



Elective PE Programme for Secondary Students

Rationale

- ◆ To provide a learner-focused curriculum catering for students' needs and interests.
- ◆ To provide life-wide learning opportunities for students.

Background of the School

- ◆ A co-educational school in Ma On Shan, New Territories.
- ◆ 4 PE teachers with different expertise.
- ◆ Easy access to outside-school PE facilities.
- ◆ School supports a flexible timetable for the specially designed programme which is implemented in all the classes in a particular form.

Learning Objectives

- ◆ To arouse student interest in physical activities.
- ◆ To enhance the effectiveness of student learning in PE skills.
- ◆ To motivate students to participate actively in physical activities.
- ◆ To help students set goals through learning different physical activities.
- ◆ To develop students' critical thinking, problem-solving and self-management skills.

Criteria for the Selection of Activities

- ◆ Students' interests and abilities.
- ◆ Enjoyable learning experience.
- ◆ Carry-over value of the activities.
- ◆ Development of motor skills, physical fitness, positive values and attitudes.
- ◆ PE teachers' expertise and availability of other human resources.
- ◆ Utilisation of facilities of the school and the community.



Survey on Student Interest in Sports

- ◆ Simple surveys on sports preferences will be conducted for students involved every term or year to collect data for selecting elective activities.
- ◆ Questionnaires are given to all students of the whole school once in alternate years to collect information about their participation patterns in physical activities as well as sports preferences.

Programme Planning

- ◆ The programme consists of core and elective activities. Each student should attend one core activity and one group of elective activities each term.



Students learn the knowledge and skills in athletics from the PE lessons and further practise them in co-curricular activities. They can excel themselves in both the internal and external events.

EXEMPLAR I

- ◆ Core activities include athletics and physical fitness training. Examples of elective activities are basketball, badminton, tennis, swimming, rowing, bowling, aerobics, jazz and volleyball. Each unit of elective activity would normally last for 6-8 cycles.



The school fully utilises the community facilities to conduct the programmes. PE teachers demonstrate their expertise and students enjoy rowing along the Shing Mun River. This practice enables the school to develop a unique sporting culture.

- ◆ Pre-requisites and enrolment quota are set for each group of elective activities with reference to within and outside school facilities, student-teacher ratio and specific safety rules.
- ◆ Logistics for the programme include booking of facilities, teaching schedule, budgeting, preparation of parental consent and related documents.

Programme Implementation

A Schedule of the elective Activities Programme 2001					
Group No.	Elective Activity	Date	Venue	Fee	Remarks
1	Badminton	17/9, 24/10, 29/11, 11/12, 7/11, 16/11, 19/12	Heng On Indoor Recreation Centre and School	\$9	1. Quota: 44
	Athletics	25/9, 5/10, 15/10	School		
2	Swimming	25/9, 5/10, 24/10	Ma On Shan Swimming Pool	\$25	1. Quota: 44 2. Boys only
	Tennis	7/11, 16/11, 29/11, 11/12, 19/12	Chung On Estate Tennis Court		
	Athletics	17/9, 15/10	School		
3	Bowling	15/10, 24/10, 7/11, 29/11, 11/12	ABC Super Bowl	\$70	1. Quota: 42
	Athletics	17/9, 25/9, 5/10, 16/11, 19/12	School		
4	Rowing	15/10, 24/10, 7/11, 16/11, 29/11, 11/12, 19/12	Shatin Rowing Centre	\$70	1. Quota: 32 2. Able to swim 3. A qualified rowing coach is hired in addition to a PE teacher
	Athletics	17/9, 25/9, 5/10	School		

Note: Students should report to the responsible teachers before 1:50pm at the designated venues.

EXEMPLAR I

- ◆ Students are assigned to 4 groups of elective activities according to their priorities. The list of groupings will be announced before classes commence. Students may change group only if advanced approval is obtained from teachers.
- ◆ A mixed gender-grouping mode is adopted. However, swimming classes for boys and girls are conducted separately in different terms.
- ◆ All activities are held during the same time slot. Each group is taught by one assigned PE teacher (or together with a teaching assistant) at designated venues.
- ◆ All PE lessons of the particular form are scheduled to take place in the last two periods and this allows more time for travelling and activities.
- ◆ Students may stay and practice after lessons with prior parental consent.
- ◆ There will be a briefing session in the first lesson about the content, rules and regulations, safety precautions and assessment format for the activities.
- ◆ Students should choose other activities in the next term.

Programme Evaluation

- ◆ A simple survey will be carried out to evaluate the programme at the end of each term. Different elective activities may be offered in the next term if necessary.
- ◆ Evaluation on students' performance, learning and teaching effectiveness and programme implementation will be done at the end of each term.

Impact on Learning

- ◆ Data from the survey showed that students like this mode of lesson and there was a lower rate of absenteeism. Some students even took part in further interest courses or school teams after the programme.
- ◆ Results of the questionnaires revealed that the students involved had more positive opinions on the PE programme than the other students. Data also highlighted that the programme had a positive impact on students' enjoyment, satisfaction, degree of participation and attitude towards learning.

Relation to the Curriculum Reform

- ◆ The elective PE programme adopts a learner-focused approach, which is beneficial to the learning and teaching of PE.
- ◆ The programme was an example of a flexible curriculum with a number of activities.
- ◆ A variety of activities were provided to enrich the PE curriculum and other resources from organisations such as the Housing Authority, the Leisure and Cultural Services Department and community sports associations were used.
- ◆ Hiring coaches from outside school provided additional expertise to this PE programme.
- ◆ Generic skills including collaboration skills, communication skills, critical thinking skills and creativity as well as aesthetic appreciation were focused upon.

Adapted from HKCWC Fung Yiu King Memorial Secondary School