



Annual School Plan Evaluation Report

2021-22

Sir Ellis Kadoorie (S) Primary School

Major Concerns

To help students to become “future ready”

1. To enable students to acquire 21st century skills: to develop a passion for life-long learning and become a self-directed learner.
2. To nurture our students into Good Kadoorians.

Major concern 1: To enable students to acquire 21st century skills: to develop a passion for life-long learning and become a self-directed learner.

Targets	Strategies	Success Criteria	Evaluation	Follow up actions
1. To infuse inquiry-based learning skills into the school curriculum	a. Organize professional development workshops for teachers. ➤ Sharing of good practiced among teachers in CLP and Subject meetings	<ul style="list-style-type: none"> 75% of teachers agree that the workshops enhance their professional knowledge 	<p>The target is achieved.</p> <ul style="list-style-type: none"> 100% of teachers agreed that the workshops enhanced their professional knowledge. All teachers attended Questioning Skill workshop on 30/9, which was conducted by Dr. Simon Herd from NET section. 98% of teachers reported having applied questioning skills in their teaching. All English teachers joined the Joint School Staff Development Workshop on Enhancing Assessment Literacy (18/11), organized by HKEAA for hands-on experience in question design and the STAR platform. Students from all levels had training in Listening, Reading, Writing and Speaking by completing the tasks. The interim report showed that our students generally performed better than participating schools in Hong Kong. Story-telling teaching workshop (12/11 & 13/5) was organized for Chinese teachers as professional development. Inquiry-based learning workshop (23/6) conducted by Dr. Simon Herd from NET section was organized. All teachers attended the workshop to strengthen their understanding of how to plan an inquiry-based learning project for students through hands-on experience. 	<ul style="list-style-type: none"> Inquiry-based learning assignment will be further discussed in the coming school year. <p>The school will invite professional support for school based staff development, join support programs offered by education institutes and form learning circles with</p>

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	<ul style="list-style-type: none"> ➤ Learning circle of Core subjects are formed with other schools to professional sharing 		<ul style="list-style-type: none"> • For core subjects, inquiry-based learning skills such as problem solving, mind-mapping, were discussed and implemented in teaching. <ul style="list-style-type: none"> ○ Subject panels shared good practice in collaborative lesson planning meetings and subject panel meetings ○ Inquiry-based learning skills and flipped classroom were carried out in teaching. • The school engaged in a number of support program: <ul style="list-style-type: none"> ➤ English support program (P4) <ul style="list-style-type: none"> ○ The consultant mainly co-planned with teachers and contributed ideas in designing process writing in alignment with the general English curriculum ○ An English Buddy Program was initiated. To further develop processing writing with a purpose, our school invited two sister schools (Canton Road GPS and Li Sing Primary School) to enhance students' real-life experience by writing letters and cards to other local students. Students also made Vlogs about their favourite singers, free-time activities, festivals, food, and people they admire, etc. which enhanced students' presentation skills and cultural understanding. The program was well received by students and teachers of all 3 schools. ➤ Math support program (P6) <ul style="list-style-type: none"> ○ It aimed at providing professional support to help catering for cultural and linguistically diverse learners in primary mathematics classrooms 	<p>other schools for professional development.</p>

Targets	Strategies	Success Criteria	Evaluation	Follow up actions
			<ul style="list-style-type: none">○ Meetings on the application of flipped classrooms, difficult learning topics of students and lesson observations were done. By observation, students were able to learn effectively. ➤ Chinese Learning Circle (P3)<ul style="list-style-type: none">○ Teachers learnt to develop interactive storybooks as a tool for teaching NCS Chinese. Students showed great interest in reading the stories. By observation, most students were able to respond to simple questions asked by teachers, and were generally able to express their feelings towards the stories.	

Targets	Strategies	Success Criteria	Evaluation	Follow up actions
<p>2. To empower students to set learning goals and evaluate on the goals set</p>	<p>a. To further promote the mode of flipped classroom in the curriculum.</p> <p>b. To further promote self-directed learning through the development of note taking skills</p>	<ul style="list-style-type: none"> • 75% of teachers agree that the use of flipped classroom can enhance the learning and teaching efficacy • 75% of teachers agree that the note taking skills help students to become more self-directed learners 	<p>The target is achieved.</p> <ul style="list-style-type: none"> • 95% of teachers agreed that the use of flipped classroom could enhance the learning and teaching efficacy. Flipped classroom was implemented in core subjects in all levels in lesson preparation. Most teachers used flipped classroom techniques 2 to 3 times in each term in their teaching. Teachers reflected that upper level students learnt more effectively than lower level students with flipped classroom. • Examples of core subjects using flipped classroom: <ul style="list-style-type: none"> ○ English teachers used flipped classroom techniques for pre-learning tasks before lessons. ○ Chinese teachers used flipped classroom technique to practice Chinese speaking skill. ○ Math teachers used flipped classroom techniques in topics such as Volume, Sections of 3-D shapes, simple equations etc in all levels. In addition, Maths teachers also required students to read a story before class in different topics, e.g. division and counting in groups. ○ GS teachers employed the technique in all levels, e.g. P.1-animals, P.4 - landscape. • 93% of teachers agreed that note taking skills help students to become more self-directed learners. • Note taking skills were discussed during CLP meetings. Students' note taking skills were developed mainly with the use of notebooks. <ul style="list-style-type: none"> ○ In English subject, P1-6 students took notes and organized ideas with mind maps. ○ In Math subjects, P1-6 students took notes using tables, figures etc. and jotted notes in notebooks. 	<ul style="list-style-type: none"> • Goal setting skills & Note-taking skills will be further promoted and developed in the coming school year. • Teachers can use 'Forms' to create flipped classroom task for lower level students to enhance their learning.

Targets	Strategies	Success Criteria	Evaluation	Follow up actions
			<ul style="list-style-type: none">○ In General Subject, students consolidated their learning using mind-maps, concept maps and charts.○ In Chinese subject, students organized ideas with mind-maps and used the note-taking skill to jot notes in listening practice. Local Chinese Curriculum students performed better, and they could use the skill to take notes to help them understand the content of the listening scripts. Chinese teachers also introduced dictionary skills to enhance their reading skills.○ Sketch books were used for collecting pictures and information in VA subject.	

Targets	Strategies	Success Criteria	Evaluation	Follow up actions						
3. To promote STEM education	<p>a. To encourage all members of staff to attend workshops /seminars related to STEM education</p> <p>b. To foster students' innovative thinking by providing students with STEM-related learning activities at all levels.</p> <p>➤ At least one STEM project to be implemented in P.1-P.6</p>	<ul style="list-style-type: none"> • 75% of teachers join the STEM workshops/s eminars • 75% of teachers agree that they have more confidence in carrying out STEM activities • At least one STEM-related learning activities is arranged in each school term for P.1- P.6 	<p>The target is partially achieved.</p> <ul style="list-style-type: none"> • 76% of teachers attended at least one workshop or seminar related to STEM education. <ul style="list-style-type: none"> ○ Seven teachers joined the STEM sharing sessions “數學科 STEM 學習圈”by Yuen Long GPS ○ Four teachers joined the “STEM 福小資優教育”by FWSGPS during the Joint School Staff Development Day on 6/1/2022. • Only 61% of teachers felt more confident in carrying out STEM activities. Students learned and developed STEM skills mainly through STEM activities during CCA such as video editing and coding. A video-editing competition was carried out to let students explore their creativities. • Students acquired STEM skills by joining STEM competitions: <ul style="list-style-type: none"> - Race For the Line micro:bit (英國模型火箭車比賽) - Paper Plane Design Competition - Little Inventor STEM Competition • Due to school suspension of face to face lessons and the epidemics, STEM related learning activities in the first term were cancelled. STEM concepts activities were incorporated in project learning week in all levels in August. Themes of each level are: <table style="margin-left: 40px; border: none;"> <tr> <td>P.1 Sound</td> <td>P.2 Magnetic force</td> </tr> <tr> <td>P.3 Heat</td> <td>P.4 Water Evaporation</td> </tr> <tr> <td>P.5 Sound</td> <td>P.6 Friction</td> </tr> </table> 	P.1 Sound	P.2 Magnetic force	P.3 Heat	P.4 Water Evaporation	P.5 Sound	P.6 Friction	<ul style="list-style-type: none"> • School needs to put forward a holistic plan for developing STEM education for the students in next school year. STEM activities will be carried out once per term. • A core team will be formed for the development of STEM education, and to address school based needs for STEM development.
P.1 Sound	P.2 Magnetic force									
P.3 Heat	P.4 Water Evaporation									
P.5 Sound	P.6 Friction									

Targets	Strategies	Success Criteria	Evaluation	Follow up actions
4. To have student-centered classrooms that promote life-long learning	a. To develop strategies to cater for learner's diversity b. To strengthen cooperative learning and interactive learning in class ➤ Familiarize teachers with student-centered learning and teaching strategies ➤ Review and refine the quantity and quality of assignments ➤ Peer learning and strategic grouping are adopted to enable students to share their	<ul style="list-style-type: none"> 75% of teachers agree that student-centered learning can cater for learner diversity 	<p>The target is achieved.</p> <ul style="list-style-type: none"> 98% of teachers agreed that student-centered learning can cater for learner diversity. It was observed that teachers could try different strategies to cater for learner diversity in teaching such as questioning skills, graded worksheets and use of electronic platform. Teachers developed students high-order thinking skills by asking open-ended questions for brighter students, while building up weaker students' confidence by prompting and asking them more straight-forward questions. It was observed that student-centered learning activities were used in class, such as role play and oral presentations. Students were eager to participate in learning activities. E-learning activities were also tailored for students on campus and online. However due to the pandemic, peer learning and group activities, such as pair work, group discussion were forced to change into whole-class discussion. Self-directed learning tasks were assigned in different subjects and levels. Christmas challenge and Chinese New Year challenge tasks allowed students to share their learning experience. Students showed great interest and they were able to complete the tasks. Graded and leveled assignments were designed to cater for learner's diversity, esp. in Chinese subject. P.4 English teachers required students to make a Vlog videos. Students needed to vote for their favourite Vlog of their classmates. This activity enabled students 	<ul style="list-style-type: none"> Teaching strategies on cater for learner's diversity will be further discussed in the CLP. More opportunities for students to get feedback from peers in class should be created so as to boost interactive learning in class. Due to suspension of on campus classes, sharing of experience was, however, not feasible. Students work will be collected and published so as to share learning experience and achievement across subjects and levels.

Targets	Strategies	Success Criteria	Evaluation	Follow up actions
	learning experience and achievements in learning		<p>to share their learning experiences and achievements in learning.</p> <ul style="list-style-type: none"> • For project learning, teachers designed some STEAM activities for students to finish. Student needed to design a product. These student-centered activities could enhance their problem-solving skills and creativity. • Executive function Skills Programme for SEN students (ADHD) were organized for target pupils of P.5 and P.6. It had 10 sessions which focused on tackling students' executive functioning skills. Class 6C was selected for trying out the teaching strategies in order to support the learner's diversity. EP collaborated with a G.S. teacher for preparing teaching materials and designing lesson plans to enhance pupils' learning. • P.6 Transition week was arranged to enhance students' collaboration and social skills. Students could know more about secondary school life. 	

Major concern 2: To nurture students into Good Kadoorians

Targets	Strategies	Success Criteria	Evaluation	Follow up actions
<p>1. To foster acts with good manners with the aim to be able to collaborate with each other.</p>	<p>a. To develop behaviors that are socially acceptable and respectful by familiarizing students with good manners.</p> <ul style="list-style-type: none"> ➤ A team of Courteous Ambassadors is formed to promote basic courtesy among students. ➤ Discipline Competitions will be held to promote courtesy and proper manners in school. 	<ul style="list-style-type: none"> • 75% of teachers agree that the activities arranged are effective and students show improvement in manners 	<p>The target is achieved.</p> <ul style="list-style-type: none"> • 100% of teachers agreed that the activities arranged were effective and students showed improvement in manners. • Topics on good manners including commitment, responsibility, perseverance and honesty were being discussed in Moral and Civic Education lessons every Friday. Talks were also given. Teachers observed that pupils were very interested in the videos in concerned topics and were eager to participate in discussion. • All teachers agreed that the topics were suitable for pupils. The activities of the lessons were useful to help students learn the virtues. The curriculum designed could also help pupils get the message of each topic and pupils' improvement in behavior was observed in the year. • More than 90% of students responded positively to the programme materials. They liked the activities designed. The content chosen also suited them. The lessons were helpful in teaching them to be good Kadoorians. Teachers also passed the message to students clearly in the lessons. They would also apply what they learnt in daily life. • Two Discipline Competitions were held respectively in November, 2021 and June, 2022. Students found the competition challenging and interesting. Teachers also noticed pupils' improvement in discipline and manners. They were successful in cultivating proper manners and good discipline among the students. 	<ul style="list-style-type: none"> • We found that most P.4-P.6 students were keen to get good scores in the Discipline Competition. However, the P.1 and P.2 students were not enthusiastic in taking part in the competition. It is suggested that announcement of the best 3 classes should be made every day to enhance the competitiveness and awareness of the junior students. Teachers also suggested the extension of the duration of the competition from one week to two weeks.

Targets	Strategies	Success Criteria	Evaluation	Follow up actions
			<p>The daily record sheets were revised with more specific time slots and scores of each class were calculated every day so that students could check their daily progress and strived for better performance.</p> <ul style="list-style-type: none"> • Respectful manners were taught and practiced weekly during the National Flag Raising Ceremony on every Tuesday. It was glad to see that all students showed proper manners. They learned to adopt a solemn and respectful attitude during the ceremony. • To ensure social distancing, we cancelled Courteous Campaign led by Courteous Ambassadors. Instead, posters of good manners were posted on the display board in the classroom in the first term. Posters of good manners with bi-lingual dialogues were put up in the school campus in the second term. 	<ul style="list-style-type: none"> • A Courteous Campaign could be considered in next school year to set good models of courteous behaviours the school expects from students.

Targets	Strategies	Success Criteria	Evaluation	Follow up actions
<p>2. To develop creativity in students.</p>	<p>a. To foster creativity in various school subjects</p> <ul style="list-style-type: none"> ➤ Practice creative thinking skills in Chinese and English writing/speaking activities ➤ Experiment with creative visual arts activity ➤ Develop and nurture creativity in extra-curricular activities. 	<p>Students' active participation in subject activities and in extra-curricular activities</p>	<p>The target is achieved.</p> <ul style="list-style-type: none"> • 98% of teachers agreed that students actively participated in subject activities and in extra-curricular activities. • Coding and design applications such as Scratch, Tinkercad, App Inventor were introduced in IT lessons to enhance students' creativity and IT skills. • Students entered various inter-school competitions: <ul style="list-style-type: none"> ■ Bookmark design organized by International School Library Month Exchange Project with students in Portugal. ■ Facemask design competition organized by VA subject ■ Video clip competition organized by IT subject ■ Sayings of Wisdom Creativity Contest: A Moment in Time organized by EDB ■ Over 100 students joined the Speech Festival in English, Putonghua and Cantonese verse speaking competition. • Online VA Classes were held in 1st term: <ul style="list-style-type: none"> ■ Tutors displayed pupils' works in the lessons. ■ Participants did artwork appreciation with the tutors by giving positive feedback. • A number of CCA activities was held to nurture creativity in students, namely Chinese Painting, Clay Arts Class, Arts & Crafts, Paper Cutting, Fun with Ipad, Balloon Twisting, Pastel Nagomi Art, Video Editing, Puppetry, Bilingual Drama, STEM activities, and Rummikub. 	<ul style="list-style-type: none"> • These activities will continue to be held in the next school year.

Targets	Strategies	Success Criteria	Evaluation	Follow up actions
			<ul style="list-style-type: none"> • Bilingual Drama class was started in mid-March which encouraged creativity in drama performance, choreography and speaking in public. • Student Work Exhibition was originally planned to be carried out in January, which would showcase students' artistic talent and creativity in Chinese painting, Chinese calligraphy, clay arts, origami, and visual arts. It was cancelled due to suspension of on-campus lessons in January. Student's work will be published in July and the exhibition would be carried out during the P.6 Graduation Day on 22/7, which will also help promote students' appreciation skills. • Christmas and Chinese New Year Challenge provided a fun way for students to create and illustrate stories in both English and Chinese. • G.S. STEM activities such as filtration developed students' thinking skills. • IJam music arrangement class was held in second term to nurture students' creativity in music education. • Body percussion was introduced in second term in addition to percussion band lessons to further develop creativity and musicality in students. 	

Targets	Strategies	Success Criteria	Evaluation	Follow up actions
<p>3. To develop student's skills and confidence to communicate with others.</p>	<p>a. To facilitate students with the skills to present their ideas in both English and Chinese.</p> <ul style="list-style-type: none"> ➤ Mock interviews for P6 will be held. ➤ Presentation skills of P4-6 will be practiced. ➤ Encourage P1-3 students to express their opinions in class <p>b. Create opportunities for students to present their ideas</p> <ul style="list-style-type: none"> ➤ Students will be invited to present their ideas at school and in homework. 	<ul style="list-style-type: none"> • Student's active participation in various activities 	<p>The target is achieved.</p> <ul style="list-style-type: none"> • 98% of teachers agreed that students actively participated in various activities to develop their skills and confidence to communicate with others. • Due to epidemic restrictions and suspension of on-campus lessons, there were fewer special opportunities for the practice of students' presentations skills. However, teachers of all subjects frequently asked students different levels of questions during the lessons which allowed students to build up confidence in presenting their own opinions. • A workshop on preparing P.6 students for the secondary school interview was held on 13/12/2021. Small group interviews were carried out on 14/12/2021 to facilitate pupils with interview skills. Follow-up activities were carried out after feedbacks and evaluation results were returned from tutor organization. • A transition week on preparing P.6 students for secondary school was held on 6/6-10/6. Students enjoyed it very much and learnt to work with others in completing tasks. • Over 100 students joined Speech Festival in English, Chinese and Putonghua verse speaking and experienced how to present confidently in front of the judges in videos. • Graphic organizers were prompted to all levels so that students learn to organize ideas and present them with graphical organizers. • Language teachers had the chance to practice students' presentation skills especially in preparation of students for the oral exam. P.4 English teachers had a chance to train students to make Vlogs to share with penpals about their favourite singers, food, festivals, free-time activities and people they admire. 	<ul style="list-style-type: none"> • Upon resumption of on campus lessons and the ease of social-distancing restrictions in next school year, it is hoped that more inter-personal communication activities can be done thus to practice the skills listed. • If more inter-personal communication activities can be arranged, "Big Brother and Big Sister" Programme for the pupils in the lower primary levels could be organized.

Targets	Strategies	Success Criteria	Evaluation	Follow up actions
	<p>c. Create opportunities for students to solve problems, make decisions and negotiate with appropriate skills and manners.</p> <ul style="list-style-type: none"> ➤ Organize activities to expose students to authentic context, empowering them to need to solve problems and make proper decisions. 		<ul style="list-style-type: none"> • Self-directed learning tasks (SDLA) in Maths, Holiday Challenge tasks, Project learning tasks were arranged to develop students' problem-solving skills. It was observed that students were eager to present their ideas, and some ideas are very creative. • Maths Super 24 Challenge was carried out in P.1 to P.6 to develop students' organization and problem-solving skills. • The following groups were arranged for students: <ul style="list-style-type: none"> ■ School prefects and Basic Law Ambassadors ■ Uniform groups <ul style="list-style-type: none"> ◆ Flag raising team, CYC, Girl Guides, Club Scouts were arranged for students. ■ CCA groups <ul style="list-style-type: none"> ◆ Chinese Painting, Clay Arts Class, Paper Cutting, Fun with Ipad, Origami, PTH Activities, Balloon Twisting, Pastel Nagomi Art, Video Editing, Puppetry, Bilingual Drama, STEM activities, Maths Activities, Arts & Crafts, Handbells, Chinese Calligraphy, Character Education Activities, Learn English with activities and Rummikub ■ Post-lesson Co-curricular activity groups were organized <ul style="list-style-type: none"> ◆ VA Class, String Orchestra, Bilingual Drama, IJam, P.2 Drama course ◆ Students would perform on 22/7. It would help build up their confidence. ■ School Teams <ul style="list-style-type: none"> ◆ Rope-skipping team, Rugby, Choir, Kung-fu, K-pop Dance, Percussion Band, VA Elite • Due to pandemic restrictions, most of these activities were held online. It was not always feasible to create opportunities to practice various skills mentioned. 	<ul style="list-style-type: none"> • Similar groups will be carried out in the coming school year.

Targets	Strategies	Success Criteria	Evaluation	Follow up actions
<p>4. To build a connection to the community and globally.</p>	<p>a. To foster leadership skills by organizing leadership training program for young student leaders</p> <p>b. Organize class based "A kid a job" scheme so as to delegate duties and responsibilities to students</p>	<ul style="list-style-type: none"> • Student's active participation in leadership training program • Student's eagerness and performance in the scheme • Student's active participation in social service 	<p>The target is to a large extent achieved.</p> <ul style="list-style-type: none"> • A half-day prefect training day camp was held in October. The school prefects were led by the discipline teachers and the school social worker to attend a training at Ma Wan. Sense of responsibility of the school prefects was raised and they learnt about the skills in leadership and collaboration. 83% of teachers involved in the leadership training program agreed that students actively participated in the leadership training program. • Two training sessions for prefects were organized by the discipline teachers after school resumption in April. Prefects were reminded the procedures and proper manners in handling misbehavior cases at school. It was observed that the prefects are eager to participate in the activities and duties. • Class-based "A kid a job" scheme was launched in all classes. Pupils were assigned different duties to help in class. Eye-catching job cards of different duties were displayed in the classroom. Sense of belonging and responsibility were successfully established among pupils. Pupils were assigned to new posts in "A kid a job" scheme in the second term so that more pupils had the opportunities to perform different duties. Leadership and sense of responsibility were successfully developed among students. 98% of teachers agreed that students actively participated and performed in 'A kid a job' scheme. 	<ul style="list-style-type: none"> • In order to foster leadership skills among the prefects, further regular meetings with the prefects should be held in the next school year. • Job titles should be revised and replaced as some jobs do not fit into the present learning situation. New duties should be added to develop different abilities of students.

Targets	Strategies	Success Criteria	Evaluation	Follow up actions
	<p>c. Organize uniform groups or social service groups to expose students to connect and serve the community</p>		<ul style="list-style-type: none"> • Students were encouraged to participate in different uniform groups or service groups. National Flag Raising Team was set up in September and flag raising ceremony is held every Tuesday starting from January 2022. This helped promote pupils' national identity awareness and willingness to serve the community. • Our school joined the Plant Selling Fund Raising Activity organized by the Community Youth Club in November. Students were eager to donate. Our students raised \$20,592 for the Club. • Different UAP activities were held to help students build a connection to the community and globally: Volunteer Service Outing, Understanding Hong Kong Habitat, Beach Cleaning, Social service visit to St. James Settlement Jockey Club Artsipration Academy. Students actively joined these activities. • A sister school in GuangZhou, Affiliated School of JNU For HongKong & Macao Students, was arranged. It was hoped that students would be exposed to connect to students globally. Due to the pandemics and the quarantine requirements for cross-border trips, no interflow trips could be organized. 	<ul style="list-style-type: none"> • Interflow activities with the sister school would be arranged in the next school year.

Targets	Strategies	Success Criteria	Evaluation	Follow up actions
5. To build up positive moral values	<p>a. To nurture students' positive values and attitudes with focus on "Empathy".</p> <ul style="list-style-type: none"> ➤ Topics to be shared in MCE lessons ➤ Arrange workshops and educational seminars for students ➤ Stories and real-life examples sharing. 	At least 2 workshops and 2 seminars to be arranged	<p>The target is achieved.</p> <ul style="list-style-type: none"> • 98% of teachers agreed that these workshops can nurture positive values among students. The following workshops and activities were arranged to nurture positive values among students: <ul style="list-style-type: none"> ■ Perseverance workshop ■ Emotion control workshop ■ E-ranger Character Education Workshop ■ Dialogue-in-Dark ■ Unplug-Online Boardgame • The following topics on "Empathy" were introduced in Moral and Civic Education lessons: <ul style="list-style-type: none"> ■ What is empathy? (Talk) ■ Identify different emotions, positive and negative traits ■ Five-sense empathy ■ Respect and Care (Talk) ■ Strengthen pupils' empathy skills ■ Class Discussion: How do you use your "empathy superpower" in different situations? ■ Video and Powerpoint on book sharing "How wonderfully odd" ■ "Empathy is your super power" workshop • Topics on Empathy were included in CCA "library activities' lesson for all classes. Stories were shared among students to let them understand the meaning of "Empathy" and how to show empathy to others. Teacher invited pupils to share their feelings of the stories. • The above strategies helped students learn the value of putting themselves in someone else's shoes and to 	In order to reinforce students' intrinsic value on empathy, teachers suggested arranging "Empathy" to be the first module of the MCE lesson in the following year.

Targets	Strategies	Success Criteria	Evaluation	Follow up actions
			<p>understand the feelings and perspective of another person. The character strength of empathy surfaces in these activities by being intrinsic to the story and by being repeated several times in the activities, and so our students weren't just focusing only on one's own needs.</p>	