

*Sharing Session on
Promoting Values Education in the
School English Language Curriculum (Secondary Level) (Refreshed)
18 December 2024*



*English Language Education Section
Curriculum Development Institute
Education Bureau*



Course Objectives

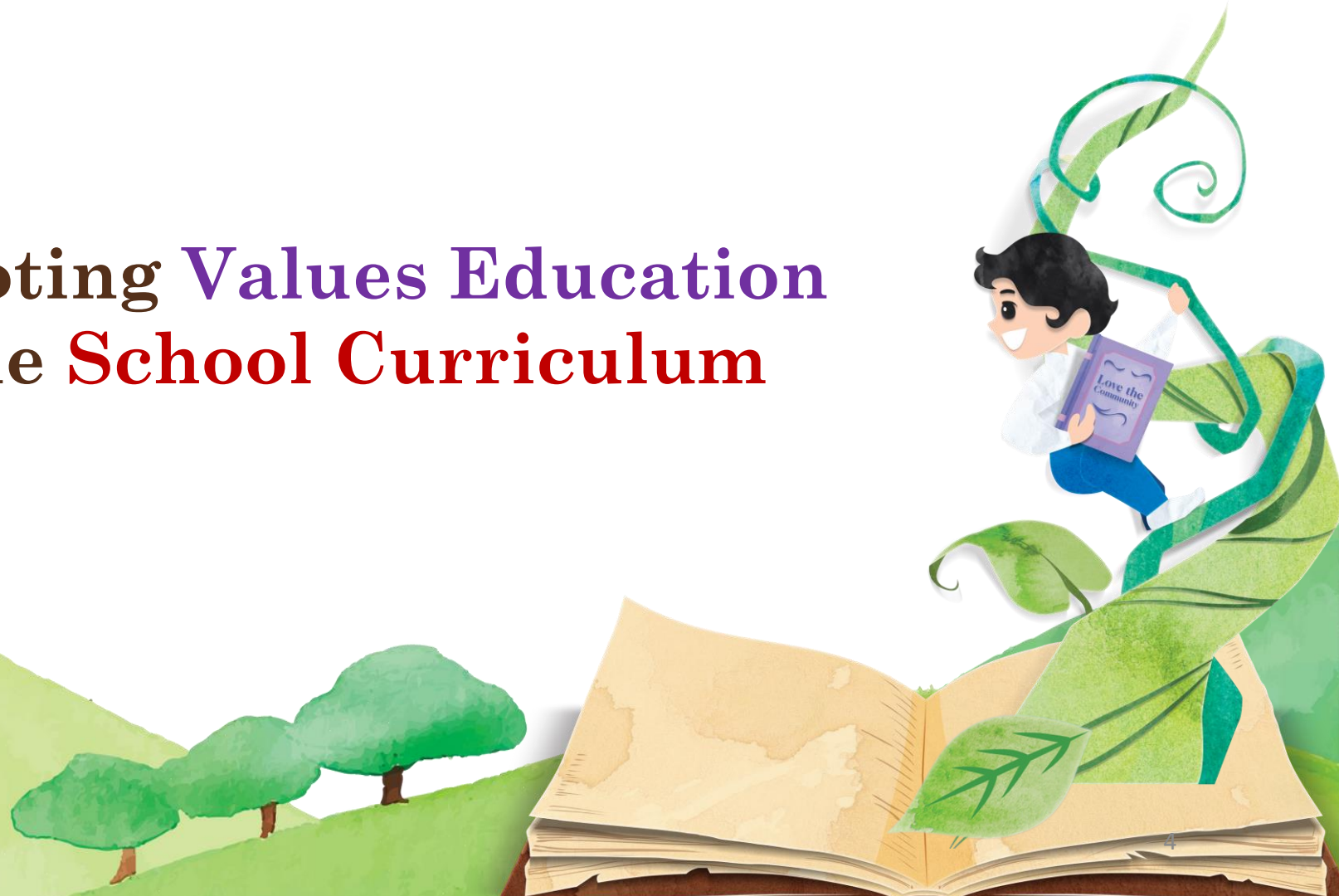
- ◆ To provide insights into the planning and implementation of learning and teaching activities for the **promotion of values education** in the English classroom ;
- ◆ To introduce the **resources in support of the promotion of values education** in the school English Language curriculum ; and
- ◆ To share **examples of designing diversified learning activities** to foster positive values and attitudes in the English classroom

Programme Rundown

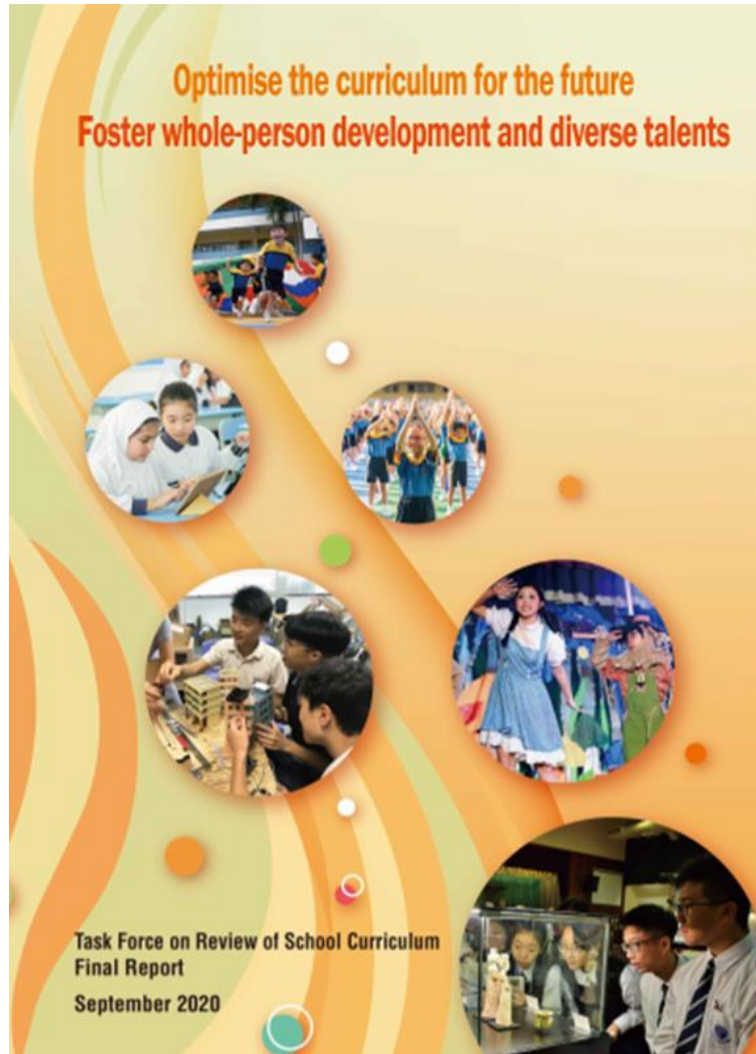
Time		Run-down
Part 1	2:30 - 2:45 p.m.	<ul style="list-style-type: none"> • Promoting Values Education in the School Curriculum • Integrating Values Education into the School English Language Curriculum
Part 2	2:45 - 3:45 p.m.	<u>School Sharing on “Week of Love and Growth”</u> <ul style="list-style-type: none"> • Carmel Divine Grace Foundation Secondary School
	3:45 - 4:00 p.m.	Break
	4:00 - 5:00 p.m.	<u>School Sharing on “Week of Love and Growth”</u> <ul style="list-style-type: none"> • St. Paul’s Convent School (Secondary Section)
Part 3	5:00 - 5:15 p.m.	<ul style="list-style-type: none"> • Resources in Support of the Promotion of Values Education in the School Curriculum
	5:15 - 5:30 p.m.	Q & A



Promoting Values Education in the **School Curriculum**



Final Report of Task Force on Review of School Curriculum (2020)



Six Directions of Recommendations



Whole-person Development



Values Education and Life Planning Education



Creating Space and Catering for Learner Diversity



Applied Learning



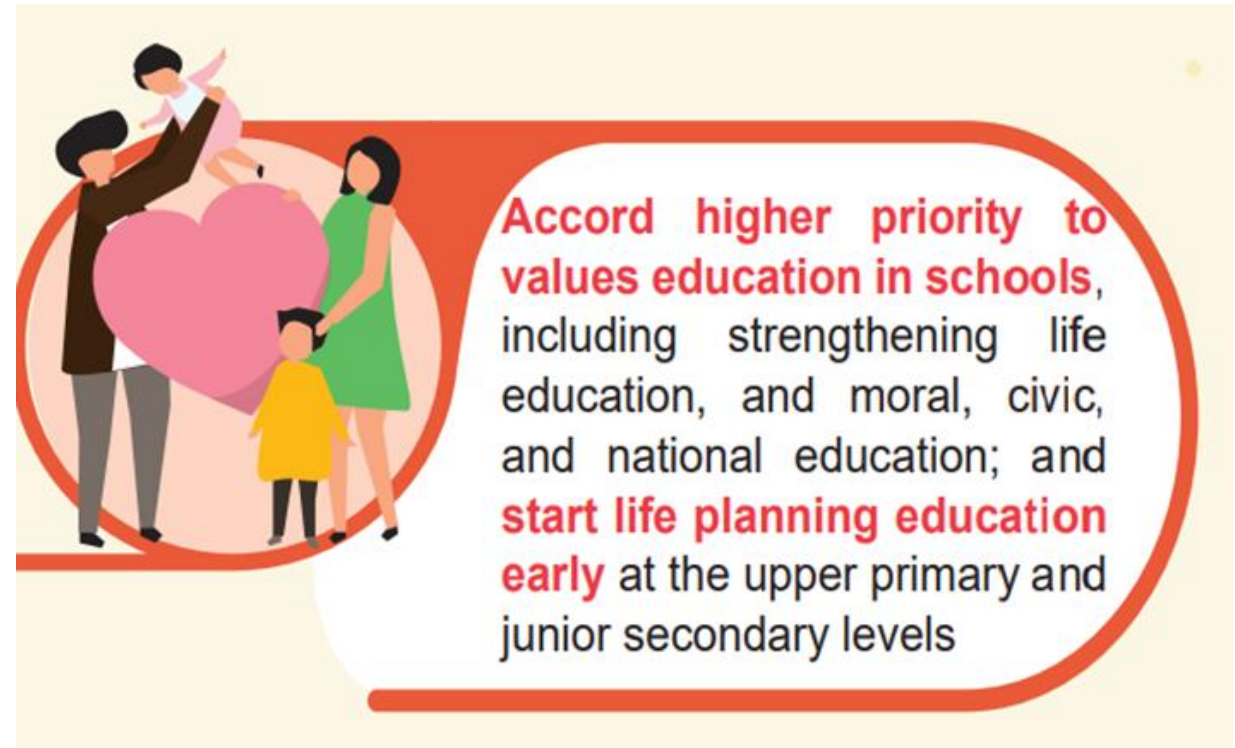
University Admissions



STEM Education

Recommendations for Values Education and Life Planning Education

Directional Recommendations of the Task Force on Review of School Curriculum (A Leaflet)



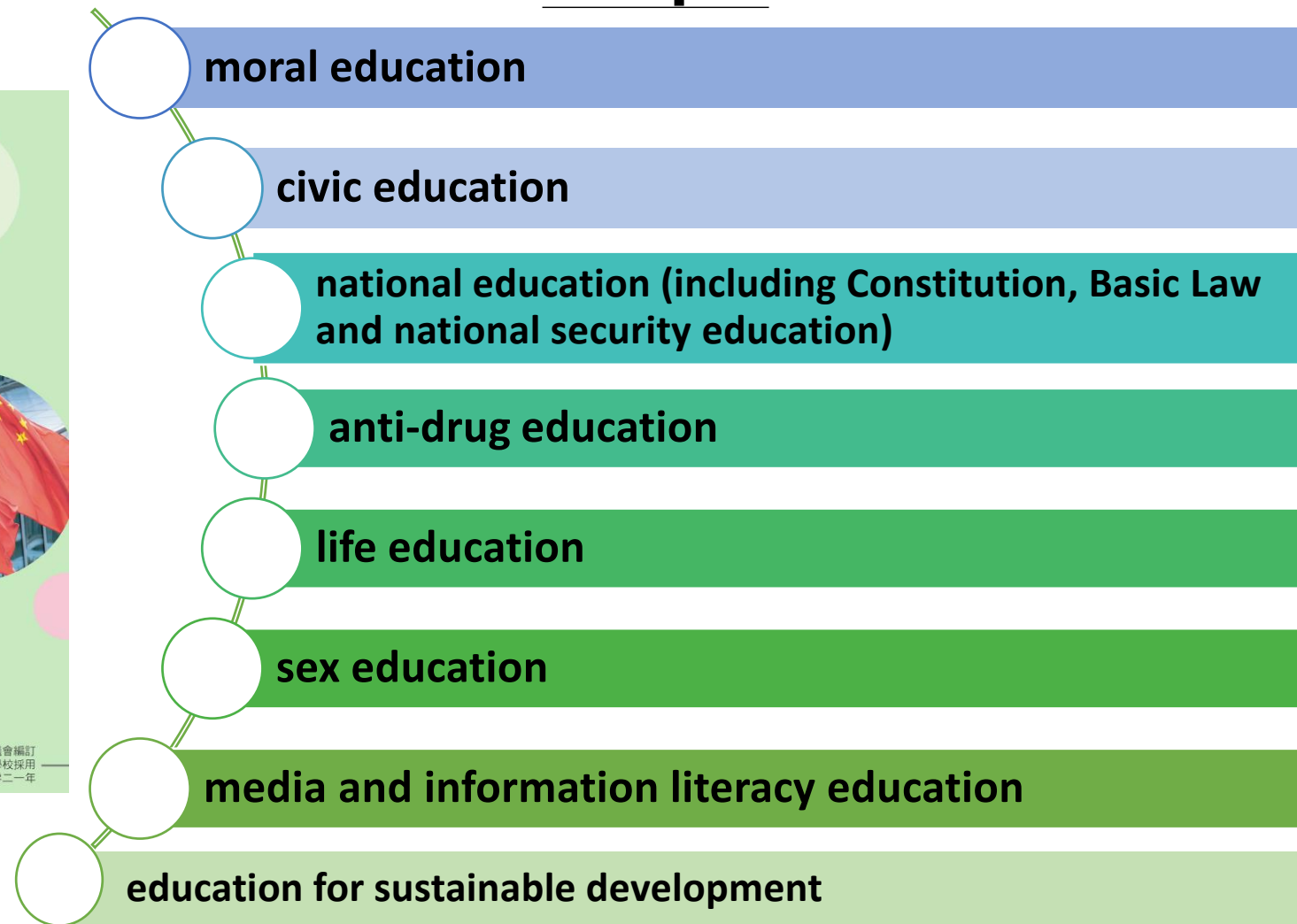
- ◆ Provide multifarious Values Education (VE) related learning experiences in the curriculum to broaden students' perspective
- ◆ Engage teachers in professional development activities

Promoting Values Education under Various Cross-curricular Domains

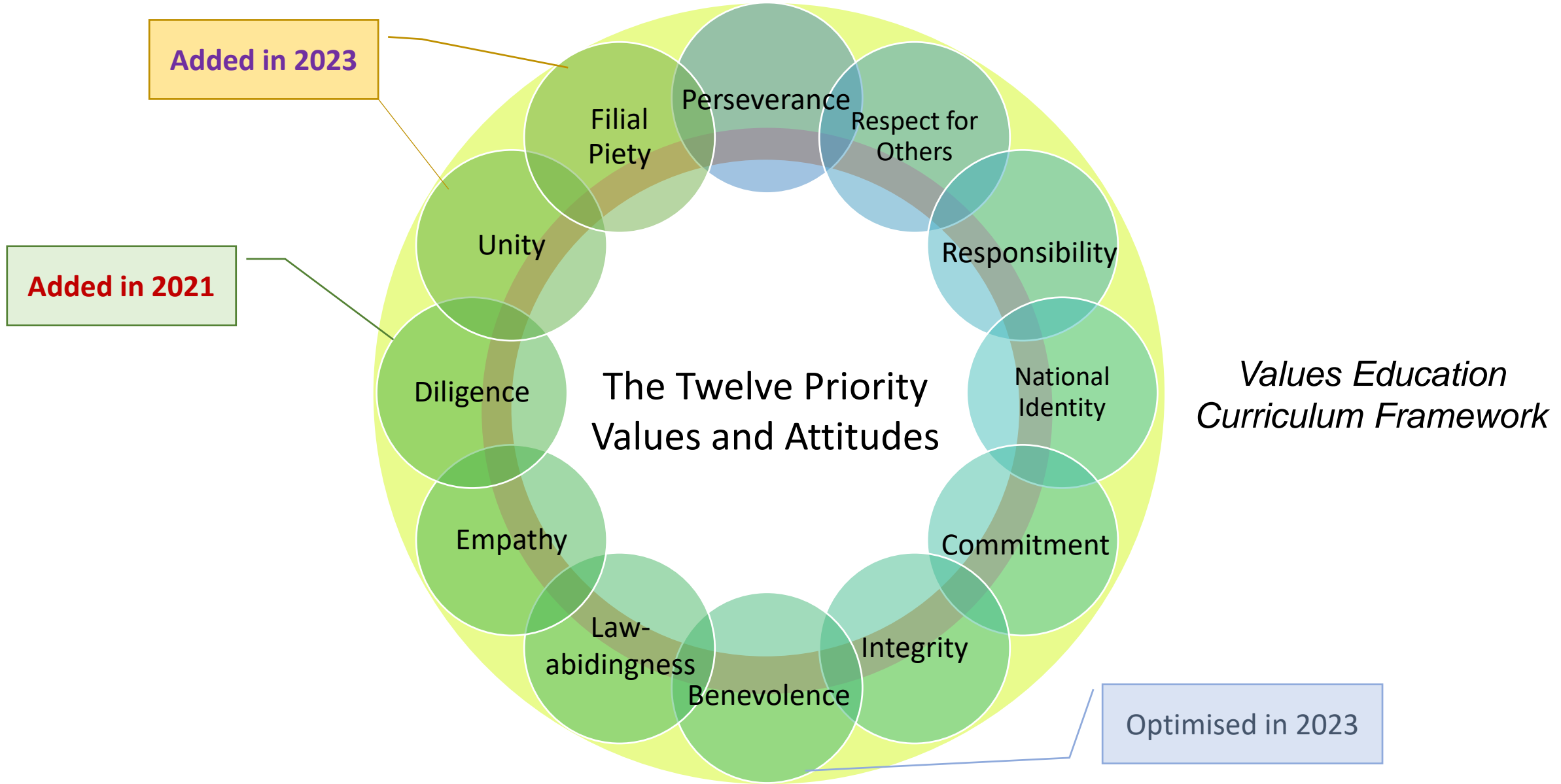
Examples



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

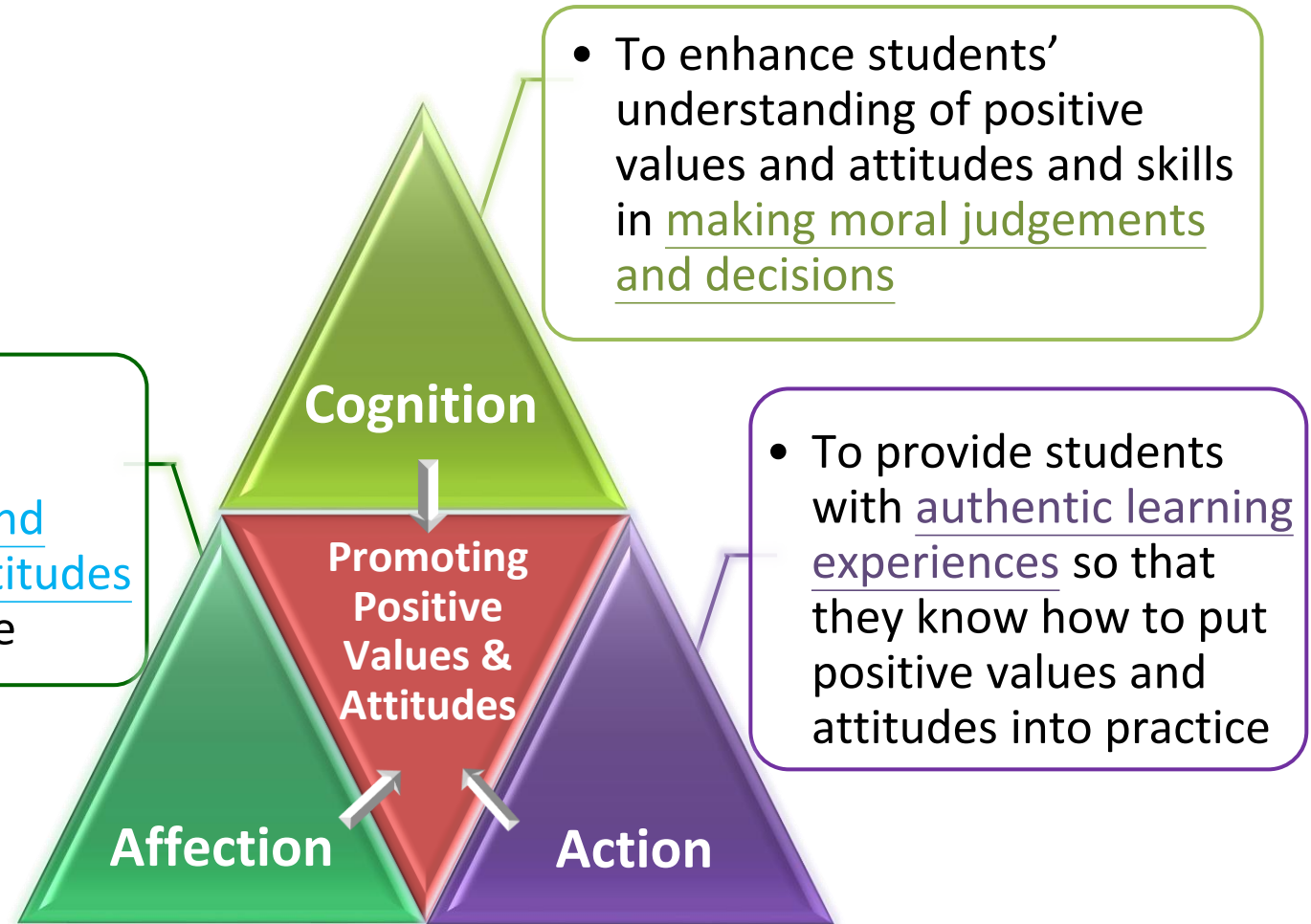
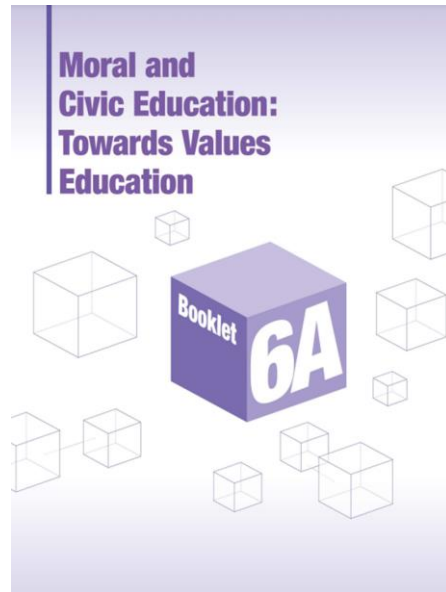


Promoting Values Education in the School Curriculum



Promoting Values Education in the School Curriculum – Major Components: Cognition, Affection and Action

Secondary Education Curriculum Guide (2017) –
Booklet 6A: Moral and Civic Education:
Towards Values Education

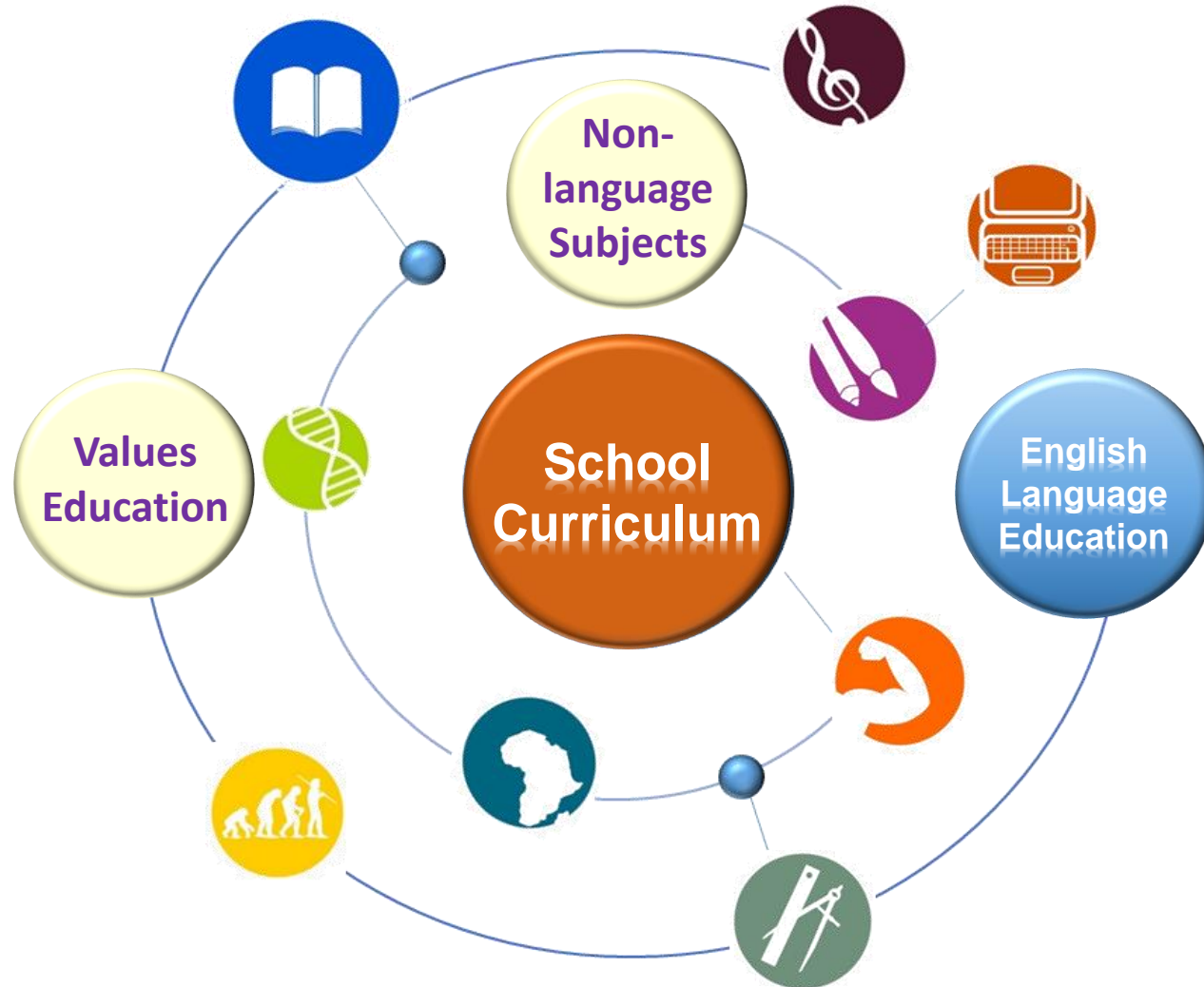




Integrating Values Education into the School English Language Curriculum

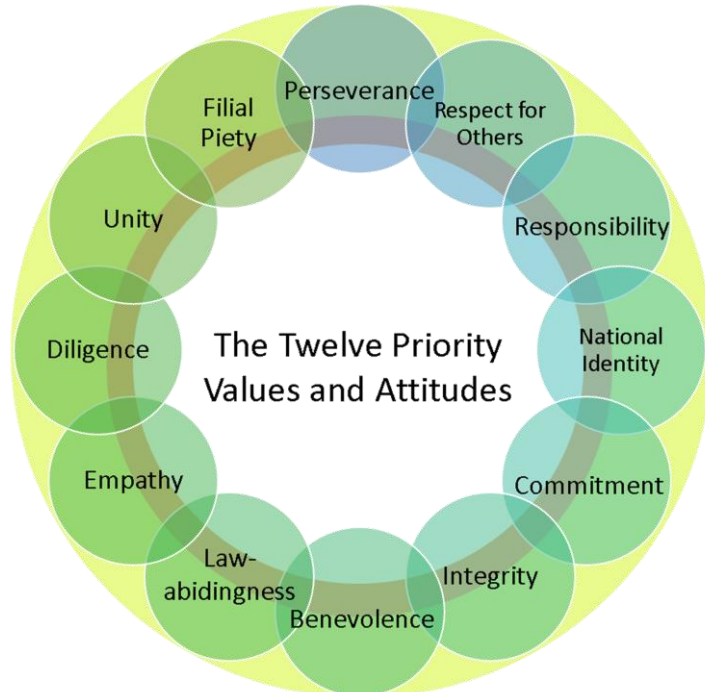
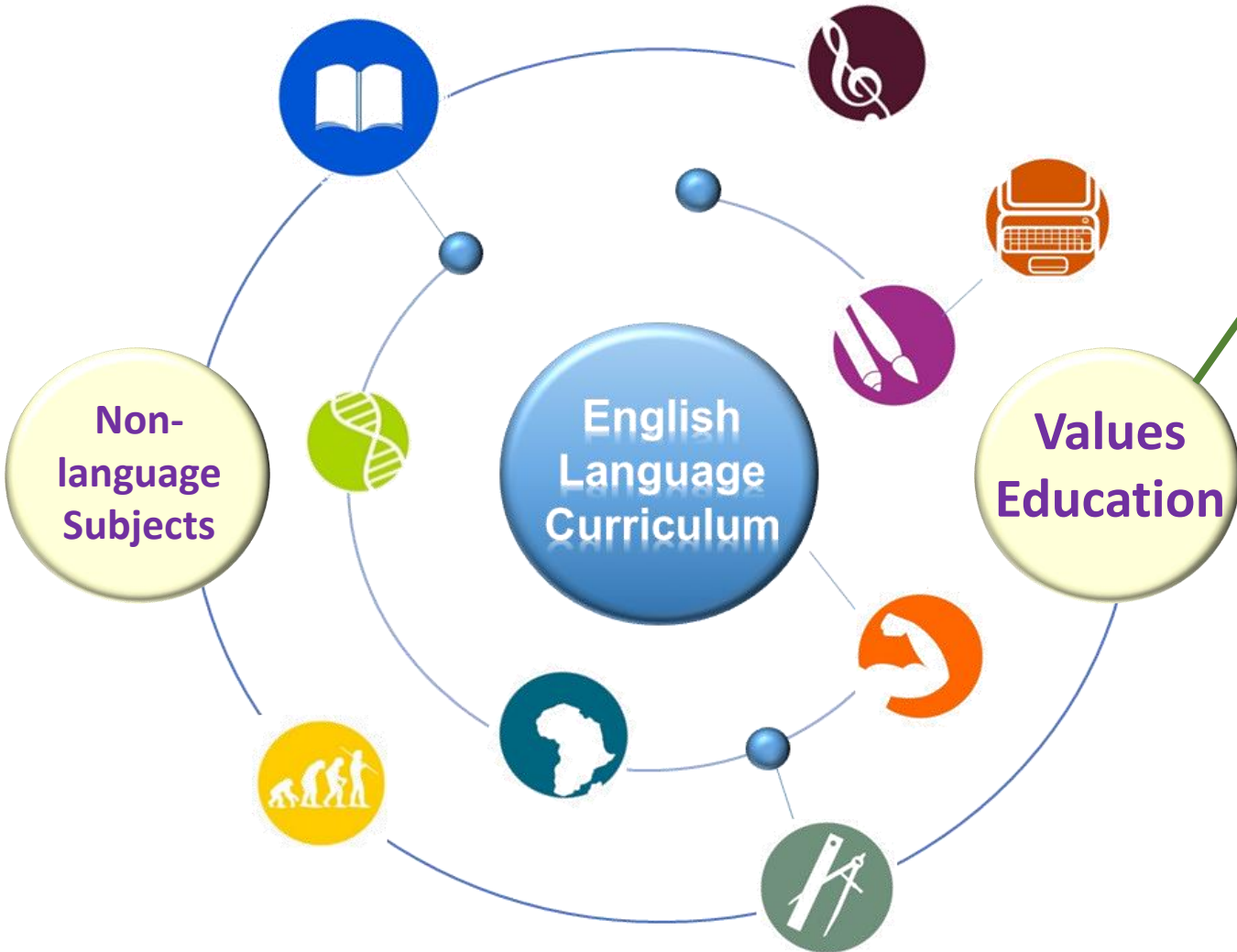


Creating Learning Experiences to Engage Students in **Making Connections** in the School Curriculum



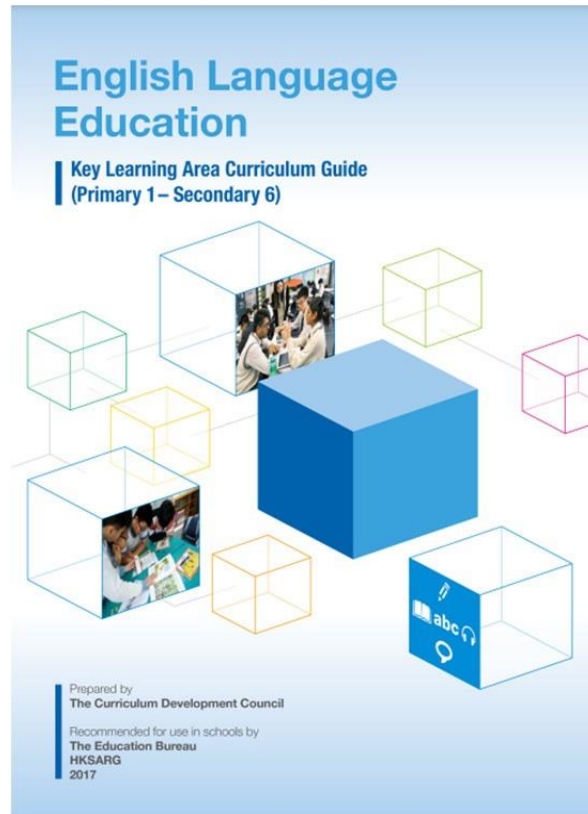
Connecting and extending students' learning experiences across the curriculum

Possible Entry Points for Cross-curricular Learning



Strengthening the **connection** between English Language and various cross-curricular domains to facilitate whole-person development

Integrating Values Education into the School English Language Curriculum



ELE KLACG 2017

Schools are encouraged to focus on the proper values and attitudes that align with their school mission, school contexts, stakeholders' views, students' needs and major concerns

Exploring a variety of value-laden issues and stimuli for critical and imaginative learning experiences

Making use of everyday life events and a variety of learning and teaching resources to provide contexts for cultivating values in students

Integrating Values Education into the School English Language Curriculum

SCHOOL
DEVELOPMENT
PLAN/
MAJOR
CONCERNS

**ENGLISH
LANGUAGE
EDUCATION**

Departmental
Major Concerns/
Curriculum Planning

Life-wide learning
experiences



Cross-KLA/Cross-departmental
collaboration



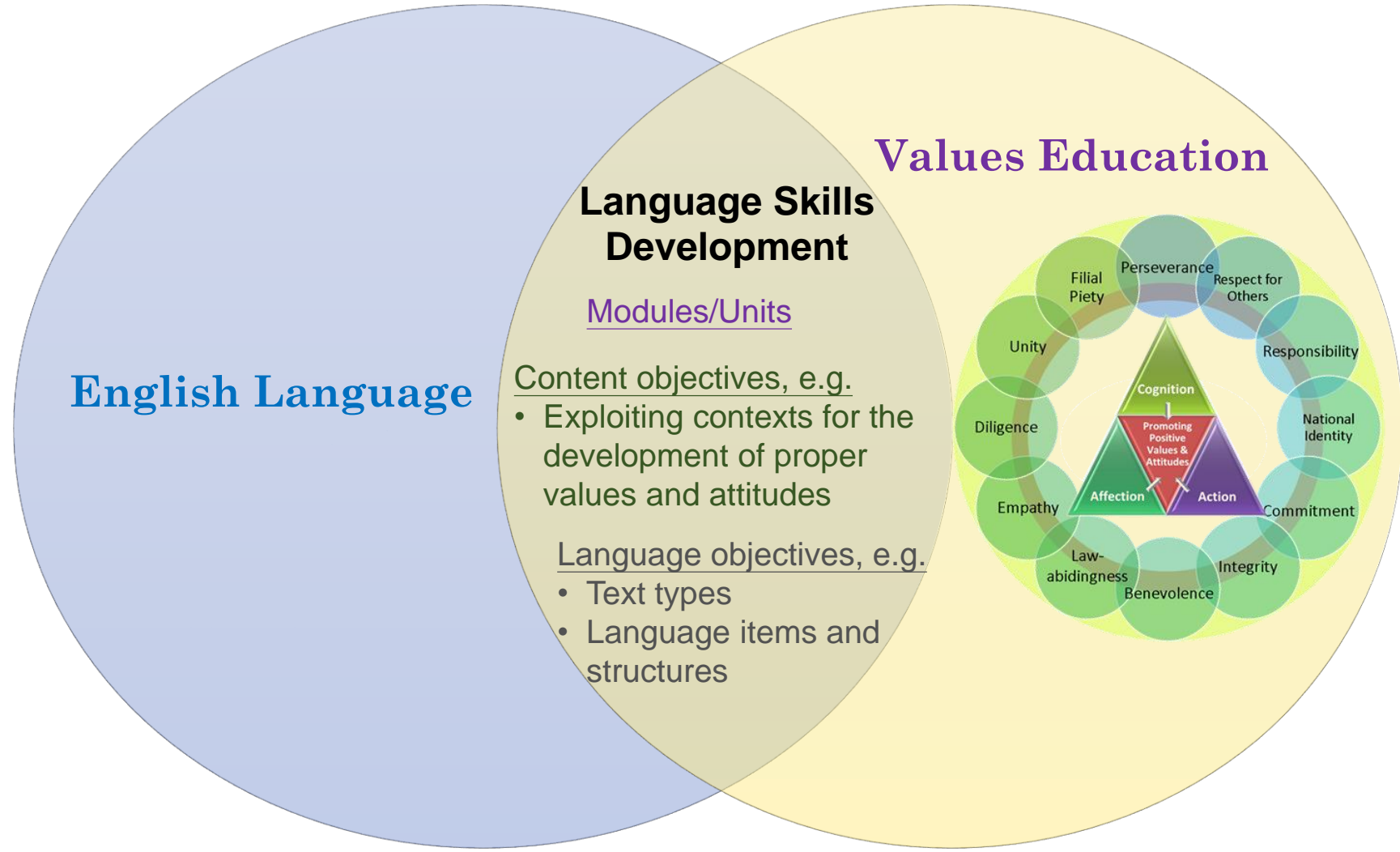
Vertical/horizontal
alignment



Learning within/
beyond the classroom



Integrating Values Education into the School English Language Curriculum



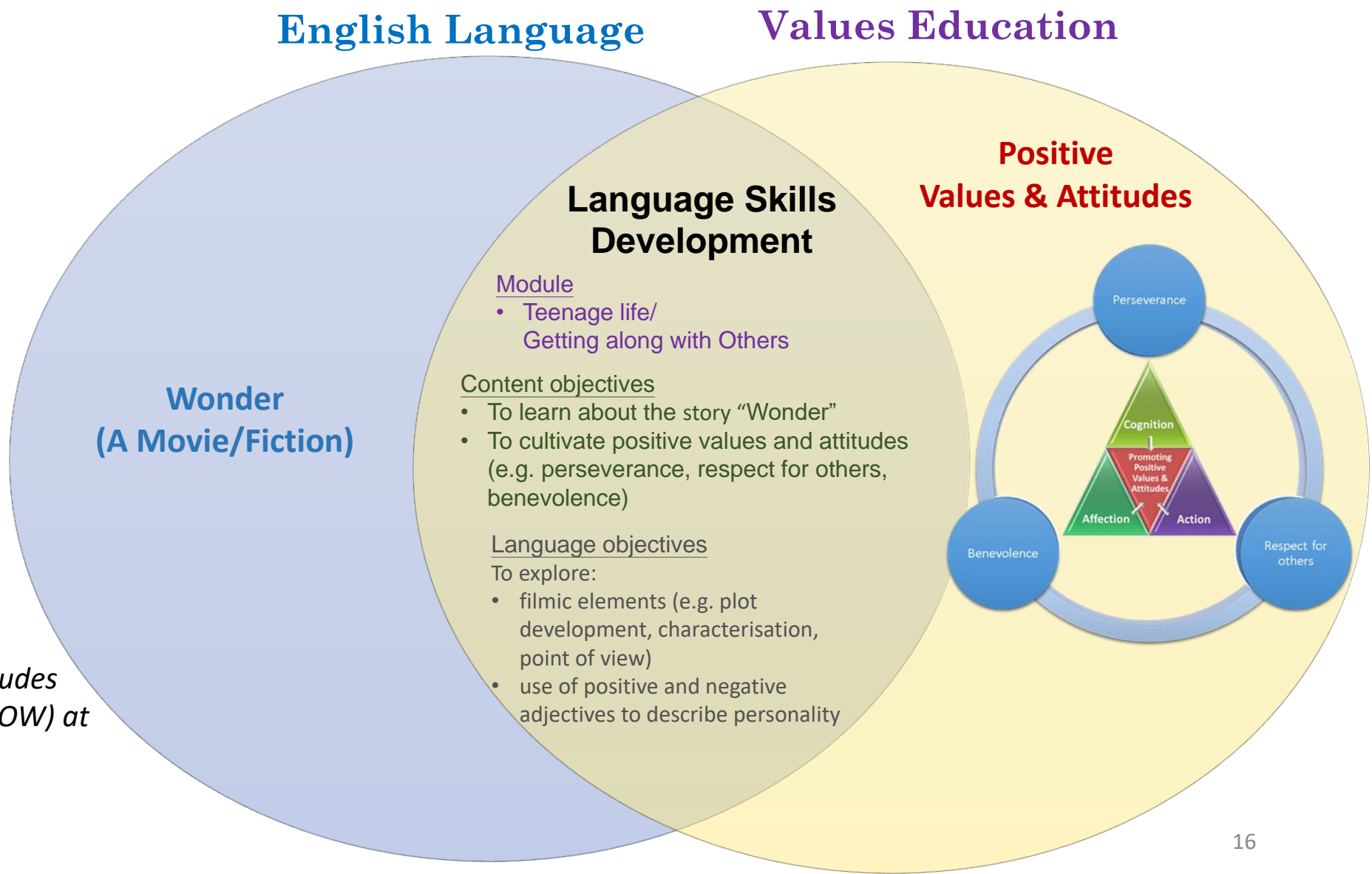
Integrating Values Education into the School English Language Curriculum

An Example

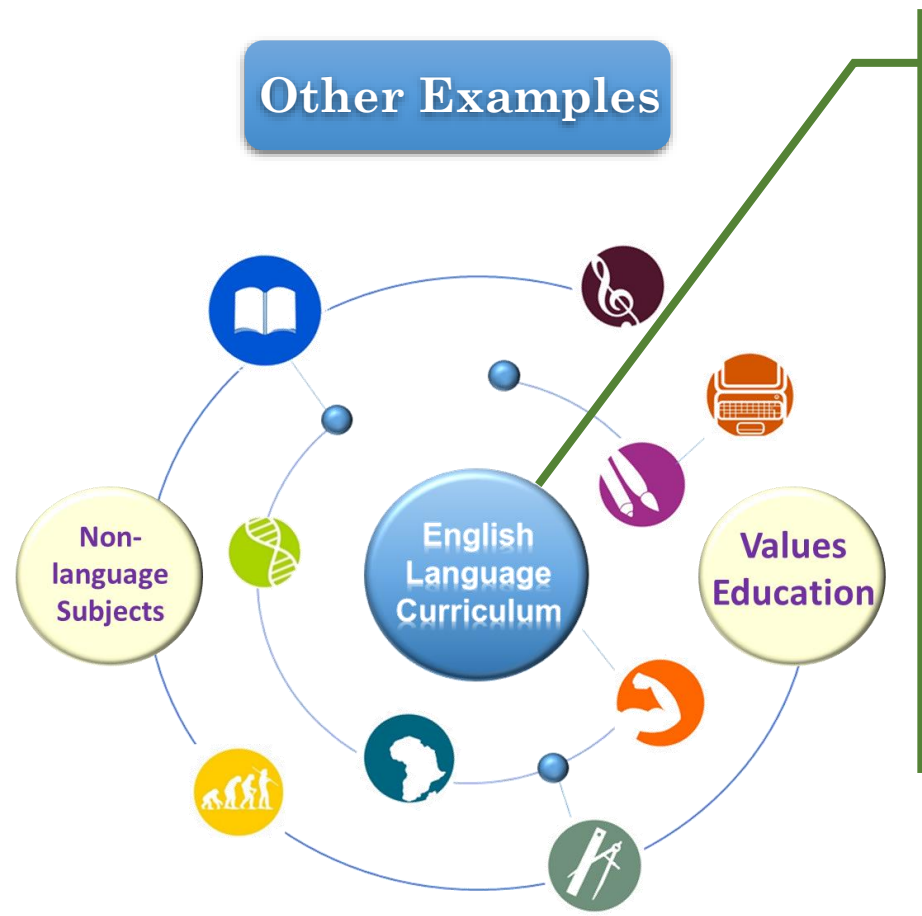


Pages 50-67

Promoting Positive Values and Attitudes through English Sayings of Wisdom (SOW) at Secondary Level (2020)



Integrating Values Education into the School English Language Curriculum



Modules and Units	Values and Attitudes	Activities
Teenage Life (Growing Up)	Benevolence, Respect for others, Empathy	Storytelling and reader's theatre on books or texts about interpersonal relationships
Technology (Changes brought about by technology)	Law-abidingness, Integrity	Discussions and writing a letter to the editor on social issues raised in an editorial
Wonderful Things (Successful people and amazing deeds)	Perseverance, Diligence, Commitment	Comparing the life stories of two successful people and discussing different ways to face adversities
Cultures of the World (Customs, clothes and food for different places)	National identity, Respect for others	Designing pamphlets and posters which introduce the cultures and traditions of different countries
Rights and Responsibilities, Wonderful Things (Precious Things)	Responsibility, Empathy	writing a short story from the perspective of an abandoned pet

Strengthening the **Connection** between **English Language** and **Non-language Subjects** to Enrich Students' Learning Experiences

English Language / Science

Values Education

An Example



Fantastic People
(A Video Interview with Prof SUNG)



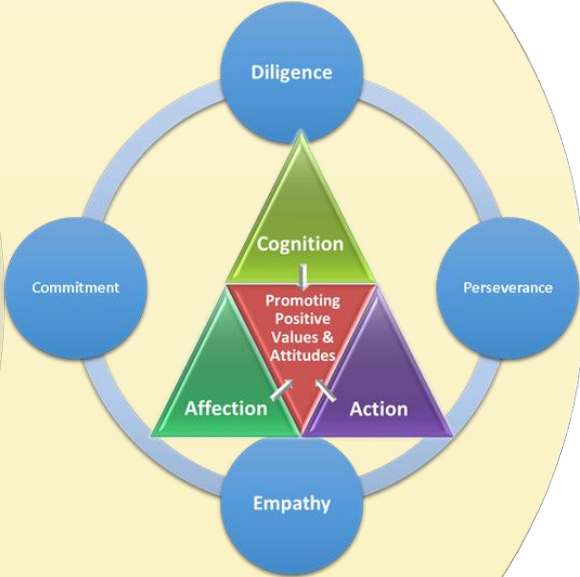
Language Skills Development

- Module/Units
- Wonderful Things (Successful People)

- Content objectives
- To explore the learning journey of Prof SUNG, fun facts of Science
 - To cultivate positive values and attitudes (e.g. diligence, perseverance, empathy, commitment)

- Language objectives
- To explore filmic elements, the use of a timeline in organising sequence of events

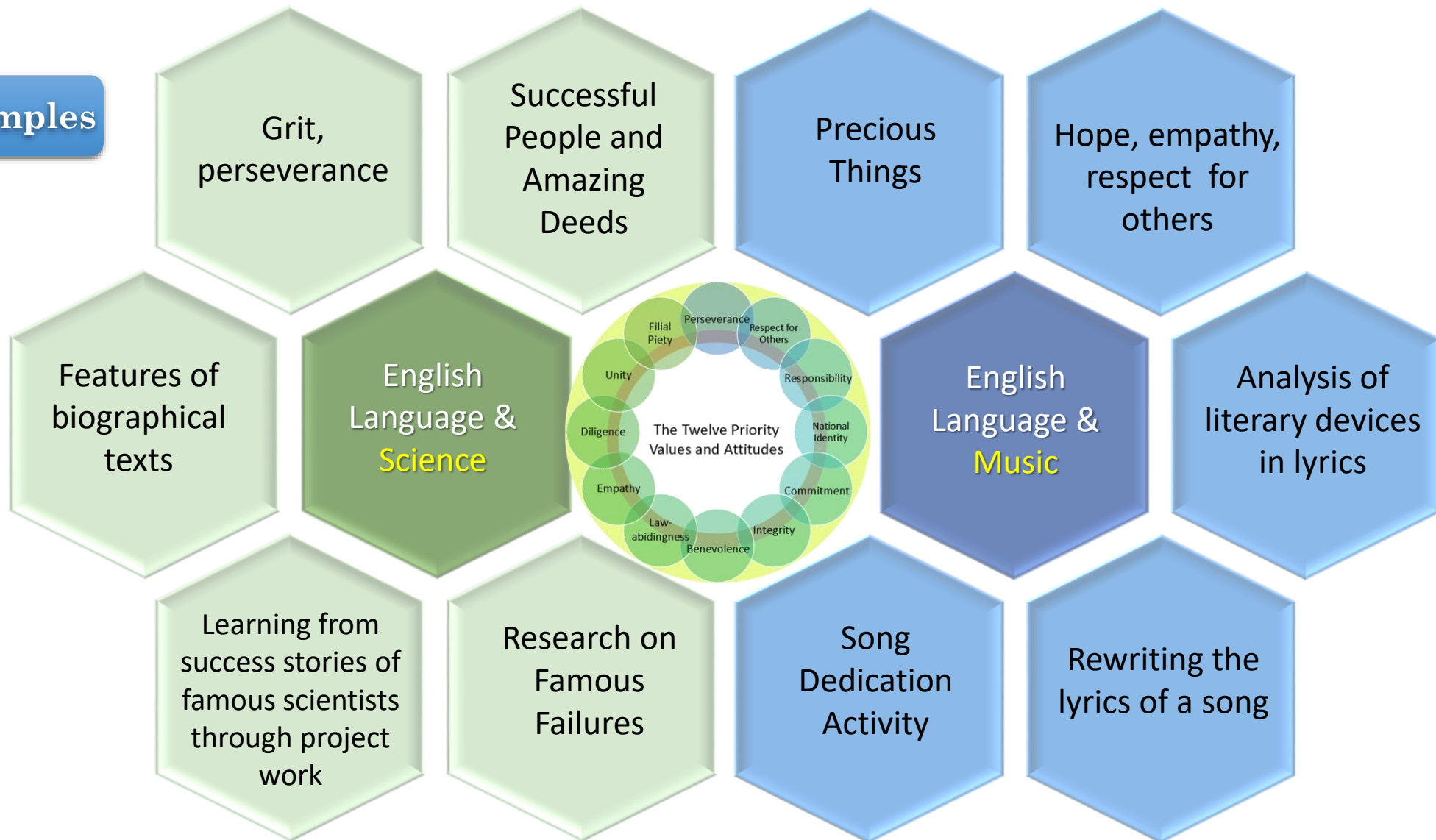
Positive Values & Attitudes



The "Fantastic People" Video Series (2021)

Strengthening the **Connection** between **English Language** and **Non-language Subjects** to Enrich Students' Learning Experiences

Other Examples





Sharing on “Week of Love and Growth”



Campaign on "Promoting Positive Values and Attitudes through English Sayings of Wisdom" 2023/24

Love Myself

- Personal growth
- Self-management
- Leading a healthy lifestyle

Love Learning

- Being inquisitive and reflective
- A drive to apply and experiment with knowledge
- Lifelong learning

Love Nature

- Biodiversity conservation
- Animal protection
- Green living

The examples of each sub-theme are meant to inspire and encourage further exploration into the various manifestations of love across different dimensions, and are by no means exhaustive. Look into the sub-themes and explore more!

Sayings of Wisdom



**In Love We Share,
In Love We Grow**



Love Our Country

- Embracing our national identity
- Affection for hometown
- Appreciation of Chinese culture and heritage

Love the Community

- Fostering a harmonious and inclusive society
- Caring for your school and neighbours
- Respecting diversity

Love Our Family and Friends

- Filial piety and reverence for ancestors
- Responsibility and commitment to the family
- Friendship



A School-based Activity for the SOW Campaign

- ◆ An English activity week
- ◆ Learning activities within and beyond the English classroom
- ◆ SOW Ambassadors Scheme
- ◆ Cross-curricular collaboration



Resources in Support of the Promotion of Values Education in the School Curriculum



Learning and Teaching Resources

for promoting

**Proper Values and
Attitudes**

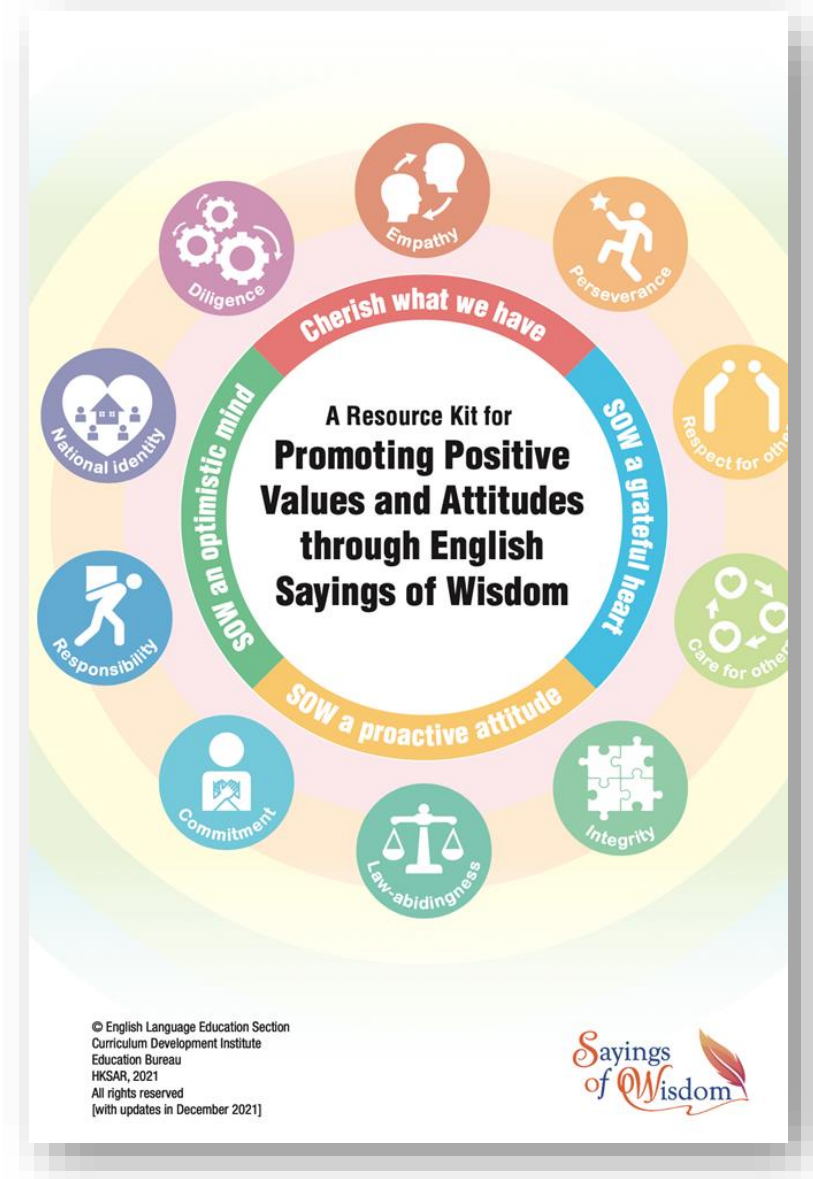
through

**English Sayings
of Wisdom**

A Resource Kit on Promoting Positive Values and Attitudes through English Sayings of Wisdom



https://www.edb.gov.hk/Hope_RK



How to use the Resource Kit?

✓ Get inspirations on how to put a school plan for promoting values education through English sayings of wisdom into action

1.3 A School Plan in Action – Nurturing Positive Values and Attitudes through English Sayings of Wisdom and the “Week of Hope”

A variety of learning activities can be organised throughout the school year to create an environment conducive to English learning and nurturing positive values and attitudes. Through hosting a school-based activity week (e.g. “Week of Hope/Gratitude/Kindness”), students are provided with holistic learning experiences and opportunities to apply what they have learnt in context. The plan below is an example illustrating how schools can structure learning activities throughout the school year and feature a “Week of Hope” to foster positive values and attitudes. The suggested activities are suitable for both primary and secondary schools. Teachers can select and adapt them to suit the needs of students of different capabilities.

A Plan for Nurturing Positive Values and Attitudes through English Sayings of Wisdom and the “Week of Hope”

Stage 1: Planning

Step 1: Identifying themes

Identify an overarching theme for the annual plan for promoting values education taking into consideration the school context (e.g. the school motto, major concerns, students' needs).

Overarching Theme: Hope		
Level	Sub-theme	Objective
S1 – 3	Gratitude	To enable students to realise that they are leading a life filled with love and hope by appreciating the things and people around them
S4 – 6	Staying optimistic and being proactive	To encourage students to stay optimistic and positive amid challenges and practise goal setting

Step 2: Looking for suitable SOW

Explore different types of SOW and compile a list of SOW which echoes the chosen theme(s).

Proverbs:		
S1 – 3	<i>Count your blessings. Where there's a will, there's a way. All roads lead to Rome</i>	
Quotes by famous people:		
S4 – 6	<i>"Learn from yesterday, live for today, hope for tomorrow." (Albert Einstein), "Hope sees the invisible, feels the intangible, and achieves the impossible." (Helen Keller)</i>	

Stage 2: Implementation

Step 3: Recruiting SOW Ambassadors

Recruit a team of SOW Ambassadors to support English teachers in organising the “Week of Hope” and other SOW activities throughout the school year.

Step 4: Infusing values education into learning activities in the classroom

- Read a biography of an inspiring person
- Watch an animation conveying a positive message
- Design an infographic of an inspiring person
- Conduct research on the success story of an athlete
- Keep a “Hope” Journal

Refer to Part 2 “Promoting Sayings of Wisdom in the English Language Classroom” for more suggestions.

Step 5: Creating a conducive school environment for promoting “Hope”

Make use of visual displays and leverage the efforts of different stakeholders to organise a wide variety of activities.

Visual display of the selected SOW

- Display posters/banners of SOW in the playground
- Organise a “Tree of Hope” board design competition
- Display SOW bookmarks designed by students

Promotion of reading related to SOW

- Organise thematic book displays in the school library (e.g. hope, inspiring people, overcoming challenges, self-help books)
- Arrange book sharing sessions in school assemblies
- Provide book recommendations on hope and other positive values by the principal, teachers, parents, students and alumni

Home-school cooperation

- Engage the PTA in running a parent-child “Hope Challenge” activity
- Organise a talk on “Mindfulness and Positivity” for parents and students

Refer to Part 3 “Creating a Language-rich Environment for Nurturing Positive Values and Attitudes” and Part 4 “Games and Teaching Aids” for more inspirations.

Stage 3: “Week of Hope”

Step 6: Organising service-oriented activities

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

Step 7: Week of Hope

Signature event of the school year – schedule the highlights/finals of different English activities/competitions for the week

- Inter-class drama performance
- Song dedication by the school Campus TV
- Charity fair
- Mini games conducted by SOW Ambassadors during class teacher periods or recesses
- Polling for the “Tree of Hope” board design competition

Stage 4: Evaluation & Way Forward

Step 8: Concluding and reviewing the SOW activities

Conclude and review the activities held in the school year and plan for the way forward.

- Create a photo album for the “Week of Hope”
- Arrange publications
- Acknowledge outstanding works and efforts (e.g. printing students' designs on school souvenirs, publishing winning entries of competitions)

How to use the Resource Kit?

✓ Gain more ideas on how to **integrate** values education into the school English Language curriculum

Activity 2: Research on Famous Failures – Learning from Stories about People Who Embraced Failures with Grit

Aim

This activity aims to discuss how failure can play a positive role in one's journey to success. Through researching into the success stories of selected people, students learn how to perceive failure positively and persevere in the face of challenges.

Values and Attitudes

Hope, perseverance, resilience, determination, grit

Materials/Resources

Worksheet on "Learning From Famous Failures"

Procedures












1. Have students name some famous people who failed multiple times before reaching success. Ask if they know the people's special journey to achieving their goals.
2. Share an article about a famous person who did not have a smooth run before achieving success. Discuss with students how he/she endured the failures and got back up. Examples: Thomas Edison, the Wright Brothers, Walt Disney, J.K. Rowling
3. Guide students to conduct research on other examples of "successful failures" by completing the worksheet on "Learning From Famous Failures" (see pp. 14 -15).
4. Invite students to share and present their findings in class. Encourage students to give feedback (e.g. ask a follow-up question about the research findings) to their peers.
5. Have students discuss and reflect on how we should perceive failure and how failure can make us a better person (see p. 16). Ask each student to contribute three ideas and have them design a class poster on "Embracing Failures".



Suggested Creative Writing Tasks

<p>Designing an infographic of an inspiring person</p> <p>Have students conduct research on an inspiring person of their choice from different sources (e.g. books, websites, magazine articles) and design a catchy infographic for the person.</p> <p>Details that can be included in the infographic:</p> <ul style="list-style-type: none"> his/her inspirational quote important accomplishments of the person things learnt from the person ways to apply his/her good deeds/attitudes into the present-day life 	<p>Creating a fan page for an inspiring person</p> <p>Have students create a post on the social media platform to introduce an inspiring person.</p> <p>Possible elements to include:</p> <ul style="list-style-type: none"> fun facts photos/videos questions and answers about the person a fan discussion board
<p>Writing a blog entry on "A Day with _____"</p> <p>Ask students the following question "If you were given a chance to spend a day with a person who inspires you, who would it be?". Have them write a blog entry. Pair up students who write on the same person and get them to refine their ideas together.</p> <p>Possible ideas for students to write about:</p> <ul style="list-style-type: none"> who to meet and why where to go and what to do with him/her what to say to him/her 	<p>Writing a thank-you letter to an inspiring person</p> <p>Have students write a letter of gratitude to the inspiring person they have chosen.</p> <p>Possible ideas for students to write about:</p> <ul style="list-style-type: none"> reason for thanking him/her how he/she has been an inspiration to the student inspiring quotes or accomplishments of that person
<p>Creating a digital story about an inspiring person</p> <p>Have students select photos and make an audio recording to illustrate a motivational story of an inspiring figure.</p> <p>Some guiding questions for students:</p> <ul style="list-style-type: none"> What is the most remarkable event of this person? Why do you find this person inspiring? What have you learnt from this person? 	<p>Writing a podcast script to introduce an inspiring person</p> <p>Instruct students to write a five-minute script in groups or individually to introduce an inspiring person. Have a vote in class to choose the best three scripts. Get the three students/groups to record the scripts and upload their podcasts on the school website.</p>

Prompts for a "Hope" Journal

<p>Help a person by spreading hope to him/her. Record the experience.</p> 	<p>Share an inspiring quote with a family member. Write an entry about the experience.</p> 	<p>Say "thank you" to three people and express what you are thankful for.</p> 
<p>Collect 5 inspirational quotes and write them in the journal.</p> 	<p>Write an acrostic poem by using the word "Hope".</p> 	<p>Collect a piece of news about hope. Share your views about it.</p> 
<p>Write a note of encouragement to your classmate.</p> 	<p>Write down three things you appreciate about your friend/parent/teacher.</p> 	<p>Take a photo to show your understanding of a positive value. Write a short description about the photo.</p> 
<p>Recommend a song that conveys a positive message to your friend.</p> 	<p>Watch a video or an animation about hope. Share what it is about and what your classmates can learn from it.</p> 	<p>Give a compliment to yourself. Write the compliment in the journal.</p> 

How to use the Resource Kit?

✓ Look for ideas on creating a language-rich environment for nurturing proper values and attitudes

3.3 A Display Board on “Random Acts of _____” (e.g. Kindness, Love)

Design a display board on “Random acts of _____” (e.g. kindness, love, courage) in the school playground or on the class noticeboard. Each card describes an action for students to complete (e.g. recommend a book about kindness to your friend, share an inspirational quote about hope to three classmates, write words of encouragement on a card and place it on your classmate’s desk). Post the following instructions on the board:



- Step 1: Pick a card.
- Step 2: Complete the act of kindness/love/courage.
- Step 3: Pass your card to a friend to pay it forward.

3.4 Quote/Picture of the Day

Instruct students to take turns to stick an inspirational quote/picture of the day on the class bulletin board. Get them to do a mini-sharing on the quotes/pictures before the lessons.



3.5 Interactive Board Display on Thematic Book Recommendation

Select a theme (e.g. hope, perseverance, overcoming challenges) and have an interactive book recommendation board display in the school playground or on the class noticeboard. Below are a few suggestions on what to put on the cover and the inner page to elicit students’ interest:

Title of the Board	Cover Page	Inner Page
Which book says this?	Select a quote from the book	Introduction of the book
Come take a look at your teacher’s favourite book on _____ (theme)!	Name of teacher	Introduction of the book by the teacher and the reason for choosing the book
What’s the name of the book?	Picture of the book cover (without the book title)	Book title and introduction of the book
Stories on _____ (theme) from around the world	Flag/name of the country	Introduction of the book
Books from inspiring people	Picture of the book cover	Introduction of the book
Fascinated by the first line? Grab the book in the school library.	First line of the book	Picture of the book cover



3.8 A Book Hunt Competition

Select a positive value (e.g. hope, integrity, resilience) to be the monthly theme. Have students search for a book in the school library that matches the monthly theme. The book can be of any genres, for instance, a biography, a story or a self-help book. Invite students to conduct a one-minute sharing about the book they have selected with three people (e.g. the principal, teachers, parents, siblings, classmates) and record the sharing in a logbook.



3.9 Hope Clouds

Design a cloud template (e.g. a speech bubble, a thought bubble, a star). Ask students to write about their dreams as well as people and things that bring them hope. Post the “Hope Clouds” in the school premises. Get students to walk around to find their favourite “Hope Cloud”.



How to use the Resource Kit?

✓ Ready-made games to promote values education

4.1 "Word Search" on Hope

How to Play:

Search for the words related to "Hope" in the word search puzzle.

HOPE

X	R	O	C	P	O	S	I	T	I	V	I	T	Y
T	D	P	Y	U	Z	L	F	Y	X	G	R	I	T
Q	H	T	G	D	S	I	H	O	P	E	F	U	L
Z	B	I	H	R	E	P	K	R	E	Y	J	Z	D
A	C	M	F	E	G	L	G	A	R	D	G	T	K
S	N	I	K	A	R	O	W	D	S	G	F	D	I
P	O	S	K	M	J	V	H	W	E	Q	E	A	N
I	J	M	P	G	O	E	A	I	V	C	N	W	D
R	T	L	A	S	D	C	Z	Q	E	B	E	T	N
A	W	B	E	L	I	E	F	G	R	M	R	U	E
T	S	Q	K	I	G	J	D	S	A	Z	G	H	S
I	B	J	N	G	O	A	L	J	N	F	Y	R	S
O	K	O	M	H	X	W	A	H	C	J	S	H	J
N	D	Y	E	T	H	S	T	R	E	N	G	T	H

JOY	GOAL	GRIT	LOVE	DREAM
LIGHT	ENERGY	BELIEF	HOPEFUL	KINDNESS
OPTIMISM	STRENGTH	ASPIRATION	POSITIVITY	PERSEVERANCE

1 Cut out the square on the template. (see p.59)

2 Fold diagonally.

3 Unfold.

4 Fold diagonally.

5 Unfold.

6 Fold the four corners to the centre.

7 Keep the folds together and turn over.

8 Fold the four corners to the centre.

9 Fold in half inwards. Insert fingers in pockets

10 Finish!

Instructions for Making a Cootie Catcher



“In Love We Share, In Love We Grow” Animation Series



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



✓ Three animated videos based on the English sayings of wisdom



Saying

“In love of home, the love of country has its rise.”
(Charles DICKENS)

Sub-themes

Love Our Country
Love the Community



Saying

“To love oneself is the beginning of a lifelong romance.”
(Oscar WILDE)

Sub-themes

Love Our Family and Friends
Love Nature



Saying

“Friendship is a sheltering tree.”
(Samuel Taylor COLERIDGE)

Sub-themes

Love Myself
Love Learning

How to utilise the Animation Series?

✓ Three sets of activity sheets are developed to facilitate and complement the use of the animation series

In love of home, the love of country
has its rise.

Friendship is a sheltering tree.

To love oneself is the beginning of
a lifelong romance.



Student version:

[MS WORD](#)

[PDF](#)

Student version:

[MS WORD](#)

[PDF](#)

Student version:

[MS WORD](#)

[PDF](#)

Teacher version:

[MS WORD](#)

[PDF](#)

Teacher version:

[MS WORD](#)

[PDF](#)

Teacher version:

[MS WORD](#)

[PDF](#)

How to utilise the Animation Series?

✓ Engage students in interacting with and responding to the animated videos

Pre-viewing tasks

Read the paragraph below and answer the questions that follow.



As the big celebration approached, the Lee family was busy preparing their home for the festivities. "It's time to clean up and redecorate—*out with the old, in with the new*," said Mrs. Lee. She explained that *this tradition* symbolised getting rid of bad luck from the past year and welcoming good fortune for the coming year.

1. Based on the descriptions provided above, what festival do you think the Lee family was preparing for?

The Lee family was preparing for the Chinese New Year.

2. What does 'this tradition' refer to in the paragraph?

'This tradition' refers to the practice of cleaning up and redecorating the home (to get rid of bad luck from the past year and welcome good fortune for the coming year).

3. What does the phrase 'out with the old, in with the new' mean in this context?

It means removing old and possibly unlucky items, replacing them with new things to bring good luck for the new year.

4. In the video, Joe faced two situations where he had to decide whether to lend a hand. What do you think were the considerations behind his decisions in each situation? Watch the video and answer the questions:

(Video Time: 0:14 – 0:33)

a) Joe's parents were busy cleaning up their home in preparation for the festival. If you were Joe, would you lend a hand?

What proper values does his choice reflect?

It reflects his love and respect for his home and family traditions. This act shows his deep-rooted affection for his home which might naturally extend to a broader appreciation and love for his cultural heritage and country.



(Video Time: 1:08 – 1:30)

b) On his way to the walled village, Joe saw Emma helping a tourist with directions to a nearby temple. If you were Joe, would you stop to help them?

What proper values does his choice reflect?

It demonstrates the values of kindness and selflessness. Joe's willingness to assist a stranger despite having his own commitments demonstrates his readiness to put others' needs before his own and his sense of responsibility towards being a good community member.



While-viewing tasks

How to utilise the Animation Series?

✓ Enhance students' viewing and multimodal literacy skills as well as cultivate their proper values and attitudes

Post-viewing tasks

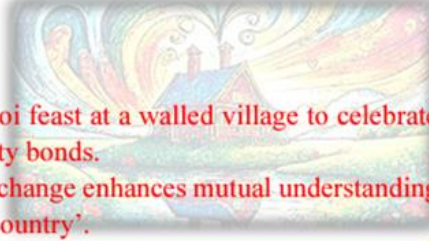
6. How did Joe's participation at home and in the community illustrate the meaning of the saying 'In love of home, the love of country has its rise'?

At home:

- Joe helped his parents with Chinese New Year preparations, showing his commitment to family traditions and cultural practices. This reflects his love for home.

In the community:

- Joe volunteered with Lucas and Emma to prepare for the poon choi feast at a walled village to celebrate their cultural heritage, fostering unity and strengthening community bonds.
- Joe shared cultural traditions with a tourist. This act of cultural exchange enhances mutual understanding and shows Joe's pride in his culture – demonstrating his 'love of country'.



7. In the video, Joe put 'In love of home, the love of country has its rise' into action by playing an active role at home, in the community and in the country. He helped with the clean-up before Chinese New Year at home, participated in the poon choi feast preparation in the walled village, and introduced Chinese culture to a tourist.

How about you? Write down how you would achieve 'In love of home, the love of country has its rise' and share your ideas with your classmates.

In love of home, the love of country has its rise



English Language Resource Materials on Values Education at the Secondary Level - **Respect and Courtesy**



https://www.edb.gov.hk/Respect_Courtesy_ELE



English Language Resource Materials on Values Education at the Secondary Level - Respect and Courtesy

"Courtesy" Board Game

Materials/Resources

Copies of the game board for each group of three or four (enlarge the game board to A3 size if possible), some dice and counters, three tips cards related to courtesy expressions

Procedures

1. Explain to students that they will have the opportunity to practise using polite phrases and expressions for **apologising**, **making requests** and **expressing gratitude** that are appropriate in various contexts through playing a board game.
2. Divide students into groups of three or four.
3. Provide each group with a game board, a set of tips cards, a dice and counters.
4. Instruct students to place their counters on the "Start" square of the game board.
5. Guide students to take turns rolling the dice and moving their counters along the board accordingly.
6. When a student lands on a square, they must use the correct polite expression in response to the scenario. They may pick one corresponding tips card to help them.
7. If a student cannot think of anything to say, they should move their counter back two spaces on the board. If necessary, the teacher may provide clues or suggestions.
8. The first student to reach the "Finish" square on the board wins the game.
9. After the game, the teacher can encourage students to contemplate their emotions in relation to a particular scenario mentioned in the board game, for example, "You have sent someone text messages, but they have not responded yet." The teacher can inquire about students' feelings towards the person's behaviour or lack of response. This reflection aims to help students develop their empathetic understanding and encourages them to be considerate and mindful of their own actions.



Tips Cards

Useful Courtesy Expressions for Apologising

<p>I'm (...) sorry!</p> <p><i>e.g. I'm terribly sorry for being late.</i></p> <p>💡 You can also use other adverbs such as deeply, genuinely, really, desperately, dreadfully, extremely, frightfully and truly.</p>	<p>I apologise (for...)</p> <p><i>e.g. I apologise for the mistake I made.</i></p> <p>💡 Remember to use a noun phrase (e.g. gerund) after "for".</p>
<p>Please accept my (...) apologies.</p> <p><i>e.g. Please accept my sincere apologies.</i></p> <p>💡 You can also use other adjectives such as humble, heartfelt, full and profuse.</p>	<p>Please forgive me (for...)</p> <p><i>e.g. Please forgive me for missing your messages.</i></p> <p>💡 Remember to use a noun phrase (e.g. gerund) after "for".</p>
<p>Excuse me (please).</p> <p>💡 This is the most common way to politely ask someone to move out of the way.</p>	<p>My bad! / My mistake! / It's my bad.</p> <p>💡 Use it when you have committed a small mistake.</p>
<p>How can I make it up to you?</p> <p><i>e.g. Oh no! I have broken your favourite cup. How can I make it up to you?</i></p> <p>💡 This is used when you're asking how you can compensate for your mistake.</p>	<p>I didn't mean (to...)</p> <p><i>e.g. I didn't mean to hurt you.</i></p> <p>💡 This is commonly used to express regret.</p>

Game Board

Finish	Someone calls for your mother, but she is not available.	You need your parents to sign a reply slip for you.	You forget to cover your mouth when you sneeze. Miss a turn	You are on a busy train. Ask the woman with her bag on an empty seat to move it so that you can sit.	Your friends come to your house for dinner. Ask them to take off their shoes.
					A friend accidentally breaks a glass cup at your home.
A neighbour looked after your pet while you were away.	Your neighbour knocks on your door and says your party is too noisy.	A person wants to take the seat beside you, but you are reserving the chair for a friend.	You want your guests to feel comfortable taking any food they like from the fridge.	You make fun of others because of their appearance. Uh-oh! Go back to the start	You interrupt someone who is speaking.
You are doing your homework, and your parents are talking loudly.					
You forget to greet your teacher. Uh-oh! Go back		You mistakenly take your friend's jacket while leaving the classroom.	You want your friends to know that they are welcome to visit you at any time.	You offer your seat to a pregnant woman on the bus. Fast forward	A friend compliments your cooking.
You want your classmate to clean the blackboard even though it's your turn.		A friend invites you to his housewarming party.			You accidentally spill your drink on the floor at your friend's home.
You sent someone text messages, but they haven't replied yet.		You are at the cinema. A person behind you is talking on his phone.			You drop your wallet and someone picks it up for you.
A classmate has just told you that he likes your new schoolbag.		You forget to thank your friend for a gift. Miss a turn			Someone is blocking your path as you walk along the street.
You show a tourist the direction to her destination. Move forward 2 spaces	You just broke your pen. Ask your classmate to lend you another one.	Your phone is making noise while you are having a lesson.			You accidentally step on someone's foot.
					Start

Learning and Teaching Resources

for promoting

Resources

in support of

**SOW-related
Competitions**



SOW Campaign 2024/25

SOW the Reading Seed: Inspire and Be Inspired



Information of SOW Campaign 2024/25

Theme and Sub-themes

- ♥ Overarching theme:
SOW the Reading Seed: Inspire and Be Inspired
- ♥ Sub-themes:
Resilience, Empowerment, Appreciation, Delight

School Activities

- ♥ Experience sharing sessions on promoting values education in the school English Language curriculum

Sayings of Wisdom

- ♥ Quotes by famous authors

Competitions

- ♥ "SOW Inspiring" Book Gifting Competition
- ♥ SOW Readathon
- ♥ Animal Photopoetry Creative Challenge
- ♥ Filmit 2025: A Student Film Competition
- ♥ Once Upon A Book Storytelling Competition 2024/25
- ♥ Story to Stage Puppetry Competition for Primary Schools 2024/25
- ♥ Time to Talk Public Speaking Competition 2024/25

Learning and Teaching Resources

- ♥ e-Books on positive values and attitudes
- ♥ SOW posters
- ♥ Resources in support of competitions

SOW the
Reading Seed:
Inspire and
Be Inspired



School examples



https://www.edb.gov.hk/WoP_examples



https://www.edb.gov.hk/WoH_exemplars

https://www.edb.gov.hk/WoH_booklet



SOW Campaign 2024/25 resources

Ready for Dissemination (early 2025):

- SOW e-Book Series “In Love We Share, In Love We Grow”
- SOW posters on the 4 sub-themes of SOW Campaign 2024/25 and "Reading Challenges" (A2 size)
- SOW Reading Challenge booklet
- SOW Corner Bookmarks
- SOW Reading Ambassador Badges





SOW Readathon

For more information,
please refer to EDBCM
No. 233/2024
(issued on 30 Oct 2024)



- Territory-wide reading scheme for both **primary and secondary levels** to promote reading habits and encourage sharing of good reads
- **SOW Reading Ambassadors** to complete “**Reading Challenges**”, e.g.:
 - A buddy read
 - Reading a book about animals
- Upon completing three or more challenges with teachers’ validation, each SOW Reading Ambassadors will be awarded a **certificate**.
- Outstanding **SOW Reading Ambassadors** will receive the **SOW Reading Ambassador Badges** and may be featured in EDB’s promotional videos



“SOW Inspiring” Book Gifting Competition

For more information,
please refer to EDBCM
No. 233/2024
(issued on 30 Oct 2024)



- A writing competition in which students present a book that echoes the overarching theme and/or sub-themes as a gift to someone dear to them (e.g. friend, teacher, parent, Hong Kong citizens)
- The entry should include:
 - the **reason(s)** why the book was chosen, how the book has inspired the participant, and how the book will resonate with and inspire the recipient
 - a **SOW** taken from the book that will leave a lasting and uplifting impact on the recipient
 - a **photo** or a **piece of 2D artwork** to enhance the conveyance of the book gifting message



“SOW Inspiring” Book Gifting Competition

For more information,
please refer to EDBCM
No. 233/2024
(issued on 30 Oct 2024)



Learning and Teaching Materials on
“SOW Inspiring”
Book Gifting Competition

Secondary Level



ENGLISH LANGUAGE EDUCATION



SOW Webpage



www.edb.gov.hk/sow



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PROMOTING POSITIVE VALUES AND ATTITUDES THROUGH *English Soyings of Wisdom*

First launched in the 2020/21 school year, "Promoting Positive Values and Attitudes through English Soyings of Wisdom" (SOW Campaign) is a territory-wide and cross-curricular campaign that connects English Language education with values education. It aims to provide opportunities for schools to plan holistically their curricula by integrating essential curriculum initiatives, such as values education, Reading/Language across the Curriculum (RaC/LaC) and multimodal literacy, extending students' learning experience outside the classroom, and promoting cross-curricular collaboration.



SOW Campaign 2024/25

Award Presentation Ceremony for the SOW Campaign 2023/24



Student Activities/ Competitions



SOWIT Videos



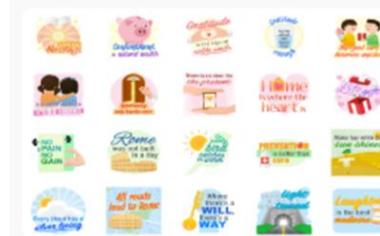
Selected SOW



Wallpapers/Posters



Instant Messaging Stickers





ELE Section Webpage



www.edb.gov.hk/ele



ENGLISH
LANGUAGE
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Position

Every learner is entitled to English language education. As a Key Learning Area, English Language Education seeks to develop learners' English proficiency for study, work and leisure; provide them with opportunities for personal and intellectual development, and extend their knowledge and experience of other cultures through the English medium; and help them overcome the challenges of the rapidly changing and keenly competitive knowledge-based society of Hong Kong.

Direction

Schools are encouraged to continue with the good practices that they have developed which are in line with the recommended curriculum developments. More importantly, they are encouraged to enhance learners' experience by providing a language-rich environment through:

- providing greater opportunities for learners to use English for purposeful communication both inside and outside the classroom;
- making use of learner-centred instruction to encourage learner independence;
- making greater use of literary or imaginative texts to develop critical thinking and encourage free expression and creativity; and
- promoting language development strategies, values and attitudes that are conducive to effective, independent and lifelong learning.



[What's New](#)



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