

4.6 Examples

4.6.1 Badminton

4.6.1.1 Learning Outcomes Framework

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

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

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)