

Session 2

6. Divide students into groups, 4 to 6 students each, and conduct **[Activity/Game 3]**. After finishing the game, no matter whether any egg is broken, teachers may point out that though it is a small egg, a real life is incubated within the fragile shell.
7. Mention that plant is also a form of life. Germination of green beans is a common experiment in primary school. Use this as an example to point out that ordinary food like egg or green bean can contain a valuable life. If we do not protect or nurture them with care, then they will not be able to grow well and life may probably be lost. Teachers may then start the topic of “exploring the meaning of life”.
- ★ 8. Point out that students can celebrate their birthday every year, wake up, and go to school everyday. But this normal life is not guaranteed for everyone.

Imagine that there is a twelve year-old girl, just about the same age as students in class, suddenly suffered from a rare disease which paralysed her lower body, and put her into a wheelchair for the rest of her life. She lost her health and social life all in an instant, and was not able to continue her study at school any more. [This is Liu Hsia’s story. Teachers can hold out the story on students until the teaching/video in Step 12 - 13.]

Concept of Liu Hsia’s Video

Liu Hsia fell ill at the age similar to junior secondary students. It is believed that students will share her feeling more easily. This session aims at bringing out positive values by showing Liu Hsia’s story of overcoming adversities. Details of the story will be provided at the end of Session 2.

Activity/Game

Activity/Game 3: Exploration of Life

- (1) Before class: Teachers to prepare several eggs, and tissue/wet towel/plastic bag for cleaning of broken eggs
- (2) Divide students into groups, 4 – 6 students each, and distribute one egg to each group
- (3) Ask each group to write their group name on the eggshell, and each member to draw a picture/sign their name/write their goals of the year on it
- (4) Teachers can also create their own themes of drawing/writing, or design other tasks, with the purpose of requiring students to handle the matters carefully
- (5) Remind students to handle/draw/write on the egg carefully as it is fragile
- (6) When finished, ask the groups to exchange their eggs and write comments on the eggshell

Activity 3 Concept

Let students explore and feel the preciousness of life, responding to the 1st key learning point of this module. We may not feel sorry for a broken egg as it is a common food. But in fact, it could contain a precious life which might be lost if we do not handle it carefully.



- ★9. Further point out that life is precious and fragile, and can be influenced by internal and external factors, for example:
 - Internal factors: e.g. congenital defects or disability, diseases or organ failure that requires organ donation, etc.
 - External factors: e.g. accidents or epidemic

- ★10. We have no control over accidents or congenital diseases, which may become serious enough to result in organ failure, and hence requiring transplantation of organ. Just like the girl we mentioned, she fell ill at a very young age and had to face adversity for the rest of her life. Whether we can face it with a positive attitude is the key for us to overcome difficulties and live a great life.

- ★11. Ask the students: what they will do if they encounter adversity as the young girl mentioned above. Let students discuss and answer freely. Possible answers include: self-pity, continue studying and finish their education, seek medical treatment, apply for Comprehensive Social Security Assistance. Write down the comments and solutions provided by students on a paper or the blackboard. Then tell them that this is a true story. Before the end of this Session, teachers will reveal the girl's later life and how she dealt with such hardship.

Recommended time for teaching + discussion:
about 8 - 12 minutes in total

- ★12. Point out that adversity is inevitable in life, but we can learn from the experience and stories of the others. There are a lot of people in the world who are worth learning from. Teachers can start **(Activity/ Game 4)**, use the video of Nick Vujcic or other local cases (such as organ recipients Chan Kwok-Ming, Wong Yim-Wa, Phan Thanh Vinh or Yim Chor-Pik) to explain the attitude we should have in times of adversity and how those life fighters influence others with their stories. Teachers can play one or more videos, depending on the situation. It is recommended to play Liu Hsia's video at the end (to echo with Step 8).

Activity/Game

★ Activity/Game 4:

Stories of Fighters in Life

Depending on the situation, teachers can play videos of various fighters in life. The recommended videos can be found on the internet. Please find the concept of each video at step 12 on the left.

Activity 4 Concept

The stories demonstrate that challenges can be overcome with perseverance. The life fighters have shown the beauty of human nature by influencing other people's life with their own experience, spirit and positive attitude, responding to the 2nd key learning point of influencing life with life, and the 3rd point of positive outlook on life. Students can also learn about the life and spiritual journey of organ recipients through the cases of Chan Kwok-Ming, Wong Yim-Wa and Phan Thanh Vinh, responding to the 6th learning point of this module: the relation between life values and organ donation. Despite the differences in our life journey, every person can be a fighter in life.

Concept of Nick Vujicic's Video

Both videos are in English with Chinese subtitles, suitable for both Chinese and non-Chinese students. Nick is congenitally disabled and in the eyes of most people, it is impossible for him to achieve anything. However, Nick tried very hard and has become famous internationally and as a "life fighter", his struggle has inspired numerous people who are sad and need help. The positive energy he displays can help students establish a positive outlook on life.

Concept of Chan Kwok-Ming and Wong Yim-Wa's Video

All organ recipients have experienced the process of illness, organ failure, threat of dying, and rebirth after transplantation. Needless to say, they treasure their lives a lot. Chan and Wong, who have received organ transplant are grateful to their donors, to life and to the society. They use their own experience of overcoming difficulties and climbing Mount Everest to prove that organ recipients can also accomplish great success. Through actions, they have shown that a positive attitude can help change life.

Concept of Phan Thanh Vinh's Video

Phan Thanh Vinh had congenital heart disease. Since his childhood, he was in and out of hospital and was not able to live a normal life. In waiting for organ transplant, his health condition deteriorated but he still faced it positively and continued with his education. He also received a lot of support from his classmates and friends. Phan's experience of hovering between life and death, and his delight after regaining a new life, may be able to echo with the pulses of students who are at similar age with him. After a number of years, he received heart transplant and was able to do exercise, to continue studying and plan for his future. He can finally live the life of a "normal" person.

The case is also included in Module 4. If teachers plan to teach all four modules in one class, it is recommended to leave the case to Module 4. Otherwise, it is recommended to use the case in this Module.

Activity/Game

[1] Nick Vujicic

Title: 生命鬥士 勇闖高峰
振翅翱翔 (2018)
[Length: 3'29"]
[English with Chinese subtitles]

Title: 我和世界不一樣 (2011)
[Length: 45'37"]
[English with Chinese subtitles]

0'01" Sharing of daily life

4'50" Playing game with audience

10'20" His experience in early school days

18'08" How to get away from depression and adversity

25'35" His encouragement to audience

37'41" A rethink of the meaning of life

45'25" Conclusion and audiences' responses

[2] Chan Kwok-Ming and Wong Yim-Wa

Title: 器官移植康復者 一攀上珠峰 (2019)
[Length: 2'00"]
https://youtu.be/FmG5Q_NRJzg

[3] Phan Thanh Vinh

Title: 一個生命鬥士的故事 (2021)
[Length: 3'39"]
<https://youtu.be/lbZvpFFQ6LI>



Concept of Yim Chor-Pik's Video

Yim Chor-Pik is a local Hong Kong people. She was a happy girl, with a bright future after graduating from the university. Unfortunately, at the best moment in her youth time, she had a car accident. Since then, she had to live on a wheelchair. But Ms. Yim did not give up. She tried hard to walk out of the shadow and create a new world of her own. It is worth sharing with students her story of countering adversity.

Concept of Liu Hsia's Video

Liu Hsia fell ill at around 12-13 years old. Though she was diagnosed with a serious disease at a very young age resulting in her disability, she tried very hard to overcome that and had written many motivational books. Her positive outlook and attitude of life have become a great cure to those who have lost their faith. Her story of struggles is an excellent teaching material for secondary school students.

Recommended time for teaching + video:
about 8 - 12 minutes in total

Find more information on Nick Vujcic, Liu Hsia, Phan Thanh Vinh, and other life fighters in "Teacher's Reference" section of this toolkit on pages 64 - 65.

Activity/Game

[3] Phan Thanh Vinh

Title: 生命如此 唯有前行
(2017)

(Length: 13'11")

<https://youtu.be/S6W-he2LR1Q>

0'01" His school life and commendation

1'06" Difficulties in his daily life

1'56" His social and school life, his illness

8'35" The meaning of examination to Phan

9'45" Living with the disease, a rethink of his life

[4] Yim Chor-Pik, Rabi

Title: 輪上小巨人 (2017)
(Length: 9'24")

1'23" An unfortunate incident

3'16" Not giving up

4'00" The difficulties she came across

6'46" Speaking for herself and the others

8'31" Her feeling and encouragement

★13. After watching the video of Liu Hsia, reveal that she is the girl mentioned previously in Step 8. Review the students' comments written on the blackboard or paper in Step 11 and emphasise that Liu Hsia chose to face her difficulty with a positive attitude and that she was willing to struggle and live with courage. This attitude is the main reason for her being able to overcome adversity.

★14. **Summary:** Ask students what Liu Hsia and the characters in other videos have in common. Summarise after students have discussed and exchanged their ideas.

- They have all faced adversities without self-pitying;
- they have accomplished great success with strong will and a positive outlook on life;

- they have influenced and inspired other lives with their own;
- their stories have delivered a positive message to the society.

★15. Point out that we can get inspirations from the experience of other people. We often hear stories of organ recipients, and how these “fighters in life” live a better life after getting over the hardships. Their positive outlook, passion, perseverance and persistence for life are their weapons in overcoming adversities. Not only do those experiences enrich their own lives, their stories can also help others. That is how lives inspire lives.

★16. **Conclusion:** Briefly conclude the Module by asking students what the values of life are, or simply bring out the following key points. Through the cases of various fighters in life, including Liu Hsia, Nick Vujicic, organ recipients Chan Kwok-Ming, Wong Yim-Wa and Phan Thanh Vinh, we can learn that a positive outlook on life includes the following:

- Treasure our own living and life
- Be perseverance and positive in the face of setbacks
- Seek help if we cannot solve a problem alone
- Try to discover our own potential
- Always uphold a positive attitude in our daily life

(1) Life of human, animal or plant is precious. As we have experienced in the lesson, the life of even an egg or a bean sprout deserves to be respected and cherished.

(2) Adversity is inevitable in life. Even if we suffer from organ failure and need organ transplantation, we have to be perseverant in order to fight against adversity. As we have learned from the cases of organ recipients in this lesson, even if we encounter setbacks, as long as we face them positively and seek help timely, we can still live a wonderful life.

(3) After rain comes the sun. Such experience in life can be beneficial to oneself and even others. We can always influence life with life, and contribute to the society.

Activity/Game

(5) Liu Hsia

Title: 杏林子 生平介紹(2018)
(Cartoon) (Length: 4'32")

0'38" Basic information

0'44" The big change in her childhood

2'18" Her way to face adversity

3'52" Contributing to the society

Title: 知名作家 杏林子(2012)
(Length: 10'09")

(Recommend to watch till 5'04", the rest is a repetition)

0'02" Basic information

1'14" How she suffered from illness and overcome adversity

2'22" Her reading and writing style

3'38" Contributing to the society with love



Last remark:

The values of life are not bounded to oneself. Everyone in the world has their own values.

Recommended time for teaching + conclusion: about 5 - 8 minutes in total

Supplementary/Follow-up Activity:

Prepare a few plastic cups or paper cups. Plunge a hole in the bottom of each cup and stuff wet cotton inside. Divide students into groups, 4 - 6 each. Distribute some green beans to each group, ask students to take care of the beans and wait for them to sprout, either at home or in school. Tell them to look for the germination method online if necessary. Review the progress one week later/ in the next lesson [e.g. are the beans sprouting? What is the length of the longest one?] and bring out that though life is fragile, it can grow well if properly nurtured.