

Example 31

Nurturing students' positive values through learning and teaching of General Studies for Primary Schools

The school-based General Studies for Primary Schools curriculum of **King's College Old Boys' Association Primary School** attaches importance to values education. As knowledge and skills are essential for making informed decisions, the school also emphasises students' knowledge and skills alongside efforts to nurture students' positive values and attitudes.

To achieve the preceding objectives, Ms K.M. WAT, the Prefect of Studies, plans learning activities to raise students' awareness of their own values regarding certain behaviours and issues. Teacher guidance is provided to help students apply knowledge and skills to analyse such issues and behaviours from different perspectives. By learning to recognise, consider and respect others' views and values, students become able to reflect on their own values and make informed judgements and decisions.

Below is an example of a Primary 5 General Studies topic related to Strand 6: Global Understanding and the Information Era, which aims to help students explore and reflect on the value of "rightfulness" through a case of cyber bullying.

1. Awareness

To raise awareness of what 'rightfulness' is

- Invite students to express their feelings and views on the behaviour of a boy who puts his bag on the seat next to him and refuses to give the second seat to an old man.

What would you do if you see a boy who refuses to give the seat next to him to an old man on a bus?

- a. Talk to him
 - b. Inform the driver
 - c. Do Nothing
- Student responses:
 - Most students chose to talk to the boy, although some students chose to ignore him because of concerns for their own safety. A few students chose to inform the driver to uphold righteousness.

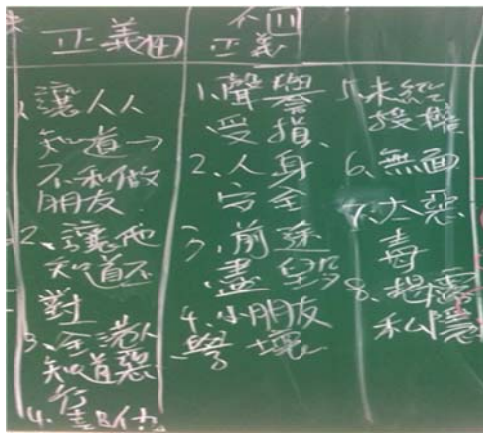
2. Demonstration

To demonstrate one's values towards an action

- Introduce the news that a girl has recorded a video clip about the boy's behaviour and posted the video on the Internet*.
- Invite students to express their views on whether the girl's action is an act of rightfulness.
- Student responses:

A few students considered the action taken by the girl an act of rightfulness. The majority of students believed the girl had good intentions but that the action was inappropriate and that due respect should have been given to the boy.

* Students have learned the key features and functions of Internet.



Rightful (4 students)	Not rightful (11 students)
Reasons	Reasons
1. Let people know the incident so that no one would make friends with the boy	1. Bad reputation
2. Let him know he is wrong	2. Safety
3. Let people of Hong Kong know the incident	3. Ruin the boy's future
4. Learn a lesson	4. Children learn bad behaviours
5. Never do it again	5. Not authorized
6. Revenge	6. Disgrace
	7. Vicious
	8. Disclosure of privacy
Rightful but bullying (13 students)	

3. Analysis

To analyse the effects of the action and connect to the value of 'rightfulness'

- Guide students to analyse the positive and negative effects of the girl's action from different perspectives and reflect on their understanding of rightfulness.
- In the learning and teaching process, the following thinking tools are adopted.

- a. The positive/negative effects of the girl's action on different stakeholders

Stakeholders	Positive/Negative Effects	Reasons

- b. The positive and negative effects of the girl's action on the boy in the short and long term

	Short Term	Long Term
Positive Effects		
Negative Effects		

- Student responses:
 - By analysing the short-term and long-term effects from multiple perspectives, students understood that uploading the video clip to the Internet would have negative effects on various stakeholders, such as the school at which the boy studied and the boy's family, and would profoundly affect the boy's personal development and future.

4. Choice of Action

To make a reasoned choice

- Invite students to express their views again to see if they have changed.
- Student responses:
 - Students showed a better understanding of the consequences of the girl's action. This understanding better enabled them to face and resolve conflicts involving value judgements, such as rightfulness, respect and care for others, and to develop their own values and make informed decisions.

Behaviour of the girl	Before (No. of Students)	After (No. of Students)	Reasons
Rightful	4	0	--
Not rightful	11	27	Everyone knows and this will hurt the boy
Rightful but bullying	13	1	This will ruin the boy's future

5. Reflection

To recognise and respect diverse values and to reflect upon and review one's own values

- Through guiding questions, help students recognise and respect diverse values and to reflect upon and review their own values.

- Did you change your stance? Why?
- What have you learned from this lesson?
- What is rightfulness?

If you are interested in values education, read also Examples 3, 13, 20 and 21.