

INFUSING MINDFULNESS IN THE PE CURRICULUM AND SPORTS



MR AW SI KUAN

OUTSTANDING YOUTH IN EDUCATION (OYEA) 2020 NOMINEE

ACTING SUBJECT HEAD/ STUDENT LEADERSHIP AND

OUTDOOR EDUCATION

NAN CHIAU HIGH SCHOOL

ABOUT THE PROGRAMME

The practice of mindfulness forms the bedrock for Nan Chiau High School's signature Positive Education programme, in which students and teachers engage in a 4-minute 'ME-Time' practice routine every day during morning assembly.

Infused into the PE curriculum, the programme was led by Si Kuan, and conducted in several phases. The first phase was launched at the start of 2020 to all students to enhance their daily practice of mindful breathing, focusing on posture, breadth and gaze.

IMPACT OF THE PROGRAMME

With the infusion of mindfulness during PE lessons, students were observed to have improved posture, which they were able to sustain over a longer period of time. Students were more aware of their movements and reflected greater self-directedness in their practice. As they were more cognitively engaged during PE lessons, the programme also contributed effectively to their acquisition of psychomotor skills and tactical awareness.

Student athletes have reflected that mindful breathing has been effective in helping them to stay focused and composed during competitions. These enhanced self-management techniques have contributed to their confidence and self-esteem.

The initial observations surfaced one of the desired outcomes—"Power of Me" under the school's Positive Education's Power of Positivity Framework—in which students demonstrate their increased awareness of their own strengths and abilities to overcome challenges.

TRANSFERABILITY

Schools can adopt similar mindfulness practice routines as part of the students' daily formal practice. Thereafter, students can extend their learning into CCA activities for their enhanced holistic development. Teachers can also infuse mindfulness into the new CCE 2021 curriculum as part of key student development experiences, as well as during classroom lessons.



Whole school engaging in 'ME-Time' practice routine at the parade square*



Mindfulness practice during a PE lesson*



School Badminton team engaging in mindful breathing exercises before the National School Games*

USING GAMES TO PROMOTE THE JOY OF LEARNING IN HISTORY AND SOCIAL STUDIES



MR CHEN QUANSHENG, JASON
OUTSTANDING YOUTH IN EDUCATION (OYEA) 2020 NOMINEE
SUBJECT HEAD/ACTIVE CITIZENRY EDUCATION
DUNMAN HIGH SCHOOL

ABOUT THE PROGRAMME

As a growing trend in pedagogical approaches, the gamification of learning has seen wide adoption by teachers to motivate and spark students' curiosity in learning. Jason's idea involves the use of mass market games Secret Hitler and The Singaporean Dream to spark interest in the learning of History and Social Studies. The former is a social deduction game in which players aim to identify Hitler from the Fascists, and is suitable as an introduction to Hitler's rise to power in Weimar Germany. The latter is an interactive card game that portrays social issues and norms of Singaporeans, and is suitable as a lesson activity on National Identity and/or Living in a Diverse Society. These games are designed to be conducted with upper secondary students.



*Game designers from SGAG sharing with students the design principles of Game Action Cards. **

IMPACT OF THE PROGRAMME

These game elements offer teachers the possibility of introducing complex and abstract concepts in novel ways. Other than keeping students engaged through game-play, these games allow teachers to establish parallels to intended learning outcomes in both History and Social Studies.

While these games are not substitutes for teaching resources, the games are used to complement existing resources on relevant topics. It was observed that students enjoyed the process of game-play, interaction with peers, and most importantly, raising critical questions on the topics studied. It is also noteworthy that a follow up of a game-play session with a reflection lesson was essential to draw connections and consolidate learning for students.

TRANSFERABILITY

Humanities teachers looking to explore novel ways of engaging their students in the relevant topics could consider adopting the use of games.

Game elements in these mass market games may also serve as a blueprint for educators to design their own games, which can be tailored to the interests of their students as well as the demands of the content.

Above all, these ideas reflect a growing culture of innovation and creativity among educators to adapt games as part of their repertoire of pedagogical approaches.



*The Singaporean Dream Game workshop conducted on 24th Oct 2019 **

**Photographs taken before COVID-19*

USE OF ESCAPE ROOMS TO EXCITE AND ENGAGE STUDENTS IN MATHEMATICS LESSONS AND BEYOND



MR TAN SHENG YAN SAMUEL
OUTSTANDING YOUTH IN EDUCATION (OYEA) 2020 NOMINEE
TEACHER
YUHUA SECONDARY SCHOOL

ABOUT THE PROGRAMME

The school's Escape Room experience, known as Y-Venture, was originally designed by Samuel to engender the joy of learning in Mathematics through gamification and experiential learning activities. This idea was shared with other departments through a structured programme.

The format of the structured programme was as follows:

1. Teachers went through the Escape Room experience to allow them to understand what the students would encounter.
2. Teachers went through the technical aspects of the set-up and the operation of the control room.
3. Teachers were guided through the process of generating questions in their respective subject areas to ensure alignment with the theme of the Escape Room, promoting a full immersive experience for their students.

IMPACT OF THE PROGRAMME

The impact of the programme was manifold as teachers across other subjects were taught how to design and operate the Escape Room so that they could create new collaborative and engaging experiential learning experiences in their respective subject areas. This programme also allowed teachers from different departments to engage in active conversations on how to improve students' learning.

The idea of an escape room sparked the interest of science teachers to further research on the use of digital escape rooms in teaching and learning. The school's science teachers then successfully created and implemented a digital escape room during their lessons.

As for non-curriculum aspects, the Escape Room experience was also adopted to teach high-needs students, who had the opportunity to learn how they could solve problems together and derive solutions when they encounter difficulties.

TRANSFERABILITY

Besides extending the use of Escape Rooms across different academic disciplines, the programme has shown its potential to be adapted to other non-instructional programmes such as character development. Such activities offer another novel way of engaging students in their learning.



*Providing the technological support and expertise: the Ops Room of the Escape Room**



*Creating the buy-in: teachers from different departments experiencing the Escape Room**



**Photographs taken before COVID-19*