

“Inspired to Aspire”

Inspiring Service in Leadership: Cultivating Unity and Togetherness at Pui Ching Middle School



Mr. Li Ka-Kit, Alex
(Panel Head, English Department)
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.

Week of Inspiration & Aspiration

6 May – 10 May 2024

Our Objectives

01

**To nurture positive inter-personal relationships
in Pui Ching Spirit**

02

**To foster unity via collaborative
learning in school**

03

To promote service in leadership

04

**To enhance students'
social and emotional well-being**



**Values Education in
English Language
Education**

Our slogans



**Together is Better
To go far, go together**

African Proverb

A. Background of Pui Ching Middle School

- Long history with its unique tradition
- Outstanding performance in HKDSE → A source of students' **stress**
- Opportunities needed to **experience 'togetherness'** with their peers after the pandemic
- One of the initiatives in the School three-year plan :
Positive and Character Education → **Leadership** and **Teamwork** are two of the 24 character strengths.
- PCMS Red-Blue Spirit (See the following)



Red and Blue Spirit – “Red and Blue Sons and Daughters”

Jesus Christ took upon him the form of a servant.
(Philippians 2:7)

Thoughtful thinking

Calmness

RATIONALITY

Wit

Planning

Surging enthusiasm

SENSIBILITY

Love of Christ

A fiery heart



B. Teachers' Response - Experiential Learning

- Teachers and S5 students raised the standard to build **unity** on campus as **a collective EXPERIENCE.**
- The entire implementation of “Week of Inspiration & Aspiration” started **from Zero to One.**
- A journey together **from Thinking to Doing**
- Progressed from the understanding of an abstract concept of “service in leadership” to **concrete experience** in “being served” and “serving others”

How is service related to leadership?

Service Leadership is the powerful force based on the character of humility.

It occurs once a person discovers their heart to serve, answers their call to lead, and summons their courage to engage.



Nurturing future leaders

Encouraging reflection & deeper thinking

Promoting literacy development



Connecting knowledge and skills learnt in the school to real-world situations

Sharing, collaborating & communicating

Nurturing proper values and attitudes

From 'Me' to 'We': Fostering a Sense of Community and Togetherness



Love & Growth

Togetherness

Vision and Values in Action

01



Game plan
S5 students are brainstorming and communicating ideas.

Proposal
S5 students are making game proposals, giving presentations & receiving constructive feedback from S4 students.



03



Recruitment
S5 students are recruiting S1 students as teammates to organise and host different game booths.

Action plan

S3 and S5 students are designing & producing event booths, exhibits and displays.

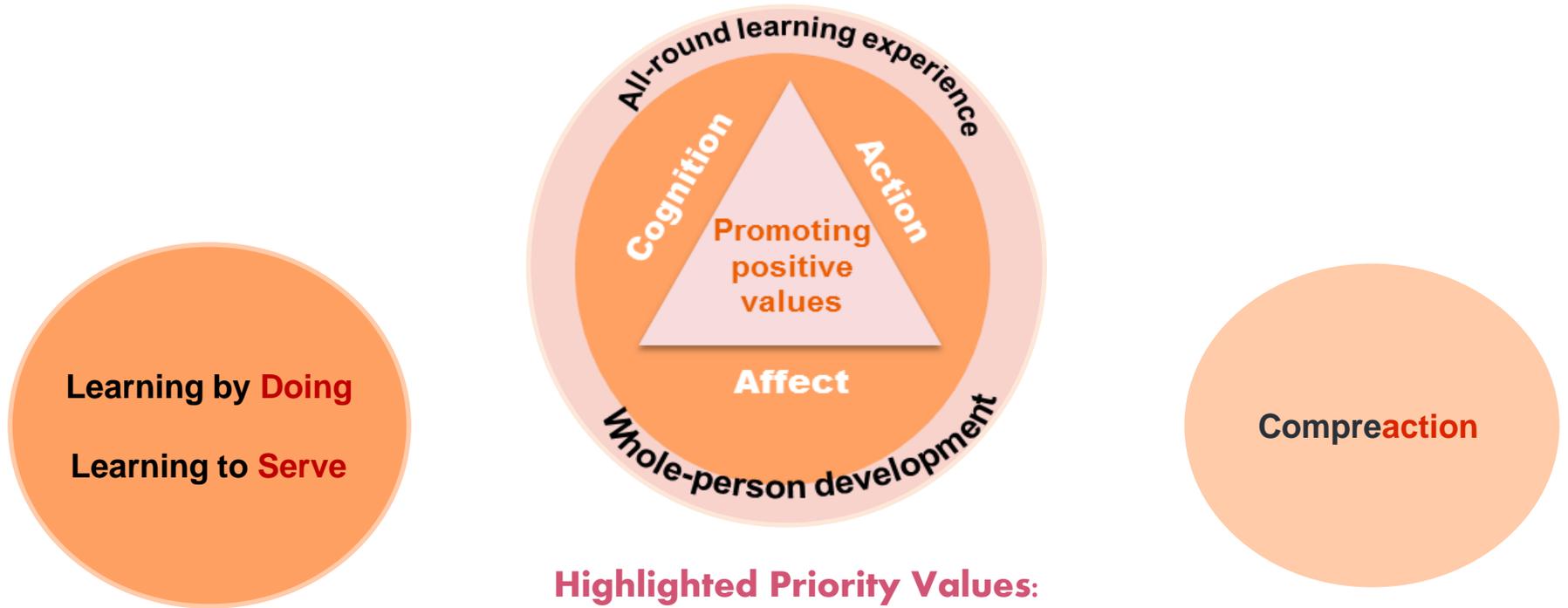
05



Pui Ching Amazing Race!

Vision and Values in Action

which ensures the achievement of the following learning objectives:

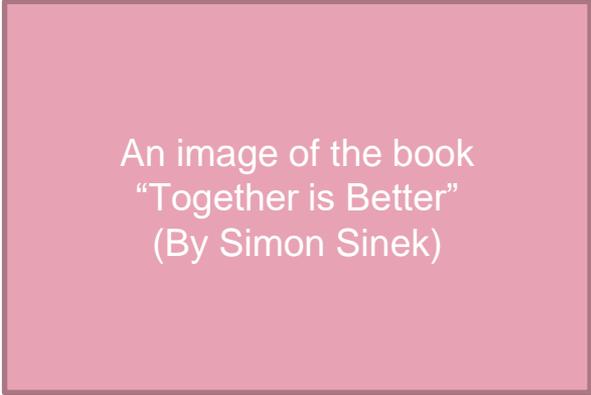


Highlighted Priority Values:

Unity, Respect for Others, Responsibility,
Commitment, and Empathy

Implementation

1) Book selection for collective reading



An image of the book
“Together is Better”
(By Simon Sinek)

Gleaning from the insights found in the book

- By putting others first and by serving others, leaders can create environments that foster **collaboration**, **trust**, and **growth**.

2) Reading and learning processes

The Journey of Together Is Better



Illustration
taken from the
story

Dream taking
shape

Illustration
taken from the
story

Forming a
vision

Illustration
taken from the
story

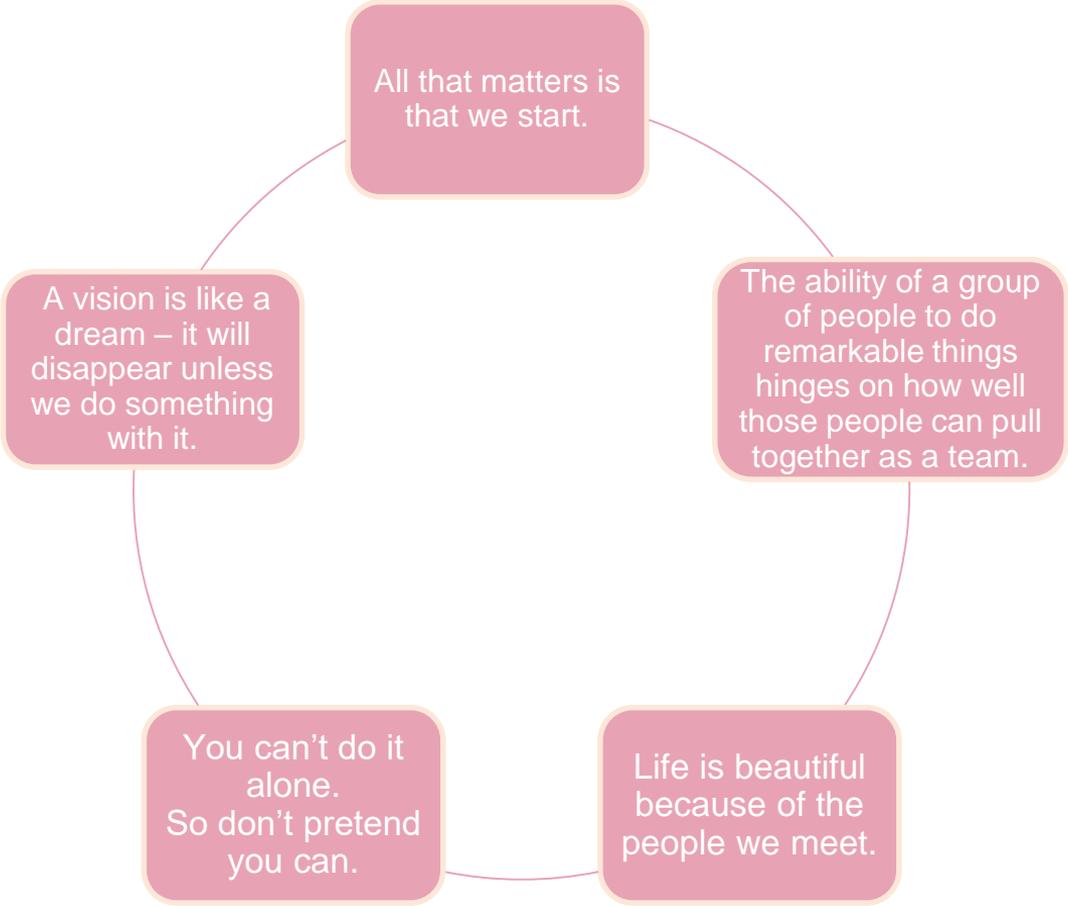
Rising to the
occasion

Illustration
taken from the
story

Returning to
where it all
began

Illustration
taken from the
story

Finding joy in
serving others



Manifestation of Key Concepts

1. Constructive Criticism

- the value / importance of constructive evaluation to progress-making

2. Purpose

- the objectives and steps taken to achieve the goal

3. Leadership

- well-defined roles / responsibilities and work allocation
- empowerment and growth



4. Teamwork / Collaboration

- coordination and completion of tasks
- trust and confidence in self and others

5. Risk-taking Capabilities

- uncertainties involved in planning and the implementation

6. Putting Others First

- inclusiveness
- respect for individual differences



3) Moving on to take actions at different levels

Activities for S5

Reader Response

Making connections:

- 5 important life lessons
- Favourite quotes / scenes



Together as a Team

Recruiting S1 school mates:

- Proposal, presentation and promotion

The 'Game' Plan

- Overall design of the Amazing Race

Vision in Action

Launching the game booths

- Design / making of the booths
- Work allocation among teams

S5 Game Proposals

SAE English Group Amazing Race Event proposal

Name of the Game: Body Letters -Together is Better

Date: TBC

Event Duration: 3 minutes per group

Expected Attendees: 2- 6 people per group

Purpose: This is a mission that requires a whole team to use their body language to spell the words correctly.

Goals & Objectives: This is a mission to inspire students to realize that individually speaking, they can only be a "letter" that conveys limited meaning in life whereas via working together, they can form a meaningful word, a phrase or a sentence to deliver countless meanings.

Activity rundown

1. Each group will have 3 minutes to play the game.
2. For a group of 2, they will pick the word from Box 2 (filled with words with 2 English letters); For a group of 3, they will pick the word from Box 3 (filled with words with 3 English letters), etc.
3. Each member of the group will have to act as a letter and together they will form a proper word as shown in the picture below:



4. The helpers will take pictures of each word they form and hopefully send the photos back to them afterwards.

Game (Will it work? Just try it!)
People in charge : Sam, Brayden, Jerry, Michael
Venue: Indoor

Connection with the book "Together is better"

The quote : "The best way to find out if it will work is to do it"
"Excitement comes from the achievement. Fulfillment comes from the journey that you got there."

Description	Estimated time
Briefing and students discussing	2 mins
Game time	5 mins
Buffer Time	2 mins

Game Level:

Depends on length of each word, number of words

Normal level :

For form 1-2 students (the length of each word will be shorter)

Insane level :

Teams involving form 3 or higher form students. (the length of each word will be longer)

Game flow:

1. Group of students first arrange themselves for different stations to solve the words
2. Students have 7 chances to guess each word. They can write the word they put down on the board, then our members will check their answers by sticking green, yellow and red labels.
3. Once the student finished the required word, he can continue working on other words or help his teammates.
4. When time is up, the game ends whether the team finishes solving it or not.
5. Members of the team will lastly explain the meaning of the quote they solve, otherwise, the game quote itself.
6. Students will get a hexagonal paper to write down the quote they like and stick it on the large board.

Game rules:

1. Each guess could be a four-letter word or above, which is related to the topic (e.g. unity, team, together, partner).
2. A colour label will be stuck to the board to show you how close your guess was:

Pui Ching Amazing Race



**Will it work?
Just try it**



Body Letters



**Untangle a
'Human Knot'**



Pasta Tower



**Together,
We Draw**



Picture Perfect



Ball Passing



**Team Gain Trust
(TGT=Together)**

S4 Support - Critiques

- S4 students' purposeful reading of the text
- Critically and constructively listening to the S5 students' presentation on the games designed for Pui Ching Amazing Race

	quick reflection on reading		
18/3-22/3 (one week before Easter Holidays)	1 F4 students watching instructional video on peer assessment, receiving assessment forms and finish *Padlet work (2-3 sentences with photos/ clip art)		*Padlet work to be submitted on 8/4
Easter Holidays to 4/4	F1 & F4 students finish reading books	F1 & F4 teachers	
8-12/4	2 F1 Literature lessons covering the themes of the book	Amy & F1 teachers	
5 & 8/4	3 F4 watching F5 students' videos in lessons Do group discussion, conducting critiques and give feedbacks in written form* Teachers showing students' Padlet	Iris & F4 teachers	*checklist from EDB resources
9/4	4 F4 ready with written feedbacks to F5 F5 making amendments with the proposals		
15/4-2/5	Decoration and artistic preparation:		Budget:

Read, Learn & Serve



Trying out
what we
have learnt

Having the
actual
experience

Learning
from the
experience

Reflecting
on the
experience



S1 Support - Helper Recruitment

- Teachers' guided reading of the book for S1 students during the lessons
- Purposeful listening to the S5 students' presentation and responded to the recruitment



PEER REVIEW: PRESENTATION FEEDBACK

Choose the quote which best links the book to the game.

QUOTES

- Did the presenters invite you to join the preparation of a game for the Pui Ching Amazing Race?
- Did they give you reasons why you should help?
- Choose the quote that best describes why they said you should help.
- Would you be willing to join and what is your reason?

"Leadership is not about being in charge. Leadership is about taking care of those in your charge."

"I don't pretend you can."

"... lives. The value of our lives is determined by what we do."

"When we say out loud what we don't know, it increases the likelihood that someone who does know will offer help."

"It is a luxury to put our interests first. It is an honor to put the interests of others before ourselves."

"Leaders give us the chance to try and fail, then give us another chance to try and succeed."

"If the challenge we face doesn't scare us, then it's probably not that important."

"A team is not a group of people who work together. A team is a group of people who trust each other."

EXPLAIN WHY THIS GAME MAKES YOU THINK OF THIS THEME FROM THE BOOK

WOULD YOU LIKE TO COMMIT TO RUNNING THIS GAME?

I believe this quote links best to the team's game because...



4) Outcome: Amazing Race - Unity & Collaboration



Positive Outcomes through Actions Taken

1. Constructive Criticism

- the value / importance of constructive evaluation to progress-making

2. Purpose

- the objectives and steps taken to achieve the goal

3. Leadership

- well-defined roles / responsibilities and work allocation
- empowerment and growth



4. Teamwork / Collaboration

- coordination and completion of tasks
- trust and confidence in self and others

5. Risk-taking Capabilities

- uncertainties involved in planning and the implementation

6. Putting Others First

- inclusiveness
- respect for individual differences





Moving from organisational capabilities to focus on the individual leadership skills required of public servants, the OECD has mapped four distinct capabilities: starting at the core, individual SCS are required



to be values-based leaders, negotiating multiple and often competing values that guide their decisions making towards the public interest. Successful leaders challenge their own internal perceptions through open inclusion – by

OECD RECOMMENDATION ON PUBLIC SERVICE LEADERSHIP AND CAPABILITY

searching for voices and perspectives beyond those they normally hear from (open) and ensuring psychological safety for these voices to contribute to their leadership challenges (inclusion). They act as organisational stewards by reinforcing a trust- and values-based culture and equipping their workforce with the right skills, tools and working environments. Finally, looking beyond their own organisation, successful SCS are adept at collaborating through networks, with other government actors, and beyond.

Reflection

Students participating in the Amazing Race have gained:

- a higher level of reading and deeper level of understanding of choice literature;
- better appreciation of the school community;
- opportunities to collaborate with other schoolmates;
- insights into their own strengths, interests and skills;
- self-confidence and leadership skills; and
- the sense of fulfillment in putting their plans into action.



The highest form of leadership is service.





**Perspectives
from our student representatives...**



What Students Learned: Unity, Service and Leadership

- **Theme:** “Inspired to Aspire”
- **Value Focus:** Unity, Service and Leadership
- **Approach:** Whole-School Approach, engaging S1-S5 students

We **aspire to serve** as we are inspired by our teachers who teach [and serve] us. The same applies to S1 and S4.

In being inspired, we learn to **work in unity** to produce opportunities for developing leadership while serving — **Service in Leadership** is a natural outcome for us.

Action Plan

For S1, 4 & 5 Students

- Read Simon Sinek's *Together is Better*
- Inspired by the main concepts of the book, i.e. unity, service and leadership



For S5 Students

Inspired by the author and teachers:

- reading the book
- students completing book-based tasks designed by teachers

Inspired to build a community of values and to serve S1- S4 students through:

- designing 8 meaningful interactive game booths



Inspiring S4 students by...

- giving presentations on our design to S4 students for **feedback** on improvements and feasibility

Also Inspiring S1 students by...

- giving **presentations** on game production in operation to S1 students
- recruiting and mobilising them to **implement** the game production to serve others with us



For S4 Students

Inspired by the author

- writing reflection and insights on main values gleaned from the book expressed via Padlet

<https://padlet.com/pcli1/together-is-better-by-simon-sinek-5g9a9uh5335mpmu7>

ipadlet

LAM Sui NET - LAM + 梁 + 3 梁月

Together is Better by Simon Sinek

(1) Read the book, "Together is Better" by Simon Sinek. (2) Create a Padlet post that includes a reflection of roughly 30-50 words to describe what you learned from reading the book and include a quote or photo that connects with what you learned. Please make sure to include your full English name, class, and class number. (3) Take a screenshot of your post and upload it onto Google Classroom.

已知道

Life drawings, come follow me!

Time and again, the book reminds me of the role model of Jesus Christ. A true leader has to serve and he serves best with a vision. I'm amazed how Simon Sinek delivers the message in such approachable and moving ways. (Igor Cheng 4100)

已知道

Working with others isn't always the most enjoyable process but at the end of the day, it's always worth it. There's never one who I've not learned something from the experience! (Iris Lam, 4109)

"Life is not a single scene. It is a whole movie that must play out..." Momentary setbacks are inevitable, but we fall so that we can learn to get back up. Success is the sweet fruit of a tedious process with hardships and pitfalls. (Dai Yim, 4134)

WE STAY TOGETHER, WE SURVIVE

"To go fast, go alone. To get far, go together." Relying on our own strength is absolutely not enough for taking risks in your life, but a group of people can. Don't attempt to work by yourself because you must fail. Finding a team who trusts each other is the most suitable way to face challenges. Moreover, speak out when you are in need since this group of peers must have ways to help you. (Ileli Chen, 4100)

With delicate illustrations, the little book prompts me that cooperation can be significant to our success. One swallow does not make a summer. We need the passion to chase our dreams, and fulfillment comes from working with others. Only if we work together with trusted partners, will eventually journey to success. (Vicky Zhang, 4129)

This book inspires me to live for what I want to leave behind, when my time runs out. It's never about achievements, nor about how successful your life was before. You can't take anything with you from this materialistic world, and not even memories can remain... All that matters is actually what you wish to give them. Sustainability and

The greatest lesson is that the precious value of life.

"The value of our lives is determined by what we do for others." It's not talking about ignoring the deep emotion or dreams of oneself but gradually we can see our growths when building our world TOGETHER. (Pheok Lee, 4175)

The book is capturing reminder of the power of collaboration and connection. I have a deeper understanding in the value of teamwork, empathy, and inclusive leadership, while encouraging us to foster strong relationships and work together to achieve shared goals, ultimately creating a brighter future for ourselves and those around us. (Helen Wong, 4170)

Boss

Leader

"A star wants to see himself rise to the top. A leader wants to see those around him become stars." Indeed, being a leader, you have to humble yourself and contribute to the

"The true value of a leader is not measured by the work they do. The true value of a leader is measured by the work they inspire others to do." A leader's true value lies not in their personal achievements, but in their ability to motivate and empower others to excel. From this picture, we

others on a deeper level and build relationships that last a lifetime. When we come together and share experiences, we gain empathy and understanding for our another. This helps us better understand the world around us and how our actions can impact others. (Andrew Sin, 4120)

New Password

Apes alone

Weak

New Password

Apes together

Strong

"You can't do it alone. So don't pretend you can." For most of us, we blindly convince ourselves that we are capable of overcoming any hurdles, or getting through any grave circumstances for all the time. The grim truth is we don't, but sorrow as it may seem, collaboration always brought us to a brand new level we never thought we could ever achieve and the joy it bring when we are together is untold. (Ivan Tang 4126)

"Together" signifies the collective effort of a group of individuals working towards a common goal. While individuals may initially perceive collaboration as time-consuming and dull, the truth can only be grasped through personal involvement. This book consistently emphasizes the pivotal role of leadership within a team, highlighting its significance. Additionally, teamwork and friendship perpetually hold immense importance in one's life. Without a doubt, being both can lead to feelings of doubt and depression. In light of this, why not place trust in your team? (Chloe Poon 4122)

"Whatever the case, effective communication starts after trust is established." Most of us kept our hidden side inside us. Some might be hopeless, lonely, not wanting others to know them. In fact, throughout life, we will meet tons of different people. Instead of hating ourselves, I think we should start collaborating and communicating with others. The writer embraces collaboration and building strong relationships, individuals and organizations can achieve greater levels of success. He also explains that when people come together and work towards a common goal, they can accomplish more than they could on their own. Now, why not start working out with others and achieve success? (Ivan Koo, 4109)

"The true value of a leader is not measured by the work they do. The true value of a leader is measured by the work they inspire others to do." A leader's true value lies not in their personal achievements, but in their ability to motivate and empower others to excel. From this picture, we

you also will earn a reservoir of precious experience. So just give your life a purpose, and do it with passion and conviction. (Cosan Chow, 4109)

"A team is not a group of people who work together. A team is a group of people who trust each other." This book, among all other things, reminds me of the importance of friends. Friends are important since they can proffer peer support to us when we are in need; when we are happy, we can share our joy and happiness with them; when we are sad, friends can soothe our sorrows. Of course, we can share our secrets with them so that we know we are not alone. (Dejan Mak, 4122)

"The best way to find out if it will work is to do it." This simple yet profound statement holds the key to unlocking countless possibilities and ventures. In the realm of dreams and aspirations, it is easy to get caught in

More important, the stronger we get, the stronger those around us become too. It is at this point that the overwhelming challenges we faced as individuals, as if by magic, become simple to solve for the team! As they grow, no man is an island. Living in groups is what made humanity the dominant species of the planet. On our own, what we may be able to achieve is limited, but as a team, the possible things we could achieve are beyond our wildest dreams. (H204 Jon Leung)

Ideal vs. Reality

"Working hard for things we don't care about only results in stress. Devoting yourself to what you love is passion"

After reading this, I feel a strong resonance. We are passionate about what brings joy, but investing effort in things we don't really care about. This will lead stress to us. This emphasizes the importance of aligning our work and pursuits with our interests! (Izzett Poon Ha Chan)

S4 students Inspired by teachers and aspire to make contributions via giving constructive feedback

- Learning critique and evaluation skills

Feedback forms:

https://drive.google.com/file/d/1YXKVG59PMveHM/MOEBslaszusVNF6L_r3/view?usp=sharing

Instructional Video:

https://drive.google.com/file/d/1pA6zQWRgEmi7OVN9_KbuuiyXzZQsI7u/view?usp=sharing



STEP 1: START WITH APPRECIATION

- "I appreciate the thought and effort you put into this proposal."
- "Thank you for sharing your ideas. It shows your commitment to English Week."

- positive tone
- group's effort and their valuable contribution
- sets the stage

STEP 2: BE SPECIFIC, HIGHLIGHT STRENGTHS, AND OFFER ALTERNATIVES

- addressing areas for improvement
- be specific and focus on areas that could benefit from improvement



- "I noticed that the timeline in your proposal seems a bit ambitious. This would be a very enjoyable activity for the participants if we had more time. Perhaps, your group can figure out which aspects be dwindled down to let the more key elements shine."
 - "ambitious"—a positive word
 - makes the feedback more palatable
- "I really like the creativity you incorporated into the activity design. Have you considered adding interactive elements to further engage participants?"

STEP 2: BE SPECIFIC, HIGHLIGHT STRENGTHS, AND OFFER ALTERNATIVES

- "The objectives you outlined are clear, but it would be helpful to provide more details on how you plan to achieve them."
- "I really like the quote you chose to design your activity around; however, I believe there lacks a clear connection between the two. I would suggest your game can highlight the theme better by choosing theme-based words for the audience to solve rather than just random words."

- avoid personal attacks
- ensures your feedback is actionable and promotes growth
- encourage creativity and collaboration



STEP 3: END WITH ENCOURAGEMENT AND SUPPORT

- boosts morale
- motivates the group to refine their proposal further

- "Overall, your proposal has great potential. With a few adjustments, I believe it can be even more impactful and enjoyable for all the junior form students to experience."
- "Thank you for sharing your ideas. I'm confident that with your group's dedication and our collective input, we can create something truly exceptional to exemplify what it means for us to have a week of aspiration and inspiration."

PEER REVIEW
Presentation Feedback

Learn to be a good presenter. Be the best and offering the appreciation and give advice to the best student, give a feedback on your presentation to the best student. In the end, you will receive a certificate for your presentation.

YOUR FORM THE BEST:

CRITERIA	EXPECTATIONS	NOTES	QUESTIONS AND SUGGESTIONS FOR THE TEAM
Engagement Topic Delivery	<ul style="list-style-type: none"> Engage the audience with your presentation. Use clear and concise language. Use visual aids to support your presentation. Use a variety of delivery methods (e.g., speaking, writing, drawing). 		
Content and Structure	<ul style="list-style-type: none"> Use a clear and concise structure. Use a variety of delivery methods (e.g., speaking, writing, drawing). Use a variety of delivery methods (e.g., speaking, writing, drawing). 		
Confidence	<ul style="list-style-type: none"> Use a clear and concise structure. Use a variety of delivery methods (e.g., speaking, writing, drawing). Use a variety of delivery methods (e.g., speaking, writing, drawing). 		



PEER REVIEW
Presentation Feedback

Learn to be a good presenter. Be the best and offering the appreciation and give advice to the best student, give a feedback on your presentation to the best student. In the end, you will receive a certificate for your presentation.

YOUR FORM THE BEST:

CRITERIA	EXPECTATIONS	NOTES	QUESTIONS AND SUGGESTIONS FOR THE TEAM
Engagement Topic Delivery	<ul style="list-style-type: none"> Engage the audience with your presentation. Use clear and concise language. Use visual aids to support your presentation. Use a variety of delivery methods (e.g., speaking, writing, drawing). 		
Content and Structure	<ul style="list-style-type: none"> Use a clear and concise structure. Use a variety of delivery methods (e.g., speaking, writing, drawing). Use a variety of delivery methods (e.g., speaking, writing, drawing). 		
Confidence	<ul style="list-style-type: none"> Use a clear and concise structure. Use a variety of delivery methods (e.g., speaking, writing, drawing). Use a variety of delivery methods (e.g., speaking, writing, drawing). 		

DO YOU HAVE ANY OTHER QUESTIONS YOU WOULD LIKE TO ASK?

DO YOU HAVE ANY OTHER QUESTIONS YOU WOULD LIKE TO ASK?



3 STEPS: GIVING CONSTRUCTIVE FEEDBACK

WEEK OF ASPIRATION AND INSPIRATION
GAME BOTH PROPOSALS

PEER REVIEW

Presentation Feedback

constructive feedback
Skills: #1: appreciation
#2: Be specific
#3: engagement + support



Listen to the group's presentation. Rate the team on each criteria using the appropriate emoji given above. In the last column, write at least one comment and question you have for the team. In the process, identify which theme from the book is the team's target.

THEME FROM THE BOOK: unity, teamwork, leadership, partnership

CRITERIA	EXPECTATIONS	RATING	QUESTIONS AND SUGGESTIONS FOR THE TEAM
1 Purpose and Target Audience	<ul style="list-style-type: none"> Is the purpose of the game clear? P, R, B, F, A Who is the target audience of the game? Can all junior form secondary school students play and learn from the game? Does the game fulfill the intended purpose? 	Good 😊	<p>S: Can reflect teamwork and togetherness of helping each other</p> <p>Q: Specific critical thinking → by questioning how the feedback works</p> <p>S: Give some scenarios to students to share their thoughts and actions with them → critical thinking</p>
2 Connection with the Book RELEVANCE	<ul style="list-style-type: none"> Have they connected their game to the book? What can students learn from playing this game? Which ideas from the book can you identify (e.g. leadership, putting others first)? 	Very good 😊	<p>S: ✓ uses quotes from the shared quotes and ideas of words</p> <p>Q: Can students learn from the failed quested quote of their X</p> <p>S: ✓ and presents some game makes</p> <p>Q: Students explain the failed quested quote?</p> <p>S: ✓ if X the game quote by not the opportunity to learn more.</p>
3 Game Flow	<ul style="list-style-type: none"> Have they given coherent instructions of how to play the game? Is it easy to understand how to play the game? Do they need to provide any other information to allow the game play to flow easier? 	Amazing 😊	<p>S: ✓ clear, understandable instructions ✓</p> <p>Q: ✓</p> <p>S: ✓</p>

PEER REVIEW

Presentation Feedback



Listen to the group's presentation. Rate the team on each criteria using the appropriate emoji given above. In the last column, write at least one comment and question you have for the team. In the process, identify which theme from the book is the team's target.

THEME FROM THE BOOK: teamwork, leadership, putting others first

CRITERIA	EXPECTATIONS	RATING	QUESTIONS AND SUGGESTIONS FOR THE TEAM
1 Purpose and Target Audience	<ul style="list-style-type: none"> Is the purpose of the game clear? Who is the target audience of the game? Can all junior form secondary school students play and learn from the game? Does the game fulfill the intended purpose? 	Amazing 😊	<p>able to consider the discrepancy of knowledge of different form students</p>
2 Connection with the Book	<ul style="list-style-type: none"> Have they connected their game to the book? What can students learn from playing this game? Which ideas from the book can you identify (e.g. leadership, putting others first)? 	good 😊	<p>may involve teamwork but fails to include leadership and other themes</p> <p>→ each team can choose a team leader & can arrange several teams to compete who completes the task faster (increases sense of teamwork by competition)</p>
3 Game Flow	<ul style="list-style-type: none"> Have they given coherent instructions on how to play the game? Is it easy to understand how to play the game? Do they need to provide any other information to allow the game play to flow easier? 	good 😊	<p>students may not accomplish the task within the time limit and feel discouraged</p> <p>→ increase time limit or reduce the number of words that need to be shared</p>



STEP 2: BE SPECIFIC, HIGHLIGHT STRENGTHS, AND OFFER ALTERNATIVES

• "I really like the quote you chose to design your activity around, however, I believe there lacks a clear connection between the two. I would suggest your game can highlight the theme better by choosing theme-based words for the audience to solve rather than just..."

• "I really like the quote you chose to design your activity around, however, I believe there lacks a clear connection between the two. I would suggest your game can highlight the theme better by choosing theme-based words for the audience to solve rather than just..."

• "I really like the quote you chose to design your activity around, however, I believe there lacks a clear connection between the two. I would suggest your game can highlight the theme better by choosing theme-based words for the audience to solve rather than just..."

PEER REVIEW

Presentation Feedback

Strengths
Suggestions (long)



CRITERIA	EXPECTATIONS	RATING	QUESTIONS AND SUGGESTIONS FOR THE TEAM
Venue	<ul style="list-style-type: none"> Will their game run smoothly in the venue it is taking place in? Is the venue they have chosen the most appropriate for the game they have created? 	very good 😊	<p>May consider the spacing of the table venue → can take place at school hall</p>
Game Guidelines	<ul style="list-style-type: none"> Are the rules clear and easy to understand? Have they provided sufficient instructions for the target audience to successfully play the game? Is it fair on how the winner is determined? 	amazing 😊	<p>No confusion/understanding has shared during presentation</p> <p>↳ can read the introduction of judge & appreciate game as a video to show it to all participants before playing the game</p>
ARE THERE ANY OTHER SUGGESTIONS YOU WOULD LIKE TO GIVE?			
<p>Several teams can be arranged to compete against each other to finish the task faster to increase students' sense of involvement in the game. The winning team can have rewards to teach the significance of teamwork.</p>			
ARE THERE ANY OTHER QUESTIONS YOU WOULD LIKE TO ASK?			
<p>The date & time the game is being held: most students should be available & willing to participate the event.</p>			



3 STEPS: GIVING CONSTRUCTIVE FEEDBACK

WEEK OF ASPIRATION AND INSPIRATION
GAME BOTH PROPOSALS

STEP 1: START WITH APPRECIATION

- "I appreciate the thought and effort you put into this proposal."
- "Thank you for sharing your ideas. It shows your contribution and their valuable."
- group's effort
- positive tone
- and their valuable

STEP 2: BE SPECIFIC, HIGHLIGHT STRENGTHS, AND OFFER ALTERNATIVES

- "The objectives you outlined are clear, but it would be helpful to provide more details on how you plan to achieve them."
- "I really like the quote you chose to design your activity around, however, I believe there lacks a clear connection between the two. I would suggest your game can highlight the theme better by choosing theme-based words for the audience to solve rather than just..."
- avoid personal attacks
- ensure your feedback is actionable and promotes growth
- encourage creativity and collaboration

Inspired by S5 students and aspire to serve together

- Listening to S5 students' presentations in groups (1 group @ class, 8 classes in total) and giving a **constructive evaluation** on substantiation of **values, feasibility and strategies of the game plans.**



Aspiring to serve

- S4 students, including some S3 students, are aspired to help us in **venue decoration** and serve as **ushers** and **event helpers** to ensure successful event implementation.



For S1 Students

Inspired by S4 and S5 students

- S1 students are inspired and motivated to take part in the production of the game booths and the event led by S5 students.
- Serving in unity together with the S4 & S5 student leaders





During the Event Week of Amazing Race @ Pui Ching...

Through facilitating the games...

- Inspiring S2-3 students to participate in the event
- Passing on to them the concepts and values of unity (teamwork) in the process of games production,
- Serving in providing meaningful games
- Demonstrating leadership and servanthood in helping each other in the entire process







Q&A