

# NET

## SCHEME NEWS

issue 26



*Creating Shining Eyes  
with Engaging  
Learning Experiences*



### OUR NEWSLETTER TEAM

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This Newsletter is prepared by the NET Section, CDI, EDB.

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# Learning more about how learning is taking place in the 21st century

As educators, as often as not, we ask ourselves a simple but deep question, 'How do we know our students are learning?'

*'Tell me, and I will forget.  
Show me, and I may remember.  
Involve me, and I will understand.'*

Our colleagues in the Advisory Teaching Team and the Regional NET Coordinating Team have the privilege to learn about how learning is taking place in different settings through collaborating with our frontline educators, including NETs and local English teachers (LETs). The partnership is fostered through our Section's provision of a range of support services to maximise the impact

and benefits of the NET Scheme. These include our onsite support services, the organisation of both centralised and school-based professional development programmes, the development and implementation of literacy programmes and Seed projects on innovative pedagogical practices in different public sector schools, and the organisation of English activity days for special schools.

*'...The Hong Kong Red Cross JFK Centre held an 'International Day' for their P1 - 6 students and two intellectual disability classes from their secondary school section...The students in the packed hall responded with shrieks of joy and laughter.'*

Our shared observation is that learning in the 21st century requires a lot more platforms than just the physical classroom. In modern education systems, both formal learning and informal learning matter. In other words, we need to provide purposeful and meaningful learning experiences in different settings – the classroom, an e-learning environment, the home or the community.

*'Moving beyond pen, paper and the classroom, students were tasked with creating an e-Book of school rules, documenting what should and shouldn't be done on the grounds. Students collaboratively took ownership of the task...'*

*Ms Mittal left the aspiring authors with one good piece of advice, 'Reading is not enough, you need to communicate in the language you write in.'*

The teacher's role is no longer merely that of a transmitter of knowledge, but one that facilitates and activates learning. We need to use multiple strategies for enhancing motivation, inspiring, scaffolding and assessing learning, engaging our learners and developing their confidence, creativity and competence.

The professional discourse on 21st century skills around the globe has got more and more focused on a set of core skills, including collaboration, critical thinking, creative thinking, problem-solving and information skills, as well as citizenship and responsibility. Accordingly, teachers' professional development is the key to the success of educational initiatives worldwide. For this, we have been designing and developing new professional development programmes to enhance teachers' repertoire, such as those on the use of puppetry, technology and reciprocal teaching to facilitate and activate language learning. We believe when teachers learn well, students learn better.

*'Students...learnt the procedures of the writing process. They learnt how to 'share the pen' with their partners...and enjoyed the new ways of learning.'*

*'Technology is an inherent part of our students' lives so it's important that we incorporate it into our lessons.'*

As educators, we create and design opportunities for students to learn, to realise their potential and to be successful. We know our students are learning when they are engaged – when their shining eyes tell us that they take joy and pride in doing a given task or participating in a learning activity. Some of us may say, 'It's easier said than done.' Yes, and it reminds

me of a nice quote from a teacher in the September issue of Educational Leadership published in 2010, 'I never heard of a student not doing his work, it's our work he's not doing.' It speaks so much truth. The challenge is how to make our work our students' work, something that they will be committing themselves to, despite the challenge, despite the time and effort required, and despite the risk of failure.

*'Even though there were many words that I could spell and understand, I didn't really know how to read them aloud...When I read complex sentences which were difficult to understand, I would just skip them ...However, since I joined the 'Read Aloud' lessons at my school, things have started to change.'*



*'P6 students were selected to work as photographers, designers and reporters...shown how to record interviews...how to write the interviews up on paper, how to take suitable photos and how to edit headings and text boxes...for a professional effect.'*

In this issue of our newsletter, we explore, share and celebrate how learning is taking place in different settings – the classroom, the stage of a town hall, an e-learning environment, an organic farm, a campsite, an Internet radio station, etc. We have contributions from our colleagues, as well as those from our NETs and LETs sharing with us the teachable moments they have had and how they have capitalised on such moments to engage

their students and enable them to

learn and to enjoy learning. We also have students sharing their personal experience of how they derive joy from learning and how a new learning experience has made them better and more confident learners. We hope you will join us in creating more and more meaningful, purposeful and joyful learning opportunities for our students to learn to learn, to shine and to be their very best.

*'Not just a learning and teaching event, this was an eye-opening three-days. It was a time when all students met a challenge...by climbing higher!'*

*'Seeing students from other schools performing is a priceless opportunity and there is nothing more enjoyable than performing in public and nothing more rewarding than audience applause.'*

**Joe Leung**  
Chief Curriculum Development Officer, NET Section



# Ho Yu College & Primary School Celebrates World Book Day!

World Book Day is a UNESCO designated celebration of authors, illustrators, books and reading that is marked by over 100 countries worldwide. The event is celebrated every year on April 23rd, which happens to be the anniversary of the birth and death of the great author William Shakespeare. In the United Kingdom and Ireland, the day is celebrated on the first Thursday in March to avoid a clash with St George's Day. This year was the 17th anniversary of the event and it did not pass unnoticed by the students and teachers of Ho Yu College & Primary School.



*Reading with the author*

On April 11th, a variety of activities designed to promote reading in both English and Chinese were organised to commemorate this special day. All students brought their favourite book to school and held it up proudly at the assembly to show their enthusiasm for the day. The signature activity for the lower primary students was the highly entertaining Book Character Costume Competition. Students were invited to dress up as their favourite character, bring along their book, and make a short presentation to the judges. Mr John Dennehy, the school's PNET, was most impressed with the students' creativity and their ability to present their character. There was certainly no shortage of superheroes or princesses strutting their stuff on the catwalk! Besides that, there was also the Bookmark Design Competition which got the lower primary students' creative juices flowing.



*Meet Princess Sophia*



*Do you know who I am?*

The upper primary students participated in a Book Character Design Competition. The winning entry will have their character published by the school in an animated e-book story. What a great opportunity for a future illustrator!

Many upper primary students were given a special treat - the opportunity to attend the Published Author's Workshop. The students were lucky to have Anjali Mittal, an author of children's books, to talk about her becoming an author and how her rich life experiences are reflected in the characters and settings of her stories. Ms Madhu Prakash, the school's SNET, said students deeply appreciated Ms. Mittal's workshop. This was evident during the humorous Q & A session with smart questions from students who were curious about her childhood. Students wondered why she wanted to be a writer and how her parents supported her dream. Ms Mittal left the aspiring authors with one good piece of advice, 'Reading is not enough, you need to communicate in the language you write in'. A great learning experience from a local author, who never left home without her scratch-book, paints and books as a child. A gentle reminder that sometimes we need to look up from our mobile phones!



*Author Anjali Mittal and her young readers*

The day was a tribute to a worthwhile event. Congratulations to the school's Principal, Ms Lee Suet Ying, and all the students and teachers at Ho Yu College and Primary School for a spectacular day!

**Jeff Wall, Advisory Teacher, NET Section**

# Sai Kung Central Lee Siu Yam School – the school newsletter

Busy at work

During an English Panel meeting in 2013, the teaching staff decided to start a school newspaper. Students could benefit by being involved with the editing and design of the paper, as well as by reading about school trips, special interviews, sports events and competitions at school. All students would receive a copy of the newspaper every three months.



For the first edition, P6 students were selected to work as photographers, designers and reporters. The students were shown how to record interviews (via an iPhone recorder), how to write the interviews up on paper, how to take suitable photos and how to edit headings and text boxes in MS Word for a professional effect. The teachers wanted to give the students an authentic experience in publishing a school paper.

The first edition was based around a school tour that the P6 students planned themselves.

The students enjoyed reading about their classmates' trips and seeing their colourful photos.

The second and third editions had sports and environmental themes. The students loved the school football matches, wakeboarding, Young Writers Competition and Zen Organic Farm tour. The newspaper was a great way for our students to share and remember their special English experiences.

In our next editions we will include more outstanding artwork and writing from our lower-primary students. We'll also include a section for our parents to make the paper a real 'whole-school' activity.

Here's what the students have to say about their own experiences working on the newsletter.

School Newsletter - the production team and their product



*'Making the school newspaper was fun, because we get to go to different places and look around and report about those places. Taking photos and interviewing others was exciting. I didn't feel nervous interviewing adults such as principals, managers and business people.'*

*The design of the paper is professional but I think we can make it even better looking. An editor from the SCMP will come to teach us how to make our designs better.'*

*Seeing the photos and articles of my schoolmates was definitely cool. Some of the articles were unusual, which makes people interested to read them.'*

Amber 6B

*'I personally loved making the newsletter because knowing that people can read our news makes me happy. I love talking to people and taking interesting photos. Taking photos is an important and fun job. I liked the farm visit. We got to make our own pizza and pick our own strawberries. We interviewed the owner, Joey. She gave us some good information for our paper.'*

*The newspaper design is nice, because it is easy to read and it is set out neatly. Seeing my friends in the articles is nice too, because a lot of the time I am proud of them and what they have done.'*

Ocean 6B



*'I enjoyed my role as a newspaper reporter. It was a fun and inspirational thing to do. I liked the visits as it gave me ideas to share with the others through the newspaper articles. I liked the photos in the paper. I felt excited to see pictures of myself and my friends.'*

Rosie 6B

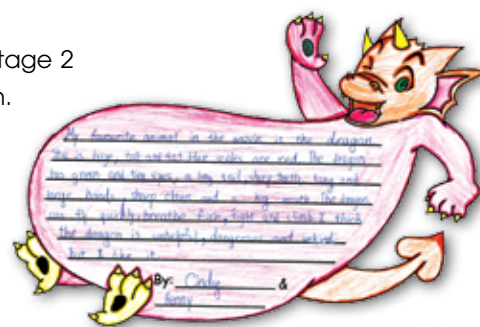


# The Trial of the Introductory Process Writing Unit

This is the first time our students have done process writing in the key Stage 2 Integration Programme (KIP) introduced by our AT, Ms Garlanda Kwan. It has provided students with the necessary scaffolding for them to develop their writing skills.

We used 'the Dragon' from a famous children's movie 'The Shrek' to introduce process writing to our P4 students. The unit includes 7 lesson plans as well as a complete set of teaching and learning resources provided for easy use by the teachers. Students learnt to use precise descriptive adjectives and pronouns correctly. Also they learnt the procedures of the writing process. They learnt how to 'share the pen' with their partners. In the end, they could create and write a description of 'The Dragon' independently. It was noted that the students responded positively and enthusiastically. They looked forward to the writing lessons and enjoyed the new ways of learning. They loved the 'Ping Pong' game the best!

With the help of our AT, and the resources provided by the NET Section, our students can have fun when they are learning English. For me, I think it is a valuable experience to be co-planning and co-teaching with our AT. I hope we can have more chances to do these in future!



*Students' masterpiece*



*The writing lesson*

'The students at this school really enjoyed writing! It was amazing to witness this because the teacher was able to engage students in the task. It would be a great shame not to share this story in the newsletter.'

**Garlanda Kwan, Advisory Teacher, NET Section**

## QES Old Students' Assn PLP-R/W and iPad games

Our school has been following PLP-R/W for six years now. It is an excellent programme that accounts for all different types of learners and levels. Student motivation is high as there are many opportunities for student success throughout each lesson. More importantly, fun songs, chants and games are incorporated into each lesson so that our students learn through interactive play. Lessons feel like a pleasure, not drudgery, with students learning every step of the way.



*Motivating student learning with iPads*

We have also recently started using iPads during our lessons to help consolidate student learning. Most recently, students had the opportunity to play the 'Dress the Animal' game on the iPad during lessons on the Fun Time at the Zoo unit. We usually play



*Students writing their school rules and feeling proud*



*Mobile learning with iPads at Kwok Man School on Cheung Chau*



*Pair work - the boys*

Being an educator and seeing your students achieve the teaching and learning objectives that you've planned is a true joy. In one of our Grammar and e-Learning for Communication (GEL.com) SEED project tasks, we provided the students with the opportunity to collaborate and learn through the use of e-Tools.

Moving beyond pen, paper and the classroom, students were tasked with creating an e-Book of school rules, documenting what should and shouldn't be done on the grounds. Students collaboratively took ownership of the task and their enjoyment is evident in the photos.

**The GEL.com Team (Allan Wood, Fanny Cheung, Kit Yong & Sterling Wu), NET Section**



*Pair work in a GEL.com lesson - the girls*



*A world of knowledge at their finger tips*

a similar game using paper dice and sentence strips. Teachers have observed a noticeable increase in student interest and motivation when using the iPad game as opposed to the standard paper game.



*PLP-R/W fun*

Technology is an inherent part of our students' lives so it's important that we incorporate it into our lessons. Teachers have also found it much simpler to deal with a set of iPads compared to multiple sets of paper dice and sentence strips. We experienced great results with our first iPad trial and are looking forward to incorporating it into our next unit.

**Ms Nicole Mariel Mroz, NET, QES Old Students' Association Branch Primary School**



# Using Puppets in the English Language Classroom

'Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.'

Those powerful words of wisdom, uttered more than 2,000 years ago by the great Chinese philosopher and educator, Confucius, still resonate strongly today. It is fitting then, that here in the Education Bureau of the HKSAR, the NET Section is launching a new language initiative in puppetry, which Confucius himself would recognise as matching his most important criteria for learning.



*Presenters and students interact using their puppets*



*The puppet-making workshop was very successful with primary students showing off their finished stick puppets*

The NET Section has promoted drama and language arts since it was first established in 2002, and this initiative is based on the use of puppets in the primary classroom. As one of the long overlooked cousins of drama, puppetry can be an excellent classroom teaching tool in terms of a range of language development activities. Even a cursory search for information on the Internet regarding the use of puppets in the language classroom will reveal that the use of puppets can:

- facilitate co-operative group work;
- involve other language and visual arts;
- provide opportunities for experiential learning;
- provide support with student behaviour management; and
- provide an enjoyable and creative range of reading, writing, speaking and listening activities for all students.



*After making their paper bag puppets in the workshop, secondary students from CCC Mong Kok Church Kai Oi School showed them off in the 'tent'*

In April 2014, two days of well-attended puppet workshops were held at the NET Section office in Tsuen Wan. The workshops were based on current international research and presenters' long-term collective experience. They took participants through the process of reading, scriptwriting, making a range of puppets, and finally performing puppet shows. There was enthusiastic participation by all teachers during the workshops, which also included the set-up of an Edmodo online virtual classroom/resource centre. This was intended to support teachers exploring further use of puppetry. Feedback and comments from the participants were very positive and constructive and will help the NET Section to inform future workshops and puppetry projects. A great many thanks are owed to several helpful schools, for trialing workshop materials.

'The language of puppetry is a good language for teachers. Establishing various avenues of communication in the classroom is vital to the process of learning, and puppetry can provide such an avenue...' Farryl Hadari. (An educator for over 30 years who has initiated many puppetry projects.)

An important element of this initiative will be the very first Hong Kong primary school puppet show competition, which will be held in a selection of districts in 2015. Further CPD workshops will be held to help teachers and students prepare for the competition.

**The Puppetry Team (James Vickers, Garlanda Kwan and Susan Bowden), NET Section**



# Chun Tok Sevens

Chun Tok School completed a fourth successful year of their deaf rugby programme culminating in a Sevens competition at King's Park on 14 March.

Chun Tok School and Lutheran School for the Deaf pitted seven teams against each other with sixty students participating alongside many Hong Kong Rugby Football Union (HKRFU) and other sponsor volunteers.

Students had a chance not only to participate in a terrific sporting event but also interact with many English speaking coaches and volunteers. Read some of the students' thoughts below.



NET and student ready for the match



Lutheran School for the Deaf ready for kickoff

Second of finish lunch after, we will be again match. This four group match is Chun Tok School, LSD, graduate and guest. Finally, we had the award ceremony in King's Park. First third of blue group match. The Chun Tok School lost the match. LSD won a match. After finishing the awards ceremony, we needed to pack.

Name: Kevin, Chan Ka Ming CLASS: SY4A01  
Date: 20<sup>th</sup> April 2017  
RUGBY SPORTS:  
12<sup>th</sup> March, 2014, "Chun Tok School" Teachers and Students  
Join rugby sports match in King's Park. Time is from 9:00 a.m. to 15:55 p.m.  
that is full time of the activity. Chun Tok School and LSD played in the matches. After, this is graduate and guest to join King's Park.  
Today, all teachers and students train bus and go to assemble from home to King's Park. We assembled at nine o'clock. We need to prepare items (e.g. table and rugby etc) and match in King's Park. First, we visit opening ceremony in past half time. Opening ceremony is before rugby match to make a warm prep. After, Miss Lai say we started match at ten o'clock. This five group is Chun Tok School red, blue, green, LSD and guest but I don't join rugby match because I'm not suitable because I'm now due to my health so I'm don't join it and I admired everyone's great effort. Match time after we will be prepared lunch. I ate a box of sassy meat like that was very good.

Rugby May He 30-4-2014  
I think it was very good, because I was playing Rugby and international rugby for the first time. I was very happy. In early days, I don't like to play rugby. I try myself to participate in rugby. It is fun and I love rugby. I know young people play rugby but I'm shy. Unfortunately, I don't speak English. I could play rugby with an international rugby team. My friend and I went to the Youth Rugby World Cup 2014 Games. I was stimulated to support the team. I found knew rugby players and coaches. Hopes to have the opportunity to watch the Rugby match next year. I will support the Hong Kong team.

Winnie Shuk SY4A  
Title: Rugby  
I think this event was good, people are fortunate to have the opportunity to participate with other countries. I've been very happy to see the different countries, our first experience with the country's people together to play. Already I am very satisfied to see an American captain, and finally there was a photo of the National people's Congress. As well... I want to have a chance next year to play rugby with them again, because I wanted to gain experience in rugby skills I say self should like to join the team let their strength better.

Chan Ng SY4A  
On 12<sup>th</sup> March, 2014, Chun Tok School teacher and students went to a rugby sports match in King's Park. At time is 9:00 a.m. to 4:00 p.m.  
Today, we started the rugby, at the start start time I was play those because I feel the others were very strong so I think and lost them, because our students are very bad.  
We started the competition, I saw other people were very strong, but I not give up my confidence. I want win to beat the other people, but I have found that we can be strong. Finally we won, and many people told me I was very strong, but I feel I am not strong.  
After lunch, I see in video come to King's Park. I saw many beautiful girls so I started taking to them. I feel very happy. On the CIS and LSD competition, LSD is won. CIS is lost. But winning and losing is not important, important is cooperation on all your friends.



Colourful run

# 'Speak Out – Act Up!' and 'Science on Stage' Drama Competitions 2014\*

'Seeing students from other schools performing is a priceless opportunity and there is nothing more enjoyable than performing in public and nothing more rewarding than audience applause', according to Ng Yat Ho, Alex, a student from NTHYK Yuen Long District Secondary School, one of this year's winning schools in the 'Speak Out – Act Up!' Improvised Drama Competition.

This year the 'Speak Out – Act Up!' Improvised Drama Competition, run by the RNCT (Regional NET Coordinating Team) at the NET Section, was held over five events from 24–28 March at venues in Tuen Mun, Shatin and Sheung Wan. Teams from 59 secondary schools throughout Hong Kong took part. They needed to perform a 4-minute improvised drama using a given line of dialogue incorporated meaningfully into their skit.

'It's an exhausting process as we have to make the best use of our bodies, the space and every word to create a 4-minute play with humour, creativity and originality. I felt like it was a mission impossible but finally we did it!' said Iris Lam Tsz Ting, a Form 5 student and winner of the 'Speak Out – Act Up Superstar Award', from CUHKFAA Chan Chun Ha Secondary School, which also won a 1<sup>st</sup> prize.

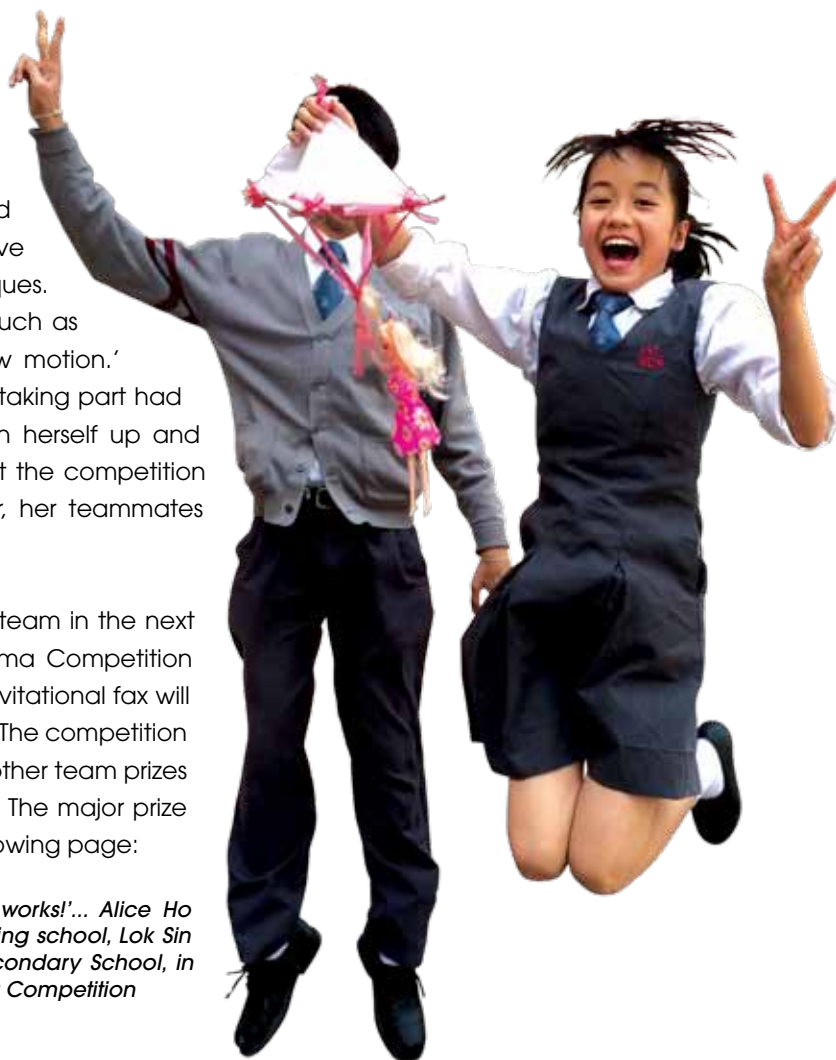
Form 5 student Chan Chi Shing from prize-winning school Wong Shiu Chi Secondary School said that the competition taught the participants 'to be quick with our words and ideas. We learnt how to think quickly and use the correct language in the right situations.'

The associated 'Science on Stage' Drama Competition attracted 8 teams and was held in Tuen Mun on 26 March. This competition required teams to integrate multimedia technology into their prepared English drama scripts.

Kin Huang, a Form 4 student from Lok Sin Tong Wong Chung Ming Secondary School, the winning school in the 'Science on Stage' competition, said 'The competition helped me to improve my confidence and speaking techniques. I also learnt many drama techniques such as how to pause, whisper and run in slow motion.' Rainbow Mak from Form 5 added that taking part had made her realise she needed to open herself up and enjoy her character in the skit and that the competition had 'brought joy and laughter' to her, her teammates and the audience.

All schools are encouraged to enter a team in the next 'Speak Out – Act Up!' Improvised Drama Competition which will take place in April 2015. An invitational fax will go out to schools in early October 2014. The competition this year offered a 1st prize as well as 4 other team prizes and 3 individual prizes for every venue. The major prize winners for 2013/14 are listed on the following page:

*'Wow, our parachute really works!'... Alice Ho and Simon Yu, from the winning school, Lok Sin Tong Wong Chung Ming Secondary School, in the 'Science on Stage' Drama Competition*







Audience gets into the action at 'Speak Out - Act Up' in the Tuen Mun Town Hall



The team from Lok Sin Tong Wong Chung Ming Secondary School, the winner of the 'Science on Stage' Drama Competition, with team helpers and teachers Mr Sum Wa Sing James (far left, front), Mr Wong Hung Kong and Mrs Joanne Jenkins

### 1st prize winners for the 'Speak Out - Act Up!' Improvised Drama Competition:

Wong Shiu Chi Secondary School  
CUHKFAA Chan Chun Ha Secondary School  
NTHYK Yuen Long District Secondary School  
NLSI Lui Kwok Pat Fong College  
TWGHs Lo Kon Ting Memorial College

### Individual overall winners for 'Speak Out - Act Up!':

Wong Tat Fu, Sheung Shui Government Secondary School  
Lam Tsz Ting, CUHKFAA Chan Chun Ha Secondary School  
Carmen Tse Ying Hong, Buddhist Sin Tak College  
Chow Shing Kuen, Kwun Tong Kung Lok Government Secondary School  
Sin Tik Sang, TWGHs Lo Kon Ting Memorial College

### 1st prize winner for the 'Science on Stage' Drama Competition:

Lok Sin Tong Wong Chung Ming Secondary School

### Individual overall winners for 'Science on Stage':

Best Actor Award: Charisse Yan, Sacred Heart Canossian College  
Best English Award: Tsang Cho Kiu, St. Catharine's School for Girls, Kwun Tong

### Gina Green, RNC, NET Section

#### **\*Student comments submitted by the following English teachers and team trainers:**

Mr Mario Valkanas, Wong Shiu Chi Secondary School  
Mr Raymond Yip Kar Chi, CUHKFAA Chan Chun Ha Secondary School  
Ms Sharon Fung Pui Fun, NTHYK Yuen Long District Secondary School  
Mrs Joanne Jenkins, Lok Sin Tong Wong Chung Ming Secondary School



Wong Shiu Chi Secondary School, one of the 1st prize winners in the 'Speak Out - Act Up!' Improvised Drama Competition, with their teacher Mario Valkanas and the two judges Mr Mohamed Drissi (left) and Mr James Vickers (far right)

# Reading Project

## HK Red Swastika Secondary School

NETs Chris Findlay and Nigel Barrett collaborated with Regional NET Coordinators (RNCs) Joanna Moe and Nicola Gram on a reading project to explicitly teach reading skills and strategies to Form 4 students at HK Red Swastika Secondary School.

The book 'Voices in the Park' by Anthony Browne was selected as it allowed opportunities for the modeling and practising of reading strategies. It was also felt that students would be interested in the story and its amusing illustrations.

Reading strategies included prediction, word attack skills such as finding rhyming words and small words in big words, and how to handle 'roadblocks' to help comprehension.

Read on to find out what the students themselves have to say about the project on the next page.

**Joanna Moe and Nicola Gram, RNCT, NET Section**

## Reflections on 'Read Aloud'

### TWGHs CY Ma Memorial College

I used to read English books silently or as I called it "soundless reading". Even though there were many words that I could spell and understand, I didn't really know how to read them aloud. I also had another problem with my approach to reading. When I read complex sentences which were difficult to understand, I would just skip them and move on to the next sentence. This strategy was definitely bad for my oral and reading skills and it really did not help me during my tests.

However, since I joined the 'Read Aloud' lessons at my school, things have started to change.

During the very first 'Read Aloud' lesson, I didn't really expect much from Miss Joanna. But when she gave us worksheets about decoding words, I found it quite interesting and tried to use this approach when reading. I also really liked the books she gave us because they gave me an opportunity to increase my range of vocabulary in English.

It is clear that this year's 'Read Aloud' lessons have been quite effective in improving my English skills. I am very grateful to Miss Joanna for spicing up my class's interest in reading as well as improving our reading strategy knowledge, and taking our reading to the next level!

**Jasper Saracia Miah (S3 student), TWGHs CY Ma Memorial College**



*Guided Reading lesson at TWGHs CY Ma Memorial College*



### The Special Class

*This week our English class was lucky because we had two Regional NET Coordinators (RNCs) from the NET Section come to our school to help teach us read better by using appropriate strategies.*

*First, the RNCs gave us some stories and taught us how to read when we don't understand something, which is to stop and think.*

*Second, they taught us that we can disassemble a word to see if it has smaller words in it. For example, 'grandmother' has two smaller words, 'grand' and 'mother', and that helps us to read the longer word 'grandmother' (decoding).*

*Third, we learned to think about what happens next in the story (prediction).*

*Lastly, we learned to use pictures to help us understand the story.*

*I liked the class!*

Leo

### New Books

*I think the reading lessons were good because they helped me to learn how to enjoy reading. I learned about roadblocks, and when I don't understand something in the book, I know how to use some strategies to help me understand better. One strategy I learned is finding rhyming words to understand unknown words. The best part was we got some new, interesting books to read.*

William

### The Reading Project

*We had two visitors from another country in our English class. They used a new method to teach us how to read in English. We read a book called 'Voices in the Park'. It was interesting and not too difficult. We learned some new reading skills like word attack that helped us to read better.*

Rex

## OUR 4A PROJECT

### Reading Methods

*The programme helps us to love reading. In our reading lessons we learned lots of methods to read books and some unknown words. The RNCs are very nice as they helped us to think about the story and understand some word meanings in a fun way. I think I have learned a lot from this reading method. I also think the lesson is useful because it helps and encourages me to read more books.*

Kiko



NET Nigel Barret and Elvis Wong Kin Hei

### DSE Preparation

*At first I was afraid that the special reading project would be boring and that I would not learn anything. At the end of the project, I was happy because the books were not boring and I learned a lot of reading skills. One skill I learned was to understand the topic of a text. This is an important skill because students must first understand the topics on the DSE paper before they can answer any questions.*

Wendy

# International Day: around the world in 180 minutes!

## The Hong Kong Red Cross JFK Centre



*International Day 2014*

On Thursday, 30 May 2014, The Hong Kong Red Cross JFK Centre held an 'International Day' for their Primary 1 – 6 students and two intellectual disability classes from their secondary school section.

Countries were introduced with their flag and country representatives gave short performances. The afternoon began with Italy being introduced with beautifully sung opera arias by the music teacher at the Kennedy School (ESF). Also singing, but not so professionally,

were two Regional NET Coordinators from the NET Section, who performed an ice hockey anthem (Canada). Other countries were introduced by the JFK teachers: Hong Kong with fan dancers, China with Chinese opera singers, Japan with karate performers, Holland with Little Dutch Girl, the United States with hip hop dancers, and the United Kingdom with the special guest appearance by Her Royal Majesty Queen Elizabeth. The students in the packed hall responded with shrieks of joy and laughter.

The students then took their passports and travelled to countries around the world, and participated in a variety of 'national' activities. To track students' journeys, immigration officers (Primary 6 Kennedy School students) stamped travellers' passports at each checkpoint.



*Students touring the world!*

A few Kennedy School students helped the United Kingdom to teach cricket while three West Island School students helped the JFK teachers and staff with activities hosted by other countries. Some of those activities included hockey pass and shoot (Canada), graffiti writing (United States), pizza making (Italy), rice ball making (Japan), stamp making (China), street food making (Hong Kong) and tea tasting from around the world.

All had a wonderful journey.

**Annemarie Bailey, NET, The Hong Kong Red Cross JFK Centre**



# To Climb or not to Climb? Climb Higher!

## The Hong Kong Red Cross JFK Centre

In early April 2014, students from The Hong Kong Red Cross JFK Centre participated in a three-day adventure activity. Twelve students joined Year 9 and 10 students from the Hong Kong International School (HKIS) at the HK Scout Association Gillwell Campsite in Fei Ngo Shan, Shatin.



*HKIS and JFK students assisting each other to climb the terribly challenging Jacob's Ladder*

Organised by the English Panel Chair, Ms Yu Wai Kwok, and assisted on the day by two JFK teachers, Ms Catherine Leung and NET John Orams as well as two teachers from the HKIS, the activity gave the students an opportunity to meet physical challenges with confidence.

Nino and the team from the APA visited The JFK Centre to give a two-hour preparation and get-to-know-you session with students from both schools.

The students and teachers had a BBQ and participated in activities on the second day, and climbed ropes on the third day. Unquestionably, it was a three-day success!

Clearly, the most popular and exciting part was day three. On this day, the students learned the fundamentals of climbing. At the Scout Campsite, there were three climbing structures: a Jacob's Ladder; an 18m vertical wall and an inclined log that was about 60 feet off the ground. A few of the JFK students with cerebral palsy were able to scale all three structures, a feat that even some of the able-bodied students from HKIS found too difficult or frightening. Impressively, all of the JFK students attempted some of the climbs and all had big smiles on their faces at the end of the day.

The HKIS students were terrific as they not only helped run the activities, but also ensured the JFK students met the physical challenges of the climbing structures with confidence and success. It was a great three-days for everyone involved, especially for the JFK students who also had the opportunity to socialise with able-bodied teenagers of their own age, to chat and to just have a lot of fun.

Not just a learning and teaching event, this was an eye-opening three-days. It was a time when all students met a challenge ...by climbing higher!

**Staff, The Hong Kong Red Cross JFK Centre**



*Success is only possible if you work as a pair*

*The challenge?  
An inclined log 60 ft  
off the ground or an  
18m vertical wall!*

# The Chinwag Challenge



*Students preparing an answer*

The Chinwag Challenge inter-school English quiz competition has just finished its inaugural series. This year, eight schools participated in the competition organised by Radio Chinwag, an internet radio company based in Sheung Wan, and crowning its first Chinwag Champions, PLK Tong Nai Kan Junior Secondary College!

The Chinwag Challenge has a knock-out format in which each heat comprises ten rounds with questions set on a range of subjects - General Knowledge, Idioms, Spelling Bee, Word Pairs, Collocations, Synonyms and Antonyms, Phrasal Verbs, Mathematics and Current Affairs. Most importantly, the entire quiz is run in English! As well as testing their English grammar knowledge, students have to demonstrate that they can understand and use English in a variety of contexts.

In the first series, each participant school submitted a team of four students. The Radio Chinwag quizmasters set the questions and recorded each heat at individual host schools. The recordings were then edited and posted as MP3 podcasts on the Radio Chinwag website ([www.radiochinwag.com](http://www.radiochinwag.com)) for the listening public to access.

The atmosphere in each heat was fantastic. The students loved it and had clearly done their preparation, boning up on the subjects quizzed as well as the strengths and weaknesses of their upcoming competitors. It's amazing how a competition can motivate students!



*Finalists pose with the winning trophy*

I must congratulate my PLK Tong Nai Kan Junior Secondary College team:

Captain Kelly and her teammates Alec, Adrian and Ronnie. Congratulations also to St. Bonaventure College and High School, which battled hard in the final, as well as all the other participating school teams. Last but not least, my students and I thank the organisers of the Chinwag Challenge!

Our school definitely looks forward to entering students in next year's Chinwag Challenge!

**Kim Roberts, NET, PLK Tong Nai Kan Junior Secondary College**