

**Fostering values education and Life Planning  
Education to provide students with all-  
rounded learning experiences**

### **3.7 Fostering the development of higher-order thinking and positive values and attitudes beyond the classroom through a cross-curricular project**

#### **Background**

To address the school's major concerns about promoting higher-order thinking (HOT) and positive education among students, English Language, General Studies and Mathematics teachers of CCC Kei Wai Primary School (Ma Wan) have piloted a cross-curricular project for two years at P3, aiming at developing students' problem solving skills and a healthy lifestyle among them. Teachers hold the firm belief that making coordinated and concerted efforts can better promote Key Stage 1 students' whole-person development and prepare them for cognitively more challenging HOT tasks at Key Stage 2.

#### **Level**

P3

#### **Strategies used**

##### **1. Incorporating simulated and real-life problems into the project design**

English Language and content subject teachers made use of theme-related simulated and real-life problems such as preparing a budget plan as a strategy to foster students' problem solving skills. Constraints and conditions such as health concerns were incorporated into the problems for students to satisfy in order to develop basic problem solving skills.

##### **2. Using life-wide learning activities for students to apply classroom learning**

Life-wide learning (LWL) is an effective strategy to extend and enrich students' learning experiences (The Curriculum Development Council, 2014). English Language and content subject teachers collaboratively designed life-wide and experiential learning activities such as making purchases in a supermarket for students to apply their classroom learning of the target knowledge, skills and positive values and attitudes in an authentic setting, and to solve real-life problems.

##### **3. Harnessing community resources**

Teachers tapped into community resources as an approach to broadening students' learning experiences, horizons and learning space. English Language and content subject teachers sought assistance from a private company by arranging cashiers who are capable of speaking in English to forge a partnership so as to create a greater impact on student learning.

## What happened

The following table gives an overview of the cross-curricular project design:

<b>Theme</b>	Be a Smart Consumer		
<b>Units</b>	<b>English Language</b>	<b>General Studies</b>	<b>Mathematics</b>
	“At the Fast Food Shop”, “Time to Eat” and “Cooking Is Fun”	“Smart Consumers”	“Multiplying One-, Two- and Three-digit Numbers”
<b>LWL activities</b>	a. A visit to a supermarket and a food fair in the first pilot year (2019/20)		
	b. Parent-child activities outside the school in the second pilot year (2020/21)		

### Stage One: Planning of the cross-curricular project

At the initial stage, English Language and content subject teachers built consensus on the common focuses and laid the groundwork for the project implementation. The following shows the key tasks done at this stage:

#### 1. Mapped the school English Language, General Studies and Mathematics curricula to identify common focuses

Using “Be a Smart Consumer” as a common theme, English Language, General Studies and Mathematics teachers mapped the common focuses including subject-specific vocabulary, a pre-reading strategy “THIEVES” (i.e. Title, Headings, Introduction, Every first sentence, Visuals and vocabulary, Ending and Summary), HOT and positive values and attitudes for students’ whole-person development and lifelong learning. They chose relevant English Language and content subject units for cross-curricular collaboration, covering them in a synchronised manner to facilitate students to make connections across subjects.

#### 2. Designed a cross-curricular booklet with self-directed learning tasks

In the first pilot year, English Language, General Studies and Mathematics teachers designed a “shopping fun booklet” that includes a budget plan template and some websites for students’ self-directed learning (SDL) to prepare them for the LWL activities. Students had to prepare a budget plan in groups and watch some cooking videos to learn how to cook the dishes for the food fair on their own. In the second pilot year, teachers adapted the “shopping fun booklet” and changed it to a “family cooking project booklet” for the planned parent-child activities.

Budget and actual expenses:			
(A) Tick the things and write down the quantities you need.		(B) Estimate the price of the items you have chosen.	(C) Record the actual price and cost.
<u>Ingredients:</u>			
<input checked="" type="checkbox"/> mixed fruit	X tin(s)	\$ x = \$	\$ x = \$
<input checked="" type="checkbox"/> pineapples	X tin(s)	\$ x = \$	\$ x = \$
<input checked="" type="checkbox"/> biscuits	X packet(s)	\$ x = \$	\$ x = \$
<input checked="" type="checkbox"/> tuna fish	X tin(s)	\$ x = \$	\$ x = \$
<input checked="" type="checkbox"/> chocolate syrup	X bottle(s)	\$ x = \$	\$ x = \$
<input checked="" type="checkbox"/> sausages	X tin(s)	\$ x = \$	\$ x = \$
<input checked="" type="checkbox"/> marshmallow	X packet(s)	\$ x = \$	\$ x = \$

<u>Utensils</u>				
<input checked="" type="checkbox"/> knife*	X _____	*Your teacher will prepare those marked utensils.		
<input checked="" type="checkbox"/> pot*	X _____			
<input checked="" type="checkbox"/> colander*	X _____			
<input checked="" type="checkbox"/> ladle*	X _____			
<input checked="" type="checkbox"/> bowl*	X _____			
<input checked="" type="checkbox"/> plate	X _____ pack(s)		\$ x = \$	\$ x = \$
<input checked="" type="checkbox"/> chopsticks	X _____ pack(s)		\$ x = \$	\$ x = \$
<input checked="" type="checkbox"/> spoon	X _____ pack(s)		\$ x = \$	\$ x = \$
<input checked="" type="checkbox"/> stick	X _____ pack(s)		\$ x = \$	\$ x = \$
<input checked="" type="checkbox"/> spoon	X _____ pack(s)		\$ x = \$	\$ x = \$

Extracts of a budget plan to be completed by students prior to the visit to a supermarket

## **Stage Two: Implementation of the project inside the classroom**

English Language, General Studies and Mathematics teachers devoted concerted efforts to equipping students with the necessary knowledge, skills and positive values and attitudes needed for the project, and made explicit links between their lessons and those of other subjects. They implemented the project using an array of face-to-face and online activities inside and outside the classroom. The following shows the key tasks done inside the classroom:

### **1. Provided students with subject-specific language input to facilitate learning of the cross-curricular theme**

Students were exposed to the target subject-specific vocabulary (multiply, add, expiry date, budget, price, packaging, etc.). They made use of an e-tool “Quizlet” for self-directed learning of vocabulary items before lessons. They also learnt and applied a pre-reading strategy “THIEVES” to anticipate the content of information texts in English Language and General Studies lessons.

### **2. Made concerted efforts to nurture the target positive values and attitudes**

To enable students to cultivate the target positive values and attitudes of smart consumers, English Language and content subject teachers joined hands to enable students to make good value judgements in buying things and to create chances for them to think about what a healthy lifestyle should be. They gave students much autonomy in making value judgements and decisions on what to buy when they went shopping.

In Mathematics lessons, students first learnt how to multiply one-digit, two-digit and three-digit prices by the number of items to work out the costs. They learnt to apply multiplication skills to find out the actual cost of an item, and use facts and figures to judge whether their spending would be within the budget or not so as to become thrifty.

Students learnt the major considerations for smart shopping in General Studies lessons. Through teachers’ examples and discussions, students took account of such factors as the functions and features of shopping items, and judged whether those items would be of good value for money or not. Teachers also drew students’ attention to the need to spend within the given budget, and advised them to value thriftiness and resist the temptation of impulsive shopping.

English Language teachers focused on the specific tips for buying food items at a supermarket for the food fair. They taught students how to read the expiry dates and basic nutrition facts on food labels in order to choose food with less sugar, fat and/or sodium for living a healthy lifestyle. Using whole class discussions, examples and practices, students learnt to adopt the attitude of a smart consumer by avoiding shopping pitfalls such as buying unnecessary things because of alluring packaging or gifts and spending more than one’s means.

### **3. Made use of theme-related simulated problems in English Language, General Studies and Mathematics lessons**

To foster students’ HOT, they were given simulated problems to solve in class. Through these simulated problems as shown below, they developed basic problem solving skills.



Subjects	Examples of theme-related simulated problems
Mathematics	Students solved theme-related Mathematics problems in different shopping situations. They multiplied the prices with the number of shopping items to work out the total cost.
General Studies	Students solved simulated problems such as the need to choose different products to buy based on the major considerations for shopping (i.e. the functions, quality, expiry date, price of a product, given budget and healthy food).
English Language	Students needed to satisfy some given constraints/conditions (a limited budget, choosing healthy food, family members' preferences, calories of food, etc.) in simulated problems related to shopping at a virtual supermarket.



Students solving simulated problems



A teacher drawing students' attention to the constraints in a simulated problem

### Stage Three: Implementation of the project outside the school

#### 1. Provided students with real-life problems in the first pilot year

To enable students to apply problem solving skills and the target positive values and attitudes learnt in an authentic context, English Language and content subject teachers organised a visit to a supermarket for students to buy the food items and utensils for the food fair using a given budget of \$60. However, the food fair was cancelled due to the COVID-19 pandemic.



Parents rendering support during the visit to the supermarket



Students looking at the food labels

Before the visit, students made use of the “shopping fun booklet” to prepare for a budget plan in groups and to estimate the cost of shopping. Using the booklet, they revisited the shopping tips explicitly taught by teachers in class. At the supermarket, they were given much learner autonomy to make different decisions and accomplish various project tasks. Students calculated the actual cost of the items and spotted possible discrepancies between the estimated and actual costs. They had to solve the problems identified by adjusting the quantities and/or choice of items to buy in order not to exceed the given budget. They also applied the shopping tips and major considerations learnt in the classroom by reading and comparing the basic nutrition facts on the food labels for a more healthy living. During the visit, they made different value judgements of whether those items would be of good value for money and good for health or not.

Teachers sought assistance from different partners. Prior to the visit, teachers requested the manager of a supermarket to arrange cashiers capable of talking with students in English on the day of the visit. Parents offered their assistance as extra manpower to escort students to the supermarket. After the visit, teachers gave a debriefing of students’ shopping experience to revisit the target positive values and attitudes.

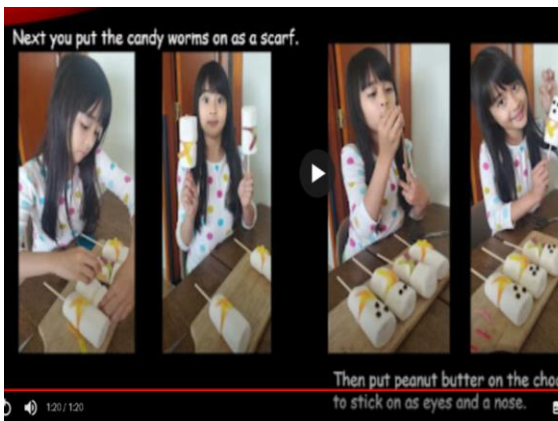
## **2. Conducted parent-child activities with real-life problems included in the second pilot year**

In the second pilot year, teachers grappled with the challenge of the suspension of face-to-face classes and had much difficulty in organising similar LWL activities. They flexibly modified the visit to a supermarket and the food fair to become some parent-child activities to create equally rich experiential learning experiences for students.

Students made use of the “family cooking booklet” to devise a budget plan at home before their visit to a supermarket. They chose a dish to prepare and used the websites for self-directed learning of cooking steps. Parents were tasked with the missions of accompanying their children to go shopping at a nearby supermarket and assessing their dishes served in a home party. Students also applied the shopping tips and other theme-related knowledge, skills and positive values and attitudes learnt in online lessons while they did shopping with their parents at the supermarket.

Afterwards, students cooked the dishes and enjoyed the food in a home party with family members. They also produced their cooking videos and uploaded them to the Google Classroom or YouTube for peer feedback. Using the evaluation sheets in the booklet, students’ family members gave feedback on the dishes.





Some snapshots of students' cooking

## Impact

### Student learning

#### 1. A firm grasp of subject-specific vocabulary and pre-reading skills

With teachers' coordinated efforts to cover and consolidate theme-related vocabulary, students were able to master them well and had many opportunities for applying them in different subject contexts. They were able to apply the pre-reading strategy "THIEVES" and became more confident in understanding information texts in English Language and General Studies lessons and transferring this pre-reading strategy to other subject contexts.

#### 2. Basic problem solving skills developed

The majority of students were able to understand and satisfy the constraints and conditions in simulated and real-life problems and solve them. Many of them demonstrated enhanced basic problem solving skills in the project. For example, in devising a budget plan, they went through a problem solving process by first considering the major constraints: the given budget and the actual costs/prices of shopping items. They thought of different possible solutions such as re-adjusting the estimated expenditure and changing the quantities to buy and/or choices of items to resolve the real-life problems faced.

Budget and actual expenses:		
(A) Tick the things and write down the quantities you need.	(B) Estimate the price of the items you have chosen.	(C) Record the actual price and cost.
Ingredients:		
<input checked="" type="checkbox"/> mixed fruit	X _____ tin(s)	\$ _____ = \$ _____
<input checked="" type="checkbox"/> pineapples	X _____ tin(s)	\$ _____ = \$ _____
<input checked="" type="checkbox"/> biscuits	X 1 _____ packet(s)	\$ 2.0 x 1 = \$ 2.0
<input checked="" type="checkbox"/> tuna fish	X _____ tin(s)	\$ 10 x 1 = \$ 10
<input checked="" type="checkbox"/> chocolate syrup	X _____ bottle(s)	\$ _____ = \$ _____
<input checked="" type="checkbox"/> sausages	X _____ tin(s)	\$ _____ = \$ _____
<input checked="" type="checkbox"/> marshmallow	X _____ packet(s)	\$ _____ = \$ _____
<input checked="" type="checkbox"/> salad dressing	X 1 _____ bottle(s)	\$ 10 x 1 = \$ 10
<input checked="" type="checkbox"/> soda	X _____ can(s)	\$ _____ = \$ _____
<input checked="" type="checkbox"/> chocolate eggs	X _____ packet(s)	\$ _____ = \$ _____
<input checked="" type="checkbox"/> cornflakes	X _____ box(s)	\$ _____ = \$ _____
<input checked="" type="checkbox"/> soft drinks	X _____ bottle(s)	\$ _____ = \$ _____
<input checked="" type="checkbox"/> others	X 1 _____ can	\$ 10 x 1 = \$ 10
(please specify):		\$ 5 x 1 = \$ 5
(COP)	Total: \$ 50	Total: \$ 59.5
Utensils:		
<input checked="" type="checkbox"/> knife*	X _____	\$ _____ = \$ _____
<input checked="" type="checkbox"/> pot*	X _____	\$ _____ = \$ _____
<input checked="" type="checkbox"/> colander*	X _____	\$ _____ = \$ _____
<input checked="" type="checkbox"/> ladle*	X _____	\$ _____ = \$ _____
<input checked="" type="checkbox"/> bowl*	X _____	\$ _____ = \$ _____
<input checked="" type="checkbox"/> plate	X _____ pack(s)	\$ _____ = \$ _____
<input checked="" type="checkbox"/> chopsticks	X _____ pack(s)	\$ _____ = \$ _____
<input checked="" type="checkbox"/> spoon	X _____ pack(s)	\$ _____ = \$ _____
<input checked="" type="checkbox"/> stick	X _____ pack(s)	\$ _____ = \$ _____
<input checked="" type="checkbox"/> spoon	X _____ pack(s)	\$ _____ = \$ _____
<input checked="" type="checkbox"/> fork	X _____ pack(s)	\$ _____ = \$ _____
<input checked="" type="checkbox"/> paper case	X _____ pack(s)	\$ _____ = \$ _____
<input checked="" type="checkbox"/> others	X _____	\$ _____ = \$ _____
(please specify):		\$ _____ = \$ _____
	Total: \$ _____	Total: \$ _____

A student's budget plan



Our little smart consumers

#### 3. Enhanced self-directed learning and collaboration skills

Students displayed improved generic skills such as SDL skills and collaboration skills. At the start, they took the initiative to learn theme-related vocabulary using the e-tool "Quizlet". They

displayed much learner independence by making different shopping decisions on their own and doing various SDL tasks such as working out a budget plan and learning cooking steps. This meaningful shopping experience enabled them to become less reliant upon teachers' input and gain bolstered confidence in working independently. In the first pilot year, they also showed a good team spirit when they worked closely with their peers to solve different problems encountered at the supermarket and successfully accomplished the shopping mission. There was much peer learning in the process.

#### **4. Target positive values and attitudes nurtured**

Students were able to adopt a smart consumer's values and attitudes. They learnt to avoid some shopping pitfalls, and developed an awareness of the importance of choosing healthy food or shopping items that are of better quality or good value for money. Most of them did not yield to the temptation of buying items with appealing packaging and gifts. The authentic experience of visiting a supermarket also provided them with valuable learning points to become more frugal. As observed by their teachers and parents in the first and second years of implementation, most students were able to apply the shopping tips in an authentic setting. They have become more aware of basic nutrition facts on food labels and learnt that they should not succumb to their whims while shopping, which is pivotal for developing a healthy shopping habit.

### **Teacher development**

#### **1. Enhanced professional capacity and confidence in cross-curricular planning**

English Language and content subject teachers' confidence and professional knowledge and skills in planning and implementing a cross-curricular project were enhanced. They learnt not only curriculum mapping skills but also effective ways to incorporate life-wide learning into a cross-curricular project. There was enhanced teachers' understanding and knowledge of how to play complementary roles in a cross-curricular project and conduct life-wide and experiential learning activities for students to achieve whole-person development. The pilot experience has also confirmed their belief that implementing cross-curricular projects is plausible at Key Stage 1.

#### **2. A more collaborative culture nurtured**

Through cross-curricular planning, a collaborative culture has been nurtured at this school. English Language and content subject teachers realised that their concerted and coordinated efforts created a more significant impact on students' development of HOT and positive values and attitudes for their all-round development and lifelong learning. The successful cross-curricular collaboration has also become a catalyst for more collaboration in other levels and different aspects.

### **Curriculum development**

This cross-curricular project was used as an entry point for conducting ongoing curriculum renewal. Different innovations including Reading across the Curriculum, self-directed learning, values education, and life-wide and experiential learning were coherently integrated into the school curriculum so as to help foster different skills including soft, life and HOT skills to tackle cognitively more challenging tasks that involve HOT at Key Stage 2, and nurture the target positive



values for whole-person development. The revamped school curriculum at P3 has also become more relevant to students' lives and engaging.

## **Conclusion**

### **Facilitating factors**

#### **1. Open-minded, creative and visionary English Language panel head and Primary School Curriculum Leader (PSCL)**

The English Language panel head and PSCL are receptive to curriculum innovations. They were the masterminds of the cross-curricular project, having suggested many creative ideas to try out inside and outside the classroom and discerned the pressing needs of their students to tackle more challenging HOT tasks at the next key stage.

#### **2. Willingness to form a learning community to cope with the curriculum innovation**

Teachers possessed limited experience in cross-curricular planning at the start. However, they were very willing to pick up new knowledge and skills quickly through a school-based workshop on planning and implementing Reading across the Curriculum and had frequent sharing in co-planning meetings that enabled collaborating teachers to form a learning circle to explore the target curriculum innovation.

## **Way Forward**

With the two-year pilot experience gained, teachers have become more ready to implement cross-curricular planning at Key Stage 1, and extend it to other levels with a view to further updating and optimising the school curriculum. As they believe that HOT and positive values and attitudes are the cornerstones of students' whole-person development, they have begun and will continue to focus more on other lifelong learning skills such as developing creativity and an aesthetic sense among students for their whole-person development.

## **Bibliography**

Curriculum Development Council. (2014). *Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)*. Hong Kong: Author.

**CCC Kei Wai Primary School (Ma Wan)**  
**Amy POON (Language Support Officer)**

### 3.8 Cultivating positive qualities and responsibility for learning through Reading across the Curriculum

#### Background

Ta Ku Ling Ling Ying Public School accords high priority to character-building and self-directed learning so as to foster students' whole-person development. Apart from addressing the school concerns, teachers were aware of the need to enhance students' reading exposure. Hence, they designed a Reading across the Curriculum (RaC) programme to develop positive values among students and promote self-directed learning. Through the RaC programme, students not only broadened their reading exposure and knowledge base, but also learnt to care for the nature and be more responsible for their own learning.

#### Levels

P4-5

#### Strategies used

The following strategies were adopted in the RaC programme:

- 1. Integration of self-directed learning elements into the task design** – In order to improve students' self-directed learning habits and capabilities, writing rubrics were adopted in all RaC modules to help students set learning goals and monitor and evaluate their learning progress. Word lists were also used for students to expand their vocabulary bank in their own time.
- 2. Adoption of life-wide learning and experiential learning** – Authentic contexts related to students' daily life were set in the RaC modules for boosting their interests in learning and promoting care for animals, plants and the environment. Life-wide learning and experiential learning activities related to these contexts were designed to give students opportunities to learn by themselves and use English meaningfully outside the classroom.
- 3. Effective use of resources** – Different types of resources were used to facilitate the smooth preparation and running of the RaC programme:

Resource types	Purposes
<b>Natural</b> resources, for example, plants, insects and animals, found inside and outside the school	To cultivate a sense of belonging to the school and the community and promote care and love among students
<b>Financial</b> resources • Grant Scheme on Promoting Effective English Language Learning	• To create space for teachers to design the RaC modules

<b>Resource types</b>	<b>Purposes</b>
<ul style="list-style-type: none"> <li>• Subsidies from charities</li> <li>• Life-wide Learning Grant</li> </ul>	<ul style="list-style-type: none"> <li>• To improve Internet connection (e.g. buying portable Wi-Fi devices) for students who live in remote areas to learn outside school and maximise their learning time</li> <li>• To buy activity materials (e.g. herbs) and support them to do experiential learning activities at home</li> </ul>

## What happened

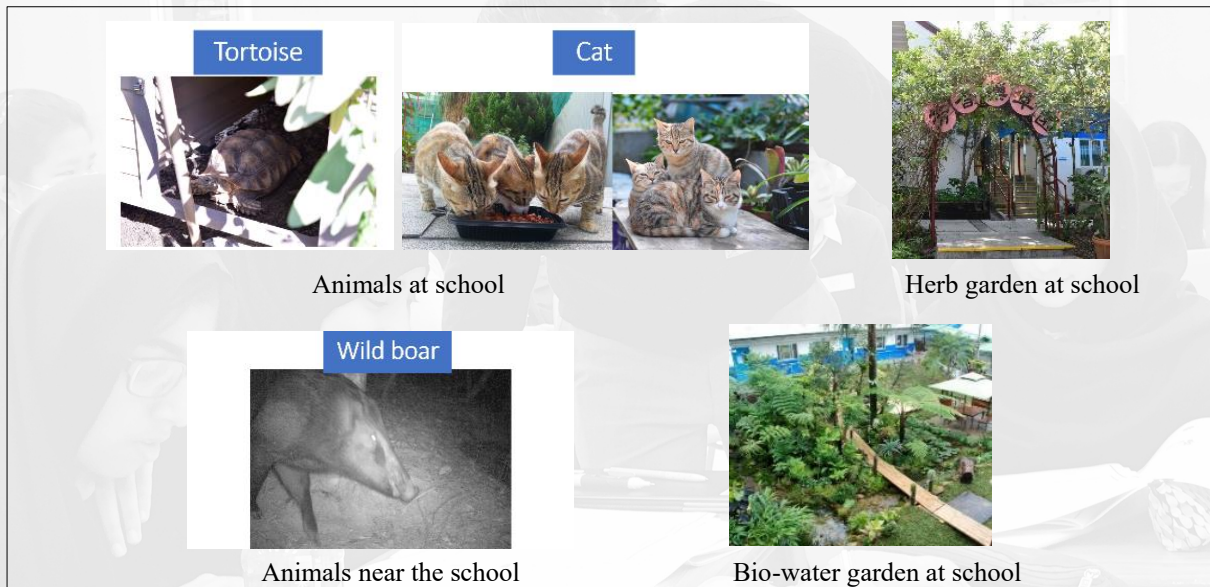
### 1. Mapping the curriculum of the English Language and General Studies subjects

English Language teachers had curriculum mapping with General Studies teachers to select appropriate themes for the RaC modules. For example, there is a unit about plants in the P4 General Studies syllabus. In the P4 English Language curriculum, comparatives and superlatives are covered. English Language teachers decided to plan a module regarding the plants at school for students to learn more about plants and compare plants using the target language. Apart from mapping relevant themes, the subject-specific knowledge was always covered by content subject teachers before the implementation of the RaC modules.

The table below summarises the focuses of the P4 and P5 RaC modules implemented in the English lessons:

<b>Levels</b>	<b>Modules</b>	<b>Contexts</b>			<b>Infusion of positive personal qualities</b>
		<b>School environment</b>	<b>Community</b>	<b>Natural environment</b>	
P4	“Plants and Flowers”	Plants at school			Care for plants and flowers
P4	“Insects”	Insects at school			Care for insects
P4	“Animal Riddles”	Animals at school	Animals near school		Care for animals
P5	“The Herb Garden”	Herbs at school			Appreciation for what herbs can give us
P5	“The Bio-water Garden”	Water at school		Water, water problems and how to save water	Responsibility for the environment
P5	“The Butterfly Garden”	Butterflies at school			Care for butterflies





Animals at school

Herb garden at school

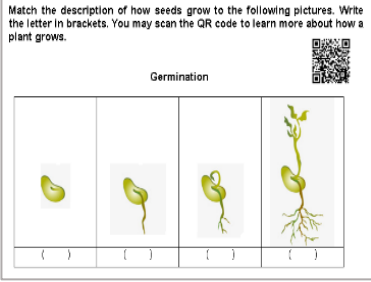

Animals near the school

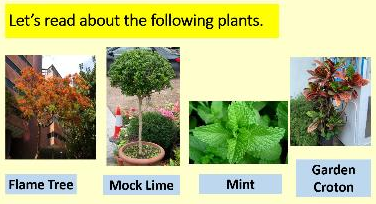
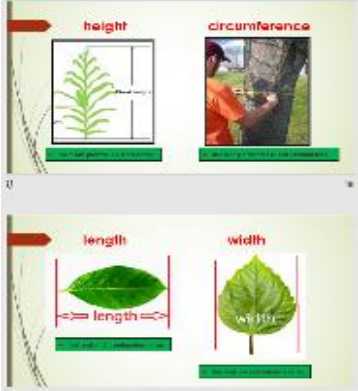

Bio-water garden at school

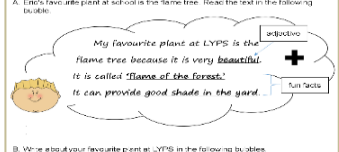
Selecting the themes and learning materials carefully for cultivating a sense of belonging and care for living things among students

## 2. Learning and teaching in action

- P4 RaC module: “Plants and Flowers”

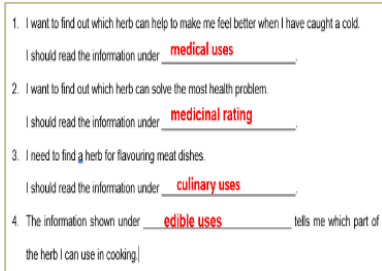
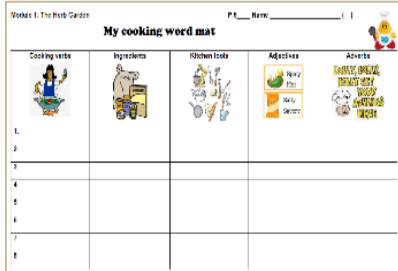


Steps	Learning activities	Key features*
<p>Step 1: Revisiting content subject knowledge</p>	<ul style="list-style-type: none"> <li>• Read a fiction text called “The Giving Tree” to provide the context for learning different parts of a tree</li> <li>• Read a non-fiction text called “Seed to Plant” to revisit subject-specific knowledge – different parts of plants and how plants grow</li> <li>• Did an extended self-directed learning task on labelling different parts of flowers</li> </ul>	 <p>Revisiting “germination”</p>
<p>Step 2: Learning vocabulary/ reading skills</p>	<ul style="list-style-type: none"> <li>• Read a non-fiction text called “Spring Plant” to learn about word formation and summarising skills</li> </ul>	 <p>Learning about suffixes</p>

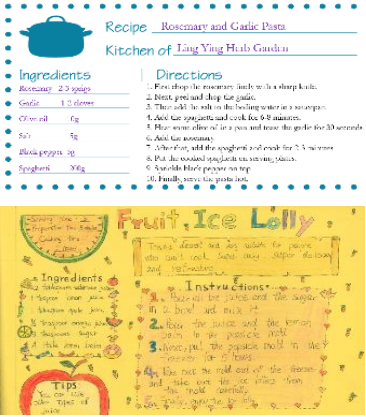


Steps	Learning activities	Key features*
Step 3: Getting to know the plants at school	<ul style="list-style-type: none"> <li>Studied four plants at school in detail</li> </ul>  <p>Learning more about four plants at school</p>	Promoting care for the plants at school
Step 4: Learning about measurements	<ul style="list-style-type: none"> <li>English teachers sought advice from a Mathematics teacher on appropriate use of subject-specific vocabulary (e.g. circumference)</li> <li>Learnt how to use rulers or measurement tapes to measure plants</li> <li>Learnt to use “centimetre(s)” or “metre(s)” to describe the length or width of plants using “It is... centimetres/metres long/wide.”</li> <li>Learnt adjectives to describe the physical appearance of the plants (e.g. round, hairy, pointy)</li> </ul>  <p>Learning how to measure plants with different tools</p>	
Step 5: Taking part in a life-wide learning activity	<ul style="list-style-type: none"> <li>Took part in a garden tour at school to closely study and measure the plants by themselves</li> <li>English Language teachers adapted the learning and teaching materials and shared a garden tour PowerPoint, fact sheets and findings collected by students during the online classes</li> </ul>  <p>Up-close contact with nature</p>	Promoting care for the plants at school Adopting life-wide learning to enable students to learn by themselves and use English meaningfully outside the classroom

Steps	Learning activities	Key features*																																																																	
<p>Step 6: Writing 1 (A fact sheet about the plants at school)</p>	<ul style="list-style-type: none"> <li>Revisited the target language – comparatives and superlatives</li> <li>Analysed the findings collected during the garden tour</li> <li>Set learning goals in the domains of content, language and organisation with the help of rubrics</li> <li>Improved self-monitoring and self-evaluation skills using the rubrics while and after writing a fact sheet about the four plants at school</li> </ul>	<div style="text-align: center;"> <p><b>Flame Tree</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Trunk / Stem</td> <td>1.4m (height)</td> <td style="width: 50%;">Flowers</td> <td>(colour)</td> </tr> <tr> <td>Leaves</td> <td>6 cm (circumference)</td> <td></td> <td>petals</td> </tr> <tr> <td></td> <td>9 cm (length/width)</td> <td>Flowering time</td> <td></td> </tr> <tr> <td></td> <td>Smooth/rough/hairy/pointy/round/thin/thick</td> <td>Others</td> <td>green</td> </tr> </table> <p><b>Garden Croton</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Trunk / Stem</td> <td>150 cm (height)</td> <td style="width: 50%;">Flowers</td> <td>(colour)</td> </tr> <tr> <td>Leaves</td> <td>— (circumference)</td> <td></td> <td>petals</td> </tr> <tr> <td></td> <td>27 cm (length/width)</td> <td>Flowering time</td> <td>no flower</td> </tr> <tr> <td></td> <td>Smooth/rough/hairy/pointy/round/thin/thick</td> <td>Others</td> <td>red</td> </tr> </table> <p><b>Mock Lime</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Trunk / Stem</td> <td>103 cm (height)</td> <td style="width: 50%;">Flowers</td> <td>yellow (colour)</td> </tr> <tr> <td>Leaves</td> <td>— (circumference)</td> <td></td> <td>petals</td> </tr> <tr> <td></td> <td>9 cm (length/width)</td> <td>Flowering time</td> <td></td> </tr> <tr> <td></td> <td>Smooth/rough/hairy/pointy/round/thin/thick</td> <td>Others</td> <td>green</td> </tr> </table> <p><b>Mint</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Trunk / Stem</td> <td>35 cm (height)</td> <td style="width: 50%;">Flowers</td> <td>(colour)</td> </tr> <tr> <td>Leaves</td> <td>— (circumference)</td> <td></td> <td>petals</td> </tr> <tr> <td></td> <td>3 cm (length/width)</td> <td>Flowering time</td> <td>no flower</td> </tr> <tr> <td></td> <td>Smooth/rough/hairy/pointy/round/thin/thick</td> <td>Others</td> <td>green</td> </tr> </table> </div> <p>Analysing findings recorded during the garden tour for writing a fact sheet</p>	Trunk / Stem	1.4m (height)	Flowers	(colour)	Leaves	6 cm (circumference)		petals		9 cm (length/width)	Flowering time			Smooth/rough/hairy/pointy/round/thin/thick	Others	green	Trunk / Stem	150 cm (height)	Flowers	(colour)	Leaves	— (circumference)		petals		27 cm (length/width)	Flowering time	no flower		Smooth/rough/hairy/pointy/round/thin/thick	Others	red	Trunk / Stem	103 cm (height)	Flowers	yellow (colour)	Leaves	— (circumference)		petals		9 cm (length/width)	Flowering time			Smooth/rough/hairy/pointy/round/thin/thick	Others	green	Trunk / Stem	35 cm (height)	Flowers	(colour)	Leaves	— (circumference)		petals		3 cm (length/width)	Flowering time	no flower		Smooth/rough/hairy/pointy/round/thin/thick	Others	green	<p>Improving students' self-directed learning habits and capabilities of goal setting, self-monitoring and self-evaluation</p>
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<p>Step 7: Writing 2 (“My Favourite Plant at School”)</p>	<ul style="list-style-type: none"> <li>Learnt to give reasons with “because” and adjectives (e.g. beautiful)</li> <li>Played a word puzzle based on adjectives in a word bank</li> <li>Set learning goals in the domains of content, language and organisation with the help of rubrics</li> <li>Improved self-monitoring and self-evaluation skills using the rubrics while and after writing “My Favourite Plant”</li> </ul>	<div style="text-align: center;">  <p>A. Write the adjective point of school in the flame tree. Attach the rest of the following to it.</p> <p>B. Write a beautiful favourite plant at LYPS in the following bubbles.</p> </div> <p>Using adjectives to give reasons</p>	<p>Improving students' self-directed learning habits and capabilities of goal setting, self-monitoring and self-evaluation</p>																																																																



- P5 RaC module: “The Herb Garden”

Steps	Learning activities	Key features*
<p>Step 1: Learning reading skills</p>	<ul style="list-style-type: none"> <li>• Read a fiction text called “Stregna Nona” to learn prediction skills and how to identify the main idea</li> <li>• Read the “Ling Ying Herb Garden Fact Sheets” to learn about features of fact sheets and how to locate specific information</li> </ul>  <p>Learning how to locate information in a fact sheet</p>	
<p>Step 2: Self-directed learning of vocabulary</p>	<ul style="list-style-type: none"> <li>• Expanded a vocabulary list called “My Cooking Word Mat” while and after reading the fiction and non-fiction texts in the module</li> </ul>  <p>“My Cooking Word Mat”</p>	<p>Improving students’ self-directed learning habits and capabilities of expanding the vocabulary bank in their own time</p>
<p>Step 3: Acquiring content subject knowledge</p>	<ul style="list-style-type: none"> <li>• Read a non-fiction text called “The Yummy Alphabet Book” to learn about herbs and their uses</li> <li>• Read the Ling Ying herb garden fact sheets and learnt to appreciate how herbs could help them</li> <li>• Learnt about how herbs are used in different cuisines, paving the way for the final writing task</li> </ul>  <p>Use of herbs in different cuisines</p>	<p>Showing appreciation for what herbs can give us</p>
<p>Step 4: Doing text comparison</p>	<ul style="list-style-type: none"> <li>• Compared a good recipe and a bad recipe and learnt the importance of using appropriate language items to make their recipes more reader-friendly</li> </ul>  <p>Analysing a good recipe</p>	

Steps	Learning activities	Key features*	
<p>Step 5: Writing (A recipe with herbs as ingredients)</p>	<ul style="list-style-type: none"> <li>Learnt about recipe features</li> <li>Read recipes of different levels of complexity to broaden students' exposure to different presentation styles</li> <li>Recapped imperatives and action verbs for writing a recipe</li> <li>Set learning goals in the domains of content, language and organisation with the help of rubrics</li> <li>Improved self-monitoring and self-evaluation skills with the rubrics while and after writing the recipe</li> </ul>	 <p>Reading recipes of different levels of complexity</p>	<p>Improving students' self-directed learning habits and capabilities of goal setting, self-monitoring and self-evaluation</p>
<p>Step 6: Doing an experiential learning activity</p>	<ul style="list-style-type: none"> <li>Chose a favourite herb and talked about what to cook with the herb</li> <li>Did an experiential learning activity at home with parents' support <ul style="list-style-type: none"> <li>Bought the ingredients</li> <li>Made the dish by following the instructions in the recipe they had written</li> </ul> </li> </ul>	 <p>Touching and sniffing the herbs</p>  <p>Cooking a dish with herbs at home</p>	<p>Adopting experiential learning to enable students to learn by themselves and use English meaningfully outside the classroom</p>

*\*Key features related to positive values and attitudes, self-directed learning, life-wide learning and experiential learning*

### Impact

#### Curriculum level

The school English Language curriculum was more holistically planned:



- There was meaningful integration of values education, self-directed learning and life-wide learning into the learning and teaching process to help students achieve whole-person development.
- By mapping learning elements of the General Studies subject into the English subject, students were supported to make connection between the two subjects, hence breaking the knowledge boundary.
- There was more progression in learning. For instance, the module on water was covered at P5 instead of P4 because the content subject knowledge involved is more complex and cognitively challenging.

### Student level

From students' reflections and interviews, the following can be observed:

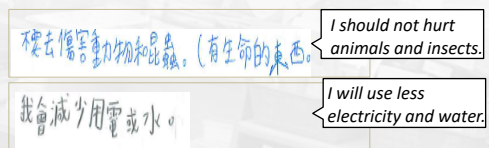
- Broadened exposure and knowledge about nature: Students enhanced their knowledge of using different herbs in cooking and learnt more about the plants, insects and animals inside and outside school. They were also able to apply such knowledge in their writing.



A sample of student writing – “My Favourite Plant at School”

- Nurtured positive personal qualities: Students showed more care for living things at school and around them. They realised they should not hurt animals and insects. They were also more aware of the responsibility they have for the environment.

2. What should you do as a Ling Ying student? How should you treat animals, insects, plants and natural resources (e.g. water)? 作為嶺英人，你應如何對待動物、昆蟲和天然資源（例如水）呢？



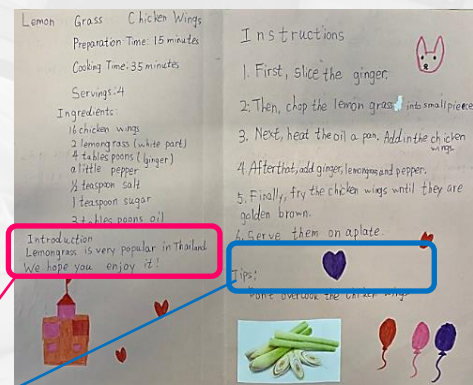
Students' self-reflections

- Improved self-directed learning capabilities: With the help of rubrics, students set higher but achievable learning goals in the domains of content, language and organisation before writing. They worked towards their goals by monitoring their own learning while writing and doing self-evaluation after writing using the same set of rubrics.

Writing rubrics				
Recipe				
Content	☺☺☺☺	☺☺☺	☺☺	☺
☐ In my recipe, I include 6 parts (1-6):	☐ In my recipe, I include 5 parts (1-5):	☐ In my recipe, I include 4 parts:	☐ In my recipe, I include 3 parts:	☐ I do not write anything.
1. title	1. title	1. title	1. title	
2. Introduction	2. ingredients with amounts	2. ingredients with amounts	2. ingredients with amounts	
3. ingredients with amounts	3. cooking tools	3. instructions	3. steps	
4. cooking tools	4. instructions			
5. instructions	5. extra information			
6. extra information				
Language	☐ I use	☐ I use	☐ I sometimes	☐ I do not

Introduction

Tips



Students achieving more in their writing by including an introduction and extra information in their recipes with the help of rubrics

Writing rubrics



## Conclusion

Teachers of this school conceptualised their experiences and found the following facilitating factors essential to the planning and implementation of their RaC programme:

### 1. Collaboration with content subject teachers

Curriculum mapping among different Key Learning Areas was significant for making learning coherent. By identifying commonalities between English Language and General Studies, it gave teachers a clear direction for selecting appropriate themes and reading materials for the RaC modules. It also helped their students make connections with their learning across subjects.

### 2. Parental support

Parents' help was solicited in the learning process. Parents supported their children's learning by buying herbs and cooking with them. In the module on "The Bio-water Garden", students interviewed their family about how to save water at home, giving them ideas for their writing. Without parental support, the RaC programme would not have been implemented so smoothly and effectively.

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Curriculum Development Council. (2014). *Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1 - 6)*. Hong Kong: Author.

Knowles, M.S. (1975). *Self-directed learning: A guide for learners and teachers*. New York: Association Press.

Task Force on Review of School Curriculum. (2020). *Optimise the curriculum for the future, Foster whole-person development and diverse talents*. Hong Kong: Author.

**Ta Ku Ling Ling Ying Public School  
Florence YIP (Language Support Officer)**

### **3.9 Delivering Life Planning Education within and beyond the senior secondary English classroom through an integrated approach to designing a career-related unit**

#### **Background**

To provide students with career-related experiences in preparation for further study or career development in accordance with their interests and abilities, Bethel High School, HKWMA Chu Shek Lun Secondary School, Ho Ngai College (Sponsored by Sik Sik Yuen) and Tsang Pik Shan Secondary School revamped their senior secondary English Language curricula by infusing a series of learning tasks and experiential learning activities related to Life Planning Education. Students from these schools participated in an internship programme piloted by the Language Learning Support Section. Target students' academic and personal development was monitored so as to conceptualise the impact of the curriculum design as well as to identify further areas for development of the programme.

#### **Levels**

S4-5

#### **Strategies used**

To integrate Life Planning Education (LPE) in the S4/S5 English Language curricula, the following two strategies were adopted in the design of a career-related unit.

#### **1. Infusing Life Planning Education elements into classroom learning tasks**

To develop students' work-related knowledge, skills and values and attitudes in a wholesome manner, LPE elements were incorporated into English learning tasks of S4-5 units on the world of work (e.g. **"Internships"** and **"Work"**) in the collaborating schools. Such thematic infusion not only equipped students with the knowledge and skills required in the senior secondary English Language subject, but also fostered students' self-understanding, career exploration and/or personal planning – the core elements of Life Planning Education (Education Bureau, 2014).

In addition, to cater for the learning needs of senior secondary students, relevant task-based learning and teaching materials were tailored based on individual school contexts. For example, some of the tasks adopted formats of the English Language assessments of the Hong Kong Diploma of Secondary Education (HKDSE) examination so as to familiarise students with the task requirements of public assessments. Different schools also chose different entry points according to students' needs such as developing various language skills (e.g. reading, writing, integrated language skills), cultivating generic skills and work attitudes needed for career and further studies, or making informed decisions about internship choices.

#### **2. Providing students with work experience through short-term internship**

To foster students' **whole-person development** and **lifelong learning capacity** (Education Bureau, 2014), each of the four schools nominated one student to participate in the "Secondary School Student Attachment Programme" organised by the Language Learning Support Section,

Education Bureau in July 2019. Participating students were expected to:

- strengthen and extend their **English Language learning beyond the classroom**;
- develop some basic **work-related skills** and **positive work attitudes**; and
- foster **self-understanding, personal planning, goal setting, and reflective habits of mind**.

(For details of the pilot programme organised in 2017/18 such as the objectives and underlying principles, please refer to the article titled *Delivering career and life planning education beyond the classroom through an experiential learning job attachment programme* in the previous issue of our Compendium.)

## What happened

### 1. School-based career-related thematic units

Below shows a brief outline of the different thematic units implemented in the project schools:



Project schools	Levels	Units	Major learning tasks
Bethel High School	S4	“My Dream Job”	- Reading job advertisements and learning the requirements of different jobs - Writing a letter of application - Reading and role-playing the golden rules for a job interview
Tsang Pik Shan Secondary School	S4	“Career Planning”	- Knowing about different jobs - Doing a “career personality” test to understand how personality traits may affect career choice
HKWMA Chu Shek Lun Secondary School	S5	“Internship”	- Learning about internship options and making an informed choice - Learning how to land the first job - Doing self-reflection on work skills and attitudes, goal setting and action planning on how to self-improve
Ho Ngai College (Sponsored by Sik Sik Yuen)	S5	“Work”	- Learning about different work options - Making an informed choice on work options


### 2. The joint-school attachment programme




Upon completion of the school-based thematic units, and under the guidance of the school teachers, the student interns **set their own learning goals and expectations** to prepare themselves for the programme.

During the **four-day attachment programme**, a **rich variety of tasks/activities** were arranged for the student interns to **experience different roles and tasks at work – teacher assistants, reporters/editors, research/project assistants**. The following is a summary of the major tasks assigned, expected learning outcomes together with the work process/products of the student interns:


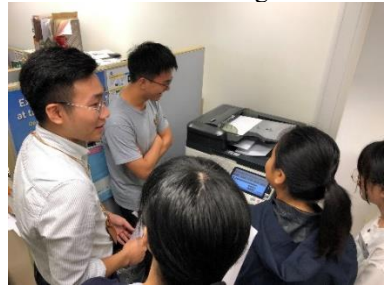
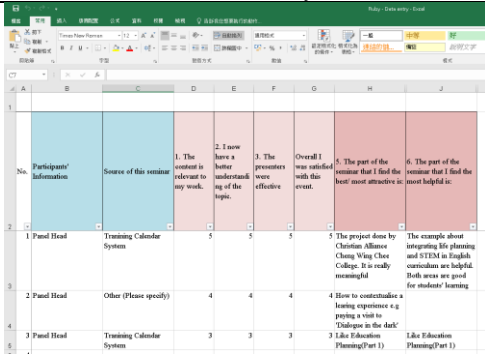




<b>i. Role: Teacher assistants</b>		
<b>Major tasks</b>	<b>Main teaching and learning objectives</b>	<b>Examples of student interns' work process/products</b>
a. Researching information to draw up a proposal on organising a life-wide learning (LWL) activity for junior secondary students	<ul style="list-style-type: none"> <li>• Develop reading and speaking skills</li> <li>• Develop communication, collaboration, organisation and information technology (IT) skills</li> <li>• Encourage creativity</li> <li>• Nurture a reflective mind and develop feedback-giving skills</li> </ul>	 <p>The interns discussed the information searched enthusiastically.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>After lunch, students will have the second activity. They will serve as a student tour guide. They will lead the school native English teachers and classmates to visit three animal exhibition centres. Each group will be in charge of one animals exhibition centre. At the exhibition centres, the student tour guides will introduce the exhibits and talk about different environmental issues. This is the time for them to use what they have learnt from the lessons before lunch.</p> <p>After the event, when they are back to school each group needs to choose at least two students to present to their schoolmates by using pow-erpoint . They can exchange some ideas about how to protect the earth with each other. I hope that students can gain some experience and professional knowledge in the event. I hope they would enjoy it.</p> <p>We hope you will consider our proposal. We are glad to answer any questions.</p> </div> <p>An excerpt of the feasible and creative proposal put forward by the interns after the discussion.</p>
b. Presenting the LWL proposal and giving feedback to each other		 <p>The interns delivered their proposals effectively with the use of visual aids and body gestures in a formal meeting setting with their colleagues.</p>

<b>ii. Role: Reporters/Editors</b>		
<b>Major tasks</b>	<b>Main teaching and learning objectives</b>	<b>Examples of student interns' work process/products</b>
a. Attending a training session to learn video-taking and -editing skills	<ul style="list-style-type: none"> <li>• Develop IT and problem solving skills</li> </ul>	

		 <p>The interns took an active role in exploring how to set up equipment as well as shoot and edit videos.</p>
<p>b. Preparing interview questions</p>	<ul style="list-style-type: none"> <li>• Develop communication and collaboration skills</li> </ul>	 <p>The interns worked cooperatively: pair discussion after the group brainstorming.</p>
<p>c. Conducting and recording an interview</p>	<ul style="list-style-type: none"> <li>• Develop speaking, interviewing and listening skills</li> <li>• Foster communication and collaboration skills</li> <li>• Apply target IT skills</li> </ul>	 <p>The interns dedicated themselves to the roles they agreed upon the career interview task.</p>

**iii. Role: Research/Project assistants**

Major tasks	Main teaching and learning objectives	Examples of student interns' work process/products
<p>a. Attending a training session on using computer software (e.g. Word, Excel, PowerPoint) and office equipment</p>	<ul style="list-style-type: none"> <li>• Know about the work environment</li> <li>• Develop IT skills</li> </ul>	 <p>The student interns earnestly tried out the computer software and posed questions to clarify their understanding.</p>  <p>The interns worked attentively on clerical tasks.</p>
<p>b. Producing an event record for a professional development activity (e.g. scanning questionnaires, crunching questionnaire data, writing photo captions)</p>	<ul style="list-style-type: none"> <li>• Apply target IT skills</li> <li>• Develop writing skills</li> </ul>	 <p>The interns processed the questionnaire data efficiently using the office equipment and Excel.</p>
<p>c. Producing and editing video clips for the interview conducted</p>	<ul style="list-style-type: none"> <li>• Develop listening skills</li> <li>• Apply target IT skills</li> </ul>	 <p>The interns worked industriously despite difficulties in transcribing the career interview conducted.</p>  <p>An excerpt of the video clip (with subtitles) produced by the interns.</p>



## Impact

### Student learning level

#### 1. Students in general

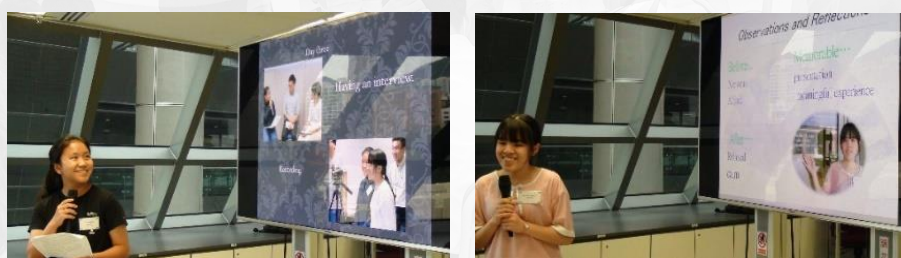
The school-based thematic units about work and internship could successfully promote students' **self-understanding** (e.g. personality, interests or skills/abilities), encourage **exploration of career/internship opportunities**, as well as foster **development of learning/career aspiration** and **decision-making skills**. The career-related unit has built up students' **language and employability skills** that would prepare them for transition to work. Some students have learnt speaking and writing skills needed for making a job application while some others have learnt how to handle or ace the first work experience. More encouragingly, some students were more aware of making **self-improvement** (in terms of attitudes, behaviour and/or skills) for present study and future work.

#### 2. Participants of the Secondary School Student Attachment Programme

##### i. Enhanced language skills

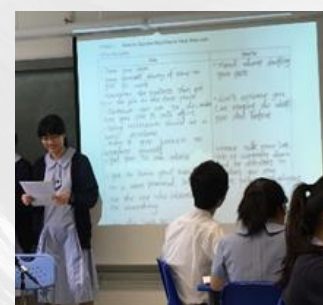
The programme has enhanced the interns' following English language sub-skills:

Reading	Read extensively (besides the textbook), e.g. charts, questionnaires, proposals
Listening	Understand the speakers' views and feelings in discussions, interviews and presentations
Writing	Use appropriate vocabulary and structures to present ideas
Speaking	Present ideas more clearly and confidently



The interns presented their reflections passionately with the effective use of PowerPoint.

The learning gained from the school-based thematic units could effectively prepare the target students for taking the real-life summer internship in the **cognitive, linguistic and/or affective domains**. In an interview, the interns revealed that the previously learnt knowledge about internships and the language tasks in the classroom could prepare them for the real internship programme outside school. They said the viewing and presentation classroom learning task on “How to land the first job” had provided them with very useful tips for proper etiquette and professional behaviour in the workplace.



An intern, together with her classmates, presented in class the tips on how to land the first job.

The students were also given opportunities to showcase their improvement after the completion of the programme. For example, one intern demonstrated **effective communication strategies** when performing her S6 English Language School-based Assessment task whereas another intern showed **impressive presentation skills** while sharing his work experiences with other students at school.

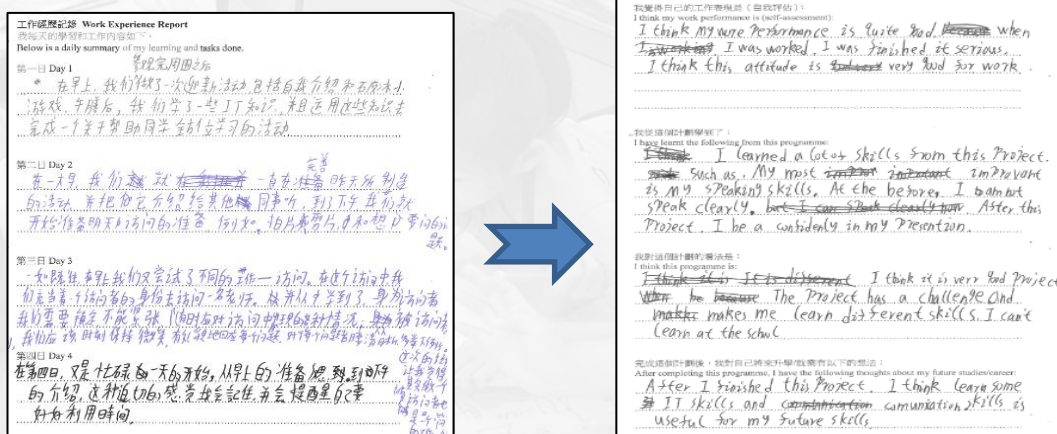


The interns shared their work attachment experiences in the school assemblies to benefit all students.

## ii. Developed generic skills and work-related attitudes

While the programme enabled the individuals to develop different generic and workplace skills such as problem solving (analysing the reasons/nature of problems), time management (planning the use of time) and communication skills (expressing ideas and present data clearly), more obvious growth was found among all interns in information technology skills (using office equipment and software to process data, edit videos and add subtitles).

Similarly, as indicated in students' self-reflections, the extent of attitude change (e.g. being more reflective, responsible) varied across individuals. Yet, almost all interns reported that they had developed perseverance, confidence and commitment after the programme. The work portfolio entries below exhibited the reflective thinking and a growing sense of confidence of an intern over the course of the programme:



The work portfolio entries of an intern: Switching from Chinese (Day 1 of the programme) to English (Day 4 of the programme)

## iii. Deepened self-understanding for further development

Students' self-understanding and awareness of their own abilities and personality grew after the programme. In the interviews, some interns shared that the pair and team work tasks during the attachment period made them realise the need to improve their communication skills (listening and taking instructions carefully, clarifying understanding) and collaboration



skills (taking on different roles in pair/group work and work cooperatively, being open, responsive and supportive to promote team work).

**iv. Achieved better academic results and established career plans and goals**

As seen in the excerpts of self-reflections below, the programme **inspired the interns to think about their study plans and career choices:**

The programme made me think about my **study plan**. I will focus on English learning when I prepare for HKDSE during the summer holiday because the programme makes me **realise how important English is, no matter in work or study.**



Ruby

Throughout the programme, I learnt a lot, like **communication skills and IT skills**. It was helpful for my future. It **may change my career plan**. Maybe sitting in the office is suitable for me.

Hillary

I want to be a **“better person”!** ... I want to **achieve higher** and I am more determined to be a Chinese teacher... I want to try secondment to the EDB in the future.



Cinzy

Most encouragingly, the attachment programme has **nurtured a growth mindset in most interns**. The self-discovery journey to improve oneself in the programme has driven the interns to **set higher goals to challenge themselves**. Academically, most interns said after the programme they aimed to achieve higher in English Language of the 2020 HKDSE examination and some have indeed **accomplished their study goals set**. In one case, the intern, a newly-arrived student from the Mainland who had a late start in learning English, **made remarkable progress after the attachment** and started to attempt the more challenging part of the HKDSE English Language examination (Part B2). With his **perseverance**, he has attained highly promising results in the HKDSE.

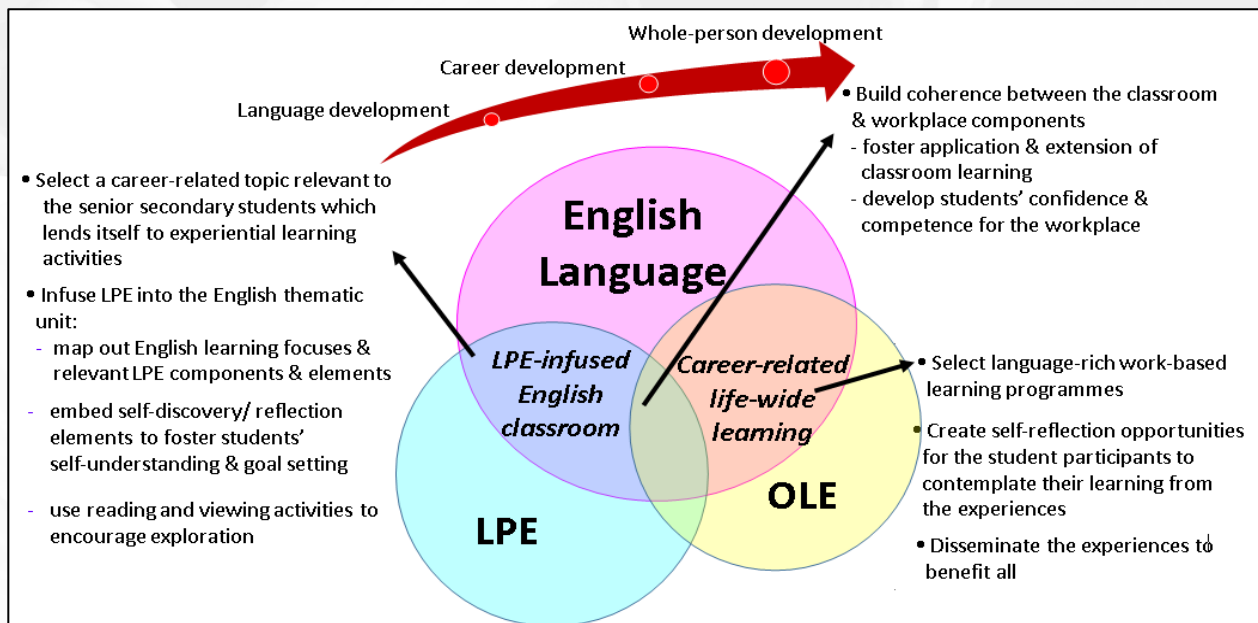


One of the interns, Jackson, is now pursuing tertiary education in the Hong Kong University of Science and Technology majoring in Information Systems.

**Curriculum level**

The curriculum design diagram below summarises the learning gained from the project on **infusing LPE in the school senior secondary English Language curriculum using an integrated approach:**





## Conclusion

As revealed in the study, the **two-pronged approach is an effective strategy of delivering LPE inside and beyond the English classroom in the Senior Secondary Curriculum** to foster English Language learning, self-understanding, career exploration as well as career planning and management. In fact, Organ (2017) stated in an article quoting Kolb (1984) that, “the workplace [is] a learning environment that can enhance and supplement formal education and can foster personal development through meaningful work and career development opportunities” (p.37).



The interns were awarded certificates for their achievements in the programme.

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