

School Without Borders

Inclusion Program for Primary School Students

Emily Wing See Tsoi
Edna Wan Man Chan
Winnie Wai Lan Chan

Hiu Yan Lai
Kathy Kar Man Shum
Shui-fong Lam



策劃及捐助 Created and funded by



香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust
同心 同步 同進 RIDING HIGH TOGETHER

聯合策動 Co-created by



Faculty of
Social Sciences
The University of Hong Kong
香港大學社會科學學院

School Without Borders

Inclusion Program for Primary School Students

Emily Wing See Tsoi

Hiu Yan Lai

Edna Wan Man Chan

Kathy Kar Man Shum

Winnie Wai Lan Chan

Shui-fong Lam


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.

Since its inception two years ago, 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 100 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 Hong Kong Jockey Club Charities Trust, 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 primary school students. It has been put on trial run with 4th graders in two primary 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 primary 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, interesting animations are used to



help students adopt attributional styles and growth mindset that are conducive to the social inclusion of different ethnic groups. 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 (“Cultural Diversity”) and the second lesson (“Empathy”) target at students’ affective domain. The third lesson (“Can We Change?”) introduces attribution theory and growth mindset, which address students’ cognitive domain. The fourth lesson (“In-group, Out-group”) pertains to behavioral domain. Through activities that require cooperation, it delineates the shift between in-group and out-group as indicated by social identity theory. The last lesson (“Reflection and Gratitude”) covers all the affective, behavioral, and cognitive domains. It encourages 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 primary 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 home-room 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 primary 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 school.

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



CONTENTS

LESSON OBJECTIVES

01 CULTURAL DIVERSITY

1. Help students understand that the world is made up of people of different races and colors.
2. Teach students to accept and respect cultural differences.

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 CAN WE CHANGE?

1. Help students distinguish between two types of attributional styles; and how each affects interpersonal relationships.
2. Help students understand that personality and habits change over time according to situation.

04 IN-GROUP, OUT-GROUP

1. Help students understand and uncover the common humanity that exists among all of us.
2. Help students understand that the boundaries between groups are not fixed.

05 REFLECTION & GRATITUDE

1. Recap the content from Lessons 1–4.
2. Nurture an attitude of gratitude in students.

LESSON ACTIVITIES

How much do you know about skin color? --	02	
Secret message -----	03	
Saying "hello!" -----	04	Teacher's ref. -- 13
Photo and video sharing -----	05	In-class WS -- 15
In-class worksheet and homework overview --	08	sample
Loving-kindness meditation -----	09	

How much do you know about table manners? -	20	
Video sharing -----	22	Teacher's ref -- 27
Experience sharing -----	25	HW sample -- 29
Homework overview -----	26	
Loving-kindness meditation -----	26	

What is attribution? -----	34	
Homework discussion -----	35	Teacher's ref. -- 41
Video sharing -----	37	In-class WS -- 43
Guess who? -----	39	sample
In-class worksheet -----	39	HW sample -- 45
Homework overview -----	40	
Loving-kindness meditation -----	40	

Homework discussion -----	50	
Music buddy -----	51	Teacher's ref. -- 61
Video sharing -----	54	In-class WS -- 63
Let's make a net -----	57	sample
Loving-kindness meditation -----	59	

Photo sharing -----	68	Teacher's ref. -- 79
Pop-quiz -----	69	In-class WS -- 81
Gratitude exercise -----	73	sample
Video sharing -----	75	
Highlights -----	77	Appendix I -- 83
Loving-kindness meditation -----	77	Appendix II -- 84

01 CULTURAL DIVERSITY



LEARNING OBJECTIVES

1. Help students understand that the world is made up of people of different races.
2. Teach students to accept and respect cultural differences; and understand that it is fine to feel apprehensive when we encounter unfamiliar faces or customs. However, these differences can also lead to opportunities for us to take a glimpse of other people's world and discover the commonalities among us.

LESSON RUNDOWN

Content	Time	Materials required
1. How much do you know about skin color?	10 mins	PPT 1 (Slides 2–4)
2. Secret message	10 mins	PPT 1 (Slides 5–7)
3. Saying “hello!”	5 mins	PPT 1 (Slides 8–12)
4. Photo and video sharing	15 mins	PPT 1 (Slides 13–17)
Let's move! (3 mins)		
5. In-class worksheet and homework overview	10 mins	Worksheet: “Strange Snack”; PPT 1 (Slides 19–21)
6. Loving-kindness meditation (LKM)	3 mins	Appendix II or LKM recording

ACTIVITY 1: HOW MUCH DO YOU KNOW ABOUT SKIN COLOR? (10 MINS)

1. First, start off by asking students: "How many skin colors are there in the world - only white, yellow and dark brown (Slide 2)?"
2. Using Slide 3, proceed to explain the following: "There is no definite answer to this question as there are countless shades of skin colors in the world, ranging from the palest to the darkest. Our skin tone is very unique. Try to compare the skin color of your arm with your classmate's and you may notice slight differences between the two of you!"
3. Ask students how skin colors are formed. Depending on students' answers, some hints may be provided: "Is it related to where we were born, the sun, or the food we eat?"
4. Using Slide 4, tell students that the differences in skin color actually depend on the amount of melanin in our body.

Teacher's Note (Slide 4)

Melanin is a group of natural skin pigments found under our skin. People with more melanin tend to have darker skin. Melanin also plays a protective role in our skin against ultraviolet (UV) damage from the sun. Therefore, people who live in tropical places, e.g. Africa and India, where there is more sunlight, produce more

melanin under their skin, making their skin darker.

Conversely, people who live further away from the equator, such as in northern Europe, are less exposed to sunlight, and hence produce less melanin in their skin. Therefore, these people have fairer skin.

5. Bring out the message that even though everyone has different skin colors, it does not mean that they have nothing in common. At this point, invite students to guess what game is commonly liked by children in different countries, and introduce them to the next activity: "Secret Message."



ACTIVITY 2: SECRET MESSAGE (10 MINS)

By teaching students what “hopscotch” is called in different languages, bring out the message that children from different places share the commonality of playing hopscotch as a childhood game, despite looking different or having different skin colors (Slide 5).



Game Rules

1. Divide students into 4 groups by counting them off in 1, 2, 3 or 4 and ask students with the same number to group together. This can help mix the Chinese and non-Chinese students in the same groups.
2. Instruct students to line up along the aisle between tables.
3. The secret messages will be how hopscotch is called in different languages (as seen in the boxes below). Tell the first student in each group the secret message. The student will then need to pass the secret message to the next student in line, so on and so forth, until the last person.
4. The last person (the “representative”), upon hearing the secret message, can walk to the front and face the whole class.
5. When all groups have completed the task, ask each representative to say aloud the message to the whole class.
6. Ask students to return to their seats. Using Slides 6–7, show the correct way of how hopscotch is called in different languages, and bring out the commonality of children playing hopscotch during childhood.

This activity is not timed. Ask the students to pass the message down the line as clearly and accurately as possible.

Chinese
「跳房子」

Japanese
「石蹴り」
(Ishikeri)

Pakistani
“Aati Baati”

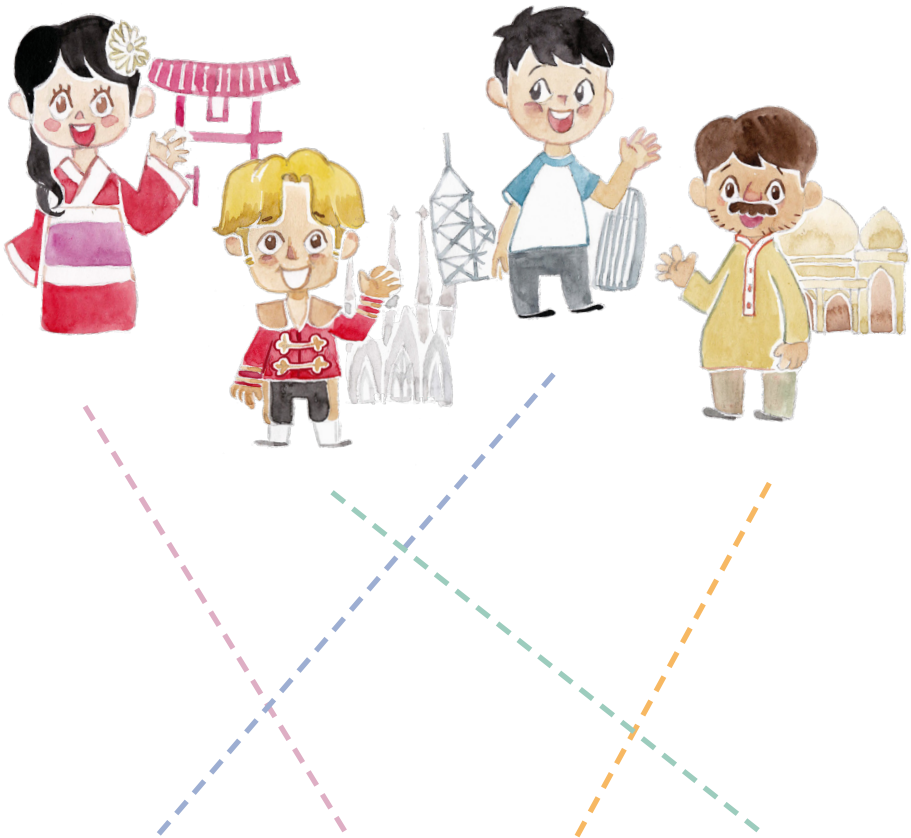
British
“Hopscotch”

ACTIVITY 3: SAYING "HELLO!" (5 MINS)

OPTIONAL

In this activity, students will be taught ways of saying hello in different languages (Slide 8). After that, use Slides 9–12 to quiz students on how they might greet those people of different nationalities.

For example, when English children are shown on Slide 10, the students should respond by saying "hello."



Chinese
「你好」

Japanese
「こんにちは」
(Konnichiwa)

Pakistani
"Assalamu-
alaikum"

British
"Hello"

ACTIVITY 4: PHOTO AND VIDEO SHARING – INTERESTING CULTURAL PRACTICES AROUND THE GLOBE (15 MINS)

In this part, show students photos depicting various interesting cultural practices and explain their origins. The main message is that most cultural practices are adaptive to the climate or living environment of the particular place from where they originate. So while some practices may appear strange, they are indeed necessary. Students will be taught about the importance of respecting different cultural practices and encouraged to stay curious about how some cultural practices come about.

Practices that are adaptive to the natural environment



Yellow face powder (Myanmar) — Slide 13

People usually apply sunscreen to protect their skin against ultraviolet (UV) damage from the sun. However, people from Myanmar have a more natural way to combat UV rays. They smear their faces with yellowish or whitish powder, derived from the grounded bark of the *thanakha* (a native Burmese tree). This natural creamy paste gives a cooling sensation to the skin and provides protection from sunburn and mosquitos.

Cork hat (Australia) — Slide 14

Cork hats are popular in Australia. It is commonly used especially in areas where there are lots of flies, for the cork hat is effective in warding off insects.



Friendly Reminder

1. Depending on the time available, select some or all of the examples here for discussion.
2. After showing students the photos or videos, invite students to think about the purposes behind those practices.
3. The “Century Egg” video shows how children may react when they are presented with strange and unfamiliar food (Slide 17). Please type “Kids vs. Food #21—100 Year Old Egg (Century Egg)” on YouTube and look for the video.

Interesting food culture



Slurping ramen (Japan) — Slide 15

In Japan, it is customary to make slurping sounds when people eat ramen as this act indicates enjoyment and appreciation of the food to the chef. However, in other cultures, slurping is considered rude and impolite.

Eating offals, century eggs and chicken feet (China) — Slides 16–17

Chinese people enjoy eating cow offals on street, century eggs and chicken feet as appetizer and dim sum. However, these foods are considered repulsive or at least very exotic to a lot of foreigners.



OPTIONAL

LET'S MOVE! (3 MINS)

Since each lesson in school normally runs for about 40 minutes, while each lesson in this program takes around 55 minutes to 1 hour, we have included here a stretching routine for students to follow, in the hope of keeping students engaged and focused. Please guide students in doing the exercise using the script in Appendix I (see page 83).





ACTIVITY 5: IN-CLASS WORKSHEET & HOMEWORK OVERVIEW (10 MINS)

1. Distribute the worksheet “Strange Snack” (Slide 19; see page 15), and briefly describe the scenario depicted on the worksheet. Give students about 5 minutes to fill in the answers, followed by discussion.
2. Remind students that they should answer according to their own thoughts and feelings, as there are no right or wrong answers.
3. The objective of this task is to help students learn to maintain a respectful attitude when facing cultural diversity.



Teacher’s Note (Slide 20)

In our daily lives, we often encounter people or things that are novel to us. Due to different situations or differences in personalities and preferences, sometimes we may welcome new changes, but sometimes we may feel apprehensive. This is reasonable. However, it is important to maintain a

respectful attitude in every circumstance of life.

Teachers may also share their travel experiences (e.g. eating exotic local food) with students and also encourage them to be open-minded and try to accept and appreciate cultural differences.

4. Homework: Ask students to bring a childhood photo of themselves to the next lesson (Slide 21). It will be used in the “Guess Who” activity in Lesson 3.

ACTIVITY 6: LOVING-KINDNESS MEDITATION (3 MINS)

At the end of each lesson, invite students to practice loving-kindness meditation to cultivate loving-kindness to themselves and others by sitting silently and paying attention to their breathing. Research has demonstrated its effectiveness in relieving depression, increasing positive emotions and sense of self-compassion (Galante, Galante, Bekkers & Gallacher, 2014). Compassion to self and others is best nurtured at 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 or spiritual backgrounds. Please refer to Appendix II (see page 84) for the script or use the voice recording on the manual's website to guide the practice. If you prefer to guide the practice yourself with the script, please prepare a bell or download the tone from this app: Insight Timer (www.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. There are different cultural traditions and customs. Some are deeply rooted practices of certain cultures and others might have evolved due to adaption to the unique natural environment and climate. We should maintain an open-minded attitude to explore different cultures, in order to broaden our horizons.
2. Although people from different places may look and do things differently, there is always common ground among us. For example, the game hopscotch is widely enjoyed by children around the globe, and every child needs support from their classmates and teachers at school. In fact, our differences can serve as good entry points for us to communicate with and learn from one another. This is why backpackers love to travel around the world and meet different people.
3. We should treat people with courtesy and respect. When we encounter cultural differences, we should be respectful and avoid making insulting remarks that can embarrass yourself and others. Dialogue among students from different cultural backgrounds may turn out to be very rewarding.



Lesson Summary Cards

Distribute lesson summary cards to students at the end of each lesson with key messages and tips on social skills. At the back of the cards, there is a board game with messages from this program to help students consolidate what they have learnt. Students shall receive the whole set of cards (six in total) at the end of the program. They are then encouraged to piece the cards together and play the chess with classmates during free time.

Note that for Lesson 5, besides the regular lesson summary card, another card with the game rules will be distributed. All these files can be downloaded from the manual's website.

SIX BOARD GAME CARDS

擁護共融，你我負責 / EMBRACE DIVERSITY

Lesson 5 (Game Rules)

36 THE END
25 文壇上

35

34 他一定是個勤奮的人
HE MUST BE A DUTY PERSON!

33 當事情發生時
WHEN THINGS HAPPEN.

32

31

28 RESPECT
尊重

29 「我不會在
你吃東西。」
"I WILL NOT
EAT YOUR FOOD!"

30

Lesson 4

24

23 當事情發生時
WHEN THINGS HAPPEN.

22 他可能需要
幫助家人呢!
HE MIGHT NEED TO HELP
HIS FAMILY OUT!

21

20

19

18 NO RESPECT
沒有尊重

17

16 "WE" IDENTITY
共同身分

15 NO EMPATHY
沒有同理心

14

13 你是白人!
YOU ARE WHITE!

12 你是黑人!
YOU ARE BLACK!

11 "I" IDENTITY
單一身分

10

9 同理心
EMPATHY

8

7 「謝謝你，不用了。」
"THANK YOU, NOT!"
"I'M GOOD, THANK YOU!"

6

5 我們一起
唱歌吧!
LET'S SING
TOGETHER!

4

3

Lesson 2

1

START
起跑

TEACHER'S REFERENCE

School is a good place to start promoting social inclusion. Students in a culturally diverse school learn and grow with other children from different ethnic backgrounds. Not only can they gain a better understanding of the various cultural practices of different ethnicities, their awareness of cultural diversity will also be enhanced, such that they are able to appreciate diversity and learn to respect others at an early age. This is why “Cultural Diversity” was chosen as the first lesson in this curriculum so that students can learn and appreciate cultural differences before they learn about the art of socializing with different people.

Past research indicated that a multicultural school environment can enhance students’ self-confidence, learning motivation, critical thinking and problem-solving skills (Wells, Fox, & Cordova-Cobo, 2016). Thanks to cultural differences among students, new ideas are inspired through their constant interactions. In turn, students’ problem-solving skills and creativity are enhanced, with a more open attitude that does not dwell on ethnic stereotypes. Therefore, we hope that this program can be used as an aid to help teachers capitalize on the uniqueness of a multicultural

classroom, so that students can fully benefit from it.

There are five lessons in this program. Before teaching students how best to get along with one another, which is the targeted behavioral outcome, we must first elicit affective changes in them. This serves as a solid foundation for cognitive and behavioral changes. Therefore, in Lesson 2, we introduce empathy and how to walk in others’ shoes. In Lesson 3 “Can We Change,” we introduce growth mindset and how we make attributions. In Lesson 4 “In-group, Out-group,” we invite students to consider what makes a group and encourage them to form an inclusive identity. Lesson 3 involves the understanding of social cognition while Lesson 4 emphasizes changes in behaviors. To increase interaction, we suggest that Chinese and Non-Chinese students attend the lessons together, so that they can participate in cooperative activities and games. To sum up, this education program adopts a holistic framework that encompasses Affect (A), Behaviors (B) and Cognitions (C) – the three core elements in promoting positive change and growth in students.

It is not an easy task for teachers to work in a diverse school. In addition to monitoring the

academic performance of students, they also need to be attuned to diversity so that a healthy learning environment can be created. To nurture such an environment, we have the following suggestions:

1. Curriculum Design

Through interactive activities, students can have firsthand experience of different cultural practices. For example, through videos or activities, they may learn about the food, games and costumes that are unique in other cultures. Teachers may also try to foster cultural awareness via common incidents of cultural diversity. For example, in Lesson 1, the scenario 'Strange Snack' was designed to illustrate how students may deal with things that are novel or even strange to them. While it is perfectly normal to feel skeptical, we should always remain respectful and not to show disgust.

2. Accept Differences

For students to learn to accept cultural differences, teachers must first become role models. Traditional education prizes similarities across individuals; but it is

important to learn to face, tolerate, or even appreciate diversity. Teachers can share their thoughts or reflections on their own cultural experiences. This may serve to inspire students' curiosity towards different cultures.

3. A Cooperative Classroom

When non-Chinese students enter a new learning environment, it is inevitable that they would feel overwhelmed. Teachers can encourage them to communicate and cooperate with local Chinese students and take the initiative to understand the local culture and learn from each other. This may help to foster their social skills, and also equip them with skills for adapting to this diverse society. (Leicester, 1989). In Lesson 4 "In-group, Out-group," we designed a rope game to challenge their group identity. We hope students can experience the fluidity of 'groups' and its formation via cooperative activities.

STRANGE SNACK

IN-CLASS WORKSHEET

During recess, your classmate who has an ethnic background different from yours took out some dim sum. This classmate invited you to try some and it was something you had never seen before. The dim sum looked strange and had an unfamiliar smell.

1. How would you respond to the offer from your classmate? Please rate the four possible responses below according to your preference.

(1 = least likely, 5 = most likely)

- a. I won't eat it because I don't know what it is.

1 2 3 4 5

- b. I will try to understand what this food is, and would be glad to try.

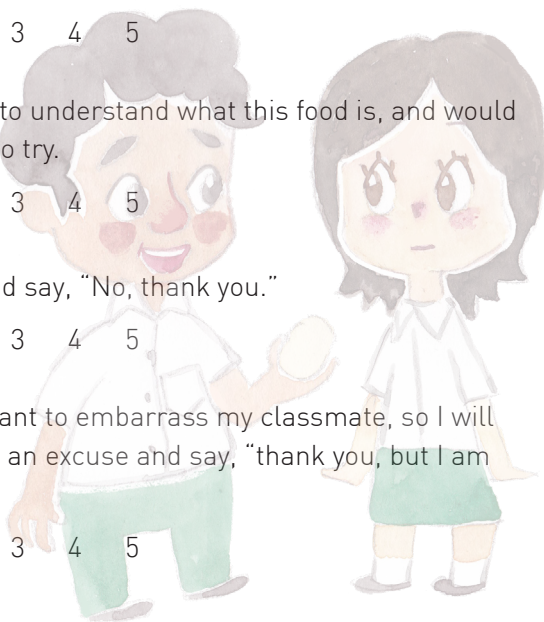
1 2 3 4 5

- c. Smile and say, "No, thank you."

1 2 3 4 5

- d. I don't want to embarrass my classmate, so I will make up an excuse and say, "thank you, but I am full."

1 2 3 4 5



REFERENCES

- Brown, M. R. (2007). Educating all students: Creating culturally responsive teachers, classrooms, and schools. *Intervention in School and Clinic, 43*(1), 57–62. doi: 10.1177/10534512070430010801
- Galante, J., Galante, I., Bekkers, M., & Gallacher, J. (2014). Effect of kindness-based meditation on health and well-being: A systematic review and meta-analysis. *Journal of Consulting and Clinical Psychology, 82*(6), 1101–1114. doi: <http://dx.doi.org.eproxy2.lib.hku.hk/10.1037/a003724>
- Leicester, M. (1989). *Multicultural education: From theory to practice*. England: NFER-Nelson.
- Wells, A. S., Fox, L., & Cordova-Cobo, D. (2016). How racially diverse schools can benefit all students. *The Century Foundation*. Retrieved from <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students>

02
EMPATHY



LEARNING OBJECTIVES

1. Help students understand the importance of empathy in interpersonal relationships.
2. Enhance students' competence in understanding other people's thoughts and feelings. Help them see other people's needs and difficulties so that interaction among students from different ethnic backgrounds can be enhanced.

LESSON RUNDOWN

Content	Time	Materials required
1. How much do you know about table manners?	15 mins	PPT 2 (Slides 2–12)
2. Video sharing	15 mins	PPT 2 (Slides 13–18)
Let's move! (3 mins)		
3. Experience sharing	15 mins	PPT 2 (Slide 20)
4. Homework overview	5 mins	Worksheet: "Elevator"; PPT 2 (Slide 21)
5. Loving-kindness meditation (LKM)	3 mins	Appendix II or LKM recording

ACTIVITY 1: HOW MUCH DO YOU KNOW ABOUT TABLE MANNERS? (15 MINS)



1. Slides 3–8 contain six questions about the different aspects of Western table etiquette: soup, bread, and fruit eating. It is not necessary for students to answer all of these questions. Pick any of those as prompts.
2. Example: in Slide 3, ask students, “When you drink soup, do you lift up the bowl?” Invite students to share their views. Students who answered yes may say it is because of the traditional Chinese culture and family upbringing.
3. Encourage students to express their views.
4. Then present the demonstration clips to students (Slides 9 and 10) and point out that table manners vary from one place to another. Depending on the needs of students, choose to play either the clip with Chinese narration and English subtitles, or the one with English narration and Chinese subtitles.
5. Using Slide 11, introduce two Chinese taboos: “chopsticks in a bowl of rice” and “elephant flying across the river.”



Chopsticks in a bowl of rice

Leaving your chopsticks vertically in a bowl of rice is a big taboo in Chinese culture. This visual image looks like incense sticks placed in the stick pot, as offerings to spirits or ancestors.



Elephant flying across the river

In Chinese chess, “Elephant” (or “Minister”) is not allowed to cross the river that runs between the two sides of the chess board. A person is only supposed to take the food on the side of the dish that is closest to him or her. It is a sign of bad manner if the person pokes the food with his or her chopsticks and picks the food on the far side of the table.

6. The main message of this activity is to help students understand that table manners vary across different places and cultures. Young primary students may not be familiar with Western table manners; therefore, any social mistakes they make may not be intentional. Similarly, we should not feel offended if people from different backgrounds do something inappropriate during a meal. It is important for us not to be judgmental.
7. Lastly, introduce empathy as one's ability to think or feel in the other person's perspective.

What is Empathy? (Slide 12)



If the elephant wants to be empathetic to the giraffe, it must step into the giraffe's shoes and stand tall as if they were of the same height. This way, the elephant can see what the giraffe sees. 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 the elephant and the giraffe are not willing to step into each other's shoes, they will not be able to look and feel from each other's perspective. This illustrates a lack of empathy.



ACTIVITY 2: VIDEO SHARING — MARUKO AND MOMMY (15 MINS)

We are not able to include the video clips on the PowerPoint appended to this booklet due to copyright restrictions. Please type “第0788話：小丸子生媽媽的氣” on Google or Clouduyoku and look for the video. Play the segments according to the timecode provided.

Introduce the video by saying the following:

“Is anyone of you familiar with Maruko cartoon? Maruko lives with her grandparents, parents, and elder sister. She is never a straight-A student. In fact, one time, she only got 45% correct in a math test. Her mommy was very upset. Since then, Maruko has decided to study harder...”

Timecode: 04:17–06:58

Discussion (Slide 14):

This time, Maruko got 60 marks in her math test, which was an improvement by 15 marks! If you were Maruko, how would you feel? Would you feel excited and want to share the good news with your mommy immediately?

Timecode: 07:42–08:49

Discussion (Slide 15):

Mommy’s reaction was different from what Maruko expected. If you were Maruko, how would you feel? Do you think Maruko deserved to be praised for her effort?

Timecode: 09:39–10:20

Discussion (Slide 16):

Maruko was angry at mommy. Why?

Timecode: 17:38–18:06; 19:26–19:58

Conclude the video by saying:

After Maruko left home, mommy found Maruko's past test papers and realized how much effort Maruko must have put in this test to make such an improvement. She went out to find Maruko wandering around the street. They eventually reconciled.

Main message behind the clip (Slides 17–18)

It always feels nice to have our work and effort acknowledged. In this story, Maruko did not only work hard for her own sake, she also wanted to please her mother. However, the feedback she received was unexpected: Maruko was looking for affirmation, but mommy only asked her to try harder next time. From this story we hope students can understand that in situations where another person does not react the way we expect him or her to be, it may be easy for us to shift the blame to that person.

However, with empathy, we would be able to step into the other person's shoes and understand from his or her perspectives. Just like what was shown in the story, Maruko's mother was empathetic to Maruko's feelings and realized that Maruko did work hard after all. With empathy, their misunderstanding was resolved.

OPTIONAL

LET'S MOVE! (3 MINS)

PLEASE REFER TO APPENDIX I (SEE PAGE 83)



ACTIVITY 3: EXPERIENCE SHARING (15 MINS) OPTIONAL

1. Distribute a blank paper to students and invite them to write or draw pictures to illustrate their experience of misunderstanding someone, and their feelings afterwards (Slide 20).
2. May first prepare examples for sharing (see below).
3. Invite two to three students to share their experiences. Ask students if the other person showed empathy.

Experience

When I was a small child, I had a backpack that I really liked. Unfortunately, one day, it had gone missing. I immediately assumed that it was taken by my elder sister. So, to retaliate, I hid her favorite doll while she was away in school. Needless to say, she was very upset when she got home to find her doll missing. During dinner, my mother told me that she took my backpack to wash. I could barely mumble a reply and felt so bad to have upset my sister. Lastly, I gave the doll back to her. Instead of scolding me, my sister comforted me and said she could understand how upset I must have been to have lost my backpack.

Feeling

ashamed, guilty



The above example illustrates that even though I did something wrong, my sister was empathetic and she forgave and even comforted me.



ACTIVITY 4: HOMEWORK OVERVIEW (5 MINS)

1. Distribute the worksheet “Escalator” (Slide 21; see pages 29–30), and briefly introduce the scenario as depicted on the worksheet.
2. Remind students that they should answer according to their own thoughts and feelings, as there are no right or wrong answers.
3. The homework prepares students for the next topic on “Attribution.”

ACTIVITY 5: LOVING-KINDNESS MEDITATION (3 MINS)

Please refer to Appendix II (see page 84) for the script or use the voice recording on the manual website to guide the practice.

SUMMARY

1. Empathy is to put yourself in others’ shoes, and understand another person’s feelings. Empathy is important in interpersonal relationships.
2. Empathy is important for building an inclusive environment. Feeling uneasy is quite normal when we are faced with cultural differences. Empathy helps us think and look through other people’s lenses and understand others’ perspectives. For example, some customs or practices are adaptive to the environment or the needs of people living in extreme weathers. These behaviors are not provocative or impolite by nature. With empathy, we can develop a deeper understanding of other people and appreciate the differences among us.



Distribute Lesson Summary Card

TEACHER'S REFERENCE

Based on views from different psychologists, empathy takes on two forms:

1. Cognitive Empathy

Cognitive empathy is the ability to understand how others might think or feel when considering that person's situation. This cognitive capacity is developed through observation and understanding a situation from the point of view of others.

2. Emotional Empathy

Emotional empathy is the ability to feel others' feelings from their perspectives, and to emotionally respond to another person's emotional state.

When we are cognitively and affectively empathetic towards others, we will naturally react correspondingly at the behavioral level. For example, when we see someone trip and fall on the street, we would first be aware of the situation that the person is in and then feel the physical and emotional pain that person may be experiencing. This may lead to our behavior of lending a hand to that person. Empathy

is the foundation for positive interpersonal relationships and an indispensable element in cultural inclusion.

Development of Empathy

The relationship between a child and his or her primary caregivers has powerful shaping effects in the child's future relationships with others. The quality of attention and care that the child receives potentiates their development of empathy. Past research has indicated that children who are securely attached to their parents (especially the mother) tend to respond to others with more care and empathy (Mikulincer et al., 2001; Nickerson, Mele & Princiotta, 2008). The first precursor of empathy occurs as early as seven months after birth: when the crying of one infant triggers the others to cry, too (Brazelton, 2001). Empathy further develops in two-year-olds: when a toddler sees another crying, he or she may respond behaviorally to show comfort, by offering a hug or a toy, for example. As children's social circle widens with age, they also begin to come into contact with people other than their caregivers, e.g., neighbors, teachers and school peers.

Through socializing with others, children gain more understanding of others' emotions, such that they will learn to associate their own feelings with others', and begin to realize differences among people in their ways of thinking.

School is a second home to children, especially for those who are new immigrants in Hong Kong. There may be several things teachers can do in the classroom to nurture empathy in students:

1. Create an Inclusive Classroom

Where possible, schools should integrate Chinese and non-Chinese students. Increasing interaction between the groups may facilitate students to find commonalities between them in spite of the differences in physical appearance and ways of life. For example, when exam results are released, some children may share feelings of disappointment, and feeling afraid of disappointing their parents. Sharing of common feelings may help nurture empathy towards others with different ethnic backgrounds.

2. Create a Cooperative, but not Competitive Classroom

Through cooperative tasks such as decorating classroom notice boards or co-organizing sports events, children may discover the strengths of others and learn to work together in spite of differences. When people share common goals, it is easier to perceive things from other people's point of view and develop empathy.

3. Share Customs and Cultures from Different Places

Teachers may encourage children from different backgrounds to share the unique practices of their own culture (for example, in Lesson 1, students learnt that people from Myanmar smear their faces with native tree bark as a natural sunscreen and insect repellent). This would help students understand that most practices are evolved to be adaptive to the environment, and knowing this would help students develop skills in perspective-taking.

ESCALATOR HOMEWORK

This morning, you left home for school later than usual because you had a stomachache. Because of where you lived, you had to go down a long escalator in order to get to the school bus stop. You were running down the escalator and there was another boy standing on the left side of the escalator, reading his comics, and blocking your way. At last, he gave way to you after you patted him on the shoulder. By the time you arrived at the bus stop, your school bus had already left...



1. Usually, people in Hong Kong stand on the right side of the escalator and the left side is for walkers. Why did the boy in front of you stand on the left and block your way? Please make a guess and rate the four possible reasons below according to their likelihood.

(1 = least likely, 5 = most likely)

- a. He was a rude person. (1 2 3 4 5)
 b. He did not know about this rule. (1 2 3 4 5)
 c. He was just careless this time. (1 2 3 4 5)
 d. He was an inconsiderate person. (1 2 3 4 5)

2. Would you be able to forgive this boy? Yes / No
 Why?
-



REFERENCES

- Brazelton, T. B. (2001, November 20). How to raise a caring child. *Family Circle*.
- Mikulincer, M., Gillath, O., Halevy, V., Avihou, N., Avidan, S., & Eshkoli, N. (2001). Attachment theory and reactions to others' needs: Evidence that activation of the sense of attachment security promotes empathic responses. *Journal of Personality and Social Psychology, 81*(6), 1205–1224. doi: 10.1037/0022-3514.81.6.1205
- Nickerson, A. B., Mele, D., & Princiotta, D. (2008). Attachment and empathy as predictors of roles as defenders or outsiders in bullying interactions. *Journal of School Psychology, 46*(6), 687–703. doi: 10.1016/j.jsp.2008.06.002

03

CAN WE CHANGE?



LEARNING OBJECTIVES

1. Help students understand and distinguish between two types of attributional styles; and how attributional bias may lead to interpersonal conflicts.
2. Help students understand the importance of using multiple perspectives when appraising interpersonal events, so that bias and stereotypes can be minimized.
3. Help students understand that people change and grow over time. Not only appearance but also personality and habits may change according to situation.

LESSON RUNDOWN

Content	Time	Materials required
1. What is attribution?	10 mins	PPT 3 (Slides 2–3)
2. Homework discussion	15 mins	PPT 3 (Slides 4–7)
Let's move! (3 mins)		
3. Video sharing	15 mins	PPT 3 (Slides 9–13)
4. Guess who?	5 mins	PPT 3 (Slides 14–15)
5. In-class worksheet	5 mins	Worksheet: "An Unfortunate Day"; PPT 3 (Slide 16)
6. Homework overview	3 mins	Worksheet: "Who's in What Group?" PPT 3 (Slide 17)
7. Loving-kindness meditation (LKM)	3 mins	Appendix II or LKM recording

ACTIVITY 1: WHAT IS ATTRIBUTION? (10 MINS)

1. To start the lesson, ask students to come up with different causes for a student who was late for school. Slide 2 illustrates two types of attributional styles: dispositional and situational. Using this slide, explain the differences between these two types of attribution. For example, traffic congestion would be a situational cause, whereas laziness would be a dispositional cause for someone to be late. Many people believe that a person's disposition is difficult to change. Hence, when they think that an event is caused by disposition rather than situation, they may believe that the event will happen all the time.



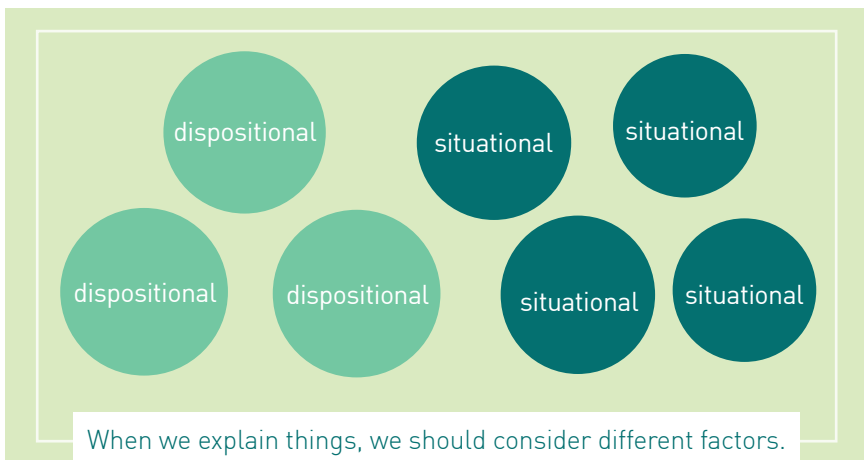
2. Many students may use dispositional factors to explain a person's lateness for school. Make reference to this and point out that most people have a tendency to make dispositional attributions for the sake of convenience. In fact, multiple factors are always at work in causing an event or a behavior.
3. At this point, introduce the concept of attribution: It is the way in which people ascribe causes to events or behaviors (Slide 3). Specifically, dispositional attribution refers to how a person ascribes disposition as the cause of an event or a behavior (e.g. he was lazy or he was undisciplined). Situational attribution refers to how a person ascribes situations as the cause of an event or a behavior (e.g. he had a stomachache or the traffic was congested). Situations may include the person's circumstances, and/or the people he or she met in particular settings.

ACTIVITY 2: HOMEWORK DISCUSSION (15 MINS)

1. By referring to the worksheet (Escalator) distributed in the last lesson, ask students to choose the cause that they think was the most likely and discuss the emotions elicited by different causes (Slide 4). (Possible way: Assign Numbers 1 to 4 to each corner of the room, where each number corresponds to a "cause." Invite students to vote by standing at the respective corner.)
2. According to our experience from the program trial, students who chose Causes A or D (dispositional causes) would tend to feel more angry or upset with the boy for blocking the way. On the contrary, students who chose Causes B or C (situational causes) usually found it easier to understand and forgive the boy.
3. Proceed with the second half of the story (Slide 5): You saw the boy again the following day. This time, you got to take a closer look and saw that he was reading a Japanese comic book. This implies that he might be a Japanese.



4. Ask students: "In some parts of Japan, it is in fact customary for people to stand on the left but walk on the right side of escalator. How do you feel now knowing that the boy did not block your way on purpose (especially for those who picked causes A or D on the homework)?"
5. Point out that for this homework, causes A and D are dispositional, while Causes B and C are situational (Slide 6). Continue to explain: "It is quite normal to feel frustrated when someone is in our way especially when we are in a rush. However, if we automatically jump onto dispositional attribution, we may find it hard to forgive the other person and resolve our negative feelings. Conversely, if we can think more carefully, we may be able to identify the situational causes behind certain behaviors. These behaviors may change as situations change. Just like the boy in the 'escalator' scenario, once he is accustomed to the local practice, he would no longer block the way of others on the escalator."
6. Use Slide 7 to conclude this activity and point out that events or behaviors are usually caused by more than one factor, including situational and dispositional factors. To expedite thinking process and minimize effort, people have a tendency to assign dispositional causes to events, particularly those negative ones, and neglect the situational factors that are at play. Students should be encouraged to pay more attention to circumstances around themselves and others, be more open-minded and refrain from making quick judgment.



OPTIONAL

LET'S MOVE! (3 MINS)

PLEASE REFER TO APPENDIX I (SEE PAGE 83)

ACTIVITY 3: VIDEO SHARING — DIRTY CLASSMATE (15 MINS)

We are not able to include the video clips on the PowerPoint appended to this booklet due to copyright restrictions. Please type “我的骯髒同學” on YouTube and look for the video. Play the segments according to the timecode provided.

Introduce the video by saying the following:

“This story is about a boy who is a newcomer to the school. Unfortunately, he is not welcomed by his classmates...”



Timecode: 00:00–01:33

Discussion (Slide 10):

1. If you have a classmate like Chi Kin, what would you say to him? Would you make friends with him?
2. Why do you think Chi Kin smells? (Write the possible causes on the board, and then discuss with students whether those causes are dispositional or situational.)

Timecode: 01:57–02:50

Discussion (Slide 11):

Chi Kin should be on the way to school by that time in the morning. Why was he picking up trash on the street?

Please continue to play the video until it ends, and then bring out the message behind this clip.

Let's think

What would happen if Chi Kin's classmates used dispositional attribution all along, and Chi Kin had never met Bao Bao? Would he ever be understood?

Main message behind the clip (Slides 12-13)

This video shows that any event or behavior of a person is always caused by multiple factors, and how the initial appearance of things can be deceiving. What would happen if none of Chi Kin's classmates finds out the real cause of why he goes to school dirty and smelly every day?



When Chi Kin first appeared in the video, he was smelly, dirty and unwelcomed by his classmates. However, towards the end, those classmates changed their opinions of him after he had tidied up. Chi Kin was the same person. It was the circumstance around him that had changed: He started taking a shower every morning in the school gym. This simple change in circumstance was enough to transform his classmates' impression of him. From this, we can see that people change according to circumstances and we should never underestimate people's potential to transform.



ACTIVITY 4: GUESS WHO? (5 MINS)

1. Using the photos students submitted in the last lesson, ask students to guess who each photo portrays (Slide 14).
2. Point out that not only does appearance change, but one's personality, preferences, and even ability may also change over time. Then invite students to share their thoughts (Slide 15).
3. Give an example: "I used to cry easily when I was small. This gradually changed as I grew up. I don't get upset easily now, and I am no longer afraid of asking for help."
4. During the discussion, students may tend to talk about changes in appearance. Encourage students to think beyond appearance and pay attention to changes that are not apparent, such as personalities, hobbies, likes and dislikes.



ACTIVITY 5: IN-CLASS WORKSHEET (5 MINS)

OPTIONAL

1. Distribute the worksheet "An Unfortunate Day" (Slide 16; see pages 43–44), and briefly introduce the scenario as depicted on the worksheet. Give students around 5 minutes to fill in the answers, followed by discussion. This scenario is adapted from Dodge (2006).
2. Remind students that they should answer according to their own thoughts and feelings, as there are no right or wrong answers.
3. The objective of this worksheet is to consolidate students' understanding of dispositional and situational attribution, allowing students to realize that the use of situational attribution may enable them to consider others' situation and difficulties, and allow them to forgive others more easily and resolve their own negative feelings.

Teacher's Note

In the first question, answers A and C are examples of dispositional attribution, while answers B and D are examples of situational attribution.



ACTIVITY 6: HOMEWORK OVERVIEW (3 MINS)

1. Distribute the worksheet “Who’s in What Group?” (Slide 17; see pages 45–46): a two-page question sheet with 16 characters and an answer sheet.
2. Brief the students using the instructions on the answer sheet.
3. This homework is designed to prepare students for the next lesson: “In-group and out-group.”

ACTIVITY 7: LOVING-KINDNESS MEDITATION (3 MINS)

Please refer to Appendix II (see page 84) for the script or use the voice recording on the manual website to guide the practice.

SUMMARY

1. Attribution is the act of assigning causes to an event or a behavior. Dispositional and situational attribution are two types of attributional styles.
2. Dispositional attribution refers to attributing dispositional causes to explain a person’s behavior. For example, a person did something simply because he or she was bad or lazy. Situational attribution refers to attributing circumstances as the cause behind a person’s behavior. For example, a person did something because he or she was not feeling well at that particular moment.
3. It is important to consider other people’s circumstances and not to overlook how these situations play a part in causing their behavior. This is especially important in a multicultural school with students from different ethnic backgrounds. Students should learn to think from different perspectives, and be more open-minded in order to build a harmonious school culture.
4. Apart from appearance, people’s thoughts, preferences, and behaviors change over time. This is important to keep in mind as a change in situation may change how a person acts or behaves.



TEACHER'S REFERENCE

Attribution Theory

Attribution is the way in which people ascribe causes to events or behavior. People have a tendency to look for causes of events. According to Heider (1958), events or behavior may be caused by dispositional or situational factors.

1. Dispositional Attribution

Dispositional attribution refers to how a person ascribes disposition as the cause of an event or a behavior. For example, he was late because he was lazy.

2. Situational Attribution

Situational attribution refers to how a person ascribes situation as the cause of an event or a behavior. For example, he was late because of a stomachache.

For the sake of convenience, people tend to ascribe events or behavior as having a single and simple cause, instead of considering the possibility of other intertwining factors that might have caused an event or a behavior. Furthermore, people tend to overemphasize dispositional factors and ignore situational factors when they judge others' negative behaviors.

When judging their own negative behaviors, however, they tend to lean towards the opposite—that is to ignore dispositional factors but emphasize the influence of situational factors on their own behavior. For example, if they are late for an appointment, they may attribute the cause to traffic jam. This phenomenon is called fundamental attribution error.

Why do we, as human beings, have attribution bias? We deal with a lot of information and stimuli from the environment on a daily basis. As a result, when our cognitive load is high, we tend to use mental shortcuts or heuristics to form knowledge about the world, in order to be mentally efficient. Fiske & Taylor (1984) used the term "cognitive misers" to describe people who have a tendency to use mental shortcuts to form knowledge about the world. To save time and mental energy, cognitive misers are inclined to make dispositional attribution to explain the behavior of others, which may lead to interpersonal misunderstandings or even conflicts. For instance, if a teacher attributes a student's substandard performance in exams to laziness, he or she may overlook other crucial factors, such as the student's learning needs or difficulties. To sum up, it is important for us to consider different situational

causes and the effects of situations on people's behavior.

Entity and Incremental Theories of Personality


When a person only subscribes to dispositional attribution, he or she tends to believe that the behavior of others is unchangeable because personality or dispositional factors are usually considered as stable. In contrast, when a person subscribes to situational attribution, he or she tends to believe that the behavior or even personality of others is changeable or malleable because situations are subject to change. Dweck, Hong & Chiu (1993) refer to the belief in unchangeable personality as the entity theory of personality and the belief in changeable personality as the incremental theory of personality.

In a study, Gervy, Chiu, Hong & Dweck (1999) asked their participants to read a summarized transcript of a fictitious murder trial. They found that: 1) those who embraced the entity theory made their verdict according to outward appearance of the suspect instead of circumstantial evidence; 2) those who embraced the incremental theory, on the other hand, relied less on the observable behavior of the person but focused more

on other details or circumstances involving the murder case before making a verdict. In other words, incremental theorists tended to be more objective and unbiased when making judgments. Furthermore, in another study by McConnell (2001), it was found that entity theorists were more likely to form group stereotypes. For example, after reading news report about higher criminal rate among African Americans, they tended to posit that all African Americans were criminals. Conversely, incremental theorists possessed a more accepting attitude towards groups and viewed characteristics of groups as malleable and influenced by changing situational factors. It is therefore important for us to adapt a more flexible mindset and consider the influences of circumstances on a person or a group's behavior. Lastly, being open-minded and believing that people have the potential to change over time can help us develop more harmonious relationships not only within our immediate social circles, but also within society at large.

AN UNFORTUNATE DAY

IN-CLASS WORKSHEET



Now it's exam week. Today you were rushing to the classroom for your exam. Suddenly, a student whose ethnicity is different from yours came running in your direction and bumped into you, almost knocking you over. He barely took a look at you and rushed off. Why do you think he was in such a hurry that he couldn't even say sorry to you?

1. Please make a guess and rate the four possible reasons below according to their likelihood.

(1 = least likely, 5 = most likely)

- a. He was rude – that's why he did not say sorry.

1 2 3 4 5

- b. He was in a rush to get back to the classroom for his exam and forgot to apologize.

1 2 3 4 5

- c. He was a bully and did it on purpose.

1 2 3 4 5

- d. He saw that you were going to scold him, so he hurried away.

1 2 3 4 5

2. Would you be able to forgive this boy? Yes / No

Why?



WHO'S IN WHAT GROUP?

HOMework

There are 16 people here. Can you organize them into groups?

Here are some rules:

1. Please put them into 4 groups by writing the number in the box below.
2. Don't leave anyone out! Each person must belong to at least one group.
3. They can't be alone! So, each group has to have more than one person.
4. If you wish, you can assign the same person to more than one group. For example, no.1 can belong to both groups one and two.
5. For each group, please explain the reasons for grouping.

Group 1 e.g. Elderly #5,7,11,15	Reasons behind this grouping e.g. They look old./ Their hair is getting white.
Group 2	Reasons behind this grouping
Group 3	Reasons behind this grouping
Group 4	Reasons behind this grouping

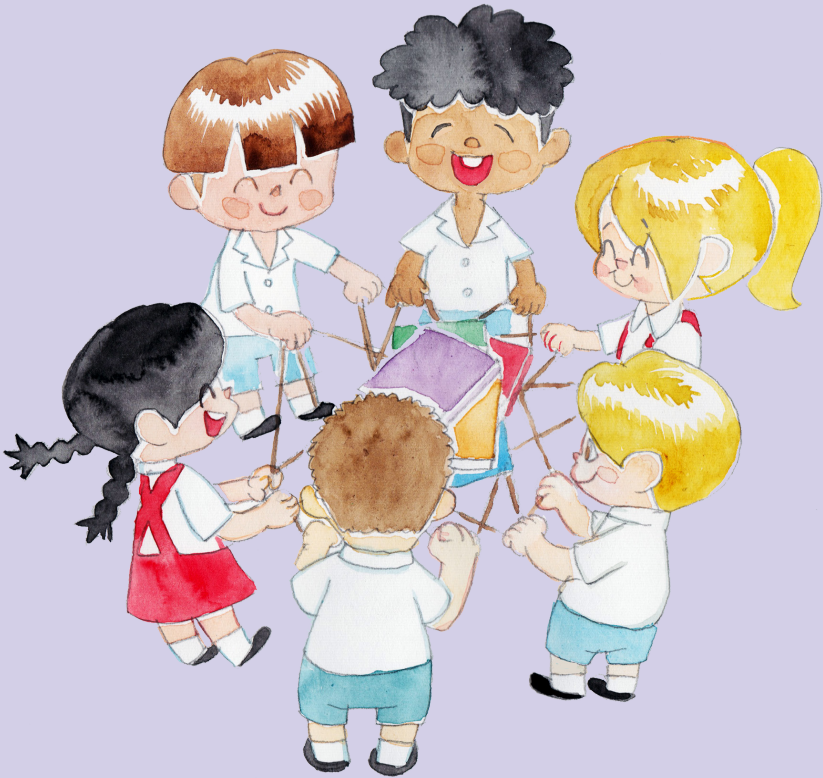


REFERENCES

- Dodge, K. A. (2006). Translational science in action: Hostile attributional style and the development of aggressive behavior problems. *Development and Psychopathology, 18*(3), 791–814. doi: 10.1017/S0954579406060391
- Dweck, C. S., Hong, Y., & Chiu, C. (1993). Implicit theories: Individual differences in the likelihood and meaning of dispositional inference. *Personality and Social Psychology Bulletin, 19*(5), 644–656. doi: 10.1177/0146167293195015
- Fiske, S. T., & Taylor, S. E. (1984). *Social cognition*. Reading, MA: Addison-Wesley.
- Gervey, B. M., Chiu, C. Y., Hong, Y. Y., & Dweck, C. S. (1999). Differential use of person information in decisions about guilt versus innocence: The role of implicit theories. *Personality and Social Psychology Bulletin, 25*(1), 17–27. doi: 10.1177/0146167299025001002
- Heider, F. (1958). *The psychology of interpersonal relations*. New York: John Wiley and Sons.
- McConnell, A. R. (2001). Implicit theories: Consequences for social judgments of individuals. *Journal of Experimental Social Psychology, 37*(3), 215–227. doi: 10.1006/jesp.2000.1445

04

IN-GROUP, OUT-GROUP



LEARNING OBJECTIVES

1. Help students understand that apart from categorizing people based on their appearances, people can also be grouped together on the basis of their shared interests or common feelings.
2. Help students understand and uncover the common humanity that exists among all of us.
3. Help students experience the transition between in-group and out-group so as to understand that the boundaries between groups are not fixed.

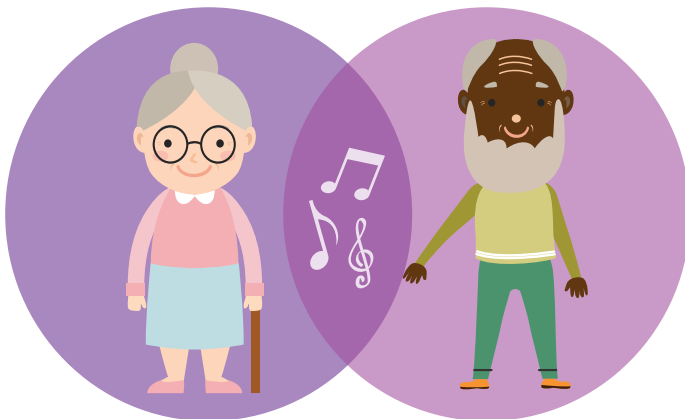
LESSON RUNDOWN

Content	Time	Materials required
1. Homework discussion	10 mins	Worksheet: "Who's in What Group? 2.0"; PPT 4 (Slides 2–8)
2. Music buddy	10 mins	PPT 4 (Slides 9–11)
3. Video sharing	15 mins	PPT 4 (Slides 12–16)
Let's move! (3 mins)		
4. Let's make a net	15 mins	PPT 4 (Slides 18–19)
5. Loving-kindness meditation (LKM)	3 mins	Appendix II or LKM recording



ACTIVITY 1: HOMEWORK DISCUSSION (10 MINS)

1. Referring to the worksheet “Who’s in What Group?” distributed during the last lesson, invite students to share how they put the cartoon characters into groups. For example: skin color, age, or gender (Slide 2).
2. Distribute the worksheet “Who’s in What Group? 2.0” (see pages 63–64) and ask students if they can spot the difference between the new and the previous worksheets. Point out while all the cartoon characters remain unchanged, thought bubbles or graphics have been inserted to show the feelings and interests of the characters.
3. Using Slides 3–7, invite students to spot the commonalities among different characters. For example, on Slide 3, both characters enjoy singing despite their differences in skin color and gender.
4. To conclude the activity, debrief as follows (Slide 8): “In a new environment, for example, during the start of a school year, people may be inclined to categorize other people based on their appearances for the sake of convenience. This act of putting people into fixed categories limits their chance of meeting new people. However, if we are open to initiate conversations with others, we may find that we are more similar than different.”



ACTIVITY 2: MUSIC BUDDY (10 MINS)

OPTIONAL

This activity aims to facilitate students to identify common interests between them and their classmates.

1. Color papers

To facilitate the interaction between Chinese and non-Chinese students, prepare papers of two different colors and distribute papers of one color to each group. For example, blue paper for the Chinese students and red paper for the non-Chinese students.

If there is a great difference in the number of Chinese and non-Chinese students, we suggest the teacher prepare an extra color for the group with a larger number of students. For example, if there are more Chinese students in the class, they would each receive either a piece of blue or yellow paper, while the non-Chinese students would receive red paper only.

-1-
FIND YOUR
BUDDY!

1. Make room for this game by pushing the desks and chairs to the side.
2. Distribute color paper to students and ask them to hold those papers in their hands throughout the game.
3. Give the following instruction: "I am going to play a short music clip (Slide 9). When you hear the music, you are free to walk around the classroom. However, once the music stops, please stay where you are and wait for further instructions from me."

Round 1

Grouping instruction

"Find someone who has the same color paper as yours and form a group with him or her. There should not be more than three people in a group."

(This is intended to be a warm-up for students to group themselves with classmates who speak the same language.)

Round 2

Grouping instruction

"Find someone who has a different color paper than yours and form a group with him or her. There should not be more than three people in a group."

(This will allow Chinese and non-Chinese students to group themselves together.)

-2-
FIND YOUR
COMMONALITIES!

1. At this point, invite students to brainstorm, in their own groups, any common interests or thoughts they may share with one another. After that, invite a few groups to share their findings with the whole class (Slide 10). Some common interests students may report include liking the same food such as hamburgers and supporting the same pop stars. Students may also share common feelings such as feeling nervous before an inter-school competition.



- Using Slide 11, conclude this activity by saying: “If we look closely, it is not hard to see that as human beings, we share more things in common than we think. Regardless of race or gender, most of us wish for love from our family and friends. We enjoy blue skies and fresh air. We also dread the pain from sickness and poor health and no one likes to see the atrocities of warfare. This is our common humanity. After this activity, do you feel closer and more similar to your classmates?”

ACTIVITY 3: VIDEO SHARING — MARUKO AND THE WAR BETWEEN BOYS AND GIRLS (15 MINS)

We are not able to include the video clips on the PowerPoint appended to this booklet due to copyright restrictions. Please type “小丸子男女大混戦” on YouTube and look for the video. Play the segments according to the timecode provided.

Introduce the video by saying the following:

“It’s Maruko again. This time, the girls and boys from her class seem to have a conflict. Let’s see what they are up to!”

Maruko and the War between Boys and Girls (Part I)

Timecode: 00:00–01:32

Discussion (Slide 13):

1. The boys left litter on the street and Maruko told the teacher. Do you have similar experiences?
2. How do you think the boys would react?

Timecode: 02:04–03:00; 05:19–06:24; 10:16–10:26

At this point, recap what has happened in the story by saying:

On her way home, Maruko bumped into two boys from her class. The boys were not happy with Maruko for telling on them. They started having a heated debate. The following day in school, the boys even started playing pranks on the girls. Eventually the two groups agreed to meet after school to have a real fight.

Maruko and the War between Boys and Girls (Part II)

Timecode: 05:23–06:01; 07:09–08:52

Now, recap the ending of the story, by saying:

The boys and girls were brawling and throwing eggs at each other, and Kotama (Maruko's best friend) got injured during the fight. The boys immediately sent Kotama to the school clinic and apologized for what happened. The boys and girls eventually reconciled and even started sharing Power Rangers flashcards!

Let's think

This story portrays a conflict between boys and girls. What happened at the beginning and the end? Why did you think they eventually reconciled (Slide 15)?

Main message behind the clip

Slide 16



People tend to favor members that belong to the same group as them (their "in-group"). In this video clip, the girls and boys chose to take sides with their own in-groups when there was dispute between the two groups.

Towards the end of the clip, it was shown that Kotama was hurt from the fight and both boys and girls were worried about her. One of the boys even apologized and shared his flashcards with the girls. From this, we saw that there are no set boundaries between in-group and out-group. Rather, this boundary can change at any time.



OPTIONAL

LET'S MOVE! (3 MINS)

PLEASE REFER TO APPENDIX I (SEE PAGE 83)

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

In Activity 3, students are shown the damaging effects that resulted when a conflict between just a few people escalated into an intergroup conflict. Forming groups may be harmful but the collective power of group could be harnessed to achieve something quite profound. This activity is designed to have both the elements of competition and collaboration (Slide 18). It is hoped that students can experience the changing boundaries between in-group and out-group, and also enjoy the fulfillment of collaboration.

Teachers are advised to supervise their students closely during the activity, as they may bump into each other. If possible, more than one teacher or teaching assistant is suggested to be present 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 in-group and out-group.

Game Rules

1. Invite students to form groups of four or five.
2. Distribute a piece of rope to each group, and give the following instruction: "You will be given 5 minutes to make a net using the piece of rope you have just received. After that, try to place as many books on the net as you can. The group with the most books on their net at the end will be declared winner." (Check if the classroom has sufficient number of books. If not, pencil cases or textbooks can be used instead.)
3. During the game, supervise students closely. If the students have difficulty holding up the net with all the books, stop them from putting more books on the net.
4. When time is up, count the books on each group's net and announce the winner.

Before the activity starts

1. Several pieces of rope (1.5 meters in length each) are required for this activity. The number of pieces of rope needed depends on the size of the class. Students are advised to get into groups of four or five and each group needs a piece of rope.
2. Demonstrate with three volunteers on how to make a simple net using the rope before the game starts (refer to the demonstration video clip on the manual website).



02 Collaborative mode

Aim

Let students form a big group and cooperate with one another, so as to experience how previously in-group and out-group members are all now part of a big in-group.

Game Rules

1. Going on to the collaborative mode of this game, give the following instruction: "You have a new challenge this time. Your mission now is to place 50 books (depending on how thick the books are) on the net that you make. It is also allowed 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: "50 books are a lot heavier than a few of them. What sort of net would you need to complete the mission?"
3. Wait for an appropriate response from the class. After that, assist the class to combine all the pieces of rope to make a bigger net for the 50 books.

Debriefing (Slide 19)

1. In the face of competition, opposition between groups is present so that in-groups and out-groups are formed. 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.
 - 1.1 In-group: "us," i.e., "our own people," such as people of the same team or the same ethnicity.
 - 1.2 Out-group: "others," i.e., people who are different from "us," such as people of the oppositional teams or other ethnicities.
2. Conclude by the following: "The boundaries between in-group and out-group are vague. In the first round of the game (the "competition mode"), classmates from the other groups were your "out-group," and only those from your team were your "in-group." In the second round of the game, however, when we had a common goal, those very same classmates who had once been your opponents became your teammates. From this, we experience a shift between in-group and out-group. A lot of times, groups are formed on the basis of the differences that exist between group members. However, there is no such thing as a fixed group identity, because the boundaries between groups are always changing. Therefore, if we can be more open-minded, we will realize that we are actually more similar than different."

ACTIVITY 5: LOVING-KINDNESS MEDITATION (3 MINS)

Please refer to Appendix II (see page 84) for the script or use the voice recording on the manual website to guide the practice.

SUMMARY

1. People often categorize one another on the basis of superficial features, such as skin color, age or gender. This tendency leads people to neglect their commonalities and distance themselves from one another. Despite differences in skin color or ethnicity, there is common humanity among us. In a diverse learning environment, teachers are encouraged to nurture students to be more open-minded and initiate dialogue between classmates from different backgrounds to seek common ground. For instance, students from different cultural backgrounds may face the same difficulties in learning, and through collaborative work, they may learn from one another.
2. 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, skin color or preferences, non-Chinese students are often being labeled or treated as the out-group. However, the boundaries between groups are not fixed. Rather, they change easily and continuously when there are common goals to strive for. Hence, we encourage schools or teachers to foster a cooperative environment so that students can work towards common goals by harnessing their collective strengths.



Distribute Lesson Summary Card

TEACHER'S REFERENCE

The Formation and Outcome of In-group and Out-group

A sense of self (self-concept) includes both aspects of self-identity and social identity. While self-identity refers to how a person describes his or her own characteristics, qualities, or preferences, social identity refers to a person's sense of self based on his or her own social group membership. Through the process of social categorization, people place one another into different social groups based on the properties and characteristics of people. For example, individuals from the same ethnicity or same class may consider themselves as belonging to the same social group; whereas others of different ethnicity or from a different class would belong to other social groups. "In-group" is a group of which a person identifies himself or herself as being a member; whereas "out-group" is a group which a person does not identify with.

In-group bias refers to the tendency for individuals to favor their fellow in-group members. The superior performance of in-group can strengthen the social identity and self-esteem of in-group members (Tajfel, 1979). This preference to one's in-group also results in group-serving

bias—the tendency to evaluate behaviors of out-groups in less favorable light.

To explain negative behaviors from fellow in-group members, individuals tend to ascribe situational causes, but the negative behaviors of out-group members are usually dispositionally attributed. For instance, if a Hongkonger sees another Hongkonger cut in line, he or she might conclude that the person must be in a hurry; whereas if the person cutting in line is someone from an out-group (e.g. a person from mainland China), he or she might make harsh judgement and conclude that the person is a rude person. By the same token, people tend to attribute positive behaviors of in-group members to dispositional causes, whereas the positive behaviors of out-group members are attributed to situational causes. For example, when a Hongkonger gives up his/her seat to someone in need on public transport, other Hongkongers are more likely to think that this act is due to kindness, whereas if the same behavior is done by a person from out-group, Hongkongers would think it is just because he or she is about to alight. As time goes by, people would treat positive behaviors from an in-group as

intrinsically virtuous, whereas the negative behaviors of an out-group are due to their lasting dispositions. This is what we call ultimate attribution error.

A Common Group Identity

In the Common In-group Identity Model (Gaertner, Dovidio, Anastasio & Rust, 1993), intergroup bias may be reduced by transforming the perceptions of group boundaries, or recategorization of “us” and “them” to a more inclusive “we.” To achieve recategorization, a common and superordinate group membership could be introduced through shared common goals or challenges. For example, in the activity “Let’s Make a Net,” we present a common challenge (make a net that is big enough to hold 50 books) to individual groups in the hope that working together for the same goal will facilitate the formation of one big team.

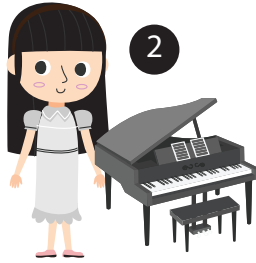
WHO'S IN WHAT GROUP? 2.0

IN-CLASS WORKSHEET

I would have won the match if I hadn't slipped. I'm so frustrated at myself!



I am so nervous about the piano exam!



I like to call my best friend when I am sad.

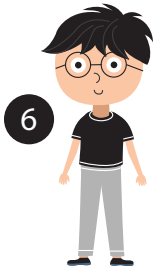


I am so nervous about tomorrow's match!



I will be fine after talking to friends during morning walk.

I like to sing while doing homework.



I was also a great guitarist ages ago.



I like to sing during shower.



WHO'S IN WHAT GROUP? 2.0

IN-CLASS WORKSHEET



Will mum not allow me to practice singing overnight?

I love to sing children songs with my granddaughter.



How could I injure my legs right before sports day! I'm so mad at myself!



14



I love to sing Cantonese Opera while cooking.

Will mum get mad at me since I come back home late?



REFERENCES

- Gaertner, S. L., Dovidio, J. F., Anastasio, P. A., Bachman, B. A., & Rust, M. C. (1993). The common ingroup identity model: Recategorization and the reduction of intergroup bias. In W. Stroebe & M. Hewstone (Eds.), *European review of social psychology* (Vol. 4, pp. 1-26). New York: John Wiley and Sons.
- Tajfel, H. (1979). Individuals and groups in social psychology. *British Journal of Clinical Psychology*, *18*(2), 183-190. doi: 10.1111/j.2044-8260.1979.tb00324.x

05 REFLECTION & GRATITUDE



LEARNING OBJECTIVES

1. Recap the content from Lessons 1–4.
2. Nurture an attitude of gratitude in students and teach them to express gratitude to family, teachers and friends.

LESSON RUNDOWN

Content	Time	Materials required
1. Photo sharing	5 mins	PPT 5 (Slides 2–8)
2. Pop-quiz	15 mins	PPT 5 (Slides 9–25)
3. Gratitude exercise	10 mins	Worksheet: “Gratitude Tree”; PPT 5 (Slide 26)
Let’s move! (3 mins)		
4. Video sharing	15 mins	PPT 5 (Slides 28–34)
5. Highlights	3 mins	PPT 5 (Slide 35)
6. Loving-kindness meditation (LKM)	3 mins	Appendix II or LKM recording

ACTIVITY 1: PHOTO SHARING (5 MINS) OPTIONAL

1. Show a photo of a boy kissing a girl on her cheek (Slide 2). Ask the girls in class how they would feel if they were the girl in the photo.
2. According to our experience from the program trial, girls would feel embarrassed or uncomfortable given the same situation. Point out that in certain Western countries, cheek kissing is a common social convention when greeting one another and so are handshakes and hugs (Slides 3–4).
3. Show students the different greeting gestures used by people from different cultures: Japanese bow to one another (Slide 5); Thai greet one another by bowing with their palms pressed together (Slide 6); two hands together with right fist on the left palm is a common Chinese martial arts greeting (Slide 7); and Maori people from New Zealand greet by touching and rubbing their noses together (Slide 8).
4. Continue to explain: “There are different cultural traditions and customs. Just like what we have learnt in Lesson 1, a lot of seemingly strange customs are there with a reason—like how we greet one another. Where people live, or the way people are brought up generally shape how they think and feel. Respecting people from other cultures is therefore very important because we would expect the same in return.”

Maori greeting



Thai greeting



Chinese greeting

ACTIVITY 2: POP-QUIZ (15 MINS)

A pop-quiz was designed to help students recap what they have learnt in the past four lessons (Slides 10–25). In order to motivate students, a prize can be given to the first person who gives the correct answer. Note that there is only one correct answer for each question.

- | | |
|--|--|
| 1. How many skin colors are there in the world? | A. 29
B. 100
C. 250
D. None of the above |
| 2. Which of the statements below is correct? | A. Our skin colors come from the food we eat.
B. People who live in places with a lot of sunlight have darker skin.
C. People who live in places with a lot of sunlight have lighter skin.
D. Our skin colors depend on where we were born. |
| 3. When we see people from another culture doing something unfamiliar or strange, we should: | A. Feel scared and walk away.
B. Laugh at the person and tell the others about how silly the person is.
C. Be curious but respectful, and try to understand the person's culture.
D. Try to change them, hoping that they would behave like us. |

4. If we take a step further and try to discover the stories behind different cultural practices around the globe, we may find that they are:

- A. The same
- B. Boring
- C. Not acceptable
- D. **Interesting**

5. What is empathy?

- A. **Step into other people's shoes, and try to listen and understand their thoughts and feelings.**
- B. Just say "hey, don't be like this" to a friend who is clearly upset.
- C. To learn and understand other people's culture.
- D. Pass your own advice or judgment to others right after listening to them.

6. From the clip "Maruko and Mommy," how did they resolve their misunderstanding at the end?

- A. She felt better after talking with Tamae (her best friend).
- B. **Mommy was being empathetic, and said sorry to Maruko.**
- C. Maruko said sorry to mommy and promised to try harder next time.
- D. Mommy bought ice cream for Maruko.

7. Being able to see things from other people's perspectives can:

- A. Improve relationships with others
- B. Reduce interpersonal conflicts
- C. Increase cooperation among people
- D. All of the above

8. If a student forgets to bring his homework, which answer below is an example of situational attribution?

- A. He is a lazy person.
- B. He is not feeling well today.
- C. He is a careless person.
- D. He is naughty.

9. Which answer below is an example of dispositional attribution?

- A. Today is his first day in school.
- B. He is not feeling well today.
- C. He just forgets his homework this time.
- D. He is a careless person.

10. In the clip "My Dirty Classmate," why did the new classmate smell so bad?

- A. The new classmate picked up paper scraps before school.
- B. The new classmate was a lazy and dirty person.

11. Was the previous answer a dispositional or a situational attribution?

- A. Dispositional attribution
- B. Situational attribution

12. From the activity “Guess Who,” we learnt that:

- A. Our personality does not change with time.
- B. People who were unattractive when they were young will always be unattractive.
- C. Our face, personality and behaviors change with time.
- D. The way we look when we were little is related to our achievement in school.

13. Which answer below is common among most of us?

- A. We all like puppies.
- B. We all love eating cakes.
- C. We all want to be loved by family and friends.
- D. We all like to dance.

14. From the activity “Who’s in What Group?” we learnt that:

- A. Interpersonal relationships are important.
- B. Empathy is important.
- C. The most reliable way to group people is based on their appearance.
- D. Different people can be similar in many ways.

15. Which of the statements below is incorrect?

- A. Whoever is in our team will never change.
- B. People can either be our teammate or opponent, at different times and under different situations.
- C. Although we may look different, we are more similar than different.
- D. Each of us has our roles in a team—and we are all equally important.

16. Respect is:

- A. Being polite to others
- B. Not making fun of others
- C. Doing what is appropriate
- D. All of the above



ACTIVITY 3: GRATITUDE EXERCISE (10 MINS)

1. Distribute worksheet “Gratitude Tree” (Slide 26; see page 81). Invite students to think about what a tree needs in order to grow and thrive. (Possible answers: exposure to an appropriate amount of sunlight, rain, fertilizers, attention and care from the gardener.)
2. Invite students to come up with things or conditions that may harm a tree. (Possible answers: too much/too little rainfall, extreme cold weather, and diseases caused by pests.)
3. Explain: “Like trees, people depend on many different conditions in order to grow and thrive. Picture yourself as a tree. What ‘nutrients’ do you receive from people around you? What condition may harm your growth? Lastly, who shield you from the rain, sun, and storm?”



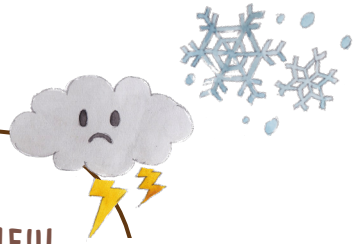
NUTRIENTS

“Nutrients” may include education, food, clothes, shelter, or the care one receives when one is unwell, etc.



PROTECTION

People who protect you from outside harms can be family, friends, or teachers from school, etc.



HARMFUL CONDITIONS

“Harmful conditions” may include sickness, conflicts with family and friends, or failures, etc.

- Continue to explain: “Our growth depends largely on the care, support and love we get from family and friends. In our daily lives, things that we may take for granted are usually the result of continual dedication from our family. We should feel grateful to have the support and understanding from family or friends during hardship. Although sometimes we might be frustrated with our family and overlook their contributions, we should understand that everyone has his or her shortcomings and we should also be considerate of our family members’ feelings and emotions. It is important for all of us to take a step back and see the efforts others have made and express our gratitude to them.”

OPTIONAL

LET'S MOVE! (3 MINS)

PLEASE REFER TO APPENDIX I (SEE PAGE 83)

ACTIVITY 4: VIDEO SHARING: SIU MAN (15 MINS)

Before playing the whole video on Slide 28, invite students to imagine what it would be like if there was a student like Siu Man in their class.



Play the whole video

Discussion on Slide 29:

1. If you were Siu Man's classmates and saw him throwing out paper scraps while taking class photos, how would you feel?
2. Why did Ms. Cheung spend huge effort to find those confetti papers? How would you feel if you were Siu Man seeing what Ms. Cheung had done for you?

Source of video: SEN Rights "See Differences, Embrace Diversity" — Champion of the 2016 Equal Opportunities Micro Film Competition

Using this video, sum up the main messages covered in this program (Slides 30–33):

1. Respect

Respect is treating others with basic manners, even if they may look and act differently from us. Ms. Cheung showed a good example of respect in this video. Even though Siu Man was not an “easy” student, Ms. Cheung did not exclude him. Instead, she tried her best to accommodate him.

2. Empathy

Empathy is the ability to think and feel from the point of view of others in a non-judgmental way. From the video, Siu Man’s classmates only spoke negatively of him, such as making the whole class late for recess, or being non-cooperative during P.E. lessons. Despite Siu Man’s improper behaviors, Ms. Cheung was willing to take an extra step to feel and see through the eyes of Siu Man. She understood the real intention behind Siu Man’s behaviors was to get the attention of others. Hence, during the photo shooting, she tried her best to find those confetti papers in order to let Siu Man know he was being accepted.

3. Attribution

Do you remember what the first girl from the video said? “Siu Man was the naughtiest in class,” she said. Using “naughty” to explain Siu Man’s behaviors is an example of dispositional attribution. Even if Siu Man was not the best-behaved, one should not neglect other factors that might have contributed to his behaviors, such as special educational needs. If Siu Man’s classmates believe that his behaviors are caused by something that cannot be changed, it is likely that Siu Man will never be accepted. Conversely, if Siu Man’s classmates are empathetic towards Siu Man’s feelings, they will understand that Siu Man is just like any one of them, longing for acceptance and understanding.

4. In-group/out-group

During the photo shooting scene, Siu Man did something out of the ordinary. He took scrap papers from his pocket and threw them around. This behavior made him stand out as an outcast. However, when Ms. Cheung gave colorful confetti papers to the whole class, everyone was excited and we no longer see a class that was divided. The boundary between in-group and out-group was gone.



“ BEAUTY IS IN THE EYE OF THE BEHOLDER. ”

“ LIFE IS NOT AN EXAM. ”
THERE ARE NO MODEL ANSWERS.

The two phrases mentioned in the last part of the video: “life is not an exam. There are no model answers” and “beauty is in the eye of the beholder” can be highlighted to sum up the Social Inclusion Program (Slide 34). Encourage students to stay objective, open-minded, be attentive to situations and not to pass judgement quickly. It is not difficult to discover beauty and goodness.

ACTIVITY 5: HIGHLIGHTS (3 MINS)

OPTIONAL

Display any photo or video taken during this program if available (Slide 35).

ACTIVITY 6: LOVING-KINDNESS MEDITATION (3 MINS)

Please refer to Appendix II (see page 84) for the script or use the voice recording on the manual website to guide the practice.

SUMMARY

1. 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 evoked by benefits or gifts we receive, such as getting a pair of shiny new shoes from mother; 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 from 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.
2. It is the time to review the key areas covered in this program. In the first lesson, we learned to respect and appreciate cultural diversity. In the second lesson, we learned to nurture empathy. In the third lesson, instead of judging others with dispositional attribution, we learned to look at things from multiple perspectives and to consider situational influences with a growth mindset. In the fourth lesson, we applied growth mindset on groups and saw that group boundary would change. We also understood the importance of being open-minded and tolerant towards those who are from out-group. There are in fact many commonalities between different peoples. 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 between us; indeed there is little distinction between “you” and “me.” We are all members of a big family, who can work hand-in-hand for the school we love and to make it a friendly and harmonious place for learning.



Distribute Lesson Summary Card and the last card with the game rules; ask the students to piece the cards together with reference to the image printed and prepare dices themselves for the game.

TEACHER'S REFERENCE

What is gratitude?

Gratitude is a psychological state of thankfulness and appreciation towards life in general. It is a positive emotion that prompts us to appreciate people and things around us and has positive effects on our relationships with others and our general sense of well-being. Gratitude involves a sense of thankfulness between a benefactor and the beneficiary. According to McCullough et al. (2002), a feeling of gratefulness arises when the beneficiary recognizes and responds with grateful emotion to the role of the benefactor's benevolence in the positive outcomes that the beneficiary obtains. For instance, some students may feel grateful towards their teachers and in turn will study hard in order not to disappoint their teachers. In Bartlett & DeSteno (2006), it was found that gratitude not only promoted an increase in efforts of the beneficiary to reciprocate help to the benefactor, but also the beneficiary's likelihood to offer help to strangers even when

such efforts were costly. In the last lesson of this program, we hope that students would learn to approach the people and the events that arise in their lives with gratitude, so that they can be benefited in their sense of happiness as well as their physical and mental health.

The practice of mindfulness

In recent years, mindfulness and its practice have been gaining attention in the field of psychology, with evidence emerging to demonstrate its effectiveness in personal well-being. Jon Kabat-Zinn is the pioneer in applying mindfulness in mental health. In 1979, he established the Stress Reduction Clinic at the University of Massachusetts Medical School, and became the founder of "Mindfulness-based Stress Reduction Program" (MBSR), which is widely used in treating chronic pain and relieving stress in patients. Apart from chronic pain, mindfulness was also demonstrated to be



01
EMBRACE
CULTURAL DIVERSITY



02
CHANGE YOUR
PERSPECTIVE, AND
UNDERSTAND MORE



03
PEOPLE CHANGE JUST
LIKE THE MOON. BE
MORE OPEN-MINDED

beneficial in alleviating the discomfort associated with cancer, psychosomatic disorders, eating disorders and anxiety. According to Kabat-Zinn (1994), mindfulness is the awareness that arises through paying attention to your breathing, thoughts and feelings, in the present moment, non-judgmentally. Mindfulness can also be understood as living entirely in the present moment, detaching from the past and being free from future worries. Juliet Adams, founder of Mindfulnet.org, described the ABC of mindfulness as that being “aware” of what one is thinking, and “being with” one’s experience can lead to being able to make wiser “choices,” rather than being led by past experiences and habitual reactions.

Mindfulness is not only beneficial to adults but also to children. In a study by Schonert-Reichl et al. (2015), mindfulness effectively increased empathy among children aged 9–10, enabling them to reduce depressive symptoms and aggressive behaviors. It also increased their prosocial

behaviors and peer acceptance, and improved their emotional management and learning effectiveness. In another study by Berger, Brenick & Tarrasch (2018), mindfulness was also shown to reduce aggression and social problems in children aged 8–10, and enhance their self-regulatory abilities.

Prevention is always better than cure. In order for the young generation to develop positive and tolerant attitudes, the practice of loving-kindness meditation is incorporated after each lesson. It is hoped that this exercise can nurture students’ interest in mindfulness. In a culturally diverse society, it is especially important for students to face each moment of their lives with an accepting and open attitude without being controlled by emotional reactions so that they can claim full autonomy in making wise choices. Lastly, we hope this book would not only benefit students but also educators in working towards an inclusive school environment for all.



04
**YOU AND I MAKE
A GREAT TEAM**



05
**SEE DIFFERENCES,
EMBRACE DIVERSITY**

GRATITUDE TREE IN-CLASS WORKSHEET



How does your family nurture you?

What are the factors that negatively affect your growth?

At home, who protects you from outside harms?

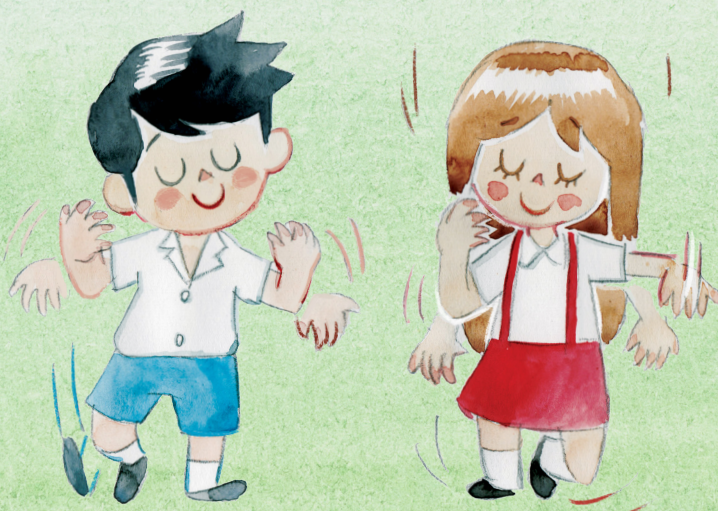
REFERENCES

- Adams, J. (n.d.). The ABC of mindfulness. *Mindfulnet.org*. Retrieved from: <http://www.mindfulnet.org/page2.htm>
- Bartlett, M. Y., & DeSteno, D. (2006). Gratitude and prosocial behavior: Helping when it costs you. *Psychological Science, 17*(4), 319–325. doi: 10.1111/j.1467-9280.2006.01705.x
- Berger, R., Brenick, A., & Tarrasch, R. (2018). Reducing Israeli-Jewish pupils' outgroup prejudice with a mindfulness and compassion-based social-emotional program. *Mindfulness, 1–12*. doi: 10.1007/s12671-018-0919-y
- Emmons, R.A., & Mishra, A. (2011). Why gratitude enhances well-being: What we know, what we need to know. In K.M. Sheldon, T.B. Kashdan & M.F. Steger (Eds.), *Designing positive psychology: Taking stock and moving forward* (pp. 248–262). New York, NY: Oxford University Press.
- Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York: Hyperion.
- McCullough, M. E., Emmons, R. A., & Tsang, J. A. (2002). The grateful disposition: A conceptual and empirical topography. *Journal of Personality and Social Psychology, 82*(1), 112–127. doi: 10.1037//0022-3514.82.1.112
- Mikulincer, M., & Shaver, P.R. (2010). Does gratitude promote prosocial behavior? The moderating role of attachment security. In M. Mikulincer & P.R. Shaver (Eds.), *Prosocial motives, emotions, and behavior: The better angels of our nature* (pp. 267–283). Washington, D.C.: American Psychological Association.
- Schonert-Reichl, K., Oberle, E., Lawlor, M. S., Abbott, D., Thomson, K., Oberlander, T. F., & Diamond, A. (2015). Enhancing cognitive and social-emotional development through a simple-to-administer mindfulness-based school program for elementary school children: A randomized controlled trial. *Developmental Psychology, 51*, 52–66. doi:10.1037/a0038454
- Steindl-Rast, D. (2004). Gratitude as thankfulness and as gratefulness. In R.A. Emmons & M.E. McCullough (Eds.), *The psychology of gratitude* (pp.282–291). New York, NY: Oxford University Press.

Appendix I: Let's Move

I will lead you to do a few-minute stretching exercise to help prepare your body and mind for the rest of this lesson. I invite all of you to stand up and take 3 deep breaths. Now, turning your right ankle from left to right for three times. Then, turning your left ankle from right to left, for three times again. Turning the attention to your knees, you may now bend them slightly, and then slowly straightening them to stand straight. Repeat this for three times: fast, slow and fast.

Now, rolling your shoulders in a circular but forward motion for three times. Then rolling your shoulders again, this time in a backward motion for three times. Lastly, rolling your head from left to right for three times, and right to left for three more times. You may now sit down. Using your fingers and pointing to the air, draw an imaginary question mark and at the same time, use your left leg to write the number "6" in the air.



Appendix II: 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)



We hereby express our deepest gratitude again to the support of The Hong Kong Jockey Club Charities Trust. We also wish to acknowledge the following individuals for their advices and contribution to the completion of this manual.

All the participating teachers from CNEC Ta Tung School and Man Kiu Association Primary School, especially Ms Mei Cheuk Chan and Ms Suk Fan Lai.

The interns of Department of Psychology, HKU:

Ms Yuet Wing Cho, Ms Connie Ysz Ching Chu, Ms Yee Lok Lai, Ms Yan Lam Pang, Ms Hiu Ching Chong, Ms Jun Chen Tao, Mr Samson Hoi Chun Lok, Ms Louise Lok Yee Tse, Mr Chiu Pang Lo, Ms Ka Wai Lee, Ms Ka Mei Wong, Ms Seen Ying Ng, Mr Danny Tsz Ning Wong, Mr Siu Kit Yeung, Ms Wing Yu Tang, Ms Ka Yat Chiu, Ms Serene Tsz, Mr Cho Lam Ngan, Ms Yuk Ngan Yeung, Mr Fu Ki Yip, Ms Hiu Tung Chan

We express our heartfelt thanks to SEN Rights for the copyright of the video clip on p. 75.

We have made tremendous efforts in tracing the copyright of the texts or graphics in this manual. If there is any omission, please contact the authors of this manual.

School Without Borders — Inclusion Program for Primary School Students

Authors	Emily Wing See Tsoi, Hiu Yan Lai, Edna Wan Man Chan, Kathy Kar Man Shum, Winnie Wai Lan Chan, Shui-fong Lam
Executive Editor	Hiu Yan Lai
Cover Design	Jackie Lam, Hiu Yan Lai
Illustrations	Jackie Lam
Published by	Jockey Club Lab for Cultural Diversity Study
Address	Faculty of Social Sciences, The University of Hong Kong, Pok Fu Lam Road, Hong Kong
Website	www.socsc.hku.hk/jclcds
Fax	(852) 2858-3518
Date of Publish	First edition published in April 2019
ISBN	978-988-13636-3-3

Not for sale

Copyright © 2019 Hong Kong Jockey Club & Faculty of Social Sciences, The University of Hong Kong.

Except for nonprofit educational purposes, no part of this publication may be reproduced or used. When the content of this book is quoted, appropriate citation must be included as follows:

Tsoi, E.W.S., Lai, H.Y., Chan, E.W.M., Shum, K.K.M., Chan, W.W.L., & Lam, S.-f. (2019). *School without borders—Inclusion program for primary school students*. Hong Kong: Hong Kong Jockey Club & Faculty of Social Sciences, The University of Hong Kong.