



## Developing Empathy & Understanding of Different Perspectives through Action



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# Presentation Outline

## ➤ Values Education in QC

## ➤ ‘Read to Speak’ “Seed” Project:

- *enhancing English Learning & Teaching*
- *promoting positive values and attitudes*

## ➤ Way Forward

# School Background

- Band 1 boys' school
- Founded in 1862
- Students' strengths: capable, eager to learn, want to challenge themselves
- Their learning needs: develop their higher-order thinking skills and ability to empathize with others

# Values Education in QC

## ➤ Major Concern 2

## ➤ Targets

- 2.1 To promote the well-being of our students
- 2.2 To cultivate **positive values** among students
- 2.3 To enhance students' understanding of their rights and responsibilities so as to strengthen their readiness to serve

## 2.2 To cultivate positive values among students

Diligence

Perseverance

Commitment

Care for  
others

Respect for  
others

**School Motto:**  
**Labor Omnia Vincit**  
**(Work Conquers All)**

Responsibility

Empathy

**Priority values  
& attitudes**

National  
identity

Integrity

Law-  
abidingness

# Values Education in QC

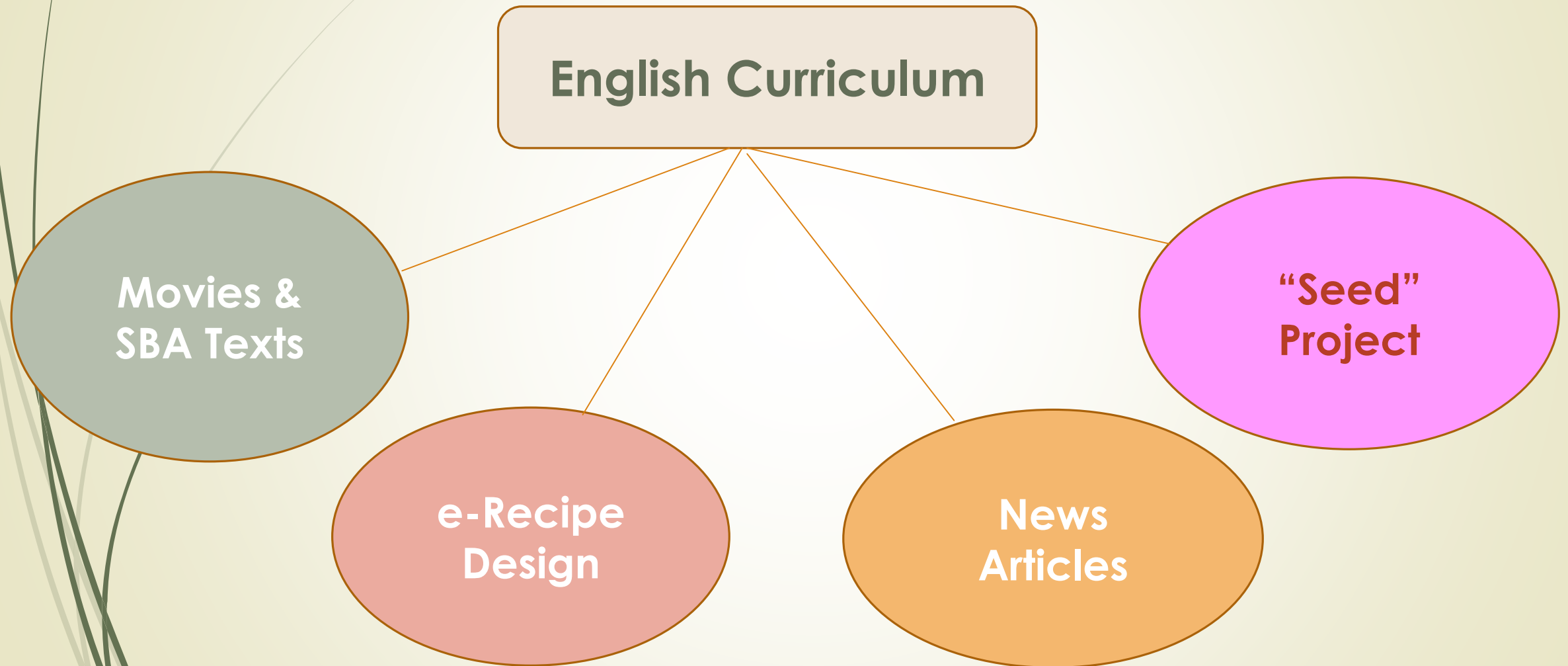
## Curriculum

All subject departments are required to incorporate values education into their curricula

## Extra-curricular Activity

Functional Teams implement values education through programmes, competitions etc.

# Values Education in the English Curriculum



# Movies & SBA Texts

# e-Recipe Design

Section C Reflection

1. (a) Which of the following core values are emphasized in the film "Hidden Figures"? Blacken the best options. You can choose more than one.

Values Education Worksheet

1. The film *Mickeyboy and Me* covers many topics and values. Which values are presented in the movie? Blacken the best options. You can choose more than one.

☒ Care for others  
☐ Integrity  
☒ Perseverance

☐ Commitment  
☐ Law-abidingness  
☐ Respect for others

2. Support your selections above with evidence from the movie.

3. Why do you think Jonjo says he couldn't tell his mum he is Mickeyboy?

Because he knew that Mickeyboy was up in it.

2. Write a 50-word film review.

In this film we see the three black women did a good job. However, she proved her capacity to that we should respect her.

Value Focus 41 - Compassion (Values covered: empathy, caring for others)

We can recognize... in the film to understand another person's situation, but it is a good comparison that compares us to help others. Compassion is generally defined as the "tendency" to have for others who are suffering or experiencing bad luck.

Name two characters who have displayed compassion in the story and an example of their compassion. (2 marks)

Character 1: Summer

Example 1: She willingly sits with Maggie when he becomes upset again and becomes his friend.

Character 2: Anna (Jill's wife)

Example 2: When Maggie and Jack are confronted with a group of seventh graders during the time they have to leave and have to go to school.

Value Focus 42 - Honesty (Values covered: honesty)

Honesty is a very common theme in a lot of stories, most notably in *Truth*, and more often than not the message is that the benefits you get from being dishonest are only temporary.

Name a character who has lied in the story and explain why lying did not work out for him/her. (2 marks)

Character: Olivia

What she lied about: She lied about being an only child.



# News Articles

Even during the most stressful times, such as when she was preparing for the Diploma of Secondary Education (DSE) Examination – the university entrance exam – Haughey made it hard work with breaks.

Her late nights and early mornings paid off on her DSE exam: she earned 5 in English; 5 in accounting and Maths; 4 in Chinese, Chemistry and Biology.

In 2013, she won the SOTY Sportsman award. SOTY is sponsored by the SOTY Sportsman award.

1. What values can be shown in Siobhan Haughey's character? Please write down the values.

(Perseverance/ Integrity/ Responsibility/ Commitment/ Respect)

2. Choose the value from Haughey's story that impresses you the most. Write down the value and explain why it impresses you in 50 words.

Her perseverance impresses me the most because she was training for a long time and I can't imagine her doing that.

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Name: Tim Ma

Subject: Eng. news.com

The bright side of humanity

Hong Kong beach volleyball player Kelvin Lau conquers cancer with family and kind-hearted people, and his strong will.

By Tim Ma

Being able to raise an estimated amount of HK\$1.9 million, Kelvin Lau, who was the first person in Hong Kong to receive a new kidney after the cancer returned despite a previous bone-marrow transplant and chemotherapy.

"All the blood count results are good and the bone marrow tests show..."

What inspires these young Olympians

"When I was in secondary school, we had morning swimming training at 5.15am, so on an average day I'd wake up at 4.45am, walk to the pool and train until 7am. Then, I'd quickly rush home, shower, eat breakfast and go to school 9. At ground 8am to 4pm," Haughey said.

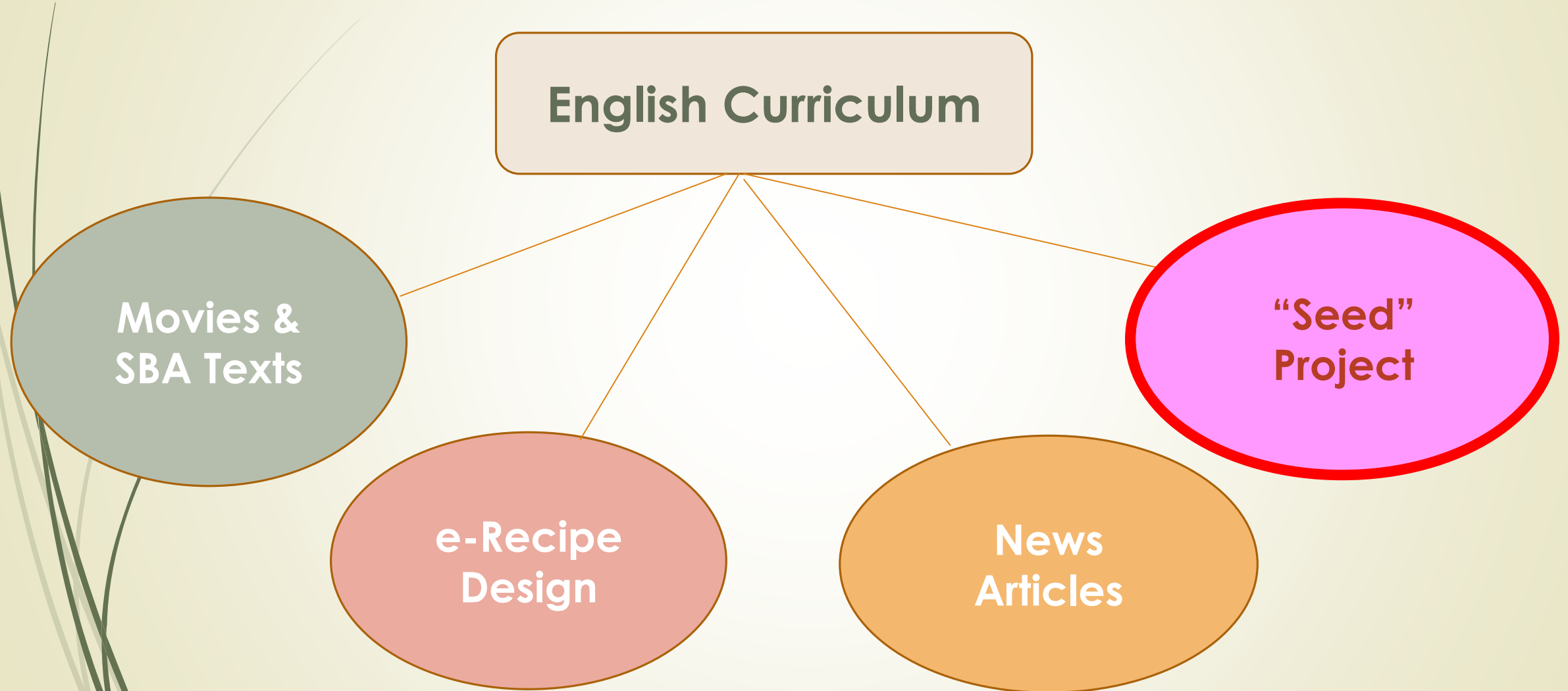
She explained how her school had long lunch breaks, so 10. For finishing lunch and taking a short rest, she would try to finish as much homework as possible before afternoon classes began.

"I eat and train again from 6pm to 8pm, then come home to do homework and study," she continued. "Sometimes, I didn't have enough time to study at night, so I'd wake up at 3am the next morning to finish my work. It's definitely hard and tiring, but that's why it's good to have good time management skills."

Even during the most stressful times, such as when she was preparing for the Diploma of Secondary Education (DSE) Examination – the university entrance exam – Haughey made sure to balance her hard work with breaks.

Her late nights and early mornings paid off on her DSE exam: she ended up scoring 5\*\* in liberal studies; 5\*\* in English; 5\*\* in accounting and Maths; 4 in Chinese, Chemistry and Biology.

# Values Education in the English Curriculum



## **Reasons for joining the “Seed” Project**

- **To develop junior form students’ reading and speaking skills**
- **To give students more exposure to English outside school**
- **To increase their confidence in speaking**
- **To explore the use of texts of multiple genres and multimodal texts and incorporate them into our curriculum**

# Project Focuses (2021-22)

**Interacting with Multiple  
Genres & Multimodal Texts**

**Encouraging Reflection &  
Deeper Thinking**

**S2 Project  
Looking Good**



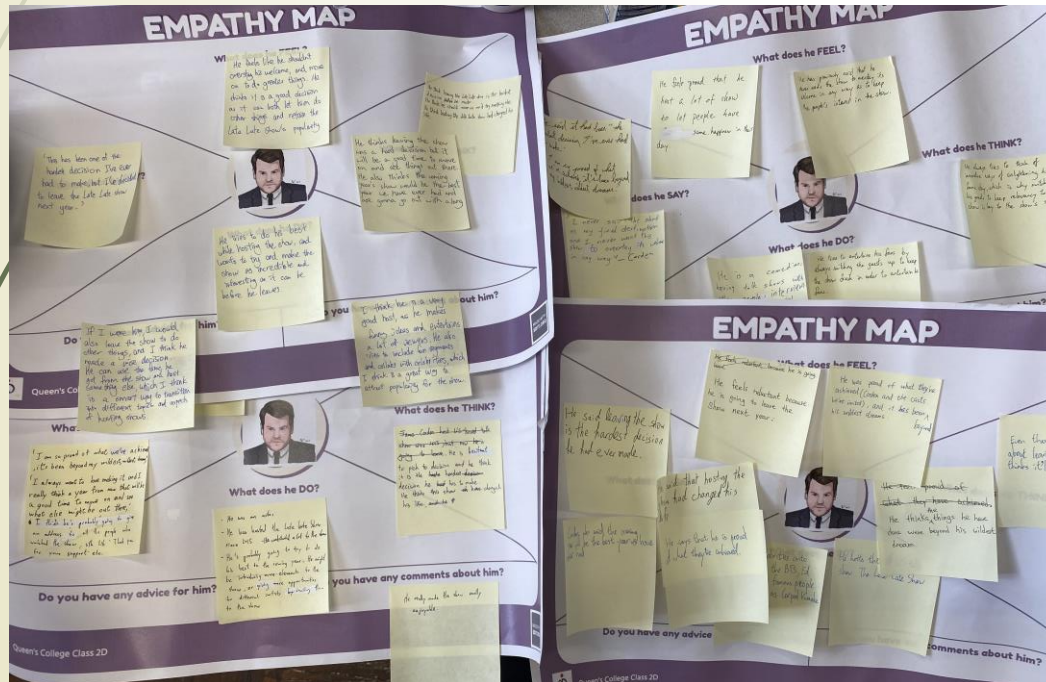
**Sharing, Collaborating & Communicating**

# Looking Good Feeling Great

- Objectives:
- To allow students to examine the issue related to body image in an authentic context
- To encourage them to think critically about how social media affects teenagers' perception of body image
- To let students practise empathy when analysing issues / problems facing different teenagers

# Lesson Design

- Use of multimodal texts
- Flipped learning task
- Empathy Map



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S2 English Language  
Flipped learning task: Looking good, feeling great

Name: \_\_\_\_\_ Class: 2D Class no: \_\_\_\_\_ Date: \_\_\_\_\_  
Scan the QR code below and check out the multimodal texts on the website. Then answer the following questions based on the texts.



- A) **Body image issues in teens // Infographic**
- According to the infographics, teenagers who spend too much time on Facebook tend to show signs of \_\_\_\_\_.
  - Teenagers who suffer from poor body image may develop eating disorders. What examples of eating disorders are given in the infographics?  
\_\_\_\_\_
- B) **"Face Off: Does social media make teenagers feel less confident about their body image?" (From the South China Morning Post)**
- According to Ashley Tang, how is "beauty" defined these days among teenagers?  
\_\_\_\_\_  
\_\_\_\_\_
  - Do you think Fionn Chow would agree with what Ashley says about how social media affects our body image? Why?  
\_\_\_\_\_  
\_\_\_\_\_
- C) **"Does Social Media Affect Your Body Image?" (From The New York Times)**
- According to the article, what is the definition of "body image"?  
\_\_\_\_\_  
\_\_\_\_\_

# Empathy Map

- A thinking tool with a few grids that allows students
  - to put themselves in other people's shoes;
  - to analyse what they **say** and **do**, and how they **think** and **feel**;
  - to **give advice** to people and **comment** on them.

**EMPATHY MAP**

Theme: **Body image**  
WHO are we empathizing with? **BOBBY**

|                     |                         |
|---------------------|-------------------------|
| What does he SAY?   | What does he FEEL?      |
| What does he DO?    | What does he THINK?     |
| Any advice for him? | Any comments about him? |

Queen's College Class 2D

# EMPATHY MAP

## Theme: Body image

WHO are we empathizing with? **KATIE**

What does she SAY?

What does she FEEL?

What does she DO?

What does she THINK?



Any advice for her?

Any comments about her?



# Students used the Empathy Map to analyse the body image issues based on the teenagers' comments in the *New York Times* article



E) From *The New York Times*

## CURRENT EVENTS CONVERSATION

### *What Students Are Saying About How Social Media Affects Their Body Image*

The following are comments given by some teenagers after reading "What Is Bigorexia?", an article published in the *New York Times* about body image.

#### *Teenager 1: Katie*

Social media greatly affects my body image. There are beautiful people online, and with TikTok's "that girl" or "small waist" trends, I wonder why I can't have the same flat, toned stomach or the same tiny, hourglass waist despite all the exercising and healthy eating I do. Recently I have been feeling bad about my appearance, fully knowing that I have a healthy body and that I should be grateful to have a body that other girls want.

This leads me to another question, about the line between fit and fanatical. I have seen weight loss videos that make no physical sense, and I know girls take unreasonable measures to achieve their goals. But even knowing that it can be unhealthy, I can't help but ask myself if just a little overexercising or a little starvation could pay off.

— Katie, Great Neck, New York

# Follow-up task:

## *Design a 3-Day Challenge for teenagers*

**Aim of the task: to promote a positive body image among teenagers and encourage them to develop confidence and self-esteem**

- Promoting interaction among students**
- Enhancing their collaboration and higher-order thinking skills**
- Leading to action**



# Three types of talk

**Podcast about  
body image**



**A discussion task to explore  
different teenagers'  
perspectives**

**Conversational  
Talk**

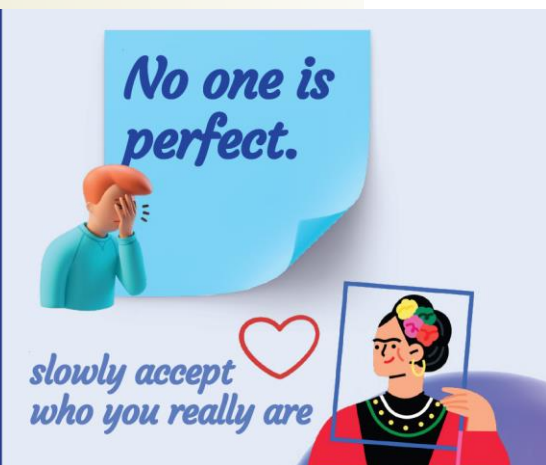
**Presentational  
Talk**

**Exploratory  
Talk**

**Presentation on Empathy Map**



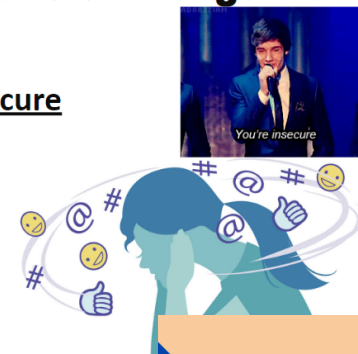
# Student work



## Why are we creating this challenge?

Social Media ->making teens feel uncomfortable and insecure

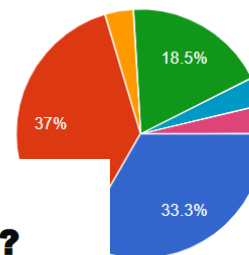
- Teens **struggle** to have a **good body image**
- >Low **self-confidence**



Which group got the best design, in terms of its relevance to the criteria for the challenge, practicability and creativity?

Copy

27 responses



- Group 1 (Surya, Cyrus, Hei, Isaac)
- Group 2 (Terry, Colman, Alves, Trevor)
- Group 3 (Damien, Alvin, Andrew, Masa)
- Group 4 (Aiden, Marcus Lam, Gordon, Marcus Fok)
- Group 5 (Razy, Utkarsh, Allan Suzuki, Kenny)
- Group 6 (Marco, Ryan, Ching Yeung,...)
- Group 7 (Vincent, Thomas Tong, Naml...)
- Group 8 (Alan Xu, Albert, Sean, Eric)

## 1st Challenge---Use less social media

Your goal :

1st Day : Less than 30 minutes

2nd Day : Less than 15 minutes

3rd Day : Not using any social media(not possible)

*It will be even better if you can use the social media less than the maximum time written here!*

## Reflection

- Boys are used to analysing issues using their analytical skills and have fewer opportunities to practise empathy
- How do we teach values? Through indoctrination?
- Wouldn't it be more interesting to give students an opportunity to do hands-on practice and put values into action?

## Way forward

- Building on what we have done in the “Seed” Project with S2 and extending the project to S3
- Aim: to strengthen the reading skills and communication skills of higher-ability students through exposing them to texts of multiple genres and multimodal texts



THANK  
YOU