



**Experience Sharing Session Series: (1)**  
**Promoting Values Education**  
**in the School English**  
**Language Curriculum**  
**(Primary Level)**

16 December 2024  
English Language Education Section  
Curriculum Development Institute  
Education Bureau

# Housekeeping

- Please join the webinar using your **full name** and the **same email address used for course enrolment**; if you have not done so, please exit the webinar and re-enter (for attendance-taking)
- Please **stay logged in** throughout the sharing session

You may use these functions in the webinar:

- Chat box – download presentation slides and the evaluation form
- Q&A – ask questions and leave comments





# Objectives

1. Provide insights into the **planning and implementation of learning and teaching activities** for the promotion of values education in the primary English classroom
2. Introduce the **resources** in support of promoting values education in the school English Language curriculum
3. Share **examples** on designing diversified learning activities to foster proper values and attitudes in the primary English classroom

# Programme Rundown

Part 1	Holistic planning of the school curriculum for integrating values education into the school English Language curriculum
Part 2	School sharing and Q&A: <b>Lui Cheung Kwong Lutheran Primary School</b>
	School sharing and Q&A: <b>Tai Po Old Market Public School</b>
Part 3	Learning and teaching resources

# Promoting Values Education in the School Curriculum

- Primary Education Curriculum Guide (PECG)(2024)
- The twelve priority values and attitudes
- Integration of cognition, affection and action

# Primary Education Curriculum Guide (PECG)(2024)

立德樹人重啟迪  
創造空間育全人

*Cultivate Values for Leaders of Tomorrow*  
*Create Space to Foster Whole-person Development*



課程發展議會編訂  
香港特別行政區政府教育局公布，供學校採用  
二零二四年



*\*Chinese version only\**

<https://www.edb.gov.hk/pecg>

EDB Circular Memorandum No. 17/2024 Annex 1

# Values Education Curriculum Framework (Pilot Version) (2021)

Values education can be promoted under various cross-curricular domains, for example:

- ❖ moral education
- ❖ civic education
- ❖ national education (including Constitution, Basic Law and national security education)
- ❖ anti-drug education
- ❖ life education
- ❖ sex education
- ❖ media and information literacy education
- ❖ education for sustainable development



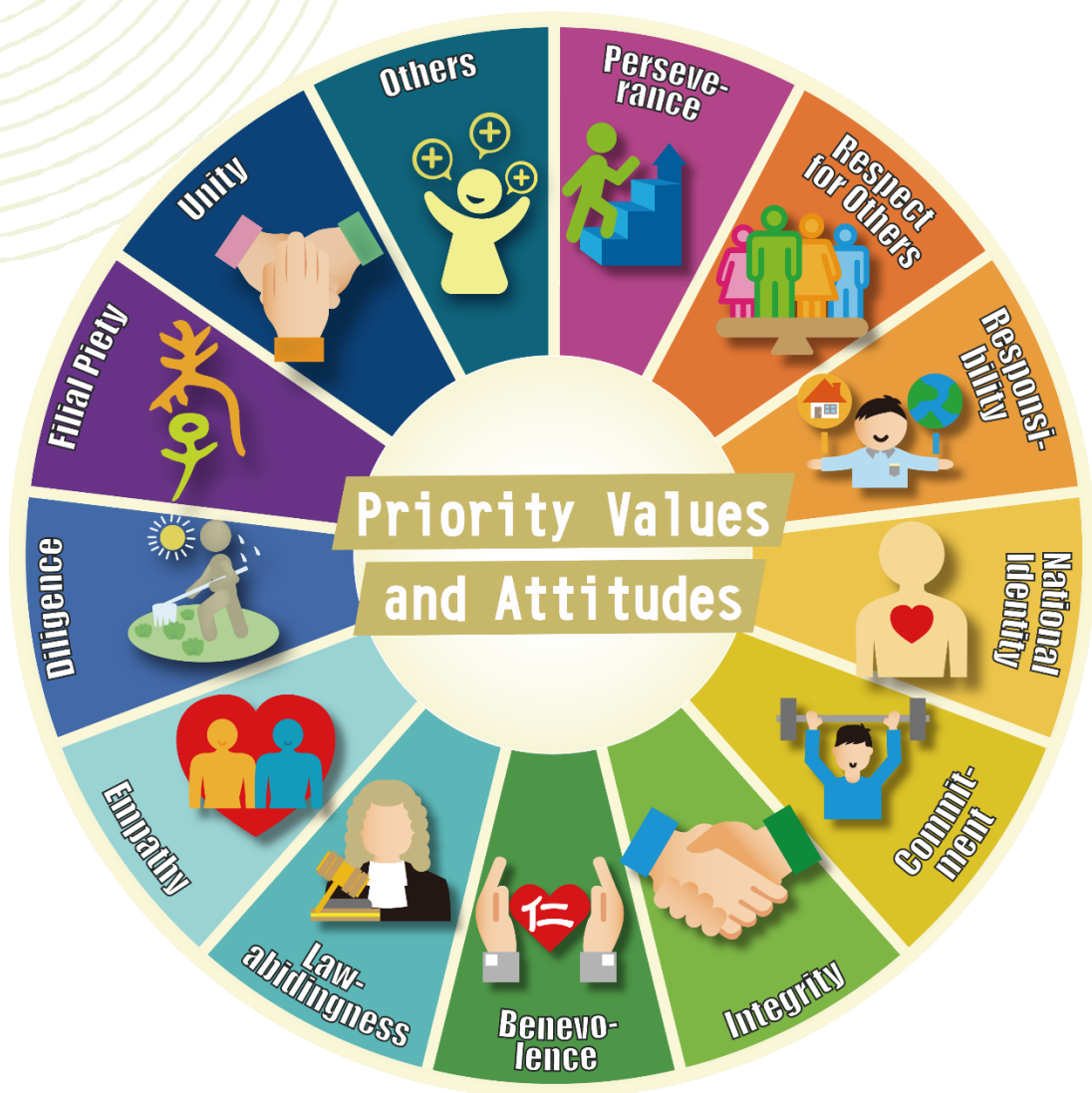
*\*Chinese version only\**

[https://www.edb.gov.hk/attachment/tc/curriculum-development/4-key-tasks/moral-civic/VE\\_CF\\_20211129\\_r.pdf](https://www.edb.gov.hk/attachment/tc/curriculum-development/4-key-tasks/moral-civic/VE_CF_20211129_r.pdf)



# Promoting Values Education in the School Curriculum

## The Twelve Priority Values and Attitudes

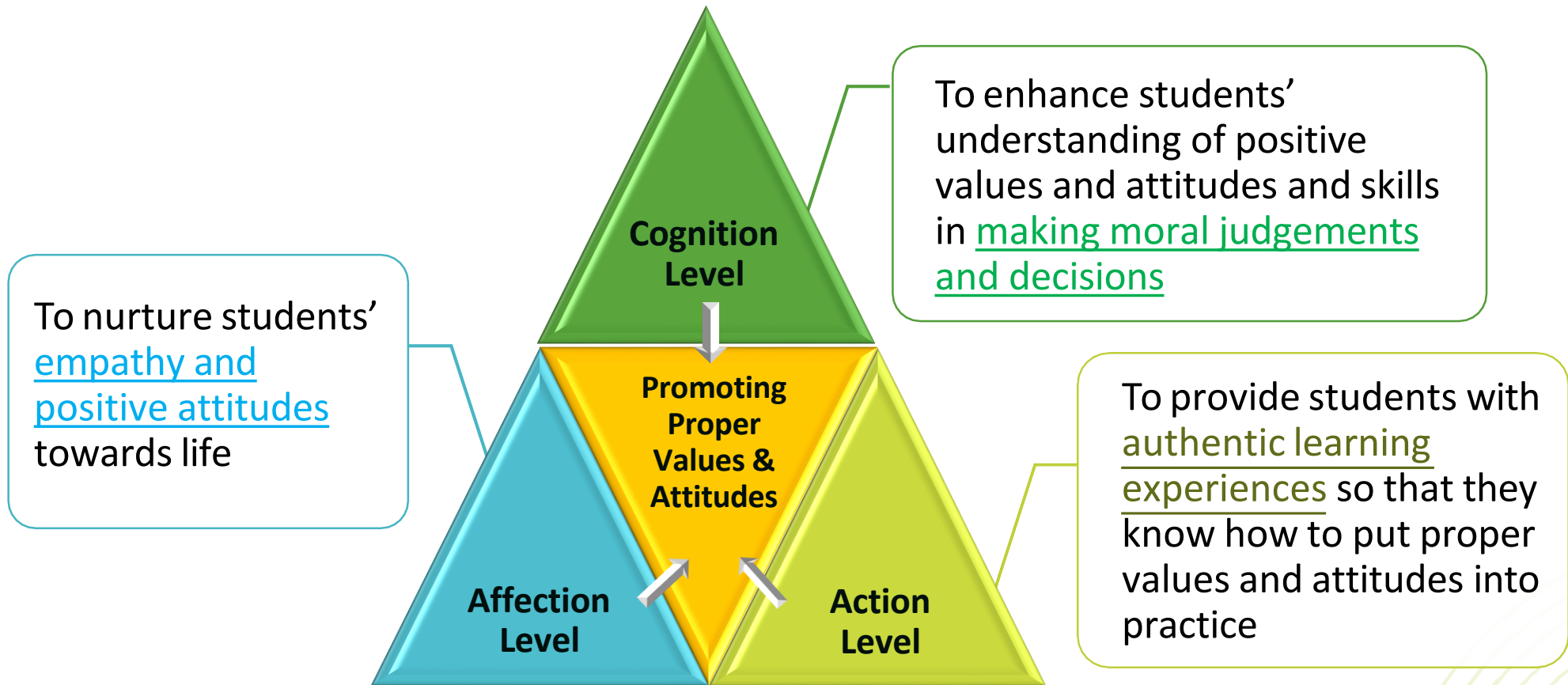


- Perseverance
- Respect for others
- Responsibility
- National identity
- Commitment
- Integrity
- Benevolence
- Law-abidingness
- Empathy
- Diligence
- Filial piety
- Unity



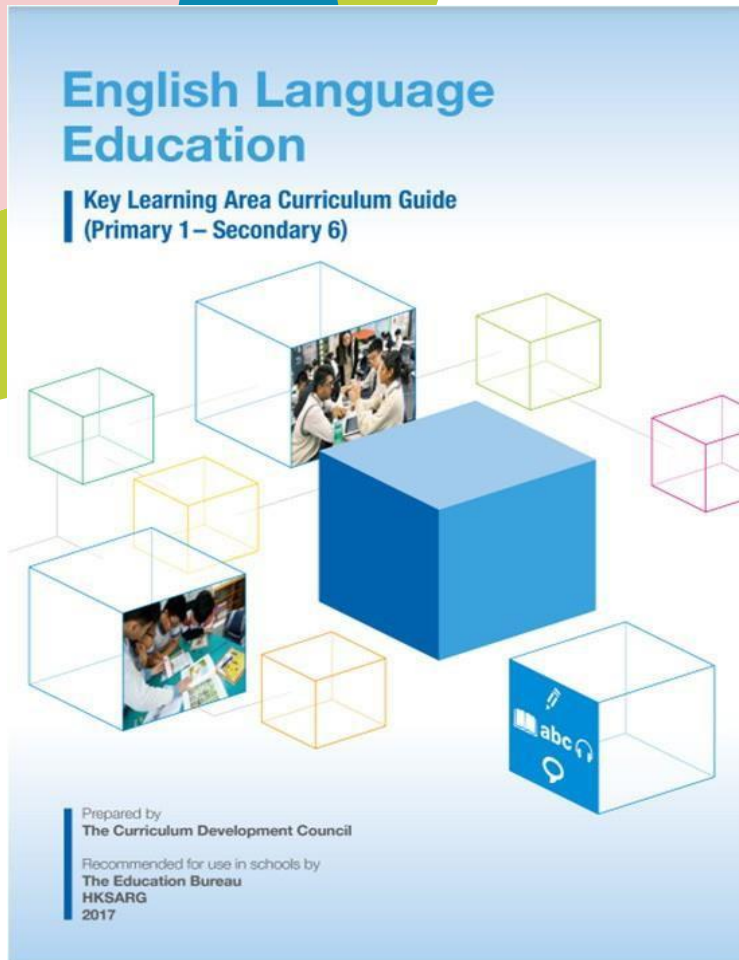
# Promoting Values Education in the School Curriculum

## Integration of cognition, affection and action



# Integrating Values Education into the School English Language Curriculum

- Connecting the Twelve Priority Values and Attitudes with the **Themes/Topics** of Teaching Modules
- Strengthening the Connection between English Language and Various **Cross-curricular** Domains
- **Examples** of integrating Values Education into the Primary English Classroom



[https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG\\_2017.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf)

# Integrating Values Education into the School English Language Curriculum

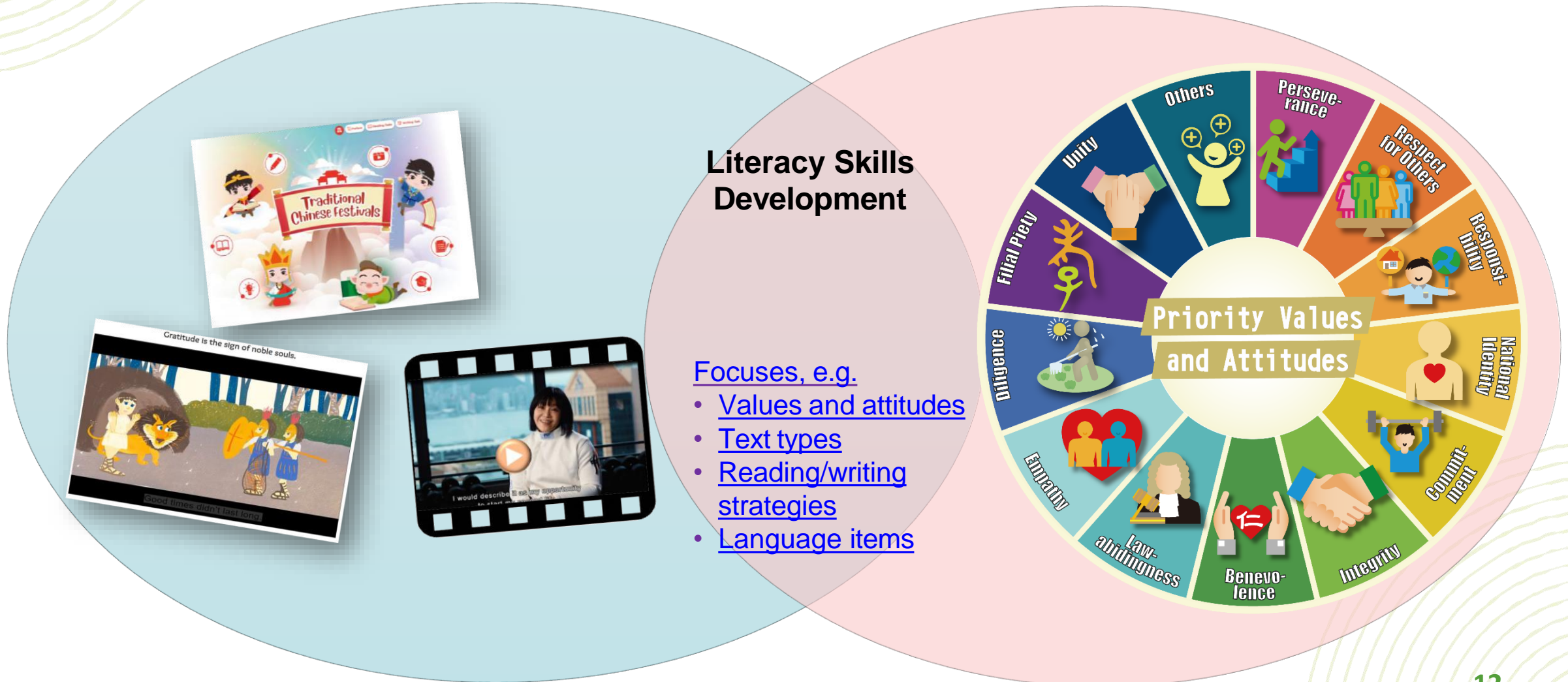
Schools are encouraged to:

- ❖ focus on the positive values and attitudes that **align with their school mission, school contexts, stakeholders' views, students' needs and major concerns**
- ❖ explore a variety of **value-laden issues** and **stimuli** for critical and imaginative learning experiences
- ❖ make use of **everyday life events** and a variety of learning and teaching resources to provide **contexts** for cultivating values in students

# Connecting the Twelve Priority Values and Attitudes with the Themes/Topics of Teaching Modules in the English Language Curriculum

English Language

Values Education

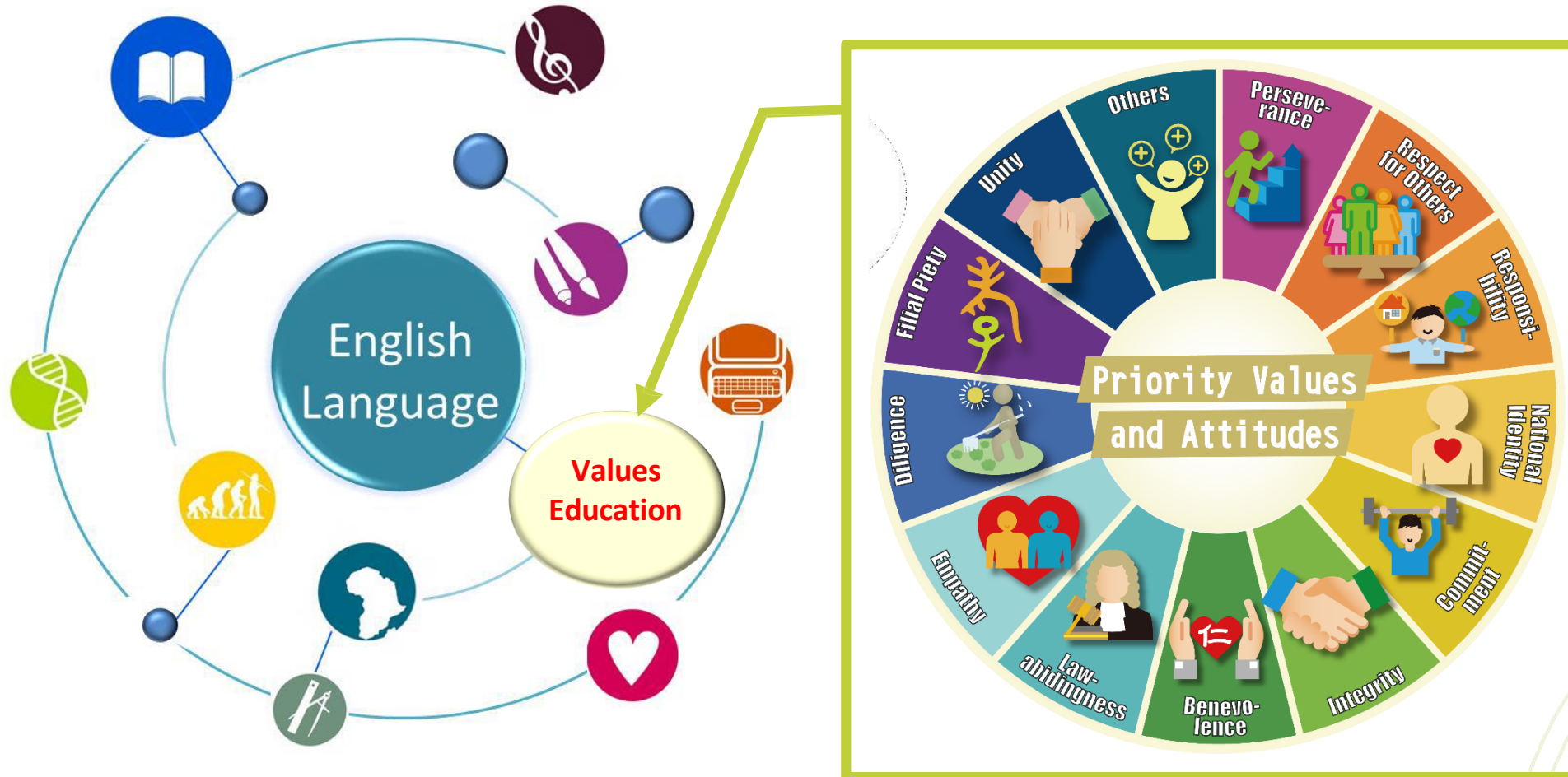


# Connecting the Twelve Priority Values and Attitudes with the Themes/Topics of Teaching Modules in the English Language Curriculum

Module and unit	Target values and attitudes	Learning and teaching activities
<b>KS1</b>		
Fun and Games (Sports and games we play)	Unity	Creating team names, writing slogans and/or chants for a sports event to <b>show team spirit</b>
Me, My Family and Friends (Me and my family)	Filial piety Responsibility	Storytelling and reader's theatre on books about <b>helping parents with the housework</b>
Caring and Sharing (People who help us)	Empathy Commitment Benevolence	Writing a thank-you card to people who <b>take care of our health</b>
<b>KS2</b>		
Relationships (Beautiful people)	Perseverance Diligence	Discussing the life stories of a successful person and ways he/she <b>faces challenges</b>
Happy Days (Festivals)	National identity Respect for others	Reading about <b>a Chinese festival</b> and reflecting on the culture and traditions
My Neighbourhood (Streetwise)	Law-abidingness Integrity	Writing some rules on <b>road safety</b> for classmates

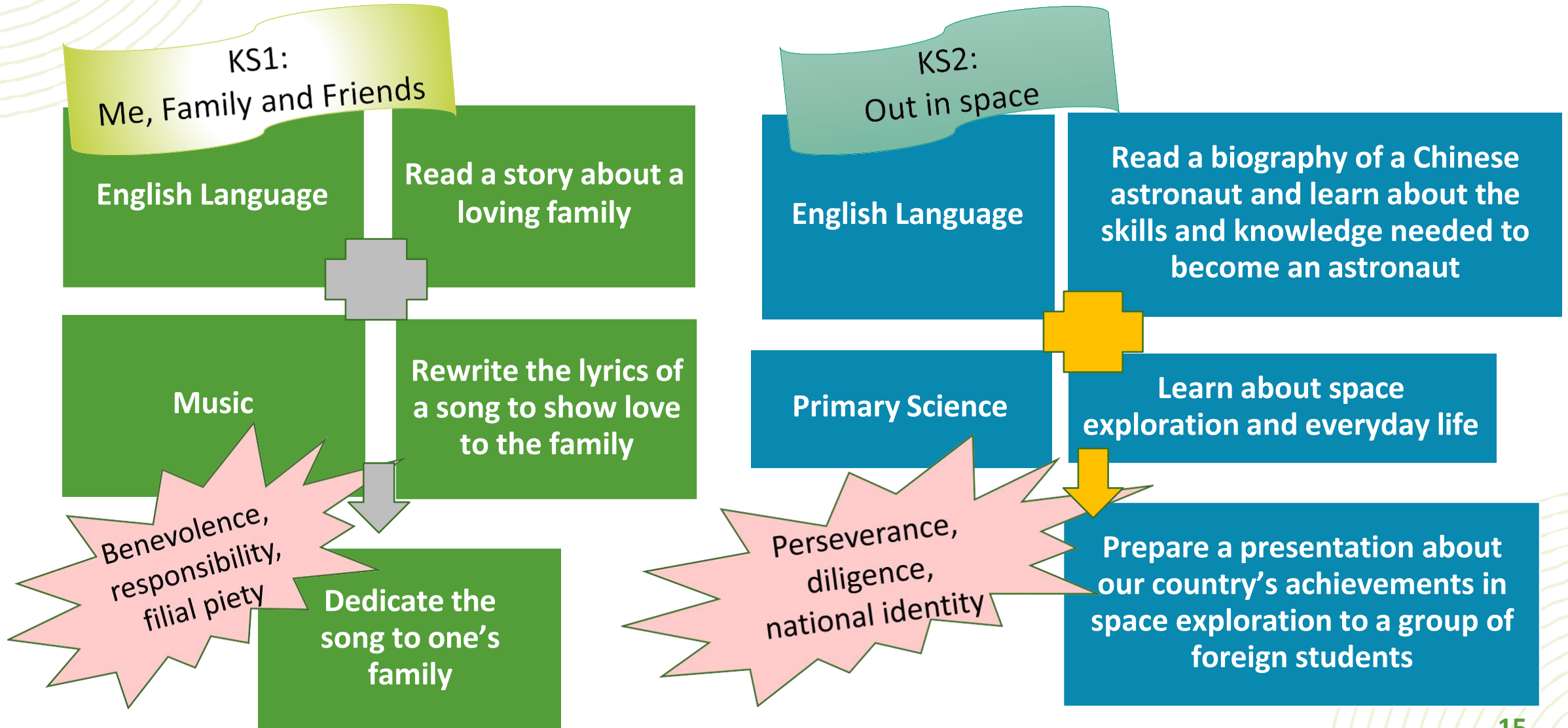


# Strengthening the Connection between English Language and Various Cross-curricular Domains to Facilitate Whole-person Development





# Strengthening the Connection between English Language and Various Cross-curricular Domains to Facilitate Whole-person Development



# Integrating Values Education into the Primary English Classroom

English Language

Values Education

An e-book (information text)



## Literacy Skills Development

Module (KS2)

- Happy Days (Festivals)

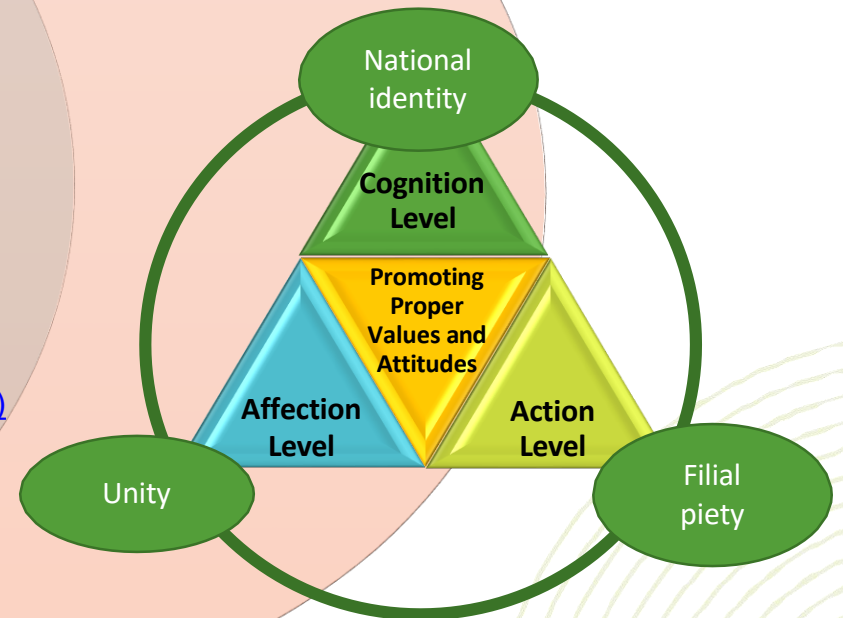
Content objectives

- To learn about the origins and customs of four traditional Chinese festivals
- To cultivate in students proper values and attitudes (e.g. national identity, filial piety, care for others)
- To create and write about a new festival

Language objectives

- To understand the features of information texts (e.g. the use of the simple present tense)
- To generate ideas using the SCAMPER techniques
- To link ideas using connectives
- To write descriptions with sensory language

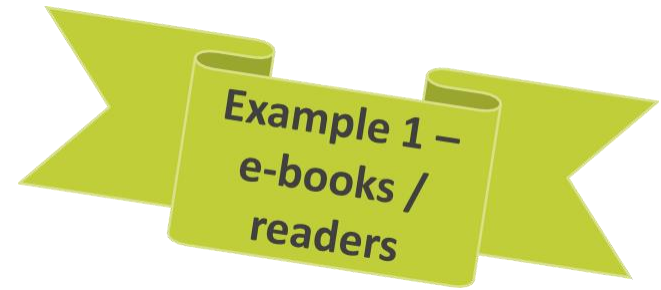
National Education  
National Security Education  
Proper Values & Attitudes



Example 1 –  
e-books /  
readers

# Example activities in Reading Workshops

Students read about the origins and customs of different Chinese festivals, namely Chinese New Year, the Ching Ming Festival, the Dragon Boat Festival and the Mid-Autumn Festival.



## Activity 1

- Invite students to explore the origin, meaning and traditions of the festivals.
- Guide them to read and discuss the content and features of an article through
  - ✓ analysing the organisation of content; and
  - ✓ identifying connectives, the use of tenses and sensory language.
- Ask students to reflect on the values of the festivals and how these festivals are related to their everyday lives (e.g. Mid-Autumn Festival → gratitude, reunion and love for family).



## Activity 2

Guide students to learn to use different ways to generate, enrich and organise ideas, e.g.

- ✓ the SCAMPER techniques;
- ✓ sensory language; and
- ✓ graphic organisers.



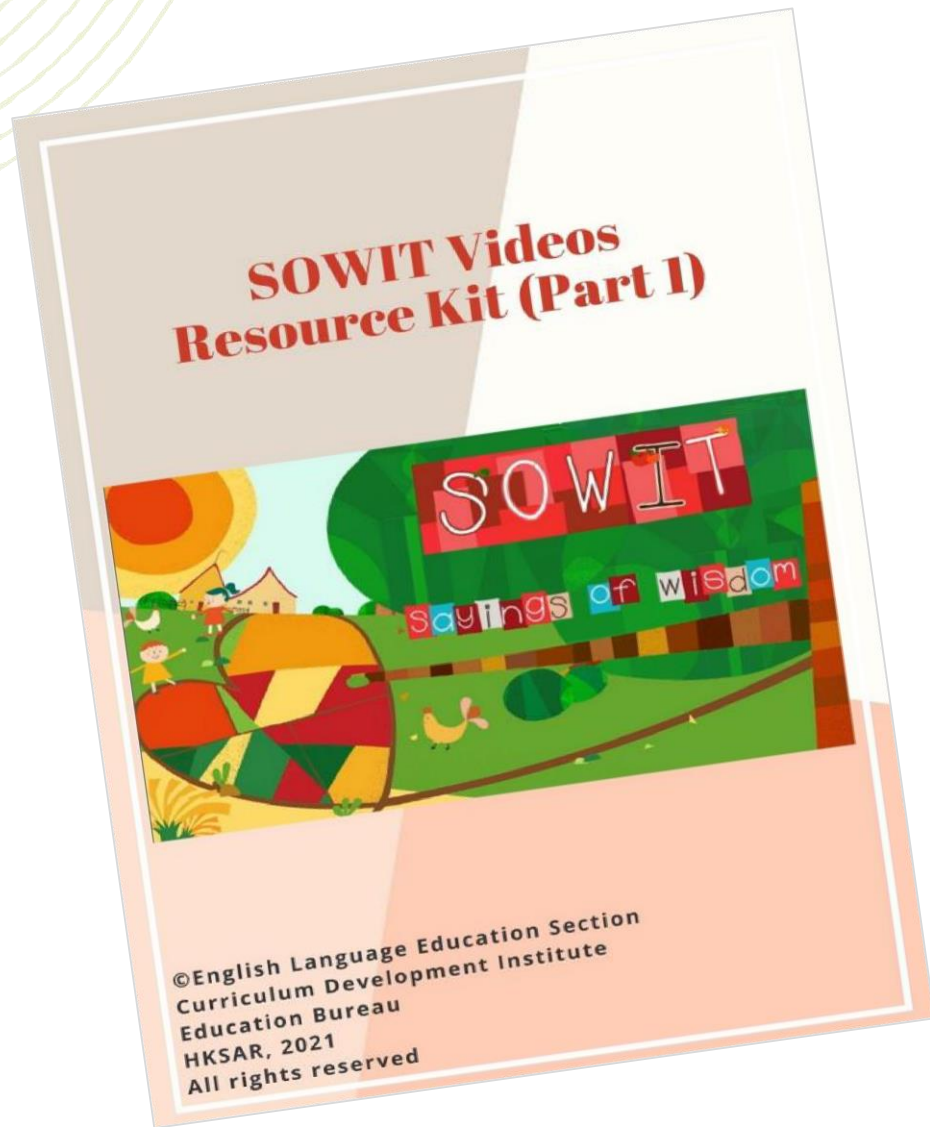
## Activity 3

Prompt students to design a new festival that promotes proper values and attitudes, and write a short descriptive article about it.





# Integrating Values Education into the Primary English Classroom



Example 2 –  
SOWIT videos

Gratitude is the sign of noble souls.



Good times didn't last long.


# Integrating Values Education into the Primary English Classroom

## Learning and teaching activities

Example 2 – SOWIT videos

SOWIT Video Series – “Gratitude is the Sign of Noble Souls”  
(Video link: [www.edb.gov.hk/sowit\\_noble](http://www.edb.gov.hk/sowit_noble))

Lesson Plan



**Suggested Levels**  
Upper Primary/Junior Secondary

**Summary of the Learning Task**  
Students watch the SOWIT video “Gratitude is the Sign of Noble Souls” about a slave helping a lion when it was in trouble. In return, the lion saves the slave by saving his life. Students are then guided to understand the meaning of the saying “Gratitude is the sign of noble souls”, learn about the related values (e.g. be grateful, be empathetic, care for others), and write a letter to someone whom students would like to show appreciation to.

**Learning Objectives**

**Content**

- To understand the meaning of the saying “Gratitude is the sign of noble souls” through a story presented in the context of a video

**Language**

- To explore the story elements of the video (e.g. setting, plot, twist, main characters, supporting characters)
- To describe the appearance, feelings and personality of the main characters using a range of adjectives


**Sharing Learning Intentions**

1. Introduce the objectives of the learning.

**Pre-viewing**

**Part A: Making Predictions about the Video**

1. Refer students to *Activity Sheet: Part A*.
2. Draw students’ attention to the picture of a scene of the SOWIT video “Gratitude is the Sign of Noble Souls” and make predictions about what the video is about.



**Viewing**

**Part B: Understanding the Video**

1. Refer students to *Activity Sheet: Part B*.
2. Introduce the story elements by playing the video and while watching the video.
3. Play the video “Gratitude is the Sign of Noble Souls”.
4. Discuss with students the appearance, feelings and personality of the main characters.

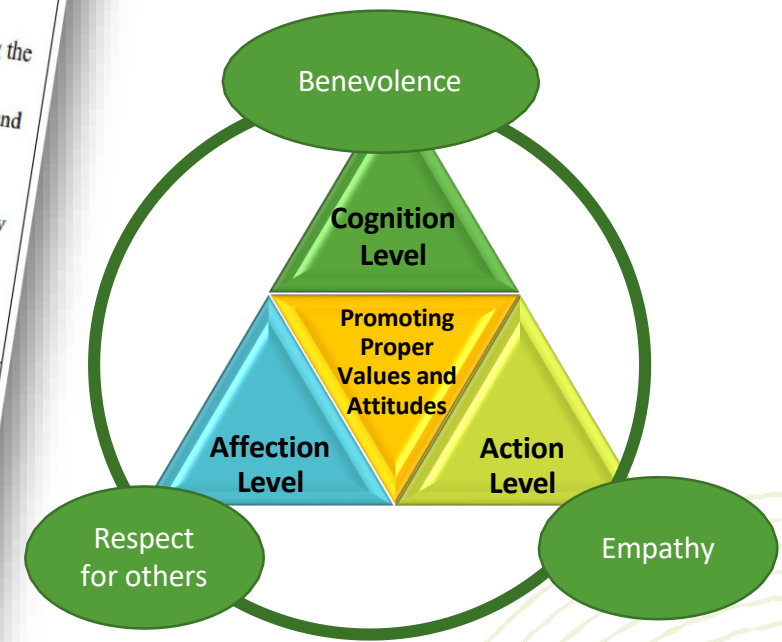
**Post-viewing**

**Part C: Understanding the Characters**

1. Refer students to *Activity Sheet: Part C*.
2. Instruct students to identify the main and supporting characters.
3. Guide students to analyse the main characters (i.e. Androcles and the lion) using the “Role on the Wall”:  
  - Elicit from students the adjectives describing the appearance, feelings and personality of Androcles and the lion at different stages of the story; and
  - Invite them to substantiate the choice of adjectives with relevant examples.
4. Instruct students to identify other characters’ perception of the main characters. Draw students’ attention to the change in the perception as the story unfolds.
5. Play the video again whenever necessary.

**Part D: Understanding the Theme and the Saying of Wisdom**

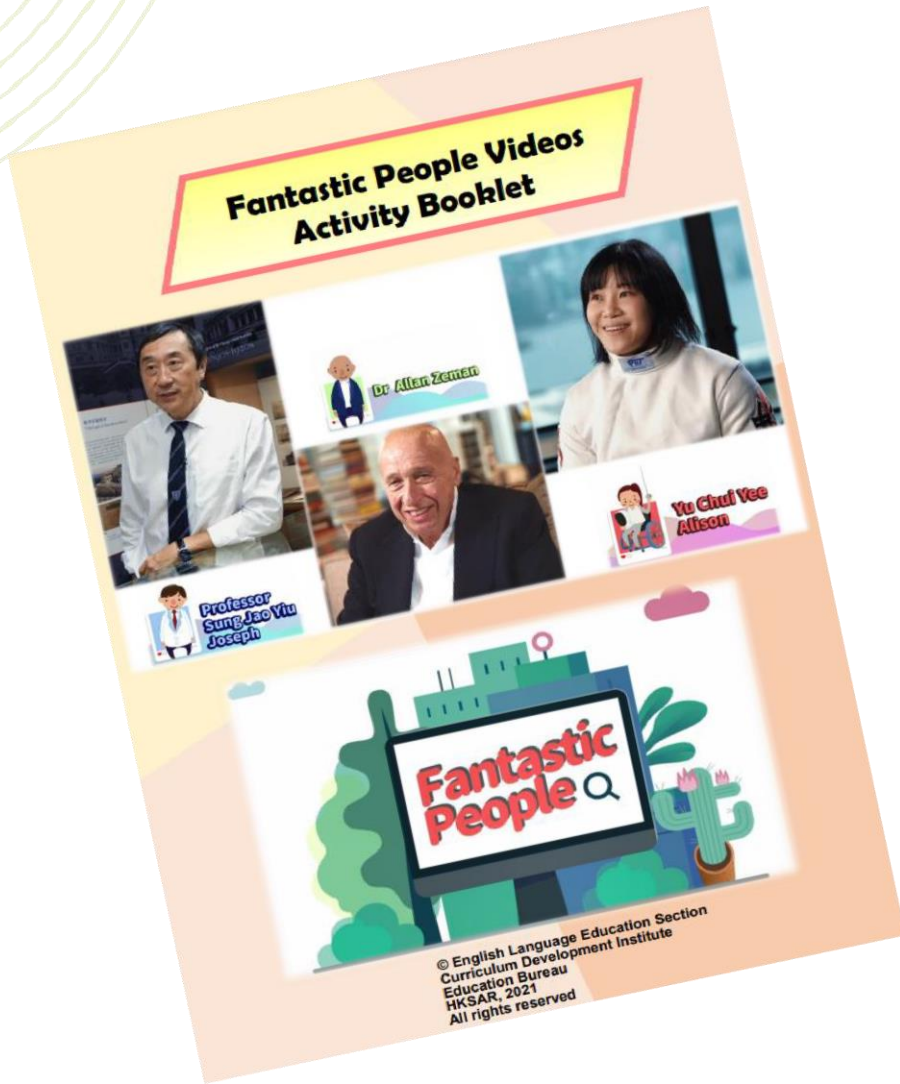
1. Refer students to *Activity Sheet: Part D*.
2. Guide students to work out the meaning of the saying (i.e. people who show gratitude to others are blessed souls) by revisiting the lion’s good deeds done in return for Androcles’s kindness.
3. Discuss with students the messages conveyed (i.e. be grateful and show appreciation to those who are kind to us; be empathetic and offer a helping hand to those in need) in the story.
4. Invite students to recall the good deeds people have done for them.
5. Instruct students to write a thank-you card to someone whom they would like to show appreciation to. In the thank-you card, students should include:  
  - The good deeds someone performed and their gratitude;
  - How they could pay it forward; and
  - The saying of wisdom “Gratitude is the sign of noble souls”.





# Integrating Values Education into the Primary English Classroom

Example 3 –  
ELE videos






# Integrating Values Education into the Primary English Classroom

## Learning and teaching activities



**(Pre-viewing)**  
**Part A: Making predictions about the video**  
 1. Look at the picture below. Have you ever seen a person like this? What do you think is very special about her?



**(Viewing)**  
**Part B: Understanding the background and achievement**  
 3. Watch the video and complete the chart below.

**Achievements**

- Awarded the \_\_\_\_\_ Bauhinia Star
- Received Hong Kong Sports Stars Award \_\_\_\_\_ times
- Won \_\_\_\_\_ Paralympic medals

**Challenges**

- Got \_\_\_\_\_
- Had to amputate her \_\_\_\_\_
- Learn to be friends with the \_\_\_\_\_

**Ways to release stress**

- \_\_\_\_\_ something good
- Doing \_\_\_\_\_
- Listening to \_\_\_\_\_

**Ms Alison**

**(Post-viewing)**  
**Part C: Self-reflection**

4. What adjectives would you use to describe Alison? Why? (e.g. optimistic, positive, out-going, cheerful, etc.)

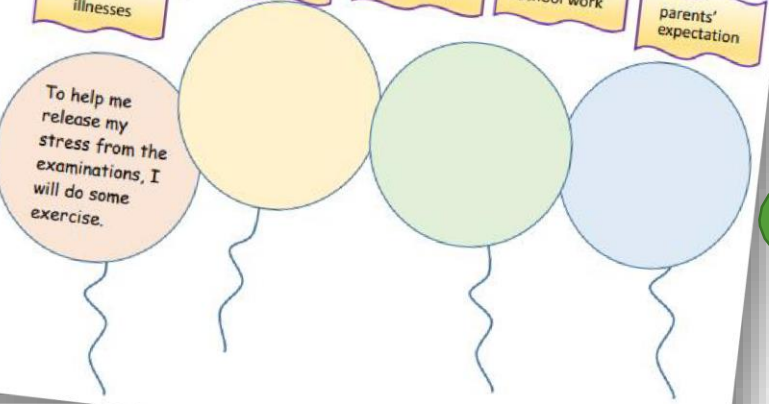
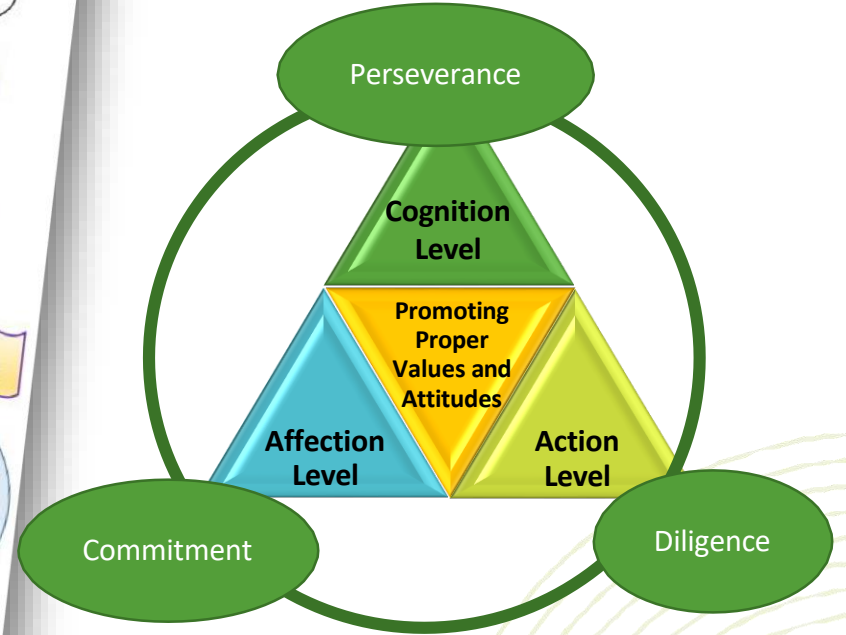
5. What have you learnt from Alison?

6. We face different challenges every day and may feel stressful sometimes. It is important to find ways to release our stress.  
 a) Tick the challenges that you are facing.  
 b) Write down the things you do to help you release stress in the balloons below and share them with your classmates.

examinations    competitions    friendship    school work    parents' expectation

illnesses

To help me release my stress from the examinations, I will do some exercise.

# Integrating Values Education into the Primary English Classroom

## Pre-/While-/Post-viewing activities



Animation series  
 “An Inspiring Journey through  
 Chinese Fables and Tales”

**Part D: Reflect and write**  
 Your parents take care of you every day and work very hard for you and your family. How can you return their love and care? Think about the things you can do for them. Take action and record 7 little acts of love and respect in the list below. Complete the challenge within one week.

Tip: Don't forget to use the **simple past tense** to record the little acts.

### “Show Your Love” Challenge

Record 7 little acts of love and respect toward

Date	What did you
E.g. 1 <sup>st</sup> February, 20XX	I cleaned up
1	
2	
3	
4	
5	
6	
7	

**Part F: Write a thank-you note**  
 Write a thank-you note to someone who helped you before. Follow the example.

1) How did Han Xin thank the old lady? Underline the key words.

Many years ago, you gave a bowl of rice to a poor young man. He promised to pay you back. Now please take the gold and come to my palace.

- 1. the old
- 2. Han X
- 3. Han X
- thank



2) Write a thank-you note to your teacher/someone who helped you.

- What was the kind thing he/she did for you? When did it happen?
- How did you feel?
- What would you do? (write a thankful message to him/her)

Congratul  
 you have complet

Dear \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Best wishes,

\_\_\_\_\_

**Part D: Discuss and share**  
 What kind of person was Yu? Read the scripts below and discuss in pairs. Share your ideas with your classmates. Follow the example.

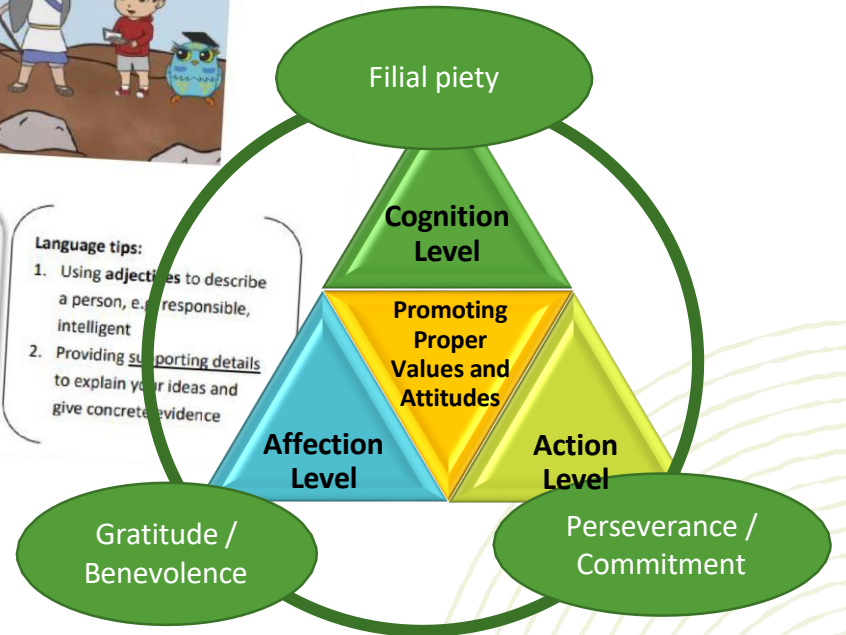
I've learnt from my father's experiences. Blocking the floods is not enough. What we really need to do is to divert the flood water to the sea...



I think Yu was a **responsible and intelligent** person. **He took up the challenging task and worked hard for many years to tame the floods. He learnt from his father's lessons and thought of other ways to solve the problem.**

- Language tips:**
1. Using **adjectives** to describe a person, e.g. responsible, intelligent
  2. Providing **supporting details** to explain your ideas and give concrete evidence

Example 4 –  
 Short  
 animations

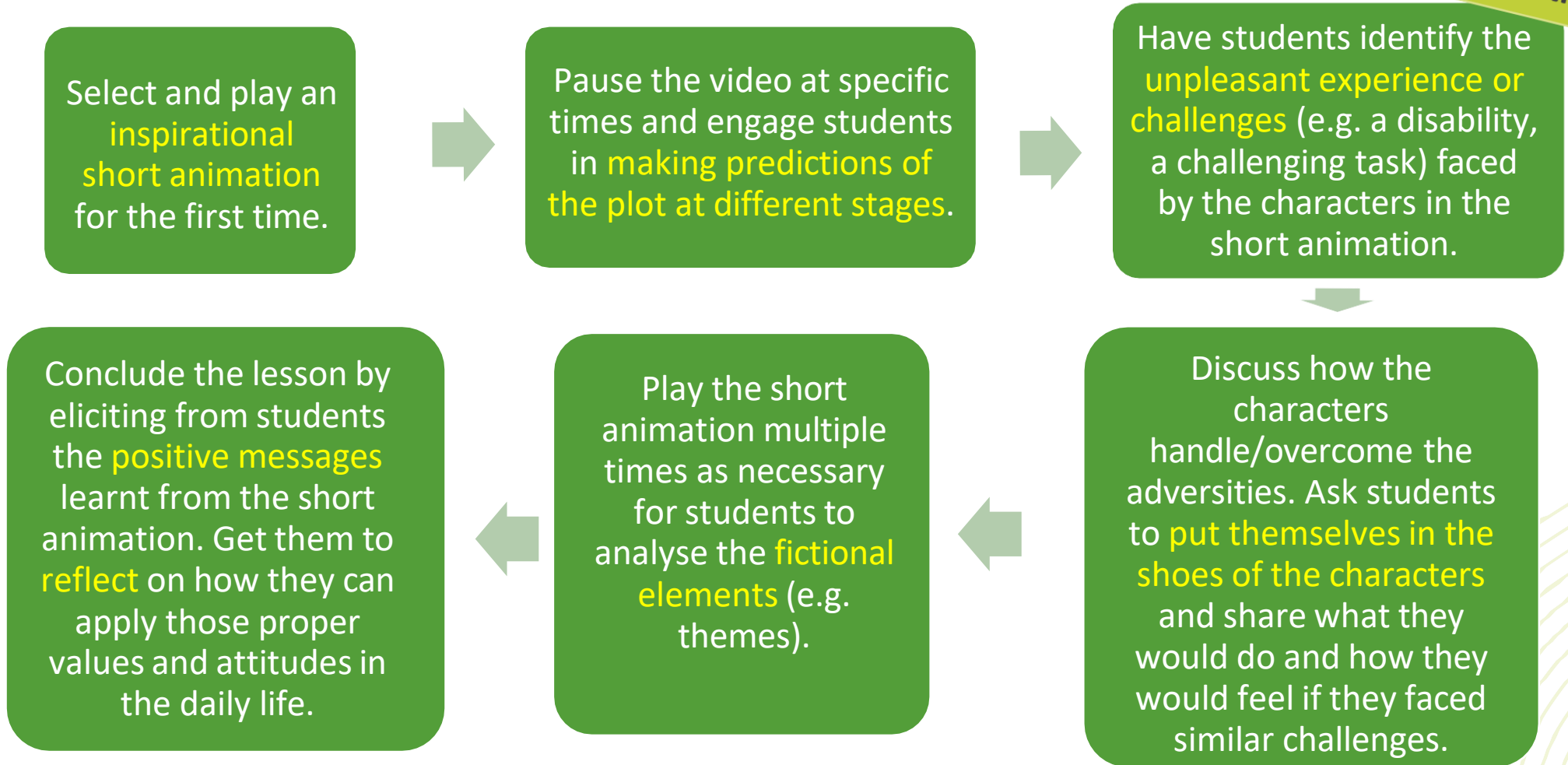


# Integrating Values Education into the Primary English Classroom

## “What Happens Next?”

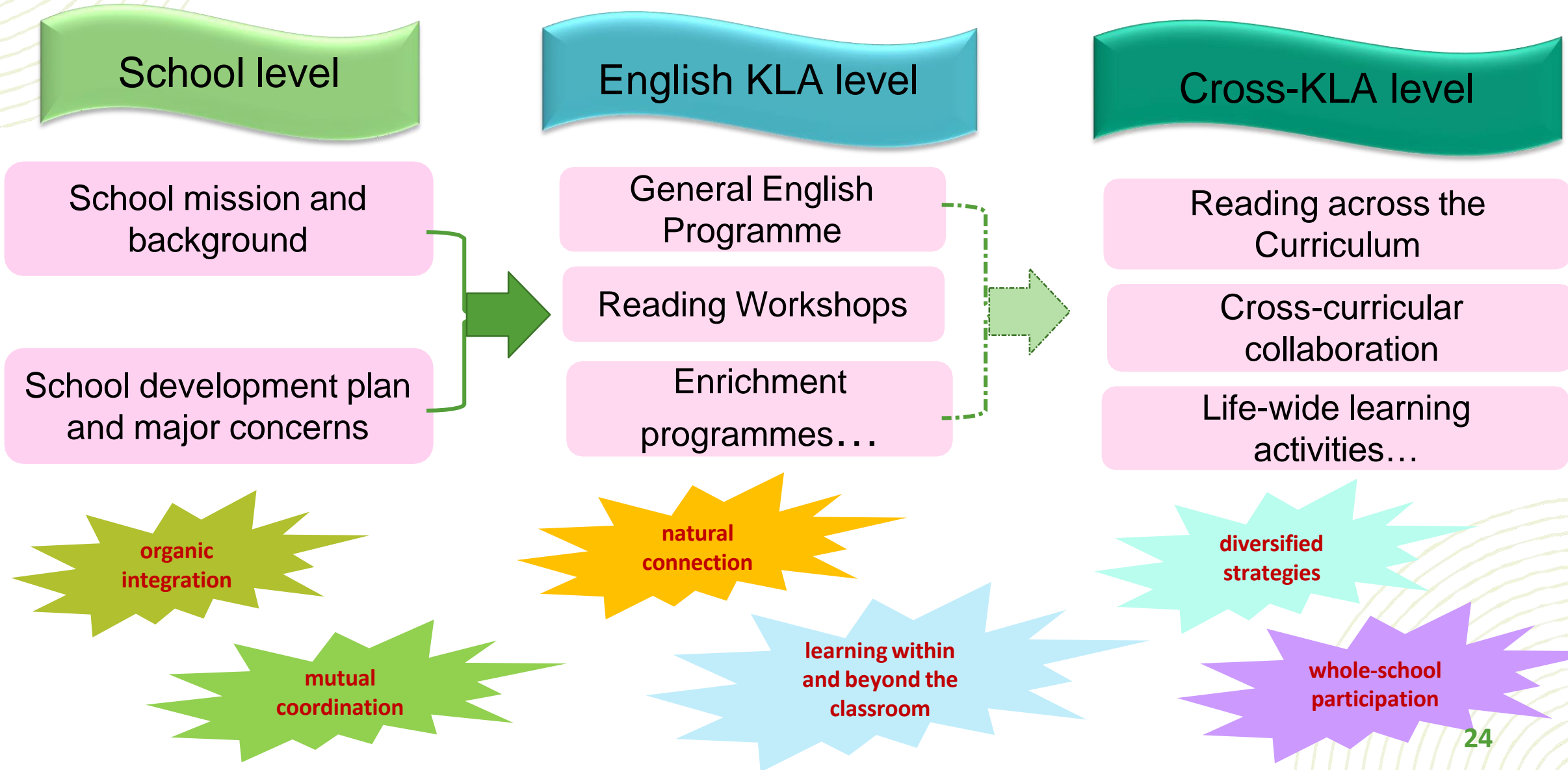
### Predicting the Storyline of Inspirational Short Animations

Example 5 –  
Short  
animations





# Holistic Planning of the School Curriculum for Integrating Values Education into the School English Language Curriculum



# Holistic Planning of the School Curriculum for Integrating Values Education into the School English Language Curriculum

## Collaborate with parents and foster home-school cooperation, e.g.

- engage the PTA in running parent-child activities
- organise talks for parents and students

## Make good use of community resources to organise service-oriented activities, e.g.

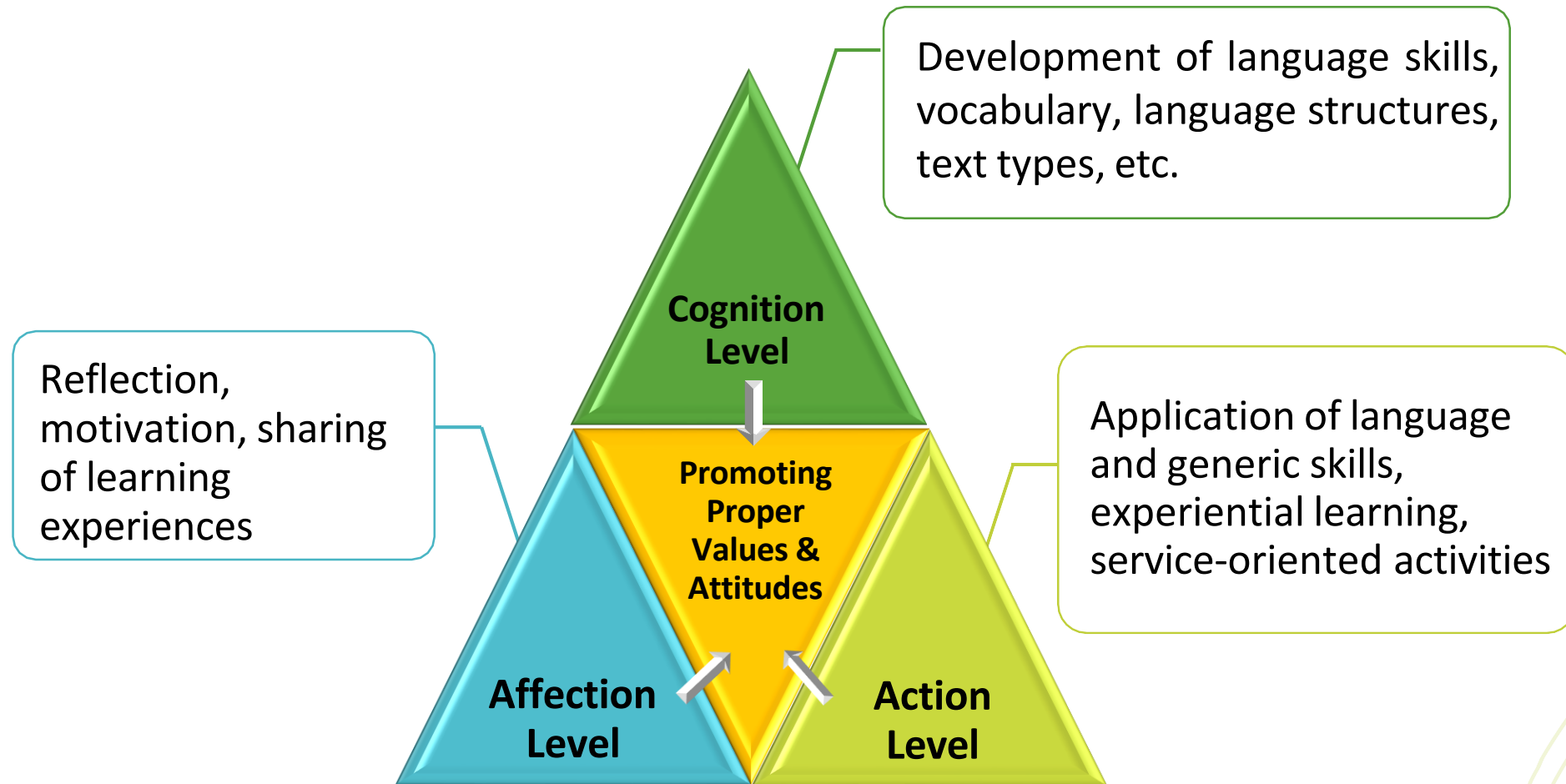
- develop students into hope builders and get them to take actions to spread hope to others
- draw greeting cards with positive messages and send them to the children at hospitals
- recruit students for voluntary services at animal rescue shelters
- organise a donation for food banks



Scan the QR code to learn more about home-school cooperation.

# Integrating Values Education into the Primary English Classroom

Integration of cognition, affection and action





# Food for Thought about Promoting Values Education in the English Language Curriculum

## **Authenticity**

- meaningful and authentic purpose and context

## **Sustainability**

- vertical continuum, not a one-off activity

## **Integration**

- connection with English language learning

## **Application and Reflection**

- making an impact, not just rote learning of proper values



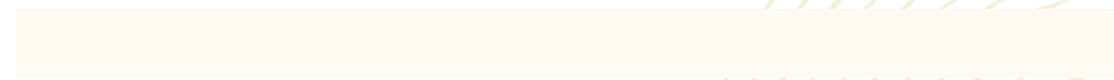
School Sharing:

**Lui Cheung Kwong Lutheran Primary School**



School Sharing:

**Tai Po Old Market Public School**



# SOW Campaign 2024/25

**Theme: SOW the Reading Seed: Inspire and Be Inspired**

**Sub-themes:**

- **R**esilience      enhance resilience through reading stories of people overcoming hurdles
- **E**mpowerment      gain strength, skills and knowledge through reading
- **A**ppreciation      appreciate the beauty of the world or the small things in life through reading
- **D**elight      enjoy the pleasure and joy of reading

# “SOW Inspiring” Book Gifting Competition



## Details

The “SOW Inspiring” Book Gifting Competition is a **writing competition** which invites students to **present a book** that echoes the overarching theme and/or sub-themes as a gift to someone dear to them by **writing a message** with a SOW taken from the book and **creating a piece of 2D artwork** to inspire the recipient.

## Submission deadline

6:00 p.m., **31 March 2025** (Monday)

## Competition website:

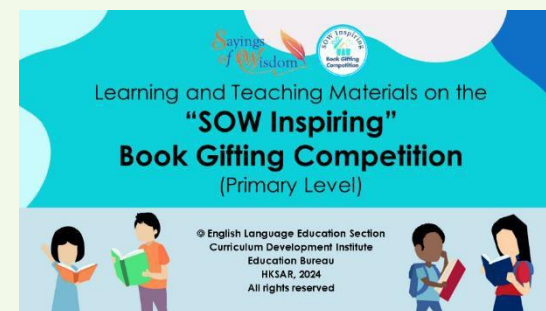
<https://www.edb.gov.hk/BookGifting>



## Learning and Teaching Materials

A set of **presentation slides** are provided in support of the Competition, featuring:

- the learning of **language features**
- writing activities that **engage students in the writing process** through a meaningful context
- tips to enhance students’ **writing skills**



# SOW Readathon

## Details

SOW Readathon is a **territory-wide reading scheme** which promotes reading habits and encourages the sharing of good reads, with students **completing “Reading Challenges”**.

- Schools are encouraged to **submit records** of the completed Reading Challenges.
- Schools are invited to **nominate outstanding SOW Reading Ambassadors**.

## Deadlines

- **Registration:** 6:00 p.m., **20 December 2024** (Friday)
- **Submission of records:** 6:00 p.m., **30 June 2025** (Monday)

## Competition details:

<https://www.edb.gov.hk/Readathon>



**Registration Form:**

<https://www.edb.gov.hk/Readathon-form>

**School-based Record Form:**

<https://www.edb.gov.hk/Readathon-record>

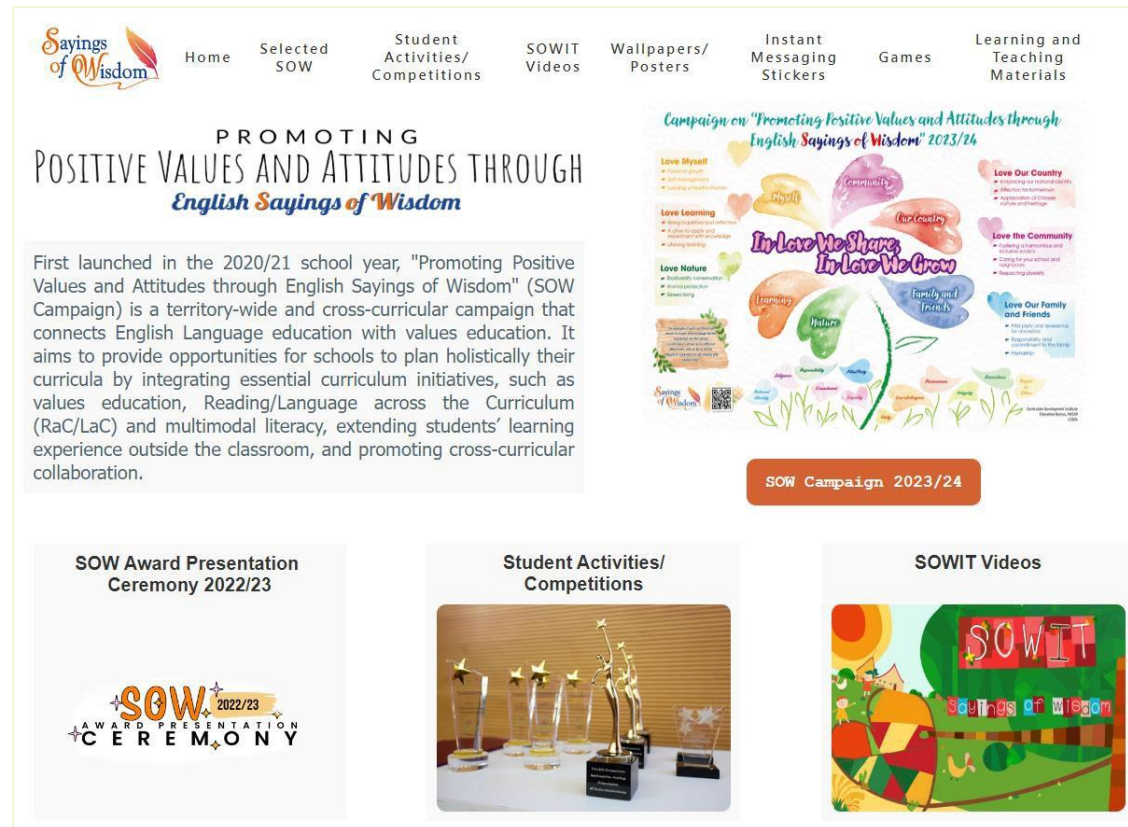




# Resources on Promoting Positive Values and Attitudes: English Sayings of Wisdom (SOW)

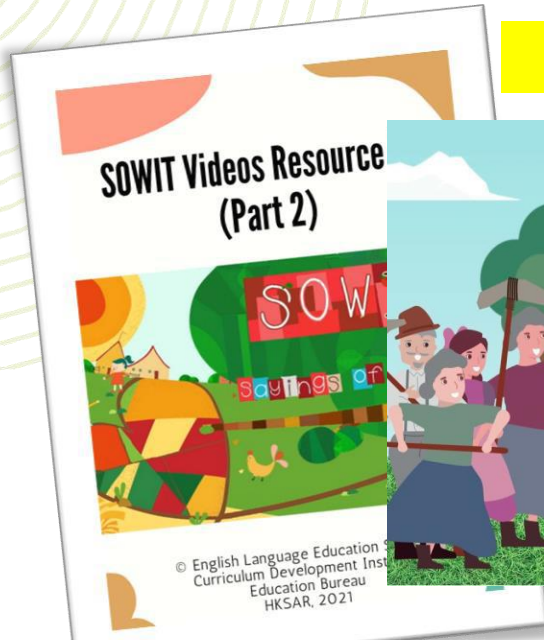


<http://www.edb.gov.hk/sow>



The screenshot shows the homepage of the 'Saying of Wisdom' website. At the top, there is a navigation menu with links: Home, Selected SOW, Student Activities/Competitions, SOWIT Videos, Wallpapers/Posters, Instant Messaging Stickers, Games, and Learning and Teaching Materials. The main heading reads 'PROMOTING POSITIVE VALUES AND ATTITUDES THROUGH English Sayings of Wisdom'. Below this, a paragraph describes the campaign's history and goals. To the right is a colorful infographic titled 'Campaign on "Promoting Positive Values and Attitudes through English Sayings of Wisdom" 2013/24', which lists various value categories like 'Love Myself', 'Love Learning', 'Love Nature', 'Love Our Country', 'Love the Community', and 'Love Our Family and Friends'. Below the infographic is a button for 'SOW Campaign 2023/24'. At the bottom, there are three featured sections: 'SOW Award Presentation Ceremony 2022/23' with a logo, 'Student Activities/Competitions' with a photo of trophies, and 'SOWIT Videos' with a colorful graphic.

SOWIT Videos



SOWIT Videos Resource Kit (Part 1 & Part 2)



SOW Posters

SOW L&T Resources



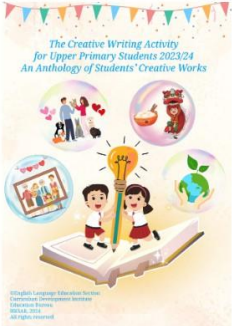




# Resources on Promoting Values Education

(covering national education [including patriotic education, national security education] and life education)  
in the English Language Curriculum



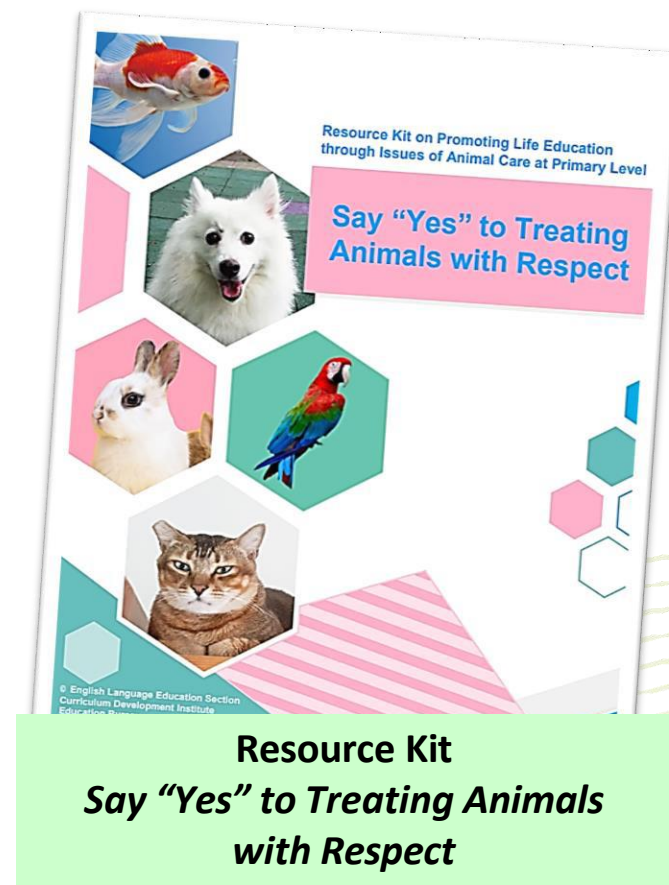
[https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/values\\_ed\\_pri.html](https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/values_ed_pri.html)

Promoting Values Education in the English Language Curriculum	
Primary Level <b>Secondary Level</b>	
Resources	Year
	The Creative Writing Activity for Upper Primary Students 2023/24 - An Anthology of Students' Creative Works 2024 (Online)
	An English Animation Series "An Inspiring Journey through Chinese Fables and Tales" 2024 (Online)
	SOW Year Planner 2024 2023 (Online)

# Resources on Promoting Values Education

(covering national education [including patriotic education, national security education] and life education)

## in the English Language Curriculum







**Key Stages 1 and 2 (Primary 1 to 6)**

[Fanning the Pillow and Warming the Quilt](#)

[Grinding an Iron Rod into a Needle](#)

[Pulling up the Crops to Help Them Grow](#)

[Putting Yourself in Someone's Shoes](#)

[Whole-hearted Devotion](#)

**Key Stage 2 (Primary 4 to 6)**

[Gaining New Insights from Reviewing Old](#)

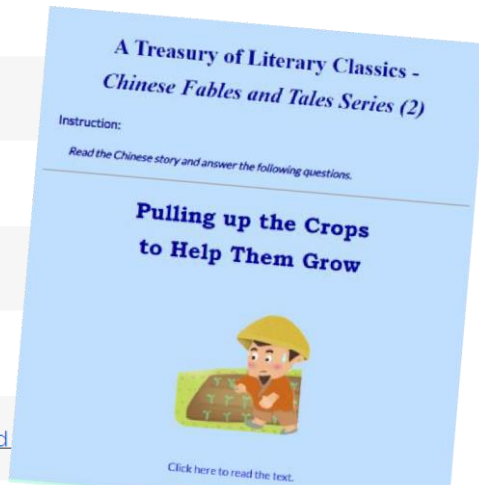
[Going Three-tenths](#)

**Chinese Fables and Tales Series (1) & (2)**

[Holding a Book in the Hand All the Time](#)

[Quitting Halfway](#)

[Sending Goose Feathers from Thousands of Miles Away](#)



**e-Book Traditional Chinese Festivals**

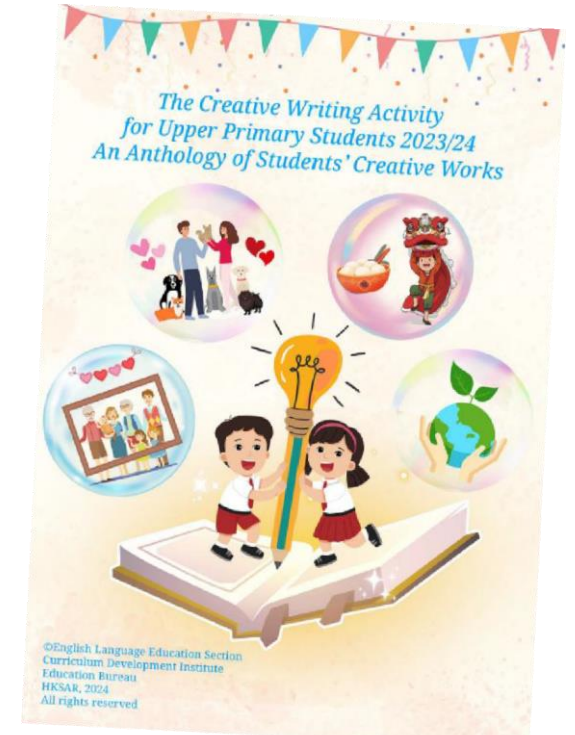
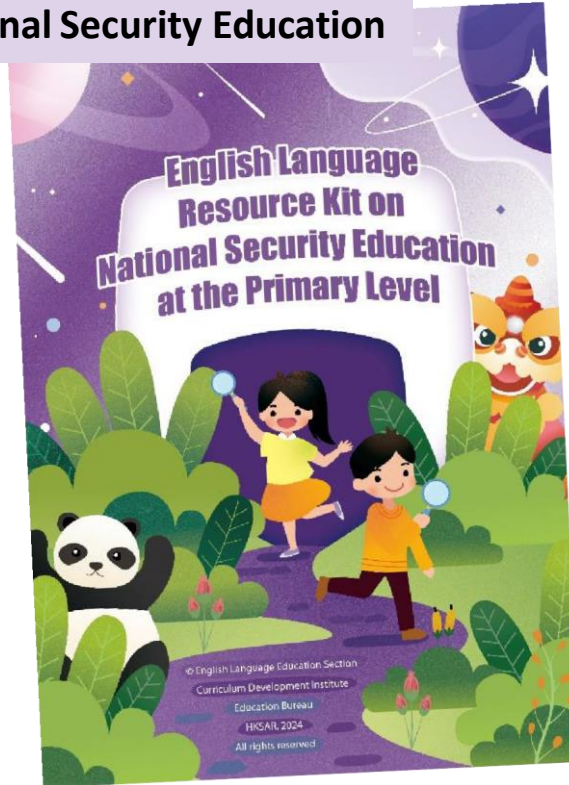
[Preface](#) [Reading Tasks](#) [Writing Task](#)



**Resource Kit on  
National Security Education**



**Animation series  
“An Inspiring Journey through  
Chinese Fables and Tales”**



**Student Anthology  
The Creative Writing Activity for  
Upper Primary Students 2023/24**