

NET

SCHEME NEWS

The NET Section, Education Bureau

2023 Summer
issue 44



LEARNING *beyond*
THE CLASSROOM



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This newsletter is prepared by the NET Section, EDB. All comments and suggestions on the newsletter can be sent to adyskywong@edb.gov.hk.

welcome

to the latest issue of NET Scheme News, and the new term!

Many English teachers have been gearing up for the new academic year, even during their well-earned summer holidays. If you are looking for something to kickstart the new term, why not look at further developing your professional learning? The NET Section has organised a series of engaging Centralised Professional Development (CPD) programmes for English teachers at both primary and secondary levels throughout the 2023/24 school year, focusing on a range of themes. We will also be utilising The Learning Hub, a professional network that we piloted in the last school year.



Scan the QR code for more information on the CPD programmes

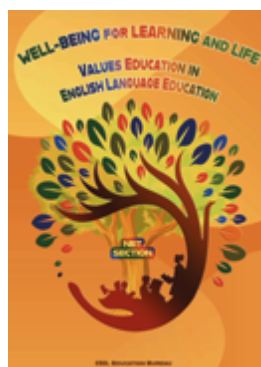


The learning hubs are communities of practice aimed at promoting best teaching practices and developing professional knowledge. In March 2023, we organised a pilot learning hub cluster meeting to discuss ways to plan for an English print and aural-rich environment, both inside and outside the classroom, in order to enhance students' learning experiences. Four primary schools shared their effective practices to extend English learning beyond the classroom through the use of augmented reality, e-learning platforms, as well as learning through play and theme-based activities such as Pancake Day. We would love for you to come to the learning hubs prepared to share with us and your peers about the things you've been doing to enliven your students' English learning experiences. Let's share the positivity and encourage growth!



Creating an English-rich environment in school enriches the literacy experiences of students.

In this issue, read on to find out how dedicated English teachers designed a language-rich environment conducive to students' active application of the English language and their development of social emotional expression. Be inspired by how a school designed fun and engaging learning activities that leveraged national security education and introduced STEAM through English; innovative teaching methods in the classroom for students with physical disabilities, and many more creative learning and teaching ideas.



Finally, we are thrilled to announce that the theme of our annual sharing, to be held on 21 October 2023 (Saturday), is going to be "Well-being for Learning and Life – Values Education in English Language Education". Stay tuned and visit our webpage, or reach out to your Advisory Teacher for more details about our exciting programmes.

Enjoy this issue!

Are you
bored of
your boards?

Here is how to use your classroom displays to create an engaging language-rich environment...

Decorating our classrooms with student work often falls to the end of a very long to-do list, where learning and teaching, of course, take priority over simple aesthetics. However, here we will show you how the four walls (and windows) of your classroom can become central to your teaching, and may even help lessen the load in embedding all of that target language!

We discuss a range of ways classroom display boards can be effectively integrated into the writing process as shown in this year's "Seed" project on Thinking Routines for Writing at Maryknoll Fathers' School.



What is a language-rich environment?

It is an immersive environment where languages are heard, spoken and seen.

Classroom display boards are often overlooked as authentic teaching and learning tools. How can they be made more effective?

Well, it goes way beyond not simply having a bare room or even a display or work that is just looked at and never touched. Here we are talking about creating interactive boards in classrooms as a natural and authentic part of student learning. What worked well in schools, has been where students have reflected on work using the display boards. It shows what they are thinking, what they are saying and that it generates conversational talk about that particular topic and content so that it becomes something they focus on for a period of time.

So it is a resource that integrates skills rather than just texts to read or lists of vocabulary. Can you give us an example of where this has been used in a school you are working in?

Yes, creating a language-rich environment is one thing, but making sure it is successfully used by students to embed language and reflect on their learning is more important.

Maryknoll Fathers' School S1 students focused on the image on the board as a stimulus for the thinking routine, 'See, Think, Wonder'. They worked together to generate ideas using language they already have at their disposal. This enabled them to develop vocabulary in context in their own writing. They shared the words and phrases and then had a range to choose from for their own writing. They then built upon this by using a 'beginning, middle, end' structure and some peer feedback to improve their writing. The steps for this were recorded on the board.



So, this works as natural tool for differentiation? Students can work at their own pace and also learn from each other.



Yes, it becomes a structure to hang onto when they are not sure of anything concrete to say, they can comment on and learn from each other's work. Another useful idea for the board is to use it to generate, and expand ideas for group speaking, particularly in higher forms. Sometimes topics can be alien to students, but if you start with images, vocabulary, 'Parking Ideas' as talking points and simple Plus, Minus, Interesting column. This can bring unfamiliar concepts closer. It encourages an ongoing conversation with the board which changes regularly to give students a greater variety of input.



As the display board at Maryknoll Fathers' School is a thinking routine, the reflection on the display board not only activates the schema and recycles language but also helps students remember every step of the thinking process.

The fact that the students are quite literally surrounded by language helps them to retain certain words and phrases but the more purposeful use



of the display board is to give them the opportunity to review the way that language is used. There must be some activities on the board for the students to do. They need to physically manoeuvre words, ideas, phrases in order to remember them, once again providing a structure and context for their learning to make it successful. The use of question starters on boards can also help to consolidate this learning.



Teachers have a wonderful opportunity to embed previous learning using the same display in a later lesson.

The board also becomes a holistic way of giving peer feedback and the teacher can give instant feedback as well. This enriches the language environment because it is not just about giving them words but showing them what they can do with those words. Students can also take this one step further and learn how to give constructive feedback to their peers. This could be with emojis, written comments or pre-written stickers for the board.

Or they could find something they like about each other's work and comment on it. It is a good way to build positive relationships.

Absolutely! Laminated speech bubbles are a good way of doing this because it is positive and it teaches children that you can improve by listening to each other. Students can draw a picture of themselves or take a photo and put this next to their comment or reflection. It could also be about what they have learned from one step to the next.

I remember doing running dictation with my students, using the display board when teaching letter writing. They had to read and remember parts of the structure of a formal letter and then run back to tell their partner who wrote it down. They loved it. What other activities could teachers use the board for?

It depends upon what is being worked on and whether the purpose of the board is for consolidation of ideas or the introduction of a new concept. Group competitions or games work well using a display. Instead of the teacher labelling something on the display, this could be done as a team game where the students take a language point and stick it on the board in a race. Introducing new words or phrases to the class can be a simple starter. Having a clear idea of your purpose and structure is important if you want the board to be a learning tool as well as a display point.

We know how pushed teachers are for time. Is it time consuming to put up the displays?



I am not going to lie, it can be. The benefits are so obvious though, that it is a small price to pay. It is not something

that is imposed on teachers and there is no one way of doing it that is successful. You can start small and build. It comes from your classroom content and the focus can be any time during the learning. It might be pre-teaching, during or even after as an ongoing learning task. Once the display is up, it does not take a lot of time, to be able to come up with different activities. For example, at the beginning of the lesson you might say, 'Find an example of.... Let's see which team is the first to do it.'



Can we get the students involved in the display design?

Yes. Teachers could be in charge of doing the first display. For example, with blog writing, you have elements of the display that are given to groups of students to reflect on their learning and/or students design a task for other students to respond to or participate in.



How about interactive activities?

The students could design an information gap style activity, which then becomes interactive. One activity we did with students was blog writing. Students used 'Generate, Sort, Connect' to first get their ideas down on post-it notes. Then they decided together which idea would best fit into each part of the blog and put them onto the wall display. By doing this we avoid students falling into the trap of thinking that the first draft is the only draft.

The process of writing should take time and go through stages. Students are motivated when this process of thinking is shown and they see how they can improve on earlier drafts. Displays can enable students to discuss and enhance their written work for example by using 'Show, Not Tell', to bring descriptions to life with more sensory imagery. I love seeing students go from a fairly simple, boring piece of writing to an engaging, effective piece through a process of positive peer feedback.



It is also really important to check on each child's progress. Using the display provides a starting point for conversations about how the student feels about their own work and language learning.

If you would like any more information about anything mentioned here or bounce ideas around for your teaching, please get in touch!

**Luana Hasell and Hannah Standing
Regional NET Coordinators, NET Section**

The First Human-AI Creative Writing Contest for Hong Kong Secondary Schools

In the 2022/23 school year, the English teachers and the NET at Precious Blood Secondary School in Chai Wan launched the first Human-AI Creative Writing Contest. The contest aimed to increase student engagement with English and to develop students' and teachers' knowledge and skills to use artificial intelligence (AI) for learning.

For the contest, each student composed a short story using their own words as well as words generated by an AI-writing tool that the student coded. At pre-contest workshops, students learnt Python programming language to code their own AI-writing tool. They also learnt to compose short stories using their own words along with the words generated by AI-writing tools. Teachers judged the quality of students' stories.

The contest was held at Precious Blood Secondary School and four other secondary schools in other districts. The English teachers and students who were involved reported on the benefits of participating in the contest.

According to April Fung, English Panel Head at Hoi Ping Chamber of Commerce Secondary School, her students signed up for the competition hoping to use AI tools to improve their writing skills. Meanwhile, not many students had general knowledge of AI creation and its usage in daily life. In the workshops, Hoi Ping students were equipped with progressively challenging coding skills, and it was observed that even those who were uncertain about their abilities at the beginning managed to follow and reach higher levels of coding.

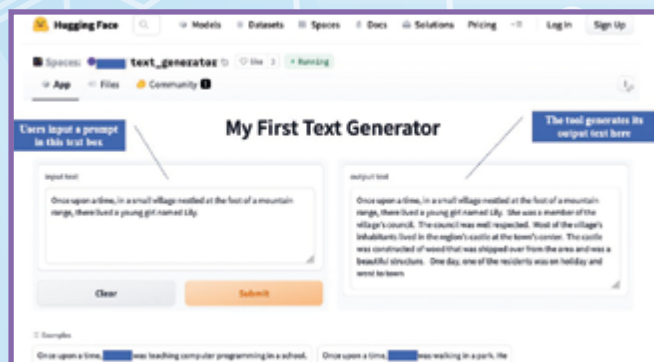
A student codes an AI-writing tool at Hong Kong True Light College.



In their post-workshop reflection, students expressed that the experience of creating an AI-writing tool was "new", "incredible", and made them feel "more confident" to write short stories. The process of writing prompted students to contemplate the relationship between AI and human creativity; some suggested that AI facilitated them to think outside the box, while some acknowledged that AI-writing tools served as complements to human creativity, which could not be replaced by machines.

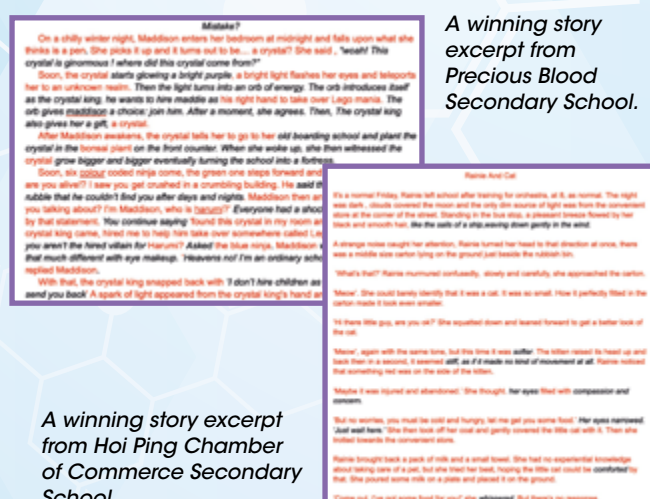
Robin Hedley, Deputy English Panel Head at Hong Kong True Light College, observed how students used AI writing tools to provide better alternatives to sections of their existing stories that the students were not satisfied with.

The student's words are in red; the words generated from their AI-writing tool are in italicised, black text.



Interface of a student's AI-writing tool, called My First Text Generator, on Hugging Face (identifiers removed)

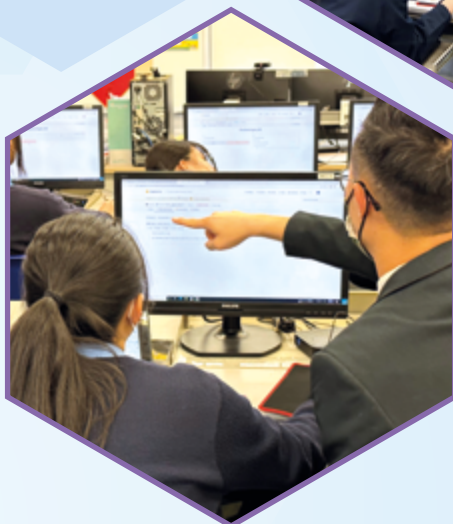
A winning story excerpt from Precious Blood Secondary School.



A winning story excerpt from Hoi Ping Chamber of Commerce Secondary School.



At Lok Sin Tong Wong Chung Ming Secondary School, English teachers Pavel Wong and Damien Chan observed that their students could successfully participate in an English medium-of-instruction workshop on coding and successfully code an AI-writing tool without using translation to Chinese language. The English teachers also observed students' amazement and curiosity when coding, with some students showing a keen interest in coding. In debugging the Python language of their AI-writing tools, students learned to pay careful attention to spelling, punctuation and capital letters. Students could transfer these debugging skills and apply them to their English language texts.



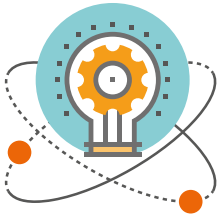
Teachers and researchers shared their contest experiences and research findings respectively, at the Regional Cluster Meeting (Hong Kong) on 'The Role of AI-Writing Tools in Developing Students' Writing Skills', which took place at Fukien Secondary School (Siu Sai Wan) on 20 April 2023. In addition, participants practised coding their own AI-writing tool and discussed the opportunities and challenges of implementing AI-writing tools in their English lessons.



**David Woo, NET,
Precious Blood Secondary
School, and April Fung,
English Panel Chair,
Hoi Ping Chamber of
Commerce Secondary
School, Ho Man Tin**

If your school would like to learn more about the Human-AI Creative Writing Contest, please contact David Woo at net_david@pbss.hk





Innovative Teaching in the Special Education Needs (SEN) Classroom

For Students with Physical Disabilities

In today's rapidly changing world, it is important for educators to adopt innovative teaching methods that prepare students for the future. Innovative teaching is all about engaging students in new and exciting ways that go beyond traditional classroom instruction.

Innovative teaching methods can include anything from project-based learning and gamification, to flipped classrooms and personalised learning plans. The goal is to create an environment that encourages students to take an active role in their own learning and to develop critical thinking and problem-solving skills.

Project-based Learning

One of the most popular innovative teaching methods is project-based learning. This approach allows students to work on projects that are relevant to their interests and passions. Student voice and choice allow them to explore and experiment with different ideas and to collaborate with their peers to develop solutions to problems. Furthermore, this approach allows students to develop critical thinking, problem-solving, and collaboration skills. It is an effective way to teach students with SEN as it provides a highly engaging approach to learning that can be tailored to their individual learning styles.

In the first term, our school implemented a project-based learning initiative for our P4 students on the topic of Space. This has proved to be a popular topic in the past, and the English teaching team were excited to discover how project-based learning could enhance it further.

SEN Context

The initiative began with the NET completing the PDNetwork workshop on project-based learning and disseminating the information to the rest of his colleagues. From there, in close collaboration with our Advisory Teacher (AT), Ms Joey Venter, the English teaching team generated a number of ideas on how project-based learning could help enhance student engagement and enjoyment of the topic.

One key idea was to extend the topic across multiple units, giving students time to develop real depth of knowledge in the topic and the opportunity to revisit different aspects of the project-based learning model to consolidate the skills they had learned. One of the benefits of project-based learning for students with SEN is that it allows them to work at their own pace. Teachers can provide individualised support and guidance to students as they work on their projects. This approach allows students to take ownership of their learning and to develop a sense of pride and accomplishment in their work.

The initiative then followed a structure of students being introduced to various aspects of the topic of space, such



as the solar system, the first moon landings, and life in space, through a mix of teacher-generated and authentic materials; collaboratively creating questions about the topic that they were interested in; researching

the answers to these questions online in pairs and individually; and finally creating PowerPoint presentations on school laptops and presenting their work in the final lesson. The collaborative elements listed above highlight another benefit of project-based learning for students with SEN in that it provides opportunities for work in small groups or pairs to complete projects. This approach allows students to learn from each other and to develop social skills.

Challenges and Successes

The initiative was not without its challenges. The aspect of project-based learning students found most difficult was the research element and this required extensive scaffolding from the English teaching team. Fortunately, as the decision to extend the unit had been taken, students had sufficient time to work with this scaffolding, which made their research as meaningful as possible under the circumstances. When reviewing the topic with the Advisory Teacher and Curriculum Development Officer, amelioration for future iterations of the project were suggested. One suggestion was to use online tools to develop authentic school-generated websites that could act as sources of information for students when they are researching their questions, and we plan to implement this next year.

There were a number of positive outcomes from the project, but two stand out. First was the enjoyment the students took in the learning process that was rooted in their strong sense of ownership from creating their own questions and finding the knowledge themselves. Second was the pride they took in presenting their projects in the final lesson with the AT in attendance. All the students presented well and made meaningful contributions.

Conclusion

In conclusion, innovative teaching is essential for preparing students for the future. By adopting new and exciting teaching methods, educators can create an environment that encourages students to take an active role in their own learning and to develop critical thinking and problem-solving skills. Whether it is project-based learning, gamification, flipped classrooms, or personalised learning plans, there are many innovative teaching methods that can help students succeed in the 21st century. In particular, project-based learning was a beneficial approach in our school context. It provided a hands-on approach to learning that allowed students to work at their own pace and to develop critical thinking, problem-solving, and collaboration skills. This approach helps to make learning and teaching more accessible and meaningful for students with different learning needs. By adopting it, I was able to create an inclusive learning environment that met the needs of all students.

**Craig Robertson, NET,
Hong Kong Red Cross Princess Alexandra School**





Fostering Collaboration

Driving Innovation

NET Section
Curriculum Support Division
Education Bureau

The NET Section runs Filmit, Time to Talk, Story to Stage and 'Speak Up - Act Out!' Improvised Drama Competitions annually to provide students with greater exposure to authentic and creative use of English in areas of film-making, public speaking, puppetry and drama.

Please scan the QR codes below to view the winning entries in 2022/23 school year. Hope to see many new and familiar faces next year!

Filmit



Time to Talk



PUBLIC SPEAKING
COMPETITION
**TIME TO
TALK**
2022 - 2023





STUDENT COMPETITIONS



Speak Up -
Act Out!



Story to Stage





Incorporating Social and Emotional Learning into English Language Education through the COVID-19 Pandemic and Beyond

It has become increasingly apparent that against the backdrop of COVID-19, the emotional turbulence experienced by students has exerted a significant impact on their well-being. In response, the "Seed" Project – 'Building Character through Characters: Implementing Social and Emotional Learning (SEL) in the English Language Classroom through Stories' has demonstrated that teachers can use stories to build students' character and enhance their SEL competence while scaffolding their reading.



Pat Heung Central Primary School, where this was trialled, has long-strived to create a positive and supportive learning environment that nurtures students' intellectual growth and psychological well-being. A few years into the implementation of positive education, we had created an inclusive school environment that embraced a growth mindset. However, the outbreak of the COVID-19 pandemic presented staff and students with unprecedented challenges. One such challenge was the frequent switching between face-to-face classes and remote learning. As observed, in the absence of adequate social interaction with peers and teachers at school, students have a difficult time managing their emotions.



In light of the above-mentioned concerns, in the 2021/2022 school year, we participated in this reading-based "Seed" Project. In alignment with our school's Positive Education curriculum, our aim was to enhance students' SEL competence

by equipping them with self-management and social awareness skills.

The storybook 'Lion's in A Flap' was selected because it was believed that students could understand the characters easily and relate to the characters and the events. Meanwhile, students could see how the main character changes throughout the story and experiences different attitudes towards the characters. This was an important lesson for the students to learn on a conceptual level.

In addition, due to the COVID-19 restrictions, we needed to adopt blended learning, conducting face-to-face classes in the morning and online classes in the afternoon. What worried us initially, was how to engage students in mixed-mode learning. Yet, with teachers' collective growth mindset, we were able to design a series of playful and engaging activities.

Firstly, we found reading opportunities so that both ELE and SEL objectives could be integrated into our school's English language curriculum. The sentence patterns and grammar items were later recycled by students to express their thoughts, be it in speaking or writing.

Secondly, by using tailor-made materials, realia (F-A-T Cards and Worry-O-Meter), props (Crystal Ball and Magnifying Glass), and an online platform (Padlet) we were able to implement interactive activities synchronously and asynchronously. Through analysing the main character's changes in different scenarios, students were able to recognise the situations that worry them, the physical signs of worries, how thoughts (T) change feelings (F) and actions (A), and how to use different SEL tools to manage worries. The online sharing journal displayed students' understanding of the main character's emotions while the 'Worry-No-More' journal served as a powerful tool for students to apply the SEL skills and for teachers to assess students' SEL.



This SEL journey has been fruitful and rewarding. The positive changes that the "Seed" Project made to our students is evident. At the end of the unit, students made significant progress in describing their own feelings, managing negative emotions and navigating relationships with peers and adults. In addition to realising students' academic potential, the programme has also provided SEL support to improve students' well-being and develop positive attitudes towards life, not only in the midst of this capricious pandemic, but beyond; into a future of resilience in adapting to a blended learning environment.

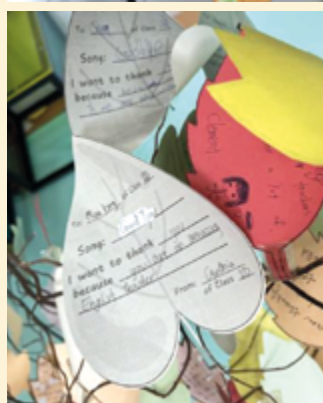
Zhu Man, LET
Pat Heung Central Primary School

In our quest to create a positive and engaging learning environment for our students, we embarked on a year-long journey of cultivating positivity within the English language curriculum. Through a range of diverse activities and initiatives, we aimed to foster a sense of optimism, resilience, and personal growth among our students. This article highlights our efforts and the impact they had on our students' well-being and language development.

Creating a Language-rich Environment

We began by establishing a language-rich environment, where positive values and attitudes thrived. The Tree of Positivity became a symbolic representation of our collective efforts, with students contributing their positive thoughts and reflections on its branches.

Visual displays and art and craft works spread messages of hope, encouragement, and inspiration throughout the school. These vibrant displays not only beautified our campus but they also acted as constant reminders of the power of positivity.



Game Booths on Positivity

To actively engage our students, we introduced game booths centred around positivity. These booths challenged students to identify positive actions corresponding to different characteristics such as diligence, empathy, and respect for diversity. By participating in these activities, students not only enhanced their understanding of positive values but also developed their character and interpersonal skills. The game booths served as interactive platforms for students to explore the practical application of positive values in their daily lives.



Promoting Language and Creativity

Into the school's English language curriculum, we integrated various activities that promoted language skills while fostering positivity. Proverb worksheets provided students with opportunities to reflect on meaningful sayings related to positive values and apply them in real-life situations. Through these worksheets, students developed critical thinking skills and learnt to make wise choices guided by positive values.

Additionally, the Positivity Challenge encouraged students to set personal, class, or school-based goals for leading a positive life. This initiative allowed students to turn positive thoughts into action and reflect on their experiences, which promote self-awareness and personal growth. By setting and achieving these goals, students not only cultivated a positive mindset but also developed valuable life skills such as planning, perseverance, and self-motivation.



Celebrating Literature and Performance

The English language curriculum was further enriched through activities that celebrated literature and performance. The Song Dedication Activity which provided students with a platform to express gratitude and appreciation by dedicating songs to their classmates and teachers, also enhancing students' communication skills and musical appreciation.

The S3 Talent Show and Lyrics Remake Activity allowed students to showcase their talents while infusing positivity into their performances. Students took centre stage, sharing their unique abilities and creative interpretations of popular songs with positive messages.



Celebrating Festivities with Positivity

We ensured that our celebrations of festive occasions were imbued with positivity. During events such as the Mid-Autumn Festival Fun Day, Christmas Fun Day, Chinese New Year Fun Day, and Easter Fun Day, students immersed themselves in the joyous festivities while embracing the positive values associated with each occasion.



Throughout the year, our efforts in cultivating positivity have yielded remarkable results. Our diverse activities and initiatives have nurtured a positive and engaging learning environment, promoted character development, and enhanced language skills. Students have become more self-aware, empathetic, and resilient, equipped with the tools to navigate challenges and embrace opportunities.

As we reflect on the past year, we are proud of the impact our initiatives have had on our students' well-being and personal growth. We remain committed to fostering positivity, continuously seeking innovative ways to inspire and empower our students. By infusing positivity into our teaching practices, we are shaping a generation of confident, compassionate, and resilient individuals ready to face the future with optimism and resilience.

**Sharon Lo Kit Lin, English Panel Chair, and
Warren Kung Yuk Lun, English Teacher,
SKH Tsoi Kung Po Secondary School**



Primary 3 'World Trip' – PLK Grandmont Primary School

Our P3 Experiential Learning Day returned in 2023 and we decided on the theme of a 'World Trip'. Our school runs a modified version of PLP-RW and this theme matched with the Amy's Diary unit, which is about travel and exploring new places. We were also keen to reintroduce the students to the world of travel after the years of travel restrictions.

For our WorldTrip event we wanted to focus on hands-on activities. Students visited different locations in our school, which were turned into different countries. We planned to vary the activities, so we could offer some high-energy activities alongside relaxing or creative ones.

Time to fly!

We started the day by gathering in the school's Lecture Theatre. To better immerse the students in the world of travel, it was decorated to resemble the Hong Kong International Airport, complete with boarding gates and windows overlooking airplanes. I played the host and dressed up as a pilot.

We took the opportunity to explain the themes of the day, which were new experiences and showing respect for other cultures. Our school was eager for the NET and other English teachers to share our own culture and experiences with the students, so we added Australia and the Philippines as destinations.



Activity Highlights



Australia

Activity 1: Amazing Aussie Animals

Students learnt about many new amazing animals from Australia. I created this game because I wanted students to learn about other Australian animals beyond kangaroos and koalas. Each student could throw three heart emojis into the bucket of the animal they liked. Each bucket had different point values and the sizes of the buckets also varied.



Departures

To

AUSTRALIA

JAPAN

FRANCE

THE PHILIPPINES

UNITED STATES
OF AMERICA

Activities

AMAZING AUSSIE ANIMALS

GIANT POSTCARD PUZZLES

MY ORIGAMI BOOKMARK

MY ANIME CHARACTER

ARCHITECTURE WORKSHOP

PAINTING WORKSHOP

TINIKLING FOLK DANCE

CRAZY KARAOKE

BEACH BALL MADNESS



Activity 2: Giant Postcard Puzzle

This activity was about sightseeing and visiting famous landmarks in Australia. We included the name of the location and an Australian motto. The additional words added some unique details to the foam puzzle pieces and helped the students identify the correct ones. Making the pieces large added a novelty factor and encouraged teamwork.



The Philippines

Tinikling Folk Dance

Miss Katrina designed an activity based around the famous Filipino folk dance called Tinikling. This involved two teachers moving two long bamboo sticks to the music. While only a few students could dance with the teachers at one time, by attaching more bamboo sticks to the floor, more students could practise. Through a rotation, students could take turns being challenged by the moving sticks.



United States of America

Beach Ball Madness

Students played a series of high-energy games that involved teamwork, coordination, and trial-and-error. We used giant parachutes with handles that looked like giant beach balls, which tied in with our theme of famous beaches in the USA.

The games included switching sides with students wearing similar clothing, spinning a volley ball around the edge, and trying to launch a dolphin plushy higher than the other team.



Next Year

Owing to the time limitations that we discovered this year, we want to make use of videos to pre-teach information about the different countries and activities in a concise, entertaining way. Posting them over a series of weeks will also boost excitement and anticipation for the event.

Brad Newman
NET, Po Leung Kuk Grandmont
Primary School



Nurturing Love for Learning, Possibility, and Positivity

I have always nurtured a love for learning and emphasised positivity in my classes, encouraging my students to consider the possibilities in their lives. My most self-motivated students have always embraced these core values. But what about passive learners and those who are less motivated? How can we cultivate a love for learning among all of our students?

Cultivating a Love for Learning through the 'Read to Speak' "Seed" Project

With the support of Ms Janice Li and Mr Stephen Cooley, my colleagues and I co-developed a unit of fun, interactive lessons that engaged our S1 students in using and creating multimodal texts. We also gained insights on how to support students to learn and apply topical vocabulary by supporting them with decoding skills and providing them with authentic, contextualised opportunities to practise.



Promoting Possibility through Filmit 2023

We entered the Filmit competition to give students the experience of making a short film in the hope that students who took part could gain more confidence in speaking English, which they did. They produced a short film called 'FilmUs' and the confidence they developed drove them to participate and serve in our Week of Positivity activities in different capacities!



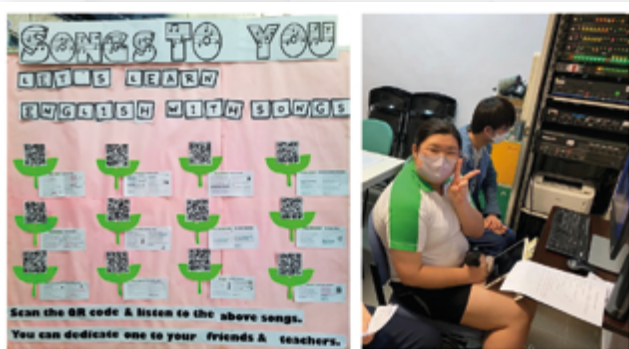
Fostering Positivity through the Week of Positivity

The Week of Positivity events took place during our school's annual English Week in mid-May. Our initial goals were to make learning English fun, raise our students' language proficiency, inspire creativity, and instill a passion for learning English. We not only achieved these goals, but also infused positive values in our students by creating learning opportunities inside and outside the classroom for learners of different styles.

Many of our activities were multimodal. We redecorated the dice with positive words and used a sandbag board for our game booth called 'Power Throw'.



Our more aural and visual learners loved our Song Dedication and clip-screening activities. We gave students a list of songs with positive lyrics and provided them with positive messages that they could select for the song dedication. The messages and songs were then broadcast on air. For the clip screening activity, we showed selected movie clips during the morning assemblies and asked students to answer questions online. The questions were designed to encourage students to think about positive values like perseverance and empathy.



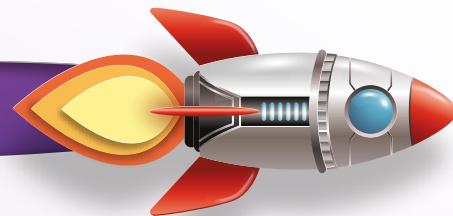
To emphasise the importance of cherishing life, our S3 students who were studying a chapter about wildlife created posters on protecting endangered species to remind schoolmates of the need to respect and love our diverse natural environment.



The 'Read to Speak' "Seed" project, the Filmit competition, and the Week of Positivity have helped lay the foundations for a love of English learning and a strong moral education. We look forward to creating more milestones in the coming school year by engaging students in more fun, theme-based activities that will promote English learning.

Mr. Martin Tse, NET
Pui Shing Catholic Secondary School

Flying into Space!



Space exploration has always been a fascination for children and adults alike. At Tsing Yi Trade Association Primary School (TYTAPS), we designed and implemented various fun and engaging activities that leverage National Security Education and introduce STEAM through English in our school curriculum. Through our Space Tour, students explored how to fly a plane through the flight simulator, experienced gravity with Virtual Reality (VR) and coding with drones, and explored Space security through an Augmented Reality (AR) wall. In our experience, students developed a strong interest in scientific literacy, and they used innovative thinking, logic and problem-solving skills in an authentic and meaningful way.

Flying a plane through the flight simulator

With the use of the flight simulator, students learn about the physics and mechanics of flight through play. By sitting in the cockpit, students had full control of the plane's instruments, including the control panels, the wheels, and the throttle. In this way, they could understand how each piece of equipment works. Students learnt the importance of piloting and how to fly a plane in space!



Experience gravity with VR



In the TYTAPS Digital Lab, students put on their VR headsets to explore what an astronaut experiences in space. Through the roller coaster simulation, students experienced the sensation of freefalling and acceleration as the roller coaster zoomed around the track. These feelings are similar to those of an astronaut who experiences low and high levels of gravity when they are in a rocket.



Coding with drones

A drone may seem like a toy, but they allow students to learn about STEAM. Through blocked-based coding, students learn the fundamentals of programming and how drones fly. Students also explore how drones rotate and how they move forwards and backwards to fly to different cities in China.

Understand Space security through an AR wall

Our AR wall is dedicated to understanding the importance of space security through different milestones in Chinese space history and current space development. The blended learning of interactive games, videos and other online resource materials allows students to cultivate a sense of belonging to the country and enhance their national identity through technology.

It was encouraging to see students participate actively in different immersive learning activities during our Space Tour. We are continually developing and enhancing our school's curriculum by teaching STEAM through English and integrating National Security Education, and we encourage you to come and explore this journey with us too!



**Angel Ngai, English Panel Chair and Rocky Lam, NET,
Tsing Yi Trade Association Primary School**