

B12	Lesson Study 2005-2006
------------	-------------------------------

Introduction of the study targets

Class	Experience of Class Teachers
3R	Teacher R had teaching experience of over 10 years; she left School B in March.
3S	Teacher S had teaching experience of 4 years; she was receiving teacher training course.
3T	Teacher T had teaching experience of about 5 years; she had an education degree from university.

The number of students in each class is about 40.

Details of the Lesson Study

Lesson One

Topic: Superman of Problem Solving

- Date: 26th January, 2006.
- Instructor: Class teachers
- Domain: Personal Development
- Reference: Created by the NGO and the researcher
- Objectives: To teach students about the five steps for problem solving through the story of Superman of Problem Solving
- Characteristics of this lesson: It is a lesson with a story of several episodes in tape form with questions. The lesson plan is clear and simple, so teachers can directly follow the design and content of the lesson plan.
- Feedback of the students and teachers: Students are highly excited about the interesting stories; they appreciate the content very much but found some classmates seem over-excited in the lessons. Teachers felt it was difficult to control the class; they felt the lesson plan was good to follow. Besides, a teacher found that students found it difficult to identify the 'problem', which may relate to the cognitive development of the children. A good lesson plan reminds the students of the five steps of problem solving easily.

Lesson Two

Topic: True Friends Or Not?

- Date: 16th February, 2006.
- Instructor: Class teachers
- Reference: Created by Hong Kong Baptist University and modified by the researcher
- Domain: Social Development
- Objectives: To discuss the moral problems of stealing and cheating and the roles of the friends of the offenders.
- Characteristics of this lesson: In this lesson, two cases are provided on tape; teachers are required to guide the discussion in class about the decision of the chief characters whether to reveal the crimes committed by his/her friends with the guided activity inside. More

questioning skills of teachers are required during the discussion section.

- Feedback of the students and teachers: Students are satisfied with the lessons, with good content, clear message, and it is very controversial to discuss honesty, conscience and friendship. Teachers are glad that the lessons let students think from different angles; they are astonished by the standard answers given by the students: it is a trap in the PGE! One of them hoped that the case could be about the school and let children be involved more. (Indeed, teachers can do it themselves. With regard to confidentiality, it is not ethical to use the examples in school in this lesson.)

Lesson Three

Topic: Hotel and Family

- Date: 27th February, 2006.
- Instructor: Class teachers
- Domain: Social Development
- Reference: Created by the NGO and the researcher
- Objectives: To explore the shared duties in family with examples of labour division in a hotel, to let students understand the importance of the sharing of duty and encourage students to participate more in family duties as a family member.
- Characteristics of this lesson: The lesson plan is simple; it mainly includes a matching game about jobs in hotels and an analysing game for the duty of family members, whether or not they share the jobs in reality. However, the simple lesson plan requires more creativity and skills from teachers to make it a 'good' lesson.
- Feedback of the students and teachers: Children are willing to change and help; some felt guilty about having no duty in the family. The limited knowledge of students about hotels and inadequate preparation of teachers affected the quality of the lessons.

解難超人 Superman of Problem Solving (Lesson 1)

1. 對象：小三學生
2. 目的：讓同學學習面對困難時，有效的解決方法
3. 價值觀：獨立、堅毅
4. 態度：善於應變
5. 共通能力：解決問題能力
6. 時間：35 分鐘
7. 教材：「解難超人」故事錄音
8. 參考：香港扶幼會 個人成長課個人發展篇---解決困難

1. 解難超人 (30 分鐘)

目的：透過活動，讓同學學習面對困難時，有效的解決方法

- a) 老師播放「解難超人」故事錄音，並介紹「解難超人」的特徵及其故事內容。

解難超人的故事

第一節

解難超人的性格：富正義感、英勇、誠實忠心，有計謀

絕技：

無敵旋風：世間最強烈之風，可以把任何物體吹至數千里以外的地方。

霧不可擋：聚集了世間最天然之氣，可以淨化所有有毒的物體。

火燒萬年：為數千度之火焰，可以在轉眼間把物體燃燒成灰燼。

弱點：害怕蜘蛛

第二節

這天，整個香港都突然出現了很多有毒蜘蛛，每個人的家、學校、醫院、警局都滿佈了蜘蛛，街上的人甚至不敢走前一步，因為他們的腳都給蜘蛛們包圍著，你們是不是也覺得很恐怖呢？

漁農處職員、警察、甚至是解放軍都對這群蜘蛛束手無策，而蜘蛛的數目又越來越多了，看來，都要「解難超人」出手相助！可是，如果大家還記得「解難超人」的特徵，便知道他是最怕蜘蛛的了。於是，「解難超人」一見到這麼多的蜘蛛獸便立刻腳軟起來，心跳加速，甚麼東西都想不到，也忘了自己身上有什麼絕技，差點還暈倒了呢！

這時，他想起那戰無不勝的「**解難秘笈**」**第一式**，大家知道是什麼嗎？

☆ **【保持冷靜】**

老師提問：具體有甚麼方法可以保持冷靜呢？【例如：心呼吸、飲水...】

第三節

「解難超人」冷靜下來後，終於回復了戰鬥力。不過，面對成千上萬的蜘蛛，究竟如何是好呢？

這時，他又想起「**解難秘笈**」**第二式**，你們又猜猜是什麼？(老師邀請同學回答)

☆ **【認清問題 / 目標】**：找出蜘蛛的來源

第四節

經過一番努力，「解難超人」終於都找到了蜘蛛獸之母，這蜘蛛獸之母更是其毒無比，此時，「解難超人」便決定運用「**解難秘笈**」第三式，就是...

☆ **【想想不同解決問題的方法】**

老師提問：

大家還記得「解難超人」有什麼絕技呢？

☆ **【無敵旋風、霧不可擋、火燒萬年】**

第五節

可是，這麼多絕技，究竟那一種絕技才適合呢？「**解難秘笈**」第四式就是...

☆ **【選取合適的方法】**

老師提問：

你們認為超人的眾多絕技當中，那一種絕技是最合適的呢？

☆ 霧不可擋

若同學回答了「無敵旋風」或「火燒萬年」，老師可以以問題引導他們想想為什麼這兩個絕技不適合使用。

☆ 無敵旋風：因為若蜘蛛吹到其他地方，蜘蛛獸便會在其他地方繼續作惡

☆ 火燒萬年：因為蜘蛛數目太多，便成灰燼後，整個城市都會被灰燼淹沒

第六節

最終，「解難超人」便決定運用「霧不可擋」，在「**解難秘笈**」第五式：**【行動！ACTION！】**一聲號令，「解難超人」便噴出強烈的天然噴霧，把蜘蛛之母消滅了！整個城市又再次得救了！！

b) 老師請同學總結解難超人的**【解難秘笈】**：

第一式：**【保持冷靜】**

第二式：**【認清問題 / 目標】**

第三式：**【想想不同解決問題的方法】**

第四式：**【選取合適的方法】**

第五式：**【ACTION！行動！】**

c) 老師請同學一起討論，嘗試運用**【解難秘笈】**來解決以下的問題：

☆ 星期天，當家人和你一起在旺角逛街時走失了，你會怎麼辦呢？

☆ 測驗快到了，但你仍然有很多課文不懂及尚未溫習，你會怎麼辦呢？

☆ 你放學回家，但剛剛家人全都外出了，你又沒有手提電話，你會怎麼辦呢？

2. 總結 (5 分鐘)

在日常生活中，我們常常會遇到不同的困難，但只要我們掌握解決問題的方法，便可以把問題迎刃而解。

義氣自己人 True Friends Or Not? (Lesson 2)

1. 對象：小三
2. 目標：讓學生思考「義氣」與「良心」的關係，明白有時我們需要擇善固執，不能只重友情而忽略公義。
3. 教學節數及時間：一節（一小時）
4. 教材：廣播劇(作弊 及 偷錢包)
5. 參考：香港浸會大學「中小學生活及倫理教育研究計劃」
6. 活動建議：

引起動機

教師詢問學生以下一些問題，由學生舉例說明：「你的好朋友有否提出過一些要求，令你覺得做了之後可能會感到不安？」

活動內容

教師播放廣播劇故事，著學生細心聆聽。(見教師參考資料)

解說建議

1. 「假如我是...」活動
 - a. 教師將全班學生分成 4 組，分別代表廣播劇中的主角文輝、正英、美芬及小玲。
 - b. 著學生代入角色，了解他們的想法及感受。
 - c. 教師提出以下的問題，詢問各個組別的學生：

「作弊」

- 假如你是文輝，作弊時有些甚麼感覺？（會感到內疚、害怕給同學及老師發現...）
- 假如你是正英，你會如何處理？
（會告發文輝，因為這樣會對其他同學不公平／不會告發文輝，因為他是自己的好朋友...）
- 假如你是老師，你會希望同學可以怎樣做？
- 假如你是小朋友的父母，你會有什麼反應？
- 他們日後依然是

「偷錢包」

- 假如你是美芬，你偷同學的錢包時會有甚麼感覺？
（會感到內疚、害怕給同學及老師發現...）
- 假如你是小玲，你會如何處理？為什麼？
（會告發美芬，因為那個錢包不屬於自己／不會告發美芬，因為她是我的好朋友...）

總結

在兩個個案中，文輝及美芬都是為了自己的私利而做出錯誤的行為。他們的朋友正英及小玲，面對著兩難的問題而難以作出決定。一方面為了朋友間的所謂「義氣」而不想告發他們；另一方面又基於良心的驅使，認為應該指證他們。

個案中的正英及小玲實在不應與好朋友同流合污，作出理性的選擇，以維持群體中的公平和公義。

課後延續活動

在班中設立「班主任信箱」，鼓勵學生投件，把一些與朋友或家人利益衝突、不知怎樣處理的事情向班主任反映。班主任可以利用成長課及其他時間去協助同學處理，作出回應和提供輔導。遇有更大問題，亦可即時轉介給訓輔組。

家庭大酒店 Hotel and Family (Lesson 3)

對象：小三學生

目的：讓同學認識自己在家庭的角色和責任

價值觀：互相依賴、情感

態度：尊重別人、關懷、欣賞

共通能力：溝通能力

時間：35 分鐘

教材「家庭大酒店」配對咭及「家庭大酒店」工作紙

參考：香港扶幼會 個人成長課個人發展篇---解決困難

課程內容：

1. 引起動機：(15 分鐘)

目的：讓同學明白每一個人的角色和責任都是十分重要的

- a) 誰是酒店大亨大集會：某酒店的大股東不知去向，將酒店股權交予職員，各部門職員爭先要成為酒店大亨。由於酒店有不同部門，各部職員都爭辯自己部門為最重要的部門，究竟那一部門較重要呢？請同學協助。
- b) 5-6 位同學 1 組，分成 6 組，每組同學討論如何配對「家庭大酒店」配對咭(部門及負責的工作)，正確配對後，請老師為每組核對答案。
- c) 當該組完成配對後，讓同學以猜拳(包剪掙)勝者先選，決定選取心中認為重要或喜歡的角色。
- d) 當各組完成角色選取後，提問各組中猜拳勝出先選角色那位同學選擇時所作的考慮。

小結：酒店有不同部門的人負責才可以正常運作，客人才得到合適的照顧。

2. 家庭大酒店(15 分鐘)

目的：讓同學明白在家人付出愛與關懷的情況下，自己是很幸福的。

- a) 老師在班中提問同學，將酒店與家庭作比較，看看每個部門相等於家中那些工作。(2 分鐘)
- b) 派發工作紙，讓同學思考家中工作由那位家庭成員負責，並假想若家中的工作負責人罷工，情況會是如何，對同學的影響又是怎樣。(5 分鐘)
- c) 請幾位同學分享他的工作紙和家人罷工的影響。
- d) 最後，同學既然明白家庭中各項工作的重大影響，當中同學分擔了那一角色呢，與大酒店一樣，同學是否有些工作是有能力和興趣的，試回家與家人一起商討自己可參與的工作吧！(7 分鐘)

3. 總結

家庭與酒店很相似，包含很多日常生活細節和個人需要，酒店的工作由不同部門負責，而家中的工作則由家人負責，其實作為家庭成員的一份子，每個人都有責任承擔家裡的工作，正如酒店的負責人一樣，假若要成為酒店大亨，就須要有這份責任感，以及盡責的表現。

Lesson Study of P3 in School B

Detailed Classroom Observation in P3 classes

(1) Topic: Superman of Problem Solving (Lesson One)

Date: 26th January, 2006.

Instructor: Class teachers

Domain: Personal Development

Objectives: To teach students about the five steps for problem solving through the story of Superman of Problem Solving

Characteristics of this lesson: It is a lesson with a story of several episodes in verbal form with questions. The lesson plan is clear and simple; teachers can directly follow the content for the lesson.

Venue: P3R

Observation:

1. Teacher R spent a lot of time dealing with the sound track in the computer.
2. It was the last lesson, the classroom was in a mess, and a lot of school bags were seen in the corridor and the spaces between the desks.
3. Teacher R spoke quite loudly in the class.
4. One of the students suggested beating the pillows as a way to release pressure; however, this point was strongly opposed by Teacher R because she thought it was quite violent to do that.
5. In the lesson, Teacher R was holding the lesson plan and reading out the questions, so Teacher R was not capable of teaching and handling the lesson totally by herself.
6. The blackboard was full of stuff from the previous lessons, with no cleaning up. The blackboard was not exploited to help with the illustration.
7. In the lesson, the proportion of Teacher R's sharing was more than that of students' sharing. Deep exploration of the questions was not found.
8. Students enjoyed the lesson as a story time and clapped their hands at the end.
9. Regarding the conclusion, it was well done by Teacher R to remind students of the five steps, but the linkage to daily life was weak.

Reflection:

1. From the above observation, the true setting in a classroom was messy and busy. Indeed, the preparation for the lesson was the key to change the situation. For instance, teachers can assign an IT assistant, clean the blackboard, tidy up the classroom and read through the lesson plan.
2. Beyond full preparation for the lesson, it is suggested to improve the teaching attitude, with a soft voice for a free chatting atmosphere, to be open to the different and possible opinions from the students, to allow more student sharing time, to make use of the blackboard to help with discussion and conclusion drawing, and to try to link up the content with the daily life of students.
3. As an observer, I do feel that Teacher R was quite directive in the classroom; she controlled everything in the lesson, and she taught using methods similar to those for Chinese and Mathematics. Room for students was limited to a certain extent. She could successfully convey what was written on the lesson plan; however, how much the children understood and digested was

another problem. Students were happy to have story time; they enjoyed it or some thought the lesson was less pressure than others and made them happy. I am just worried how far they could apply the five steps in their daily lives.

Venue: P3S (with collaborative teaching)

Observation:

1. In the lesson, I could not find good setting of classroom rules: students were chatting, reading and doing homework at the beginning, so teachers spent quite a long time in settling the whole class.
2. The blackboard was full of stuff from the previous lessons; it was not cleaned up yet and was not used for any illustration or discussion.
3. The interaction between Teacher S and her students was quite shallow: I could not see a deeper exploration of the answers to stimulate students to think more. For instance, when a student talked about the pressure releasing method, the teacher did not take the opportunity to find out more possible methods with the class. Regarding the sharing, Teacher S talked too much and there was one-way communication to seek the recognition of the students.
4. Teacher S used some methods to let the whole class remember the five steps. That was good!
5. Regarding the collaborative teaching, two teachers sometimes chatted together or stood still, so I did not feel the effectiveness of collaborative teaching in this lesson. Obviously, they did not discuss the labour division before and did it ad hoc.

Reflection:

1. Rule setting for such interactive lessons is very important and it was a challenge for the class teachers to handle the excitement of students. Notwithstanding this, the least to be done was to get the attention and involvement of all students first.
2. The lesson reflects the problem of the debriefing skills of teachers and the mode of collaborative teaching. Without previous discussion, it could be a kind of waste or even irritation if the added teacher could not find his or her positions correctly in the class. More training and guidelines was given previously about these two issues.

Venue: P3T (with collaborative teaching)

Observation:

1. It was a happy lesson to observe because Teacher T was fully prepared for the lesson. At the beginning, she started with a little sharing to arouse the interest of her students; her attitude was nice and friendly.
2. Regarding the discussion and the debriefing time, she could ask her class with patience to explore the questions step by step, and give the students time and room to think about the answers. Moreover, she made use of ad hoc examples to apply the five steps of problem solving, such as 'Some students do not talk to me, I firstly feel so upset.....then.....'. At the end, she tried to link up the content with some daily examples.
3. She could always get the attention of her class because she successfully used her skills, like saying, 'DingDongDingDong' as a signal to draw students' attention and keep their concentration. As

observed, some students were very eager to answer the questions, but part of them showed their bored faces in the lesson.

Reflection:

1. This lesson showed the difference between partial and full preparation. In fact, if a teacher could truly and seriously prepare her lessons, her skills, enthusiasm and creativity in the lessons were shown. Students could be cheered up by her involvement and love.
2. Good skills and good attitude with openness and acceptance of a teacher will surely make the PGE lessons successful, not totally, but almost.
3. It was strange to see some bored faces in the class, which might have been attributed to the design of the lesson plan: one story with simple questions. If some group discussions are added, it would be better.

(2) Topic: Are We Friends Or Not?

Date: 16th February, 2006.

Instructor: Class teachers

Domain: Social Development

Objectives: To discuss the moral problems of stealing and cheating and the roles of the friends of the offenders.

Characteristics of this lesson: In this lesson, two cases are provided in the form of a verbal story; teachers are required to guide the discussion in class about the decision of the chief characters whether to reveal the crimes of his/her friends with the guided activity. More questioning skills of teachers are required during the discussion section.

Venue: P3R

Observation:

1. Teaching skills: It was not easy to find the ease and smiles of Teacher R throughout the lesson. However, she was very serious during the discussion section and guided the students to explore the question stepwise, especially in challenging the given answers and letting students think deeply about the problem. In some cases, the teacher overlooked the follow up, especially when a student asked, 'If I told teachers about a friend cheating, I may lose my friends.....so what should I do?' There was no response from Teacher R then. A concrete conclusion was necessary and more linkage with daily life could have been explored at the end of the lesson.
2. Collaborative teaching: Again, the collaborative teaching was not able to enhance the interaction in the class, but was another microphone for one-way teaching.
3. Discipline: In this lesson, some students looked quite tired and napped on their desks, and others talked loudly in the corners at a certain moment and Teacher R spent time trying to control the class. Still, there was no clean up of the blackboard for the new lesson, but students seemed accustomed to the situation.

Reflection:

1. A harmonious relationship between teachers and students is highly expected in the PGE lessons.

2. For the topic related to moral values, it seems that teachers can handle it better than those related to communication skills and problem solving skills. My worry is although the moral topics are easy to handle, if teachers have their answers by heart and do not open up free discussion for students, students cannot learn and reflect by themselves about the issues.
3. Collaborative teaching is still a question because teachers did not ready to include another teacher in their classrooms. If the teaching duties were not discussed and shared before the lessons, chaos or dead air might occur with the unprepared collaborations.

Venue: P3S

Observation:

1. Teaching skills: Students were very involved in this lesson; they had an excited and hot debate about cheating and the decision of the friend as a witness. Students were very eager and keen to express themselves at the final presentation. During discussions, Teacher S talked continuously and prevented input from students.
2. Discipline: Teacher S was not alert to the classroom setting, like the desks and blackboard. I could not see any rules set for discussion and presentation, but the atmosphere was acceptable.

Reflection:

1. Rules for discussion and presentation are important to let students know about the attitude of mutual respect, active listening, patience and feedback. Then students can learn and apply social skills in practice.
2. The alertness of teachers towards the classroom situation (desks, school bags, handbook, blackboard, tidiness and spacing between students) is different, but this kind of ignorance could affect other subject teaching and is not rare in any school when teachers are 'busy' with the curriculum.
3. Teacher S's discussion and questioning skills are in progress, but she could learn patience during questioning, to give room for students to digest, to think and to organize their ideas and feelings.

Venue: P3T

Observation:

1. Teaching skills: Teacher T was very skilful in grouping and blackboard treatment in this lesson: it was well done. The part of debriefing was well done too. For some sections, Teacher N could explore more regarding the queries from the students.
2. Discipline: During discussion, the respect between students was observed. I could see they have been trained in everyday learning.

Reflection:

Overall, it was a very good lesson. Teacher T could deeply explore with her students about the inner self of the offender, his motivation to cheat and steal, the trade-off between friendship/relationship and morals, how we should face our mistakes frankly and the implication of 'conscience' in general.

(3) Topic: Hotel and Family

Date: 27th February, 2006.

Instructor: Class teachers

Domain: Social Development

Objectives: To explore the shared duties in family with examples of labour division in a hotel, to urge students to participate more in family duties as a family member.

Characteristics of this lesson: The lesson plan is simple, mainly including a matching game about jobs in hotels and discussion about how family members could share the jobs. However, the simple lesson plan requires more creativity and skills from teachers to make it a 'good' lesson.

Venue: P3R

Observation:

Teaching skills: Teacher R just used verbal instruction; the blackboard was not used for the illustration of ideas. Teacher R emphasized that the marketing department and the financial departments are the most important part of the hotel, then suddenly jumped to the family. I felt that the jump was very abrupt and created no linkage for students to think about the game and the duty sharing in their family. In the latter part, Teacher R shared her experience with her students for quite a long period. The conclusion and the linkage to daily life was weak and immature, so I did not see how it could stimulate more interactions and reflections from the students.

Discipline: the blackboard was not cleaned up. Teacher R sometimes failed to get the attention of the class.

Reflection:

1. In this lesson, the designer wanted to use the examples of labour division in a hotel to remind students that every part in an organization is important to make a hotel work every day. However, I found that teachers stuck to the details and the correct answers of the games, misinterpreted the design and could not link up the meaning. I felt it strange when teachers complained that students do not know how to match the department names and the jobs. I asked myself, 'Why did they just stick to the correctness? How much did they know about the implication of the games and the sharing of families? While they blamed students for not being capable of understanding the department, why they did not explain it first or plan it ahead of the lesson?' I wondered: they are 'professional teachers' who should justify what should be done for their children rather than following only the lesson plan and blaming the designer. Finally, it might be the problem of lack of preparation instead of the so-called preparation meeting.
2. Still, Teacher L was very happy to share her experience about helping her mum, but left less room for children to share their real lives, and especially failed to encourage their self-management skills due to the intensive help from homemakers.

Venue: P3S

Observation:

1. Teaching skills: Here, Teacher S repeated the lesson of Teacher R. She also had the problem with the linkage between hotel and family. She did not ask her students to compare the similarity and the differences between hotel and family. 'Dead Air' appeared as well after she distributed the

worksheets, as students did not know what was going on and wondered about the sudden jump from hotel to family. I could not see more creativity from Teacher S to help the class during the discussion and the debriefing time. During the final part, sharing of duties at home, Teacher S could not help much with the 'ideal' labour division at home and forgot to let students share their ideas and discovery from the worksheet.

2. Discipline: it took quite a long time to settle down before starting.

Reflection:

1. Teacher S repeated the same error as Teacher R: neither of them could see the implication of the games. Moreover, Teacher S seemed to not know the function of the worksheet, i.e., to test the actual condition in students' families. Instead, she called an honest boy lazy when he showed that he did no domestic work. I feel frustrated when teachers misunderstand the function of the games and the worksheet, then misinterpret it in a harsh and vague way. Students cannot learn in this way. Finally, they were 'told' again what they should do in the family, with no chance for deep reflection and exploration.
2. Besides, limited to the lesson plan, I did not see that Teacher S could think about some creative way to conclude the lessons, like a small survey for the class about their duties at home, or a new labour division at home with discussion.
3. Teachers were restricted tightly by the lesson plan, with no time to prepare it well; they stuck to it, did no creation beyond the material given, and blamed the designer but not themselves for their laissez-faire performance. As I saw, they just scanned it quickly and tried hard, either via one-way or two-way interaction, to complete the lesson before the bell rang.

Venue: P3T

Observation:

1. Teaching skills: Teacher T used a story as the beginning of the lesson and then brought students to the scene of the hotel game. Students were quite involved in the lesson and they clearly knew the objectives of the games.
2. Discipline: Teacher T was good at using the blackboard to give clear instructions to her class, and she was clever to distribute the family worksheet first to save time at the end for packing up.
3. Because of a sudden event in the class, the lesson was terminated in the middle.

Conclusion for the lesson study in P3R, 3S and 3T

Of the nine lesson observations, the following points could be concluded for further improvement and teacher development:

Appreciation

Among these three sampled classes, all three teachers tried hard to teach the PGE lesson within a limited time. Indeed, it is not easy to manage it well at the end of the school days when everyone is so tired.

Wisdom of teachers is highly appreciated to fully prepare and modify the lesson when necessary; the good justification really can liven up the spirit of the class. Whether the lesson can be conducted successfully depends on the flexibility of the teachers, their wisdom, experience, skill, sensitivity and also their invaluable relationships with children.

When children love the teacher, they are likely to be cooperative and attentive. Ultimately, good classroom management is based on skills and also love. Overall, the three classes were well-managed by their class teachers.

Suggestions and Recommendations

1. No matter how limited the time is, as a teacher, it is a basic requirement to read through the lesson plan. It is nonsense to discuss it just in a five-minute meeting. The impact was obvious for teachers with and without adequate preparation when they entered the classroom.
2. In PGE lessons, a lot of skills like grouping, questioning, self-exposure, blackboard use, discipline control and IT are very important and basic for a 'just-made' lesson.
3. Besides, the PGE emphasizes very much the debriefing skills, but it is rare to see that teachers can handle it well. Mostly, direct speech and one-way communication are applied and sometimes give no room for the student to further explore the issue. Facing curriculum reform with emphasis on interactions between students and teachers, teachers are urged to improve these skills. They are not capable to do so, but did not try to: they may opt to feel safe by keeping the old style, to direct the students rather than to guide the students step by step. Both time and skill are the problem.
4. For a higher demand, teachers are not ready to make use of the ad-hoc issues for discussion or elaborate the points given by students for a further discussion of two to three minutes. Sometimes, teachers waste the good feedback or muddle through the important questions raised by the students.
5. The linkage to daily life is weak. Usually, to remind teachers, some questions have been stated in the lesson plans.
6. Probably due to the time problem, good conclusions are not always found.
7. Collaborative teaching is newly arranged in 2005–2006: by observation, the quality of collaboration needs improvement. If the consensus before class is not adequate and if the teachers are dominant, this will partially spoil the 'planned' interactive atmosphere.

Analysis of the lessons and triangulation of teachers' and students' points of view with evidence from observation

Content and Lesson Plan Design

Among the three lessons, the difficulty increases from a guided form to one requiring high autonomy and more preparation. Not all teachers were alert to the changes nor adjusted their teaching method except Teacher T, who had high sensitivity and reflectivity; she also understood the implication of all arrangements. That is the difference!

For the first lesson (Superman of Problem Solving), some bored faces were observed in the class, which might be attributed to the design of the lesson plan: one story with simple questions. The situation might be improved if group discussions were added. On the other hand, teachers feel it satisfactory with the authentic content, the cartoon design and the stepwise approach, especially in 'Superman of Problem Solving'. The attractive design impressed the students until the Summer Holidays.

Teachers:

I feel this lesson is directly related to their daily life: they are so encouraged and very involved in the discussion; they are very familiar with the stories in it and catch up quickly. I had no difficulties in conducting this lesson; I think some students had come across this event before. I just reminded them once again of the value. (Teacher R)

I felt good about this lesson with its cartoon stories. The lesson plan is step by step to guide me to finish the lessons. (Teacher S)

I appreciate the lesson plan: it is easily accepted by students and they became involved so quickly in the story. (Teacher T)

I think this lesson is the most impressive one of them: until the Summer Holiday, they still remember what the lesson was about. After the lesson, I stuck a poster beside the blackboard, so they can read it all the time and memorize all problem-solving steps, and because it is in the form of a story, so this lesson is quite successful. (Teacher S)

In the third lesson (Hotel and Family), the researcher found that teachers stuck to the details and the correct answers of games, misinterpreted the design and could not link up the meaning. Teachers complained that students did not know how to match the department names and their duties. I wondered, 'Why did they just stick to the correctness? How much did they know about the implication of the games and the sharing of duties in families? While they blamed students for not being capable of understanding the department, why did they not explain the game first or plan it carefully ahead of the lesson?' They were 'professional teachers' who should justify what should be done for their children rather than following only the lesson plan and then blaming the designer. So, is it a problem of preparation and the so-called preparation meeting?

The interviews showed that teachers relied on the teaching plans, which some stubbornly followed without changing or modifying. The inflexibility and misinterpretation of teachers spoiled the lesson plans. For some lesson plans, the teacher did not have the skills to brief and debrief the games. The problem was that she was not familiar with either the lesson plan or the games. However, this did not happen in the other two classes. During the process, teachers forgot the flexibility and the implication of the worksheet.

Teachers:

They were asked to have division of labour. I think they did not understand the terms of the positions in hotels, so they had no idea how to match the position and the job together. The aim of the lessons is to let students know their responsibility in their families; however, the game could not bring them the message, but just made a mess. I suggest replacing the matching game with role play. P3 students are very interested in role play: let them play different family members and try to negotiate how to share the job at home, change the matching cards to family members and jobs at home, to let them think about their job in their family? I think hotel and school can be linked up together. For me, it was difficult for me to link up directly the hotel departments with anyone in the family. During the pre-lesson meeting? We feel suspicious about the game, especially which department is the most important I prefer the direct telling about what departments do in a

hotel instead of a game I think if the rules are not clear, students do not know what to do because even for me, I am not sure what the game is about. (Teacher S)

Compared to the previous two lessons, my feelings are ‘Superman for Problem Solving’ was the most convenient for us to teach with clear steps. However, ‘True Friends or Not?’ and ‘Hotel and Family’ created some mess in the class, and during the group discussion, some argument was found. Some students yelled, ‘I don’t want to work with him!’ It made the classroom noisy and a little bit chaotic. ‘Superman for Problem Solving’ is step by step, so they were impressed in that lesson. (Teacher S)

It shows the importance of knowledge base and training.

Teachers:

The content is acceptable, but the problem is time: to finish it on time; the lesson plans are easy to handle and digest The successful thing is as a new teacher with just 3 years of experience, I am happy that I can conduct such new lessons smoothly by my limited skills and explore the way to conduct it I took some courses about moral education and counselling in my degree of education, which helped me to conduct the lesson too. (Teacher T)

Teachers might have different points of view about the lesson design, so the lesson writer should be careful with the length of the lesson plan and select the appropriate materials for students. Sometimes, it could be dangerous to follow the material, such as releasing pressure by beating things. In view of social learning theory, this action is problematic; however, it is all written in a lot of affective education material in Hong Kong.

Teachers:

The pre-lesson meetings are useful for us to discuss it beforehand and make clear the objectives and the content of the lesson plan. What we are concerned about is the teaching aids, especially the story on the server; if it is there, we feel comfortable. Then we could follow the lesson plan step by step. We just think the lesson plans are too long, with too much data to digest. (Teacher R)

One student said that beating a pillow was his way to release pressure, but I objected because I think it is acceptable if he drinks a glass of water or calms down in one corner. However, beating something is quite violent in a sense, and if it is in school, he may hurt someone or break something in the classroom, so I don’t think it is the right way to do it. I will not allow them to do that, but I may suggest that they could cry, eat or find someone to talk with, which is more appropriate. I am not suggesting that they beat anything. (Teacher R)

Overall, the comment from children about the content is alright.

Students:

I scored 7 because I felt bored about the content, but the content is good. [contradictory] I hoped

there would be more visual stories rather than just sound. The ‘nonsense’ is the waste of time to wait for the story. (3R)

10 because the content is very detailed and attractive. (3S)

Classroom atmosphere and involvement of students

Normally, the classroom atmosphere and climate was good and acceptable, but teachers had to adjust their tolerance to students. Students were especially excited in group discussions, but needed guidance from teachers. Teachers were honest, but some students may have felt bored and were not attentive in the class because there was no pressure from the PGE, or they were tired and felt the PGE was nonsense.

Students:

Lesson one because the whole class is very involved in the lesson and students raised their hands frequently and we can answer the questions. (3T)

Nine because the teacher taught us well: the involvement of students was high because they wanted to listen to new things. (3S)

Teachers:

Some students learnt the PGE quite well; however, some played in the class. Because the PGE is not a normal lesson, they can air their views freely, so they are happy. Some played, some learnt seriously. But I think what they learnt in the classroom could be applicable in their daily life. (Teacher R)

They are so involved in the lessons; they are happy to air their feelings and their opinions. (Teacher R)

I found that they were very involved in the group discussion; they may lose their direction at the beginning, but with the guidance of teachers, usually they could catch up with the requirement and have a good discussion For instance, they need to discuss what role they are going to take in some situations I think overall 70% of my students were involved in the lessons, but about 20–30% of my students may think that it was a noisy lesson. I was satisfied with their performance because most of them were noisy, but they expressed their feelings and ideas. It is acceptable. (Teacher S)

Some students are not interested in it because they have no responsibility (no examination and test) under the PGE, or they might be tired, feeling the lessons are nonsense. Compared to the core subjects, they know the PGE exerts no pressure on them so they would not get involved in it seriously. (Teacher S)

Feedback of students

Feedback from students was good: most of them appreciated the PGE lesson and found that they learned something useful beyond the regular curriculum. Interestingly, teachers found that students gave them the standard answers all the time. However, is it true? It depends on the probing skills and the sensitivity of the teachers. (Kolberg’s theory: Good boy and Good girl)

Students:

Sometimes, I prefer to listen to the sharing of teachers rather than look at the screen. (3R)

We given the chance to express ourselves. Among them, the PGE is not especially funny, but has more sharing time. The PGE is necessary for us: they would object if the PGE disappeared. (3S)

I think the PGE is funny, not boring, interesting and has more to learn. (3S)

We think what we learn in the PGE is useful to us. (3T)

Teachers:

In the role play, they played quite well. They told me the standard answers. Even the one who played the role of the cheating boy told me he will erase the cheated answer if he thinks it is misbehaviour. (Teacher S)

The students in my class are quite positive. They know their behaviour is not good. In verbal presentations, they told me that the misbehaviour is forbidden, and as a friend of the cheating boy, they would not help him to hide the truth. (Teacher S))

Their feedback is within my anticipation. I know they like expressing themselves in class; however, owing to the time limit, I must shorten the discussion and the sharing time, so not everyone had the chance to express themselves. (Teacher T)

Co-teaching

As observed, there was a problem in the debriefing skills of teachers and the mode of collaborative teaching. Without pre-lesson discussion, it could be a kind of waste or even irritation if the added teacher could not find his or her positions correctly in the class. More training and guidelines (as was given before) should be rendered. In the eyes of students, the effect of co-teaching was good. They are happy to have their familiar teachers with them in the PGE lessons. Still, some students queried the division of labour between the teachers. It shows that students were sensitive to teachers' collaboration.

Students:

I prefer two teachers, because one more teacher can help Miss R.

I prefer one because I don't know who is teaching us, unless they have clear division of labour.

I don't like two teachers because it is too noisy when somebody is naughty in our class. (3R)

Class teachers also sensed the needs of students; they want more care and communication with the subject teachers beyond knowledge. They also found the tactical correlation and pre-lesson preparation are important between the co-teaching teachers. Otherwise, chaos and annoyance for students may result.

Teachers:

I feel so good with co-teaching, because one more teacher means two more eyes to help me. If we can prepare thoroughly before lessons, it is excellent I feel that they want more teachers: those they are familiar with to join the lessons; they want the sense of familiarity If I can share more with Miss M (the co-teaching English teacher), then it would be better. (Teacher S)

During debriefing, Miss N helped me a lot and reminded me about the missing points. (Teacher T)

Classroom Management

The PGE itself is a new challenge for teaching skills and discipline control to complete the rich teaching content. Rule setting for such interactive lessons is very important, and it was a challenge for the class teachers to handle the excitement of students. Notwithstanding this, the least to be done was to get the attention and the involvement of all students first. Moreover, the alertness of teachers towards the classroom situation (desks, school bags, handbook, blackboard, tidiness, spacing between students) is different; this kind of ignorance could affect other subject teaching and is not rare in any school when teachers are 'busy' with the curriculum. From the interview, teachers recognized that they had no choice than to miss the problem of the blackboard and school bags in the rush. Besides, most of the students emphasized the discipline in the PGE lessons, accepted the noisy standard and the fact that the tolerance of students and teachers was different.

Students:

Some students do not respect Miss R; it seems they ignored the presence of teachers. Mainly they sat at the back of classroom and played. They got used to talking especially during the lesson changing time. (3S)

The teacher told us some rules about the PGE at the beginning of the course. (3T)

Some laugh and chat all the time; indeed, they can control themselves. (3T)

From the observation, it could be found that the true setting in a classroom was a messy and busy situation. Indeed, the preparation for the lesson in both the classroom setting and teacher was the key to change the situation: for instance, assigning an IT assistant, cleaning the blackboard, tidying up the classroom and reading through the lesson plan.

Teachers:

The blackboard was not cleaned every time because before was another lesson conducted by another teacher. When I came into the classroom, I must firstly settle them down, ask them to write down their homework and pack up their school bags, so it was noisy and messy sometimes. So, every time, I almost forgot to clean the blackboard. (Teacher R)

Some students thought that the classroom was too noisy. I think it was normal if the lesson was full of activities and discussion. I would lose my standard by accepting the noisy situation in the PGE. I did not punish them. I was astonished that some students thought the lessons were too noisy; I think those interviewed by you were the good students and their marks are higher. (Teacher T)

The change of a teacher in classroom management was found in one class. It implies the teacher had gradually monitored the rhythm and rules of the PGE.

Teachers:

Re the classroom management, I used the signal to settle them down. Discipline in class is important; however, they are allowed to talk freely, so it is unavoidable that some students will chat with each other about something other than the lessons. (Teacher S-1st lesson)

Re the class discipline, I think it was alright. This lesson is better. Re the group activities, they get used to it, so it was so smooth to have discussion together. Overall, there were no problems. (Teacher S–2nd lesson)

What I am satisfied with is the class discipline, as I can control them. (Teacher S–3rd lesson)

Family worksheet and feedback

Regarding the worksheet of the PGE, it is also a chance to examine the teaching skills of teachers whether they are open-minded or directive. The difference results in the effectiveness of internalization; here is the sample.

Sometimes, teachers might get angry with the unexpected answers from the students. Teachers had to be open to accept any answers and guide the student with the golden chance. Also, teachers might be confused about the functions of the worksheet: whether it is a check list for further guidance or standard answers to fill in. With observation, Teacher M and L did not get the implication of the games. Teacher M also called an honest boy lazy when he said he was not involved in any domestic work. As the researcher, I felt frustrated when the lesson was misunderstood and misinterpreted. Worst still, the student was ‘told’ what he should do in the family. The chance for deep reflection and exploration was then missed. That is the response of Teacher S:

Teachers:

After that, from the family worksheet, some of them showed me they have no responsibility at home. I felt that it was nonsense and I suggested that he think about it and try to have more duty in class. (Teacher S)

The worksheet could raise the concern of some parents and encourage the change of students, like the 3rd lesson, Hotel and Family, worksheet let them take action at home: some students changed, but some are inhibited by their parents that reflects part of the truth about parents spoiling their children.

Students:

My mum does not allow me to do any housework. (3R)

After I completed the worksheet, I found that most of the housework was shouldered by Grandpa, father and mother; I just have one job. So, I decided to help more by washing the dishes and tidying the rubbish bin. (3T)

The family worksheet is OK and I can follow the worksheet to help my mum like sweeping and tidying. (3T)

Some good parents were quite concerned about the personal growth of their child and directly contacted teachers about the worksheets. What impressed me is that some students who lacked family care wanted to gain the concern of their family through the worksheet.

Teachers:

- One parent phoned me because she discovered some secrets of her daughter and then discussed them with me. I think that was good for them. Also with the family worksheet after class, parents had more understanding about their students. I think the perception of students from any family background of the PGE is more or less the same. (Teacher S)
- I found that one of my students, the naughty boy with ADHD, Ming, had family problems, and he was very interested in the family worksheet when the topics related to family. Once he got the worksheet with family topics, he would ask classmates immediately to find out if the worksheets must be signed by parents. He was eager to know. (Teacher S)

The follow up with the PGE worksheets was different from other subjects, as it needed time. Attitudes changed silently and the children showed their concern if the worksheets were related to their family. However, time was again inadequate for the follow up of the worksheet.

Teachers:

But then, some parents did the worksheets seriously, but I feel that some just signed their name—that is all. I think that most of the parents do not understand what the PGE is. I had no time to discuss the worksheets with my class because the lesson time is really very tight, so no extra time could be spared to discuss the worksheet. Even at the end of the term, I had no time to discuss the worksheet or have an overview with them. You know . . . we are so busy at the end of the term. (Teacher T)

Time problem

Time is still the main problem for preparation meetings, self-preparation, teaching time, sharing and debriefing.

Students:

I don't like the PGE because it makes me late for school and less time for my homework. I would support it if the time for the PGE is rearranged. I learn something to help my growth. (3T)

Teachers:

Time is so limited; it is alright to arrange the PGE in the last lesson, with a relaxed atmosphere. I suggest 50 minutes would be better. I overrun the lesson very often. In my class, there is an art lesson before it, so they have no time to pack up their things and clean up their desks. How about using the activity lesson on Wednesdays? It is not OK. (Teacher S)

Students are so tired in the last lessons. I suggested the PGE to be in the first lessons or just after lunch time. (Teacher R)

Student-teacher relationship

It is good to hear the voices of the good teachers and their new findings from the PGE: it means they had successfully got in touch with the 'real' class, and it is different from what she received daily in the 'controlled' class. They are different. This reminds us of the observation of most of the parents: children behave well in school but are naughty at home because they behave and perform in a totally controlled

environment with rules and positive models to follow. However, in the presence of reinforcement and punishment, a lot of children pretend to be good in school, but they finally perform incongruently in different places. Interestingly, they performed 'real' in the PGE to communicate genuinely with teachers in a trustful environment. Students do care about the feedback from their teachers. It all depends on the good student-teacher relationship.

Teachers:

I think mainly our relationship is good. I always chat with them in recess and they know I love them. In the lesson time, somehow I am strict with them; I also have relaxed time with them. I am not sure whether they feel our teaching skills are good or not. I will ask them for feedback about my teaching. I think as P3 students, they can see the teachers who prepare fully for lessons and teach them by heart. Since they are only P3, I think what they perceive is the affective way, mainly their feelings I know well about them I understand them so much. I found that their appearance is not compatible with their behaviour and social skills through the PGE lessons.
(Teacher T)

Students :

I like Miss T because she understands us and teaches us a lot of things. She listens to us and gets our feedback. (3T)
We like the interactive teacher because if the teacher has no feedback for us, it means she does not care for us too. (3T)

Effectiveness

A lesson taught does not mean it is learnt, digested and practised by the students, so continuous reminding is necessary. For the topic related to moral values, it is observed that teachers can handle it better than those related to communication skills and problem solving skills. My worry is although the moral topics are easy to handle, if teachers know their answers by heart and are not open to free discussion with students, students cannot learn and reflect on the issues. As observed, in the lessons with a heavy sense of moral judgment, students may tend to give teachers the standard answer because they have got used to doing this; it is a challenge for the questioning skills of the teachers to find out the actual voices and questions deep in children's hearts. Teachers worry about the effectiveness of the PGE in the rushed lessons. Continuous reminding is applied to encourage changes in students. Teachers use daily events, posters or other means to remind students about what they have learned before. Indeed, students had tried to change their behaviour silently as shown below!

Teachers:

After the lesson, I would use other chances to remind the students of what they had learned: the five steps of problem solving. For instance, I reminded them of the first step, to calm down first. For instance, for Tom, I always reminded him to calm down like the Problem-solving Superman, and think about the whole process, like who is doing the right or wrong thing in every argument and fight; both parties have mistakes, so I hope they think clearly before their next actions. This

could be better. (Teacher R)

What I think is difficult is to let them apply what they learned in the 30–40 minutes in their daily lives, because it is about value education; it is not possible to change them suddenly. Yes, they can fully answer you in the lessons about what they would do at home to respect and how to talk to their parents. Is it true in the real situation? Besides, we have different topics every lesson. How much can they remember after every lesson? I suspect very little. In practice, it is difficult. As class teachers, we can apply some in daily life and remind them of problem solving skills as their grandmothers. If a poster is provided by the lessons, it would be better. (Teacher T)

It is too rushed to teach each topic, so I am not sure whether the content of the PGE can affect them and facilitate changes in their daily lives, as it is a long-term process: they can answer you but this does not mean that they can act it out. (Teacher T)

It is difficult to tell. I will remind them of the five steps in the coming days when there is any trouble in my class. (Teacher T)

I stuck the poster at the corner of the blackboard and it helped me in discipline control. (Teacher S)

Students' changes

Students:

The lesson is about the sharing of duty in families by every family member. I could learn how to take care of myself. After this lesson, I felt that we should do more housework, and not only rely on Mum and Dad. From now on, I will try to do some housework like sweeping, washing dishes and basin cleaning in the washing room. But Mum said, 'You need not help me next time!' In spite of this, I will insist on helping her in the coming days. (Teacher T)

Teachers:

I made use of family and school as examples to talk about with them. They accepted the idea of job sharing. But I worry their parents may not want to assign jobs to their students, being afraid of 'abusing' them too much. Or if there is maid to help, children have no chance in the family. (Teacher R)

Students:

I helped my family in that period like sweeping, cooking and table cleaning. (3R)

I washed the bathroom, the bath and the basin. I mopped the floor with the sweep I am used to doing homework usually. (3T)

What students have learnt

They still had a good memory of what they had learnt, during the interview time; they could articulate clearly what they learnt in the lessons.

I learnt I need to calm down and use my brain to think about the solution. It can help me in my daily life. For instance, during homework time, I will try to use it. (3S)

I always lose my temper, but I learned how to face the difficulties with the five steps. (3S)

From this lesson, I learnt that every person has a duty in an organization: one person cannot do everything, so we must share the jobs. We cannot overestimate our ability to shoulder all jobs. (3T3)

Lesson One and Two because I learnt that cheating and helping cheats are not correct, and I also learned how to solve the problems if I lose mum or if I forget the vocabulary during dictation. [He then told me the five steps of problem solving clearly.] (3T)

Lesson Two because I know we may help our friends wrongly. This lesson gave me confidence to do the right thing, and tell the truth to parents and teachers if there is problem. (3T)

I learnt how to solve problems. It is useful for us. Like the Superman of Problem Solving, we face a lot of problems every day, so we can try to use the steps provided to solve the problems or try to consult teachers and parents. In our memory, there is no such teaching and lessons before to teach us how to solve the problems. (3T)

Students' growth

Teachers:

The most successful thing I perceived is in the lessons: they can try to think about the issues from other angles from parents and teachers. I hope that can help me to analyse when they face true dilemmas I found a naughty boy started to know how to distinguish between what is wrong and right. (Teacher S)

Happy sharing

Both teachers and students enjoyed the sharing period of the PGE, which is not always found in other subjects. The researcher would like to suggest rules for discussion and presentation are important to let students know about the attitude of mutual respect, active listening, patience and feedback. Hence, students can learn and apply social skills in practice.

Students:

The PGE is necessary because it lets us talk to each other, not like other subjects. The PGE can give us chances to share and talk. I raise my hand and I am not selected by teachers. Besides the PGE, in English, Music and Chinese, we have the chance to express ourselves. Likely, more sharing time was found in the PGE lessons. (3R)

Sorry, I got no chance to share in spite of putting up my hand so many times. I like sharing with my class. The teacher did not see my hand. (3T)

Teachers:

For this kind of message, now it is difficult to discuss topics with them in other lessons or just mention them without discussion, so only in the PGE time can we share these topics deeply within 40 minutes. (Teacher S)

Teachers to teach the PGE

As observed, a teacher's skills and attitude of openness and acceptance will surely make the PGE lessons successful: not totally, but almost. Somehow, teachers still use the stern face and hard voice they use in

other lessons to teach the PGE, so students felt uneasy. So beyond full preparation for the lesson, a soft voice and free chatting atmosphere can allow different and possible opinions from the students for more sharing. As an observer, I did feel that Teacher L was quite directive in the classroom: she controlled everything in the lesson and she taught with the similar methods used for Chinese and Mathematics. Room for students was limited to a certain extent. She could successfully convey what was written in the lesson plans; however, how much the children understood and digested was another problem. In the lessons, students were happy to have such lessons: they enjoyed them or may have thought the lesson had less pressure than others, which made them happy. Besides, they like their class teachers who understand them and they feel comfortable chatting with them. Students are indeed sensitive to the performance of teachers and dislike the talk-show guy.

Students:

I don't like Mr. D because he talks too much..... I don't think he is good. I missed her after she left the school. I think Teacher R can talk to us softly, which would be better. (3R)

Teacher T because she is experienced and familiar with us, so she knows about our personality. If a teacher does not know us, it causes a mess. (3T)

Teacher T because she understands us, but others do not know us. I feel comfortable about that. (3T)

In their eyes, a good teacher should be a good listener, have the wisdom to judge, have a good attitude and be knowledgeable. The three classes all scored the performance of their class teachers high (7–9), but some had a higher demand for discipline and control.

Students:

A good teacher should listen to us and when we have any mistakes, she should explain it clearly to us, with clear corrections. I feel she must teach us the substantial things and with good attitude. If she has a bad attitude, students will do bad things towards her. If she is good, but she cannot teach us anything, it is nonsense. (3T)

I scored 7 for my class teacher because she can have more elaboration and the class discipline is good. (3S)

In the interview, class teachers and the SGT are their choice because they supposed the PGE was designed by the SGT, so her presentation should be the best.

Students:

I like Miss Wong [the researcher] because the PGE is designed by you; I think you are the most suitable one. Your presentation should be clear. I want the original copy. (3T)

Good preparation and ad-hoc justification are necessary!

Misinterpretation of lesson plans by teachers will lead to messy teaching and spoil the lesson plans. It shows the difference in a class taught with or without full preparation. In fact, if a teacher could truly and seriously prepare her lessons, it is easy to find her skills, enthusiasm and creativity in it. Students will be

cheered up by her involvement and love. Teacher N prepared the lesson before she entered the classroom with an interesting beginning, and then the game was successfully conducted, so students fully knew what was going on in the lessons. Some teachers relied on the preparation meetings and the audio-visual aids. With bad preparation, dull lessons result.

Teachers:

I think time for preparation is very important to conduct the lesson smoothly. The pre-lesson meeting was conducted only when all form members were present in the staffroom, which is not easy to do. A meeting of 15 minutes is not adequate. If I have time, I will scan through it; however, most of the time, I do not fully understand the lesson plan, and I make it clear after discussion. If some audio-visual aid is provided, it will help me and also my students to understand the topics more. Especially for students, the visual aid helps them to memorize the details of the lessons so much. (Teacher R)

We must read through the lesson plan first and digest it, and then I will try to add my personal things like self-exposure to share with my class. It creates resonance with them. (Teacher T)

For this lesson, I think my preparation was not good; I was confused about the lesson plan. During the lesson, they did not understand the game, but just held the cards without clear goals to do it. (Teacher S)

I need the guidelines [for PGE teaching]; maybe I am the first year to teach it. I think it depends on our justifications [for the lesson plans]. (Teacher T)

For those not involved in the lessons, the problems may be my preparation and the pre-lesson meetings, which affected my performance in the class and made them feel dull. (Teacher S)

It is surprising to discover some creative staff.

We did the pre-lesson meetings every time: Ken is very creative and serious about leading our discussion. (Teacher S)

However, Teachers R and S were restricted tightly by the lesson plan; with no time to prepare it well, they stuck to it and did no creation beyond the material given. As the researcher perceived, sometimes they just scanned it quickly and tried hard, via either one-way or two-way interaction, to complete the lesson before the bell rang. Besides the limited lesson plan and poor preparation, no innovation was found.

They sometimes forgot to use the blackboard to help discussion and conclusion, and correlate the cases with the daily lives of students. It seems that they have become accustomed to using IT and audio-visual aids and have forgotten some primitive tools in the classroom which can also help their lessons to be successful.

Debriefing

It was found that the part of debriefing was a challenge for teachers to handle: they easily got in self-disclosure to create a sharing atmosphere. It is a wonder that changes could happen, but co-teaching

could help the missing points during debriefing, as could role play and life application linkage about family and schools which are important. However, teachers are worried that parents may somehow spoil the value from the PGE. Teachers should learn patience during questioning, to give room to students to digest, to think and to organize their ideas and feelings. Some teachers know that they are inadequate in preparation, with no skills in counselling, questioning and critical thinking.

Teachers:

Sometimes, it is difficult to link it up with daily life. It depends on their habit and the communication mode. I find that some are not easy to persuade. For instance, some students are quite stubborn about saying they would beat those who get angry with them, with no way to calm down first. So they may learn little from the topic. (Teacher R)

Debriefing skills reflect the truth; they relate to daily life, but need the critical thinking of teachers. The difficult point in the PGE is the questioning skills where teachers are not skilful. (Teacher S)

During debriefing, I found that my students were highly curious about the feedback of teachers, like our solution of some dilemmas: they would say, ‘Teachers, how about you? What would you do in this case?’ When we told them the answers, they listened carefully. (Teacher S)

Re debriefing skills, I think I am weak in the last steps, as at the end of the lessons, when time is up, I usually advise them to discuss it with their parents at home. (Teacher T)

A good teacher like Teacher T in the lesson ‘My Friends or Not?’ could further deeply explore with her students about the inner self of offenders, their motivation and the implication of ‘conscience’ or ‘face’ in general.

Self-disclosure

Still, Teacher R was very happy to share her experience about helping her mum, but left less room to let her students share their real life, especially failing to encourage their self-management skills due to the intensive help from homemakers.

Teachers:

That is my practice. In this lesson, I shared how I am helping with my family. I hope my sharing could help them to understand that everyone should share jobs at home. (Teacher R)

Linkage with Daily Life

Teachers:

The successful thing I think is that I used myself and their position to re-discuss the situation, guiding them to think in an easy way instead of playing the roles in the stories, which are not familiar to them. If their students’ names are used, the distance will be shortened and it will be like daily life. (Teacher T)

Self-reflection of teachers

How should a good PGE lesson be taught? What is a good teacher? Adjustment and change of teacher image are very important to conduct the PGE and continued reflection keeps improving the teaching

quality. The researcher does appreciate the serious attitude of Sherri towards her career.

Teachers:

To teach the PGE well, I think the relationship between me and the students is very important. We must put down our status, be their friends and classmates, and listen to their feelings, their beliefs and worries. If teachers insist on maintaining their 'teacher' image to conduct the lesson, they do not understand and you cannot understand them as well. You should see things from their eyes. (Teacher T)

Maybe I am not confident in my teaching, so I am used to getting feedback about my teaching and to improve myself continuously . . . I discuss things with my colleagues very often, to find out the reactions of students to other classes on the same topics. After every lesson, it is normal to reflect on my teaching skills; however, this year, the subjects I taught were not repeated in the same form, so I had no chance to repeat and improve again. In the past, I can justify and improve. I can only jot down my points. I think the reflective practice is common in the teaching staff, so we have got used to discussing it together. (Teacher T)

Necessity of the PGE (objection)

Both teachers and students feel the necessity of the PGE

Teacher T reminded me that the PGE should be a systematic and regular D&G activity.

Students:

If it is cancelled, it will not be good as the PGE can cover something outside the syllabus and let us learn more. (3S)

I think the PGE should be sustained because it tells us the right things to do . . . I think the PGE is important and it helps a lot for our growth . . . It teaches us the right things. There is no need to cancel it. (3T)

I object to the cancellation of the PGE because it has games, and we can share more among the classmates and can understand them more, but in other lessons and recess, time is not limited. In the PGE lesson, we have plenty of time to talk with each other; every subject has its function in school, so if it is cancelled, we can learn less then. (3T)

Teachers:

I think the PGE is necessary. In our daily teaching, we always deal with the students' problems and give them guidance and counselling. The PGE does the same thing in a more systematic way. (Teacher T)

Modification's suggestion—topic reduction

Teachers:

What I am concerned about is whether the message is internalized in the hearts of students. I wonder. I suggest the topics could be reduced and the lessons expanded to double periods. I am just worried that it is a waste of time to teach them without a good outcome. (Teacher T)

So we want to have fewer lessons, with more time to discuss one topic deeply. Or we can teach the topics about school, and then family problems next year. [R tells them the restriction of the framework, so it is not possible to have periods for one lesson.] (Teacher S)

Conclusion

Of the nine lesson observations, the following points could be concluded for further improvement and teacher development:

Appreciations

1. Among these three sampled classes, it could be found that all three teachers tried hard to teach the PGE lesson within the limited time. Indeed, it is not easy to manage it well at the end of the school day when everyone is so tired.
2. The wisdom of teachers is highly appreciated to fully prepare and modify the lesson when necessary; the good justification really can liven up the spirit of the class. Whether the lesson can be conducted successfully depends on the flexibility of the teachers, their wisdom, experience, skill, sensitivity and also their invaluable relationship with children.
3. When children love their teachers, they are likely to be cooperative and attentive. Ultimately, good classroom management should be based on skill and also love. Overall, the three classes are well-managed by their class teachers.

Points to note and reflect

1. No matter how limited the time is, as a teacher, it is a basic requirement to read through the lesson plan. It is nonsense to discuss it just in five-minute meetings. The impact is obvious for teachers with and without adequate preparation when they entered the classroom.
2. In PGE lessons, a lot of skills like grouping, questioning, self-disclosure, blackboard use, discipline control and IT are very important and basic for a 'just-made' lesson.
3. Besides, the PGE emphasizes very much the debriefing skills, but it is rare to see teachers handle it well. Mostly, direct speech and one-way communication are applied, and sometimes they give no room for the students to further explore the issues. Facing curriculum reform with emphasis on interactions between students and teachers, it is urgent to improve these skills in teachers. They are not capable of doing it, but did not try to do it, as they may have felt safe keeping to the old style, to direct the students rather than to guide the students step by step. Both time and skill are the problem.
4. For a higher demand, teachers are not ready to make use of ad-hoc issues for discussion or elaborate the points given by students for a further discussion of two to three minutes. Sometimes, teachers waste good feedback or muddle through the important questions raised by the students.
5. The linkage to daily life is weak as well. Usually, to remind teachers, some questions have been stated in the lesson plans.
6. With time constraints, a good conclusion is not always found.
7. Collaborative teaching was newly arranged in 2005–2006. By observation, the quality of collaboration needs improvement. If the consensus before class is not adequate and if one of the teachers is dominant, this could partially spoil the 'planned' interactive atmosphere.