

Experience Sharing Session

Promoting Positive Values and Attitudes through English Sayings of Wisdom (SOW) at Primary Level



16 December 2022

English Language Education Section

Curriculum Development Institute

Education Bureau

“Cultivate Values for Leaders of Tomorrow

Create Space to Foster Whole-person Development”

Primary Education Curriculum Guide (PECG)
(Pilot Version) (2022)

Chinese version only

(<https://www.edb.gov.hk/pecg>)



立德樹人重啟迪
創造空間育全人

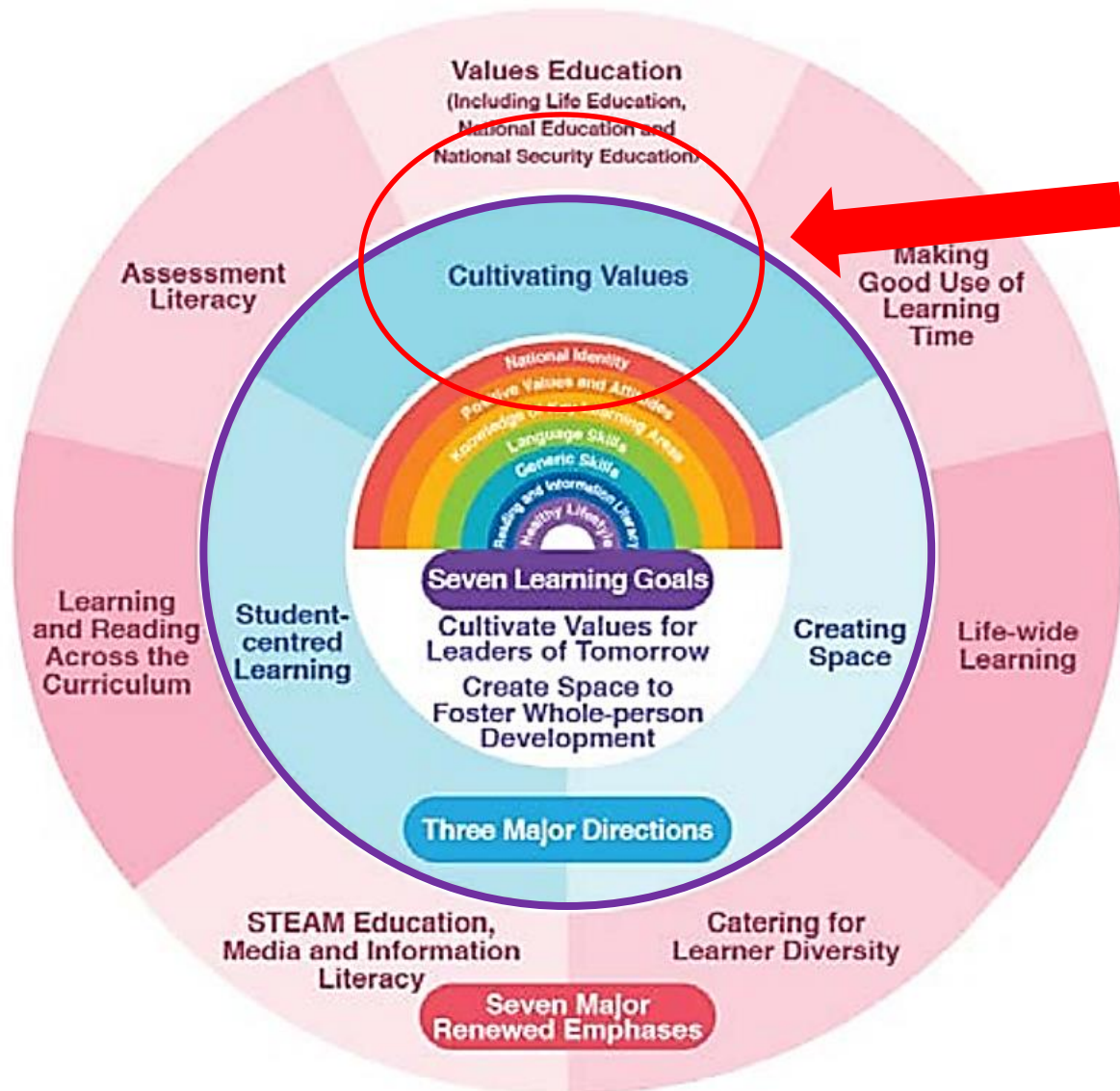


小學教育
課程指引

(試行版)



課程發展議會編訂
香港特別行政區政府教育局公布，供學校採用
二零二二年

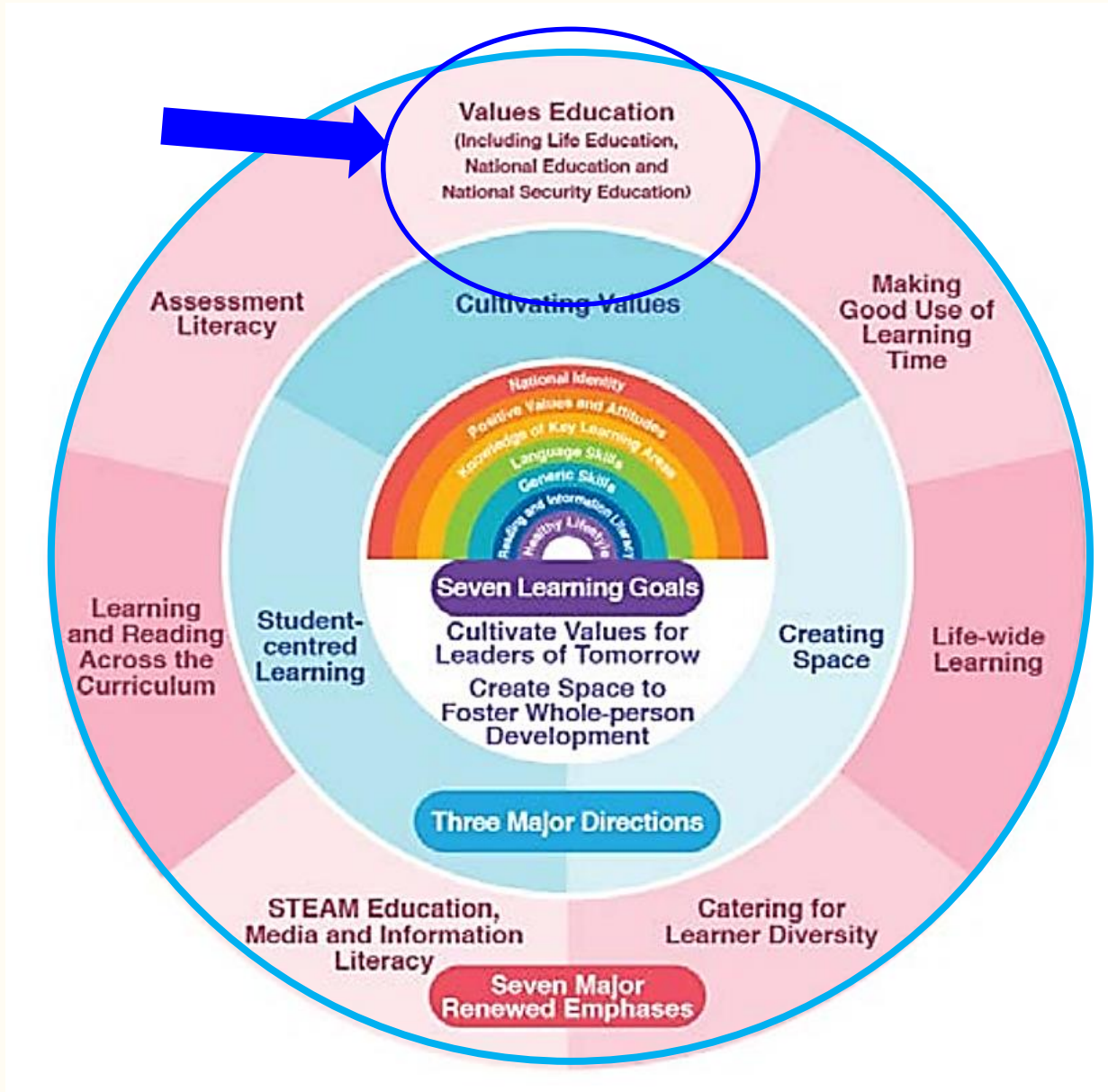


Three Major Directions:

- Cultivating **Values**
- Creating Space
- Student-centred Learning

Seven Major Renewed Emphases:

- Strengthening **values education** (including life education, national education and national security education)
- Making good use of learning time and creating space to promote a balanced physical and mental development
- Enriching life-wide learning experiences and promoting whole-person development
- Better catering for learner diversity
- Reinforcing STEAM education, and nurturing students' media and information literacy
- Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities
- Enhancing assessment literacy for promoting learning and teaching effectiveness



Values Education Curriculum Framework (Pilot Version) (2021)

Values education can be promoted under various cross-curricular domains, for example:

- ❖ moral education
- ❖ civic education
- ❖ national education (including Constitution, Basic Law and national security education)
- ❖ anti-drug education
- ❖ life education
- ❖ sex education
- ❖ media and information literacy education
- ❖ education for sustainable development

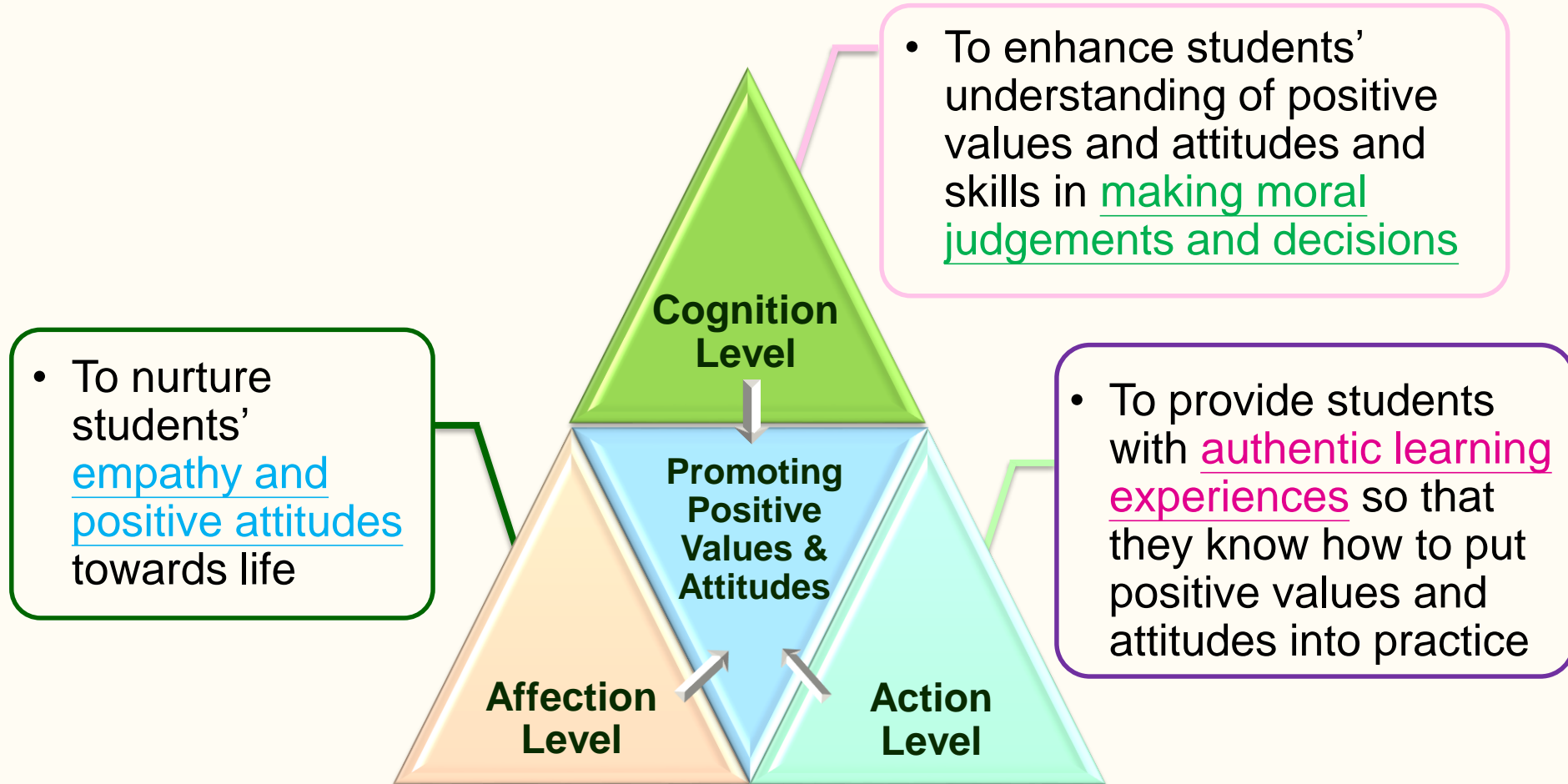


https://www.edb.gov.hk/attachment/tc/curriculum-development/4-key-tasks/moral-civic/VE_CF_20211129_r.pdf

Promoting **Values Education** in the School Curriculum



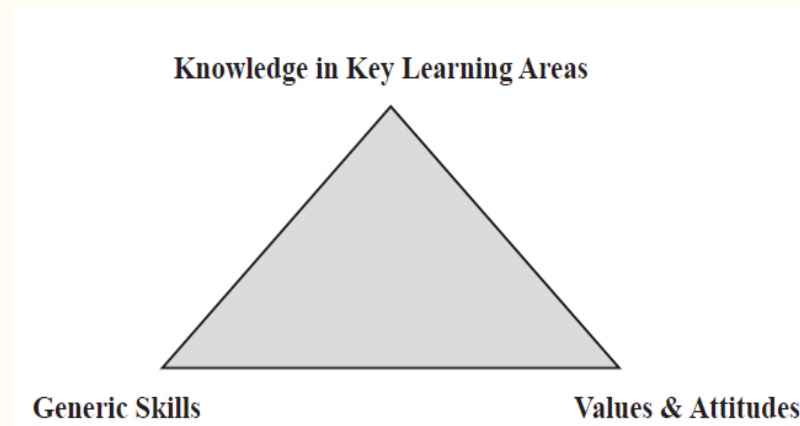
Promoting **Values Education** in the School Curriculum – Integration of cognition, affection and action



Integrating **Values Education into the School English Language Curriculum**

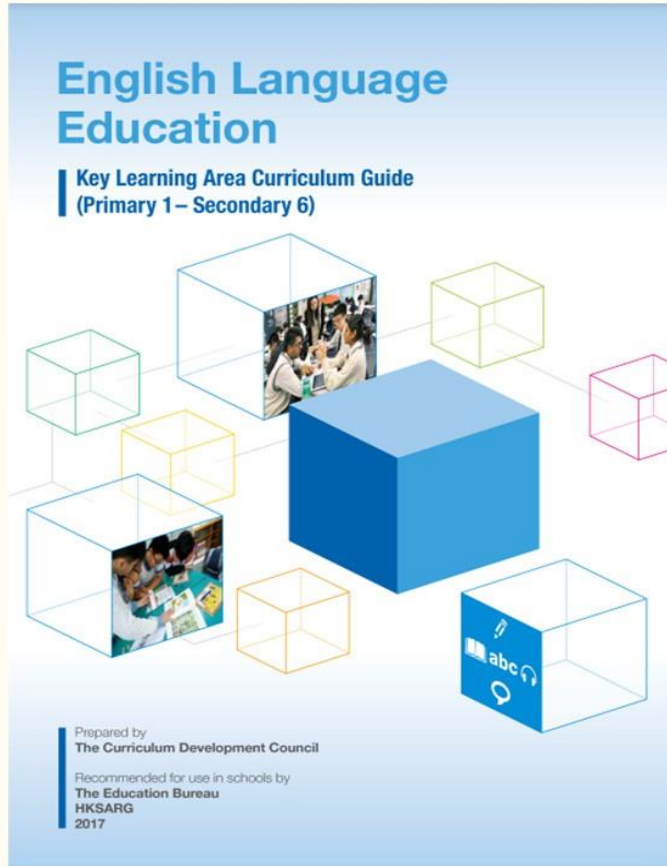
Myth about Promotion of **Values Education**

Due to the tight teaching schedule, I can only focus more on the teaching of subject knowledge (e.g. vocabulary and grammar teaching). How can I set aside time for values education?



**Not an addition,
but an INTEGRATION**

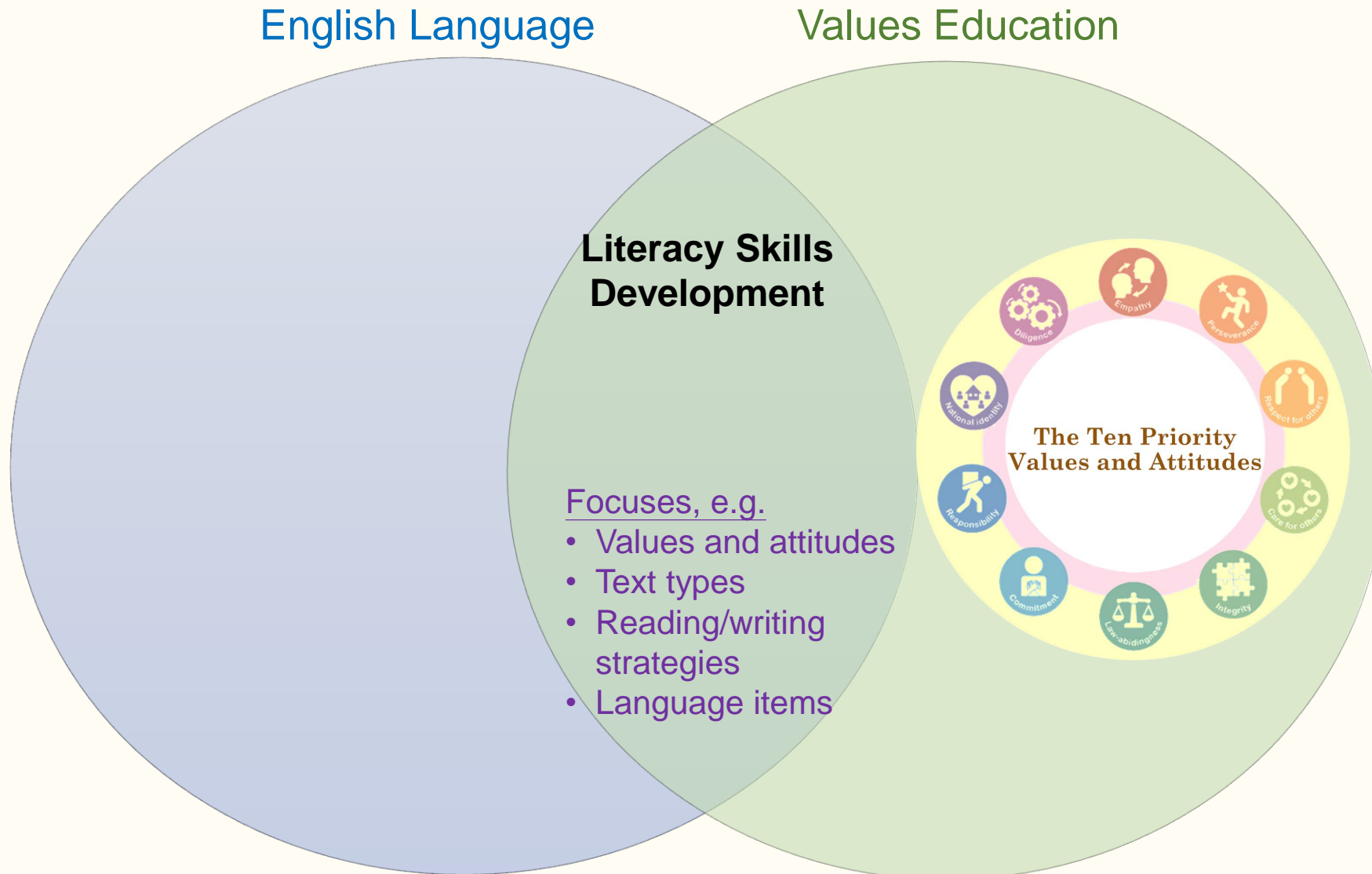
Integrating **Values Education** into the School English Language Curriculum



Schools are encouraged to:

- ❖ focus on the positive values and attitudes that align with their school mission, school contexts, stakeholders' views, students' needs and major concerns
- ❖ explore a variety of value-laden issues and stimuli for critical and imaginative learning experiences
- ❖ make use of everyday life events and a variety of learning and teaching resources to provide contexts for cultivating values in students

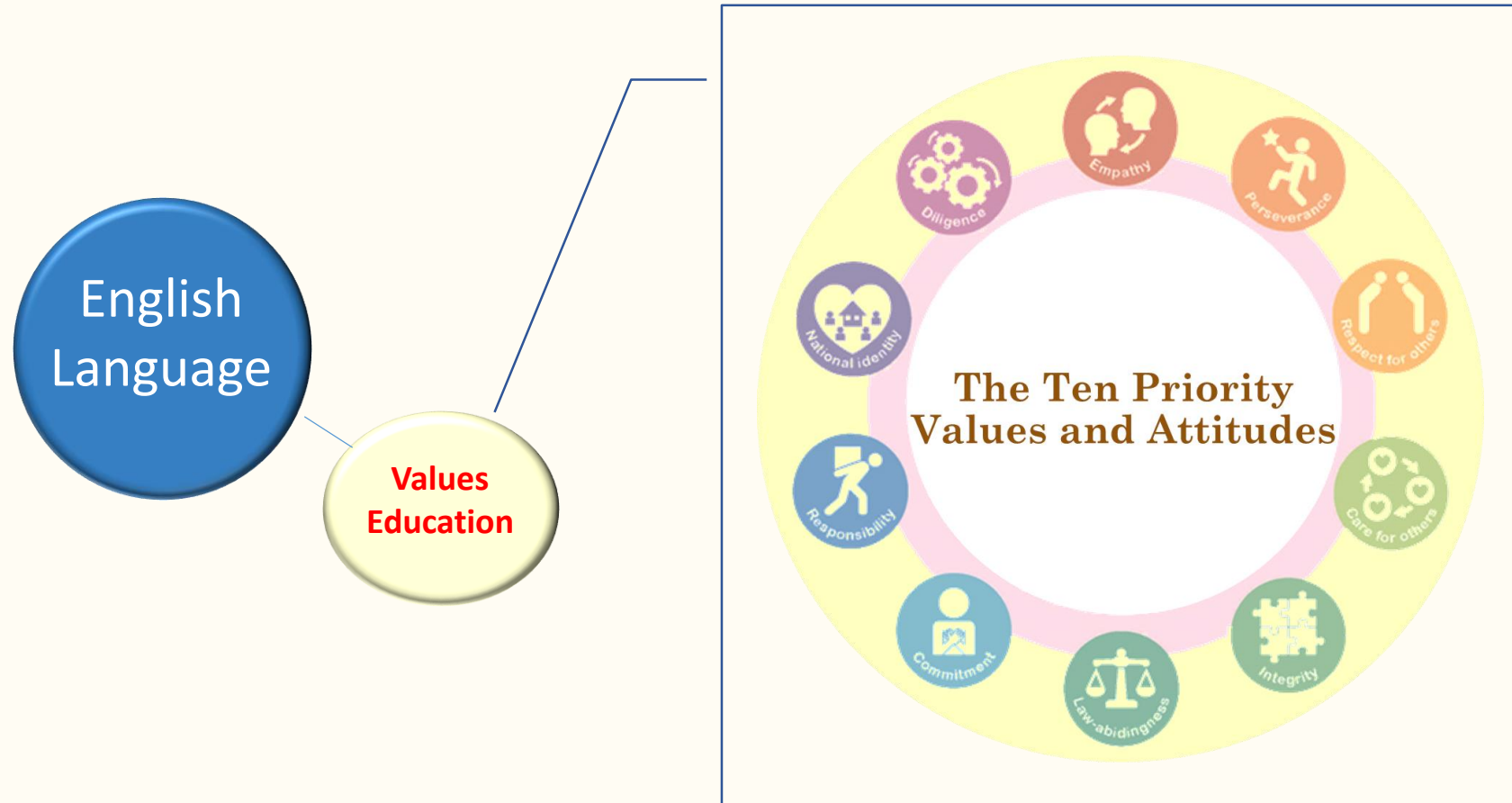
Connecting the **Ten Priority Values and Attitudes** with the Themes/Topics of Teaching Modules in the English Language Curriculum



Connecting the **Ten Priority Values and Attitudes** with the Themes/Topics of Teaching Modules in the English Language Curriculum

<u>Module and unit</u>	<u>Target values and attitudes</u>	<u>Learning and teaching activities</u>
<u>KS1</u> Me, My Family and Friends (Me and my family)	Care for others Respect for others Empathy	Storytelling and reader's theatre on books or texts about helping with the housework
<u>KS1</u> Caring and Sharing (People who help us)	Responsibility Empathy	Writing a thank-you card to people who take care of our surroundings
<u>KS2</u> Relationships (Beautiful people)	Perseverance Diligence Commitment	Discussing the life stories of a successful person and ways he/she faces difficulties
<u>KS2</u> Happy Days (Festivals)	National identity Respect for others	Writing a description about the culture and traditions of a Chinese festival
<u>KS2</u> My Neighbourhood (Streetwise)	Law-abidingness Integrity	Writing some rules on road safety for classmates

Strengthening the **Connection** between **English Language** and **Various Cross-curricular Domains** to Facilitate **Whole-person Development**



Strengthening the **Connection** between **English Language and Various Cross-curricular Domains** to Facilitate **Whole-person Development**

Special people / Inventions

English Language & General Studies

Features of biographical texts

Appreciating the beauty of the English language

English Language & Music

Analysis of literary devices in lyrics

Learning from success stories of famous scientists through project work

Grit, perseverance

Rewriting the lyrics of a song

Hope, empathy, respect for others...

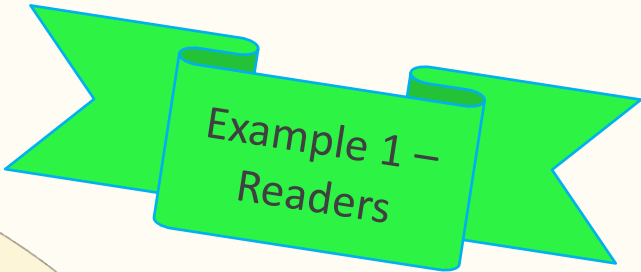
Research on Famous Failures

Song Dedication Activity

Integrating **Values Education** into the Primary English Classroom

English Language

Values Education



(A Story / Fiction)

Literacy Skills Development

Positive Values & Attitudes

Module (KS1)

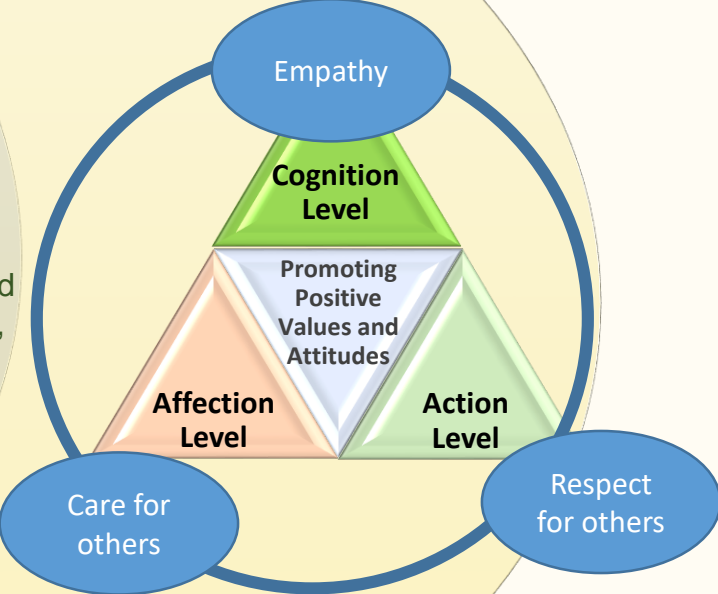
- The World Around Us (Same and different)

Content objectives

- To learn about the story *Same-same or Different?*
- To cultivate in students positive values and attitudes (e.g. care and respect for others, empathy)

Language objectives

- To learn about:
- elements of a story
 - the use of the simple present tense and the simple past tense
 - the text structure “problem-solution”



In the Reading Workshops, students read the narrative text about two animals, Sparrow and Snake. They are frustrated because their parents said that they are different kinds of animals, and thus cannot be friends. The principal tries to cheer them up by identifying similarities between them. Students then, from the perspective of Sparrow or Snake, write a letter to convince their parents to let them become friends.

Task 1

Students are guided to understand:

- ✓ the text structure and plot through drawing a story map; and
- ✓ the language features of the text through identifying the use of the simple present tense and the simple past tense.

Task 2

Students discuss:

- ✓ the problems Sparrow and Snake are facing;
- ✓ how Sparrow and Snake feel; and
- ✓ various ways to help them.

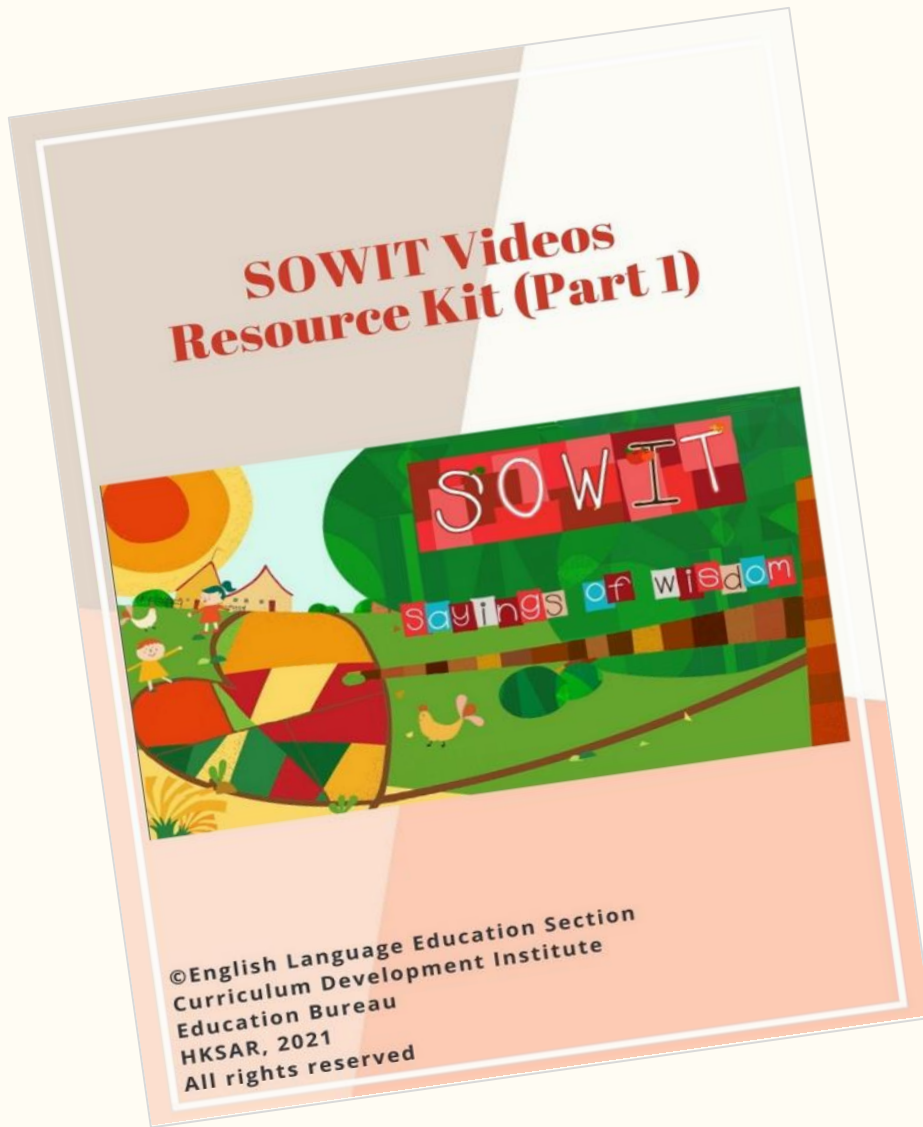
Task 3

- ✓ Students propose different ways to solve Sparrow and Snake's problems in groups, and each group selects the best solution to share with the class.

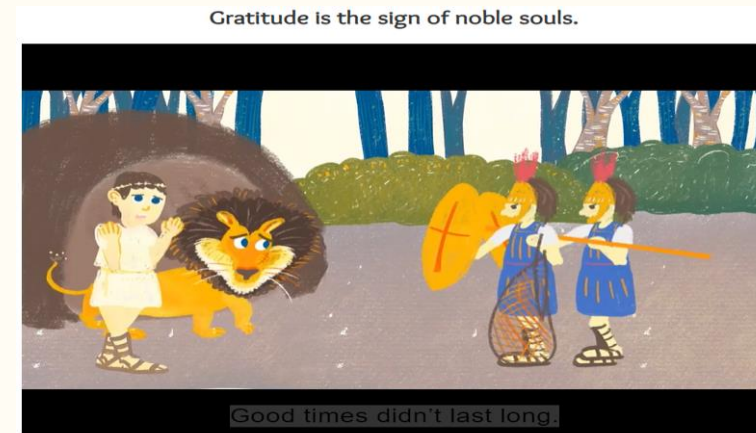
Writing Task

- ✓ Students listen to the new and imaginative ideas from different groups and use them to write a letter from the perspective of Sparrow or Snake to convince their parents to let them become friends.

Integrating **Values Education** into the Primary English Classroom



Example 2 –
SOWIT
videos




Integrating **Values Education** into the Primary English Classroom

Learning and teaching activities

SOWIT Video Series – “Gratitude is the Sign of Noble Souls”
(Video link: www.edb.gov.hk/sowit_noble)

Lesson Plan



Suggested Levels
Upper Primary/Junior Secondary

Summary of the Learning Task
Students watch the SOWIT video “Gratitude is the Sign of Noble Souls” about a slave helping a lion when it was in trouble. In return, the lion saves the slave by saving his life. Students are then guided to understand the meaning of the saying “Gratitude is the sign of noble souls”, learn about the related values (e.g. be grateful, be empathetic, care for others), and write a paragraph about whom students would like to show appreciation to.

Learning Objectives

Content

- To understand the meaning of the saying “Gratitude is the sign of noble souls” through a story presented in the context of a video

Language

- To explore the story elements of the video (e.g. setting, plot, twist, main characters, supporting characters)
- To describe the appearance, feelings and personality of the main characters using a range of adjectives


Sharing Learning Intentions

1. Introduce the objectives of the lesson.

Pre-viewing

Part A: Making Predictions about the Video

1. Refer students to *Activity Sheet: Part A*.
2. Draw students’ attention to the picture of a scene of the SOWIT video “Gratitude is the Sign of Noble Souls” and make predictions about what the video is about.



Part B: Understanding the Video

1. Refer students to *Activity Sheet: Part B*.
2. Introduce the story elements by playing the video and while watching the video.
3. Play the video “Gratitude is the Sign of Noble Souls”.
4. Discuss with students the meaning of the saying (i.e. people who show gratitude to others are blessed souls) by revisiting the lion’s good deeds done in return for Androcles’s kindness.

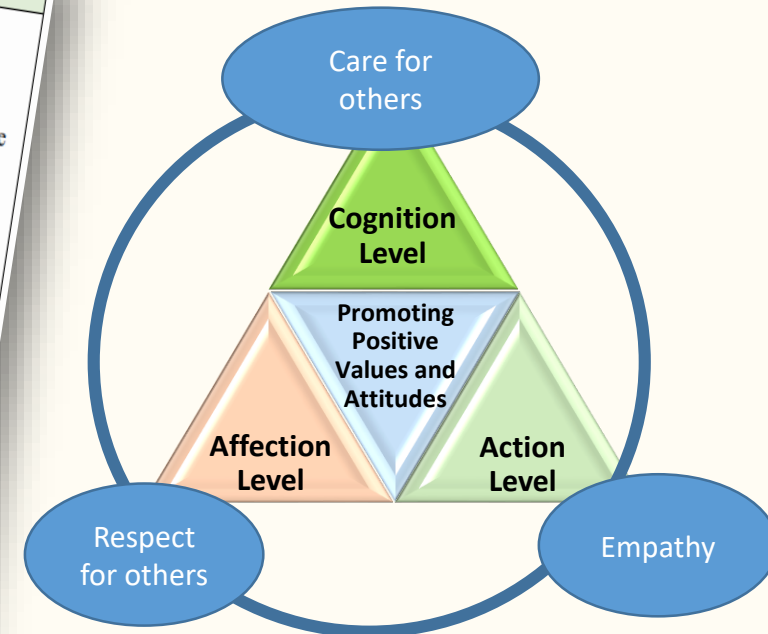
Viewing

Part C: Understanding the Characters

1. Refer students to *Activity Sheet: Part C*.
2. Instruct students to identify the main and supporting characters.
3. Guide students to analyse the main characters (i.e. Androcles and the lion) using the “Role on the Wall”:
 - Elicit from students the adjectives describing the appearance, feelings and personality of Androcles and the lion at different stages of the story; and
 - Invite them to substantiate the choice of adjectives with relevant examples.
4. Instruct students to identify other characters’ perception of the main characters. Draw students’ attention to the change in the perception as the story unfolds.
5. Play the video again whenever necessary.

Part D: Understanding the Theme and the Saying of Wisdom

1. Refer students to *Activity Sheet: Part D*.
2. Guide students to work out the meaning of the saying (i.e. people who show gratitude to others are blessed souls) by revisiting the lion’s good deeds done in return for Androcles’s kindness.
3. Discuss with students the messages conveyed (i.e. be grateful and show appreciation to those who are kind to us; be empathetic and offer a helping hand to those in need) in the story.
4. Invite students to recall the good deeds people have done for them.
5. Instruct students to write a thank-you card to someone whom they would like to show appreciation to. In the thank-you card, students should include:
 - The good deeds someone performed and their gratitude;
 - How they could pay it forward; and
 - The saying of wisdom “Gratitude is the sign of noble souls”.



Integrating **Values Education** into the Primary English Classroom


Example 3 –
ELE videos



Integrating **Values Education** into the Primary English Classroom

Learning and teaching activities

(Pre-viewing)
Part A: Making predictions about the video
 1. Look at the picture below. Have you ever seen a person like this? What do you think is very special about her?



(Viewing)
Part B: Understanding the background and achievement
 3. Watch the video and complete the chart below.

Achievements

- Awarded the _____ Bauhinia Star
- Received Hong Kong Sports Stars Award _____ times
- Won _____ Paralympic medals

Challenges

- Got _____
- Had to amputate her _____
- Learn to be friends with the _____

Ways to release stress

- _____ something good
- Doing _____
- Listening to _____

(Post-viewing)
Part C: Self-reflection

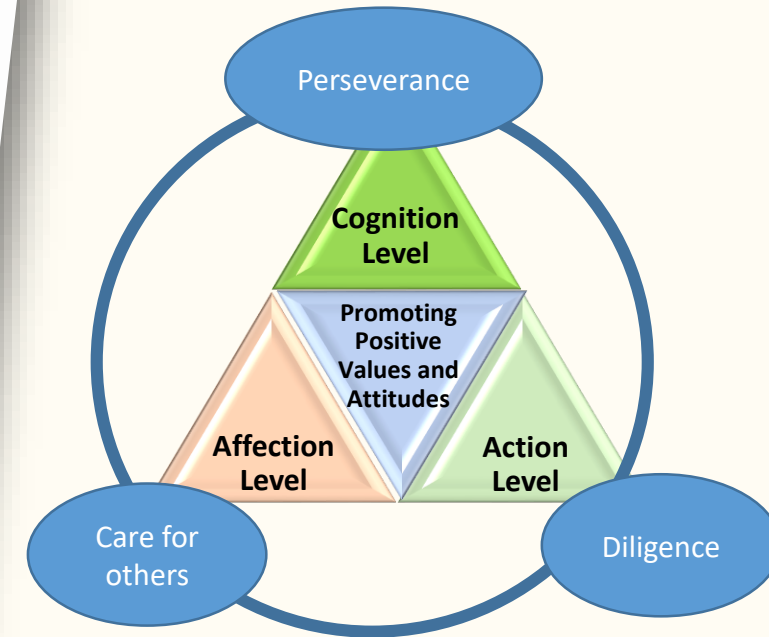
4. What adjectives would you use to describe Alison? Why? (e.g. optimistic, positive, out-going, cheerful, etc.)

5. What have you learnt from Alison?

6. We face different challenges every day and may feel stressful sometimes. It is important to find ways to release our stress.
 a) Tick the challenges that you are facing.
 b) Write down the things you do to help you release stress in the balloons below and share them with your classmates.

examinations competitions friendship school work parents' expectation
 illnesses

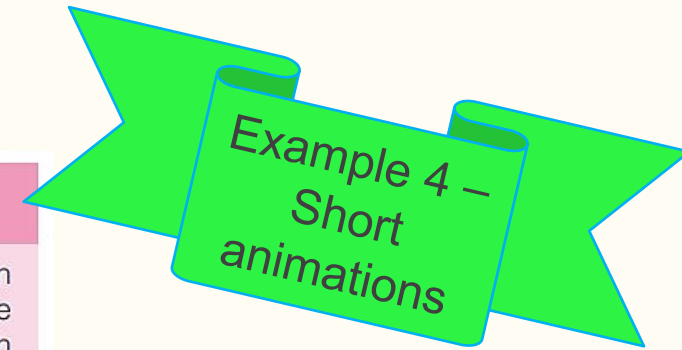
To help me release my stress from the examinations, I will do some exercise.



Integrating **Values Education** into the Primary English Classroom

“What Happens Next?”

Predicting the Storyline of Inspirational Short Animations

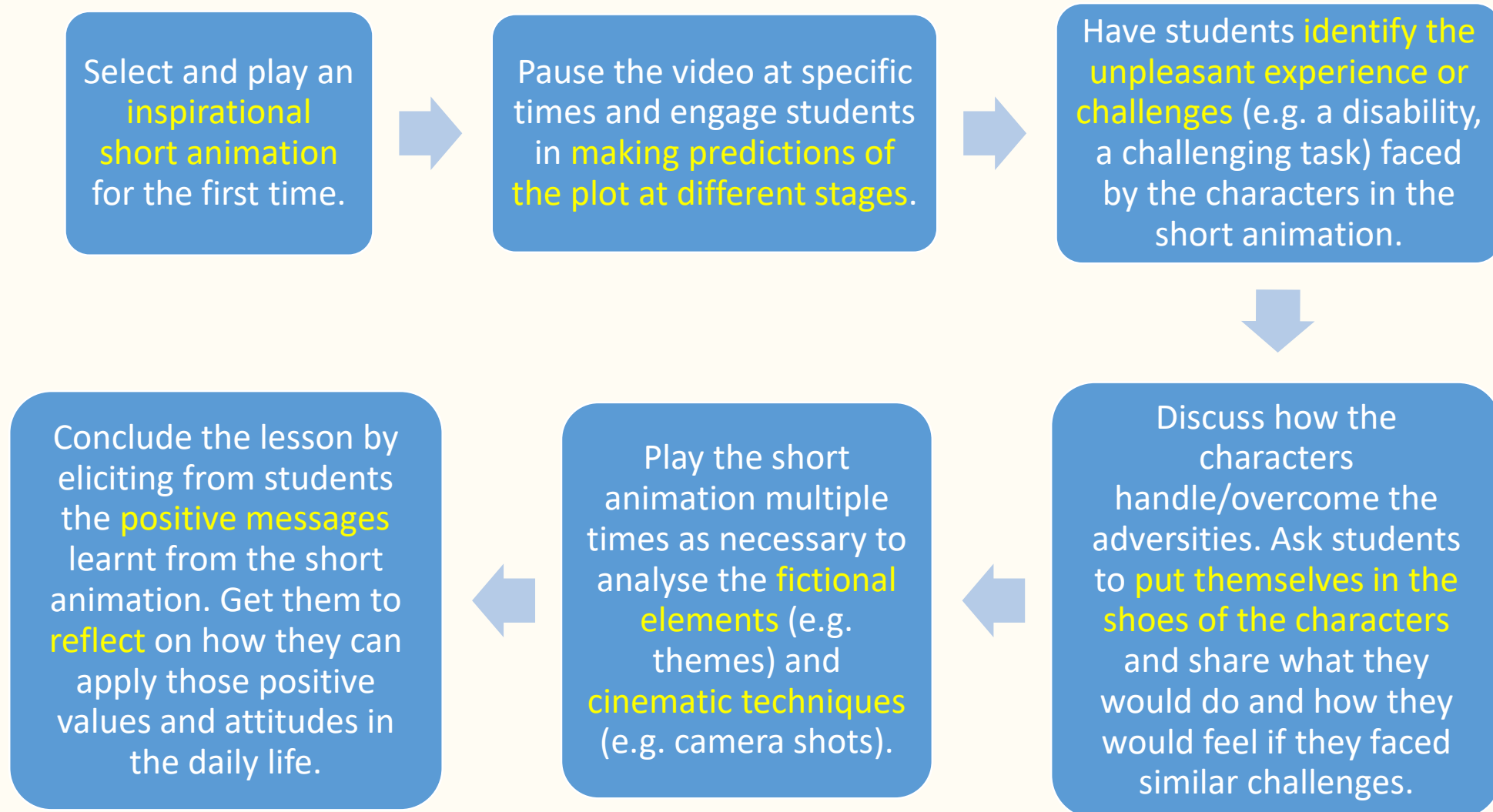


Name of Animation	Positive Values and Attitudes	Synopsis
Hair Love	Hope, love, perseverance	Awarded the Best Animated Short Film in the Academy Awards in 2019, Hair Love tells a heart-warming story of an African American father learning to do his daughter's hair for the first time for a special occasion.
The Present	Empathy, hope, love	A boy receives a present from his mom – a puppy with three legs. Originally focusing on playing his video games, the boy, who is also lame, is then moved by the acts of the puppy.
Ormie the Pig Wants a Cookie	Perseverance, determination, grit	The short animation captures Ormie's quest for the jar of cookies placed at the top of a refrigerator. He tries multiple ways to get them but to no avail. Ormie persists and to him, each disappointment is a more elaborate attempt to achieve his goal.
My Shoes	Empathy, gratitude, care for others	A lonely homeless boy in ragged clothes and worn-out shoes makes a wish about switching his shoes with another boy sitting on a bench with a brand new pair of sneakers. What has the boy learnt from the swap? It is a story with a twist which teaches us about gratitude and empathy.

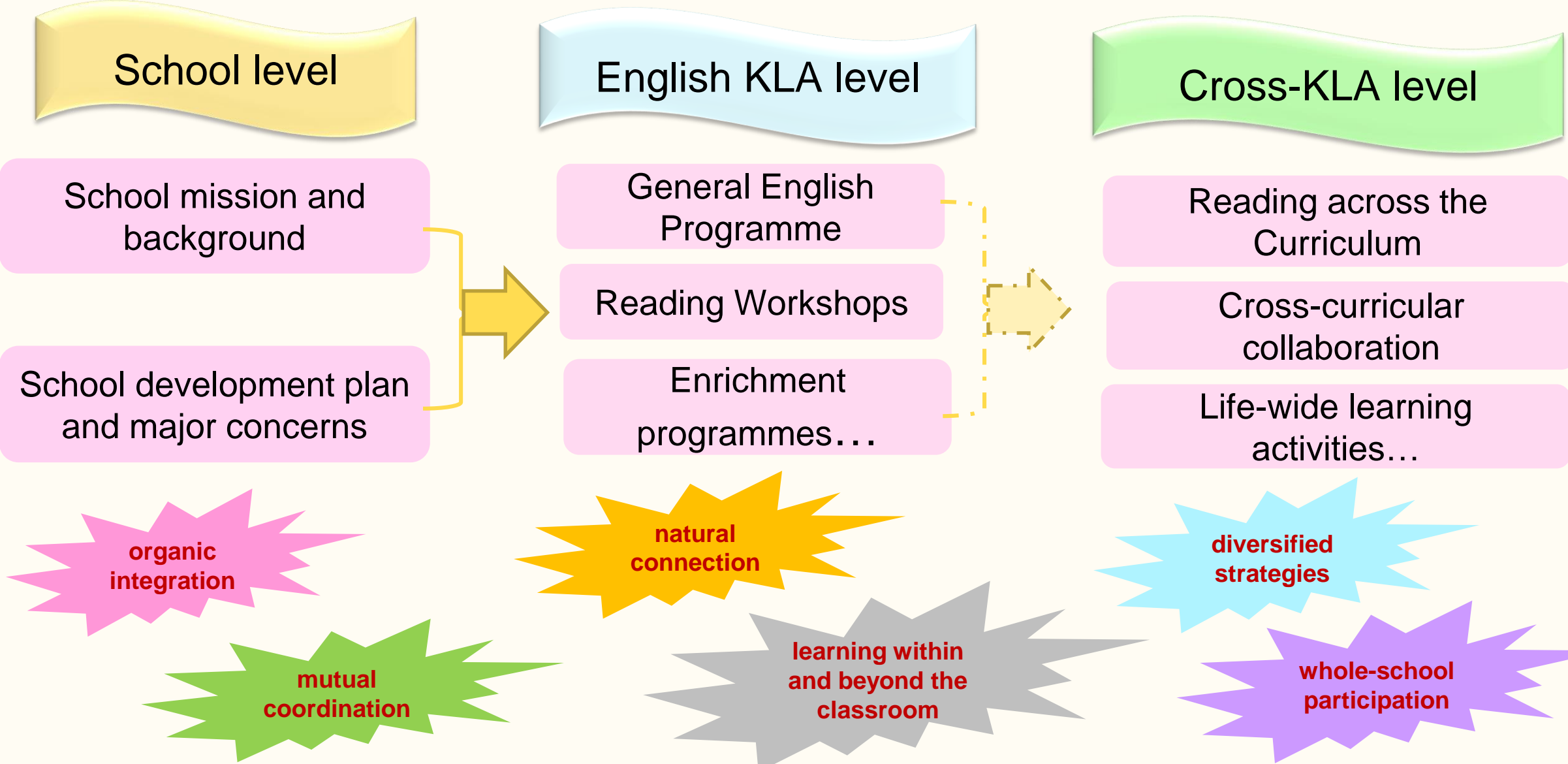
Integrating **Values Education** into the Primary English Classroom

“What Happens Next?”

Predicting the Storyline of Inspirational Short Animations



Holistic Planning of the School Curriculum for Integrating Values Education into the School English Language Curriculum



Holistic Planning of the School Curriculum for Integrating Values Education into the School English Language Curriculum

- Involving different stakeholders

Collaborate with parents and foster home-school cooperation, e.g.

- engage the PTA in running parent-child activities
- organise talks for parents and students

Make good use of community resources to organise service-oriented activities, e.g.

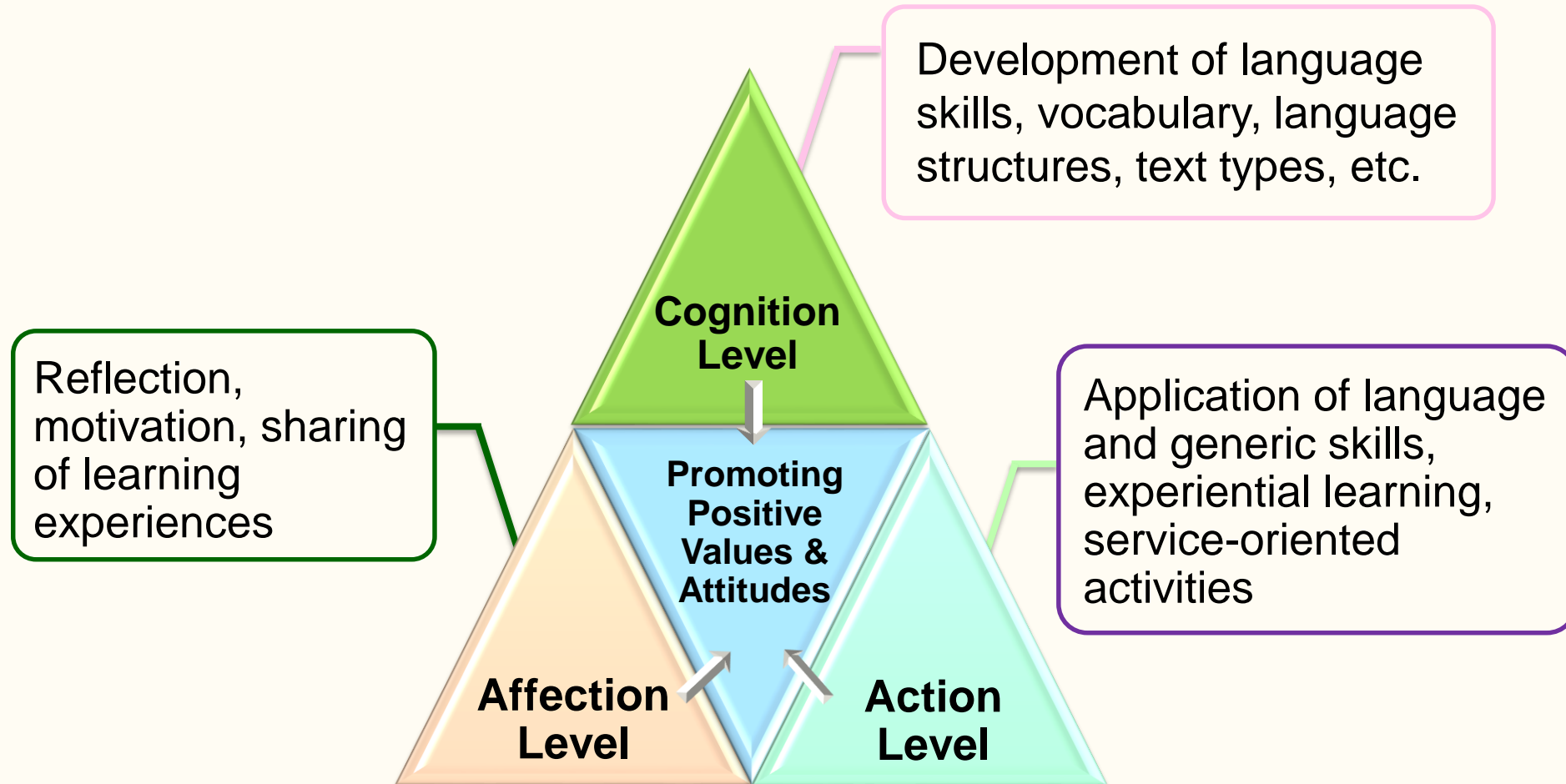
- develop students into hope builders and get them to take actions to spread hope to others
- draw greeting cards with positive messages and send them to the children at hospitals
- recruit students for voluntary services at animal rescue shelters
- organise a donation for food banks



Scan the QR code to learn more about home-school co-operation.



Holistic Planning of the School Curriculum for Integrating Values Education into the School English Language Curriculum



Food for Thought about Promoting Values Education in the English Language Curriculum

Authenticity – a meaningful and authentic purpose and context

Sustainability – vertical continuum, not a one-off activity

Integration – connection with English language learning

Application and Reflection – making an impact, not just rote learning of positive values

Organic
integration

Natural
connection

Campaign on Promoting Positive Values and Attitudes
through English Sayings of Wisdom 2021/22

Sayings
of Wisdom

Cherish
What We
Have

Proactive
Attitude

Optimistic
Mind

Tree of Hope

Grateful
Heart



Curriculum Institute
2022



www.edb.gov.hk



Participation in Week of Positivity

- Period: 6 February – 7 July 2023
- Mode of activities: organising a cross-curricular English week
- Themes: “Leading a Positive Life” and four sub-themes “Cherishing Life”, “Diligence”, “Empathy” and “Respect for Diversity”
- Objectives:
 - to create a learning environment conducive to English learning
 - To promote values education

Visit the website for more information:

<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/sow/wop.html>

- ◆ Registration
- ◆ Support measures and resource materials
 - Poster on 7-Day Positivity Challenge *
 - The SOW Ambassadors Passport *
 - School-based Support from the NET Section *
 - A Booklet on School-based English Activities for the Promotion of Values Education (e-version)
 - SOW Treasure Chest



Resources on Promoting Positive Values and Attitudes: English Sayings of Wisdom (SOW)



www.edb.gov.hk/sow

Sayings of Wisdom

ENTER

Get inspired and learn English with sayings of wisdom
細讀英語名言 啟迪智慧心靈

Nothing is impossible to a willing heart.
— John Heywood —

Get inspired and learn English with sayings of wisdom
細讀英語名言 啟迪智慧心靈

"One good turn deserves another."
"Count your blessings."
"Gratitude turns what we have into enough."

Get inspired and learn English with sayings of wisdom
細讀英語名言 啟迪智慧心靈

ALL ROADS LEAD TO ROME.

Sayings of Wisdom
Curriculum Development Institute
Education Bureau
教育局課程發展處

Sayings of Wisdom
Curriculum Development Institute
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Resources on Promoting Values Education in the English Language Curriculum



Promoting Values Education in the English Language Curriculum

Primary Level **Secondary Level**

Resources	Year
	Campaign on "Promoting Positive Values and Attitudes through English Sayings of Wisdom 2022/23"
	Resource Page on Promoting Values Education in English Language Learning
	SOW Instant Messaging Stickers 2022 (Online)

SOWIT Videos



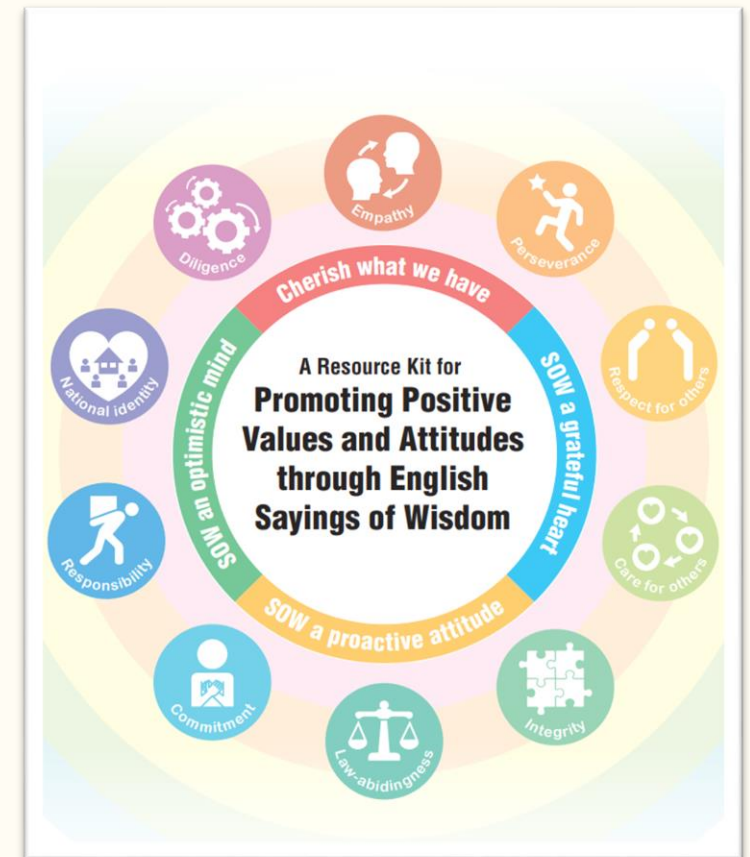
SOWIT Videos Resource Kit (Part 1 & Part 2)



SOW Resource Kit



SOW Posters



$$E = mc^2$$



e-Book *Famous Scientists*

Videos and Resource Kit
Fantastic People



Resource Kit
Say "Yes" to Treating Animals with Respect

The **English Treasure Chest** provides a variety of resource materials for language practice and choices for reading, including literary classics and fables, to facilitate teaching at school, online learning at home and sustainable learning during school holidays. English teachers may adapt the resource materials to support online and offline learning and teaching and promote students' self-directed learning. The collection also helps widen students' exposure to different text types and language arts materials and develop their language awareness and sensitivity to application and creative use of language.



[A Treasury of Literary Classics \(Primary Level\)](#)

This collection of reading tasks is developed based on classic literary works of different genres. It is designed to promote the reading and appreciation of literary texts and widen students' language exposure.



Shared Reading on *My Hero is You - how kids can fight COVID-19!*

[DOCX](#)

[PDF](#)

[PPT](#)



Fighting against COVID-19

- [Assessment Task: Maintain Cough Manners \(P1-3\)](#)
- [Assessment Task: Protect Others from Getting Sick \(P1-3\)](#)
- [Fighting against COVID-19 \(P4-6\)](#)
- [Making Good Use of Time while Staying at Home for Social Distancing](#)

Web Version

[Borrow Light through Boring a Hole in the Wall](#)

[Mend the Fold after a Sheep is Lost](#)

[One Rice, Thousand Gold](#)

[Practice Makes Perfect](#)

[The Old Man Who Lost His Horse](#)

[The Story of Hua Mulan](#)

[Three Liars Make a Tiger](#)

[Waiting for More Hares to Dash Dead against the Stump](#)

[Yu Gong Moved away Two Mountains](#)

[Yu the Great Tamed the Waters](#)

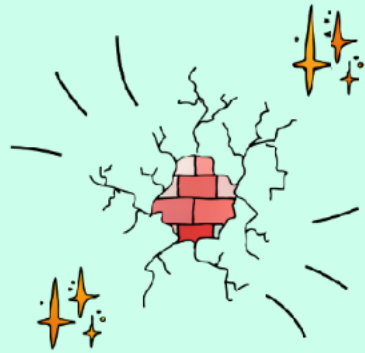
Chinese Fable and Tale Series

A Treasury of Literary Classics - *Chinese Fables and Tales*

Instruction:

Read the Chinese fable and answer the following questions.

Borrow Light through Boring a Hole in the Wall



[Click here to read the text.](#)

1. In paragraph 1, "Only rich people were able to afford them, so there was no chance for kids from the **grass-roots** families to study." What does "**grass-roots families**" mean? It means...

- A. families that are poor.
- B. families that are rich.
- C. families that grow crops.
- D. families that raise horses.

Your answer:

Hide

Score Sheet

Extension: Time to think!

10. What is the moral lesson of the story? Based on the story, which Chinese saying can you think of?

11. Kuang Heng was very diligent and determined in his study and demonstrated perseverance in the face of adversity. We have abundant resources nowadays, but do you treasure them, make good use of them and work very hard to pursue your dream? Think and share your ideas with your parents or classmates.



Thank you
so much!

CDI, EDB