

SOWIT Videos Resource Kit (Part 1)



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Education Bureau
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Preface

SOWIT Videos Resource Kit (Part 1) is developed by the English Language Education Section, Curriculum Development Institute, Education Bureau, in support of the cross-curricular campaign “Promoting Positive Values and Attitudes through English Sayings of Wisdom (SOW)”. To illustrate the selected SOW in a vibrant and entertaining manner, a series of videos (SOWIT videos) which integrates live-action, animation and motion graphics has been produced. In this connection, *SOWIT Videos Resource Kit (Part 1)* is developed to synergise the use of the SOWIT videos in the learning and teaching of SOW and promoting positive values and attitudes in the English Language classroom.

Aims of the Resource Kit

This resource kit aims to:

- complement the SOWIT videos by providing suggestions on how to effectively use the videos to enrich students’ English learning experiences and create an inspiring and engaging environment for the learning and teaching of SOW;
- enhance students’ viewing and multimodal literacy skills through appreciation of the SOWIT videos; and
- reinforce the development of positive values and attitudes that echo with the themes of “My Pledge to Act (MPA) 2020/21”, i.e. be grateful, cherish what we have, be proactive and be optimistic, through appreciating and reflecting on the stories presented in the SOWIT videos.

Suggested Levels

Key Stage 2 (Primary 4 to 6) and Key Stage 3 (Secondary 1 to 3)

Content of the Resource Kit

This resource kit consists of ten sets of learning and teaching materials developed for the first batch of SOWIT videos. Organised under the four selected themes of “My Pledge to Act (MPA) 2020/21”, each set of materials comprises teaching plans, including pre-viewing, viewing and post-viewing activities, covers understanding of story elements (e.g. characterisation, setting, plot development) and appreciation of features of multimodal literacy (e.g. images, music, sound effects), and cultivates positive values and attitudes through inspiring students to reflect on the stories presented in the videos. An overview in presentation slides is also provided to facilitate teachers’ introduction of the SOWIT videos in the English lessons.

Using *SOWIT Videos Resource Kit (Part 1)* in the English Lessons

Schools are encouraged to make effective use of this resource kit, tying in with the modules and topics in the school-based English Language curriculum, to enrich students' English learning experiences and create an inspiring and engaging environment for the learning and teaching of SOW in the English lessons. Teachers are encouraged to select and adapt the materials to suit their students' needs, interests and abilities.

This resource kit, SOWIT videos and other learning and teaching resources for the SOW campaign are available on the website of the Education Bureau (<http://www.edb.gov.hk/sow>).





Section 1

SOW a grateful heart

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SOWIT Video Series – “Count Your Blessings”
(Video link: www.edb.gov.hk/sowit_blessings)

Lesson Plan



Suggested Levels

Upper Primary/Junior Secondary

Summary of the Learning Task

Students watch the SOWIT video “Count Your Blessings”, which is about a farmer who learnt to appreciate and cherish what he had from one of his harvests. They are then guided to understand the meaning of the saying “Count your blessings”, learn about the related positive values and attitudes (e.g. be grateful, cherish what we have, be positive), and write a reflection on their personal experience.

Learning Objectives

Content

- To understand the meaning of the saying “Count your blessings.” through a story presented in the context of a video

Language

- To explore the story elements of the video (e.g. characters, setting, problem, solution)
- To show appreciation and express gratitude using the sentence pattern “*I am thankful/grateful for... because...*”

Values and Attitudes

- To cultivate positive values and attitudes (e.g. be grateful, cherish what we have, be positive)

Sharing Learning Intentions

1. Introduce the objectives of the learning activities

Pre-viewing

Part A: Making Predictions about the Story Elements

1. Refer students to *Activity Sheet: Part A*.
2. Draw students' attention to the picture below, which depicts a scene of the SOWIT video "Count Your Blessings":



3. Guide students to make predictions about the story elements by drawing their attention to the visual clues captured in the picture (e.g. tears, wrinkled apples, orchard, the outfit of the man).
4. Discuss with students their observations.

Viewing

Part B: Understanding the Story Elements

1. Refer students to *Activity Sheet: Part B*.
2. Introduce the story elements (i.e. characters, setting, problem, solution) before watching the video and instruct students to note down some key points for each element while watching the video.
3. Play the video "Count Your Blessings".
4. Discuss with students the story elements of the video.

Post-viewing

Part C: Characterisation

1. Refer students to *Activity Sheet: Part C*.
2. Guide students to analyse the emotional change of the main character (i.e. the farmer) by drawing their attention to
 - the farmer's emotion at the beginning and at the end of the story; and
 - the cause of the change in the farmer's emotion.
3. Play the video again whenever necessary.
4. Draw students' attention to the dialogue below, which creates the turning point of the farmer's emotion:
 - The farmer's son: *Dad, you're home!*
[Offering a warm welcome to the farmer]
 - The farmer's daughter: *Daddy, are you tired?*
[Showing how the family cares about the farmer's feelings]
 - The farmer's wife: *The apples from this harvest are small but sweet. How wonderful!*
[Helping the farmer find the bright side of his harvest]

Part D: Understanding the Saying of Wisdom

1. Refer students to *Activity Sheet: Part E*.
2. Revisit the meaning of the saying "Count your blessings." with students (i.e. to be grateful for the good things in our lives and not to get too upset about the bad things).
3. Invite students to count their blessings and share their thoughts with their classmates using the sentence pattern "*I am thankful/grateful for... because...*".
4. Ask students to identify a problem that they encountered before and write a reflection on "Count your blessings".

SOWIT Video Series – “Count Your Blessings”
Activity Sheets

(Pre-viewing)

Part A: Making Predictions about the Story Elements

1. Study the picture below, which depicts a scene of the SOWIT video “Count Your Blessings”. What do you think the video is about? Write down your thoughts in Boxes (a) – (d).

(a) **Where** did the story take place?

(b) **Who** was the man?



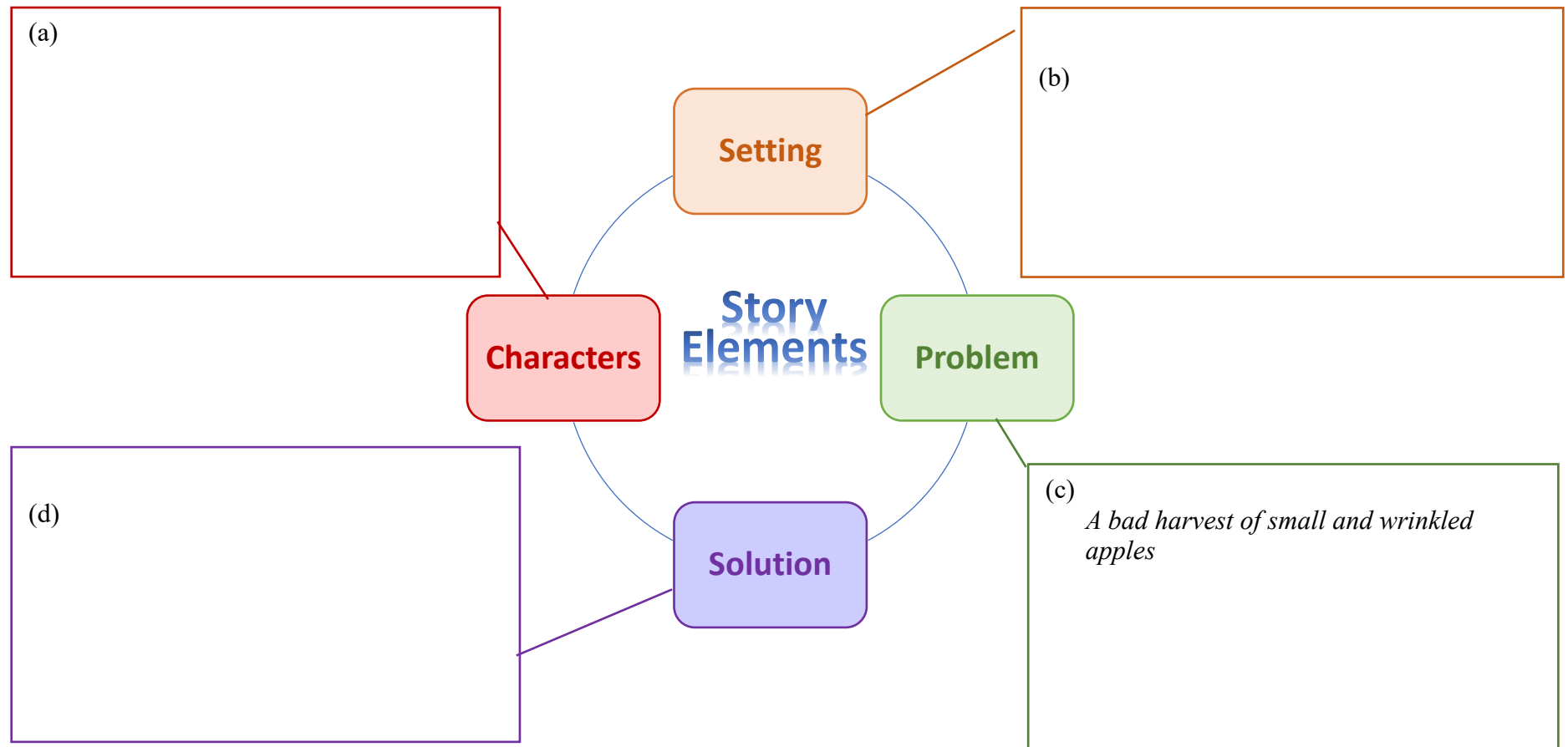
(c) **How** did he feel?

(d) **What** had happened?

(Viewing)

Part B: Understanding the Story Elements

1. Watch the video and complete the story elements below:



(Post-viewing)

Part C: Characterisation

1. Analyse the farmer's emotional change in the story by completing the chart below:

(a) Describe the farmer's emotion at the beginning of the story.



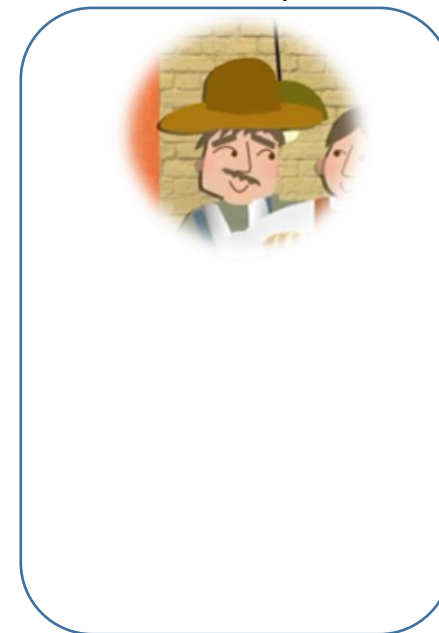
Cause of the change in the farmer's emotion

(b) (Think about what the farmer's children did when the farmer was home.)

(c)

(d)

(e) Describe the farmer's emotion at the end of the story.



2. What did the farmer and his wife think about this year's harvest?

The farmer: _____

The farmer's wife: _____

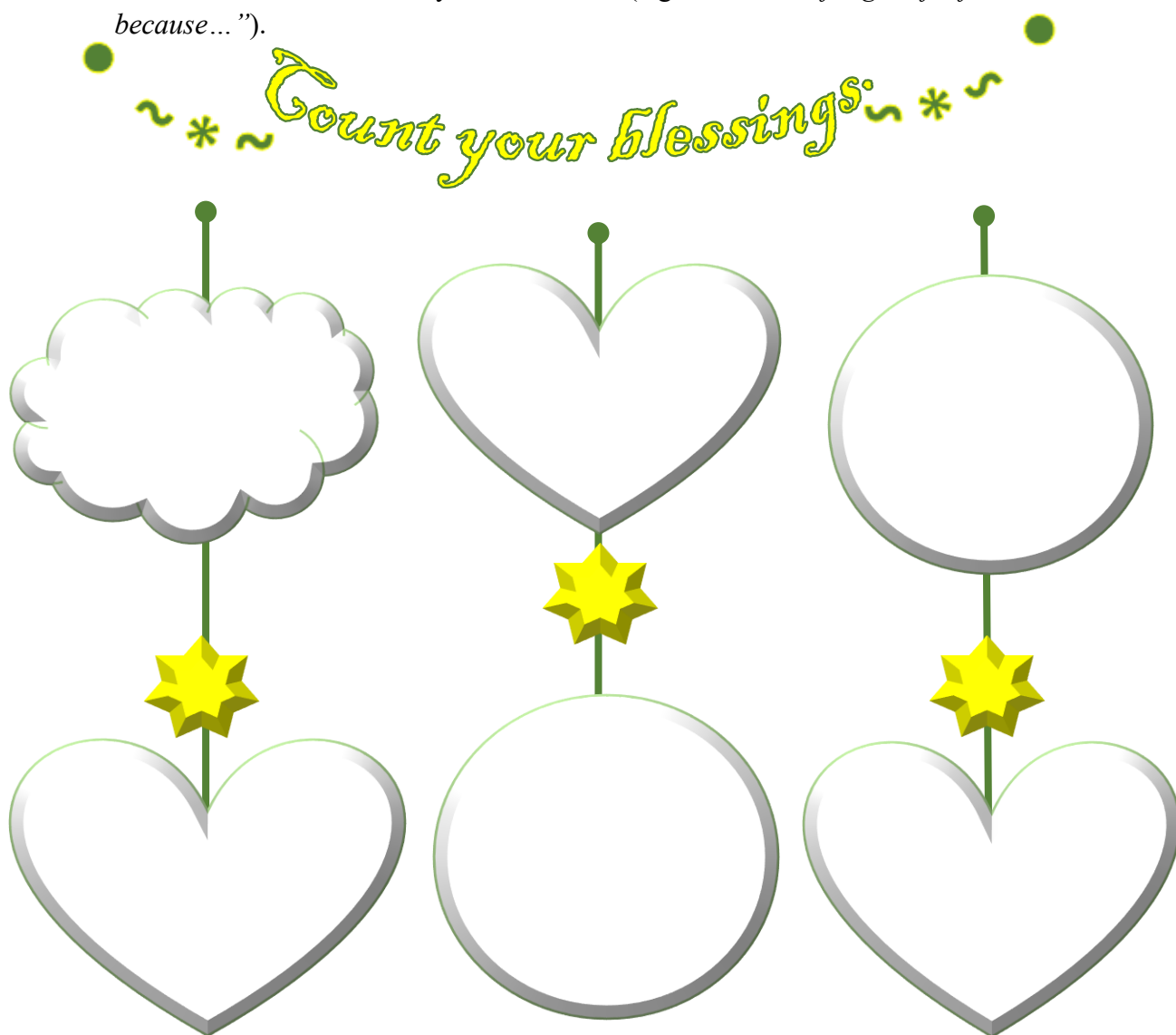
3. Compare the views of the farmer and his wife on the harvest.

Part D: Understanding the Saying of Wisdom

1. What is the message conveyed by the story?

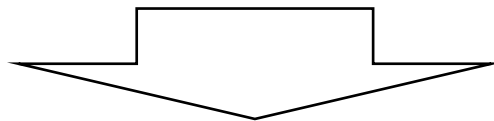
2. What is the meaning of the saying “Count your blessings”?

3. Let’s take a moment to count your blessings. Write them down in the space below and share them with your classmates (e.g. “*I am thankful/grateful for... because...*”).



4. In the story, the farmer's wife was able to help the farmer find the bright side of the problem (i.e. the apples were small but sweet). In about 150 words, share your personal experience and write a reflection on "Count Your Blessings". You may include the following details in your work:

What was the problem you encountered?	What was the bright side of the problem? <i>(I am thankful/grateful for... because...)</i>



What have you learnt from the experience?

SOWIT Video Series – “Count Your Blessings”
Activity Sheets (Suggested Answers)

Part A: Making Predictions about the Story Elements

- 1(a) An orchard (Accept any reasonable answers.)
- 1(b) A farmer (Accept any reasonable answers.)
- 1(c) Sad/unhappy/upset (Accept any reasonable answers.)
- 1(d) The apples were wrinkled./The harvest was bad. (Accept any reasonable answers.)

Part B: Understanding the Story Elements

- 1(a) A farmer, the farmer’s family (his wife, son and daughter)
- 1(b) - A forest/garden/an orchard full of apple trees
- The farmer’s home
- 1(c) A bad harvest of small and wrinkled apples
- 1(d) The support from the farmer’s family helped the farmer find the bright side of his life.

Part C: Characterisation

- 1(a) Sad/unhappy/upset/disappointed
- 1(b) The farmer’s children felt joyful and gave a warm welcome to the farmer when he came home.
- 1(c) The farmer’s children asked about the farmer’s feelings to show how they cared about him.
- 1(d) The farmer’s wife appreciated the sweetness of the apples though they were small.
- 1(e) Cheerful/grateful/happy/contented
- 2.
 - The farmer: bad
 - The farmer’s wife: wonderful
- 3. The farmer got upset about his work when he saw that his apples were small and wrinkled. However, his wife was able to find the bright side of the harvest – the apples were small but sweet.

Part D: Understanding the Saying of Wisdom

- 1. When you are down or troubled, you can count your blessings and try to find the bright side of the situation.
- 2. To be grateful for the good things in our lives and not to get too upset about the bad things
- 3. Accept any reasonable answers.
- 4. Accept any reasonable answers.

SOWIT Video Series – “Gratitude Turns What We Have into Enough”

(Video link: www.edb.gov.hk/sowit_gratitude)

Lesson Plan



Suggested Levels
Upper Primary/Junior Secondary
Summary of the Learning Task
Students watch the SOWIT video “Gratitude Turns What We Have into Enough”, which is about a wealthy man who was surprised by a painter’s refusal to accept his offer for painting more portraits for him and thus paid a visit to the painter’s home to find out about what a contented life was like. Students are then guided to understand the meaning of the saying “Gratitude turns what we have into enough”, learn about the related positive values and attitudes (e.g. be grateful, cherish what we have, be positive), and express their gratitude to the person(s) they appreciate.
Learning Objectives
<u>Content</u> <ul style="list-style-type: none">To understand the meaning of the saying “Gratitude turns what we have into enough.” through a story presented in the context of a video <u>Language</u> <ul style="list-style-type: none">To explore the story elements of the video (e.g. characters, setting, problem, solution)To express gratitude using the sentence pattern “<i>I am grateful for...because...</i>” <u>Values and Attitudes</u> <ul style="list-style-type: none">To cultivate positive values and attitudes (e.g. be grateful, cherish what we have, be positive)
Sharing Learning Intentions
1. Introduce the objectives of the learning activities

Pre-viewing

Part A: Making Predictions about the Story Elements

1. Refer students to *Activity Sheet: Part A*.
2. Draw students' attention to the picture below, which depicts a scene of the SOWIT video "Gratitude Turns What We Have into Enough":



3. Guide students to make predictions about the story elements by drawing their attention to the visual clues captured in the picture (e.g. the furnishings of the mansion, the gourmet food, the outfit, the facial expression of the man).
4. Discuss with students their observations.

Viewing

Part B: Understanding the Story Elements

1. Refer students to *Activity Sheet: Part B*.
2. Introduce the story elements (i.e. characters, setting, problem, solution) before watching the video and instruct students to complete *Part B1* (i.e. the table about the characters and setting) and *Part B2* (i.e. rearrange the events in the order of occurrence) while watching the video.
3. Play the video "Gratitude Turns What We Have into Enough".
4. Discuss with students the answers to *Activity Sheet: Part B*.
5. Discuss with students the problem (i.e. the wealthy man was surprised by the painter, who refused to accept his offer for painting more portraits for him) and the solution (i.e. the wealthy man paid a visit to the painter's home to find out about what a contented life was like) of the story.

Post-viewing

Part C: Characterisation

1. Refer students to *Activity Sheet: Part C*.
2. Guide students to circle the adjective(s) that best describe(s) the feelings of the characters, think of the reasons for their feelings and write them down by drawing their attention to
 - a. the visual clues captured in the video;
 - b. the events (e.g. at the beginning of the story, the wealthy man had a lot of treasures and antiques); and
 - c. what the characters said (e.g. “What a magnificent painting indeed!”).
3. Play the video again whenever necessary.

Part D: Understanding the Saying of Wisdom

1. Refer students to *Activity Sheet: Part D*.
2. Ask students to complete Questions 1-3.
3. Discuss with students the message conveyed by the story (i.e. true happiness is only possible when we realise what we have is already enough).
4. Discuss with students the meaning of the saying “Gratitude turns what we have into enough” (i.e. to embrace the richness and beauty of the life we have).
5. Ask students to answer the questions “Why did the painter refuse my offer? What exactly does ‘enough’ mean?” for the wealthy man in order to help them reflect on what “enough” means.
6. Invite students to think of the person(s) they appreciate and express their gratitude to the person(s) or thing(s) using the sentence pattern “*I am grateful for... because...*”.
7. Ask students to work in pairs and share their words of gratitude with their partner.

SOWIT Video Series – “Gratitude Turns What We Have into Enough”
Activity Sheets

(Pre-viewing)

Part A: Making Predictions about the Story Elements

1. The picture below depicts a scene of the SOWIT video “Gratitude Turns What We Have into Enough”. What do you think the video is about? Answer the questions in Boxes (a) – (d).

(a) **Where** did the story take place?

(b) **Who** was the man?





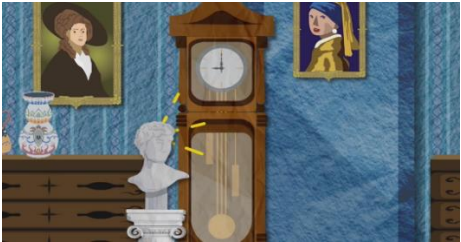

(c) **What** did he have?

(d) **How** did he feel? Can you guess **why**?









(Viewing)

Part B: Understanding the Story Elements

1. Complete the table about the characters and setting of the story by filling in the blanks. The first one has been done as an example.

Characters	
	e.g. a wealthy man
	a _____
Setting	
	the wealthy man's _____
	the painter's _____



2. The following pictures show the events of the story. Number the pictures in the order of occurrence. The first one has been done as an example.




Events	
(a) 	(b) 
()	()
(c) 	(d) 
()	e.g. (1)
(e) 	(f) 
()	()
(g) 	(h) 
()	()

(Post-viewing)

Part C: Characterisation

Think of the feelings of the wealthy man and the painter at different stages of the story. In each of the following events, circle the adjective that best describes their feelings, and give reasons in the space provided. The first one has been done as an example.

Events	Feelings of the characters	Reasons
<p>(a) At the beginning of the story, the wealthy man had a lot of treasures and antiques.</p> 	<p>e.g. joyful/troubled grateful/dissatisfied</p>	<p>e.g. He was not satisfied with what he had. He wanted to have something more.</p>
<p>(b) “What a magnificent painting indeed!”</p> 	<p>joyful/troubled grateful/dissatisfied</p>	
<p>(c) “You must stay and paint more for me. I’ll give you riches beyond measure.”</p> 	<p>joyful/troubled grateful/dissatisfied</p>	

Events	Feelings of the characters	Reasons
<p>(d) “I’m sorry. I only need to be paid what I’m owed. That’s already enough.”</p> 	<p>joyful/troubled grateful/dissatisfied</p>	
<p>(e) The painter refused the wealthy man’s offer.</p> 	<p>joyful/troubled grateful/dissatisfied</p>	
<p>(f) The painter was painting outside his cottage home.</p> 	<p>joyful/troubled grateful/dissatisfied</p>	

Part D: Understanding the Saying of Wisdom

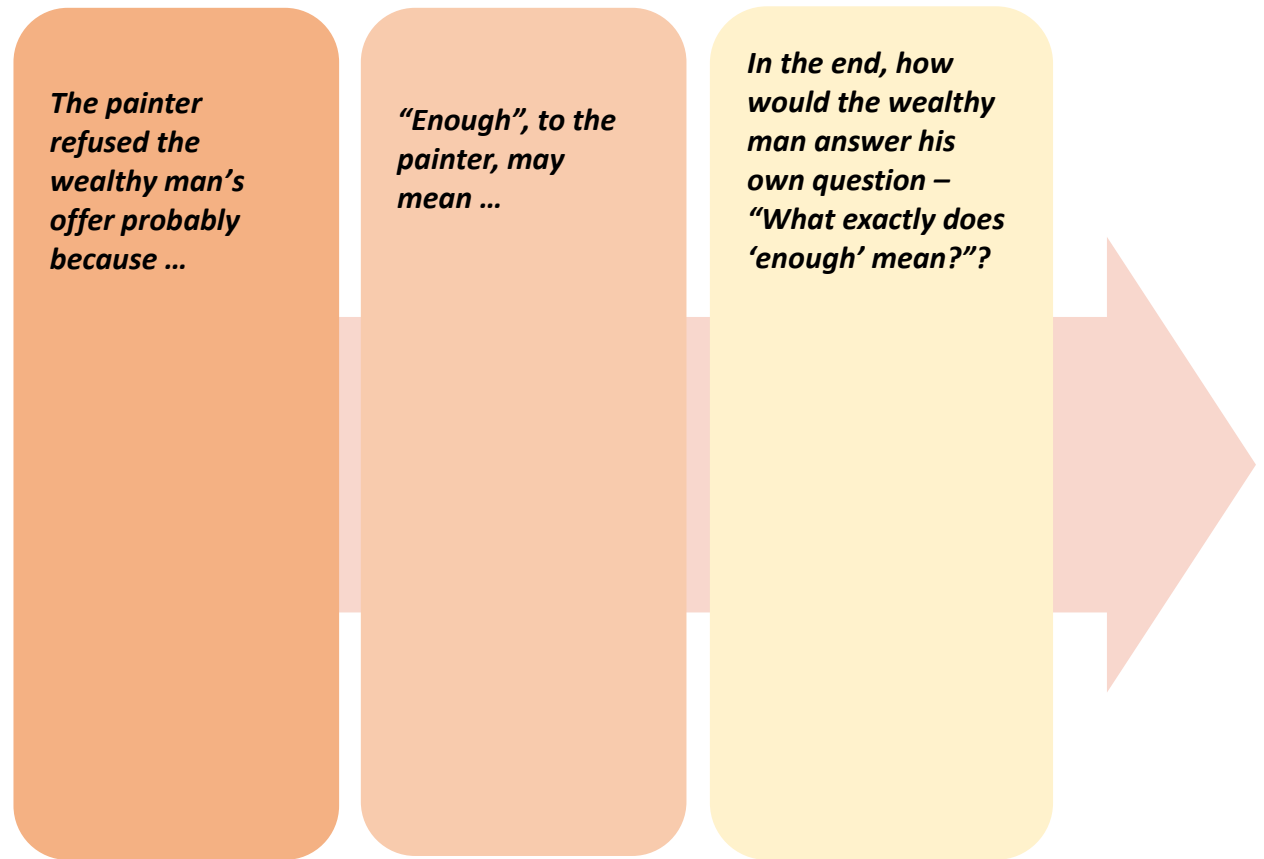
Answer Questions 1-3 by circling the best option.

1. Which character was leading a joyful life?
 - (a) the painter
 - (b) the wealthy man

2. What is the message conveyed by the story? True happiness is only possible when we _____.
 - (a) have good painting skills
 - (b) are given everything we want
 - (c) are kind and helpful to others
 - (d) realise what we have is already enough

3. What does the saying “Gratitude turns what we have into enough.” remind us? We should _____.
 - (a) be grateful when receiving a gift
 - (b) be thankful when we are successful or happy
 - (c) embrace the richness and beauty of the life we have
 - (d) be helpful and kind to someone who has done something good for us

4. The wealthy man asked himself, “Why did the painter refuse my offer? What exactly does ‘enough’ mean?”. Can you answer these two questions for the wealthy man?



5. Think of the person(s)/thing(s) you appreciate. Express your gratitude with supporting details (e.g. “*I am grateful for... because...*”) in the space provided.

SOWIT Video Series – “Gratitude Turns What We Have into Enough”
Activity Sheets (Suggested Answers)

Part A: Making Predictions about the Story Elements

- 1(a) a mansion/the house of a wealthy man/a palace
1(b) a wealthy man/the king
1(c) treasures/antiques/paintings/delicious food
1(d) feelings: dissatisfied/sad/unhappy
reasons: he wanted to have something more/he was lonely/his work was boring
(Accept any reasonable answers.)

Part B: Understanding the Story Elements

- 1 Characters: e.g. a wealthy man
a painter
Setting: the wealthy man's mansion
the painter's cottage home
(Accept any reasonable answers.)
- 2 (a) 3 (b) 6 (c) 8 (d) 1
(e) 5 (f) 7 (g) 4 (h) 2

Part C: Characterisation

	Feelings of the characters	Reasons
(a)	e.g. dissatisfied	e.g. The wealthy man was not satisfied with what he had. He wanted to have something more.
(b)	joyful	The wealthy man liked the painting very much.
(c)	dissatisfied	The wealthy man was not satisfied with having only one portrait. He wanted the painter to paint more for him.
(d)	grateful	The painter was grateful for the money he earned and thought that it was already enough.
(e)	troubled	The wealthy man did not understand why the painter refused his offer.
(f)	joyful	The painter was enjoying his life.

(Accept any reasonable answers.)

Part D: Understanding the Saying of Wisdom

1 (a)

2 (d)

3 (c)

4. Suggested answers (Accept any reasonable answers.)

The painter refused the wealthy man's offer probably because ...

he was contented to receive the pay for his painting service. This was enough and he did not want more than that.

"Enough", to the painter, may mean ...

living a life that he chose – receiving the pay for his service, enjoying painting at his leisure, probably in the vicinity of his home and its serene beauty.

In the end, how would the wealthy man answer his own question – "What exactly does 'enough' mean?"?

He would say that he already had enough – enough money, treasures and antiques. Lots of people had far less money or riches than he did, but they were contented and happy, like the painter. He could also learn to enjoy things not acquired with/measured by money (e.g. nature, family, friendship, favourite pastimes).

We cherish what we have, including the richness and beauty of our life, then we find what we have is already enough.

5. Accept any reasonable answers.

6. Accept any reasonable answers.

SOWIT Video Series – “One Good Turn Deserves Another”

(Video link: www.edb.gov.hk/sowit_good_turns)

Lesson Plan



Suggested Levels

Upper Primary/Junior Secondary

Summary of the Learning Task

Students watch the SOWIT video “One Good Turn Deserves Another”, which is about a monkey who saved a turtle from a forest fire in return for her assistance in crossing a river earlier. They are then guided to understand the meaning of the saying “One good turn deserves another”, learn about the related positive values and attitudes (e.g. be grateful, cherish what we have, be positive, be optimistic), and write a short “Thank-you” note and/or a reflection to show their appreciation for someone’s kindness.

Learning Objectives

Content

- To understand the meaning of the saying “One good turn deserves another.” through a story presented in the context of a video

Language

- To identify the story elements of the video (e.g. characters, setting, problem, solution)
- To explore the visual clues of the video (e.g. images, sounds, music, colours)
- To show appreciation and express gratitude using the sentence patterns “*Thank you for helping me with my work/studies...*” and “*I am thankful/grateful for... because...*”

Values and Attitudes

- To cultivate positive values and attitudes (e.g. be grateful, cherish what we have, be positive and be optimistic)

Sharing Learning Intentions

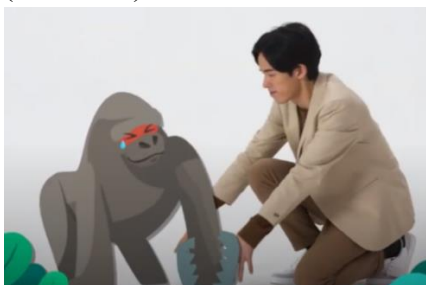
1. Introduce the objectives of the learning activities

Pre-viewing

Part A: Making Predictions about the Theme of the Video

1. Refer students to *Activity Sheet: Part A*.
2. Draw students' attention to the following two pictures:

(Picture A)



(Picture B)



- Guide students to make predictions about the theme of the video by drawing their attention to the visual clues captured in the pictures (e.g. a teardrop, a hand got trapped, a man helped the gorilla, a heart, a smiling face).
- Discuss with students their observations.

Viewing

Part B: Understanding the Story Elements

1. Refer students to *Activity Sheet: Part B*.
2. Introduce/Revisit the story elements (i.e. characters, setting, problem, solution) with students before watching the video.
3. Have students read the summary of the story to find out the possible key words to be noted while watching the video OR instruct them to note down the key points while watching the video and write the points in complete sentences.
4. Play the video “One Good Turn Deserves Another”.
5. Discuss with students their work.

Post-viewing

Part C: Understanding Emotions/Feelings by Exploring the Visual Clues in the Video

1. Refer students to *Activity Sheet: Part C*.
2. Play the video “One Good Turn Deserves Another” again.
3. Draw students' attention to the use of sounds and music in different situations, which show the emotional change of the characters (e.g. the monkey hummed when he was walking with some fruits in his hands) [Showing how relaxed the monkey might feel]
4. Discuss with students their work.

Part D: Understanding the Saying of Wisdom

1. Refer students to *Activity Sheet: Part D*.
2. Revisit the meaning of the saying “One good turn deserves another.” with students (i.e. to be grateful for the help or kindness from people, and do them a favour in return).
3. Invite students to reflect and share their thoughts with their classmates using the sentence patterns “*Thank you for helping me with my work/studies...*” and “*I am thankful/grateful for... because...*”.
4. Ask students to think of a person who has helped or been kind to them, and write a short “Thank-you” note and/or a reflection to show their appreciation and express gratitude.

SOWIT Video Series – “One Good Turn Deserves Another”
Activity Sheets

(Pre-viewing)

Part A: Making Predictions about the Theme of the Video

1. Study the two pictures below. How did the gorilla feel in Picture A and Picture B? How do you know about his feelings? What do you notice from the visual images used in these two pictures? What is the possible message to be conveyed?

(Picture A)



(Picture B)



Read the description below and circle the most appropriate words given.

With the (a) tear/sweat in the gorilla’s eye in Picture A, he looked (b) pained/excited. However, in Picture B, he looked (c) thankful/regretful as a (d) diamond/heart was shown.

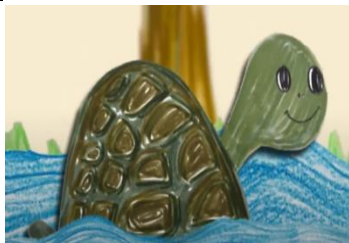
The possible message to be conveyed through these two pictures is that we should (e) be thankful for/forget about someone’s help.

(Viewing)

Part B: Understanding the Story Elements

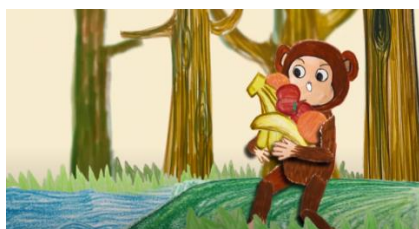
1. Watch the video. Complete the story map with the most appropriate words taken from the video.

Characters and Setting



(a) Mr _____ and (b) Ms _____ lived in a (c) _____.

Problem 1 and Solution 1



One day, he couldn't (d) _____ the river. Luckily, she carried him to the (e) _____ bank.

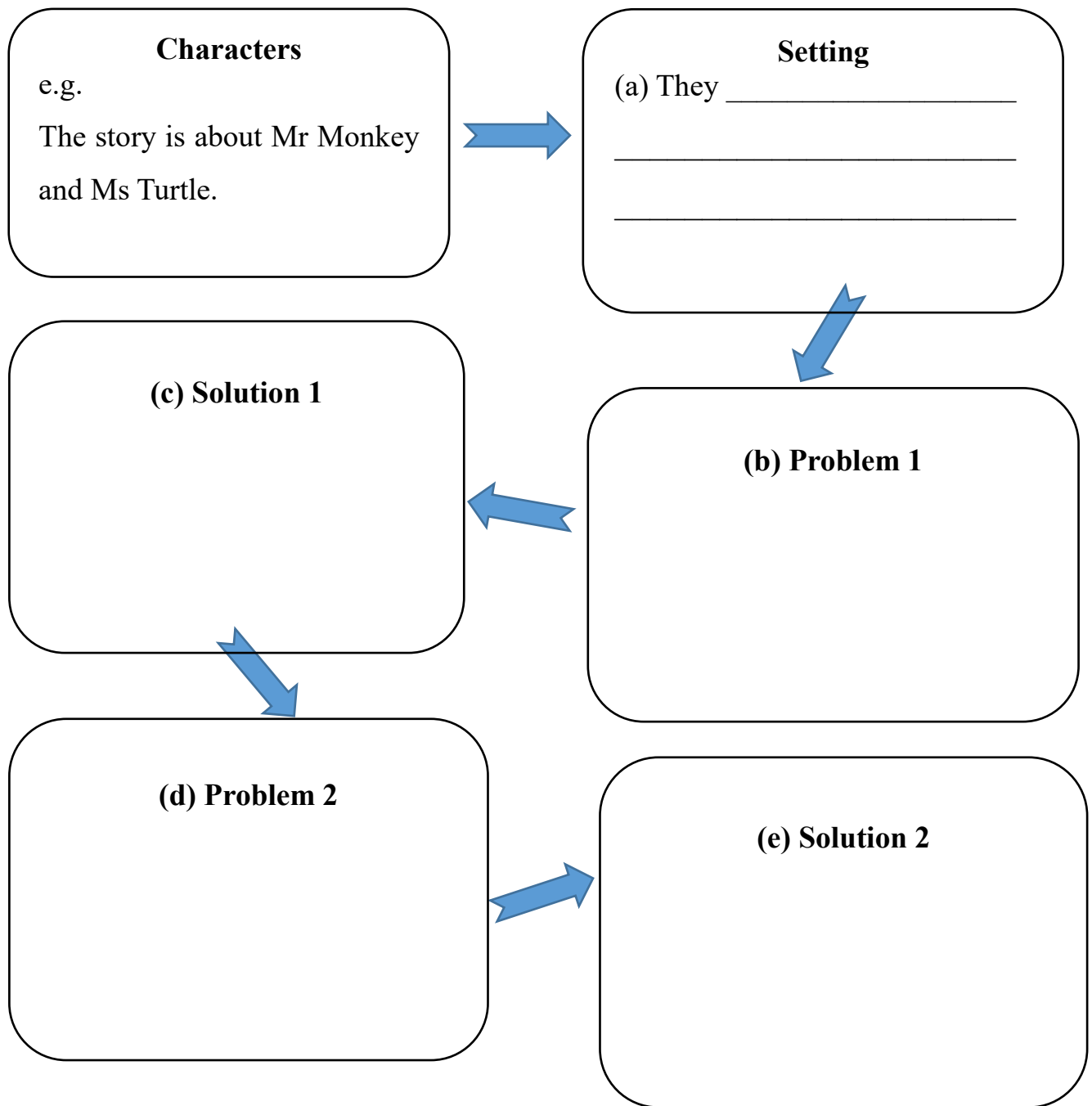
Problem 2 and Solution 2



A (f) _____ suddenly broke out in the forest. She was too slow to (g) _____ but he saved her at once because (h) _____ when he needed help earlier. In the end, both of them left the forest safely.



2. Watch the video. Complete the story map in complete sentences below.



(Post-viewing)

Part C: Understanding Emotions/Feelings by Exploring the Visual Clues in the Video

1. Look at the pictures below, which depict several scenes of the SOWIT video “One Good Turn Deserves Another”. Then watch the video again carefully. Pay attention to the sounds made by the characters in different situations. What sounds did they make? What do these sounds mean? Circle the most appropriate words provided.

Sound words



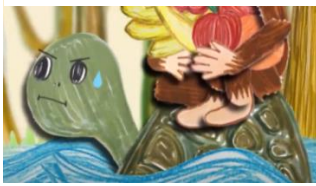
When the monkey was walking with some fruits in his hands in the forest, he (a) hummed/puffed.

The monkey looked (b) relaxed/exhausted.



When the monkey was walking near the raging river, he (c) puffed/gasped because he could not cross it.

The monkey looked (d) exhausted/surprised.



The turtle (e) gasped/puffed when she crossed the river as the monkey was very heavy.

The turtle looked (f) surprised/exhausted.



The forest was on fire. Both the monkey and the turtle (g) puffed/hummed when they ran out.

They both looked (h) exhausted/relaxed.

Music



When the monkey was running out of the forest with the turtle, the music was (i) fast/calm. It shows that both of them were (j) nervous/relaxed.

When the monkey and the turtle were in a safe place, the music was (k) fast/calm. It shows that they were (l) nervous/relaxed.



2. Fill in the blanks with appropriate words.



So, (a) _____ and (b) _____ can show the emotions or feelings of the characters.

Part D: Understanding the Saying of Wisdom

1. What is the message conveyed by the story?

2. What is the message of the saying “One good turn deserves another”? Blacken the most appropriate description.

- ☐ (a) We should take it for granted that people ought to be kind or help us when we are in trouble.
- ☐ (b) We should thank people who are kind or have helped us before by doing a favour to them in return.
- ☐ (c) We should only thank those people who are kind or have helped us before by giving them a hand once.
- ☐ (d) We should be kind or help people because they will do us a favour in return in the future.

3. Do you have family members or friends who are kind or always help you when you are in trouble? Take action and express your gratitude now! Write a short “Thank-you” note, and show your appreciation by using the sentence pattern “*Thank you for helping me with my work/studies.../I am thankful/grateful for... because...*”.

⤵

♥

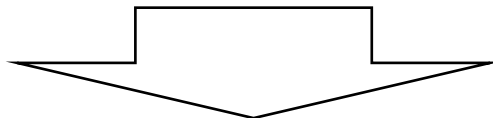
⤵

♥

Love,

4. In the story, the monkey was able to do a good turn to the turtle by saving her in the forest fire. Someone may have helped you when you encountered difficulties. Did you do him/her a favour in return, or have the chance to do so? In about 150 words, share your personal experience and write a reflection on your personal experience about the saying “One good turn deserves another”. You may include the following details in your work.

What was the problem you encountered?	Did you do him/her a favour in return? Why? <i>(I am thankful/grateful for ...because....)</i>



What have you learnt from the experience?

SOWIT Video Series – “One Good Turn Deserves Another”
Activity Sheets (Suggested Answers)

Part A: Making Predictions about the Theme of the Video

- 1(a) tear
- 1(b) pained
- 1(c) thankful
- 1(d) heart
- 1(e) be thankful for

Part B: Understanding Story Elements

(fill in the blanks)

- 1(a) Mr Monkey
- 1(b) Ms Turtle
- 1(c) forest
- 1(d) cross
- 1(e) opposite
- 1(f) fire
- 1(g) evacuate
- 1(h) she gave him a hand

(write in complete sentences)

- 2(a) They lived in a forest.
 - 2(b) Mr Monkey could not cross the river.
 - 2(c) Ms Turtle carried him to the opposite bank.
 - 2(d) A fire suddenly broke out in the forest. Ms Turtle was too slow to evacuate.
 - 2(e) Mr Monkey picked her up and ran out of the forest with her. They were safe.
- (Accept any reasonable answers.)

Part C: Understanding Emotions/Feelings by Exploring Visual Clues in the video

- | | |
|------------------|----------------|
| 1(a) hummed | 1(b) relaxed |
| 1(c) gasped | 1(d) surprised |
| 1(e) puffed | 1(f) exhausted |
| 1(g) puffed | 1(h) exhausted |
| 1(i) fast | 1(j) nervous |
| 1(k) calm | 1(l) relaxed |
| 2(a) sound words | 2(b) music |

Part D: Understanding the Saying of Wisdom

- 1. We should be kind and help others whenever possible. It is important for us to do a helpful or kind act for someone who has done something good for us.
- 2. b
- 3. Accept any reasonable answers.
- 4. Accept any reasonable answers.

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Section 2

Cherish what we have

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SOWIT Video Series - “A Friend in Need is a Friend Indeed”

(Video link: www.edb.gov.hk/sowit_friend)

Lesson Plan



Suggested Levels
Upper Primary/Junior Secondary
Summary of the Learning Task
Students watch the SOWIT video “A Friend in Need is a Friend Indeed”, in which Mr Fox learnt a lesson about friendship and understood that friends who help you when you are in need are true friends. Students are then guided to understand the meaning of the saying “A friend in need is a friend indeed”, learn about the related positive values and attitudes (e.g. care for others, empathy), and write an email to a friend to give advice on friendship.
Learning Objectives
<u>Content</u> <ul style="list-style-type: none">To understand the meaning of the saying “A friend in need is a friend indeed.” through a story presented in the context of a video <u>Language</u> <ul style="list-style-type: none">To explore the plot elements of the video (e.g. exposition, climax, resolution)To learn about the use of contrasts in storytellingTo advise others on making friends and how to be a true friend <u>Values and Attitudes</u> <ul style="list-style-type: none">To cultivate positive values and attitudes (e.g. care for others, empathy)

Sharing Learning Intentions

1. Introduce the objectives of the learning activities.

Pre-viewing

Part A: Making Predictions about the Story Plot

1. Refer students to *Activity Sheet: Part A*.
2. Draw students' attention to the pictures below, which show Mr Fox and his friends in the SOWIT video "A Friend in Need is a Friend Indeed":

(a)



(b)



3. Elicit from students their guesses about the friendship between Mr Fox and his friends in picture (a) and picture (b).
(e.g. In picture (a), what were the features that Mr Fox, Mr Tiger and Mr Bear had in common? Why do you think they could be friends?
e.g. In picture (b), what were Mr Fox, Ms Squirrel and Ms Rabbit doing? Why do you think they could be friends?)
4. Have students make predictions about the story plot by drawing their attention to the characters and their friendship.
5. Invite students to describe their best friends (e.g. who they are, what they are appreciative of their best friends) and the qualities of true friendship.

Viewing

Part B: Understanding the Story Plot

1. Refer students to *Activity Sheet: Part B*.
2. Introduce the plot elements (i.e. exposition, climax, resolution) before watching the video and instruct students to note down some key points for each element while watching the video.
3. Play the video "A Friend in Need is a Friend Indeed".
4. Discuss with students the plot elements of the story.

Post-viewing

Part C: Learning about the Use of Rhetorical Devices - Contrast

1. Refer students to *Activity Sheet: Part C*.
2. Analyse the use of contrasts which show how Mr Fox treated his friends and how he was treated by them when he faced difficulties:
 - a. Contrast 1 (Mr Fox's friendship with Mr Tiger and Mr Bear): Mr Fox treated them as best buddies but when he had difficulties, they abandoned/ignored/turned their back on him.
 - b. Contrast 2 (Mr Fox's friendship with Ms Rabbit and Ms Squirrel): Mr Fox ignored them when Mr Tiger and Mr Bear were around but they showed their care and support to him when he was in trouble.
3. Discuss with students who Mr Fox's true friends were and what counts as a true friend.
4. Explain that the use of contrasts helps illustrate the theme (i.e. what true friendship is) of the story.
5. Play the video again whenever necessary.

Part D: Understanding the Saying of Wisdom

1. Refer students to *Activity Sheet: Part E*.
2. Revisit the meaning of the saying "A friend in need is a friend indeed." with students (i.e. a friend who helps you when you need help is a true friend) and the messages conveyed (i.e. we should show empathy for and support our friends when they are in need; we should identify true friends by their deeds but not their appearance).
3. Guide students to identify Aaryn's misconception about friendship and write a reply to his blog entry to give him some advice on how to make friends and maintain friendship.

SOWIT Video Series - “A Friend in Need is a Friend Indeed”
Activity Sheets

(Pre-viewing)

Part A: Making Predictions about the Story Plot

1. Study the pictures below, which depict the scenes of the SOWIT video “A Friend in Need is a Friend Indeed”. What do you think the video is about?



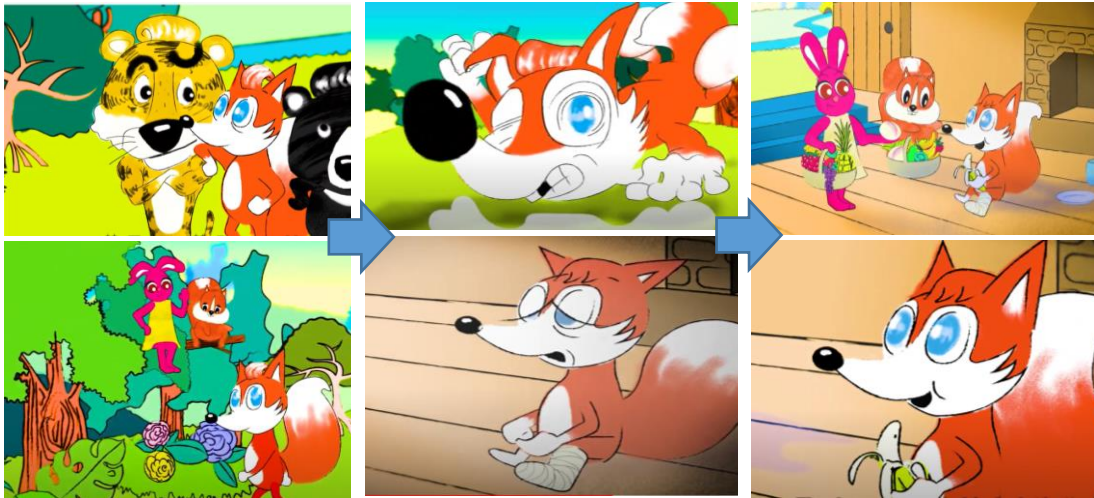
2. Who do you think are Mr Fox’s true friends? Why?

3. Think about your best friends. Why are they your best friends?

(Viewing)

Part B: Understanding the Story Plot

1. Watch the video and complete the plot elements below:



(a) Exposition

- Who were the characters?
- Among these characters, who were Mr Fox's best buddies and why?

(b) Climax

- What happened to Mr Fox?
- How did he feel and why?

(c) Resolution

- How did Mr Fox feel at the end?
- What made him feel better?

(Post-viewing)

Part C: Learning about the Use of Rhetorical Devices – Contrast

1. Compare how Mr Fox treated his friends and how he was treated by them when he faced difficulties by answering the questions below.

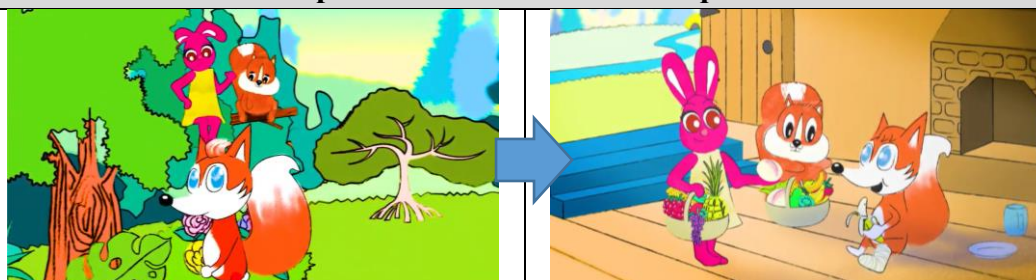
Contrast 1 – Friendship with Mr Tiger and Mr Bear



- (a) How did Mr Fox treat Mr Tiger and Mr Bear at the beginning of the story?
Why did he do so?

- (b) What did Mr Tiger and Mr Bear do when Mr Fox was injured?

Contrast 2 – Friendship with Ms Rabbit and Ms Squirrel



- (c) How did Mr Fox treat Ms Rabbit and Ms Squirrel at the beginning of the story? Why did he do so?

- (d) What did Ms Rabbit and Ms Squirrel do when Mr Fox was injured?

- (2) Who are my true friends? Why do you think so?





Part D: Understanding the Saying of Wisdom



1. What is the message conveyed by the story?

2. What is the meaning of the saying “A friend in need is a friend indeed”?

3. Your friend, Aaryn, has written a post on his blog. Reply to the post by sharing with him “What counts as a true friend”. Give Aaryn some advice on making friends and maintaining friendship.


**aaryn_superhero**





 52 likes  2 comments

“Look at how many friends I have! We play games together and chat online every day.”

#real_friendship

**cccedric:** @aaryn_superhero Wow you got so many friends!
Where are they from?

**aaryn_superhero:** How do I know? I've never met them in person.

**you:**

SOWIT Video Series – “A Friend in Need is a Friend Indeed”
Activity Sheets (Suggested Answers)

Part A: Making Predictions about the Story Plot

1. Accept any reasonable answers.
2. Accept any reasonable answers.
3. Accept any reasonable answers.

Part B: Understanding the Story Plot

1(a) Exposition:

- Mr Fox, Mr Tiger, Mr Bear, Ms Rabbit, Ms Squirrel
- Mr Tiger and Mr Bear were Mr Fox’s best buddies because they all had the same hairstyle.

1(b) Climax:

- Mr Fox accidentally stumbled over a rock and had to return to his cave and rest.
- He felt upset/lonely/disappointed as no one visited him.

1(c) Resolution:

- Mr Fox was contented/pleased/surprised.
- Ms Rabbit and Ms Squirrel came visit him and brought him some food.

Part C: Learning more about the Use of Rhetorical Devices – Contrast

- 1(a) Mr Fox treated Mr Tiger and Mr Bear as his best buddies because they had the same hairstyle.
- 1(b) They walked away/turned their back on/ignored/paid no attention to Mr Fox.
(Accept any reasonable answers.)
- 1(c) Mr Fox walked away/ignored them because he thought Ms Rabbit and Ms Squirrel did not share anything in common with him.
- 1(d) They were worried about him. They visited him and brought him some food.
2. Accept any reasonable answers.

Part D: Understanding the Saying of Wisdom

1. We should show empathy for and support our friends when they are in need. We should also identify true friends by their deeds but not their appearance.
2. A friend who helps you when you need help is a true friend.
3. Accept any reasonable answers.

SOWIT Video Series – “Home is Where the Heart is”

(Video link: www.edb.gov.hk/sowit_home)

Lesson Plan



Suggested Levels

Upper Primary/Junior Secondary

Summary of the Learning Task

Students watch the SOWIT video “Home is Where the Heart is”, which is about a young man who missed his parents very much when studying abroad and learnt to be grateful for and cherish his family and home. They are then guided to understand the meaning of the saying “Home is where the heart is”, and the related positive values and attitudes (e.g. be grateful, cherish what we have), and write a story about their personal experience.

Learning Objectives

Content

- To understand the meaning of the saying “Home is where the heart is.” through a story presented in the context of a video

Language

- To explore the story elements of the video (e.g. characters, setting, problem, solution)
- To show affection and gratitude using the sentence pattern “No matter...”/“..., no matter...”

Values and Attitudes

- To cultivate positive values and attitudes (e.g. be grateful, cherish what we have)

Sharing Learning Intentions

1. Introduce the objectives of the learning activities

Pre-viewing

Part A: Making Predictions about the Story Elements

1. Refer students to *Activity Sheet: Part A*.
2. Draw students' attention to the picture below, which depicts a scene of the SOWIT video "Home is Where the Heart is":



3. Guide students to make predictions about the story elements by drawing their attention to the visual clues captured in the picture (e.g. ferry, luggage, age of the characters, gestures).
4. Discuss with students their observations.

Viewing

Part B: Understanding the Story Elements

1. Refer students to *Activity Sheet: Part B*.
2. Introduce the story elements (i.e. characters, setting, problem, solution) before watching the video and instruct students to note down some key points for each element while watching the video.
3. Play the video "Home is Where the Heart is".
4. Discuss with students the story elements of the video.

Post-viewing

Part C: Use of Symbols

1. Refer students to *Activity Sheet: Part C*.
2. Guide students to analyse the symbols used in the story, for example,
 - the dark sky and the pouring rain;
 - the big waves;
 - the snowy weather; and
 - the soup that the young man's mother made.
3. Play the video again whenever necessary.
4. Draw students' attention to the images and guide them to understand what the symbols represent:
 - *The dark sky and the pouring rain symbolise a stormy situation and tears respectively. They represent the young man's sadness and worries.*
 - *The big waves make the sea very rough and they symbolise the challenges which make studying abroad difficult.*
 - *The heavy snow/bitter cold can be related to loneliness and adversities.*
 - *The soup is warm and it symbolises the care and love from the family.*

Part D: Understanding the Saying of Wisdom

1. Refer students to *Activity Sheet: Part E*.
2. Revisit the meaning of the saying "Home is where the heart is." with students (i.e. your home will always be the place for which you feel the deepest affection, no matter where you are).
3. Invite students to reflect on the unconditional support and guidance from their family and share their thoughts with their classmates using the sentence pattern "*No matter...*" / "*..., no matter...*".
4. Ask students to write a recount of an incident that shows how important their home and family is to them.

SOWIT Video Series – “Home is Where the Heart is”
Activity Sheets

(Pre-viewing)

Part A: Making Predictions about the Story Elements

1. Study the picture below, which depicts a scene of the SOWIT video “Home is Where the Heart is”. What do you think the video is about? Write down your thoughts in Boxes (a) – (d).

(a) **Who** were these people?

(b) **What** were they doing?



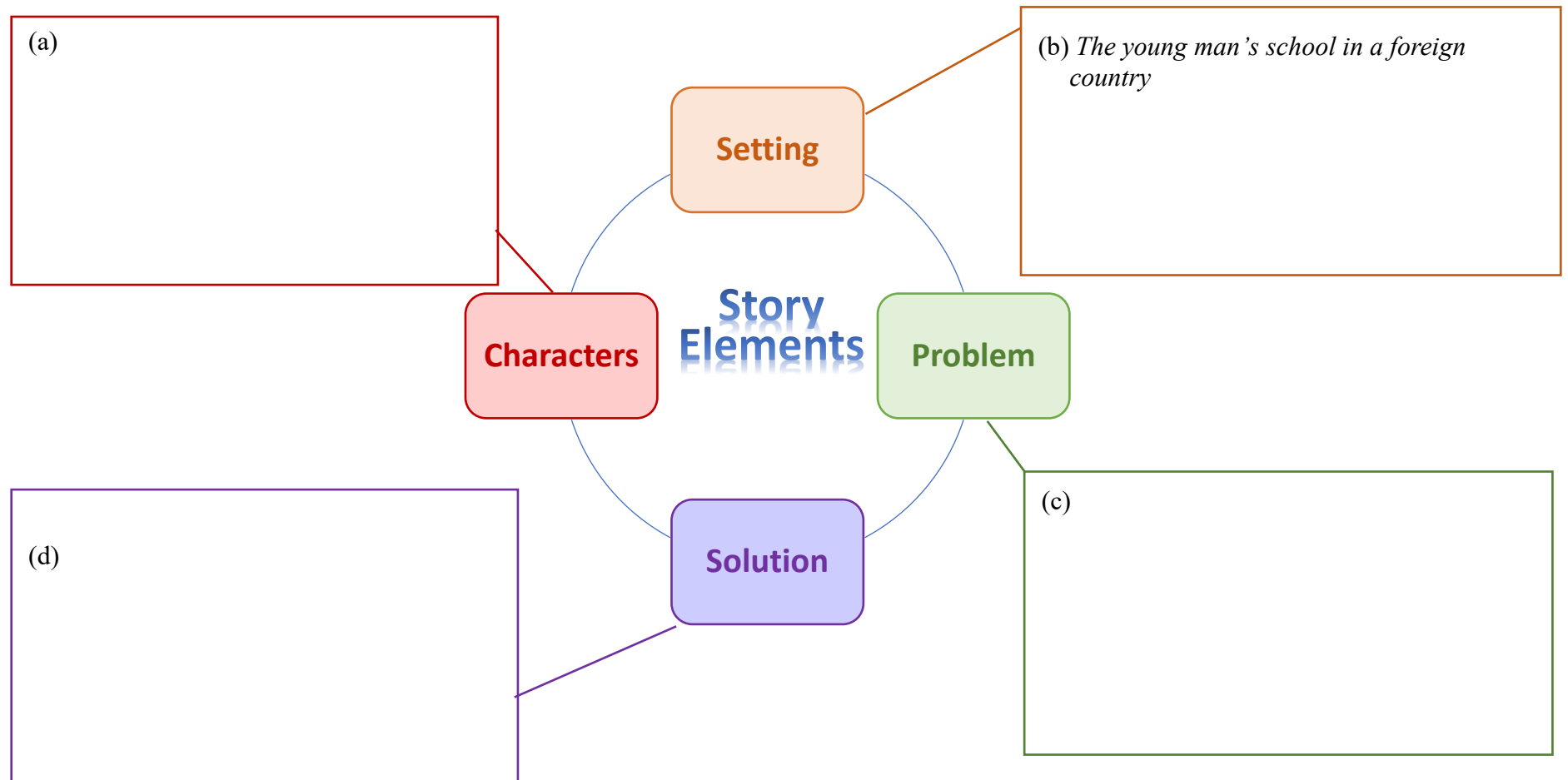
(c) **How** did they feel?

(d) **Why** was the boy leaving?

(Viewing)

Part B: Understanding the Story Elements

1. Watch the video and complete the story elements below:



(Post-viewing)

Part C: Use of Symbols

1. Analyse the symbols used in the story and what they represent:



(a) The dark sky and the pouring rain: _____



(b) The big waves: _____



(c) The snowy weather: _____



(d) The soup the young man's mother made: _____

2. How do symbols help you understand a story better?

3. Can you think of other symbols that are used in the video "Home is Where the Heart is"?

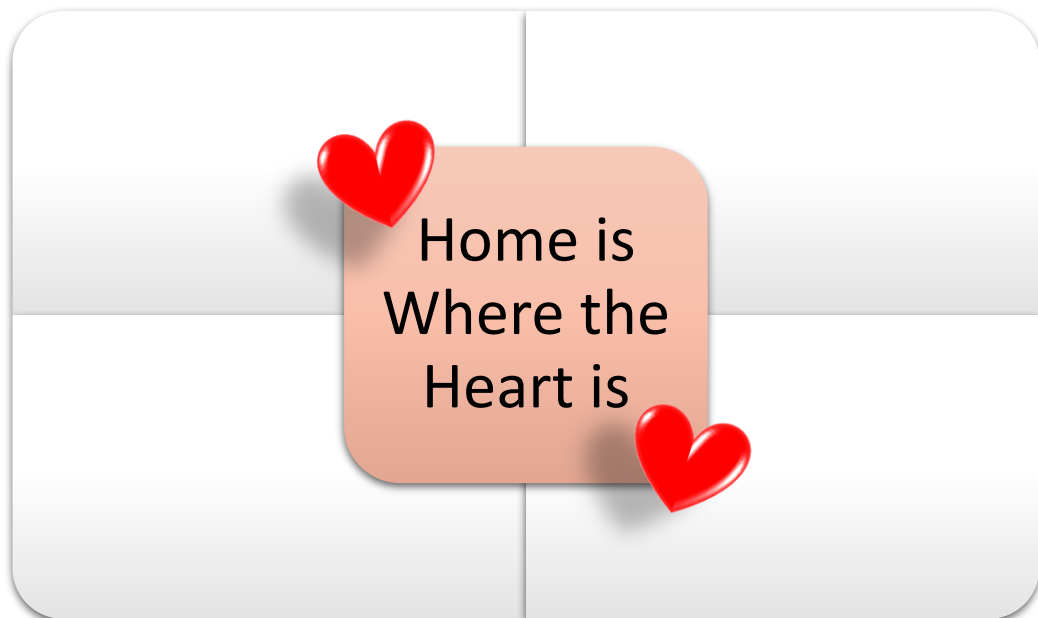
Part D: Understanding the Saying of Wisdom

1. What is the message conveyed by the story?

2. What is the meaning of the saying “Home is where the heart is”?

3. Let’s express our gratitude and affection for the unconditional love and support from our home and family. Write them down in the space below and share them with your classmates (e.g. “*No matter...*”/“*..., no matter...*”).

Example: *No matter how tired she is, my mother listens to me sharing about the happenings at school.*



4. In the story, the young man's parents supported him and helped him overcome his problems no matter how far away he was. In about 150 words, write a recount of an incident that shows how important your home and family is to you. You may include the following details in your work:



SOWIT Video Series – “Home is Where the Heart is”
Activity Sheets (Suggested Answers)

Part A: Making Predictions about the Story Elements

- 1(a) A family (father, mother and son) (Accept any reasonable answers.)
- 1(b) They were saying goodbye/bidding farewell to each other. (Accept any reasonable answers.)
- 1(c) Sad/unhappy/upset (Accept any reasonable answers.)
- 1(d) The son was leaving for his study. (Accept any reasonable answers.)

Part B: Understanding the Story Elements

- 1(a) A young man, his parents
- 1(b) The young man’s school in a foreign country (*given*)
- 1(c) The young man could not adapt to the new environment and missed his parents.
- 1(d) The support from the young man’s parents helped him overcome the challenges of studying abroad by himself.

Part C: Use of Symbols

- 1(a) The young man’s sadness and worries about the challenges ahead. (Accept any reasonable answers.)
- 1(b) The difficulties that the young man might encounter (e.g. the study, living in a foreign country, human relationships) (Accept any reasonable answers.)
- 1(c) The young man’s loneliness/Things that the young man found it hard to adapt to (Accept any reasonable answers.)
- 1(d) The care/love/warmth/support from the young man’s family (Accept any reasonable answers.)
- 2. Symbols help readers/viewers visualise complex concepts. (Accept any reasonable answers.)
- 3. Accept any reasonable answers.

Part D: Understanding the Saying of Wisdom

- 1. When we face difficulties, our family will support and encourage us no matter where we are.
- 2. Your home will always be the place for which you feel the deepest affection, no matter where you are.
- 3. Accept any reasonable answers.
- 4. Accept any reasonable answers.

SOWIT Video Series – “The Grass is Always Greener on the Other Side of the Fence”

(Video link: www.edb.gov.hk/sowit_grass)

Lesson Plan



Suggested Levels
Upper Primary/Junior Secondary
Summary of the Learning Task
Students watch the SOWIT video “The Grass is Always Greener on the Other Side of the Fence”, in which Mr Whale and Ms Bird learnt a lesson about cherishing the things they have and understanding that other people’s lives may not be as desirable as they appear to be. Students are then guided to understand the meaning of the saying “The grass is always greener on the other side of the fence”, learn about the related positive values and attitudes (e.g. be grateful, be positive, cherish what we have), and design a poster to promote the message of “Staying Positive”.
Learning Objectives
<p><u>Content</u></p> <ul style="list-style-type: none"> To understand the meaning of the saying “The grass is always greener on the other side of the fence.” through a story presented in the context of a video <p><u>Language</u></p> <ul style="list-style-type: none"> To learn the vocabulary items that describe feelings To explore the story elements of the video (e.g. setting, conflict, twist, resolution) To make suggestions on how to stay positive using the sentence pattern “<i>To stay positive, I will...</i>” <p><u>Values and Attitudes</u></p> <ul style="list-style-type: none"> To cultivate positive values and attitudes (e.g. be grateful, be positive, cherish what we have)

Sharing Learning Intentions

1. Introduce the objectives of the learning activities.

Pre-viewing

Part A: Making Predictions about the Story Elements

1. Refer students to *Activity Sheet: Part A*.
2. Draw students' attention to the pictures below, which reflect the feelings of the characters (Mr Whale and Ms Bird) in the SOWIT video "The Grass is Always Greener on the Other Side of the Fence":



3. Elicit from students the feelings of the characters by choosing the appropriate adjectives from the list given. Introduce the adjectives using examples (e.g. I am feeling **miserable** because my dog is sick./I am **upset** as I didn't do well in the English exam./We are **blessed** with the fine weather during the trip.).
4. Have students make predictions about the story elements by drawing their attention to the setting and engaging them in guessing why the characters were upset.
5. Discuss with students their observations.

Viewing

Part B: Understanding the Story Elements

1. Refer students to *Activity Sheet: Part B*.
2. Introduce the story elements (i.e. setting, conflict, twist, resolution) before watching the video and instruct students to note down some key points for each element while watching the video.
3. Play the video "The Grass is Always Greener on the Other Side of the Fence".
4. Discuss with students the story elements of the video.

Post-viewing

Part C: Understanding the Theme of the Story

1. Refer students to *Activity Sheet: Part C*.
2. Guide students to analyse the theme of the story by identifying:
 - how Mr Whale and Ms Bird perceived their lives and how they felt;
 - the problems that Mr Whale and Ms Bird encountered in reality; and
 - the change in Mr Whale and Ms Bird.
3. Explain the theme of the story (i.e. others' lives may not be as desirable as they appear to be). Remind them that everyone has his/her challenges and they should cherish the things they have instead of focusing on the problems they face.
4. Play the video again whenever necessary.

Part D: Understanding the Saying of Wisdom

1. Refer students to *Activity Sheet: Part D*.
2. Revisit the meaning of the saying "The grass is always greener on the other side of the fence." with students (i.e. other people always seem to be in a better situation than you but they may not be) and the message conveyed (i.e. instead of envying others, we should cherish what we have).
3. Highlight that staying positive is one of the keys to deal with challenges. Ask students to suggest how we can stay positive and have them share with their classmates using the sentence pattern "*To stay positive, I will...*".
4. Instruct students to design a poster to promote the message "Staying Positive". Brainstorm possible titles and images to use with students.
5. Select a few posters and invite students to introduce their design.

SOWIT Video Series – “The Grass is Always Greener on the Other Side of the Fence”
Activity Sheets

(Pre-viewing)

Part A: Making Predictions about the Story Elements

- Look at the facial expressions of the characters in the pictures below. How do they feel?



Put a tick (✓) against the adjectives that describe how the characters feel.

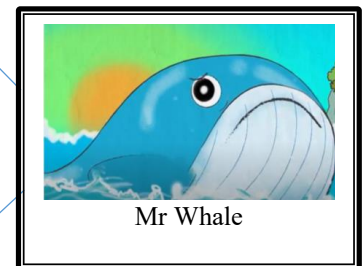
upset		blessed		thankful	
sad		grateful		miserable	

- Make a guess of where the characters were and what had happened to them. Complete the boxes below.

(a) Mr Whale

i) Where was he?

ii) What had happened to him?



(b) Ms Bird

i) Where was she?

ii) What had happened to her?



(Viewing)

Part B: Understanding the Story Elements

1. Watch the video and complete the storyline below.



(a) Where did the story take place?

(b) What was the challenge that both Mr Whale and Ms Bird faced?

(c) How did change happen?

(d) Could the problem be solved? What happened in the end?

Setting



Conflict



Twist

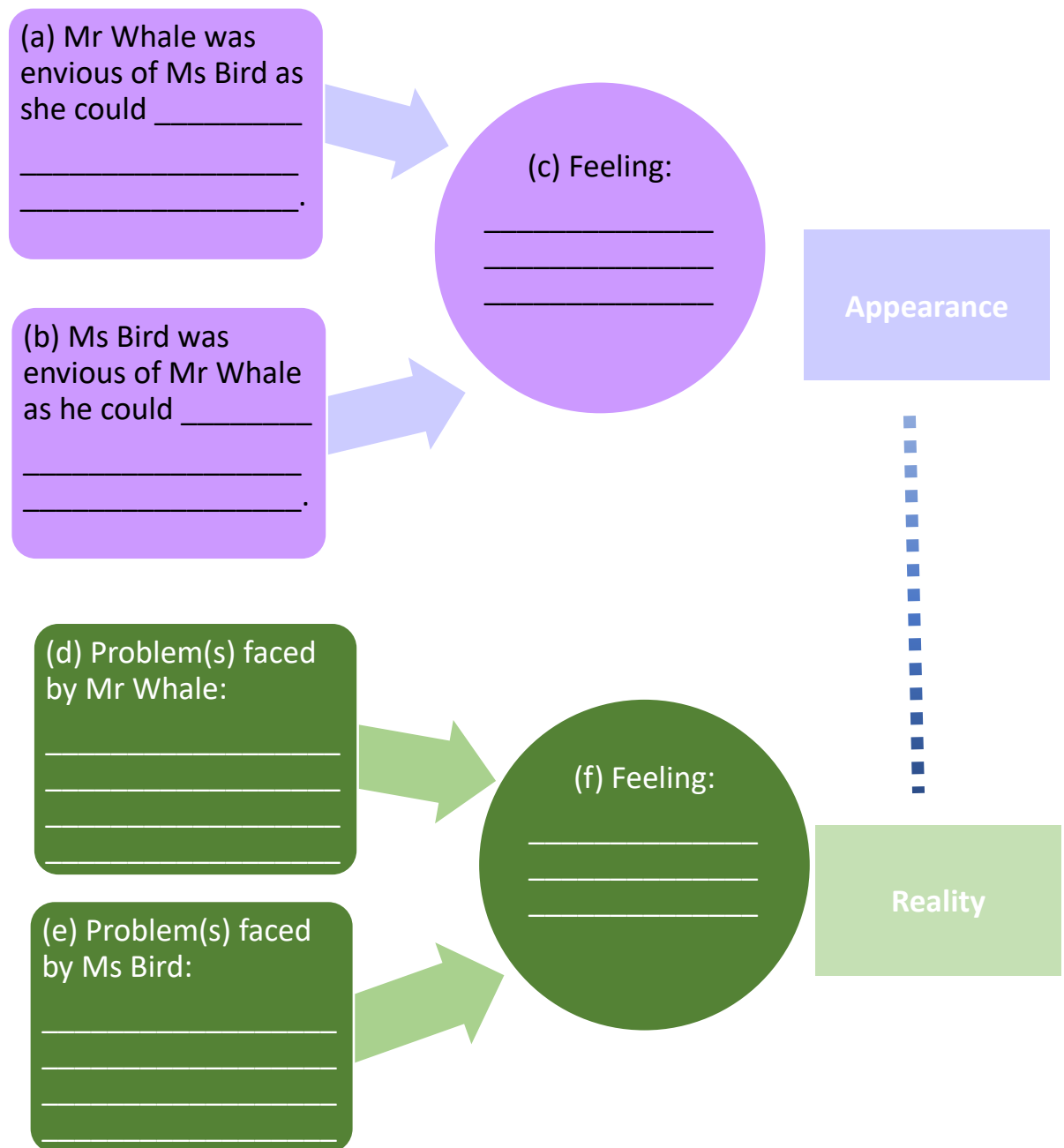


Resolution

(Post-viewing)

Part C: Understanding the Theme of the Story

1. Analyse the change in Mr Whale's and Ms Bird's feelings by completing the diagrams below:



2. Why did Mr Whale and Ms Bird feel upset at the beginning of the story?

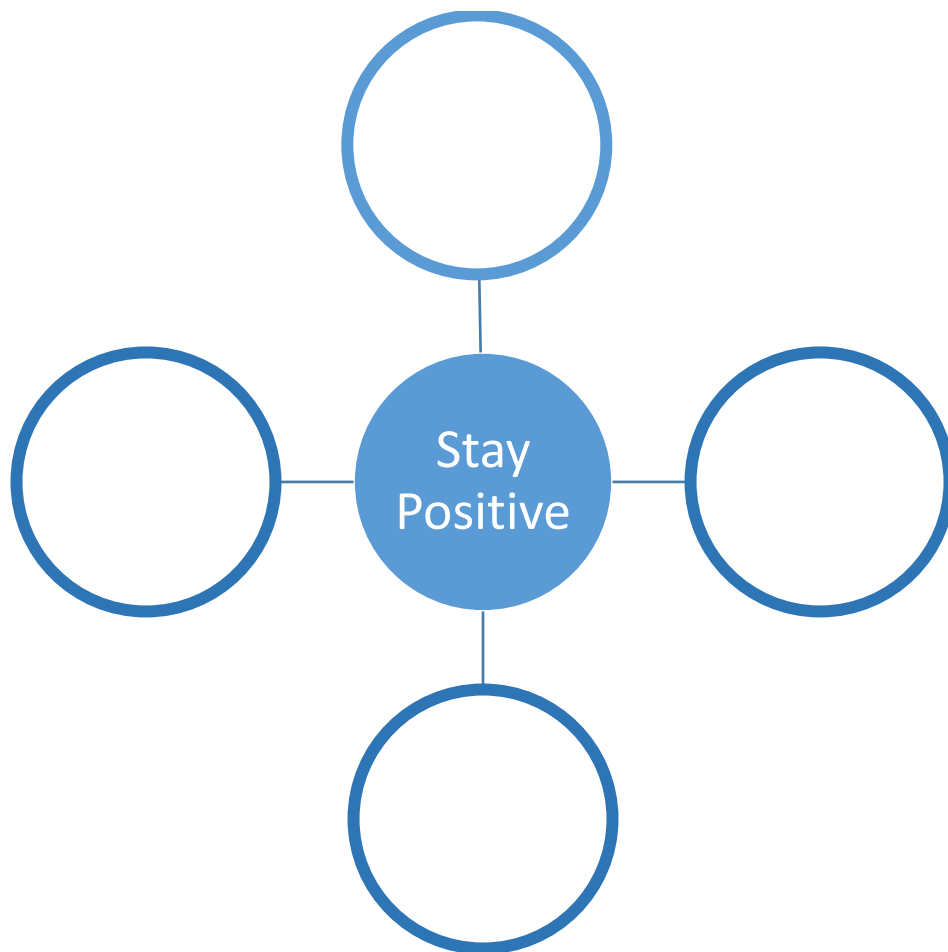
3. What caused the change in the end?

Part D: Understanding the Saying of Wisdom

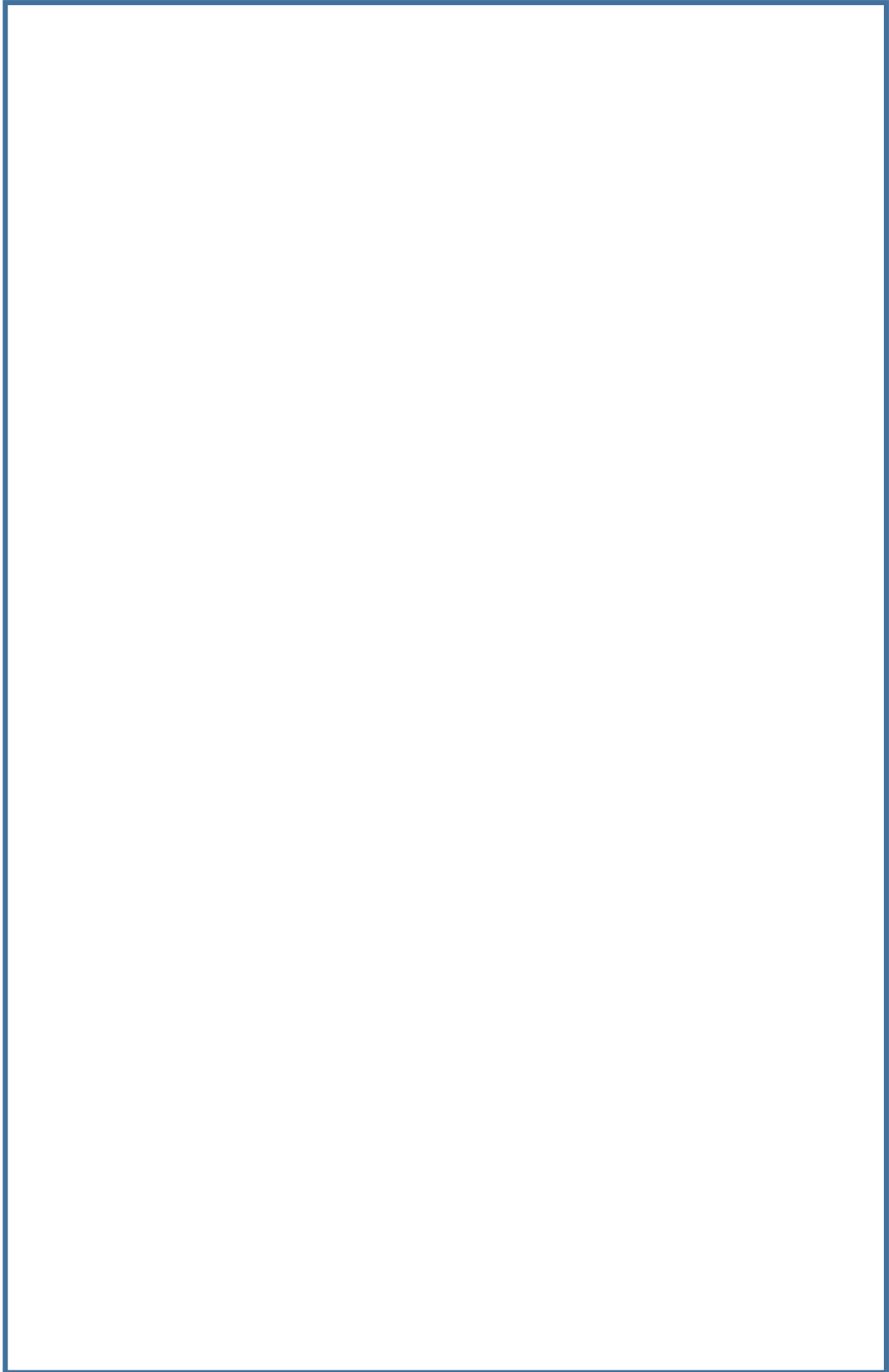
1. What is the message conveyed by the story?

2. What is the meaning of the saying “The grass is always greener on the other side of the fence”?

3. There are different challenges in our lives, but there are always solutions to the problems. One of the ways to deal with challenges is to stay positive. Write down the things you do to help you stay positive in the diagram below and share them with your classmates (e.g. “*To stay positive, I will try to find a positive side in everything.*”).



4. Design an A4 poster to promote the message of “Staying Positive”. Think of an attractive title and use eye-catching images to draw readers’ attention. Be prepared to introduce your design in the class.



SOWIT Video Series – “The Grass Is Always Greener on the Other Side of the Fence”

Activity Sheets (Suggested Answers)

Part A: Making Predictions about the Story Elements

1. Upset, sad, miserable
2. (a) *Mr Whale*
 - i) He was in the ocean.
 - ii) He was hungry as there was insufficient food./
He was worried about being hunted as food./
He was lonely and did not have any friends. (Accept any reasonable answers.)
- (b) *Ms Bird*
 - i) She was in the sky.
 - ii) She had been looking for food/shelter and was exhausted./
She was lonely as she did not have any friends. (Accept any reasonable answers.)

Part B: Understanding the Story Elements

- 1(a) In the ocean and the sky
- 1(b) They were both upset about their lives./Both of them believed the other was leading a happier life.
- 1(c) They had a chat and had a better understanding of the problems faced by each other.
- 1(d) Yes. They no longer focused on their problems and they were satisfied with their own lives.

Part C: Understanding the Theme of the Story

- 1(a) fly freely in the sky
- 1(b) swim freely in the ocean
- 1(c) Sad/Upset/Miserable (Accept any reasonable answers.)
- 1(d) The ocean was heavily polluted and Mr Whale could not swim freely.
- 1(e) Ms Bird often came across bad weather and had to look for shelter on land.
- 1(f) Dissatisfied/Discontented (Accept any reasonable answers.)
2. They believed others led a happier life than themselves.
3. They had a chat and a better understanding of the problems faced by each other.

Part D: Understanding the Saying of Wisdom

1. Other people always seem to be in a better situation than you but they may not be.
2. Instead of envying others, we should cherish what we have as other people's lives may not be as desirable as they appear to be.
3. Accept any reasonable answers.
4. Students' own design

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Section 3

SOW a proactive attitude

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SOWIT Video Series – “Prevention is Better than Cure”

(Video link: www.edb.gov.hk/sowit_prevention)

Lesson Plan



Suggested Levels
Upper Primary/Junior Secondary
Summary of the Learning Task
Students watch the SOWIT video “Prevention is Better than Cure”, which is about how the presenter stopped a fire from happening. Students are then guided to understand the meaning of the saying “Prevention is better than cure”, learn about the related positive values and attitudes (e.g. be proactive, be positive, cherish what we have), and write a reflection on their personal experience about the saying “Prevention is better than cure”.
Learning Objectives
<p>Content</p> <ul style="list-style-type: none"> To understand the meaning of the saying “Prevention is better than cure.” through a story presented in the context of a video <p>Language</p> <ul style="list-style-type: none"> To explore the story elements of the video (e.g. characters, setting, problem, solution) To use adjectives to describe a person/an experience (e.g. forgetful, careful, undesirable, painful) <p>Values and Attitudes</p> <ul style="list-style-type: none"> To cultivate positive values and attitudes (e.g. be proactive, be positive, cherish what we have)

Sharing Learning Intentions

1. Introduce the objectives of the learning activities

Pre-viewing

Part A: Making Predictions about the Story Elements

1. Refer students to *Activity Sheet: Part A*.
2. Draw students' attention to the picture below, which depicts a scene of the SOWIT video "Prevention is Better than Cure":



3. Guide students to make predictions about the story elements by drawing their attention to the visual clues captured in the picture (e.g. the time, the place, the fire, what the villagers were doing).
4. Discuss with students their observations.

Viewing

Part B: Understanding the Story Elements

1. Refer students to *Activity Sheet: Part B*.
2. Introduce the story elements (i.e. characters, setting, problem, solution) before watching the video and instruct students to complete *Part B1* (i.e. the table about the characters and setting) and *Part B2* (i.e. rearrange the events in the order of occurrence) while watching the video.
3. Play the video "Prevention is Better than Cure".
4. Discuss with students the answers to *Activity Sheet: Part B*.
5. Discuss with students the problem (i.e. A fire broke out and spread quickly. The entire village was ruined.) and the solution (i.e. The presenter worked magic. He turned the clock back and reminded a careless villager to rearrange the firewood properly. The fire was prevented.) of the story.

Post-viewing

Part C: Characterisation

1. Refer students to *Activity Sheet: Part C*.
2. Guide students to circle the adjective(s) that best describe(s) the feelings of the characters, think of the reasons for their feelings and write them down by drawing their attention to
 - the visual clues captured in the videos;
 - the events (e.g. some villagers were putting out the fire while some simply ran away); and
 - what the characters said (e.g. “You should arrange your firewood properly. Do you want a fire to break out?”).
3. Play the video again whenever necessary.

Part D: Understanding the Saying of Wisdom

1. Refer students to *Activity Sheet: Part D*.
2. Ask students to answer Questions 1 – 4.
3. Discuss with students the message conveyed by the story (e.g. prevention is better than cure/it is better to stop something bad from happening than it is to deal with it after it has happened).
4. Ask students to write a reflection on their personal experience about the saying “Prevention is better than cure”.
5. Encourage students to use adjectives (e.g. forgetful, careful, undesirable, painful) to describe themselves and the experience.

SOWIT Video Series – “Prevention is Better than Cure”
Activity Sheets

(Pre-viewing)

Part A: Making Predictions about the Story Elements

1. The picture below depicts a scene of the SOWIT video “Prevention is Better than Cure”. What do you think the video is about? Answer the questions in Boxes (a) – (d).

(a) **When and where** did the story take place?

(b) **What** happened to the houses there?




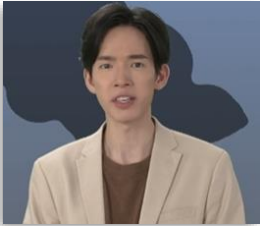


(c) **Who** were the people? **What** were they doing?

(d) **Guess** the cause of the fire and how it could be prevented.









(Viewing)

Part B: Understanding the Story Elements

2. Complete the table about the characters and setting of the story by filling in the blanks. The first one has been done as an example.

Characters	
	e.g. the man whose house first caught fire
	the _____
	the _____
Setting	
	Place: _____ Time: _____



3. The following pictures show the events of the story. Number the pictures in the order of occurrence. The first one has been done as an example.




Events	
(a) 	(b) 
e.g. (1)	()
(c) 	(d) 
()	()
(e) 	(f) 
()	()
(g) 	(h) 
()	()

(Post-viewing)

Part C: Characterisation

1. Think of the feelings of the villagers and the man whose house first caught fire at different stages of the story. In each of the following events, circle the adjective that best describes their feelings, and give reasons in the space provided. The first one has been done as an example.

Events	Feelings of the characters	Reasons
<p>(a) Some villagers were putting out the fire while some simply ran away.</p> 	<p>e.g. ashamed/ comfortable/grateful/ <u>panicking</u>/tired</p>	<p>e.g. The situation was very dangerous. The villagers might get hurt.</p>
<p>(b) The man was about to walk away though the firewood was not arranged properly.</p> 	<p>ashamed/ comfortable/grateful/ panicking/tired</p>	

Events	Feelings of the characters	Reasons
<p>(c) The presenter: “You should arrange your firewood properly. Do you want a fire to break out?”</p> <p>The man: “Of course not! Thank you for the reminder.”</p>  	<p>The man: ashamed/ comfortable/grateful/ panicking/tired</p> <p>ashamed/ comfortable/grateful/ panicking/tired</p>	
<p>(d) After the man rearranged the firewood, the fire did not happen.</p> 	<p>ashamed/ comfortable/grateful/ panicking/tired</p>	

Part D: Understanding the Saying of Wisdom

Answer the following questions about the story.

1. Did the man want a fire to start? How do you know?

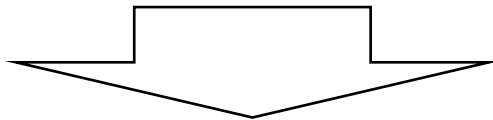
2. What was the cause of the fire?

3. Could the fire be prevented? How?

4. What is the message conveyed by the story?

- 5 In the story, the villagers were in a great panic because of the fire which ruined the entire village. However, with the help of the presenter, who worked magic and turned the clock back, the fire was prevented. In about 150 words, write a reflection on your personal experience about the saying “Prevention is better than cure”. You may include the following details in your work.

What was the problem you encountered?	What was the consequence?



What have you learnt from the experience?

SOWIT Video Series – “Prevention is Better than Cure”

Activity Sheets (Suggested Answers)

Part A: Making Predictions about the Story Elements

- 1(a) **When:** night time/one night
Where: a village
- 1(b) **What happened:** the houses were on fire
- 1(c) **Who:** villagers/people living in the village
What they were doing: putting out the fire/running away
- 1(d) **Cause of the fire:** faulty electrical appliances/heaters getting too close to curtains, clothes, etc.
How the fire could be prevented: take precautions beforehand/all the time/make sure the electrical appliances are in good condition/make sure the heaters are not too close to curtains, clothes, etc.
- (Accept any reasonable answers.)

Part B: Understanding the Story Elements

- 1 Characters: e.g. the man whose house first caught fire
the presenter
the villagers
Setting: Place: a village
Time: one night/night time
(Accept any reasonable answers.)

- 2 (a) 1 (b) 6 (c) 8 (d) 4
 (e) 2 (f) 7 (g) 5 (h) 3

Part C: Characterisation

1.	Feelings of the characters	Reasons
(a)	e.g. panicking	e.g. The situation was very dangerous. The villagers might get hurt.
(b)	tired	The man was yawning.
(c)	ashamed grateful	The man felt ashamed when he noticed that his carelessness might cause a fire. The man was grateful for the presenter's reminder.
(d)	comfortable	Since the fire was prevented, the villagers had a peaceful night's sleep.

(Accept any reasonable answers.)

Part D: Understanding the Saying of Wisdom

1. The man did not want a fire to start because he felt ashamed when he noticed that his carelessness might cause a fire. (Accept any reasonable answers.)
2. The firewood was not arranged properly./Some pieces of firewood were placed very near the fireplace and caught fire. (Accept any reasonable answers.)
3. The fire could be prevented by arranging the firewood properly. (Accept any reasonable answers.)
4. Prevention is better than cure./It is better to stop something bad from happening than it is to deal with it after it has happened. (Accept any reasonable answers.)
5. Accept any reasonable answers.

SOWIT Video Series – “The Early Bird Catches the Worm”

(Video link: www.edb.gov.hk/sowit_bird)

Lesson Plan



Suggested Levels

Upper Primary/Junior Secondary

Summary of the Learning Task

Students watch the SOWIT video “The Early Bird Catches the Worm”, in which two passionate scientists competed to be the first to land on the moon. They are then guided to understand the meaning of the saying “The early bird catches the worm”, learn about the related positive values and attitudes (e.g. be proactive, be perseverant, be optimistic, be diligent), and write an email giving advice on how to achieve success.

Learning Objectives

Content

- To understand the meaning of the saying “The early bird catches the worm.” through a story presented in the context of a video

Language

- To explore the story elements of the video (e.g. characters, setting, problem, solution)
- To state the importance and benefits of being proactive, perseverant, optimistic and diligent using the sentence pattern “*If I/we..., I/we will...*”

Values and Attitudes

- To cultivate positive values and attitudes (e.g. be proactive, be perseverant, be optimistic, be diligent)

Sharing Learning Intentions

1. Introduce the objectives of the learning activities

Pre-viewing

Part A: Making Predictions about the Story Elements

1. Refer students to *Activity Sheet: Part A*.
2. Draw students' attention to the picture below, which depicts a scene of the SOWIT video "The Early Bird Catches the Worm":



3. Guide students to make predictions about the story plot by drawing their attention to the visual clues captured in the picture (e.g. the moon, rockets, whistle, outfits, spanners).
4. Discuss with students their observations.

Viewing

Part B: Understanding the Story Elements

1. Refer students to *Activity Sheet: Part B*.
2. Introduce the story elements (i.e. characters, setting, problem, solution) before watching the video and instruct students to note down some key points for each element while watching the video.
3. Play the video "The Early Bird Catches the Worm".
4. Discuss with students the story elements of the video.

Post-viewing

Part C: Comparison of Characters

1. Refer students to *Activity Sheet: Part C*.
2. Guide students to compare Dr. Woofenstein and Dr. Kittenberg, including:
 - their personalities;
 - their time management;
 - their attitude towards work; and
 - their achievement.
3. Play the video again whenever necessary.
4. Discuss with students the attributes and elements that are key to success, for example:
 - motivation/determination/passion/courage/confidence/patience/optimism/flexibility/diligence
 - being able to work under pressure
 - experience
 - support from others

Part D: Understanding the Saying of Wisdom

1. Refer students to *Activity Sheet: Part E*.
2. Revisit the meaning of the saying “The early bird catches the worm.” with students (i.e. you will have an advantage if you do something immediately or before anyone else does it).
3. Invite students to brainstorm what they can do to be proactive in daily life and share their thoughts with their classmates using the sentence pattern “*If I/we..., I/we will...*”.
4. Ask students to write an email to advise Dr. Kittenberg on how to achieve his target.

SOWIT Video Series – “The Early Bird Catches the Worm”
Activity Sheets

(Pre-viewing)

Part A: Making Predictions about the Story Elements

1. Study the picture below, which depicts a scene of the SOWIT video “The Early Bird Catches the Worm”. What do you think the video is about? Write down your thoughts in Boxes (a) – (d).

(a) **Who** were these characters?

(b) **What** were they doing?



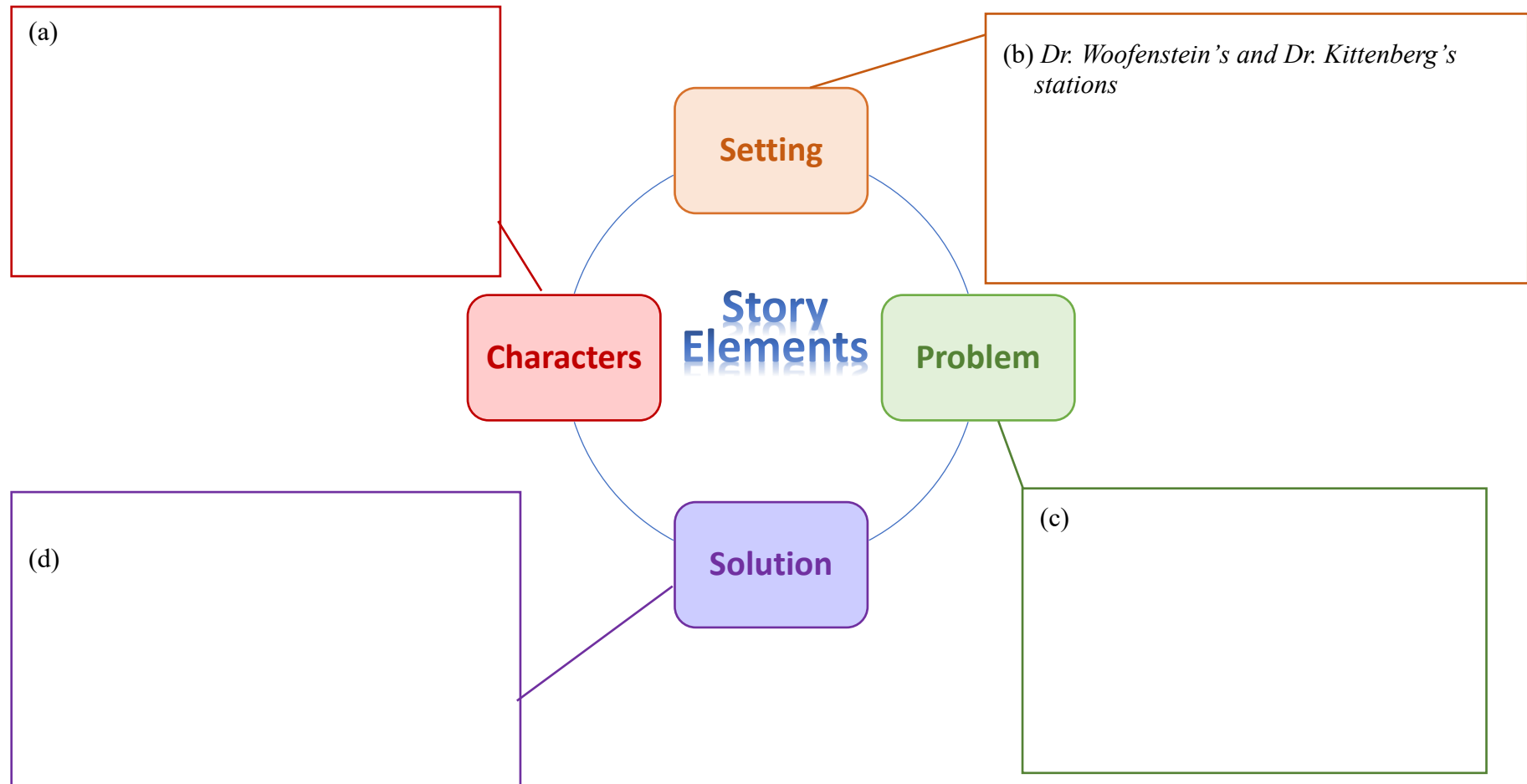
(c) **Where** did this story take place?

(d) **What** was their shared target?

(Viewing)

Part B: Understanding the Story Elements



2. Watch the video and complete the story elements below:



(Post-viewing)

Part C: Comparison of Characters

1. Compare Dr. Woofenstein's and Dr. Kittenberg's personal attributes:

	Personality	Time management	Attitude towards work	Achievement
 Dr. Woofenstein	(a)	(b)	(c)	(d) <i>being the first scientist to land on the moon</i>
 Dr. Kittenberg	(e)	(f)	(g)	(h)

3. Which character do you like better? Why?

4. What other attributes and elements are the key to success?

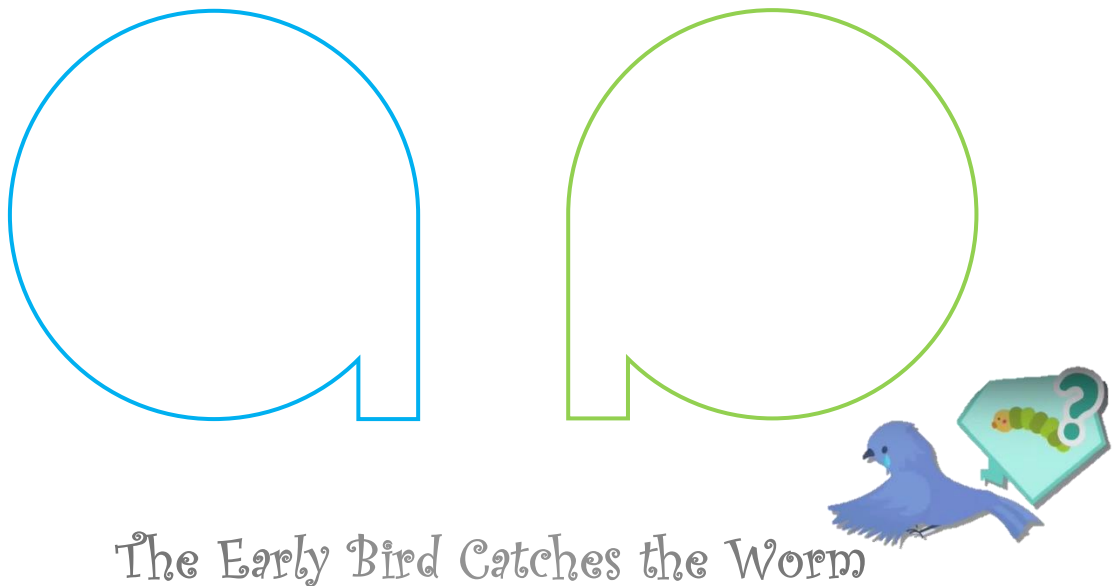
Part D: Understanding the Saying of Wisdom

1. What is the message conveyed by the story?

2. What is the meaning of the saying “The early bird catches the worm”?

3. Let’s brainstorm how we can be proactive in daily life. Write down your ideas in the space below and share them with your classmates (e.g. “*If I/we..., I/we will...*”).

Example: *If we start exam revision earlier, we will have more time to consolidate what we have learnt and go over areas which we find difficult.*



4. Although Dr. Kittenberg wasn't the first to land on the moon, he hoped that he could be the first to land on Mars. In about 150 words, write an email to Dr. Kittenberg advising him on how to achieve his target. You may include the following details in your work:

Dr. Kittenberg's problems	Your advice (<i>"If you..., you will...."</i>)
e.g. He always woke up late.	

Other advice on achieving the target (<i>"If you..., you will...."</i>)
e.g. <i>If you do more research well before the experiment, you will be able to predict possible problems and avoid them.</i>



SOWIT Video Series – “The Early Bird Catches the Worm”
Activity Sheets (Suggested Answers)

Part A: Making Predictions about the Story Elements

- 1(a) Two competitors/scientists/engineers and a judge. (Accept any reasonable answers.)
- 1(b) They were having a competition. (Accept any reasonable answers.)
- 1(c) The earth, the space and the moon (Accept any reasonable answers.)
- 1(d) To land on the moon (Accept any reasonable answers.)

Part B: Understanding the Story Elements

- 1(a) Dr. Woofenstein, Dr. Kittenberg
- 1(b) Dr. Woofenstein’s and Dr. Kittenberg’s stations (*given*)
- 1(c) Dr. Woofenstein and Dr. Kittenberg encountered different problems and distractions when building their rockets.
- 1(d) Dr. Woofenstein solved the problems right away, stayed focused and became the first to land on the moon.

Part C: Comparison of Characters

- 1(a) Serious/Self-disciplined/Diligent/Persistent (Accept any reasonable answers)
- 1(b) Made the most of his day by waking up early (Accept any reasonable answers.)
- 1(c) Proactive/Committed/Persistent/Diligent (Accept any reasonable answers.)
- 1(d) Being the first scientist to land on the moon (*given*)
- 1(e) Lazy/Laid-back/Unmotivated/Playful (Accept any reasonable answers.)
- 1(f) Did not make good use of his time as he woke up late and constantly left his station to rest and play (Accept any reasonable answers.)
- 1(g) Irresponsible/Easily distracted/Inattentive (Accept any reasonable answers.)
- 1(h) Nil
- 2. Accept any reasonable answers.
- 3. Motivation/determination/passion/courage/confidence/patience/optimism/flexibility/diligence/being able to work under pressure/experience/support from others (Accept any reasonable answers.)

Part D: Understanding the Saying of Wisdom

- 1. Being proactive, optimistic, perseverant and diligent will give us an advantage and is one of the keys to success. (Accept any reasonable answers.)
- 2. We will have an advantage if we do something immediately or before anyone else does it.
- 3. Accept any reasonable answers.
- 4. Accept any reasonable answers.

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Section 4

SOW an optimistic mind

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SOWIT Video Series – “Every Dog Has Its Day”

(Video link: www.edb.gov.hk/sowit_has_its_day)

Lesson Plan



Suggested Levels
Upper Primary/Junior Secondary
Summary of the Learning Task
Students watch the SOWIT video “Every Dog Has Its Day”, which is about a vendor who experienced ups and downs when selling his snacks in the street. They are then guided to understand the meaning of the saying “Every dog has its day”, learn about the related positive values and attitudes (e.g. be perseverant, be positive), and prepare a collection of proverbs which convey the message of perseverance and staying positive.
Learning Objectives
<u>Content</u> <ul style="list-style-type: none">To understand the meaning of the saying “Every dog has its day.” through a story presented in the context of a video <u>Language</u> <ul style="list-style-type: none">To explore the story elements of the video (e.g. title, characters, setting, plot, theme)To explore other proverbs which teach people the message of perseverance and staying positive <u>Values and Attitudes</u> <ul style="list-style-type: none">To cultivate positive values and attitudes (e.g. be perseverant, be positive)

Sharing Learning Intentions

1. Introduce the objectives of the learning activities

Pre-viewing

Part A: Making Predictions about the Story Elements

1. Refer students to *Activity Sheet: Part A*.
2. Draw students' attention to the pictures below, which depict the character, a scene of the SOWIT video "Every Dog Has Its Day" and the proverb, and guide them to make predictions.



3. Discuss with students their observations.
4. After playing the video, have students check whether their predictions are correct.

Viewing

Part B: Understanding the Story Elements

1. Refer students to *Activity Sheet: Part B*.
2. Introduce the story elements (e.g. title, characters, setting, plot, theme) before watching the video and instruct students to note down some key points for each element while watching the video.
3. Play the video "Every Dog Has Its Day".
4. Discuss with students the story elements of the video.

Post-viewing

Part C: Characterisation

1. Refer students to *Activity Sheet: Part C*.
2. Instruct students to analyse the main character's (i.e. the vendor) feelings at different stages of the story:
 - Elicit from students the adjectives describing the feelings of the vendor.
 - Invite students to explain the reason(s) why the vendor had such a feeling:
 - a. How did the vendor feel when he started his business?
 - b. Was there a change in the vendor's feeling in the middle of the story? What caused the change?
 - c. How did the vendor feel at the end of the story? Why didn't he feel upset anymore?
3. Play the video again whenever necessary.
4. Discuss with students how the vendor overcame the challenges he faced (i.e. persevering and staying positive amid adversities) and eventually succeeded in his business. Invite students to name other attributes which are crucial for achieving success.

Part D: Understanding the Saying of Wisdom

1. Refer students to *Activity Sheet: Part D*.
2. Revisit the meaning of the saying "Every dog has its day." with students (i.e. no matter how tough life gets, as long as we stay positive, our lucky day will eventually come).
3. Remind students that there are ups and downs in our lives. Get students to share an experience in which they overcame an obstacle in life (e.g. study, relationships) and share it with their classmates.
4. Instruct students to search for other proverbs which convey the positive message of being positive and perseverant. Have them draw a picture to illustrate what the proverb means.




SOWIT Video Series – Every Dog Has Its Day

Activity Sheets

(Pre-viewing)

Part A: Making Predictions about the Story Elements and the Proverb

1. What do you think the video is about? What do you think the proverb “Every dog has its day.” means? Write down your thoughts in the table below.

	Prediction	Confirmation (Was your prediction correct?)
<p>The character</p> 	<p>(a) Who is he?</p>	
<p>The story</p> 	<p>(b) What is the story about?</p>	
<p>The proverb</p> 	<p>(c) What does this proverb mean?</p>	

(Viewing)

Part B: Understanding the Story Elements




1. Watch the video and complete the story map below:

<div style="background-color: #ff69b4; padding: 5px; display: inline-block;">a. Title</div> <div style="border: 1px dashed #ff69b4; height: 50px; width: 100%;"></div>	
<div style="background-color: #9370db; padding: 5px; display: inline-block;">b. Characters</div> <div style="border: 1px dashed #9370db; height: 50px; width: 100%;"></div>	<div style="background-color: #ffff00; padding: 5px; display: inline-block;">c. Setting</div> <div style="border: 1px dashed #ffff00; height: 50px; width: 100%;"></div>
<div style="background-color: #90ee90; padding: 5px; display: inline-block;">d. Beginning</div> <div style="border: 1px dashed #90ee90; height: 50px; width: 100%;"></div>	
<div style="background-color: #6495ed; padding: 5px; display: inline-block;">e. Middle</div> <div style="border: 1px dashed #6495ed; height: 50px; width: 100%;"><p>- Nobody bought the snacks from the vendor because the weather was hot.</p></div>	
<div style="background-color: #ff8c00; padding: 5px; display: inline-block;">f. End</div> <div style="border: 1px dashed #ff8c00; height: 50px; width: 100%;"></div>	

(Post-viewing)

Part C: Characterisation

1. Analyse the vendor's feelings at different stages of the story by completing the chart below:

The vendor was feeling...	
	<div>(a)</div> <div>• (b) Reason(s):</div>
	<div>(c)</div> <div>• (d) Reason(s):</div>
	<div>(e)</div> <div>• (f) Reason(s):</div>

2. How did the vendor overcome the obstacles he faced?

Part D: Understanding the Saying of Wisdom

1. What is the message conveyed by the story?

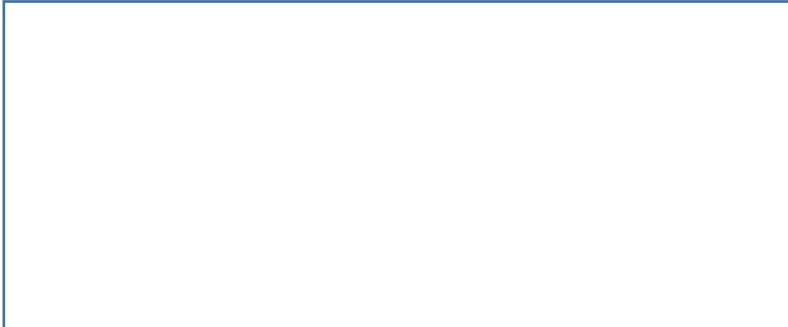

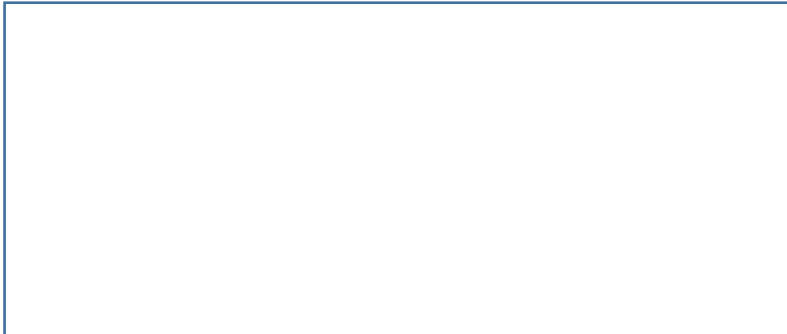
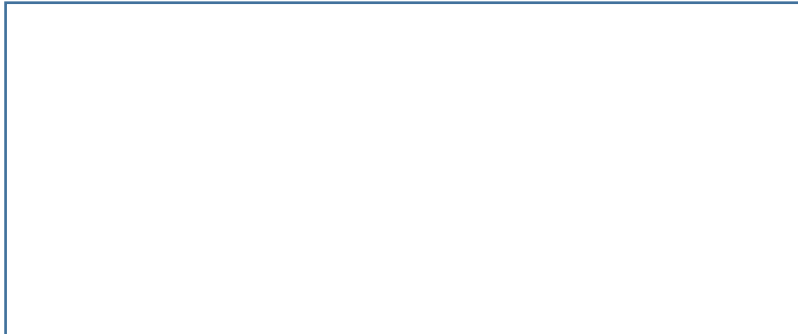
2. What is the meaning of the saying “Every dog has its day”?

3. There are ups and downs in our lives. We may come across challenges in different facets of our lives (e.g. study, relationships). Recall a difficult situation that you faced in the past. Write it down in the space below and share it with a partner. Tell him/her how you overcame the challenge.

The challenge I faced	How I overcame it	What I have learnt from the experience

4. We should show support to and encourage each other amid adversities. Do you know other proverbs which teach us to persevere or stay positive? Prepare a collection of proverbs and draw a picture for each of them. Share the collection with your classmates.

Proverbs which teach us to persevere or stay positive

 <p>The proverb: _____</p>	 <p>The proverb: _____</p>
 <p>The proverb: _____</p>	 <p>The proverb: _____</p>

SOWIT Video Series – “Every Dog Has Its Day”
Activity Sheets (Suggested Answers)

Part A: Making Predictions about the Story Elements and the Proverb

- 1(a) A vendor/street hawker/seller (Accept any reasonable answers.)
- 1(b) A vendor’s experience of selling food in the street. (Accept any reasonable answers.)
- 1(c) Accept any reasonable answers.

Part B: Understanding the Story Elements

- 1(a) Every dog has its day
- 1(b) A vendor, customers
- 1(c) In the street
- 1(d) The vendor was looking forward to selling his snacks to his customers./The vendor believed that his snacks would be popular. (Accept any reasonable answers.)
- 1(e) Nobody bought the snacks from the vendor because the weather was hot. (*given*)
- 1(f) Many customers bought the snacks from the vendor in winter and the vendor’s business was finally thriving. (Accept any reasonable answers.)

Part C: Characterisation

- 1(a) Excited/anticipating/hopeful (Accept any reasonable answers.)
- 1(b) He believed his business would be good/his snacks would be well-liked by the customers. (Accept any reasonable answers.)
- 1(c) Disappointed/worried/upset (Accept any reasonable answers.)
- 1(d) Nobody bought the snacks from the vendor./The vendor’s business was poor. (Accept any reasonable answers.)
- 1(e) Happy/Glad/Surprised (Accept any reasonable answers.)
- 1(f) Many customers queued up for buying the snacks from the vendor./The vendor’s business flourished. (Accept any reasonable answers.)
- 2. Even though business was bad, the vendor believed that someone would come to appreciate his snacks one day/persevered and stayed positive. (Accept any reasonable answers.)

Part D: Understanding the Saying of Wisdom

1. Everyone is successful or happy at some point in their life.
2. No matter how tough life gets, as long as we stay positive, our lucky day will eventually come.
3. Accept any reasonable answers.
4. Examples of proverbs which teach us to persevere or stay positive:
 - Where there's a will, there's a way.
 - Every cloud has a silver lining.
 - There is light at the end of the tunnel.
 - Fall seven times, stand up eight.(Accept any reasonable answers.)

SOWIT Video Series – “Where There’s a Will, There’s a Way”

(Video link: www.edb.gov.hk/sowit_there_s_a_will)

Lesson Plan



Suggested Levels

Upper Primary/Junior Secondary

Summary of the Learning Task

Students watch the SOWIT video “Where There’s a Will, There’s a Way”, which is about a man and his descendants who were very determined to dig a tunnel through a mountain for the benefits of the villagers. They are then guided to understand the meaning of the saying “Where there’s a will, there’s a way”, learn about the related positive values and attitudes (e.g. cherish what we have, be positive, be optimistic), and write a short description about their dream job and how they can achieve their goals.

Learning Objectives

Content

- To understand the meaning of the saying “Where there’s a will, there’s a way.” through a story presented in the context of a video

Language

- To identify the story elements of the video (e.g. characters, setting, problem, solution)
- To explore the use of images to show the characters’ emotions/feelings
- To show determination using the sentence pattern “*To achieve my goal, I will have to*”

Values and Attitudes

- To cultivate positive values and attitudes (e.g. cherish what we have, be positive, be optimistic)

Sharing Learning Intentions
1. Introduce the objectives of the learning activities
Pre-viewing
<u>Part A: Making Predictions about the Theme of the Saying of Wisdom</u> <ol style="list-style-type: none"> 1. Refer students to <i>Activity Sheet: Part A</i>. 2. Guide students to make predictions about the theme of the saying “Where there’s a will, there’s a way.” by identifying the appropriate meanings of the words “will” and “way”. 3. Invite students to share and make reflection on their experiences.
Viewing
<u>Part B: Understanding the Story Elements</u> <ol style="list-style-type: none"> 1. Refer students to <i>Activity Sheet: Part B</i>. 2. Introduce/Revisit the story elements (i.e. characters, setting, problem, solution) with students before watching the video. 3. Have students look at the pictures to find out the plot while watching the video. 4. Play the video “Where There’s a Will, There’s a Way”. 5. Discuss with students their work.
Post-viewing
<u>Part C: Understanding Emotions/Feelings by Exploring Images in the Video</u> <ol style="list-style-type: none"> 1. Refer students to <i>Activity Sheet: Part C</i>. 2. Play the video “Where There’s a Will, There’s a Way.” again. 3. Draw students’ attention to the use of images in objects and characters in the video (e.g. a huge mountain and tiny huffing men). [Showing how difficult it was for people to climb over the mountain frequently] 4. Guide students to understand the emotions/feelings of the characters through analysing their facial expressions. 5. Have students draw the facial expressions of a character and discuss with them their work.
<u>Part D: Understanding the Saying of Wisdom</u> <ol style="list-style-type: none"> 1. Refer students to <i>Activity Sheet: Part D</i>. 2. Revisit the meaning of the saying “Where there’s a will, there’s a way.” with students (i.e. if you are determined enough, you will find a way to achieve what you want, even if it is very difficult). 3. Have students write about their dream job and share how they can achieve their goals with determination using the sentence pattern “<i>To achieve my goal, I will have to ..., ... and ...</i>”.

SOWIT Video Series – “Where There’s a Will, There’s a Way”
Activity Sheets

(Pre-viewing)

Part A: Making Predictions about the Theme of the Saying of Wisdom

You will watch a video about the saying of wisdom (SOW) “Where there’s a will, there’s a way”. What do the words “will” and “way” mean in this SOW? Choose the most appropriate answers to Questions 1-3 below. Then, think of the answer to Question 4 and share your idea with your teacher and classmates.

1. What does the word “will” mean in this SOW?

will / wɪl /

- (a) a strong desire to do something
❖ *Ann had a strong will to win the race after receiving four months’ training.*
- (b) a legal document that tells what a person wants to do to his or her money and property after death
❖ *Father left me some money in his will.*
- (c) used to make a request, to invite someone to do something
❖ *Will you give me Sandy’s phone number?*

2. What does the word “way” mean in this SOW?

way / weɪ /

- (a) A road or path to go from one place to another physically
❖ *The tourists lost their way and had to ask for help.*
- (b) The qualities of what someone is doing
❖ *She often greeted her customers in a warm and friendly way.*
- (c) A method of doing something
❖ *There are many ways to cook the dish.*

3. What is the part of speech of the words “will” and “way” in this SOW?




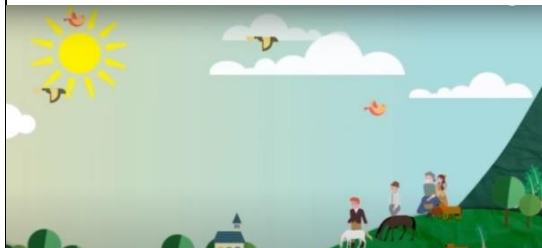

- (a) Nouns
- (b) Verbs
- (c) Adjectives

4. What is the possible theme of this SOW? Share your idea with your teacher and classmates.

(Viewing)

Part B: Understanding the Story Elements

1. Look at the pictures below, which depict several scenes of the SOWIT video “Where There’s a Will, There’s a Way”. Read the description and watch the video again. Match the pictures with the story elements provided. Write the numbers in the brackets.

<p>1)</p>  <p>The man and his son kept digging the tunnel, and they completed the task at last.</p>	<p>2)</p>  <p>The villagers were tired. They complained and dropped out very quickly.</p>
<p>3)</p>  <p>There was a huge mountain which blocked their way. They were exhausted to climb over the mountain repeatedly.</p>	<p>4)</p>  <p>A man lived with his family members in a village.</p>
<p>5)</p>  <p>They invited other villagers to dig a tunnel through the mountain with them.</p>	

⤵

(a)
Characters and setting: ()

⤵

(b) Problem 1: ()

(c) Solution 1: ()

⤵

(d) Problem 2: ()

(e) Solution 2: ()

(Post-viewing)

Part C: Understanding Emotions/Feelings by Exploring the Images in the Video

The pictures below depict some scenes of the SOWIT video “Where There’s a Will, There’s a Way”. Watch the video and pay attention to the images of objects and characters. Circle the most appropriate words provided.

1.



The mountain was **(a) huge/tiny**; in comparison, the men were **(b) tall/short**.

The difference between the size of the mountain and the men shows that it was **(c) easy/hard** for people to climb over the mountain.

2.



The villagers showed **(a) upturned/downturned** mouths after they dug for some time.

The facial expressions of the villagers show that most of them were **(b) willing/unwilling** to continue to offer help.

3.



Both the man and his son showed **(a) narrowed/widened** eyes and **(b) upturned/downturned** mouths after completing the task of digging a tunnel through the mountain.

The facial expressions of the man and his son show that they were **(c) excited/shocked** when their effort finally paid off.

4. (a) Draw the possible facial expression.

The villagers were shocked but excited to know that the tunnel was built at last.



So, (b) _____, especially facial expressions can show the emotions or feelings of the characters.

Part D: Understanding the Saying of Wisdom

1. What is the message conveyed by the story?

2. The villagers got excited and were willing to join the man and his son in digging a tunnel through the mountain. But they dropped out soon and one old villager said it was not worth it. What did he mean? Do you agree and why?

3. What is the meaning of the saying “Where there’s a will, there’s a way” ?

4. What do you want to be when you grow up? Why do you like this job and feel that it suits you? What will you have to do to achieve your goal? Write a short description about your dream job, and show your determination by suggesting at least three important things to prepare for the job using the sentence pattern “*To achieve my goal, I will have to ..., ... and ...*”.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a vertical black line representing the binding edge. In the bottom right corner, a small portion of the paper is missing, forming a triangle.

SOWIT Video Series – “Where There’s a Will, There’s a Way”
Activity Sheets (Suggested Answers)

Part A: Making Predictions about the Theme of the Saying of Wisdom

1. (a)
2. (c)
3. (a)
4. Accept any reasonable answers.

Part B: Understanding the Story Elements

- 1(a) 4
- 1(b) 3
- 1(c) 5
- 1(d) 2
- 1(e) 1

Part C: Understanding Emotions/Feelings by Exploring Images in the Video

- 1(a) huge (b) short (c) hard
- 2(a) downturned (b) unwilling
- 3(a) narrowed (b) upturned (c) excited
- 4(a) Suggested answer (Accept any reasonable answers.)



- 4(b) images

Part D: Understanding the Saying of Wisdom

1. The story illustrates that where there’s a will, there’s a way.
2. Suggested answer (Accept any reasonable answers.)

The old villager said it was not worth it probably because he thought the mountain was huge and it would take the villagers a long time and enormous effort to finish the task. It was not worth the time and effort. I understand the difficulty faced by the villagers. But the man and his son as well as the descendant(s) succeeded in building the tunnel through the mountain with their great effort and determination, and the villagers enjoyed great convenience. It was worth it after all.

3. If you are determined enough, you’ll find a way to achieve what you want.
4. Accept any reasonable answers.

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Overview

(Presentation slides)

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SOWIT Videos Resource Kit

(Part 1)

Developed by English Language Education Section
Curriculum Development Institute
Education Bureau

Background

- The SOWIT Video Series...
 - has been developed in support of the cross-curricular campaign **“Promoting Positive Values and Attitudes through English Sayings of Wisdom (SOW)”**
 - integrates live-action, animation and motion graphics to illustrate selected SOW in a vibrant and entertaining manner
- The SOWIT Videos Resource Kit...
 - synergises the use of the SOWIT videos in the learning and teaching of SOW and promoting positive values and attitudes in the English lessons

Aims of the Resource Kit

- **To complement the SOWIT videos** by providing suggestions on how to effectively use the videos to enrich students' English learning experiences and create an inspiring and engaging environment for the learning and teaching of SOW
- **To enhance students' viewing and multimodal literacy skills** through appreciation of the SOWIT videos
- **To reinforce the development of positive values and attitudes** through appreciating and reflecting on the stories presented in the SOWIT videos

Content of the Resource Kit

- **Ten sets of learning and teaching materials** for the first batch of SOWIT videos:
 - suggested for use in the upper primary and junior secondary English classrooms, with adaptations as appropriate to cater for the diverse learning needs, interests and abilities of students
 - comprising teaching plans, including pre-viewing, viewing and post-viewing activities, and covering understanding of story elements (e.g. characterisation, setting, plot development) and appreciation of features of multimodal literacy (e.g. images, music, sound effects)
 - cultivating positive values and attitudes through inspiring students to reflect on the stories presented in the videos

Lesson Plan 1



- Through appreciating a story about a farmer who learnt to cherish what he had, students are guided to
 - learn about the saying “Count your blessings”
 - understand the related positive values and attitudes (e.g. be grateful, cherish what we have, be positive)
 - write a reflection on their personal experience



Lesson Plan 2



- Through appreciating a story about how gratitude leads to a contented life, students are guided to
 - understand the meaning of the saying “Gratitude turns what we have into enough”
 - learn about the related positive values and attitudes (e.g. be grateful, cherish what we have, be positive)
 - write a note to express gratitude to the person(s) they appreciate



Lesson Plan 3



- Through watching a video about a turtle getting a favour in return for his good deed, students are guided to
 - understand the meaning of the saying “One good turn deserves another”
 - learn about the related positive values and attitudes (e.g. be grateful, cherish what we have, be positive, be optimistic)
 - write a short “Thank-you” note and/or a reflection to show their appreciation for someone’s kindness



Lesson Plan 4



- Through watching a video about Mr Fox who learnt to identify and show appreciation to his true friends, students are guided to
 - understand the meaning of the saying “A friend in need is a friend indeed”
 - learn about the related positive values and attitudes (e.g. care for others, empathy)
 - write an email to a friend to give advice on friendship



Lesson Plan 5



- Through watching a video about a young man's homesickness when studying abroad, students are guided to
 - understand the meaning of the saying "Home is where the heart is"
 - learn about the related positive values and attitudes (e.g. be grateful, cherish what we have)
 - write a recount of an incident that shows how important their home and family is to them



Lesson Plan 6



- Through watching a video about the importance of seeing things from different perspectives and cherishing the things we have, students are guided to
 - understand the meaning of the saying "The grass is always greener on the other side of the fence"
 - learn about the related positive values and attitudes (e.g. be grateful, be positive, cherish what we have)
 - brainstorm ideas and design a poster to promote the message of "Staying Positive"



Lesson Plan 7



- Through appreciating a story about how the presenter helped stop a fire from happening, students are guided to
 - understand the meaning of the saying “Prevention is better than cure”
 - learn about the related positive values and attitudes (e.g. be proactive, be positive, cherish what we have)
 - write a reflection on their personal experience



Lesson Plan 8



- Through watching a video about two scientists competing to be the first to land on the moon, students are guided to
 - understand the meaning of the saying “The early bird catches the worm”
 - learn about the related positive values and attitudes (e.g. be proactive, be perseverant, be optimistic, be diligent)
 - write an email giving advice on how to achieve success



Lesson Plan 9



- Through appreciating a story about a vendor who experienced ups and downs when selling his snacks in the street, students are guided to
 - understand the meaning of the saying “Every dog has its day”
 - learn about the related positive values and attitudes (e.g. be perseverant, be positive)
 - prepare a collection of proverbs which convey the message of perseverance and staying positive



Lesson Plan 10



- Through watching a video about how a man and his descendants worked with determination and eventually succeeded in digging a tunnel through a mountain, students are guided to
 - understand the meaning of the saying “Where there’s a will, there’s a way”
 - learn about the related positive values and attitudes (e.g. cherish what we have, be positive, be optimistic)
 - write a short description about their dream job and how they can achieve their goals



Using the SOWIT Videos Resource Kit in the English Lessons



- Tying in with the modules and topics in the school-based English Language curriculum, schools are encouraged to make use of the lesson plans in the resource kit to **enrich students' English learning experiences** and **create an inspiring and engaging environment** for the learning and teaching of SOW in the English lessons.
- Teachers are encouraged to select and adapt the materials to suit their students' **needs, interests** and **abilities**.
- Posters, games, learning and teaching materials and SOWIT videos are available on the website of the Education Bureau (<http://www.edb.gov.hk/sow>).

