

# **Primary 1 and 6 English Language - Open Classroom by Awarded Teachers of the Chief Executive's Award for Teaching Excellence**

Course ID: PDT020250054

Speaker:

Ms MO Ion-chi and Ms YUNG Tsz-tsun, Fiona (HKUGA Primary School),  
awarded teachers of the Chief Executive's Award for Teaching Excellence  
(English Language Education Key Learning Area)

# Background of the lesson:

## P.1 English

- Background: students' ability & learning progress
  - Lesson plan and focus
  - Strategies used in the lesson
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- learn to protect and appreciate nature
  - read aloud with expressions
  - use the “Think-Pair-Share” strategy to practice recalling of information and explaining ideas to others
  - create a sign to protect nature

# Background of the lesson:

## P.6 English

- Background: students' ability & learning progress
  - Lesson plan and focus
  - Strategies used in the lesson
- 
- Most students are confident in expressing their views
  - Previous lesson: understanding how WWII and The Holocaust happened
  - Flipped Classroom: clip + worksheet to prepare for today's discussion
  - Philosophical Inquiry: strategy used in college, trial in primary
  - KLO: deeper understanding of historical background prior to studying Anne Frank's Diary

# What do we want students to learn?

- **Critical** thinking – developing & supporting arguments with reasons
- **Creative** thinking – developing alternatives
- **Caring** thinking – listening carefully
- **Collaborative** thinking – building on others' ideas

# Paradigm shifts

- Teacher as facilitator – helps exploration with questions
- Inquire as a community
- Respect others -- listen
- Build on ideas – agree /disagree respectfully
- There may be no absolute or standard answers
- Concept exploration exercises – use of criteria, games, comparisons, maps and thought experiments
- Reflect and share

# Post-lesson reflection and discussion

What went well?  
Even better if...

# Other good teaching practices

- Teachers' co-planning lesson: good teamwork
- Lucky Reading Bag: promote reading
- Theme-related song or chant: routine
- Life-wide learning related to the theme: home-school cooperation
- Update with current teaching practices or new pedagogies: PosEd, PI, VUCA,
- Strong team with open-minded teachers with various cultural background

# Unit 7

## Nature in the Park



19<sup>th</sup> March 2025

What beautiful things did you see or notice on your way to school this morning?

# What are we learning today?

01

Revising  
Nature  
Information

02

Reading  
together and in  
pairs

03

Appreciating the  
Beauty of Nature

04

Making signs to  
protect nature

What did we learn yesterday?

Don't kick the ball.

Don't wear your roller-skates.

Don't feed the animals.

Don't pick the flowers.

Read a story “We’re Going on a Nature Hunt.”

Teacher will ask:

1. What’s happening on the page?
2. Finger on the first word...GO!
3. What can you remember?
4. Find the word...
5. What could happen next?

# Paired Reading

Read with a partner. Remember to read with expression.

# Let's design!

Don't pick the flowers!

Don't scare the animals!

Don't touch the robin's eggs!

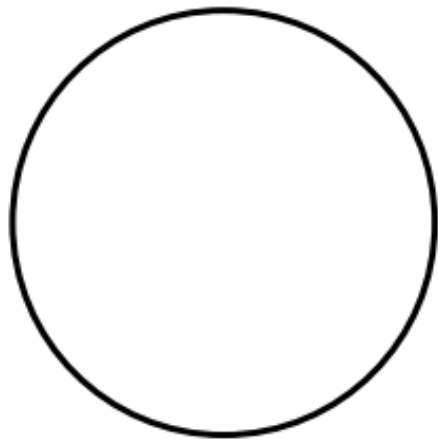
Don't climb the tree!

Or

Your own sign for the nature hunt.

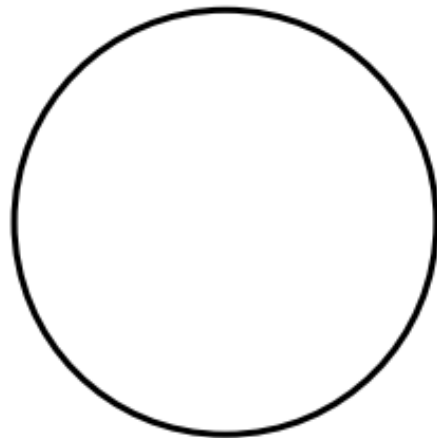
## Protect Nature

C. Draw and write other signs to protect nature.



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# What did we learn today?

01

Revised  
Nature  
Information

03

Appreciated the  
Beauty of Nature

02

Read  
together and in  
pairs

Tomorrow

- Read about parts of a plant
- Share the signs you created



Any  
Questions?

# Unit 5 Inspirational People

## **A Philosophical Inquiry Lesson**

## **Skills to Practise in Today's PI Lesson**

- Active listening
- Take turns
- Respect of other's opinions
- Building on others' ideas
- Asking questions

## What is The Holocaust?

- The term "Holocaust," comes originally from the Greek word "holokauston" which means "sacrifice by fire".
- Today, it refers to the Nazi's discrimination and planned killing of the Jewish people during World War II.
- **6 million** Jews were reportedly killed

# Flipped Classroom

- Have you watched the clip and read the article from Monday?
- What can you recall?

## Unit 5 Inspirational People

### Flipped Classroom Learning (Reading & Viewing)

Name: \_\_\_\_\_ ( ) P.6 \_\_\_\_\_ Date: \_\_\_\_\_

Your **learning outcomes** for tomorrow:

**[Everyone]** I can practice using some theme vocabulary from unit 5 during the discussion. (Apply)

**[Most students]** I can compare and contrast the degree of harm posed on the Jews during the Holocaust. (Analyse)

**[Some students]** I can exercise judgement and express my opinion with sound reasons. (Evaluate)

#### Activity 1a: Inside Auschwitz -- Before and After the Viewing

1. Read and answer the questions on the left column before viewing.
2. Scan the QR code to view the documentary.
3. Answer the questions on the right column.



<ul style="list-style-type: none"><li>• Can you come up with some possible questions before you start viewing?</li></ul>	<ul style="list-style-type: none"><li>• Did you get any answers? If yes, write them down.</li><li>• If not, how/where can we find answers to these questions?</li></ul>
<i>Questions about the Concentration Camp</i>	<i>Answers</i>

# Learning Outcomes

- I can practice using some theme-related vocabulary during the discussion.
- I can compare and contrast the degree of harm posed on the Jews during the Holocaust.
- I can exercise judgement and express my opinion with reasons.

# Which character strength should we practise more today?

- Judgement
- Perspective
- Love
- Gratitude
- Kindness

Photo of 24 Character Strengths

## Video of the Holocaust Explained



# Questions / Opinions about the Holocaust

- How could people survive the Holocaust? (From student 1)
- How could some Jews escape from the concentration camp? (From student 2)
- What were the daily routines in the camp? (From student 3)
- How many people in the camp had to do slavery work? (From student 4)
- Why did Hitler hate the disabled people? (From student 5)

# What does the word 'harm' mean?

**Definition according to Cambridge Dictionary**

# **According to AI's Definition**

# Concept Game – Differences of Degree (More Harmful / Less Harmful to the Jews)

- Each pair / trio will receive a slip.
- **Read, think** and **discuss** with your partner.
  - What is the behavior or situation?
  - How harmful was it to the Jews? Elaborate with a reason.
- **Decide** on a spot to put on the line.
- **Share** your own pair's views.
  - “**I think \_\_\_\_\_ is more / less harmful because ...**
- **Place** the slip on the line according to your opinions.

Active listening

Take turns

Respect of other's opinions

Building on others' ideas

# Community of Inquiry –

**Which behaviour or situation was more or less harmful to the Jews?**

- **Who agrees...**
  - **but with a different reason?**
  - **and have something to add?**
- **Who disagrees and why?**

Active listening

Take turns

Respect of other's opinions

Building on others' ideas

# Closure – Reflection

## One-sentence Speech


- **Each person can choose to speak. If not, you may say ‘pass’.**
- **This is your last chance to say something about this discussion.**
  - **How do you feel about ...?**
  - **What have you learnt?**
  - **What more do you want to know or learn?**
  - **...**


## ***Food for Thought***

- Is it more acceptable if the degree of harm is lower?
- What can we learn from these experiences about overcoming adversity?
- Is harming ever necessary?
- Is there always a good reason to harm someone? If it depends, what does it depend on?
- What actions can we take to fight discrimination today?
- How can we foster a sense of empathy in our community?

Video talking about the  
Survivors of the  
Holocaust and how  
they feel now


# Homework


 2425\_English\_P6D 筆記本





+ Add section


+ Add page

 歡迎使用

 \_Collaboration Space

 使用共同作業空間

 U3 Defining RC Sen...

 U5 Inspirational Pe...

U5 The Holocaust

## U5 The Holocaust

Friday, 14 March 2025 3:12 pm

Please post a question you would like to inquire and know more after today's PI lesson.  
Type the question beside your class number.



1	
2	
3	



# Evaluation – How well did you do on these skills?

Skill	Needs Improvement		Meets Standard		Excellent
	1	2	3	4	5
Active listening	1	2	3	4	5
Take turns	1	2	3	4	5
Respect of other's opinions	1	2	3	4	5
Building on others' ideas	1	2	3	4	5
Asking questions	1	2	3	4	5

# Learning Outcomes

- ✓ • I can practice using some theme-related vocabulary during the discussion.
- ✓ • I can compare and contrast the degree of harm posed on the Jews during the Holocaust.
- ✓ • I can exercise judgement and express my opinion with sound reasons.

## **Appreciation:**

Tell your partner “Thank you for sharing your thoughts.”