

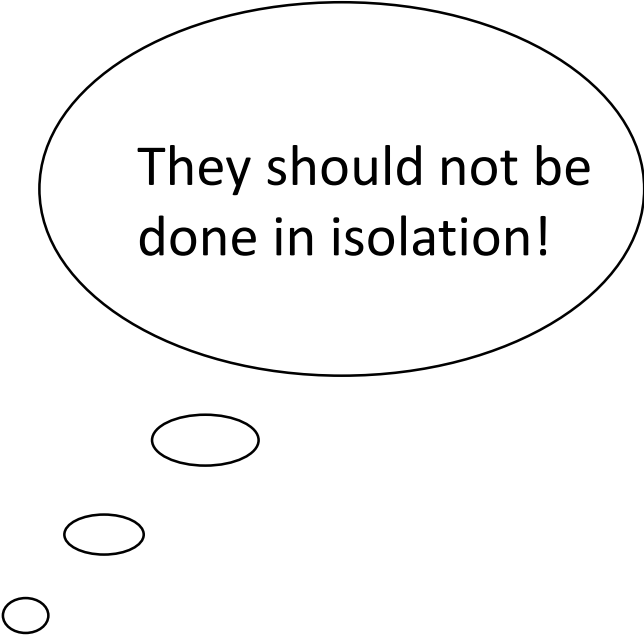
Connecting the Global Classroom with the school-based curriculum: Improve reading skills, heighten cultural awareness and promote positive values and attitudes

ELCHK Lutheran Secondary School

29 June 2018

Are you required to take up these tasks?

- organise exchange programmes to other places
- organise activities for foreign students visiting the school
- address the Major Renewed Emphases of Learning to Learn 2+ when planning the English Language curriculum












They should not be done in isolation!

School development focuses

Ongoing Renewal of the School Curriculum

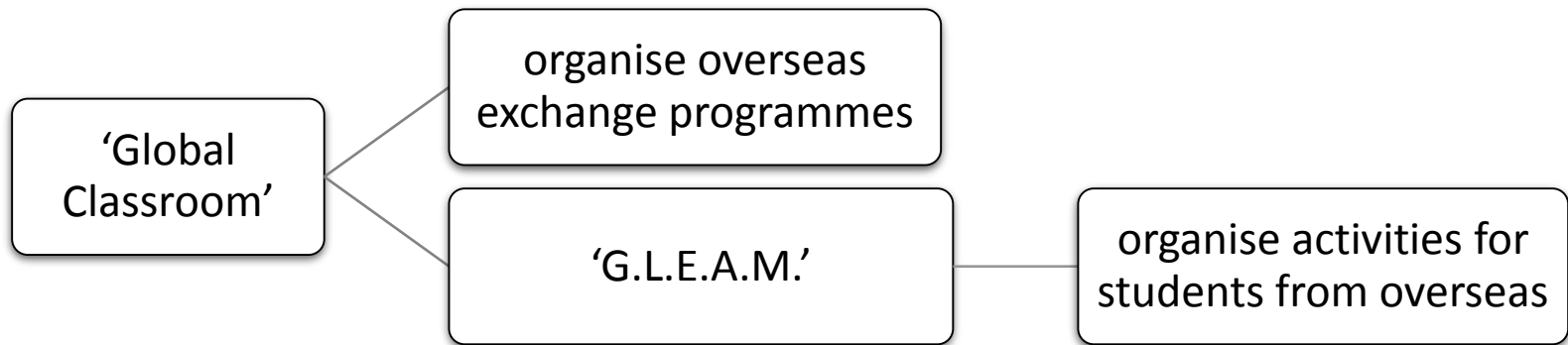
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Curriculum Guides

●	Kindergarten Education Curriculum Guide (Draft - Feb 2017) CHI	HTML
●	Basic Education Curriculum Guide (Primary 1- 6) (2014)	HTML
●	Secondary Education Curriculum Guide (Draft - May 2017)	
	Introduction	
	Booklet 1: Ongoing Renewal of the School Curriculum	
	Booklet 2: Learning Goals, School Curriculum Framework and Planning	
	Booklet 3: Effective Learning and Teaching: Developing Lifelong and Self-directed Learners	
	Booklet 4: Assessment Literacy and School Assessment Policy	
	Booklet 5: Embracing Learner Diversity	
	Booklet 6: Four Key Tasks: Towards Major Renewed Emphases	
	Booklet 6A: Moral and Civic Education: Towards Values Education	
	Booklet 6B: Reading to Learn: Towards Reading across the Curriculum	

Source:
Secondary
Education
Curriculum
Guide (May
2017) (Draft)

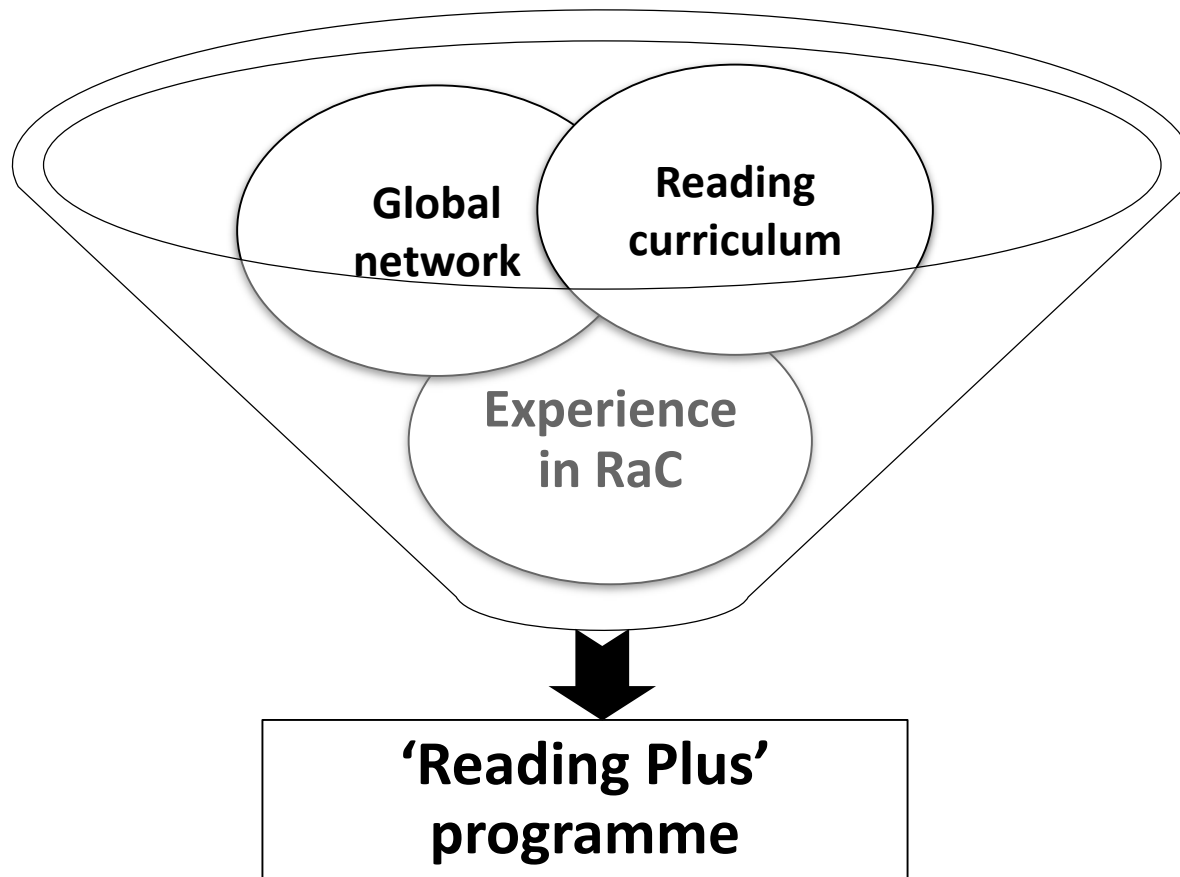
Background



- G: Global
- L: Learning
- E: Exposure
- A: Aspiration
- M: Messages

How to effectively connect the curriculum with the 'Global Classroom'

- Reflecting on existing resources and experiences



What is the 'Reading Plus' programme

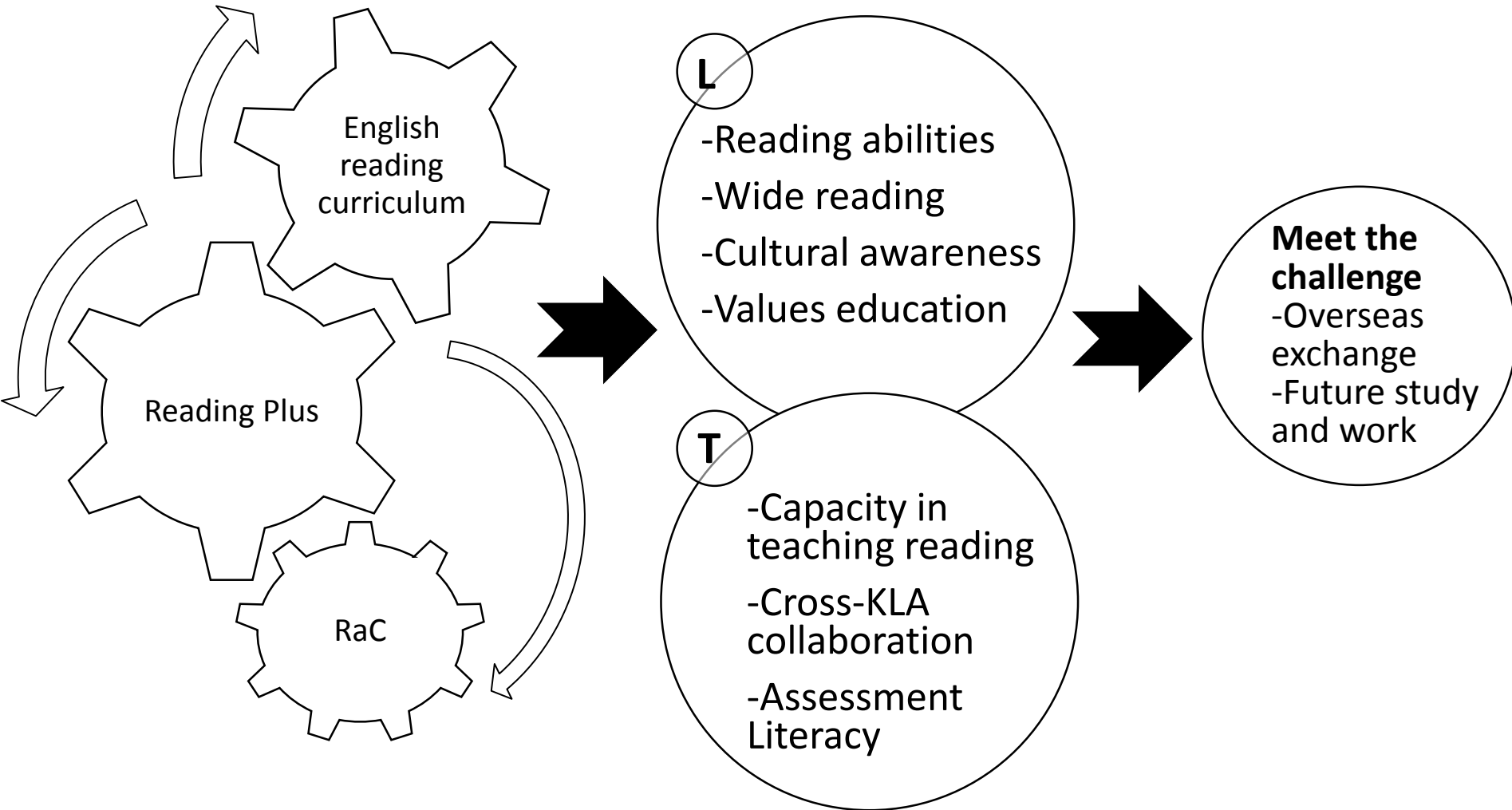
Before foreign students visit our school,

- both Hong Kong and foreign students are given self-directed learning reading tasks

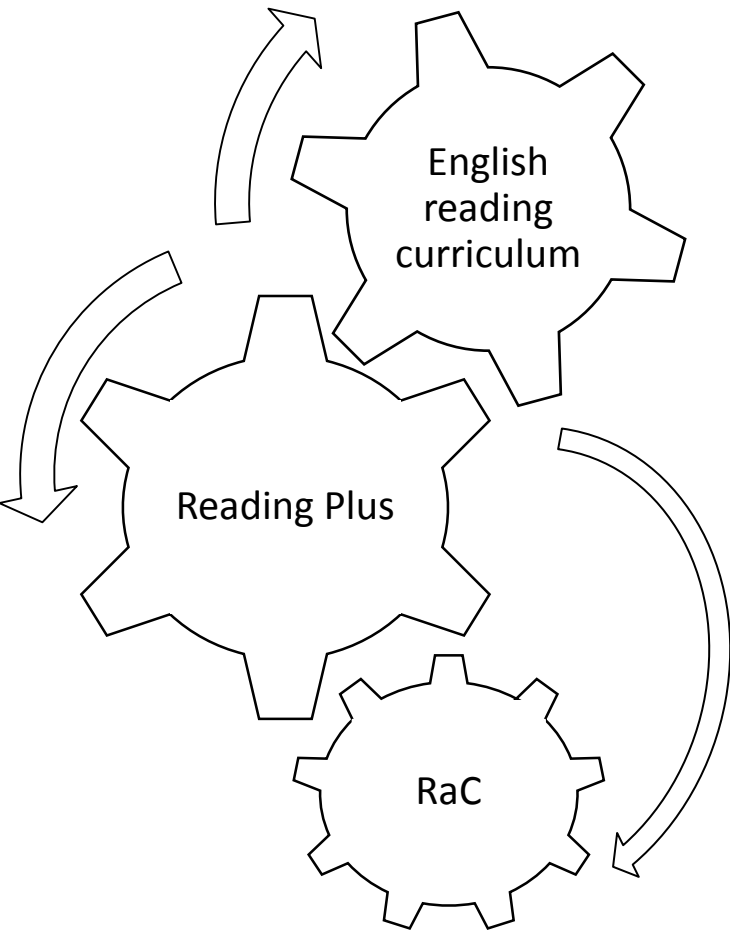
During their visits,

- foreign students are invited to join our lessons
- there is interaction between local and foreign students based on the pre-lesson reading and topic given

Objectives



Stages of development



	2016/2017	2017/2018
Components in the curriculum	<ul style="list-style-type: none"> English reading curriculum Reading Plus 	<ul style="list-style-type: none"> English reading curriculum Reading Plus RaC
Levels	S1 & S2	Piloted in some S2 & S3 classes
Subjects involved	English	<ul style="list-style-type: none"> English Science History
Foreign countries involved	Germany	<ul style="list-style-type: none"> Finland U.S.A.

About the reading curriculum at the junior secondary level

- Drew up a vertical reading plan
- Selected readers for intensive reading
(1 storybook/anthology)
 - Taught target reading skills
- Increased reading exposure and reinforced skills
(4 fiction and nonfiction texts)
 - Taught/recapped reading skills
 - Developed a response to the text
 - Increased exposure

What happened

- Conducted a pre-test
- Designed unit plans and materials
- Taught reading skills explicitly
- Did extended speaking activities

- Reading log books
 - Done between lessons throughout the year

1. Reading Record

No.	Book Title	Author	Level of interest (*****- the most)	Book Report Page No.	Remarks
e.g.	Charlie and the Chocolate Factory	Roald Dahl	****	P.5	
1			*****		
2			*****		
3			*****		
4			*****		
5			*****		
6			*****		
7			*****		
8			*****		
9			*****		
10			*****		
11			*****		

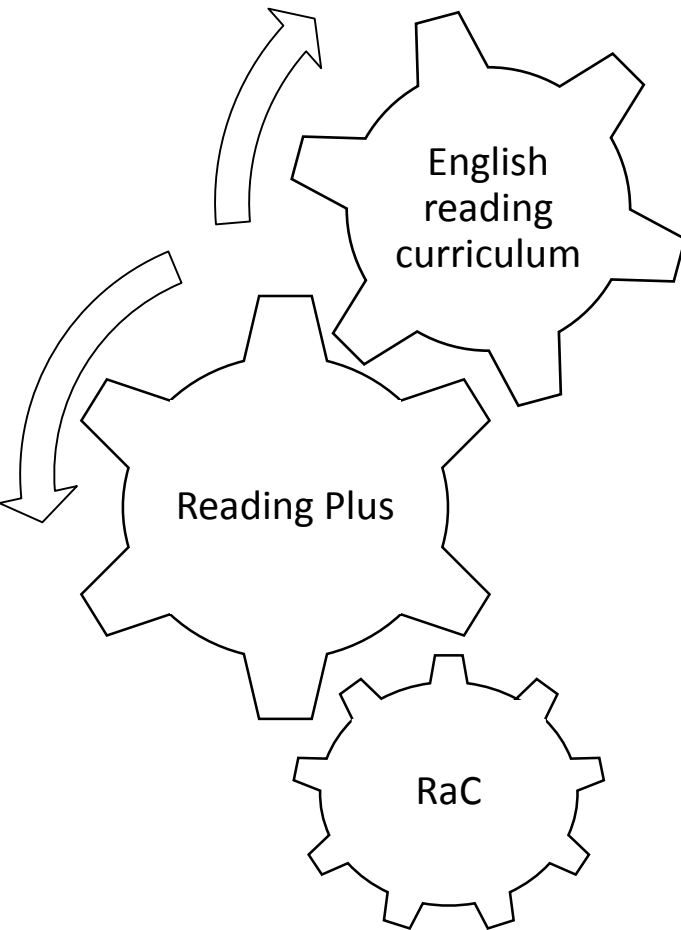
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8. Reading Journal

Journal 1(Theme – fiction)			
Date:			
Title of book:			
Author:		Pages:	to
✍ Notes (e.g. reflection, favourite quotes, vocabulary etc.)			

- Reading awards

Stages of development



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About the Reading Plus Germany/HK Exchange Programme

Unit flow

Pre

- Pre-lesson reading
- Completion of pre-lesson tasks (e.g. reading skills covered in reading curriculum)
- Preparation for performance tasks
- Pre-unit self-reflection

While

- Cultural exchanges
- Performance tasks
- Group interaction and sharing

Post

- Extended writing and reading
- Post-unit self-reflection

What happened

- Pre-lesson preparation to promote students' self-directed learning:
 - Read stories independently before the lesson
 - Completed worksheets on reading skills
 - Prepared for storytelling
 - Completed a pre-activity self-assessment form

Self-assessment related to students' values, attitudes and cultural awareness

	Agree ← ————— → Disagree						
	7	6	5	4	3	2	1
1. I realise there are similarities and/or differences between my culture and other people's cultures.							
2. I read books/listen to people telling me about their cultures.							
3. I tell people about my culture.							
4. I am open-minded when others' cultures are different from mine.							
5. I realise that people outside of my culture could be surprised by my behaviour.							
6. I like interacting with people from different cultural backgrounds.							

- During the lesson
 - Warm-up: Learned more about Hong Kong/Germany
 - Had storytelling by German students and Hong Kong students
 - Strengthened reading skills
 - Shared their views on questions related to the story
 - Reported and shared opinions
 - Reflected upon the higher-order questions
 - Wrap-up

develop cultural interest and appreciation through being exposed to art forms such as music, painting and literature when learning language

develop an open-minded attitude, showing understanding and respect for different cultures, ways of life, beliefs and points of view through exposure to a wide variety of texts, both spoken and written, or through direct communication with people from different cultural backgrounds (e.g. fellow students in international schools or guest speakers from different ethnic groups in Hong Kong)

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)



Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017

2) Which of these do you think is the moral (message or lesson) of the story?

(You may choose more than one)



a) Just because a person has become old it does not mean they are useless

b) Criminals are a superstitious and cowardly lot

c) Never trust an animal – especially a donkey



d) Great things can be achieved through teamwork

A grey, multi-pointed starburst graphic with the text "German folk tale" inside.

German
folk tale

Chinese folk tale

Mulan – Cultural content:

1) Below are two pictures of the character Hua Mulan from the story. Draw a line from the words in the box to the picture that matches.

Picture of Mulan wearing a dress

pretty
powerful
proud
beautiful
brave
strong
soft
Forceful

Picture of Mulan wearing a warrior's outfit

2) Select (Highlight) the phrases which best sums up the moral of the story of Hua Mulan:



Respect for Others

- In a diversified society like Hong Kong, it is easy for students to meet people of different backgrounds, abilities, races, religions, beliefs and lifestyles. When getting along with people having diverse or even conflicting views, students should accept the fact that everyone is unique and try to establish peaceful and friendly relationships with everyone in order to live and work with others in harmony.

Care for Others

- Care for others is to show sincerely one's concern for others' situations, feelings and needs. Unlike sympathy, care for others includes an element of empathy, meaning caring for the situations, feelings and needs of others. Adolescence is the ideal stage for students, who already possess the ability to think from others' perspectives and understand others' feelings, to learn and practise how to care for others.

Secondary Education Curriculum Guide

Draft (May 2017)

Booklet 6A

Moral and Civic Education:

Towards Values Education

Prepared by
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English Language
Education

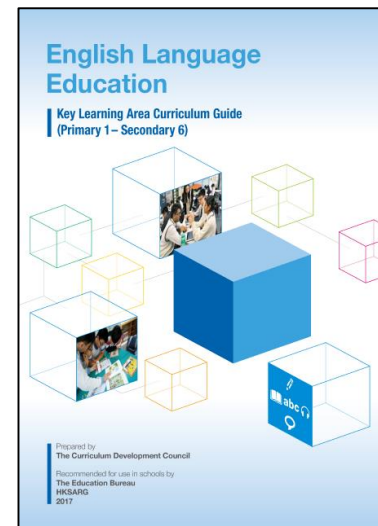
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- After the lesson
 - Rewrote story ending
 - Completed extended reading logs (reading in free time)
 - Completed a post-activity self-assessment form

Self-directed learning activity

Extended reading log

Date: _____
Name of story: _____
Name of author (if applicable): _____

1. What vocabulary have I learned?

2. What is the story about?

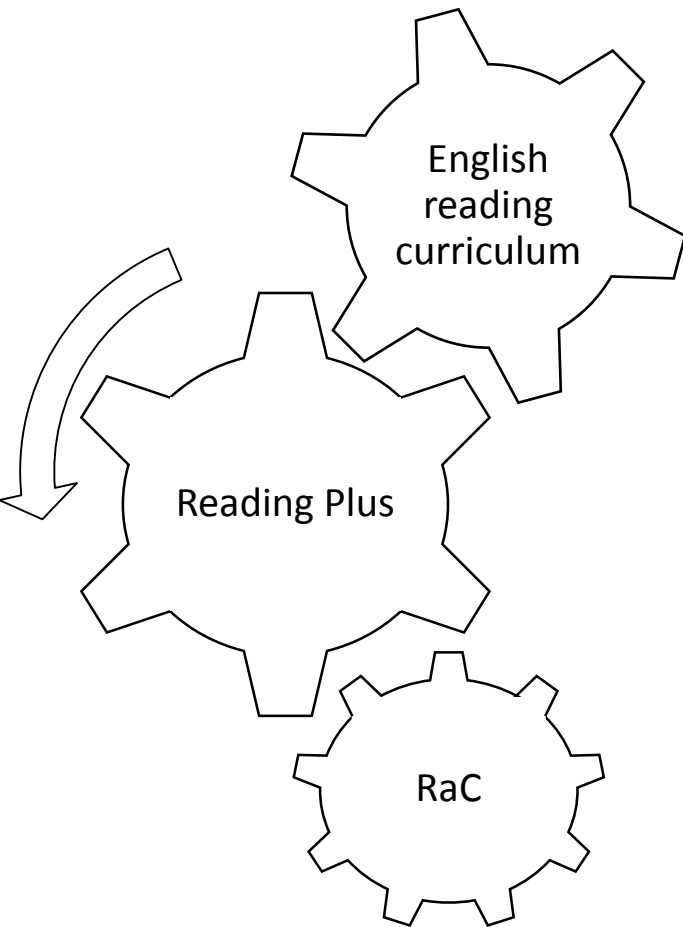
- The story is about

3. What is the moral of the story?

- The story tells us

4. Is there any information about your culture/other cultures in the story? Give details.

Stages of development



	2016/2017	2017/2018
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About the Reading Plus

Finland/HK and the U.S.A./HK Exchange Programmes

Unit flow

- Pre-lesson reading of nonfiction
- Completion of pre-lesson tasks (e.g. reading skills covered in reading curriculum)

Collaboration with
Science teachers

~ A unit on environmental protection implemented in both exchange programmes

~ Promoted STEM education

Collaboration with
History teachers

~ A unit on culture implemented in the U.S.A./HK exchange programme

~ A unit on culture implemented in the Finland/HK exchange programme

- Extended writing and reading
- Post-unit self-reflection
- Hands-on session (Science unit)

Pre
W
Post

What happened – Science unit on environmental protection

- Pre-lesson preparation to promote students' self-directed learning:
 - Read nonfiction texts independently before the lesson
 - Completed worksheets on reading skills/content subject knowledge/knowledge structures
 - Completed a pre-activity self-assessment form

Reinforcing target reading skills

Reading for Understanding – Scanning

Scan the article about the advantages and disadvantages of Heat Packs to find the answers to the following questions:

- 1) What are the two main kinds of heat pack discussed in the article?
 - a) Medical and Non-medical
 - b) Single use and Reusable
 - c) Chemical and Electric
 - d) Hand Warmers and Feet Warmers

- 2) Two kinds of chemical heat pack are mentioned in the article. One operates because of the properties of Sodium Acetate – the second type is activated by...
 - a) Shaking vigorously
 - b) Switching on a battery
 - c) Pre-heating in the oven
 - d) Coming into contact with air

- 3) Which of the following is an advantage of the Sodium Acetate heat pack?
 - a) It can be reused
 - b) It can operate for many hours on just one battery
 - c) It gives heat for only a relatively short time
 - d) a) and b)

- 4) Which of the following is a disadvantage of an electric heat pack?
 - a) They often become too hot
 - b) They need a battery or power source and so may be less portable
 - c) They are a single use only product and must be thrown away
 - d) They need only be exposed to air to be activated

- 5) What is one advantage that electric heat packs have over chemical heat packs?
 - a) They generally have a longer heating time
 - b) They are less harmful to the environment
 - c) They are easier to carry
 - d) They may be reused

Reinforcing a target knowledge structure

Imperatives: are Verbs used to give orders, Commands, warning or instructions.

Look at the following steps and add appropriate imperatives from the bank below:

How To Make A Heat Pack

1. _____ vinegar into a saucepan.
2. _____ 1 tablespoon of baking soda per cup of liquid.
3. _____ continually until the lumps have dissolved.
4. _____ over medium heat until a white crust begins to form.
5. _____ the stove and be careful when handling the mixture.
6. _____ the liquid into a glass container or plastic/vinyl bag.
7. _____ the residue of white crystals from the pot and save it.
8. _____ the bag tightly to ensure it does not leak.

Stir	Turn off	Seal	Add
Scrape	Boil	Pour	Tip

- During the English lesson
 - Reinforced the language needed for the hands-on session in the Science lesson
 - Discussed environmental protection
 - How to keep warm during winter
 - Environmental impact of the methods

DISCUSS:

Topic: In your groups discuss the various ways in which you keep warm during winter.

Around the world, electrical appliances are rated on their level of energy consumption and consequent impact on the environment.

Similarly, you and your groupmates must rate the environmental impact of each of the heating methods you discuss (Hint: they do not have to be electrical).

For each method, think about...

- The source of energy
- The method of manufacture
- Is it reusable or disposable?
- Its effectiveness
- Its portability (Can it be easily carried?)
- The cost of using each method
- Damage/Harm to the environment

Task: As you speak with your groupmates think about the environmental impact of each method. Complete the table by rating each (1 is the best), and colouring the appropriate bar.

<i>Method</i>	<i>Environmental Impact Rating (1 is the best!)</i>
1.	Environmental Impact
	Environmental Impact
	Environmental Impact
	Environmental Impact
5.	Environmental Impact

authentic needs

exposure

different English varieties

global perspectives

... to achieve... sustainable development by fostering students' sense of environmental responsibility and encouraging them to establish a green and healthy lifestyle.

Secondary Education Curriculum Guide

Draft (May 2017)

Booklet 6A

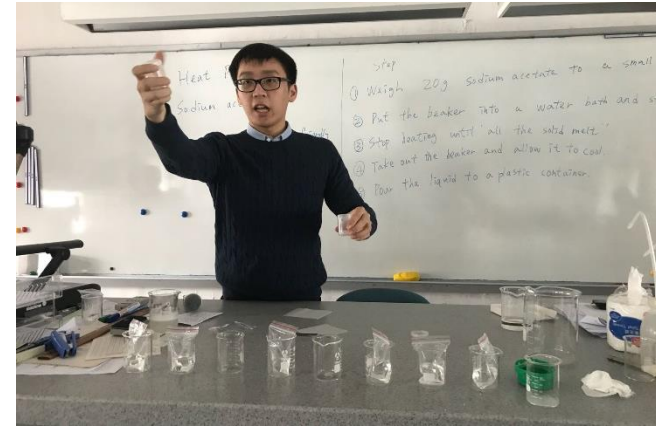
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- During the Science lesson
 - Hands-on session: Conducted an experiment to make heat packs
 - Gave heat packs as gifts to the foreign students



S T E M

- After the lesson
 - Extended task:
Discussed and planned a proposal to market and sell reusable hand warmers

S T E M

Entrepreneurial skills

Marketing Proposal – Reusable Hand Warmers

You and your group must plan the production, marketing and sale of reusable Hand Warmers.

Task: Your group will present your plan to a group of investors (Your Classmates). You must address all of the factors included in the *Proposal Template*.

Including:

- Target market
- Cost of production
- Marketing method
- Marketing Cost
- Unit price
- Total cost of project
- Projected Income

Below is the price list for the materials necessary for the production of reusable Hand Warmers:

PRICE LIST	
1 KG - ANHYDROUS SODIUM ACETATE.....	\$340
100ML - BEAKER.....	\$14
HOT PLATE.....	\$1800
BUNSEN BURNER.....	\$120
TRIPOD.....	\$55
GLASS ROD.....	\$4

About the Reading Plus

Finland/HK and the U.S.A./HK Exchange Programmes

Unit flow

- Pre-lesson reading of nonfiction
- Completion of pre-lesson tasks (e.g. reading skills covered in reading curriculum)

Pre

Collaboration with
Science teachers

~ A unit on environmental protection implemented in both exchange programmes

~ Promoted STEM education

W

- Extended writing and reading
- Post-unit self-reflection
- Hands-on session (Science unit)

Post

Collaboration with
History teachers

~ A unit on culture implemented in the U.S.A./HK exchange programme

~ A unit on culture implemented in the Finland/HK exchange programme



What happened – History unit on US and Chinese culture

- Pre-lesson preparation to promote students' self-directed learning:
 - Read nonfiction texts independently before the lesson
 - Completed worksheets on reading skills/content subject knowledge /knowledge structures
 - Completed a pre-activity self-assessment form

Expanding vocabulary to help students develop an understanding of the text

Antonym - Opposite meaning

Synonym - The same or similar meaning

Words from the article have been placed into one of two groups – Antonyms or Synonyms.

Use the word banks to select the best answer for each.

(Hint: Don't simply guess. Read the sentence and paragraph in which the word appears to get an idea of the meaning).

Antonyms (Opposites)

Wonderful - _____

Independent - _____

Encouraged - _____

Rewarded - _____

Private - _____

DEPENDENT	PUNISHED	PUBLIC
DISCOURAGED		TERRIBLE

Synonyms (The same or similar)

Diversity - _____

Foreign - _____

Protect - _____

Appointment - _____

Instructors - _____

OVERSEAS	MEETING	SAVE
TEACHERS		VARIETY

Reinforcing the use of voices to help students understand the text and content subject knowledge

Active Voice Vs Passive Voice

Active voice describes a sentence where the subject performs the action stated by the verb.

In **Passive voice** sentences, the subject is acted upon by the verb.

E.g.

ACTIVE	Harry <small>(subject)</small> ate <small>(verb)</small> six shrimp <small>(object)</small> at dinner.
VS.	
PASSIVE	At dinner, six shrimp <small>(object)</small> were eaten <small>(verb)</small> by Harry <small>(subject)</small> .

Active sentence structure:

SUBJECT ⇨ VERB ⇨ OBJECT

Passive sentence structure:

OBJECT ⇨ VERB (must be past participle) ⇨ SUBJECT

A) Practice: Complete these examples of Active and Passive Voice:

Active Voice	Passive Voice
1) Joe gave Mary a ring.	A ring was given to Mary by Joe.
2) Mum read the novel.	
3)	The bread was sliced by Jackie.

- During the lesson

Think – and jot down some ideas...

- ✳ Does U.S culture influence H.K. culture? To what extent?

- ✳ Do H.K. teenagers and U.S teenagers have the same interests? Or do they enjoy different things?

A) In Groups...

- Brainstorm some ideas about the similarities and differences between Hong Kong and U.S culture using the charts provided.



Impact

Reading

- Reading abilities
 - Showed improvement in the post-test
- Wide reading
 - Exposed to a variety of texts, including fiction and nonfiction, English readers and content subject texts
 - Number of books read and reading logs done in students' own time (around 10 – 15+ per year)

Impact

- Cultural awareness
- Positive values and attitudes

Positive values and attitudes

Respect and care

Responsibility

For oneself

For others

For the environment

Openness

- To develop an open-minded attitude, showing an understanding and respect for different cultures

- To develop self-esteem

- To establish friendly relationships
- To develop mutual support

- To think from others' perspectives
- To show empathy and acceptance

- To protect the environment
- To be a responsible citizen

- Have exposure to a variety of texts
- Have direct communication with students from another cultural background

- Identify and accept one's strengths and weaknesses and improve self-acceptance (e.g. old people/girls can do great things)

- Appreciate the value of teamwork
- Have direct communication with students from another cultural background

- Think from the perspective of others regardless of age/sex/culture

- Develop an awareness of the potential impact on the environment

History unit on US and local culture

Science unit on environmental protection

All units

Unit on German and local culture

Impact

- Capacity in teaching reading
 - More explicit teaching of reading skills
- Cross-KLA collaboration
 - Closer collaboration between English and content subject teachers
- Assessment Literacy
 - A variety of assessment activities used to assess different aspects of student learning

Assessment focus-	Assessment tool/activity	Assessment time	Reading lesson	Reading Plus
Reading abilities	Pre-/post-tests	Beginning and end of year	✓	
	Worksheets	Before, during and after lessons	✓	✓
	Classroom observation	During lessons	✓	✓
Exposure	Reading logs	Between lessons	✓	✓
	Reading awards	End of year	✓	
- Cultural awareness - Values education	Worksheets	Before, during and after lessons		✓
	Classroom observation	During lessons		✓
	Pre-/post-activity self-assessment	Before and after programmes		✓
	Performance task (theme-based presentations)	End of term		✓
	Student interview	End of school year		✓
Content subject knowledge	Pre-/post-activity self-assessment	Before and after programmes		✓

Food for thought

- How can we make links between different components in the curriculum?
 - Develop an understanding of the English Language curriculum and the Major Renewed Emphases
 - Explore the possibility of connecting the formal and informal curricula (e.g. overseas exchange programmes, theme-based presentations)
 - Seek advice from content subject teachers (e.g. US History in S2 syllabus, ideas to promote STEM education)

- Plan a balanced curriculum (knowledge, skills, culture and values)
- Provide students with ample extended learning opportunities
- Adopt a variety of assessment activities for a better understanding of different aspects of student learning

Food for thought

- What if we do not have any foreign buddies?
 - NET → global perspective
 - Outside resources

OR

- What if the foreign buddies cannot come?
 - e-tools (e.g. Skype)

What's next

- Develop more RaC units for junior forms
- Extend the programme to senior forms
- Replace some of the existing readers covered in the reading curriculum with the Reading Plus materials