

**Teaching Package for Module One**

*Personal Development and Interpersonal Relationships in*

**New Senior Secondary Liberal Studies**

# **Parent-child Relationship**

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**1. A preliminary diagrammatic sketch showing the conception of a teaching plan**

(Form 1: Use this event as the case study. What themes/topics can be taught?)

Topic / Theme: Parent-child relationship<sup>1</sup>

Case Study <sup>2</sup>: (For example, conflicts arise because of study problems)

The relevant concepts involved or reflected by the case study and their interrelationships	Construct preliminary “questions for enquiry” that meet curriculum needs based on the case study
	<ol style="list-style-type: none"> <li>1. What are the characteristics of the mutual expectations of both parents and children?<sup>3</sup></li> <li>2. How do different kinds of parent-child communication lead to the formation of “generation gap”?</li> <li>3. How does parenting style affect parent-child relationship?</li> <li>4. What is the main cause for parent-child conflicts?</li> <li>5. How can parent-child conflicts be resolved?</li> </ol>

<sup>1</sup> This is a perennial issue. Teachers may choose different examples of current affairs based on their needs and discuss with students. “Liberal Studies Curriculum and Assessment Guide” (the *Guide* p.13)

<sup>2</sup> The number of case studies can be more than one.

<sup>3</sup> Preliminary “Questions for enquiry” refer to the preliminary ideas of lesson preparations and show the original ideas in the early stage of lesson preparation. It is not necessary to use the same questions for both the questions for enquiry on the right column and the questions in the *Guide*.

**2. Choose the “major questions for enquiry” from the “Liberal Studies Curriculum and Assessment Guide”**

**(the Guide)**

(Form 2: What are the relevant “modules”, “themes” and “major questions for enquiry”?)<sup>4</sup>

Modules and Themes	“Questions for enquiry” in the <i>Guide</i>	Page number on the <i>Guide</i>
<p><b>Module 1:</b> <b>Personal Development and Interpersonal Relationships</b></p> <p><b>Theme 2:</b> <b>Interpersonal Relationships</b></p>	<ul style="list-style-type: none"> <li>● What kinds of relationships are commonly available to and most significant for Hong Kong adolescents? What are the unique and shared characteristics of these relationships?</li> <li>● How are adolescents’ identities developed and roles embedded within different relationships?</li> <li>● Why are there often changes in adolescents’ relationships with family members, teachers, peers and dating partners?</li> <li>● How do adolescents in Hong Kong reflect upon their interpersonal conflicts and develop relationships with others?</li> <li>● How do interpersonal communication methods in modern society influence adolescents’ relationships with others?</li> </ul>	<p>21</p>

<sup>4</sup> Form 2 should be filled in to reflect and confirm the preliminary ideas of Form 1, which are related to the “Liberal Studies Curriculum and Assessment Guide”

### 3. Detailed planning for the teaching foci (Note)

(Form 3.1: Content of Learning --- Materials covered by the teaching plan)

Relevant concepts	Related knowledge	Related values (Page numbers on the <i>Guide</i> )	Related generic study skills (Listed in alphabetical order)
Parenting style, communication, mutual expectations, generation gap, conflict resolution	<ul style="list-style-type: none"> <li>■ The different parenting styles commonly found in Hong Kong</li> <li>■ The mutual expectations of Hong Kong teenagers and their parents</li> <li>■ The relationship between the methods of communication in parent-child relationship and generation gap and the methods of narrowing the gap</li> <li>■ The causes of conflicts between parents and children and the strategies for resolving conflicts and their effectiveness</li> </ul>	<p>Self-discipline, empathy, prudence, self-reflection, respect for self, respect for others, sense of responsibility, interdependence, sensitivity, care and concern</p> <p>(p. 19, 21 and 27)</p>	<ul style="list-style-type: none"> <li>A. Skills in gathering and organising materials</li> <li>B. Skills in oral expression</li> <li>C. Thinking from multiple perspectives</li> <li>D. Understanding other people’s views and feelings</li> <li>E. Listening skills</li> <li>F. Skills in giving immediate responses and responding to queries</li> <li>G. Writing skills</li> </ul>

Note: The relevant concepts, related knowledge and related skills in this form do not directly come from the “*Liberal Studies Curriculum and Assessment (S4-S6) Guide*” but they are directly related to the examples included in this “teaching plan”. After reading this “teaching plan”, students should be able to grasp the concepts and knowledge included and develop stronger skills. For other related values, please refer to the *Guide*. For those related to “generic study skills”, please refer to Form 3.2.

#### 4. The connection between the generic study skills specified in FORM 3.1 and the *Guide*

(Form3.2)

The generic study skills specified in Sections 1.5 and 5.1 of the <i>Guide</i>	The generic study skills included in Form 3.1 (Listed in alphabetical order)
Skills in making decisions on human and social issues	C, D
Creativity with respect to human and social issues	
Skills in exploring contemporary issues	A, C
Skills in developing and constructing knowledge	A, D, F
Skills in discovering the cross-modular nature and the interconnectedness of issues	
Skills in discovering the interconnectedness of the human world and the physical environment	
Skills in knowing the collective interests and opportunities of humankind	
Skills in identifying and assessing surrounding things	C, D, F
Skills in analysing the interconnectedness of things	A, C, D
Skills in reflecting on the learner's own identity, value system and worldview	C, D
Skills in assessing the impacts of matters	C, D, F
The application of critical thinking skills	C, D, F
Making judgments and decisions from a variety of perspectives	C, D
Skills in presenting arguments clearly	B, G
Skills in making decisions based on evidence	C, D, F
Showing open-mindedness and tolerance towards the views and values held by other people	C, D

(CONT.)

<b>The generic study skills specified in Sections 1.5 and 5.1 of the <i>Guide</i></b>	<b>The generic study skills included in Form 3.1 (Listed in alphabetical order)</b>
Developing skills related to enquiry learning:	
● Self-management skills	A
● Problem-solving skills	B, E, F, G
● Communication skills	A, G
● Information processing skills	A
● Skills in using information and communication technology (ICT)	
The skills of self-directed learning:	
● Skills in setting goals	
● Skills in making and implementing plans	
● Skills in analysing data	A
● Skills in drawing conclusions	C, D, F, G
● Skills in evaluating opinions, the learning progress and the learning process	

## 5. Teaching Plans

Form 4: Teaching Plan

Topic of teaching: Parent-child relationship (8-9 lessons)

Case Study: Great Search for Mutual Expectations of Parents and Children

Lessons required	Teaching foci and objectives	Questions for enquiry	Relevant modules and themes specified in the <i>Guide</i>	The flow of the specific teaching plan: Instructional methods / activities	Teaching materials	Values, attitudes and skills (Page numbers in the <i>Guide</i> )
2	<ul style="list-style-type: none"> <li>■ Ask students to list the mutual expectations of both parents and children and the concerns reflected by the expectations.</li> <li>■ Teaching plans focus on information collection (The personal experience of students – mutual expectations of parents and children) and are used to prepare for the analysis and</li> </ul>	<ul style="list-style-type: none"> <li>■ Are you clear about your parents’ expectations of you and your expectations of parents?</li> <li>■ Try to analyse the reasons for the different expectations.</li> </ul>	<p><u>Module 1: Theme 2</u></p> <ul style="list-style-type: none"> <li>■ What kinds of relationships are commonly available to and most significant for Hong Kong adolescents? What are the unique and shared characteristics of these relationships?</li> <li>■ How are adolescents’ identities developed and roles embedded within different</li> </ul>	<ol style="list-style-type: none"> <li>1. Gathering students’ views on mutual expectations between them and their parents through brainstorming</li> </ol> <ul style="list-style-type: none"> <li>■ Ask students to write parents’ expectations of them and their expectations of parents on the “Great Search for Expectations” Worksheet.</li> <li>■ <u>Organising information (in groups)</u>: Teachers invite several students to put the two types of expectations on the blackboard. If the</li> </ul>	<p>Worksheet: “Great Search for Expectations” (Attachment 1), “A Closer Look at Expectations” (Attachment 2)</p>	<p>Self-discipline, empathy, prudence, self-reflection, respecting oneself, respecting others, sense of responsibility, interdependence, sensitivity, concern (P.19, 21 and 27)</p> <ul style="list-style-type: none"> <li>■ Search for information and categorise and deduce information</li> <li>■ Oral report</li> </ul>

	evaluations in the coming lessons.		relationships? (Refer to the <i>Guide</i> , p.21)	same examples appear between students, the same items will be erased and the examples of expectations of parent-child relationship will be collected.		<ul style="list-style-type: none"> <li>■ Enable students to treasure the concern shown by parents and reflect on the suitable attitudes towards parents' expectations</li> </ul>
				<ul style="list-style-type: none"> <li>■ During the process, teachers may ask students with relevant experience to share and explain the details of the expectations of the other side.</li> </ul> <p><u>Organising information</u>  <u>(Individually)</u>: Students have to categorise the items and put them on “A Closer Look at Expectations” and conduct group discussion.</p> <ol style="list-style-type: none"> <li>a. What do you discover in the process of categorisation?</li> <li>b. If you can fulfill every</li> </ol>		

				<p>parent's expectation, who do you think will benefit most? Please explain.</p> <p>c. If parents can fulfill every child's expectation, who do you think will benefit most? Please explain.</p> <p>d. Ask students to compare the opinions of classmates towards Question b. and Question c. and share their understanding (Expected result: Most students should discover that children are more self-centred and parents always care for the needs of their children.)</p> <p>2. <u>Role Play (Prepare in advance)</u></p> <p>Teachers should reserve 15 minutes before the lesson ends to distribute the relevant information for</p>		
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				<p>next lesson's role play, the lot and group division work is handled and students are given assignments. They have to give enough preparation time to students.</p> <p>Distribute comic "Scene, Responses and Consequences" and explain the characteristics of different communication styles of parent-child relationship (offensive, passive and affirmative) with examples serving as illustrations for the role play.</p> <p>Draw lot to decide the cases of conflict from different types of materials collected by students.</p> <p>Types of materials : TV programmes, news</p>	<p>Comics: "Scene, Responses and Consequences" (Attachment 3a) Script Writing Lot Card (Attachment 3b)</p> <p>Students can prepare simple stage props for the role play</p> <p>Assignment Sample 1</p>	
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				<p>cases, novels, popular song lyrics, idiom stories, comics</p> <p>Homework (script writing): Each group of students needs to write a script based on lot results and the materials and explain the relevant scenes, conversations and responses in relevant cases. The three kinds of communication styles should also be used to interpret cases again (refer to Assignment Sample 1)</p>	
2	<ul style="list-style-type: none"> <li>■ The effects of parent-child expectations on the communication modes of both sides</li> <li>■ Teaching plans focus on reflections. Self-reflections are made through the</li> </ul>	<ul style="list-style-type: none"> <li>■ How do different modes of communication lead to the formation of generation gap?</li> </ul>	<p><u>Module 1: Theme 2</u></p> <ul style="list-style-type: none"> <li>■ How do interpersonal communication methods in modern society influence adolescents' relationships with others?</li> </ul>	<p>3. <u>Role Play and Teachers' Debriefing</u></p> <ul style="list-style-type: none"> <li>■ Role Play: Students will perform short play based on the scripts they've written. This will show the results bring by different modes of communication.</li> </ul>	<p>Rationality, Sense, Sensitivity, Concern (the <i>Guide</i>, p.27)</p> <ul style="list-style-type: none"> <li>■ Thinking from multiple perspectives, understanding other people's views and feelings</li> </ul>

	<p>study of the effects of various communication modes on parent-child relationships.</p>		<p>(Refer to the <i>Guide</i>, p.21)</p>	<p>■ Peer evaluations and discussions: ask students to express their opinions on different play. Teachers can guide students to think effective communication is important for building good parent-child relationships. Teachers can guide students to discuss the following questions:</p> <ul style="list-style-type: none"> <li>- What are the reasons for communication barriers?</li> <li>- What are the consequences of different kinds of responses?</li> <li>- Which mode of communication are you most familiar with? Why?</li> <li>- Which mode of communication do you need to learn most? What are the limitations in practicing this mode of communication?</li> </ul>		<ul style="list-style-type: none"> <li>■ Analysing skills</li> <li>■ Immediate response</li> <li>■ Oral expressions</li> <li>■ Expressing meanings by oral means and by the body</li> <li>■ Organising information and expressing opinions in writing</li> </ul>
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				<p>■ Reading and Discussion: Students read the relevant articles and discuss:</p> <p>a. Are the opinions comprehensive? Are supplementary views needed?</p> <p>b. What are the difficulties of putting these opinions into practice? What is the crucial point? How can the difficulties be solved?</p> <p>Students can quote the scenes of role play for explanation and examples during discussion.</p> <p>■ Homework: Students should complete the relevant assignments to consolidate their learning in class. This enables students to reflect on their weaknesses and know the importance of mutual respect in communication.</p>	<p>Reading Material (1): 《邁向成長路》, 〈代溝〉 (Attachment 4)</p>	
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				(Assignment example 2)		
1	<p>■ The characteristics of different parenting styles and their effects on parent-child relationships</p>	<p>■ How do parenting styles affect parent-child relationships?</p>	<p><u>Module 1: Theme 2</u></p> <p>■ Why are there often changes in adolescents' relationships with family members, teachers, peers and dating partners? (Refer to the <i>Guide</i>, p.21)</p>	<p><b><u>News Analysis</u></b></p> <p>■ Teachers distribute handouts and briefly introduce the characteristics of different parenting styles.</p> <p>■ Teachers distribute several pieces of news<sup>5</sup> about family problems caused by different parenting styles in class and ask students to analyse which types the parenting styles in different cases belong to and to what extent they lead to the cases.</p>	<p>Reading Material (2): 《父母重恩威 子女易成才》 (Attachment 5)</p>	<p>■ Analyse and categorise the news based on different parenting styles</p>
2	<p>■ Teaching plans focus on analysis and the causes of parent-child conflicts are comprehended</p>	<p>■ What are the causes of parent-child conflicts?</p>	<p><u>Module 1: Theme 2</u></p> <p>■ How do adolescents in Hong Kong reflect upon</p>	<p><b><u>Lyrics Analysis</u></b></p> <p>■ Play the song and at the same time show the lyrics. Distribute the worksheet</p>	<p>- Song and Lyrics 《債》 LMF &amp; Deanie Ip (葉德嫻) (Attachment 6)</p>	<p>■ The ability to interpret information and identify the causes of parent-child</p>

	<p>from different perspectives and compared through the use of the media and objective information.</p>	<p>■ Point of Entry: Can you explain the reasons for the frequent occurrence of conflicts between parents and children in general circumstances ?</p>	<p>their interpersonal conflicts and develop relationships with others? (Refer to the <i>Guide</i>, p.21)</p>	<p>and ask students to analyse the lyrics. Find out from the lyrics how the mother and son reflected on the causes of parent-child conflicts.</p> <p>■ Group discussion and invite students to share the results of analysis.</p> <p>■ Class survey: Conduct a class survey and compare and contrast the external research results and trends in the past and present.</p> <p>■ Information analysis: Teachers distribute research reports representing teenagers and parents and ask students to examine the similarities and differences of the points of concern of parent-child relationships of different persons.</p>	<p>- Worksheet: “Class Discussion Report Form – Lyrics Analysis” (Attachment 7)</p> <p>- Statistical Table: “A class statistical survey of parent-child conflicts” (Attachment 8)</p> <p>- The summary of the research report of the Hong Kong Federation of Youth Groups: “Parent’s Views on Child Management” (Attachment 9a)</p>	<p>conflicts from the lyrics</p> <p>Empathy: Enable students to understand the difficulties faced by parents and appreciate the efforts and concern of parents</p>
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				<p>Direct students to discuss the questions:</p> <ol style="list-style-type: none"> <li>1. Try to find from the table the three items with the largest number of persons.</li> <li>2. Why do conflicts between parents and children occur most in these three items?</li> <li>3. Analyse the differences between the three items and the results of the same surveys in the past several years. (Teachers may keep each year's statistical results, compare them with the results of the latest survey and figure out the changes and trends involved) / Try to compare the statistics in class and the causes of parent-child conflicts</li> </ol>	<p>《青少年眼中的媽媽》 (Attachment 9b) “Is it a tough job to be a mother?” (Attachment 9c) “The Challenges for Today's Fathers” (Attachment 9d) - “A list of the causes of parent-child conflicts” (Attachment 10)</p> <p>Note: Teachers are advised to update teaching materials based on teaching needs and the latest research reports.</p>	
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				<p>mentioned in the four reports including “Parent’s Views on Child Management” (see Attachment 9a), 《青少年眼中的媽媽》 (see Attachment 9b), “Is it a tough job to be a mother?” (see Attachment 9c ) and “The Challenges for Today’s Fathers” (see Attachment 9d). Find out the similarities and differences as well as the trends depicted by the statistics showing the causes of parent-child conflicts.</p> <p>■ Teachers’ debriefing: Ask students to categorise the causes of the different conflicts listed in Attachment 10. Then teachers can give supplementary views and</p>		
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				give a lead-in for the next lesson.		
2	<p>■ Enable students to reflect on the inadequacies of the common methods used to handle conflicts and know the other feasible methods to improve interpersonal communication skills.</p> <p>■ Enable students to understand the conflicts faced in the game can reflect the conflicts in real life. The focus is to review personal values and know how to deal with similar situations in the future. This enables students to develop empathy skills.</p>	<p>■ How are parent-child conflicts be resolved?</p>	<p><u>Module 1: Theme 2</u></p> <p>■ How do adolescents in Hong Kong reflect upon their interpersonal conflicts and develop relationships with others? (Refer to the <i>Guide</i>, p.21)</p>	<p><u>Students play a game in class: Win-Win Game</u></p> <p>■ Teachers need to refer to Attachment 11 for the rules of the game</p> <p><u>Discussion and Teachers' Debriefing</u></p> <p>■ After the game, teachers can invite the observer from each group to report This serves as the lead-in of the discussion. Teachers can guide students to fill in the worksheets and ask them to share their views on the following questions:</p> <p>- How to win the game? Keep using “white” or “red”? - Will discrepancies occur</p>	<p>- Game: Win-Win Game (Attachment 11)</p> <p>- Note: “The five methods for managing conflicts” (Attachment 12)</p>	<p>♥ Enable students to know different methods and the appropriate attitudes of managing conflicts</p> <p>■ Oral expression skills (including organisational ability)</p> <p>■ Respecting oneself and respecting the others</p>

				<p>in the group during discussion? If yes, how can the discrepancies be resolved?</p> <ul style="list-style-type: none"> <li>- Will this game arouse conflicts within and between groups?</li> <li>- When managing conflicts, what methods do you use?</li> </ul> <p>Watching at one side?  Actively facing them?  Being passive? Feeling helpless? Just caring about oneself? Trying to escape? Trying to reach a consensus by negotiation?</p> <ul style="list-style-type: none"> <li>- To what extent do you think the game reflect real life? Explain your answer with examples.</li> <li>- What does the game inspire you?</li> </ul> <p>■ Teachers introduce the theory of Thomas Kilmann_ and use it to categorise the</p>		
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				<p>different methods used by students to handle conflicts. Their feasibility, strengths and weaknesses are also analysed.</p> <ul style="list-style-type: none"> <li>■ Teachers may guide students to use the skills of handling peer conflicts to tackle parent-child conflicts.</li> <li>■ Homework: Teachers give assignments to students to consolidate students' learning and evaluate students' learning effectiveness.</li> </ul>	<p>“Assignment Sample (2)”</p>	<ul style="list-style-type: none"> <li>■ Empathy Skills</li> </ul>
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5. As parent-child conflicts frequently triggered by parenting styles, teachers may select recent news articles for students to do analysis. Students can explore their emotional difficulties indirectly by discussing issues presented in poems, drama or films. However, care should be taken when considering issues that may trigger an intense emotional response from students. (Refer to the *Guide* p.104)

## **6. Assignment Sample**

### **6.1 Assignment Sample (1) Script Writing**

Name of members:

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Scene description:

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Mode of communication: Offensive

Response:

Impact / Result:

Mode of communication: Passive

Response:

Impact / Result:

Mode of communication: Affirmative

Response:

Impact / Result:

(Relevant Evaluation Objectives: (1) To make decisions and judgments after considering from different perspectives; (2) to understand other people's views and feelings; (3) to get into the relevant roles and present facts and opinions from other people's perspectives...)

## 6.2 Assignment Sample (2) Data Analysis

Read the following information and answer the following questions:

<b>Reasons for the conflicts between parents and children</b>	<b>Percentage</b>	<b>Reasons for the conflicts between parents and children</b>	<b>Percentage</b>
Results/Study problem	13.1	The problem of future plans	1.6
Living with family members	11.5	Speaking foul language / the attitudes shown in speaking	1.3
Sharing family chores/family expenditure	7.2	Clothing styles	0.7
Talking on the phone for a long time	6.4	Entertainment activities	0.4
Getting along with friends/Getting along with the opposite sex	5.1	Smoking/Drinking	0.2
Often going out/going out at night	4.6	Others	5.5
Method of using money	4.1	No conflicts	33.2

### Questions

1. Organise and categorise the above causes and comment on the main causes for conflicts between parents and children. (12 marks)  
(Relevant Evaluation Objectives: (1) The ability to analyse data; (2) The effective use of data in explanations and deductions; (3)...)
2. How should parents and children get along with each other to handle conflicts well?  
(Relevant Evaluation Objectives: (1) Making decisions and judgments by considering from different perspectives; (2) Reflecting on other people's views and feelings; (3)...)

**7. The relationship between “assignment” and “thinking tools” and the “objectives” of the “Area of Study”**

Table 1: The relationship between “assignment” and “thinking tools” and the “objectives” of the “Area of Study”

<b>The “objectives” of the “Area of Study”</b>	<b>Assignment examples and the objectives of thinking tools</b>		
<b>Area of Study: Self and Personal Development</b>	<b>Assignment Sample 1</b>	<b>Assignment Sample 2</b>	<b>Thinking Tool</b>
(a) Understand the factors that affect individual development, human relations, values and beliefs	✓	✓	✓
(b) Develop the understanding of the self through the objective evaluation of the development of teenagers			
(c) Understand the importance of life skills to the challenges and opportunities in the teen time and the complexity of acquiring these skills			
(d) Understand identity recognition, roles and changes in relationships in human relationships	✓		✓
(e) Reflect on the interpersonal relationships in the family, peers and other groups	✓	✓	✓
(f) Understand the importance of community participation			

## 8. Attachment

### Attachment 1:

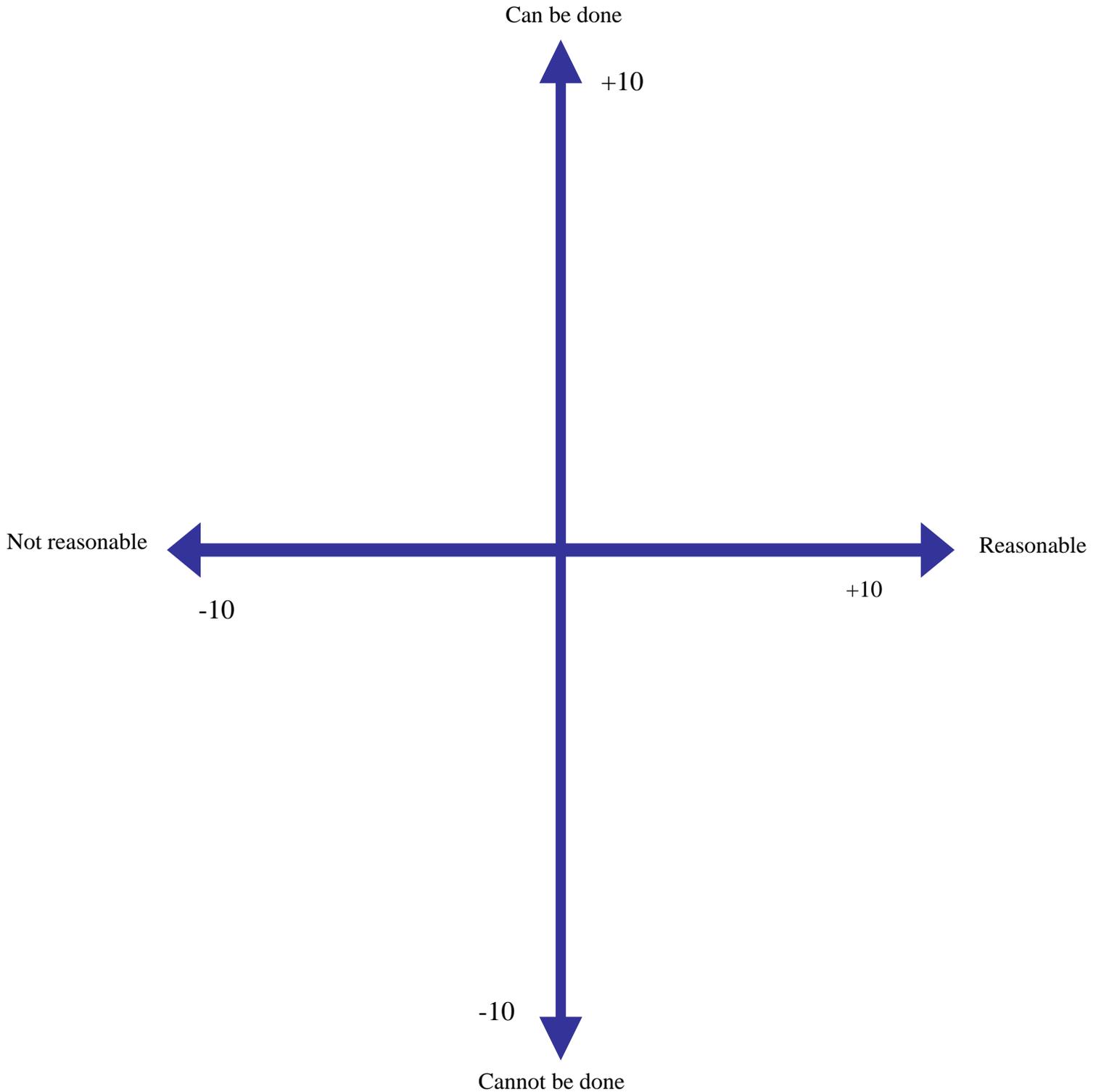
### “Great Search for Expectations”

Your parents' expectations of you	Your expectations of your parents
A.	a.
B.	b.
C.	c.
D.	d.
E.	e.
F.	f.
G.	g.
H.	h.
I.	i.
J.	j.
K.	k.

**Attachment 2: “Thinking Tool” that matches “Teaching and Learning Activities”**

**“A Closer Look at Expectations”**

Fill in the English letters for each of the following items of the “Great Search for Expectations” in the appropriate space in the following diagram.



Attachment 3a:

Translated from: McConnon, S. (1990). *Your choice*. Basingstoke, Hampshire: Macmillan Education.

Scene

Xiao Ling arrived home at a time later than the promised time.



Responses

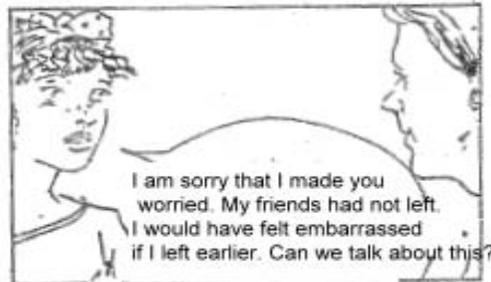
Offensive mode



Passive mode



Affirmative mode



Consequences

Xiao Ling  
Xiao Ling felt angry and she may not talk with her mother the next day.

Mother  
Mother felt disappointed and angry. She may not allow Xiao Ling to go out at night anymore.

Xiao Ling  
Xiao Ling felt Mother did not understand her situation. She may continue to go home late and make her mother disappointed.

Mother  
Mother did not know why Xiao Ling was late. She may insist that Xiao Ling must return home punctually.

Xiao Ling  
Xiao Ling apologised and accepted Mother's worries and explained why she was late. She was prepared to talk to her mother openly.

Mother  
Xiao Ling accepted her feelings and explained the reasons. Mother would not feel angry with Xiao Ling returning home late. She was prepared to find out the solutions with Xiao Ling.

### Attachment 3b: Script Writing Lot Card

#### Script Writing Lot Card

Category: **TV Programme**

Format: 4-6 people per group

Length: 3 minutes

Stage property: Each group can prepare simple stage props

Scene: Choose a snapshot of parent-child conflict as the blueprint from the above category and explain in detail the scenes, conversations and consequences of the related cases. Use the three communication modes (offensive, passive and affirmative) to interpret the cases.

#### Script Writing Lot Card

Category: **News case**

Format: 4-6 people per group

Length: 3 minutes

Stage property: Each group can prepare simple stage props

Scene: Choose a snapshot of parent-child conflict as the blueprint from the above category and explain in detail the scenes, conversations and consequences of the related cases. Use the three communication modes (offensive, passive and affirmative) to interpret the cases.

#### Script Writing Lot Card

Category: **Novels**

Format: 4-6 people per group

Length: 3 minutes

Stage property: Each group can prepare simple stage props

Scene: Choose a snapshot of parent-child conflict as the blueprint from the above category and explain in detail the scenes, conversations and consequences of the related cases. Use the three communication modes (offensive, passive and affirmative) to interpret the cases.

(CONT.)

### **Script Writing Lot Card**

Category: **Popular song lyrics**

Format: 4-6 people per group

Length: 3 minutes

Stage property: Each group can prepare simple stage props

Scene: Choose a snapshot of parent-child conflict as the blueprint from the above category and explain in detail the scenes, conversations and consequences of the related cases. Use the three communication modes (offensive, passive and affirmative) to interpret the cases.

### **Script Writing Lot Card**

Category: **Idiom stories**

Format: 4-6 people per group

Length: 3 minutes

Stage property: Each group can prepare simple stage props

Scene: Choose a snapshot of parent-child conflict as the blueprint from the above category and explain in detail the scenes, conversations and consequences of the related cases. Use the three communication modes (offensive, passive and affirmative) to interpret the cases.

### **Script Writing Lot Card**

Category: **Comics**

Format: 4-6 people per group

Length: 3 minutes

Stage property: Each group can prepare simple stage props

Scene: Choose a snapshot of parent-child conflict as the blueprint from the above category and explain in detail the scenes, conversations and consequences of the related cases. Use the three communication modes (offensive, passive and affirmative) to interpret the cases.

## Attachment 4: Reading material (1) (Chinese Only)

《邁向成長路》，〈代溝〉。香港：香港輔導教師協會特刊。

# 代溝

父母和子女間的阻隔和差異，通常都會或多或少存在。有些家庭能夠縮少兩代之間的鴻溝，有些家庭裏却隔膜較大。以下試探索做成代溝的一些因素和解決辦法。

(一) 主要原因是兩代相處時雙方所抱的態度。有些青少年先入為主地認為父母頭腦守舊，所以拒絕與他們分享自己的生活感受。也有些父母擔心子女與朋友出外一定是玩耍，誤交壞朋友，而諸多管制，做成種種誤會和不满。

(二) 過於強調尊嚴，維護面子。如果父母老是板起臉孔，子女便很難向你們傾訴。有時青少年也覺得承認錯誤有損自尊，以致兩代之間不能坦誠相處，關係僵化。

(三) 太自我中心，不為家人着想。例如出外遊玩至深夜却不致電回家告訴父母，令父母擔心焦燥。或者當子女要讀書應付考試時，父母却招呼朋友回家搓麻將，這些生活事例都很容易引起對方的反感。

(四) 不設法爭取對方的信心。例如為人子女的說

四、了解對方的心理需要。青少年較嚮往獨立自由，但中年父母却往往因為子女經常外出遊玩而產生空虛寂寞的感覺。所以子女應體諒父母的心情，多抽空和父母在一起。

平心靜氣的時候，其實父母子女雙方都希望兩代之間開心談笑，家庭幸福愉快。只要雙方能切實地各自檢討，多坦誠地交談，冷靜地、理性地面對問題和衝突，兩代之間的隔膜是可以打破的。

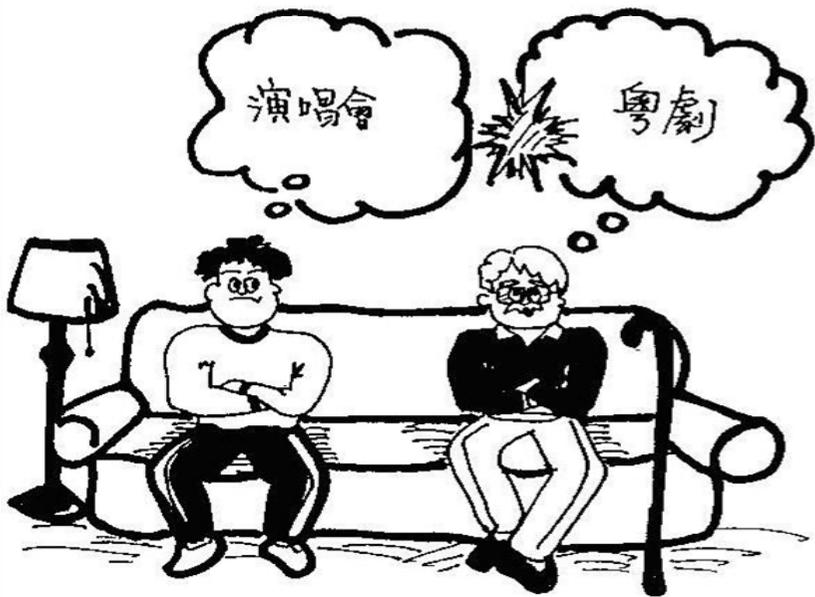
了回家吃飯却不回，經常作出不實現的承諾；或者為人父母者不能以身作則，如自己吸煙却罵兒子吸煙等。

(五) 不能控制情緒，語氣過重。許多家庭口角不外是因為餸菜不合胃口，爭看電視節目等而起，如果父母或子女任何一方或雙方都各不相讓，小事便化大了。

要打破兩代的鴻溝，主要還是雙方相處時所抱的態度。身為青年人的下一代，比較容易改變思想和態度，實應主動用行動建立兩代之間的和洽關係。

一、摒除先入為主和自我中心的習慣，多客觀地了解和諒解對方的處境、心情和困難，為對方着想。  
二、互相尊重，切忌語氣過重，凡事忍讓，保持應有的禮貌，不要不留餘地的指責，令對方感到丟臉。

三、主動表示關心，例如抽點時間在家陪伴父母，送一些小禮物，在衝突過後勇於承認錯誤等，都可以改善兩代間的關係。



## Attachment 5: Reading Material (2) (Chinese Only)

〈父母重恩威 子女易成才 羅范椒芬促家長多關心學生需要〉 (1999), A14 | 教育新聞 |  
《星島日報》，11月15日。

教育新聞

星島日報

# 父母重恩威 子女易成才

## 羅范椒芬促家長多關心學生需要

(記者黃虹虹報道) 為人父母究竟應嚴厲管教子女，還是應付出愛心關懷子女？教育署署長羅范椒芬昨日就大談為人父母之道，並引述教署的一項調查結果，指恩威並重的父母有助提高子女的學業成績及學習動機，具有積極正面的影響。

教署署長羅范椒芬昨日出席「家長談教育」座談會，提及父母在提供非正規教育的影響性及重要性。她表示，一般情況下，部分學生在小四開始，其學習能力會與其他學生產生差距，學習興趣亦開始減低。為了解小一至小三學生在學習所遭遇的困難，教署於今年四、五月間進行一項調查，對象針對十二所小學的小一至小三學生，看其家庭背景、家長的管教方式及教師的教學方法對學生學習有何影響。

### 嬌生慣縱成績差

調查按家長的管教方式劃分出四類家長，分別為忽略型、嬌縱型、專制型和恩威型（見附圖）。羅太引述調查結果，恩威型和專制型的家長均能有效提高子女的學業成績，而受父母嬌縱的學生的學業成績則最差。至於學習動機和對學業的自我評價，恩威型家長的子女的學習動機及自我評價均最高，專制和嬌縱型家長的子女一般，而受父母忽略的子女的學習動機和自我評價則最低。

另外，學生的意見反映他們最滿意父母恩威並重，而最不滿意的則是忽略他們的父母。羅太認為上述結果值得與家長分享，希望家長能在關懷和管教之間取得平衡，並應多關懷青年人的需要。

## 程介明派四貼士

教育統籌委員會委員程介明亦向家長提供為人父母的「貼士」，按難度分為四個層次。首先，屬低難度而效益高的方法為鼓勵孩子閱讀及支持他們上網。屬中下難度 而高效益的方法，則為支持子女參加課外活動和鼓勵他們接觸時事新聞。對父母來說較高難度而同樣效益高的方法，是多與子女傾談及鼓勵他們發問。至於難度最高但成效亦最多的方法則是嘗試與子女交心，傾訴心事，並視子女為朋友。

當教育改革現時還未真正落實時，程介明認為上述事項實為家長的當前急務。



四種家長管教模式		
高關懷	嬌縱型	恩威型
低關懷	忽略型	專制型
	管教寬鬆	管教嚴格

**Attachment 6:**

**《債》 – LMF & Deanie Ip (葉德嫻)**

Song name	《債》 (Featuring LMF)
Composer	Davy Chan
Arrangement	Davy Chan
Lyrics	MC 仁 / Kid Phat / Wah
Duration	4'44"
Single	葉緣

Lyrics reference: <http://hk.music.yahoo.com/album-song.html?songid=19484>

**Attachment 7:**

**Class Discussion Report Form**

Group Members : \_\_\_\_\_

Song: 《債》 - LMF & Deanie Ip (葉德嫻)

Lyrics reference: <http://hk.music.yahoo.com/album-song.html?songid=19484>

- What is the theme of the song?
- Try to analyse the problems existing between parents and children reflected by the lyrics.
- Write down your feelings towards the relevant problems.
- Find out the causes of parent-child conflicts reflected by the mother and son in the lyrics

**Attachment 8:**

**“A class statistical survey of parent-child conflicts”**

The statistical survey: Teachers read out the items in the following table and ask students to raise hands if they have had conflicts with parents or have been criticised by their parents in the following items (according to the experience of living with parents). Remember not to ask students to share their detailed experiences so as to avoid discomfort. Teachers have to count the numbers immediately.

<b>Item</b>	<b>Frequency</b>	<b>Item</b>	<b>Frequency</b>
Using money		Eating habits	
Personal favour		Sleeping time	
Dating		Clothing / hairstyle	
Academic results		Talking on the phone	
Going out		Attitudes of getting along with people	
Doing household chores		Extra-curricular activities	
Watching TV / Playing video games		Friends	

Questions for discussion:

1. Try to find out the three items with the most number of people from the table.
2. Why does the highest number of conflicts existing between parents and children appear in these three items?
3. Analyse the differences between the three items and the results of the same surveys in the past several years. (Teachers may keep each year’s statistical results, compare them with the results of the latest survey and figure out the changes and trends involved) / Try to compare the statistics in class and the causes of parent-child conflicts mentioned in the four reports including “Parent’s Views on Child Management” (see Attachment 9a),《青少年眼中的媽媽》(see Attachment 9b), “Is it a tough job to be a mother?” (see Attachment 9c) and “The Challenges for Today’s Fathers” (see Attachment 9d). Find out the similarities and differences as well as the trends depicted by the statistics showing the causes of parent-child conflicts.

## Attachment 9a:

### Parent's Views on Child Management

July 1997

Most of the parents polled in a survey find that giving proper guidance and maintaining a mutual communication are the best way to discipline their children. It has, however, also revealed that at least one in every ten parents do not know which is the best way to do so.

According to this opinion survey, more than 55 per cent of the parents interviewed said they could always control their emotion or anger when they were in conflict with their children. Another one-third said they could manage such cases occasionally.

The survey shows that most of the parents do not agree with the statement "discipline children by punishment". Almost 40 per cent of the respondents disclosed that they would try to spell out their views to their children when there was a conflict. More than a quarter said they would nag their kids while around 12 per cent would talk to their children later.

When asked about the general response of children to the parent-child conflict, it finds that over one-third of the respondents "children always accept their parent's advice when a difference in opinions between the two parties occurred. Around 32 per cent of the respondents said their children would not talk to them after the quarrel.

The telephone poll was conducted by the Hong Kong Federation of Youth Groups between 16 and 19 June 1997. A total of 523 parents whose children aged from 6 to 18 were successfully interviewed.

The findings indicate that most respondents consider their relationship with their children to be satisfactory. The majority of the parents are particularly concerned about their children's academic performance and the friends they mix with.

It is observed that academic performance or "not doing well at school" are the major causes of conflicts between parents and their children. Other factors include "the relations with family members" and "going out frequently".

Approximately half of the respondents do not see any problems in communicating with their children while around 20 per cent disclose that they do not understand the way their children think and that they are out of date in the eyes of their children.

When asked who is responsible for managing and giving guidance to children in the family, over 45 per cent mention "mother". This compares to 40 per cent who mention "both father and mother" and 12 per cent who mention "father".

#### Source:

1. The Hong Kong Federation of Youth Groups (1997). *Parent's Views on Child Management*. Retrieved 16 October, 2009 from <http://yrc.hkfyg.org.hk/english/yr-polls-45.html>

## Attachment 9b: (Chinese Only)

### 青少年眼中的媽媽

青少年意見調查系列  
二〇〇四年五月七日

(新聞稿)母親節將至，香港青年協會剛完成一項全港青少年意見調查顯示，在今日青少年心目中，媽媽在家庭的角色仍非常重要，他們對媽媽亦給予肯定的評價。調查結果顯示，在 534 名年齡介乎 10 至 24 歲的被訪青少年中，接近一成六(15.9%)給媽媽 100 分滿分，整體平均分為 85.3 分；被訪青年認為自己家庭的快樂程度，平均亦高達 81.6 分。

此外，八成三(82.5%)被訪青年認為自己與媽媽的關係良好；接近八成(79.6%)亦認為媽媽了解他們。逾六成(62.3%)被訪者表示，若遇到不如意時，他們會主動告訴媽媽。

調查指出，平均而言，被訪者與媽媽傾談的時間每日為 53 分鐘。被訪者主要是透過「面對面」來與媽媽溝通(92.4%)。而當被問及與媽媽溝通最大的障礙時，超過四分之一之(25.4%)表示沒有任何障礙，而認為障礙在於媽媽不明白自己者，佔兩成八(28.1%)，一成多則表示自己不想講(13.4%)或不知道如何表達(11.8%)。

結果亦顯示，被訪者最感激的，是媽媽對他們的養育照顧，佔接近半數(49.8%)；數字為所列舉的選項中佔最高百分比的一項。不過，在列舉的選項中，兩成半(25.2%)被訪者表示最不想從媽媽身上學到「長氣囉唆」，一成三(12.9%)則不想學媽媽「太過憂心」。

調查發現，在家庭中，接近六成(58.9%)被訪者視媽媽為眾家庭成員中與他們關係最好的一個。此外，媽媽亦成為被訪者在遇到問題時最先傾訴的家庭對象，百分比同樣佔接近六成(58.5%)。

至於被訪青年眼中媽媽在家庭中的角色，逾三成(30.8%)認為是「安排起居飲食」，佔該題最高百分比，其次是「處理家務」(20.9%)和「照顧屋企人的健康」(12.7%)。認為媽媽扮演著「教導」(9.3%)、「養家」(6.8%)、或「管財政」(5.9%)等角色者，則各佔數個百分點。

該項名為「青少年眼中的媽媽」調查，於二零零四年五月四日至六日期間，以隨機抽樣方式，用電話成功訪問全港 534 名十至廿四歲的青少年。調查顯示，被訪者與媽媽日常圍繞的話題，首三項依序分別是學校生活(50.8%)、成績分數(28.0%)及起居飲食(20.4%)。至於被訪者計劃在母親節為媽媽所預備的，有最多人選擇送禮物(35.4%)，其次是在當日預留時間來陪伴媽媽(29.5%)。

資料來源：

1. 香港青年協會 (2004) 〈青少年眼中的媽媽〉，《香港青年協會》，取自：<http://yrc.hkfyg.org.hk/chinese/yr-p128c.html> (瀏覽日期：2009 年 10 月 21 日)

## Attachment 9c:

### Is it a tough job to be a mother?

13 May 2001

A massive of 82 per cent of mothers polled in a survey said that they were happy being mothers. A further 76 per cent claimed that they had done a decent job in being mothers. Sixty-four per cent, however, found motherhood duties difficult, with 20 per cent of the total respondents giving a maximum score of 10 points out of ten to indicate the difficulty.

The survey listed 10 factors and invited respondents to rate each of them on a scale of 0 to 10 in accordance with their importance in being a modern qualified mother, with 5 meaning a pass. The survey demonstrated that respondents gave an average of 6.2 or more to all the 10 factors, suggesting that respondents had a high expectation of being a modern qualified mother. Among the 10 factors, the requirements to communicate effectively with the children, or to maintain a harmonious marriage came first, with each earning an average score of 9.1. Being a good model for the offspring, and having sufficient time to spend with them had been ranked immediately following. Being a stay-at-home mom was on the fifth place. All this shows that in respondents' eyes, a modern qualified mom is expected not only to fulfill such traditional duties as preparing meals for or taking care of the children, but also to 'go beyond the kitchen' and effectively communicate with them.

The survey noted that an overwhelming majority of respondents (96 per cent) thought that they had a very good or good relationship with their children, with another 30 per cent giving a maximum score of 10 points out of ten to indicate their happiness being mothers.

A majority of respondents, however, admitted that a lack of time was the most difficult part in relation to raising their children. This was also the most commonly cited problem when asked to state the main difficult that mothers were facing. This was particularly the case for respondents who were employed.

Some 45 per cent of the total respondents had employment, with most attributing the reason for not being a stay-at-home mom to the fact that they needed to earn money to support the family. Although a considerable portion of respondents (84 per cent) were of the view that being a 'stay-at-home mom' was an important requirement for a modern qualified mother, respondents' occupational background showed no statistically significant difference when they came to evaluate their own relationship with their children. In fact, educational attainment made a difference, respondents with a higher level of educational attainment were more inclined to say that they had a very good or good relationship with their kids.

The survey showed that 70 per cent of respondents converse with their kids just for 60 minutes or less than 60 minutes a day. The largest number of respondents said that they assumed the responsibility for taking care of the children (68 per cent), followed by a smaller pre cent of mothers who hired maids for this purpose (12.8 per cent). Only a very few number said that their spouses had played a role in this regard (1.2 per cent). When asked what they wanted their kids to present for the Mother's Day, a majority of respondents (62 per cent) said that it did not matter.

More than 60 per cent of respondents admitted that they were most concerned with the academic performance of their kids. The percentage stood well above other concerns, such as 'physical health' or 'moral performance', with only 44.5 per cent and 38.4 per cent of respondents considering them as being the appropriate answers.

This telephone survey was conducted from 3 to 10 May 2001. A total of 539 mothers under 39 were successfully interviewed. The survey noted that 83 per cent of the respondents had one or two kids only.

Source:

1. The Hong Kong Federation of Youth Groups (2001). *Is it a tough job to be a mother?*. Retrieved 16 October, 2009 from <http://yrc.hkfyg.org.hk/english/yr-polls-90-e.htm>

## **Attachment 9d:**

### **The Challenges for Today's Fathers**

16 June, 2001

To provide financial security for the family was considered the main duty and challenge to today's fathers, according to a territory-wide telephone survey conducted by the Hong Kong Federation of Youth Groups. An overwhelming 97 per cent of fathers polled, said that being able to make sure the family was well provided for and in no need, was an important requirement for modern qualified fathers, the highest percentage among the ten requirements suggested in the questionnaire. A further 92 per cent of respondents stated that financial contributions to the family were important, while more than half revealed their biggest worries to be the fear of losing their jobs, or failure to earn enough money.

Despite the challenges, more than 90 per cent of respondents experienced a feeling of satisfaction in being fathers, with most saying that as long as their children were healthy, they would be satisfied. The obedience of children came second. Although around two-thirds of respondents admitted that they were most concerned with the academic performance of their children, this placed third when regarding the respondents' source of satisfaction in being fathers.

In the respondents' view, a modern qualified father had to fulfill a set of demanding requirements. On top of the two requirements related to providing financial security to the family, further requirements considered important included, maintaining a harmonious marriage, having no bad habits and being a role model for their children. Each requirement earned more than 90 per cent of the respondents' support. More than 8 out of every 10 respondents considered that being able to communicate with their children and having sufficient time to spend with them, important. All this indicates that respondents expected a modern qualified father to perform various roles, especially those of breadwinners, emotional supporters, and role models.

A fewer portion of respondents (around 50 per cent only) expected a modern qualified father to be rigid or authoritarian.

The telephone survey was conducted from 28 May to 1 June 2001. A total of 510 fathers who had children aged 15 or younger were polled. It was found that more than 80 per cent of respondents trusted their children.

Respecting the interactions between fathers and their children, an overwhelming majority of respondents (97 per cent) claimed that they had a good or very good relationship with their offspring. Playing at home was the most commonly cited activity that required respondents to spend the longest time with the child (33.6 per cent). More than 90 per cent said that they reserved their holidays to stay with the children, or joined them while doing things that they enjoyed most, while a further 75 per cent took the time to telephone their children as an effort in enhancing communication.

More than 20 per cent of respondents found a lack of time the most difficult aspect when it came to raising their children, with a similar percentage seeking an improvement in allocating more time for the family, or to communicate more with the children. One-fourth of employed respondents were required to leave Hong Kong for trips overseas.

In response to the findings, the Federation said that today's fathers shoulder a heavy financial burden. Their burden was intensified by the fact that they had high expectations of themselves being fathers. Yet,

from a positive point of view, respondents seemed to enjoy the experience of fatherhood. The Federation believes that it would help if family members communicated more, and showed greater spiritual and emotional support to Dad.

Source:

1. The Hong Kong Federation of Youth Groups (2001). *The Challenges for Today's Fathers*. Retrieved 16 October, 2009 from <http://yrc.hkfyg.org.hk/english/yr-polls-91-e.htm>

**Attachment 10:**

**“A list of the causes of parent-child conflicts”**

- Resources: Scrambling for facilities/money/space/etc
- Jealousy: Achievements/Gains/Conditions are not as good as those of others, etc.
- Relationship: Communications/ The ways of getting along with each other are not satisfactory, dating, etc.
- Dissatisfaction: Poor attitudes, rude language, emphasising the men and neglecting the women, etc.
- Emotion: Instability, Psychological imbalance, etc.
- External factors: Unhappy work, unsatisfactory academic results, etc.
- Bad habits: Indulged in playing video games, going online, gambling, etc.
- Others: A combination of the above items

## Attachment 11:

### Win-win Game

**Aim: To enable students to learn the concept of “win-win” and explore the different methods for managing conflicts**

Time allowed: 60 minutes

Setting:

1. Divide the class equally into two groups, namely A and B.
2. Appoint an observer to record the observations in the game for each group.
3. Prepare 1 red card and 1 white card for each group.
4. Show Table 1, which indicates the marking criteria and Table 2, which indicates marks recorded.

Rules and ways to conduct the game:

1. The game consists of 10 rounds and the group that has the highest total mark is the winner.
2. Each group has to conduct internal discussions and come up with a colour card (white or red) in each round by consensus.
3. The internal discussion of the two groups must be kept confidential and the discussion of one group cannot be released to the other.
4. After counting one to three by teacher, each group should raise the colour card it has chosen. Marks will be counted by referring to Table 1.
5. The choices and the results of the two groups in each round will be recorded in Table 2. Each group starts to choose a colour card after internal discussion and by voting.
6. Repeat the whole process for 10 times until the game is finished.
7. The same colour cannot appear for more than seven times.
8. Teachers should calculate the marks gained by the two groups after the game and ask observers to report their observations.

Colour		Marks	
Group A	Group B	Group A	Group B
White	White	-5	-5
Red	White	-1	5
White	Red	5	-1
Red	Red	3	3

Round	Group A		Group B	
	Colour	Total Marks	Colour	Total Marks
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

## Reflections on the win-win game

### I) Observation Record Table

In the game, record the eye contact, facial expressions, expressions and attitudes of each classmate. If discrepancies occur in the discussion, record the handling methods adopted by the relevant students.

### II) Personal Fill-in Worksheet

1. How can we win? Keep using “White card” or “Red card”?
2. Do discrepancies appear in the groups during discussion? If yes, how are the discrepancies resolved?
3. Will this game arouse conflicts within a group or between groups?
4. What methods do you use to deal with conflicts? Watching at one side? Actively facing them? Being passive? Feeling helpless? Just being concerned with oneself? Just being concerned with other people? Trying to escape? Reaching a consensus by negotiation?
5. To what extent do you think the game reflects real life? Explain your answer with examples.
6. Does the game in any way inspire you? How?

**Attachment 12:**

**The Five Methods for Managing conflicts**

- Competition (high concern for self, low concern for others) – The conflicts are resolved by wills.
- Avoidance (low concern for both self and others) – One party is aware of potential conflicts and avoids confronting the other party.
- Accommodation (low self concern, high concern for others) – One party tries to meet the goals and wants of the other party first. One's own immediate goals (relatively less important) are put aside.
- Collaboration (high on both concerns) – One respects the other person's goals and work out strategies to have both parties' goals fulfilled.
- Compromise (moderate on both concerns) – Both parties are fairly equal in power, competing for a while, then reach agreement to get part of their goals fulfilled.

Source:

1. Miller, Katherine, Organizational Communication: approaches and processes. Quoted from Personal, Social and Humanities Education Section, Curriculum Development Institute, Education and Manpower Bureau: "Learning Resource Pack on Integrated Humanities (S4-5) Core Module 1: Personal Development" (Hong Kong: Personal, Social and Humanities Education Section, Curriculum Development Institute, Education and Manpower Bureau, Hong Kong Special Administrative Region, 2004), p.114.

**~THE END~**