

Infusing values education in the  
English curriculum  
to promote  
whole-person development of students

Taoist Ching Chung Primary School  
(Wu King Estate)

# School background

- a primary school in a public housing estate in Tuen Mun
- a religious institute as the school sponsoring body

## School beliefs:

- 創建一所關愛校園，提供優質全人教育。
- 培養學生認識及愛護社會、國家及世界，並樂於貢獻及勇於承擔責任。
- 培養學生的探究精神，利用資訊科技來提升其探究能力，使能發展其個人的創意研究精神和潛力。

Infusing values education in the English curriculum to promote  
whole-person development of students

# WHY Values Education?

one of the school beliefs

✓ Knowledge

✓ Skills

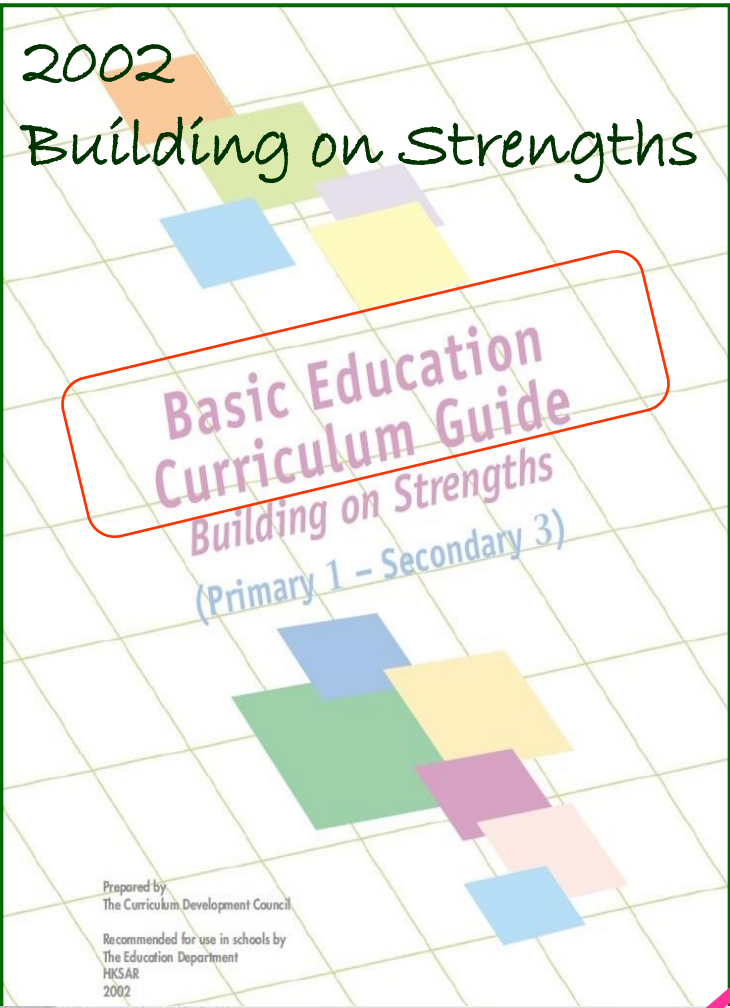
✓ Values

To help students face the **challenges** ahead in the **21<sup>st</sup> century** so as to:

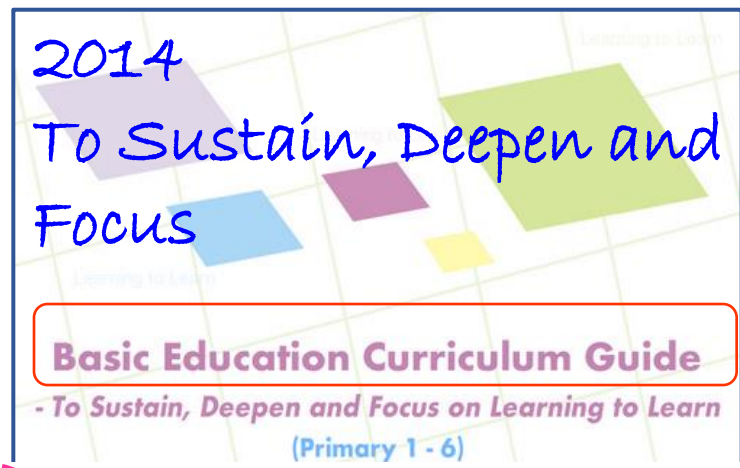
- resist temptation and be lawful citizens
- become responsible and honest individuals
- show respect to people and to different cultures
- make contribution to the society



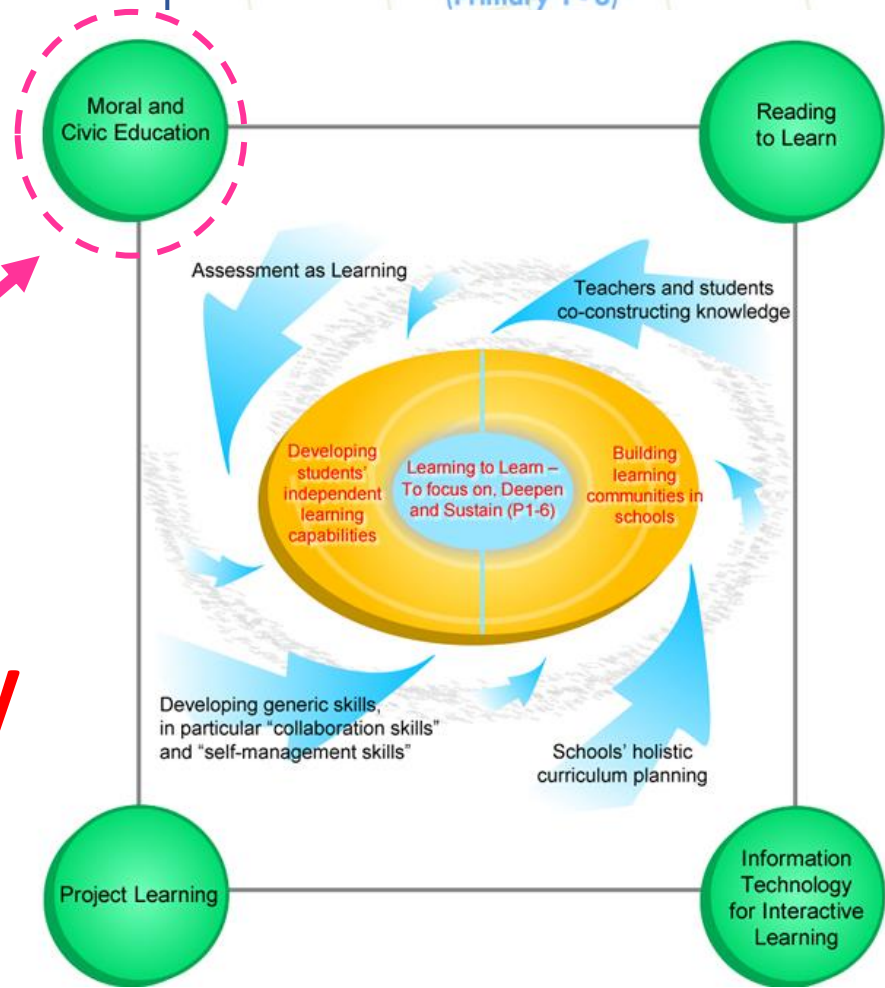
**whole-person development** of students  
(the main learning goal of HK education)



# Basic Education Curriculum Guide

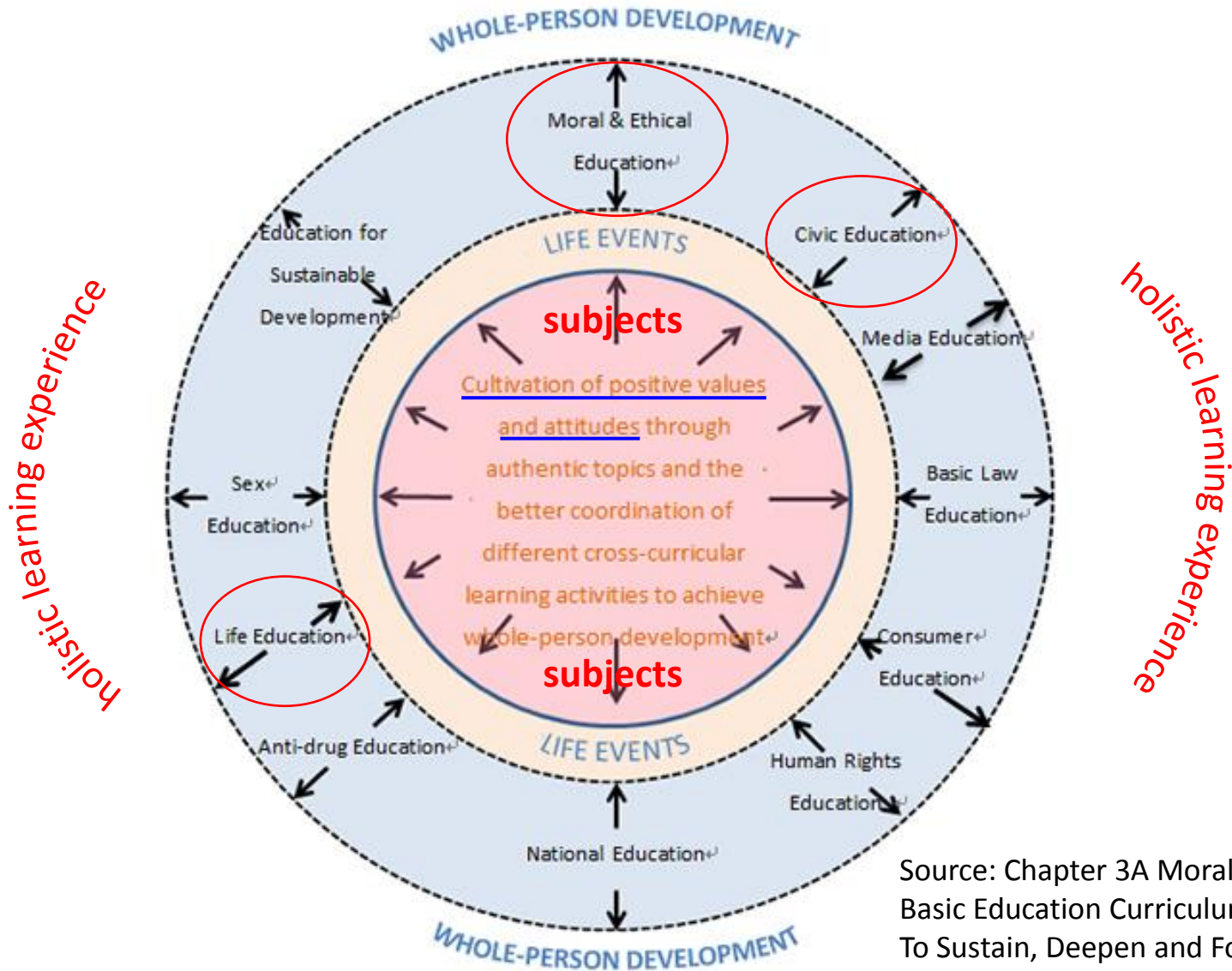


Why



# Why

## Whole-person Development and Values Education

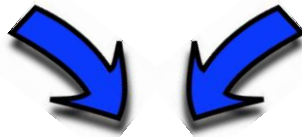


Source: Chapter 3A Moral and Civic Education, Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1-6)

# What values to instill?

*Make reference to ...*

- The seven priority values and attitudes recommended in the Revised Civic and Moral Education Curriculum Framework (2008)
  - Perseverance
  - Respect for others
  - Responsibility
  - National identity
  - Commitment
  - Integrity
  - Care for others
- Other values worth nurturing in students
  - Honesty
  - Justice
  - Loyalty
  - Modesty
  - Fairness
  - Patience
  - etc.



**Chose 3 values to focus in school over a span of 3 years:**

**Year 1: I love Hong Kong**

**Year 2: Show appreciation to others**

**Year 3: Cherish our life**

# How

whole-person development of students



whole-school involvement of teachers

Stated in the 3-year development plan

## 三年學校發展計劃

(2015/16 至 2017/18 年度)

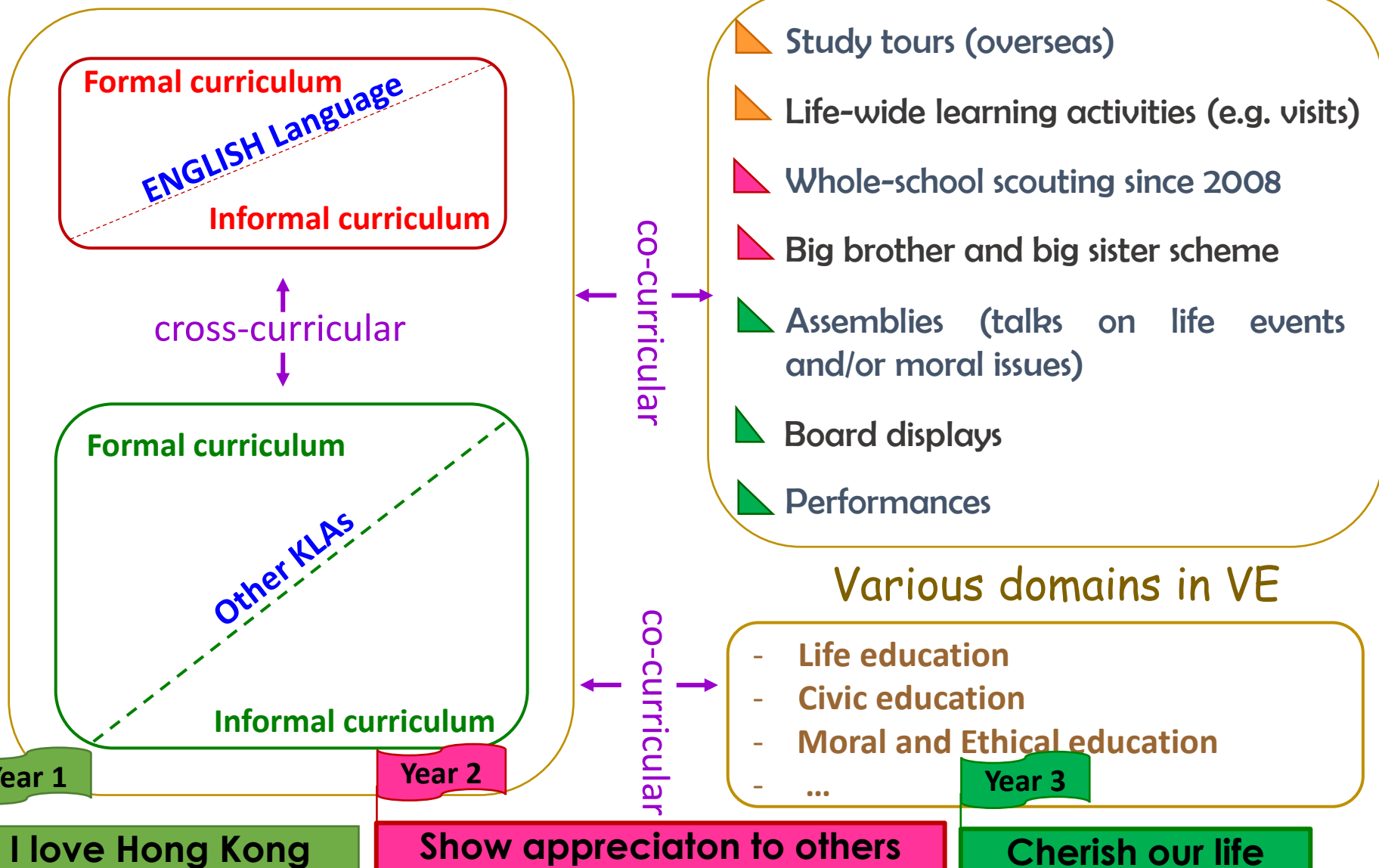
### 關注事項

1. 通過推動電子學習，提升學生學習之興趣及效能
2. 通過加強各學科之間的合作，提升學生學習之興趣及效能
3. 推展價值教育，培養學生良好素質

# How Adopting a whole-school approach

Curriculum level

School level



Infusing values education in the English curriculum to promote whole-person development of students



# How

Infusing values education in the English curriculum at ~~co-curricular~~ and ~~cross-curricular~~ levels

	Year 1: I love H.K	Year 2: Show appreciation to others	Year 3: Cherish our life
School level			
English KLA	<b>Egg Project</b>		
Other KLAs			

**co-curricular** (green starburst)

**cross-curricular** (purple starburst)

Smiley icons: Red (School level), Green (English KLA), Green (Other KLAs)

Board displays on the target value “Cherish our life”

**STEM**

# Egg Project at Cross-curricular level

Values  
Education:  
Cherish life

P1 to P6 students had to protect an egg given to them (P1 & P2: cooked egg; P3 & above: uncooked egg)

Who to be in charge

Activities

## What did the English Ts do?



- ✓ Recalled what Ss did in the STEM week (**content**)
- ✓ Provided support to Ss as they wrote the story (**language**)
- ✓ Invited Ss to share the well-written stories in class
- ✓ Posted up the well-written ones

Events provided the context while English provided the medium and the sharing platform!

Show appreciation!

# How

Infusing values education in the English curriculum at co-curricular and cross-curricular levels

	Year 1: I love HK	Year 2: Show appreciation to others	Year 3: Cherish our life
School level			
English KLA			 
Other KLAs			



**Different activities & visits**

Board displays

**Egg Project**

# How

## Different activities & visits

Level	Activity	Work assigned by different subjects
P1	Write about my happy family	
P2	Game booths in the school hall	
P3	Visit to HK Wetland Park	
P4	Visit to Ping Shan	
P5	Visit to Tai O	
P6	Visit to HK Heritage Museum in Shatin	

*within* **Activities**  
*school*

*outside* **Visits**  
*school*

How are activities and visits related to development of the target values in the English KLA?

# How are they related to development of the target values in English?

Talk about what members there are in the family

Ask Ss to choose one family member and say thank you to him/her

related to Y2 value "Show appreciation to others"

related to Y1 value "I love HK"

Get to know the different places through the visits

Ask Ss to think of what they can do to protect the places they visited

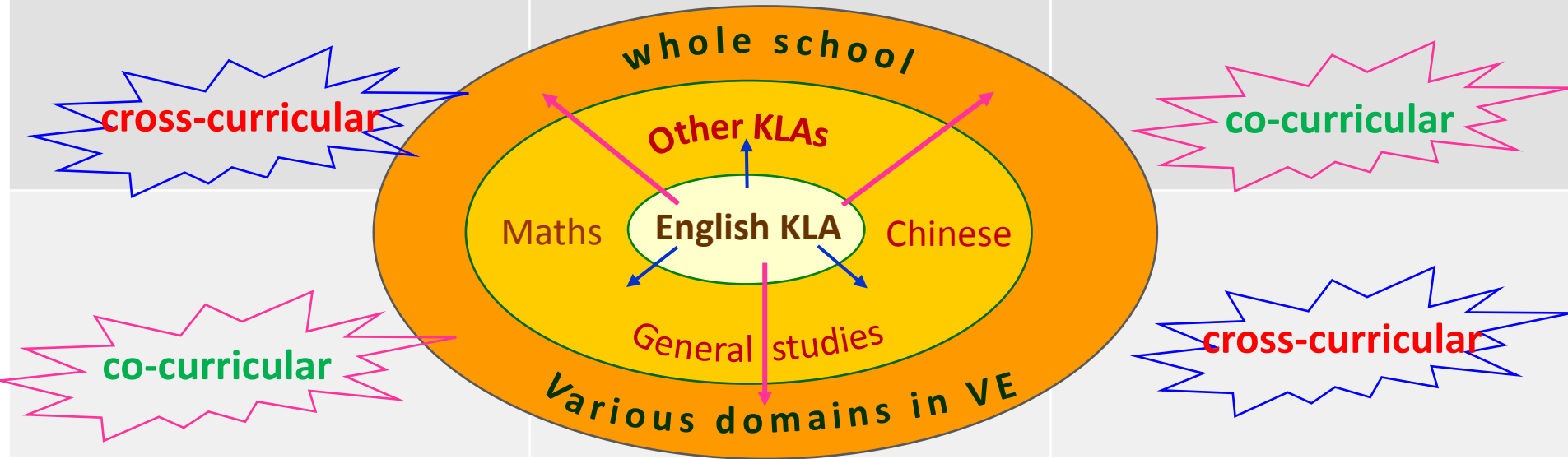
Level	What
P1	Writing about my happy family
P2	Visit to a park, one of the community facilities set up in the school hall
P3	Visit to HK Wetland Park
P4	Visit to Ping Shan
P5	Visit to Tai O
P6	Visit to HK Heritage Museum in Shatin

# How

Year 1:  
I love HK

Year 2:  
Show appreciation to others

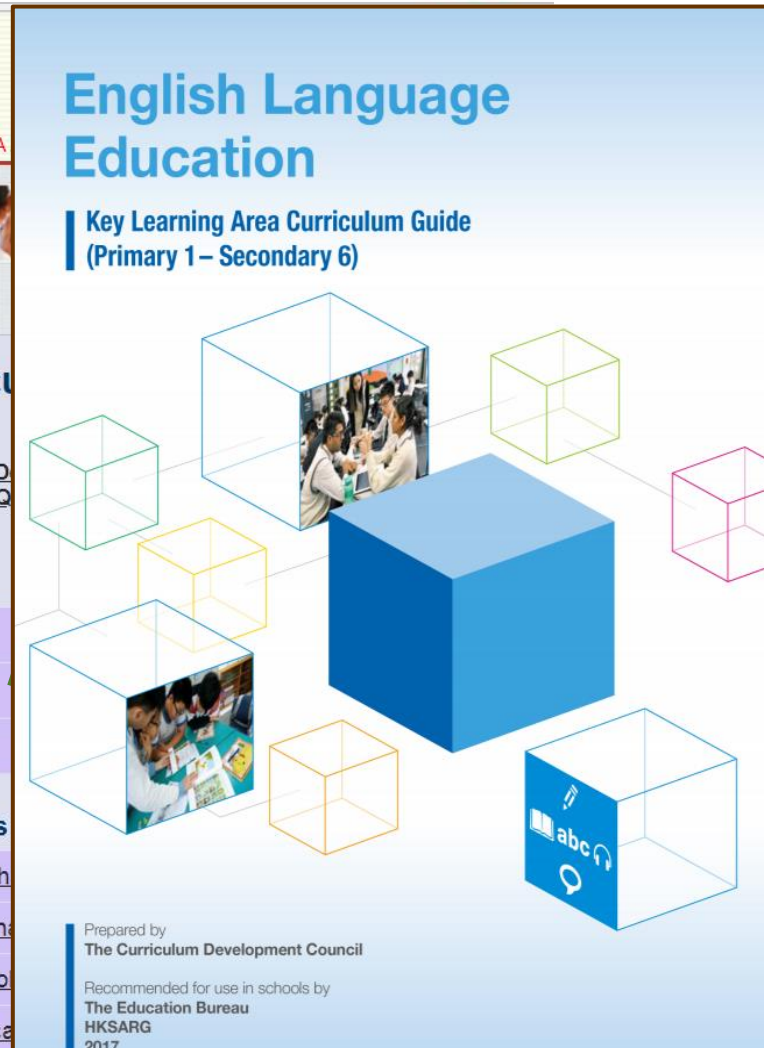
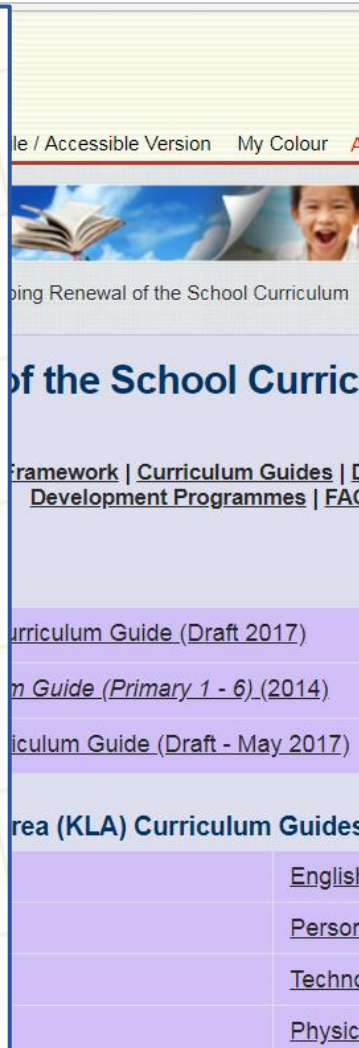
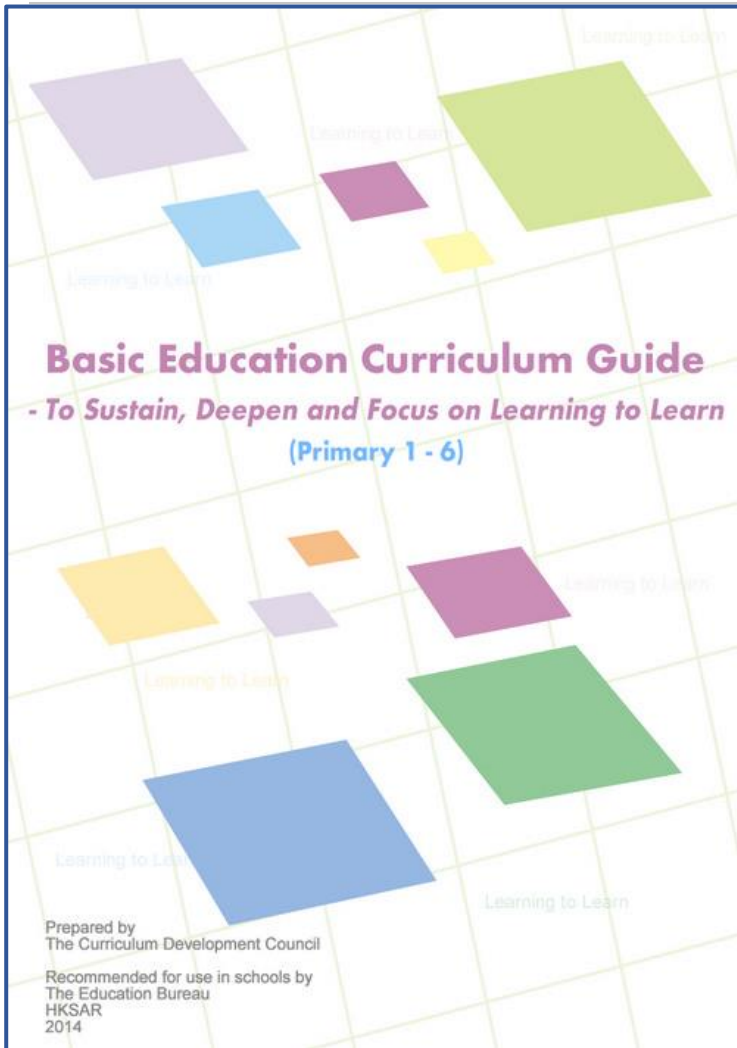
Year 3:  
Cherish our life



✧ What can English teachers do?

✧ What have they done?

<http://www.edb.gov.hk/en/curriculum-development/renewal/guides.html#ELE>



## 2.2.6 Values Education

Things English Ts can plan and do to develop positive values and attitudes in their KLA

### Formal curriculum

**Select** teaching materials (e.g. reading and viewing) that exemplify different values

**Highlight** the elements related to values education in these materials to help learners develop humanistic qualities

**Develop** materials and tasks/activities that teach the target values in class

Assign **collaborative tasks** (e.g. group work or pair work) for learners to discuss target values

Build in **peer learning and peer evaluation** in the learning process to provide learners with opportunities to show mutual respect



## 2.2.6 Values Education

Things English Ts can plan and do to develop positive values and attitudes in their KLA

### Informal curriculum

Organise activities for learners to express concern and offer help to others in **English learning situations** (e.g. Peer Reading Scheme, Big Brother Big Sister Reading Programme)

Schedule **co-curricular activities** such as storytelling performances and dramas, etc. that promote good personal qualities and virtues, or view and discuss films on how people face adversities in life positively

Provide **life-wide learning experience**, like organising visits, conducting talks, forums and debating activities on the target values to teach

## Teaching of textbook units

Conducting tasks  
& activities in  
English lessons

Formal  
curriculum

Informal  
curriculum

Organising English  
activities outside  
the English  
classroom, like  
plays, story telling,  
movie watching

# Select which units in the textbooks contain the target values to develop in the respective years

Level: P1

Textbook units		Year 1: I love Hong Kong	Year 2: Show appreciation to others	Year 3: Cherish our life
Bk A	U1 My new friends			
	U2 At school	✓		
	U3 Sharing toys			
	U4 Joyful Fruit Day			
	U5 Colourful world			
	U6 A picnic day			
Bk B	U1 A happy family		✓	
	U2 Busy morning			
	U3 Keeping pets			✓
	U4 A petting farm			
	U5 At the zoo			
	U6 A fun day			

# Select which units in the textbooks contain the target values to develop in the respective years

Level: P2

Textbook units		Year 1: I love Hong Kong	Year 2: Show appreciation to others	Year 3: Cherish our life
Bk A	U1 Pam's new flat			
	U2 Open Day			
	U3 Welcome to the school library			
	U4 Shopping at the supermarket			
	U5 The four seasons			✓
	U6 New school uniforms			
Bk B	U1 Bob's school day			
	U2 Fun after school			
	U3 A day at the park	✓		
	U4 Fun with shapes			
	U5 Old clothes			
	U6 People who help us		✓	

# Select which units in the textbooks contain the target values to develop in the respective years

Level: P3

Textbook units		Year 1: I love Hong Kong	Year 2: Show appreciation to others	Year 3: Cherish our life
Bk A	U1 New friends		✓	
	U2 At the shopping mall			
	U3 Getting a buffet dinner ready			
	U4 Sports Club			
	U5 Keeping our beaches clean	✓		
	U6 Lovely animals			
Bk B	U1 Let's celebrate!			
	U2 The art camp			
	U3 Mr Ant and Mr Grasshopper			
	U4 Joe and the Magic Fish			
	U5 Sam's diary			
	U6 Keep fit!			✓

# Select which units in the textbooks contain the target values to develop in the respective years

Level: P4

Textbook units		Year 1: I love Hong Kong	Year 2: Show appreciation to others	Year 3: Cherish our life
Bk A	U1 Hobbies			
	U2 Sports Day			
	U3 Time to cook			
	U4 At the food court			
	U5 The world of gadgets			
	U6 Growing up			
Bk B	U1 Back to HK			
	U2 The Robot Postman			
	U3 People who protect nature		✓	
	U4 Be good to our Earth	✓		
	U5 A kind-hearted doctor			✓
	U6 Culture shock			

## Select which units in the textbooks contain the target values to develop in the respective years

Level: P5

Textbook units		Year 1: I love Hong Kong	Year 2: Show appreciation to others	Year 3: Cherish our life
Bk A	U1 A family outing to Cheung Chau Island			
	U2 The new Pandora's Box			
	U3 At a café			
	U4 Be a smart eater			
	U5 The accidental time travellers			
	U6 Hong Kong: Past and present			
Bk B	U1 Tai O – The Venice of Hong Kong	✓		
	U2 Hong Kong News			
	U3 Open Day with open arms			
	U5 Teacher's Day		✓	
	U6 Amazing facts			
	U7 Fight the virus			✓

# Select which units in the textbooks contain the target values to develop in the respective years

Level: P6

Textbook units		Year 1: I love Hong Kong	Year 2: Show appreciation to others	Year 3: Cherish our life
Bk A	U1 Funny reads			
	U2 Bear in mind			
	U3 Endangered animals in HK	✓		
	U4 The school picnic			
	U5 When nature gets angry			✓
	U6 The weather in Hong Kong			
Bk B	U1 Going to movies			
	U2 A hilarious case			
	U3 Charity work			
	U4 People we admire		✓	
	U5 Goodbye, my friends			
	U6 Farewell speech			



# Map out all the textbook units to see if there are any missing gaps in the coverage of the target values to develop

## Curriculum Mapping

- get an overall picture of what topics in the units are used for developing what values and their spread
- know whether there is a need to look for or develop extra materials
- know when to do what + any possibility of inter-departmental collaboration

<b>P4</b>	<b>4B U4</b> Be good to our earth	<b>4B U3</b> People who protect nature	<b>4B U5</b> A kind-hearted doctor
<b>P5</b>	<b>5B U1</b> Tai O – The Venice of Hong Kong	<b>5B U5</b> Teacher's Day	<b>5B U7</b> Fight the virus
<b>P6</b>	<b>6A U3</b> Endangered animals in Hong Kong	<b>6B U4</b> People we admire	<b>6B U5</b> When nature gets angry

# Bk 4B Unit 3 “People who protect nature”

## Reading

- Interview with four scientists at the Science Fair as reading input

## Language input

- vocabulary (jobs)
- grammar (“need to” + adverbs)

## Practice 1: *adverbs*

Q: What does Joe do?

A: Joe is a dolphin trainer. He trains dolphins.

Q: How does he train dolphins?

A: He trains dolphins *patiently*.

## Practice 2: *Need to*

Ss have to work with friends to study some riddles:

- Ray *needs to* be brave.
- He *needs to* know about space.

Then say what the children want to be when they grow up.

- What does he want to be when he grows up?
- He wants to be an astronaut.

# Writing of objectives in the teaching plan

By the end of this unit, students are able to:

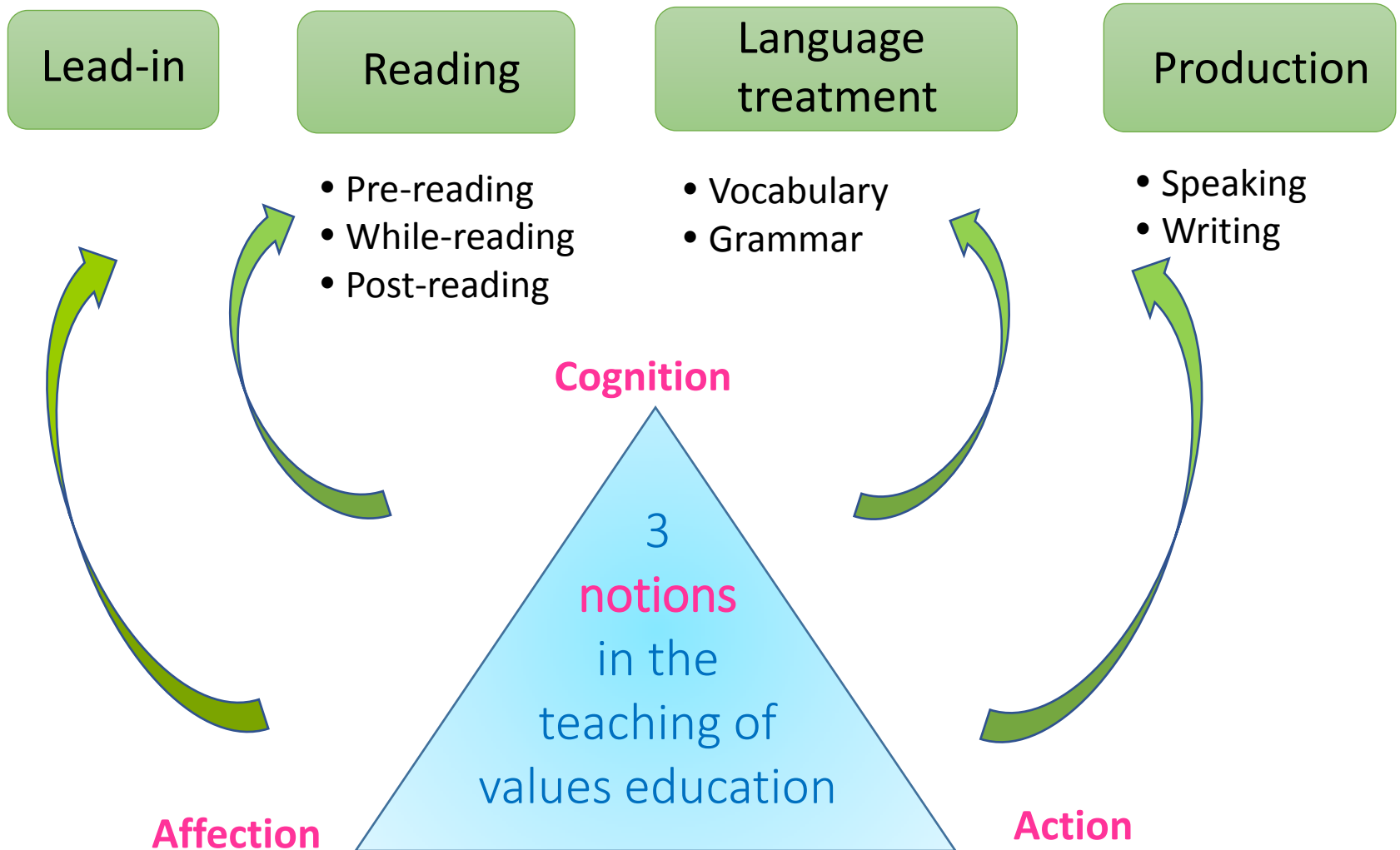
<b>Knowledge</b>	<ul style="list-style-type: none"><li>- understand the text-type of an interview</li><li>- understand the duties of some unusual jobs related to protecting nature</li><li>- acquire vocabulary items about jobs</li></ul>
<b>Skills</b>	<ul style="list-style-type: none"><li>- use adverbs to describe the manner of an action</li><li>- use “<i>need to</i>” to write about requirements of their dream jobs</li><li>- talk about the jobs they choose for their classmates and the reasons for their choices</li></ul>
<b>Values and attitudes</b>	<ul style="list-style-type: none"><li>- show appreciation to jobs done by different people in the society</li><li>- give recognition to the strengths of their classmates</li></ul>

**Give thought to** and **highlight** the elements related to the target value to develop in learners

Include in objective writing the aspect of **Values & attitudes** on top of **Knowledge** and **Skills**

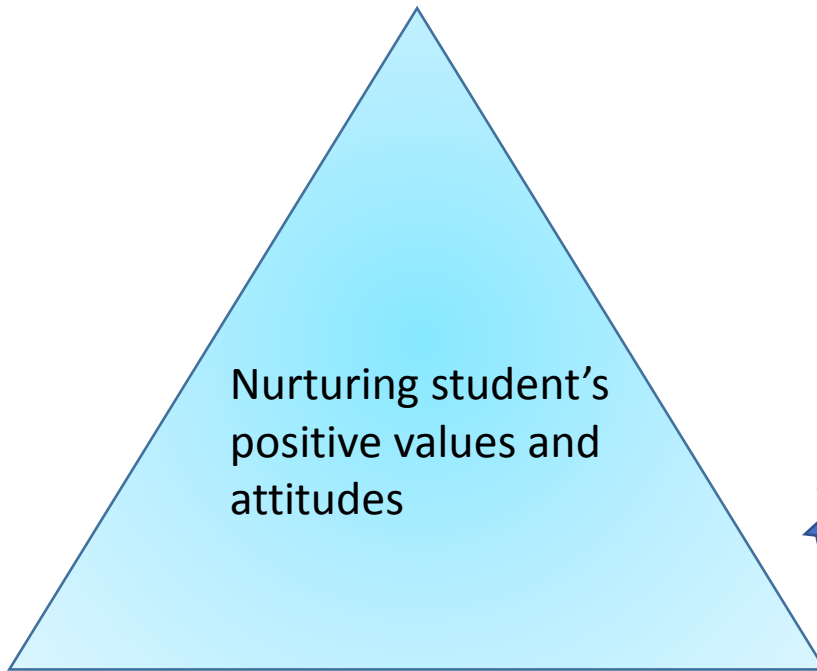


# Writing of teaching procedures in the teaching plan

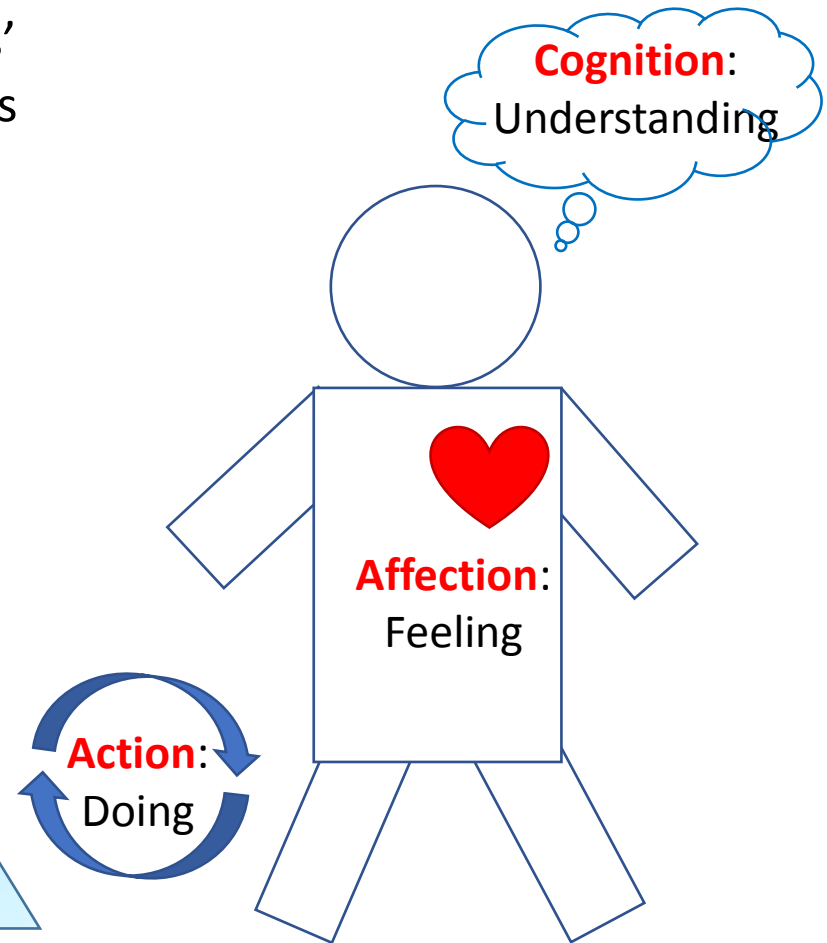


# 3 notions in the teaching of values education

**Cognition:** To enhance students' understanding of positive values and attitudes and the ability to make judgements



**Affection:** To cultivate care for others and willingness to help



**Action:** To apply positive values and attitudes in authentic situations

Source: Chapter 3A Moral and Civic Education, Basic Education Curriculum Guide (Primary 1-6)

# Writing of the teaching procedures

Teaching procedures	Objectives /Resources/Remarks
<p><b>Lead-in</b></p> <ul style="list-style-type: none"><li>• Organise an inter-group competition in which Ss have to list as many jobs they know as they can. The group which can give the most number of jobs wins.</li><li>• Go through names of the jobs elicited and the job duties briefly, if needed</li></ul>	<p>Activate Ss' previous knowledge</p> <p>Teach vocabulary</p>
<ul style="list-style-type: none"><li>• Ask Ss why they prefer some jobs to others. Bring up the notion that all jobs are equally good so long as the people are doing the job faithfully and making contribution to the society!</li></ul>	<p><b>Cognition</b> (Understanding)</p>

Not just learning vocabulary on jobs and job duties (knowledge) but understanding all professions should be regarded equal (value)!

## Reading

### Pre-reading

- Refer Ss to the picture and the introduction at the beginning.
- Ask Ss what event the children are at (Hong Kong Youth Science Fair). Work out with Ss what the event is about:
  - Youth: related to young people
  - Science: related to study of nature (plants and animals)
  - Fair: something held in public in an open area, e.g. fun fair
- Ask how many people they see in the picture and who they are. Draw Ss' attention to the second line of the introduction

Make use of the contextual and pictorial clues

Teach vocabulary by working on words Ss know

- Teach Ss the words: interview, interviewer, interviewee
  - Interviewer: Dr Kwok
  - Interviewee: Edward Wu (plant scientist), Carl Lee (animal scientist), Kat Choi (eco-tour guide), Bonnie Yeung (ocean scientist)
- Ask Ss what is common among the four interviewees:
  - the 4 are scientists
  - work they do related to plants, animals, ocean, the environment
- Ask Ss to read and find out from the interview the job duties of the four scientists

Teach vocabulary (word family)

Create a purpose for reading

### While-reading

*Chop the long reading text into chunks and guide Ss to read part by part*

#### <Line 1 to Line 8>

##### Line 1 to 2

- Read aloud the first two lines and explain the word “extraordinary”:
  - Ask Ss if they have heard of those jobs and conclude by saying they are not ordinary jobs like teacher, doctor
  - OR Ask Ss to read further down to Line 7 to find another word (unusual) which means the same as “extraordinary”

*Give Ss a reading WS to fill in as they read from Line 3 onwards*

##### Line 3 to Line 6

- Read aloud the lines and teach students how to pronounce the names of the jobs
- Have Ss complete the reading WS step by step

##### Line 7 to Line 8

- Refrain from explaining duties of the jobs directly
- Encourage Ss to guess from the names or tell Ss to read on to find out

#### <Line 9 to Line 29>

- Have Ss read to find out what the duties of each job are
- Explain the words and expressions Ss have difficulty with
  - Line 9 to Line 11: Carl, an animal scientist
  - Line 13 to Line 17: Bonnie, an ocean scientist
  - Line 19 to Line 23: Edward, a plant scientist
  - Line 25 to Line 29: Kat, an eco-tour guide

#### <Line 30 to Line 45>

- Read aloud the lines said by David, the interviewer to prepare Ss for what they are going to read: advice
- Explain the word “advice”. Tell Ss that the advice they read covers both the qualities and skills. Ask them to look for:
  - signposting words “need to”
  - adjectives for qualities
  - adverbs for the required skills to the sign
- Have Ss complete the rest of the information in the table

Teach vocabulary by using the base word or by forward referencing

Read to locate specific information

Read to confirm guesses

Read for details

Teach vocabulary with the help of the context, pictures (e.g. squirrel), realia (tape), actions (adverbs for actions), etc.

Teach vocabulary

Read to locate information

Not much different from any other unit plans Ts work out in school!

Major focus still the teaching of language skills and knowledge

One more focus: infusion of the target value whenever Ts see the chance of doing so!



### Post-reading

- Divide Ss into 5 groups and assume the roles of the interviewer and the four interviewees to read aloud the lines
- Ask Ss to complete the textbook questions on p.28

Read aloud

Check understanding

- Conclude by saying that the four jobs Ss have learned make contribution to the society by protecting the nature. Tell Ss that different people in different fields are also making contribution to the society in different ways, like those who work at school.

### **Affection**

(Cultivation of gratitude to others)

List on the blackboard the four jobs found at school, namely principal, teachers, clerks and the janitor. Ask:

- which job they want to take up and why
- what they want to say to thank them for their contribution

animals and plants to thank the scientists:

- Divide Ss into two groups, animal group and plant group
- Ask them to imagine the four scientists are here today and ask what they would say to thank them

### Things to do

- Ss have to (1) familiarize themselves with the duties of the 4 scientists and (2) think of how they, as animals or plants, benefit from their work based on the reading input
- Next, they have to thank the scientists for what they do for them

diversity

## Language treatment

### Vocabulary

- Refer Ss to the passage again and ask them to underline the adverbs and verbs
- Introduce the use of adverbs for describing actions through PowerPoint

attentive → listen attentively	brave → bravely
cautious → walk cautiously	confident → speak confidently
clear → write clearly	creative → draw creatively
patient → listen patiently	skillful → act skillfully

- Do the exercise to change adverbs from adjectives on P.29
- Do sentence making on P.30 according to the pictures and words given; for further practice, have Ss do WS 5a/5b

### Grammar

- Refer Ss to Lines 33-48 of the passage and draw their attention to the use of “need to” by the four guests to give advice
- Introduce the usage of “need to”: form and function through PowerPoint
- Ask Ss to do class practice: making sentences with “need to” on P.31
- Do WS 6a/6b as further practice.

Show how grammar is used in context

Practice

Show how grammar is used in context

Practice

Values not only taught through the reading passages!

Values can also be taught through the target grammar and language structures!

## Language in action

- Engage Ss in a speaking activity “Finding the right job for the right person”  
Situation: Ss are to work in a head-hunt company. Their job is to help their clients to find a suitable job from a job list:

- a teacher
- a reporter
- a doctor
- a policeman/policewoman
- a fireman
- an actor/actress

**Action:** Put the language plus the positive values and attitudes learnt into application

**Finding the right job  
for the right person**

# Task

You are working in a head-hunt company (獵頭公司).



Help your clients find a suitable job

- 4 - 5 people work in a company
- Each group/company is given:
  - 1) a list of jobs

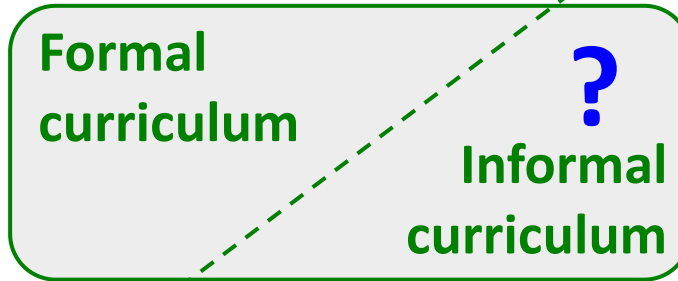
Language in action

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  - an actor/actress

**Action:** Put the language plus the positive values and attitudes learnt into application

✓ Teaching of  
textbook units

✓ Conducting of  
tasks & activities  
in the English  
lessons



Organising English  
activities outside  
the English  
classroom, like  
plays, story telling,  
movie watching

# English activities to complement textbook teaching

## 1. P.5 & P.6: Film Appreciation ↔ Cherish our life

- Ss watch the film “Wonder” in the cinema
- T did the debriefing after watching; T discussed with Ss:
  - how short and fragile life can be
  - how to face adversities bravely

# English activities to complement textbook teaching

## 2. P.4: English Drama ↔ Show appreciation to others

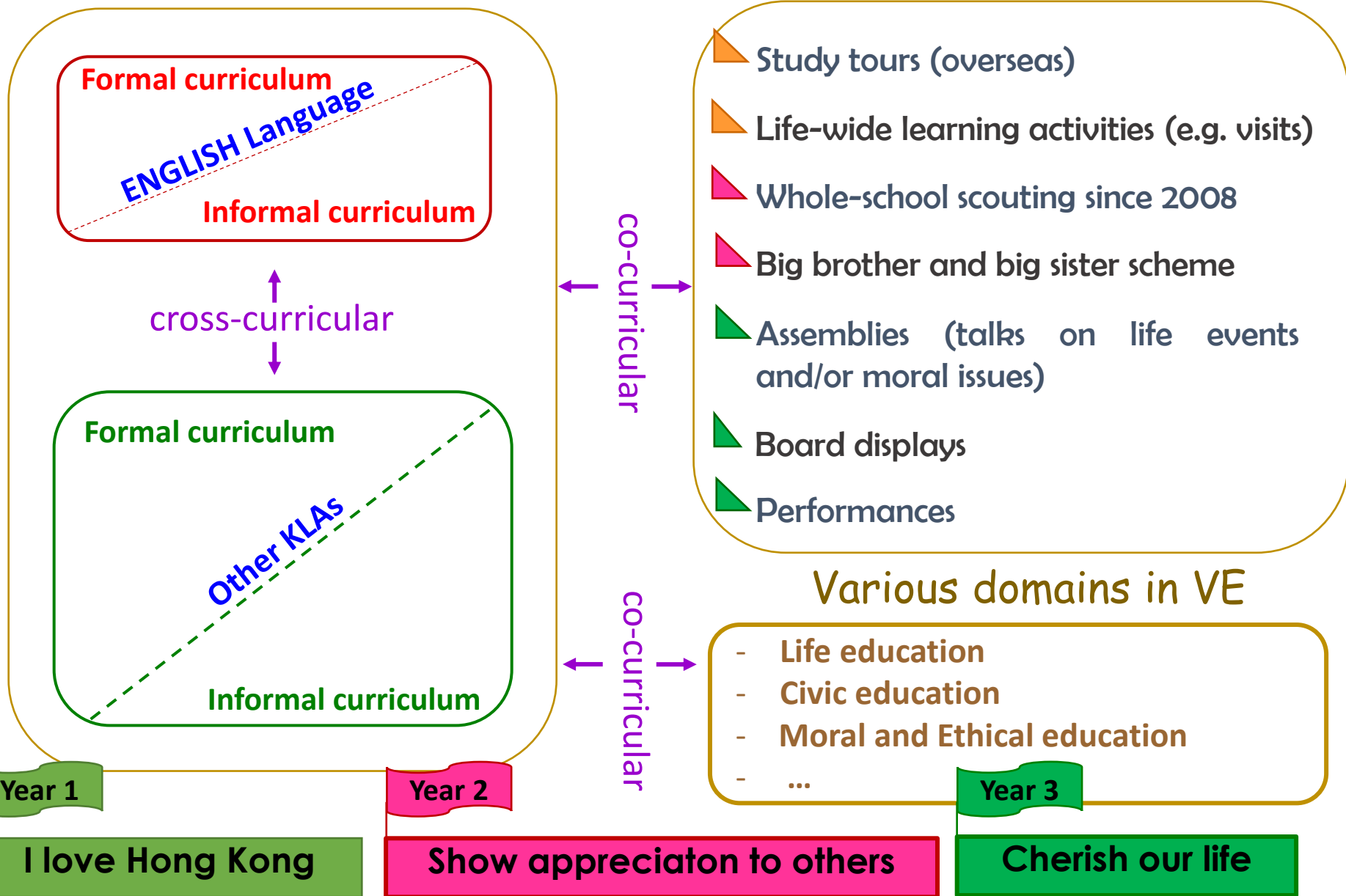
- Done in the best class of P.4 involving the English T and the NET
  - 1 lesson per week
  - Incorporate the grammar items (making comparison, adjectives, adverbs) into the script
- Produce plays to consolidate the target value:
  - The Best Animal
  - Job interview at the Monster Company



# How Adopting a whole-school approach

Curriculum level

School level



## Evaluate

- Conduct questionnaires in which students give a rating to the development of target values (😊/😐/😞): **quantitative data**
- Conduct interviews: **qualitative data**

Do you know your school wants to develop some values in you in the past school years from 2015 to 2018?

Can you remember what you did in your English lessons that were related to values development? Did you enjoy it and why?

How different are you now when compared with before in the values to develop?

# Concluding Remarks

**Misconceptions about  
Values Education (VE)**

**What can be done further**

**whole-person development of students**



**whole-school involvement of teachers**

**The End**