

# S.R.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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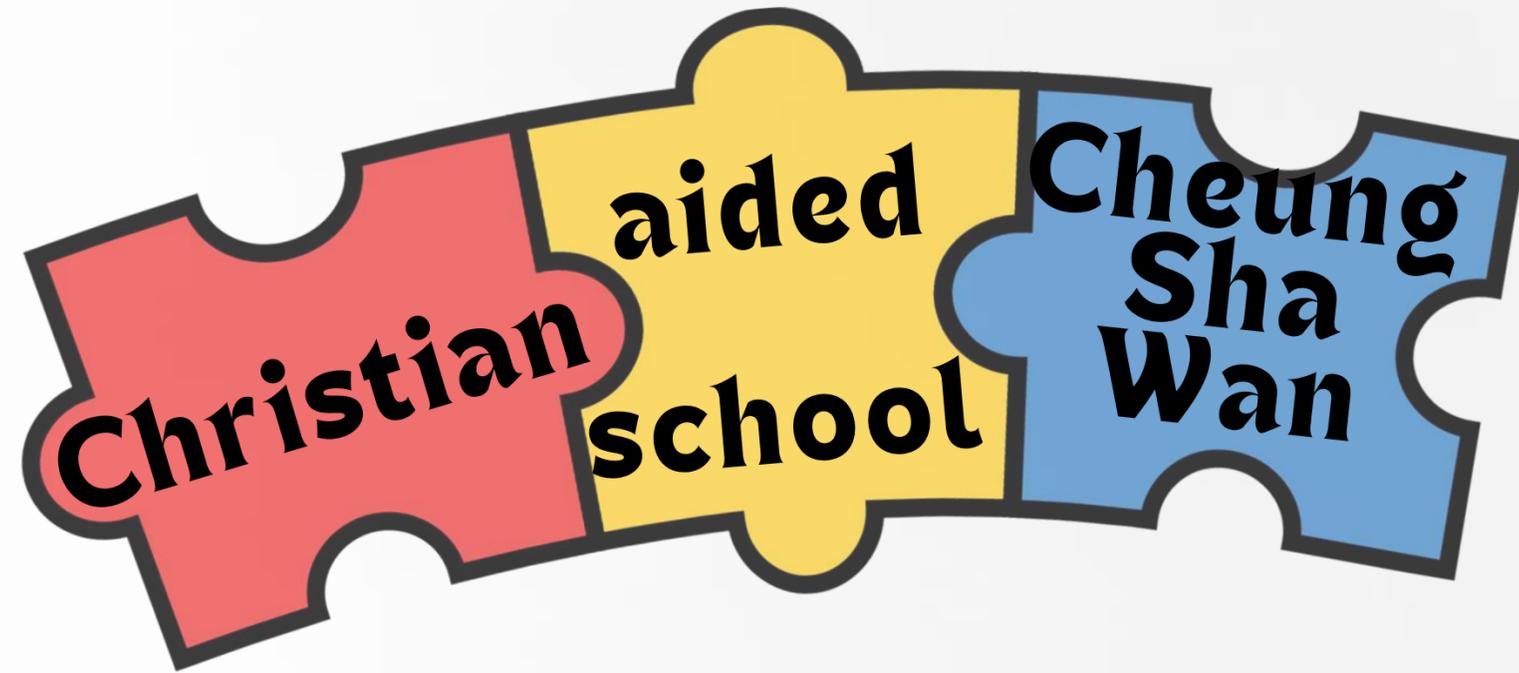
## **Disclaimer**

*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.*

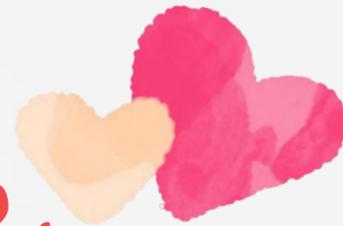
# Overview

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

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



Experience love,



growth and

success.



# Theme-based Learning Week



2023-2024

聖公會聖紀文小學

主題學習週

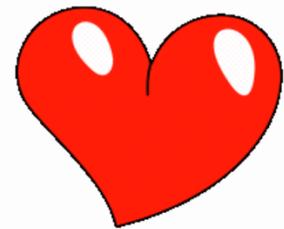
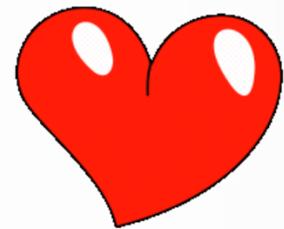
Live Out Love

17/6/2024-21/6/2024



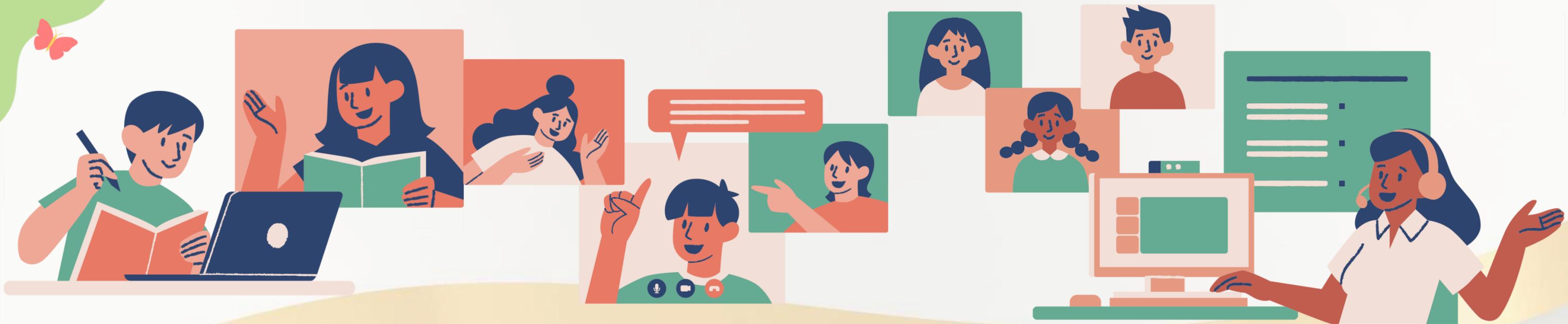


# Live Out Love



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

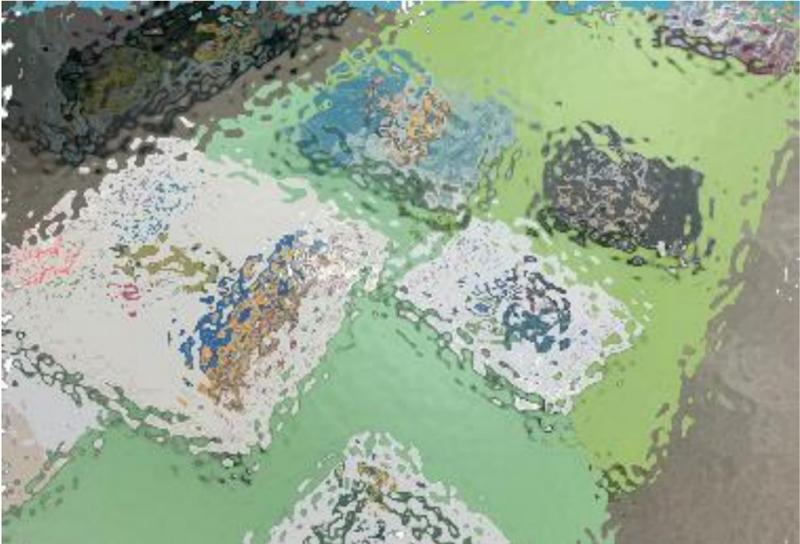
From: (Name) \_\_\_\_\_ Class: \_\_\_\_\_

To: \_\_\_\_\_

Message: \_\_\_\_\_



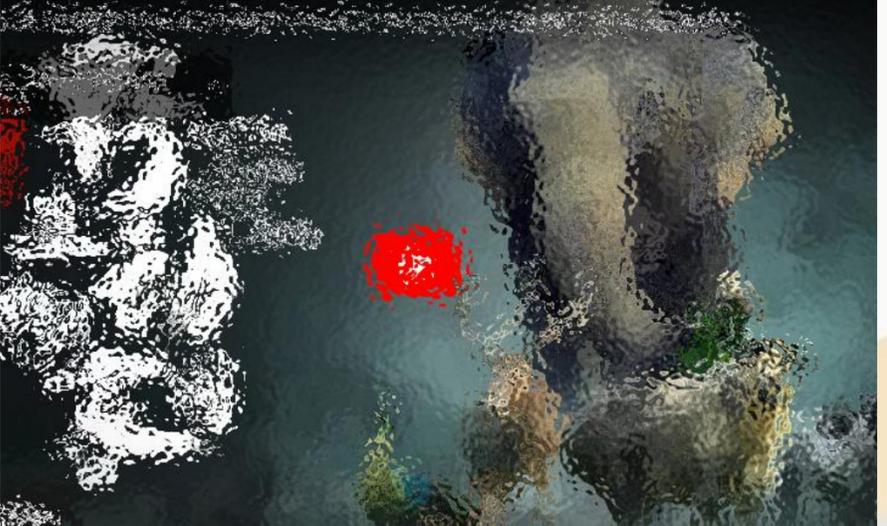
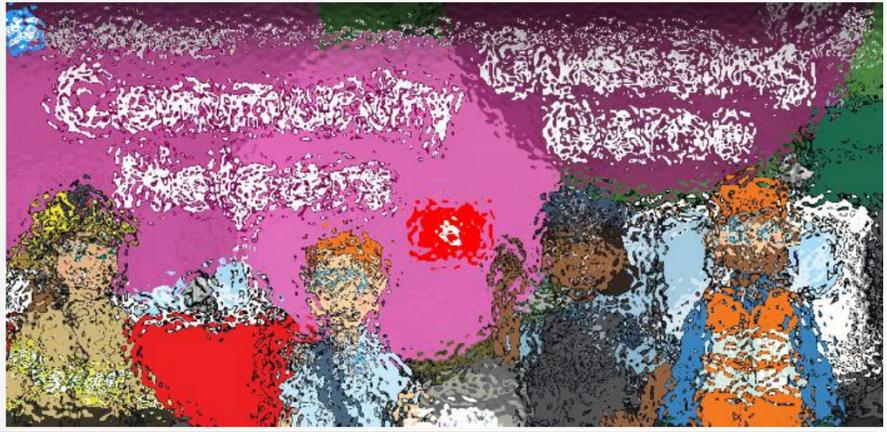
## Book Exhibition & Swap



## Poster Display (write & share)

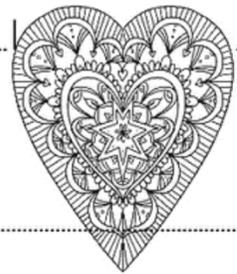


## Video Appreciation



# P.1 & P.2

## English Activities



Things I Love  
About Me /  
My Friends & Family



Things I love to do

Things I am good at

## 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!

Help



Beanbag Challenge  
Activity Cards



Language Games

Workout Time!

Seated Workout  
Source: YouTube

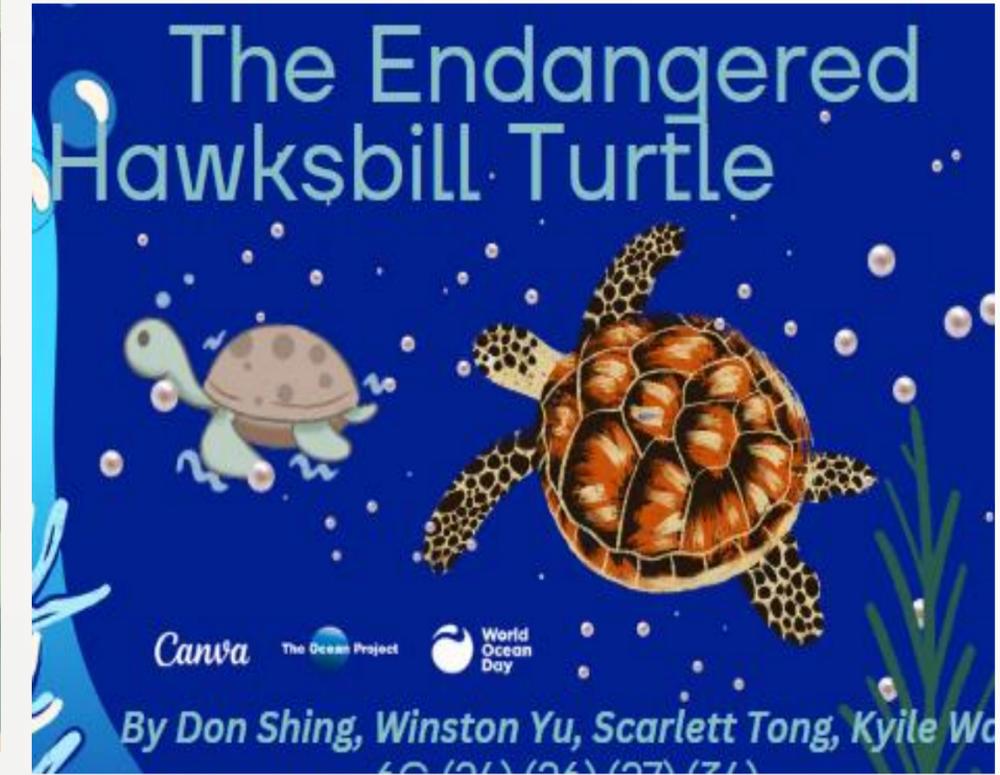
Quizizz

# P.5 & P.6

## Project Display and Sharing

### Language Games

Quizizz



# **Week of Love Love Nature**

**ENDANGERED ANIMAL  
PROTECTION**

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# Project Objectives



**Positive Values**



**Research Skills**



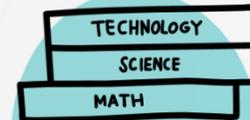
**21st-century  
Life Skills**



**Skilled Reading**



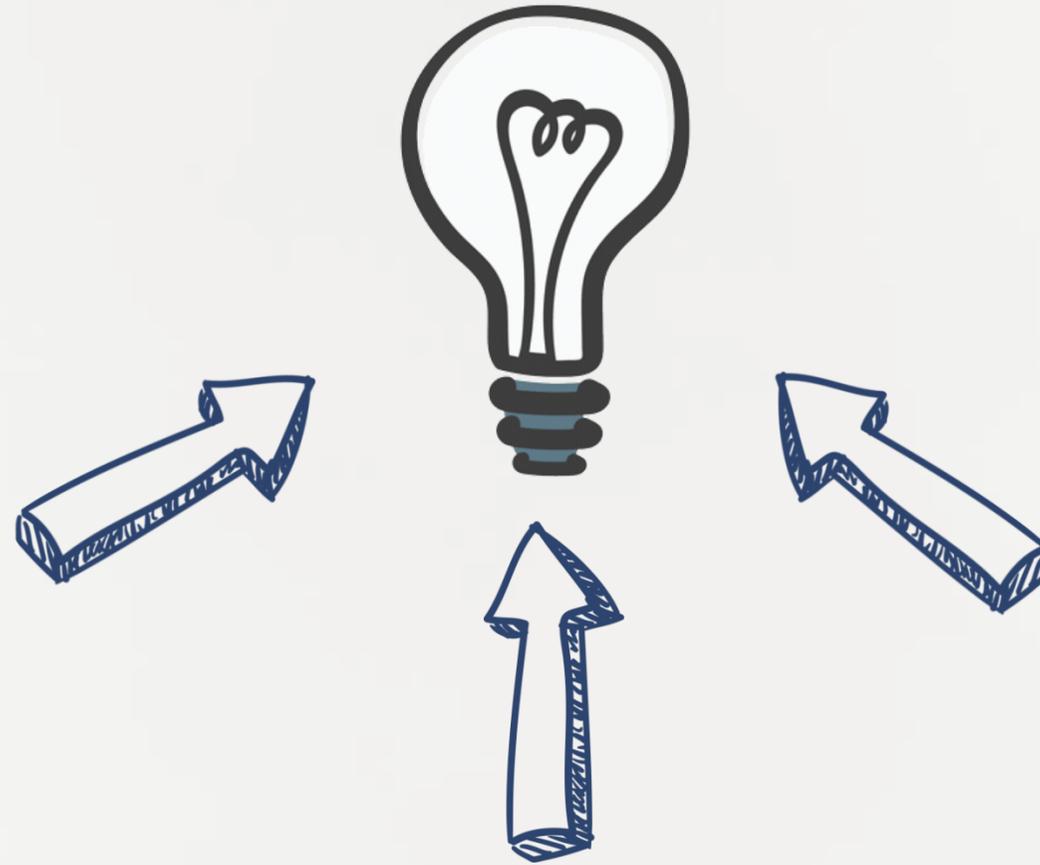
**Self-directed  
Learning**



**Connection  
to KLAs**

# RLA Links

**GENERAL  
STUDIES**



**LIBRARY**

**INFORMATION  
TECHNOLOGY**

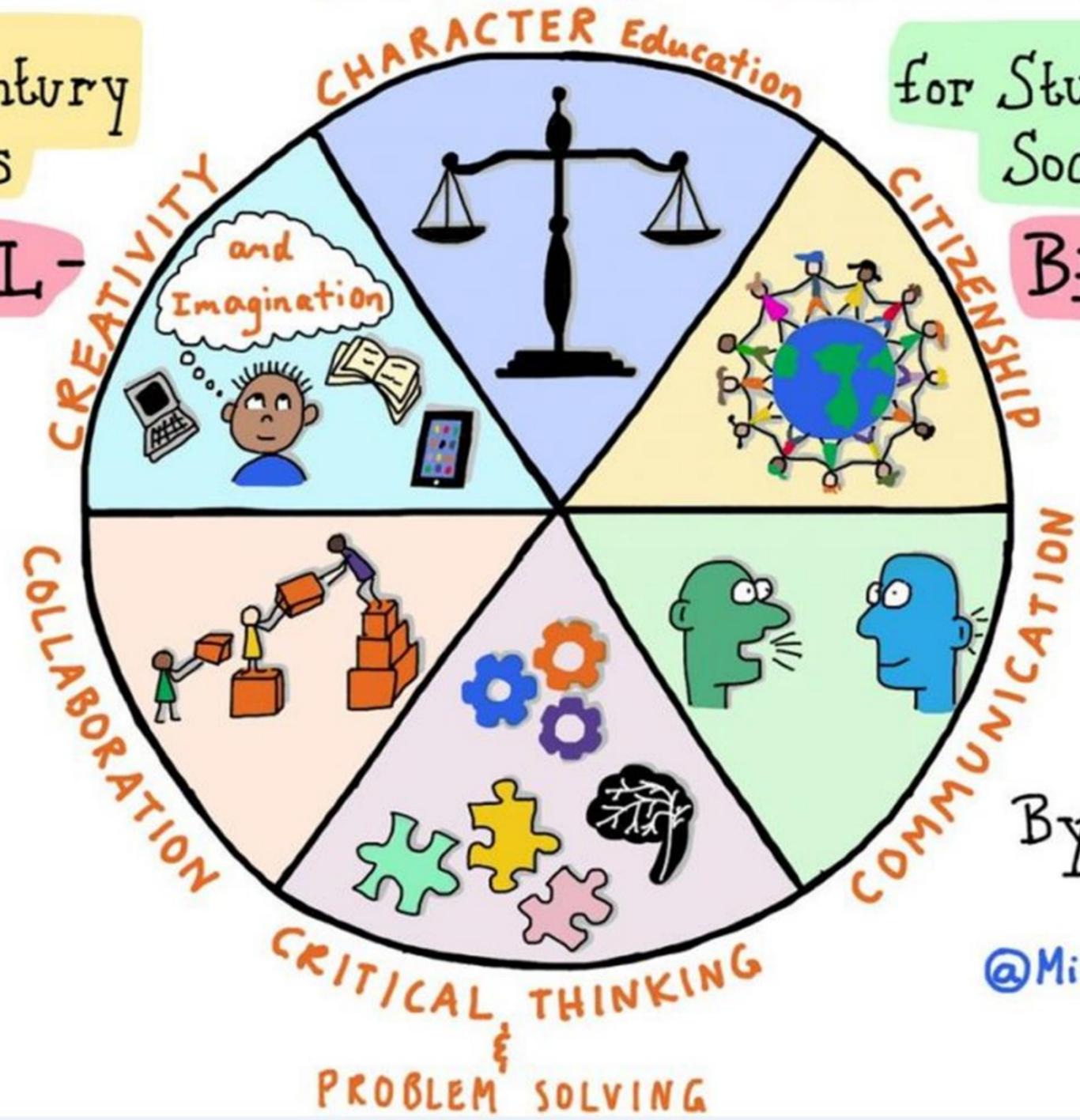
# THE 6 Cs of Education

21<sup>st</sup> Century skills

for Student and Society

WELL-

BEING



@sylvia duckworth

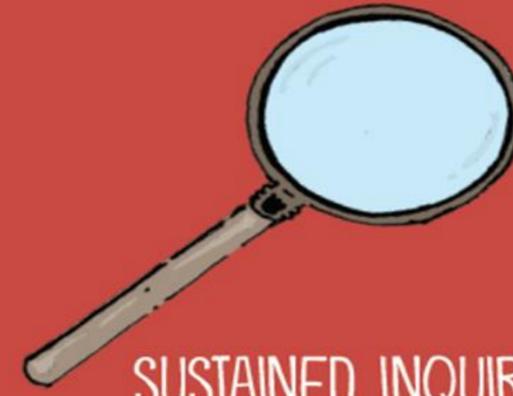
By Michael Fullan  
@MichaelFullan1



PUBLIC PRODUCT



CHALLENGING PROBLEM  
OR QUESTION



SUSTAINED INQUIRY



CRITIQUE AND  
REVISION

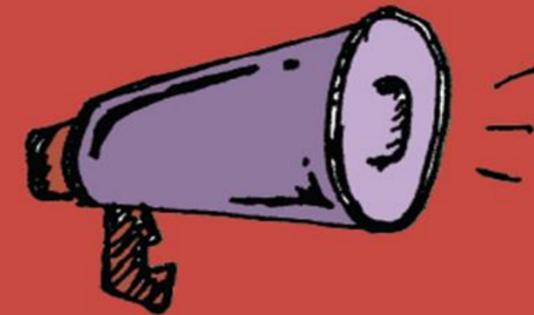


REFLECTION

# DESIGN ELEMENTS OF PBL



AUTHENTICITY



STUDENT VOICE AND CHOICE

# 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

	<p style="text-align: center;"><b>Engage</b></p> <p>What makes an animal endangered? Choose <b>one</b> of the videos below to learn more about why it is important for us to help protect animals.</p> <p><a href="#">Endangered Animals!</a> OR <a href="#">Jungle City</a></p> <p>Find out more about how animals can become endangered. <a href="#">Endangered Species</a></p>
 <a href="#">Arctic</a>	<p style="text-align: center;"><b>Explore</b></p> <p>Click on the habitat for your class to explore more about the animals that live there. Click the link on your class name to see the animals for your class to help you choose what animal you want to learn more about.</p> <p><a href="#">Polar Bear</a></p>

# 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**

	Apply
	<p>Please look at the <a href="#">presentation instructions</a>.</p> <p>Select a learning tool that you will use to collect information about your animal. You may use Google Slides or Canva. You may sign up for a free Canva account using your school email address.</p> <p>Research your animal using the <a href="#">resources</a> materials. Add information for the animal you have researched to your slides. Please watch the introduction videos before starting these sections.</p> <p>Note: Please add your name on the slide you are working on. Also, add the reference for where you found the information to the last slide in your presentation.</p> <p>Share a link to your project (with edit permission) with your group mates and the teachers after you have started your product.</p>

# 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**

	Reflect
	Think about your learning through this project and complete the <a href="#">self-evaluation</a> .  Then, use the <a href="#">peer-evaluation</a> to give feedback for all of the members in your group.

# How

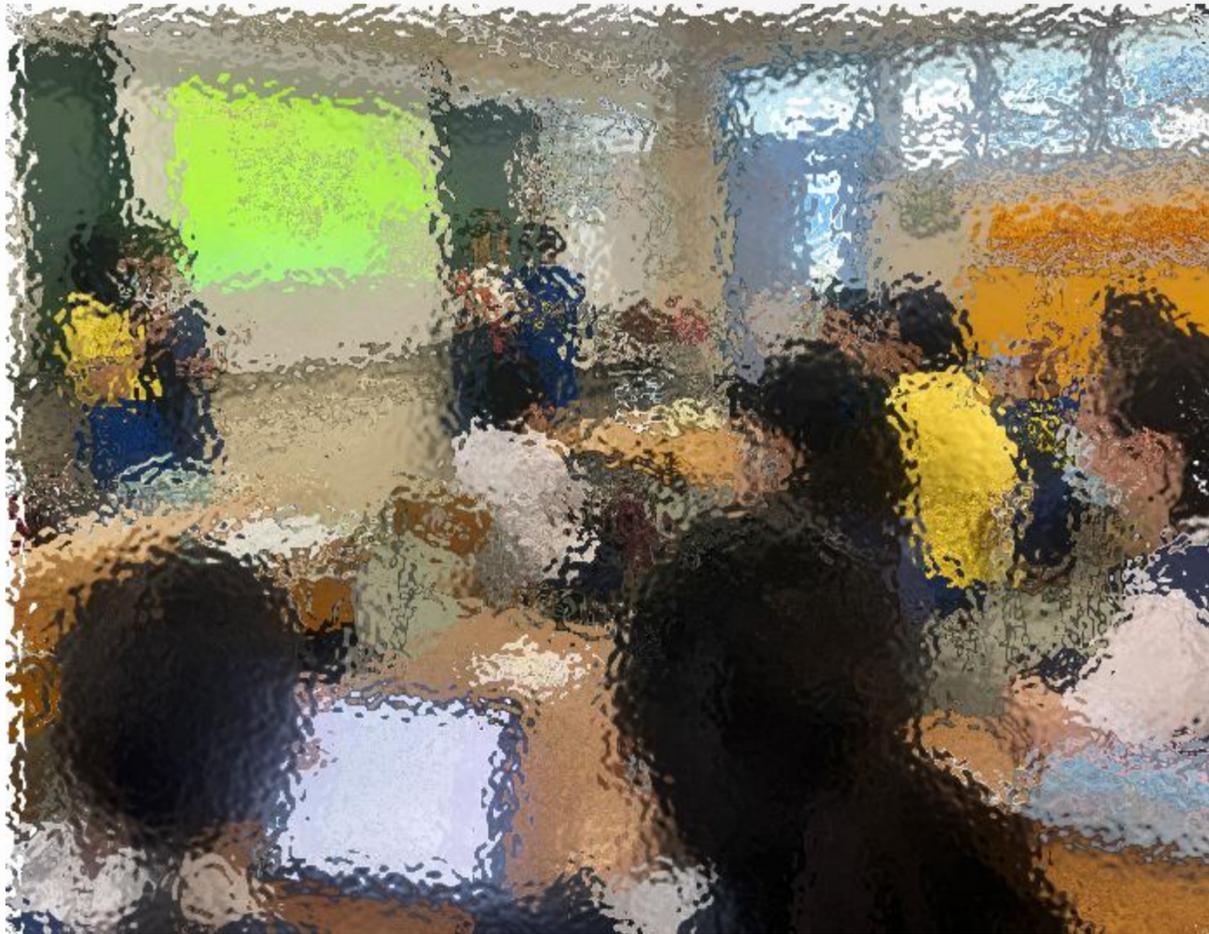
- **feedback (formative & summative)**
- **peer-evaluations**
- **classroom presentations (verbally)**

# Why

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

	<p style="text-align: center;"><b>Reflect</b></p> <p>Think about your learning through this project and complete the <a href="#">self-evaluation</a>.</p> <p>Then, use the <a href="#">peer-evaluation</a> to give feedback for all of the members in your group.</p>
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# Peer Feedback



# How

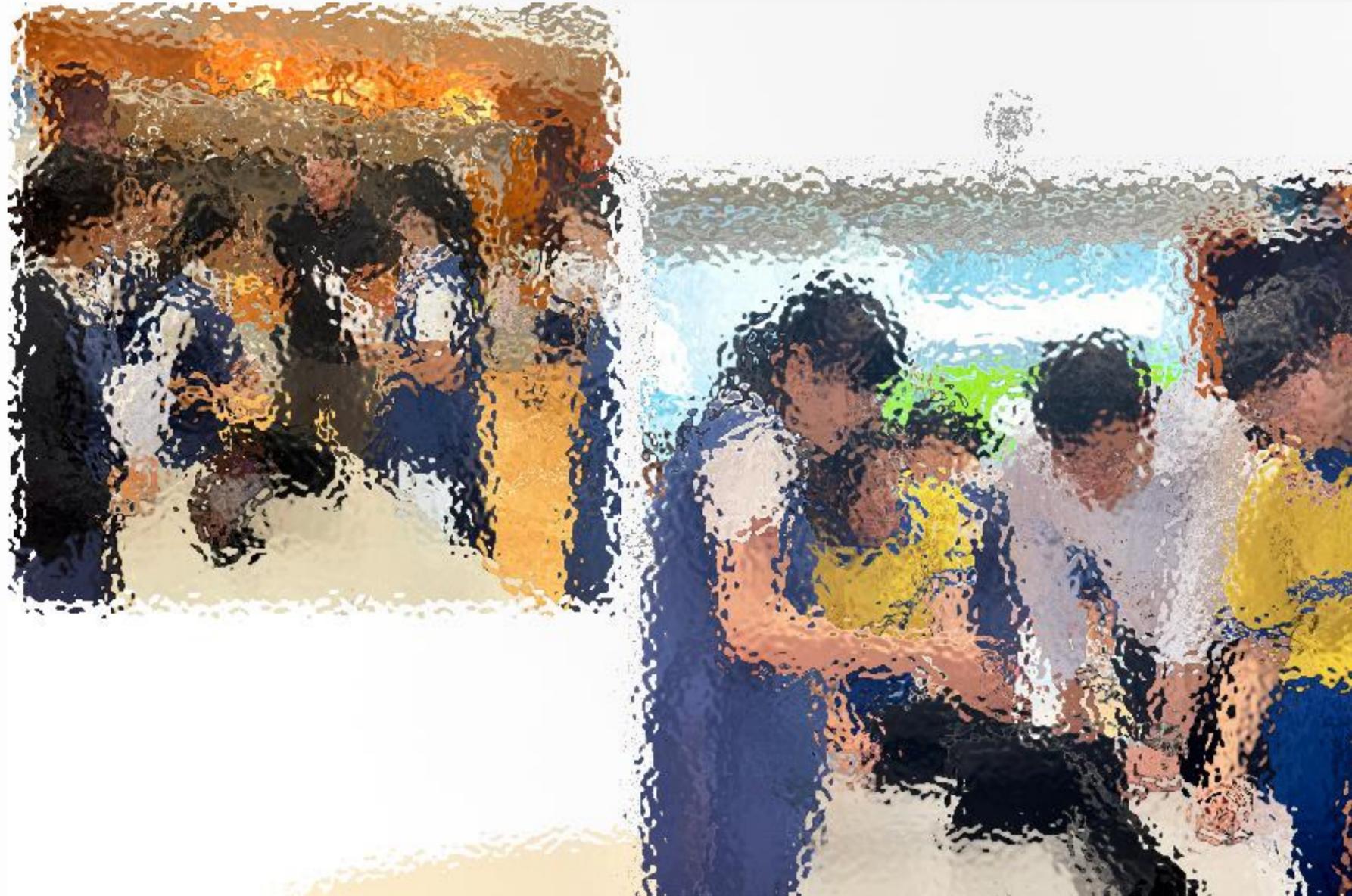
- presentations created on selected platforms
- share presentations with P.5 students as well as teachers and guests

# Why

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

Share	
	<p>Choose a publishing option (see below). Look at the different options to see <a href="#">examples</a> to help you.</p> <ul style="list-style-type: none"><li>• poster</li><li>• leaflet/pamphlet</li><li>• comic</li><li>• advertisement</li></ul> <p>You may use tools such as Google Slides or Canva to help you publish your work.</p> <p>Use the <a href="#">rubric</a> to help you make sure you have everything you need in your final product.</p>

# Public Product

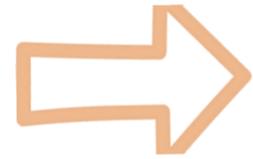


# Public Product



# Concerns

**time**



**flipped/blended learning**

**learner diversity**



**leaders + roles in groups**

**material preparation**



**HyperDoc**

**technology access**



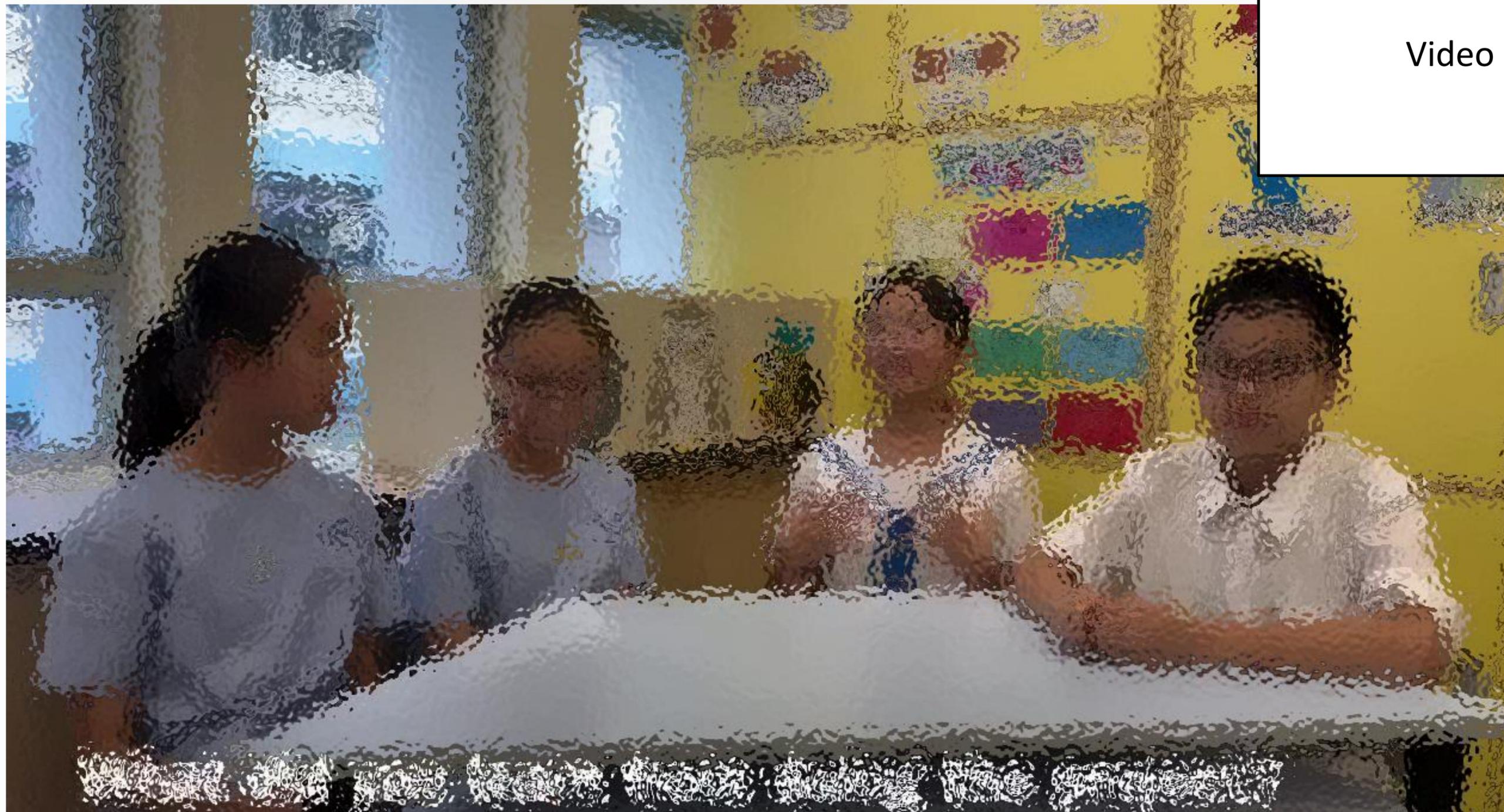
**selected platforms**

**teacher mindset**



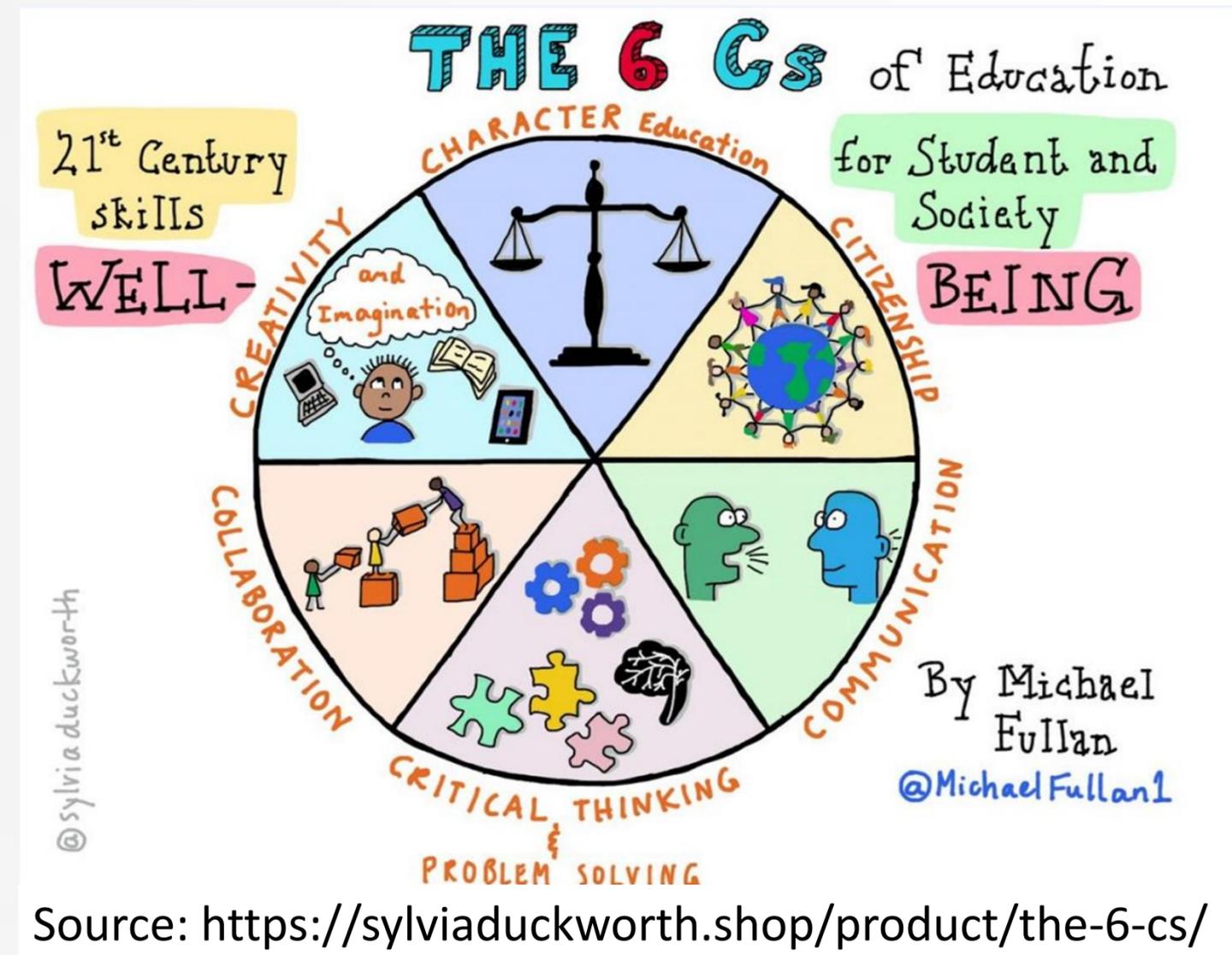
**flexibility and process of  
project + colleague support**

Video



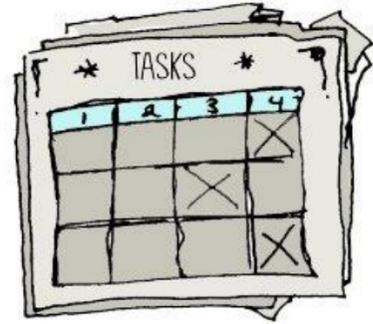
# Key Takeaways

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



# Reflections

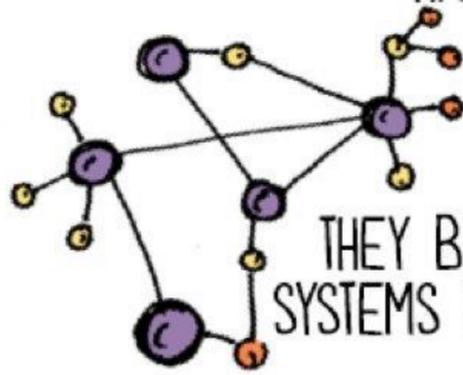
- **teachers are on board**
- **created learning culture that empowered students**
- **positive interdependence**
- **student autonomy**
- **realisation that the process rather than only the product is beneficial**



THEY LEARN PROJECT MANAGEMENT

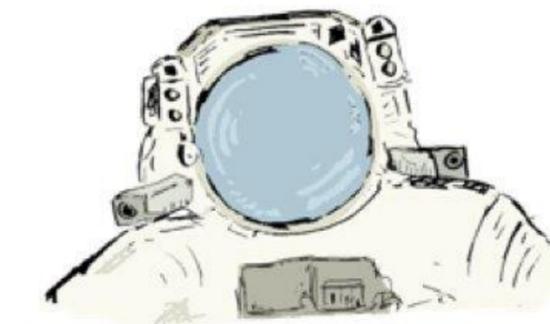


THEY GROW MORE EMPATHETIC

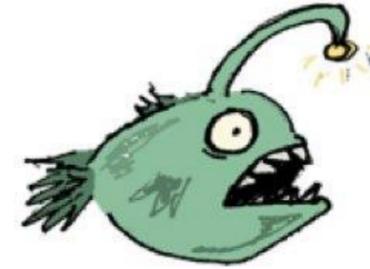


THEY BECOME SYSTEMS THINKERS

THEY BECOME HACKERS AND REBELS



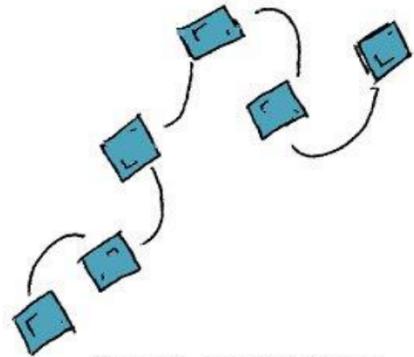
THEY BECOME EXPLORERS



THEY BECOME WILDLY AND UNABASHDELY DIFFERENT



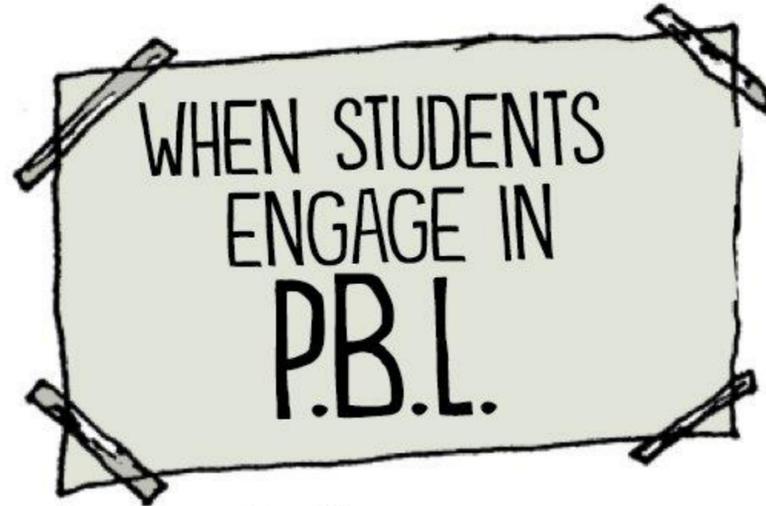
THEY ARE MORE ENGAGED IN THE LEARNING



THEY ENGAGE IN ITERATIVE THINKING



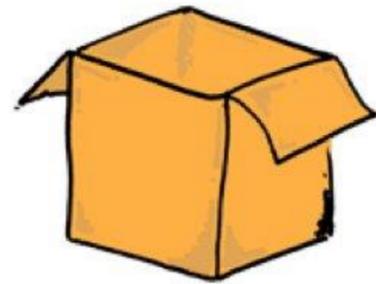
THEY BECOME PROBLEM-SOLVERS



WHEN STUDENTS ENGAGE IN P.B.L.



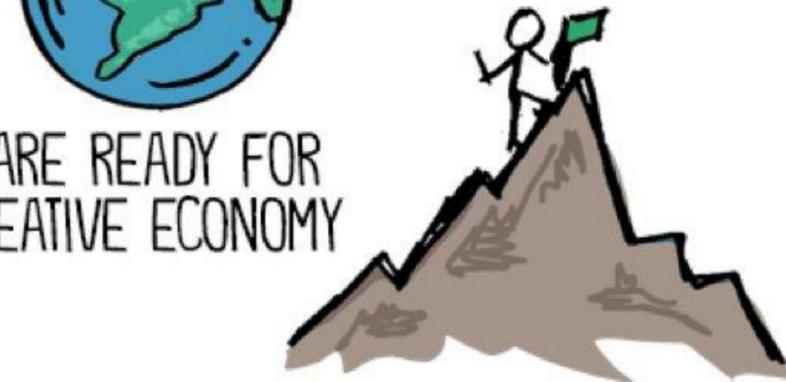
THEY ARE READY FOR THE CREATIVE ECONOMY



THEY THINK DIVERGENTLY  
(THINKING OUTSIDE THE BOX BY THINKING DIFFERENTLY ABOUT THE BOX)



THEY MAKE DEEP CONNECTIONS BETWEEN IDEAS



THEY LEARN TO TAKE CREATIVE RISKS



JOHN SPENCER



# References

1

WORLD WILDLIFE FUND

<https://www.worldwildlife.org/>

2

JOHN SPENCER

[spencereducation.com](http://spencereducation.com)

Thank you!

