

Sponsored by Labour and Welfare Bureau



香港傷殘青年協會
Hong Kong Federation of Handicapped Youth

A database of e-learning materials to promote inclusive education "Guide to Accessible Inclusion" Inclusion Story

Chapter 3 Little Heroes Make a Big Splash Big Splash (Teacher's Guide)



2023 First edition

Chapter 3

Little Heroes Make a Big Splash

Teacher's Guide

In this chapter, Siu Chi, Siu Yong and Siu Oi overcame difficulties, showed courage and wisdom, and rescued Siu Yong's sister. Their actions were praised by the residents of the city. It shows that physical disabilities are not a weakness. People with disabilities can contribute to our society with their talents. The end of the story emphasises the importance of accessible facilities and shows an example of a friendly and inclusive society.



On a quiet night, a fire suddenly broke out in the city and the city was surrounded by fire and smoke. But Siu Yong's sister, who was playing hide-and-seek, was trapped in a big box and could not get out.



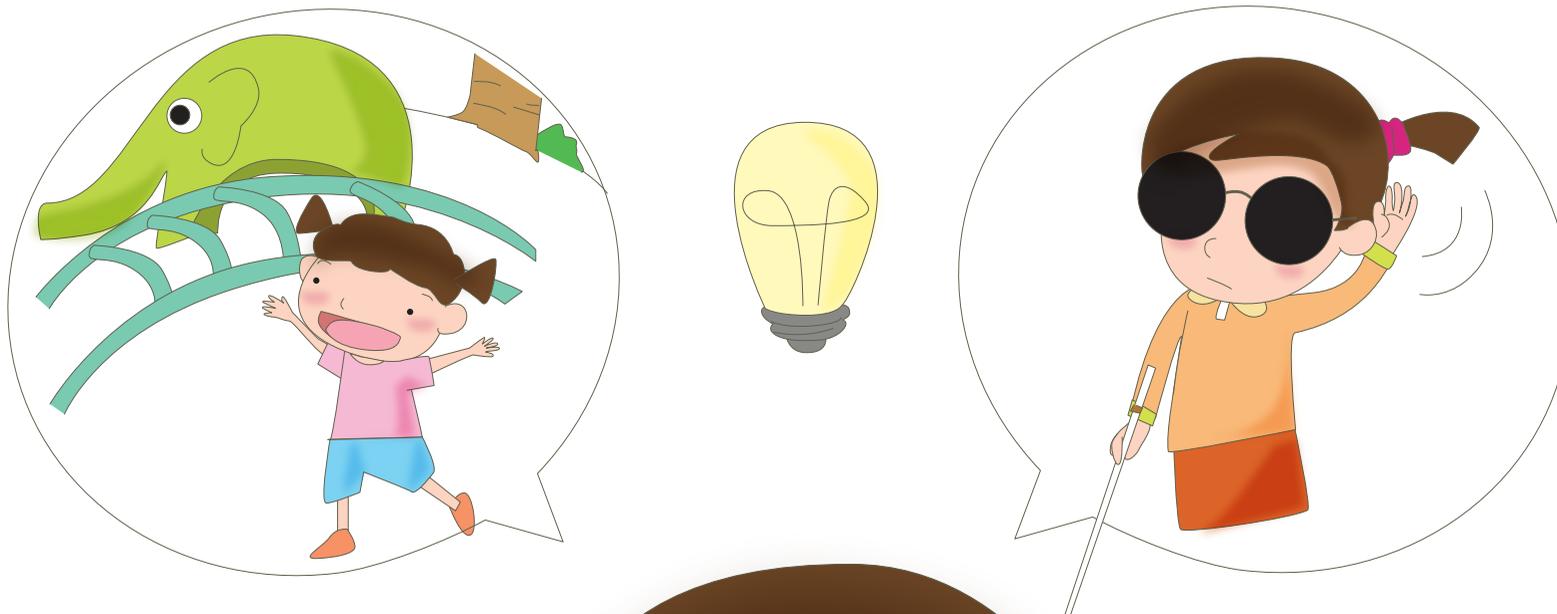
Siu Yong could not find his sister. He was very worried that she might have an accident. Siu Oi comforted Siu Yong and reassured him.

Extended Question

- If you were Siu Oi, how would you comfort Siu Yong?



Siu Chi was very smart and he came up with a plan to find Siu Yong's sister. He asked Siu Yong about the places that his sister used to go and asked Siu Oi to listen for the voice of Siu Yong's sister as Siu Oi had sensitive hearing.



Extended Question

- Can you think of any other way to find Siu Yong's sister?

Although Siu Oi could not see, her sensitive ears could hear cries coming from a box. Siu Yong immediately used his strong hands to move away the heavy objects in front of the box.



Extended Question

- How did Siu Chi, Siu Yong and Siu Oi find and rescue Siu Yong's sister?

In the end, they rescued Siu Yong's sister and Siu Oi gave her a big hug.

Extended Question

- What did the behaviour of Siu Chi, Siu Yong and Siu Oi represent?



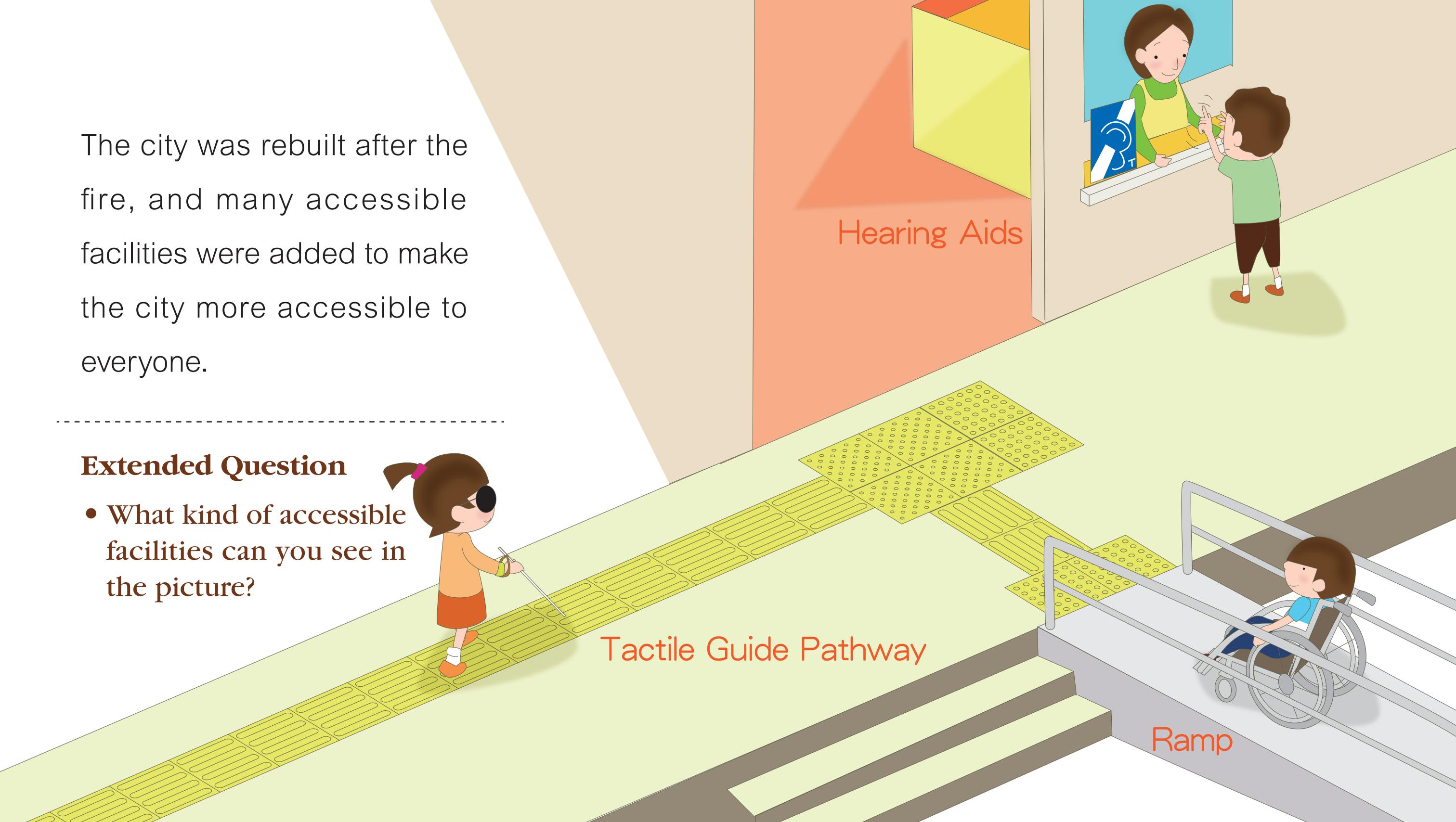
After the incident, all the residents praised Siu Chi, Siu Yong and Siu Oi as real heroes. They showed that disabilities are not a weakness and that they can help others overcome difficulties with their strengths and talents.



The city was rebuilt after the fire, and many accessible facilities were added to make the city more accessible to everyone.

Extended Question

- What kind of accessible facilities can you see in the picture?



Hearing Aids

Tactile Guide Pathway

Ramp

The city has also gained a reputation as an “accessible and friendly city”, attracting many disabled and able-bodied friends to visit.

Extended Question

- What do you think an “accessible and friendly city” looks like?



We are all inspired by the little heroes and learn about friendship and equality.



Extended Questions

- How has the city changed since the fire? How has it affected the people of the city?
- What can you learn from this story? How would you use the knowledge and ideas you have learned to change your life or the society around you?
- How important are accessible facilities? What else does our society need to do to be more inclusive?



Extended Activity: “Build an accessible city”

Suggested lesson time:

> 1 hour

Objectives:

To enable students to understand the importance of accessible facilities and to stimulate their creativity and empathy in designing a friendly, inclusive and accessible city.

Materials:

Colour Paper

Scissors

Glue

Colour pens

Recycled materials
(e.g. old magazines,
empty boxes, etc.)



Logistics:

1. **Introduction to accessible facilities:** Introduce students to accessible facilities and their importance to people with disabilities. You can give some examples such as ramps, accessible toilets, tactile guide pathways, hearing aids, etc.
2. **Discuss and imagine:** Ask students to discuss and imagine what an accessible city would look like. What would it take to make the city accessible for all to use public facilities and participate in community activities?
3. **Design a city:** Each student (or group of students) can design their accessible city. They can draw a map of the city and mark different accessible facilities on the map. They can also use recycled materials to make a three-dimensional model of the city.
4. **Sharing and discussion:** Each student (or group of students) can share their design and explain why they chose to add these accessible facilities. Students can then discuss the designs together and learn more about accessible facilities and an inclusive society.

Remarks:

The activity should emphasise that everyone has the right to participate in society and to be treated equally. We should respect and care for all people, whether they have disabilities or not. Also, we should respect and value each student's contribution and encourage them to share their thoughts and feelings.