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Sing Yin Secondary School

*The Design
of School-based English Language Projects –
A Glimpse
through Teaching Short Stories and Drama*
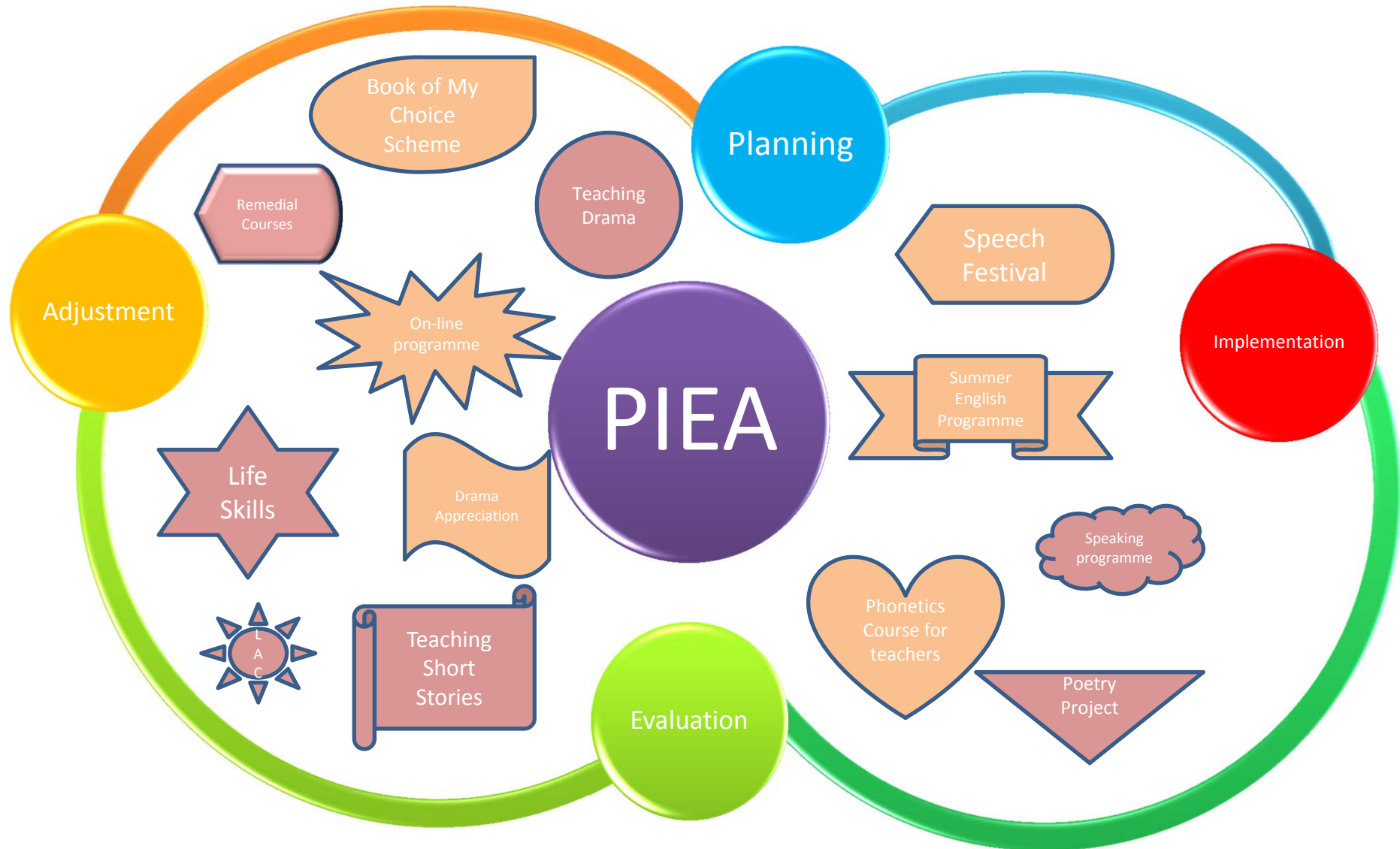
校本英語教學計劃– 短篇小說及戲劇初探

Date: 10th May, 2014

Presentation Run-down

- Introduction to the design of school-based projects
- Teaching Short Stories
- Teaching Drama
- Achieving Sustainability

Introduction

School-based English projects under Additional Support

Book of My Choice Scheme

Remedial Courses

Teaching Drama

Planning

Speech Festival

Adjustment

On-line programme

Implementation

PIEA

Summer English Programme

Life Skills

Drama Appreciation

Speaking programme

LAC

Teaching Short Stories

Evaluation

Phonetics Course for teachers

Poetry Project

The two projects to share today

1. Learning English through Short Stories

   -- adopted as an elective module for the senior curriculum since 2009

   -- to leverage the teachers' experience to further extend students'
   interest and abilities

2. Drama activities

   -- to enrich the curriculum of the lower forms

   -- to enhance students' communication skills (projection of voice, body
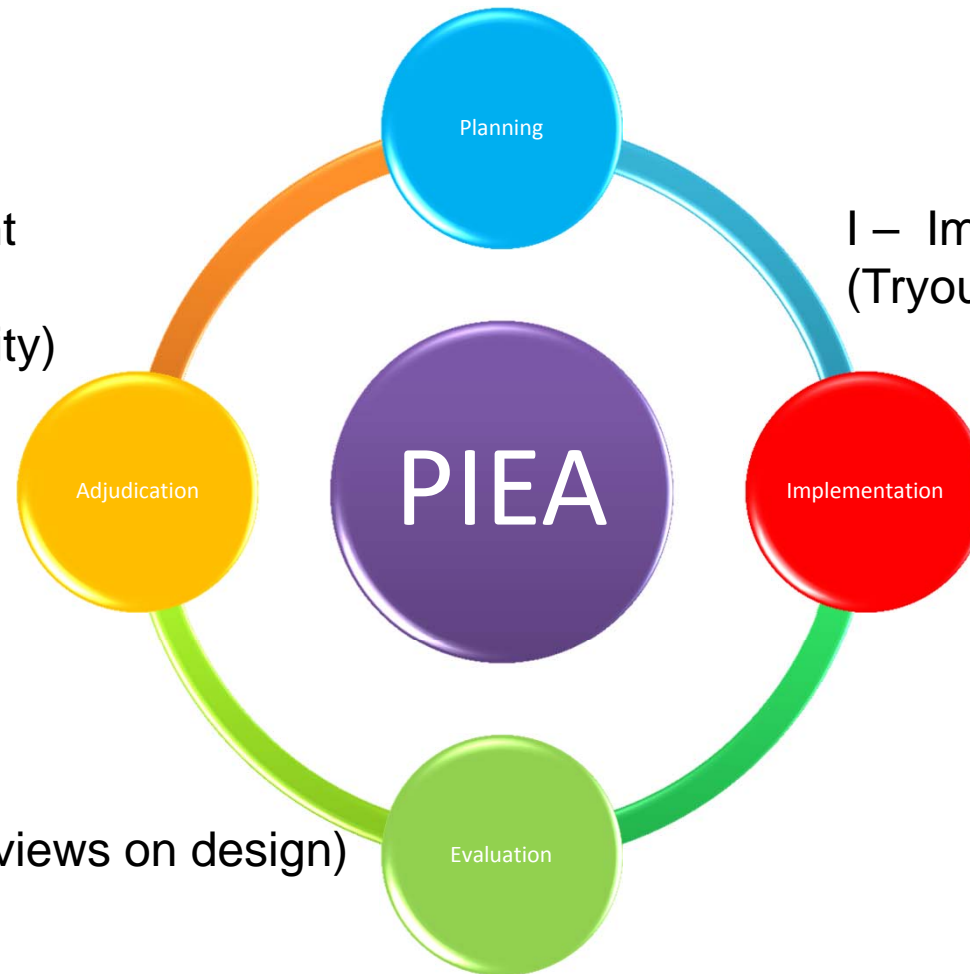   language, confidence, etc.) through drama techniques

The PIEA Model –
Planning – Implementation – Evaluation – Adjustment

P – Planning (Plans with objectives)

A – Adjustment
(Adaptations
for sustainability)

I – Implementation
(Tryouts with observation)

E – Evaluation (Reviews on design)

Planning

Implementation

Evaluation

Adjudication

PIEA

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Teaching Short Stories

Background

1. One of the three chosen electives

2. To be introduced in the second term of S.4

3. Lesson allocation : 20 lessons

Planning

1. Started in July 2012

2. Completed in July 2013

3. Based on the teaching/ learning experience in the previous three years (2009, 2010, 2011)

4. Ongoing evaluation

Support

1. Reference materials from seminars

2. Short Stories course book (adopted since 2009)

3. Lesson plans, handouts, worksheets, evaluation of the previous three years

Ongoing 'learning' experiences
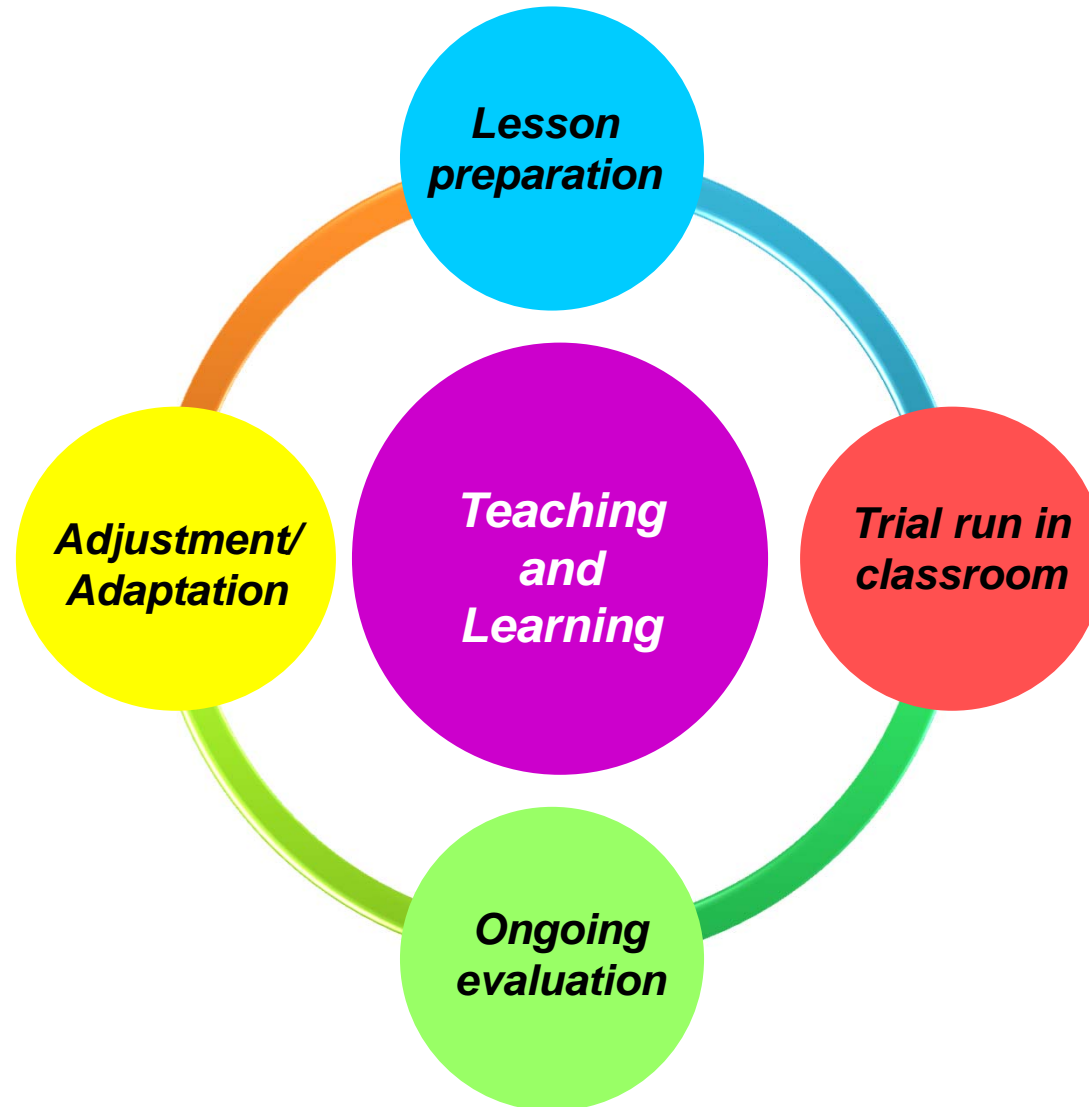
The School-based Short Stories Package

1. Teachers

   * 10 lesson plans

   * Power-Point slides

   * Appendices

2. Students

   * Handouts

   * Worksheets

   * Extended Reading Materials

The ten lesson plans

Lesson 1. Introduction

Lesson 2. Appreciating Short Stories

Lesson 3. Plot Structure

Lesson 4. Setting

Lesson 5. Theme

Lesson 6.   Characterisation and Dialogue

Lesson 7.   Openings and Settings

Lesson 8.   Twists

Lesson 9.   Imagery, Similes, Metaphors and Symbols

Lesson 10. Telling a Story

Implementation

- February – June 2014

- The package has been uploaded to the school intranet so that S.4 teachers could use the lesson plans, worksheets, handouts, appendices and Power-Point slides or make adaptations of them for their own lessons.

Assessment & Adjustment

- Peer lesson observation

- Ongoing evaluation from students' responses in lessons

- Adjustment made based on students' feedback as shown in worksheets

Samples of Students' Work

Before Lesson One (2 samples)

Lessons One and Two (8 samples)

Lesson Three (4 samples)

Lesson Four (2 samples)

Sharing of Story Titles

What students think about the module

Teaching Drama

B.R.I.E.F.

- Build confidence
- Reinforce what you have learnt
- Improve English language skills
- Evaluate what you have performed
- Foster team spirit

Contents

- Elements of Drama

- Speak out- Act up

  Mime: Mirror Images

  Building a Story

  Creating a Scene

- Adventuring Into Drama

- Game Dictionary

Elements of Drama

- A drama tells a STORY and includes: character, setting, plot and theme

- Tips for Performance

1. Big voice, Big actions
2. Stay in Character
3. Have lots of Energy
4. Being nervous is OK
5. Have FUN

Lesson Plan

- Target group: S2
- No. of Students:40
- Time: 40 mins
- Venue: School Hall/ Activity Room/ Covered Playground
- Theme: Non-verbal Language
- Motivation: Demonstration (T)
- Development: Warm –up Practice (SS) & Distribute Picture Postcards(T)
- Consolidation: Perform on the stage(SS) & Guessing game (SS)
- Feedback (T& SS)

Picture Postcard

Picture Postcard

- Picture Postcard : Waiting for a Bus
- Original Version
- Picture 1: Students waiting impatiently for bus
- Picture 2: Bus goes past without stopping
- Picture 3: Students angry

- Modified Version
- Picture 1: Students <u>are</u> waiting impatiently for <u>a</u> bus.
- Picture 2: <u>A</u> bus <u>goes</u> past without stopping
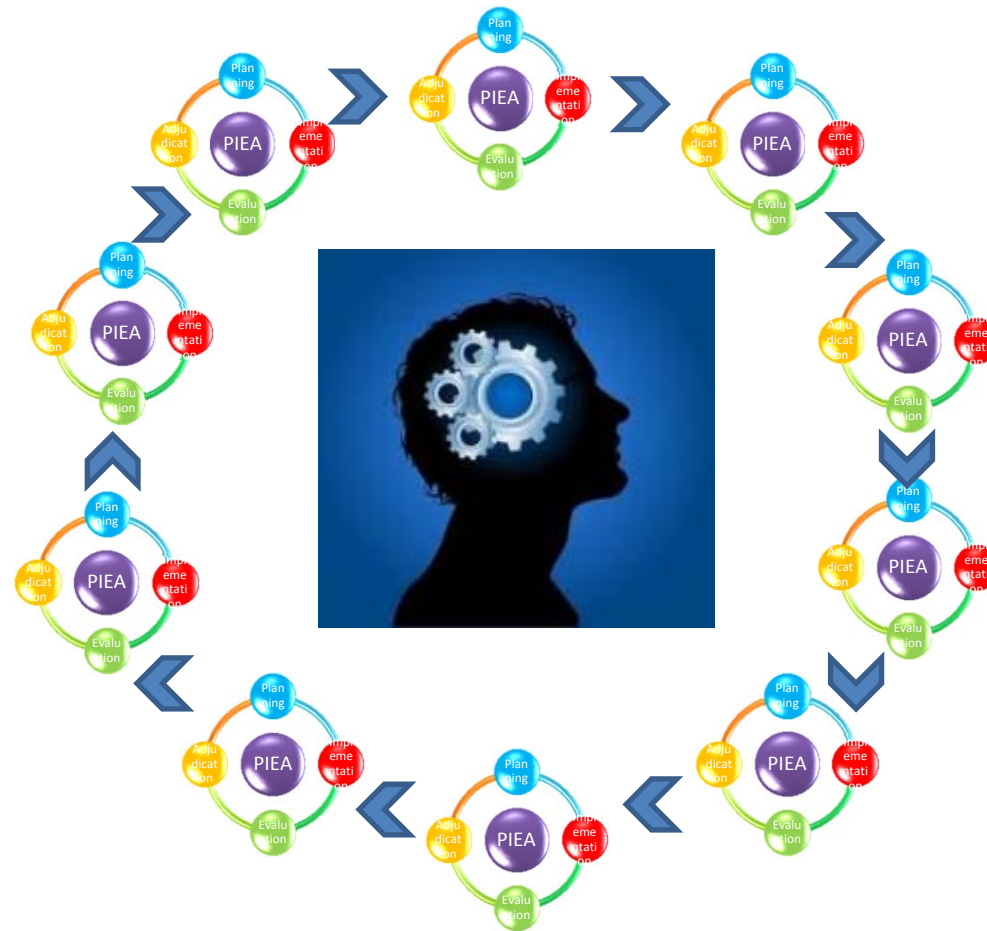- Picture 3: Students <u>are</u> angry/ <u>react</u> angrily.

Game Dictionary

- Example 1: The room is full of……

- Example 2: 'I have got a present for you!'

- Example 3: Emotional Shutdown

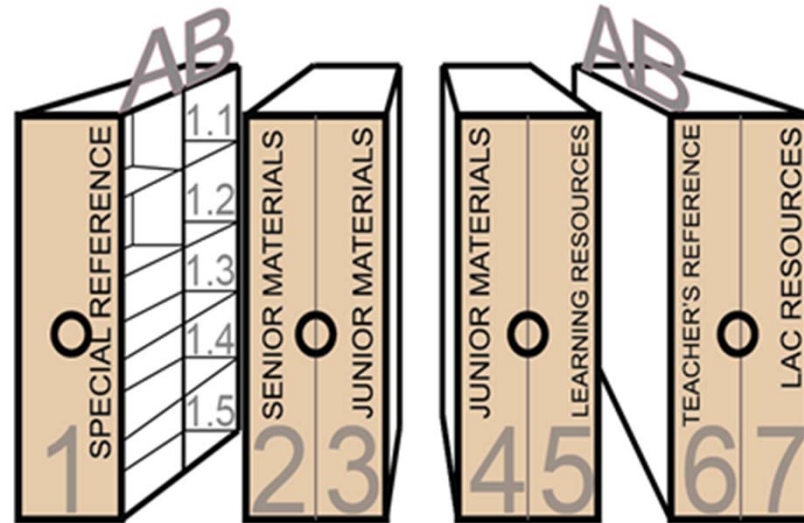 Four Commands: 'Television, Radio, Theatre

  and Let it go'

Achieving Sustainability

Achieving Sustainability through resource management

- A pool of materials gathered in our English Resource Bank

- On-going adjustments and development of lesson plans

With on-going adjustments, we, as a team, have the projects sustained
to meet the needs of our students.

Thank You!

Questions ?