**Infusion of values education into textbook units**

 **Sample unit plan for Bk 4A Unit 6 “Growing up”**

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

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| **Knowledge & Skills** | * learn the text-type features of a play
* know how irresponsibly Brian has behaved
* tell what Brian should do to become a responsible person
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| * use “will” to talk about future plans
* use “should” and “should not” to talk about obligations
* use the vocabulary items, e.g. adjectives, in writing the speech to be delivered in the school assembly (Writing & Speaking)
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| **Value** | * learn the importance of assuming responsibility at home and in school
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**Notes inside the dotted-line boxes are related to teaching of Values Education: Cognition, Affection, Action**

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| **Teaching procedure** | **Objectives/Resources/Remarks** |
| **Lead-in**• Tell Ss they are to read a play• Write the title of the play “Bad Brian” on board• Ask Ss to guess from the title what the play is about (about a boy called Brian who has done something bad)• Ask Ss to make a wild guess about the bad things Brian has done and write them on the board  | Make prediction of what to read by referring to the title  |
| **Reading**Pre-reading• Ask Ss to open the book to look at the pictures of the play script to confirm if their guesses are correct• Elicit from the pictorial clues what bad things Brian has done (clothes lying on bed and things lying everywhere, staying in bed to play with the computer)• Ask Ss to read to see if Brian has done other bad things not shown in the pictures• Before Ss start reading, go through the features of a play with them: scenes, setting and characters, dialogues, stage directions While-reading< Scene 1 >• Play the audio recording to Ss once so that they get an overall idea of what bad things Brian has done to supplement what they can get from the pictorial clues• Check what Ss can grasp from listening: ⮚ surfing the Internet in his bedroom / wasting time surfing the Internet ⮚ being late to school / not dressing up for school ⮚ lying to parents that he has finished his homework• Read the lines together with Ss. Can assign Ss to take the role of Mum, Dad and Brian when reading (can read as individuals, in pairs or in rows)• Stop whenever T sees it necessary to teach Ss:  ⮚ vocabulary (meaning and pronunciation) ⮚ way of saying the lines (with expression and intonation)  ⮚ stage directions (typed in italics) to show what the characters do and how they talk• Ask Ss: ⮚ Why did Brian surf the Internet? (trying to enter a contest)⮚ Why did he want to enter this contest? (the winner will get a surprise visit from his idol football star, Joe Lau)⮚ How do you know Brian is a super fan of Joe Lau / is a football lover? (Joe’s poster on the wall and his photos on the table + soccer jerseys on his bed) • Have Ss think about the following two questions as homework  ⮚ Do you think Brian is bad? (open-ended) ⮚ If you were Brian’s dad and mom, what would you do to help him?< Scene 2 >• Invite Ss to share their answers to the 2 questions set as homework• Have Ss read Scene 2 to find out what Brian’s parents have done to help him. Play the audio recording to help Ss find the answer. (Brian’s mom wrote Joe an email to express her worry)• Ask Ss:  ⮚ How did Brian feel about Joe’s visit?⮱ surprised because he didn’t expect his coming⮱ happy because Brian is Joe’s number one fan⮱ embarrassed because Joe could see that he’s a messy boy. • Ask Ss the main purpose of Joe’s visit (tell him a few important things to do). Ask Ss what these important things are. Go through Line 12 to Line 21 with Ss: ⮚ be polite⮚ be honest (should not lie about having completed homework)⮚ be obedient (should always listen to parents and teachers)⮚ be hardworking (should work hard, should do homework)⮚ be tidy (should tidy up bedroom)• Assign Ss to role play the different characters of the play by reading aloud the linesPost-reading• Divide Ss in groups and have them practice reading aloud the lines and do Reader’s Theatre in class • Have Ss complete the MC questions in the book and the reading worksheet• Have Ss reflect on their own practices to see if they are responsible at home and in school + what they can do to improve themselves | Make use of pictorial cluesText-type features of a playListen to the play for gistIdentify the irresponsible acts of Brian in Scene 1 ~ **Cognition**Vocabulary teachingSpeakingFeature of a playCheck comprehensionMake inferenceEngage Ss in:• SDL (self-directed learning)• value judgement ~ **Cognition**• thinking how they will help if they come across similar situations  ~ **Affection**Make inferencesList how Brian can behave responsibly ~ **Cognition**Read with intonation and expressionEngage Ss in doing self-reflection and self-improvement **Action**  |
| **Language treatment**Vocabulary• Besides learning the relevant vocabulary from the play, ⮚ learn from *Words to learn* section

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| punctual = be on time | tidy = clean his room more often |
| hardworking = work hard | neat = dress neatly |
| honest = not tell lies | obedient = listen to parents |
| polite = greet teachers and classmates |

 ⮚ tap on what Ss know + generate more ideas through class discussion ⮚ make use of Practice 1 to give Ss more ideas on what substantial things to do:

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| --- | --- |
| read more books | go to the library every weekend |
| be neat and clean | wash football uniform after use (for example) |
| not to be messy | tidy up bedroom |

Grammar• Use “will” to talk about future plans• Use “should/should not” to talk about obligations |  |
| **Writing & Speaking**Writing taskYou are Brian. After receiving the “Best Student Award”, you have to give a speech to the whole school to share your experiences and talk about the tips to be a good student. Write the speech.Ss are given a speech framework in which they have to assume the role of Brian and talk about:• things he did irresponsibly before• what had led to his change• advice on how to become a responsible studentSpeaking taskSs are invited to give the speech in class. | Make connection between reading with speaking and writing |
| **Extended learning**• Ss are to keep track of the responsible acts they do. | Ensure Ss will remember and carry on to be responsible in daily life~ **Action** |

**Important principles adopted in planning this unit**

1. A good understanding of “Responsibility” would help set relevant learning objectives and expectations.

Everyone has different roles to play in their lives. Their identities, roles and rights vary and they also assume relevant responsibilities.

Despite the fact that primary students are young and have little social experience, they are expected to realise that the collective well-being of the community is built upon individuals’ sense of responsibility. Understanding others’ expectation on one’s identity and role can also develop the attitude of being caring, helpful and responsible.

1. To nurture students’ values and attitudes holistically, values education should be implemented through the integration of cognition, affection and action.

• Cognition: To enhance students’ understanding of positive values and attitudes and the abilities to make judgements

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

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

1. Students are provided with holistic and balanced learning experience through the integration of classroom learning, practical experience and the learning environment.

*(Reference: Chapter 3A Moral and Civic Education of Basic Education Curriculum Guide 2014)*