

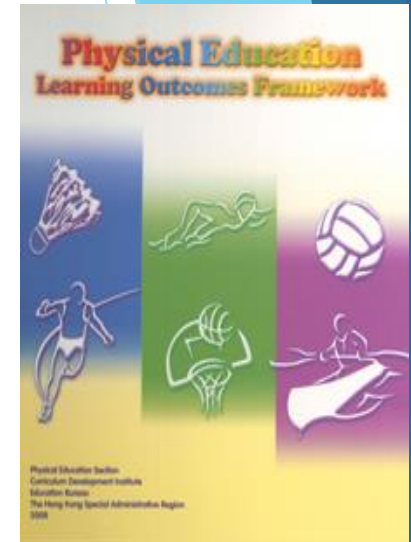
Hong Kong Physical Education Teachers Conference 2019 Responses

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(Physical Education)
Education Bureau

Assessment

Assessment Criteria: Forward Rolling

Overall Level	Movement/Skills	Assessment Criteria
2	Forward rolling	<ul style="list-style-type: none">• Correct movement• Smooth rolling without bumpiness• No palm support to standing position after the roll



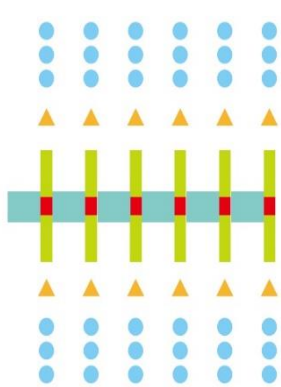
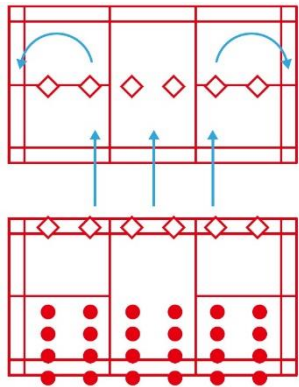
- ❑ Figures or Postures: well-proportioned, slender, strong
- ❑ Movement: proficient, unique, thrilling
- ❑ Expression: confident, devoted, enjoy

Aesthetic Sensitivity

Curriculum Planning

Lesson Plan

- Warm Up
- Key Learning Points / Skills Development
(e.g. Body Position, Movement Sequence, Timing.)
- Use of Spacing
- Arrangement of Teaching Aid / Equipment



The 11+

PART 1 RUNNING EXERCISES - 8 MINUTES

- 1 RUNNING STRAIGHT AHEAD
- 2 RUNNING HIP OUT
- 3 RUNNING HIP IN
- 4 RUNNING CIRCULAR PARTNER
- 5 RUNNING SHOULDER CONTACT
- 6 RUNNING QUICK FORWARDS & BACKWARDS

PART 2 STRENGTH - PLYOMETRICS - BALANCE - 10 MINUTES

LEVEL 1

- 7 THE BENCH STATIC
- 8 SIDEWAYS BENCH STATIC
- 9 HAMSTRINGS BENDBACK
- 10 SINGLE LEG STANCE HOLD THE BALL
- 11 SQUATS WITH POSE BARS
- 12 JUMPING VERTICAL JUMPS

LEVEL 2

- 13 THE BENCH ALTERNATE LEGS
- 14 SIDEWAYS BENCH RAISE & LOWER HIP
- 15 HAMSTRINGS INTERMEDIATE
- 16 SINGLE LEG STANCE TUCKING BALL WITH PARTNER
- 17 SQUATS WALKING LUNGES
- 18 JUMPING LATERAL JUMPS

LEVEL 3

- 19 THE BENCH ONE LEG LIFT AND HOLD
- 20 SIDEWAYS BENCH WITH LEG LIFT
- 21 HAMSTRINGS ADVANCED
- 22 SINGLE LEG STANCE TEST YOUR PARTNER
- 23 SQUATS ONE-LEG SQUATS
- 24 JUMPING BOX JUMPS

PART 3 RUNNING EXERCISES - 2 MINUTES

- 25 RUNNING ACROSS THE FITCH
- 26 RUNNING BOUNDING
- 27 RUNNING PLANT & CUT

KNEE POSITION CORRECT vs **KNEE POSITION INCORRECT**

F-MARC and **FIFA** logos are present at the bottom.

Knowledge and Practice of Safety

Learning and Teaching

Ball Games (e.g. Football)

- ❑ Active Learning Time / Activity Level
- ❑ Aerobic Capacity
- ❑ Agility
- ❑ Drill Practice / Modified Games



Athletics

- ❑ Speed
- ❑ Coordination
- ❑ Sequence of Movement

Health and Fitness



Sprinting

Overall Level	Learning Outcomes
3	Students are able to <ol style="list-style-type: none"> 1. coordinate their limbs. 2. be familiar with the starter's order. 3. swing their arms in rhythm.
4	Students are able to <ol style="list-style-type: none"> 1. coordinate their limbs. 2. swing their arms in rhythm. 3. react accurately to signals. 4. master the correct skills for a lunge finish.
5	Students are able to <ol style="list-style-type: none"> 1. master change of speed. 2. know about leg lift and leg thrust. 3. take the correct crouch start at the signal.
6	Students are able to <ol style="list-style-type: none"> 1. understand stride, stride frequency and running posture. 2. master the correct posture for the finish.
7	Students are able to <ol style="list-style-type: none"> 1. accelerate after the start and during the run.
8	Students are able to <ol style="list-style-type: none"> 1. know about leg drive and forward swing. 2. regulate speed.

Curriculum Planning & Learning and Teaching

Planning / Construct the Learning Environment

- ❑ Etiquette
- ❑ Respect the Opponents and the Judges
- ❑ Teammate Should Encourage and Help Each Other
- ❑ Friendship First, Competition Second



Sports-related Values and Attitude

Assessment Form 4

Name of assessor: WONG ManHong (30)

Date: 10/4 Class: 5A Name: CHAN Tai Man (5)

Assessment

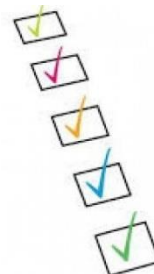
Learning Outcomes

- Assessment criteria
- Peer Assessment
- Self Assessment

Skills	Knowledge
<ul style="list-style-type: none"> • Revision and strengthening of the skills learnt • Application of tactics • Footwork 	<ul style="list-style-type: none"> • Development and history of basketball • Rules and regulations of the game • Terminology of basketball • Analysis of skills • Refereeing • Score keeping • Equipment and facilities

Items	Peer assessment		Self assessment		Teacher assessment (if necessary)			
	Lowest	Highest	Lowest	Highest	Lowest	Highest		
Passing and Catching <ul style="list-style-type: none"> • Pass the ball towards targets • Catch the ball firmly • Shoot towards target • Pass the ball to a moving partner 	1	2	3	4	1	2	3	4
	1	2	3	4	1	2	3	4
	1	2	3	4	1	2	3	4
	1	2	3	4	1	2	3	4
Generic Skills/Values and Attitudes <ul style="list-style-type: none"> • Execute the agreed tactics • Encourage and support partner 	Rarely	Frequently	Rarely	Frequently	Rarely	Frequently	Rarely	Frequently
	1	2	3	4	1	2	3	4
Violation <ul style="list-style-type: none"> • Travelling • Illegal dribble 	Yes	No	Yes	No	Yes	No	Yes	No
	Yes	No	Yes	No	Yes	No	Yes	No

*Please circle the appropriate answers



Knowledge of Movement

Conclusion

- **S**afe Environment for Learning and Teaching
- **H**igh Physical Activity Level
- **A**chieve the Six Strands in a Unit/ Term / School Year
- **R**eview Teaching Behaviour
- **E**nhance Students' Learning Effectiveness



Join Hands



