

Cultivating **POSITIVE VALUES** for leaders of tomorrow  
*through*

**strengthening cross-curricular learning  
and Reading across the Curriculum**

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St Mary's Canossian School

C.C.C. Chuen Yuen First Primary School

# Life Planning Education for upper primary students

## Self-understanding and Development

Understand one's own aspirations, needs, interests and abilities



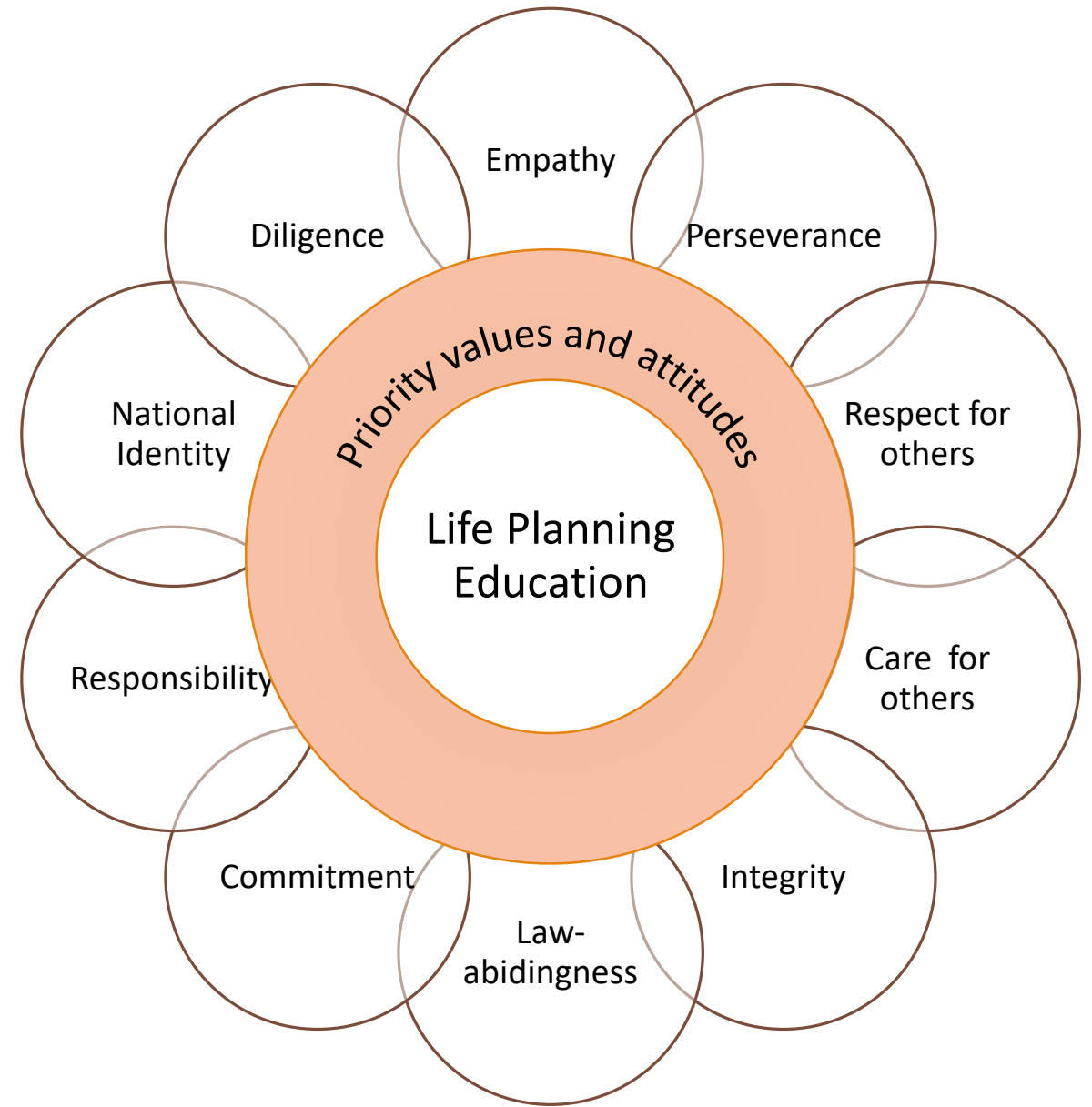
## Study Pathways/Career Exploration

Explore the opportunities, constraints and options available for study/career development



## Planning and Management of Further Studies

Develop **positive values and good attitudes** towards learning and life



# Cultivating values for leaders of tomorrow: Learning and Reading across the Curriculum

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## EXPLORE

- Offering reading input/meaningful contexts for students to explore their **interests, aspirations, and a variety of value-laden issues**

## EXPAND

- Supporting students to expand their knowledge base, as well as language and generic skills for **lifelong and self-directed learning**

## EXPERIENCE

- Providing students with multifarious value-related learning experiences conducive to their **whole-person development**

# Reading across the Curriculum – Implementation strategies

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Fostering collaboration **among**  
**different KLA teachers**

CCC Chuen Yuen First Primary School



中華基督教會

全完第一小學

C.C.C. Chuen Yuen First Primary School

Promoting reading strategy  
learning/application **within**  
**KLAs/subject departments**

St. Mary's Canossian School



嘉諾撒聖瑪利學校

St. Mary's Canossian School

# ST. MARY'S CANOSSIAN SCHOOL



## OUR SCHOOL – MAJOR CONCERNS (2021/22)

提供個人化學習的機會，加強學生自主學習的能力，達至終身學習。

Developing lifelong learning capabilities

透過電子學習的多元化功能，讓學生在課堂以外能按照自己的能力學習，並讓老師持續監察學生學習表現，照顧學生學習多樣性。

Promoting e-learning

Making good use of learning time

Catering for learner diversity

以嘉諾撒教育理念推行心靈陶育，幫助學生認識、體驗和承傳嘉諾撒教育的核心價值，以達到全人發展。

Fostering whole-person development

聯繫各科組，在學科的教學中，加強「感恩」的價值元素，讓學生有更多元化的認知和體會。

Strengthening cross-curricular learning

Cultivating positive values



# OUR SCHOOL – VISION

## 展望

為持續發展「一條龍」學校，重視中小溝通，加強課程的銜接，鼓勵學生發展潛能。學校透過「小班教學」策略，照顧學習差異；透過推行資優教育、STEM跨科學習，提升學生高階思維能力和創意能力。又在各科善用媒體，實施電子化學習，培養學生自主學習的能力和態度，俾能與時並進。

Building a strong interface

Maximising students' potential  
(e.g. nurturing higher-order thinking skills)



# GRANT SCHEME ON PROMOTING EFFECTIVE ENGLISH LANGUAGE LEARNING IN PRIMARY SCHOOLS (PEEGS)

Key objectives	<p>To develop a <b>Literacy across the Curriculum</b> programme to:</p> <ul style="list-style-type: none"><li>a. equip students with <b>academic literacy skills</b> necessary for KS3; <b>Building a strong interface</b></li><li>b. facilitate their learning in <b>other subjects</b>; <b>Strengthening cross-curricular learning</b></li><li>c. develop <b>lifelong reading habits</b>. <b>Developing lifelong learning capabilities</b></li></ul>
Levels	P5 and P6

Fostering whole-person development

Cultivating positive values

Catering for learner diversity

Making good use of learning time

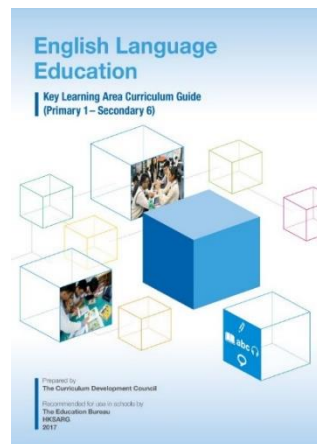
Maximising students' potential

Promoting e-learning



# PROMOTING LITERACY ACROSS THE CURRICULUM: A GENRE-BASED APPROACH

‘Teachers are encouraged to select a variety of text types, themes and content so that **students can better understand the features associated with a particular text type** and apply the knowledge acquired in writing and creating relevant texts’ (CDC, 2017, p.69).



Level	Target text types	Text-specific language features
P5	1. Infographics	Descriptive language
	2. Procedural text	Imperatives
	3. Biography	Sequence words
	4. Descriptive account	Show not tell
	5. Personal recount	Twist and turns
	6. Creative story	Story plot and dialogues
P6	1. Poster	Persuasive expressions
	2. Travel blog entry	Five senses
	3. Film/book review	Evaluative language
	4. Diary	Adjectives and linking adverbials
	5. Argumentative text	OREO structure
	6. Picture story	Story plot and similes

# A SAMPLE READING AND WRITING PACKAGE (P5)

Level	Target text types	Text-specific language features
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	<b>3. Biography</b>	<b>Sequence words</b>
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# STRATEGY I - EXPOSING STUDENTS TO A RANGE OF VALUE-LADEN TEXTS

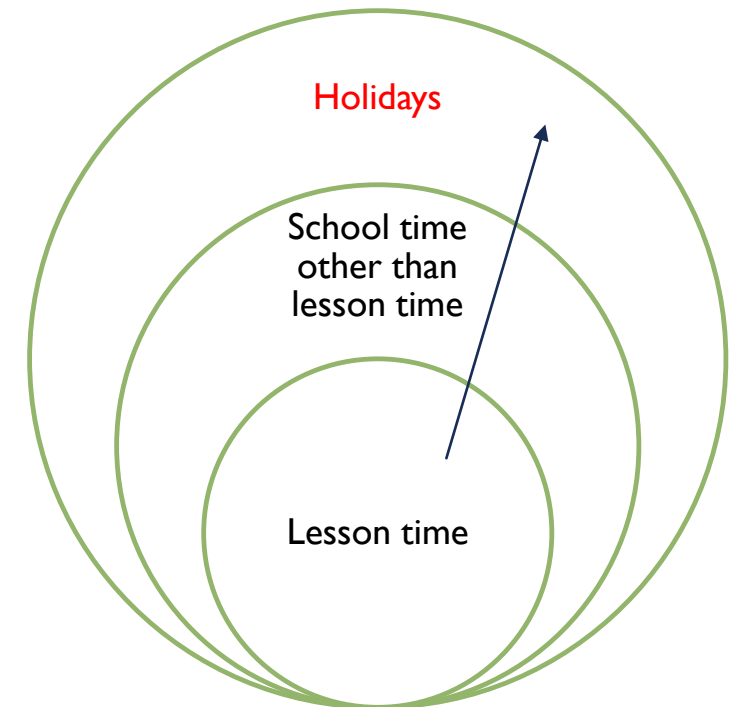


'Famous Scientists' learning packages developed by the Curriculum Development Institute:



## Making good use of learning time

Using e-learning/the flipped approach to support students' home learning



# STRATEGY I - EXPOSING STUDENTS TO A RANGE OF VALUE-LADEN TEXTS

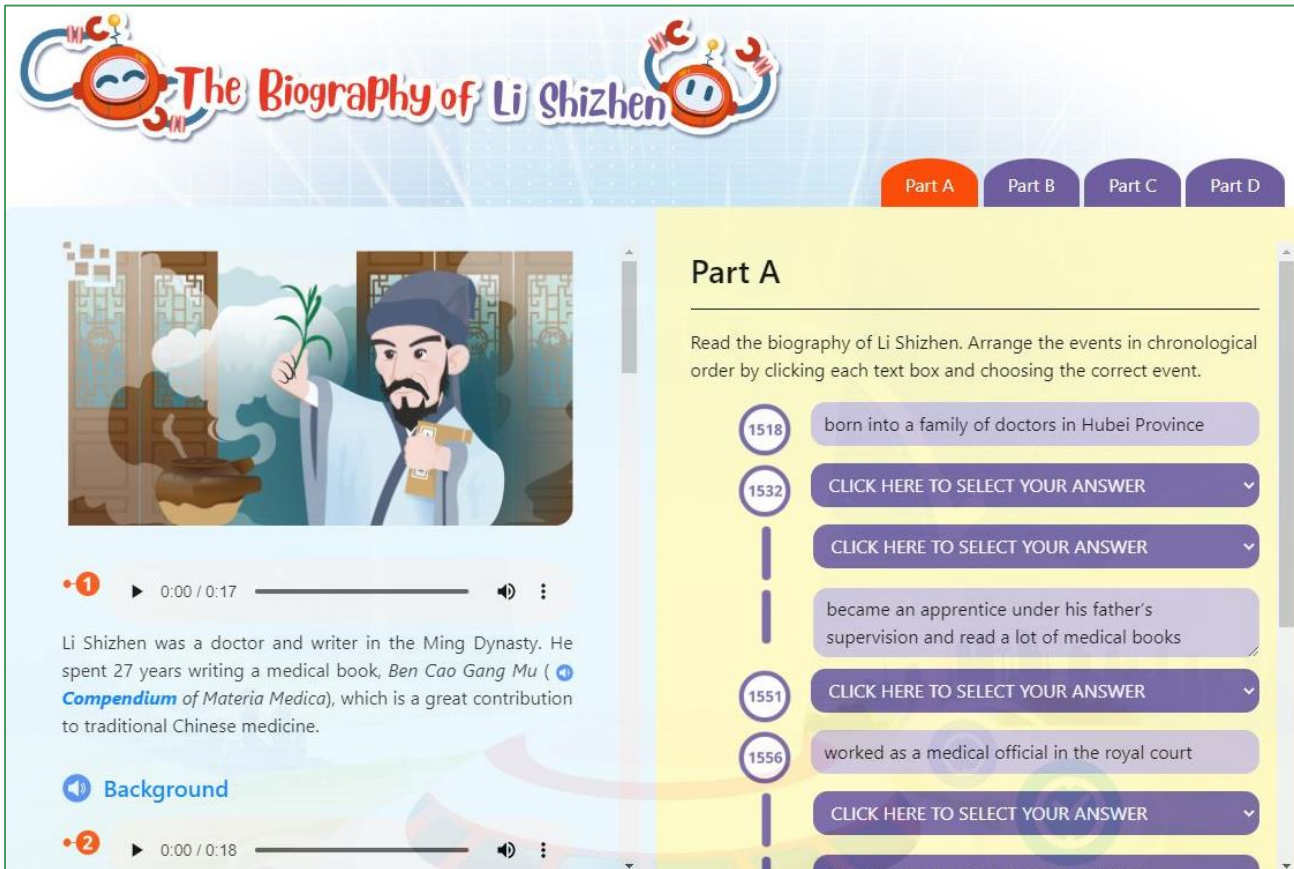
Famous scientist	Field of expertise
Li Shizhen (1518-1593)	Traditional Chinese medicine
Galileo Galilei (1564-1642)	Astronomy, physics and philosophy
Issac Newton (1643-1727)	Mathematics, physics and astronomy
Thomas Edison (1847-1931)	Invention
Marie Curie (1867-1934)	Discovery of radioactive elements
Albert Einstein (1879-1955)	Theoretical physics
Jonas Salk (1914-1995)	Medical research

## Catering for learner diversity

Enabling students to explore the inspiring life stories of famous scientists of their choice



# STRATEGY I - EXPOSING STUDENTS TO A RANGE OF VALUE-LADEN TEXTS



The screenshot shows an interactive e-learning interface titled "The Biography of Li Shizhen". The interface is divided into four parts: Part A, Part B, Part C, and Part D. Part A is currently selected and highlighted in yellow. It contains a video player on the left and a list of events on the right. The video player shows a cartoon illustration of Li Shizhen, a Chinese doctor and writer, holding a plant. Below the video player, there is a text box with the following text: "Li Shizhen was a doctor and writer in the Ming Dynasty. He spent 27 years writing a medical book, *Ben Cao Gang Mu* ( [Compendium of Materia Medica](#)), which is a great contribution to traditional Chinese medicine." Below the text box, there are two video player controls, one for the video and one for the audio. The list of events on the right is as follows:

- 1518 born into a family of doctors in Hubei Province
- 1532 CLICK HERE TO SELECT YOUR ANSWER
- CLICK HERE TO SELECT YOUR ANSWER
- became an apprentice under his father's supervision and read a lot of medical books
- 1551 CLICK HERE TO SELECT YOUR ANSWER
- 1556 worked as a medical official in the royal court
- CLICK HERE TO SELECT YOUR ANSWER

## Promoting e-learning

Providing opportunities for students to appreciate and interact with a variety of multimodal texts; developing their new literacy skills

## Catering for learner diversity

Facilitating understanding through providing additional support (such as using diagrams/other visuals) and adopting multiple means of presentation

# STRATEGY 2 - NURTURING HIGHER-ORDER THINKING SKILLS

## Maximising students' potential – Critical thinking

Enabling students to understand, appreciate, and evaluate what they read at a deeper level; helping them become more reflective and independent learners

The Learning Progression  
Framework for English  
Language (Reading Skills):



<b>Pointers</b>	<b>Gather, distil and summarise more extensive information and ideas from texts [ATM6]</b>	<b>Interpret ideas and opinions presented in different texts and draw conclusions [ATM7]</b>
Sample question:	Why was Newton remembered as a great and important scientist? Give three reasons.	The Great Plague turned out to be a blessing in disguise for Newton. Do you agree? Discuss.

# STRATEGY 3 - ADOPTING AN INDUCTIVE AND DISCOVERY APPROACH



We use **sequence words** to link ideas.

Colour 3-5 of these words in the biography in yellow.

## Career path and Achievements

3. When Newton was 18, he studied at Cambridge University. He **later** became a professor of mathematics. In 1665, the Great Plague, which was a terrible disease and epidemic, spread across England. **In the end**, Cambridge University had to close down. **Subsequently**, Newton left Cambridge and spent two years studying and doing experiments at his home. One day, when he was drinking a cup of tea in the garden, he saw an apple fall from a tree. He carried on with the studies **afterwards**, and formed the theory of gravity. **Besides**, Newton was curious about light. He discovered that white light is made up of colours of the rainbow. **After** a lot of trial and error, he **finally** invented the reflecting telescope in 1668. It uses mirrors to reflect light and form an image.

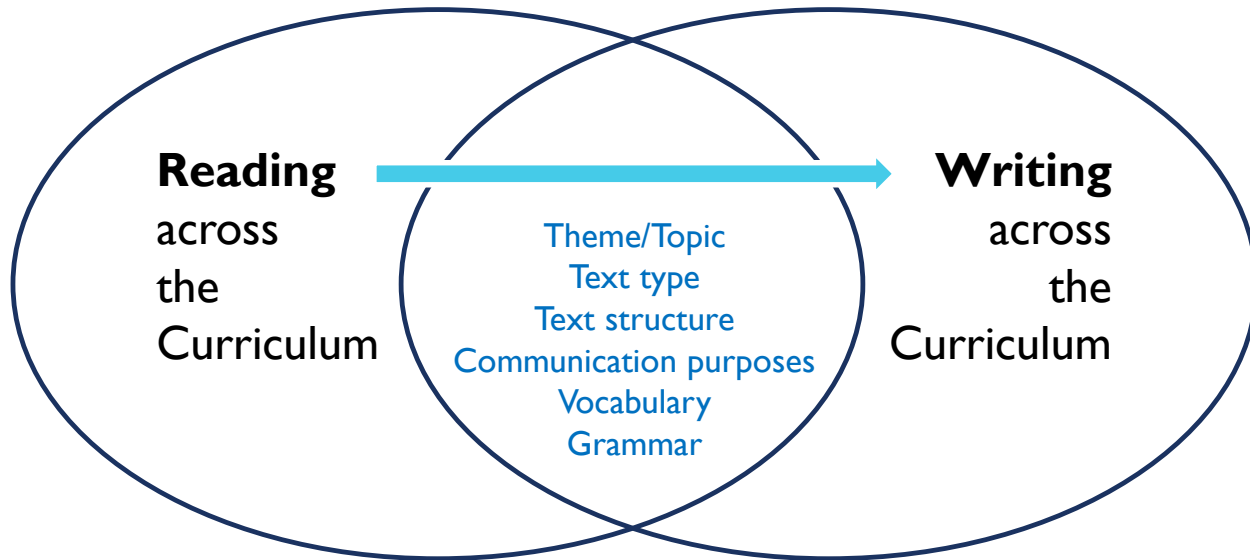
## Developing lifelong learning capabilities

Supporting students to discover when, why and how the target grammar items are used for communication; promoting the learning and teaching of text grammar

# STRATEGY 4 - FACILITATING LEARNING TRANSFER

## Group writing task

Write a biography of a famous person in about 200 words.



## Developing lifelong learning capabilities

Guiding students to reflect on and connect their learning; supporting everyone to apply knowledge and skills in new contexts

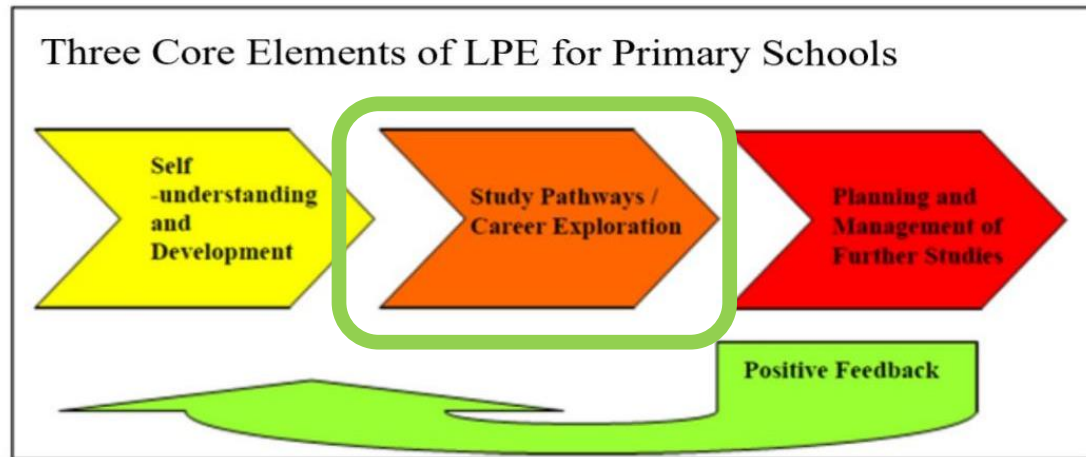
What is a **biography**? Complete the first two columns of the **K-W-L chart**.

You may refer to the Class Book p. 50.

K-W-L about <b>a biography</b>		
I know...	I want to know...	I learnt...



# STRATEGY 5 - INTEGRATING LIFE PLANNING EDUCATION INTO THE CURRICULUM



## Catering for learner diversity

Encouraging students to learn about different occupations of their choice

Composer
Musician
Sister
Scientist
Physicist
Painter
Playwright
Author
?

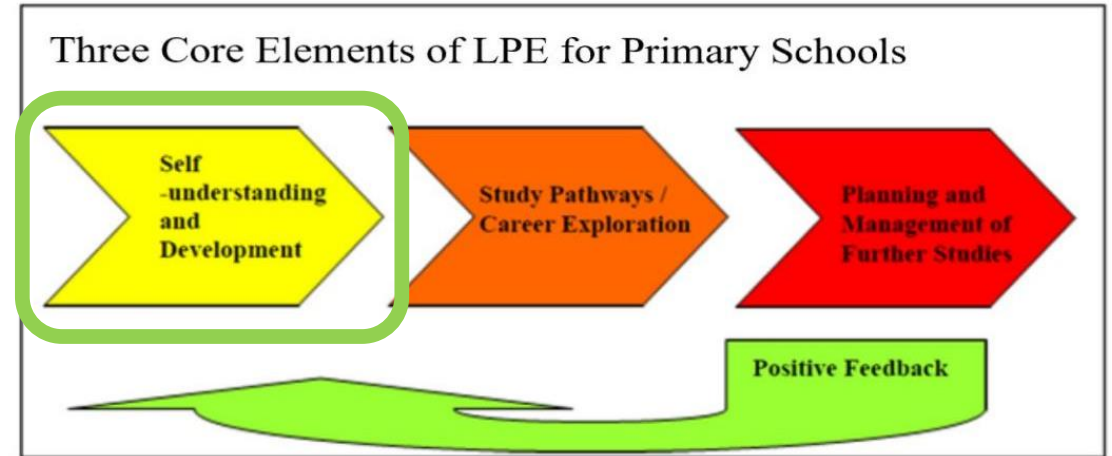
# STRATEGY 5 - INTEGRATING LIFE PLANNING EDUCATION INTO THE CURRICULUM

## Creative writing task

Write a **biography of your future self (in your 40s)**. There will be 5 sections in your writing. Sections 1-3 will be some facts about yourself. Sections 4-5 will be about your **career path and achievements**.

## Maximising students' potential - Creativity

Encouraging students' imaginative responses; providing a context for students to think about their personal goals, as well as putting positive values and attitudes into action



# EVIDENCE OF LEARNING: KEY INSIGHTS

## I/ Used sequence words/phrases to link ideas in a biography

- ✓ *After... graduated*
- ✓ *Until then*
- ✓ *It was when*
- ✓ *Eight months later*
- ✓ *In three months' time*
- ✓ *Then*
- ✓ *After a lot of blood, sweat and tears*
- ✓ *In 2051*
- ✓ *During the next few years*

## Biography of **Natalie Tam** (pseudonym)

### 1. INTRODUCTION

Natalie Tam is **an eminent professor of both philology and astrolinguistics** in the 21st century. She is the first linguist to ever decipher alien alphabets, as well as the founder of the Interstellar Communication Research Center.

(...)

### 4. CAREER PATH AND ACHIEVEMENTS

**After Natalie graduated**, she worked with some partners and studied literacy texts and written records in the context of linguistics, literature and history. **Until then**, she was not widely known yet. **It was when** NASA's spacecraft detected an unidentified signal nearby Jupiter during 2049. The officers started searching for experts to decipher the hieroglyphics. Unfortunately, most of the astrolinguists said that the code was completely incomprehensible, while the others insisted that it was unlikely to be interpreted. **Eight months later**, NASA requested Sarah to participate in the decrypt project. **In three months' time**, she quickly discovered that the alien alphabets were somewhat similar to the Maya script. **She then** deeply investigated and compared the two languages. **After a lot of blood, sweat and tears**, Sarah managed to decode the glyphs. She conjectured that the message from aliens meant 'Greetings. We are Nokrils from Europa. We would like to know more about your planet.'

**In 2051**, Natalie was invited to be an external consultant of NASA. **During the next few years**, the spacecraft again detected numerous messages from various species of aliens. It was verified that aliens truly existed in the galaxy.

# EVIDENCE OF LEARNING: KEY INSIGHTS

## 2/ Set self-appropriate personal goals and devised plans for progression

- ✓ *She graduated from college with good grades*
- ✓ *she had had a great ambition*
- ✓ *she started to write her first novel and was led to the path of being an author*

### Biography of **Rhea Chen** (pseudonym)

#### 1. Introduction

Rhea Chen is **a famous and successful author in the world**, her books are well known by children and adults. She wrote a lot of series in her most skillful areas, fictional and also surreal. The most outstanding masterpiece of hers is the first book she published, 'Spaces'.

#### 2. Early life and Education

Rhea Chen was born in Hong Kong. She went into St. Mary's Canossian School and College for education. **She graduated from college with good grades**. Her childhood was no different from the others, but **she had had a great ambition** since she was young. And one of them is to become an author and write loads of books. She said that sometimes, people just simply need some inspiration to accomplish their dreams. And she admitted that she was suddenly inspired after reading the Harry Potter series by J.K. Rowling. Therefore, **she started to write her first novel and was led to the path of being an author**.

# EVIDENCE OF LEARNING: KEY INSIGHTS

## 3/ Demonstrated positive values and attitudes

- ✓ *after 40 years of dedication*
- ✓ *this did not stop her*
- ✓ *helping the poor and the needy*
- ✓ *She would like to propagate love and peace to the world as her dream comes true...*
- ✓ *I believe good movies can enlighten people. And good people can make the world a better place to live in*

## Biography of Daisy Lee (pseudonym)

### 1. Introduction

"This year's **best actress** goes to Ms Daisy Lee...." With a career that began in her early childhood, **Daisy has become one of the queens in Hong Kong's movie industry.**

"Everything starts and comes true like a dream **after 40 years of dedication**" said Daisy.

(...)

### 4. Ups and downs

Life is never smooth and she suffered from a serious illness during her early career but **this did not stop her.** After recovery, Daisy engaged herself to volunteer and charity work. At this moment, she has visited more than 30 countries in the world in **helping the poor and the needy.** She has donated over 20 million dollars to sick children and refugees. "Giving is more blessed than receiving". This is what she remembered deeply in her old school days.

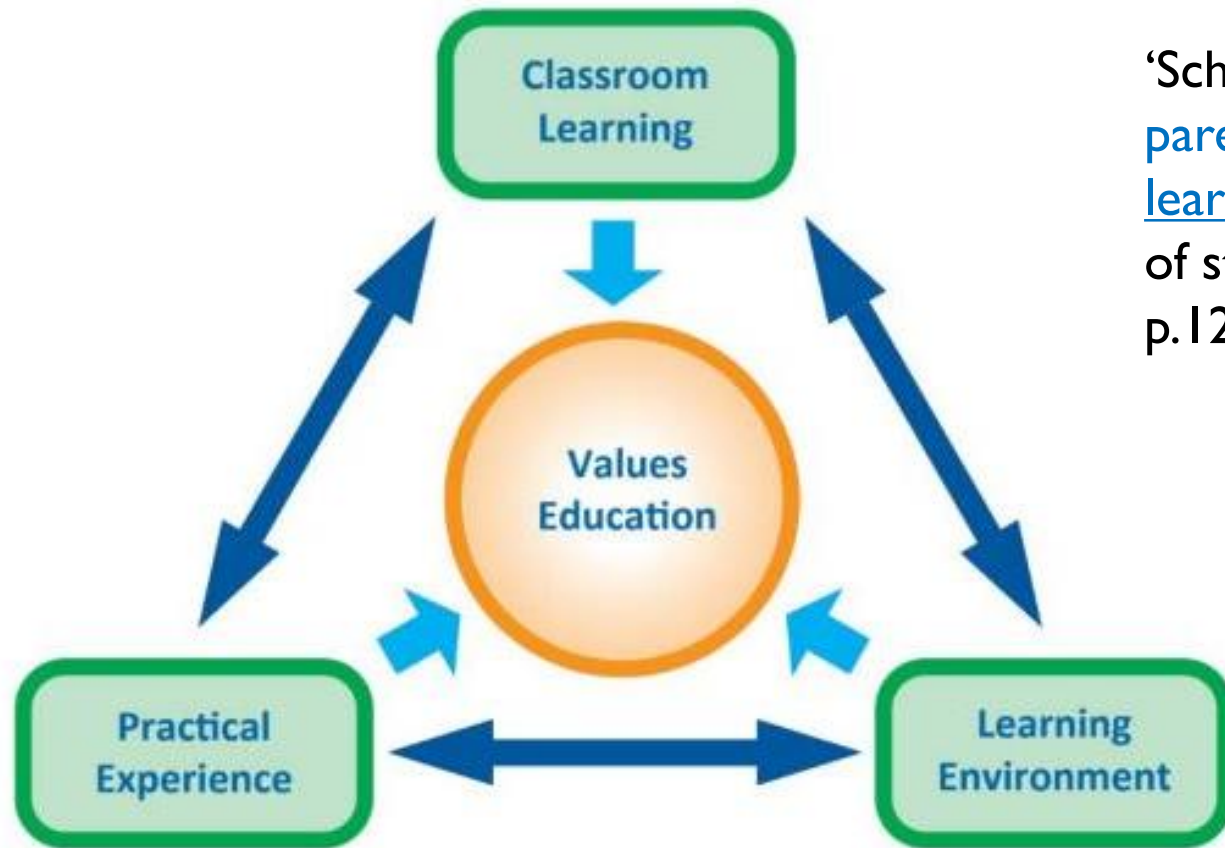
### 5. Achievements

Over the years, Daisy has already won numerous 'Best Female Actor' and 'Most Popular Female Actor' awards. In 2021, she was named the ambassador of UNICEF which was a recognition in all her charity work done worldwide. **She would like to propagate love and peace to the world as her dream comes true.**

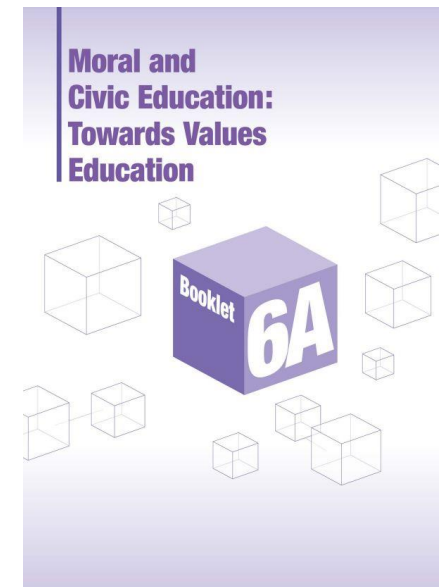
"Lastly, I would like to use this opportunity again to thank my family and fans. **I believe good movies can enlighten people. And good people can make the world a better place to live in**".

# STRATEGY 6 - PROVIDING A HOLISTIC AND BALANCED LEARNING EXPERIENCE

‘Schools can solicit participation and support from parents, alumni, and the community to create a learning environment conducive to the cultivation of students’ moral and civic qualities’ (CDC, 2017, p.12).



*Major components for the implementation of Values Education*



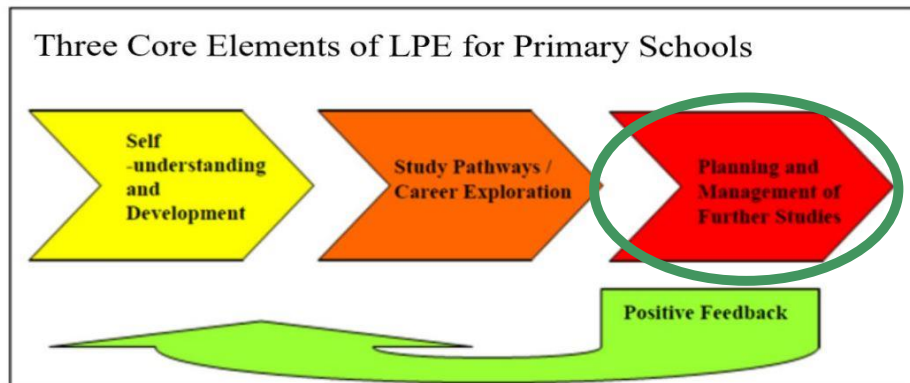
# STRATEGY 6 - PROVIDING A HOLISTIC AND BALANCED LEARNING EXPERIENCE



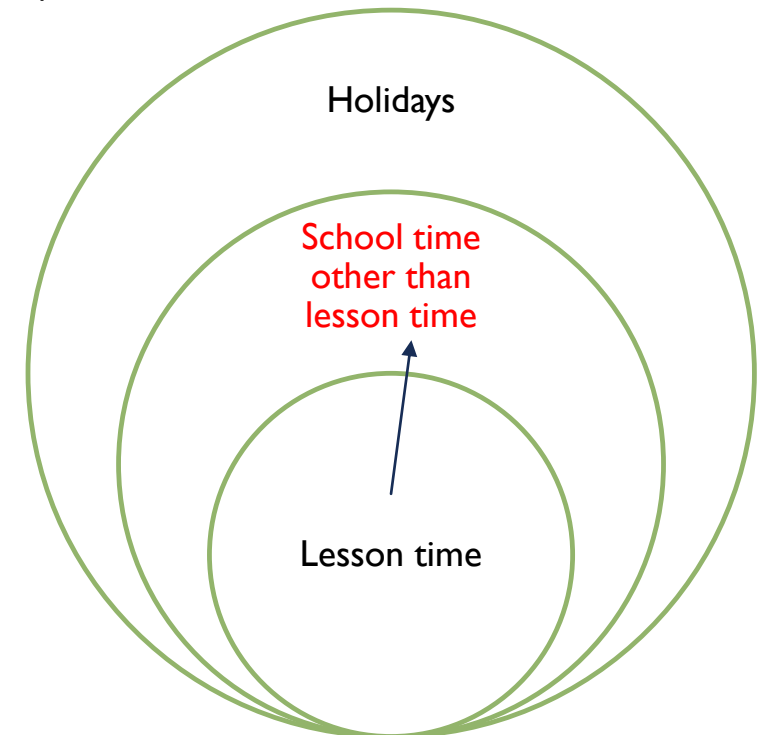
St. Mary's Canossian School  
Life Planning Education 2022-2023  
Career Sharing – Ophthalmologist  
13 Jan 2023

Guest Speaker – Dr Noel Chan (Alumna)

Career talk by Dr Noel Chan (Alumna),  
Ophthalmologist



‘Schools should further optimise curriculum planning to encourage students to **use their learning time effectively for diversified and meaningful learning activities**’ (see EDBCM No. I54/2022, Annex 3).



# EVIDENCE OF LEARNING: KEY INSIGHTS

Life Planning Education for upper primary students

## Self-understanding and Development

Showed an understanding of one's own aspirations, needs, interests and abilities

*My dream job is being a doctor. I will learn hard to make my dream come true. I have learnt that being a doctor can help a lot of people. I need to have a kind and helpful heart in order to be a doctor.*

## Study Pathways/Career Exploration

Recognised the opportunities, constraints and options available for study/career development

*My dream job is being a doctor. I will learn hard to make my dream come true. I have learnt that being a doctor can help a lot of people. I need to have a kind and helpful heart in order to be a doctor.*

## Planning and Management of Further Studies

Demonstrated positive values and good attitudes towards learning and life

Empathy  
Care for others



# EVIDENCE OF LEARNING: KEY INSIGHTS

Life Planning Education for upper primary students

## Self-understanding and Development

Showed an understanding of one's own aspirations, needs, interests and abilities

## Study Pathways/Career Exploration

Recognised the opportunities, constraints and options available for study/career development

## Planning and Management of Further Studies

Demonstrated positive values and good attitudes towards learning and life

My dream job is to be a scientist. I would study hard in Science and read more book about Physics, Chemistry and Biology. I was inspired by her diligent attitude to do her job and study and also do voluntary work. I will have a perseverant heart to tackle problems and not to be afraid of failure for the future of work.

My dream job is to become a scientist. I would study hard in Science and read more book(s) about Physics, Chemistry and Biology. I was inspired by her diligent attitude to do her job and study and also do voluntary work. I will have a perseverant heart to tackle problems and not to be afraid of failure for the future of work.

Diligence

Perseverance

# CULTIVATING VALUES THROUGH READING ACROSS THE CURRICULUM: DIVERSIFIED STRATEGIES

## Cultivating positive values

### Explore

Offered quality reading input for students to explore a variety of value-laden issues, and as stimuli for their creative responses

### Expand

Expanded students' knowledge base and skills for lifelong learning through:  
developing their reading and higher-order thinking skills

guiding them to reflect on, transfer, and apply their learning

### Experience

Provided students with multifarious value-related learning experiences conducive to their whole-person development

Cultivating positive values for leaders of tomorrow through strengthening cross-curricular learning and Reading across the Curriculum

C.C.C. Chuen Yuen First Primary School





中華基督教會

全完第一小學

C.C.C. Chuen Yuen First Primary School

## School's major concerns (2021 – 24)

1. 善用新科技及教學策略, 豐富學教經歷, 推動創新及自主學習能力  
Enrich teaching and learning experience and encouraging innovation and self-directed learning by utilising new technologies
2. 重品格、愛生命、展素養、顯信心, 發揚基督教精神  
Value virtues, life, qualities and confidence to reveal the core values of Christianity

Self-directed learning

Life-wide learning

Generic skills  
(e.g. creativity, HOT skills)

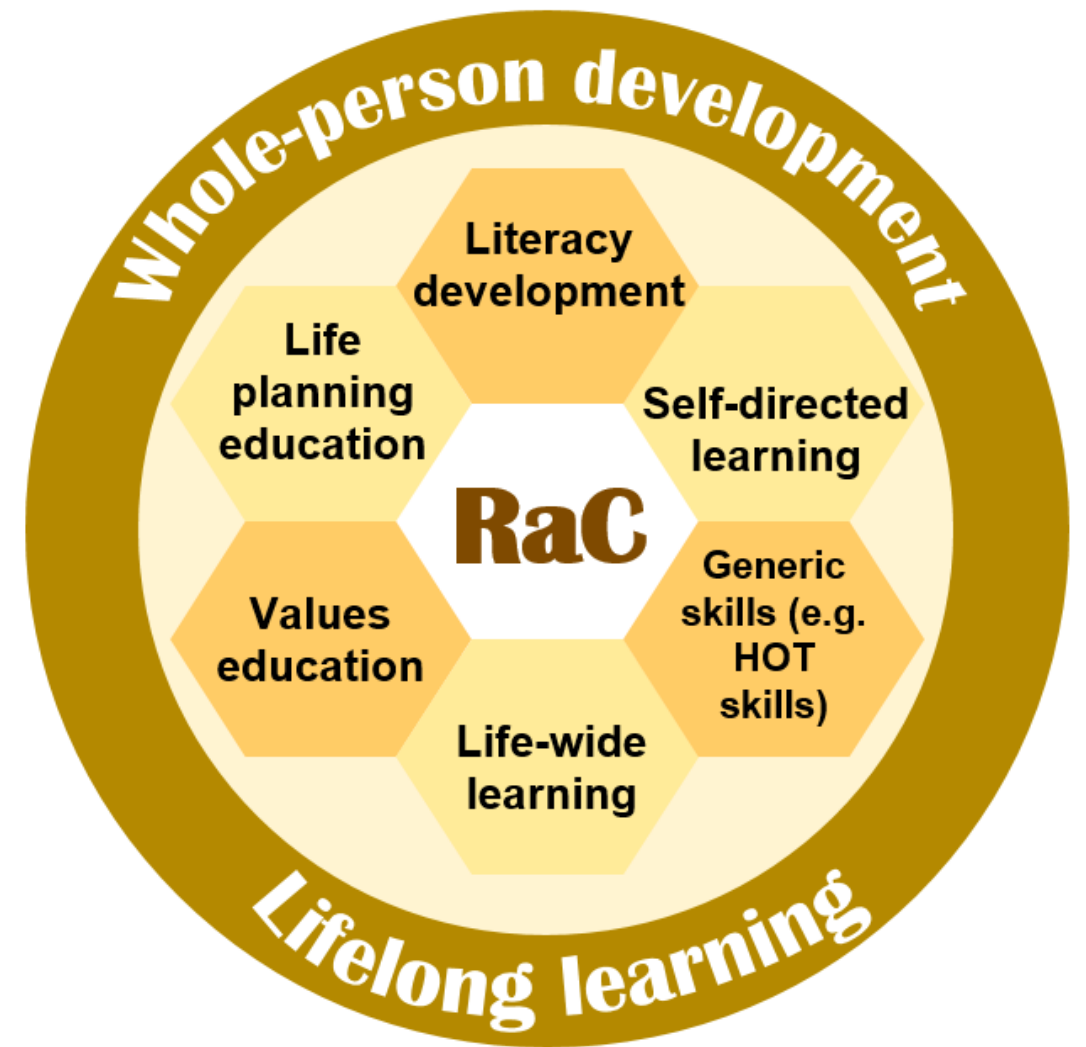
Values education

Life planning education

# ★ English Language ★

## RaC

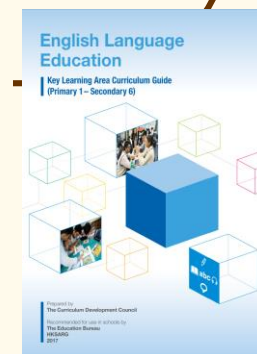
as an entry point to optimise  
the school **English Language**  
curriculum



## A cross-curricular approach

	Themes	Subjects
P1	Animals	English, GS, VA
P2	Toys	English, GS, VA
P3	Sports	English, GS, PE
P4	Stay healthy	English, GS
P5	Electricity	English, GS, Chinese, VA
P6	Endangered animals	English, GS, Chinese, VA, Computer Studies

“...[it] enables students to learn English more effectively through exposing them to a wide range of themes or topics as well as enhancing subject learning in other KLAS.”



# ★ Reading across the Curriculum ★

## Holistic planning of the school RaC curriculum

	Theme	Subjects	Positive values	Generic skills
	P1	Animals	English, GS, VA	Responsibility, care for others, empathy
	P2	Toys	English, GS, VA	Respect for others
	P3	Sports	English, GS, PE	Healthy lifestyle
<b>LPE</b>	P4	Stay healthy	English, GS	Empathy, care for others, healthy lifestyle, cherish food
<b>LPE</b>	P5	Electricity	English, GS, Chinese, VA	Empathy, care for others, gratitude, green living
<b>LPE</b>	P6	Endangered animals	English, GS, Chinese, VA, Computer Studies	Empathy, care for others, law-abidingness

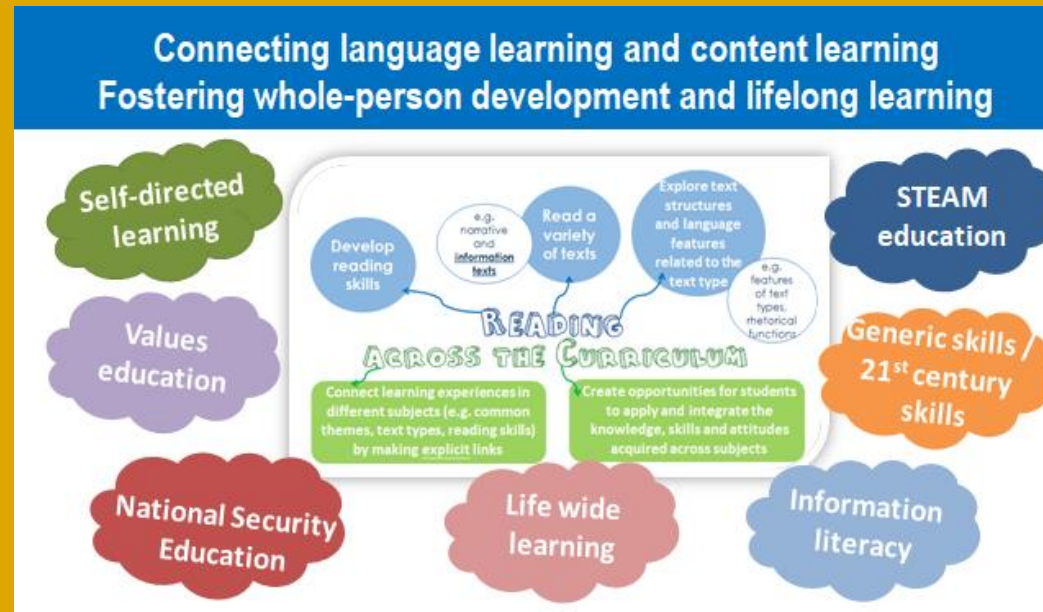
**Creativity**  
**Critical thinking**  
**Problem solving**

**HOT skills**

**Communication**

**Collaboration**

## Empowering teachers to nurture future-ready learners through cross-curricular learning and RaC



## RaC workshop for English and GS teachers



# Example

**Level:**  
P4

**Theme:**  
Stay healthy!

**Subjects:**  
English, GS

**Highlights:**

**VE**

**LPE**

**Generic  
skills**



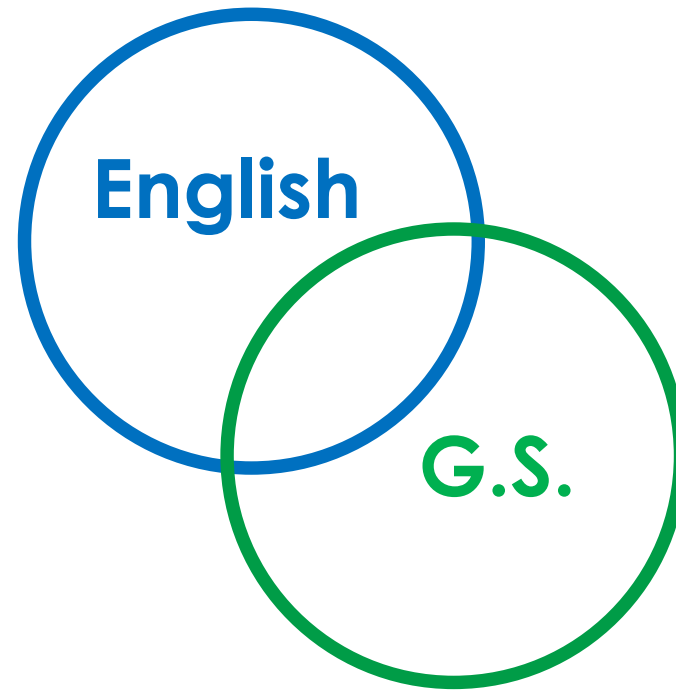
## RaC in a cross-curricular approach

### Knowledge:

- Dishes & adjectives to describe food, nutrients & their functions (**vocabulary**)
- Good/bad for... (**grammar**)

### Language skills:

- **Reading skills** & features of different **text types**
- **Writing & speaking skills**

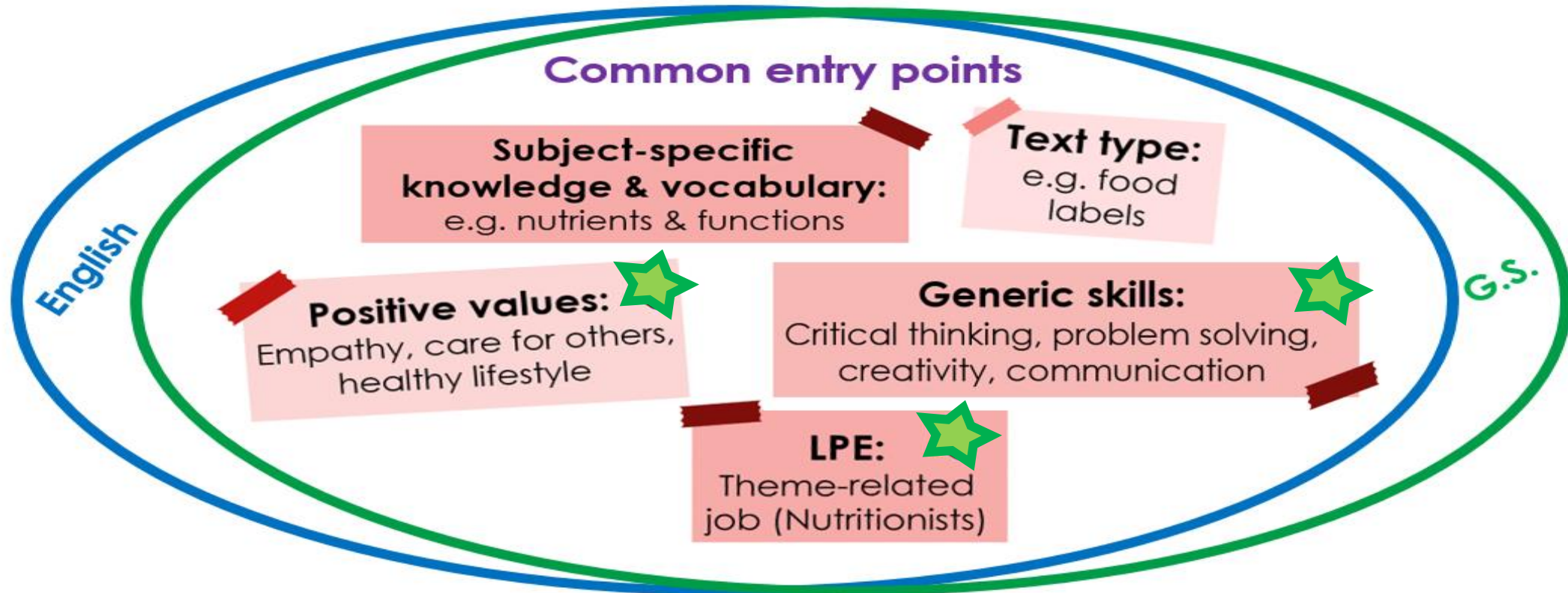


### Subject-specific knowledge:

- Five major groups of nutrients and their sources and functions
- How food high in fat, sodium and sugar affects our health
- Smart eating (e.g. reading food labels)

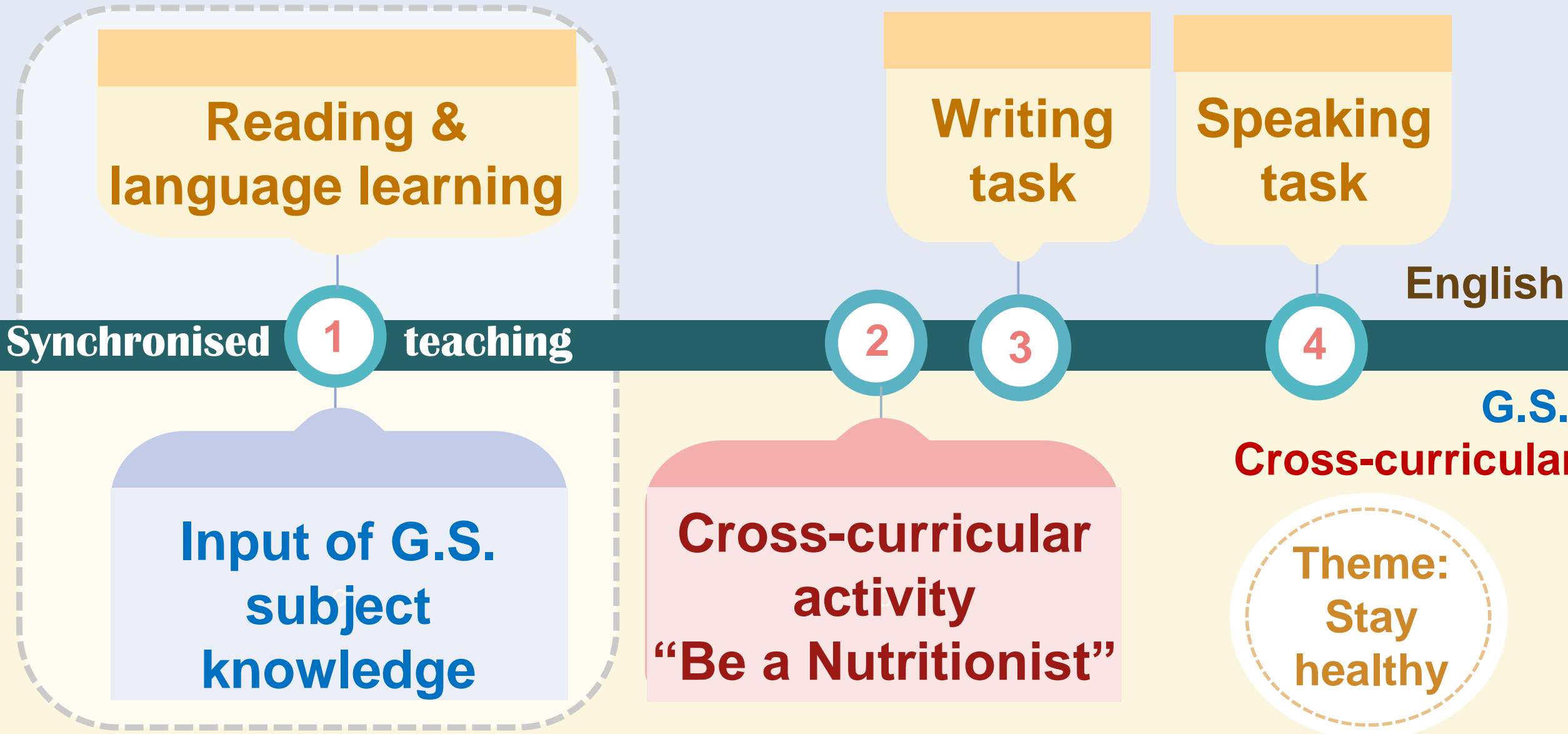
Exploring the topic at different aspects to expand students' learning and knowledge base

## RaC in a cross-curricular approach



Exploring links across KLAs to expand students' learning in an integrated manner

# The RaC Journey



## Reading & language learning

- **Exploring** a variety of **text types** (narrative and information texts) to enhance students' **reading exposure**

### Healthy eating habits

We need to eat enough grains like rice and noodles in our everyday meals. The more fruit and vegetables you eat the better. Red apples, yellow bananas, purple grapes, green vegetables – try to eat a rainbow every day! Drink no less than 8 glasses of water a day. Adding some fresh apple or lemon juice in helps the body absorb water better.

\_\_\_\_\_ ? \_\_\_\_\_

Do not eat too much preserved foods such as salted fish. They are bad for health because they are not fresh. Do not eat too much fatty or deep dried food. They can cause overweight and high blood pressure if you eat too much.

### Three meals a day

Some people always skip breakfast. However, breakfast is the most important meal in a day. Having three meals at regular times during the day is best for the body.

- Developing students' **reading skills** to **expand** their **lifelong learning** capabilities

### How to guess the meaning of a word?

- ★ Find clues from the words / sentences nearby
- ★ Find clues from the pictures
- ★ Think about what you know

- Guiding students to acquire knowledge (e.g. subject-specific knowledge and vocabulary) in an **integrated** manner and **connect** their learning **across KLA**s

Nutrition Information	
	Per 100g
Energy	179kcal
Protein	20g
Total fat	10g
- Saturated fat	3.1g
- Trans fat	0g
Carbohydrates	0g
- Sugar	0g
Sodium	47mg

# Reading & language learning – Infusing 21<sup>st</sup> century skills & VE

## Reading & grammar learning

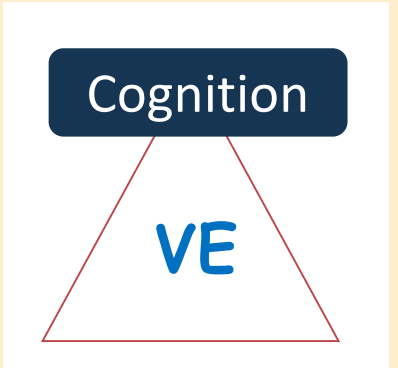


**Exploring** and **evaluating** theme-related topics by using the **knowledge** acquired and **critical thinking skills**

Food name: Hot & SPICY

Comment:  
It is bad for us because it contains a lot of sodium.  
**It is bad for us because it contains a lot of sodium.**

**Subject-specific knowledge** and **critical thinking skills** help students make **wise and responsible choices** for leading a healthy lifestyle.



# Reading & language learning – Infusing LPE and VE


Cathy is reading a magazine article. Read it and answer the questions.

April Issue

Healthy Magazine

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**About Ms White**  
 Ms White, a nutritionist from ABC Clinic, writes to give our readers some tips on healthy eating habits. Ms White always talks to different people such as children, elderly and overweight people. She listens to them patiently and helps them make good choices about what they eat. She also gives talks about healthy eating.



**Healthy eating habits**  
 We need to eat enough grains like rice and noodles in our everyday meals. The more fruit and vegetables you eat the better. Red apples, yellow bananas, purple grapes, green vegetables – try to eat a rainbow every day! Drink no less than 8 glasses of water a day. Adding some fresh apple or lemon juice in helps the body absorb water better.

**?**  
 Do not eat too much preserved foods such as salted fish. They are bad for health because they are not fresh. Do not eat too much fatty or deep dried food. They can cause overweight and high blood pressure if you eat too much.


**Three meals a day**  
 Some people always skip breakfast. However, breakfast is the most important meal in a day. Having three meals at regular times during the day is best for the body.

Post-reading

1. Ms. White is a nutritionist. What do nutritionists do at work? Read the article again. Colour the job duties of nutritionists. You can choose more than one option.

Cook healthy dishes

Teach people how to choose healthy food




Give talks about healthy diet

Suggest healthy dishes to people

Help overweight people become healthier

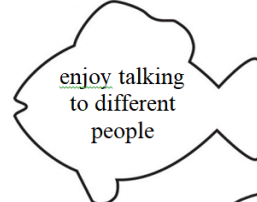
Keep food and drinks clean

2. What do we need to do if we want to be good nutritionists? Write your ideas in the pictures. If you can do it, colour the picture.

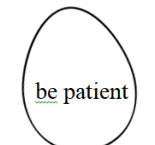


know a lot about healthy and unhealthy

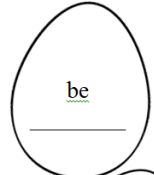
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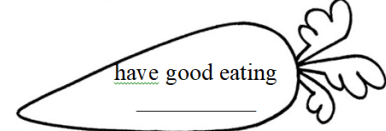
enjoy talking to different people



be patient

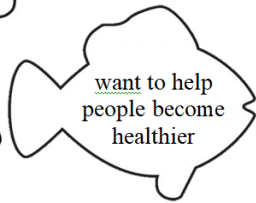


be \_\_\_\_\_




have good eating

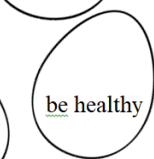
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want to help people become healthier



be helpful



be healthy



3. Do you want to be a nutritionist when you grow up? Why?



# ★ Reading across the Curriculum ★

2. What do we need to do if we want to be good nutritionists?  
Write your ideas in the pictures. If you can do it, colour the picture.

know a lot about healthy and unhealthy food

enjoy talking to different people

be patient

convincing

be helpful

be healthy

have good eating habits

want to help people become healthier

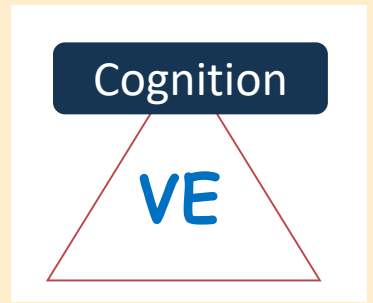
be considerate

3. Do you want to be a nutritionist when you grow up? Why?

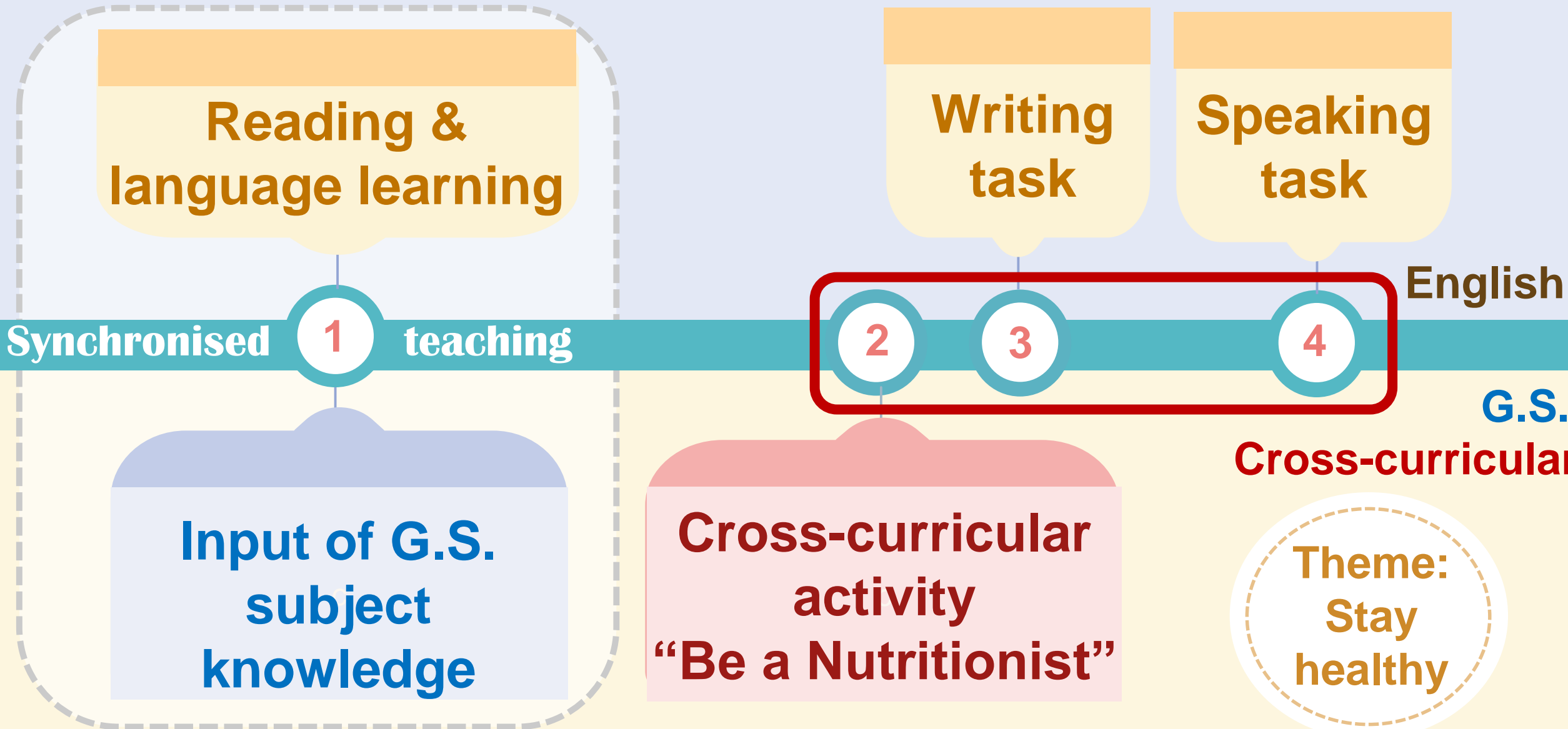
Yes, because I want to help people become healthier.

No, I don't because I don't like to talk with different people.

Enhancing **self-understanding** and nurturing **positive values** through **exploring theme-related jobs** and **personal aspirations**



# The RaC Journey




## Cross-curricular activity – “Be a Nutritionist”

### Task:

Work as a **nutritionist**. Help the target groups stay healthy by **designing a healthy dish** that caters for their **nutritional needs**.

**Healthy lifestyle**

**Empathy**

菜單的對象	●長者
	對於日漸年邁的長者，牙齒掉了許多，食慾變差，咀嚼能力和味覺也日漸衰退，你是否也觀察到他們能吃的食物越來越有限，不僅吃的少也吃得清淡無味呢？
<a href="https://www.youtube.com/watch?v=v1V4Y4Hb6_U">https://www.youtube.com/watch?v=v1V4Y4Hb6_U</a>	

**Care for others**

菜單的對象	●孕婦
	為確保胎兒在最理想的環境發育，及減低孕婦患上貧血和骨質疏鬆的機會，孕婦可在孕期不同階段中，提高鈣質、鐵質、鎂質和維他命D的攝取量。
<a href="https://www.youtube.com/watch?v=aAddz">https://www.youtube.com/watch?v=aAddz</a>	

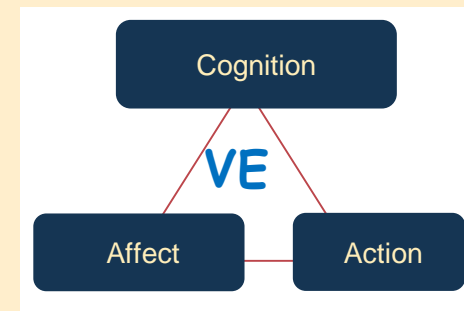
## Cross-curricular activity – “Be a Nutritionist”

Expanding lifelong learning capabilities by developing **generic skills** (e.g. **HOT skills**):

Critical thinking

Problem solving

Experiencing theme-related jobs to **integrate** and **apply knowledge and skills acquired across KLAs** and **put positive values into practice**



## English writing task

Work as a **nutritionist**. Write a **description** to **introduce the healthy dish** you have designed for the target group.

1. What can you find in Ms. White's description? Write them down in the table below.

<b>Name of the dish:</b>	
<b>Who is the dish good for?</b>	
<b>What ingredients do we use to make the dish?</b>	
<b>What nutrients does it contain?</b>	It contains _____ and _____. (nutrient 1) (nutrient 2)
<b>How can the nutrients help us?</b>	_____ can _____ (nutrient 1)
	_____ can _____ (nutrient 2)
<b>How does it taste?</b>	

2. What tense did she use in the description?

- Present tense
- Past tense
- Future tense

Analysing **text structures** and **language features** to support students to progress **from reading to writing**

## English writing task

Work as a **nutritionist**. Write a **description** to **introduce the healthy dish** you have designed for the target group.

The name of my healthy dish is Beef Tomato Tofu Soup. It is good for pregnant ladies. We use beef, tomato, tofu, salt and water to make it. It contains minerals and proteins. Proteins can help them build muscles and minerals can keep their bones strong. These nutrients are important to them because they can help babies grow healthily. The dish is yummy too!

Applying **subject-specific knowledge, vocabulary** and **language structures** learnt **across KLAs** in the writing task

## English speaking task

Work as a **nutritionist**. Make a video to **introduce the healthy dish** and **promote healthy eating**.

### Tips

1. **Practise** saying your description.
2. **Smile** and look at the camera.
3. The **drawing** of your dish should be **big, clear** and **colourful**. Show it at the beginning of the video or when you describe the dish.
4. **Speak clearly** and show **feelings** in your voice.



Students with the best videos will be "Chuen Yuen Star Nutritionists"!

### Bonus (Optional):

- ☺ Cook the dish with your family. Show the dish / picture of your dish in the video. You can even show us how to cook it after talking about the dish!
- ☺ Add background music or other special effects to make the video fun.

**Varying** the learning experience to **cater** for learner diversity

Expanding lifelong learning capabilities by developing **generic skills** (e.g. creativity, communication skills).

**Making good use of learning time** and guiding students to **connect** their learning with their **daily experience**

# “Job experience” as a nutritionist

**小小營養學家**

大家已在英文課堂學習了營養學家的工作，現在讓我們化身為營養學家，為身邊的人設計一道健康的菜式。

(1) 想一想

1. 食物含有哪些營養素，它們的名稱是甚麼？

2. 在设计菜式前，讓我們先搜集資料了解有關對象的資料，我們設計合適的健康菜式。

菜單的對象 ● 孕婦

為確保胎兒在最佳的環境發育，及確保孕婦患上貧血和骨質鬆弛的機會，孕婦可在孕期中不同階段中，提高鈣質、鐵質、鎂質和維他命D的攝取量。

◎ 搜集資料方法：書本、互聯網、詢問有關對象

他們特別需要哪些營養素？為什麼？

哪些食物含有這些營養素？

你曾經吃過含有這些食物的健康菜式嗎？

Empathy

Care for others

healthy lifestyle

Remember that a nutritionist, Ms. White, introduced a healthy dish in the video. Read her description again.

**A healthy dish for everyone!**

Steamed Fish on Soft Tofu is good for people of all ages because it is easy to chew and swallow. We use tofu and fish to make it a healthy dish because it is not oily. Also, fish and tofu contain a lot of proteins and minerals. Proteins can help us build muscles and bones. Minerals can keep our bones strong and healthy. Steamed fish on soft tofu is delicious too!

1. What can you find in Ms. White's description? Write them down in the table.

Name of the dish:	
Who is the dish good for?	
What ingredients do we use to make the dish?	It contains (nutrient 1) and (nutrient 2)
What nutrients does it contain?	(nutrient 1) can (nutrient 1)
How can the dish help us?	(nutrient 1)

(Speaking Task)

2. As a nutritionist, you have designed a healthy dish for a group of people. Write a description about the dish. Now make a video to introduce your dish using the description. Then upload your video to Flipgrid.

**Tips**

1. Practise saying your description.
2. Smile and look at the camera.
3. The drawing of your dish should be big, clear and colourful. Show it at the beginning of the video or when you describe the dish.
4. Speak clearly and show feelings in your voice.

★ ★ Students with the best videos will be "Chuen Yuen Star Nutritionists"!

Designing a healthy dish (cross-curricular activity)

Introducing the dish and promoting healthy eating (English writing & speaking tasks)

Putting healthy eating into action (at home)

Connecting learning and cultivating positive values through diversified & meaningful learning experiences (e.g. cross-curricular learning, experiential learning and life-wide learning)



## “Job **experience**” as a nutritionist

### Students’ self-reflection

I like being a nutritionist, because I can learn about what food is healthy.

(Being a nutritionist) is not suitable for me because I have a dream. I want to be a pianist.

Enhancing **self-understanding** through exploring theme-related jobs and **personal aspirations** and experiencing the learning journey as a **reflective** learner



# The RaC Journey

## Reading & language input

- ★ Read a variety of texts and develop reading skills
- ★ Acquire theme-related and subject-specific vocabulary and knowledge (e.g. healthy diet)
- ★ Use grammar items (e.g. good/bad for) meaningfully

## Writing task

- ★ Job experience: Write a description of the healthy dish

## Speaking task

- ★ Job experience: Make a video to introduce the dish and promote healthy eating

English

G.S.  
Cross-curricular



## Input of G.S. subject knowledge

- ★ Conduct synchronised teaching of theme-related English and G.S. lessons
- ★ Acquire subject-specific vocabulary (e.g. nutrients) and knowledge
- ★ Learn how to analyse food labels

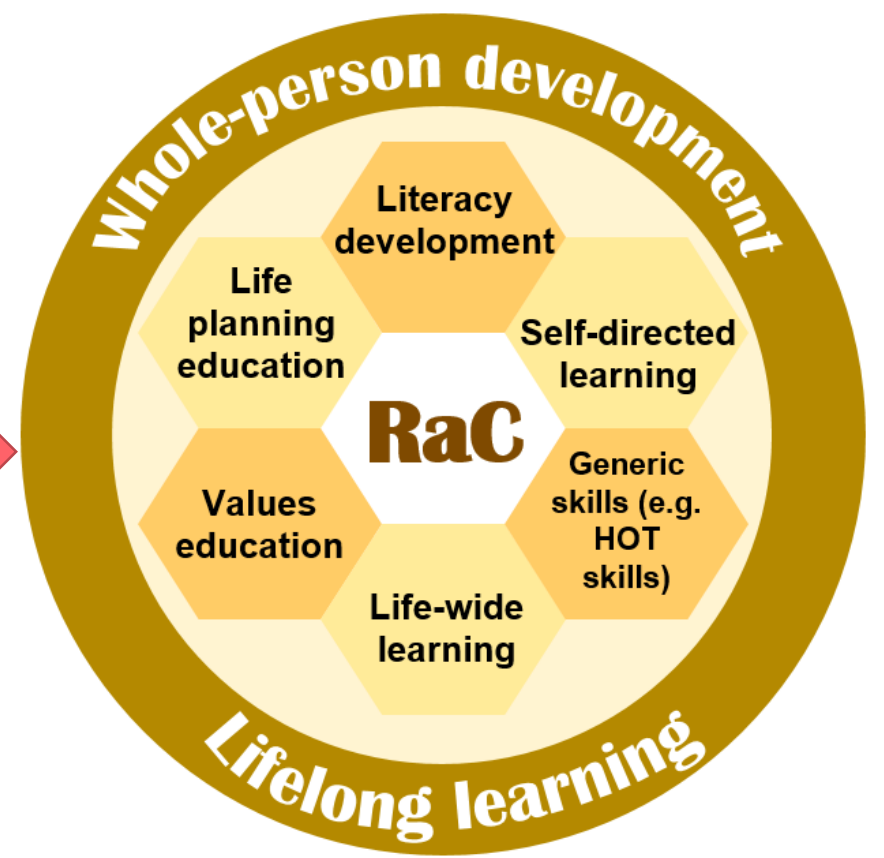
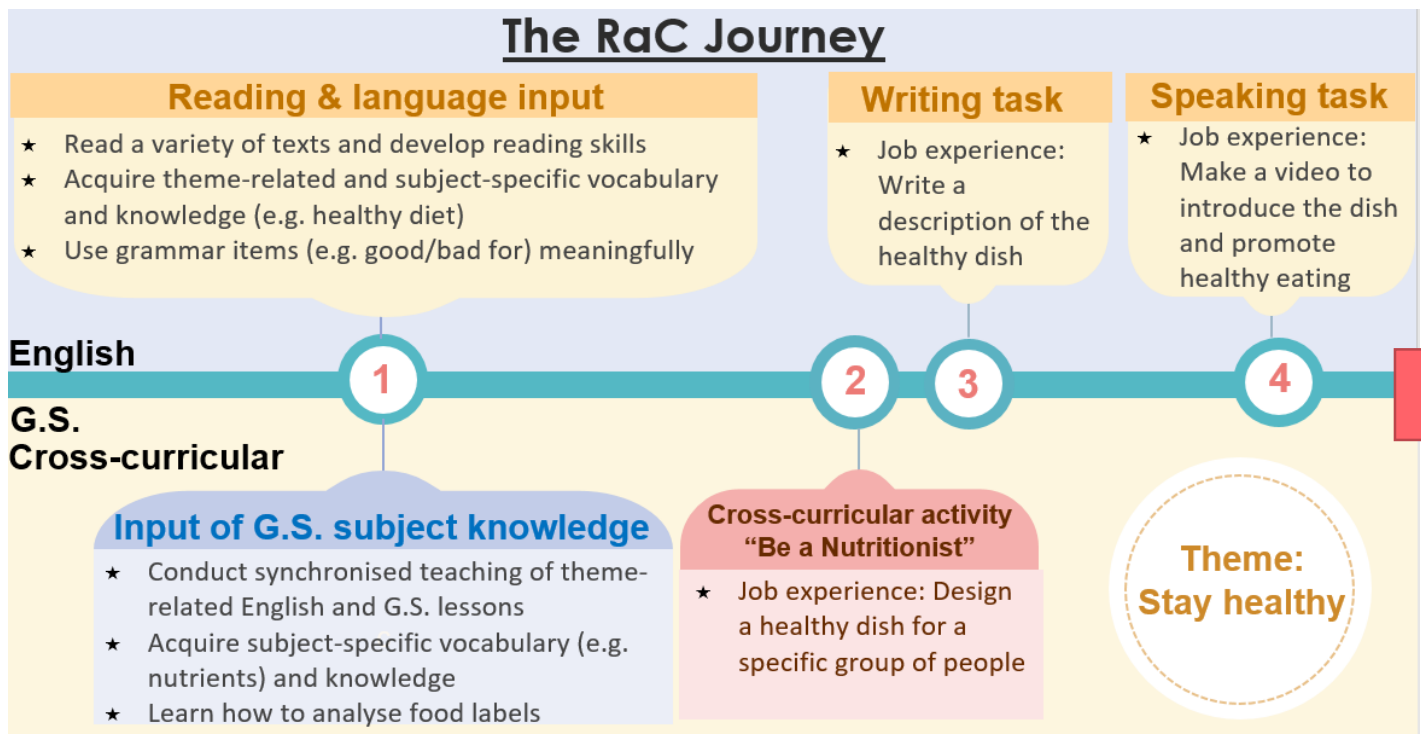
## Cross-curricular activity "Be a Nutritionist"

- ★ Job experience: Design a healthy dish for a specific group of people



Theme:  
Stay healthy

# ★ Reading across the Curriculum ★



Cultivated positive values and future readiness among students for their whole-person development and lifelong learning

## Cultivating values and future readiness through **3EX**

- Guide students to **explore** value-laden issues and personal interests and aspirations through reading and meaningful learning tasks



- **Expand** students' knowledge base as well as language skills and generic skills for lifelong learning

- Engage students in holistic and diversified learning **experiences** to apply their learning, promote whole-person development and cater for learner diversity

# Conclusion

# Cultivating positive values for leaders of tomorrow

## EXPLORE

- Offering reading input/meaningful contexts for students to explore their **interests, aspirations, and a variety of value-laden issues**

## EXPAND

- Supporting students to expand their knowledge base, as well as language and generic skills for **lifelong and self-directed learning**

## EXPERIENCE

- Providing students with multifarious value-related learning experiences conducive to their **whole-person development**

Strengthening cross-curricular learning & RaC

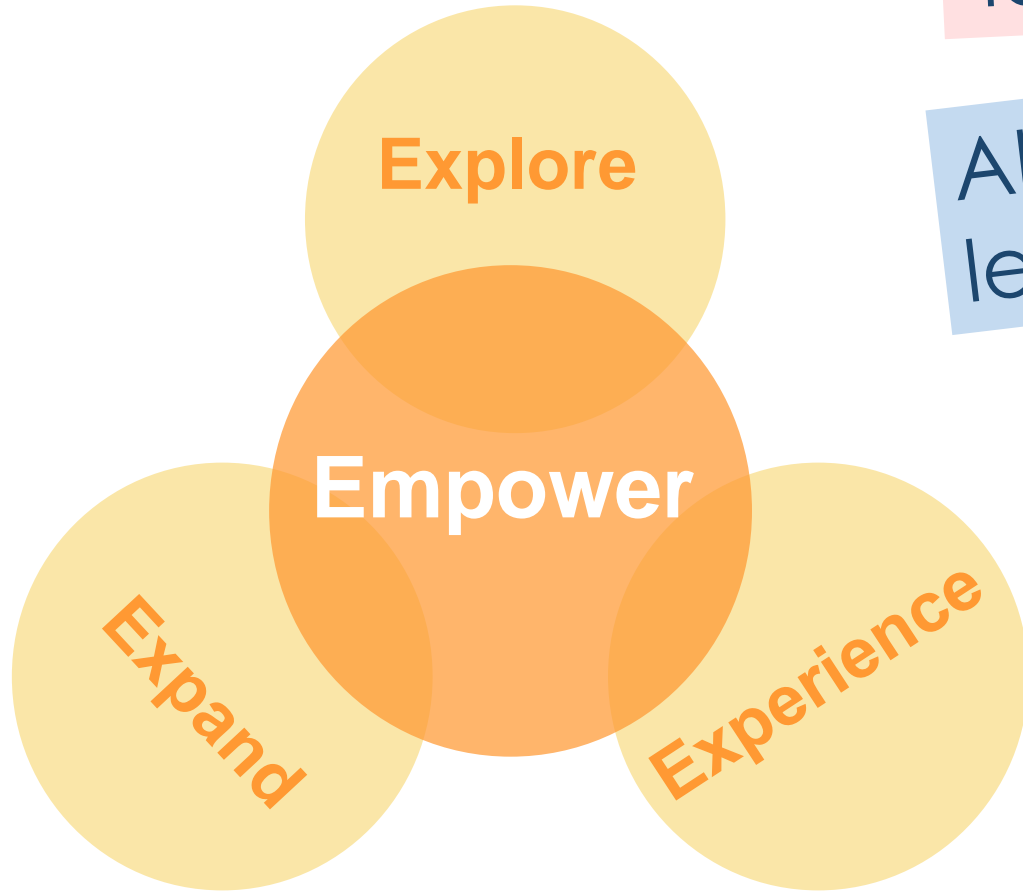
# Undergoing an empowering learning journey of becoming:

More effective  
language learners

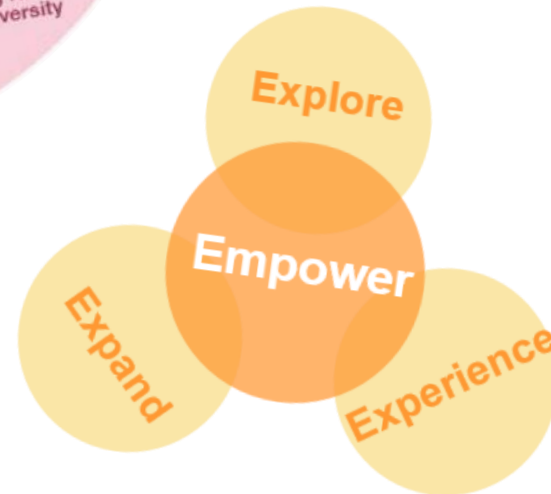
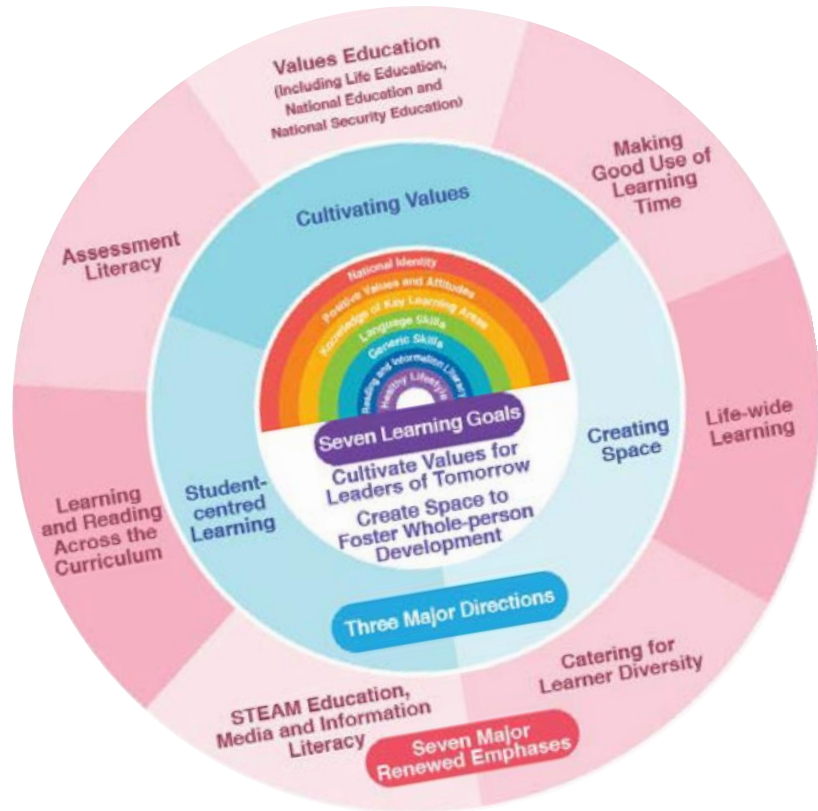
Lifelong  
learners

All-round  
learners

Leaders of  
tomorrow



# Food for thought



How would you adapt the RaC projects based on your school context for students to **explore** value-laden issues, **expand** their lifelong learning capabilities and engage in all-round learning **experiences?**



Thanks!