

Quality Education Fund
Application with Grant Sought Not Exceeding \$150,000
Part B: Project Proposal

Project Title	Project Number
Stretching students' potential and extending students' learning repertoire through the setting up of a Self-directed Learning Centre	2016/0301 (Revised)

Basic Information

Name of School / Organisation / Individual

Tung Wah Group of Hospitals Sun Hoi Directors' College

Beneficiaries

- (a) Sector: Kindergarten Primary Secondary Special (*Please tick*)
- (b) Students: 744 (in number)* and S1 to S6 (class level/age)
- (c) Teachers: 20 (Phase One), 57 (Phase Two) (in number)
- (d) Parents: _____ (in number)
- (e) Participating Schools (excluding applicant school): _____ (in number and types)
- (f) Others (please specify):
No. of SEN students: 48 (2015/16 school year) and 48 (2016/17 school year)
No. of High flyers: 51 (2015/16 school year) and 65 (2016/17 school year) from S1 to S6, 13 students were admitted to HKAGE.

Proposal

(I) Project Needs

- (a) Please state the aims of the project in clear and concise terms and elaborate how the proposed project could impact on school development.

- (1) To support students in developing their self-study and self-directed learning skills
- (2) To allow students of different learning needs (including SEN and gifted students) to set the pace, level and content of their work
- (3) To provide students easy access to resources ranging from reading texts of different disciplines and genres, exercises with answer keys to e-resources for learning

- (b) (i) What are the areas of the needs and priorities of the school?

- Enhance learning and teaching to facilitate students' knowledge on subjects / learning areas / generic skills development
- Promote students' social and emotional development
- Enhance school management / leadership and teachers' professional development / wellness

- (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).

- School development plan: Promoting self-directed learning to cater for learner diversity and enhancing the efficacy of teaching and learning has been one of our school's major concerns (as listed in our three-year School Development Plan 2015/16 to 2017/18). The English panel started implementing self-directed reading programme in junior form in the 2015/16 school year, providing students graded reading cards on different NSS elective modules (e.g. short stories, social issues, popular culture) to facilitate students' learning outside lesson time. However, the programme is mainly conducted during a 20-minute English Morning Reading Period per week. To extend the scale of the self-directed learning programme and provide students easy access to different learning resources (including LAC and STEM), a Self-directed Learning Centre is proposed to be set up to help students with different learning needs to enhance their reading skills and learn independently.

- Survey findings: _____. Questionnaire is conducted every year in junior forms to find out our students' learning preference. In 2015/16 school year, most of our students were Read/Write learners. In 2016/17 school year, most of our students were Visual learners.
- Literature review summary: _____
- Assessments on students' performance: _____
- Relevant experiences: _____
- Others (please specify) To stretch students who possess greater academic potential to achieve higher scores in public examination, our school has implemented the 'Aim High Fly High' Student Support Programme since the 2015/16 school year. Target students include the top 5 students in each subject (S2 to S6), current S6 elite students nominated by subject teachers or S2 to S5 elite students selected after term tests. Internal and external (including courses offered by HKAGE) academic development support will be provided by subject panels and Academic Committee.

- (c) Please elaborate the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices that will facilitate the development of the school to address the needs specific to its own context.

Our school is equipped with an LAC Room which houses over 100 DVDs, 400 English books and magazines related to English and the four LAC subjects (Mathematics, Integrated Science, History and Geography). At present, all materials can only be borrowed by teachers. Renovating the LAC Room, a Self-directed Learning Centre can be set up to provide easy accessible learning materials for students.

Since the implementation of WIFI900 in the 2015/16 school year, more e-learning materials are designed by English and LAC teachers. However, a common platform is needed to store all e-learning materials systematically to provide easy access to our students.

The existing Self-directed Learning Scheme at our school is designed by English Department and it only caters for senior form students. Under the current scheme, S4 to S6 students are encouraged to make use of reference books of international English examinations (e.g. _____) available at the school library.

It is hoped that with the launch of the new Self-directed Learning Centre, a wide variety of suitable, interesting and organised graded materials can be available for students of all forms and a more conducive learning environment can be created to facilitate self-directed learning.

(II) Project Feasibility

- (a) Please describe the design of the project, including:
- (i) Approach/Design/Activity

Background:

Since the implementation of LAC in 2012/13 school year, a LAC Committee consisting of members from English, Mathematics, Integrated Science, History and Geography Department was set up. The English Department has taken the lead to create a conducive English learning environment and worked closely with the four LAC subjects (Mathematics, Integrated Science, History and Geography) on curriculum mapping, professional sharing on the use of English as the medium of instruction (e.g. workshops and open-class peer observations) is also conducted by the English Department to support content subject teachers. The English Department and LAC Committee have rich experience in implementing innovative teaching pedagogies and are ready to take up challenges in adopting and promoting self-directed learning at school and thus, will be taking the lead in the proposed Self-directed Learning Centre Programme.

Physical Setting:

The Self-directed Learning Centre will be set up after renovating the current LAC Room (which is equipped with 10 desktop computers). It will be divided into three sections. The first section is the Resource Shelves: reference books and printed learning materials will be categorized according to subjects, natures and levels of difficulty. The second section is the self-study area: desks, and computers are provided for students to conduct self-study using printed or electronic learning materials available in the Centre. The third section is the circulation and portfolio area: a teaching assistant and three student helpers will be stationed at the Centre to provide immediate help to students and assist the shelving and circulation of learning materials. Students' portfolios will also be kept on the shelves near the circulation counter.

Self-directed Learning Resources:

The Self-directed Learning Centre is served as a big resource centre with all kinds of printed and electronic learning materials. In Phase One of the proposed project, nine subjects (English Department, LAC Committee and STEM Committee) will organise existing materials and provide at least 720 new learning materials with the aim to expose students to a variety of interesting English texts, raise students' awareness of language use in different content subjects taught in English, and enhance students' English standard. Resources and learning materials include English, LAC and STEM Reading comprehension, grammar, listening exercises, films (DVDs), past papers and reference books of international English examinations. Tailor-made worksheets based on texts on recommended LAC and STEM book lists (which are compiled by LAC and STEM teachers and have been purchased by the school library) will also be provided. Besides, learning materials on Chinese History (Basic Law), Chinese Language and Liberal Studies will also be provided to students. In Phase Two, all teaching staff will design new or modify existing learning materials for students.

All learning materials developed will match the identified topics in the school-based curricula of the subject involved. Each subject panel will identify three to five topics (per form) which are both necessary and interesting for students to conduct self-directed learning at their own pace. The topics chosen will be taught during regular lessons, while extra learning materials with different difficulties (e.g. depth and scope) will be designed for students to further their studies after school. Please refer to the table of deliverables on p.10 for topics chosen by subject panels.

Operation time of the Self-directed Learning Centre:

Self-directed Learning Centre will be open at lunch time (from 1:40 to 2:15p.m.) and after school until 6 p.m. every day.

Logistic:

Students must sign in and out on the logbook kept at the circulation counter. Loan record must be filled in if students would like to borrow any learning materials. All materials for lending may be borrowed for a period of 14 days.

Self-directed Learning Scheme:

A new and compulsory Self-directed Learning Scheme is designed for all students. In S1 to S4, students are encouraged to do at least ten self-directed learning exercises in a school year. Students can make their own choices on the types and levels of exercises they attempt; while the number of exercises can be adjusted and specific learning materials can be assigned to students according to students' individual needs by their English teachers. In S5 to S6, students must attempt ten self-directed learning exercises (all resources including past papers and reference books).

Each student will have a portfolio kept in the Self-directed Learning Centre. Students should file all the exercises they completed in the portfolio, which will be inspected by the project coordinators at the end of a school year. Records will also be shown on our school's Integrated Award Scheme Handbook to inform parents of their children's progress. Students from each form who complete more than the target number of learning materials will receive Certificates of Appreciation.

(ii) Key Implementation Details**Project period:** December 2017 to October 2019

Month / Year	Content / Activity / Event	Target Beneficiary/ Participants
December 2017	Phase One: Professional Development Programme on equipping teachers how to convert their teaching materials to both printed and electronic self-learning materials, design new reading and learning materials and self-study questions.	17 teachers (from nine different subjects). Teacher Librarian and Project Coordinators
December 2017 to February 2018	(1) Teachers involved in the project design graded self-learning materials (2) Purchasing ; and furniture used in Self-directed Learning Centre (3) Purchasing printed and online learning resources (4) Setting up of the Self-directed Learning Centre	
February 2018	Student Workshop on how to be an independent learner and introduction to the Self-directed Learning Centre	All students
	Training of Self-directed Learning Centre student helpers	15 student helpers
March 2018	Opening of the Self-directed Learning Centre	17 teachers, Teacher Librarian, Project Coordinators and all students
July 2018	Project Evaluation (Phase One)	Project Coordinators
July to August 2018	Teachers involved review existing self-directed learning materials, provide more new and challenging tasks and graded practices for students.	17 teachers, Teacher Librarian and Project Coordinators
September 2018 onwards	Phase Two: 57 teachers (from all subjects) adapt/ design printed and electronic self-directed learning materials for students.	57 teachers (All teaching staff)
October 2019	Project Evaluation (Phase Two)	Project Coordinators

(b) Please explain the extent of teachers' and/or principal's involvement and their roles in the project.

(i) Number of teachers involved and degree of input (time, types, etc.):

Phase One	
Teachers involved	Input
Project Coordinators (Vice Principal and LAC Coordinator)	- Monitoring and evaluating the effectiveness of the Self-directed Learning Centre Programme
Teacher Librarian	- Inventory and implementing activities that develop capable and independent student learners
Six English teachers	- Designing and tailoring graded self-directed learning materials
One Chinese History teacher (Basic Law)	
Four teacher representatives from LAC (Mathematics, Integrated Science, History and Geography)	
Four teacher representatives from STEM (Physics, Chemistry, Computer Literacy and Design and Technology)	
One Chinese teacher	
One Liberal Studies teacher	

Phase Two	
Teachers involved	Input
All teaching staff (57 teachers)	<ul style="list-style-type: none"> - Teachers involved in Phase One will disseminate their experience to their panel members and serve as resource teachers in their panels. - Under the whole school approach, all teaching staff will be involved in the Self-directed Learning Centre Programme

(iii) Roles of teachers in the project:

Leader

Co-ordinator

Developer

Service recipient

(c) Please provide the budget of the project and justify the major items involved.

Grant Sought: HK\$121,300

Budget Item*	Expenditure Detail		Justifications
	Item	Amount (\$)	
i) Staff	0.2 Teaching Assistant	Grant sought from OEF: $\$2415 \times 12$ months = \$28,980 <i>(\$123,165 including MPF will be paid by school)</i>	The teaching assistant will help: (1) help set up the system in the first two months of the implementation of the programme (2) manage clerical work involved in the design and adaptation of self-directed learning materials (for example, scanning, typing, sorting, photocopying of the tailor-made worksheets etc.) (3) support the Teacher Librarian in training student helpers
ii) Equipment	(1) 10 tablets (1) 6 computers	(1) Tablet PCs: $\$2928 \times 10$ = \$29,280 (1) Computers: $\$4500 \times 6$ = \$27,000	Tablets and computers are purchased for students to access online learning materials designed by teachers or online courses/ programmes offered by other service providers. *OEF Fund is needed to purchase IT equipment since STEM grant and I.T. grant received by the school was spent on hiring teaching staff to develop STEM curriculum.
iii) Service	Online learning resources	Online learning resources: \$16,000	Purchase of different online resources: - Online Encyclopedia/ readers - Language learning resources (e.g. etc.)
iv) General Expense	(1) Books (2) Audit fee	(1) Books: \$15,040 (2) Audit: \$5,000	Books of different genres and levels are purchased for students.
Total Grant Sought (\$):		\$121,300	

(III) Expected Project Outcomes

(i) Please describe how to evaluate the effectiveness of the project;

Observation:

Phase One: Over 80% of S1 to S3 students visit Self-directed Learning Centre at least 5 times in the second term of 2017/18 school year.

Phase Two: Over 80% of S1 to S3 students visit Self-directed Learning Centre at least 10 times; and over 80% of S4 to S6 students visit the Centre at least 5 times in the 2018/19 school year. Data can be drawn from the logbooks/ loan records filled in by students.

Focused group interviews: _____

Pre- and post-project surveys: Questionnaires for both teachers and students are conducted at the end of Phase One and Phase Two of the project. Students will rate the usefulness and accessibility of learning materials provided in the Self-directed Learning Centre; and comment on whether they think they take more initiative in their own learning (being an independent learner). Students will also be asked to suggest types of learning materials they are interested in/ they find more useful to enhance their learning to the project coordinators.

On the other hand, the project team will collect teachers' views on the achievement of the project. Teachers will rate the extent their students have shown initiatives in learning independently (e.g. Do students prepare for their lessons beforehand? Do students take the initiative to do research before their lessons and look for information related to the lesson after school?)

Performance change of students in assessment: _____

Others (please specify)

(a) Inspection of the variety, quality and quantity of self-directed learning resources provided.

(b) Regular inspection of students' Self-directed Learning Portfolios.

The evaluation plan in details:

Success criteria:

1. Student participation:

- Over 80% of S1 to S3 students visit the centre at least 5 times in the second term of 2017/18.
- Over 80% of S1 to S3 students visit Self-directed Learning Centre at least 10 times; and over 80% of S4 to S6 students visit the Centre at least 5 times in the 2018/19.

2. Pre- and post-project surveys:

- 80% of students agree that the learning materials are easily accessible and useful for their learning.
- 80% of students agree that they prepare for their lessons and voluntarily make use of the materials provided in the centre to consolidate or further their learning.
- 80% of teachers agree that their students prepare for their lessons after the commencement of the self-directed learning centre.

3. Inspection of learning resources:

- 80% of students agree that there are enough learning materials provided for them.
- 80% of students agree that they can find learning materials that cater for their learning needs and levels.
- 720 (printed and electronic) learning materials are provided by the end of 2017/18.
- 2160 (printed and electronic) learning materials are provided by the end of 2018/19.

4. Inspection of students' self-directed learning portfolio:

- 80% of students keep their self-directed learning record regularly. The records will be checked by the Teaching Assistant once a month to note down the number of learning materials read and used by students per month.

(ii) Please state the project deliverables or outcomes.

Learning and teaching materials

Phase One (Providing a total of 720 graded e-learning and printed materials in the 2017/18 school year for S1 to S6):

➔ All subjects involved will provide a total of 720 graded e-learning and printed materials (120 per form, 10 from each subject)

Phase Two (Providing a total of 1440 new graded e-learning and printed materials in the 2018/19 school year for S1 to S6):

➔ All subjects involved will refine the existing materials and design 240 more graded materials for each form (a total of 1440 new materials in the 2018/19 school year).

➔ The total number of learning materials is 2160 by the end of Phase Two.

Resource package

DVD

Others (please specify) _____

Report Submission Schedule

My school commit(s) to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/12/2017 - 30/11/2018	31/12/2018	Interim Financial Report 1/12/2017 - 30/11/2018	31/12/2018
Final Report 1/12/2017 – 31/10/2019	31/1/2020	Final Financial Report 1/12/2018 – 31/10/2019	31/1/2020

Example of Lesson Plan (S1 English Language)

Lesson Plan

Class:	1AB3
Time :	8:40 – 10:00 a.m. (Period 1 and 2)
Topic:	School Life (Sports Day)
Learning Objectives:	Students are able to: *practice the four skills: Reading, Writing, Listening and Speaking *make use of the target vocabulary in their presentation
Other Learning Objectives:	Students are able to: *use IT devices (e.g. answering questions using _____, brainstorming ideas on _____ – self-directed learning before lesson) *interact with others and exchange ideas in discussion
Language Focuses:	*Past tense is used to describe Sports Day events *Phrases/ Expressions used in discussion
Students' Prior Knowledge:	Students: *have attended the Inter-house Sports Day *know how to use mind mapping softwares or apps such as _____ to present information (self-directed learning – a brainstorming activity before lesson)
e-Resources and other teaching materials:	* _____ (self-directed learning – a platform for e-resources to be read before and after lesson) * _____ * _____ (self-directed learning before lesson)

Procedures:

Lead in (5 minutes)	<ul style="list-style-type: none"> • Invite students to share their Sports Day experience e.g. Did you enjoy your first Sports Day in Sun Hoi? Which is the most memorable event? 	<ul style="list-style-type: none"> • Elicit students' prior knowledge about Sports Day (Teacher can instruct students to watch a video on different events held on Sports Day before the lesson to help weaker students acquire basic vocabulary and get students more familiar and prepared for the topic. All students share their answers on _____ page) <p style="text-align: center;"><u>QR code to the video</u></p>
Brainstorming (5 minutes)	<ul style="list-style-type: none"> • Ask students to work in pairs: <ul style="list-style-type: none"> ➔ brainstorm 10 vocabulary items related to Sports Day on worksheet (p.1) ➔ write their answers on blackboard 	<ul style="list-style-type: none"> • Recall students' memory of what they did/saw on Sports Day

Vocabulary input (15 minutes)	<ul style="list-style-type: none"> • Use _____ to show students target vocabulary on: <ol style="list-style-type: none"> (1) Field events (2) Track events (3) People and their roles on Sports Day • Ask students to jot down new vocabulary on worksheet (p.1-2) 	<ul style="list-style-type: none"> • Arouse students' interest and motivate them with visual stimulus • Teach students target vocabulary which will be used in the discussion and writing task
Quiz on Vocabulary on Kahoot (10 minutes)	<ul style="list-style-type: none"> • Instruct students to visit the _____ website • Give instructions and explain how the quiz runs • Ask students to participate in the quiz 	<ul style="list-style-type: none"> • Reinforce students' understanding and use of target vocabulary • Provide listening element • Give students visual input on reasons to do sports
Discussion - In groups of 3/4 (12 minutes)	<ul style="list-style-type: none"> • Ask students to focus on worksheet (p.3) • Set the situation for the discussion • Explain what students have to talk about in the discussion: <ol style="list-style-type: none"> (1) Which three events S1 students love the most and why (2) What S1 students can learn by taking part in the Sports Day events (3) How most S1 students feel about their first Sun Hoi Sports Day • Allow students to search for relevant ideas/vocabulary items online • Tell students to post their group's ideas on _____ <p>(Students make use of IT and work independently without the help of teachers to gather relevant information)</p>	<ul style="list-style-type: none"> • Allow students to practise their discussion skills • Give students chance to use target vocabulary in context
Presentation (15 minutes)	<ul style="list-style-type: none"> • Invite each group to present their ideas in front of the class with the help of their notes on _____ • Give feedback on students' ideas 	<ul style="list-style-type: none"> • Allow students to practise their presentation skills • Encourage formative assessment • Provide instant feedback
Self-directed Learning and Assignment	<ul style="list-style-type: none"> • Instruct students to collect information on what athletes should do to prepare for the Sports Day (See Appendix 2) • Assign students to finish the writing plan at home (Worksheet p.4) 	

Themes/ Topics of Learning Materials

Subjects	Themes/ Topics of Self-directed Learning Materials	
	Junior Forms	Senior Forms
English Language	<ol style="list-style-type: none"> 1. School life 2. Teen life 3. Travelling 4. Culture around the world 5. Work and Technology 	<ol style="list-style-type: none"> 1. Workplace English 2. HKDSE past papers on different sections 3. Assorted Grammar Exercises 4. IELTS practice/ past papers 5. SAT practice/past papers
Mathematics	<ol style="list-style-type: none"> 1. Algebra 2. Inequalities 3. Trigonometry 	<ol style="list-style-type: none"> 1. Assorted short questions in HKDSE Mathematics paper (1) 2. Functions and Graphs 3. Polynomials 4. Variations 5. Locus and circles
Chinese Language	<ol style="list-style-type: none"> 1. 景物描寫 2. 敘事說理及中國文化 3. 描寫文及中國的發展 4. 孝道及敘物抒情 	著名作家文章: <ol style="list-style-type: none"> 1. 蘇軾 2. 龍應台 3. 沈松勤
Chinese History	<ol style="list-style-type: none"> 1. 基本法 2. 兵馬俑 3. 三國時期 4. 商朝 	<ol style="list-style-type: none"> 5. 基本法 6. 清朝 7. 隋唐治世 8. 中華人民共和國成立至二十世紀末
Integrated Science	<ol style="list-style-type: none"> 1. Cells and Human Reproduction 2. Energy 3. Making use of Electricity 4. Common Acids and Alkalis 5. Water 	Chemistry: <ol style="list-style-type: none"> 1. Characteristics reactions of alkalis 2. Chemical equilibrium 3. Nanomaterials Biology: <ol style="list-style-type: none"> 1. Basic genetics 2. Respiration 3. Photosynthesis Physics: <ol style="list-style-type: none"> 1. Momentum 2. Change of State (Heat and Gases) 3. Nature and properties of Waves
History	<ol style="list-style-type: none"> 1. Early civilization 2. Growth and development of HK up to the early twentieth century 3. The two World Wars 	<ol style="list-style-type: none"> 1. Modern World: international cooperation 2. Modernisation and Transformation of China 3. International economic cooperation
Geography	<ol style="list-style-type: none"> 1. Sustainable urban environment 2. Food problem 3. Trouble of water 	<ol style="list-style-type: none"> 1. People-environment interrelationship 2. Natural Disasters and their effects 3. Rivers and coasts 4. Manufacturing industry of Hong Kong
STEM	<ol style="list-style-type: none"> 1. Popular scientists 2. Inventions 3. Simple Programming 	Nil
BAFS	<ol style="list-style-type: none"> 1. Accounting equation 2. MPF 3. Forms of Business Ownerships 	<ol style="list-style-type: none"> 1. Double Entry 2. Depreciation and Disposal 3. Cost concepts 4. Partnership Accounts 5. Trial Balance
Economics	<ol style="list-style-type: none"> 1. The economy of Hong Kong 2. Smart Manufacturing 3. Entrepreneurial spirit 	<ol style="list-style-type: none"> 1. Business cycle 2. Economic growth and development 3. Production periods

Appendix 1: Worksheet

TWGHs Sun Hoi Directors' College
English Language
Theme: School Life - Sports Day (To be used in lesson)

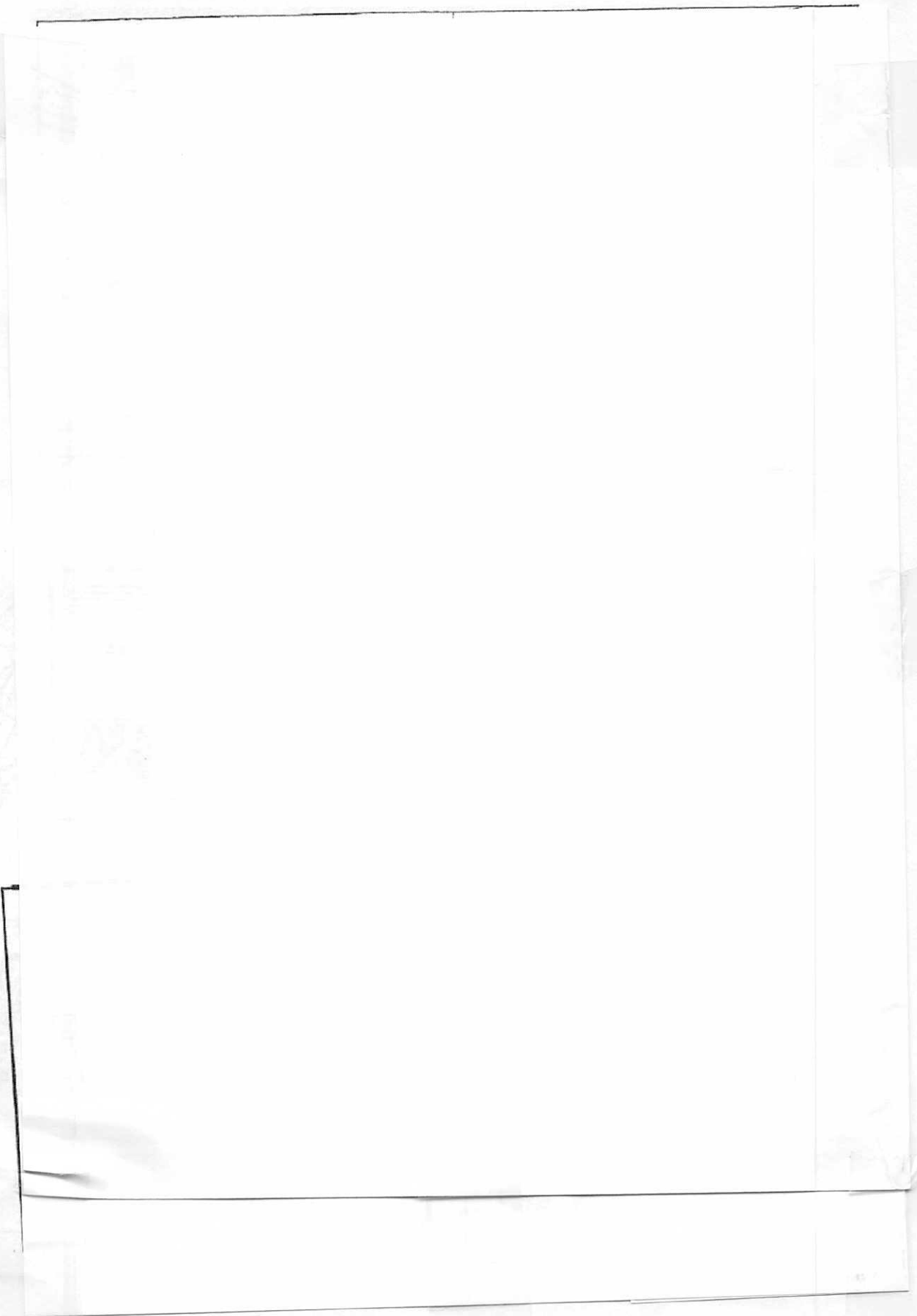
Task 1: Brainstorming

Work in pairs, list 10 vocabulary items related to Sports Day:

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Task 2: Useful Vocabulary

Please jot down some new vocabulary here:



Task 3: Group Interaction

(Preparation: 3 minutes; discussion and posting ideas: 9 minutes)

The editorial team of your school magazine is inviting S1 students to submit articles on their first Sun Hoi Sports Day. You and two other classmates decide to write an article for the school magazine. You are now discussing with your classmates about your article.

In your discussion, you may include:

- how most S1 students feel about their first Sun Hoi Sports Day
- which three events S1 students love the most and why
- what S1 students can learn from taking part in Sports Day
- anything else that you think is important

You may begin by saying:

We are going to submit our article on Sports Day. Let's start talking about how most S1 students feel about their first Sun Hoi Sports Day...

Writing task: An article on my first Sun Hoi Sports Day (250 words)

You are writing an article on your first Sun Hoi Sports Day for the school magazine. Plan your article below.

Title	
Introduction	<ul style="list-style-type: none">- When and where was the Sports Day held?- Weather?
Body paragraphs	<ul style="list-style-type: none">- What are the three events that S1 students love the most? How many S1 students joined it? Why did they love the events? (i) _____ (ii) _____ (iii) _____
	<ul style="list-style-type: none">- How did most S1 students feel about their first Sun Hoi Sports Day?
	<ul style="list-style-type: none">- What have S1 students learnt from their first Sun Hoi Sports Day?
	<ul style="list-style-type: none">- Tips for students to prepare for the Sports Day
Conclusion	

Appendix 2: Self-directed Learning Material

TWGHs Sun Hoi Directors' College
English Language

Theme: School Life - Sports Day (To be used as Self-directed Learning Materials)

Tips on getting good result on Sports Day!

Everyone wants to excel in Sports Day and winning a game is great! However, if you don't prepare, your health could be at risk. Please continue reading for more information.

1. Go to bed early so you can get a good rest. Try to get at least an extra hour of sleep. If you can, take a 10-20 minute nap beforehand.
2. Drink at least 32 ounces of water a day. You may also consume sports drinks, but make sure they do not take the place of water. Remember, water is a necessity, while a sports drink is optional.
3. Start exercising as soon as possible.
4. Eat a healthy diet at least 2 weeks before. That means very little junk food. Eat a lot of carbohydrates because they give you energy. Avoid high fiber during this time. On game day, drink nothing but water.
5. Eat carbohydrates 2-4 hours before the game and drink water.
6. Run or practice the sport for at least 1-2 hours each day. This will help you do better when the game date arrives.
7. Run a warm-up and stretch the day of the game. If you choose not to do this, you could get injured.
8. Grab a bowl of fruit and a glass of water to get you refreshed before the game. Don't eat too much, just a snack.
9. Stretch to avoid injury. It does no good to your team if you make excuses not to stretch, and you wind up very sore.

You may access the video through this QR code →

Self-directed Learning Questions:

1. According to the article, why is it important for athletes to prepare well before participating in events on Sports Day?

2. Which word in Tip 2 tell you that sport drinks are unnecessary?

3. Fill in each blank with ONE word only.
Athletes should pay extra attention to the _____ and _____ they consume before Sports Day because it may affect their performance.
4. Can you think of one more tip for students to prepare for their Sports Day? Why is the tip important?
