

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

Event	Learning Outcomes	Assessment Criteria
Shot put	Students are able to put the shot after a quick glide.	<ul style="list-style-type: none"> • 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
High jump	Students are able to apply a short run-up, using fast and strong strides, to clear the crossbar with a flop.	<ul style="list-style-type: none"> • Start 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

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

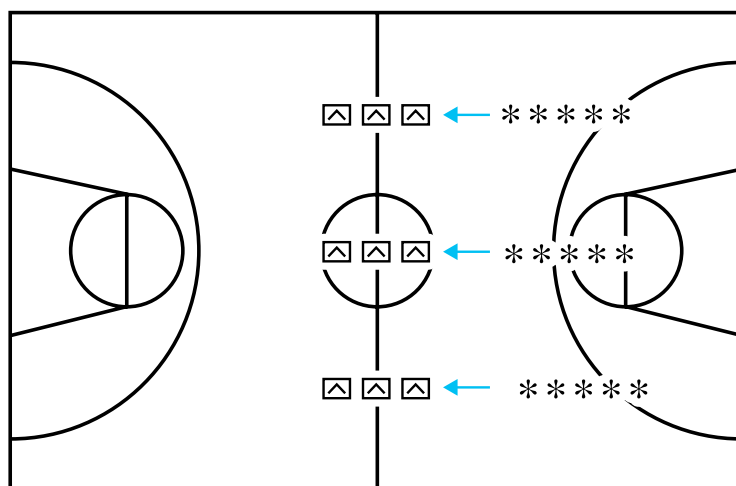
*4 – When making assessment of other items in the 4th week, students of each group may take turns to act as assessors

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

Venue Allocation

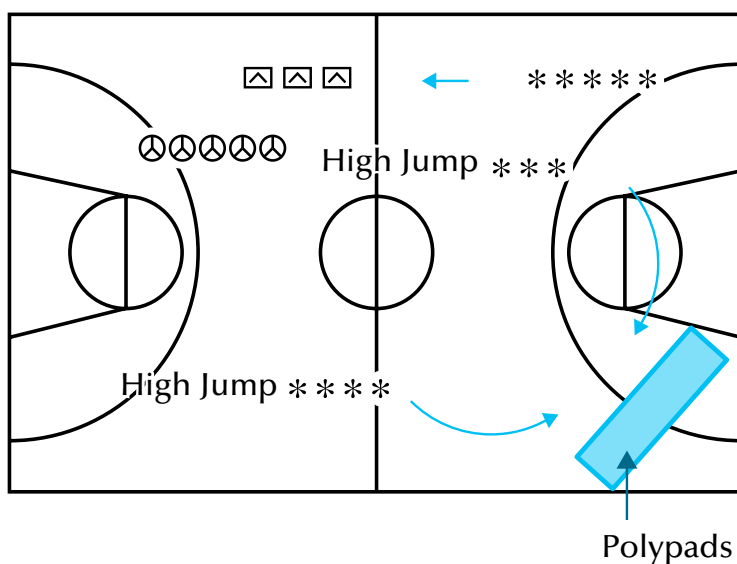
1. Arrangement for whole class practice:

- 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)



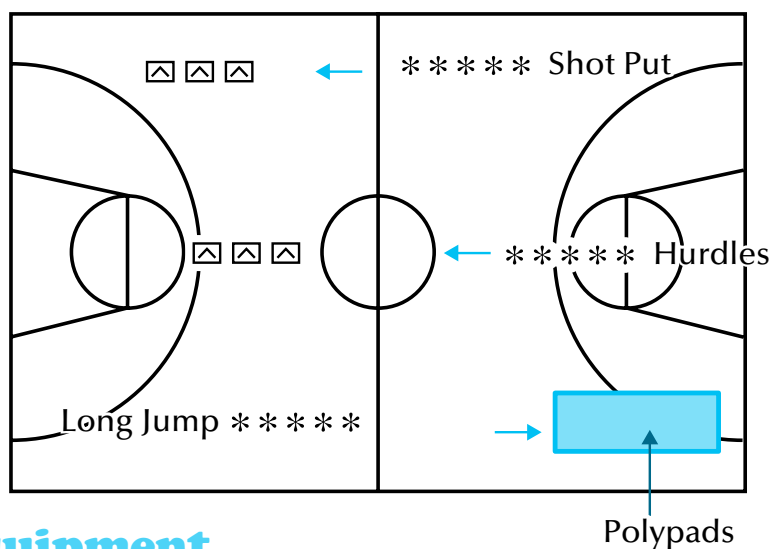
3. Arrangement for practice and assessment for the 2nd period of the 4th week:

- 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)