S.K.H. St. Clement's Primary School

Love Nature – Animal Protection: A cross-curricular project-based learning approach to developing positive values and attitudes towards the environment

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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.

Overview

- School Background
- Week of Love Activities
- Project Implementation
- Student Outcomes
- Teacher Reflections
- Q & A

S.K.H. St. Clement's Primary School

Christian aided school

Cheung Sha Wan

Experience love,

growth and

success.

keep going

keep growing

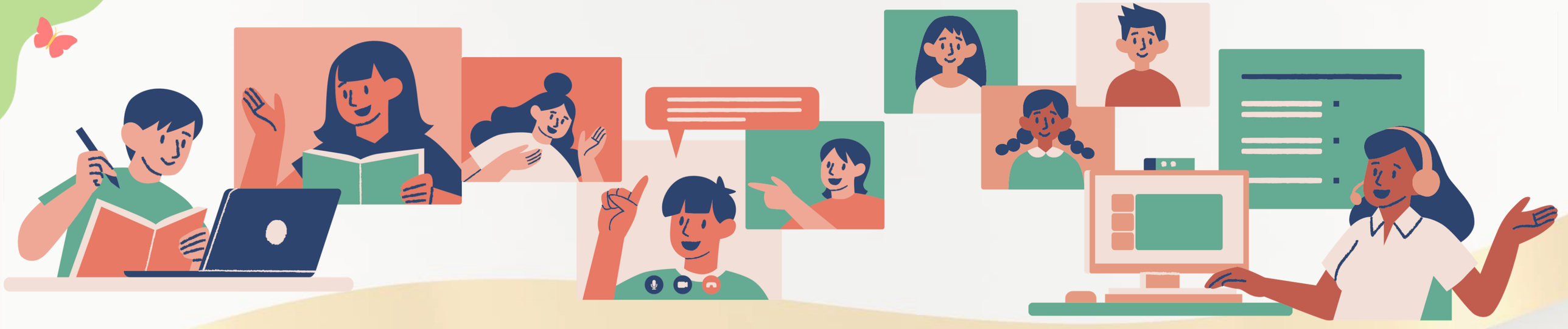
Theme-based Learning Week

Chinese
English
Maths
General Studies
Information Technology
Putonghua
PE
Religious Studies
Life Education
Reading
Live Out Love

Live Out Love

Level	Theme
P.1	Love Myself
P.2	Love My Family And Friends
P.3	Love The Community
P.4	Love Being Healthy
P.5	Love Our Country
P.6	Love Nature

Week of Love English Activities



Whole School

Song Dedication

S.K.H. St. Clement's Primary School

Theme-based Learning Week

Live Out Love

Song Dedication

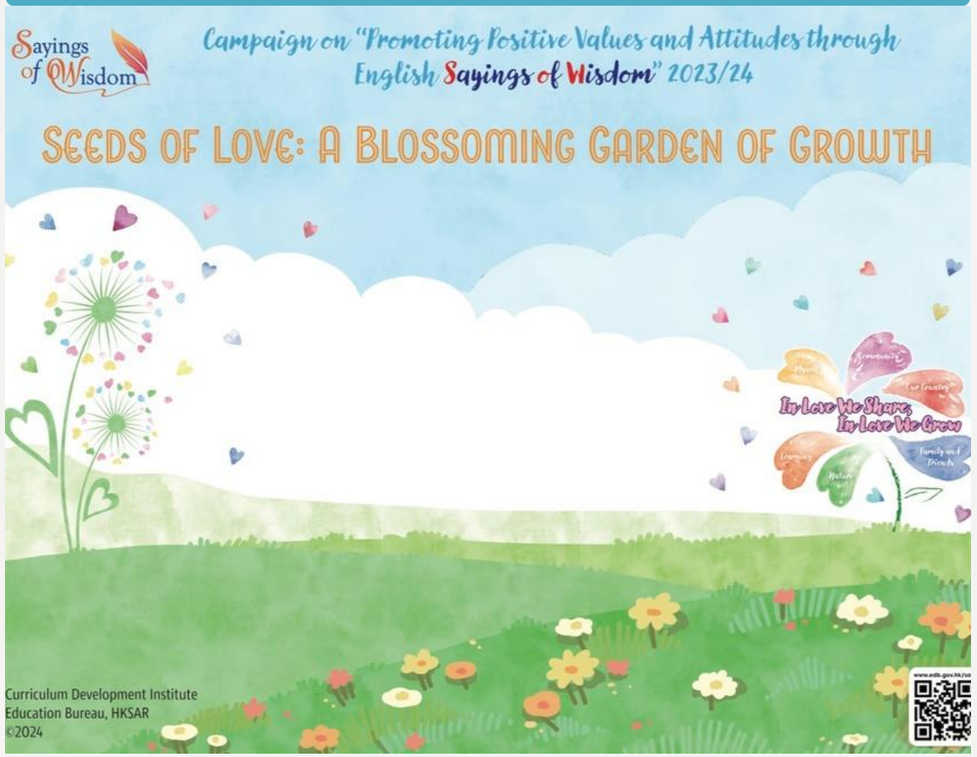
From: (Name) _____ Class: ____

To: _____

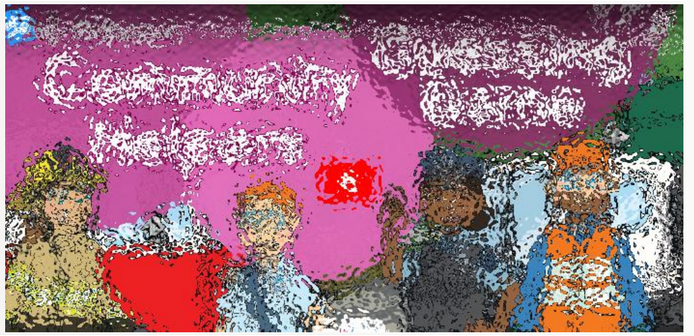
Message: _____

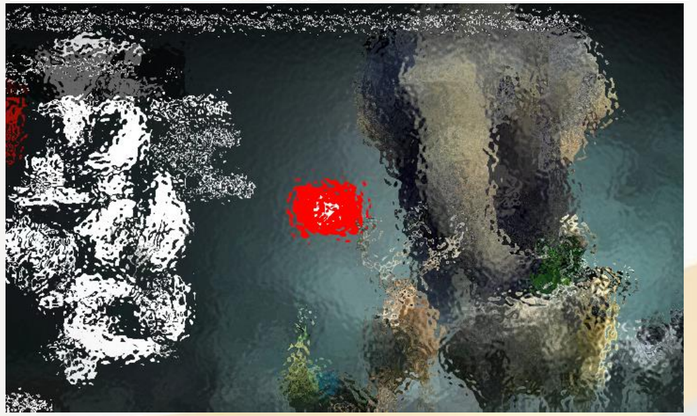
_____

Poster Display (write & share)

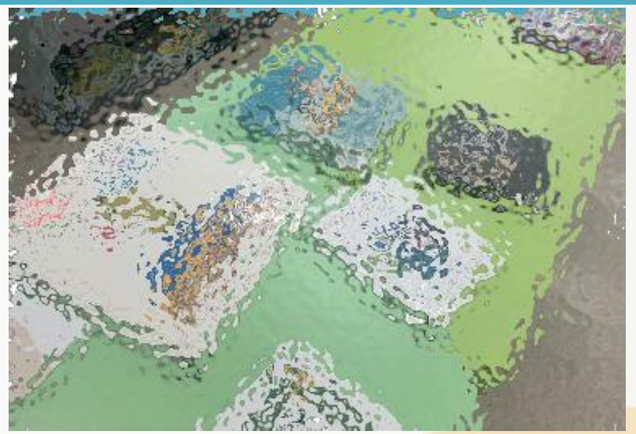


Video Appreciation



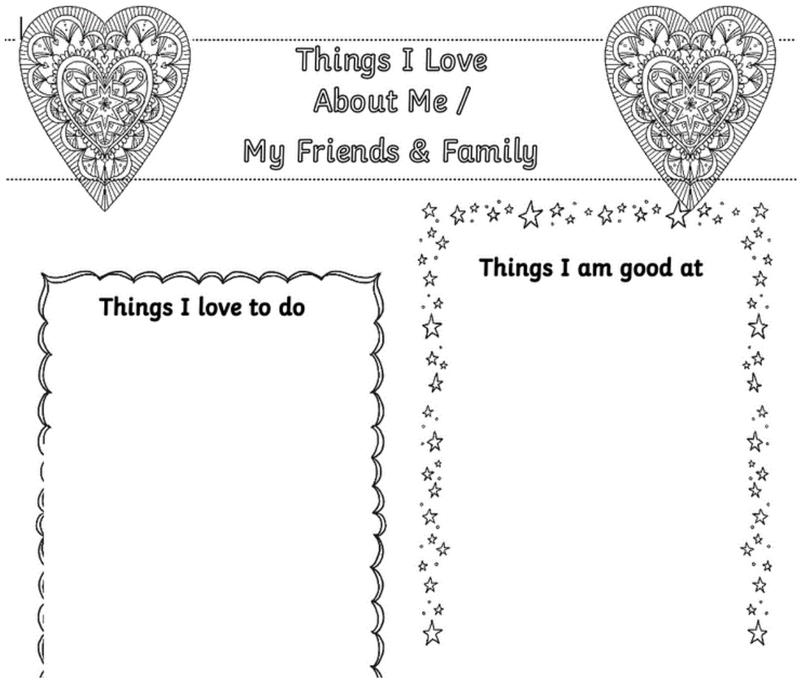


Book Exhibition & Swap



P.1 & P.2

English Activities



Fun Reading

My Brother Charlie
(Book)

Written by
Holly Robinson Peete
Ryan Elizabeth Peete

Storytelling

Pete the Cat:
I Love My White Shoes

Story by Eric Litwin

P.3 & P.4

Community Stations

Kahoot!

Language Games

Workout Time!

Seated Workout
Source: YouTube

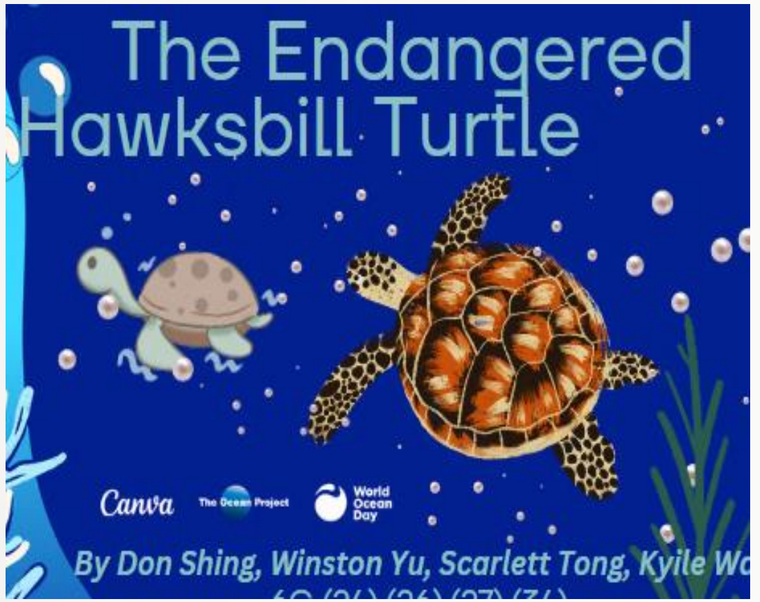
Quizizz

P.5 & P.6

Language Games

Quizizz

Project Display and Sharing



Week of Love
Love Nature

ENDANGERED ANIMAL PROTECTION

Project Objectives

Positive Values

Research Skills

21st-century Life Skills

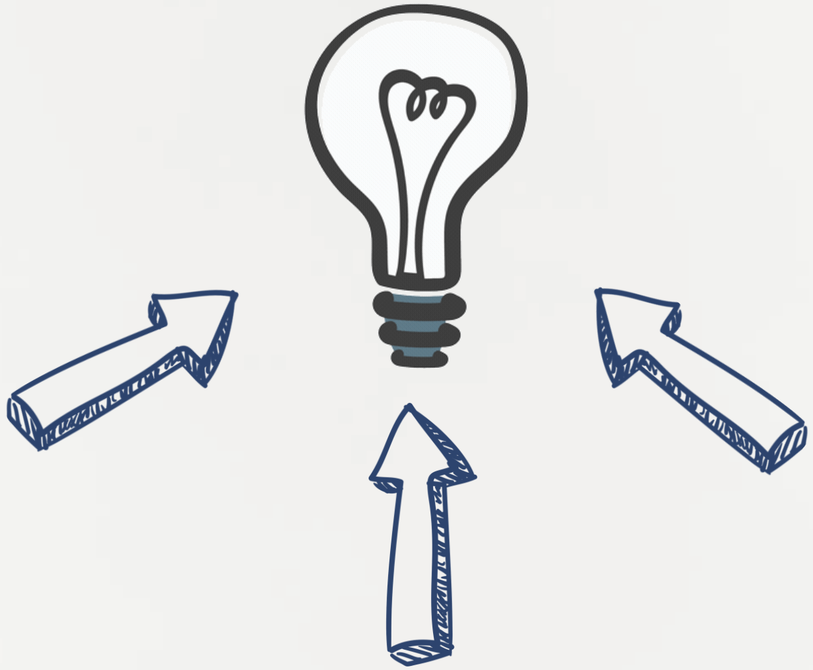
Skilled Reading

Self-directed Learning

Connection to KLAs

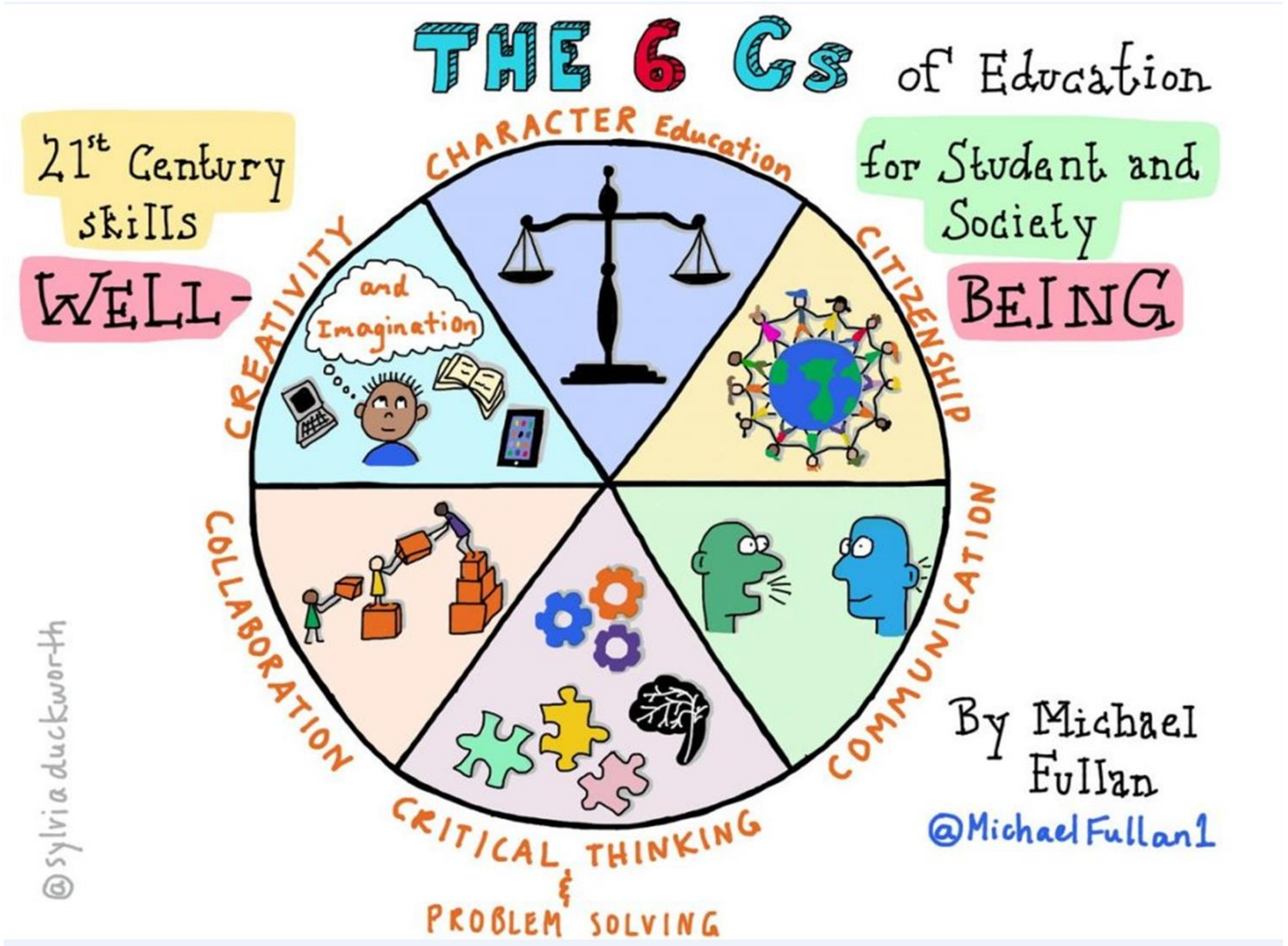
KLA Links

GENERAL STUDIES



LIBRARY

INFORMATION TECHNOLOGY



Source: https://sylviaduckworth.shop/product/the-6-cs/

John Spencer
www.spencereducation.com

DESIGN ELEMENTS OF PBL

PUBLIC PRODUCT

CHALLENGING PROBLEM OR QUESTION

SUSTAINED INQUIRY

AUTHENTICITY

CRITIQUE AND REVISION

REFLECTION

STUDENT VOICE AND CHOICE

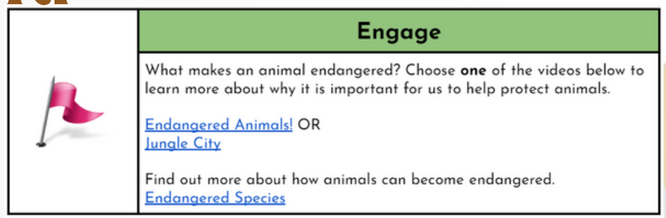
Source: https://medium.com/@spencerideas/the-seven-biggest-lies-that-keep-teachers-from-implementing-project-based-learning-e15d8c59fafb

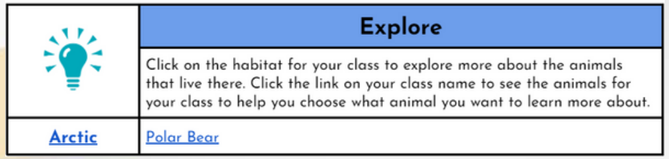
How

- choose from videos provided to raise and/or address questions about endangered animals
- explore endangered animals in specific habitats

Why

- pique curiosity about endangered animals and environmental protection
- set foundation for learner autonomy



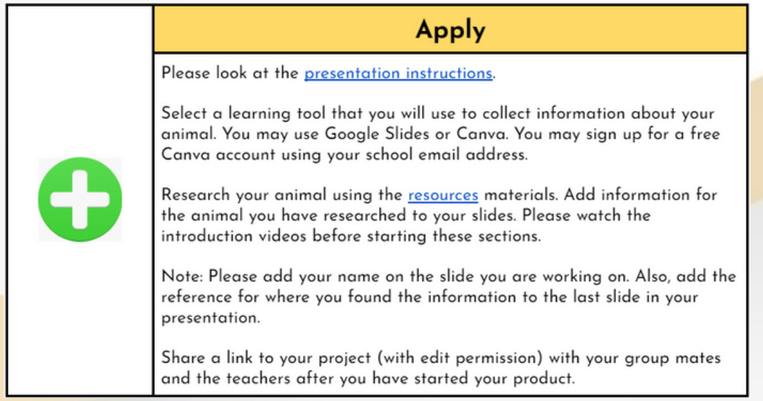


How

- utilise provided websites and online books to gather information about selected animals
- conduct own research to obtain additional information

Why

- vetting resources sets students up for success in locating accurate information
- provides guidance and structure



Inquiry (Apply)

How

- different roles in groups
- students utilise strengths and skills to contribute in different ways

Why

- learning stimulates what happens in the real world, connecting their actions to animal protection
- students are more invested in the learning process when their actions are impactful

How

- choose animal from provided options
- choose type of project (online tool)
- group roles
- set learning pace

Why

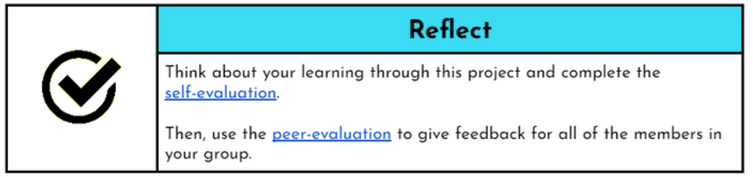
- inspires engagement and ownership in the project
- allows for teacher to shift to a facilitator role

How

- rubrics are utilised to show learning expectations
- self-reflections focus on personal role in the project

Why

- evaluates the content, process, purpose and themselves
- helps develop intrinsic motivation

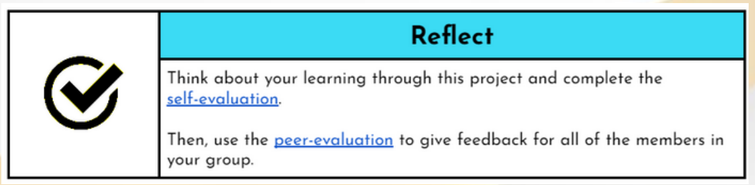


How

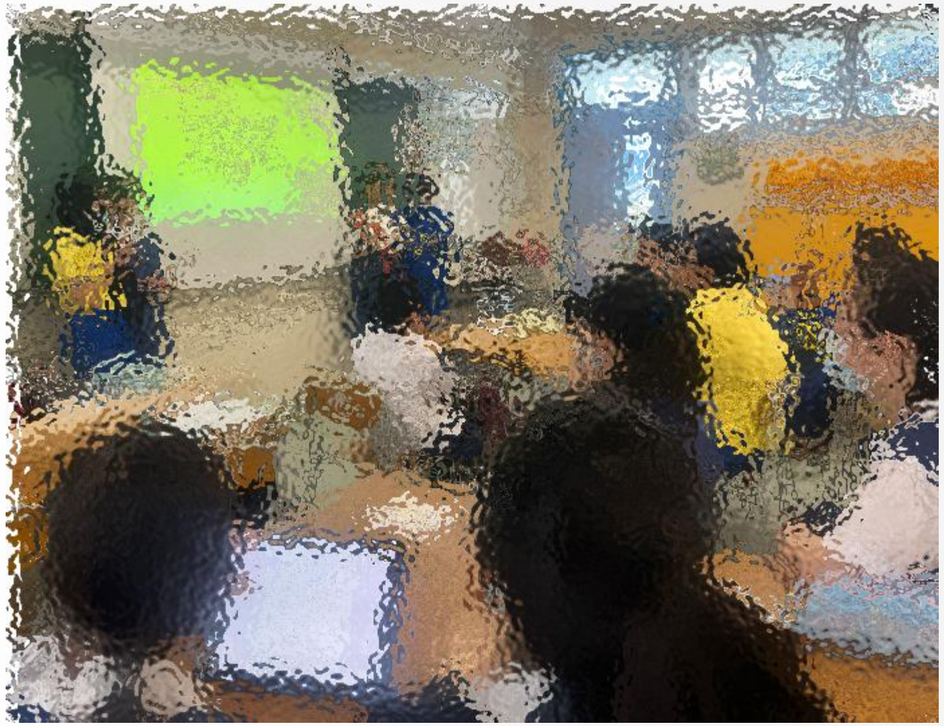
- feedback (formative & summative)
- peer-evaluations
- classroom presentations (verbally)

Why

- guide students to look at their work with the intention of improvement
- encourage students' reflections to lead to action



Peer Feedback

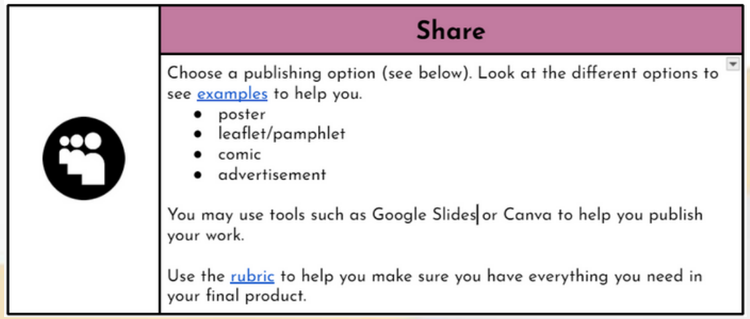


How

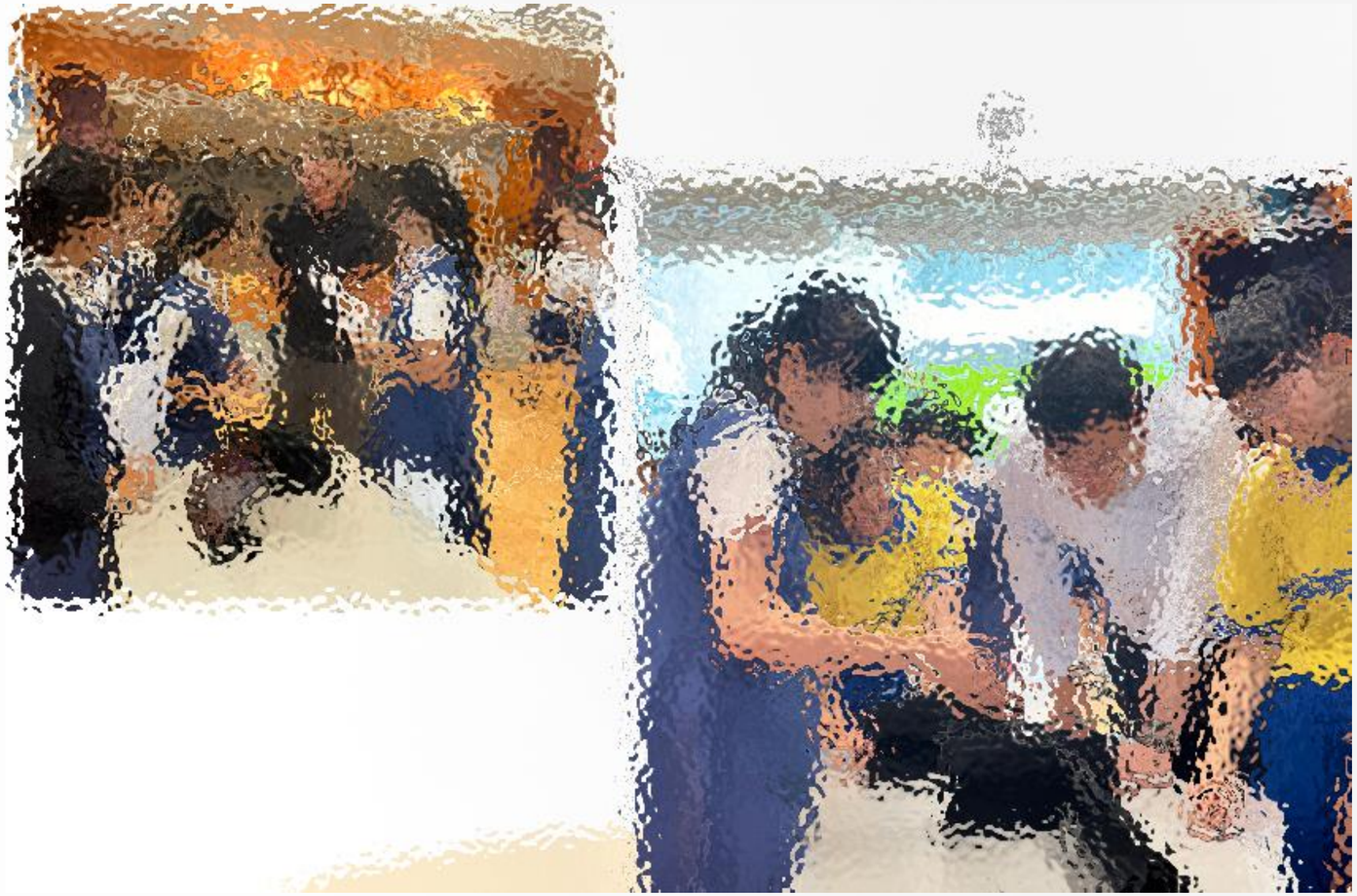
- presentations created on selected platforms
- share presentations with P.5 students as well as teachers and guests

Why

- encourage students to improve quality of their work
- create awareness in others



Public Product

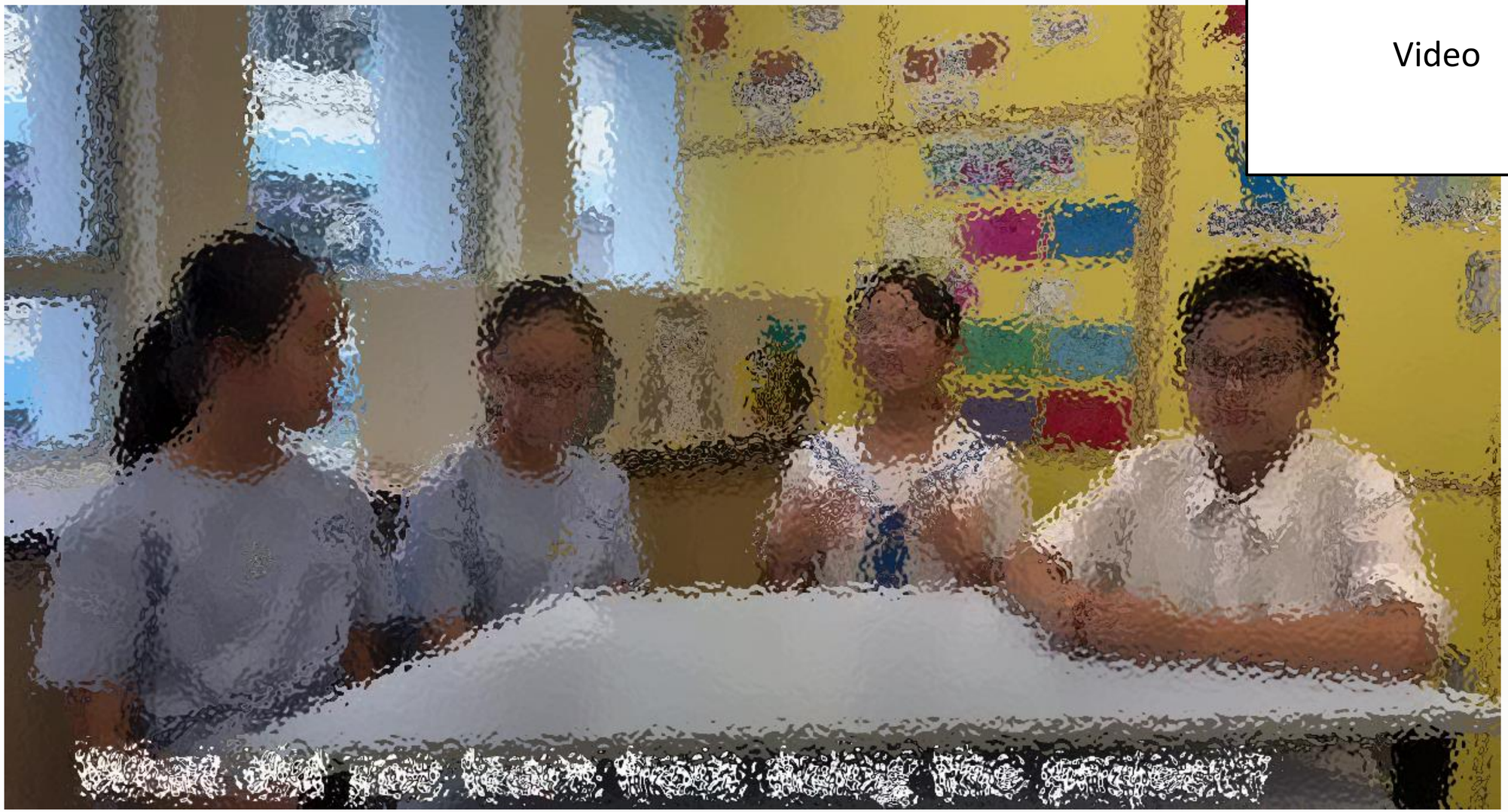


Public Product

Concerns

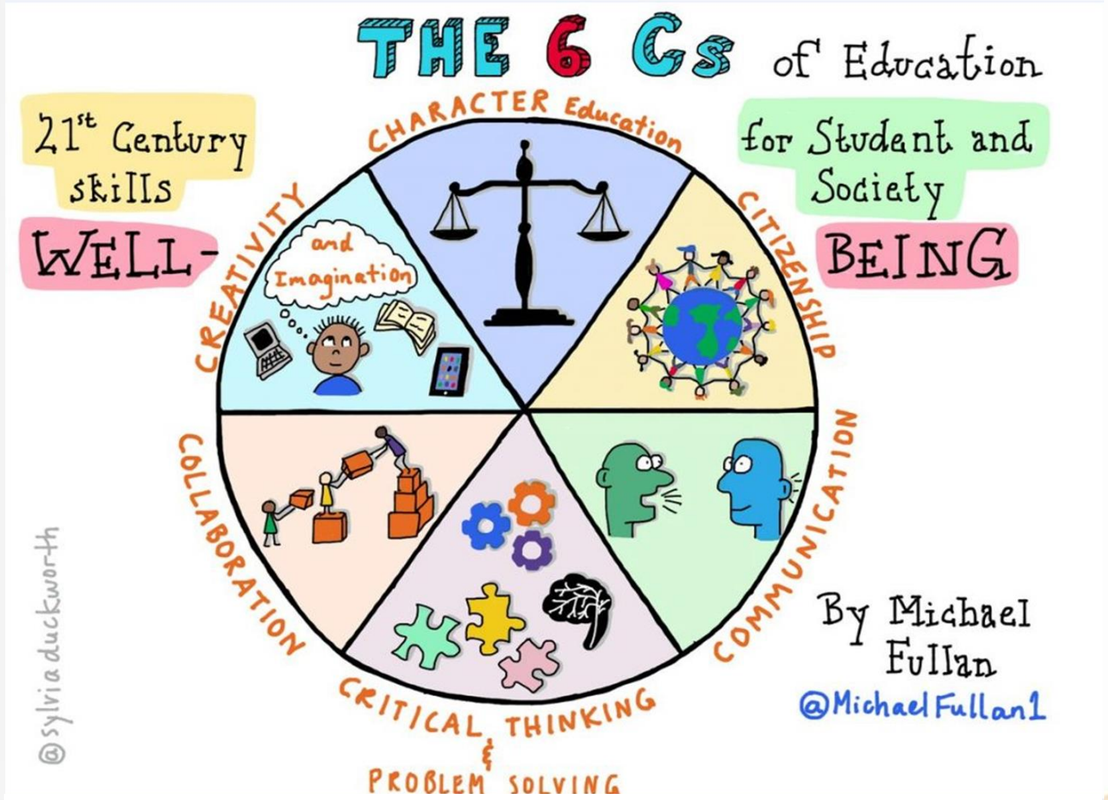
time	⇨	flipped/blended learning
learner diversity	⇨	leaders + roles in groups
material preparation	⇨	HyperDoc
technology access	⇨	selected platforms
teacher mindset	⇨	flexibility and process of project + colleague support

Video



Key Takeaways

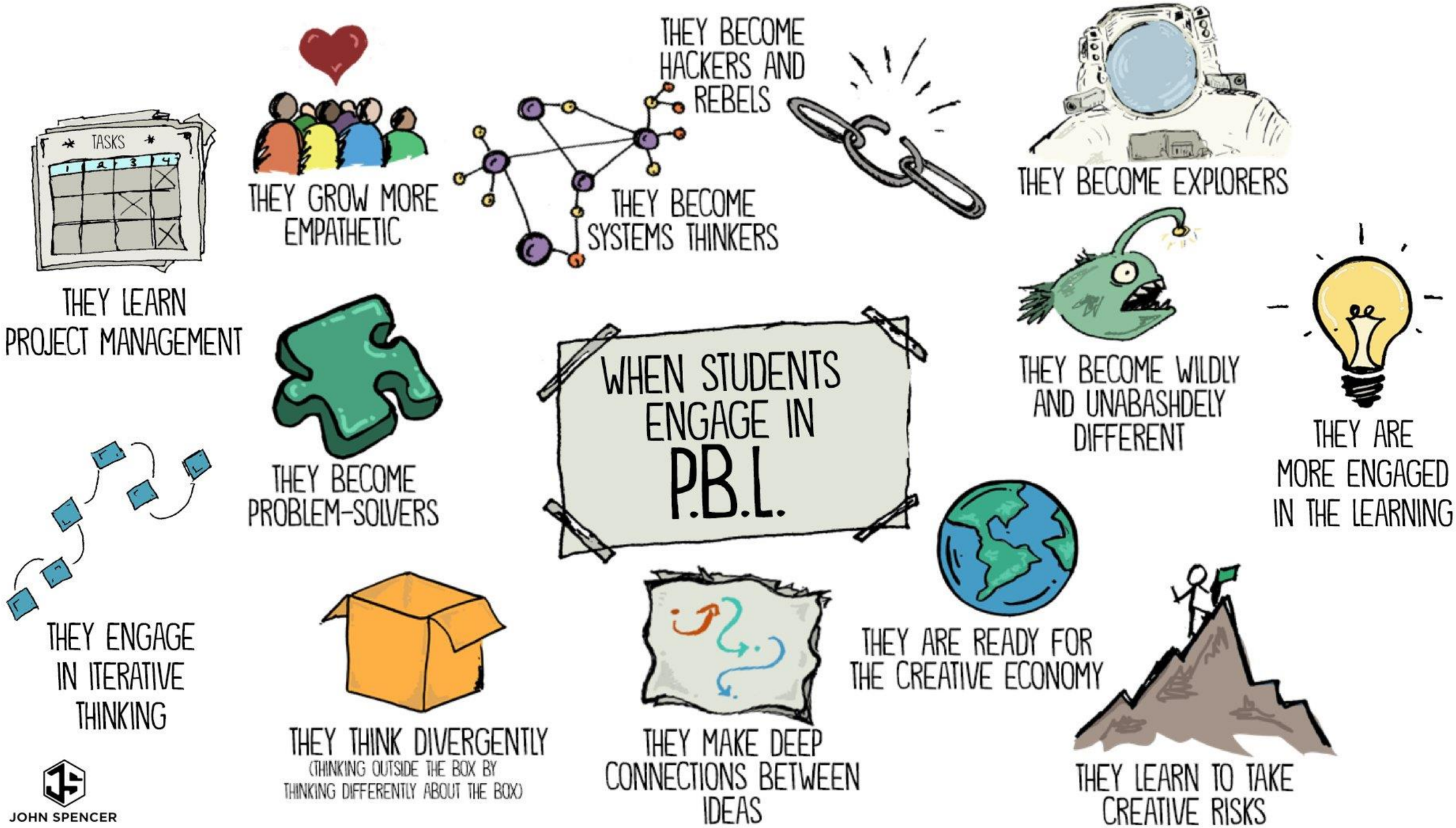
- value: love nature and endangered animals
- research skills
- technology skills
- presentation skills
- 21st century skills



Source: https://sylviaduckworth.shop/product/the-6-cs/

Reflections

- teachers are on board
- created learning culture that empowered students
- positive interdependence
- student autonomy
- realisation that the process rather than only the product is beneficial



Source: https://x.com/spencerideas/status/1506295595794845711

References

1 WORLD WILDLIFE FUND

https://www.worldwildlife.org/

2 JOHN SPENCER

spencereducation.com

Thank you!