

**Empowering English Language
teachers to promote values
education for students' whole-
person development**

**SKH Lui Ming Choi Memorial
Primary School**

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Outline of the presentation

Part 1

- How to mobilise the English panel to promote values education

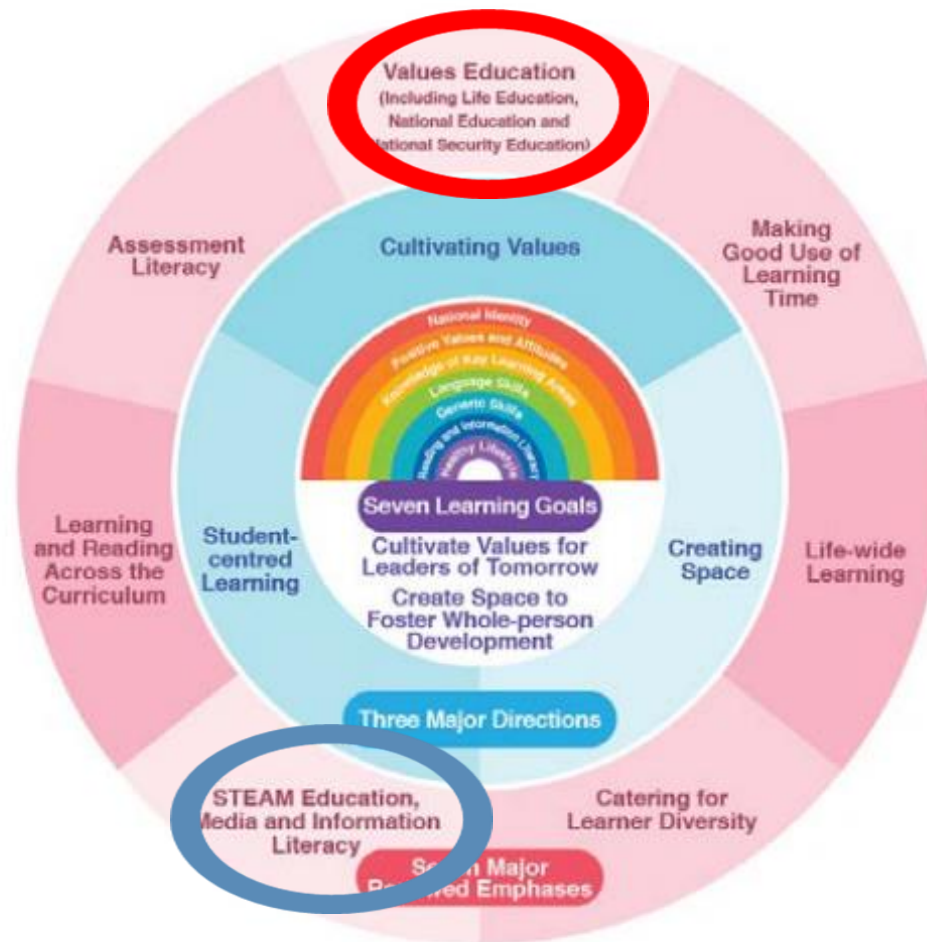


Part 2

- How to plan and implement values education in the domains of cognition, affect and action

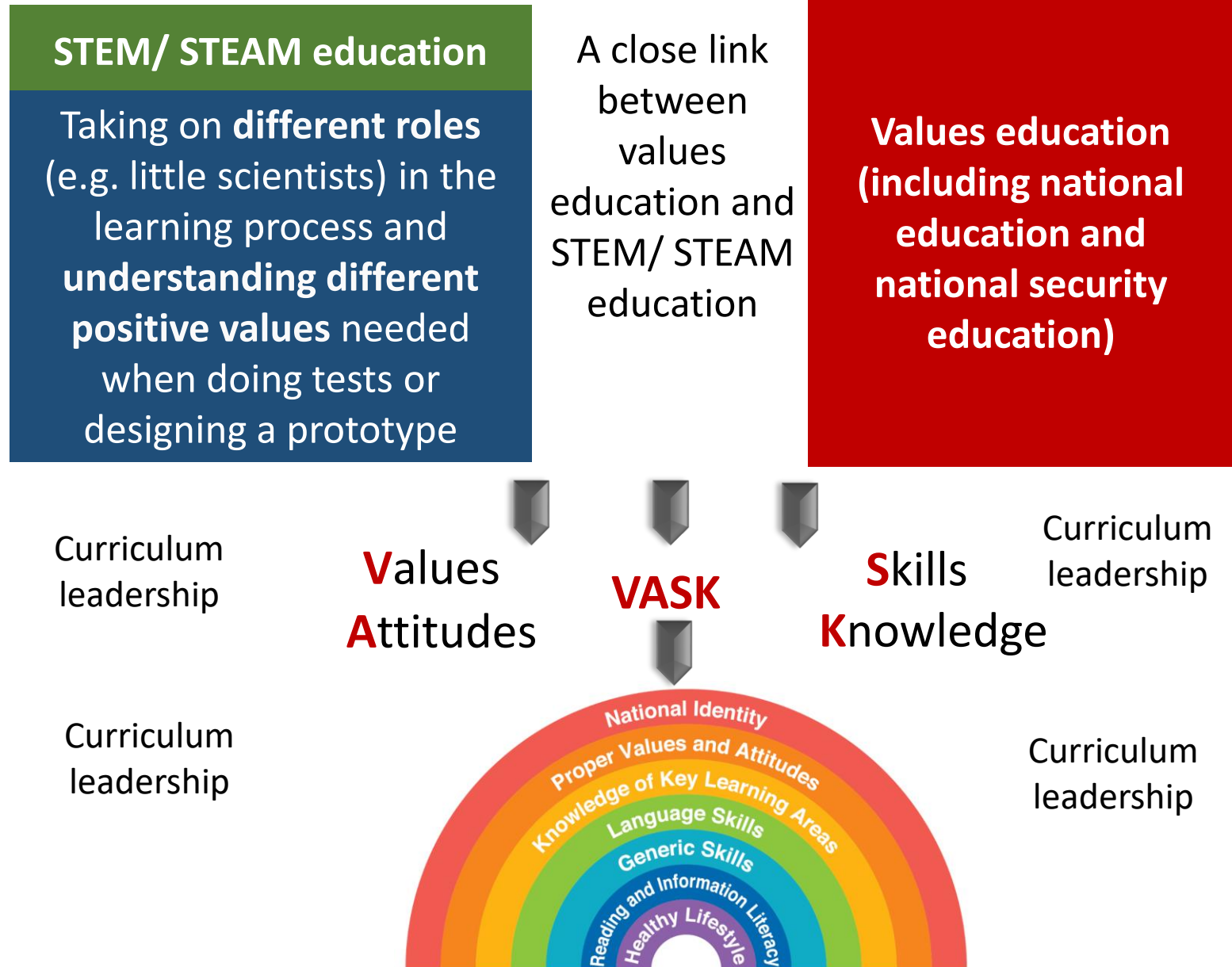
Planning at the school level

Rationale
for initiating
change



Our goals

Using STEM/STEAM education as one of the entry points to promote values education for students' whole person development



Considerations for planning and implementing values education

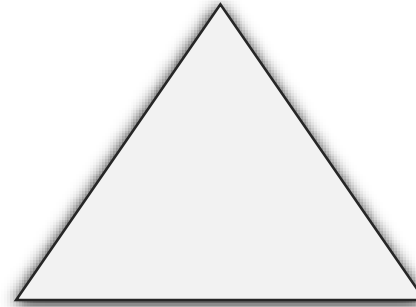
Dimensions

Different areas of life

Examples: Self, family, school, social interaction, society, country, world

Values Education Curriculum Framework ((Pilot Version) (2021)

Cognition



Affect

Action

Reinforcement

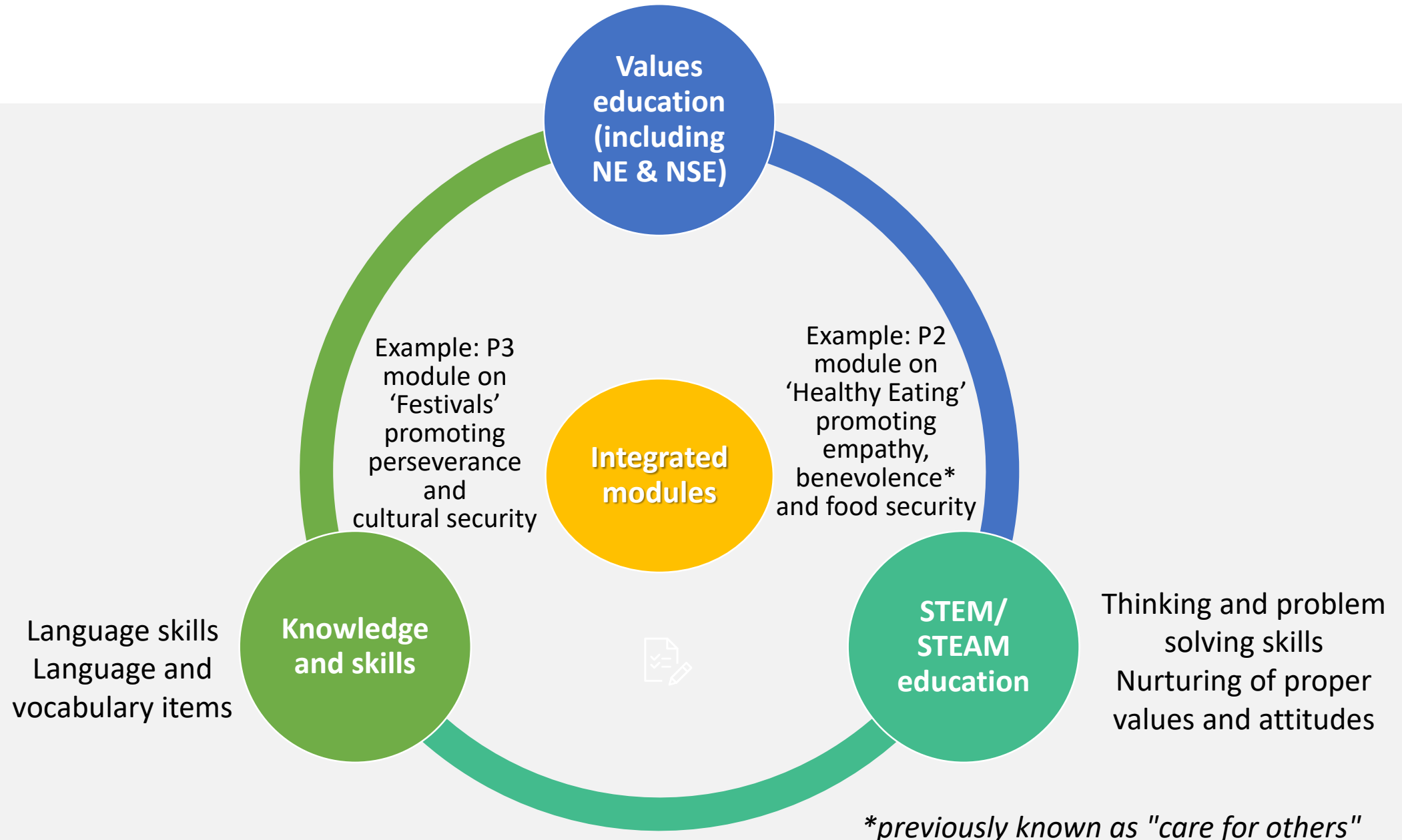
Cross-curricular collaboration

- Providing opportunities for students to relate target values to daily life and take action in various subject-specific contexts

Application

Examples: Experiential learning/life-wide learning activities, hands-on and minds-on activities (e.g. STEM/STEAM activities)

Core elements of the P2 and P3 integrated English modules



Our journey in promoting values education

First year

Designing three P3 modules

**P3 Module 1:
'Cooking is fun'**

**P3 Module 2:
'Big Ted Day'**

**P3 Module 3:
'Festivals'**

Self

**Self, social interaction,
school**

Self, country

Perseverance

**Perseverance,
benevolence**

**Perseverance,
cultural security**

**Hands-on/
minds-on activity,
language task,
experiential
learning**

**Hands-on/
minds-on activity,
language task,
life-wide learning**

**Hands-on/
minds-on activity,
language task**

English teachers

**English teachers
Library teachers**

**English teachers, V.A.
teachers, G.S.
teachers, Chinese
teachers**

Second year

*Finetuning P3 modules
Designing three P2
modules*

**P2 Module 1:
'Healthy Eating'**

Self, society, world

**Empathy,
benevolence,
food security**

**Hands-on/
minds-on activity,
language task**

**English teachers,
Chinese teachers,
G.S. teachers, PTH
teachers, Library
teachers**

Dimensions

Application

Reinforcement

The project led and supported by curriculum leaders throughout the 3 stages

First year

Second year

Stage 1 Creating a climate for change

- Curriculum initiatives
- School major concerns

Stage 2 Engaging & empowering the panel

- **P3 English teachers** as pioneers and 'seed teachers' in the first term
→ **Modules 1 & 2 (P3)**

Stage 3 Implementing & sustaining the change

- **Enhanced involvement of content subject teachers** in the second term to build on and sustain the change
→ **Module 3 (P3)**

Stage 3 Implementing & sustaining the change

- **Enhanced involvement of more content subject teachers and P2 English teachers** to build on and sustain the change
→ **Module 1, 2 & 3 (P2)**

More teachers & subjects/KLAs

Learning how to do subject planning to address the school major concerns

Critically reviewing learning, teaching and curriculum design through analysing student work

Sharing within and across schools

Learning community within school

Learning community within school and across schools

Key strategies used

Relating to life

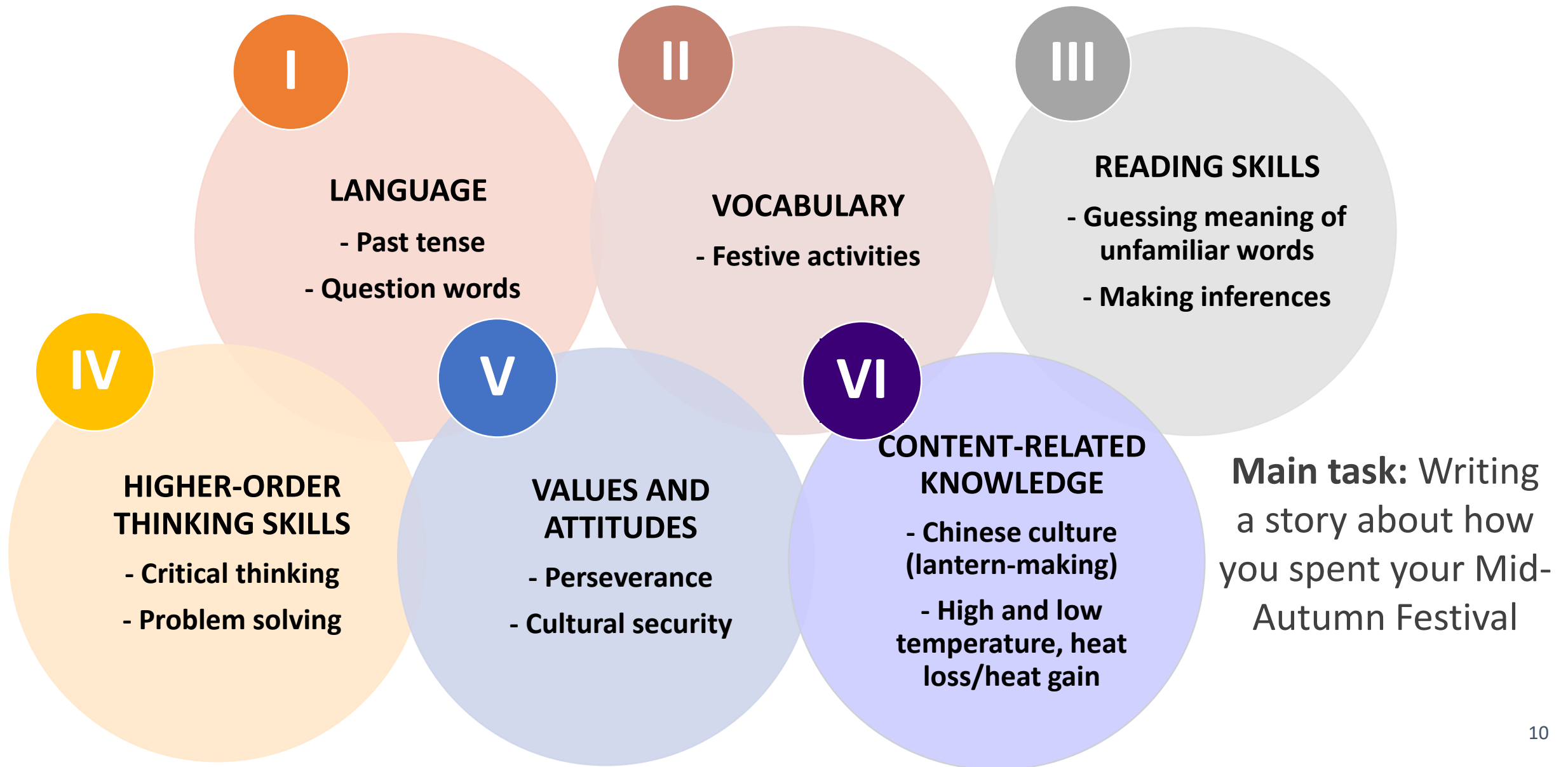
Use of resources

**Opportunities
for action**

**Opportunities
for reflection**

P3 module

Learning objectives of P3 Module: 'Festivals'



P3 module

Cross-curricular collaboration

Common content focuses

Teaching schedule

Dimensions
Application
Reinforcement

English

1. Reading about traditional Chinese art forms
2. Making ice lanterns with Chinese paper cutting pieces
3. Recapping how to slow down heat gain/heat loss
4. Writing a story about how you spent your Mid-Autumn Festival

Module 3: Festivals

- Understanding and showing perseverance
- Appreciating Chinese culture, and developing an awareness of the need to preserve it and a sense of national identity among students

Visual Arts

- Learning about Chinese paper cutting

Chinese

- Learning about ice lanterns in the Mainland

General Studies

- Learning about hot and cold temperature and how to slow down heat loss/heat gain

P3 module

Cognition Affect

- Understanding and showing empathy for lantern makers' hardships and perseverance

Appreciating Chinese culture and developing an awareness of the need to preserve it and a sense of national identity among students

Cultural security

During the English lessons...
Reading about traditional Chinese art forms

A text on preserving traditional paper crafting

Use of resources

Dimensions:

Country

Application
Reinforcement

Visual Arts lessons: Learning about Chinese paper cutting

P3 module

Dimensions

Application

Reinforcement

During the English lessons...
Making ice lanterns: materials and steps

**Role: Little
lantern
makers**

**Opportunities
for action**

Chinese lessons: Learning about ice
lanterns in the Mainland

P3 module

Understanding perseverance needed in the lantern making process

Showing perseverance in making different attempts to improve the ice lanterns

Affect

Decorating the lanterns with Chinese paper cutting pieces

Action

Hands-on

Minds-on

Visual Arts lessons: Learning about Chinese paper cutting

P3 module

General Studies lessons: Learning about how to slow down heat loss/heat gain and doing a related experiment/STEM activity

During the English lessons...
Recapping how to prevent
heat gain/heat loss

Reading a text on insulators

P3 module

Hands-on &
minds-on

- During the English lessons...
- Selecting the best insulators to keep the ice lanterns from melting

Understanding STEM-related
knowledge can help protect the
lanterns

P3 module

During the English lessons...

**Opportunities
for reflection**

- Self-understanding
- Perseverance

Role: Little lantern makers

Completing a pre-/post-task
self-reflection form to reflect
on own perseverance

Dimensions:

Self

Application
Reinforcement

P3 module

During the English lessons...
Writing a story about how you spent your
Mid-Autumn Festival

Dimensions
Application
Reinforcement

Application in a new context

- Vocabulary: festive activities
- Knowledge about Chinese culture

- STEM-related knowledge and skills
- How to keep the ice lantern from melting

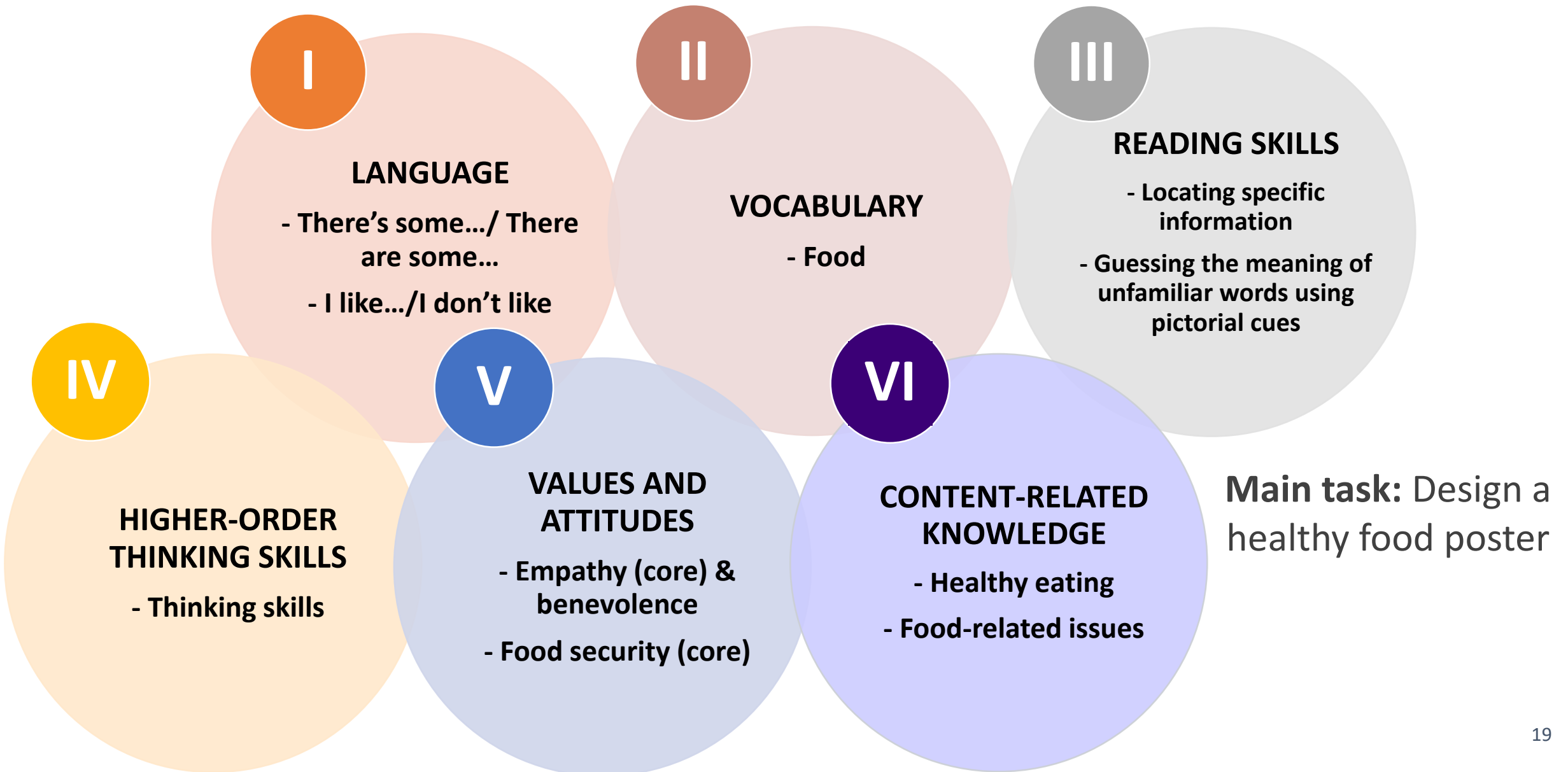
<p>Morning activity: Preparation for Mid-Autumn Festival</p>	<p>Afternoon activity: Learning how to make ice lanterns</p>
<p>Problem: How to take the lantern home</p>	<p>?</p>

Past tense

Knowledge about Chinese culture and ice lanterns

P2 module

Learning objectives of P2 Module: 'Healthy Eating'



P2 module

Cross-curricular collaboration

Common content focuses

Teaching schedule

Collaborative lesson planning involving representatives from all subjects/KLAs concerned

Dimensions
Application
Reinforcement

General Studies

English

1. Reading healthy/unhealthy food posters
2. Reading a text 'Chinese New Year Food'
3. Testing oil level in turnip cakes
4. Recapping food pyramid in English
5. Designing a healthy food poster
6. Learning about farmers' hard work and the importance of not wasting food and not being picky eaters
7. Making a food pledge and keeping diet records

Library

- Reading a text 《蔬菜生氣了》 and role playing unwanted vegetables
- Designing a salad dish

Module 1: Healthy eating

- Understanding and showing benevolence and empathy
- Appreciating farmers' hard work and perseverance
- *Do not waste food.*
- *Have a balanced diet and do not be picky eaters who only eat tasty but unhealthy food.*

- Learning about healthy eating and the food pyramid
- Helping a classmate who has diet and health issues and designing a menu

Chinese

- Reading a text 《瘦瘦與肥肥》
- Helping people who are overweight or underweight and writing a story ending

Putonghua

- Reading a text 《憫農》
- Understanding farmers' hard work
- Learning about the shortcomings of picky eaters and designing slogans

P2 module

During the English lessons... Reading healthy/unhealthy food posters

Use of resources

Cognition
Affect

Healthy food and unhealthy
food posters

General Studies lessons:
Learning about healthy eating

P2 module

During the English lessons...
Learning about Chinese New Year food

Use of resources

A text on Chinese New Year
food

General Studies lessons:
Learning about healthy eating

P2 module

Opportunities for action

Dimensions

Application

Reinforcement

Role: Little nurses

During the English lessons...

STEM activity: Testing oil level in turnip cakes

Making the right choice
with the help of STEM-
related knowledge

Hands-on &
minds-on

General Studies lessons:
Learning about healthy eating

P2 module

During the English lessons...

Learning about farmers' hard work and the importance of not wasting food and not being picky eaters

Linking 'Zero Hunger' (a Sustainable Development Goal) (SDG) with the module's key messages with a simplified SDG text

**Use of
resources**

P2 module

Opportunities for reflection & action

During the English lessons...

Learning about farmers' hard work and the importance of not wasting food and not being picky eaters

Dimensions:

Self,
society, world

Application
Reinforcement

Cognition

Affect

Food security

**Empathy,
benevolence**

Chinese lessons: Helping people who are overweight or underweight

Putonghua lessons: Understanding farmers' hard work

Library lessons: Role-playing unwanted vegetables and keeping a record of vegetables eaten

P2 module

During the English lessons...
Making a food pledge and keeping diet records

Dimensions

Application

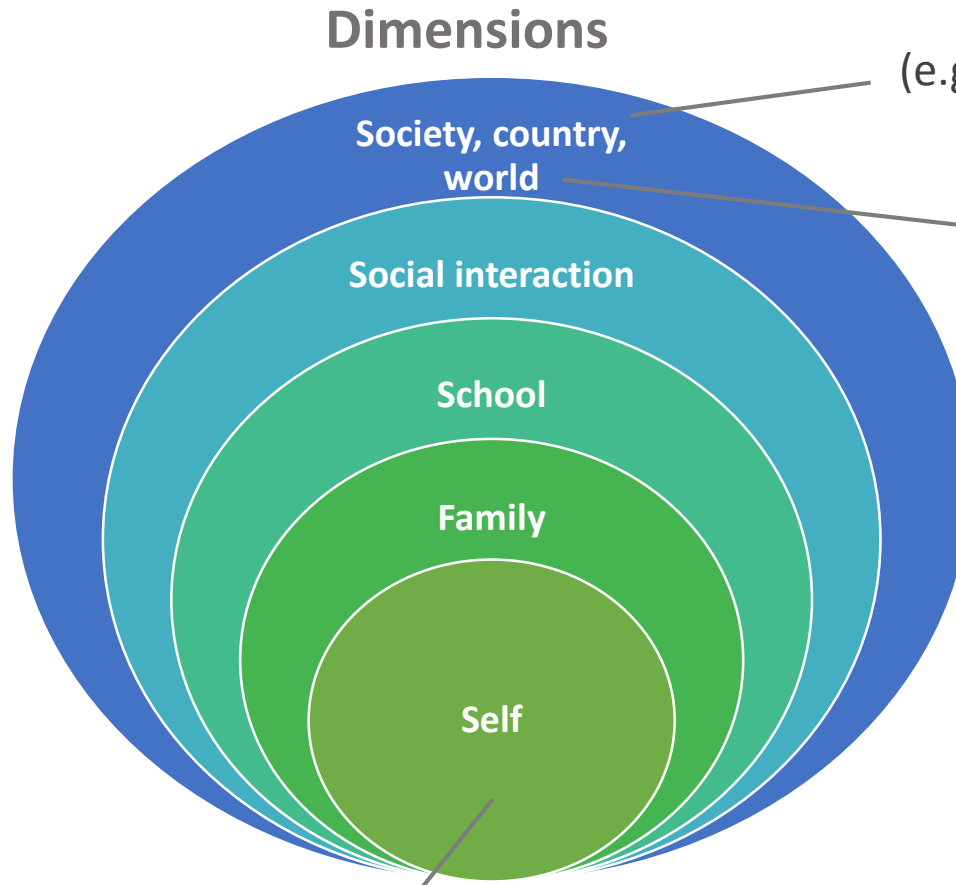
Reinforcement

Completing a 'pledge-act-reflect' form on healthy eating and not wasting food

• Empathy →
Behavioural change?

**Opportunities for action &
reflection**

Effecting changes to the curriculum through organic integration and mutual co-ordination



Dimensions

Society, country, world

Social interaction

School

Family

Self

(e.g. understand and protect traditional culture)

(e.g. understand social/world issues)

(e.g. have perseverance like a lantern maker)

Application

- Language tasks (e.g. healthy food poster)
- Hands-on/minds-on activities (e.g. STEM/STEAM activities)
- 'Pledge-act-reflect' tasks (e.g. food pledge and diet records)

Reinforcement



**Cultivating
values through
actions and
reflections for
students' whole-
person
development**

Promoting healthy eating

Living the target values

Being proud of the Chinese culture

Food for thought

Together we are stronger.

Have effective communication with different parties to explore possibilities of cross-curricular collaboration.

Practice is worth more than mere preaching.

Use diversified resources and diversified learning experiences to deepen learning.

Thank you!

Small **steps**

lead to

BIG changes.