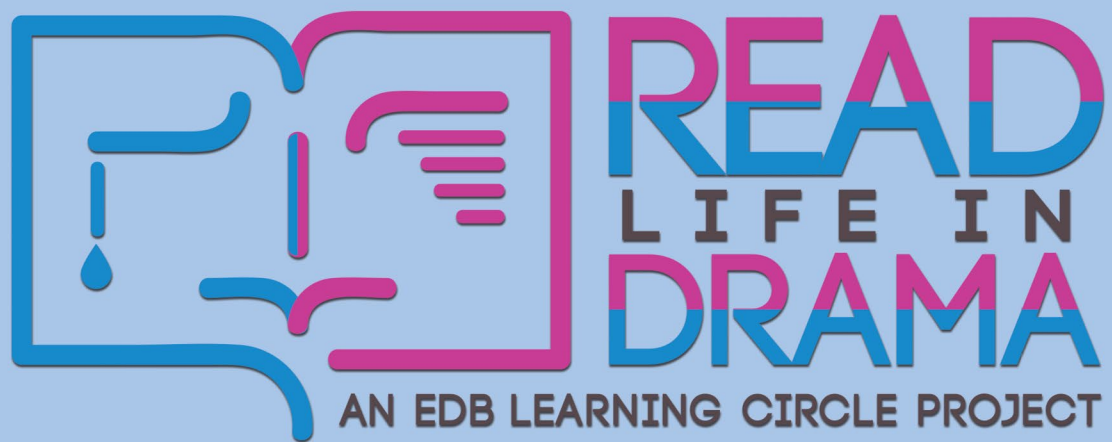


READ LIFE IN DRAMA

AN EDB LEARNING CIRCLE PROJECT



We read • We act • We live



United We Grow

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Thanks to

Committee on Professional Development of Teachers and Principals (COTAP)

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A T-excel@hk Programme

To develop learning communities among government schools to enhance professional competency of teachers, to encourage frontline practitioners to share experience and excellent teaching practices, and to groom more teachers as leaders.

Four government secondary schools formed an English Learning Circle aiming to equip participating teachers with knowledge of drama production and pedagogies in implementing drama education and life education.

Peer lesson observation and experience sharing will be conducted. Through action research, the project will serve as a teaching exemplar for other government schools to follow and hopefully as a blueprint of planning new modes of professional support.



@ STGSS



@ TMGSS



@ NTHYKYLDSS



@ TSKVGSS

The Philosophy

Integrative Thinking – An openness to learning other people's ideas – both students and teachers learn from each other – There is no best way to teach and there is no best mode to learn! We all learn to learn!

Problem Solving Ability to Improve – How to turn shy, unmotivated and pessimistic students into active readers, confident speakers and adversity fighters? How to bring together fresh, energetic teachers and experienced, traditional teachers to learn for the benefits of students?

Design Thinking – A 3-tier Prototype named Read Life in Drama – Read, act and live a happy life, integrating reading, acting and value-instilling into one learning circle to nurture life-long learners, students and teachers included.

Practicality – Can the students and teachers involved benefit from the profusion of pedagogies devised and materials tailor-made through collaborative teaching and lesson observation? Will the students start to enjoy reading, acting and living a healthy life? Will the teachers be more inclined to make use of the teaching pedagogies witnessed and the charismas of other colleagues to teach even more effectively facing students of diverse abilities in the future?

The Common Good – Will other teachers of the same subject and other subjects be motivated to form their own learning circles and start another prototype to equip the students with the attributes and knowledge they need in the decades to come?

The Objectives

Key Learning Goals of Secondary Education

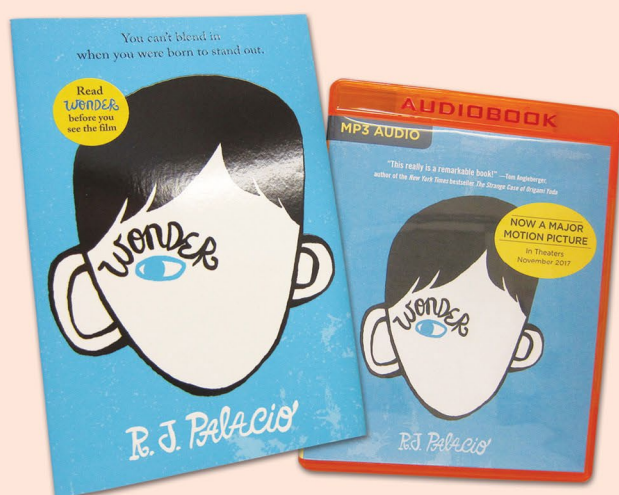
- Positive values
- Proficient communication skills
- Generic skills in an integrated manner
- Understanding of one's own interests, aptitudes and abilities
- A healthy life with aesthetic activities

Professional Development

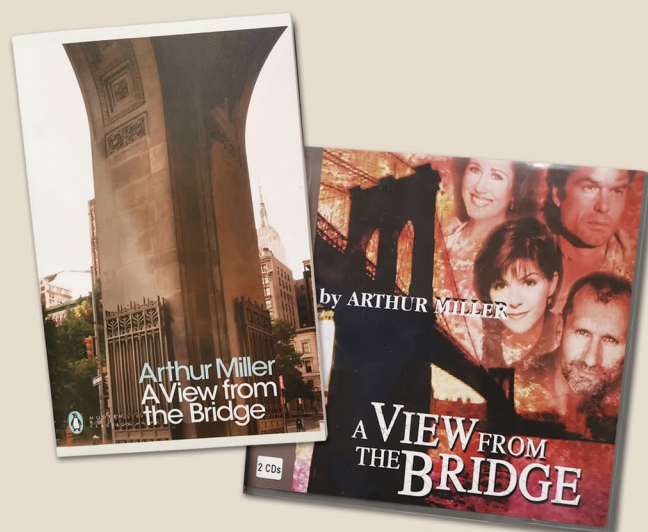
- Learning to be an English & Drama teacher
- Learning to teach students how to read to learn the language
- Learning to teach students how to act to acquire generic skills
- Learning to teach students how to read and act to appreciate art and live a positive life
- Learning how to teach students of diverse abilities
- Collaborative teaching
- Peer lesson observation

The 3-tier Project

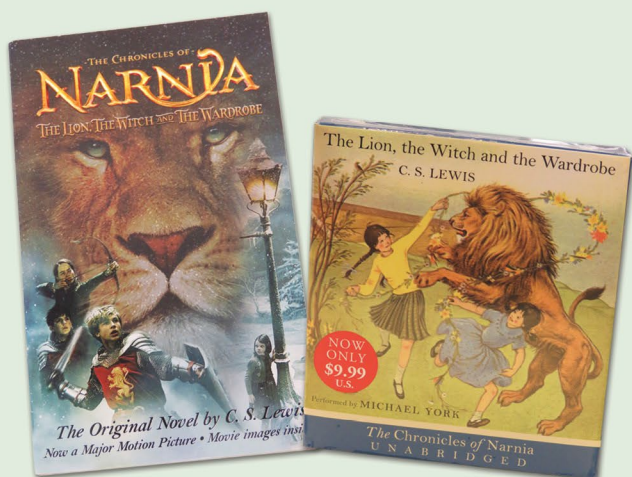
Participating Schools and their Chosen Readers



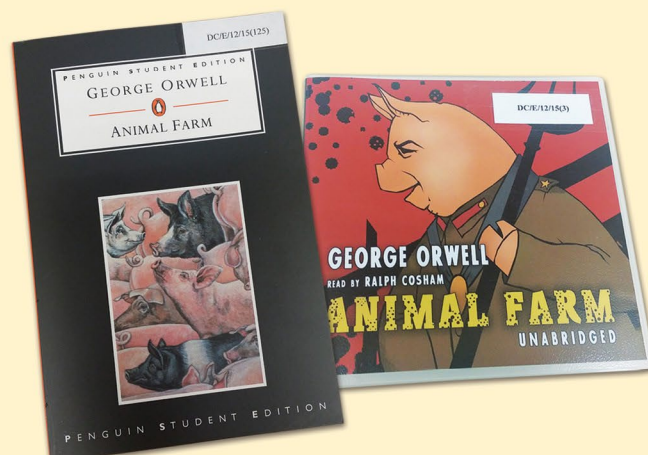
New Territories Heung Yee Kuk
Yuen Long District Secondary School



Sha Tin Government Secondary School



Tang Shiu Kin Victoria Government
Secondary School



Tuen Mun Government Secondary School

Tier 1 – Reading & Learning English through a Reader

- A level is chosen and students are asked to read the chosen reader with the help of the audio book.
- Four to eight lessons are conducted, with tailor-made materials and teaching strategies based on the chosen reader; devised by the participating teachers of each school on major domains of the language: reading comprehension, writing, grammar, speaking and more.
- Teachers within the school observe the lesson and a professional dialogue is conducted right after the lesson.

Tier 2 – Drama in Education

A group of around 30 students who are interested in drama are selected. 20 1.5-hour lessons are conducted after school.

Tier 2 – Phase 1 – Reading & Learning English through a Reader

- Four lessons based on the chosen reader are devised and conducted by the participating teachers on reading circles, grammar teaching, writing, listening and/or speaking.
- Teachers within the school and from other participating schools observe the lessons after school and again a professional dialogue is conducted.

Tier 2 – Phase 2 – Drama in Education fostering students' generic skills

- 13 drama lessons are conducted by an expert drama tutor; teaching the drama group a variety of drama games, how to write a script, how to act, how to design props and sets, how to make use of sound and stage effects and everything related to a drama production.
- The participating teachers assist the drama tutor and learn how to conduct drama lessons to foster students' generic skills.
- Other English teachers within the school and from other schools join the drama lessons after school and learn the skills to be adopted in their teaching.

Tier 2 – Phase 3 – Values Education through Literature Review & Life Education through Reflection

- 2 lessons and a reflection session are conducted after the drama performance is made.
- The participating teachers devise notes and worksheets and hold discussions with students to instill positive values and how to appreciate art and literature in life into them.
- Teachers within the school and from other schools observe the lesson and the teachers of the selected level will then teach their own classes the similar content in Tier 3.

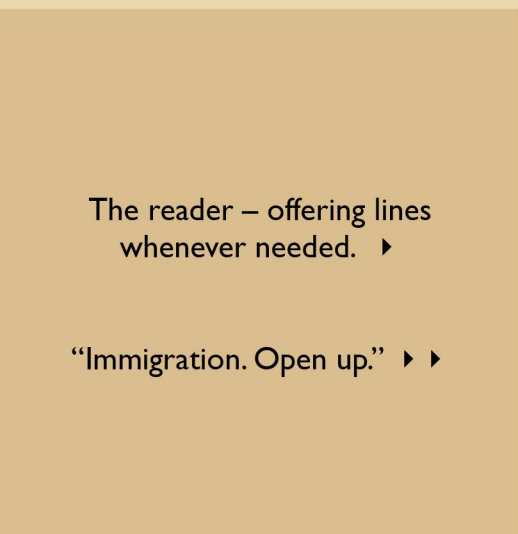
Tier 3 – Values Education through Literature Review & Life Education through Reflection

- The teachers of the selected level collaborate to polish and finalize the materials to be taught to incorporate positive values and how to appreciate art and literature in their lessons, as in Tier 2 Phase 3.
- Peer lesson observation is again done within the school.



◀ Students love Auggie.

Students read to learn and think about their life. ▶



The reader – offering lines whenever needed. ▶

“Immigration. Open up.” ▶▶



◀ E-learning brings the story to life.

Students pair up to make a character box. ▶



◀ “Stay Curious. Stay Studious.”

“Emojis for WhatsApping?
Emojis for learning! 😊” ▶





Learning English through Reading

A WONDER-ful learning experience starting from here

Themes covered in our 6-part plan for Tier 1

- Getting to know WONDER
- Befriending Auggie
- Showing feelings
- Understanding culture & acceptance
- Showing respect
- Creating Auggie's universe



Our teachers spare no effort to design a 6-part learning plan for Tier One.



A meaningful and interactive activity helps students better understand the main character, August Pullman.



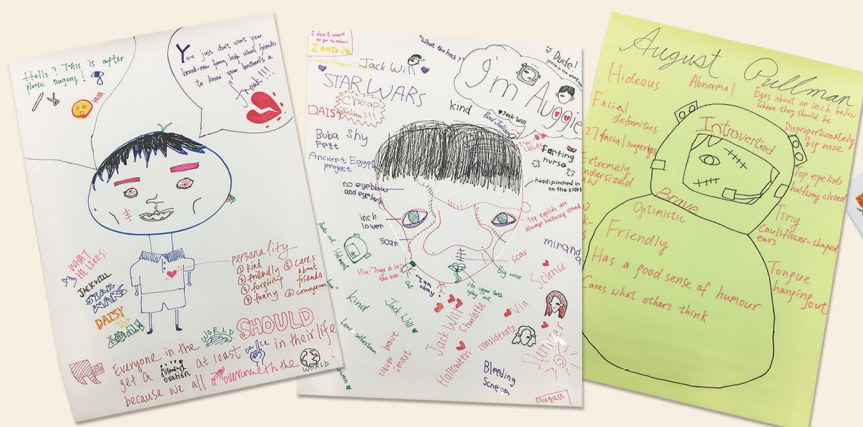
Students love the story Wonder.



Students are engaged in the activity.



Students tell what Auggie is like based on their understanding of the text.



How our students see the main character Auggie.



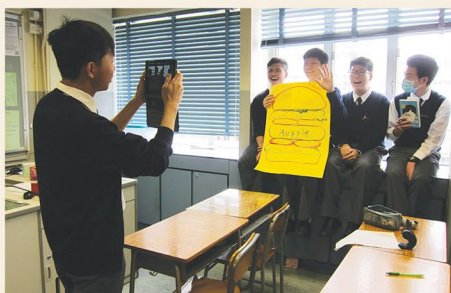
Handouts are designed for teaching different language skills, a grammar topic and prompting students to develop ideas.



S4 teachers join a lesson observation session. Students are enthusiastic about expressing their opinions when discussing topics extended from the story.



Authentic online information is used to enrich the contents of learning materials.



Speaking skills are practised when students present ideas about the relationships between the main character and other roles. They also use iPads to record their presentations for reference.



A creative and inspiring activity prompts students to learn more comprehensively.

Reflection & Evaluation



Ms WU Lai-wan (Assistant Principal)

Ms Tang's lesson had a clear aim which was to teach students to show respect and care for the needy through the experiences of Auggie in the book. She successfully led students to analyse the feelings of Auggie and people who suffer from facial deformity through having an in-depth look at some important lines in the book. It was a good taste of literature teaching through reading. The design of the lesson and enthusiasm of Ms Tang successfully got students involved and helped them learn in an interactive and interesting way. This is a successful lesson which demonstrates a lively and effective way of implementing value education in daily classroom.



Ms TANG Wing-yi

(Participating teacher of the Project and Deputy Panel Head of the English Department)

Read Life in Drama provides opportunities for us to share the joy and beauty of reading with students. Through literature teaching and discussions in my lesson, I led students to think more about the feelings of the character - Auggie. It was encouraging to see that students were able to analyse, feel and interact with the book through reading the lines in detail. Most importantly, the lesson successfully aroused students' awareness of showing respect for others.

Annie HO (S4 Student)

I felt really moved when I realised that Auggie, who just wants to be ordinary, has been extraordinary since he was born. From the discussion, I was inspired by how August sees himself, others, and the word 'ordinary' from a new perspective. Through Ms Tang's lesson, I have learnt that judging others by their appearance is absolutely wrong. We must have a deeper understanding of a person before we can draw a conclusion.



Sherman LI (S4 Student)

Ms Tang delivered moral values through interactive activities. She asked different questions about how different values are presented in the story and guided us to think deeply about the messages behind. Through her teaching, we started to think more about the reasons behind the characters' behaviour, having a thorough understanding of the story.



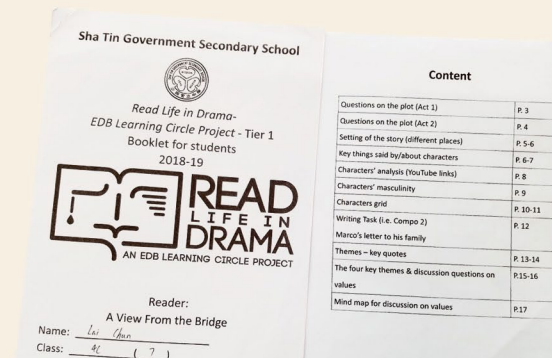
Learning English through reading a play

Reading → Major elements of a short story/play → Writing (Descriptive and Letter Writing) →
Speaking (Group Discussion and Values) → Acting

Our Booklet

By Mr KO Yu-fei & Mr TANG Wai-kit

Our Lessons



Questions about A View from the Bridge (ACT 1) (short answers are accepted)

- How does Eddie feel about the change in Catherine? (p.3-4)
 - A. delighted but jealous
 - B. indifferent and concerned
 - C. pleased but concerned
 - D. upset and angry
- What do we learn about the relationship between Eddie and Beatrice? (p.5-7)
 - A. There is no love between them.
 - B. They have conflicts all the time.
 - C. They genuinely are concerned about each other.
 - D. They sleep in different rooms.
- How does Eddie react to the news of Catherine's job? Why? (p.7-9)
 - A. He is angry because he thinks she should continue working in the neighbourhood.
 - B. He is happy because he thinks she should continue working in the neighbourhood.
 - C. He is sad because he thinks she should continue working in the neighbourhood.
 - D. He is angry because he thinks she should continue working in the neighbourhood.
- Why does Eddie change his mind about Catherine's job? (p.9-10)
 - A. He is angry because he thinks she should continue working in the neighbourhood.
 - B. He is happy because he thinks she should continue working in the neighbourhood.
 - C. He is sad because he thinks she should continue working in the neighbourhood.
 - D. He is angry because he thinks she should continue working in the neighbourhood.
- Who is Vinny Bonanno? (p.12-13)
 - A. He is a friend of Eddie's.
 - B. He is a friend of Beatrice's.
 - C. He is a friend of Catherine's.
 - D. He is a friend of Marco's.
- What are the different ambitions of the brothers? (p.14-15)
 - A. Eddie wants to be a doctor, Marco wants to be a lawyer.
 - B. Eddie wants to be a doctor, Marco wants to be a teacher.
 - C. Eddie wants to be a doctor, Marco wants to be a scientist.
 - D. Eddie wants to be a doctor, Marco wants to be an engineer.

Plot and Reading Comprehension

Relate the most central theme(s) to each setting. (Refer to p.14-17 for hints)

Setting	Theme(s)
1. Brooklyn Bridge	Community Values
2. Alfieri's Office	Law & Justice
3. Eddie & Beatrice's Apartment	Betrayal, conflict
4. The Docks	Masculinity, Community Values
5. Broadway	Dreams

Setting and Themes

Characters and Quotes

Themes - Key Quotes

- Law and Justice**
 - "The law? All the law is not in a book."
 - "The law is only a word for what has a right to happen."
 - "Justly shot by unjust men"
 - "In my country he would be dead now."
 - "When the law is wrong it's because it's unnatural, but in this case it is natural and a river will drown you if you buck it now."
 - "Most of the time now we settle for half and I like it better."
 - "Only God makes justice."
 - "It's tough to love a doll that's not your own."
- Betrayal**
 - "He bites people when they sleep! He comes when nobody's lookin' and poisons decent people."
 - "How's he gonna show his face?"
 - "Just remember, kid, you can quicker get back a million dollars that was stole than a word you gave away."
 - "He degraded my brother. My blood. He robbed my children. He took my work to come here."
- Conflict**
 - "His head was bouncin' like a coconut"
 - "Between you I gonna have a bit of space, Eddie?"

Characters' Grids

Themes and Quotes

Mind Map and Values

Character's grid (Refer to key things said by/about characters & characters' masculinity)

Character	Key things said by/about characters	Characters' masculinity
Eddie	"I'm quick-tempered"	He is a quick-tempered man. He is a man of action. He is a man of words. He is a man of power. He is a man of love. He is a man of justice. He is a man of law. He is a man of order. He is a man of discipline. He is a man of control. He is a man of strength. He is a man of courage. He is a man of honor. He is a man of respect. He is a man of dignity. He is a man of pride. He is a man of self-respect. He is a man of self-love. He is a man of self-worth. He is a man of self-esteem. He is a man of self-confidence. He is a man of self-belief. He is a man of self-respect. He is a man of self-love. He is a man of self-worth. He is a man of self-esteem. He is a man of self-confidence. He is a man of self-belief.
Beatrice	"I'm a woman"	She is a woman. She is a strong woman. She is a woman of action. She is a woman of words. She is a woman of power. She is a woman of love. She is a woman of justice. She is a woman of law. She is a woman of order. She is a woman of discipline. She is a woman of control. She is a woman of strength. She is a woman of courage. She is a woman of honor. She is a woman of respect. She is a woman of dignity. She is a woman of pride. She is a woman of self-respect. She is a woman of self-love. She is a woman of self-worth. She is a woman of self-esteem. She is a woman of self-confidence. She is a woman of self-belief.
Catherine	"I'm a girl"	She is a girl. She is a young girl. She is a girl of action. She is a girl of words. She is a girl of power. She is a girl of love. She is a girl of justice. She is a girl of law. She is a girl of order. She is a girl of discipline. She is a girl of control. She is a girl of strength. She is a girl of courage. She is a girl of honor. She is a girl of respect. She is a girl of dignity. She is a girl of pride. She is a girl of self-respect. She is a girl of self-love. She is a girl of self-worth. She is a girl of self-esteem. She is a girl of self-confidence. She is a girl of self-belief.

Themes - Key Quotes

Character's grid (Refer to key things said by/about characters & characters' masculinity)

Themes and Quotes

Mind Map and Values

Lesson to share: From Reading to Acting

Learning Objectives:

By Mr CHU Kin-to

By the end of the lesson, students will be able to:

- understand and appreciate the story of A View from the Bridge through drama performance
- acquire generic skills through experiencing the stage from reading to acting

Pre-lesson preparation:

- All students read Act One of the book, around 40 pages.
- Teacher briefs students on the story background, progress and character relationships from time to time.
- Students are divided into 8-9 groups.
- Each group will be assigned 5-6 pages to read intensively and select the most significant scene (around 2 minutes) to act out.
- Students rehearse the short play during some lesson time.

'So what're you wanna do,
you gonna stay here in this country
or you wanna go back?'



Procedures:

- Students rehearse the short play and learn the lines during some lesson time.
- Students perform in an activity room 8-9 short plays which represent 8-9 scenes of Act One of *A View from the Bridge* in chronological order.
- Teacher gives comments on their performance.
- Presentation of prizes to the group with the best performance.
- The same procedures are repeated for Act Two, with any modifications learnt from Act One.



'They ain't no submarines. He was born in Philadelphia.'



The lines monitor



Mr CHU is commenting



The teachers are observing

Reflection & Evaluation

Ms TANG Tze-Kwan, Teresa (*Assistant Principal and S4 English Teacher*)

Tier 1 of the reading project helped familiarize my students with the characterization, plot, setting and themes of the book '*A View from the Bridge*'. This enabled a deeper understanding of the characters and the plot. The extended tasks on writing and speaking reflected how much students enjoyed the story. Students also learned to show empathy when they were invited to perceive things from a character's point of view. When the students were in the character's shoes, they expressed themselves so sensitively and vividly that I was very amazed by what the students wrote. I am looking forward to experiencing Tier 3 of the project, which would focus primarily on values education. I would like to see how positive life values could be imparted to students.

Mr CHU Kin-to (*S4 English Teacher*)

"This is a method I picked up from a former colleague and is best at going through any reader efficiently and effectively for all ages, and the experience was fruitful. Also learnt from her is that it's more fun to make the guest observers adjudicators, keep them busy and the whole performance competitive. Above all, for the first time we explored the use of the school conference room E33 as a cosy mini amphitheatre, where student actors' voices can be echoed without sound equipment and their energy well focused by getting close to the audience, enjoying advantages over an assembly hall or any classroom."

Angus CHEUNG (*S4 Student*)

The experience of writing a letter to a family member from the perspective of a character motivated me to read on to find out the fate of those involved. The task itself pushed me to analyze their personality traits in order to express ideas and feelings more succinctly.

Mike CHOI (*S4 Student*)

I had to push myself really hard to read the book to understand the characters' analysis and the complex relationships between them. My classmates' feedback on my letter also helped polish my work.

Lesson to Share: Caught in a Moral Dilemma

by YUEN Hau-lung

Learning Objectives:

By the end of the lesson, students will be able to:

- understand conflict, in particular a moral dilemma, in the story *The Lion, the Witch and the Wardrobe* (Narnia).
- reflect on their own moral dilemmas in real-life situations

Pre-lesson preparation:

- All students read Chapter 2 (Lucy looks into a wardrobe), around 13 pages, in depth.
- Teacher shows part of the film to students to enhance students' understanding of the chapter.
- Students have to complete a worksheet with guided questions that help them analyze the content of the story.

Procedures:

- Students play a drama game called Balloon Debate, in which they imagine being in an overloading hot-air balloon and need to choose ONE person to be thrown out of the balloon. Each student is assigned to one role such as a singer, a politician and a teacher and has to debate over who should be thrown out of the balloon.
- Teacher debriefs and introduces the concept of 'conflict' and 'dilemma'.
- Students discuss the dilemma encountered by a character in the story – a faun struggling whether he should capture the human and turn her in to the Queen of Narnia.
- Students play a drama game called Conscience Alley (see <https://dramaresource.com/conscience-alley/>) during which they take the role of the faun.
- Students reflect on their or other examples of moral dilemmas, and share their ideas.



Students form a conscience alley and debate over a moral decision.



A student argues why he should stay in hot-air balloon.



A student shares her ideas confidently in English.



Students discuss the moral dilemma facing the characters in the reader.

Reflection & Evaluation

Mr YUEN Hau-lung (*S3 Drama Teacher, Teacher in charge of TSKVGSS*)

Through the drama games, in which students act as someone else in an imaginary environment, they put themselves in the characters' shoes and think from their perspectives. As such, students could better understand the struggle and conflict that the characters in the story go through. The games also help them reflect on serious life issues such as self-sacrifice and happiness so that they can make sense of their everyday problems and dilemmas. Acting in imaginary dramatic contexts also helps students learn how to make critical decisions in real-life situations.

Mr LAW Man-tak (*Overall Teacher in Charge of the Project*)

Well-prepared tailor-made worksheets based on the selected reader and a moral lesson effectively enhanced students' understanding of the story and their awareness of a moral dilemma. The "Balloon" successfully prepared students to talk in a persuasive way, very similar to the bunker debate activity and students were able to learn one key element of a story – conflict. A moral dilemma was presented with another activity called "Conscience Alley". High-order thinking was fostered and students learnt to make decisions upon conflicting views and moral considerations.

Ms POON Ho-yi (*S4 English Teacher*)

Clear instructions were given to students throughout the lessons. Questions of different levels were asked to elicit response so that students could think in-depth and critically about the story. Fun warm-up activities were conducted to arouse students' interests in the topic. Students could think from different perspectives by playing different roles in the [Hotair] Balloon Debate game. In general, it was a very engaging lesson.

YEUNG, Ho-yui Joyce (*S3 Student*)

I am very quiet during the English lessons. However, in the Drama lessons, I am given various opportunities to express my views and share my ideas in English. The lessons are very interesting and the games are linked to the reader, which has aroused my interest in the story.

Wan, Tsun-yin Oscar (*S3 Student*)

In Drama lessons, I can engage in different activities, not just sitting down and listening to the teacher. I sometimes feel embarrassed when giving a presentation in front of the whole class, but in drama performances and activities, I can speak English naturally and confidently.

Animal Farm @ TMGSS

Located at the far corner of the New Territories, where livestock and poultry can be easily spotted, “Animal Farm” is prospering at Tuen Mun Government Secondary School!

Learning Stress & Intonation through “Animal Farm”

Intonation: Why is it important?


Intonation is a layer of meaning beyond words and helps speakers communicate meaning through the rise and fall of the voice. The patterns of rise and fall are described as ‘tones’.

Task One: Stressed Sounds

In all of the words with two or more syllables, underline the stressed syllable.

“All an/i/mals are cre/at/ed equal, but some an/i/mals are more e/qual than oth/ers.”

Practice in pairs. Remember the stressed syllable must be louder, longer and spoken in a higher pitch.



Task One: Stressed Sounds



Our NET, Ms Brooke Anne HARDWICK, is having a lively demonstration of the use of rising and falling intonation.

Video	Example	Communicative Purpose
1	→	You are giving information. You are certain and confident about the information. This is a statement.
2	→	Question or incomplete statement.
3	→	You have some reservations or you want to make this clear with more information. You may also be referring to what has already been said.
4	→	You have more to say. Incomplete statement.
5	→	You want to emphasise. Depending on context, you may feel enthusiastic, happy or surprised. Exclamation!

Old Major's last speech Putting it together



Task Four: Putting it Together

Work with your partner to draw the correct intonation arrow at the end of every sentence. There is no absolute answer. Just think about the meaning of the sentence. The first three are done for you.

Then practice in turns. Listen carefully to your partner and complete your feedback. When you have both finished then provide feedback to each other.

Old Major's Speech - Animal Farm

Comrades, you have heard already about the strange dream that I had last night. But I will come to the dream later. I have something else to say first. I do not think, comrades, that I shall be with you for many months longer, and before I die, I feel it my duty to pass on to you such wisdom as I have acquired. I have had a long life, I have had much time for thought as I lay alone in my stall, and I think I may say that I understand the nature of life on this earth as well as any animal now living. It is about this that I wish to speak to you.

Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty. No animal in England knows the meaning of happiness or leisure after he is a year old. No animal in England is free. The life of an animal is misery and slavery: that is the plain truth.

Task Four: Old Major's Last Speech in Animal Farm



Driven S.2D Students are putting the newly-acquired skills into practice!

Reflection & Evaluation



Ms LI Wai-bing, Vickie (Principal)

“I like Ms. HARDWICK’s articulate instructional delivery and lucid learning objectives. Students were in general absorbed in the tasks. I was particularly impressed by the design of the feedback form to engage all the students in assessing their peers’ performance. The post-lesson audiobook listening task was effective for consolidation purposes.”

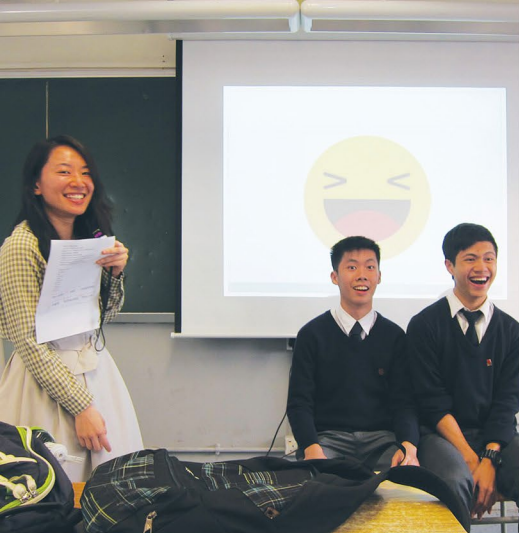
Mrs YU WAN Oi-man (Assistant Principal)

“The cartoon version of *Animal Farm* was lighthearted and fun! This struck a chord with the S.2 kids as everyone loves watching cartoons. Ms. HARDWICK demonstrated several pairs in intonation usage in her stimulating illustration video. Students had a good laugh, definitely catching the punch of Ms. HARDWICK’s versatile demonstration. Well done!”



Ms WONG Pui-man (English Panel Head)

“The examples from *Animal Farm* were well-selected to elucidate the teaching points of stress and intonation. Related practice and collaborative work enabled students to grasp the topic better. Even though the intonation component was challenging, students were given enough encouragement to overcome their difficulties. Thanks, Brooke!”



◀ Faces tell no lies.

◀ ◀ We learn to express ourselves well.



◀ Passionate teachers change the world.

Teachers and students are learning together. ▶



Students gear up for the performance. ▶



◀ “Tell me and I forget.
Teach me and I remember.
Involve me and I learn.”

“Thank you, Principal YIU,
for your enlightening
words of wisdom!” ▶





Tier 2





Outline of lessons

- Knowing one another & our play
- Playing one's role
- Bringing lines alive
- Showing but not only saying



A session on voice techniques given by Ms LO Yin-man.



PPPPPS - Can you remember what they mean?



Students try out the skills learnt.



Reader's Theatre sounds demanding but students find it fun and useful for polishing their speaking skills.



A session on facial expression and body language given by Ms HO Man-chi.



Why are they so shocked? Oh, no! Emoji comes alive!



See! Students' faces and body language can help tell good stories.



Students are not fooling around, but acting for sure.

Our drama team members say ...

I will

*speak English more fluently.
 play a role successfully in an English drama.
 communicate with others effectively.
 make lots of friends happily.
 know myself better and become more confident!*

Hurray!



We enjoy having this fruitful and relaxing sharing time.



Words from students' heart.

Feedback from teachers



Ms LO Yin-man (Teacher-in-charge of NTHYKYLDSS and Head of the English Department)

I have worried for some time that my being an English teacher does not mean that I know well how to guide my students to play drama. When planning lessons in Tier 2, I have to double my effort not only to brainstorm ideas for the lessons, but also to equip myself with appropriate drama skills so that I can give ideal demonstration to my students. [Fingers crossed!] Everything turns out satisfactorily. Students are like sponges to absorb different

drama ideas and skills quickly. Perhaps **WONDERS** have sprouted up in their hearts and I am eager to see how well they will grow.

We are also very grateful to Mr LAW Man-tak, Overall teacher-in-charge of the project, and Mr TANG Wai-kit both from STGSS for sparing their valuable time to attend our lesson and give us very inspiring feedback.

“The teacher [Ms LO] herself was a born actress and clearly qualified to be a drama tutor. Her facial expression and voice techniques not only demonstrated to students the skills they needed but also to teachers how to teach with passion in class.”

“After the warm-up games and in response to the passionate teaching of the teacher, the whole group was soon into the lesson and they did enjoy very much the voice activities conducted. Students were able to showcase their talents in group when performing Reader’s Theatre. Peer comments were given and everyone took an active role in it.”



Ms HO Man-chi (Participating teacher of the project and English teacher)

The lovely students we have in this drama course are not particularly bright in their academic studies, but what I have seen on them are imagination and potential. Being observant, they are able to drag examples from their daily lives to contextualize facial expressions and body language. Their creative ideas and attention to details really amazed me.

There is no right or wrong in drama. The sense of achievement they get in the drama lesson is instant and rewarding as quick responses from their peers and audience create a cheerful and encouraging learning environment for everyone. Students feel secured and comfortable to express themselves as they know they are very much valued and appreciated with the support of others. I look forward to witnessing how much students can absorb from the course and how they put it into practice on stage.

Techniques Taught

The various techniques taught including the use of monologues, manifestation of themes in group drama performances and provision of feedback in this phase equipped students with the rudimentary knowledge needed to benefit fully from the ensuing drama lessons in Tier 2 phase 2.



Mr Ko is doing a spot-on impersonation of the cute yet calculating character Rodolpho from *A View from the Bridge*!



Mr Tang is playing the protective, masculine character Marco, who is in stark contrast with Rodolpho in terms of manners.



Mr Ko & Mr Tang are co-teaching



Principals and teachers are observing

Feedback from teachers

Teaching staff from STGSS and TMGSS are having a post-lesson observation conference; the give-and-take has colossally enhanced the pedagogical knowledge of all teachers.



Mr TANG Wai-kit (*Teacher in charge of STGSS and S4 English Teacher*)

My amateurish demonstration of a monologue unexpectedly drew cheers from the crowd, with students claiming that they got some inspiration from my performance, which paved way for their own success in doing their own ones. Honestly, Mr Ko did a much better job of getting into his character, and his was definitely a not-to-be-missed rendition!

Mr KO Yue-fei Kuffy (*Teacher in charge of STGSS and English teacher*)

The use of a monologue is a technique commonly employed in drama, and it serves the purpose of allowing the audience to delve deep into the inner thoughts of characters. The experience of demonstrating a monologue has not only inspired my day-to-day teaching, but also given me deeper insight into the role drama can play in education.

Ms PO Ting-huen (*Teacher-in-charge of TMGSS*)

The peer feedback part allowed students to comment on each other's strengths and weaknesses, and the group performances provided them with the opportunity to showcase their acting talent! Perhaps students could sit in a semi-circle next time so that they could have a heightened sense of belonging to the group!

Ms Brooke Anne HARDWICK (*Teacher-in-charge of TMGSS and S.2 English Teacher*)

The dynamics between the two teachers were amazing! Not only did they have good chemistry with one another, but they lightened the atmosphere by telling hilarious jokes and using light-hearted sarcasm. The demonstration of the monologues was inspirational and could motivate students to follow suit.

Feedback from students

Victoria Tsai (*S4A student*)

I enjoyed performing my monologue a lot. Frankly, I seldom had a chance to talk in English for a long period of time on the stage. When my peers were looking at me, I was a bit nervous. However, the monologue task has really improved my confidence!



Victoria is practising the use of a monologue in this scene. She is role-playing a teacher.



Ally is expressing the inner feelings of her character through a self-composed dialogue.

Ally Ng (*S4A student*)

I was usually a dramatic person, but doing a monologue proved to be challenging at times. With so many schoolmates looking at me, I was really in the spotlight. I did find the exercise useful in terms of boosting my confidence and making me step out of my comfort zone.

Lesson Focus

Students were taught how to understand the characters' intentions and motives through reading between the lines and performing a skit to put themselves into the characters' shoes. Subsequently, they could perform the emotions and tensions expressed by the writer in the reader or script.



Students roleplay in a warm-up activity and put themselves into the context of a robbery scene.



Students immerse themselves in their reading and reflect in-depth the character's actions in the story.

Feedback from teachers

Mr CROZIER Patrick Angelo Frederick (NET of TSKVGSS)

I like the way the lesson developed, moving from a discussion of basic temptations like Turkish Delight and a hot drink to more sophisticated temptations like being a prince in a palace and having power over people. Students engaged through dramatic reading and were able to share ideas in small groups. Students read the quotations in the role and this worked well. I also like the way students came up with temptations that might interest modern teenagers, e.g. free wi-fi. Students showed an understanding of the quotes and the themes of temptation.

Ms TANG Kit-yee (S.3 Teacher)

In general, the drama lesson was well-planned and smoothly conducted. Students enjoyed the lesson very much. The teacher (Mr Yuen) asked good questions to motivate students during the warm up session. Students read aloud the dialogues and the teacher intervened at the right moment to ask students questions. Students had chances to think about the deeper meanings behind the lines and words. Most students actively participated in the drama activities.



Students report their reflection to the whole class after in-depth discussion in their own groups.



Students practise reading their lines enthusiastically after attempting to understand the character's motives and emotions.

Feedback from students

Nicolas Lau (S3D student)

I enjoyed playing different games in the drama workshop as I had a chance to interact with the teacher and other classmates. Through this drama workshop, I learned a lot of vocabulary and how to communicate in English in a natural environment. It was different from regular English lessons because I had more chances to interact with the teacher and my classmates and most importantly, to speak more English.

Emile Tang (S3D student)

I liked most of the activities as they were not boring and they gave me a chance to share my ideas and work with others, which is something that I rarely get the opportunity to do. In the drama workshop, I also learned pretty much about drama, such as how a drama performance was performed and how a script was written and how props were made. There were also more physical activities than the usual English lessons as [the drama workshop] had games for us to play. I'm so thankful to be part of the drama for Narnia. I can use what I've learned for whatever I do in the future.

Edward Pak (S3D student)

The games were funny and we could learn how to do 'drama' through games. Through the drama workshop, I could learn more grammar. Also, it was easier to learn English, not just by sitting on the chair and listening to the teacher. We could play some games while learning English at the same time.

Animal Farm @ TMGSS on the go

Learning merrily with George Orwell's all-time favourite novella *Animal Farm*, a bunch of zealous S.2-S.3 kids managed to identify the difference between two narrative modes: **Showing vs. Telling** in characterization.

Telling



Erica YUEN (S.2A Student)

We're laughing and enjoying ourselves throughout the drama lesson. I love this pleasurable learning experience!



The quick-witted kids are recounting the story of *Animal Farm* within the time limit. Tick, tock, tick... Time's up!

Showing vs. Telling in "Animal Farm"

Don't tell me the moon is shining; show me the glint of light on broken glass.

Showing



The kids are having great fun bringing their favourite character in *Animal Farm* to life with unlimited vitality.



Pronie CHOW (S.2D Student)

It's hard to reveal a character's personality through his/her words, actions, tone of voice and emotions...and we did it. Proud of us!

Feedback from Teaching Staff



Ms LI Wai-bing, Vickie (Principal)

Flexible teaching strategies were adopted to address learners' diversity. In the "showing" part, why not invite their peers to guess which character they are playing and use target adjectives to describe personalities so as to facilitate student-student interaction and ensure learning effectiveness?



Mr LEE Tung-ching (Assistant Principal)

I was blown away by the students' spontaneous use of English and their marvelous performance. The after-school drama lessons serve as an enjoyable platform for students to elevate their ability to appreciate literature.



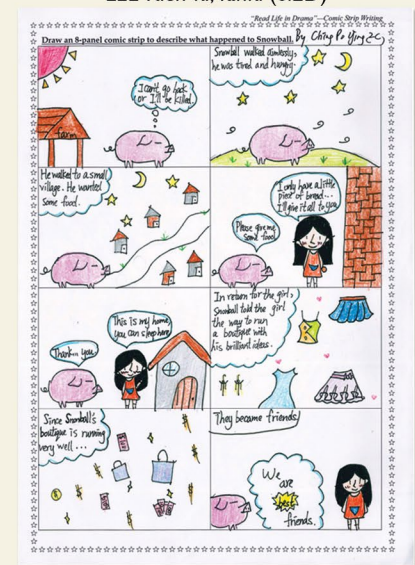
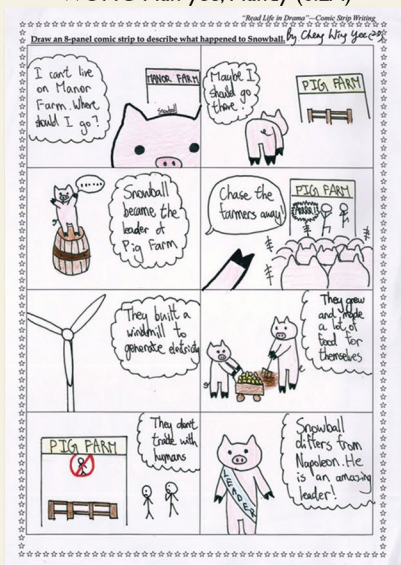
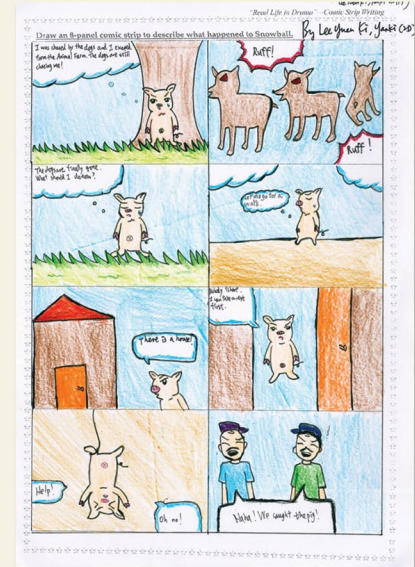
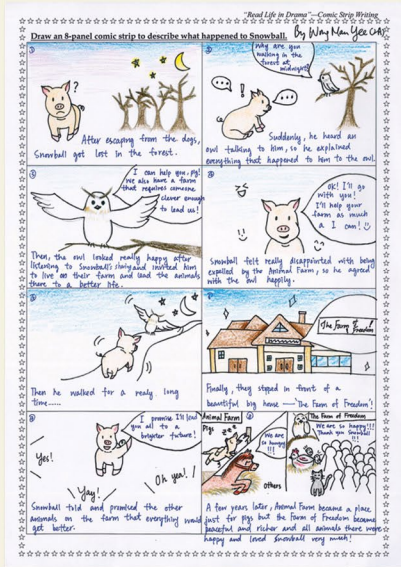
Mr LAW Man-tak (Overall Teacher in Charge of the Project)

A variety of well-planned activities was witnessed. It would be ideal if the teacher could list out some challenging expressions students could have learnt on a Powerpoint slide or the movable board for their easier reference.

Extended Writing Task: Creating Comic Strips

In Chapter 5, Napoleon eventually resorts to force, while Snowball is chased from the farm by dogs trained by Napoleon. Declared a traitor, Snowball is nowhere to be found. Where did Snowball go?

Draw an 8-panel comic strip to describe what happened to Snowball.



Our warmest gratitude to teaching staff from NTHYKYLDSS & STGSS for visiting “Animal Farm” with their positive feedback and insightful advice!



Tier 2 Phase 2

Drama Classes by Centrestage Studios

Drama Newbies Get Set, Go!



Curious students are learning to act.



Heartfelt thanks to our drama tutor Ms Kaijah Bell!



A WONDERful experience starts on stage.



It's true – Practice makes perfect.



Live piano music and singing add colour to the play.



Class teachers come to show support for their kids.



STGSS' Got Talent



Twins' Power in Drama



Wilson will win it for you



Practice makes perfect



Drama Tutor gives students final tips



"You're no match for me!"

Everybody Is a Superstar!



A speech trainer is conducting a dictation session with the students



Students are enjoying the drama game 'World Expert In _____'



A student is interacting with the teacher in an improvised skit



Students listen to the teacher's feedback attentively



Students volunteer to play in warm-up game as the drama workshop begins



Students form a circle to prepare for a dictation game

The Birth of Animal Farm @ TMGSS

Credit to CentreStage Studios Hong Kong~



"Take a deep breath...breathe in... breathe out..." and ... the BIRTH of animals!



"THIS IS AN ORDER!" The evolution of DICTATORS @ TMGSS Animal Farm~



Our drama tutor, Imogen, and her colleague, Jimmy, are coaching, while our students are following suit.



"Do you hear the people sing? Singing the song of angry men?"



"Rebel! Rebel! Rebel!" "We won! We won! We won!"

N.T. Heung Yee Kuk Yuen Long District Secondary School
is proud to present

Cos We're Chums

26 April 2019, Friday



"Doctors have come from distant cities just to see me ... disbelieving what they're seeing."



"Hi Mrs Pullman, hello Auggie. It's so lovely to welcome you to Beecher Prep!"



"P R E C E P T. Okay, who can tell me what a precept is?"



"I'm not talking to you, freak! Jack, why are you sitting with her?"



"Why'd you care so much about the freak?" -- Jack punches Julian.



"Cool costume! How many mummies do you think are in school today?"



"You must never call yourself a freak! We make a deal."



"That's just life, Auggie. You want to be treated normally, right? This is normal!"



"We care and worry about you, Auggie."

Challenging monologues attempted by these green actors



"Mom and dad say I'm not ordinary, but extraordinary. Yet I don't want that. I don't want to be viewed as something different, ... I think the only person in the world who realizes how ordinary I am is me."



"I hate Auggie. She is just a strange creature. I have no idea why I have been told to be her friend this term. ... But maybe I can have a bit of fun now cos we have a real life freak in school."



"Here is my September precept: WHEN GIVEN THE CHOICE BETWEEN BEING RIGHT AND BEING KIND, CHOOSE KIND!"



"Auggie is cool! She is special. I'm not talking about her face but her heart. She is a brave shining star and she is teaching me a lot!"



"It's so weird because one day, me and Auggie were friends. And the next day, whoosh she was hardly talking to me. ... So if Auggie wants to officially be my ex-friend, then fine, that is okay by me, see if I care."



"I want to be treated as a more important part of the family and I feel like this is some kind of guilty pleasure, like I have a desire for attention. ... I'm just an ordinary 15 year old teenager. I need to be protected too."



[Lyrics]
You've got a friend in me
You've got a friend in me
You've got troubles, and I've got 'em too
There isn't anything I wouldn't do for you
We stick together and we see it through
'Cause you've got a friend in me
You've got a friend in me



You guys steal the show!

A View from Hong Kong



Selfie by the immigrant brothers



Fist fight between a local and an immigrant



Let's play it cool



Motherly love for the sons



We shall see what's real



He's at fault



Arrogance has no place here



Apology is a magical word



"I'm right, and you're wrong!"



"You should learn, young man."

**Students of Tang Shiu Kin Victoria Government
Secondary School
bring audience to the magical world of Narnia**



Lucy is having a chat with Tumnus.



Aslan is getting ready to fight with the White Witch.



Actors are singing a song of friendship.



Actors sing for the final scene.



Actors take a photo with the adjudicator.

Actors and backstage helpers listen to the adjudicators' comments after their performance.



Animal Farm @ TMGSS on STAGE

On Show



Awesome Music Production Team~



Main roles: Snowball (played by Pronie CHOW) (left), Napoleon (played by Erica YUEN) (middle) and Squealer (played by Alvin CHUNG) (right)



Animals hitting the catwalk~



"All animals are equal." All performers are bravo!

After the Show

"Good show, everyone @ Animal Farm!"



Our honourable adjudicator, Principal YIU of NTHYKTPDSS, thank you for your inspiring words of encouragement and precious advice! 😊



Thank you, our dear guests, for coming!

Let's see the real LIFE in drama.....

YAN Kin-foon, Alice

"Reading is always beneficial". Every time you read, you benefit, especially when you are reading the "classics". Reading the "classics" can nurture our personal quality and refine our temperament, which helps to develop our proper values. You can always find predecessors' wisdom and learn a lesson from the history in the "classics", which will surely broaden your horizons.

The writing in the "classics" is always concise, beautiful and charming. By reading them, you will be inspired and your skills and interests in writing will be enhanced naturally.

The "Read Life in Drama" project is a great platform for students to read the "classics". Students are encouraged to extract clips from them and re-present them in form of drama, which helps develop students' expression ability, collaboration skills and proper values.

I am honored to have the chance to watch the amazing performances of two schools (Sha Tin Government Secondary School and Tang Shiu Kin Victoria Government Secondary School). Different topics and ways of expression were picked while both performances were distinctive and fantastic. Tang Shiu Kin Victoria Government Secondary School selected clips from "Narnia", highlighting the preciousness of friendship, which was touching. The well-designed stage and costumes and their special performance skills all made me feel like being in the magic world.

The drama "A View from Hong Kong" of Sha Tin Government Secondary School was adapted from "A View from the Bridge". Contents about Chinese culture and Hong Kong characteristics were added and the cultural differences between these two places were highlighted. The show was really interesting and appealing. With limited resources, they could still express rich ideas. I was so impressed by their great creativity.

The fruitful experience of these two schools shows that "Read Life in Drama" Scheme is a success. Indeed, this project has built a good platform for students to demonstrate their potentials.



From Page to Stage – Embarking on a Joyful Journey

'All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages.'

As You Like It, Act 2, Scene 7
William Shakespeare

Learning English through Drama is not a new concept. Drama provides an excellent platform for students to explore English Language in context and bring the language to life. It also provides an interactive, stimulating, fun and creative environment to unleash students' potential. I had a joyful experience of being the adjudicator of two drama performances under 'Read Life in Drama', an Inter-government Secondary School Learning Circle Project.

A classic play 'Animal Farm' was staged by Tuen Mun Government Secondary School (TMGSS) on 26 April 2019. Its fascinating stage effect and striking set design mesmerized the audience, drawing us into a world of ideal equality being corrupted by desire for power. The colour tone and good lighting effect blended harmoniously while the chant and background music added momentum to the drama. George Orwell's Animal Farm is not an easy text to dramatise as it is full of metaphors and ideologies. This adapted version was wisely presented by a child who read out the story part by part, which worked well in connecting different scenes. The lines were well chosen from the fiction and the iconic moments of the original were sprinkled in the play, building up tension and climax. All actors remembered their lines very well and some even injected squeals and grunts into their dialogues, which manifested superb vocal agility. This excellent performance brought the stage alive, displaying the theme of political corruption which still resonates today.

'Cos We're Chums', performed by New Territories Heung Yee Kuk Yuen Long District Secondary School (NTHYKYLDSS), took the audience to a great emotional journey. Based on 'Wonder', an uplifting fiction written by R.J. Palacio, the play depicted a brutal reality for a girl called Auggie, who was born with facial deformities. Amid tough times at school, being the subject of stares and cruelty, Auggie finally survived her first year of school with acceptance by good friends. The play was studded with dramatic effects, which were well illustrated in the introduction of the main protagonist, and the monologues, which helped to tell the story from different teenagers' perspectives. Many powerful lines from the fiction were strongly presented in the play, illustrating clear message about kindness, empathy and friendship. The drama reflected outstanding teamwork and smooth scene changes. When the performers sang 'You've Got a Friend in Me' in the last scene, the sense of love and kindness filled the air, giving the drama a sweet ending.

Drama provides the audience with a magical experience and leads the performers and backstage crews to a meaningful learning journey. I count it a great blessing to witness the amazing efforts of students and teachers behind these two inspiring plays. What a joy to see this learning circle project deepen students' appreciation of language arts, strengthen their generic skills and give learners an experience of success. Congratulations to TMGSS and NTHYKYLDSS! Good shows!

YIU LEE Siu-yuk Hilda

Principal of NTHYK Tai Po District Secondary School



Accommodating & Appreciative

Instilling 2 key values into students



Welcome Principal LI and teachers from TMGSS to join our lesson.



A simple warm-up game to get everyone ready.

Teachers' and students' feedback



Ms PO Ting-huen (Teacher-in-charge of TMGSS)

As an observer, I found the whole lesson which lasted 1 hour and 30 minutes very engaging without a single second of feeling bored. Ms Lo has an innate ability to act. She guided her students to complete every learning activity with vigour and enthusiasm. Effective and lively teacher-student interaction was maintained throughout the whole lesson. The whole class was very attentive and responsive. A very smooth transition between activities was observed with every single student getting involved in each well-designed learning activity. I would definitely borrow her teaching ideas and use them in my classroom.

Ms Lo is a very wise, efficient, understanding and resourceful teacher who could successfully instill 2 key values, accommodating and appreciative, into her students.

Ms WONG Pui-yan (English teacher)

My students definitely enjoy the story Wonder and its drama adaptation. The story has drawn their attention to values like kindness, fortitude, resilience and bravery in an enjoyable way. Their reflections on the themes, plots and key quotes have shown their awareness of these significant qualities.

The amazing stage performance of our students has brought the story to life. Some of the performers are relatively quiet and passive in class, but their passion shown on stage and in the sharing session are impressive. This reminds me of the potential of our students and the importance of giving them a chance to 'shine'.



Marco Leung (S4 student)

Some of my friends asked me why I joined this drama programme. I must tell them it is a meaningful experience for me. My team members and I played games. We learned how to sing. We added different features to our play, and most importantly, we all enjoyed our performance. It might be a bit difficult for me to act the character Julian. I kept thinking about what a bully is like and what he would do, and I know that I can do it well. Even though a few disastrous mistakes happened during the performance, I have been well prepared for the performance after all.

Nick Chan (S4 student)

In this play, I am the stage manager (SM) and play the role of Mr Tushman. I have gained lots of experience and prodigious memories from this drama project. As the SM, I had to cue various teams like calling light cues and arranging sound effects. There was no room for me to make mistakes. A wrong or delayed cue would terribly affect the performance on stage. Moreover, I kept being given new cues and arrangements in rehearsals. At that time, I found it tiring and even annoying, but now I realize that it is so valuable. Although doing these two big tasks has almost driven me crazy, now I am so satisfied because I have challenged myself and stretched my potential!





Students review their own part in the drama and seek advice from peers.



Principals and teachers listen attentively to the students to give them support.



This star awarding activity truly touches students' heart. They are happy to give the stars to the ones they appreciate and feel amazed to receive them.



Knowing their strengths and having room for improvement, students are asked to discuss how to plan another similar programme. Their thoughtful sharing tells us that they have learnt a lot through the programme.



A wonderful time : post-lesson sharing session. Thank you very much for all the very constructive and positive feedback.

A View From Hong Kong



1) As a performer/audience, what do you think about the overall performance of the drama – **A View From Hong Kong**?

"I like to say thank you to our English teachers and especially the drama tutor Imogen, who taught us all the things about acting and drama. I had such a memorable and meaningful experience." (3D Wilson Wu, Actor)

"After reading the book **A View From the Bridge**, I have a better understanding of the drama – **A View From Hong Kong**. We should be modest because negative energy will lead us to make bad decisions in life." (4C Lam Pak Chung, Audience)

"The students of Sha Tin Government Secondary School certainly rose to the challenge of producing an original piece of theatre, '**A View from Hong Kong**'. From the student-led team who devised the script, to the actors, costumes, props and technical teams, from start to finish it was certainly a collaborative process." (Sheridan Lloyd, CenterStage Studios HK Coach)

2) What message does the show try to deliver? What values can we learn from drama in general?

"Family values! The support we get from family is much more powerful than everything." (3D Stanley Liu, Actor)

"It is all about immigrant issues. The show lets us know that even in Hong Kong, an international city, discrimination exists. That is the problem we all need to face." (5D Alice Chan, Audience)

"Tolerance. Everyone is unique. We should respect the differences between people." (5D Chim Pui Yuen, Audience)

"I think drama can deliver positive values, such as honesty and empathy... and even raise our awareness of different social issues." (5D Jacky Liu, Audience)



3) “All the world’s a stage “is the line from William Shakespeare’s drama **As You Like It**. Do you think the reality is a stage? In other words, are we living on a stage?

“Our world is definitely not a stage. We may learn different important values from drama, but the main purpose of a stage is for people to develop and show their talents.” (3D Kung Yuen Ki, Actor)

“I think so. We are actually living on a stage. Preparing for the exams and interviews is like a rehearsal. Once you are under the spotlight, give your best! (5D Chim Pui Yuen, Audience)



4) Comment on anything else you think is important.

“**A View From Hong Kong** actually echoed our school motto, we learn unconditional LOVE from Beatrice, WISDOM from the homeless, and VIGOUR from Eddie.” (4C Jerry Chau, Audience)

“In general, actors performed well and showed their team spirit. I especially love the setting. ...; however, if some of the actors can speak a bit louder, it will be better.” (5D Alice Chan, Audience)

“We all agree that students have come a long way since our first session and I was very proud of their performances yesterday. They all came together as an ensemble and really brought to life the characters and text. The group have been such a delight to teach and I hope that they will be able to transfer the skills and techniques covered in our sessions to future performances and public speaking projects.” (Imogen Taylor, CenterStage Studios HK Coach)



Making a Moral Decision

by YUEN Hau-lung and Tang Kit-yee

Learning Objectives:

By the end of the lesson, students will be able to:

- put themselves into the character's shoes
- go through the decision-making process as the character



Students are engaged in the drama game 'Hands of Power'



Teacher makes use of E-learning to help students better understand the content of the story



Students emerge in role-playing



Teacher stops the actors in between their acting and asks them to reflect on the character's actions and decisions



Students exchange ideas during the rehearsal

Teachers observe students' drama performances with great amusement



Reflection & Evaluation

Mr Lam Sze Wai (*Observing Teacher*)

The organization of the lesson was full-fledged. The students were engaged in the games and the learning activities. Students not only learned some new English words from the readers but they also got inspired by the moral values embedded in the story.

Mr Mak Wing Tong (*3C English Teacher*)

The lesson was well-planned, which fulfilled the objectives of the lesson, i.e. moral values. Teachers interacted with students vividly and applied various teaching strategies such as drama games and choral reading to facilitate students' reflection on the story. The excerpt from the story was also aptly chosen, which created a context for discussion.

Ryan Jay Moreno (*3D Student*)

I learned that knowing the role/character you are playing is important to how you execute the role during the drama performance. It is different from the regular English lessons as we got to be more involved and have more hands-on. It was very interactive and really pushed me to my limit.

Lo Yuen-ching (*3D Student*)

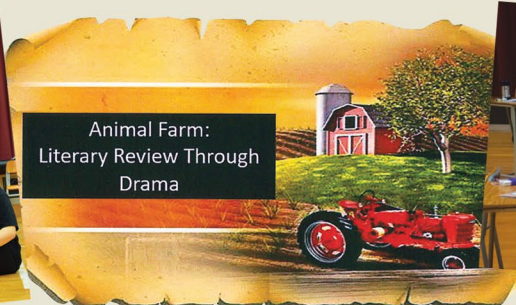
During the drama workshop, I learned how to work together with my classmates and respect everyone's opinions and ideas. I enjoyed the drama lesson as it aroused my interest in learning English. I'd like to thank my teachers for organizing many interesting activities for us and encouraging us to join the activities.

Values Exploration in Animal Farm @ TMGSS

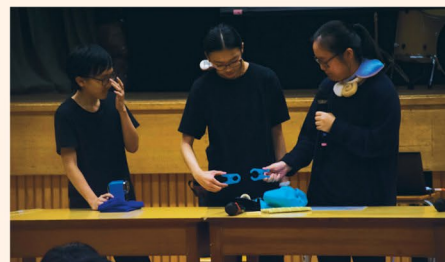
Starter: Warm-up Session



After engaging in assorted warm-up activities conducted by Ms HARDWICK, our kids are fully energized!



Today's Special: An exploration of values in Animal Farm through a variety of objects and iridescent fabric



This bunch of fun-loving kids are entirely intrigued. They still stay energetic after the 2-hour drama lesson!



Reflection & Evaluation



Mrs YU WAN Oi-man (Assistant Principal)

"Most creative use of objects and fabric in dispatching moral values imbedded in *Animal Farm*: power, education, violence, freedom and lies. Thank you for your great effort, Ms. HARDWICK!"

Ms LAU Chi-wai (Deputy English Panel Head)

"Thanks to various well-designed activities, students could use their voice effectively to express their feelings and emotions. More time could be spent on relating the key concepts learnt to the content of *Animal Farm*."



Ms LO Ho-chun, Rebecca (S.2 English Teacher)

"Students had their persuasive skills and critical thinking skills sharpened in the activity 'Take a Side'. I enjoyed witnessing students defending their position vigorously and convincing others to swap sides."

Ms CHEUNG Yuen-kwan (S.2 English Teacher)

"Creativity and collaboration was seen in students acting out certain tailor-made scenarios. The warm-up activities were simply amazing. Their learning motivation was vastly enhanced. Thanks!"



Jaren CHAK (S.2A Student)

"I enjoyed 'Catch a Story: Unfortunately/Fortunately' most. We had to react very fast to keep up the momentum. Though the story we created was ridiculous, we had a good laugh. Thank you, Ms. HARDWICK, for giving us such a memorable drama lesson!"

Coco LAI (S.2A Student)

"Using different colours of fabric to show emotions, personalities and even themes is challenging yet great fun! I love all the interactive activities we had! I love drama!"



Thank you, Mentors!



Teaching Staff from
NTHYKYLDSS & STGSS

Principal WONG of STGSS,
Principal LI of TMGSS,
Principal YIU of NTHYKTPDSS
and Imogen, our drama tutor
(left to right)



Ms CHENG Kai-ying,
our VA teacher of TMGSS

We engage~ We experience~ We enjoy~

Well done, buddy! ▶

These stars create miracles. ▶▶



◀ In unity there is strength.

Mr Milchin and Principal Wong are having a fruitful exchange. ▶



◀ A picture is worth a thousand words to explain moral values.

◀◀ Students stand on a high moral ground.



◀ "Great teachers inspire."

Collaborate.
Communicate.
Conceptualize.
We can." ▶



Tier 3



A & A aren't only grades in examinations. They are great values in students' heart.
Be Accommodating & Appreciative!



Students find their star buddies and give them special awards.



What a wonderful time to see how much students appreciate each other.



"It is surprising to know that my teacher highly appreciates my effort!"



"Praises bring me confidence!"



Using the app Padlet, value education is done by Ms HO Man-chi in an amazing way.



They've got a great present - heartwarming words from classmates.



Students write messages of appreciation for one another on iPads and their words can be read by everybody instantly.



We are also extremely grateful to Mr LAW Man-tak for his encouragement to us.



Teachers and students' feedback

Mr TO Siu-wing (*Assistant Principal*)

The first half of the lesson was carefully planned and implemented in an orderly and organized manner. All activities can effectively arouse students' awareness of showing appreciation for others. Students fully engaged in the "Star Awarding" activities and were very willing to say encouraging words to praise others.

The second half of the lesson focused on written expression of appreciation. It was impressive to use Padlet to facilitate students to share their feelings towards their classmates instantly. Ms Ho's planning for the lesson and her passion for teaching are praiseworthy.

Ms LO Wing-yee (*English teacher*)

'Accommodating' & 'Appreciative' are key values in our life. Our students not only learn these two words but also realize the true meanings behind through awarding stars to their fellow classmates, leaving encouraging comments on Facebook or Instagram and tagging three more persons to continue to give praises to one another.

'Read Life in Drama' -- Bravo!

Rex Kam (*S4 student*)

Today's lesson is very meaningful and I have learnt so much, especially how to appreciate others. I particularly like the Star Award Presentation Ceremony and the Padlet online message board because I can have practical and user-friendly ways to show appreciation for our classmates and friends.

The most unforgettable thing is that I got appreciated by some of my classmates and my English teacher for the effort and positive changes I made this year. This truly made my day!

Ken Ng (*S4 student*)

The lesson allows us to explore humanity. As we have been buried in unending workload, we might have neglected the importance of appreciation and acceptance. We should not only live to work, but live to find meaningful things for ourselves. Auggie, who was born with facial deformity, leads a particularly harsh life. He is isolated and even bullied by his classmates. Yet he can still stand up for himself and accepts everything he has to face.

Isn't finding ourselves and showing appreciation for others and ourselves more meaningful than fulfilling the perpetuation of demands given by others? It's hard, but Auggie makes it.

Let us embark on the journey in search of ourselves and giving thanks to others.

Values education & the use of symbols to express values

Values education is central to students' whole-person development, and with proper values instilled in their minds through drama, students will transform themselves into responsible citizens who can uphold justice, treat others with respect and live their lives to the fullest.

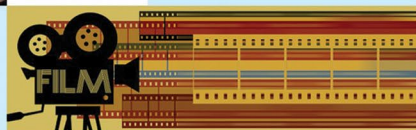
Read Life in Drama – Tier 3

**From dramas to movies,
and from stories to values**

(a Movie Adaptation of educational values)

Lesson with 4B 14 May 2019 (Tuesday)

T. K. TANG



Ms Tang's inspiring lesson on values

Appreciation	Brotherhood	Belief in Others	Caring	Commitment	Compassion
Co-operation	Courage	Courtesy	Dedication	Devotion	Effort
Forgiveness	Friendship	Gratitude	Honesty	Hope	Integrity
Listening	Love	Optimism	Patience	Respect (Respect difference)	Right choices
Sacrifice	Tolerance	Unity	Vigour	Vision	Wisdom

values at a glance





What are some examples of Educational Values?

- Love
- Wisdom
- Vigour



STGSS's motto

Some examples of symbols:

1. Dove		Doves are used as a sign of peace. In spiritual context, it can be used to symbolize grace and divinity.
2. Water		Water represents birth, fertility and cleansing.
3. Rose		An association with love and romance. It also represents the nation.
4. Rain/ storms		Rain denotes sadness. It can also symbolize purification and cleansing as it washes away dirt.
5. Hearts		Simply means love but it can also represent loyalty and kindness.

symbols effectively express values

Feedback from teachers

Mr Konstantin MILCHIN (NET of STGSS and S.I English Teacher)

The group discussion of values found in the play gave students the opportunity to produce spoken and written English language that they would not normally use on a daily basis. The benefit of meaningfully expanding their vocabulary in this way is invaluable.

Ms LAM Ngo-shan Alision

Lesson demonstrations by my colleagues have facilitated the delivery of my lesson on values. I have benefited tremendously from the sharing of teaching ideas when preparing for my own lesson, and that is a testament to the beauty of professional collaboration.



Ms Tang's meticulously designed lesson effectively imparted values to students.



Students worked in groups to come up with values learnt.



Mr Milchin shared his insight into the importance of values.



Ms Lam delivered her own lesson on values and use of symbols to express them.

Feedback from students

Alvin Lam (S4 student)

The drama and lessons on values teach us to be kind, caring, respectful and open to ideas. Never should we be arrogant.

Carl Yip (S4 student)

Not only has our English teacher guided us to read life in drama throughout the school year; but he has taught us important values that we can apply in real life.

Values Education through Drama

(by Ms LAM Sze-wai and Ms MAK Wing-tong)

Learning Objectives:

By the end of the lesson, students will be able to:

- understand the meaning of value judgment
- Consider the values of justice, integrity, righteousness, friendship and family love versus self-interest and self-indulgence.

Procedures:

1. Students play an online game Kahoot to strengthen their understanding of the story and the selected text for discussion.
2. Students take on different roles in the story – Edmund, his siblings and the White Witch. 'Edmund's siblings' and 'the White Witch' have to persuade 'Edmund' to take sides.
3. Teacher debriefs the students and demonstrates what they have to consider when making a value judgment.



Students are discussing the answers in the Kahoot game



Competitions become intense in the online game



Intensive reading helps students understand the characterization and the plot



Teacher assists students in constructing their script



Teacher demonstrates a role



Visiting teachers observe students' drama performances in small groups



Teacher visualizes value judgment using the image of a scale



Teachers gather for a post-lesson discussion

Reflection & Evaluation

Mr Cheng Kai-yin (*Observing Teacher*)

Teachers were able to develop the lesson step by step. They first asked the students to draft a script based on an excerpt of the story and asked students to act it out so that students were able to internalize the struggle being gone through by the characters. Students actively participated in the lesson activities and were able to present their personal reflection on moral judgments.

Ms Ko Suk-yee (*English Panel Chairperson*)

Inculcating in students some moral values is never an easy and interesting task. However, some well-designed drama activities can easily and effectively heighten students' awareness of their personal values behind their decision. It was encouraging to observe that students were more willing to explain the rationale for the decisions when they put themselves in the shoes of the characters. The success of the lessons lie on the good design of the activities, teachers' detailed instructions and the scaffolding of the drama lessons.

Alfred Chan (*3C Student*)

The drama lesson greatly improved by English and gave me a chance to work with my classmates. The activity that I liked best was acting with my classmate. The drama lesson also provides me more opportunities to talk in English. The powerpoint is very useful because it reminds me what to do when making a moral decision.

Belle Ho (*3C Student*)

The drama lesson aroused my interest in English. I like the drama practice most and of course the film Narnia. I also learned some valuable acting skills in the drama lesson. Through the film, I learned lots of English vocabulary. The lesson also offered many group activities and it gave me my chance to share my ideas with others.

Grand Finale in Animal Farm @ TMGSS—Values Education

Highlight One: What does 'equality' mean to you?

Character analysis (5 mins)

- Physical qualities
- Personality
- Significance



Napoleon

Description of Napoleon

- selfish (for power and food)
- cruel – killed opponents and showed no empathy to Boxer's death
- used Squealer as his mouthpiece
- educated only the pigs and destroyed the materials afterwards
- secured authority by fear (training of puppies as secret police)
- in complete control of the farm – through **propaganda** (Squealer) + **terror** (dogs)

Significance (Why is it important?)

- To show 'absolute power corrupts absolutely'



Activity 1: Character Analysis

Helen CHEN (S.2D Student)

"Thanks to Ms. LO's inspiring questions, like 'If one character was missed out, like Boxer, what would happen to *Animal Farm*?', I was drawn to deep thoughts on the significance of different characters in the story."



Ms LO Ho-chun, Rebecca, is offering a detailed explanation of the Seven Commandments.

The **NEW** Seven Commandments

1. Whatever goes upon two legs is an enemy.
2. Whatever goes upon four legs, or has wings, is a friend.
3. No animal shall wear clothes.
4. No animal shall sleep in a bed - **with sheets, to excess.**
5. No animal shall drink alcohol - **without cause.**
6. No animal shall kill any other animal - **but some are more equal than others.**
7. All animals are equal.



Ms CHEUNG Ka-wai

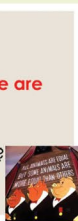
(S.2 English Teacher)

"Values education taught based on the classic reader is a desirable idea as the message can be more effectively conveyed through a story instead of doctrines."

Open Debate (5 mins)

- All animals are equal, but some are more equal than others.

Does it make sense to you?



The issue of equality (or inequality) is explored in *Animal Farm*

- the **inequality** between the animals and mankind
- the **equality** that the animals seek to establish after the rebellion
- the **inequality** that begins again after the pigs take control

Ryan TANG (S.2D Student)

"I like all the enriching activities held in class which enabled me to be more aware of the content of *Animal Farm*, for example, Animalism and the Seven Commandments."



Highlight Two: What does 'education' offer?

Group Activity 2 (5 mins)

- What does education offer?
- The ability to have the skills to earn a living
- The ability to think for yourself
- The ability to understand what is important to you
- The ability to distinguish what is right and what is wrong



Ms CHAN Hai-ming, Margaret (S.2 English Teacher)

"From character analysis to the importance of education, all learning materials were coherently organized. Students had a good grasp of some difficult concepts covered in *Animal Farm*. Thanks, Ms LO!"



We teachers are committed constructors and caring cultivators to inspire our students and instill positive values in them.



“We are ONE!” in Animal Farm @ TMGSS



TEAMWORK makes our dream work!



Words of Project Adviser

The learning circle project aims to benefit the participating teachers and their students and enhances teachers' professionalism.

Through lesson collaboration and observation, participating teachers have their knowledge and skills enriched to meet the changing trends and directions in their profession to provide quality education for their students.

This project also helps participating teachers make a meaningful contribution to colleagues in other schools and the profession, paving the path for them to advance in their careers and move into new positions where they can lead, manage, influence, coach and mentor others.

Also, participating teachers are expected to become interested and interesting. Experience is their great teacher, as this project opens them up to new possibilities, new knowledge and new skill areas.

All in all, this Read Life in Drama project delivers a deeper understanding of what it means to be a professional, along with a greater appreciation of the implications and impacts of teachers' effort and students' work, which can lead to increased stakeholders' confidence in individual professionals and their profession as a whole.

Principal WONG Kwong-wing

Sha Tin Government Secondary School

STGSS



Reflection of Principal WONG

Every school is a unique learning community. Every teacher is a unique learning facilitator. Yet, it does not mean that teachers should work individually. This year, taking part in the Read Life in Drama Project, we are developing a learning community that embraces the specialties and distinctiveness of over 40 English teachers, allowing hordes of English teachers to get to know more what other English teachers are doing in their classrooms and make use of different pedagogies to teach students of diverse abilities and interests. This very team spirit, I believe, should be promoted to all other subjects, for the benefits of the generations of kids to come.

United we grow!



Principal WONG Kwong-wing and the English Panel

TSKVGSS

Drama in Education has been one of the curriculum highlights in Tang Shiu Kin Victoria Government Secondary School. Drama lessons are incorporated into the junior-form timetable once a week, in which students are given a chance to understand world-renowned literary texts through make-believe plays, role-playing and acting of imaginary scenarios. Despite the school's long-lasting drama tradition, the "Read Life in Drama" project provides valuable opportunities for teachers to work together and further consolidate the S.3 English curriculum, as this project not only aims to help students understand the theme, moral values, plot and characterization of the literary text, but also expects students to learn some language features, practical reading skills and even grammar through intensive reading. Besides curriculum consolidation, teacher professional development (TPD) is another emphasis of the project. Unlike other traditional TPD activities which feature one-day teacher training, one-size-fits-all presentation, minimal administration participation and lack of follow-up support, the "Read Life in Drama" project focused on collaborative learning among teachers, which is commonly referred to as teachers working together, sharing practices with learning purposes and even co-constructing teaching strategies in a real classroom or school context. This project thus sets a new chapter for TPD in Hong Kong.

Principal CHAN Yan-kei

Tang Shiu Kin Victoria Government Secondary School



Principal LI Wai-bing, Vickie

Tuen Mun Government Secondary School

The "Read Life in Drama" Project initiated by the Education Bureau provides a wondrous learning journey for all participants from the four government secondary schools. With clear and specific aims of linguistic enhancement, skills development and value nurturing, not only do students read what is in a text, but they also live in it. The project offers golden opportunities for students to develop a variety of skills and learn moral values embedded in the reading process, such as conceptualizing what they read in a text to their personal experience, feelings, attitudes, values and real-life situations. Through the project, students had true-to-life experiences by visualizing the story and by imagining themselves as part of the text through drama education. They made good use of various strategies, including decision-making, weighing alternatives and creating dialogue, to undergo an unforgettable and exploratory learning process through which students accomplished a greater degree of self-actualization. Definitely, without teachers' strong passion, determined commitment and effective coordination, the project could never have been a huge success. Not only did the project benefit students, but also teachers who were furnished with a well-constructed platform to learn and grow. With close collaboration, teachers were honest and free to appreciate, examine, critique and share one another's work in a harmonious and supportive environment. Undoubtedly, the "Read Life in Drama" Project has enormously enhanced teachers' professional capacity that could help students meet more challenging standards in the future.

TMGSS



NTHYKYLDSS



Ms LO Yin-man

We have made an "impossible" possible!

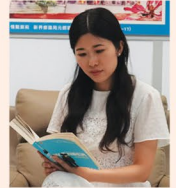
Once, we doubted, we worried and we hesitated. We wondered if we could deal with reading a story, playing a drama and doing value education in one go. With concerted effort, we tried out new approaches and brought unique English learning activities to students. They read books and demonstrated what they learnt via drawing pictures and video-recording their presentation. They expressed praises and show appreciation for their peers' good deeds through writing sincere messages online. The most eye-opening experience must be joining the professional drama tutor Ms Kaijah Bell's drama lessons. She led students to go through a magical journey, starting from playing simple games to staging a brilliant performance. Throughout this programme, students enjoy having fun as well as gaining a great sense of satisfaction and achievement. They not only learn more, but also grow up a lot. I must say that the whole thing is a WONDER!

Ms TANG Wing-yi

The project provides opportunities for our students to have a taste of drama and books from new perspectives. I very much appreciate that, through this opportunity and the element of drama, some of our students have enhanced their confidence in using English. Above all, it is encouraging to see that our students could actually interact with the books, feel what the characters feel, rekindle their own experience, and learn how to apply the values learnt in their daily lives.

The project provides a platform for teachers from different schools to exchange ideas and learn from each other, facilitating the professional development of teachers. Through the peer lesson observations and debriefing sessions, I have further equipped myself with the knowledge of drama production and pedagogies in implementing drama education and life education. Most importantly, I have integrated some of those inspiring ideas into my own lessons and shared what I have learnt with my colleagues so as to further enhance the effectiveness of learning and teaching while promoting professional development within our department.

Overall, I can wholeheartedly say that the Read Life in Drama project has had a positive impact on both the students and the teachers involved.



Ms HO Man-chi

When I was invited to be a participating teacher, I was fascinated by the idea of teachers learning to learn and students acquiring the beauty of drama. Without doubt, it has been an eye-opener.

The learning circles formed in our department and within participating schools as well as the post-lesson professional dialogues are thought-provoking for an inexperienced teacher like me. How wonderful it was for me to learn from other enthusiastic teachers, especially their skills to engage students, practices in implementing drama education and techniques in instilling values into English Language teaching.

I believe we can be proud to say that we have succeeded in leading students to step out of their comfort zone to perform a play, allowing them to experience fruitful lessons about life, and most importantly, enhancing our confidence and professionalism in teaching.



Mr TANG Wai-kit

This project has been an eye-opening experience for me, equipping me with the values, attitude, skills and knowledge needed to upgrade and update my teaching. The intra-school and inter-school lesson observation exercises and post-lesson professional dialogues have provided beneficial backwash on my teaching, thereby enhancing my confidence and professionalism.

Mr KO and I have been putting our heads together throughout the project, brainstorming and experimenting with activities and lessons that would facilitate learning. Suffice to say, we both have gained valuable insight into English Language learning and life education.

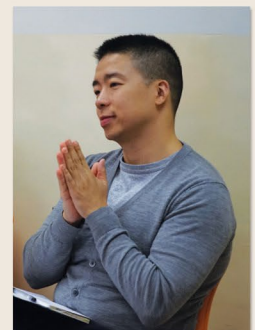
Thanks to our own development, the values we have acquired from the project should trickle down to our students. It is our belief that we have become a dynamic teaching duo, who can continue to deepen, sustain and broaden not only students' learning, but also teachers' pedagogy.

STGSS

Mr KO Yu-fei

J D Salinger, Oscar Wilde, William Golding ... I often feel embarrassed and frustrated when I mention these household names in front of young people. I am embarrassed because I sound pedantic and name-dropping, but shouldn't every English student read those great writers' enchanting stories and learn the beautiful language? I am frustrated because if the next generation is only busily engaging themselves in meaningless online discussions and disposable social media posts, I cannot imagine what they would miss in their lives.

Read Life in Drama brings reading back to students' real lives. Also, through an enlivening classroom, not only does it provide an effective way to teach and learn English, but most importantly, allows our students to experience a full life.



Comments made by teacher in-charge

In an attempt to enhancing our students' English through drama and instilling in them the moral values, English teachers from four government secondary schools have made concerted efforts in the one-year Read Life in Drama programme. I have the precious opportunity in observing lessons of other government schools, sharing on our ideas and gaining inspirations for my future lesson design. As for my students, they are more immersed in the drama lessons, experience the dilemmas facing major characters and express their opinions with classmates on their decision. With the platform established and the insights gained from the programme, teachers are more well-equipped to teach English through drama.

Ms KO Suk-yee

Head of English Department



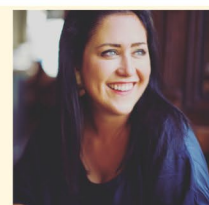
Mr YUEN Hau-lung

Read Life in Drama offers a valuable opportunity for students to understand their reading in depth through dramatization. Not only do they have fun in the drama activities but they are able to internalize the moral values expressed in C. S. Lewis' masterpiece – Narnia via acting and role-playing. Such values, including family bonds, fraternal love, friendship, justice and sacrifice, would definitely help our students build an upright character and become a socially responsible citizen. The teaching of moral values is not an easy task. Thanks to my colleagues' innovative ideas and support, I was able to incorporate various activities and games into my teaching, which greatly helped students conceptualize social and moral values. During the programme, I was also given a chance to observe other fellow teachers' lessons within and outside the school, which provided me with plenty of practical teaching ideas.

TMGSS

Ms Brooke Anne HARDWICK

The "Read Life in Drama" Project has been an enriching and interesting experience. It's incredibly valuable to explore the literary canon through dynamic learning activities. Drama is an intrinsic element of learning English in my home country, and as such, it's been rewarding to learn even more from my colleagues in this project. The breadth of teaching skills and activities observed in other classrooms has provided an opportunity for me to develop as a teacher. What a joy it's been to share this project with colleagues and students alike.



Ms PO Ting-huen

It's been a year of sweat and tears. Allow me to celebrate the fruits of our labours in "D.R.A.M.A".

Devotion—What has impressed me most is countless passionate teachers have contributed their time and effort in this project in the hope of nurturing students' reading skills, acting skills and their moral values. *Hong Kong education is promising with all these dedicated teachers!*

Reflection—I don't remember how many times we teachers sat together to evaluate one another's teaching pedagogies and lesson materials for the benefits of students. *United we grow!*

Affection—No one could imagine how much joy I had when I witnessed those timid students becoming confident English speakers, and when I successfully cultivated a love of reading classics in them. *Students' motivation to read and learn conquers everything!*

Mediation—Facing students of diverse abilities, I've learnt to mediate in between to get the most out of my students to unleash their full potential. *Children are active constructors of knowledge, so are we inspiring teachers!*

Appreciation—Last but not least, I'm profoundly indebted to the following people for their acts of kindness:

- Principal WONG Kwong-wing, the great pioneer of this drama project. *Thank you for your enlightenment!*
- Mr LAW Man-tak, the Overall Teacher in Charge of the project, who has rendered his "24-hour service hotline" for our non-stop enquiries throughout the year and come to our rescue at all times. *Thank you, Saviour!*
- My dearest Principal LI Wai-bing, Vickie. Thank you for putting your trust and faith in me. Your unlimited support has unlocked my potential to experiment with whatever is worth doing. Trial and error. And try again. *Thanks Principal LI, you're PERFECT!*
- TMGSS staff, parents and alumni who have pitched in and helped to accomplish the impossible. *TMGSS is the place where dreams come true!*



Reflections of Observing Teachers

NTHYKYLDSS



Mr CHOW Ka-kuen (*S4 Class Teacher*)

As the Class Teacher of some of the cast members of this drama, I witness their personal growth. They are brave to take up challenges, to try something they have never done before and to voice their opinions. I am sure that this project has paved the way for them to become self-assured and articulate young individuals.



Mr CHEUNG Sin-wai

(*S4 Class Teacher and School Drama Club Teacher-in-charge*)

Nurtured by the drama tutor, the enthusiastic students are given opportunities to rehearse a broad spectrum of life situations. From them, I can vividly tell the benefits of joining drama courses and one of them must be boosting one's generic skills. Surprised by how confident and how different they can be in the show, I believe that students just need a stage to shine and to showcase their talent.

STGSS



Ms LAU Man-sze, *Assistant Principal*

"Thank you for giving me the chance to witness the power and magic of this project. The positive message brought by it has indeed a long-lasting impact on the personal development of both teachers and students."

Mr CHAN Wing-kong

"Life changes life. I am so grateful that the teachers I have met in this project are changing me, as that is how I am going to change my students, and others' lives."

Ms CHO Wing-tak

"It's useful to be a student for a while and learn from my colleagues and teachers from other schools who teach rather differently. They have inspired me to think of how to bring drama and literature into students' lives."

Ms WONG Nga-lai

"The students have learned how to live truthfully within the imaginary world of the drama. This experience helps both teachers and students to understand human behavior deeper."





The lesson is well-planned and the drama activities are well chosen to put students in the situation facing the character. They have the chance to experience the inner struggles and take into consideration the reasons affecting their decisions. Seldom do my students face such a difficult situation at this time in their lives; however, the role play gives them an opportunity to deal with the challenges and come up with solutions with their classmates.

Ms MAK Wing-tong

Thanks to the good design and teachers' passion, students are actively involved in the lesson. A wide variety of tasks have been designed, including reading, sharing, role-play and discussion, to prepare students for the evaluation of the character's decision. It is encouraging to observe that students are eager to express their ideas with teacher's prompts.

Ms TANG Kit-yee



Ms WONG Pui-man (English Panel Head)

"Although it is a year-long project draining much of the mental strength of our teachers and students, its success has culminated in a grand creditable drama production that has brought them a lot of satisfaction. More importantly, from just reading a book and learning about its values to acting, our students have become more passionate about reading, speaking and learning English."

Ms CHAN Hai-ming, Margaret (S.2 English Teacher)

"After a series of lessons, the students have gained a deeper understanding of the novel, Animal Farm. They have been more willing to speak their mind in English and read novels with serious topics. What amazes me is the students have developed a broader perspective on life through an in-depth analysis of core values incorporated in Animal Farm. Gratifying!"

Ms LO Ho-chun, Rebecca (S.2 English Teacher)

"Thank all teachers involved for sharing their well-conducted lessons! The drama techniques shown are indeed useful tools to help students express themselves (even in classroom settings). They should be highly promoted in English classes."

All teachers of our English Department enthusiastically participated in peer lesson observation sessions of the "Read Life in Drama" project throughout the year. We are a TEAM!



SIN Yuen-ye CHEUNG Yuen-kwan SIT Tin-kiu, Michelle CHAN Hai-ming, Margaret WONG Pui-man (English Panel Head) LEE Ying-fan YU WAN Oi-man (Assistant Principal) LI Wai-bing, Vickie (Principal) LEE Tung-ching (Assistant Principal) PO Ting-huen CHEUNG Ka-wai LAU Chi-wai

Reflections of Students

NTHYKYLDSS



Fiona Yeung (S.4 student)

Participating in this drama project is the best decision I have ever made. Thank you, my team, for creating lots of spectacular moments in my school life. Thank you, Auggie, for teaching me how to be myself.

Having no experience on stage, I was very nervous and felt really uneasy at first. Luckily, with strong support of my teammates, things soon got better. They pointed out my mistakes and always cheered me up. Surrounded by the warmth of true connection, we laugh, we learn and we grow together week after week, month after month. I really appreciate that I can develop such a strong support network through this drama.

I remember I cried naturally and emotionally in the scene that Auggie is betrayed by Jack Will. I did convey my deepest and truest feelings through starring Auggie and left all my own problems behind. The stage has the magic that can make me laugh no matter how my day has been going.

The most valuable thing I gain from this programme is not only experience, but friendship and unforgettable memories which will last forever.

Ting Kwan (S.4 student)

After attending the drama workshop, I have learnt a lot of knowledge about drama and got precious experience of acting. The workshop provides a chance for me to learn acting through a variety of interactive games and activities which also enhance my creativity and imagination. It is so great that my buddies and I can eventually become capable actors and actresses.

Besides acting skills, I find that I have become a more confident person. My fluency in English has been greatly enhanced. I am very grateful that I can have this opportunity to learn drama in a meaningful way.



STGSS



Chloe Young (S.4 student)

My English teacher has conducted lessons throughout the school year to help us read life in drama. I have learnt to apply values such as honesty and respect to real life situations. For example, I should always be honest with my friends so that I can gain respect from them.

Phoebe Yuen (S.4 student)

I can transfer the concepts and values learnt from my reading experience of "A View From the Bridge" to the appreciation of the drama adaptation. Overall, I have deepened my understanding of the values of our school motto: love, wisdom and vigour.



Candy Sze (S.4 student)

"Read Life in drama" has taught me that love has to be selfless; that being genuine is the key to winning friendship; and that we shouldn't harbour evil thoughts. I will become a better person in real life if I embrace such values.



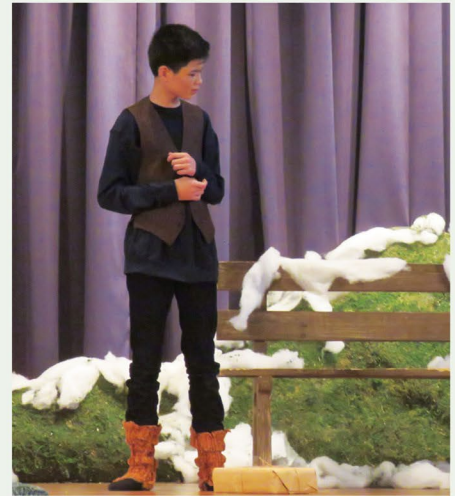


Andi Leung (Student from 3D)

During the drama lessons, I learned that I need to be brave and not scared to share my ideas with others. Sometimes, my ideas can be silly but it could bring new insight to others. I enjoyed the variety of activities in the drama workshops too. For example, the vocal practice and the 'Walk Around Freely' game really built my confidence in reading and talking in English. It also gave us a chance to speak freely and improvise.

Dimitri Watt (Student from 3D)

The drama class provided more activities than the regular English lessons. I learned some valuable techniques such as how to express my emotions and the character's traits in the drama performance. I also liked the game 'Liar Liar' because it trained my response to others and I needed to change my minds instantly.



TMGSS



Annissa WONG (S.2D Student)

"I'm deeply grateful to our teachers for devising so many fun activities for us to kindle our interest in reading and drama throughout the year!"



Panci WONG (S.2D Student)

"The 'Read Life in Drama' project has been an eye-opener for me. Not only have I made a lot of friends, but my English has also been polished. I feel so glad to have joined this project and earned so much precious experience!"



Yanki LEE (S.2D Student)

"I've never performed on stage before. It's been the HARDEST challenge ever! After three times of public performance and countless practices, I'm proud to tell others that I've become more confident! Thank you teachers! Thank you, my beloved TMGSS!"



Johnson WANG (S.2D Student)

"I play the role of Mr. Jones, the cruel master of Animal Farm. In order to act like Mr. Jones, I revisited some parts of the reader to identify the use of adjectives and verbs of movement which depict Mr. Jones. Gradually, I have come to realize that reading and drama can be closely related. Amazing!"



Alphonse TONG (S.2D Student)

"After the drama performance, I've gained a much thorough understanding of the world-famous classic novel *Animal Farm*. Cool!"



Kiko LAW (S.2D Student)

"From the individual novel reading activity to the massive drama production, it's been like a dream come true! Unity is strength. Our drama team nailed it. The play 'Animal Farm' was superb! Everybody loves it!"



Mandy WONG (S.2A Student)

"I can't imagine we could turn a classic reader into a mini-musical and I could perform solo singing in the show! I love READING! I love SINGING! I love DRAMA!"



Alexie LEUNG (S.2A Student)

"At first, I found it so tedious to read classic readers. However, this project proved that I was wrong. Putting on a show with the classic reader has been a once-in-a-lifetime experience for me! I have gained the greatest motivation and satisfaction ever to keep me reading."

Lesson Observation Completed as of 31 May 2019

Number of times of teachers/principals taking part in lesson observation in Tier 1 = 49	Number of times of teachers/principals taking part in lesson observation in Tier 2 = 140	Number of times of teachers/principals taking part in lesson observation in Tier 3 = 39	Total number of times of teachers/principals taking part in lesson observation = 228
Number of lesson plans and sets of materials devised in Tier 1 = 26	Number of lesson plans and sets of materials devised in Tier 2 = 20	Number of lesson plans and sets of materials devised in Tier 3 = 6	Total Number of lesson plans and sets of materials devised = 52

Topics covered with tailor-made materials devised

NTHYKYLDSS –Wonder by RJ Palacio

Tier 1	Topic 1 Getting to know WONDER Topic 2 Befriending Auggie Topic 3 Showing feelings Topic 4 Understanding culture and acceptance Topic 5 Showing respect Topic 6 Creating Auggie's universe
Tier 2 (Phase 1)	Topic 1 Knowing one another & our play Topic 2 Bringing the lines alive
Tier 2 (Phase 3)	Topic 1 Learning English through drama - Telling my thoughts Topic 2 Learning beyond the language world - A & A : Accommodating & Appreciative
Tier 3	Topic 1 Learning beyond the language world - A & A : Accommodating & Appreciative Topic 2 Learning English through drama - Stating my thoughts

STGSS – A View from the Bridge by Arthur Miller

Tier 1	Topic 1 <ul style="list-style-type: none"> • The gist of Act 1 of 'A View from the Bridge' • A glimpse of the personality traits of the key characters in the story • The major events that lead to the showdown between two characters at the end of Act 1 Topic 2 <ul style="list-style-type: none"> • The gist of Act 2 of 'A View from the Bridge' • The changes in the behavior of the key characters in the story • The major events that lead to the epic ending at the end of Act 2 Topic 3 <ul style="list-style-type: none"> • Major events happening in each setting • The significance of each setting • Relation of a central theme/themes to each setting Topic 4 <ul style="list-style-type: none"> • The personality traits of key characters in the story • Adjectives to describe their personality • Key evidence from the story that hints at their personality Topic 5 <ul style="list-style-type: none"> • Informal language in a personal letter • Events happening to a character in detail • The character's feelings from their perspective Topic 6 <ul style="list-style-type: none"> • The themes/values discussed in the story • The values discussed in daily life • Comparison of the values discussed in the story with the values of the school motto
Tier 2 Phase 1	Topic 1 <ul style="list-style-type: none"> • Background information of the Author "Arthur Miller" • Introduction of A View From the Bridge • Setting, characters, themes Topic 2 From page to stage: expressing themes and setting in mini drama performances Topic 3 The use of monologues in drama Topic 4 Script writing at a glance (monologues and dialogue)

Tier 2 Phase 3	Topic 1	Reflection on the Drama performance (speaking) : A View From Hong Kong (adapted from A View From the Bridge)
	Topic 2	Values and use of symbols to express values (literary appreciation & values education)
Tier 3	Topic 1	Values Education based on the drama A View From Hong Kong & use of symbols to express values

TSKVGSS – Lion the Witch and the Wardrobe by CS Lewis

Tier 1	Topic 1	Describing the setting using wh-questions and five senses
	Topic 2	<ul style="list-style-type: none"> • Conflict in a story – Facing a moral dilemma • Duologue practice – acting out a scene where one of the characters face a moral dilemma
	Topic 3	<ul style="list-style-type: none"> • Temptations – Understand the temptations faced by one of the characters (Edmund) in the story • 'Still image' – Through this drama game, students examine the character's struggles in depth and reflect on the temptations that the younger generation face these days.
	Topic 4	(STEM lesson) How to investigate or justify a case – by making assumption, based on former experience, by elimination, through observation and by examining one's intention
	Topic 5	Reading skills – Exploring different speakers' views through reading an excerpt
	Topic 6	Describing one's feelings – use of adjectives, nouns, similes and analogy
	Topic 7	Grammar lesson – use of inversion
	Topic 8	Use of figurative language
Tier 2 phase 1	Topic 1	Creating a story's setting using five senses
	Topic 2	Grammar lesson – Use of 'could have done/should have done' to talk about regrets
Tier 2 phase 3	Topic 1	Discussion of dilemma in our lives – Greed, power, fame and self-indulgence versus family values, integrity, friendship, loyalty, social responsibility and love
Tier 3	Topic 1	Value education through drama – Enhance awareness of personal beliefs and values when making decisions in daily life

TMGSS – Animal Farm by George Orwell

Tier 1	Topic 1	<ul style="list-style-type: none"> • Introduction of Author: George Orwell • Discussion of several major historical events in Orwell's times
	Topic 2	<ul style="list-style-type: none"> • Context of Animal Farm ✓ Elements of a story (Plot, Characters, Theme, Message, Tone, Symbols) • Elements of a story plot ✓ Exposition/Complication/Rising Action/Climax/Falling Action/Resolution
	Topic 3	<ul style="list-style-type: none"> • Introduction of Reading Circles • Discussion on the Importance of 6 Roles
	Topic 4	<ul style="list-style-type: none"> • Comic Strip Writing: <p>In Chapter 5, there is an argument between Snowball and Napoleon about the 'Windmill' project. Napoleon eventually resorts to force and Snowball is chased from the farm by dogs trained by Napoleon. While Napoleon takes control of the farm, Snowball is declared a traitor and is nowhere to be found. Where did Snowball go? <u>Draw an 8-panel comic strip to describe what happened to Snowball.</u></p>
	Topic 5	Listening & Speaking Focus--Use of Stress and Intonation in 'Animal Farm'
	Topic 6	Learning Reported Speech through 'Animal Farm'
Tier 2 Phase 1	Topic 1	Discussion Content: Chapters 1-3 <ul style="list-style-type: none"> • Story Writing Skills (I): ✓ Setting Analysis (Use of a Sense Matrix Table)
	Topic 2	<ul style="list-style-type: none"> • Story Writing Skills (II): ✓ Narrative Modes (Showing & Telling) Use of Nouns, Adjectives, Adverbs, Verbs of Movement, Verbs of Speaking, Dialogue for Description of Characters
	Topic 3	Discussion Content: Chapters 2-6 <ul style="list-style-type: none"> • Grammar Teaching (I): Comparative and Superlative Adjectives ✓ to compare people, things and places
	Topic 4	Discussion Content: Chapters 2-6 <ul style="list-style-type: none"> • Grammar Teaching (II): Relative Clauses ✓ to give additional information about the people, things and places
	Topic 5	Discussion Content: Chapters 1-10 <ul style="list-style-type: none"> • Speaking (I) - Stress & Intonation • Speaking (II) - Pace & Pausing
	Topic 6	Discussion Content: Chapters 1-10 <ul style="list-style-type: none"> • Speaking (III) - 'ed' ending sounds • Speaking (IV) - 's' ending sounds
Tier 2 Phase 3	Topic 1	Literary Review through Drama: An Exploration of Values in 'Animal Farm'
Tier 3	Topic 1	Values Education in 'Animal Farm': The issue of equality and the importance of education

This is an unbelievable year to me, a teacher who naively thought that he was always better than others, a teacher who arrogantly believed that the capability of a great teacher could change the lives of many, a teacher who stubbornly refused to learn more about the power of professional development of teachers.

The year of intimate collaboration with over a dozen teachers from four different schools and the countless hours of lesson observations and professional dialogues meeting over 40 English teachers and principals proved me wrong – a teacher alone cannot change much of people's lives and fates; but when teachers come together, when teachers see other teachers' uniqueness, when teachers feel the passion often hidden in the dormant hearts after years of teaching in the same place, and when teachers change teachers, the whole world is going to change.

Never underestimate the power of a teacher, I was told decades ago. I would say it is quite wrong. It should be: never underestimate the synergy of different teachers coming together. It is simple – if we teachers can spare some time to learn from each other, every corner of the world will be changing, as the kids affected by us teachers will be growing up like us, when they see us as life-long learners, who are willing to contain human obstinacy and egocentricity to learn as freshmen in the field, however experienced we are.

Our faith in the professional development of teachers has been growing. It is four schools in 2018-19 and I am so happy to learn that there will be at least ten schools joining this project in 2019-20. We government teachers are now joining hands and we are affecting circles of teachers and of course our students, as they see us grow and they feel loved.

United we grow!

LAW Man-tak

Overall Teacher in charge

Read Life in Drama – An EDB Learning Circle Project



New Territories Heung Yee Kuk Yuen Long District Secondary School
Sha Tin Government Secondary School
Tang Shiu Kin Victoria Government Secondary School
Tuen Mun Government Secondary School