

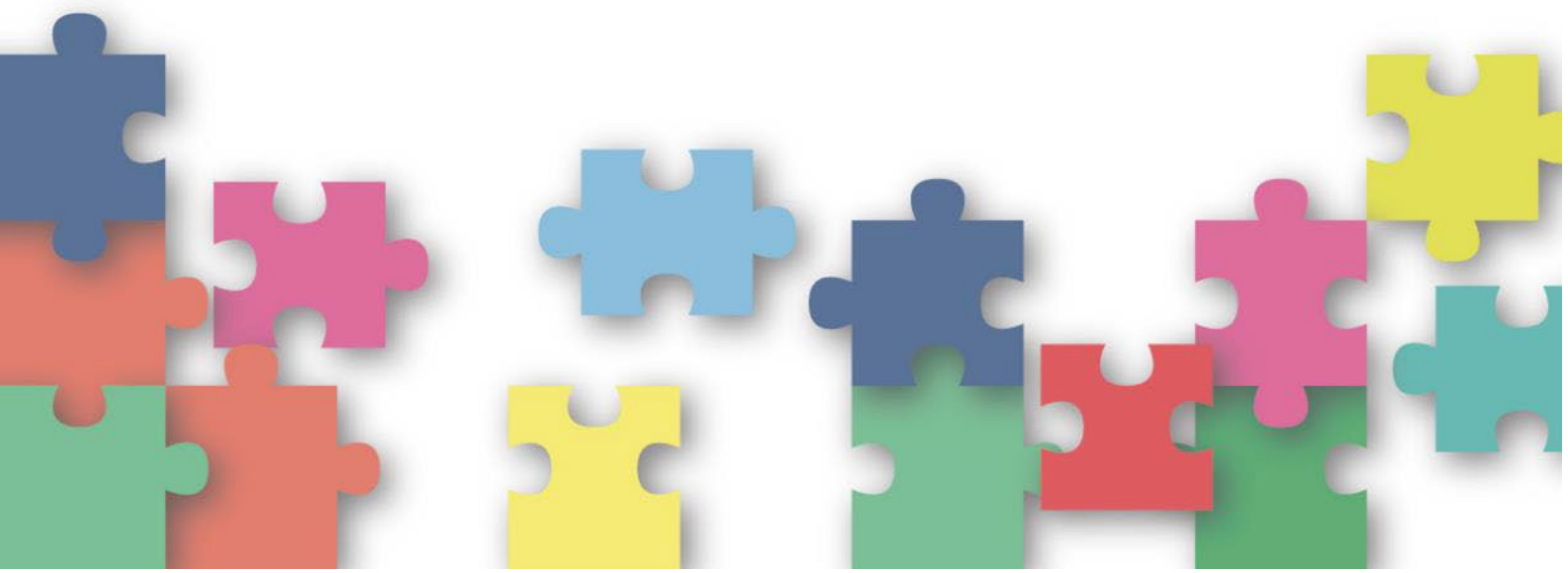


Citizenship, Economics and Society (Secondary 1-3) Support Resources Secondary 1



Module 1.2 Interpersonal Relationships and Social Inclusiveness Part 2: Friendship

Personal, Social and Humanities Education Section
Curriculum Development Institute
Education Bureau



Introduction

- The “Citizenship, Economics and Society (Secondary1-3) Support Resources” covers the essential learning contents of Strands 1, 5 and 6 in the Personal, Social and Humanities Education Key Learning Area. It is designed to support the implementation of the Citizenship, Economics and Society curriculum.
- The support resources provide diversified learning activities to help students acquire knowledge and understand concepts, develop skills and nurture positive values and attitudes. In addition, they offer teaching guidelines and suggestions on learning and teaching activities for teachers’ reference. Further, they provide reading materials to enhance students’ interest in reading.
- “Module 1.2 Interpersonal Relationships and Social Inclusiveness Part 2: Friendship” for Secondary 1 was developed by the School of Education and Languages of the Open University of Hong Kong, commissioned by the Personal, Social and Humanities Education Section, Curriculum Development Institute of the Education Bureau.

Module 1.2

Interpersonal Relationships and Social Inclusiveness

Part 2: Friendship

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Teaching Design:

Topic:	Friendship	
Duration:	4 lessons	
Learning Objectives:	<ul style="list-style-type: none">• To understand the importance of friendship to personal growth• To build friendship• To understand influence of peer pressure• To learn the ways to cope with peer pressure (including conformity)	
Lesson 1 and Lesson 2 (The importance of friendship to personal growth)		
Pre-lesson Preparation:	Students finish the following before class: - Read Worksheets 1-2 and finish the activities.	
		Suggested lesson time
Enquiry Process:	1. Set: The teacher invites students to share their views on “Activity 1: Have your ‘friendship’” in Worksheet 1 and then briefly summarises the definition and functions of friendship.	5 minutes
	2. Interactive teaching: <ul style="list-style-type: none">• Direct instruction: The teacher discusses with students the contents of “Activity 2: The importance of friends” in Worksheet 1 and relates to Activity 1 to guide students to understand the importance of friendship to personal growth.• Class discussion: The teacher invites students to share their answers for “Activity 2: The importance of friends” in Worksheet 1. The teacher can also use “Socratic” or ask students to vote by a show of hands in order to know students’ choices.• Student reflection: Students finish the reflective question based on what they have learned in class and personal experience.• Teacher debriefing: The teacher asks students to share a happy moment with a good friend and the importance of that good friend to them. After the above debriefing, the teacher shall introduce the next part of teaching.	10 minutes
	3. Interactive teaching: <ul style="list-style-type: none">• Direct instruction: The teacher briefly	15 minutes

	<p>introduces the contents of “Building friendship” in Worksheet 2 and guide students to understand that there are close friends and acquaintances, and the quality of friendship is more important than how many friends they have.</p> <ul style="list-style-type: none"> • Pair work: Students work in pairs to finish “Activity 1: Friends are so different?” with reference to “Dunbar’s Number” and contents in Worksheet 2. The teacher invites several groups of students to share their discussion results*. <p><i>* The teacher can refer to the Chinese allusion in Appendix 1 “Learn More: Different types of friendships” to help students understand there are different levels of intimacy in friendships. The teacher can also encourage students to find out the sources and meanings of other Chinese allusions or idiom stories after class as a self-learning activity.</i></p>	
	<p>4. Interactive teaching:</p> <ul style="list-style-type: none"> • Direct instruction: The teacher briefly introduces “Activity 2: Secret book on choosing friends” in Worksheet 2. • Group discussion: Students work in groups of 4 to discuss the conditions of good friends and bad friends with reference to “Activity 2: Secret book on choosing friends”. • Presentation and class discussion: The teacher invites each group to present their discussion results. Students listen to the discussion results of different groups and reflect on the questions raised by the teacher and peers, which will help deepen their understanding of the importance of good friends and how good friends will be helpful to their personal growth. 	20 minutes
	<p>5. Interactive teaching:</p> <ul style="list-style-type: none"> • Direct instruction: The teacher briefly introduces the contents of “Activity 3: Any great ideas for maintaining friendship?” in Worksheet 2. 	20 minutes

	<ul style="list-style-type: none"> • Group discussion: Students work in groups of 4 to read the story “International Day of Friendship: Stealing from father to help friends” in Activity 3 in Worksheet 2, and then discuss and analyse the story in order to understand the right ways to maintain friendship. • Presentation and class discussion: The teacher invites each group to present their discussion results. Students listen to the discussion results of different groups and reflect on the questions raised by the teacher and peers, which will help deepen their understanding of what behaviours will help maintain friendship and what will harm it. Besides, the teacher can help students understand that developing the positive values and attitudes associated with friendship will be a long-term benefit for one’s growth and development. 	
	6. Conclusion: <ul style="list-style-type: none"> • The teacher points out the importance of friendship to personal growth and ways of choosing friends. • The teacher encourages students to take a good look at their friendship and conditions for choosing friends and reflect on the following questions: <ul style="list-style-type: none"> - What roles do friends play in our growth? - What are the effects of incautiously making bad friends? 	10 minutes
Extended Learning Activity:	Students read Appendix 1 “Know More: Different types of friendships” after class to learn and reflect on its contents.	
Learning and Teaching Resources:	Worksheets 1- 2; Appendix 1	

Lesson 3 and Lesson 4 (Ways to cope with peer pressure)		
Pre-lesson Preparation:	Students finish the following before class: - Read Worksheets 3-4 and finish the activities.	
		Suggested lesson time
Enquiry Process:	1. Set and revision: The teacher reviews the key learning points of Lesson 1 and Lesson 2 with students.	5 minutes
	2. Interactive teaching: <ul style="list-style-type: none"> • Direct instruction: The teacher briefly introduces the contents of “The influence of peer pressure” in Worksheet 3. • Video watching: The teacher plays the Video-based Learning and Teaching Resources on Values Education “Reason and Sentiment Series 2: Episode 5: The most popular classmate”. • Group discussion: Students work in groups of 4 to discuss and analyse the questions in “Activity 1: ‘Befriend’ you or ‘lure’ me” in Worksheet 3. • Presentation and class discussion: The teacher invites each group to present their discussion results. Students listen to the discussion results of different groups and reflect on the questions raised by the teacher and peers, which will help them understand that peer pressure is commonly found and think about the positive and negative effects brought about by their peers. 	15 minutes
	3. Interactive teaching: <ul style="list-style-type: none"> • Direct instruction: The teacher briefly introduces the contents of “Activity 2: Are friends good or bad?” in Worksheet 3. • Group discussion: Students work in groups of 4 to discuss and analyse the cases provided in Activity 2. • Presentation and class discussion: The teacher invites each group to present their discussion results. Students listen to the discussion results of different groups and reflect on the questions raised by the teacher and peers, which will help them understand 	20 minutes

	that they need to be careful about making friends and learn about how to deal with peer pressure.	
	<p>4. Interactive teaching:</p> <ul style="list-style-type: none"> • Direct instruction: The teacher briefly introduces the contents of “Activity 1: Analyse peer pressure” in Worksheet 4 and then explain how to analyse peer pressure using the 5W1H Method. • Pair work: Students work in pairs to discuss and analyse the case provided in Activity 1 in Worksheet 4 using the 5W1H Method. The teacher invites several groups to share the results of discussion. • Student reflection: The teacher engages the whole class in discussing the reflective question of the case mentioned above and guides students to reflect on their attitudes and mindsets when facing peer pressure and to use the 5W1H Method to deal with peer pressure. • Summary: The teacher encourages students to share their experience in facing peer pressure so as to bring out the negative effects of not dealing with peer pressure properly, and introduces the next part of the lesson. 	15 minutes
	<p>5. Interactive teaching:</p> <ul style="list-style-type: none"> • Direct instruction: The teacher briefly introduces the contents of “Activity 2: How to deal with negative peer pressure” in Worksheet 4. • Group discussion: Students work in groups of 4 to read the situations provided in Activity 2 in Worksheet 4 and then discuss and analyse the situations. • Presentation and class discussion: The teacher invites each group to present their discussion results. Students listen to the discussion results of different groups and reflect on the questions raised by the teacher and peers, which will help deepen their understanding of the ways to cope with peer 	15 minutes

	<p>pressure and their applications.</p> <ul style="list-style-type: none"> • Summary: The teacher summarises the methods of dealing with negative peer pressure and consolidate student learning by referring to the methods suggested by students in Activity 2. 	
	<p>6. Conclusion:</p> <ul style="list-style-type: none"> • The teacher summarises the discussion results and list out ways of coping with peer pressure. • The teacher encourages students to strengthen their ability to deal with peer pressure and develop positive attitudes towards making friends and maintaining friendship so that they could enjoy the pleasure and benefits brought about by friendship. 	10 minutes
Extended Learning Activity:	Students read Appendix 2 “Learn More: Friendship troubles and corresponding solutions” and Appendix 3 “Joyful Reading: Viewing friendship from the perspectives of Confucius and Aristotle”, and reflect on relevant questions after class.	
Learning and Teaching Resources:	Worksheets 3-4; Appendices 2-3	

Module 1.2 Interpersonal Relationships and Social Inclusiveness

Part 2: Friendship

(Lessons 1 and 2)

Learning and Teaching Materials

Preface

As the saying goes, “Depend on parents at home, rely on friends outside.”, friends play an indispensable role in the life of every one of us. Friendship has a far-reaching impact on the growth of adolescents. Sincere friendship will benefit us for life. Through interacting with friends, we can better understand ourselves, enhance interpersonal skill, show more love and care, and become a companion who supports each other. Mutual encouragement and giving advice between friends can be mutually beneficial, allowing us to reflect on ourselves from time to time and to analyse matters from different angles.

Friendship grows from knowing and understanding each other. Friendships should not be categorised by ages, backgrounds or nationalities, and like-minded people can become friends. It is normal for us to have friends with different levels of intimacy. How to change from an acquaintance to a close friend is a lesson we must learn. The quality of friendship should be more important than how many friends we have. Instead of having a bunch of nodding acquaintances, it is better to have a few intimate friends. Chasing the objective of making a lot of friends all over the world will only result in neglecting the most important people around us. We should learn to make friends with people of good character. When choosing friends, we must also examine ourselves, interact with others in a sincere and respectful attitude, add value to ourselves to become a role model to others, and strive to become a friend that others can rely on.

As we interact with friends every day, we will be influenced by them in one way or another. For example, friends usually share some similarities including language, clothing, hobbies, values, etc. As young people value others’ affirmation and recognition, in order not to be isolated and excluded by friends, they may give up their own values to cater for others’ requirements or even conform to others’ requirements blindly in order to gain acceptance by peers. Therefore, we need to learn how to deal with peer pressure, so that we can deal with peer pressure carefully, while enjoying learning and growing with peers.





The teacher asks students to finish Worksheets 1-2 before class and to discuss and share their work during class.

Worksheet 1: The importance of friendship to personal growth

Friends are an indispensable part of life. We live in groups and we need connection with and company of friends on the journey of life to overcome loneliness and difficulties. Friends are not only a kind of social relationship, but also the emotional support of people. It can be seen from the ancient oracle bone inscription "𠂔" that "friends" are two hands holding each other, representing mutual help, just like left and right hands. Therefore, friends do not only play together and cooperate with each other, but also share all the joys and worries, as well as support, encourage and care for each other. In the stage theory of friendship development put forward by developmental psychologist Robert Selman, the development of friendships in children and adolescents can be divided into five stages, namely "momentary physical interaction", "one-way assistance", "fair-weather cooperation", "intimate and mutual sharing", and "autonomous interdependence". Friendship will change with age and intellectual development.

Teenagers entering adolescence see friendship as an autonomous and interdependent emotion. At junior secondary level, most people belong to the stage of intimacy and mutual sharing. In addition to reciprocal cooperation, friends can also share secrets and emotions. Starting from the age of 12, young people learn to deal with their own behaviours and interpersonal relationships, so they should learn how to build true friendships with others. As we grow up and our social circle expands, we gradually have our own space for developing friendship, while respecting that our friends develop friendship with other people. While we cooperate with other people, we maintain personal autonomy, maintaining a proper balance between the two and forming "autonomous interdependence".

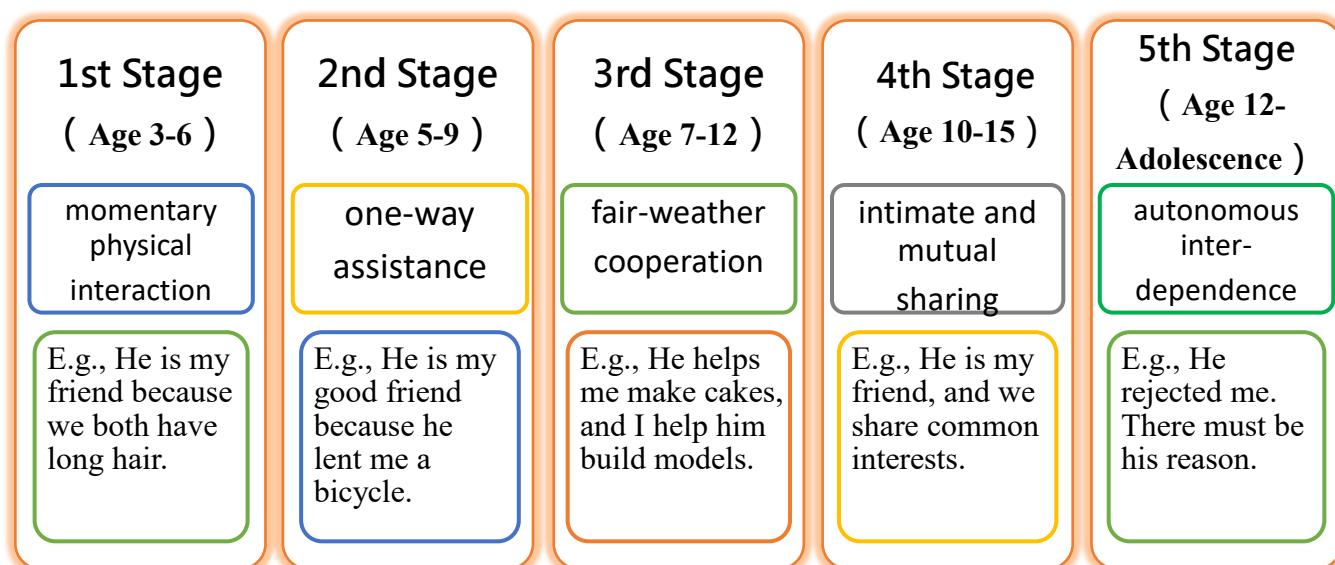


Fig. 1 Stage theory of friendship development

Sources: WU Ming Long, SU Su Mei (2020), Introduction to Development and Fitness Counselling; Selman (1981), The child as a friendship philosopher: A case study in the growth of interpersonal understanding. In S.R. Asher & J. M. Gottman (Eds.), The development of children's friendships.

The functions of friendship

Friendship in adolescence is particularly important to personal development. Different types of friends have their own functions. Psychologists Mendelson and Aboud proposed six functions of friendship, including stimulating companionship, help, intimacy, reliable alliance, self-validation, and emotional security. They specifically describe the functions of friendship in daily lives and how they help personal growth, which help us understand that friends play an important role in the growth journey.

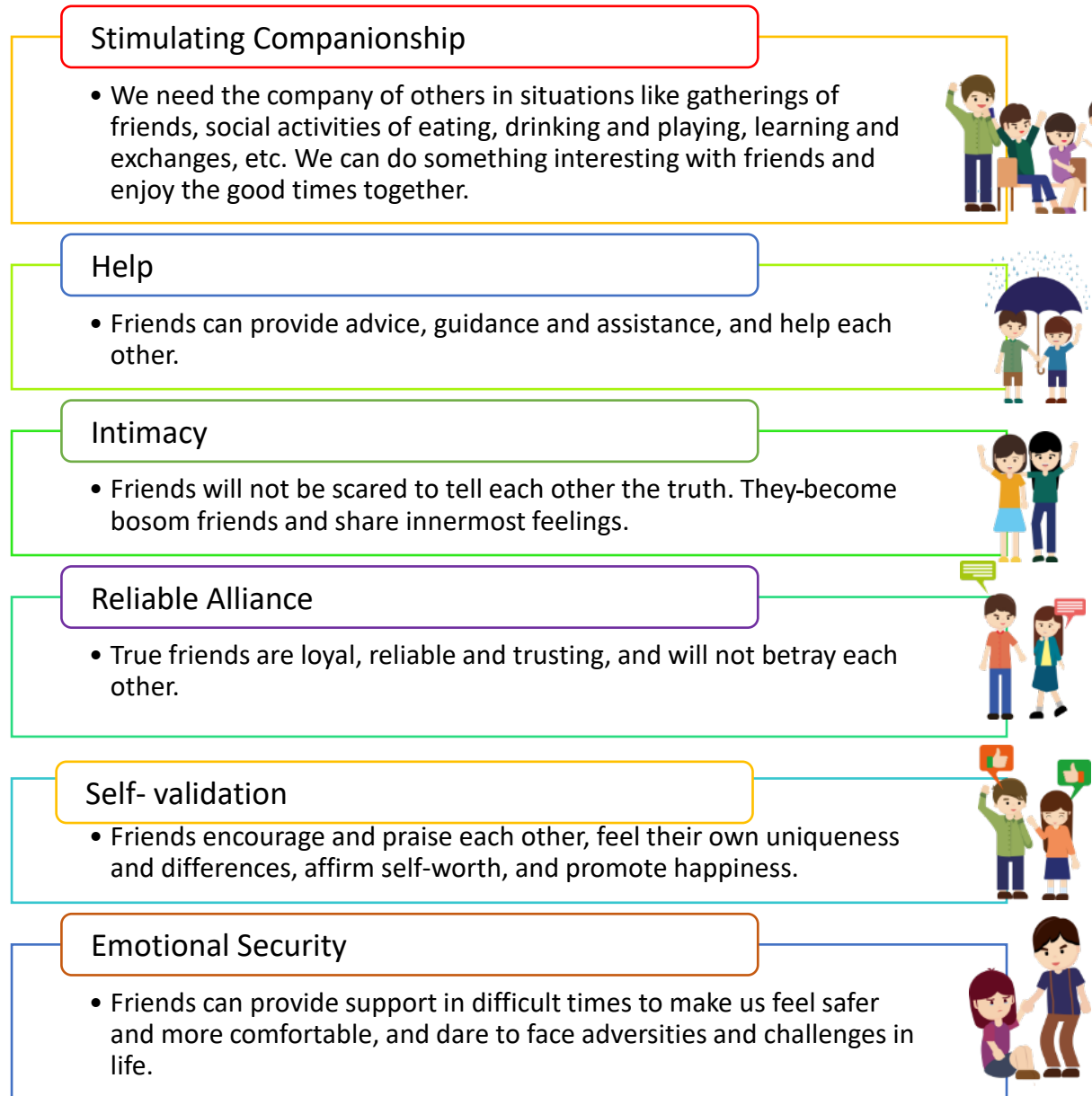









Fig. 2 Functions of friendship



Sources: Bagwell and Schmidt (2013), Friendships in Childhood and Adolescence; Mendelson and Aboud (1999, 2012), Measuring friendship quality in late adolescents and young adults: McGill friendship questionnaires. Canadian Journal of Behavioural Science, McGill friendship questionnaire (MFQ-FF) and Respondent's affection (MFQ-RA). Measurement instrument database for the social science.

Activity 1 : Have your friendship

We learn how to get along with others and share our feelings through developing friendships with others. Friends do things together and from such various experiences with friends, we gain joys and benefits. When we think carefully, it is not difficult to find that these joys come from different functions of friendship. Read the following situations and put a tick "✓" in the appropriate box to indicate the function of friendship involved in each of the situations (you can choose more than one box for each situation).

Situation	Function(s) of friendship
 <p>1. I found acnes on my face earlier, which bothered me a lot. Fortunately, Chi Hang comforted me and explained to me that it is normal to have acnes during puberty. He also has acnes. He advised me not to worry too much and shared facial cleansing routine for acnes with me. I do not care so much about acnes on my face now.</p>	<input type="checkbox"/> Simulating Companionship <input checked="" type="checkbox"/> Help <input checked="" type="checkbox"/> Intimacy <input type="checkbox"/> Reliable Alliance <input type="checkbox"/> Self-validation <input type="checkbox"/> Emotional Security
 <p>2. I am curious to hear that everyone around me is talking about love matters, but I don't want to ask my family or teachers for advice for fear of being misunderstood by them. Fortunately, Siu Tong and Ka Yeung talked to me and advised me to make more friends, broaden my social circle, and do not rush to think about love issues.</p>	<input type="checkbox"/> Simulating Companionship <input checked="" type="checkbox"/> Help <input checked="" type="checkbox"/> Intimacy <input checked="" type="checkbox"/> Reliable Alliance <input type="checkbox"/> Self-validation <input type="checkbox"/> Emotional Security
 <p>3. My grades in science have dropped, and my parents are disappointed. I also feel unhappy. Fortunately, Man Man supported and encouraged me and suggested that we do revision together so that I can ask her if I have any questions.</p>	<input type="checkbox"/> Simulating Companionship <input checked="" type="checkbox"/> Help <input checked="" type="checkbox"/> Intimacy <input type="checkbox"/> Reliable Alliance <input type="checkbox"/> Self-validation <input checked="" type="checkbox"/> Emotional Security

	<p>4. I recently discovered that the success rate of booking public sports venues online is very high during a certain period, so I shared the information with my friends. They were all amazed at my discovery and asked how I discovered it. I am very happy and proud of this.</p>	<p> <input type="checkbox"/> Simulating Companionship <input checked="" type="checkbox"/> Help <input type="checkbox"/> Intimacy <input type="checkbox"/> Reliable Alliance <input checked="" type="checkbox"/> Self-validation <input type="checkbox"/> Emotional Security </p>
	<p>5. Wai Ching has a strong memory and can tell the names of the emperors mentioned in Chinese History textbooks in order, so I asked her for advice. Not only that she was not arrogant at all but was very patient in teaching me the memory method and how she uses it in daily revision. After trying it, I found it has worked very well.</p>	<p> <input type="checkbox"/> Simulating Companionship <input checked="" type="checkbox"/> Help <input type="checkbox"/> Intimacy <input type="checkbox"/> Reliable Alliance <input type="checkbox"/> Self-validation <input type="checkbox"/> Emotional Security </p>
	<p>6. I failed to hand in homework many times and was punished by the teacher. I had to stay after class to do revision. I thought I would miss playing with my classmates, but they unexpectedly stayed in the classroom to study with me, and the time seemed to pass very fast.</p>	<p> <input type="checkbox"/> Simulating Companionship <input checked="" type="checkbox"/> Help <input type="checkbox"/> Intimacy <input type="checkbox"/> Reliable Alliance <input type="checkbox"/> Self-validation <input checked="" type="checkbox"/> Emotional Security </p>
	<p>7. I played ball in the classroom and accidentally broke the window. The teacher recorded the incident in the student's handbook and asked my parents to see it and sign. I was afraid of being scolded by my family, so I was thinking of forging my parent's signature. Fortunately, Ting Pong advised me not to make mistakes again and again, to be honest in life and to bear the consequences. Although I was scolded by my family, I felt at ease because I was being honest with them.</p>	<p> <input type="checkbox"/> Simulating Companionship <input checked="" type="checkbox"/> Help <input type="checkbox"/> Intimacy <input type="checkbox"/> Reliable Alliance <input type="checkbox"/> Self-validation <input checked="" type="checkbox"/> Emotional Security </p>

	<p>8. Recently, the Kai-fong Welfare Association organised a volunteer recruitment activity. I hope that I can help those in need during my spare time and at the same time enrich my volunteer experience. But I was worried that I could not adapt to the unfamiliar environment alone. Fortunately, Ming Fai took the initiative to sign up with me. I felt very relieved.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Simulating Companionship <input type="checkbox"/> Help <input type="checkbox"/> Intimacy <input type="checkbox"/> Reliable Alliance <input type="checkbox"/> Self-validation <input checked="" type="checkbox"/> Emotional Security
	<p>9. Once, due to a misunderstanding, I was misunderstood by all the classmates, and some of them started to keep me at a distance. At that time, only Siu Fan took the initiative to clarify to the classmates for me. She also stayed with me and showed her caring. I sincerely thank her for her trust and support.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Simulating Companionship <input type="checkbox"/> Help <input type="checkbox"/> Intimacy <input checked="" type="checkbox"/> Reliable Alliance <input type="checkbox"/> Self-validation <input checked="" type="checkbox"/> Emotional Security

Activity 2: The importance of friends

People have the desire to pursue harmonious interpersonal relationships and friendships and hope that others will like them and accept them. The need to establish and maintain friendly and intimate relationships with others is called ‘**need for affiliation**’. Through contact and communication with friends, we can get emotional support and the feeling of being cared. Because the need for affiliation emphasises communication and understanding between each other, getting along with friends can also help young people understand themselves, improve interpersonal communication and social skills, and broaden their horizons.

1. Understand oneself

- Through getting along with friends, deepen your understanding of yourself, such as strengths and weaknesses, preferences, abilities, etc.

2. Improve self-esteem and confidence

- The support and encouragement of friends can help increase the sense of security, self-esteem and self-confidence.

3. Build a sense of belonging

- Meet like-minded friends, get the attention and recognition of others, become part of the group, and build a sense of belonging.

4. Develop social skills

- In the process of interacting with friends, learn to respect and accept others, use empathy and think, observe and judge from the other's perspective, cultivate social and communication skills, and establish good interpersonal relationships and social skills.

5. Broaden horizons

- When talking and sharing with friends, draw different opinions, learn to think from different angles, and broaden horizons.

Fig. 3 Importance of friends



Refer to the above, read the following dialogues carefully, and then answer the questions.

1. Ka Wai, Thank you for your encouragement. I have confidence to participate in the inter-school speech competition.

Chi Fung



2. Chi Fung, I also received your wish card. Thank you for your appreciation of my strengths.

Ka Wai



3. May Lan, Thank you for recommending me to the teacher. I am honored to be a school prefect, just like you. Please help and advise me.

Hoi Kit



4. Hoi Kit, Thank you for reminding me to take care of my parents' feelings so that I have learned how to get along well with my parents.

May Lan



5. Hoi Kei, instead of sitting and day-dreaming, why not go to the library with me to borrow some books for reference.

Pak Ho









6. Pak Ho, You are right! You are really my mentor and helpful friend!

Hoi Kei



Put a tick "✓" in the appropriate box to indicate how friends are important for each of the situations in the above dialogues and give the reason(s).

Character	Importance of friends	Reason(s)
1. Chi Fung 	<input checked="" type="checkbox"/> Understand oneself <input type="checkbox"/> Improve self-esteem and confidence <input type="checkbox"/> Build a sense of belonging <input type="checkbox"/> Develop social skills <input type="checkbox"/> Broaden horizons	<i>Chi Fung told Kai Wai to know her strengths.</i>
2. Kai Wai 	<input type="checkbox"/> Understand oneself <input checked="" type="checkbox"/> Improve self-esteem and confidence <input type="checkbox"/> Build a sense of belonging <input type="checkbox"/> Develop social skills <input type="checkbox"/> Broaden horizons	<i>Kai Wai encouraged Chi Fung and helped him feel confident to participate in the inter-school speech competition.</i>
3. Hoi Kit 	<input type="checkbox"/> Understand oneself <input type="checkbox"/> Improve self-esteem and confidence <input type="checkbox"/> Build a sense of belonging <input checked="" type="checkbox"/> Develop social skills <input type="checkbox"/> Broaden horizons	<i>Hoi Kit often reminds May Lan to take care of her parents' feelings so that she has learned how to get along with her parents.</i>
4. May Lan 	<input type="checkbox"/> Understand oneself <input type="checkbox"/> Improve self-esteem and confidence <input checked="" type="checkbox"/> Build a sense of belonging <input type="checkbox"/> Develop social skills <input type="checkbox"/> Broaden horizons	<i>May Lan recommended Hoi Kit to the teacher so that they could serve as prefects together. Hoi Kit felt he was being recognised by the teacher.</i>
5. Pak Ho 	<input type="checkbox"/> Understand oneself <input type="checkbox"/> Improve self-esteem and confidence <input type="checkbox"/> Build a sense of belonging <input type="checkbox"/> Develop social skills <input checked="" type="checkbox"/> Broaden horizons	<i>Pak Ho reminded Hoi Kei that she could borrow books from the library for reference.</i>
6. Hoi Kei 	<input checked="" type="checkbox"/> Understand oneself <input type="checkbox"/> Improve self-esteem and confidence <input type="checkbox"/> Build a sense of belonging <input type="checkbox"/> Develop social skills <input type="checkbox"/> Broaden horizons	<i>Hoi Kei praised Pak Ho for being a good teacher and helpful friend and let Pak Ho know his strengths.</i>

Reflective Question:

1. Try to think about a happy moment you shared with a good friend. How important is that friend to you?

For example:

- *I have a good girl friend. We do sports together; exchange reading experience and share innermost feelings. She will pay me compliments, support me, encourage me, and even give me timely advice. She not only helps me deepen understanding of myself, enhance my self-esteem and confidence, and broaden my horizons, but also helps me make progress and strive to improve myself.*

Summary

Teenagers are at the stage of exploring their identities and acquiring acceptance of themselves. They like to get together with peers who are close to their age. There are no restrictions on topics among peers, so it is easy for teenagers to express their personal opinions. Through comparing differences between friends, they understand better their own personalities, abilities, and characteristics, and find their own identities and roles.

Moreover, for peers of similar age and thinking, they have equal status in the relationship, which will make it easier to evoke a feeling of shared emotion or belief with each other. Due to the above reason, they are willing to talk frankly with each other. The mutual care and support between peers strengthen the sense of security during the growth period and provides emotional support.

Compliments from friends can give us a sense of satisfaction, and help us understand ourselves more deeply, enhance self-confidence, and build a higher sense of self-esteem. Sometimes we like to compare with friends, observe their merits or strengths, and learn from them. When we are confused, the comments and opinions of friends can provide alternative perspectives, allowing us to think outside the box and learn to think about things in different ways. Getting together with friends allows us to learn to accept, tolerate and become considerate of others, develop harmonious interpersonal relationships, and improve communication and social skills. If young people lack the nourishment of friendship, they will easily feel anxious, lonely and at a loss. Therefore, friendship is vital to healthy personal growth.



Friendship allows us to identify our uniqueness and establish our personal identities. Friendship is also a source of emotional support and interactions with friends will help broaden our horizons. Let us work together to become each other's good friends and enjoy the happiness that friendship brings us!

Worksheet 2: Building friendship

Different types of friends

Have you ever envied others who have lots of friends? Or when you encounter failure and frustration, you find that even if you have hundreds of friends, there are very few friends who will treat you with sincerity and whom you can confide in. Because of this, would you feel lonely or helpless? In fact, when it comes to friendship, quality is more important than quantity. Having a small number of close friends is much more important than having a large group of friends to spend time with. Moreover, it is common that we have friends of different levels of intimacy. In 1992, Robin Dunbar suggested that the number of friends a person has in his/her life time is limited, and friends can be grouped according to the different levels of closeness and interpersonal interactions. Dunbar pointed out that because of the limitation of the human brain, we can only know, trust and rely on 150 friends, which is called Dunbar's Number or Rule of 150. According to the degree of intimacy, six types of friends can be identified, including "loved ones", "good friends", "friends", "meaningful contacts", "acquaintances" and "people you can recognise". Dunbar pointed out that the average number of friends identified by people as the closest is only five people.

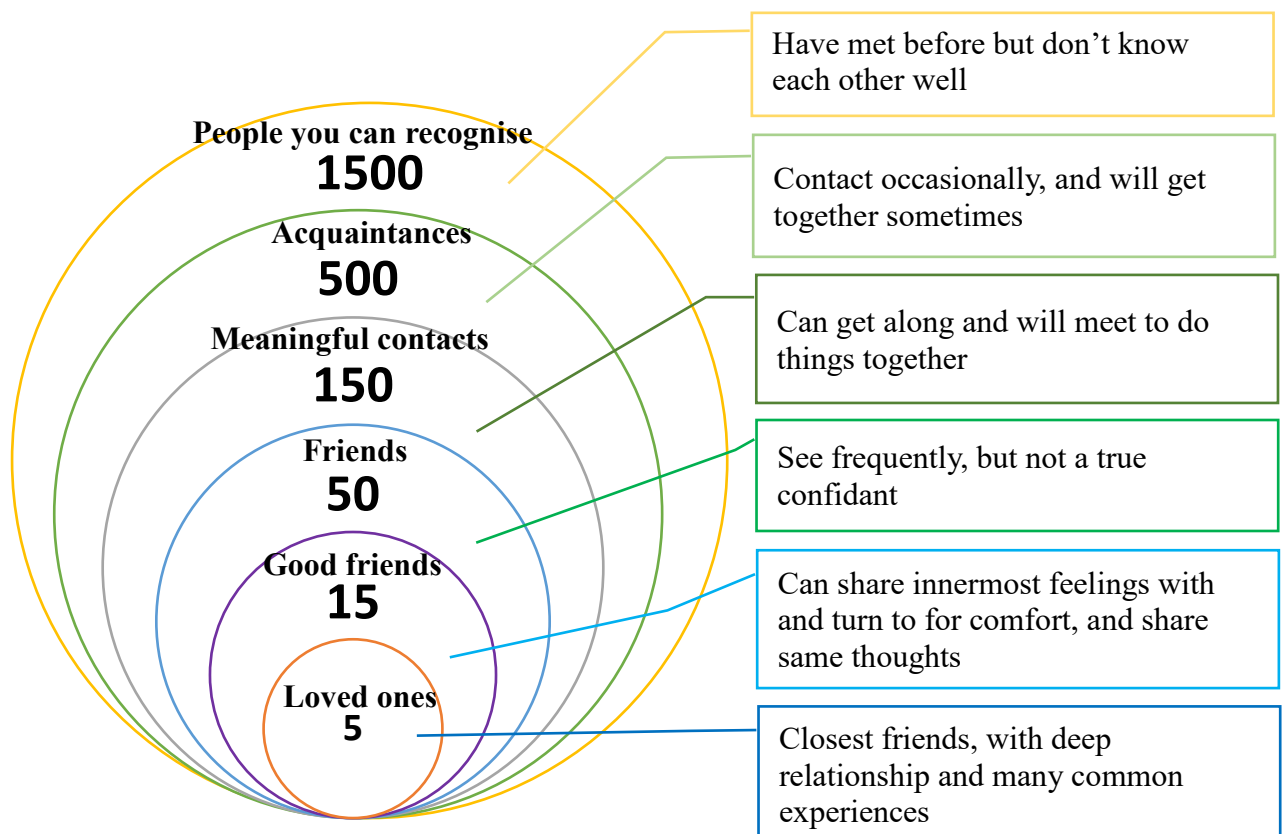
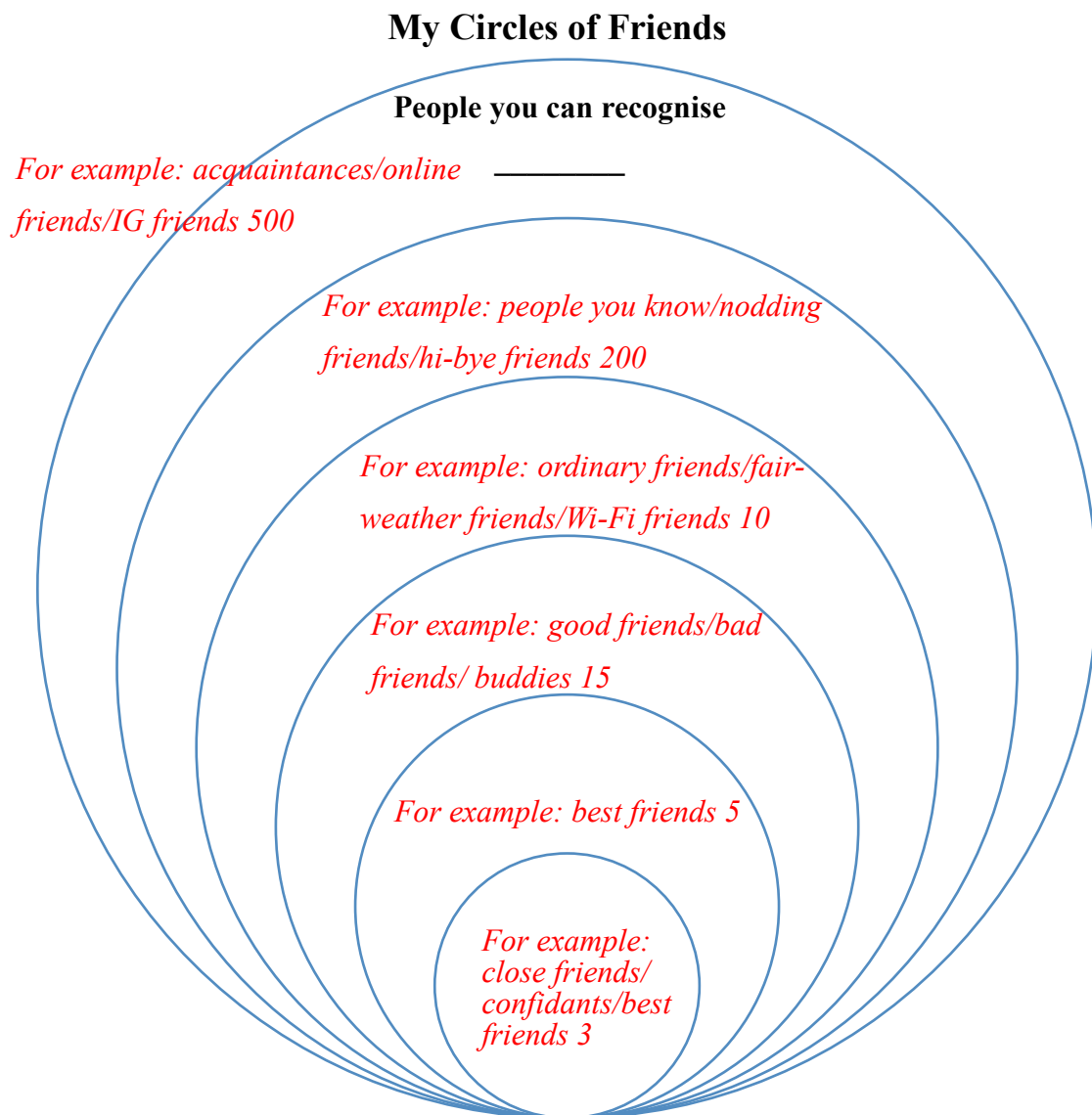


Fig. 4 Dunbar's Number

Source: Dunbar (2010), How many friends does one person need?.

Activity 1: Friends are so different?

Living in society, people have a variety of interpersonal relationships. They may have a lot of “friends” when the word “friends” is used in a broad sense. Among these friends, the types, degrees of closeness and the levels of relationships may be very different; and the pleasure and benefits gained from getting together with them will not be the same. Refer to Dunbar’s Number, divide your friends into categories of different relationships and estimate the number of friends in each category. Show your current circles of friends in drawing.



Reflective Question:

1. After completing “My Circles of Friends”, what are your new discoveries about friendship?

- *I found that there are different types of friends in my circles of friends, and their numbers are also different. I know that in general, I have less contact with “people I can recognise” and “acquaintances”, and also, I will not share secrets with them. I mostly spend time eating, drinking, and playing with “meaningful contacts” and “friends”. I will only share my thoughts with my “good friends” and “loved ones” and we support each other.*
- *Friendships take time to build. Therefore, I should be more cautious about making friends and cherish the relationship with each other, so that my dear friends can always be part of my life.*

Summary

“It is enough to have a confidant in life whom you can be very close with and confide everything in”. It means a confidant is hard to come by in one’s life. A confidant is someone who will offer help and support to you in times of hardship, and you can even entrust your life to that person. Lu Xun regarded Qu Qiubai as a confidant. At the time when Lu Xun was bitterly condemned by literati from all sectors, only Qu Qiubai chose to support Lu Xun without fear of himself being jointly attacked by others. Therefore, Lu Xun gave this couplet as gift to Qu Qiubai to thank him, and this strongest friendship story ever has a lasting impact on people for generations.

The best way to make friends is to be able to understand each other's true needs, and to be considerate of and caring for each other. For friends, it is not the quantity, but the quality that matters. Bai Juyi once said, “For bosom friends, how many can we have in a lifetime?” Therefore, we should seize the time to communicate with friends, establish a relationship of mutual trust, and become each other's confidant, instead of pursuing the goal of making a lot of friends.



Know More: Different types of friendships

Traditional Chinese culture values friendships. Therefore, there are many ways to describe friendships. I believe that you have heard many idioms about friendships, such as friends in days of simple life (布衣之交), friendship regardless age gaps (忘年之交), sworn brothers (sisters) (八拜之交), friends with whom you can share life and death (刎頸之交), like-minded friends (莫逆之交) and others. The following is an introduction to the idiom story of “bosom friends” (「知音之交」).

In the Warring States Period, there was a Chu people named YU Boya. After he had studied heptachord from his teacher for many years and showed his talent, his teacher thought that there was nothing more to teach and therefore encouraged Boya to go to a distant place to look for his own teacher, so that Boya could learn to express his feelings through the sound of the heptachord. During the process of looking for his own teacher, Boya met his lifelong friend ZHONG Ziqi. Although Ziqi was only a woodcutter and did not know about the rhythm of the heptachord, he liked listening to music very much. He could accurately hear the ideas expressed by Boya’ heptachord every time. Therefore, they became bosom friends gradually. Ziqi died young, and Boya was so grieved that he decided to cut the strings and not to play the heptachord again. Needless to say, it is not easy to find a bosom friend. But before that, we should first learn to make friends carefully. As the saying goes, “one who stays near vermilion gets stained red, and one who stays near ink gets stained black”. It means the moral characters of your friends will affect what kind of a person you will become. When you have the same moral characters and interests, you can become bosom friends.

Source of the picture: www.coozhi.com (2018), YU Boya and ZHONG Ziqi.

Activity 2: Secret book on choosing friends

How to choose friends?

Good friendship requires a long time of adjustment, common experiences, and more importantly, the harmony brought by mutual interests, thoughts, and values, in order for both parties to win each other's heart and become good friends. The saying that "If you live with a lame person you will learn to limp" just reminds us of the importance of choosing friends. When it comes to making friends, what conditions do you mostly consider?

1. There are many types of friends. The following are some criteria for distinguishing between good friends and bad friends.
 - i) Please use **blue circle** to indicate **three** criteria of good friends which you find most important; and then use **red circle** to indicate **three** criteria of bad friends which you find most unacceptable.
 - ii) Please fill in other criteria of good or bad friends not mentioned in the table in the blank spaces provided.

easy-going	popular with classmates	often lose temper	impolite
achieve good grades	strong athletic ability	good-looking	tell lies
optimistic	give timely advice	often keep me company	tolerant and considerate
integrity	flattering	often late for social meetings	empathy
helpful	smooth-tongued	humorous	knowledgeable
like-minded	straightforward	blaming	of similar age
live nearby	(please fill in by yourself)	(please fill in by yourself)	(please fill in by yourself)
respect your choice	(please fill in by yourself)	(please fill in by yourself)	(please fill in by yourself)

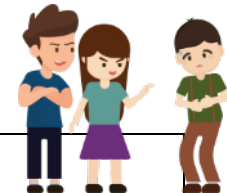
Refer to the table in Question 1, rank the three chosen criteria of good friends according to the degree of importance, and explain why these criteria are important



Good friends

Ranked in order of importance	Criteria	Reason(s)
1st	<i>Tolerant and considerate</i>	- <i>Tolerant and considerate of my shortcomings, so that I don't have to be afraid of saying something wrong and make others angry.</i>
2nd	<i>Often keep me company</i>	- <i>Able to often keep me company and we can experience joy and sorrow together, so that I no longer feel lonely.</i>
3rd	<i>Humorous</i>	- <i>Funny and humorous friends can keep me in a good mood.</i>

2. Refer to the table in Question 1, rank the three chosen criteria of bad friends according to the degree of unacceptability and explain why these criteria are important.



Bad Friends

Ranked in order of unacceptability	Criteria	Reason(s)
1st	<i>Tell lies</i>	- <i>I hate people cheating on me.</i>
2nd	<i>Often late for social meetings</i>	- <i>I don't like wasting time to wait for others.</i>
3rd	<i>Often lose temper</i>	- <i>People who often lose their temper make me at a loss.</i>

Questions for discussion:

1. When will you feel having good friends is important?

- *When I feel upset, I realise that friends are important to me. Every time I talk to a friend and my friend listens and shows understanding, and gives me valuable advice, which makes me feel that having a friend who understands and shows consideration for me is a very happy thing.*

2. What impacts will incautiously making bad friends have on the future?

- *Getting together with bad friends will make me feel weak and helpless. Also, I will be easily influenced by them with the result that I may blindly follow their thoughts and values, and develop bad habits or inappropriate behaviours.*

Summary

Friendship is especially important to the growth of young people. How to choose friends is a course we must go through. When we have made good friends, we not only obtain sincere friendship, but also get emotional support and company from it, and develop into an intimate relationship of mutual communication and support. “The Analects of Confucius” said that “making good friends is a joy in life”. When we regard our good friends as our teachers, we can learn from each other’s strengths; when we take good friends as a mirror, we can make up for our own shortcomings. On the contrary, making friends carelessly can bring harm to themselves at any time, and even serious consequences, including legal ones. Therefore, we should avoid teaming up with bad friends. Just like the story of Guan Ning. When Guan Ning was determined to learn, Hua Xin only admired prosperity and wealth, so Guan Ning resolutely broke off the relationship with Hua Xin by cutting apart the mat on which they were usually sitting when studying.



Activity 3: Any great ideas for maintaining friendship?

- **Don't know how to get acquainted with friends and feel lonely.**
- **Poor relationship with friends, feeling left out or excluded.**



After choosing friends carefully, the next step for young people to learn is to maintain friendship. People often say that maintaining friendship is a big topic in life, and it is also a major challenge, because friendship requires careful nurturing to establish long-lasting intimacy.



Read the following story carefully, and then answer the questions.

International Day of Friendship: Stealing from father to help friends

On the “International Friendship Day”, a 15-year-old teenager in India stole the 4.6 million rupees (about HK\$510,000) that his father, an architect, put at home and sent the money to his friends as gifts to celebrate friendship. According to the friendship list provided by the teenager, the police found that the teenager gave 300,000 rupees (approximately HK\$33,000) to a friend who often did homework for him; and 1.5 million rupees (approximately HK\$160,000) to a friend from a poor family. The remaining money was spent on buying mobile phones and silver bracelets for 35 classmates. The police had contacted the recipients one by one according to the list and told the parents of the five students who received the largest amounts to return the money within five days but found that the boy who received 1.5 million rupees could not be reached.

Source: POPNEWS (2018-8-17), A 15-year-old teenager stole HK\$500,000 of his father and distributed it to friends to celebrate the International Friendship Day; Haiwainet (2018-8-17), A wild kid steals 45,000 yuan from selling house to the whole class: celebrating friendship.

1. Why did the son in the case send money and gifts to friends on the “International Day of Friendship”?

He wants to celebrate and maintain the relationship with friends by giving out money and gifts.

2. Following up on Question 1, what are the undesirable consequences of his actions?

Friendship maintained through material benefits is fragile. In addition, stealing is a serious crime. It not only makes the family sad but will also destroy his future.

3. What do you think how friendship should be maintained?

Friends should treat each other with a sincere attitude and respect, as well as appreciate, accept, tolerate and help each other.

Maintaining friendship

Maintaining friendship is not based on material benefits. If we only consider what benefits we can get from the other party when making friends, this kind of friendship is destined to be short-lived and fragile. When one party can no longer bring benefits to the other one, the friendship will break up, and the break-up may even create resentment. To cultivate a deep emotional relationship in friendship, it should be built on mutual affirmation, trust and respect, sincere communication, care, and concern for each other, and offers of help at the right time.

The following are five ways to maintain friendship. It is recommended that we respond positively to each other when making friends to ensure that the friendship can become mature and meaningful.



Know More

In “The Sixth Letter: Making Bosom Friends” of the “32 Letters by Morgan to His Son”, John Pierpont Morgan observed that “You must extend warm hands to your friends, spend more of your spare time to show consideration for and care for your friends.

Source: LIN Wangdao (2019), 32 Letters by Morgan to His Son. (Second version).

- Friendship needs to be nurtured in order to thrive. Contact your friend regularly to learn about each other's latest situation and development, which can build intimacy in the relationship.

Contact
regularly



- When a friend is in need, take the initiative to offer assistance or emotional support to strengthen the friendship.

Provide
assistance



- Organise more activities to nurture social connection and create good memories for everyone.

Create common
fond memories



- When friendship becomes stagnant or even starts to fade, we should stay positive and take the initiative to connect with our friend and then wait patiently for our friend's response.

Stay positive



- If we have a conflict with a friend, we should remain calm and rational, discuss frankly, and stay open to each other's viewpoints. In this way, we will understand each other better and develop a closer relationship.

Be tolerant of
each other



Fig. 5 Ways to maintain friendship

Harming friendship

The following are five behaviours that endanger friendship. They remind us that friendship requires careful management and sincere commitment, otherwise we will not have lasting friendship.

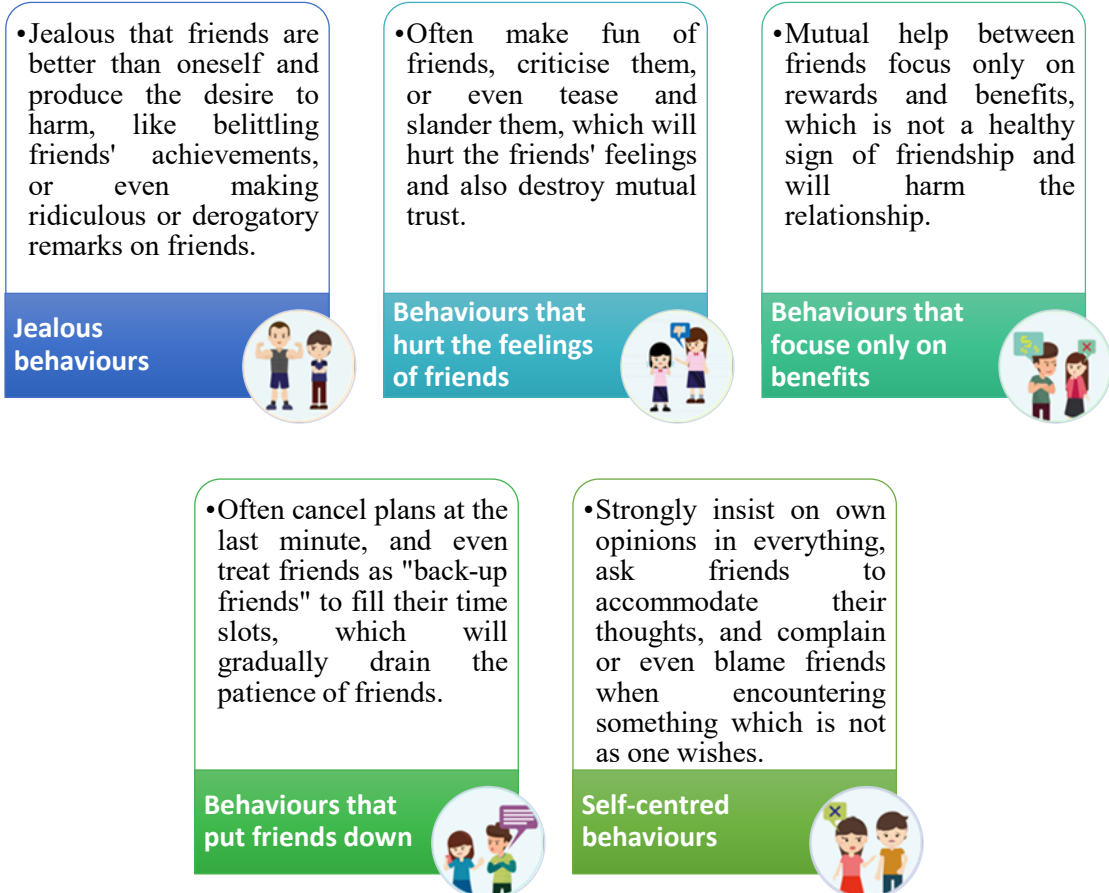


Fig. 6 Behaviours harming friendship

Refer to the above, try to tick a "✓" in the appropriate box to indicate behaviours that help maintain friendship (you can choose more than one).

Help revise school work <input checked="" type="checkbox"/>	Contact often <input checked="" type="checkbox"/>	Cheat friends for money <input type="checkbox"/>
Give encouragement and support <input checked="" type="checkbox"/>	Share secrets <input checked="" type="checkbox"/>	Appreciate and praise each other <input checked="" type="checkbox"/>
Provide positive and joyous messages <input checked="" type="checkbox"/>	Force someone to give a gift <input type="checkbox"/>	Write down each other's matters <input checked="" type="checkbox"/>
Help plagiarise someone's homework <input type="checkbox"/>	Persuade and advise <input checked="" type="checkbox"/>	Take the initiative to ask friends to go out <input checked="" type="checkbox"/>
Make fun of friends <input type="checkbox"/>	Take the initiative to send messages of comfort <input checked="" type="checkbox"/>	Say hurtful words to friends <input type="checkbox"/>

Read the following cases carefully, and then answer the questions.

Case 1: Little things that ruin friendship

Chun Ming and Lai Fan are classmates. One day, when Lai Fan was about to put things back to the locker, she accidentally dropped the books all over the floor. When Chun Ming saw it, he laughed at her and made fun of her, saying she was clumsy, unable to hold even a single thing, and good grades are not everything. Then he went away without offering any help.



1. Do you think Chun Ming's behaviour will maintain or harm the friendship? (Put a tick "✓" in the appropriate box to indicate the correct answer) Please specify the reason(s).

☐ maintain ☒ harm

Reason(s): *Chun Ming only laughed, and didn't help Lai Fan.*

2. Refer to the content of Case 1 and complete the following table.

What happened to Lai Fan?	How did Chun Ming react?	Values/attitudes shown
- <i>Lai Fan accidentally dropped something and the situation was embarrassing.</i>	- <i>Chun Ming laughed at Lan Fan and made fun of her, and left without offering help.</i>	- <i>Teasing</i> - <i>Jealousy (saying hurtful words to Lai Fan who achieved good grades in school work)</i> - <i>Selfish (didn't provide assistance to Lai Fan in need)</i>

3. What would you suggest Chun Ming can do?

- *Chun Ming can find out if Lai Fan is injured, comfort her and help her stand up. Then he can help her pick up her things, and talk to her about other topics to distract from the embarrassing situation.*

Case 2: Friends in close contact

Recently, Ming Keung found that he was not keeping up with his school work. He did not know what to do and felt very anxious. When Ming Keung and Yu May talked on the phone as usual, Yu May said that she noticed Ming Keung's problem. Yu May then showed her care for Ming Keung and invited Ming Keung to revise with her every day after school.



1. Do you think Yu May's behaviour will maintain or harm the friendship? (Put a tick "✓" in the appropriate box to indicate the correct answer) Please specify the reason(s).

☒ maintain ☐ harm

Reason(s): *Yu Mei noticed Ming Keung's problem in school work and offered to help.*

2. Refer to the content of Case 2 and complete the following table.

What happened to Ming Keung?	How did Yu May react?	Values/attitudes shown
- <i>Was under academic pressure and felt anxious and helpless.</i>	<i>Kept in touch with Ming Keung, paid attention to Ming Keung's situation, expressed care and concern for Ming Keung's problem, and supported him with practical actions.</i>	- <i>Active</i> - <i>Caring</i> - <i>Mutual help</i> - <i>Selfless contribution</i>

3. What would you suggest Ming Keung should do?

- *Ming Keung should thank Yu May for her help. He should see Yu May as role model and actively help other classmates in need by showing care and concern for them and offering assistance.*

Case 3: Breaking promises

Lai Yung, May Yan, and Man Kei are good friends. They often chat and share their innermost feelings. Once, Lai Yung and May Yan promised Man Kei that they would keep her secret. Despite the promise to keep Man Kei's secret, they shared the secret with other classmates in order to draw their attention and win their friendship. When Man Kei confronted them with what they had done, Lai Yung and May Yan made a lot of excuses and said that Man Kei's secret was not a big deal.



- Do you think the behaviour of Lai Yung and May Yan will maintain or harm the friendship? (Put a tick "✓" in the appropriate box to indicate the correct answer) Please specify the reason(s).

☐ maintain ☒ harm

Reason(s): *Lai Yung and May Yan did not keep their promise, and even revealed Man Kei's secret to win other people's friendship.*

- Refer to the content of Case 3 and complete the following table.

What happened to Man Kei?	How did Lai Yung and May Yan react?	Values/attitudes shown
- <i>Man Kei's close friends Lai Yung and May Yan had promised to keep her secret. However, they betrayed her by sharing her secret with other classmates.</i>	- <i>Made up a lot of excuses and said Man Kei's secret was not a big deal in order to evade their responsibility in the matter.</i>	- <i>Lack of integrity</i> - <i>Lack of empathy</i>

- What would you suggest Lai Yung and May Yan should do?

- *Lai Yung and May Yan should apologise to Man Kei and promise to keep secrets in the future and be honest and considerate of friends.*



Know More: Friendship troubles and corresponding solutions

The many things that we went through with our friends are part of our memories of growing up. Sometimes, conflicts between friends arise because of different ideas, behaviours, requirements and evaluations, or misunderstandings, disagreements and arguments caused by different opinions. Although these incidents will affect the relationship among friends, they also give us the opportunity to grow up and be more mature. What is important is that we should stay calm and rational, find out the problems, and then actively work with our friends to confront and deal with the problems. Only in this way can we learn to grow up and jointly establish a friendship that can stand the test of time.

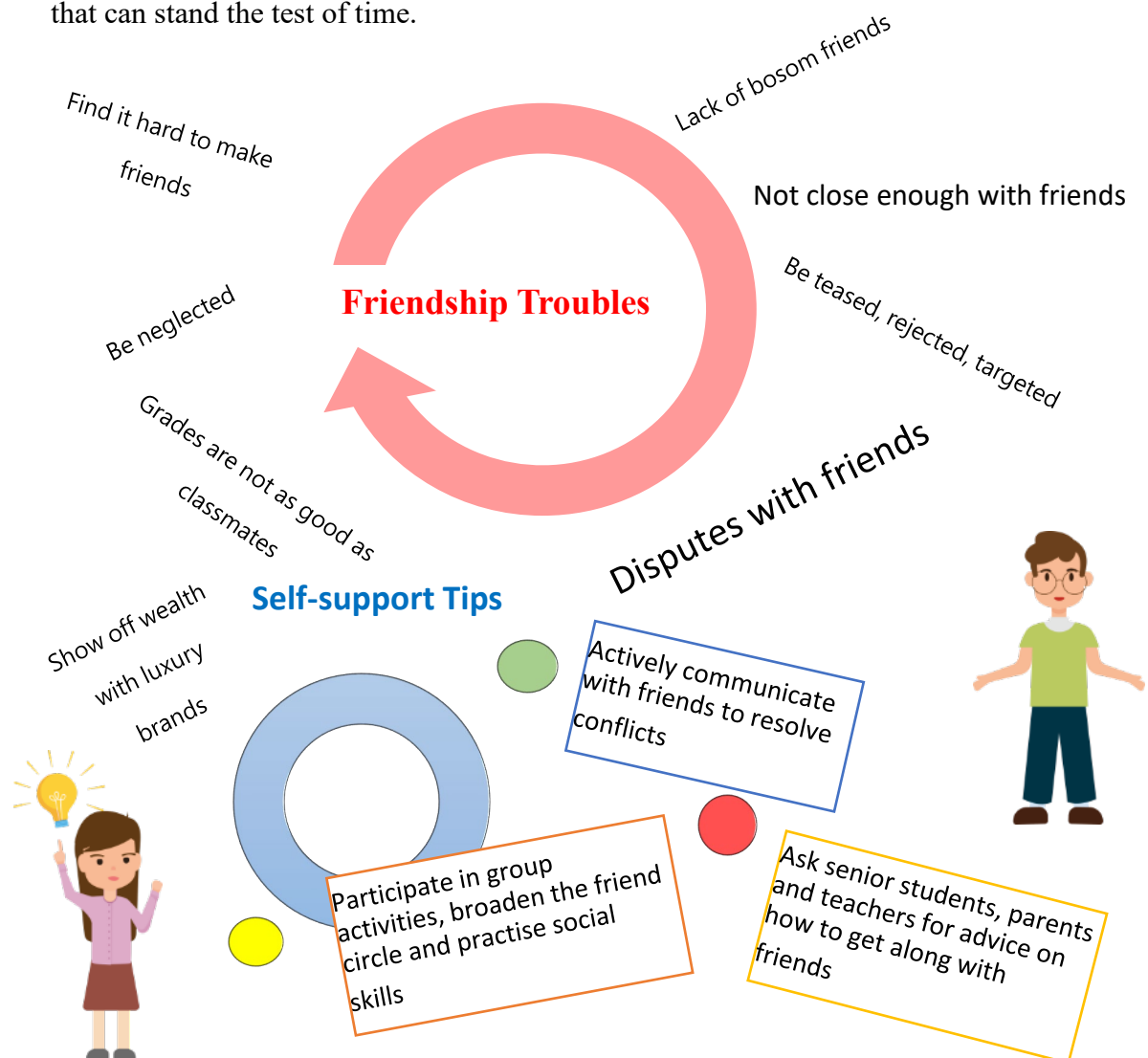


Fig. 7 Friendship troubles and corresponding solutions

Source: Excerpted and adapted from Student Health Service, Department of Health, The Government of the Hong Kong Special Administrative Region (2015), Psychosocial Health; Student Stress Management Platform (undated), Sources of stress of Secondary students.

Summary

As our age and life experience increases with years, we will meet friends of different types and friends of different levels of closeness. Remember, friendship does not happen instantly. Friendship deepens when shared experiences between friends accumulate over time. It takes time for acquaintances to become intimate friends.

Friendship forever sounds wonderful, but it is not easy to maintain it. To keep friendship strong, we need to help and love each other, respect each other, have empathy, understand our friends from their perspectives, and be considerate of each other's difficulties. We may misunderstand each other due to some reasons or may argue over trivial matters, causing the relationship to fall apart. But as long as we communicate with each other in a sincere manner, tolerate and trust each other, we believe that we will finally be reconciled with each other.



What matters most in friendship is communication which connects the heart and soul of friends. Friendship is not differentiated by the status of people involved or the distance between them. Also, strong friendship will not be easily influenced by material benefits. Friendship that is built on material benefits or rewards is likely to be superficial and short-lived. It will end when one or more of the people involved is not able to benefit from the relationship. True friendship requires giving. One needs to think about what one can give to enhance the relationship.

Module 1.2 Interpersonal Relationships and Social Inclusiveness

Part 2: Friendship

(Lessons 3 and 4)

Learning and Teaching Materials

Worksheet 3: The influence of peer pressure

Peer pressure

The importance of friendship to young people is unquestionable, and the influence of peers is also profound.

Because teenagers value friendship, it is inevitable that they will be influenced by friends in the process of getting together with them. This kind of influence exerted by peers is called peer pressure. Peer pressure stems from young people's desire to gain acceptance and recognition from others, and their fear of being excluded, neglected, repelled or teased. As a result, they may abandon their own feelings, ideas, behaviours or values, etc., just to cater to friends or make choices that conform to others. The need to conform gradually builds up pressure. Some teenagers even think that peer relationships are the main source of stress.

Conformity is a type of social influence involving individuals who choose to follow the opinions, judgments, or values of the majority under group pressure in an attempt to resolve conflicts in exchange for a sense of security. In the stage of adolescence, the main reason for conformity is peer pressure, because young people do not know how to deal with conflicts between friends, and what is more, they are unwilling to be isolated, and are eager for the recognition and support of their peers. Excessive conformity will make young people resolutely abandon their own ideas, choose to follow others, do things against their will, and as a result, lose themselves and make themselves confused. If illegal behaviours are involved, there will be legal consequences which will bring negative impacts to one's future. Therefore, young people must learn to uphold principles and balance the needs of individuals and groups with caution.



The teacher asks students to finish Worksheets 3-4 before class and then carries out a discussion activity and makes a conclusion during class.



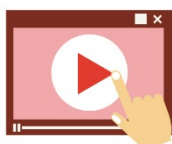
Activity 1: “Befriend” you or “lure” me

The influence of peers on our growth cannot be ignored. Due to their limited knowledge, life experience and self-control, excessive conformity is more likely to occur in young people. They tend to blindly follow friends’ requests, or join their friends in doing something inappropriate or even illegal. Now, let us watch a simulation video clip to understand the crisis of choice caused by peer pressure.

Do you know how to choose friends? Watch the Video-based Learning and Teaching Resources on Values Education “Reason and Sentiment Series 2: Episode 5: The most popular classmate”, and then answer the questions that follow.



Students watch the 1 Video-based Learning and Teaching Resources on Values Education “Reason and Sentiment Series 2: Episode 5: The most popular classmate” and finish the questions before class. The teacher shall watch the video clip with the students again during class, and the teacher shall discuss the worksheet with students.



Video-based Learning and Teaching Resources on Values Education “Reason and Sentiment Series 2: Episode 5: The most popular classmate”

https://emm.edcity.hk/media/0_9zx83rsm

Story introduction

The main character, Ka Yan, is a transfer student who failed to make friends in the class at the beginning of the transfer. With the careful arrangement of the teacher, Ka Yan gradually established friendship with her classmates and started a happy school life. But when she was performing a new task assigned by the teacher as a subject monitor, Wai Wai failed to submit homework and begged Ka Yan not to hand over the record of students who did not hand in homework to the teacher, otherwise she would break off with her. This creates a difficult situation for Ka Yan as she has to choose between “responsibility”, “integrity” and “emotion”.

If you were Ka Yan, would you help Wai Wai conceal her fault? What action would you take?

☐ Yes

☒ No

Judgement: Should conceal / <u>Should not</u> conceal		
Consideration	Action	Decision
1a. In respect of responsibility , as a friend of Wai Wai, how can Ka Yan fulfil the responsibilities of caring about Wai Wai 's personal	<i>Ka Yan should persuade Wai Wai to admit her fault to the teacher honestly.</i>	Should / <u>Should not</u> conceal

growth, and helping her face the problem of failing to submit homework and prevent it from happening again?		
1b. In respect of responsibility , how can Ka Yan as the subject monitor complete the tasks assigned by the teacher and maintain the friendship with Wai Wai at the same time?	<i>Ka Yan should try her best to complete the tasks assigned by the teacher. If Wai Wai becomes angry with her, she should explain to her that friendship should not outweigh integrity and principle, and it is unhealthy to help a friend conceal her fault. She should help Wai Wai understand that long-lasting friendship should build on positive values.</i>	Should / <input type="checkbox"/> Should not conceal
2. In respect of integrity , if Ka Yan conceals the fault of Wai Wai to maintain the friendship, how would the teacher feel?	<i>If Ka Yan conceals Wai Wai's fault, she would disappoint the teacher and damage her integrity.</i>	Should / <input type="checkbox"/> Should not conceal
3. In respect of emotion , if Wai Wai treats Ka Yan as a true friend, should Wai Wai consider not putting Ka Yan in a difficult situation?	<i>As a true friend, Wai Wai should not put Ka Yan in a difficult situation. Wai Wai should uphold empathy and think about the problem from her friend's perspective, that is, Ka Yan would like to see that Wai Wai has a healthy and happy personal growth.</i>	Should / <input type="checkbox"/> Should not conceal

With reference to the video and your personal opinions, answer the following questions:

1. If you were Ka Yan, what would be your emotional reactions when facing peer pressure? Why?

For example:

- *Sad. Because my friend was not considerate of my difficulties but used our friendship as an excuse for making me help conceal her faults.*
- *Mixed feelings. Did not know how to strike a balance between completing the tasks given by teacher and maintaining the friendship.*
- *Struggling. Did not know whether I should continue to adhere to the principles, and at the same time I did not want to lose the friendship just established.*
- *Feeling unfair. The original intention was to insist on completing the task given by the teacher, but it turned out that I was being excluded.*

2. Under peer pressure, if Ka Yan wants to win Wai Wai's friendship, what decision might she make? What adverse effects will the above decision have on Ka Yan?

- *Under peer pressure, Ka Yan may decide to help Wai Wai conceal her faults of breaking the school rule at recess and failing to submit homework by not handing over the list to the teacher, so as to avoid being boycotted, excluded and bullied. However, this will make Ka Yan feel uncomfortable and conflicted.*

3. If you were a good friend of Ka Yan, what advice would you give her?

- *I would give Ka Yan the recommendation that she should continue to complete the tasks given by the teacher and encourage her not to violate her principles for friendship. At the same time, I would remind her that true friends will not let the other party fall into this dilemma. Also, as Wai Wai's friend, she has the responsibility to persuade her to honestly admit her faults to the teacher.*

The impact of peer pressure

During adolescence, we value how our peers think about us. We hope to gain their recognition and acceptance. It is inevitable that we would easily follow the behaviours of peers around us and see their practices as the standards. Conformity pressure among peers is present everywhere, including daily consumption, choice for further studies, language for daily conversations, clothing, and leisure activities. However, peer pressure is not always a bad thing. It can also have positive impacts. As young people have the tendency to conform, it is easy for them to support the decisions of their peers. Therefore, from a positive perspective, with peer support, it is easier for us to try new things or new practices to broaden our horizons. The following are the positive and negative impacts of peer pressure.

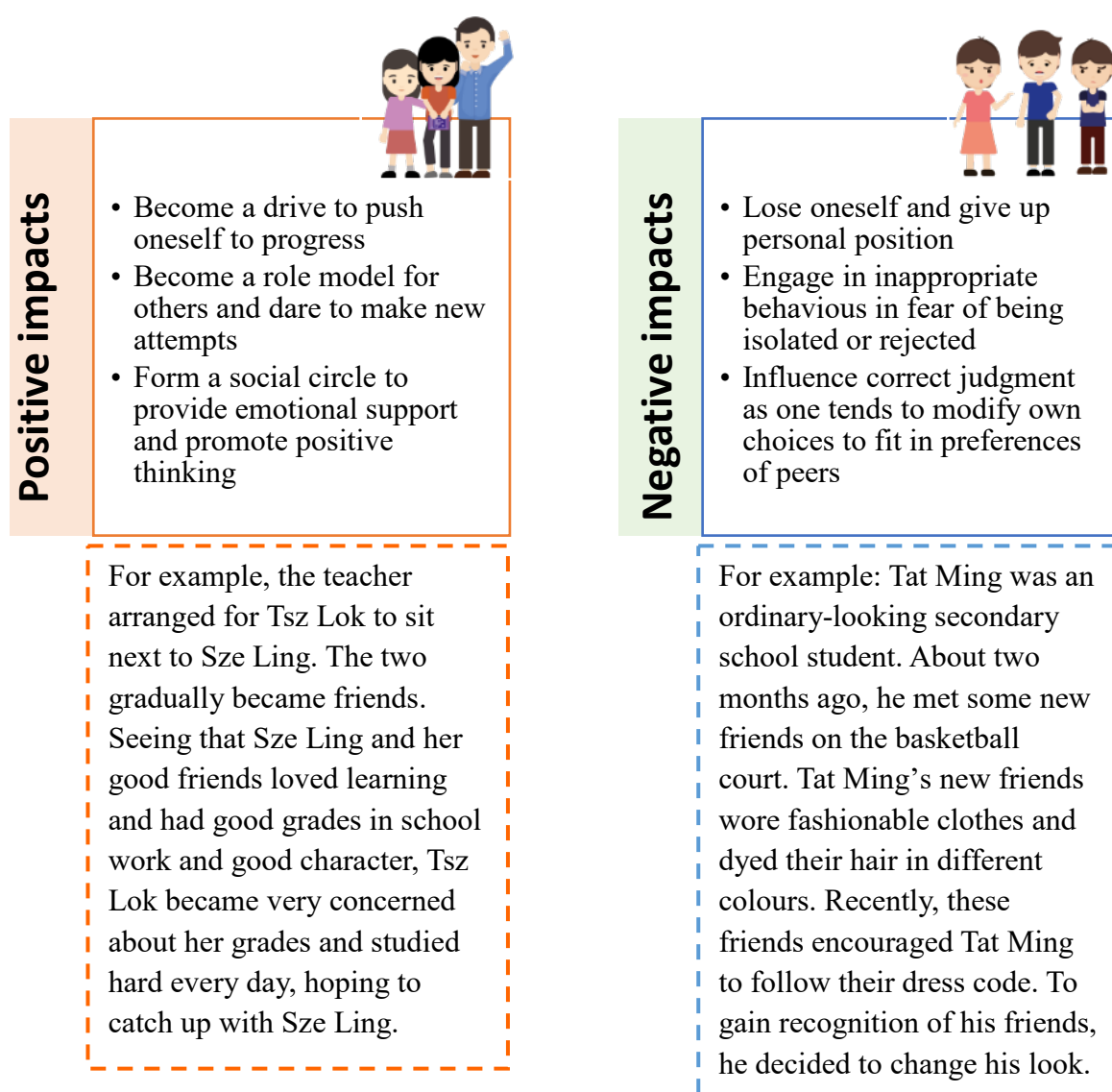


Fig. 8 Impacts of peer pressure

Activity 2: Are friends good or bad?

Based on the above and the following cases, complete the tasks on the next page.

Case 1

Man Kit, you should do more exercise with me to keep fit.

Chi Fung



OK, let's revise Chinese together on Saturday and play basketball together afterwards!

Man Kit



Case 2

Tsz Kin, I am wearing this season's limited-edition sneakers. They only sell for \$10,000. Go buy them!

Hiu Ming

Then I also ask Dad to buy a pair for me!

Tsz Kin



Hau Ling

Tsz Kin, you should learn to dress up like Hiu Ming; otherwise, when we walk together, you will look too tacky and shabby!

Case 3

Sze Man, we have to wear a school uniform skirt for today's visit, but you are wearing jeans!

Cho Yee



I just like wearing jeans!

Sze Man






Po Lam



Sze Man, if you do not wear school uniform, you will be punished by the teacher. Go home and change quickly.

Do you think the friends in the above cases have exerted positive or negative peer influences on each other? Why? Try to fill in the reason(s) in the blank.

Case	Impact*	Reason(s)
Case 1 Chi Fung Man Kit 	Positive/ Negative	- <i>Chi Fung and Man Kit have exerted positive peer influences on each other. Chi Fung reminds Man Kit to exercise more and maintain a healthy lifestyle; and Man Kit and Chi Fung also study Chinese together and encourage each other academically.</i>
Case 2 Tsz Kin Hau Ling Hiu Ming 	Positive /Negative	- <i>Hiu Ming and Hau Ling have exerted negative peer influences on Tsz Kin. They encouraged Tsz Kin to pursue luxury brands and follow a materialistic lifestyle.</i>
Case 3 Cho Yee Po Lam Sze Man 	Positive/ Negative	- <i>Cho Yee and Po Lam have exerted positive peer influences on Sze Man. They advised Sze Man to follow the teacher's instructions to wear school uniform skirt, but not to act arbitrarily.</i>

*Delete where appropriate

Summary

To gain peer recognition, young people often follow trends unconsciously in order to fit in. To conform to their peers, they even abandon or change their own views, behaviours and standards. Conformity may not be the result of a judgment that it is the correct thing to do. Sometimes it may be a reluctant decision due to great pressure or fear of being rejected or isolated by friends. Because young people generally have low crisis awareness, they are easily influenced by their peers and blindly follow their peers' decisions. Even if dangerous or illegal behaviours are involved, they may insist on doing what their peers are doing.



Therefore, we need to think carefully. While it is important to maintain friendship, we need to remember that the foundation of friendship is good character. When a friend does something unethical, we should analyse the situation for him/her in time, persuade him/her to get back on track and stop him/her from going the wrong way. We should listen to the good advice of your friends, but we should also correct one another's mistakes. A unique and self-confident person must understand personal preferences, learn to reject unreasonable requests from friends, avoid losing oneself and avoid going

with the flow. If we find our own values, we can decide on our choices.

Therefore, we should learn how to face peer pressure and develop critical thinking and decision-making skills to deal with different situations, reject the temptation of bad peers and strike a balance between peer pressure and personal preferences.

Worksheet 4: Coping with the negative effects of peer pressure

Activity 1: Analyse peer pressure

When in a dilemma, we don't know what to do. The 5W1H Method can help us understand the overall picture of peer pressure incidents so that we will know why they happen, how they develop and anticipate how they will develop further, so as to help us find feasible solutions.

What	"What situation am I experiencing now?"	For example: I suggested that the group report be presented in the form of news reporting.
Who	"Who are involved in the incident?"	For example: A few classmates.
Where	"Where did the incident happen?"	For example: In the classroom.
When	"When did the incident happen? How long did it last?"	For example: After school and the discussion lasted for an hour.
Why	"Why did it happen? Why did people involved in it do this?"	For example: A classmate suggested using drama to present the group report and found news reporting too boring
How	"What are the consequences or effects of this incident on different people or yourself?"	For example: On the group: Worried that using drama is too risky as poor performance would affect the group scores. On me: Worried that if I disagree with the classmate's suggestion, other classmates will dislike me as they may think I am being authoritarian.

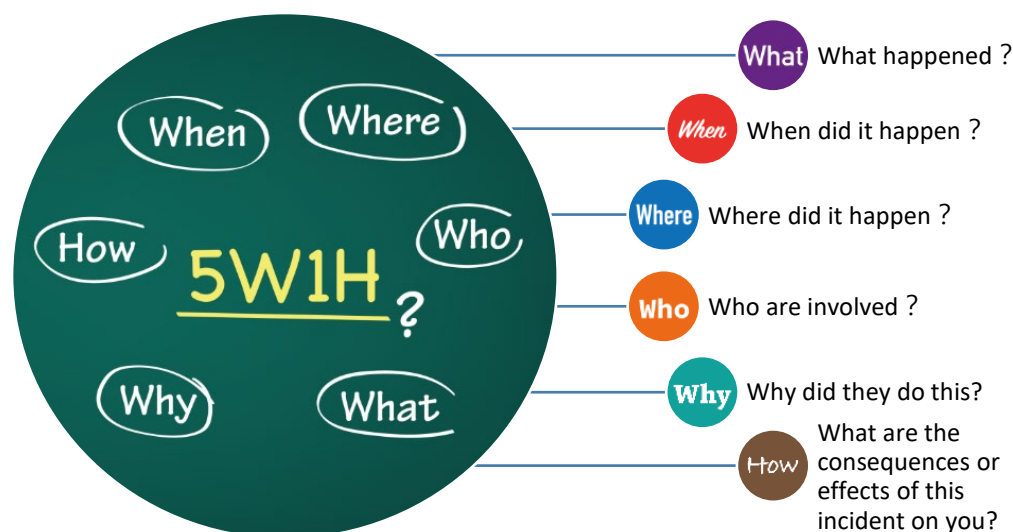


Fig. 9 5W1H Method

“Truth or Dare” — Swallowing Slugs



In 2010, a 19-year-old Australian man Sam Ballard celebrated his birthday by partying with his rugby friends. At the party, they played "Truth or Dare", and a friend challenged him to swallow a live slug. In order to prove his courage to his friends and gain their recognition, he accepted the challenge and swallowed the slug caught from the garden. He immediately felt unwell and sent to the hospital. After a detailed examination by the doctor, it was found that his brain was infected with parasites and was in a coma for 420 days. After waking up, Ballard's four limbs became paralyzed. He had to use a wheelchair to move in and out, and he needed to be tube fed. His mother had to take care of him around the clock. She said that the incident was devastating, and it changed their lives forever. In an interview with the media, the teammates also expressed their regret for not stopping Ballard from swallowing the slug.

Source: kknnews.cc (2018), A player got infected and ended up with lifelong paralysis because of a dare contest of swallowing live slugs among friends! ; Guangming Online (2018), A college student who ended up with lifelong paralysis because of playing “true or dare” and swallowing a living slug eight years ago, now died; LaMotte (2018), He ate a slug on a dare, became paralyzed and died; Rogers (2018), ‘Should I eat it?’ Sam Ballard’s haunting final words after super-fit rugby player, 19, was left paralysed by swallowing a slug as a dare; Smith (2018), Sydney man who contracted rat lungworm after eating slug dies.

Try out 5W1 Method to analyse the above incident and fill the answers in the blanks.

What	"What situation am I experiencing now?"	<i>Friends urged Sam to swallow a slug alive.</i>
Who	"Who are involved in the incident?"	<i>Sam and his rugby teammates were involved.</i>
Where	"Where did the incident happen?"	<i>It happened at Sam's birthday party.</i>
When	"When did the incident happen? Did it last for a long time?"	<i>It happened in 2010 and once at Sam's birthday party.</i>
Why	"Why did it happen? Why was it done?"	<i>Sam wanted to prove his courage and seek acceptance and recognition among peers. They were being playful. And alcohol may have affected their judgment.</i>
How	"What are the consequences or effects of this incident on different people or yourself?"	<i>On Sam himself: He suffered from paralysis of all four limbs. He was unable to take care of himself in daily life and need to be taken care of by others around the clock. On family members: They felt sad, and it increased the family burdens. On friends: They felt sad while living with guilt.</i>

With reference to the above and personal opinions, answer the following questions:

1. If you were Sam's friend, what advice would you give him when a friend's courage is challenged?

- *First, I will persuade him not to be impulsive, but to think about the consequences. For example, if someone does not think clearly and swallows something of unknown origin to prove one's courage, it is a very unwise and dangerous behavior, which may lead to very serious consequences, such as illness or death. Such an act not only puts one's life at risk, it is also irresponsible for not considering the impact on one's family. Then, I will also explain to him that true friendship is not built on courage and moments of joy. Even if someone can pass the challenge, it does not mean that one can win the friendship, or one can create a good image. Instead, people may find you a reckless, willful and impulsive person.*

2. What would you tell the friend who made the challenge request?

- *I will tell the friend that true friendship lies in respecting and showing consideration for the other party. Also, it is immoral and unethical to put the safety and life of a friend at risk in order to pursue moments of joy and excitement for oneself.*

3. Try to share one incident in you were requested by a friend to do something against your will. Did you comply with your friend's request at that time? Why?

Incident:

- *Study: Asked to apply for the same secondary school; choose the same extracurricular activity; join tutorial classes together.*
- *Life: Asked to lend luxury brand items; buy the same trendy products.*
- *Acts that are bad for health, against moral standards or violate laws: Asked to cheat parents, bully someone, watch pornographic videos, smoke, take drugs, make quick money, steal, etc.*

Reaction:

- *Complied with friend's request:
Reason: Because I was afraid that my friend would be unhappy; if I did not comply with my friend's request, I would be teased and rejected.*
- *Did not comply with my friend's request.
Reason: I did not want to do things that were against my will or against the law; I was afraid of being scolded by my family.*

Activity 2: How to deal with negative peer pressure

In the face of peer pressure, many young people will decide to abandon their personal principles and make some wrong decisions due to being overly caring and considerate or fear of loneliness. In fact, no matter how important a friendship is, it should not be placed above morality, law or health. When facing peer influence that has negative impacts on us, we should stick to good conduct and maintain our personal positive qualities. Therefore, helping young people learn how to deal with peer pressure and make the right decisions is particularly critical. Here are some possible solutions.

How to deal with peer pressure

1. Resolutely refuse with reasons

For example: “I will not join you, because it is wrong.”

For example: “I will not join you because my mother will scold me.”

2. Divert attention/ Make excuses

For example: “Because I need to make dinner before my parents come home, I cannot go out with you at night.”

3. Self-mock

For example: “Everyone knows that I am shy. Meeting with you and netizens will only spoil the atmosphere.”

4. Leave the scene

For example: “Sorry, I need to go to the bathroom now!”

5. Point out adverse effects to friends

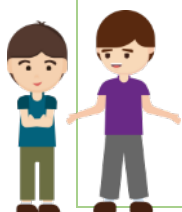
For example: “If we are arrested, our own future will be destroyed.”



Read the following situations carefully and use the above methods to deal with negative peer pressure. Put a tick "✓" in the appropriate box to indicate the effective principle of handling the peer pressure (you can choose more than one) and describe the specific content of your response. You can also put down other new principles in the spaces provided.



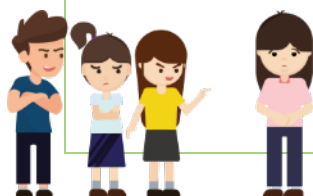
Situation	Principles of handling peer pressure	Specific content of conversation
(Example) Wai Sum wants you to cut your hair short as she does. It looks fresh and stylish! However, you always like having long hair. You are afraid of affecting your relationship with Wai Sum, but you really can't accept short hair.	<input type="checkbox"/> Resolutely refuse with reasons <input type="checkbox"/> Divert attention/Make excuses <input checked="" type="checkbox"/> Self-mock <input type="checkbox"/> Leave the scene <input type="checkbox"/> Point out adverse effects to friends <input type="checkbox"/> _____	"My face is rounder, and long hair is more suitable. It can hide my fat face, and I really don't like short hair."
1. King To forgot to bring his science homework, so he asked you to ask someone in the next class to lend the homework to him so he could avoid being scolded by the teacher.	<input checked="" type="checkbox"/> Resolutely refuse with reasons <input type="checkbox"/> Divert attention/Make excuses <input type="checkbox"/> Self-mock <input type="checkbox"/> Leave the scene <input checked="" type="checkbox"/> Point out adverse effects to friends <input type="checkbox"/> _____	<i>"I know you are worried about being scolded by the teacher, but it is wrong to cheat. You should be honest and admit your fault. Moreover, if the teacher finds out you are cheating, the student who lent you the homework will be punished too, and you will face more serious punishment. You should be honest with the teacher and ask for forgiveness."</i>



Situation	Principles of handling peer pressure	Specific content of conversation
2. You bought a nice birthday cake with the pocket money you saved to celebrate your mother's birthday. But on the way home, you met a few friends who suddenly snatched it away and said they wanted to eat it.	<input checked="" type="checkbox"/> Resolutely refuse with reasons <input type="checkbox"/> Divert attention/Make excuses <input type="checkbox"/> Self-mock <input type="checkbox"/> Leave the scene <input type="checkbox"/> Point out adverse effects to friends <input type="checkbox"/> _____	<i>"This birthday cake is for celebrating my mother's birthday, and I don't want to disappoint her."</i>
3. Your family does not allow you to go out at night for fear that you will meet bad guys. But other classmates want you to join them to celebrate a classmate's birthday in a park near your home in the evening. They said they would stop being friends if you do not go.	<input checked="" type="checkbox"/> Resolutely refuse with reasons <input checked="" type="checkbox"/> Divert attention/Make excuses <input type="checkbox"/> Self-mock <input type="checkbox"/> Leave the scene <input type="checkbox"/> Point out adverse effects to friends <input type="checkbox"/> _____	<i>"You know that my family will not let me go out at night because they are worried about my safety. How about going out on this Saturday afternoon to have fun together, and then have afternoon tea? Isn't that this arrangement has more fun?"</i>
4. One day after school, you found several classmates hanging around, smoking and joking. They invited you to smoke with them, and said that if you did not join them, you would no longer be friends.	<input checked="" type="checkbox"/> Resolutely refuse with reasons <input type="checkbox"/> Divert attention/Make excuses <input type="checkbox"/> Self-mock <input checked="" type="checkbox"/> Leave the scene <input checked="" type="checkbox"/> Point out adverse effects to friends <input type="checkbox"/> _____	<i>"I have respiratory disease, so I really can't smoke. Also, smoking is harmful to our health and it has serious side effects. I want to continue to be friends with you, so I advise that you give up smoking. If you continue to force me to do things that I do not want to, you are not treating me as a friend at all."</i>



Situation	Principles of handling peer pressure	Specific content of conversation
5. Several senior classmates always like talking to you. Recently, they told you that they disliked one of your classmates and asked you to join them in teasing him.	<input checked="" type="checkbox"/> Resolutely refuse with reasons <input type="checkbox"/> Divert attention/Make excuses <input type="checkbox"/> Self-mock <input type="checkbox"/> Leave the scene <input checked="" type="checkbox"/> Point out adverse effects to friends <input type="checkbox"/> _____	<i>"I think this is bullying, and I will not participate in it. Moreover, the school has zero tolerance for bullying and will definitely deal with it seriously. All students including senior students will be punished if they are involved in bullying. If someone has made a mistake, you can tell that person directly to fix the mistake. This is what students from senior classes should do."</i>



Conclusion

"It is much easier to earn a lot of money than to find a bosom friend" has been recognised by the world since ancient times. No matter how the wheel of time has turned, friendship is always indispensable and precious in the journey of life. By getting together with friends, we not only develop better understanding of ourselves, develop social skills and empathy, learn to tolerate others, but also acquire emotional support and comfort. When you succeed in doing something, your friends will be happy for us and compliment us on our achievements. When you are upset and confused, your friends will give you support, encouragement and timely assistance. Friendship is the most precious wealth in life. As Ba Jin said, "Friendship is like light that brightens my life. It lights up my spirit and add vibrant colours to my life."

However, true friendship does not come by easily, and choosing friends carefully is a lesson we must go through. Good friends do not need to get together all the time, but they treasure communication that is able to connect their heart and soul. There is no sweet talk, but only genuine and sincere communication. True friendship does not contain consideration of what benefits each will bring to the other. True friends treat each other frankly and always put themselves in the shoes of others to understand others' situations. Friends should understand that no one is perfect. Therefore, true friendship is to support each other, stop each other from going astray, and give good advice to help each other improve, encourage each other, and make progress together.

Friendship has both positive and negative effects in one's life. Because we cherish our friendship, sometimes we are troubled by peer pressure without ourselves knowing it. Due to the desire to gain peer recognition and acceptance, or fear of being isolated, ridiculed, or even losing our friends, we may give up our personal opinions and choose to comply with our friends' decisions or ways of doing things, and in doing so, may even breach moral limits or break the law. As a result, we may feel upset and distressed. We may even need to face legal consequences. When dealing with peer pressure, we should think rationally, dare to refuse, turn pressure into positive action, and learn and grow with our friends. Lasting and good friendship requires that we think in a mature and responsible way, as well as mutual trust and respect. Learning to face peer pressure can effectively help us grow and avoid being harmed.



True friendship can stand the test of time. True friendship is the outcome of accumulation of shared experiences with friends over a long period of time. There is no urgency to find friends. Genuine and authentic affection and mutual understanding are the key to true friendship.

Joyful Reading

Viewing friendship from the perspectives of Confucius and Aristotle

Starting from being a good friend of others

Friends are valuable assets of our life, but there are both good friends and bad friends. Confucius said, “There are three kinds of friends that can be regarded as good friends, namely straightforward friends, honest friends and learned friends.” Firstly, when we are friends of others, we must be righteous and moral. When a friend does something wrong, we need to give truthful and constructive advice and be a straightforward friend. Secondly, we need to be honest and trustworthy friends who stick to our promises and will not cheat or betray our friends for satisfying personal interests. Finally, we should learn more, enrich ourselves, broaden our knowledge and inspire and share knowledge with our friends. It takes time to cultivate profound and sincere friendship, and the prerequisite is that we should become good friends of others first.

Perfect friendship lies in our character and respect

The philosopher Aristotle believed that perfect friendship is selfless. This kind of friendship is based on kindness and good character, mutual appreciation and admiration of both parties. According to him, only friendship that is based on good character of both parties can be a deep and long-lasting one, which can help both parties elevate and perfect their lives. Living in the era of social media, it is more convenient to know friends and communicate with them online, with the result that face-to-face interactions with the people we know have become greatly reduced. Although how we make friends today is different from the past, the key to cultivating true friendship still lies in our character and respect.

Source: KONG Shiu Loon (2012), *Establishing Oneself: Applying the Confucius Psychology Flexibly*; JAN Chia Hui (2010), *The theory of friendship and its enlightenment to education of The Nicomachean Ethics*.



Reflective Questions:

1. When talking about friends, who will come to your mind?
2. Are you willing to be a good friend of others? How can you make it happen?

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