



Sharing at the CUHK

Background of WYK

- **Why do the non-Catholic science students need to study RE but not A. Maths?**
- **If they study A. Maths, the science component will be extremely heavy.**
- **They may become good scientists but they know nothing about the WWI, is that good?**
- **If they are not able to tell right from wrong, is that good?**



Background of WYK

- The F.4 students are required to study Chinese History.
- The science students should choose one subject from either Geography or History.
- The arts students can choose to study Computer.
- Our school is a LIBERAL school without offering LS.



Preparation for LS in the NSS

- **F.1 Library and Learning: Thinking skills (From Academic Year 2006-7 onwards)**
- **F.2 & F.3 Cross-curricular Projects: Theme related to the Hong Kong Studies (Academic Years 2007-8, 2008-9)**
- **Seeking support from STILLS**



Trial Teachings

- **First Trial Teaching: 20 Feb 2009**
- **Module: Personal Development**
- **Topics: Bullying & Who am I?**

- **Second Trial Teaching: 18 May 2009**
- **Module: Hong Kong Today**
- **Topics: Mongkok Pedestrian Area & Urban Renewal**



Mongkok Pedestrian Area

- **21/4/2009: Meeting with STILLS (1)**
- **Interpreted the Module**
- **Asked the teachers to share their feeling**
- **Suggested the Fisherman's Wharf**

- **30/4/2008: Meeting with STILLS (2)**
- **Chose from six suggested approaches the Mongkok Pedestrian Area Issue**



Mongkok Pedestrian Area

- **Criteria behind the Choice of an Issue: 5Hs**
- **How complex is the issue?**
- **How much information is available?**
- **How relevant is the Issue?**
- **How strong are the students' Interests?**
- **How strong are the teachers' Interests?**



Mongkok Pedestrian Area

- **Problems**
- **How can we enhance students' participation?**
- **How can we jump from the issue to the five dimensions of quality of life?**
- **As the students do not possess the necessary background knowledge, what should we do?**



Mongkok Pedestrian Area

- **Warm-up Exercise:** Ask the students to think about what a quality life is
- **Purpose:** To stimulate the students to think about what constitutes a quality life
- **Format:** Teachers asking the question and students responding
- **Material:** Powerpoint



Mongkok Pedestrian Area

- **Transition:** You want to be a millionaire (Introducing the Mongkok Pedestrian Area)
- **Purpose:** To provide students with some basic information about the Area and to prepare the students for the next learning task
- **Format:** Teachers using powerpoint to ask students to respond to some questions, then identify the stakeholders from the video
- **Materials:** Powerpoint & Video



Mongkok Pedestrian Area

- **Forum: What are the concerns of different stakeholders? (Acknowledgment: STILLS)**
- **Purpose: To let students think about the concerns of different stakeholders and help them identify the five dimensions of quality of life**
- **Format: Students to have group discussion first and then share their thoughts in a forum**
- **Materials: Information Sheet & Worksheet**

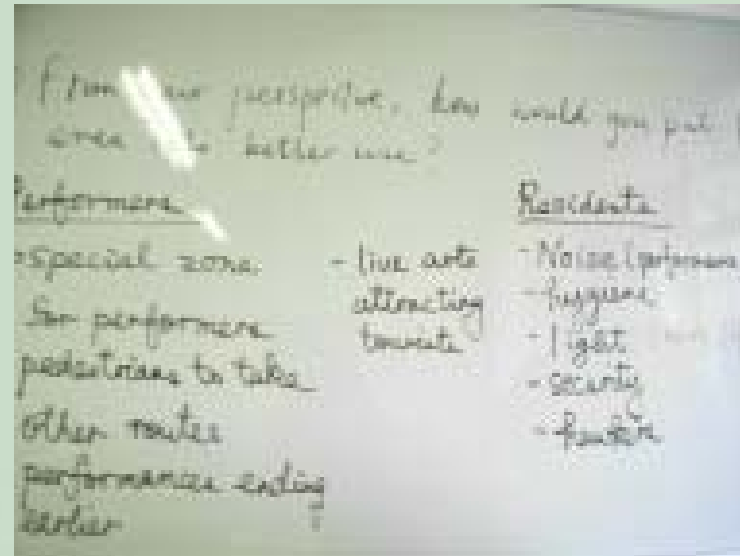
Mongkok Pedestrian Area

- **Conclusion:** Which are the five dimensions of quality of life?
- **Purpose:** To brief the students on the five dimensions of quality of life
- **Format:** Conclusion by teacher
- **Material:** Powerpoint



After Class Reflection

- Students are bright
- They are willing to participate in the learning activities
- BUT the ideas contributed by the students were not fully utilized by the teacher



After Class Reflection

- **Students are too willing to compromise**
- **Shop owners: turning off the neon lights earlier**
- **Performers: to end the performance earlier**
- **There is not a Black America and a White America and Latino America and Asian America -- there's the United States of America.**



After Class Reflection

- We should take into consideration the background knowledge of the students.
- Activities and materials should be arranged and designed accordingly.



After Class Reflection

- **The teachers need to polish their skills to bring the students into their roles and to create conflicts among different groups of students.**



After Class Reflection

- It is important for the teachers to know when to follow their own plans and when to follow the students.
- How student-centred should we be?



After Class Reflection

- **Teamwork is very important.**
- **We cannot and should not work alone.**



Finale

- **Fighting several wars at the same time?**
- **"Abba, Father, all things are possible to you. Please remove this cup from me. However, not what I desire, but what you desire." (Mark 14:36)**
- **Future CE and China's leaders may emerge from our students**



Finale

- **Now, this will not be easy. Progress never is...I'm a United States Senator because in 1848 a group of courageous women and a few brave men gathered in ... New York ... to participate in the first convention on women's rights in our history. And so dawned a struggle for the right to vote that would last 72 years ...**



Finale

- ... handed down by mother to daughter to granddaughter -- and a few sons and grandsons along the way...My mother was born before women could vote. My daughter got to vote for her mother for President.

Hillary R. Clinton

