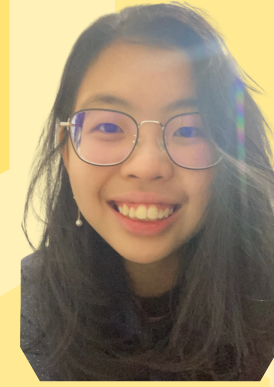


Our Student Leaders



Human Resources Officer
In charge of communications
(sending emails, Google
classroom announcements
etc.)



Operations Officer
In charge of logistics
(planning and making of
learning resources in
Google drive, managing
website etc.)



Promotions Officer
In charge of social media
(filtering recruitment
responses, updating
Instagram etc.)

Change Makers from Victoria Shanghai Academy: English Bee Project



Our Aim

English Bee is a non profit project aiming to provide an opportunity for primary students to develop their English skills. We believe that nurturing a long term interest in reading, writing, and creative thinking is essential. Our project is held online where we host weekly activities ranging from buddy reading (BR) sessions to creative writing workshops (CWW) led by secondary student volunteers. Starting in June, we plan to partner with local charities helping disadvantaged students.

Addressed SDGs

4 QUALITY EDUCATION



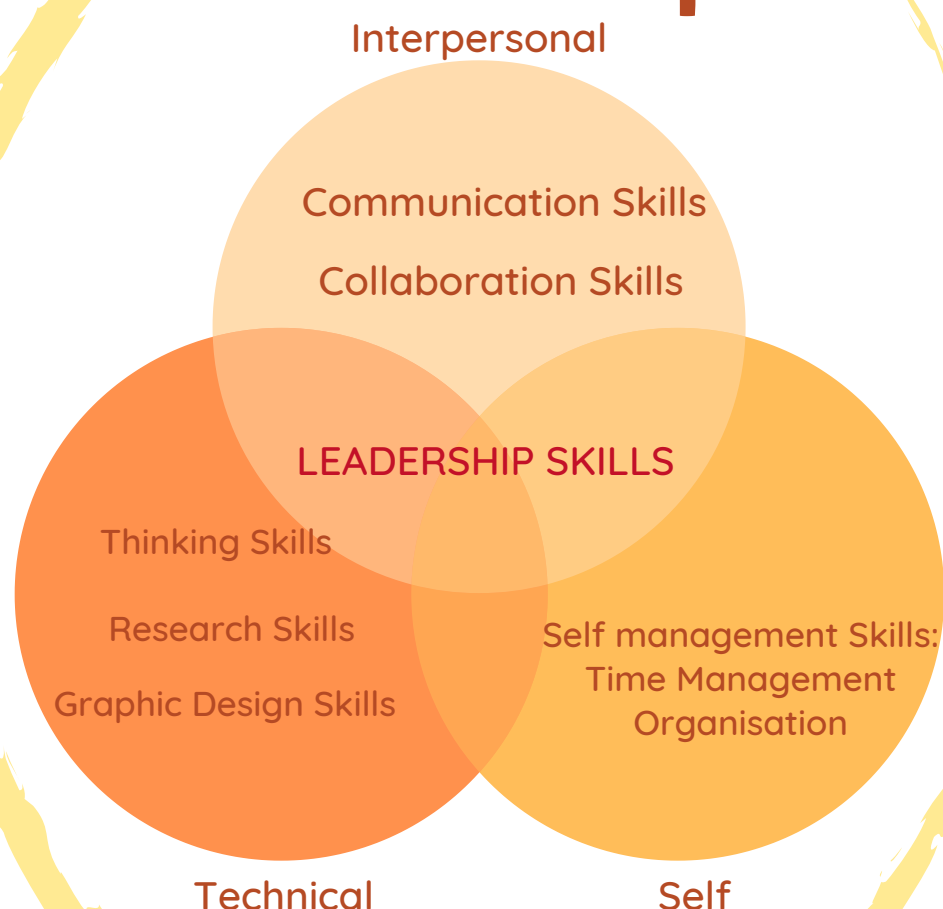
It is harder for students to connect with others in remote learning. Our project encourages interpersonal skills alongside giving students an opportunity to develop their interest in English.

Our project strives to provide students from various backgrounds equal access to resources that can assist them in improving their English skills.

10 REDUCED INEQUALITIES



Skills Developed



Outcomes & Impacts

- 4 BR sessions catered to primary students of all years
- 1 CWW catered to year 1 to year 3s.
- Activities are to be held every Monday afternoon

Testimonials:

Volunteer - 'Having the opportunity to be a volunteer at English Bee has made my Mondays! It's an extremely meaningful project that I would have loved to be a part of as a primary student.'

Parent of a Y1 student - '[Student's name redacted] is very satisfied with the course! She enjoys reading time with the secondary students and drawing her own comic in the creative writing workshop.'

Y3 student - 'The lesson is fun; teachers are kind!'

More on our website:



30+ student volunteers

60+ primary students impacted

210+ hours of commitment

1. Establishing a project idea

2. Planning our project

3. Promoting our project

4. Implementing our project

Our Journey

1. Our initial project aimed to teach underprivileged children (SDG 10: reduced inequalities) in Hong Kong how to make clay pots through workshops, as well as how to grow plants inside them. The goal was to stimulate and enhance creativity, an interest for plant biology, and to promote better air ventilation in homes (SDG 11: sustainable cities and communities).

Due to the sudden onset of COVID 19 in HK, we were unable to follow through with this. We thought of alternative solutions such as filming videos and providing children with materials, but we agreed that it was unsafe for children to make clay pots without in person supervision.

Nevertheless, we wanted to serve the community through direct collaboration. We came up with a more feasible project; the English Bee project. We want to offer extra support to students in the midst of COVID-19. According to the UN, COVID-19 has led to an additional 101 million of children in grades 1 through 8 falling below minimum reading proficiency levels in 2020. Therefore, we believe that this project would be of value during these difficult times to help children enhance their proficiency in the English language.

3. Recruiting volunteers and reaching out to our target audience was a large part of getting our project started. We sent out an email to the CAS coordinator to help us post a message on the secondary school bulletin, detailing who we are, what we are doing, our aims and missions and a survey to sign up as a volunteer. In addition, we made an instagram account to hopefully attract the attention of students who may not have seen the announcement.

After liaising with the primary department on specific logistics and rules we have to follow, the primary extracurricular activity coordinators were able to send out a survey to the primary students, encouraging them to sign up as students.

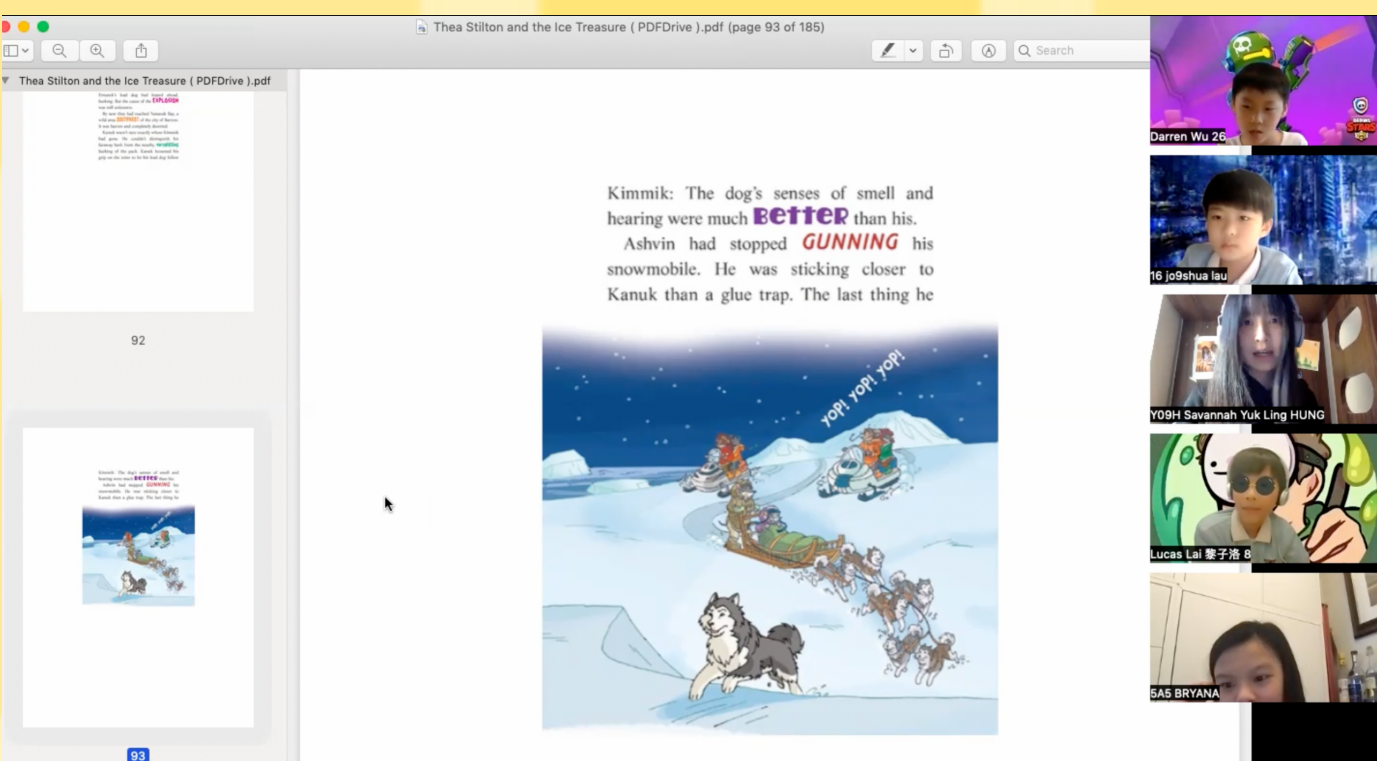
2. To maximise time management, we created an action plan. To better understand our target audience and to reach maximum interest and engagement, we sent out a survey to primary students, asking for their favourite book franchises (of which we received over 40 responses). We believe that this activity could help develop student fluency, confidence and interpretation in English. Our second activity idea is CWWs. Since creative writing is a significant part of the primary curriculum, we believe these workshops could aid and extend their understanding of the curriculum. Global issues are simultaneously explored with creative writing skills, cultivating curiosity and increasing global awareness.

4. Within an hour of sending out our survey, we received over 50 primary student responses expressing interest in enrolling. Since we had only 15 volunteers at the time, we decided to close the survey at 60 responses. Shortly after, we created a Google Spreadsheet of the survey responses to better visualise and delegate an appropriate number of volunteers to assist with each activity.

One of the most challenging parts to this step was communicating effectively with parents. In an international school, students and parents are accustomed to speaking many languages. Our solution was to ensure that all emails were translated into both English and Chinese characters, and to allow time for followup questions to be asked. In addition, maintaining engagement during lessons was also difficult - but we were able to circumvent this through seeking help from primary teachers, adding interactive games (pop quizzes, exit tickets, popcorn reading) and getting to know each student better. We created two google classrooms - one for the student volunteers - where volunteer training instructions, tasks for BR and CWW lessons, and reflection entries would be uploaded. Another was allocated towards the primary students, where we would inform them of upcoming events and homework assignments. In BR sessions, primary students were given the opportunity to join 6-8 breakout rooms of their selected book franchises to read with volunteers.

In CWW, volunteers led presentations surrounding our syllabi, such as Emotions, Senses, Poetry. At the end of each session, primary students were invited to complete class and homework that further stimulated creative writing, such as 'Storyboard Creation' and 'Flying Saucer Annotations'.

Project Highlights



Consent is given by legal guardians of students to show their faces

Is fear a **POSITIVE** ✓ or **NEGATIVE** ✗ emotion?