

Building Confidence: Fostering Student Support & Teacher Professionalism with VR and Chinese Cultural Insights



Joint-school project 2023/24

Participating schools:

- HHCKLA Buddhist Ching Kok Secondary School
- Caritas Chong Yuet Ming Secondary School



Why collaborating?



- Comparable student population
- Comparable academic results
- Applied for support service from LLSS
- Same target level: S2
- Same textbook used

Teacher development

- To facilitate professional exchanges among teachers
- To exchange ideas on how to enhance S2 students' learning motivation
- To pilot two activities:
 - i. Open lesson for lesson study
 - ii. Project learning on 'Knowing more about Chinese tea'



WHAT was the contribution from each school?

Caritas Chong Yuet Ming Secondary School

- Conducted a writing lesson for inter-school lesson observation and post-lesson observation discussion
- Organised campus tour (e.g. reading corner, Chinese culture room, English room)

HHCKLA Buddhist Ching Kok Secondary School

- Conducted project activities
- Trained up student leaders for conducting students' peer learning activity

Caritas Chong Yuet Ming Secondary School

Level: S2

Unit: 1 Let's go shopping



Learning input

	before the lesson	<p>1. Ss will be provided with Quizlet link to learn more about different types of shops in Hong Kong. (e.g. https://quizlet.com/246132330/types-of-shops-flash-cards/)</p>
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I. Vocabulary building

- Types of shops
- Things that different shops sell

Teach grammar in context	5. SDL 2 - Encourage Ss to learn <u>and record</u> words on 'types of shops' and 'words related to shopping' using the following link. https://www.esolcourses.com/uk-english/elementary-course/shopping/shopping-vocabulary.html	website										
	6. Ask Ss to share the words learned and show their learning in group. Have the groups fill out this table with the new words learned about shopping.	Group work sheet										
	<table border="1"><tr><td>Who do we see in shopping places?</td><td>Shopper, cashier</td></tr><tr><td>How do shoppers carry the items?</td><td>Shopping basket, shopping trolley/shopping cart, shopping bag</td></tr><tr><td>How do shoppers pay for shopping items?</td><td>Bank card, money</td></tr><tr><td>What makes shoppers buy more?</td><td>Sale/promotion/discount</td></tr><tr><td>What do cashiers deal with?</td><td>Till, change, receipt</td></tr></table>	Who do we see in shopping places?	Shopper, cashier	How do shoppers carry the items?	Shopping basket, shopping trolley/ shopping cart , shopping bag	How do shoppers pay for shopping items?	Bank card, money	What makes shoppers buy more?	Sale/ promotion/discount	What do cashiers deal with?	Till, change, receipt	
	Who do we see in shopping places?	Shopper, cashier										
	How do shoppers carry the items?	Shopping basket, shopping trolley/ shopping cart , shopping bag										
How do shoppers pay for shopping items?	Bank card, money											
What makes shoppers buy more?	Sale/ promotion/discount											
What do cashiers deal with?	Till, change, receipt											
7. Teach Ss the words about shopping in p.12	TB p.12											
8. Teach the use of conditional sentence (e.g. If you want to buy _____, you should go to _____/ can go to _____) (If you keep your receipt, you may return your items.)...	TB p.18											

I. Vocabulary building

- More words related to shopping (e.g. shopping cart, discount, receipt, cashier...)

II. Grammar in context

- Type 1 conditional for making suggestions to shoppers)

Relate Ss' personal experience to the text

Introduce the text structure of the text type - leaflet

Teach reading skills:

- Locate key words
- Find details to support main ideas
- inferencing

II. Reading and Grammar

Text 2 leaflet – Ocean

Pre-reading

1. Ask Ss what the poster is about.
2. Teacher introduces Kowloon and the New Shing, Festival Walk.
3. Tell Ss they are going to read the name of it.
4. Ask Ss to find out the main idea of the text.
5. Have Ss read the text and discuss the centre. Guide Ss to find the main idea.
6. Teacher explains the main idea of the text.

While-reading:

Have Ss work in groups

III. Reading 3 texts:

1. Leaflet about a shopping mall

2. Discussion forum about shopping preferences

3. Shop review



Reading 3 texts:

1. Leaflet about a shopping mall
2. Discussion forum for talking about shopping preferences
3. Shop review

Output:

IV. Writing task

By the end of the lesson, students should be able to write a leaflet for introducing a shopping mall after their **virtual tour to the mall**.



Open lesson

To observe:

- the effectiveness of using virtual tour for generating writing ideas
- students' performance in class writing and group writing
- the peer support in the writing process
- the teaching of writing skills in class



Pre-writing

RUNDOWN

- Step 1: Revisit the features of a leaflet
- Step 2: Review on words related to shopping
- Step 3: Visit a shopping centre (VR Cave)
- Step 4: Analyze a leaflet
- Step 5: Learn how to write a topic sentence
- Step 6: Write the introduction (Class writing)
- Step 7: Write one section of the leaflet
(Group writing)
- Step 8: Summary



1. A quick revision on the leaflet:

- Vocabulary
- Language patterns

2. Simultaneous activities going on

Group B:

- Identifying text features of a leaflet

3. Students sharing their ideas gathered from the virtual tour

4. Teacher taught writing skills

- Writing topic sentence for different sections of the leaflet

5. Group writing

Students co-constructed the first part of the leaflet based on the writing ideas gathered and teacher's input on writing skill.



6. Peer assessment & teacher assessment

Students uploading their work on Padlet for sharing, discussion, peer assessment & teacher assessment

7. Host teachers and guest teachers doing post-lesson discussion for professional exchange

8. Touring around the school led by student ambassadors



HHCKLA Buddhist Ching Kok Secondary School

Level: S2

Unit: 3. Get fit stay healthy



Learning input

Textbook: New Treasure Plus 2A
Module: Healthy living
No. of lessons: 14

Lesson	Objectives	Learning/Teaching Process
1-2	<p>Engage students to learn some target vocabulary from the questionnaire and link students' personal experience to the topic</p> <p>Teach target vocabulary in context</p>	<p>SDL 1: Have Ss complete a questionnaire (Microsoft form)</p> <p>I. Vocabulary teaching</p> <ol style="list-style-type: none">1. Teacher shows the survey results and discusses with students about being healthy. Teacher concludes that there are a few factors:2. Ask Ss to do the warm up part in p.663. Teacher asks students if they have more suggestions on target vocabulary items in p.75.
3-10	<p>Introduce different text types and tell students the gist of each text</p>	<p>II. Reading & Grammar</p> <p>Skim the 3 texts with students and ask them what each is about</p> <p>Text 1: food intake and exercise</p> <p>Text 2: sleep</p> <p>Text 3: <u>exercise</u></p>

I. Reading

Text 1 – Infographic
(food intake and exercise)

Text 2 Presentation
(sleep and health)

Text 3 Blog entry
(importance of exercise)



Lesson	Objectives
	<ul style="list-style-type: none"> • Teach reading skills: - Locate key words - Identifying the main theme/focus - Identifying general and specific information - Work out the meaning of unknown words and expressions - Identify main ideas - Make inferences /
Lesson	Objectives

II. Vocabulary related to health issues

- overweight / obese
- lack of physical activities
- poor activity level
- excessive screen time
- poor sleeping patterns
- poor vision
- poor appetite
- eat processed food
- excessive sugar intake...

- Eat a balanced diet.
- Avoid processed foods.
- Reduce sugar intake.
- Exercise for at least 60 minutes 3 or 4 times a week.




Lesson	Objectives	Learning/ Teaching Process	Resources
15-17	Teach positive values and attitudes	Values Education – Healthy lifestyle / perseverance / responsibility	WS
	Introduce jobs to the topic		
	Infuse NE into		

III. Values Education

- Perseverance in exercising
- Problems related to not exercising

<https://www.eatthis.com/side-effects-not-exercising/>

Practise the use of conditional
(Type 0 conditional for telling others health facts)
e.g. If you do not exercise, your blood sugar will get out of control.

Lesson	Objectives	Learning/ Teaching Process	Resources
15-17	Teach positive values and attitudes	<p>Values Education – Healthy lifestyle / perseverance / responsibility</p> <p>https://www.edb.gov.hk/en/curriculum-development/kla/pe/asap/index.html#2</p> <div> <div>Physical Fitness powerpoint (Chi only)</div> <div>RoboCoach APPS</div> <div>IOS download</div> <div>Android download</div> </div>  <p>Problems related to not exercising</p> <p>https://www.eatthis.com/side-effects-not-exercising/</p>	WS
	Introduce jobs related to the topic	<p>LPE – jobs in the 3 fields</p> <p>https://school.sleepeducation.com/sleepcareers.aspx (sleeping)</p> <p>https://www.jobmonkey.com/sports/types_of_sports_jobs/ (sports)</p> <p>https://money.howstuffworks.com/10-careers-eat-for-living.htm (eating)</p>	WS
	Infuse NE into the unit	National Education	

IV. Life Planning Education

Research for jobs related to sleeping, eating and sport

Lesson	Objectives	
15-17	Teach positive values and attitudes	Values Education – Health Education https://www.edb.gov.hk Physical Fitness powerpoint (Chi only)  Problems related to not eating healthily https://www.eatthis.com
	Introduce jobs related to the topic	LPE – jobs in the 3 fields https://school.sleepeducation.com https://www.jobmonkey.com https://money.howstuffworks.com
	Infuse NE into the unit	National Education Learn more about Chinese tea <ul style="list-style-type: none"> - Types of Chinese tea - Benefits of drinking Chinese tea - Functions of different types of tea <ul style="list-style-type: none"> - Problems related to drinking tea: bad teeth, bad patterns, poor vision, high sugar intake

V. National Education

1. Learn about:

- types of tea
- benefits of drinking Chinese tea
- functions of different types of tea

2. Speaking

- Learn to present information about tea to prepare for introducing tea to students in England in the study tour

An extra-curricular activity group for S2 students on tea brewing and tea appreciation





Why a tea appreciation project?

1. To promote cultural awareness and respect Chinese tradition and culture
2. To learn about the historical and cultural importance of Chinese tea
3. To learn about tea art and tea culture
4. To develop sensory (e.g. taste, smell) appreciation skills through tea tasting



**Infusion of
Values Education**

**Infusion of
National Education**

**Link to Unit 3
Get fit stay healthy**

**Knowledge about
tea**

**Joint school
activity**



Content of tea course

1. **Introducing tea wares and different types of tea**
2. **Setting the table**
3. **Learning how to brew tea from the tea master**



Joint school tea party





1 . A flower tea show

- Water Beauties
- Icing on the cake

2. Tea wares

What are they?

3. Six major types of tea

4. Tea art demonstration

- Jasmine Pearl Green Tea (茉莉龍珠)

Tea art demonstration

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graph TD; A[Tea art demonstration] --- B[Hold the cup?]; A --- C[Smell the fragrance]; A --- D[Appraise the tea]; A --- E[Storage of tea]; A --- F[Purple Clay Pot]; A --- G[The Gai-Wan]
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Hold the
cup?

Smell the
fragrance

Appraise the
tea

The Gai-
Wan

Purple Clay
Pot

Storage of tea

5. Hands-on practice in groups

Greenish Tea - High Fragrance Tieguanyin 高香鐵觀音 5g

Green Tea - Jasmine Pearl Green Tea 茉莉龍珠 4g

Green Tea - Jasmine Biluochun 茉莉碧螺春 4g

6. Quiz Time

~ What have you learned today? ~

7. Demonstration

~How to treat a round tea? ~

8. Values Education

~ Serving tea: A sign of respect ~

Positive values taught to students	Apply the use of present perfect tense to give elaborations to the values learned
1. Serving tea - symbol of welcoming visitors and neighbours	e.g. Offering tea <i>has been</i> a tradition to make guests feel at home.
2. Serving tea - a sign of respect (e.g. show respect and thanks to an older person by offering him/her a cup of tea)	e.g. In families, people <i>have made</i> it a tradition to serve tea to the elderly as a gesture of respect and thanks.
3. Tea serves as a social tool – meeting with people	e.g. Serving tea <i>has helped</i> to bring people together for meaningful conversations ⁴
4. Inviting others to drink tea in a tea house – a way to invite others to a gathering	e.g. In many cultures, tea houses <i>have served</i> as inviting spaces for social interactions.

Impacts of the collaboration between 2 schools

On students

- ✓ **Peer learning and student support** (e.g. in tea brewing activity) were fostered
- ✓ **Learning with technology** (e.g. gathering writing ideas using technology) was tried out
- ✓ **Students' appreciation of Chinese culture** was nurtured (CYM has also started tea class)



Impacts of the collaboration between 2 schools

On teachers

- ✓ **Professional exchanges and peer support among teachers were achieved**
- ✓ **Different strategies for increasing students' motivation to learn were shared: Open lesson for lesson study (technology in writing) & Project learning on 'Knowing more about Chinese tea' (promotion of National Education) were piloted**



Impacts of the collaboration between 2 schools

On curriculum development

- ✓ **Holistic curriculum planning** was achieved:
 - **Adopted a step-by-step approach** for teaching writing
 - **Addressed different major renewed emphases**
(e.g. use of technology in a writing lesson, **Values Education, National Education**)
 - **Aligned learning inside and outside the classroom**
(e.g. extra-curricular activity, life-wide learning activity)
- ✓ **Student-centred learning** was emphasised



Student performance:

**Demonstrating tea brewing
and serving tea to guests**

