

**STRETCHING STUDENTS' LEARNING
THROUGH MEANINGFUL
APPLICATION OF LIFELONG
LEARNING SKILLS**

**TSEUNG KWAN O GOVERNMENT SECONDARY
SCHOOL**

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What are our students' learning needs?

- They have short concentration span.
- Some require strict discipline to do their homework.
- Their motivation to learn English needs to be boosted.
- They tend not to work hard enough to stretch their potentials.



Motivation
Attitude

BUT our students love....

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

Our question:

How do we **engage** our students to learn English and stretch their potentials?

Two engaging projects

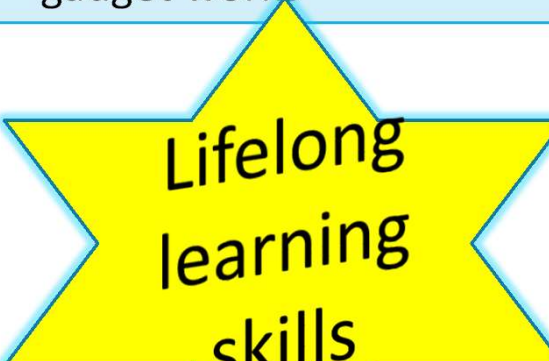
1st term

2nd term

Snack
tasting day

The Green
Scientist
Project

Features of the two projects

	SNACK TASTING DAY	THE GREEN SCIENTIST
Key attributes of engagement	A popular topic for both boys and girls	An authentic task to solve a real-life problem
Teachers involved	English teachers only	English + Science teachers
Communicative functions taught	<ul style="list-style-type: none"> • Describing the procedures of making a dish • Using persuasive language to “sell” the dish 	<ul style="list-style-type: none"> • Describing a gadget including its colour, material, size, texture, features and functions • Explaining how the gadget works
Generic and study skills learned	<ul style="list-style-type: none"> • Collaboration skills • Communication skills • Problem solving skills • Creativity • Research skills 	

First term: Snack Tasting Day

Easy-to-make Snack Competition

Situation

Your school is organising an “Easy-to-make Snack Competition” to get the students to design simple, healthy and tasty snacks for the school’s tuck shop. A prize will be given to the winning group of each class. The winning snack recipes will be adopted by the school’s tuck shop and the snacks will be made and sold in the tuck shop.

You and your friends decide to enter the competition. Your group needs to

- a) do an oral presentation telling the judge(s) about your designed / chosen snack recipe, and
- b) cook and serve your snack dish on the “Snack Tasting Day”.

Design a poster

- Design an interesting poster to show how to prepare a healthy snack
- Include persuasive and creative slogans for the snack

Introduce the snack

- Research relevant information about how to make a healthy snack
- Think of a creative dish that can meet all the criteria
- Adopt some effective strategies to orally introduce the snack to peers

Fill out a food review form

- Taste the food
- Fill out a simple food review form with comments

Taste the food and ask the group questions.

Use persuasive language to persuade others why their snacks are the best

Fill out the food review form

Food Review Form

Group : _____ (name of dish)

Selling Point: _____

Main Ingredients: _____

Your Review:

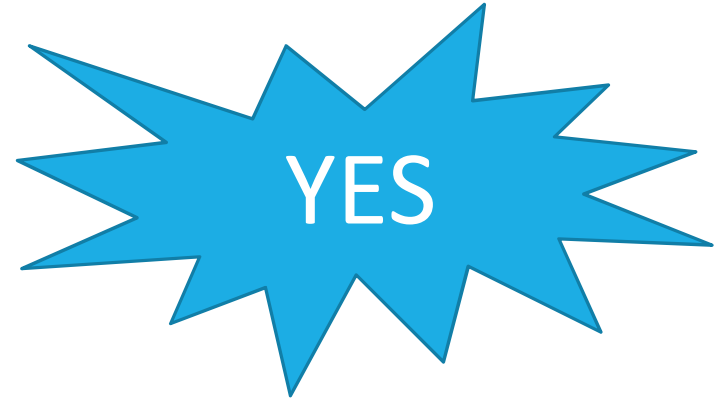
	Rating	Comments
1. Appearance	☆☆☆☆☆	
2a. Taste & Smell	☆☆☆☆☆	
2b. Texture	☆☆☆☆☆	
3. Easy to make	☆☆☆☆☆	
4. Cost & Budget	☆☆☆☆☆	
5.	☆☆☆☆☆	
6. Other Comments:		

How did the activity go?

Couldn't wait to taste the food!

The principal, teachers
and students all enjoyed
the food and the activity!

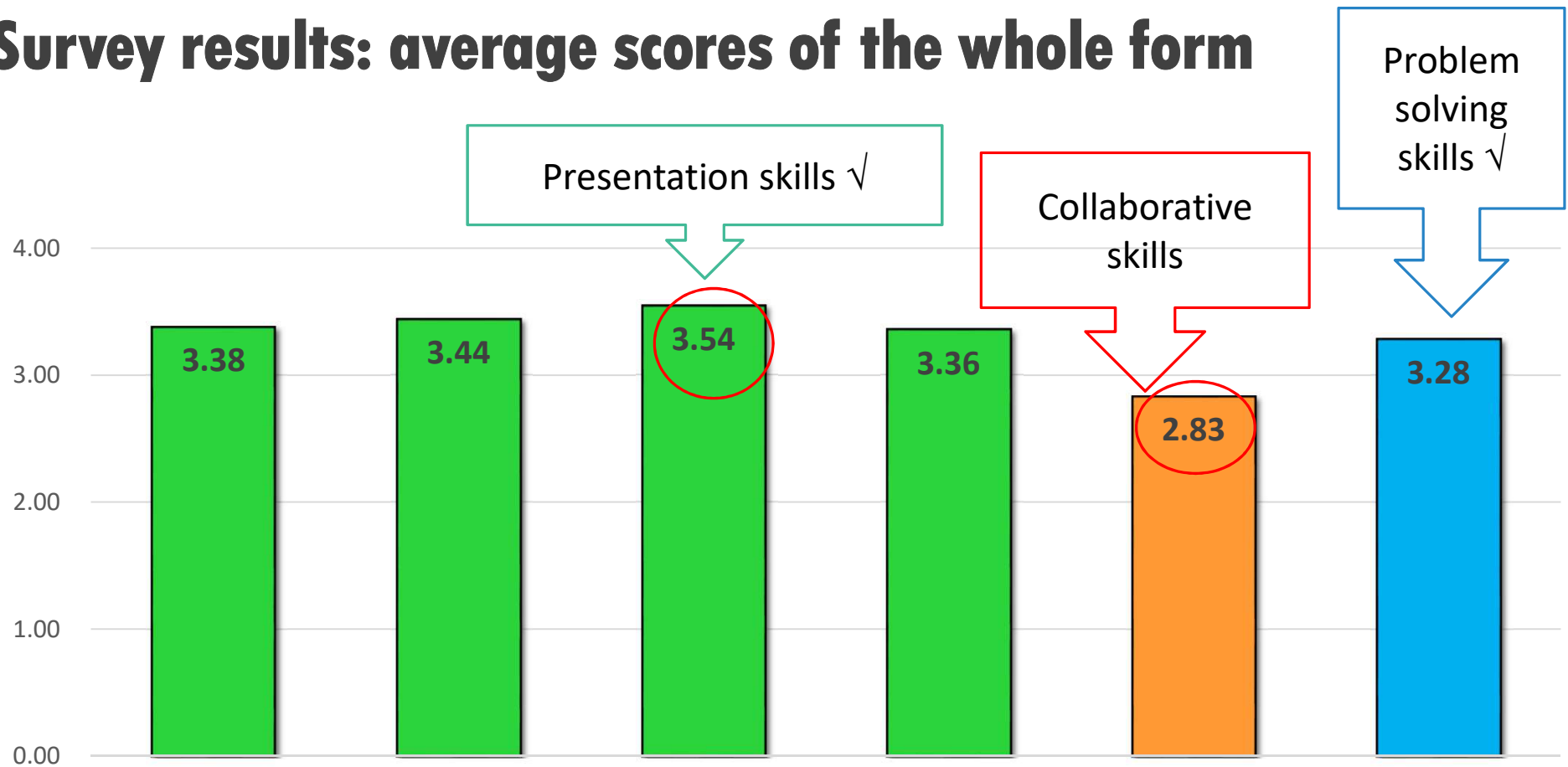
Learning motivation enhanced?



By looking at

- ✓ the delight on their faces
- ✓ their eagerness to persuade customers to give them a good food review
- ✓ the speed that the snacks were consumed
- ✓ the survey results

Survey results: average scores of the whole form



Q1: I have learned various words and adjectives to describe food.

Q2: I have learned how to design an attractive poster to promote our dish.

Q3: I have learned how to present our dish to our classmates/guests.

Q4: I have learned to ask questions when we try the food prepared by other groups.

Q5: I have learned how to work with my group members collaboratively.

Q6: I have learned how to solve problems when we have difficulty in preparing the food.

Second term: The Green Scientist Project

STEM elements were added to spark students' **curiosity** and develop their **problem solving skills** and **creativity**.

Tseung Kwan O Government
Secondary School

The Green Scientist Project

Name: _____

Class: _____ ()

What do students need to do?

Super Green Invention Competition

Mr. Earth is Sick! Let's Join Hands and Save Him!

To solve a
real-life
problem

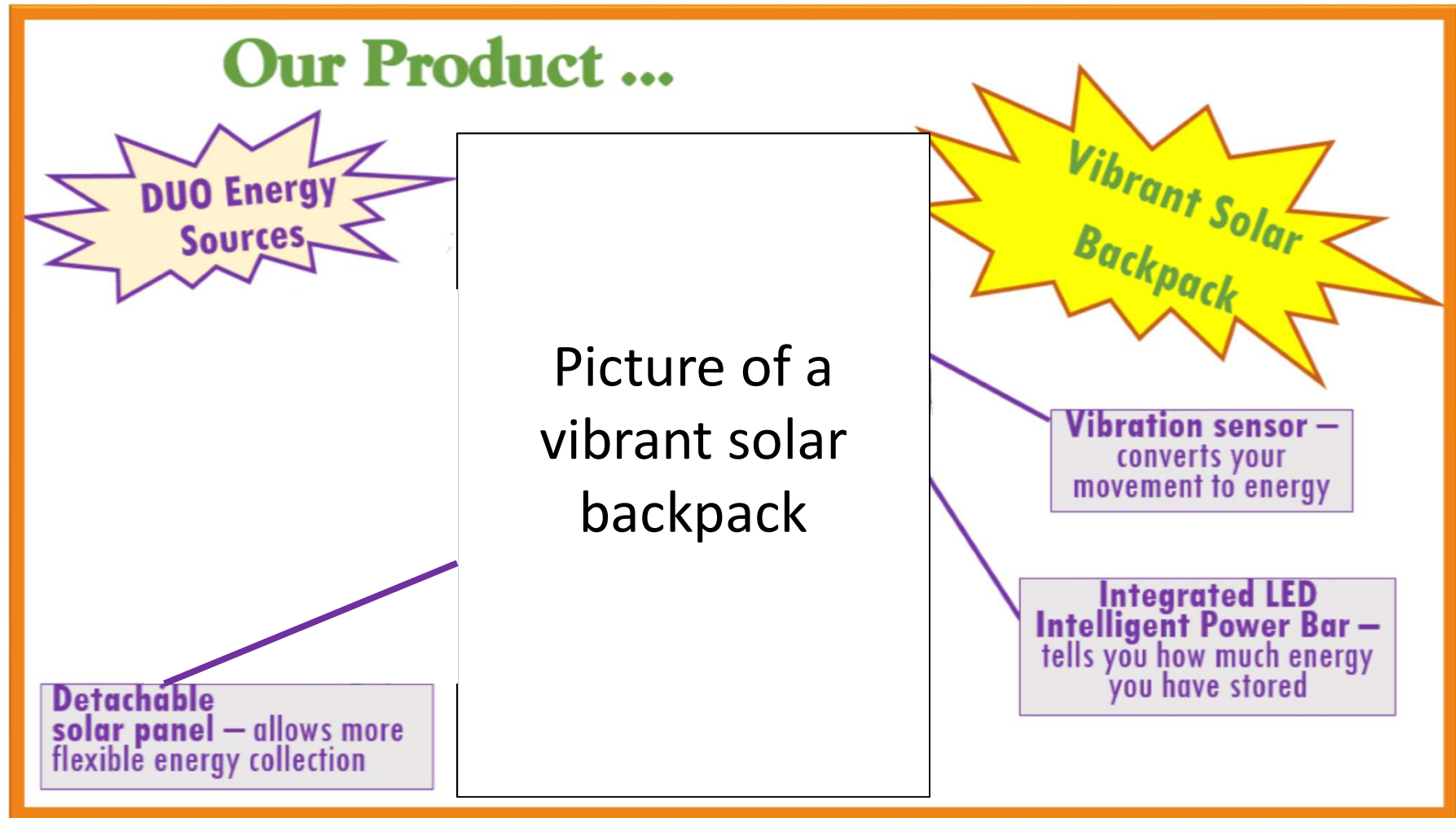
- 1) Aim
To help fight against problems caused by pollution, adverse climatic change such as the greenhouse effect and to protect our natural environment
- 2) Who to enter:
Young Scientists aged 11 to 20.
- 3) How to Enter: Design a gadget that is environmentally-friendly **on pair work basis** and present the gadget in the form of
 - i) An information leaflet (150-180 words)
 - ii) A 2-3 minute PowerPoint presentation.
- 4) Prize: A Cash Prize of \$5000.- for manufacturing the gadget
- 5) Deadline: 6 July 2018

Help students research the information they need

Future home tech: 8 energy saving solutions ↻		4 fun energy saving projects ↻	
23 gadgets to improve energy efficiency ↻		Energy power project ideas ↻	

Always consult your Science teachers if you do not know the science theory behind.

Give them a concrete example of a product design



Teach them the language they need

Sentence Pattern		Examples
1	... is named	My newly-invented gadget is named “Geo-aqua-meter”.
2	... is mainly made of ...	The gadget is mainly made of copper, silver and titanium.
3	...is invented with the purpose of...	My gadget is invented with the purpose of reshaping the world we are living in.
4	... is defined as...	Photosynthesis is defined as a chemical process by which a plant uses the energy from sunlight to produce its own food.
5	This process of ... is called	This process of forming crystals is called crystallisation. .
6	It is observed that...	It is observed that a crystal is formed after 3 months.
7	Therefore, it can be concluded that...	Therefore, it can be concluded that metal X is a conductor.

Give students a frame to guide their design

Super environmentally-friendly gadget

- Name of the gadget:

- Function(s) of the gadget:

- How the gadget addresses the environmental problem we are facing:

A Rough Draft of the Gadget

Description of the Gadget:

Features of the Design	Function(s) of Each Feature
•Size:	
•Shape:	
•Colour:	
•Material(s) used:	
•Cost:	
•Others:	

Students' creative design: Solar Power Watering System

Students' presentations of the gadget

**Science teacher gave feedback
on students' designs**

Conclusion

**TIPS FOR DESIGNING ACTIVITIES OR PROJECTS TO
ENGAGE STUDENTS**

Tip 1: Choose the right topic

Interesting

Studying abroad?

Mysteries?

Sports?

Local snacks?

Hot

Video games?

Community service?

Relevant

Tip 2: Design tasks which are challenging enough but manageable

Easy-to-make Snack Competition

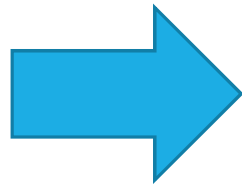
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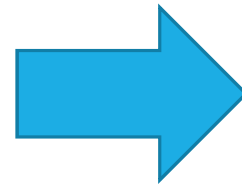
- a) do an oral presentation telling the judge(s) about your designed / chosen snack recipe, and
- b) cook and serve your snack dish on the “Snack Tasting Day”.

Instead of
researching any
snack on the
Internet



The snack has to be
easy to make, healthy
and tasty

Instead of just
writing a
recipe



Students need to
write a speech to
introduce the
snack and sell it to
the customers

How to make the task manageable?

i. By providing learning scaffolds

Vocabulary

Language
expressions

Sample of
the final
product

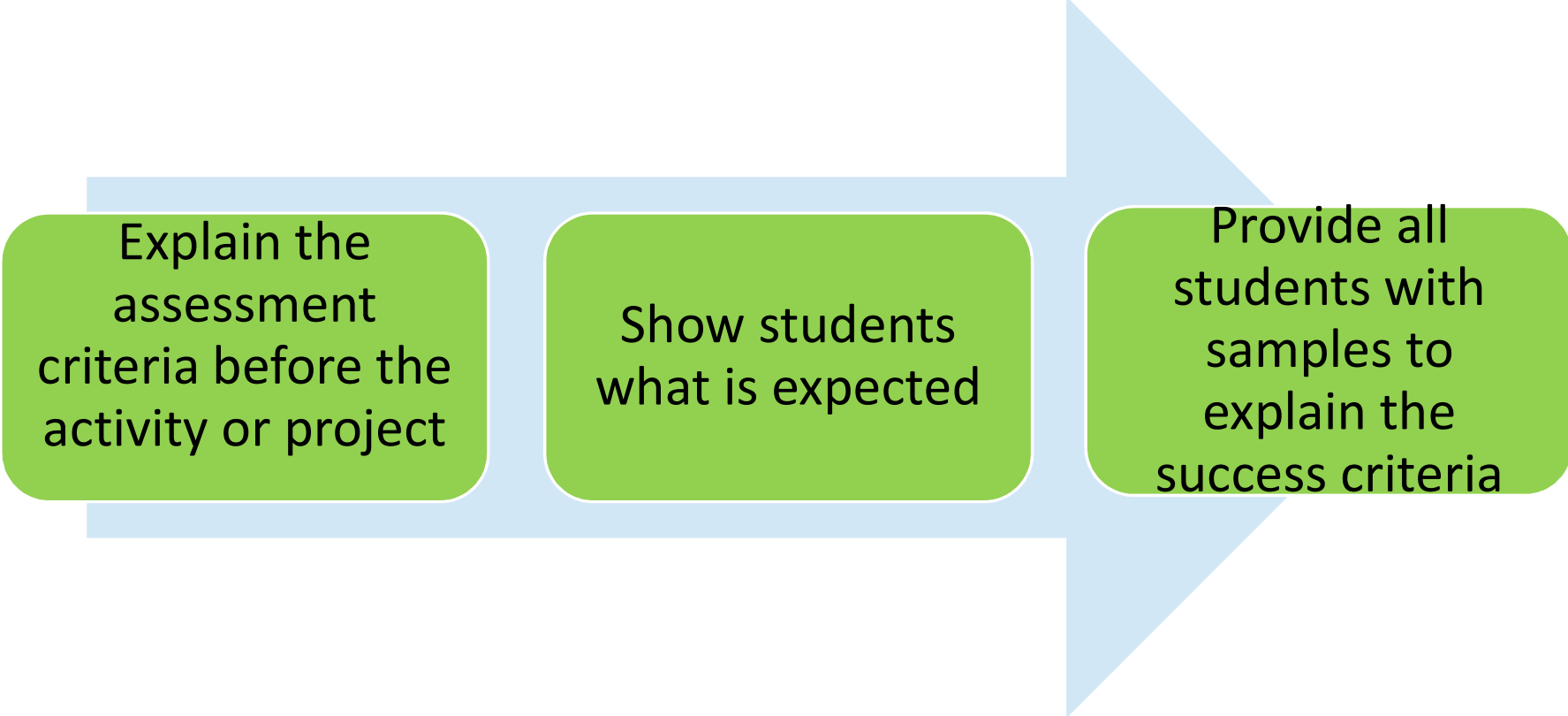
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b) A Sample Presentation Speech

Greeting	Good morning/afternoon everyone,
Introduction Give the product a name	Today, our group is going to present a product we found on the Internet. It is called Throbber. Let us tell you what this product is used for and how it helps us save energy.
What the product is used for and how it saves energy.	Throbber is a set of heating balls. They are used for releasing heat when they are turned on. For example, when we go camping and do not want to bring a stove with us. We can put these balls in the food or soup. When we turn on the app in our mobile phone, the balls will start

How to make the task manageable?

ii. By setting clear instructions and expectations



Explain the assessment criteria before the activity or project

Show students what is expected

Provide all students with samples to explain the success criteria

Use of poster (5 marks) ↵

You will be assessed on whether your poster... ↵

- a) includes all necessary parts & information (e.g. a catchy title, list of things required & clearly illustrated steps) ↵
- b) is neat and easy to read (e.g. with a good use of pictures and words) ↵
- c) is used effectively to help the audience understand the presentation ↵

A poster

a) **A Catchy Title** – the name of the snack.

b) **Things needed** - e.g. ingredients, seasonings & utensils needed.

c) **The steps / procedures** in making the snack.

Tip:
Use *imperatives*
e.g. **Wash** the rice with cold water.
e.g. **Cut** the vegetables.

d) Show the **FINAL PRODUCT** & the **SELLING POINTS** of the snack dish.

Tip:
- Write 1 to 2 lines telling why the snack is a good choice. (e.g. based on the taste, smell, look, texture, cost, health benefits, how simple the steps are, etc.

e) Use **attractive / easy-to-read layout**

#Tips:

- Use signposts, e.g. headings & subheadings, numbered points, bullet points.
- Use more colourful pictures & fewer words.

For the oral presentation

- Use **sequencing words** to talk about the steps
e.g. **First**, let me tell you about the ingredients...
e.g. Let the rice cool down until it is just warm. **Then** stir in sushi vinegar.



Clear expectations with samples given

Tip 3: Allow room for creativity

Snack tasting day

- Creative design of posters and ways to display the snacks

Green scientist project

- Creative design of the gadgets and the leaflets

Tip 4: Integrate with formal assessment

SBA? ORAL TESTS?

Final Remarks

- ☺ Stretch each student's potential using strategic and holistic planning
- ☺ Provide students with chances to apply lifelong learning skills in an integrative manner
- ☺ Design creative and motivating tasks that require students' application of problem solving skills

Thank you!