

Fostering Values Education Inside and Outside the Classroom

	Activity Ideas	Main Language Learning Objectives*				Priority Values Highlighted#						
		Listening	Speaking	Reading	Writing	Perseverance	Empathy	Care for Others	Respect for Others	Responsibility	Integrity	Law-abidingness
1.	Overcoming Challenges in Life	✓	✓	✓	✓	✓	✓					
2.	Messages of Hope	✓	✓	✓	✓		✓	✓	✓			
3.	Positive Qualities and Behaviours			✓	✓					✓		
4.	Making Choices in Life	✓	✓	✓	✓		✓		✓	✓	✓	✓
5.	Giving and Receiving		✓	✓			✓	✓				
6.	Learning and Growing from Mistakes	✓	✓	✓		✓	✓			✓		✓
7.	Practising Trustworthiness in Drama	✓	✓	✓	✓						✓	
8.	Cultures of the World		✓	✓			✓		✓			
9.	Haiku Poetry Writing			✓	✓		✓				✓	
10.	The Art of Giving Advice	✓	✓	✓	✓	✓	✓	✓				
11.	Diversity of Values		✓	✓	✓	✓	✓			✓		
12.	Complimenting Corridors	✓	✓					✓				
13.	Sayings of Wisdom Competition	✓	✓	✓	✓			✓	✓			
14.	The S6 Class Legacy Project		✓	✓	✓		✓					
15.	Anonymous Suggestion Box	✓	✓	✓			✓				✓	
16.	Promoting Environmental Awareness		✓	✓	✓	✓			✓	✓		
17.	Songs with Positive Messages	✓	✓			✓						
18.	'Find Somewhere...'	✓	✓				✓					

*Please note that the four language skills need to be practised in an integrated manner, but the dominant language skills are highlighted here for ease of reference.

Schools could promote Values Education through nurturing in their students the ten priority values and attitudes: 'Perseverance', 'Respect for Others', 'Responsibility', 'National Identity', 'Commitment', 'Integrity', 'Care for Others', 'Law-abidingness', 'Empathy' and 'Diligence'.

1.Overcoming Challenges in Life

Suggested by Louis Jelinek

Aim

This activity aims to show a common archetype and how it plays into one's own development as a person. Not only will students relate to this story but also the characters they see in popular movies. Challenges come to everyone as problems, big or small. It is what we do and when to confront these problems that make us.

Values and Attitudes

Empathy, perseverance, self-discipline, self-cultivation

Main Language Learning Objectives

- Identifying character traits using examples from the stories and videos
- Connecting to popular characters in different stories
- Understanding the characters' development through challenges using specific details from the text

Materials and Resources

- A video on '10 Famous Failures': <https://youtu.be/Hhk4N9A0oCA>
- Hero's Journey Map

Procedures

1. Show students pictures of characters who have been challenged in similar ways and have overcome these challenges to better themselves (Harry Potter, Frodo, Monkey King, etc).
2. Watch '10 Famous Failures Who Never Gave Up and Succeeded in Life'.
3. Focus on the steps of the hero's journey with the students using the 'Hero's Journey Map'.
4. Ask the students to describe the steps one character takes to success in a movie or book they have seen.
5. Show students an example of the teacher's own journey – a time when the teacher has been challenged. Think about who helped them, what the difficulty was, how they overcame it, and how it changed them.
6. Invite students to share and present their journeys in class.
7. Get students to discuss and share what they can do when being challenged next time to learn from them.

2. Messages of Hope

Suggested by Diane Kopman

Aim

This lesson aims to help students identify and empathise with the lives of teenagers living in challenging circumstances and to provide possible solutions for individuals encountered in the reading of a novel 'Slumdog Millionaire'. More generally, the activity helps to build greater empathy with young people who face challenges in their everyday life in Hong Kong.

Values and Attitudes

Empathy, care for others, respect for others, interdependence

Main Language Learning Objectives

- Analysing the problems faced by teenagers from a range of texts
- Practising empathy and problem-solving skills using the 'Think, Feel, Care' thinking routine
- Writing messages of hope appropriate to context, purpose and audience

Materials and Resources

- Videos and novel of 'Slumdog Millionaire'

Procedures

1. Introduce students to the social context of Indian slums using the video clip:
<https://www.youtube.com/watch?v=HL5aVYenD8s>
2. Ask students to identify the problems which the three young people in the book face on a daily basis. They must complete a three-part response in which they use the 'Think, Feel Care' thinking routine discussing the problems each character faces.

Character	Think	Feel	Care
Salem			
Jamal			
Latica			

3. Have students empathise with the problems faced by each character.
4. Provide a structure for students to write a message of hope and in the message, students have to include a practical solution in the message to the children of India.
5. Share the students' messages of hope on the noticeboard to encourage each other during this time of continued pandemic on the school Facebook page.

3. Positive Qualities and Behaviours

Suggested by Hanna Barker

Aim

This activity aims to help students identify positive attitudes and behaviours, as well as to help them understand how they can demonstrate these qualities in their own behaviour.

Values and Attitudes

Responsibility, optimism, self-reflection, self-esteem, self-cultivation

Main Language Learning Objectives

- Identifying and understanding behaviours which reflect positive qualities in the given texts
- presenting and elaborating main ideas using examples from the reading text and/or personal experience

Materials and Resources

- Moral Stories (e.g. Aesop's fables)

Procedures

1. Present students with a series of inspirational/moral stories.
2. Show students videos of a series of moral stories - Aesop's fables are a useful resource.
3. Ask students to identify which of the key words given e.g. perseverance, loyalty, kindness, patience, collaboration, motivation, is reflected in each short video. They also need to say what actions in the video portrayed the particular key word.
4. As a follow-up writing task, students choose one of the key words and write their own short story that reflects the word of choice.

4. Making Choices in Life

Suggested by Edward Fillyary

Aim

This activity requires students to take part in a drama role play game that plays out like a story yet confront them with situations in which they have to make certain choices. These choices will inevitably lead them to a pre-determined outcome, either negative or positive, depending on what choices they decide to make. Students need to interact with one another based on the situation they find themselves in and make critical choices that will lead them to the end of the role play game.

Values and Attitudes

Responsibility, integrity, empathy, law-abidingness, respect for rule of law, respect for others, interdependence

Main Language Learning Objectives

- Understanding the basic elements of a story and the possible plot development
- Analysing the problems / situations based on the given information
- Exploring different perspectives and evaluating ideas in discussion

Materials and Resources

- Props required for the story and allocated roles within the game.
- Cards that have the choices students should make and the cards with the outcome of those choices leading them to the next choice.

Procedures

1. Allocate distinct roles to students to play out in the game.
2. Provide students with the story outline and ask them to use improvisation to follow it as they choose.
3. Present students with a situation where they are faced with a difficult decision that they will have to make. The decision can align with the school rules, one or more of the ten priority values and attitudes or a moral dilemma.
4. Give students a card outlining any extra information about the situation that could be helpful and two choices that they can choose from.
5. Guide the students to assess the situation where they need to make a choice. The number of choices before the end of the game can be decided by the teacher. At the end of the game the students should reach a pre-determined outcome based on their choices along the way.
6. Get the students to reflect on their decisions at the end of the game and suggest any alternative choices that should have been made and why.
7. Guide students to think and discuss among themselves which choices should have been made to reach the most positive outcome for their characters.

5. Giving and Receiving

Suggested by Barbara Woods

Aim

This activity aims to understand students' attitudes to giving and receiving. The lesson links to the classic novel *Little Women* but is more generally linked to students' understanding of the common Christmas values of charity and goodwill.

Values and Attitudes

Empathy, care for others, common good, interdependence

Main Language Learning Objectives

- Reading and summarising main ideas
- Presenting feelings and views as well as sharing ideas related to 'giving and receiving'

Materials and Resources

- A video on 'Gift of Giving': <https://www.youtube.com/watch?v=PvF6dyrsSc>
- Film clip of *Little Women*

Procedures

1. Ensure students understand the meaning of 'giving' and 'receiving'.
2. Watch the video 'Gift of Giving'.
3. Get students to think about the following questions about the video and share their responses with an elbow partner:
 - a) *What did you think about the behaviour of the children who did NOT get a toy?*
 - b) *Why did some students give up their toy?*
 - c) *How do you think you would react if something similar happened to you?*
4. Watch the scene from *Little Women* with students to remind them of the events in Chapter 2. Write the famous quote on the board: "It's better to give than to receive". In pairs, student explain how this quote applies to the March sisters.
5. Remind students the first video was called 'Gift of Giving', ask: How is *giving* a gift?
6. Get students to find three words from Chapter two which show what special day the chapter was set.
7. Write the definitions of 'charity' and 'goodwill' and ask the student to identify characters in Chapter 2 who demonstrated these values and what they did.

Remark

The suggested activities are specific to *Little Women*, but nevertheless, the ideas can be easily adapted for other books or texts about positive values of charity, respect for others, goodwill and empathy.

6. Learning and Growing from Mistakes

Suggested by Gerald Drew

Aim

This activity aims to help students to learn from mistakes or failure within the classroom. We as teachers understand that failing or making mistakes is a natural fact. However, failures and/or mistakes are also an excellent vehicle for learning. Failing at exams or in the classroom through mistakes or incorrect answers can cause many students in Hong Kong both stress and anxiety inside and outside the classroom. Fear of failing or making mistakes is an extremely common phenomenon for all school aged children in fact. We can help students 'normalise' failing or making mistakes and learn from them within the classroom by looking at relevant examples and then reflecting upon those.

Values and Attitudes

Perseverance, responsibility, empathy, law-abidingness, respect for rule of law

Main Language Learning Objectives

- Identifying positive values and attitudes using examples from the video
- Presenting feelings and views as well as sharing ideas related to mistakes and failures

Materials and Resources

- Video of 'Famous Failures': <https://www.youtube.com/watch?v=zLYECIjmnQs>

Procedures

1. Place students in small groups or pairs.
2. Show the video 'Famous Failures' to the students and ask them to choose one of the examples from the video to talk about.
3. Get them to give reasons why they thought their chosen person was able to overcome their early failures in life. Students then write up their responses on the board for their chosen person.
4. Share with students a personal failure or mistake of your own after talking about the people from the video.
5. Explain to them how you learnt from this mistake or failure.
6. Ask students to share their own personal failure or mistake in their own small groups and how they managed to learn from it or how they might learn from it to achieve greater success in the future.

7. Practising Trustworthiness in Drama

Suggested by Reuben Boyd

Aim

This activity aims to help students to identify and explore the concepts of integrity and honesty.

Values and Attitudes

Integrity, honesty, self-discipline, self-cultivation

Main Language Learning Objectives

- Inferring meanings from clues
- Understanding speakers' intentions, views, attitudes or feelings
- Presenting views with suitable reasoning
- Describing details that support a main idea
- Identifying purpose and audience for a writing task (i.e. short drama)
- Using language appropriate to the role in the short drama

Materials and Resources

- Worksheet (warm-up, listening, and post-listening)
- Audio recording of a story

Procedures

1. Ask students to complete a table ranking the people on the table by how much they trust them. Students are asked to reflect on why they trust some people more than others. Keywords elicited from the students should be written on the board.
2. Before listening to an audio story about an unexpected person being trustworthy and honest (e.g. a homeless man who returns a bag of stolen money to the police), ask students to predict if the questions given will be true or false based on their biases against certain groups.
3. Get students to do their first listening to find out if their predictions were correct.
4. Get students to do their second listening to gather information for their worksheet.
5. For post-listening, put students in groups of two or three and ask them to prepare a short drama involving a person who we would not expect to be trustworthy turning out to be trustworthy.
6. Have students act out their drama while other students are asked to write down evidence from the drama that illustrates a core value, such as honesty or trustworthiness.

Remark

Several short dramas from the lesson can be lengthened or taken as they are to be used in the morning assembly to remind students of the core values outside the classroom.

8. Cultures of the World

Suggested by Joey Sala

Aim

This activity aims to raise awareness of global beauty trends with respect to cultural understanding. Students can gain perspective on how various cultures around the world think and represent themselves with respect to appearance.

Values and Attitudes

Empathy, respect for others, self-esteem, self-cultivation

Main Language Learning Objectives

- Relating facts, opinions and information from a range of texts about diverse cultures
- Understanding different feelings, views and attitudes through making comparisons
- Presenting feelings, views and arguments coherently with suitable reasoning and examples

Materials and Resources

- Images / clips of diverse cultures (e.g. native dress, accessories)
- Video of 'Cultures of the World': <https://www.youtube.com/watch?v=RwSYrsjTiW4>

Procedures

1. Show students pictures/clips of diverse cultures with respect to native dress, accessories, costumes, grooming.
2. Show the video of 'Cultures of the World'.
3. Emphasise the different levels of importance placed on various aspects of different cultures.
4. Ask students to compare/contrast how it relates to their own culture.
5. Ask students to share experiences about visiting/seeing different examples of beauty/traditional dress in their own lives.

9. Haiku Poetry Writing

Suggested by Melissa Nourse

Aim

This activity aims to inculcate positive values and creative thought within haiku poetry writing.

Values and Attitudes

Integrity, empathy

Main Language Learning Objectives

- Expressing imaginative ideas with the help of visual cues
- Using a range of language patterns and visuals in text production

Materials and Resources

- Internet landscape photos or real ones from calendars/magazines, poster materials (paper/colours).

Procedures

1. Have students choose a natural landscape picture which appeals to them.
2. Get students to write 3 short descriptive sentences involving the use of suitable adjectives about the foreground, middle and background of the picture.
3. Give some examples of haiku and syllable arrangement. The traditional 5-7-5 syllable arrangement could be expanded to 7-11-7 or reduced to 3-5-3 to accommodate students. Students then use their descriptive sentences to make a haiku poem about their picture. Depending on the level of student ability, the haiku could also include figurative and sensory language.
4. Get students to pick a positive value which they think matches their poem, such as love and caring, integrity, empathy. They then pick a shape, such as a heart or hands which they will use as an outline for their poem.
5. Let students then create a poster with the positive value as the title with the shape containing the poem below. Students could decorate as much as they like.
6. Display the haikus inside or outside the classroom.

10.The Art of Giving Advice

Suggested by Craig Robertson

Aim

This activity aims to encourage students to empathise with others through practising language to give advice.

Values and Attitudes

Empathy, perseverance, care for others

Main Language Learning Objectives

- Relating facts, opinions and information from various texts about teenage problems
- Understanding different feelings, views and attitudes
- Practising speaking skills and learning the language to give advice

Materials and Resources

- Small pieces of paper or notecards for students
- A video providing a model of giving advice: https://www.youtube.com/watch?v=oX8Ff17_FGw (an example)

Procedures

1. Show students a model of giving advice.
2. After the first viewing of the video, get students to watch again to focus on the content and language patterns used to give advice.
3. Ask students to identify the problem or challenge mentioned and the advice given to tackle the issue.
4. Ask students to write down a problem or challenge that they have anonymously. All students put their pieces of paper / notecards into a container.
5. Model for students - choose one challenge at random and read this out to the class. The teacher then models a piece of advice they could give for the problem.
6. Have students choose a challenge at random and try to give advice to solve the problem or overcome the challenge.

Remark

It can be quite enlightening for teachers to hear the students' issues! Also, some students will realise that they share similar challenges as their classmates.

11. Diversity of Values

Suggested by Rhonda Dami

Aim

This activity aims to help students determine and prioritise the school values and to help students to learn to appreciate the diversity of values.

Values and Attitudes

Empathy, responsibility, perseverance

Main Language Learning Objectives

- Presenting feelings and views coherently with suitable reasoning and examples
- Writing acrostic poems appropriate to context, purpose and audience

Materials and Resources

- Sets of printable value cards
- A list of values

Procedures

1. Pass out sets of cards to each student. Instruct students to sort each value into the following categories:
a. always valued b. often valued c. sometimes valued d. seldom valued e. least valued.
2. Ask students to consider why each value is important and how the values relate to their world and other people.
3. Once students have sorted their cards, have them compare their list with classmates.
4. Determine what values are shared between themselves and discuss why it is important that we share and understand our classmates' core values.
5. Get students to write acrostic poems using their choice of one of the school values to be displayed.

12. Complimenting Corridors

Suggested by Louis Jelinek

Aim

This activity encourages students to be more vocal and positive outside the classroom.

Values and Attitudes

Care for others, optimism, interdependence

Main Language Learning Objectives

- Practising speaking skills and developing confidence

Materials and Resources

- Photos
- Students' voice and smile (only with eyes if wearing mask) on the school campus

Description / Procedures

- Students say words of encouragement to people they pass in the hall.
- Practise compliments to students in and outside the class.
- Get students to think about other ways they can compliment people without saying anything (e.g. use of sign language)
- Leave example compliments in the hallways, including pictures with people with compliments on them.

13. Sayings of Wisdom Competition

Suggested by Hanna Barker

Aim

This activity aims to help students identify positive attitudes and behaviours and help them understand how they can demonstrate these qualities in their own behaviour.

Values and Attitudes

Care for others, respect for others, optimism, self-reflection, self-esteem, self-cultivation

Main Language Learning Objectives

- Identifying positive qualities in the given information / text
- Understanding behaviours which reflect positive qualities through making inferences

Materials and Resources

- Sayings of Wisdom (SoW) posters

Procedures/Description

- Place 'SoW' posters in various places around the school. Students are given one week to study the SoW. An online competition is then held consisting of different rounds with different focuses, e.g.
 - Match the SoW to its meaning.
 - Fill in the missing words.
 - Conduct the 'Where in the school?' round – ask students to locate the SoW poster on the school campus.
 - Explain the rationale behind the 'Where in the school?' round to students: This round of the activity encourages students to really take in their surroundings and make a conscious effort to consume messages around them that they would not have even noticed before.

Remark

Having a competition format and giving students time to study allow students to really think about these messages and their value. This activity encourages students to really take in their surroundings and make a conscious effort to consume messages around them that they would not have even noticed before.

14. The S6 Class Legacy Project

Suggested by Jon Greer, NET

Aim

This activity aims to build a sense of legacy for S6 students using the Sayings of Wisdom (SoW) model.

Values and Attitudes

Empathy, common good, sense of belonging, solidarity

Main Language Learning Objectives

- Organising and integrating information and ideas, and create written and multimodal texts appropriate to context, purpose and audience
- Present feelings and ideas clearly and coherently

Materials and Resources

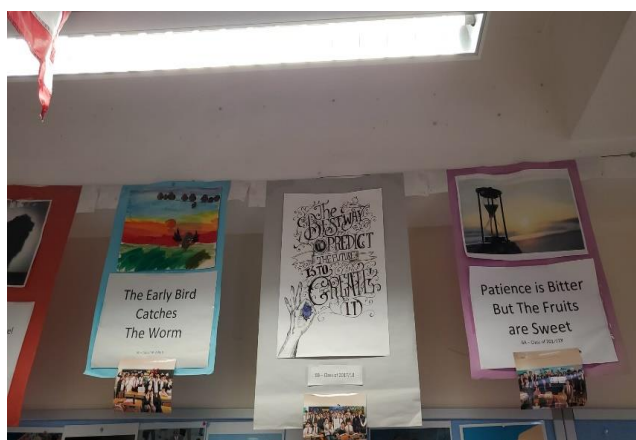
- A task outline (with details listed in the description / procedures below)
- A role list

Description / Procedures

- Each class gets an info pack that assigns key roles, which can be negotiated or differentiated, and as a class they must produce a 'farewell presentation', including
 - A class motto (proverb / SoW)
 - A visual presentation (a static image created by students)
 - A verbal presentation (at assembly)
 - A 'class photo' (printed)
- At the end of the process, the physical materials are combined into a display and hung from the wall / ceiling of the English corner (in perpetuity) as a permanent legacy item for their class. They accumulate over time.

Benefits

- **Inclusiveness** – students of all abilities can access and contribute. Some classes might not be so strong in academic English, but many have fantastic artists and speakers of English.
- **Sense of Belonging / Acknowledgement** – it can be used as a gesture to show that the school we value them and, even when students have left, they are still a part of it. Over time this task builds in values. As more and more classes leave their visual presentation in the English Corner, the task becomes recognised as a part of the leaving routine - past students come into the English Corner and look at their classes, and other classes that came before and after them.
- **Responsibility / Collaboration** – this task is student-led and inquiry-based in nature. Every student taking part in it has a well-defined role and work together to accomplish a self-selected outcome.
- **Language-rich Environment** – similar to the idea of English Micro-messaging, as shared by Mary Beth Osburn (See Section 2 'Feature Presentation'), it is a chance for students to create their own sense of visual testament to their time at school, as well as making the place look a lot more vibrant and 'lived in' than it normally would be.



15. Anonymous Suggestion Box

Suggested by Gerald Drew

Aim

This activity helps students to build rapport together.

Values and Attitudes

Integrity, empathy, solidarity, sense of belonging

Main Language Learning Objectives

- Understanding different feelings, views and attitudes
- Distinguishing different points of view and arguments
- Presenting feelings, views and arguments coherently with suitable reasoning, suggestions and examples

Materials and Resources

- An anonymous suggestion box for both teachers and students

Description / Procedures

- Place secure suggestion boxes in various locations around the school - outside classrooms or in the library.
- Encourage students and teachers to place ideas, suggestions, comments, critique or appreciation in English anonymously about various things they see, or feel could be improved/changed or things that they appreciate within the school.
- Open the suggestion box each month and discuss these suggestions in the English corner or English club objectively amongst different groups of students.
- Get students to brainstorm positive ways to respond to the suggestions and then post their responses on the school e-class forum or other relevant online platforms.

16. Promoting Environmental Awareness

Suggested by Oliver Gosling

Aim

This activity aims to increase awareness of environmental issues in and around Hong Kong.

Values and Attitudes

Perseverance, responsibility, respect for others, respect for the environment

Main Language Learning Objectives

- Planning and organising information about a school trip
- Expressing own ideas and feelings by identifying purpose and audience for a writing task

Materials and Resources

- Suitable clothing, protective gloves, and pick-up garbage grabbers,
- Camera to take pictures (to collect evidence); alternatively images and videos could be shared prior to the event taking place

Description / Procedures

- Show students various videos about environmental issues.
- Organise a school trip to a beach or a hiking trail.
- Ask students to record their experience and share their experience with either classmate / whole school.

Extension /Adaptation

- Outside the classroom: a beach clean-up or an activity that involves cleaning up the hiking trails of Hong Kong could be organised. Let students enjoy the great outdoors that Hong Kong has to offer. However, this activity is to make students aware what we are doing to our environment. At the same time, students can learn across different core subjects like science (biology), civic education, etc.
- Inside the classroom: Get students to share their experience on paper by writing a short report about it. They could also produce a promotional video (competition) to depict their own experience and make the whole school aware of the urgent issue to care for the environment. A discussion can take place to explore further options on how to protect the environment and to spread awareness about the impact we as humans have on the environment.
- An English poster competition can be organised to 'greenify' the school ground and spread awareness to the whole school.

17. Songs with Positive Messages

Suggested by Craig Robertson, NET

Aim

This lesson aims to engage students with English songs and encourage them to understand positive messages. This activity could be used as a lunchtime activity during English speaking days/ week. It Can easily be adapted for use inside the classroom).

Live music can be played (e.g. through the school's public announcement system) to enrich the English language environment in the school.

Values and Attitudes

Perseverance, optimism

Main Language Learning Objectives

- Practising listening and speaking skills

Materials and Resources

- Songs with positive messages (see suggested ideas below)
- Questions to guide students to understand the song's positive message

Procedures

- Play songs for the students, e.g.
 - Don't Worry be Happy: <https://www.youtube.com/watch?v=d-diB65scQU>
 - What Doesn't kill you makes you stronger :<https://www.youtube.com/watch?v=Xn676-fLq7I>
 - I Will Survive: <https://www.youtube.com/watch?v=gYkACVDFmeg>
- Get students to try to answer some simple questions about the songs.
- Get students to explain to English Ambassadors or English teachers what they have learnt from the song.
- As a follow-up activity (perhaps on a different day), students can choose from a list of songs and read out a message to a classmate or teacher who they would like to dedicate the song to e.g. 'I have chosen to play this song for Benedict Wong to encourage him to work hard throughout the examination period'.

18. 'Find Somewhere...'

Suggested by Daniel Henry, NET

Aim

This activity aims to promote cross-cultural awareness and understanding.

Values and Attitudes

Empathy, tolerance, betterment of human kind

Main Language Learning Objectives

- Developing listening, speaking and research skills

Materials and Resources

- Display boards and decorations
- A 'Find Somewhere...' Worksheet
- Hall or covered playground venue

Description / Procedures

- Get English Society members to work in groups to do research on an English-speaking country to find the cuisine, music, games, and holidays.
- Get English Society members to prepare their own display board to share with their schoolmates about their country.
- Give students a 'Find Somewhere...' worksheet to complete with phrases such as 'Find somewhere where rugby is a popular sport.'
- Have students ask the English Society members to complete their worksheet.
- Enter students who complete their worksheet in a lucky draw for prizes.