

# Incorporating **values education** into the KS2 school-based writing curriculum

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# Background

- Our school's major concerns
  1. Fostering students' self-directed learning skills
  2. Developing students' positive values and attitudes

## The project with LLSS

Levels: **P4-6**

- **Holistic planning** of the school-based **writing curriculum**
- Stage 1: To **enhance students' confidence** and **skills in writing** and nurture them into **independent writers** through enhancing their **self-directed learning capabilities**
- Stage 2: To help students **produce content-rich writing through incorporating values education** into the learning and teaching process

# Objectives of the values education component

- To **raise students' awareness of the positive values** embedded in life events and social issues
- To help them **make sound value judgements** based on some moral standards or principles
- To **reinforce ethical behaviour** among them

# Strategies employed

Implementation of the values education component

# Strategies employed

1. Infusing positive values and attitudes into the writing curriculum through the **life events approach**
  - a. match relevant priority values with textbook unit themes and writing tasks

# Matching relevant priority values with textbook unit themes and writing tasks

Unit themes	Writing tasks	Target priority values
<b>Making improvements</b>	Make a pledge to <b>realise a resolution</b>	<b>Commitment</b>
<b>Be considerate</b>	Write an article to give advice on <b>behaving well on public transport</b>	<b>Care for others</b>
<b>Fun with plays (Lost &amp; found)</b>	Write a story about <b>finding a lost bag</b>	<b>Integrity</b>
<b>Out &amp; about in HK</b>	Write an interview report about <b>visits to different places in HK</b>	<b>Respect</b>
<b>News &amp; events</b>	Write about an <b>accident</b>	<b>Responsibility</b>

# Strategies employed

1. Infusing positive values and attitudes into the writing curriculum through the **life events approach**
  - a. match relevant priority values with textbook unit themes and writing tasks
  - b. provide learning contexts using **appropriate life events**



# Life Events

- Events or topics that students have encountered or may encounter in their daily lives

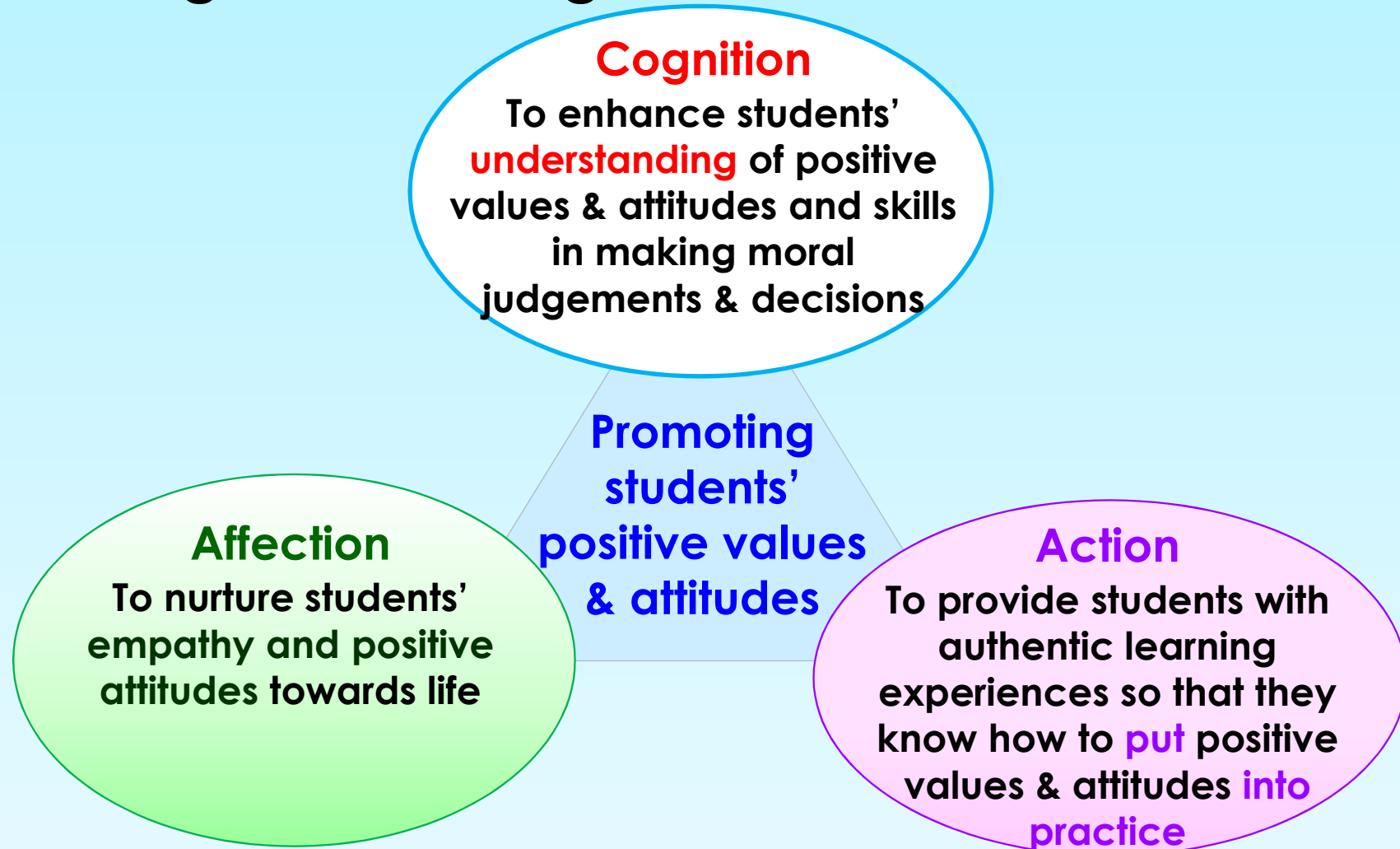
*Reference: 3.4 Learning Contents of Moral and Civic Education, 3A Moral and Civic Education, Basic Education Curriculum Guide – To Sustain, Deepen and Focus on Learning to Learn (Primary 1 – 6)*

Unit themes	Writing tasks	Target values	Life events
<b>Making improvements</b>	Make a pledge to <b>realise a resolution</b>	<b>Commitment</b>	<b>Making self-improvement: Achieving a resolution</b>
<b>Be considerate</b>	Write an article to give advice on <b>behaving well on public transport</b>	<b>Care for others</b>	<b>How to behave at school and in public places</b>
<b>Fun with plays (Lost &amp; found)</b>	Write a story about <b>finding a lost bag</b>	<b>Integrity</b>	<b>Handling lost property found</b>
<b>Out &amp; about in HK</b>	Write an interview report about <b>visits to different places in HK</b>	<b>Respect</b>	<b>Disputes caused by influx of Chinese tourists in Tung Chung</b>
<b>News &amp; events</b>	Writing about <b>an accident</b>	<b>Responsibility</b>	<b>News about a school bus accident in North Point</b>

## Strategies employed

2. Inclusion of **activities** to address the **cognition**, **affection** and **action domains** related to the target values

# Integration of cognition, affection and action



# Strategies employed

2. Inclusion of **activities** to address the **cognition**, **affection** and **action domains** related to the target values **at the pre-, while-** and/or **post-writing stages to:**
  - **scaffold** the writing tasks
  - **enrich students' knowledge** of the topic

# Example 1: **Making Improvements**

Primary 4

# Making Improvements

- Unit theme
  - Becoming a better self
- Language focuses
  - talking about the future using:
    - *be + going to*
    - *will/will not + infinitive*

# Making Improvements

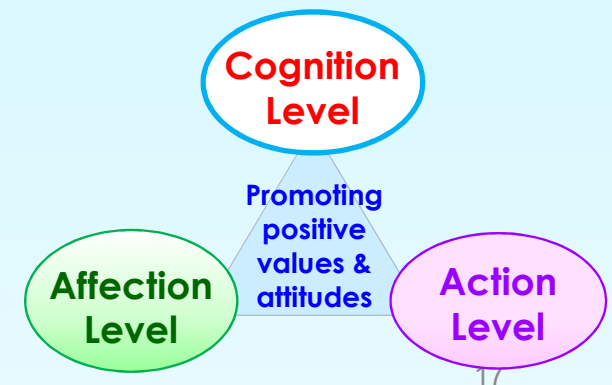
- Life event
  - **Making self-improvement**
- Writing task
  - Make a **pledge** to **realise a resolution**
- Target value
  - **Commitment**
- Writing stages involved
  - **Pre-, while- & post-**writing



# Writing task: Make a pledge to realise a resolution

## ❖ Pre-writing

- Telling the **difference between daydreams & resolutions**
- Giving **examples of action required** for realising resolutions
- Having **a resolution that really matters** to them

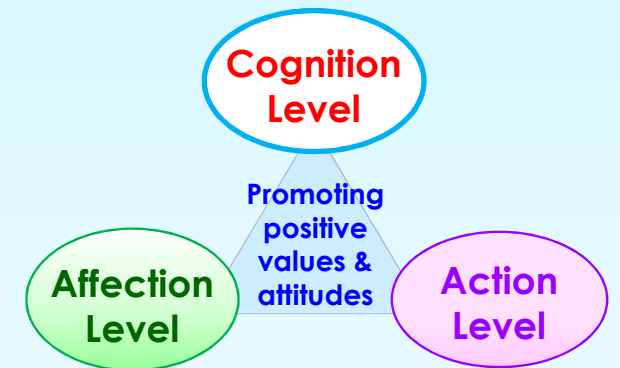


## Writing task:

Make a pledge to realise a resolution

- **While-writing**

- Making **concrete action plans** to realise their resolution
- Making their **pledge in writing**

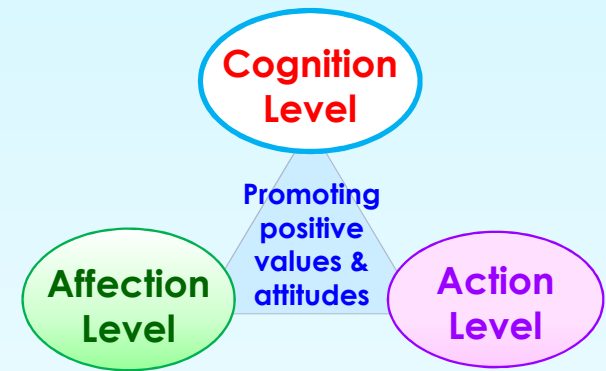


## Writing task:

Make a pledge to realise a resolution

- **Post-writing**

- Putting the plan into action & keeping a record of their action in their daily lives
- Inviting their parent/guardian to be witness



# Example 2: **Be Considerate**

Primary 5

# Be Considerate

- Unit theme
  - Having good manners in public places
- Language focuses
  - Adverbs of manner
  - Giving advice using *should/ should not*

# Be Considerate

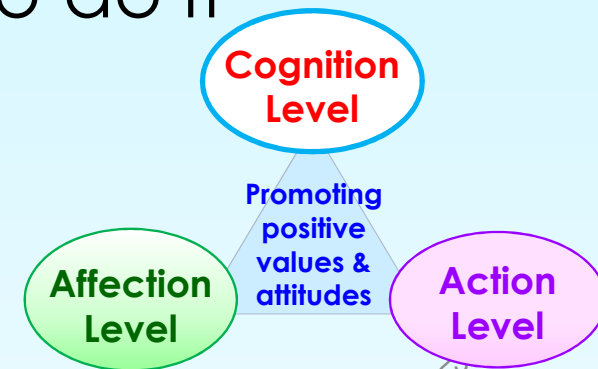
- Life event
  - **Good manners at school & in public places**
- Writing task
  - Write an article to give advice on behaving well on public transport
- Target value
  - **Care for others**
- Stages involved
  - **Pre-, while- & post-**writing

## Writing task:

Write an article to give advice  
on behaving well on public transport

### ❖ Pre-writing

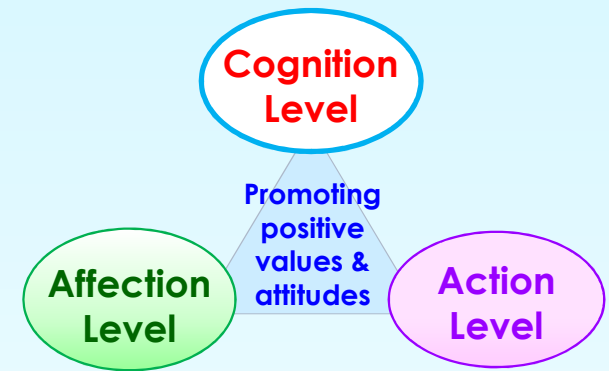
- Discussing **why it is important** to have good manners on public transport
- Suggesting **positive attitudes** to have on public transport
- **Giving concrete examples** of how to do it



## Caring about others

### ❖ Post-writing

- **Having good manners** at school or public areas in the following week
- Making entries in “**My Good Manners Diary**” to record good manners at school or in public places and **sharing** with peers in class





**Other examples of infusing values  
education into specific stages of writing**

# Fun with Plays: Lost and Found

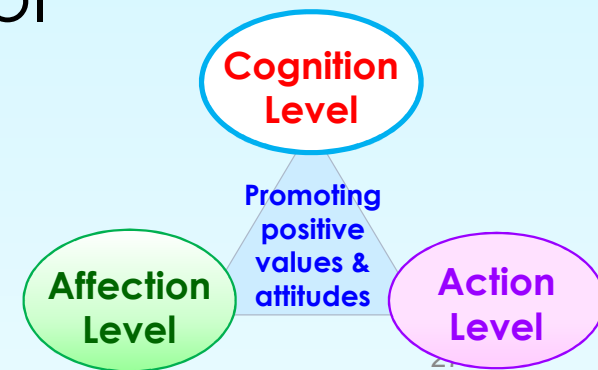
- Life event
  - **Finding a lost item**
- Writing task
  - Write a picture story about **finding a lost bag**
- Target value
  - **Integrity**
- Stage involved
  - **Post-writing**

## Writing task:

Write a picture story about finding a lost bag

### ❖ Post-writing activities

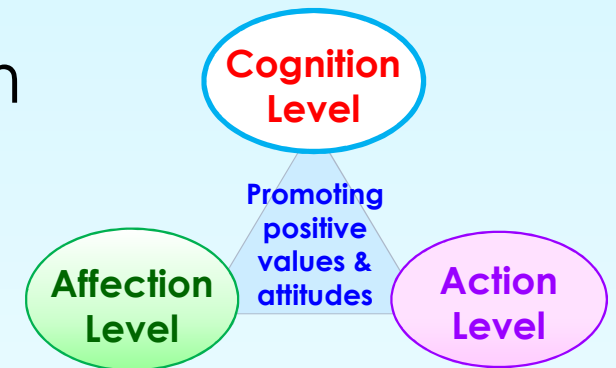
- Discussing, making and explaining judgement about the character's action in their peers' story endings
- Discussing and sharing the right thing to do if they found a lost item on school campus, at a restaurant, on public transport or in a park



# Integrity: Finding a lost item

- **Post-writing activities**

- **Writing** about **an experience of losing something important**, describing how they felt & whether it was found at the end in their Writing Journal
- **Designing a poster** to promote an appropriate way to handle a lost item found for display on school campus



# News and Events: Accidents

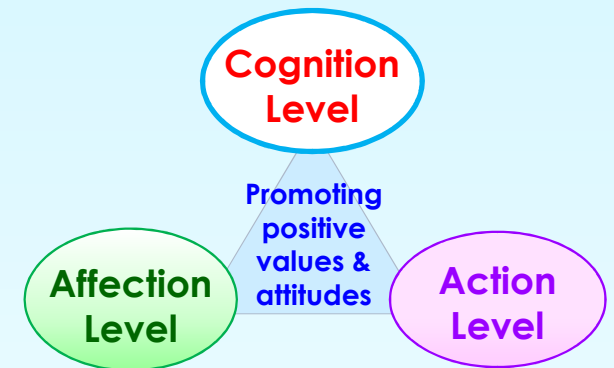
- Life event
  - **News about a school bus accident in North Point**
- Writing task
  - Write a diary entry about an accident
- Target value
  - **Responsibility**
- Stage involved
  - **Pre-writing**

## Writing task:

Write a diary entry about an accident

### ❖ Pre-writing activities

- Reading a news article about an accident and identifying the embedded value in the event
- Giving and presenting **real-life examples of undesirable things** caused by **carelessness/negligence of one's responsibility**



# Impact

Values education component of the project

# Impact on students

## Cognition:

- Students were able to provide concrete examples of target values in daily life and demonstrated using them as a moral standard to comprehend and make judgement of selected life events

## Affection:

- Students showed empathy when opportunities were provided to explore different perspectives of issues discussed

## Action:

- Students made efforts in putting target values into practice in their daily lives



# Impact on teachers

- acquired skills and confidence in infusing values education into:
  - the English lesson and materials design using the **Life Events Approach** and the '**Cognition, Affection and Action Domains**' framework
  - the school-based curriculum through **holistic planning**

## Impact on curriculum

- addressing the school's major concern at the subject level
- matching textbook units with target values for better curriculum planning

# For more details

語文教學薈萃：校本經驗實錄 (2018-2020)

The Language Teaching Album:  
A Collection of School-based Practices



教育局語文教學顧問專責小組  
Task Force on Language Support, Education Bureau

## Nurturing positive values and attitudes in students through incorporating elements of values education into the school-based English Language curriculum

### Background

Strengthening values education is one of the major development emphases for schools' ongoing curriculum renewal. Having accumulated abundant experiences in nurturing students' learning of positive values and attitudes by instilling various school activities over the past years, teachers of Li... promotion of values education as a prioritised development... based writing curriculum. Teachers made effective use of life... students' lives, and incorporated some of the seven priority v... units to:

1. raise their students' awareness of the positive values embed
2. help them make sound value judgements based on some n
3. reinforce ethical behaviour among them through creatin... values in their daily lives.

### Levels

P4 – 5

### Strategies used

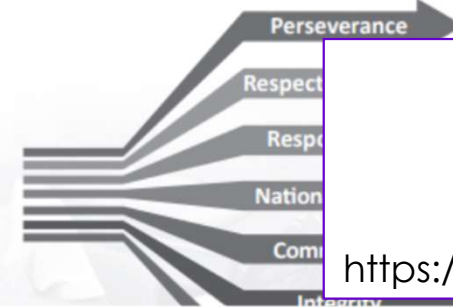
#### 1. Connecting the seven priority values and attitudes with the themes of some teaching units

The Revised Civic and Moral Education Curriculum Framework (2008) recommends that schools nurture in their students seven priority values and attitudes, namely "perseverance", "respect for others", "responsibility", "national identity", "commitment", "integrity" and "care for others". In order to select appropriate contexts for the learning activities to

### Article:

**5.13** Nurturing positive values and attitudes in students through incorporating elements of values education into the school-based English Language curriculum

### Seven Priority Values and Attitudes



<https://bit.ly/2WQ5x0a>