

*Liberal Studies  
Curriculum Resources  
Booklet Series*

**Personal  
Development and  
Interpersonal  
Relationships**



Liberal Studies Section  
Curriculum Development Institute  
Education Bureau  
2016

# Contents

<b>Preamble</b>	<b>1</b>
<b>Part I: Learning and Teaching Focuses</b>	<b>4</b>
<b>Part II: Basic Concepts and Relevant Information</b>	<b>16</b>
<b>A. Basic Concepts</b>	
● Adolescence	17
● Self-development	19
● Life Skills	21
● Interpersonal Relationships	23
● Socialisation	25
● Self-concept	27
● Self-esteem	29
● Rights and Responsibilities	31
● Roles	32
● Interpersonal Communication and Conflicts	33
● Conformity and Peer Influence	35
● Media	37
● Current Trends	39
<b>B. Relevant Information</b>	
● The Commission on Youth	41
● Youth Competitiveness in Hong Kong	42
● Happiness Index of Adolescents	45
● Indicators of Youth Values	48
● Hong Kong Youth Uniformed Groups	52
● Media Use among Hong Kong Young People	54
● Parenting Styles	56
● Socially Withdrawn Youth	58
● Adolescent Idol-worship	60
● Gender Mainstreaming	62
● Changing Attitudes Towards Love	64
● Study on Deviant Behaviours among Adolescents	66
● Youth Drug Abuse Situation in Hong Kong	68

<b>Part III:</b>	<b>Learning and Teaching Exemplars</b>	<b>71</b>
	<b>Exemplar (1) Young Internet-addicted Phubbers in Hong Kong</b>	<b>72</b>
	<b>Exemplar (2) Parent-child and Peer Relationships during Adolescence</b>	<b>119</b>
	<b>Exemplar (3) Gender Roles in the New Generation</b>	<b>152</b>
<b>Part IV:</b>	<b>Extended Reading and Reference Materials</b>	<b>186</b>
	<b>A. Publications and Websites</b>	<b>187</b>
	<b>B. Relevant resources on the Web-based Resources Platform for Liberal Studies</b>	<b>192</b>

\* Special thanks to the following academics for reviewing this booklet and giving valuable advice:

- **Prof. AU Kit-fong, Terry, Vice-president and Pro-Vice-Chancellor (Academic Staffing and Resources), The University of Hong Kong**
- **Dr CHAU Wai-lap, Albert, Vice-President (Teaching & Learning), Hong Kong Baptist University**
- **Dr LEUNG Wing-tai, Ministry Advisor of Breakthrough Ltd. and President of Lumina College**

(in alphabetical order)

The Liberal Studies Section of the CDI is grateful to publishers/organisations for permission to include material from their publications in this Resources Booklet. We apologise for any infringement of copyright in respect of material printed in this volume, for which permission has not been obtained in time or for which the sources could not be traced. Every effort has been made to trace copyright. However, in the event of any inadvertent infringement due to errors or omissions, copyright owners are invited to contact us so that we can come to a suitable arrangement.

## **Preamble**

Liberal Studies is an inter-disciplinary core subject of the senior secondary curriculum. It looks at significant contemporary issues ensuring that senior secondary students experience a broad and holistic education, developing their knowledge and broadening their horizons. With the learning experience gained in this subject, students can enhance their social awareness, develop thinking skills and foster positive values and attitudes.

The *Liberal Studies Curriculum and Assessment Guide (Secondary 4 - 6)* (“*Curriculum and Assessment Guide*”) clearly states that the design of this curriculum is based on the necessary knowledge and capacity for students’ learning in primary and junior secondary education. It aims to “consolidate and broaden the foundational knowledge of every student through studying a range of contemporary issues in different contexts”. This curriculum comprises three interconnected Areas of Study, which in a balanced manner, “represent broad areas of concern about the human condition and the contemporary world. They serve as platforms for the exploration of related issues, so that students can develop a more coherent understanding of the world and come to appreciate the connections among concepts.”

As “platforms for the exploration of related issues”, the three Areas of Study provide a solid foundation for students in their enquiry learning process. The six modules, various themes and key enquiry questions further indicate the focuses and pathways for enquiry, and help students apply the knowledge, concepts and perspectives of different subjects (such as science, economics, history and culture) in specific contexts in order to extend the breadth and depth of these Areas of Study. In this regard, in addition to focusing on the development of students’ enquiry skills, teachers should consider if the selected issues can as a whole cover each Area of Study, module and theme in a balanced way when planning the teaching progress and internal assessment for this subject. This will help students fully understand relevant knowledge and broaden their horizons.

The Education Bureau and the Hong Kong Examinations and Assessment Authority jointly prepared the *Liberal Studies Curriculum and Assessment Resource Package - Interpreting the Curriculum and Understanding the Assessment* (“*Resource Package*”) in June 2013 to help teachers better understand the breadth and depth of the curriculum and the requirements of the public assessment. Teachers generally believe that the *Resource Package* is conducive to the planning of the curriculum and teaching

progress. In order to further illustrate the highlights of the curriculum, the Education Bureau published the *Liberal Studies Curriculum Resources Booklet Series* based on the interpretation of the curriculum made in the *Resource Package* published in 2013 and the Medium-term Curriculum Review recommendations released in 2015. This booklet series provides teachers and students with more appropriate learning and teaching resources according to the six modules of the curriculum to reduce teachers' workload. Each booklet has a similar structure, comprising four parts as follows:

- **Learning and teaching focuses:** This is mainly excerpted from relevant parts of the *Resource Package* of 2013, listing out the learning and teaching focuses of this module and suggesting relevant examples of enquiry for teachers' reference. Relevant contents will be revised in accordance with the results of the Medium-term Curriculum Review.
- **Basic concepts and relevant information:** This part provides students with the basic knowledge for learning this module, including basic concepts students should master and some useful relevant information. It also includes diversified and balanced views for reference in the issue-enquiry process. Teachers may distribute relevant information to students if deemed necessary.
- **Learning and teaching exemplars:** This part selects specific issues for enquiry in respect of the learning and teaching focuses of this module, and designs the learning and teaching flow and class activities. The leading modules and related modules are presented in some exemplars, showing the focus of the enquiry and the connection with other modules respectively. These exemplars show that the enquiry process requires attention to the development of both knowledge and skills. Students are expected to adopt multiple perspectives in thinking and foster positive values and attitudes. Each exemplar not only corresponds to the learning and teaching focuses of the module, but also suggests different learning and teaching strategies required in light of teaching and learning contexts, so as to develop students' critical thinking and modest learning attitude which refrains from making any rash criticism. Teachers may also adjust the learning contents and learning and teaching strategies with reference to the suggestions on learning and teaching in this booklet in order to cater for student diversity.
- **Further reading and references:** This part provides teachers with references for lesson preparation in order to complement the teaching contents. Teachers are advised to pay attention to the publications listed in Part A and encourage students to select some of them for extracurricular reading depending on their interests and

abilities, with a view to improving their understanding of the module and developing their independent learning capabilities.

We hope that this booklet series is helpful for teachers in refining their teaching of Liberal Studies. A series of support measures will be introduced in the future, such as conducting seminars and workshops, sharing of frontline teaching experience and updating the learning and teaching exemplars and relevant learning and teaching resources on the Web-based Resource Platform for Liberal Studies (<http://ls.edb.hkedcity.net>). When using the booklet series and other references, teachers may refer to the latest version of the *Curriculum and Assessment Guide* and make school-based adaptations. In addition, in order to keep abreast of the development of teaching issues, with reference to the sources indicated, teachers may update the relevant information and statistical data as appropriate.

During the course of the preparation for the booklet series, we have consulted with the Curriculum Development Council Committee on Liberal Studies and frontline teachers and invited a number of experts and scholars to review the contents. We hereby express our gratitude to them.

The copyright of the booklet series is owned by the Education Bureau, HKSARG. No person is allowed to duplicate the contents of the booklet series for commercial use. Comments and enquiries on the booklet series may be sent to:

Chief Curriculum Development Officer (Liberal Studies / Cross-curricular Studies)  
Curriculum Development Institute, Education Bureau  
13/F, Wu Chung House, 213 Queen's Road East, Wanchai, Hong Kong.  
Fax: 2573 5299  
E-mail: [ccdols\\_ccs@edb.gov.hk](mailto:ccdols_ccs@edb.gov.hk)

## **Part I: Learning and Teaching Focuses**

The Area of Study on “Self and Personal Development” consists of only one module: “Personal Development and Interpersonal Relationships”. Teachers may summarise the learning and teaching focuses for this module into the following aspects:

1. **Self-Development, Current Trends and Life Skills**
2. **Interpersonal Relationships and Conflicts**
3. **Roles and Identities, Rights and Responsibilities**

**Most of the basic knowledge needed** for learning this module **is covered in the primary or junior secondary curricula**. If students have had related learning experiences such as visits and tours, leadership training and volunteer services, such experiences will also serve as useful materials for learning and teaching. In the enquiry process, teachers may, depending on the needs of students, revisit such basic knowledge and learning experiences with the students, and guide them on how to apply, reflect, and share.

For the learning and teaching focuses of this module, teachers may like to apply theories of various disciplines such as counselling, psychology or sociology to help students master the issues and start their enquiry. Teachers are advised to **adjust the level of difficulty to suit their students and to explain abstract ideas with specific examples**. Besides, teachers should emphasise that these theories are for helping them **understand and analyse issues** rather than for recitation. It is not necessary to explain these theories in detail. An introduction of the parts relating to the issues for enquiry will be sufficient.

## 1. **Self-Development, Current Trends and Life Skills**

Since adolescence, young people experience significant changes in biological, psychological and social development. In the journey of self-discovery and exploration, they need recognition and acceptance from others, especially their parents, teachers and peers so as to build up a positive concept of self and have a healthy development of self-esteem. Numerous challenges and opportunities were brought by the current trends, which may impact young people's self-development and interpersonal relationships. It is therefore important for young people to acquire different life skills in order to equip themselves to face the challenges in life. Teachers are advised to use relevant survey reports or real life cases **to help students understand the concepts of self and self-esteem, and then the various learning and teaching focuses like current trends and life skills.**

### ■ **Adolescents' pursuit and development of self**

- Teachers may **brief** students on the **typical adolescents' psychological characteristics** to consolidate their basic knowledge. Teachers may remind students that these characteristics are just general descriptions to give them some initial ideas of the psychological characteristics of adolescents so as to facilitate the subsequent enquiries of the learning and teaching focuses of this module.
- Teachers may introduce self-concept to students and explain that one's self is not only from the personal choice but also influenced by the social environment. Teachers are then advised to give relevant examples for enquiry, with emphases on how these examples **reflect the importance of self-image to adolescents and the journey in searching for self. Attention should also be paid to the impacts of the social environment on adolescents' self-development.** The following are suggested examples for enquiry:

- Teachers may consider using both positive and negative cases relating to young people's growth to let students analyse the developmental process of one's self-concept, understand that one's appearance, personalities, behaviour and values, etc. may change according to the changes in the environment and relationship with different social groups, and realise **the importance of the development of positive self-concepts to the growth of young people.**

- Teachers may analyse the relevant news reports and movies and explore **how** their contents or themes reflect the **adolescents' views towards their own self-image** (such as appearance, personality and temperament). If the selected learning and teaching materials mention that adolescents hope to become more physically attractive through plastic surgery, teachers may further guide students to explore the mentality and values as reflected. In the enquiry process, teachers should note that some choices which might seem unwise in the eyes of adults could also contain positive values or able to arouse the self-confidence of students.
- Teachers may select cases of celebrity worship as examples for enquiry into the adolescents' pursuit of self-recognition. From a positive perspective, celebrity worship is conducive to setting life goals and providing incentives for adolescents to strive for excellence. On the other hand, overvaluing the importance of idols may lead to self-devaluation and loss of self-confidence. Teachers are advised to select **relevant examples of the positive and negative impacts for student enquiry or use a single example to analyse its positive and negative impacts.**

- In the process of self-affirmation, adolescents would be able to face the challenges in life and seize the opportunities if they can understand themselves, explore their own potentials and establish appropriate goals in life. If adolescents get confused during the search of self, or lack self-confidence and interpersonal skills during their growth, their transition to adulthood would be affected. Teachers may also cite cases of former socially withdrawn youths who have given up this lifestyle. Teachers may discuss with students the internal struggles of these youths to help them **reflect on areas to which attention should be paid during adolescents' self-development** based on the cases.

#### ■ **Factors affecting the development of self-esteem during adolescence**

- Nurturing good self-esteem means a lot to the growth of young people. If one owns higher self-esteem, he/she would be more able to affirm and appreciate himself/herself, having greater confidence in facing difficulties and developing good interpersonal relationships. Regarding factors affecting adolescents' development of self-esteem, they may be broadly divided into three categories. First, performance in key areas such as academic achievement, athletics, and

appearance. Second, acceptance and praise from the significant others such as family members, teachers and peers. Third, external factors such as culture, socioeconomic status and gender differences. Teachers may consider citing relevant examples for enquiry. The focus of enquiry should be **how these factors promote or undermine adolescents' self-esteem**. The following are suggested examples for enquiry:

- Teachers may consider selecting case studies of famous people (for example, winners of Ten Outstanding Young Persons Selection or Outstanding Students Awards and famous athletes) to allow students to study how these people have successfully developed their self-esteem, how they strive for their excellence while facing difficulties and how they enhance their self-esteem in order to perform better in different fields so as to **understand that self-esteem may be affected by personal efforts and the objective environment. Students should reflect on how to face up to their limitations and develop their self-esteem**.
- Teachers may consider citing survey reports or news relating to parenting styles for discussion with students. The materials selected should include **both cases in which the parenting styles are appropriate and need improvement**. Teachers may also use the parenting styles and parental experiences in other parts of China and those of foreign parents for discussion so that they can learn more about **the impacts of different parenting styles on children's development of self-esteem**.

### ■ **Current trends**

- With rapid changes in society, adolescents are confronted with various challenges and opportunities posed by ever-changing trends. Having a positive attitude to life and being able to acquire different life skills can help adolescents prevent themselves from blindly following the crowd, cope with challenges in life and seize the opportunities rationally and independently. Teachers are advised to cite several current trends for enquiry with students. They should include positive and negative trends, so that students better understand **the impacts of these trends on adolescents**. The following are suggested examples for enquiry:

- “Other Learning Experiences (OLE)” comprises an important part of the new senior secondary curriculum. OLE aims to broaden students’ horizons and achieve whole person development. Some schools organise exchange programmes or volunteer services as part of the learning activities for OLE. Teachers may consider exploring with students **the significance and propose of participating in these activities**, as well as **the impacts on the growth of young people**.
- Participation in extra-curricular activities facilitates the physical and mental development of adolescents. Adolescents can also broaden their horizons, cultivate interests, unleash potential, widen social circle and develop life skills. Teachers are advised to conduct surveys and collect statistical data regarding students’ participation in extra-curricular activities to let students **understand the advantages of extra-curricular activities and reflect on the impacts of broad participation in extra-curricular activities**.
- Teachers may consider guiding students to deliberate on **the values reflected in the pursuit of famous brands, overconsumption and their effects**. Teachers are also advised to make use of the issue to guide students to **reflect on the importance of developing proper attitudes and habits of financial management (such as identifying the need of consumption and choosing the need to be satisfied immediately or at a later stage)**.
- The Internet and smartphones have become an indispensable part of adolescents’ daily lives. Teachers may cite relevant comics, survey reports or news for students to discuss **adolescents’ use of the new media, the opportunities and drawbacks brought by Internet activities and smartphones, and ways of solving the problem arising from Internet addiction and “phubbers”**.

- Summary: Besides the abovementioned examples of current trends, teachers may also consider citing other trends for enquiry, such as football gambling, drug abuse, “cosplay”, volunteer service and participation in community affairs (refer to Learning and Teaching Focuses in Item 3 below). However, no matter what examples are selected, it is suggested that the enquiry should focus on **the reasons behind these trends and their positive and negative effects on adolescent development**.

## ■ Acquiring life skills

- Adolescents should **learn self-management and acquire life skills to help themselves transit into adulthood** as they develop. Teachers are advised to use selected cases for enquiry to help students reflect on the importance of different life skills (for example, self-management in daily life, proper finance and time management, setting life goals, conflicts resolution and coping with adversity) to adolescent development so that they would be able to grasp opportunities and meet challenges. The following are suggested examples for enquiry:

- Teachers are advised to select some inspiring stories (e.g. Cases of how handicapped athletes face difficulties) to discuss how they overcome the physical barriers, develop a positive outlook on life and cope with adversity. Students are expected to **reflect on the importance of various life skills to the development of adolescents** through the analysis of these sharing of personal experiences.
- Teachers may consider citing some cases of “Kong Kids” or relevant survey reports to let students study the reasons behind the phenomenon of “Kong Kids” as well as the social problems resulting from this phenomenon so as to **reflect on the importance of life skills** (such as self-management, coping with adversity or major changes) **to adolescent development**.
- Teachers may consider citing cases of “three-low” (low educational attainment, low level of skills and low income) youths to explore with students the **relationship between adolescents’ self-development and family background**, and **give specific suggestions on developing adolescents’ self-confidence and improving their interpersonal relationships**, and guide students to **reflect on the importance of acquisition of the life skills as well as broadening the social network** from the characteristics of “three-low” youths such as lack of self-confidence, poor self-image, little community involvement and difficulties in expanding an interpersonal network<sup>1</sup> and then give suggestions on how to build up self-confidence and improve interpersonal relationships.

<sup>1</sup> The Hong Kong Federation of Youth Groups (2007). 低學歷、低技能、低收入青少年的困境與出路. Hong Kong: The Hong Kong Federation of Youth Groups.

## 2. Interpersonal Relationships and Conflicts

Adolescents can enhance their understanding of themselves, their rights and responsibilities, receive supports, acquire life skills such as how to get along with others through various interpersonal relationships, so as to cope with various challenges and opportunities they face in society. However, as adolescents develop and move into adulthood, the physiological and psychological changes usually give rise to changes in their interpersonal relationships with parents and teachers. Meanwhile, adolescents have closer relationships with peers and may try to date those they admire. The above **relationships with family members, teachers, schoolmates, peers and dating partners** are important learning and teaching focuses. In addition, teachers are advised to deal with **changes in styles of communication and interpersonal relationships resulting from the media and the advancement of information technology.**

- **Family relationships:** For adolescents, parent-child relationships would be the most important family relationships and sibling relationships are also significant to those who have brothers and sisters. In their childhood, adolescents have a rather closer relationship with their family as they need parents' care. When they enter secondary schools, their social circles would have been widely broadened and therefore their relationship with families may change as they spend less time with their family. If time permits, teachers should deal with the aforesaid family relationships respectively. If teaching time is pressing, teachers are advised to **focus the discussion on parent-child relationships** and guide students to reflect on how to develop relationships and resolve conflicts with family members. Some examples for enquiry are suggested as follows:

- Teachers may consider choosing survey reports or news about the parent-child relationship as a form of learning and teaching materials (It is recommended that **both harmonious and conflicting parent-child relationships are included as examples**), and allow students to explore the reasons for harmonious and conflicting relationships between adolescents and their parents, adolescents' attitudes and responses to conflicts, and ways of resolving conflicts and develop harmonious family relationships.
- Terms used to describe parents have appeared recently in Hong Kong such as "Helicopter Parents" and "Octopus parents". Teachers may briefly explain the meanings of these terms, and then discuss **the attitudes and behaviours** of these parents **in disciplining their children and the positive and negative impacts on parent-child relationships.**

- **Relationships with teachers and schoolmates:** At schools, relationships with teachers and schoolmates are significant to adolescents. Relationships with schoolmates can be discussed under peer relationships. Schools can be considered “the second home” of the adolescents while teachers are their “important others” who should be mutually respected in order to establish a friendly relationship with the adolescents as friends and mentors. Thus, teachers are advised to **put the enquiry focus on discussing teacher-student relationships** in this part. Teachers may make use of relevant survey reports, newspaper articles and even short stories about teacher-student relationships to analyse the **characteristics of these relationships, how teachers and students communicate and how they resolve conflicts**.
  
- **Peer relationships:** During the transition to adulthood, adolescents’ identities are developed and roles are embedded within different relationships. For this reason, adolescents are very concerned about their peer relationships, eager for social acceptance. Teachers may **cite both positive and negative examples of peer influence on adolescents for enquiry**. Besides, as the experiences among adolescents are similar, their relationship is close as they have endless topics for sharing. However, conflicts and even bullying may also occur during peer interactions. Teachers may cite examples of such cases for enquiry. The following are suggested examples for enquiry:

- Adolescents may encourage one another to advance towards their goals through peer interactions. They can also provide mutual support, through providing emotional support and suggested solutions to problems in the face of difficulties. Teachers are advised to select relevant news or cases to **discuss the effects of positive reinforcement from peers**.
  
- Teachers may cite relevant recent news or survey reports and discuss the causes for the emergence of “youth gangs” (**Focus on the factors related to adolescent development and interpersonal relationships**), typical deviant behaviours of youth gangs, the harmful effects brought to the victims of bullying, ways of solving the problem arising from youth gangs and ways of preventing bullying.

- **Relationships with dating partners:** To begin the enquiry of this learning and teaching focus, teachers may guide students to compare the past and present views on love and marriage first so as to **illustrate the changes in values**. Teachers may then consider selecting examples such as dating behaviours and romantic love for

student enquiry according to school context and teaching time. Teachers should guide students to **reflect upon what should be noted during dating**. The following are suggested examples for enquiry:

- Teachers may cite relevant survey reports or news for students to discuss so that they can analyse **the opinions** of adolescents **towards love and the related behaviours** and learn that mutual respect, showing concern, care and understanding are very important in a relationship.
- Teachers may start with survey reports on sex education and secondary students' sexual knowledge (or experiences) as a way to explore secondary students' knowledge of and attitude towards sex. Teachers may also select relevant news, case studies or video clips on premarital sex or pregnancy or "compensated dating" as learning and teaching resources for **the study of the cause and impacts of premarital sex, premarital pregnancy and "compensated dating"**.

- **Development of communication technology, media and changes in interpersonal relationships**: Rapid development of communication technology such as the Internet and smart phones has prompted the globalization of information and changed the mode of communication among people. Because of the convenient communication tools, the very attractive cyber world and the fast-growing social networking websites, using mobile phones and participating in online activities have become part of adolescents' daily lives. Moreover, the messages and values presented by the media through advertising, pop stars, movies and TV soap operas also positively or negatively influence the adolescent development and interpersonal relationships. Teachers are advised to discuss with students **how communication technology and media change adolescents' communication styles and interpersonal relationships in addition to the advantages and disadvantages that arise**. The following are suggested examples for enquiry:

- Teachers may use survey reports or news to discuss with students **adolescents' use of online communication (including the Internet and smart phones) and the reasons behind. Students may also suggest ways of preventing adolescents from Internet addiction**. Moreover, since most adolescents prefer online communication and some parents are influenced to use the internet to **maintain relationships with their children**, teachers may guide students to analyse **the impacts of such communication styles on parent-child relationships**.

- The common online behaviours of adolescents include making friends or keeping peer interaction through social networking websites where they share information and feelings. Teachers may cite relevant survey reports or news to explore with students **why adolescents are enthusiastic about internet relationships and the impacts that arise**. Also teachers should remind the students to **handle the internet relationships tactfully and alert them to the danger of relationship scams, cyber bullying and other potential risks**.

### 3. **Roles and Identities, Rights and Responsibilities**

Adolescents develop their identities and roles in various groups including family, school, society, country and the world. These groups also have different expectations on the adolescents' roles, behaviours and performance. While enjoying rights, adolescents also undertake many responsibilities and obligations to become a responsible member of the groups and become a citizen making contributions to the society. For this learning and teaching focus, teachers are advised to **understand their identities and roles within different relationships as well as their rights and responsibilities, and show concern for the society.**

#### ■ **Identity and role expectations within different relationships**

- While taking part in the activities of a variety of groups, adolescents need to **understand the identities, roles and expectations within different relationships**, master the behavioral norms of various social roles and formulate personal concepts of values and behavioural style. They also need to cope with opposing ideas and resolve conflicts within groups. Given the many roles and identities of adolescents, teachers are advised to **choose two to three of them to discuss with students**. The following suggested examples for enquiry are related to family roles and gender roles in society:

- Being the nurturing ground for personal growth, the family is crucial for shaping the personality of an adolescent. While it is suggested to start with adolescents' family roles, teachers may cite survey reports or news relating to family responsibilities and roles and discuss **the roles which an adolescent should take within the family and the expectations of parents on their children**. In the enquiry process, teachers may also revisit with students the learning contents of the harmonious relationship and conflicts among family members.
- Teachers may consider taking examples from the news or daily life anecdotes to analyse how this data reflects gender role expectations in society and whether gender stereotypes exist to understand **how gender roles affect people's behaviours**. In addition, teachers are advised to select some television programmes as an example to discuss **why traditional concepts of gender roles still affect the views and expectations presented by the media or adopted by some people in the society** to let students **reflect on the value of gender equality**.

- **Rights and responsibilities of adolescents**: Apart from the basic rights enjoyed by general Hong Kong residents, adolescents are also given educational and legal rights. The society also expects adolescents to bear responsibilities. Teachers are advised to explore this learning and teaching focus in two ways: **recognise adolescents' rights and responsibilities**, and **understand why the rights and responsibilities shared by adolescents are different from adults in the society**. The following are suggested examples for enquiry:

- Teachers may help students recognise their rights by quoting the *Charter for Youth*<sup>2</sup> which stipulates **adolescents' opinions should be fully considered**. As shown, adolescents' rights are respected by society and the Government.
- **The society has different expectations for adolescents at different ages**. For example, restaurants are forbidden by law in Hong Kong to allow any persons under 18 to drink alcoholic beverages on their premises. Besides, the judiciary normally will take into account the age of offenders when imposing sentences on their crimes. Teachers may consider quoting related legal provisions or news for discussion, mainly guide the students to understand that such arrangements aim to **create a protective and favourable environment for adolescent development, and thus nurture more talents for society**.

---

<sup>2</sup> Website of Charter for Youth. Retrieved from <http://www.hab.gov.hk/en/youth/index.htm>

## **Part II: Basic Concepts and Relevant Information**

Liberal Studies covers a large number of concepts. While helping students in issue-enquiry, teachers may elaborate on examples or events with relevant concepts. In this way, the nature of the issue, the phenomenon reflected and the points of conflict can be analysed so that students can gain more in-depth understanding of the curriculum. Furthermore, if students are able to master the meanings of concepts, they may apply these concepts in the discussion of other similar issues in order to construct knowledge. Besides, the process of issue-enquiry also involves understanding of information of various aspects for analysis, and giving personal views, judgment and comments with critical thinking.

In order to assist teachers in the lesson preparation and students in their learning, this part sets out the basic concepts (Section A below) and relevant information (Section B below) that can be adopted in this module for reference.

The basic concepts set out in Section A may be applied in understanding and dealing with the learning and teaching focuses of this module. Teachers are advised to adopt different learning and teaching strategies in class and explain to students the meanings of the concepts in conjunction with the issues, or to analyse and explain them through conceptualisation. Teachers may distribute the explanation of these concepts to students before or after class, and provide proper guidance to help them understand how to apply these concepts as well as understand their meanings, so that students would not regard these as materials for memorisation.

The relevant information in Section B is designed to provide students with basic knowledge to understand this module. These include, for example, the historical background, different opinions of stakeholders, brief introduction of governmental and non-governmental organisations, and data showing the development trend or recent development. The purpose is to supplement students' basic knowledge for issue-enquiry. Teachers may distribute such information to students as references if deemed necessary.

Teachers should be reminded that all the concepts and information provided in this part are for reference only. When preparing the learning and teaching materials and designing the learning activities, teachers should make adaptations based on the school context and the issue to be dealt with in class.

## A. Basic Concepts

### Adolescence

Adolescence is commonly defined as the stage of transition from childhood to adulthood, and it is generally perceived that secondary school to university students are teenagers. The Commission on Youth (CoY) in Hong Kong classifies people aged 10-24 as adolescents. In recent years, different Hong Kong adolescents have been described in various ways, such as “post-90s generation”, “Outstanding Young Persons” and “double loss youth”, which reflect the social impressions and expectations on young people. These impressions and expectations become the social standards that affect how adults treat and get along with young people and also have impacts on young people’s self-perception. And then, various aspects of young people’s development, for example, careers and studies, ways of getting along with others and social participation, would be affected.

The growth and development of adolescents vary in different generations. Generally speaking, young people back in the 1970s usually left school and entered the workforce at a younger age. They also got married and had children earlier. By contrast, today’s young people generally have more educational opportunities and, together with a higher percentage of late marriage, they usually have a later transition to adulthood.

Most adolescents’ growth and development, as well as challenges and opportunities they encountered, are affected by factors such as social changes, cultural differences and historical environment. They usually experience the following changes and impacts brought about by growth and development<sup>1</sup>:

<b>Growth and development</b>	<b>Major characteristics of development</b>	<b>Positive and negative impacts brought about by development</b>
Physiological changes	Growing rapidly in height and weight, accelerated development of secondary sex characteristics.	Changes in appearance may affect the self-esteem and self-image of adolescents. They may also be curious and confused about sex.

<sup>1</sup> Dolgin, K. G. (2011). *The adolescent: Development, relationships, and culture*. Boston: Pearson Education, Inc., pp.160-185.

Self-development	Exploring self-concept, pursuing self-image, developing self-esteem.	The self-assertive young people can have a healthy self-image and higher self-esteem. Those unable to accept themselves may feel confused or become self-centred.
Psychological changes	Becoming emotional, longing for independence and expecting others' recognition.	For young people who have got peer acceptance, their emotions are usually more stable. However, young people may have emotional problems if they fail to meet the social expectations and face pressure.
Social Development	Reducing dependence on parents, hoping to develop close peer relationships or possibly dating relationships.	Young people may gain affective support through peer relationships, yet the pursuit of peer acceptance may lead to deviant behaviours. In the parent-child relationship, positive relationships can bring about mutual respect while negative relationships may lead to alienation.

The major developmental task in adolescence is to identify one's self. If adolescents have smooth development, they will be able to seize the opportunities and cope with the challenges of growth. Most adolescents have a clear self-concept and are able to recognise their identities and roles. They are strongly motivated to pursue academic and career achievements, and also serve the society and bear the civic responsibilities. However, adolescents may encounter setbacks in the journey of self-exploration. They may lack a specific target or direction and feel confused about their future if they are not accustomed to the social expectations.

### Self-development

The “Self” is an abstract concept which constantly changes with the evolution of history and social environment. Self-development is achieved through the processes of socialisation, such as internalisation, social interactions and imitation. This means that one carries out self-reflection and, during his/her social life, he/she understands oneself and develops one’s own self, and all these will be revealed by one’s thoughts and behaviours (refer to the concept “socialisation”).

Based on the personal and the others’ understanding of oneself, the “Self” may consist of the following components:

	<b>Others know</b>	<b>Others do not know</b>
<b>I know</b>	<b>The Public Self</b> (e.g. names, height and gender)	<b>The Private Self</b> (e.g. private love affairs, hobbies, secrets)
<b>I do not know</b>	<b>The Blind Self</b> (e.g. unintentional behaviours and habits)	<b>The Potential Self</b> (the subconscious mind)

The search for the “Self” starts from childhood, and adolescence represents an important stage of self-awareness and self-affirmation. At this stage, a lot of young people may have thorough self-exploration and attain good self-development. For example, most student leaders are able to clearly and explicitly develop their personal expectations, identities and roles, values and life goals. They can also develop positive self-concept and healthy self-esteem (refer to the concepts “self-concept” and “self-esteem”).

However, when young people are confronted with factors that affect personal growth, their self-development would be hindered by these obstacles. For example, some young people may develop negative self-concepts or fail to have self-affirmation because of their negative self-perception of appearance, poor peer relations or failure to gain satisfaction from academic performance. On the other hand, some young people are encouraged by their parents, teachers and friends, or are enlightened by inspirational stories even though they fail in public examinations. They do not give up easily, develop their self-worth, set realistic expectations and continue to strive for their ideals instead.

The self-development of young people is affected by a number of factors, such as personal appearance, gender difference, academic achievement, parenting styles and socio-economic status. During the process of self-affirmation, the recognition and acceptance of significant others, such as parents, teachers and peers, observations and comparisons accumulated from their personal experiences, and participation in a variety of healthy activities, all can help young people know more about themselves, develop personal interests and potentials and set up positive life goals. This helps them face the challenges of growth with positive and healthy self-development.

### Life Skills

Life skills broadly refer to a person's skills and abilities to cope with needs in daily life, such as self-management skills and social skills. Sociologists generally believe that adolescents in different social groups, in historical periods and with socio-cultural backgrounds, need different skills. Adolescents need to connect and interact constantly with their surroundings and people around them in order to master various life skills effectively. Social psychologists emphasise three kinds of life skills<sup>1</sup> as follows:

- Interpersonal skills: the abilities to interact and communicate with others;
- Cognitive skills: basic and high-order thinking skills, including judgment and value systems;
- Emotion regulation skills: the abilities to manage oneself and control stress, so as to maintain emotional stability and balance.

Amid physical and mental development and social changes, young people need to be equipped with various skills and abilities to face challenges and seize opportunities, so as to make a smooth transition to adulthood. In general, the following life skills are crucial for the development of young people:

Life Skills	Importance to Youth Development
Setting goals	Providing a clear direction in life to facilitate successful development
Time management	Enhancing efficiency of work and study to maintain a healthy lifestyle
Finance management	Accumulating wealth to realise dreams and avoid falling into financial difficulties
Managing emotions	Relieving stress and negative emotions to enhance physical and mental health
Coping with adversity	Keeping a positive and optimistic attitude and actively overcoming difficulties
Dealing with conflicts	Establishing good interpersonal relationships and mastering communication skills

<sup>1</sup> Mangrulkar, L., Vince Whitman, C., & Posner, M. (2001). Mangrulkar, L., Vince Whitman, C., & Posner, M. (2001). *Life skills approach to child and Life skills approach to child and adolescent healthy human development*. Washington, DC: Pan American Health Organization. Retrieved from [http://www.hhd.org/sites/hhd.org/files/paho\\_lifeskills.pdf](http://www.hhd.org/sites/hhd.org/files/paho_lifeskills.pdf)

Through daily observation, practice and self-reflection, most young people can gradually master life skills such as self-management and interpersonal communication. These life skills are beneficial for young people to bring their strengths into full play, work towards their goals, and become rational, self-disciplined citizens when working in society in future. In addition, coping with adversity is also one of the most important life skills. The growth experiences of some disabled athletes provide very good references for young people to acquire skills in coping with frustration and adversity, and appreciate the spirit of working persistently towards one's aspirations.

### **Interpersonal Relationships**

Interpersonal relationships refer to the interdependent and interconnected social relations that are formed in the interaction among various social groups. Examples of interpersonal relationships include those between relatives, friends, classmates or colleagues, teacher-student relationship and employer-employee relationship. Development of interpersonal interaction is dynamic and it is not established at one stroke. It evolves in phases and changes continuously, and is built and maintained through communication.

Each individual has his/her own unique personalities, behaviours, thoughts and values, and at the same time, interpersonal relationships are indispensable in their lives. There are many benefits of interpersonal relationships, including enhancing self-perception, meeting affective needs, understanding social norms and providing resources support. For example, positive and healthy relationships improve self-esteem and promote physical and mental health, making one feel safe, confident and happy. On the contrary, if interpersonal conflicts occur, such as being abandoned and rejected, may give rise to grief and loneliness, or even cause psychological distress (refer to the concept “self-esteem”).

During the transition to adulthood, teenagers pursue independence and there are prominent changes in their interpersonal relationships. Teenagers begin to have their own opinions. They share ideas with their parents and elders less often, making their family relationship more alienated than that in childhood. In contrast, adolescents are more closely attached to their peers than before because they value peer recognition and hope to gain self-esteem and build self-confidence. Stepping into adolescence, adolescents gradually become more interested in love affairs, and may even start looking for dating partners.

Many factors affect the degree of interpersonal intimacy (e.g. Interpersonal intimacy is often the strongest between those related by blood), including the degree of variability in relationships, the frequency and depth of contact, the amount and depth of shared experience, and personal subjective feelings. The different levels of intimacy shape the way people interact with others and even change the functions of interpersonal relationships. Through interactions, humans deepen mutual understanding with others, thereby creating complex relationships or conditions such as attraction, cooperation, obedience, leadership, competition, resistance or rejection.

The globalization of information, resulting from the rapid development of the Internet and communication technology, changes the mode of interpersonal communication. In addition to face-to-face exchanges in real life, social networking on the Internet has had a great impact on young people's interpersonal relationships. For example, a variety of communication tools and interactive social networking sites enable young people to get to know people from different regions and backgrounds, and expand their social circles.

### **Socialisation**

Under the influence of various social cultures since birth, everyone gradually learns how to understand himself/herself and others through interactions with people, events and things in the social context. One can develop all the attitudes, concepts and behaviours that are in line with social norms in terms of treating others, exercising self-discipline and following rules in interpersonal relationships. This process of learning social roles and behaviours and complying with social norms is called “socialisation”<sup>1</sup>.

According to sociological theory, the process of socialisation mainly consists of two parts: internalisation and social interaction. Individuals acquire new knowledge from the society, learn to abide by norms, develop values and make the learning process natural. This is internalisation - the internal process of individuals’ socialisation. However, socialisation is not a static process. Nor is it a one-way process for individuals to accept the teaching of society passively. Instead, individuals may give feedback to society so as to change the social systems. At the same time, society can also reshape personal behaviours. This process is known as social interaction.

For example, children usually develop civic-mindedness through the process of socialisation. It may not be very effective for the family or school to foster civic-mindedness solely through spoon-feeding and instruction. If children realise the importance of civic-mindedness in real life, they will internalise this external concept, civic-mindedness, and demonstrate corresponding civic behaviours.

Various agents of socialisation may affect individuals and drive them to learn social rules (refer to the concept “roles”). These agents include:

- Family: Family is a very important agent of socialisation, especially during the stage of infancy. Children will imitate their parents’ ways of saying and doing things and also, parents teach their children about social norms and values.
- Peers: Like-minded teenagers learn from each other, spread social norms among peers, influence one another and gain peer recognition.
- School: In addition to acquiring knowledge and developing skills, teenagers develop values and comply with regulations in schools. A school is a miniature of society. Students understand the importance of social

<sup>1</sup> 吳逸驊 et al. (2009). 圖解社會學. Taipei: Easybooks Publications, P.48-65.

order through obeying school rules and they also become familiar with norms and values related to modern society during their school life.

- Media: Media provide the general public with enormous amounts of information, including different values and social behavioural patterns, such as civic-mindedness and altruistic behaviours. However, the socialisation process of mass media may also incur some negative effects. For example, children may demonstrate aggressive behaviours, possibly because of watching violent TV programmes.

The above agents of socialisation allow young people to master different social norms and values unconsciously, and conduct proper social behaviours accordingly. Meanwhile, socialisation is also an important process to transfer cultures, social discipline and ethical norms, which is conducive to maintaining social stability.

### Self-concept

Self-concept refers to one's comprehensive view on his/her appearance, personalities, strengths and weaknesses, values, social roles and statuses, etc. These concepts may also be influenced by others' comments. In general, self-concept consists of the following main components:

Components	Examples
Physiological features	Lovely look, attractive appearance, tall, fat, burly
Psychological characteristics	Pleasant, active and enthusiastic, negative and pessimistic, innocent and pure, kind-hearted and generous
Intelligence	Memory, judgment, creativity, reasoning ability
Skills	Talents for art, sporting skills
Social roles	Citizen, student, classmate, team member, neighbour, religious follower

Self-concept changes over time. Individuals may adjust their self-perception when they become more experienced. In the process of shaping self-concept, young people are influenced by different factors<sup>1</sup>, including:

Factors	Examples
Individual	External conditions (such as physique and physical appearance) often directly affect interpersonal relationships, while a person's talent may influence others' respect and recognition.
Family	Family members serve as role models and influence identity. Parenting style, family care and acceptance, as well as family's socio-economic status may also affect the development of self-concept.
Peers	Young people may assess their self-worth with reference to peer evaluation and in comparison with peers, while peer acceptance and appreciation are the key factors of self-concept for young people.
School	Young people tend to assess their self-worth and explore their potential in accordance with academic achievement and performance in extra-curricular activities. Schools offer a wide

<sup>1</sup> Dolgin, K. G. (2011). *The adolescent: Development, relationships, and culture*. Boston: Pearson Education, Inc., pp.160-185.

	range of opportunities for young people to recognise their abilities and develop positive self-worth.
Society	The culture and atmosphere of the society offer generally accepted standards for images and evaluation for different roles. Individuals may also hide their real identities and use fictional characters in the online community. The messages and values conveyed by media also influence the development of self-concept.

Developing clear and proper self-concept is crucial to adolescent development. Objective self-understanding can facilitate young people to carry out self-awareness and self-reflection, and cope with developmental challenges. If young people overvalue or undervalue themselves, their physical and psychological development may be affected.

For example, when young people are aware of their talents in certain aspects, they will be more active in those areas. Just like Chan Yik-hei who is recognised as “the young man who grabbed the star (摘星少年)”, owing to his enthusiasm and endeavour in science, was admitted to Hong Kong University of Science and Technology under exceptional circumstances. Later, he received the Outstanding Youth ICT Achiever Award because of his achievements in science.

### **Self-esteem**

Self-esteem refers to the subjective feelings and evaluation of a person on his/her own abilities and self-worth. For example, most people will be assertive of their worth when they are aware of their talents in specific areas and feel that they are respected and valued by others. Self-esteem and self-concept are interconnected. A person with clear self-understanding is likely to have more positive self-evaluation. Since adolescents are at the stage of self-exploration, they are more eager to gain others' recognition, which is not constant all the time, therefore, the development of self-esteem is perceived to be relatively unstable (refer to the concept "self-concept").

One's self-esteem is developed through his/her experiences of growth and interaction with others. One's self-evaluation also varies with the accumulated knowledge, abilities and experiences. Generally speaking, the factors affecting self-esteem can be summarised into two aspects:

- **Performance in significant areas**  
If a person believes that he/she outperforms others in some significant areas (such as sports, academic area, family, appearance), he/she will have higher self-worth. For example, when adolescents play roles of greater importance in their groups (such as prefect and chairman of class committee), or their performances in art are appreciated, they are more likely to recognise their self-worth.
- **Being respected by others**  
Other people's acceptance and respect are of great importance for developing self-esteem and significant others bear a far-reaching impact on one's self-esteem. For example, appropriate parental support and encouragement can help children accept themselves and be assertive of their self-worth. In contrast, when one feels rejected in the company of his/her peers, the development of self-esteem will be hampered.

The levels of self-esteem have an impact on one's thoughts, behaviours, interpersonal relationships, and even long-term development. People with higher self-esteem tend to be aware of the importance of self-worth and are more active to get along with others, all these will enhance harmonious interpersonal relationships. However, people with lower self-esteem lack self-confidence and are more likely to

be affected by negative emotions in interpersonal relationships. They also tend to deny their self-worth when criticised by others, and are reluctant to pursue aspirations and plan for their future.

### **Rights and Responsibilities**

Rights refer to the power and interests of individuals or groups at a reasonable level. Responsibilities refer to what individuals or groups are supposed to do in their roles. These two concepts are relative and interrelated (refer to the concept “roles”).

We can understand rights and responsibilities from moral and legal perspectives. Morals represent the values generally accepted in history, culture and society. For example, children are morally entitled to the protection of their parents, while filial piety to parents, honesty and studying hard are moral responsibilities. On the other hand, legal rights and responsibilities are determined by the legislature after extensive discussions and consultations. For example, the Basic Law specifies the fundamental rights of Hong Kong residents, including the freedom of the person, economic, cultural and educational rights. Responsibilities include abiding by the law and paying taxes regularly.

During their growth, adolescents should understand their rights and responsibilities, appreciate and respect the rights of others, and also need to be aware of and fulfil their responsibilities. For example, adolescents in Hong Kong are entitled to 12-year free universal education, while juvenile offenders enjoy legal rights different from people of other age groups. Meanwhile, young people also have the responsibility to comply with the law, protect the environment and participate in voluntary work.

Sometimes, rights and responsibilities may come into conflict. For example, everyone is entitled to freedom of speech, but one’s freedom of speech should be restricted if his/her speech is defamatory. If one demands rights but ignores the interests of others and the society, he/she will be regarded as being self-centred. On the other hand, over-emphasis on responsibility only takes into account the collective interests of the society without considering individual freedom and rights.

### **Roles**

Roles refer to the corresponding behavioral patterns and attitudes that individuals perform in accordance with the prescribed positions and expectations by the society. Roles form the foundation of social groups or organisations. Without these roles, such organisations will be dissolved or their nature will be changed.

Different groups have specific roles. Each role is given an appropriate model and behavioural patterns in order to maintain the stability of the group. Meanwhile, individuals need to learn about different types of social roles and the related expectations through socialisation (refer to the concept “socialisation”). Everyone has to play different roles, such as a son/daughter, a student, a group member or a customer.

As an individual has more than one role to play at the same time, role conflict may occur when expectations originated from different roles are incompatible with one another, or when he/she fails to meet the expectations of certain roles. One common example of role conflicts is: young people are children of their parents and at the same time, members of a certain group. They might prefer to spend more time getting along with peers, while their parents might expect their children to concentrate on studies. Therefore, in this case, the two roles are prone to conflict in time allocation.

In addition, the general public tends to stereotype certain roles. For example, girls are gentle while boys are tough. In the past, clear gender roles helped maintain the stability of the family and society. However, as our society has become increasingly equal and the socio-economic status of women has risen, the gender role division has become blurred. In fact, the traditional division of family roles “Men as Breadwinners and Women as Homemakers” is not necessarily inevitable.

### **Interpersonal Communication and Conflicts**

Interpersonal communication is a process by which people transfer or exchange messages, and it is essential for building and maintaining interpersonal relationships. Communication is an interactive process. The sender transmits a message to the recipient via various media, and the recipient gives feedback after interpreting the message received. This two-way communication serves the purpose of exchanging ideas. In general, effective communication skills include clearly and explicitly expressing messages, listening attentively and patiently, effective use of non-verbal communication means and showing mutual respect.

Interpersonal communication is classified into two aspects: verbal and non-verbal. Verbal communication means people talk or share ideas with each other using speech and text. Non-verbal communication generally refers to body language such as facial expression and gesture, voice and tone. Good communication skills, such as open and receptive attitudes and carefully observing others' responses can facilitate the development of harmonious interpersonal relationships.

With the rapid development of information technology, the Internet has removed the geographical boundaries and reduced the communication barriers such as physical appearance and being inarticulate. Young people of the new generation have significantly widened their social networks through a variety of online communication platforms.

Interpersonal conflict occurs when two sides have contrary opinions, leading both or either side to think they are hurt by the other side, resulting in a state of confrontation or a stalemate. It may occur among individuals, individuals and groups, and among groups. Factors that may cause interpersonal conflicts include: conflict of interest, difference of opinion and disparity in values.

Below are some ways to deal with and avoid conflict:

- Both sides agree with a “win-win” solution via communication and cooperation;
- Individuals give up their own points of view and accept the demands of the other side;
- Individuals stick with their own interests and, through debate or intimidation, force the other side to give in;

- Individuals retreat or stay neutral without taking any stance or expressing any opinion;
- There is mutual understanding and accommodation. Demands are reduced to a reasonable level so that both sides are partly satisfied.

Conflict is inevitable in relationships and it may not lead to negative results. It can have positive effect if it is handled properly. For example, conflict can highlight the seriousness of a problem and prompt both sides to resolve it together and at the same time, mutual understanding can be enhanced.

### **Conformity and Peer Influence**

Conformity is defined as the tendency of individuals to adopt the thoughts or behaviours of the vast majority under the influence or pressure of the majority, but the people who conform may not necessarily agree with these ideas or behaviours. During the development of self-concept, adolescents tend to pursue the values and standards of the social groups they accept, and choose to conform in order to assimilate into the social groups and reduce conflict (refer to the concept “self-concept”).

Conformity is very common. Some people tend to adopt social norms in order to be accepted by group members or avoid criticism. Although norms can maintain order in groups and even in society, they also have limitations. Those who do not follow the norms are vulnerable to exclusion. Some commercial advertisements are designed to encourage consumption through promotional campaigns by taking advantage of people’s conformity. This kind of conformity is often called “Herd Mentality”, which resorts to the fallacy of the mass.

Peer influence is a kind of intangible power among peers, which may form or reinforce individual beliefs or behaviours. Individuals may change his/her attitudes, values or behaviours so as to maintain peer relationships. Peer influence may encourage positive behaviours and values. Peers can develop common interests and learn together. For example, Youth Outreach has set up a hip hop school<sup>1</sup> to influence street teenagers, who are led astray, by dance and peer cohesion, and provide jobs and training opportunities to help them develop good characters and enhance their self-confidence. Social groups may put pressure on individuals to show the conformity, but individuals can also have choices of joining different social groups. By participating in social groups with similar values, individuals will be recognised and gain affective support. However, if an adolescent is rejected or mocked by peers, the derived peer pressure may have a significant negative impact on his/her behaviour and may cause individuals’ deviated behaviours such as playing truant from school.

In general, during interpersonal interactions, peer relationships are built via various channels (such as schools and social networks). Young people concern more about peer recognition and acceptance, especially in terms of clothing, daily

---

<sup>1</sup> Teacher may refer to the web page to understand the rationale of the hip hop school and the features of the curriculum: <http://www.schoolofhiphop.org.hk>

language and leisure activities. When clearer self-concepts are formed, the influence of peer pressure on individuals will be lessened and he/she can make his/her own decisions and act independently.

## **Media**

Mass media, also known as media, generally refers to various tools that deliver and transfer messages from disseminators to receivers, including movies, TV, radio and printed text (such as books, magazines and newspapers). During the 21<sup>st</sup> century with the widespread use of the Internet, the media technologies have become more diversified. As a result, the speed of transferring messages of modern electronic media and the interactive new media far exceeds that of traditional print media.

Amid the fast-moving development of information technology, social media (such as social networking websites and Weibo) have become the tools and platforms for people to share opinions, experiences and views. On the other hand, due to their highly interactive nature, social media networks can help companies establish relationships with customers. They are therefore used by many sectors for marketing purposes to promote their businesses.

In general, media can serve the following functions:

- Meeting citizens' needs of obtaining information and news
- Serving as a public forum for expressing various opinions
- Promoting universal education and cultural inheritance
- Providing entertainment and popularised arts

Media not only provide a wide range of information (e.g. economics, sports and commercials) to enhance their audience's understanding of real life and society, but also play the roles of monitoring the government and reflecting public opinions. Therefore media workers should be equipped with media literacy and professional conduct, understand their social responsibilities, be aware of their influence on educating various groups in the society and also perform the function of monitoring the society and the government.

Our lives are often occupied by media of various forms and the media messages usually consist of different ideologies and value judgment, which significantly affect the thoughts and behaviours of their audience. Adolescents, especially those who are still developing their personalities, are particularly susceptible to these influences. It is therefore vital for adolescents to understand the messages and means of expression of media products. They should also analyse the impacts, merits and shortcomings of the media, and the following attitudes should be adopted in receiving media information:

- Verifying the sources of information (are they credible?), identifying their stances (are they supported by logical and reasonable justifications?) and previous performance
- Collecting, understanding and analysing relevant information from multiple perspectives
- Making comparisons with other information and accepting information that contrasts with their own viewpoints

### **Current Trends**

Trends refer to popular culture in the society, as well as activities or actions that are liked by many people and attract wide attention and participation. Different aspects of trends, such as clothing, food, entertainment and consumption can be involved. Commerce, media and the online world are all important agents of trends. Celebrities, idols and peers usually have substantial impacts on the attitudes and choices of trends. Trends may change with time and the public preference, and the directions of such changes indicate the current trends. Trends may play a positive role, so it is important to forecast and keep up with them.

Trends can have a positive impact on individuals and society. Following the trends may make people feel well-adapted and easier in communicating with others and then gain recognition and appreciation. For example, in recent years, more and more teenagers have taken part in extensive extracurricular activities, including art, sports, volunteer services and uniform groups. Appropriate extra-curricular activities play a vital role in the development of young people. These activities can broaden their horizons, develop their potential, build up confidence, refresh body and mind, cultivate an interest, and finally achieve whole-person development. Of course, teenagers may have inadequate rest if they participate in excessive extracurricular activities. If they take part merely to follow their peers, they could hardly get fully involved and would easily quit halfway. Trends can bring benefits to the society. For example, thanks to the appeal of social networks and the effect of celebrity endorsement, the ice bucket challenge was followed by people around the world shortly. Global charitable organisations that support Amyotrophic Lateral Sclerosis (ALS) patients have received large amounts of donations very quickly.

On the other hand, trends may pose a negative impact on individuals and the society. Under the influence of trends, individuals may lose himself/herself and his/her behaviours may be irrational. For example, as online shopping continues to grow, consumption has become more convenient and faster. The merit is that this can improve the efficiency and the quality of life. However, this popular consumption pattern may lead to irrational consumer behaviors. Some young people are easily influenced and insinuated by consumerism and commercials, and might develop habits of perceptual or excessive consumption. For example, they are encouraged to purchase through methods of advance payment such as installments at will or using credit cards, and will be in great trouble when they fail to repay the debt in the future. Some young people may believe that the ownership of expensive

or trendy products (e.g. designer bags and the latest smartphones) can enhance their self-esteem and self-confidence, and also gain admiration and recognition from their peers. Therefore, they may not consider thoroughly about price and necessity, and their expenditure may be greatly beyond their affordability. They may subsequently find that they actually do not need to own or use the related consumer items at all. If the society is dominated by the tendency of blindly following the trend, the development of society is deemed to be unhealthy.

Current trends have both advantages and disadvantages. On the one hand, these trends pose challenges and clashes for young people, prompting them to follow the crowd blindly, make irrational judgment, and suffer adverse consequences. On the other hand, trends provide training opportunities for young people to understand the condition and development of the society. If they are able to learn how to distinguish between right and wrong, be alert and avoid the impacts exerted by peer pressure, resolutely resist the temptations of consumerism and the attraction of the online world, young people will be able to grow up with wisdom and responsibility, and prepare themselves for the identities and roles during the transition to adulthood.

**B. Relevant Information**

**Commission on Youth**

In 1990, the Hong Kong Government set up the Commission on Youth to advise the Government on all affairs relating to youth. Members of the Commission are appointed by the Secretary for Home Affairs, and include representatives from various sectors of society and government departments. The Commission is committed to bringing together social forces, helping develop and promote plans and activities in connection with the development of youth in Hong Kong, as well as nurturing young people to be future leaders of Hong Kong with vision, creativity, leadership and commitment.

Geared to the varied needs of young people during the process of their growth, the Commission on Youth organises different activities and facilitates young people to build positive values, enhance their competitiveness and diversify their interests, in order to achieve whole-person development of young people. Through youth exchange sessions, the Committee also provides a platform for young people to talk directly with government officials on topics of their interest, so as to nurture our young people as future successors.

The Charter for Youth was drawn up by the Commission on Youth in 1993. It stipulates the principles and ideals on youth development, the major rights of youth in the light of these principles and ideals and the long-term social goals for youth development. This Charter targets young people aged 15-24. Groups or individuals interested in promoting youth development sign the Charter voluntarily, and pledge to actively promote and facilitate youth development programmes and policies where appropriate in accordance with the Charter. They are committed to creating a favourable social environment for young people to become mature and responsible citizens who can make valuable contributions.

Sources:

1. The web page of the Commission on Youth. Retrieved from [http://www.coy.gov.hk/en/about\\_coy/vision.html](http://www.coy.gov.hk/en/about_coy/vision.html)
2. "Charter for Youth", The web page of the Commission on Youth. Retrieved from <http://www.hab.gov.hk/en/youth/rights/step9.htm>

### **Youth Competitiveness in Hong Kong**

In collaboration with the Business, Economic and Public Policy Research Centre of Hong Kong Shue Yan University, the Commission on Youth conducted a study on Hong Kong Youth Competitiveness Indicator System in 2014. The study targeted Hong Kong adolescents between the ages of 15 and 24 and aimed to establish relevant indicator systems, collect various data relating to youth competitiveness and provide reference data for developing suitable public policies in Hong Kong.

The research team defined youth competitiveness as the “capacity of youth to independently strive for sustainable development under uncertain societal circumstances”. Youth competitiveness should not be used to measure one’s success or failure, and to draw conclusive remarks on an individual’s life. To maintain competitiveness, young people should make improvement themselves and learn from different situations and challenges encountered in their development process.

The Hong Kong Youth Competitiveness Indicator System can be divided into two main parts, namely statistics of young people collected from a micro-perspective and territory-wide statistics collected from a macro-perspective. The two types of data reflect the competitiveness of adolescents in Hong Kong and their global competitiveness as a whole as compared with those in other regions. This system comprises the following competitiveness indicators:

#### **Statistics of young people collected from a micro-perspective**

<b>Competitiveness Indicators</b>	<b>Elements</b>
Adaptability to future changes	Professional competence, technological knowledge, foreign language proficiency, international perspectives and multiple knowledge
Basic skills competence	Living ability and communication skills
Psychological features	Integrity, resilience, emotion management and civic awareness
Regular soft power	Working experience, thinking skills, team spirit and learning ability
Inherent factors	Family resources: primarily parents’ academic qualifications and the relationship between young people and their parents.

**Territory-wide statistics collected from a macro-perspective**

<b>Competitiveness Indicators</b>	<b>Elements</b>
Human resources	Employment structure, education system and human resources policy
Supporting environment	Domestic advantages and social system

According to the statistics of young people collected from a micro-perspective (refer to the table below), senior secondary students acquired lower scores in regular soft power (65.4) compared to other indicators, while working youth and non-engaged youth obtained higher scores in regular soft power (69.5) and adaptability to future changes (72.5) respectively in comparison to other groups. In addition, tertiary students obtained higher average scores in basic skills competence (74.7), psychological features (72.5), inherent factors (73.8) and composite indicators (including micro-data and macro-data, 75.1) than other groups. The research results reflect the characteristics and competitiveness of different youth groups, as well as the environmental changes they face. The Government can use the Hong Kong Youth Competitiveness Indicator System to review the needs of different youth groups to make targeted adjustments and develop appropriate policies. This will help different Hong Kong youth boost their competitiveness as a whole.

**Scores in competitiveness indicators of different youth groups**

<b>Competitiveness indicator</b>	<b>Senior secondary students</b>	<b>Tertiary students</b>	<b>Working youth</b>	<b>Non-engaged youth</b>	<b>Overall</b>
Adaptability to future changes	71.6	66.3	66.9	72.5	68.7
Basic skills competence	72.4	74.7	72.9	70.9	73.0
Psychological features	71.0	72.5	70.1	70.0	71.0
Regular soft power	65.4	67.8	69.5	65.8	67.5
Inherent factors	69.1	73.8	69.8	67.2	70.3
Composite indicators (including micro-data and macro-data)	74.3	75.1	74.3	73.9	74.5

On the other hand, transforming today's youth into new leaders of tomorrow, requires them to be provided with whole person education – a comprehensive approach to education that not only passes on knowledge, but also cultivates virtues and establishes attitudes, inspiring the potential and leadership qualities of young people. Some scholars are of the view that the leaders in the 21<sup>st</sup> century should demonstrate the following qualities: systematic thinking, vision, ethical judgment, communication skills, media and information literacy, imagination and creativity, emotional intelligence, resilience to adversity, gender appreciation, caring for the disadvantaged, cultural inheritance, as well as social and public awareness. In addition to imparting knowledge, school education should also focus on enhancing life qualities of young people.

Sources:

1. “Report of Study on the Youth Competitiveness Indicator System in Hong Kong”. Commission on Youth, Business, Economic and Public Policy Research Centre, Hong Kong Shue Yan University. Retrieved from <http://www.coy.gov.hk/tc/research/>
2. LEUNG Wing-tai. (2003). *新領袖 DNA*. Hong Kong : Breakthrough.

### **Happiness Index of Adolescents**

Junior Chamber International Hong Kong conducted the “Asia Youth 100 Happiness Index” survey in 2014, interviewing adolescents aged between 18 and 40 from Hong Kong, Macau, Zhongshan, Ningxia, Taiwan, Japan, Singapore, Thailand, Australia and Malaysia. According to the survey, on a scale where 10 is the happiest, Taiwan and Ningxia reported the highest score of 6.69. 43% of Hong Kong’s adolescents interviewed selected “7 to 8” and approximately 45% of them rated themselves as “5 to 6”, achieving an average happiness index of 6.4, ranking 8<sup>th</sup> of the 10 regions surveyed (Table 1).

**Table 1 : Rankings of the Asia Youth 100 Happiness Index**

Country/ Region	Taiwan	Ningxia	Japan	Singapore	Australia	Thailand	Zhongshan	Hong Kong	Malaysia	Macau
<b>Average Score</b>	6.69	6.69	6.56	6.56	6.55	6.53	6.5	6.4	6.27	6.01

According to the survey, adolescents interviewed said harmonious family relationships, good health conditions, increase in salary and increase in income were factors that made them happy. Young people across different regions have different orientations regarding the causes of unhappiness. While the primary cause of unhappiness for adolescents from Japan and Taiwan was having an argument with people, the primary cause in Hong Kong was financial debt and salary reduction. Some scholars have expressed their views on the results, saying that Hong Kong’s adolescents may be more exposed to the influence of a material environment, may fail to find the path into high society due to a lack of funds, and may have to work long hours and deal with greater pressure at work. According to this interpretation, they are perfectly justified in feeling unhappy.

The survey also reveals that the primary source of stress for adolescents interviewed was the anxiety about their future, followed by stress at work/school, lower quality of life and poor health. With regards to ways to relieve stress, more than 40% of interviewees would choose to talk to their friends, with the rest resorting to entertainment, leisure activities and sports.

In addition, the Centre for Public Policy Studies of Lingnan University also published the results of the “Hong Kong Children Happiness Index Survey” in 2014 (Table 2).

**Table 2 : Happiness Index of Hong Kong Children by Age Group**

Age group	Happiness Index of Hong Kong Children	
	2012	2014
10	6.96	6.94
11	7.31	6.9
12	6.93	6.93
13	6.37	6.45
14	6.55	6.55
15-17	6.33	5.83
Average	6.91	6.74

As shown in the survey, the overall happiness index for Hong Kong children was 6.74 (10 being the highest), lower than the level of 6.91 recorded in the first survey took place in 2012. In addition, the results indicated signs of lowered happiness indices as children grew up. In a horizontal comparison, the happiness indices for children from the age groups of 10 and 11 in 2014 (6.94 and 6.9) both decreased from figures reported in 2012 (6.96 and 7.31); while that of children aged between 15 and 17 was only 5.83, reporting the sharpest decline in comparison with 6.33 in 2012.

Furthermore, in a longitudinal comparison, the happiness indices of children aged between 11 and 12 in 2012 both reported declines after two years in 2014 (when they turned 13 and 14), from 7.31 and 6.93 to 6.45 and 6.55 respectively. Similar trends were also observed in other age groups. Overall, Hong Kong children are becoming less happy as they grow up.

**Table 3 : Ratings by Hong Kong Children on Their Families**

Family factors	Ratings on families	
	Happy children	Unhappy children
Parental relationship	4.01	3.38
Financial status	4.06	3.43
Strictness of parental discipline	2.44	2.67

The survey results also revealed a connection between the happiness index of Hong Kong children and various family factors (Table 3). Happy children usually had higher ratings on parental relationship and financial status (4.01 and 4.06) than unhappy children (3.38 and 3.43). Happy children reported lower ratings on the strictness of parental discipline (2.44) in comparison with unhappy children (2.67). In other words, family factors were important in affecting the happiness of children.

Sources:

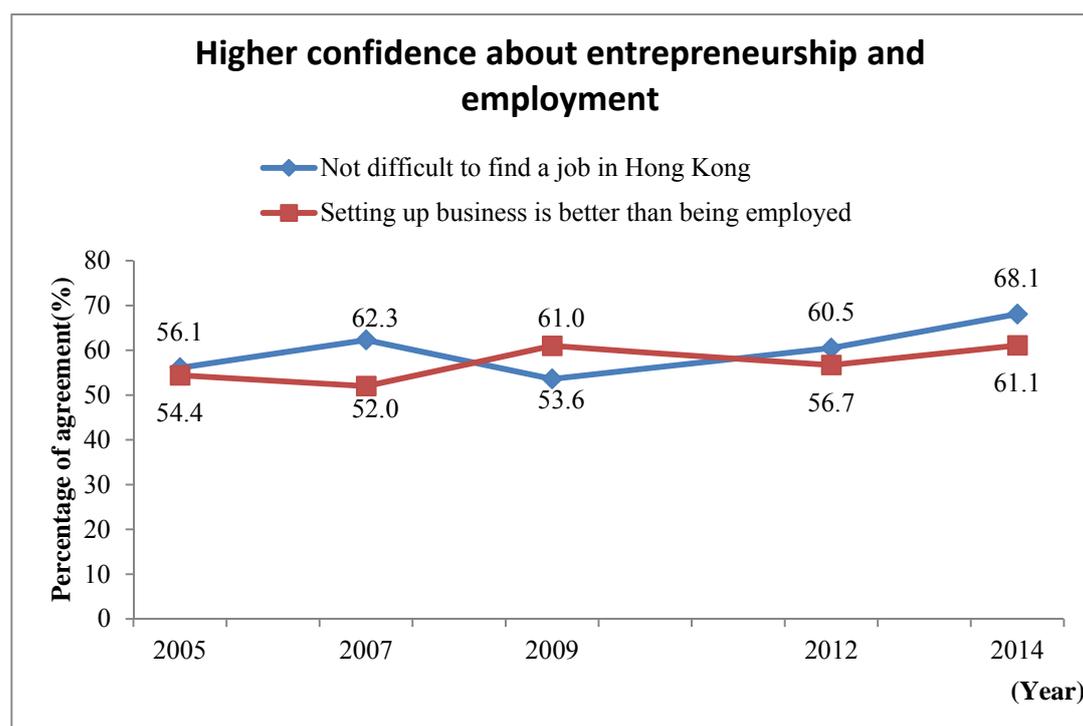
1. “亞洲青年100快樂指數問卷調查”. (2014). In *浩洋脈搏2014*, volume 2. Web page of JCL Ocean. Retrieved from [http://www.oceanjc.org.hk/ojci\\_site\\_images/booklet/OceanJC\\_booklet\\_2014-2.pdf](http://www.oceanjc.org.hk/ojci_site_images/booklet/OceanJC_booklet_2014-2.pdf)
2. “青少年快樂指數香港落後 港青近二成最憂慮前途”, 24 October 2014. In *Yazhou Zhoukan*, volume 33(28).
3. “亞洲青年快樂指數 大馬倒數第二”, 11 August 2014, *Guang Ming Daily*.
4. “港青年快樂指數僅 6.4 分 工作學業壓力大前途發展感憂慮”, 11 August 2014, *Sing Pao*.
5. “嶺南大學調查發現 2014 年香港兒童快樂指數跌至三年低位”, 17 April 2015. Web page of the Lingnan University. Retrieved from [http://www.ln.edu.hk/cht/news/20150417/childrens\\_happiness\\_index\\_2014](http://www.ln.edu.hk/cht/news/20150417/childrens_happiness_index_2014)
6. “兒童快樂指數創三年新低”, 18 April 2015, *Takungpao*.
7. “香港兒童不快樂 指數創 3 年新低”, 19 April 2015, *World Journal*.

### Indicators of Youth Values

The Hong Kong Federation of Youth Groups conducted a survey on “Indicators of Youth Values” in 2014 and interviewed 531 adolescents aged between 15 and 39. Taking into consideration the findings from the last decade, the following were the four major changes in the indicators of youth values worthy of special attention:

#### 1. Higher confidence about entrepreneurship and employment

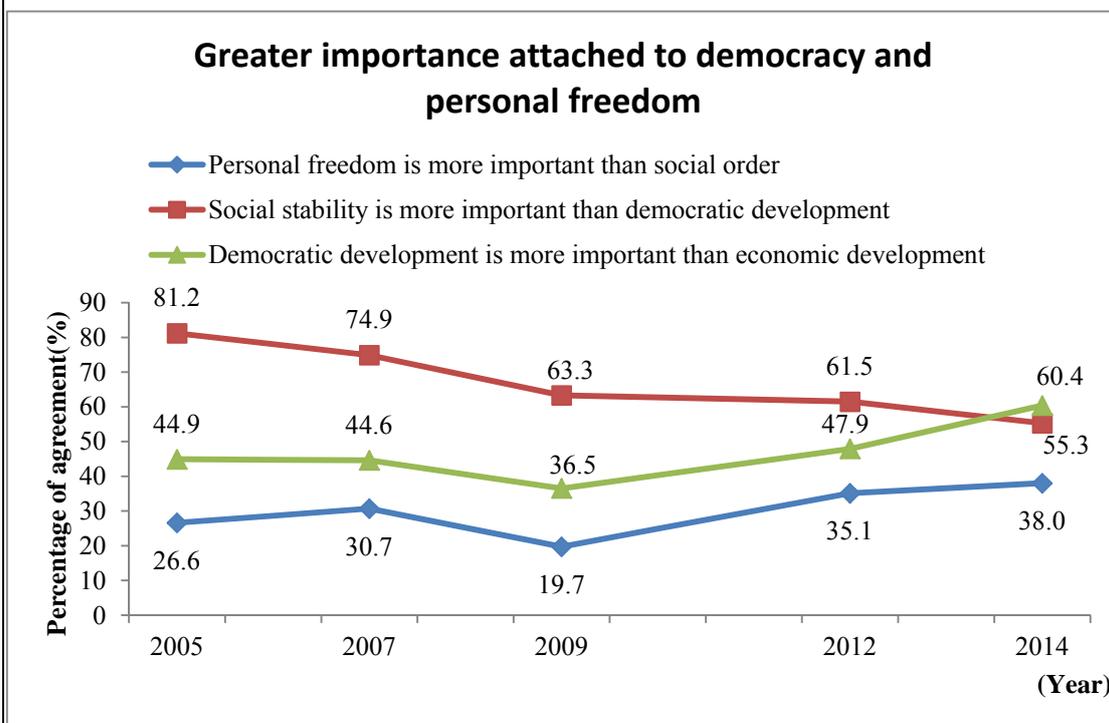
The percentage of interviewees agreeing that “setting up business is better than being employed” increased from 54.4% in 2005 to 61.1% in 2014, while the percentage of those agreeing that “finding a job is not difficult in Hong Kong” reported a continued increase from 53.6% in 2009 to 68.1% in 2014. These two figures reflected that young people had greater confidence in setting up business and securing employment.



#### 2. Greater importance attached to democracy and personal freedom

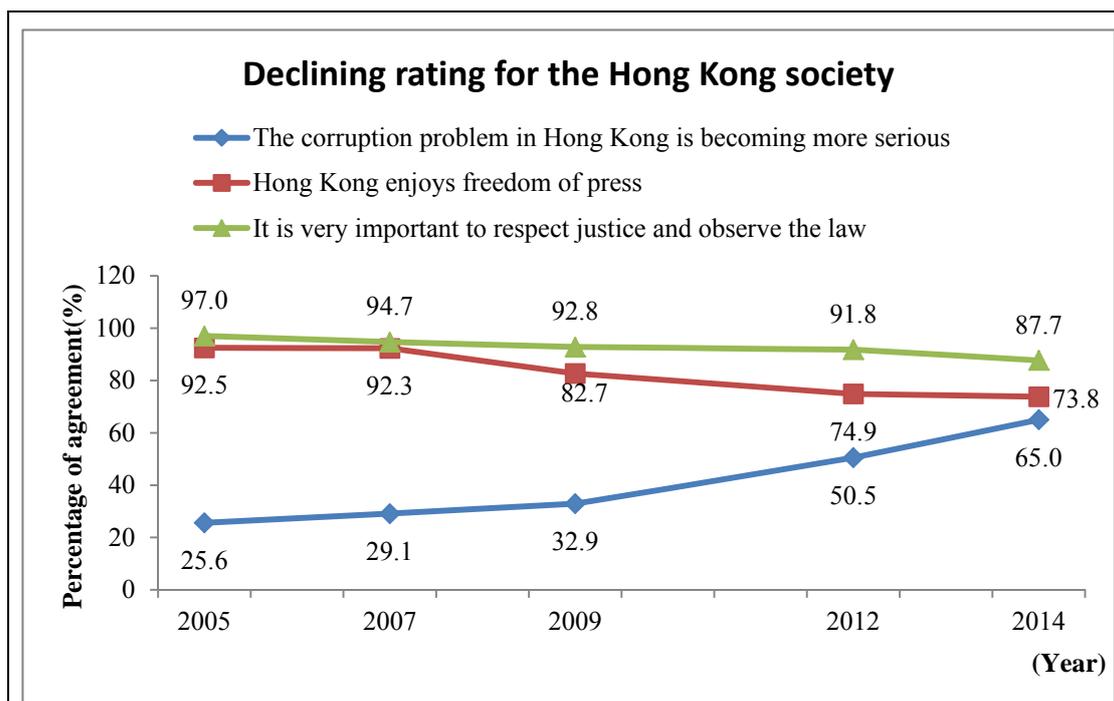
The percentage of interviewees agreeing that “personal freedom is more important than social order” increased from 26.6% in 2005 to 38.0% in 2014. The percentage of those agreeing that “democratic development is more important than economic development” first decreased from 44.9% in 2005 to 36.5% in 2009, and

then reported a significant increase to 60.4% in 2014. The percentage of adolescents agreeing that “social stability is more important than democratic development” continued to decrease from 81.2% in 2005 to 55.3% in 2014, reflecting a sharp decline. These figures show that Hong Kong young people attached more importance to democracy and personal freedom.



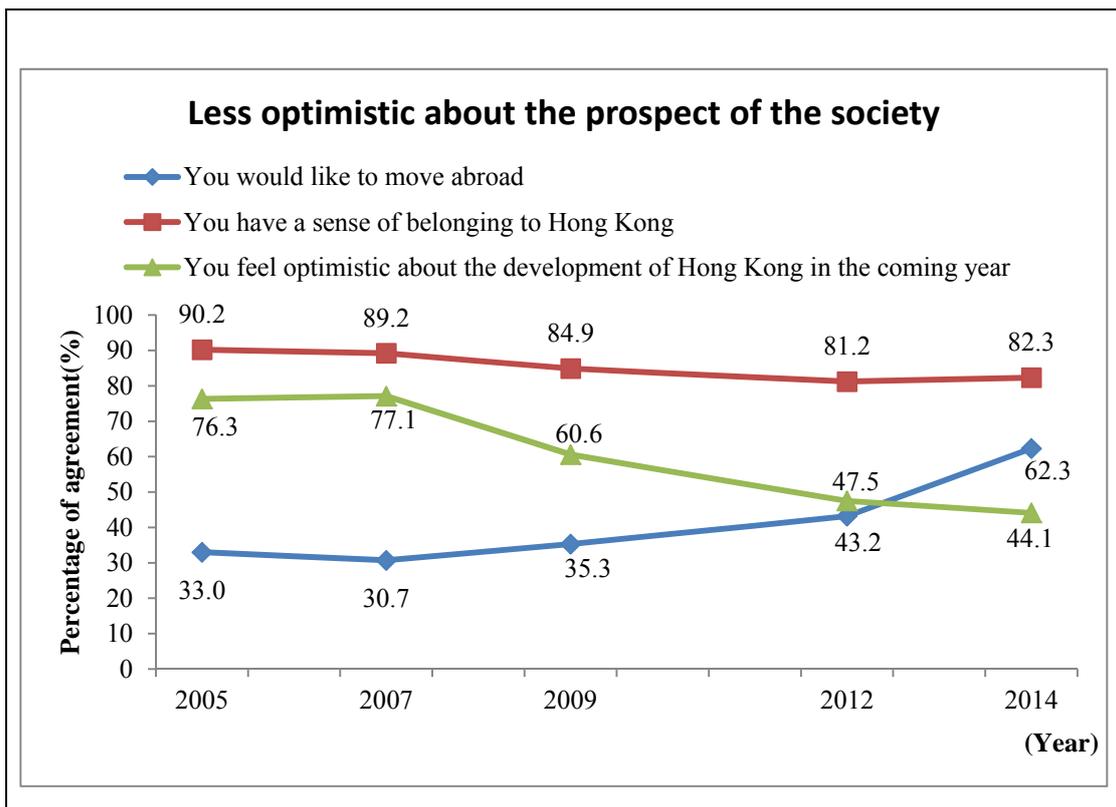
### 3. Declining rating for the Hong Kong society

The percentage of interviewees agreeing that “the corruption problem in Hong Kong is becoming more serious” significantly increased from 25.6% in 2005 to 65.0% in 2014, while the percentage of those agreeing that “Hong Kong enjoys freedom of press” continued to drop from 92.5% in 2005 to 73.8% in 2014. The percentage of respondents agreeing “it is very important to respect justice and observe the law” decreased from 97.0% in 2005 to 87.7% in 2014. In summary, Hong Kong’s adolescents were voicing increasingly negative opinions on the integrity of Hong Kong society, press freedom as well as the respect of justice and the observance of the law.



#### 4. Less optimistic about the prospect of the Hong Kong society

The percentage of the interviewees with positive views about Hong Kong's future development reported a significant decline from 76.3% in 2005 to 44.1% in 2014, while the percentage of those having a strong sense of belonging decreased from 90.2% in 2005 to 82.3% in 2014. On the other hand, the percentage of adolescents wishing to emigrate overseas first slightly decreased from 33.0% in 2005 to 30.7% in 2007, then continued to increase to 62.3% in 2014, representing a sharp rise. Overall, the interviewees were less optimistic about the prospect of the Hong Kong society.



Source: Excerpted from “〈青年價值觀指標 2014〉調查報告”. The Hong Kong Federation of Youth Groups. Retrieved from <http://yrc.hkfyg.org.hk/news.aspx?id=2b2ea465-48e2-4877-bb0b-94c5f381b058&i=20>

69

### **Hong Kong Youth Uniformed Groups**

Youth Uniformed Groups refer to youth volunteer groups which operate under a strict framework and focus on discipline and obedience. Members of these groups must wear neatly pressed uniforms and engage mainly in marching drills. Starting in 2001, the Hong Kong Government launched the “Uniform Group Enhancement Scheme”, providing funding for students in primary schools, secondary schools, and special schools to attend uniformed group activities. The aim of this scheme is to recruit more young people to the uniformed groups to enrich their learning experience and promote their physical and mental development outside formal education.

In order to cultivate students’ spirit to serve others, foster team spirit and observe discipline, many schools organise a number of uniformed group activities for students, such as Scout Training and the Hong Kong Red Cross Youth Corps. These groups have their own distinguishing features and their objectives and scope of services are different. The following are some of the uniformed youth groups attached to schools:

<b>Names of Uniform Groups</b>	<b>Founding year</b>	<b>Objectives and Services</b>
Junior Police Call	1974	To encourage and improve communication and mutual understanding between the Hong Kong Police and young people, foster police-youth partnership in the fight against crime.
Scout Association of Hong Kong	1915	To provide young people with challenging and progressive training programmes for their physical, intellectual, social, spiritual and aesthetic development.
Hong Kong Girl Guides Association	1919	To enable girls and young women to develop their fullest potential as responsible citizens of the world.
Hong Kong Red Cross Youth Units	1956	To increase teenagers’ team spirit and sense of unity through disciplined activities, and provide them with basic training in first aid.

Hong Kong St. John Ambulance Brigade Youth Command	1948	To train teenagers in first aid, home nursing, and concern about the healthy physical and mental development of team members.
Hong Kong Road Safety Patrol	1963	To promote traffic safety knowledge among adolescents and their families and friends, develop youth leadership, responsibility and self-discipline.
Hong Kong Air Cadet Corps	1971	To provide teenagers with knowledge in the aviation field, nurture their leadership and independent skills through the establishment of disciplined teams and disciplined training.
Hong Kong Sea Cadet Corps	1968	To provide nautical knowledge, skills, disciplined and leadership training to young people to enrich themselves and develop their full potential.

## Sources:

1. “Hong Kong Youth Uniformed Groups and the Hong Kong Award for Young People”, Youth.gov.hk. Retrieved from <http://www.youth.gov.hk/tc/info-centre/extra-curricular/uniformed-groups.htm>
2. “香港制服隊伍資料”, Resources Website of Extra-curricular Activities . The Hong Kong Institute of Education. <http://home.ied.edu.hk/~oecas/resources/uniform1.htm>

### Media Use among Hong Kong Young People

Breakthrough conducted a survey on “Young People’s Media Use in Hong Kong” in 2013, revealing that young people spent an average 7.2 hours on the Internet each day (Table 1). 13.8% of respondents said that they stayed connected to the Internet all day long.

**Table 1 : Average daily time spent on the Internet by Hong Kong young people**

Number of hours spent on the Internet each day	Number of interviewees (%)
0 – 1 hour	64 (12.8%)
1.1 – 4 hours	223 (44.4%)
4.1 – 8 hours	89 (17.7%)
8.1 - 23.9 hours	57 (11.4%)
24 hours (whole day)	69 (13.8%)
<b>Number of samples</b>	<b>514</b>
<b>Average number of hours spent on the Internet each day: 7.2 hours</b>	

Survey results showed that young people engaged in various media activities mainly through mobile phones. About 80% of respondents said that mobile phones were the most frequently used electronic device in four life scenarios (Table 2), and online instant messaging apps (e.g. Whatsapp, Line) and Weibo were the media used by most young people.

**Table 2 : Electronic devices Hong Kong young people frequently use in four life scenarios**

Frequently used electronic devices	Number of respondents (%)			
	Alone	Having a meal with others	Meetings/ Discussing assignments	Having lessons/ Work
Mobile phones	389(79.6%)	238(84.7%)	210(62.7%)	181(62.0%)
Desktop computers	44(9.0%)	6(2.1%)	37(11.0%)	47(16.1%)
Tablets	23(4.7%)	5(1.8%)	39(11.6%)	18(6.2%)
Laptop computers	19(3.9%)	1(0.4%)	15(4.5%)	16(5.5%)
<b>Number of samples</b>	<b>489</b>	<b>281</b>	<b>335</b>	<b>292</b>

The survey also found that 60.3% of young people surveyed had online shopping experience. They spent a median of HK\$200 over the past three months, mostly on clothes (36.9%), followed by electronic products (9.7%). In addition, 5.6% and 8.5% of those surveyed had experienced online fraud or unauthorised use of online data respectively, reflecting that some young people lacked awareness of Internet security.

Moreover, according to the “Survey on Social Media Use Behaviour”, another survey conducted by the Department of Journalism and Communication of Hong Kong Shue Yan University, most young people surveyed used the social networking site Facebook most often (89.3%). Their most frequent online activities included browsing websites, checking emails, live chat, posting comments, uploading photos, updating their personal status, sharing news and information, editing personal data, and uploading music and video clips.

In conclusion, the Internet has been incorporated into the lives of young people, while the mobile phone is their primary access to the Internet and media. However, teenagers ignore the influence exerted by the media on their physical and mental development. According to *the Report on Health Effects of Use of Internet and Electronic Screen Products* published by the Department of Health in 2014, overuse of electronic screen products may increase the risk of myopia, but that many people fail to adopt proper postures and movements when using these products often neglect, resulting in pain in the neck, back and upper limbs. The report also supplemented that Internet addiction, cyber-bullying and other psychosocial health issues are associated with overuse of the Internet and electronic screen products.

Sources:

1. “香港青少年媒體使用情況 2013”, Breakthrough Youth Research Archives. Retrieved from <http://www.breakthrough.org.hk/ir/researchlog.htm>
2. “DH’s report on health effects of use of Internet and electronic screen products released”, Student Health Service, Department of Health, HKSAR. Retrieved from [http://www.studenthealth.gov.hk/tc\\_chi/internet/press/press.html](http://www.studenthealth.gov.hk/tc_chi/internet/press/press.html)
3. “社交媒體使用行為調查”, The Online Communication Research Centre of the Hong Kong Shue Yan University. Retrieved from [http://stu.hksyu.edu/~wkma/ocrc/OCRC\\_SocialMediaBehaviorSurvey\(20130715\)\\_20140408.pdf](http://stu.hksyu.edu/~wkma/ocrc/OCRC_SocialMediaBehaviorSurvey(20130715)_20140408.pdf)

### Parenting Styles

Different schools of thought are divided on the classification of parenting styles. However, most scholars classify parenting styles into four major types:

<b>Parenting styles</b>	<b>Characteristics</b>	<b>Influences on children</b>
Authoritative	Parents have clear and reasonable requirements towards children and implement the requirements strictly. They also give children adequate support and encouragement. Parents communicate well with their children and pay much attention to their children's self-management skills.	Children usually have a higher self-esteem. They tend to act independently and confidently, and are ready to learn new things. They have a close relationship with their family, and are able to communicate and cooperate well with others.
Permissive	Parents tend to meet all desires of their children, allowing them to act according to their own wishes. Parents indulge their children by accepting all their behaviours, even covering up their weaknesses.	Children tend to think highly of themselves, and their actions may be somewhat provocative or immature. Children often lack introspection, and are unable to take responsibility.
Uninvolved	Parents do not control or care for their children, nor do they pay much attention to their children's development. Parents tend to ignore the various needs of their children, and do not set requirements for them.	Children have a negative evaluation of themselves, and their abilities are weak. They lack personal opinions and the motivation to pursue higher achievements. They are usually emotionally unstable and unsociable.
Authoritarian	Parents have the supreme authority, and maintain a high level of demand and control over their children, but they lack effective communication with their children and give them little encouragement and support emotionally.	Children usually become timid and depressed, with a low self-image. Some are difficult to get along with and easily lose control.

In addition to the above, other parenting styles (such as “monster parents”, “helicopter parents”, “tiger parents”, “octopus parents”) have emerged in Hong Kong in recent years. Each has its own characteristics, and different drawbacks were identified.

Parenting style has a profound effect on children’s growth. For example, some Hong Kong parents overprotect their children, focus only on their extrinsic academic achievement but ignore the cultivation of intrinsic values. This may lead to the “Hong Kong Kids” phenomenon. “Hong Kong Kids” refers to the children in Hong Kong who were mostly born into relatively rich families during the period from the mid-1990s to the early 21<sup>st</sup> century, especially the only children and children in middle-class families. They have been spoiled by their families and looked after by domestic helpers all day long since birth. As a result, they are accustomed to being treated and served like little princes and princess. They concentrate only on study and extracurricular activities, but unfortunately perform poorly in self-management, emotional quotient (EQ) and resistance to adversity.

Sources:

1. 張春興. (2004). 教育心理學：三化取向的理論與實踐. Taipei : Tung Hua Book Company Limited.
2. Baumrind, D. (1972). Socialization and instrumental competence in young children. In W. W. Hartup (ed.). *The young child: Reviews of research* (Vol. 2). Washington, DC: National Association for the Education of Young People.
3. Cobb, N. J. (2007). *Adolescence: continuity, change and diversity* (6<sup>th</sup> ed.). New York: The McGraw-Hill Companies, Inc.
4. 黃明樂.(2010). *港孩*. Hong Kong: Crystal Window Books.
5. “父母投訴文化 孩子自戀根源”, 8 May 2013, *Hong Kong Economic Times*.

### **Socially Withdrawn Youth**

The term “socially withdrawn” originated from the Japanese term *Hikikomori* and refers to a social phenomenon that is under intense public scrutiny. Socially withdrawn youth is broadly used to refer to a group of reclusive adolescents who skip school or work for long periods of time, withdraw from social life and refuse to participate in social events, living in voluntary seclusion. They spend their days using computers, playing video games and reading in a confined space where they feel safe and comfortable in solitude. They seldom involve themselves in any form of social activity, resulting in a lack of contact with the social system.

According to research studies conducted by the Caritas Centre of Integrated Service for Young People, the male-to-female ratio of Hong Kong’s population of Socially withdrawn youth is approximately 8:2. Some scholars explain the causes of socially withdrawn youth as follows:

<b>Personal factors</b>	Academic setbacks or difficulties in daily lives, resulting in low self-esteem and growing aversion towards mainstream society.
<b>Peer influence</b>	Peer rejection, suffering verbal or physical abuse. This results in social phobia.
<b>Family factors</b>	Working parents seldom have the opportunity to communicate with their children, and often overlook their needs or fail to give them recognition. Children may be depressed and subsequently isolate themselves from the society.
<b>Socio-economic status</b>	Children from less well-off families with lower socio-economic status tend to develop a sense of inferiority, isolate themselves to avoid being compared to others.
<b>Technological advancement</b>	Facilitated by advanced technologies, young people are more likely to develop cyber-addiction and reduce face-to-face interaction and communication with other people.

Social withdrawal drives adolescents to withdraw from social life and reduce the possibility of interacting with other people and building interpersonal support. In addition, once the negative image of “Socially withdrawn youth” has been established, it is likely to lower their self-esteem, making it even more difficult for them to adapt to the mainstream society, thereby further strengthening their tendency towards “Social withdrawal”. From a social perspective, the phenomenon of “Socially withdrawn youth” may lead to a reduced labour force, and negatively

affect productivity and economic activities while increasing government expenses on social welfare. The following organisations have provided Hong Kong's socially withdrawn youth with supporting services in recent years:

Name of organisation	Case source and servicing conditions	Supporting services
Hong Kong Christian Service	Help enlisted by adolescents or their families, referrals by organisations or schools	Door-to-door counselling, skill training, group sharing sessions in activity centre
Chinese Evangelical Zion Church Social Service Division	Help enlisted by adolescents or their families, referrals by the Education Bureau or social workers	Animal therapy, teaching the skills of caring and grooming for animals, support groups on interpersonal communication
Caritas Jockey Club Integrated Service for Young People – Lei Muk Shue	Help enlisted by adolescents, their families or neighbours	Home visits, volunteer work, arrangements for education and career
Youth Studies Net of the City University of Hong Kong	Help enlisted by adolescents or their families	Counselling for individuals and the families of social withdrawn youth

Sources:

1. “「隱形少年」現形記：香港御宅族網際網路使用與社會資本建構初探”. Web page of Department of Media and Communication, The City University of Hong Kong. Retrieved from <http://mcr.nccu.edu.tw/word/1314522013.pdf>
2. “隱蔽及低動機狀態的青年” Web page of Let's Walk, Hong Kong Christian Service (2010) Retrieved from <http://webcontent.hkcss.org.hk/cy/T12.pdf>
3. “從 Hikikomori 到隱蔽青年” by the City University of Hong Kong. (2010). *青年、隱蔽與網絡世界*. Retrieved from [http://www.cityupress.edu.hk/Template/Shared//previewSample/9789629371753\\_preview.pdf](http://www.cityupress.edu.hk/Template/Shared//previewSample/9789629371753_preview.pdf)
4. “隱蔽青年” Web page from the liberalstudies.tv. Retrieved from [http://www.liberalstudies.tv/relationships/ls\\_relationships\\_44.php](http://www.liberalstudies.tv/relationships/ls_relationships_44.php)
5. “「隱青」嚴重 宅男佔八成”, 13 June 2012, *Wen Wei Po*.
6. “隱蔽青年問題「被隱蔽」 情況惡化拖垮社會發展”, 23 April 2014, *Hong Kong Economic Journal*.

### **Adolescent Idol-worship**

The original meaning of idol worshipping is the worshipping and praising of deities. As human history has progressed, people have started to “worship the great ones (leaders from the mass crowd)” – namely worshipping, praising and subsequently learning and imitating the words and behaviours of saints and greater achievers. In today’s diversified society, the term “idol-worship” is broadly used to refer to the social approval and sentimental attachment people have for those they admire. The “idols” can be movie stars, athletes, politicians or even cartoon characters.

At a stage of psychological and physical development, adolescents have a strong desire for knowledge. They are extremely curious and imitation-prone, and they long to obtain the approval of their peers. Young people may choose their idols under the influence of mass media. They even imitate and learn from the idols, hoping to make the achievement similar to that of their idols. Thus some scholars think that idol-worship is an inevitable but transitional process for adolescents, as it fulfils some of their emotional needs and is considered a normal phenomenon of psychological development.

According to results from previous research studies conducted by the City University of Hong Kong on idol-worship among adolescents from the Mainland and Hong Kong, the prevalence of idol-worship declines as adolescents grow older. A higher percentage of females, however, engaged in behaviours related to idol-worship in comparison with their male counterparts, indicating that females are more likely to have romantic feelings towards their idols and “pursue stars”. In addition, as the Internet develops rapidly, the idols worshipped by adolescents nowadays are becoming more international and diversified.

In general, idol-worship should be a process where the focus gradually shifts from external appearances to internal qualities, and the feeling should shift from admiration to recognition. If adolescents admire the internal qualities of their idols, learn from and set goals based on such role models, their self-esteem is likely to be enhanced and their growth and development can probably be facilitated. Furthermore, when adolescents engage in activities related to idol-worship, they may meet peers with similar goals and interests, thereby expanding their social circles and promoting interpersonal relationships.

However, if adolescents pay too much attention to their idols, they may neglect their studies and it may lead to irrational consumption. Overestimating the value of their idols is likely to result in lower self-esteem and impede the building of self-confidence. Being overly attached to and reliant on their idols may also give rise to unrealistic fantasies, resulting in superficial imitations.

Sources:

1. 岳曉東. (2007). *追星與粉絲—青少年偶像崇拜探析*. Hong Kong : City University Press.
2. 張春興. (2004). *教育心理學：三化取向的理論與實踐*. Taipei : Tung Hua Book Company Limited.
3. 周淑屏. (2006) *影視娛樂背後—看通識人生*. Hong Kong : Cognizance Publishing Company Limited.

### **Gender Mainstreaming**

Society has traditionally defined specific roles for men and women and established expectations for different genders in terms of family roles, occupations, personalities, behaviours and other aspects. For example, fathers are expected to be the family breadwinner while mothers are expected to be responsible for doing housework, supporting their husband and taking care of children. When teenagers try to meet society's expected gender roles, their development of personality, talent and career choice may be limited by gender stereotypes, and any action that does not fit into social expectations or norms may be rejected.

Today, some people still maintain a viewpoint that certain jobs are only suitable for men or women. For example, the view that men should work in industries related to computers and machinery fails to understand the personalities and abilities of men and women from the perspective of gender equality. Some members of society are poorly treated and excluded due to their gender, or their political, economic, social, cultural and civil human rights and fundamental freedoms have been restricted.

To promote women's rights and gender equality, the United Nations in 1995 adopted the *Beijing Platform for Action*, laying out the global strategy of gender mainstreaming. This aims to incorporate gender views and needs into all categories and levels of legislation, policies and plans. It also takes into account issues and experience of concerns of both women and men in designing, implementing, supervising and assessing the legislation, policies and plans. Based on a decision-making process with a gender perspective, gender mainstreaming ensures that women and men can fairly and reasonably acquire and enjoy society's resources and opportunities. This will help to promote the development of women and achieve gender equality.

Since 2002, the Hong Kong Government has adopted the concept of gender mainstreaming and identified the needs and views of both genders in a variety of work domains. In April 2015, all policy-making bureaus and departments began to fully implement gender mainstreaming, and were required to apply a gender mainstreaming checklist when developing major policies and measures, and fully consider the different needs, concerns, limits, rights, interests and value orientations of both men and women in different environments (e.g. workplace, school, family, community and entire society) to boost work efficiency and effectiveness.

For example, to demonstrate the Government's commitment to women's rights, the 2015 Policy Address announced a plan to increase the baseline proportion of women in advisory and statutory bodies to 35%. The Buildings Department has also proposed amending the regulations to enhance the standard of provision of sanitary fittings, taking into account the assessed numbers of male and female users in different types of venues such as shopping malls and cinemas.

Of course, gender mainstreaming is not limited to the above aspects, and the Government must balance the needs of both genders. For example, some public nursery facilities have used gender-neutral signs instead of logos marked with a skirt-wearing woman to avoid inconvenience to men who need to use nursery facilities. In addition, in order to achieve gender equality in Hong Kong, the Women's Commission has stepped up efforts to promote gender mainstreaming among the public, enhance the understanding of this issue among various sectors of society through promotional activities and encourage more people to apply related concepts.

Sources:

1. 周淑屏 and others. (2006). *左女右男：反轉兩性觀點*. Hong Kong: Breakthrough
2. “聯合國婦女問題：社會性別主流化”. Web page of the United Nations. Retrieved from <http://www.un.org/chinese/esa/women/mainstreaming.htm>
3. “性別主流化”. Web page of the Labour and Welfare Bureau. Retrieved from [http://www.lwb.gov.hk/Gender\\_Mainstreaming/chi/introduction.html](http://www.lwb.gov.hk/Gender_Mainstreaming/chi/introduction.html)
4. “性別主流化”. Web page of the Women's Commission. Retrieved from [http://www.women.gov.hk/colour/tc/enabling\\_environment/gm.htm](http://www.women.gov.hk/colour/tc/enabling_environment/gm.htm)
5. “張建宗網誌談性別主流化”. Web page of the Information Services Department. Retrieved from <http://www.news.gov.hk/tc/record/html/2015/04/2>

### **Changing Attitudes Towards Love**

Love is a common affection shared by everyone. The ways of showing love and the values involved may vary with times and cultures. For example, in traditional Chinese society, marriage was meant as a way for clans to thrive and did not necessarily involve elements of love. It was founded solely on the parents' order and matchmaker's remarks. In those days, due to feudal bondage, young people were deprived of the right to choose a mate and look for love. Without the protection of marriage, the love relationship between young people may not be accepted by the society.

In the old days, as people were under the influence of traditional Chinese culture, they tended to value lifetime marriage and the continuation of family line. Lovers would treat each other politely and hide their true feelings, and refrain from any intimate contact in public. Nowadays, people expose much more to Western ideas such as individualism, freedom of love and equal rights, social patterns and values have changed in Hong Kong. The attitude towards love among the younger generation has become increasingly open, and intimate behaviours are increasingly common in public places. Furthermore, the number of cases involving adolescent premarital sex and premarital pregnancy is increasing.

In recent years, a number of Hong Kong agencies have carried out surveys on teenagers' attitude towards love, revealing a sharp fall in the age of young people falling in love for the first time. More junior secondary school students start dating, which is a great contrast to the previous culture in which most people started dating only after attending university or beginning their careers. Obviously, the Internet, such as online dating chat rooms and dating apps, creates an extensive network for young people to make friends and gives them more opportunities to meet dating partners.

Nowadays, almost all young people can love freely and have enough freedom to choose partners who are compatible to their own personality and interests. As regards the requirements for partners, many young people hope to find mature partners who know how to take care of others. However, some young people only focus on the physical appearance but neglect inner quality and personality. As a result, they may break up after a period of time due to incompatible personalities.

The new generation of young people have access to a developed network of making friends and are more open than in the past. They start dating sooner than in the past after expressing their love for one another. Also, they overvalue intimacy without spending much time nurturing the emotional aspect of their relationships. They even have the “keeping up with the Joneses” attitude and neglect the processes of nurturing, developing and deepening their relationships. Some surveys showed that a growing number of young people are ready to accept themselves or others dating with more than one partner, and they may even have several lovers at the same time. Some teenagers also do not care about how long the romantic relationship lasts and do not need a long-lasting relationship.

Regarding the relationship between love and marriage, some surveys found that over 50% of young people support “love first, marry later”, and up to 60% are confident about maintaining a lifetime marriage. However, about 20% are in favour of “trial marriage” or “love without marriage”, reflecting that more young people have the “go on if it is suitable and break up if it is not” mentality. They are reluctant to commit to marriage and choose to cohabitate or stay single.

Sources:

1. Aronson, E., Wilson, T. D., & Akert, R. (Authors), 侯玉波 (Translator). (2007). *社會心理學*. Beijing : China Light Industry Press.
2. 徐西森 and others. (2006). *人際關係的理論與實務*. Taipei: Psychological Publishing Co. Ltd.
3. 梁國香 and others. (Editors). (2009). *青少年問題解碼*. Hong Kong: Joint Publishing (Hong Kong) Company Limited.
4. 周淑屏. (2006). *影視娛樂背後—看通識人生*. Hong Kong: Cognizance Publishing Company Limited.
5. “愛情在時代變化下的新面貌”. School of Continuing Education Chinese Culture University. Retrieved from [http://future.sce.pccu.edu.tw/reading/digi\\_reader/pages/new\\_kp\\_dtl.aspx?publication\\_dt\\_uid=ef84a8fa-405c-4d05-836a-105c6beba2b0](http://future.sce.pccu.edu.tw/reading/digi_reader/pages/new_kp_dtl.aspx?publication_dt_uid=ef84a8fa-405c-4d05-836a-105c6beba2b0) (Browsing date: 8 July 2015)
6. “六成新世代無固定情人 逾半接受「一腳踏多船」”, 15 February 2013, *Wen Wei Po*.

### **Study on Deviant Behaviours among Adolescents**

Deviant behaviours are broadly used to refer to behaviours that go against social norms. Their definitions change as the society and culture change in different times. Since social norms are the moral values approved by laws or the society, deviant behaviours can therefore be defined as criminal behaviours or behaviours of a non-criminal nature commonly not accepted by social norms.

The Hong Kong Federation of Youth Groups and the College of Liberal Arts and Social Sciences of the City University of Hong Kong conducted a study on deviant behaviours among adolescents in 2013. The study mainly focused on adolescents aged under 21 with explicit behaviours that broke laws or regulations. Of the 145 respondents, students and non-students (including drop-outs, full-time workers, part-time workers and the unemployed) accounted for about 50% each. In terms of family background, approximately 60% of cases came from two-parent families and about 30% came from single-parent families. Other cases (such as absent parent(s), cared for by other family members, parent(s) having emigrated to foreign countries) accounted for less than 10% of the cases. The study categorised deviant behaviours among adolescents into seven types, the most common being related to sex, followed by those related to theft (Table 1).

**Table 1 : Types of deviant behaviours among adolescents**

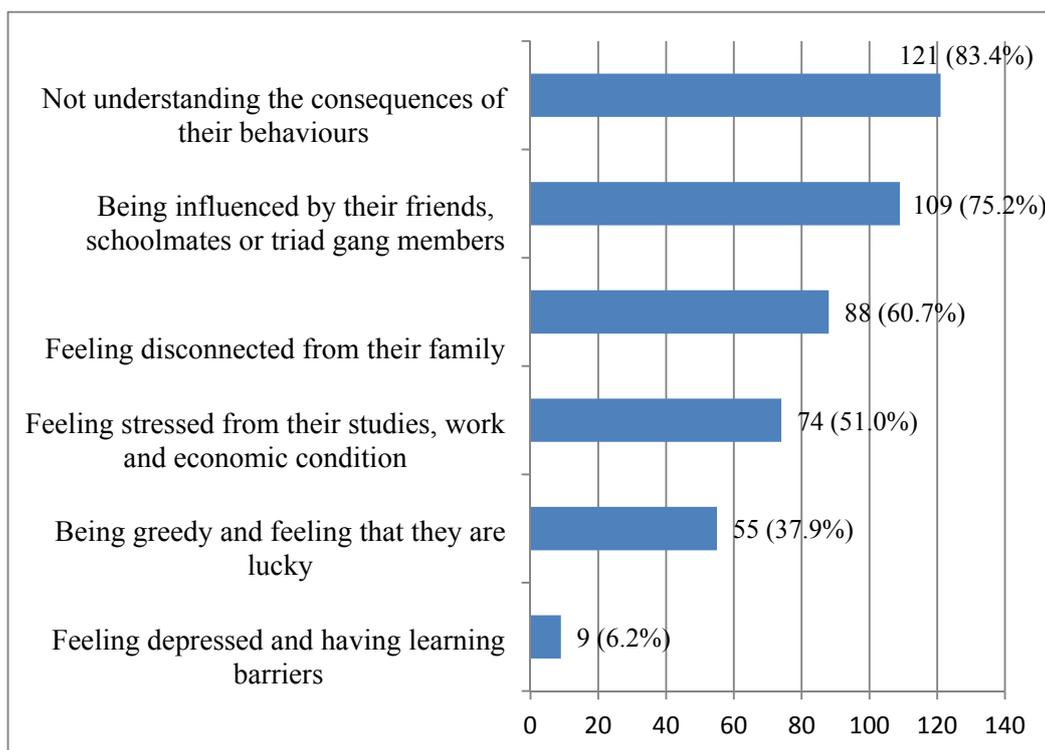
Type of deviant behaviours	Number of interviewees	Percentage
Related to sex	28	19.3%
Related to theft	24	16.6%
Related to triad activity	22	15.2%
Related to violence	20	13.8%
Related to online abuse or online delinquency	20	13.8%
Related to drugs	17	11.7%
Other deviant behaviours	14	9.7%
Total	145	100.0%

With regards to the causes of deviant behaviours among adolescents (Chart 1), more than 83% of the respondents indicated that they were not aware of the consequences of their behaviours. 75% said that their deviant behaviours were attributed to the influence of friends, classmates or triad activity. 60% claimed that their family relationship was alienated, while more than 50% said stress at school,

stress at work or financial difficulties played a major part in their deviant behaviours. It is important to notice that 60% of respondents were under the combined influence of three to four of the above factors and such a situation has roused public concern.

According to the study, most adolescents underestimated the consequences of deviant behaviours. They also showed a lack of understanding about the law. They may commit crime without knowledge or careful thoughts. The consequences are likely to be more serious without proper parental guidance but added with negative peer influence. In fact, there should also be cross-disciplinary collaboration involving youth social workers, lawyers and the police to deal with deviant behaviours among adolescents. Cases of deviant behaviours should be clearly explained to adolescents and training should be offered to help them develop rational thinking and judgment, with a view to jointly discussing the solution to the issue of deviant behaviours.

**Chart 1 : Causes of deviant behaviours among adolescents**



Note: Respondents may choose more than one reason.

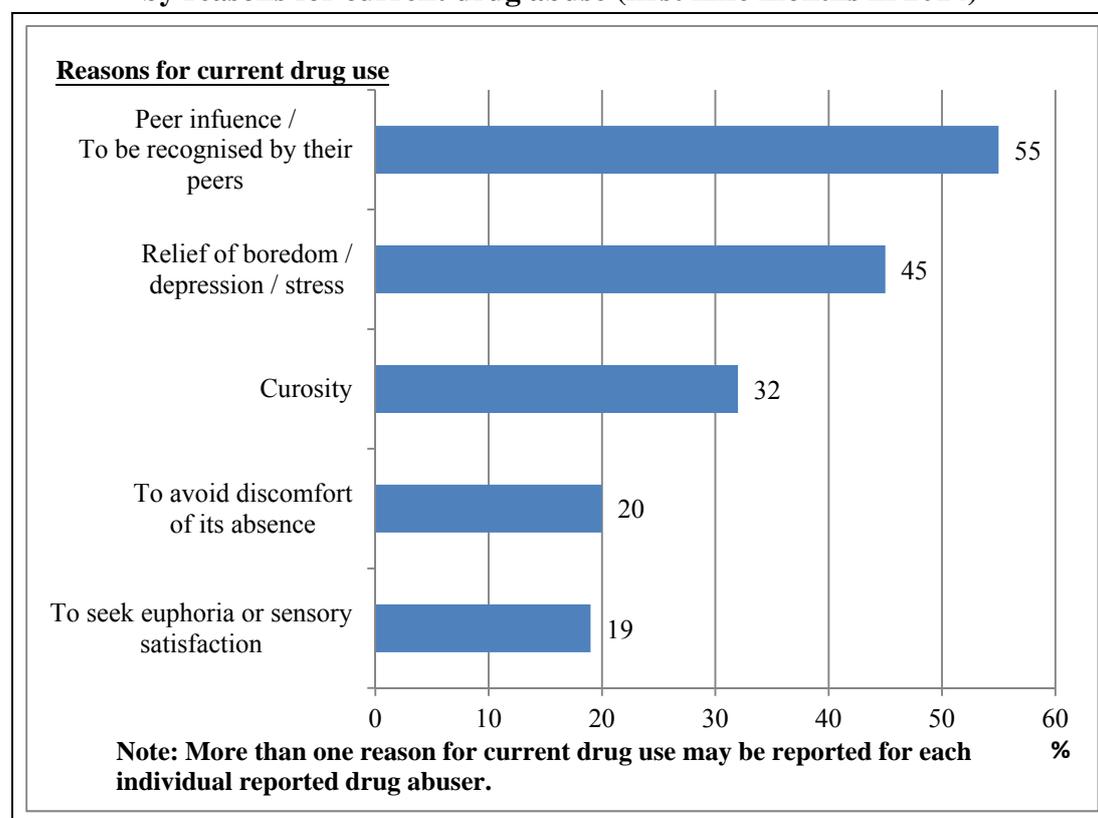
Source: Excerpted from “〈青少年越軌行為〉研究結果”. The Hong Kong Federation of Youth Groups. Retrieved from <http://yrc.hkfyg.org.hk/news.aspx?id=c05840c2-da0d-4161-9fd9-57db0e6ee25c&corpname=yrc&i=4908&locale=zh-HK>

### **Youth Drug Abuse Situation in Hong Kong**

Drug abuse refers to taking drugs without following prescriptions or instructions given by healthcare staff, or otherwise taking dangerous drugs at will for purposes other than the treatment of diseases. Drug abuse may lead to addiction, a state of intoxication and damage to bodily functions. According to the information provided by the Narcotics Division of the Security Bureau, the number of young abusers aged under 21 decreased from 2011 to 2014. However, those in the 16-20 and 21-25 age groups were still at high risk. In fact, first reported cases from both groups accounted for more than 40% of their total numbers. Youth drug abuse is therefore not an issue to be taken lightly and requires serious attention.

With regards to the reasons for adolescents taking drugs, Chart 1 shows that during the first nine months of 2014, 55% of drug abusers aged under 21 said that they were tempted by peers. This shows that peer pressure exerts significant influence on young drug abusers.

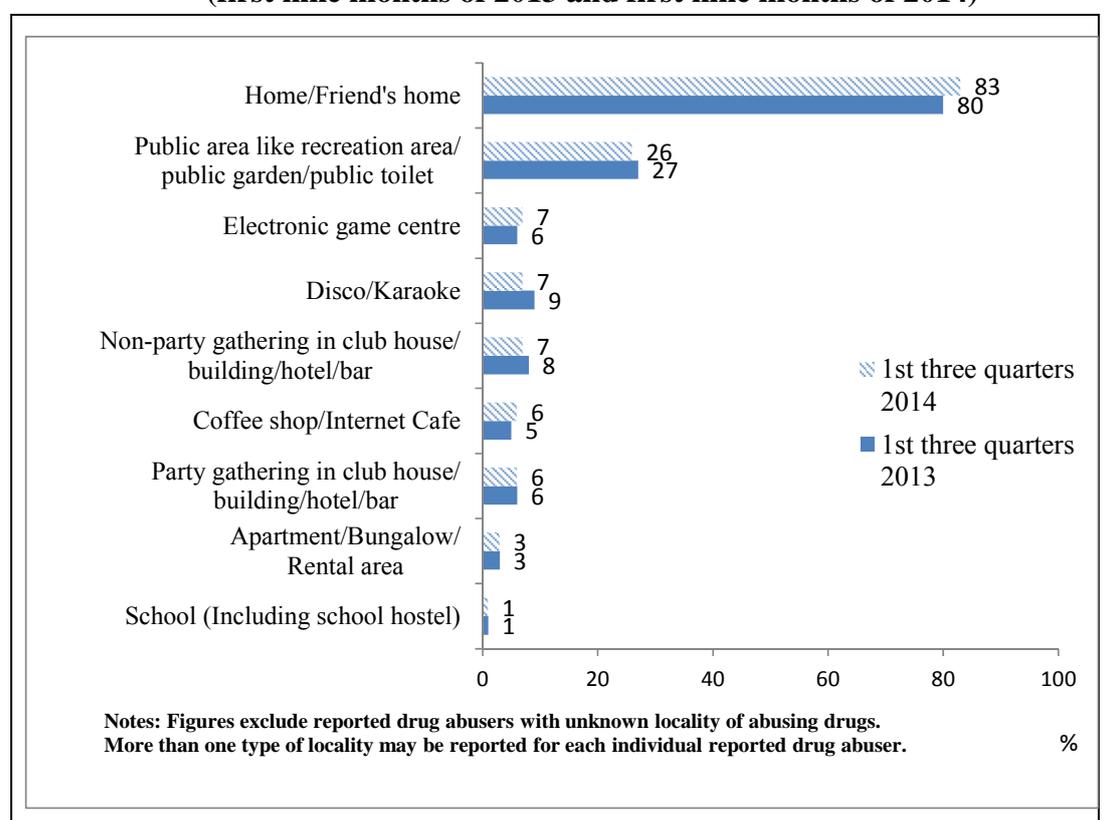
**Chart 1: Reported drug abusers aged under 21  
by reasons for current drug abuse (first nine months in 2014)**



Although the government statistics showed that the number of cases of youth drug abuse was on the decline, a large number of hard-to-find cases may exist. The reason for this is that for the first nine months of both 2013 and 2014, more than 80% of drug abusers aged under 21 indicated that they took drugs at home or a friend's home (Chart 2). In addition, according to the Chairman of the Action Committee Against Narcotics, Hong Kong's drug abusers tend to have a long history of drug abuse. The hidden nature of drug abuse also deserves attention. Therefore the fight against drug abuse should not be slackened.

According to the Commissioner for Narcotics, many adolescents are used by drug dealers to traffic drugs, falsely believing that, if caught, they would be less accountable in the eyes of the law in comparison with adults. Hence, the Government should enhance relevant promotions and rectify the wrong concepts young people may have regarding the legal charges for drug dealing. Meanwhile, in order to combat drugs in a comprehensive manner, it is necessary for the Government to implement all of the following five anti-drug strategies: education and publicity, drug treatment and rehabilitation, legislation and law enforcement, external cooperation and research.

**Chart 2: Reported drug abusers aged under 21 by locality of abusing drugs (first nine months of 2013 and first nine months of 2014)**



Sources:

1. Official website of Narcotics Division, Security Bureau  
[http://www.nd.gov.hk/tc/statistics\\_list.htm](http://www.nd.gov.hk/tc/statistics_list.htm)
2. 梁國香.(Editor). (2009). *青少年問題解碼*. Hong Kong: Joint Publishing (Hong Kong) Company Limited.
3. Cobb, N. J. (2007). *Adolescence: continuity, change and diversity (6<sup>th</sup> ed.)*. New York: The McGraw-Hill Companies, Inc.
4. Dolgin, K. G. (2011). *The adolescent: Development, relationships and culture*. Boston : Pearson Education, Inc.

## **Part III: Learning and Teaching Exemplars**

Liberal Studies adopts an issue-enquiry approach in selecting curriculum content and teaching strategies. Teachers have to consider the learning and teaching focuses involved in the “questions for enquiry” in the Curriculum and Assessment Guide when choosing appropriate issues, as well as to design and arrange classroom activities for students to explore.

This part provides three exemplars for teachers’ use. All these exemplars are related to the learning and teaching focuses of this module, and some would also touch on other modules. Teachers are advised to read Part A of each exemplar to understand its overall design rationale, the suggested lesson time and the learning objectives. Teachers are also advised to note the basic concepts these exemplars involved and the learning experiences the students have acquired in the junior secondary curriculum. The above information helps teachers estimate the lesson time required and adjust the breadth and depth of contents based on the students’ progress.

Part B of each exemplar introduces the flow of learning and teaching, and suggests different learning and teaching strategies for teachers to adopt. These include reading before or after class, data (including texts, cartoons and figures) analysis, group discussion, mock forums, role plays, debates, as well as direct teaching and summarising by teachers. In order to save teachers’ time in the preparation of teaching materials, most classroom activities are accompanied by relevant worksheets or reading materials. As to homework, the main ideas for the design of questions are also provided for reference by teachers when reviewing students’ work. Each of the above sets of materials is included in the last part of each exemplar as appendix. Teachers may consider distributing copies of these appendices to the students.

These three exemplars are only for reference in the design of teaching issues and activities, and are not supposed to be used without any adaptations in the classroom. When using these exemplars, teachers are advised to incorporate them into the carefully planned school-based teaching progress, so as to use lesson time effectively for various learning and teaching activities such as dealing with learner diversity, explaining students’ work performance and arranging internal assessment.

**Senior Secondary Liberal Studies**  
**“Personal Growth and Interpersonal**  
**Relationships” Module**  
**Learning and Teaching Exemplar (1)**

**Young Internet-addicted**  
**Phubbers in Hong Kong**

### A. Basic information of the exemplar

<b>Topic</b>	Young Internet-addicted phubbers in Hong Kong
<b>Relevant modules, themes and issues for enquiry</b>	<p><b><u>Leading</u></b> Module 1: Personal Development and Interpersonal Relationships; Theme 1: Understanding oneself, Theme 2: Interpersonal relationships</p> <ul style="list-style-type: none"> <li>● What are the current salient trends that pose particular challenges and opportunities to adolescents in Hong Kong and how do they respond to these trends? Why is the acquisition of life skills important for adolescents?</li> <li>● How do adolescents in Hong Kong reflect upon their interpersonal conflicts and develop relationships with others?</li> <li>● How does communication technology influence adolescents' relationships with others?</li> </ul> <p><b><u>Related</u></b> Module 1: Personal Development and Interpersonal Relationships; Theme 1: Understanding oneself</p> <ul style="list-style-type: none"> <li>● What factors influence the self-esteem of adolescents? How is it related to adolescents' behavior and aspirations for the future?</li> <li>● How do messages and values from the media influence adolescents?</li> </ul> <p><b><u>Related</u></b> Module 5: Public Health; Theme 1: Understanding of public health</p> <ul style="list-style-type: none"> <li>● How is people's understanding of health affected by economic, social and other factors?</li> </ul>
<b>Overall design rationale</b>	<p>Nowadays, the Internet and smartphones are so popular that online activities via smartphones have become crucial in the daily lives of adolescents. If used in an inappropriate manner, the Internet and smartphones are likely to have negative impacts on adolescents' self-development and interpersonal relationships. This Learning and Teaching Exemplar focuses on the contents of Module 1 and is also related to the basic concept "<b><u>healthy lifestyle</u></b>" in Module 5. Through an analysis on the so-called "Internet-addicted phubbers", students are expected to acquire the basic knowledge and relevant skills related to personal development, as well as identifying the pros and cons associated with communications technology and Internet activities, thereby they would adopt appropriate attitudes when going online via smartphones and developing healthy living habits.</p> <p>By enquiring about the functions of communications technology and</p>

	<p>the challenges it brings, analysing the way Hong Kong teenagers communicate as well as exploring the Internet activities they engage in, this exemplar guides students to understand the current situation about smartphone addiction and Internet addiction among teenagers as well as the seriousness of its trend, causes and effects. Teachers also guide students to evaluate the effectiveness of relevant measures dealing with this issue and propose some specific and feasible solutions.</p>
<b>Time required</b>	4 lessons (40 minutes per lesson), around 160 minutes in total
<b>Learning objectives</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>● To understand the functions of communications technology and the roles of different agents of socialisation.</li> <li>● To analyse the current situation, causes and effects of smartphone addiction and Internet addiction among teenagers.</li> <li>● To evaluate the effectiveness of relevant measures dealing with smartphone addiction and Internet addiction among teenagers.</li> <li>● To suggest some solutions to deal with smartphone addiction and Internet addiction among teenagers.</li> </ul>
	<p>Skills:</p> <ul style="list-style-type: none"> <li>● To apply relevant knowledge and concepts in studying contemporary issues.</li> <li>● To interpret and manipulate visual, statistical and textual data.</li> <li>● To make appropriate judgments with supporting evidence.</li> <li>● To demonstrate collaboration, communication and presentation skills in group activities.</li> </ul>
	<p>Values and attitudes:</p> <ul style="list-style-type: none"> <li>● To be reflective and self-disciplined, as well as to develop healthy lifestyles.</li> <li>● To respect for self and others, and develop good relationships with people.</li> <li>● To adopt appropriate attitudes when facing temptations of smartphones and the online world.</li> </ul>
<b>Basic concepts for application</b>	<p>Self-development, life skills, interpersonal relationships, socialisation, current trends, media, self-concept, self-esteem, interpersonal communication and conflicts, conformity and peer influence, healthy lifestyle. (If students are not familiar with interpersonal relationships, socialisation and peer influence, teachers</p>

	are advised to go through the teaching materials of parent-child and peer relationships in adolescence first or to brief students on relevant information for them to gain a preliminary understanding.)
<b>Relevant learning experience at junior secondary levels</b>	Having studied various subjects of Personal, Social and Humanities Education, students at junior secondary levels are expected to have acquired some basic knowledge on Personal Growth and Interpersonal Relationships: factors influencing personal development; self-esteem; a healthy lifestyle; self-management in daily life situations; peer groups and their influence; conformity and independence; enhancing interpersonal relationships and social skills, etc. If teachers think that students' basic knowledge is insufficient, they are advised to brief students on these contents before using this exemplar.

## B. Design of classroom learning and teaching

Lesson	Learning and teaching strategies and flow
Before class	<p><b><u>Lesson preparation</u></b></p> <p>Distribute reading materials “Impacts of the Internet” (Appendix 1) for students to read before class in order to enhance their understanding about the issue.</p>
1-2	<p><b><u>Lead-in and analysing video clip (around 10 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Play the video clip “有無手機的生活大差別”<sup>1</sup> and ask students to point out the benefits of using smartphones so as to stimulate their motivation in studying this issue. Then ask students to read reference materials (Appendix 1), analyse the major functions of the Internet and the benefits of having mobile Internet services, and complete relevant worksheets (Appendix 2).</li> <li>● Based on students’ opinions on the importance of smartphones and the Internet, apply relevant basic concepts (such as “<b><u>current trends</u></b>”, “<b><u>interpersonal communication</u></b>” to explain positive effects of using smartphones to go online in a proper manner. For example, it helps widen our horizons, keep us informed of the latest information and broaden our social network.</li> </ul> <p><b><u>Analysing pictures and conduct a survey (around 12 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Show photos and cartoons about “phubbers” (Appendix 3) and help students identify the <b><u>current trends</u></b> in “online activities via smartphones”, as well as the attraction of smartphones and the Internet by questioning.</li> <li>● Conduct the surveys titled <i>Self-assessment on Internet addiction</i> and <i>Test to see if you are a smartphone addict</i> (Appendix 4) and ask students to review whether the ways they go online via smartphones comply with the principles of <b><u>healthy lifestyle</u></b><sup>2</sup>.</li> <li>● Students are not required to explore in detail the <b><u>current trends</u></b> in “going online via smartphones” and its effects. If the lesson time is insufficient, consider verbal interaction to help students acquire a preliminary understanding of how Hong Kong teenagers use their smartphones to go online.</li> </ul>

<sup>1</sup> “有無手機的生活大差別”. Retrieved from <https://www.youtube.com/watch?v=hPh8s0a7brg>

<sup>2</sup> Teachers may refer to the concept “healthy lifestyle” in the booklet “Public Health”.

Lesson	Learning and teaching strategies and flow
	<p data-bbox="376 253 1348 331"><b><u>Research study and data analysis, group discussion and presentation</u></b> (around 25 minutes)</p> <ul data-bbox="376 342 1348 1720" style="list-style-type: none"> <li data-bbox="376 342 1348 667">● Distribute research results about Internet addiction and “phubbers” published by different organisations to students (Appendix 5) to discuss the following questions in groups (the number of research results to be discussed may vary as appropriate): <ul data-bbox="440 539 1348 667" style="list-style-type: none"> <li data-bbox="440 539 1348 667">➤ “Do you think smartphone addiction and Internet addiction among Hong Kong teenagers are serious? What is the trend of the problem?”</li> </ul> </li> <li data-bbox="376 678 1348 1104">● Students are required to demonstrate some basic enquiry skills when presenting their discussion results. For example, they should be able to describe the current situation about smartphone addiction and Internet addiction among Hong Kong teenagers by quoting appropriate statistical data. Students are also encouraged to apply relevant basic concepts (such as “<b><u>life skills</u></b>”, “<b><u>interpersonal relationships</u></b>”, “<b><u>interpersonal communication and conflicts</u></b>”, “<b><u>current trends</u></b>”) to analyse the nature, seriousness and trend of the problem.</li> <li data-bbox="376 1115 1348 1720">● Based on the statistical data about smartphone addiction and Internet addiction quoted by students, make a summary about the current situation of the “Internet-addicted phubbers”, and then explain the trend of the problem. For example, it is made clear in the survey results such as “Hong Kong reports the highest percentage of population using smartphones to go online in the Asia-pacific region” and “Internet-surfing is the primary activity for 60% of teenagers during the summer vacation” that the widespread availability of smartphones and the rapid development of the Internet have caused going online via smartphones to become indispensable in Hong Kong people’s lives. Moreover, the problem of teenagers getting addicted to the Internet and smartphones has become very serious and some have to suffer from “nomophobia” due to over-reliance on smartphones.</li> </ul> <p data-bbox="376 1731 1348 1809"><b><u>Case analysis, questioning and construction of concept map</u></b> (around 22 minutes)</p> <ul data-bbox="376 1821 1348 2007" style="list-style-type: none"> <li data-bbox="376 1821 1348 2007">● Ask students to read cases of “Internet-addicted phubbers” (Appendix 6) and then by means of questioning, help them enquire about the causes of smartphone addiction and Internet addiction among Hong Kong teenagers.</li> </ul>

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> <li>● Guide students to apply relevant basic concepts (such as <b><u>life skills</u></b>, <b><u>interpersonal relationships</u></b>, <b><u>socialisation</u></b>, <b><u>current trends</u></b>, <b><u>conformity and peer influence</u></b>) to summarise and explain the factors leading to smartphone addiction and Internet addiction among teenagers.</li> <li>● For consolidation, students may be divided into groups to construct a concept map together, illustrating the causes of smartphone addiction and Internet addiction among teenagers (Appendix 6). (Students are advised to construct the concept map mainly with the basic concepts of Module 1 and then add other relevant concepts.)</li> </ul>
	<p><b><u>Summary and giving after-class assignment (around 8 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Based on students’ answers, further explain and summarise the causes of smartphone addiction and Internet addiction. For example, a number of external factors, including “using smartphones is the <b><u>trend</u></b>” and “social media and online games are alluring”, have made Internet-surfing via smartphones indispensable in the daily lives of teenagers; in addition, teenagers’ personal factors (such as lacking <b><u>life skills</u></b> related to self-management, being keen on developing <b><u>interpersonal relationships</u></b> via the Internet) and <b><u>socialisation</u></b> factors (such as promotion by the <b><u>media</u></b>, <b><u>peer influence</u></b>) can also lead to “smartphone addiction” and Internet addiction.</li> <li>● After-class assignments can help students analyse the issue in detail and apply the concepts learnt to similar issues. Guide students to finish the after-class assignment (Appendix 7) and the questions are: <ul style="list-style-type: none"> <li>(a) According to the source, describe young people’s habits in using smartphones.</li> <li>(b) With reference to the above source and your own knowledge, elaborate on the factors leading to the smartphone addiction of young people.</li> </ul> </li> <li>● Students are expected to give proper responses to the questions with relevant content, appropriate application of relevant concepts, clear views and stances justified with adequate sound arguments. The levels of difficulties and the assessment requirements of the assignment may be adjusted as appropriate.</li> </ul>

Lesson	Learning and teaching strategies and flow
	<p><b><u>Arranging data-collection for the next lesson (around 3 minutes)</u></b></p> <ul style="list-style-type: none"> <li>Ask students to form groups to collect data about various solutions to smartphone addiction and Internet addiction among teenagers and the relevant research studies (refer to the examples in Appendix 9) from the websites of the government departments and relevant organisations/reference books for discussion in the next lesson.</li> </ul>
3-4	<p><b><u>Analysing video clips and news, group discussion and presentation (around 20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>Students watch the video clip (e.g. “杏林在線：上網成癮”<sup>3</sup>), read newspaper clippings about “Internet-addicted phubbers” (Appendix 8) and conduct group discussion and presentation (the number of presenting groups may vary as appropriate). The discussion topic is “how do the <b><u>self-development</u></b>, <b><u>interpersonal relationships</u></b> and health conditions of Internet-addicted phubbers affect their transition to adulthood?”</li> <li>Guide students to apply relevant basic concepts (such as “<b><u>self-development</u></b>”, “<b><u>interpersonal relationships</u></b>”, “<b><u>self-concept</u></b>”, “<b><u>self-esteem</u></b>”, “<b><u>interpersonal communication and conflicts</u></b>”, “<b><u>healthy lifestyle</u></b>”) to analyse the impacts of smartphone addiction and Internet addiction on Hong Kong teenagers, thereby enhancing their application of concepts and developing their skills for issue analysis.</li> <li>Make a summary: teenagers can benefit from the Internet and smartphones if they use them in a proper manner. For example, online searching for information can facilitate learning and broaden their social networks. However, there are also negative impacts of smartphone addiction and Internet addiction. Not only do they impede teenagers’ <b><u>self-development</u></b> and harm their health, their <b><u>interpersonal relationships</u></b> would also be affected.</li> </ul> <p><b><u>Research study and news analysis, group discussion and presentation (around 20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>Instruct students to sort out the newspaper clippings and research reports they have collected, and then conduct the group discussion with each group being assigned to one type of stakeholders (such as parents, youth organisations, government departments). Students first explain the responses and viewpoints of their assigned stakeholders</li> </ul>

<sup>3</sup>“杏林在線：上網成癮”. Retrieved from [https://www.youtube.com/watch?v=mWzOVIhg-\\_8](https://www.youtube.com/watch?v=mWzOVIhg-_8)

Lesson	Learning and teaching strategies and flow
	<p>on smartphone addiction and Internet addiction among teenagers, followed by analysing the solutions proposed by such stakeholders, complete the worksheets (Appendix 9) and then give presentations (the number of presenting groups may vary as appropriate).</p> <ul style="list-style-type: none"> <li>● Students are required to understand the contents of the newspaper clippings and research reports, grasp the key points, and then appropriately interpret the stance and value judgment of every stakeholder. Students are also required to take contradictory views into account throughout the enquiry process, analyse the effects of different agents of <b>socialisation</b> on smartphone addiction and Internet addiction among teenagers. Lastly, students' high-order thinking skills can be developed by analysing the pros and cons of various solutions.</li> <li>● Based on students' discussion, explain how different stakeholders respond to the smartphone addiction and Internet addiction among teenagers (for example, the youth organisations think that parents should teach their children how to use the Internet wisely. Scholars think that the Government should refer to overseas experiences on preventing Internet addiction among teenagers) and their proposed solutions. For example: <ul style="list-style-type: none"> <li>➤ Parents should discuss with their children and set specific time slots for “no smartphones” and “no Internet”.</li> <li>➤ Students should learn to use smartphones wisely through school-based moral education.</li> <li>➤ Medical organisations should guide “phubbers” to develop <b>healthy lifestyles</b>.</li> </ul> </li> </ul>
	<p><b><u>News analysis and evaluation of effectiveness, group discussion (around 15 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Ask students to read newspaper clippings about supporting “phubbers”, as well as information related to counselling services and supporting measures for Internet addiction provided by government departments and welfare services institutions (Appendix 10), then conduct the group discussion to interpret the features of these services and measures while evaluating their effectiveness, and complete the worksheets (the assessment requirements of the assignment may be adjusted as appropriate).</li> <li>● Randomly ask students to answer questions in their worksheets.</li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>Students are also required to record the summary of other groups' presentations on their respective worksheets. Help students develop higher-order thinking skills and apply the relevant basic concepts for analysis (such as "<b>self-development</b>", "<b>interpersonal relationships</b>", "<b>life skills</b>", "<b>socialisation</b>", "<b>media</b>" and "<b>healthy lifestyle</b>").</p> <ul style="list-style-type: none"> <li>● Make a summary of the supporting measures and counselling services for "smartphone addiction" and Internet addiction currently provided by different institutions, and then evaluate their effectiveness. For example: <ul style="list-style-type: none"> <li>➤ The Department of Health has set up a designated team to study the impacts of various electronic products, such as smartphones and game consoles, on the health conditions of children and teenagers, and also suggest some guidelines for parents and teachers. However, as such guidelines are for reference only, their effectiveness depends on whether they are followed by teenagers and their "significant others".</li> <li>➤ The "Online New Page (網開新一面)" project conducted by the Online Addiction Counselling Centre helps Internet-addicted teenagers regain self-control and learn to use the Internet in a healthy manner. However, its supporting measures are largely limited due to the shortage of manpower. In addition, since not all "Internet-addicted phubbers" are aware of their problems, many of them will not voluntarily receive counselling services.</li> </ul> </li> </ul> <p><b><u>Analysing video clip, teacher-led discussion (around 15 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Play the video clip "警訊：網上交友陷阱"<sup>4</sup> and ask students to point out the pros and cons of Internet friendship. Subsequently, students identify the benefits and drawbacks of Internet activities and advise on how teenagers should deal with the temptations of smartphones and the online world. For example: <ul style="list-style-type: none"> <li>➤ Enhancing <b>life skills</b> related to self-management.</li> <li>➤ Participating in face-to-face group activities more often and adopting appropriate <b>interpersonal communication</b> skills.</li> <li>➤ Being aware of Internet safety and handling Internet friendship in a prudent manner.</li> </ul> </li> </ul>

<sup>4</sup> "警訊：網上交友陷阱". Retrieved from [https://www.youtube.com/watch?v=\\_1pU7A7e9gY](https://www.youtube.com/watch?v=_1pU7A7e9gY)

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> <li>● Through the above activities, students can have a deeper understanding of smartphone addiction and Internet addiction, moreover, they can have a sound grasp of different viewpoints and values related to smartphones and the online world, thereby they can develop proper attitudes towards “going online via smartphones”.</li> </ul> <p><b><u>Summary, giving after-class assignment and extended reading (around 10 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Summarise this topic either through direct elaboration or inviting students to express their opinions first and supplement information afterwards. Key points should include: <ul style="list-style-type: none"> <li>➤ Following the <b><u>current trends</u></b> related to the Internet and smartphones, it has become increasingly common for teenagers to engage in online activities via smartphones. Not only can they browse the Internet to acquire more knowledge and develop <b><u>interpersonal relationships</u></b> through various online social platforms, they can also play online games for entertainment, enhancing <b><u>self-esteem</u></b> and building <b><u>self-concept</u></b>.</li> <li>➤ While the convenience of smartphones and the temptation of the Internet may easily lead teenagers to become addicted to online activities via smartphones. Other factors such as teenagers’ <b><u>life skills</u></b> and <b><u>interpersonal relationships</u></b> , as well as <b><u>socialisation</u></b> also contribute to the problem.</li> <li>➤ Smartphone addiction and Internet addiction have negative impacts on the <b><u>self-development</u></b> and health conditions of teenagers, and they may also cause <b><u>interpersonal conflicts</u></b>. Hence, various stakeholders have suggested many solutions, for example, the medical sector reminds parents about developing their children’s <b><u>healthy lifestyle</u></b> and refraining from being “Internet-addicted phubbers”.</li> <li>➤ In addition to various supporting measures and counselling services for “smartphone addiction” and Internet addiction currently provided by government departments and welfare institutions, different agents of <b><u>socialisation</u></b> should also take the initiative to do their part, for example, schools should teach students how to use the Internet and smartphones wisely, while the <b><u>media</u></b> may expose the harms caused by smartphone addition and Internet addiction. Furthermore, teenagers should reflect on</li> </ul> </li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>their habits of going online via smartphones and review the values and attitudes towards the use of smartphones and the online world.</p> <ul style="list-style-type: none"> <li>● Ask students to complete the after-class assignment (Appendix 11) to help them make an in-depth analysis of the issue, and apply the concepts they learnt to similar issues. The questions of the assignment: <ul style="list-style-type: none"> <li>(a) How does addiction to online activities via smartphones affect teenagers' interpersonal communication and mastery of information?</li> <li>(b) "Parents can help their children overcome Internet addiction by forbidding them to use the Internet." To what extent do you agree with this viewpoint?</li> </ul> </li> <li>● Students are expected to give appropriate responses to the questions with relevant content, proper application of relevant concepts, clear views and stances justified with adequate sound arguments. The levels of difficulties and the assessment requirements of the assignment may be adjusted as appropriate.</li> <li>● Distribute reference materials about smartphone addiction and Internet addiction (Appendix 12) to students for reading after class to enhance their understanding of this issue.</li> </ul>

-- End of learning and teaching exemplar --

**Appendix 1: Students' Reading Materials before Class - Impacts of the Internet**

**Source A**

**Benefits for teenagers to go online**

1. Broadening horizons  
The Internet is a world similar to an encyclopaedia that contains information of extremely vast varieties. With enormous size, fast communication and high degree of freedom in use, it has achieved the shared utilisation of global information.
2. Enhancing external communication  
The Internet has created a new virtual world where its members are no longer bound by time and space. They can easily contact and communicate with acquaintances and strangers, discuss topics of common interest without any face-to-face confrontation and conflicts. The Internet has provided the introverts with a new communicative space and a relatively comfortable and equal environment.
3. Promoting the personal development of teenagers  
The Internet offers unlimited and diversified opportunities for development. In addition to exploring directions for future development, teenagers can also obtain resources and motives for development from the Internet.
4. Extending educational opportunities for today's teenagers  
Teenagers can find appropriate learning materials from online resources. Even those students with learning difficulties find it easy to use computers and design web pages.

Source: Adapted from the online articles.

### Source B

#### Negative impacts of the Internet on teenagers

- The Internet may easily lead to addiction to the virtual world and aversion towards real life. Some teenagers even get completely lost in Internet activities and neglect their studies.
- The Internet contains harmful information and cyber traps that harm and threaten the psychological and physical health, as well as the safety of teenagers.
- Internet friendship may lead to alienated interpersonal relationships of teenagers as they spend most of the time on Internet friendship, negatively affecting their normal social life.
- Going online for long periods of time may lead to sleep deprivation, low spirits and mood swings, causing conflicts among people and even mental illness.

Source: Integrated from the newspaper and online articles.

### Source C

#### How appealing is the Internet?

Students may watch the video clip “全民皆網：迷「網」之味” to understand how the Internet attracts teenagers.

Video: <https://www.youtube.com/watch?v=B-ZmLKlaOuo>

Quotes from the keynote speech (2:08 - 3:20):

“I’m a big fan of the Internet as going online may help us obtain the latest information. For example, I get to learn about big and small events happening around the world from different news websites, widening my horizons. I also like visiting chat rooms and social networking websites, because I enjoy talking to my friends, sharing pleasant or even unpleasant memories with them.”

“Just like any of you, I like visiting chat rooms and discussion forums. Inevitably as you can imagine, I also visit websites searching for information to help me with my school work. But I’m not as obedient as you are, because I often buy things through e-auctions. It is a fast and convenient way, and the products are delivered shortly after placing the order.”

Source: “全民皆網：迷「網」之味”, 11 May 2010, *Hong Kong Federation of Youth Groups*. Retrieved from <https://www.youtube.com/watch?v=B-ZmLKlaOuo>

**Source D**

**Benefits of Mobile Internet Services**

- Stay in touch with others
- Stay informed of the latest news
- Find information at a click to enhance study and work efficiency
- Get entertainment information at your fingertips
- Share your happy moments instantly and further enrich your social network
- Enjoy multi-media resources online
- Download applications to add more functions to your smartphones

Source: “Benefits of Mobile Internet services”. The web page of Communications Authority. Retrieved from [http://www.mobilenet.gov.hk/en/guide/adv\\_m\\_ser/index.html#latest\\_news](http://www.mobilenet.gov.hk/en/guide/adv_m_ser/index.html#latest_news)

**Appendix 2: Worksheet on the Internet and Smartphones**

1. With reference to the video clip “有無手機的生活大差別”, explain the benefits of smartphones.

<b><u>Benefit 1</u></b>	<b><u>Benefit 2</u></b>
<b><u>Benefit 3</u></b>	<b><u>Benefit 4</u></b>

2. With reference to “Impacts of the Internet”, explain the main functions of the Internet.

<b><u>Function 1</u></b>	<b><u>Function 2</u></b>
<b><u>Function 3</u></b>	<b><u>Function 4</u></b>

3. With reference to “Impacts of the Internet”, which three mobile Internet services are most valued by teenagers?

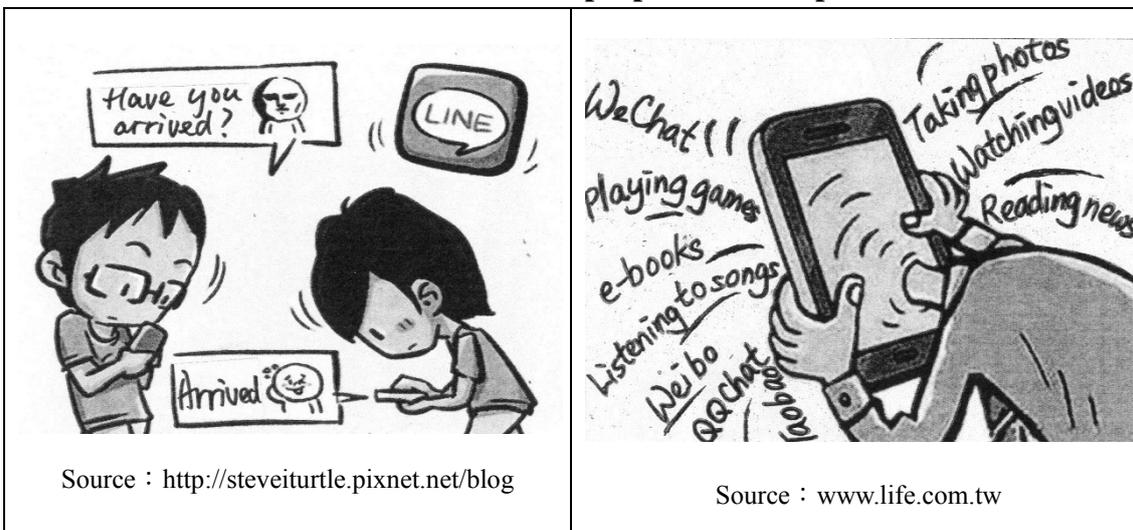
**Service 1**

**Service 2**

**Service 3**

**Appendix 3: Photos and Cartoons about “Internet-addicted Phubbers”**

**Cartoon: How do modern people use smartphones?**



1. According to the above cartoon, how do people use their smartphones today?

**Photo : “Phubbers” are everywhere on streets or in MTR stations.**



2. Briefly describe the social phenomenon of “phubbers” and identify two causes that lead to this social phenomenon.

**Appendix 4 : Personal Habits of Going Online via Smartphones****1. Survey on *Self-assessment on Internet addiction***

The following questionnaire is based on items designed to diagnose Internet addiction by a psychologist Dr. Kimberly Young.

• Do you feel that your life is taken over by the Internet?	Yes / No
• Do you feel that you need to spend more time online in order to gain satisfaction?	Yes / No
• Have you tried but failed to control or stop using the Internet for many times?	Yes / No
• Do you feel grumpy, angry or low-spirited when you are about to go offline?	Yes / No
• Do you often spend more time online than originally planned?	Yes / No
• You are willing to risk deteriorating important interpersonal relationships, work or educational opportunities over the chance to go online.	Yes / No
• Have you ever lied to your family or friends about the frequency you use the Internet?	Yes / No
• You go online to avoid facing problems or to relieve negative emotions, such as helplessness, a sense of guilt, anxiety or depression.	Yes / No

<b>Test Result (For teachers' reference):</b> count the number of questions/statements to which you answered "Yes".	
0-3	Congratulations! Your Internet behaviours do not have any significant adverse impact on your life. Hopefully you can keep your behaviours.
4	You are at risk of Internet addiction. You are likely to suffer from problems arising from Internet addiction, such as those related to your work/studies and time management. Your social life and family relationship may also be affected.
5 or more	It is very likely that your Internet behaviours are out of control, severely affecting the balance among your work/studies, physical health, emotions, family or interpersonal relationships. Therefore, you should consider seeking advice of professionals to help you resolve Internet addiction.

Source: Young, K.S. (1998). Internet Addiction: The Emergence of a New Clinical Disorder, In *Cyber Psychology and Behavior*, 1(3), 237-244.

## 2. Test to see if you are a smartphone addict

If you answer “yes” to more than half of the following questions, you may have already suffered from mobile phone dependency:

1. Do you keep your mobile phone with you at all times and become agitated, feeling as if you cannot do anything otherwise?
2. Do you feel anxious and find yourself subconsciously checking for missed calls when your phone has been silent for a while?
3. Do you often imagine that “the phone is ringing”, even mistake others’ ringtones to be yours?
4. When answering phone calls, do you often feel that your ear is surrounded by the radio waves emitted by your mobile phone?
5. Do you often find yourself looking for and checking your mobile phone subconsciously from time to time?
6. Are you always worried that your mobile phone will turn itself off?
7. Do you keep your mobile phone on even when sleeping at night?
8. Do you feel anxious, incapable and irritated when your mobile phone is constantly disconnected from the web or when the reception is bad?
9. Do you often find yourself suffering from the following symptoms, including paralysed hands and feet, heart palpitations, dizziness, cold sweat and digestive disorders lately?

Source: “低頭族”. zwbk.org. Retrieved from [http://www.zwbk.org/zh-tw/Lemma\\_Show/289382.aspx](http://www.zwbk.org/zh-tw/Lemma_Show/289382.aspx)

## **Appendix 5: Research Study and Data Analysis**

Each group should read **one research report** from surveys on Internet addiction and “phubbers” respectively. Briefly explain the research results and discuss on the seriousness of smartphone addiction and Internet addiction among Hong Kong teenagers, as well as the trends of the problems.

### **1. Research results from surveys on Internet addiction**

#### Source A

According to findings from the *Teenagers' Internet Use Survey* conducted by the Hong Kong Christian Service, 15.9% of respondents were defined as “Internet addicts”, a figure 10.5% higher than the level recorded in a similar survey conducted in 2005. Among such Internet addicts, 87.2% claimed to “have experienced flashbacks of pictures from the Internet after being offline”; 83.5% admitted to “often spending more time online than planned” and “having to spend more time online to satisfy the need for Internet use”; 80.3% had “tried but failed to control or stop using the Internet for many times” while 79.3% “felt anxious and irritated when reducing the time-use or going offline”. The reported average time-use of computers by Internet addicts on “school days” and “holidays” were 39.6% and 37.8% higher than those by non-addicts respectively. The seriousness of the issue of Internet addiction is made clear in the results.

Source: “青少年使用電腦網絡現象調查 網癮需對症下藥才能解” (2009). 網開新一面- Online Addiction Counseling Centre, Hong Kong Christian Service.

#### Source B

According to a survey conducted by the Hong Kong Playground Association, teenagers interviewed spent an average of 15 hours online per week, while those aged between 20 and 23 topped the list with 22.77 hours. When evaluated against the Internet addiction index used in the U.S., 11% of respondents would be prone to be Internet addicts with a 16% among respondents aged 11 or below. This indicates that the percentage of Internet addicts increases with decreasing age.

The survey also shows that the longer the time spent online, the more likely it is to become Internet addicts. A teenager is an Internet addict if he/she becomes fidgety and often experiences flashbacks of images from the Internet, to the point that it affects his/her daily life and studies. In addition, the most popular activities teenagers engage online included browsing social networking websites (82.4%), browsing web pages (73.2%), using instant messaging tools (72.6%) and playing online games (45.5%). Many respondents admitted to engaging in harmful activities using the Internet, including illegal downloading (50.4%) and cyber bullying

(7.9%). Still others used the Internet to search for information about harmful activities, including school truancy (8.9%), engagement in illegal activities (e.g. stealing) (6.6%) and drug abuse (5%).

Source: “調查指 19 萬香港青少年染“網癮” 每週上網 15 小時”, 28 May 2011, *Hong Kong Commercial Daily*.

#### Source C

Kwun Tong Methodist Social Service – Ngau Tau Kok Youth Integrated Service Centre conducted a research study on students aged between 12 and 22. According to the results, the primary activity during the summer vacation for 61% of the teenagers interviewed was Internet-surfing, with 59% spending 20 to 30 hours online; only 10% did extracurricular reading, with 28% spending less than HK\$100 on books, 25% picked popular novels or proses. As pointed out by a social worker, due to easier access to the mobile network, teenagers would also go online to submit their homework and search for information in addition to staying connected using Facebook and WhatsApp. However, adjustments should be made when the new school year commences. Students are advised to take part in outdoors activities more often where they can learn how to get along with others and do physical exercises, thereby promoting psychological and physical development.

Source: “暑期活動 六成青少年上網”, 20 August 2013, *Sky Post*.

## 2. Research results from surveys on “phubbers”

#### Source A

According to a survey on *Mobile Phone Use by Hong Kong Citizens*, more than half of the respondents spent two hours or more on going online via smartphones every day. Among those, 54% would still be on the phone when having meals with their families, giving rise to the peculiar phenomenon known as “no communication” where families have meals on the same table but all focus on their own phones. In addition, sitting with a lowered head for long periods of time would cause shoulder and neck pains, as well as lumbar muscle strain.

According to the results, while 28% of respondents were willing to spend two hours online per day, less than 10% spent one hour with their families each day. According to a member of the Democratic Alliance for the Betterment and Progress of Hong Kong (DAB), when teenagers spend long periods of time online every day, they are not only short of communication with their families, they also expose themselves to various health hazards. With regards to smartphone-addicted teenagers, parents are advised to take the initiative to talk with their children without

fixating on academic performance. Only by getting in touch with popular topics and trendy things for the time being, can parents find “something to talk about” with their children.

Source: “54%「手機低頭族」吃飯時機不離手”, 15 May 2012, *Headline Daily*.

#### Source B

According to a survey on the *Use of Smartphones* conducted by the Hong Kong Research Association, more than 20% of respondents used their smartphones for at least five hours each day, with another 50% suffering from “nomophobia”.

The research also discovered that messaging was the most popular function of smartphone use for 64% of respondents, the majority of which used instant messaging applications like WhatsApp; more than 20% even used their smartphones for at least five hours each day; while the remaining 26% would compulsorily check their phones at least 10 times per hour, or in other words, once every six minutes. 49% of respondents would constantly look for WiFi services during their trips; 48% had the habit of taking their phones with them to the lavatory; still 53% suspected themselves of suffering from “nomophobia”, i.e. feeling anxious when they are out without their mobile phones.

Source: “逾半港人手機離身現恐懼症”, 11 April 2013, *The Sun*.

#### Source C

In an interview survey targeting Hong Kong people aged between 18 and 64, Google discovered that 63% of Hong Kong people had a smartphone, with 96% going online via smartphones every day, higher than the level reported in Japan (94%), Singapore (93%) and Korea (92%), ranking first in the Asia-pacific region. Furthermore, 22% of interviewees preferred a mobile phone over a TV, while 83% admitted to searching for relevant information after watching commercials.

In addition, 71% of respondents would visit social networking websites via their mobile phones every day and 68% would watch video clips on YouTube or share clips with their friends. In terms of apps, each user downloaded an average of 39 apps, including 10 charged apps, coming just behind the figure reported in Korea. Smartphones have also changed people’s consumption patterns. According to the survey, 43% of respondents made purchases via smartphones, with 68% did so within one month; 62% would make at least one mobile purchase (e.g. making reservations for restaurants and flights, etc.) per month.

Source: “港人手機上網冠亞太 96%日日用 22%棄電視”, 22 August 2013, *Sky Post*.

**3. Worksheet for group discussion**

Briefly explain the research results from these surveys and then analyse the seriousness of smartphone addiction and Internet addiction among Hong Kong teenagers, as well as the trend of the problem.

(1) Research study on Internet addiction

Organisation: \_\_\_\_\_ Targets: \_\_\_\_\_

Extract of the research result:

---

---

---

---

---

(2) Research study on “phubbers”

Organisation: \_\_\_\_\_ Targets: \_\_\_\_\_

Extract of the research result:

---

---

---

---

---

(3) Do you think that smartphone addiction and Internet addiction among Hong Kong teenagers are serious? What is the trend of the problem?

---

---

---

---

---

---

### **Appendix 6: Case Analysis**

Read the cases and analyse the causes of smartphone addiction and Internet addiction. Complete the concept map. Are these cases of “Internet-addicted phubbers” warning signs?

#### **Case 1:**

In 2012, a secondary four student got addicted to the Internet and eventually dropped out of school. Seeing that he spent 15 hours online every day, Mrs Leung, his mother, had tried turning off his computer in a forceful manner, which resulted in pushing and shoving between mother and son. As a last resort, Mrs Leung decided to learn to use the Internet in order to get through to his son, finally managing to improve their relationship.

#### **Case 2:**

In 2013, a 15-year-old boy was suspected of beating his mother because he was provoked when she confiscated his mobile phone over his Internet addiction. The mother eventually called the police and was sent to the hospital.

#### **Case 3:**

In May 2014, a 12-year-old boy claimed that he would kill himself by jumping from a building because he lost a phone game that he had been playing for three hours straight. His family called the police for help.

#### **Case 4:**

At the beginning of 2014, a boy aged seven or eight went to see a doctor. He got the permission to play his iPad after an exam, so he played from early morning till late night, causing his eyes to become blurry. At first, his family thought it was just eye fatigue, but they took him to the doctor to check on his eyes when his condition persisted the next day. His degree of spherical short-sightedness was found to have increased to 400 degrees from just over 100. He was therefore diagnosed with “pseudomyopia”, at which stage the patient was required to stop using all electronic products, sleep more to allow his eye muscles to relax and use eye drops.

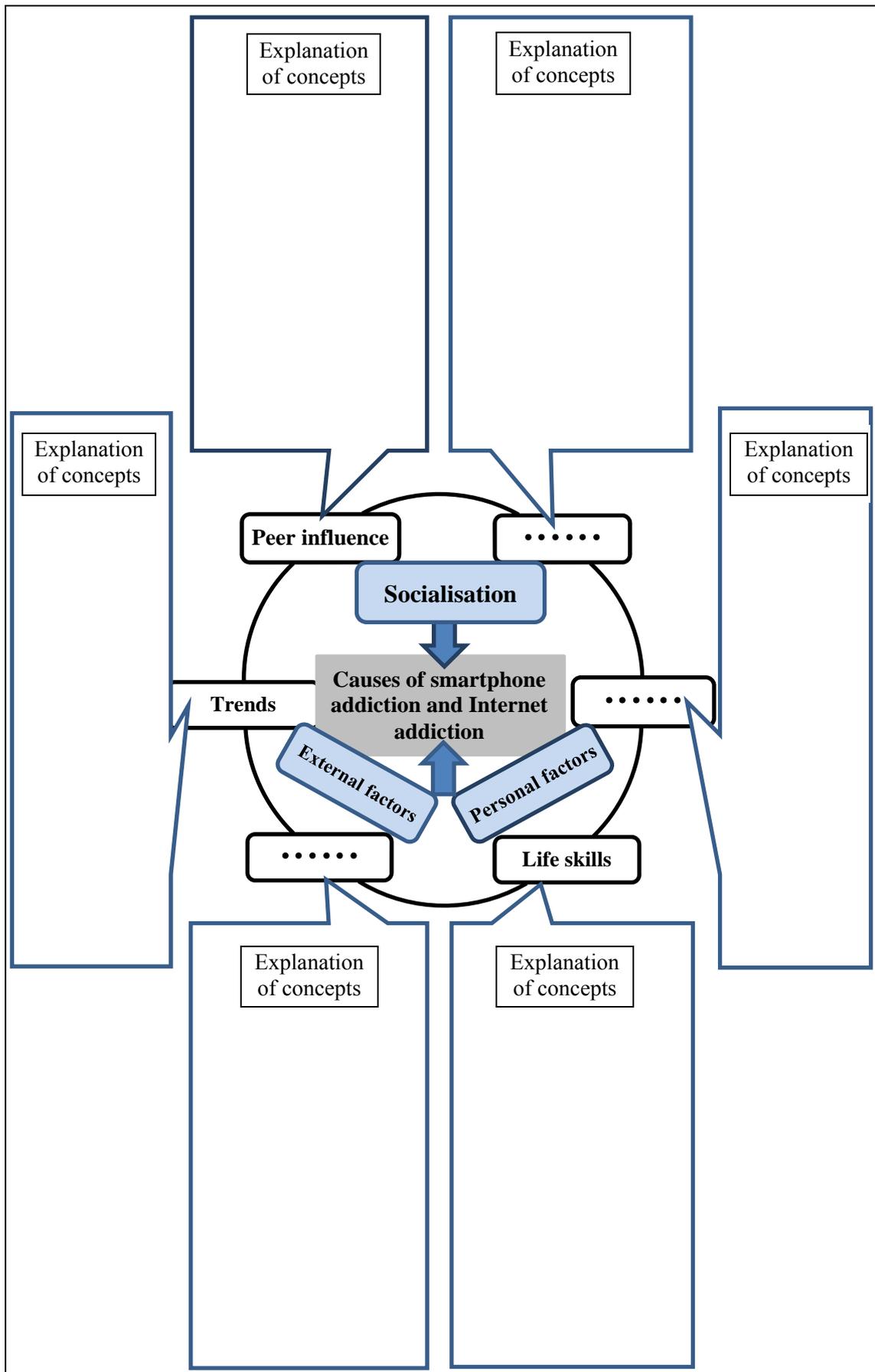
#### **Case 5:**

In 2014, a five-year-old girl was diagnosed with 250-degree short-sightedness. According to her mother, Mrs Tsang, she was given an NDS to play with every time she became restless when she was two, she played video games for two or three hours straight and got addicted to video games ever since. After the diagnosis, Mrs Tsang

confiscated the NDS from her daughter and did not dare to let her children play iPad or iPhone for long. In addition to setting a passcode, Mrs Tsang also set rules for her children that they were only allowed to play iPad for 10 minutes as a “reward” after finishing homework.

**Case 6:**

Mrs Liu recalled her experience. “Our son started playing video games very often since the summer vacation before he was promoted to primary five. When the new school year started, he often failed to hand in homework and this made us (me and my husband) very angry. Believing the Internet to be the source of all our problems, we smashed his mobile phone and computer. Little did we know that our son would become more rebellious afterwards - not only did he refuse to do homework, he even started skipping school. Later on, after being referred by the school to participate in the “*Online New Page Project - Online Addiction Counseling Centre* (網開新一面 - 網絡沉溺輔導中心)”, a designated programme to help young Internet addicts, and advised by the social workers, we started to understand the problems faced by our son (such as a lack of confidence at school and difficulty in gaining a sense of achievement). With coordination from the school and the parental support, our son finally returned to school in the next school year.”



**Appendix 7: After-class Assignment – Data-response Question**

Read the following source:

The Hong Kong Federation of Youth Groups conducted a survey on youth mobile phone use from August to September 2013, with the results as follows:

<b>Most popular time for mobile phone use by youth interviewed</b>	
Before going to bed	71.3%
Having meals	49.9%
Using the lavatory	42.8%
<b>Most popular function of mobile phones among youth interviewed</b>	
Instant messaging	75.8%
Visiting social networking websites	42.2%
Gaming	41.1%

It was also found in the survey that 67% of youth interviewed kept their smartphones on all day, and 29.1% thought their phone models best represented their personalities. On average, each respondent sent and received 221 messages on a daily basis. Students topped the list with an average of 241 messages whereas working youth reported an average of 162.

Smartphones have gradually replaced desktops, according to the supervisor of the Youth Research Centre at the HKFYG, the youth today are used to going online and using instant messaging whenever and wherever they like, with students sending and receiving the highest number of messages. In addition, as pointed out by social workers, most of today's youth get addicted to the Internet because they gain a sense of satisfaction in the online world that they fail to achieve in real life. It is recommended that young people should take advantage of the convenience brought by information technology wisely and avoid overdependence on communication via mobile phones, lest they overlook the face-to-face communication and contact, affecting their social lives.

Source: “〈青年使用智能手機情況〉報告摘要” (2013). Hong Kong Federation of Youth Groups.

**Questions**

- According to the source, describe young people's habits in using smartphones.
- With reference to the above source and your own knowledge, elaborate on the factors leading to the smartphone addiction of young people.

## **Intention of Assessment**

### *Assessment Focus*

The source of the assessment item includes a survey conducted by the Hong Kong Federation of Youth Groups about the use of smartphones among Hong Kong young people. Students should be able to describe young people's habit in using smartphones, analyse the factors leading to smartphone addiction and show the application of the relevant concepts/knowledge such as "self-development", "life skills", "interpersonal relationships", "current trends", "socialisation", "interpersonal communication and conflicts" and "conformity and peer influence". For the assessment focus of students' enquiry skills, students should be able to interpret data, analyse factors and propose suggestions.

### *Expected student performance*

- Knowledge
  - For question (a), students should clearly explain young people's habits in using smartphones. For example, around 70% of young people interviewed often use smartphones before going to bed (71.3%) and keep their smartphones on all day (67%). This reveals that young people are highly dependent on the smartphones and are addicted to using smartphones. Besides, approximately half of the young people interviewed like to use smartphones when having meals (49.9%) and above 75% of interviewees often use the instant messaging function of smartphones (75.8%). This reflects that young people are more apathetic and distant toward human interaction, which may affect their interpersonal relationships.
  - For question (b), students should be able to analyse the factors for the smartphone addiction of young people from different perspectives. For example, it is the global trend to use smartphones and people are worried about being rejected by their peers if they don't; teenagers are used to using smartphones because it makes Internet-surfing easy and grants free access to social media; game apps on smartphones are intriguing to teenagers; owning an expensive smartphone can serve as an indicator of one's social status. Students are expected to apply relevant concepts/knowledge such as "self-development", "current trends", "life skills" and "conformity and peer influence".

- Skills
  - Giving appropriate response and transforming factual data into hierarchical knowledge and concepts.
  - Illustrating young people's habit in using smartphones clearly.
  - Analysing, with logical and reasonable justifications, the factors for the smartphone addiction of young people from multiple perspectives.

**Appendix 8: Analysing Video Clips and News****1. Teacher may show 1-3 video clips about smartphone addiction or Internet addiction:**

- (a) “杏林在線：上網成癮” (now 新聞台, 8 December, 2013) (video length: 8 minutes). Retrieved from [https://www.youtube.com/watch?v=mWzOVlhg-\\_8](https://www.youtube.com/watch?v=mWzOVlhg-_8)
- (b) “時事多面睇：手機成癮” (TVB, 21 May, 2013) (video length: 9 minutes 42 seconds). Retrieved from <https://www.youtube.com/watch?v=fI2u7u-xM2w>
- (c) “調查：打機上網成親子衝突源頭” (東方電視新聞台, 8 July, 2012) (video length: 1 minutes 58 seconds). Retrieved from <https://www.youtube.com/watch?v=8jJx34kcTIw>
- (d) “東張西望：手機低頭族” (TVB, 21 May, 2013) (6:10 - 7:03, video length: 54 seconds). Retrieved from <https://www.youtube.com/watch?v=U9JKO5-Sxkk>
- (e) “成癮行為診症室之沉迷上網” (The Hong Kong Federation of Youth Groups, 5 Nov, 2012) (6:10 - 7:03, video length: 2 minutes 44 seconds). Retrieved from <https://www.youtube.com/watch?v=-AIHnX0tD64>
- (f) “全民皆網：迷「網」之味” (The Hong Kong Federation of Youth Groups u21, 10 May, 2010) (6:10 - 7:03, video length: 2 minutes 20 seconds). Retrieved from <https://www.youtube.com/watch?v=KuJFSxzNFGw>

**2. Each group should read 1 newspaper clipping about “Internet-addicted phubbers”**

(a)

According to a joint research study conducted by Sun Yat-sen University in Guangzhou and the University of Notre Dame in Australia, teenagers with severe Internet addiction (having the compulsory need to stay online or needing to stay online at all times) have a 250% higher chance of suffering from emotional disorders (i.e. depression) than respondents with normal Internet use. According to experts in the field, previous research projects only focused on Internet addiction among males, while in fact many females are also addicted to playing computer games and surfing the Internet.

It was found in the survey that teenagers with Internet addiction did not use the Internet to study or search for information. On the contrary, they only used it for entertainment, spending most of their time playing computers and significantly affecting their social lives and skills. Experts suggested that schools should enhance relevant control measures, assessing teenagers with Internet addiction so as to understand their mental health condition and adopt intervening measures early when abnormal behaviours are found, with a view to preventing further deteriorations.

Source: “青少年上網成癮致抑鬱”, 4 August 2010, *Oriental Daily*.

(b)

In recent years, online games have gained considerable popularity and most of which attract audience with free access. Many teenagers, even working youth, have been addicted to playing these games. However, as virtual items are not free of charge, someone would spend HK\$100,000 per month on purchasing these items. Also there was a player who splurged HK\$250,000 only to find himself failing to sue justice when the game company shut down, and there were even young girls who offered compensated-dating services in exchange for the so-called virtual treasures. Moreover, some students who were addicted to online games had stolen money from their families or sold things from their houses to pay for virtual treasures. In addition to wasting money on useless things, such addiction also affects one's daily and social lives. As pointed out by many psychiatrists, playing online games for long periods of time and splurging money on virtual items are signs of Internet addiction. People suffering from severe Internet addiction often find it difficult to control the time they spend online, similar to the inability of irrational gamblers to control their urges to place bets.

Source: “網絡遊戲成癮 擲 25 萬買道具”, 16 January 2013, *Hong Kong Economic Times*.

(c)

Electronic products, being ever changing, have caused a hike in the number of people wearing glasses. While most people would have been shocked to hear about someone with the spherical short-sightedness of close to 1,000 degrees in the past, now we have youth in their early 20s living with short-sightedness close to 2,000 degrees. Furthermore, presbyopia is also manifesting at increasingly young ages. According to a supervisor at a local refractive surgery centre, constant use of mobile phones leads to dry eyes and eye strain; and the thickening of crystalline lens occurs when we focus too intently on the screen, causing short-sightedness to worsen. In addition, according to the president of the Hong Kong Association of Private Practice Optometrists, there is a trend of people suffering from presbyopia at a younger age. The incidence age of presbyopia decreases from the age of 40 in the past to the present 35. “Even 11 and 12-year olds now suffer from spherical short-sightedness close to 1,000 degrees and many under 20 have short sight as high as 2,000. People are often misled by the belief that their short-sightedness would not worsen after turning 20, while in fact staring at a mobile phone or spending too much time on the computer can both cause their conditions to deteriorate”, said the president.

Source: “常用手機 廿歲二千度近視”, 6 May 2014, *Oriental Daily*.

(d)

As physiotherapists point out, “phubbers” have a greater risk of five major hand injuries, including “tennis elbow” and “mommy thumb”. Once a 15-year-old boy who had to drop out of school because he played games so much that he suffered from “mommy thumb (媽媽手)”. If we often bend our wrist when holding a smartphone, thereby compressing its median nerve, we may have “carpal tunnel syndrome”, or more commonly known as the “mouse hand”. “Mommy thumb” and “trigger finger” can occur with constant engagement in gaming activities. While the former is the result of repetitive use of our wrist or thumb (for example, having to press the phone screen with our thumb very often may cause inflammation of the tendon on the side of the thumb). The latter causes inflammation of the tendon between our fingers and the palm, likely to result from pressing or swiping on the screen with our fingers. Patients with “trigger finger” may find it difficult to straighten their fingers by themselves.

Source: “狂打手機致「媽媽手」 15 歲仔要停學”, 29 June 2015, *Sky Post*.

### 3. Group discussion topics

Discuss with reference to the newspaper clippings and video clips on “Internet-addicted phubbers” :

- (1) Briefly explain how smartphone addiction and Internet addiction affect the self-development, interpersonal relationships and health conditions of young people.

<u>Self-development</u>	<u>Interpersonal relationships</u>	<u>Health conditions</u>

(2) How do the self-development, interpersonal relationships and health conditions of “Internet-addicted phubbers” affect their adulthood?

---

---

---

---

---

---

---

---

---

---

(3) Do you agree with the view that “the benefits of teenagers going online via smartphones outweigh its harms”?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Appendix 9: Data Collection before Class, Research Studies and News Analysis**

1. Find ONE reference related to solving smartphone addiction and Internet addiction among teenagers from webpages of government departments and relevant institutions/reference books/research studies. You may refer to the following examples:

<b>Different stakeholders</b>	<b>Relevant information (examples)</b>
<b>Parents</b>	<b>Research studies:</b> 青少年意見調查系列“父母如何管教子女使用互聯網”報告摘要, 13 June 2010.
<b>Hong Kong Government</b>	<b>Newspaper clipping:</b> “政府忠告：小心手機 別讓孩子做「低頭族」”, 1 August 2013, <i>Hong Kong Economic Times</i> .
<b>Youth workers, schools</b> (e.g. HKFYG)	<b>Newspaper clipping:</b> “每10秒看手機 影響社交”, 24 February 2014, <i>Apple Daily</i> .
<b>Medical organisations</b> (e.g. Hong Kong Physiotherapy Association)	<b>Newspaper clipping:</b> “調查顯示學童變「低頭族」影響發育”, 2 Sept 2013, <i>Takungpao</i> .
<b>IT Sector, academics</b> (e.g. Hong Kong Computer Society)	<b>Newspaper clipping:</b> “智能手機普及 港「低頭族」增多”, 3 June 2013, <i>Hong Kong China News Agency</i> .
<b>Overseas experience</b> (e.g. Taiwan, Korea)	<b>Newspaper clipping:</b> “如何防治青少年網癮”, 29 May 2011, <i>Wenweipo</i> .

## 2. Worksheet for group discussion

Each group should analyse the views of ONE TYPE of stakeholders on smartphone addiction and Internet addiction among teenagers, while writing down the summary of other groups' presentations on the worksheet:

Different stakeholders	Views and responses	Value orientation	Proposed Solutions

**Appendix 10: News Analysis and Evaluating Effectiveness**

Each group should read ONE newspaper clipping about supporting “phubbers” and the information about ONE counselling service or supporting measure for Internet addiction provided by government departments or welfare institutions, and then evaluate the effectiveness of these counselling services and supporting measures.

**1. Newspaper clippings about the support for “phubbers”**

(a)

According to the president of the College of Ophthalmologists of Hong Kong, prolonged use of electronic products by children can lead to eye fatigue and cause “pseudomyopia”. As pointed out by representatives of the Child and Adolescent Psychiatry of the Hong Kong College of Psychiatrists, early reliance on electronic products is likely to make children become addicted and lose self-control. Once the emotions of children are manipulated by electronic products, they will become irritated and start to throw tantrums when we forbid them from using these devices. Therefore, ophthalmologists and psychiatrists are of the opinion that the excessive use of electronic products by children should be taken seriously. It is recommended that infants aged below two should not be exposed to electronic products and the play time for children under six should not exceed 30 minutes on any given day.

For the first time since its founding, the Department of Health set up a team to research on the effects of electronic products, such as mobile phones and game consoles, on the health of children and teenagers, with plans to offer advice to parents and teachers. It is known that the research team has already held two meetings so far, and is expected to publish its guidelines in mid-2014. This team comprises representatives from the Hong Kong Academy of Medicine, non-governmental organisations, academics, the Education Bureau and the Social Welfare Department.

Source: “低頭族童招假近視 衛署研指引 玩電子產品成癮 8歲童打機一夜增300度”, 31 March 2014, *Ming Pao*.

(b)

The Jockey Club Belvedere Garden Integrated Children & Youth Services Centre conducted a survey on the mobile phone use by teenagers. According to the survey, 43% of respondents had distant interpersonal relationships after using mobile phones, another 74% admitted to taking out their mobile phones subconsciously when they saw their friends playing with theirs; 68% of respondents said they would feel neglected or disrespected if their friends kept playing with their smartphones at parties.

In order to encourage the general public to cherish the opportunities of

spending time with their friends and families, the Children & Youth Services is currently promoting its “FACE MEAL Campaign” in corporation with many restaurants, hoping that diners would put down their mobile phones, enjoy their meals and pleasant conversations at the same time. The organisers of the “FACE MEAL Campaign” have given the following advice: teenagers and citizens should adopt an attitude of “picking up easily and putting down comfortably” towards smartphones, and never be slaved by their own handsets. At the opening ceremony of the “FACE MEAL Campaign”, a well-known cartoonist brought promotional drawings for the campaign; while more than 10 “FACE MEAL ambassadors” from a number of groups in the catering industry, showed their support for the campaign by visiting restaurants within the district and delivering the message of “having meals without using phones” to citizens.

Source: “「好面膳」大使盼食客不當「手機奴」”, 17 March 2014, *Wenweipo*.

(c)

The population of “phubbers” is growing at an overwhelming speed in Hong Kong. Facilitated by the wide popularity of mobile phones and electronic display products, even small children have now joined the “group”. An organisation has quoted a report early published by the Department of Health in which the DH pointed out the fact that primary and secondary students often picked Internet-surfing and playing with electronic display products over outdoor activities. With a view to encouraging small children to “raise their heads” and take part in outdoor exercises, the organisation held a family running competition titled “Marathon in Harmony” at the West Kowloon Waterfront Promenade, the first of its kind that accepted applicants of different nationalities.

The Marathon attracted more than 200 families of multiple nationalities, including those from Hong Kong, the U.S., Pakistan, India and the Philippines. The competition comprised an individual contest of 1,000-metre run, a 3,000-metre relay race and a 1,000-metre “family contest”, all with an aim to help families develop the habit of exercising. In addition, the event also set up game booths for small children.

Source: “「共融馬拉松」鼓勵親子運動”, 10 November 2014, *Oriental Daily*.

## 2. Counselling services and supporting measures for Internet addiction provided by government departments and welfare services institutions

### ➤ The webpage of “解開迷網，網迷開解”

[http://ycc.caritas.org.hk/online\\_web/index.html](http://ycc.caritas.org.hk/online_web/index.html)

The webpage of Caritas Youth and Community Service “關注青少年沉迷上網工作小組” aimed at helping parents understand the current Internet use by

teenagers, enriching their knowledge in this area and providing a few tips to parents perplexed by their children's Internet addiction.

➤ **The “Be NetWise (做個智 Net 的)” campaign**

[http://www.be-netwise.hk/about\\_us.php](http://www.be-netwise.hk/about_us.php)

The Hong Kong Federation of Youth Groups organise “Internet education campaigns” that focus on various potential online risks, with a view to teaching teenagers and citizens to use the Internet wisely while providing 500 job opportunities.

➤ **The “Ken Sir 同你傾” web-based resources platform on Internet behaviours**

<http://cybersafety.hk/index.php>

The webpage analyses the causes of cyber-crimes based on information provided by the Hong Kong Federation of Youth Groups and provides filtering software and guidance for parents. It aims at developing the skills of parents in using the Internet so that they can help their children learn happily and develop healthy habits in the online world by teaching them about the Internet.

➤ **Youth Wellness Centre**

<http://ywc.hkfyg.org.hk/page.aspx?corpname=ywc&i=2989>

**Youth Wellness Centre under the Hong Kong Federation of Youth Groups** was established in 2011. The centre aims to help teenagers confront harmful temptations as they grow up while focusing on assisting them in battling the crisis of Internet addiction. Furthermore, the centre also takes upon itself to promote the balanced development of physical, psychological, social and spiritual health among teenagers, while encouraging them to build lives with meanings and a sense of self-control.

➤ **The website of “不再迷「網」”**

<http://cyberaddiction.tungwahcsd.org/>

Focusing on the prevention of Internet addiction among teenagers, the Cyber Addiction Project sponsored by the Tung Wah Group of Hospitals offers tips about the prevention of Internet addiction, Internet safety as well as guidance for parents, enabling parents and students to use Internet services with proper attitudes.

➤ **“Online New Page Project - Online Addiction Counseling Centre (網開新一面 - 網絡沉溺輔導中心)”**

<http://hkcs.org/gcb/icys/prog/online/stop.html>

The Integrated Children & Youth Services Centre of Hong Kong Christian Service promotes the “Online New Page (網開新一面)” project to help Internet-addicted teenagers regain self-control and use the Internet in a healthy

manner. It also delivers the message about healthy Internet use to various sectors of the society and conducts research studies on Internet addiction.

Source: Integrated from Internet resources about online addiction counselling services and support measures.

### 3. Worksheet for group discussion

Complete the table with supporting measures and counselling services for smartphone addiction and Internet addiction, and evaluate their effectiveness. (Each group should complete the analysis for **ONE** supporting measure/counselling service while writing down the summary of other groups' presentations on the worksheet)

Supporting measures / counselling services	Organisations	Targets	Features of the measures / services	Effectiveness of the measures / services

### **Appendix 11: After-class Assignment – Extended Response Question**

Read the following source:

According to a survey conducted at the end of 2012 targeting Hong Kong “post-90s generation”, approximately 80% of respondents considered social networking websites (e.g. Facebook) and mobile communication apps (i.e. WhatsApp) the most important channels for daily contact; some respondents even said that they would die without going online.

For the access to information, close to 90% (87%) of respondents said online platforms were “important/extremely important” to them, followed by Facebook (76%) and television (59%); newspapers and radios were considered less important.

When asked about how to deal with their children’s Internet addiction, some parents considered forbidding Internet use an effective measure.

Adapted from :

1. “90 後調查上網最重要 75%人對中國人身份自豪”, 25 January 2013, *Takungpao*.
2. “90 後愛激進反融合”, 25 January 2013, *Apple Daily*.

### **Questions**

- (a) How does addiction to online activities via smartphones affect teenagers’ interpersonal communication and mastery of information? With reference to the source and your own knowledge, explain your answer.
- (b) “Parents can help their children overcome Internet addiction by forbidding them to use the Internet.” To what extent do you agree with this viewpoint? With reference to the source and your own knowledge, explain your answer.

## **Intention of Assessment**

### *Assessment Focus*

The source of the assessment item is an integrated article about how teenagers use smartphones and information from the Internet. Students should show the application of the relevant concepts/knowledge such as “adolescence”, “self-development”, “life skills”, “socialisation”, “interpersonal relationships”, “current trends”, “media”, “interpersonal communication and conflicts” and “conformity and peer influence”. For the assessment focus of students’ enquiry skills, students should be able to extract and interpret data, analyse impacts, and justify standpoints with sound arguments.

### *Expected Student Performance*

#### Knowledge

- For question (a), students should explain the positive and negative impacts that “addiction to going online via smartphones” has on the interpersonal communication and the mastery of information among teenagers. For example, In regard to interpersonal relationships, students should point out that the report indicates teenagers are keen on using mobile phones or network communication programs to communicate with their friends and attach great importance to instant interaction and continuously keeping in touch with friends. Students may explain that this phenomenon is helpful for maintaining good relationships with friends and is also a good way to make more friends so as to broaden their interpersonal network. However, over-reliance on communication with others via the virtual cyber world may lead to negligence of real interpersonal contact and interaction, which in turn will impair students’ social competence in reality.

As for mastery of information, students should state that this report reveals adolescents obtain information from network media while seldom turning their attention to the print media. Students may explain that this phenomenon is helpful for acquiring information quickly and keeping abreast of the course of events. However, the network information editing is generally less rigor and accurate than that of print media. It is difficult to trace the source and verify the authenticity of the information since some information is anonymous or forwarded by others many times on the Internet. Therefore, if students rely too much on the Internet to receive information, they will not master information in an accurate and comprehensive way.

- For question (b), students should refer to the information provided and their own knowledge about Internet addiction among teenagers to discuss whether the disciplinary approach of forbidding Internet use adopted by parents is an appropriate solution to their offspring's Internet addiction. Students are required to clearly explain their stances with supporting evidence and present comprehensive and logical arguments for supporting and opposing the approach. For example:

Supporting arguments: As teenagers tend to lack self-control, parental guidance is therefore needed to restrict their Internet use; forbidding teenagers from using the Internet can cut off their contact with the online world, thereby steering them away from Internet temptations; by offering explanations to teenagers prior to forbidding their Internet use, parents can reduce the likelihood of having conflicts with their children in the future over Internet addiction.

Opposing arguments: Teenagers have entered a stage of rebellion, while forcibly forbidding their Internet use is likely to intensify the parent-child conflicts, driving them to become more obsessed with the online world and use it as an outlet for resentment; parents are only creating more conflicts and damaging their parent-child relationships by forbidding their offspring to use the Internet; this approach is of minor effect because it is impossible for parents to completely cut their children off the Internet, as there are other ways for teenagers to access the Internet.

### Skills

- Giving appropriate response with clear personal stance.
- Converting textual data into hierarchical knowledge and concepts.
- Analysing, with logical and reasonable justifications, the impacts of addiction to “going online via smartphones” on teenagers’ interpersonal communication and the mastery level of information.
- Discussing and judging with sound arguments, whether parents’ approach of forbidding children to use the Internet can overcome Internet addiction with sound justification.

**Appendix 12: Students' Reading Materials after Class**

## Source A

According to a survey, more than 90% of respondents used electronic products each day, among those, 92% admitted to showing signs of eye fatigue after using electronic products for long periods of time; 72% suffered from blurry vision; but only 14% sought professional help. Optometrists have warned the public that high-energy blue light emitted from electronic products is harmful to the eyes. A 25-year old young man was reported to suffer from sore eyes and damaged cornea because he would watch soap operas online for seven hours every night after staring at a computer screen for eight hours at work during the day. Citizens are reminded to avoid staring at computer or mobile phone screens for long periods of time.

In addition, a 52-year-old male patient, who also used a computer at work for long periods of time, was reported to suffer from macular degeneration on his left eye, causing bleeding and developing blisters in his macula. He was referred to an ophthalmologist to receive further treatment; it was believed that excessive exposure to blue light caused his ailment. Besides, the 60-year-old Mrs Chow is a typical Korean-drama fan. In the past 10 years, in addition to using a computer at work every day, she would also use her computer and mobile phone to watch dramas and play games, at times spending some 16 hours watching dramas in a single day; she started to see eye floaters and suffer from retinal degeneration two years ago. Mrs Chow had to receive laser surgeries to repair her retina. She now eats a lot of food that helps protect her vision and has been afraid of watching dramas for long hours ever since.

According to ophthalmologists, the blue light from screens can easily penetrate the eye and directly reach the macula (retina's central portion), increasing the risk of macular degeneration. While the disease usually manifests after the age of 60, there have been many cases of young patients in recent years. In fact, macular degeneration has already become the leading cause of vision loss in developed countries, in which the penetration of electronic products is believed to have played a part. Based on the advice from registered dietician nutritionists, citizens can protect the macula by eating food that is rich in zeaxanthin and lutein more often.

Source: “晚晚煲劇七粒鐘青年險盲”, 4 June 2014, *The Sun*.

## Source B

The severe smartphone addiction among students is posing even greater challenges to Korea, a country known for its well-developed tech culture. The Korean government is now trialling an app to disable specific apps, showing its commitment to tackle the ever growing smartphone addiction among Korean teenagers. According to a certain survey, 18.4% of Korean teenagers aged between 10 and 19 spend at least seven hours playing with their mobile phones each day, representing a year-on-year increase of 7%.

In Korea, local schools have been asking students to leave mobile phones in their lockers or backpacks and of course, they turn a deaf ear to such requests. Reports have stated that students' playing with their mobile phones at class is a common sight in Korea. It is all silence during break times at the school doorways and halls, because students are all playing with their phones in the classroom with a lowered head. In addition, any attempt by school teachers to confiscate their phones would give rise to strong opposition by the students.

Since it is unfeasible to take away their phones, blocking the smartphone service by an app then becomes the solution. According to the news reported, after installing "iSmartKeeper" on the phones of both teachers and students, teachers can use their own phones to remotely lock down those of students. Aided by GPS geo-fencing, such restrictions come into effect when students enter the campus. In addition, it is entirely up to the school to decide the services and apps to be blocked and the duration of the blocking time. Furthermore, teachers will be alerted if students try to delete "iSmartKeeper".

According to reports from local media, "iSmartKeeper" is installed with the permission of parents. There are also parents who not only support the school for using the app, but also install "iSmartKeeper" on their own phones to control the time their offspring spend on playing with smartphones. The approval of schools and parents aside, there are people criticising schools for over management. In addition, there are already secondary school students expressing the intention to develop apps that can circumvent the block in order to protect their right to use mobile phones. By the look of it, a school-based war on mobile phones is in the works.

Meanwhile, Hong Kong has long been dealing with smartphone addiction. According to a relevant survey, about 60% of secondary school students spend more than four hours daily on their smartphones during holidays, with 40% having the compulsory need to check their phones every 10 minutes. It is evident that Hong Kong teenagers are so obsessed with their phones that separation becomes difficult. This may very well be an insoluble problem in the eyes of many parents.

Seeing that the Korean government is utilising all resources at its disposal to tackle smartphone addiction, is this where Hong Kong is headed? Mobile phones have already become an indispensable part in people's daily and social lives, so it wouldn't be easy for any party, be it schools or parents, to monitor teen activities on mobile phones. If even we could block their handsets with an app for the time being, it is only a matter of time before they find a way to circumvent the restriction. Since restrictions cannot be relied on, we had better start by teaching our offspring about self-control.

Source: “韓校園以 App 鎖 App 封殺學生玩手機”, 24 March 2014, *Hong Kong Economic Times*.

#### Source C

According to a survey conducted by the Hong Kong Federation of Youth Groups, 53.9% of parents interviewed never thought of being the computer administrator at home, while 49.8% said they had not set any family code on Internet use with their children. Still 34.2% of parents never considered taking the initiative to study and learn about Internet development, an opinion particularly popular among those with low levels of education. In addition, according to 70.8% of the teenagers interviewed, their parents showed no intention to set or use the family code on Internet use. The research also found out that teachers were the primary source of knowledge about the appropriate and safety use of the Internet among teenagers, accounting for the highest percentage (47.4%), followed by peers (29.0%); while only 17.7% of them acquired relevant knowledge from their parents.

In addition, upon seeing their offspring having troubles in using their Internet, 66.1% of parents said they would talk to their children first, 12.8% would seek the help of relatives or their children's friends, and 12.4% would restrict the time their children spent online. However, on a scale of 0 to 10 (10 being the highest), a total of 40.0% of parents rated their confidence 5 or below in teaching their children about appropriate and safety Internet use. In addition, 56.9% of parents and 53.6% of teenagers admitted to not knowing where to seek help when confronted with problems.

According to the Hong Kong Federation of Youth Groups, the survey results reflected that parents and teenagers had their own points of interest about the Internet crisis. While parents mainly focused on what kind of friends their children made in the online world, teenagers showed greater concerns for anti-virus software and personal information. Meanwhile, seeing that some of the parents showed a lack of initiative to learn relevant information about the Internet, it was recommended that Internet education should be enhanced. The survey also discovered that more than half of the parents and teenagers interviewed did not know where to seek help,

reflecting the need for strengthening the promotion of Internet educational services in Hong Kong.

Source: “香港青年協會青少年意見調查系列〈正確及安全使用互聯網 — 家長及青少年的意見〉報告摘要”(2009). The Hong Kong Federation of Youth Groups.

#### Source D

##### **Advice on the use of electronic products**

1. Infants aged below two should not be exposed to products with displays; children aged below six should not be allowed to play with them for more than 30 minutes each day; secondary school students should take a break every 45 minutes.
2. Stretching exercises and looking at the distance view 20 feet away are recommended during break times.
3. Put bags or similar items on your legs to support or bring electronic products to a higher location, reducing the pressure on the neck and shoulders.
4. Prevent eye strains by avoiding using electronic products in dark places.
5. Participate in outdoors activities (such as picnicking) at least once a week.
6. Parents should set a good example for their children by using electronic products less frequently.
7. Setting passcodes on tablet PCs and mobile phones to prevent easy access by small children.

Source: Integrated from the comments of parents, doctors and physiotherapists.

#### **Other extended reading materials**

- “青少年意見調查系列〈青少年上網出了甚麼問題?〉報告摘要”(2009). The Hong Kong Federation of Youth Groups.
- “〈資訊科技對年青人的影響研究〉報告摘要”. (2010). Commission on Youth.
- “青少年意見調查系列〈青年使用智能手機情況〉報告摘要”.(2013). The Hong Kong Federation of Youth Groups.
- “〈香港青少年媒體使用情況 2013〉研究摘要”. (2014). Breakthrough.
- 梁國香等(Editor)(2009). “衝出「迷網」”. *青少年問題解碼*. Hong Kong: Joint Publishing Hong Kong.

-- End of Appendix --

**Senior Secondary Liberal Studies  
“Personal Development and Interpersonal  
Relationships” Module  
Learning and Teaching Exemplar (2)**

**Parent-child and Peer  
Relationships during  
Adolescence**

**A. Basic information of the exemplar**

<b>Topic</b>	Parent-child and Peer Relationships during Adolescence
<b>Relevant modules, themes and issues for enquiry</b>	<p><b>Leading</b> Module 1 : Personal Development and Interpersonal Relationships</p> <p>Theme 1: Understanding oneself</p> <ul style="list-style-type: none"> <li>• What factors influence the self-esteem of adolescents? How is it related to adolescents' behaviour and aspirations for the future?</li> <li>• Why are adolescents often given certain rights and responsibilities?</li> </ul> <p>Theme 2: Interpersonal relationships</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 does communication technology influence adolescents' relationships with others?</li> </ul>
<b>Overall design rationale</b>	<p>When teenagers start adulthood, they look for independence and long for their own identities and roles, leading to changes in their family and peer relationships. In addition to providing students with insights into their relationships and communication with their parents and peers on the road to adulthood, this exemplar also aims at helping them understand the factors affecting their family and peer relationships. During the enquiry process, students can think about how to establish good relationships with their parents and peers, as well as how to resolve conflicts by referring to the information and hints provided.</p> <p>Students are first guided to discuss parent-child relationships, learning about their own relationships with parents as well as the current situation of parent-child relationships in Hong Kong. Through various case studies, students are then led to learn about the causes of conflicts between teenagers and their parents, as well</p>

	as how to establish good parent-child relationships, thereby reflecting on the ways in which they can establish better relationships with their parents. Subsequently, students are guided to discuss peer relationship. As they learn positive examples and possible conflicts (including cyber-bullying) in peer relationships through stories and case studies, students should be able to analyse factors giving rise to such dynamics and think about ways of preventing cyber-bullying.
<b>Time required</b>	4 lessons (40 minutes per lesson), around 160 minutes in total
<b>Learning objectives</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>● To understand interpersonal relationships during adolescence.</li> <li>● To understand manners in which teenagers build up relationships and resolve conflicts with their parents.</li> <li>● To understand the positive and negative impacts of peer influence on teenagers, as well as how bullying among peers could be prevented.</li> </ul>
	<p>Skills:</p> <ul style="list-style-type: none"> <li>● To apply relevant knowledge and concepts in studying contemporary issues.</li> <li>● To interpret videos, statistical and textual data.</li> <li>● To make appropriate judgment with the support of evidence.</li> <li>● To develop collaborative, communication and presentation skills, as well as creativity throughout the activities.</li> </ul>
	<p>Values and attitudes:</p> <ul style="list-style-type: none"> <li>● To respect parents and peers.</li> <li>● To learn about the interdependence between parent-child relationships and peer relationship and try to handle parent-child conflicts and build up good family and peer relationships.</li> <li>● To reflect on the responsibilities in child-parent relationships and peer relationship.</li> </ul>
<b>Basic concepts for application</b>	Interpersonal relationships, adolescence, interpersonal communication and conflicts, self-development, self-esteem, socialisation, life skills, conformity and peer influence, self-concept
<b>Relevant learning experiences</b>	Having studied various subjects in a range of key learning areas such as Personal, Social and Humanities Education, students at junior secondary levels are expected to have a general idea about the

<b>at junior secondary levels</b>	factors influencing attitudes towards interpersonal relationships; roles, rights and responsibilities in the family and other social groups; peer groups and their influence; conformity and independence; simple conflict-resolution skills in daily life situations; enhancing interpersonal relationships and social skills; respect for others who hold different values and lifestyles. If teachers think that students lack relevant knowledge, it is recommended that a brief introduction should be made to students before using this exemplar.
-----------------------------------	--

## B. Design of classroom learning and teaching

Lesson	Learning and teaching strategies and flow
1-2	<p><b><u>Lead-in, analysis of video clip (around 5 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute worksheets for class activity (Appendix 1). Students watch the video clip “負母”<sup>1</sup>, read the lyrics and find out the parent-child and peer relationships during <b><u>adolescence</u></b>. Teachers may ask students the following questions:           <ul style="list-style-type: none"> <li>➤ Which two types of interpersonal relationships do young people usually involve in as shown in the clip?</li> <li>➤ Following the previous question, do teenagers experience the same degree of intimacy when dealing with these two types of interpersonal relationships respectively? Explain and illustrate with examples.</li> </ul> </li> </ul> <p>After expressing views, teachers point out that parent-child relationships and peer relationship are both important <b><u>interpersonal relationships</u></b>. Teachers may explain that when teenagers become <b><u>adolescence</u></b>, <b><u>self-development</u></b> and psychological changes start to impact their social development, causing changes to their parent-child relationships and peer relationship – as they start pursuing independence and longing for their own <b><u>roles</u></b> and identities, they rely less on their parents while hoping to develop a closer peer relationship. Then teachers could introduce the theme (how to establish relationships with parents) and learning objectives of these two lessons.</p>
	<p><b><u>Analysis of data sources (around 20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute Appendix 2 (Part A), ask students to complete Questions 1-3 in Part A and reflect on the current relationships between them and their parents.</li> <li>● Distribute Appendix 2 (Part B), ask students to compare their own relationships with parents and the relevant research data for implication.</li> <li>● Summary: <b><u>Interpersonal communication and conflicts</u></b> are inevitable as teenagers become less reliant on parents in their pursuit of independence. Divergent opinions are common in the interaction between teenagers and their parents, and such divergence may have arisen from a number of factors, including different values. By</li> </ul>

<sup>1</sup> “負母”, retrieved from <https://www.youtube.com/watch?v=TL9Wgp8n-34> (04:04-05:30)

Lesson	Learning and teaching strategies and flow
	<p>reflecting on their own relationships with parents and learning about the current situation of parent-child relationships in Hong Kong, students will consider parental advice from the perspective of their parents, which could in turn facilitate their <b>self-development</b>.</p> <p><b><u>Watch and analyse video clips, student discussion and presentation, teacher summary (around 30 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute Appendix 3. Show video clip “我城故事：親子衝突”<sup>2</sup> for group discussion. After it, teacher may determine the number of presentation groups as appropriate.</li> <li>● Summary: While becoming less reliant on parents during <b>adolescence</b>, teenagers should maintain or develop relationships with their parents with a proactive and positive attitude. The video clip presents a number of case studies in which teenagers could develop good relationships with their parents and resolve potential conflicts. The clip presents both harmonious and conflict-prone parent-child relationships. Through the discourse by interviewees in the clip, students could learn about causes of parent-child conflicts. Teachers may ask students to further think about the different parenting styles which lead to parent-child conflicts and good parent-child relationships as shown in the clip<sup>3</sup>. Point out that the parent-child relationships also has an impact on the <b>self-esteem</b> of teenagers<sup>4</sup>. Teacher may mention that the establishment of <b>interpersonal relationships</b> is a gradual and stage-by-stage process.</li> </ul> <p><b><u>Group discussion and presentation (around 20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute Appendix 4 and let students discuss in groups. After discussion, teacher may determine the number of presentation groups as appropriate.</li> <li>● Summary: The worksheet lists out various ways of developing relationships with parents, the appropriateness of these ways may be different for each individual. To facilitate the development of</li> </ul>

<sup>2</sup> “我城故事：親子衝突”, retrieved from <https://www.youtube.com/watch?v=sNG-qh4C8RA> (00:19-08:20)

<sup>3</sup> Based on the relevant source, teachers may briefly point out to students that Janet’s mother adopted the authoritarian parenting style during their conflict; on the other hand, the parenting style adopted by Koko’s mother was close to the authoritative nature. These two different parenting styles had different effects on both of the main characters (e.g. behaviours).

<sup>4</sup> Teachers may point out the relationship between parenting styles and teenagers’ **self-esteem**. For example, the conflict between Janet and her mother made it difficult for her to build **self-esteem**, while Koko was more likely to be certain about her values for having a more supporting and caring mother.

Lesson	Learning and teaching strategies and flow
	<p>interpersonal relationships, teenagers should acquire various <b>life skills</b>, such as learning how to deal with conflicts and manage emotions. In addition, by learning how to set goals and manage time, not only could teenagers become more mature and take control of their lives, but also ease the worries of their parents.</p> <p><b><u>Teacher summary and arrange after-class assignments</u></b> (around 5 minutes)</p> <ul style="list-style-type: none"> <li>● Summarise key points of the lesson, including the trend in the development of parent-child relationships in recent years, reasons leading to harmonious relationships and conflicts between teenagers and their parents, attitudes and responses of teenagers when confronted by conflicts, as well as methods to build up good parent-child relationships and resolve conflicts.</li> <li>● Ask students to read basic concepts (including “<b><u>interpersonal relationships</u></b>”, “<b><u>adolescence</u></b>”, “<b><u>interpersonal communication and conflicts</u></b>”, “<b><u>roles</u></b>”, “<b><u>self-development</u></b>”, “<b><u>self-esteem</u></b>”, “<b><u>life skills</u></b>”) and relevant information (including “<b><u>parenting styles</u></b>”).</li> <li>● Distribute Appendix 5 as after-class assignment<sup>5</sup>.</li> </ul>
3-4	<p><b><u>Lead-in</u></b> (around 10 minutes)</p> <ul style="list-style-type: none"> <li>● Ask students to take 2-3 minutes to think about the following questions: <ul style="list-style-type: none"> <li>➤ Based on your experience during this week: <ul style="list-style-type: none"> <li>■ What is/are the difference(s) between the ways you interact with your parents and friends (e.g. venues, issues, activities engaged)?</li> <li>■ List <u>three</u> things that you did or <u>three</u> actions that you took under the influence of your friends (e.g. clothing, interests).</li> </ul> </li> </ul> </li> <li>● Allow students to report their discussion. Subsequently, teachers may point out that, in light of <b><u>interpersonal relationships</u></b>, teenagers may communicate less with their parents, resulting in more distant parent-child relationships compared with that in childhood; and in</li> </ul>

<sup>5</sup> Teachers may give hints to students in accordance to students’ ability in order to answer questions in Appendix 5. For example, in discussing causes of the conflict, list out reasons from the perspectives of the position of furniture, expectations of parents and children (such as towards studies and dating), expression, and the autonomy and privacy of the daughter. Teacher may point out that the **interpersonal relationships** of Hoi Man could be understood through the case from Appendix 5. For example, Hoi Man started to make personal judgment, had less communication with parents and was more interested in love affairs. In resolving conflicts and building up good relationships, Hoi Man should master some **life skills**, such as managing emotions and resolving conflicts. Her parents should also adjust their parenting styles and resume good relationships with their child.

Lesson	Learning and teaching strategies and flow
	<p>turn, they build up a more intimate peer relationship than before. After which, consider asking students to categorise the things that they did or the actions taken under the influence of their peers. Students could learn about the concept of “<b>conformity and peer influence</b>” and understand that it is possible for peers to affect the behaviours and values of teenagers. Introduce the theme (peer influence and how to build up relationships with peers) and learning objectives of these two lessons.</p> <p><b><u>Watch and analyse video clip, group discussion and presentation (around 30 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute Appendix 6, show the video clip “青春的軌跡”<sup>6</sup> for student group discussion<sup>7</sup>.</li> <li>● After discussion, teachers may determine the number of presentation groups as appropriate.</li> <li>● Summary: Through this clip, students could understand the concept of “<b>conformity and peer influence</b>” and learn about the positive impacts of peer interaction, such as reducing bullying among peers<sup>8</sup>.</li> </ul> <p><b><u>Questioning, group discussion and presentation (around 20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● May ask students: <ul style="list-style-type: none"> <li>➤ Did you browse the school’s secret page on Facebook or those of other schools<sup>9</sup>?</li> <li>➤ If so, have you read about certain comments on your classmates? Did you or other classmates press “like” for the comments or leave comments of your own?</li> <li>➤ Following the previous questions, do you consider these behaviours bullying?</li> </ul> </li> </ul>

<sup>6</sup> “青春的軌跡”. Retrieved from

[https://www.youtube.com/watch?v=O0Fp2BIRsTg&index=19&list=PLuwJy35eAVaLp-5pyed8oyUWBdErC\\_Z1e](https://www.youtube.com/watch?v=O0Fp2BIRsTg&index=19&list=PLuwJy35eAVaLp-5pyed8oyUWBdErC_Z1e) (09:30-12:56 · 17:26-19:20 and 19:46-24:43)

<sup>7</sup> In answering question 2, teacher may explain the meaning of values and give hints in accordance with students’ abilities, such as cooperation, self-reflection, respect for others, responsibility and interdependence.

<sup>8</sup> Teachers may give a few examples from the video clip. For example, when the new-join from the Mainland first started interacting with other students, some of the students were more inclined to accept rules set by the group in order to gain the approval of group members or avoid being judged. The new-join was rejected by a few students at first because she dressed differently and engaged in different activities as those in the class. However, they could manage to find a win-win solution to the issue through communication and collaboration, which ultimately led to a deeper understanding about one another.

<sup>9</sup> Secret pages on Facebook mainly refer to secret pages set up for various secondary schools and tertiary institutes. These pages allow netizens to share and read various types of secret information about different schools anonymously. Source: “香港學校秘密專頁風潮”, 12 May 2013, *Asiaweek*.

Lesson	Learning and teaching strategies and flow
	<p>Students present the answers and teachers summarise: Behaviours of bullying include physical bullying, verbal bullying and cyber-bullying; such behaviours may happen in campus or online. Commenting on classmates on the aforesaid Facebook secret pages can constitute as cyber-bullying. Teachers may ask students to think about why some students press “like”, some leave comments and some merely browse these secret pages without leaving comments. Teachers then point out that these students value the recognition of their peers in their <b>interpersonal relationships</b>, with a hope to gain a sense of self-esteem, build up self-confidence and avoid being rejected by their peers.</p> <ul style="list-style-type: none"> <li>● Distribute <b>Appendix 7</b> and let students discuss in groups. Students complete Questions 1 and 2 to learn about the effects of bullying on the bullied, suggest how bullying may be prevented by utilising positive peer influence, and then present their discussion results.</li> <li>● Summary : Apart from having negative effects on teenagers, peers also influence teenagers in a positive manner, the result of which is entirely dependent on the attitudes and values held by the peers. Teachers may supplement additional information on the relationship between <b>self-concept</b> and <b>conformity and peer influence</b>. Having an objective view of oneself helps teenagers deal with bullying. In addition, a clear understanding of <b>self-concept</b> helps teenagers, especially those who are bystanders of bullying situations, be aware of and reflect on their behaviours. This prevents cyber-bullying from worsening as teenagers would gradually be less influenced by the conformity effect and learn to make independent judgment.</li> </ul> <p><b><u>Summary, assigning after-class assignment and reading materials (around 10 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute <b>Appendix 8</b>, use the concept map to summarise the learning contents of lessons 1-4. Consider asking students to draw a concept map by themselves based on their abilities, or directly explain <b>Appendix 8</b> to them. Point out that there are various <b>socialisation</b> media in the social context including families, schools and peers that guide teenager behaviours and affect their parent-child and peer relationships. With regard to <b>interpersonal relationships</b>, in addition to learning how to handle good relationships as well as those that are conflict-prone, teenagers should also understand the necessity</li> </ul>

Lesson	Learning and teaching strategies and flow
	<p>to respect others and express oneself, and be aware of peer influence; in terms of <b>self-development</b>, the development of <b>self-concept</b> and <b>self-esteem</b> are affected by their relationships with those “significant others”; and when it comes to life skills, teenagers should learn and fully master the various aspects of <b>life skills</b>, including the importance of improving the modes of communication, self-management and self-reflection. In fact, there also exists a correlation among <b>interpersonal relationships</b>, <b>personal development</b> and <b>life skills</b><sup>10</sup>.</p> <ul style="list-style-type: none"> <li>• Teacher may ask students to reflect on their interpersonal relationships within the family and among peers after class, and then think about ways for improvement if they think that the relationship is not ideal.</li> <li>• Assign students to read basic concepts (e.g. “<b>self-concept</b>” and “<b>conformity and peer influence</b>”) and the relevant information (e.g. “parenting styles”) after class. Distribute <b>Appendix 9</b> and ask students to complete it after class to consolidate their understanding of the factors affecting their parent-child relationships and think about how to build up relationships with their parents.</li> <li>• Distribute after-class reading materials (<b>Appendix 10</b>). Relevant to this teaching topic, the set of reading materials touches on communication, conflicts and the behaviour of online dating.</li> </ul>

-- End of learning and teaching exemplar --

<sup>10</sup> If necessary, teachers may further elaborate on the correlation of the three basic concepts. For example, teenagers’ interpersonal relationships may affect their self-development, therefore prompting them to master other life skills; it poses positive effects on the self-development and interpersonal relationships for teenagers to understand the importance of life skills; in addition to helping teenagers master various life skills, maturing in self-development also affects their interpersonal relationships in a positive manner.

**Appendix 1: Worksheet for Class Activity**

Watch the video clip and read the lyrics. Answer the questions below.

Video:	“負母”
URL:	<a href="https://www.youtube.com/watch?v=TL9Wgp8n-34">https://www.youtube.com/watch?v=TL9Wgp8n-34</a>
Time Interval:	04:04-05:30
Date of Publication:	1 June 2013
Subtitles:	Chinese

1. As shown in the clip, which two types of interpersonal relationships do young people usually involve in?

---



---



---



---



---



---



---



---

2. Following the previous question, does the degree of closeness the same in these two types of interpersonal relationships? Explain and illustrate with examples.

---



---



---



---



---



---



---



---

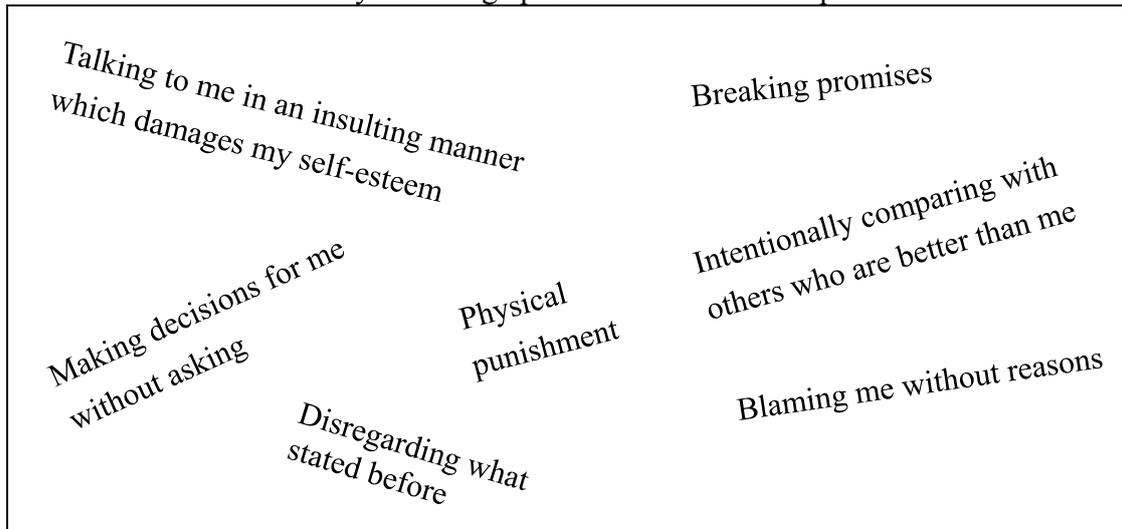
## **Appendix 2: Worksheet for Class Activity**

### **Part A: Worksheet for Self-reflection**

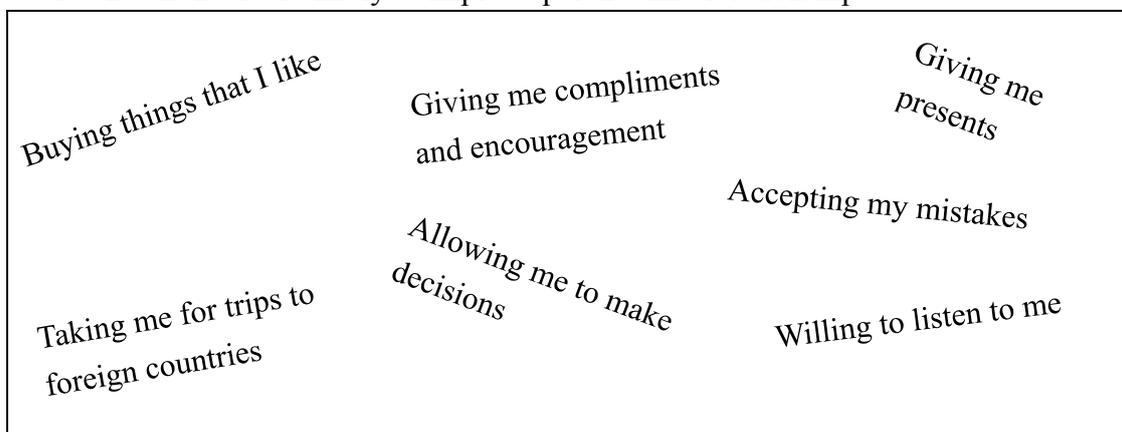
Answer the questions below:

The behaviours that are likely to damage and enhance parent-child relationships, as predicted by children, are listed in Sources A and B respectively.

Source A: Behaviours likely to damage parent-child relationships



Source B : Behaviours likely to improve parent-child relationships



1. In your opinion, circle 3 kinds of behaviour that are more likely to damage and improve parent-child relationships in Sources A and B respectively.
2. In average, my parents spend \_\_\_\_ minutes with me every day, with \_\_\_\_ minutes used for communication.
3. With 10 being the highest (10 indicates seldom having conflicts and 0 for having conflicts often), I would rate \_\_\_\_ for the relationship between my parents and me.

## Part B: Reading Materials

Read the following source:

The Evangelical Lutheran Church of Hong Kong interviewed 500 parents with children aged 24 or below in 2014. The results showed that parents spent on average 225.7 minutes accompanying with their children every day, with an average of 105 minutes used for communication. It was also revealed in the relevant analysis that mutual help, communication, responsibility and cohesion were the four factors that had positive effects on the happiness in a family.

Hong Kong Young Women's Christian Association also interviewed over a thousand school children (Primary 4 to Secondary 3) and their parents in 2013. On a scale with 10 being the highest, the interviewed children rated an average of 7.87 on their parent-child relationships, while their parents rated 8.25 on that. The Association indicated that parents may have overrated their relationships with their children. From the perspectives of the parents and children, 10 major behaviours damaging and enhancing parent-child relationships are listed out as below:

 10 Behaviours likely to damage parent-child relationships		 10 Behaviours likely to improve parent-child relationships		
Parents' perspective	Children's perspective			
Parents' perspective	Children's perspective	Parents' perspective	Children's perspective	
Always talking back	Intentionally comparing with others who are better than me	1	Sharing feelings with me	Caring about my feelings
Always ignoring my questions	Breaking promises	2	Accepting my advice	Trusting me
Lying	Talking to me in an insulting manner which damages my self-esteem	3	Taking the initiative to ask for my advice	Giving me compliments and encouragement
Being addicted to electronic devices	Forcing me to do things that I do not like	4	Taking the initiative to take care of me	Willing to listen to me
Not studying hard	Blaming me without reasons	5	Doing revision without being asked to	Accepting my mistakes
Refusing to communicate with me	Falsely accusing me	6	Taking the initiative to take care of me when I am ill	Taking me for trips
Talking to me with abusive language	Making decisions for me without asking	7	Understanding my difficulties	Buying me things that I like
Ignoring me	Disregarding my feelings and needs	8	Studying hard	Giving me presents
Hitting me	Hitting or yelling at me in the public	9	Hugging or kissing me	Allowing me to make decisions
Yelling at me/ ordering me	Physical punishment	10	Appreciating my good intentions of the action taken	Taking my suggestions



**Appendix 3: Worksheet for Video Analysis**

Watch the video below.

Video:	“我城故事：親子衝突”
URL:	<a href="https://www.youtube.com/watch?v=sNG-qh4C8RA">https://www.youtube.com/watch?v=sNG-qh4C8RA</a>
Time Interval:	00:19-08:20
Date of Release:	8 December 2013

**Case 1: Janet had conflicts with her mother, but then they resolved the conflicts**

Example of the conflicts	
Reasons for the conflicts	
Janet’s responses and attitudes towards her mother during the conflicts	
How Janet’s mother resolved the conflicts and established a good relationship with Janet	
How Janet built up a good relationship with her mother	

**Case 2:** Koko got along with her parents

<p>Example for harmonious communication</p>	
<p>Koko's responses and attitudes towards her mother when she disagreed with her mother</p>	
<p>How Koko and her mother avoided damaging their parent-child relationship in case of having different opinions</p>	
<p>How Koko's mother established a harmonious relationship with Koko</p>	
<p>How Koko established a harmonious relationship with her mother</p>	

**Appendix 4: Worksheet for Self-reflection**

By learning about the current situation of parent-child relationships in Hong Kong, various case studies about resolving conflicts and building up harmonious relationships, as well as their own parent-child relationships, students could reflect on how their relationships with their parents can be improved/enhanced. Read the following source and answer the questions.

1. The following are a few examples of how parent-child relationships can be improved/enhanced. Please tick “✓” as appropriate.

	Actions	Have you done the following in the past one month?	Will you continue to carry out these actions?
a.	Respect the opinions of parents		
b.	Care and consider for parents		
c.	Share feelings with parents		
d.	Spend time with parents		
e.	Do housework for parents		
f.	Explain to parents before going out to ease their worry		
g.	Communicate with parents using chat tools		
h.	Offer compliments to parents		
i.	Take the initiative to explain and apologise for my unfavourable attitudes during conversations with parents		
j.	Give chance to parents to understand my life if they do not		

2. Which one of the above actions do you think is the most difficult to fulfil? Why?

---

---

---

---

---

3. Following the previous question, how can you get it done in spite of the difficulty ?

---

---

---

---

---

4. In addition to the above, can you think of other ways to improve parent-child relationships?

---

---

---

---

---

Source: Adapted from the webpage of “家庭守護天使”計劃. Retrieved from [http://www.parents.org.hk/resources\\_list\\_inner.php?count=true&resources\\_uid=79f2d90a-f3d9-11e0-992d-000c29efe3b3](http://www.parents.org.hk/resources_list_inner.php?count=true&resources_uid=79f2d90a-f3d9-11e0-992d-000c29efe3b3)

**Appendix 5: After-class Assignment**

1. Read the following story (the story and all the characters are fictitious).

It was nine o'clock at night when someone opened the door, Lau Hoi Man was back home. "Gosh, my stuff!" yelled Hoi Man in an agitated tone, seeing that her desk was moved away, her books and magazines were all water-stained and scattered. She completely overlooked the fact that her mother was busy clearing the place. This pushed Mrs Lau over the edge, so she yelled, "you were the one who threw things here and there, which costs me much time for cleaning!" Hoi Man's face darkened, biting her lips tightly. She started to pick up her favourite CDs and photo albums, without saying a word to her mother.

Mrs Lau could not contain her anger, she went on in a loud voice, "How late it is? Where have you been?" As a sign of silent protest, Hoi Man picked up books on the floor and threw them on the table one by one with all her might, expressing her anger.

Mrs Lau quickly dashed in front of her daughter, "We work so hard to put you through school. You have wasted all our sacrifices! You only concern about hanging out with a gang of hooligans! Do you think that you can make a living by dating?" Hoi Man was speechless and annoyed as she looked at her fierce mother, and she loathed and said, "you are just being unreasonable!" She was about to enter the lavatory when her mother threw a paper ball straight to her face. The ball hit her with such force that it shocked her. "How dare you accusing me of being unreasonable when I have all the proofs!" said her mother in defiance.

Seeing that pink-purple paper ball, Hoi Man was taken aback at first, but she was soon filled with rage. Picking things up from the floor, she yelled uncontrollably, "what rights do you have to go through my stuff, you doing is so wicked!" With her mouth wide open, Mrs Lau was speechless for quite some time. Other than the time spent at work, she always stayed home to make sure that her daughter were on the right track. Never slacked off, how was it possible for her

daughter to be so strange over a night? When exactly did she become in this way? As a mother, how didn't she notice it, and missed all these signs? Dating was fine, but it certainly was not necessary to give up one's self-respect!

Source: Adapted from 鄧潔明.(2003). *十五十六騷動的星空*. Hong Kong: Breakthrough.

2. Answer the following questions with reference to the above story:

(a) Why did Mrs Lau and Hoi Man argue? List out <b>three causes</b> .	1.  2.  3.
(b) In your opinion, what were the considerations of Mrs Lau and Hoi Man?	Mrs Lau:
	Hoi Man:
(c) With reference to Appendix 2 and 3, which of the ways provided can help resolve the above parent-child conflicts?	Hoi Man:
	Dad and Mum:
(d) Do you think that Mrs Lau and Hoi Man should seek third-party assistance to resolve the above parent-child conflicts? Who can they turn to?	

**Appendix 6: Worksheet for Video Analysis**

Please watch the video below.

Video:	“青春的軌跡”
URL:	<a href="https://www.youtube.com/watch?v=O0Fp2BIRsTg&amp;index=19&amp;list=PLuwJy35eAVaLp-5pyed8oyUWBdErC_Z1e">https://www.youtube.com/watch?v=O0Fp2BIRsTg&amp;index=19&amp;list=PLuwJy35eAVaLp-5pyed8oyUWBdErC_Z1e</a>
Time Interval:	Episode (1) 09:30-12:56, Episode (2) 17:26-19:20, Episode (3) 19:46-24:43
Release Date:	21 July 2015

**Introduction of the story** (the story and all the characters are fictitious)

Zhu Leqi was a new-join student from the Mainland. She dressed up in an old-fashioned way. Tsang Chi Wai liked making fun of her and the other students also thought she was strange because she was not familiar with Hong Kong’s popular culture. One time, when the class was divided into groups to conduct project learning of Chinese Language, Zhu Leqi was invited to join a particular group due to her profound knowledge of the literature works of Lu Xun (魯迅). She suggested submitting their report in the form of comics. Her group members cooperated and performed well, and they achieved promising results in the end. Gradually, Zhu Leqi could be adapted to the social circles of Hong Kong students.

**Questions for discussion**

- As shown in the clip, what positive effects did peers have on one another during their interactions? Did they encounter any difficulty?

Positive effects of peer interactions	Difficulties encountered in peer interactions
Argument 1: _____ _____	Argument 1: _____ _____
Explanation: _____ _____ _____ _____	Explanation: _____ _____ _____ _____

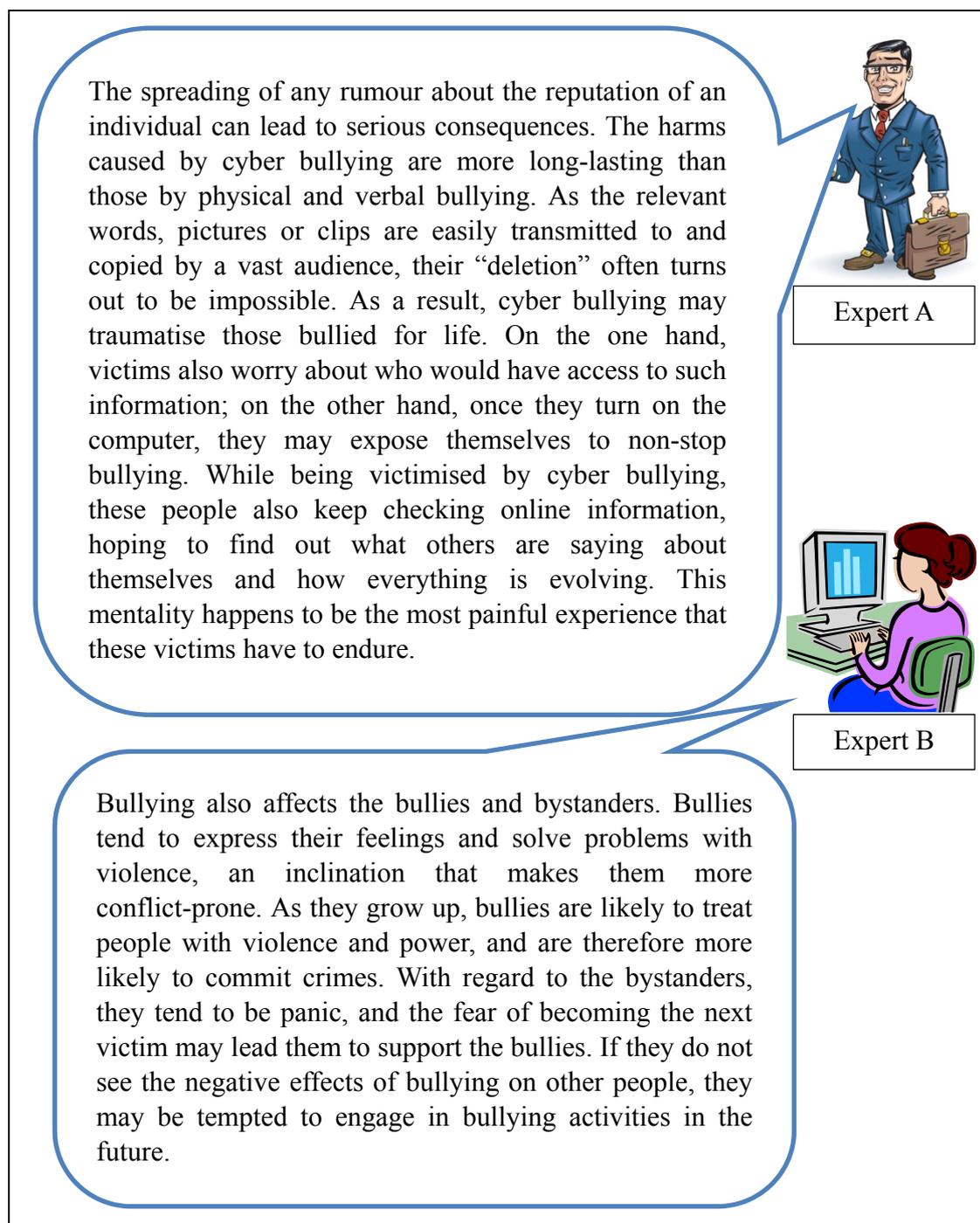
Positive effects of peer interactions	Difficulties encountered in peer interactions
Argument 2: <hr/> <hr/>	Argument 2: <hr/> <hr/>
Explanation: <hr/> <hr/> <hr/>	Explanation: <hr/> <hr/> <hr/>
Argument 3: <hr/> <hr/>	Argument 3: <hr/> <hr/>
Explanation: <hr/> <hr/> <hr/>	Explanation: <hr/> <hr/> <hr/>

2. In your opinion, what values and attitudes did teenagers in the clip possess which help build up friendship eventually? List **two** of them and explain your answer.

Values and attitudes	Explanations

**Appendix 7: Worksheet for Group Discussion**

Source A: Expert analysis on the effects of bullying on teenagers



The spreading of any rumour about the reputation of an individual can lead to serious consequences. The harms caused by cyber bullying are more long-lasting than those by physical and verbal bullying. As the relevant words, pictures or clips are easily transmitted to and copied by a vast audience, their “deletion” often turns out to be impossible. As a result, cyber bullying may traumatise those bullied for life. On the one hand, victims also worry about who would have access to such information; on the other hand, once they turn on the computer, they may expose themselves to non-stop bullying. While being victimised by cyber bullying, these people also keep checking online information, hoping to find out what others are saying about themselves and how everything is evolving. This mentality happens to be the most painful experience that these victims have to endure.

Expert A

Bullying also affects the bullies and bystanders. Bullies tend to express their feelings and solve problems with violence, an inclination that makes them more conflict-prone. As they grow up, bullies are likely to treat people with violence and power, and are therefore more likely to commit crimes. With regard to the bystanders, they tend to be panic, and the fear of becoming the next victim may lead them to support the bullies. If they do not see the negative effects of bullying on other people, they may be tempted to engage in bullying activities in the future.

Expert B

Sources: Excerpted and adapted from the following articles

1. “中學生網上欺凌研究”. In 香港青年協會青少年問題研究系列（四十四）.September 2010.
2. “青少年天空：心理角度下看校園欺凌問題”. The webpage of United Centre of Emotional Health and Positive Living. Retrieved from [http://www.ucep.org.hk/specialist\\_idea/detail.php?rec=14](http://www.ucep.org.hk/specialist_idea/detail.php?rec=14)

Questions

1. “Bullying causes severe and lasting damages on the victims.” Explain the statement with reference to the above source and your own knowledge.

---

---

---

---

---

---

---

---

---

---

2. How would you utilise the positive peer influence to prevent bullying?  
(Hints: what actions can be taken when you witness someone being bullied? What areas should you pay attention to when expressing opinions? How can students with different views be encouraged to respect one another?)

---

---

---

---

---

---

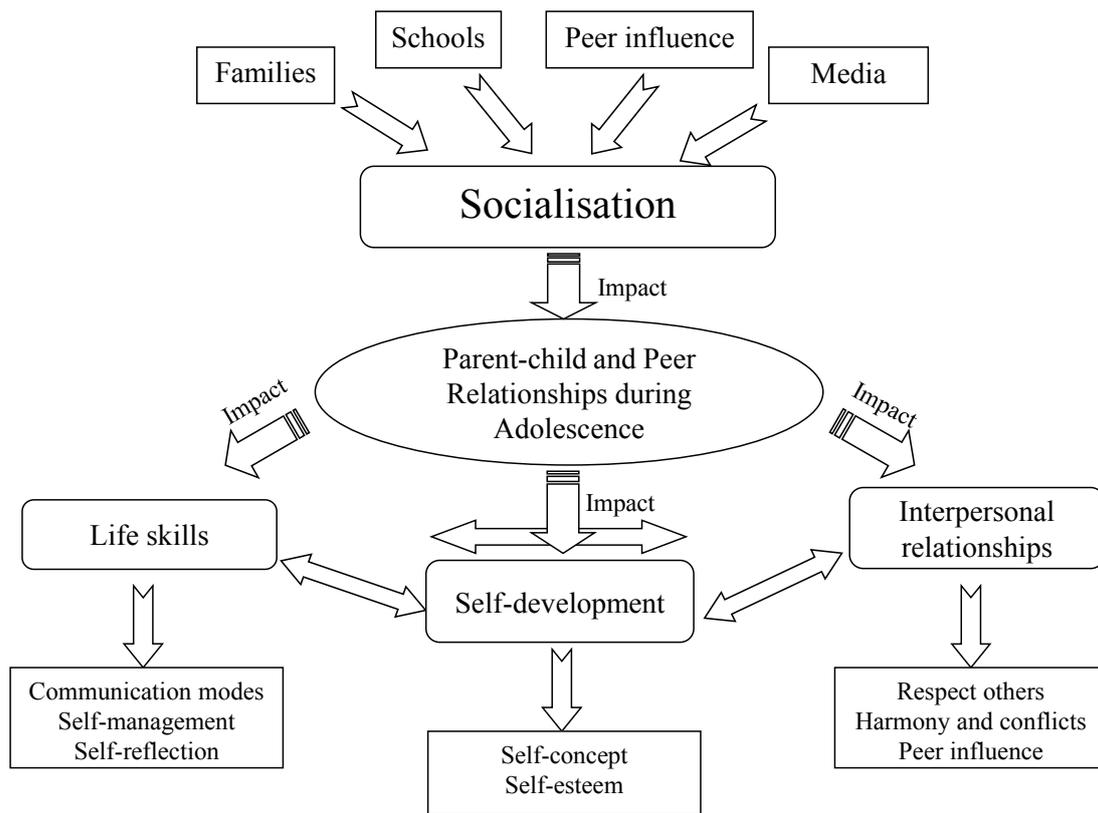
---

---

---

---

**Appendix 8: Concept Map for Summary**



### **Appendix 9: After-class Assignment**

Read the following source:

**The following is a conversation between Janice and her mother:**

Janice: Mom, can we get a new computer? I can't share with Stephy anymore.

Mom: You spend so much time on the computer, who knows if you're doing homework, or just chatting with your friends or playing games. If your grades go down, you're a doomed failure. I don't know why you need ...

Janice: But Mom, we both need to spend a lot of time searching for information on the computer for our projects and homework. I need one of my own.

Mom: You are always asking for this and that ... new mobile phone, iPad ... When I was at your age, we did not have much money and I had to do housework and help out at your grandfather's store to earn some pocket money which I saved up. We could not afford a TV, needless to say any kind of electronic devices like the ones you now enjoy.

Janice: Mom, life is different now. A computer is a necessity ...

Mom: You just listen and don't talk back to me. Look at your brother John, with his university scholarships, he still works part-time and contributes to support us monthly; and young Stephy, she is so much better than you! She was first in class and awarded a prize for Academic Excellence in primary school.

Janice: Of course! You spend so much time with her, helping her with her homework, and she gets the best of everything, PlayStation Vita (video game), a new phone ... But what about me? You don't know anything about me and my needs! You just complain about my schoolwork! You hate my friends, criticise my behavior, my clothing ... You don't care if I do well! I can never meet your expectations and I'll never be as good as them!

Mom: Well, you seem to find it very difficult to listen to me, and I find it very difficult to make you understand ...

Questions

- (a) Describe the relationship between Janice and her mother as reflected in the conversation.
- (b) Identify two factors contributing to the conflicts between Janice and her mother.
- (c) With reference to the above source, what advice would you offer to young people who find it difficult to get along with their parents?

## **Intention of Assessment**

### *Assessment Focus*

Through the analysis of the parent-child conversation, students' application of concepts such as "self-concept", "self-esteem", "interpersonal relationships", "interpersonal communication and conflicts", "adolescence" and so on, would be assessed. Moreover, students should be able to demonstrate basic skills like making effective use of data, and more advanced analytical skills like giving advice for young people to get along with their parents.

### *Expected Student Performance*

- Knowledge
  - For question (a), students should apply the data and relevant concepts, such as "interpersonal relationships" and "interpersonal communication and conflicts" to describe the relationship between Janice and her mother. Students should understand that the conflicts in their interpersonal relationship are not only reflected in Janice's words (e.g. pointing out that her mother did not understand what she needed, that her mother expected too much of her or often gave negative comments on her behaviours), but also the sayings of her mother as well (e.g. forbidding Janice from talking back).
  - For question (b), students should be able to identify factors leading to the conflict between Janice and her mother while applying information provided and relevant concepts such as "self-concept", "self-esteem", "interpersonal communication and conflicts" and "adolescence". Students may point out that one of the factors is the difference in their values. For example: Janice and her mother had different views about the importance of computer, and their concepts on what constitutes studying hard also differed. A conflict of interests was another factor. For example, Janice felt that her mother picked sides. In addition, the dynamic in their relationship also played a part. For example, while her mother hoped Janice to be more obedient, Janice wanted to have more control over her own life.
  - For question (c), students may suggest a few proven strategies targeted to help teenagers build up a harmonious relationship with their parents. For example: improving skills used to resolve conflicts, promoting mutual understanding to narrow the generation gap and establishing respect towards one's parents.

- Skills
  - Giving appropriate response with proper understanding of the question.
  - Making effective use of data and application of relevant concepts.
  - Identifying the factors contributing to parent-child conflict accurately.
  - Providing reasonable suggestions on getting along with parents.

**Appendix 10: After-class Reading Materials**

## Source A

Communication is a basic social need shared by all mankind. At the same time, the satisfaction of personal needs is often achieved through communication. Communication is a process during which two parties learn about the thoughts, feelings and experience of one another through the exchange of information. Through communication, we hope others to share our own knowledge, values and feelings, thereby making the same decision as we do.

Communication can be achieved in a verbal or a non-verbal manner. Communication is not the mere exchange of lingual information. Any form of meaningful behaviour is a type of communication. For example, when we ask a friend, “I really enjoyed this movie, how about you?” Our friend may answer, “it was indeed a good movie.” Or when a child asks his/her mother, “can I watch some cartoon?” The mother may indicate her agreement with an approving expression or by nodding.

Facts and feelings are both included in the exchange of information. Any form of communication that only focuses on the delivery of facts but lacks the exchange of feelings and emotions would appear boring and monotonous, and the parties involved often fail to completely convey their messages. More often, we tend to attend to personal feelings and emotions than the facts during the communication process.

The process of communication involves us as well as others. We must come into contact with ourselves, as we do with others. Just as the quality of self-contact would affect our contact with others, the contact with others also affects our self-contact. Communication is a process through which parties involved get to learn about one another. Therefore, our understanding of ourselves is the primary foundation of all communication activities. We gain an opinion about ourselves through self-contact, which in turn affects the way we come into contact with others. Similarly, the experience of coming into contact with others also affects the opinions we have about ourselves. As a result, the quality of interpersonal relationships is connected with self-communication.

Source: Adapted from 黃惠惠. (1996). *自我與人際溝通*. Taipei : Living Psychology Publisher.

## Source B

Conflicts arise when we think that the goals of others contradict those of our own. Such conflicts will be treated as a “zero-sum game”, where the gain of one party is balanced by the loss of the other. It is called a “zero-sum game” because the gains and losses of both parties eventually sum up to zero. Therefore, there are three typical outcomes of any “zero-sum game”:

1. One party wins, the other loses
2. One party loses, the other wins
3. Draw

However, as the definition of a “zero-sum game” does not apply to certain situations, their outcomes may turn out to be the fourth or fifth listed below:

4. Lose-lose (both parties suffer loss)
5. Win-win (both parties gain benefit)

The consequences of any conflict are largely dependent on how it is dealt with. According to the analysis of Thomas Kilman, there are five approaches to deal with conflicts:

1. Competing approach (caring more about oneself and less about others) – where conflicts are resolved through competition.
2. Avoiding approach (showing no concern for either parties) – where one of the parties avoids facing emotions of the other upon sensing a potential conflict.
3. Accommodating approach (caring less about oneself and more about others) – where one of the parties attempts to meet the needs and goals of the other by giving up on its current (less important) goals.
4. Collaborating approach (greatly concerned over oneself and others) – where both parties try to reach a win-win solution while respecting the goals of one another.
5. Compromising approach (moderately concerned over oneself and others) – where both parties approach the conflict largely on an equal footing; a solution is agreed after a round of competition, aiming to achieve their respective goals.

Resolving conflicts through third-party interference:

At times, there are circumstances where third-party interference is needed to help resolve conflicts. In general, a third party trusted by both parties is ideally suited for the task. This third party will be required to analyse the issues at hand and try to propose objective suggestions, with an aim to satisfy the goals and needs of both parties.

Source: Miller, Katherine. Organizational Communication: approaches and processes. United States: Wadsworth Publishing Company, 1999.

## Source C

Four major characteristics are reflected in teenagers' behaviours to make online friends:

1. Short-lived friendship: by breaking down geographical boundaries, making friends online has presented humankind the access to every country, thereby significantly expanding the interpersonal network. However, based on some research studies, the majority of friendship built online turns out to be short-lived. According to teenagers who have built online friendship, they usually stay in touch with online friends for an average of less than six months. This time span is reduced to less than 2 months for around 40% of teenagers, and less than 3 weeks for another 17.8%. Furthermore, based on the results of research studies conducted outside Hong Kong, only less than 10% of respondents manage to maintain a stable relationship with their online friends.
2. Anonymous communication, not bounded by reality: as an inevitable eventuality, there are obstacles which affect the establishment of interpersonal communication. The anonymous feature of the Internet happens to be an ideal tool to eliminate communication barriers. As the true identities of all parties involved are hidden, teenagers are therefore freer to express themselves without being bounded by the reality (e.g. appearances, inadequate communication skills), which make it easier to establish interpersonal relationships. However, as communication is mainly made via texts, which cannot apply to daily-life interactions; such communication mode therefore is helpless to the establishment of interpersonal relationships in real-life settings.
3. A variety of platforms, making it easier to find people with common interests: there is a great variety of online communication platforms that facilitate making friends, including discussion forums, message boards, dating websites, internet games, news groups and blogs. Supported by such a strong base, teenagers can choose platforms that match their interests, and are therefore more likely to find friends with similar values. Teenagers find it easier to relate to one another as they comment on the same topic, which in turn helps strengthen a sense of self-identification. Yet, due to the anonymous nature of online activities, it is impossible to verify their truthfulness, which makes it difficult to establish mutual trust. Certain scholars have pinpointed that people often learn about someone based on limited information available online, and to imagine about the others' predisposition and characters. For such kind of understanding, most of which however, turn out to be inaccurate.

4. One-sided communication, the expansion of self-expression: a well-known feature of online friendship is the greater emphasis on the one-sided expression of one's feelings, which often overlooks the deep understanding of the other party. As a result, while teenagers do open up to online friends, but because of the sense of distance associated with online interaction, they tend to have lower expectations for online friendship. According to a certain research study, more than half the teenagers interviewed did not expect their online friendship to last long. Psychologists have also been quoted saying that most teenagers adopt a casual attitude towards friendship with a simple goal to find a listener; therefore, online friendship is in fact, an expansion of teenager's self-expression.

Source: “網絡交友行為 反映四大特點”, 13 January 2011, *Wenweipo*.

-- End of Appendix --

**Senior Secondary Liberal Studies**  
**“Personal Development and Interpersonal**  
**Relationships” Module**  
**Learning and Teaching Exemplar (3)**

**Gender Roles in the New**  
**Generation**

### C. Basic information of the exemplar

Topic	<b>Gender Roles in the New Generation</b>
<b>Relevant modules, themes and issues for enquiry</b>	<p><b><u>Leading</u></b> Module 1: Personal Development and Interpersonal Relationships</p> <p>Theme 1: Understanding oneself</p> <ul style="list-style-type: none"> <li>● What factors influence the self-esteem of adolescents? How is it related to adolescents' socialization and aspirations for the future?</li> <li>● How do messages and values from the media influence adolescents?</li> </ul> <p>Theme 2: Interpersonal relationships</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>● How do adolescents in Hong Kong reflect upon their interpersonal conflicts and develop relationships with others?</li> </ul> <hr/> <p><b><u>Related</u></b> Module 3: Modern China; Theme 2: Chinese culture and modern life</p> <ul style="list-style-type: none"> <li>● How have the traditional concepts and functions of the family been challenged in modern life?</li> <li>● To what extent have the traditional concepts and functions of the family been maintained in modern Chinese life? Why?</li> </ul>
<b>Overall design rationale</b>	<p>As the modern society gradually moves towards equality with women gaining higher socioeconomic status, gender roles in Hong Kong today are no longer the same as they used to be in the old days. The exemplar is designed to let students learn about the public views on gender roles nowadays and understand the public beliefs and expectations about the gender roles in the workplace and the household in Hong Kong today. This exemplar also helps students understand causes and impacts of the relevant phenomena. Through case studies and various surveys, students are guided to think about whether gender stereotyping is still common in Hong Kong nowadays and then think about the changes and continuity in the gender roles. Through a drama activity, students could reflect on values related to gender equality and investigate the roles taken by adolescents within the family.</p>

<b>Time required</b>	5 lessons (40 minutes per lesson), around 200 minutes in total
<b>Learning objectives</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>● To understand public views towards gender roles in modern days.</li> <li>● To understand how traditional Chinese beliefs affect certain public beliefs and expectations about gender roles.</li> <li>● To understand how gender roles affect personal behaviours and social development.</li> </ul>
	<p>Skills:</p> <ul style="list-style-type: none"> <li>● To apply relevant knowledge and concepts in studying contemporary issues.</li> <li>● To interpret videos, statistical and textual data.</li> <li>● To make appropriate judgment with the support of evidence.</li> <li>● To develop collaborative, communication and presentation skills, as well as creativity throughout the activities.</li> </ul>
	<p>Values and attitudes:</p> <ul style="list-style-type: none"> <li>● To adopt an open and tolerant attitude towards other people's views and values.</li> <li>● To appreciate and respect diversity in culture, views and lifestyles in a pluralistic society.</li> <li>● To trust and collaborate with others from the perspective of gender roles, and to treat others on an equal footing.</li> </ul>
<b>Basic concepts for application</b>	Roles, interpersonal communication and conflicts, socialisation, interpersonal relationships, life skills, family concepts and functions, social mobility, self-concept, self-esteem, media, conformity and peer influence
<b>Relevant learning experiences at junior secondary levels</b>	Having studied various subjects in a range of key learning areas such as Personal, Social and Humanities Education, students at junior secondary levels are expected to have a general idea about the factors influencing attitudes towards sexuality, interpersonal relationships, values and beliefs; roles, rights and responsibilities in the family and other social groups; gender roles and relationships; relationships with the opposite sex; respect for others who hold different values and lifestyles. In daily lives, students may stay informed about gender roles and stereotyping. If teachers think that students lack relevant knowledge, it is recommended that a brief introduction should be made to students before using this exemplar.

## D. Design of Classroom learning and Teaching

Lesson	Learning and teaching strategies and flow
Before class	<p><b><u>Lesson preparation</u></b></p> <ul style="list-style-type: none"> <li>● Distribute interview recording form (Appendix 1) and worksheet before class (Appendix 2). Ask students to interview their fathers, mothers or any other senior family members and to learn about their views on gender <b>roles</b>, and record the interview results on Appendix 1. Students should also complete Appendix 2 before class.</li> </ul>
1-2	<p><b><u>Lead-in (around 10 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Invite two to three students to briefly present their interview results on Appendix 1 and ask other students to summarise traits of gender <b>roles</b> for the older generation in the Hong Kong society based on the reports and interview results from the presentations.</li> <li>● Based on the context of the lesson, consider counting votes casted by students on each or parts of the categories of personalities, selection of subjects and occupations on Part A of Appendix 2. Then ask students the factors that determine whether the traits are “masculine” or “feminine”.</li> <li>● Introduce the theme and learning objectives of this exemplar.</li> </ul> <p><b><u>Instruction (around 5 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Explain the meaning of gender stereotyping<sup>1</sup> and point out how various factors, including <b>155 ocialization</b>, <b>media</b> as well as <b>conformity and peer influence</b>, affect the views on gender <b>roles</b> as held by Hong Kong’s older generation and the teenagers. Teachers may point out that students’ categorisation on Part A of Appendix 2 may have involved gender stereotyping, or their observations were not comprehensive enough, or they have taken into account the values related to gender equality.</li> </ul> <p><b><u>Group discussion and presentation (around 20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute worksheet for case analysis (Appendix 3). Students discuss in groups to analyse the difference(s) in men’s and women’s conditions in the past based on Hong Kong’s social condition in the 1970s. Possible perspectives for analysis include types of occupations, domestic <b>roles</b>, life goals, opportunities of <b>social</b></li> </ul>

<sup>1</sup> May point out that stereotyping of gender **roles** refers to preconceived notions the general public have formed about gender **roles**. For example, girls are supposed to be gentle and virtuous, boys should be strong and brave; and that “men should be wage earners and women should be homemakers” within the social context.

Lesson	Learning and teaching strategies and flow
	<p><b><u>mobility</u></b> and <b><u>self-development</u></b>. Students may also refer to <b>Appendix 1</b> in completing the worksheet. After the discussion, choose a few groups to present their findings if appropriate.</p> <ul style="list-style-type: none"> <li>Teacher may summarise: Through learning about the previous gender <b><u>roles</u></b> in Hong Kong society, students should understand that the traditional Chinese society values <b><u>family concepts and functions</u></b><sup>2</sup>. Men and women within any family had to learn about their social <b><u>roles</u></b> and behaviours through <b><u>socialization</u></b>, abide by social norms and accept the <b><u>roles</u></b> they had been assigned to. As a result, the opportunities for upward <b><u>social mobility</u></b> varied between men and women, to the point that such existing settings affected the <b><u>self-concept</u></b> and <b><u>self-esteem</u></b> of teenagers those days.</li> </ul> <p><b><u>Analysing research studies, group discussion and presentation (around 15 minutes)</u></b></p> <ul style="list-style-type: none"> <li>Distribute worksheet for research studies analysis (<b>Appendix 4</b>) and let students conduct group discussion. After discussion, choose some groups to present the answers if appropriate.</li> <li>Teacher may summarise: From the statistics reported in 2006 and 2010, men were mostly engaged in works related to machinery, craft and management, while women mainly took up elementary, document-processing and associate professional occupations. This phenomenon reflects the beliefs and expectations towards gender <b><u>roles</u></b> on the division of labour.</li> </ul> <p><b><u>Case studies, group discussion and presentation (around 20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>Distribute worksheet for case studies (<b>Appendix 5</b>) and let students conduct group discussion. After discussion, choose some groups to present the answers if appropriate.</li> <li>Teacher may summarise: The practice of division of labour based on gender <b><u>roles</u></b> in the workplace is becoming increasingly vague in Hong Kong nowadays. This trend is related to the fact that the modern society is gradually moving towards equality and women are of higher socioeconomic status. In addition, explain how the concept “<b><u>gender mainstreaming</u></b>” (“Relevant information”) has promoted gender equality. At last, explain the difference(s) between <b>Appendix 4</b></li> </ul>

<sup>2</sup> May explain to students that within the traditional Chinese society, families were male-centered, and the principle of “dominance of men over women” defined power relations among kinship. As a result, fathers played the **role** as head of the household.

Lesson	Learning and teaching strategies and flow
	<p>and Appendix 5, and how such difference(s) can explain for the trend of stereotyping in gender <b>roles</b> in Hong Kong’s workplace<sup>3</sup>.</p> <p><b><u>Arrange after-class assignment and explain briefly the learning focus of the next class (around 10 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Ask students to read relevant basic concepts (“<b>roles</b>”, “<b>socialization</b>”, “<b>media</b>”, “<b>conformity and peer influence</b>”, “<b>social mobility</b>”, “<b>self-development</b>”, “<b>family concepts and functions</b>”, “<b>self-concept</b>” and “<b>self-esteem</b>”) and relevant information “gender mainstreaming” to consolidate their learning.</li> <li>● Distribute Appendix 6, ask students to refer to relevant information “gender mainstreaming” and collect information on their own to learn about how the United Nations and Hong Kong Government have been promoting the concept of “gender mainstreaming” in recent years, and to briefly present their findings in the next class.</li> </ul>
3	<p><b><u>Lead-in (around 7 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Ask students to present their answers on Appendix 6. Supplement how the concept of “gender mainstreaming” can enable both men and women to gain equal opportunities regardless of their genders in the areas including types of occupation, domestic <b>roles</b>, life goals, opportunities of <b>social mobility</b> and <b>self-development</b>.</li> <li>● Explain that the learning objective of this lesson is to understand how the gender <b>roles</b> in today’s Hong Kong society affect personal behaviours and social development.</li> </ul> <p><b><u>Video analysis, group discussion and presentation (around 25 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Distribute the worksheet for video analysis (Appendix 7) and show video “女人多自在 4--太太離家上班去”<sup>4</sup>. Each group member has to attempt 1 question separately. Group discussion and presentation then follow. After discussion, choose some groups to present the answers if appropriate.</li> <li>● Teacher may summarise: The video clip allows students to learn</li> </ul>

<sup>3</sup> May illustrate with examples. For example: statistics from Appendix 4 (quantitative data) show Hong Kong’s working population by occupation and gender; while cases from Appendix 5 (qualitative data) tell stories about how different characters manage to overcome stereotyping of gender roles. While both appendices can be referred to when trying to figure out whether stereotyping of gender roles is still commonly practiced in Hong Kong’s job market today, their limitations should also be noted (for example, while the source in Appendix 4 can help us understand the trend of stereotyping of gender roles in Hong Kong’s workplace, it fails to present the situation after 2010).

<sup>4</sup> “女人多自在 4--太太離家上班去”. Retrieved from [http://www.liberalstudies.hk/relationships/ls\\_relationships\\_43.php](http://www.liberalstudies.hk/relationships/ls_relationships_43.php) (02:23-03:01, 04:12-05:12, 06:12-07:55, 10:11-10:46, 11:15-11:51, 14:32-19:23)

Lesson	Learning and teaching strategies and flow
	<p>about features and background of gender <b>roles</b> in the new generation, and study the changes and continuity of gender <b>roles</b> in traditional Chinese families. The drama reflects the phenomenon where “men are homemakers and women are wage earners (男主内、女主外)”. Aside from the gradual process towards equality in the modern society and higher socioeconomic status attained by women, economic considerations within households have also contributed to its manifestation<sup>5</sup>. Furthermore, point out how the division of labour based on gender <b>roles</b> leads to <b>interpersonal communication and conflicts</b><sup>6</sup>.</p> <p><b>Arranging after-class assignments and explaining briefly the learning focus of the next class (around 8 minutes)</b></p> <ul style="list-style-type: none"> <li>● Ask students to read the relevant concept “<b>interpersonal communication and conflicts</b>”.</li> <li>● Divide students into “mixed groups” of five<sup>7</sup>, distribute worksheets for role play preparation (Appendix 8) and then tell them the discussion theme for the next two lessons (“Do you agree resuming the division of labour by gender in families to one where “men are wage earners and women are homemakers”?”). Brief students on the guidelines for the role play activity, and ask them to watch the video clip and Sources A to C in Appendix 4 and search for other information, in order to complete Part 3 of the worksheet and draft the script outline in Part 4.</li> </ul>
4-5	<p><b>Lead-in (around 5 minutes)</b></p> <ul style="list-style-type: none"> <li>● Review the learning focus in Lesson 3, briefly introduce the theme (Do you agree resuming the division of labour by gender in families to one which “men are wage earners and women are homemakers”?) and flow of the role play activity, and then share the learning objectives in these two lessons:</li> </ul>

<sup>5</sup> Teacher may quote the examples from the video clip. For example, instead of hiring domestic workers, economic considerations prompted Fai Hung and Ah Ping to decide that Fai Hung should be responsible for housework and taking care of Long Long, their son.

<sup>6</sup> Teacher may quote the examples from the video clip. For example, Fai Hung and Ah Ping had different opinions regarding caring of their son. In addition, there was a conflict between Fai Hung’s mother and the couple, which was caused by their different values. For Fai Hung’s mother, there existed certain beliefs about the **roles** played by men and women in the traditional society, which meant that there were established expectations about the family **roles** played by both genders; but as it turned out, the family **roles** played by Fai Hung and Ah Ping were not the same as how Fai Hung’s mother expected.

<sup>7</sup> The term “mixed group” refers to a group that comprises of students playing different characters, including Fai Hung, Ah Ping, Fai Hung’s mother, Ah Ping’s friend or relative, as well as Long Long.

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> <li>➤ To reflect on values related to gender equality.</li> <li>➤ To learn about the manner in which gender <b>roles</b> affect personal behaviours, and the reasons why traditional beliefs still affect certain public beliefs and expectations about gender <b>roles</b>.</li> <li>➤ To study the <b>roles</b> that teenagers should take within the family.</li> </ul> <p><b>Two role play activities and self-reflection (around 55 minutes)</b></p> <ul style="list-style-type: none"> <li>● Distribute <b>Appendix 9</b>. Ask students to write down their stances and opinions on “resuming the division of labour by gender in families to one where ‘men are wage earners and women are homemakers’” in the first column of Question (a) of the Stance Recording Form in Part 1 (the activity may be adjusted if appropriate, such as casting votes in the whole class).</li> <li>● Divide students into five “expert groups” assigned to the characters of Fai Hung, Ah Ping, Fai Hung’s mother, Ah Ping’s friend or relative, as well as Long Long (make appropriate adjustments based on the number of students). Each group has to present their answers for Part 3 in <b>Appendix 8</b> from the perspective of their assigned <b>roles</b>. Members are allowed to revise their given answers for Part 3 in <b>Appendix 8</b> based on the group discussion.</li> <li>● After the “expert group” discussion, ask students in the “expert groups” to return to their original “mixed groups”. Group members may consider whether to amend their script outlines for Part 4 in <b>Appendix 8</b>. Group members then perform their role plays for the first time in their own groups.</li> <li>● Ask two of the “mixed groups” to perform their role plays for the second time. Non-performing groups have to complete Part 2 in <b>Appendix 9</b> based on the plays performed by their classmates.</li> <li>● After the role play activity, invite two or three students who play the role of Long Long to share their thoughts.</li> <li>● Ask students to record their stances and opinions on “resuming the division of labour by gender in families to one where ‘men are wage earners and women are homemakers’” in the second column of Question (a) of the Stance Recording Form in Part 1 of <b>Appendix 9</b>.</li> <li>● In order to know whether stances taken by students in the class have been changed from that in the beginning of Lesson 3, allow students time to answer Question (b) of Part 1 (<b>Appendix 9</b>) so that they can reflect on whether their stances have been changed and the reasons behind (the activity may be adjusted if appropriate).</li> </ul>

Lesson	Learning and teaching strategies and flow
	<p><b><u>Summary and arranging after-class assignment (around 20 minutes)</u></b></p> <ul style="list-style-type: none"> <li>● Teacher may summarise: The above role play activity enables students to reflect on values related to gender equality. Explain the meaning of values and point out the values subsumed in the characters of the play, including Fai Hung, Ah Ping, Fai Hung’s mother, Ah Ping’s friend or relative, as well as Long Long. Ask students to make judgments based on certain values and attitudes, such as cooperation, gender equity, empathy, self-determination, respect for others, sense of responsibility and interdependence.</li> <li>● Ask students to present on the connection among concepts reflected in the play (such as “<b><u>interpersonal relationships</u></b>”, “<b><u>roles</u></b>”, “<b><u>160ocialization</u></b>”, “<b><u>self-concept</u></b>” and “<b><u>interpersonal communication and conflicts</u></b>”) and then supplement with other information. For example, it is reflected in the play that kinship is one of the many types of <b><u>interpersonal relationships</u></b> that teenagers face. Characters in the play, including Fai Hung, Ah Ping, Fai Hung’s mother as well as Ah Ping’s friend or relative, could not agree on gender <b><u>roles</u></b> within the family because they all had different values originated from the respective influence of different media of <b><u>160ocialization</u></b>. Confronted by the <b><u>interpersonal communication and conflicts</u></b> reflected in the play, the <b><u>self-concept</u></b> of Long Long, the son, was shaped and influenced by Fai Hung, Ah Ping, Fai Hung’s mother as well as Ah Ping’s friend or relative. He reflected on his gender roles. Through this activity, students can master <b><u>life skills</u></b> and understand that even in the face of <b><u>interpersonal communication and conflicts</u></b>, communication is still the key to the establishment and maintenance of <b><u>interpersonal relationships</u></b>. In addition, students will learn that they should try to resolve conflicts in order to help their families build up good <b><u>interpersonal relationships</u></b>.</li> <li>● Ask students to complete Part 3 of Appendix 9. Write a blog assuming the role of Long Long.</li> <li>● Distribute after-class assignment (Appendix 10). Ask students to reflect how traditional beliefs affect the public requirements and expectations about gender <b><u>roles</u></b>, and how parents and schools may help teenagers develop the concept of gender equality.</li> </ul>

-- End of learning and teaching exemplar --

**Appendix 1: Interview Recording Form**

Interview your father, mother or a senior family member, and find out about their understanding of gender roles.

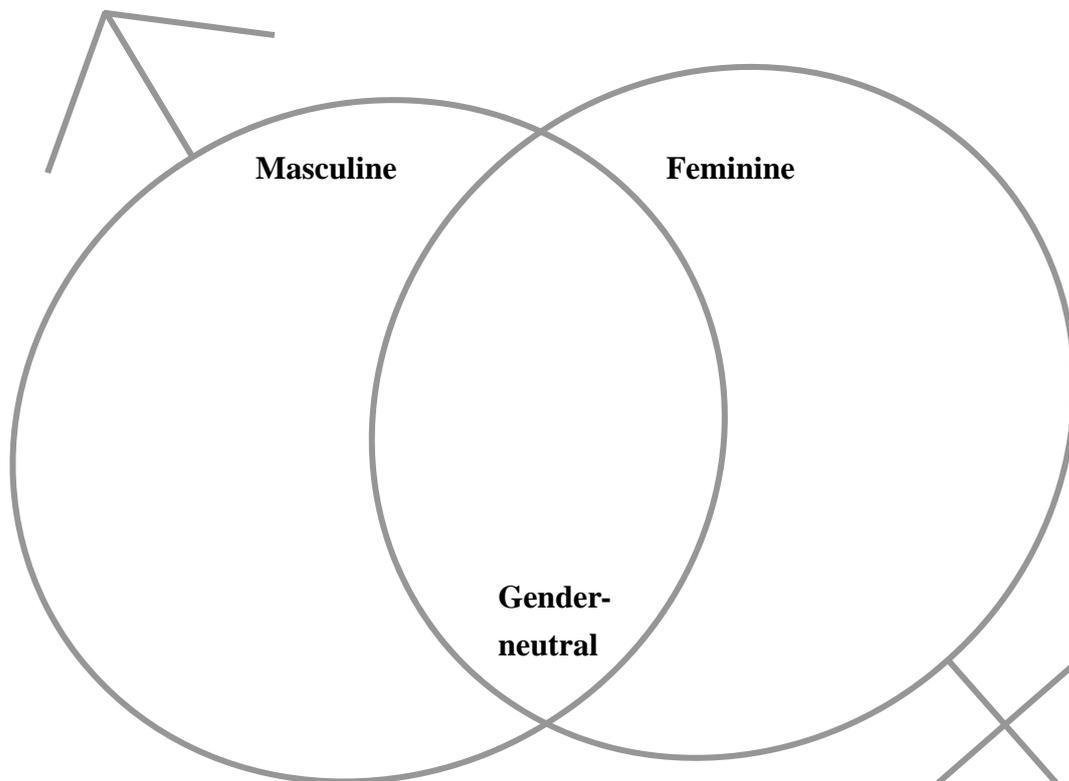
**Part A: Categorising Traits**

In your opinion, are the following personalities, selection of subjects and occupations masculine, feminine, or gender-neutral? Please fill these words in the blank space where appropriate.

Personalities: Tender / Determined / Petty / Conscientious / Rude / Persevering

Selection of subjects: Engineering / Dentistry / Philosophy / Linguistics / Nursing / Psychology

Occupations: Kindergarten teacher / Photographer / Fire-fighter / Cashier / Sewing worker / Computer technician



**Part B: Oral History**

My father / mother / a senior family member \* was born in the \_\_\_\_\_s.

Below are the tasks that he / she \* was responsible for at home and at work when he / she \* was young:

Family	
Workplace	

\* Delete where inappropriate

**Appendix 2: Worksheet before Class**

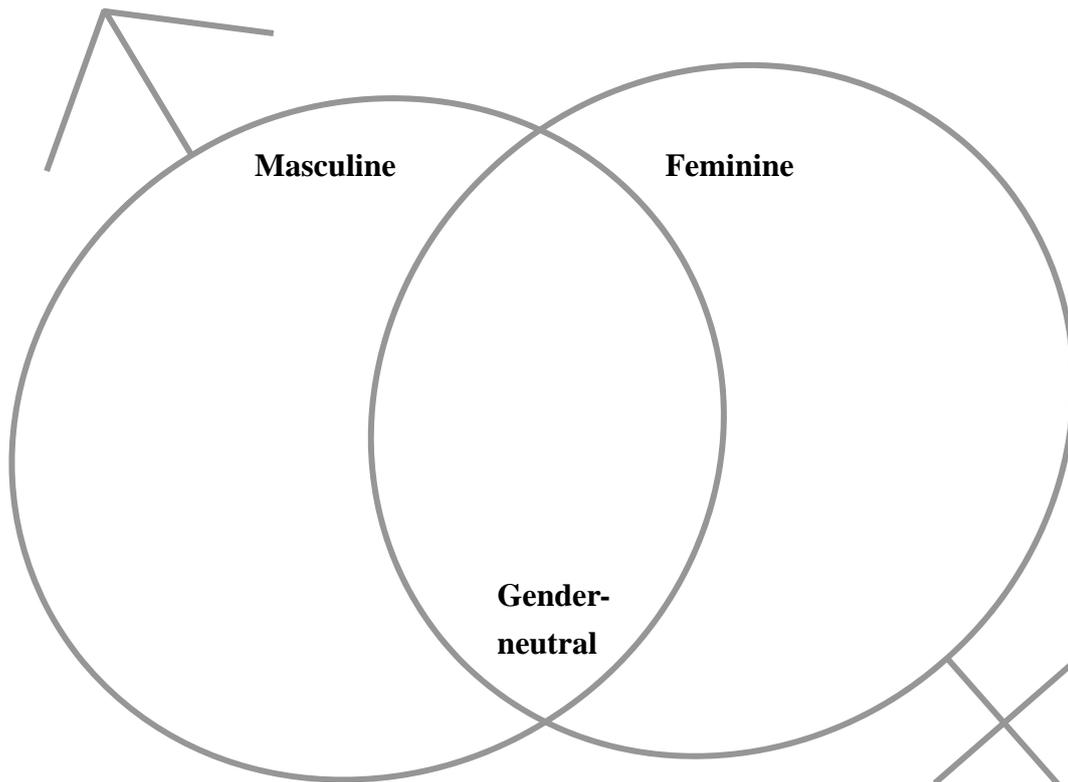
**Part A: Categorising Traits**

In your opinion, are the following personalities, selection of subjects and occupations masculine, feminine, or gender-neutral? Please fill these words in the blank space where appropriate.

Personalities: Tender / Determined / Petty / Conscientious / Rude / Persevering

Selection of subjects: Engineering / Dentistry / Philosophy / Linguistics / Nursing / Psychology

Occupations: Kindergarten teacher / Photographer / Fire-fighter / Cashier / Sewing worker / Computer technician



**Part B: Self-reflection**

What are the factors affecting your decision about whether the above traits are “masculine” or “feminine”?

---

---

**Appendix 3: Worksheet for Case Analysis**

The following oral history is about a female worker living in the 1970s. Read the following source and answer the questions.

Grace was from the Aldrich Village. She had five elder brothers and one elder sister. In addition to running a small store in the village, her family also had a truck and a rice shop. It seemed that they were rich in funds. However, according to her, the family tradition stipulated that her elder brothers had control over their money, which was used for business transactions. Since her mother had no say in how the money was spent, they had to save every penny to cover domestic expenses. Since the age of 7, she had already started helping at the store. No one showed any concern about her academics and her prospect, so it was to no one's surprise that her academic performance was very unsatisfactory. She did so badly in her secondary school entrance examination that no secondary school place was allocated to her afterwards. That was the year when one of her elder brothers graduated from high school was accepted by a university in Taiwan, so it seemed a logical move for her to find a job as a factory worker. "I was 11 at the time, so I had to borrow someone else's identity card. I did not regret it, nor was I ever unhappy about the decision... I was the daughter, and marriage was my destination. It was up to my brothers to bring glory to the family name. A big deal it was that we had a university student in our family. So I told my brother to go to Taiwan and I left home to make a living on my own.

At that time, all girls wanted to get married at an early age, believing that marriage would spare them the pain of working. Take female factory workers for example, they were extremely anxious about finding the "long-term breadwinner". Once they had located the target, they would even go so far to make the first moves. I remember one particularly good-looking summer worker, who was disturbed by all female workers. They would surround or procrastinate him whenever he was around. You can imagine how annoyed he must have been. But there were also those who only observed quietly and asked around looking for suitable partners in secret. They often had their eyes on workers who fixed electronic radios (often called the "fixers"). With high positions, the "fixers" were high earners in the factory, so it made sense that women were attracted to them. One day I asked the women why they wanted to get married so young as they were all just 18 or 19 years old at the time. Was there nothing else for them to do? They all gave me the same answer: the top priority they had in life was to get married, give birth and cared for their husband.

Source: Excerpted and adapted from 蔡寶瓊等(1998). *晚晚6點半：七十年代上夜校的女工*. Hong Kong : Step Forward Multi Media.

With reference to the above source and your own knowledge, compare the gender difference(s) between male and female in the 1970s.

	Male	Female
Types of occupation		
Domestic roles		
Life goals		
Opportunities of social mobility <sup>8</sup>		
Self-development		

---

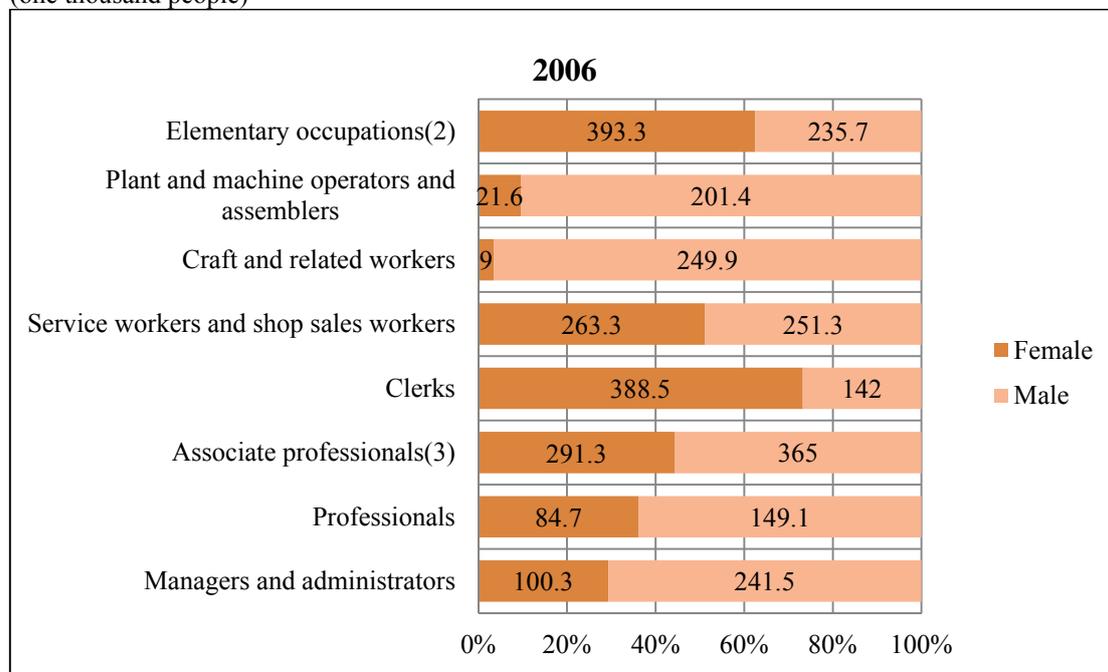
<sup>8</sup> Social mobility here refers to the likelihood for people of different social strata to move upward from one stratum to another; or in other words, whether people can move from lower strata to higher ones. Extracted from 鄧健一. (2009). “通識詞典 3”, pp. 58-60.

**Appendix 4: Worksheet for Analysis of Research Studies**

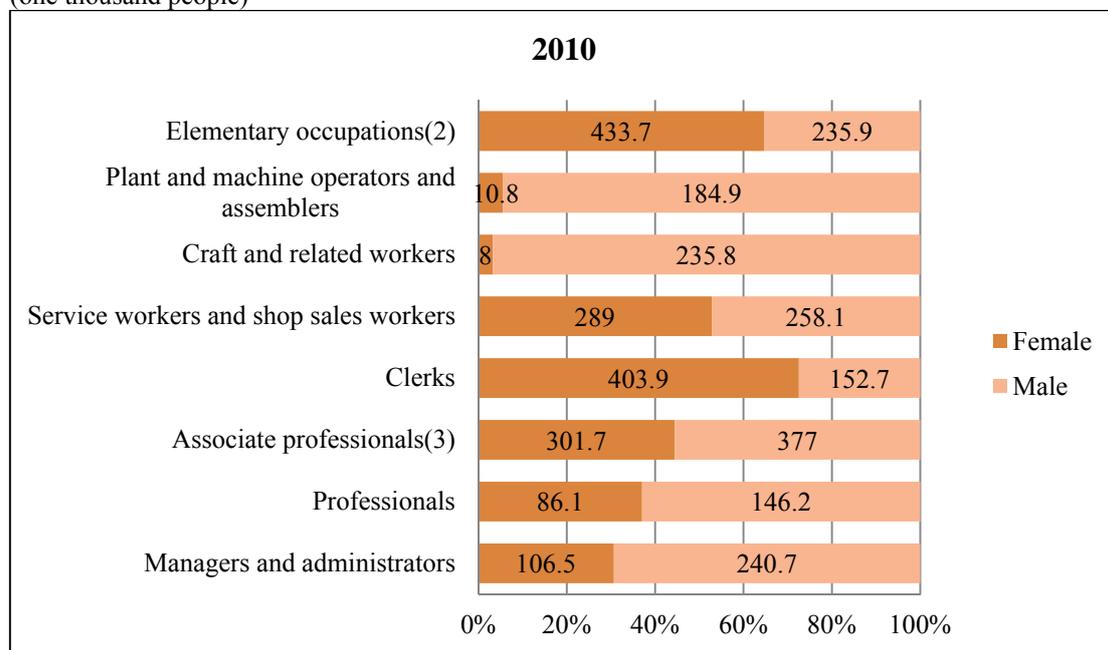
Read the following sources and answer the questions.

**Employed persons by occupation<sup>(1)</sup> and sex ( Year 2006 and 2010)**

(one thousand people)



(one thousand people)



\*Notes:

- (1) From 1993 onwards, the occupational classification used in the General Household Survey basically follows the major groups of ISCO-88 with local adaptation for Hong Kong. There are significant differences between this classification scheme and the one adopted for years prior to 1993. Hence, no comparison can be made with figures in earlier years.
- (2) Elementary occupations include street vendors; domestic helpers and cleaners; messengers; private security guards; watchmen; freight handlers; lift operators; construction labourers; hand packers; food preparation assistants; agricultural and fishery labourers.

- (3) Associate professionals: include science technicians, nurses and midwives, dental assistants and other health associate professionals; architectural, surveying and engineering technicians; optical and electronic equipment controllers; ship pilots and air traffic controllers; principals and teachers of primary school and kindergarten/nursery; statistical assistants; computer operators; law clerks; accounting supervisors; public relation officers; sales representatives; interior designers; estate managers; superintendents, inspectors and officers of the police and other discipline services; performers and sportsmen.

Sources:

1. “香港的女性及男性——主要統計數字 2015 年版”. Census and Statistics Department. Retrieved from [http://www.censtatd.gov.hk/hkstat/sub/sp180\\_tc.jsp?productCode=B1130303](http://www.censtatd.gov.hk/hkstat/sub/sp180_tc.jsp?productCode=B1130303)
2. “2011 人口普查”. Census and Statistics Department. Retrieved from <http://www.census2011.gov.hk/tc/terms-and-definitions.html>

**Questions for Discussion**

1. According to the sources, in 2006 and 2010, which occupation reported the highest percentage of female workers? Which occupation reported the highest percentage of male workers?

---

---

---

---

---

---

---

---

2. In your opinion, what public beliefs and expectations about gender roles in Hong Kong are reflected in the above distribution of occupations?

---

---

---

---

---

---

---

---

**Appendix 5: Worksheet for Case Studies**

Read the following sources and answer the questions.

	Case 1	Case 2
Name	 Mr CHOW	 Ms WU
Occupation	Working as a kindergarten teaching assistant since 2014	Working as a firefighter since 1993
Background of choosing this job	He always enjoy children's company. Taking care of children is never a chore but a pleasure to him. As time passes by, kindergarten teacher becomes a wonderful job to him. He determined to become a kindergarten teacher when he was in secondary five.	She saw a job advertisement of the Fire Services Department on newspapers showing "Recruiting women for the first time in 125 years, come and join us in the frontline!" As fire stations always kept their gates closely shut, this job seemed incredibly mysterious to her at the time. Driven by curiosity, she then made the decision to apply for the post.
Challenges faced when applying for the job	Early-child education was perceived as a feminine job.	While female police officers were not unheard of at that time, female firefighters certainly were. Her colleagues had warned her the challenge of "having no predecessor to learn from and no one to pass the torch to".

Sources :

1. “心意卡鼓勵 男生樂做幼師”, 3 June 2014, *Jiujik*.
2. “感謝父母無聲支持 兩男生走出 公開試失敗陰霾”, 11 July 2014, *Sky Post*
3. “火海易闖 愛海難入 女消防首膺助理區長”, 18 March 2013, *Wen Wei Po*.
4. “本港現僅 10 名女消防 胡麗芳：我是幸運一員”, 8 March 2014, *Sing Pao*.

1. According to the source, what similar challenges did Mr CHOW and Ms WU face when they applied for their respective posts? Explain your answer with reference to the source.

---

---

---

---

---

2. Do you think gender stereotyping is still common in Hong Kong's job market today? Explain your answer with reference to the source and your own knowledge.

---

---

---

---

---

**Appendix 6: After-class Assignment**

How do the United Nations and the Hong Kong Government promote the concept of “gender mainstreaming” in recent years? Elaborate your answer by referring to the relevant information “gender mainstreaming” and other data sources collected.

	<b>Ways of promoting the concept of “gender mainstreaming”</b>
The United Nations	
Hong Kong Government	

**Appendix 7: Worksheet for Video Analysis**

Video : “女人多自在 4--太太離家上班去”

Date: 23 October 2011

Website : [http://www.liberalstudies.hk/relationships/ls\\_relationships\\_43.php](http://www.liberalstudies.hk/relationships/ls_relationships_43.php)

Time	Outline
02:23-03:01:	● Arrangement on task distribution by gender between Fai Hung and his wife, Ah Ping.
04:12-05:12:	● Difficulties encountered by Fai Hung and Ah Ping when allocating tasks by gender.
06:12-07:55:	● Ah Ping’s elder sister helped taking care of her two daughters; Fai Hung had his consideration about leaving home to work; and what Fai Hung told people about his allocated tasks as a man.
10:11-10:46 and 11:15-11:51:	● Fai Hung’s mother expressed her feelings about her son and Ah Ping’s arrangement on task allocation by gender; how Fai Hung and Ah Ping responded to Fai Hung’s mother.
14:32-19:23:	● Factors considered and difficulties encountered by Fai Hung and Ah Ping when allocating tasks by gender.

**Questions for Discussion**

1. How did the two characters in the video clip, Fai Hung and Ah Ping, distribute the tasks at home? (Hint: refer to 02:23-03:01)

---



---



---

2. Based on the previous question, why did they decide to distribute the tasks this way? (Hint: refer to 06:12-07:55 and 14:32-19:23)

---



---



---

3. Based on the living and relationship of Fai Hung's mother and the couple, does the older generation accept the way the younger generation allocates tasks by gender? Why is that the case? (Hint: refer to 10:11-10:46 and 11:15-11:51)

---

---

---

4. Based on the video clip, what difficulties do you think Fai Hung and Ah Ping had encountered when allocating tasks by gender? Explain your answer. (Hint: refer to 04:12-05:12, 06:12-07:55 and 14:32-19:23)

---

---

---

**Appendix 8: Worksheet for Role Play Preparation**

1. Watch the video clip in Appendix 7 and read the following sources.

## Source A

Notwithstanding the growing population of working women, the tradition that “men are wage earners and women are homemakers” has remained. According to a report by the Census and Statistics Department, women spent an average of 2.7 hours per day on domestic affairs, far above the 0.8 hours spent by men. In addition, only 10% of men would help with housework. Based on the *Thematic Household Survey Report* published by the Census and Statistics Department, among the over 10,000 residents interviewed from September to December 2013, men spent an average of 4.1 hours at work each day, higher than the 2.8 hours spent by women.

Source: “僅 1 成男性願分擔家務”, 28 July 2015, *Sky Post*.

## Source B

As the society moves forward to gender equality, the traditional belief that “men are wage earners and women are homemakers” is no longer as widely accepted as it once was. More and more men today are willing to help with housework, with some even choosing to become “house-husbands”: they cook, take care of children and take over household chores, so that their wives can focus at work.

According to the information provided by the Census and Statistics Department, there was a slight increase in the number of men willing to be “house-husbands”. In 2010, the economic activity status for more than 15,000 men was home-makers, representing an increase over the 13,000 reported in 2009. With an ideology inclined to equality, the West has a more straight-forward notion about gender equality, “house-husbands” are more commonly seen. According to a survey conducted by the United States Census Bureau, the number of American stay-at-home dads tripled in the past decade. In addition, statistics published by the Office for National Statistics of the United Kingdom show that more and more British women are becoming the primary breadwinners of their families, with the number of stay-at-home dads increasing for 10% in the past year, reaching 227,000 of the population. Currently, approximately 10% of British husbands are staying at home to take care of their children.

As the society develops and the job market changes, the decision about who are the wage earners and homemakers may largely depend on employment situation.

Source: “男女平等傳統思想扭轉 家庭主夫成全球趨勢”, 19 April 2013, *Ta Kung Po*.

## Source C

Many roles are now vested in modern women nowadays; they work and take care of their families at the same time. According to a survey conducted in 2014, among over 1,200 female respondents, 36% did not want to be seen as “strong women (女強人)”, while another 47% admitted to having no plan to have children in the near future, for fear of ruining their careers.

Source: “36%女士不願被標籤「女強人」”, 3 March 2014, *Headline Daily*.

## 2. Guidelines for the role play activity

## Discussion theme:

Do you agree resuming the division of labour by gender in families to one which “men are wage earners and women are homemakers”?

## Activity requirement:

Tasks	Description
Watch the video clip to learn about the background	Assume that Fai Hung’s mother and Ah Ping’s friends or relatives arrived at the house when Fai Hung and Ah Ping were having an argument. They hoped to decide whether to change the division of labour between husband and wife (resuming “men are wage earners and women are homemakers”) based on Long Long’s opinions.
Choose roles, fill out the worksheet and write the script outline	<ul style="list-style-type: none"> <li>➤ Students form groups of five and each member has to choose one of the characters.</li> <li>➤ Prior to the role play activity, all members should watch the video clip in <a href="#">Appendix 7</a> and read Sources A to C first, collect and read relevant references by themselves (which should cover opinions from different perspectives); state the characters chosen in the Character Analysis Worksheet in Part 3 of <a href="#">Appendix 8</a>, and then think of whether they agree on resuming the division of labour by gender in families to one where “men are wage earners and women are homemakers”.</li> <li>➤ After completing the worksheet in <a href="#">Appendix 8</a>, group members may start writing the script outline in Part 4 of <a href="#">Appendix 8</a> (the play lasts for about 8 to 10 minutes)</li> </ul>
Fill out the “Stance Recording Form”	Prior to the start of the role play activity, students should write down their stances and opinions on the division of labour based on genders in the “Before the role play activity” column of the “Stance Recording Form” in Question 1(a) of <a href="#">Appendix 9</a> .

Record information about the play	<ul style="list-style-type: none"> <li>➤ After the play starts, students not in the play should listen to stances and supporting evidence illustrated by those playing the roles of Fai Hung, Ah Ping, Fai Hung’s mother as well as Ah Ping’s friends or relatives, observe their facial expressions/moods, and then answer Question 2(a) in Appendix 9.</li> <li>➤ Students who are not in the play but have chosen to play the role of Long Long have to answer Question 2(a) in Appendix 9 and write down their feelings after the end of the play.</li> </ul>
Fill out the “Stance Recording Form”	After the play starts, students should write down their stances and opinions on the division of labour based on genders in the “After the role play activity” column of the “Stance Recording Form” from Question 1(a) in Appendix 9.
Reflection	After completing the “Stance Recording Form” in Question 1(a) of Appendix 9, students have to answer Question 1(b) to reflect on and explain for whether their stances on the division of labour based on genders have changed and why.

## 3. Character Analysis Worksheet

Role	Consideration
Fai Hung	<ul style="list-style-type: none"> <li>● In the play, you should specify the problem that you have been struggling with and emphasise that the current division of labour based on genders was determined after considering how to strike a balance between financial situation of the family, caring for your son and lessening the burden on your wife.</li> <li>● Questions for reflection:               <ul style="list-style-type: none"> <li>➤ Why have you chosen and accepted the current division of labour based on genders?</li> <li>➤ Have you tried your best to play your role in the family?</li> <li>➤ Do you think that Ah Ping and your son are satisfied with everything you have done for them?</li> <li>➤ Can you accept being judged and criticised by others?</li> <li>➤ Can you accept your relationship with your wife at this moment?</li> <li>➤ What do you think is the most pressing issue that needs to be addressed right now?</li> <li>➤ In the long run, how would you achieve family harmony?</li> </ul> </li> </ul>
Ah Ping	<ul style="list-style-type: none"> <li>● In the play, you should specify the problem that you have been struggling with and emphasise that the current division of labour based on genders was suggested by Fai Hung himself and based on mutual understanding.</li> <li>● Questions for reflection:               <ul style="list-style-type: none"> <li>➤ Why have you chosen and accepted the current division of labour based on genders?</li> <li>➤ Have you tried your best to play your domestic role?</li> <li>➤ Do you accept Fai Hung's manner of doing things?</li> <li>➤ Do you think that you have tried your best to play the role of a mother?</li> <li>➤ Can you accept being judged and criticised by others?</li> <li>➤ Can you accept your relationship with your husband at this moment?</li> <li>➤ What do you think is the most pressing issue that needs to be addressed right now?</li> <li>➤ In the long run, how would you achieve family harmony?</li> </ul> </li> </ul>

Role	Consideration
Fai Hung's mother	<ul style="list-style-type: none"> <li>● In the play, you should sympathise with Fai Hung, share your personal experience with him and offer him advice.</li> <li>● Questions for reflection: <ul style="list-style-type: none"> <li>➤ What is your expectation towards the division of labour based on genders?</li> <li>➤ Do you think there is something wrong with Fai Hung and Ah Ping decide the division of labour based on genders now?</li> </ul> </li> </ul>
Ah Ping's friend or relative	<ul style="list-style-type: none"> <li>● In the play, you should support Ah Ping, share your personal experience with her and offer her advice. You may infer the gender roles within the family of Ah Ping's sister by referring to dialogues between her and Ah Ping.</li> <li>● Questions for reflection: <ul style="list-style-type: none"> <li>➤ What effects do you think today's social and economic development have on families?</li> <li>➤ How do couples of the new generation normally decide division of labour based on genders?</li> </ul> </li> </ul>
Long Long	<ul style="list-style-type: none"> <li>● In the play, you should only have very few lines, and your character is more passive in nature than the other four.</li> <li>● Questions for reflection: <ul style="list-style-type: none"> <li>➤ What is your ideal family like?</li> <li>➤ In what areas do you think your parents have failed to meet your expectations?</li> <li>➤ If people criticise your parents for their current division of labour based on genders, can you deal with it?</li> </ul> </li> </ul>

If you were Fai Hung / Ah Ping / Fai Hung’s mother / Ah Ping’s friend or relative / Long Long\*, do you agree resuming the division of labour by gender in families to one which “men are wage earners and women are homemakers”?

<b>Stance: <u>Agree / Disagree*</u></b>	
Argument 1:	Evidence:
Argument 2:	Evidence:
Argument 3:	Evidence:
<p>Summary:</p> <p>Agree / disagree* with resuming the division of labour by gender in families to one where “men are wage earners and women are homemakers” because...</p>	

\* Delete where inappropriate



**Appendix 9 : Worksheet for Role Play Activity**

1. Stance recording form

(a) Please record your stance and opinions on “resuming the division of labour by gender in families to one where ‘men are wage earners and women are homemakers’” in different parts of the role play activity.

	<b>Before the role play activity</b>	<b>After the role play activity</b>
<b>Stance</b>	<b>Agree / Disagree</b>	<b>Agree / Disagree</b>
Viewpoints (explain in 50-100 words)		
Perspectives / directions considered		

(b) After the role play activity, have you changed your stance on the division of labour based on genders? Why?

---



---



---



---

## 2. Class drama activity: To be filled out by all students

Discussion theme:

“Resuming the division of labour by gender in families to one where ‘men are wage earners and women are homemakers’

(a) Please note the following information throughout the role play as an observer of the group activity:		
Fai Hung	<u>Stances:</u>  <u>Facial expressions / moods:</u>	<u>Evidence:</u>
Ah Ping	<u>Stances:</u>  <u>Facial expressions / moods:</u>	<u>Evidence:</u>
Fai Hung's mother	<u>Stances:</u>  <u>Facial expressions / moods:</u>	<u>Evidence:</u>
Ah Ping's friend or relative	<u>Stances:</u>  <u>Facial expressions / moods:</u>	<u>Evidence:</u>
(b) What do you think about the feeling of Long Long at this moment?		



**Appendix 10 : After-class Assignment**

Read the following source and answer the questions below.

Mother took Yat Long and Yat Ning to the park today. As always, mother prepared clothes for the little boy and girl. She first helped the 4-year old Yat Ning put on a dress with orange dots and matched with the shoes in white. She then passed Yat Long a blue shirt and military-green pants, but he walked straight back to his room without taking them. Mother immediately realised that Yat Long had something else in mind. Sure enough, Yat Long picked a pink shirt to go with those pants in military-green.

Yat Long had a preference for pink ever since he was little. He had many pink clothes in his closet, even his pencil case, lunch box and stationery were all in pink. Yat Long loved watching cartoons, drawing and playing building blocks best. To encourage Yat Long to like other colours, father bought him tools or toys in any colours other than pink; he also often bought him models and robots, hoping that Yat Long would become more masculine. Mother was worried that a boy who loved pink would be too weak and soft, and he would be teased by his classmates. As a result, she often admonished Yat Long not to cry but be strong.

Source: Excerpted from“喜歡粉紅的男孩” by 余寶燕 (10 October 2014). In *PARENTS 親子便利*. Retrieved from [https://www.famplan.org.hk/sexedu/B5/article/Article\\_details.asp?arID=895](https://www.famplan.org.hk/sexedu/B5/article/Article_details.asp?arID=895)

- (a) How do the traditional beliefs affect certain requirements and expectations about gender roles in the society? Explain your answer with reference to the source and your own knowledge.
- (b) How can parents and schools help teenagers develop the idea of gender equality? Explain your answer with reference to the source and your own knowledge.

## **Intention of Assessment**

### *Assessment Focus*

The source describes how parents and society shape gender roles for the children and their own character traits. As in this example, students' mastery and application of concepts and knowledge, such as "roles", "socialisation", "interpersonal relationships", "adolescence" and "self-development" will be assessed. Their basic skills (such as building relevance to sources and concepts/knowledge) and the higher-level analytical skills (such as commenting on a topic from different perspectives) will also be assessed.

### *Expected Student Performance*

- **Knowledge**
  - For question (a), students should consider the inclusion of relevant people (including parent, peers, schools, etc.) as shown in the source and apply concepts (including "roles", "socialisation", "interpersonal relationships", "gender stereotyping", particularly for "socialisation") for analysis. Students may point out that such social requirements and expectations are affected by various media of socialisation. For example, parents of any family have their own preconceived requirements and expectations about gender roles, and they will teach their offspring about social norms and values; while among the peers of teenagers, under the influence of socialisation and in pursuit of peer identification, also form certain requirements and expectations about gender roles; in addition, schools will also pass on values to their students; and the mass media provide the general public with a vast amount of information, including values related to gender roles.
  - For question (b), students may apply concepts such as "adolescence", "self-development" and "socialisation", even "gender mainstreaming" and "parenting styles" in the relevant information for analysis. Students should think about the meaning of "gender equality" first, and figure out that under the influence of "socialisation", Yat Long's gender roles had been shaped since he was little, and that his parents were worried that he would be teased by his classmates at school. Students may then apply the concept of "self-development" to help them understand the effects of "significant others" and the participation in various activities on teenagers' understanding about themselves and developing role expectations. In addition, students should be able to comprehend major characteristics in

teenagers' development during adolescence, for example, becoming less dependent on their parents. For the roles played by parents, students may consider from the parenting styles; for the roles played by schools, parent-school collaboration and promotion at school could be considered (for example, giving a response to the promotion of the concept "gender mainstreaming" initiated by the United Nations and the Hong Kong Government).

- Skills

- Giving appropriate response with a clear personal stance.
- Extracting and interpreting the core messages of a written text.
- Linking the data with concepts/knowledge.
- Evaluating feasibility from multiple perspectives.

-- End of Appendix --

## **Part IV: Extended Reading and Reference Materials**

This part provides teachers with extended reading and reference materials relating to the curriculum in this module, which are divided into Categories A and B for teachers' choice.

Part A is a reference list of publications which consists of the learning and teaching focuses in this module for teachers' reference in lesson preparation, and for teachers to gain a more in-depth understanding of the theoretical basis and trends associated with the issues for enquiry. Specific examples are also provided to enrich classroom learning and teaching. Publications for student reading are underlined. Teachers may encourage students to read these publications in accordance with their levels. Publications available from public libraries are also accompanied by call numbers to assist teachers and students.

Part B consists of learning and teaching resources available on the “Web-based Resource Platform for Liberal Studies” (<http://ls.edb.hkedcity.net/>) and are relevant to this module. These resources can be used for teachers' reference in lesson preparation, and some of them can be adapted for use in worksheets, after-class assignments or internal assessment. Teachers who have registered as members of the Hong Kong Education City are entitled to view and download resources after logging in the section for teachers and using personal passwords.

Teachers should note that all materials recommended in this part are for reference only and they are not designated readings. Please choose any and use them according to your school context.

A. **Publications** (Publications for student reading are underlined, the public library information are updated as at Nov 2015)

Baumrind, D. (1972). Socialization and instrumental competence in young children. In W. W. Hartup (Ed.). *The young child: Reviews of research* (Vol. 2). Washington: National Association for the Education of Young People.

Berk, L. E. (2004). *Infants, children and adolescents*. Boston: Pearson Education, Inc.

Berscheid, E. & Regan, P. (2005). *The psychology of interpersonal relationships*. New Jersey: Pearson Education. (Hong Kong Public Libraries call number: 301.15 BER)

Cobb, N. J. (2007). *Adolescence: Continuity, change and diversity*. New York: The McGraw-Hill Companies, Inc.

Corey, G., & Corey, M. S. (2010). *I never knew I had a choice : Explorations in personal growth*. Belmont : Brooks/Cole, Cengage Learning.

Dolgin, K. G. (2011). *The adolescent : Development, relationships, and culture*. Boston : Pearson Education, Inc. (Hong Kong Public Libraries call number: 305.235 RIC)

Grant, W. (2007). *How to resolve conflicts*. London : Collins & Brown. (Hong Kong Public Libraries call number: 150.13 GRA)

MacDonald, L. (2006). *Learn to manage your time*. California: Chronicle Books LLC. (Hong Kong Public Libraries call number: 658.4093 MACD)

Nakkula, M. J., & Toshalis, E. (2008). *Understanding youth : Adolescent development for educators*. Cambridge: Harvard Education Press.

Tao, J., & Yan, H. K. T. (Eds.). (2006). *Meaning of life*. Singapore: McGraw-Hill Education (Asia).

Aronson, E., Wilson, T. D., & Akert, R. 著，侯玉波譯（2007）《社會心理學》，北京：中國輕工業出版社。（香港公共圖書館索書號：541.7 0708）

Duck, S. 著，魏希聖等譯（2004）《人際關係》，台北：韋伯文化國際出版有限公司。

Papalia, D. E., Olds, S. W. 著，黃慧真譯（2002）《兒童發展》，台北：桂冠圖書股份有限公司。

Verderber, R. F., & Verderber, K. S. 著，曾端真等譯（2000）《人際關係與溝通》，台北：揚智文化事業股份有限公司。

木田拓雄著，趙征環譯（2008）《我是誰？整理混亂的自己》，北京：浙江科學技術出版社。

王以仁（2008）《人際關係與溝通》，台北：心理出版社股份有限公司。

王煥琛等著（2004）《青少年心理學》，台北：心理出版社股份有限公司。

余非（2005）《談情說理事件簿》，香港：突破出版社。（香港公共圖書館索書號：192.13 8011）

呂大樂（2006）《自我》，香港：進一步多媒體有限公司。（香港公共圖書館索書號：191 6042）

何文男等著（2014）《社會學概要》，台北：三民書局股份有限公司。

吳逸驊等著（2009）《圖解社會學》，台北：易博士文化出版社。

林仁和（2013）《社會心理學：掌握現代生活的必修課程》，台北：心理出版社股份有限公司。

周淑屏（2006）《影視娛樂背後—看通識人生》，香港：知出版有限公司。（香港公共圖書館索書號：190 7737）

周淑屏等著（2006）《左女右男：反轉兩性觀點》，香港：突破出版社。

屈穎妍（2010）《怪獸家長》，香港：天行者出版有限公司。（香港公共圖書館索書號：528.207 7724）

岳曉東（2007）《追星與粉絲—青少年偶像崇拜探析》，香港：香港城市大學出版社。（香港公共圖書館索書號：544.6709391 7265）

香港家庭計指導會（2008）《性在通通識—性行為》，香港：天地圖書有限公司。（香港公共圖書館索書號：544.72 9430）

香港教育工作者聯會編（2004）《青少年成長的價值教育》，香港：三聯書店（香港）有限公司。（香港公共圖書館索書號：520.2391 5985）

徐西森等著（2006）《人際關係的理論與實務》，台北：心理出版社股份有限公司。

晏涵文等編（2002）《性別平等教育—性別平等、家庭暴力、性騷擾防治》，台北：一家親文化有限公司。（香港公共圖書館索書號：544.72 9618）

張圭陽（2006）《傳媒風：傳媒的價值與運作》，香港：香港教育圖書公司。（香港公共圖書館索書號：541.83 1147）

張春興（2004）《教育心理學：三化取向的理論與實踐》，台北：台灣東華書局。

梁國香等編（2009）《青少年問題解碼》，香港：三聯書店(香港)有限公司。（香港公共圖書館索書號：544.6707 5987）

梁慧思（2010）《那年，我們吸了毒》，香港：非凡出版。（香港公共圖書館索書號：548.82 3356）

深堀元文著，侯鐸譯（2007）《圖解心理學》，天津：天津教育出版社。

勞麗·波肯坎普等著，左濤譯（2005）《處理家庭糾紛》，香港：智能教育出版社。（香港公共圖書館索書號：544.1 1472）

曾文星（2005）《青少年心理》，香港：中文大學出版社。

曾文星（2007）《青年人心理》，香港：中文大學出版社。

馮康等著（2010）《香港濫 K》，香港：明窗出版社。（香港公共圖書館索書號：548.82 3100）

黃明樂（2010）《港孩》，香港：明窗出版社有限公司。

黃惠惠（2008）《自我與人際溝通》，台北：張老師文化事業股份有限公司。

黃惠惠（2009）《邁向成熟：青年的自我成長與生涯規劃》，台北：張老師文化事業股份有限公司。

楊旭編繪（2005）《情感啟示錄》，香港：三聯書店（香港）有限公司。

葉蔭聰（2006）《媒體識讀》，香港：進一步多媒體有限公司。（香港公共圖書館索書號：541.83 4441）

葛珮帆（2007）《新世代核心能力》，香港：三聯書店（香港）有限公司。（香港公共圖書館索書號：192.1 4414）

趙榮德（2008）《不一樣的家長》，香港：香港教育圖書公司。（香港公共圖書館索書號：523.12 4992）

鄧潔明（2003）《十五十六騷動的星空》，香港：突破出版社。

鄧潔明（2005）《星群 1：少年隱者》，香港：青桐社文化事業。

鄭兆楨著（1996）《心理學》，香港：商務印書館(香港)有限公司。

鄭佩芬編著（2003）《人際關係與溝通技巧》，台北：揚智文化事業股份有限公司。

劉俊義（2015）《抬頭看世界－智慧型手機時代的反思》，香港：非凡出版社。

謝永齡（2003）《青少年心理問題》，香港：中文大學出版社。（香港公共圖書館索書號：173.2 0432）

**Websites**

<b>Websites</b>	<b>Names of Web Pages</b>
<a href="http://www.youth.gov.hk/en/">http://www.youth.gov.hk/en/</a> <a href="http://www.youth.gov.hk/">http://www.youth.gov.hk/</a>	Youth.gov.hk 政府青少年網
<a href="http://www.coy.gov.hk/tc/home/index.html">http://www.coy.gov.hk/tc/home/index.html</a>	青年事務委員會
<a href="http://www.swd.gov.hk/en/index/site_pubsvc/page_family/sub_listofserv/id_familylife/">http://www.swd.gov.hk/en/index/site_pubsvc/page_family/sub_listofserv/id_familylife/</a> <a href="http://www.swd.gov.hk/tc/index/site_pubsvc/page_family/sub_listofserv/id_familylife/">http://www.swd.gov.hk/tc/index/site_pubsvc/page_family/sub_listofserv/id_familylife/</a>	Social Welfare Department - Family Life Education 社會福利署—家庭生活教育
<a href="http://www.lwb.gov.hk/eng/home/index.htm">http://www.lwb.gov.hk/eng/home/index.htm</a> <a href="http://www.lwb.gov.hk/chi/home/index.htm">http://www.lwb.gov.hk/chi/home/index.htm</a>	Labour and Welfare Bureau 勞工及福利局
<a href="http://www.eoc.org.hk/EOC/GraphicsFolder/default.asp">http://www.eoc.org.hk/EOC/GraphicsFolder/default.asp</a>	Equal Opportunities Commission
<a href="http://www.nd.gov.hk/en/index.htm">http://www.nd.gov.hk/en/index.htm</a> <a href="http://www.nd.gov.hk/tc/about_us.htm">http://www.nd.gov.hk/tc/about_us.htm</a>	Narcotics Division, Security Bureau 保安局禁毒處
<a href="https://www.consumer.org.hk/ws_en">https://www.consumer.org.hk/ws_en</a> <a href="https://www.consumer.org.hk/ws_chi">https://www.consumer.org.hk/ws_chi</a>	Consumer Council 消費者委員會
<a href="http://www.women.gov.hk/colour/en/home/index.htm">http://www.women.gov.hk/colour/en/home/index.htm</a> <a href="http://www.women.gov.hk/colour/tc/home/index.htm">http://www.women.gov.hk/colour/tc/home/index.htm</a>	Women's Commission 婦女事務委員會
<a href="http://www.hkfyg.org.hk/?locale=en-US">http://www.hkfyg.org.hk/?locale=en-US</a> <a href="http://www.hkfyg.org.hk/">http://www.hkfyg.org.hk/</a>	Hong Kong Federation of Youth Groups 香港青年協會
<a href="https://www.breakthrough.org.hk/index">https://www.breakthrough.org.hk/index</a> <a href="https://www.breakthrough.org.hk/index">https://www.breakthrough.org.hk/index</a>	Breakthrough Ltd. 突破機構
<a href="http://hkcs.org/index-e.html">http://hkcs.org/index-e.html</a> <a href="http://hkcs.org/">http://hkcs.org/</a>	Hong Kong Christian Service 香港基督教服務處
<a href="http://www.cys.org.hk/eng/default.asp">http://www.cys.org.hk/eng/default.asp</a> <a href="http://www.cys.org.hk/">http://www.cys.org.hk/</a>	Hong Kong Children & Youth Services 香港青少年服務處
<a href="http://www.hkfws.org.hk/en_index.aspx?aaa=3">http://www.hkfws.org.hk/en_index.aspx?aaa=3</a> <a href="http://www.hkfws.org.hk/b5_index.aspx?aaa=3">http://www.hkfws.org.hk/b5_index.aspx?aaa=3</a>	Hong Kong Family Welfare Society 香港家庭福利會

## **B. Relevant resources on the Web-based Resource Platform for Liberal Studies**

### **1. Teaching Packages**

- 智能手機普及的影響
- 肥胖對青少年身體健康及心理的影響
- 蛻變關係
- 網絡活動亦正亦邪
- 八十後與五十後的矛盾
- 身份角色、權責和參與
- 隱青、夜青與追星
- 為甚麼青少年在面對和處理逆境的能力有所差異
- 青少年吸毒問題
- 青少年在人際關係中的權利與責任
- 隱蔽青年
- 親子關係
- 偷拍藝人事件

### **2. Resource Sheets**

- 時下趨勢對青少年的影響：香港青少年的賭波風氣
- 青少年的自我發展和人際關係：隱蔽青年
- 人際關係的建立與衝突：香港青少年對戀愛的態度和性觀念
- 青少年朋輩之間的衝突：網上欺凌
- 青少年的人際關係：父母管教模式與親子關係
- 青少年的社區參與：「其他學習經歷」的社會服務活動
- 資訊科技發展與人際關係轉變：「低頭族」的啓示
- 改革開放對中國家庭的影響：「空巢家庭」
- 個人生活模式與健康的關係：香港兒童肥胖情況

### **3. Exemplars of Internal Assessment**

Data-response Questions	Extended-response Questions
● The Phenomenon of the Post-80s Generation	● Internet Addiction
● Parent-child Conflict	● The Household Size of China
● Youth Drug Abuse	● Attitude towards Love and Sex Education
● Socially Withdrawn Youths	● Kong Kids Phenomenon
● Big Brother Wei Delivering Money	● Secondary Creation
● Left-behind Children	● Smartphone Addiction
● Family Planning Policy	● Teenage Gang Problem

● National Identity	● Hardworking Index of University Students in Hong Kong
● Surrogacy	● Altruism and Civic Engagement
● Post-80s Generation	● The Labour Force of Hong Kong
● Tiger Parents and Helicopter Parents	● Legislation for Mandatory Drug Testing
● Middle Class Families	● Octopus Parents
● Emotional Problems of Adolescents	
● The Attitude towards Love in the New Age	
● Use of Mobile Phones and the Internet by Adolescents	
● Housing Problems Facing Young People	
● Selective Two-child Policy	
● Deviant Behaviours of Young People	
● The Work Holiday Scheme	
● The "NEET" Group ("Not Currently Engaged in Education, Employment or Training")	
● RESCUE Drug Test Scheme	
● Youth Employment and Import of Foreign Labour	
● Parenting Styles	
● Child Beauty Service	

## 5. Learning Objects

- 「其他學習經歷」與個人成長
- 直升機家長
- 烏蠅 Daddy 及直升機父母
- 整容與「文化霸權」
- 青少年崇尚名牌的原因
- 性別分工
- 性別定型與個人發展
- 女主外、男主內？
- 家務勞動
- 甚麼年紀才是青少年？
- 〈綠色消費運動：別做衣服的奴隸〉
- 僱主對本地畢業生要求
- 儀容改善服務 vs. 心理因素
- 青年公民身份認同及其發展
- 青年的絕望・絕望的青年？
- 偶像崇拜
- 「好女孩」

- 校園衝突、暴力與朋儕關係
- 逆境自強十招
- 與肥胖有關的討論

#### 6. **Professional Development Programmes : Knowledge Enrichment Series**

- 2013/14 School Year
  - 黃成榮教授及關展祺老師：「剖析香港青少年越軌行為」
- 2012/13 School Year
  - 呂大樂教授：「年青一代所面對的機會結構：轉變及其含意」
- 2011/12 School Year
  - 傅佩儀女士：「未婚懷孕與兩性關係」
- 2010/11 School Year
  - 方旻焜女士、羅櫻子女士及譚惠鵬先生：「性別歧視與角色定型」
  - 孔憲正先生及袁梓齡小姐：「青少年發展趨勢：網癮與隱青」
  - 魏美梅女士：「從「八十後」看青少年的身份認同和社會政治參與」
  - 張越華教授：「青少年問題：濫用藥物與越軌行為」
- 2009/10 School Year
  - 陳鈞承博士：「透視青少年人際關係之轉變及趨勢」
  - 羅秉祥教授：「如何處理青少年成長議題中之價值爭議？」
  - 戴希立校長：「中國近年的教育改革與發展暨香港青少年往內地升學及就業的機遇」
- 2008/09 School Year
  - 宋慧娟女士、何健中先生及張慧德女士：「香港的家庭及兒童福利服務與生活素質」
  - 香港財務策劃師學會及積金局代表：「財務管理與個人成長」
- 2007/08 School Year
  - 陳廷三博士：「從『重整人生故事』到『重拾生命動力』」
  - 莫漢輝先生：「青少年充權」
- 2006/07 School Year
  - 代鵬教授：「內地社會及經濟發展對青少年成長的影響」
  - 陳茂釗博士：「自我概念及溝通方式如何影響青少年的人際關係？」

Printed by the Government Logistics Department

