

**Empowering students to
become active learners
through meaningful
learning experiences**

Christian Alliance Cheng Wing Gee College

Do your students have the following learning problems?

- ▶ Short concentration span
- ▶ Lack of self-discipline
- ▶ Lack of motivation to learn English
- ▶ Potentials not fully stretched

Motivation
&
Attitude

BUT they love....

- ▶ life-wide learning activities
- ▶ hands-on activities
- ▶ working with classmates
- ▶ playing games

Some questions to ask

- How can we engage them in meaningful authentic activities so that they can learn and use English?
- Are there ways we can boost students' English learning motivation and stretch their potentials?

English Language Education

Key Learning Area Curriculum Guide

(P1-S6; 2017)

Some Major Updates

- ▶ Values education
- ▶ e-Learning and Information Literacy
- ▶ STEM education (including entrepreneurial spirit)
- ▶ Integrative use of generic skills (creativity, problem solving, collaboration, communication, etc.)

Our projects (S3)



The Young
Innovator
Project

The Vision
Building
Project

The Young Innovator Project

Project guideline

You are going to visit a **Solve a real problem** and interview the blind people to find out how difficult to live without eye sight. As a student in CWGC, you are encouraged to **research/design/make a product** to **make their lives easier**, if you can find some useful ideas from the library and on the internet, you can get up to 70 marks. But if you use your own ideas and design your own product, you can get up to 90 marks. If you can make the product

Give students choices to cater for learner diversity

You will work with a partner. Your assignment will consist of the following:

A. Poster:

- To make the poster informative for the audience, you need to:
 - ◆ Give a name to the product
 - ◆ How it works
 - ◆ What materials are used and why
 - ◆ Explain what problem it helps to solve
 - ◆ **Attach** a citation list with the poster: write down what websites you have visited and what books about the products you have referred to

B. Oral presentation:

- 4-minute presentation using PPT

Give students choices to cater for learner diversity

Finding a product	Max marks allocation
1. A drawing/photo of the product	5
2. Give a special name of the product	5
3. Describe what the product looks like and what it is used for; what problem it helps to solve	20
4. Explain the science knowledge behind.	10
5. Present it in class with a PPT/poster/real object	
6. Reference citations	

Spell out the assessment criteria before the project

- ++ **Designing a product using your own idea:** Add up to 20 bonus marks depending on the quality of the final product design.
- ** **Making a product:** Add 20-30 bonus marks depending on the quality of the final product made.

Prepare our students for the interview with the blind volunteers

Part I: What difficulties will a blind person encounter in his daily life?

If you need more help, you may scan the following QR code for more information.

Pre-interview preparation: Task 1

Think of some difficulties that a blind person may encounter in everyday living. Brainstorm the problems with your partner.

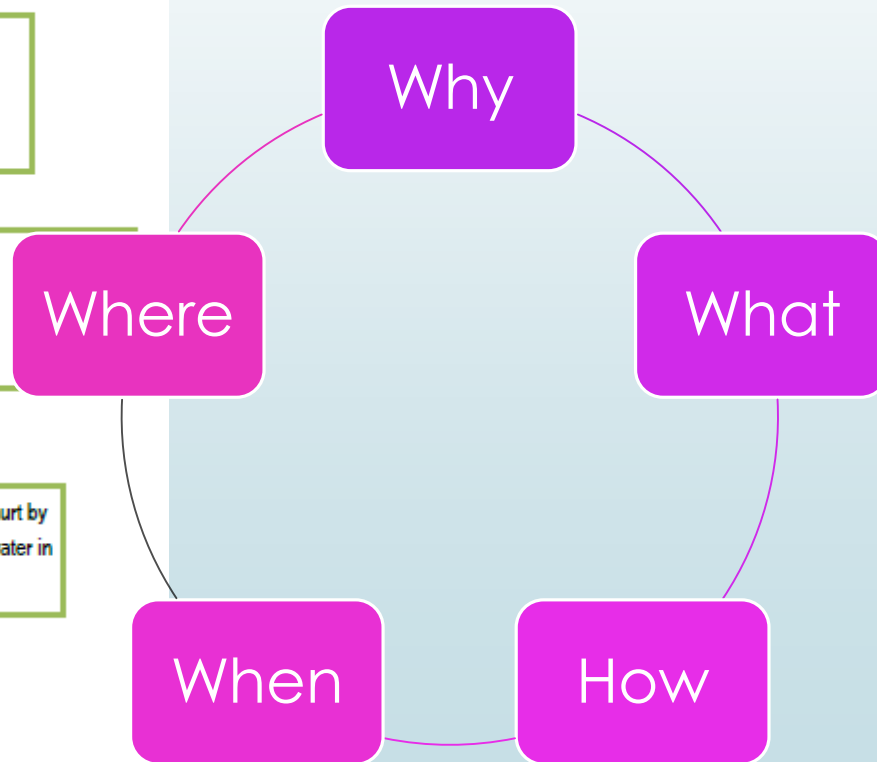
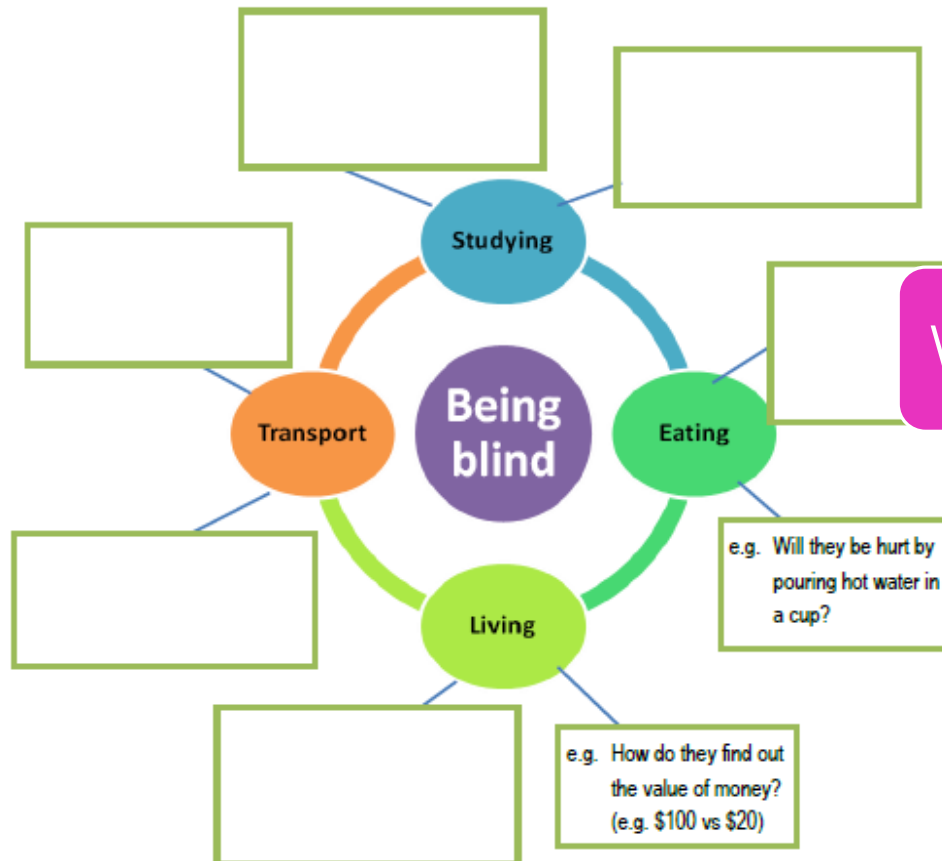
Livestrong.com



HKBFA



Chen Lingchiu



Provide the language for students to describe their product

Part IV: Describe the product

Make use of the information collected in Page 3, 4 and your research work (p.6). Discuss the design of the product with your partner. Make some notes here.

Some vocabulary to help you brainstorm ideas

Nouns	device / gadget / concept / buzzer / bulb / scale / alarm / lock / system / part / circuit / material / fabric / lever / Braille / tiles / surface/ notch / wheel / contraption / motor / belt / string / spring
Verbs	The user may: squeeze / press / pull/ push / alert / alarm / slide / wipe / flick / tap / click / stretch / poke / manage / lift up / harness The design may: protrude / arch / span / detect / buzz / ring / give out / emit / monitor / spin / rotate / convey / vibrate / capture <i>[It depends on the design]</i>
Adjectives	Shapes: rectangular/ square / oval / circular / cylindrical / pipe-shaped / conical / trapezoid / bell-shaped / irregular Functions (or others): electronic / electrical / shiny / metallic / mechanical / practical / state-of-the-art / conventional / delicate / fragile /water-proof / resistant / tactile / rough / tough / elastic / plastic / sturdy / robust / durable

Use language learned in the textbook to persuade the adjudicators

Persuasive techniques	Examples
Back up every opinion with evidence such as statistics, science or facts	<i>'We need to do something as there are 174800 people who are visually impaired in Hong Kong in 2014.'</i>
Use generalizations , which are extreme statements.	<i>'Everyone knows that the blind are inconvenient in daily life.'</i> <i>'We all agree that the blind need help.'</i>
Use rhetorical questions which are the questions where you don't expect an answer.	<i>'Do you think the blind need help?'</i> <i>'What do you feel when you see a blind man who doesn't know how to cross the road?'</i>
Use persuasive language (LEp.50)	<i>'This is because..'; 'That is why...'; 'Evidently'; 'Without a doubt'/Doubtless';</i>
Use words with power	<i>fascinating; worthwhile; splendid; superb; stunning; appealing; irresistible; exceptional</i>

Research work by students

Student's poster
with research
work



**Will get lower
marks just by
researching
information**

Students' designs

**Infrared
sensor shoes**



Sensor Mug



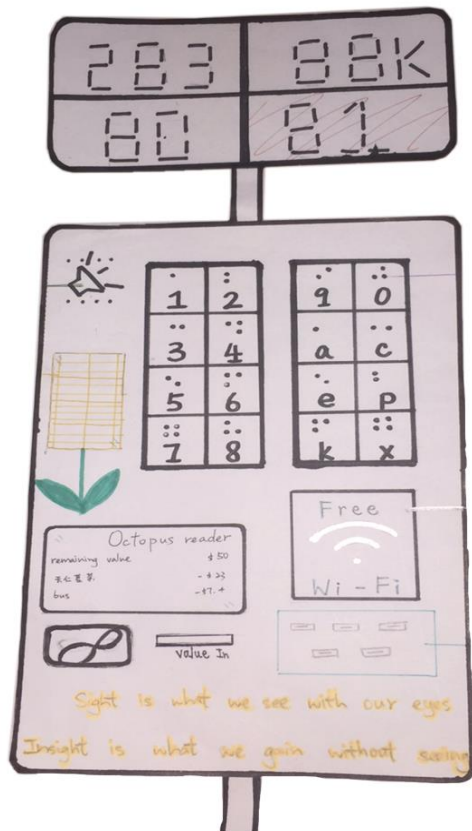
**Smart Glasses
to detect
obstacles**

Respect intellectual property

Use online citation tool to acknowledge the author

Students' presentation in inter-class competition

Our winner is



Name: Multi-functional bus-stop board

Materials: Glass, stainless steel, solar panel.



Second term



Part I : And the donation goes to ...

Background

After visiting “Dialogue in the Dark”, you have seen the challenges of blind people. In order to help these people in Hong Kong, you will raise funds for the blind in April during the English Week.

Research the work done by different organisations that are supporting the blind



Task

In Hong Kong, there are several organizations helping the blind people. Your job is to research and decide which organization will get the money raised and explain to the class why you choose this organization. You may look at their web pages and think about if you agree with their work done. You may make your choice because of the following reasons:

- You agree with their **mission & vision**
- They have done a lot for the blind
- They use their funding carefully and with good planning
- They have clear financial statement to show their **accountability**
- They provide **diverse** services for the blind
- They are small organizations that need more help

Explain why you choose to help this organisation



Research the organizations below. You are going to persuade the class to **raise money for** the organization of your choice. You are going to speak for about 90 seconds and give two to three reasons for helping this organization.

Organizations

1. Hong Kong Blind Union



2. The Hong Kong Society for the Blind



3. Ebenezer School & Home for the Visually Impaired



Upload the best presentation to the school e-platform for voting

4. The Asian Foundation for the Prevention of Blindness



5. Hong Kong Guide Dogs Association



6. Orbis



Cast your vote

Please view the clips via the links below (there are two clips promoting Orbis, you can go for Orbis.)



And the donation
goes to
you

A - 3A HK Guide Dogs Association

<https://youtu.be/xATba90J9V4>

B - 3B Orbis

https://youtu.be/Y_1uC2XSA5M

C - 3C Orbis

<https://youtu.be/OTGI9rPuTpk>

D - 3D The HK Blind Union

https://youtu.be/Fq5JLRXJq_U



**The Hong Kong
Blind Union**

Fundraising for a good cause

Part II : Plans always go first!

Situation

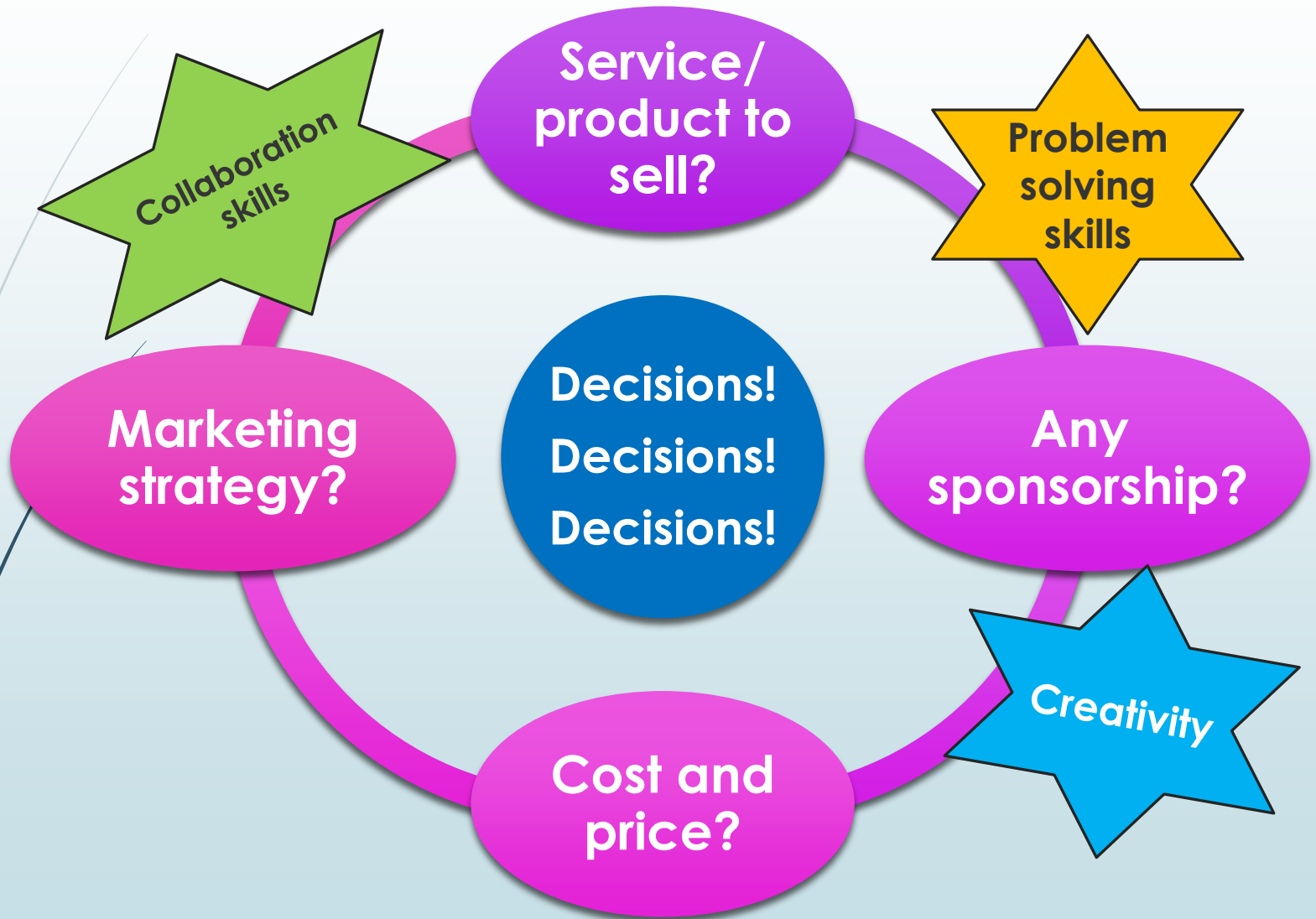
Your group is planning to set up a stall to sell a product/service in the English Week so as to raise fund for the chosen organization. You are going to write a letter to a company to **request for** donation of free gifts for sale. Then you will sell these products. Your potential **customers** are your schoolmates (aged 12 -14, around 360 students) and the activity will last for an hour.

Task 1

Brainstorm ideas on the following questions:

1. What would your group want to sell in the stall and why?
2. How much will the products cost? Or how much do these products cost? Do some research and find out the cost per item.
3. Can you get some **sponsorship** from companies? For example, ask them to send you free products for sale? If so, which companies will you ask?
4. When you get the products, what is the selling price so that you will gain some **profits**?

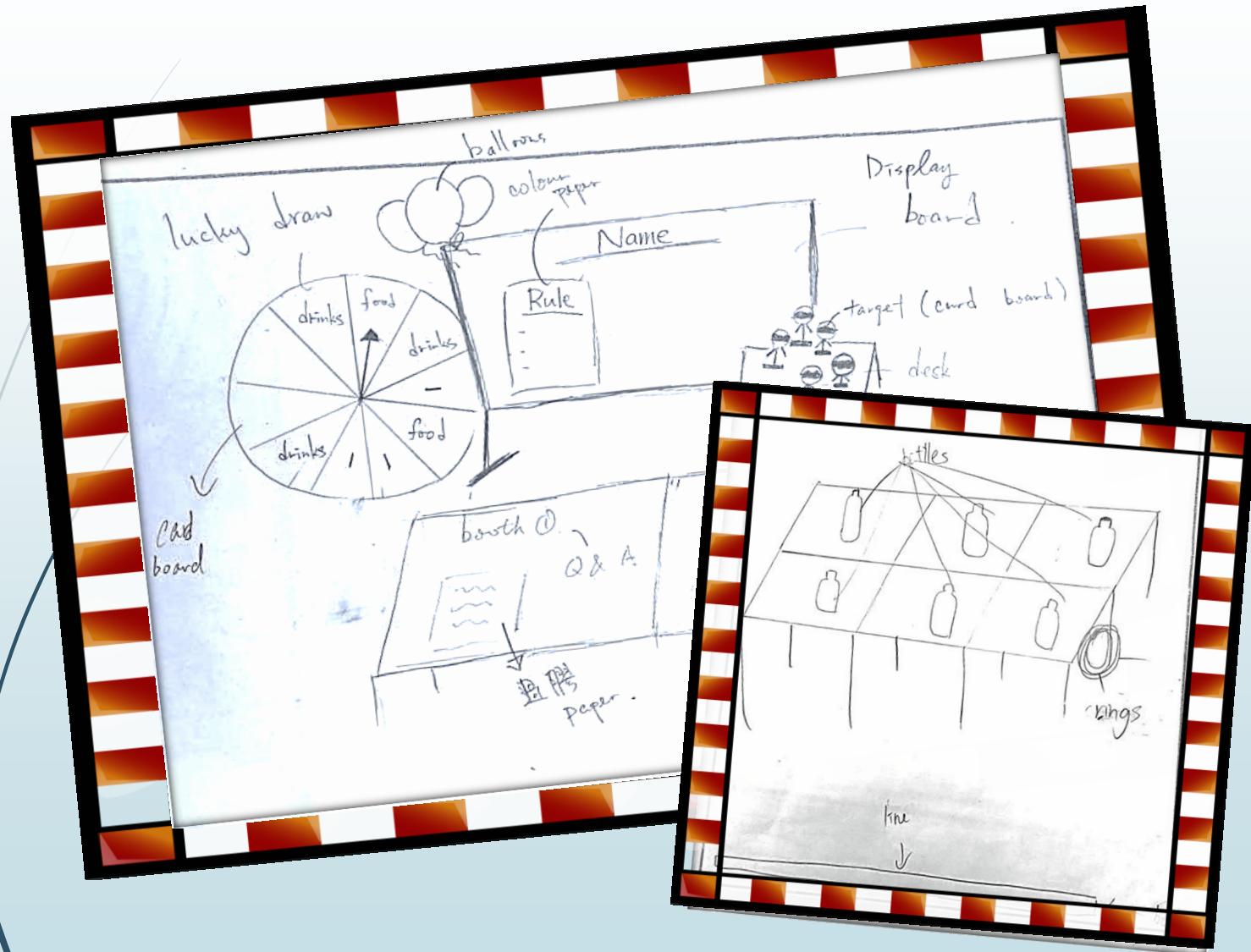
Students need to make lots of decisions





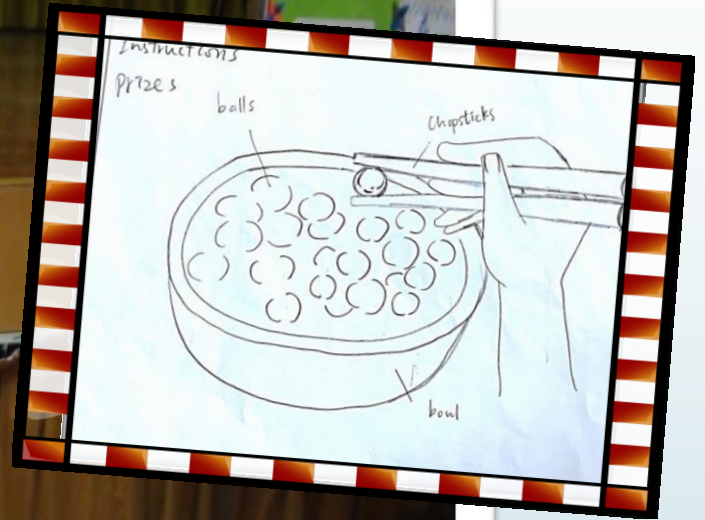
**Students designed
their stalls**

Students' ideas for their stalls



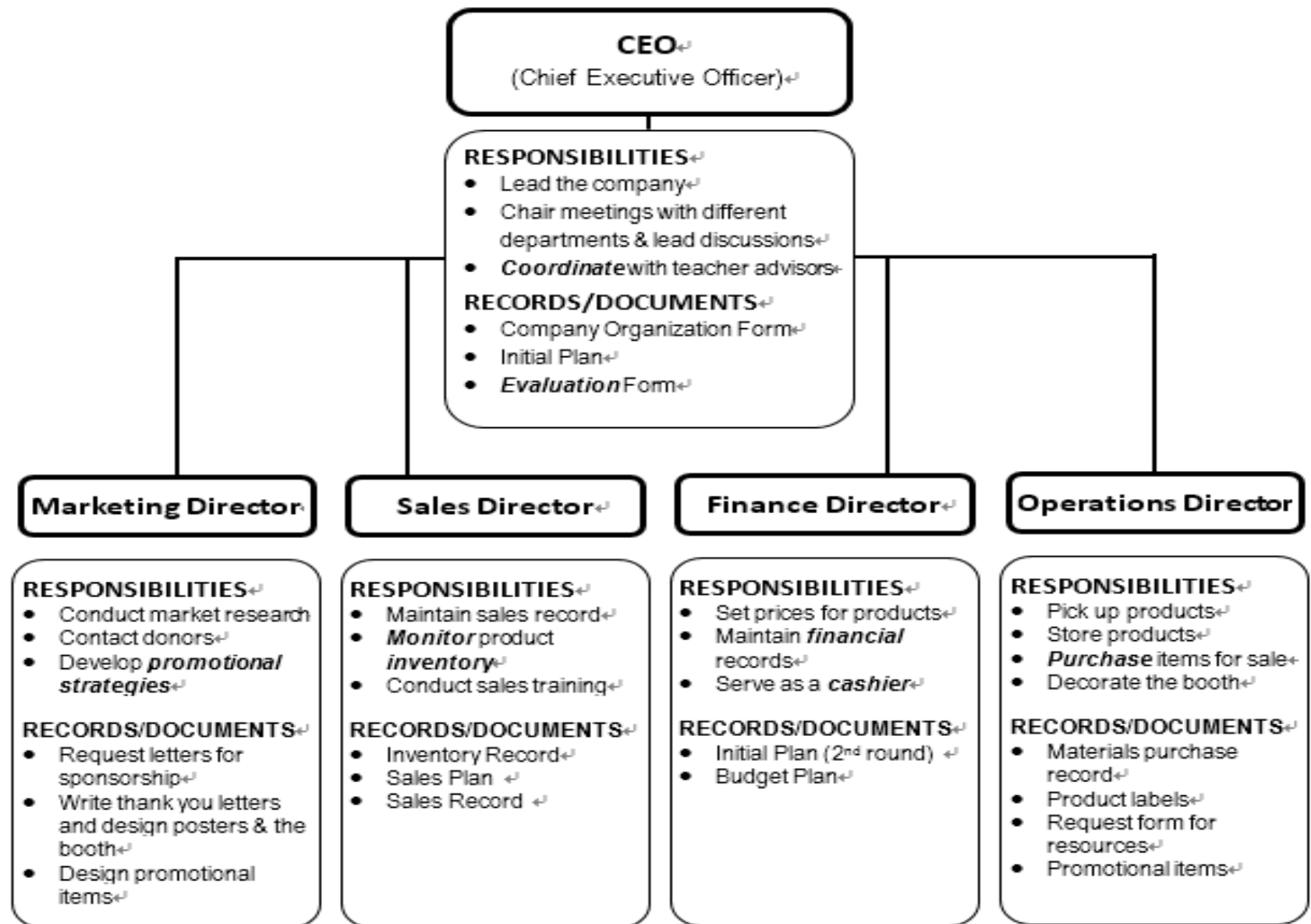
From ideas to action







Collaboration with team members



Part II: What if


Now you are the writer of the letter. Your potential sponsor will call you to make some enquiries so as to see how they may help. Write down how you will respond to different situations.

CEO

Answer enquiries from potential sponsors and chair meetings

Problem-solving

	<u>Situations</u>	How you will solve the problem
	1. <u>Not enough items</u> "Sorry, we don't have so many items at the moment."	
2.	<u>No such present at all</u> "Sorry, we don't have the present you specify in your letter."	
	<u>Give you more items</u> "We can give you 5000 items. Would you be interested?"	
	<u>Change your request</u> "We have other souvenirs in our stores. Are you interested?" OR "How about donating 1000 dollars to your activity?"	
5.	<u>Remote location of the company</u> "No problem. I think we can help. But you need to send someone to pick them up in <u>Tuen Mun</u> because keep our stuff there."	



**Marketing director:
Promote their stalls to
junior form students**

Finance director:
Prepare and control budget

BUDGET PLAN

(For Vision Building Project)

Completed by _____ (S.3 _____) &
_____ (S.3 _____)
(Finance Director)

Items	Estimated	Actual
Total income		
Total expenses		
Total money raised		

Income			
	Items	Estimated	Actual
Total			

Expenses		
Promotion & Sales		
Items	Estimated	Actual
Stationery/ Paper		
Photocopying		
Posters		
Banner		
Postage		
Total		

Booth & Decoration		
Items	Estimated	Actual
Stationery/ Paper		
Banners & signs		
Balloons		
Total		

Capital		
Items	Estimated	Actual
Subsidy from school		
Total		

1. The 'Estimated' columns should be completed by 26 March 2018.
2. Complete & Submit this Budget Plan to Mr. Tsang on or before 30 April 2018.



Operations Director : **Setting up the game booth**

Our big day

Something to
play





More games



Something to eat





Student explained game rules

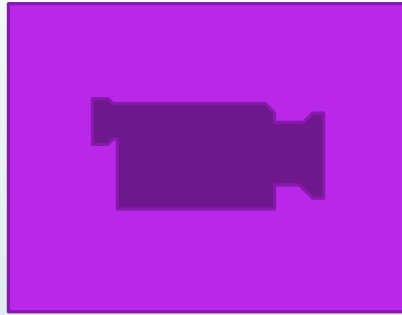




Literacy skills practiced

- **Marketing directors tried their best to promote their games**
- **Students explained game rules**
- **Students write letters to ask for sponsorship**

What have students learned?



Difficulties

Solutions

It took much time to implement the two projects

Integrated some textbook units to create space

Some students did not want to be the customers

Invited them to be reporters and photographers

Students did not have enough money for setting up the stalls

Asked the alumni for sponsorship

There were some free riders in the group

May reduce the group size

Lessons learned about motivation and engagement

- ▶ **Success:** let students believe that all of them can succeed by:
 - ▶ teaching them all the skills they need to complete the tasks
 - ▶ spelling out the assessment criteria clearly to set proper standards and expectations before the project
- ▶ **Curiosity:** arouse students' curiosity by:
 - ▶ choosing a real world problem for them to solve
 - ▶ using experiential learning to develop empathy so that students will be motivated to do something for someone they care about
- ▶ **Originality:** give students an opportunity to express their findings, preferably with different choices
- ▶ **Relationships:** encourage students to learn from each other by assigning them in different roles in a project

Conclusion

**Learning English can be authentic,
fun and meaningful too!**

