

# Experience Sharing Session

## Promoting Values Education in the School English Language Curriculum (Primary Level)



14 December 2023

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)

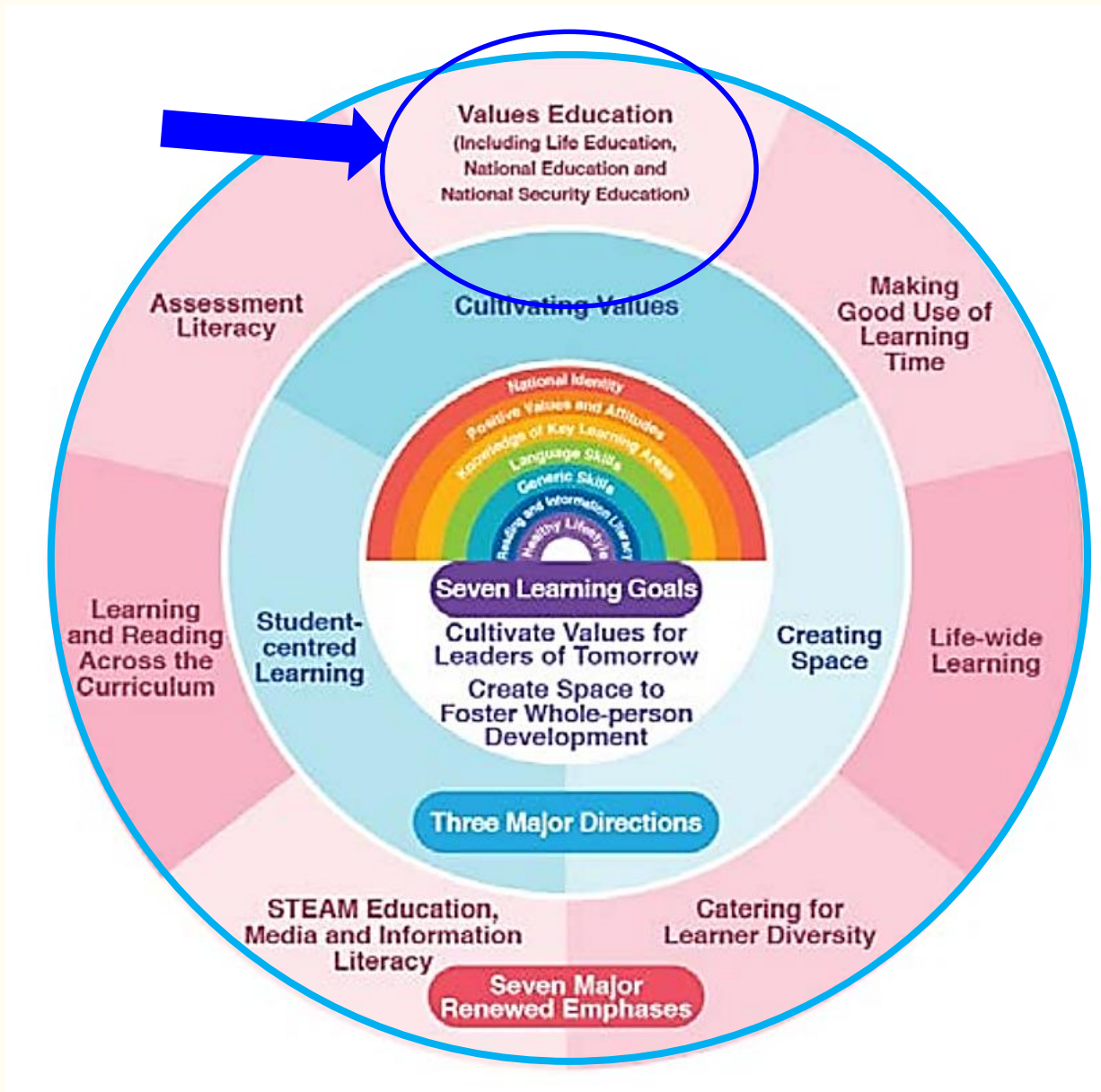


課程發展議會編訂  
香港特別行政區政府教育局公布，供學校採用  
二零二二年



## 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)

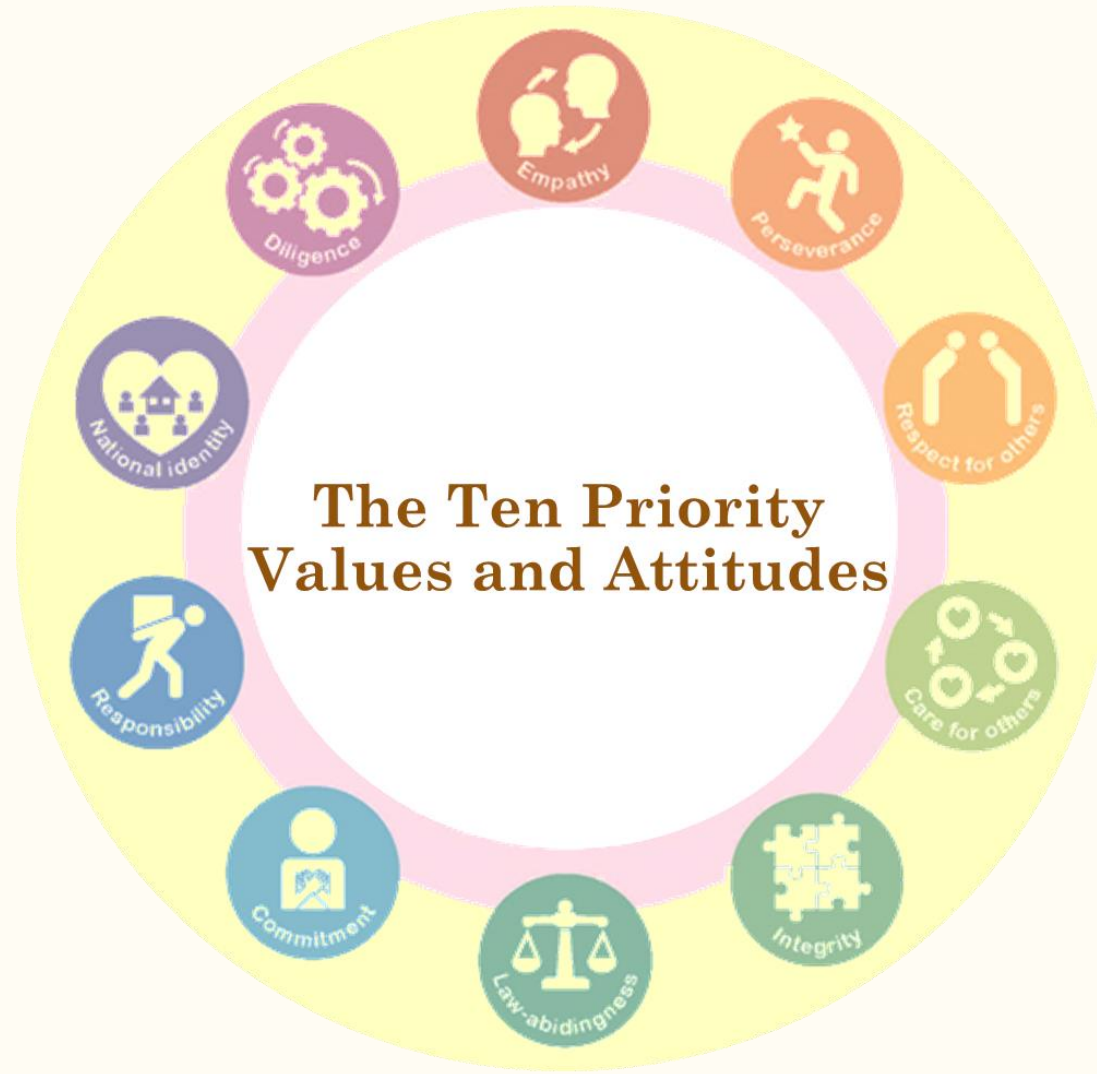
Values education can be promoted under various cross-curricular domains, for example:

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

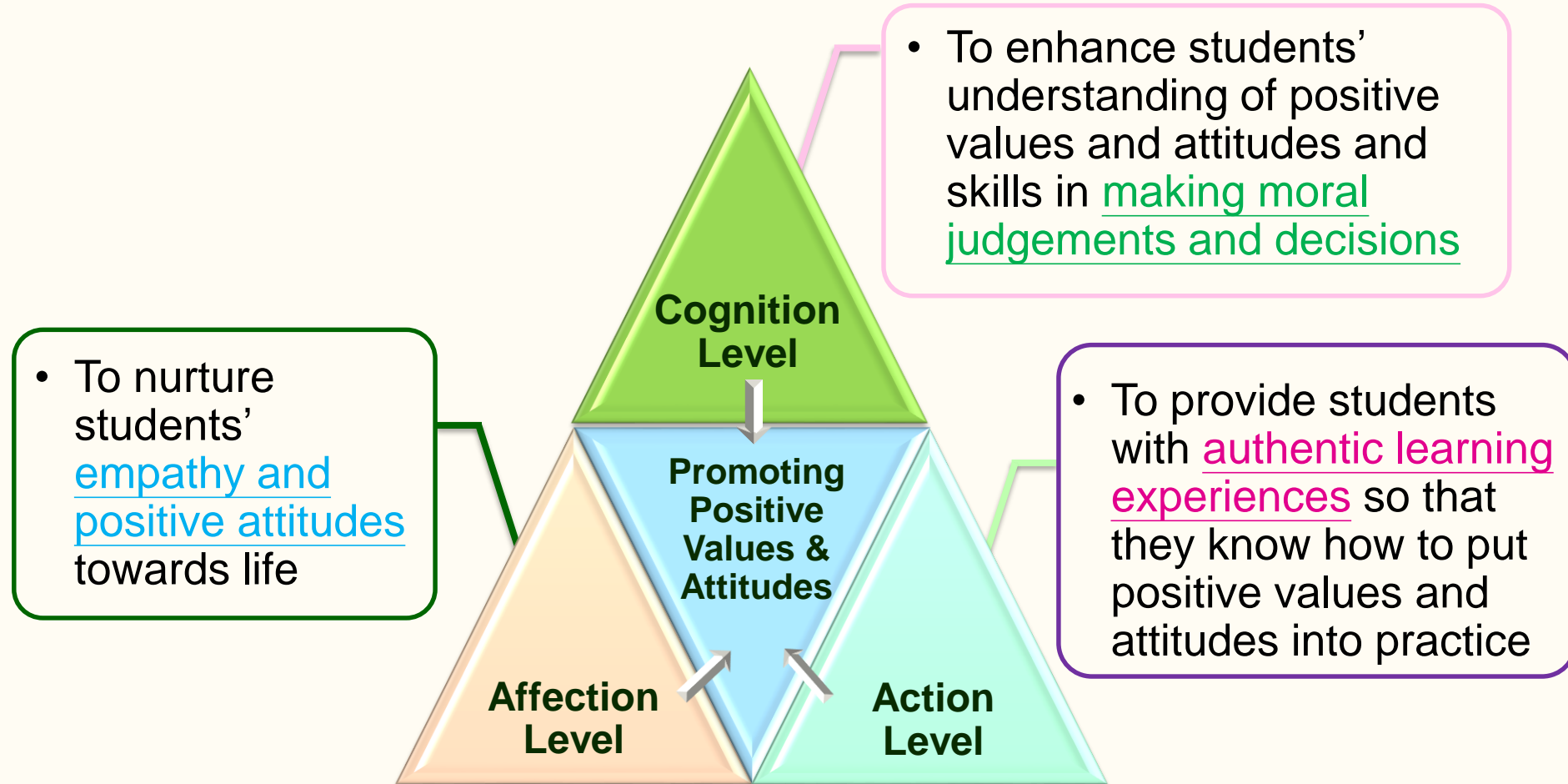
# Promoting **Values Education** in the School Curriculum



## The Ten Priority Values and Attitudes

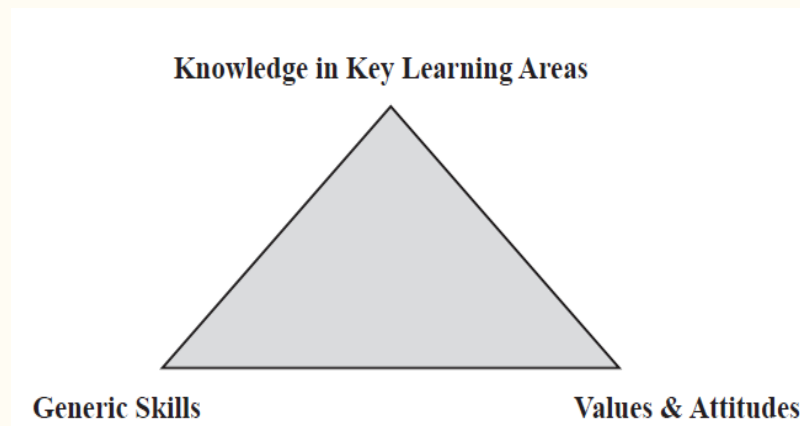
- Empathy
- Perseverance
- Respect for others
- Care for others
- Integrity
- Law-abidingness
- Commitment
- Responsibility
- National identity
- Diligence

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



# Myth about Promotion of **Values Education**

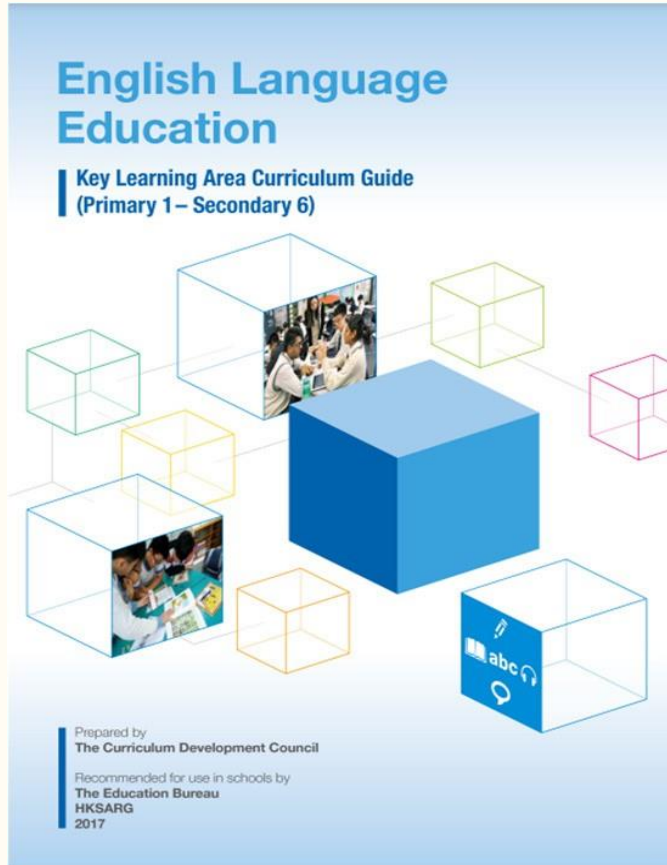
*Due to the tight teaching schedule, I can only focus more on the teaching of subject knowledge (e.g. vocabulary and grammar teaching). How can I set aside time for values education?*



**Not an addition,  
but an INTEGRATION**



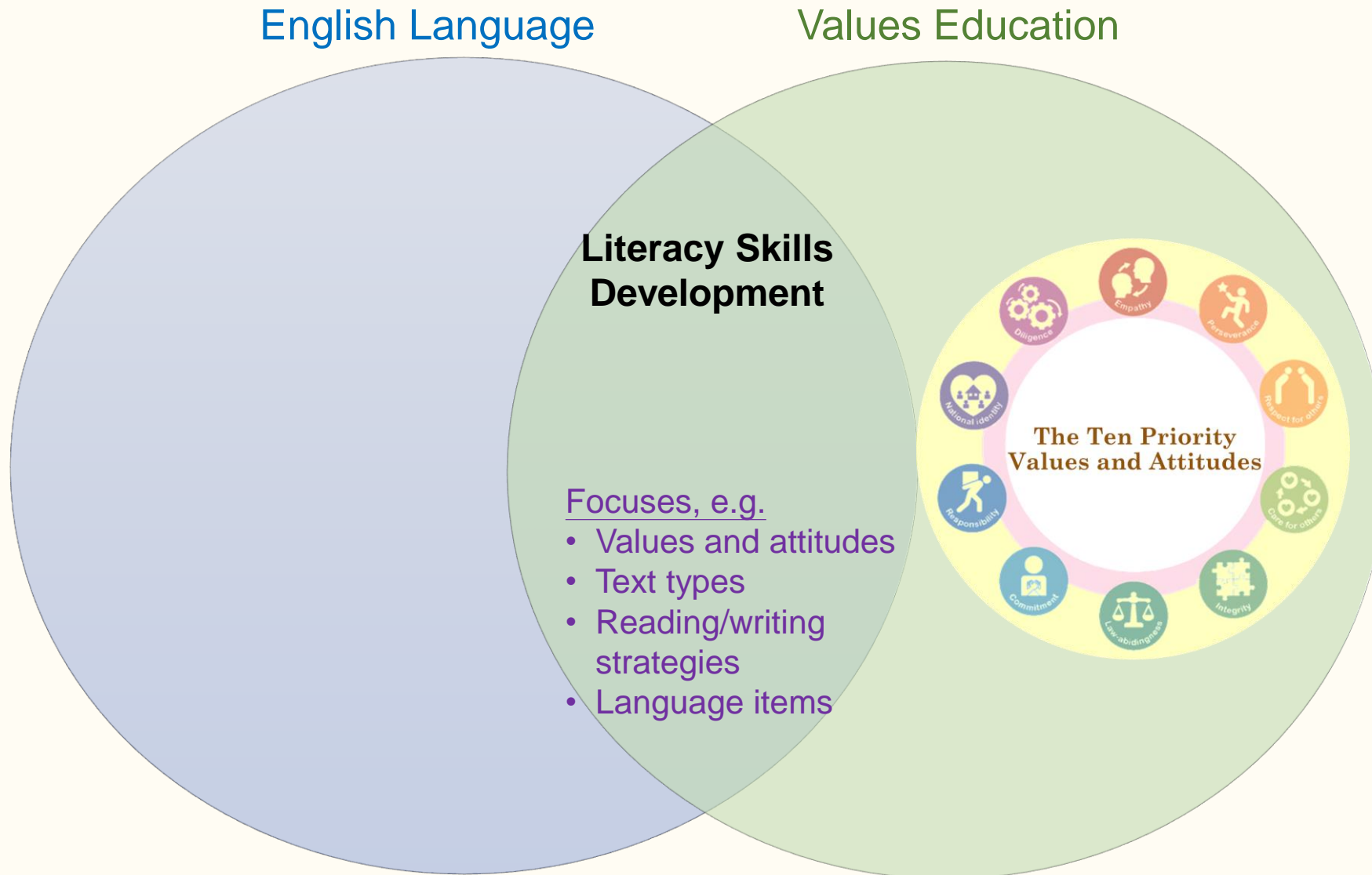
# Integrating **Values Education** into the School English Language Curriculum



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

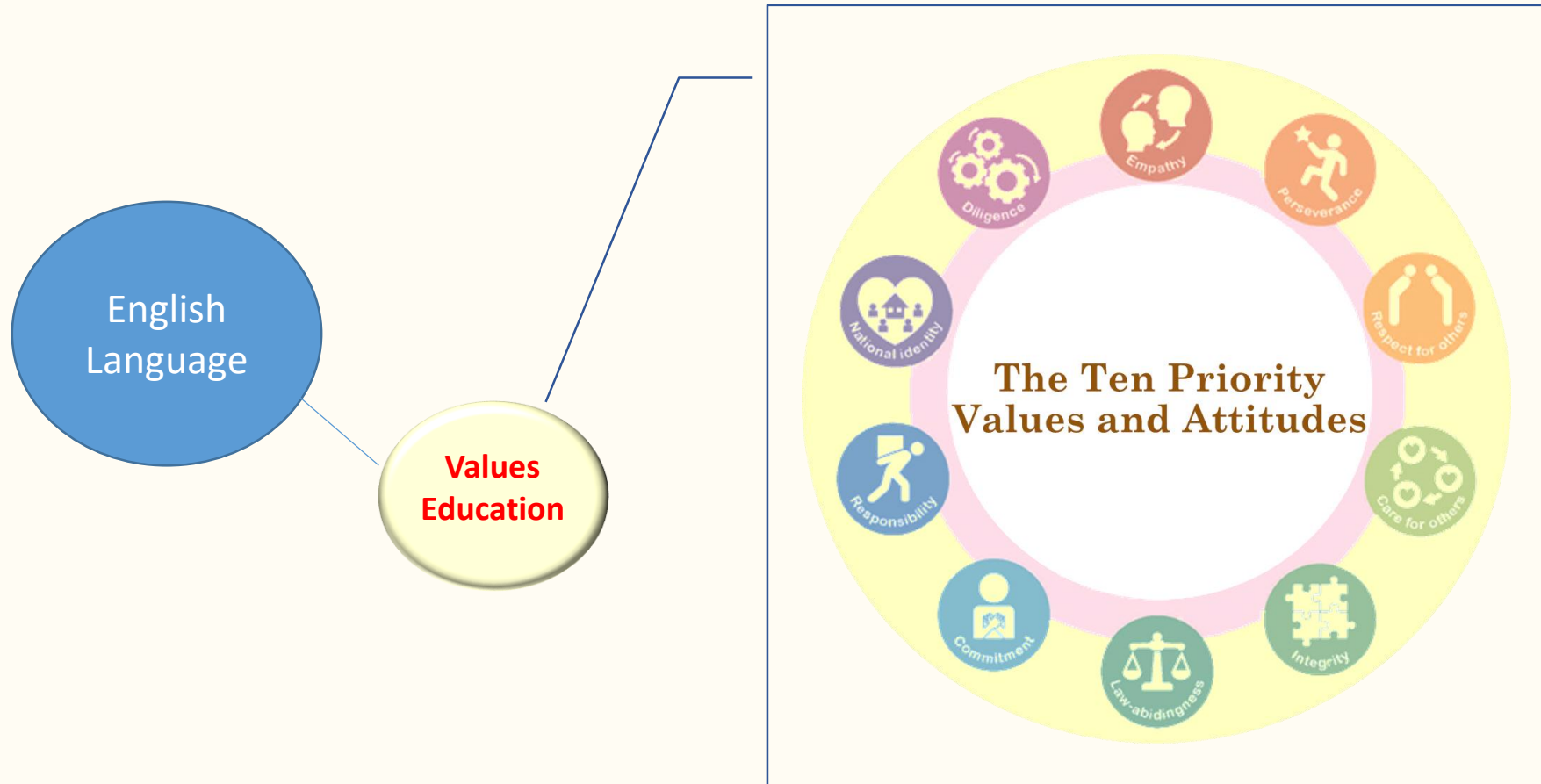
# Connecting the **Ten Priority Values and Attitudes** with the Themes/Topics of Teaching Modules in the English Language Curriculum



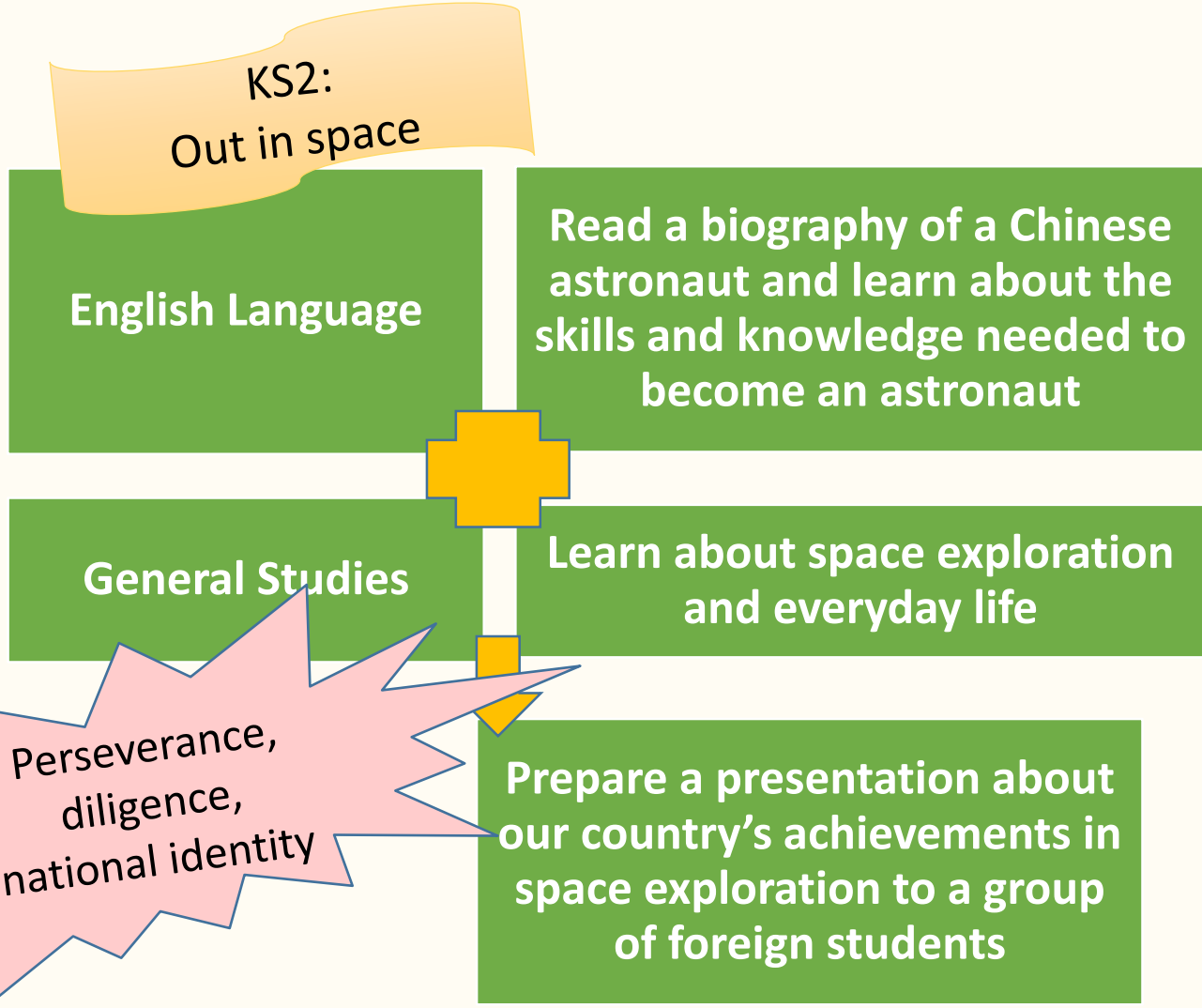
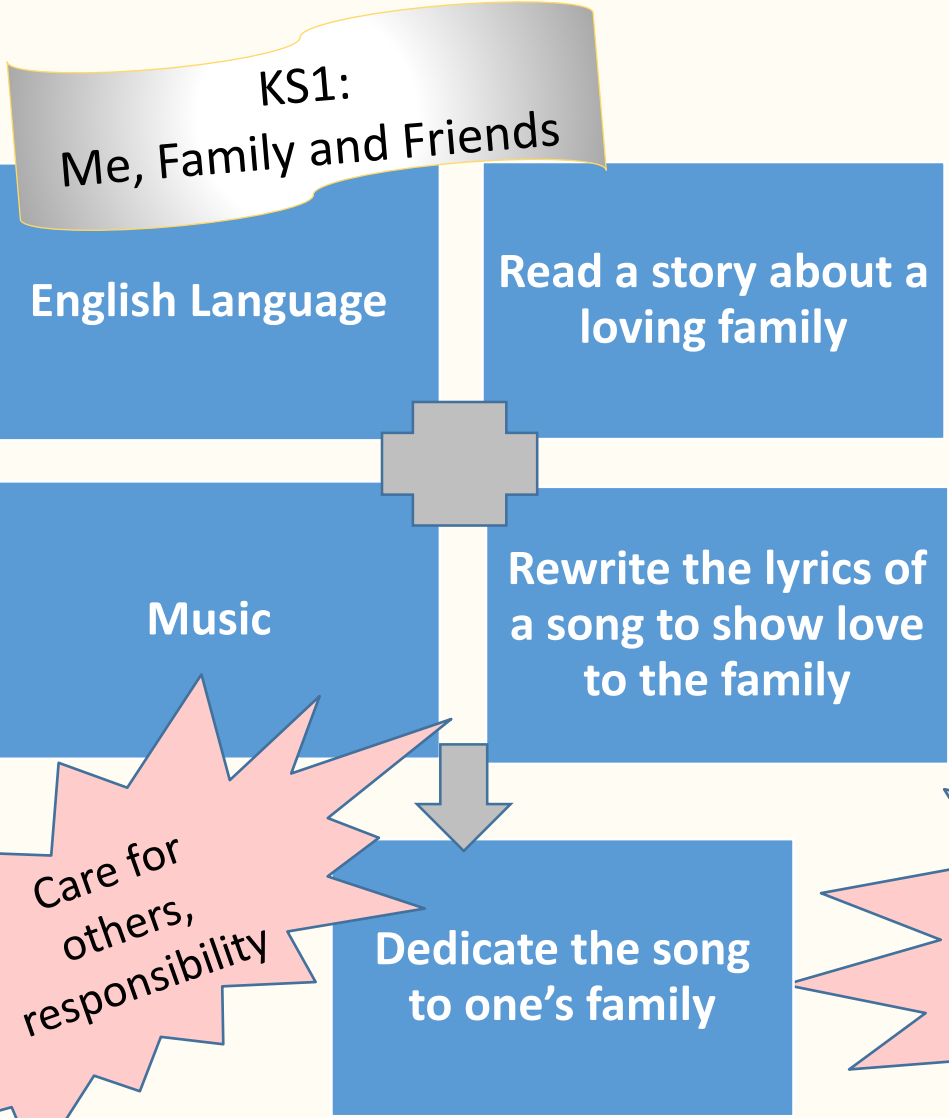
# Connecting the **Ten Priority Values and Attitudes** with the Themes/Topics of Teaching Modules in the English Language Curriculum

<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 Responsibility	Storytelling and reader's theatre on books or texts about <b>helping with the housework</b>
<u>KS1</u> Caring and Sharing (People who help us)	Responsibility Empathy Commitment	Writing a thank-you card to people who <b>take care of our health</b>
<u>KS2</u> Relationships (Beautiful people)	Commitment Perseverance Diligence	Discussing the life stories of a successful person and ways he/she <b>faces challenges</b>
<u>KS2</u> Happy Days (Festivals)	National identity Respect for others	Reading about <b>a Chinese festival</b> and reflecting on the culture and traditions
<u>KS2</u> My Neighbourhood (Streetwise)	Law-abidingness Integrity	Writing some rules on <b>road safety</b> for classmates

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



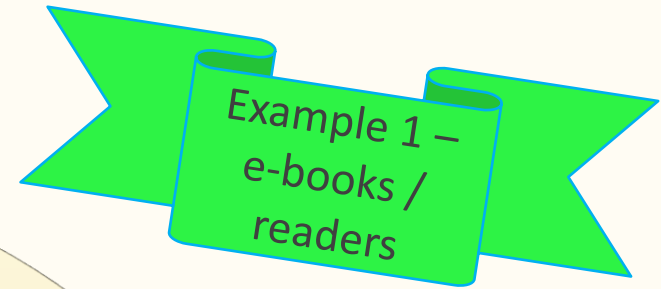
# Strengthening the **Connection** between **English Language** and **Various Cross-curricular Domains** to Facilitate **Whole-person Development**



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

English Language

Values Education



## Literacy Skills Development

An e-book (information text)



Module (KS2)

- Happy Days (Festivals)

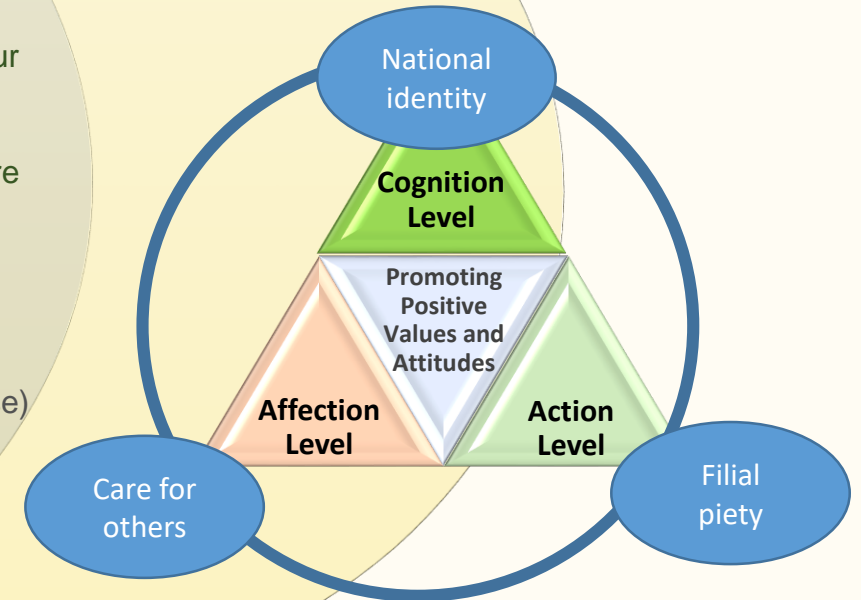
Content objectives

- To learn about the origins and customs of four traditional Chinese festivals
- To cultivate in students positive values and attitudes (e.g. national identity, filial piety, care for others)
- To create and write about a new festival

Language objectives

- To understand the features of information texts (e.g. the use of the simple present tense)
- To generate ideas using the SCAMPER techniques
- To link ideas using connectives
- To write descriptions with sensory language

**National Education**  
**National Security Education**  
**Positive Values & Attitudes**





Reading Workshops – students read about the origins and customs of different Chinese festivals, namely Chinese New Year, the Ching Ming Festival, the Dragon Boat Festival and the Mid-Autumn Festival.

### Activity 1



- Invite students to explore the origin, meaning and traditions of the festivals.
- Guide them to read and discuss the content and features of an article through
  - ✓ analysing the organisation of content; and
  - ✓ identifying connectives, the use of tenses and sensory language.
- Ask students to reflect on the values of the festivals and how these festivals are related to their everyday lives (e.g. Mid-Autumn Festival → gratitude, reunion and love for family).

### Activity 2

Guide students to learn to use different ways to generate, enrich and organise ideas, e.g.

- ✓ the SCAMPER techniques;
- ✓ sensory language; and
- ✓ graphic organisers.



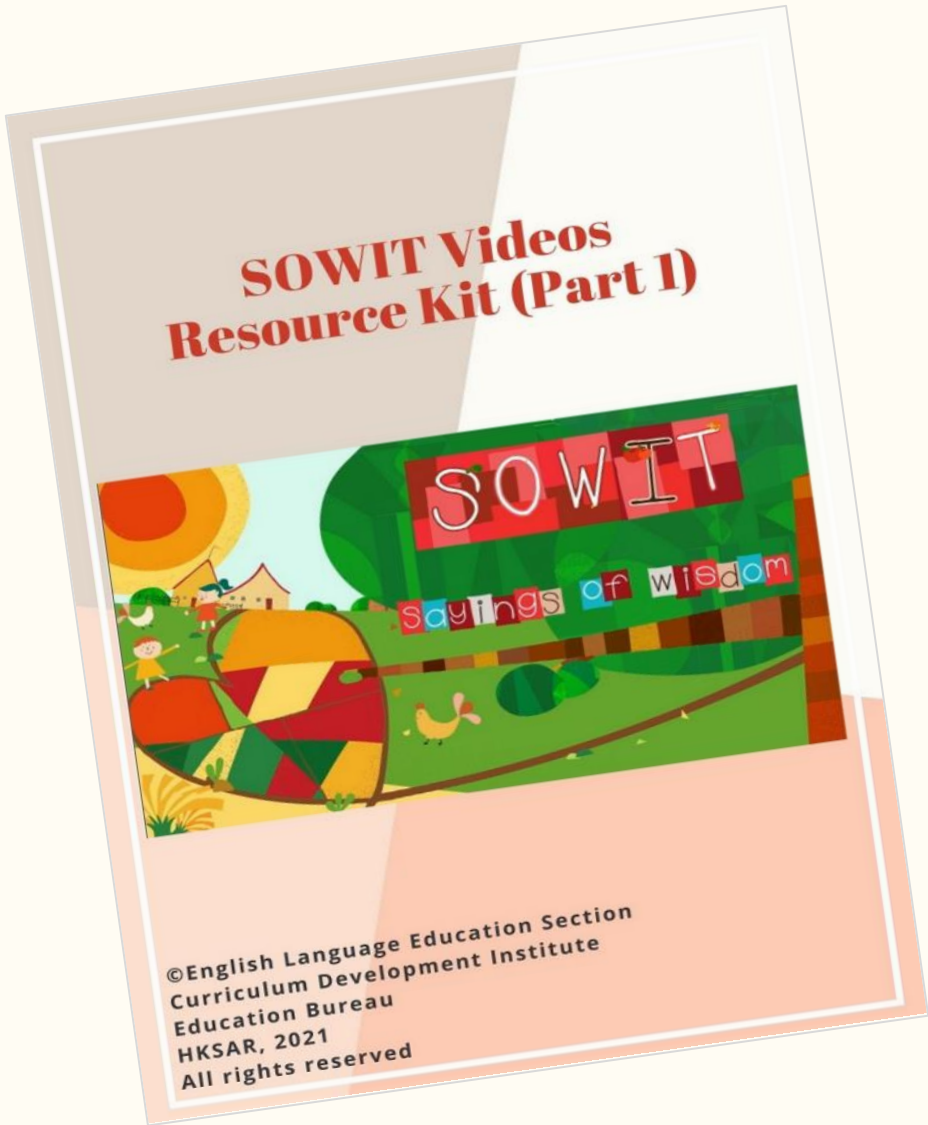
### Activity 3

Prompt students to design a new festival that promotes positive values and attitudes, and write a short descriptive article about it.



# 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](http://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.



**Post-viewing**

**Part C: Understanding the Characters**

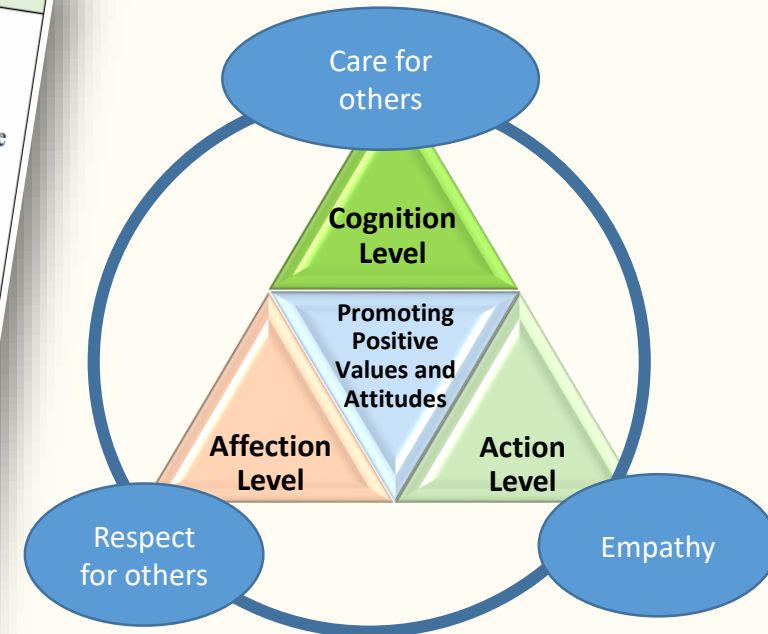
1. Refer students to *Activity Sheet: Part C*.
2. Instruct students to identify the main and supporting characters.
3. Guide students to analyse the main characters (i.e. Androcles and the lion) using the “Role on the Wall”:

  - 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

**Fantastic People Videos Activity Booklet**

Professor Sung Jao Yiu Joseph

Dr. Allen Zeman

Yu Chui Yee Alison

**Fantastic People**


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Education Bureau  
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# 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**

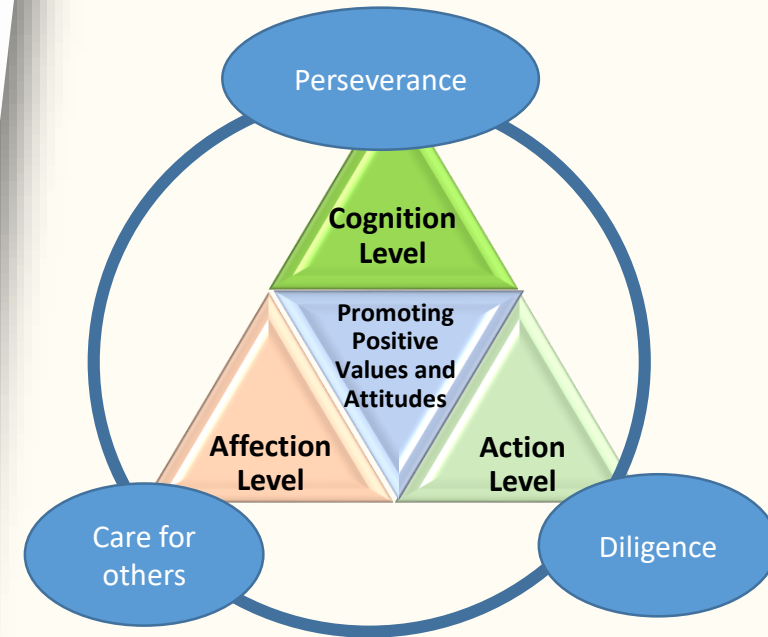
4. What adjectives would you use to describe Alison? Why? (e.g. optimistic, positive, out-going, cheerful, etc.)

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

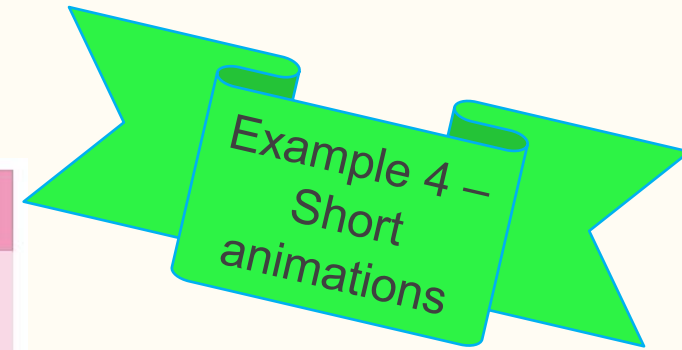
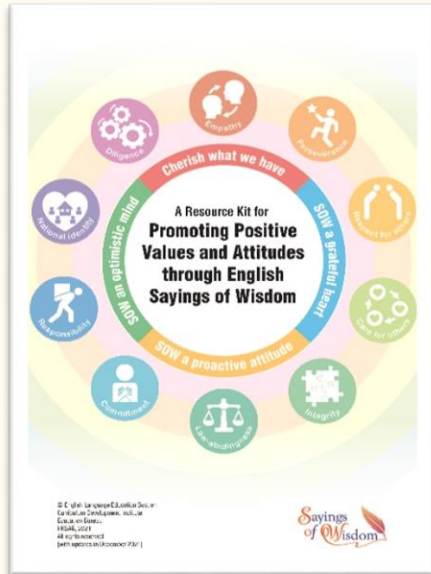
To help me release my stress from the examinations, I will do some exercise.



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

## “What Happens Next?”

### Predicting the Storyline of Inspirational Short Animations

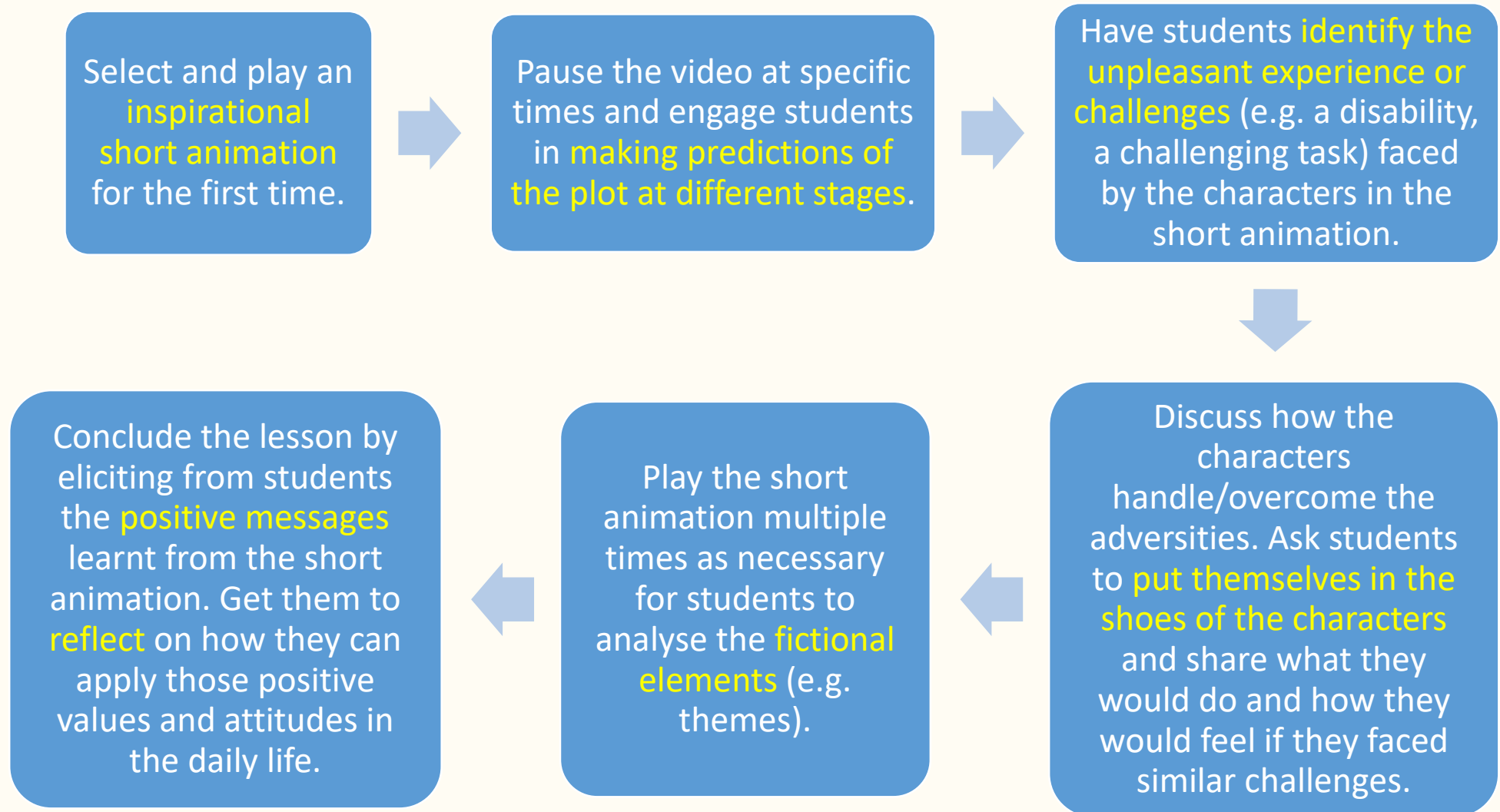


Name of Animation	Positive Values and Attitudes	Synopsis
Hair Love	Hope, love, perseverance	Awarded the Best Animated Short Film in the Academy Awards in 2019, Hair Love tells a heart-warming story of an African American father learning to do his daughter's hair for the first time for a special occasion.
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.

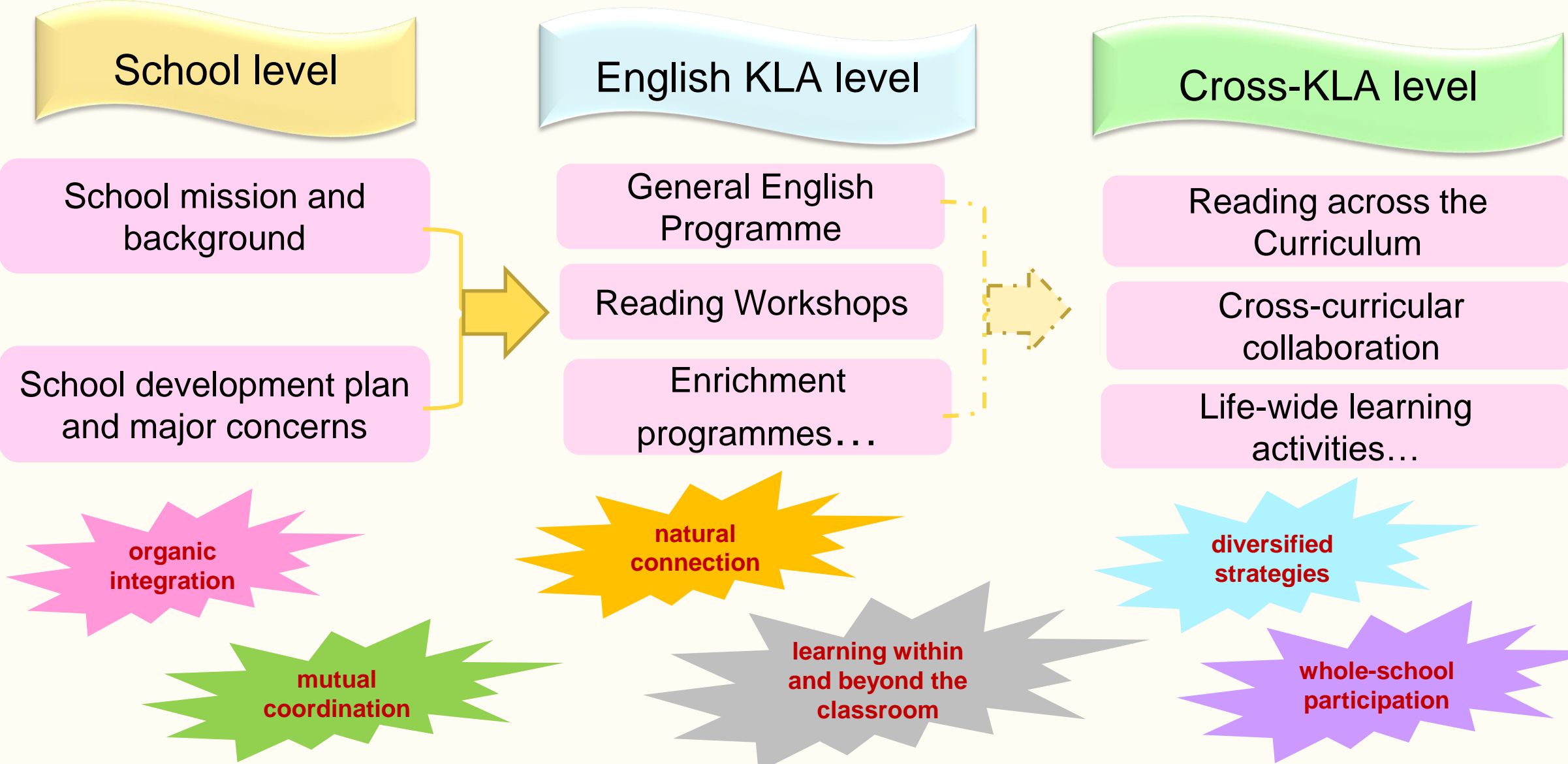
# Integrating **Values Education** into the Primary English Classroom

## “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

## 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.

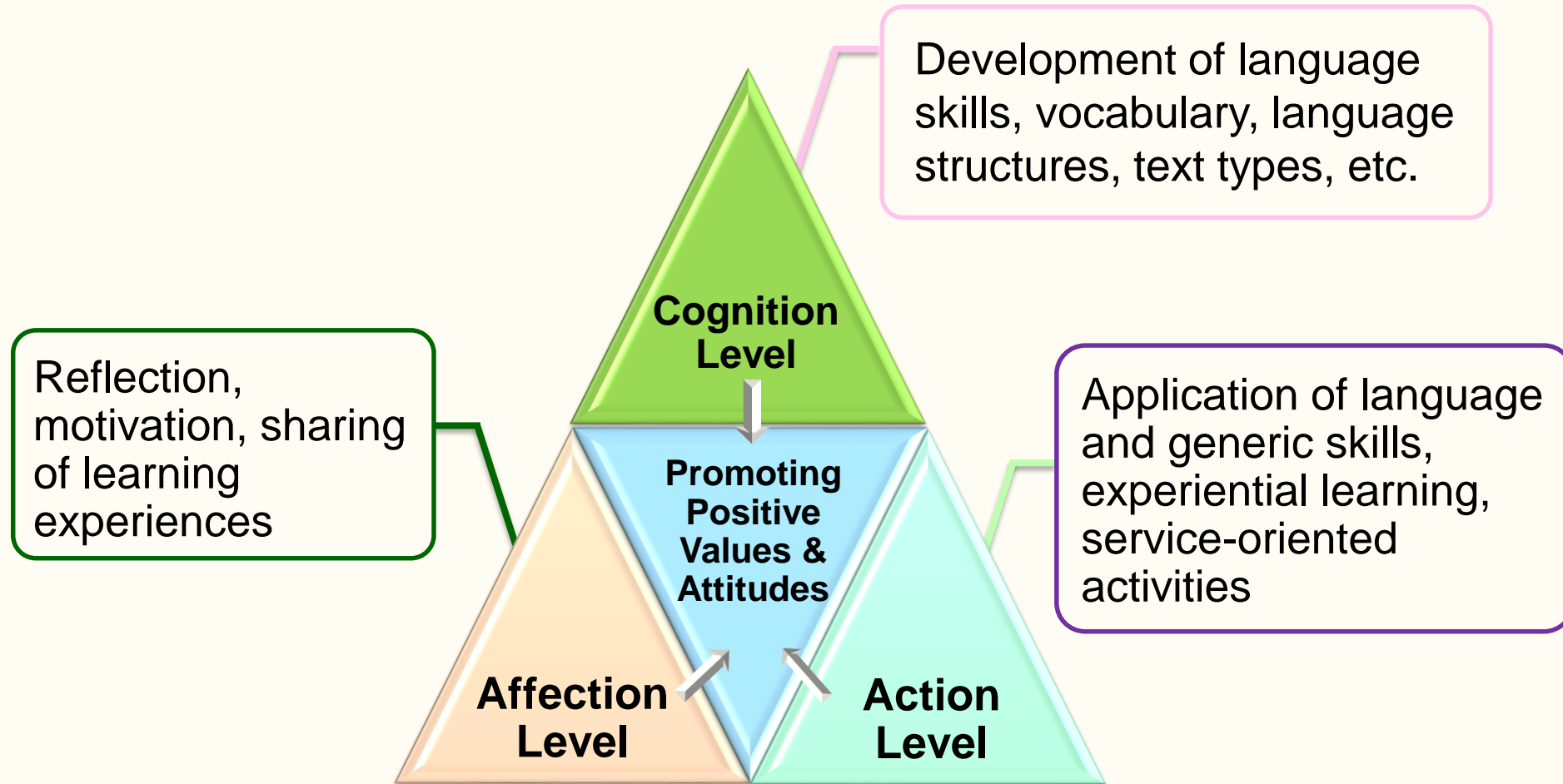
- develop students into hope builders and get them to take actions to spread hope to others
- draw greeting cards with positive messages and send them to the children at hospitals
- recruit students for voluntary services at animal rescue shelters
- organise a donation for food banks



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



# 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

# Week of Positivity



# A Collection of English Learning Activities for the Promotion of Values Education: Examples from the School-based Activity "Week of Positivity"



[http://www.edb.gov.hk/WoP\\_exemplars](http://www.edb.gov.hk/WoP_exemplars)

**INTEGRATING VALUES EDUCATION INTO THE ENGLISH LANGUAGE CURRICULUM**

St. Mary's Canossian School & St. Mary's Canossian College

## BUCKET FILLING WEEK

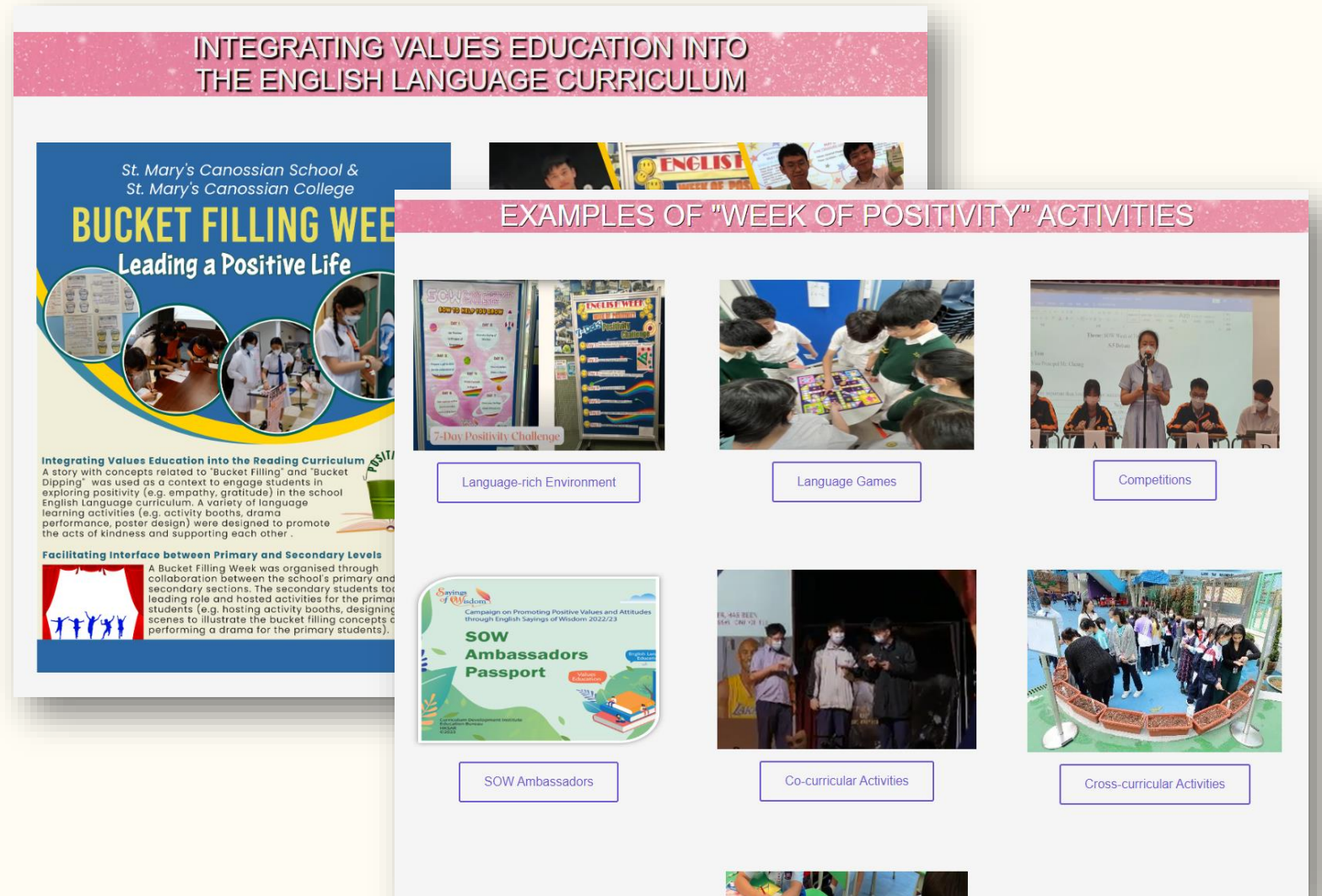
Leading a Positive Life

**Integrating Values Education into the Reading Curriculum**  
A story with concepts related to "Bucket Filling" and "Bucket Dipping" was used as a context to engage students in exploring positivity (e.g. empathy, gratitude) in the school English Language curriculum. A variety of language learning activities (e.g. activity booths, drama performance, poster design) were designed to promote the acts of kindness and supporting each other.

**Facilitating Interface between Primary and Secondary Levels**  
A Bucket Filling Week was organised through collaboration between the school's primary and secondary sections. The secondary students took leading role and hosted activities for the primary students (e.g. hosting activity booths, designing scenes to illustrate the bucket filling concepts, performing a drama for the primary students).

**EXAMPLES OF "WEEK OF POSITIVITY" ACTIVITIES**

- Language-rich Environment
- Language Games
- Competitions
- SOW Ambassadors
- Co-curricular Activities
- Cross-curricular Activities





## Participation in the Week of Love and Growth

- Period: 19 February – 12 July 2024
- Mode of activities: organising a cross-curricular English week
- Themes: "In Love We Share, In Love We Grow" and six sub-themes "Love Our Country", "Love the Community", "Love Our Family and Friends", "Love Myself", "Love Learning" and "Love Nature"
- 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/WoLG.html>

- ◆ Registration by **6:00 p.m., 12 January 2024 (Friday)**
- ◆ Support measures and resource materials
  - Poster "Seeds of Love: A Blossoming Garden of Growth"\*
  - The SOW Ambassadors Passport \*
  - An Animated Video on Positive Values and Attitudes
  - School-based Support from the NET Section \*
  - Webpages on School-based English Activities for the Promotion of Values Education



\*For schools registered for the Week of Love and Growth

# Participation in the “SOW in Love” Letter Writing Competition

## The “SOW in Love” Letter Writing Competition

aims to:

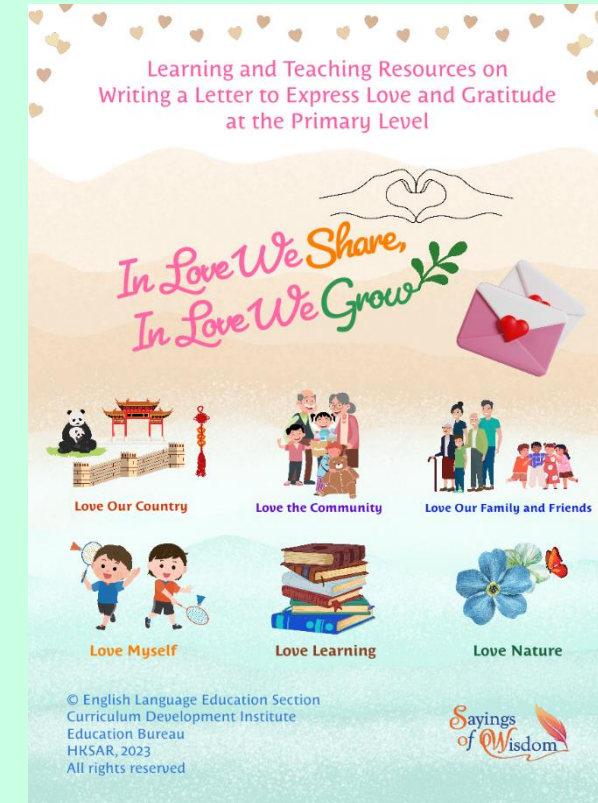
- enhance students’ language skills;
- develop their interest in reading and viewing; and
- nurture their creativity and foster their positive values and attitudes.

Visit the webpage to  
learn more details and join the competition:  
[https://www.edb.gov.hk/sow\\_competitions](https://www.edb.gov.hk/sow_competitions)



Submission Deadline: 6:00 p.m., 8 March 2024 (Friday)

## L&T Resources in Support of schools’ Participation in the “SOW in Love” Letter Writing Competition



To download the resources:

[https://www.edb.gov.hk/sow\\_letter\\_writing](https://www.edb.gov.hk/sow_letter_writing)

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



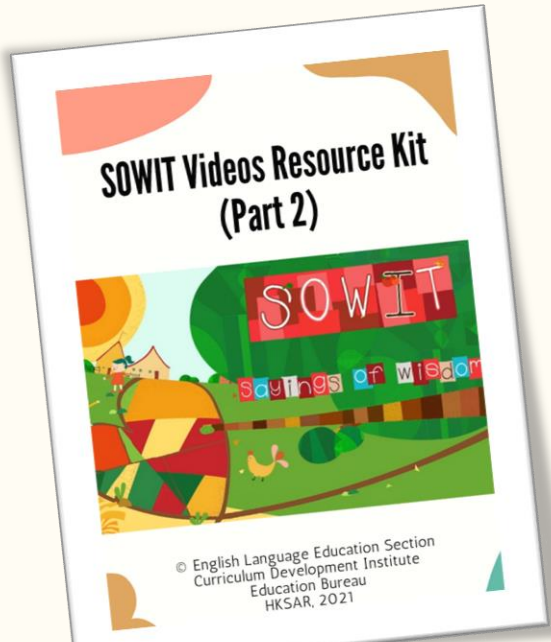
<http://www.edb.gov.hk/sow>

A screenshot of the SOW website homepage. At the top, there is a navigation menu with the following items: Home, Selected SOW, Student Activities/Competitions, SOWIT Videos, Wallpapers/Posters, Instant Messaging Stickers, Games, and Learning and Teaching Materials. The main heading reads "PROMOTING POSITIVE VALUES AND ATTITUDES THROUGH English Sayings of Wisdom". To the right, there is a large graphic that says "SOW TO HELP YOU GROW" with the letters filled with various images. Below this graphic is a button that says "SOW Campaign 2023/24". The main text describes the campaign as a territory-wide and cross-curricular initiative launched in the 2020/21 school year, aimed at providing opportunities for schools to integrate values education, RaC/LaC, and multimodal literacy. At the bottom, there are three sections: "Selected SOW" showing a grid of posters, "Student Activities/Competitions" showing several trophies, and "SOWIT Videos" showing a colorful graphic with the text "SOWIT Sayings of Wisdom".

SOWIT Videos



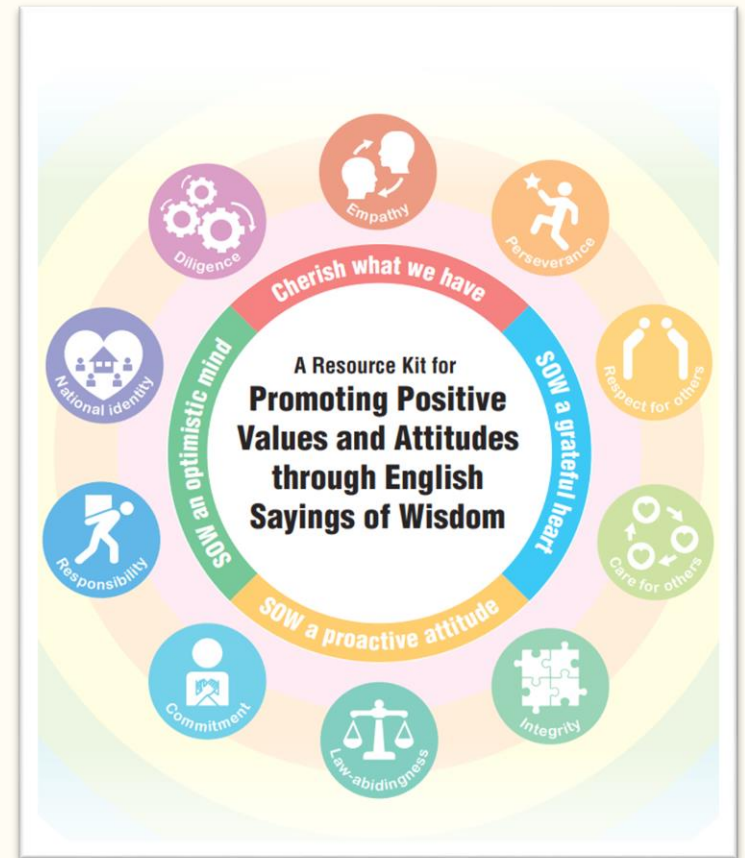
SOW Resource Kit



SOWIT Videos Resource Kit (Part 1 & Part 2)



SOW Posters



# Resources on Promoting Values Education (including National Education and National Security Education) in the English Language Curriculum



[https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/values\\_ed\\_pri.html](https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/values_ed_pri.html)

## Promoting Values Education in the English Language Curriculum

Primary Level **Secondary Level**

Resources

Year



Learning and Teaching Resources on Writing a Letter to Express Love and Gratitude at the Primary Level

2023 (Online)



A Collection of English Learning Activities for the Promotion of Values Education: Examples from the School-based Activity "Week of Positivity"

2023 (Online)

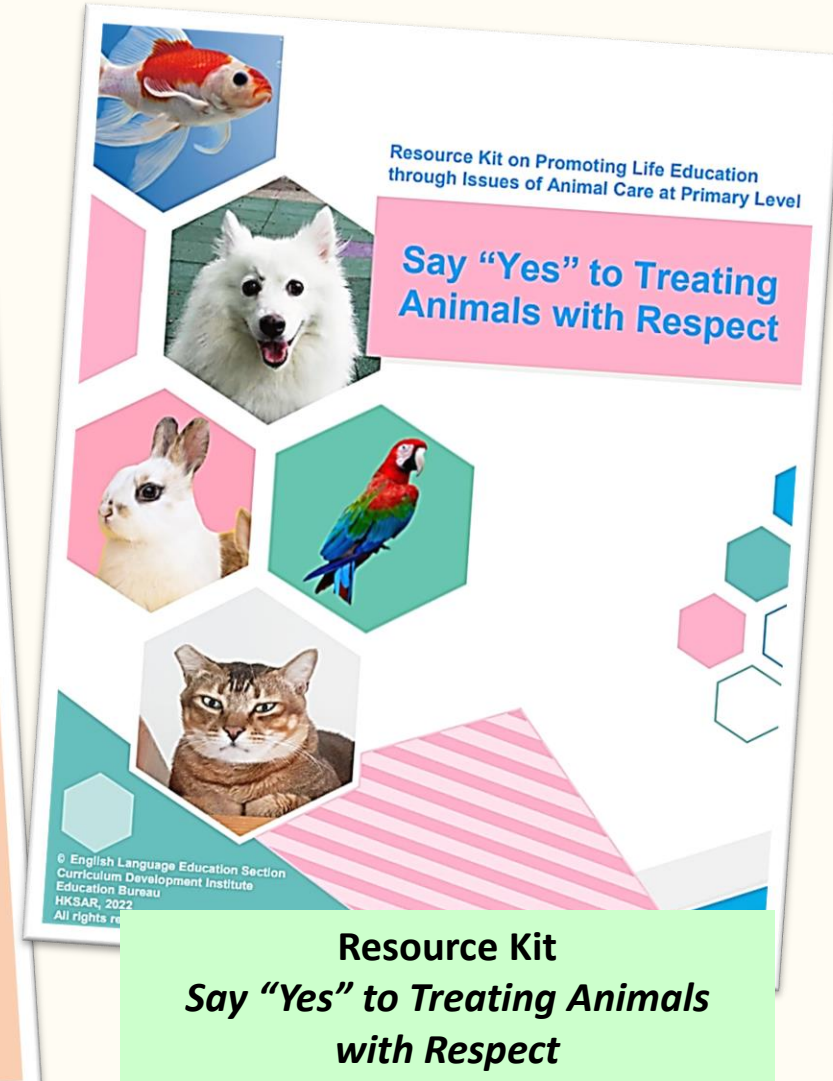


e-Book *Traditional Chinese Festivals*

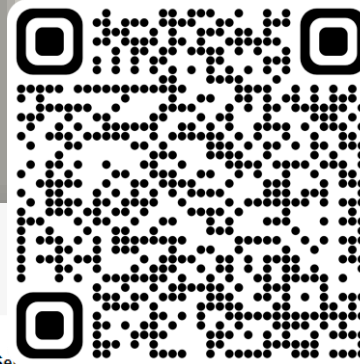
2023 (Online)



# Resources on Promoting Values Education (including National Education and National Security Education) in the English Language Curriculum



# Chinese Fables and Tales Series (1) & (2)



## Key Stages 1 and 2 (Primary 1 to 6)

[Fanning the Pillow and Warming the Quilt](#)

[Grinding an Iron Rod into a Needle](#)

[Pulling up the Crops to Help Them Grow](#)

[Putting Yourself in Someone's Shoes](#)

[Whole-hearted Devotion](#)

## Key Stage 2 (Primary 4 to 6)

[Gaining New Insights from Reviewing Old Knowledge](#)

[Going Three-tenths of an Inch into the Wood](#)

[Holding a Book in the Hand All the Time](#)

[Quitting Halfway](#)

[Sending Goose Feathers from Thousands of Miles Away](#)

## Intro

This collection

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tasks are in

parts:

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enrich students' literary knowledge and enhance their language awareness and sensitivity to creative use of language in literary texts; and

cultivate students' positive values and attitudes.

This collection is sub-divided into three series: (a) Fairy Tales Series, (b) Chinese Fables and Tales Series (1) and (c) Chinese Fables and Tales Series (2).

tasks are included in the Fairy Tales Series, and ten reading tasks in the Chinese Fables and Tales Series (1) and (2) respectively. Each task consists of the following parts:

- a brief introduction of the author or background of the reading text (for the Fairy Tales Series);
- a hyperlink to access the reading text;
- comprehension and appreciation questions;
- extension questions with videos that bring fascinating stories from China to stimulate further discussion and sharing (for the Chinese Fables and Tales Series); and
- an online/web version which provides explanation and feedback upon task completion.

This collection of reading tasks is intended for use by English language teachers at the primary level as learning tasks in the lessons or as supplementary materials to support students' self-directed learning outside class/home reading. Teachers can freely adapt the tasks and question items to suit students' needs.

[Fairy Tales Series](#)

[Chinese Fables and Tales Series \(1\)](#)

[Chinese Fables and Tales Series \(2\)](#)



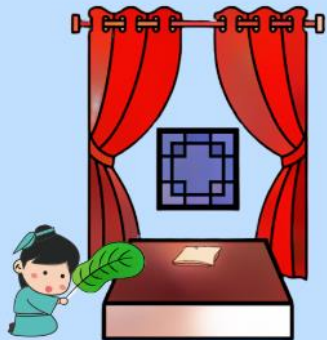
# Chinese Fables and Tales Series (2)

## A Treasury of Literary Classics - *Chinese Fables and Tales Series (2)*

Instruction:

*Read the Chinese story and answer the following questions.*

### Fanning the Pillow and Warming the Quilt



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

1. When did Huang Xiang's mother die?

- A. She died when Huang Xiang was nine years old.
- B. She died when Huang Xiang was nineteen years old.
- C. She died when Huang Xiang became an official.
- D. She died when Huang Xiang's father went out to work.

Your answer:

Hide

Read paragraph 2.

### *Fanning the Pillow and Warming the Quilt*

Score Sheet

Questions

Results

Question 1

Correct! Excellent!

Question 2

Incorrect, please try again!

# e-Book Traditional Chinese Festivals



The screenshot shows the e-Book interface with a navigation bar at the top containing 'Part A', 'Part B', 'Part C', 'Time to Think!', and 'Part D'. The 'Part A' section is active, displaying a lion dance illustration and a text prompt: 'What do people do to prepare for and celebrate Chinese New Year? Complete the graphic organiser by choosing the correct event from the list given.' Below this is a graphic organiser with two rows: 'Before Chinese New Year' and 'On Chinese New Year's Eve', each with two dropdown menus. A 'Time to Think!' section is also visible, with a video player and a text prompt: 'Watch the video clip "How Fireworks Went Out With a Bang", which is about China's recent ban on fireworks to reduce the adverse effects of fireworks on the environment and human health.' The 'Writing Task' section is highlighted in red, showing a grid of eight icons representing different writing tasks: 'Analysing Text Features', 'Understanding Text Content', 'Understanding Ways to Generate Creative Ideas', 'Enriching Ideas', 'Generating Creative Ideas', 'Writing about a new festival', and 'Self-assessment Checklist'. The bottom of the interface has navigation buttons for 'Preface', 'Reading Tasks', and 'Writing Task'.

# Student Activity

## Creative Writing for Upper Primary Students –

### Writing about a New Festival that Promotes Positive Values and Attitudes



#### Aims:

- To enhance students' understanding and appreciation of Chinese culture; and
- To leverage the e-book *Traditional Chinese Festivals* to connect students' reading and writing experiences and facilitate their self-directed learning

**Target:** P4-P6 students

**Content:** Create a new festival that promotes positive values and attitudes & write about it in 120 -150 words

#### Awards:

- Active Participating School Award
- Certificate of Appreciation

**Submission Deadline:** 6 p.m., 2 February 2024 (Friday)

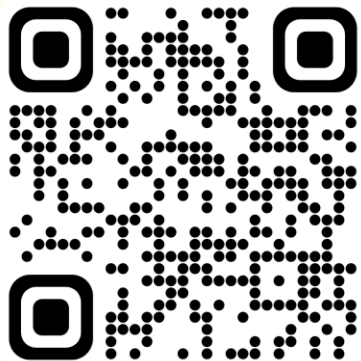
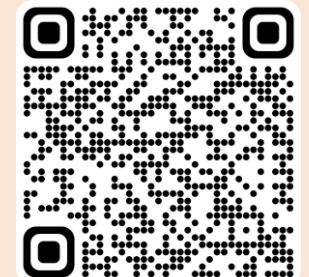
**Application details:** [EDB Circular Memorandum No. 180/2023 \(Annex 6\)](#)

#### e-Book “Traditional Chinese Festivals” in support of schools' participation in the activity



To access the e-book:

[https://www.edb.gov.hk/  
Chinese\\_Festivals](https://www.edb.gov.hk/Chinese_Festivals)



Visit the webpage to learn more details and join the activity:

[https://www.edb.gov.hk/Creative\\_Writing\\_KS2](https://www.edb.gov.hk/Creative_Writing_KS2)

