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# LTSS NEWSLINE



Lock Tao Secondary School

樂道中學 英文報

English Department

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## Principal's Message



***"I believe we will all work hard to equip our students for success in life."***

We build a foundation within our students for Christ's love, and facilitate the educational and developmental process in students through the promotion of Christ's lessons. I believe each student is unique and has different potentials; and school is a structured, disciplined environment where students are encouraged with love and appropriate discipline to develop and display their full potential. Lock Tao is such a school that provides students with a holistic education, focusing on both academic and non-academic areas, so our students are given a broad range of experiences to make the most of their years together in school. Here I would like to thank our teachers for their hard work, and parents for their wholehearted support to us. To facilitate our school's sustainable development, I have the following expectations.

### ***My expectations for students:***

We hope our students can achieve their goals,

and develop self-discipline, autonomy in learning and independent thinking. They can build on their strengths, and be happy and secure in themselves, and contribute to the community.

### ***My expectations for parents:***

I believe mutual trust and close communication between parents and the school are important drive to the school. There are opportunities for parents to become involved and active encouragement for them to become partners in their children's education at Lock Tao.

### ***My expectation for the school:***

We will continue to create a positive learning and teaching environment that can engage and motivate our students both internally and externally. We will put efforts in cultivating a sense of pride in the school.

I believe we will all work hard to equip our students for success in life.

Mr. Choi Hong Nin  
Principal

## A Message from the Editor



Greetings and a warm welcome to our second issue of LTSS Newline! In this new issue you can definitely discover more updated news about our school.

To begin with, let me introduce myself. I am a voracious reader, who from my earliest school days has been obsessed with flipping through the pages of newsletters, magazines and books from all sorts of genres of literature and absorbed in the images and stories, and later have the opportunity to write and edit my own newsletter and magazine. I really believe that no matter whether a newsletter or magazine is delivered to your doorstep or to your computer, printed on glossy stock or on cheap tabloid paper, appearing on your iPad or your cell-phone screen, it is still and foremost the work of an editorial team for a discerning audience, a beautiful and meaningful package of ideas, words and images that a group of experts prepares for the readers.

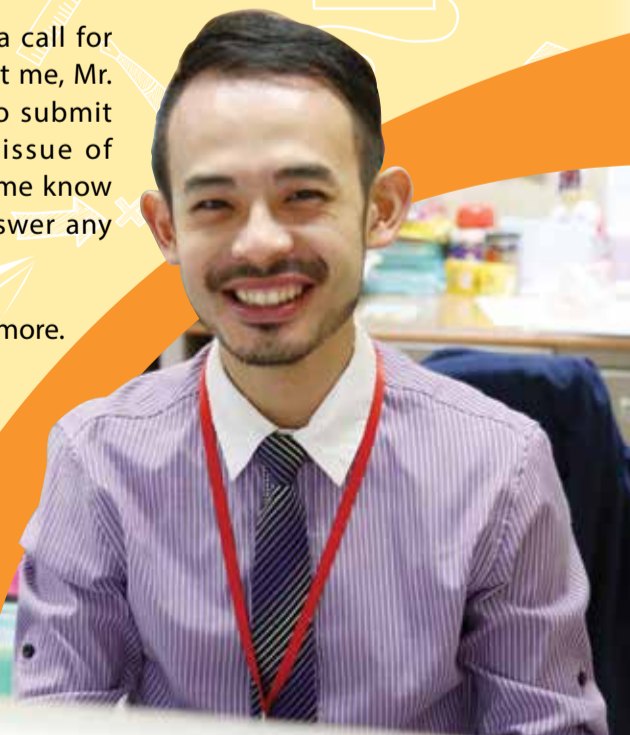
While technology efficiently delivers news stories to our desktops, laptops and mobile devices, newsletters and magazines are all about context - how ideas and images are presented in relation to one another and within a larger point of view. Our newsletter is about trust and partnership: We, the editors, will strive always to keep you engaged; you, the readers, are free to engage with us

or to reject us. Please visit our school website to see the wonderful past publications. Also, feel free to leave comments on the articles to share your thoughts or ask the author a question.

I just want to end with a call for volunteers. Please contact me, Mr. Eric, if you are willing to submit an article for a future issue of LTSS Newline or LT. Let me know and I will be glad to answer any questions you might have.

Stay with us - and expect more.

With warmest thanks,  
Mr. Eric  
Editor





## ENGLISH DAY CAMP

Learning and fun will never stop at Lock Tao Secondary School (LTSS) as we have provided a range of learning opportunities and activities from cooking, dramas, competitions to fun fairs, to excite, engage and interest our students. What's more?

On June 29, an enjoyable and successful English Day Camp was held at school. The theme of the Camp was "Global awareness and Technology" and over 60 students from S.1 to S.5 attended the event.

The aim of the Camp was to provide an opportunity for all students to use English in a relaxed setting and develop their confidence and fluency in English speaking. A wide variety of activities were included in the programme designed to give full exposure to oral English. Students enjoyed the International Trade Competition the most, where they had to design, produce, exhibit and explain their own products. Both creativity and enjoyment came to the fore in the competition with very commendable performances and creations.

The Day Camp was well received by all participating teachers and students who took away not only souvenirs and gifts but also pleasant memories of speaking English.



## Breaks Down Stereotype and Paves a Way for the Future Generations

The Human Library was developed by a group of Danish activists who formed in response to a violent hate crime in Copenhagen in the spring of 2000. Their idea was to use the language and mechanism of a library to facilitate conversations that challenge prejudice, thereby reducing the risk of tension and violence. Just like in a real library, a visitor to the Human Library can choose a Book from a range of titles. The difference is that Books are people, and reading is a conversation.

Since the beginning of the Human Library, it has gained a remarkable momentum across the world, the Human Library is currently active in over 60 countries.

On April 18, Lock Tao Secondary School (LTSS) took upon this amazing idea of Human Library, promoting frank communication and understanding among different people and ethnicity, and we hosted our very own Human Library. We invited volunteers from places like

Sri Lanka, Poland, Germany, Taiwan, the United States and Ukraine. Participants from S.1 to S.5 were excited to be involved in this event as the Human Library aroused their motivation to interact with foreigners in English and to understand each volunteer's cultural background and tradition. All in all, it is such a rewarding activity for the students, teachers and school that it definitely deserves a place to mention in the LTSS Newsline.



# STRENGTHS-BASED APPROACH IN LIFE

Professor Tony Ghaye, author of 108 journal articles and book chapters for various audiences and written, co-authored or edited 24 academic books. In addition to his success in the academic field, he is also a founder and director of Reflective Learning-International - a multi-disciplinary, collaborative network of practitioners who use different kinds of reflective practice to improve themselves in their workplaces and communities. On June 8, Professor Ghaye was invited to LTSS to share the new strengths-based reflective practice and the critical importance of pedagogy being informed by new developments in positive psychology.

In recent years "strengths-based movement" has gained a significant movement in teaching and self-improvement. Instead of pre-occupying with deficit-based thinking and practice - focuses on weaknesses are the keys for improvement - researches have provided strong correlation of the benefits with strengths-based approach. It is about identifying, developing and playing to individual and collective strengths. It is about making the best of what you do by appreciating the best in the current situation and seeks to amplify this, then imagines what needs to change to make things even better.

Here are some of the insightful questions Professor Ghaye shared in helping us to have a meaningful reflection and in seeking for strengths-based improvement:

Some reflective questions	Some strengths
1. What do you like most about yourself?	Building a valid picture of yourself
2. When you are at your best, what are you doing?	Your ability to be aware of your multiple self
3. What is something new you have learned recently?	Your ability to manage your own learning
4. When things go wrong how often do you ask yourself?	Your ability to be curious and have a desire to master
5. When things go right how often do you ask yourself?	Your ability to be curious and have a desire to master

A collage of photos. The main image shows a group of male students in sports uniforms (red and orange vests) standing on a field. An inset photo shows a group of people, including a man in a striped shirt and a woman in a black shirt, standing outdoors.

A photograph of three young men smiling. The man on the left is wearing a red t-shirt with a yellow lightning bolt logo and the Chinese characters '闪电' (Shǎndiàn) below it. The man on the right is wearing a white polo shirt with a red collar and a red floral pattern. A third man is partially visible behind them. The background is a solid red color.

**SPORTS DAY**





# POKÉMON GO GOTTA GO?

Several months ago, Pokémon Go took the world by storm. The streets and sidewalks were turned into a scene usually reserved for zombie movies and shows. People are walking unaware of their surroundings while staring down at their smart phones full of Pokémon Go directions. So far many minor injuries and mishaps have been reported, for example, a woman falling into a lake and another woman going head first into a fountain.

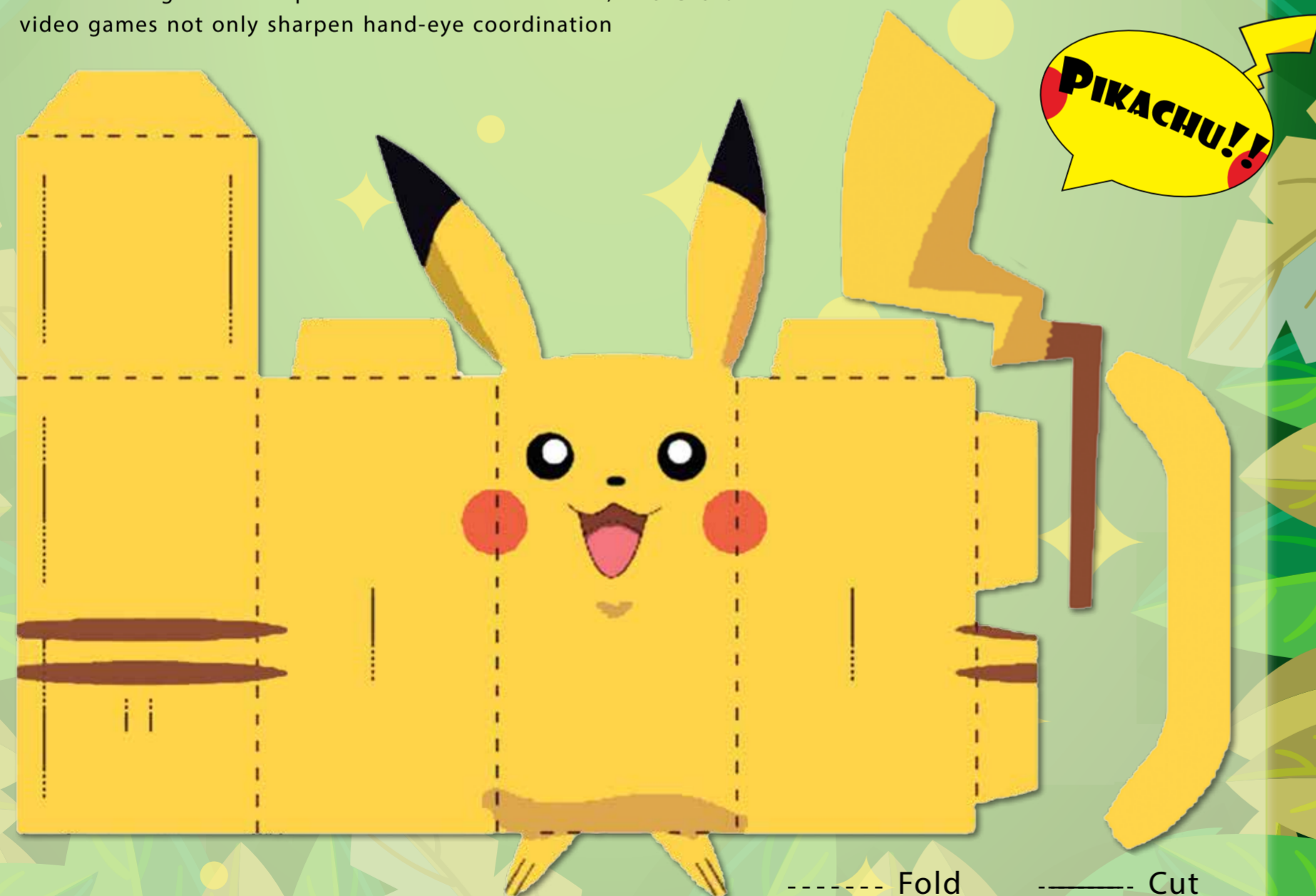
In the game there have been some designated Pokéstops and Gyms that are getting the ire up of the people living or working there. A man has suffered the full pains of Pokémon Go after accidentally becoming the owner of a gym, resulting in finding dozens of people outside his door.

Pokémon Go has garnered with negative press. Nonetheless, as a teacher, I see Pokémon Go presenting an opportunity – a teachable moment – to teach digital citizens with location-based play. Even the biggest critics of Pokémon Go concede that the outside play it affords is a good thing. Regarding educational potential, I would argue that physical play is secondary to the social learning that takes place with Pokémon Go. Sure, video games not only sharpen hand-eye coordination

and pattern recognition, but also teach problem solving skills, resilience, and meta-cognition. When players meet together at Pokéstops, which are often parks, museums, and historical buildings, meaningful conversations can emerge. Like Minecraft, the learning in Pokémon Go resides in the game's growing community of practice. There is social knowledge construction that takes place among its players.

In a school setting, teachers can have students make location-based games. Have students pin and describe locations onto Google Earth, and then use incense and lures. Both incense and lures are inexpensive, and have been a boon to local businesses, which can buy them to attract patronage.

The popularity of Pokémon Go is a cultural phenomenon that should be embraced by teachers. I recommend getting the app – after all, it is free. Then, think of the opportunities for learning that take place as you play. Ask your students to create a Pokémon-style card game collecting characters from a novel or elements from the Periodic Table, and then combine to battle. Have a try and have fun.



----- Fold ----- Cut

## A HOME AWAY FROM HOME



Lock Tao Secondary School (LTSS) is a home away from home where students and teachers corporate and treat one another like a big family. Students would take initiative to take care of each other like brothers and sisters. We have a saying at LTSS "This is our home where each individual plays an important role within the family".

To foster the family atmosphere at school, LTSS launches a school-based mentoring programme every year. Teachers will pair up with three to four students and serve as their mentors. Throughout the programme, teachers will invite students for lunch and game related activities. We believe that the school-based mentoring programme can help students develop a strong bond towards the school, and develop high level of self-confidence and a great ability to express their feelings.

According to the research done by Jean Rhodes and David DuBois from University of Massachusetts and University of Illinois in 2000, they concluded that school-based mentoring produces many positive outcomes for youth<sup>1</sup>:

- Improve academic performance, in general, with significant improvements demonstrated in the subjects of science and written

and oral language

- Improve the quality of class work
- Increase the number of homework and in-class assignments turned in
- Reduce serious school infractions, such as disciplinary referrals, fighting, and suspensions
- Increase students' perceptions of scholastic competence
- Reduce skipping classes



Besides the school-based mentoring programme, Mr. Choi Hong Nin and Mr. Eric planned a special activity for S.3 and S.5 elite students in the last academic year. The senior form students helped the junior form students for the New Senior Secondary Curriculum (NSS) by sharing their learning experience in the senior forms and refreshing their fundamental English language skills. All in all, the activity was a success in motivating students to learn from one another and developing a sense of belonging to the LTSS family.



<sup>1</sup>Rhodes, J.E., Grossman, J.B., & Resch, N.L. (2000). Agents of change: Pathways through which mentoring relationships influence adolescents' academic adjustment. *Child Development*, 71(6), 1662–1671.

## Laugh Your Head Off

Anton, do you think  
I'm a bad mother?  
My name is Paul.



My dog used to chase  
people on a bike a lot. It  
got so bad, finally I had  
to take his bike away.

## ★ TWIST YOUR TONGUE

### Horse Racing

One-one was a race horse.  
Two-two was one too.  
One-one won one race.  
Two-two won one too.



### Scream for Ice-cream

I scream, you scream, we all scream  
for ice-cream!



### NEWSLETTER EDITORIAL COMMITTEE

Consultants: Mr. Choi Hong Nin, Ms. Lau Wai Yi and Mr. Chong Shu Wing  
Supervisor: Ms. Celine Chan  
Editor: Mr. Eric



*Welcome to a new schooling experience, where there are no limits to your children's dreams. We provide more than just education. We nurture your children to their full potential. We develop leaders for the dynamic global society.*

*Lock Tao Secondary School is a government-aided school which offers high-caliber education in a wide range of subjects from Secondary 1 to Secondary 6. We have a strong and experienced administrative team and faculty staff.*

*Come and equip your children with tri-lingualism, and to face the world of opportunities.*

*We are proud of ourselves to be the first school to form a partnership program with The University of Hong Kong.*

#### *At Lock Tao we offer:*

- ★ access to annual academic, athletic and arts events and competitions with other secondary schools
- ★ a location near to housing estates, MTR station and bus terminal

#### *At Lock Tao we believe:*

- ★ that great schools hold themselves accountable for the academic success of their students
- ★ that communication between the school and parents is crucial to create a positive environment for children
- ★ that children prosper when school administrators, teachers and parents work cooperatively to meet children's need



*For more information, please visit our website: [www.locktao.edu.hk](http://www.locktao.edu.hk)  
Lock Tao Secondary School – Mei Lam Estate, Shatin, Hong Kong*