



# Reading, Reflection and Expression: How Books about Celebrations Inspired Acts of Filial Piety



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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

## Unit Theme:

Strengthening Family and Community Bonds Through Cultural Celebrations

Participants will:

- analyse how *Christmas Adventure* promotes values like filial piety, family togetherness and kindness through cultural celebrations.
- apply collaboration and critical thinking to experiential activities that foster respect, gratitude and responsibility.

Christmas  
Adventure

By Roderick Hunt  
and Alex Brychta



# Our School Context

## 1. What is the HEAD Programme?



- experiential-based learning model
- spiral curriculum
- KS1 and KS2



## 2. Students' English Level

Students show potential in proficiency with supportive scaffolding for growth



3. **Treasure Trove** initiative for KS1 started in 2019, with the aim of mirroring the content of **Space Town** whilst matching to the HEAD Programme initiatives.

The school does not use any commercial textbooks.

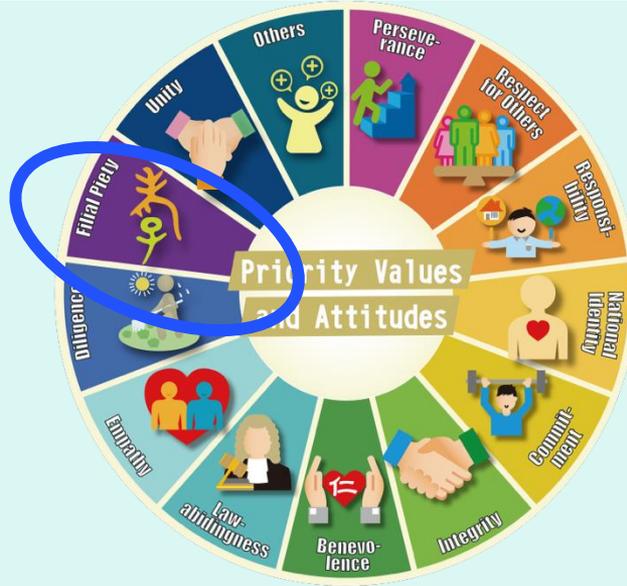




# Priority Values and Attitudes

Promote traditional family ethics in alignment with EDB CM (2021) definitions:

- Value of Filial Piety
- Be Grateful
- Shoulder Responsibility



**Takeaway:** Integrate discussions on **respect** and **gratitude** in lessons to help students reflect on their family roles.



# The Origins of the Unit: Text / Reader



**Implementation:** November to January

**Main Text and Reader:** Treasure Trove & Christmas Adventure

**Values:** Filial Piety

Christmas  
Adventure

By Roderick  
Hunt and Alex  
Brychta



In **Primary 2**, we built a foundation of responsibilities through practical activities, such as:

- participating in household chores
- caring for pets or plants



Spiral Curriculum  
Model

**Takeaway:** Utilise group discussions to link personal experiences with cultural traditions, **deepening students' understanding of family values.**

# Primary 2: Foundation of Responsibility



ELCHK Wo Che Lutheran School

Space Town  
Helping at Home  
Housework Challenge (1) Date: 20<sup>th</sup> February, 2015

**My Housework Challenges**

A. Tasks one and two are to fold your own shirts / T-shirts and trousers. Write the days you complete the tasks. Tick  the days you complete the tasks.

Housework Challenge	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1. I fold shirts / T-shirts.	<input checked="" type="checkbox"/>						
2. I fold trousers.	<input checked="" type="checkbox"/>						

Parent's Signature: \_\_\_\_\_

B. Write a sentence using the simple present tense about one of your housework challenges (include time: in seconds / minutes) e.g. I fold trousers in one minute on Monday.

Task Picture	Write a sentence
	I can fold trousers in one second. <i>really??</i> <i>Yes I can</i>

C. Check your writing according to the items below. Tick  the appropriate boxes.

I can use:	I checked:
<input checked="" type="checkbox"/> simple present tense ("s" and "es")	<input checked="" type="checkbox"/> spelling (e.g. who → with "s")
<input checked="" type="checkbox"/> the correct personal pronouns (e.g. I, you, he, she, it, we and they)	<input checked="" type="checkbox"/> capital letters for the beginning of sentences, names, months and places
<input checked="" type="checkbox"/> days of the week	(e.g. <input checked="" type="checkbox"/> Mondays, I put away the toys.)
<input checked="" type="checkbox"/> time of the day	<input checked="" type="checkbox"/> punctuation
<input checked="" type="checkbox"/> time in seconds and minutes	

## Comments from Parent(s):

In this unit, my son / daughter:

- shows his / her love and care by doing housework at home
- does housework at home every day
- does housework at home almost every day
- enjoys doing housework at home

Parent's Signature: \_\_\_\_\_



**Takeaway:** Integrating **responsibilities** and experiences in lessons supports the spiral curriculum by **reinforcing concepts** and encouraging continuous learning and growth.

# Shared Reading and English Fun Time

## ● Lesson 1: SR 1

Christmas  
Adventure

By Roderick  
Hunt and Alex  
Brychta



Discussion: What does Christmas mean to you?

## ● Lesson 2: FT 1

Christmas  
Adventure

By Roderick  
Hunt and Alex  
Brychta



Laundry Helper

By Highlights  
Library

Discussion: What does Christmas mean to your parents?

Home interview (Q 1 to 5)

## ● Lesson 3: SR 2



## ● Lesson 4: FT 2



Writing Christmas cards to show our gratitude -  
Homework: Helping at home - Collecting evidence  
on a drive prepared for students

Takeaway: Integrate local cultural festivals into your lesson plans to **connect students with their heritage.**



# Filial Piety – Reader



Filial piety emphasises respect and care for elders. *Christmas Adventure* illustrates family togetherness, kindness, traditions, conflict-resolution and valuable lessons.

Christmas  
Adventure

By Roderick Hunt  
and Alex Brychta

Biff, Chip and Kipper  
are watching TV.

Dad and Mum feel  
frustrated; the  
children are not  
helping.

The magic key takes the children on an  
adventure.

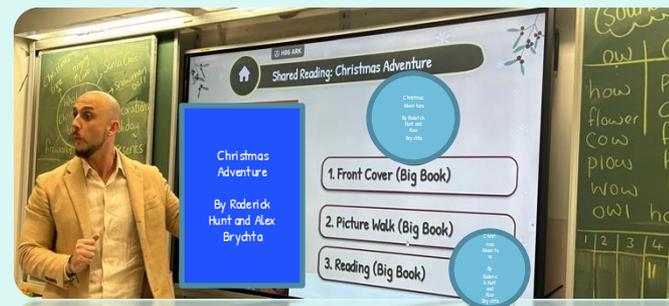
They go to Santa Claus' house.

The children wonder  
why Santa Claus has  
no decorations in his  
house.

The children wonder  
why Santa Claus has  
no food in his house.

The children realise that Christmas is about helping and bringing cheer to others. Acts of filial piety to one's elders.

The children help Mum and Dad



**Takeaway:** Select books that highlight family values and traditions to facilitate discussions around filial piety.



# How did students show their understanding of the values?

## Key Themes

### 1. Reflection on Meaning

*What does Christmas mean to you?*

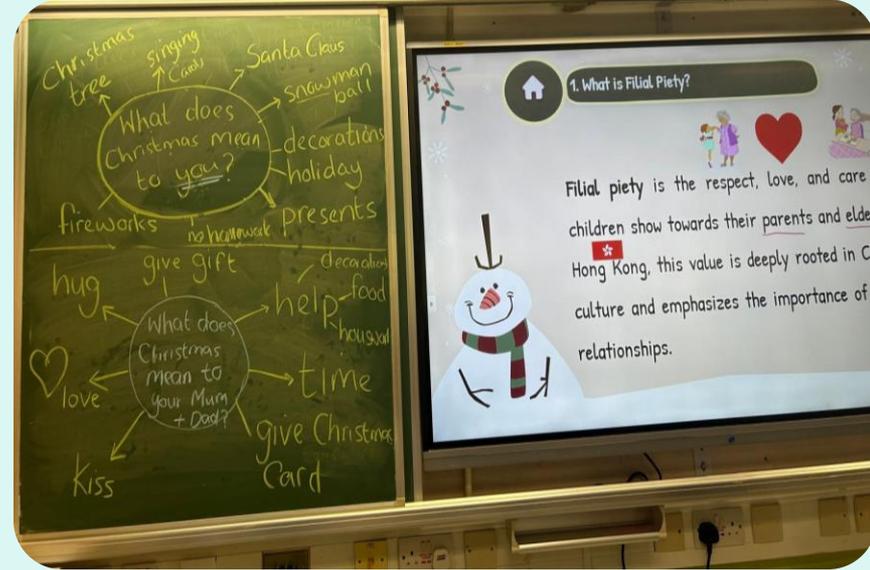
### 2. Diverse Perspectives

*What do you think it means to your parents?*

- Filial Piety
- Respect and Love
- Family Responsibility

### How did we deliver it?

- Group Discussions
- Class Sharing



**Takeaway:** Encourage students to share their **perspectives on holidays**, fostering a collaborative learning environment.



# Additional Reading Texts

## Additional Texts for Home Reading

To reinforce the concept of helping at home, taking the initiative of responsibilities and repaying kindness.

Laundry Helper

By Highlights Library

Laundry Helper

By Highlights Library

Laundry Helper

By Highlights Library

Helping Hands

By Highlights Library

Helping Hands

By Highlights Library

Helping Hands

By Highlights Library

**Takeaway:** Provide a list of recommended readings that **promote family values and responsibilities.**



# Task 1: Interviewing parents/family members

## 1. Major Objectives

- Language Proficiency
- Communication Skills
- Cultural Awareness
- Preparation for Real-world Experience

## 2. Values Education Objectives:

- Respect for Family
- Responsibility Towards Others
- Gratitude and Appreciation
- Commitment to Helping at Home



**Takeaway:** Design language tasks that involve family engagement, ensuring students practise language skills in meaningful contexts.



# Task 1: Interviewing parents/family members

5. What do you usually do at Christmas? Do you ...?	<input type="checkbox"/> decorate a Christmas tree	<input type="checkbox"/> go to look at the Christmas lights
		
	<input type="checkbox"/> have a Christmas party	<input type="checkbox"/> go to church
		
	<input type="checkbox"/> send Christmas cards	<input type="checkbox"/> send e-cards
		
	<input type="checkbox"/> eat Christmas turkey	<input type="checkbox"/> exchange presents
		
	<input type="checkbox"/> take photos with Santa Claus	
		

6. You always work hard to take care of me. _____, thank you!		
7. In the spirit of filial piety, how can I show my love to you in the coming year?	<input type="checkbox"/> wash the dishes	<input type="checkbox"/> dry the dishes
	<input type="checkbox"/> set the table	<input type="checkbox"/> clear the table
	<input type="checkbox"/> fold the clothes	<input type="checkbox"/> iron the clothes
	<input type="checkbox"/> feed the dog	<input type="checkbox"/> walk the dog
	<input type="checkbox"/> clean the windows	<input type="checkbox"/> make dinner
	<input type="checkbox"/> make the bed	<input type="checkbox"/> put away the toys
	<input type="checkbox"/> sweep the floor	<input type="checkbox"/> tidy the room
	<input type="checkbox"/> water the plants	
8. Thank you for answering the questions. <input type="checkbox"/> yes <input type="checkbox"/> no		
Did I speak English clearly?		



Takeaway: Link **real-life responsibilities** to language learning to make lessons more relevant and engaging.



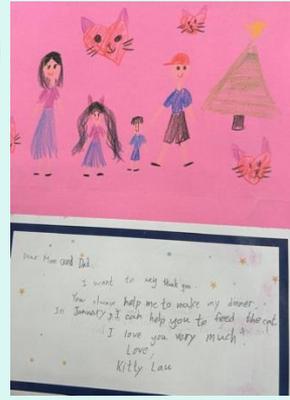
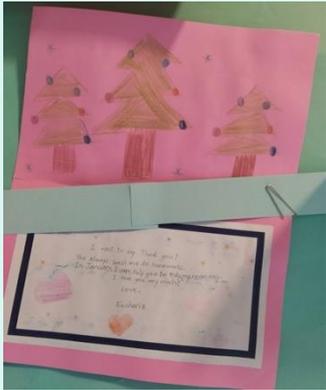
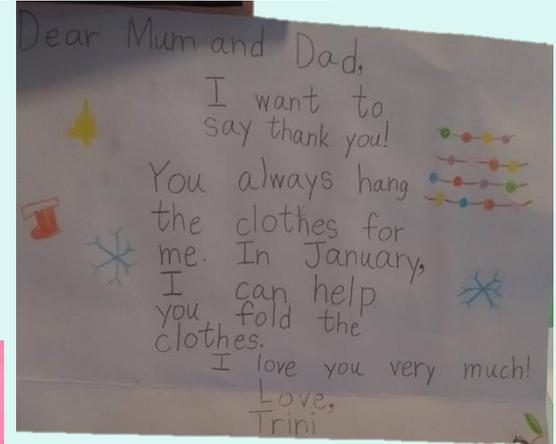
## Task 2: The Christmas Cards

### Major Objectives:

- Language Proficiency
- Communication Skills

### Values Education Objectives:

- Gratitude and Appreciation
- Responsibility



**Takeaway:** Use creative projects, like writing cards, to encourage students to express gratitude and responsibility.

# How did students show their understanding of the values?

## 1. Interview

6. You always work hard to take care of me. _____, thank you!		
7. In the spirit of filial piety, how can I show my love to you in the coming year?	<input type="checkbox"/> wash the dishes <input type="checkbox"/> set the table <input type="checkbox"/> fold the clothes <input type="checkbox"/> feed the dog <input type="checkbox"/> clean the windows <input type="checkbox"/> make the bed <input type="checkbox"/> sweep the floor <input type="checkbox"/> water the plants	<input type="checkbox"/> dry the dishes <input type="checkbox"/> clear the table <input type="checkbox"/> iron the clothes <input type="checkbox"/> walk the dog <input type="checkbox"/> make dinner <input type="checkbox"/> put away the toys <input type="checkbox"/> tidy the room

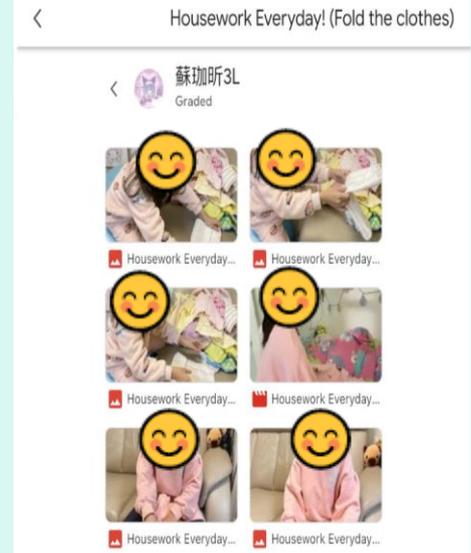
- Find out what our parents value.

## 2. Christmas Card Writing



- Express gratitude to parents.
- Cards included resolutions for the coming year based on interview insights.

## 3. Real-world Application



- Students recorded videos fulfilling their promises.



# Connecting the Task to Learning Content

1. **Nouns:** P2 – Household chores (e.g., *fold the clothes, tidy my room*).
2. **Adverbs of Frequency:** Time markers (e.g., *always, usually*)
3. **Prepositions of Time:** Use of "in" (e.g., *in January*), "on" (e.g., *on Mondays*), "at" (e.g., *at Christmas*)
4. **Modal Verbs:** "can" for expressing ability in resolutions



Dear Mum and Dad,  
I want to  
say thank you!

You always hang  
the clothes for  
me. In January,  
I can help  
you fold the  
clothes.

I love you very much!

Love,  
Trini



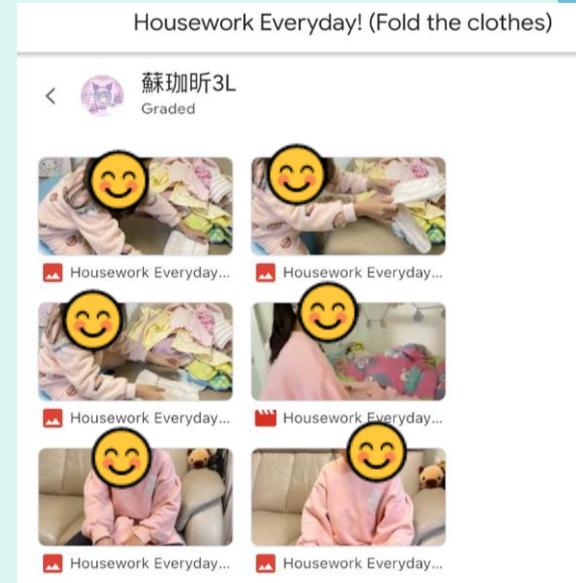
# Task 3: Real-world Application

## Google Classroom Integration:

- Promise made
- Promoting responsibility
- Fostering accountability

## Values Education Objectives:

- Gratitude and appreciation
- Responsibility



## Private comments



Chiu Ha 趙霞 老師 Feb 20, 2024

Can you come over my home and help me with my housework?

**Takeaway:** Promote **online sharing** of commitments and progress to foster accountability and community among students.



# Teachers' Feedback

## Task 1: Interviewing Parents

- Increased confidence in speaking skills
- Better understanding of family's cultural values

## Task 2: Christmas Cards

- Creativity in reflecting on responsibilities
- Greater appreciation for parents

## Task 3: Real-world Application

- Improved accountability through chores
- Stronger community via Google Classroom





# Students' Feedback

## •Task 1: Interviewing Parents

- 'I learnt so much about my family's traditions!'
- 'It was fun to practise my interviewing skills.'

## •Task 2: Christmas Cards

- 'Creating cards made me think about what my parents do for me.'
- 'I felt proud to share my work with my family.'

## Task 3: Real-World Application

- 'Making promises about chores helped me feel responsible.'
- 'I enjoyed seeing everyone's progress online.'



**Takeaway:** Regularly assess and provide feedback on students' engagement to **reinforce positive behaviours.**



THANK YOU!