety measures have been taken.

## 3.6 Learning Outcomes Framework

### Sprinting

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	<b>Students are able to</b> 1. coordinate their limbs. 2. be familiar with the starter's order. 3. swing their arms in rhythm.	<ul style="list-style-type: none"> <li>Natural running movement</li> <li>Familiarity with the start signal</li> </ul>	<ul style="list-style-type: none"> <li>The development and history of athletics</li> <li>Sprinting events</li> <li>Rules and regulations of sprinting</li> <li>Start posture and position at the bend of a track</li> <li>Terminology of sprinting such as:               <ul style="list-style-type: none"> <li>All weather track</li> <li>Stride frequency</li> <li>Stride</li> <li>False start</li> <li>In lane</li> <li>Leg lift</li> <li>Leg thrust</li> <li>Crouch start</li> <li>Acceleration</li> <li>The run</li> <li>Forward swing</li> <li>Leg drive</li> </ul> </li> </ul>
4	<b>Students are able to</b> 1. coordinate their limbs. 2. swing their arms in rhythm. 3. react accurately to signals. 4. master the correct skills for a lunge finish.	<ul style="list-style-type: none"> <li>Maintain a natural running posture with speed</li> <li>Act properly on signals</li> <li>Go for the finish in the correct position</li> </ul>	
5	<b>Students are able to</b> 1. master change of speed. 2. know about leg lift and leg thrust. 3. take the correct crouch start at the signal.	<ul style="list-style-type: none"> <li>Show acceleration</li> <li>Show correct skills of high leg lift and leg thrust</li> <li>Show the correct crouch start</li> </ul>	
6	<b>Students are able to</b> 1. understand stride, stride frequency and running posture. 2. master the correct posture for the finish.	<ul style="list-style-type: none"> <li>Run with rhythm according to target</li> <li>Show suitable stride and stride frequency</li> <li>Show shrug finish skills</li> </ul>	
7	<b>Students are able to</b> accelerate after the start and during the run.	<ul style="list-style-type: none"> <li>Show correct position of the body and change of speed after the start</li> </ul>	
8	<b>Students are able to</b> 1. know about leg drive and forward swing. 2. regulate speed.	<ul style="list-style-type: none"> <li>Show correct leg drive and forward swing</li> <li>Show correct change of speed throughout the race</li> </ul>	

\* KS2 students are expected to have reached at least Level 3. For details, please refer to pages 15 to 16 of the Main Volume.

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.

## Relay (4 x 100 m)

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>swing their arms on spot in groups of two, and make a downward baton exchange.</li> <li>stand in the proper position to receive with arm straight.</li> </ol>	<ul style="list-style-type: none"> <li>The passer passes the baton from a high to a low position to the hand of the receiver</li> <li>A right-handed receiver should stand to the left whereas a left-handed receiver should stand to the right side (alternate method)</li> </ul>	<ul style="list-style-type: none"> <li>Rules and regulations of relay races</li> <li>Terminology of relay such as:               <ul style="list-style-type: none"> <li>Upward exchange</li> <li>Downward exchange</li> <li>Take over zone</li> <li>Acceleration zone</li> <li>Check mark</li> </ul> </li> </ul>
4	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>exchange the baton smoothly in groups of two (while running).</li> <li>hold arms straight with palm facing upwards.</li> </ol>	<ul style="list-style-type: none"> <li>The passer gives a signal at an appropriate distance</li> <li>On receiving the signal, the receiver stretches back his arm for the baton and does not look back</li> <li>Receiver stands with straight arm and palm facing upwards</li> </ul>	
5	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>hold the baton and start in the correct posture.</li> <li>master the key points for starting at a bend.</li> </ol>	<ul style="list-style-type: none"> <li>Show a correct start posture while holding the baton</li> <li>Run in a straight line at the beginning of the start</li> </ul>	
6	<p><b>Students are able to</b> start (as receiver) to run when the oncoming runner reaches the check mark and maintain the correct posture.</p>	<ul style="list-style-type: none"> <li>When starting, the receiver lowers his centre of gravity, leans forward and takes note of the check mark and the oncoming runner</li> </ul>	
7	<p><b>Students are able to</b> set an appropriate check mark and complete (as receiver) the baton exchange smoothly.</p>	<ul style="list-style-type: none"> <li>Start running when the oncoming runner reaches the check mark</li> <li>Receive the baton within the take over zone</li> </ul>	
8	<p><b>Students are able to</b> (as passer) exchange the baton at high speed.</p>	<ul style="list-style-type: none"> <li>Give the passing signal at an appropriate distance</li> <li>Pass the baton to the receiver by downward exchange within the take over zone</li> <li>Demonstrate correct receiving skills</li> </ul>	

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.

## Hurdling

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	<b>Students are able to</b> run slowly to leap over a low obstacle.	<ul style="list-style-type: none"> <li>Lift the knee and stretch the leg to leap over a low obstacle</li> <li>Continue to run forward after crossing a low obstacle</li> </ul>	<ul style="list-style-type: none"> <li>Rules and regulations of hurdling</li> <li>Terminology of hurdling such as:               <ul style="list-style-type: none"> <li>- Leading leg</li> <li>- Trailing leg</li> <li>- Hurdle stride</li> </ul> </li> </ul>
4	<b>Students are able to</b> leap over three low obstacles quickly.	<ul style="list-style-type: none"> <li>Lift the leg at an appropriate distance before leaping over the low obstacles</li> <li>After lifting the knee of the leading leg, stretch the calf and land on the ball of the foot of the leading leg</li> </ul>	
5	<b>Students are able to</b> <ol style="list-style-type: none"> <li>demonstrate hurdling skills with the leading leg and the trailing leg.</li> <li>perform a crouch start, run 8 to 10 strides quickly to approach the first hurdle.</li> </ol>	<ul style="list-style-type: none"> <li>After lifting the knee of the leading leg, stretch the calf and land on the ball of the foot of the leading leg</li> <li>Lift the trailing leg towards the side with the calf crossing low hurdles by pulling forward</li> <li>Keep the body balanced</li> </ul>	
6	<b>Students are able to</b> take 3 or 5 strides between hurdles and clear low hurdles with the same leading leg; or take 4 strides between hurdles using alternate leading legs.	<ul style="list-style-type: none"> <li>After the trailing leg has crossed the hurdle, continue to swing it forward actively for landing</li> <li>Complete the movement in 3, 4 or 5 strides between hurdles</li> <li>Run with smooth strides between hurdles maintaining speed in a straight line</li> </ul>	
7	<b>Students are able to</b> <ol style="list-style-type: none"> <li>demonstrate well coordinated body movement at clearance.</li> <li>demonstrate a crouch start and practise hurdling skills (clear more than one hurdle).</li> </ol>	<ul style="list-style-type: none"> <li>Start off in position, run with speed to the hurdle and start the clearance action</li> <li>Lean forward when clearing the hurdles with the arm opposite to the leading leg stretched forward</li> <li>After clearing the hurdles, keep running and maintain balance</li> </ul>	
8	<b>Students are able to</b> demonstrate complete hurdling skills and clear 3 to 5 hurdles with speed.	<ul style="list-style-type: none"> <li>8 strides to the first hurdle</li> <li>3 strides between hurdles</li> </ul>	

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.

## Long Jump

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	<b>Students are able to</b> perform a single-leg take-off after a short run-up, then land on both legs.	<ul style="list-style-type: none"> <li>• Smooth run-up/approach run</li> <li>• Take off on one leg</li> <li>• Land on both legs and bent knees</li> <li>• Move forward to leave the pit</li> </ul>	<ul style="list-style-type: none"> <li>• The differences between track and field events</li> <li>• Layout of the landing area</li> <li>• Rules and regulations of long jump</li> <li>• Safe environment for practice</li> <li>• Terminology of long jump such as:               <ul style="list-style-type: none"> <li>- Take-off leg</li> <li>- Take-off board</li> <li>- Sail</li> <li>- Hang</li> <li>- Hitch kick</li> </ul> </li> </ul>
4	<b>Students are able to</b> demonstrate acceleration before take-off and lift both knees after take-off.	<ul style="list-style-type: none"> <li>• Speed up the stride frequency before take-off</li> <li>• Keep the body upright while stepping on the take-off board</li> <li>• Lift both knees to waist height</li> <li>• Landing with both legs</li> </ul>	
5	<b>Students are able to</b> combine lifting of the arms and hitting the take-off board to jump with speed and strength to a certain height.	<ul style="list-style-type: none"> <li>• Leg extend fully after hitting the take-off board</li> <li>• Swing both arms forward</li> <li>• Swing both arms upwards at appropriate time</li> </ul>	
6	<b>Students are able to</b> determine the run-up distance and perform the take-off within the take-off area.	<ul style="list-style-type: none"> <li>• Know how to set the take-off mark</li> <li>• Hit on the designated take-off area</li> <li>• Bring both legs simultaneously forward just before landing</li> </ul>	
7	<b>Students are able to</b> hit the take-off board accurately, jump up with both arms lift up to chest height, and arch the body backwards in the air	<ul style="list-style-type: none"> <li>• Hit the take-off board accurately</li> <li>• Lift both arms with chest up</li> <li>• Extend the body fully in the air (the 'hang' style)</li> <li>• Lean forward and both legs forward just before landing</li> </ul>	
8	<b>Students are able to</b> perform the long jump smoothly, and counter-balance the leg action by swinging the arms forward to lift up the knees and legs for landing.	<ul style="list-style-type: none"> <li>• Pull the take-off leg forward in the hang/hitch-kick</li> <li>• Swing both arms forward and upwards</li> </ul>	

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.

## High Jump (using the right leg to take off)

(According to the "Safety Precautions in Physical Education for Hong Kong Schools" published in 1999, the flop should not be taught in athletics lessons in primary schools.)

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	<b>Students are able to</b> complete the jump in the scissor-kick style.	<ul style="list-style-type: none"> <li>• Start the run-up/approach run from the left side</li> <li>• Smooth run-up</li> <li>• Take off on right foot</li> <li>• Swing and lift the arms</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between track and field events</li> <li>• The layout of the landing area</li> <li>• Rules and regulations of high jump</li> </ul>
4	<b>Students are able to</b> locate the appropriate take-off point, demonstrate quick and strong steps to drive the body upwards, to clear the crossbar in the scissor-kick style.	<ul style="list-style-type: none"> <li>• Increase the stride frequency before jumping</li> <li>• Swing and lift the lead leg to the waist level</li> <li>• Fully thrust the take-off foot</li> <li>• Keep the body upright to perform a vertical lift</li> </ul>	<ul style="list-style-type: none"> <li>• Safe environment for practice</li> <li>• Terminology of high jump such as:               <ul style="list-style-type: none"> <li>- Take-off leg</li> <li>- Take-off point</li> <li>- Trials</li> <li>- Scissor kick</li> <li>- Straddle jump</li> <li>- Fosbury Flop</li> </ul> </li> </ul>
5	<b>Students are able to</b> starting from a stationary position, clear the crossbar with a flop; increase the take-off speed by swinging both arms upwards and forward.	<ul style="list-style-type: none"> <li>• Arms swing forward and upwards quickly to the forehead at take-off</li> <li>• At clearance, thrust hips upwards to produce a back arch over the bar</li> <li>• Tuck the knees to the chest once the hips have cleared the bar</li> <li>• Land on the mat with upper back.</li> </ul>	
6	<b>Students are able to</b> apply a short run-up, using fast and strong strides, to clear the crossbar with a flop.	<ul style="list-style-type: none"> <li>• Start the run-up on the left side</li> <li>• Take-off vertically on the right foot</li> <li>• Swing the leading leg and lift it quickly to the waist level</li> <li>• Swing and pull the arms upwards and forward</li> <li>• At clearance, thrust the hips to arch the body over the crossbar</li> </ul>	



Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
7	<b>Students are able to</b> locate the appropriate take-off point, and take a curved approach run (“J” approach) to demonstrate flop techniques.	<ul style="list-style-type: none"> <li>• Set an appropriate take-off point</li> <li>• Perform quick run-up with the body leaning inwards on entering the curved approach route</li> <li>• During take-off, keep the shoulder line perpendicular to the crossbar with the left shoulder close to the crossbar</li> <li>• After take-off, the body turn and lean backwards to the crossbar</li> </ul>	
8	<b>Students are able to</b> demonstrate the flop technique smoothly.	<ul style="list-style-type: none"> <li>• Perform smooth run-up with the last stride fast and powerful</li> <li>• Position take-off foot on the ground completely and fully extended to drive the body upwards.</li> <li>• Swing arms and the leading leg forward and upwards to increase the height at take-off</li> <li>• Once the hips have cleared the crossbar, lift the heels up and tuck the chin towards the chest to prepare for landing.</li> </ul>	

\*\* It may not be appropriate to set levels for “Relevant Knowledge”. Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.

## Shot Put (putting with the right hand)

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	<b>Students are able to</b> hold and put the shot properly starting from a stationary position.	<ul style="list-style-type: none"> <li>Hold the shot at the base of the three-middle fingers, clear of the palm of the hand, with the thumb and little finger giving control at the side</li> <li>Spread the fingers evenly to hold the shot</li> <li>Lift the putting elbow and keep the shot close to the chin, put the shot above the shoulder</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to the throwing events</li> <li>Layout of the putting area</li> <li>Rules and regulations of shot put</li> <li>Safe environment for practice</li> <li>Terminology of shot put such as:               <ul style="list-style-type: none"> <li>Wooden stop board</li> <li>Front half of the circle</li> <li>Back half of the circle</li> <li>O'Brien/ Conventional style</li> </ul> </li> </ul>
4	<b>Students are able to</b> put the shot at a release angle of around 40°.	<ul style="list-style-type: none"> <li>The release angle is around 40°</li> <li>Chest up when putting the shot</li> <li>Put the shot upwards at a slanting angle</li> </ul>	
5	<b>Students are able to</b> put the shot after a quarter turn.	<ul style="list-style-type: none"> <li>Quick quarter turn</li> <li>Rest the body on a bent rear leg</li> <li>Turn the trunk to the rear and lower it slightly</li> <li>When putting the shot, coordinate the thrusting of lower limbs and the movements of the upper limbs</li> </ul>	
6	<b>Students are able to</b> put the shot after a quick glide.	<ul style="list-style-type: none"> <li>Keep the shot close to the chin and in front of the shoulder</li> <li>Make a quick gliding step followed by a quarter turn to put the shot</li> <li>After turning, thrust the leg with chest up to put the shot away quickly</li> </ul>	
7	<b>Students are able to</b> put the shot using the O'Brien style.	<ul style="list-style-type: none"> <li>Swing the free leg to lead the shift smoothly</li> <li>Quick shift towards the direction of the throw</li> <li>Put the shot quickly on turning</li> <li>Keep balance after putting the shot</li> </ul>	
8	<b>Students are able to</b> put the shot smoothly using the O'Brien style.	<ul style="list-style-type: none"> <li>Swing the arms quickly on turning</li> <li>When putting the shot, use all the power of whole body induced by the legs, hips, arm and a 'flip' of the wrist</li> <li>Relevant joints should be extended quickly when pushing away the shot</li> <li>After putting the shot, quickly reverse the foot position to keep balance</li> </ul>	

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.

# Throwing

## Softball and Javelin Throw (throwing with the right hand)

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	<b>Students are able to</b> throw the softball.	<ul style="list-style-type: none"> <li>Follow through with the wrist</li> <li>Angle of release (35° to 40°)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to the throwing area and its layout</li> <li>The best throwing angle</li> <li>Rules and regulations of softball and javelin throw</li> <li>Safe environment for practice</li> <li>Terminology of throwing events such as:               <ul style="list-style-type: none"> <li>- Cross-over steps</li> <li>- Throwing steps</li> <li>- Javelin grip</li> </ul> </li> </ul>
4	<b>Students are able to</b> <ol style="list-style-type: none"> <li>throw the softball with a short approach run.</li> <li>demonstrate follow through actions after throwing.</li> </ol>	<ul style="list-style-type: none"> <li>Grip the softball above the shoulder during the approach run</li> <li>During the last 2 to 3 strides, draw the softball backwards to the side of the right shoulder to get ready to throw it</li> <li>Quickly throw the softball above the right shoulder</li> <li>After throwing, follow through by swinging the right arm to the left</li> </ul>	
5	<b>Students are able to</b> <ol style="list-style-type: none"> <li>perform the approach run, followed by smooth cross-over steps to throw the softball.</li> <li>determine the approach run distance and make the throw while in the throwing area.</li> </ol>	<ul style="list-style-type: none"> <li>place the check mark</li> <li>After the approach run, take cross-over steps; with the body arching back showing the power position (a C shape)</li> <li>finish in the throwing area</li> </ul>	

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
6	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>grip the javelin correctly.</li> <li>throw the javelin from a stationary position.</li> </ol>	<ul style="list-style-type: none"> <li>Hold the javelin correctly</li> <li>Before throwing, draw the javelin straight back with the tip kept close to the right ear</li> <li>When throwing, extend the left arm towards the throwing direction, turning the chest to the front and “pulling over the top”</li> <li>Make the javelin throw from above the shoulder</li> <li>Show obvious wrist follow through action</li> </ul>	
7	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>throw the javelin after a short approach run.</li> <li>demonstrate follow through actions after throwing.</li> </ol>	<ul style="list-style-type: none"> <li>During approach run, grip the javelin above the right shoulder horizontally</li> <li>During approach run, stride evenly and accelerate rhythmically</li> <li>During the last 2 to 3 strides, draw the javelin back to the side of the right shoulder before delivery</li> <li>After throwing, follow through by swinging the right arm to the left</li> </ul>	
8	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>perform a smooth approach run, followed by cross-over steps to throw the javelin.</li> <li>measure the approach run distance and complete the whole process in the throwing area.</li> </ol>	<ul style="list-style-type: none"> <li>place the check mark correctly</li> <li>After the approach run, take cross-over steps; move the left foot forward powerfully with the body arched back for exerting its full force for delivery</li> <li>After delivery, move the right foot forward to keep balance</li> <li>Release the javelin at an angle of 30° to 35° with the ground</li> <li>Complete the throw within the throwing area</li> </ul>	

\*\* It may not be appropriate to set levels for “Relevant Knowledge”. Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.

## Discus (throwing with the right hand)

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>hold the discus correctly and roll it on a line.</li> <li>demonstrate preliminary swings in a figure of 8 pattern.</li> </ol>	<ul style="list-style-type: none"> <li>Place the discus in the throwing hand, spread fingers out evenly, with the finger tips gripping the edge of the discus, except for the thumb</li> <li>Roll the discus forward on a line</li> <li>Demonstrate preliminary swings in a figure of 8 pattern without dropping the discus</li> </ul>	<ul style="list-style-type: none"> <li>The layout of the throwing area and the throwing direction</li> <li>Rules and regulations of discus throw</li> <li>Safe environment for practice</li> <li>Terminology of discus throw</li> </ul>
4	<p><b>Students are able to</b></p> <p>hurl the discus from a stationary position.</p>	<ul style="list-style-type: none"> <li>Keep the throwing arm straight</li> <li>The discus comes off from the index finger</li> <li>The discus rotates horizontally, in a clockwise direction in flight</li> </ul>	
5	<p><b>Students are able to</b></p> <p>throw the discus after preliminary swings and a twist of the waist so that it reaches the landing zone.</p>	<ul style="list-style-type: none"> <li>Lift left leg from the ground as the trunk rotates to the rear</li> <li>Lead the throw with a powerful thrust of the lower limbs and a swing of the throwing arm</li> <li>The discus rotates in a clockwise direction and flies in an upward slanting direction</li> </ul>	
6	<p><b>Students are able to</b></p> <p>throw the discus after preliminary swings and a twist of the waist, from a sideways starting position.</p>	<ul style="list-style-type: none"> <li>Make natural and smooth preliminary swings</li> <li>When the discus is swung to behind the body, shift the centre of gravity to the right leg</li> <li>Move the centre of gravity back to the left foot by powerful thrust of the right leg, as the discus is in front</li> </ul>	

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
7	<p><b>Students are able to</b> throw the discus after the left leg sweeps around in an arc and a turn of the waist, from a sideways starting position.</p>	<ul style="list-style-type: none"> <li>• Shift the centre of gravity quickly towards the landing zone during the sweeping movement</li> <li>• After turning, throw the discus out quickly</li> </ul>	
8	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>1. throw the discus after a quick and smooth pivot, from a starting position with the back against the landing zone.</li> <li>2. remain balanced after making the throw.</li> </ol>	<ul style="list-style-type: none"> <li>• Turn quickly and smoothly</li> <li>• With the thrust of the lower limbs, hold the chest up to throw the discus with a straight arm</li> <li>• After releasing the disc, shift legs as a buffer to keep balance</li> <li>• Complete the throw within the throwing area</li> </ul>	

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.



## 3.7 Extended Tasks

In extended tasks, apart from mastering and improving on the skills learnt and developing an interest in physical activities, students have to understand the important relationship between physical activities and individual or community development.

Students may join various kinds of athletics activities and make use of the environment, opportunities and resources to develop their talents in specific events. They may study the characteristics of various athletics events or conduct an in-depth enquiry about athletics, through applying information technology and engaging in related projects and exhibitions.

Students may perform the role of a sports leader or junior coach within the school and in the community. In the process, they will develop responsibility, the ability to make independent decisions and the skills to get along with people. Some suggestions are given below:

Skills	Knowledge	Values and Attitudes	Others
<ul style="list-style-type: none"> <li>• Revision and strengthening of the skills learnt</li> <li>• Middle and long distance running</li> <li>• Relay (4 x 400 m)</li> <li>• Triple jump</li> <li>• Discus</li> <li>• Javelin</li> </ul>	<ul style="list-style-type: none"> <li>• History and development of athletics</li> <li>• Rules and regulations of athletics competitions</li> <li>• Equipment and facilities</li> <li>• Analysis of skills</li> <li>• Safety knowledge</li> <li>• Terminology of athletics</li> <li>• Refereeing</li> <li>• Influence of temperature and humidity on practising middle and long distance running</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Ability to make independent decisions</li> <li>• Commitment</li> <li>• Respect for others</li> <li>• Perseverance</li> <li>• National identity</li> <li>• Spirit of serving others</li> <li>• Team spirit</li> <li>• Courage to face success and failure</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Generic skills</li> <li>• Aesthetic appreciation</li> </ul>

## 3.8 Co-curricular Activities

Students may participate and assist in organising different co-curricular activities to enrich their experience in learning physical activities. For example, they may take part in their school's athletics interest groups, workshops, training activities, school teams, referee training courses or assist in organising such activities. They may also gain experience at external athletics events and join different challenge programmes. From these, they will obtain real life experience and learn the organisation and leadership skills necessary to serve the community. The following are some examples of co-curricular activities:

Types	Contents of Activities
<b>1. Interest group</b>	<ul style="list-style-type: none"> <li>• Join school's athletics interest groups</li> <li>• Take part in athletics activity days</li> <li>• Invite guests to give demonstrations</li> </ul>
<b>2. Service</b>	<ul style="list-style-type: none"> <li>• Act as helpers</li> <li>• Assist in organising athletics activities, taking up the roles of referee, assistant coach, etc</li> <li>• Help schoolmates in practice</li> <li>• Become the school's junior sports leaders and promote the school's internal athletics activities</li> </ul>
<b>3. Spectatorship</b>	<ul style="list-style-type: none"> <li>• Watch athletics events on video or on TV</li> <li>• Watch public performance and competitions</li> <li>• Watch local and international competitions</li> </ul>
<b>4. Visit/Interview</b>	<ul style="list-style-type: none"> <li>• Interview athletes and publish contents of the interviews in the school magazine</li> <li>• Attend opening and closing ceremonies of athletics activities</li> </ul>
<b>5. Training and competition</b>	<ul style="list-style-type: none"> <li>• Participate in youth athletics promotion programmes</li> <li>• Join the school's internal and external competitions</li> <li>• Attend athletics training courses</li> <li>• Take part in referee training courses</li> </ul>
<b>6. Others</b>	<ul style="list-style-type: none"> <li>• Through newspaper cuttings and information search on the Internet, get to know about the history and development, rules and regulations, facilities and equipment, terminology, etc belonging to different athletics events included in international competitions; and post the relevant information on the school notice board for the reference of other students</li> </ul>

## 3.9 Example 1: Assessment of Athletics Learning

(This is an example implemented in a school. When formulating a school- based curriculum, teachers should make suitable adjustments according to students' needs, interests, abilities, teacher readiness and school's actual circumstances.)

### Objectives

- Use an assessment form for self and peer assessment to reflect students' performance and promote learning
- Enable teachers to improve the effectiveness of learning and teaching, and promote student learning
- Help students design their individual learning targets and actively improve their own performance

### Background of the School

- A co-educational primary school
- A teacher is responsible for all the PE classes at the same level (e.g. P4) in a school year

### LOF Level

- Long jump: Level 3

### Implementation

- Provide students with relevant learning outcomes and assessment criteria before the start of the athletics unit
- Let students set their individual learning targets (see assessment forms)
- Run relevant learning and teaching activities
- Enable students to make self and peer assessment using the assessment record form

### Impact on Learning

- With the record form, students can reflect on their own performance before and after learning. They can therefore identify the learning objectives for improvement
- Let parents understand the performance of their children in PE
- Enhance students' motivation and efficiency in learning
- Assessment results will help teachers set the next teaching target and strategy to achieve it

(Source: Mr CHAU Wai-sheung, The True Light Middle School of Hong Kong (Primary Section))

## Assessment Form

Event: Long jump

Name of student: SHEUNG Kin-Hong

Overall Level: 3

Learning Outcomes: *Students are able to demonstrate a short run-up, a hop, and landing with both legs*

Assessment Criteria	Put suitable marks in the appropriate boxes: “O” for self assessment / “Δ” for peer assessment		
	Can do so regularly/ consistently	Can do so but irregularly/ inconsistently	Cannot do so
1. Smooth run-up	O Δ		
2. Jump up on one leg	Δ	O	
3. Land with both legs and bent knees	O Δ		
4. Leave the pit at the far end	O Δ		

Name of assessor: WONG Siu Keung

## Learning Log

Try to assess your own overall performance in the event after learning it.

	6	5	4	3	2	1	Date
a) Before learning				3			<u>3/4</u>
b) After learning		5					<u>15/5</u>

Remark:

Grade	Content
6	Smooth movements; can fully perform the above skills and fully reach the expected level
5	Can fully perform the above skills and fully reach the expected level
4	Can regularly/consistently perform most of the above skills and sometimes reach the expected level
3	Can perform only some of the above skills and sometimes reach the expected level
2	Can perform only some of the above skills but cannot reach the expected level
1	Cannot perform the above skills

		Date
1. Learning target	: <i>To jump a longer distance</i>	<i>3/4</i>
2. Expected performance	: <i>Objective achieved</i>	<i>15/5</i>
3. Learning points	: <i>Be careful about the landing or you may hurt yourself.</i>	<i>15/5</i>
4. Views about the teacher and facilities	: <i>Teacher taught well and the venue was suitable for long jump.</i>	<i>15/5</i>
5. Parent's views and signature:	<i>The recording method allows systematic learning and sharing experience with others. It is definitely more effective than the traditional method and one can acquire more knowledge of physical activities.</i>	<i>15/5</i>

(Source: Mr CHAU Wai-sheung, The True Light Middle School of Hong Kong (Primary Section) and Dr CHAN Wan-ka, The Chinese University of Hong Kong)

## 3.10 Example II: Teaching Arrangements for Athletics

(This is an example implemented in a school. When formulating a school-based curriculum, teachers should make suitable adjustments according to students' needs, interests, abilities, teacher readiness and school's actual circumstances.)

### Objectives

- Through scheduling and combining different athletics events, reduce students' waiting time and maximise their opportunity for exercise during lessons
- Provide students a chance to assess themselves and each other to enhance self-learning

### Background of the School

- A co-educational secondary school in Tsuen Wan
- Adequate open area and facilities for PE teachers to conduct learning and teaching activities

### LOF Level

- Level 6

### Learning Outcomes Framework

Event	Learning Outcomes	Assessment Criteria
<b>Hurdling</b>	<p><b>Students are able to</b> take 3 or 5 strides between hurdles and clear low hurdles with the same leading leg; or</p> <p>take 4 strides between hurdles using alternate leading legs.</p>	<ul style="list-style-type: none"> <li>• After the trailing leg has crossed the hurdle, continue to swing it forward actively for landing</li> <li>• Complete the movement in 3, 4 or 5 strides between hurdles</li> <li>• Run with smooth strides between hurdles maintaining speed in a straight line</li> </ul>
<b>Long jump</b>	<p><b>Students are able to</b> determine the run-up distance and perform the take-off within the take-off area.</p>	<ul style="list-style-type: none"> <li>• Know how to set the take-off mark</li> <li>• Hit on the designated take-off area</li> <li>• Bring both legs simultaneously forward just before landing</li> </ul>

Event	Learning Outcomes	Assessment Criteria
<b>Shot put</b>	<b>Students are able to</b> put the shot after a quick glide.	<ul style="list-style-type: none"> <li>• Keep the shot close to the chin and in front of the shoulder</li> <li>• Make a quick gliding step followed by a quarter turn to put the shot</li> <li>• After turning, thrust the leg with chest up to put the shot away quickly</li> </ul>
<b>High jump</b>	<b>Students are able to</b> apply a short run-up, using fast and strong strides, to clear the crossbar with a flop.	<ul style="list-style-type: none"> <li>• Start the run-up on the left side</li> <li>• Take-off vertically on the right foot</li> <li>• Swing the leading leg and lift it quickly to the waist level</li> <li>• Swing and pull the arms upwards and forward</li> <li>• At clearance, thrust the hips to arch the body over the crossbar</li> </ul>

## Teaching Plan

- 4 teaching cycles
- 2 lessons in each cycle
- Each period lasts for 35 minutes
- Each class is divided into three groups of 12 to 14 students each

## Implementation

Teaching week	1 <sup>st</sup> lesson whole class learning	2 <sup>nd</sup> lesson group learning + assessment group (two groups of students have peer assessment *1)
1 <sup>st</sup> Week	Hurdling	High jump practice *2 (group A) + B and C groups for hurdling assessment
2 <sup>nd</sup> Week	Long jump	High jump practice (group B) + A and C groups for long jump assessment
3 <sup>rd</sup> Week	Shot put	High jump practice (group C) + A and B groups for shot put assessment
4 <sup>th</sup> Week	High jump and assessment *3	Other group practice and assessment *4 (Group A: hurdling; group B: long jump; group C: shot put)

Remark: \*1 – Two groups of students taking turns to practise and conduct peer assessment

\*2 – For high jump, group practice is only suitable under the guidance of the teacher

\*3 – Students may be allowed to have discretion over whether they join high jump assessment. Those who did not participate may act as assessors

\*4 – When making assessment of other items in the 4<sup>th</sup> week, students of each group may take turns to act as assessors

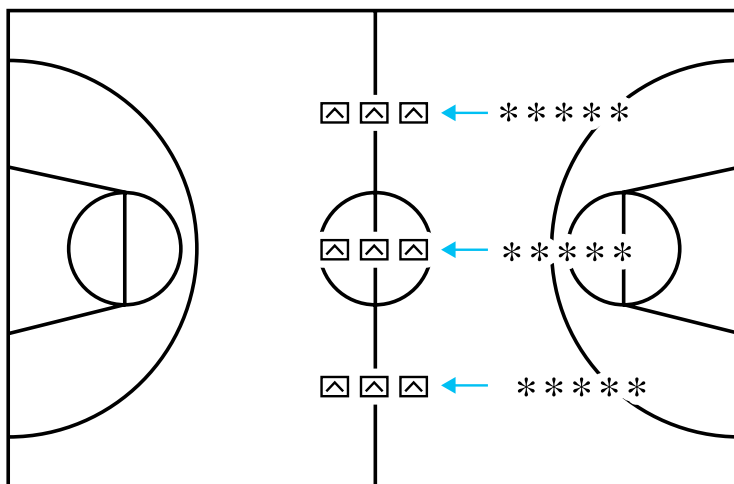
# Teachers should provide appropriate guidelines on peer assessment before it starts. Follow-up evaluations are necessary afterwards.



## Venue Allocation

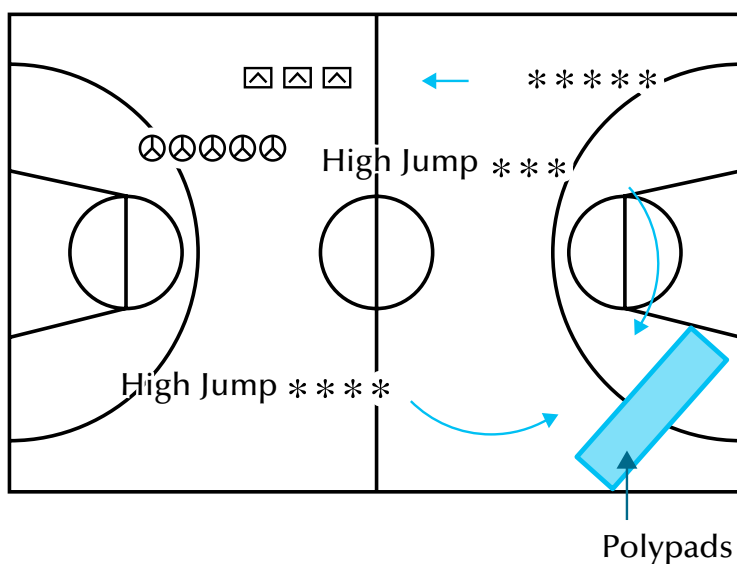
### 1. Arrangement for whole class practice:

- three groups to practise hurdling/long jump/shot put
- legend:
  - \* \* \* Location for students to queue up for practice
  - ▣▣▣ Location of hurdles or polypads
  - ← Direction for students to move along/throwing direction



### 2. Arrangement for group practice and assessment:

- legend:
  - \* \* \* Location for students to queue up for practice
  - ⊙⊙⊙⊙⊙ Location of student assessors
  - ▣▣▣ Location of hurdles or polypads
  - ← Direction for students to move along/throwing direction
- At least 12 polypads (8 for primary schools) are needed to practise high jump (more polypads are needed if high jump and long jump are conducted simultaneously)



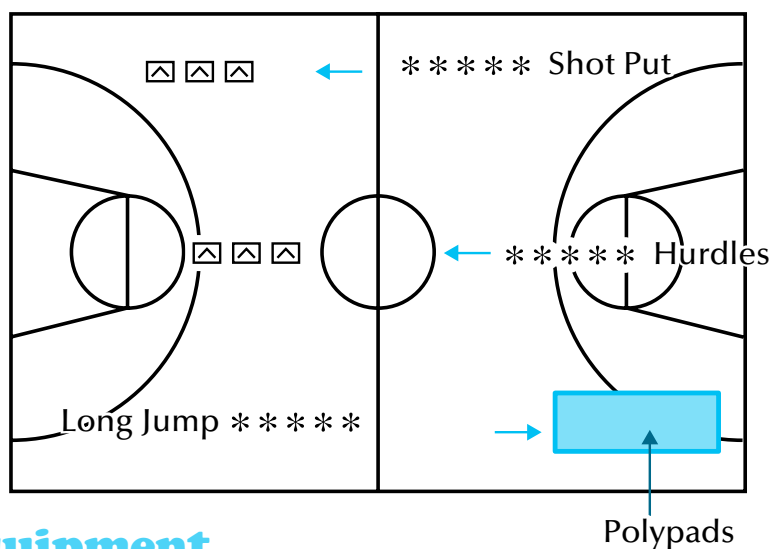
### 3. Arrangement for practice and assessment for the 2<sup>nd</sup> period of the 4<sup>th</sup> week:

- legend:

- \* \* \* Location for students to queue up for practice

- □□□ Location of hurdles or polypads

- ← Direction for students to move along/throwing direction



## Use of Equipment

### **Hurdling**

- Make use of objects of different shapes and heights to practise hurdling and running
- 9 to 12 hurdles (in three rows, each of 3 to 4) with adjustable heights

### **Long Jump**

- 9 polypads (in three groups, each with 3 polypads)
- 3 measuring tapes (to measure the run-up distance)
- 3 gymnastic mats (1 m x 1 m mat for the take-off area)

### **Shot Put**

- 3 to 6 medicine balls or indoor shot (divide the class into 3 to 6 groups depending on the quantity of equipment available)
- 6 polypads (for the landing of medicine balls and shots)
- 3 measuring tapes (for measuring results)

### **High Jump**

- 12 polypads (for secondary schools) or 8 polypads (for primary schools)
- Crossbar and/or a makeshift crossbar made of rubber bands
- High jump stands

## Content

### *Hurdling*

- Jumping exercise (make use of objects of different shapes and heights for hurdling and running practise)
- Practices with obstacles: obstacles are arranged from low to high with gradual increase in distance
- Practice for the leading leg: students should be encouraged to run the entire distance on the ball of the foot with high knee lifts, and to leap over the obstacle from an appropriate distance
- Arrange competition and assessment for clearing 3 to 4 hurdles (see assessment form)

### *Long Jump*

- Standing long jump practice → jump up and squat on the polypad → jump up and sit on the polypad
- Short run-up (4 to 5 strides) → jump up and sit on the polypad → jump up and squat on the polypad
- Full run-up practice (6 to 8 strides), measure the run-up distance:
  - in groups of 2, students start 6 to 8 strides of run-up from the take-off board and the partner observes the take-off mark
  - repeat the practice several times and start the run-up at an appropriate take-off mark
  - partner observes the take-off and makes appropriate adjustments
- Record the results and make assessment (see assessment form)

### *Shot Put*

- Throw a ball forward, sideways and backwards on the spot
- Practise shot put with a quarter turn:
  - learn (revise) to hold the shot, exert force from the forearm and wrist
  - learn the order of force exertion: twist the waist → turn the shoulder to lead the forearm → flip the wrist
- Practise shot put with a half turn on the spot:
  - learn the order of force exertion: thrust the leg → twist the waist → turn the shoulder to lead the forearm → flip the wrist
- Practise shot put with gliding steps:
  - practise gliding steps building on swinging the legs
  - order of force exertion: gliding steps → thrust the leg → twist the waist → turn the shoulder to lead the forearm → flip the wrist
- Record results and make assessment (see assessment form)

## High Jump

- Games for practising take-off
- Run-up + scissors jump practice: firstly without a crossbar, then with rubber bands (as a makeshift crossbar) and finally with a crossbar
- Standing with the back against the polypads, take-off with both legs, and land on upper back
- Run-up → run on to the polypads
- Short run-up + take-off → land on hip
- Short run-up + take-off → land on upper back (the piled up polypads are around 1 metre high)
- Complete skills practice with a short run-up
- Record results and make assessment (see assessment form)

## Impact on Learning

### Group activity

- Reduce students' waiting time and increase their opportunities for exercise
- Create opportunities for students to learn from each other, or act as junior leaders to help teachers to take care of the less able
- Increase students' understanding of the events
- Enhance students' power of analysis and aesthetic appreciation

*(Source from Mr HUNG Chi-kwong, Yan Chai Hospital Lim Por Yan Secondary School)*

## Assessment Form for Athletics

Name of student being assessed: <i>CHAN Siu Fun</i>	2003 - 2004
Secondary 1B	Overall Level: Level 6

		Please put a "✓" in the appropriate boxes.			
Event	Assessment Criteria	Excellent	Good	Pass	Below Standard/ Pending Improvement
Hurdling	After the trailing leg has crossed the hurdle, continue to swing it forward actively for landing		✓		
	Complete the movement of 3, 4 or 5 strides between hurdles			✓	
	Run with smooth strides between hurdles maintaining speed in a straight line		✓		
Date of assessment: <u>9/1</u> Name of assessor: <u>CHU Ka Yan</u> Signature: <u>Chu</u>					
Long Jump	Know how to position the take-off mark	✓			
	Hit on the designated take-off area		✓		
	Bring both legs simultaneously forward just before landing			✓	
Date of assessment: <u>16/1</u> Name of assessor: <u>WONG Siu Fu</u> Signature: <u>Wong</u>					
Shot Put	Keep the shot close to the chin and in front of the shoulder		✓		
	Make a quick gliding step followed by a quarter turn to put the shot				✓
	After turning, thrust the leg with chest up to put the shot away quickly			✓	
Date of assessment: <u>23/1</u> Name of assessor: <u>TANG Chi Tak</u> Signature: <u>Tang</u>					
High Jump (Flop)	Starts the run-up on the left side		✓		
	Take-off vertically on the right foot		✓		
	Swing the leading leg and lift it quickly to the waist level			✓	
	Swing and pull the arms upwards and forward			✓	
	At clearance, thrust the hips to arch the body over the crossbar		✓		
Date of assessment: <u>30/1</u> Name of assessor: <u>CHEUNG Tai Hung</u> Signature: <u>Cheung</u>					

(Source from Mr HUNG Chi-kwong, Yan Chai Hospital Lim Por Yan Secondary School)

# Appendix – Websites

(Retrieved 2 October, 2007)

<http://athletics.sinosports.net/index.php>

<http://athletics.sinosports.net/items/jingji/zhishi.php>

<http://steybe.freesevers.com/index.html>

<http://www.400m.idv.tw/>

<http://www.au.edu.tw/ox%5Fview/club/tf/tf/1.html>

<http://www.geocities.com/alexchui1986/>

<http://www.hkaaa.com/>

<http://www.iaaf.org/>

<http://www.pe-web.org/resource/resource.htm>

<http://home.chkpcc.net/~kpc-hyp/athletic.htm>

<http://www.sportol.idv.tw/pe/>

<http://www.sportol.idv.tw/sportol/>



## **4** **Ball Games**

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# BALL GAMES

This is one of the series of Physical Education (PE) Learning Outcomes Framework booklets. Its contents are as follows:

## 4.1 Introduction

## 4.2 Learning Objectives in the Six Strands

## 4.3 Development of Generic Skills

## 4.4 Cultivation of Values and Attitudes

## 4.5 Role of Teachers

## 4.6 Examples

### 4.6.1 Badminton

4.6.1.1 Learning Outcomes Framework

4.6.1.2 Extended Tasks

4.6.1.3 Example of Enhancing Learning through Games

### 4.6.2 Basketball

4.6.2.1 Learning Outcomes Framework

4.6.2.2 Extended Tasks

4.6.2.3 Example of Teaching through Games

### 4.6.3 Volleyball

4.6.3.1 Learning Outcomes Framework

4.6.3.2 Extended Tasks

4.6.3.3 Example of Using Skills Assessment Form for Assessment

## 4.7 Co-curricular Activities

Appendix I Badminton Skills

Appendix II Basketball Skills

Appendix III Volleyball Skills

Appendix IV Illustration of Assessment Criteria for Volleyball

## 4.1 Introduction

Ball games commonly taught in primary and secondary schools include basketball, football, volleyball, handball, badminton, table tennis, etc. Other ball games such as rugby, softball, hockey, netball, tennis, squash, bowling and golf may also be included in the PE curriculum to broaden the knowledge and arouse the interests of students.

Ball games are very popular in primary and secondary schools. Students often play ball games in the school campus or at public sports grounds, especially after school. The wide media coverage of related information makes such physical activities particularly attractive to students.

In ball games lessons, students learn related physical skills; the history and development of the games, and their rules, regulations and characteristics as well as the relevant safety precautions. This helps them develop an interest in participating in or watching ball games during their leisure time and in leading an active and healthy lifestyle.

## 4.2 Learning Objectives in the Six Strands

### Motor and sports skills

Teachers can design learning activities based on easy games to help students understand the characteristics of different ball games and acquire relevant basic skills and tactics.

### Health and fitness

By participating in ball games, students learn the relationship between sports and health, as well as the factors affecting health. They know that regular participation in ball games helps them maintain good health and attain the optimal level of physical fitness.

### Sports-related values and attitudes

Through participation in various ball games, students learn how to face challenges, success and failure; acquire the proper etiquette, values and attitudes for playing ball games; understand the importance of appreciating individual differences and respecting others; learn to convey their views and feelings in appropriate ways; develop perseverance and team spirit; and share the joy of an interest in ball games.

## **Knowledge and practice of safety**

Through different learning and teaching activities, students learn the safety rules of different ball games and heighten their safety awareness to prevent accidents, by such measures as using venues in an appropriate way and maintaining enough space among players. Such knowledge will enable them to react properly in emergencies.

## **Knowledge of movement**

Through different learning and teaching activities, such as using the Internet to collect information for analysis and thematic reports, students can learn about different aspects of various ball games, such as their historical background, rules and regulations, and the special etiquette and strategies associated with them. This can help them improve performance, develop positive values and attitudes, and strengthen their powers of analysis and judgment.

## **Aesthetic sensitivity**

In various forms of practice, competitions and related activities, students have opportunities to observe other people's performance and learn to identify, reflect on and share views on the aesthetic elements, such as control of the pace of a game, or various elegant moves and shots.

## 4.3 Development of Generic Skills

Generic skills required for the lifelong learning of students can be developed through physical activities. In PE, great emphasis is placed on developing collaboration skills, communication skills, creativity and critical thinking skills. Aesthetic appreciation is also very important. For example, students can learn through physical activities to cooperate with team members and from that point develop their collaboration skills. They can learn to control their emotions when facing unfavourable situations in competitions and thus improve their ability to solve problems.

Generic skills and aesthetic appreciation are best cultivated gradually through different learning and teaching activities and situations. The effects of learning and teaching can be observed and improved through different modes of assessment. The following are examples of related learning and teaching activities and their assessment criteria:

Generic Skills/ Aesthetic Appreciation	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>Collaboration Skills</b>	Students learn to collaborate with each other through group practices and competitions. For example, they adopt different strategies, share duties and cooperate with each other to do their best so that their team can achieve a better performance.	<ul style="list-style-type: none"> <li>• Prepare equipment before lessons and put it away afterwards</li> <li>• Help to move equipment</li> <li>• Help team members to practise</li> <li>• Give advice to others during practice</li> <li>• Cooperate with and complement each other</li> </ul>
<b>Communication Skills</b>	Students learn the skills of communicating with others through practice and competitions. Then they are able to express their own views and feelings clearly and appropriately. For example, as volleyball is a team activity that involves strategy, team members are required to collaborate systematically and purposefully in adopting a consistent strategy. During the process, team members need to understand each other through effective communication. They need to build tacit agreement and prevent unnecessary mistakes.	<ul style="list-style-type: none"> <li>• Listen to the views of others</li> <li>• Gives reasonable opinions</li> <li>• Share ideas with team members</li> <li>• Reach consensus for cooperation in the face of differing views</li> </ul>
<b>Creativity</b>	Students show their creativity in activities. For example, they organise related activities, design training outfits and team slogans, etc. Thus, they can exercise their creativity and develop their own style.	<ul style="list-style-type: none"> <li>• Express views to make activities more interesting</li> <li>• Combine different skills to form new skill sequences</li> <li>• Transform learnt skills into new skills</li> </ul>

Generic Skills/ Aesthetic Appreciation	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>Critical Thinking Skills</b>	Students develop their critical thinking skills of analysis and reaching conclusions through self and peer assessment, demonstrations, competitions, etc .	<ul style="list-style-type: none"> <li>• Point out mistakes and propose methods of improvement</li> <li>• Point out the merits and weaknesses in the use of strategies</li> <li>• Identify their own and others' merits and weaknesses</li> <li>• Make good use of own strengths in beating the opponents</li> <li>• Note the weaknesses of others and respond appropriately</li> <li>• Change tactics to unsettle opponents</li> </ul>
<b>Aesthetic Appreciation</b>	Through different modes of practice, competitions and related activities, students may appreciate various skills, successful strategies and their merits. Students also become aware of the different levels of performance and reflect on their own.	<ul style="list-style-type: none"> <li>• Appreciate the opponent's movements and skills</li> <li>• Appreciate elegant performances</li> <li>• Point out the merits and weaknesses of movements and poses</li> <li>• Appreciate the etiquette of competition</li> </ul>

*Remark: When assessing various related generic skills, one may consider awarding grades according to the expected standards so that assessors may apply the assessment criteriar to promote student learning. An example is given below for reference.*

Assessment Criteria	Put a "✓" in the appropriate boxes.							
	First observation				Second observation			
	1	2	3	4	1	2	3	4
Prepare equipment before lessons and put it away afterwards								
Listen to the views of others								
Express views to make the activities more interesting								

1. Not willing to show the behaviour

2. Willing to show the behaviour

3. Take the initiative to show the behaviour

4. Eager to show the behaviour

## 4.4 Cultivation of Values and Attitudes

Values are qualities that students should develop as principles underpinning conduct and decision-making, whereas attitudes support motivation and cognitive functioning. Both are personal qualities that students should develop. In the process of learning and teaching, values and attitudes mutually affect each other. By means of different modes of assessment, the effects of learning and teaching can be reviewed and improved. The following are examples of related learning and teaching activities and their assessment criteria:

Values and Attitudes	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>National Identity</b>	Through different kinds of ball games activities, students learn the achievements of Chinese athletes and so develop their sense of national identity. For example, at the time of hoisting the national flag and playing the national anthem, students will feel pride in identifying themselves as Chinese nationals.	<ul style="list-style-type: none"> <li>• Get to know about famous ball game players of China</li> <li>• Get to know ball game news related to China</li> <li>• Watch Chinese ball games competitions</li> <li>• Get to know China's position in ball games at Asian and world levels</li> <li>• Get to know the achievements of the Chinese national teams in various ball games</li> <li>• Share pride when Chinese athletes win international competitions</li> </ul>
<b>Responsibility</b>	Through different modes of practice, competition and related activities, students come to realise the importance of being responsible. For example, they learn the need to be serious and active when equipping themselves with basic skills. In attending training and helping team members, they also learn to be responsible.	<ul style="list-style-type: none"> <li>• Join all activities punctually</li> <li>• Put away equipment after training</li> <li>• Learn various skills in a serious manner</li> <li>• Abide by rules and build a good training atmosphere</li> <li>• Be responsible to self and the team</li> <li>• Complete assigned tasks</li> <li>• Take care of fellow students in need</li> <li>• Take pride in representing the class or school house in competitions</li> <li>• Take pride in representing the school</li> </ul>
<b>Commitment</b>	Through different modes of practice, competitions and related activities, students come to realise that in face of difficulties, they have to be positive and to committed, and to try their best to find solutions and seek for advice.	<ul style="list-style-type: none"> <li>• Help arrange and put away equipment</li> <li>• Make good use and take care of sports equipment and facilities</li> <li>• Join practices for different kinds of ball games</li> <li>• Accept challenges; be serious in practice and preparation for competitions</li> <li>• Have the courage to challenge stronger competitors</li> <li>• Make every effort to accomplish learning targets</li> <li>• Help maintain order</li> <li>• Help fellow students who are confronted with difficulties</li> <li>• Act as junior leaders in organising activities</li> </ul>

Values and Attitudes	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>Respect for Other</b>	Through ball game activities, students learn to respect others including fellow teammates, teachers, referees and other competitors. For example, individual differences affect overall performance. When jointly devising strategies, it is important to respect the opinions of team members. In the face of criticism, one has to accept and make changes. During competitions, one should be serious in attitude, respect the opponent and be willing to accept and obey the decisions of the referee.	<ul style="list-style-type: none"> <li>• Listen carefully to others' instructions</li> <li>• Be open in accepting comments and guidance</li> <li>• Respect and cooperate with team members</li> <li>• Respect the performance of fellow students</li> <li>• Observe proper etiquette at competitions</li> <li>• Respect the judgement of referees</li> <li>• Take the initiative to shake hands with opponents after competition as a gesture of gratitude regardless of winning or losing</li> </ul>
<b>Perseverance</b>	In the process of strenuous practice, students develop perseverance and determination.	<ul style="list-style-type: none"> <li>• Work hard to learn</li> <li>• Work hard to achieve targets</li> <li>• Insist on working hard in practice even in difficult circumstances</li> <li>• Try one's best in competitions and persevere to the end</li> <li>• Face failure and sum up experience</li> </ul>

Remark: When assessing values and attitudes, one may consider awarding grades according to the expected standards so that assessors may apply the assessment criteria to promote student learning. An example is given below for reference.

Assessment Criteria	Put a "✓" in the appropriate boxes.							
	First observation				Second observation			
	1	2	3	4	1	2	3	4
Get to know ball game news related to China								
Listen carefully to others' instruction								
Work hard to learn								

1. Not willing to show the behaviour

2. Willing to show the behaviour

3. Take the initiative to show the behaviour

4. Eager to show the behaviour



## 4.5 Role of Teachers

- Teachers should have a good grasp of the learning targets and standard progression of physical skills in ball games, and the relevant generic skills, values and attitudes when developing a school-based curriculum.
- Teachers should exercise great care about safety when teaching or arranging practice for an activity. They should ensure good discipline, well organised learning activities and appropriate venues and equipment.
- Teachers should carefully choose which ball games to teach, taking into consideration facilities, equipment and students' interests and abilities. For KS4 students, teachers should, apart from helping them to refine skills already learnt, introduce to them other ball games such as tennis and golf, etc to help them maintain an interest in playing ball games.
- Teachers should help primary school students develop competence in ball games by building on their prior knowledge and experience of fundamental movement. In the case of secondary students, teachers should encourage them to search for information on the Internet for enquiry and analysis tasks.
- Teachers need to set clear learning objectives for each lesson and help the majority of or even all students to master related skills, knowledge, values and attitudes.
- To have fun is vitally important in ball games. Teachers should provide opportunities, such as simple or modified games, for students to practise or apply the learnt skills to make the learning activities enjoyable and motivating.
- When teaching ball games, teachers may establish cross-curricular links to enhance learning. For example, ball game competitions can be a theme for poster design competitions, essay competitions, etc. This helps students adopt a multi-faceted approach to learning.
- During the learning process, teachers should carefully arrange group activities so that students who are less able at ball games will not lose self-confidence or give up. Lengthy practice, particularly at a high level of difficulty, is not advisable. Teachers should arrange a break to prevent students from getting exhausted, a frequent cause of injuries.
- Teachers should help students appreciate the concept of fair play and develop good personality, fitness, generic skills, positive values and attitudes, as well as team spirit. Teachers should arrange a challenging and interesting learning environment to motivate students to learn.
- Teachers may adopt appropriate levels and standards according to their school contexts. This not only caters for learner diversity but also enables them to make the most accurate assessment to enhance learning.
- Teachers should refer to “*Safety Precautions in Physical Education for Hong Kong Schools*” published by the former Education Department in 1999, and relevant notices or recommendations to ensure that all safety measures have been taken.

## 4.7 Co-curricular Activities

Students may participate and assist in organising different co-curricular activities to enrich their experience of learning physical activities. For example, they may take part in their school's ball game interest groups, training activities, school teams or referee training courses or assist in organising such activities. They may also seek experience from external events and join different challenge programmes. From these, they will learn the organisation and leadership skills to serve the community and obtain real life experience. The following are some examples of co-curricular activities:

Types	Contents of Activities
<b>1. Interest group</b>	<ul style="list-style-type: none"> <li>• Join the school's interest groups</li> <li>• Take part in ball game clubs</li> <li>• Take part in ball game days</li> <li>• Invite guests to give demonstrations</li> </ul>
<b>2. Service</b>	<ul style="list-style-type: none"> <li>• Act as helpers</li> <li>• Assist to organise ball game activities, take up the roles of referee, assistant coaches, etc</li> <li>• Become junior sports leaders and promote the school's internal ball game activities</li> <li>• Lead schoolmates in practice</li> </ul>
<b>3. Spectatorship</b>	<ul style="list-style-type: none"> <li>• Watch ball game activities on video or on TV</li> <li>• Watch public performances and demonstrations</li> <li>• Watch local and international tournaments</li> </ul>
<b>4. Visit/Interview</b>	<ul style="list-style-type: none"> <li>• Attend opening and closing ceremonies of ball games competitions</li> <li>• Visit to different ball games facilities</li> <li>• Interview athletes and publish contents of the interviews in the school magazines or on the Intranet</li> </ul>
<b>5. Training and competition</b>	<ul style="list-style-type: none"> <li>• Join youth ball game promotion schemes</li> <li>• Attend training courses for ball games</li> <li>• Attend referee training courses</li> <li>• Take part in school team training</li> <li>• Join school and external competitions</li> </ul>
<b>6. Others</b>	<ul style="list-style-type: none"> <li>• Gather information through newspaper cuttings and information searches on the Internet, get to know the development and history, rules and regulations, facilities and equipment, terminology, etc related to different ball games in international tournaments; and post the relevant information on the school notice board or the Intranet for the reference of other students</li> </ul>

## 4.6 Examples

### 4.6.1 Badminton

#### 4.6.1.1 Learning Outcomes Framework

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>serve and return the shuttle with a forehand underarm stroke.</li> <li>practise a modified singles game with fellows.</li> </ol>	<ul style="list-style-type: none"> <li>Demonstrate forehand grip</li> <li>Serve the shuttle to the opponent's court</li> <li>Return the shuttle</li> <li>Serve the shuttle low to opponent's court</li> </ul>	<ul style="list-style-type: none"> <li>The development and history of badminton</li> <li>Rules and Regulations of badminton</li> <li>Competition etiquette</li> <li>Facilities and equipment</li> <li>Knowledge of simple tactics</li> <li>Terminology of badminton</li> </ul>
4	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>perform a high serve and return the shuttle with a forehand overarm stroke.</li> <li>practise a modified singles game against fellows.</li> </ol>	<ul style="list-style-type: none"> <li>Serve over the net to the back of the opponent's court</li> <li>Keep point of contact above the head</li> <li>Move to an appropriate position to return the shuttle</li> <li>Return shuttle back to the opponent's court with overarm clear</li> </ul>	
5	<p><b>Students are able to</b></p> <ol style="list-style-type: none"> <li>master the serves and strokes during competition.</li> <li>cooperate with fellow students to play a modified singles game.</li> </ol>	<ul style="list-style-type: none"> <li>Move to an appropriate position to return the shuttle</li> <li>Return the shuttle with appropriate strokes</li> <li>Hit the shuttle to target spots</li> </ul>	

\* KS2 students are expected to have reached at least Level 3. For details, please refer to pages 15 to 16 of the Main Volume.

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.

# Three levels are suggested for the learning outcomes in badminton, taking into consideration the usual lesson time, facilities and student performance in schools. Teachers may adopt the LOF flexibly according to students' needs.

### 4.6.1.2 Extended Tasks

In the extended tasks, apart from mastering and improving on the skills learnt and developing an interest in physical activities, students have to understand the important relationship between physical activities and individual or community development.

Students may develop their abilities in specific events through making use of different environments, resources and opportunities. Through information technology, project learning, reports, exhibitions, etc, they will be able to analyse and study the characteristics of badminton. These help deepen their learning.

Students may perform the role of a sports leader or junior coach within the school and in the community. In the process, they will develop responsibility, the ability to make independent decisions and the skills to get along with people. Some suggestions are given below:

Skills	Knowledge	Values and Attitudes	Others
<ul style="list-style-type: none"> <li>• Revision and strengthening of the skills learnt</li> <li>• Application of tactics</li> <li>• Short serve</li> <li>• Chop</li> <li>• Lob</li> <li>• Push</li> <li>• Shove</li> <li>• Drive</li> <li>• Block</li> <li>• Footwork</li> <li>• Combined use of strokes and footwork</li> <li>• Doubles</li> </ul>	<ul style="list-style-type: none"> <li>• Development and history of badminton</li> <li>• Rules and regulations of game</li> <li>• Terminology of badminton</li> <li>• Analysis of skills</li> <li>• Application of tactics</li> <li>• Equipment and facilities</li> <li>• Safety knowledge</li> <li>• Refereeing</li> <li>• Scoring</li> </ul>	<ul style="list-style-type: none"> <li>• Spirit of serving others</li> <li>• Responsibility</li> <li>• Ability to make independent decisions</li> <li>• Commitment</li> <li>• Respect for others</li> <li>• Perseverance</li> <li>• National identity</li> <li>• Team spirit</li> <li>• Courage to face success and failure</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Generic skills</li> <li>• Aesthetic appreciation</li> </ul>

### **4.6.1.3 Example of Enhancing Learning through Games**

*(This is an example implemented in a school. When formulating a school-based curriculum, teachers should make suitable adjustments according to students' needs, interests, abilities, teacher readiness and school's actual circumstances.)*

#### **Objectives**

- Use games to help students develop badminton skills
- Enhance learning effectiveness in badminton class
- Stimulate students' interest in badminton
- Provide opportunities for playing modified games to promote student learning
- Through varied games to guide students devise learning targets
- Develop students' critical thinking skills, problem solving skills, self-management skills, collaboration skills, risk assessment, etc

#### **Background of the School**

- A co-educational secondary school
- The teacher has many years of experience in developing badminton related activities

#### **General Situation of Student Learning**

- Beginners cannot apply their skills in games effectively, so their enthusiasm for badminton may easily drop
- During games, students cannot perform well in application of tactics and are inexperienced in adapting to changes

#### **Venue and Facilities**

- 2 indoor badminton courts
- Sufficient equipment for 40 players

#### **Teaching Plan**

- 40 students in each class
- Divided into 8 groups of 5 students each
- 4 groups practise at the same time

## **Content**

- Play the game in groups
- The order for each group to play is arranged in advance
- The teacher designates the venue and scoring method
- Each student in each group has four chances to hit the shuttle
- Students take turns to compete with a member of another group according to the pre-arranged order and the pre-determined number of times to hit the shuttle. Irrespective of whether a round has finished, the student having accumulated the prescribed number of times to hit the shuttle has to leave. The next one in turn will continue with the game, which goes on this way until the end. Students waiting for their turn will have peer assessment, give their opinions and help each other improve on what they have learnt (see assessment form)

## **Variation**

- Students of different groups hit the shuttle a certain number of times. For example, if each student in group A hits the shuttle five times and group B hits four times, each one has to consider the position of the opponent in the court and the position of the stroke when hitting. In particular for the last stroke, it is more important to consider the point from which the next group mate will enter the court to enable him/her to continue the game
- Change the order of play to balance the strength of the two groups
- Switch from a modified court (for example, half court) to a regular court
- Change the modified scoring method to regular
- Move from singles game to doubles game

## **Impact on Learning**

- Learning through games, students master the skills more easily. This enhances their interest in badminton
- Learning through games increases the enthusiasm of students to pursue in-depth learning. Some students seek further training in their leisure time or join the school team
- Through active participation in ball games, students can further develop their generic skills of coordination, communication, critical thinking and creativity. At the same time, they can increase their aesthetic awareness

*(Source: Mr Lai Hung, Church of Christ in China Kei Long College)*

## Assessment Form

Name of student being assessed: <i>SO Tsz Kin</i>	2003 - 2004
Secondary 1C	Overall Level: <i>4</i>

Assessment Criteria	Put a "✓" in the appropriate boxes.							
	First observation				Second observation			
	Always	Often	Sometimes	Rarely	Always	Often	Sometimes	Rarely
Move to an appropriate position to return the shuttle		✓				✓		
Return the shuttle with appropriate strokes			✓			✓		
Hit the shuttle to target spots				✓			✓	
Comment: <i>Should practise more to improve the strokes</i>								
Assessment Criteria	Put a "✓" in the appropriate boxes.							
	First observation				Second observation			
	Always	Sometimes	Rarely	Never	Always	Sometimes	Rarely	Never
Respect fellow team members and cooperate with them	✓				✓			
Sum up the strengths of the winners and own weaknesses		✓				✓		
Can practise according to the teacher's instruction		✓			✓			
Comments: <i>Keep on trying!</i>								

Name of Assessor: *YUEN Ka Wong*

Date: *18/3/2003*

(Source: Mr Lai Hung, Church of Christ in China Kei Long College)



## 4.6.2 Basketball

### 4.6.2.1 Learning Outcomes Framework

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	<b>Students are able to</b> play passing, catching, and dribbling games with fellows.	<ul style="list-style-type: none"> <li>• Pass the ball towards targets</li> <li>• Catch the ball firmly</li> <li>• Continue dribbling with either hand</li> </ul>	<ul style="list-style-type: none"> <li>• The development and history of basketball</li> <li>• Rules and regulations of basketball</li> <li>• Competition etiquette</li> <li>• Equipment and facilities of basketball</li> <li>• Knowledge of simple tactics</li> <li>• Terminology of basketball</li> </ul>
4	<b>Students are able to</b> play shooting games with fellows.	<ul style="list-style-type: none"> <li>• Pass the ball to a moving teammate</li> <li>• Catch the ball successfully</li> <li>• Dribble towards the target</li> <li>• Shoot towards the target</li> </ul>	
5	<b>Students are able to</b> participate in modified games.	<ul style="list-style-type: none"> <li>• Move into appropriate positions for support</li> <li>• Make a successful pass under pressure</li> <li>• Take advantage of opportunities to shoot</li> <li>• Move into appropriate positions for defence</li> <li>• Protect the ball under control</li> </ul>	
6	<b>Students are able to</b> appropriately apply passing, catching, and dribbling techniques in modified games.	<ul style="list-style-type: none"> <li>• Use appropriate passing skills</li> <li>• Break the defence with dribbling skills</li> <li>• Control of the ball under pressure</li> <li>• Shoot accurately</li> </ul>	
7	<b>Students are able to</b> apply simple tactics with teammates in modified games.	<ul style="list-style-type: none"> <li>• Shake off a defender to support teammates</li> <li>• Create offensive opportunities for teammates</li> <li>• Cover teammates appropriately</li> <li>• Use appropriate passing and dribbling skills in different situations</li> </ul>	

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
8	<b>Students are able to</b> organise simple defensive and offensive play with teammates in game situations.	<ul style="list-style-type: none"> <li>• Give signal to teammates on tactics</li> <li>• Run offensive plays</li> <li>• Execute defensive plays</li> </ul>	

\* KS2 students are expected to have reached at least Level 3. For details, please refer to pages 15 to 16 of the Main Volume.

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.

### 4.6.2.2 Extended Tasks

In extended tasks, apart from mastering and improving on the skills learnt and developing an interest in physical activities, students have to understand the important relationship between physical activities and individual or community development.

Students may develop their abilities in specific events through making use of different environments, resources and opportunities. Through information technology, project learning, reports, exhibitions, etc, they will be able to analyse and study the characteristics of basketball. These help deepen their learning.

Students may perform the role of a sports leader or junior coach within the school and in the community. In the process, they develop responsibility, the ability to make independent decisions and the skills to get along with people. Some suggestions are given below:

Skills	Knowledge	Values and Attitudes	Others
<ul style="list-style-type: none"> <li>• Revision and strengthening of the skills learnt</li> <li>• Application of tactics</li> <li>• Footwork</li> </ul>	<ul style="list-style-type: none"> <li>• Development and history of basketball</li> <li>• Rules and regulations of the game</li> <li>• Terminology of basketball</li> <li>• Analysis of skills</li> <li>• Refereeing</li> <li>• Score keeping</li> <li>• Equipment and facilities</li> <li>• Safety knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Spirit of serving others</li> <li>• Responsibility</li> <li>• Ability to make independent decisions</li> <li>• Commitment</li> <li>• Respect for others</li> <li>• Perseverance</li> <li>• National identity</li> <li>• Team spirit</li> <li>• Courage to face success and failure</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Generic skills</li> <li>• Aesthetic appreciation</li> </ul>

### 4.6.2.3 Example of Teaching through Games

(This is an example implemented in a school. When formulating a school-based curriculum, teachers should make suitable adjustments according to students' needs, interests, abilities, teacher readiness and school's actual circumstances.)

#### Objectives

- Teach the skills of passing, dribbling and shooting through games
- Enhance the generic skills of students and cultivate positive values and attitudes

#### Background of the School

- A co-educational primary school
- With one non-standard basketball court

#### LOF Level

- Level 3 or 4

#### Content

- Two students in a group, take turns to shoot, pass and receive the ball
- In one minute, students choose different positions worth different numbers of points (figure 1), to shoot from
- The level of difficulty can be varied by modifications to the rules; for example, restrictions on the passing methods or directions

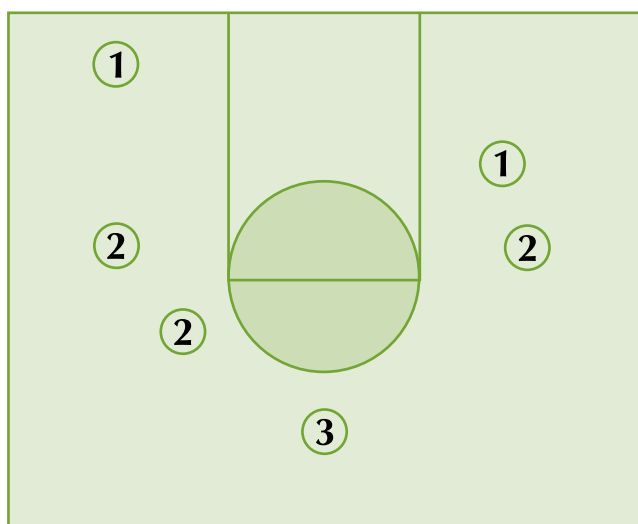
Period	1 <sup>st</sup> Period	2 <sup>nd</sup> Period	3 <sup>rd</sup> Period	4 <sup>th</sup> Period
Focus				
Skills	<ul style="list-style-type: none"> <li>• Passing, catching and shooting</li> </ul>	<ul style="list-style-type: none"> <li>• Different methods of passing</li> <li>• Catching the ball while moving</li> <li>• Showing ready position before shooting</li> </ul>	<ul style="list-style-type: none"> <li>• Increased intensity of passing</li> <li>• Quick switch to shooting position</li> <li>• Adjusting the passing distance by dribbling</li> </ul>	<ul style="list-style-type: none"> <li>• Different methods of passing</li> <li>• Catching the ball while moving</li> <li>• Showing ready position before shooting</li> </ul>
Generic skills *	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Collaboration skills</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Collaboration skills</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking skills</li> <li>• Aesthetic appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking skills</li> <li>• Communication skills</li> </ul>

Period	1 <sup>st</sup> Period	2 <sup>nd</sup> Period	3 <sup>rd</sup> Period	4 <sup>th</sup> Period
<b>Focus</b>				
<b>Values and attitudes</b>	<ul style="list-style-type: none"> <li>• Respect for others</li> <li>• Commitment</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Respect for others</li> </ul>	<ul style="list-style-type: none"> <li>• Perseverance</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment</li> </ul>
<b>Assessment method</b>	<ul style="list-style-type: none"> <li>• Self assessment (see assessment form 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Peer assessment (see assessment form 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Self assessment (see assessment form 3);</li> <li>• Worksheet (see worksheet)</li> </ul>	<ul style="list-style-type: none"> <li>• Peer assessment / teacher assessment (see assessment form 4)</li> </ul>

\* The generic skills shown in the figure are covered in each PE lesson and assessment is made in different periods

## Assessment

- Scores awarded to the two students
- Number of missed passes
- Number of shots taken
- Self assessment
- Peer assessment
- Teacher assessment by sampling



(Figure 1)

- \* ① = 1 point
- ② = 2 points
- ③ = 3 points

(Source: Mr CHAN Kwok-keung, Canton Road Government Primary School)

# Basketball Assessment

## Assessment Form 1

Date: 19/3 Class: 5A Name: CHAN Tai Man (5)

Items	Scores			
	Lowest		Highest	
<b>Skills</b>				
<b>Passing and Catching</b>				
• Pass towards targets	1	2	3	4
• Catch the ball firmly	1	2	3	4
<b>Generic Skills/Values and Attitudes</b>	No attempt		Frequent attempt	
• Give signals to partner	1	2	3	4
• Actively retrieve the ball and pass it to partner	1	2	3	4
• Suggest ways of improving to partner	1	2	3	4
• Encourage partner; demonstrate sportsmanship	1	2	3	4
<b>Violation</b>				
• Travelling	Yes		No	
• Illegal dribble	Yes		No	

\* Please circle the appropriate answers

(Source: Mr CHAN Kwok-keung, Canton Road Government Primary School)

# Basketball Assessment

## Assessment Form 2

Name of assessor: WONG Man Hong (30)

Date: 25/3 Class: 5A Name: CHAN Tai Man (5)

Items	Peer assessment		Self assessment		Teacher assessment (if necessary)			
	Lowest	Highest	Lowest	Highest	Lowest	Highest		
<b>Passing and Catching</b>								
• Pass the ball towards targets	1	(2)	3	4	1	2	3	4
• Catch the ball firmly	1	(2)	3	4	1	(2)	3	4
• Shoot towards targets	1	(2)	3	4	1	(2)	3	4
• Pass the ball to a moving teammate	1	(2)	3	4	1	2	(3)	4
	Rarely	Frequent	Rarely	Frequent	Rarely	Frequent	Rarely	Frequent
<b>Generic Skills/Values and Attitudes</b>								
• Give signals to partner	1	2	(3)	4	1	2	3	(4)
• Actively retrieve the ball	1	2	(3)	4	1	2	(3)	4
• Encourage teammates	1	2	(3)	4	1	2	(3)	4
<b>Violation</b>								
• Travelling	(Yes)	No	(Yes)	No	Yes	No	Yes	No
• Illegal dribble	Yes	(No)	(Yes)	No	Yes	No	Yes	No

\*Please circle the appropriate answers

(Source: Mr CHAN Kwok-keung, Canton Road Government Primary School)

# Basketball Assessment

## Assessment Form 3

Date: 1/4

Name: CHAN Tai Man (5)

Items	Scores			
	Lowest		Highest	
<b>Skills</b>				
<b>Passing and Catching</b>				
• Pass with appropriate power so that partner can easily catch it	1	2	3	4
• Dribble to an appropriate position before passing	1	2	3	4
• Switch quickly to the shooting position	1	2	3	4
<b>Generic Skills/Values and Attitudes</b>	No attempt		Frequent attempt	
• Identify the tactics of opponents	1	2	3	4
• Discuss with partners when deciding the strategy for the shooting game	1	2	3	4
• Work hard throughout the game	1	2	3	4
• Give feedback to each other for improvement	1	2	3	4
<b>Violation</b>				
• Travelling	Yes		No	
• Illegal dribble	Yes		No	

\* Please circle the appropriate answers

(Source: Mr CHAN Kwok-keung, Canton Road Government Primary School)



## Worksheet for Basketball Lesson

(Please return to the PE teacher before the 4<sup>th</sup> lesson)

Name: CHAN Tai Man (5)

Class: 5A

1. Describe the strengths and weaknesses of partner and yourself, e.g. better at shooting, weaker in dribbling, etc.

I am better at shooting but not as good at catching the ball.

My partner does better at dribbling but not so well at shooting.

2. Discuss with partner the tactics for the next assessment, e.g. choose the high score area first and then the low score area.

Choose the high score area first, then the low score area, and then the high score area.

### Knowledge

3. Name three types of passes.

Chest pass, bounce pass, shoulder pass.

4. Name one member of the Chinese National Team.

YAO Ming

Attitudes	Circle the appropriate answers	
1. Self-disciplined	<input checked="" type="radio"/> Yes	<input type="radio"/> No
2. Whole-hearted and responsible	<input checked="" type="radio"/> Yes	<input type="radio"/> No
3. Never discouraged	<input checked="" type="radio"/> Yes	<input type="radio"/> No

(Source: Mr CHAN Kwok-keung, Canton Road Government Primary School)

# Basketball Assessment

## Assessment Form 4

Name of assessor: WONG Man Hong (30)

Date: 10/4 Class: 5A Name: CHAN Tai Man (5)

Items	Peer assessment		Self assessment		Teacher assessment (if necessary)			
	Lowest	Highest	Lowest	Highest	Lowest	Highest		
<b>Passing and Catching</b>								
• Pass the ball towards targets	1	2	3	4	1	2	3	4
• Catch the ball firmly	1	2	3	4	1	2	3	4
• Shoot towards target	1	2	3	4	1	2	3	4
• Pass the ball to a moving partner	1	2	3	4	1	2	3	4
<b>Generic Skills/Values and Attitudes</b>								
• Execute the agreed tactics	Rarely	Frequently	Rarely	Frequently	Rarely	Frequently		
• Encourage and support partner	1	2	3	4	1	2	3	4
• Encourage and support partner	1	2	3	4	1	2	3	4
<b>Violation</b>								
• Travelling	Yes	No	Yes	No	Yes	No		
• Illegal dribble	Yes	No	Yes	No	Yes	No		

\*Please circle the appropriate answers

(Source: Mr CHAN Kwok-keung, Canton Road Government Primary School)

## 4.6.3 Volleyball

### 4.6.3.1 Learning Outcomes Framework

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
3	<b>Students are able to</b> perform underhand pass and participate in passing games.	<ul style="list-style-type: none"> <li>• Demonstrate the correct ready position</li> <li>• Extend arms and hold together in front of the body to hit the ball</li> <li>• Hit the ball with forearms</li> <li>• Extend knees and coordinate the movements of the arms in the pass</li> <li>• Hit the ball from different directions, move to the ball and keep it directly in front of the body</li> </ul>	<ul style="list-style-type: none"> <li>• The history and development of volleyball</li> <li>• Rules and regulations of volleyball games</li> <li>• Competition etiquette</li> <li>• Equipment and facilities</li> <li>• Tactics</li> <li>• Terminology of volleyball</li> </ul>
4	<b>Students are able to</b> perform an underhand serve (short distance) and participate in games with underhand passes.	<ul style="list-style-type: none"> <li>• Hold the ball in front of the body</li> <li>• Draw the serving arm backwards in a pendulum motion and swing it forward to hit the ball</li> <li>• lock the wrist</li> <li>• Hit the lower part of the ball with the fist or the heel of the hand</li> <li>• Serve the ball to target</li> </ul>	
5	<b>Students are able to</b> perform underhand serves, and overhand and underarm passes in modified games.	<ul style="list-style-type: none"> <li>• Make contact point just above the forehead (overhand pass)</li> <li>• Use thumbs and index fingers to form a broken triangle with the thumbs pointing at the forehead. Shape the other fingers to fit the ball (overhand pass)</li> <li>• Extend the arms and legs as the pass is made (overhand pass)</li> <li>• Pass the ball to targets</li> <li>• Move into a proper position to pass the ball</li> </ul>	

Overall Level	Learning Outcomes	Assessment Criteria	Relevant Knowledge**
6	<b>Students are able to</b> apply personal skills (including serving, overhand passing, underhand passing, spiking and blocking) in modified games.	<ul style="list-style-type: none"> <li>• Serve into the opponent's court</li> <li>• Make use of overhand and underhand passing skills appropriately</li> <li>• Jump up to spike</li> <li>• Hit the ball with the palm in front of the hitting shoulder at the peak of the jump</li> <li>• Demonstrate appropriate blocking skills</li> </ul>	
7	<b>Students are able to</b> demonstrate simple tactics with teammates in modified games.	<ul style="list-style-type: none"> <li>• Anticipate situations, apply overhand or underhand passing skills appropriately in competitions.</li> <li>• Move into a proper position to pass the ball and set up an attack</li> <li>• Apply appropriate skills to pass the ball across the net within 3 hits</li> <li>• Organise an attack with 3-hit combination</li> <li>• Demonstrate blocking skills to block an opponent from spiking</li> </ul>	
8	<b>Students are able to</b> apply simple tactics with teammates in game situations.	<ul style="list-style-type: none"> <li>• Switch offence and defence formations to cope with the opponent's tactics</li> <li>• Pass the ball strategically to organise an attack</li> <li>• Employ various strategies in attacks</li> <li>• Cooperate with teammates to execute offence and defence tactics</li> </ul>	

\* KS2 students are expected to have reached at least Level 3. For details, please refer to pages 15 to 16 of the Main Volume.

\*\* It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess knowledge according to the relevant learning outcomes.

### 4.6.3.2 Extended Tasks

In the extended tasks, apart from mastering and improving on the skills learnt and developing an interest in physical activities, students have to understand the important relationship between physical activities and individual or community development.

Students may develop their abilities in specific events through making use of different environments, resources and opportunities. Through information technology, project learning, reports, exhibitions, etc, they will be able to analyse and study the characteristics of volleyball. These enhance their learning.

Students may take the role of sports leader or junior coach within the school and in the community. In the process, they will develop responsibility, the ability to make independent decisions and the skills to get along with people. Some suggestions are given below:

Skills	Knowledge	Values and Attitudes	Others
<ul style="list-style-type: none"> <li>• Revision and strengthening of the skills learnt</li> <li>• Application of individual and team tactics</li> <li>• Setting</li> <li>• Quick spike</li> <li>• Semi-quick (2.5 spike)</li> <li>• Dink</li> <li>• Blocking</li> </ul>	<ul style="list-style-type: none"> <li>• Development and history of volleyball</li> <li>• Rules and regulations of the game</li> <li>• Equipment and facilities</li> <li>• Terminology of volleyball</li> <li>• Analysis of skills</li> <li>• Application of tactics</li> <li>• Refereeing</li> <li>• Scoring</li> </ul>	<ul style="list-style-type: none"> <li>• Spirit of serving others</li> <li>• Responsibility</li> <li>• Ability to make independent decisions</li> <li>• Commitment</li> <li>• Respect for others</li> <li>• Perseverance</li> <li>• National identity</li> <li>• Team spirit</li> <li>• Courage to face success and failure</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Generic skills</li> <li>• Aesthetic appreciation</li> </ul>

### **4.6.3.3 Example of Using Skills Assessment Form for Assessment**

*(This is an example implemented in a school. When formulating a school-based curriculum, teachers should make suitable adjustments according to students' needs, interests, abilities, teacher readiness and school's actual circumstances.)*

#### **Objectives**

- Use the assessment form to help students strengthen learning
- Provide opportunities for students to make self and peer assessment to enhance collaborative learning
- Through self and peer assessment, enable students to understand their learning progress and their own strengths and weaknesses
- Widen students' knowledge about terminology to help them read related reference books at leisure
- Help teachers master the teaching points

#### **Background of the School**

- A co-educational secondary school in Ma On Shan

#### **LOF Level**

- Level 5 or 6

#### **Teaching Plan**

- Four teaching weeks to complete the unit
- Two periods of 35 minutes each for every week
- Students are organised into groups of three for peer assessment
- Learning targets: overhand passing, spiking and their application in modified games

## **Implementation**

- At the beginning of the unit, the teacher introduces the learning targets briefly to students
- According to students' ability, teaching activities are designed for two new skills in phases
- At the end of each period, the teacher helps students consolidate the skills learnt by means of the "assessment form" and encourages students to ask questions related to the learning objectives. At the same time, students may make self assessment in respect of the skills learnt in the period
- Before concluding the unit, peer assessment may be carried out using the "assessment form"
- After peer assessment, students can compare the results of self and peer assessment to gain extra insight into their individual progress
- Teachers may assess the appropriateness of their teaching design based on students' progress
- Teachers may insert diagrams in the "assessment form" to strengthen students' memory through visual learning

## **Impact on Learning**

- If teachers can point out the learning objectives explicitly, students will master them more effectively
- Students will gain extra insights into their learning progress, and strengths and weaknesses
- Small-group learning enhances students' coordination and communication skills
- Teachers can revise the curriculum and the expected progress based on student strengths and weaknesses

*(Source: Ms CHAN Mei-yuk, HKCWC Fung Yiu King Memorial Secondary School)*



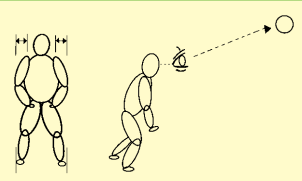


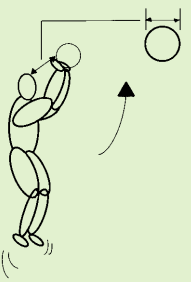
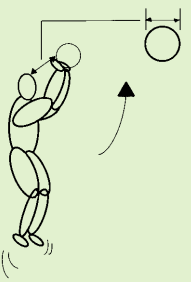
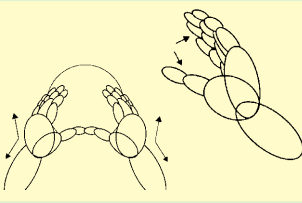
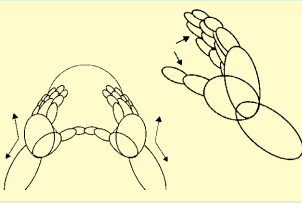

# Physical Education

## Volleyball Unit (Level 3)

### Assessment Form - Overhand Pass

Name: WONG Siu Yan (28) Class: Secondary 1B

Date of form completion: 23/1

Pictures	Key Learning Points	Assessment (only for items marked with*)		
		Self assessment (understanding teaching demonstration)	Peer Assessment (overall technical performance)	
	1. Position legs a little wider apart than the shoulder width with knees bent. 2. Start in the "Ready Position" and focus on the coming ball.			
	3. Lift arms naturally, relax and place hands in front of the face.			
	4. <b>Set the posture: face the ball, head up, both hands slightly apart in front.</b>	2	2	*
	5. <b>Hit the ball: at a point just above the forehead.</b>	2	2	*
	6. <b>Touch the ball, extend the arms and the legs swiftly and powerfully.</b>	1	1	*
	7. <b>Form a broken triangle with thumbs and index fingers, the wrists slightly to the back.</b>	3	3	*
	8. <b>Hit the ball with the pads of the thumbs and fingers.</b>			
	9. <b>To pass the ball, extend arms, wrists and fingers in the direction of the pass.</b>	2	2	*
<b>Effect of hitting the ball</b>	10. Pass the ball to the target position.			

3 = Fully understood/achieved

2 = Not fully understood/achieved

1 = Not understood/achieved

Student assessor: CHEUNG Ka Bik

(Source: Ms CHAN Mei-yuk, HKCWC Fung Yiu King Memorial Secondary School)

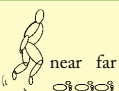
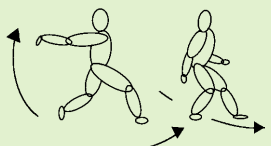


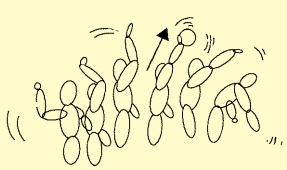
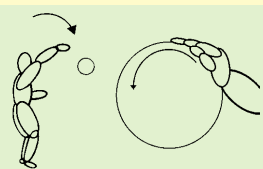
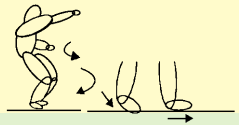
# Physical Education

## Volleyball Unit (Level 4)

### Assessment Form - Spiking (with the right hand)

Name: LEE Siu Fu (15) Class: Secondary 1B

Date of form filling: 25/1

Pictures	Key Learning Points	Assessment (only of items marked with*)		
		Self assessment (understanding teaching demonstration)	Peer assessment (overall technical performance)	
	1. The number of approach strides depends on the distance of the ball from spiker.			
	2. <b>Last two approaching strides: right leg steps out followed by left leg.</b> 3. <b>Pull arms back to increase the range of the swing.</b>	2	2	*
	4. <b>Jump: extend both legs and jump up with two arms swinging vigorously backwards and upwards.</b>	2	1	*
	5. Swing the arm after jumping to get ready to hit the ball.			
	6. <b>Arm swinging movement:</b> - lift right arm with the hand above shoulder height - swing upwards to the front until the arm is cocked - hit the ball slightly in front at the highest point	3	3	*
		2	2	*
		2	2	*
	7. Hit the upper back of the ball with the whole palm and all fingers. Follow through by flicking the wrist.			
	8. Landing: bend knees, land on the balls of the feet, transfer weight to the full soles.			
<b>Effect of hitting the ball</b>	9. <b>The ball lands within the opponent's court after crossing the net.</b>	2	2	*

3 = Fully understood/achieved

2 = Not fully understood/achieved

1 = Not understood/achieved

Student assessor: CHEUNG Mei Mei

(Source: Ms CHAN Mei-yuk, HKCWC Fung Yiu King Memorial Secondary School)

# Appendix I: Badminton Skills

(For right hander)

Skills	Overall Level			Assessment Criteria
	3	4	5	
<b>Forehand grip</b>	<input type="radio"/>			Handshake grip
	<input type="radio"/>	<input type="radio"/>		The racquet face perpendicular to the ground
	<input type="radio"/>	<input type="radio"/>		Thumb and forefinger form a V
		<input type="radio"/>		Middle finger, ring finger and small finger held together to grip the handle
		<input type="radio"/>	<input type="radio"/>	Thumb and index finger touch the two wider sides of the handle
			<input type="radio"/>	Index and middle finger slightly apart
			<input type="radio"/>	Grip not too tight
			<input type="radio"/>	Middle of the palm does not touch the handle too closely
<b>Backhand grip</b>			<input type="radio"/>	Inner side of the thumb touches the inner side of the handle closely
			<input type="radio"/>	Index, middle, ring and small fingers held together to grip the handle
			<input type="radio"/>	Small finger held close to the end of the handle
			<input type="radio"/>	Grip not too tight
			<input type="radio"/>	Middle of the palm does not touch the handle closely
<b>Deep high serve</b>	<input type="radio"/>			Tip of left foot pointing forward, right foot at the back towards the outside
	<input type="radio"/>			The two legs about shoulder-width apart
	<input type="radio"/>			Centre of gravity placed on the right leg
	<input type="radio"/>			Left hand holds the shuttle and left arms are raised naturally forwards to the chest
	<input type="radio"/>			Right hand grips the racquet with the elbow naturally bent on the right side of the body with the wrist extended
		<input type="radio"/>		The hand holding the shuttle drops it perpendicularly down
		<input type="radio"/>	<input type="radio"/>	The shoulder moves naturally from the right to the left as weight is shifted to the front
		<input type="radio"/>	<input type="radio"/>	The forearm swings from below to the front and upper side and turns outwards (supination), taking the wrist from an extended to a slightly bent position
		<input type="radio"/>	<input type="radio"/>	The wrist is flicked and grips the racquet tightly to hit the shuttle with the front of the racquet
		<input type="radio"/>	<input type="radio"/>	After the hit, the right hand swings naturally along with the movement to the left upper side
			<input type="radio"/>	After the hit, the racquet moves back to the front of the body with relaxation of the grip
			<input type="radio"/>	The shuttle flies high to the opponent's backcourt

Skills	Overall Level			Assessment Criteria
	3	4	5	
Forehand high clear	<input type="radio"/>			Left leg in front and right leg behind
	<input type="radio"/>			Two legs about shoulder-width apart
	<input type="radio"/>			Body turns to the right
	<input type="radio"/>			Centre of gravity on the right leg
	<input type="radio"/>			Left arm rises naturally with right arm bent and raised at the right side
	<input type="radio"/>	<input type="radio"/>		Eyes focused on the shuttle
	<input type="radio"/>	<input type="radio"/>		Face of the racquet towards the net
		<input type="radio"/>	<input type="radio"/>	Body turns to the left and weight shifts to the front. Upper arm rises and forearm flicks inward (pronation) to hit the shuttle forcefully
		<input type="radio"/>	<input type="radio"/>	Instantaneously, when hitting the shuttle, the right arm straightens naturally
		<input type="radio"/>	<input type="radio"/>	With the hitting point in front and above the right shoulder, raise the bent left arm to the left to assist turning
		<input type="radio"/>	<input type="radio"/>	Grip the racquet tightly when hitting the shuttle
		<input type="radio"/>	<input type="radio"/>	After the hit, the right leg moves forward along with the body's centre of gravity
			<input type="radio"/>	After the hit, the right hand swings with the racquet to the lower left-hand side, eases and returns to the front of the body with relaxation of the forehand grip
			<input type="radio"/>	Shuttle flies high towards the backcourt of the opponent

Drop	<input type="radio"/>			Left leg in front and right leg behind
	<input type="radio"/>			Two legs about shoulder-width apart
	<input type="radio"/>			Body turns to the right
	<input type="radio"/>			Centre of gravity on the right leg
	<input type="radio"/>			Left arm rises naturally with right arm bent and raised on the right
	<input type="radio"/>	<input type="radio"/>		Eyes focus on the shuttle
	<input type="radio"/>	<input type="radio"/>		Face of the racquet towards the net
		<input type="radio"/>	<input type="radio"/>	Body turns to the left and weight shifts to the front. Upper arm rises and forearm flicks inward (pronation) to hit the shuttle forcefully
		<input type="radio"/>	<input type="radio"/>	When hitting the shuttle, instantaneously straighten the right arm naturally
		<input type="radio"/>	<input type="radio"/>	With the hitting point further in front and on top of the right shoulder (a little further forward than the high clear), the left arm is raised and bent to the left to assist in turning
		<input type="radio"/>	<input type="radio"/>	The racquet is held tightly when hitting the shuttle
		<input type="radio"/>	<input type="radio"/>	After the hit, the right leg moves forward along with the body's centre of gravity
			<input type="radio"/>	After the hit, the right hand swings with the racket to the left lower side, eases and returns to the front of the body with relaxation of the forehand grip

Skills	Overall Level			Assessment Criteria
	3	4	5	
<b>Smash</b>	<input type="radio"/>			Left leg in front and right leg behind
	<input type="radio"/>			Two legs are about shoulder-width apart
	<input type="radio"/>			Body turns to the right
	<input type="radio"/>			Place centre of gravity on the right leg
	<input type="radio"/>			Raise left arm naturally with right hand bent and raised on the right side
	<input type="radio"/>	<input type="radio"/>		Eyes focus on the shuttle
	<input type="radio"/>	<input type="radio"/>		Face of the racquet towards the net
		<input type="radio"/>	<input type="radio"/>	Turn body to the left; shift weight to the front. Raise forearm and flick it inward (pronation) to hit the shuttle forcefully
		<input type="radio"/>	<input type="radio"/>	When hitting the shuttle, instantaneously straighten the right arm naturally
		<input type="radio"/>	<input type="radio"/>	With the hitting point further in front and on top of the right shoulder (a little further forward than with the drop), the left arm rises and bends to the left to assist in turning
		<input type="radio"/>	<input type="radio"/>	Grip the racquet tightly when hitting the shuttle
		<input type="radio"/>	<input type="radio"/>	After the hit, the right leg moves forward along with the body's centre of gravity
		<input type="radio"/>	After the hit, the right hand swings with the racquet to the lower left-hand side, eases and returns to the front of the body and with relaxation of the forehand grip	
<b>Net shot</b>	<input type="radio"/>			Right leg in front and left leg behind
	<input type="radio"/>			Knees slightly bent
	<input type="radio"/>	<input type="radio"/>		Right foot on the ground and right hand gripping the racquet in front
	<input type="radio"/>	<input type="radio"/>		Right hand stretches forward and left hand rises to the back to counter balance naturally
		<input type="radio"/>		Before hitting, bend the elbow and turn the forearm outwards (supination)
		<input type="radio"/>	<input type="radio"/>	When hitting, push slightly or cut the slanting lateral side of the cork base
		<input type="radio"/>	<input type="radio"/>	The shuttle is hit as close to the top of the net as possible
			<input type="radio"/>	Shuttle flies just over the net to fore court of the opponent
<b>Underarm clear</b>	<input type="radio"/>			Right leg in front and left leg behind
	<input type="radio"/>			Knees slightly bent
	<input type="radio"/>	<input type="radio"/>		Right foot on the ground and right hand gripping the racquet in front
	<input type="radio"/>	<input type="radio"/>		Right hand stretches forward and left hand is naturally raised to the back to counterbalance
		<input type="radio"/>		Before hitting, bend the elbow and turn the forearm outwards (supination)
		<input type="radio"/>	<input type="radio"/>	When hitting, the forearm flicks inwards with the wrist propelling the shuttle at its base
		<input type="radio"/>	<input type="radio"/>	The shuttle is hit at its highest point as far as possible
			<input type="radio"/>	Shuttle flies high towards the backcourt of the opponent

## Appendix II: Basketball Skills

Skills	Overall Level					
	3	4	5	6	7	8
<b>Passing</b>						
Pass the ball to a partner using different methods	○					
Catch the ball from a partner with both hands and then pass it on	○					
Pass the ball to different partners in different directions	○	○				
Catch the ball with both hands from different directions	○	○				
Catch the ball with both hands and pass it along in a different direction		○				
Turn and pass the ball towards the target		○				
Receive the ball while moving and pass it on		○				
Pass and catch the ball under pressure			○			
High dribble (with speed) and use lay-up step to pass towards the target			○	○		
Get the rebound, turn and pass the ball				○		
Move to appropriate positions in games to receive passes				○		
Use appropriate passing and receiving skills in games					○	○
<b>Dribbling</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Dribble with right/left hand on the spot	○					
High dribble with right/left hand and move forward to the target with speed	○	○				
Sudden stop after high dribble with right/left hand, then continue to dribble		○				
Dribble with either hand while moving		○				
Dribble in figure of “8” with left/right hand		○				
Dribble in figure of “8” using cross-over dribble			○			
Dribble with left and right hand and using cross-over dribble to break the defence				○		
Change direction while dribbling to break the defence			○	○		
Observe the situation around when dribbling				○	○	○
Protect the ball with the body and continue dribbling when guarded					○	○
Dribble with changing directions and speed to shake off opponents					○	○
While moving with the ball, turn back to shake off opponents						○

Skills	Overall Level					
	3	4	5	6	7	8
<b>Shooting</b>						
Set shot (two or one-handed)		○	○			
Drive shot			○			
Shooting after rebound			○	○		
Catching and shooting			○	○		
Lay-up shot after catching the ball				○	○	
Pivot shot				○	○	
Dribbling and lay-uping on one's own				○	○	
Jump shot					○	
Jump shot after rebound					○	○
Seizing opportunities to shoot in games			○	○	○	○
Hook shot						○
<b>Offence and defence</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Guarding the passer			○			
Guarding the dribbler			○	○		
Blocking the pass			○	○		
Posting (e.g. forward, centre, guard, etc)						○
Players' positions during jump ball						○
Moving to support or cover teammates in games					○	○
Moving into appropriate positions in games for blocking (or screening) and destroying opponent's defence					○	○
Defence: man-to-man				○	○	
Defence: zone defence (five players)					○	○
<b>Rules and regulations</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Travelling		○				
Illegal dribble		○	○			
Foul			○	○		
Positions of offensive and defensive players during penalty shot					○	
3-second rule, 8-second rule, ball returned to back court, jump ball, penalty shot						○
Refereeing						○



## Appendix III: Volleyball Skills

Skills	Overall Level						Assessment Criteria
	3	4	5	6	7	8	
<b>Underhand pass</b> (pass with right hand)	<input type="radio"/>						Standing with feet shoulder-width apart and knees bent
		<input type="radio"/>					Body inclined forward with weight in front
	<input type="radio"/>						Arms relaxed and placed in front of the abdomen
	<input type="radio"/>						Hands locked together when the ball approaches
	<input type="radio"/>						Hands together with the back of one hand over the palm of the other
		<input type="radio"/>					Wrists cocked downward
	<input type="radio"/>						Arms extended and held together in front of the body to hit the ball
	<input type="radio"/>						Hitting the ball in front of the abdomen
	<input type="radio"/>						Hitting the ball with the lower forearms just above the wrist
	<input type="radio"/>						Arms raised when hitting the ball
	<input type="radio"/>						Legs extended while hitting
	<input type="radio"/>						Moving to hit the ball from different directions
		<input type="radio"/>					Passing the ball towards targets

<b>Overhand pass</b>			<input type="radio"/>				Standing with feet shoulder-width apart and knees bent. Body in balance. Focus on the coming ball
			<input type="radio"/>				Arms lifted, relaxed and placed in front of the face. Elbows bent
			<input type="radio"/>				Posture set: head up, hands slightly apart to meet the ball coming from the front
			<input type="radio"/>				Contact with ball about 15 cm away from the front of the forehead
			<input type="radio"/>	<input type="radio"/>			As the ball contacts the hands, the arms and the legs extended swiftly and powerfully
			<input type="radio"/>				Hands: both hands form the shape of a ball with the wrists slightly extended backwards
				<input type="radio"/>			Contact with ball made with all the pads of thumbs and index fingers, and the second and third sections of middle finger, with ring and small fingers at the side of the ball to help control the direction of passing
			<input type="radio"/>				When passing, arms extended towards the direction of the pass
			<input type="radio"/>	<input type="radio"/>			When passing, legs extended to thrust at the floor
				<input type="radio"/>			When passing, arms, wrists and fingers extended in the direction of the pass
					<input type="radio"/>		Move into proper positions to pass the balls from different directions
					<input type="radio"/>		Ball passed towards targets


Skills	Overall Level						Assessment Criteria
	3	4	5	6	7	8	
<b>Underhand serve</b> (serve with right hand)		○					Ready position: left shoulder facing the net, feet shoulder-width apart with the left foot slightly in front of the right. Knees slightly bent
		○					Weight evenly distributed on both feet or a bit towards the right foot
		○					Ball held with the left hand in front of the abdomen
		○					Left hand used to toss the ball slightly up about 30 cm in front of the chest at an arm's distance away from the body
		○					Right hand swung to the lower side of the right as the left tosses the ball
		○					Right arm swings forward and upwards to hit the ball in front of the chest with the fist or heel of the hand
			○				Right foot thrusts at the floor with weight transferred to the left
				○			Control of the height and direction of the ball by the angle and the path of swing of the right hand during the hit
		○					Serve at a short distance
			○				Serve at a short distance across the net
				○			Serve behind the baseline
					○		Serve to different directions behind the baseline
					○	Serve to a designated target behind the baseline	
<b>Overhand serve</b> (serve with right hand)				○			Ready position: feet shoulder-width apart with the left foot in front of the right and the left hand holding the ball in front of the body
				○			Tossing the ball: ball tossed straight up in front of the right shoulder
				○			Hitting the centre or the rear part of the ball with the palm
					○		When hitting, fingers spread naturally and the wrist flicked
						○	After the hit, transfer body weight forward and move onto court

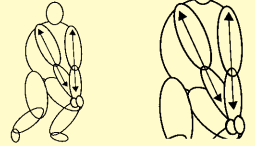
Skills	Overall Level						Assessment Criteria
	3	4	5	6	7	8	
Spiking (spike with right hand)				○			Slightly crouching pose with both arms down before the approach, focus on the ball
				○			Approaching strides: the number of approach strides based on the distance of the ball
				○			Last two approaching strides: right foot steps out and closing with left foot
					○		After both feet have stepped forward, feet turned a little to the right
				○			Both arms swung back to increase the range of swinging
				○			The Jump: legs extended accompanied by arms swinging vigorously forward and upwards
				○			After the jump, both arms swung high and ready to hit the ball
					○		After the jump, the body stretched with chest out and arched backwards
				○			Arm swinging movement: i. right arm raised backwards ii. forward swing until the arm is fully extended iii. the ball hit when the body at its highest point
						○	As the hitting hand is thrown down, the body flexed forward to increase power, exert more force with shoulder, elbow and wrist in turn
				○			The back of the ball hit in the centre with a wide-open hand
				○			During the hit, the wrist and fingers snapped forcibly over the top of the ball
				○			Landing: knees bent and the body flexed to absorb the impact of landing. Landing on the balls of feet and then the whole feet
				○			Approach, jump and spike a stationary ball
					○		Ball spiked across the net to land in the opponent's court
					○	Jump up to spike the ball in games	

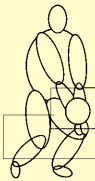
Skills	Overall Level						Assessment Criteria
	3	4	5	6	7	8	
<b>Blocking</b>				○	○	○	Ready position: facing the net with feet shoulder-width apart, knees slightly bent and arms bent in front of the chest
					○	○	Jump: weight lowered, knees bent, legs thrust with force; straight jump up
					○	○	Movement in the air: arms extended, shoulders lifted as far as possible. When touching the ball, wrists pressing down hard
					○	○	Landing: on two feet with knees bent to cushion landing


# Appendix IV: Illustration of Assessment Criteria for Volleyball

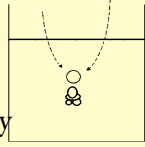
## Overall Level 3

1. Demonstrate the correct ready position 


2. Extend arms and hold together in front of the body to hit the ball 

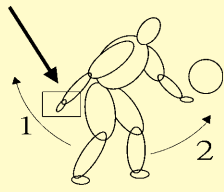
3. Hit the ball with forearms 

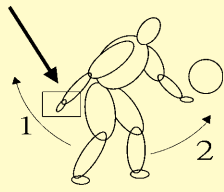
4. Extend knees and coordinate the movements of the arms in the pass 

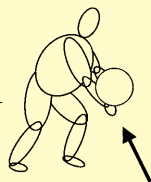
5. Hit the ball from different directions, move to the ball and keep it directly in front of the body 

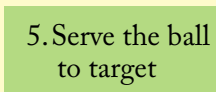
## Overall Level 4

1. Hold the ball in front of the body 

2. Draw the serving arm backwards in a pendulum motion and swing it forward to hit the ball 


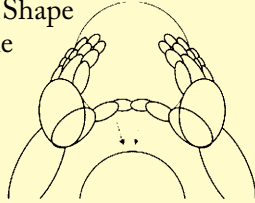
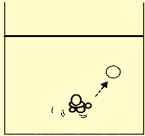
3. Lock the wrist 

4. Hit the lower part of the ball with the fist or the heel of the hand 

5. Serve the ball to target 

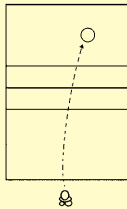

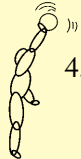
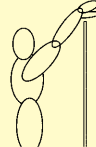
## Overall Level 5

1. Make contact point just above the forehead (overhand pass)
2. Use thumbs and index fingers to form a broken triangle with the thumbs pointing at the forehead. Shape the other fingers to fit the ball (overhand pass)
3. Extend the arms and legs as the pass is made (overhand pass)
4. Pass the ball to targets
5. Move into a proper position to pass the ball

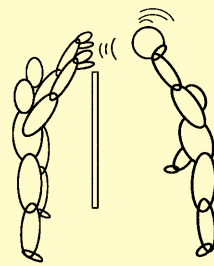
## Overall Level 6

1. Serve into the opponent's court
2. Make use of overhand and underhand passing skills appropriately
3. Jump up to spike
4. Hit the ball with the palm in front of the hitting shoulder at the peak of the jump
5. Demonstrate appropriate blocking skills

## Overall Level 7

1. Anticipate situations, apply overhand or underhand passing skills appropriately in competitions
2. Move into a proper position to pass the ball and set up an attack
3. Apply appropriate skills to pass the ball across the net within 3 hits
4. Organise an attack with 3-hit combination



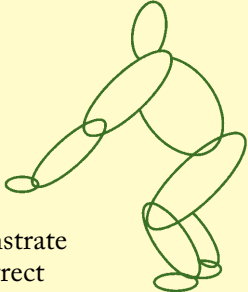
5. Demonstrate blocking skills to block an opponent from spiking

## Overall Level 8

1. Switch offence and defence formations to cope with the opponent's tactics
2. Pass the ball strategically to organise an attack
3. Employ various strategies in attack
4. Cooperate with teammates to execute offence and defence tactics

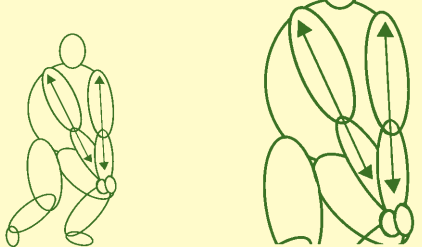


## Overall Level 3



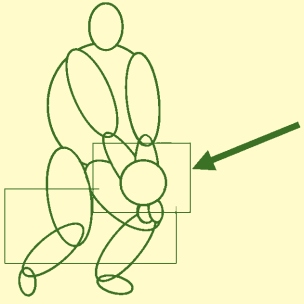
A line drawing of a person in a ready position, leaning forward with knees bent and arms extended downwards. The person is facing right.

- Demonstrate the correct ready position



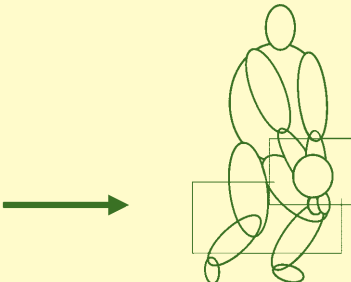
Two line drawings of a person in a ready position. The left drawing shows the person with arms extended downwards. The right drawing shows the person with arms extended downwards and hands held together in front of the body, ready to hit a ball. Arrows indicate the direction of arm movement.

- Extend arms and hold together in front of the body to hit the ball



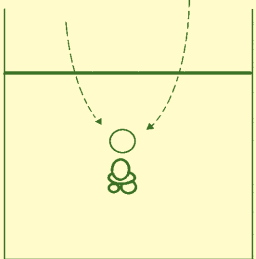
A line drawing of a person in a ready position. A ball is positioned in front of the person's hands. An arrow points to the point of contact between the forearm and the ball.

- Hit the ball with forearms



A line drawing of a person in a ready position. An arrow points to the right, indicating the transition to the next step. The person's knees are extended and arms are coordinated.

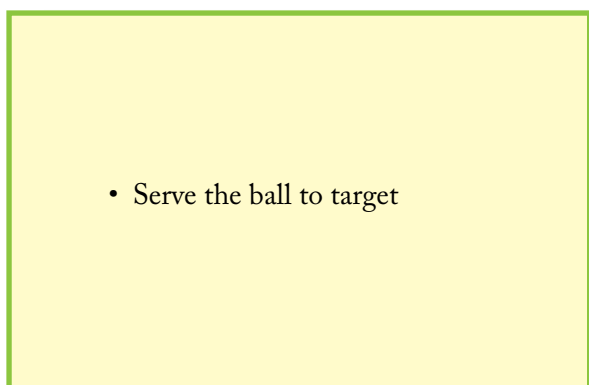
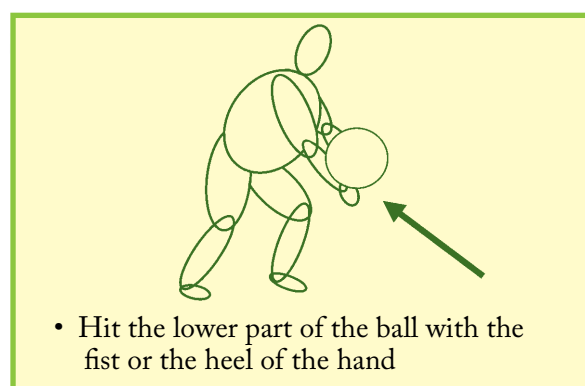
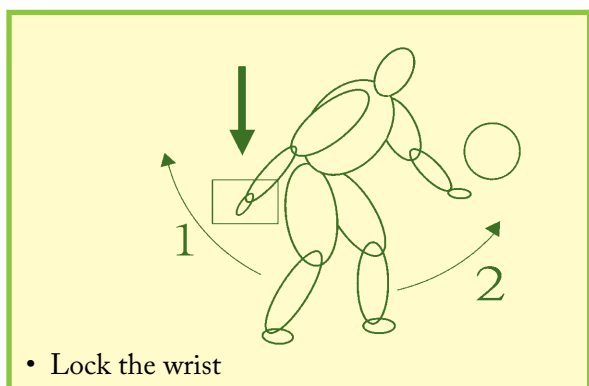
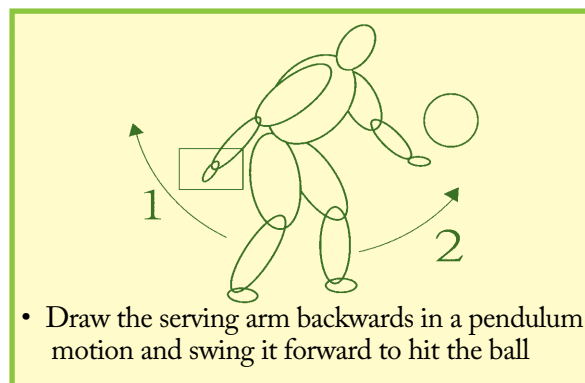
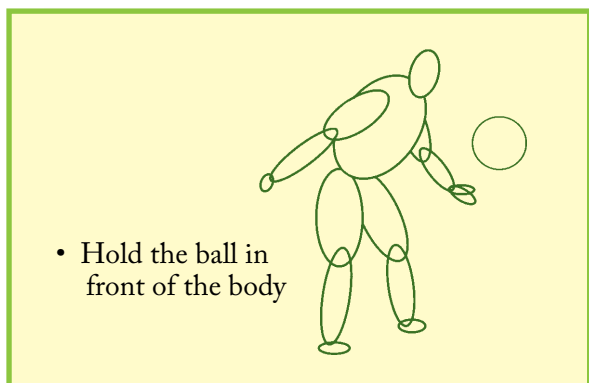
- Extend knees and coordinate the movements of the arms in the pass



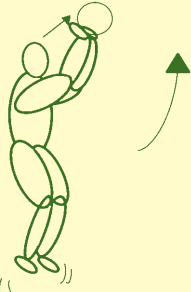
A line drawing of a person in a ready position. A ball is positioned in front of the person's hands. Dashed lines indicate the ball being hit from different directions. The ball is kept directly in front of the body.

- Hit the ball from different directions, move to the ball and keep it directly in front of the body

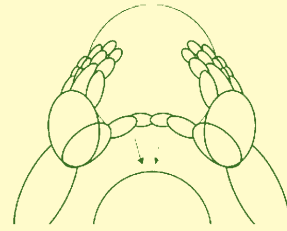
## Overall Level 4



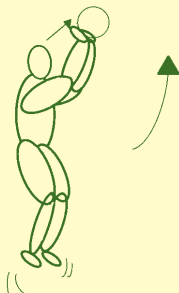
## Overall Level 5



- Make contact point just above the forehead (overhand pass)

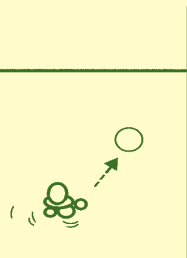


- Use thumbs and index fingers to form a broken triangle with the thumbs pointing at the forehead. Shape the other fingers to fit the ball (overhand pass)



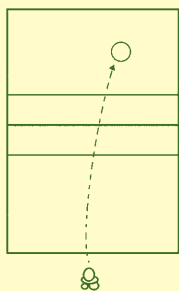
- Extend the arms and legs as the pass is made (overhand pass)

- Pass the ball to targets



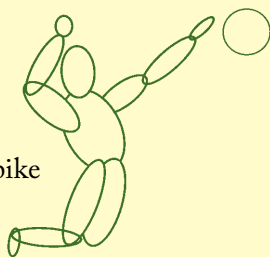
- Move into a proper position to pass the ball

## Overall Level 6



- Serve into the opponent's court

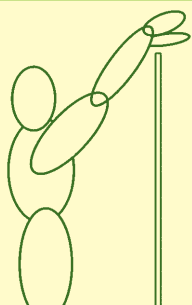
- Make use of overhand and underhand passing skills appropriately



- Jump up to spike



- Hit the ball with the palm in front of the hitting shoulder at the peak of the jump



- Demonstrate appropriate blocking skills

## Overall Level 7

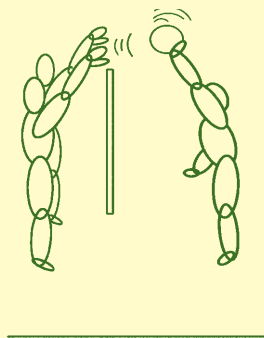
- Anticipate situations, apply overhand or underhand passing skills appropriately in competitions

- Move into a proper position to pass the ball and set up an attack

- Apply appropriate skills to pass the ball across the net within 3 hits

- Organise an attack with 3-hit combination

- Demonstrate blocking skills to block an opponent from spiking



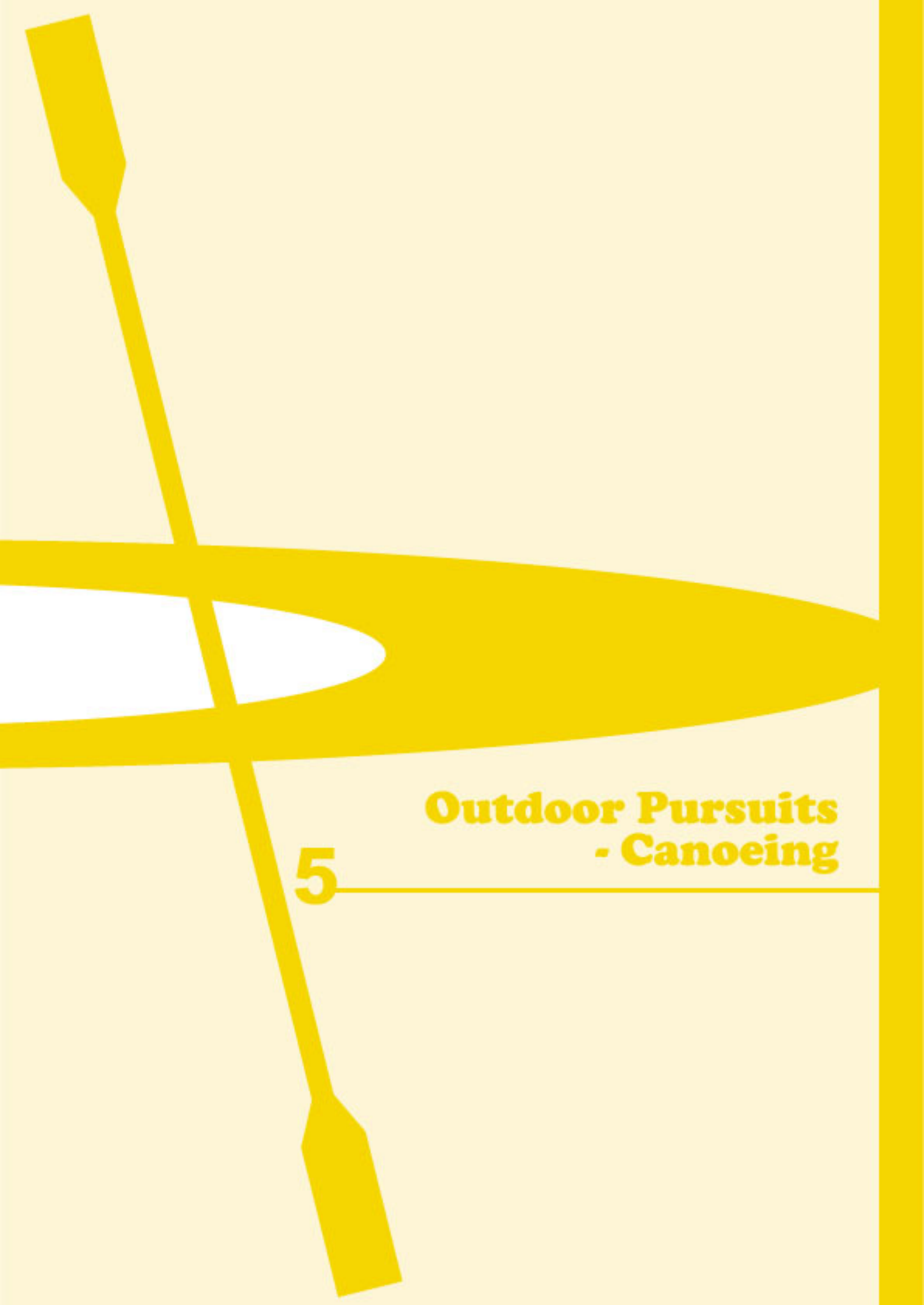
## **Overall Level 8**

- Switch offence and defence formations to cope with the opponent's tactics

- Pass the ball strategically to organise an attack

- Employ various strategies in attack

- Cooperate with teammates to execute offence and defence tactics



## **Outdoor Pursuits - Canoeing**

**5**

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# CANOEING

This is one of the series of Physical Education (PE) Learning Outcomes Framework booklets. Its contents are as follows:

- 5.1 Introduction**
- 5.2 Learning Objectives in the Six Strands**
- 5.3 Development of Generic Skills**
- 5.4 Cultivation of Values and Attitudes**
- 5.5 Role of Teachers**
- 5.6 Learning Outcomes Framework**
- 5.7 Extended Tasks**
- 5.8 Co-curricular Activities**
- 5.9 Example I: Planning for Skills Learning**
- 5.10 Example II: Arrangement for Long Trip**

Appendix – Reference

## 5.1 Introduction

In ancient days, people put tree trunks into rivers for the purpose of hunting, fishing, transportation or warfare, straddled them to go downstream or used branches as paddles to move the trunks along. Later on, they burnt or chiselled out the interior of the trunks to sit inside, so constructing the first canoes.

Nowadays, canoeing has evolved into a sport. Besides being a leisure activity, it is also an Olympic event. Canoeing is one of the most popular co-curricular activities among local secondary students. Through canoeing, students enhance their knowledge of and interest in outdoor activities, heighten their safety awareness and develop an understanding of environmental protection and team spirit.

## 5.2 Learning Objectives in the Six Strands

### **Motor and sports skills**

Through various kinds of simple and related activities or games, students gain an understanding of canoeing as a sport and develop an interest in it. They acquire basic canoeing skills for entertainment, survival and lifesaving.

### **Health and fitness**

By participating in canoeing, students learn the relationship between sports and health factors. They may then continue to participate in canoeing to maintain good health and the optimal level of physical fitness.

### **Sports-related values and attitudes**

Through participating in canoeing, students are better equipped to cope with challenges of nature and to protect the environment. They develop assertive behaviours and positive values and attitudes, appreciate individual differences and learn to respect others, know how to convey their views and feelings in appropriate ways to strengthen collaboration and team spirit; and realise the joy of shared happiness.

### **Knowledge and practice of safety**

Through different learning and teaching activities, students learn the characteristics of canoeing. They develop safety awareness and learn how to prevent accidents when engaging in canoeing. They know how to apply their knowledge and react properly in dangerous or urgent situations to survive in the water and save other people's lives.

## **Knowledge of movement**

Through different learning and teaching activities, students acquire knowledge concerning the planning of trips and principles of tides, wind direction, water currents, fluid mechanics, etc that help strengthen their critical thinking. They may also collect information from the Internet and the canoeing publications of European and American countries for enquiry studies on different aspects of canoeing.

## **Aesthetic sensitivity**

Through various forms of practices, competitions and related activities, students have the opportunity to observe other people's performance and learn to identify the aesthetic element through reflective thinking and the sharing of views. When they appreciate the beauty of nature, they will better understand the importance of environmental protection.

## 5.3 Development of Generic Skills

Generic skills required for lifelong learning can be developed among students through physical activities. In PE, great emphasis is placed on developing collaboration skills, communication skills, creativity and critical thinking skills. Aesthetic appreciation is also very important. For example, students can learn through physical activities to cooperate with team members and from that point develop their collaboration skills. They can learn to control their emotions when facing unfavourable situations in competitions and thus improve their ability to solve problems.

Generic skills and aesthetic appreciation are best cultivated gradually through different learning and teaching activities and situations. The effects of learning and teaching can be observed and improved through different modes of assessment. The following are examples of related learning and teaching activities and their assessment criteria:

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

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

Remark: When assessing various related generic skills, one may consider awarding grades according to the expected standards so that assessors may apply the assessment criteria to promote student learning. An example is given below for reference.

Assessment Criteria	Put a "✓" in the appropriate boxes							
	First observation				Second observation			
	1	2	3	4	1	2	3	4
Help fellow students to carry and tidy a canoe								
Express views with sincerity								
Suggest creative ideas to make the activities more interesting								

1. Not willing to show the behaviour
2. Willing to show the behaviour when required
3. Take the initiative to show the behaviour
4. Eager to show the behaviour

## 5.4 Cultivation of Values and Attitudes

Values are qualities that students should develop as principles underpinning conduct and decision-making, while attitudes support motivation and cognitive functioning. Both are personal qualities that students should develop. In the process of learning and teaching, values and attitudes mutually affect each other. By means of different modes of assessment, the effects of learning and teaching can be reviewed and improved. The following are examples of related learning and teaching activities and their assessment criteria:

Values and Attitudes	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>National Identity</b>	Through participating in or watching canoeing activities, students learn the achievements of Chinese athletes. This should increase their sense of national identity. Examples of such activities are inter-city canoeing invitation competitions, Asian Canoe Championships, All China Games, East Asian Games, Asian Games, Olympic Games and others.	<ul style="list-style-type: none"> <li>• View canoeing activities with Chinese participants</li> <li>• Search for information connected with China when holding canoeing events</li> <li>• Share the pride when Chinese athletes win in international competitions</li> </ul>
<b>Responsibility</b>	Through different modes of practice, competition and related activities, students come to realise the importance of responsibility. Canoeing is a group activity in which students have to take up responsibilities and cooperate with others in tasks such as carrying canoes, self and assisted rescues, etc.	<ul style="list-style-type: none"> <li>• Join all activities punctually</li> <li>• Participate in activities positively and whole-heartedly</li> <li>• Abide by rules to avoid injuries to oneself/fellow students</li> <li>• Make all efforts to finish in competitions disregarding winning or losing</li> <li>• Accomplish assigned tasks</li> </ul>
<b>Commitment</b>	Through different modes of practice, competition and related activities, students come to realise that in face of difficulties, they have to be positive and committed, and to try their best to find solutions. For example, they need to cooperate and share the work of cleaning the canoe on the trip. They should take up their roles as leaders or stand by their own posts. Helping each other is the spirit to adopt in order to complete the tasks or trips.	<ul style="list-style-type: none"> <li>• Make good use and take care of canoes and equipment</li> <li>• Help carrying and tidying up the canoes</li> <li>• Assist teacher in arranging canoeing equipment</li> <li>• Make effort to accomplish learning targets</li> <li>• Help to maintain order</li> <li>• Help fellow students who are confronted with difficulties</li> <li>• Act as junior leaders in organising activities</li> </ul>

Values and Attitudes	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
<b>Respect for Others</b>	Through activities, students learn to respect and cooperate with others. In particular, when they arrange trips, they learn to respect and accept the opinions of others.	<ul style="list-style-type: none"> <li>• Be punctual</li> <li>• Listen carefully to instructions given by others</li> <li>• Be open in accepting comments and guidance</li> <li>• Respect the performance of fellow students in activities</li> <li>• Devoted to canoeing activities</li> <li>• Cooperate and communicate with others</li> <li>• Respect the judgments of referees</li> <li>• Take the initiative to shake hands with opponents after competition as a gesture of thanks regardless of winning or losing</li> </ul>
<b>Perseverance</b>	In the process of strenuous practices, students cultivate the spirit of endurance and perseverance. Taking a long trip is an example.	<ul style="list-style-type: none"> <li>• Work hard to learn</li> <li>• Work hard to achieve targets</li> <li>• Keep on practising even in extreme weather conditions</li> <li>• Try one's best in competitions and persevere to the end</li> </ul>

Remark: When assessing values and attitudes, one may consider awarding grades according to the expected standards so that assessors may apply the assessment criteria to promote student learning. An example is given below for reference.

Assessment Criteria	Put a "✓" in the appropriate boxes							
	First observation				Second observation			
	1	2	3	4	1	2	3	4
View canoeing competitions with Chinese participants								
Help carrying and tidying the canoes								
Devoted to canoeing activities								

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

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



## 5.5 Role of Teachers

- Teachers should have a good grasp of the learning objectives for each lesson and help the majority of or even all students to master the related skills, knowledge, values and attitudes.
- Students must produce parental consent letters before they are allowed to take part in canoeing activities. To ensure that all safety measures have been taken, teachers should also refer to the “*Safety Precautions in Physical Education for Hong Kong Schools*”; “*Guidelines on Outdoor Activities*” issued in 1999 and 2004 respectively as well as relevant notices on weather conditions and safety issued by government departments such as the Hong Kong Observatory.
- Teachers should know the background and capability of each student and cater for individual differences accordingly. They should demonstrate a thorough understanding of the activity. This makes the students feel confident about the instruction given.
- Prior experience is critical for students to capture and comprehend new knowledge. Teachers need to understand their students well and motivate them with appropriately challenging learning contents. Teachers should adapt teaching approaches to suit students of various capabilities, and ensure that no students lag behind and all reach their full potential.
- Teachers should be aware of the available time for canoeing and appropriately spread it out in different lessons. Teachers should consider the background of students and cautiously estimate what they can do and plan the lessons accordingly. Before the lessons, teachers must check the number of available canoes and group their students appropriately to maximise learning effectiveness.
- To arouse students’ interest and to make theoretical learning easier to follow, teachers should make use of appropriate teaching aids such as real objects (e.g., life jackets, paddles, wind scale charts, tide charts, maps, etc), VCDs or DVDs (about canoeing in western countries), etc.
- Teachers should bear in mind that there may be unexpected dangers on water. Therefore, they must make clear to the students that safety precautions are very important. Teachers should teach students the proper way of putting on a life jacket and arrange for them to practise swimming in their life jackets , before doing an activity in canoes. Teachers should consider the weather, tides, wind directions, currents and environment to determine if canoeing activities can be conducted.
- Teachers should choose appropriate venues to engage students in drills and exercise of various difficulty levels. For example, teachers should avoid teaching beginners to board floating canoes at windy spots, or teaching skills that easily lead to the canoe capsizing where there are strong currents or where marine transport is busy; teachers may teach some of these skills in swimming pools.
- Teachers should familiarise students with capsizing drills at an early stage so that they can stay calm when they confront a real capsizing. However, in cold weather conditions, such drills may be arranged at the end, instead of, at the beginning of the day’s programme.

## 5.6 Learning Outcomes Framework

Overall Level	Learning Outcomes	Assessment Criteria	Remark
3	<b>Students are able to</b> name and know the various parts of a life jacket and a canoe and perform basic strokes.	<ul style="list-style-type: none"> <li>• Make appropriate use of life jacket and whistle</li> <li>• Get in and out safely</li> <li>• Use the forward or reverse paddling to reach the destination and form a raft</li> <li>• Handle canoe and self appropriately after capsizing near the shore</li> </ul>	Equivalent to 1-star Award of the 3-star Award Scheme of the Hong Kong Canoe Union
4	<b>Students are able to</b> demonstrate simple knowledge of the weather in relation to canoeing, and control canoes in calm water.	<ul style="list-style-type: none"> <li>• State weather condition of the day</li> <li>• Carry a canoe alone</li> <li>• Use basic strokes to form a raft</li> <li>• Apply "HI rescue"</li> </ul>	Equivalent to 2-star Award of the 3-star Award Scheme of the Hong Kong Canoe Union
5	<b>Students are able to</b> demonstrate rafting up, rescues, and finishing a short trip.	<ul style="list-style-type: none"> <li>• Be familiar with the safety precautions</li> <li>• Apply "X rescue"</li> <li>• Demonstrate support stroke and draw stroke in calm or still water</li> <li>• Empty a swamped canoe in shallow water alone</li> </ul>	Equivalent to 3-star Award of the 3-star Award Scheme of the Hong Kong Canoe Union

Overall Level	Learning Outcomes	Assessment Criteria	Remark
6	<b>Students are able to</b> observe safety precautions, and handle personal and group equipment for a sea trip; apply effectively their skills in canoeing activities in various conditions.	<ul style="list-style-type: none"> <li>• Describe personal and group equipment for sea trip</li> <li>• Make good use of a raft</li> <li>• Carry a canoe, get in and get out in various conditions</li> <li>• Apply support stroke, while on calm water and moving</li> </ul>	Equivalent to Proficiency Bronze Award of the Hong Kong Canoe Union
7	<b>Students are able to</b> plan a sea trip according to various weather and tidal conditions, and apply advanced skills of canoe rescues.	<ul style="list-style-type: none"> <li>• Plan a sea trip appropriately</li> <li>• Apply the “Eskimo Rescue” appropriately</li> <li>• Apply “Swimmer to Canoeist Rescue” appropriately</li> </ul>	Equivalent to Proficiency Silver Award of the Hong Kong Canoe Union
8	<b>Students are able to</b> apply different strokes in a sea trip and explain the effects of weather and tidal conditions on canoeing.	<ul style="list-style-type: none"> <li>• Complete a day trip of not less than 15 kilometers</li> <li>• Apply basic repairing skills during a sea trip</li> </ul>	Equivalent to the “sea trip” part of the Proficiency Silver Award of the Hong Kong Canoe Union

\* KS2 students are expected to have reached at least Level 3. For details, please refer to pages 15 to 16 of the Main Volume.

## 5.7 Extended Tasks

In extended tasks, apart from mastering and improving on the skills learnt and developing an interest in physical activities, students have to understand the important relationship between physical activities and individual or community development.

Students may be encouraged to join various kinds of canoeing activities and make use of the environment, opportunities and resources to develop their talents in specific events. They may study the characteristics of canoeing or conduct an in-depth enquiry about canoeing, through applying information technology and engaging in related projects and exhibitions.

Students may perform the role of a sports leader or junior coach within the school and in the community. In the process, they will develop responsibility, the ability to make independent decisions and the skills to get along with people. Some suggestions are given below:

Mode	Purpose	Examples of Implementation
<b>Regular participation in canoeing</b>	Make canoeing an activity for physical training, recreation and relaxation.	<ul style="list-style-type: none"> <li>Let students collect up-to-date information on venues, activities, etc</li> <li>Organise a canoeing group to encourage students to hold regular activities for fellow students to participate in</li> </ul>
<b>Participation in training</b>	Through the promotion of canoeing, strengthen communication skills, powers of expression and self-confidence of students.	<ul style="list-style-type: none"> <li>Let students act as instructors to assist the coach in teaching at the elementary level</li> </ul>
<b>Participation in competition training</b>	Through promoting canoeing competitions, increase students' knowledge of competitive sports.	<ul style="list-style-type: none"> <li>Let students learn the teaching methodology of different sports and give them psychological counselling so that they are able to provide relevant information to fellow students in need</li> </ul>
<b>Serve as volunteers in the Hong Kong Canoe Union</b>	Through promoting canoeing, let students serve the community.	<ul style="list-style-type: none"> <li>Suggest ways to develop canoeing activities and help the Hong Kong Canoe Union</li> <li>Promote canoeing among schools and the community</li> </ul>

## 5.8 Co-curricular Activities

Students may participate and assist in organising different co-curricular activities to enrich their experience of learning physical activities. For example, they may take part in their school's canoeing club, workshops, training activities, school teams, referee training courses or assist in organising such activities. They may also gain experience in external canoeing activities and join different challenge programmes. From these, they will learn the organisation and leadership skills to serve the community and obtain real life experience. The following are some examples of co-curricular activities:

Types	Contents of Activities
<b>1. Interest group</b>	<ul style="list-style-type: none"> <li>• Join the canoe club</li> <li>• Attend canoeing fun day</li> </ul>
<b>2. Service</b>	<ul style="list-style-type: none"> <li>• Act as helpers</li> <li>• Assist in organising canoeing activities, taking up the role of assistant coaches, etc</li> <li>• Become junior sports leaders and promote canoeing in schools</li> <li>• Lead schoolmates in practice</li> </ul>
<b>3. Spectatorship</b>	<ul style="list-style-type: none"> <li>• Watch canoeing competitions on video or on TV</li> <li>• Watch public performances and demonstrations</li> <li>• Watch local and international live competitions</li> </ul>
<b>4. Workshop/Study group</b>	<ul style="list-style-type: none"> <li>• Participate in promotion programmes for canoeing</li> <li>• Attend canoeing training courses</li> <li>• Take part in official training courses</li> </ul>
<b>5. Training and competition</b>	<ul style="list-style-type: none"> <li>• Organise canoeing team</li> <li>• Attend school team training</li> <li>• Participate in internal and external competitions such as inter-house, inter-school and open competitions</li> </ul>
<b>6. Further training</b>	<ul style="list-style-type: none"> <li>• Attend advanced skills training courses such as advanced training courses, boat racing training courses and instructor courses</li> </ul>
<b>7. Others</b>	<ul style="list-style-type: none"> <li>• Attend training courses related to canoeing such as canoe lifesaving training course, canoe polo training course, etc</li> <li>• Through gathering information by means of newspaper cuttings and information searches on the Internet, students get to know about activities held in Hong Kong and abroad, rules and regulations, facilities and equipment, terminology, etc. Post the relevant information on the school notice board or the Intranet for the reference of other students</li> </ul>

## 5.9 Example I: Planning for Skills Learning

(This is a successful case in a school. When formulating a school-based curriculum, teachers should make suitable adjustments according to students' needs, interests, abilities, teacher readiness and school's actual circumstances.)

### Objectives

**After the activities, students are able to**

- describe the names and functions of canoeing equipment
- state safety precautions of canoeing activities
- demonstrate basic skills
- work with partner to accomplish complex tasks
- solve problems through collaborative learning
- perform physically demanding activities over a period of time
- plan a sea trip of less than 15 kilometres

### Background of the School

- A co-educational secondary school in Kowloon City

### LOF Level

- Level 3

### Learning Content

**To prepare for a canoeing activity, teacher-in-charge will**

- decide the date (usually during holidays and at weekends) and venue
- contact the person-in-charge of the venue for booking
- distribute parent consent letter to the students participating in the activities and collect the return slips
- brief the students on the itinerary and points to note, such as transport to the venue, items of personal equipment needed, etc
- prepare a list of participants with contact telephone numbers for emergency use

## The programme on the day of the activity:

Programme	Points to Note
1. Reporting	<ul style="list-style-type: none"><li>• Gather the participants and arrange for changing and storage of personal items</li><li>• Check whether the clothing and shoes are appropriate</li></ul>
2. Warming up	<ul style="list-style-type: none"><li>• Focus on stretching of shoulder joints and hip joint</li></ul>
3. Water test	<ul style="list-style-type: none"><li>• Arrange students to swim for 50 metres with light clothing</li></ul>
4. General briefing	<ul style="list-style-type: none"><li>• Explain the whistle signals and their functions</li><li>• Introduce the parts of a canoe</li><li>• Demonstrate how to choose a paddle and grip it correctly</li></ul>
5. Skill development	<p><b>Arrange students to practise</b></p> <ul style="list-style-type: none"><li>• Carrying of canoes</li><li>• Getting in and getting out</li><li>• Capsize drill</li><li>• Emptying a canoe in pairs in shallow water</li><li>• Forward paddling</li><li>• Reverse paddling</li><li>• Emergency stop</li><li>• Sweep Stroke</li><li>• Control of stern rudder</li><li>• Raft up</li></ul>
6. Cleaning	<p><b>Arrange students to</b></p> <ul style="list-style-type: none"><li>• Rinse and store the boats on a rack</li><li>• Shower and change</li></ul>
7. Assessment	<p><b>Arrange students to</b></p> <ul style="list-style-type: none"><li>• Fill in Assessment Form 1</li></ul>
8. Dismissal	<ul style="list-style-type: none"><li>• Assemble participants and check personal equipment</li><li>• Give verbal feedback and suggestions for future improvement</li></ul>

## Impact on Learning

- A complete course of planning makes learning and teaching effective and helps students develop confidence in the activities, consequently it reduces the possibility of accidents
- During the course on planning, teachers can flexibly choose appropriate teaching materials according to the ability and interests of their students for increasing the fun of the activities

(Source: Mr HUNG Kung-chiu, Jockey Club Government Secondary School)



# Assessment Form 1

Name of student being assessed: CHAN Tai Man Class: Secondary 3C No.: 4

Name of student assessor: WONG Yat Wong Class: Secondary 3C No.: 26

LOF Level: 3

(\* circle the grade awarded to the person being assessed)

Skill	Grade (Self assessment)*				Grade (Peer assessment)*			
	1	2	3	4	1	2	3	4
Appropriate use of life jacket and whistle	1	2	3	4	1	2	3	4
Demonstrate solo getting in and getting out in a safe manner	1	2	3	4	1	2	3	4
Use forward and reverse paddling to reach destination and raft up	1	2	3	4	1	2	3	4
Demonstrate appropriate handling procedures after capsizing near shore	1	2	3	4	1	2	3	4

Remark: 1 – Does not meet the requirement

2 – Rarely meets the requirement

3 – Frequently meets the requirement

4 – Always meets the requirement

Generic skills, Value and Attitudes	Grade (Self assessment)*				Grade (Peer assessment)*			
	1	2	3	4	1	2	3	4
Cooperate with partner to carry a canoe and form a raft	1	2	3	4	1	2	3	4
Help partners to solve problems	1	2	3	4	1	2	3	4
Enjoy the canoeing activity	1	2	3	4	1	2	3	4
Try hard to accomplish personal target	1	2	3	4	1	2	3	4

Remark: 1 – Does not show the behaviour

2 – Rarely shows the behaviour

3 – Frequently shows the behaviour

4 – Always shows the behaviour

## How I feel and what I have learnt in the course of learning:

*No pain, no gain*

(Source: Mr HUNG Kung-chiu, Jockey Club Government Secondary School)

## 5.10 Example II: Arrangement for Long Trip

(This is a successful case in a school. When formulating a school-based curriculum, teachers should make suitable adjustments according to students' needs, interests, abilities, teacher readiness and school's actual circumstances.)

### Objectives

*After the activities, students are able to:*

- Seek opportunities to participate in aquatic sports
- Make use of complex canoeing techniques
- Apply various basic skills during a long trip
- Cooperate with partners to accomplish team tasks
- Assume a leadership role
- React appropriately to change and handle difficult situations
- Sustain energy over a long period of time

### LOF Level

- Level 8

### Knowledge already Acquired by Students

- Skills at LOF level 7
- Wind, tidal movements and currents
- Use of compass and maps
- Ability to do emergency repairs on the water
- Ability to plan long trips
- Ability to pack personal and group equipment appropriately into a canoe

### Learning Content

*Before setting off:*

1. Assign group leaders to brief their group members on details of the trip.
2. Note the physical conditions of students to see if they are fit for the long trip.
3. Check and distribute canoes, paddles, life jackets and spray cover.
4. Ask students to check group and individual equipment and then pack them appropriately into the canoes.

5. Assign group leaders to explain the destination, checkpoints and emergency route to their group members.
6. Assign posts and duties to each group member (group leader, recorder, navigator, first-aider, maintenance officer, etc).
7. Explain the team formation and points to note along the journey before departure.
8. Check the weather again before departure.
9. Explain wind direction, current and tidal conditions of the day.
10. Remind students of the whistle signals and their functions.
11. Lead students in warm up exercises before departure.

### ***During the trip:***

1. Maintain good formation.
2. Ensure that the route is correct.
3. Note changes in circumstances.
4. Note the physical conditions of students.
5. Develop journey log.

### ***After the trip:***

1. Rinse and check the equipment including the canoes, paddles and life jackets.
2. Evaluate the journey.
3. Compile a trip report.

*(When making assessment, please refer to assessment form 2)*

## **Impact on Learning**

- Besides classroom activities, students can discuss and develop a plan for the trip during their leisure time
- Through collecting, analysing and handling information to develop a plan for the trip, students not only achieve a sense of success, but also master self-learning skills
- Through group discussions and planning, students not only combine knowledge of different areas to make their learning more comprehensive, but also develop generic skills such as problem solving, critical thinking, collaboration, communication, creativity, information technology and numeracy skills

*(Source: Mr LEE Hing-yiu, Aberdeen Technical School)*

## Assessment Form 2

Name: CHEUNG Chun Wang Class: Secondary 4C No.: 8

LOF Level: 8

Generic skills, Values and Attitudes	Grade (Self assessment) *				Grade (Teacher assessment) *			
	1	2	3	4	1	2	3	4
Appropriately apply knowledge during the trip	1	2	3	4	1	2	3	4
Willing to lead team activities	1	2	3	4	1	2	3	4
React suitably to emergency situations	1	2	3	4	1	2	3	4
Try hard to achieve personal target	1	2	3	4	1	2	3	4
Cooperate with team members	1	2	3	4	1	2	3	4
Accomplish duties assigned by the teacher	1	2	3	4	1	2	3	4

\* circle the grade awarded to the person being assessed

**During the learning process, I gained /lost #:**

*I learned to lead group activities.*

**I will/ ~~will not~~ # continue to participate in canoeing because:**

*I enjoy controlling my direction on the sea.*

Remark: 1 – Does not show the behaviour  
 2 – Rarely shows the behaviour  
 3 – Frequently shows the behaviour  
 4 – Always shows the behaviour

# Please delete the inappropriate words

(Source: Mr LEE Hing-yiu, Aberdeen Technical School)

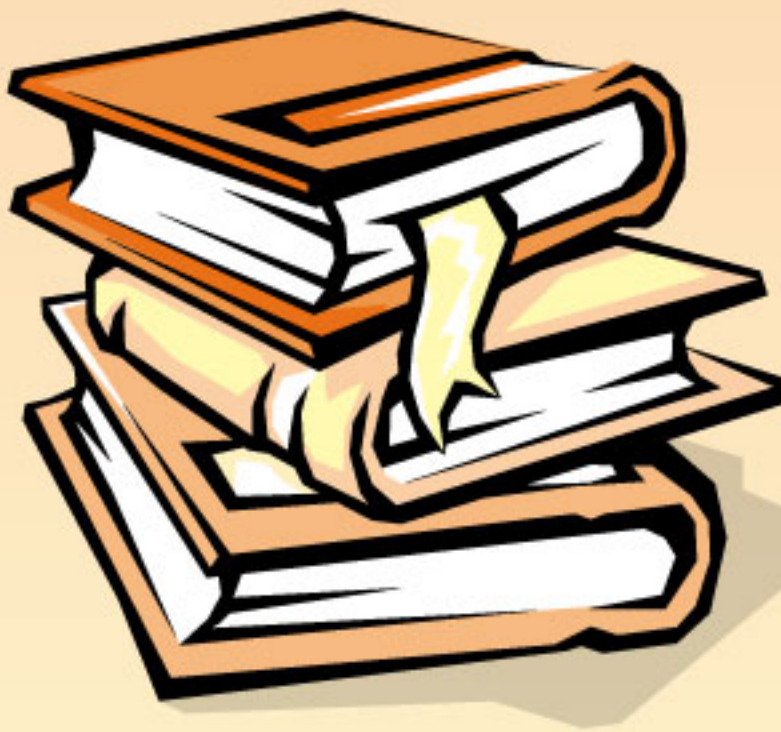
# Appendix - Reference

Canoeing is mostly organised as a co-curricular activity. In Hong Kong, there are few locations suitable for organising canoeing activities. Also, there are many thunderstorms; rainstorms and typhoons in the summer and strong monsoons are common in winter. As the abilities of students vary a lot, before introducing canoeing to students, teachers should refer to the following skills list and select suitable teaching materials for their students.

## Levels of canoeing skills and theories

Skills	LOF Level					
	3	4	5	6	7	8
• Putting on life jacket	○					
• Forward and reverse paddling	○					
• Emergency stop	○					
• Carrying, getting in and getting out	○					
• Sweep Stroke	○					
• Raft up	○					
• Capsize drill	○					
• Emptying a canoe in pairs	○					
• Carry a canoe alone		○				
• Control of stern rudder		○				
• Appropriate use of raft		○				
• “HI” rescue		○				
• Draw stroke			○			
• Recovery stroke			○			
• Empty of a boat alone			○			
• “X” rescue			○			
• getting in and getting out ( at pier/beach/ramp)				○		
• Empty of a swamped boat alone				○		
• Running recovery stroke				○		
• Swimmer to canoeist rescue					○	
• Eskimo rescue					○	
• A day canoeing trip of not less than 15 kilometres						○

Theories	LOF Level					
	3	4	5	6	7	8
• Whistle signals	○					
• Personal equipment	○					
• Knowledge of life jackets, paddles and canoes		○				
• Effect of weather on canoeing activities		○				
• Safety precautions	○		○			
• Personal and group equipment for a trip				○		
• Route planning					○	
• Wind, tides and currents and their relevance to canoeing						○
• Emergency repairs on a sea trip						○



## **Additional Information**

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# Glossary

This glossary aims to help the reader better understand the meaning of some key terms used in this Learning Outcomes Framework.

<b>School-based Curriculum</b>	Schools have to provide necessary learning for students according to the basic requirements of the core curriculum. Schools and teachers are encouraged to adopt and modify the core curriculum to develop their own school-based curriculum to help students achieve the stated educational aims and objectives. Such modifications may include altering the learning objectives, adopting different modes to organise learning content, providing different subject choices, and implementing different strategies for learning, teaching and assessment. Therefore, the school-based curriculum is the result of striking a balance between observing the guidelines set out by the CDC and maintaining the autonomy of teachers.
<b>Assessment for Learning</b>	Assessment is the practice of collecting evidence of student learning. It is an integral part of the learning and teaching cycle rather than a separate stage at the end of teaching. It helps provide information for both students and teachers to improve learning and teaching.
<b>Self assessment</b>	This type of assessment engages students in reflection on their own performance. This helps them understand their strengths and weaknesses, and improve.
<b>Peer assessment</b>	This type of assessment engages students in evaluation of the learning performance of their peers. This helps develop reflective thinking skills and encourages students to strive for continuous improvement, thus turning them into active and motivated learners.
<b>Key Stage</b>	The 4 stages of schooling from primary to secondary: Key Stage 1 (P1 – P3), Key Stage 2 (P4 – P6), Key Stage 3 (S1 – S3) and Key Stage 4 (S4 and above).
<b>Learning Targets</b>	Learning targets outline the aims and directions for the general expectations of students in skills, knowledge, generic skills, values and attitudes required in the six strands of PE.

<b>Levels</b>	Learning outcomes are listed by levels, from easy to difficult, to show a progress map that students may likely follow.
<b>Learning Outcomes</b>	What students are expected to demonstrate at the completion of a learning stage.
<b>Assessment Criteria</b>	These are the descriptors of what students are able to do in relation to the learning targets and objectives set out in the school-based curriculum. They could be used by teachers to make judgment on student progress, and inform students of their progress.
<b>Co-curricular Activities</b>	Activities that provide students with learning experiences gained inside or outside the classroom, including the actual environment in the community and work place. Conventionally known as extra-curricular activities, they form an integral part of the school curriculum complementing formal classroom learning.
<b>Extended Tasks</b>	Extended tasks provide further development to students who are beyond Level 8 of the LOF, no matter to which key stage they belong. Teachers are advised to provide opportunities to help students understand how physical activities relate to personal and community development, and help them develop life skills and leadership, get along with others and serve the community.

## List of Abbreviations

AC	Assessment Criteria
CDC	Curriculum Development Council
CDCC	Curriculum Development Council Committee
CDI	Curriculum Development Institute
ED	Education Department
EDB	Education Bureau
FM	Fundamental Movement
KLA	Key Learning Area
KS	Key Stage
LOF	Learning Outcomes Framework
P	Primary
PE	Physical Education
S	Secondary

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