



Strategy	Skills	Objectives		Tasks	SDL elements
Infusing SDL elements into different learning tasks	Receptive skills	Vocabulary	<ul style="list-style-type: none"> To facilitate learner autonomy: Students could choose their own learning materials for puppet making. 	<ul style="list-style-type: none"> Students were provided with different resources such as websites to learn vocabulary about clothing, accessories and jewellery. A task sheet about materials was designed for students to finish at home. Students could also use other kinds of material not covered in the task sheet to make their own puppet. In that case, they had to check the English names of the materials they wanted to use on their own. 	Selecting own learning materials
		Grammar	<ul style="list-style-type: none"> To provide students with autonomy: Students could use the resources provided to learn more about imperatives used in a procedural text and for giving instructions. 	<ul style="list-style-type: none"> A self-learning corner with websites and online videos was provided for students to learn more according to their own interest. 	Selecting own learning materials
		Knowledge	<ul style="list-style-type: none"> To provide students with autonomy: Students could choose their own learning materials to learn about: <ol style="list-style-type: none"> Hong Kong in the old times how to make a puppet 	<ul style="list-style-type: none"> A reader about making ice-cream was recommended for students to read on their own before writing a procedural text. In addition to the textbook, other resources including a website and an ETV programme were provided for students to learn some 	Selecting own learning materials

				<p>facts about old Hong Kong.</p> <ul style="list-style-type: none"> ● Other resources such as websites and online videos were also provided for them to learn how to make a puppet. 	
Productive skills	Note-taking	<ul style="list-style-type: none"> ● To develop students' study skills 	<ul style="list-style-type: none"> ● Students were encouraged to take notes during lessons. ● Students jotted down key points of a lesson and made reference to them when writing the procedural text. 	Monitoring learning	
	Writing	<ul style="list-style-type: none"> ● To train students how to evaluate own learning through: <ul style="list-style-type: none"> a) Self-evaluation b) Peer checking c) Self-reflection ● To set a further goal 	<ul style="list-style-type: none"> ● Students were provided with a checklist to evaluate their own writing. ● During lessons, students worked in pairs or groups when doing tasks so that their partners or groupmates could help check their work. ● Students did reflection on their own writing. 	Monitoring/evaluating own learning and setting further learning goals	
	Speaking	<ul style="list-style-type: none"> ● To prepare for the Puppet Workshop ● To train students how to evaluate their own performance ● To set a further goal 	<ul style="list-style-type: none"> ● Students practised at home how to give instructions. ● Students were provided with a checklist to evaluate their own speaking performance. ● Students set the next goal after reflection. 	Evaluating own learning and setting further learning goals	

Strategy	Skill	Objective		Tasks	SDL/ LWL
Life-wide learning	<u>Application</u> <ul style="list-style-type: none"> ● Lifelong learning capabilities (e.g. communication, collaboration) ● Receptive and productive skills 	Creativity Carnival	<ul style="list-style-type: none"> ● To provide students with an authentic learning environment to: <ul style="list-style-type: none"> a) learn knowledge and skills that cannot be learned in the classroom alone. b) apply lifelong learning and SDL skills 	<u>Puppet making</u> Students conducted a Puppet Workshop to teach fellow schoolmates how to make a puppet. <u>Puppet Show</u> Students introduced fellow schoolmates to some facts about old Hong Kong through a Puppet Show.	LWL and SDL