



S.K.H. YAUTONG KEI HIN PRIMARY SCHOOL

# THINKing Tools to Empower ready Students and Foster Positive Values



IDEAL with EMPATHY

### Disclaimer

To enhance the teaching content, teachers can exercise their professional judgment and consult relevant scholarly work when adopting the learning and teaching resources prepared by educators and other teachers. In support of the implementation of the English Language Education KLA Curriculum, teachers can also select appropriate parts of the resources for classroom learning or extended learning based on pedagogical consideration and the learning needs of students.



## Objectives:

- **Demonstrate** the THINK model's integration within the IDEAL framework for Multicultural Language Arts (MLA)
- **Explore** innovative methods for embedding values education in the English curriculum
- **Inspire** participants to adopt new strategies for cross-cultural learning experiences



# IDEAL

Values Education

**IMMERSIVE**

**DEEP**

**EMPATHY**

**ACTION**

**LIFE**



**IDEAL @ YKH**

Organic Integration

**THINK @ MLA**



# Natural Connection

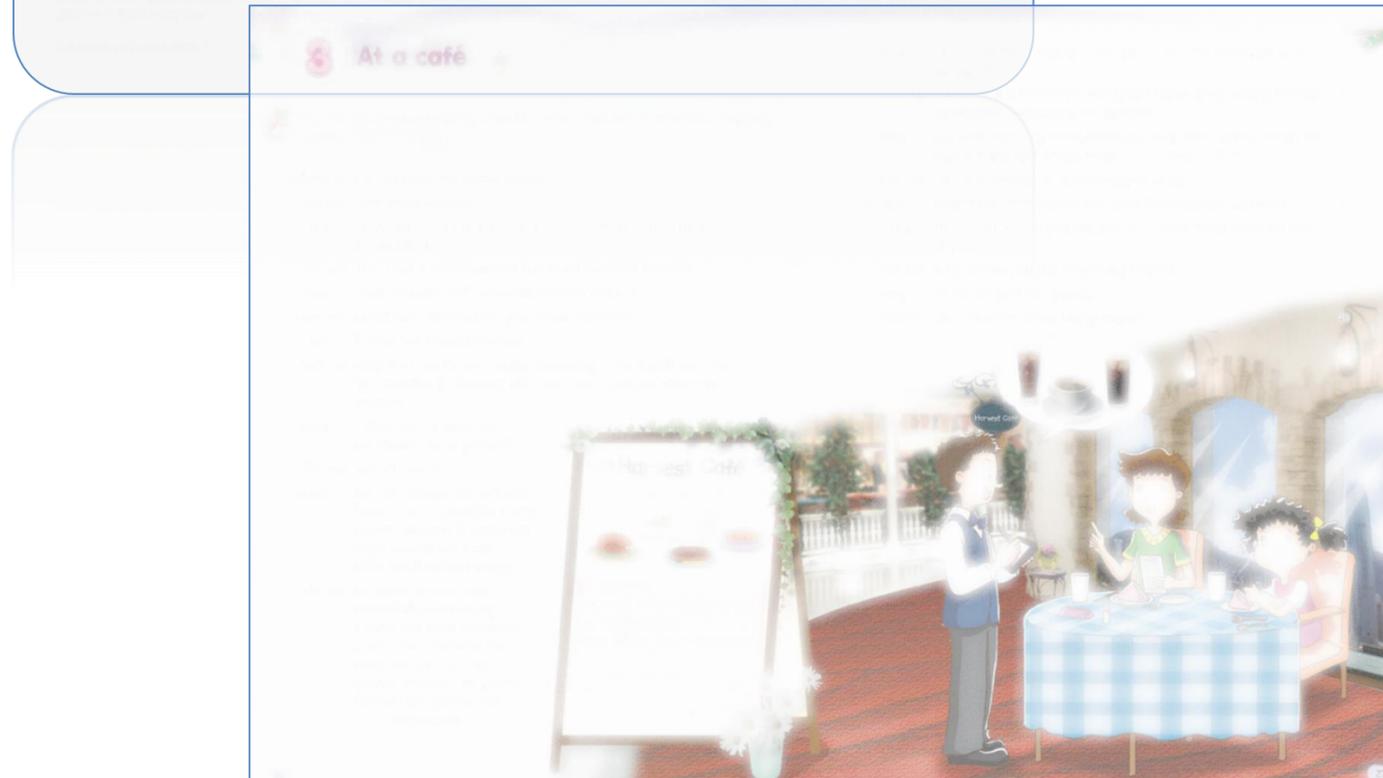
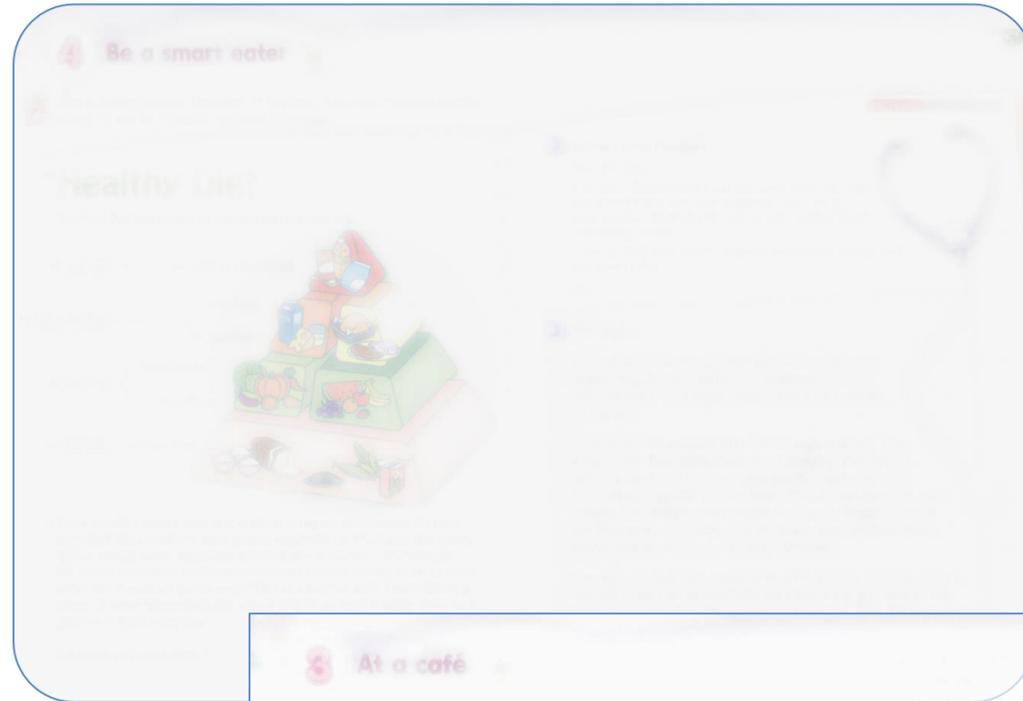
## Connecting **Healthy Eating** to **a Global Multicultural Perspective**

### Introduction to **Balanced Diet** and **Café context**

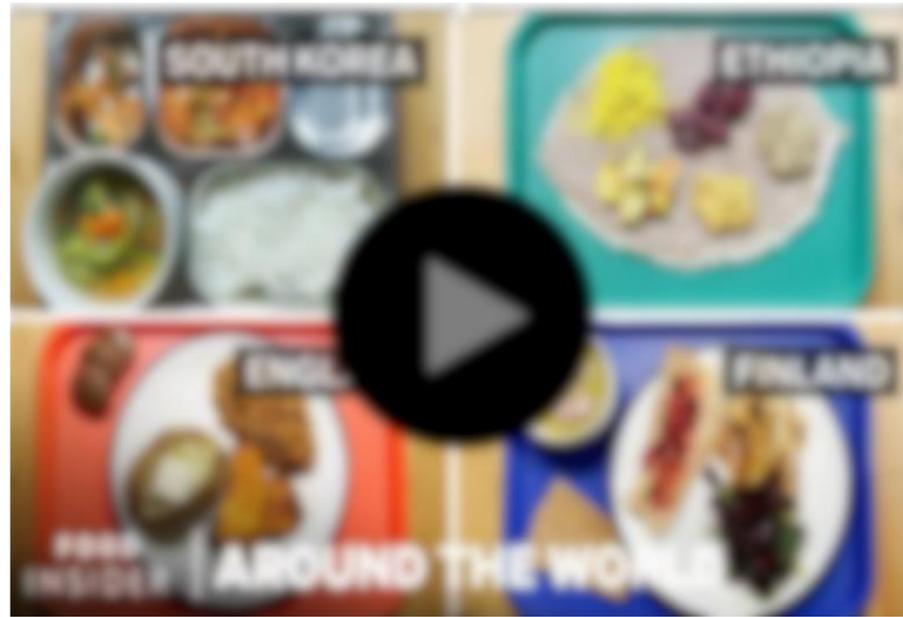
- reviewing food pyramid, highlighting essential food groups
- ordering food

### **A Multicultural Global Perspective**

- global food culture (school and restaurant)
- globalisation of food from all around the world
- curry varieties adapted for Hong Kong palates



# Setting the theme: School Lunches & Food Markets



## Exploring Cultural Food Diversity

- a global school lunch video
- a 360° market tour to explore food diversity worldwide



# Setting the theme: School Lunches & Food Markets

See-Think-Wonder (H) for sparking curiosity/motivation



- observe food scenes → generalise multicultures (food) → provoke or prompt with insightful questions

# Setting the theme: School Lunches & Food Markets

3-2-1 (H) for reflection and deep thinking



Reflection tool for students

**3-2-1 Reflection Tool**

**3 things** you have learned

3

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**2 things** you want to know further

2

1. \_\_\_\_\_

2. \_\_\_\_\_

**1 question** you still have

1

1. \_\_\_\_\_



- summarise learning and reflect on their understanding
- inspire teachers to adjust future teaching

# Deep Thinking Research and Discovery



## Mapping and Labeling

- label continents and countries
- identify cuisines, enhancing geographical and cultural knowledge

# Deep Thinking Research and Discovery

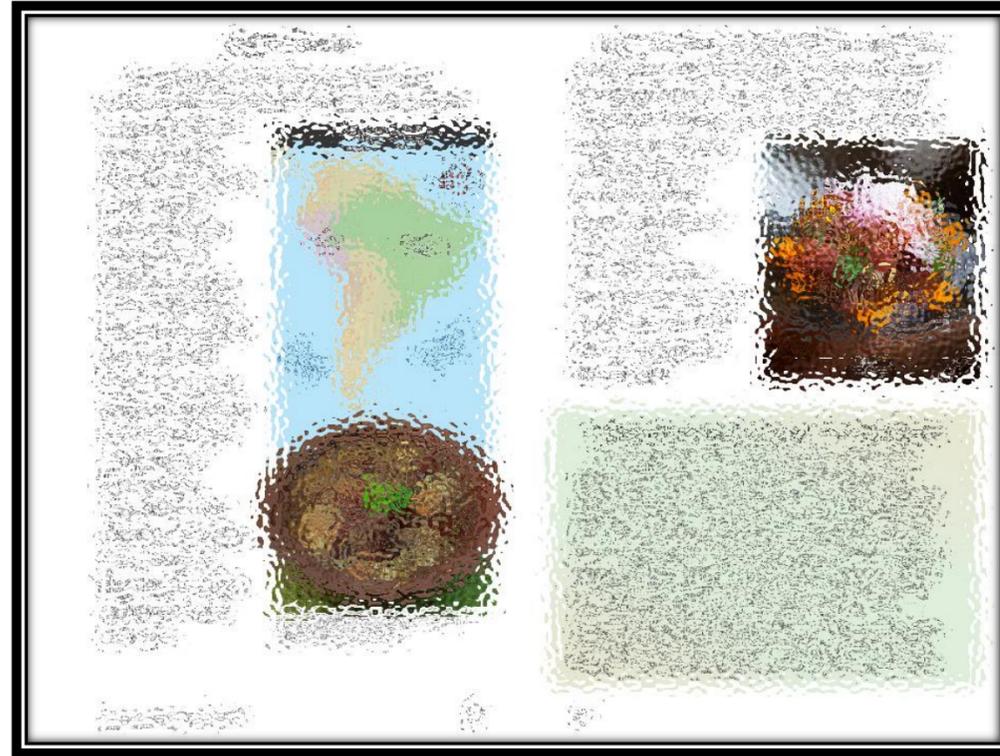


## Collaborative board sharing

- tasks shared on a collaborative board
- teamwork and global awareness among students

# Dive Deeper (RaC)

## Knowledge of Migration of Food Ingredients



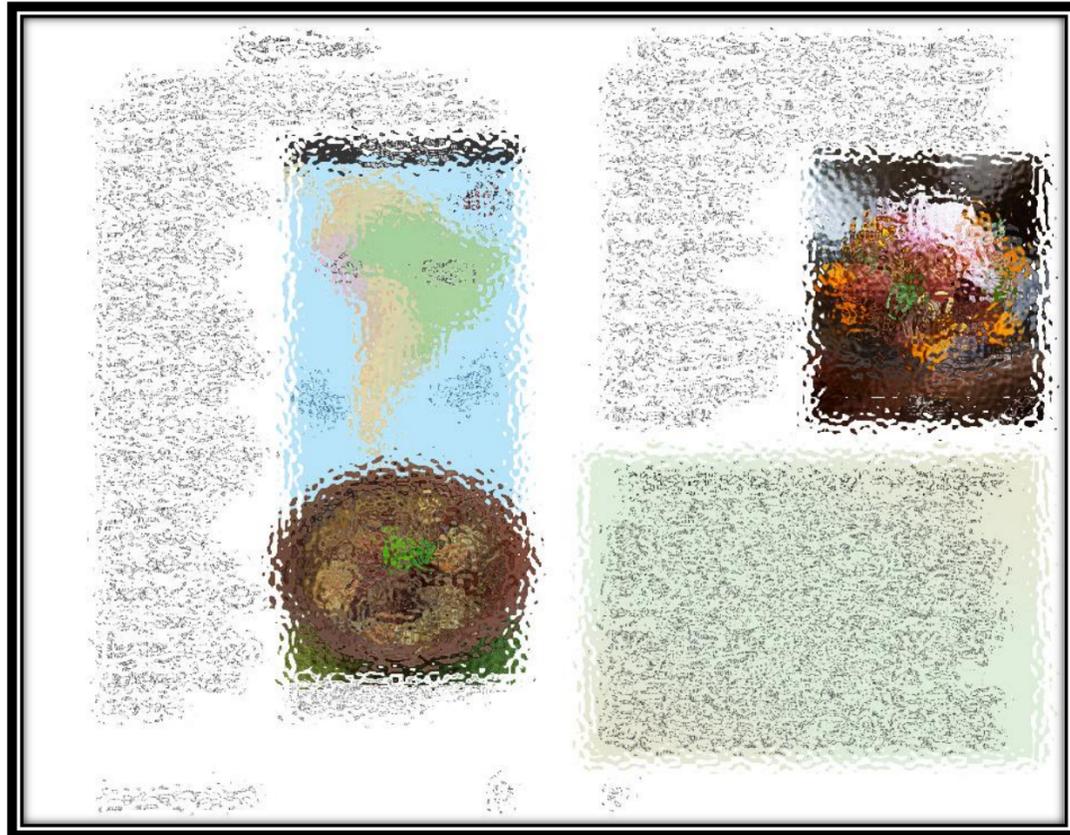
## Analysing Ingredients and Cultures

- read about cuisines from different continents
- explore ingredient diversity and cultural influence

# Dive Deeper (RaC)

## Knowledge of Migration of Food Ingredients

### 'What makes you say that?' (H)



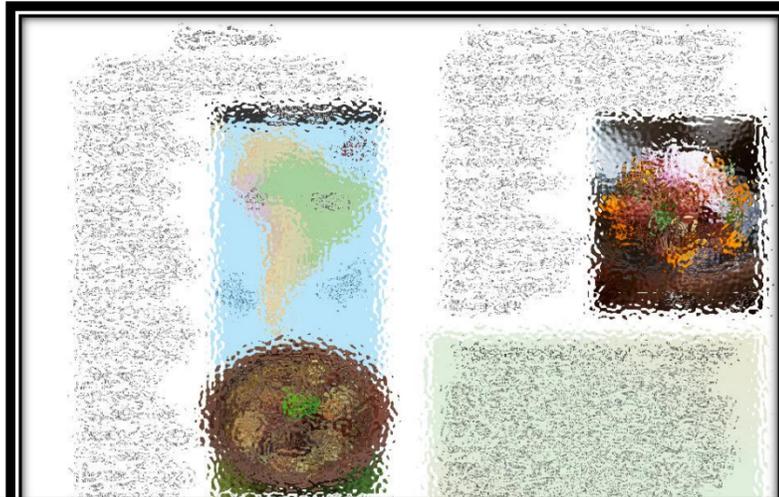
Dinner Around the World  
Written by Renee Mitchell

- encouraging evidence-based reasoning



# Dive Deeper (RaC)

## Knowledge of Migration of Food Ingredients



Dinner Around the World  
Written by Renee  
Mitchell

### Developing Research Skills

- analyse cultural impact
- lay the foundation for independent research

Dinner Around the World  
English class name: 5 Gold Group 3 Student name: \_\_\_\_\_

Country	A popular dish and its ingredients	Regional common ingredients	Any interesting facts
India	biryani	rice with meat, onions, and hot spices topped with raisins.....	rice put nuts on it
Thailand	green curry	Curry paste, coconut, lemongrass and garlic	Cooks in this region often blend sweet, sour, salty bitter, and hot
Southern Europe	The modern pizza	Tomatoes, olives, peppers lemons and onions	flat dough topped with tomatoes and cheese flavors together
Italy <del>pa</del>	pasta alla Norma	fried egg plant	this dish might be on the dinner every day

# From Regional Cuisine to Research & Presentation

**CURRY INGREDIENTS**

**CURRY NAME:** *Leftover lamb curry*

Write 5 ingredients for your curry:

- leftover roast lamb
- red chilli
- cinnamon stick
- rice
- lamb stock

Find 5 common ingredients

- onion
- chopped tomatoes
- medium spice paste
- ginger
- garlic cloves
- small bunch of coriander

*lamb*

*rice*

**CURRY NAME:** *Easy chicken curry*

Write 5 ingredients for your curry:

- naan breads
- greek yogurt
- sunflower oil
- chicken thighs
- ground almonds

*chicken*

10<sup>th</sup> February 2025 Monday

## Venn Diagram to compare & contrast (H)

- analysing Asian curries helps students gain vocabulary and reasoning skills during independent research

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# From Regional Cuisine to Research & Presentation

## Comparative Analysis

- comparing ingredients and cultural influences develops a framework for investigating new dishes and trace migration footsteps

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10<sup>th</sup> February 2025 Monday

The image shows two hand-drawn bowls of curry. The left bowl is labeled 'lamb' and 'rice'. The right bowl is labeled 'chicken'. The handwritten notes are written in black ink on a white background.

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10<sup>th</sup> February, 2025 Monday

## Presentation and Understanding

- presenting findings with enhanced understanding of global food systems and culinary diversity



# Running a class restaurant (K)

## Research on Dishes

- exploring dishes from various countries
- identifying & tasting key ingredients

## Communication Skills (K)

- learning persuasive language to recommend their dishes
- Role-playing customers and waiters

## IT literacy

- using Canva to make a menu for the task

# Culminating Event: One-Day Restaurant Managers



## Real-World Simulation

- manage a restaurant, taking roles in cooking, serving and payment

## Values Education & Life Education

- develop and live the core values: empathy, responsibility, diligence and teamwork

# Culminating Event: One-Day Restaurant Managers

## Empathy map (H)

- empathy acts as a guide helping them make smart decisions
- design of the menu, variety of curry choices, different ways to approach different customers



## 3-2-1 reflection (H)

- unconditional and devoted love of parents

# Take Action: Love to Table

## Empathy Map (H)

- observe and analyse their parents' health needs/ taste preference/ diet/ habit

## Tailor-made menu

- communicate with the restaurant to design & confirm a menu



What type of diet does your parent follow? (e.g., vegan, vegetarian, keto, low-carb, Mediterranean, paleo)

Are there any specific foods they avoid or prefer?

none	none
but wants to be vegan	none
prefer special dishes	avoid dairy

**FISH & CHIPS** ✓

cod in beer batter fried w. beef tallow and homemade fries and tartare sauce

啤酒糊炸鱈魚, 用牛油炸製, 配自家製薯條及他他醬

1PCS	\$55
2PCS	\$78
3PCS	\$98





# Take Action: Love to Table

## Navigation

- invite their parents
- rehearse + practise

## Celebrate the success

- publish in school documented videos
- show how English language and the values are applied in real life context
- encourage all students to live the language and values in their life



From Classroom to Table

# ONE-DAY RESTAURANT MANAGERS



S.K.H.  
YKH

**Sustain our Impact:  
Paw It Forward**



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# Set the theme: animal welfare

## **Pet Cadet Programme**

- engage students in hands-on activities promoting responsible pet ownership
- raise students' awareness of animal welfare (abandoned animals)

## **Empathy Map**

- understand pets' feelings
- understand the owners' feelings as well

Saturday 18<sup>th</sup> October 2025

# Paw it Forward



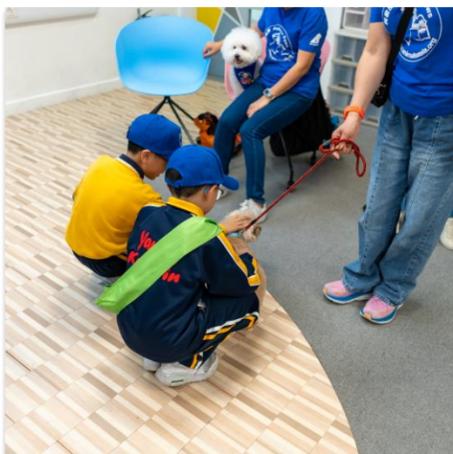
## Polite Dog Interaction

students learned to approach dogs politely, enhancing safety and trust during interactions



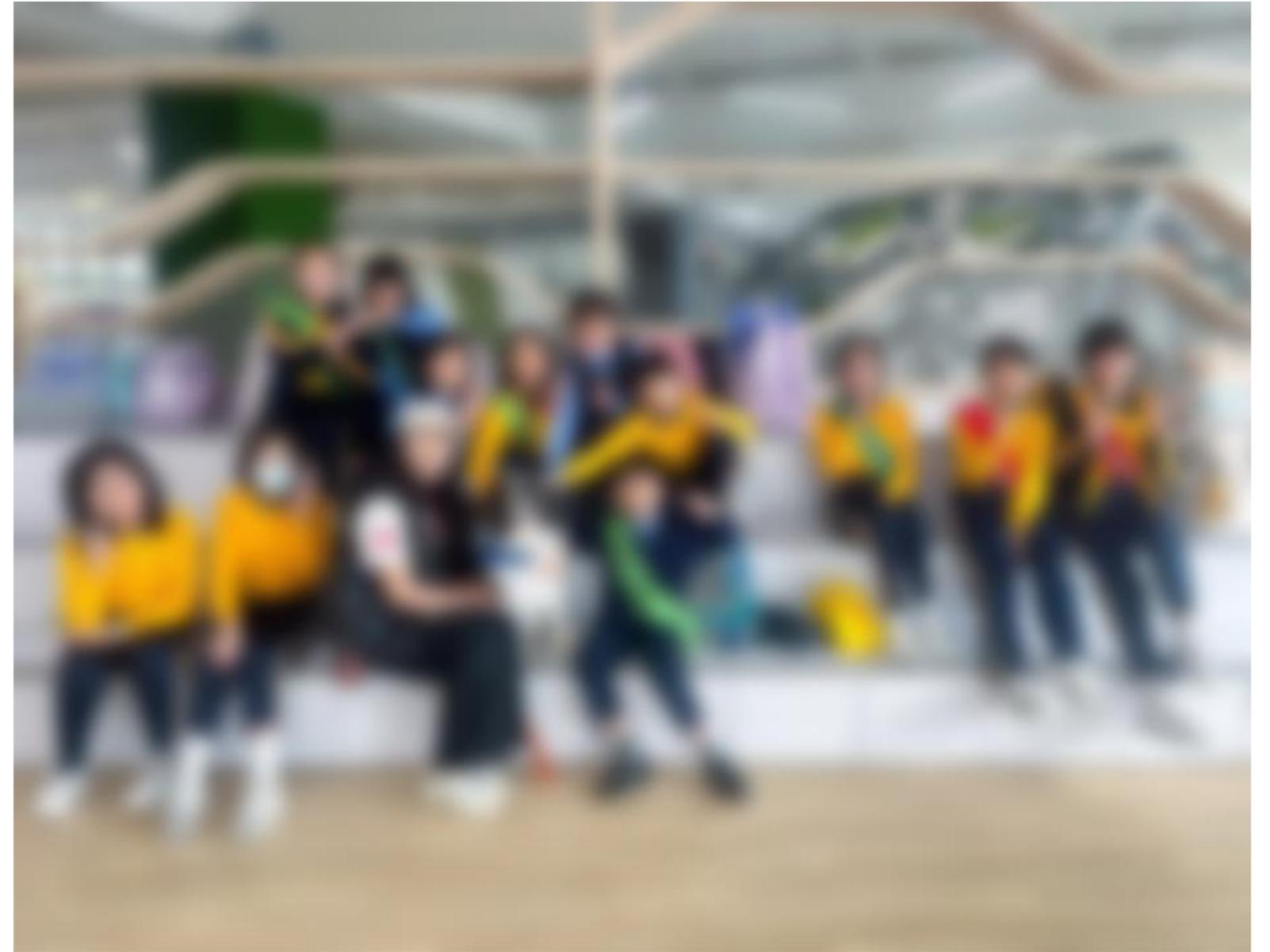
## Grooming and Feeding

hands-on grooming and feeding taught students practical pet care skills and responsibility



## Empathy and Observation

students observed pet behaviors, interpreted needs, and developed empathy through real interactions



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# Real life mission

## Vocabulary Development

- acquire and apply pet care vocabulary like 'leash' and 'lead'

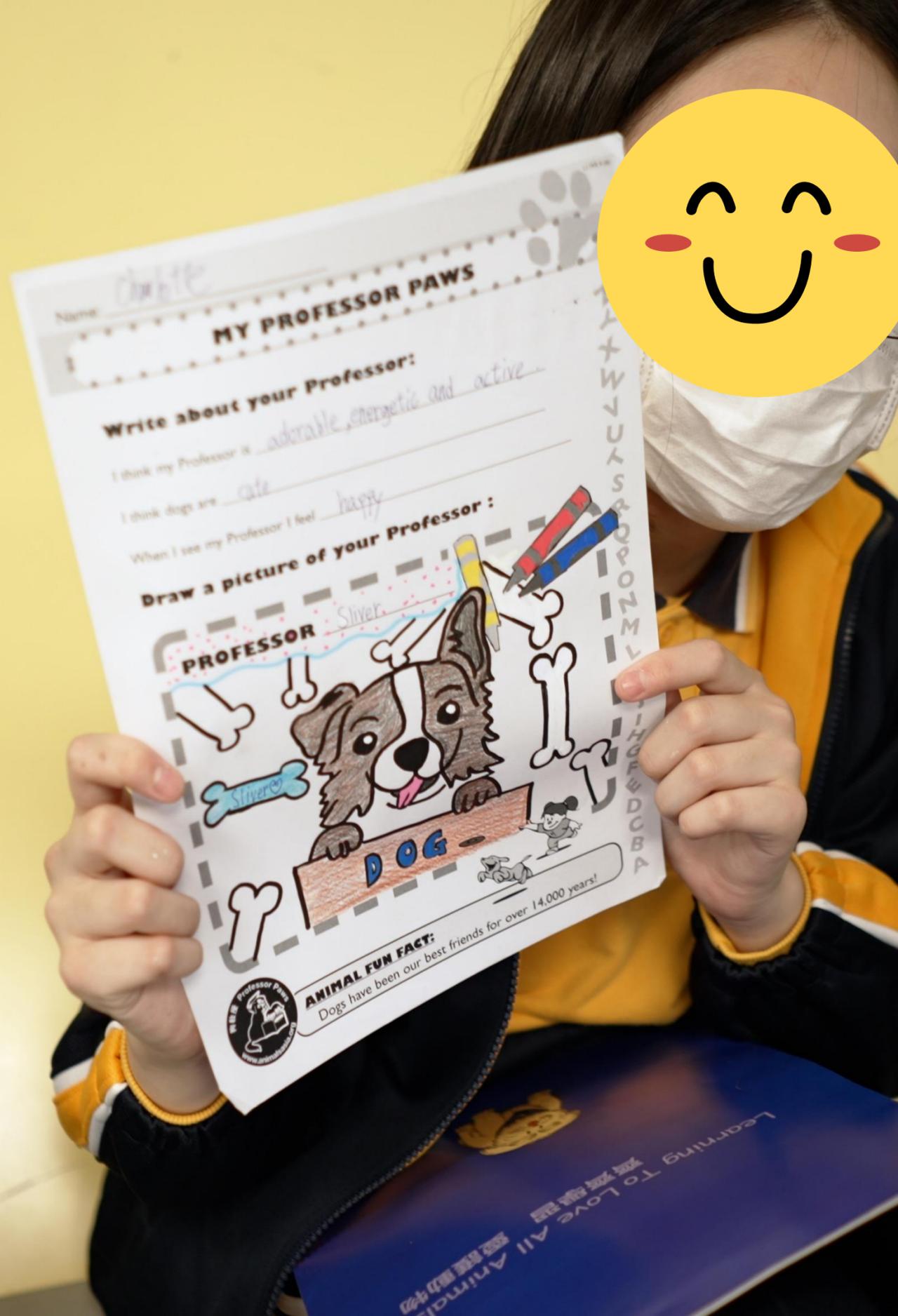
## Empathy map to understand the problem (H)

- create an action plan to solve the problem

## Preparation for Advocacy

- speak to public, speak for animals

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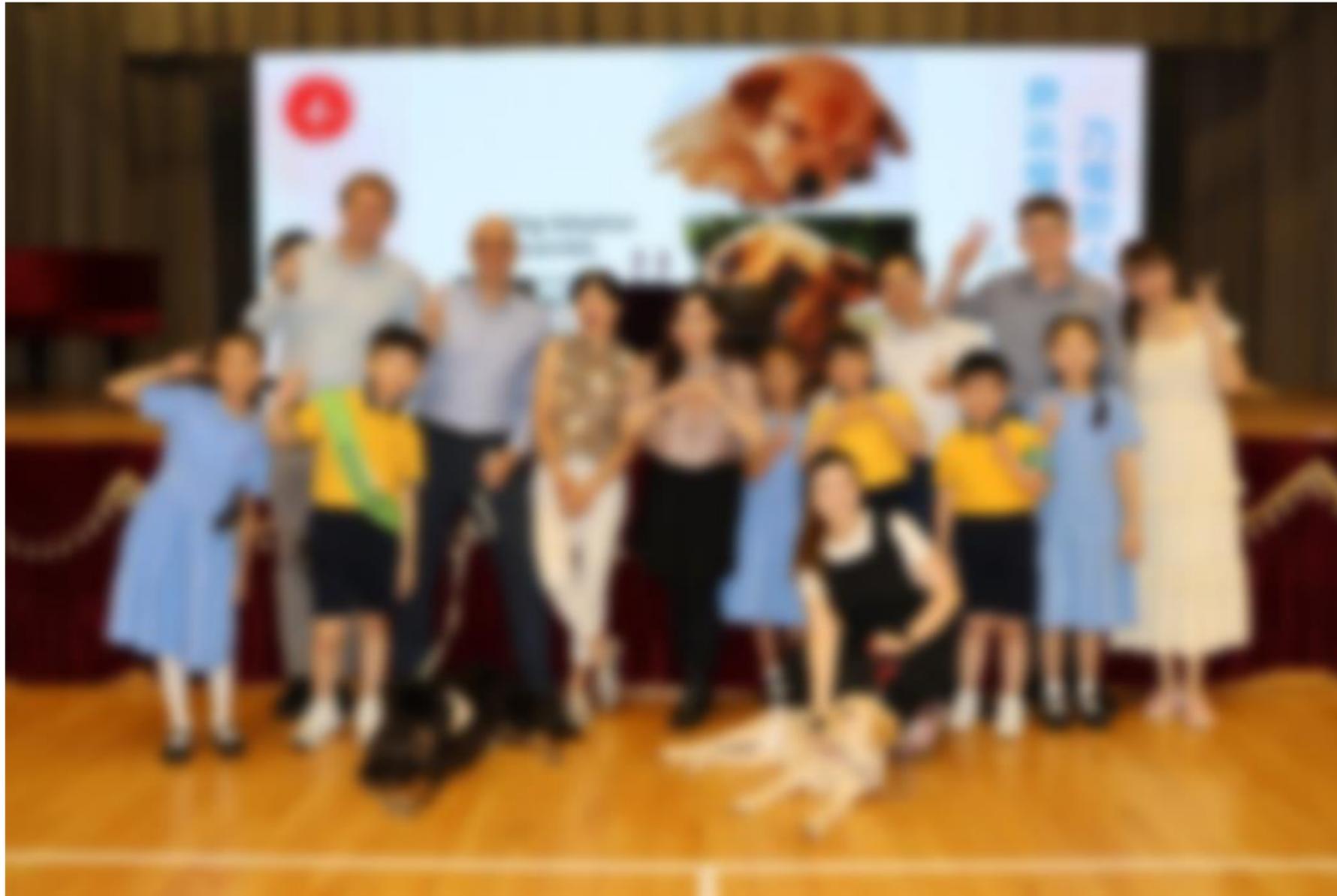
# Action 1: Impact the Community

## Broadcast the message on a radio programme

- acquired public speaking and persuasive communication skills
- participated in a radio show to spread the message: pet owner's responsibility and suggestions for the government



Saturday 18<sup>th</sup> October 2025



## Action 2: Impact the peers

### Dog Adoption Fair

- organised and held a fair in school
- invited guests to share experience of adopting dogs
- supported advocating **Adopt, Don't Shop**

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action by appearing on RTHK's radio

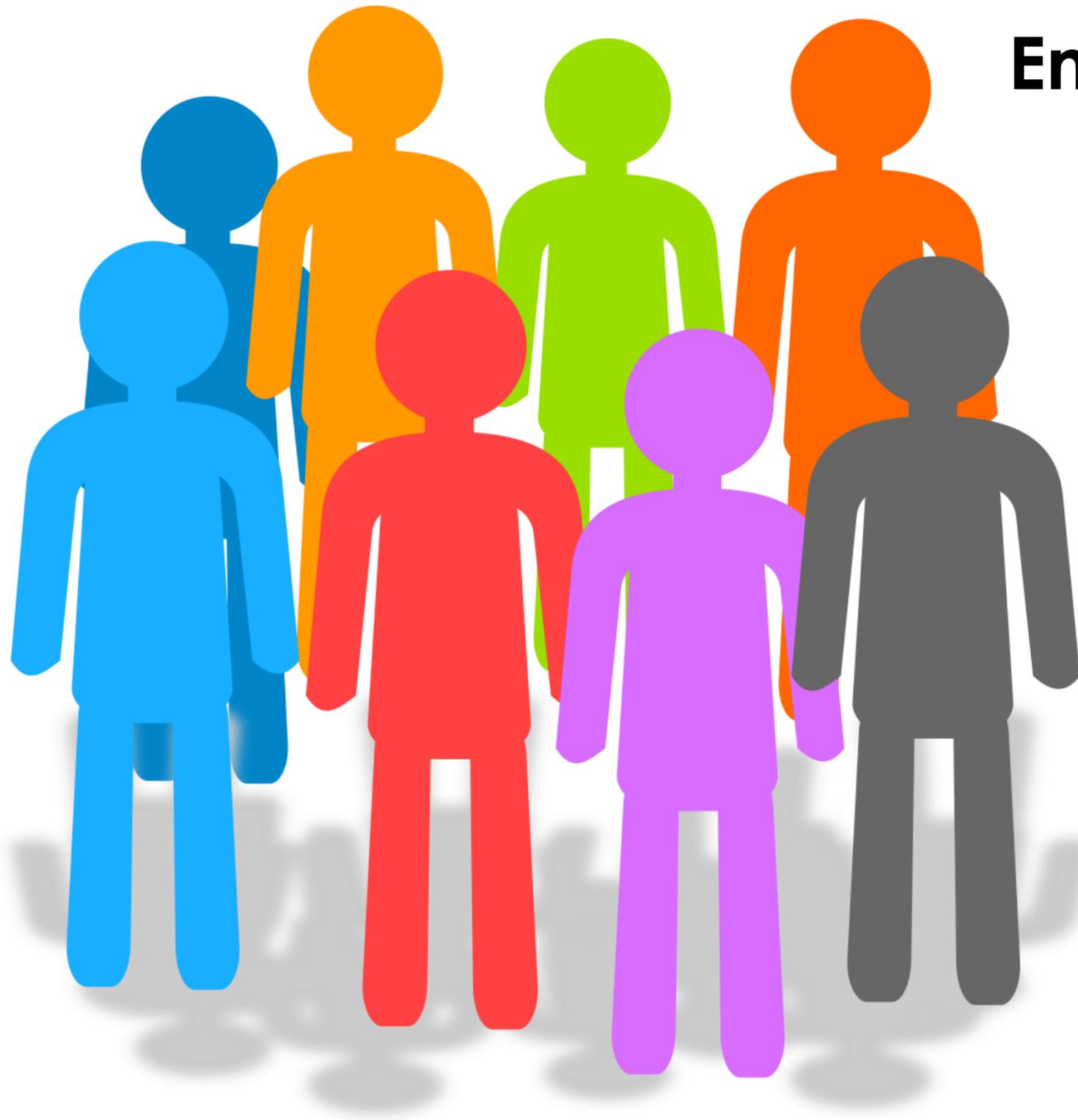
# Facilitating Factors



# Optimising Learning Time

- extend learning beyond the classroom via digital platforms
- use flipped classroom to assign preparatory and independent research tasks
- maximise lesson time for:
  - collaborative discussion
  - analysis & synthesis
  - group decision-making
- naturally connect values to relevant units
- embrace, not expand

# Engage the Full School Community



- mobilise support from all stakeholders:
  - janitors
  - parent-teacher networks, and
  - others
- promote inclusive participation and shared ownership



*“He who has a why to live  
can bear almost any how.”  
— Friedrich Nietzsche*

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