

Project Theme: (1) Promotion of Reading and Interactive Drama through Storytelling (以話劇推廣英語故事閱讀)

Part A Project Particulars

Project Period: February, 2014 – January, 2016

Particulars of Applicant: Sai Kung Central Lee Siu Yam Memorial Primary School

Part B Project Summary – See separate A4 sheet

Part C Project Details

Part D Details of Collaborating / Participating Organizations:

Needs Assessment & Applicant's Capability

Lee Siu Yam is recognized as one of the few government aided-schools that cater for non-Chinese speaking (NCS) students. The school has been proactive in developing an English programme that can meet the needs of both Chinese and non-Chinese speakers.

The suggested **Promotion of Reading and Interactive Drama through Storytelling** programme caters towards stimulating interest and developing fluency in very young students, for both local students and NCS. K3-P2 students can participate in listening to the storytelling drama, participating in interactive English activities (such as identifying authentic objects in English) and develop literacy through reading the storybooks and completing post-activity language tasks.

P3-P6 students can benefit by developing their English drama skills such as acting, script/ character development and speaking aloud. The students are encouraged to take on teacher / presenter / leader roles as role models to younger students. This is particularly applicable to NCS students that require forward-thinking activities to stimulate their English fluency.

In conclusion, the programme caters towards the needs of a wide range of students, in a innovative and user-friendly fashion.

Goals and Objectives

P3-P6 Students (K.S.2)

Currently we have around 150 K.S.2 students, around 40% being NCS. Our primary goals for these students are as follows:

1. Enhance reading and writing fluency of Ss. Students select, critique and develop texts into scripts for final stage performances.
2. Promote English drama skills such as acting, speaking aloud, presenting to an audience and audience interaction.
3. Encourage students to take on leadership roles (mini-teachers) as role models for younger students.
4. Provide opportunities for both NCS and local students to be engaged in an innovative learning programme, that emphasizes student-centered learning.

K3-P2 Students (K.S.1)

Currently we have around 150 K.S.1 students, around %50 being NCS. Our primary goals for these students are as follows:

1. Encourage young students to engage in reading activities. K3-P2 Ss are audience members that see the physical text come to life through storytelling and drama. Texts are simple enough for young students to be engaged. Students can read texts during post-activities.
2. Encourage young students to engage in interactive English activities. K3-P2 Ss have the opportunity to respond to questions, use authentic materials and learn vocabulary in a fun and relaxed manner. Activities are suitable for NCS/ local Ss alike.
3. Promote follow-up language activities for young students. Ss are encouraged to do follow up worksheets and reading activities in the classroom. These activities consolidate what is taught during the programme.
4. Develop respect and social bonds with older students. KS2 students are viewed as role-models and approachable when using English.
5. Develop links with kindergartens in the Sai Kung Area. Encourage K3 students to be engaged and interested in English.

Innovation

We believe that the **Promotion of Reading and Interactive Drama through Storytelling** is a very innovative and fresh approach. In July 2013 we produced a self-funded trial programme, that was successfully introduced at : and Kindergarten. The feedback from the students involved in the production was fantastic, as was the reception from the younger students in the audiences.

The trial was so successful because the students were stimulated to learn, whilst enjoying themselves immensely. The KS2 students felt a sense of ownership being role models for younger students. The NCS students and students with good English language skills were engaged in developing the texts and exploring their characters and personalities. The younger students were engaged by the colourful characters literally jumping out of the pages of the storybook. The environment was non-threatening and they were encouraged to participate in the language activities without fear of failure. This style of lesson breaks the mold of a traditional class lesson, as the students are encouraged to speak aloud and are taught by other students rather than teachers themselves. The students were engaged in developing English fluency through reading and drama.

The whole school can be catered for depending on English language ability and age. English language learning can be viewed as an enjoyable, interactive experience.

Please see some of the attached photos below. The first set is from the school visit to Kindergarten in Sai Kung.



P5 student acts as the teacher to teach K3 students a vocabulary game. This was an extension activity after the storytelling drama.



P5 students act out a dramatic scene from the storytelling. The backdrop reflects the scene. K3 students look on.



P5 students / use real food materials to teach the young students in an interesting, authentic manner.



The student 'teachers' d reward a K3 student for the correct answers. The older students are highly interactive with the audience.

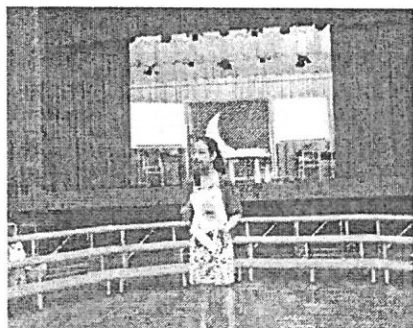
The second set of photos is from the storytelling drama performed within Lee Siu Yam School to P1-2 students.



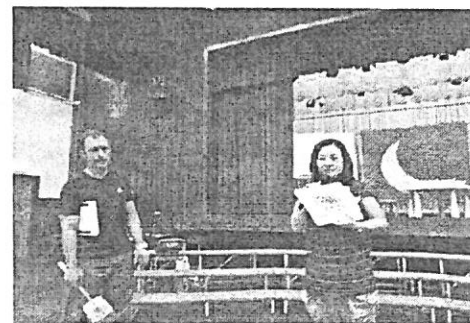
P5 act as the central characters. This develops their natural acting abilities and fluency in English.



The P5 students each play different roles: Narrators, stage assistants and actors. The P1-P2 students can see them as role models who are competent at English.



P5 utilizes her natural leadership qualities as the 'teacher' figure. The whole activity is student not teacher centered.



The NET and EPC work closely to develop and train the older students. They are largely unseen during the performances as the students are given responsibility and empowerment.

Implementation details with time-line

The major objectives of the measures are:

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress - monitoring and evaluation
<ul style="list-style-type: none"> ➤ School NET teacher works with EPC to plan activities for four storytelling sessions over a one year period. ➤ Input and assistance is provided by two part-time ELTAs. ➤ Since the beneficial groups are from K3 to P2, the chosen materials will align with themes of the reading classes, so that students can connect their learning experiences. 	<ul style="list-style-type: none"> ➤ Teachers who understand the needs and motivations of school students can plan the general outline. ➤ ELTAs who specialize in design and construction can facilitate the planning process 	<ul style="list-style-type: none"> ➤ Start of school year (September) 	<ul style="list-style-type: none"> ➤ Big Books / DVDss ➤ Backdrop design and construction ➤ Frame set up ➤ Canvas prints 	<ul style="list-style-type: none"> ➤ NET, EPC and ELTAs assess the suitability of chosen texts, backdrops, frame construction and prints.
<ul style="list-style-type: none"> ➤ KS2 students selected to form 				

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress - monitoring and evaluation
<p>drama/ storytelling core group.</p> <ul style="list-style-type: none"> ➤ Ss trained to develop script and develop suitable characters. ➤ Ss trained to perform in front of classes of different ages (K3-P2). Scripts of activities may vary accordingly. ➤ After the pilot test, we will recruit one more group of students from P4 and P5. Following on, we will then recruit more and more students for up to four independent groups. The groups will then take turns to do the performances, both in and outside of school. 	<ul style="list-style-type: none"> ➤ NET/EPC/ELTAs can select those students who are suitable for the core group. ➤ NET/ EPC / ELTAs work closely to ensure core student group is performing to standard. 	<ul style="list-style-type: none"> ➤ Whole year 	<ul style="list-style-type: none"> ➤ None 	<ul style="list-style-type: none"> ➤ Students evaluated in an ongoing process to determine suitability for the group.

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress - monitoring and evaluation
<ul style="list-style-type: none"> ➤ KS2 students perform storytelling drama to K3-P2 students. ➤ KS2 students visit Kindergartens to promote the programme. ➤ KS2 students 'teach' follow-up activities such as flashcard matching, phonics and word decoding, identifying vocabulary, sentence construction. ➤ Building on the experiences of the trial programme, some new elements will be implemented in the project. For example, (1) 	<ul style="list-style-type: none"> ➤ Encourage and promote storytelling and reading within the school environment. 	<ul style="list-style-type: none"> ➤ 4 times / year. 	<ul style="list-style-type: none"> ➤ Costumes ➤ Props ➤ Authentic materials ➤ Flashcards 	<ul style="list-style-type: none"> ➤ Feedback and involvement from the students in the audience. ➤ Feedback from KS2 students. ➤ Feedback from local teachers and principal. ➤ Feedback from kindergarten teachers and principal.

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress - monitoring and evaluation
students are required to extend or rewrite the story in a creative way according to the chosen story books. (2) Students are required to write their own stories later on.				
<ul style="list-style-type: none"> ➤ Implement follow-up activities for K3-P2 students to reinforce language structures and literacy. ➤ Involve class/ English teachers in the programme. 	<ul style="list-style-type: none"> ➤ Post-activity consolidation of learned language that can be evaluated. 	<ul style="list-style-type: none"> ➤ Four times/ year 	<ul style="list-style-type: none"> ➤ Worksheets and materials passed on the class teachers ➤ Texts also available. 	<ul style="list-style-type: none"> ➤ Evaluations based on scores on worksheets ➤ Re-visiting vocabulary and texts to check for student comprehension and reading accuracy

Proposed measures	Benefits anticipated and how they can be sustained	Time scale (month/ year)	Resources required	Methods of progress - monitoring and evaluation
Build on the experiences of the trial programme, an elaboration of the new elements will be implemented. For example, the students are required to extend or rewrite a story according to a chosen				➤

Extent of Teachers' & Principals' Involvement in the Project

During the trial project the NET teacher, EPC and two ELTAs were involved in organising the programme. Local teachers were involved during the follow-up activities that were designed to run in each classroom.

The principal was involved in overseeing the programme and viewing the performances and materials used at each stage.

Budget Plan

Measures/activities to be funded by the Scheme	Estimated Cost / per 2 years
1) Staff costs (Part time (ELTA) teacher wages)	\$ 400 x 8 = \$3200
2) General Expenses	
a) Big Books (+DVD)	\$ 300 x 8 = \$2400
b) Frame construction	\$ already built
c) Frame design	\$ already designed
d) Canvas backdrop prints	\$500 x 8 = \$4000
e) Props	\$500 x 8 = \$4000
f) Costumes	\$1000 x 8 = \$8000
g) Authentic materials	\$500 x 8 = \$4000
h) Teaching materials such as Worksheets, flashcards Printing costs	\$200 x 8 = \$1600
i) Transport to Kindergatens	\$750/ per coach x 4 = \$3000 (Depends on kindergarten location, variable)
Total	\$ 30,200

Asset Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
audio and video equipment	/	/	/	/
book & VCD	/	/	/	/
computer hardware	/	/	/	/
computer software	/	/	/	/
musical instrument	/	/	/	/
office equipment	/	/	/	/
office furniture	/	/	/	/
sports equipment	/	/	/	/
Others	/	/	/	/

Expected Project Outcomes

- Reading and storytelling culture is promoted and encouraged in KS1
- Literacy and English language competency is accelerated in KS2
- NCS/Local students have equal opportunity to be involved and engaged in English language learning
- Encourage social interaction between NCS and local students (of varying ages)
- Promote and stimulate storybook reading culture inside our school
- Allow students to have the confidence to speak aloud, act and communicate in English

Project Evaluation

Baseline data:

Preliminary assessment of in-class performance using rubrics provided (See appendix I). Initial evaluation will be carried out summatively by the NET, EPC and ELTAs at the end of each storytelling unit. Post activity exercises and worksheets will be marked to evaluate reading and vocabulary comprehension.

Benchmarks (targets set)

By the end of the programme it is hoped that all students can attain a rating of B, B, C or above in the three areas of assessment highlighted in Appendix I: (a) engagement in the classroom, (b) collaboration and peer review (c) independent study skills.

Performance Indicators:

- 1 A positive change in classroom performance (assessed using a specifically designed classroom performance rubric) with comparisons between the end of Primary 3 and 4 and Primary 5 and 6.
- 2 Each student presents their self-reflection as a 5 – 10 min presentation in front of parents in English as part of an activity.

Report Submission Schedule

My school commits to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/2/2014 - 31/1/2015	28/2/2015	Interim Financial Report 1/2/2014 - 31/1/2015	28/2/2015
Final Report 1/2/2014 - 31/1/2016	30/4/2016	Final Financial Report 1/2/2014 - 31/1/2016	30/4/2016

Sustainability of Project Outcomes

- Storytelling units can be modified and improved upon for future use.
- Units can be modified or refined for future use.

Dissemination/Promotion

Each stage of the process will be video recorded by the TA and will be used to produce a short movie that can be shared with EDB, the QEF committee and other interested parties. Photos of the trial programme are available for the QEF and EDB.

Appendix I: 1: Student performance during practice, rehearsals and performances.

2: Student (audience) interaction and performance during performances and during post activity-tasks.

Performance Level	(a) engagement in the classroom/ during performances	(b) collaboration and peer review	(c) independent study skills
A Excellent	<p>1: Excellent interaction and engagement during practice and performance sessions.</p> <p>2: Very attentive during performances, very willing to respond and engage.</p>	<p>1: Works very well with other team members, willing to lead and be a role-model.</p> <p>2: Very motivated to work with other class members to participate in audience/ classroom tasks.</p>	<p>Able to rehearse and practice with confidence by him or herself. Able to work independently with confidence.</p> <p>Works with confidence on individual tasks showing a high level of comprehension; able to consolidate what was learnt during the performances in post-task lessons.</p>
B Good	<p>1: Good interaction and engagement during practice and performance sessions.</p> <p>2: Usually attentive during performances, willing to respond and engage.</p>	<p>1. Works well with others during practice, rehearsals and performances.</p> <p>2. Motivated to work with other class members to participate in audience/ classroom tasks.</p>	<p>1. Usually able to rehearse and practice with confidence by him or herself.</p> <p>2. Usually performs well during individual task such as reading comprehension and vocabulary identification</p>
C Satisfactory	<p>1: Some and engagement during practice and performance sessions.</p> <p>2: Sometimes attentive during</p>	<p>1. Sometimes works well with others during practice, rehearsals and performances.</p> <p>2. Somewhat motivated to work with other</p>	<p>1. Able to rehearse and practice with by him or herself.</p> <p>2. Performs with average results during individual task such as reading</p>

Performance Level	(a) engagement in the classroom/ during performances	(b) collaboration and peer review	(c) independent study skills
	performances, sometimes willing to respond and engage.	class members to participate in audience/ classroom tasks.	comprehension and vocabulary identification.
D Poor	1: Poor interaction and engagement during practice and performance sessions. 2: Not attentive during performances, not willing to respond and engage.	1: Works poorly with other team members, not willing to lead and be a role-model. 2: Not motivated to work with other class members to participate in audience/ classroom tasks.	1. Not able to rehearse and practice with confidence by him or herself. 2. Works with no confidence on individual tasks; showing a low level of comprehension; not able to consolidate what was learnt during the performances in post-task lessons.
E Fail	1: No interaction and engagement during practice and performance sessions. 2: Not attentive at all during performances, not willing at all to respond and engage.	1: Doesn't co-operate with other team members, not willing at all to lead and be a role-model. 2: Not motivated at all to work with other class members to participate in audience/ classroom tasks.	1. Cannot rehearse and practice with confidence by him or herself. 2. Works with no confidence on individual tasks; showing a low level of comprehension; not able at all to consolidate what was learnt during the performances in post-task lessons.