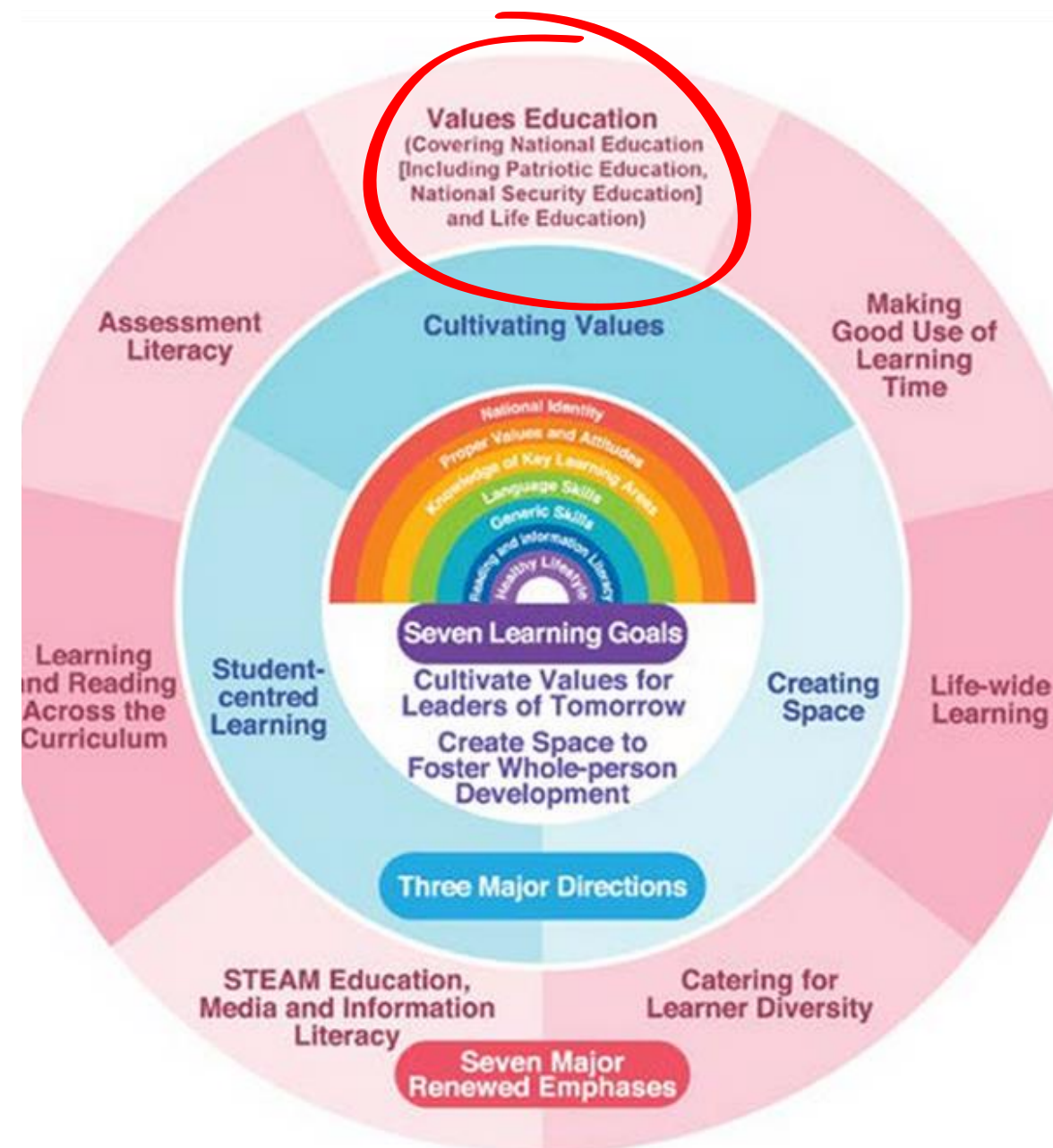


Promoting Values Education and National Education through Reading and Experiential Learning in Primary Schools

**Annual Sharing 2025
Language Learning Support Section, EDB**

? Why should we promote values education (VE) and national education (NE) in the context of English learning and teaching?

Values Education
(Covering National Education
(including Patriotic Education,
National Security Education) and
Life Education)



School	Cumberland Presbyterian Church Yao Dao Primary School	SKH Chi Fu Chi Nam Primary School
Level	Primary 1	Primary 5
Theme/Topic	Embark on the new learning journey	Traditional Chinese festivals
Target Values	<ul style="list-style-type: none">• Responsibility• Respect for others	Values associated with traditional Chinese festivals (e.g. family unity, filial piety)
National Education	Understanding and appreciation of Chinese tradition and culture	Understanding the origins and cultural practices of traditional Chinese festivals and their associated values
Experiential Learning	The First Writing Ceremony	Designing or making a traditional festive gift (e.g. dragon boat, lantern)

Cumberland Presbyterian Church
Yao Dao Primary School
金巴崙長老會耀道小學

Infusing Values Education and National Education into Primary One School English Language Curriculum

**Ms LAU Hoi-ching, Blair
Ms Chu Yan Tung**

Making use of relevant topics as an entry point to promote VE and NE

Level	Module	Unit	Topic	Experiential Learning
P1	Places and Activities	Be good at school Things I bring to school	Embark on the new learning journey	First Writing Ceremony

Content Objectives

To learn the importance of respecting teachers and classmates and how different cultures begin their school journeys through understanding the following:

- The classroom rules
- The important items and traditions used on the first day of school

Language Objectives

To develop language knowledge and skills, e.g.

- Vocabulary items about stationery and things we see at school
- Language focuses:
 - the use of plural
 - the verb “to be” has/have
 - the use of imperatives

Values and Attitudes

To nurture in students the following proper values and attitudes:

- Responsibility
- Respect for others

Chinese Tradition and Culture

- The First Writing Ceremony

Storybook: David Goes to School

Develop target reading skills:

Understand the information provided on the book cover

- What is the book title?
- Who is the author

Make predictions about stories, characters, topics of interest using pictorial clues and the book cover

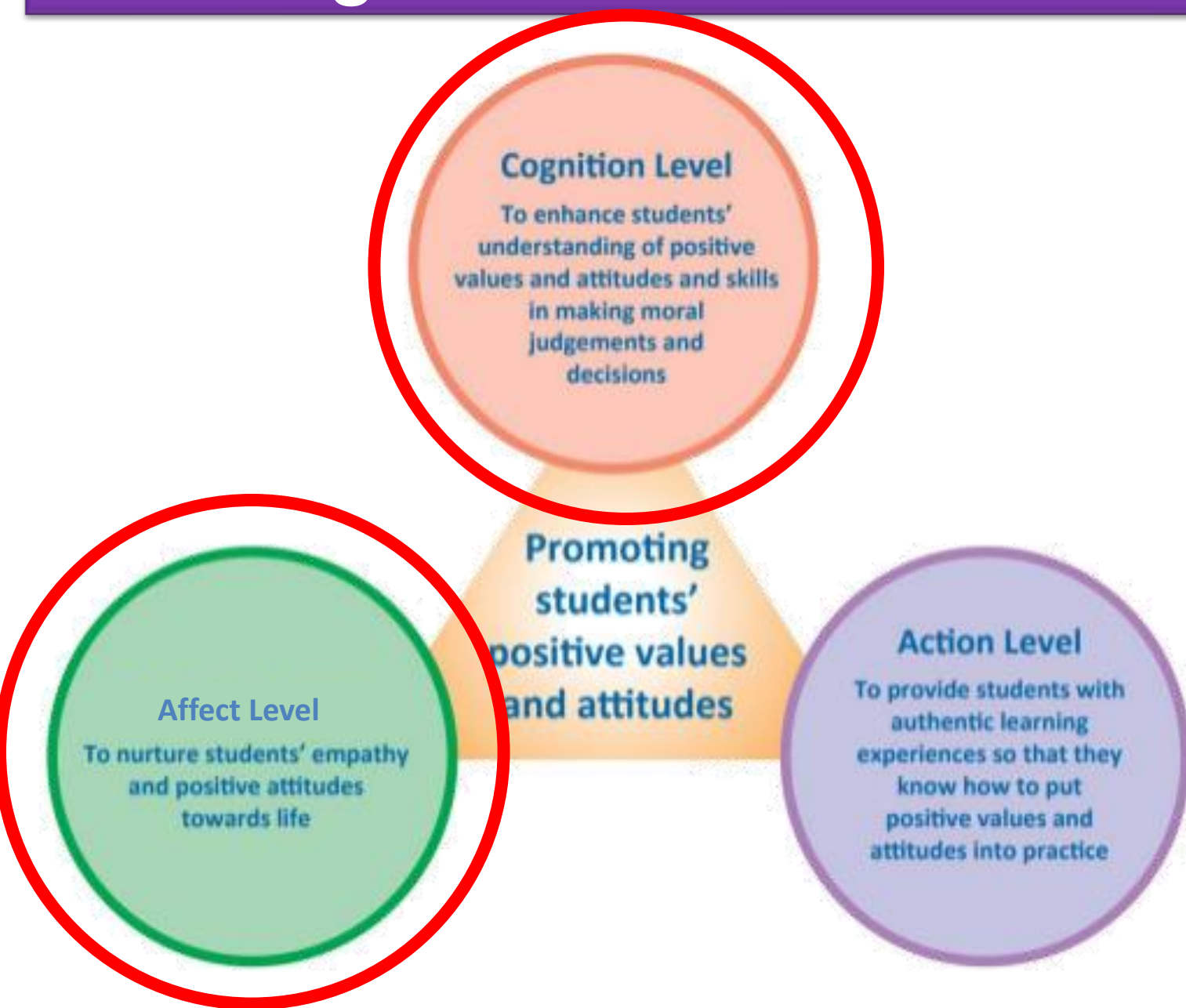
- What is David doing?
- Should we do that in the classroom?

Reinforce the language pattern and vocabulary taught:

Rules in the classroom and imperatives

- David is talking loudly, what will the teacher say?
- Keep quiet.

Using value-driven stories to enhance language development, VE and NE



Promote the target value “Respect for others”

At the **cognition level:**

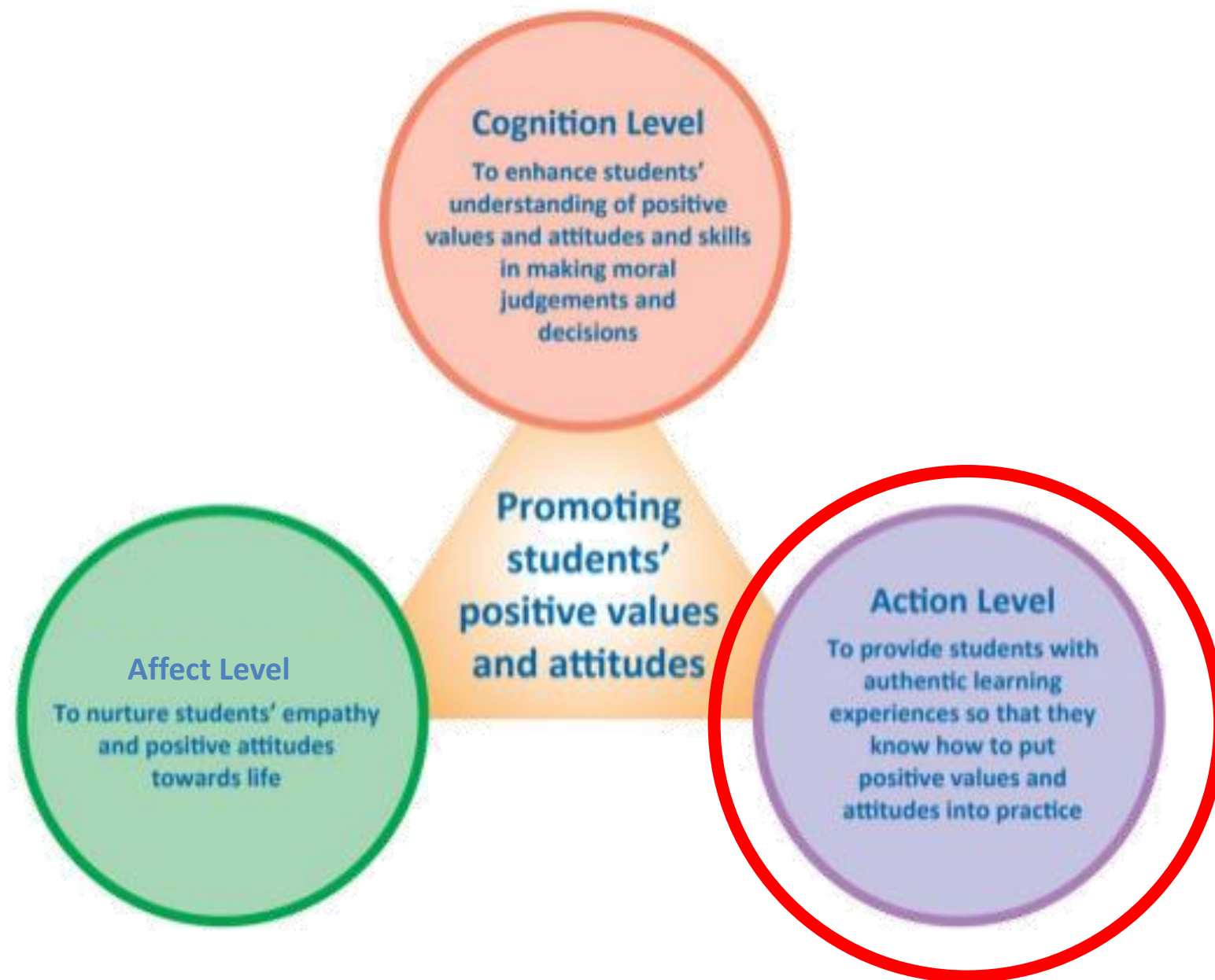
Why does David need to keep quiet in class?

At the **affect level:**

If you were David's classmate, how would you feel?

If your classmate talked loudly in class, how would you feel?

Using value-driven stories to enhance language development, VE and NE



Promote the target value “Respect for others”

At the *action level*:




Task students with creating classroom rules that emphasise and promote the priority value of "respect for others". Students *conduct a self-evaluation to assess their adherence to the rules* afterwards.

Promote understanding of Chinese tradition and culture:
Understand what First Writing Ceremony is and explore its cultural significance

**Storybook:
Li Wei's
First Writing
Ceremony**

Next, each child took turns receiving a special red dot on their forehead. It was a symbol of opening their "wisdom eye."

The First Writing Ceremony was held during the English lessons.

Item		Meaning
Celery		Diligence
Spring onions		Wisdom and intelligence
Red dot		Wisdom eye

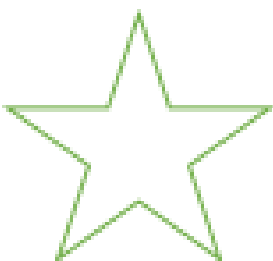
Using value-driven stories to enhance language development, VE and NE

Students setting goals

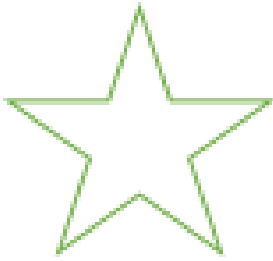
Li Wei felt proud. He made a special promise to work hard, be kind, and always do his best. With this promise, he was ready to start primary school and share his new adventures with his friends and family.

The main character promised to work hard after attending the First Writing Ceremony.

2. Read the statements below. Colour the star(s) next to the statements to show that you agree to do it as you start Primary One.



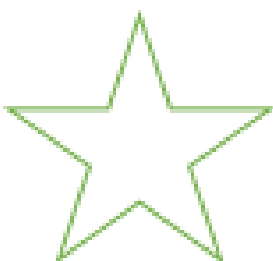
Hand in homework on time



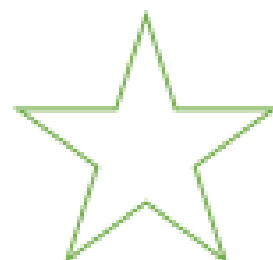
Pack my school bag



Write neatly



Keep quiet in class



Designing materials and activities to foster VE and NE

Storybook: David Goes to School

Highlighting key words about the First Writing Ceremony found in web articles and news reports

Reading a value-driven story about classroom rules and respecting for others

Storybook: Li Wei's First Writing Ceremony

Reading an artificial intelligence (AI) generated storybook about the First Writing Ceremony



Designing materials and activities to foster VE and NE

The gallery walk

Our Task Today

1

Form Groups

Work with your classmates in small teams

2

Create Posters

Make a poster about different school supplies

3

Draw and Label

Illustrate items a student might have in their bag

Getting Ready to Walk

1

Get Your Number

Teacher assigns you a number (1-4)

2

Find Your Poster

Go to the poster matching your number

3

Prepare to Present

If you are viewing the poster that you helped to create it's your job to explain it to the new group

4

Rotate

When the teacher says rotate move to the next poster

**Collaboration and
respect among peers**

Teachers using generative AI to create a storybook

01

Copilot
Chatbot

Developing a
story plot line
using Copilot
Chatbot

02

ChatGPT

Generating an
image prompt
using ChatGPT

03

DeepAI

Creating
illustrations for the
cover and story
using DeepAI

04

Book
Creator

Compiling the
story content and
images for
uploading to Book
Creator

01

Copilot Chatbot

Developing a
story plot line
using Copilot
Chatbot

AI generated story plot line

Write a captivating story plot line that revolves around a main character named Li Wei for primary one students. Li Wei is a six-year-old boy who has just started primary school. He attends the First Writing Ceremony, a traditional event in China that marks the beginning of his primary learning journey. The teachers would talk about the importance of learning and how knowledge is like a treasure and each child would take turns receiving a special red dot on their forehead which is a symbol of opening their "wisdom eye."



Message Copilot



Li Wei woke up early, his heart filled with excitement. Today was a very special day: it was his first writing ceremony! As Li Wei walked to school, he saw his friends gathering. They were all excited and chatting about the ceremony.

02 ChatGPT

Generating an image prompt using ChatGPT

Create an image prompt for each page of the story below, ensuring that the illustrations are clear, engaging, and suitable for six-year-old students. The images should vividly depict key scenes while capturing the essence of the First Writing Ceremony in a way that is visually appealing and easy for young children to understand.

Page 1

Content:

Li Wei woke up early, his heart filled with excitement. Today was a very special day: it was his first writing ceremony!

Page 1 - Li Wei's Excitement

Prompt:

Illustrate a young boy, Li Wei, sitting up in bed with wide, excited eyes. He wears traditional Chinese clothing, and the morning sunlight streams through a window, casting a warm glow. His room has simple decorations, perhaps a small bookshelf with picture books and a desk with a brush and inkstone, hinting at his love for learning.

AI generated image prompts

Creating
illustrations for the
cover and story
using DeepAI

- Selecting the “AI Image Generator” feature on DeepAI
- Choosing the "Children's Book Illustration" style to ensure consistency throughout the storybook
- Inputting the refined image prompts into the chatbot to generate the illustrations

04

Book Creator

Compiling the
story content and
images for
uploading to Book
Creator

Choose a book
shape

Compile the text and illustrations and
upload them to Book Creator

Key considerations when using generative AI in storybook design

Tool Selection for Different Stages:

- Use specialised tools for different tasks, such as Copilot for prompt engineering, and Deep AI for creating consistent storybook.

Consistency in Illustrations

- Ensure illustrations are consistent throughout the storybook to maintain character recognition and narrative flow. Inconsistent illustrations can disrupt the reader's understanding.

User-friendly Interface:

- The tools should be easy for teachers to use, enabling them to create and modify content efficiently without requiring too much technical expertise.

***Infusing Values Education and
National Education into
Primary Five School English Language
Curriculum***

SKH Chi Fu Chi Nam Primary School

Ms SINN Ina Marie

Ms YAU Yin-king

Background: Development needs

Integrate **values education (including national education)** into the school curriculum

- Enhance students' skills in reading **comprehension** and **organising writing ideas**
- Cultivate **values associated with Chinese festivals** in students

Curriculum level

Student level

Teacher level

- Enable teachers to incorporate the **elements of values education (including national education)** into curriculum design through unit planning
- Enhance teachers' **skills in designing values-infused activities and resources**

About the project

Level	Module	Unit	Theme	Experiential learning
P5	Happy days	Colourful customs	Traditional Chinese festivals	Design or make a traditional festive gift (e.g. dragon boat, lantern)

Learning objectives

Content	Language	Values and attitudes
<ul style="list-style-type: none">To learn about the Chinese New Year customs and respect the importance of Chinese cultureChinese New Year festive food, activities before and during Chinese New Year	<ul style="list-style-type: none">To understand the text features of informational textsTo acquire theme-related vocabularyTo analyse informational texts using mind mapsTo write a blog entry using the learnt vocabulary and ideas	<ul style="list-style-type: none">To enhance students' understanding of the origins and cultural practices of traditional Chinese festivals and their associated values (e.g. family unity, filial piety)

I. Language skills development

Enhancing students' exposure to non-fiction

- To increase students' exposure to a variety of theme-related texts
- To understand the text features of informational texts
- To acquire theme-related vocabulary
- To analyse informational texts using mind maps

- To increase students' exposure to a variety of theme-related texts

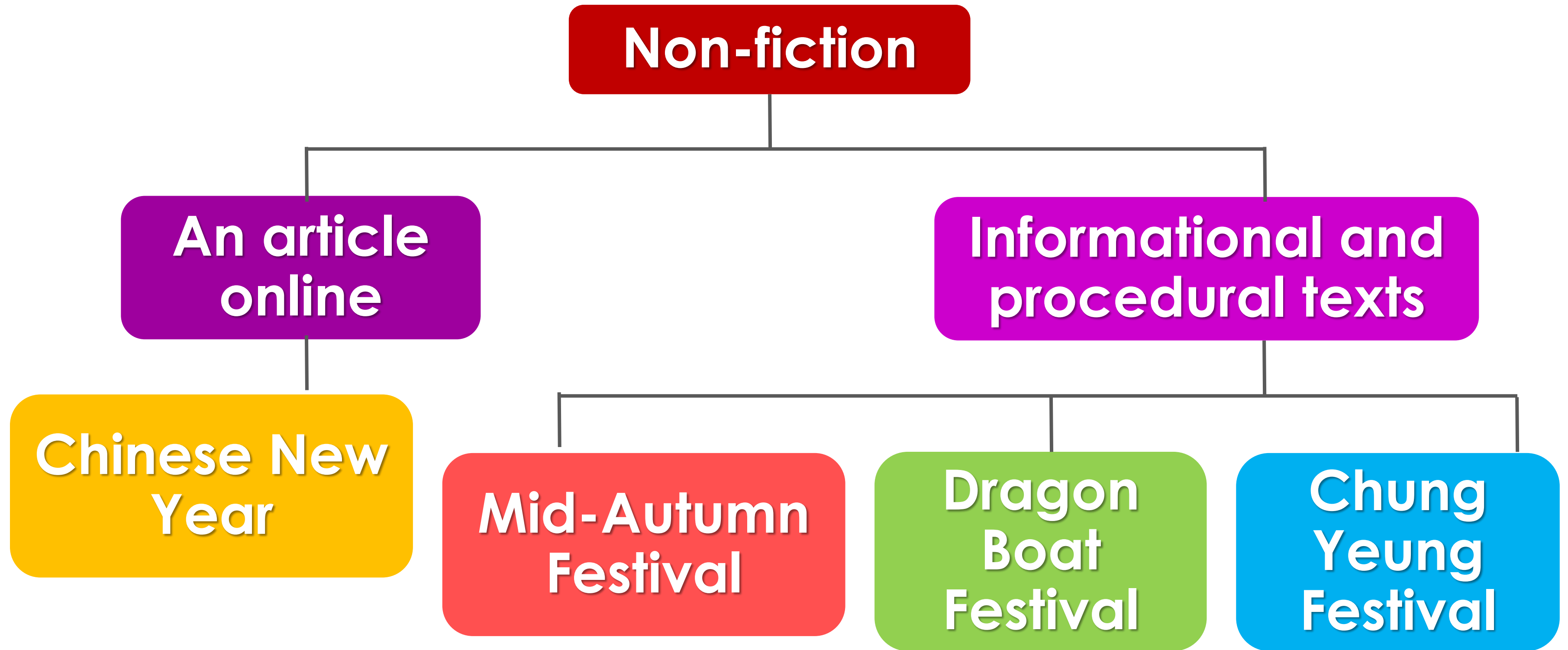
In addition to the main text (Email) about Chinese New Year, supplementary readings on three other festivals are included.

E-mail about Chinese New Year
(main text) in the text book



Non-fiction
(informational and
procedural)

- To increase students' exposure to a variety of theme-related texts



- To increase students' exposure to a variety of theme-related texts

Non-fiction (informational and procedural)

Mid-Autumn Festival

An informational text
about Mid-Autumn
Festival

Procedures for making a
Chinese lantern

Dragon Boat Festival

An informational text about
Dragon Boat Festival

Enhancing students' exposure to non-fiction

- To increase students' exposure to a variety of theme-related texts
- To understand the text features of informational texts
- To acquire theme-related vocabulary
- To analyse informational texts using mind maps

•To understand the text features of informational texts

Strengthen students' skills in understanding informational texts by teaching them the text features (e.g. headings and subheadings).

Enhancing students' exposure to non-fiction

- To increase students' exposure to a variety of theme-related texts
- To understand the text features of informational texts
- To acquire theme-related vocabulary
- To analyse informational texts using mind maps

•To acquire theme-related vocabulary

E.g. vocabulary about festive customs or food

Chinese New Year

e.g. making a wish,
buying a windmill

Mid-Autumn Festival

e.g. tang yuan,
reunion, lantern

Dragon Boat Festival

e.g. zongzi, dragon
boat races, beating
drums

Chung Yeung Festival

e.g. ancestors,
Chongyang Festival,
grave, Chung Yeung
cake

Enhancing students' exposure to non-fiction

- To increase students' exposure to a variety of theme-related texts
- To understand the text features of informational texts
- To acquire theme-related vocabulary
- To analyse informational texts using mind maps

•To analyse informational texts using mind maps

- Teach students the benefits of using mind maps and their functions (e.g. how to organise information, easier to make inferences).
- Use a mind map to analyse the text structure of the main text about Chinese New Year in the textbook.

Purpose:

- To explore the text from different angles (WH-questions)
- To use visuals to help students understand and recall the passage
- To practice analyzing text structure
- To show how ideas are organised in the writing
(Students indicate each box to its corresponding paragraph by numbering the boxes)

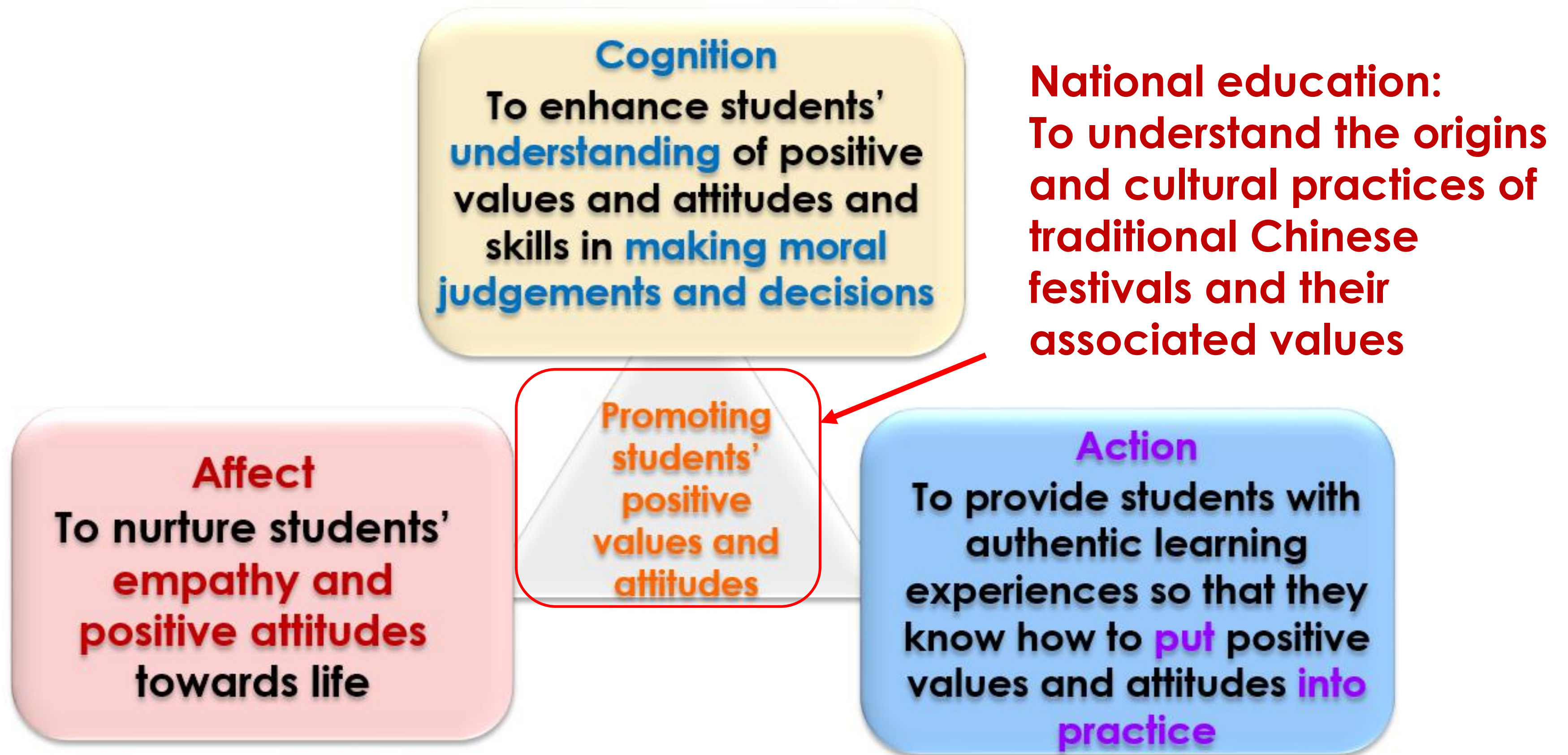
•To analyse informational texts using mind maps

Use mind maps again after reading different traditional festivals in group work in the later stage.

Purpose:

- To consolidate the skills of using mind maps for comprehension
- To help students organise their ideas for presentation

II. Enhancing students' understanding of the traditional Chinese festivals and their associated values



- **Through the informational texts, students can understand the origins and traditions of the festivals.**
- **Use action of the characters as the lead in to enhance students' understanding of their associated values**
 - Use actions of the characters as the lead in to provoke deeper thought and discussion among students about the importance of the target values.

Purpose:

- To introduce the proper values naturally
- To use texts to encourage reflection
- To facilitate discussion about the topics

Cognition

Affect

Action

Use the scenarios in the extended texts as the lead in to enhance students' understanding of their associated values

Through analysing the scenarios, these values are introduced and highlighted.

Values learnt from the Chinese New Year	Values learnt from the Mid-Autumn Festival	Values learnt from the Chung Yeung Festival	Values learnt from the Dragon Boat Festival
<ul style="list-style-type: none">family unity	<ul style="list-style-type: none">honestytrustlove	<ul style="list-style-type: none">filial pietyrespect for the elders	<ul style="list-style-type: none">integrity

Class discussion

- Lead a class discussion on the 4 selected festivals to arouse students' love for others.
- Several aspects are discussed, such as asking themselves to put into others' shoes to arouse their affection for others.

Purposes:

- To encourage students to connect the text to their own experiences.
- To help students imagine others' perspectives to build empathy.
- To guide students to reflect on their values and actions.

Cognition

Affect

Action

1. Introduce a traditional festival to foreigners:

- Write a blog entry to introduce one of the traditional Chinese festivals to foreigners.

2. Experiential learning:

- Design or make a dragon boat, rice dumpling or lantern to promote the cultural values of the traditional Chinese festivals.

3. Reflecting on traditional festival customs:

- Ask students to take notes and mark down what customs they have experienced.

Purposes:

- To deepen understanding and appreciation of Chinese culture and traditions.
- To help students connect personally with cultural practices.
- To strengthen learning through real-life experiences.

Cognition

Affect

Action

Impact:

Curriculum level

- **Values education (including national education)** has been integrated into the school curriculum.

**Project of
Traditional Chinese
Festivals**

Teacher level

- Teachers became able to incorporate the **elements of values education (including national education)** into curriculum design.
- Teachers were empowered with the **skills in designing values-infused activities and resources.**

Student level

- Skills in reading **comprehension** and **organising writing ideas** were enhanced.
- **Values associated with Chinese festivals, e.g. family unity, filial piety,** were cultivated.

Tips for integrating VE and NE into English language learning and teaching

Integrating proper values and attitudes and Chinese culture into textbook modules and units

- Conduct holistic planning to incorporate values and attitudes, and elements of Chinese culture into English language learning and teaching.

Sourcing and designing value-driven materials and activities

- Select materials and design activities that engage students and promote the development of proper values and attitudes.

Using experiential learning to cultivate proper values and attitudes

- Engage students in real-life situations and hands-on activities to foster experiential learning and connect with their personal experiences.