

1 Fundamental Movement

FUNDAMENTAL MOVEMENT

This is one of the series of Physical Education (PE) Learning Outcomes Framework booklets. Its contents are as follows:

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Appendix I Pictorial Illustration of Assessment Criteria

Appendix II Skills Assessment Form

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1.1 Introduction

Fundamental Movement (FM) refers to various kinds of basic movement of the body. These skills are very often applied or transferred to different physical activities. Apart from helping students to master various skills, students learn through FM activities to form positive and healthy ways of living to face different challenges and prepare well for future participation in physical activities. At the same time, students are guided to gain knowledge from such activities. They learn to express their feelings, develop creativity and imagination, and form positive values and attitudes. Activities and games also help students to communicate effectively with others. Therefore, apart from laying a good foundation for students to learn different skills in the future, FM activities act as the primer for students to engage continuously in physical activities and lead a healthy lifestyle.

1.2 Learning Objectives in the Six Strands

Motor and sports skills

Through FM activities or other modes of learning, students acquire individual movement skills such as running, jumping, throwing, bouncing, kicking, passing and catching, rolling, etc, and movement sequences created from these skills. These provide a sound base for the development of specific sports skills in the future.

Health and fitness

By participating in FM activities, students not only learn the benefits of exercising and the relationship between sports and health, but also maintain good health, develop a habit of exercising and reach an optimal level of physical fitness.

Sports-related values and attitudes

Through participating in activities or games, students learn how to communicate with others effectively and express their views and feelings in appropriate ways. They can better understand the significance of “not winning, but taking part”, and the importance of sportsmanship and team spirit, develop positive attitudes, and learn that they should try their best and support their team members. Participation in sports is more than a joyful activity; it prepares students to meet future challenges and help them adopt socially desirable behaviours such as conforming to rules of the game, giving support to team members, respecting and appreciating opponents and realising the joy of shared happiness.

Knowledge and practice of safety

Through different learning and teaching activities, students learn the safety rules for doing exercises. This enhances their awareness of the need to prevent accidents. For instance, they learn the proper way of carrying, setting up and using equipment, and develop the practice of wearing suitable clothing when engaging in physical activities and doing warm up and cool down exercises. They also learn to report cases of injury or sickness, avoid pushing and shoving, and react sensibly to or seek help in dangerous circumstances or emergencies.

Knowledge of movement

Through different learning and teaching activities, students develop creativity, imagination and an interest in physical activities. They also acquire related knowledge and vocabulary so that they can talk about different body parts and distinguish different relevant concepts such as body shape, pathway, direction, level, body part, space, force, relation, etc.

Aesthetic sensitivity

In various forms of practice, competition and related activities, students have the opportunity to observe other people's performance and learn to identify aesthetic elements, such as "skillfulness", "tidiness" and "cleanliness" through reflective thinking and sharing views.

1.3 Development of Generic Skills

Generic skills required for lifelong learning can be developed among students through physical activities. In PE, great emphasis is placed on developing collaboration skills, communication skills, creativity and critical thinking skills. Aesthetic appreciation is also very important. For example, students can learn through physical activities to cooperate with team members and from that point develop collaboration skills. They can learn to control their emotions when facing unfavourable situations in competitions and thus improve their ability to solve problems.

Generic skills and aesthetic appreciation are best cultivated gradually through different learning and teaching activities and situations. The effects of learning and teaching can be observed and improved through different modes of assessment. The following are examples of related learning and teaching activities and their assessment criteria:

Generic Skills/ Aesthetic Appreciation	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
Collaboration Skills	Students will learn to coordinate with each other, influence and encourage others through group practices, games, competitions and group cooperation.	<ul style="list-style-type: none"> • Prepare equipment before lessons and pack up equipment afterwards • Cooperate and share with others • Cooperate with partners during practice and exercise team spirit • Help partners solve difficulties
Communication Skills	Students will learn the skills of communicating with others through group practices and competitions. They will then be able to express their own feelings verbally and non-verbally in a clear and appropriate way.	<ul style="list-style-type: none"> • Understand and follow the instructions of teachers • Respond to the verbal instructions of teachers in appropriate ways • Communicate with partners during practice • Express views and feelings in clear and appropriate ways • State views with sincerity
Creativity	Students will demonstrate their creativity, the required attitude and special quality through games, exploration and experiencing activities such as dance creation. Students may, for example, create different dances by imitating the movements of robots or animals by means of walking, running, jumping, rolling and balancing.	<ul style="list-style-type: none"> • Create movement sequences • Give suggestions to make the activities more interesting • Make flexible use of and improve learnt movements for better performance

Generic Skills/ Aesthetic Appreciation	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
Critical Thinking Skills	Students will sum up and analyse through self and peer assessment, demonstrations, competitions, etc, to develop critical thinking skills. For example, how to give hints to classmates to improve their skills or remedy their weaknesses.	<ul style="list-style-type: none"> • Point out mistakes and propose methods of improvement • Predict the result of competitions and explain the reasons • Understand the simple and direct relationship of cause and effect • Sum up the merits and weaknesses of self and others
Aesthetic Appreciation	Students will develop aesthetic sensitivity through participation in different modes of practice, competition and related activities. For example, how to appreciate the merits of others, and express the elements of elegant postures, movements, etc.	<ul style="list-style-type: none"> • Appreciate elegant postures • Point out the merits and weaknesses of movements and poses • Express feelings and moods flexibly and fluently

Remark: When assessing generic skills, different modes should be used. An example is given below for reference.

1. Look at the following picture and answer the questions.



State the differences between the movements of the two children.

How could you modify the movements to make them more graceful?


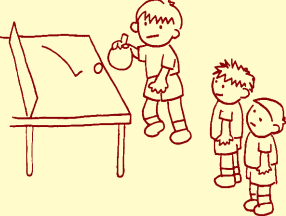
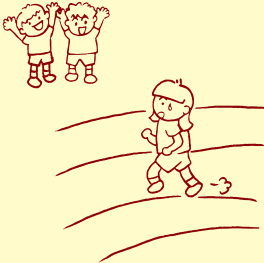



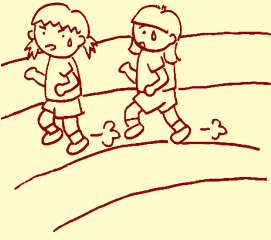
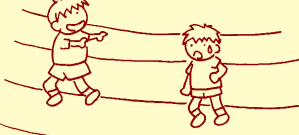
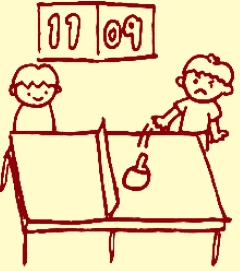
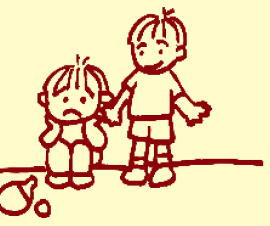
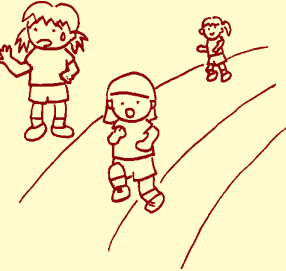

1.4 Cultivation of Values and Attitudes

Values are qualities that students should develop as principles underpinning conduct and decision-making, whereas attitudes support motivation and cognitive functioning. Both are personal qualities that students should develop. In the process of learning and teaching, values and attitudes mutually affect each other. By means of different modes of assessment, the effects of learning and teaching can be reviewed and improved. The following are examples of related learning and teaching activities and their assessment criteria:

Values and Attitudes	Examples of Learning and Teaching Activities	Examples of Assessment Criteria
National Identity	Through teaching activities, students learn the achievements of Chinese athletes and so develop their sense of national identity. For example, at the time of hoisting the national flag and playing the national anthem, students will feel pride in identifying themselves as Chinese nationals.	<ul style="list-style-type: none"> • Get to know about sports popular in China such as table-tennis and wushu • Get to know about famous athletes of China • Get to know sports news connected with China • Take pride when Chinese athletes win international competitions
Responsibility	Through different modes of practice, competition and related activities, students come to realise the importance of responsibility.	<ul style="list-style-type: none"> • Join all activities punctually • Abide by rules and prevent injuries to oneself/fellow students • Do one's best to finish competitions disregarding winning or losing
Commitment	Through different modes of practice, competition and related activities, students come to realise that they have to be positive and committed, and to try their best to find solutions when they face difficulties. For example, do their best to complete assigned tasks in competitions.	<ul style="list-style-type: none"> • Help arrange and pack up equipment • Make good use and take care of sports equipment and facilities • Complete assigned tasks • Help fellow students who are confronted with difficulties
Respect for Others	Through activities, students learn to respect others including teammates, teachers, referees and other competitors.	<ul style="list-style-type: none"> • Listen carefully to others' instructions • Be open to comments and guidance • Respect the performance of fellow students
Perseverance	In the process of strenuous practice, students develop determination and perseverance.	<ul style="list-style-type: none"> • Work hard to learn • Work hard to achieve targets • Try one's best in competitions and persevere to the end

Remark: When assessing values and attitudes, different modes should be used. An example is given below for reference.

1. Examine the following figures and put a “✓” in the appropriate boxes to show the examples of desirable behaviour.

			
<input type="checkbox"/> push and shove an opponent	<input type="checkbox"/> queue up in case of insufficient facilities	<input type="checkbox"/> cheer teammates	<input type="checkbox"/> fight for equipment in case of insufficient equipment
			
<input type="checkbox"/> scold teammates who play less well than you do	<input type="checkbox"/> congratulate opponents when they win	<input type="checkbox"/> try one's best in competitions	<input type="checkbox"/> slow down and wait for an opponent who is far behind to catch up
			
<input type="checkbox"/> perform better than the opponent but lose; throw the bat down in protest	<input type="checkbox"/> give encouragement to losers	<input type="checkbox"/> give up when one is far behind the others	<input type="checkbox"/> feel happy when teammates win

1.5 Role of Teachers

- Teachers should develop a balanced curriculum that is creative, interesting and challenging. At the same time, attention should be given to the development of students' generic skills, aesthetic appreciation, as well as values and attitudes.
- Teachers should design co-curricular activities to fit in with daily PE lessons. In this way, students may enrich their learning experiences, have more opportunities to join activities and develop their interests.
- When designing learning and teaching activities, teachers should give careful consideration to the levels, abilities and interests of students, as well as school or community resources and safety issues.
- Teachers need to set clear learning objectives for each lesson and help the majority of or the whole class to master related skills, knowledge, values and attitudes.
- Teachers should help students, from a young age, understand the importance of safety precautions for physical activities, such as the practice of avoiding pushing and shoving, the proper way of moving, setting up and using equipment, etc.
- Regular physical fitness training brings about a healthy body and a high level of physical performance. Teacher should include it in daily PE lessons, as appropriate, to help students know their personal physical conditions and better understand the benefits of regular exercise.
- Teachers should provide opportunities for students to enjoy sports and avoid giving long lectures. Simple competitions should be organised as far as possible to arouse students' interest in sports and allow them to practise learnt skills in authentic contexts.
- Teachers should refer to "*Safety Precautions in Physical Education for Hong Kong Schools*" published by the former Education Department in 1999, and relevant notices or recommendations, and ensure that all safety measures have been taken.

1.6 Learning Outcomes Framework

Overall Level	Learning Outcomes	Relevant Knowledge**
1	<p>Students are able to</p> <ol style="list-style-type: none"> 1. acquire fundamental movement skills and move with music including running, sliding, galloping, step-hopping, skipping, landing (jump from hip joint height). 2. master dodging. 3. demonstrate single poses by using different body parts. 4. demonstrate the following manipulative skills: under-arm rolling, catching a rolling ball, throwing a bean bag both under-arm and over-arm, and punting with a ball or a shuttlecock. 5. demonstrate a learnt movement sequence. 6. participate in games by using the learnt skills. 	<ul style="list-style-type: none"> • Acquire vocabulary related to movements • Identify different movements • Know the names of different body parts • Describe movements with relevant concepts such as body shapes, pathways, directions, levels, body parts, space, force, relation, etc
2	<p>Students are able to</p> <ol style="list-style-type: none"> 1. acquire relatively more difficult movement skills including speed running, bunny jumps (along a bench), standing high jumps, standing long jumps, hopping and leaping. 2. master sideward rolling, forward rolling, airborne turning; demonstrate single poses or movement sequence to music. 3. demonstrate poses or movement sequence with a partner emphasising the use of various body parts. 4. demonstrate the following manipulative skills: bouncing a ball on the spot with a single hand, passing and catching a ball with both hands, striking, kicking, and dribbling with the foot. 5. demonstrate a movement sequence with learnt movement skills; show a coordinated use of body parts, apparatus and music. 6. participate in zone and confrontation games by using the learnt movement skills. 	

** It may not be appropriate to set levels for "Relevant Knowledge". Teachers should judge when to teach and assess items by referring to relevant learning outcomes.

1.7 Assessment Criteria

Overall Level	Movement/Skills	Assessment Criteria
1	Running	<ul style="list-style-type: none"> Arms bend and swing quickly Heels kick backwards to the hip
	Sliding	<ul style="list-style-type: none"> Eyes look forward, with body moving sideways Show correct steps when sliding Apparent/Clear lift-off Body well balanced
	Galloping	<ul style="list-style-type: none"> Show correct steps Apparent/Clear lift-off No intermittent stopping Good flow of movement
	Step-hopping	<ul style="list-style-type: none"> Show correct steps High and obvious knee-lift for the hop Forceful step Good flow of movement
	Skipping	<ul style="list-style-type: none"> Show correct steps Low knee-lift for the hop Sole close to ground at the hop Good flow of movement
	Landing (jump from hip joint height)	<ul style="list-style-type: none"> Hands stretched out sideways for balance Well balanced in the air Knees bend, landing steadily
	Dodging: direction changing, snap stop	<ul style="list-style-type: none"> Quick response Knees bend while changing direction or in snap stop
	Single poses	<ul style="list-style-type: none"> Use different body parts for weight bearing Show at least 2 different body shapes Maintain a pose for at least 3 seconds Smooth switch from one pose to another
	Under-arm rolling a ball	<ul style="list-style-type: none"> Arm straight and swinging downwards and backwards (with the ball) Opposite leg stepping forward and bending Arm straight and swinging downwards and forward, with the ball released at ground level Good flow of movement
	Catching a rolling ball	<ul style="list-style-type: none"> Aim at the rolling ball Knees bend with hands reached out for the ball Palms face forward, with fingers spread out naturally and downwards Ball brought close to the chest immediately after the catch

Overall Level	Movement/Skills	Assessment Criteria
1	Under-arm throwing a bean bag	<ul style="list-style-type: none"> • Arm straight and swinging downwards and backwards (with a bean bag) • Opposite leg stepping forward and bending slightly • Arm straight and swinging downwards and forward with the bag released at waist to shoulder level • Good flow of movement
	Over-arm throwing a bean bag	<ul style="list-style-type: none"> • Arm stretched backwards (with a bean bag) • Body twisting to the opposite side to strengthen the throwing motion • Apparent follow through • Good flow of movement
	Punting (a ball or a shuttlecock)	<ul style="list-style-type: none"> • Kick the ball forward • Apparent follow through • Good flow of movement
2	Sprinting	<ul style="list-style-type: none"> • Body leaning forward and eyes looking forward • Arms bending and swinging quickly • Heels kicking backwards to the hip
	Bunny jump (along a bench)	<ul style="list-style-type: none"> • Arms straight when bearing weight • Knees bending before the bounce • Hips lifted higher than shoulder level • No intermittent stopping
	Standing high jump	<ul style="list-style-type: none"> • Legs apart about the same as shoulder width • Knees bending before take-off • Arms swinging forcefully • Body fully stretched during the flight • Knees bending and feet landing in the take-off position
	Standing long jump	<ul style="list-style-type: none"> • Legs apart about the same as shoulder width • Knees bending before take-off • Arms swinging forcefully • Body fully stretched during the flight • Knees bending, landing steadily
	Hopping	<ul style="list-style-type: none"> • Non-weight-bearing leg swinging forward and backwards • Arms bending and swinging forward and backwards • No intermittent stopping
	Leaping	<ul style="list-style-type: none"> • Show correct steps • Legs splitting and stretching forward and backwards during the flight • Land steadily and able to run forward afterwards

Overall Level	Movement/Skills	Assessment Criteria
2	Sideward rolling	<ul style="list-style-type: none"> • Legs apart slightly wider than shoulder width • Face forward before and after rolling • Bear weight with palms or arms when falling • Smooth rolling without bumpiness
	Forward rolling	<ul style="list-style-type: none"> • Correct movement • Smooth rolling without bumpiness • No palm support to standing position after the roll
	Airborne turning	<ul style="list-style-type: none"> • Knees bending before take-off • Turn initiated by arm movement • Body straight • Knees bending, landing steadily
	Single poses (with music)	<ul style="list-style-type: none"> • Match music beats when changing poses • At least 3 different poses • Appropriate facial expressions • Good flow of movement
	Rhythmic movement with partner	<ul style="list-style-type: none"> • Movements match rhythm • Varied movements • Apparent contrast in movements between partners • Appropriate facial expressions • Good flow of movement
	Duo poses	<ul style="list-style-type: none"> • Different body parts used for weight-bearing • Contrasting poses in body shapes or levels • Pose maintained for at least 3 seconds • Good flow of movement
	Movement sequence with partner	<ul style="list-style-type: none"> • Clear beginning and ending poses • Varied movements • Varied pathways • Apparent collaborative movements
	Bouncing	<ul style="list-style-type: none"> • Knees flexing slightly • Fingers spreading naturally • Clear “pushing” movements • Bounce at waist level
	Passing and catching	<ul style="list-style-type: none"> • Eyes on the coming ball • Hands reaching out for the ball • Arms bending and pushing to strengthen the force of passing • Knees flexing slightly

Overall Level	Movement/Skills	Assessment Criteria
2	Striking	<ul style="list-style-type: none"> • Arm stretching backwards (with the bat) • Body twisting to the opposite side to strengthen the striking motion • Clear follow through • Good flow of movement
	Kicking	<ul style="list-style-type: none"> • Weight-bearing foot placed by the side of the ball • Kicking leg swinging backwards • Clear follow through • Smooth approach run
	Dribbling (with foot)	<ul style="list-style-type: none"> • Ball maintained within a distance of one to two steps from the foot • Head raised, looking forward • No intermittent stopping • Along the pathway as designated
	Solo movement sequence	<ul style="list-style-type: none"> • Clear beginning and ending poses • Varied movements • Varied pathways • Good flow of movement
	Solo movement sequence (with apparatus)	<ul style="list-style-type: none"> • Clear beginning and ending poses • Varied apparatus • Varied pathways • Good flow of movement
	Solo movement sequence to music	<ul style="list-style-type: none"> • Movements match rhythm • At least 3 different movements • Varied pathways • Good flow of movement
	Rhythmic movement with objects	<ul style="list-style-type: none"> • Movements match rhythm • At least 3 different movements • Varied pathways • Varied moves manipulating different objects • Good flow of movement
	Zone game	<ul style="list-style-type: none"> • Attack the open space of the opponent • Adjust standing position to avoid the occurrence of open space on own side • Communication between team members • Devotion to the game
	Confrontation game	<ul style="list-style-type: none"> • Attack the open space of the opponent • Intercept movements against the opponent • Break-away movements against the opponent • Communication between team members • Devotion to the game

1.8 Co-curricular Activities

Students may participate and assist in organising different co-curricular activities to enrich their learning experience. For example, they may take part in interest groups, workshops, training, school teams, etc. From these, they will learn the organisation and leadership skills to serve the community and obtain real life experience. The following are some examples of co-curricular activities:

Types	Contents of Activities
1. Interest group	<ul style="list-style-type: none">• Join school's interest groups• Take part in sports activity day
2. Service	<ul style="list-style-type: none">• Act as helpers
3. Spectatorship	<ul style="list-style-type: none">• Watch sports activities on video or on TV• Watch public performance and demonstrations• Watch local and international competitions
4. Visit/Interview	<ul style="list-style-type: none">• Interview athletes and publish the contents in the school magazines• Attend opening or closing ceremonies of sports activities
5. Training and competition	<ul style="list-style-type: none">• Participate in promotion programmes of sports activities• Attend training courses• Join the school's internal and external competitions
6. Others	<ul style="list-style-type: none">• Take part in games day• Group activities: picnics, parent-child activities• Through newspaper cuttings and information search on the Internet, get to know about different sports activities; and post the relevant information on the school notice board for the reference of other students

1.9 Example: Using Pictorial Assessment Form to Enhance Student 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

- Make use of pictorial assessment form for assessment to enhance student learning
- Help students understand the terminology related to body parts, rolling and catching skills
- Help students be familiar with the activity mode through a series of activities
- Help students master the concept of space and the characteristics of zone games

Background of the School

- A co-educational half-day primary school located in Wanchai
- Collaborative Research & Development ("Seed") Projects – Networking school for "Assessment of Fundamental Movement (FM)"
- Collaborative Research & Development ("Seed") Projects – Seed school for "Using Learning Outcomes Framework to Enhance Student Learning (Primary 4 to Secondary 3)"

LOF Level

- Level 1

Facilities

- A covered playground or basketball court

Knowledge already Mastered by Students

- Concept of grouping
- Experience of using small rubber balls for relay games

Organisation of Lessons

- Teaching rolling and catching in 5 lessons (See lesson plan)
- 2 periods, 30-minute periods a week
- 2 - 4 students per group
- Assessment in pairs
- Using self or peer assessment within or outside lesson
- Using pictorial learning log for assessment to enhance student learning

Implementation

- Teacher should explain the learning outcomes, contents and assessment criteria before teaching the unit of “rolling and catching”
- During teaching, the teacher should use the pictorial assessment form for formative assessment (self and peer assessment) to assist students to improve learning (see learning log of FM)
- Before the end of the unit, teacher should carry out summative assessment to understand the overall performance of students

Impact on Learning

- Students found it easier to master the learning points through a pictorial assessment form which clearly stated the required movement skills
- Students were able to observe their partners’ movements and their weaknesses through peer assessment
- Students could develop assessment habits from an early age
- Enhance students’ aesthetic appreciation and power of analysis

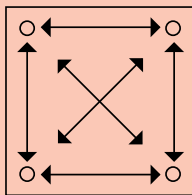
(Source: Ms TO Wai-ling and Ms YANG Wing-nga, St. James’ Primary School (PM))

Lesson Plan – Rolling and Catching

Objectives of Lesson 1 :	Students are able to: <ol style="list-style-type: none"> 1. catch a rolling ball with both hands 2. in pairs, stand four steps apart, facing each other 3. in groups of four, stand separately at the corners of a square
Objectives of Lesson 2 :	Students are able to: <ol style="list-style-type: none"> 1. control the power when delivering a rolling ball 2. perform peer assessment
Objectives of Lesson 3 :	Students are able to: <ol style="list-style-type: none"> 1. roll a ball forward a certain distance with both hands 2. understand self-space and left/right moving direction
Objectives of Lesson 4:	Students are able to: <ol style="list-style-type: none"> 1. roll a ball forward and to determine left/right direction with both hands 2. perform peer assessment
Objectives of Lesson 5:	Students are able to: aim at a target, and roll a small ball towards it

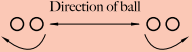
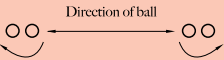
Lesson 1

	Contents	Venue	Equipment	Illustration
Warm-up Activities 5'	1. Grouping game: <ul style="list-style-type: none"> - Walk or run slowly in the open space and form groups of the size according to the number called by the teacher (two for the last round) 2. Stretching: <ul style="list-style-type: none"> - In pairs, standing and facing each other; one student holds a ball with arms extended and passes it to partner, who will imitate the movement when returning the ball; repeat the movements 	- Free combination in basketball court	- 15 small rubber balls	
Theme Development 10'	1. Pick up a ball and run: <ul style="list-style-type: none"> - Students are grouped in pairs with one standing in front of the other. Upon hearing the signal, the student in front picks up the ball from the ground and runs freely while the other follows him/her 	- Stand face to face in pairs in the basketball court	- 15 rubber balls	

	Contents	Venue	Equipment	Illustration
	<p>closely. They halt at the next signal and put the ball back onto the ground. Then they switch roles and continue the exercise</p> <p>2. Under-arm rolling (a ball):</p> <ul style="list-style-type: none"> - In pairs, standing four steps apart and facing one another; one student squats down and pass a ball by underarm rolling to the legs of partner, who will pick it up and return the ball in the same way; repeat; after three successful turns, stand an extra step away from partner to practise again <p>** Ball close to the ground while rolling; face the rolling ball; squat, hands stretch forward to meet the ball; fingers spread out naturally and downwards, palms face forward</p> <p>3. Move forward to catch ball:</p> <ul style="list-style-type: none"> - Arranged as above, steps forward when catching the ball and returns to own location before returning the ball; repeat 			
Group Activities 10'	<p>Pass the ball to 4 corners:</p> <ul style="list-style-type: none"> - In groups of four with a rubber ball. Each stands eight steps away at a corner of a square - the ball can be passed to anyone by rolling - the ball should be passed to one who is in ready position (i.e. has squatted down) - the receiver should pass the ball to another member 	<ul style="list-style-type: none"> - The whole class is divided into seven groups, each with four to five students 	<ul style="list-style-type: none"> - 30 frisbees - 7 small rubber balls 	
Closing Activities 5'	<p>1. Recap of the learning cues through questioning</p> <p>2. Pack up the equipment</p> <p>3. Cool-down exercises</p>			

** teaching points

Lesson 2

	Contents	Venue	Equipment	Illustration
Warm-up Activities 3'	1. Direction changing while running: <ul style="list-style-type: none"> - Walk in open space and change direction in response to signal 2. Stretching: <ul style="list-style-type: none"> - In groups of four standing in a line side by side; one student holds a ball and passes it to partner, who will imitate his/her movement to make a square pass to another members until the ball is finally returned; repeat practising 	- Free combination in basketball court	- 15 small rubber balls	
Theme Development 8'	Rolling a ball and then running: <ul style="list-style-type: none"> - Four to five students are divided into two groups, each standing four steps away from the partner and facing him/her. The first player in a group squats and rolls a ball to the opposing team before returning to the end of the line of his own team; After catching the ball, the first player in the opposite team rolls it back before returning to the back of his own team. After everyone has done this successfully three times, increase the distance between groups by a step and repeat ** Use appropriate force when rolling the ball	- The whole class is divided into seven groups, each with four to five students	- 7 small rubber balls	 
Assessment 17'	Students conduct first peer assessment <ol style="list-style-type: none"> 1. In pairs, observe if partner satisfies all assessment criteria (No pen and paper recording), give partner hints for rectification 2. Use the handbook for assessment 		- Assessment handbook - 30 pens	
Closing Activities 2'	<ol style="list-style-type: none"> 1. Pack up the equipment 2. Breathing deeply while walking around the basketball court once 			

** Teaching points

Lesson 3

	Contents	Venue	Equipment	Illustration
Warm-up Activities 5'	<ol style="list-style-type: none"> Go over the learning cues for catching a rolling ball Rolling between legs: one student stands with legs apart with another behind him/her with a rubber ball; the rear student rolls the ball through the legs of the front student who then runs forward to pick it up and returns the ball; after practising three times, they swap positions 	- Free combination in the basketball court	- 15 small rubber balls	
Theme Development 15'	Rolling a ball and running: <ul style="list-style-type: none"> Four to five students are divided into two groups, each stands four steps away from partner and faces each other After moving forward to catch a ball, the catcher passes it to the opposing team immediately before running to the end of the team Arranged as above, the distance between groups increases to eight steps Arranged as above, the distance between groups increases to 12 steps Arranged as above, the catcher has to walk two steps forward to catch the ball 	- The whole class is divided into seven groups, each with four to five students	- 7 small rubber balls	
Group Activities 10'	Meet new friends: <ul style="list-style-type: none"> In groups of five to six students, standing about eight steps apart in a circle with a rubber ball; one student rolls the ball with both hands to any position inside the circle while calling out the name of any student, who will move forward to catch the ball before retreating to his own position and sending it out again while calling the name of another student; and so on 	- The whole class is divided into six groups, each with five to six students	- 6 small rubber balls - 30 frisbees	
Closing Activities 5'	<ol style="list-style-type: none"> Pack up the equipment Breathing deeply while walking around the basketball court once 			

Lesson 4

	Contents	Venue	Equipment	Illustration
Warm-up Activities 5'	1. Traffic lights: <ul style="list-style-type: none"> Students pretend to be cars running freely in an open space and stop immediately when teacher holds up a red coloured band; they resume running when the teacher holds up a green coloured band 2. Grouping game <ul style="list-style-type: none"> Students walk or run slowly in an open space and form groups of the number assigned by teacher. (number for last round is four) 	- Free combination in basketball court	- One red and one green coloured band	
Theme Development 10'	One vs three passing: <ul style="list-style-type: none"> In groups of four with team leader four steps away and facing the other three members who stand in a line At the beginning, team leader facing the member in the middle, squats and rolls a ball with one hand to member on the left, who returns the ball to team leader after picking it up; team leader then passes the ball to the member in the middle and then to the right; after 3 rounds, change team leader Arranged as above, increase the standing distance 	- The whole class is divided into seven groups, each with four to five students	- 7 small rubber balls	
Assessment 10'	Students conduct second peer assessment <ol style="list-style-type: none"> In pairs, assess if peer satisfies all assessment criteria (No pen and paper recording), give peer hints for rectification Use the handbook for assessment 		- Assessment handbook - 30 pens	
Closing Activities 5'	<ol style="list-style-type: none"> Pack up the equipment Breathing deeply while walking around the basketball court once 			

Lesson 5

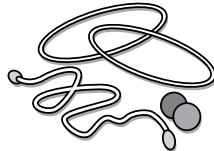
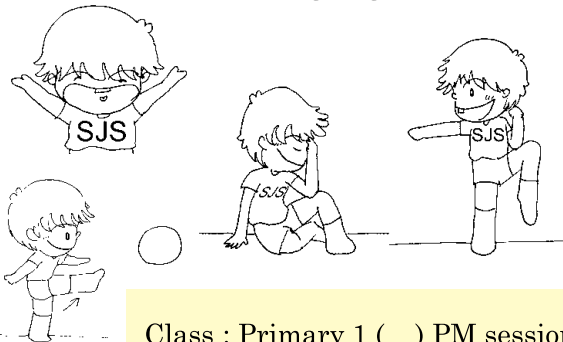
	Contents	Venue	Equipment	Illustration
Warm-up Activities 5'	1. Crows and tortoises <ul style="list-style-type: none"> - Safety lines are set at sideways of the basketball court; The whole class is divided into two groups: crows and tortoises. The two groups line up opposite each other along the centre line; both lining up at sideways of the centre line of the court; teacher calls out the name of one group and they chase the other; if anyone is caught before reaching the safety of home territory behind the line they join the opposing side 2. Grouping game: <ul style="list-style-type: none"> - Walk or run slowly in the open space and form groups of appropriate size when the teacher calls a number (last round is four) 			
Theme Development 13'	1. In groups of six, facing and lining up along the bench, where various coloured bands are hang 2. Roll the ball to hit the coloured bands (one point for a successful hit) 3. Arranged as above, increase the rolling distance	<ul style="list-style-type: none"> - The whole class is divided into seven groups, each with six students 	<ul style="list-style-type: none"> - 7 small rubber balls 	
Group Activities 10'	Number balls: <ul style="list-style-type: none"> - In groups of four (each assigned with a number), facing a wall and standing side by side - Roll a ball with both hands against the wall and let it rebound while calling the number of any player - The player being called moves forward to catch the ball, return and roll it to the wall while calling another number; and so on 		<ul style="list-style-type: none"> - 30 frisbees - 8 small rubber balls 	
Assessment 5'	Teacher conducts a summative assessment for students		<ul style="list-style-type: none"> - Assessment handbook 	



	Contents	Venue	Equipment	Illustration
Closing Activities 5'	<ol style="list-style-type: none"> 1. Pack up the equipment 2. Breathing deeply while walking around the basketball court once 			

(Source: Ms TO Wai-ling and Ms YANG Wing-nga, St. James' Primary School (PM); Content adapted from the Collaborative research & Development ("Seed") Projects 2001-2003 – The Study and Development of FM at Key Stage 1 (Primary 1 to 3))

The Learning Log of Fundamental Movement

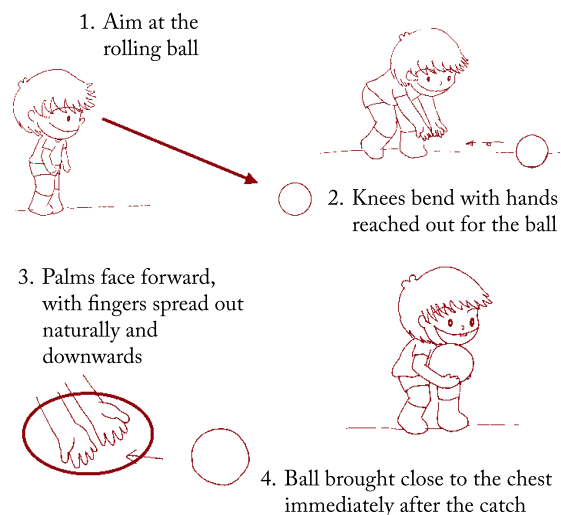
(Source: Ms TO Wai-ling and Ms YANG Wing-nga, St. James' Primary School (PM); Content adapted from the Collaborative research & Development ("Seed") Projects 2002 – 2004 – The Assessment of Fundamental Movement)

	 <p>S. K. H. St. James' Primary School (PM) "Fundamental Movement" Learning Log</p>  <p>Class : Primary 1 () PM session Name: _____</p>
--	--

<p>1st term of 2004-2005</p> <p>Kids Love Sports</p>  <p>Age: _____ Height: _____ m Weight: _____ kg</p>	 <p>My Favorite Sports</p> <div style="background-color: yellow; height: 200px; width: 100%;"></div> <p>Please use pictures, newspaper cuttings or wording for expression</p> <p style="text-align: right;">P.2</p>
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Catching a rolling ball

(Colour the movement that you have done best)



My overall performance: (Colour the appropriate number of faces that suits your performance best)

- 4: Fully successful
3: Mostly successful
2: Partly successful
1: Not yet successful



Primary 1* Assessment 1

Catching a rolling ball



Successful



Unsuccessful

Peer assessment
1 2

Teacher
assessment

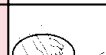
1. Aim at the rolling ball



2. Knees bend with hands reached out for the ball



3. Palms face forward, with fingers spread out naturally and downwards



4. Ball brought close to the chest immediately after the catch



Date of assessment:

Assessor (no.):

- 4: Fully successful
3: Mostly successful
2: Partly successful
1: Not yet successful

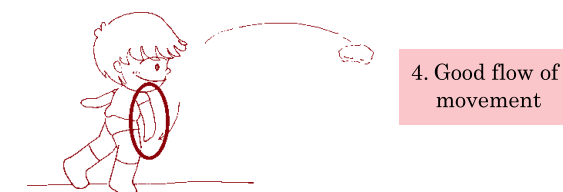
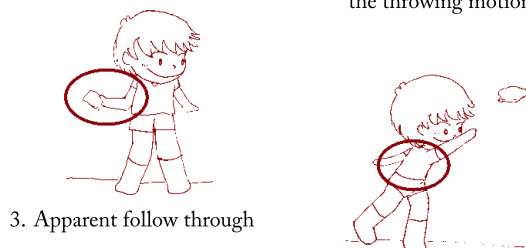
Task: Catch an approaching rolling volleyball with both hands; Emphasis - good judgement

P.4

Over-arm throwing a bean bag

(Colour the movement that you have done best)

1. Arm stretched backwards (with a bean bag) 2. Body twisting to the opposite side to strengthen the throwing motion



My overall performance: (Colour the appropriate number of faces that suits your performance best)

- 4: Fully successful
3: Mostly successful
2: Partly successful
1: Not yet successful



Primary 1* Assessment 2

Over-arm throwing a bean bag



Successful



Unsuccessful

Peer assessment
1 2

Teacher
assessment

1. Arm stretched backwards (with a bean bag)



2. Body twisting to the opposite side to strengthen the throwing motion



3. Apparent follow through



4. Good flow of movement



Date of assessment:

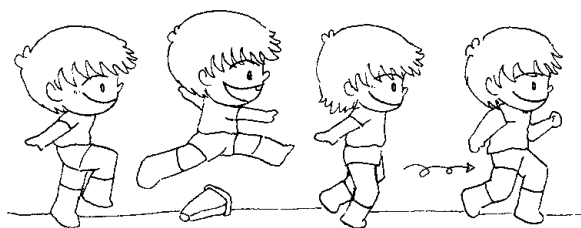
Assessor (no.):

- 4: Fully successful
3: Mostly successful
2: Partly successful
1: Not yet successful

Task: Hold a bean bag in one hand and throw it at shoulder height for a distance of 10 metres or more; Emphasis - quick movement

P.6

2nd term of 2004-2005



Height: _____ m

Weight: _____ kg



My Excellent Sports

Please use pictures, newspaper cuttings
or wording for expression

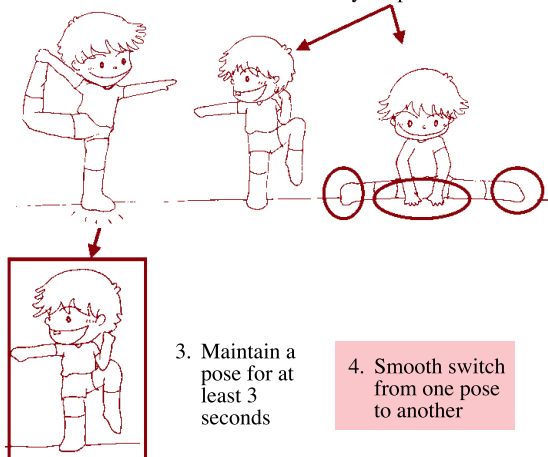
P.8

Single poses

(Colour the movement that you have done best)

1. Use different body parts
for weight bearing

2. Show at least 2 different
body shapes



3. Maintain a
pose for at
least 3
seconds

4. Smooth switch
from one pose
to another

My overall performance: (Colour the appropriate number of faces
that suits your performance best)

4: Fully successful
3: Mostly successful
2: Partly successful
1: Not yet successful



Primary 1* Assessment 3

Single poses



Successful
Peer assessment
1 2



Unsuccessful
Teacher
assessment

1. Use different body
parts for weight
bearing



2. Show at least 2
different body
shapes



3. Maintain a pose for
at least 3 seconds



4. Smooth switch
from one pose to
another





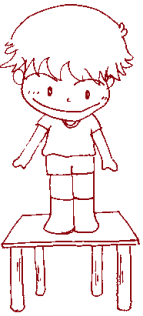















Date of
assessment:

Assessor (no.):










4: Fully successful
3: Mostly successful
2: Partly successful
1: Not yet successful

Task: Show five different poses sequentially; Emphasis –
using different body parts to bear weight

P.10

Landing (jump from hip joint height) (Colour the movement that you have done best)		Primary 1* Assessment 4			
		Landing (jump from hip joint height)		 Successful Peer assessment 1	 Unsuccessful Teacher assessment 2
1. Hands stretched out sideways for balance		1. Hands stretched out sideways for balance			
2. Well balanced in the air		2. Well balanced in the air			
3. Knees bend, landing steadily		3. Knees bend, landing steadily			
My overall performance: (Colour the appropriate number of faces that suits your performance best)		Date of assessment:		4: Fully successful 3: Mostly successful 2: Partly successful 1: Not yet successful	
4: Fully successful 3: Mostly successful 2: Partly successful 1: Not yet successful	   	Assessor (no.):		Task: Jump from a platform of the student's hip joint height; Emphasis - soft landing	

P.12

SJS Sports-related Values and Attitudes Examine the following figures and put a "✓" in the appropriate boxes to indicate the desirable behaviours.		
 <input type="checkbox"/> push and shove opponent	 <input type="checkbox"/> give encouragement to losers	 <input type="checkbox"/> give up when one is far behind the others
 <input type="checkbox"/> feel happy when teammates win	 <input type="checkbox"/> perform better than the opponent but lose; throw the bat down in protest	 <input type="checkbox"/> try one's best in competitions
 <input type="checkbox"/> scold teammates who play less well than you do	 <input type="checkbox"/> fight for equipment in case of insufficient equipment	 <input type="checkbox"/> congratulate opponents when they win
We have to: <ol style="list-style-type: none"> Obey the rules of the game Do our best Remember that friendship goes before winning 		

From Daddy and Mummy

Takes exercise on average _____ a week.

- ☐ 1-2 times
☐ 3-4 times
☐ 5-6 times

He/She _____

Appendix I: Pictorial Illustration of Assessment Criteria

Running

1. Arms bend and swing quickly



2. Heels kick backwards to the hip



Sliding

1. Eyes look forward, with body moving sideways



2. Show correct steps when sliding

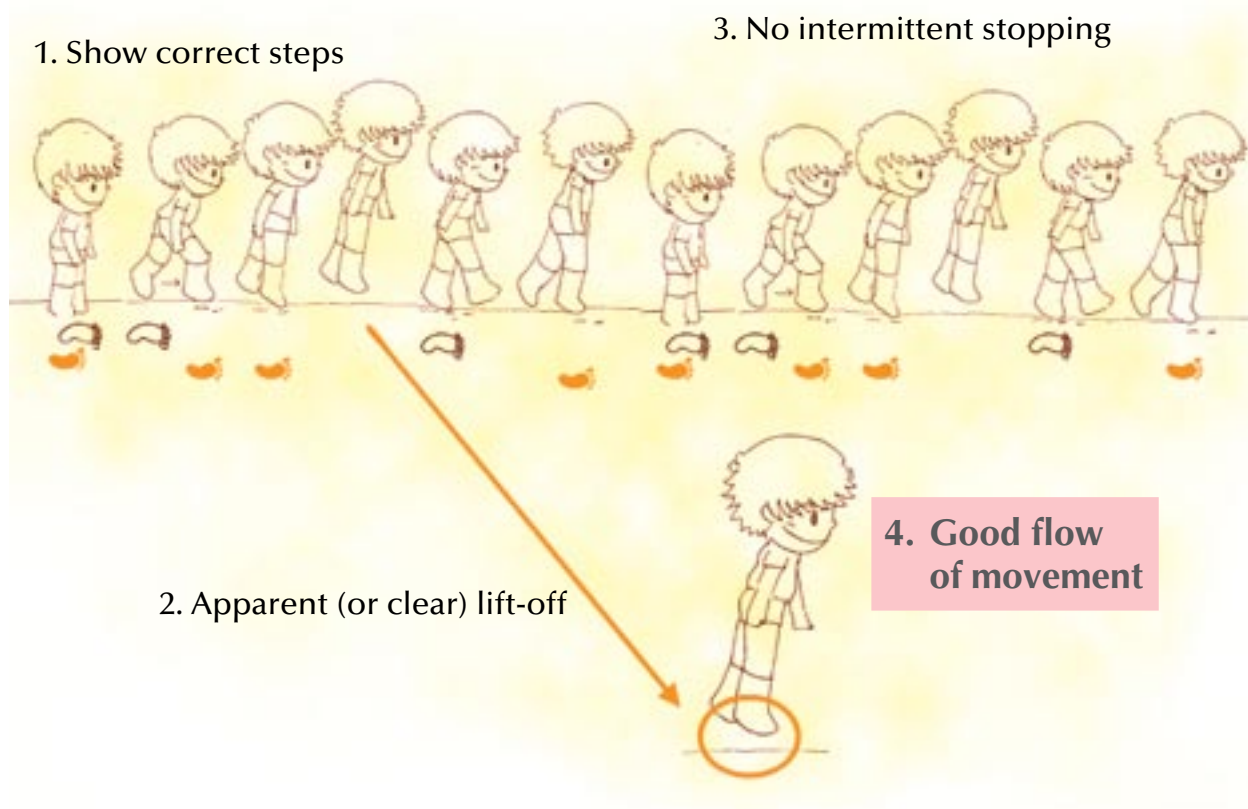


3. Apparent (or clear) lift-off



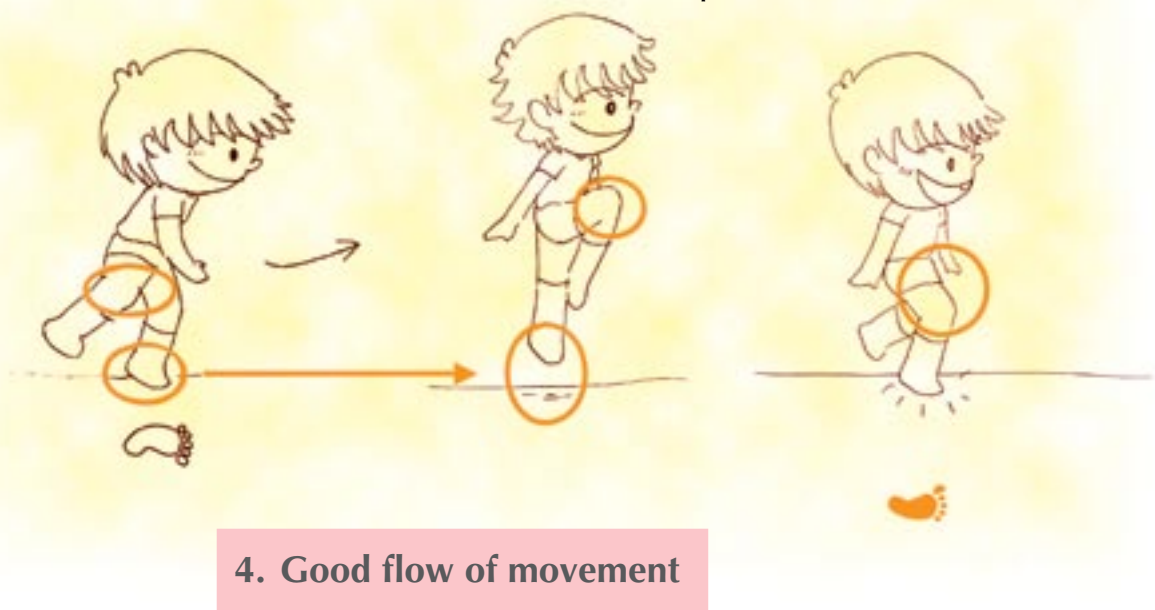
4. Body well balanced

Gallop



Step-hopping

1. Show correct steps
2. High and obvious knee-lift for the hop
3. Forceful step



Skipping

1. Show correct steps

2. Low knee-lift for the hop



3. Sole close to ground at the hop

4. Good flow of movement

Landing (jump from hip joint height)

1. Hands stretched out sideways for balance

3. Knees bend, landing steadily



2. Well balanced in the air

Dodging: direction changing, snap stop

1. Quick response

2. Knees bend while changing direction or in snap stop

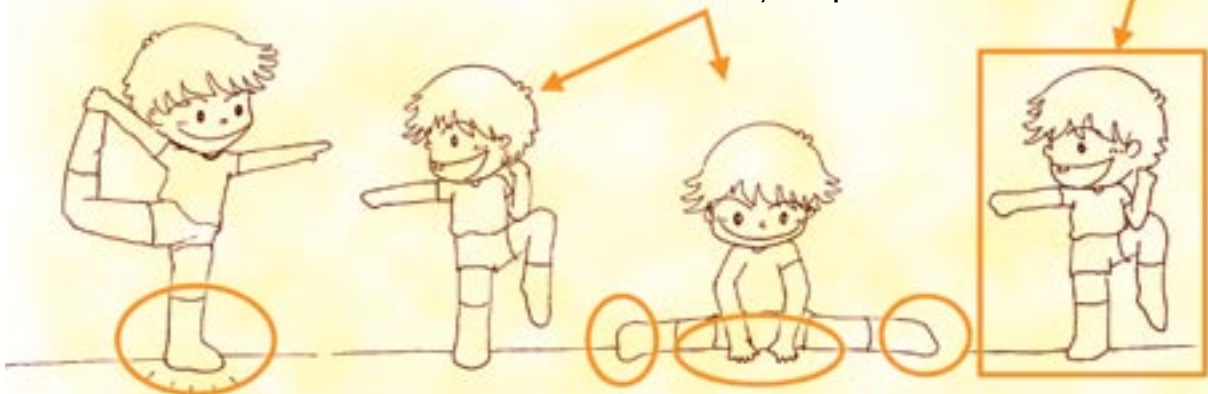


Single poses

1. Use different body parts for weight-bearing

3. Maintain a pose for at least 3 seconds

2. Show at least 2 different body shapes



4. Smooth switch from one pose to another

Under-arm rolling a ball

1. Arm straight and swinging downwards and backwards (with the ball)



2. Opposite leg stepping forward and bending



3. Arm straight and swinging downwards and forward, with the ball released at ground level

4. Good flow of movement

Catching a rolling ball

1. Aim at the rolling ball



2. Knees bend with hands reached out for the ball



3. Palms face forward, with fingers spread out naturally and downwards



4. Ball brought close to the chest immediately after the catch



Under-arm throwing a bean bag

1. Arm straight and swinging downwards and backwards (with a bean bag)

2. Opposite leg stepping forward and bending slightly

3. Arm straight and swinging downwards and forward with the bag released at waist to shoulder level

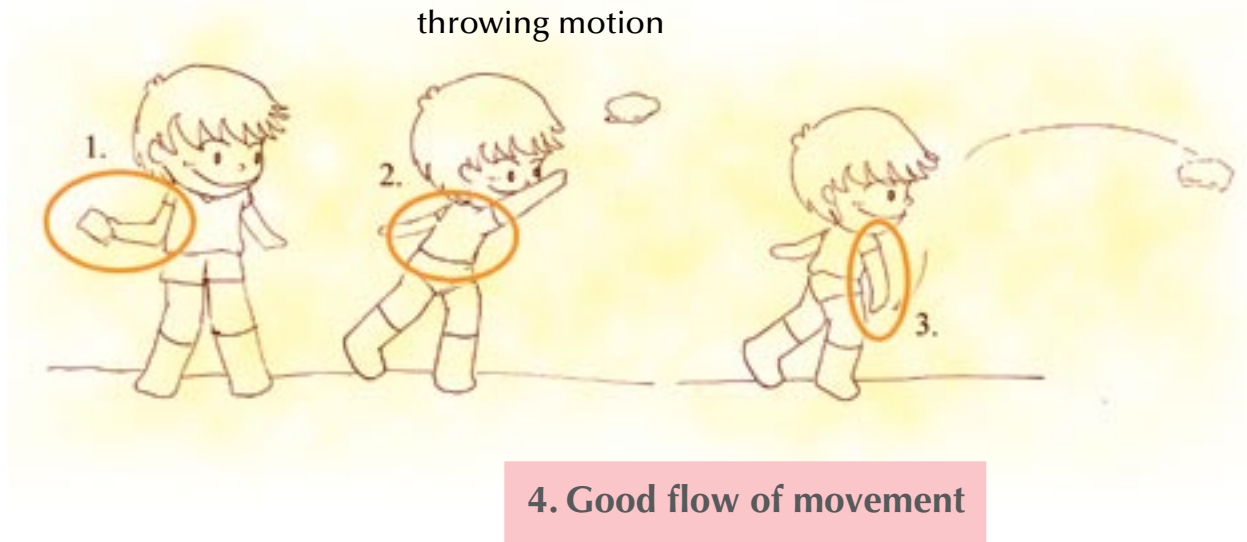


Over-arm throwing a bean bag

1. Arm stretched backwards (with a bean bag)

2. Body twisting to the opposite side to strengthen the throwing motion

3. Apparent follow through



Punting (a ball or a shuttlecock)

1. Kick the ball forward

2. Apparent follow through



3. Good flow of movement

Sprinting

1. Body leaning forward and eyes looking forward

2. Arms bending and swinging quickly



3. Heels kicking backwards to the hip

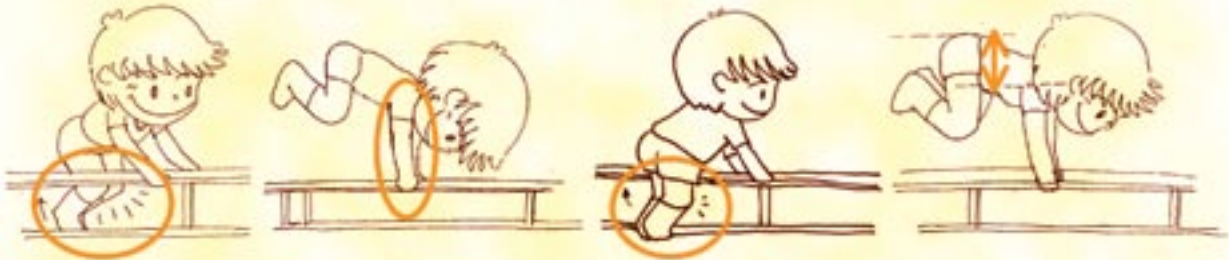


Bunny jump (along a bench)

1. Arms straight when bearing weight

2. Knees bending before the bounce

3. Hip lift higher than shoulders' level



4. No intermittent stopping

Standing high jump

1. Legs apart about the same as shoulder width

3. Arms swinging forcefully

5. Knees bending and feet landing in the take-off position



2. Knees bending before take-off

4. Body fully stretched during the flight

Standing long jump

1. Legs apart about the same as shoulder width



2. Knees bending before take-off



3. Arms swinging forcefully



4. Body fully stretched during the flight

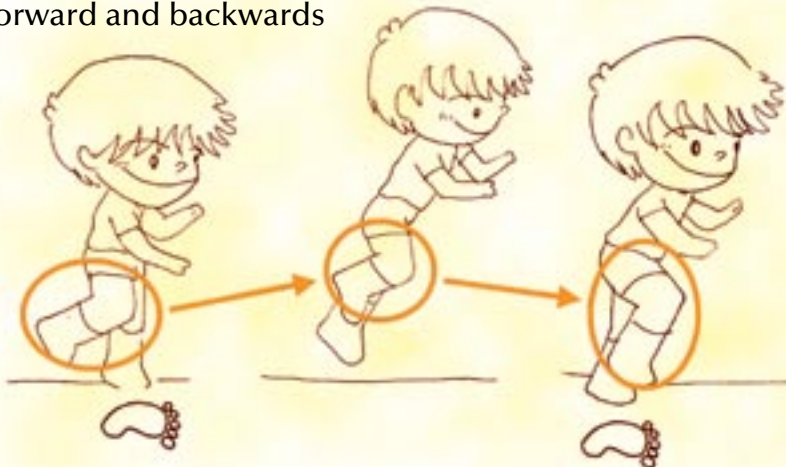


5. Knees bending, landing steadily



Hopping

1. Non-weight-bearing leg swinging forward and backwards



2. Arms bending and swinging forward and backwards



3. No intermittent stopping



Leaping

1. Show correct steps

2. Legs splitting and stretching forward and backwards during the flight



3. Land steadily and able to run forward afterwards

Sideward rolling

1. Legs apart slightly wider than shoulder width



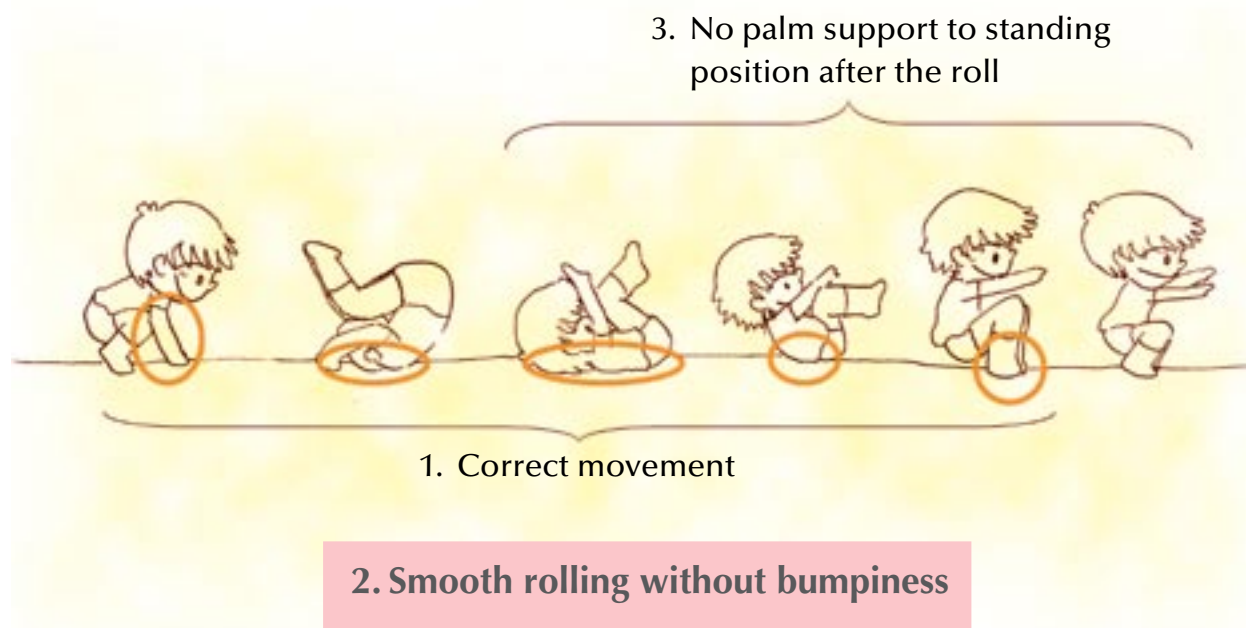
2. Face forward before and after rolling

3. Bear weight with palms or arms when falling

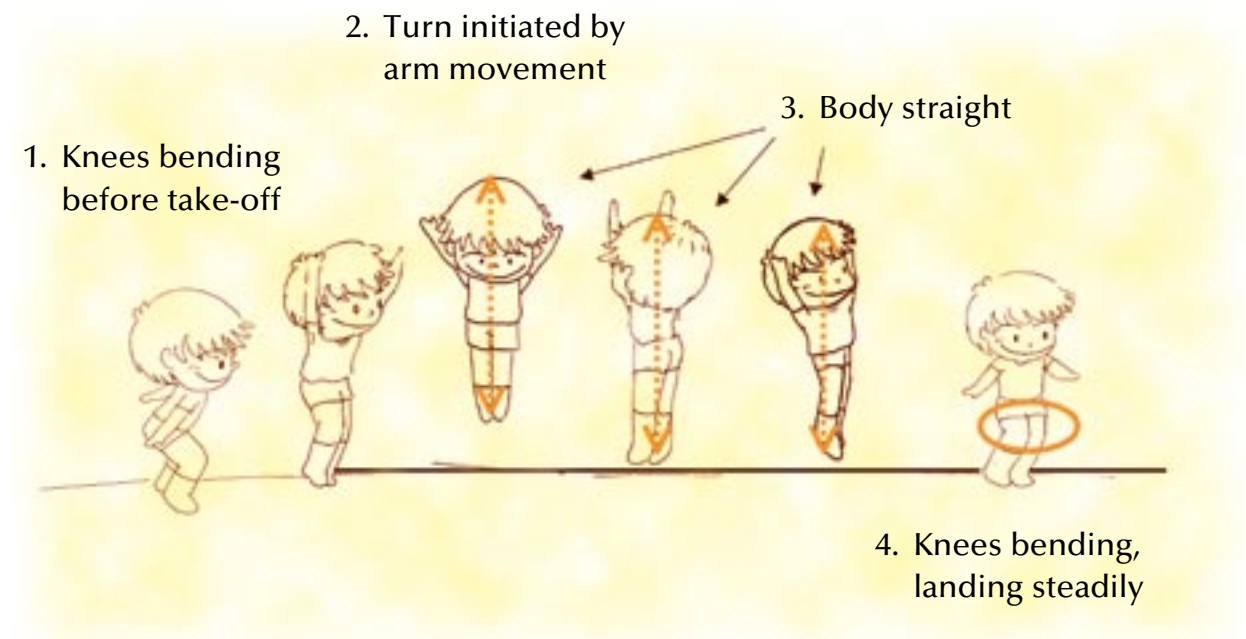


4. Smooth rolling without bumpiness

Forward rolling



Airborne turning



Single poses (with music)

1. Match music beats when changing poses



2. At least 3 different poses



3. Appropriate facial expressions



4. Good flow of movement

Rhythmic movement with partner

1. Movements match rhythm



2. Varied movements



5. Good flow of movement

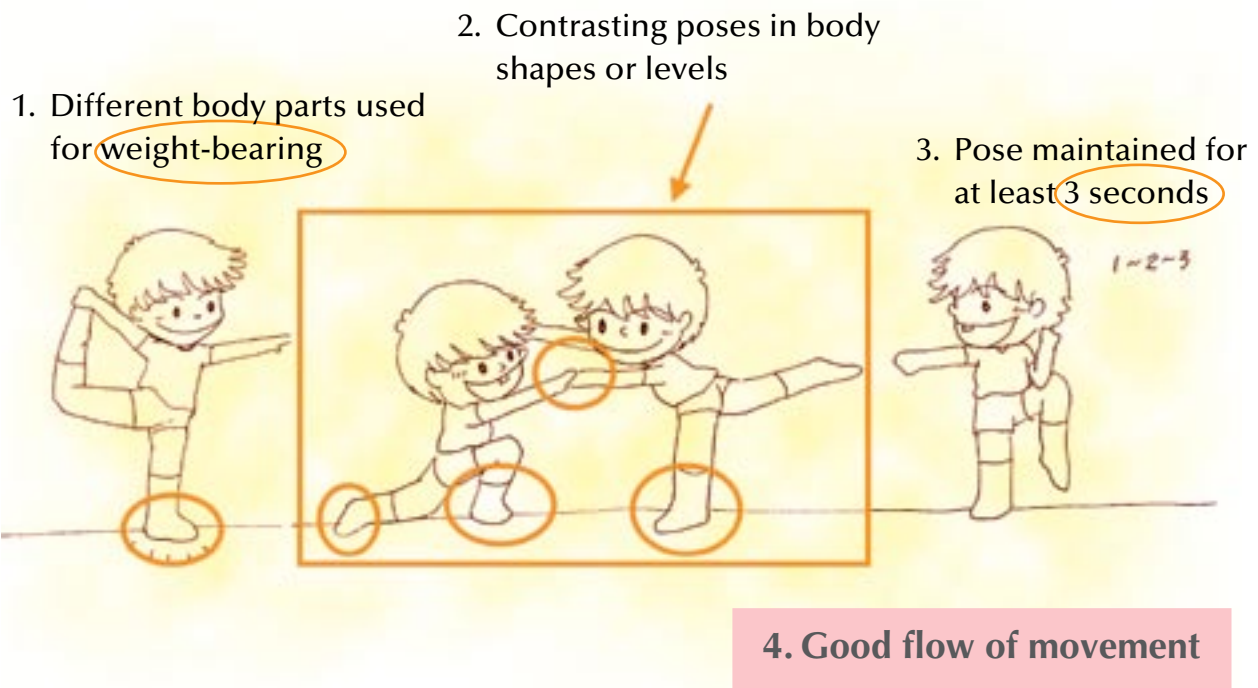
3. Apparent contrast in movements between partners



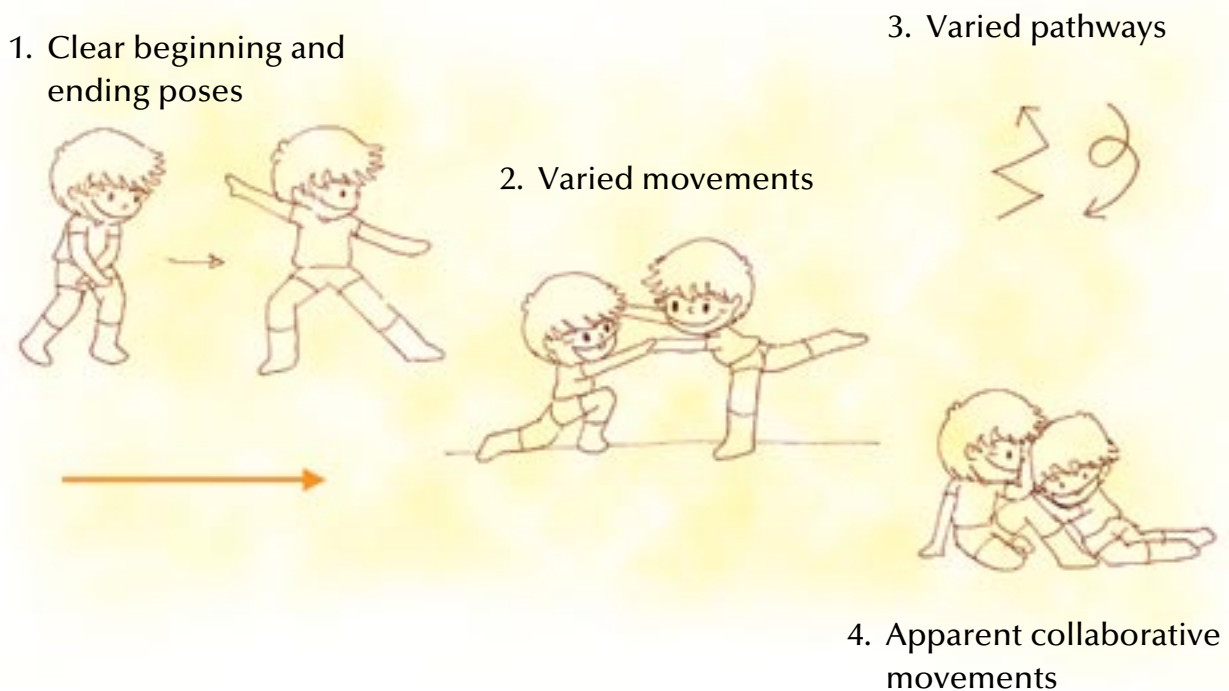
4. Appropriate facial expressions



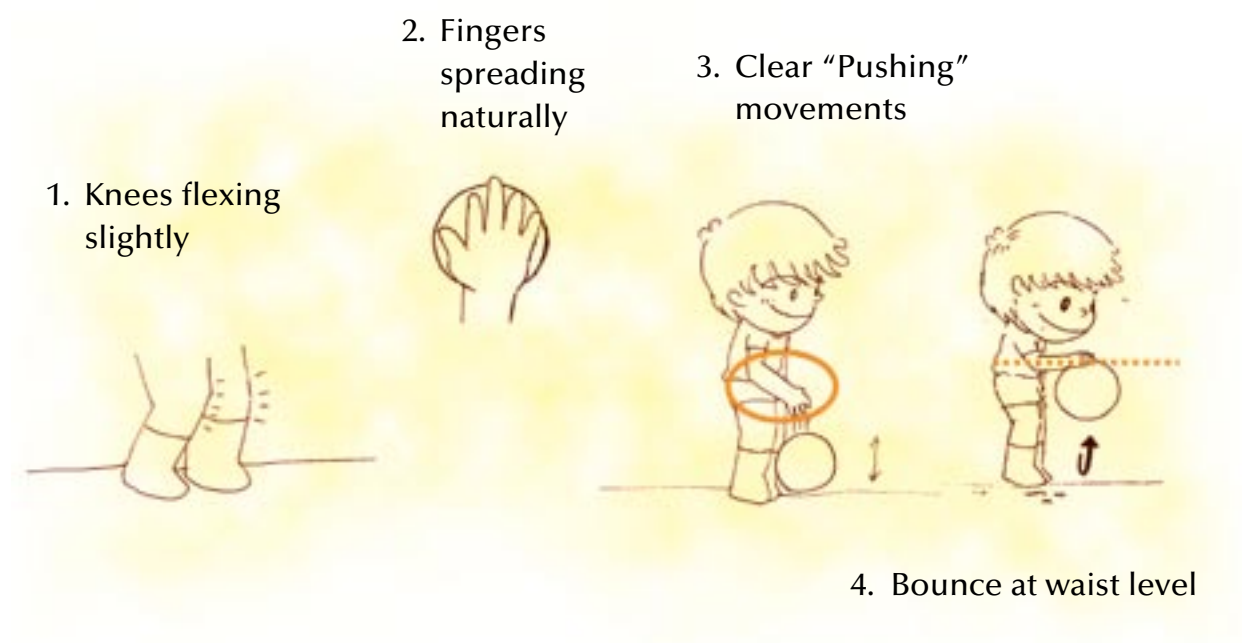
Duo poses



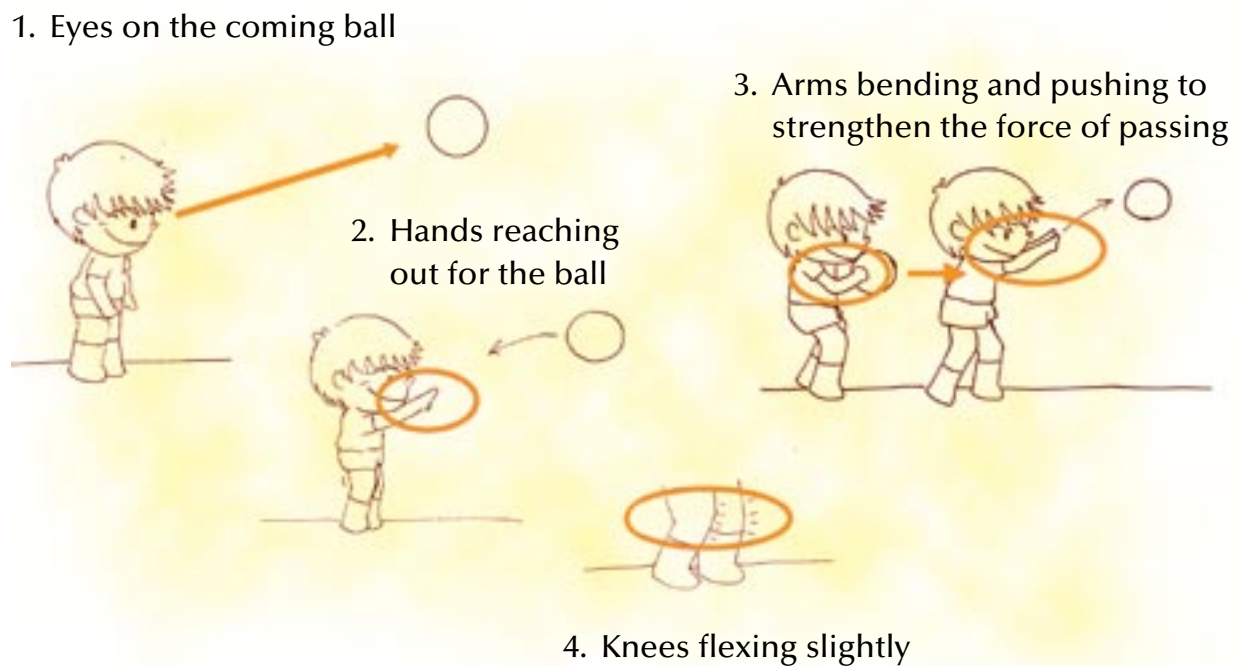
Movement sequence with partner



Bouncing



Passing and catching



Striking

2. Body twisting to the opposite side to strengthen the striking motion

1. Arm stretching backwards (with a bat)

3. Clear follow through



4. Good flow of movement

Kicking

1. Weight-bearing foot placed by the side of the ball

2. Kicking leg swinging backwards



3. Clear follow through

4. Smooth approach run

Dribbling (with foot)

1. Ball maintained within a distance of one to two steps from the foot

2. Head raised, looking forward



3. No intermittent stopping



4. Along the pathway as designated

Solo movement sequence

1. Clear beginning and ending poses



2. Varied movements



3. Varied pathways

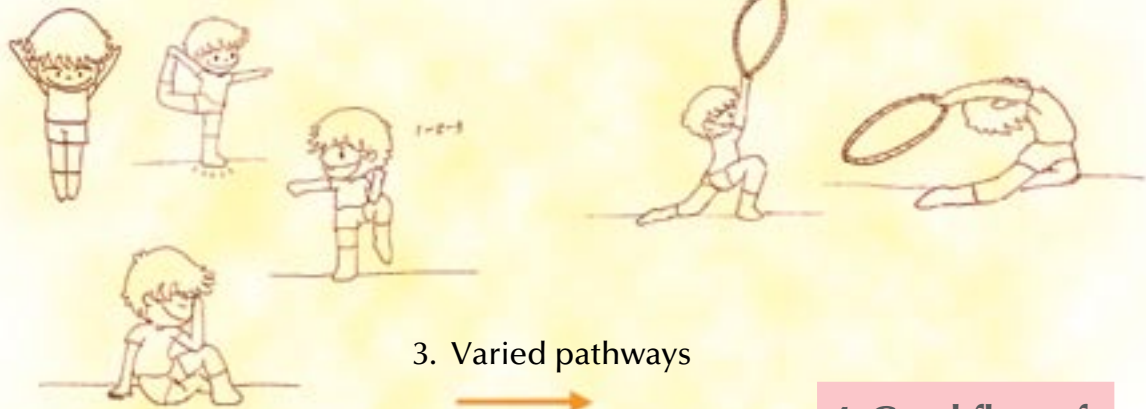


4. Good flow of movement

Solo movement sequence (with apparatus)

1. Clear beginning and ending poses

2. Varied apparatus



3. Varied pathways



4. Good flow of movement

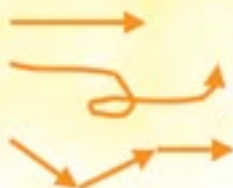
Solo movement sequence (with music)

1. Movements match rhythm

2. At least 3 different movements



3. Varied pathways



4. Good flow of movement

Rhythmic movement with objects

1. Movements match rhythm



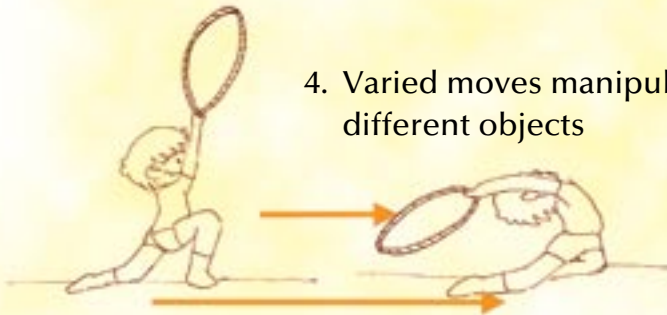
2. At least 3 different movements



3. Varied pathways



4. Varied moves manipulating different objects



5. Good flow of movement

Galloping



Successful



Unsuccessful

1st

2nd

3rd

4th

1.Show correct steps					
2.Apparent (or clear) lift-off					
3.No intermittent stopping					
4.Good flow of movement					
Assessor (no.)					

Task: Move 10 metres forward ; Emphasis - correct movement form

Step-hopping



Successful



Unsuccessful

1st

2nd

3rd

4th

1.Show correct steps					
2.High and obvious knee-lift for the hop					
3.Forceful step					
4.Good flow of movement					
Assessor (no.)					

Task: Move 10 metres forward ; Emphasis - correct movement form

Skipping



Successful



Unsuccessful

1st

2nd

3rd

4th

1.Show correct steps					
2.Low knee-lift for the hop					
3.Sole close to ground at the hop					
4.Good flow of movement					
Assessor (no.)					

Task: Move 10 metres forward; Emphasis - correct movement form

Landing

(jump from hip joint height)



Successful



Unsuccessful

1st

2nd












3rd

4th

1.Hands stretch out sideways for balance					
2.Well balanced in the air					
3.Knees bend, landing steadily					
Assessor (no.)					



















Task: Jump from a platform of the student's hip joint height; Emphasis - soft landing

Dodging: direction changing, snap stop

					
		Successful	Unsuccessful		
		1 st	2 nd	3 rd	4 th
1. Quick response					
2. Knees bend while changing direction or in snap stop					
Assessor (no.)					

Task: In pairs (student 1 and student 2) run around assigned area. Upon hearing the signal "1", student 1 runs to catch student 2, and on hearing '2', student 2 chases the other;
Emphasis - quick response and movement

Single poses

					
		Successful	Unsuccessful		
		1 st	2 nd	3 rd	4 th
1. Use different body parts for weight-bearing					
2. Show at least 2 different body shapes					
3. Maintain a pose for at least 3 seconds					
4. Smooth switch from one pose to another					
Assessor (no.)					

Task: Show five different poses sequentially; Emphasis – using different body parts to bear weight

Under-arm rolling a ball



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Arm straight and swinging downwards and backwards (with the ball)					
2. Opposite leg stepping forward and bending					
3. Arm straight and swinging downwards and forward, with the ball released at ground level					
4. Good flow of movement					
Assessor (no.)					

Task: Roll a small ball (about 10 cm in diameter) with one hand a distance of 10 m (the ball must not bounce); Emphasis - smooth movement

Catching a rolling ball



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Aim at the rolling ball					
2. Knees bend with hands reached out for the ball					
3. Palms face forward, with fingers spread out naturally and downwards					
4. Ball brought close to the chest immediately after the catch					

Task: Catch an oncoming and rolling volleyball with both hands; Emphasis - good judgement

Under-arm throwing (a bean bag)



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Arm straight and swinging downwards and backwards (with a bean bag)					
2. Opposite leg stepping forward and bending slightly					
3. Arm straight and swinging downwards and forward with the bag released at waist to shoulder level					
4. Good flow of movement					
Assessor (no.)					

Task: Throw a bean bag with one hand a distance of 10 metres or more; Emphasis - smooth movement

Over-arm throwing (a bean bag)



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Arm stretched backwards (with a bean bag)					
2. Body twisting to the opposite side to strengthen the throwing motion					
3. Apparent follow through					
4. Good flow of movement					
Assessor (no.)					

Task: Hold a bean bag with one hand and throw it at shoulder height a distance of 10 metres or more; Emphasis – quick movement

Punting **(a ball or a shuttlecock)**



Successful

















Unsuccessful

1st

2nd

3rd

4th

1.Kick the ball forward					
2.Apparent follow through					
3.Good flow of movement					
Assessor (no.)					

Task: Drop a volleyball or a shuttlecock from waist level and kick it a distance of 10 metres or more;
Emphasis – good judgment

Sprinting



Successful













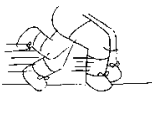




Unsuccessful

1st

2nd

3rd

4th

1.Body leaning forward and eyes looking forward					
2.Arms bending and swinging quickly					
3.Heels kicking backwards to the hip					
Assessor (no.)					

Task: Run 20 metres in a straight line; Emphasis - quick movement

Bunny jump (along a bench)



Successful



Unsuccessful

1st

2nd

3rd

4th

1.Arms straight when bearing weight					
2.Knees bending before the bounce					
3.Hip lift higher than shoulders' level					
4.No intermittent stopping					
Assessor (no.)					

Task: Do bunny jumps along a bench and move forward, with the feet landing alternatively on the left and right side of the bench; Emphasis - quick movement

Standing high jump



Successful



Unsuccessful

1st

2nd

3rd

4th

1.Legs apart about the same as shoulder width					
2.Knees bending before take-off					
3.Arms swinging forcefully					
4.Body fully stretched during the flight					
5.Knees bending and feet landing in the take-off position					
Assessor (no.)					

Task: With no run-up, jump forcefully upwards; Emphasis - body stretching

Standing long jump



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Legs apart about the same as shoulder width					
2. Knees bending before take-off					
3. Arms swinging forcefully					
4. Body fully stretched during the flight					
5. Knees bending, landing steadily					
Assessor (no.)					

Task: With no run-up, jump forcefully forward; Emphasis - body stretching

Hopping



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Non-weight-bearing leg swinging forward and backwards					
2. Arms bending and swinging forward and backwards					
3. No intermittent stopping					
Assessor (no.)					

Task: Move forward on one leg a distance of 5 metres; Emphasis - quick movement

Leaping



Successful



Unsuccessful

1st

2nd

3rd

4th

1.Show correct steps					
2.Legs splitting and stretching forward and backwards during the flight					
3.Land steadily and able to run forward afterwards					
Assessor (no.)					

Task: With a run-up of three to five steps, and a one-foot take-off go over a pyramid skittle lying flat on the ground; Emphasis – adequate splitting and stretching of legs

Sideward rolling



Successful



Unsuccessful

1st

2nd

3rd

4th

1.Legs apart slightly wider than shoulder width					
2.Face forward before and after rolling					
3.Bear weight with palms or arms when falling					
4.Smooth rolling without bumpiness					
Assessor (no.)					

Task: Fall sideways from a half squat, roll over on the back and resume a half squat;
Emphasis - smooth movement

Forward rolling



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Correct movement					
2. Smooth rolling without bumpiness					
3. No palm support to standing position after the roll					
Assessor (no.)					

Task: Fall forward from a squat, roll over on the back and hip and resume a squat;
Emphasis - smooth movement

Airborne turning



Successful



Unsuccessful

1st

2nd



















3rd

4th

1. Knees bending before take-off					
2. Turn initiated by arm movement					
3. Body straight					
4. Knees bending, landing steadily					
Assessor (no.)					























Task: Jump upwards and turn the body in the air 90 degrees or more; Emphasis - soft landing

Single poses (with music)

					
		Successful	Unsuccessful		
		1 st	2 nd	3 rd	4 th
1.Match music beats when changing poses					
2.At least 3 different poses					
3.Appropriate facial expressions					
4.Good flow of movement					
Assessor (no.)					

Task: Follow musical rhythm and switch from one pose to another; Emphasis - rhythmic sense

Bouncing

					
		Successful	Unsuccessful		
		1 st	2 nd	3 rd	4 th
1.Knees flexing slightly					
2.Fingers spreading naturally					
3.Clear "Pushing" movements					
4.Bounce at waist level					
Assessor (no.)					

Task: Stand stationary and bounce a ball on the ground as many times as possible;

Emphasis - good control of the ball

Passing and catching



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Eyes on the coming ball					
2. Hands reaching out for the ball					
3. Arms bending and pushing to strengthen the force of passing					
4. Knees flexing slightly					
Assessor (no.)					

Task: Catch an oncoming volleyball with both hands and then pass it ; Emphasis – good judgment

Striking



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Arm stretching backwards (with a bat)					
2. Body twisting to the opposite side to strengthen the striking motion					
3. Clear follow through					
4. Good flow of movement					
Assessor (no.)					

Task: Drop a tennis ball in front of the body and, when it bounces up, hit it 10 metres or more ;
Emphasis – good judgment

Kicking



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Weight-bearing foot placed by the side of the ball					
2. Kicking leg swinging backwards					
3. Clear follow through					
4. Smooth approach run					
Assessor (no.)					

Task: With a run-up of two to three steps, kick a placed volleyball 10 metres or more;

Emphasis - smooth movement

Dribbling (with foot)



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Ball maintained within a distance of one to two steps from the foot					
2. Head raised, looking forward					
3. No intermittent stopping					
4. Along the pathway as designated					
Assessor (no.)					

Task: Control a volleyball with the foot and move it along a designated pathway;

Emphasis – movement along the pathway as designated

Moving to music



Successful



Unsuccessful

		1 st	2 nd	3 rd	4 th
1.Sliding matches rhythm					
2.Galloping matches rhythm					
3.Step-hopping matches rhythm					
4.Skipping matches rhythm					
Assessor (no.)					

Task: Follow musical rhythm when performing locomotor skills; Emphasis - rhythmic sense

Solo movement sequence



Successful



Unsuccessful

		1 st	2 nd	3 rd	4 th
1.Clear beginning and ending poses					
2.Varied movements					
3.Varied pathways					
4.Good flow of movement					
Assessor (no.)					

Task: Show three different poses with locomotor skills in between; Emphasis - variety

Solo movement sequence (with apparatus)



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Clear beginning and ending poses					
2. Varied apparatus					
3. Varied pathways					
4. Good flow of movement					
Assessor (no.)					

Task: Show three different poses that involve using small apparatus and with locomotor skills in between;
Emphasis - variety

Solo movement sequence (with music)



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Movements match rhythm					
2. At least 3 different movements					
3. Varied pathways					
4. Good flow of movement					
Assessor (no.)					

Task: Follow musical rhythm and switch from one body movement to another;
Emphasis - rhythmic sense

Zone game



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Attack the open space of the opponent					
2. Adjust standing position to avoid the occurrence of open space on own side					
3. Communication between team members					
4. Devotion to the game					
Assessor (no.)					

Task: Can be any game; may refer to volleyball, badminton, tennis, table tennis, etc;

Emphasis - appropriate use of space

Confrontation game



Successful



Unsuccessful

1st

2nd

3rd

4th

1. Attack the open space of the opponent					
2. Intercept movements against the opponent					
3. Break-away movements against the opponent					
4. Communication between team members					
5. Devotion to the game					
Assessor (no.)					

Task: Can be any game; may refer to football, basketball, handball, captain ball, etc;

Emphasis - effective defence and offence movements

Appendix III: Skills List

- Learning and teaching activities may be varied by considering movement concepts (such as speed, direction, level, effort, pathway, space, relation with music and relation with objects), apparatus (such as bean bag, quoit, rubber ball, shuttlecock, cane, badminton shuttlecock and coloured band), or task requirements (such as high/low, distance, target, on spot/stationary, moving, run and stop and jumping over obstacles).
- Teachers may refer to “*Syllabuses for Primary Schools: PE (P1-6)*” published in 1995 by the Curriculum Development Council for some suggested activities.

Locomotor Skills

Overall Level		Suggested Activities
1	2	
<input type="radio"/>		Walking
<input type="radio"/>		Galloping
<input type="radio"/>		Skipping
<input type="radio"/>		Sliding
<input type="radio"/>		Step-hopping
<input type="radio"/>		Stop after walking
	<input type="radio"/>	Knee lift walking
	<input type="radio"/>	Marching
<input type="radio"/>	<input type="radio"/>	Forward running
<input type="radio"/>		Free running (space, directions)
	<input type="radio"/>	Knee-lift running on spot
	<input type="radio"/>	Knee-lift running
	<input type="radio"/>	Fartlek running
	<input type="radio"/>	Sprinting
<input type="radio"/>		Bouncing
<input type="radio"/>		Two feet to two feet jumping (forward, upwards)
<input type="radio"/>		One foot to two feet jumping (forward, upwards)
<input type="radio"/>		Two feet to one foot jumping (forward, upwards)
<input type="radio"/>		One foot to an other foot jumping (forward, upwards)
<input type="radio"/>		One foot to same foot jumping (forward, upwards)
<input type="radio"/>		Star jumping
<input type="radio"/>		Jumping from hip joint height(landing on both feet)

Overall Level		Suggested Activities
1	2	
	○	Continuous hopping
	○	Leaping on spot
	○	Leaping while running
	○	Standing high jump
	○	Standing long jump
	○	Rope skipping in tucked position
	○	Forward rope skipping (both feet)
	○	Forward rope skipping while running
	○	Single rope skipping (single foot, both feet)
	○	Rope skipping in pairs
	○	Side-by-side rope skipping (double/triple/multiple)
	○	Jumping over a rolling hoop
	○	Airbourn turning
	○	With approach, both feet take-off from spring-board, land on mats
	○	With approach, both feet take-off from spring-board, squat vault onto a box
	○	With approach, single foot take-off, both feet landing on mats (with certain height and distance for jumping, trunk extending in air)
	○	Squat vault onto a box from spring-board (three layer side box)
	○	Pulling whole body forward with hands on bench (fur seal crawling)
	○	Imitating animals (e.g. caterpillar, crab, tortoise) with hands and legs crawling
	○	Imitating animals (e.g. frog, spider) with hands as support
	○	Imitating horse kicking
	○	Imitating the hands at a clock moving clockwise
	○	Imitating bunny jumping

Stability Skills

Overall Level		Suggested Activities
1	2	
	○	Sideward roll
○		Straight body turning
○		Roll in tucked position (egg rolling)
	○	Forward roll in tucked position
	○	Backward roll in tucked position
	○	Forward roll twice in tucked position
	○	Straddle forward roll, end in tucked position
	○	Cartwheel
○		Various poses for balance (e.g. letters of the alphabet, shapes, animals, daily household items)
○		Various numbers of weight-bearing points
○		Copying partner's poses
	○	Airborne turning
	○	Using various body parts for weight-bearing
	○	Light leaps on bench
	○	In pairs, walking sideways and changing position with partner on bench
	○	Walking forward on bench balancing a bean bag on the head
	○	Using the top of bench: walking forward and backwards (single)
	○	Using the top of bench: pairs facing each other, walking forward and changing position with partner
	○	Using the reverse side of bench: walking forwards and backwards
	○	Using the reverse side of bench: walking sideways
	○	Using the reverse side of bench: half turn with both feet on bench
	○	Using the top of bench: single-foot balance (side/front scale balance)
○		Single-hand counter-balance
○		Both hands counter-balance
○		Leg counter-balance
○		Single-hand counter-tension
○		Both hands counter-tension
○		Leg counter-tension
○		Turning on spot
○		Twisting on spot
○		Making use of various parts of the body to create movements
	○	Combining elements like running, jumping, rolling and balancing
○		Making use of elements such as walking, running, jumping, rolling and balancing to create various thematic movements, e.g. robots, animals, etc
○	○	In groups of two for creation
○	○	More students in groups for creation

Manipulative Skills

Overall Level		Suggested Activities
1	2	
○		On spot, single-hand bouncing, both hands catching
	○	On spot, continuous single-hand bouncing
	○	On spot, continuous bouncing with alternate left and right hand
	○	Bouncing with left and right hand interval
	○	Bouncing while moving
	○	Bouncing while moving with a zig zag pathway
	○	Body squat bouncing
	○	Dribbling
	○	Slow running to dribble a ball
	○	Dribbling with alternate left hand and right hand
	○	Continuously bat on a shuttlecock with hands
	○	Use a short bat to bat on a shuttlecock continuously
	○	Partners use short bats in passing a shuttlecock
	○	Single hand hitting with racket
	○	Striking
○		Throwing and catching with both hands
○		Single-hand throwing, both-hand catching
○		(Partner) Throwing, catching with both hands
○		(Partner) single-hand throwing, both-hand catching
	○	Left/right-hand throwing, right/left-hand catching
	○	Single-hand throwing, single-hand catching
	○	(Partner) single-hand throwing, single-hand catching
	○	Single-hand throwing, single-hand pulling on
	○	Single-hand throwing, short stick pulling on
	○	Under-arm throwing and catching while running
○	○	Throwing light items forward
	○	Throwing and catching with a partner
	○	Shooting with both hands
	○	Shooting with single hand
	○	Over-arm throwing and catching while running
	○	Over-arm throwing to target

Overall Level		Suggested Activities
1	2	
○		Rolling and catching a ball with hands
○	○	Rolling and catching a ball with single hand
	○	(Partner) rolling and catching with both hands
	○	(Partner) rolling and catching with single hand
	○	Target rolling and catching
	○	Collecting and stopping a rolling ball (slowly rolling a ball forward, chasing forward to collect and stop it)
	○	In pairs, one rolling a ball with a hand, partner dribbling it back with inside of the foot
○		Kicking a ball with instep
○		Punting (ball/shuttlecock)
	○	Kicking a ball with instep (with approach)
	○	Receiving a ball with inside of the foot
	○	Kicking a ball with inside of the foot
	○	In pairs, moving a ball forward through passing
	○	Passing and catching while running
	○	Passing and catching while running (in different ways)
	○	Passing a small rubber ball against the wall, rebounding from the floor and catching it
	○	Passing a small rubber ball against a target on the wall, rebounding from wall and catching it
	○	Bouncing in pairs
	○	In groups of three, one standing in the middle, the other two bounce the ball through his/her legs

Strategy for Game Participation

Overall Level		Suggested Activities
1	2	
	○	Understand the basic strategy of zone game: Attack the open space of the opponent, defend and eliminate open space of own side, use feints and fake movements, etc
	○	Understand basic strategy of confrontation competition: Walk in favourable position to assist teammates, intercept the opponents and use feints and fake movements, etc