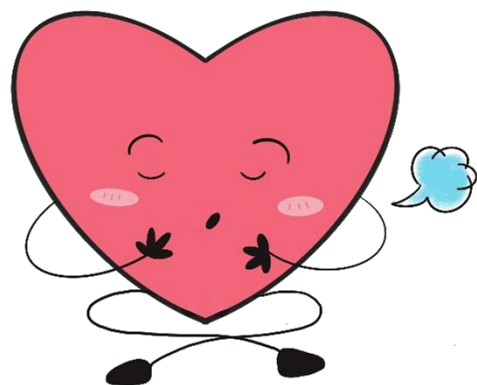
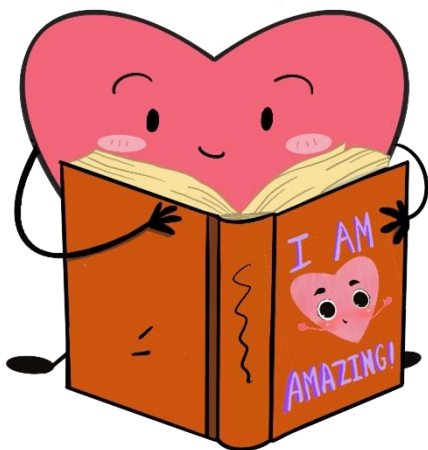


*The Chinese University of Hong Kong*  
*Faculty of Education*  
*Centre for Language Education and Multiliteracies Research (CLEMR)*

QEF 2022/23 Project:

Integrating social and emotional learning into the English  
Language curriculum: Fostering positive values, attitudes and  
motivations in English learning in primary schools

# Sample Lesson Plans



## **Having Fun in Hong Kong**

**Level:** Primary 4

**Coursebook/ Reference materials:** *Primary Longman Elect Book 4B* Chapter 1 ‘Having Fun in Hong Kong’

**Reading text:** A chant titled ‘What Will You Do Tomorrow?’, in which one child helps the other think about where to go and what to do the next day

**Vocabulary:** Places to visit and things to do in Hong Kong

**Language focus:** The simple future tense

## Part A: Reading

**Suggested no. of lessons:** 4 (30 minutes each)

### Prior knowledge:

Students have learnt:

- Vocabulary about different activities (e.g. go to the park/beach, go hiking, buy gifts, eat dim sum, take photos, go shopping)

### English Language learning objectives:

By the end of this part, students will be able to:

1. Make and confirm predictions about a reading text
2. Answer lower-order and higher-order thinking questions based on the reading text
3. Give short, personal, written responses based on the reading text
4. Share their personal ideas with peers

### SEL ('self' dimensions) objectives:

By the end of this part, students will be able to:

1. Use words to identify their emotions related to learning
2. Use appropriate strategies to motivate themselves and help themselves (re)focus
3. Show respect to their peers in sharing activities
4. Develop within themselves a growth mindset

### Lesson 1

Learning and teaching activities	Supporting materials
<p><b><u>Getting ready</u></b></p> <ul style="list-style-type: none"><li>● Teacher tells students the topic of the new unit—Having Fun in Hong Kong.</li><li>● Teacher tells students they should get ready for learning.</li><li>● Teacher and students do a <b>feeling check-in</b>.</li><li>● Teacher leads students to do a <b>hot cocoa breathing</b> exercise.</li></ul>	SEL Activity Booklet P.2-P.4 (Appendix 1)
<p><b><u>Lead in</u></b></p> <ul style="list-style-type: none"><li>● Teacher asks students to share on Padlet pictures of fun places to visit in Hong Kong. Teacher tells students that they should include the name of the place and briefly mention the activities they can do there.</li></ul>	
<p><b><u>Lesson goals</u></b></p> <ul style="list-style-type: none"><li>● Students read aloud today's lesson goals.</li></ul>	PowerPoint – Part A Lesson goals (Appendix 2)

Learning and teaching activities	Supporting materials
<p><b><u>Before reading (Making predictions)</u></b></p> <ul style="list-style-type: none"> <li>● Teacher introduces the text they are about to read: In a chant, a child helps the other think about where to go and what to do tomorrow. He suggests 4 fun places.</li> <li>● Teacher shows blurred pictures of these 4 places on the screen.</li> <li>● In pairs, students make predictions about which 4 fun places the boy suggests.</li> <li>● Teacher invites students to share their predictions with the class and types their predictions on a PowerPoint slide.</li> </ul>	<p>PowerPoint – Blurred pictures (Appendix 3)</p>
<p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>● Teacher tries to elicit the lesson goals from students. He/she then shows the lesson goals on the screen again.</li> <li>● Each student completes an <b>exit ticket</b>. The prompts could be: <ul style="list-style-type: none"> <li>➤ What I remember most about this lesson</li> <li>➤ Something I am curious about</li> </ul> </li> </ul>	<p>SEL Activity Booklet P.15-P.16 (Appendix 1)</p>

Learning and teaching activities	Supporting materials
<p><b><u>Getting ready</u></b></p> <ul style="list-style-type: none"> <li>● Teacher tells students that they should get ready for today’s lesson.</li> <li>● Teacher and students do a <b>feeling check-in</b>.</li> <li>● Depending on the general energy level of the class, teacher leads students to do one of the following activities:               <ul style="list-style-type: none"> <li>➤ <b>Stay calm using my 5 senses</b></li> <li>➤ <b>My private garden</b></li> </ul> </li> </ul>	<p>SEL Activity Booklet P.2-P.3, P.5-P.7, and P.10 (Appendix 1)</p>
<p><b><u>Recap</u></b></p> <ul style="list-style-type: none"> <li>● Teacher invites students to share anything they remember from the previous lesson.</li> <li>● Teacher asks if anyone has anything to add.</li> </ul>	
<p><b><u>Lesson goals</u></b></p> <ul style="list-style-type: none"> <li>● Students read aloud today’s lesson goals.</li> </ul>	<p>PowerPoint - Part A Lesson goals (Appendix 2)</p>
<p><b><u>While reading</u></b></p> <ul style="list-style-type: none"> <li>● Teacher leads students to listen to and read through the chant. Teacher asks LOT questions to check for understanding and HOT questions to facilitate critical thinking.</li> <li>● To increase engagement and motivation, students discuss each question with a neighbour before teacher elicits responses from the class.</li> <li>● After a while, teacher and students do a <b>feeling check-in</b>.</li> <li>● The class decide whether they need to do an SEL activity to help them refocus and, if yes, which SEL activity to do. SEL activities they can choose from include:               <ul style="list-style-type: none"> <li>➤ <b>Hot cocoa breathing</b></li> <li>➤ <b>Positive self-talk</b></li> </ul> </li> <li>● Teacher continues to lead the class to read the chant and ask them questions.</li> </ul>	<p>Audio recording</p> <p>SEL Activity Booklet P.2-P.3 (Appendix 1)</p> <p>SEL Activity Booklet P.4 and P.13 (Appendix 1)</p>
<p><b><u>After reading (Confirming predictions)</u></b></p> <ul style="list-style-type: none"> <li>● Teacher shows students the predictions they made in the previous lesson and asks them if the predictions are confirmed or not.</li> </ul>	<p>PowerPoint – Students’ predictions</p>
<p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>● Teacher tries to elicit the lesson goals from students. He/she then shows the lesson goals on the screen again.</li> <li>● Each student completes an <b>exit ticket</b>. The prompts could be:               <ul style="list-style-type: none"> <li>➤ Three things I have learnt today</li> <li>➤ How I feel and why</li> </ul> </li> </ul>	<p>SEL Activity Booklet P.15-P.16 (Appendix 1)</p>

Lesson 4

Learning and teaching activities	Supporting materials
<p><b><u>Getting ready</u></b></p> <ul style="list-style-type: none"> <li>● Teacher tells students that they should get ready for today’s lesson.</li> <li>● Teacher shows some <b>positive sentences</b>. The class read them aloud.</li> </ul>	<p>PowerPoint - Positive sentences (Appendix 4)</p> <p>SEL Activity Booklet P.12 (Appendix 1)</p>
<p><b><u>Recap</u></b></p> <ul style="list-style-type: none"> <li>● Teacher elicits from students what they learnt in the previous lesson.</li> </ul>	
<p><b><u>Lesson goals</u></b></p> <ul style="list-style-type: none"> <li>● Students read aloud today’s lesson goals.</li> </ul>	<p>PowerPoint - Part A Lesson goals (Appendix 2)</p>
<p><b><u>After reading (Think-pair-share)</u></b></p> <ul style="list-style-type: none"> <li>● Teacher tells students that they are going to do a think-pair-share. He/She tells students that it is important to show respect to their classmates, i.e. they should treat others in ways they want others to treat them. Teacher elicits from students ways they could show respect to their classmates in a think-pair-share.</li> <li>● Students write down their answers to the following questions: <ul style="list-style-type: none"> <li>➤ How does the girl feel before she finds out where she wants to go on the next day?</li> <li>➤ Write about a time when you didn’t know what you wanted to do.</li> <li>➤ Do you think it is okay to sometimes not know what you want?</li> <li>➤ What do you do when you don’t know what you want?</li> </ul> </li> <li>● Students share in pairs what they think.</li> <li>● Teacher invites students to share with the class what they think.</li> </ul>	<p>Think-pair-share worksheet (Appendix 5)</p>
<p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>● Teacher tries to elicit the lesson goals from students. He/she then shows the lesson goals on the screen again.</li> <li>● Each student completes an <b>exit ticket</b>. The prompts could be: <ul style="list-style-type: none"> <li>➤ Something I have learnt</li> <li>➤ What I did well today as a classmate</li> <li>➤ How I can do better</li> </ul> </li> </ul>	<p>SEL Activity Booklet P.15-P.16 (Appendix 1)</p>

## Part B: Extension activities

**Suggested no. of lessons:** 2 (30 minutes each)

### Prior knowledge:

Students have learnt:

- Vocabulary about places to visit and things to do in Hong Kong
- The form and function of the simple future tense

### English Language learning objectives:

By the end of this part, students will be able to:

1. Write short sentences using the simple future tense
2. Give short, written responses in role

### SEL ('self' dimensions) objectives:

By the end of this part, students will be able to:

1. Explain their responsible decisions briefly in writing
2. Say something positive to themselves in an unpleasant situation
3. Develop within themselves a growth mindset

Lessons 1-2

Learning and teaching activities	Supporting materials
<p><b><u>Recap</u></b></p> <ul style="list-style-type: none"> <li>● Students do an <b>I predict...</b> activity.</li> <li>● Teacher reminds them that they should show respect to the students who are sharing their ideas.</li> <li>● Teacher invites students to share their ideas.</li> <li>● Teacher asks students to identify the strengths that helped them finish <b>I predict....</b></li> </ul>	<p>SEL Activity Booklet P.11 (Appendix 1)</p>
<p><b><u>Lesson goals</u></b></p> <ul style="list-style-type: none"> <li>● Students read aloud today's lesson goals.</li> </ul>	<p>PowerPoint - Part B Lesson goals (Appendix 6)</p>
<p><b><u>Scenario 1</u></b></p> <ul style="list-style-type: none"> <li>● Teacher explains the scenario: <ul style="list-style-type: none"> <li>➢ You are Sam. Tomorrow is a holiday. You and your family have decided to go hiking in Sai Kung.</li> </ul> </li> <li>● Teacher introduces the task: <ul style="list-style-type: none"> <li>➢ As responsible hikers, what will and will you not do tomorrow? Make a list.</li> </ul> </li> <li>● Teacher shows the video 'Let's Hike'.</li> <li>● Teacher elicits from students what they will and will not do when</li> </ul>	<p>Scenario 1 worksheet (Appendix 7)</p> <p>YouTube video: <a href="https://youtu.be/_6ZKQQoUYrE">https://youtu.be/_6ZKQQoUYrE</a></p>

Learning and teaching activities	Supporting materials
<p>going hiking. Write two examples on the blackboard.</p> <ul style="list-style-type: none"> <li>● In groups of 4, students make sentences in the simple future tense on the worksheet and post their work on a Padlet wall.</li> <li>● Teacher gives feedback.</li> <li>● Teacher leads the class to discuss how this activity is related to the positive values of responsibility, respect, love and care.</li> </ul>	<p>Padlet</p>
<p><b><u>Scenario 2</u></b></p> <ul style="list-style-type: none"> <li>● Teacher explains the scenario: <ul style="list-style-type: none"> <li>➤ You wake up early in the morning because you are very excited about going hiking today. However, the sky is dark, and it is raining.</li> </ul> </li> <li>● Teacher introduces the task: <ul style="list-style-type: none"> <li>➤ You wonder, ‘Should we go hiking?’ Write down your thoughts.</li> </ul> </li> <li>● Individually, students write their thoughts in the spaces provided in the worksheet. Students may support their responses with drawings.</li> <li>● Students post their responses on a Padlet wall.</li> <li>● Teacher gives feedback and leads the class to discuss how this task is related to the positive value of responsibility.</li> <li>● Teacher introduces the next task: <ul style="list-style-type: none"> <li>➤ You will not go hiking today. You feel disappointed and sad. You remember that your English teacher has taught you to say something positive to yourself when things do not go as planned. Write down the things that you can say to yourself.</li> </ul> </li> <li>● Each student writes his/her response on the worksheet and then posts his/her work on a Padlet wall.</li> <li>● Teacher gives feedback and leads the class to discuss how this task is related to the positive value of love and care.</li> </ul>	<p>Scenario 2 worksheet (Appendix 8)</p> <p>Padlet</p> <p>Scenario 2 worksheet (Appendix 8)</p> <p>SEL Activity Booklet P.13-P.14 (Appendix 1)</p> <p>Padlet</p>
<p><b><u>Closure</u></b></p> <ul style="list-style-type: none"> <li>● Teacher tries to elicit the lesson goals from students. He/she then shows the lesson goals on the screen again.</li> <li>● Each student completes an <b>exit ticket</b>. The prompts could be: <ul style="list-style-type: none"> <li>➤ Something I have learnt</li> <li>➤ What I did well today as a learner</li> <li>➤ How I feel and why</li> </ul> </li> </ul>	<p>SEL Activity Booklet P.15-P.16 (Appendix 1)</p>



# SEL ACTIVITY BOOKLET

<b>SEL activities</b>	<b>Page</b>
Feeling check-in	2
Hot cocoa breathing	4
My private garden	5
GPA goal setting	8
Stay calm using my five senses	10
I predict...	11
Positive sentences	12
Positive self-talk	13
Find something positive	14
Exit ticket	15

**FEELING CHECK-IN**

**Time:** 1 minute

**Overview:** Students identify their own feelings related to learning under the teacher's guidance.

**Purpose:** A classroom is filled with all kinds of feelings, but not all of these feelings are conducive to learning. This activity helps students become aware of how they are feeling as they get themselves ready to learn or after they have been learning for a while.

**SEL focus:** Self-awareness (Identifying one's emotions)

**Materials:** The **FEELING TRAFFIC SIGNS** poster

**Steps:**

1. Tell students that it is important to notice how they are feeling as they get themselves ready to learn or after they have been learning for a while because some feelings benefit their learning and some do not.
2. Refer students to the **FEELING TRAFFIC SIGNS** poster.
3. Ask students to indicate which zone (red, yellow, green, or blue) they are in. Students may hold up cards of corresponding colours or hold up 1, 2, 3, or 4 fingers.
4. Assess the general energy level of the class.

**Modifications and variations:**

- The teacher could do a check-in himself/herself before students do their check-in.
- The **FEELING TRAFFIC SIGNS** poster may not be necessary if students are familiar with a range of feeling/emotion vocabulary. They can post adjectives that describe how they feel on a Padlet wall for the teacher to have a quick assessment of the general energy level of the class.
- If the teacher decides that a calming, (re)focusing exercise is to follow this activity, the teacher could tell/remind students that one function of feelings/emotions is to help them choose what to do next.

**Note:**

- Before the activity is attempted for the first time in a classroom, the teacher should make sure students understand the meaning of all the vocabulary in the **FEELING TRAFFIC SIGNS** poster.

# Feeling traffic signs

Which zone am I in now?



**Out of control**

Angry	Mean
Terrified	Yelling/Hitting



**Loss of some control**

Frustrated	Worried
Silly	Excited



**Ready to learn**

Happy	Calm
Feeling okay	Focused



**Moving slowly**

Sad	Sick
Tired	Bored

## **HOT COCOA BREATHING**

**Time:** 2 minutes

**Overview:** Students engage in a deep breathing exercise while pretending to be holding a cup of hot cocoa.

**Purpose:** This deep breathing exercise helps students calm down and (re)focus.

**SEL focus:** Self-management (Managing one's emotions)

**Reference:** SEL strategy book P.10

### **Steps:**

1. Tell students it is time for the class to calm down and/or (re)focus.
2. Ask students to
  - i. make a cup out of their hands and pretend it is a delicious cup of hot cocoa.
  - ii. take a slow, deep breath to smell the delicious hot cocoa.
  - iii. cool it down by blowing on it with a long breath.
  - iv. repeat the deep breathing several times until their hearts tell them that the cocoa is ready to be enjoyed.
  - v. pretend to drink the hot cocoa.
  - vi. feel the calmness and remember this feeling.
3. Invite students to start to learn / return to their work.

### **Modifications and variations:**

- Students could imagine smelling a flower and blowing out a candle.

## **MY PRIVATE GARDEN**

**Time:** 5 minutes

**Overview:** Students visualise visiting their own private gardens where they can see, feel/touch, hear, smell and taste different things that calm them down.

**Purpose:** This visualisation exercise helps students calm down and (re)focus.

**SEL focus:** Self-management (Managing one's emotions)

**Materials:** Script (if necessary)

### **Steps:**

1. Tell students it is time for the class to calm down and/or (re)focus.
2. In a gentle voice, ask students to
  - i. sit comfortably, with their shoulders relaxed and their feet on the floor.
  - ii. close their eyes and focus on their breathing. There is no need to slow down their breathing.
  - iii. keep quiet throughout the activity.
3. Lead students to
  - i. visualise that they are outdoors and walking down a path that leads to a gate; they open the gate and reach their private garden.
  - ii. imagine that they can find everything that makes them calm there.
  - iii. imagine seeing, feeling/touching, hearing, tasting and smelling all these things that make them calm.
  - iv. visualize leaving the garden when they finish.
4. Tell students that this calmness will stay with them the whole English lesson today as they take on new challenges.
5. Ask students to remember this feeling and open their eyes.

### **Modifications and variations:**

- When students are familiar with this activity, the teacher can simply ask students to close their eyes and spend one minute visualizing visiting their own garden in order to calm down and (re)focus. A triangle or a bell can be gently sounded to signify the end of the activity.

## Script for MY PRIVATE GARDEN

In the exercise, we will relax.

I want you to sit up straight. Relax your shoulders. Put your feet on the floor. Let your chair fully support your body.

We will keep quiet throughout this exercise. We do not talk.

Let's take a few quiet, relaxing breaths together. Breathe in—your chest rises. Breathe out—your shoulders drop. Let's try this again. Breathe in, breathe out. Breathe in, breathe out.

Remain quiet. Close your eyes and relax. Breathe quietly.

Now imagine that you are in the outdoors. The sun is shining. A few white clouds are floating in the sky. The weather is beautiful. It is not too hot, not too cold. It is just right. You can feel the warmth and energy of the sun on your skin.

You are walking. The wind is blowing through the leaves on the trees. You come to a small gate. You open it.

You arrive at a garden. You feel very relaxed and peaceful in this garden. Everything that you find relaxing and peaceful is here. Perhaps there is a pillow, your favourite plush toy, or your favourite blanket. What can you see? Are there a lot of flowers? Butterflies? Birds? Puppies or kittens? Slowly, look around. What can you find in this quiet, relaxing, peaceful place?

Touch them. Do they feel warm and soft? Enjoy this feeling.

Listen. What do you hear? Is there soft music? Can you hear a river running? Are the birds singing? Can you hear the wind blowing through the leaves on the trees? Enjoy the sounds.

Now, take a deep breath. What do you smell? Is it a flower? Or the smell of some freshly washed and dried clothes? Smell. What do you smell?

Is there any food or drink in your quiet, peaceful garden? If yes, take a bite or a sip. Enjoy the taste that is now in your mouth.

Take the time to enjoy your visit to this garden.

When you are ready to leave, slowly walk back towards the gate of your garden. Push the gate open and leave.

You may open your eyes.

You have enjoyed your visit to your garden, and now you feel relaxed and peaceful. This feeling will remain with you throughout the English lesson.

In the future, when you feel angry, stressed, or unhappy, you can always return to this garden to find peace and quiet.

Adapted from [https://www.mirecc.va.gov/cih-visn2/Documents/Patient\\_Education\\_Handouts/Visualization\\_Guided\\_Imagery\\_2013.pdf](https://www.mirecc.va.gov/cih-visn2/Documents/Patient_Education_Handouts/Visualization_Guided_Imagery_2013.pdf)

## BEFORE INSTRUCTION

### GPA GOAL SETTING

**Time:** 10 to 15 minutes

**Overview:** Before learning a new unit, students set English learning goals, think about possible obstacles and plan actionable steps.

**Purpose:** Goals help students focus; they motivate and set students on a course of action to achieve success.

**SEL focus:** Self-awareness (Having a growth mindset)  
Self-management (Setting personal goals; using planning and organisational skills; identifying solutions for personal problems)

#### Steps:

1. Tell students that setting learning goals can help them become better learners.
2. Explain the **GPA GOAL SETTING** process: choose **g**oals, think about **p**roblems, and plan **a**ctions.
3. Provide some examples of goals.
4. Give students time to come up with goals, problems and actions.
5. Tell students they are now ready to become better learners.

#### Modifications and variations:

- Before students set their learning goals, the teacher could share his/her own goals for teaching this unit with students. Examples include, ‘I would like to be more patient with you’, ‘I would like to be a better listener. I will pay more attention to your feedback and give you the support that you need’. This helps normalise goal setting.
- Students could reflect upon the good learning habits they already have before they set goals. This positive way to begin helps build confidence and a growth mindset.
- For students new to goal setting, the teacher could provide a list of goals for them to choose from. An example is on the next page.

#### Note:

- It is important that students monitor their progress from time to time. At the beginning of each day, the teacher could ask students to refer to the GPA goal setting worksheet. This helps remind them what targets they want to reach and allows them to reflect upon their progress.



# My English learning goals

<b><u>G</u>oals</b> IN CLASS <input type="checkbox"/> Listen to my teacher attentively <input type="checkbox"/> Ask questions when I cannot follow <input type="checkbox"/> Participate actively in group activities <input type="checkbox"/> Speak in English confidently <input type="checkbox"/> Be good listeners; do not jump in when others have not finished <input type="checkbox"/> Offer support to my classmates <input type="checkbox"/> Learn from failure <input type="checkbox"/> Do not give up easily _____	<b><u>P</u>roblems</b>	<b><u>A</u>ctions</b>	Self-evaluation 😊 😐 😞	How can I do better next time?
<b>AT HOME</b> <input type="checkbox"/> Stay focused when I do homework <input type="checkbox"/> Do not give up easily <input type="checkbox"/> Make a revision plan _____				
<b>OTHERS</b> _____ _____ _____				

**STAY CALM USING MY FIVE SENSES (or GROUNDING)**

**Time:** 3 minutes

**Overview:** Students are led to pay attention to what they can see, feel/touch, hear, smell and taste while they stay in their seats.

**Purpose:** This grounding exercise helps students calm down and (re)focus.

**SEL focus:** Self-management (Managing one's emotions)

**Reference:** SEL strategy book P.12

**Steps:**

1. Tell students it is time for the class to calm down and/or (re)focus.
2. In a gentle voice, ask students to
  - i. sit comfortably, with their shoulders relaxed and their feet on the floor.
  - ii. focus on their breathing. There is no need to slow down their breathing.
  - iii. keep quiet throughout the activity
3. Lead students to notice
  - i. 5 things they can see
  - ii. 4 things they can feel/touch
  - iii. 3 things they can hear
  - iv. 2 things they can smell
  - v. 1 thing they can taste

## BEFORE INSTRUCTION

### I PREDICT...

**Time:** 5 to 10 minutes

**Overview:** Students make predictions about the activities that they will do in today's lesson based on what they remember from the previous lesson.

**Purpose:** By reflecting upon what they have learnt and making sense of it, students think metacognitively about their learning. This activity promotes learning and allows students to identify and leverage their strengths, e.g. memory, analysing skills, creativity, communication.

**SEL focus:** Self-awareness (Identifying personal assets)

#### **Steps:**

1. Ask students to try to recall what they learnt in the previous lesson.
2. Ask students to form pairs or groups. Then ask them to discuss, using their creativity and experience, what activities they will do in today's lesson.
3. Invite students to share their ideas with the class.
4. Ask students to share in pairs what strengths of theirs helped them make the predictions.

#### **Note:**

- The teacher should remind students to show respect to their classmates who volunteer to share their ideas.

## **POSITIVE SENTENCES (or POSITIVE AFFIRMATIONS)**

**Time:** 1 to 2 minutes

**Overview:** Students say positive affirmations aloud to motivate themselves.

**Purpose:** When students repeat these positive affirmations frequently, their minds learn to challenge negative thoughts. This can help boost their confidence and help them adopt a growth mindset.

**SEL focus:** Self-awareness (Having a growth mindset)

### **Steps:**

1. Tell students that they can say positive sentences frequently to motivate themselves.
2. Show the positive sentences on the screen.
3. Read each positive sentence aloud.
4. Have students read each positive sentence after you.

### **Examples of positive affirmations:**

#### Affirmations to begin the day

- Today, I will work hard.
- I will put in effort so that I can achieve success.
- Feedback will help me learn and grow.
- I will learn from others today.
- Learning makes me feel good.
- I am excited about learning.

#### Affirmations to end the day

- Today, I did my best. Tomorrow, I will do the same.
- The mistakes I made today will help me do better tomorrow.
- Today, I worked hard. My hard work will show tomorrow.
- Today, I made an effort to learn from other people.

#### Affirmations for facing a setback

- I am a problem solver.
- I can do hard things.
- I don't give up easily.
- It's not 'I can't'. It is 'I can't, yet'.
- Failure helps me learn and grow.

## **POSITIVE SELF-TALK**

**Time:** 1 to 3 minutes

**Overview:** Students cope with different negative feelings by saying things to encourage themselves.

**Purpose:** Students come across a range of negative feelings, such as stress, boredom, anxiety, disappointment, and hopelessness while they are learning. By adopting this cognitive coping strategy, they gain control of their feelings and stay motivated.

**SEL focus:** Self-awareness (Linking feelings and thoughts)  
Self-management (Managing one's emotions)

**Materials:** SEL strategy book P.13, P.15, and P.16

### **Steps:**

1. Tell students positive self-talk can help them deal with unpleasant feelings.
2. Introduce some sentences students can say to themselves when they feel discouraged.
3. Distribute small pieces of paper to students and ask them to write encouraging things to say to themselves
  - i. from a second-person point of view and calling their own name (E.g. *Mandy, you know you can do this.*)
  - ii. imagining they are their own very supportive friend
4. Ask students to keep these pieces of paper in their pencil cases/ purses/ handbook sleeves so that they can refer to them anytime they feel discouraged.

### **Modifications and variations:**

- If students are familiar with doing positive self-talk, they may not need to write down the encouraging words. Instead, the teacher could give students a minute in which they close their eyes and say encouraging words to themselves.

### **Notes:**

- Before the activity is attempted for the first time in a classroom, the teacher could explain to students what self-talk is: *Self-talk is what we say to ourselves; sometimes it is positive (when what we say encourages us); sometimes it is negative (when what we say discourages us).*
- The teacher should also model positive self-talk in his/her daily teaching.

**FIND SOMETHING POSITIVE (or POSITIVE REFRAMING)**

**Time:** 5 to 10 minutes

**Overview:** Students cope with an unpleasant situation by finding something positive within it.

**Purpose:** This activity helps students become optimistic and resilient.

**SEL focus:** Self-awareness (Linking feelings and thoughts)  
Self-management (Managing one's emotions)

**Reference:** SEL strategy book P.14

**Steps:**

1. Elicit from students how they feel about the unpleasant situation and why they think this way.
2. Tell students that they can lift their moods by finding something positive in an unpleasant situation.
3. Give students time to think about the good things about the unpleasant situation or what they can learn from it.
4. Have students share with the class their ideas.

**Notes:**

- The teacher should remind students to show respect to their classmates who volunteer to share their ideas.
- The teacher should model positive reframing in his/her daily teaching.

## AFTER INSTRUCTION

### EXIT TICKET

**Time:** 2 to 5 minutes

**Overview:** Students think metacognitively about their learning.

**Purpose:** This activity helps students become aware of their strengths and weaknesses as learners; this awareness can help them plan their learning more effectively.

**SEL focus:** Self-awareness (Identifying one’s emotions; identifying personal assets; having a growth mindset)  
Self-management (Setting personal goals; identifying solutions for personal problems)

**Materials:** Exit ticket

#### Steps:

1. Distribute the exit tickets to students.
2. Have students write their responses to 1 to 3 prompts on the exit ticket. Prompts could include
  - i. What I remember most about this lesson
  - ii. Something I am curious about
  - iii. Something I have learnt
  - iv. Three things I have learnt today
  - v. What I did well today as a classmate/learner
  - vi. How I can do better
  - vii. How I feel and why
3. Collect the exit tickets from students.
4. Review students’ responses after class. Follow up accordingly.

#### Note:

- Depending on the information the teacher would like to collect from students, different questions can be included in the exit ticket.

### **Exit Ticket**

**1. What I remember most about this lesson:**

**2. Something I am curious about:**

### **Exit Ticket**

**1. Three things I have learnt today:**

**2. How I feel and why:**



## Appendix 2

### Lesson goals



#### We are learning to:

- Make predictions about the reading text

(Part A Lesson 1)

### Lesson goals



#### We are learning to:

- Read a chant to find information
- Choose and do a suitable activity to help ourselves focus
- Check if our predictions are correct



(Part A Lessons 2-3)

### Lesson goals

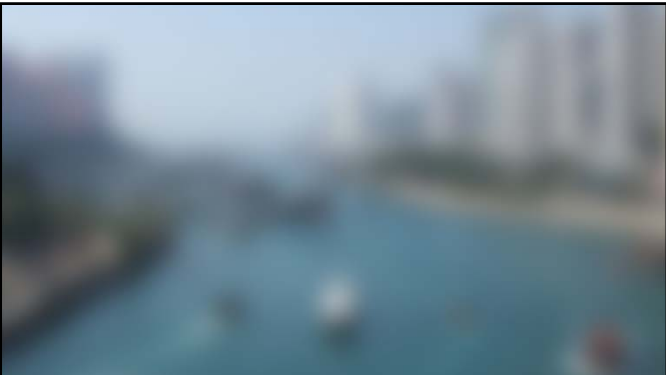
#### We are learning to:

- Connect our experiences with the chant
- Share our ideas with our classmates
- Show respect as we listen to our classmates
- Think of ways to solve personal problems



(Part A Lesson 4)

Appendix 3



**Appendix 4**

I say to myself

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**Today I will work hard.**

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**I get better and better each day.**

---


**Learning makes me feel good.**

# Think-Pair-Share

*Write your responses in the spaces provided. Then share your responses with your partner. Lastly, share what both of you think with the class.*

How does the girl feel before she finds out where she wants to go on the next day?

Write about a time when you didn't know what you wanted to do.



Do you think it is okay to sometimes not know what you want?

What do you do when you don't know what you want?

## Appendix 6

### Lesson goals



We are learning to:

- Make sentences with the simple future tense
- Make responsible decisions
- Say something positive to ourselves in an unpleasant situation

(Part B Lessons 1-2)

# Scenario 1

You are Sam. Tomorrow is a holiday. You and your family have decided to go hiking in Sai Kung.



## Task

As responsible hikers, what will and will you not do tomorrow? Make a list in the spaces provided below.



Watch this video for some ideas.



✓	✗
E.g. We will bring a map.	

## Scenario 2

You are Sam. You wake up early in the morning because you are very excited about going hiking today. However, the sky is dark, and it is raining.



### Task 1

You wonder, 'Should we go hiking?' Write down your thoughts.

Yes/ No (Circle)

Reason(s):

### Task 2

You will not go hiking today. You feel disappointed and sad. You remember that your English teacher has taught you to say something positive to yourself when things do not go as planned. Write down the things that you can say to yourself.