

“WE” Positive Dynamics Scheme (For Primary School)

Student Talk on “Be a Positive and Energetic ME”

- Objectives: 1. To enable students to differentiate positive and negative energy and learn how to lead a life with “positive energy”.
2. To enable students to “strengthen” their energy and learn to be grateful.

Time	Activities	Remarks
10 mins.	<p>Stimulation Activity:</p> <ol style="list-style-type: none"> The story of Nick helps students understand what a person with “positive energy” is like. (Play the film clip.) Let students know the advantages of being a person with “positive energy”. 	If time allows, play the film clip.
20 mins.	<p>The story of “Ming Ming and Ying Ying” shows students the difference between “positive energy” and “negative energy”. <u>(Assistance from two teachers or two students is required.)</u></p> <p>Students are to be divided into two groups by left and right and have a competition in strength. The two teachers are assigned to assist one group each. Teacher A reads out Ming Ming’s dialogues and leads students of group A to raise their thumbs and then cry out “good news” (“applause” will be played at the same time). Teacher B is responsible for reading out Ying Ying’s dialogues and leads students of group B to show their thumbs down and then cry out “bad news” together (“booing” will be played at the same time).</p> <ol style="list-style-type: none"> What were Ming Ming and Ying Ying doing in the story? Swimming What was the usual mood of Ying Ying in the story? Why? Unhappy. Because she always considered herself in a “bad news” situation —> negative What was the usual mood of Ming Ming in the story? Why? Happy. Because she always considered herself in a “good news” situation —> positive How did the story end? Ying Ying was influenced by Ming Ming. In the end, bad news became good news. Who do you think was happier, Ming Ming or Ying Ying? Why? Ming Ming. Because he/she looked on the bright side —> positive. <p><u>Summing-up: Everybody is capable of being a person with “positive energy”.</u></p> <ol style="list-style-type: none"> Different response to the same event will generate different energy. Positive response (looks on the bright side) -> positive energy -> happy Negative response (thinks about the bad side) -> negative energy -> unhappy Mood affects each other. 	<p>Play the PowerPoint of “Ming Ming and Ying Ying” (Owing to copyright issues, schools should design their own PowerPoint.) Please refer to Annex 1 for the storyline.</p>
10 mins.	<p>Exercise: Differentiate “positive energy” and “negative energy” Encourage active participation of all students.</p>	Teacher decides the

	<p>How to play: Each PowerPoint shows a piece of “news”. If you consider it “good news”, please stand up and clap your hands. If you consider it “bad news”, please remain seated and put your hands on your head. (Total no. of PowerPoint slides: 9)</p> <p>* Speakers should help students turn the “bad news” into good news. (Reference answers can be found in the PowerPoint.)</p>	<p>number of questions, depending on the time available.</p>
<p>15 mins.</p>	<p><u>Strengthening positive energy: Be grateful</u> Play the short film of World Vision.</p> <p><u>Interview</u> Do you have enough to eat in Hong Kong every day? Do you have shoes? How much time do you spend for walking/travelling by transportation to school every day? Can you enjoy air-conditioning during hot summer?</p> <p><u>Definition of gratefulness:</u> When we notice that there are wonderful things in our life (e.g. help from others), we should be grateful because this is not a matter of course. Therefore, we should be grateful for help from others.</p> <p><u>Exercise:</u> Play the PowerPoint with examples for students to answer. (Altogether 3 questions)</p>	
<p>5 mins.</p>	<p>Conclusion: Think out/Write down three things which make you feel grateful every day. Invite teachers around to share one thing they feel grateful today (as a demonstration): (Example: Today I forgot to bring my textbook and Siu Ming shared his with me.)</p>	