



“Week of Hope” -cum- “Seed” Projects Experience Sharing Session:
A Design For Life - Values Education in English Language Education

Teaching and Encouraging *Empathy* in Our Students Using Makerspace

Ms. Anita Ma, LST Yu Kan Hing Secondary School

1. Background

- A CMI secondary school, a STEM school
- Presentations of STEM products in English
- Band 2-3
- 6-8 English lessons a week, mostly double periods

19/20	20/21	21/22
Entire S.1	Entire S.1	4 groups in S1 2 groups in S2

2. Observing and Reflecting on Our Students - See, Think, Wonder

See	Think	Wonder
<ul style="list-style-type: none">● Enjoy mobile/ online gaming/ entertainment● Give up easily● When things go wrong, they give excuses and blame others● Chatty● Not willing to listen to people● Unable to concentrate in lessons● Rely on others● Rather distant to teachers/people	<ul style="list-style-type: none">● Self-centred● Short-sighted● Incapable● Lazy● Not diligent● Not willing to express themselves and/ or seek help	<p>What made them like this?</p> <p>What can be done to make them better people?</p>

3. Empathising with students - Think, Feel, Care

Think about our students.

How do they **feel** about studying, especially English?

- Difficult, like an alien language to them
- Boring, as it is always about grammar drillings
- Not related to them, as they don't need it in daily life
- Stressful, as their parents always ask them to learn it better
- Look cool to master it. Admire people who are good at English
- Don't know where to start with when they want to learn it better

What do they **care** about?

- Parents, as they want parents to love and recognise them
- Friends, how they think about them, and if they can continue to be friends
- Teachers
- Themselves having fun, sense of achievement, feeling capable
- Academic results
- Self-image

EMPATHY

4. Empathy in the curriculum guide

A variety of learning experiences in KLAs, moral and civic education, life-wide learning, etc. can strengthen values education through:

- deepening students' understanding of positive values and attitudes (cognitive);
- nurturing their **empathy** and positive attitudes towards life (affective); and
- promoting learning-by-doing in authentic situations (behavioural).

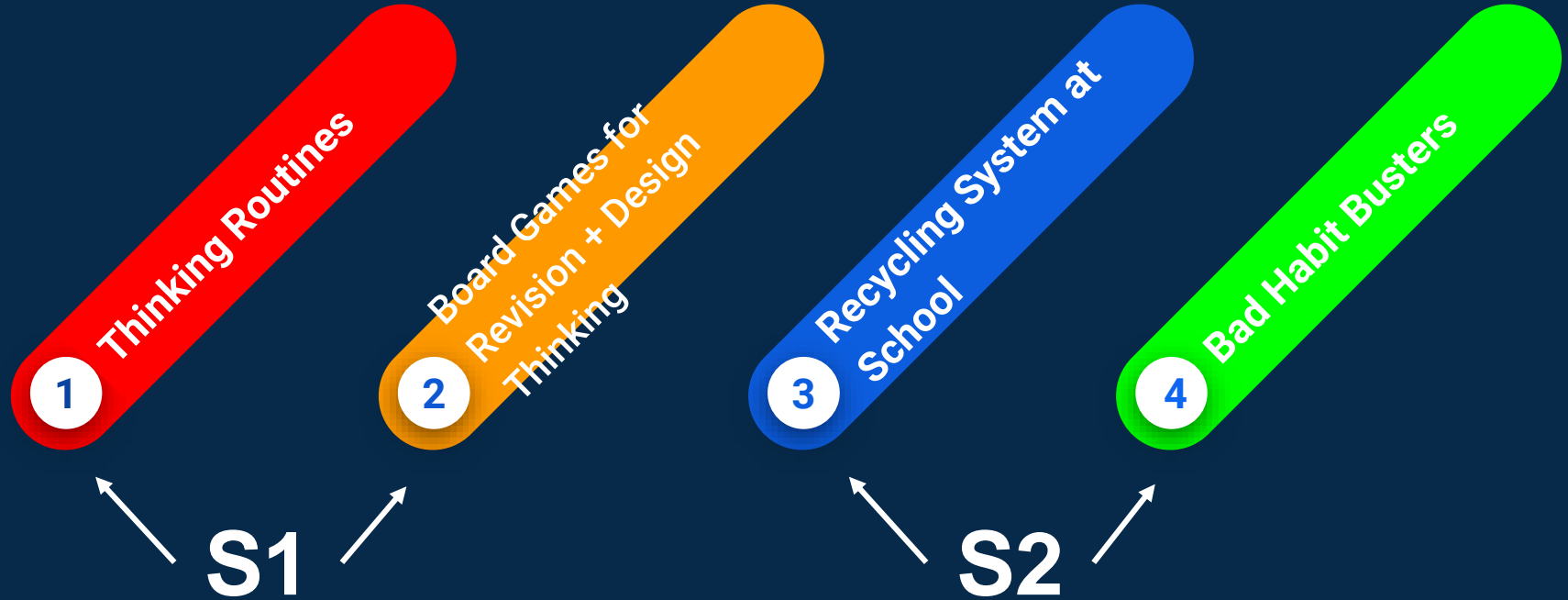
A proposed set of values and attitudes for incorporation into the school curriculum is provided in **Appendix 8**. Among all of these, **perseverance**, **respect for others**, **responsibility**, **national identity**, **commitment**, **integrity** and **care for others** have been identified as the seven priority values and attitudes.

English Language Education
KLACG 2017(P1-S6)
2.2.4 Values and attitudes (p.25-26)

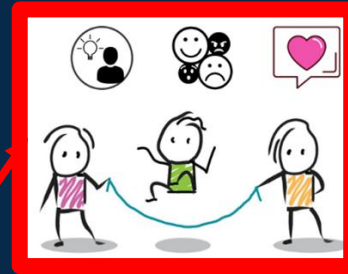
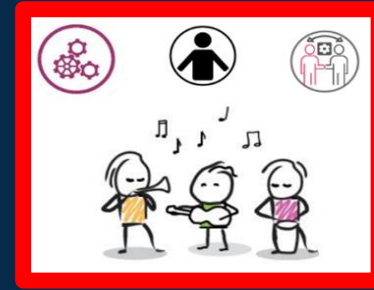
<https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/index.html>

Schools could promote Values Education through nurturing in their students the ten priority values and attitudes: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Care for Others", "Law-abidingness", "**Empathy**" and "Diligence"(Newly added in November 2021).

5. Empathy x Makerspace “Seed” Project



5. Empathy x Makerspace “Seed” Project



Thinking Routines

- Parts, Purposes, Complexities
- Parts, People, Interactions
- Think, Feel, Care
- Imagine If

EMPATHY



This thinking routine was developed as part of the Agency by Design project at Project Zero, Harvard Graduate School of Education.

Explore more Thinking Routines at pz.harvard.edu/thinking-routines

5. Empathy x Makerspace “Seed” Project



EMPATHY



DT x Board Games

- Design Thinking (Empathise, Define, Ideate, Prototype, Test)
- Design board games to help classmates revise or learn more about a certain unit



Thinking Routines

- Parts, Purposes, Complexities
- Parts, People, Interactions
- Think, Feel, Care
- Imagine If

Empathise



Define



Ideate



Prototype



Test

- User-centred
- For problem solving

5. Empathy x Makerspace “Seed” Project

Empathise



Define



Ideate



Prototype



Test

Empathise their classmates

Define their problems/ needs

Ideate

Prototype

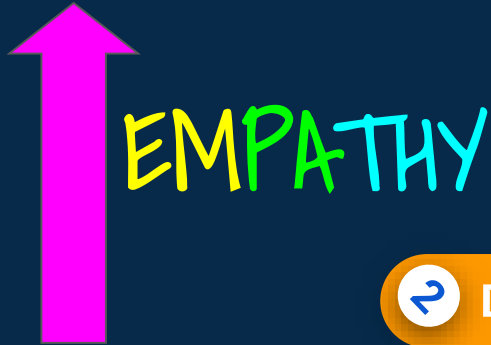
Test to see if the prototype can solve the problem/ meet the need

Empathise better

- Easier to find the right need/ problem to focus on
- A better prototype



5. Empathy x Makerspace “Seed” Project



Thinking Routines

- Parts, Purposes, Complexities
- Parts, People, Interactions
- Think, Feel, Care
- Imagine If

DT x Board Games

- Design Thinking (Empathise, Define, Ideate, Prototype, Test)
- Design board games to help classmates revise or learn more about a certain unit

Recycling System

- Analyse the recycling system at our own school
- Spot the problems as users
- Innovate ways to improve it
- Create leaflets to promote their suggestions



RECYCLE SYSTEM

MAKE BETTER!!!



IMPROVE MEANS



- add dryer in recycling bin of a lid inside
- put the recycling bin with the dryer outside the toilet
- After using the recycling bin, it will give you a sticker to go to the convenience store to buy snacks
- Draw some exclusive patterns on each box for easy identification

p.2

Recycling program

- go to the toilet to wash bottles or waste



- go to the recycling bin outside the toilet and put the cleaned waste on the lid to dry



- after using the recycling bin, the recycling bin will sense it and give you a sticker

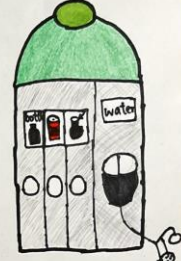


LET ME SEE, THEIR PROBLEMS BE SOIVED

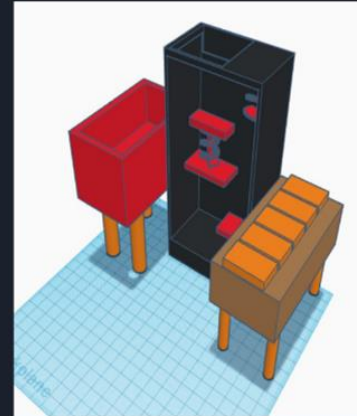
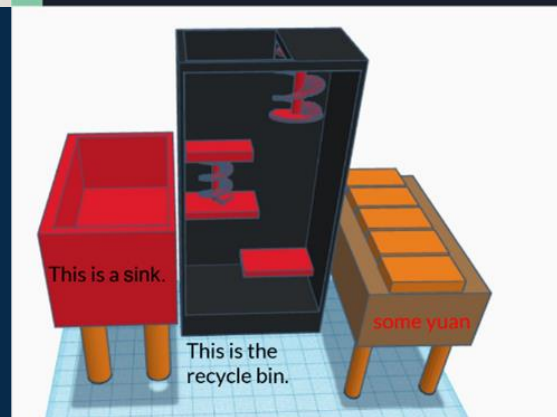


Recycling Bin

We designed this to make it easier for people to pour out the leftovers on the street when they can't finish drinking water or beverages, one is for water and the other is for beverages. Where the water is poured, that water will be piped to the sewage treatment plant.



Our recycle system(3D map)



5. Empathy x Makerspace “Seed” Project



EMPATHY

➤ Thinking Routines

- Parts, Purposes, Complexities
- Parts, People, Interactions
- Think, Feel, Care
- Imagine If

↻ DT x Board Games

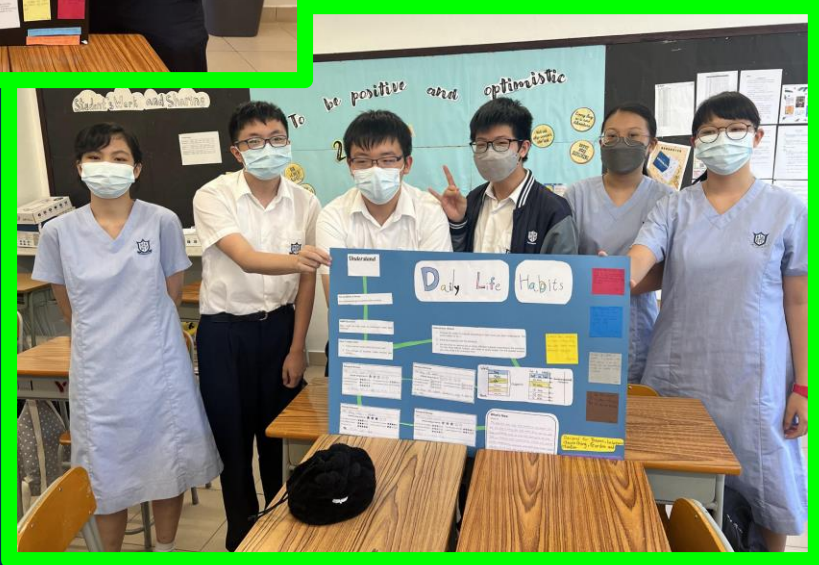
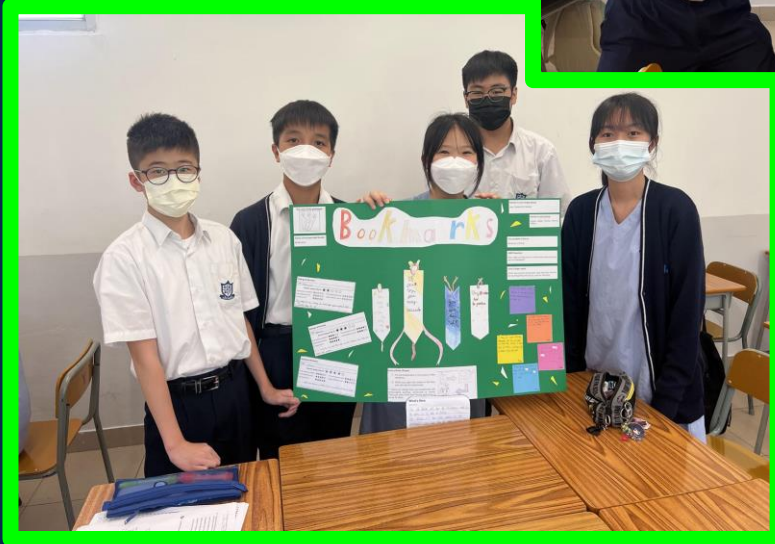
- Design Thinking (Empathise, Define, Ideate, Prototype, Test)
- Design board games to help classmates revise or learn more about a certain unit

♻️ Recycling System

- Analyse the recycling system at our own school
- Spot the problems as users
- Innovate ways to improve it
- Create leaflets to promote their suggestions

🚫 Bad Habit Busters

- Analyse their own bad study habits
- Work with classmates who have the same bad habits
- Tailor-make bad habit busters for other teams
- Create a display board to explain the bad habit busters



Name of the bad habit buster

Logo

Description of the buster

Comment/
Feedback
from target
users

Comments
from
designers

Updates

Time To Lock

Logo: A drawing of a hammer and a lock.

The problem in focus: Procrastination

How it helps users: To help them do things on time by "swallowing" their work and their precious belongings!

HMW Question: How might we make them know they have to do things on time?

Instructions (Steps):

1. Set the time you want to spend on the chosen task.
2. Put your most important thing into the drawer.
3. Put your work on the special table.
4. Start the timer and start working.
5. If you can finish your work on time, the drawer is unlocked and you can take your thing back.
6. If you cannot finish your work on time, the drawer will "eat" your work by folding up the table and your most important thing will be locked in the drawer at the same time. Then, you can reset the timer and continue your work. The drawer will only open when you finish your work.

What's New:
Version 2.0
"It is not just for procrastination but for any task that you are not doing. It will allow users to take their work and place it in the drawer. The user can work on the table and when the time is up, the work will be locked in the drawer." - Sam Lee

Ratings & Reviews (User Comments):

- "It is helpful. It is easy to do it." - User 1
- "I feel it is helpful because it locks my work. It is the problem is procrastination." - User 2
- "I am using the work with the timer. The work can help me solve the problem. It is good." - User 3
- "It is helpful and creative. It can solve my problem. It is work for me." - User 4
- "Designed for Marcus. Thank you. It is very helpful." - User 5
- "Designed for Marcus. Thank you. It is very helpful." - User 6

5. Empathy x Makerspace “Seed” Project



EMPATHY

➤ Thinking Routines

- Parts, Purposes, Complexities
- Parts, People, Interactions
- Think, Feel, Care
- Imagine If

↻ DT x Board Games

- Design Thinking (Empathise, Define, Ideate, Prototype, Test)
- Design board games to help classmates revise or learn more about a certain unit

♻️ Recycling System

- Analyse the recycling system at our own school
- Spot the problems as users
- Innovate ways to improve it
- Create leaflets to promote their suggestions

🚫 Bad Habit Busters

- Analyse their own bad study habits
- Work with classmates who have the same bad habits
- Tailor-make bad habit busters for other teams
- Create a display board to explain the bad habit busters

5. Empathy x Makerspace “Seed” Project

More freedom and autonomy



More controlled
(Gradual release of responsibility)

4 Bad Habit Busters

3 Recycling System

2 DT x Board Games

1 Thinking Routines



EMPATHY

6. Observable students' outcomes

*Which project or step
do you find the most useful
in learning empathy?*

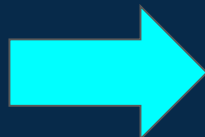
7. Way Forward

Think about my S3 students.

They **feel** frustrated

- Electives, DSE, career

They **care** about their academic results and salary.



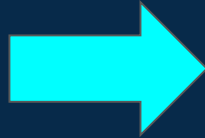
A topic of interest about their future career

7. Way Forward

Think about my
colleagues

They **feel** stressed,
confused and worried

They **care** about their
workload and the
effectiveness of Makerspace



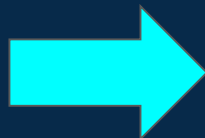
- Teach them
- Listen to them
- Discuss with them
- Demonstrate to them

7. Way Forward

Think about all students in my school

They **feel** incompetent and lost

They **care** about their parents, friends and academic results



- Empathise with them
- Design better materials for teaching and learning
- Have more trust in them

7. Way Forward

S3 students:

A topic of interest about their future career

Colleagues:

- Teach them
- Listen to them
- Discuss with them
- Demonstrate to them

Colleagues:

- Empathise with students
- Design better materials for teaching and learning
- Have more trust in students

8. Q&A

