

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)