

## “The Fence”

### About this set of materials...

This set of materials is based on the experience of Lee Kau Yan Memorial School (LKYMS). To cater for learner diversity, some parts in the learning and teaching process are supplemented by the experience of SKH St. Simon's Lui Ming Choi Secondary School (SKHSSLMCSS). It illustrates how teachers can make use of the story “The Fence” to help learners understand the importance of holding one’s temper through the metaphor of hammering nails into the fence.

### Texts and materials used in this exemplar



The Fence



Worksheets

### Strand Targets

- To respond to characters, events and issues in imaginative and other narrative texts through oral, written and performative means (ESb, KS3) such as:
  - making predictions and inferences
  - making evaluative comments
  - explaining one’s feelings towards characters and events
  - relating to one’s experiences
- To converse and exchange points of view about feelings, ideas and experiences (ISb, KS3)
- To identify and discuss ideas in spoken and written texts, form opinions and express them (KSc, KS3)
- To give expression to one’s experience through activities such as providing oral and written descriptions of feelings and events (ESd, KS3)

### Learning Targets/ Objectives

- **Text-type:** short stories
- **Language feature:** metaphor
- **Language skills:**

#### **Reading:**

Understand, interpret and analyse different written texts

- Understand different feelings, views and attitudes
- Identify implied meanings through inferencing

#### **Speaking:**

Present information, ideas and feelings clearly and coherently

- Convey ideas and information in conversations or discussions
- Describe the sequence of events

#### **Writing:**

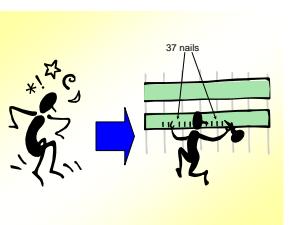
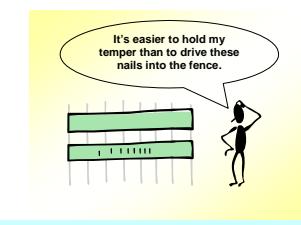
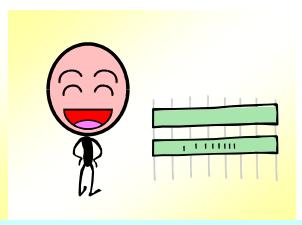
Present information, ideas and feelings clearly and coherently

- Evaluate and make use of given information to complete specific tasks
- Describe, express or explain ideas, feelings and experiences
- Produce written texts appropriate to context, purpose and audience

- **Generic skills:**

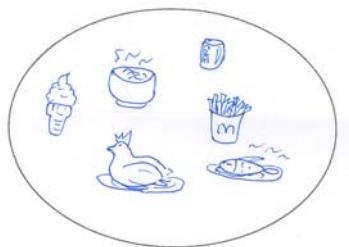
- Creativity
- Critical thinking skills
- Communication skills

- **Values and Attitudes:** self-discipline, respect for others, kindness, love

Learning and Teaching Process	Impact on Learning
<p>1. Before asking learners to start reading the first two paragraphs of the story “The Fence” (Worksheet 1), the teacher showed them two pictures of fences.</p>  <div style="border: 1px solid black; padding: 5px; display: inline-block;">Worksheet 1</div>	<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>✓ conceptualize the symbolic meaning of a fence using their knowledge of the world and daily experiences, with the help of visual aids</li> </ul>
<p>2. After the learners had finished reading, the teacher offered detailed explanations of the two paragraphs. With the help of a series of cartoons shown on the PowerPoint slides, the teacher helped learners grasp the main ideas, characters and the development of the first half of the story.</p>  <div style="border: 1px solid black; padding: 10px; margin-top: 10px;">       </div>	 <ul style="list-style-type: none"> <li>✓ understand preliminarily how a short story is structured and expressed</li> </ul>

Learning and Teaching Process	Impact on Learning
<p>3. Before asking the learners to continue with their reading, the teacher encouraged them to predict what they thought the father would suggest his son do next to hold his temper (Worksheet 1). The learners were asked to express their ideas through drawing pictures and writing “bubble dialogues”.</p>  <div style="border: 1px solid black; padding: 5px; display: inline-block;">         Worksheet 1       </div>	<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>✓ <i>develop their creativity by responding and giving expression to events, characters and issues through creative writing (drawing cartoons with bubble dialogues)</i></li> </ul> 
<p>4. The teacher modelled a presentation to his class by drawing cartoons on the blackboard and elaborating on the speech bubbles which went along with the cartoons.</p> <p>5. Then a learner was invited to speak in front of the class about what she had drawn and written.</p> <p>6. After making predictions about the ending of the story, the teacher asked the learners to finish reading the third and fourth paragraphs of the story silently (Worksheet 2).</p>  <div style="border: 1px solid black; padding: 5px; display: inline-block;">         Worksheet 2       </div>	<ul style="list-style-type: none"> <li>✓ <i>develop their critical thinking by predicting the development and outcome of a story based on reasoning</i></li> </ul>  <ul style="list-style-type: none"> <li>✓ <i>develop their reading skills by</i> <ul style="list-style-type: none"> <li>• <i>understanding different feelings and views in the story</i></li> <li>• <i>identifying implied meanings through inferencing</i></li> </ul> </li> </ul>

Learning and Teaching Process	Impact on Learning
<p>7. The teacher explained explicitly the metaphor in the last paragraph. He punched holes in a piece of paper to simulate the action of nails being driven into and pulled out of a fence. In doing so, the teacher let learners see the result of his action which helped them realize the verbal wounds an angry person could make on others. The moral of the story was embedded in this metaphor.</p> 	<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>✓ <i>gain an understanding of the use of metaphor by comparing and making connections between physical actions and abstract concepts</i></li> </ul> 
<p>8. With the help of some PowerPoint slides, the teacher instructed the learners to interact within their group - telling one another an occasion in which one got angry and suggesting ways to control one's temper (Worksheet 3). He also appointed a leader for each group to be in charge of the sharing and the presentation afterwards.</p>  <div data-bbox="425 1462 647 1545" style="border: 1px solid black; padding: 5px; display: inline-block;">     Worksheet 3   </div>	<ul style="list-style-type: none"> <li>✓ <i>activate their past experience and knowledge about anger management in understanding the moral of the story</i></li> <li>✓ <i>acquire collaboration skills through:</i> <ul style="list-style-type: none"> <li>• <i>actively discussing and exchanging ideas</i></li> <li>• <i>clarifying and accepting roles and responsibilities of individual members in a group</i></li> </ul> </li> <li>✓ <i>develop positive values such as respect for others and self-discipline</i></li> </ul>   
<p>9. Three leaders were asked to report one of the experiences and suggestions shared in their groups.</p>	

<b>Learning and Teaching Process</b>	<b>Impact on Learning</b>
<p>10. The teacher asked the class to reflect on why they should hold their temper and how they usually treated their friends.</p>	<p><i>Learners</i></p> <ul style="list-style-type: none"> <li>✓ further develop their creativity in the following aspects while creating their own metaphors about friends:</li> <li>• responding and giving expression to experiences and issues through creative writing</li> <li>• expressing freely ideas and views about friendship</li> <li>• transformation, i.e. the ability to adapt something to a new use, to “see” new meanings, or to change an object or idea into another creatively</li> </ul>
<p>11. Then the teacher distributed Worksheet 4 on which learners created their own metaphor of a friend, “A friend is a ...”, with drawings and explanations.</p>	<ul style="list-style-type: none"> <li>✓ enhance their language awareness by creating a metaphor of their own</li> <li>✓ express positive values and attitudes towards friendship (e.g. love, care for others)</li> </ul>
 <div style="border: 1px solid black; padding: 5px; display: inline-block;">Worksheet 4</div>	<div style="display: flex; align-items: center;"> <div style="flex: 1;">  </div> <div style="flex: 1; border: 1px solid black; padding: 10px; margin-left: 10px;"> <p style="text-align: center;"><b>A friend is ...</b></p> <p style="text-align: center;">(Think of one thing you can compare a friend to, draw a picture of it, and explain why you think so.)</p> <p style="text-align: center;">Same friend _____</p> <div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 150px; height: 150px; margin-top: 10px;">  </div> <p style="text-align: center; margin-top: 10px;">     because I can eat them. If I didn't have food, I will die so I <del>very</del> love them very much. ✓ GOOD   </p> </div> </div>
<p>12. Three learners were invited to present their work and share their views towards friendship.</p> <p>13. After hearing some samples, the teacher ended the lesson by asking learners to finish Worksheet 4 at home and hand in their work in the next lesson.</p>	