

My Hero is You
how kids can fight COVID-19
Worksheet

Suggested Key Stage: KS2

1. Pre-reading activity:

Think about the following questions and write your ideas in the spaces provided. Then share your ideas with your partner.

1) Do you have a hero/superhero in mind? Who is he/she?

2) What are their super powers?

e.g. He can fly. He rescues people from danger.

3) The book is called "My Hero is You". Who do you think is the hero in the book?



2. While-reading: First reading



COVID-19 is spreading around the world. Listen to your teacher's reading of the story and find out the following:

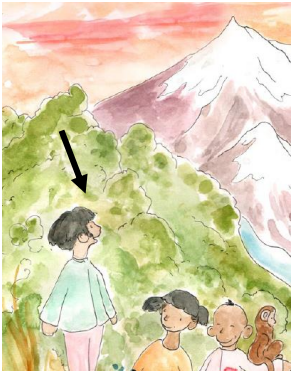
(a) Who are in the story?

(b) What **problems** did they face because of COVID-19 and how did they **cope with the problems**?

You may also click the link to listen to the story: <https://www.youtube.com/watch?v=V29jbjPIEUA>

	Character	Problem	Way to cope with problem
(A)	<p>Sara and her _____</p> 	<ol style="list-style-type: none"> 1. Sara's _____ is a scientist, but she cannot find a _____ for the coronavirus. 2. Sara was upset because the virus was affecting her life. 	<ol style="list-style-type: none"> 1. She asked Sara to take good care of herself and stay safe, so that she could focus on her work. 2. Sara decided to tell all the children in the world how to _____ themselves so that they could protect everyone else.
(B)	<p>_____</p> 	<ol style="list-style-type: none"> 1. COVID-19 was affecting his life. 2. The city he lived in was _____ but not everyone stayed at home. 3. He missed the people he loved a lot, including his grandparents. 	<ol style="list-style-type: none"> 1. In order to protect himself, he stayed at least _____ metre away from people, washed his hands with _____ and water. He also coughed into his elbows if needed and _____ to people instead of shaking hands. 2. He flew across the city with Ario and Sara to tell everyone to stay _____. 3. He chatted with grandparents on the _____ and shared what he did every day.


	Character	Problem	Way to cope with problem
(C)	<p>_____</p> 	He felt scared sometimes.	When he felt scared, he breathed very _____ to calm down.
(D)	<p>_____</p> 	<p>1. Her _____ was sick and she was worried that she might spread the virus.</p> <p>2. She sometimes argued with her family because they stayed together all the time at home.</p>	<p>1. She did the following in order not to spread the virus:</p> <ul style="list-style-type: none"> - keeping a distance from people - using _____ to show her care instead of hugging people - staying home <p>2. She had to be extra _____ and extra understanding, and quick to say “sorry”.</p>
(E)	<p>_____</p> 	She was afraid of the virus because people might die from it.	She followed Ario’s advice by imagining a _____ place in her mind. This helped keep her calm and relax.


	Character	Problem	Way to cope with problem
(F)	<p>_____</p> 	<p>He had the virus himself and had recovered from it.</p>	<p>He kept a distance from his friends who cared about him. He believed that the most important thing friends could do was to _____ each other.</p>


3. While reading: Second reading


Read the story again and understand more about the four heroes, Salem, Sasha, Leila and Kim by thinking about the following questions:

- Where did they live?
- What were their super powers?

Questions	Character: Salem
Where did Salem live?	He lived near a _____ next to pyramids. He probably lived in a Middle East country called Egypt.
What were his super powers?	 <ul style="list-style-type: none"> ➤ He knew how to protect himself and others from catching the virus. ➤ He was eager to remind the people in the city to take care of each other best by staying _____. ➤ He cared about his _____ by talking with them on the phone every day. <p>Use two adjectives to describe Salem.</p> <p>_____</p>

Questions	Character: Sasha
Where did Sasha live?	She lived in a small _____. It was a place in the countryside, where there were green trees, beautiful flowers, and birds flying in the sky.
What were her super powers?	 <ul style="list-style-type: none"> ➤ She knew a lot about social distancing. ➤ Her father was sick and she had to stay home to _____ sharing the virus with others. ➤ Although she was on wheelchair and unable to _____, she stayed positive and enjoyed her life with her family even though they had to keep a distance from others. ➤ She had great patience and was willing to apologise when she made a mistake. <p>Use two adjectives to describe Sasha.</p> <p>_____</p>

Questions	Character: Leila
Where did Leila live?	She lived in a camp which provided a temporary shelter for the homeless people.
What were her super powers? 	<ul style="list-style-type: none"> ➤ She knew how to keep herself safe from the virus. ➤ She could cope with her _____ by imagining a safe place in her _____. ➤ She gave support to her friends and joined Sara and Ario in the journey to make people know more about COVID-19. <p>Use two adjectives to describe Leila.</p> <p>_____</p>

Questions	Character: Kim
Where did Kim live?	He lived in a small town, which was near a snowy _____ and a _____.
What were his super powers? 	<ul style="list-style-type: none"> ➤ He could stay positive although he once had the coronavirus. ➤ He had some good friends. They cared about each other. They understood that staying away from each other for a while could _____ each other. <p>Use two adjectives to describe Kim.</p> <p>_____</p>

4. The key message of this story is “heroes come in all shapes and sizes”. In short, anyone can be a hero, including ourselves. The super powers of the characters are in the boxes below. Explain the super powers by giving more details.

1) Know how to protect ourselves from COVID-19:

- _____
- _____
- _____
- _____

2) Show our love and care to our friends and relatives by:

- _____
- _____
- _____



3) Sometimes, to protect our friends and family members, we have to:

- _____
- _____

4) Be extra patient and understanding by:

- _____
- _____
- _____

5) Be brave to share our worries and stay calm:

- _____
- _____
- _____

5. Reread Part 3 of the story "Sara and Ario met Salem" and underline the features of the story.

Setting:
Where did the story take place?

As the sun rose, they landed in a lovely desert by pyramids, where a small group of children were playing. The children cried out in joy and waved at Sara and her Ario.

Characters:
Who did they meet?

"Welcome, I am Salem!" cried one of the boys. "What are you doing here? Sorry, we can't come closer, we have to stay at least one metre away!"

Plot: What did they say/ What happened?

"That's why we're here!" Sara called back. "I'm Sara and this is Ario. Did you know that children can keep their neighbours, friends, parents and grandparents safe from the coronavirus? We all need to..."

"Wash our hands with soap and water!" said Salem with a smile. "We know, Sara. We also cough into our elbows if we're sick - and we wave to people instead of shaking hands. We try to stay inside, but we live in a very crowded city... not everybody is staying home."

Problem:
What problem did the character face?

"Hmm, maybe I can help with that," said Ario. "They can't see the coronavirus, but... they can see me! Jump on, but please sit on both sides of my wings - they are at least one metre apart!"

Grammar items and language used in the story

The **simple past tense** to write about things that happened:
e.g. The children **cried out in joy** and **waved** at Sara and Ario.

The **past continuous tense** to show an ongoing past action which was happening at a specific moment:
e.g. As the sun rose, they landed in a lovely desert by pyramids, where a small group of children **were playing**.

Use **dialogues** in stories and make use of the present tenses wherever appropriate:

e.g. "Welcome, **I am Salem!**" cried one of the boys. "What **are you doing** here?"

Solution:
How did they solve the problem?

Ario flew into the sky with Salem and Sara on both of his wings. He flew across the city and began to roar and sing! Salem cried out to the children in the streets:

"Go, tell your families, we are safer inside! We can take care of each other best by staying home!"

People were amazed by what they saw. They waved and agreed to go into their houses.

Use the **imperatives** to give advice:
e.g. "**Go, tell** your families, we are safer inside!"

Use **adjectives** and **action verbs** to describe feelings:

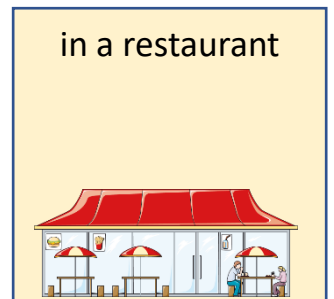
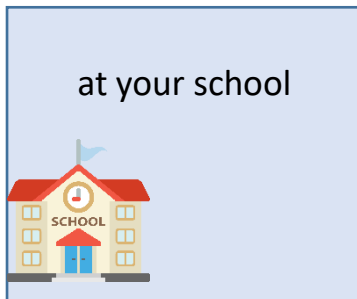
e.g. The children **cried out in joy** and waved at Sara and her Ario.

e.g. People were **amazed** by what they saw. The **waved** and **agreed** to go into their houses.

6. Writing task:

Sara and Ario visited Hong Kong one night. Write about one of the scenes below and include the following:

- ◆ problems people faced during the COVID-19 pandemic, and
- ◆ share your advice / positive message with the people you met and help them fight COVID-19.

[illegible]

Finally, I thanked them for the unforgettable journey.

After writing

Read the individual writing again and complete the self-assessment checklist.

Did I do the following?

(Please tick “✓” the box if you did it.)

- ☐ Write about the **setting** (e.g. time & place) and **characters** of the story,
- ☐ Write about the **plot** of the story, e.g. what happened, what they said/did.
- ☐ Write about the **problem** and **solution**.
- ☐ Use appropriate **tenses** to write the story.
- ☐ Use **dialogues** in stories.
- ☐ Use the **imperatives** to advice.
- ☐ Use **adjectives of feelings** and **action verbs**.

Acknowledgements

1. Information and images/pictures in this set of worksheets are taken from the following book published by the Inter-Agency Standing Committee (IASC):
My Hero is You - how kids can fight COVID-19!
<https://interagencystandingcommittee.org/iasc-reference-group-mental-health-and-psychosocial-support-emergency-settings/my-hero-you>
2. The video is presented by Dr. Linda Thomson to help students understand the book and can be accessed via the following link:
<https://www.youtube.com/watch?v=V29jbjPIEUA>



My Hero is You - how kids can fight COVID-19

Worksheet

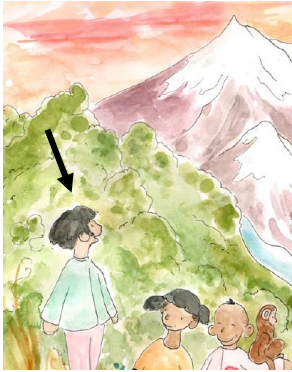
(Suggested answers)

1. Pre-reading activity (Accept any reasonable answers)


2. While-reading activity: First reading


	Character	Problem	Way to cope with problem
(A)	<p>Sara and her <u>mum</u></p> 	<ol style="list-style-type: none"> 1. Sara's <u>mum</u> is a scientist, but she cannot find a <u>cure</u> for the coronavirus. 2. Sara was upset because the virus was affecting her life. 	<ol style="list-style-type: none"> 1. She asked Sara to take good care of herself and stay safe, so that she could focus on her work. 2. Sara decided to tell all the children in the world how to <u>protect</u> themselves so that they could protect everyone else.
(B)	<p><u>Salem</u></p> 	<ol style="list-style-type: none"> 1. COVID-19 was affecting his life. 2. The city he lived in was <u>crowded</u> but not everyone stayed at home. 3. He missed the people he loved a lot, including his grandparents. 	<ol style="list-style-type: none"> 1. In order to protect himself, he stayed at least <u>one</u> metre away from people, washed his hands with <u>soap</u> and water. He also coughed into his elbows if needed and <u>wave</u> to people instead of shaking hands. 2. He flew across the city with Ario and Sara to tell everyone to stay <u>home/inside</u>. 3. He chatted with grandparents on the <u>phone</u> and shared what he did every day.

	Character	Problem	Way to cope with problem
(C)	<u>Ario</u> 	He felt scared sometimes.	When he felt scared, he breathed very <u>slowly</u> to calm down.
(D)	<u>Sasha</u> 	<ol style="list-style-type: none"> 1. Her <u>dad/father</u> was sick and she was worried that she might spread the virus. 2. She sometimes argued with her family because they stayed together all the time at home. 	<ol style="list-style-type: none"> 1. She did the following in order not to spread the virus: <ul style="list-style-type: none"> - keeping a distance from people - using <u>words</u> to show her care instead of hugging people - staying home 2. She had to be extra <u>patient</u> and extra understanding, and quick to say “sorry”.
(E)	<u>Leila</u> 	She was afraid of the virus because people might die from it.	She followed Ario’s advice by imagining a <u>safe</u> place in her mind. This helped keep her calm and relax.


	Character	Problem	Way to cope with problem
(F)	<u>Kim</u> 	He had the virus himself and had recovered from it.	He kept a distance from his friends who cared about him. He believed that the most important thing friends could do was to <u>protect</u> each other.


3. While reading: Second reading

Questions	Character: Salem
Where did Salem live?	He lived near a <u>desert</u> next to pyramids. He probably lived in a Middle East country called Egypt.
What were his super powers? 	<ul style="list-style-type: none"> ➤ He knew how to protect himself and others from catching the virus. ➤ He was eager to remind the people in the city to take care of each other best by staying <u>home/inside</u>. ➤ He cared about his <u>grandparents</u> by talking with them on the phone every day. <p>Use two adjectives to describe Salem. <u>smart, caring, positive</u> (Accept any reasonable answers)</p>

Questions	Character: Sasha
Where did Sasha live?	She lived in a small <u>village</u> . It was a place in the countryside, where there were green trees, beautiful flowers, and birds flying in the sky.
What were her super powers? 	<ul style="list-style-type: none"> ➤ She knew a lot about social distancing. ➤ Her father was sick and she had to stay home to <u>avoid</u> sharing the virus with others. ➤ Although she was on wheelchair and unable to <u>walk</u>, she stayed positive and enjoyed her life with her family even though they had to keep a distance from others. ➤ She had great patience and was willing to apologise when she made a mistake.

	<p>Use two adjectives to describe Sasha.</p> <p><u>optimistic, patient, considerate</u> (Accept any reasonable answers)</p>
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Questions	Character: Leila
Where did Leila live?	She lived in a camp which provided a temporary shelter for the homeless people.
What were her super powers? 	<ul style="list-style-type: none"> ➤ She knew how to keep herself safe from the virus. ➤ She could cope with her <u>fears/worries</u> by imagining a safe place in her <u>mind</u>. ➤ She gave support to her friends and joined Sara and Ario in the journey to make people know more about COVID-19. <p>Use two adjectives to describe Leila.</p> <p><u>e.g. brave, helpful, hopeful, positive</u> (Accept any reasonable answers)</p>

Questions	Character: Kim
Where did Kim live?	He lived in a small town, which was near a snowy <u>mountain</u> and a <u>stream</u> .
What were his super powers? 	<ul style="list-style-type: none"> ➤ He could stay positive although he once had the coronavirus. ➤ He had some good friends. They cared about each other. They understood that staying away from each other for a while could <u>protect</u> each other. <p>Use two adjectives to describe Kim.</p> <p><u>positive, sociable, friendly, caring</u> (Accept any reasonable answers)</p>

4. The key message of this story is “heroes come in all shapes and sizes”. In short, anyone can be a hero, including ourselves. The super powers of the characters are in the boxes below. Explain the super powers by giving more details.

(Accept any reasonable answers)

1) Know how to protect ourselves from COVID-19:

- stay at least one metre away
- wash our hands with soap and water
- cough into our elbows if we're sick.
- wave to people instead of shaking hands

2) Show our love and care to our friends and relatives by:

calling them or sending them messages every day to show our love and care to them.



3) Sometimes, to protect our friends and family members, we have to:

stay away from each other for a while

4) Be extra patient and understanding by:

getting along well with our family members at home, e.g. Do not quarrel with them and learn to say “I’m sorry.”

5) Be brave to share our worries and keep calm:

- imagine a safe place in her mind when we feel sad or afraid.
- remember that many people cared about we and stay strong.

5. Re-read Part 3 of the story "Sara and Ario met Salem" and underline the features of the story.

Setting:
Where did the story take place?

As the sun rose, they landed in a lovely desert by pyramids, where a small group of children were playing. The children cried out in joy and waved at Sara and her Ario.

Characters:
Who did they meet?

"Welcome, I am Salem!" cried one of the boys. "What are you doing here? Sorry, we can't come closer, we have to stay at least one metre away!"

Plot: What did they say/ What happened?

"That's why we're here!" Sara called back. "I'm Sara and this is Ario. Did you know that children can keep their neighbours, friends, parents and grandparents safe from the coronavirus? We all need to..."

"Wash our hands with soap and water!" said Salem with a smile. "We know, Sara. We also cough into our elbows if we're sick - and we wave to people instead of shaking hands. We try to stay inside, but we live in a very crowded city... not everybody is staying home."

Problem:
What problem did the character face?

"Hmm, maybe I can help with that," said Ario. "They can't see the coronavirus, but... they can see me! Jump on, but please sit on both sides of my wings - they are at least one metre apart!"

Solution:
How did they solve the problem?

Ario flew into the sky with Salem and Sara on both of his wings. He flew across the city and began to roar and sing! Salem cried out to the children in the streets:

"Go, tell your families, we are safer inside! We can take care of each other best by staying home!"

People were amazed by what they saw. They waved and agreed to go into their houses.

Grammar items and language used in the story

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e.g. As the sun rose, they landed in a lovely desert by pyramids, where a small group of children **were playing**.

Use **adjectives** and **action verbs** to describe feelings:

e.g. The children **cried out in joy** and waved at Sara and her Ario.

e.g. People were **amazed** by what they saw. The **waved** and **agreed** to go into their houses.

The **imperatives** to give advice:

e.g. **"Go, tell your families, we are safer inside!"**

Use **adjectives** and **action verbs** to describe feelings:

e.g. The children **cried out in joy** and waved at Sara and her Ario.

e.g. People were **amazed** by what they saw. The **waved** and **agreed** to go into their houses.

6. Writing task (Accept any reasonable answers)