

Welcome to

S.K.H. Kei Oi Primary School
Cultivating Growth: Embracing Hope,
Love and Mindfulness through
SOW Activities on English Days

19 October 2024

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.

Hello!

Welcome to our school

Today we will share:

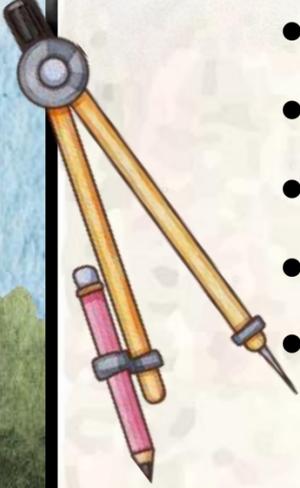
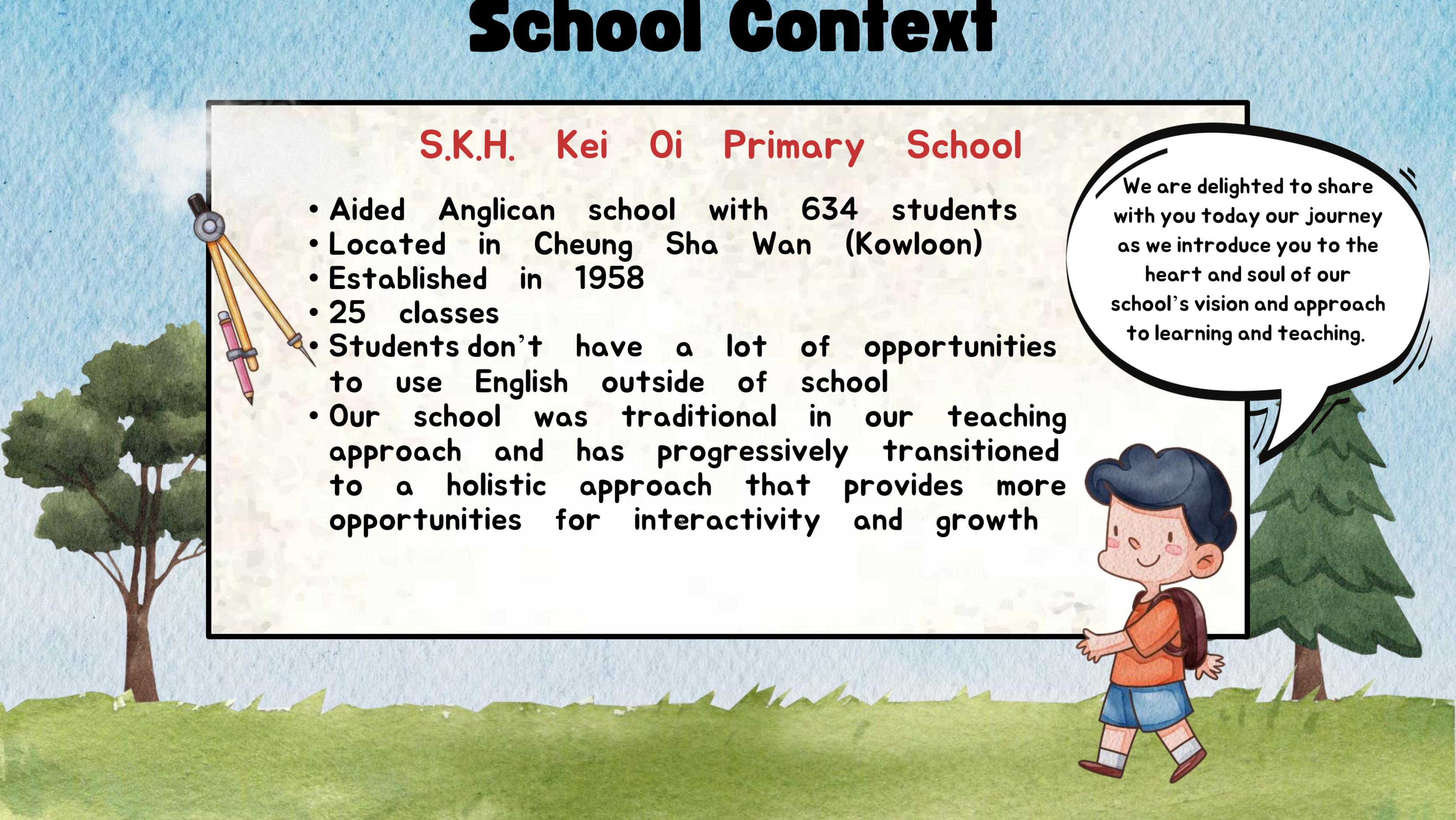
- School context
- Vision for SOW – What inspires our students?
- Planning approach (Using the learning framework by Diana Laurillard)
- SOW Week of Love & Growth – How we conveyed to the students the essence of loving self, community and the environment
- Teacher's feedback
- Impact on students – What real-life examples resonated with them
- Way forward



School Context

S.K.H. Kei Oi Primary School

- Aided Anglican school with 634 students
- Located in Cheung Sha Wan (Kowloon)
- Established in 1958
- 25 classes
- Students don't have a lot of opportunities to use English outside of school
- Our school was traditional in our teaching approach and has progressively transitioned to a holistic approach that provides more opportunities for interactivity and growth



We are delighted to share with you today our journey as we introduce you to the heart and soul of our school's vision and approach to learning and teaching.

Major Concerns in the Annual English Plan

- 01
- Enhancement on self-learning strategies
 - Improvement of learning and teaching effectiveness
 - Arousing students' learning confidence by stimulating their creativity

Vision

- 02
- Embed mindfulness, growth, love and hope within and out of English lesson times weekly during recess that builds towards a SOW Week of Love and Hope
- Student interests considered to make experiences meaningful and fun

Collaborative Approach

- 03
- Set up regular co-planning meetings with LETs and AT and support from the school to timetable the activities and venues on the school's year plan

Major concern (School):
2. Enhancement on self-learning strategies and improvement of learning and teaching effectiveness.

↑ collaboration
↑ discussion time

Targets	Strategies	Success Criteria	Methods of Evaluation	Time scale	People in charge	English Resources Required
• Raise the self-learning ability of students.	• Increasing the opportunities for students to apply self-learning strategies	• 70% students agree that they can learn proactively. (7,8) • not taking SK11 • flipped learning • e-platform link to the c/room	• Stakeholders survey	• October to June	• English panels and all English teachers	• Self-learning work
	• Arranging activities during recess to let students apply and learn on their own.	• 70% teachers agree that the school can provide different learning experience to students inside and outside of the classrooms. (42, 43)	• Stakeholders survey	• October to June	• English panels and all English teachers	• Ipad, tongue twister, spelling activity sheets, gifts
	• Adopting an AI e-learning platform for students to learn after class at their own pace. pag from HKU	• 70% of students can finish 3 tests with follow up exercise.	• Report from AI e-learning system	• Nov to June	• English panels and all English teachers	• Account access information

Form 124
last year pilot scheme
GET funding
AI tracks progress + inbuilt scaffolding





12 Priority Values for S.Y. 2023-24

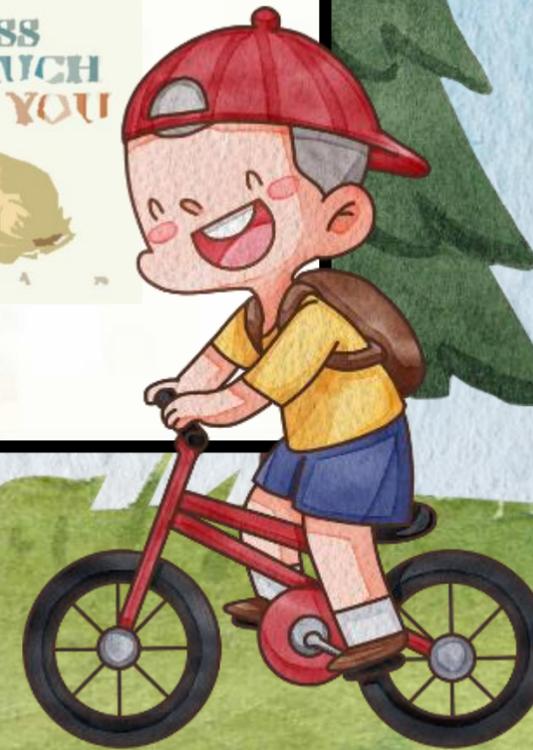
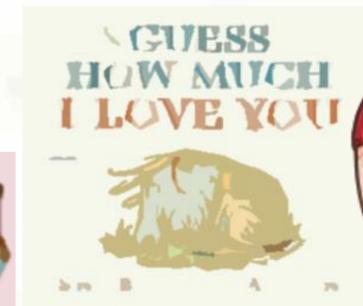
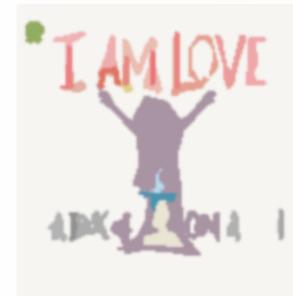
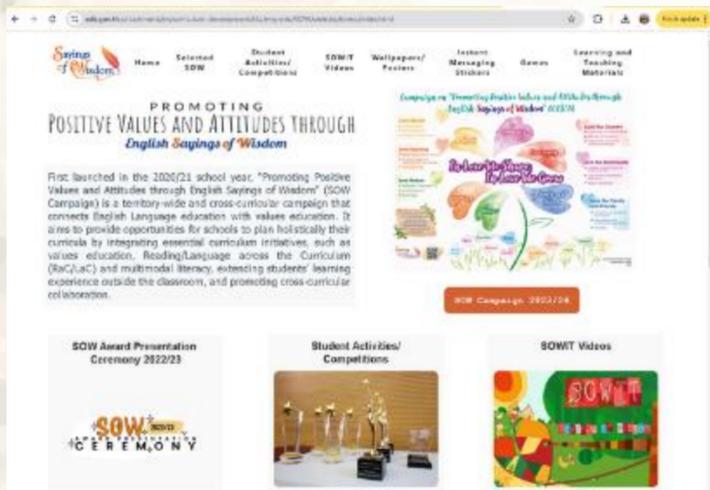


Planning Approach

Identify our Subtheme Foci

Love Myself, My Community and the Environment
Empathy
Love Learning
Perseverance

Collect Resources Within and Beyond the School



SOW Recess Events

Event No.	Sub-theme Focus	Strategy/Literacy Skill	Activity
1.	Love Myself/ Growth Mindset	Vocabulary building through the <i>You can do it</i> song Listening to a story that illustrates what a growth mindset looks and sounds like	Storytelling
2.	Empathy	Speaking and Listening – watching the video on SOW defining empathy & playing sorting/matching games	Games in the school hall
3.	Love my Family	Listening to a story that illustrates the love between family members Vocabulary building through songs	Games in the school hall
4.	Love and Hope	Writing – using process writing methodology, students wrote a draft, revised and edited . Then they used the leaf template for their final copy.	Writing messages on their leaves
5.	Love and Hope	Reading – celebrating friendship, respect and empathy by sharing their leaves and reading others' leaves with messages of love	Writing messages on their leaves



SOW Recess Events Photos



SOW Recess Events Photos



P1 Clear Learning Outcomes

Through this English Day session:

- Students should get more exposure to the themes of 'Love and Hope' and SOWs.
- Students will identify the purpose and importance to care for nature, the community and teamwork.
- Students will build vocabulary about how to express love of nature and care for community.
- Students will identify the different types of resources needed to protect the environment through an environmental conservation story.
- Students will be able to construct meaning from listening to a story.
- Students will be able to retell parts of the story correctly using visual language and puppetry skills.



P1 Post-Exam English Activities

Date: 13/06/2024

Time: 8:20-9:50 and 10:10-11:20

Objectives: Through the English Days activities, students' will have the opportunity to build confidence and enjoyment with listening and speaking English. Students' will identify the purpose and importance to care for nature, the community and teamwork.

Materials: Songs and videos about environmental protection, tables, glue, sticky tape, 2 paper plates each, coloured paper, coloured marker pens, collage materials

Learning Intentions:

1. To build vocabulary about how to express love of nature and care for community
2. To practice target language structures to tell their ideas and understanding about caring for community, nature and teamwork.
3. Identify the different types of resources we need to protect through an environmental conservation story.
4. Students will be able to make meaning from listening to a story.
5. Students will be able to retell parts of the story correctly using visual language and puppetry skills.



Through puppetry workshops and performances,
we learnt how to love our environment

Activity/Steps

1) Greetings. Tell students that today is a day of special activities about love of nature and environmental protection. We are going to talk about it, sing about it and also read/play games about it. Play the song "Protect Our Planet"; follow the words on the screen as we play the song for the second time. Ask "Why should we look after our Earth?"

2) Watch a cartoon about environmental protection "A Whale's Tale". Watch twice. Ask students: "What is the problem in the cartoon? Why is the whale so sad?" The ocean is too dirty, his tail gets bogged down with a lot of rubbish. Why is there so much rubbish in the sea? What should we do to prevent this from happening?

3) Puppetry activity:

"Tiddalick the Frog Who Caused a Flood" (done by Sue)

- Warm Up Song Earth is our Home

Have words on the screen for students to sing along to.

- Show the vocabulary cards for Tiddalick

Add the things that makes the environment healthy and thriving.

First explain to students: Our story is in the forest. (Show on a flip chart a billabong, trees, grasses, log)

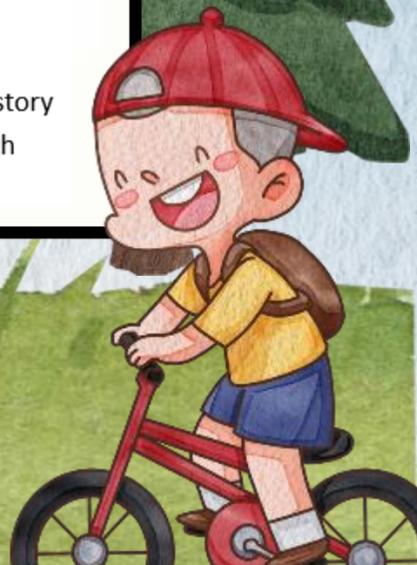
Point to each picture and animal and say what they are.

Ask the question:

- Who lives near the billabong? Which kind of animals?

What happens if there is no water? Is it ok?

-Performance – muppet puppets: Explain now we will hear the story about a greedy frog and how the animals worked together to help each other and the environment.



Video



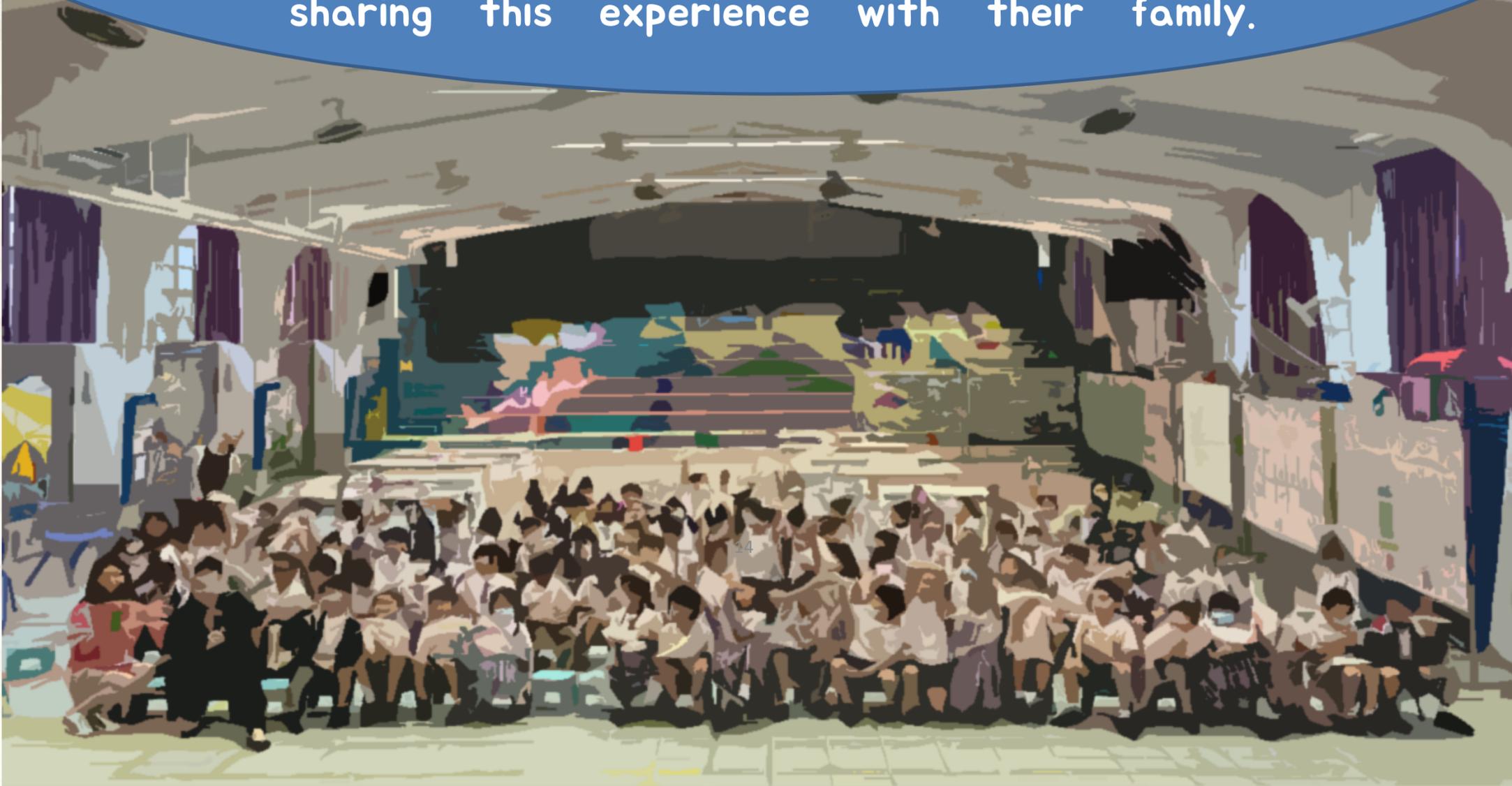
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Teachers and students
talking about the
story of caring for
the environment



We conveyed the essence of loving the environment through songs, games in the hall and storytelling through puppetry. Every student made a puppet and took it home sharing this experience with their family.



Story to Stage Puppetry Competition

Script - Innovated on a script to show love of the environment and making responsible decisions with empathy.



Teacher's Feedback

Using their puppets to communicate in English was a fantastic opportunity for language practice.

While most students thrived, a few needed extra support in expressing their ideas. Future activities can include more guided practice to help all students feel confident sharing their thoughts in English.

The students were captivated by the puppetry show! Their excitement and involvement indicated a strong connection to the theme of caring for the environment. They enthusiastically discussed the characters and messages showing a genuine interest in the topic.

Creating their own puppets allowed students to express their ideas creatively. They designed unique puppets that reflected their understanding of environmental issues. It was wonderful to see them put thought into their designs!

P4 Clear Learning Outcomes

Through this English Day session, students will practise giving and following directions to places on a map. Students will have the opportunity to collaborate in a group to explore, design, build and record their story about ‘How do I get to the...’.



P4 Post Exam English Activity Plan

Date: 13/06/2024	Time: 8:20-9:50 and 10:10-11:20
Objectives: Through this English Day session students will practice giving and following directions to places on a map. Students will have the opportunity to collaborate in a group to explore, design, build and record their story about 'How do I get to the...?'	Materials: Lego sets (25 altogether, 5 per class); iPads (1 per group, 5-6 per class), journey/challenge cards, setting cards, songs, videos and chants about maps and directions.
Learning Intentions: <ul style="list-style-type: none"> Students will be able to collaborate, discuss and decide on each member's role. E.g. builders/set designers, photographer, scribe for script and voice over Students will be able to have a shared responsibility to complete the project Describe the landmarks (post office/7-11) and give directions to tell the journey of characters travelling around the community. Identify how to sequence the steps Create a story using Lego story starter Explore & identify technologies (Adobe Spark/Shadow Puppet Apps) and images to tell their story 	
Thinking skills: <ul style="list-style-type: none"> Comprehension Problem solving Decision making Composition 	
Core thinking skills: <ul style="list-style-type: none"> focusing – defining problems, setting goals Remembering – encoding, recalling 	

Organising – sequencing, representing

Activity/Steps	Time/Venue	Links/Further details	SOW themes
1) A song about maps, parts of town (practise as a whole class)	5 mins	https://www.youtube.com/watch?v=iMykMkzo7LA (My Town) – warm-up.	Love the Community (Our Groups Community)
2) A simple chant about directions (practise together first, then – in groups)	5 mins	https://www.youtube.com/watch?v=AgTKkGMOTWE - warm-up	
Warm – Up pair work giving directions speaking activity: 3) Students practice giving and following directions to places on a map. In pairs , students take it in turns to ask their partner how they get to the places shown on their worksheet, starting from the pinned location each time, e.g. 'How do I get to the hair salon?' Their partner then gives directions accordingly. When a student has followed the directions, they mark the location on the map. When both students have been given directions to 3-4 places, they compare their	5mins	See teacher notes below and the PDF attached for preparation.	

maps to use if they have marked the locations correctly.



4) Construct a town, using Lego sets in groups of 5-6 students.

Give criteria to students. Differentiate this according to ability. Lower ability 2-3 steps, average ability 3-4, higher ability 5-6 steps. Support teachers need to guide students with designing their journey or following at each other prepared one or innovating a teacher prepared journey.

- Setting cards
- Decide on how many characters each scenario will have

2 mins

Activity Type: Building activity, giving and following directions, map work

Focus: Giving and following directions

Plan: Ask for and give directions to places on a map

Preparation: Make one copy of the map grid for each group of students.

Resources: Lego sets

5

2-3 cards -> students choose 1 setting (a few places in a setting)
A setting may be: busstop/police station/school etc.



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Divide roles: Photographer/Voiceover/etc

- Journey/Challenge card
- Lego sets
- Voiceover and share



Recs in between

0 mins

60 mins

35 mins

5 mins

5 mins

15 mins

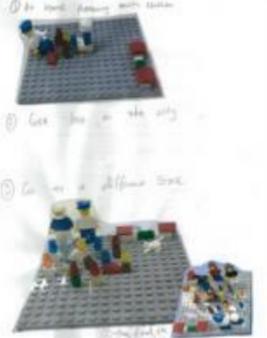
e.g. Start _____ (point A)
Take _____ (point B)
Finish _____ (point C) _____ these should match their setting card. Discuss the types of challenge cards we have and let students take their pick.

Students build their community scenes and take a photo of these.

Students put photos in Adobe Spark and make a presentation/collage. Do a voiceover of their journey/challenge card. Share their work with the other classmates.

<https://www.youtube.com/watch?v=h53w1gda8>

Example of a low ability group's work from another school creating a story. This was their first draft. Teachers helped them to write their ideas.



① Start at the bus stop

② Go to the school

③ Go to the library

④ Go to the park

⑤ Go to the shop

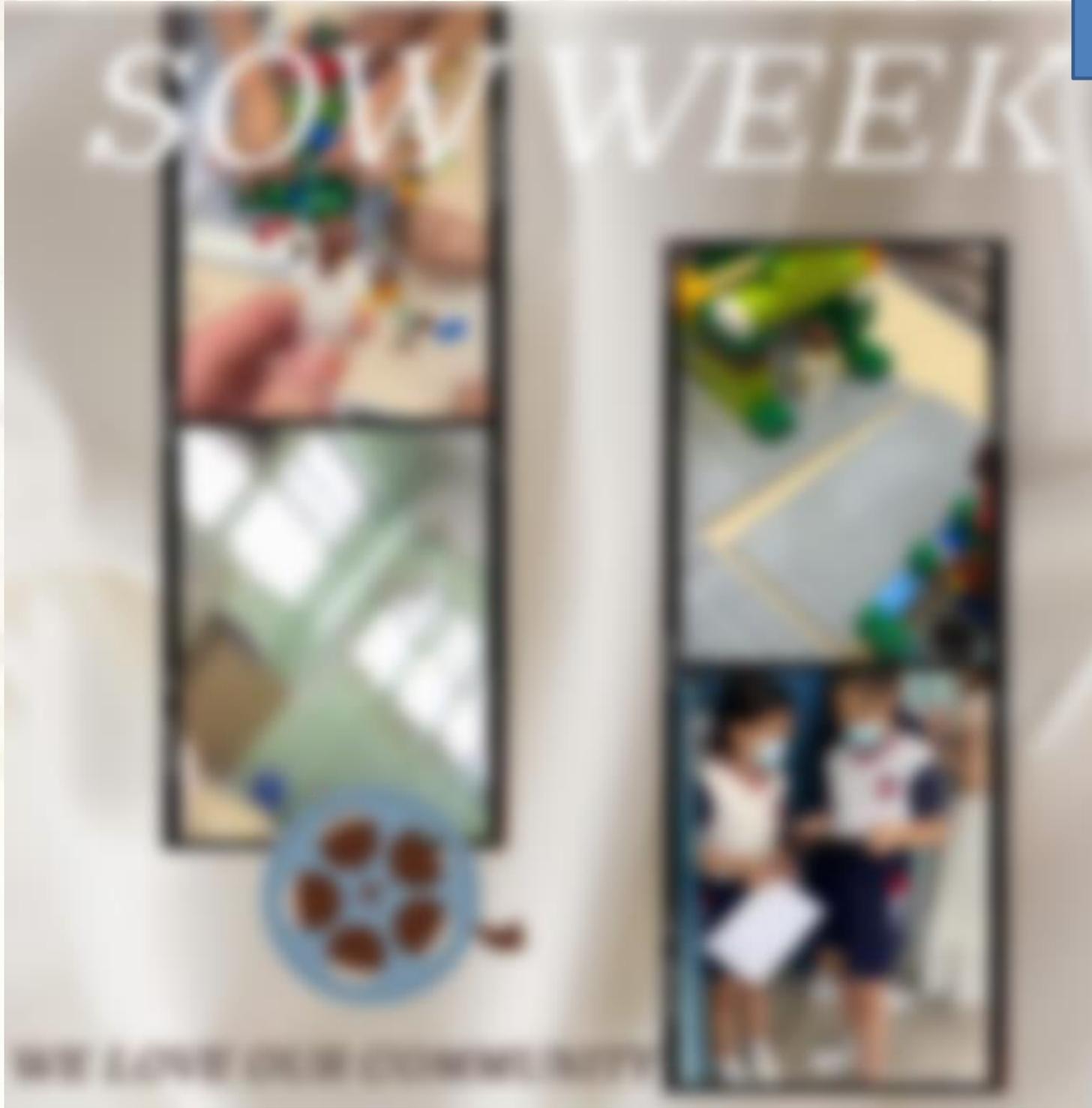
⑥ Go to the home

⑦ Go to the school

⑧ Go to the bus stop



Video



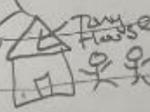


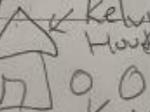
We conveyed the essence of loving the community through a problem-solving board game. Then the students worked in friendship teams to design a community story. We built the film sets using building blocks, capturing the story steps using an i-pad camera and inserting the pictures into another software. Then they read their script over the top. Every student contributed and collaborated throughout the process.

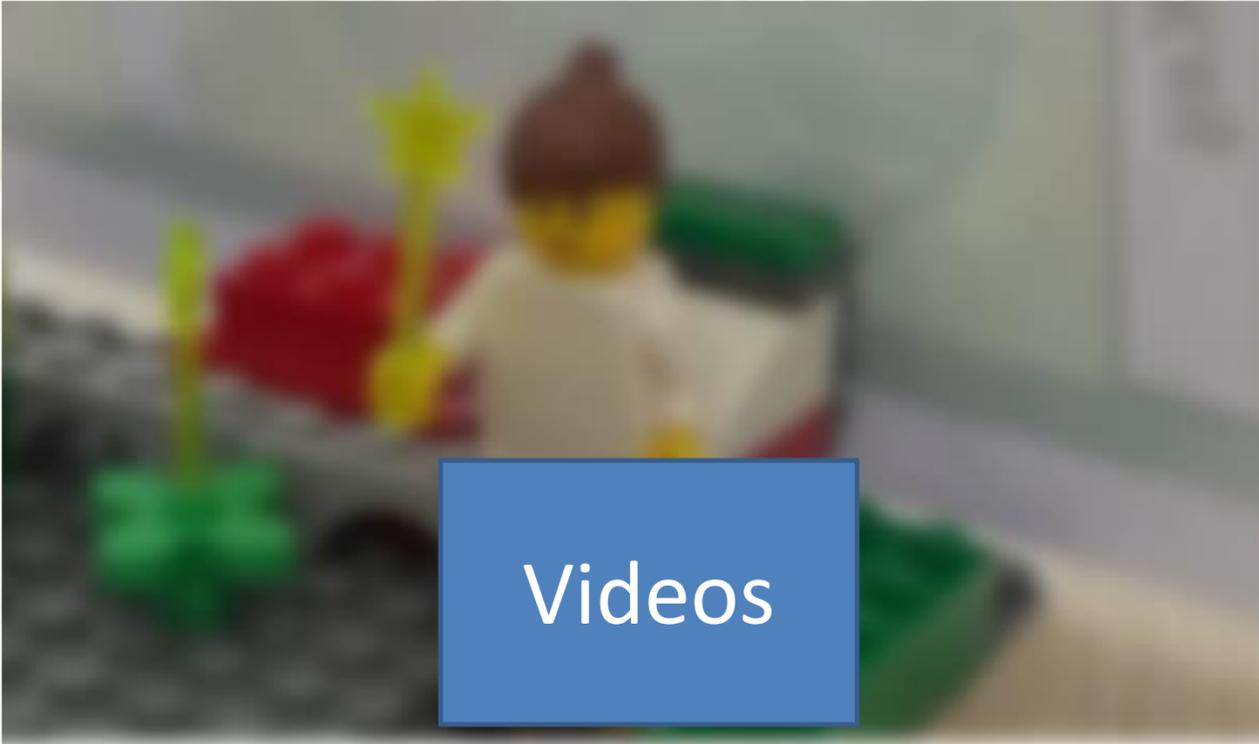


1.  Group 5 Challenge
 William is at the police station
 How do I go to the school?
 Turn left, go straight, Turn left,
 go straight,
 go straight into Acacia Road, Turn right
 is on the left.

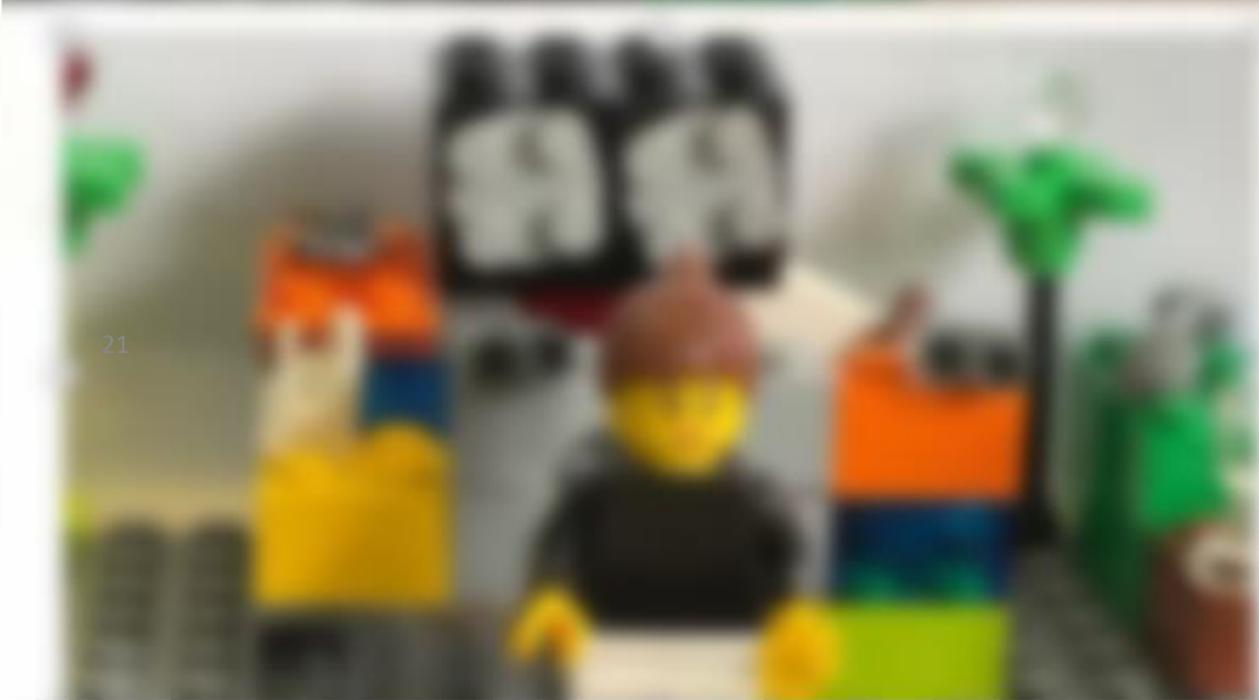
2.  William & Tony is at the school William gets a
 Hi Tony how do I go to the ~~your~~ phone?
 Get out of the building, Walk for ward to
 B. shop Lane turn right to Gynn Terrace
 Then that how you go to the building
 William gives the phone to Tony.

3.  William gets a PS5.
 How do I go to Kelvin's
 house?
 Turn left on Gynn Terrace,
 turn right on Acacia Road.
 It's on the right.

4.  Kelvin
 House




Videos



Teacher's Feedback

Students demonstrated a strong grasp of what a community means. Many expressed feelings of pride and responsibility towards their neighbourhoods.

Discussions highlighted their awareness of local issues, such as environmental care and helping neighbours.

Through storytelling, students showcased empathy by addressing themes like friendship and support. Their films often reflected personal experiences and perspectives, indicating a high level of emotional engagement.

The use of building blocks allowed for imaginative storytelling. Many students created scenarios that depicted community events or challenges, illustrating their insights into collective experiences.

The integration of digital tool was successful. Students quickly adapted to the tool, using it to combine images, voiceovers and text effectively in their films.

Many students showed enthusiasm in learning how to edit and present their stories digitally, which enhanced their tech skills.

While most students adapted well to the tool, some would benefit from additional guidance on advanced features. Next year, we should consider a mini-workshop to enhance their editing skills.

P6 Clear Learning Outcomes

Through the English Day activities, students will explore and discuss various proverbs and sayings of wisdom and prepare a mindfulness poster about one of the sayings. They will also discuss the advantages of teamwork through reading the story about a city of plant cells, fighting an enemy, and complete the associated activities.



P6 Post-Exam English Activity (SOW – Love and Hope)

Date:	Time:
Learning Objectives: Through the English Day activities, students will explore and discuss various proverbs and sayings of wisdom and prepare a mindfulness poster about one of the sayings. They will use also discuss the advantages of teamwork through reading the story about a city of plant cells, fighting an enemy and complete the associated activities.	Materials: Storybook 'A Day in Plantville', activity pack for 'A Day in Plantville', large SOW Soothing posters; coloured pens and pencils; ordinary pencils, PPT on the proverbs and SOWs; videos and songs about plant cells

Activity/Steps	Time	Details/Links	SOW themes
1. Warm-up: Watch and sing a song about plant cells: "The Plant Cell Clique"	5 mins	https://www.youtube.com/watch?v=CfbEeunnp4 Student listen to the rapping song and try to identify (remember some of the cell parts)	Love of Nature Teamwork Care for Community
2. "A Day in Plantville"	15 mins	Students read the story and discuss the importance of friendship and teamwork.	
3. Activities from the pack	15 mins	Students do some of the activities from the resource pack.	
4. Introduction and discussion of proverbs or SOWs that match the theme of teamwork.	10 mins	"A friend in need is a friend indeed" or "Prevention is better than cure" A PPT with posters/wallpaper images of the following proverbs: 'A friend in need is a friend indeed'	

5. SOW Soothing Poster	25 mins	<p>'Gratitude returns what we have into enough' 'Prevention is better than cure' 'There is light at the end of the tunnel' 'Every cloud has a silver lining' 'The early bird catches the worm' 'Home is where the heart is' 'The grass is always greener on the other side of the fence' 'All roads lead to Rome' 'Count your blessings'</p> <p>Discuss selected proverbs with students. Students discuss in their groups and share their opinions with the rest of the class. Which of the proverbs above would be most suitable for the story of the country mouse and the city mouse?</p> <p>Students will design a poster, using their chosen proverb and share it with the others. Students work in groups of 4 or 5 to complete one poster. (see template below)</p> 
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SOW SOOTHING

A calm and peaceful mind helps us cast the negative thoughts away and appreciate the precious things in life.
Create a patterned flower featuring your favourite SOW on "Cherishing Life".
Relax, draw, and get refreshed!



Step 1:
Write your favourite
SOW in the circle.

Step 3:
Personalise the patterned
flower with colours and
share it with others.

Step 2:
On each petal, draw a repeating
pattern. It can be dots, stripes,
wavy lines - whatever patterns that
you like. The key is to **concentrate**
on and appreciate the patterns that
you are drawing. Don't worry about
drawing a "wrong" pattern and avoid
using a rubber - each stroke is a
beautiful creation.

Example



You may also unwind your mind and stay positive by relishing other types of artwork creation, for example, practising calligraphy, creating a crochet and making origami.

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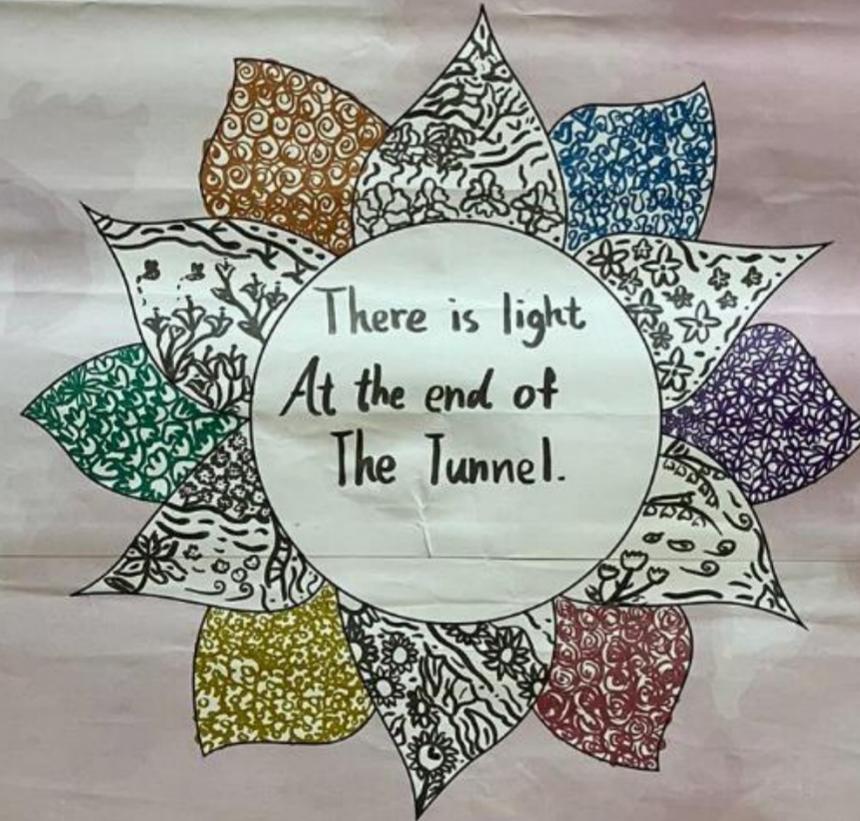
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Teacher's Feedback

The variety in their posters highlighted unique perspectives on mindfulness. It was wonderful to see each student express their feelings and ideas so vividly.

Presenting their posters in class encouraged confidence and reinforced their understanding of mindfulness concepts. They truly enjoyed sharing their messages!

The students demonstrated impressive creativity in their mindfulness posters. Each one reflected their understanding of self-care.

SOW Week of Love & Growth

Highlights



Impacts on Students

Real-life examples that resonated with them.

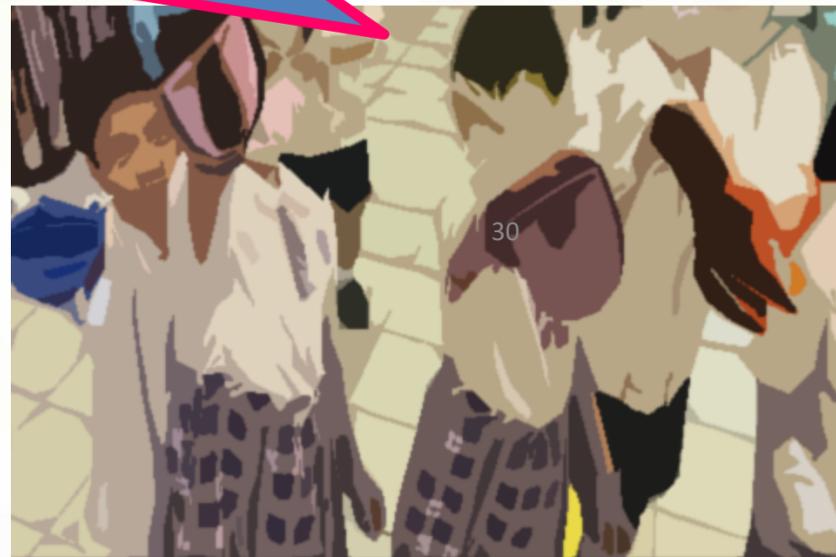
I love my family! We made puppets to show how we care for each other!



Working in a group to make a movie about our community was very exciting!



We had fun sharing our stories!
I like helping my friends!



Way Forward

Overall, the Sayings of Wisdom week was a fruitful experience across all grades. Students not only learned valuable lessons about love, community and the environment but, also developed important skills in creativity, empathy and collaboration.

Q&A

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Thank you