

PE Project Learning in a Secondary School

Rationale

- ◆ Students can develop the abilities of self-directed learning, and are allowed to determine the content and pace of study within a given scope of learning.
- ◆ Students can develop their communication skills and collaboration skills through group work.

Background of the school

- ◆ A co-educational secondary school on Cheung Chau Island.
- ◆ Project learning is an integrated part of the PE assessment. Every student of S1 to S6 has to work on assigned theme of project learning.

Objectives

- ◆ To broaden students' knowledge and arouse their interest in PE.
- ◆ To develop students' generic skills and cultivate positive values and attitudes .

Implementation Plan

- ◆ PE teachers explain the project work in details at the beginning of the school term. Students have sufficient time to complete the task. They are required to submit the project at the end of the first or second term. The marks contribute to 40% of the total PE mark of the respective terms.
- ◆ Please refer to "Introduction to the Implementation of Project Learning in PE" and "Guidelines of PE Project for S2 students" of this Exemplar for details.

Impact on Learning

- ◆ Students can determine their own pace of learning in their spare time. They are free to search, analyse, collate and report the collected materials in a creative way. The sense of satisfaction and achievement would stimulate their motivation in learning.
- ◆ To include project learning as part of the PE assessment makes the assessment more comprehensive. It can both reflect students' achievement and facilitate their learning.
- ◆ Project learning enables students to connect knowledge from different KLAs. Students would better develop their generic skills, e.g. problem-solving skills, critical thinking skills, collaboration skills, communication skills, creativity, information technology skills, numeracy skills etc, through individual or group project study.

Relation to the Curriculum Reform

- ◆ Project Learning is a powerful learning and teaching strategy to promote students' abilities in independent and self-directed learning.
- ◆ With systematic implementation of project learning from S1 - S6, students are able to connect the related knowledge, skills, values and attitudes to construct knowledge through cross KLAs and life-wide learning experiences.
- ◆ The comprehensive and diversified assessment contributes to students' all-round development in PE.

EXEMPLAR III

Introduction to the Implementation of Project Learning in PE

| | S1 | S2 | S3 |
|------------------|--|--|---|
| Objectives | <ul style="list-style-type: none"> To arouse students' interest in PE. To broaden students' knowledge of the common sports in Hong Kong. To motivate students in reading sports news and magazines. | <ul style="list-style-type: none"> To broaden students' scope of knowledge in PE. To deepen students' knowledge in various physical activities. To enhance students' interest in various physical activities. | <ul style="list-style-type: none"> To broaden students' scope of knowledge in PE. To enrich students' knowledge on the dimensions and usage of different sports facilities, and the official number of players in different sports events. |
| Theme | Collection of 15 sports pictures. | <ul style="list-style-type: none"> Production of a model of a PE equipment. | <ul style="list-style-type: none"> Production of a 3-dimensional model of a sports arena. |
| Content | <ul style="list-style-type: none"> Students collect relevant pictures from newspaper or magazines. 1 picture for each of the 10 assigned sport and 5 optional sport. Students briefly describe the name of the sport and the skills demonstrated in the pictures. | <ul style="list-style-type: none"> Students are free to choose any kind of PE equipment for the model, e.g. canoe, uneven bars, various kinds of racket. Students study the structure and the dimensions of the selected equipment and then make a model to scale. Detailed and complex models will be awarded higher scores. | <ul style="list-style-type: none"> Students study the dimensions of the court, the court markings of the selected sport, and the official number of players in a game situation. The model should be made to scale. It should also include the official number of players in a game situation, and even the referees. |
| Presentation | <ul style="list-style-type: none"> Every student should complete the project using the school exercise book in the required format. | <ul style="list-style-type: none"> The model should be strong enough for easy transportation. To use recycled materials as much as possible in making the model. Students may paint the model with different colours. | <ul style="list-style-type: none"> Students may use any solid materials to construct the base of the model in the required size. Student may use magnetic plates or pins to make figures representing players. |
| Marking Criteria | <ul style="list-style-type: none"> Include whether the content is completed or not, number of photographs, format, neatness and tidiness. Marks will be deducted for incorrect format or incomplete information. | <ul style="list-style-type: none"> Include model design, scale, colour, degree of details and degree of stability. | <ul style="list-style-type: none"> Include proportion of model scale, court lines, attached equipment and players, use of model base, colour, neatness and tidiness. |
| Others | | <ul style="list-style-type: none"> The project integrates with the subject of Art and Design. | <ul style="list-style-type: none"> The project integrates with the subject of Design and Technology. |

| | S4 | S5 | S6 |
|------------------|---|--|---|
| Objectives | <ul style="list-style-type: none"> To enrich students' knowledge on PE, sports and recreation facilities in the community. To enhance students' collaboration skills. | <ul style="list-style-type: none"> To enhance students' awareness of 'Life-long Sport', and develop their interest and habit in sports participation. To enhance students' information searching skills. | <ul style="list-style-type: none"> To enhance students' skills in organising sports events. To offer opportunities to students to demonstrate their leadership. |
| Theme | <ul style="list-style-type: none"> Collection, introduction, analysis and comparison of any eight sport of the community. | <ul style="list-style-type: none"> Collection of information on 'Life-long Sport'. | <ul style="list-style-type: none"> Organisation of inter-house sports events. |
| Content | <ul style="list-style-type: none"> Students work in groups to collect information of 5 assigned sport (football, basketball, swimming, badminton, and table-tennis) and 3 optional sport (from athletics, gymnastics, dance, volleyball, tennis, wind-surfing, cycling) in their community. The information should include introduction of sports facilities, the public services, the analysis and comparison of these services, and the development of the selected sport in the community. | <ul style="list-style-type: none"> Either by oneself or in a group, students collect and collate the information of a selected sport for 'Life-long Sport'. The information should cover the details of the facilities, training courses, competitions, reference materials and related web sites of the selected sport. It should also include the special features of one web site. Other information, such as the deployment list, introduction of the sport, personal feelings should also be listed. | <ul style="list-style-type: none"> Together with members of the school teams, students work in groups to plan a schedule of work including a deployment list prior to an inter-house sports event. Students make reference to the past competition reports, related rules and competition systems. Students work in details on the logistics, such as organising meetings, terms of competitions, documentary forms and loan of equipment etc. |
| Presentation | <ul style="list-style-type: none"> Each group should write texts and draw pictures on required sketch book. Content of the project report should include unique cover design, index, foreword, deployment list, views and feelings, acknowledgement. | <ul style="list-style-type: none"> Students may use emails to communicate or hand in their assignment in the forms of a word document , powerpoint , or web pages. The project report should include collated materials. Plagiarism is not allowed. | <ul style="list-style-type: none"> Organise the competitions according to the fixed schedule. Hand in the project report and the financial report within two weeks after the completion of competitions. |
| Marking Criteria | <ul style="list-style-type: none"> Include cover design, content of the report which includes index, foreword, introduction, analysis and comparison, views and feelings, deployment list. | <ul style="list-style-type: none"> Base on the different information in content. The marking also depends on the ascending level of difficulty of the report. The order of difficulty is computer word processing, powerpoint, web pages. | <ul style="list-style-type: none"> Include preparation work, logistics of on-the-day competition, competition report, and individual performance. The latter includes organisational ability, leadership, commitment, and crisis management. |
| Others | | | <ul style="list-style-type: none"> The school subsidises \$150 for each group for report production. |

EXEMPLAR III

Guidelines of PE Project for S2 students

Objectives:

- ◆ To broaden students' scope of knowledge in PE.
- ◆ To deepen students' knowledge of various physical activities.
- ◆ To enhance students' interest in various physical activities.

Topic: PE equipment model making

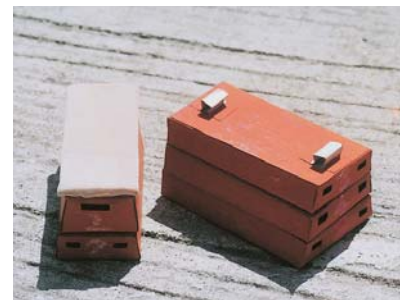
Outlines of the project:

- ◆ Each student makes one model.
- ◆ Students can choose any PE equipment for making models. The most complicated or detailed one will be awarded with the highest score.
- ◆ The model should be made to scale. There is no specific requirement on the size, but the model should be well-fixed and easy for transportation.
- ◆ To use recycled materials as much as possible to make models.
- ◆ Painted models are preferred.
- ◆ Purchasing a ready-made model is not allowed.
- ◆ Write down the name, class and class number clearly at the bottom of the model, or place the model inside a box and write the personal information on the cover of the box.
- ◆ Suggested PE equipment: Canoe, sailing boat, surfboard, baseball bat, hurdle, bicycle, high jump equipment, bow and arrow, horizontal bar, parallel bars, balance beam, uneven bars, vaulting horse, pommel horse, trampoline, rackets, etc.

Marking Scheme (The full mark is 40 marks):

- ◆ Idea : 10 marks
- ◆ Degree of details : 15 marks
- ◆ Degree of Stability : 5 marks
- ◆ Scale : 5 marks
- ◆ Colour : 5 marks

Date of Submission: _____, 2002.



Project learning, such as model making and collection of information on community sports facilities, can broaden students' understanding of PE.

Adapted from Buddhist Wai Yan Memorial College