

Session 2

- ★ 12. **Warm-up activity:** Randomly pick some students and ask whether they have browsed the website introduced in the last session. Visit the website **(Activity/Game 5)** and play the music for 2 - 3 minutes if most students have not listened to it yet. If most of them have already listened to it, cut it to about 1 minute.

[1] Depending on the circumstances, teachers may provide students with guidance to increase the effectiveness of the activity, such as:

- ask students to close their eyes while listening and see whether it is easier to calm their minds;
- ask students to pay attention to their own breathing rhythm and see if it becomes slower and more even.

[2] Besides music, teachers can also play the sound of running water, rain and other sounds of nature. If there is no equipment to play the music, ask students to meditate with their eyes closed to attain a similar effect.

Remark:

This activity can be swapped with Step 14, that is, distribute and complete the worksheet of "My Sources of Stress" **(Activity/Game 6)** first, then play the music **(Activity/Game 5)**. The advantage of this arrangement is to allow students to first find out about their own stress level, then let them experience the effect of music as a solution in relieving stress. The original sequence is intended to use music as a warm-up exercise to help students focus on the subject. The two arrangements have their own merits and teachers can decide which one suits them better.

Activity/Game

Activity/Game 5:

A Great Tool to Relieve Stress

Teachers can choose their favourite music, or use light music and sounds of nature available online, such as the sound of running water, rain and birds, etc.

Teachers can decide on the length of this part according to the situation. 2 - 3 minutes are recommended.

Activity 5 Concept

Warm up the class in a relaxed way, as a continuation to the last session. Introduce some practical and effective methods to relieve stress.



13. After playing the music, teachers can ask the students how they feel after listening to the music? Teachers can then point out that music could help relieve stress, and ask students what other ways could be used to relieve stress? (e.g. hiking, sports, talking with friends) Students can speak freely and teachers can express their own opinions and share ways to relieve stress.

Recommended time for playing music + teaching + sharing:
about 5 minutes in total

14. Ask students under what circumstances they would feel stressful? Let students answer freely, then distribute the “My Sources of Stress” worksheet (**Activity/Game 6**) and ask students to select their sources and level of stress. No need to collect the worksheets back. After completion of the worksheet, advise students to face their stress problem. Students with high stress level can consult teachers or social workers; students with low stress level are encouraged to help others proactively. Among the “sources of stress”, emphasize the item of relationship with “family” and “friends” as the lack of a healthy “social” network is usually a source of stress for teenagers.

Recommended time for worksheet distribution + teaching:
about 8 minutes in total

Activity/Game

★ Activity/Game 6:

My Sources of Stress

Distribute worksheets to students, and ask them to select their sources and level of stress.

Recommendations are stated in the worksheet. Students with high stress level are recommended to consult teachers or social workers; students with low stress level are encouraged to help others proactively.

Activity 6 Concept

Help students understand their sources of stress and face the problem. Take the chance to introduce the importance of “social health” by telling them that anyone in need should seek help while those who have the ability should help others.

★ 15. Following on the friend/family relationship as mentioned above, teachers bring out the importance of getting along with family members. Teachers can talk about the story of the Ng sisters (**Activity/Game 7**), and after that, discuss with students along the following suggested points:

- the importance of family
- the spirit of sacrificing for the family
- the optimism and perseverance of the three sisters
- patients with organ failure need organ donation to start a new life

Teachers can emphasize that family support is of utmost importance when we encounter unfortunate incidents (such as illness and accident).

Concept of Ng's story

Ng Miu-Man, a patient with kidney failure, received organ donation from her two sisters successively to extend her life. She then participated in a number of voluntary work and kept contributing to the society. This case shows that family members will always have our back in times of difficulties, and mutual care and support are the best way to overcome difficulties and adversity. The story of the Ng sisters is worth introducing and sharing with students.

Recommended time for teaching + discussion:
about 8 minutes in total

For details on Ng Miu-Man's case, please refer to the "Teacher's Reference" section of this toolkit on page 35.

For information on social health, please refer to the "Teacher's Reference" section of this toolkit on page 33.

Activity/Game

★ Activity/Game 7:

The story of the Ng sisters

Teachers introduce the story of kidney donation by the two sisters of Ng Miu-Man through the use of powerpoint and video.

Title: 伍妙敏姊妹情深
(2021)

[Length: 3'05"]

Title: She saved her sister's
life by donating her
kidney (2020)
[Length: 2'06"]
[in English]

Article: 器官捐贈 — 故事分享
(一切由換腎開始)

Activity 7 Concept

Use the case of organ donation to explain that family members are the core of "social health", and at the same time introduce the importance of an optimistic and positive mind.



- ★ 16. Ask students the following questions: are you willing to donate organs to your family? If you know the Ng sisters, what will you say to encourage them? If you are Ng Miu-Man, what will you do? Will you stay optimistic and positive to find a solution, or wait to die while feeling self-pity? Guide students to think about: what kind of person are you? Are you willing to sacrifice for your family? What are your personality traits? Then think about the value of family and friends.
- ★ 17. Distribute worksheets (**Activity/Game 8**) with different personalities (such as kind, lively, indecisive, stubborn, etc.) printed on them, let students circle those that fit them.
- ★ 18. Ask students to identify the positive personalities in the worksheet and point out that those personalities could help them overcome difficulties. On the other hand, guide students to improve their negative personalities with a positive attitude, for example, “indecisive” can be seen as “careful”, and “careless” as “casual”.
- ★ 19. Teachers can share their own views. No need to collect the worksheets. Explain to students that the worksheet can help them understand themselves, and at the same time, bring out to them that a “perseverant” and “optimistic” personality could help overcome adversities in life.

Recommended time for worksheet distribution + teaching:
about 5 minutes in total

For information on spiritual health, please refer to the “Teacher’s Reference” section of this toolkit on page 34.

Activity/Game

★ Activity/Game 8:

What kind of person am I?

Distribute worksheets with a list of different personalities to students and ask them to circle their own personality traits.

Activity 8 Concept

Let students reflect on their own personality and understand the importance of establishing a positive and optimistic outlook on life.

- ★ 20. Following on the previous personality analysis, teachers emphasize the importance of optimism. Teachers can then prove this point with videos showing the inspirational experience of certain people **[Activity/Game 9]**. Teachers can select appropriate case(s) according to the time available. Recommended cases include:

Concept of Chan Kwok-Ming's Video

Chan Kwok-Ming suffered from kidney disease and organ failure. After he was granted a new life after organ transplant, he realised how valuable a healthy body was. After recovery, he kept exercising to maintain his health. In recent years, he has completed six World Marathon Majors. In 2017, he even climbed up the Mount Everest Base Camp. He hopes that his positive attitude can help demonstrate that an organ recipient can also live a meaningful life. Chan Kwok-Ming's determination and optimism are worth sharing with students.

Concept of Hui Pui-To's Video

Hui Pui-To is a retired Principal Fireman. He saved many lives throughout his career and is a hero in the eyes of many people. However, he only survived from his liver disease because of an organ donated by another person. Throughout his life journey, he realized the true meaning of happiness and blessing. His views on life are worth sharing with students.

Activity/Game

★ Activity/Game 9: Stories of Positive Life

Play interview videos to let students learn about a perseverant and optimistic attitude towards life.

Activity 9 Concept

Use real cases to help students understand that by upholding the values of optimism and being helpful, it can drive us forward and help us deal with adversity in life.

[1] Chan Kwok-Ming, Peter

Title: 「三腎跑手」跑全馬
(2019)

[Length: 2'48"]

Title: 3腎馬拉松跑者
Peter Chan (2016)

[Length: 2'47"]

[2] Hui Pui-To, Sam

Title: 善火雄心。真。生命
影響生命 (2020)

[Length: 7'16"]

0'01" His life attitude and value

2'14" Hui's daily life after recovering from organ transplant

5'18" Outlook on life: with sense of appreciation



Concept of Lai Chi-Wai's Video

Lai Chi-Wai was once a nimble athlete who had won many awards in the bun-snatching events of Cheung Chau. However, a traffic accident forced him to live on a wheelchair for the rest of his life. Instead of giving up, he faced the adversity of life with a positive attitude and shone again after coming through all the pain and struggles. With strong determination, Lai Chi-Wai regained his strength and climbed to the top of Lion Rock, proving that a person can still live well even after experiencing adversity. This story is worthy of sharing.

- ★ 21. **Summary:** Adversity in life is inevitable, but persistence and optimism in both personality and faith can help us face the challenges. In addition, teachers may mention that religions can also enrich us spiritually.

Recommended time for watching videos + teaching:
about 10 minutes in total

- ★ 22. **Conclusion:** Teachers briefly summarize the learning points in Session 2. First, we should maintain our physical and mental health, establish good living habits, understand the source of our stress and find the right solution. Moreover, we are members of the society, it is therefore essential to keep a good relationship with people around us, including our family, classmates, teachers, friends, etc. Family and friends will always have our back. On the spiritual side, although we often encounter difficulties in life, we should stay positive in the face of challenges so that we can confront adversity.

Final Conclusion: It is important for us to cultivate good living habits and pay attention to our "physical", "mental", "social" and "spiritual" health. To be capable of helping others, we ourselves must live a healthy life.

Recommended time for teaching + concluding:
about 4 - 5 minutes in total

Activity/Game

[2] Hui Pui-To, Sam

Title: 細味人情：復康之路
下集 (2019)
[Length: 13'13"]
[Recommended:
0"- 8'11"]

- 0'36" Introduction
- 1'39" His father's remarks
- 3'06" His life as a fireman
- 4'18" Regaining his life after a serious illness
- 6'08" His feeling after helping in the Sichuan disaster

[3] "The King of Bun Snatching" Lai Chi-Wai

Title: 谷底再攀獅頂 —
黎志偉 (2017)
[Length: 10'35"]

- 2'18" Learn to face adversity
- 3'32" Starting a new life
- 4'20" Decided to climb Lion Rock
- 5'47" The journey and difficulties he faced in the climb
- 8'01" Fulfilling the dream to reach the top
- 9'59" His feeling and encouragement

Title: Inspiring tale of paraplegic climber
Lai Chi-wai (2017)
[Length: 2'53"]
[in Cantonese with English subtitles]