

5.9 Example I: Planning for Skills Learning

(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

- describe the names and functions of canoeing equipment
- state safety precautions of canoeing activities
- demonstrate basic skills
- work with partner to accomplish complex tasks
- solve problems through collaborative learning
- perform physically demanding activities over a period of time
- plan a sea trip of less than 15 kilometres

Background of the School

- A co-educational secondary school in Kowloon City

LOF Level

- Level 3

Learning Content

To prepare for a canoeing activity, teacher-in-charge will

- decide the date (usually during holidays and at weekends) and venue
- contact the person-in-charge of the venue for booking
- distribute parent consent letter to the students participating in the activities and collect the return slips
- brief the students on the itinerary and points to note, such as transport to the venue, items of personal equipment needed, etc
- prepare a list of participants with contact telephone numbers for emergency use

The programme on the day of the activity:

Programme	Points to Note
1. Reporting	<ul style="list-style-type: none">• Gather the participants and arrange for changing and storage of personal items• Check whether the clothing and shoes are appropriate
2. Warming up	<ul style="list-style-type: none">• Focus on stretching of shoulder joints and hip joint
3. Water test	<ul style="list-style-type: none">• Arrange students to swim for 50 metres with light clothing
4. General briefing	<ul style="list-style-type: none">• Explain the whistle signals and their functions• Introduce the parts of a canoe• Demonstrate how to choose a paddle and grip it correctly
5. Skill development	<p>Arrange students to practise</p> <ul style="list-style-type: none">• Carrying of canoes• Getting in and getting out• Capsize drill• Emptying a canoe in pairs in shallow water• Forward paddling• Reverse paddling• Emergency stop• Sweep Stroke• Control of stern rudder• Raft up
6. Cleaning	<p>Arrange students to</p> <ul style="list-style-type: none">• Rinse and store the boats on a rack• Shower and change
7. Assessment	<p>Arrange students to</p> <ul style="list-style-type: none">• Fill in Assessment Form 1
8. Dismissal	<ul style="list-style-type: none">• Assemble participants and check personal equipment• Give verbal feedback and suggestions for future improvement

Impact on Learning

- A complete course of planning makes learning and teaching effective and helps students develop confidence in the activities, consequently it reduces the possibility of accidents
- During the course on planning, teachers can flexibly choose appropriate teaching materials according to the ability and interests of their students for increasing the fun of the activities

(Source: Mr HUNG Kung-chiu, Jockey Club Government Secondary School)

Assessment Form 1

Name of student being assessed: CHAN Tai Man Class: Secondary 3C No.: 4

Name of student assessor: WONG Yat Wong Class: Secondary 3C No.: 26

LOF Level: 3

(* circle the grade awarded to the person being assessed)

Skill	Grade (Self assessment)*				Grade (Peer assessment)*			
	1	2	3	4	1	2	3	4
Appropriate use of life jacket and whistle	1	2	3	4	1	2	3	4
Demonstrate solo getting in and getting out in a safe manner	1	2	3	4	1	2	3	4
Use forward and reverse paddling to reach destination and raft up	1	2	3	4	1	2	3	4
Demonstrate appropriate handling procedures after capsizing near shore	1	2	3	4	1	2	3	4

Remark: 1 – Does not meet the requirement

2 – Rarely meets the requirement

3 – Frequently meets the requirement

4 – Always meets the requirement

Generic skills, Value and Attitudes	Grade (Self assessment)*				Grade (Peer assessment)*			
	1	2	3	4	1	2	3	4
Cooperate with partner to carry a canoe and form a raft	1	2	3	4	1	2	3	4
Help partners to solve problems	1	2	3	4	1	2	3	4
Enjoy the canoeing activity	1	2	3	4	1	2	3	4
Try hard to accomplish personal target	1	2	3	4	1	2	3	4

Remark: 1 – Does not show the behaviour

2 – Rarely shows the behaviour

3 – Frequently shows the behaviour

4 – Always shows the behaviour

How I feel and what I have learnt in the course of learning:

No pain, no gain

(Source: Mr HUNG Kung-chiu, Jockey Club Government Secondary School)