



School Without Borders

Inclusion Program for Secondary School Students

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FOREWORD



Many culturally diverse groups and families can trace their Hong Kong roots back two to three generations. The number of ethnic minority children born in Hong Kong has increased from 38,000 in 2006 to 82,000 in 2016, a growth rate of over 100%. To most of the ethnic minorities, Chinese proficiency is a critical factor for educational access, career prospects and social integration. Learning Chinese effectively in kindergarten is especially important as this is normally the first place where ethnic minority children get the opportunity to do so.


In recent years, The Hong Kong Jockey Club Charities Trust has initiated numerous projects that promote social inclusion. To help non-Chinese speaking children learn Chinese at their early development stage, we co-created “C-for-Chinese@JC” in 2016 — a five-year Trust-initiated project in collaboration with three local universities and two non-governmental organizations. The project adopts an evidence-based approach and a home-school-community collaborative model premised on three underpinning principles: a culturally responsive environment, pleasurable and meaningful learning, and effective teaching. In addition to supporting the students’ effective learning of Chinese, the project is aimed at facilitating their smooth transition to primary education, and subsequently enhancing their early integration. It will benefit 1,400 non-Chinese speaking students and their families.

The project has been fully implemented in 20 Network Schools which are provided with a range of professional training courses. One of these, the Educator Program,



is endorsed by the Education Bureau under the funding scheme for kindergartens with ethnic minority children. Over 200 teachers have received the training and will be recognized under the scheme. The project also includes the Multicultural Teaching Assistant Program, a one-year, full-time accredited training course offered free to help ethnic minority youth become qualified teaching assistants. The Diploma in Early Childhood Education (Supporting Learning and Teaching for Non-Chinese Speaking Children) course offered under the “C-for-Chinese@JC” project provides training through lectures and practicums, and equips the trainees with appropriate language and teaching skills. Of the 27 graduates in 2018, 21 are undertaking further studies at the sub-degree level, and five are employed as teaching assistants in kindergartens and social welfare organizations.

Another component of the project is comprehensive research of the ethnic minorities in Hong Kong. Adopting multi-disciplinary approaches in education, psychology and social policy, the various studies are exploring the opportunities and challenges that ethnic minority groups face in terms of social inclusion. The team at the Department of Psychology of The University of Hong Kong is focusing on school-based research and support. They have conducted large-scale surveys with more than 4,000 primary and secondary school students. In addition, they have developed and piloted a series of social inclusion programs. Instruction manuals comprising the series of programs are being printed and free copies will be distributed to all secondary and primary schools in Hong



Kong. The manuals can be used in home-room teacher lessons, counseling classes, life education sessions and liberal studies.

With psychological theories and empirical evidence as the framework, these programs teach the students to appreciate cultural diversity, to accept other ethnic groups, and to create together a harmonious and inclusive campus. Apart from their emphasis on cognition, they reflect the importance of cultivating students' empathy and constant self-reflection, which in the course of time will lead to behavioral changes and a more open mindset. Another characteristic of the programs is their incorporation of mindfulness practices, which encourage students to send their blessings to others and nurture a heart full of gratitude.

The Hong Kong Jockey Club Charities Trust is honored to support the "C-for-Chinese@JC" project along with its comprehensive research and the current series of programs entitled "School Without Borders" to be adopted in the primary and secondary schools in Hong Kong. Let us join hands and efforts in promoting campuses without rigid ethnic boundaries and make Hong Kong truly Asia's World City, renowned for its east-west confluence and cultural diversity.

Mr Leong Cheung
Executive Director, Charities and Community
The Hong Kong Jockey Club

INTRODUCTION



Background

With the financial support from the Charities Trust of the Hong Kong Jockey Club, the Faculty of Social Sciences at The University of Hong Kong is able to implement a three-year project on social inclusion. This project involves both research and intervention components and is aimed at promoting social inclusion and integration of ethnic minorities in Hong Kong. The interdisciplinary team of the project is composed of several working groups, each specializing in different areas of research and intervention on social inclusion. The core members of our working group come from the Department of Psychology and have training background in educational psychology. We thus focus on the research and intervention on social inclusion in school setting. In the past three years, we conducted focus groups to better understand the perspectives of both Chinese and non-Chinese students. We also conducted a large-scale survey with more than 4,000 students in 24 primary and secondary schools. In addition to these research activities, we have also organized intervention programs for teachers, parents, and students. The current program is a social inclusion program for secondary school students. It has been put on trial run with Form 4 students in two secondary schools. Before it is finalized, it has been revised many times according to these trials and the feedback from various professionals.

Purpose and Theoretical Framework

The purpose of this program is to encourage secondary school students to appreciate cultural diversity and accept peers of different ethnicities so that they can build an inclusive campus together. As psychologists, we deliberately applied psychological theories as the curriculum framework, covering affective, behavioral and cognitive domains. In the affective domain, we encourage students to appreciate cultural diversity and to develop their empathy. In the behavioral domain, students are given opportunities to practice social inclusion through cooperative games. In the cognitive domain, inspiring video clips are used to help students examine stereotypes critically and adopt attributional styles

and growth mindset that are conducive to social inclusion. In addition, we also introduce mindfulness component to this program. At the end of each lesson, we invite students to practice loving-kindness meditation. The practice helps them settle down and contemplate bringing kindness to themselves, to the people who love them, and to every classmate in the class, including those who look different from themselves.

Program Structure

The program consists of five lessons. The first lesson (“Stereotype”) helps students understand the pros and cons of stereotypic perceptions so that they can examine critically their stereotypic perceptions of ethnic minorities. The second lesson (“Empathy”) invites students to feel the difficulties of ethnic minorities by role taking. The new perspective helps them adopt a more inclusive attitude. The third lesson (“Attributional Styles”) and the fourth lesson (“Growth Mindset”) introduces attribution theory and growth mindset that are conducive to social inclusion. The fifth lesson (“Common Identity and Gratitude”), through activities that require cooperation, delineates the shift between in-group and out-group as indicated by social identity theory. In this last lesson, we also encourage students to accept themselves and the people who are different from them gratefully.

Practical Guide

It is our pleasure to share this program with all the secondary schools in Hong Kong. Therefore we compiled this instructor’s manual. Teachers are welcome to implement this program in their schools. Here are some suggestions and reminders for the implementation of this program:


Platform

This program can be used in social emotional learning lessons, life education lessons, or homeroom teacher’s lessons. It can also be conducted in small groups outside the regular school hours.

Time

During our pilot implementation, each lesson took about an hour, which is about two periods in a secondary school timetable. If there is only one period per week (35 to 40 minutes) available for this program, please consider splitting each lesson of this program into two weeks or skipping some activities to finish one lesson in a single period. In the manual, activities which can be skipped when time is limited are indicated with the logo **OPTIONAL** .

Resources

There is another logo in the manual that signals the instructor to distribute worksheets, homework, or handouts to students. This logo is .

The teaching resources, along with the PowerPoint presentation for each lesson and some of the teaching videos that we produced, can be downloaded from the websites of this book. In order to facilitate non-Chinese students' learning, our program is bilingual in both Chinese and English. These Chinese and English resources can be downloaded from the two websites below:



www.socsc.hku.hk/jclcds-schoolpack



bit.ly/HKU_schpsylab

We welcome educators to make free use of this program and related teaching resources for non-profit purposes. We hope this program can raise the awareness of social inclusion in schools.

School-based Support Team
Department of Psychology
The University of Hong Kong



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01 STEREOTYPE

1. Help students understand the formation of stereotypes, and the positive and negative consequences of stereotypes.
2. Help students understand that even though stereotypes are energy-saving tools that can reduce cognitive load, one should be cautious of generalizations that may lead to prejudice and discrimination.

02 EMPATHY

1. Help students understand the importance of empathy in interpersonal relationships.
2. Enhance students' competence in understanding other people's thoughts and feelings.

03 ATTRIBUTIONAL STYLES

1. Help students distinguish between two types of attributional styles; and how each affects interpersonal relationships.
2. Help students understand the importance of using situational attribution and minimize stereotypes towards ethnic groups.

04 GROWTH MINDSET

1. Help students distinguish how "fixed mindset" and "growth mindset" influence our thoughts, behaviors and attitudes towards ourselves and others.
2. Help students understand that boundaries between in-groups and out-groups may change as situations change.

05 COMMON IDENTITY & GRATITUDE

1. Help students understand that they will always find commonalities among people
2. Nurture an attitude of gratitude in students.

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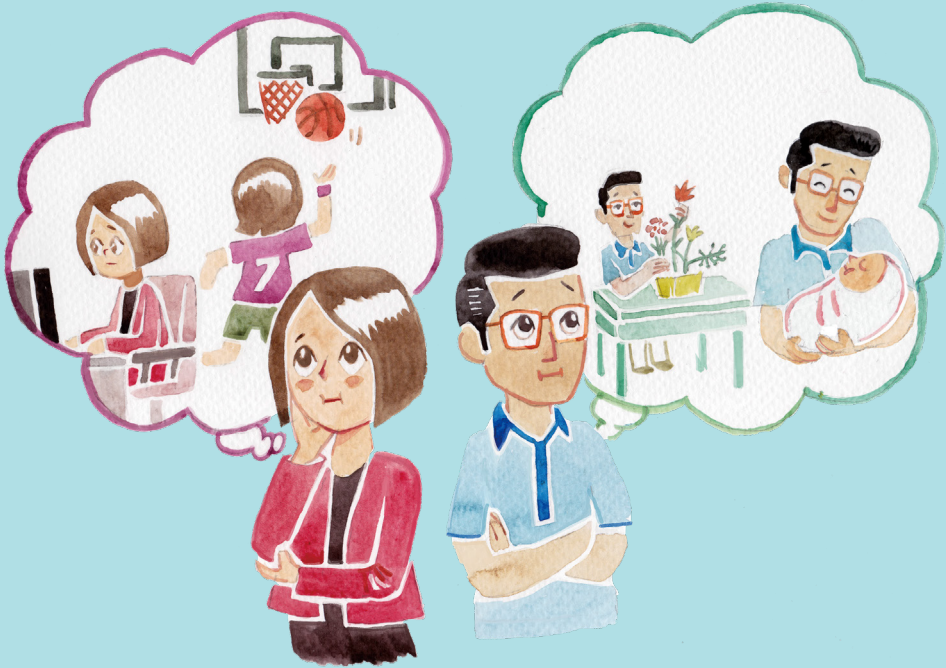
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01 STEREOTYPE



LEARNING OBJECTIVES

1. Help students understand the formation of stereotypes, and the positive and negative consequences of stereotypes.
2. Help students understand that even though stereotypes are energy-saving tools that can reduce cognitive load, one should be aware of the individuality of people to avoid making generalizations that may lead to prejudice and discrimination.
3. Help students challenge existing stereotypes and foster a sense of equality between different ethnic groups.

LESSON RUNDOWN

Content	Time	Materials required
1. Matching game	5 mins	PPT 1 (Slides 2-10)
2. First impressions	5 mins	PPT 1 (Slides 11)
3. What is a stereotype?	5 mins	PPT 1 (Slides 12-13)
4. Formation of stereotypes	10 mins	PPT 1 (Slides 14-17)
5. The pros and cons of stereotypes	10 mins	PPT 1 (Slides 18-26)
6. In-class worksheet	10 mins	Worksheet "Wallet Theft"; PPT 1 (Slide 27)
7. Video sharing	5 mins	PPT 1 (Slides 28)
8. Loving-kindness meditation (LKM)	3 mins	Appendix I or LKM recording

ACTIVITY 1: MATCHING GAME (5 MINS)

1. Briefly go over the characters presented on Slide 2, and invite students to match those faces with their roles / occupations
2. Reveal the answers on Slides 3–10. Tell students that because of our tendencies to rely on stereotypes when making judgments, our perception of things or people may not always reflect the reality.

REALITY

WHAT DID YOU EXPECT?



Khan M Hanif:
Recipient of Good Citizen Award

Hin Lee:
Pianist / Composer



Elpie Malicsi:
Fashion designer

Chui Yee Yu:
Wheelchair Fencing gold medalist in the Paralympic Games



STEREOTYPES

Pakistani...

Filipino...

Visually impaired people...

Physically disabled people...

Sources of photos (from top to bottom): MingPao News, Arts with the Disabled Association Hong Kong, HK01 Company Limited, Hong Kong Paralympic Committee & Sports Association for the Physically Disabled

ACTIVITY 2: FIRST IMPRESSIONS (5 MINS) OPTIONAL

1. Ask students to brainstorm on the personalities, interests or the job of the characters below (Slide 11).



2. Write students' ideas on the blackboard.
3. Based on students' ideas, guide them to understand that we use stereotyping to classify and make generalized statements about groups of people. For example, we may have perceptions that all elderlies are stubborn and old-fashioned, people with tattoos are always dangerous, and people who look like geeks must have poor social skills.

ACTIVITY 3: WHAT IS A STEREOTYPE? (5 MINS)

1. Following the previous activity, explain to students that a stereotype is a widely accepted and generalized view towards a particular group of people sharing the same characteristics (Slide 12). People tend to apply those generalized views on things and people, and neglect their individuality. For example, the stereotype of women being better at humanities subjects than men does not reflect the reality since not every woman is good at humanities subjects.
2. Stereotypes can be positive. For example, old people are wise and experienced. Stereotypes can also be negative. For example, old people have poor memory. In any case, stereotypes rarely reflect the reality, given the uniqueness that exists among individuals from the same group. Not all elderlies are wise or have poor memories.

3. Once stereotypes are formed, they are hard to be changed if not examined critically.
4. Ask students to share examples of stereotypes.
5. Sum up the different types of stereotypes on Slide 13 and illustrate the extensiveness of stereotypes.
 - 5.1. Gender stereotypes: Generalized and preconceived ideas about the roles and characteristics of males and females. Examples: Males are more active, outgoing and straightforward in friendships whereas females are less active, quieter and cliquish.
 - 5.2. Racial stereotypes: Generalized and preconceived ideas about people of a certain race / ethnicity. Examples: Females in Korea rely on plastic surgery; Japanese are polite; white people are more cultured than black people.
 - 5.3. Appearance-based stereotypes: Stereotypes that are based on people with certain appearance. Examples: People with tattoos are delinquents; girls who wear revealing clothes are seductive.
 - 5.4. Hobbies stereotypes: Stereotypes that are based on people with certain hobbies. Examples: animal-lovers are kind and loving; people who like comics and animations have poor social skills.
 - 5.5. Age stereotypes: Generalized and preconceived ideas about people of a certain age group. Examples: Old people are stubborn and talk loudly.
 - 5.6. Social roles / status stereotypes: Generalized and preconceived ideas about people belonging to different social groups / people of different statuses. Examples: People with respectable jobs are more virtuous; housewives like to bargain.



ACTIVITY 4: FORMATION OF STEREOTYPES (10 MINS)

1. Ask students to think about the matching game and ask them why they naturally associate the people with particular occupations or characteristics simply by looking at their photos.
2. With the teacher's reference below, summarize the discussion from students and explain how stereotypes are formed:
 - 2.1. In order to reduce cognitive load, people tend to classify people and things, and typify their main characteristics, leading to stereotypes.
 - 2.2. People sometimes overestimate the relevance of two things, especially when members of minority and infrequent behaviors are involved. This illusory correlation leads to the formation of stereotypes.
 - 2.3. Under historical and cultural influences, people form stereotypes of people with different gender or ethnicity according to their social roles. In addition, with the advancement of technology, contents on social media or information shared by users can easily shape the views of people towards certain groups, leading to stereotypes.

Teacher's reference

The formation of stereotypes

1. Categorization (Slide 15)

Categorization is a fundamental cognitive process that allows us to reduce the complexity of incoming information from a complex world. In order to reduce cognitive load, we tend to classify people or things according to similar, visible characteristics such as gender, race, or characteristics that deviate from the norm such as physical disability and sexual orientation. We also tend to typify the main characteristics of these categories. Hence, categorization is the fastest and most convenient way to deal with information in a complex world.

2. Illusory correlation (Slide 16)

Illusory correlation is a kind of cognitive bias, which is an overestimation of the relevance of two things, even if they have little or no connection. Illusory correlation is especially likely to arise when members of the minority perform infrequent behaviors. For example, when a crime occurs and the offender happens to be a Black person, people will tend to automatically associate the crime with the Black person. Later, if a crime occurs in an area where Black people are active, people would overestimate the probability that a Black person has committed the crime, while ignoring the chance that a White person could be the offender. This gives rise to the formation of racial stereotypes.



3. Social learning (Slide 17)

People are easily influenced by social values which may lead to the formation of stereotypes. These social values include preconceptions about social roles, or values transmitted through mass media.

3.1. Social roles: Due to historical and cultural reasons, people form stereotypes according to the social roles of men and women or different ethnic groups, leading to gender and racial stereotypes. For instance, male as the breadwinner and female as the homemaker are the beliefs strongly upheld in a typical Chinese society. Such beliefs lead to the stereotype of women being "meek and submissive," and men being "brave, independent and not showing emotions easily."

3.2. Media: With the advancement in technology, electronic and social media have become an indispensable part of modern day's life. Compared to paper media, contents of digital media are largely driven by user comments and sharing. It is highly interactive and conducive to the rapid spreading of ideas to a wide range of audiences. Because of this, social media exerts subtle but great influence over people's views and ideas, leading to stereotypes.

ACTIVITY 5: THE PROS AND CONS OF STEREOTYPES (10 MINS)

1. Ask students: "Just now we discussed how stereotypes are formed. Do you know how stereotypes affect us in our daily lives?"
2. Divide students into two groups. In one group, students will discuss the positive impacts of stereotypes while the other group will discuss the negative impacts of stereotypes.
3. Summarize the discussion from students and the teacher's reference below. Guide students to understand the positive and negative aspects of stereotypes (depending on time, select some of the examples in the teachers' reference for discussion).
4. Summarize the positive and negative aspects of stereotypes on Slide 25. Explain that stereotype is simply a tool that reduces cognitive load and time. We should be cautioned against having overgeneralized views about others, which may lead to prejudice and discrimination. Ultimately, social judgments should be made carefully, free from any stereotypical views.

Teacher's reference

The pros of stereotypes

1. Positive impacts of positive stereotypes (Slide 19)

Stereotypes can affect the way people interact with one another. If we have a positive stereotype towards a certain group of people, we may display more positive behaviors, such as being more friendly and trusting. The other party may also respond positively in return, thus strengthening the relationship between individuals.

2. Simplification of cognitive processes and adaptation of the environment (Slide 20)

Stereotypes allow individuals to simplify complex information, so as to facilitate quick judgments and reactions. For example, a girl with a

stereotypical view of the YauTsimMong area being unsafe may choose to walk in the crowded streets instead of secluded alleys at night to avoid incidents. In addition, some tourists also have stereotypical views about certain European cities such as Paris and Rome as places swarmed with pickpockets. Hence, they may be more careful with their belongings to avoid being stolen.



The cons of stereotypes

1. Biased views (Slide 21)

When we face a novel situation or get to know new people, we tend to apply our previous knowledge of what we considered as norm on the novel situation or newly met person. Bad impressions may be formed when things and people deviate from our preconceived norm or expectations. For example, some teachers may hold the stereotype that good students are quiet and attentive. A new student who is talkative and active may violate a teacher's generalized expectations for good students. As a result, the teacher may have a bias against him/her. It is then easy to misinterpret his/her behavior and ignore individual differences. In fact, students, whether quiet or talkative, can be considered as good, as long as they do not disrupt classroom order and raise questions at an appropriate time.

Teacher's reference

2. Neglecting individuality (Slide 22)

Positive stereotypes such as “Asian are better in mathematics” can raise teachers’ expectations of Asian students’ mathematics achievement. Some Asian students may be able to live up to the expectations, while others may not. Those who fall short of the teachers’ expectation may be evaluated negatively and develop a sense of inferiority. Teachers holding such stereotypes also tend to adopt a less diversified approach in teaching due to the negligence of individual differences among students.

3. Stereotype threat (Slide 23)

People who are the target of negative stereotypes may become anxious that they will be judged according to those stereotypes, and this stereotypic threat may interfere with their performance. Spencer, Steele & Quinn (1999) conducted an experiment to investigate how women might be threatened by the stereotype of “females do worse in mathematics than males.” In the study, all male and female participants with similar mathematical ability took part in an identical mathematics examination. One group of female participants were told that the test paper was specially designed and would not show any gender differences; whereas in the other group, no such statement was given. Results showed that the performance of female participants who were not worried about gender differences was as good as the male participants. On the contrary, the female participants in the latter group were anxious about validating the stereotype, resulting in impaired performance. In another study about the impact of stereotype threat on working memory capacity, Schmader and Johns (2003) found that when people were anxious about fulfilling a negative stereotype, their cognitive load would increase while working memory capacity would decrease, resulting in impaired performance.



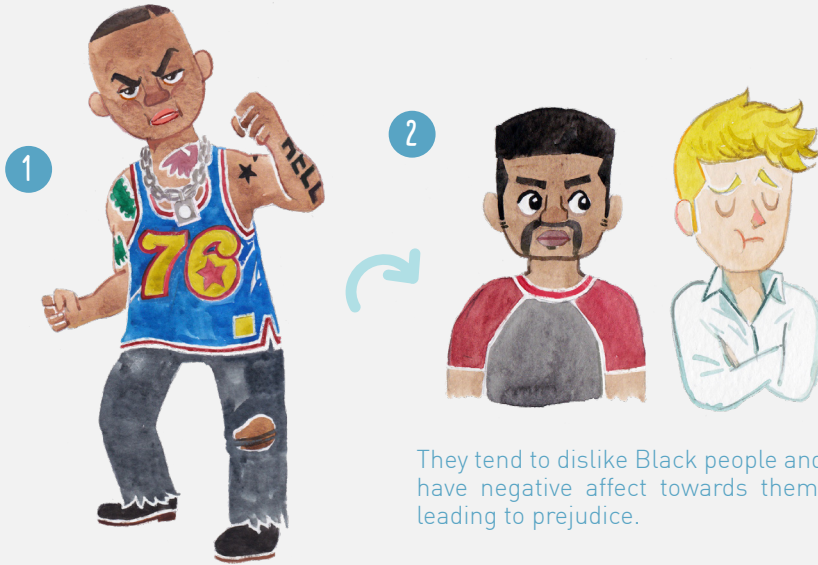
4. Internalization and vicious cycle of negative stereotypes (Slide 24)

Certain negative stereotypes may be internalized by the target group, fostering the formation of self-stereotype. For example, the elderly are stereotyped as being forgetful. When this negative stereotype is internalized, the elderly may expect themselves to have poor memory and blame their age when they forget things. Eventually, they may lose confidence. This further affects their memory, creating a vicious cycle.

5. Prejudice and discrimination (Slide 25)

Stereotypes are generalized views about a group of people on a cognitive level. An example would be the stereotypical view of Black people being more impulsive and violent than White people. This cognitive bias gives rise to negative affect towards Black people, leading to prejudice. When we are both cognitively and affectively biased towards another group, we will display corresponding behaviors, such as avoiding contact with Black people and even alienating them, leading to discrimination. This is indeed a vicious cycle. When the Blacks begin to realize that most people are not friendly to them, they may have negative feelings towards the others and further perpetuate the cycle of racial discrimination.

Teacher's reference



Some White people have a stereotypical view on Black people being more impulsive and violent.





ACTIVITY 6: IN-CLASS WORKSHEET (10 MINS)

1. Distribute the worksheet "Wallet theft" (Slide 27; see pages 15-16). Briefly introduce the scenario as depicted on the worksheet. Give students around 5 minutes to fill in the answers.
2. Discuss the answers with students (revisit what have been covered in this lesson, in particular the formation and consequences of stereotypes).

ACTIVITY 7: VIDEO SHARING (5 MINS)

OPTIONAL

1. We are not able to include the video clips on the PowerPoint appended to this manual due to copyright restrictions. Please type "Coca Cola – Remove Labels" on YouTube and look for the video. Play the whole video.
2. This video shows how stereotypes can be unreliable, because there are always discrepancies between expectation and the reality. Invite students to share their thoughts, or personal experiences when the initial appearance of things turned out to be deceiving and stereotypes were shown to be inaccurate.



ACTIVITY 8: LOVING-KINDNESS MEDITATION (3 MINS)

At the end of each lesson, invite students to practice loving-kindness meditation to cultivate loving kindness for themselves and others by sitting silently and paying attention to their breathing. Research has demonstrated its effectiveness in reducing depression, while increasing positive emotions and sense of self-compassion (Galante, Galante, Bekkers & Gallacher, 2014). Compassion to self and others is best nurtured from a young age: that is why we have chosen to include this exercise in our program.

Loving kindness meditation is an exercise that helps students to settle down. It is secular in nature and thus can be practiced by people from all religious / spiritual backgrounds. Please refer to Appendix I (see page 72) for the script or use the pre-recorded voice on the manual's website to guide the practice. If teachers prefer to guide the practice themselves, they are encouraged to prepare a bell or download the tone from this app: Insight timer (<https://insighttimer.com>).

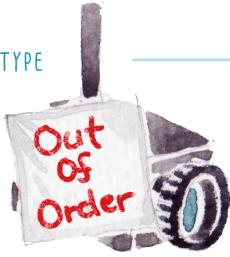


Friendly Reminder

1. Students may be unfamiliar with loving-kindness meditation. Introduce it as a breathing exercise to help them calm down and send blessings to their classmates.
2. It is fine if students are not willing to participate. Simply ask them to sit and remain quiet during the practice.

SUMMARY

1. Stereotypes are sets of beliefs about the personal attributes of a group of people. Some common stereotypes include gender stereotypes, racial stereotypes, appearance-based stereotypes, hobby stereotypes, age stereotypes and social roles/status stereotypes.
2. People tend to categorize others into groups, usually according to appearances. The formation of stereotypes is influenced by illusory correlation, preconceptions of social roles, and media.
3. Stereotypes are time and energy-saving because they allow individuals to simplify and reduce complex information, so as to facilitate quick judgments and reactions. However, stereotypes are also often biased, causing us to neglect the individuality of people. The cognitive bias related to stereotypes may also lead to prejudice and discrimination. In addition, the internalization of negative stereotypes and stereotype threats may also bring negative consequences. We should therefore be mindful of the biases that stereotypes may lead to.
4. We should regard stereotypes as a tool and use it flexibly to avoid stereotypes prevailing over our judgment. In a diverse learning environment, students should be encouraged to be open-minded. Dialogues between students from different cultural background may allow them to discover commonalities between one another and reduce existing stereotypes.



WALLET THEFT

IN-CLASS WORKSHEET

In an American city, a man lost his wallet in a convenience store and suspected someone has stolen it. There were two customers in the store at that time. One was a Black person while the other was a White person. By coincidence, the surveillance camera did not function properly that day and could not record the crime. When the policeman came, without any hesitation, he brought the black person to police station for questioning.



1. To which group(s) of people did the policeman have stereotypical views? (Answer: Black and White people)
2. What were the stereotypic views? (Answer: Black people are more likely to commit crimes than White people)
3. In the context of this scenario, how did the stereotype(s) come about? (Answer: Illusory correlation; social roles – Black people are considered as lower class; media – the news of Black people committing crimes is heavily reported)
4. Can you think of any negative consequence(s) of stereotyping in this scenario? (Answer: Neglect individuality and possibility of catching someone who may be innocent)



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02 EMPATHY



LEARNING OBJECTIVES

1. Help students understand the importance of empathy in interpersonal relationships.
2. Enhance students' competence in understanding others' feelings and thoughts. Help them see other people's needs and difficulties so that interaction and communication between Chinese and non-Chinese students can be promoted.

LESSON RUNDOWN

	Content	Time	Materials required
1.	Video sharing-Visualization exercise	15 mins	PPT 2 (Slides 2-4)
2.	The "ABC" of empathy	10 mins	PPT 2 (Slides 5-6)
3.	The development of empathy	15 mins	PPT 2 (Slides 7-16)
4.	In-class worksheet	15 mins	Worksheet "To think further for the people around, I can..."; PPT 2 (Slides 17-19)
5.	Loving-kindness meditation (LKM)	3 mins	Appendix I or LKM recording

ACTIVITY 1: VIDEO SHARING - VISUALIZATION EXERCISE (15 MINS)

1. Introduce the video to students. It is about a Pakistani boy, Hamza, who has recently come to study in a Hong Kong school alone. Invite students to pay attention to the facial expressions and body gestures of Hamza before playing the video.
2. After playing the video, invite students to do a visualization exercise. In visualization exercise, one makes use of imagination to create specific and detailed mental images of a particular scenario, so as to feel the experience of the protagonist in this scenario (Slide 3). First, introduce what visualization is, and then invite students to calm down and prepare themselves for the exercise. Read out the scenario from Hamza's perspective (see next page).
3. Invite students to share any feelings, thoughts, bodily sensations or behavioral intentions that may have arisen. Use the following guiding questions:
 - 3.1. What feelings did you have? Angry? Lost? Disappointed? Lonely? Wronged?
 - 3.2. What thoughts did you have? Life is unfair? The bullies were bad people? Wondering if it was your own fault?
 - 3.3. What special feelings or sensations in your body did you have? Did you feel your face flushing? Did your muscles feel tense? Did your palms sweat? Did you find yourself frowning?
 - 3.4. Was there anything you want to do? To scold those who misunderstood you? Never to return to this school again? To tell others your thoughts and feelings like what Hamza did?
4. The main purpose of this exercise is for students to immerse in the scenario and feel as if they were Hamza. When we imagine and put ourselves into Hamza's shoes, we may feel uneasy, scared, or even angry; our bodies may experience changes, such as flushing, having upset stomach or muscle tension; we may start to ask "why," or have a tendency to withdraw from people. Students experiencing any of these feelings or sensations during the visualization exercise are showing signs of empathy.

Source of video: Cumberland Presbyterian Church Yao Dao Secondary School "Hamza" – Second runner-up of the 2016 Equal Opportunities Multimedia Competition

Visualization exercise

Sitting in an upright position, relaxing your shoulders and resting your feet on the ground, you may close your eyes gently. Imagining that you were Hamza, the student whom you saw in the video clip.

This is an unfamiliar classroom and you are surrounded by classmates who speak a language different from yours. Their skin color and appearances are also different from yours. You can feel that they are looking at you. You are trying to approach them and start a friendly conversation. But they turn away, and make fun of the way you smell. (pause) How do you feel? (pause) What thoughts are arising? (pause) What bodily sensations do you have? (pause) What do you want to do? (30 seconds pause)

You are sitting quietly in your seat. A classmate snatches away your hat. You want to take it back, only to see the jeering look on her face. (pause) How do you feel? (pause) What thoughts are arising? (pause) What bodily sensations do you have? (pause) What do you want to do? (30 seconds pause)

You hope to be integrated into their world, and you work hard to learn their language. You are trying hard to utter the foreign phrases, but only to get ridiculed and laughed at. (pause) How do you feel? (pause) What thoughts are arising? (pause) What bodily sensations do you have? (pause) What do you want to do? (30 seconds pause)

Now, please take a moment to notice your feelings, thoughts, any bodily sensations and intentions for actions (30 seconds pause). In a moment, I will ring the bell. When you cannot hear the bell any more, you may gently open your eyes.



5. Introduce the theme of this lesson: empathy. It is the ability to put ourselves into others' shoes, and think or feel from the other person's perspective. Use the following example of "elephant and giraffe" to explain specifically what empathy is (Slide 4):



If the elephant wants to be empathetic to the giraffe, it must step into the shoes of the giraffe and stand tall as if they were of the same height. This way, the elephant can see what the giraffe sees and understand how the giraffe feels. On the other hand, if the giraffe wants to be empathetic to the elephant, it must bend down so that it can look or feel from the elephant's position or perspective. This is what "empathy" is about.

On the contrary, if neither the elephant nor the giraffe is willing to put themselves into each other's shoes, they would not be able to see or feel from the other's perspective. This shows a lack of empathy.



ACTIVITY 2: THE "ABC" OF EMPATHY (10 MINS)

1. Ask students: "Imagine that you see an old lady fall on a sidewalk. The oranges from her bag have scattered across the ground. How would you feel and respond?" (Slide 5)
2. Based on the students' responses such as being able to feel the helplessness of the old lady or offering a helping hand, point out that these are the expressions of empathy (see table below). Introduce the three domains of empathy: cognitive empathy, affective empathy, and behavioral empathy (Slide 6). Cognitive empathy is the ability to understand others' situation through the observation of others' facial expression, tone of voice or bodily gestures. Affective empathy is the ability to feel others' emotions in a particular situation. To avoid confusing the terms "cognitive empathy" and "affective empathy," explain to students that cognition refers to thoughts and understanding, whereas affect refers to emotions or feelings. Lastly, point out that we will behave accordingly (behavioral empathy) when we are both cognitively and affectively empathetic.

Cognitive empathy	Affective empathy
<ul style="list-style-type: none"> ▶ Speculate that she would feel embarrassed ▶ Understand that she would probably be hurt 	<ul style="list-style-type: none"> ▶ Experience the old lady's helplessness ▶ Experience the old lady's pain ▶ Share similar feelings with her
<p>Behavioral empathy</p> <ul style="list-style-type: none"> ▶ Help lifting up the old lady and ask if she is okay 	



ACTIVITY 3: THE DEVELOPMENT OF EMPATHY (15 MINS)

3.1 Are we born with empathy?

1. Ask students if people were born with empathy and collect their views.
2. Briefly talk about the following experiment about empathy development in infants: When an infant cries, he/she will trigger the cries of other infants in the room (Brazelton, 2001); even two-year-olds show sign of empathy – when a toddler sees another crying, he/she may respond behaviorally to show comfort, for instance, by giving the other toddler a hug or offering a toy.
3. Play the video. We are not able to include the video clips on the PowerPoint appended to this booklet due to copyright restrictions. Please type “Magazine – Can babies tell right from wrong? The New York Times” on YouTube and look for the video. Play the segments according to the timecode provided.

Timecode: 01:12–02:03

Discussion (Slide 8; first part of the experiment):

If we ask the baby girl in the video to pick either the yellow or the blue puppet, which one would she choose if she is empathetic to the red puppet? (Answer: yellow puppet)

Timecode: 02:31–02:43

Discussion (Slide 9; baby’s choice):

Can you explain the baby’s choice with the ABCs of empathy?

4. Summarize the discussion from students and point out that cognitive empathy (“C”) in this experiment refers to the baby girl’s understanding of the red puppet’s wish to go uphill by observing its continual attempts to go up and the difficulties it experienced. It also refers to the understanding that the red puppet did not want to be pushed downhill. From these the baby could distinguish between

the blue puppet as the “bad guy” and the yellow puppet as the “good guy.” Affective empathy (“A”) refers to the baby girl having similar uncomfortable feeling as if she were the red puppet, when being pushed downhill by the blue puppet. When the baby girl was both cognitively and affectively empathetic, she chose the yellow puppet (“B”) over the blue puppet, as the yellow one had helped the red one to go uphill (Slide 10-11).

5. Deliver the messages of the video: Guide students to understand that infants who are a few months old are already able to step into others’ shoes and express empathy. By thinking and feeling from others’ perspective, they display prosocial behaviors. Research has shown that people were born with the capacity for empathy (Slide 12).



3.2 Are we all able to empathize?

1. Ask students: “We have learnt that most people are born with the capacity to empathize, but does it imply that they will all be able to express empathy as they grow older? If not, what are the factors that contribute to their absence of empathy, or worse still, their engagement in hurtful behaviors such as bullying?”
2. Summarize students’ opinions and the following teacher’s reference, guide students to understand that various individual or familial factors may contribute to the loss of empathy in some people. Most of the time, these people are just desensitized by the pain caused by hardships or traumas they have experienced. They still long for the acceptance and recognition from others. In addition, societal factors, such as scarcity of resources, will also force some people to ignore the feelings of others as well as their empathy for others, and consequently engage in inappropriate behaviors.
3. Remind students that as part of the school and community, we should offer our care for the people around us, listen to other’s needs, warm their hearts and let them know that they are not alone.

Teacher's reference

Factors that contribute to the loss of empathy

Individual factors (Slide 14)

Some people have poor self-image. These people hope to gain a sense of self-worth through exercising their power as bullies. This is the so-called “seeking happiness at the expense of others.” Bullies are usually blinded by the momentary pleasure and may not be aware of the lasting psychological pain inflicted on others.

Familial factors (Slide 15)

People who experience little love and care in their childhood may often grow up to show little or no empathy for others. Those people may act “cool” in order to gain attention from others as they yearn for the acceptance and recognition from their peers and family. Moreover, acting cool may partially hide their loneliness or emptiness in their lives, and provide temporary psychological pleasure.



Societal factors (Slide 16)

The wealth gap continues to widen in many countries. When people are deprived of basic necessities, they might have no choice but to use unlawful means to get what they need at the expense of others. In September 2018, a magnitude 7.5 earthquake struck the Minahasa Peninsula of Indonesia, leading to tsunami. It caused a huge devastation. Due to shortage of food and other supplies, some residents of the area looted shops and seized gasoline, tires, bricks, and agricultural equipment. These people should know that what they did was unlawful, and they should be aware of the distress their action might have caused to the shop owners. Yet, under such extreme circumstances, they chose to serve their own needs while ignoring the feelings and hurt of others.



ACTIVITY 4: IN-CLASS WORKSHEET (15 MINS)

OPTIONAL

1. Distribute the worksheet "To think further for the people around, I can..." (Slide 17; see page 31). Invite students to write down how they can express empathy in school, family and the community.
2. Prepare examples for sharing (please see teacher's reference).
3. Invite a few students to share their suggestions.
4. Remind students to pay attention to their attitude and tone when expressing empathy: Point out that when comforting a friend, we may tend to ask him/her to stop feeling sad, help him/her to sort out his/her problem, or even analyze and provide solutions to his/her problems. However, these actions may backfire and offend the person. For example, to a friend who is mourning the loss of a pet, saying something as follows can be hurtful: "Don't cry, it is useless to feel upset. How about buying another one? It's been sick for a



long time, and its passing away was bound to happen ...” Your friend might feel that his/her sad feelings are not being understood or even allowed. Besides, the strong bond between the pet and its owner may not be easily replaced by another pet. At this moment, what your friend needs most from you is your companionship, listening ear, and understanding of his/her feelings, rather than your judgments and solutions to the problem (Slide 18).

5. Reiterate the meaning of empathy – to put yourself in the other person’s shoes, feeling and thinking as if you were him or her. In everyday life, empathy can be expressed through trivial and simple gestures, such as offering your seat when taking public transport. Encourage students to show their kindness regardless of whether their kind actions will be appreciated. For example, you might not offer your seat to someone who does not look too old because you are not sure if the person would appreciate the gesture. Any act of kindness is virtuous and should be encouraged as long as we are taking others’ perspectives into consideration. All in all, start from oneself to bring out the caring spirit among people, so as to nurture a harmonious environment for all.



Teacher's reference

Examples on how to be empathetic (Slide 19)

At school

1. Invite classmates who are shy to join your group for group work.
2. When you meet people who are different from you, for example, in terms of skin color, appearance, abilities, etc., try to understand them by getting to know them more via interaction. Be more tolerant of differences, and do not simply reject others due to your own ignorance.
3. When interacting with others, focus on qualities that can change. For example, if your classmates have a poor examination result, encourage them to work on areas that can be improved, review the reasons behind the failure, or exchange study tips. On the contrary, it is not advisable to comment on characteristics that cannot be changed, such as skin color and inborn abilities. Criticizing people on aspects that cannot be changed would make others feel helpless.
4. Listen attentively to your classmates' sharing so that they will feel understood and accepted.

In the family or community

1. Take the initiative to help out at home.
2. Be considerate of your family members; show more tolerance and less grudges.
3. Offer your seat to those in need on public transport.
4. Put on a face mask if you are sick to prevent spreading germs to others.

ACTIVITY 5: LOVING-KINDNESS MEDITATION (3 MINS)

Please refer to Appendix I (see page 72) for the script or use the voice recording on the manual website to guide the entire practice. If teachers prefer to guide the practice themselves, they are encouraged to prepare a bell or download the tone from this app: Insight timer (<https://insighttimer.com>).

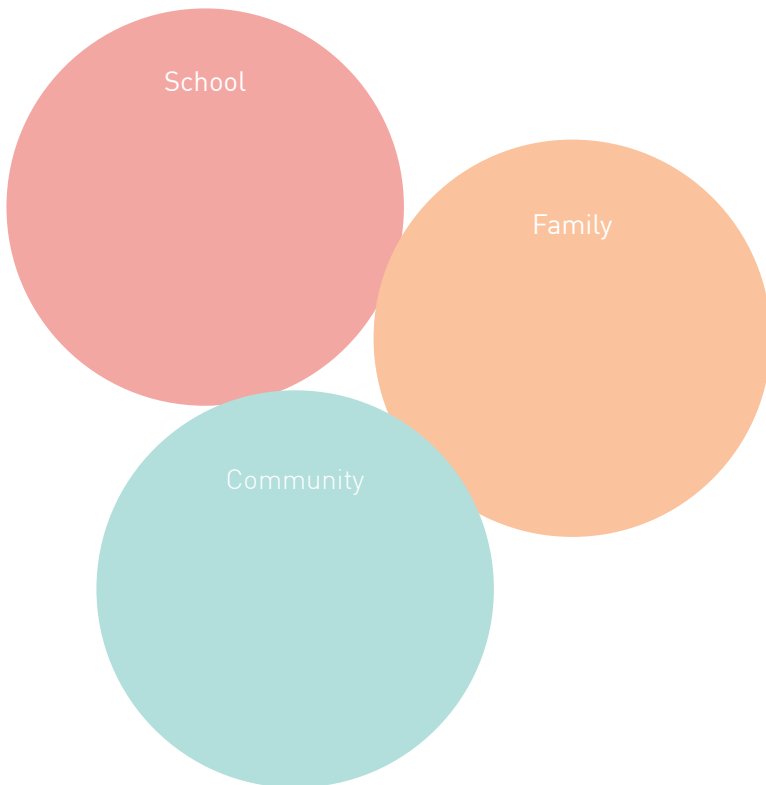
SUMMARY

1. Empathy is trying to put yourself in others' shoes, and feel others' feelings from their perspectives. It is important in interpersonal relationships.
2. Empathy is a key to building an inclusive environment. It is quite normal for students to feel uneasy when they encounter cultural differences. Sometimes they may even criticize the behaviors and practices of others from different cultures. Empathy helps them think and look through other people's lenses and understand others' perspective with tolerance and respect. It fosters mutual communication and understanding. Through empathy and communication, students may develop a deeper understanding of one another's strengths and weaknesses so that they can appreciate the differences and the complementarity involved.
3. Stress from family, school or even society, if not dealt with properly, may cause emotional issues that reduce a person's ability to empathize. We should start with ourselves and show our care and respect towards others, regardless of ethnicity. We can criticize less, and listen empathetically to make others feel loved and accepted. School is a miniature of our society. If students find one another to be trustworthy and reliable, they are more likely to have trust in the society, which can enhance harmony in the society.

TO THINK FURTHER FOR THE PEOPLE AROUND, I CAN...

IN-CLASS WORKSHEET

Write the ways in which you can express empathy in school, family and your community.



REFERENCES

Brazelton, T. B. (2001, November 20). How to raise a caring child. *Family Circle*.

03 ATTRIBUTIONAL STYLES



LEARNING OBJECTIVES

1. Help students understand and distinguish between two types of attributional styles and how they may lead to different emotional outcomes in interpersonal relationships.
2. Help students understand the importance of using situational attribution in their daily lives, so that stereotypes towards ethnic groups can be minimized.

LESSON RUNDOWN

Content	Time	Materials required
1. Video sharing - Attributional styles	20 mins	PPT 3 (Slides 2-9)
2. The relation between attributions and emotional responses – Case discussion (In-class worksheets)	30 mins	Worksheet “A Loud Passenger”; Worksheet “A Soccer Match”; PPT 3 (Slides 10-19)
3. Loving-kindness meditation (LKM)	3 mins	Appendix I or LKM recording

ACTIVITY 1: VIDEO SHARING - ATTRIBUTIONAL STYLES (20 MINS)

The video clips have been embedded in the Powerpoint file of this lesson.

Source of video: Radio Television Hong Kong
2016/7/30 《私隱何價 II：女神背後》

Video Clip 1 (Slide 2)

Discussion (Slide 3):

The girl seemed reluctant to offer her seat to the elderly. Why?



Write down the reasons proposed by students on the blackboard. Before continuing with the video, explain to students that attribution is the act of ascribing causes to events or behaviors. Using a person who is late for school as an example (Slide 4), point out that lateness can be caused by different factors, such as laziness or tardiness. Lateness can also be caused by traffic jam or physical discomfort. These causes are either “dispositional” or “situational.” Many people believe that a person’s disposition is difficult to change. If they believe that the lateness was caused by disposition (“that person has no sense of time”), they will think that the person would always be late. On the contrary, if they use situational causes to explain the incident (“that person had stomach ache”), they will believe that when the situation changes (the person is no longer bothered by stomach ache), he would not be late. It is noted that situations include a person’s circumstances as well as people or things he/she may encounter in a particular scenario.

Review the reasons suggested by students and divide those into dispositional and situational causes.

Video Clip 2 (Slide 5)

Discussion (Slide 6):

Up to this point, did most people use dispositional or situational attribution to explain the action of the girl in the incident?

Video Clip 3 (Slide 7)

Discussion (Slide 8):

Did the male protagonist and his colleagues use dispositional or situational attribution?

Video Clip 4 (Slide 9)

Debrief at the end:

Help students understand that the truth is often different from what we originally think. Although selfishness is one of the causes for not offering seat on public transport, we cannot eliminate other causes such as being disabled or unwell. If we jump to the conclusion that the other person is selfish and then criticize him/her on social media, there is a chance that we might be wrongly accusing someone.



Controversies over the use of priority seats are not uncommon in Hong Kong. For example, earlier in 2018, a kitchen worker was involved in a fight with another male passenger on the bus over the use of priority seats. As the worker was unwilling to offer the seat to the man's young children and elderly mother, both men were injured during the fight. Situational factors are often hidden behind the scene. In this particular incident, the worker had to stand in the kitchen for more than 10 hours a day and he was too exhausted to give up his seat on his way home. Although he did not belong to those categories of passengers whom the priority seats were designed for, he did have a strong need for the seat. If we simply explain others' behavior based on dispositional attribution, a lot of misunderstanding and conflict might arise.

Teacher's reference

Attribution theory

Attribution is the way in which people ascribe causes to events or behavior. People have a tendency to find out the causes of events. According to the book "The Psychology of Interpersonal Relations" (Heider, 1958), events may be caused by dispositional or situational factors:

1. Dispositional attribution: Disposition or personality is ascribed as the cause of an event or behavior (e.g. he was late because he was lazy);
2. Situational attribution: Situation is ascribed as the cause of an event or behavior (e.g. he was late because of a stomach ache).

For the sake of convenience, people tend to simplify things and ascribe events to a single cause, but not to multiple correlated causes. Furthermore, in the process of attribution, people tend to overemphasize dispositional factors and ignore situational factors when they judge others' behavior. When judging their own behavior, however, they may lean towards the opposite, i.e., ignoring dispositional factors but emphasizing the influence of situational factors on their own behavior. For example, if a friend was late for a meeting, we may attribute this to his/her laziness or having a weak sense of time. However, if the same thing happened to ourselves, we may tend to attribute the cause to traffic congestion. Psychologists refer to this phenomenon as attributional bias.

Why do we have attributional bias? We deal with a lot of information and stimuli from the environment on a daily basis. As a result, we tend to use mental shortcuts or heuristics to form knowledge about the world in order to lower our cognitive load. Fiske & Taylor (1984) use the term "cognitive misers" to describe people who have a tendency to use mental shortcuts for mental processes. To save time and mental energy, cognitive misers are inclined to make dispositional attribution to explain the behavior of others and underestimate the influence of situational factors. In interpersonal relationships, if we always attribute others' behaviors to their dispositions, it will lead to misunderstanding and less tolerance. For instance, if a teacher attributes a student's substandard performance in examination to laziness or a lack of motivation, he or she may overlook the student's learning needs and difficulties. To sum up, it is important for us to consider different situational causes of events in daily lives and try to understand things from different perspectives.

ACTIVITY 2: THE RELATION BETWEEN ATTRIBUTIONS AND EMOTIONAL RESPONSES (30 MINS)

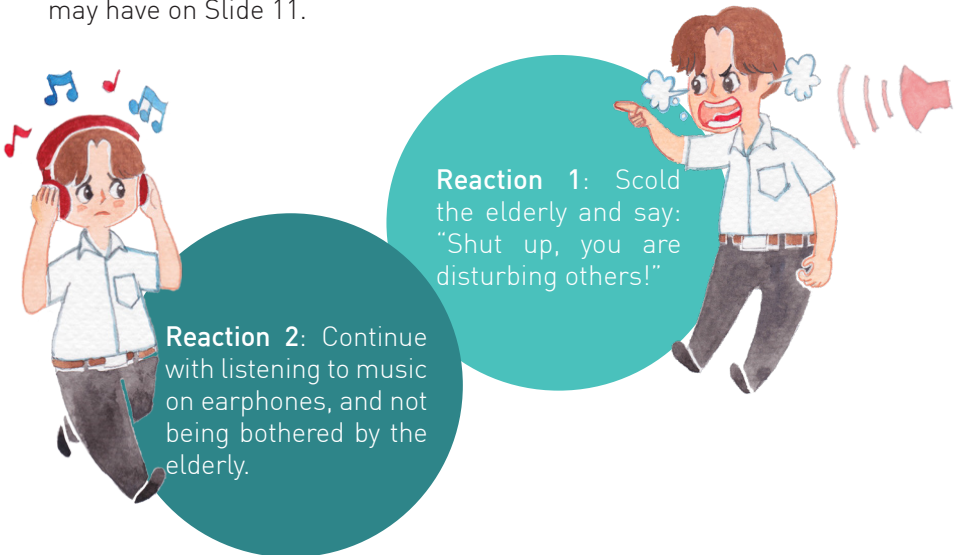


2.1 Scenario 1: A loud passenger

1. Go through the scenario on Slide 10 with students.

A student is going home by MTR after school. As he sits down and is about to close his eyes for a short nap, the elderly sitting next to him starts chattering loudly over the phone, attracting the attention of other passengers.

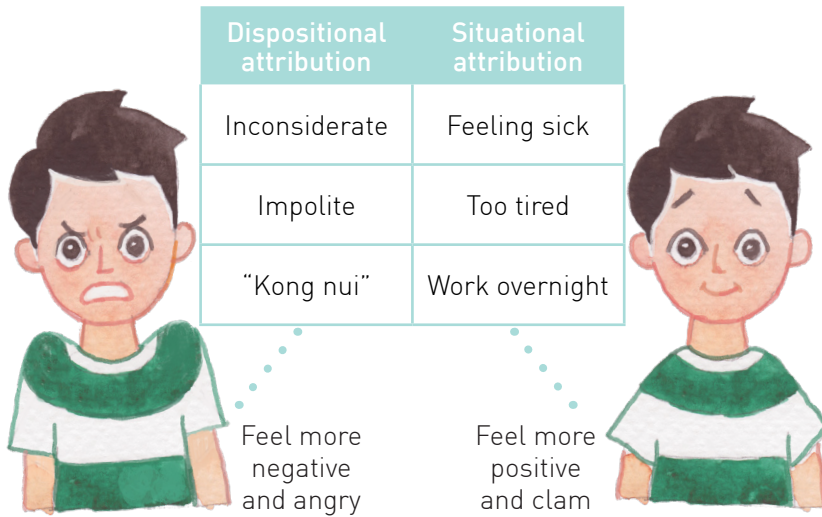
2. Ask students: "How would you react in this situation if you were the student?" Meanwhile, show the two possible reactions the student may have on Slide 11.



3. Ask students: "Are the two reactions mentioned just now based on different attributions of the elderly's behavior?" Distribute worksheet: "Scenario 1: A loud passenger" (Slide 12; see page 43). Invite students to guess and write down different attributions behind these two reactions.
4. Invite students to share their answers. Write them down on the blackboard and classify those causes into dispositional or situational causes.
5. Using Slide 13, point out that different attribution approaches would lead to different emotional reactions and consequences.

- 5.1. The student who displayed the first reaction may have used dispositional attribution, for example, “the elderly was inconsiderate” and therefore he shouted at the elderly out of anger. On the contrary, the student who displayed the second reaction may have considered multiple causes including situational causes for the elderly passenger to talk so loudly on the phone (for instance, the elderly could not hear well). This student may understand that it is not uncommon for an elderly to talk loudly – perhaps his grandparents are like that too. Hence, he was able to tolerate and was not as irritated. Focusing on dispositional causes may generate more negative feelings, and lead to a reluctance to show empathy towards others. Conflicts are likely to happen as a result. However, if we are willing to consider different situational factors, we may not only feel more positive, but also may handle the situation more objectively.
- 5.2. Invite students to recall the restaurant scene from the video in Activity 1 and ask (Slide 14): “The mother at the restaurant kept scolding the female protagonist, labeling her as a typical Hong Kong girl (“Kong Nui”). What is a typical Hong Kong girl like? Which attribution approach did the mother use? How did the mother feel, and how did the female protagonist react to the mother’s comment?” Discuss with students and point out the following: “The mother labeled the girl as a typical Hong Kong girl and criticized her as being selfish. The mother had not considered other possibilities but simply used dispositional attribution in this case. Her action of scolding the girl at the restaurant revealed her anger towards the girl’s “selfishness.”

Referring to the office scene (Slide 15), ask students: “How did the male protagonist and his colleagues think about the whole incident? What were their emotional responses at the time?” Discuss with students and point out the following: “The male protagonist and his colleagues wondered if the girl had her own difficulties and tried to consider the causes from different perspectives. One of them even empathetically imagined if he had to work overnight, he would be too tired to give up his seat too. Their emotions were calm, and they were willing to find out the truth from the girl.”



6. Conclusion: With the above two scenarios, help students understand that using dispositional attribution may more likely lead to anger or disgust and such feelings are harder to settle. Individuals who attribute an event dispositionally are often less willing to further understand the situation and usually find it harder to forgive others. On the other hand, individuals who attribute a negative event situationally are usually calmer and more willing to understand the full picture of the event. They are more likely to forgive others too. We have learnt that attribution plays an important role in shaping our emotions, and subsequently how we view and interact with people around us. Relying on situational attribution may enable us to free ourselves from rigid thoughts and unfriendly attitudes towards others, even if we cannot get hold of the full picture pertaining to the incident.



2.2 Scenario 2: The soccer match

OPTIONAL

1. Use the illustrations on Slide 16 to describe the scenario (please see the next page).
2. Depending on the number of students, split them into 4 or 8 groups, with 4 or 5 students in each group. Distribute the worksheet: "Scenario 2: The soccer match" to each group (see page 44). There are four blank boxes on each worksheet. Ask each group to write the answer to the first question in the first box "A," and then pass the worksheet to the next group. The next group will then write the answer to the second question in the second box "B," and then pass

You are the captain of your school's soccer team. In order to prepare for the upcoming interschool match, you invited your rival team from another school for a friendly match.



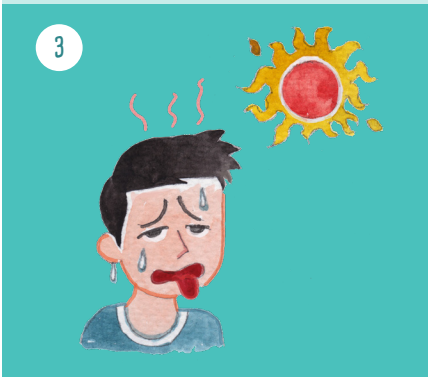
2

我們會遲到。
We will Be Late.

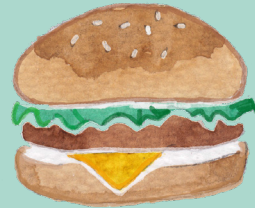


As you arrived at the pitch, the captain from the other team called and said they would be running late.

You and your teammates waited for almost half an hour, sweaty and exhausted from the heat.



4



The other team finally arrived with hamburgers in their hands.

the worksheet to the next group. Do this until all four boxes are filled. During the process, students are asked to infer the emotional and behavioral consequences following different attributions. Teachers are suggested to split the students into groups of 4 or 8 so that all students would have a chance in filling in at least one of the blank boxes.)

3. Explain the rules of the worksheet: "There are four blank boxes on the worksheet: A, B, C, D. In a moment, I will display four questions one by one on the slide (Slide 17). You may discuss and write the answer in the corresponding box, and leave the other boxes blank."

4. Display the first question ("A") on Slide 17: "Why do you think the team was late for the match? Write your answer in Box A."
5. When all the groups have filled in Box A, ask students to pass the worksheet to the next group. Display the second question ("B"): "Based on the answer from Box A, write down whether this is a situational or dispositional attribution. There is no need to fill in other boxes."
6. After all groups have filled in the second box ("B"), ask students to pass the worksheet to the next group. Display the third question ("C"): "Based on the attribution in Box B, write down the possible emotions it leads to. There is no need to fill in other spaces."
7. When all the groups have filled in the third box ("C"), ask students to pass the worksheet to the last group. Display the last question ("D"): "Based on the emotions written in the previous box ('C'), write down the actions that may result."
8. When this activity is completed, invite students to share the answers written on the worksheet. Guide students as follows: "What are the differences in the emotional responses and actions under dispositional and situational attributions, respectively?"
9. Using Slide 18, point out that when students used dispositional attribution, such as thinking that the other team was disrespectful to arrive late and with hamburgers in their hands, they might feel angry and scold the other team, or even cancel the match. On the other hand, if students ascribed situational causes, such as considering the heavy traffic or the possibility that they were too rush to have lunch and had to buy hamburgers to eat, they would be relatively calmer. They might only complain briefly to the other team and then reconcile.
10. Debrief on both scenarios using Slide 19: Whether at individual or group level, there are different causes behind each incident, including dispositional and situational factors. It is normal to feel angry or irritated when negative things happen. We tend to ascribe dispositional causes to events, because it is the most straightforward and requires the least mental effort. However, due to this tendency, we are prone to underestimate the influence of situational factors, i.e., the circumstances. As a result, we are not able to react or judge objectively and appropriately. Taking this point further, in conflicts between people of different ethnicities or groups, we might infer others' intentions based on racial stereotypes, such as concluding that everyone from a particular ethnic group is impolite or ill-mannered, which may lead to even bigger misunderstanding and conflicts. On the contrary, if we consider situational factors and try to understand others' situation, such as difficulty in adjustment, social relations could be enhanced. In our interactions with others, if we are more willing to understand other people and groups with tolerance, and

refrain from passing quick judgments, we may be able to forgive others more easily, interpersonal conflicts may then be reduced. If we stress on dispositional causes, however, we would not be able to remain objective when dealing with other people or other groups. It is very likely that it will lead to ill feelings among all parties, and even adverse consequences such as conflicts and clashes, which no one would benefit.

ACTIVITY 3: LOVING-KINDNESS MEDITATION (3 MINS)

Please refer to Appendix I (see page 72) for the script or use the voice recording on the manual website to guide the entire practice. If teachers prefer to guide the practice themselves, they are encouraged to prepare a bell or download the tone from this app: Insight timer (<https://insighttimer.com>).

SUMMARY

1. Attribution is the act of assigning causes to an event or behavior. Dispositional attribution and situational attribution are two types of attributional styles.
2. Dispositional attribution refers to attributing the causes of a certain event to the personality of a person, such as being lazy. On the contrary, situational attribution refers to attributing an event to circumstances, such as traffic congestion.
3. When facing the negative behaviors of others or people from an out-group, using dispositional attribution may make us feel more negative. We would also be less willing to understand the event from multiple perspectives and would find it harder to forgive others. In contrast, we would feel calmer and be more willing to understand the full picture of the event if we consider situational causes. This leads to more harmonious relationships.
4. When facing cultural differences, if students constantly apply dispositional attribution and ignore the situational factors, they can no longer be objective. This could deepen the misunderstanding between Chinese and non-Chinese students. On the contrary, if students are able to take the perspective of others, understand their cultural practices or situations, and consider situational influences when explaining the behaviors of others, they would not make judgments hastily. This is a key to building an inclusive school.

SCENARIO 1: A LOUD PASSENGER IN-CLASS WORKSHEET

From the two responses below, we can see that the passenger has different views towards why the elderly talked loudly on train. Get yourselves into groups and discuss the possible attributions under each response.

A student is going home by MTR after school. As he sits down and is about to close his eyes for a short nap, the elderly sitting next to him starts chattering loudly over the phone, attracting the attention of other passengers.

Reaction 1: Scold the elderly and say: "Shut up, you are disturbing others!"

He talked loudly because...

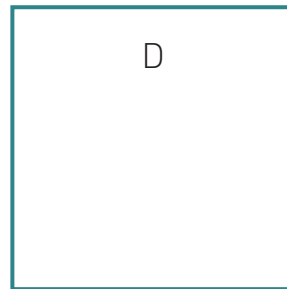
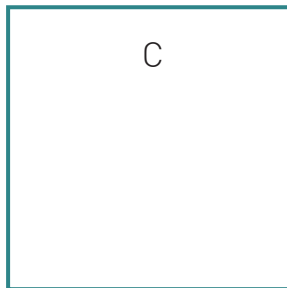
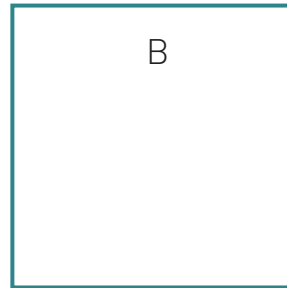
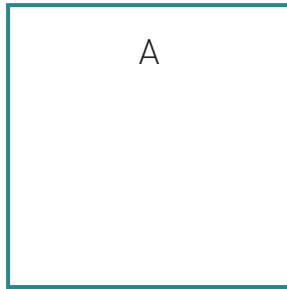


Reaction 2: Continue with listening to music on earphones, and not being bothered by the elderly.



He talked loudly because...

SCENARIO 2: THE SOCCER MATCH IN-CLASS WORKSHEET

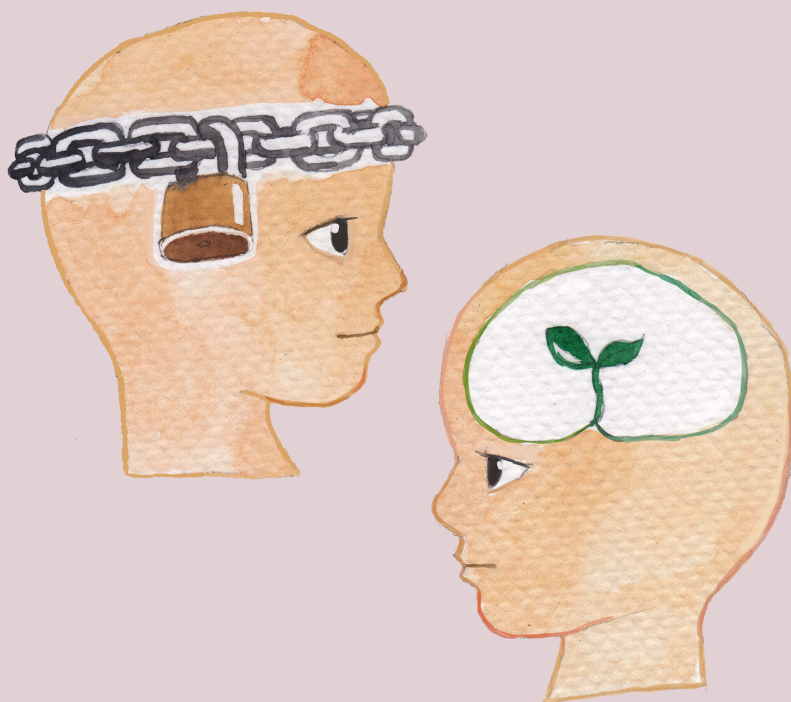


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04 GROWTH MINDSET



LEARNING OBJECTIVES

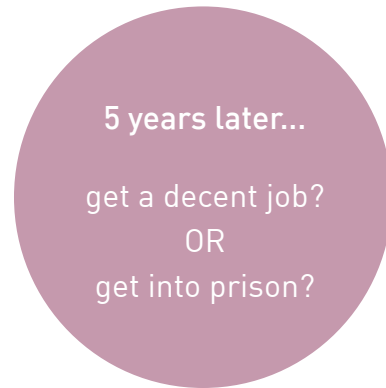
1. Help students distinguish how “fixed mindset” and “growth mindset” influence our thoughts, behaviors and attitudes towards ourselves and others.
2. Help students understand that apart from appearance, our personality and preferences change as situations change.
3. Help students experience the change of membership between in-group and out-group, so as to understand that the boundaries between in-groups and out-groups are not fixed.
4. Help students know how mindsets affect our attributional styles, the way we use stereotypes, our understanding of group boundaries and the way we handle interpersonal relationships.
5. Help students understand that a growth mindset is conducive to positive self-growth and good interpersonal relationships. Encourage students to develop a growth mindset.

LESSON RUNDOWN

Content	Time	Materials required
1. Video sharing	10 mins	PPT 4 (Slides 2-4)
2. “Fixed Mindset” vs. “Growth Mindset”	10 mins	PPT 4 (Slides 5-6)
3. Guess who?	5 mins	PPT 4 (Slides 7-8)
4. Let’s make a net!	15 mins	PPT 4 (Slides 9-11)
5. The relation between mindsets and groups	10 mins	PPT 4 (Slides 12-14)
6. Loving-kindness meditation	3 mins	Appendix I or LKM recording

ACTIVITY 1: VIDEO SHARING (10 MINUTES)

1. Start off by asking students: "Imagine a classmate who has gone astray. He/she became a truant, got involved in fights and gangs, or even taken drugs. What do you think he/she would become in five years' time? Would he/she enter university, have a decent job, or get into prison and still be addicted to drugs (Slide 2)?"



2. Collect the views from students and ask: "Why do you think he/she would end up that way?"
3. Based on the discussion above, guide students to discuss how different mindsets affect the way we appraise others.
4. Point out that if we think it is difficult for people to change because of fixed innate personality and ability, we will believe that the classmate who has gone astray would be difficult to get back to the right path, continue to misbehave after graduation, and even go to prison for committing an offence. By contrast, if we believe in people's capability to change and grow, we will think that the classmate would be able to return to the right path through hard work, encouragement from parents, or support from their teachers. He/she might be able to enter university and find a decent job after graduation.
5. Show video (Slide 3): We are not able to include the video clips on the PowerPoint appended to this booklet due to copyright restrictions. Please type "毒海重生呂榮豪 運動磨練意志" on YouTube and look for the video. Play the entire video.

The video is about Mr. Wing-ho Lui, a graduate from Christian Zheng Sheng College who was eventually admitted to the Chinese University of Hong Kong. Wing-ho was charged with assault three times and sent to juvenile home when he was a teenager.

During his time in Zheng Sheng, he still got into fights with other students and was sent to the police by the principal. Despite making the same mistake repeatedly, Wing-ho's parents never gave up on him.



6. Lead the discussion with the following (Slide 4):
- What do you think are the reasons for the change in Wing-ho?
 - What did Wing-ho think about his capability to change?
 - What did Wing-ho's parents and principals think about Wing-ho's capability to change?
 - If Wing-ho had not been given a chance by anyone, what would likely happen to him?

7. Guide students to see that Wing-ho's parents, principal, and teachers believed in his capability to change and this was the reason why they never gave up on him and provided him with opportunities to change through continuous encouragement. On the other hand, Wing-ho also believed in his capability to change. With this mindset, Wing-ho accepted new challenges, overcame his addiction to drugs, entered an university, and eventually aimed to be a PE teacher. As seen in the video, the people around Wing-ho, including his parents, teachers, and schoolmates, all held an open attitude towards him. They accepted his past without judgment and gave him a chance to turn over a new leaf. If Wing-ho had not believed in his ability to change, he would not have tried even if others offered him a chance to change. Wing-ho's peers or teachers might thus be disappointed and alienated from him in their relationship with him. This shows how different mindsets affect the way we learn, how we develop and behave towards others and our interpersonal relationships.
8. Ask students to reflect and share if they have ever thought that people, including themselves, cannot be changed. For example, they may think that those who are bad at simple calculation have no mathematical talent, and those who cannot swim well have poor athletic genes. Such thoughts point towards the underlying belief that the current ability or behavior reflects the innate unchangeable traits. Guide students to understand that having such a fixed mindset will only impede learning and improvement.



Wing-ho's parents, principal, and teachers believed in his capability to change. Wing-ho also believed in his capability to change. That's what we called a growth mindset.



ACTIVITY 2: "FIXED MINDSET" VS. "GROWTH MINDSET" (10 MINS)

Following the last activity, explain what "fixed mindset" and "growth mindset" are. Compare and contrast the two as follows (Slides 5-6):

Fixed Mindset	Growth Mindset
<ul style="list-style-type: none"> ▶ Believe that a person's personality and ability are inherent and cannot be changed 	<ul style="list-style-type: none"> ▶ Believe that a person's personality and ability can change and develop
<ul style="list-style-type: none"> ▶ Emphasize talent 	<ul style="list-style-type: none"> ▶ Emphasize hard work
<ul style="list-style-type: none"> ▶ Less receptive to challenges and learning new things in order to avoid losing face or exposing one's shortcomings 	<ul style="list-style-type: none"> ▶ More willing to learn from mistakes and accept challenges ▶ believe that failure is an opportunity for growth ▶ maintain an open mind when encountering new things
<ul style="list-style-type: none"> ▶ Give up after a failure 	<ul style="list-style-type: none"> ▶ Persist with hard work despite failures
<ul style="list-style-type: none"> ▶ Attribute others' mistakes to their fixed traits and believe that others cannot change 	<ul style="list-style-type: none"> ▶ Consider situational influences and allow room for others to change when others make mistakes



Teacher's reference

Fixed mindset & growth mindset

Carol Dweck (2006), a Professor of Psychology, posits that people may have two different kinds of mindsets regarding intelligence, personality, and ability. These two mindsets are namely, "fixed mindset" and "growth mindset." People with a fixed mindset believe that personality and ability are innate and cannot be changed. These people usually attribute success to fixed factors. They are afraid of challenges and failures, because they see failures as a reflection of their lack of talent or ability.

Conversely, people with a growth mindset believe that their own characteristics, such as personality, intelligence and ability, are improvable through hard work, experience and help from others. They welcome challenges and see failures as learning opportunities.

ACTIVITY 3: GUESS WHO? (5 MINS)**OPTIONAL**

1. Using several past and recent photos of celebrities found on the internet, or the teachers' own photos, show students the past photos first and then ask students to guess who the person is in each photo (Slides 7-8).
2. Point out that not only may appearance change, one's personality, preferences, and even intelligence, ability and behavior may also change over time. Then invite students to share their changes that go beyond appearance..
3. Give an example: "I used to cry easily when I was small. This gradually changed as I grew up. I become braver now, and I am no longer afraid of asking for help from teachers and classmates. Of course, I don't cry as much as before!"
4. During the discussion, students may talk more about changes in appearance, for example, their facial appearance, height or hair style. Encourage students to think beyond appearance and pay attention to internal changes, such as personality and personal preferences.

ACTIVITY 4: LET'S MAKE A NET! (15 MINS)

There are two parts in this activity: competition and collaboration. It is hoped that students can understand the possibility of change in boundaries between in-groups and out-groups, apart from changes in appearance, behaviors and personality.

As students may bump into each other during the activity, another teacher or teaching assistant may be present, if possible, to provide additional supervision.



01 Competitive mode

Aim

Let students form oppositional groups and play against each other, so as to highlight the boundary between an in-group and an out-group.

Game Rules

1. Invite students to form groups of four or five.
2. Distribute a piece of rope to each group; each rope should measure the same in length. Tell students the objective is to make a net with the piece of rope, and then place as many books on the net as they can in five minutes. The group with the most books on their net at the end of the countdown will be declared winner. Check if the classroom has sufficient number of books for this activity. If not, pencil cases or textbooks can be used instead.
3. During the game, monitor students closely. If students have difficulty holding up the net with all the books, stop them from putting more books on the net and remind them to pay attention to safety.
4. When time is up, count the number of books on each group's net and announce the winner.

Materials needed

1. Several pieces of rope are required for this game (1.5 meters in length each). The number of pieces of rope needed depends on the size of the class. Students are advised to form groups of 4 or 5 and each group would require one piece of rope.
2. Before the activity, demonstrate with 3 volunteers on how to make a simple net using the rope (Slide 9).



02

Collaborative mode

Aim

Let students form a big group, cooperate with each other to make a big net and achieve the game's objective collaboratively.

Game Rules

1. Begin the latter part of this activity by saying: "You have a new challenge this time. Your mission now is to place 50 books (depending on how thick or heavy the books are) on the net that you make. It is also possible to re-arrange your grouping, and we have no limits on the number of members that you can now recruit to form a new team. How would you approach this challenge?"
2. Depending on students' responses, the following hint can be given: "Fifty books are a lot heavier than a few of them. What sort of net would you need to carry 50 books?"
3. Wait for an appropriate response from the class. After that, assist students to combine all the ropes to make a bigger net for the 50 books.

Delivering the key messages of this activity

1. Ask students: “We talked about how appearance, behaviors and personality may change with time and circumstances. From the competitive to the collaborative mode of this activity, what changes have you experienced?” Depending on their responses, guide students to see that one of the changes they experienced was the change in the boundaries between in-groups and out-groups (Slide 10).
2. Point out that in the face of competition, opposition between groups leads to the formation of in-groups and out-groups. Conversely, common goals may turn oppositional groups into cooperative groups. Members from the groups can shift from being each other’s opponents to each other’s teammates.
 - 2.1. In-group: “us,” i.e., “our own people,” such as people of the same team or the same ethnic group.
 - 2.2. Out-group: “others,” i.e., people who are different from “us,” such as people of the oppositional teams or other ethnic groups.



3. Guide students to understand that the boundaries between in-groups and out-groups are vague. In the first round of the game, the “competition mode,” they would consider classmates from other groups as “out-group,” while those in their own team as “in-group.” In the second round of the game, when all of them had a common goal, those very same classmates who were once their opponents became their teammates. From this, they experienced a shift between in-groups and out-groups. A lot of times, groups are formed on the basis of the differences between group members, such as differences in background or perspectives. It does not mean that members from out-groups can never be “one of us” someday. As long as we keep an open mind, and try to reach out and understand people from out-groups, we shall realize that we are actually more similar than different (Slide 11).



ACTIVITY 5: THE RELATION BETWEEN MINDSETS AND GROUPS (10 MINS)

1. Using Slide 12, discuss with students: “Through the last activity, we experienced a change in in-group and out-group membership and realize that the boundaries between groups are vague and changeable. It shows that a growth mindset can be applied to group boundaries and even the way we view other groups. This difference in beliefs affects the way we interpret and respond to interpersonal conflicts. So how do different mindsets affect our thoughts, attitudes and behaviors towards the other groups? Which mindset is more conducive to having positive interpersonal relationships?” Summarize the discussion from students and the teacher’s reference on the next page, and guide students to understand the following:
 - 1.1. People with a fixed mindset are more prone to use dispositional attribution, while people with a growth mindset tend to use situational attribution.
 - 1.2. People with a fixed mindset are more likely to be affected by stereotypes compared to people with a growth mindset.
 - 1.3. People with a fixed mindset tend not to believe in the malleability of group boundaries, while those with a growth mindset hold a more flexible view.
 - 1.4. People with a fixed mindset get more easily into interpersonal conflicts but this is not the case for people with a growth mindset.
2. Lastly, encourage students to develop a growth mindset: “We learned about ‘fixed’ and ‘growth’ mindset in today’s lesson. Whether we view ourselves, others, or even groups as changeable will affect the way we learn and how we interact with other people and other groups. From today’s discussion, we now know that a growth mindset can influence us in positive ways. This mindset helps us understand that our personality and ability, as well as group characteristics and boundaries are malleable. All these are subject to change under different circumstances (Slide 14). This implies that people are not going to act badly forever. With hard work and the right support, they can overcome their own shortcomings and change. We encourage each and every one of you to be supportive of others’ improvement, be aware of the mindsets you are holding under different situations, and remind yourselves to adopt a growth mindset.”

Teacher's reference

The relation between mindsets and groups (Slide 13)**Attributional styles**

If we believe that the characteristics of a group are fixed and cannot be changed, this “fixed mindset” would likely lead us to underestimate the influence of situational factors when we try to explain the behaviors of the other groups. We may then think that their behaviors are related to the fixed characteristics of the groups. On the other hand, if we believe that the characteristics of a group are not fixed and thus can be changed, we might be more open to situational attribution when explaining others' behaviors.

The use of stereotypes

People with a fixed mindset are more prone to neglect the individuality of people and believe in the uniformity of a group. They tend to endorse stereotypes and make generalizations about individuals. By contrast, those who hold a growth mindset use stereotypes flexibly and do not let stereotypes override their judgments. The study by Levy, Stroessner, and Dweck (1998) confirmed this by showing that people who held a fixed mindset would form more stereotypical judgments towards others from different racial or occupational groups. They would also tend to make extreme trait-based judgments towards out-groups.

The understanding of group boundaries

If we believe that group boundaries are fixed and members from an out-group can never be “one of us,” this “fixed mindset” would likely lead to a more hostile attitude towards the out-group members, and stronger bias favoring in-group members. As a result, the intergroup relationships would be worsen. By contrast, if we hold a growth mindset about group boundaries and understand that they are changeable, this mindset would make us more open and tolerant to both in-group and out-group members, leading to more harmonious intergroup relationships.

Teacher's reference

Interpersonal conflict

In a study by Yeager, Miu, Powers, and Dweck (2013), students first read a hypothetical scenario and then participated in a computer simulation activity to experience social exclusion. Afterwards, participants were asked what caused the intent of the hostile behaviors in the scenario. The results revealed that those with fixed mindset were more likely to view the provocative behaviors in the scenario as being intentional and inclined to react aggressively. In addition, Yeager (2017) found that people with fixed mindsets would view social conflicts as very stressful and believe that they do not have enough resources to deal with the stressor. These people tended to see their own abilities as fixed and question whether they have the ability to cope with interpersonal issues. They were inclined to view social conflicts as "threats." On the contrary, people with growth mindsets would not consider the interpersonal issues as permanent. They would believe in the malleability of themselves, other people, as well as social groups. Therefore, they probably regarded social adversity as transient. They would also believe that they have the ability to deal with the stressors, and see social conflicts as "challenges." From this we can see that mindsets affect our appraisal of others and how we think about the cause and effect of social encounters, from which we judge how demanding the stressor is, and whether we have the resources to deal with the stressor.

ACTIVITY 6: LOVING-KINDNESS MEDITATION (3 MINS)

Please refer to Appendix I (see page 72) for the script or use the voice recording on the manual website to guide the entire practice. If teachers prefer to guide the practice themselves, they are encouraged to prepare a bell or download the tone from this app: Insight timer (<https://insighttimer.com>).

SUMMARY

1. People who have a fixed mindset believe that personality and ability are inherent and cannot be changed. Conversely, people with a growth mindset believe that personality and ability will change and develop. Mindsets play an important role in personal growth and interpersonal relationships.
2. Apart from appearance, many attributes can change with time and circumstances. They include personality, ability, behaviors, and even the boundaries between in-groups and out-groups.
3. Depending on circumstances, anyone can either be members of an in-group, or opponents from an out-group. In a diverse learning environment, due to the differences in ethnicity, appearance or preferences, minorities are often treated as out-groups. However, the boundaries between groups are not fixed. By engaging in cooperative activities, we can work towards common goals by harnessing our strengths together, and experience the change of group boundaries.
4. If we adopt a growth mindset towards groups, we would be more open-minded and tolerant towards both in-groups and out-groups. We would be less affected by stereotypical thinking, leading to more harmonious relationships between groups. However, if we have a fixed mindset towards groups, we may show stronger bias favoring members in our in-group, while being more hostile towards out-group members. A fixed mindset would also tend to make us more susceptible to relying on stereotypes and thus lead to less harmonious interpersonal relationships.

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05
COMMON IDENTITY &
GRATITUDE



LEARNING OBJECTIVES

1. Help students understand that they will always find commonalities among people, such as similar likes, dislikes, dreams, and hopes, despite differences in ethnicity, skin color, birthplace or language.
2. Nurture an attitude of gratitude in students and encourage them to express gratitude to their family, teachers, and classmates.

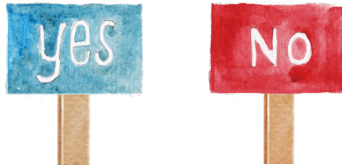
LESSON RUNDOWN

Content	Time	Materials required
1. I ask, you answer	10 mins	PPT 5 (Slides 2-8)
2. Video sharing	10 mins	PPT 5 (Slide 9-10)
3. Gratitude exercise	10 mins	Cornflakes; PPT 5 (Slide 11-12)
4. Highlights	5 mins	PPT 5 (Slide 13)
5. Loving-kindness meditation	3 mins	Appendix I or LKM recording

ACTIVITY 1: I ASK, YOU ANSWER (10 MINS)

Materials

For each student, prepare cardboard signs with either “yes” or “no” printed on each side (see below). They will be used by students to express their views in this activity.



1. Start off by saying: “We spent the past 4 lessons looking into different psychological theories and concepts. However, we did not have a chance to understand your background and innermost thoughts. Coming to the end of this program, we would like to understand you more, and at the same time, help you understand yourself better through this activity.”
2. Distribute the “yes or no” cardboard signs to students.
3. Inform students that they will see seven statements on the screen shortly. Invite them to express their views for each statement. If they agree with that statement, they are to hold up the sign with “yes” facing the front. If they disagree with that statement, they are to hold up the sign with “no” facing the front. Each student may have different views towards the statements. Encourage students to express their views based on their own feelings. Demonstrate how it is done while explaining the above instructions.
4. Read out the following statements one by one. Pause after each statement for students to express their views (Slides 2-8).
 - 4.1. You were born in Hong Kong.
 - 4.2. Your first language is Cantonese.
 - 4.3. You believe in ghosts.
 - 4.4. You believe in U.F.O. or aliens.
 - 4.5. You are afraid of being sick.
 - 4.6. You hope to have someone who understands you.
 - 4.7. You hope to have a pleasant life after you grow up.



5. Ask students if they notice that compared with the statements shown at the beginning, there were more “yes” responses for the statements displayed later. Invite them to consider why.
6. Sum up the responses from students. Point out that the first two statements are facts that cannot be changed (birthplace and first language). Hence, some classmates would display “yes,” while some would display “no.” The two statements that followed had nothing to do with right or wrong and not related to ethnicity (believing in the existence of ghosts, U.F.O or aliens). Students who were born in different places or speak different languages may still think alike. The last three statements are related to the common fears or hopes shared by most people (fear of being sick; hope for a pleasant adult life). For these 3 statements, most of us would share the same view despite our differences in ethnicity or beliefs. This is what we call common humanity. If we look closely, it is not hard to see that as human beings, we have more in common than we think. People of different ethnicities can share the same beliefs, or even the same likes, dislikes, dreams, and hopes. For the sake of convenience, we are inclined to put others in groups on the basis of appearance or features that cannot be changed. This inclination leads to generalized views about people. This categorization, however, is superficial and as if putting people into imaginary boxes. In many occasions, we are drawn to people who are similar to us, while we are reluctant to interact with people who appear different from us. This may not only limit our chances of making new friends but may also result in conflicts. If we are willing to take the initiative to know different people, we may discover similarities that are not apparent.
7. Invite students to discuss and share what commonalities they have with their classmates.



ACTIVITY 2: VIDEO SHARING (10 MINS)

1. Introduce the activity: "Through the previous activity, we learned that we all share something in common no matter how different we may appear to be. We have a tendency to focus on differences rather than similarities. In addition, we also have a tendency to focus on what we don't have rather than what we already have..."
2. Play the video (Slide 9). We are not able to include the video clips to the PowerPoint appended to this booklet due to copyright restrictions. Please type "Chicken a la carte" on YouTube and play the video.
3. After the video, invite students to share any thoughts or feelings. Use the following guiding questions (Slide 10).
 - 3.1. Did you notice what the father did before eating?
 - 3.2. Why did the father say grace with his family before he had his meal with his family? Why did he even teach his children to do so?
 - 3.3. Have you ever paid attention to the food you eat every day? Are you grateful for it?



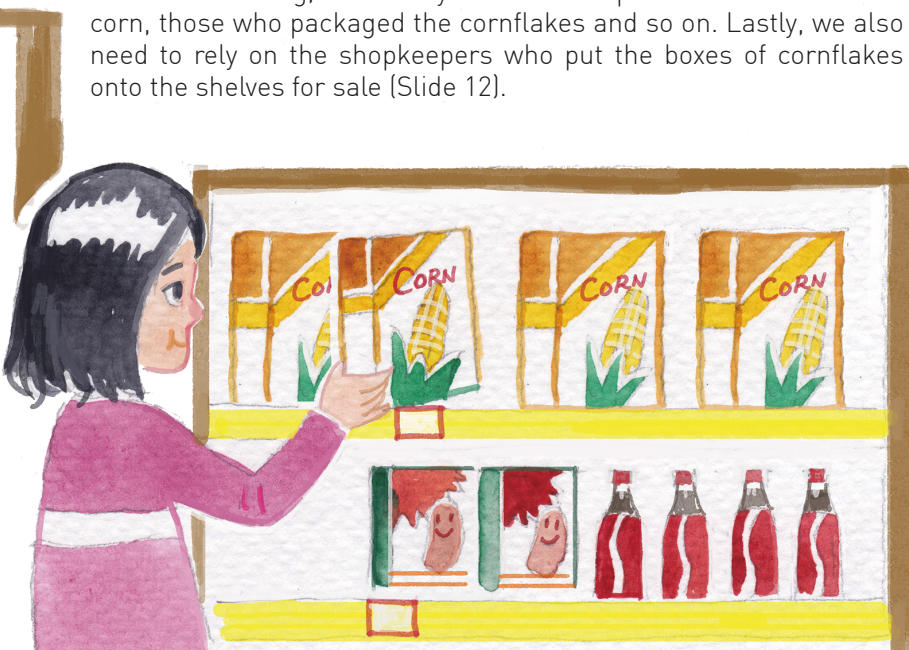
ACTIVITY 3: GRATITUDE EXERCISE (10 MINS)

Materials needed

1. Cornflakes (one piece for each student)
2. Wet tissues

Gratitude exercise

1. Distribute wet tissues to students for cleaning their hands and then place a piece of cornflake to each student's palms.
2. Using the gratitude exercise script on the next page, guide students through the exercise.
3. When all students have swallowed their cornflakes, invite a few students to share their feelings after the exercise.
4. Ask students: "Have you ever thought of what this small cornflake had gone through before arriving at your hands? Who or what were involved in the entire process?"
5. Summarize the responses from students. Point out that from growing in the soil to being harvested and roasted to be a piece of cornflake, the production process of this corn kernel relies on the efforts of different people. They include the farmers who worked on the cornfields, the truck drivers who transported the corn to the factory for manufacturing, the factory workers who pressed and toasted the corn, those who packaged the cornflakes and so on. Lastly, we also need to rely on the shopkeepers who put the boxes of cornflakes onto the shelves for sale (Slide 12).



Gratitude Exercise

First, holding the cornflake in the palm.

Focusing on the cornflake. Looking at it carefully and attentively. Exploring every part of the cornflake, examining the folds, ridges, and any asymmetries or unique features.

Now closing your eyes and focusing on your sense of touch. Exploring how the cornflake feels with your fingers.

You may choose to keep your eyes closed or opened. Holding the cornflake beneath your nose, breathing in deeply; taking in any smell, or fragrance that may arise. At the same time, noticing interesting experience that may be arising in your mouth or stomach.

Before placing the cornflake in the mouth, try to imagine everything this small cornflake has gone through before arriving at your hands. Who and what were involved in the process?

When you are ready, placing the cornflake near your lips, and then putting it gently on your tongue. Without chewing, spending a few moments in exploring the sensations of the taste and texture of the cornflake. Noticing any sweet, salty or other sensations of taste with the tongue... When you are ready to chew the cornflake, you may take a bite attentively. Now how does the feeling about the cornflake change in your mouth?

Finally, continue in chewing this cornflake slowly, then swallowing it when you are ready.



6. Lastly, guide students to understand that although cornflakes may just be one of the many breakfast options and can be easily purchased in supermarkets, a piece of corn kernel has to go through complicated procedures and rely on the efforts of different people, in order to become a crispy piece of cornflake. In a similar vein, our growth also requires a lot of support. Things that may look trivial or things that we may take for granted in our daily lives are usually the results of continual dedication from our family. We should feel grateful to have the support and understanding from family during hard times. Although sometimes we might be frustrated with our family and overlook their contributions, we have to understand that everyone has his or her shortcomings. Our family members also need our understanding and care. It is important for us to take in the love and efforts that others have made and express our gratitude to them in different ways.

ACTIVITY 4: HIGHLIGHTS (5 MINS)

OPTIONAL

If available, display any photos or videos taken during this program (Slide 13), so that students can revisit the times they shared with their classmates.

ACTIVITY 5: LOVING-KINDNESS MEDITATION (3 MINS)

Please refer to Appendix I (see page 72) for the script or use the voice recording on the manual website to guide the entire practice. If teachers prefer to guide the practice themselves, they are encouraged to prepare a bell or download the tone from this app: Insight timer (<https://insighttimer.com>).

Teacher's reference

1. We may all look different, but we share a lot in common. For example, everyone is afraid of getting sick, and hope to lead a pleasant life. These kinds of fears and hopes are in all of us, regardless of our ethnicity or skin color. Once we are aware of the common humanity that we all share, we will not insist on the differences among people of different ethnicities and will be more open to making friends with them.

2. Gratitude is a feeling of appreciation. It is both a positive personality trait as well as an emotion (Emmons & Mishra, 2011; Mikulincer & Shaver, 2010). The feeling of gratitude can be induced by benefits or gifts we receive, such as getting a pair of shiny new shoes from our parent; or things that are more abstract, such as feeling contented upon seeing the blue sky. People generally feel grateful towards specific targets, for example, parents, teachers or friends from school. However, gratitude sometimes can also be inspired by circumstances, for instance, feeling grateful in a beautiful surrounding (Steindl-Rast, 2004). People often take for granted the things they already have. These things may look trivial but deserve their gratitude the most, such as health, having food on the table and having people who care about them.

CONCLUDING REMARKS OF THIS PROGRAM

Through these five lessons, we hope that students would be able to respect others, nurture empathy and be grateful. We also hope that they can use stereotypes flexibly and would not let it override their judgments. In addition, they are reminded to consider various perspectives including situational influences when something happens, and not to judge others superficially by dispositional attribution. At the same time, we encourage students to hold a growth mindset, believe in the malleability of people and group boundaries, and be open-minded and tolerant of both in-group and out-group members. They are also encouraged to look for common ground among classmates of different ethnicities. In a culturally diverse school, the differences in appearance, behaviors and practices between Chinese and non-Chinese students are obvious. While it may be inevitable for students to feel overwhelmed by these differences, friendship is still possible because differences are only superficial. Although we may look different, there are commonalities among us. We all share the same wish and the same fear; indeed there is little distinction between “you” and “me.” Schools are microcosm of our society. If we can nurture an inclusive school culture in which children of different ethnicities can learn together, we are not far from an inclusive society.

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Appendix I: Loving-kindness Meditation

At the end of each lesson, we shall sit silently for a while to help ourselves settle down, and cultivate loving kindness to ourselves and others.

(Bell)

As you are sitting here with your eyes closed, back upright, and shoulders relaxed, you may pay attention to your breathing.

Now you may bring kindness to yourself and say the following words to yourself:

I wish I am well.

I wish I am healthy and happy.

Next, you may bring kindness to the people who love you. You may

silently say these words:

I wish them well.

I wish them healthy and happy.

At the end, you may bring kindness to your classmates in this classroom. They may look different from you but deep down they are like you. They have hope and worries too. You may silently say these words:

I wish them well.

I wish them healthy and happy.

When you hear the bell ring, you may gently open your eyes.

(Bell)



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