

Sam Shui Natives Association Huen King Wing School

Values Education in English Language Education
Week of Hope 2.0
Parallel Session
22 Oct 2022

Presenter: Harriet CHOW



Rundown

10 mins Activities we organised for all levels
at the Week of Hope

15 mins Experience the lesson:
“Ormie The Pig”

◆ 10 mins “Tree of Hope”

5 mins Conclusion

◆



01

Activities we organised for all
levels at the Week of Hope

We began the plan when...



感恩是孩子未來的核心能力

美麗人生由此起

If the Heart is Thankful

Life will be Beautiful

[Learn More](#)



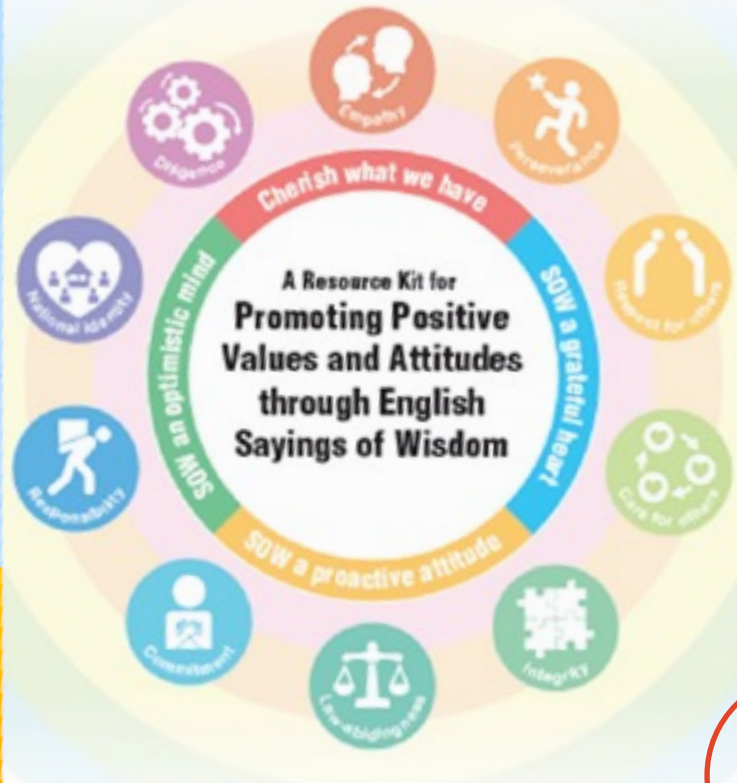
Feeling **THANKFUL**
Feeling **HOPEFUL**
Paying it forward

SOW 2.0 HOPE matched our
school development focus

Activities mentioned facilitate the
concept of “Paying it Forward”



https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/hope_rk.html



Planning



Implementation



Week of Hope



Evaluation &
Way Forward



Step 1: Identifying themes

Planning

Step 2: Looking for suitable SOW

Step 3: Recruiting SOW Ambassadors

Implementation

Step 6: Organising service-oriented activities

Step 5: Creating a conducive school environment for promoting "Hope"

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

Step 7: Week of Hope

**Signature Event:
Week of Hope**

Step 8: Concluding and reviewing the SOW activities

**Evaluation &
Way Forward**



Resource
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Week of Hope @ SSNAHKWS in 2021-22

Feeling **HOPEFUL**
Paying it forward

Taking a close-up look at the traits of perseverance
Understanding the fuel for goal attainment

P5

perseverance
and passion for
long-term goals

"What Happens Next?" – Predicting the
line of Inspirational Short Animations

ins to enlighten students about adopting a positive attitude and different
n the face of uncertainties and adversities. Through watching a short
students learn how to make predictions of a story and identify the positive
reayed.

Attitudes
pathy, staying positive and optimistic,

perseverance



Resources
Short animations

Resources

and play an inspirational short animation (see suggestions on p.20) for the first time.
the video at specific times and engage students in making predictions of the plot
rent stages (see suggested activities on p.21).

students identify the unpleasant experience or challenges (e.g. a disability, a
nging task, an unfortunate circumstance in the family) faced by the characters in
ort animation.

ss how the characters handle/overcome the adversities. Ask students to put
elves in the shoes of the characters and share what they would do and how they
feel if they faced similar challenges.

ne short animation multiple times as necessary to analyse the fictional elements
themes, setting) and cinematic techniques (e.g. camera shots, background
).

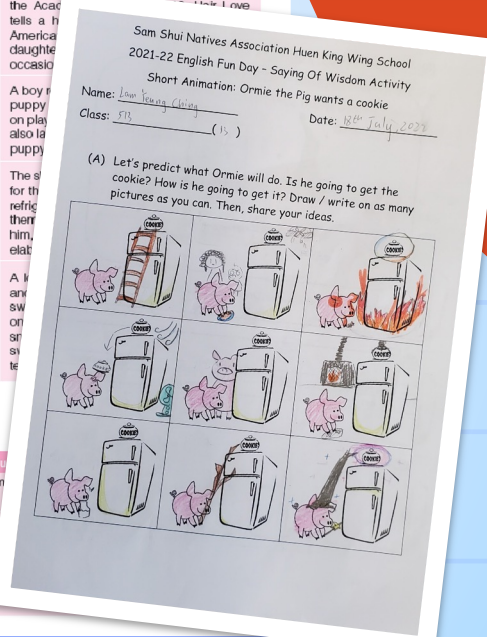
6. Conclude the lesson by eliciting from students the positive messages learnt from the
short animation. Get them to reflect on how they can apply those positive values and
attitudes in the daily life.

Suggested Short Animations

Name of Animation	Positive Values and Attitudes	Synopsis
Hair Love	Hope, love, perseverance	Awarded the Best Animated Short Film in the Acad Awards, the film tells a heartwarming story of a young girl who loses her hair and how she overcomes her adversity.
The Present	Empathy, hope, love	A boy who is a puppy on play also is a puppy.
Ormie the Pig Wants a Cookie	Perseverance, determination, grit	The story for the refrigerator, him, elat
My Shoes	Empathy, gratitude, care for others	A boy who is a shoe on the street.

Suggested SOWIT Videos

Name of Video	Positive Values
Every cloud has a silver lining	Hope, optimism
There is light at the end of the tunnel	Hope, optimism
Gratitude is the sign of noble souls	Empathy, gratitude
All roads lead to Rome	Hope, optimism



USE OF SIGNS DURING THE VIDEO

YES	NO
continue to try	give up

Week of Hope @ SSNAHKWS in 2021-22

Feeling HOPEFUL
Paying it forward

P6

*Encouraging interaction with positive messages in songs
Inspiring optimism towards life*

Activity 7: Exploring Positive Values and Attitudes through Song Appreciation

Aim

This activity aims to develop students' listening skills through appreciating songs and lyrics with positive vibes.

Values and Attitudes

Hope, love, courage, kindness, perseverance

Materials/Resources

Songs conveying positive values and attitudes



Procedures

1. Play a song which conveys meaningful messages on positive values and attitudes (e.g. perseverance, hope, courage, kindness). Analyse the lyrics and messages of the songs.
2. Make use of different games and activities to engage students in learning more about the song.

Suggestions:

- **Lyric challenge:** Change some of the lyrics of the song. Get students to first underline or circle words that they believe are incorrect. Next, play the song and get them to correct the words by themselves and then compare their lyrics with a partner.
 - **Scrambled lyrics:** Prepare strips of lyrics. Give each group of students a set of strips and have them put them in order when they listen to the song.
 - **Visualising the song:** Play the song and get students to discuss what it is about and the different scenes being depicted. Get them to create a storyboard to capture the essence of the song. Once students have finished drawing, have them compare their work with the other groups and discuss similarities or differences in their drawings.
3. Invite students to recommend a song on the following themes. Have them write a short description about the recommendation.
 - Be grateful
 - Cherish what we have
 - Stay positive
 - Stay optimistic
 4. Organise a song dedication activity in collaboration with the school "Campus TV" or the "Broadcasting/Singing Club". Post a list of songs on the school noticeboard and have students write a note to the person whom they want to dedicate the song to.

Examples of Songs and Suggested Activities

Song	Suggested Activity
1. Count on me By Bruno Mars	Language focus: Using the first conditionals to express future possibilities, vocabulary items related to friendship 1. Design a gap-filling exercise based on the lyrics of the song, leaving the lines using the first conditionals blank. 2. Play the song. 3. Check the answers with the students and discuss the form and function of the first conditionals. 4. Discuss and analyse the lyrics and message of the song. • Do you have a friend like this? • Are you a friend like this? • Describe a friend who supported you. 5. Instruct students to highlight words/phrases related to friendship in the lyrics. 6. Have students write more lines using the first conditionals to illustrate what they will do to support their friends. 7. Write a thank-you note to a friend or a loved one.
2. Resilient (The Smile Video Series) By Katy Perry	Language focus: Metaphor 1. Bring a sponge to class. Squeeze it in front of students and then let go. Ask students what they can observe about the sponge. Introduce the word "resilient" to students by making reference to the metaphor of the ability to bounce back of a sponge. 2. Play the video of the song "Resilient". Draw students' attention to the life cycle of the tree in the video. 3. Invite students to share their ideas on what the life cycle of the tree represents. Discuss how the following visual metaphors in the video are connected to real life: • Sponges → concrete • Tree roots → sun and thunder • Cracks → rain and thunder 4. Have students identify how they have bounced back to real life with resilience.



♪ Count on me By 6AC ♪

Oh-oh-oh

If you ever don't know how to do your homework,
I'll fly to you and teach you
If you ever feel sad and can't calm down,
I'll come to you and comfort you

Week of Hope @ SSNAHKWS in 2021-22

Feeling **HOPEFUL**
Paying it forward

Identifying positive attitudes the characters exhibited in battling with life challenges & sharing their optimistic outlook

P1-2

Superzero
story

Superzero:
He brings hope to students. He carries Pizza and takes the children to the playground.

P3

Cinderello
By Evan
Russell

Cinderello:
A boy who doesn't give up to show his passion of playing baseball with help: the Fairy Godmother who brings hopes.

P5-6

Famous people:
Helen Keller - never gave up to learn.
Jane Goodall - brings hopes to gorillas.



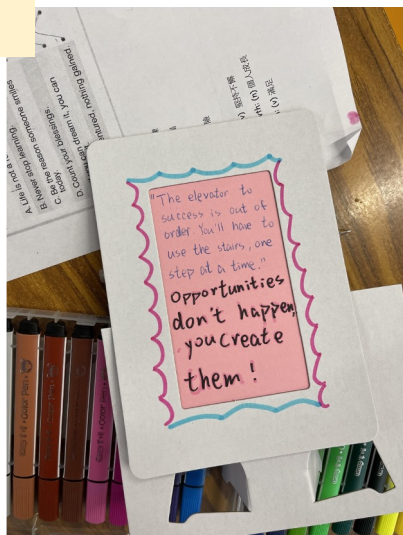
P4

Week of Hope @ SSNAHKWS in 2021-22

Feeling **HOPEFUL**
Paying it forward

*Reflecting on different perspectives about life
Turning mottos into proactive action for self
and encouragement for others*

P6



Activity 2: Getting Inspired by Life Mottos

Aim

This activity aims to boost students' confidence in speaking through interviewing their teachers, parents and classmates for their life mottos. Learning about other people's life mottos brings in different perspectives about life and enables students to stay positive.

Values and Attitudes

Hope, motivation, optimism

Materials/Resources

Life motto cards, list of interview questions



Procedures

Sharing Life Mottos (In-class Activity)

1. Elicit from students their understanding about what a life motto is.
2. In pairs, have students match the mottos with the values in the Life Motto Worksheet (see p.30).
3. After going over the answers with the students, have them share with a partner the values that are important to them. Get them research on and suggest some life mottos for the following scenarios:
 - encouraging a friend who has a hard time adapting to a new school
 - cheering up a friend who feels frustrated because of his/her exam results
 - supporting a friend who has a problem in interpersonal relationships
 - motivating a friend to do exercise and lead a healthy lifestyle
4. Invite students to explain their choices in class.
5. Have students write their life mottos on a "Life Motto Card" (see p.31) and display them on the class noticeboards.

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Week of Hope @ SSNAHKWS in 2021-22

Feeling HOPEFUL
Paying it forward

**Understanding the power of hope and positive life orientation
Encouraging aspirations & developing a sense of purpose**

P1-4

3.1 Tree of Hope

Mount a "Tree of Hope" in the school playground or on the class noticeboard for teachers and students to share their thoughts and reflections on "hope".

Some ideas for creating a "Tree of Hope"

- Write words of encouragement on leaf cutouts.
- Create a collage of photographs which captures special moments of hope.
- Fold paper birds in origami style to add to the tree and write messages of hope on their wings.
- Make art and write personal goals on it. Stick them on the tree.



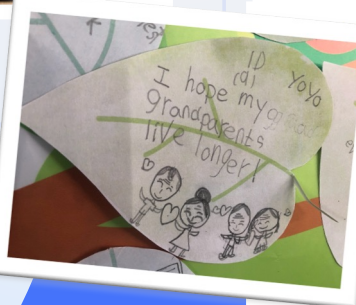
3.9 Hope Clouds

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 give them hope. Post the "Hope Clouds" in the school premises. Get students to find their favourite "Hope Cloud".

My dream is to be a vet. I want to take care of animals that are sick.

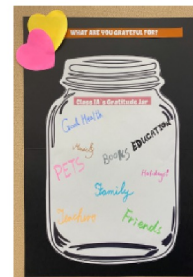
My life motto
Fall down seven times,
stand up eight.

I stay
appreciating
and things at



My Gratitude Jar

Students to decorate a gratitude jar and put it up on the class noticeboard. Different themes for the task (e.g. be grateful for, a line to someone are thankful to, things to do to gratitude to others) and ask students to write their thoughts to put in the jar.



Feeling **THANKFUL**
Feeling **HOPEFUL**
Paying it forward



Activities mentioned facilitate understanding and application of the concept of “Paying it Forward”



02

Experience the lesson: Ormie the Pig

“What Happens Next?” – Predicting the Storyline
of Inspirational Short Animations

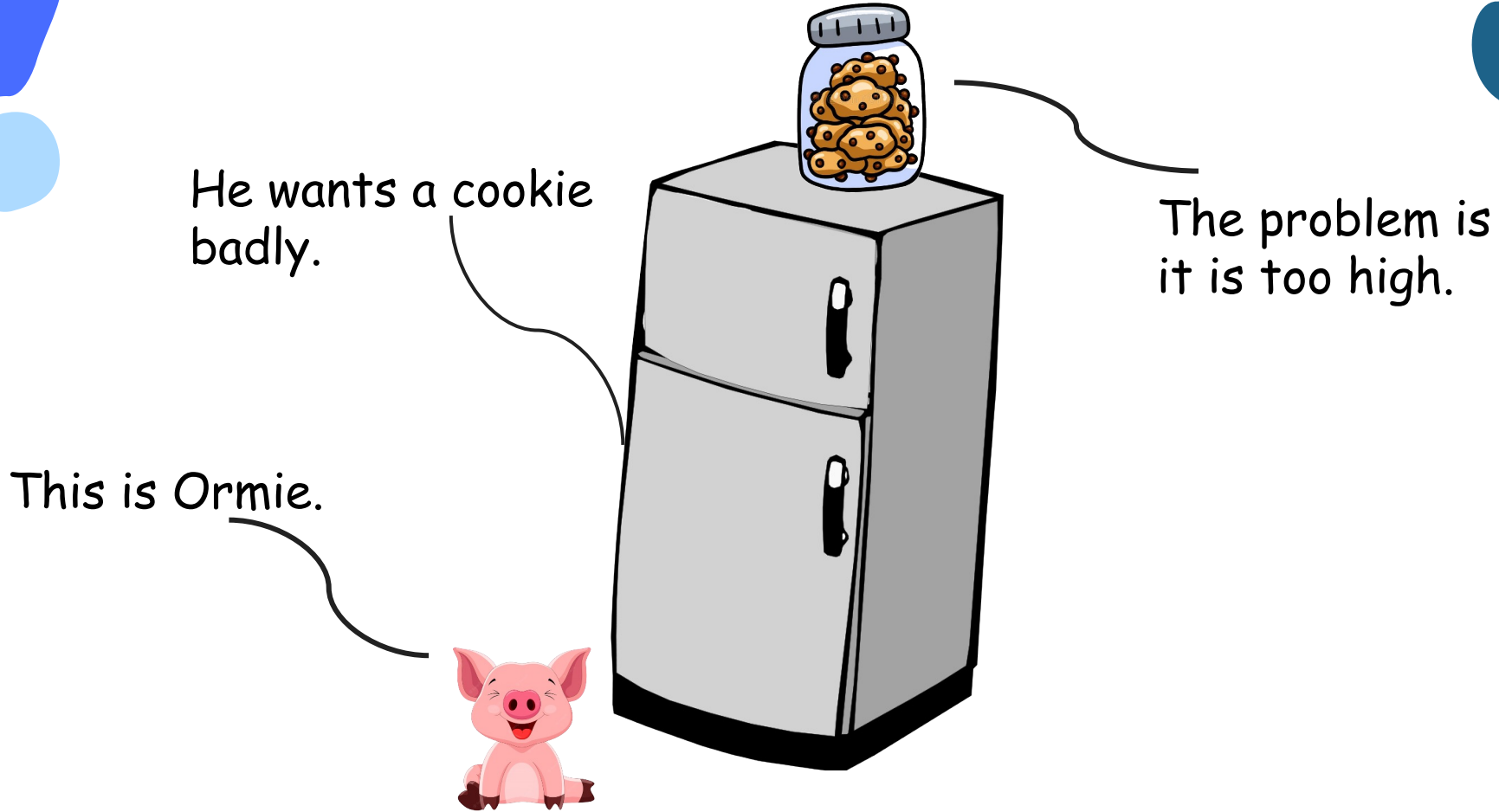
What are we doing in this lesson?

Think as you watch...



1. Watch a short animation called “Ormie the Pig wants a Cookie”
2. Talk about what happens to Ormie
3. Talk about the message behind and share

Ormie the Pig Wants a Cookie



He wants a cookie badly.

The problem is it is too high.

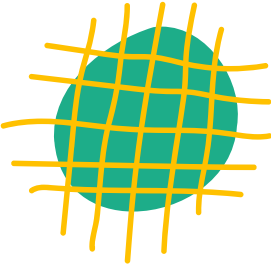
This is Ormie.

Tips & Tricks of Optimism

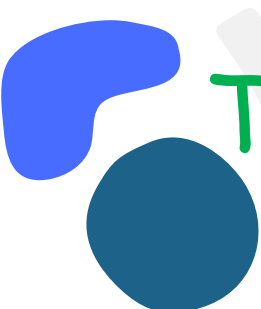
If you were Ormie,
what would you do?



Tips & Tricks of Optimism



Would you try to get it?

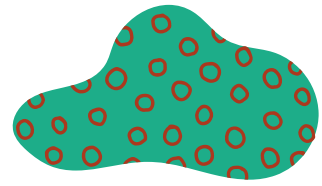


Tips & Tricks of Optimism



How would you get it?

Tips & Tricks of Optimism

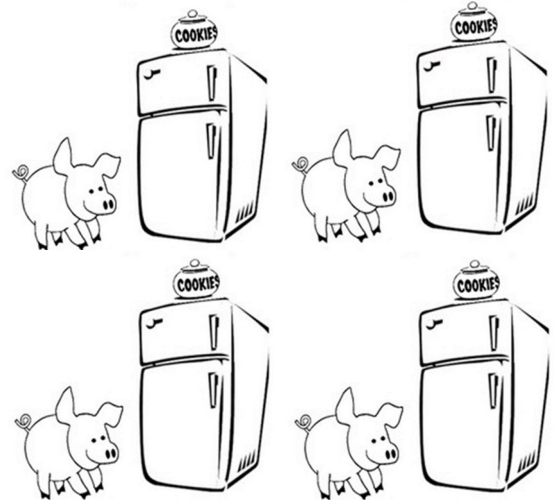


Let's **predict**.

Note down all of the methods
you can think of.

Then share your ideas

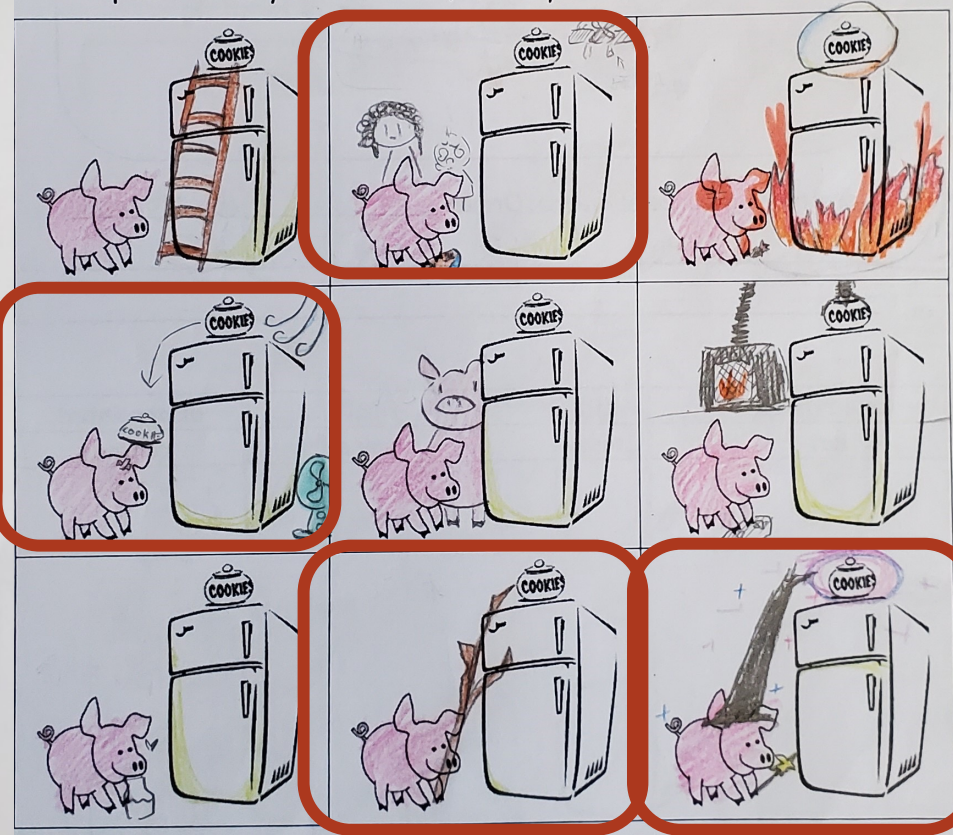
Give out Ormie The Pig WS



(A) Let's predict what Ormie will do. Is he going to get the cookie? How is he going to get it? Draw / write on as many pictures as you can. Then, share your ideas.



(A) Let's predict what Ormie will do. Is he going to get the cookie? How is he going to get it? Draw / write on as many pictures as you can. Then, share your ideas.



Use of signs during the video

YES	NO
continue to try	give up

Why yes/ Why not?

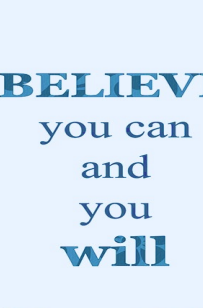
Which of the following speaks to you?

miStAkEs
are proof
that you are
TRYING

positive thoughts
generate
positive feelings
and attract
positive life
experiences



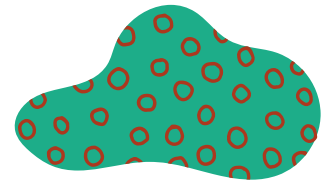
When it rains
**LOOK FOR
RAINBOWS**
When it's dark
**LOOK FOR
STARS**



BELIEVE
you can
and
you
will

I'm not
telling you
it's going
to be
easy,
I'm
telling you
it's going
to be
WORTH IT.

Tips & Tricks of Optimism



Edpuzzle

<https://edpuzzle.com/media/62c62a6da1677040e8debadf>

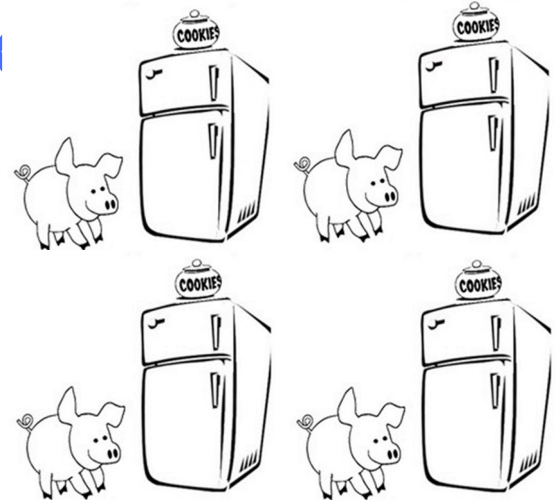


Let's find out.

Did any of the methods work
Will any method work?

Then share your ideas.

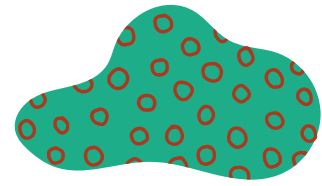
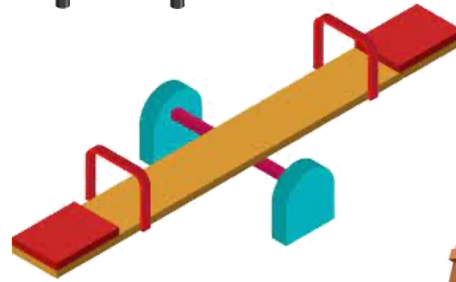
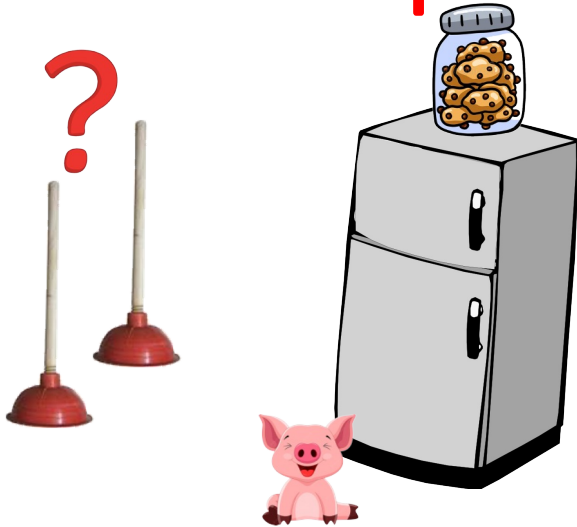
Give out Ormie The Pig WS



Tips & Tricks of Optimism

Think...

What **keeps** Ormie trying?



Then, share your ideas

Give out Ormie The Pig WS

What is Optimism?

What **keeps** Ormie trying?



Yes I **did** it.

I **will** do it.

I **can** do it.

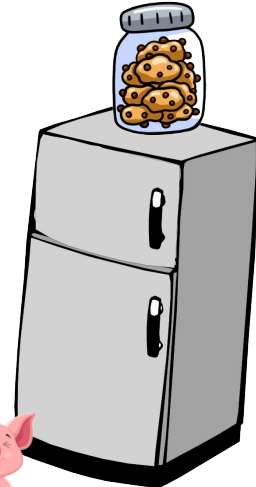
I **will** try to do it.

How **do** I do it?

I **want to** do it.

I **can't** do it.

I **won't** do it.



What is Optimism?

What **keeps** Ormie trying?

Belief: I can do it!

JUST DO IT.

Methods: How do I do it?





Tips & Tricks of Optimism



Develop discussion points using Ending

Go to Worksheet (Part B)
Think of the ending:

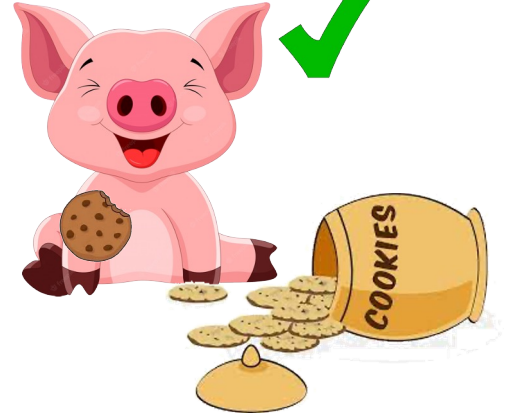


Guess how the story ends.
Will Ormie get the cookies in the end?

A



B



Draw or **write a few sentences**
Share your ideas with the class



Tips & Tricks of Optimism



Do you like the Ending?

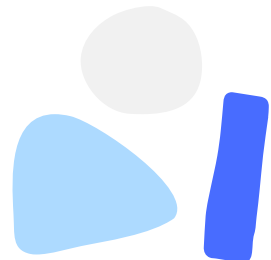
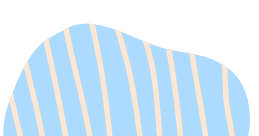
Re-design the ending:

How do you want the story to end?



- Do you **want** Ormie to get the cookies in the end?
Why/Why **not**?
 - Does **the outcome** make a difference to our teaching of optimism?
- 
- 

Share your ideas with the class



(B) Draw or write a few sentences about the ending of the video



Despite many times of failing, Ormie ^{could} not eat the chocolate cookies. She was disappointed. ~~finally~~ she was hungry.

could (not) eat	still tasty	finally look at	disappointed relived
--------------------	----------------	--------------------	-------------------------

Despite many times of failing, (still) Ormie could not eat the chocolate cookies. She was disappointed and she was hungry.

(B) Draw or write a few sentences about the ending of the video

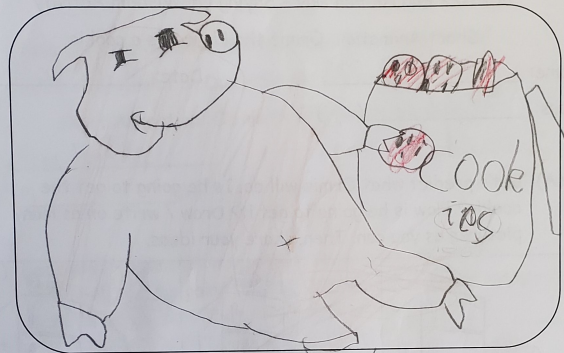


Despite many times of failing, Ormie could eat the chocolate cookies. She was satisfied finally. She was full.

could (not) eat	still tasty	finally look at	disappointed relived
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Despite many times of failing, Ormie could eat the chocolate cookies. She was satisfied.

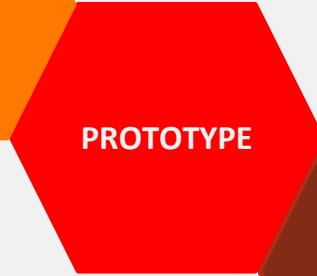
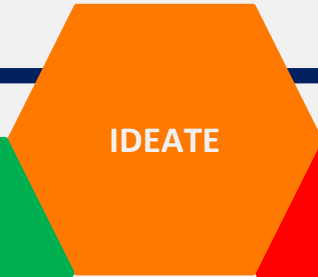
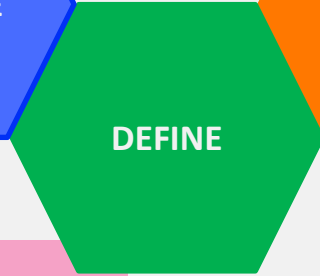
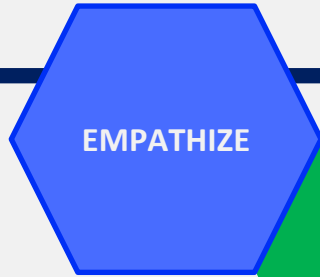
(B) Draw or write a few sentences about the ending of the video



Despite many times of failing, Ormie could eat the cookies. He was satisfied. He was full.

could (not) eat	still tasty	finally look at	disappointed relived
--------------------	----------------	--------------------	-------------------------

Despite many times of failing, Ormie could eat the cookies. He was full.



Name of Animation	Positive Values and Attitudes	Synopsis
Hair Love	Hope, love, perseverance	Awarded the Best Animated Short Film in the Academy Awards in 2019, Hair Love tells a heart-warming story of an African American father learning to do his daughter's hair for the first time for a special occasion.
The Present	Empathy, hope, love	A boy receives a present from his mom – a puppy with three legs. Originally focusing on playing his video games, the boy, who is also lame, is then moved by the acts of the puppy.
Ormie the Pig Wants a Cookie	Perseverance, determination, grit	The short animation captures Ormie's quest for the jar of cookies placed at the top of a refrigerator. He tries multiple ways to get them but to no avail. Ormie persists and to him, each disappointment is a more elaborate attempt to achieve his goal.
My Shoes	Empathy, gratitude, care for others	A lonely homeless boy in ragged clothes and worn-out shoes makes a wish about switching his shoes with another boy sitting on a bench with a brand new pair of sneakers. What has the boy learnt from the swap? It is a story with a twist which teaches us about gratitude and empathy.



Students' ending needs creativity.

Working towards a more student-centred approach



03

“Tree of Hope”

Lesson Plan for Tree of Hope

3.1 Tree of Hope

Mount a “Tree of Hope” in the school playground or on the class noticeboard for teachers and students to share their thoughts and reflections on “hope”.

Some ideas for creating a “Tree of Hope”

- Write words of encouragement on leaf cutouts.
- Create a collage of photographs which captures special moments of hope.
- Fold paper birds in origami style to add to the tree and write messages of hope on their wings.
- Make art and write personal goals on it. Stick them on the tree.



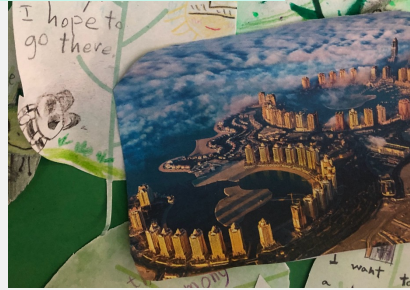
Activity 1: Tree of Hope

Pre-task: Ask Ss to collect photographs that capture special moments of hope.

While-task:

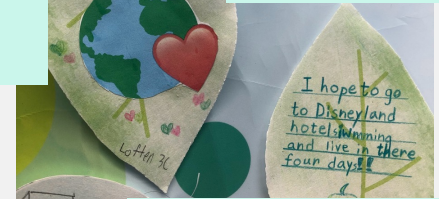
1. Introduce the event
2. **Talk about “Hope” in daily lives – use Ss’ photographs**
3. In case some students do not have photographs, bring in magazines, old picture books for students to cut
4. Show samples of hope clouds
My dream is to ...
I hope to ...
Any life mottos
1. Give out ‘leaves’
2. Write on leaves and stick/staple photographs on top
3. Get ready to go to the corridor to stick on Tree of Hope
4. **Each student takes turn to read aloud their leaves, receive round of applause and stick it onto the tree**

The city makes me feel happy. I hope to go there. (international, social)



I hope to have world harmony. (world)

I hope to go to Disneyland hotel to swim and stay there for four days. (personal)



The stadium makes me feel hopeful. I hope to watch a football match live. (personal and international)



The astronaut makes me feel hopeful. I hope to go to Mars. (world beyond time)



Feeling **THANKFUL**
Feeling **HOPEFUL**
Paying it forward



Activities mentioned facilitate the understanding and application of the concept of “Paying it Forward”



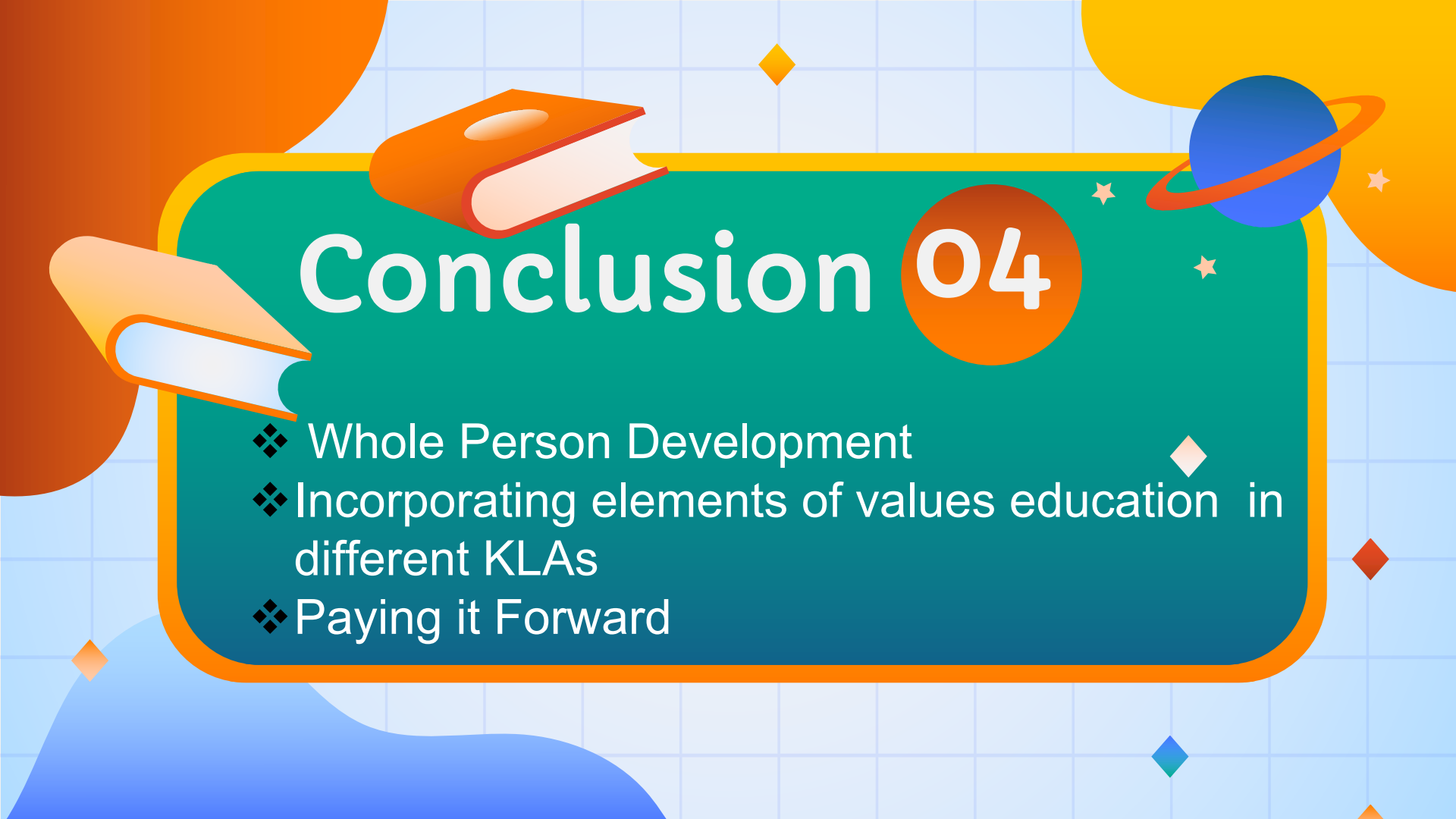
Iterate and improve

In context?

Authentic?

Please feel free to
look at our
Tree of Hope





Conclusion 04

- ❖ Whole Person Development
- ❖ Incorporating elements of values education in different KLAs
- ❖ Paying it Forward