### "WE" Positive Dynamics Scheme

## Session 1: "The Ugly Duckling" I am "ME"

Objectives: 1.To enable students to understand their personal competence, strengths

and accept their personal weaknesses;

2. To enable students to understand that each of them is a unique self.

Duration: 35 minutes

Target: P.4 to P.6 students

Annex: Powerpoint presentation for Session 1 (Addition or deletion can be

made to the content based on actual needs.)

#### Rundown:

Time	Activities	Remarks
5 mins.	<ul> <li>Warm-up Activity: The Person in the Mirror (2 persons in a group)</li> <li>1. Part 1: One student designs freely and makes body movements and another student pretends to be the mirror image (mimics his/her partner's movements and do the same movements at the same time). (1 minute)</li> <li>Examples of body movements: Hands up and clap hands 3 times slowly, cross your arms to cover your ears, stick out your tongue, put your hands on your head and walk on the spot ten times.</li> <li>2. Part 2: Swap roles (1 minute)</li> <li>The teacher interviews students:</li> </ul>	
	<ol> <li>To imitate or to be imitated, which one is easier? Why?</li> <li>How difficult is it to mimic other people's motions?</li> <li>Summing-up:</li> <li>It is difficult to imitate another person because you are not that person. The other person finds it easy to make certain body movements or do them at a certain speed, but we may have difficulty to follow. This is because each of us is unique and different from each other.</li> <li>Everyone is a unique individual with personal thoughts, strengths and weaknesses.</li> </ol>	

25 mins.

Theme Activity: (Due to different lengths of the films, please adjust the learning and teaching activities accordingly.)

1. Watch a film depicting the theme online: Part 1 of The Ugly Duckling by Hans Christian Andersen

Cantonese version: Part 1 (from the opening to 1:55) <a href="https://www.youtube.com/watch?v=FFbIviGLEI8">https://www.youtube.com/watch?v=FFbIviGLEI8</a>(Film Length 7:01)

or

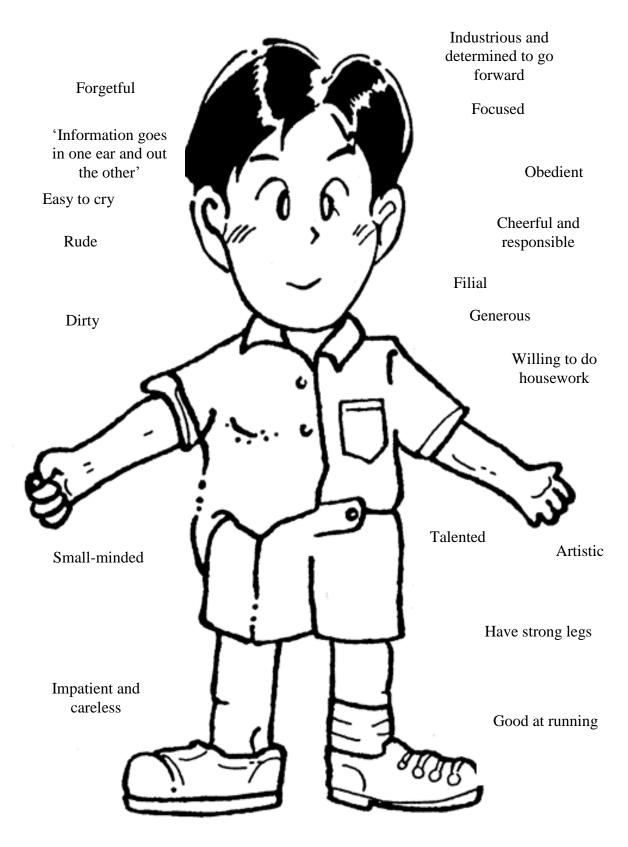
Putonghua version: Part 1 (from the opening to 13:20) <a href="https://www.youtube.com/watch?v=HXcn2fkKUzg">https://www.youtube.com/watch?v=HXcn2fkKUzg</a> (Film Length 23:59)

Please choose relevant video if the suggested one was deleted

- 2. The teacher asks students:
  - a. Please describe the appearance and uniqueness of the Ugly Duckling.
  - b. What happened to the Ugly Duckling?
  - c. If you were the Ugly Duckling being teased by everyone, how would you feel and respond?
- 3. During the discussion, the teacher can distinguish the behavior between students with and without self-confidence. Teacher can use the Powerpoint presentation for illustration.
- i. Behavior of students in lack of self-confidence (for reference only):
  - a. Hyper-sensitive to criticisms.
  - b. Copy behavior to please other people.
  - c. Desperately seeking recognition.
  - d. Accustomed to use negative words to describe himself/herself and other people.
  - e. Do not like his/her own appearance.
  - f. Feel uncomfortable with compliments.
- ii. Behavior of students with self-confidence (for reference only):
  - a. Always reflect on criticisms.
  - b. Do not follow the crowd easily and have the courage to stand out. Do not ask for other's recognition frequently.
  - c. Accustomed to use positive words to describe himself/herself and other people.
  - d. Accept his/her own appearances and can accurately describe his/her personal strengths.
  - e. Not afraid of taking compliments.
  - f. Able to express emotions in an acceptable way.

	4. The teacher can use the Sample to discuss with students	Part 1,
	their personal competence, strengths and weaknesses.	Annex 1:
		Sample
	5.Students can follow the Sample to complete the worksheet	Part
	of "Get to Know Yourself" with information about their	1Annex
	personal abilities, strengths and weaknesses. This is to	2:"Get to
	enable students to accept and proactively improve	Know
	personal weaknesses. Teacher should remark that they	Yourself"
	will not collect the worksheets which are merely used to	worksheet
	increase students' self-understanding and promote sharing	
	between students.	
	6. Upon completion, 2 students will form a group to share their views, feelings and ideas, so as to enhance their understanding about themselves and each other.  a. Share one of their own strengths and weaknesses. b. Show appreciation to the other party about one of his/her strengthens and weaknesses.* Arrange 2-3 groups of students to report on their discussion.	
	7. Questions to be raised by the teacher: a. How do you feel when you hear other people share their views/comments about you (including your competence, strengthens and weaknesses)? b. How are you going to deal with the personal weaknesses pointed out by your classmate today? (Accept and make improvements proactively) c. How will you help others face their weaknesses?	
5 mins.	Reflection and Conclusion: Students should be encouraged to analyse their own competence, explore personal strengthens and accept personal weaknesses. They should also learn to share their views, feelings and ideas with other people so as to get a better understanding about themselves and other people, as well as learn to appreciate the strengths of themselves and other people. Students should acknowledge their own virtues and those of others, embrace personal shortcomings and make improvements proactively to develop a higher self-esteem.	

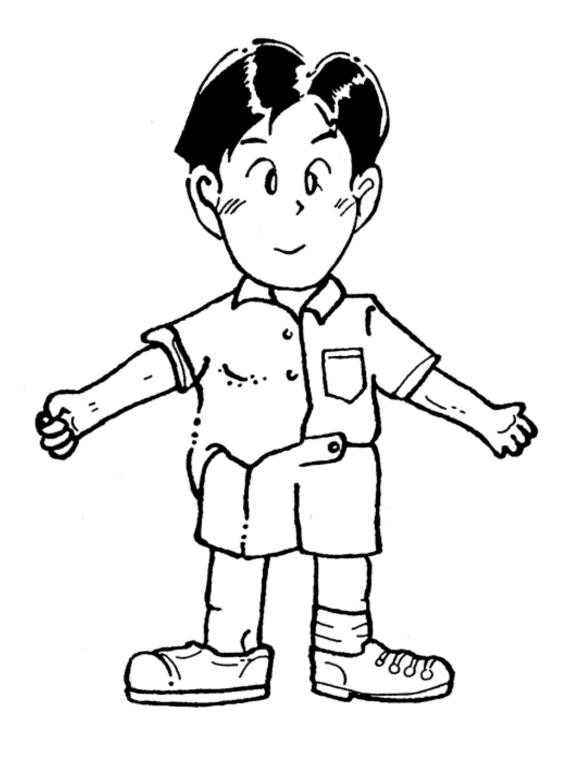
### Sample



### Get to Know Yourself Worksheet

Name: Class:	Date:
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Please fill in your personal competence, strengths and weaknesses.



## Session 2: "The Ugly Duckling" I am "Precious"

Objectives: 1. To strengthen students' mindset of "self-affirmation".

2. To help students appreciate their own strengths so as to increase their sense of self-recognition.

3.To let students realise that they are unique and use reverse thinking to resist negative words

Duration: 35 minutes

Target: P.4 to P.6 students

Annex: Powerpoint presentation for Session 2 (Addition or deletion can be

made to the content based on actual needs.)

#### Rundown:

Time	Activities	Remarks
3 mins.	Recapture the content of the last session: I am "Me".	
5 mins.	<ol> <li>Warm-up Activity 1: "Cats are scared of mice" Test.</li> <li>The teacher invites students to repeat the sentence one by one after him/her:         <ul> <li>a. I am a mouse!</li> <li>b. I am a big mouse!</li> <li>c. Mickey Mouse is my favourite!</li> </ul> </li> <li>The teacher suddenly asks students: "What are cats most afraid of?"</li> <li>Some of the students will say: "Mice!" without thinking.</li> <li>Discussion:         <ul> <li>a. Why do some students say "Cats are most afraid of mice?"</li> <li>b. What are the reasons?</li> <li>c. What does this imply?</li> </ul> </li> <li>The teacher should explain that the thinking and belief of every person is easily influenced by others' saying (echo the views of others) which easily becomes an obstacle to our mental development. Therefore, every person should understand the importance of "self-affirmation".</li> <li>The teacher should explain that the thinking and belief of every person is easily influenced by others' saying (echo the views of others) which easily becomes an obstacle to our mental development. Therefore, every person should understand the importance of "self-affirmation".</li> </ol>	If there is not enough time, choose either one

Warm-up Activity 2: "Hands Up, Hands Down" Test (Game of Imagination)

(70% of 8-year-old students with normal intelligence will follow the instructions of the teacher in moving their hands unwittingly. Their right hands will lower and their left hands will rise.)

#### 1. The teacher says to students:

(I ask all of you to stand up and breathe deeply thrice. Students are asked to relax and focus on his words.)

- a. Extend your arms forward with your left palm facing upward and right palm facing downward and then close your eyes.
- b. Ask students to imagine: Firstly, make a fist with your right hand and imagine you are holding a large stone while your left hand is completely relaxed and imagine that a big oxyhydrogen balloon is tied to your wrist. Ask them to continue focusing on the imaginations. (The teacher has to keep on describing: The stone is becoming heavier and heavier while your left hand is feeling lighter and lighter).
- c. The teacher asks students to continue imagining the images with undivided attention. The more your attention is focused, the more heavier you will feel about your right hand, which will become lower and lower while your left hand will become lighter and lighter and rise higher and higher.
- d. When the teacher sees the result of the test (i.e. the right hands are lowered and the left hands are risen), he/she may stop repeating the description and then counts 1, 2, 3 and asks students to open their eyes slowly to look at their hands and see what has happened to them.

#### 2. Discussion:

- a.Some students have lowered their right hands but raised their left hands. Why?
- b. What does this prove?
- 3. The teacher should explain that the thinking and belief of every person is easily influenced by other people's saying which easily becomes an obstacle to our mental development. Therefore, every person should understand the importance of "self-affirmation".

10 mins. Thematic Activity 1:
Watch a film depicting the theme online: "The Ugly

Duckling" by Hans Christian Andersen. (A cartoon in Cantonese version)

Part 2 (from 1:56 to 5:40)

https://www.youtube.com/watch?v=FFbIviGLEI8 (Film length: 7:01)

or

Putonghua version: Part 2 (from 13:20 to 20:15 ) <a href="https://www.youtube.com/watch?v=HXcn2fkKUzg">https://www.youtube.com/watch?v=HXcn2fkKUzg</a>(Film length: 23:59)

Please choose relevant video if the suggested one was deleted

#### Discussion:

- a. How did the ugly duckling respond when it was given cold shoulder by the wild geese? How did the ugly duckling see itself?
- b. How did the ugly duckling respond when being teased by the wild geese, the cat and the hen?
- c. If you were the ugly duckling, how would you feel when being teased by others? What would be your responses?
- d. The story illustrates that the ugly duckling possesses some strengths. What are its strengths? What do you think?

#### Summing-up:

- 1. The ugly duckling has its uniqueness. Every person has his own uniqueness. We have to believe we are unique. We all have strengths.
- 2. We feel bad when being teased by others. We should not tease others and should learn how to accept the differences of others.

#### 15 mins. Thematic Activity 2:

Four people form a group. Ask students to put down their names under the column "The name of the student whom I admire" on the worksheet. Then, a student picks out a worksheet that has the name of another student from the group randomly and writes down the strength(s) of that student. The student who makes the comment has also to put down his name, class and the date on the worksheet and hand it over to that student. After completing the worksheets, the teacher is suggested to post the worksheets in the classroom or within the campus.

Annex 1 to Session 2: Worksheet on "You are Unique"

\*Arrange two to three groups of students to give a presentation.

\*Provide students with terms such as: Honest, Punctual, Gentle, Lively, Considerate, Quiet, Diligent, Positive,

	Courageous, Outgoing, Intelligent, Generous, Tough, Filial, Kind, Responsible, Courteous, Helpful and Willing to Serve, etc.	
2 mins.	Reflection and Conclusion: Life is full of hope. I am unique. I am a useful person. I can realise my strengths.	Annex 2 to Session 2: Worksheet on "I am Unique"

## Worksheet on "You are Unique".

Name:	Class:	Date:
Please put down the	name of a group member an	nd his/her strength (or
strengths) and hand i	t over to him/her after comp	oleting the worksheet.
Name of the student	whom I admire:	_



**Strength(s)**(may write down more than one strength): (Example: Kind)

Describe an event that displays the characteristic of his/her strength: (may illustrate by drawings or words)

(Example: Siu Ming always teaches other students to do their homework.)

## Worksheet on "I am Unique".

Name:	Class No.:		Date:	
Please complete the following some Many people call me:		nickname/infant	name).	
However, I'd rather be calledwill call me by this name.		and hope th	hat everyone	
My appearance is plain/handson	ne/beautiful.	I love my	most.	
Please write down three to five	strengths of y	ou.		
1. 2. 3.		4.	5.	

## Session 3: "The Ugly Duckling" – You all need "ME"

Objectives: To enhance students' motivation and enthusiasm. To help them learn

how to contribute and help others.

Duration: 35 minutes

Target: P.4 to P.6 Students

Annex: Powerpoint presentation for Session 3 (Addition or deletion can be

made to the content based on actual needs.)

#### Rundown:

Time	Activities	Remarks
3 mins.	Recapture the content from the last Session: I am "Precious".	
5 mins.	Warm-up Activity:  1. By asking questions to remind students of the story of the ugly duckling depicted in the previous two sessions. Students are asked to share their views and feelings based on the story.  2. Watch a film depicting the theme online: Part 3 of The Ugly Duckling by Hans Christian Andersen Part 3 (5:41 - 7:01) <a href="https://www.youtube.com/watch?v=FFbIviGLEI8">https://www.youtube.com/watch?v=FFbIviGLEI8</a> (Film Length 7:01)  or  Putonghua version: Part 3 (20:15-23:59) <a href="https://www.youtube.com/watch?v=HXcn2fkKUzg">https://www.youtube.com/watch?v=HXcn2fkKUzg</a> (Film Length 23:59)  3. Students are asked to share their views and feelings on the ending of the story.	Please choose relevant video if the suggested one was deleted
22 mins	Thematic Activity:  1. Watch the following film clips:     A Day on the Frontline: "Medecins Sans  Frontieres" (Film Length 10:12) <a href="https://www.youtube.com/watch?v=Ks8ZLh2daa4">https://www.youtube.com/watch?v=Ks8ZLh2daa4</a> An Unsung Hero – Chan Cheuk Ming (Ming Gor)  (Film Length 4:32)	Cantonese, Putonghua and English versions are available for "Medecins Sans Frontieres", whereas only
	(Film Length 4:32 ) <a href="https://www.youtube.com/watch?v=Xpy32bKyQN4">https://www.youtube.com/watch?v=Xpy32bKyQN4</a>	

		version is
	2. Students are asked to share their feelings for the protagonists in the film clips. Group discussion (four students form a group):	available for "An Unsung Hero"
	<ul> <li>a. Do you think one has to be very rich before he can help others? Why?</li> <li>b. What are the prerequisites for lending a helping hand?</li> <li>c. Why should we help others?</li> <li>d. Are you able to do so? Why (if not, what are the difficulties)?</li> </ul> * Arrange 2-3 groups of students to report on their	(If time is not permitted, just play one of film clips)  Please choose relevant video if the
	discussion.	suggested one was deleted
5 mins	Reflection and Conclusion:	Enclosure 1 to Session
	<ol> <li>Give out the worksheet and encourage students to think of themselves as the ugly duckling. Ask what they can do on their own parts to devote to others from today onwards? (Invite students to share their small targets and take the initiative in helping others.)</li> <li>Conclusion: "Help, no matter how insignificant, can</li> </ol>	Three: A worksheet on "What Can the Beautiful White Swan Do for Us Today"
	light up the lives of others. Life affects life."	
	Extended Activity: Hand out bookmarks to students and ask them to put down their names. These bookmarks will then be collected by the teacher for re-distributing in a random manner to different students.	
	Each student will receive a bookmark with a name from another student on it. Students are then invited to give the student (with his/her name on the bookmark) one suggestion involving the cause of self-devotion, such that he/she can do either at home, at school or on a daily basis. Feedback will be given as a gesture of encouragement.	
	And the teacher may follow up the progress of the targets set by each student by stages. Adjustments could also be made to highlight the strength of an individual student for displaying his/her personal strength and forte.	

# The Worksheet on "What Can the Beautiful White Swan Do for Us Today"

Name:	Class:	Date :	
	ntributions you can make, for ng your teacher(s) with the b		
At Home:			
	At Sch	nool:	
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Everyday Life:		ζ,	
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		•	
~ <i>/</i>			
Set a small target for you What can be done to he			
by, for example, remine			<b>/</b>
classmate who sits next to write on	to me		
the homework diary.			
			4
		•	$L \mathcal{I}$