

# SOWIT Videos Resource Kit (Part 2)



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## **Preface**

*SOWIT Videos Resource Kit (Part 2)* 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. Following the first batch of SOWIT videos and *SOWIT Videos Resource Kit (Part 1)*, the *SOWIT Videos Resource Kit (Part 2)* is developed, as a continued effort, to enhance students’ viewing and multimodal literacy skills as well as promote positive values and attitudes in the English Language classroom through the use of the second batch of SOWIT videos in the learning and teaching of SOW.

### **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 second 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 2)* 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 – “Never Look a Gift Horse in the Mouth”

(Video link: [www.edb.gov.hk/sowit\\_horse](http://www.edb.gov.hk/sowit_horse))

### Lesson Plan



#### Suggested Levels

Upper Primary/Junior Secondary

#### Summary of the Learning Task

Students watch the SOWIT video “Never Look a Gift Horse in the Mouth”, which reminds us to be grateful when receiving a gift through the host’s personal experience and explanation of the ancient practice of evaluating the age of a horse by looking at its teeth. They are then guided to understand the meaning of the saying “Never look a gift horse in the mouth”, and the related positive values and attitudes (e.g. be grateful, cherish what we have, be positive), and give a presentation about a gift they have received before.

#### Learning Objectives

##### Content

- To understand the meaning of the saying “Never look a gift horse in the mouth.” through the personal experience and explanation of the host in the context of a video

##### Language

- To explore the different elements of the video (e.g. purpose, theme, facts, opinions)
- To indicate responses using the sentence pattern “*When I ..., I...*”
- To compare and contrast how our attitude affects others’ feelings using the connective “*however*”

##### Values and Attitudes

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

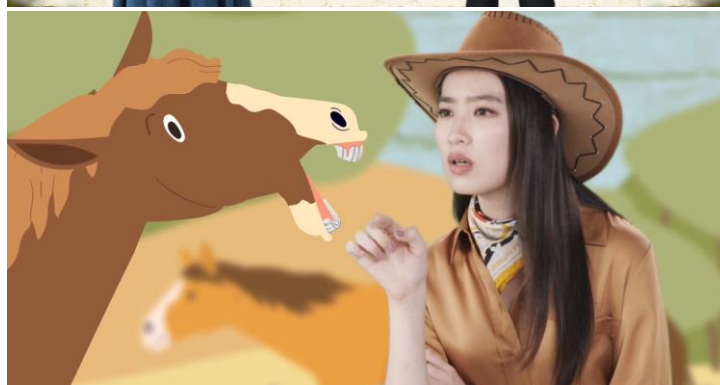
## Sharing Learning Intentions

1. Introduce the objectives of the learning activities

## Pre-viewing

### **Part A: Making Predictions about the Video**

1. Refer students to *Activity Sheet: Part A*.
2. Draw students' attention to the pictures below, which depict two scenes of the SOWIT video "Never Look a Gift Horse in the Mouth":



3. Guide students to make predictions about the video by drawing their attention to the visual clues captured in the pictures (e.g. gift, question marks, horse, horse's open mouth, horse breeder, facial expression and gestures of the host).
4. Discuss with students their observations.

## Viewing

### **Part B: Exploring the Different Elements of the Video**

1. Refer students to *Activity Sheet: Part B*.
2. Introduce the different elements of the video (i.e. purpose, theme, facts, opinions) before playing the video and instruct students to note down some key points for each element while watching the video.
3. Play the video "Never Look a Gift Horse in the Mouth".
4. Discuss with students the elements of the video.

## Post-viewing

### **Part C: Comparison of Characters**

1. Refer students to *Activity Sheet: Part C*.
2. Guide students to compare the responses and attitude of the characters (i.e. Ashley, Ashley's friend and the horse breeder) in the video when they receive a gift using the sentence pattern "*When I ..., I...*".
3. Play the video again whenever necessary.
4. Discuss with students:
  - what we should/should not do when receiving a gift; and
  - how our response towards a gift affects the giver's feelings.

### **Part D: Understanding the Saying of Wisdom**

1. Refer students to *Activity Sheet: Part D*.
2. Revisit the meaning of the saying "Never look a gift horse in the mouth." with students (i.e. we should be grateful when receiving a gift instead of being critical or refusing something good that is offered).
3. Introduce the use of the connective "*however*" to make comparisons using the example given.
4. Invite students to reflect on how their responses towards a gift or something good that is being offered affect the giver's feeling by making a sentence using '*however*'.
5. Highlight to students that it is important for us to be grateful for the good things offered and think from others' perspective before giving a response.
6. Ask students to give a presentation about a gift they have received before and reflect on what they can do if they receive a gift they do not like.

**SOWIT Video Series – “Never Look a Gift Horse in the Mouth”**  
**Activity Sheets**

**(Pre-viewing)**

**Part A: Making Predictions about the Video**

1. Study the pictures below, which depict two scenes of the SOWIT video “Never Look a Gift Horse in the Mouth”. What do you think the video is about? Write down your thoughts in Boxes (a) – (e).

(a) What do you think the gift was?

(b) Why did the girl on the right look so confused?

(c) What was the job of the girl?



(e) What do you think the saying “Never look a gift horse in the mouth.” means?

(d) Which part of the horse was the girl looking at? Why did she do that?

**(Viewing)**

**Part B: Exploring the Different Elements of the Video**




1. Watch the video and complete the table below:

<p style="text-align: center;"><b>Theme</b></p> <p>(What is the subject/main idea of the video?)</p>	<p>(a) Put a tick (✓) in the correct box.</p> <p><input type="checkbox"/> Friendship <input type="checkbox"/> Horse breeding <input type="checkbox"/> Gratitude</p>
<p style="text-align: center;"><b>Purpose</b></p> <p>(What does the video aim to achieve?)</p>	<p>(b) Fill in the blanks.</p> <p>i) To introduce the saying of wisdom “ _____ ”.</p> <p>ii) To remind us that we should be _____ when receiving a _____ instead of being _____ of it.</p>
<p style="text-align: center;"><b>Fact</b></p> <p>(Something that is known or proved to be true)</p>	<p>(c) Are the following facts or opinions? Put the letters (A-E) in the correct box.</p> <p>A. The host, Ashley, always said “Thank you!” when receiving a present.</p>
<p style="text-align: center;"><b>Opinion</b></p> <p>(A view or a judgement)</p>	<p>B. Ashley’s friend always asked a lot of questions when she received a gift.</p> <p>C. We should consider the giver’s feelings when receiving a gift.</p> <p>D. Ancient horse breeders evaluated the age of a horse by looking at its teeth.</p> <p>E. Both the giver and the recipient will feel happy if the recipient is grateful when receiving a gift.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"><div style="border: 2px solid orange; border-radius: 15px; padding: 10px; text-align: center;"><u>Facts</u></div><div style="border: 2px solid orange; border-radius: 15px; padding: 10px; text-align: center;"><u>Opinions</u></div></div>

**(Post-viewing)**

**Part C: Comparison of Characters**

1. How did the characters in the video (i.e. Ashley, Ashley's friend and the horse breeder) respond when they received a gift? What was their attitude?

Ashley	Ashley's friend	The horse breeder
		
<p>(a) "When I receive a gift, I _____" _____"</p>	<p>(c) "When I receive a gift, I _____" _____"</p>	<p>(e) "When I receive a gift horse, I _____" _____"</p>
<p>(b) I think she is a/an _____ person.</p>	<p>(d) I think she is a/an _____ person.</p>	<p>(f) I think she is a/an _____ person.</p>

2. Which character's response would you like best if you were the giver of the gift? Why?

\_\_\_\_\_

3. What should we do/not do when receiving a gift?

\_\_\_\_\_



**Part D: Understanding the Saying of Wisdom**

1. What is the message conveyed by the video?

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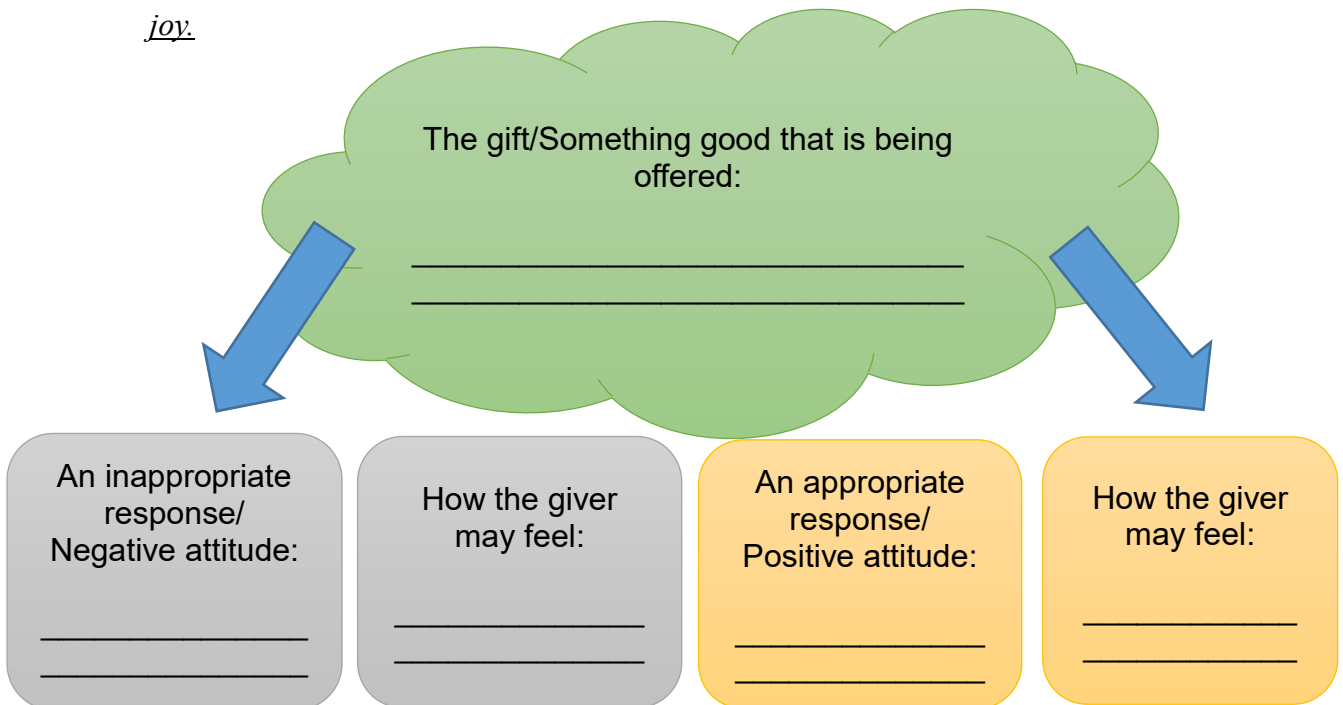
2. What is the meaning of the saying “Never look a gift horse in the mouth”?

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3. In the video, Ashley’s friend criticised every single present Ashley gave her and this upset Ashley. Let’s think about how our response towards the gifts and something good that is being offered may affect others’ feelings. Use the connective “*however*” to show the positive and negative impacts of our responses. Share your ideas with your classmates.

Example: Sometimes I refuse to drink the soup my mother makes, which lets her down. However, when I empty the bowl and tell her how delicious the soup is, she is filled with joy.



Your experience: \_\_\_\_\_  
\_\_\_\_\_.

4. Have you ever received a gift that you do not like? What was your attitude towards the gift? Give a presentation about a gift you have received before and share what we can do if we receive a gift we do not like. You may include the following details in your presentation:

#### The gift you received

- Who gave you the gift?
- What was the gift?
- Why did you not like it?



#### Your response

- How did you respond to the giver?
- How did the giver feel?
- Was your response appropriate?
- Did you consider the giver's feelings before giving a response?

#### Your reflection

- What will you say/do if you receive a gift you do not like in the future?
- How can we express our gratitude and appreciation to the giver?



**SOWIT Video Series – “Never Look a Gift Horse in the Mouth”**  
**Activity Sheets (Suggested Answers)**

**Part A: Making Predictions about the Video**

- 1(a) A horse (Accept any reasonable answers.)
- 1(b) She received a horse as a gift. (Accept any reasonable answers.)
- 1(c) A horse breeder/cowgirl (Accept any reasonable answers.)
- 1(d) She was looking at the horse’s teeth/tongue/mouth to check its age/health. (Accept any reasonable answers.)
- 1(e) Accept any reasonable answers.

**Part B: Exploring the Different Elements of the Video**

- 1(a) Gratitude
- 1(b) i) To introduce the saying of wisdom “Never look a gift horse in the mouth”.  
ii) To remind us that we should be grateful when receiving a gift/present instead of being critical of it.
- 1(c) Facts: A, B & D  
Opinions: C & E

**Part C: Comparison of Characters**

- 1(a) When I receive a gift, I say “Thank you!” (Accept any reasonable answers.)
- 1(b) grateful (Accept any reasonable answers.)
- 1(c) When I receive a gift, I ask many questions to criticise the gift. (Accept any reasonable answers.)
- 1(d) critical/ungrateful/inconsiderate (Accept any reasonable answers.)
- 1(e) When I receive a gift horse, I look at its teeth to evaluate its age. (Accept any reasonable answers.)
- 1(f) critical/ungrateful/inconsiderate (Accept any reasonable answers.)
- 2. Accept any reasonable answers.
- 3. Accept any reasonable answers.

**Part D: Understanding the Saying of Wisdom**

- 1. We should be grateful when receiving a gift instead of being critical or refusing something good that is offered. (Accept any reasonable answers.)
- 2. The saying refers to the practice of evaluating the age of a horse by looking at its teeth. It means we should be grateful when receiving a gift. (Accept any reasonable answers.)
- 3. Accept any reasonable answers.

SOWIT Video Series – “Gratitude is the Sign of Noble Souls”  
(Video link: [www.edb.gov.hk/sowit\\_noble](http://www.edb.gov.hk/sowit_noble))

Lesson Plan



**Suggested Levels**

Upper Primary/Junior Secondary

**Summary of the Learning Task**

Students watch the SOWIT video “Gratitude is the Sign of Noble Souls”, which is about a slave helping a lion when it was in trouble. In return, the lion showed gratitude to the slave by saving his life. Students are then guided to understand the meaning of the saying “Gratitude is the sign of noble souls”, learn about the related positive values and attitudes (e.g. be grateful, be empathetic, care for others), and write a thank-you card to someone whom students would like to show appreciation to.

**Learning Objectives**

**Content**

- To understand the meaning of the saying “Gratitude is the sign of noble souls.” through a story presented in the context of a video

**Language**

- To explore the story elements of the video (e.g. setting, problem, solution, suspense, twist, main characters, supporting characters)
- To describe the appearance, feelings and personality of the main characters by using a range of adjectives

**Values and Attitudes**

- To cultivate positive values and attitudes (e.g. be grateful, be empathetic, care for others)

### 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 the main characters and a scene of the SOWIT video "Gratitude is the Sign of Noble Souls". Invite them to make predictions about what the story is about.



3. Discuss with students their observations about the setting, the feelings of the characters and the plot.
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. setting, problem, solution, suspense, twist) before playing the video and instruct students to note down some key points for each element while watching the video.
3. Play the video "Gratitude is the Sign of Noble Souls".
4. Discuss with students the story elements of the video.

## Post-viewing

### **Part C: Understanding the Characters**

1. Refer students to *Activity Sheet: Part C*.
2. Instruct students to identify the main and supporting characters.
3. Guide students to analyse the main characters (i.e. Androcles and the lion) using the “Role on the Wall”:
  - Elicit from students the adjectives describing the appearance, feelings and personality of Androcles and the lion at different stages of the story; and
  - Invite them to substantiate the choice of adjectives with relevant examples.
4. Instruct students to identify other characters’ perception of the main characters. Draw students’ attention to the change in the perception as the story unfolds.
5. Play the video again whenever necessary.

### **Part D: Understanding the Theme and the Saving of Wisdom**

1. Refer students to *Activity Sheet: Part D*.
2. Guide students to work out the meaning of the saying (i.e. people who show gratitude to others are blessed souls) by revisiting the lion’s good deeds done in return for Androcles’s kindness.
3. Discuss with students the messages conveyed (i.e. be grateful and show appreciation to those who are kind to us; be empathetic and offer a helping hand to those in need) in the story.
4. Invite students to recall the good deeds people have done for them.
5. Instruct students to write a thank-you card to someone whom they would like to show appreciation to. In the thank-you card, students should include:
  - The good deeds someone performed and their gratitude;
  - How they could pay it forward; and
  - The saying of wisdom “Gratitude is the sign of noble souls”.

**SOWIT Video Series - “Gratitude is the Sign of Noble Souls”  
Activity Sheets**

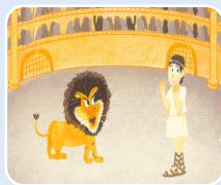
**(Pre-viewing)**

**Part A: Making Predictions about the Story Elements**

1. The picture below depicts a scene of the SOWIT video “Gratitude is the Sign of Noble Souls”. What do you think the story is about? Answer the questions in Boxes (a) – (c).



(a) Where did the story take place?



(b) How did the characters feel?

- The lion:
- The man:








(c) What happened in the story?


(Viewing)

**Part B: Understanding the Story Elements**

1. Look at the pictures below. They depict several scenes of the video. Complete the table below to learn more about the development of the story.


<b>(I) Setting: In the forest</b>		
	<p>(a) Who was Androcles? Why did he run away? How did he feel?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<b>Problem</b>
	<p><i>"Little did he know that some</i></p> <p>(b) _____ <i>was</i></p> <p><i>waiting for him."</i></p> <p>(c) What was the mood of this scene?</p> <p>_____</p>	<b>Suspense</b>
	<p>(d) What problem did the lion encounter?</p> <p>_____</p> <p>_____</p>	<b>Problem</b>
	<p>(e) How was the lion's problem solved?</p> <p>_____</p> <p>_____</p>	<b>Solution</b>
 <p><small>the lion took Androcles to</small></p>	<p>(f) How was Androcles's problem solved?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<b>Solution</b>




	<p>(g) What happened to Androcles and the lion?</p> <hr/> <hr/>
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**Problem**


**(II) Setting: At the Colosseum**

	<p>(h) What problem did the lion encounter?</p> <hr/> <hr/>
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**Problem**

	<p>(i) What did the lion do when he saw Androcles at the colosseum?</p> <hr/> <hr/> <p>(j) What reaction did you originally expect from the lion?</p> <hr/> <hr/> <p>(k) How did you feel when you saw the lion's reaction?</p> <hr/>
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**Twist**

	<p>(l) What happened to Androcles and the lion in the end?</p> <hr/> <hr/>
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**Solution**

**(Post-viewing)**

**Part C: Understanding the Characters**

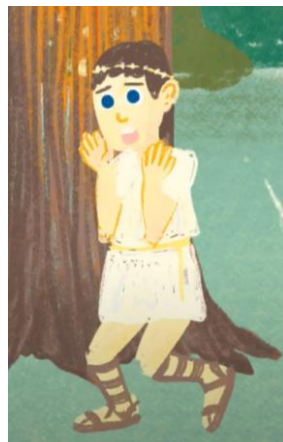
1. Who are the main characters and the supporting characters in the story?

<b>Main characters:</b>	
<b>Supporting characters:</b>	

2. Complete the following “Role on the Wall” to gain a better understanding of the main characters.

**(I) Role on the Wall - Androcles**

**(a) His clothing:**  
Simple/extravagant\*  
(\*delete as appropriate)



**(b) His feelings:**

(i) In the forest:

(ii) Reason:

(iii) At the colosseum:

(iv) Reason:

**(c) His personality:**

(i) In the forest:

(ii) Evidence:

(iii) At the colosseum:

(iv) Evidence:

**(d) Other characters' perception of Androcles:**

(i) The lion: \_\_\_\_\_

(ii) Reason: \_\_\_\_\_

(iii) The soldiers in the forest: \_\_\_\_\_

(iv) Reason: \_\_\_\_\_

The emperor:

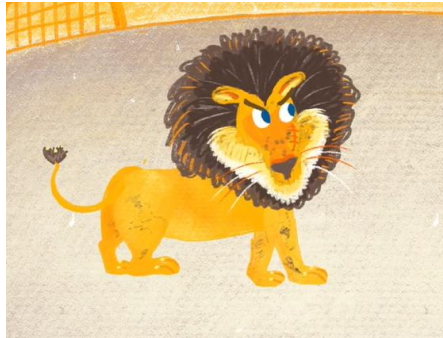
- At the beginning, he thought Androcles was

(v) \_\_\_\_\_ as (vi) \_\_\_\_\_

- In the end, he thought Androcles was

(vii) \_\_\_\_\_ as (viii) \_\_\_\_\_

**(II) Role on the Wall - The Lion**



**(a) His appearance:**  
At the colosseum:  
fierce

**(b) His feelings:**

(i) In the forest:

\_\_\_\_\_

(ii) Reason:

\_\_\_\_\_

(iii) At the colosseum:

\_\_\_\_\_

(iv) Reason:

\_\_\_\_\_

\_\_\_\_\_

**(c) His personality:**

(i) In the forest:

\_\_\_\_\_

(ii) Evidence:

\_\_\_\_\_

\_\_\_\_\_

(iii) At the colosseum:

\_\_\_\_\_

(iv) Evidence:

\_\_\_\_\_

\_\_\_\_\_

**(d) Others characters' perception of the lion:**

The emperor:

- At the beginning, he thought the lion was (i) \_\_\_\_\_ as

(ii) \_\_\_\_\_.

- In the end, he thought the lion was (iii) \_\_\_\_\_ as

(iv) \_\_\_\_\_.

The audience at the colosseum:

(v) \_\_\_\_\_

Androcles:

- At the beginning, he thought the lion was (vi) \_\_\_\_\_ as

(vii) \_\_\_\_\_.

- In the end, he thought Androcles was (viii) \_\_\_\_\_ as

(ix) \_\_\_\_\_.

**Part D: Understanding the Saying of Wisdom**

1. Look at the pictures and complete the diagram below to illustrate how the lion showed gratitude for Androcles's kindness.

**Androcles's good deed**

(a) What did Androcles do?



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**The lion's good deeds**

(b) What did the lion do in the forest?



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**“Gratitude is the sign of noble souls.”**

(d) What is the meaning of the saying?

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(c) What did the lion do at the colosseum?



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2. What is the message conveyed in the story?

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**SOWIT Video Series – “Gratitude is the Sign of Noble Souls”  
Activity Sheets (Suggested Answers)**

**Part A: Making Predictions about the Story Elements**

- (a) At the Colosseum (Accept any reasonable answers.)
- (b) The lion: angry; The man: scared/worried (Accept any reasonable answers.)
- (c) Accept any reasonable answers.

**Part B: Understanding the Story Elements**

- (a) He was a slave and he ran into the forest to avoid being captured by the soldiers.  
He was cold and hungry.
- (b) “Little did he know that some unexpected company was waiting for him.”
- (c) Mysterious/Scary/Tensed (Accept any reasonable answers.)
- (d) He got a splinter in his palm.
- (e) Androcles removed the splinter for him.
- (f) The lion took Androcles to his cave and gave him some food.
- (g) They were captured by the soldiers.
- (h) He was starved for days in a cage.
- (i) He licked Androcles’s hand like a puppy.
- (j) Accept any reasonable answers.
- (k) Astonished/ Surprised/Amazed/Touched (Accept any reasonable answers.)
- (l) They were released and regained their freedom at last.

**Part C: Understanding the Characters**

- 1. Main characters: Androcles, the lion  
Supporting characters: The emperor, the soldiers
- 2. (I) **Role on the Wall – Androcles**
  - (a) His clothing: Simple
  - (b) His feelings:
    - (i) Worried
    - (ii) Worried about being captured by the soldiers and/or killed by the lion
    - (iii) Scared
    - (iv) Scared of being attacked by the lion
  - (c) His personality:
    - (i) Compassionate/helpful/kind-hearted/empathetic
    - (ii) He helped the lion to remove the splinter despite being chased by the soldiers.
    - (iii) Brave/courageous
    - (iv) He bravely faced the lion without escaping.
  - (d) Others characters’ perception of Androcles:
    - (i) Helpful
    - (ii) Androcles removed the splinter in his palm.
    - (iii) Weak/fragile/insignificant
    - (iv) He was a slave to be captured.

The emperor

- At the beginning, he thought Androcles was (v) weak/fragile/insignificant as (vi) he was just a slave and a prey of the lion.
- In the end, he thought Androcles was (vii) kind/noble as (viii) he helped the lion in the forest.

## **(II) Role on the Wall – The Lion**

(a) His appearance

At the Colosseum: *Fierce (given)*

(b) His feelings:

- (i) Grateful
- (ii) Androcles helped him remove the splinter.
- (iii) Starving
- (iv) He was starved for days in a cage.

(c) His personality:

- (i) Helpful/generous/compassionate/thankful/grateful
- (ii) He took Androcles to his cave and gave him some food.
- (iii) Grateful/loyal
- (iv) He did not attack Androcles and showed his gratitude by licking Androcles's hand instead.

(d) Others characters' perception of him:

The emperor

- At the beginning, he thought the lion was (i) cruel as (ii) the lion was the predator and would attack Androcles for meal.
- In the end, he thought the lion was (iii) noble as (iv) he did not attack Androcles to repay Androcles for his kindness.

The audience at the colosseum

(v) Cruel

Androcles:

- At the beginning, he thought the lion was (vi) fierce/cruel as (vii) he believed the lion was a predator and would kill him for food.
- In the end, he thought the lion was (viii) kind/grateful/loyal as (ix) the lion did not attack him in return for his good deed done before.

## **Part D: Understanding the Saying of Wisdom**

1. (a) He removed the splinter from the lion's palm.  
(b) He took Androcles to his cave and gave him some food.  
(c) He did not attack Androcles and licked his hand like a puppy.  
(d) People who show gratitude to others are blessed souls.
2. We should be grateful and show appreciation to the good deeds people do to us. We should also be empathetic/compassionate and show concern to the people around us and lend a helping hand to those in need.
3. Accept any reasonable answers.

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## Section 2

### **Cherish what we have**

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SOWIT Video Series – “A Bird in the Hand is Worth Two in the Bush”  
(Video link: [www.edb.gov.hk/sowit\\_bush](http://www.edb.gov.hk/sowit_bush))

Lesson Plan



A bird in the hand is  
worth two in the bush.

**Suggested Levels**

Upper Primary/Junior Secondary

**Summary of the Learning Task**

Students watch the SOWIT video “A Bird in the Hand is Worth Two in the Bush”, which is about a shepherd who realised that he should not risk losing the things he had already had by trying to get something that he thought might be better. They are then guided to understand the meaning of the saying “A bird in the hand is worth two in the bush”, learn about the related positive values and attitudes (e.g. be grateful, cherish what we have), and write a reflection on their personal experience.

**Learning Objectives**

**Content**

- To understand the meaning of the saying “A bird in the hand is worth two in the bush.” through a story presented in the context of a video

**Language**

- To explore the story elements of the video (e.g. characters, setting, change, moral)
- To make comparison using
  - a graphic organiser (i.e. a Venn diagram)
  - the language structure:  
“No matter how *(adjective) noun(phrase)* may seem,  
it is not as *(adjective) as noun(phrase)!*”

**Values and Attitudes**

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

## Sharing Learning Intentions

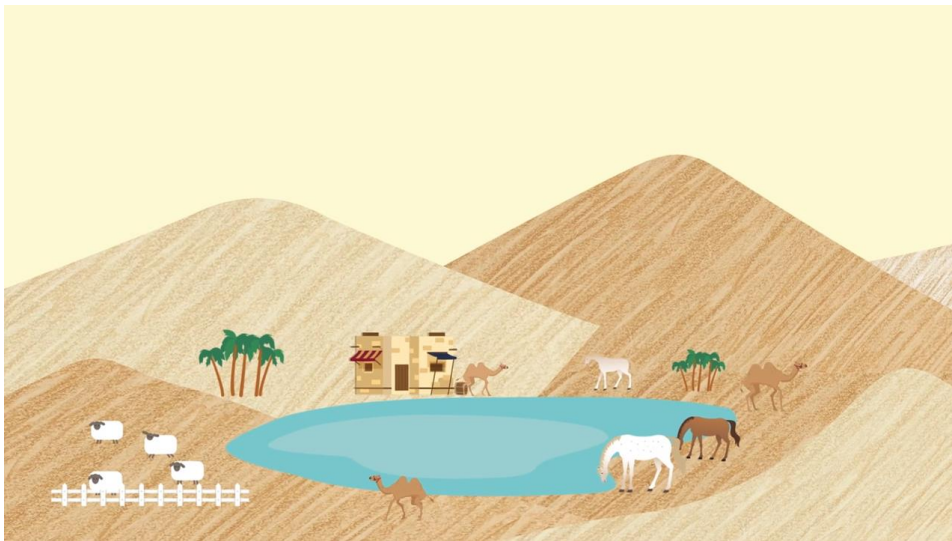
1. Introduce the objectives of the learning activities.

## Pre-viewing

### Part A: Making Predictions about the Story

1. Refer students to *Activity Sheet: Part A*.
2. Show students the pictures below, which are captured from the SOWIT video “A Bird in the Hand is Worth Two in the Bush”:

Picture A: The oasis



Picture B: The mirage



3. Guide students to compare the setting of the two pictures by drawing their attention to the similarities and differences between the two places.
4. Discuss with students their observations and invite them to share with the class where they would prefer to stay out of these two places.

## Viewing

### **Part B: Understanding the Story Elements**

1. Refer students to *Activity Sheet: Part B*.
2. Introduce the story elements (i.e. characters, setting, change, moral) 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 Bird in the Hand is Worth Two in the Bush”.
4. Discuss with students the story elements of the video.
5. Play the video again whenever necessary.

## Post-viewing

### **Part C: Following the Development of the Story**

1. Refer students to *Activity Sheet: Part C*.
2. Guide students to follow the development of ideas by drawing their attention to
  - the setting of the sequence of events in the story; and
  - the change in the shepherd’s life.
3. Discuss with students whether they would share the same idea as the shepherd after seeing the mirage.

### **Part D: Characterisation**

1. Refer students to *Activity Sheet: Part D*.
2. Guide students to analyse the emotional change of the main character (i.e. the shepherd) by drawing their attention to
  - the shepherd’s feelings at the beginning, in the middle and at the end of the story; and
  - the reasons for the change in the shepherd’s feelings.
3. Play the video again whenever necessary.

### **Part E: Understanding the Saying of Wisdom**

1. Refer students to *Activity Sheet: Part E*.
2. Revisit the meaning of the saying “A bird in the hand is worth two in the bush.” with students (i.e. You should not risk losing something you have already had by trying to get something you think might be better, or you might end up with nothing).
3. Draw students’ attention to the communicative function and language structure of the sentence “*No matter how great something faraway may seem, it is not as real as what you’ve already had!*”:
  - Communicative function  
To compare
  - Language structure  
“*No matter how (adjective) noun(phrase) may seem, it is not as (adjective) as noun(phrase)!*”
4. Ask students to reflect on their personal experience and write a reflection on the video “A Bird in the Hand is Worth Two in the Bush”.

**SOWIT Video Series – “A Bird in the Hand is Worth Two in the Bush”**  
**Activity Sheets**

**(Pre-viewing)**

**Part A: Making Predictions about the Story**

1. Study the pictures below, which are captured from the SOWIT video “A Bird in the Hand is Worth Two in the Bush”.

Picture A



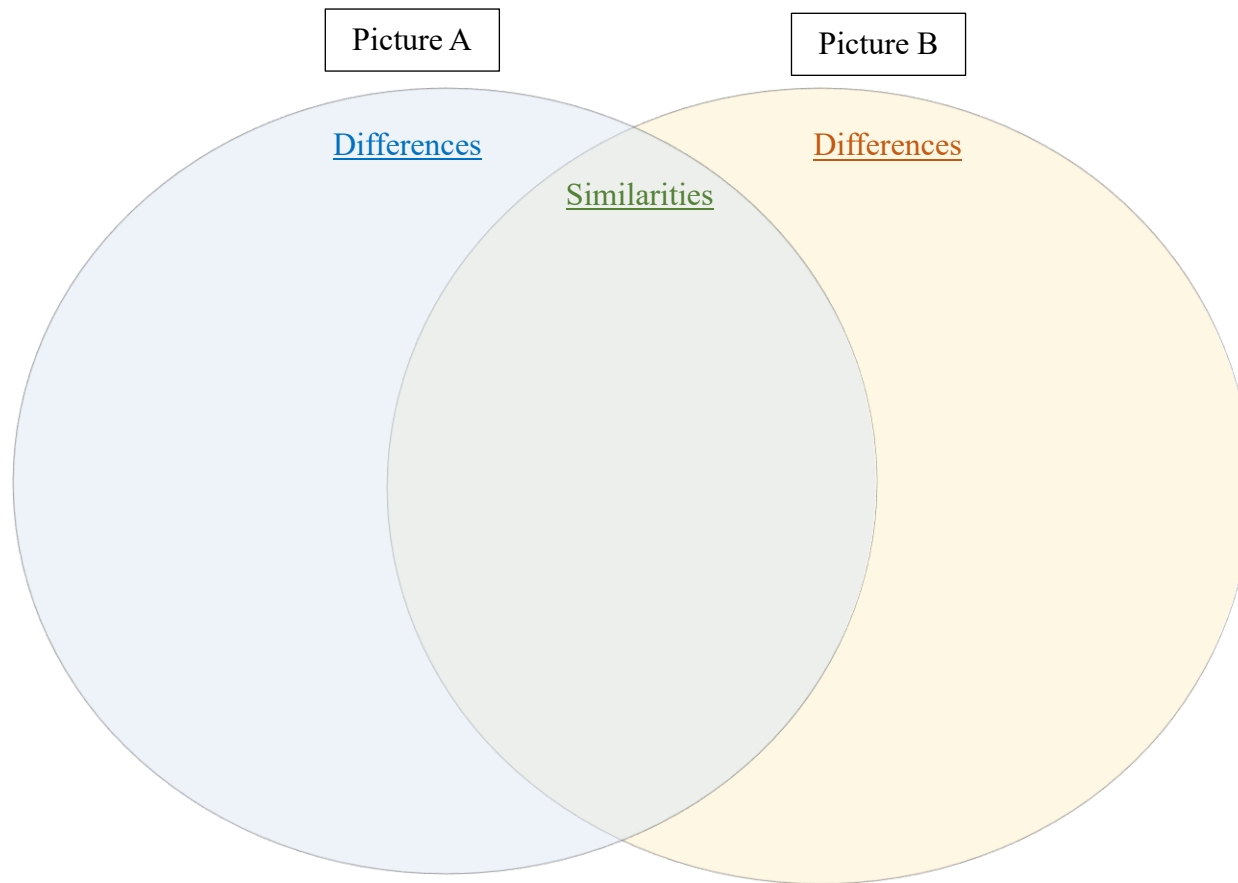
Picture B



(a) Compare Picture A with Picture B.

- Where did the story take place?
- What can you see in the pictures?

Write down your answers in the Venn diagram on the following page.



(b) Which place do you want to stay at? Explain your answer.

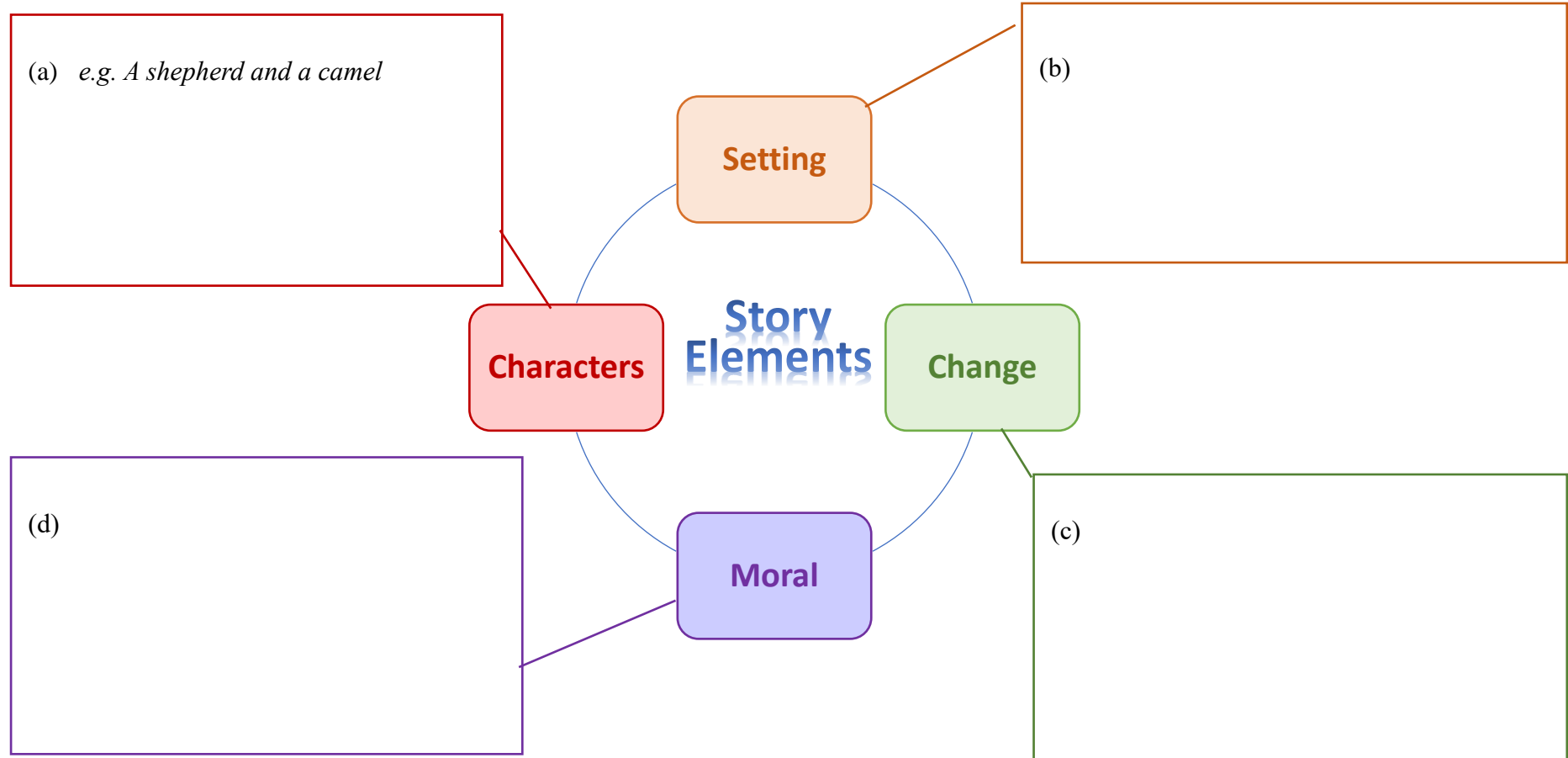
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(Viewing)

**Part B: Understanding the Story Elements**

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





(Post-viewing)

**Part C: Following the Development of the Story**

1. Study the pictures below, which show the setting of the sequence of events in the story.

Picture A



Picture B

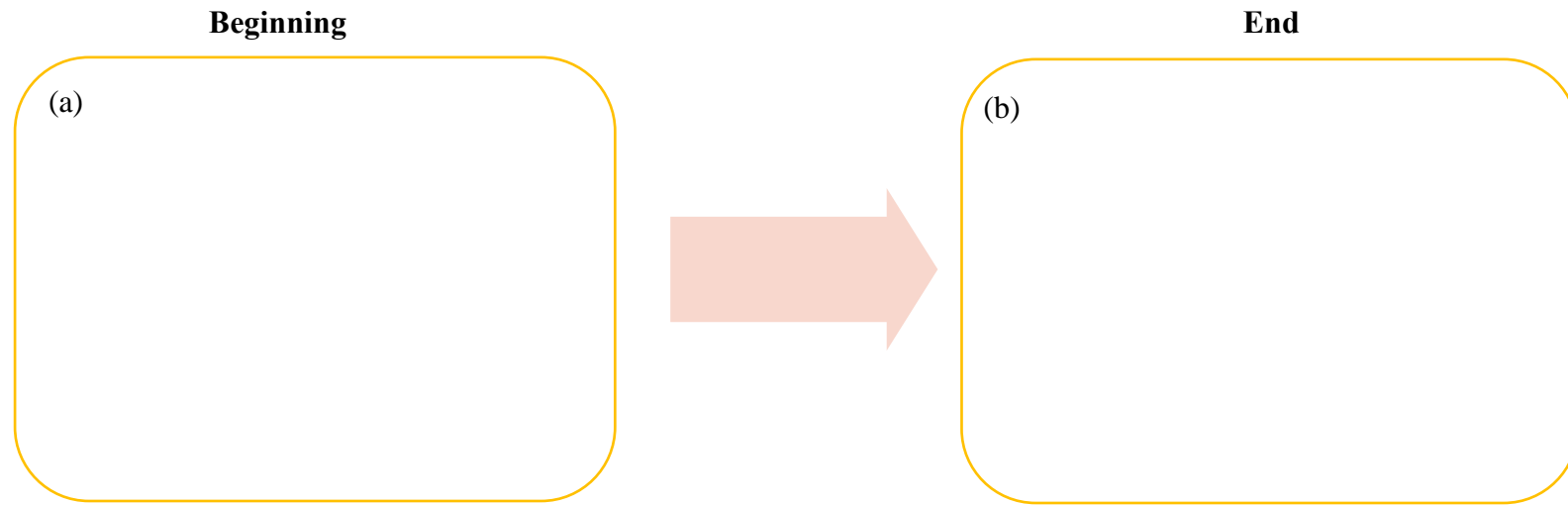


Picture C



	Picture A	Picture B	Picture C
(a) What were they?	An oasis		
(b) Describe these places.			
(c) What had happened to these places?			

2. Compare the life of the shepherd at the beginning of the story and at the end of the story.



3. Why did the shepherd leave the oasis?




---

4. If you were the shepherd, what would you do when you saw the mirage?

---

**Part D: Characterisation**

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

<b>Beginning</b>	<b>Middle</b>	<b>End</b>
		
(a) <u>Feeling</u>	(b) <u>Feeling</u>	(c) <u>Feeling</u>
(d) <u>Reason(s)</u>	(e) <u>Reason(s)</u>	(f) <u>Reason(s)</u>

**Part E: Understanding the Saying of Wisdom**

1. What is the message conveyed by the story?

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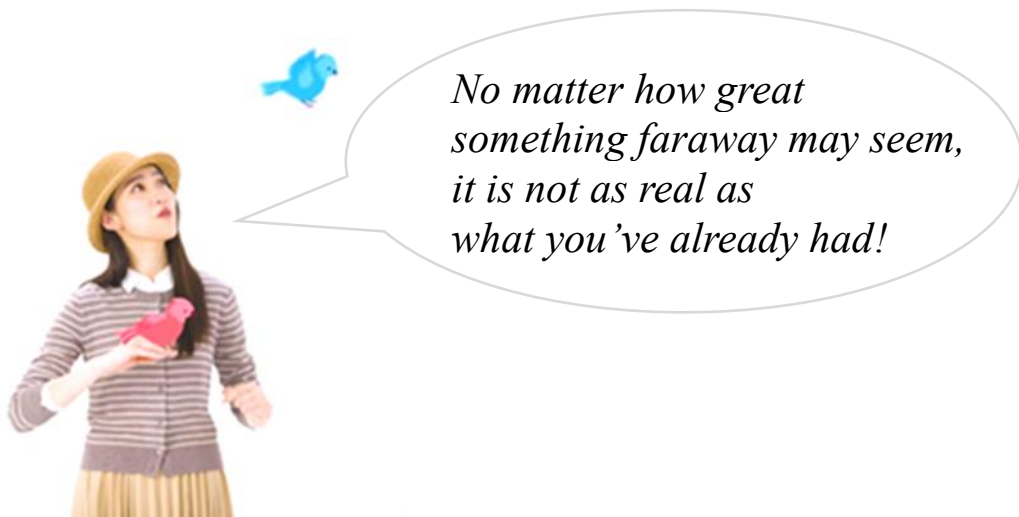
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2. What is the meaning of the saying “A bird in the hand is worth two in the bush”?

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3.



Study the language structure of the sentence in the speech bubble above and write down your idea in the space below:

*No matter how great something faraway may seem,*

(a)[ ] (b)[ *noun(phrase)* ]

*it is not as real as what you've already had!*

(c)[ ] (d)[ ]

(e) What is the use of this language structure?

---

4. In about 150 words, share your personal experience and write a reflection on “A bird in the hand is worth two in the bush”. You may include the following details in your work:

**Title** A Bird in the Hand is Worth Two in the Bush

**Opening** No matter how \_\_\_\_\_ may seem,  
it is not as \_\_\_\_\_ as \_\_\_\_\_!

**Body** *Describe the event.*

*What was the change/challenge?*

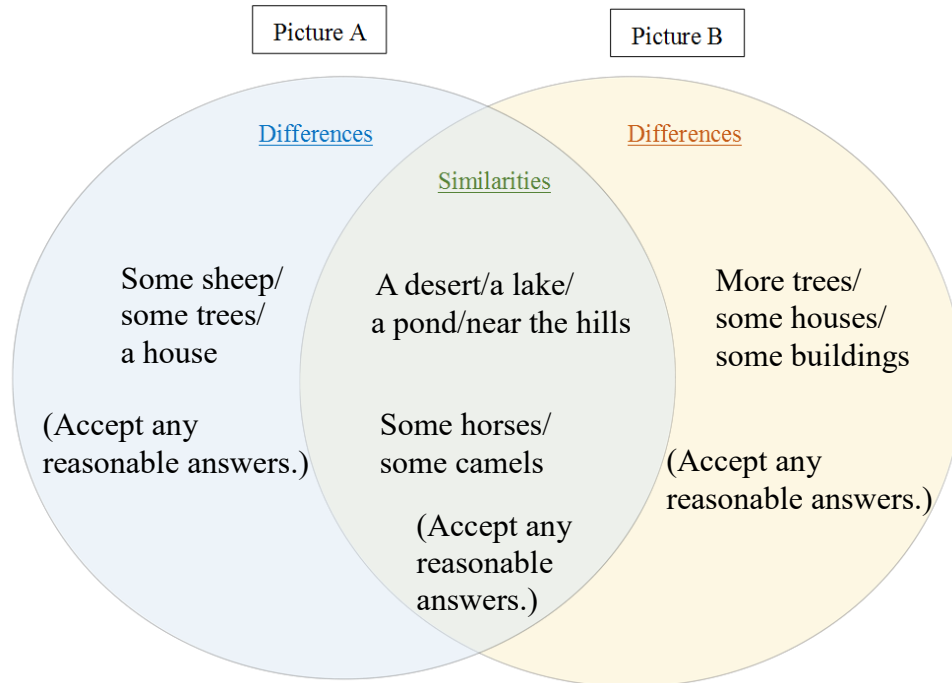
*What happened in the end?*

**Closing** *What have you learnt from the experience?*

**SOWIT Video Series – “A Bird in the Hand is Worth Two in the Bush”**  
**Activity Sheets (Suggested Answers)**

**Part A: Making Predictions about the Story**

1(a)



1(b) Accept any reasonable answers.

**Part B: Understanding the Story Elements**

1(a) *A shepherd and a camel (given)*

1(b) A desert

1(c) The shepherd saw a mirage in the distance. He thought he would get a better life out there.

1(d) Cherish what you have now or you will lose more than you gain.

**Part C: Following the Development of the Story**

1.	Picture A	Picture B	Picture C
(a) What were they?	<i>An oasis (given)</i>	A mirage	A ruin
(b) Describe these places.	There were trees, water, a house and a farm with animals.	There were trees, water and a town with houses/buildings and animals.	Only broken parts of the house were left. The animals were no longer there.
(c) What had happened to these places?	The shepherd left the oasis behind because he thought there was a better life out there for him.	The mirage disappeared.	Without the care of the shepherd, the oasis became a ruin.

- 2(a) The shepherd lived in an oasis in a desert. He owned a herd of sheep and lived a carefree/perfect life.
- 2(b) He lost his carefree life and ended up with nothing.
3. He thought he would get a better life out there.
4. Accept any reasonable answers.

**Part D: Characterisation**

- 1(a) Energetic/happy/relaxed (Accept any reasonable answers.)
- 1(b) Amazed/excited/hopeful (Accept any reasonable answers.)
- 1(c) Disappointed/sad/regretful (Accept any reasonable answers.)
- 1(d) He lived a carefree/perfect life.
- 1(e) He was certain that a better life awaited him out there.
- 1(f) The oasis became a ruin. He ended up with nothing.

**Part E: Understanding the Saying of Wisdom**

1. Cherish what you have now or you will lose more than you gain.
2. You should not risk losing something you have already had by trying to get something that you think might be better, or you might end up with nothing.
- 3(a) adjective
- 3(b) *noun(phrase)(given)*
- 3(c) adjective
- 3(d) noun(phrase)
- 3(e) To make comparison
4. Accept any reasonable answers.

**SOWIT Video Series – “Opportunity Only Knocks Once”**  
 (Video link: [www.edb.gov.hk/sowit\\_opportunity](http://www.edb.gov.hk/sowit_opportunity))

**Lesson Plan**



<b>Suggested Levels</b>
Upper Primary/Junior Secondary
<b>Summary of the Learning Task</b>
Students watch the SOWIT video “Opportunity Only Knocks Once”, which is about the different approaches adopted by two characters in looking for the treasure in a hidden reef – one man was well-prepared and found the treasure during the low tide while the other had a lot of hesitation and missed the opportunity. Students are then guided to understand the meaning of the saying “Opportunity only knocks once”, learn about the related positive values and attitudes (e.g. be proactive, be positive), write a letter to give advice using conditional sentences, and design a poster to encourage their schoolmates to be proactive.
<b>Learning Objectives</b>
<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>To understand the meaning of the saying “Opportunity only knocks once.” through a story presented in the context of a video</li> </ul> <p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>To analyse the personality and attitude of the main characters in the video</li> <li>To give advice using the conditional sentence “<i>If I were you, I would...</i>”</li> </ul> <p><b><u>Values and Attitudes</u></b></p> <ul style="list-style-type: none"> <li>To cultivate positive values and attitudes (e.g. be proactive, be positive)</li> </ul>



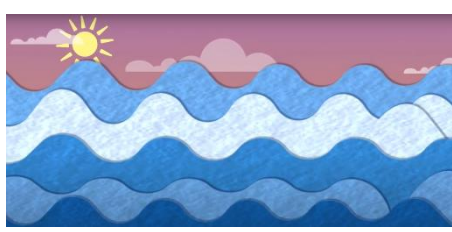
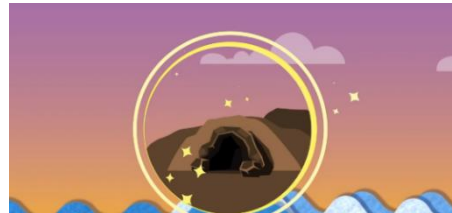
## Sharing Learning Intentions

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. Show students the pictures below, which depict some of the scenes of the SOWIT video “Opportunity Only Knocks Once”:



3. Guide students to make predictions about the story elements by drawing their attention to the visual clues captured in the pictures (e.g. the cave, the jewels, the sea level, the facial expression of the characters).
4. Discuss with students their observations.

## Viewing

### Part B: Analysing the Personality and Attitude of the Characters

1. Refer students to *Activity Sheet: Part B*.
2. Instruct students to scan the questions and pictures in Question 1.
3. Play the video “Opportunity Only Knocks Once”.
4. Instruct students to fill in the blanks while watching the video.
5. Go over the answers with students.
6. Analyse the personality and attitude of the characters with students.

## Post-viewing

### **Part C: Giving Advice Using Conditional Sentences**

1. Refer students to *Activity Sheet: Part C*.
2. Introduce the use of the conditional sentence “*If I were you, I would ...*” to give advice.
3. Invite students to give the man in green some advice using the conditional sentence “*If I were you, I would...*” through revisiting some scenes in the video.

### **Part D: Understanding the Saying of Wisdom**

1. Refer students to *Activity Sheet: Part D*.
2. Revisit the meaning of the saying “Opportunity only knocks once.” with students (i.e. since opportunity only knocks once, we should be well-prepared, seize and cherish it to avoid any lifelong regrets).
3. Invite students to reflect on an opportunity they have missed and what they would do if they were given the opportunity again.
4. Instruct students to design a poster to remind their schoolmates of the importance of seizing every opportunity and convey the message of “Opportunity only knocks once”. Brainstorm possible titles, images and context to use with students.
5. Select a few posters and invite students to introduce their design.

**SOWIT Video Series – “Opportunity Only Knocks Once”  
Activity Sheets**

**(Pre-viewing)**

**Part A: Making Predictions about the Story Elements**

1. Study the pictures below, which depict some of the scenes of the SOWIT video “Opportunity Only Knocks Once”. What do you think the video is about? Write down your thoughts in Boxes (a) – (d).

(a) Where did the story take place?



(b) What were the two main characters looking for?

(c) What had happened?



(d) How did the man in green feel at last?

(Viewing)



**Part B: Analysing the Personality and Attitude of the Characters**

1. The strong man (**the man in pink**) and the slender man (**the man in green**) in the story have very different personalities. Analyse their personalities and attitudes by completing the table below. Fill in the blanks with the most appropriate words and put a tick (✓) in the boxes provided. The words may or may not appear in the video.



➤ **While waiting for the low tide**

What did they do?	What was their attitude?
 <p>The man in pink did a lot of (a) e_____ to keep his body strong and fit.</p>	<p>(b)</p> <input type="checkbox"/> proactive <input type="checkbox"/> passive <input type="checkbox"/> hesitant <input type="checkbox"/> confident
 <p>The man in green was (c) s_____ on the grass and using the binoculars to observe the tide. He was (d) t_____ about when the tide would go out.</p>	<p>(e)</p> <input type="checkbox"/> proactive <input type="checkbox"/> passive <input type="checkbox"/> hesitant <input type="checkbox"/> confident

➤ **When the tide ebbed**

What did they do?	What was their attitude?
 <p>The man in pink was (f) w____-p_____ and physically strong. He made a dash for the passage. He found the treasure (g) s_____.</p>	<p>(h)</p> <input type="checkbox"/> risk-taking <input type="checkbox"/> conservative <input type="checkbox"/> decisive <input type="checkbox"/> indecisive
 <p>The man in green packed his water bottle, but did not take any further actions like the man in pink. He kept thinking if the tide would come in when he was halfway there. He was (i) w_____ that he would get drowned in this dangerous situation.</p>	<p>(j)</p> <input type="checkbox"/> risk-taking <input type="checkbox"/> conservative <input type="checkbox"/> decisive <input type="checkbox"/> indecisive

➤ **Ending**

What happened to them at last?	How did they feel?
 <p>The man in pink returned to the shore while the tide was still low. He became <b>(k) r</b>_____.</p>	<p><b>(l)</b></p> <p><input type="checkbox"/> regretful</p> <p><input type="checkbox"/> satisfied</p> <p><input type="checkbox"/> happy</p> <p><input type="checkbox"/> bitter</p>
 <p>Suddenly, the tide turned so quickly. The man in green was not <b>(m) r</b>_____ and he had no choice but to stay at the beach. He continued <b>(n) w</b>_____, but there was no knowing when the next tide would come.</p>	<p><b>(o)</b></p> <p><input type="checkbox"/> regretful</p> <p><input type="checkbox"/> satisfied</p> <p><input type="checkbox"/> happy</p> <p><input type="checkbox"/> bitter</p>

2. What qualities can you learn from the man in green and the man in pink?

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(Post-viewing)

**Part C: Giving Advice Using Conditional Sentences**

1. **The man in green** waited and missed the chance. **If you were the man in green, what would you do when the tide first subsided?** Give him three pieces of advice using the following language structure:

**If I were you, I would...**

e.g. *If I were you, I would not sit and wait.*



Advice for **the man in green** (The pictures below will help you brainstorm ideas.):

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_



**Part D: Understanding the Saying of Wisdom**

1. What is the message conveyed by the story?

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2. What is the meaning of the saying “Opportunity only knocks once”?

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3. Did you have any experience of missing a chance of doing something that you really wanted to do? What was it? How did you feel at that time? If there were an opportunity again, what would you do? Complete the table below and share your ideas with your classmates.

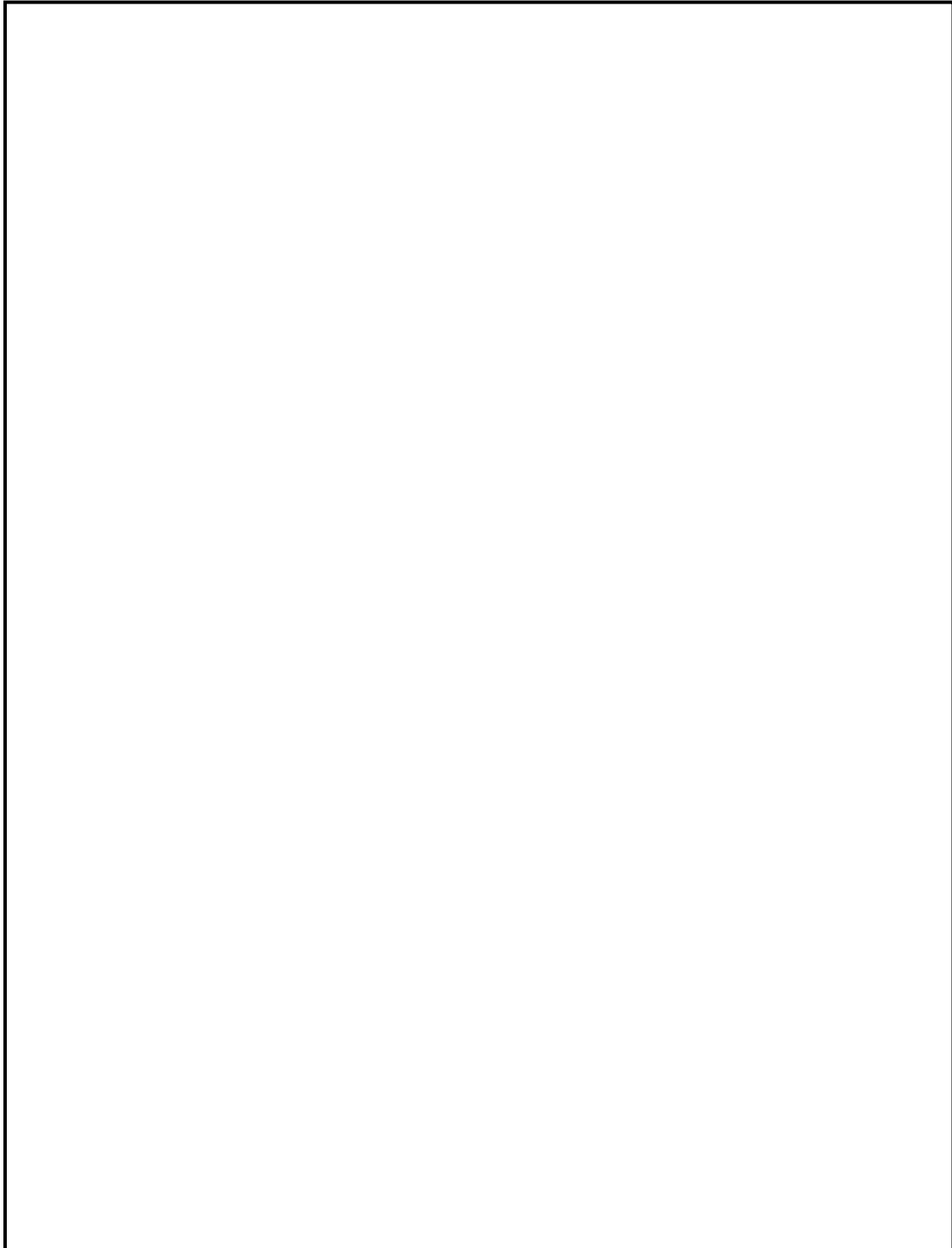
**An opportunity that I missed**

<b>What?</b> What opportunity did you miss?	
<b>When?</b> When did it happen?	
<b>Why?</b> Why did you miss the chance?	
<b>How?</b> How did you feel at that time?	
What have you learnt from the experience?	
<b>If</b> there were an opportunity again, what would you do?	

4. Design a poster to be displayed in your school to encourage your schoolmates to seize every opportunity and convey the message of **“Opportunity only knocks once”**.

Consider the following when designing the poster:

- Think of a situation that your schoolmates may encounter
- Use of eye-catching images
- Use of an attractive title/slogan





**SOWIT Video Series – “Opportunity Only Knocks Once”  
Activity Sheets (Suggested Answers)**

**Part A: Making Predictions about the Story Elements**

1. (a) An island  
(b) They were looking for treasure.  
(c) The man in pink found the treasure but the man in green did not. The tide rose again.  
(d) He felt unhappy/bitter/sad/disappointed.  
(Accept any reasonable answers.)

**Part B: Analysing the Personality and Attitude of the Characters**

➤ **While waiting for the low tide**

1. (a) exercise  
(b)  proactive  confident  
(c) sitting  
(d) thinking  
(e)  passive  hesitant

➤ **When the tide ebbed**

- (f) well-prepared  
(g) successfully  
(h)  risk-taking  decisive  
(i) worried  
(j)  conservative  indecisive

➤ **Ending**

- (k) rich  
(l)  satisfied  happy  
(m) ready  
(n) waiting  
(o)  regretful  bitter
2. Man in pink: proactive, confident, decisive, risk-taking, determined  
Man in green: cautious, careful  
(Accept any reasonable answers.)

**Part C: Giving Advice Using Conditional Sentences**

1. (i) If I were you, I would do more exercise to make myself fit.
- (ii) If I were you, I would not be hesitant and I would walk through the passage.
- (iii) If I were you, I would not be disappointed when I missed the first chance of the low tide and get well-prepared for the second chance.  
(Accept any reasonable answers.)

**Part D: Understanding the Saying of Wisdom**

1. Since opportunity only knocks once, we should be well-prepared, seize and cherish it to avoid any lifelong regrets.
2. We should grab every opportunity as if it were the only one in our life as opportunity may only come once.
3. Accept any reasonable answers.
4. Accept any reasonable answers.



## Section 3

### **SOW a proactive attitude**

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## SOWIT Video Series – “Rome was not Built in a Day”

(Video link: [www.edb.gov.hk/sowit\\_Rome1](http://www.edb.gov.hk/sowit_Rome1))

### Lesson Plan



<b>Suggested Levels</b>
Upper Primary/Junior Secondary
<b>Summary of the Learning Task</b>
Students watch the SOWIT video “Rome was not Built in a Day”, which is about a scholar who was determined to publish a new and reliable dictionary for use by all students in the town. They are then guided to understand the meaning of the saying “Rome was not built in a day”, 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 ‘Rome was not built in a day’.
<b>Learning Objectives</b>
<b><u>Content</u></b> <ul style="list-style-type: none"><li>• To understand the meaning of the saying “Rome was not built in a day.” through a story presented in the context of a video</li></ul>
<b><u>Language</u></b> <ul style="list-style-type: none"><li>• To explore the story elements of the video (e.g. characters, setting, problem, solution)</li><li>• To show determination using the sentence pattern “<i>I should ... because ...</i>”</li></ul>
<b><u>Values and Attitudes</u></b> <ul style="list-style-type: none"><li>• To cultivate positive values and attitudes (e.g. be proactive, be positive, cherish what we have)</li></ul>
<b>Sharing Learning Intentions</b>
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, scenes of the SOWIT video "Rome was not Built in a Day" and the saying, 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 (i.e. characters, setting, problem, solution) before playing the video and instruct students to note down some key points for each element while watching the video.
3. Play the video "Rome was not Built in a 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. Guide students to compare and analyse how the main character (i.e. the scholar) looks at the two stages of the story:
  - elicit from students some adjectives describing the main character's appearances;
  - have students discuss how the main character accomplished his complicated task in a very long period of time;
  - invite students to suggest some adjectives to describe the personality of the main character based on what he did throughout the period; and
  - discuss with students why the main character refused to get the task done quickly.
3. Play the video again whenever necessary.
4. Have students reflect if they would do the same as what the main character did in the same situation or a similar one.

## Post-viewing

### **Part D: Understanding the Saying of Wisdom**

1. Refer students to *Activity Sheet: Part D*.
2. Revisit the meaning of the saying "Rome was not built in a day." with students (i.e. the more complicated a task is, the more patience and time we need to complete it).
3. Remind students that we cannot expect to see results in a short period of time.

4. Get students to share an incident in which they spent a long period of time working on a task/pursuit, learning something, etc. and a satisfactory result was finally achieved.

**SOWIT Video Series – “Rome was not Built in a Day”  
Activity Sheets**

**(Pre-viewing)**

**Part A: Making Predictions about the Story Elements**

1. What do you think the video is about? What do you think the saying “Rome was not built in a day.” means? Write your thoughts in the table below.

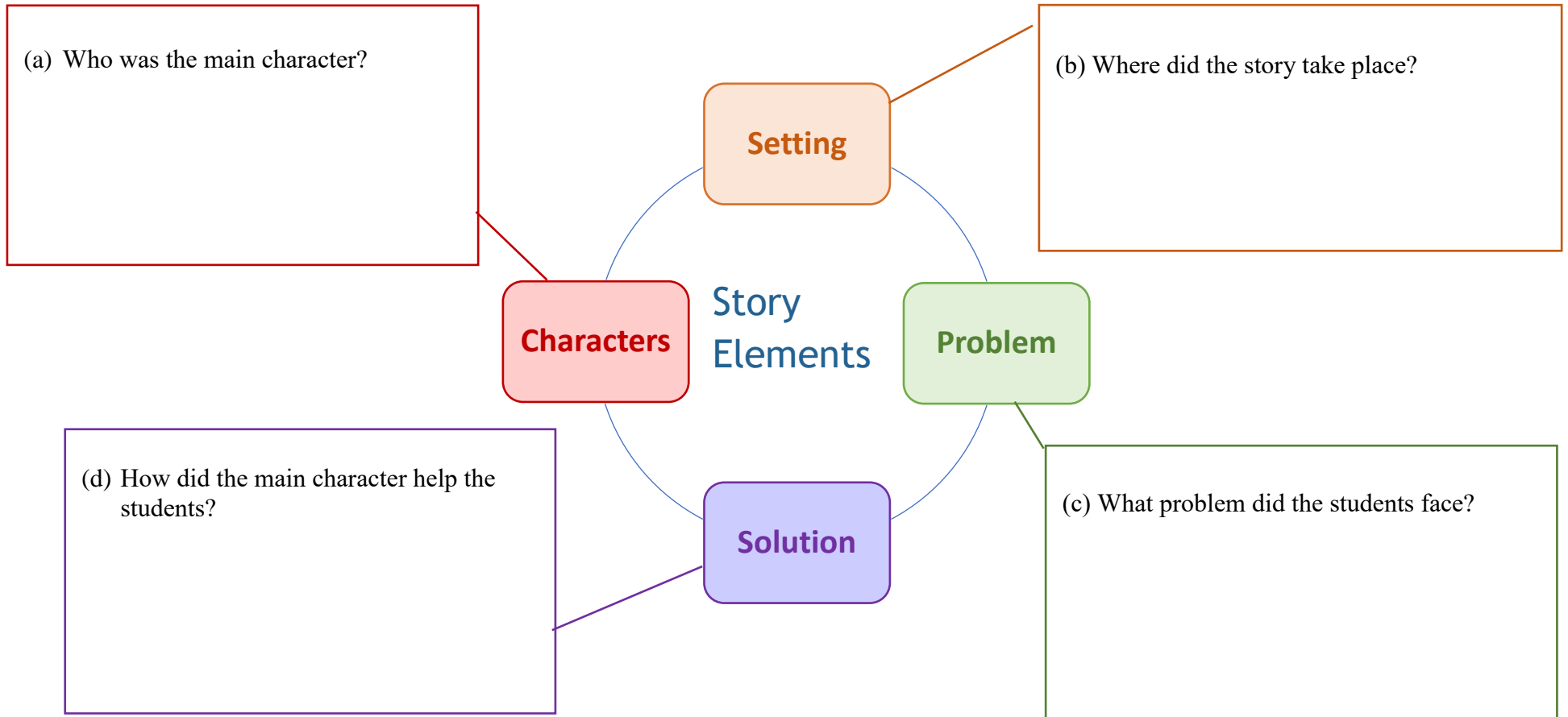
	Prediction	Confirmation (Was your prediction correct?)
<p>The character</p> 	(a) Who was he?	
<p>The scenes</p>   	(b) What was the story about?	
<p>The saying</p> 	(c) What does this saying mean?	



(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 main character's appearances at two different stages of the story by completing the chart below:

(a) How did the main character look before he started working on the new dictionary?

(b) What did he do to achieve his goal of publishing the new dictionary?

(c) How did he look after he had completed the publication of the new dictionary?




He looked (i) \_\_\_\_\_.

He hair was (ii) \_\_\_\_\_.

(i)

(ii)



He looked (i) \_\_\_\_\_ with

(ii) \_\_\_\_\_ on his face.

His hair was (iii) \_\_\_\_\_

2. How did the appearances of the main character tell you about his personality? Why?

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**Part D: Understanding the Saying of Wisdom**

1. What is the message conveyed by the story?

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2. What is the meaning of the saying “Rome was not built in a day”?

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3. In the story, Mr Scholar’s determination and perseverance helped him achieve his goal. In about 150 words, share an experience about a task/pursuit which you spent much time and effort on to accomplish. You may include the following details in your work and use the sentence pattern “*I should ... because ...*”:



## SOWIT Video Series – “Rome was not Built in a Day”

### Activity Sheets (Suggested Answers)

#### **Part A: Making Predictions about the Story Elements**

- 1(a) He was a teacher/scholar. (Accept any reasonable answers.)
- 1(b) The story was about a teacher/scholar who worked hard to publish a new dictionary for students because they could not find meanings of new words from their outdated dictionaries. (Accept any reasonable answers.)
- 1(c) To complete a complicated task, we cannot expect to see results in a short period of time. (Accept any reasonable answers.)

#### **Part B: Understanding the Story Elements**

- 1(a) A scholar/Mr Scholar.
- 1(b) In a small town.
- 1(c) The students could not find new words and their meanings from their outdated dictionaries. (Accept any reasonable answers.)
- 1(d) Mr Scholar decided to write a brand new dictionary for all students in the town. (Accept any reasonable answers.)

#### **Part C: Characterisation**

- 1(a)
    - (i) young
    - (ii) brown
  - 1(b)
    - (i) He travelled to different places, listened and wrote down every new word he learned. (Accept any reasonable answers.)
    - (ii) He checked his notes against some old books patiently at night, and made sure every single word was correct. (Accept any reasonable answers.)
  - 1(c)
    - (i) old
    - (ii) wrinkles
    - (iii) grey
2. Before Mr Scholar began his work, he was young. He became old when the dictionary was completed. It could reflect that Mr Scholar was a hardworking and determined person because he devoted a lot of his time to the task, which took years and maybe decades. He did not give up but persisted until he accomplished the task. (Accept any reasonable answers.)

#### **Part D: Understanding the Saving of Wisdom**

1. A complicated task will take a long time to complete and should not be rushed.
2. The more complicated a task is, especially one requiring attention to details and quality, the more patience and time we need to complete it. We cannot expect to see results in a short period of time.
3. Accept any reasonable answers.

## SOWIT Video Series – “Time and Tide Wait for No Man”

(Video link: [www.edb.gov.hk/sowit\\_tide](http://www.edb.gov.hk/sowit_tide))

### Lesson Plan



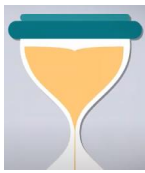
<b>Suggested Levels</b>
Upper Primary/Junior Secondary
<b>Summary of the Learning Task</b>
Students watch the SOWIT video “Time and Tide Wait for No Man”, which is about an old man who did not seize rare and precious opportunities previously but repeatedly let go of them. The old man finally lost all these valuable chances. The students are then guided to understand the meaning of the saying “Time and tide wait for no man”, learn about the related positive values and attitudes (e.g. be proactive, be positive, cherish what we have), and write a reflection on/a recount of their personal experience about the saying “Time and tide wait for no man”.
<b>Learning Objectives</b>
<b><u>Content</u></b> <ul style="list-style-type: none"><li>To understand the meaning of the saying “Time and tide wait for no man.” through a story presented in the context of a video</li></ul>
<b><u>Language</u></b> <ul style="list-style-type: none"><li>To explore the story elements of the video (e.g. characters, setting, events)</li><li>To state the importance and benefits of being proactive using the sentence pattern “<i>If I ..., I will...</i>”</li></ul>
<b><u>Values and Attitudes</u></b> <ul style="list-style-type: none"><li>To cultivate positive values and attitudes (e.g. be proactive, be positive, cherish what we have)</li></ul>
<b>Sharing Learning Intentions</b>
1. Introduce the objectives of the learning activities.

## Pre-viewing

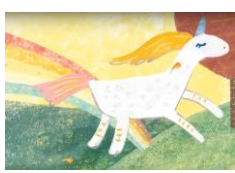
### **Part A: Making Predictions about the Story Elements**

1. Refer students to *Activity Sheet: Part A*.
2. Draw students' attention to the pictures below, which depict the character and scenes of the SOWIT video "Time and Tide Wait for No Man". Elicit from students their guesses about the theme and the story plot.  
(e.g. In picture (a), what is it and what may it imply? In picture (b), what may a unicorn and a rainbow represent? In picture (c), what would the boy do when seeing the unicorn? In picture (d), what would the young man do? In picture (e), how would the old man feel?)

Picture (a)



Picture (b)



Picture (c)



Picture (d)



Picture (e)



3. Have students make predictions about the theme and the story plot using the above pictorial clues, and invite them to share their thoughts with their classmates.
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 (i.e. characters, setting, events) before playing the video and instruct students to note down some key points for each element while watching the video.
3. Play the video "Time and Tide Wait for No Man".
4. Discuss with students the story elements of the video.

## 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 contrast which shows how the character changed his feelings:
  - Three encounters with a unicorn: the character just procrastinated and gave up all the three chances of catching a unicorn.
  - The last encounter with a unicorn: the character wanted to catch it but failed.
3. Discuss with students how sad the character was in his last encounter.
4. Explain the use of contrast:
  - illustrates the theme (e.g. In his last encounter, he made up his mind to catch the unicorn. However, he was unable to do so because he was too old to run after the unicorn. If he had given up playing with his friends in his first encounter, he

would have caught the unicorn. Time is dripping away like sand in an hourglass, which cannot be reversed. We should not wait but take immediate action.)

5. 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 “Time and tide wait for no man.” with students (i.e. we must seize the moment and act immediately).
3. Ask students to write a recount of an incident that shows how important being proactive is using the sentence pattern “*If I ..., I will...*”.



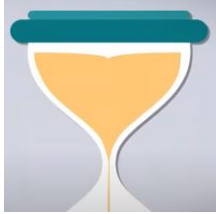




**SOWIT Video Series – “Time and Tide Wait for No Man”**

**Activity Sheets**

**(Pre-viewing)**

**Part A: Making Predictions about the Story Elements**

1. What do you think the video is about? Look at the pictures below, which depict the theme and scenes of the SOWIT video “Time and Tide Wait for No Man”. Write your thoughts in the table.

	Prediction	Confirmation (Was your prediction correct?)
    	<p>(a) What is it? What may it imply?</p> <p>(b) What may a unicorn and a rainbow represent?</p> <p>(c) What would the boy do when seeing the unicorn?</p> <p>(d) What would the young man do?</p> <p>(e) How would the old man feel?</p>	






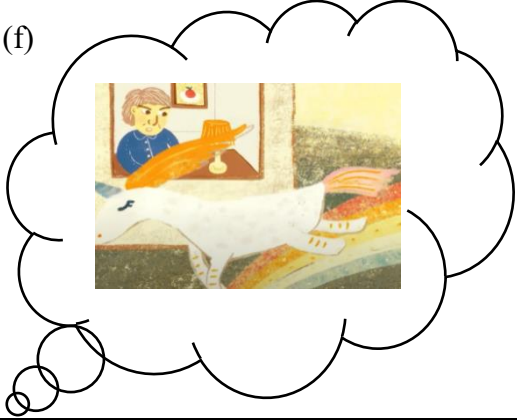
(Viewing)

**Part B: Understanding the Story Elements**

1. Complete the table about the characters and the setting of the story by filling in the blanks.

<b>The characters</b>	
	(a) an _____
	(b) the old man's _____
	(c) a _____
<b>The setting</b>	
	(d) in a _____

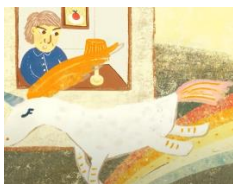
2. Watch the video. The following pictures show the events of the story. Number the pictures in the order of occurrence. The first one has been done as an example.

The events	
<p>(a)</p> 	<p>(b)</p> 
<p>(      )</p>	<p>(      )</p>
<p>(c)</p> 	<p>(d)</p> 
<p>e.g. ( 1 )</p>	<p>(      )</p>
<p>(e)</p> 	<p>(f)</p> 
<p>(      )</p>	<p>(      )</p>

**(Post-viewing)**

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

1. The old man talked to his grandson about his encounters with a unicorn at different stages of his life. Did he take any actions? Why did he do that? How did he feel? Write your answers in the space provided. The first one has been done as an example.

Encounter with the unicorn	Did he take any action?	Why did he do that?	How did he feel?
(a) 	e.g. No.	e.g. He wanted to play with his friends.	(d)
(b) 			
(c) 			
(e) 			(f)

2. Why did the old man act and feel differently in the end?

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**Part D: Understanding the Saying of Wisdom**

1. What is the message conveyed by the story?

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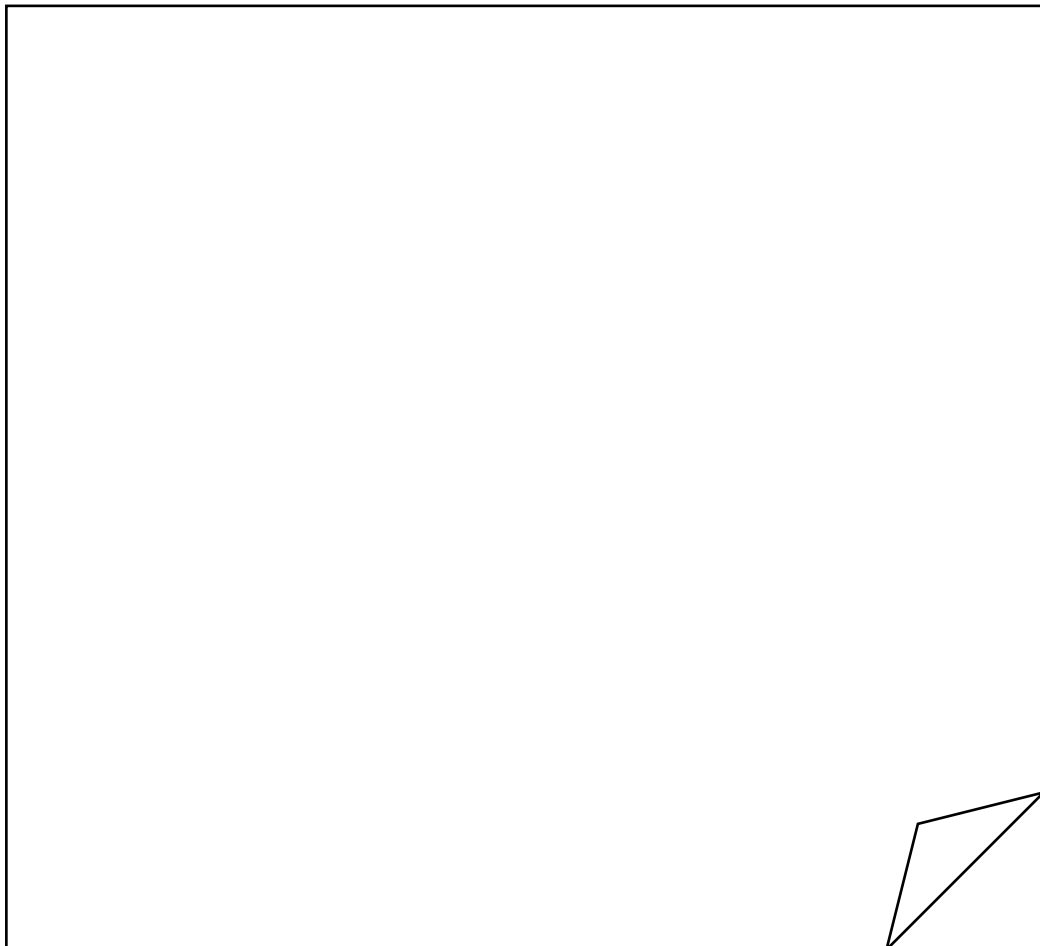
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2. What is the meaning of the saying “Time and tide wait for no man”?

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3. Think of a regretful experience in which you were not proactive enough, and write a recount of it. What was it about? What did you do wrongly? To avoid making the same mistake again, what will you do if you encounter the same/similar situation in the future? You may use the sentence pattern “*If I ..., I will ...*” to talk about your future plan.



## SOWIT Video Series – “Time and Tide Wait for No Man”

### Activity Sheets (Suggested Answers)

#### **Part A: Making Predictions about the Story Elements**

- 1(a) It is an hourglass. It may imply that time is dripping away like sand in an hourglass, which cannot be reversed. (Accept any reasonable answers.)
- 1(b) - A unicorn may represent a dream (something which is desirable but hard to get). A rainbow may represent hope (something which is positive).  
- (*A more elaborate answer*) A unicorn is a magical creature symbolising purity, life and joy in many cultures; it may also represent a dream (something which is desirable but hard to get/elusive), positivity, joy, hope and pride. A rainbow is considered special across many cultures and religions. It often symbolises hope and a promise of better times to come (something which is positive).  
(Accept any reasonable answers.)
- 1(c) The boy would ignore the unicorn. (Accept any reasonable answers.)
- 1(d) The young man would just sit there. (Accept any reasonable answers.)
- 1(e) The old man would feel sad. (Accept any reasonable answers.)

#### **Part B: Understanding the Story Elements**

- 1(a) an old man
- 1(b) the old man’s grandson/grandchild
- 1(c) a unicorn
- 1(d) in a park/garden
- 
- 2(a) 6
- 2(b) 2
- 2(c) 1 (*given*)
- 2(d) 5
- 2(e) 3
- 2(f) 4

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

- 1(a) *No. He wanted to play with his friends. (given)*
- 1(b) No. He didn’t want to move. } 1(d): He was indifferent/lazy/indolent.
- 1(c) No. He needed to rest. } (Accept any reasonable answers.)
- 1(e) Yes. He wanted to catch the unicorn.
- 1(f) He was excited at first but was sad/frustrated/upset at last.  
(Accept any reasonable answers.)

2. The old man acted and felt differently in the end because he was excited to meet the unicorn again. However, he was too old to run after it and was unable to catch it. He was thus very sad at last.  
(Accept any reasonable answers.)

**Part D: Understanding the Saying of Wisdom**

1. We cannot stop the passing of time, and therefore we should not drag on what we do.
2. Time cannot be reversed. We must seize the moment and act immediately.
3. Accept any reasonable answers.

## SOWIT Video Series – “A Stitch in Time Saves Nine”

(Video link: [www.edb.gov.hk/sowit\\_stitch](http://www.edb.gov.hk/sowit_stitch))

### Lesson Plan



#### Suggested Levels

Upper Primary/Junior Secondary

#### Summary of the Learning Task

Students watch the SOWIT video “A Stitch in Time Saves Nine”, which is about two brother pigs whose houses were attacked by a wolf one night, their reactions to the challenging situation and the final results. Students are then guided to understand the meaning of the saying “A stitch in time saves nine”, learn about the related positive values and attitudes (e.g. be proactive, be positive, cherish what we have), give advice to the little pig, and design a poster to promote the message of being proactive.

#### Learning Objectives

##### Content

- To understand the meaning of the saying “A stitch in time saves nine.” 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 determination and the importance of being proactive using the sentence pattern “*I need to/have to ...*”

##### Values and Attitudes

- 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 Theme of the Video

1. Refer students to *Activity Sheet: Part A*.
2. Draw students' attention to the picture below. Guide students to make predictions about the theme of the video, and the consequences of different decisions.



Oh! There's a small tear in my cardigan!

3. Discuss with students their ideas.

## 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 playing the video and instruct students to note down some key points for each element while watching the video.
3. Play the video "A Stitch in Time Saves Nine".
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 the elder pig and the little pig in the following aspects:
  - their personalities
  - their time management
  - their attitude towards work
3. Play the video again whenever necessary.
4. Discuss with students the attributes and elements that are the key to success, for example:
  - determination/passion/courage/proactiveness
  - ability to work under pressure
  - willingness to reflect and learn from others

**Part D: Understanding the Saying of Wisdom**

1. Refer students to *Activity Sheet: Part D*.
2. Revisit the meaning of the saying “A stitch in time saves nine.” with students (i.e. solving a problem sooner rather than later will save you a lot of trouble).
3. Invite students to brainstorm some advice for the little pig using the sentence pattern “*The little pig needs to/has to ...*”.
4. Ask students to design a poster to promote the message of being proactive. Think of an attractive title and use eye-catching images to draw readers’ attention.

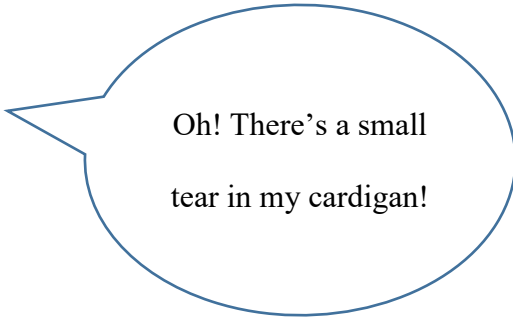
# SOWIT Video Series – “A Stitch in Time Saves Nine”

## Activity Sheets

(Pre-viewing)

### Part A: Making Predictions about the Theme of the Video

1. What is the theme of the video? Write your prediction on the lines provided and share it with your classmates.



The theme of the video is about \_\_\_\_\_  
\_\_\_\_\_

2. If you were the girl, what would you do to the small tear in your cardigan? Write your thoughts in the boxes below.

(a) What will happen if I ignore the small tear in my cardigan?	(b) What will happen if I fix the small tear in my cardigan?

(Viewing)

**Part B: Understanding the Story Elements**

1. Watch the video and complete the storyline below.



(a) Who were the characters?



(b) When and where did the story take place?



(c) What problem did the two brother pigs face?





(d) How was the problem solved? What happened in the end?

**(Post-viewing)**

**Part C: Comparison of Characters**

1. Compare the personal attributes of the elder pig and the little pig:

	Personality	Time management	Attitude towards work
 the little pig	(a)	(b)	(c)
 the elder pig	(d)	(e)	(f)

2. Which character do you like better? Why?

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

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**Part D: Understanding the Saying of Wisdom**

1. What is the message conveyed by the story?

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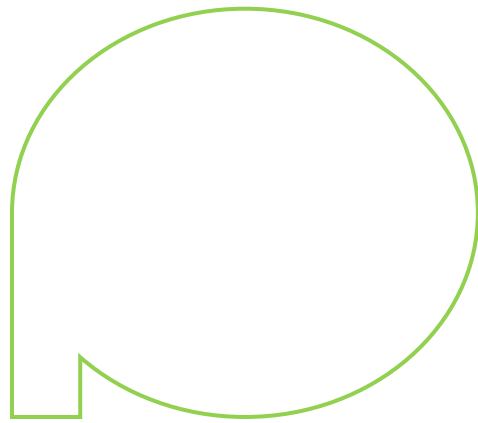
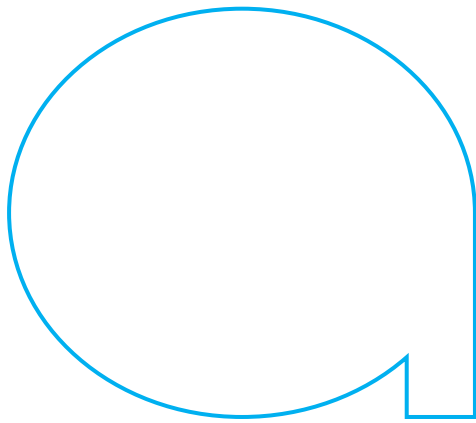
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2. What is the meaning of the saying “A stitch in time saves nine”?

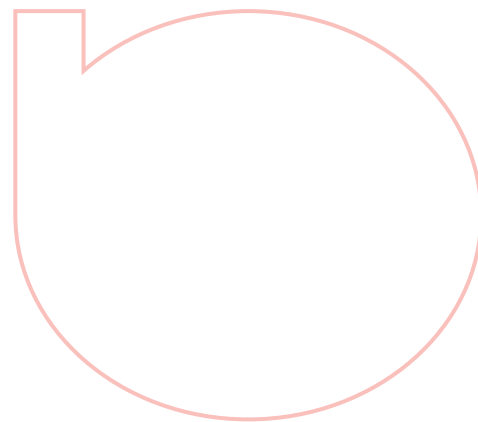
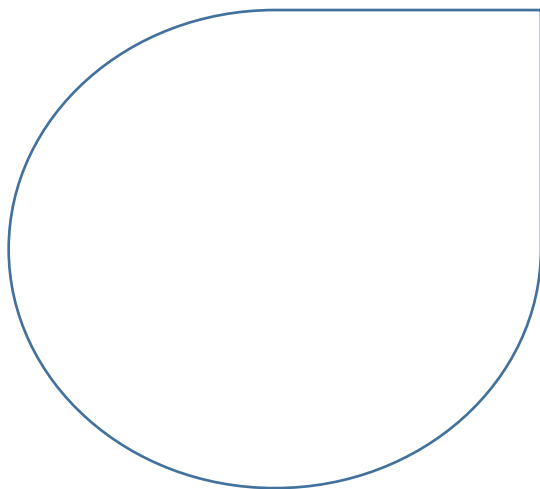
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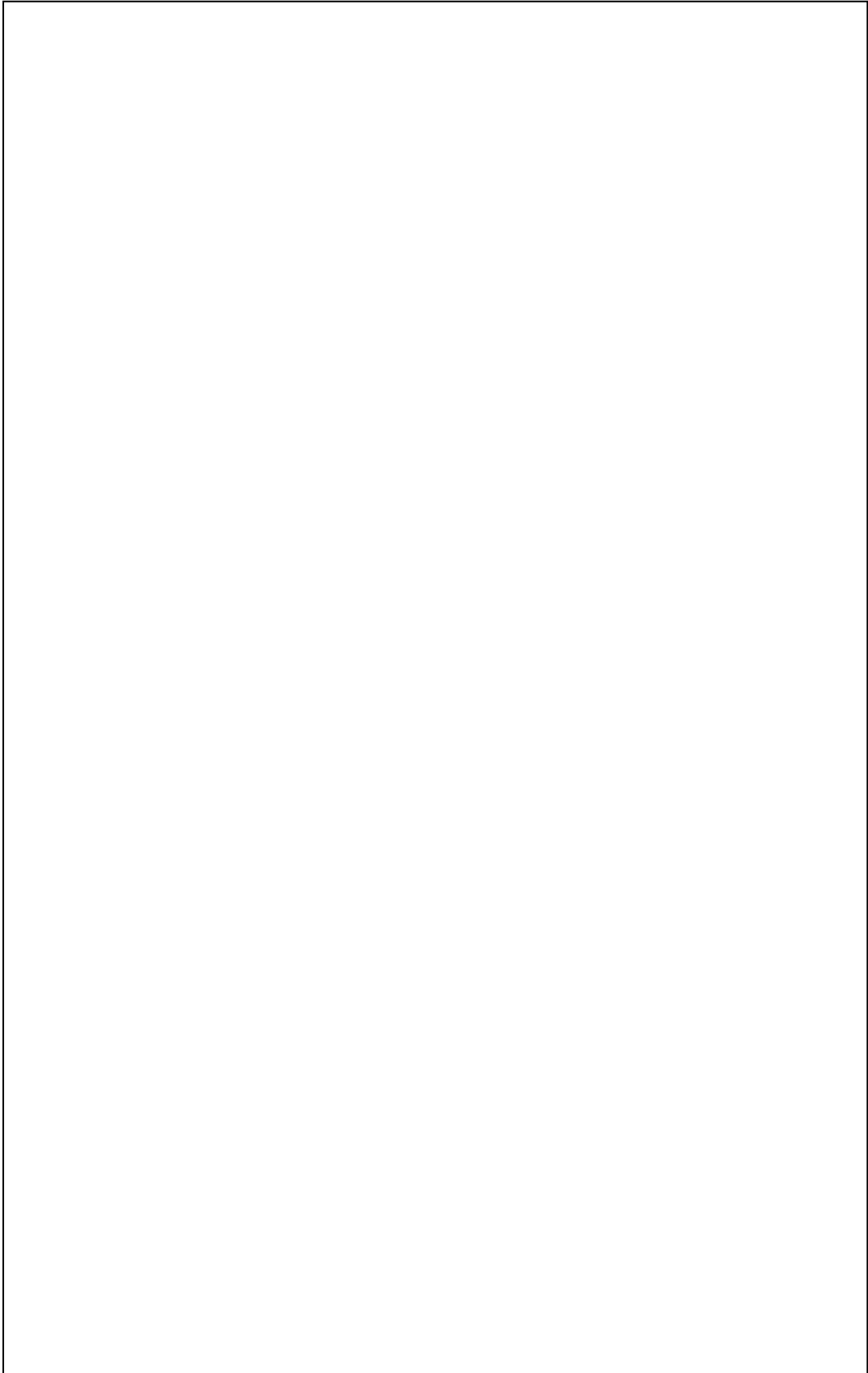
3. What advice would you give to the little pig? Use the sentence pattern “*The little pig needs to .../has to ...*” to give him some suggestions for improvement.



*A stitch in time saves nine*



4. Design an A4 poster to promote the message of being proactive. Think of an attractive title and use eye-catching images to draw readers' attention. Please use an A4 sheet of paper for your poster.



## SOWIT Video Series – “A Stitch in Time Saves Nine”

### Activity Sheets (Suggested Answers)

#### **Part A: Making Predictions about the Theme of the Video**

1. The theme of the video is about fixing a tear/problem as soon as possible.  
(Accept any reasonable answers.)
- 2(a) Accept any reasonable answers.
- 2(b) Accept any reasonable answers.

#### **Part B: Understanding the Story Elements**

- 1(a) The characters were the elder pig, the little pig and the wolf.
- 1(b) The story took place in two houses on a stormy night.
- 1(c) A small crack developed in the two houses where they lived in. A wolf came one night and blew at the houses in order to catch the two brothers. (Accept any reasonable answers.)
- 1(d) When the crack on the roof of his house was still small, the elder pig fixed it. The little pig did not fix the crack but went to sleep. The crack got bigger and bigger. The little pig’s house collapsed when the wolf blew at it. The little pig cried for help and ran into his elder brother’s house. The wolf was unable to blow the house down. It could not catch the two brothers and left in the end.  
(Accept any reasonable answers.)

#### **Part C: Comparison of Characters**

- 1(a) The little pig was lazy and did not want to deal with problems. (Accept any reasonable answers.)
- 1(b) The little pig did not make good use of his time to fix the crack before it became big. He just ignored the problem. (Accept any reasonable answers.)
- 1(c) The little pig was indolent/irresponsible. (Accept any reasonable answers.)
- 1(d) The elder pig was self-disciplined/careful. (Accept any reasonable answers.)
- 1(e) The elder pig made good use of his time to fix the crack before it became big. He acted immediately after he noticed the problem. (Accept any reasonable answers.)
- 1(f) The elder pig was proactive/careful. (Accept any reasonable answers.)
2. Accept any reasonable answers.
3. Determination/passion/courage/proactiveness are some key attributes and elements. (Accept any reasonable answers.)

#### **Part D: Understanding the Saying of Wisdom**

1. It is better to act or deal with problems immediately. If we wait until later, the problems will get worse and take longer to settle.
2. Solving a problem sooner rather than later will save us a lot of trouble.
3. Accept any reasonable answers.



4. Accept poster design with reasonable and creative ideas/images/design that help to promote the message of being proactive.

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## Section 4

### **SOW an optimistic mind**

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## SOWIT Video Series – “All Roads Lead to Rome”

(Video link: [www.edb.gov.hk/sowit\\_Rome2](http://www.edb.gov.hk/sowit_Rome2))

### Lesson Plan



<b>Suggested Levels</b>
Upper Primary/Junior Secondary
<b>Summary of the Learning Task</b>
Students watch the SOWIT video “All Roads Lead to Rome”, which is about three brothers using different ways to reach an island with abundant resources. Students are then guided to understand the meaning of the saying “All roads lead to Rome”, the related positive values and attitudes (e.g. be positive and optimistic), and share the things they would do to stay positive and optimistic.
<b>Learning Objectives</b>
<b><u>Content</u></b>
<ul style="list-style-type: none"><li>To understand the meaning of the saying “All roads lead to Rome.” through a story presented in the context of a video</li></ul>
<b><u>Language</u></b>
<ul style="list-style-type: none"><li>To explore the story elements of the video (e.g. characters, setting, problem, solution)</li><li>To learn adjectives that describe feelings</li><li>To express how to stay positive and optimistic using the sentence pattern “<i>To stay positive and optimistic, I would...</i>”</li></ul>
<b><u>Values and Attitudes</u></b>
<ul style="list-style-type: none"><li>To cultivate positive values and attitudes (e.g. be positive and optimistic)</li></ul>

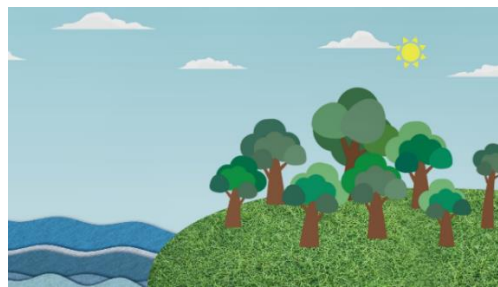
## Sharing Learning Intentions

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 scenes of the SOWIT video "All Roads Lead to Rome":



3. Guide students to make predictions about the story elements by drawing their attention to the visual clues captured in the pictures (e.g. the differences between the two islands, the reasons why the three brothers wanted to go to the island some distance away).
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 playing the video and instruct students to note down some key points for each element while watching the video.
3. Play the video "All Roads Lead to Rome".
4. Discuss with students the story elements in the video.

## Post-viewing

### Part C: Characterisation

1. Refer students to *Activity Sheet: Part C*.
2. Guide students to understand how the three brothers reached the island using their own ways (e.g. based on their strengths, the three brothers used their own ways to reach the island).
3. Guide students to write down the adjectives that describe the feelings of the three brothers when they met one another on the island.
4. Draw students' attention to the fact that the eldest brother was not as strong as the youngest brother nor as knowledgeable as the middle brother. Ask them whether they

would envy the youngest and middle brothers if they were the eldest brother. Guide them to understand that everyone has their own strengths, there is no need to envy others, and the best way is the one that suits them most.

5. 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 & 2.
3. Discuss with students the meaning of the saying “All roads lead to Rome.” (i.e. all the methods of doing something will achieve the same result in the end).
4. Discuss with students the message conveyed by the story (i.e. we have our own strengths; the best way to do something is the one that suits us most).
5. Guide students to understand that it is important to stay positive and optimistic because this helps us find ways to solve our problems.
6. Ask students to write down the things they would do to stay positive and optimistic and share them with their classmates.

**SOWIT Video Series – “All Roads Lead to Rome”**  
**Activity Sheets**

**(Pre-viewing)**

**Part A: Making Predictions about the Story Elements**

The pictures below depict the scenes of the SOWIT video “All Roads Lead to Rome”.  
What do you think the video is about? Answer the following questions.



1. What were the differences between the two islands?

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2. Why did the three brothers want to go to an island some distance away?

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3. Can you predict how they went there? You may discuss with your classmate(s).

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**(Viewing)**

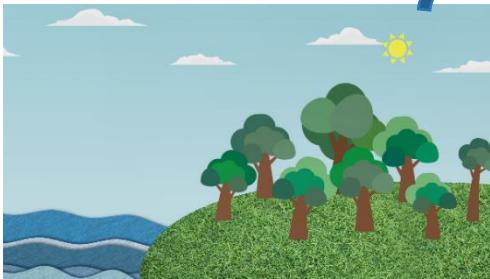
**Part B: Understanding the Story Elements**

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



(a) Who were the characters?  
*e.g. The three brothers*

(b) Where did the story take place?



(c) The three brothers wanted to reach the bigger island. What problem did they have?



(d) How did the three brothers solve the problem?

The youngest brother:

The middle brother:

The eldest brother:

**(Post-viewing)**

**Part C: Characterisation**

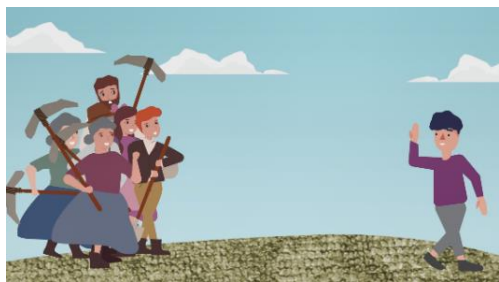
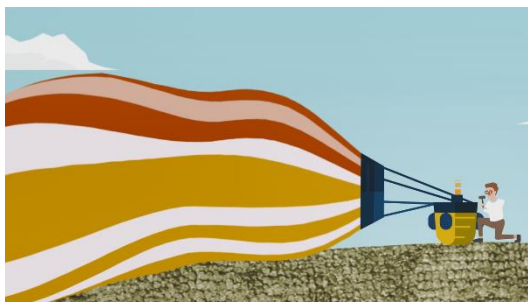
1. The three brothers reached the island one after another. In what ways did each of the brothers reach the island? Why? Complete the text boxes.



The youngest brother decided to  
(a) \_\_\_\_\_  
because (b) \_\_\_\_\_  
\_\_\_\_\_.



The middle brother decided to  
(c) \_\_\_\_\_  
because (d) \_\_\_\_\_  
\_\_\_\_\_.



The eldest brother decided to  
(e) \_\_\_\_\_  
because (f) \_\_\_\_\_  
\_\_\_\_\_.



Based on (g) \_\_\_\_\_,  
the three brothers used their own ways to reach the island.

2. The three brothers met one another on the island. How did they feel? Write down some adjectives in the space provided to describe their feelings.



A large, empty rounded rectangular box intended for writing adjectives to describe feelings.

3. The youngest brother was strong while the middle brother was knowledgeable. If you were the eldest brother, would you envy your brothers? Why?

Three horizontal lines provided for writing an answer to the question.

**Part D: Understanding the Saying of Wisdom**

Answer the following questions.

1. What is the meaning of the saying “All roads lead to Rome”?

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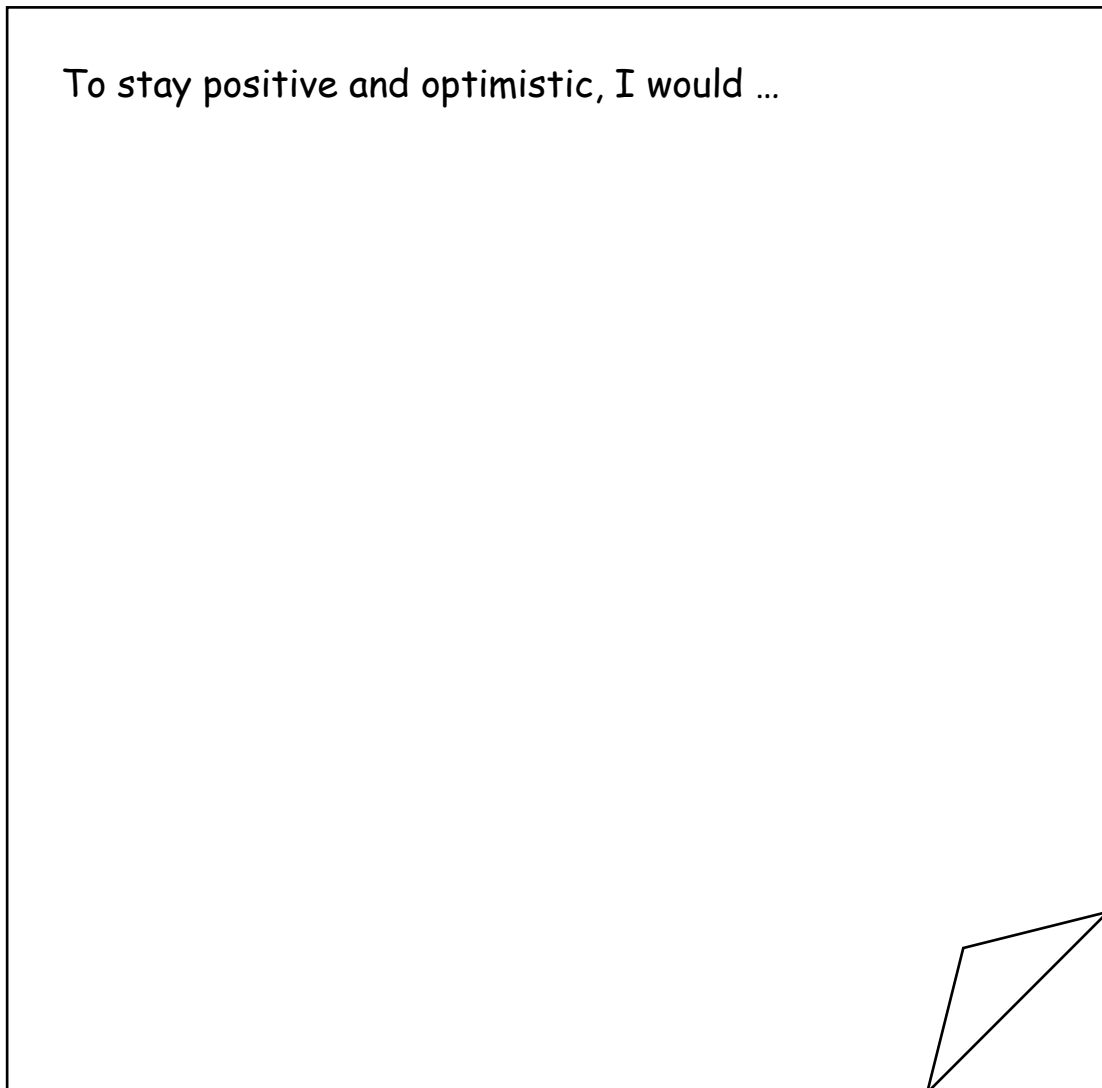
2. What is the message conveyed by the story?

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3. The three brothers had a big problem. However, they did not give up their goal. Instead, they stayed positive and optimistic and found their own ways to solve the problem. It is important to stay positive and optimistic when you face problems. Write down the things you would do to stay positive and optimistic and share them with your classmates (e.g. “*To stay positive and optimistic, I would see challenges as learning opportunities.*”)

To stay positive and optimistic, I would ...



## SOWIT Video Series – “All Roads Lead to Rome”

### Activity Sheets (Suggested Answers)

#### **Part A: Making Predictions about the Story Elements**

1. The tiny island on which the three brothers grew up was barren and the trees were small and weak./The trees on the bigger island were thriving and the soil was fertile.
2. There were abundant natural resources (e.g. grains, fruits, vegetables) on the bigger island.
3. They might go to the island by boat/raft.  
(Accept any reasonable answers.)

#### **Part B: Understanding the Story Elements**

1. (a) *The three brothers (given)*  
(b) The story took place on a tiny island.  
(c) The three brothers had to find ways to cross the sea in order to reach the bigger island.  
(d) The youngest brother chopped down some trees, built a raft and set sail for the island.  
The middle brother conducted a lot of research, built a hot air balloon and flew to the island.  
The eldest brother gathered a group of villagers to build a stone bridge to reach the island.  
(Accept any reasonable answers.)

#### **Part C: Characterisation**

1. (a) build a raft; (b) he was muscular  
(c) build a hot air balloon; (d) he liked conducting research and making things  
(e) build a stone bridge; (f) he was friendly and he could gather a group of villagers to work together  
(g) their strengths
2. happy joyful excited cheerful delighted contented overjoyed  
(Accept any reasonable answers.)
3. Accept any reasonable answers.

#### **Part D: Understanding the Saying of Wisdom**

1. All the methods of doing something will achieve the same result in the end.  
(Accept any reasonable answers.)
2. Everyone has their own strengths and all the methods of doing something will achieve the same result in the end. The best way is the one that suits them most.  
(Accept any reasonable answers.)
3. Accept any reasonable answers.

## SOWIT Video Series – Every Cloud Has a Silver Lining

(Video link: [www.edb.gov.hk/sowit\\_silver](http://www.edb.gov.hk/sowit_silver))

### Lesson Plan



<b>Suggested Levels</b>
Upper Primary/Junior Secondary
<b>Summary of the Learning Task</b>
Students watch the SOWIT video “Every Cloud Has a Silver Lining”, which is about a passionate football player, Tom, who got injured in his debut match but did not give up his goal and eventually became his team’s manager. Students are then guided to understand the meaning of the saying “Every cloud has a silver lining”, learn about the related positive values and attitudes (e.g. be optimistic and hopeful), and write a reflection on their personal experience.
<b>Learning Objectives</b>
<b><u>Content</u></b>
<ul style="list-style-type: none"><li>• To understand the meaning of the saying “Every cloud has a silver lining.” through a story presented in the context of a video</li></ul>
<b><u>Language</u></b>
<ul style="list-style-type: none"><li>• To explore the story elements of the video (e.g. characters, setting, problem, solution)</li><li>• To describe feelings (e.g. in great pain, contented, joyful)</li><li>• To show appreciation and express gratitude using the sentence pattern “<i>I am thankful/grateful for... because...</i>”</li></ul>
<b><u>Values and Attitudes</u></b>
<ul style="list-style-type: none"><li>• To cultivate positive values and attitudes (e.g. be optimistic and hopeful)</li></ul>
<b>Sharing Learning Intentions</b>
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, scenes of the SOWIT video "Every Cloud Has a Silver Lining" and the saying, and guide them to make predictions.



3. Discuss with students their observations.
4. Play the video and 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 (i.e. characters, setting, problem, solution) before playing the video and instruct students to note down some key points for each element while watching the video.
3. Play the video "Every Cloud Has a Silver Lining".
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 write down Tom's feelings at different stages of the story and the reasons by drawing their attention to the visual clues captured in the video, and the events (e.g. Tom practised hard for the football competition; he was injured in his debut match).
3. Discuss with students the attributes Tom possessed which led him to success.
4. Play the video again whenever necessary.

**Part D: Understanding the Saying of Wisdom**

1. Refer students to *Activity Sheet: Part D*.
2. Guide students to understand the message conveyed by the story (i.e. as long as we stay optimistic and hopeful, we can always find a positive way forward).
3. Revisit the meaning of the saying “Every cloud has a silver lining.” with students (i.e. every difficult or unpleasant situation has a positive side to it).
4. Guide students to share their personal experience and write a reflection on the saying.
5. Remind students that they can use the sentence pattern “*I am thankful/grateful for... because...*” to show the positive side of a difficult or unpleasant situation.






## SOWIT Video Series – “Every Cloud Has a Silver Lining”

### Activity Sheets

(Pre-viewing)

#### Part A: Making Predictions about the Story Elements

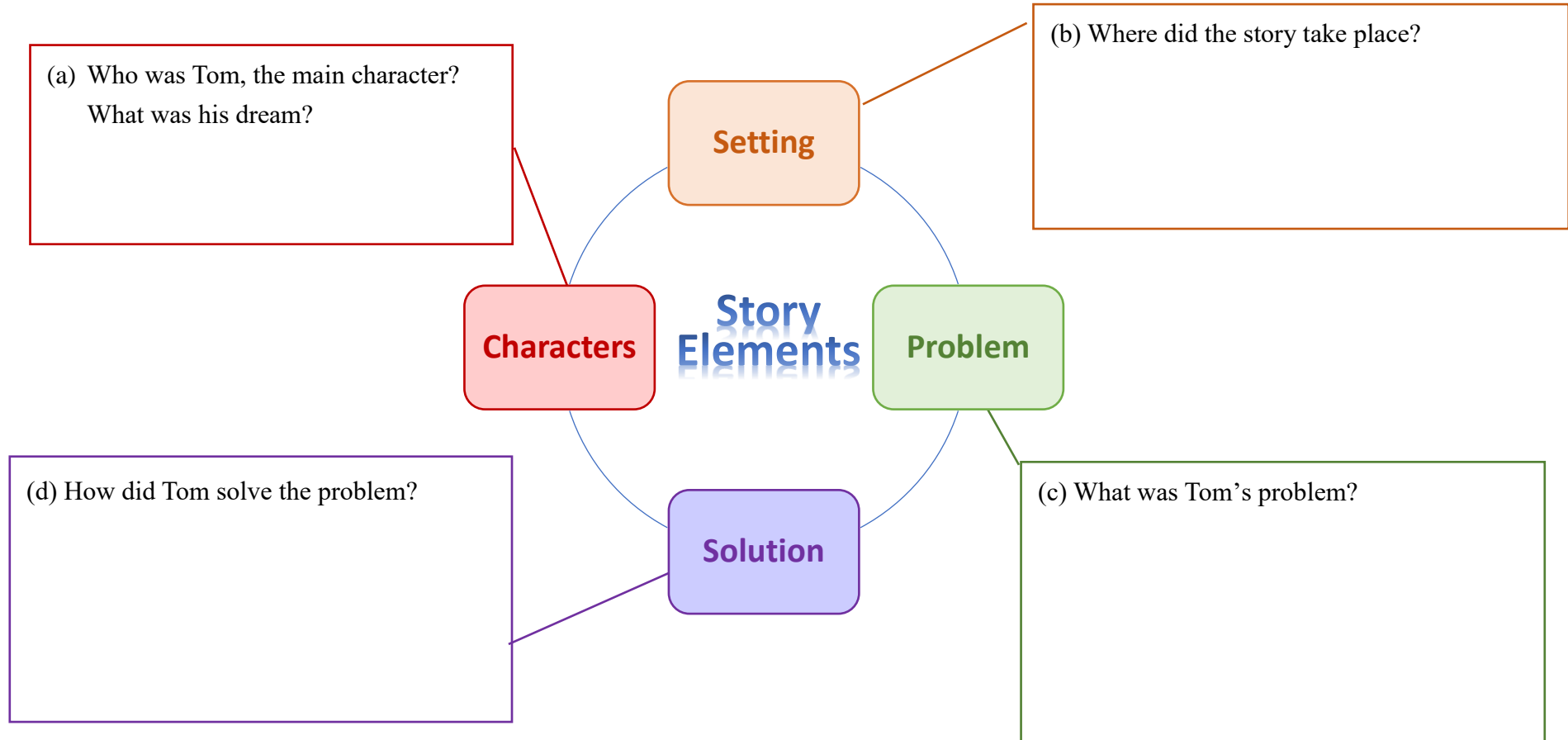
1. What do you think the video is about? What do you think the saying “Every cloud has a silver lining.” means? Write down your thoughts in the table below.

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

(Viewing)

**Part B: Understanding the Story Elements**




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





**(Post-viewing)**

**Part C: Characterisation**

1. Think of Tom's feelings and the reasons for the feelings at different stages of the story. Write them down in the space provided. The first one has been done as an example.

Events	Tom's feelings	Reasons
<p>(a) Tom was practising football alone at sunset.</p>  An illustration of a young boy named Tom, wearing a blue t-shirt and white shorts, practicing football on a green field. He is standing next to an orange ball. The background shows a sunset sky with a gradient from light to dark.	<p>e.g. passionate about football/ determined to win/tired</p>	<p>e.g. He was practising even when all his teammates had gone back home.</p>
<p>(b) Tom was injured in his debut match.</p>  An illustration of Tom on a football field during a match. He is on the ground, holding his leg in pain. Another player in a blue shirt is standing nearby, looking on. The background is a blurred stadium scene.		
<p>(c) Tom sat on the sidelines and watched his team play.</p>  An illustration of Tom sitting on a bench on the sidelines of a football field. He is wearing a blue shirt and white shorts. In the foreground, two other people are shown from the back, looking towards the field. The background shows a football match in progress.		

Events	Tom's feelings	Reasons
<p>(d) Tom became his team's assistant coach.</p> 		
<p>(e) The team ultimately won the whole competition.</p> 		

2. Tom did not give up his passion for football even after he got injured. What did he do to continue his dream?

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3. While Tom was injured, he developed his talent as a football coach. He led his team to win the championship and became the team's manager eventually. What attributes did Tom possess which led him to success?

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**Part D: Understanding the Saying of Wisdom**

Answer the following questions.

1. What is the message conveyed by the story?

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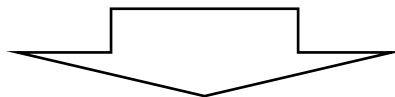
2. What is the meaning of the saying “Every cloud has a silver lining”?

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3. In the story, Tom could not play in the football matches because of his injury. Facing such a big difficulty, he did not give up. Instead, he took this opportunity to become his team’s assistant coach. He developed another talent successfully and became the team’s manager eventually. In about 150 words, share your personal experience and write a reflection on “Every cloud has a silver lining”. You may include the following details in your work:

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



What have you learnt from the experience?

**SOWIT Video Series – “Every Cloud Has a Silver Lining”**  
**Activity Sheets (Suggested Answers)**

**Part A: Making Predictions about the Story Elements**

1. (a) A football player/a student.
- (b) The character’s experience of getting injured in a football match and how he overcame the challenge to win the championship.
- (c) Every difficult or unpleasant situation has a positive side to it.

(Accept any reasonable answers.)

**Part B: Understanding the Story Elements**

1. (a) Tom was a football player.
- (b) The story took place in football fields.
- (c) Tom was injured in his debut match. He could not play in the remaining matches.
- (d) He did not give up. He decided to become his team’s assistant coach. He used his knowledge to draw up strategies and led his team to win the championship.

(Accept any reasonable answers.)

**Part C: Characterisation**

<u>Tom’s feelings</u>	<u>Reasons</u>
1. (a) <i>passionate about football/determined to win/tired (given)</i>	<i>He was practising even when all his teammates had gone back home. (given)</i>
(b) <i>sad/disappointed/in great pain</i>	He was hurt and could not play in the remaining matches.
(c) <i>bored/lonely/distant from the field</i>	He could only watch the football matches but not play in them.
(d) <i>contented/cheerful/satisfied</i>	He used his knowledge to draw up strategies and led his team to win one match after another.
(e) <i>proud/joyful/confident</i>	He led his team to win the championship. He proved himself to be a capable coach.
2. Tom decided to become his team’s assistant coach and used his knowledge to contribute to his team.	
2. Tom did not give up. He stayed optimistic and hopeful when facing adversity. He found a positive side to his difficulty.	

(Accept any reasonable answers.)

**Part D: Understanding the Saying of Wisdom**

1. As long as we stay optimistic and hopeful, we can always find a positive way forward.  
(Accept any reasonable answers.)
2. Every difficult or unpleasant situation has a positive side to it.  
(Accept any reasonable answers.)
3. Accept any reasonable answers.

## SOWIT Video Series – “There is Light at the End of the Tunnel”

(Video link: [www.edb.gov.hk/sowit\\_tunnel](http://www.edb.gov.hk/sowit_tunnel))

### Lesson Plan



<b>Suggested Levels</b>
Upper Primary/Junior Secondary
<b>Summary of the Learning Task</b>
Students watch the SOWIT video “There is Light at the End of the Tunnel”, which is about a pole vaulter who did not give up challenging the world record even when he failed and injured himself. They are then guided to understand the meaning of the saying “There is light at the end of the tunnel”, learn about the related positive values and attitudes (e.g. resilience, perseverance, optimism), and give a presentation on their personal experience.
<b>Learning Objectives</b>
<b><u>Content</u></b>
<ul style="list-style-type: none"><li>• To understand the meaning of the saying “There is light at the end of the tunnel.” through a story presented in the context of a video</li><li>• To explore the lesson learnt from the story of the main character</li></ul>
<b><u>Language</u></b>
<ul style="list-style-type: none"><li>• To learn the vocabulary (e.g. “determined”, “optimistic”, “hardship”, “difficult”, “improvement”) related to overcoming hardship</li></ul>
<b><u>Values and Attitudes</u></b>
<ul style="list-style-type: none"><li>• To cultivate positive values and attitudes (e.g. resilience, perseverance, optimism)</li></ul>

### 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 "There is Light at the End of the Tunnel":



3. Guide students to make predictions about the theme of the video by drawing their attention to the visual clues captured in the picture and ask the following questions:
  - i) Where do you think the girl is?  
(Suggested answer: a tunnel, a cave, an enclosed place)
  - ii) What do you think the white spot is?  
(Suggested answer: light, sunshine)
  - iii) How would you feel if you were kept in this place for a long time? Why?  
(Suggested answer: tired/worried/sad because it seems there is no way out/I don't know when I could leave this place/I want to go home)
  - iv) What would you do if you were kept in this place for a long time? Why?  
(Suggested answer: I would try to escape from this place by using all the possible means because I don't want to stay there anymore.)
  - v) How would you feel when you see the white spot?  
(Suggested answer: hopeful, happy)
4. Discuss with students their observations.



## Viewing

### **Part B: Understanding the Message of the Story**

1. Refer students to *Activity Sheet: Part B*.
2. Play the video “There is Light at the End of the Tunnel”.
3. Instruct students to complete the table in Question 1 after watching the video.
4. Go over the answers of Question 1 with students.
5. Guide students to work out the symbolic meaning of “tunnel” and “light” by relating the expressions to Peter’s story.
6. Highlight the importance of perseverance by going over the quote with students.
7. Recap the key messages presented in the story.

## Post-viewing

### **Part C: Learning the Vocabulary about Overcoming Hardship**

1. Refer students to *Activity Sheet: Part C*.
2. Instruct students to complete the table in Question 1. Elicit from them the good qualities they can learn from Peter when facing hardship and the respective examples.
3. Draw students’ attention to the parts of speech of the five targeted vocabulary items (i.e. “determined”, “optimistic”, “hardship”, “difficult”, “improvement”). Remind them to consult the dictionary when necessary.
4. Have students complete the table in Question 2 and the summary in Question 3.

### **Part D: Understanding the Saying of Wisdom**

1. Refer students to *Activity Sheet: Part D*.
2. Revisit the meaning of the saying “There is light at the end of the tunnel.” with students (i.e. to describe signs of improvement in a situation that has been bad for a long time, or signs that a long and difficult piece of work is almost finished).
3. Invite students to share their experience in overcoming a challenge using the vocabulary learnt in *Activity Sheet: Part C*.
4. Ask students to collect a piece of news/information of a famous person who inspires them and best exemplifies the saying “There is light at the end of the tunnel”.

**SOWIT Video Series – “There is Light at the End of the Tunnel”  
Activity Sheets**

**(Pre-viewing)**

**Part A: Making Predictions about the Story Elements**

Study the picture below and share your answers to the following questions with your classmates.



1. Where do you think the girl is?

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2. What do you think the white spot is?

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3. How would you feel if you were kept in this place for a long time? Why?

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4. What would you do if you were kept in this place for a long time? Why?

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5. How would you feel when you see the white spot?


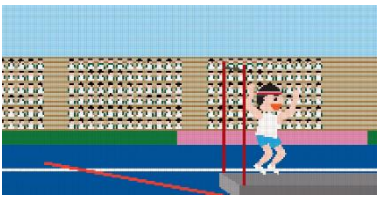
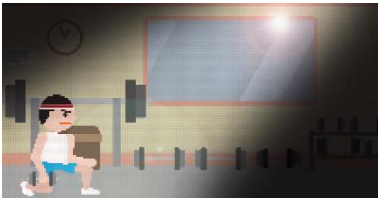
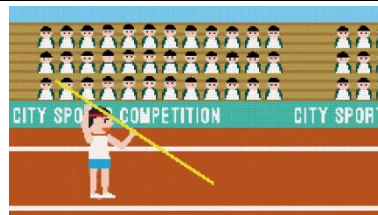
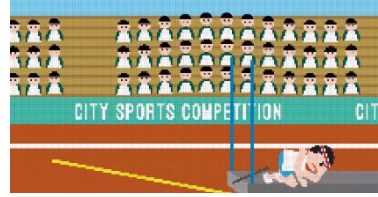
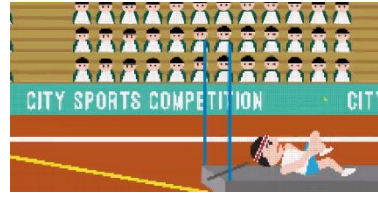
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**(Viewing)**

**Part B: Understanding the Message of the Story**

1. The following pictures show the events of the story in the video “There is Light at the End of the Tunnel”. After watching the video, complete the following table by identifying the sequence of events and fill in the blanks with the words provided in the box. The first one has been done as an example.

failed	treatments	hard	determined
injured	goal	succeeded	tough

Events	Sequence	What happened?
(a) 	(i) _____	Peter visited the doctor and he had to undergo various (ii) _____.
(b) 	(i) _____	After his recovery, Peter joined the competition again. He finally (ii) _____ and broke the world record.
(c) 	(i) _____	Although the recovery and training process was (ii) _____, Peter tried very (iii) _____ in order to achieve his (iv) _____.
(d) 	<b>e.g. 1</b>	Peter was a pole vaulter. He trained tirelessly and was <b>e.g. <u>determined</u></b> to challenge the world record.
(e) 	(i) _____	Peter (ii) _____ in the first attempt in the competition.
(f) 	(i) _____	Peter had an accident in his second attempt and (ii) _____ his leg.

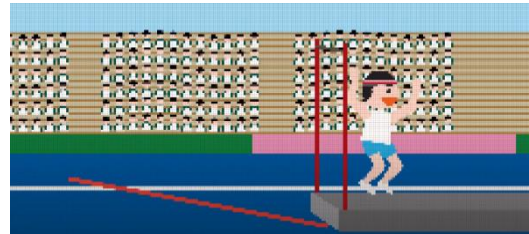
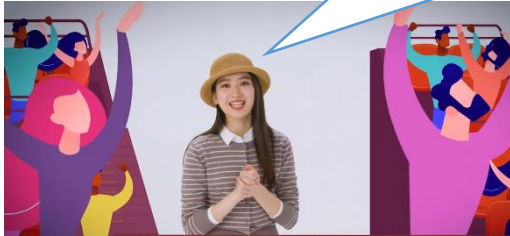
2. What do “tunnel” and “light” symbolise in the story?

“tunnel”: \_\_\_\_\_

“light”: \_\_\_\_\_

3. Complete the following quote from the video. What have you learnt from Peter’s experience?

By being determined and (i) o\_\_\_\_\_, Peter made steady (ii) p\_\_\_\_\_ and eventually achieved (iii) s\_\_\_\_\_. Never (iv) g\_\_\_\_\_ u\_\_\_\_\_ in the face of (v) h\_\_\_\_\_!



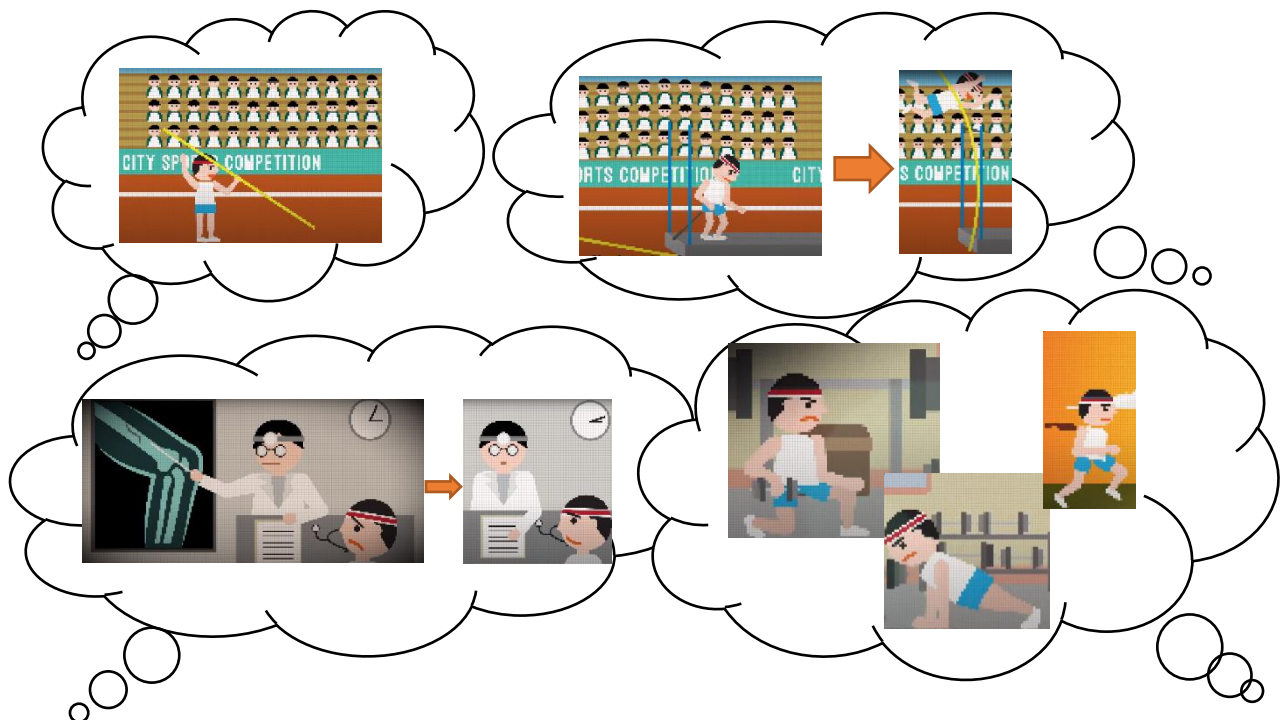
(vi) Things I have learnt from Peter’s experience:

(Post-viewing)

**Part C: Learning the Vocabulary about Overcoming Hardship**

1. In the video, Peter has set some good examples for us to follow when we are having a difficult time. The table below summarises some good qualities you can learn from Peter on his journey of breaking the world record. Find an example to illustrate each of the good qualities. The first one has been done for you as an example.

Good Qualities of Peter ☺	Examples
Peter was <b>determined</b> .	e.g. Peter set a goal in breaking the world record.
Peter <b>never gave up</b> .	(a)
Peter was <b>optimistic</b> .	(b)
Peter was <b>hard-working</b> .	(c)



2. Complete the following table about the five vocabulary items related to overcoming hardship. You may use a dictionary to help you.

	<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>
i)		/	optimistic
ii)			determined
iii)		/	difficult
iv)	hardship	/	
v)	improvement		/

3. Complete a summary about Peter's story in breaking the world record by using the vocabulary in No.2.

Peter was a pole vaulter who had a strong **(a)** \_\_\_\_\_ in breaking the world record. Even though he was not successful in his first few attempts, he did not feel upset and he stayed **(b)** \_\_\_\_\_ in face of **(c)** \_\_\_\_\_. Unfortunately, he hurt his leg during one of the competitions. Luckily, Peter was not discouraged. He kept training and **(d)** \_\_\_\_\_ a lot in his recovery process. Finally, Peter succeeded and broke the world record. Peter's story reminds us that there is always hope in every **(e)** \_\_\_\_\_ situation and we should never give up easily.

**Part D: Understanding the Saying of Wisdom**

1. What is the message conveyed by the story?

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2. What is the meaning of the saying “There is light at the end of the tunnel”?

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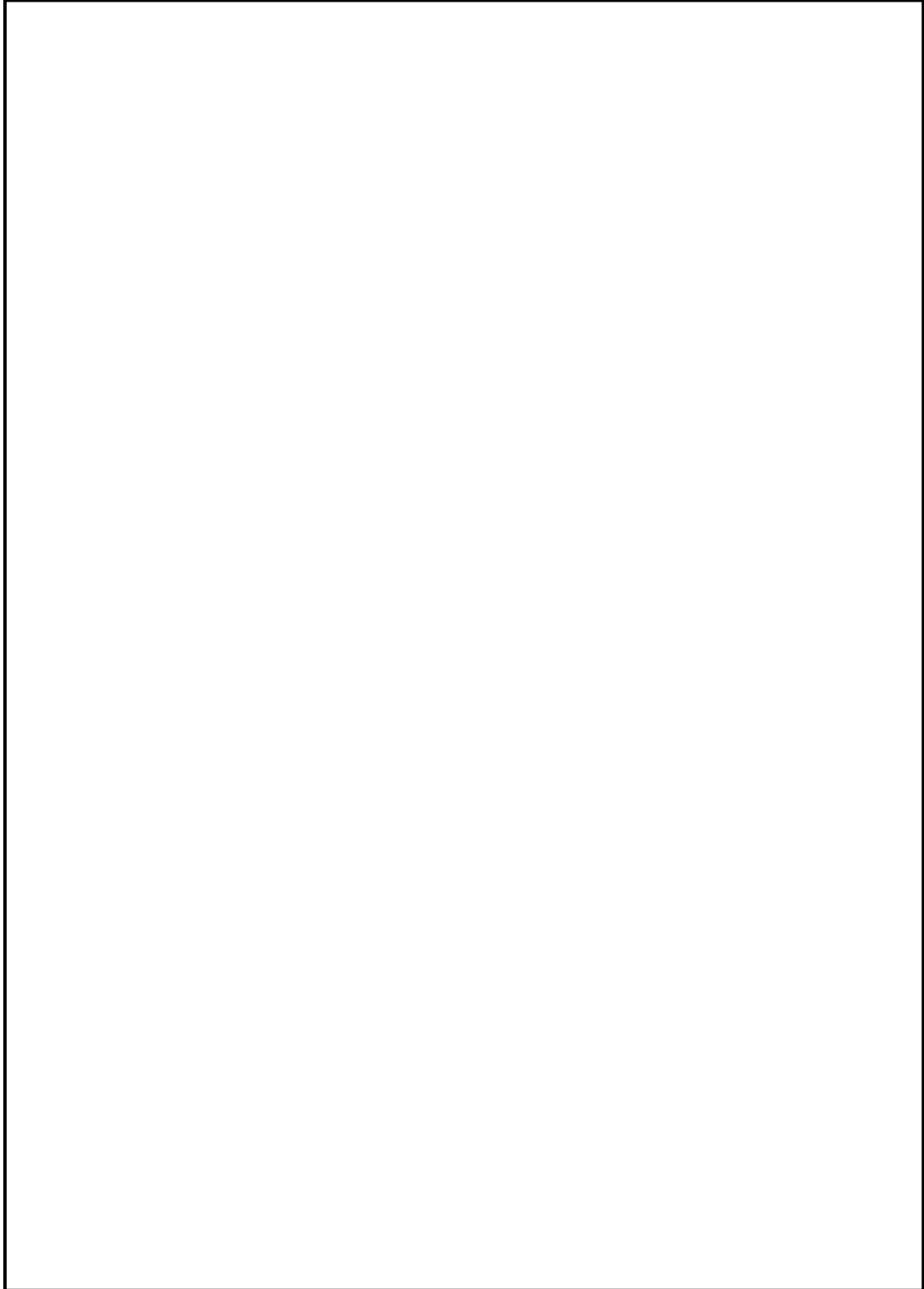
3. Do you have a similar experience of being in a difficult situation for a long time but finally overcoming the challenge? Share the experience with your classmates in a 1-minute presentation. Try to incorporate the vocabulary learnt in Part B in your presentation. You may include the following ideas in your presentation:

- What was the challenge? How did you feel at first?
- What did you do to overcome the challenge?
- What was the result?
- How did you feel at the end?
- What did you learn from the experience?

*You may begin by saying:*

Hello everyone! Today I would like to share my experience on \_\_\_\_\_.

4. Peter's perseverance and determination inspired us not to give up easily. Is there anyone (e.g. a celebrity, a famous person in history, an athlete) who encourages you to move forward despite hardship? Collect a piece of news/information of someone who exemplifies the saying "There is light at the end of the tunnel". Stick it in the box below and share with your classmates how this person inspires you.





**SOWIT Video Series – “There is Light at the End of the Tunnel”**  
**Activity Sheets (Suggested Answers)**

**Part A: Making Predictions about the Story**

1. A tunnel/a cave/an enclosed place
2. Light/sunshine
3. Tired/worried/sad because it seems there is no way out/I don't know when I could leave this place/I want to go home
4. Try to escape from this place by using all the possible means because I don't want to stay there anymore
5. Hopeful/happy

(Accept any reasonable answers.)

**Part B: Understanding the Message of the Story**

1. (a) (i) 4 (ii) treatments  
(b) (i) 6 (ii) succeeded  
(c) (i) 5 (ii) tough (iii) hard (iv) goal  
(d) (i) 1 (ii) *determined (given)*  
(e) (i) 2 (ii) failed  
(f) (i) 3 (ii) injured
  
2. “tunnel”: A difficulty/the long and tough recovery process  
“light”: Success/signs of improvement in Peter's recovery  
(Accept any reasonable answers.)
  
3. (i) optimistic  
(ii) progress  
(iii) success  
(iv) give up  
(v) hardship  
(vi) Accept any reasonable answers.

**Part C: Learning the Vocabulary about Overcoming Hardship**

1. (a) Peter kept trying even when he failed in his first and second attempts.  
(b) Even though Peter got hurt, he stayed positive and kept practising.  
(c) Peter trained tirelessly every day.  
(Accept any reasonable answers.)

2.

	<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>
i)	<b>optimism</b>	/	optimistic
ii)	<b>determination</b>	<b>determine</b>	determined
iii)	<b>difficulty</b>	/	difficult
iv)	hardship	/	<b>hard</b>
v)	improvement	<b>improve</b>	/

3. (a) determination  
(b) optimistic  
(c) hardship  
(d) improved  
(e) difficult

#### **Part D: Understanding the Saying of Wisdom**

1. Despite hardship, we should never give up as there is always hope after being in a bad/difficult situation for a long time.
2. There is always hope after hardship./There will be signs of improvement in a situation that has been bad for a long time.
3. Accept any reasonable answers.
4. Accept any reasonable answers.



# Overview

## (Presentation slides)

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## *SOWIT Videos Resource Kit (Part 2)*

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 second 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 the host's sharing about her personal experience of giving and receiving gifts, students are guided to
  - learn about the saying "Never look a gift horse in the mouth"
  - understand the related positive values and attitudes (e.g. be grateful, cherish what we have, be positive)
  - give a presentation about a gift they have received before



## Lesson Plan 2



- Through appreciating a story about a slave helping a lion when the lion was in trouble, students are guided to
  - understand the meaning of the saying "Gratitude is the sign of noble souls"
  - learn about the related positive values and attitudes (e.g. be grateful, be empathetic, care for others)
  - write a thank-you card to the person they would like to show appreciation to



## Lesson Plan 3



A bird in the hand is  
worth two in the bush.

- Through watching a video about a shepherd who realised that he should cherish the things he had already had, students are guided to
  - understand the meaning of the saying "A bird in the hand is worth two in the bush"
  - learn about the related positive values and attitudes (e.g. be grateful, cherish what we have)
  - write a reflection on their personal experience



## Lesson Plan 4



- Through appreciating a story about the different approaches adopted by two men in looking for the treasure in a hidden reef, students are guided to
  - understand the meaning of the saying "Opportunity only knocks once"
  - learn about the related positive values and attitudes (e.g. be proactive, be positive)
  - write a letter to give advice and design a poster to encourage their schoolmates to be proactive





## Lesson Plan 5



- Through watching a video about a scholar's determination to publish a new and reliable dictionary, students are guided to
  - understand the meaning of the saying "Rome was not built in a day"
  - 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 6



- Through watching a video about an old man who did not seize rare and precious opportunities, students are guided to
  - understand the meaning of the saying "Time and tide wait for no man"
  - learn about the related positive values and attitudes (e.g. be proactive, be positive, cherish what we have)
  - write a reflection on / a recount of their personal experience



## Lesson Plan 7



- Through appreciating a story about two brother pigs whose houses were attacked by a wolf, students are guided to
  - understand the meaning of the saying "A stitch in time saves nine"
  - learn about the related positive values and attitudes (e.g. be proactive, be positive, cherish what we have)
  - design a poster to promote the message of being proactive



## Lesson Plan 8



- Through watching a video about three brothers using different ways to achieve the same goal, students are guided to
  - understand the meaning of the saying "All roads lead to Rome"
  - learn about the related positive values and attitudes (e.g. be positive and optimistic)
  - share ideas about how to stay positive and optimistic



## Lesson Plan 9



- Through appreciating a story about a passionate football player who became a team's manager after his injury, students are guided to
  - understand the meaning of the saying "Every cloud has a silver lining"
  - learn about the related positive values and attitudes (e.g. be optimistic and hopeful)
  - write a reflection on their personal experience



## Lesson Plan 10



- Through appreciating a story about a pole vaulter who did not give up challenging the world record in the face of adversity, students are guided to
  - understand the meaning of the saying "There is light at the end of the tunnel"
  - learn about the related positive values and attitudes (e.g. resilience, perseverance, optimism)
  - give a presentation on their personal experience



## 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>).

