

From Seeds to Trees:

Building and Deepening Knowledge by Using Thinking Routines

Lok Sin Tong Leung Kau Kui College

The English Department

Mr. Jaison Fung & Ms. Catalie Shuet

SEED Project 2023-2025



Disclaimer

To enhance the teaching content, teachers can exercise their professional judgment and consult relevant scholarly work when adopting the learning and teaching resources prepared by educators and other teachers. In support of the implementation of the English Language Education KLA Curriculum, teachers can also select appropriate parts of the resources for classroom learning or extended learning based on pedagogical consideration and the learning needs of students.

I. Overview

1. Our school

Focus group:

s.4 secondary students (mixed proficiencies)

Main task:

Writing a speech for a volunteering experience

Language focus:

Connectives of cause and effect



What do you **see** in these images?



Image sources (from left to right):

<https://www.thenationalnews.com/world/inside-hong-kongs-coffin-homes-amid-housing-crisis-in-pictures-1.88247>

<https://apimagesblog.com/blog/2017/5/10/hong-kong-shoebox-coffin-homes-a-challenge-for-new-leader>

https://commons.m.wikimedia.org/wiki/File:2015-01-23_old_woman_collecting_used_cartons_in_Hong_Kong.jpg



What do you think?



What does it make you wonder?

What do you **see** in these images?



What do you **think**?

What does it make you **wonder**?

This makes me wonder...



Do our students actually feel empathetic?



This makes me wonder...



Is merely showing photos/videos enough?



This makes me wonder...

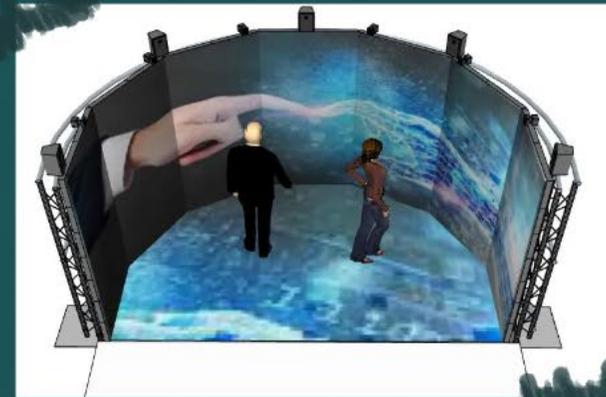


How can I foster empathy within students?





2. VR Cave + thinking routines



<https://www.mechdyne.com/av-vr-solutions/immersive-virtual-augmented-reality/cave/>

SEE THINK ME WE



What is this thinking routine?

An extension of "See, Think, Wonder", but allows us to extend the connection of the topic to ourselves and the community.

Video link: <https://youtu.be/bhIQjyBrmwl?si=SGJqNb3Jf9jk33Pi>



I used to think... Now I think...



What is this thinking routine?

A tool for reflecting on our thinking on a topic and exploring how or why it has changed. It consolidates new learning.



You may ask...

- 🌿 How does it help with their writing task (speech)?

3. Mini student art exhibition



HOMEWORK

1. Group speech on coffin homes / sub-divided flats in HK
2. 3D Artwork / Model



(Mini art exhibition on Tuesday) Put your group speech into LoloNote

A student art exhibition

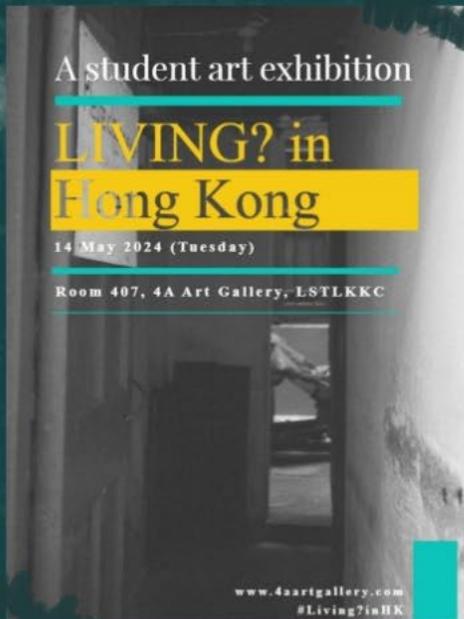
LIVING? in Hong Kong

14 May 2024 (Tuesday)

Room 407, 4A Art Gallery, LSTLKKC

www.4aartgallery.com
#Living?inHK

Hands-on activity



Your task now (10 mins):

In groups, make a 3D paper model of a coffin home/
sub-divided flat in Hong Kong!

Your task later (2 mins):

Share your 3D paper model and the rationale for its
design in an Art Gallery!

Guiding tips:

- Your worksheets can help! Pool ideas!
- What is your impression of these homes?
- Describe living in Hong Kong!

Some of you may wonder...

 Why waste lesson time for a mini art exhibition?

To emulate authentic learning experience
& create long-lasting memory!

4.1 Finished speech

| Effects / Problems ✓ | Student name: Karson |
|--|----------------------|
| Not surprisingly, there will be a lot of problem that will affect the live of these tenant living under horrible conditions inside these coffin houses. First, it would be detrimental to the health of the tenants. | |
| The environment they're living in is so unhygienic and dusty, there's some random scrolled up tissue paper on the floor, many rubbish around the corner of the coffin house, there's even mold growing on the side of the wall, so these tenant won't be able to live in a comfy environment. Also, some of them couldn't afford mattress, so they may get bed bugs biting them, and the bugs biting them may make them feel itchy and have allergies. | |
| Besides the effect on their physical health, the effect on their mental health can't be ignored. Since they living in such a small space and most of them are living by themselves, they don't have any families members to talk to, so they barely have any social interaction, which will lead to loneliness and depression. Maybe they would even have suicidal thoughts as they lost hope in life and can't find a way out or can't find anyone he or she can reach out to. Coffin houses have caused unwavering casualties to the inhabitants and to extent, crisis in society. | |



Example:

The environment... unhygienic and **dusty**, with some random **scrolled-up tissue paper** on the floor... **rubbish around the corner**... **mould growing** on the walls... **Therefore**, tenants won't be able to live in a comfy environment.



4.2 Finished speech

Conclusion + Reflection: Student name: Wayne

To conclude, coffin homes have been a burden to both the inhabitants and society. Many coffin home residents suffer from rather cramped living spaces, poor hygiene and infrastructures and jobs with low income high working hours. These issues altogether have gave them mental disorders, claustrophobia and even potential suicides. To patch things up, we could ask the government to make amends to help with the quality of coffin home residents by giving some financial subsidies or implementing new regulations. What we can do as citizens and students, is to join some in charity visiting events and free cleanup services. We should also be alert that solving overpopulation in the community is the key to make a better future. The crucial part is that coffin homes in society are no easy feat to be suppressed in one go.



Example:

Coffin homes have been a burden to both the inhabitants and the society... Many residents suffer from rather cramped living spaces, poor hygiene... We could ask the government to make amends to help with... What we can do as citizens and students is... Solving overpopulation in the community is the key to make a better future...

4.3 Student exhibition

Question:

"Can you talk about your design?"

Student's response:

"We put black paint all over the walls to show that coffin homes are dirty and full of mould. It is **not a good place** for people to live in."



Outcome:

- Giving a speech **authentically**
- Putting what they saw into a tangible object

4.3 Student exhibition

Question:

"What are these things in the house?"

Student's response:

"Coffin homes don't have space. Unlike our homes, everything is in one place, like the toilet, table, bed, washing machine... The fai chun... Because these tenants hope for a better life."



Outcome:

- Making meaningful comparisons
- Thinking beyond what they see



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The heart is like a garden. It can grow compassion or fear, resentment or love. What seeds will you plant there? (Jack Kornfield)