

# Experience Sharing Session

Promoting **Positive Values and Attitudes**  
through **English Sayings of Wisdom (SOW)**  
at Secondary Level

“Learn from yesterday,  
live for today,  
hope for tomorrow.”  
~ Albert Einstein ~

20 December 2022  
English Language Education Section  
Curriculum Development Institute  
Education Bureau

Values  
Education

English Language  
Education

SOW



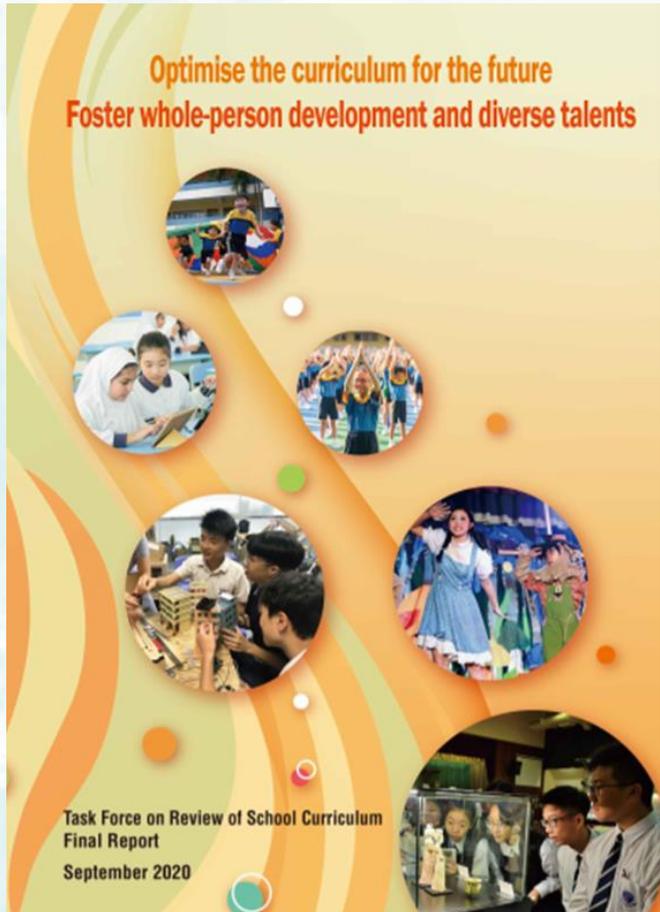
# Programme Rundown

<b>Part 1</b> (3:00-3:15 p.m.)	<b>Holistic planning of the school curriculum for integrating values education into the school English Language curriculum</b>
<b>Part 2</b> (3:15-4:15 p.m.)	<b><u>School sharing</u></b> <ul style="list-style-type: none"><li>• <b>Carmel Divine Grace Foundation Secondary School</b></li><li>• <b>Kowloon Sam Yuk Secondary School</b></li></ul>
<b>Part 3</b> (4:15-4:30 p.m.)	<ul style="list-style-type: none"><li>• <b>Learning and teaching resources</b></li><li>• <b>Q &amp; A</b></li></ul>

The background of the slide features a close-up, top-down view of several children's hands, rendered in a light teal color, reaching towards the center to hold a globe. The globe is also in a light teal color and is positioned in the center of the frame. The overall aesthetic is clean and educational.

# **Promoting **Values Education** in the School Curriculum**

# Final Report of Task Force on Review of School Curriculum (2020)



## Six Directions of Recommendations



Whole-person Development



Values Education and Life  
Planning Education



Creating Space and Catering  
for Learner Diversity



Applied Learning

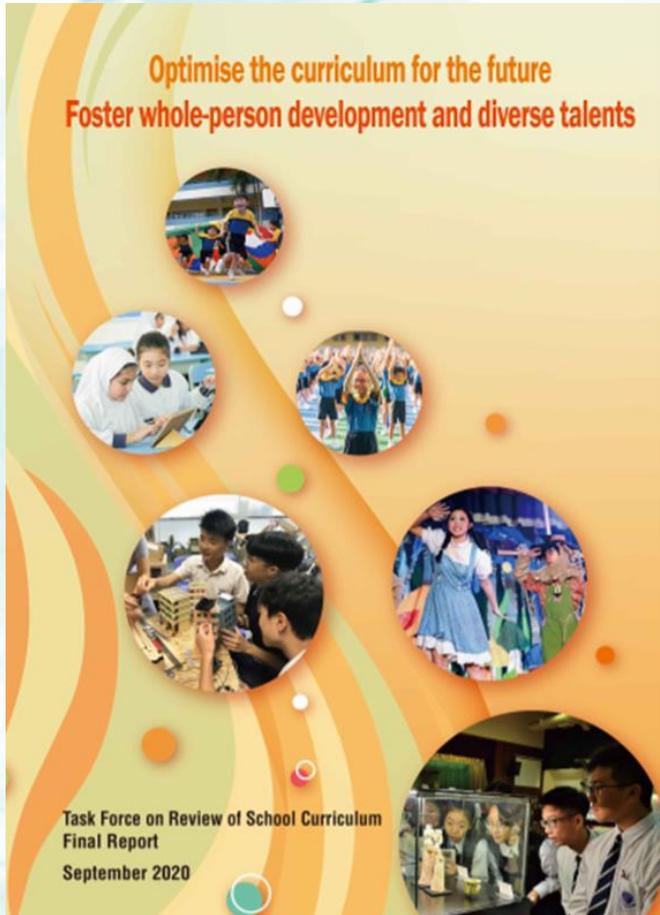


University Admissions

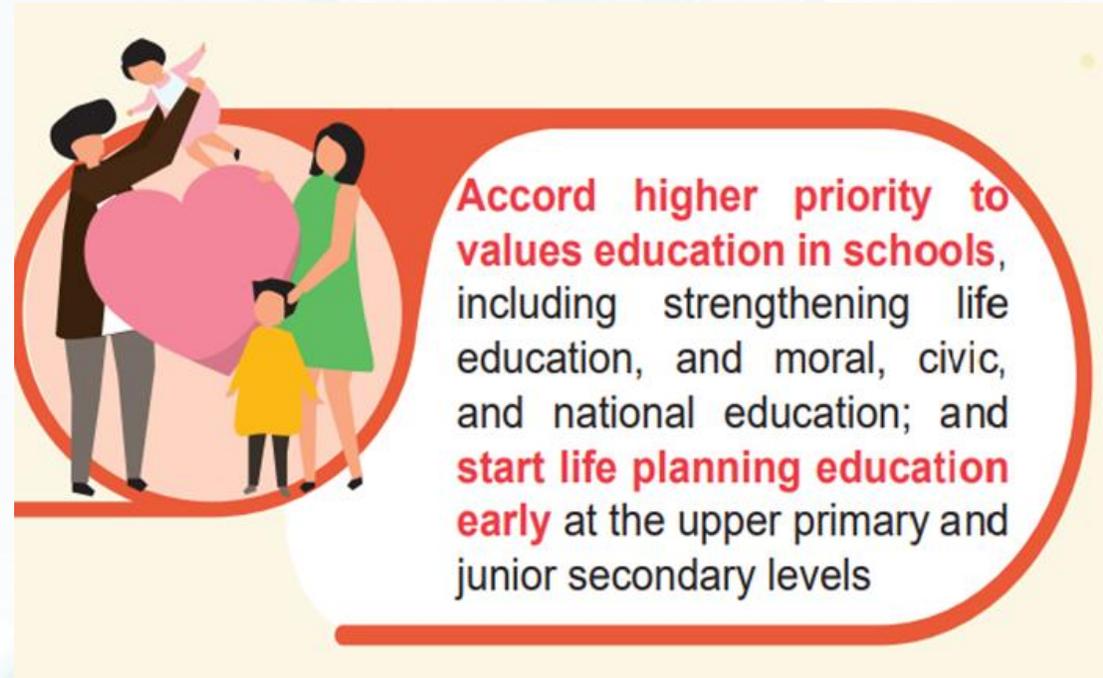


STEM Education

# Recommendations for Values Education and Life Planning Education



Final Report of Task Force on  
Review of School Curriculum  
(2020)



[https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/taskforce\\_cur/TF\\_CurriculumReview\\_Leaflet\\_e.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/taskforce_cur/TF_CurriculumReview_Leaflet_e.pdf)

- ❑ Provide multifarious Values Education (VE) related learning experiences in the curriculum to broaden students' perspective
- ❑ Engage teachers in professional development activities

# Promoting Values Education under **Various Cross-curricular Domains**

## Examples

### Values Education Curriculum Framework (Pilot Version) (2021)



moral education

civic education

national education (including Constitution, Basic Law and national security education)

anti-drug education

life education

sex education

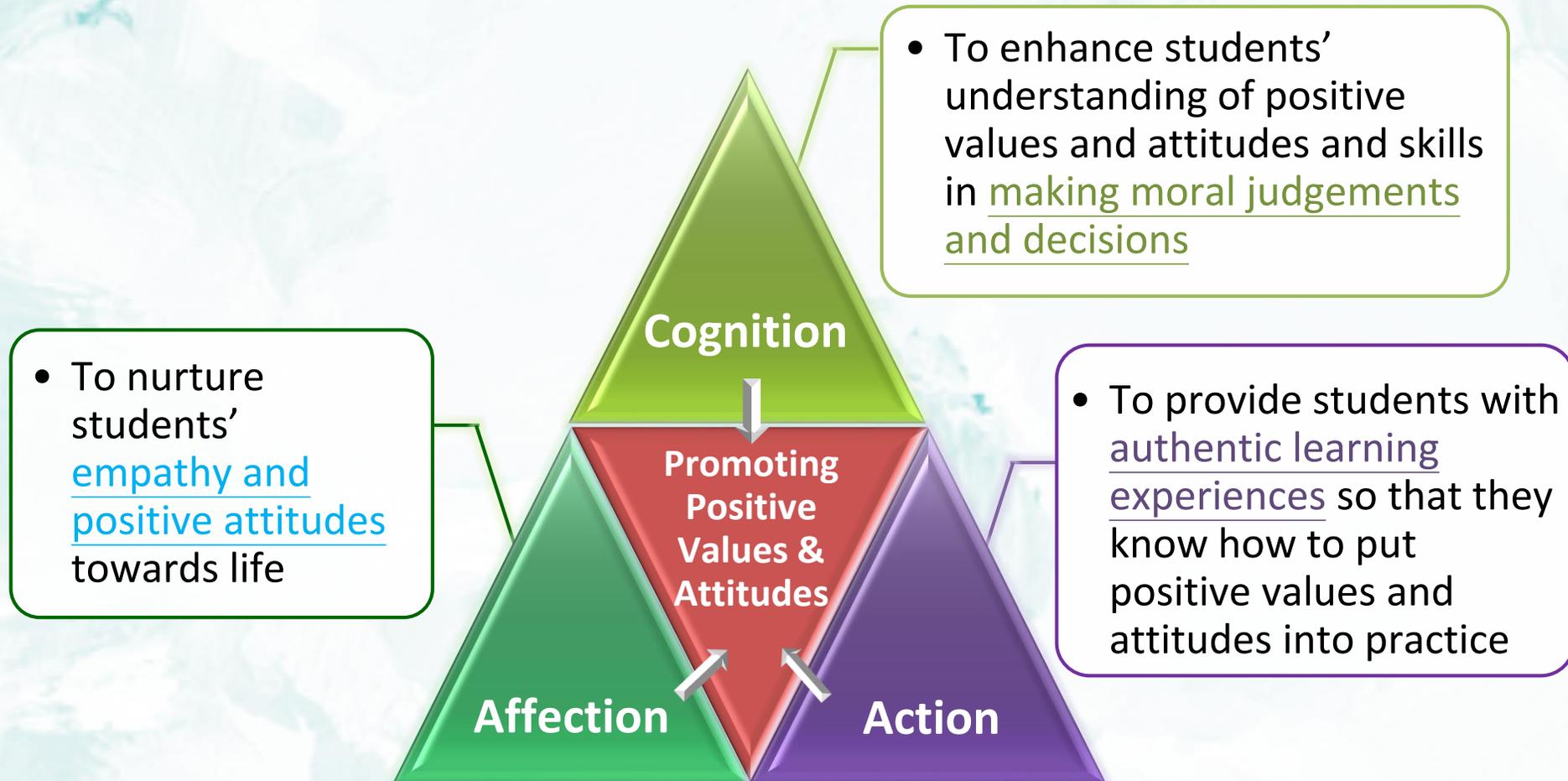
media and information literacy education

education for sustainable development

# Promoting Values Education in the School Curriculum



# Promoting Values Education in the School Curriculum – Integration of cognition, affection and action





# **Integrating **Values Education** into the School English Language Curriculum**

# Myth about Promotion of Values Education

*Due to the tight teaching schedule, I can only focus more on the teaching of subject knowledge (e.g. vocabulary and grammar teaching). How can I set aside time for values education?*

**Knowledge in Key Learning Areas**

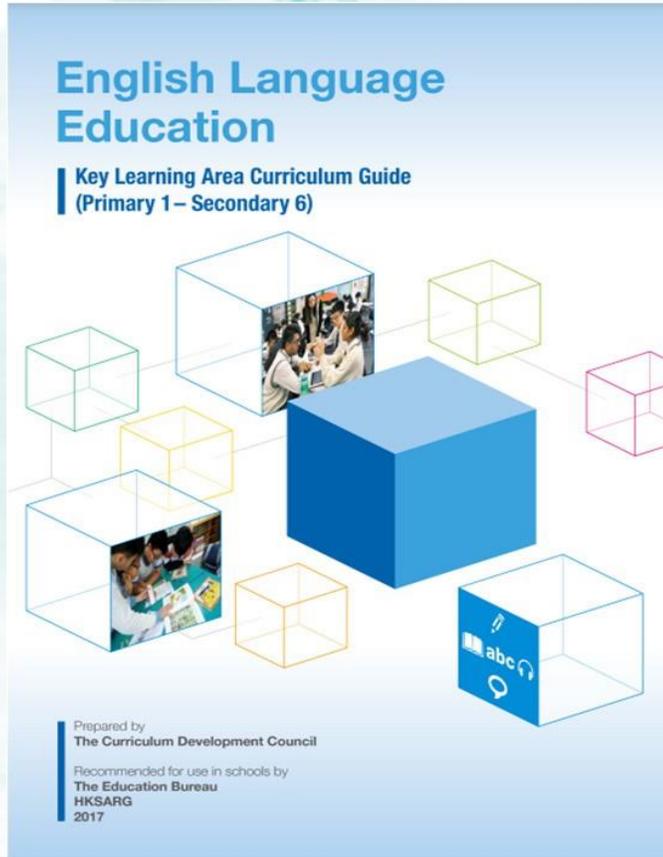
**Not an addition,  
but an  
INTEGRATION**

**Generic Skills**

**Values and Attitudes**



# Integrating **Values Education** into the School English Language Curriculum

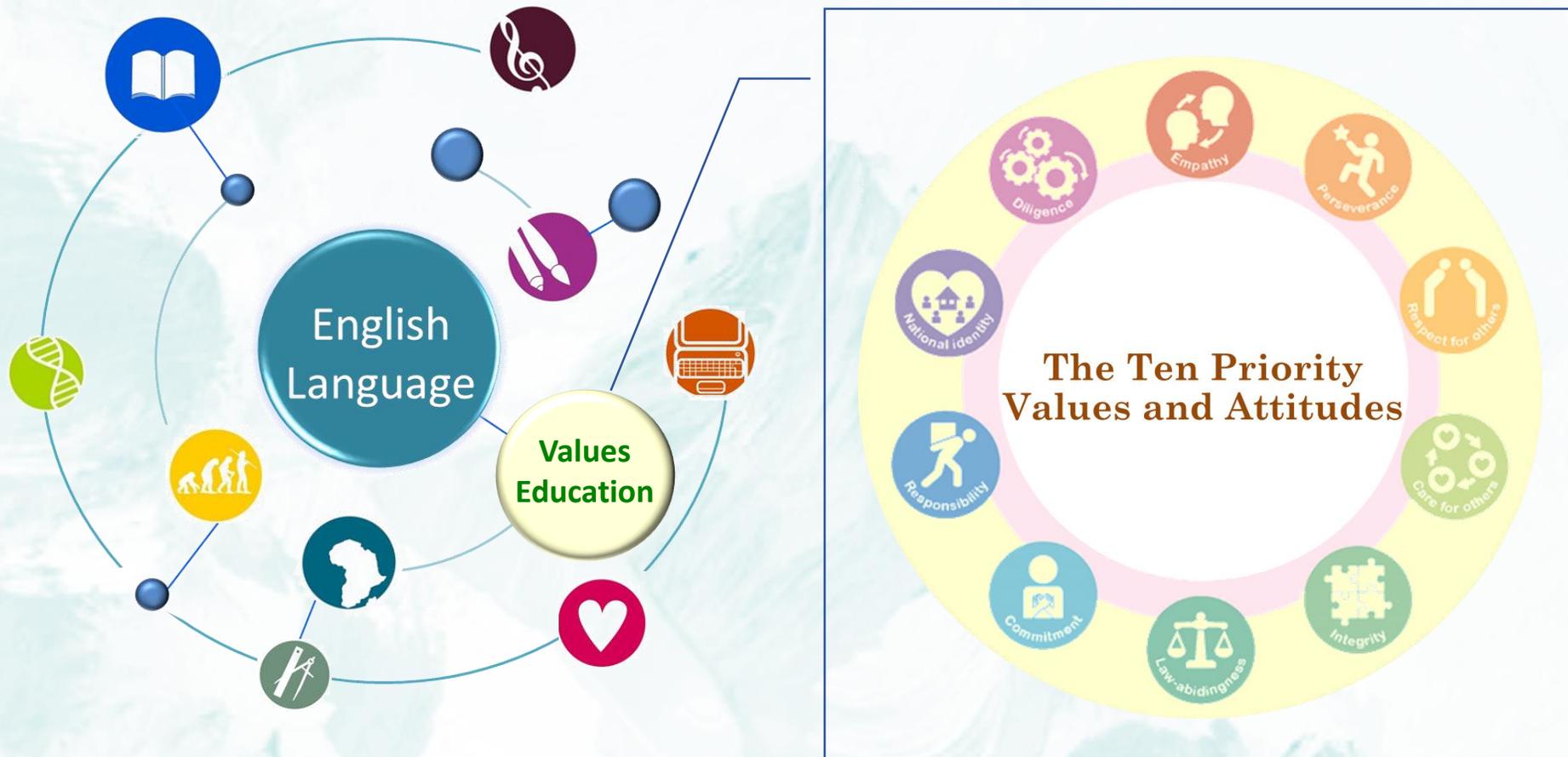


- ❖ Schools are encouraged to focus on the positive values and attitudes that align with their school mission, school contexts, stakeholders' views, students' needs and major concerns
- ❖ Exploring a variety of value-laden issues and stimuli for critical and imaginative learning experiences
- ❖ Making use of everyday life events and a variety of learning and teaching resources to provide contexts for cultivating values in students

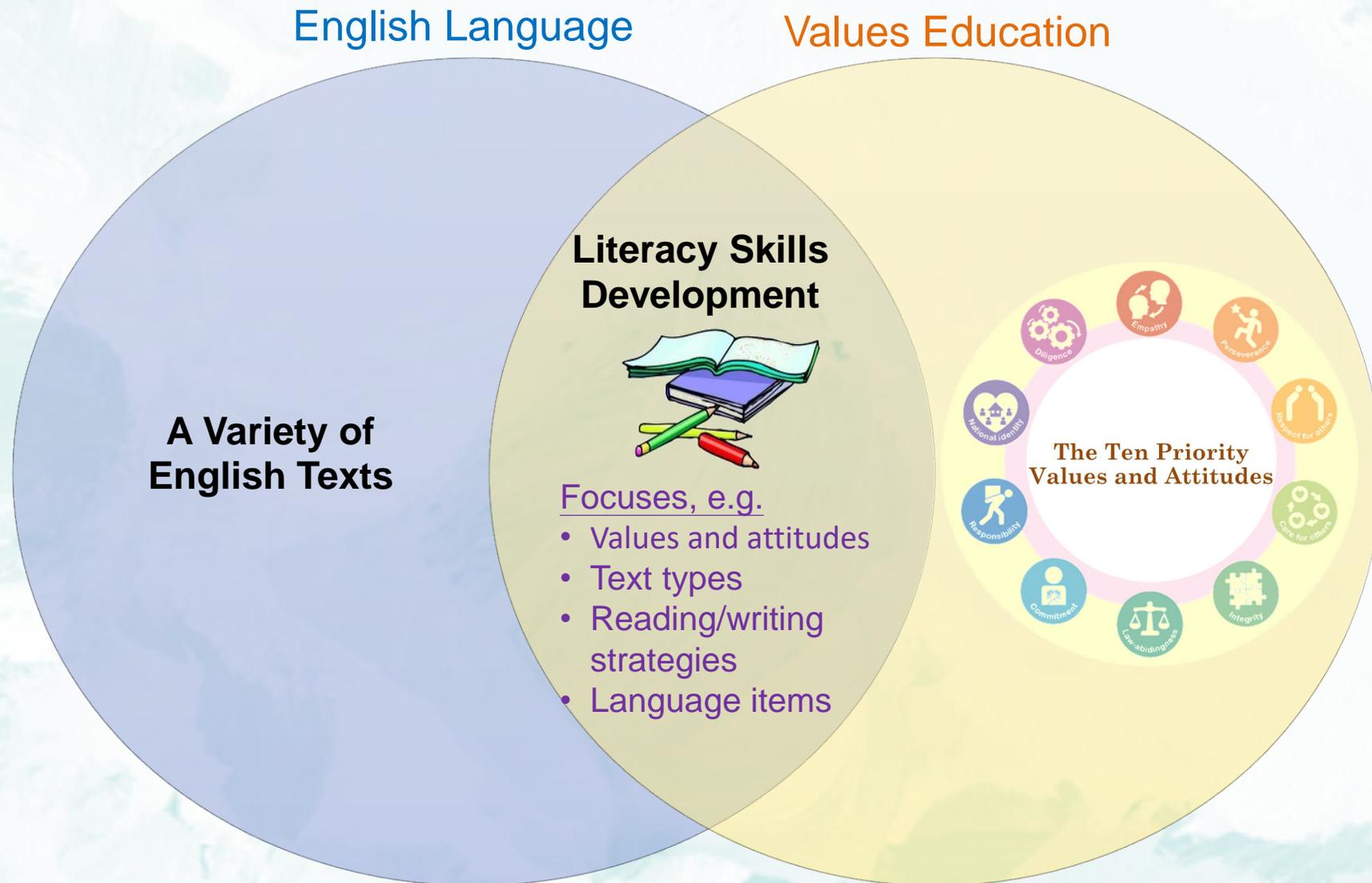
## **ELE KLACG 2017**

[https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE\\_KLACG\\_P1-S6\\_Eng\\_2017.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ELE/ELE_KLACG_P1-S6_Eng_2017.pdf)

# Strengthening the **Connection** between English Language and Various Cross-curricular Domains to Facilitate **Whole-person Development**



# Connecting the **Ten Priority Values and Attitudes** with the **Themes/Topics of Teaching Modules** in the English Language Curriculum



# Connecting the Ten Priority Values and Attitudes with the Themes/Topics of Teaching Modules in the English Language Curriculum

## Examples

Modules and Units	Values and Attitudes	Activities
Teenage Life (Growing Up)	Care for others, Respect for others, Empathy	Storytelling and reader's theatre on books or texts about <b>interpersonal relationships</b>
Technology (Changes brought about by technology)	Law-abidingness, Integrity	Discussions and writing a letter to the editor on <b>social issues</b> raised in an editorial
Wonderful Things (Successful people and amazing deeds)	Perseverance, Diligence, Commitment	Comparing the life stories of two successful people and discussing different ways to <b>face adversities</b>
Cultures of the World (Customs, clothes and food for different places)	National identity, Respect for others	Designing pamphlets and posters which introduce the <b>cultures and traditions of different countries</b>
Rights and Responsibilities, Wonderful Things (Precious Things)	Responsibility, Empathy	writing a short story from the perspective of <b>an abandoned pet</b>

# Strengthening the **Connection** between English Language and **Non-language Subjects** to **Enrich Students' Learning Experiences**

Successful People and  
Amazing Deeds

English Language &  
Science

Features of  
biographical texts

Precious Things

English Language &  
Music

Analysis of literary  
devices in lyrics

Learning from success  
stories of famous  
scientists through  
project work

Grit, perseverance

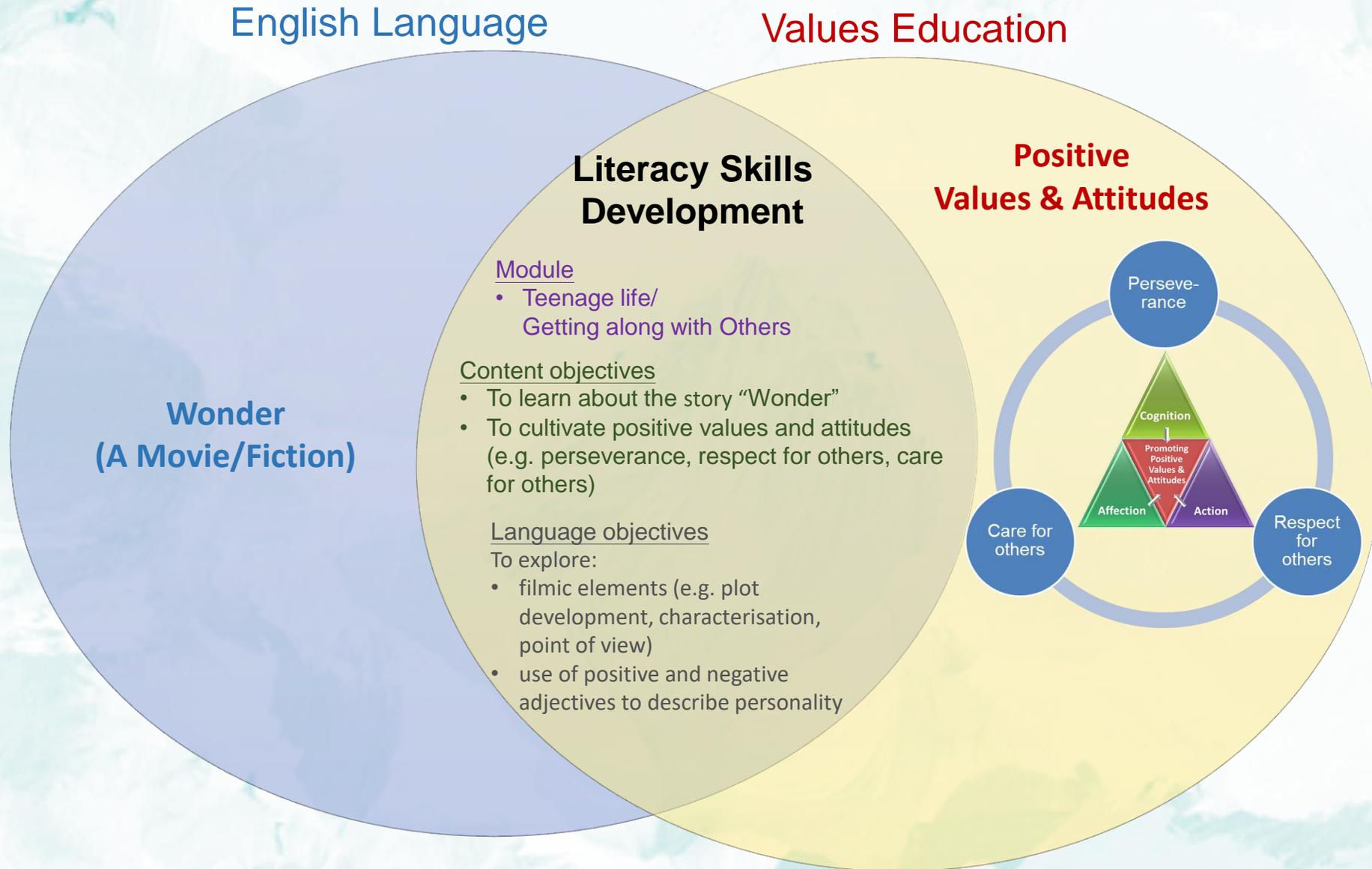
Rewriting the lyrics of  
a song

Hope, empathy,  
respect others ...

Research on Famous  
Failures

Song Dedication  
Activity

# Integrating Values Education into the Secondary English Classroom – An Example



# Holistic Planning of the School Curriculum for Integrating Values Education into the School English Language Curriculum

When incorporating values education in the school English Language curriculum, schools should take into consideration:



# Food for Thought about Promoting Values Education in the English Language Curriculum



Values education can be **integrated organically** into and **connected naturally** with the relevant curriculum contents of different subjects to support students' **development of positive values and attitudes**

# A School-based Activity for the **SOW** Campaign 2021/22



[https://www.edb.gov.hk/  
Week\\_of\\_Hope](https://www.edb.gov.hk/Week_of_Hope)

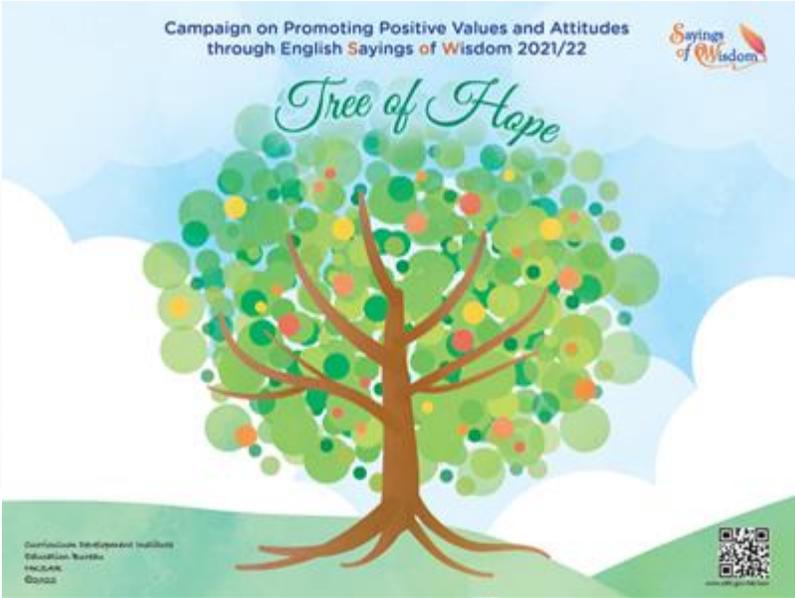
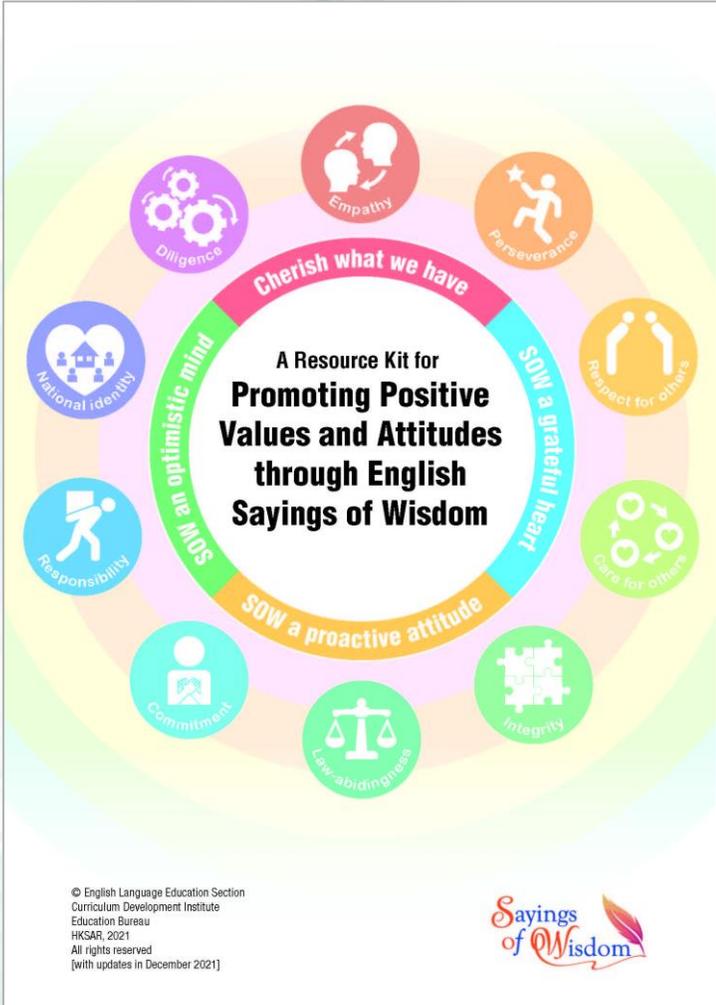
An English activity week

Learning activities inside /outside  
the classroom

SOW Ambassadors Scheme

# A School-based Activity for the SOW Campaign 2021/22

## Resources



# **Learning and Teaching Resources**

**for promoting**

**Positive Values  
and Attitudes**

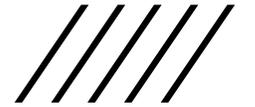
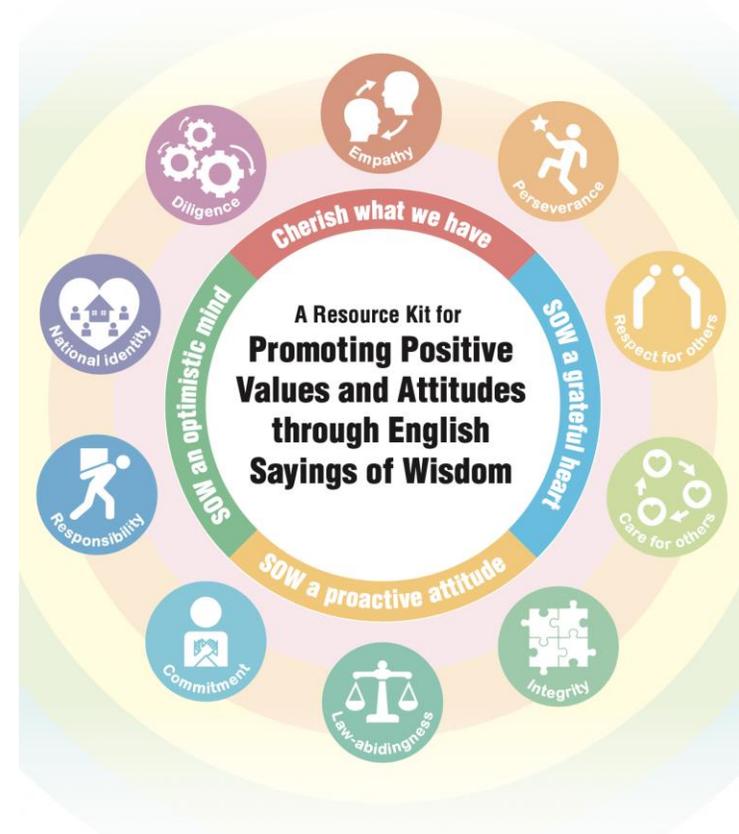
**through**

**English Sayings  
of Wisdom**

# A Resource Kit on Promoting Positive Values and Attitudes through English Sayings of Wisdom



[https://www.edb.gov.hk/Hope\\_RK](https://www.edb.gov.hk/Hope_RK)



# How to use the Resource Kit?

✓ Get inspirations on how to put a school plan for promoting values education through English sayings of wisdom into action

## 1.3 A School Plan in Action – Nurturing Positive Values and Attitudes through English Sayings of Wisdom and the “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. The plan below is an example illustrating how schools can structure learning activities throughout the school year and feature a “Week of Hope” to foster positive values and attitudes. The suggested activities are suitable for both primary and secondary schools. Teachers can select and adapt them to suit the needs of students of different capabilities.

**A Plan for Nurturing Positive Values and Attitudes through English Sayings of Wisdom and the “Week of Hope”**

**Stage 1: Planning**

**Step 1: Identifying themes**  
Identify an overarching theme for the annual plan for promoting values education taking into consideration the school context (e.g. the school motto, major concerns, students’ needs).

Overarching Theme: Hope		
Level	Sub-theme	Objective
S1 – 3	Gratitude	To enable students to realise that they are leading a life filled with love and hope by appreciating the things and people around them
S4 – 6	Staying optimistic and being proactive	To encourage students to stay optimistic and positive amid challenges and practise goal setting

**Step 2: Looking for suitable SOW**  
Explore different types of SOW and compile a list of SOW which echoes the chosen theme(s).

**Proverbs:**  
S1 – 3 *Count your blessings, Where there’s a will, there’s a way, All roads lead to Rome*

**Quotes by famous people:**  
S4 – 6 *“Learn from yesterday, live for today, hope for tomorrow.” (Albert Einstein), “Hope sees the invisible, feels the intangible, and achieves the impossible.” (Helen Keller)*

**Stage 2: Implementation**

**Step 3: Recruiting SOW Ambassadors**  
Recruit a team of SOW Ambassadors to support English teachers in organising the “Week of Hope” and other SOW activities throughout the school year.

**Step 4: Infusing values education into learning activities in the classroom**

- Read a biography of an inspiring person
- Watch an animation conveying a positive message
- Design an infographic of an inspiring person
- Conduct research on the success story of an athlete
- Keep a “Hope” Journal

Refer to Part 2 “Promoting Sayings of Wisdom in the English Language Classroom” for more suggestions.

**Step 5: Creating a conducive school environment for promoting “Hope”**  
Make use of visual displays and leverage the efforts of different stakeholders to organise a wide variety of activities.

**Visual display of the selected SOW**

- Display posters/banners of SOW in the playground
- Organise a “Tree of Hope” board design competition
- Display SOW bookmarks designed by students

**Promotion of reading related to SOW**

- Organise thematic book displays in the school library (e.g. hope, inspiring people, overcoming challenges, self-help books)
- Arrange book sharing sessions in school assemblies
- Provide book recommendations on hope and other positive values by the principal, teachers, parents, students and alumni

**Home-school cooperation**

- Engage the PTA in running a parent-child “Hope Challenge” activity
- Organise a talk on “Mindfulness and Positivity” for parents and students

Refer to Part 3 “Creating a Language-rich Environment for Nurturing Positive Values and Attitudes” and Part 4 “Games and Teaching Aids” for more inspirations.

**Stage 3: “Week of Hope”**

**Step 6: Organising service-oriented activities**  
Develop students into hope builders and get them to take actions to spread hope to others.

- Draw greeting cards with positive messages and send them to the children at hospitals
- Recruit students for voluntary services at animal rescue shelters
- Organise a donation for food banks

**Step 7: Week of Hope**  
Signature event of the school year – schedule the highlights/finals of different English activities/competitions for the week

- Inter-class drama performance
- Song dedication by the school Campus TV
- Charity fair
- Mini games conducted by SOW Ambassadors during class teacher periods or recesses
- Polling for the “Tree of Hope” board design competition

**Stage 4: Evaluation & Way Forward**

**Step 8: Concluding and reviewing the SOW activities**  
Conclude and review the activities held in the school year and plan for the way forward.

- Create a photo album for the “Week of Hope”
- Arrange publications
- Acknowledge outstanding works and efforts (e.g. printing students’ designs on school souvenirs, publishing winning entries of competitions)



# How to use the Resource Kit?

✓ Gain more ideas on how to **integrate** values education into the **school English Language curriculum**

## Activity 2: Research on Famous Failures – Learning from Stories about People Who Embraced Failures with Grit

### Aim

This activity aims to discuss how failure can play a positive role in one's journey to success. Through researching into the success stories of selected people, students learn how to perceive failure positively and persevere in the face of challenges.

### Values and Attitudes

Hope, perseverance, resilience, determination, grit

### Materials/Resources

Worksheet on "Learning From Famous Failures"

### Procedures

1. Have students name some famous people who failed multiple times before reaching success. Ask if they know the people's special journey to achieving their goals.
2. Share an article about a famous person who did not have a smooth run before achieving success. Discuss with students how he/she endured the failures and got back up. Examples: Thomas Edison, the Wright Brothers, Walt Disney, J.K. Rowling
3. Guide students to conduct research on other examples of "successful failures" by completing the worksheet on "Learning From Famous Failures" (see pp. 14 -15).
4. Invite students to share and present their findings in class. Encourage students to give feedback (e.g. ask a follow-up question about the research findings) to their peers.
5. Have students discuss and reflect on how we should perceive failure and how failure can make us a better person (see p. 16). Ask each student to contribute three ideas and have them design a class poster on "Embracing Failures".



## Suggested Creative Writing Tasks

### Designing an infographic of an inspiring person

Have students conduct research on an inspiring person of their choice from different sources (e.g. books, websites, magazine articles) and design a catchy infographic for the person.

Details that can be included in the infographic:

- his/her inspirational quote
- important accomplishments of the person
- things learnt from the person
- ways to apply his/her good deeds/attitudes into the present-day life

### Creating a fan page for an inspiring person

Have students create a post on the social media platform to introduce an inspiring person.

Possible elements to include:

- fun facts
- photos/videos
- questions and answers about the person
- a fan discussion board

### Writing a blog entry on "A Day with \_\_\_\_\_"

Ask students the following question "If you were given a chance to spend a day with a person who inspires you, who would it be?". Have them write a blog entry. Pair up students who write on the same person and get them to refine their ideas together.

Possible ideas for students to write about:

- who to meet and why
- where to go and what to do with him/her
- what to say to him/her

### Creating a digital story about an inspiring person

Have students select photos and make an audio recording to illustrate a motivational story of an inspiring figure.

Some guiding questions for students:

- What is the most remarkable event of this person?
- Why do you find this person inspiring?
- What have you learnt from this person?

### Writing a thank-you letter to an inspiring person

Have students write a letter of gratitude to the inspiring person they have chosen.

Possible ideas for students to write about:

- reason for thanking him/her
- how he/she has been an inspiration to the student
- inspiring quotes or accomplishments of that person

### Writing a podcast script to introduce an inspiring person

Instruct students to write a five-minute script in groups or individually to introduce an inspiring person. Have a vote in class to choose the best three scripts. Get the three students/groups to record the scripts and upload their podcasts on the school website.

## Prompts for a "Hope" Journal

Help a person by spreading hope to him/her. Record the experience.



Share an inspiring quote with a family member. Write an entry about the experience.



Say "thank you" to three people and express what you are thankful for.



Collect 5 inspirational quotes and write them in the journal.



Write an acrostic poem by using the word "Hope".



Collect a piece of news about hope. Share your views about it.



Write a note of encouragement to your classmate.



Write down three things you appreciate about your friend/parent/teacher.



Take a photo to show your understanding of a positive value. Write a short description about the photo.



Recommend a song that conveys a positive message to your friend.



Watch a video or an animation about hope. Share what it is about and what your classmates can learn from it.



Give a compliment to yourself. Write the compliment in the journal.

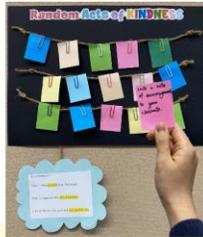


# How to use the Resource Kit?

✓ Look for ideas on creating a language-rich environment for nurturing positive values and attitudes

### 3.3 A Display Board on "Random Acts of \_\_\_\_\_" (e.g. Kindness, Love)

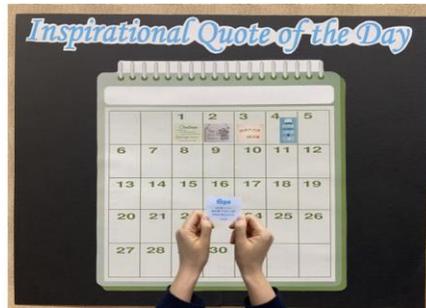
Design a display board on "Random acts of \_\_\_\_\_" (e.g. kindness, love, courage) in the school playground or on the class noticeboard. Each card describes an action for students to complete (e.g. recommend a book about kindness to your friend, share an inspirational quote about hope to three classmates, write words of encouragement on a card and place it on your classmate's desk). Post the following instructions on the board:



- Step 1: Pick a card.
- Step 2: Complete the act of kindness/love/courage.
- Step 3: Pass your card to a friend to pay it forward.

### 3.4 Quote/Picture of the Day

Instruct students to take turns to stick an inspirational quote/picture of the day on the class bulletin board. Get them to do a mini-sharing on the quotes/pictures before the lessons.



### 3.5 Interactive Board Display on Thematic Book Recommendation

Select a theme (e.g. hope, perseverance, overcoming challenges) and have an interactive book recommendation board display in the school playground or on the class noticeboard. Below are a few suggestions on what to put on the cover and the inner page to elicit students' interest:

Title of the Board	Cover Page	Inner Page
Which book says this?	Select a quote from the book	Introduction of the book
Come take a look at your teacher's favourite book on _____ (theme)!	Name of teacher	Introduction of the book by the teacher and the reason for choosing the book
What's the name of the book?	Picture of the book cover (without the book title)	Book title and introduction of the book
Stories on _____ (theme) from around the world	Flag/name of the country	Introduction of the book
Books from inspiring people	Picture of the book cover	Introduction of the book
Fascinated by the first line? Grab the book in the school library.	First line of the book	Picture of the book cover



### 3.8 A Book Hunt Competition

Select a positive value (e.g. hope, integrity, resilience) to be the monthly theme. Have students search for a book in the school library that matches the monthly theme. The book can be of any genres, for instance, a biography, a story or a self-help book. Invite students to conduct a one-minute sharing about the book they have selected with three people (e.g. the principal, teachers, parents, siblings, classmates) and record the sharing in a logbook.



### 3.9 Hope Clouds

Design a cloud template (e.g. a speech bubble, a thought bubble, a star). Ask students to write about their dreams as well as people and things that bring them hope. Post the "Hope Clouds" in the school premises. Get students to walk around to find their favourite "Hope Cloud".



# How to use the Resource Kit?

✓ Ready-made games to promote values education

## 4.1 "Word Search" on Hope

**How to Play:**  
Search for the words related to "Hope" in the word search puzzle.

### HOPE

X	R	O	C	P	O	S	I	T	I	V	I	T	Y
T	D	P	Y	U	Z	L	F	Y	X	G	R	I	T
Q	H	T	G	D	S	I	H	O	P	E	F	U	L
Z	B	I	H	R	E	P	K	R	E	Y	J	Z	D
A	C	M	F	E	G	L	G	A	R	D	G	T	K
S	N	I	K	A	R	O	W	D	S	G	F	D	I
P	O	S	K	M	J	V	H	W	E	Q	E	A	N
I	J	M	P	G	O	E	A	I	V	C	N	W	D
R	T	L	A	S	D	C	Z	Q	E	B	E	T	N
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O	K	O	M	H	X	W	A	H	C	J	S	H	J
N	D	Y	E	T	H	S	T	R	E	N	G	T	H

JOY	GOAL	GRIT	LOVE	DREAM
LIGHT	ENERGY	BELIEF	HOPEFUL	KINDNESS
OPTIMISM	STRENGTH	ASPIRATION	POSITIVITY	PERSEVERANCE

- Cut out the square on the template. (see p.59)
- Fold diagonally.
- Unfold.
- Fold diagonally.
- Unfold.
- Fold the four corners to the centre.
- Keep the folds together and turn over.
- Fold the four corners to the centre.
- Fold in half inwards. Insert fingers in pockets.
- Finish!

**Instructions for Making a Cootie Catcher**



# SOWIT VIDEOS & RESOURCE KITS



<https://www.edb.gov.hk/attachment/en/curriculum-development/cla/eng-edu/SOW/videos.html>



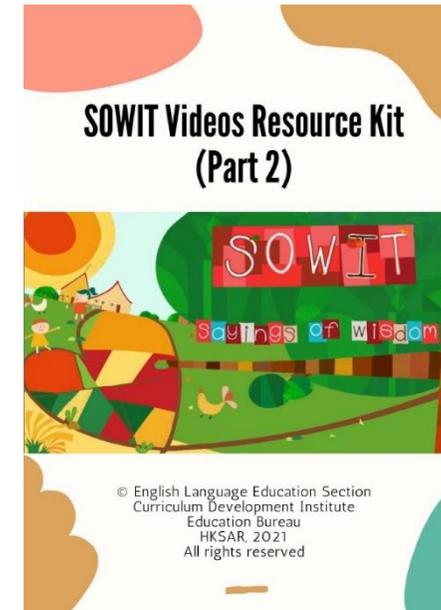
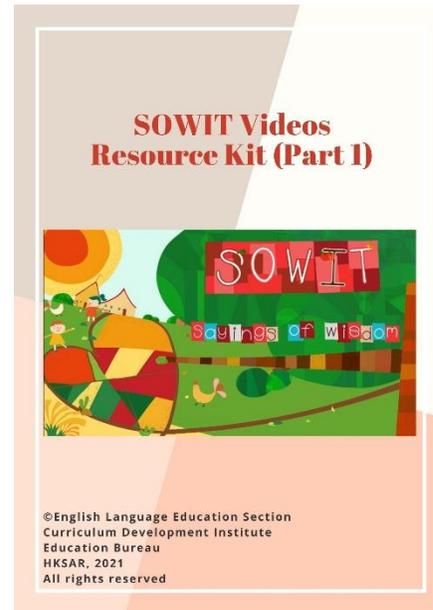
**Part C: Characterisation**

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

The vendor was feeling...

	(a)	• (b) Reason(s):
	(c)	• (d) Reason(s):
	(e)	• (f) Reason(s):

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





# RESOURCE KIT ON INSPIRATIONAL SPEECHES



[https://www.edb.gov.hk/sow\\_speeches](https://www.edb.gov.hk/sow_speeches)



Promoting Positive Values and Attitudes through English Sayings of Wisdom (SOW)

SOW Speech Series –

Featured SOW: “It’s not the end until you’ve given up”  
from a speech by Nick Vujicic<sup>1</sup>

A. Watch the speech delivered by Nick Vujicic and answer the following questions. You may use these keywords: Nick Vujicic, 2016, never give up, Nick’s life without limbs to find a video of the speech on YouTube.

- Which of the following values is NOT touched on in Nick’s talk?
 

A. hope				
B. perseverance				
C. integrity				
D. courage				
- What did Nick do before starting his speech? What is the purpose of doing it?

He put up a little show at the beginning of his speech – picking up the phone with his “chicken drumstick”. With the amusing act, Nick

(1) created a lighthearted and playful mood, which made the speech humorous and entertaining.

(2) aroused the audience’s emotional response and caught their undivided attention, getting them to wonder, worry and finally cheer for him, and

(3) established credibility, demonstrating his ability to overcome disability and obstacles and presenting himself as a jovial person and a convincing example of what he advocated.

- Nick strategically employed pauses throughout his speech. Which of the following is NOT an intended effect of employing pauses?
 

A. To allow time for the audience to absorb the information				
B. To allow time for the speaker to organise his ideas				
C. To draw the audience’s attention				
D. To add weight to what has just been said				

<sup>1</sup> Nick Vujicic was born without arms or legs, which has brought him tremendous obstacles. His perseverance has got him through life challenges and now he is a world-famous motivational speaker.



B. Read the script of Nick Vujicic’s speech and answer the questions that follow.

*I’m coming. Ready? Hey! Is that cool? Awesome!*

[1] I want to talk about, like, when I started to go to school and stuff, and a lot of people put me down. You know what I mean? Like people tease each other. I mean, people come up and say, “Hey, you’re fat ...”, you know, “Lose some weight!” And you go home and look at yourself in the mirror and go, “Argh! I’m fat! Right?” And so many people tease each other, you know, you’re too short, you’re too tall, you look ... whatever! Different hair and all that. It doesn’t matter. See, the thing is, when you’re in school, and when you’re growing up in life, it actually sort of matters to people how you look. And then it matters to you because it matters to others. Why? Why does it matter how you look? Because if they don’t like you, then who will? If they don’t accept you, then who will? And the fear that we have is that we’re gonna be alone. That we’re not good enough and you know, we have to change ourselves. You know, so many people put me down and say, “Nick, you look too weird and no one’s really your friend and you can’t do this and you can’t do that.” And I couldn’t change anything. It’s not like just fixing my hair one day and everything was fine. I couldn’t change my circumstance.

15 I couldn’t just wake up one day and say, “Hey, give me arms and legs. I need arms and legs.” You know what I mean? Like you go to a bodybuilder, you know, “Can you make me some arms and legs?” No, I’m just joking. **Bodybuilder**, you get it? Right? I go up to people, “Can you give me a hand?” I’m just joking!

20 [2] But it was so hard because people put me down. And I started believing that I was not good enough. I started believing that I was a failure that I’d never be somebody who people would like or people would accept. And it was so hard, man, I thought to myself, you know, “I can’t go on the soccer field like everybody else and I can’t ride my bike and I can’t skateboard and all these sort of things.” I started getting depressed. I thought, “What kind of purpose do I have to live?” I mean, are you just here to live to die? I mean, is there not a purpose for me? 25 Is there not a purpose in life? And I had questions and no answers and I asked my mom and dad, “Why did this happen?” I asked doctors, “Why did this happen?” They don’t know.

[3] There are some things in life that are out of your control, that you can’t change and you’ve got to live with. The choice that we have, though, is either to give up or keep on going. I wanna ask you, what are you gonna believe? Are you gonna believe in yourself or you gonna believe in everybody else’s judgement on you? Are you gonna believe people when they say that you’re a failure, that no one really likes you, that no one really cares about you? And it’s not really to say that hey you need somebody to come up to you and say, “Hey, I really like you.

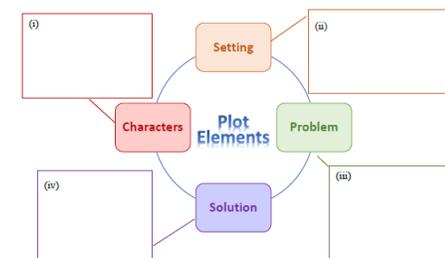


Part I: Pre-viewing

- 1.) Watch the trailer of the film *Wonder* on YouTube.
  - (a) From whose point of view is the story told at the beginning of the trailer? What kind of a person is he/she? Explain your observation.

- (b) Why is the point of view important in a film?

- (c) What do you think the film is about? Write down your thoughts in the boxes below:



Text 1

The Bear and the Two Travellers

[1] At nightfall, two travellers were walking together along a narrow path through a dark, dense forest. While trekking through the deep shadows, they heard some rustlings in the thickets. Both of them trembled, worrying that there might be danger, but neither of them wanted to admit that they were scared. Then a low, threatening growl pierced through the still air.

[2] "Don't panic. It may be just a dog," said the first man quickly.

[3] "It's much larger than a dog!" screamed the second man, who saw a huge, hairy bear lumbering towards them.

[4] In no time did the two friends begin to run, but before they had taken just a few steps, the first man stumbled and fell upon the ground.

[5] "Help! Help! Help!" he yelled as he struggled to get up.

[6] However, his friend just ran on as if he had not heard the call for help. He swiftly climbed up a tall tree nearby and hid himself in the branches, shaking with fear.

[7] The bear paused a while, looked around and then moved slowly towards the first man, who, seeing no help and no hope, threw himself flat down on the ground with his face in the dust as a whim flashed through his mind: he had heard that a bear would not attack a dead body. So, he lay still, pretending to be dead.

[8] The bear came up, sniffed and sniffed around him. It also touched his neck, back and legs with its paws and even gave the body a gentle push. Although the man was petrified, he kept calm and still, not moving at all, like a log of wood. Out of curiosity, the bear moved close to the man's head and snored as it nuzzled his ear. Although he was extremely frightened, he still lay unmoving as he knew it was a critical moment of life or death.

[9] Some time later, the bear began to lose interest in the "dead" body. With a low growl, it shook its head slowly, turned away and shuffled back into the woods, leaving the man alone.



Suggested Level: S3-S4

Summary of the Learning Task

Students read a reflective essay titled "A wake-up call". They are then inspired to view the unpleasant experience from a different perspective and understand that they have a choice to focus on what they missed, lost or failed to achieve, or what they have already had, and that they can choose to replace negative thoughts with positive ones. Students are then guided to count their blessings by practising flipping complaints into gratitude statements. In the main writing task, students learn the structure of a reflective essay and relevant language items and write a reflective essay on "Count your blessings" about their personal experience.

Learning Objectives

Content:

- To understand the saying of wisdom "Count your blessings"
- To appreciate the positive side(s) of a negative experience
- To recognise and be grateful for what we already have

Language:

- To understand the text features of a reflective essay
- To write a reflective essay on "Count your blessings" about students' personal experience

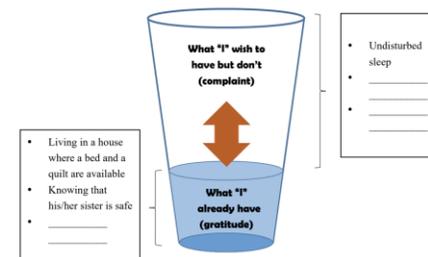
Suggested Learning Activities

Pre-reading: Learning Activity 1

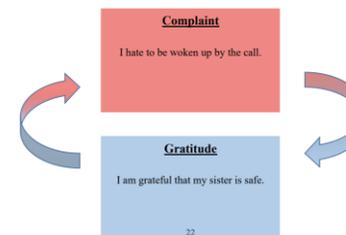
1. Ask students to recall what happened in the previous week and write down any complaints they made in the space provided.
2. Remind students that the complaints can be as insignificant as the following:
  - (a) The bus did not wait for you though you were rushing for it. As a result, you were late for school, and got penalised. You grumbled for a whole day.
  - (b) You almost won the 100-metre race on the Sports Day but you slipped and fell before the finishing line. You complained about your bad luck for a week.
3. Ask students to think about the nature of a complaint and what a complaint does, and then write their complaints on a slip of paper. Invite students to share their views.
4. Guide students to reflect on the drawbacks of complaining by asking the following questions:
  - Did the problem go away?
  - How did you feel after complaining? Better or worse?

16

- B. The image below helps visualise how we can view a situation from a different perspective. With reference to the text "A wake-up call", add more to the boxes of (1) what "I" wish to have but don't and (2) what "I" already have without knowing it.



It is our choice to make a complaint or be grateful. Practise flipping a complaint into a gratitude statement.



22

Learning and Teaching Materials on  
Promoting Positive Values and Attitudes  
through English Sayings of Wisdom (SOW)  
at Secondary Level



Post-reading: Learning Activity 3

Understanding the structure of a reflective essay

A reflective essay is more than a recount of a past experience. It should include your understanding of what you have learnt, evaluation of your past experience and impact on your future action. Study the following reflective essay. Identify the text structure by filling in the blanks with appropriate words provided in the box below.

evaluation	experience	feel
future plan	introduction	title

A wake-up call

An unexpected call in the early hours is a nightmare, especially when you are sound asleep. If the caller has just dialled a wrong number, you will no doubt feel angry. What if the caller is someone you know? What if there is an important message from the caller? What if there is something positive beyond the call? Let me share with you my personal experience.

One night, I was woken up by the landline. It was two o'clock in the morning. I waited for the annoying ring to go off but it didn't. The hope of mom picking up the phone faded as my anger grew. "Who on earth would call at this ungodly hour," I grumbled. Hurling the quilt, I threw myself across the room. I answered the phone at the top of my voice, despicably wishing that no one could continue their sleep. It was my sister. She called to tell mom that she wouldn't come home and something else. But I would never know what it was because I hung the phone up before she could finish her line. Lying on my bed again, I couldn't find the way back to sleep as my mind was busy coming up with ideas how I could get back at her. The sleepless night started.

I felt bad that my rage and impulse got the best of me. It definitely made me feel cross when my sleep was disturbed. But I didn't contain my anger and even tried to wake everybody up. What did I get from all these? A sleepless night, which in turn made me feel even worse.

This experience was a "wake-up call". The negativity, in the case, escalated my rage, which blinded me to what I already have and things that I should feel grateful for. To start with, I should be grateful for having a safe place where my family are with me, and a bed and a quilt that are essential for a good night's sleep. I should also be thankful for the fact that my sister was safe. The recognition and appreciation of my blessings made me come to terms with my anger and understand how stupid I was. They also helped me realise that I was the one who ruined my night, not my sister. The negative emotions tricked me into shifting the responsibility to my sister. I could have focused more on what I had had and been more grateful.

I'm going to develop a habit of mind which focuses my attention on the things I have and recognises the positive sides in a negative experience. I'll start by calling to mind one or two things that I should be grateful for every day before I end my day.

1. \_\_\_\_\_
2. \_\_\_\_\_
- Your personal  
3. \_\_\_\_\_
- How the  
experience made  
you  
4. \_\_\_\_\_
5. \_\_\_\_\_  
of your experience
6. \_\_\_\_\_

# TEACHING PLANS ON SOW FOR SECONDARY STUDENTS

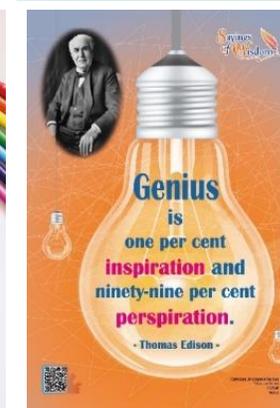
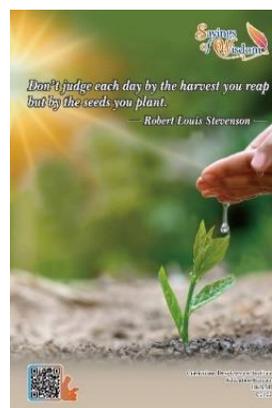
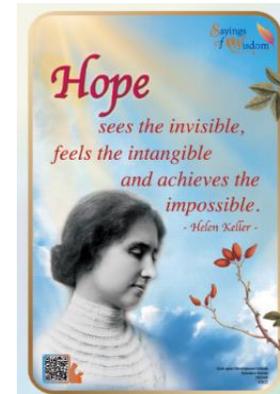
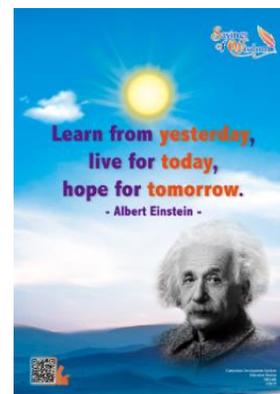


[https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/Lesson%20Plans/SOW%20LT\\_Sec\\_Full%20Version.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/Lesson%20Plans/SOW%20LT_Sec_Full%20Version.pdf)

# SOW POSTERS & WALLPAPERS



<https://www.edb.gov.hk/attachment/en/curriculum-development/cla/eng-edu/SOW/posters.html>



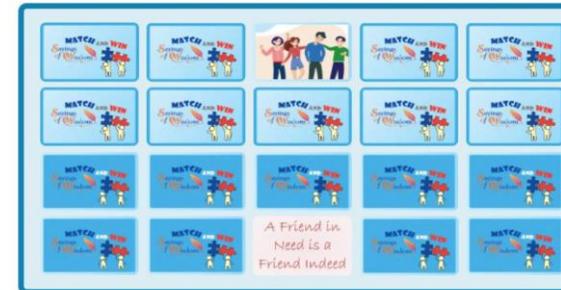
# SOW INTERACTIVE GAMES



<https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/games.html>



3 Move(s) 0 mins 8 secs ★★★★★ C



## English Sayings of Wisdom Fill-in-the-Blank Challenge

How to play:

- Read the English Saying of Wisdom carefully
- Choose the best answer.

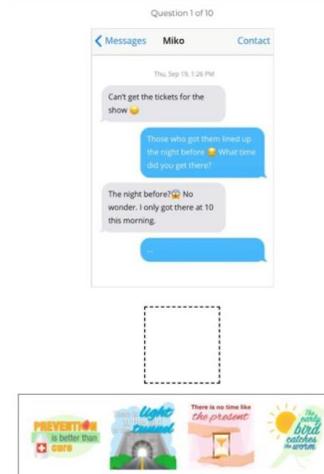
Fill in the blanks

The \_\_\_\_ is always greener on the other side of the fence.

- |                              |                             |
|------------------------------|-----------------------------|
| <input type="radio"/> willow | <input type="radio"/> life  |
| <input type="radio"/> tree   | <input type="radio"/> grass |

Question 3 of 20

## Sticker Challenge



# VIDEOS ON FANTASTIC PEOPLE

+

# ACTIVITY BOOKLET



[https://www.edb.gov.hk/fantastic\\_people](https://www.edb.gov.hk/fantastic_people)

## Videos on "Fantastic People"



## Fantastic People

Professor Sung Jao Yiu Joseph



Dr Allan Zeman



Ms Yu Chui Yee Alison



(Pre-viewing)

### Part A: Making predictions about the character

1. You are going to watch an interview and know more about Professor Sung Jao Yiu, Joseph. Have you heard of him before? Look at the picture below.



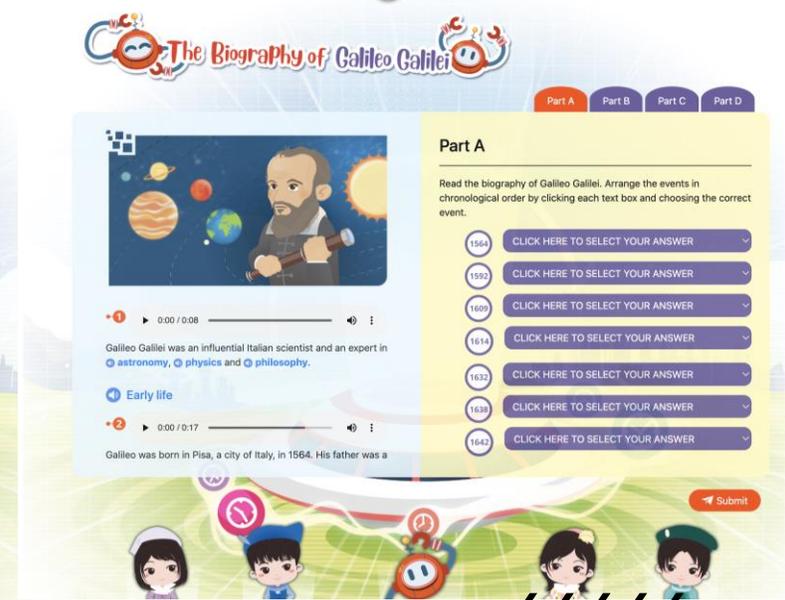
2. List three qualities a person needs in order to be a doctor:




# E-BOOK FAMOUS SCIENTISTS



[https://www.edb.gov.hk/Famous Scientists](https://www.edb.gov.hk/Famous_Scientists)



# SOW INSTANT MESSAGING STICKERS



Desktop version

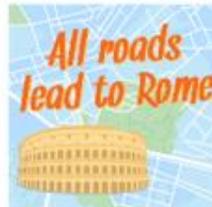
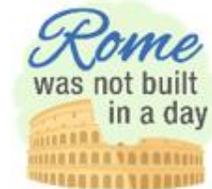
Download on the  
App Store

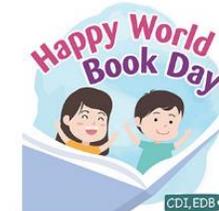


Get it on  
Google Play



Mobile version





SOW Instant Messaging Stickers  
[https://www.edb.gov.hk/sow\\_stickers](https://www.edb.gov.hk/sow_stickers)



# Themes

Overarching theme:  
**Leading a Positive Life**

Sub-themes:

- Empathy
- Cherishing Life
- Diligence
- Respect for Diversity

## Student Activities/ Competitions

Time to Talk Public Speaking  
Competition 2021/22  
(Sep 2022 – May 2023)

SOW Motivational Talk Contest  
(Nov 2022 – Apr 2023)

Poetry Remake Competition  
(Dec 2022 – Mar 2023)

Filmit 2023: A Student Film Competition  
(Dec 2022 – Jul 2023)

School-based English Week –  
Week of Positivity  
(Feb – Jul 2023)

Story to Stage Puppetry  
Competition 2022/23  
(Mar – May 2023)

## SOW Campaign 2022/23

### Sayings of Wisdom

12 selected proverbs  
and inspirational quotes

“A bend in the road is not the end  
of the road” – Helen Keller  
“It takes all sorts to make a world”

### Learning and Teaching Resources

Resource materials for  
“SOW Motivational Talk Contest”

A booklet on school-based English  
activities for the promotion of  
values education (e-version)

SOW Treasure Chest

One-stop Portal of learning  
and teaching resources

# LEARNING AND TEACHING RESOURCES ON SOW MOTIVATIONAL TALK CONTEST

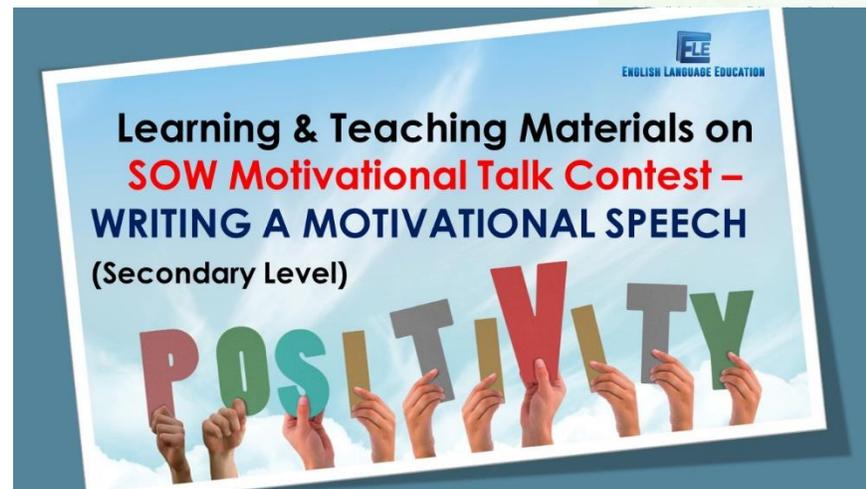


[https://www.edb.gov.hk/Resources\\_Moti\\_Talk](https://www.edb.gov.hk/Resources_Moti_Talk)

[EDBCM No. 186/2022](#)



Learning and Teaching Resources on  
Writing and Delivering a Motivational Speech  
at the Primary Level



**Deadline for submission  
of entries: 21 April 2023**



# Learning and Teaching Materials

Click the titles to download the materials

- Central by Leung Ping Kwan
- Grandfather by Gillian Bickley
- Lines of Nostalgia by Colin Rampton
- modern concrete by Eddie Tay
- At the Daipaidong by Kate Rogers
- Contrast by Tammy Ho
- Mother and Child by Jennifer Wong
- Rain Scene by Collier Nogues



## LEARNING AND TEACHING MATERIALS ON APPRECIATION OF HONG KONG ENGLISH POETRY



<https://www.edb.gov.hk/poetryremake>



**Submission Period:  
20 to 21 April 2023**

### Grandfather

My grandfather was a quiet man;  
an allotment near the railway line,  
where his working life was spent,  
gave him additional quiet.

- 5 “Ask your grandfather to take you there,”  
the family suggested.

He showed me his shed,  
but most of all the robin’s nest  
with blue eggs or bald young,  
and an alert bright-eyed brown nesting bird,  
on a high shelf in the dark,  
which a curious small girl could just  
stand tip-toe to see.

- 10 “Don’t touch it now!” he warned,  
quite sternly, for him.  
“She’ll abandon the nest, fly away,  
perhaps never return.”

His own mother had done that;  
died when he was fourteen.

- 20 For the rest of his life, on one day of the year,  
The quiet man was quietest of all.  
“What’s the matter?” his wife or daughter  
(my mother and grandmother) would ask.

- 25 “This was the day my mother died,”  
came his unchangeable reply.

### Gillian Bickley

### Suggested Answers

1. What is the poem about?

The poem is about family love and memory of one’s parent.

2. In the poem, the speaker recalled the incident when her grandfather showed her the robin’s nest in his shed.

(a) Why was the nesting bird “alert” in line 10?

The “bright-eyed brown nesting bird” was alert because she was alarmed by the appearance of the speaker and her grandfather. She always stayed alert to protect her eggs and bald young birds from any possible harm and danger.

(b) Why is the robin’s nest so important in the eyes of the speaker’s grandfather?

The robin’s nest symbolises family union, mother’s care and nurturance, and the grandfather’s wish for a warm and unbroken family. In the poem, the newborn/young robins lived in the nest under the protection and care of their mother. The maternal love and care seen in the nest reminded the speaker’s grandfather of the missing piece in his life – his late mother.

3. Think of three adjectives to describe the speaker’s grandfather. Support your answers with examples from the poem.

Adjectives	Textual evidence
quiet	The speaker describes his father as a “quiet man” and the word “quiet” was used repeatedly in the poem (lines 1, 4 and 21).
stern	The grandfather warned his speaker sternly against touching the bird’s nest (lines 14-15).
filial	The grandfather remembered his dead mother fondly and “was quietest of all” (line 21) every year on her death day.
sentimental	The grandfather is shown to be in grief and there is a sense of loss throughout the poem because of the death of his mother in his early age (lines 18-19). Even the scene of the robin’s nest could stir his feelings of pity and compassion.

\*Any three. The answers above are not exhaustive. Accept any reasonable answers.

4. What is the tone of the last two stanzas (lines 20-25)?

The tone is sorrowful, but in the “quietest” and composed manner. Grandfather always





# Resources for schools to promote positive values and attitudes through English sayings of wisdom (SOW Campaign 2022/23)

## SOW Treasure Chest



(Available in February 2023)



# ○ SOW Treasure Chest



## EMPATHY

- 🌍 Why is empathy important?
- 🔭 How can we be more empathetic to people in society?
- 🚀 What would you do to show empathy for your friends?
- 📡 What are the positive impacts that empathy brings?
- 🪐 What is your favourite saying on empathy?
- 🪐 How can we be better listeners?

## DILIGENCE

- 🌍 Suggest a meaningful daily activity which helps develop determination.
- 🔭 Share an experience of “no pain, no gain”.
- 🚀 Share three learning goals.
- 📡 How will you encourage yourself when you have a hard time?
- 🪐 What can you do when you start losing focus in revision?
- 🪐 Share a saying which encourages people not to give up.

**(Available in February 2023)**



**RESPECT FOR DIVERSITY**

Use the following words to make up a 1-minute story:

- *respect for diversity*
- *different*
- *appreciate*

**DILIGENCE**

How does diligence motivate people to reach their goals?

**CHANCE**

All players choose one of their plane pieces to move three steps forward.

**EMPATHY**

Share one favourite saying of wisdom on "empathy". How does it help you put yourself in others' shoes?

**CHERISHING LIFE**

Name your "best" mistake of the week and explain how it has helped you to be a better person.



# Week of Positivity



<https://www.edb.gov.hk/wop>

- **6 February – 7 July 2023**
- School-based cross-curricular English week
- Echoing the overarching theme “**Leading a Positive Life**” and the four sub-themes “**Cherishing Life**”, “**Diligence**”, “**Empathy**” and “**Respect for Diversity**”



Details of the activity: [EDBCM No. 186/2022](#)



○ **Examples of school-based activities for the “Week of Positivity”:**

classroom learning  
activities for  
appreciation of  
SOW

drama  
performances

film appreciation

song dedication

seminars/talks

book exhibitions

classroom board/  
poster design  
competitions

parent-child  
book sharing



○ **Resources for “Week of Positivity”**  
**(Exclusive for participating schools)**

150 x 100 cm  
Poster



# Resources for “Week of Positivity” (Exclusive for participating schools)



### MY RECORD OF SOW ACTIVITIES

II) Week of Positivity duties		
Week of Positivity duties	Date of Completion (DD/MM/YY)	Verified by Teacher (Signature)
1 Serving as a reporter (e.g. taking photos, filming, writing articles)		
2 Serving as a helper in Week of Positivity activities		
3 Promoting the Week of Positivity (e.g. poster making, sharing a message to promote the activities on the school intranet)		
4 Helping teachers prepare the school-based record of Week of Positivity		
5 Others (please specify):		

### YEAR-END REFLECTION

Total no. of SOW activities recorded: \_\_\_\_\_  
(A certificate will be awarded if you have participated in 10 or more activities.)

Top 3 SOW activities that I like the most:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

My most memorable SOW activity:

Reason(s):

### MY RECORD OF SOW ACTIVITIES

Share a SOW with as many people as you can!

IV) Learning and sharing a SOW		
Activities	Date of Completion (DD/MM/YY)	Comments and Signature
Sharing a SOW with my parents / siblings / principal / teachers / friends		
The SOW I selected:		The sharing is: (Please ✓ the box(es).) <input type="checkbox"/> inspiring. <input type="checkbox"/> encouraging.
1 I shared the SOW with:		Signature: _____
The SOW I selected:		The sharing is: (Please ✓ the box(es).) <input type="checkbox"/> inspiring. <input type="checkbox"/> encouraging.
2 I shared the SOW with:		Signature: _____



# ○ Important Dates of the “Week of Positivity”

## Registration

(Now – 6 Jan 2023)

Complete the  
Registration Form  
via a Google Account  
by  
6:00 p.m.,  
6 January 2023

<https://forms.gle/Myx4tgSnd8qcxXrg7>



Resources for  
participating  
schools  
(Feb 2023)

Receive  
7-day Positivity  
Challenge Poster  
&  
SOW  
Ambassadors  
Passports

## Week of Positivity

(6 Feb – 7 Jul 2023)

Schools can freely  
choose the dates  
and  
the number of  
days for the  
activity week.

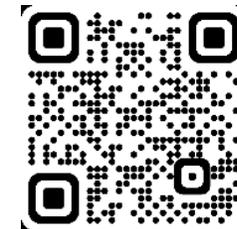


## Sharing of Good Practices

(By 28 Jul  
2023)

Submit names of  
SOW  
Ambassadors and  
school-based  
“Week of  
Positivity” record  
via Google Form

<https://forms.gle/rggnu1F1KgFfVZgr8>



By late  
2023

- Certificate of  
Achievement for  
eligible SOW  
Ambassadors



# Q and A

- Feel free to type your questions in the chat box.



Get inspired and learn English with sayings of wisdom  
細讀英語名言 啟迪智慧心靈

