

香港資優教育學苑  
The Hong Kong Academy for Gifted Education

Commendation Award Project in Gifted Education

Key Learning Area (s)	Affective education
Project Title	Life warrior
School Name	CCC Kei Faat Primary School (Yau Tong)
Student Grouping	Free grouping (four in a group)
Summary	Some gifted students are perfectionists who set very high standard for themselves. If they fail to attain the standard, they may blame themselves and feel helpless. In these few lessons, the students are introduced to some disabled people. Though born disabled, they are passionate about their lives and endeavour to face and tackle the obstacles arising from their disabilities and finally achieved outstanding performance with their talents. The lessons aim to have the gifted students model themselves after these disabled people who have developed positive attitudes and skills towards adversities and setbacks.
Aim	<ol style="list-style-type: none"><li>1. To help students understand and accept the disabled.</li><li>2. To cultivate students' positive attitudes towards their lives</li><li>3. To develop students' positive attitudes and skills towards adversities</li><li>4. To teach students to show compassion and gratitude for others</li></ol>
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Target students	16 students (4 of them are P.6 students having taken Raven's Progressive Matrices scoring 130 or above; the rest of them are P.4-P.6 students with outstanding creativity and academic results)
Activities	<a href="#">Lesson plans (1-3)</a>
Project evaluation	The students had to make use of their higher order thinking skills to solve the worksheet questions. It was observed that the students could follow the questions of the worksheets and make discussions without teachers' guidance. It indicated that the

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(By what means? How? Recommendation for Improvement?)	contents of the activity were in line with the students' level and ability. After discussing the topics related to the contents, they shared their life experience. This could help them integrate what they have learnt with their everyday life. They could also learn how to tackle their problems and reflect on their ways of problem solving. Contextual questions enabled the students to make use of what they learned to solve problems. They also let teachers know whether the students could master and apply what they had studied. Most of the students said they would do voluntary work and help the needy to make the world a better place.
Teacher's Reflection	The practice time was too short. Due to exams and other activities, the school could only allow them to teach 2 to 3 lessons. Teachers had difficulties arranging the lessons and some students could not attend all of them. Moreover, questionnaires should be used to collect students' views on course contents and their own performance. Questions could be included in the reflection journal to stimulate the students' thinking.
Download	<ol style="list-style-type: none"><li>1. <a href="#">Reflective Journal 2009 Nov 4</a></li><li>2. <a href="#">Reflective Journal 2010 Jan 20</a></li><li>3. <a href="#">Reflective Journal 2009 Oct 30</a></li><li>4. <a href="#">Iconic book written by Hsinglintzu Song of Birth</a></li><li>5. <a href="#">Profile of Hsinglintzu</a></li><li>6. <a href="#">Behind the Gold Medal</a></li><li>7. <a href="#">Pretest WS</a></li><li>8. <a href="#">Hands of family</a></li><li>9. <a href="#">Gratitude Scheme</a></li></ol>