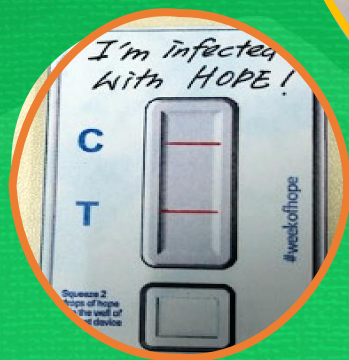


Campaign on "Promoting Positive Values and Attitudes through English Sayings of Wisdom"

A COMPENDIUM OF WEEK OF HOPE



**English Language Education Section
Curriculum Development Institute
Education Bureau
The Hong Kong Special Administrative Region**

12/F, Wu Chung House, 213 Queen's Road East, Wan Chai, Hong Kong

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Preface

Sayings of wisdom (SOW), which are inspiring words that provoke thinking, share insights and experience, and explore meaning in life, are treasures cherished in both Chinese and western cultures. To unearth these priceless treasures, the English Language Education Section of the Curriculum Development Institute, Education Bureau has launched the campaign “**Promoting Positive Values and Attitudes through English Sayings of Wisdom**” (SOW Campaign) since 2020. This territory-wide and cross-curricular campaign connects English Language education with values education. It aims to enrich students’ English learning experience and nurture positive values and attitudes in them through a variety of student activities and learning and teaching resources illustrating the meaning and beauty of the inspirational SOW.

“**Week of Hope**”, a school-based activity week, is a signature activity for the SOW Campaign in the 2021/22 school year. Held within the period of 28 March – 5 August 2022, the cross-curricular English Week provides a platform for schools to organise and showcase school-based activities for creating a learning environment conducive to English learning and the promotion of values education. The resource material ***A Compendium of Week of Hope*** is a compilation of school-based English learning activities organised by schools participating in the “**Week of Hope**”. It is hoped that these activities serve as inspirations for schools to incorporate positive values and attitudes into English language learning within and beyond the classroom.

While the examples in this compendium are suitable for use in both the primary and secondary English classrooms, schools are advised to adapt the materials with reference to their students’ needs and abilities to cater for learner diversity. Schools are also encouraged to select and adapt the teaching ideas in the resource material to tie in with other themes and positive values and attitudes for promoting values education in a sustainable manner.

SOW Campaign



www.edb.gov.hk/sow

Acknowledgements

We are grateful to all the participating schools, teachers, students and parents for supporting the “**Week of Hope**”.

(In alphabetical order)

- *Buddhist Yip Kei Nam Memorial College*
- *Canossa Primary School (San Po Kong)*
- *Carmel Divine Grace Foundation Secondary School*
- *CCC Hoh Fuk Tong Primary School*
- *Christian Alliance H.C. Chan Primary School*
- *Cognitio College (Hong Kong)*
- *GCCTKD Cheong Wong Wai Primary School*
- *Hennessy Road Government Primary School*
- *HHCKLA Buddhist Wong Cho Sum School*
- *HKKKWA Sun Fong Chung Primary School*
- *Homantin Government Secondary School*
- *Kau Yan College*
- *Kowloon Sam Yuk Secondary School*
- *Kowloon Tong Bishop Walsh Catholic School*
- *Ling To Catholic Primary School*
- *LoK Sin Tong Lau Tak Primary School*
- *LoK Sin Tong Yu Kan Hing Secondary School*
- *Lutheran Tsang Shing Siu Leun School*
- *Marycove School*
- *Newman Catholic College*
- *NTHYK Tai Po District Secondary School*
- *Po Leung Kuk Gold and Silver Exchange Society Pershing Tsang School*
- *Po Yan Oblate Primary School*
- *S.K.H. Kei Oi Primary School*
- *S.K.H. Li Fook Hing Secondary School*
- *S.K.H. St. Clement's Primary School*
- *S.K.H. Tak Tin Lee Shiu Keung Primary School*

- *Sai Kung Sung Tsun Catholic School (Secondary Section)*
- *Sam Shui Natives Association Huen King Wing School*
- *Shak Chung Shan Memorial Catholic Primary School*
- *Sham Tseng Catholic Primary School*
- *South Yuen Long Government Primary School*
- *St. Mary's Canossian School*
- *Tai Po Old Market Public School*
- *TWS St. Bonaventure Catholic Primary School*

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Nurturing Positive Values and Attitudes through English Sayings of Wisdom and “Week of Hope”

A variety of learning activities can be organised throughout the school year to create an environment conducive to English learning and nurturing positive values and attitudes. Through hosting a school-based activity week (e.g. “Week of Hope/Gratitude/Kindness”), students are provided with holistic learning experiences and opportunities to apply what they have learnt in context.

In general, the following types of activities were organised by the schools participating in the “Week of Hope”.

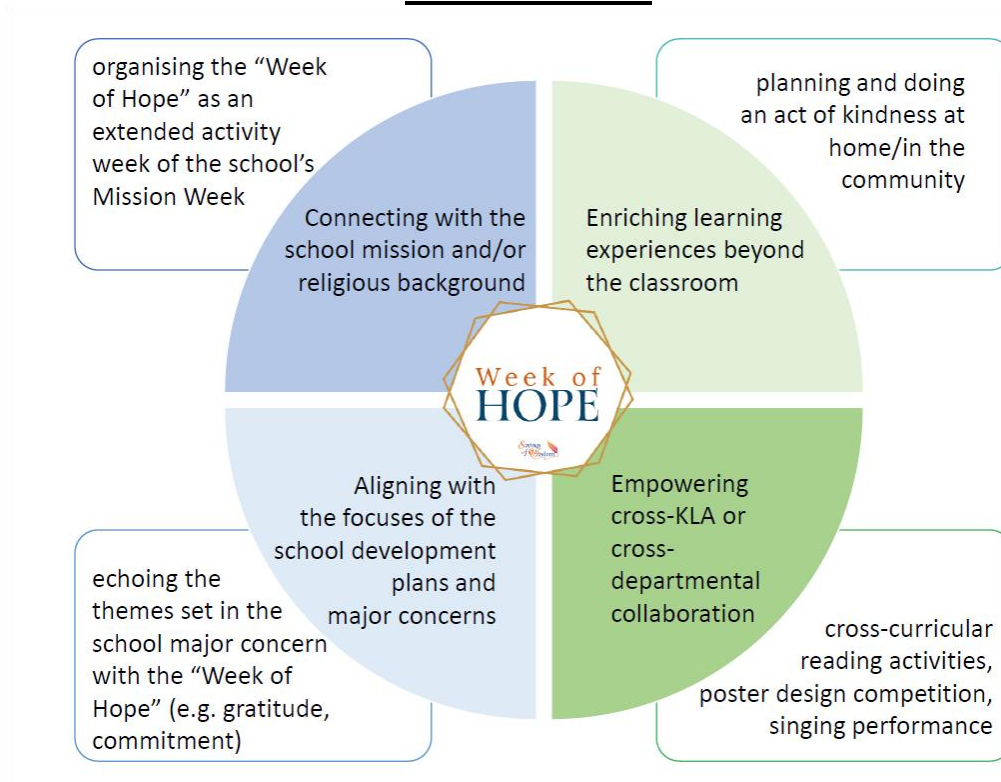


More ideas about organising a school-based activity week to nurture positive values and attitudes through English sayings of wisdom can be found in the resource kit [*"A Resource Kit for Promoting Positive Values and Attitudes through English Sayings of Wisdom"*](#).

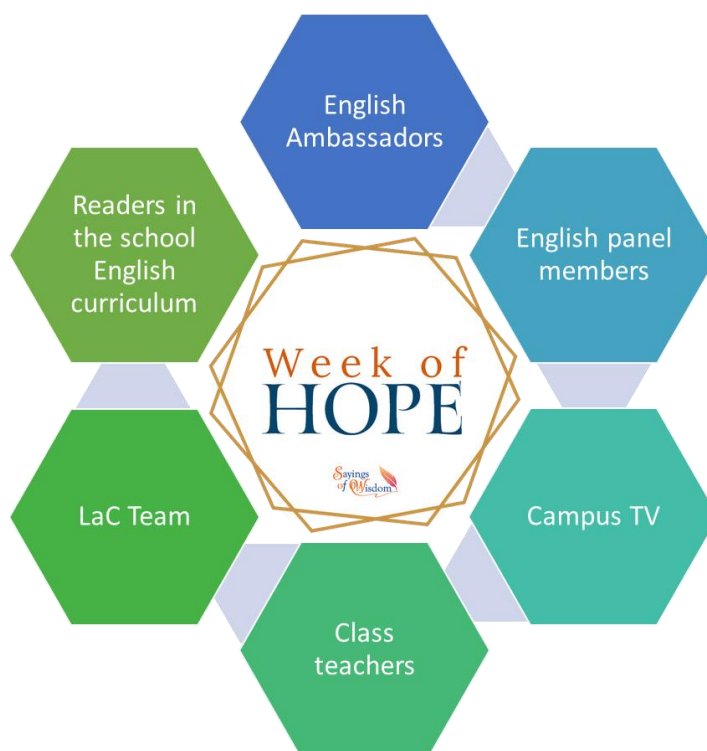


When incorporating the “Week of Hope” activities in the school English Language curriculum, participating schools had used the following strategies to plan and implement them in a holistic manner:

Holistic planning of “Week of Hope” activities at classroom, cross-curricular and/or whole-school level



Making good use of resources available



Schools adopted different approaches in organising the “Week of Hope”.

Primary Level

Organising “Week of Hope” classroom activities featuring different positive values across year levels:

| Level | Activity | Positive Values |
|--------------|--|--|
| Primary 1 | Writing a thank-you card | Gratitude |
| Primary 2 | Designing a cootie catcher on hope | Optimism |
| Primary 3 | Appreciating the SOWIT video “All Roads Lead to Rome” and writing a reflection | Hope Resilience |
| Primary 4 | Song appreciation of <i>Count on Me</i> | Friendship |
| Primary 5 | Group project on a famous person | Positive values learnt from the famous people |
| Primary 6 | Poem appreciation of “Hope” by Emily Dickinson | Hope |
| Whole School | Tree of Hope Appreciating SOWIT videos through Campus TV | Hope Gratitude Optimism Cherishing what we have Be proactive |

Secondary Level

Organising “Week of Hope” activities within and beyond the classroom:

| Week of Hope | | | | | |
|-----------------------|--|-------------------------|---|-------------------------|--------------------------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| 7:30-8:00 am | The Songs of Hope (Song dedication) | | The Songs of Hope The Dawn of Hope (“Week of Hope” assembly) | | The Songs of Hope |
| 8:00 am - 12:30 pm | The Tour of Hope* (Good work appreciation) | The Tour of Hope | It’s A World of Hope (Readers-based game booths at recess) The Tour of Hope | The Tour of Hope | The Tour of Hope |
| After-school activity | | | The Messages of Hope (Cross-curricular speech competition) | | |

*A roster was devised for all classes to join “The Tour of Hope” activity in the school hall during one of the English lessons to appreciate the good work of other students.

Examples of “Week of Hope” Activities

Part 1: Language-rich Environment

A variety of multimodal resources (e.g. “Tree of Hope”, SOW posters, SOWIT videos, gratitude jars, campus TV, creative writing) were used to create an inspiring learning environment for the learning and teaching of SOW and the promotion of positive values and attitudes.

Tree of Hope

Each participating school was provided with a “**Tree of Hope**” poster and encouraged to make creative use of it to spread positive vibes on the school campus. Students, staff members of the school and parents wrote their thoughts and reflections on hope on the **leaf cutouts**, which were then affixed on the “Tree of Hope” displayed in the school.

“Tree of Hope” poster:



Leaf cutouts:



Tree of Hope

Examples of writing prompts for the leaf cutouts:

| | |
|---------------------------------|--|
| <p>Thank-you Messages</p> | <ul style="list-style-type: none"> Write a note to express gratitude to classmates, teaching or non-teaching staff at school. <div data-bbox="500 380 812 772"> <p>Dear Ms Chan, Thank you for always making the lesson fun and inspiring. I have learnt a lot from you! 1A Mike Ho</p> </div> <div data-bbox="922 380 1279 787"> <p>Hannah, I am so grateful to have you as my BFF! Thank you for supporting me always and sharing my ups and downs unconditionally! Laura ☺</p> </div> <div data-bbox="521 747 911 1199"> <p>Dear 5B students, It's a pleasure to be your English teacher and I am happy that all of you are attentive and responsive in lessons. Let's work hard together on your HKDSE journey! Mr Li</p> </div> <div data-bbox="954 779 1320 1207"> <p>Fong Jie, Thank you for keeping the classroom clean and tidy every day! Class 3C</p> </div> |
| <p>Poems on Hope</p> | <ul style="list-style-type: none"> Write an acrostic poem on "Hope". <div data-bbox="553 1272 924 1650"> <p><i>Hope</i></p> <hr/> <p><i>H</i>appiness <i>O</i>ptimism <i>P</i>erseverance <i>E</i>nthusiasm</p> </div> <div data-bbox="951 1308 1425 1593"> <p><i>Hope</i></p> <hr/> <p><i>H</i>olding on to all possibilities <i>O</i>pting out of all negativities <i>P</i>ouring out your thankful thoughts <i>E</i>ndeavouring to walk the talk</p> </div> |
| <p>Six-word Stories on Hope</p> | <ul style="list-style-type: none"> Write a six-word story on "Hope". <div data-bbox="557 1705 836 1856"> <p>Love. Joy. Health. Essence of life. 4D Karl Chung</p> </div> <div data-bbox="963 1705 1247 1852"> <p>Hope ebbs and flows with life. 5A Amber Choi</p> </div> |

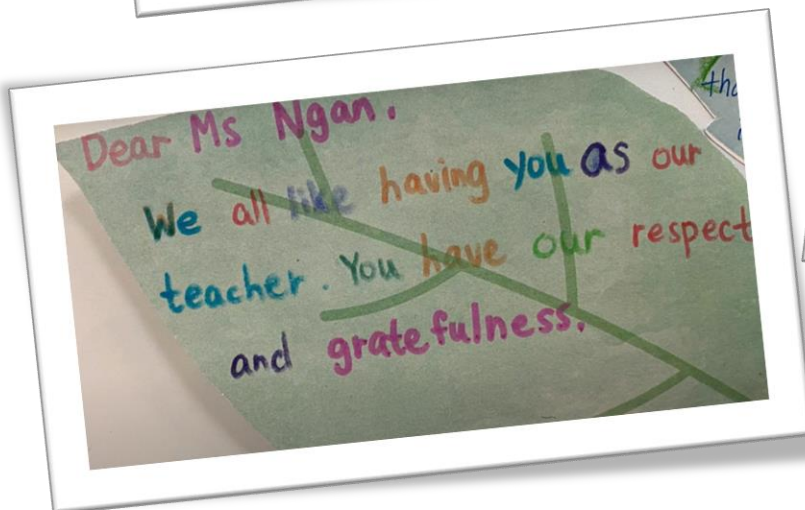
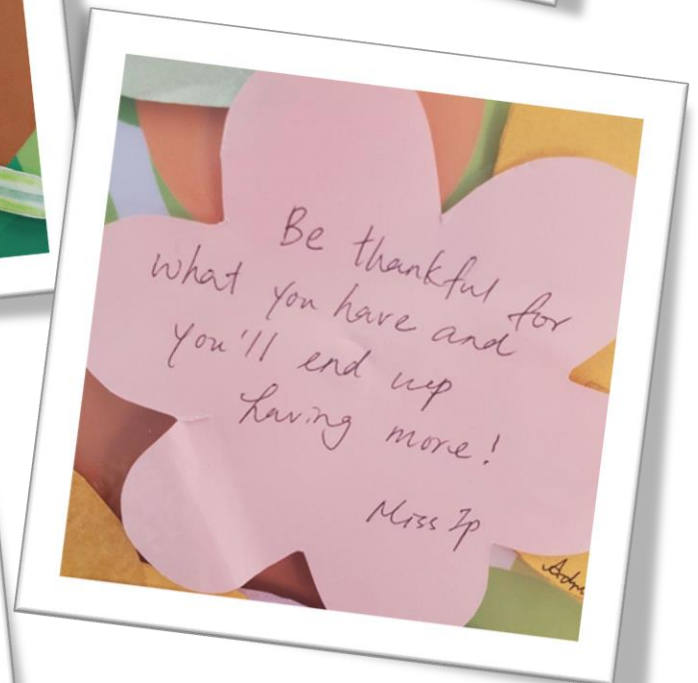
Tree of Hope

Snapshots of "Tree of Hope" of the participating schools:



Tree of Hope ~Ideas on Leaf Cutouts~

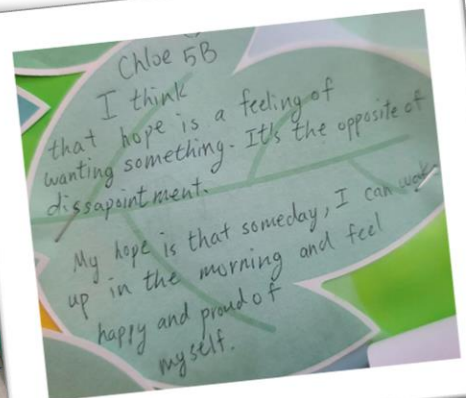
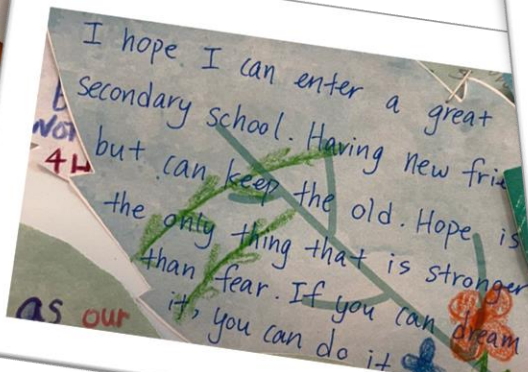
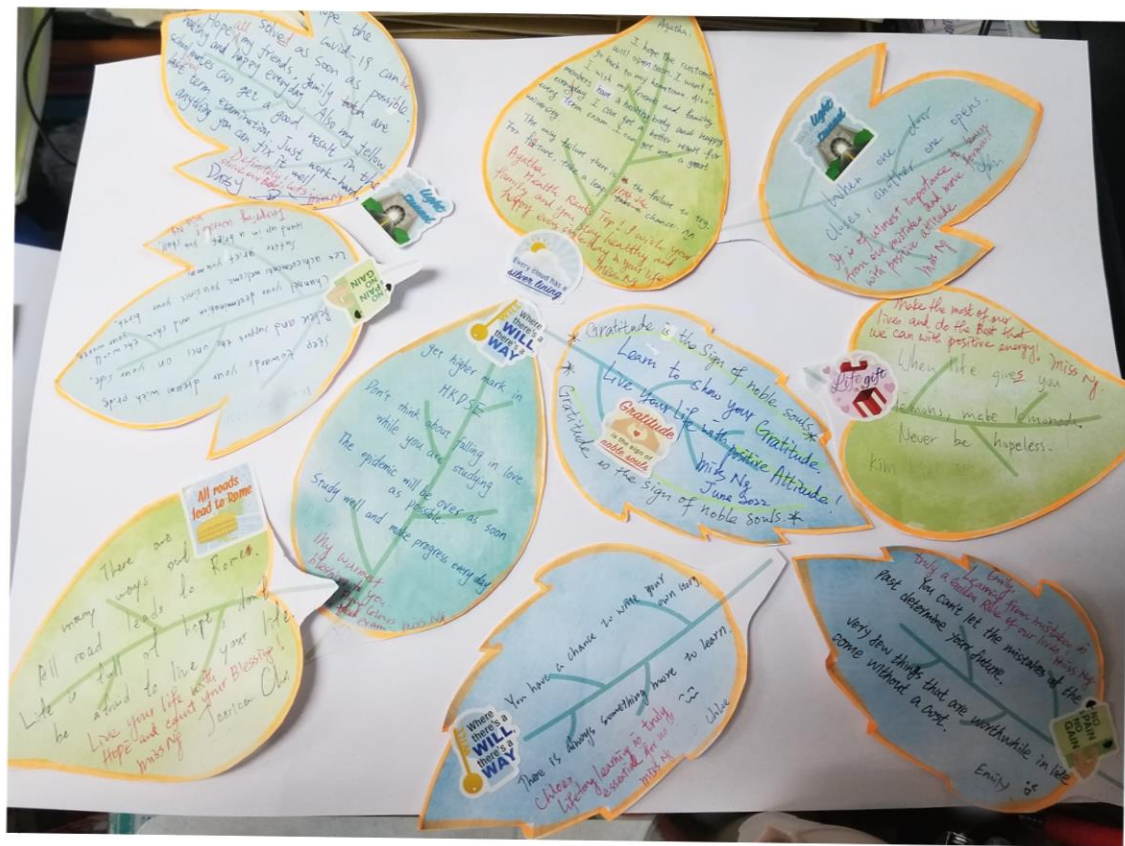
Expressing gratitude:



Tree of Hope

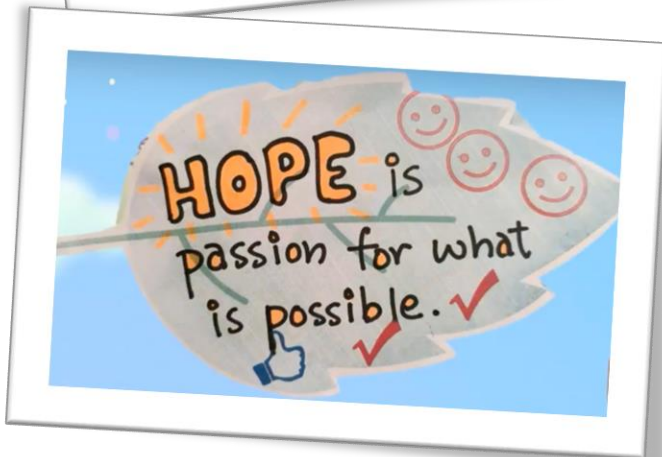
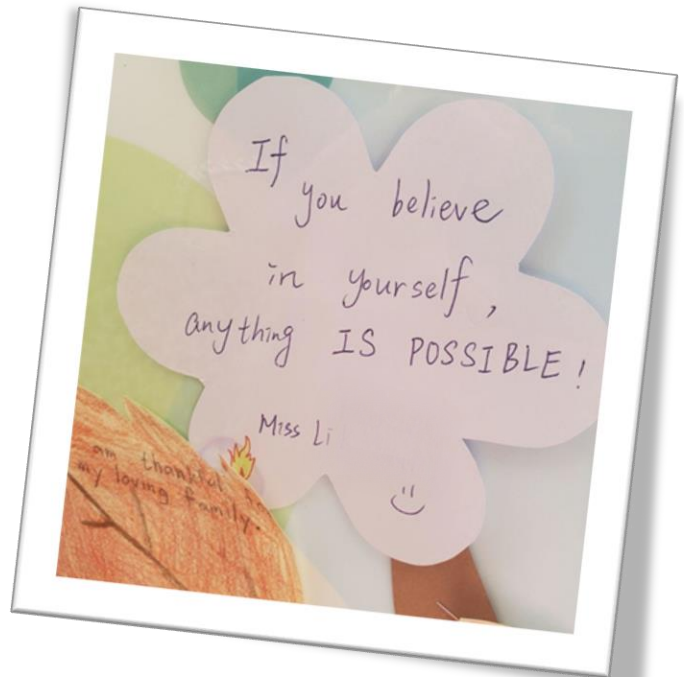
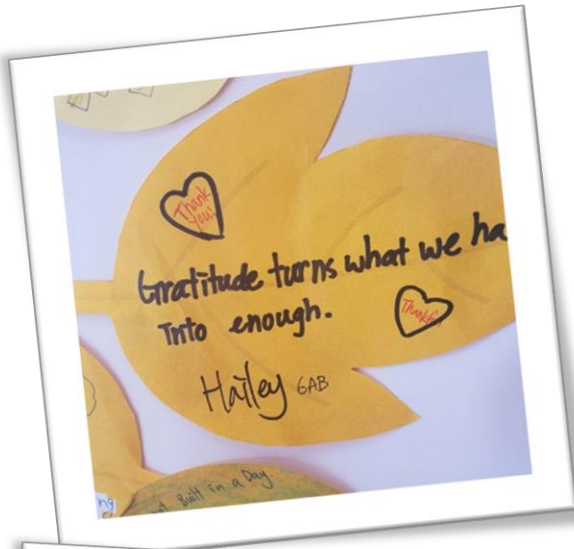
~Ideas on Leaf Cutouts~

"What is your hope?":



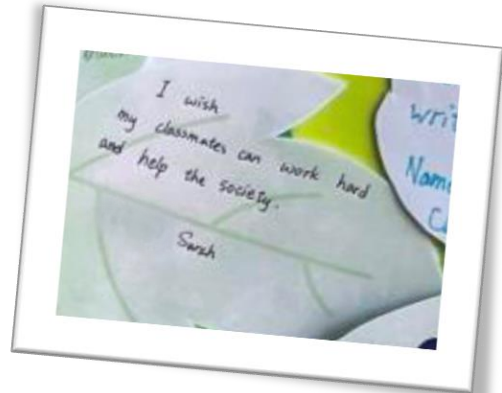
Tree of Hope ~Ideas on Leaf Cutouts~

Favourite SOW/Inspirational quotes:

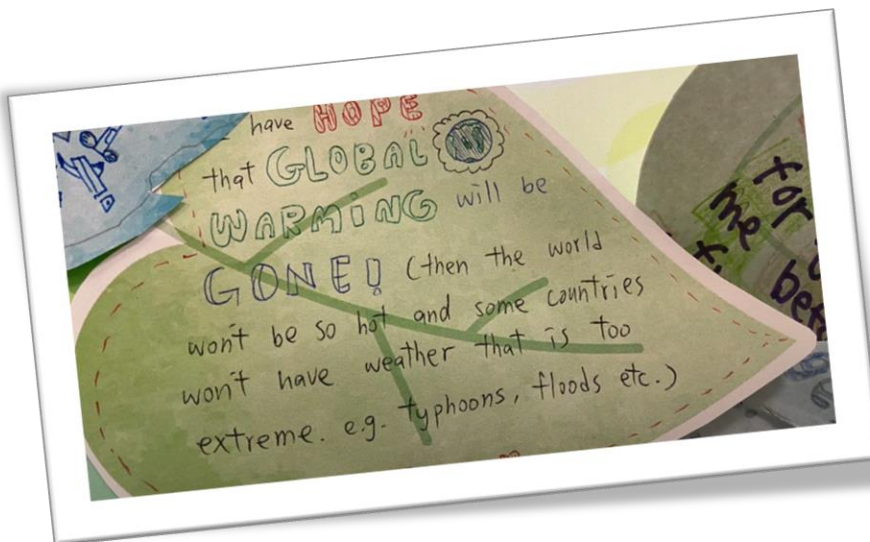


Tree of Hope ~Ideas on Leaf Cutouts~

Contributing to the world:

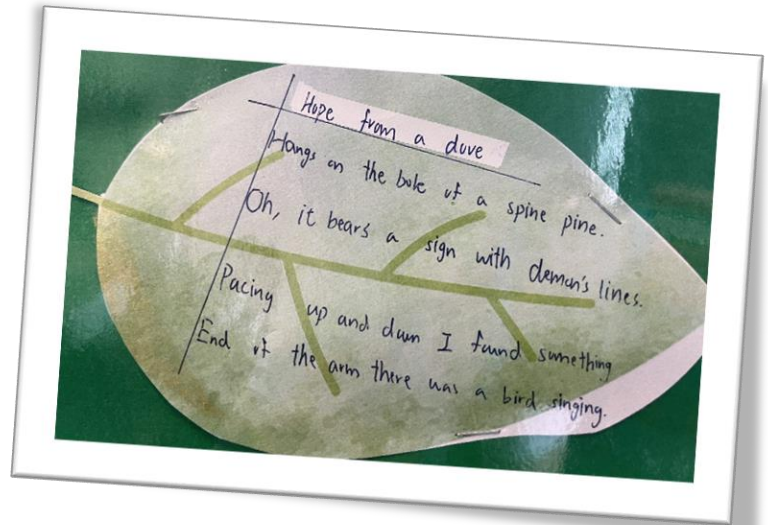
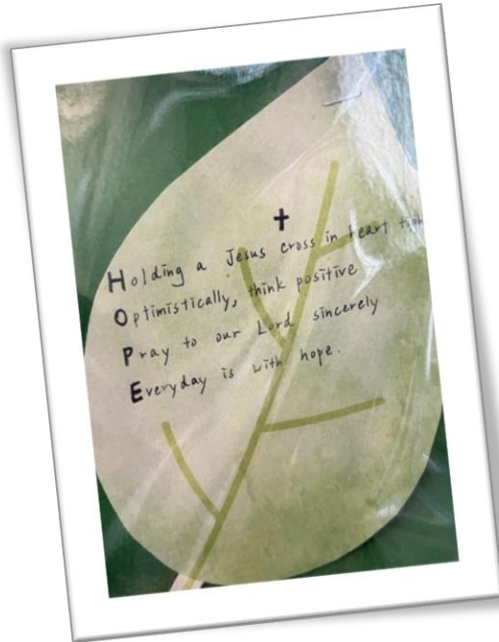


Caring for others/the world:

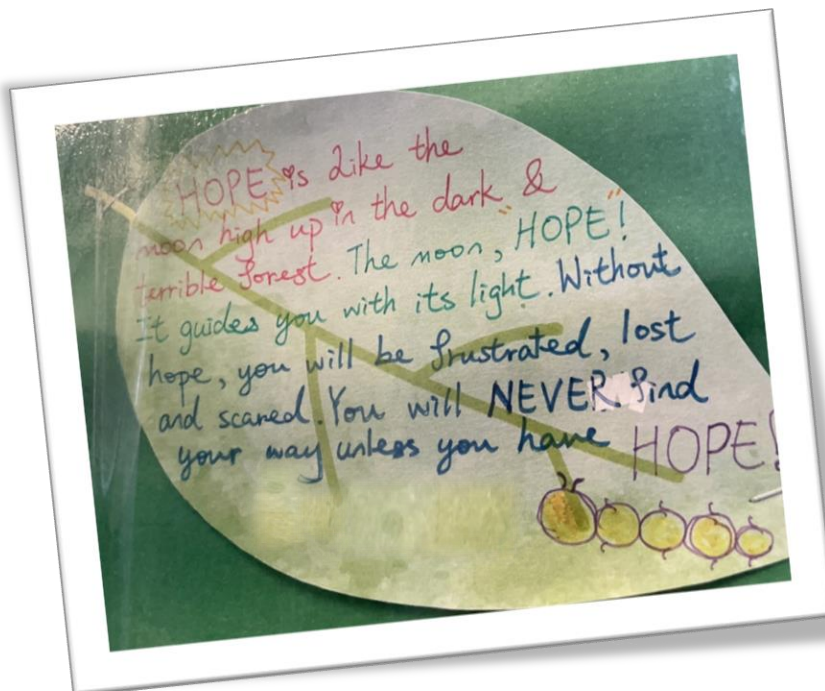


Tree of Hope ~Ideas on Leaf Cutouts~

Writing a four-line acrostic poem on hope:



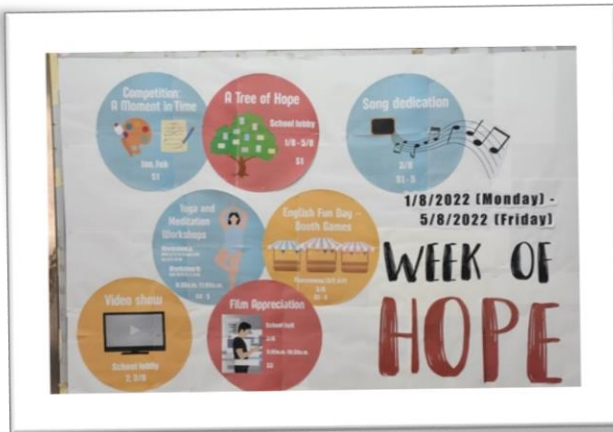
Completing the sentences 'Hope is like _____. With(out) hope,_____':



Visual Displays and Art and Craft Works to Spread Messages of Hope

Posters on SOW and display boards promoting the school-based “Week of Hope” activities were put up on the school campus.

Posters to promote Week of Hope activities:



Posters to promote SOW



Spread Messages of Hope

Jar of Hope

Students selected their favourite values and words of encouragement from a list. They wrote blessings on the paper and put them in the jar of hope, where students can pick one and savour the message to brighten their day.



"What brings you hope" display board



Gratitude Jars

Thank-you cards of different designs were given to students to write their messages:



After studying at _____ for a year, you have experienced many things. For example, you have visited Disneyland and Ocean Park. Also, you have taken part in many activities.

Don't forget about our family, friends, classmates, teachers, and things that have happened during COVID-19.

**What are you thankful for?
What would you say or do to someone you are thankful for?**

Write your ideas on a paper slip and decorate the gratitude jar on the board of your class.

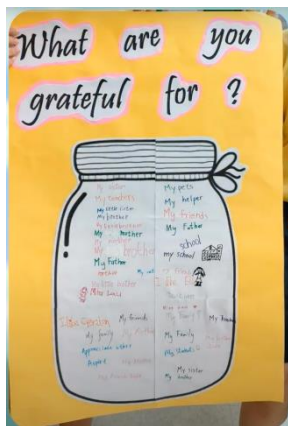
E.g. I want to thank my classmates for always playing with me.

E.g. I am grateful that I am healthy and happy every day during the pandemic.

E.g. I would like to bake a cake for my family because they always support me.



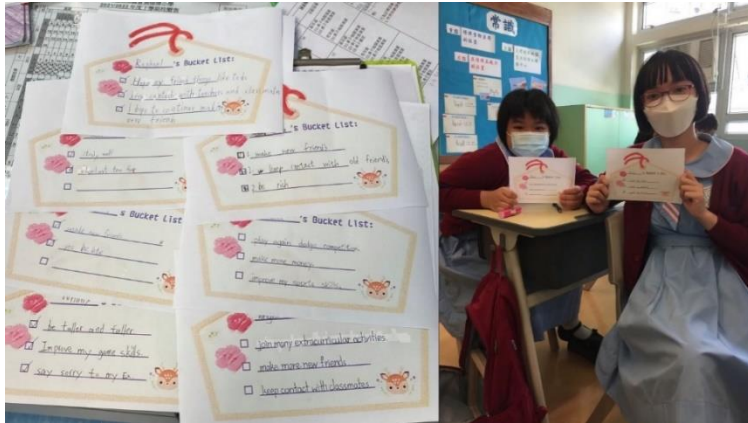
Creativity overload – designs and displays of different versions of gratitude jars created by students to express their gratefulness for somebody or something:



Creative Writing

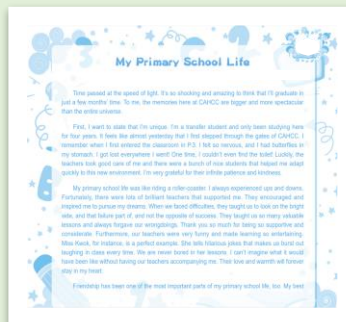
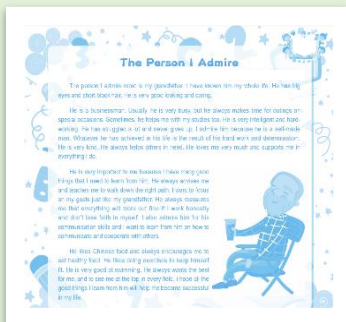
What's your bucket list?

Students were guided to conduct a self-dialogue to find out what matters to them most. They then shared their dreams and goals in the form of a bucket list.



Personal reflections

A variety of writing prompts were provided for reflective journal writing. Students' good works were published in the school magazine and an anthology of writing.



Reading/Writing Activities

Guided reading lessons

Fables and short stories were used as a vehicle for illustrating and discussing different positive values and attitudes in context.

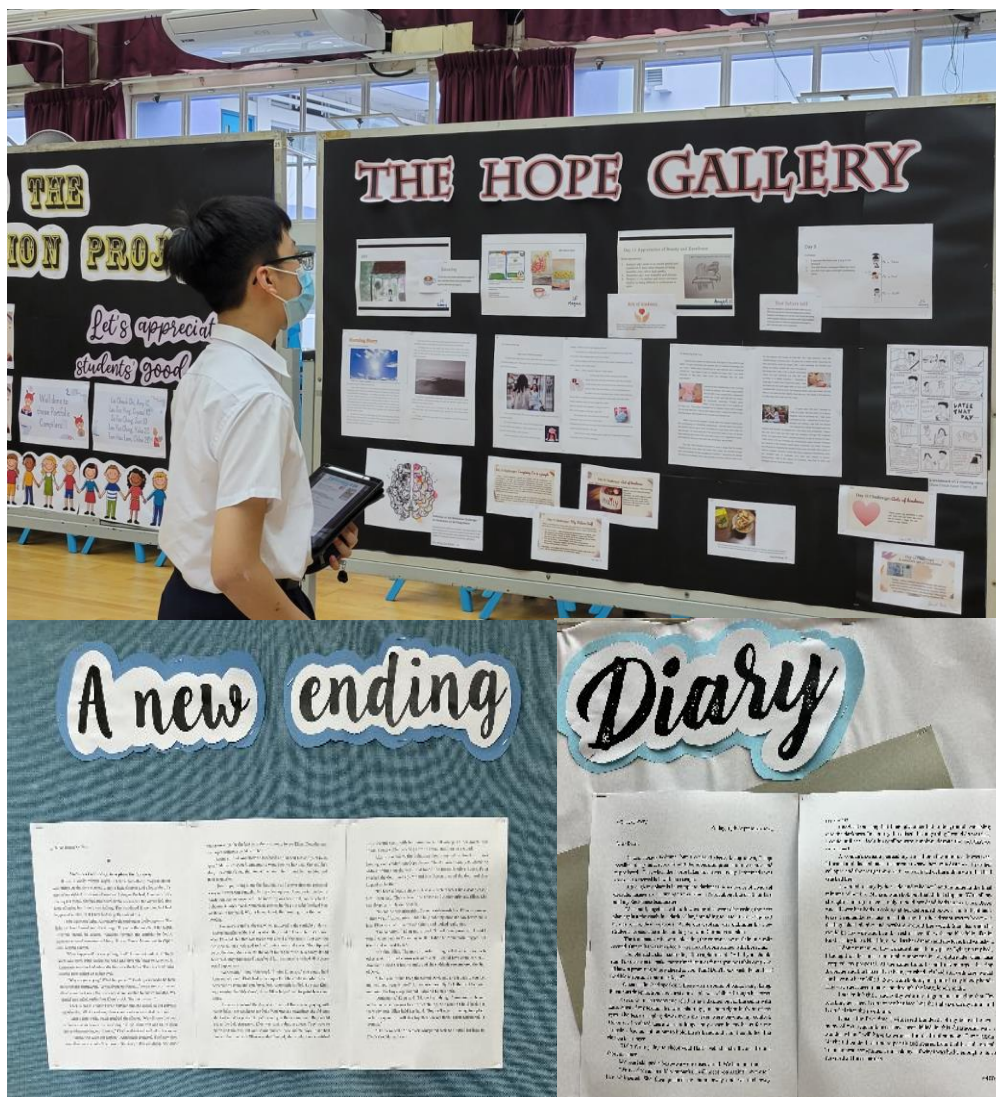
| Book Title | Author | Values in focus |
|--|--------------------------------|---|
| The Crow and the Pitcher | Aesop | Persistence |
| Be Respectful!: A Hero's Guide to Being Courteous | Elsie Olson | Good manners |
| The Lost and Found Weekend | Kiki Thorpe | Problem-solving skills Caring for others |
| A Ticket Around the World | Natalia Diaz and Melissa Owens | Respect for other's culture |
| Lost and Found | Oliver Jeffers | Hope |
| Charlie and the Chocolate Factory | Roald Dahl | Resilience Hope |
| The Happy Prince | Oscar Wilde | Caring for others |
| I Can Do Hard Things | Gabi Garcia | Perseverance |



Reading/Writing Activities

Extended writing tasks connected with the school English readers

With reference to the positive values and attitudes of the readers, students chose from a list of creative writing topics (e.g. rewriting the ending of a story in *Counting Stars*, writing a diary entry from the perspective of a character in *Wonder*, designing an amusement park based on the themes in *The Witches*) and completed a writing task to practise empathy, creativity and problem-solving skills.



Examples of “Week of Hope” Activities

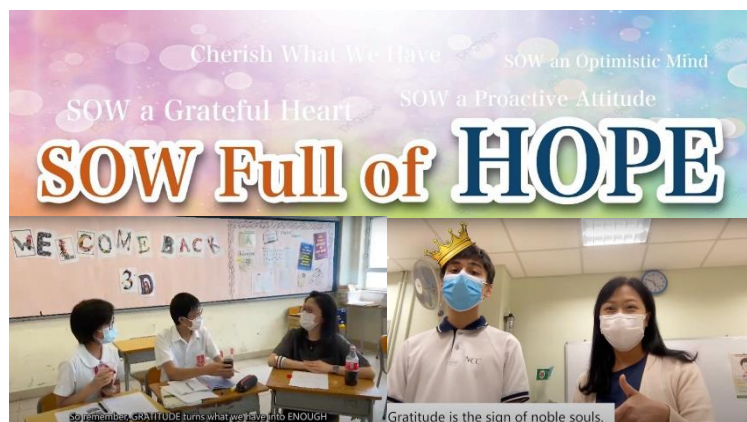
Part 2: Co-curricular Activities

Hope and other positive values (e.g. gratitude) were set as the theme for the school's co-curricular activities (e.g. school assemblies, competitions, book exhibitions) to create an engaging and inspiring atmosphere to support students' development of positive values and attitudes and provide relevant contexts for students to use English in authentic situations.

Activities to Promote “Gratitude”

“SOW Full of Hope” and video production

Under the theme “SOW Full of Hope”, English ambassadors and teachers created videos to introduce sayings of wisdom related to gratitude. Students watched the videos during an online assembly and completed a worksheet on the selected sayings. They were encouraged to express gratitude to people by using the sayings learnt.



Week of Gratitude

A “Week of Gratitude” was organised under the “Week of Hope” to inculcate the core values of thankfulness and gratitude in students. English Ambassadors interviewed students who expressed their love and words of thanks through the Broadcast Wonderland. Thank-you messages written by students were displayed around the school premises and a “SOW-hunting” activity was organised to consolidate the learning of different SOW.



Activities to Promote “Gratitude”

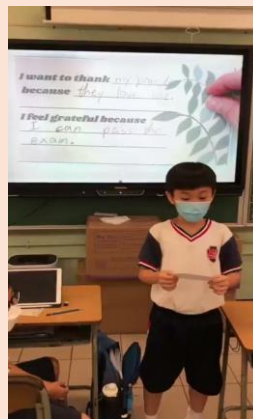
“Thanksgiving Day” and “Mother’s Day” activities

Schools tied in the promotion of values education with different festivals. On Thanksgiving Day, students decorated a display board with words of gratitude. On Mother’s Day, students made paper flower bouquets for their mothers, teachers and helpers.



Board of Gratitude

Students expressed their gratitude by writing a note using the sentence stems “I want to thank _____ because _____. I feel grateful because _____.”. They shared their positive words in pairs and in class. Each class then decorated their own “Board of Gratitude” using the thank-you cards.



Gratitude labels

A template was provided for students to create a personalised label to state what they were grateful for.



Book Exhibitions and Book Sharing

Book exhibitions

A monthly theme (e.g. emotional wellness, hope, dream) was set and the school library, class library and reading corners were decorated with colourful banners and backdrops for the thematic book exhibitions.



Thematic book sharing

Students, teachers and librarians recommended their favourite books through videos and posting e-messages on the school intranet. Examples of themes included social emotional learning, resilience, love, friendship and collaboration.



Competitions

Public speaking competition

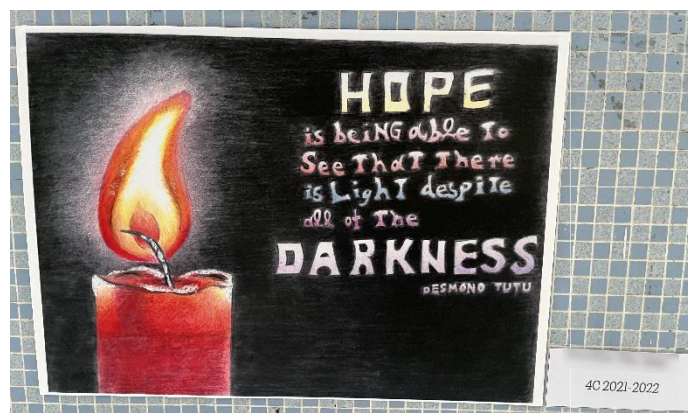
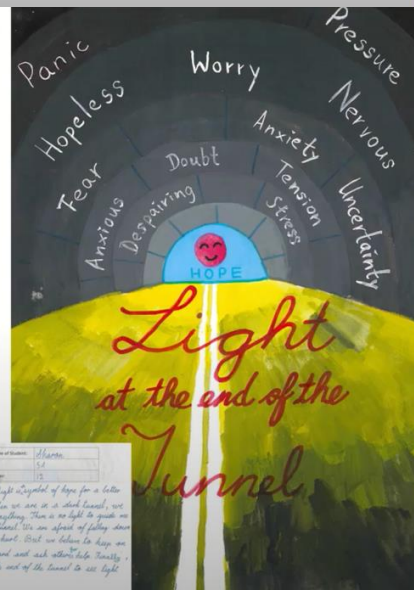
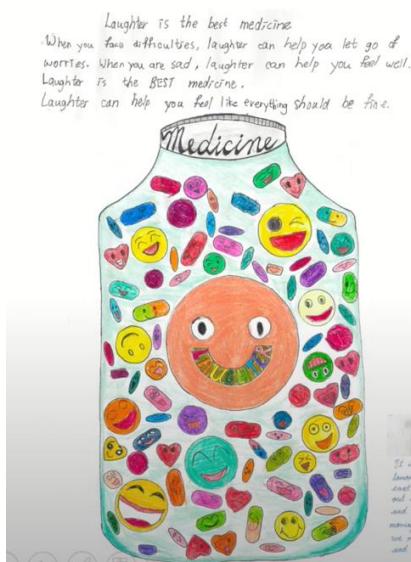
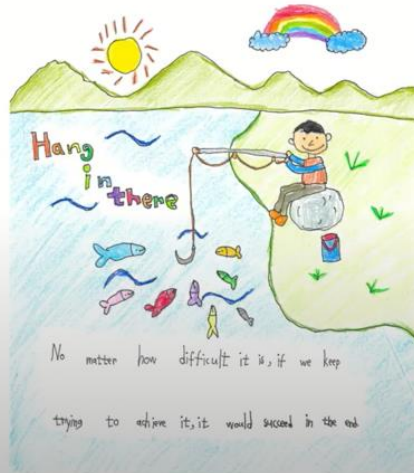


Mask design competition



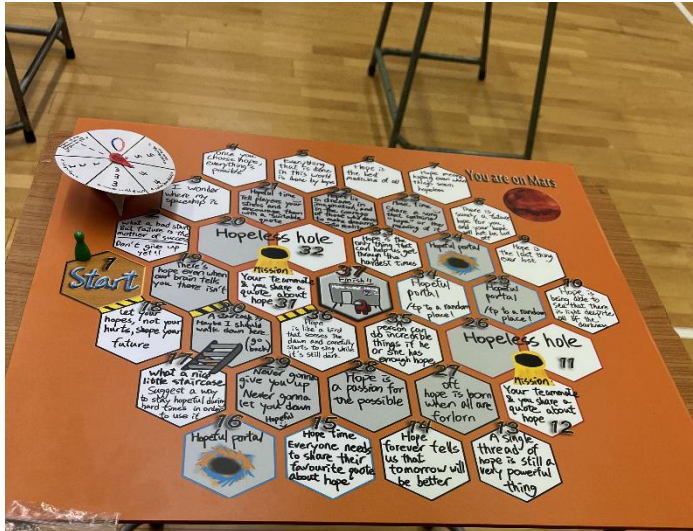
Competitions

SOW poster design competition



Competitions

Board game design competition



Examples of “Week of Hope” Activities

Part 3: Language Arts

Language arts materials, which promote positive vibes, were used as contexts for thought-provoking language activities (e.g. song dedication, song/film appreciation, drama activities, poem writing, comic design) to enable students to develop positive values and attitudes, think from different perspectives and make thoughtful and reasoned judgements.

Promoting Positive Values and Attitudes through Music

Song dedication

Students were invited to contribute to a song list on hope and vote for the top ten songs. English ambassadors read out messages to classmates and teachers and introduced the positive messages of the songs on air.



Song appreciation

Students learnt the positive values and attitudes (e.g. friendship, kindness, love) by heart when they rewrote the lyrics and performed the songs together.



Film Appreciation

Exploring positive traits of the main characters of the movie "Sing":



Values of the characters

- A. Have faith in yourself: To believe that you can do it one day.
- B. Determination: To keep trying although it is very hard.
- C. Love
- D. Support
- E. Never give up: Not to quit or stop no matter what happens.
- F. Confidence: To believe that you can do something very well.

Other values found in the movie



Can you find other values in the movie?

Post-viewing reflections after watching the film "Searching":



Designing one's own whale after watching the short animation "A Whale's Tale":



SOWIT Videos

The series of short videos (www.edb.gov.hk/sowit) helped develop students' viewing and media literacy skills and promote positive values and attitudes through an integration of live-action, animation and motion graphics.

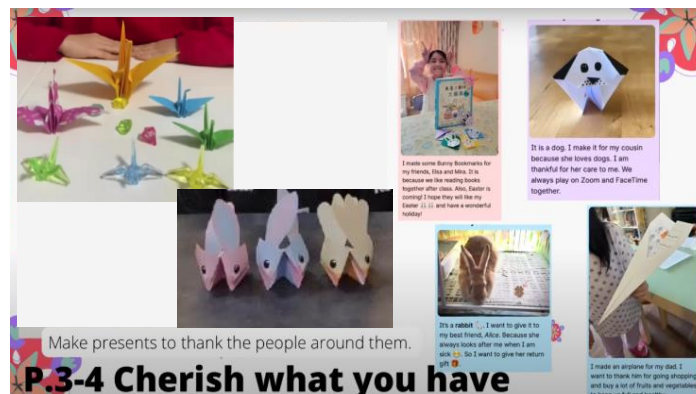
Completing activity sheets in the SOWIT Videos Resource Kits (e.g. One Good Turn Deserves Another, Prevention is Better than Cure)



Writing "flowers of blessings" after watching the video "Count Your Blessings":



Making a personalised gift to thank someone special after watching the video "A Friend in Need is a Friend Indeed":



Drama Activities

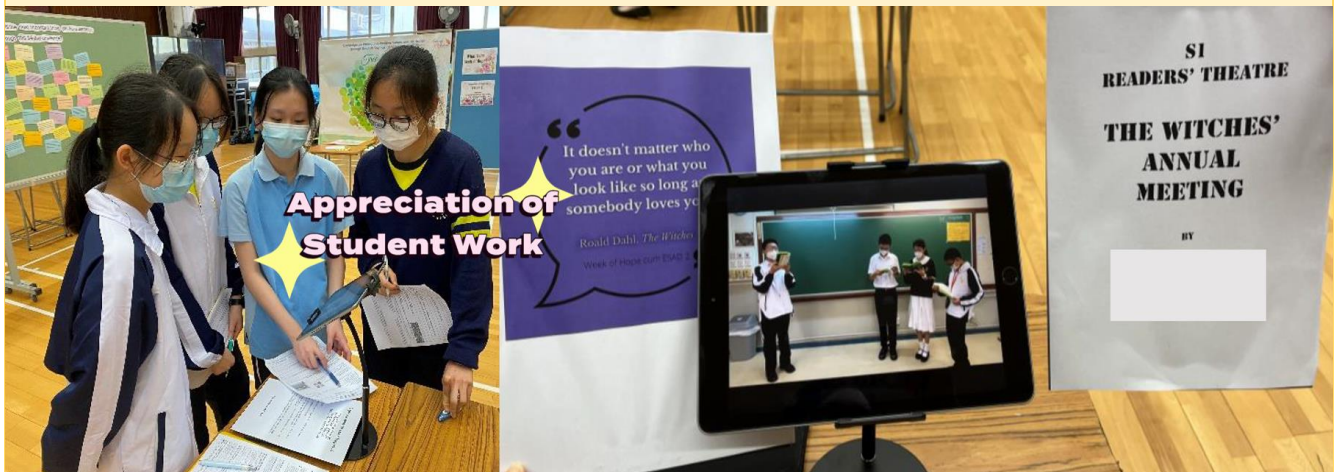
Drama performance

Students worked collaboratively to write the script and design the props and costumes for a drama performance carrying a message of hope on stage.



Reader's theatre

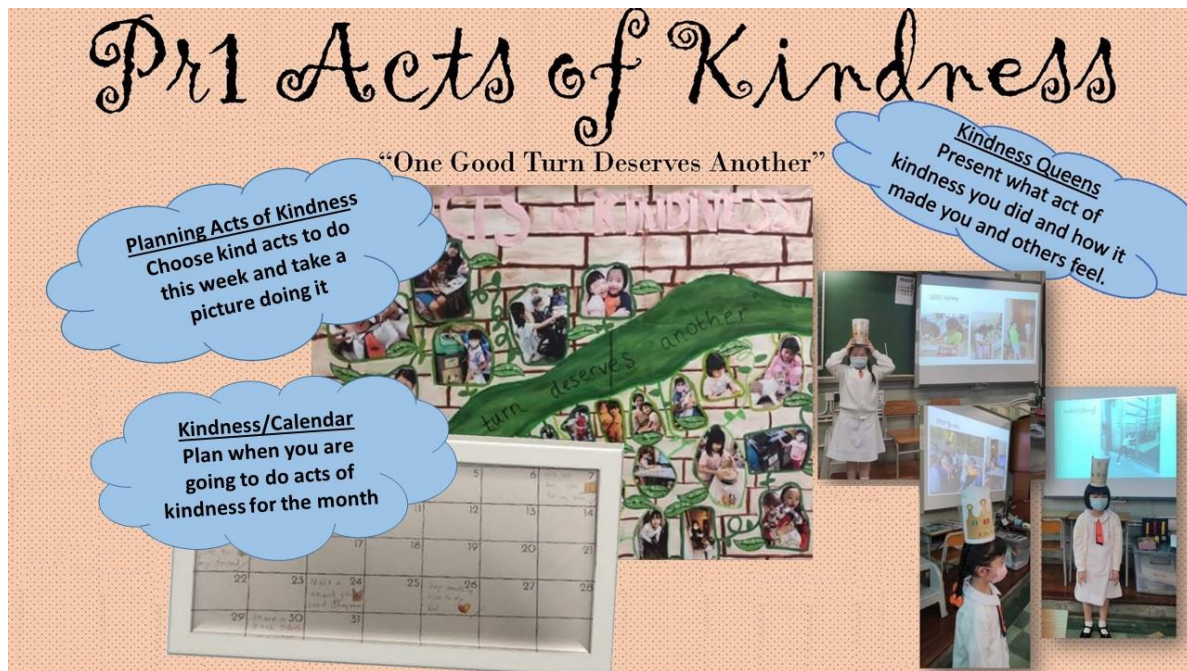
Students selected a meaningful quote (e.g. “It doesn’t matter who you are or what you look like as long as somebody loves you.”) from the reader *The Witches* by Roald Dahl. In groups, they wrote a script and recorded their dramatic performance in a reader’s theatre. During the “Week of Hope”, students appreciated one another’s work and voted for their favourite video.



Drama Activities

Photographing acts of kindness

Students recorded the process of planning and performing their acts of kindness by photos. They then presented their experiences in a class activity called “Kindness Queens”.



Appreciation of drama performances

Students learnt about the importance of perseverance, empathy, respect for others and self-confidence through enjoying the drama show *Mr Nobody Becomes Somebody* and interacting with the actors and actresses.



Poem Writing and Appreciation

Writing acrostic poems on hope

Students read and wrote acrostic poems on hope. Literary devices (e.g. rhyming words, alliteration) were introduced to enhance their capacity in poetry writing and appreciation.



Parent-child Acrostic Poem Writing Competition

Parent-Child Acrostic Poem Writing Competition

Name: Stephen Class: 4
Jointly written by: _____

Theme: Week of Hope

What we hope in the week is
Every one can smile
Every one can be loved
Kids can grow happily
On the play ground
From the school
Hopping and running
On their own free will
Playing and smiling
Everyone's happiness is the week of hope

Parent-Child Acrostic Poem Writing Competition

Name: Tsz Ching Class: 4
Jointly written by: Renee and mum

Theme: Week of Hope

Wonderful week
Enjoy my favourite hobbies
Establish my goals
Keep it up
Optimistic mindset
Friends are all around me
Help people who are in need
Open-minded heart
Passionate life
Energetic in everything

Poem Writing and Appreciation

Appreciating a poem on hope by Emily Dickinson

Students summarised the key messages and rewrote part of the poem. They also designed bookmarks for the poem.

Hope

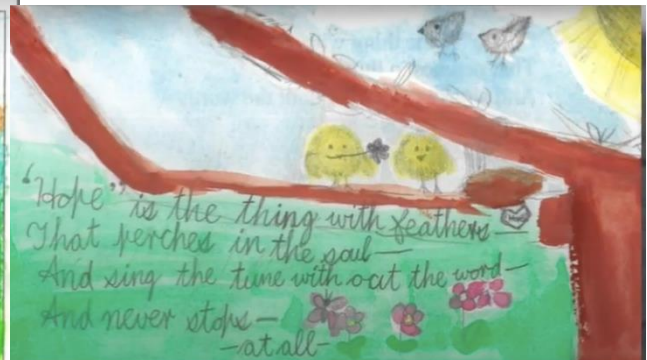
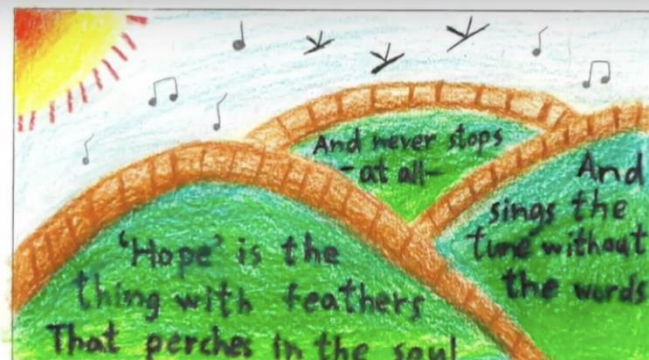
"Hope" is the thing with feathers –
That ^{short break}perches in the ^{sings in me}soul –
And sings the tune without the words –
And never stops – at all –

And sweetest – in the ^{strong wing}Gale – is heard –
And ^{strong wing}Sore must be the storm –
That could abash the little Bird
That kept so many warm –

I've heard it in the ^{cold!}chillest land –
And on the strangest Sea –
Yet – never – in Extremity, ^{far part in the}forgot part in the far
It asked a ^{small amount}crumb – of me.

Summary of the poem "Hope"

1. Hope is a b ird.
2. Hope is a special song.
3. Hope is b eautiful.
4. Hope is c omfortable.
5. Hope lives in our hearts.
6. Hope is always there even in d ifficult times.



"Hope" is a bright light when the world is full of darkness.

Hope can help you to prepare for your future.....

It can open our mind.....

Delight your heart with energy.....

What is "Hope" for you?

"Hope" is a guide which guides you in the right way.

It's job is to open your hearts and do the right thing.

It prepares you for the hard times.

It wants you to enjoy your life.

Never give up on it! X

Comics Design

Comic strips design

Students selected their favourite SOW and created a 4-panel comic strip.



Creative storyboard design

Students learnt the elements of a storyboard (e.g. dialogues, speech bubbles, time frames)



Examples of “Week of Hope” Activities

Part 4: Language Games

A variety of language games on the theme “Hope” (e.g. word search, designing a cootie catcher, card games) were integrated into the classroom activities and game booth activities on the English Day to reinforce students’ English learning and enhance their learning motivation.

Word Search

Students learnt some vocabulary items related to hope (e.g. perseverance, optimism, strength) and had fun completing a word search activity.



A template for a word search on hope can be found on p.55 in [*A Resource Kit for Promoting Positive Values and Attitudes through English Sayings of Wisdom.*](#)

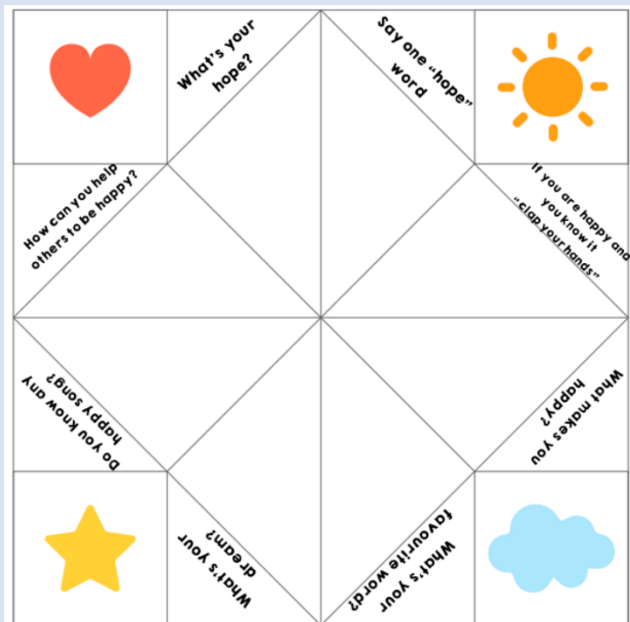
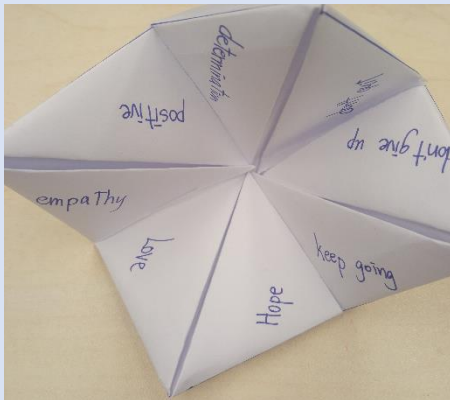


Cootie Catchers

Students designed cootie catchers based on the theme “hope” and shared their ideas in an interactive speaking activity.



Different versions of cootie catchers:



Cootie Catchers

Different versions of cootie catchers:

What do **A-H** mean?

A. Your friend gets low marks in the exam. What will you **say**?

B. Your friend gets low marks in the exam. What will you **do**?

C. Your mum has a **cold** and she is sick. What will you **say**?

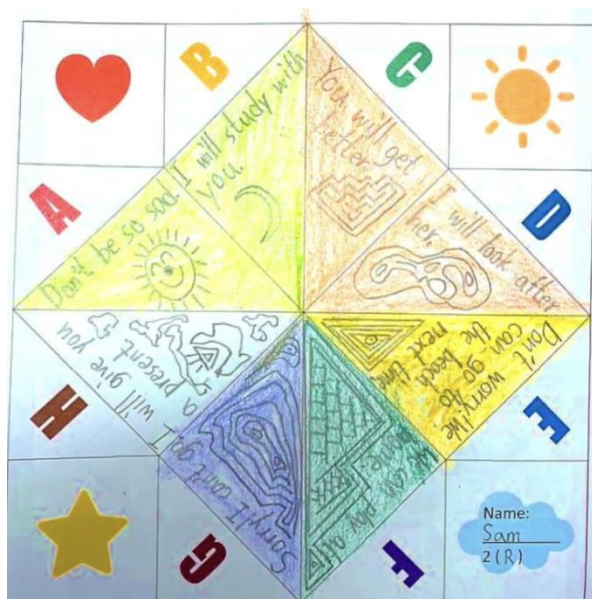
D. Your mum has a **cold** and she is sick. What will you **do**?

E. Your family plans to go to the beach but it is raining.
What will you **say**?

F. Your family plans to go to the beach but it is raining.
What will you **do**?

G. Your friend invites you to his / her birthday **party** but you are not free. What will you **say**?

H. Your friend invites you to his / her birthday **party** but you are not free. What will you **do**?



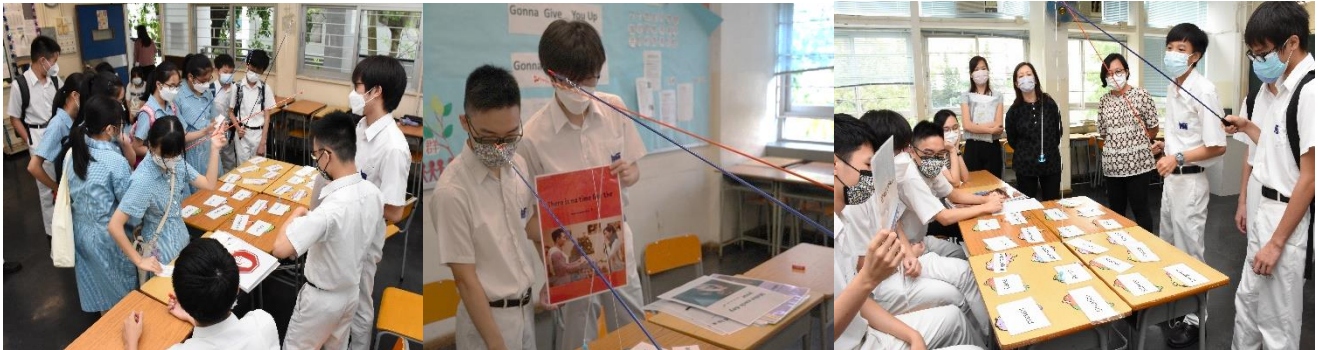
A template for making a cootie catcher on hope and some samples can be found on p.50 and pp.56-59 in [A Resource Kit for Promoting Positive Values and Attitudes through English Sayings of Wisdom](#).



Game Booths

The Fishing Game

Students filled in the missing words in the English sayings of wisdom by catching the right “fish”.



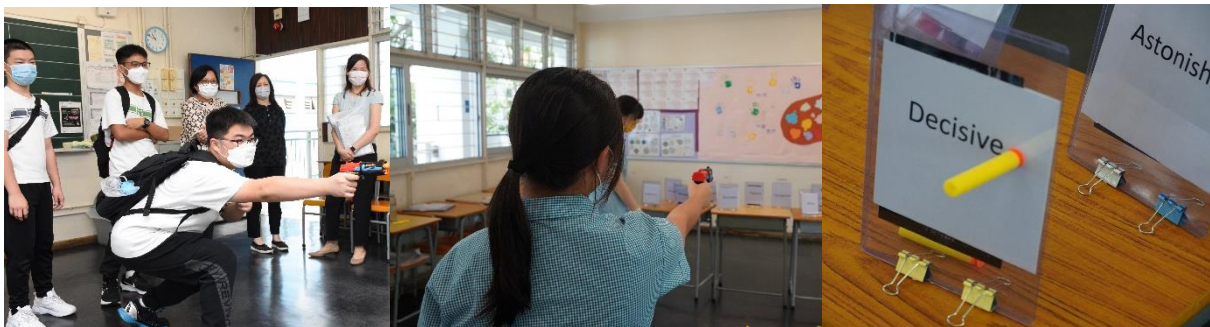
Collocation Detectives

Paper slips of words related to the theme “positivity” were placed on the desks. Students worked in teams to find the correct collocations within a time limit.



The Positivity Shot

Students identified positive adjectives from a pool of words in a shooting game.



Game Booths

Games on school English readers

SOW Ambassadors took a leading role in designing and hosting different game booth activities. Some of them gained new insights about the stories when they designed the questions for the games while some had greater confidence in speaking when they interacted with their peers at the game booths.



Game Booths

Game booths on self-care and a healthy lifestyle



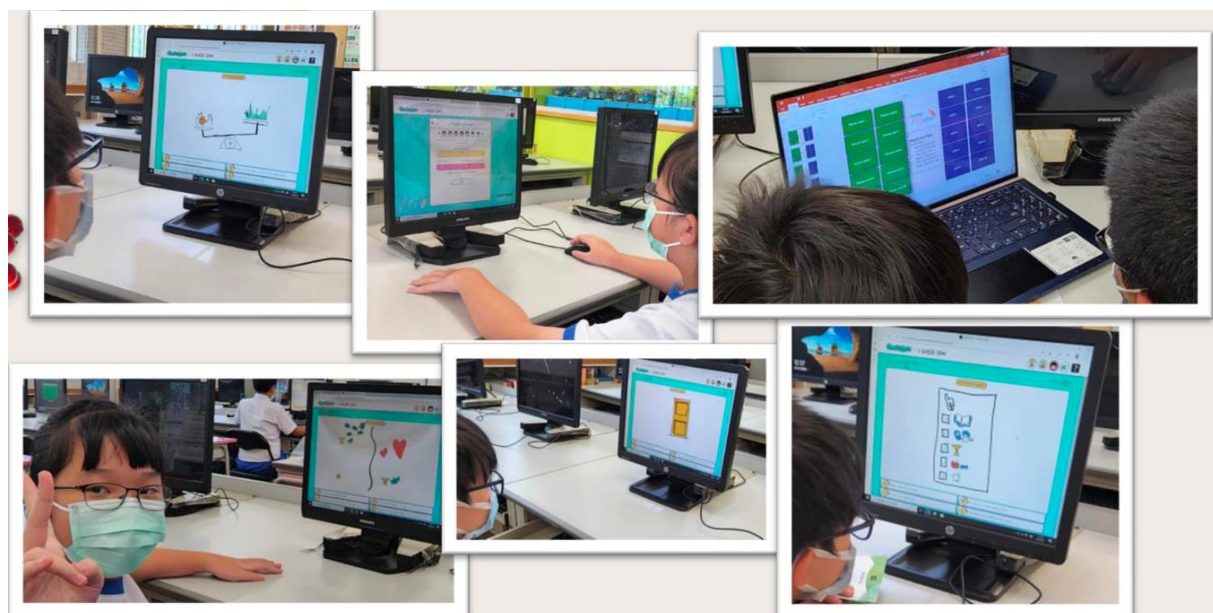
SOW Games

SOW card game and SOW board game



SOW interactive online games

(<https://www.edb.gov.hk/sow-games>)



SOW Treasure Hunt

Students toured around the school to fill in the missing words in the sayings on the SOW posters.



SOW Runners and Writers Activity

In groups, students were engaged in reading aloud and writing down sayings of wisdom on a board in a race.



Examples of “Week of Hope” Activities

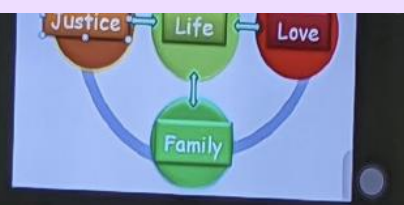
Part 5: Inspirational Figures

Texts/Talks about inspirational figures (e.g. Paralympic athletes, famous scientists) were used as contexts to engage students in learning from the life experiences, achievements and beliefs of these inspiring people.

Learning from Paralympic Athletes

A talk by Paralympian So Wa-wai, William

Paralympian So Wa-wai, William was invited to be the guest speaker of a talk on “kindness”, “courage” and “cherishing life”. Students learnt more about William and celebrated things and people they were thankful for in life in the extended reading and writing tasks.



I am thankful for ^{sb} Mr. Lam and Miss Lu because they helped me when I was at a low point in my life.

-thankful for + sb/sth (h.)

Paralympian runner William So Wa-wai

Paralympian runner William So Wa-wai competed in five Paralympic Games between 1996 and 2012, medalling 12 times—of which half were gold medals. The 40-year-old also holds the world record for the men's 200m in the T16 classification, for athletes with cerebral palsy. Learn about the “Wonder Boy” in the following autobiography!

I was born with jaundice, and it was so severe it damaged my brain. That's why I can't hear clearly and I have occasional seizures.

I grew up in Oi Man Estate, and went to the Hong Kong Red Cross Princess Alexandra School. I loved it because I made many friends.

I first became interested in running because of the things you can win. I won one at a school competition, and wanted to win more.

In 1994, my coach spotted me in my school sports day but I was lazy and rebellious at first. When I got tired, I'd just sit on the ground and refuse to run any more laps.

In the ♥ paragraph, William shows us what he is thankful for in life. What about you? Tell us what you are thankful for in the speech bubble below.

I have never been angry at anything or anyone for my disability. I can move freely, so I haven't felt much discrimination, compared to others who have less control of their bodies. We should all be thankful with what we're given.

William So



Learning from Famous People

Reading the biography of and doing a presentation on a famous person (e.g. an inventor, a celebrity, a scientist)



Things we learn from Galileo

- ★ Galileo is positive, with **persistent attitude** towards science.
- ★ He never gave up
- ★ He conducted all research by himself
- ★ People highly praised Galileo's finding.

We learn that:

- ☐ Both being **positive** and **never give up** are very important.
- ☐ We need to **persevere**.
- ☐ If you don't believe in yourself, you won't succeed.

Introducing the success stories and discussing the personal attributes of famous people



“Research on Famous Failures – Learning from Stories about People Who Embraced Failures with Grit” on pp.13-16 in [*A Resource Kit for Promoting Positive Values and Attitudes through English Sayings of Wisdom*](#) provides more teaching ideas on learning from inspirational figures.

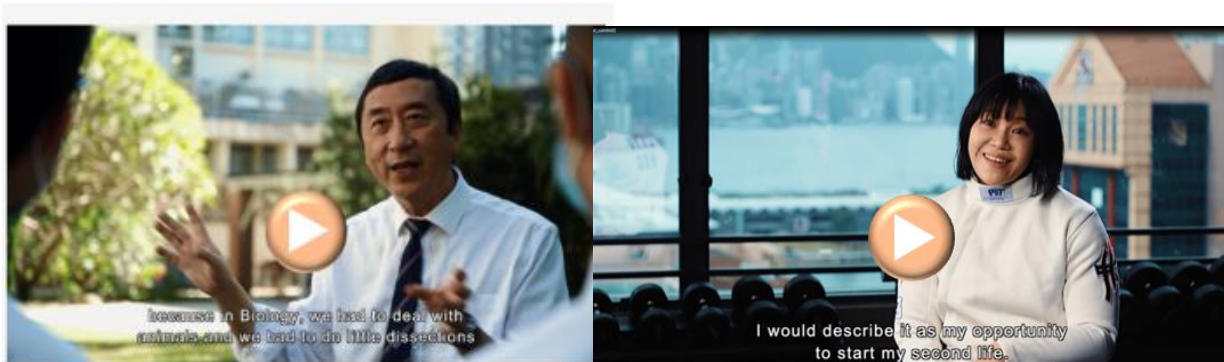


Learning from Famous People

Videos on Fantastic People

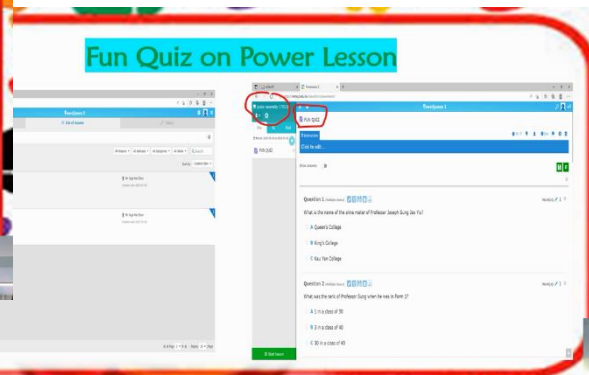
(www.edb.gov.hk/fantastic_people)

Students learnt about the inspiring stories of Ms Yu Chui-yee, Alison, Professor Sung Jao-yiu, Joseph and Dr Allan Zeman through videos and an online quiz. They were then guided to research on another inspirational figure and prepare a fact sheet about the person.



2. Definition: What does commitment mean?

- A. A willingness to give your time and energy to something that you believe in, or a promise or firm decision to do something
- B. Something that you must do or deal without putting in time and responsibility.



Life Motto Worksheets

Students researched on life mottos by inspirational figures to learn how to stay hopeful and proactive in face of challenges and adversities.



1. In groups of 3-4, get an iPad
2. Research on more mottos to suit one of the following situations:

| | |
|--|---|
| (a) encouraging a friend who has a hard time adapting to a new school | (b) cheering up a friend who feels frustrated because of his/her exam results |
| (c) supporting a friend who has a problem in interpersonal relationships | (d) motivating a friend to do exercise and lead a healthy lifestyle |

A learning activity on life mottos “Getting Inspired by Life Mottos” can be found on pp.29-32 in [*A Resource Kit for Promoting Positive Values and Attitudes through English Sayings of Wisdom*](#).



Examples of “Week of Hope” Activities

Part 6: Cross-curricular Activities

“Hope” was set as the theme for connecting students’ learning experiences across the curriculum (e.g. STEAM education, Physical Education, Religious Studies, Visual Arts). Relevant learning activities and learning topics were provided to reinforce students’ learning and enable them to apply the knowledge and skills learnt across the curriculum in an integrative manner.

STEAM Education

Doing experiments

Students learnt about the importance of hard work and perseverance from watching the SOWIT videos and reading books on hope in the English lessons. Afterwards, they were guided to create their own toys and test them through experiments in the Science lessons. Learning from the failures and persisting in refining their designs, students put the positive values and attitudes into action.



Religious Education

Writing book reports on stories of the Saints

As a follow-up of the “Mission Week”, the school organised the “Week of Hope” and asked students to read stories/biographies of different Saints in the Religious Education lessons. The positive attributes of the Saints were analysed in the book reports by students.



Chinese Language Education

“Fai Chun” blessings

Students learnt English calligraphy and some festive English sayings of wisdom (e.g. “Health is wealth.”). They wrote them on pieces of red paper and sent the blessings to their friends and teachers. The English “Fai Chun” was also displayed on school campus to celebrate Chinese New Year.



Music and Visual Arts

Designing paper fans and dance moves for the song "Count on Me"

The Music, Visual Arts and English Departments worked together to carry out a cross-curricular music campaign during the "Week of Hope". The Music teacher introduced the melody of the song "Count on Me" and taught students to sing it, the English teacher went through the lyrics and the meaningful messages (e.g. joy, love, hope, happiness) of the song, and the Visual Arts teacher instructed students to design a paper fan to illustrate the key messages of the song. Finally, students choreographed meaningful gestures and moves for the song and sang it together.



**Get inspired and
learn English with
sayings of wisdom.**

