

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
Collaboration Skills	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"> • Prepare equipment before lessons and put it away afterwards • Help fellows practise floating by holding swimming aids • Cooperate with partners during practice and exercise team spirit • Give advice to others during practice • Help partners solve difficulties • Cooperate with partners and teach each others
Communication Skills	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"> • Listen to the views of others • Take turns with partners to practise breathing • State views with sincerity • Express views and feelings in clear and appropriate ways • Communicate with partners during practice on how to help with a prone float • Understand the problems confronting partners and give them support and help • Express reasonable opinions • Reach consensus for cooperation when views differ
Creativity	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"> • Try different positions when practising floating • Make good use of resources • Make use of different circumstances to learn and improve swimming technique • Offer suggestions to make the activities more interesting • Transform previous knowledge into new techniques • Make flexible use of and improve learnt skills for better performance

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

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