



Activity Booklet

SOW Campaign 2020/21
An Anthology of Winning Entries



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

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Preface

SOW Campaign 2020/21 - An Anthology of Winning Entries (Activity Booklet) is developed by the English Language Education Section, Curriculum Development Institute, Education Bureau, in support of the cross-curricular campaign “Promoting Positive Values and Attitudes through English Sayings of Wisdom (SOW)”. Under the campaign, the SOW Creative Writing Competition and the SOW Picture Book Design Competition were organised to provide opportunities for students to develop their creativity and multimodal literacy skills as well as share their personal reflection or creative work on four selected themes which echo those of “My Pledge to Act (MPA) 2020/21” (i.e. Be Grateful and Treasure What We Have, Stay Positive and Optimistic). A collection of students’ works selected from the winning entries of the two competitions is showcased in the *SOW Campaign 2020/21 - An Anthology of Winning Entries*.

Aims of the Activity Booklet

This activity booklet aims to:

- complement the *SOW Campaign 2020/21 - An Anthology of Winning Entries* by providing suggestions on how to effectively use the collection of students’ works to enrich students’ English learning experiences and provide relevant contexts for the learning and teaching of SOW;
- develop students’ language skills and multimodal literacy skills through appreciation of SOW; and
- reinforce the development of positive values and attitudes that echo the themes of “My Pledge to Act (MPA) 2020/21” through appreciating the SOW presented in the anthology.

Suggested Levels

Key Stages 1 to 4 (Primary 1 to Secondary 6)

Content of the Activity Booklet

This activity booklet consists of 20 sets of learning and teaching materials (i.e. 10 sets for the primary level and 10 sets for the secondary level) developed for the *SOW Campaign 2020/21 - An Anthology of Winning Entries*. Each set of materials is designed to engage students in interacting with the creative work from the anthology to develop their language skills and cultivate their positive values and attitudes.

Using the Activity Booklet in the English Classroom

Schools are encouraged to make effective use of this activity booklet, integrating the variety of activities into the relevant modules and themes in the school English Language curriculum as appropriate, to enrich students' English learning experiences, nurture their positive values and attitudes and enhance their creativity. The suggested activities are suitable for use in the English classroom or by students as self-learning materials. Teachers are encouraged to select and adapt the materials to suit their students' needs, interests and abilities.

This activity booklet, together with the *SOW Campaign 2020/21 - An Anthology of Winning Entries*, is available on the website of the Education Bureau (http://www.edb.gov.hk/sow_anthology).





SOW

Creative Writing Competition

A dark green circle with a white border, containing the text "Primary Level" in white. The background is a light green geometric pattern of hexagons and triangles, with a horizontal band of a darker green color. There are also two large, solid green circles in the corners.

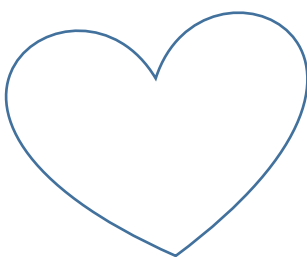
**Primary
Level**

Writing about My Favourite Character

- 1.) Choose a story or a 4-panel comic strip from the winning entries of the upper primary division. Write the saying of wisdom on the line.

SOW: _____

- 2.) Among all the characters in the chosen story or 4-panel comic strip, who do you like most? Draw your favourite character in the heart. Write his or her name on the line.



My favourite character is _____.

(Write the name of the character, if any.)

- 3.) Why do you like this character? What does the character do in the story or 4-panel comic strip? Write the most impressive action taken by him or her on the lines.

- 4.) What do you learn from the character? Write two to three good points (e.g. personality) about him or her.

Writing a Message Card

- 1.) Choose a story or a 4-panel comic strip from the winning entries of the upper primary division. Write the saying of wisdom on the line.

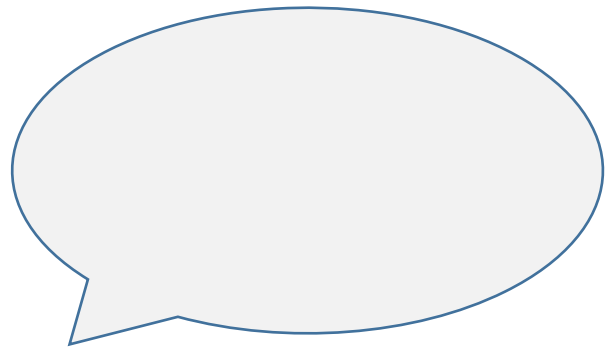
SOW: _____

- 2.) A problem is usually found in a story or a 4-panel comic strip, but it can be solved finally. Read the chosen story or 4-panel comic strip again. Choose one character who helps solve the problem. What does he or she do or say to solve it? **Complete either (a) or (b).**

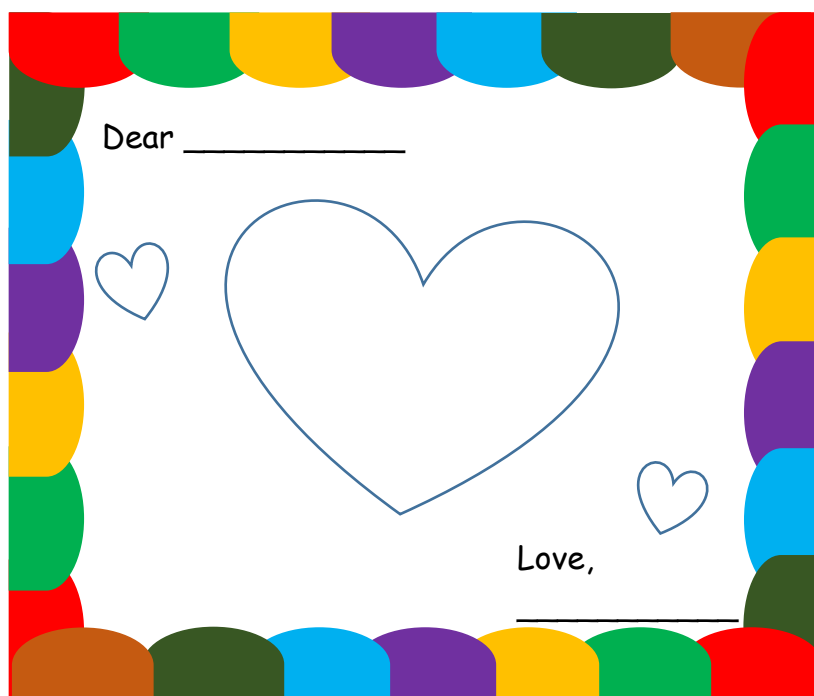
(a) What does the character do to solve the problem? Draw it in the box.



(b) What does the character say to solve the problem? Write it in the speech bubble.



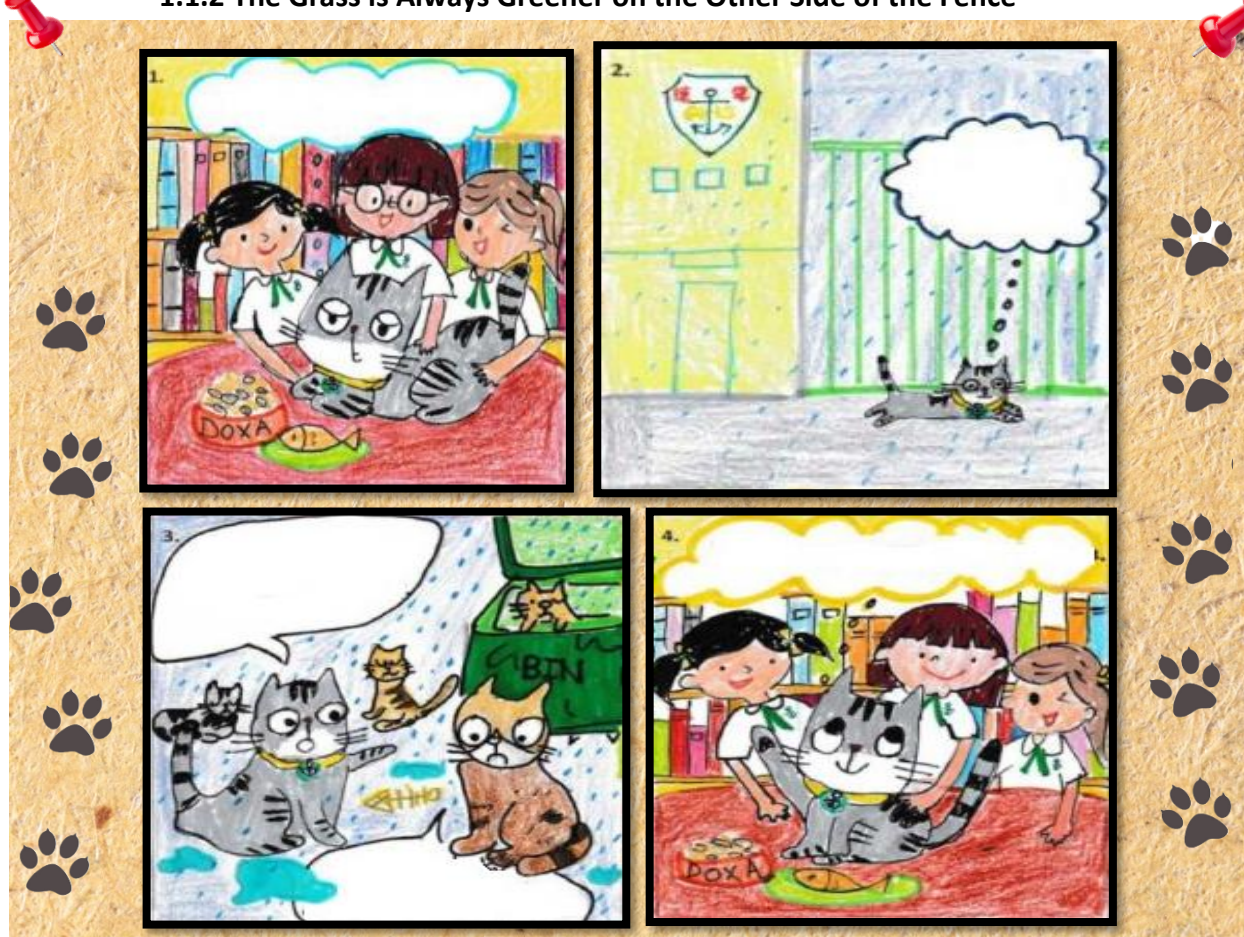
- 3.) We should be positive when we face challenges. Choose a family member or a friend. Write him or her a message card with a SOW to cheer him or her up. Draw and colour the message card.



Rewriting the Speech and Thought Bubbles in a 4-panel Comic Strip

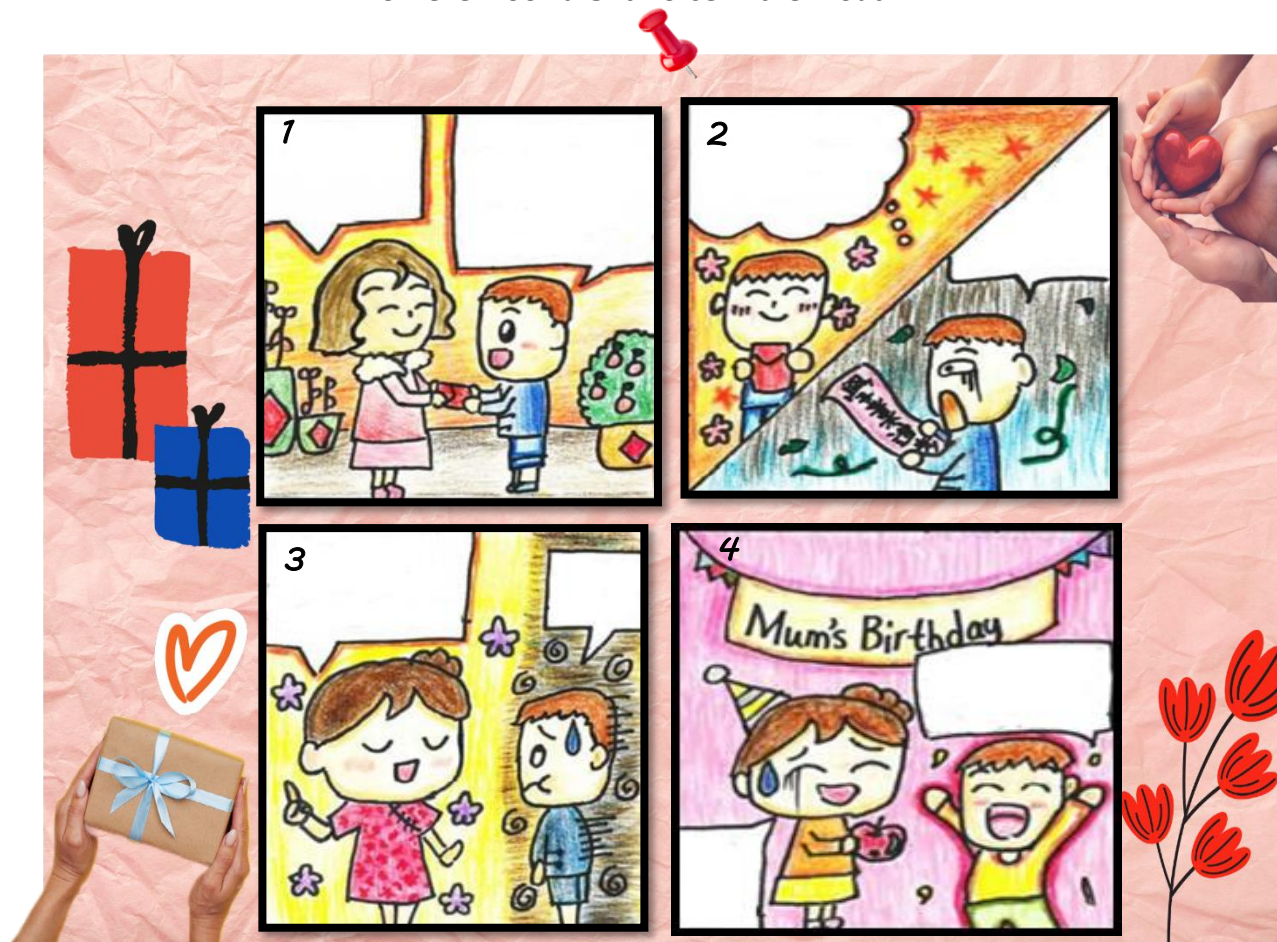
Read the following 4-panel comic strip from the winning entries of the upper primary division. The words in some of the speech/thought bubbles are hidden. Write what the characters say/think in those bubbles to make an interesting comic strip. Write your ideas on the whiteboard below.


1.1.2 The Grass is Always Greener on the Other Side of the Fence



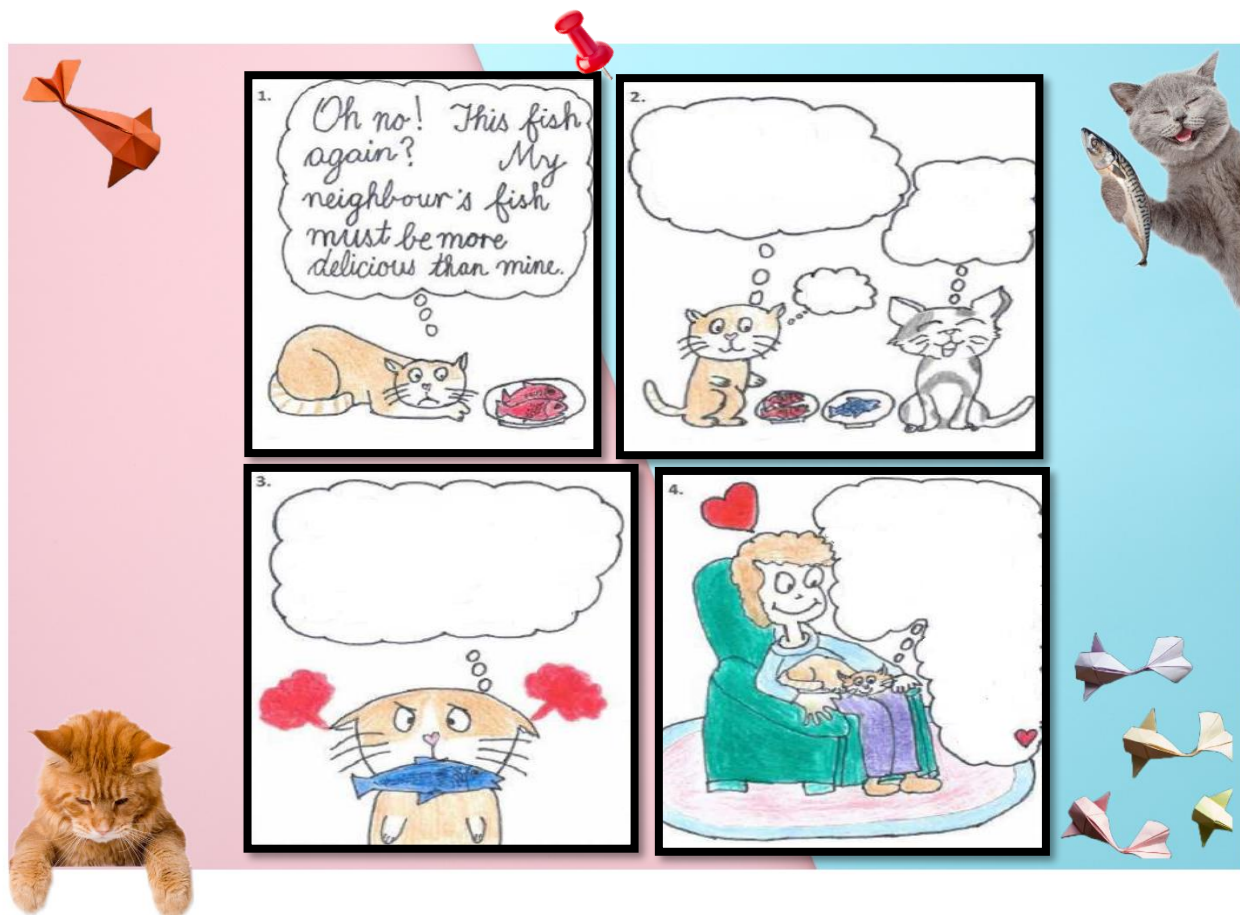
Picture	Speech/thought bubble 	
1	(the grey cat)	
2	(the grey cat)	
3	(the grey cat)	(the brown cat)
4	(the grey cat)	


1.1.3 Never Look a Gift Horse in the Mouth



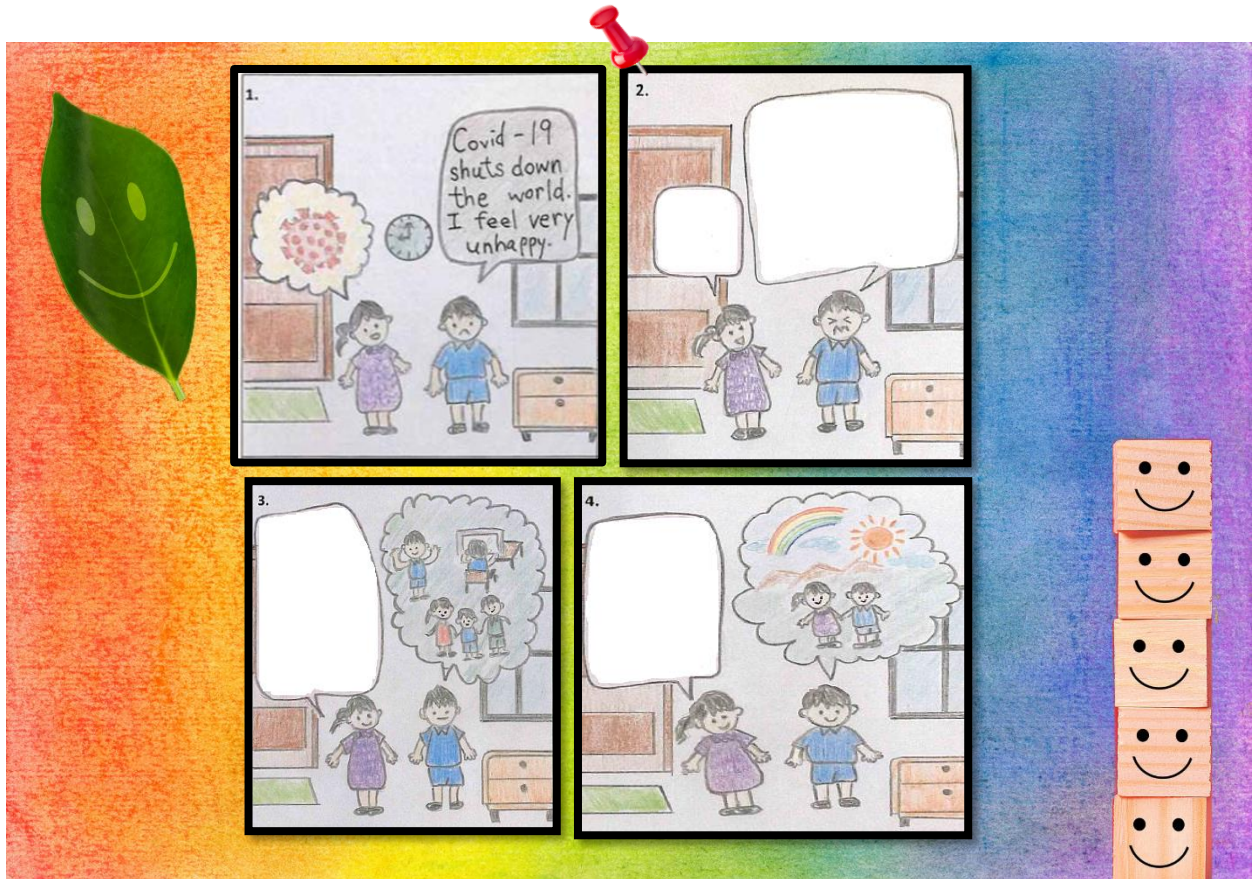
Picture	Speech/thought bubble 	
1	(Auntie)	(Son)
2	(Son)	(Son)
3	(Mum)	(Son)
4	(Mum)	(Son)


1.2.3 The Grass is Always Greener on the Other Side of the Fence



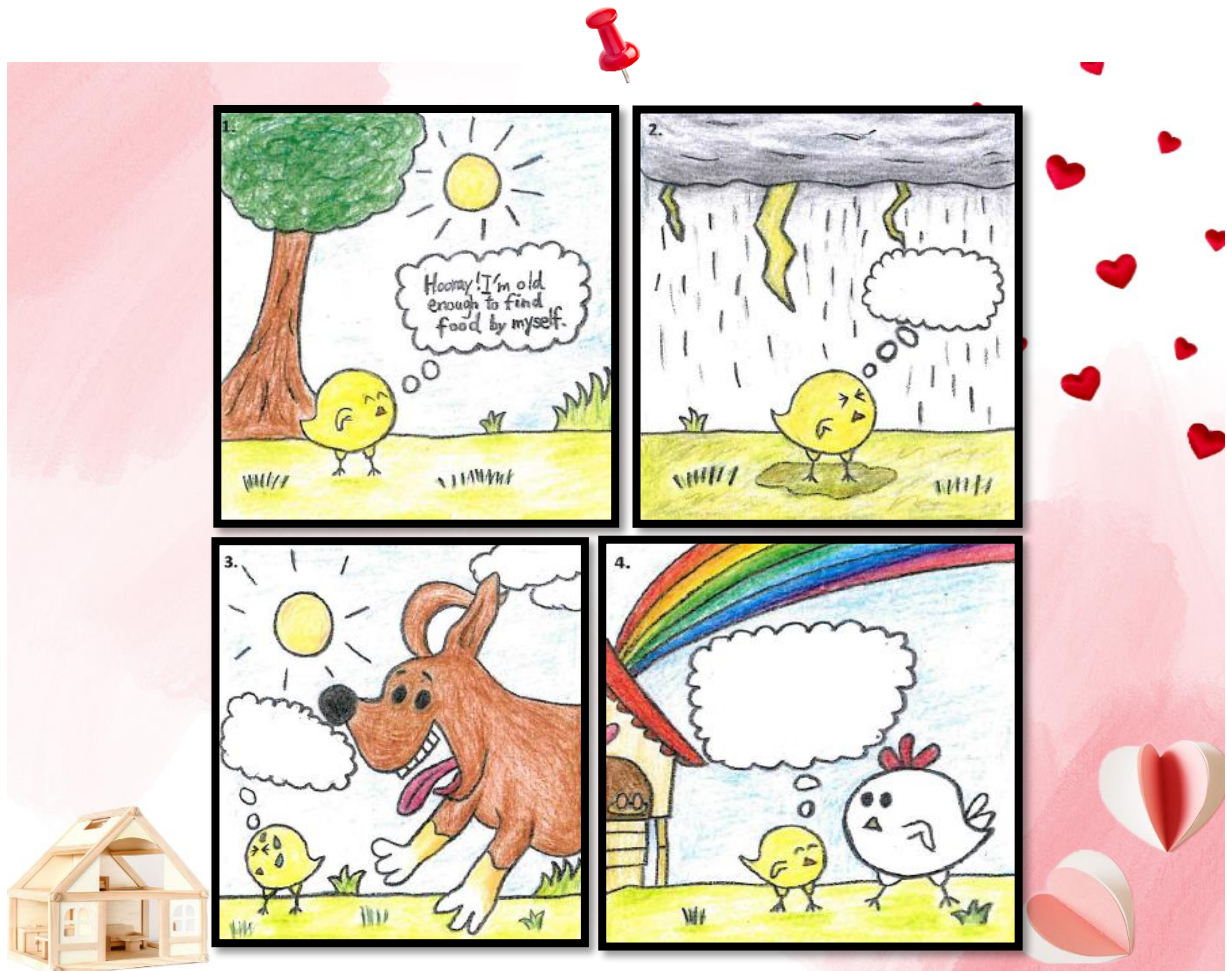
Picture	Speech/thought bubble 		
2	(the brown cat)	(the brown cat)	(the grey and white cat)
3	(the brown cat)		
4	(the brown cat)		


1.2.4 There is Light at the End of the Tunnel



Picture	Speech/thought bubble 	
2	(the girl)	(the boy)
3		
4		


1.2.5 Home is Where the Heart is



Picture	Speech/thought bubble 
2	(the little chicken)
3	(the little chicken)
4	(the little chicken)

1.2.10 Every Dog Has its Day



Picture	Speech/thought bubble 		
2	(Max's owner)	(Max, the Dalmatian)	
3	(Max's owner)		
4	(Ellie, the poodle)	(Ellie's owner)	(Ellie's owner)

Writing a Reflection about the Most Unforgettable Story

Choose a story or a 4-panel comic strip from the winning entries of the upper primary division you like most. Write the title on the line.

Title : _____

1.) Tick the box(es) and choose the element(s) of the story or 4-panel comic strip you like most.

I like the ____ most.

☐ character

☐ plot (e.g. the climax, ending)

☐ moral/lesson learned

2.) Choose the element(s) you like most and explain your ideas in the spaces provided.



The character I like most

Who is he/she/it?

How would you describe him/her/it?

The most unforgettable scene



Which part of the story is most unforgettable to you? What happened and how did you feel?

The moral/lesson of the story



Did you have a similar experience in your daily life? Share your experience.

What have you learned from the story?

Creating a New Ending for a Story

Choose a story from the winning entries of the upper primary division you like most. Create a new ending for the story. Write the title on the line.

Title: _____

1.) Read the chosen story again. Write the characters, setting and problem in the spaces provided.

Characters

(Who are in the story?)

Setting

(Where and when did the story happen?)

Problem

2.) What is the new solution to the problem? What is the lesson learned?

Solution

**New Solution**

**Ending (lesson learned)**

3.) Write a new ending for the story and share with your family members or friends.





**Secondary
Level**

A Letter to My Future Self

- 1.) Choose a winning entry from the junior secondary/senior secondary division and complete the task below.

Title of the writing: _____
Main character: _____

- 2.) What change did the main character undergo in the writing?

Before	After
<p>a) <u>Attitude/Feeling</u></p> <p>b) <u>Evidence</u></p>	<p>c) <u>Attitude/Feeling</u></p> <p>d) <u>Evidence</u></p>

- 3.) What change did you undergo in the past five years?

5 Years Ago	Now
<p>a) <u>Personality</u></p> <p>b) <u>Interest</u></p> <p>c) <u>Strength</u></p> <p>d) <u>Area for Development</u></p>	<p>e) <u>Personality</u></p> <p>f) <u>Interest</u></p> <p>g) <u>Strength</u></p> <p>h) <u>Area for Development</u></p>

- Descriptions about yourself now
- Your goal(s) for the coming 10 years
- Ways to achieve your goal(s)
- A saying to inspire your future self

[illegible]



Retelling the Story through the Eyes of a Character

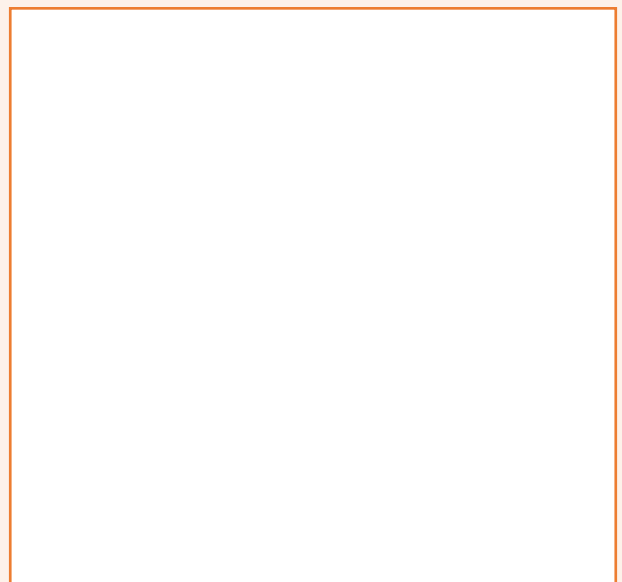
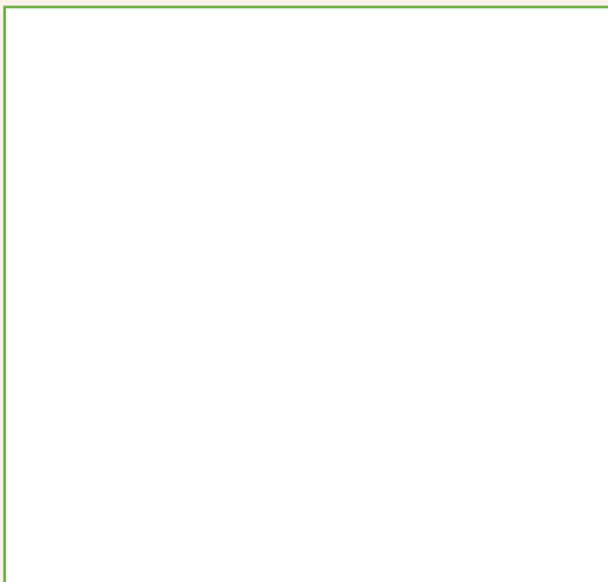
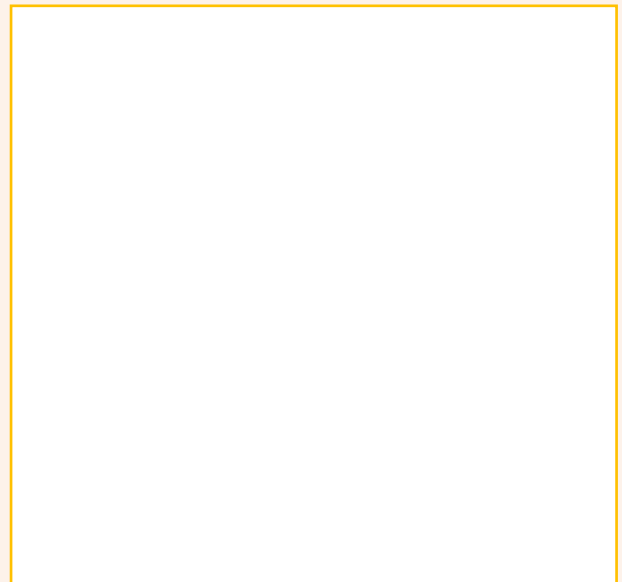
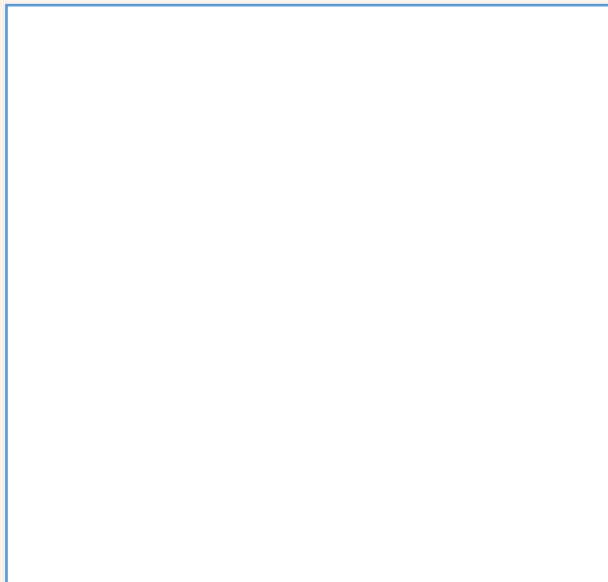
- 1.) Choose a winning entry from the junior secondary/senior secondary division that impresses you the most. If you were to retell the story through the eyes of one of the characters, who would it be and how would the story be like?

Draw a 4-panel comic strip for the new story in the eyes of the selected character. Give a new title to the story. Add speech bubbles to make the comic strip more vivid.

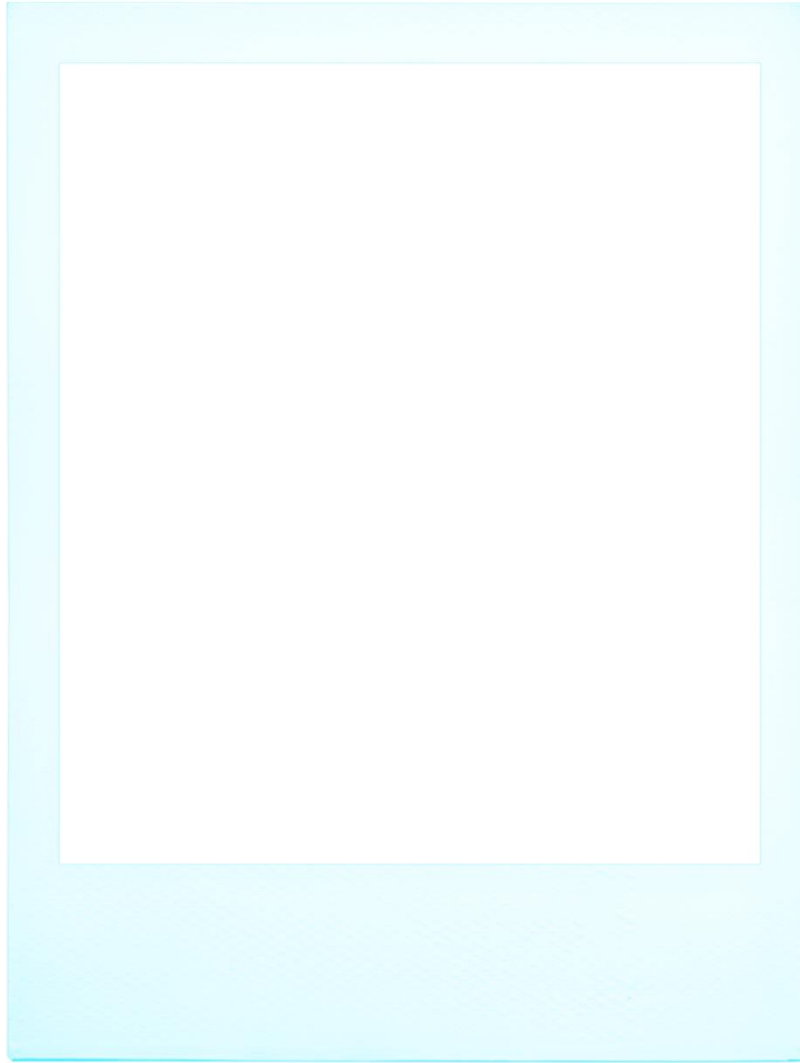
Title: _____

A Story retold in the eyes of _____ (name of character)

SOW in focus: _____



- 2.) Based on the new story, capture a special moment/scene (e.g. a touching moment, a twist) and write a short description about it (e.g. What is it about? Why do you find it special?).



Learning about the Positive Character Traits

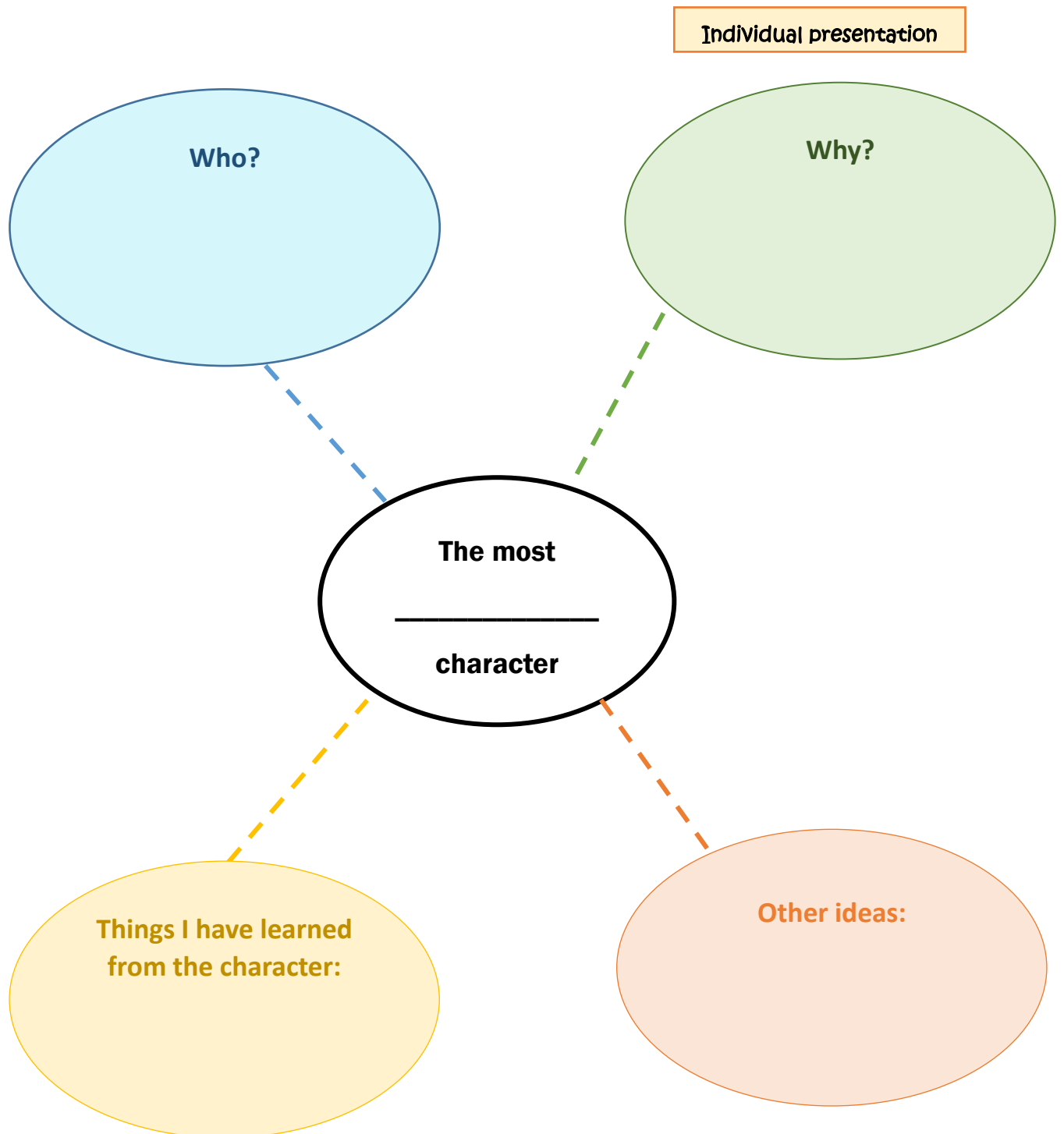
1.) What do your classmates think about the characters in the winning entries of the junior secondary/senior secondary division? Follow the steps below to complete a class speaking activity:

- Walk around the classroom.
- Interview your classmates using the questions below.
- Be an active listener and write down your classmates' answers.

Classroom speaking activity

	Question	Name of character	Reason(s)
1	Who is the most kind-hearted character? Classmate interviewed: _____	(Page no.: _____)	
2	Who is the most perseverant character? Classmate interviewed: _____	(Page no.: _____)	
3	Who is the most diligent character? Classmate interviewed: _____	(Page no.: _____)	
4	Which character inspired you the most? Classmate interviewed: _____	(Page no.: _____)	
5	If you could invite one of the characters to dinner, who would it be and why? Classmate interviewed: _____	(Page no.: _____)	
6	If you could interview one of the characters, who would it be and what question(s) would you ask him/her? Classmate interviewed: _____	(Page no.: _____)	
7	If you could live the life as one of the characters for one day, who would it be and why? Classmate interviewed: _____	(Page no.: _____)	

- 2.) After learning more about the positive character traits from the interviews, choose one of the characters from the winning entries of the junior secondary/senior secondary division. Deliver a 1-minute speech on the topic “*The most _____ character*”. Use the mind map below to brainstorm ideas.



Record a Message for a Main Character

- 1.) Choose a winning entry from the junior secondary/senior secondary division and complete the task below:

Title of the writing:

Profile of the main character

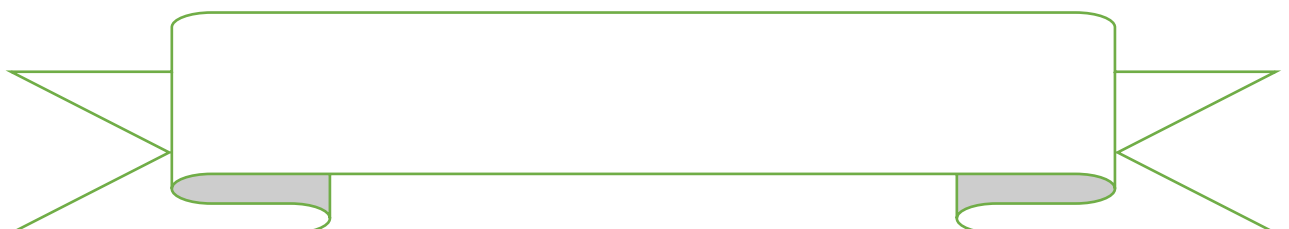
The main character:

His/Her/Its struggle(s):




How did he/she/it overcome the challenges?

Your choice of saying of wisdom to encourage him/her:



2.) You want to show your support to the main character by recording a voice message and sending it to him/her/it via an instant messaging platform. In the voice message, you may:

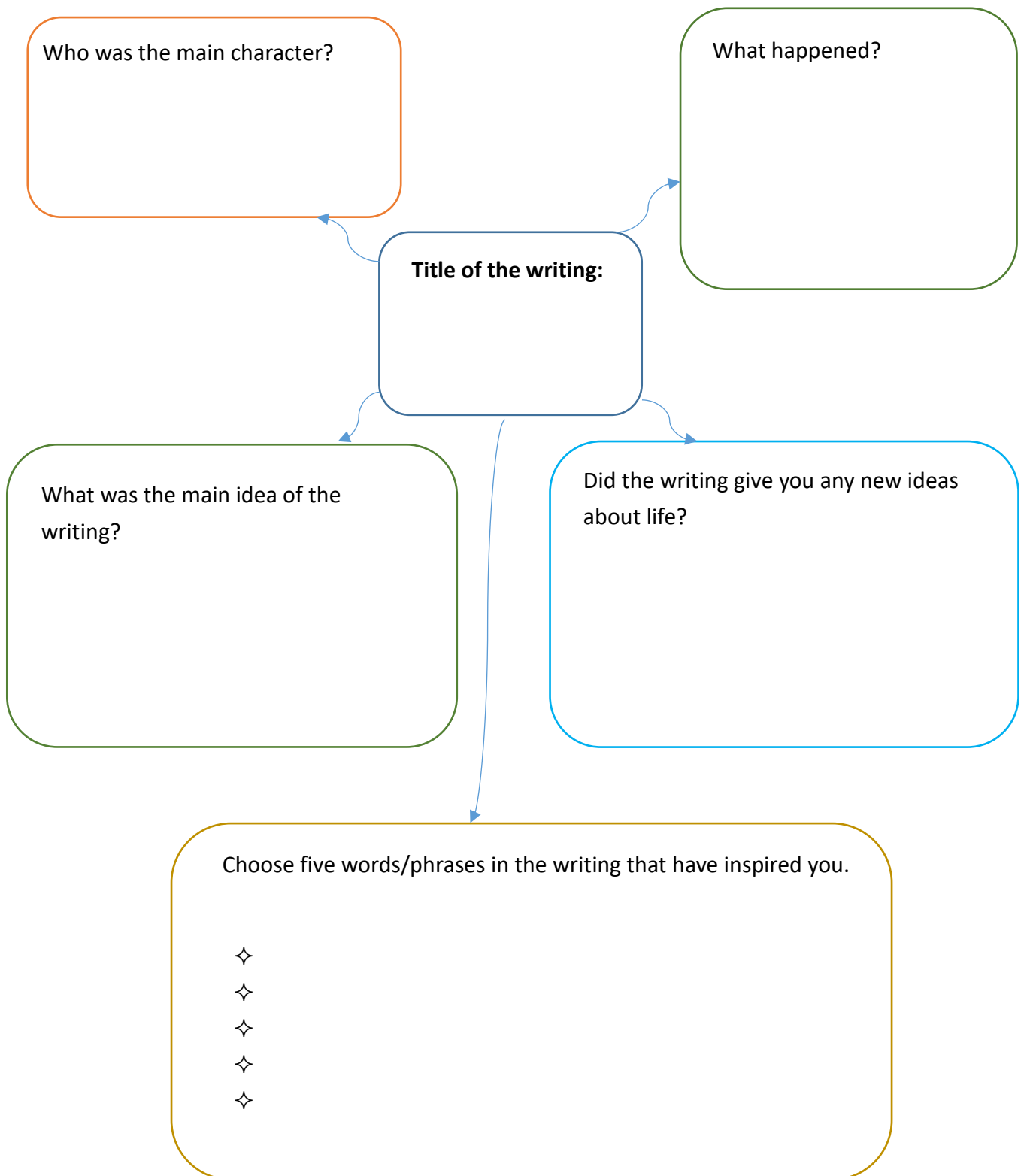
- identify the challenge(s) that the character faced;
 - show understanding of the feelings and/or struggles that the character went through;
 - say some words of encouragement (e.g. acknowledge his/her/its effort in striving hard to overcome the challenge(s), share your past experience with the character); and
 - suggest a saying of wisdom to encourage him/her/it.
- 

Write a script for your voice message in the space below.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Making Connections with a Text

- 1.) Choose a winning entry from the junior secondary/senior secondary division of the SOW Creative Writing Competition and complete the diagram below.



- 2.) Making connections is a critical reading comprehension strategy that helps you make meaning of what you read. Read the winning entry again and answer the following questions.

**Making Text to Self
Connections**

- (i) What does it remind me of in my life?

- (ii) How is it similar to what is happening in my life?

- (iii) How is it different from my life?

**Making Text to Text
Connections**

- (i) What does it remind me of in another text I've read?

- (ii) How is it similar to other things I've read?

- (iii) How is it different from other books I've read?

Making Text to World Connections

- (i) What does the text remind me of in the real world?

- (ii) How is the text similar to things that happen in the real world?

- (iii) How is the text different from things that happen in the real world?



SOW Picture Book Design Competition

A large blue circle with a white border, containing the text "Primary Level" in white. The background is split horizontally into a light blue top half and a dark blue bottom half, both featuring a white geometric pattern of interconnected triangles and hexagons. Two large, solid light blue circles are partially visible in the corners: one in the top right and one in the bottom left.

**Primary
Level**

Redesigning a Picture

1.) Choose your favourite saying of wisdom from the winning entries of the lower primary division and put a tick (✓) in the box.

- | | |
|--|---|
| <input type="checkbox"/> Look before you leap. | <input type="checkbox"/> Rome was not built in a day. |
| <input type="checkbox"/> Knowledge is power. | <input type="checkbox"/> The early bird catches the worm. |
| <input type="checkbox"/> Home is where the heart is. | <input type="checkbox"/> A friend in need is a friend indeed. |
| <input type="checkbox"/> Gratitude turns what we have into enough. | <input type="checkbox"/> Count your blessings. |
| <input type="checkbox"/> A trouble shared is a trouble halved. | <input type="checkbox"/> Blood is thicker than water. |
| <input type="checkbox"/> You never know what you can do until you try. | <input type="checkbox"/> Man has responsibility, not power. |

2.) Redesign a picture based on your favourite SOW.



3.) Share your picture and the SOW with your family members or friends. 🗨️

My Favourite Picture

- 1.) Choose your favourite picture from the winning entries of the lower primary division and write the saying of wisdom in the space provided.

SOW: _____

- 2.) Why do you like the picture? (You may tick (✓) more than one box.)

I like the picture because ...

☐ the colours are bright and attractive/soft and harmonious.

☐ the drawings are beautiful.

☐ the handwriting is neat and easy to read.

☐ the characters are interesting/funny.

☐ the saying of wisdom is meaningful.

☐ Others (write any reasons):

- 3.) A challenge to you:

Share your favourite picture with your family members or friends. Explain to them why you like it. 🗣️

Ask your family members or friends if they like the picture. If they do, ask them to sign their names in the boxes below. Collect three signatures to complete the challenge!

Sign here ➡

--	--	--

You made it!

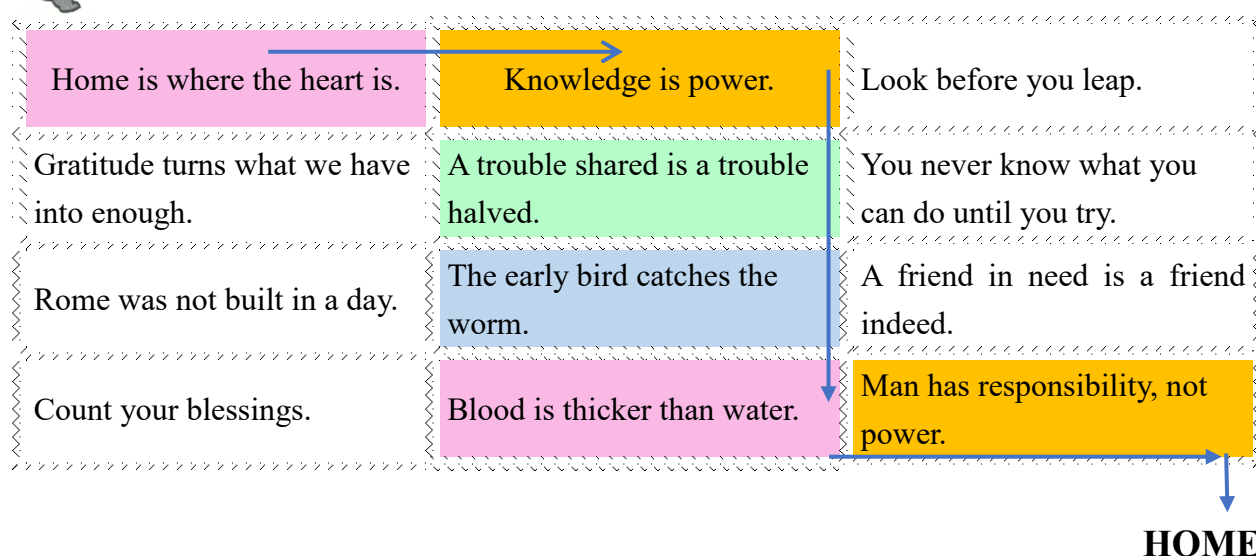
Sharing SOW with family and friends

Help the little mouse find his way home through the maze. The maze is made up of 12 boxes, each containing a Saying of Wisdom (SOW). Apply the SOW in real life, then colour that box. Complete more actions until you find a path that reaches '**HOME**'. Any path is acceptable. An example and a list of suggested actions are given below.

Example:



Start here



Suggested actions for each SOW:

SOW	Suggested action(s)
★ Home is where the heart is.	💡 Give your family members a hug.
★ Blood is thicker than water.	💡 Say “I love you” to your family members.
★ Knowledge is power.	💡 Read a new book.
★ Look before you leap.	💡 Think and talk to someone before you act.
★ Gratitude turns what we have into enough.	💡 Say “thank you” to someone.
★ Count your blessings.	💡 Share a happy/grateful moment with someone.
★ A trouble shared is a trouble halved.	💡 Share your troubles with someone.
	💡 Listen to your friend’s troubles.
★ You never know what you can do until you try.	💡 Try something new (e.g. pick up a new hobby).
★ Rome was not built in a day.	💡 Work hard on something for at least a week.
★ The early bird catches the worm.	💡 Wake up early on your own.
★ A friend in need is a friend indeed.	💡 Cheer a friend up with a SOW.
	💡 Help a friend out.
★ Man has responsibility, not power.	💡 Help out at home or at school.

Your turn:



Start here

Home is where the heart is.	Knowledge is power.	Look before you leap.
Gratitude turns what we have into enough.	A trouble shared is a trouble halved.	You never know what you can do until you try.
Rome was not built in a day.	The early bird catches the worm.	A friend in need is a friend indeed.
Count your blessings.	Blood is thicker than water.	Man has responsibility, not power.

HOME

Suggested actions for each SOW:

SOW	Suggested action(s)
★ Home is where the heart is.	💡 Give your family members a hug.
★ Blood is thicker than water.	💡 Say “I love you” to your family members.
★ Knowledge is power.	💡 Read a new book.
★ Look before you leap.	💡 Think and talk to someone before you act.
★ Gratitude turns what we have into enough.	💡 Say “thank you” to someone.
★ Count your blessings.	💡 Share a happy/grateful moment with someone.
★ A trouble shared is a trouble halved.	💡 Share your troubles with someone. 💡 Listen to your friend’s troubles.
★ You never know what you can do until you try.	💡 Try something new (e.g. pick up a new hobby).
★ Rome was not built in a day.	💡 Work hard on something for at least a week.
★ The early bird catches the worm.	💡 Wake up early on your own.
★ A friend in need is a friend indeed.	💡 Cheer a friend up with a SOW. 💡 Help a friend out.
★ Man has responsibility, not power.	💡 Help out at home or at school.

Picture Dedication

Read the saying of wisdom in the following cards. Choose one of the cards or make a card by using a picture from the winning entries of the upper primary division. Write a message to encourage someone special. You may cut the card out and give it to him/her.



[Your message]

Dear _____,

With love,

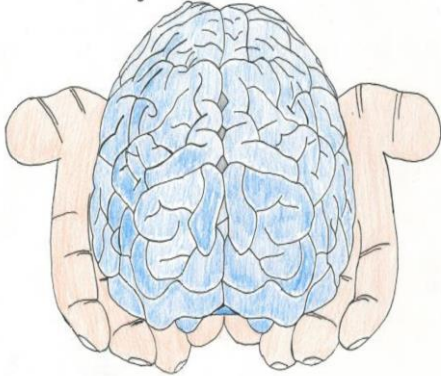


[Your message]

Dear _____,

With love,

Learning is treasure no thief can touch.



[Your message]

Dear _____,

With love,

Place a picture from the upper primary division here.

[Your message]

Dear _____,

With love,

Writing a Recount about an Unforgettable Event

- 1.) Complete the event map about an unforgettable event in your life. Choose a saying of wisdom from the winning entries of the lower or upper primary division to inspire yourself and others.

The corkboard features six sticky notes with the following prompts and writing lines:

- Who?** (Blue note, top left): Four horizontal lines for writing.
- What happened?** (Orange note, top center): Five horizontal lines for writing.
- How did you feel?** (Purple note, top right): Five horizontal lines for writing.
- When & where?** (Blue note, bottom left): Four horizontal lines for writing.
- An unforgettable event in my life** (Pink note, center): A title for the central event.
- Choose a saying of wisdom to inspire yourself and others** (Cyan note, bottom center): Four horizontal lines for writing.
- Why was it so unforgettable?** (Green note, bottom right): Four horizontal lines for writing.

Write a recount about an unforgettable event in your life using the event map above. You may include the following in the recount:

- A description about an unforgettable event in your life
- Your feelings about the event
- Reasons why the event was so unforgettable to you
- A saying of wisdom to inspire yourself and others

An unforgettable event in my life



**Secondary
Level**

A Speech for a Display

- 1.) As one of the English ambassadors, you are going to select a collection of pictures from the winning entries of the junior secondary/senior secondary division and display them outside the school hall. The display aims to show support to the S6 students who are going to sit for the public examinations. List your selection in the space provided below:

The template features six decorative frames arranged around a central point, each containing a form for a poster. The frames are connected by a central vertical line and two diagonal lines forming a star-like shape. The frames are labeled a) through l).

a) Page no.: ____
b) Saying of Wisdom:

c) Page no.: ____
d) Saying of Wisdom:

e) Page no.: ____
f) Saying of Wisdom:

g) Page no.: ____
h) Saying of Wisdom:

i) Page no.: ____
j) Saying of Wisdom:

k) Page no.: ____
l) Saying of Wisdom:

A COLLECTION
OF POSTERS

- 2.) You are going to introduce the collection of posters in the morning assembly. You may plan your speech in the space provided below:

a) Opening (e.g. greet the audience, purpose of the speech)

b) Body (e.g. highlight the focuses of individual sayings)

c) Closing (e.g. show your encouragement to the S6 students, summarise your speech by using one of the sayings)

- 3.) Practise your speech. Pay attention to the following areas.



Picture to Story

- 1.) You are going to write a short story on a saying of wisdom. Choose a picture from the winning entries of the junior secondary/senior secondary division and use it as the cover photo of your story.

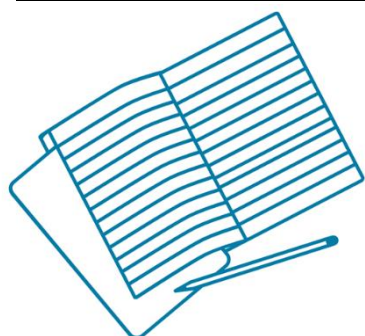
<p>a) <i>Where is the picture set?</i></p>	
<p>Page Number: _____</p> <p>Saying of Wisdom: _____</p> <p>_____</p> <p>_____</p>	
<p>b) <i>What can you see in the picture?</i></p>	<p>c) <i>How does the picture make you feel?</i></p>

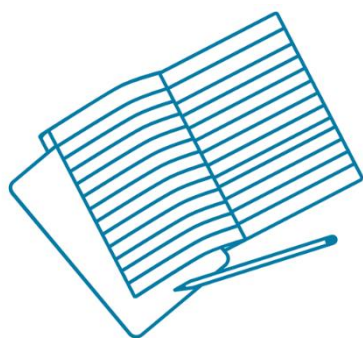
- 2.) Plan your story by completing the story map below.

<p>a) <i>Setting (e.g. when? where?)</i></p>		<p>b) <i>Character(s):</i></p>	
<p>c) <i>Problem:</i></p>		<p>d) <i>Solution</i></p>	
<p>Saying of Wisdom: _____</p> <p>_____</p> <p>_____</p>			
<p>e) <i>Inspirations from the saying:</i></p>			

3.) Write your story in the space provided below.

*A winning entry from the
SOW Picture Book Design Competition
(Paste the picture here.)*





A Gift to Someone Special

- 1.) If you were to select a picture from the winning entries of the junior secondary/senior secondary division and send it to someone special as a gift on a special occasion, which one would you choose and why? Write your ideas below.

A Gift to Someone Special



- Picture selected: Page _____
- Which saying of wisdom does the picture illustrate?

- Special occasion:
 - ☐ Celebration (e.g. birthday, festive events)
 - ☐ Graduation
 - ☐ Encouraging someone (e.g. encouraging a friend who feels down)
 - ☐ Showing gratitude
 - ☐ Others: _____

Describe the special occasion in a few words:

- Who is the special one?

- Why did you choose this picture for this special person?

- What would you say when gifting the picture to the special person?



You would like to attach a gift card to the picture and write a **haiku poem** on it to personalise the gift. Write the haiku poem on the gift card below for the picture you have chosen.

What is a haiku?

5 syllables in the first line

7 syllables in the second line

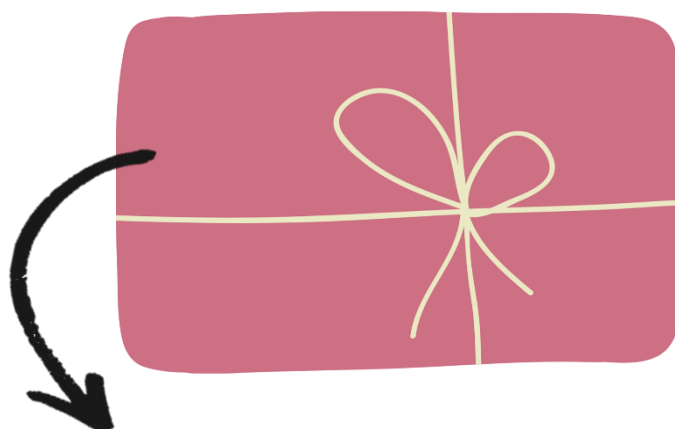
5 syllables in the last line

Example:

A picture for you

Showing my support and love

Gaze at it. Smile. Breathe.



A Day with the Character

- 1.) Choose a picture from the winning entries of the junior secondary/senior secondary division.

Saying of Wisdom in the Picture:

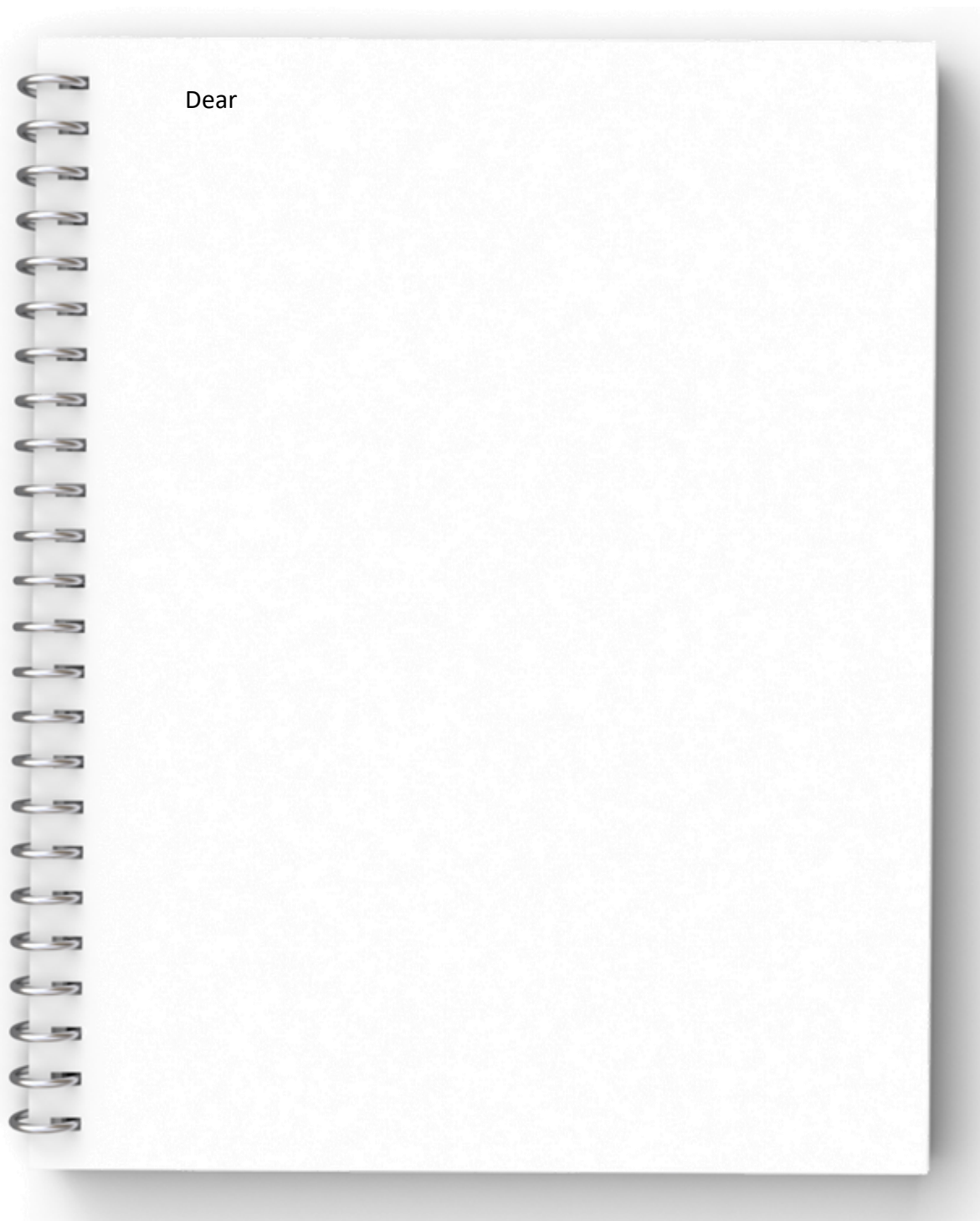
Page no.

If the main character in the picture could accompany you to a special event (e.g. your graduation, sports day), which event would you choose? Draw a picture about the things that happened on that day.



2.) Write a note of thanks to the character and show appreciation to his/her/its companionship. In the note, you may include the following:

- Your feelings towards the companionship and show appreciation to his/her/its company;
- A recount of a special experience during the day;
- Things learned from him/her/it;
- The saying of wisdom that he/she/it upheld to help you go through the day and how this saying has inspired you

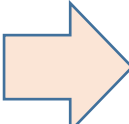



The Tunnel of Thought


- 1.) Look back on your life journey and recall different milestones at different stages of life. Select three sayings of wisdom from the winning entries of the SOW Picture Book Design Competition to encourage yourself or acknowledge the effort you made at that time.

Example: Winning my first bronze medal on Sports Day

(Saying of wisdom: It always seems impossible until it's done. Page XX.)

Life Journey 








The remarkable moment:


Saying of wisdom:


Page No:














The remarkable moment:


Saying of wisdom:

Page No:












The remarkable moment:


Saying of wisdom:


Page No:














- 2.) Envision the next milestone or remarkable moment you are going to experience. Draw a picture about that special moment and add a saying of wisdom in it.

