

## 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...*”.

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**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>	

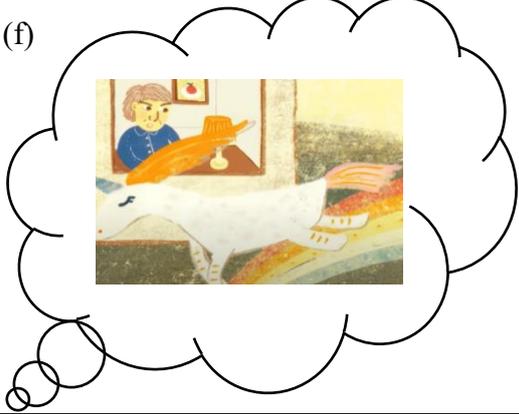
(Viewing)

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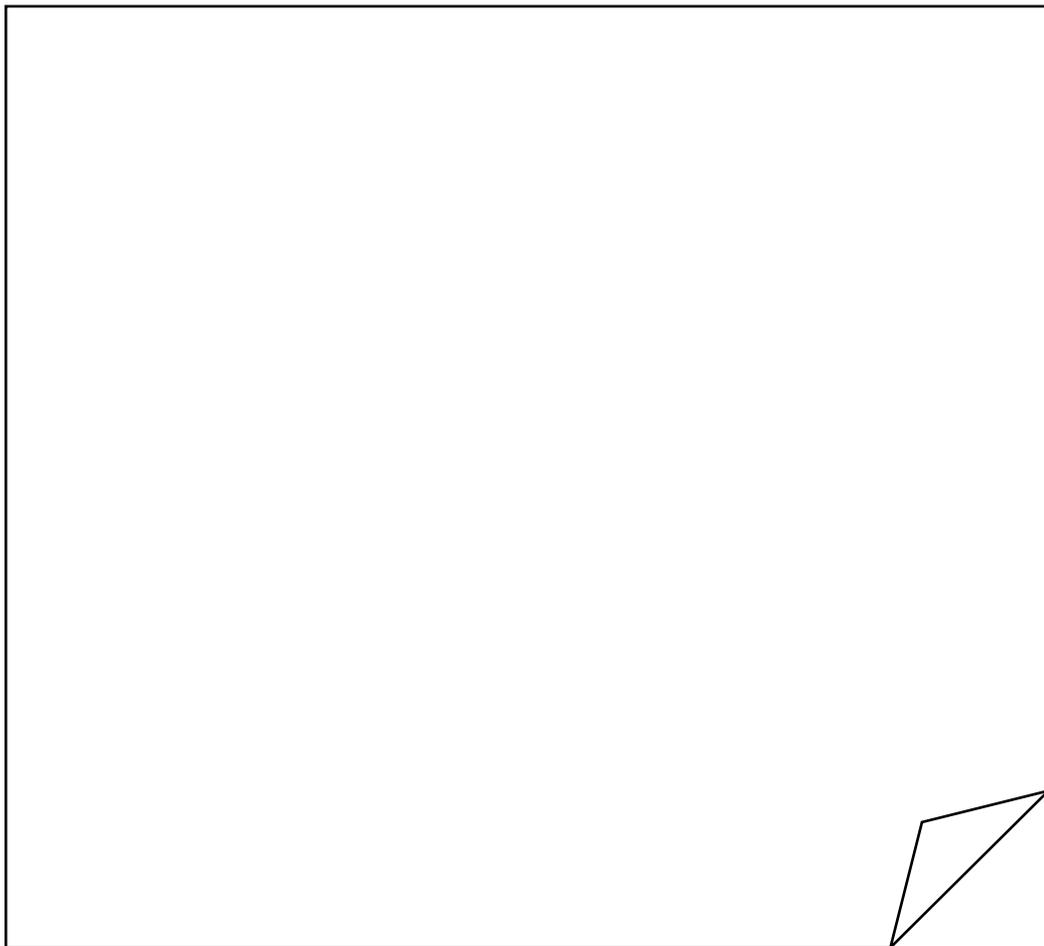
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2. What is the meaning of the saying “Time and tide wait for no man”?

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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.



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### 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
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- 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.