

Appendix 1: Support services offered by the Student Discipline Section

A. Services for Schools Under the Support Scheme of the Student Discipline Section

Each year all secondary schools are invited to apply for the following support services from the Student Discipline Section.

1. Professional consultation;
2. Regular visits to schools to provide a series of support services including school-based teacher training and experience sharing on student discipline work;
3. Seminars, talks, study groups, workshops and training courses;
4. Regular regional network meetings; and
5. Advice to school on short-term adjustment programme.

Participating schools would be offered the above support services on need basis. In 1998/99 school year, the Student Discipline Section renders support services to about 170 secondary schools. Besides, the Section also continues to provide support services to about 200 primary schools on a trial basis in the same year.

B. Services for all Secondary Schools:

1. Professional consultation;
2. Seminars;
3. Certificate courses for discipline teachers;
4. Newsletter on student discipline;
5. Review of the student discipline policy; and
6. Guidelines on student discipline and relevant resource materials.

Appendix 2: Some tips for Educative Approach to Discipline

- ☞ Preventive and proactive in nature.
- ☞ Ensures a smooth transition from primary to secondary education:
 - adjustment programmes for new students and their parents;
 - continued parental involvement, in particular during the first year in secondary school; and
 - make good use of the handbook for communication.
- ☞ Creates a sense of belonging and responsibility at an early stage :
 - discussing more on setting standards and rules;
 - developing critical thinking ability in the students to help them problem-solve; and
 - involving students in decision-making processes.
- ☞ Develops teamwork and partnership with other people for the benefit of our students.
- ☞ When sanctions and punishments are used as a last resort, they should be the logical consequence of the misbehaviour and non-humiliating.
- ☞ Encourages students to think and make action plan.

Appendix 3: Sample record form for patrolling duties

Schools may consider preparing a policy document and a set of record forms to verify that patrolling duties are educational and related to the work of the teachers. A sample record form used in a school is shown below.

Sample record form for patrolling duties

Ka Chi Secondary School						
Report Form on Student Activities during Teachers' Patrolling Duty Outside School						
Name of the teacher		Date		Time	From	To
Place or route	<input type="checkbox"/> Pierhead Garden, Richard Garden <input type="checkbox"/> Yuet Wu Villa <input type="checkbox"/> Other					
Students' behaviour or emergency events						
Name and Class of misbehaved student						
Teacher's strategy in dealing with the situation						
Teacher's follow-up actions						
Remarks						
Teacher's Signature		Date		Teacher's signature		Date
Principal's Signature		Date				

Appendix 4: Survey of patrolling duties of teachers

Introduction

1. This involves a teacher/several teachers taking patrolling duties in the neighbourhood of their school during lunch hours and/or before/after school to keep an eye on the students to ensure safety and order. In several seminars and network meetings organized by the Student Discipline Section, schools brought up the subject of patrolling duties by teachers. As the subject was drawing attention among discipline masters, the Student Discipline Section conducted a survey on the subject in 1996/97. The aims of the survey are as follow:

- to find out the purpose of such duties as perceived by schools;
- to have an overview of the operation; and
- to have an understanding of the attitude of the parties concerned.

The methodology of the survey

2. The survey was mainly conducted by telephone interviews. Some schools which were scheduled for visits by the Section during the period were interviewed face to face. The respondents were either principals or discipline masters/mistresses of the schools. The survey covered 90 secondary schools receiving support services from the Section at the time of the interview. They were distributed throughout the territory covering 19 districts to help school decide on a course of action.

The results the survey

3. Of the 90 schools, 40 reported that patrolling duties were assigned to teachers on a regular (17) and irregular (23) basis. Details of all the 90 schools are as follows:

District	C&W	E	W	S	WT	K	K	S	I	Y	M	SS	S	T	N	Kw	T	T	Y
			C	S	C	T	K	T	T	K	P	T	P		T	W	M	L	
RP				1	2		1						2	1		1	3	6	
IRP		2	2		3	2	1	1				4	4	1			3		
NP	4		4	1	2	7	6	1		3	4	2	2	3	1	6	2	1	1
Total	4	2	6	1	3	12	8	3	1	3	4	2	6	9	3	6	3	7	7

Key

District:

District:		Mode of Practice					
C&W	Central and Western	YT	Yau Tsim	TW	Tsuen Wan	RP	Regular Practice
E	Eastern	MK	Mong Kok	YL	Yuen Long	IRP	Irregular Practice
WC	Wan Chai	SSP	Sham Shui Po	SK	Sai Kung	NP	Not Practised
S	Southern	ST	Sha Tin	I	Islands		
WTS	Wong Tai Sin	TP	Tai Po	TM	Tuen Mun		
KC	Kowloon City	N	North				
KT	Kwun Tong	KwT	Kwai Tsing				

The rationale of the patrolling duties as reported by the 40 schools

- The survey showed that the reason of the 40 schools, which assigned patrolling duties to the teachers, was their concern with students' behaviour outside school. They included understanding students' behaviour, preventing students from misbehaving and assuring that students would not be a nuisance in the neighbourhood or be disturbed by undesirable elements.

The mode of practice

- The following aspects characterize the practice:
 - People responsible: mainly teachers of the discipline team.
 - Time:
 - before school (2)
 - lunch hour (22)
 - after school (21)
 - only when required (1)
 - Frequencies:
 - every day (14)
 - upon request (11)
 - during examinations (1)
 - occasionally (14)
 - Availability of policies and guidelines:
 - Yes (14: verbal (8); written (6))
 - No (26)
 - Whether the practice was jointly conducted with other schools:
 - Yes (3)
 - No (37)
 - Police involvement:
 - Yes (4)
 - No (36)
 - Whether students were informed:
 - Yes (33)
 - No (7)

(* The numbers in brackets are the number of schools)

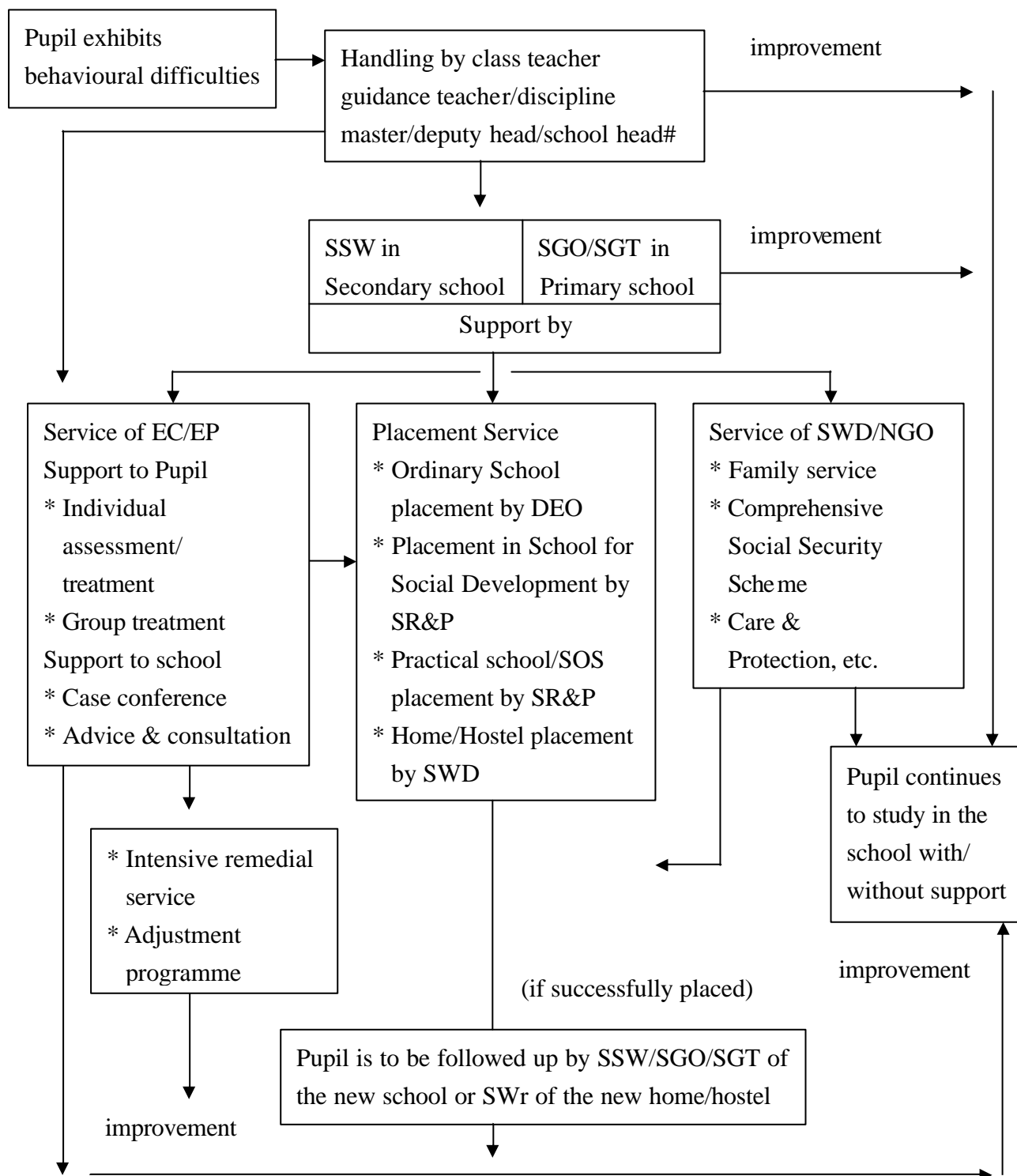
Conclusion

6. For patrolling to be effective, the school should define the objectives of the scheme and specify the teachers' roles and duties so that the students will accept teachers' advice outside the school premises and understand that the image of the school is in their own hands.

7. External control is not the ultimate goal of school discipline. Patrolling duties should be conceived as part of the education process whereby teachers can gather information on students' behaviour and activities outside school for planning appropriate preventive programmes.

Appendix 5: Sample flowchart of managing students with behavioural problems

(Extracted from Administration Circular No. 87/97)



Note: Parental consent/support should be sought throughout the process.

Consult/Report to the Police as and when necessary.

Legend

DEO	District Education Officer	SOS	Skills Opportunity School
EC	Educational Counsellor	SR&P	Screening, Referral & Placement
ED	Education Department		Sub-section of the Services
EP	Educational Psychologist		Division, ED.
NGO	Non-governmental Organization	SSW	School Social Worker
SGO	Student Guidance Officer	SWD	Social Welfare Department
SGT	Student Guidance Teacher	SWr	Social Worker

Appendix 6 : Conflict Resolution

A conflict is a disagreement that affects two or more people. Conflicts and disagreements occur at home and at school every day. Many methods like avoidance, mediation and negotiation are often employed by people to resolve conflicts. The former two are usually less effective when compared with collaborative negotiation because the latter is an active problem-solving process. It comprises an examination of the conflicting positions through communication in the hope of finding common underlying interests that can lead to agreement.

The basic component in a collaborative negotiation is to find out what the other party really wants and show them a way to get it, while you get what you want. The problem “lies not in conflicting positions, but in the conflict between each party’s needs, desires, concerns and fear.....” (Fisher and Ury 1981*, P.42)

Another difficulty is that people are usually not aware of their needs and interests. To be successful in the negotiation, it is necessary to communicate, understand and satisfy interests. Of course we are not born natural negotiators but if you are interested, there are books and video tapes in the Resource Centre of the Student Discipline Section which will help you learn more about conflict resolution.

* Fisher, R., and W. Ury, (1981). *Getting To Yes* New York: Penguin Press

Appendix 7: Helping students generate ideas

How Brainstorming Works

You may be aware that many students fail to find a solution to their problems because they run out of ideas. One common means to generate ideas is BRAINSTORMING. It is the ability to relate and to connect ideas sometimes in old and yet striking fashion. Having practiced making unusual connections, your students may find the door to creative problem solving. The technique is named by advertising executive Alex Osborn and has been practiced by many students in the United State with favourable outcomes.

When teachers analyze why brainstorming is such a popular classroom activity, they keep returning to the reason given by their students that BRAINSTORMING IS FUN. Feedback from our local teachers reveals that this technique arouses students' interest in discussion topics. It also motivates students' participation in class and should be practiced more often.

In conducting brainstorming in the classroom, a non-threatening environment is essential. The teacher has to convert the classroom from a listening, competitive, non-risk-taking situation into a friendly, co-operative, interactive situation in which students will take the risk of exposing their most impractical ideas to each other. An idea expressed by one group member may spark the imagination of another and then another idea. Pooling many diverse individual backgrounds in a group session forms a powerful idea generator.

Before each brainstorming session, outline the following ground rules for your students.

Rule 1: Withhold judgement of ideas

Nothing smothers the free flow of idea like a sharp critical remark or harsh laughter from another person. A judgemental attitude would cause group members to be more concerned with defending ideas than generating them. STOP PASSING JUDGEMENT DURING BRAINSTORMING.

Rule 2: Encourage wild ideas

Asking for wild ideas encourage group members to be imaginative and to expand their thinking.

Rule 3: Quantity counts

If the number of ideas to be considered is greater, the chance of finding a really good idea is also greater.

Rule 4: Build on the ideas of other

Participants are encouraged to build on or modify the ideas put forth by other group members. The possibility of combining or adding to previous ideas can open vast resources for most people.

Appendix 8: The five scenarios

Scenarios for Classroom Management

Scenario 1: Dyed hair

A girl in Form 2A was found to have her hair dyed. The teacher advised her to observe the school regulations on students' uniform and appearance, but she refused on the grounds of having parents' consent.

I. Questions for discussion

- 1) Why did the student, knowing well what she has done violated school regulations, still have her hair dyed?
- 2) Should the student deny having her hair dyed and claim that she was born with the hair colour or the change of hair colour was due to swimming or other causes, what would you do?
- 3) If the student argued that to have her hair dyed black would adversely affect her health, what would you do?
- 4) The class teacher had interviewed the student's parent(s) but the latter sided with the student. If you were the discipline teacher, how would you step in?
- 5) How should the school handle the case if the student still refused to get her hair dyed black after the interview with her parent(s)?
- 6) What course of action could the school take to prevent the recurrence of such unruly behaviour?

II. Possible underlying causes

- 1) The student regards having her hair dyed makes her look good and fashionable.
- 2) The student thinks that she can have her hair dyed as she wishes.
- 3) The student thinks that having her hair dyed helps create a unique image.
- 4) The student tries to challenge the authority of the school.

III. Methods of handling

- 1) **At the individual level:**
 - i. Ask the student in an amiable manner why she has her hair dyed, and analyse the harmful effects of hair-dyeing with her.

- ii. Explain patiently to the student the school regulations on students' bearing with which she should comply.
- iii. Contact and explain to the student's parent(s) the need for students to observe school regulations and seek parents' cooperation in helping students to grow up in a healthy manner.

2) At the class/form level:

- i. Through class discussions, allow students to express their views on hair dyeing especially its implication on school discipline.
- ii. The class teachers could conduct developmental programmes to address the concerns like the effect of fad and fashion on adolescents.

3) At the school level:

- i. Elaborate school regulations on students' bearing and the rationale behind, and reiterate the importance of observing them.
- ii. Strengthen the communication between the school and parents (e.g. through the Parent-Teacher Association), and stress that improvement of students' behaviour depends very much on the cooperation of parents.

IV. If you were Miss Li, what would you do?

- (1) **Alternative 1:** Since Mei Yan has repeatedly broken the school rule, I would punish her severely by asking her to stand at the playground until the end of the assembly.
- (2) **Alternative 2:** I would firmly tell her about the school's standard of students' appearance and also that hair dyeing is harmful to her health. I would make a contract with Mei Yan and demand her to dye her hair black by tomorrow, otherwise she will be punished.
- (3) **Alternative 3:** Since Mei Yan disregarded the school's standard of students' appearance, I would scold her and suspend her from school.
- (4) **Alternative 4:** I would explain to Mei Yan the difference between the popular culture, and the school culture. I would ask her to spray her hair black before going to the classroom.
- (5) **Alternative 5:** I would contact Mei Yan's parents and discuss with them about the follow-up actions.

*Please refer to the CD-Rom version of the Guidelines for details of the different alternatives.

Scenario 2: Failing to submit homework assignments

A boy in Form 1D habitually failed to submit his homework. The teacher had to advise and persuade him repeatedly to submit his work. This bothered the teacher very much.

I. Questions for discussion

- 1) Why did the student habitually fail to submit his homework on time?
- 2) If you were the class teacher/subject teacher, how would you help the student to submit his homework on time?
- 3) How should the case be handled if no improvement is observed after counselling has been given by class teacher/subject teacher?

II. Possible underlying causes

- 1) The student lacks the motivation to learn.
- 2) The student has difficulty in learning.
- 3) The student has poor study habits.
- 4) The student has to assist doing housework, hence he cannot find time to do his homework.
- 5) The student has been unable to manage his time properly.

III. Methods of handling

1) At the individual level:

- i. Find out the reason why the student failed to submit his homework, then provide suitable guidance and counselling.
- ii. Ask the student to take the consequence by finishing his homework during lunch time or after school, and contact the student's parents to work out the way to help the student solve the problem.
- iii. Set up a contract to reinforce the student's responsible behaviour of submitting homework assignments every day.

2) At the class/form level:

- i. Survey students' attitude in doing homework and submitting their homework on time in the class or grade.

- ii. Instil a class spirit of being responsible through inter-class or intra-class competition on submitting homework assignments on time.
- iii. Arrange peer group tutorials.
- iv. Organize study groups.

3) At the school level:

- i. Review the overall school policy on the quantity of homework assigned to students.
- ii. Educate parents on the skills in homework supervision and guidance.

Scenario 3: Leaving class by pretending to be sick

When you entered the classroom of Form 3B, a boy bending down as if he had a stomach-ache, asked to go to the toilet. After questioning him, you thought that he was only pretending.

I. Questions for discussion

- 1) How could you tell that the boy really needed to go to the toilet?
- 2) If the boy persistently alleged that you infringed his human rights by not allowing him to go to the toilet and further intimidated that in case of incontinence, you should take the blame, what would you do?
- 3) What other factors should be taken into consideration when handling similar cases with girls?

II. Possible underlying causes

- 1) The student is desperate for sympathy and concern.
- 2) The student is not interested in attending the lesson.

III. Methods of handling

1) At the individual level:

- i. Tell the students to rest and hold it until class ends.
- ii. Withhold reactions and keep an eye on him.
- iii. Keep on teaching to avoid disturbing the learning atmosphere.
- iv. Ask the monitor to accompany him to the toilet and remind them to come

back promptly.

- v. Contact his parents to understand more about his health condition.
- vi. Advise parents to seek medical advice if the symptom persists.

2) At the class/form level:

- i. Hold a class discussion with students, informing them that the abuse of the right of going to toilet will ruin the trust between students and teachers and that it will bring about other undesirable consequences.
- ii. Through class discussion, teacher and students agree on a set of procedure for handling such a situation with regard to the interest of all the students.

3) At the school level:

- i. If it is found that there is a serious abuse of the right of going to toilet, school should convene a meeting to discuss the issue so that a consensus can be reached among teachers.
- ii. Tell students in the morning assembly that such unruly behaviour is not allowed in school.

Scenario 4: Use of foul language

A boy in form 2E spoke foul language when you were writing on the blackboard during lesson. When the teacher was about to scold him, the boy denied ever speaking foul language. Other students did not dare to testify against the boy and his “accomplices” even perjured themselves so as to prove that the boy was innocent.

I. Questions for discussion

- 1) Why did the boy speak foul language even in front of his teacher?
- 2) Why didn't the students dare to testify against him while some perjured themselves?
- 3) If you were the teacher in that lesson, how would you handle the case?
- 4) If you were a discipline teacher, how would you handle the case when both the teacher and the student concerned maintain their own opinion?
- 5) If you were the class teacher, what kind of assistance would you give and what would you do to resolve and follow up the case?

II. Possible underlying causes

- 1) Causes for speaking foul language:
 - i. The student is used to such language.
 - ii. The student speaks foul language to express his discontent.
 - iii. The student speaks foul language because of poor impulse control.
- 2) Causes for not daring to testify against the student concerned/causes for committing perjury:
 - i. Other students are afraid of getting into trouble.
 - ii. Other students do not want to “betray” their friend.
 - iii. The students are afraid of being bullied by the student concerned.

III. Methods of handling

1) At the individual level:

- i. Conduct an interview with the student concerned after class to find out the causes of his misbehaviour.
- ii. In the light of the cause, give the student some guidance on proper way of making friends and getting along with other people.
- iii. Met out reasonable punishment to the students who misbehaved (the one who spoke foul language and those who committed perjury) after pointing out clearly the seriousness of their misbehaviour.
- iv. Set up contract with the student to reinforce respectful behaviour through exercising better self-control.

2) At the class/form level:

- i. Discuss with other students to find out the causes for speaking foul language and “committing perjury”.
- ii. The class teacher should conduct some developmental programmes to address the following concerns with the class during the class teacher periods.
 - the consequences of speaking foul language;
 - the appropriate ways of expressing one’ s discontent;
 - the importance of respecting self and other.

3) At the school level:

- i. Stress the importance of being courteous during morning assembly; or through moral education programmes.
- ii. Organise programmes such as “Courtesy Campaign”, “Teachers’ Day”.

IV. If you were Mr. Li, what would you do?

- (1) **Alternative 1:** I would punish the whole class for speaking foul language and telling lies with penalty of copying the school rules 10 times.
- (2) **Alternative 2:** I would continue to teach, but I would order the whole class to stay after lesson. Then I would interrogate them one by one until someone would finger at Ah Chung.
- (3) **Alternative 3:** I would give the students the chance to tell the truth. I would set up a contract with them. Before the close of play, if someone would finger at Ah Chung or Ah Chung confesses his fault, no one will be punished. Otherwise, the whole class will be detained after school.
- (4) **Alternative 4:** I would not tolerate the students speaking foul language and telling lies. I would give each student a piece of paper to write the name of the student who has spoken foul language.
- (5) **Alternative 5:** I would not take up too much time on this issue. I would tell the students that it is wrong to speak foul language and tell lies and then I would continue teaching.

*Please refer to the CD-Rom version of the Guidelines for details of the different alternatives.

Scenario 5: Playing fool to disrupt classroom routine

A boy in Form 3E often clowned around during lessons. He talked with his classmates frequently and even walked around in the classroom. He would also crack some jokes loudly, so that other students in the class could not concentrate during lessons. If the teacher reproached him, he would put up a confrontation and ended up in a deadlock.

I. Questions for discussion

- 1) Why did the student frequently disrupt lessons?
- 2) If you were the teacher in lesson, how would you handle the case?
- 3) If you were a discipline teacher, how would you handle the case?

II. Possible underlying causes

- 1) The method of teaching might be boring.
- 2) The student's learning ability is poor and he cannot catch up with the lessons.
- 3) The student lacks the motivation to learn.
- 4) The student wants to catch attention.
- 5) The student wants to establish his own status in class.

III. Method of handling

1) At the individual level:

- i. The teacher should first maintain his presence of mind and explain that the interest of the whole class always comes first. Therefore, he will handle the case after class.
- ii. Discuss the situation with the misbehaved student after class so as to find out the causes and point out the right from the wrong.
- iii. Reiterate how a student should behave in class.
- iv. Encourage the student to participate in extra-curricular activities to channel his energy.
- v. Assign some duties and responsibilities for the student according to his strengths, so as to instil a sense of achievement.

2) At the class/form level:

- i. Involve all students in class to discuss and draft the basic classroom rules necessary for learning to take place.
- ii. Discuss and set the consequences for breaking such rules.
- iii. Repeat i) & ii) across all the classes in the form if necessary.
- iv. Create an atmosphere conducive to learning by improving teaching methods.

3) At the school level:

With the view of improving classroom discipline, the school policy on extra-curricular activities could be reviewed so that the positive effect of extra-curricular activities in maximizing students' potentials and channeling students' energy could be enhanced.

IV. If you were Miss Chan, what would you do?

- (1) **Alternative 1:** I would scold and punish Jack according to the classroom rules.
- (2) **Alternative 2:** Since Jack was trying to get others' attention, I would ignore him and continue teaching.
- (3) **Alternative 3:** I would not interrupt the lesson and continue teaching. After class, I would interview Jack and try to find out his problems.
- (4) **Alternative 4:** Since Jack tried to make trouble, I would ask the Discipline Master to take him away.

*Please refer to the CD-Rom version of the Guidelines for detail of the different alternatives.

Appendix 9: Quiz on School Rules

School: Confucian Ho Kwok Pui Chun College
Date: 1993/94
Target: S.3 and S.4 students
Objectives: To enhance the students' understanding of school rules and strengthen students' concept of discipline
Form Activity: Competition among Houses
Content:

	Format	Scope	Sample Questions
Part I	Open-ended questions	General knowledge of school rules	Will students late for school be given demerits? How many members are there in the discipline team? Students of which levels are required to stay at school for lunch? Which teacher is responsible for matters relating to students' lateness?
Part II	Multiple choice questions	Principles of school rules	Why do students have to wear proper school uniform? Why do students have to arrive at school punctually? Why do students have to stay at school for lunch?

Appendix 10: Evaluation on the Whole School Approach to Discipline

This evaluation form aims at assessing the perception of the teaching staff on smoking among students in their school. School may like to design a self-evaluation form for their own purpose.

For Students	Strongly agree	Agree	Disagree	Strongly disagree
1. Teachers are firm in seeing through that the school is a designated smoke-free environment.				
2. Students respect the views of the teachers in school.				
3. Most student-smokers no longer smoke within the school compound after introduction of the new measures of the whole-school programmes.				
4. More students make use of the cigarette deposit box every morning instead of hiding cigarettes away.				

For Students (continue)	All the time	Most of the time	Sometimes	Never
1. Since the whole-school programmes were introduced, interest about where to get cigarettes died down.				
2. The number of students got caught in smoking within the school premises decreased.				
3. Now I feel safer at the playground because students no longer gather there to talk about cigarettes and smoking.				
4. Cigarette ends are no longer found at the corner or the playground after lunch.				

For Teachers	All the time	Most of the time	Sometimes	Never
1. Students are not smoking in the school premises.				
2. Students respect the rules on smoking which they set with the school teachers together.				
3. Students usually do not carry cigarettes to school any longer.				
4. There is good co-operation among teachers/functional teams on the subject.				
5. There is mutual support among teachers.				
6. Formal/informal communications are available for teachers to develop a consensus view.				
7. Teachers adopt the basic principle in student discipline.				
8. Teachers are supportive of the measures and carry out the Whole School Approach.				
9. Teachers develop a sense of belonging to the school.				

For Parents	Strongly agree	Agree	Disagree	Strongly disagree
1. I was consulted in setting school rules.				
2. There should be anti-smoking campaign in my child's school.				
3. I support the campaign by not smoking in the presence of my child.				
4. Teachers are too tolerant towards smoking.				

The Whole-School Programmes	Strongly agree	Agree	Disagree	Strongly disagree
1. The programmes have clear objectives which meets the developmental needs of the students.				
2. The planning of the programmes has the participation of most teaching staff.				
3. The planning of the programmes has inputs from students.				
4. The implementation of the programmes has the participation of most staff.				
5. The evaluation of the programmes has involved most staff.				
6. The evaluation of the programmes has involved most students.				
7. There is an overall review of the programmes.				

The School Management	Strongly agree	Agree	Disagree	Strongly disagree
1. There is a clear school mission.				
2. The principal gives high priority to adopting a Whole School Approach to Discipline.				
3. School is willing to use her resources in the whole-school programmes.				
4. School is willing to use the resources outside school the in whole-school programmes.				
5. There are flexible arrangements to facilitate the implementation of whole- school activities in discipline.				
6. There is personal and professional development for teachers.				
7. There are adequate briefings to staff before implementation.				

Appendix 11: Students' response to smoking

(Please refer to the Chinese version of the Guidelines)

Appendix 12: Sample survey questionnaire on smoking

(Adapted from Youth Poll Series No. 2, 1993 on Smoking and Drinking Among Youth of the Hong Kong Federation of Youth Groups)

Introduction

Good afternoon, I am a student of _____ school. We are conducting a survey to find out more about young people's lives in general. Please spare a couple of minutes to answer a few questions on your view about smoking. The information you provide will be kept in strictest confidence.

Section I: Personal particulars

(1) In which district do you live?

- | | | | | | |
|---|-------------------|----|--------------|----|------------|
| 1 | Wanchai | 8 | Mong Kok | 15 | Kwai Tsing |
| 2 | Eastern | 9 | Sham Shui Po | 16 | Tuen Mun |
| 3 | Central & Western | 10 | Yau Tsim | 17 | Yuen Long |
| 4 | Southern | 11 | Sai Kung | 18 | North |
| 5 | Kwun Tong | 12 | Sha Tin | 19 | Tai Po |
| 6 | Kowloon City | 13 | Islands | | |
| 7 | Wong Tai Sin | 14 | Tsuen Wan | | |

(2) How many members are there in your family living in the same household?
(Quote exact number) _____

(3) How old are you? (exact figure) _____

(4) Sex

1. Male 2. Female

(5) Education attainment

- | | |
|----------------------|--------------------------------|
| 1. Primary and below | 4. Tertiary, non-degree course |
| 2. Secondary | 5. Tertiary, degree course |
| 3. Matriculated | 6. Refused to answer |

Section II: Content

- (6) Do you smoke? (If yes, how often)
1. No, do not smoke (To Question 8)
 2. Yes, but rarely
 3. Yes, sometimes
 4. Yes, regularly
 5. Refused to answer
- (7) How do you obtain cigarettes? (Probe for a clear answer)
1. Offered by friends
 2. Taken from home
 3. Bought from shops (stores), supermarkets/convenience stores
 4. Bought from stalls
 5. Bought in black markets
 6. Obtained from other sources (Please specify: _____)
 7. Refused to answer
- (8) Would you agree that we need legislation prohibiting the sale of cigarettes to those under 18?
1. Strongly agree
 2. Agree
 3. Neutral/No idea (To Question 11)
 4. Disagree (To Question 10)
 5. Strongly disagree (To Question 10)
 6. Hard to answer/Don't know (To Question 11)
 7. Refused to answer (To Question 11)
- (9) Why do you agree with such legislation? (Probe for the main reason)
1. Smoking is harmful/no good to young people
 2. Such legislation would have the effect of deterring young people from smoking
 3. Young people should not smoke
 4. Such legislation can prevent young people from buying cigarettes easily
 5. Others
 6. Refused to answer

(10) Why do you think that we do not need such legislation? (Probe for the main reason)

1. It interferes with personal freedom
2. Such legislation is difficult to implement/ineffective
3. Smoking is no big deal
4. Others
5. Refused to answer

(11) If sale of cigarettes to those under 18 is prohibited, would you (read out the answers)

(For interviewees between age 10 and 17)

1. Smoke more
2. Smoke less
3. Stop smoking
4. Smoke as before
5. Hard to say/No idea beforehand
6. Refused to answer

(12) If sale of cigarettes to those under 18 is prohibited, where do you think you could obtain cigarettes? (For interviewees between age 10 and 17)

1. No way to obtain
2. Take from friends
3. Take from home
4. Buy from shops (stores), supermarkets/convenience stores
5. Buy from stalls
6. Buy from black markets
7. Obtain from other sources (Please specify: _____)
8. Don't know/Hard to say
9. Cannot tell because I don't smoke
10. Refused to answer