

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan**

School Name: Cheung Chau Sacred Heart School (English)

Application No.: C 044 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 7

2. No. of approved classes in the 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	2	2	1	2	2	2	11

3. No. of operating classes in the 2018/19 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes	-	-	-	-	-	-	-

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (more rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
PLPR/W	1-3	Reading and writing	NET section, EDB

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
<ol style="list-style-type: none">1. Students are cooperative English learners who are willing to use the language outside class time.2. Cheung Chau, steeped in history, culture and natural heritage, cater to a broad range of research interests.3. The EDB NET is resourceful and offers the English panel heads professional support in curriculum planning.	<ol style="list-style-type: none">1. Cheung Chau is a close-knit community and it is easy for students to collect from residents and visitors interesting stories and unique views about the island.2. The grant under PEEGS allows school additional resources for developing new curriculum initiatives.
Weaknesses	Threats
<ol style="list-style-type: none">1. Students lack confidence in speaking English and their real world exposure is limited.2. Their reading and writing skills are in general weak and a more creative approach to language teaching will help engage students more deeply in their learning.	<ol style="list-style-type: none">1. With its remote location, school experiences difficulty recruiting teachers.2. Learning diversity exists in KS2 and designing language programmes which cater for diverse learning needs is a daunting task.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

(More rows can be added, if needed.)

Area(s) of Development	Usage(s) of the grant	Grade Level
Development of e-Reading Platform	<ul style="list-style-type: none">● Procurement of professional development workshops● Hiring of consultancy services	P.1-6
Development of a Drama-in-Education Programme	<ul style="list-style-type: none">● Procurement of professional development and student workshops● Hiring of consultancy services	P.4-6

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

<p>Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p>Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through</p> <ul style="list-style-type: none"> - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <p>(*Please delete as appropriate)</p> <p><input type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining” (*Please delete as appropriate)</p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ a full-time* or part-time* teacher (*Please delete as appropriate)</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant (*Please delete as appropriate)</p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input type="checkbox"/> P.1</p> <p><input type="checkbox"/> P.2</p> <p><input type="checkbox"/> P.3</p> <p><input type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input type="checkbox"/> P.6</p>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?(More rows can be added, if needed.)

Proposed school-based English Language curriculum initiative(s)	Time scale	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
To hire a full-time qualified supply teacher to release the core team for implementing the Cheung Chau Cultural Ambassador Programme to enrich the English language learning environment at P.5				
<p>Overview</p> <ul style="list-style-type: none"> ● Cheung Chau, a small island with idyllic nature and vibrant village life, sets the stage for stimulating language learning activities. To enrich the school-based English curriculum, a full-time qualified supply teacher will take up part of the teaching duties of the core team for the school's first Cheung Chau Cultural Ambassadors Programme. ● The proposed programme consists of 2 parts: <ul style="list-style-type: none"> - Thematic research project - Travel video production ● A double period will be allocated to the programme per week throughout the project year. Through exploring their home island up close and engaging in sustained inquiry, students will: <ul style="list-style-type: none"> - build up their knowledge about the history, heritage and natural environment of Cheung Chau; - enhance their own sense of identity and belonging; - be introduced to basic research skills; - improve their language skills through interacting with tourists, writing reports and giving presentations in English; - integrate knowledge and skills from various key learning areas (KLAs); - polish their generic and high-order thinking skills; and - establish among themselves a learning community through collaborative work. 	<p>Research Programme Planning Sept – Oct 2019</p> <p>Implementation Sept 2019 – Jan 2020</p> <p>Group presentations Jan 2020</p> <p>Evaluation Jan 2020</p> <p>Travel video Production programme Planning Dec 2019 – Mar 2020</p> <p>Implementation Jan – June 2020</p>	<p>A research activity pack (lessons plans, teaching aids and students worksheets covering a total of 28 lessons) for Primary 5 will be produced</p> <p>A multimedia production pack (lessons plans, teaching aids and students worksheets covering a total of 28 lessons) for Primary 5 will be produced</p> <p>Cheung Chau guide books will be produced</p> <p>Five travel videos will be uploaded and</p>	<p>The newly-developed programme will be implemented in Primary 4 the following year. Learning and teaching resources will be updated by the core team after the project</p> <p>Pedagogy acquired during the project will be disseminated in professional development activities.</p> <p>Touring activities will be recorded for sharing.</p>	<p>Lessons observation</p> <p>Evaluation meetings</p> <p>Stakeholders' survey</p> <p>Performance data analysis of speaking assessments</p>

Proposed school-based English Language curriculum initiative(s)	Time scale	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation					
<p>Skill focuses</p> <ul style="list-style-type: none"> A multitude of learning tasks and materials will be designed to equip students with a repertoire of academic skills and a capacity of life-long learning: <table border="1" data-bbox="129 480 965 1498"> <thead> <tr> <th data-bbox="129 480 322 536"><i>Skill</i></th> <th data-bbox="322 480 965 536"><i>Sub-skills / Text-type / Tasks</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="129 536 322 871">Research</td> <td data-bbox="322 536 965 871"> <p><i>Sub-skills</i></p> <ul style="list-style-type: none"> ✧ Select a research topic ✧ Plan the project ✧ Finding reliable sources ✧ Collecting and recording information ✧ Organising and analysing data ✧ Managing time ✧ Presenting and interpreting findings ✧ Reflecting on the research process </td> </tr> <tr> <td data-bbox="129 871 322 1498">Reading</td> <td data-bbox="322 871 965 1498"> <p><i>Sub-skills</i></p> <ul style="list-style-type: none"> ✧ To locate the main ideas, important facts and supporting details ✧ To distinguish between facts and opinions ✧ To recognise common text structures <ul style="list-style-type: none"> - Sequence - Cause and effect - Compare and contrast - Problem and solution ✧ To summarize a written text ✧ To understand intentions, attitudes and feelings conveyed in a text such as the choice and use of language and images <p><i>Text types</i></p> <ul style="list-style-type: none"> ✧ Travel guides (printed and online) ✧ Review articles/Travelogues/Blogs </td> </tr> </tbody> </table>	<i>Skill</i>	<i>Sub-skills / Text-type / Tasks</i>	Research	<p><i>Sub-skills</i></p> <ul style="list-style-type: none"> ✧ Select a research topic ✧ Plan the project ✧ Finding reliable sources ✧ Collecting and recording information ✧ Organising and analysing data ✧ Managing time ✧ Presenting and interpreting findings ✧ Reflecting on the research process 	Reading	<p><i>Sub-skills</i></p> <ul style="list-style-type: none"> ✧ To locate the main ideas, important facts and supporting details ✧ To distinguish between facts and opinions ✧ To recognise common text structures <ul style="list-style-type: none"> - Sequence - Cause and effect - Compare and contrast - Problem and solution ✧ To summarize a written text ✧ To understand intentions, attitudes and feelings conveyed in a text such as the choice and use of language and images <p><i>Text types</i></p> <ul style="list-style-type: none"> ✧ Travel guides (printed and online) ✧ Review articles/Travelogues/Blogs 	<p>Class presentation June 2020</p> <p>Hosting of videos in the school's webpage July 2020</p> <p>Evaluation July 2020</p> <p>Professional sharing sessions July 2020</p>	<p>hosted in the school's website and/or Facebook page.</p> <p>80% of Primary 5 students will improve speaking skills as evidenced by speaking assessment results.</p> <p>80% of Primary 5 students will demonstrate a basic understanding of research skills as demonstrated in their final products.</p> <p>80% of the existing English teachers will enrich their knowledge in the teaching of project learning</p> <p>80% of the existing English teachers will</p>	
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	<ul style="list-style-type: none"> ✧ Travel brochures ✧ Simple research report ✧ Itinerary ✧ Presentation scripts ✧ Storyboards 		apply project learning to English teaching at Primary 4 and 5 after the project		
Writing	<p><i>Skills</i></p> <ul style="list-style-type: none"> ✧ To gather and share information and ideas by using strategies such as brainstorming, questioning and interviewing ✧ To plan and organise information, and express own ideas and feelings with the audience in mind ✧ To draft, revise and edit written texts with teacher and peer support ✧ To present writing using appropriate layout and visual support such as illustrations, tables and charts <p><i>Tasks:</i></p> <ul style="list-style-type: none"> ✧ Designing questionnaires/oral history interview questions ✧ Completing graphic organisers such as hamburger, chronological/sequential, observation as well as fact and opinion ✧ Planning thematic itineraries ✧ Preparing simple research reports/picture books/webpages/travel videos ✧ Producing presentation scripts 				
Listening and speaking	<p><i>Skills</i></p> <ul style="list-style-type: none"> ✧ To participate effectively in group interaction ✧ To use various media to present ideas imaginatively 				

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	<ul style="list-style-type: none"> ◇ To encourage open communication by asking questions, inviting feedback and point of view <p><i>Tasks</i></p> <ul style="list-style-type: none"> ◇ Contributing to group discussions ◇ Conducting effective interviews. ◇ Reporting initial findings ◇ Presenting plans for proposed tours ◇ Giving the tours 				
Generic	<ul style="list-style-type: none"> ◇ Communication and team work ◇ Planning, organising and problem solving ◇ Self-management ◇ Creativity 				
High order thinking skill	<ul style="list-style-type: none"> ◇ Critical thinking ◇ Problem-solving ◇ Decision making 				
<p>Core team</p> <ul style="list-style-type: none"> ● The PSMCD (teacher-in-charge), the English panel head, the NET and 2 target level teachers will form a core team. A supply teacher will take up a total of about 24 lessons per week (about 4-5 lessons per teacher) to release the core team for the following duties: <ul style="list-style-type: none"> - reviewing and reorganising the existing KS2 curriculum; - hosting weekly co-planning meetings; - developing learning materials; - co-teaching with the LETs and NET; - observing the lessons/activities at least twice per term; - arranging peer lesson observation for other level teachers at least once per term; 					

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<ul style="list-style-type: none"> - conducting monthly review/evaluation meetings; - modifying the newly-developed materials and instructional strategies; and - delivering professional sharing activities at the end of each term (January and July 2020) <p>Proposed Programme Outline</p> <ul style="list-style-type: none"> ● A double period will be allocated to the programme per week and tentative topics to be covered each week will be as follows: <p>Term 1 – Research on Cheung Chau</p> <table border="1" data-bbox="129 671 965 1485"> <thead> <tr> <th data-bbox="129 671 264 708">Week</th> <th data-bbox="264 671 965 708">Tentative Topic / Task</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 708 264 1155">1</td> <td data-bbox="264 708 965 1155"> <ul style="list-style-type: none"> ◇ Introduce the programme ◇ Divide students into groups of 4 ◇ Cover a short article for an overview (e.g. history, heritage, life of people and natural environment) of Cheung Chau http://www.cheungchauhk.com ◇ Assign home research activities for potential topics ◇ Introduce group discussion skills <ul style="list-style-type: none"> ✓ Asking for opinions ✓ Giving suggestions ✓ Agreeing and disagreeing with reasons </td> </tr> <tr> <td data-bbox="129 1155 264 1485">2</td> <td data-bbox="264 1155 965 1485"> <ul style="list-style-type: none"> ◇ Get students to brainstorm in groups potential topics about Cheung Chau (The topics below are not separate from one another but intimately intertwined.) <ul style="list-style-type: none"> ✓ Food culture (e.g. famous snacks) ✓ Sports (e.g. water sports and hiking) ✓ Festivals (e.g. Bun Festival, Tin Hau Festival) ✓ Monuments (e.g. rock carvings, temples, </td> </tr> </tbody> </table>	Week	Tentative Topic / Task	1	<ul style="list-style-type: none"> ◇ Introduce the programme ◇ Divide students into groups of 4 ◇ Cover a short article for an overview (e.g. history, heritage, life of people and natural environment) of Cheung Chau http://www.cheungchauhk.com ◇ Assign home research activities for potential topics ◇ Introduce group discussion skills <ul style="list-style-type: none"> ✓ Asking for opinions ✓ Giving suggestions ✓ Agreeing and disagreeing with reasons 	2	<ul style="list-style-type: none"> ◇ Get students to brainstorm in groups potential topics about Cheung Chau (The topics below are not separate from one another but intimately intertwined.) <ul style="list-style-type: none"> ✓ Food culture (e.g. famous snacks) ✓ Sports (e.g. water sports and hiking) ✓ Festivals (e.g. Bun Festival, Tin Hau Festival) ✓ Monuments (e.g. rock carvings, temples, 				
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	<ul style="list-style-type: none"> cottages) ✓ Different ethnic groups ✓ Fishing heritage ✓ Natural landscapes ✧ Introduce presentation skills ✓ Giving reasons for choices ✧ Assign home reading (short articles about different aspects of Cheung Chau) 				
3	<ul style="list-style-type: none"> ✧ Group presentation: areas of interest and inquiry questions (e.g. <i>What is the most popular food in Cheung Chau? Why are temples so important to people in Cheung Chau? What is a day like in the life of a fisherman in Cheung Chau?</i>) ✧ Groups provide each other with feedback. ✧ Cover thematic vocabulary 				
4	<ul style="list-style-type: none"> ✧ Overview of data collection methods ✓ Internet research ✓ Questionnaire and survey ✓ Oral history interviews ✓ Documents and records 				
5	<ul style="list-style-type: none"> ✧ Data collection ✓ Internet research ✧ Assign preliminary online research tasks ✧ Introduce presentation skills ✓ Explain procedure 				
6	<ul style="list-style-type: none"> ✧ Group presentation on research process 				
7	<ul style="list-style-type: none"> ✧ Data collection ✓ Designing a questionnaire (Forming Yes/No and wh-questions) ✓ Create 10 questions for oral history interviews 				

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8	<ul style="list-style-type: none"> ✧ Data collection ✓ Conducting effective survey and oral history interviews ✓ Taking notes ✧ Mock interviews 				
9	<ul style="list-style-type: none"> ✧ Data collection ✓ Survey/Oral history interview 				
10	<ul style="list-style-type: none"> ✧ Data collection ✓ Summarise findings from documents and records ✧ Assign home research tasks 				
11	<ul style="list-style-type: none"> ✧ Introduce the formats of final reports/public products ✓ Formal report ✓ Picture article ✓ Homepage ✓ Display board ✓ Scrapbook 				
12 - 13	<ul style="list-style-type: none"> ✧ Preparation of the final reports/public products ✧ Introducing presentation skills <ul style="list-style-type: none"> - Presenting on findings ✧ Rehearsals of the presentations 				
14	<ul style="list-style-type: none"> ✧ Final group presentations 				
<ul style="list-style-type: none"> ● Flipped videos will be prepared for students to pre-learn/revisit: <ul style="list-style-type: none"> - overall project requirements; - thematic vocabulary; - target speaking skills; - useful grammar structures; and - text type features of the final report. ● Teachers can assign differentiated final tasks according to students' ability levels and preferences, for example, a 					

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<p>formal reports for high flyers, picture articles for visual learners and homepages for computer-proficient students.</p> <ul style="list-style-type: none"> ● Students' performance in group presentations will contribute to 50% of their overall First Term Speaking Exam results. <p>Term 2 – Video Production Project</p> <ul style="list-style-type: none"> ● Building upon previous research work, students will: <ul style="list-style-type: none"> - design related thematic tours; - create a one-page guide; - take short travel videos; and - actually give the tours to visitors. ● A double period will be allocated to the multimedia production programme per week in Term 2. Topics/Tasks to be covered for each week will be as follows: <table border="1" data-bbox="129 855 965 1497"> <thead> <tr> <th data-bbox="129 855 264 895">Week</th> <th data-bbox="264 855 965 895">Topic / Task</th> </tr> </thead> <tbody> <tr> <td data-bbox="129 895 264 1267">1</td> <td data-bbox="264 895 965 1267"> <ul style="list-style-type: none"> ◇ Introduce the multimedia production programme ◇ Revisit students' previous research work ◇ Show students sample travel videos <p><i>Hong Kong Food Guide</i> https://www.youtube.com/watch?v=mcIAiCC6jUs <i>Big Buddha and Tai O, Lantau Island</i> https://www.youtube.com/watch?v=I7XYbBNNZts <i>India with kids</i> https://www.youtube.com/watch?v=47ZzDc8Aw48</p> </td> </tr> <tr> <td data-bbox="129 1267 264 1417">2</td> <td data-bbox="264 1267 965 1417"> <ul style="list-style-type: none"> ◇ Introduce the structure and language of itinerary ◇ Read sample itineraries ◇ Plan the itinerary </td> </tr> <tr> <td data-bbox="129 1417 264 1497">3</td> <td data-bbox="264 1417 965 1497"> <ul style="list-style-type: none"> ◇ Video techniques ✓ Using the production equipment </td> </tr> </tbody> </table>	Week	Topic / Task	1	<ul style="list-style-type: none"> ◇ Introduce the multimedia production programme ◇ Revisit students' previous research work ◇ Show students sample travel videos <p><i>Hong Kong Food Guide</i> https://www.youtube.com/watch?v=mcIAiCC6jUs <i>Big Buddha and Tai O, Lantau Island</i> https://www.youtube.com/watch?v=I7XYbBNNZts <i>India with kids</i> https://www.youtube.com/watch?v=47ZzDc8Aw48</p>	2	<ul style="list-style-type: none"> ◇ Introduce the structure and language of itinerary ◇ Read sample itineraries ◇ Plan the itinerary 	3	<ul style="list-style-type: none"> ◇ Video techniques ✓ Using the production equipment 				
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	<ul style="list-style-type: none"> ✓ Camera angles ✓ Sounds ◇ Trial shooting activities 				
4	<ul style="list-style-type: none"> ◇ Create a storyboard ◇ Introduce presentation skills ✓ Presenting a story 				
5	<ul style="list-style-type: none"> ◇ Group presentations on the storyboard ◇ Peer feedback 				
6 - 8	<ul style="list-style-type: none"> ◇ Features of a script ◇ Write the script ◇ Tips for a travel presenter 				
9 - 10	<ul style="list-style-type: none"> ◇ Shoot the video 				
11-12	<ul style="list-style-type: none"> ◇ Post-production <ul style="list-style-type: none"> - Editing - Inserting graphics and special effects - Mix music and sound - Record voiceover 				
13	<ul style="list-style-type: none"> ◇ Screening in class 				
14	<ul style="list-style-type: none"> ◇ Host the videos in the school's webpage 				
<ul style="list-style-type: none"> ● Visitors include secondary school students from Cheung Chau learning circle, the Hong Kong University BEd students, students from other Catholic primary schools and the foreigners living in Cheung Chau. Students from our school will also be invited to join the tour. ● The culture and environment of Cheung Chau will be covered in General Studies lessons in the first term. IT teachers will help students to produce the guidebook and videos. 					