

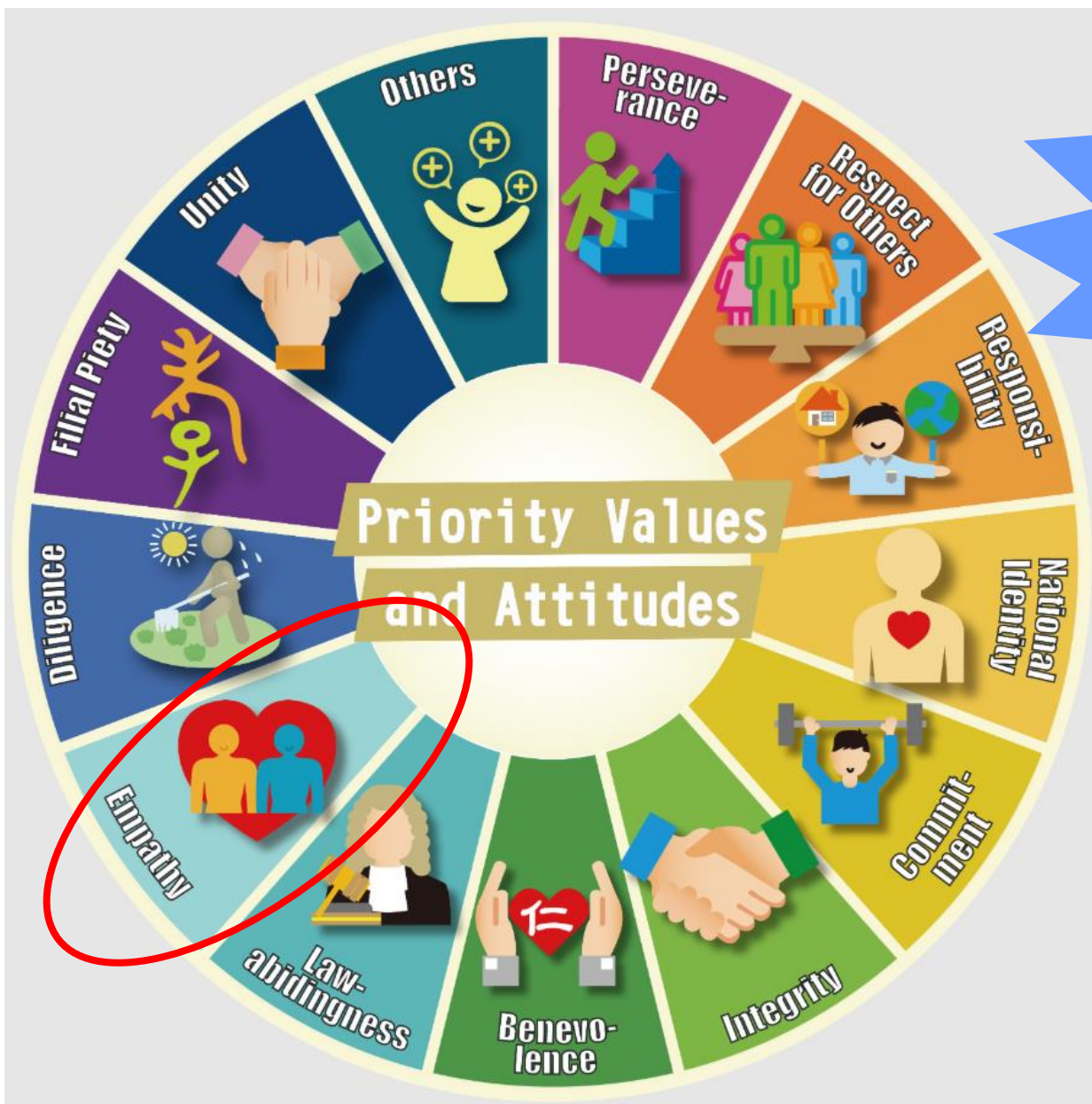
Annual Sharing 2025

**Fostering Values Education in
English Language Learning:
Nurturing Empathy and Empowering Students
through
Community Involvement**

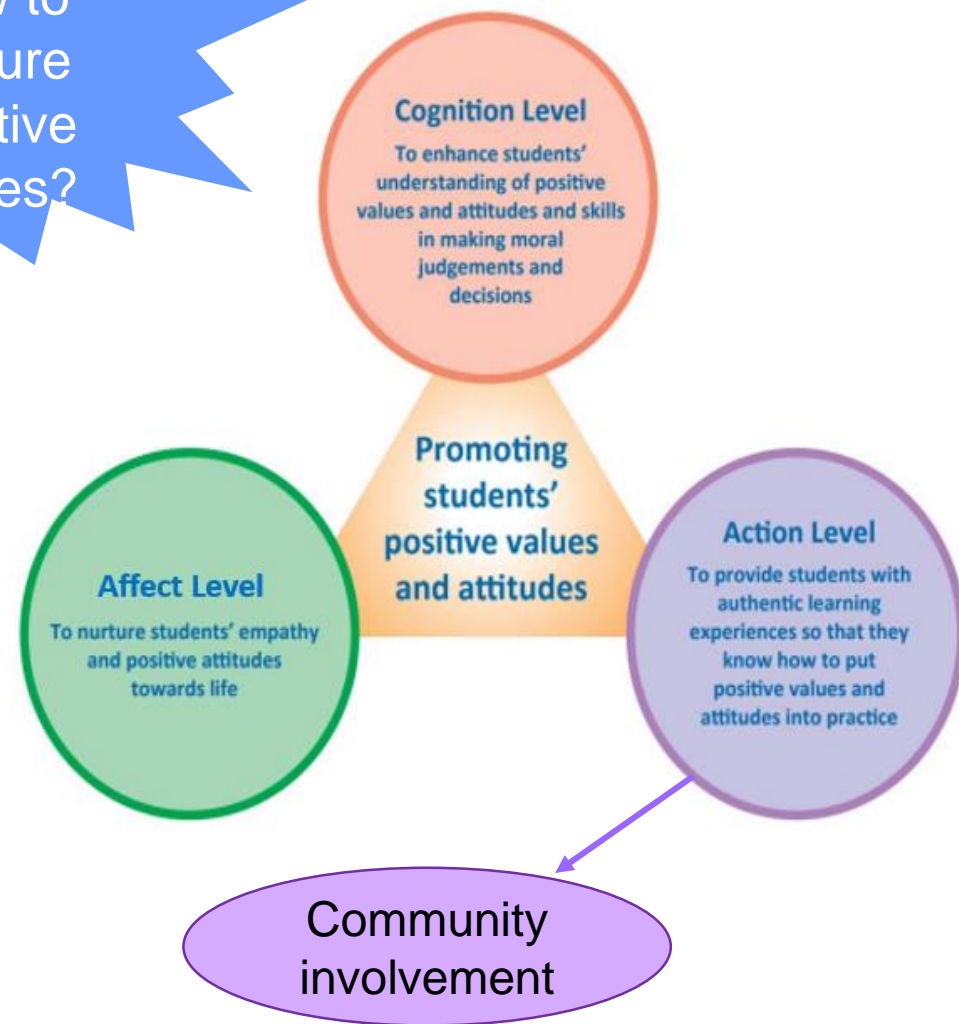
St. Paul's School (Lam Tin)

TWGHs. Chang Ming Thien College

28 March 2025



How to nurture positive values?



Fostering values education in English Language learning: Nurturing empathy and empowering students through community involvement

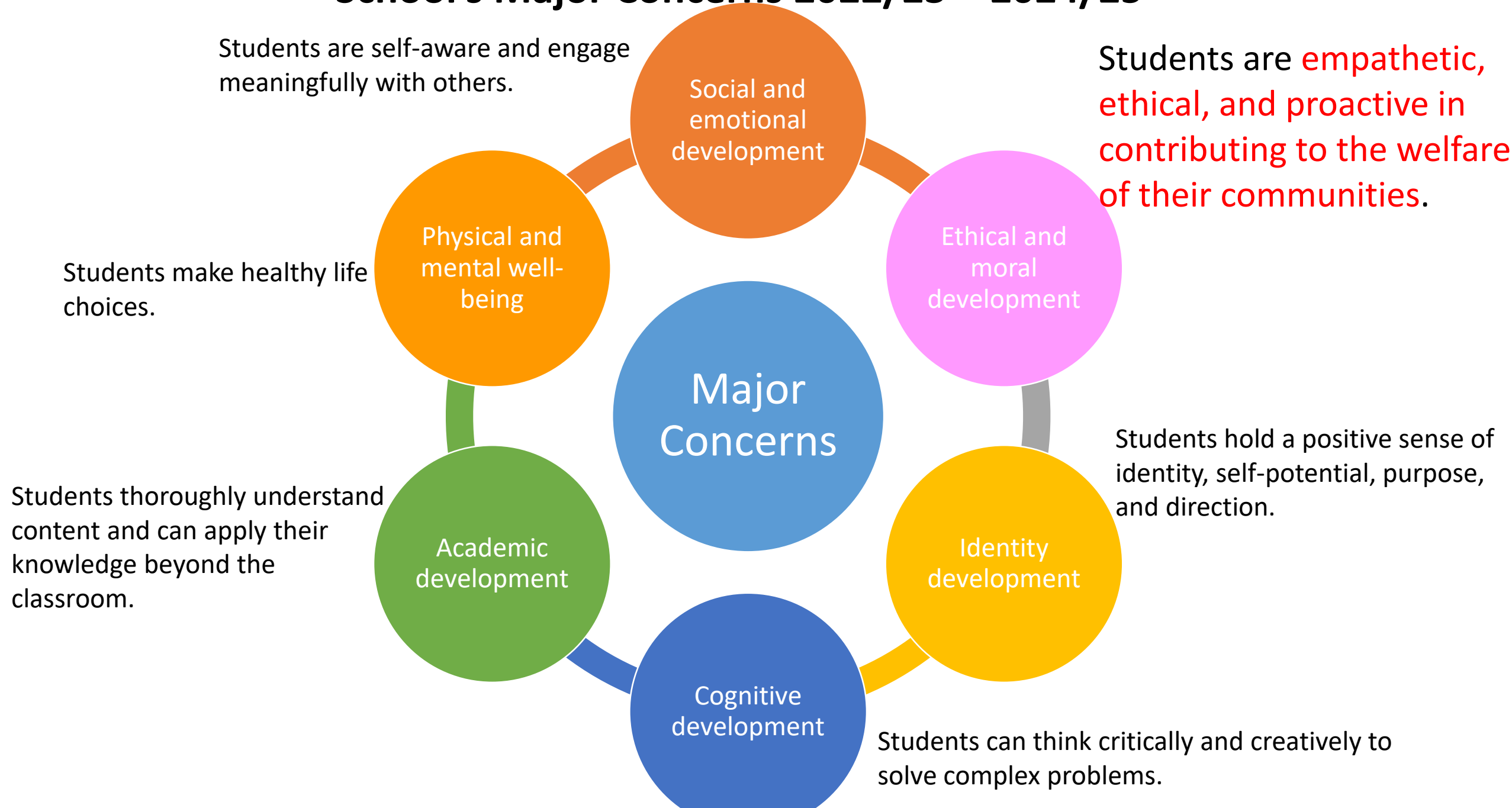
St. Paul's School (Lam Tin)

Ms CHAN Lai-shan, Jenny

Ms CHEUNG Yin-wai, Jocelyn

Ms SINGH, Divya

School's Major Concerns 2022/23 – 2024/25



S3 Exploring Charity: Making a difference in our community

Learning Objectives (Language)

Vocabulary

Learning vocabulary associated with charity and proper values and attitudes

Reading

Summarising the gist from texts, including research on different charity organisations

Speaking and Listening

Engaging in discussions and sharing

Writing

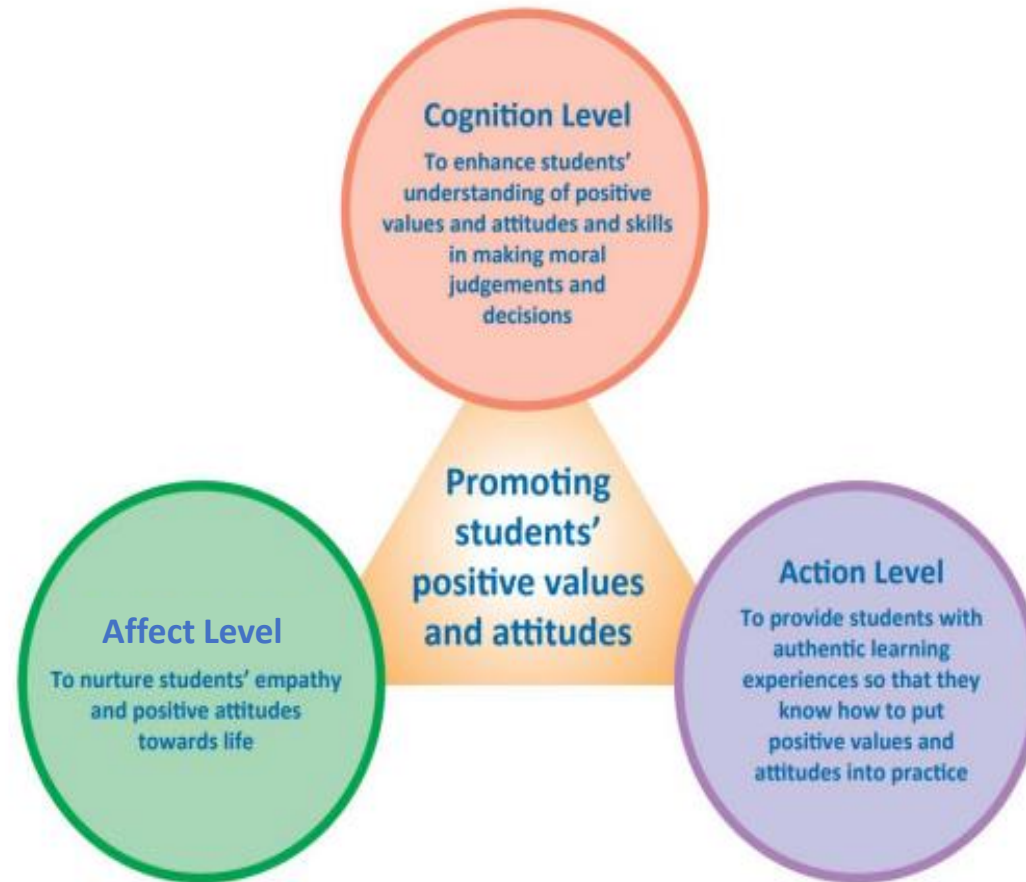
Learning and applying target vocabulary, sentence patterns, and text features across a variety of text types

S3 Exploring Charity: Making a difference in our community

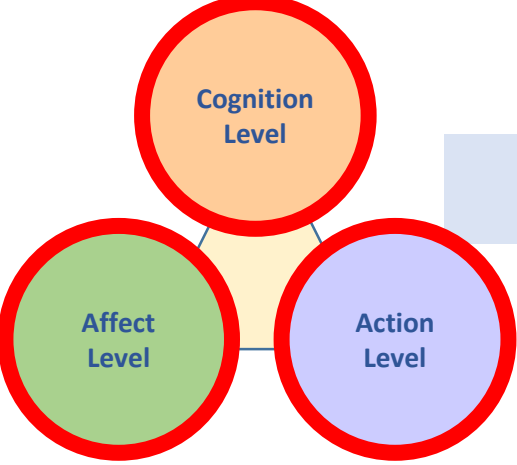
Learning objectives (Values education)

Understanding the concept and importance of charity and the theme “making a difference in our community”

Showing
benevolence,
respect for others,
and empathy to
people in need
within society



Participating in
charitable acts,
reflecting on
meaningful experiences,
and sharing them to
foster a deeper sense
of affection and
empathy



Strategy ONE

Integrating values education into textbook units

S3 Textbook unit

How can we help others?

VOCABULARY

- Charity events
- Helping others

GRAMMAR

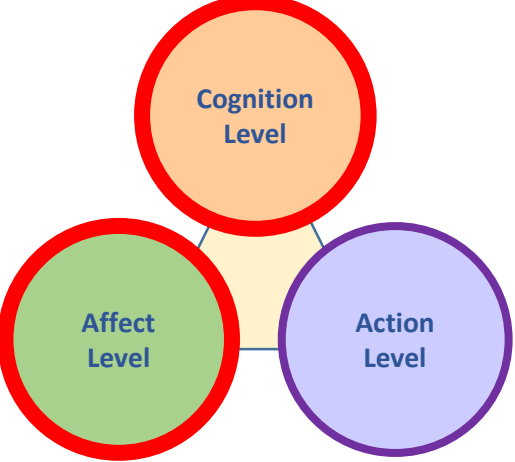
- Using *unless*
- Using *so, so that* and *so as to*
- Using *must, have to* and *need to*

TEXT TYPES

- Play script
- Letter of proposal

VALUES AND ATTITUDES

- Empathy
- Benevolence
- Respect for others



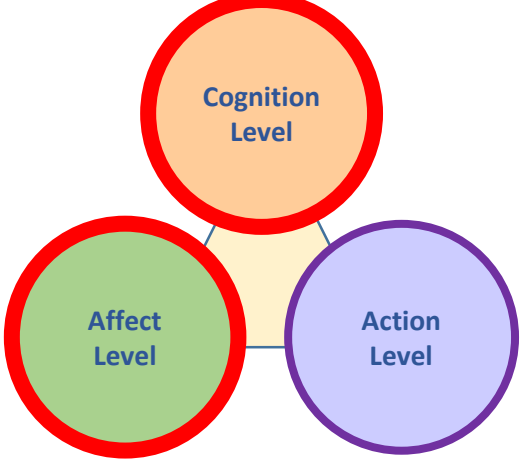
Strategy TWO

Using engaging and impactful multimedia resources to immerse students in "stepping inside" the characters

- Watch the video “[Unsung Hero](#)” on Edpuzzle and “[step inside](#)” the characters
- Discuss if one person can make a difference in society.



Video on
edpuzzle



Strategy TWO

Using engaging and impactful multimedia resources to immerse students in "stepping inside" the characters

- Watch the short animated film “**Pip**” and “**step inside**” the characters.
- Discuss the message and share feelings.

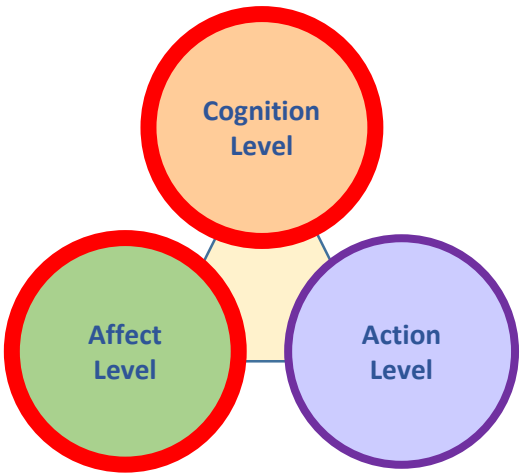


YouTube
video

Students repeatedly used the same thinking routine “Step inside” to enhance their familiarity with it.

Strategy **THREE**

Engaging students in exploring charitable organisations to cultivate their empathy for those in need



Read a new article about the
Hong Kong Guide Dogs Association



Research on charity organisations

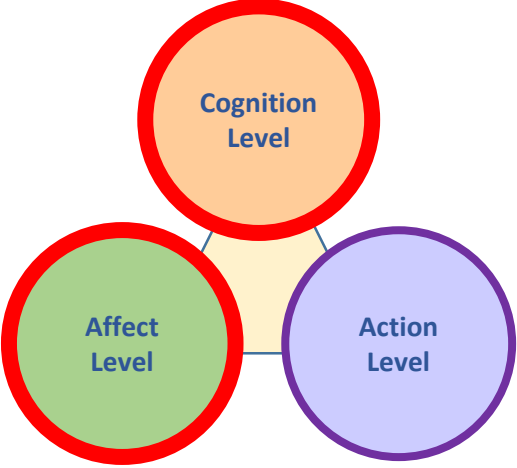
Now summarize the article using the graphic organizer

Title of the article 	Author 
What is the name of the charitable organization?	
When was the organization founded?	
What social cause does it support?	
How does it help them?	
What are the major hurdles it faces in carrying out its objective?	
What is its aim or goal, if any?	

Worksheet guiding students
to summarise information

Use a similar worksheet to
summarise the main ideas
of charity organisations

- **Make comparison**, i.e. similarities and differences, among the organisations based on the information in the worksheet.
- Discuss in class:
 - Which organisation **resonates with you** the most? Why?
 - How do you think these organisations **make a difference** in society?
 - What are some **challenges** that charity organisations might face?



Strategy **FOUR**

Providing students with ample opportunities to share their opinions to nurture their positive values at both cognitive and affective levels

- **Discussions and presentations**
- **Sharing opinions through Padlet**

Question:

Do you agree with the video title, “Unsung Hero”? Explain your answer.

Although he doesn't get praised by anyone, he still continues to help others without requesting for payback. His actions were definitely deserved to be appreciated as hero.

Question:

What message(s) does the film “Pip” want to deliver?

It's to tell us not to give up and stay passionate on our dreams and goal...

Short writing task: Reflections following the reading of the news article about the Hong Kong Guide Dogs Association

Students' reflections:

Small actions can lead to significant changes:

- Improve social stability
- Relieve the government's financial burden
- Create job opportunities for individuals with disabilities
- Ensure fair treatment for the impoverished
- Help individuals escape hopeless situations

Long writing task: A letter of proposal to ask for the school principal's permission to hold a charity event

Gradual Release of Responsibility

Direct teaching

Reading a news article about the Hong Kong Guide Dogs Association

Guided practice

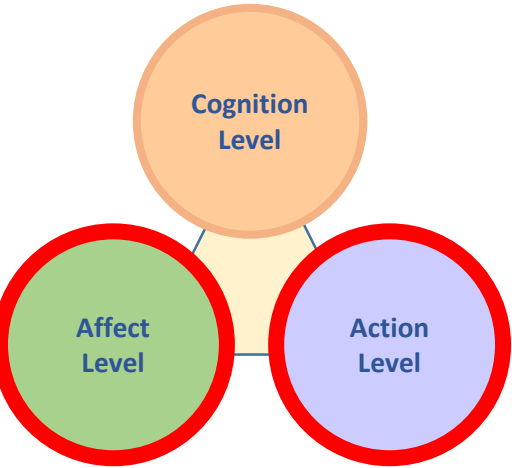
Summarising the key information of the news article

Collaborative learning

Researching on charity organisations and sharing on Google Docs

Independent work

Writing a letter of proposal



Strategy **FIVE**

Encouraging students to contribute to charitable acts and share their reflections on Padlet

Increase students' **autonomy** by allowing them to make their own choice.

Catering for students' diverse feelings

- Empowering students to make personal choices and contribute uniquely based on their values and interests

Enhancing sustainability

- Enabling students to reflect deeply with the impact of their actions and cultivating a lifelong commitment to social responsibility

Enriching language learning

- Emphasising reflective writing and sharing achievements to foster greater self-awareness, ethical reasoning, and enhanced language skills

Students' sharing of their charitable acts on Padlet

Visiting the elderly nursing home:

Creating with soft clay

I was inspired that it is not just me helping the elderly to alleviate their loneliness, but also learning from them. It was a **memorable** and **rewarding** experience. I would **definitely participate more** events like this in future!

Participating in a charity sale

It brings me a sense of **satisfaction** and teaches us to be **responsible** people. All of us should **always lend a hand** to helping the people in need.

Volunteering for MercyHK

After this charitable event, I realised that my opinion of volunteer work was wrong, actually charitable works are **fun** and **meaningful**, you can help others for using a little spare time, it's definitely **worthy** for you to do it.

Doing a basic health check for the elderly

Donating books, clothes or stationery

Participating in a beach cleanup activity

Joining a charity walk

Flag selling

Helping in a fundraising singing competition

Offering empathy and support to people in need

Donating money

Making a difference in our community

Students expressing their abundance of love and kindness through their charitable acts on the Padlet page

Quantitative feedback from students

Learning objectives (Values education)

100%

agreed or
strongly agreed

Understanding the concept and importance of charity and the theme “making a difference in our community”

Showing benevolence, respect for others, and empathy to people in need within society

94.2%

agreed or
strongly agreed

Cognition Level

To enhance students' understanding of positive values and attitudes and skills in making moral judgements and decisions

Promoting students' positive values and attitudes

Affect Level

To nurture students' empathy and positive attitudes towards life

Action Level

To provide students with authentic learning experiences so that they know how to put positive values and attitudes into practice

Committing to engage in charitable acts, reflecting on meaningful experiences, and sharing them to foster a deeper sense of affection and empathy

81.1%

agreed or
strongly agreed

Students' reflections

I understand more about blind people and different people's **perspectives**. it's really interesting and impressed me a lots.

I think I have paid more notice to news about **social problem**.

I feel more impressed about the charities and I would like to **join** it maybe after graduating from university.

I have a better understanding of the needy in the society and also be **more caring** to them and to help them when they are in need.

I am more **willing** to join charitable campaign and activities, also it inspired me to **organise charitable activities** to our schoolmates.

I can try to **take part** In more charitable act in the society, such us caring elderly and children.

Cognition Level

To enhance students' understanding of positive values and attitudes and skills in making moral judgements and decisions

Promoting students' positive values and attitudes

Affect Level

To nurture students' empathy and positive attitudes towards life

Action Level

To provide students with authentic learning experiences so that they know how to put positive values and attitudes into practice

Unedited students' reflections

Fostering values education in English language learning: Nurturing empathy and empowering students through community involvement

TWGHs. Chang Ming Thien College

Ms Lee Wing-han, Hannah

Mr Chan Ka-tung, Tony

School's major development focus: To unlock students' potential and develop their talents

Annual school plan (2024/25)

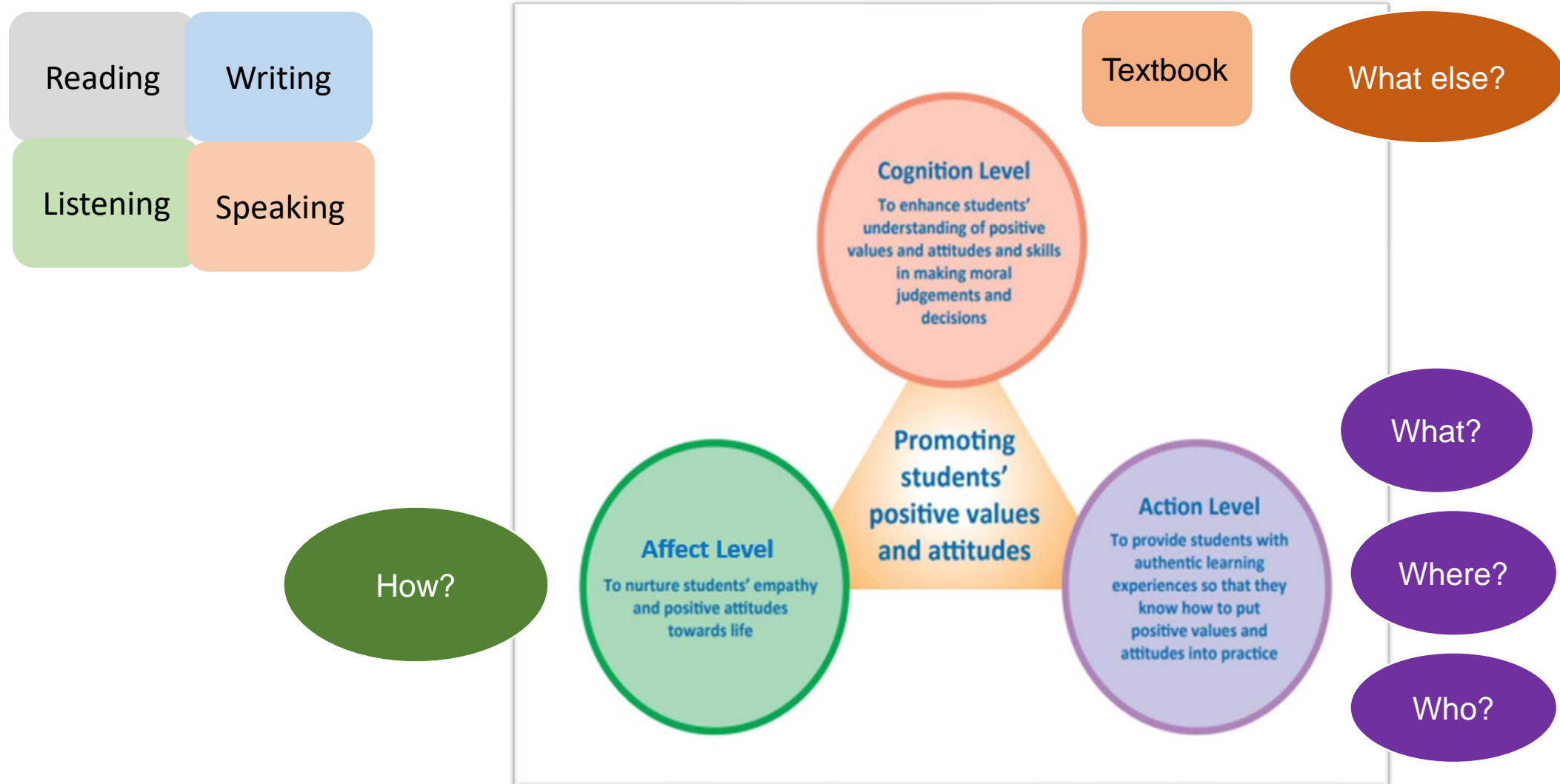
Objective:
Values education

Strategy:
Community involvement

Seven learning goals:

- Language proficiency
- Breath of Knowledge
- Generic skills
- Healthy lifestyle

To address the school's development focuses: Incorporating **values education** into the English Language curriculum and enhancing students' **English language proficiency**



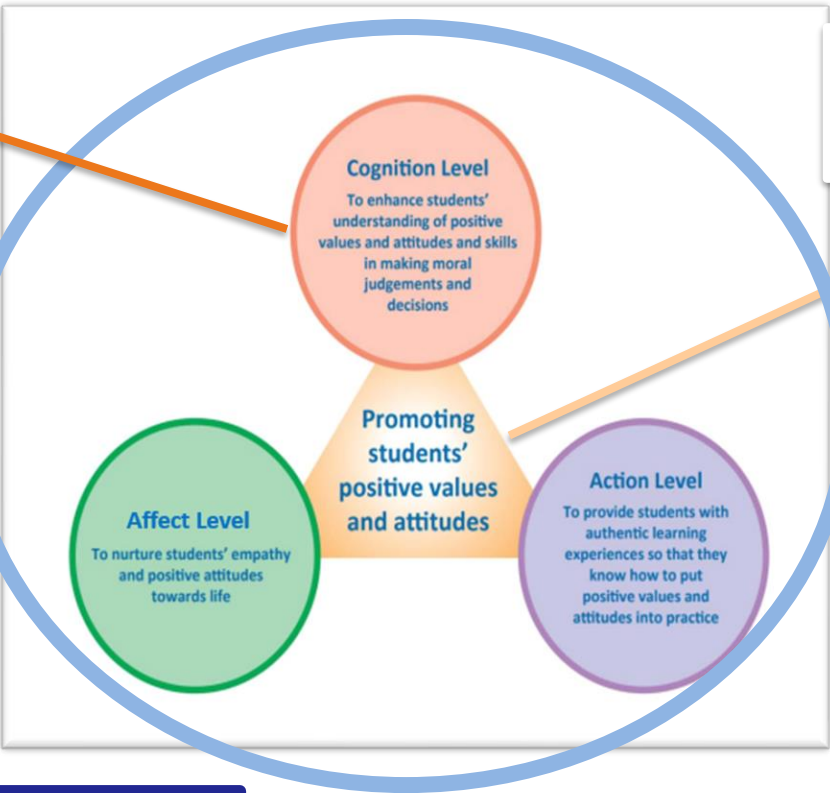
Reading passages:

- A charity event (letter of proposal)
- Benefits of helping others (web article)

(1) Textbook Unit 2
Lend a helping hand

(2) Project
Helping the elderly

Community involvement



Empathy

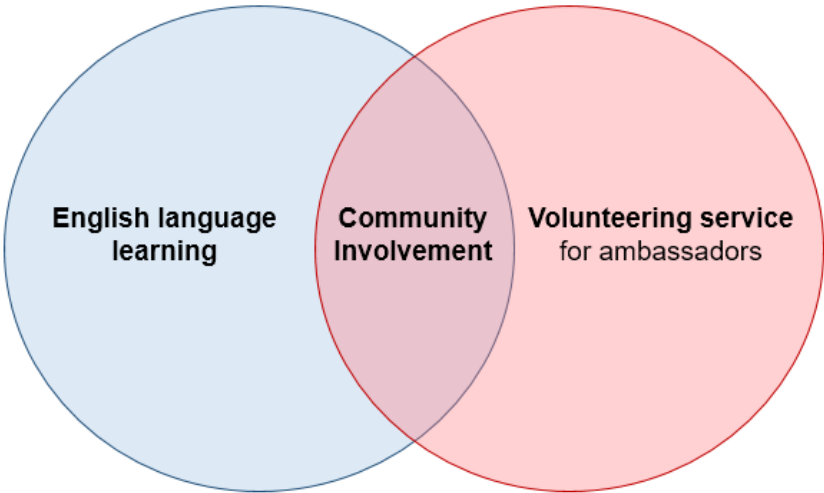
Caring

Outside the classroom
(2)

Inside the classroom
(1) (2)

English Department

Counselling Team



(1) Direct service learning
(e.g. visiting homes for the elderly)

(2) Indirect service learning
(e.g. clean-ups, organising fundraising activities)

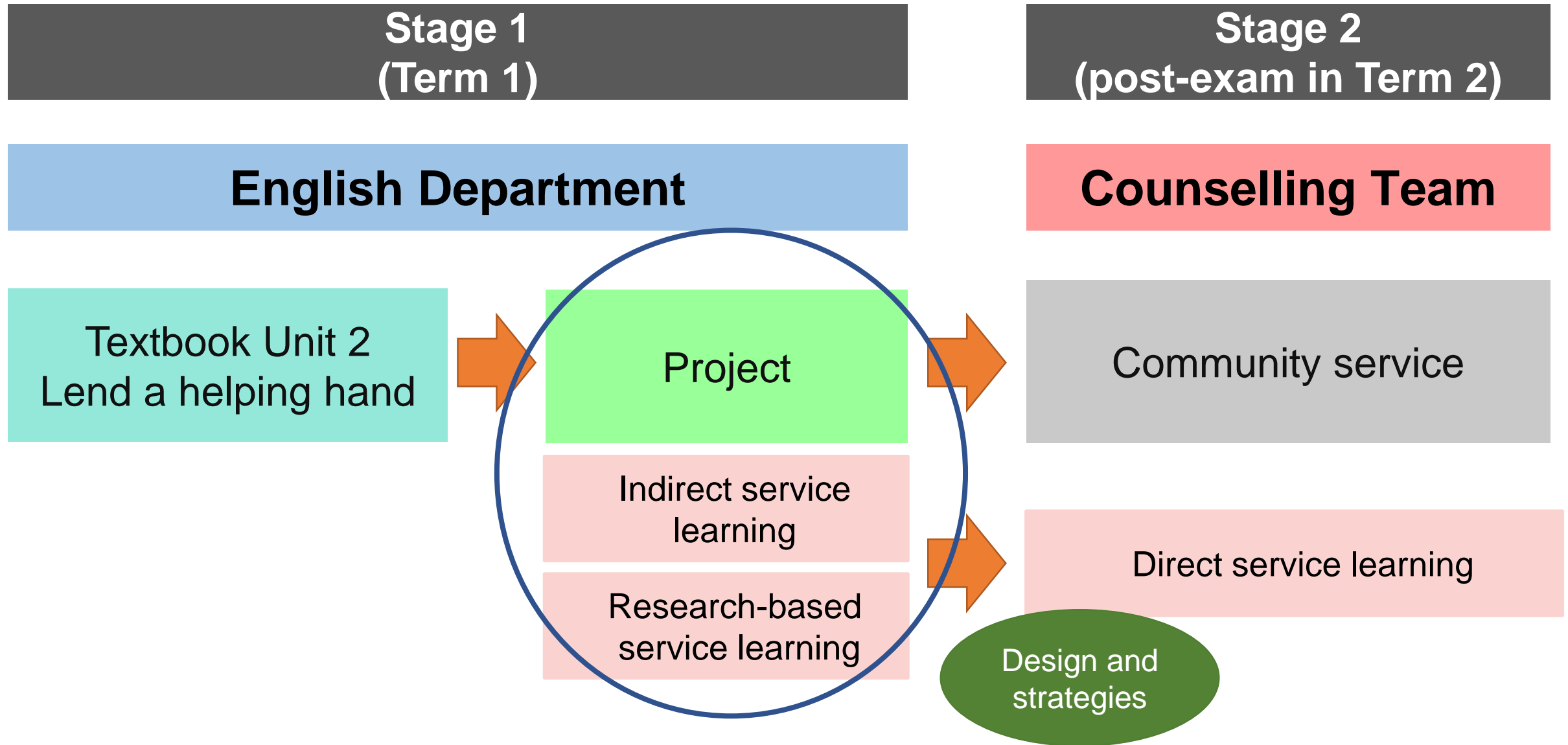
**Types of
service learning**

(3) Advocacy service learning
(e.g. organising a forum addressing the issues of the needy)

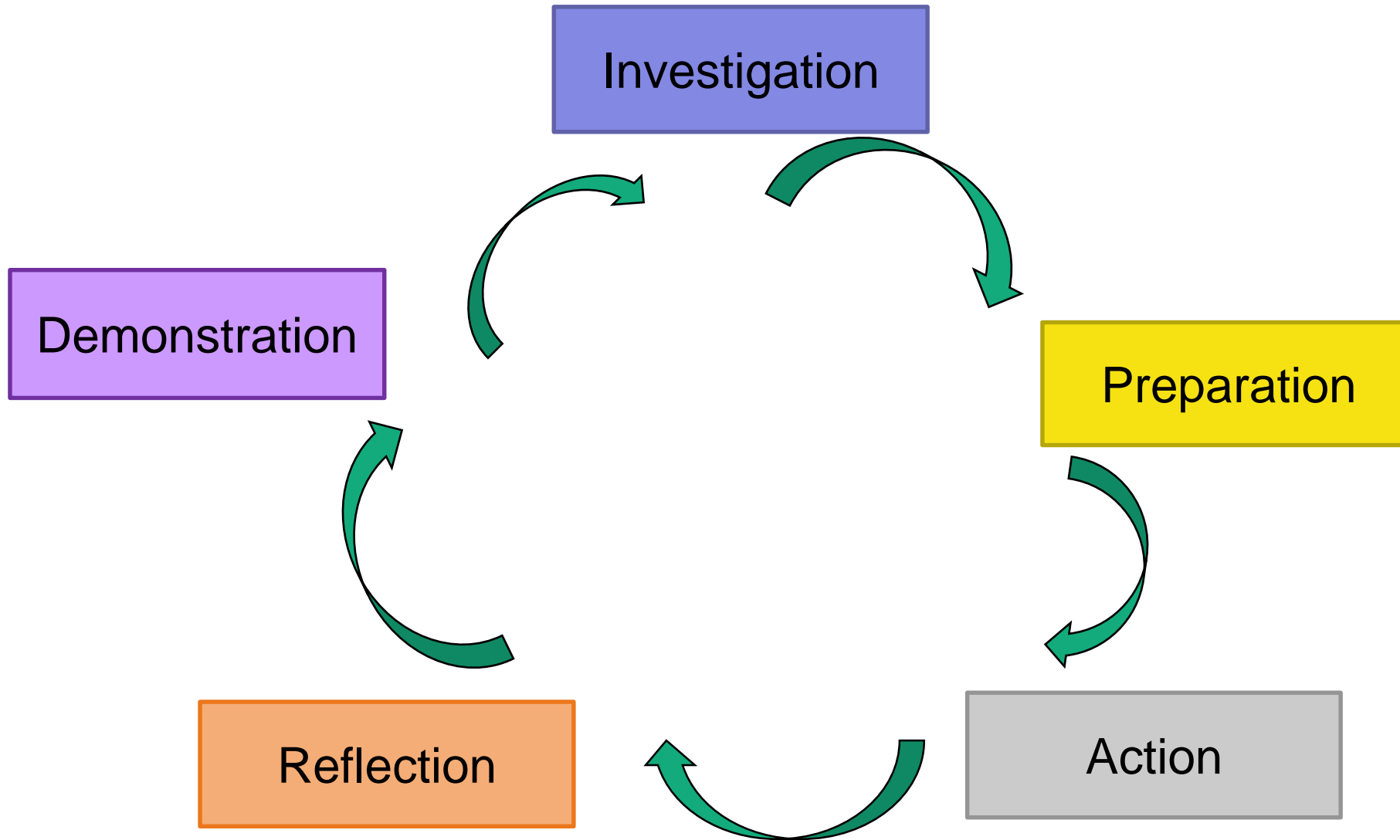
(4) Research-based service learning
(e.g. investigating the issues facing single parents)

Consideration:
Feasibility

Planning and implementation



IPARD framework



References:

<https://www.rp.edu.sg/service-learning>

<https://aisa.or.ke/wp-content/uploads/resources/service-learning/all-service-learning/the-five-stages-of-service-learning-a-dynamic-process-210820.pdf>

<https://www.mgprograms.org/ipard-service-learning-process>



Purposes:

- To deepen students' **understanding** about Hong Kong elderly's problems
- To arouse students' **feelings** and **get prepared** to help the elderly

Activity 2: Answer the three questions using the thinking routine “See, Think, Wonder”.

See	Think	Wonder
<p>Question 1:</p> <p>What can you see from the video?</p>	<p>Question 2:</p> <p>What is happening? Why is it happening? Can you THREE pieces of evidence from the video to support your answer to Question 1?</p>	<p>Question 3?</p> <p>What question(s) will you ask after watching the video?</p>

Affect
level

Strategy 2:

Using the thinking routine “**See, Think, Wonder**”

Investigation

Research-based service learning

Activity 3: You and your groupmates need to find ONE more problem faced by the elderly in Hong Kong.

Your group should:

- Focus on their physical needs / mental health problems (not financial needs);
- Identify the problem with evidence; and
- Acknowledge the source of the information you find.

Cognition
level

Problem identified:	Evidence: (websites/ newspaper articles, web blogs/ personal observation/ videos etc.)	Source acknowledgement: (URL, name of the article etc.)
What is happening and why:		

Purposes:

- To deepen students' **understanding** about Hong Kong elderly's problems
- To nurture students' **research skills** and **information literacy**

Strategy 3:

Using **mini-group research** to collect first-hand and/or second-hand data

Preparation

Action

Research-based service learning

Purposes:

- To **propose a plan with activities** to address the needs of the elderly in Hong Kong
- To polish students' **presentation skills**

Strategy 4:
Using **group discussion & presentation**

Activity 5: Brainstorm ideas for the proposal in groups. Jot down your group ideas in the table below. An example is given to you. You should provide ORIGINAL and CREATIVE ideas.

Problem(s) identified	
Title of the activity	
Goal/ impact of the activity	
Materials needed	
Process and instructions	Use of sequencing words & imperatives

Cognition
level

Affect
level

Action
level

Preparation

Action

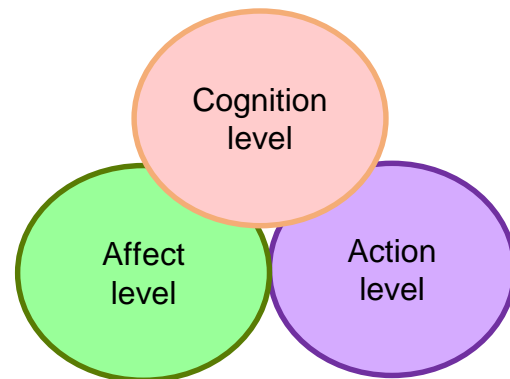
Group Presentation Evaluation Sheet

Your Group No./ Reviewer: _____

Presenting group: _____

Peer evaluation checklist:

	Please circle your feedback.	
Content		
1. One significant problem faced by the elderly in Hong Kong is identified clearly.	Yes	No
2. The problem identified is supported with sufficient evidence.	Yes	No
3. The game/activity is well-designed with clear instructions.	Yes	No
4. The game/activity is suitable for the elderly.	Yes	No
5. The game/activity is creative.	Yes	No
Language		
6. The presenters use appropriate language in the presentation (e.g. word choice).	Yes	No
Delivery		
7. Eye contact is established & maintained with audience throughout the presentation.		
8. The presenters have clear articulation, rate of speech, & volume.		
Visuals (e.g. PowerPoint, outline, poster)		
9. It is easy to follow the ideas.		
- The presentation material is well-structured, legible, error-free and pertinent to the topic being presented.		



Purposes:

- To provide students with a platform to **present** the plan, **receive feedback** and **improve** the plan
- To polish students' **presentation skills**
- To develop students' **critical thinking skills** and **reflective ability**

Strategy 5:

Using **critique** and **peer evaluation**

One challenge that the presenting group may face when the game/activity is implemented:

Game/ Activity: _____

Possible challenge:

Please give one comment to the presenting group.

Action

Indirect service learning

To write a letter of proposal

Writing task:

After learning the challenges facing the elderly, it is time for you, as students, to think about some ways to help them. As you know, our school organises the Community Service Day aiming to help people in need every year. This year, with the theme "Benevolence and Respect", the event will be held in March 2025. The Principal, Mr Lam, is now calling for proposals (in the letter format) for the Community Service Day. In the proposal, you should provide the following information:

- The target group to be helped
- The need/ challenge/ problem identified and how it is identified
- ONE group game/ activity to be included (name and goal/ impact)
- Materials needed and process

Strategy 6:
Using **text deconstruction**

(II) Features of the letter of proposal

Content

Tell the reader and who you are and the **aim of the proposal**

Provide the **name** of the game and who will help

Include **the steps and instructions** of the game

- Tell the reader the **benefits** of your proposed game
- Ask the reader to consider your proposal

Proposal for an activity on Form 1 English Fun Day

On behalf of English Society, I would like to propose holding an activity on the Form One English Fun Day. The English Fun Day aims to encourage Form One schoolmates to use English through a variety of interactive games. It provides a great opportunity for Form One fellow students to communicate with the English Ambassadors in English while having fun.

On English Fun Day, English Society would like to hold an activity called Rainbow Coin-Toss. Five to six English Ambassadors from Class 3E are ready to guide the Form One schoolmates to play the game in English.

It is easy to play the game. First, we will prepare questions in English and define the target area or margin where the coins should land on a table. Then we will decide how many tosses each player will have during their turn. If the coin lands within the margin, the player scores a point. If not, the player will not gain any points. The points scored by each player will be kept tracked. Players continue taking turns to toss coins until a predetermined number of rounds is completed, or until a player reaches a certain score. The player with the highest scores at the end of the game is the winner.

The game can provide Form One students with an authentic context to use English. We would be grateful if you could consider our proposal. We look forward to hearing from you.

Language features

Use **to-infinitives** to tell the aim of the letter of proposal and **make a request** in a polite way

Use **sequence words** to show steps and instructions

Use the **modal verb (will)** to tell what will happen in the game

Use **passive voice** to make the proposal sound more objective

Purpose:
To equip students with **language skills**

Cognition level

Affect level

Action level

Reflection

Purpose:

- To provide students with opportunities to do **self-reflection** and **self-evaluation**

Strategy 7:
Using varied **reflection tools**

3-2-1

Reflect: 3-2-1

3	Things I learned
2	Things I found interesting
1	Question I have

Reflection

Strategy 7: Using varied **reflection tools**

Self-reported
questionnaire

Cognition
level

Affect
level

Action
level

Strongly
agree Agree

n=115

1. The project has helped me understand better about the elderly's problems/needs.

5

4

109 (94.78%)

2. The project has developed my empathy towards the elderly.

5

4

96 (83.48%)

3. The project has driven me to help the elderly in the community (e.g. visiting the home for the elderly).

5

4

88 (76.52%)

8. After this project, have you taken any action to help the elderly in the community (e.g. offering your seat to the elderly)?

☐ Yes

92 (80.00%)

2 stars and 1 wish

Reflection

1. What have you learnt from the project?

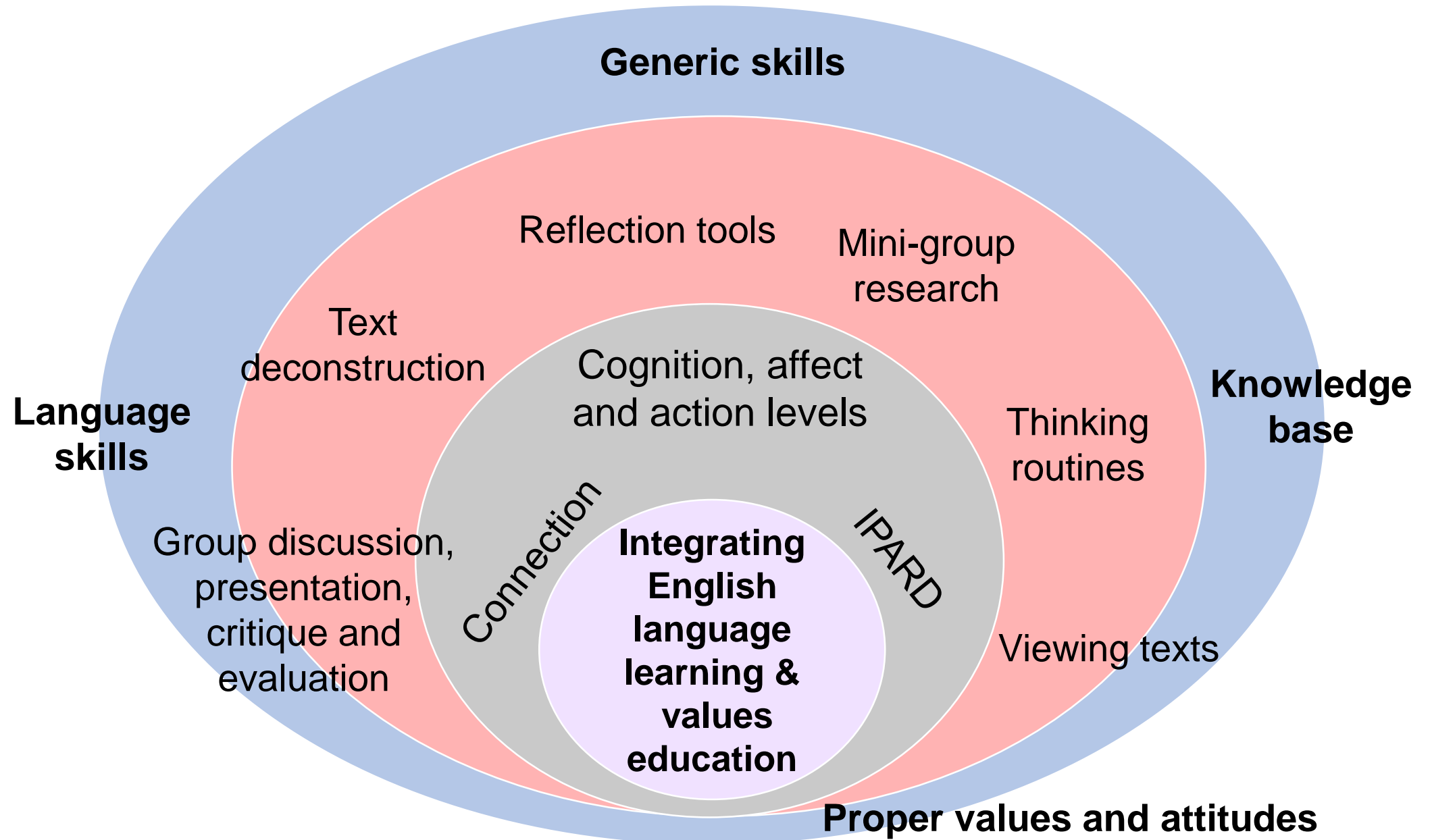
2. Suggest two things done well in the project.

3. Name one area for improvement.

Demonstration

A student interview

To sum up ...



English Language curriculum

English proficiency & proper values and attitudes



Experiential learning

Implementation strategies

Multimodal
texts

Group
work/ group
discussion

Thinking
tools

Others
(e.g. self-
reflection)



Effective curriculum planning

Cross-department/team
connection/collaboration

