

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
National Identity	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"> • Get to know about famous swimmers of China • Get to know swimming news related to China • Get to know China's success in Asian and international swimming events • Take pride when Chinese athletes win international competitions
Responsibility	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"> • Keep the surroundings clean • Join all activities punctually • After using kickboards, putting them away as instructed • Assess each other seriously • Abide by rules and prevent injuries to one self/fellow students • Assist students in need • Take care of fellow students' learning and safety • Achieve the targets in swimming lessons • Complete assigned tasks • Make great effort to finish competitions disregarding winning or losing

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

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.