

SOWIT Video Series – “Prevention is Better than Cure”

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

Lesson Plan



Suggested Levels

Upper Primary/Junior Secondary

Summary of the Learning Task

Students watch the SOWIT video “Prevention is Better than Cure”, which is about how the presenter stopped a fire from happening. Students are then guided to understand the meaning of the saying “Prevention is better than cure”, learn about the related positive values and attitudes (e.g. be proactive, be positive, cherish what we have), and write a reflection on their personal experience about the saying “Prevention is better than cure”.

Learning Objectives

Content

- To understand the meaning of the saying “Prevention is better than cure.” 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 use adjectives to describe a person/an experience (e.g. forgetful, careful, undesirable, painful)

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 Story Elements

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



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

Viewing

Part B: Understanding the Story Elements

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

Post-viewing

Part C: Characterisation

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

Part D: Understanding the Saying of Wisdom

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

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

(Pre-viewing)

Part A: Making Predictions about the Story Elements

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

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

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



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

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

(Viewing)

Part B: Understanding the Story Elements

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

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

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

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

(Post-viewing)

Part C: Characterisation

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

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

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

Part D: Understanding the Saying of Wisdom

Answer the following questions about the story.

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

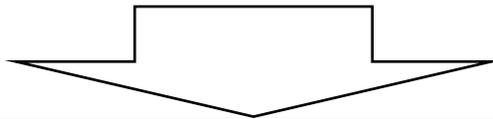
2. What was the cause of the fire?

3. Could the fire be prevented? How?

4. What is the message conveyed by the story?

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

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



What have you learnt from the experience?

**SOWIT Video Series – “Prevention is Better than Cure”
Activity Sheets (Suggested Answers)**

Part A: Making Predictions about the Story Elements

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

Part B: Understanding the Story Elements

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

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

Part C: Characterisation

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

(Accept any reasonable answers.)

Part D: Understanding the Saying of Wisdom

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