



# Cultivating Connection & Transformation: Leading with Love – Finding Your Path through Understanding Yourself



Hennessy Road Government Primary School  
(Causeway Bay)

## Presenters:

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## 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



## 01 DTS Unit: Being a 'Leader' at School

Explore the Integration of Values Education: To examine how the Development of Text Sets Programme is connected to the Week of Love and Growth, particularly in fostering values education for Primary 3 students



## 02 2023 – 2024 Week of Love and Growth

Enhance Understanding of Social-Emotional Development: To provide insights into students' journeys of identity formation and self-discovery highlighting the holistic approach to nurturing social-emotional development during the Week of Love and Growth



## 03 Q&A



# School Introduction

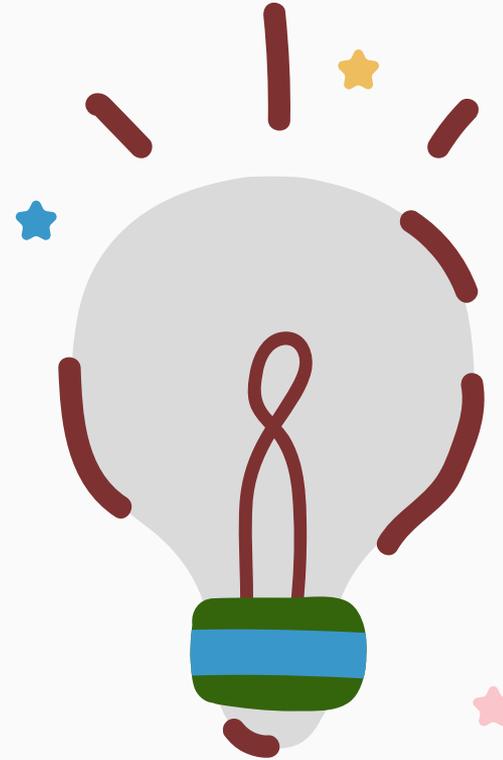
## Hennessy Road Government Primary School (Causeway Bay)

We are a government school located in Causeway Bay, with five classes at each grade level. Our school motto is “Diligence, Thriftiness, Joy, and Courage.” We aim to provide high-quality education without discrimination, helping students develop important skills for lifelong learning. Our goal is to encourage balanced growth in moral, intellectual, physical, social, and aesthetic aspects, shaping responsible and independent citizens.



01

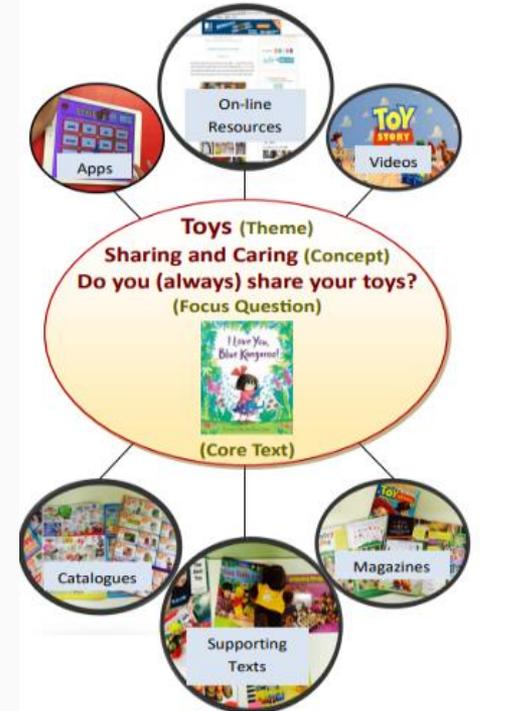
DTS Unit:  
Being a 'Leader' at  
School



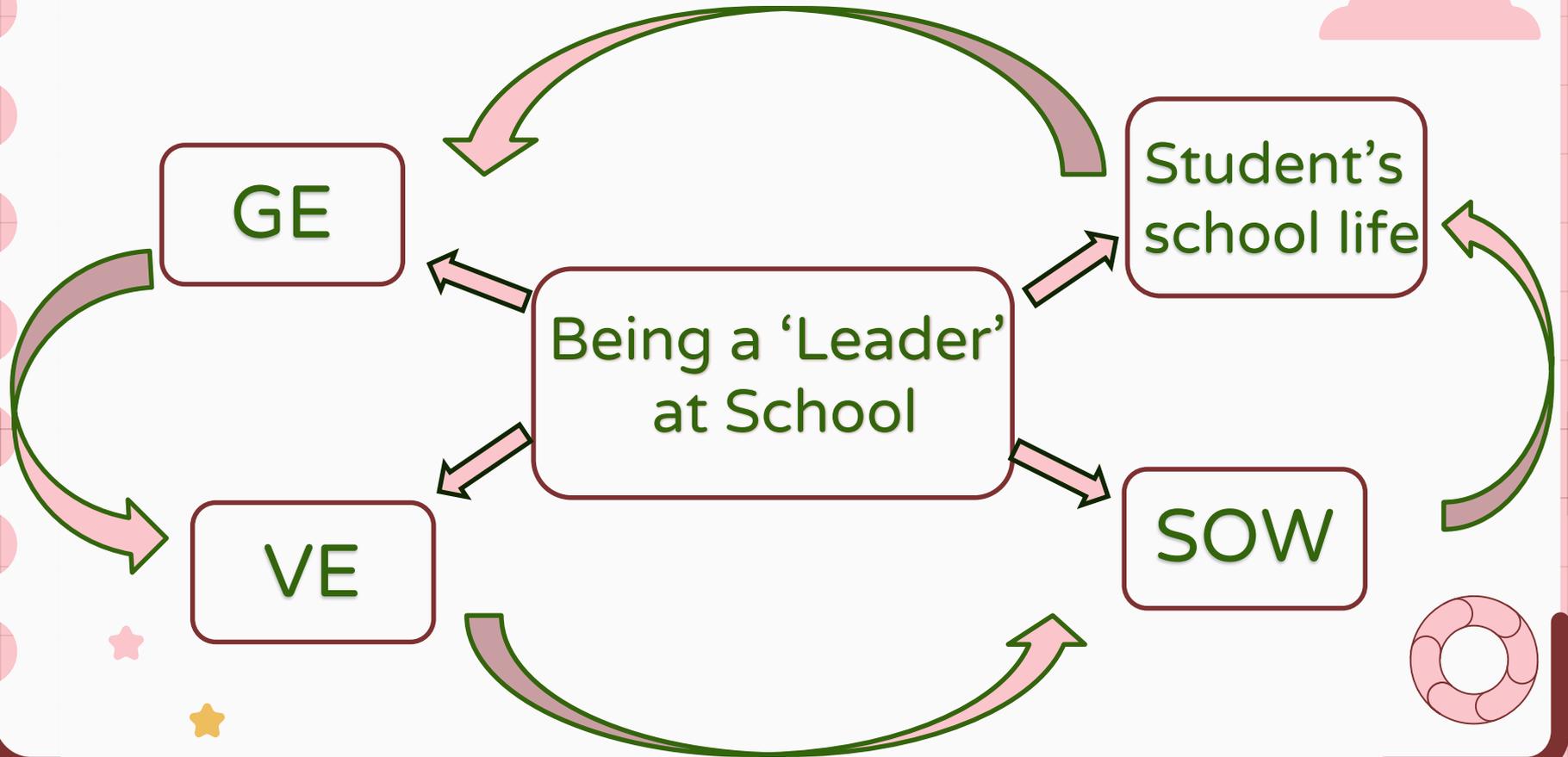
# DTS (Development of Text Sets)

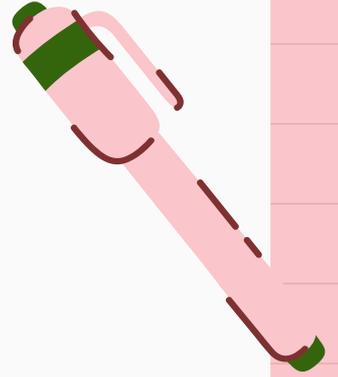
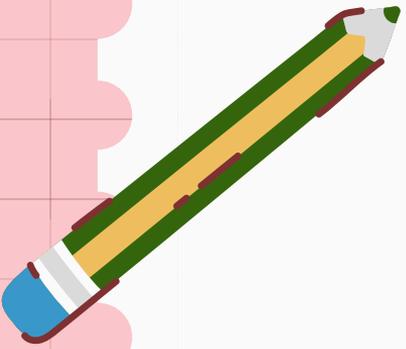
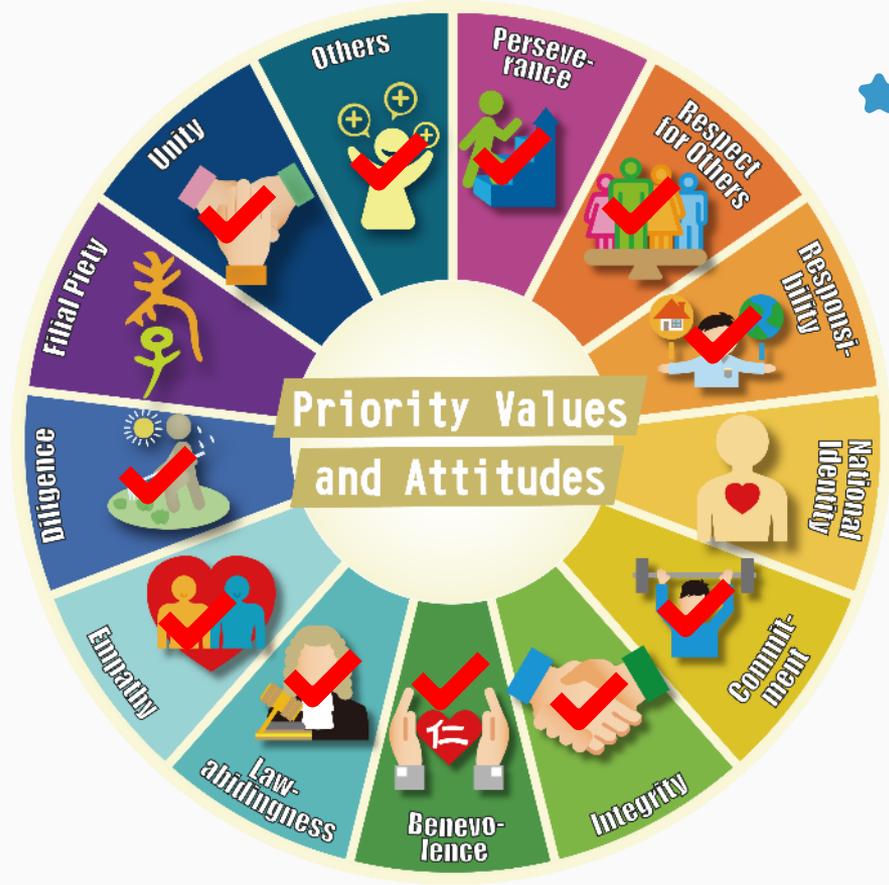
## Benefits of the DTS Programme

- Integrate and enrich the theme with the school textbooks
- Provide multiple opportunities to explore a topic
- Make use of age-appropriate resources that are stimulating and motivating
- Connect with real-life experiences and support readers with a range of skills



# DTS at HRGPS (CWB)





# Unit Objectives

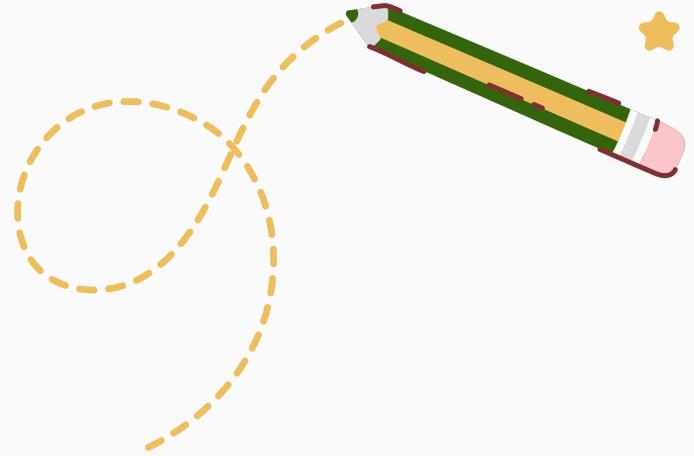


## ELE:

- To extend knowledge of different adjectives
- To understand the use of similes
- To use sentence patterns in writing effectively

## Values Education (VE):

- To gain an understanding of themselves and others (Empathy/ Diligence/ Unity)
- To learn what is leadership and how to be a good leader (Respect for Others/ Benevolence/ Responsibility)
- To identify positive traits of a leader (Commitment/ Integrity/Perseverance/ Law-abidingness)



# CLAP Model

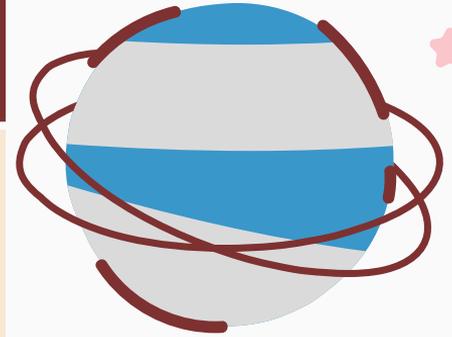
C

Choosing a theme

This  
or  
That



GE (Textbooks)	23-24 SOW (sub-themes)	Values Education
Friends	Love myself	perseverance responsibility integrity
School subjects	Love the community	diligence commitment benevolence



# CLAP Model



Looking for quality texts



GE (Textbooks)	DTS
<p>The unit from P1 &amp; P2 was considered quite repetitive</p> <p>The story was disjointed + not related to students' lives (Fables)</p>	<p>The Reflection in Me, Fable Vision</p> <p>↓</p> <p><b>HOW: Love myself/ Empathy/ Benevolence</b></p>

*The Reflection in Me*

By Marc Colagiovanni  
(Book)

# CLAP Model

**A** Analyse and organise the resources



**My Shield**  
Complete the shield to share information all about you.

A picture of me:	My character traits:
My skills:	My chosen leader role:

VE Activity:  
Matching character traits with jobs

<b>Teacher</b> <ul style="list-style-type: none"><li>• Fairly</li><li>• Diligently</li><li>• Care for others</li></ul>	<b>Sports Coach</b> <ul style="list-style-type: none"><li>• Persistence</li><li>• Commitment</li></ul>	<b>Nurse</b> <ul style="list-style-type: none"><li>• Empathy</li><li>• Care for others</li></ul>	<b>Firefighter</b> <ul style="list-style-type: none"><li>• Commitment</li><li>• Integrity</li><li>• Responsible</li></ul>
<b>Doctor</b> <ul style="list-style-type: none"><li>• Integrity</li><li>• Caring heart</li><li>• Persistence</li><li>• Fairly</li></ul>	<b>Guess Who?</b> Is this person... (e.g. responsible)? Does this person wear... (e.g. a hat)?		

Pre- final task:  
Make a "Leader" Shield

Everyone is unique  
with different gifts!



# CLAP Model

P

Plan the lessons



## Being a 'Leader' at School

ELE:

- Use of language (Similes)
- Target vocabulary (Character traits)
- Sentence patterns

SOW/ VE:

- Commitment to the student role
- Love our community
- Perseverance



# CLAP Model

P

Plan the lessons



Final Writing Task: Use 'similes' to write Brainstorm roles at school

**Final Task:**

What 'Leader' do you want to be?

Choose a role of a leader and use **similes** to write why you would be the best person for it.



I want to be a \_\_\_\_\_ because \_\_\_\_\_

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Watch videos to understand each role  
(Interviews from existing leaders [P4-P6])



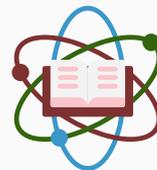
Use character traits learnt from  
supporting text + VE

# Student leaders' videos

English  
Ambassador



Prefect



# Execution of lesson: (Final Task)



Introducing  
final task



Matching activity



Understanding  
traits



Understanding themselves



Creating &  
Presenting



**What 'Leader' do you want to be?**  
Choose a role of a leader and write why you would be the best person for it.

 Monitor	 Prefect	 Subject leader	 Library leader
 Lunch leader	 Cleaning leader	 English Ambassador	

I want to be a \_\_\_\_\_ because \_\_\_\_\_

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# Students' work




 Hennessy Road Government Primary School (Causeway Bay)  
 2022-2023 2<sup>nd</sup> Term  
 Primary 3 English Language  
 Unit 1 – At School

Name:  Date: 7<sup>th</sup> March, 2023  
 Class: P.3 (A)

A+  
7/5  
#now I hope you can achieve your goal!  
well done

### What 'Leader' do you want to be?

Choose a role of a leader and write why you would be the best person for it.

  
 Monitor

  
 Prefect

  
 Subject leader

  
 Library leader

  
 Lunch leader

  
 Cleaning leader

  
 English Ambassador

I want to be a monitor because I like to be honest. I am as smart as a fox. I won't give up. I am as hard-working as an ant. I am as fast as a cheetah. I will be a good monitor because I am as nice as a cat. Thank you!



Hennessy Road Government Primary School (Causeway Bay)  
 2022-2023 2<sup>nd</sup> Term  
 Primary 3 English Language  
 Unit 1 – At School

Name:  Date: 24<sup>th</sup> March, 2023  
 Class: P.3 (H)

A  
2/4  
#now I hope you can achieve your goal!

### What 'Leader' do you want to be?

Choose a role of a leader and write why you would be the best person for it.

  
 Monitor

  
 Prefect

  
 Subject leader

  
 Library leader

  
 Lunch leader

  
 Cleaning leader

  
 English Ambassador

I want to be a prefect because I am as playful as a cat and as hard-working as a bee. I want to be a mistress too because I am as good as gold.

Hennessy Road Government Primary School (Causeway Bay)  
 2022-2023 2<sup>nd</sup> Term  
 Primary 3 English Language  
 Unit 1 – At School

Name:  Date: 24<sup>th</sup> March, 2023  
 Class: P.3 (H)

A  
2/4  
#now I hope you can achieve your goal!  
#Beautiful work!!

### What 'Leader' do you want to be?

Choose a role of a leader and write why you would be the best person for it.

  
 Monitor

  
 Prefect

  
 Subject leader

  
 Library leader

  
 Lunch leader

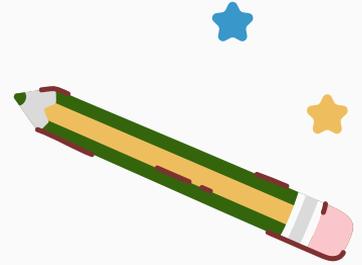
  
 Cleaning leader

  
 English Ambassador

I want to be a monitor because I am as smart as a fox. I am as helpful as a rabbit. I always help my classmates and teachers I help I can be a monitor!



# Unit Objectives



## ELE:

- To extend knowledge of different adjectives ✓
- To understand the use of similes ✓
- To use sentence patterns in writing effectively ✓

## Values Education (VE):

- To gain an understanding of themselves and others (Empathy/ Diligence/ Unity) ✓
- To learn what is leadership and how to be a good leader (Respect for Others/ Benevolence/ Responsibility) ✓
- To identify positive traits of a leader (Commitment/ Integrity/Perseverance/ Law-abidingness) ✓

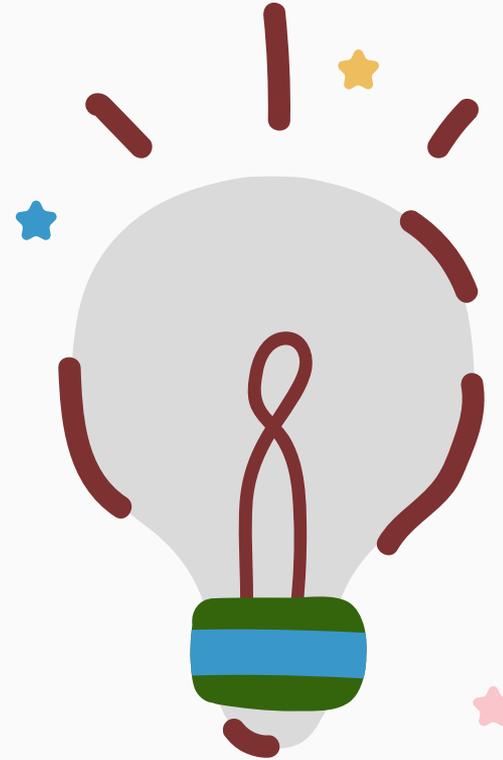




Students in their previously chosen leader role



# Our Journey of Promoting Positive Values in the English Curriculum



# 2021-2022 SOW Creativity Contest: A Moment in Time

English Sayings of Wisdom (SOW), which is a valuable resource provided by the EDB, helped us introduce various positive values to students in an interesting way.



English Sayings of  
Wisdom (SOW)  
resources



## Lower Primary Level

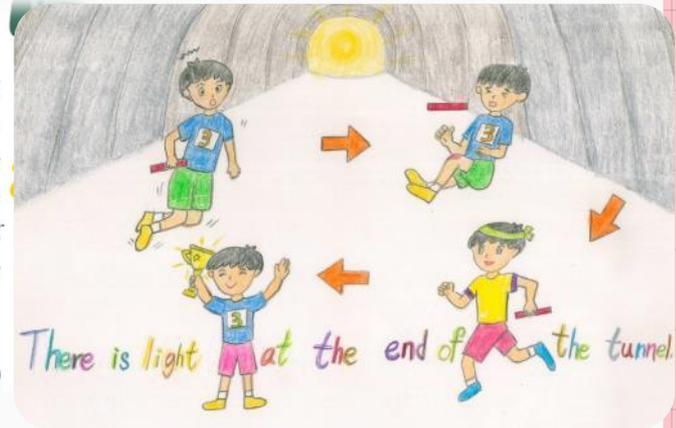


A friend in need is a friend indeed.

### *A Friend in Need is a Friend Indeed*

I drew this picture of a warm-hearted, white bear who is helping her friend, panda out. She fell down onto the ground but other animals just watch the scene coldly. I want to dedicate this picture to my best friend who is brave and is always the first one to help me out during my difficult times.

(57 words)



There is light at the end of the tunnel.

### *There is Light at the End of the Tunnel*

Life is full of challenges. There are different races at different stages of life. You may even suffer from prolonged difficulties.

Nevertheless, if you do not give up easily, your perseverance will make you achieve your goals. Many athletes suffer from injuries when they are practising or competing in races. But they overcome hardship with great determination. Success and happiness will then follow them.

No matter you are at work or studying, when you face hardship, the saying "There is light at the end of the tunnel" can inspire you to have hope and strive for the future.



### *Home is Where the Heart is*

The picture is about a man who misses his wife and two lovely kids very much when he is serving in the army. It's hard for him. He misses his family when he fights across the territory. He tries to push his emotion to the back of his mind but it always remains there.

(54 words)

## Upper Primary Level



### *A Friend in Need is a Friend Indeed*

In this design, the boy in red T-shirt is teaching his friend how to do it without being asked to. It shows that a true friend who really cares about you will help you when you are in trouble.

My idea of the design is based on my own experience. When I was in Primary One, I didn't know how to do a complicated sum at school. I asked a lot of my "friends" but they didn't answer my question even though they knew the answer. I grieved until another friend came and helped me. He didn't ask for any treat or reward in return. At the moment, I realized what a true friend is.

(115 words)

### *Every Cloud has a Silver Lining*

In my painting, there are a lot of clouds in the dark night. However, there are also many stars shining. Every cloud has a silver lining. Our lives must have many difficult things, but there are many hope as well.

I try to remind myself whenever I am going through a difficult time, I should be positive. Where there is a will, there is a way. I will never give up. Then I can be happy every day.

Teachers and classmates, let's think big, think positive and think innovative. I hope you would enjoy my artwork.

(96 words)



### *Home is Where the Heart is*

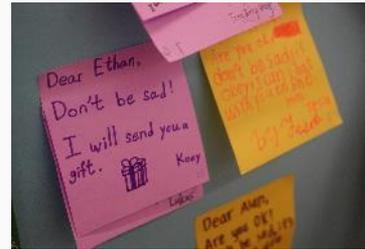
For 'Home is where the heart is', I draw the house and my family to represent the love I always find at my home and my family.

(27 words)



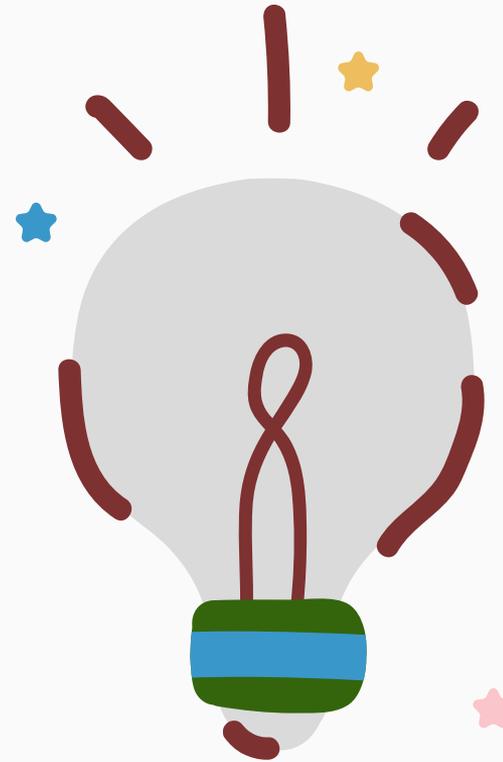
# 2022-2023 Week of Positivity: Empathy

Week of Positivity took place in May 2023, featuring activities themed around empathy. Examples include the 7-Day Positivity Challenge, SOW Bookmark Design Competition, "SOW Treasure Chest" board game, song dedications, and readings of stories and poems about empathy.



02

2023 – 2024 Week  
of Love and Growth



# An Overview of HRGPS(CWB)'s 2023-24 Week of Love and Growth

WOL+G was organised from the 6<sup>th</sup> – 10<sup>th</sup> of May in our school to promote self-love, appreciation for relationships and mental health among the students.

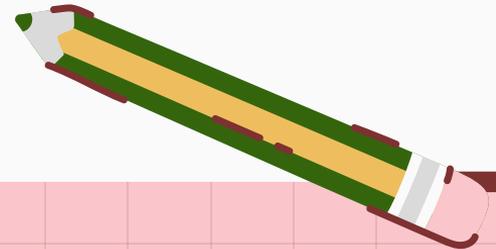


# Slogan: May You See Yourself as You Truly Are!

The Reflection in Me

By Marc Colagiovanni  
(Book)

Core text:  
The Reflection in Me,  
Fable Vision



# Lesson Overview (GE + NET)

GE	NET
<ul style="list-style-type: none"><li>- Play the <i>People Who Love Me</i> song / Listen to joke of the day (pre-recorded)</li><li>- Teach positive traits</li><li>- Assign the “Selfie” Worksheet on 6/5 or 7/5</li></ul>	<ul style="list-style-type: none"><li>- Watch <i>The Reflection in Me</i> story</li><li>- Recite slogan “May you see yourself as you truly are”</li><li>- P1 – P3 Write a Thank you card</li><li>- P4 – P6 Plan an activity for bonding time on 10/5</li></ul>

# Day 1: BINGO!



Students demonstrated their understanding of desirable qualities and characteristics covered in the lessons.



# Day 2: Match! Match!



Challenge for students to pair up and match different concepts related to self-love, relationships and personal growth



# Day 3: I can see me in the mirror!



Students recited the slogan “May you see yourself as you truly are!” while looking in the mirror and placing a positive sticker on the graffiti wall.



# Day 4: Craft Time: Fortune Teller!



Each fortune teller highlighted positive traits and acts of kindness. Students were encouraged to interact with peers and practise self-love and compassion.



# Day 5: Bonding Time at HRGPS (CWB)!



Let's think of a fun activity!



Primary 4 – 6 students were given a task sheet to brainstorm a fun activity they could do with the younger schoolmates from Primary 1 – 3.

It was a wonderful opportunity for junior and senior students to come

★ together and spend quality time getting to know one another better!

# Day 5: Bonding Time at HRGPS (CWB)!



Meeting our friends!



# Day 5: Bonding Time at HRGPS (CWB)!



Showing our gratitude!



After the bonding activity, the roles were reversed. Primary 1 – 3 students then had the chance to express their gratitude to their older partners by creating heartfelt Thank You cards.



# Day 5: Bonding Time at HRGPS (CWB)!



Time to deliver our cards!



Some students went the extra mile by personally delivering cards to their partners, showcasing the warmth and appreciation developed during their interactions. This exchange of gratitude created special moments that captured the essence of "Week of Love and Growth".



# Conclusions



01

WOL+G demonstrated the students' ability to put the lessons of self-love, empathy and kindness into practice through genuine interactions and heartfelt gestures.

02

A powerful display of the transformative impact the week-long programme had on the students' personal growth and their relationships with their peers. 



03

WOL+G was a resounding success, providing a meaningful and memorable conclusion to the school's efforts to nurture self-acceptance, positive relationships and a supportive community.

# Success & Challenges

## ★ Emotional & Social Development

Students built emotional intelligence through self-love, empathy and kindness leading to stronger interpersonal relationships and self-discovery.



## ★ Enhanced Communication Skills

Students learned new vocabulary and writing techniques which empowered them to express themselves more effectively and creatively.

## △ Diverse Student Backgrounds

Varying values and language proficiency levels affected engagement and understanding among students.

## △ Maintaining Student Interest

Keeping students motivated throughout the week was challenging.

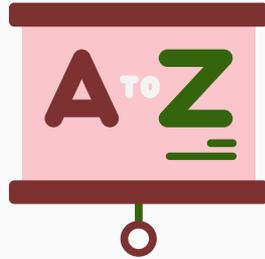
# Strategies

## ☆ Peer Collaboration

Encouraging teamwork in various tasks helped build stronger relationships and fostered a sense of community.

## ☆ Role Modelling

Teachers modelling empathetic and kind behaviours reinforced the lessons and inspired students to emulate those qualities.



## ☆ Interactive Activities

Engaging students in hands-on activities promoted genuine interactions and facilitated learning through experience.

## ☆ Open Dialogue

Creating safe space for discussions about feelings and relationships allowed students to express themselves and connect on a deeper level.

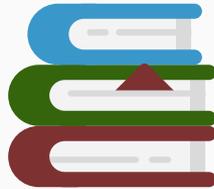
# Support

## ☆ Creating a Safe Environment

- Establishing a classroom atmosphere where students felt safe to express themselves

## ☆ Modelling Behaviour

- Teachers demonstrated self-love, empathy and acts of kindness in their interactions in lessons and during recess activities.



## ☆ Integrating Social-Emotional Learning (SEL)

- Incorporated SEL elements focusing on self-awareness, relationship skills and responsible decision-making

## ☆ Celebrating Progress

- Recognised and celebrated individual and group achievements

# Final Words – Our Key Message

Both parts are connected to our title by emphasising the significance of values in education for fostering connection, personal growth and compassionate leadership. With this, students can:

- develop self-love,
- build community, and
- express gratitude.





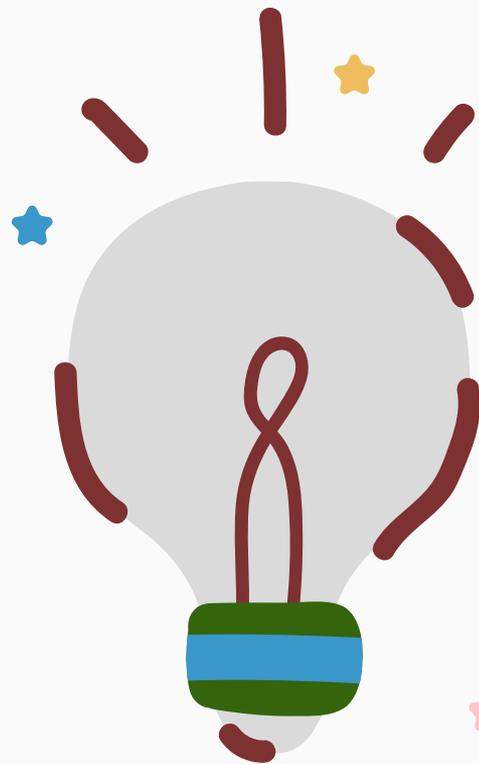
The integration of values education and emotional literacy in classrooms plays a crucial role in students' journeys of identity formation and self-discovery.

By emphasising self-love, empathy and kindness, educational programmes like WOL+G foster genuine interactions and personal growth.

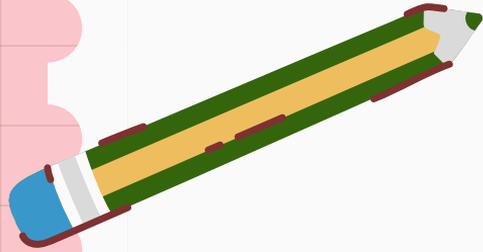


03

Q & A



# Thank You!



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(Causeway Bay)

