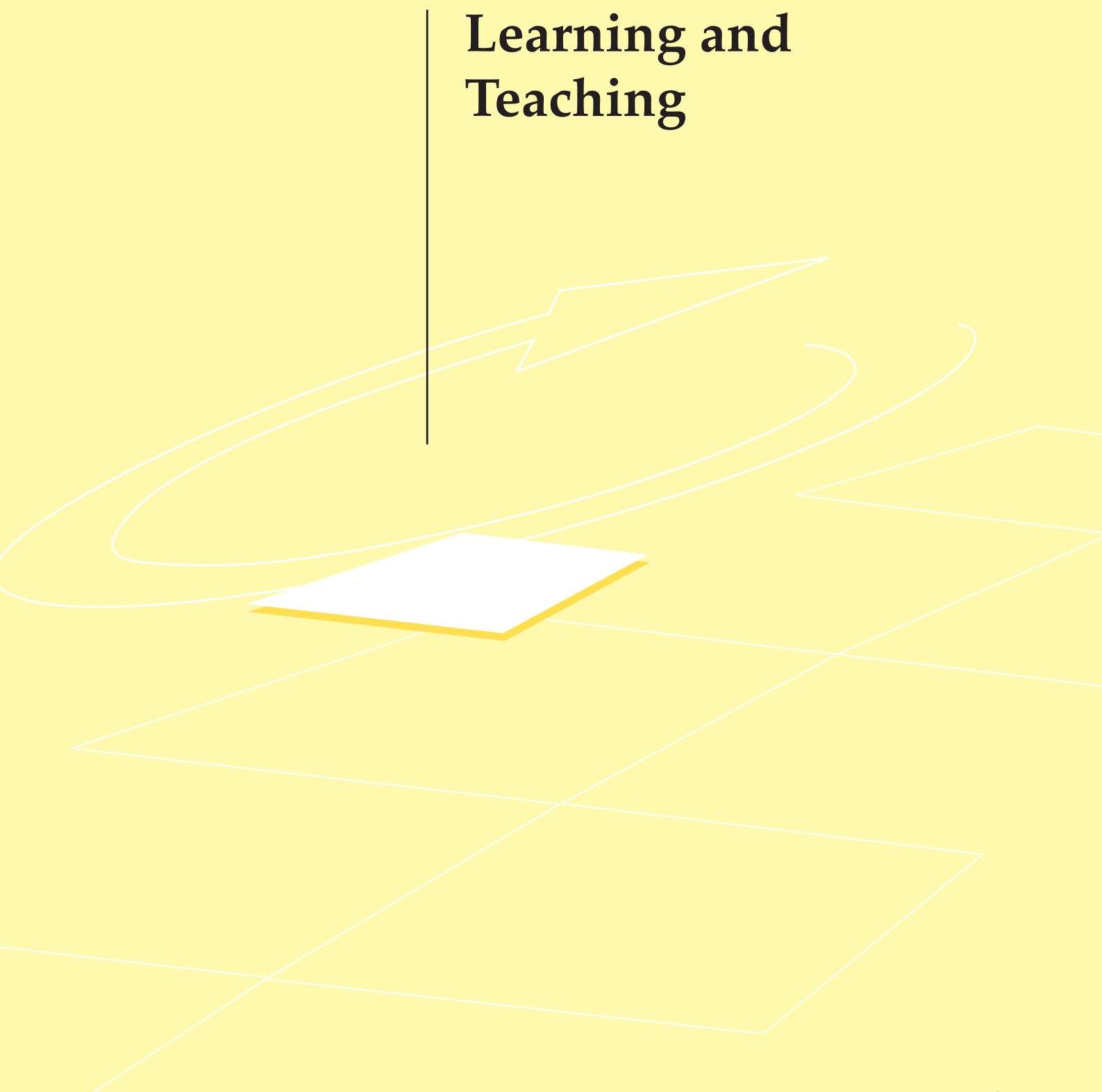


Chapter 4

Learning and Teaching



4. LEARNING AND TEACHING

The learning and teaching of Physical Education (PE) is very different from other key learning areas. PE is “education through physical activities”. By participating in physical activities, students can acquire skills and knowledge, cultivate aesthetic appreciation, develop generic skills, as well as positive values and attitudes, and improve physical conditions so as to achieve the goals of PE.

4.1 Principles to Guide Actions

The role of PE teachers is very important in the planning, organising and implementing of physical activities. Teachers should consider the safety, effectiveness, diversity and fun element of the activities and organise them carefully, to make learning and teaching more effective (please refer to 3.3.2 Selection of Content and Example 5: Selection Criteria Rating Table).



Good teaching and lively presentation skills can make PE learning more effective.

4.1.1 Safety of Activities

- ◆ When conducting physical activities, teachers should consider the use of space, arrangement and display of equipment, protective measures, students' abilities, progression of learning and teaching to prevent accidents.
- ◆ Long practice periods are not desirable, especially for intensive or tedious tasks. Interval rests may reduce fatigue and make students less vulnerable to accidents and injuries.
- ◆ Schools should file student health records and teachers should always be attentive to students' health status. The list of students, who require special attention, should be provided for the teachers concerned.

4.1.2 Effectiveness of Activities

- ◆ Teachers should set clear teaching objectives for each activity to let students learn in effective and practical ways.
- ◆ Provision of various activities with practical contents and different learning experiences enable students to apply the knowledge learnt in the PE context and other key learning areas.

4.1.3 Diversity of Activities

- ◆ Diversified physical activities can enhance students' learning motives, and offer opportunities for potential students to excel in different activities.
- ◆ Teachers can refer to 3.3 Curriculum Content to design a school-based curriculum with diversified activities.

Students would be well-motivated by the inclusion of sufficient variety of physical activities in the PE curriculum.



4.1.4 Fun Element of Activities

- ◆ Attractive teaching materials and activities plus practical learning targets can motivate students to learn.
- ◆ Lively and vivid presentations by teachers can make the activities more attractive and enjoyable.

4. LEARNING AND TEACHING

4.2 Approaches to Learning and Teaching

According to the principle of "Life-wide Learning", the learning and teaching of PE is not confined to PE lessons. Teachers can help students achieve the aim of whole-person development through co-curricular activities, and using facilities within and outside school.

4.2.1 Organisation of learning and teaching

- ◆ Materials could be presented in units where one activity could be taught in a number of consecutive periods.
- ◆ Teachers should consider the number of students in the class, as well as facilities and equipment available within and outside school for organising the physical activities.
- ◆ Lessons could generally be divided into four stages: warm up, learning and practice of skills, group activities, and closing activities.
- ◆ For co-educational schools, depending on the nature of activities and the degree of maturity of students, teachers can arrange separate or combined classes for girls and boys.
- ◆ Teachers can juggle the number of lessons and the length of each teaching unit according to students' abilities, nature of activities and schools' culture.
- ◆ To maximise learning, teachers may group students according to their physiques or abilities.



Apart from standard PE equipment, self-made "pole stands" for badminton, tennis and volleyball can be prepared by simple materials. These additional equipment provide students more learning opportunities in physical activities.



Example 13: The Design of a Teaching Unit

In five consecutive lessons, teachers provide handball learning experiences to students from basic skills to modified games progressively according to the unit plan.

(Source: Canton Road Government Primary School)

PE Teaching Unit P5 Handball							
Stages	Contents	Dates					
Warm Up	1. Run slow, fast, and change speed according to teachers' signals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. Turn and run	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. Wrist, arm and shoulder stretching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. Toss the ball, jump and catch the ball at the highest point	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. Palm down, hold the ball with one hand, fingers pointing backwards, throw the ball backwards and catch it back in the front	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. In pairs, each holds the handball with one hand and grasp the ball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and Practice of Skills	1. In pairs, overhead pass on the spot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. In threes, with one holding a hoop in the centre, the other two shoot the ball through the hoop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. In pairs, overhead pass in running	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. Dribble and change directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. In threes, two keep passing and the third tries to "steal" the ball	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. Overhead shooting on the spot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7. Jump shoot in running	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	8. Jump shoot in running after receiving a pass from the partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Activities	1. Passing game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. Shooting game (shooting skittles on standing position)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. Shooting the skittles (without defence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. Shooting the skittles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. Modified handball game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Closing Activities	1. Tidying up of equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. Stretching exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. Greeting classmates when walking forward slowly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Objectives of Learning and Teaching	Passing and Receiving	Shooting (Restricted Zone)	Defence	Offence and Defence	Full Court Offence and Defence	Modified Handball Game

4. LEARNING AND TEACHING

4.2.2 Teaching Skills

- ◆ Teachers should give ample opportunities for students to practise and avoid lengthy explanations.
- ◆ Physical activities should constitute the major part of most PE lessons. However, teachers can make use of different opportunities and exercise flexibility in presenting topics on PE knowledge (please refer to Example 4: Contents of PE Knowledge in a Secondary School).
- ◆ Teachers can flexibly use different teaching and practising methods, such as "part method" and "whole method".
- ◆ Instructions and teaching points should be brief and precise, and complement with demonstrations as far as possible.
- ◆ Teachers should always provide immediate feedback so that students can understand their own performance and make improvement.
- ◆ Bearing safety in mind, teachers should use stimulating and mind-provoking questions to help students develop generic skills such as communication skills, critical thinking skills, and creativity.
- ◆ Being a role model of students, teachers should be enthusiastic and committed in PE.



Example 14: Introducing PE Knowledge
With the help of a simple teaching aid, the teacher shows students rules and regulations and organisation of tactics before a match. This helps students to apply them in real game situations and is beneficial to their cognitive development.

(Source: Shatin Tsung Tsin Secondary School)



4.2.3 Four Key Tasks

(Please refer to Booklet 3A Moral and Civic Education, Booklet 3B Reading to Learn, Booklet 3C Project Learning, and Booklet 3D Information Technology for Interactive Learning of the **Basic Education Curriculum Guide – Building on Strengths** (2002))

- ◆ Moral and Civic Education — Students can cultivate positive values and attitudes such as national identity, responsibility, commitment, respect for others and perseverance when participating in physical activities.
- ◆ Reading to Learn — Teachers may encourage students to read sports information and interesting articles from newspapers and magazines to enrich their knowledge and enhance their interest in sport.
- ◆ Project Learning — PE project work is a good tool in helping students develop generic skills (please refer to Exemplar III PE Project Learning in a Secondary School).
- ◆ Information Technology for Interactive Learning — Teachers can use information technology to enhance learning and teaching. It also helps students understand PE knowledge more deeply, develop their potentials and cultivate the habit of life-long learning, for example, searching required information through internet.

4.3 Catering for Student Diversity

(Please refer to Booklet 4 Effective Learning and Teaching – Acting to Achieve of the **Basic Education Curriculum Guide – Building on Strengths** (2002))

Every student is different in ability, motive, need, interest and potential in PE. Teachers can refer to the followings to help students learn and develop better:

4.3.1 PE classes

- ◆ Schools should provide a diversity of physical activities to encourage students to develop their different potentials (please refer to Exemplar I Elective PE Programme for Secondary Students).
- ◆ Teachers can select contents from other key learning stages, adjust the contents or focus on particular areas to suit the abilities and meet special needs of students.

4. LEARNING AND TEACHING

- ◆ Teachers should always pay attention to students with health problems, special needs or high potentials, and offer protection and assistance at the right time.
- ◆ Teachers can group students according to their potentials and physique, so as to minimise the ability differences within each group and enhance students' motivation.

4.3.2 Co-curricular Activities

- ◆ Through different interest groups and school teams, students with sporting potentials have the opportunities to excel. Teachers can also nominate these students to attend training offered by the Leisure and Cultural Services Department and related sports governing bodies.
- ◆ Physical activity not only allow students with sporting potentials to excel, it also allow those who have leadership qualities, performing skills and information technology skills to demonstrate their strengths through organising sports activities, participating in cheering teams, writing web pages and enrolment programmes for the club that they belong to (please refer to 3.3.3 Modes of Delivery – Major sports events).



The cheering team members are as excited and devoted as the athletes in Sports Day.

4.3.3 Assessment

- ◆ Assessment should have an encouraging and motivating effect on learning. Therefore, when dealing with physically disabled students and lower achievers, teachers need not follow a standardised assessment to avoid frequent failure (please refer to chapter 5 Assessment).