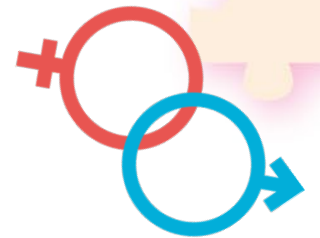


**Citizenship, Economics and Society**  
**(Secondary 1-3)**  
**Support Resources**  
**Secondary 3**



**Module 3.1**  
**Intimate Relationships with**  
**Affection and Propriety**  
**Part 2:**  
**Adolescents and intimate**  
**relationships**



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



## **Introduction**

- The “Citizenship, Economics and Society (Secondary 1-3) 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 proper 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.
- The Module 3.1 “Intimate Relationships with Affection and Propriety” support resources are made up of a total of 9 lessons, with learning and teaching materials provided in two parts, namely “Part 1: Proper understanding of love in adolescents” taking up 4 lessons and “Part 2: Adolescents and intimate relationships” taking up 5 lessons.
- “Part 1: Proper understanding of love in adolescents” and “Part 2: Adolescents and intimate relationships” of the Module 3.1 “Intimate Relationships with Affection and Propriety” support resources were 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 3.1 Intimate Relationships with Affection and Propriety

## Part 2: Adolescents and intimate relationships

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## Teaching Design:

<b>Topic:</b>	Adolescents and intimate relationships
<b>Duration:</b>	5 lessons (2 double lessons are required as conduction of the lesson activities requires more time)
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• understand the importance and ways of setting limits of intimacy;</li> <li>• master the ways to cope with sexual fantasies and impulse;</li> <li>• understand the possible consequences of improper handling of intimate relationships; and</li> <li>• develop proper values and attitudes including law-abidingness, rationality, responsibility and respect for others, etc.</li> </ul>

### Teaching reminders:

- The study of this module is not intended for encouraging students to start dating or having sexual behaviours early in life. Yet, it is expected that teachers could help students develop a proper understanding of love and responsible intimate relationships and alertness of the consequences of improper handling of intimate relationships, thereby helping them develop gender concepts that are complete and based on mutual respect, uphold proper values and handle topics related to sex and intimate relationships related appropriately.
- Teachers should build on students' learning in Module 1.1 "Self-understanding and Life Skills" and the learning points "building healthy social relationships and resolving interpersonal conflicts" in Module 1.2 to deepen students' learning in Part 1 "Intimate Relationships with Affection and Propriety" and Part 2 "Adolescents and intimate relationships" of this module.

Lesson 1 and Lesson 2		
<b>Pre-lesson Preparation:</b>	Students read Worksheet 1 "Love and sex" and Worksheet 2 "The importance and methods of setting limits of intimacy with your lover" and complete the related activities before the lesson.	
		<b>Suggested lesson time</b>
<b>Enquiry Process:</b>	<b>1. Set</b> <ul style="list-style-type: none"> <li>• <b>Introduction to the lesson:</b> The teacher briefly introduces the key learning points of the lesson.</li> <li>• <b>Direct Instruction:</b> The teacher introduces Worksheet 1 "Love and sex".</li> </ul>	5 minutes
	<b>2. Interactive teaching:</b>	35 minutes

	<ul style="list-style-type: none"> <li>• <b>Direct Instruction:</b> The teacher introduces “Activity 1: Myths about love and sex” in Worksheet 1, and guides students to think about various aspects of love and sex and to correct the misconceptions in a rational manner.</li> <li>• <b>Pair work and presentation:</b> Students work in pairs to correct the myths about love and sex. The teacher invites each group to present their discussion results and reflect on the questions raised by the teacher and peers, which will help deepen their understanding of the meaning of sex and values related to love. The teacher may select some scenarios for discussion. Those which are not discussed may be used for homework to consolidate learning.</li> <li>• <b>Conclusion:</b> Sex must be based on love with solid foundation and commitment. Apart from sex, there are other ways to express love. Lovers should set limits of intimacy.</li> </ul>	
	<p><b>3. Interactive teaching:</b></p> <ul style="list-style-type: none"> <li>• <b>Direct Instruction:</b> The teacher introduces Worksheet 2 “The importance and methods of setting limits of intimacy with your lover” and check the answers with students. The teacher introduces Appendix 1 “Know More: Examples of sexual offences ordinances in Hong Kong”, and brings out the possibility of criminal liability for exceeding the limits of intimacy and that it is an offence to have sexual intercourse with a minor.</li> </ul>	10 minutes
	<p><b>4. Direct Instruction:</b></p> <ul style="list-style-type: none"> <li>• The teacher introduces Worksheet 2 “Knowledge content: The purpose and principles of setting limits of intimacy”. The teacher then introduces “Knowledge content: Methods of setting limits of intimacy”. For “Activity 1: Commitment to set limits of intimacy”, the teacher invites students to fill in a letter of commitment to set limits of intimacy. Students can invite neighbouring students and trusted people to sign as</li> </ul>	20 minutes

	witnesses.	
	<p><b>5. Summary:</b></p> <ul style="list-style-type: none"> <li>• The teacher summarises the key points of Lesson 2 on the importance of and ways to set limits to intimate relationships between lovers.</li> <li>• The teacher reiterates that love relationships cannot be based on sex alone and people in love should think seriously about what sex means to individuals. We should not think of sex as “other people are doing it and so I should do it as well”, or rush into having sex too early for one’s momentary pleasure.</li> <li>• The teacher reminds students to carefully consider the consequences and responsibilities associated with sexual behaviours, for example, potential physical and psychological risks, unwed pregnancy, legal liabilities, etc. Therefore, people involved should calmly and rationally set limits for intimate acts such as kissing, cuddling, caressing and even sexual intercourse.</li> <li>• The teacher summarises the key learning points in Lessons 1 and 2.</li> </ul>	10 minutes
<b>Extended Learning Activity:</b>	Students read Appendix 1 “Know More: Examples of sexual offences ordinances in Hong Kong”	
<b>Learning and Teaching Resources</b>	Worksheets 1 and 2; Appendix 1	

<b>Lesson 3</b>		
<b>Pre-lesson Preparation:</b>	Students read Worksheet 3 “Handling sexual fantasies and impulses” and complete the activity before the lesson.	
		<b>Suggested lesson time</b>
<b>Enquiry Process:</b>	<b>1. Set:</b> <ul style="list-style-type: none"> <li>The teacher reviews the key learning points in Lessons 1 and 2.</li> </ul>	5 minutes
	<b>2. Direct Instruction:</b> <ul style="list-style-type: none"> <li>The teacher briefly introduces Worksheet 3 “Handling sexual fantasies and impulses” and check the answer of Activity 1 to bring out key words about sexual impulses and how they are handled. The teacher then explains “Knowledge content: Puberty and sexual response” and points out that sexual desire and fantasies are natural biological responses and there are differences in sexual fantasies between males and females, thus enhancing the understanding of the opposite sex.</li> </ul>	5 minutes
	<b>3. Interactive teaching:</b> <ul style="list-style-type: none"> <li><b>Direct Instruction:</b> The teacher explains “Knowledge content: Identifying causes of sexual impulses and how to avoid sexual impulses” and briefly introduces “Activity 2: Love expert”.</li> <li><b>Pair work and presentation:</b> Students play the role of love experts to analyse and discuss how Sau Lai and Tsz Ching spend time together and provide suggestions to them. The teacher invites students to share their answers and reminds them of how couples can avoid excessively intimate physical contacts.</li> </ul>	10 minutes
	<b>4. Interactive teaching:</b> <ul style="list-style-type: none"> <li><b>Direct Instruction:</b> The teacher explains “Knowledge content: What should we do when faced with sexual fantasies and impulses?” First, the teacher introduces the ABC Theory used for analysing situations and making choices, and then introduces “Knowledge content: Ways to handle</li> </ul>	15 minutes

	<p>sexual impulses” and “Activity 3: Scenario analysis”.</p> <ul style="list-style-type: none"> <li>• <b>Group discussion:</b> Students work in groups of four to five to apply the ABC Theory to analyse the causes, behaviours and consequences, and make choices for the situations in which Sau Lai and Tsz Ching have sexual fantasies and impulses. The teacher may select some scenarios for discussion, and those not discussed may be used for homework to consolidate learning.</li> <li>• <b>Group presentation and class discussion:</b> The teacher invites each group to present their discussion results and reflect on the questions raised by the teacher and peers, which will help deepen their understanding of sexual fantasies and impulses.</li> </ul>	
	<p><b>5. Summary:</b></p> <ul style="list-style-type: none"> <li>• The teacher concludes Lesson 3 on the myths about sexual fantasies and impulses, brings out that our views on sex and sexual behaviours are affected by physical, psychological and socio-cultural factors, and provides ways to shift one’s focus to temporarily relieve one’s sexual fantasies and impulses.</li> </ul>	5 minutes
<b>Extended Learning Activity:</b>	Students read Appendix 2 “Know More: Sexual impulses and masturbation”.	
<b>Learning and Teaching Resources</b>	Worksheet 3, Appendix 2	

<b>Lesson 4 and Lesson 5</b>		
<b>Pre-lesson Preparation:</b>	Students read and complete Worksheets 3 to 5 and complete the activities before the class.	
		<b>Suggested lesson time</b>
<b>Enquiry Process:</b>	<b>1. Set:</b> <ul style="list-style-type: none"> <li>The teacher briefly reviews the key learning points of Lessons 1, 2 and 3.</li> </ul>	5 minutes
	<b>2. Direct Instruction:</b> <ul style="list-style-type: none"> <li>The teacher introduces “Knowledge content: Firmly reject and protect your body!”, and teaches students the skills and words of firm refusal.</li> <li><b>Pair work:</b> Students work in pairs and use the STOP Refusal Strategy to practice firmly rejecting inappropriate requests from the other party to protect themselves.</li> <li><b>Presentation:</b> The teacher invites students to share their discussion results.</li> </ul>	15 minutes
	<b>3. Interactive teaching:</b> <ul style="list-style-type: none"> <li><b>Direct Instruction:</b> The teacher briefly introduces Worksheet 4 “Improper handling of intimate relationships”, “Knowledge content: Emotional blackmail” and explains characteristics of emotional blackmail in love relationships and what we should do when faced with emotional blackmail. Students apply the ABC Theory and STOP Refusal Strategy to deal with emotional blackmail.</li> <li><b>Group discussion:</b> Students work in groups of four to five to use the ABC Theory to discuss scenarios to make choices, to resist being emotionally blackmailed, and to fill in worksheets.</li> <li><b>Group presentation and class discussion:</b> The teacher invites each group to present their discussion results and reflect on the questions raised by the teacher and peers, which will help deepen their understanding of emotional blackmail and ways of handling it.</li> </ul>	20 minutes

	<p><b>4. Direct Instruction:</b></p> <ul style="list-style-type: none"> <li>• The teacher briefly introduces dating violence as one form of improper handling of intimate relationships, “Knowledge content: What is dating violence?” and “What can I do if I encounter dating violence?”.</li> <li>• The teacher uses Stories 1 to 3 to explain premarital sex as one form of improper handling of intimate relationships and its consequences. The teacher may select some stories for discussion, and those not discussed may be used for homework to consolidate learning.</li> <li>• <b>Group discussion:</b> Students work in groups of four to five to discuss and fill out worksheets with stories of the possible consequences, the vicious cycle, and the extent of the negative physical and psychological effects caused by unwed pregnancy.</li> <li>• <b>Group presentation and class discussion:</b> The teacher invites each group to present their discussion results and reflect on the questions raised by the teacher and peers, which will help deepen their understanding of the specific consequences of unwed pregnancy.</li> </ul>	15 minutes
	<p><b>5. Interactive teaching:</b></p> <ul style="list-style-type: none"> <li>• <b>Direct Instruction:</b> The teacher briefly introduces Worksheet 5 “Consequences of improper handling of intimate relationships”, “Knowledge content: Unwed pregnancy” and “Knowledge content: General knowledge and prevention of sexually transmitted diseases” and “Activity 1: What do I know about sexually transmitted diseases (STD)?” and brings out the importance of safe sex and the need to think about the possibility of contracting sexually transmitted diseases before having sex.</li> <li>• <b>Pair work:</b> Students work in pairs to analyse and discuss the content of “Activity 1”.</li> </ul>	10 minutes

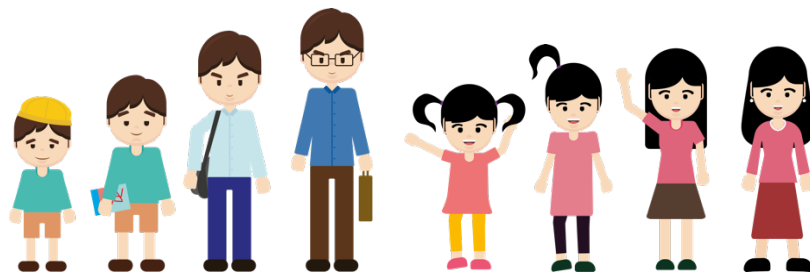
	<ul style="list-style-type: none"> <li>• <b>Group presentation and class discussion:</b> The teacher invites each group to present their discussion results and reflect on the questions raised by the teacher and peers, which will help deepen their understanding of sexually transmitted diseases.</li> </ul>	
	<p><b>6. Summary:</b></p> <ul style="list-style-type: none"> <li>• The teacher summarises the key learning points of Lessons 4 and 5 and brings out the consequences of inappropriate handling of intimate relationships.</li> <li>• <b>Summary:</b> The teacher summarises the contents of Lessons 1 to 5. It is normal for adolescents to have sexual desires, fantasies and impulses during adolescence. Therefore, adolescents should nurture and develop a proper attitude towards sex, establish limits of intimacy with their partners and consider the costs of inappropriate handling of intimate relationships. Young people should handle intimate relationships cautiously.</li> </ul>	15 minutes
<b>Extended Learning Activity:</b>	Students read Appendix 3 “Fun to read: Hong Kong Stories - Their Love Letters”	
<b>Learning and Teaching Resources</b>	Worksheets 3-5; Appendix 3	

**Module 3.1 Intimate Relationships with Affection and Propriety**  
**Part 2: Adolescents and intimate relationships**  
**(Lesson 1 and Lesson 2)**  
**Learning and Teaching Materials**

**Preface**

Sex is a subject that we have to understand as we grow up. As adolescents entering puberty, their bodies begin to change and grow rapidly, and secondary sexual characteristics emerge, resulting in significant physical differences between men and women. In the midst of these changes, young people may be curious about their bodies or have doubts about sex. When we talk about sex, it is important not only to explain the physiological aspects of sex, but also to help young people develop proper values and attitudes about sex, and to understand the possible consequences of having sex and the responsibilities involved.

**Learning and teaching activity suggestion:** Students read the Preface and complete the Pre-lesson Study of Worksheets 1 and 2 before the lesson, and the teacher checks the answers with students as introduction to the lesson.



With the development of society, sex is no longer a taboo subject and there is a lot of sex-related information available on the Internet. However, these messages often emphasise the pleasure of sex, or contain misleading and irresponsible messages that cause young people to ignore their own feelings and those of their partners, and fail to understand the consequences of inappropriate intimate relationships, which can lead to poor judgement and even bad outcomes.

Sex education is not just about teaching young people whether they should have sex, but also about nurturing the proper values. This teaching material will touch on four different topics, including: “the relationship between love and sex”, “the importance and ways of setting limits of intimacy”, “ways to cope with sexual fantasies and impulses” and “consequences of improper handling of intimate relationships”. Through a variety of materials and activities, students will gain a better understanding of life topics related to sex and intimate relationships, thereby developing proper values and responsible behaviours.



## Worksheet 1: Love and sex

Love relationships are an important part of interpersonal relationships and an integral part of human life. As a love relationship develops, lovers spend more and more time alone together, and under the influence of portrayal of intimacy in the media, young people may long for intimate relationships with their partners. In addition, the romantic atmosphere of the festive season may prompt young people to fantasise about sex and having sex with their lovers, and some young people may consider the festive season as a time for having sex. For them, the idea of “where there’s love, there’s sex” is popular.


American psychologist Sternberg proposed the “Triangular Theory of Love”. He proposed that “perfect love” consists of three elements: intimacy, passion and commitment. While passion is an element of love, it is not the whole of love. When it comes to love, we should not only think about passion and intimacy, or only pursue momentary pleasure, thus neglecting the element of commitment and ignoring the feelings of others. Otherwise, we will not be able to develop a mature and healthy view of love and make sensible and responsible decisions.




## Activity 1: Myths about love and sex

**Learning and teaching activity suggestion:** The teacher may select some scenarios for discussion. Those which are not discussed may be used for homework to consolidate learning.

### Teaching reminders:

 Teachers should adopt a prudent and objective attitude, as well as listen and understand students' needs, doubts or difficulties open-mindedly and carefully, to help students discuss the topic of gender issues with a responsible attitude and to enable students to construct a proper understanding of love and understand responsible intimate relationships by analysing relevant learning scenarios and listening to teachers' debriefing.

 Teachers should remind students that when they encounter personal problems, they can seek help and suggestions from professional counselling, teachers, social workers and family members.

Read the myths below, then fill in the boxes below to correct them.

Myths	Correction
1. If there are sexual impulses between lovers, it means that they love each other very much.	<i>Just having sexual impulses between lovers does not mean they love each other very much. There are many reasons for sexual impulses, such as natural biological reactions and physiological changes during puberty. A perfect love includes not only passion, intimacy but also commitment.</i>
2. If you do not want to have sex with your boyfriend, you probably don't love your boyfriend.	<i>There are many other ways of expressing love, not necessarily sex.</i>
3. When I have a sexual desire, even if the other person is reluctant, based on love, that person should meet my sexual desire.	<i>Intimacy in a love relationship should not be based on sexual behaviour, but on respecting the feelings of the other person rather than asking him/her to satisfy one's sexual desire.</i>
4. When there is strong romantic feeling, everyone will have sex with their lover according to their sexual impulses, fantasies and desires.	<i>It is normal for people to have sexual fantasies and desires, but we must recognise that we are the masters of our desires and should think twice before acting, and control our desires instead of being controlled by them.</i>

Source: Referenced from Deborah and Leece (1992), Still smiling: Sexuality education made easy.

## **Summary**

It is not necessary for lovers to have sex in order to show they love each other. Sex must be based on love with solid foundation and commitment. Apart from sex, there are many other ways of expressing love such as caring for each other, giving each other support, etc. Lovers who are unable to cope with the consequences of premarital sex, such as unwed marital pregnancy, legal consequences and emotional distress, should firmly refuse to have sex before marriage.

## Worksheet 2: The importance and methods of setting limits of intimacy with your lover

**Pre-lesson study:** Read the following article and underline words showing the importance of jointly setting limits of physical intimacy between lovers and circle ways to set limits of intimacy.

### Two lovers jointly set the limits of physical intimacy

It is normal to feel the urge to have physical contact with your lovers, but it is important to set an acceptable line of intimacy between lovers to avoid misunderstanding or deterioration of the love relationship. As each person has different needs and feelings about intimacy, it is important to know what physical contact is acceptable to each other. Even in a love relationship, the limits of physical intimacy may be very different. For example, a man may accept kissing and caressing when they spend time together, while a woman may only accept holding hands during a date. If there is a lack of communication and consensus between lovers, it can lead to misunderstanding that the other person does not like or respect oneself. It is therefore advisable for lovers to set clear limits for acceptable intimate behaviours at an early stage. When your partner asks you for increased intimacy in the love relationship, it is important that you make your intentions, reasons and feelings clear to your partner, and if necessary, refuse.

There are many objective and realistic concerns for young people to have sex, such as their age, their relationship, family pressure, social climate, the risk of unwed pregnancy or contracting sexually transmitted diseases, etc. Therefore, **before deciding to engage in intimate behaviours, young people should consider the possible consequences and should not act impulsively.**

Source: Excerpted and adapted from The Family Planning Association of Hong Kong (2020a), How to control sexual impulses; (2020b), Love and dating.





## Know more: Examples of sexual offences ordinances in Hong Kong

Some of the existing laws in Hong Kong are designed to protect persons under the age of 16 and women. For example, certain ordinances provide that a person under the age of 16 cannot consent to an act that would otherwise be unlawful under the ordinance.



- If a person engages in unwelcome conduct of a sexual nature that is offensive, humiliating and intimidating, such as unwelcome hugging, kissing, touching or brushing up against the body of another person, etc. This may constitute **sexual harassment** and may be legally liable.
- Indecent assault (**molestation**) is an act of assault with an obscene element. For example, touching someone's genitals without their consent. It is an offence for a person to engage in sexual activity with a person under 16 years of age (including boys and girls) even if no sexual intercourse has taken place. Under Section 122 of the "Crimes Ordinance", Cap 200, indecent assault is a criminal offence with a maximum penalty of 10 years' imprisonment.
- Sections 123 and 124 of the "Crimes Ordinance" are designed to protect girls under the age of 16 by stating that no person shall have sexual intercourse with a girl between the ages of 13 and 16. Under Section 123 of the "Crimes Ordinance", Cap. 200, unlawful sexual intercourse with a girl under the age of 13 is a criminal offence punishable by a maximum penalty of life imprisonment. Unlawful sexual intercourse with a girl under the age of 16 is a criminal offence under Section 124 of the "Crimes Ordinance", Cap. 200, with a maximum penalty of five years' imprisonment.
- Finally, **rape**, the most serious sexual offence, is committed when a man has sexual intercourse with a woman with the knowledge that she has not consented (or without her consent). The maximum penalty for this offence is life imprisonment.



Sources: Excerpted and adapted from the Hong Kong Federation of Youth Groups (2020), The sexual crisis; HKU Community Legal Information Centre (2018), Sexual abuse of children.

## The purpose and principles of setting limits of intimacy

### LASER

Setting limits of intimacy helps you know the level of intimacy both sides can accept, which helps you understand each other, increase positive communication and strengthen your relationship.

#### 1. **L**egal responsibilities - Compliance with legal responsibilities

Under Hong Kong law, **it is an offence to have sexual intercourse with a girl under the age of 16**. Even if the woman's consent is obtained, or even if the woman initiates the sexual activity, the man will still be in breach of the law. Therefore, young people should consider carefully before engaging in sexual activity so that they do not breach the law inadvertently for the sake of pleasure.

#### 2. **A**void - Avoid unwed pregnancies

In addition to the physical and mental health consequences, intimate sexual contact can also lead to unwed pregnancy. Many teenagers are unaware of contraception and are unable to take on the role of a parent, both psychologically and financially. If unwed pregnancy is the result of impulse, it can lead to serious consequences and even a lifetime of regret. It is therefore important for everyone to assess whether they are well equipped to bear the consequences of pregnancy and to reject irresponsible behaviours.



#### 3. **S**ecure - Secure physical and mental health



Young people are not fully aware of the physical and psychological risks of sexual behaviours. For example, even the use of condoms does not completely eliminate the possibility of sexually transmitted diseases (STDs). Avoiding sexual contact is the most effective way to prevent STDs. What's more, these sexual experiences can be emotionally distressing for both partners when a love relationship goes sour. Young people should therefore set limits of intimacy to protect the physical and mental health of both partners in a love relationship.

#### 4. **Expectation – Conform to family and social expectations**

Even though values and information about sex delivered by the media seem to be increasingly open, in reality society still considers pre-marital sex a deviant act and that young people should not have sexual behaviours with others at will. In addition, early or inappropriate sexual behaviours may lead to unwed pregnancy or sexually transmitted diseases, which can be very stressful if there is no family support and if there is public criticism. It is therefore important for young people to consider family and social expectations when setting limits of intimacy.



#### 5. **Respect - Respect a love relationship**

The limits and feelings of intimacy vary from person to person. If one partner ignores the other's feelings and insists on getting too intimate, the other partner will feel disrespected and the love relationship will be damaged. Young people should understand that love relationships require mutual respect and tolerance, not selfish demands to satisfy one's own needs, and that one should not threaten the other to engage in sexual behaviours in order to manipulate the other in a love relationship.



Once limits of intimacy have been set, both parties should respect their agreement and follow the limits of intimacy that they have jointly set. If one partner wants to go beyond the limits, the other should firmly reject the demand. The most important thing in a love relationship is to learn to respect each other and not to force each other to do things that are against their will.

Source: Excerpted and adapted from The Family Planning Association of Hong Kong (2020b), Dating violence; (2020c), Sexual behaviour; (2020d), Unwed pregnancy; Education Bureau of the HKSAR Government (2019a), Safety sex-discuss safe sexual behaviour; (2019b), Love abuse.



## **Methods of setting limits of intimacy**

It is important to set limits of intimacy early in a love relationship so that the people involved in a love relationship will know the level of acceptance of intimacy between them. It is important to communicate honestly with each other about what is acceptable in terms of intimacy, to set clear limits, and to make clear one's wishes and feelings and that going beyond the limits of intimacy is not acceptable.

### **Activity 1: Commitment to set limits of intimacy**

If you have a lover, try filling out the following commitment form to set limits of intimacy.

#### **My Commitment**

I, \_\_\_\_\_ (name), understand that:

**If I have a lover, I will set the following principles of love and limits of intimacy with him/her:**

**If I have sexual fantasies/impulses, I control them by:**

**I promise that I will develop self-discipline, self-control, and resistance to pornography, and understand that "My Commitment" is an expression of self-love and respect for the other person, which will help develop a healthier and more holistic relationship.**

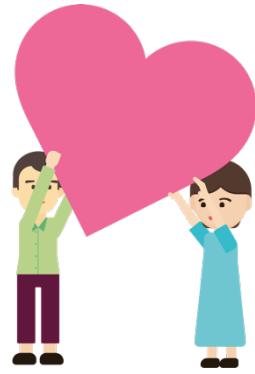
**Signature of the Undertaker:**

**Signature of the Witness:**

**Date:      Year                      Month                      Day**

## Conclusion

Entering puberty, adolescents will be curious about sex due to increase in hormones and development of their sexual organs. They may even be eager to experience sexual behaviours. However, perfect love is made up of three elements: intimacy, passion and commitment. Sex is one intimate way of expressing love, but it does not represent the whole of love, nor does it equal love.



There are many different ways to express love, and lovers can show their love to each other in a variety of ways, such as sharing and listening to things that happen in each other's daily lives, encouraging each other and praising each other's strengths, making small gifts or surprises for each other, expressing what is on their minds, and focusing on each other and leaving other things behind when spending time together. Being together is about respecting each other's wishes, understanding each other's feelings and committing to being responsible to each other. These help develop a mature and long lasting love relationship. A love relationship which solely depends on sexual relationship will easily fade away.

At the same time, young people should carefully consider the consequences of improper handling of intimate relationships, for example, emotional distress, legal liabilities, infection of sexually transmitted diseases, unwed pregnancy.

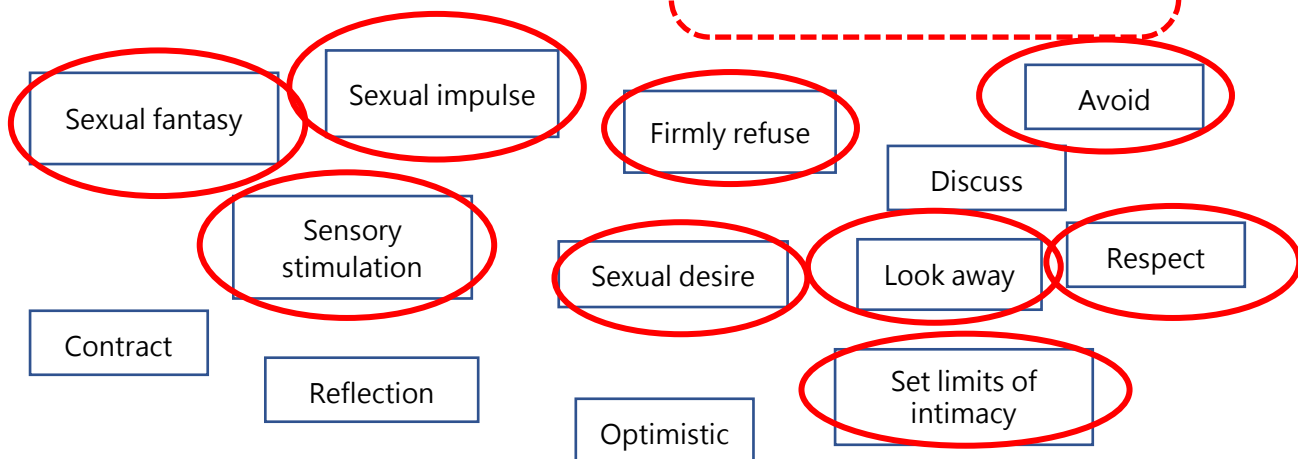
Therefore, it is important for lovers to set limits of intimacy, such as kissing, hugging, caressing and even sexual intercourse, in a calm and sensible manner. This not only enhances mutual understanding but also prevents regrets.

**Module 3.1 Intimate Relationships with Affection and Propriety**  
**Part 2: Adolescents and intimate relationships**  
**(Lesson 3)**  
**Learning and Teaching Materials**

**Worksheet 3: Handling sexual fantasies and impulses**

**Activity 1: Solving word puzzles**  
**Identify and circle nine words related to sexual impulses and how they are handled.**

**Learning and teaching activity suggestion:** Students complete Worksheet 3 before the class and then discuss the activity and share their discussion results during the class.



**Hints:**

- |  |                               |
|--|-------------------------------|
| 1. Imagination that can lead to sexual impulses and excitement.  | <i>Sexual fantasy</i>         |
| 2. Responses to visual, auditory and tactile stimuli.  | <i>Sensory stimulation</i>    |
| 3. An individual's desire and motivation for sexual behaviour.   | <i>Sexual desire</i>          |
| 4. An urge to satisfy sexual needs, often aroused by sexual desire, fantasy and excitement, which can be generated by stimulating sensitive areas of the body. | <i>Sexual impulse</i>         |
| 5. Adolescents in a love relationship should _____ to avoid improper handling of intimate relationship.  | <i>Set limits of intimacy</i> |
| 6. When we encounter situations or media that will arouse sexual desire, we should _____.  | <i>Avoid</i>                  |
| 7. When we have sexual urges, we can _____ to change our focus.  | <i>Look away</i>              |
| 8. We facing reluctant sexual advances, we should _____.   | <i>Firmly refuse</i>          |
| 9. We should adopt an attitude of _____ to get along with our partner in order to maintain a healthy love relationship.  | <i>Respect</i>                |

## Puberty and sexual response

Entering puberty and with the increase of sex hormones and the development of sexual organs, adolescents are prone to sexual desire, fantasy and impulses.

Young people develop an interest in and love for the opposite sex, a desire to meet people of the opposite sex and a desire to have a warm and loving relationship experience. In terms of sexual fantasies, women are more likely to have fantasies about romantic situations, while men tend to have fantasies about sex itself. Occasional sexual fantasies have a stress-relieving effect and can ease a person's tenseness and make the person happy. On the contrary, excessive indulgence in sexual fantasies may prevent people from concentrating on their studies and work, affect their daily lives, have an impact on their mental health and may even lead to sexual offences.



Sources: Excerpted and adapted from Hong Kong Education and Manpower Bureau (2003), Physical and Mental Changes in Adolescents; Joyal (2021), Sexual Fantasy; Coon and Mitterer (2013), Gateways to psychology: An introduction to mind and behaviour (13th ed.).

## Identifying causes of sexual impulses and how to avoid sexual impulses

Sexual impulse is an urge to satisfy sexual needs, often aroused by sexual desire, fantasy and excitement, which is generated by stimulating sensitive areas of the body. For example, visual stimulation caused by seeing images such as sexy clothing, pornographic photos, videos, texts, etc; touch stimulation caused by physical contacts such as hugging, touching and kissing. Often, sexual impulses between lovers are easily caused by sensory stimulation and by staying together in a quiet place. Lovers can reduce the desire for intimate physical contact in a variety of ways. For example, by participating in group activities rather than going out alone, or by avoiding spending time alone in quiet places. These help avoid sexual desires caused by overly intimate physical contact.

### Activity 2: Love expert



Imagine you are a love expert. Sau Lai and Tsz Ching are now 15 years old, studying at secondary 3, and they have just started dating. Let's give them some advice on how to get along!



- How would you advise them to avoid causing sensory simulations that could lead to sexual impulses?

- Dress appropriately to present a healthy image and to avoid visual stimulation from sexy clothing.*

- Avoid excessive physical contact, such as touching and kissing, to avoid stimulating the senses.*

*(Other reasonable suggestions are also acceptable)*

- Where would you suggest Sau Lai and Tsz Ching to go for a date? Why? (May choose more than one location.)

Downtown                       Fast food restaurants

A dark and silent park       A room for two

*Reasons: Lovers spending time alone in quiet places, such as in rooms, will easily lead to overly intimate physical contact which can easily arouse the sexual desire of and even lead to sexual activity.*

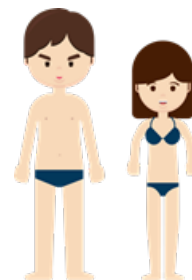


## Know more: Sexual impulses and masturbation

Sexual impulses are natural and normal physiological reactions. A nude painting, touching one's sexual organs or sexual fantasies can all produce sexual impulses, which can lead to physical and psychological changes such as a rapid heartbeat, flushing and excitement. Masturbation is the use of hands or objects to stimulate the sexual organs of a man or woman in order to achieve sexual excitement or orgasm. As such, masturbation has the effect of relieving sexual stress. Some people have the misconception that masturbation can lead to physical weakness, retarded growth, nervous disorders, sexual impotence and even fertility problems. However, medical evidence has shown that occasional masturbation has no health consequences. However, safety and hygiene should be taken into account when masturbating.

Each person has different sexual needs and the way in which they handle them varies from person to person. Therefore, there is no standard for the frequency of masturbation. The most important thing is to be aware of the potential effects of masturbation. If we masturbate to escape from loneliness, boredom or stress, it will not help solve the problem, and we may be unable to control ourselves and indulge in the pleasures of masturbation all day long, neglecting people and events around us and affecting our normal social life. Therefore, young people should seek help from a doctor or professional counsellor if they are experiencing psychological or emotional distress.

Source: Excerpted and adapted from The Family Planning Association of Hong Kong (2020a), How to control sexual impulses.



**Module 3.1 Intimate Relationships with Affection and Propriety**  
**Part 2: Adolescents and intimate relationships**  
**(Lesson 4 and Lesson 5)**  
**Learning and Teaching Materials**



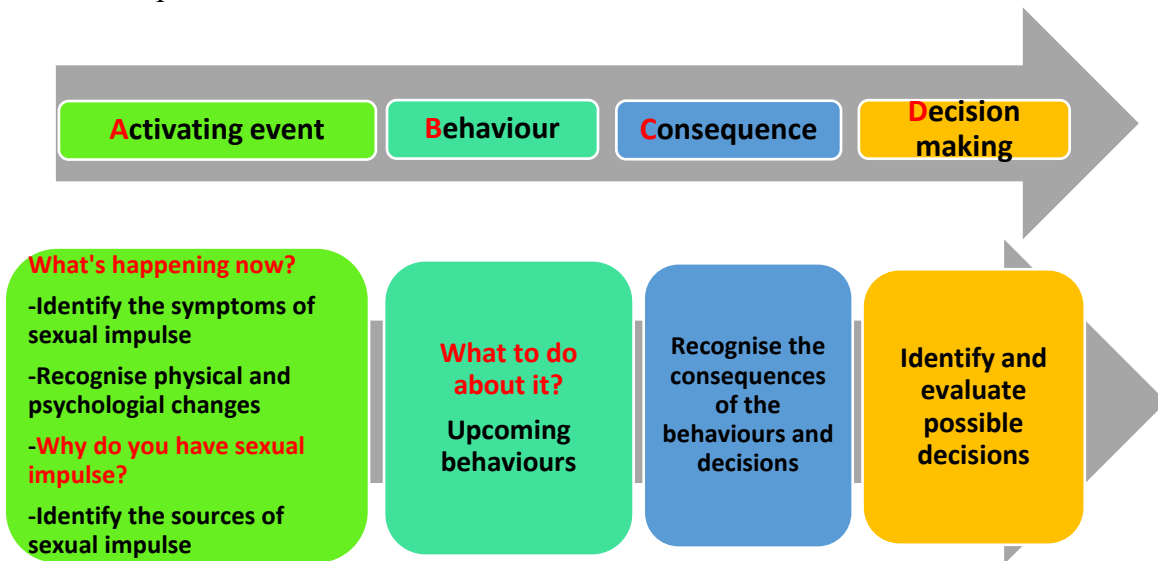
**What should we do when faced with sexual fantasies and impulses?**

**Think carefully about the consequences of your sexual impulses!**

**Learning and teaching activity suggestion:** The teacher shall teach the students to use the ABC Theory to make choices, and then conducts discussion activities and summarises the lesson.

**Making decisions with ABC Theory**

In Module 1.1 (Part 2) “Emotional Management and Enhancing Resilience”, we have learned to apply the ABC Theory to solve problems. Whenever a **behaviour** occurs, it is often accompanied by an **activating event** (including people, circumstances, events) and a **consequence**. The causes and consequences are often important factors in provoking a behaviour. If the causes and consequences of the behaviour are well understood, you will be able to make decision or control the change. For example, if a friend walks past you in a hurry and ignores your warm greeting (behaviour), you will feel being ignored and this will affect your friendship (consequence). However, when you fully understand the causes for his behaviour, which is due to the fact that he has a sick family member in the hospital and he is anxious and not paying attention to you, your behaviour will change. You may choose not to disturb him or choose to send a text message to comfort him, which may lead to a different outcome and a closer friendship.



Source: Referenced from Deborah and Leece (1992), Still smiling: Sexuality education made easy.



## **Ways to handle sexual impulses**

Sexual impulses can also be dealt with in the following ways.

- **Avoidance:** Avoid situations that stimulate sexual desire to achieve natural relief, for example, avoiding active searches for pornography and watching pornographic pictures and videos.
- **Diversion:** Use other activities to consume physical energy to relieve sexual desire, for example, playing basketball, swimming, running with friends, etc.; or redirect attention to other things, for example, concentrating on a task that you enjoy, reading a book that interests you, or concentrating on a craft, so that you are not thinking about sex all the time.

### Activity 3: Scenario analysis

**Learning and teaching activity suggestion:** The teacher may select some scenarios for discussion. Those which are not discussed may be used for homework to consolidate learning.

#### Teaching reminders:



Teachers should adopt a prudent and objective attitude, as well as listen and understand students' needs, doubts or difficulties open-mindedly and carefully, to help students discuss the topic of gender issues with a responsible attitude and to enable students to construct a proper understanding of love and understand responsible intimate relationships by analysing relevant learning scenarios and listening to teachers' debriefing.



Teachers should remind students that when they encounter personal problems, they can seek help and suggestions from professional counselling, teachers, social workers and family members.

Use the ABC Theory to analyse the **activating events, behaviours, consequences** of sexual fantasies and impulses faced by Sau Lai and Tsz Ching, and **decisions made** after evaluating the situations.

**Scenario 1:** At night, when Sau Lai was doing his homework on the computer alone, a nude video popped up on the computer screen. He felt his heart was beating fast, his face was hot and red and he felt a little excited. A message with a choice of “Yes” or “No” then pops up on the screen “Are you 18 or over?”

If the Sau Lai selects “Yes”, he can continue to watch the nude video. If he chooses “No”, he will not be able to watch the nude video. What would you do if you were Sau Lai?

<b>Activating event</b>	1a. What is happening now? (Identify the symptoms of sexual impulse)	<i>Rapid heartbeat, his face was hot and red, feeling excited.</i>
	1b. What caused the sexual impulses?	<i>Nude video pops up on the computer screen and the images and sounds are sensually stimulating.</i>
<b>Behaviour</b>	2. What should be done?	

	a. If Sau Lai chooses to continue to watch the nude video, he will <i>feel more and more aroused and have sexual fantasies.</i>	b. If he chooses not to watch the nude video, he will <i>continue to do his homework and finish it quickly.</i>
<b>Consequence</b>	3. Recognise the possible consequences of making behavioural decisions	
	a. Hint: Can he finish his homework after the behaviour mentioned in 2a? <i>No, because he was distracted and wasted time in the middle of his homework and had difficulty concentrating on his homework.</i>	b. Hint: Can he finish his homework after the behaviour mentioned in 2b? <i>Yes, because he was not distracted and could concentrate and finish his homework.</i>
<b>Decision making</b>	4. Possible choices (Avoidance? Diversion?)	<p>Avoidance: <i>Turn off the nude videos webpage immediately and install a pop-up blocker on the computer to filter and block pornographic materials.</i></p> <p>Diversion: <i>Do exercise at home, play video games, play basketball, go to swim, go running with friends, read a good book, listen to music, etc.</i></p> <p><i>(Suggested answers, other reasonable answers are also acceptable.)</i></p>

### Teaching reminder:



When the teacher conducts debriefing, he/she should remind students that pornographic information is everywhere in daily life and they should stay alert. Students have to distinguish, analyse and stay away from pornographic information. The teacher should point out in the above case, Sau Lai should close the pornographic website and redirect his attention to things that are beneficial to physical and mental health such as doing exercise or joining healthy group activities, etc. The teacher should remind students that when they face personal problems, they can seek help and suggestions from professional counselling, teachers, social workers and family members.

**Scenario 2:** Sau Lai was at home alone again, doing his homework on the computer. He couldn't resist entering a pornography website and watched the pornographic information with fascination for the whole night. On the next school day, his mind was filled with images of the nude videos he watched yesterday. At recess, he couldn't control himself and he looked at his female classmates up and down and imagine having intimate behaviours with them. His face was hot and red. What would you do if you were Sau Lai?

<b>Activating event</b>	1a. What is going on? (Identify the symptoms of sexual impulse)	<i>He imagines having intimate behaviours with female students. His face was hot and red.</i>
	1b. What caused the sexual impulses?	<i>He spent the whole night watching pornographic information at home the night before.</i>
<b>Behaviour</b>	2. What should be done?	
	a. If Sau Lai continues to look at the bodies of his female classmates and fantasise having intimate behaviours with them, he will <i>feel more and more sexually excited.</i>	b. If Sau Lai calms down for a while, <i>his mind will cool down.</i>
<b>Consequence</b>	3. Recognise the possible consequences of making behavioural decisions	
	a. Hint: How will his behaviour make the female classmates feel? To whom can the female classmates turn for help in school? What offence might he have committed?  <i>It will make the female classmates feel uncomfortable. They may complain of him to the teacher and ask for help from</i>	b. Hint: What will happen if Sau Lai calms down?  <i>He will exercise self-control and female classmates will not be harassed by him. He is able to maintain a harmonious relationship with his classmates.</i>

	<p><i>the teacher or school social worker.</i></p> <p><i>Sau Lai might have committed sexual harassment.</i></p>	
<b>Decision making</b>	<p>4. Possible choices (Avoidance? Diversion?)</p>	<p>Avoidance:</p> <p><i>Leave the classroom immediately to calm down, for example, go to the toilet to wash his face.</i></p> <p>Diversions:</p> <p><i>For example, go to the playground to play basketball, help clean the blackboard, help take the collected homework to the staff room, etc.</i></p> <p><i>(Suggested answers, other reasonable answers are also acceptable.)</i></p>

### Teaching reminder:



When the teacher conducts debriefing, he/she should remind students to stay alert and distinguish, analyse the harmful consequences of unhealthy information and stay away from such information. The teacher should point out in the above case, Sau Lai is experiencing the harmful effects of unhealthy information that affects his daily life. He should redirect his attention to things that are beneficial to physical and mental health such as doing exercise or joining volunteer activities. The teacher should remind students to have an increased sense of crisis. If they encounter sexual harassment, they have to reject it immediately and leave the venue. They can seek help and suggestions from professional counselling, teachers, social workers and family members.

**Scenario 3** Tsz Ching and Sau Lai were at home alone studying on a hot summer day. Tsz Ching took off her jacket and only her tank top was left. She clung close to Sau Lai's shoulder. He felt excited and had physiological reaction. If you were Sau Lai, what would you do?

<b>Activating event Inciting</b>	1a. What is going on? (Identify the symptoms of sexual impulse)	<i>Sau Lai felt excited and had physiological reaction.</i>	
	1b. What caused the sexual impulses?	Environment: <i>The two of them were alone at home.</i>	Visual: <i>Tsz Ching took off her jacket and only her tank top remained, creating visual stimulation.</i>
<b>Behaviour</b>	2. What should be done?		
	a. If Sau Lai hugs Tsz Ching, they will be <i>sexually aroused through touch stimulation.</i>	b. If Sau Lai politely asks Tsz Ching to sit properly, they will <i>continue with studying.</i>	
<b>Consequence</b>	3. Recognise the possible consequences of making behavioural decisions		
	a. Hint: What might happen as a result of their sexual impulses? What risks are they likely to face?  • <i>There may have more intimate behaviours such as</i>	b. Hint: What will happen if Tsz Ching is aware that her behaviours would cause sensory stimulation and stop what she is doing immediately?  <i>They can avoid crossing the limits of intimacy.</i>	

	<p><i>kissing and then they may have sexual behaviours.</i></p> <ul style="list-style-type: none"> <li>• <i>Tsz Ching may face the risk of unwed pregnancy.</i></li> <li>• <i>Tsz Ching is 15 years old; and under Section 124 of the “Crimes Ordinance”, Cap. 200, unlawful sexual intercourse with a girl under the age of 16 is a criminal offence, with a maximum penalty of five years’ imprisonment.</i></li> </ul>	
<b>Decision making</b>	<p>4. Possible choices (Avoidance? Diversion?)</p>	<p>Avoidance: <i>Leave the scene immediately.</i></p> <p>Diversion: <i>For example, go out to play badminton together in the sports hall, etc.</i></p> <p><i>(Suggested answers, other reasonable answers are also acceptable.)</i></p>

### Teaching reminder:



When the teacher conducts debriefing, he/ she should summarise the factors leading to sexual impulses, and point out the way for couples to avoid sexual impulses is to avoid staying alone in a romantic environment. It is emphasised that students need to enhance their awareness of self-protection, always stay alert, pay attention to each other’s behaviour and stop themselves from going beyond the limits of intimacy. The teacher could point out in the above case, Sau Lai arranged the risky situation for himself and Tsz Ching. The consequence is very serious including offending the law and ruining life’s happiness. They should join healthy group activities to enhance mutual understanding. The teacher should remind students that when they face personal problems, they can seek help and suggestions from professional counselling, teachers, social workers and family members.

**Scenario 4:** It was the day of Tsz Ching and Sau Lai’s one-month anniversary of their dating. Sau Lai’s family was away on a trip and he invited Tsz Ching to his home to spend the evening together watching a movie. When Tsz Ching arrived at Sau Lai’s house, the atmosphere was very romantic. Sau Lai said, “I want to spend the evening with you alone.” They then had some wine and started to feel hot and excited. Sau Lai suddenly hugged Tsz Ching from behind and wanted to kiss her. If you were Tsz Ching, what would you do?

<b>Activating event Inciting</b>	1a. What is going on? (Identify the symptoms of sexual impulse)	<i>They felt hot and excited.</i>	
	1b. What caused the sexual impulses?	Environment: <i>Alone, romantic atmosphere.</i>	Events: <i>Drinking alcohol.</i>
<b>Behaviour</b>	2. What should be done?		
	a. If Tsz Ching allows her boyfriend to kiss her, <i>they will kiss.</i>	b. If Tsz Ching does not allow her boyfriend to kiss her, <i>they will stop further intimate behaviours.</i>	
<b>Consequence</b>	3. Recognise the possible consequences of making behavioural decisions		
	a. Hint: How will they react and behave as a result of kissing? What risks are they likely to face? <ul style="list-style-type: none"> <li><i>Sexual behaviour may occur when sexual impulses are aroused through touch stimulation.</i></li> </ul>	b. Hint: What will happen if Sau Lai and Tsz Ching do not kiss? <i>There will not be any further intimate behaviours.</i>	

	<ul style="list-style-type: none"> <li>• <i>Tsz Ching may be at risk of unwed pregnancy.</i></li> <li>• <i>Tsz Ching is 15 years old; and under Section 124 of the “Crimes Ordinance”, Cap. 200, unlawful sexual intercourse with a girl under the age of 16 is a criminal offence, with a maximum penalty of five years’ imprisonment.</i></li> </ul>	
<b>Decision making</b>	4. Possible choices (Avoidance? Diversion?)	<p>Avoidance: <i>Leave the scene immediately</i></p> <p>Diversion: <i>For example, go for a walk in the park.</i></p> <p><i>(Suggested answers, other reasonable answers are also acceptable.)</i></p>

### Teaching reminder:



When the teacher conducts debriefing, he/ she should summarise the factors leading to sexual impulses, and point out the way for couples to avoid sexual impulses is to avoid staying alone in a romantic environment. It is emphasised that students need to enhance their awareness of self-protection, always stay alert, pay attention to each other’s behaviour and stop themselves from going beyond the limits of intimacy. The teacher could point out in the above case, Sau Lai arranged the risky situation for himself and Tsz Ching. The consequence is very serious including offending the law and ruining life’s happiness. They should join healthy group activities to enhance mutual understanding. The teacher should remind students that when they face personal problems, they can seek help and suggestions from professional counselling, teachers, social workers and family members.

**Scenario 5:** When Tsz Ching and Sau Lai went for a walk in a dark park after dinner, they see a couple engaging in intimate behaviour in the bushes, with the boy touching the girl’s thigh with his hand. The scene took them by surprise and they did not know how to react. Their hearts were beating fast and they felt face flushing. Sau Lai suggested, “Do you want to try what they are doing? If you were Tsz Ching, what would you do?”

<b>Activating event Inciting</b>	1a. What is going on? (Identify the symptoms of sexual impulse)	<i>Their hearts were beating fast and they felt their face flushing.</i>	
	1b. What caused the sexual impulses?	Environment: <i>A dark park.</i>	Visual: <i>Seeing a couple engaging in intimate behaviour, with the boy touching the girl’s thigh with his hand.</i>
<b>Behaviour</b>	2. What should be done?		
	a. If Tsz Ching agrees to engage in the same intimate behaviour as the couple in the bushes, <i>they will be sexually aroused through touch stimulation.</i>	b. If Tsz Ching refuses to engage in the same intimate behaviour as the couple in the bushes, <i>they will avoid intimate behaviour and go for a walk as usual.</i>	
<b>Consequence</b>	3. Recognise the possible consequences of making behavioural decisions		
	a. Hint: What are the subsequent behaviours as a result of their sexual impulses? What risks are they likely to face? <ul style="list-style-type: none"> <li><i>As a result of the sexual impulses, they may lose self-control and lead to sexual behaviour.</i></li> </ul>	b. Hint: What are the consequences if Tsz Ching refuses Sau Lai’s proposal? <i>They can avoid crossing the limits of intimacy.</i>	

	<ul style="list-style-type: none"> <li>• <i>Tsz Ching may be at risk of unwed pregnancy.</i></li> <li>• <i>Tsz Ching is 15 years old; and under Section 124 of the “Crimes Ordinance”, Cap. 200, unlawful sexual intercourse with a girl under the age of 16 is a criminal offence, with a maximum penalty of five years’ imprisonment.</i></li> </ul>	
<b>Decision making</b>	4. Possible choices (Avoidance? Diversion?)	<p>Avoidance: <i>Leave the scene immediately</i></p> <p>Diversion: <i>For example, enjoy the sight of flowers and trees in the park, enjoy the night scenery in the park, etc.</i></p> <p><i>(Suggested answers, other reasonable answers are also acceptable.)</i></p>

### Teaching reminder:



When the teacher conducts debriefing, he/ she should summarise the factors leading to sexual impulses, and point out the way for couples to avoid sexual impulses is to avoid staying alone in a dark environment. It is emphasised that students need to enhance their awareness of self-protection, always stay alert, pay attention to each other’s behaviour and stop themselves from going beyond the limits of intimacy. The teacher could point out in the above case, Sau Lai and Tsz Ching should stay alert to the inappropriateness of each other’s behaviour which is indecent as well as the risk of being charged with “misconduct in public places”. They should express their love legally and appropriately, and wait to enjoy together the fruit of love and marriage at a later appropriate time. The teacher should remind students that when they face personal problems, they have to seek help and suggestions from professional counselling, teachers, social workers and family members.

## Module 3.1 Intimate Relationships with Affection and Propriety

### Part 2: Adolescents and intimate relationships

#### (Lesson 4 and Lesson 5)

#### Learning and Teaching Materials



### Firmly reject and protect your body!



If you feel unsure or reluctant when someone asks you for sex, you can immediately and firmly refuse. You can explain your views and feelings to the other person and that love is never based on sex. You should not fear that the refusal would damage the relationship. To distract the other person from thinking about sex, you may suggest other activities such as going out for afternoon tea. Finally, you should immediately leave the scene where you two are alone to let each other calm down.

### **STOP** Refusal Strategy

Rejection skills	Refusal words	Sentence examples
Say no: Firmly refuse, just say “No”	<ul style="list-style-type: none"> <li>• “No!”</li> <li>• “I don’t want to!”</li> <li>• “It’s not good!”</li> </ul>	<ul style="list-style-type: none"> <li>• “No! Don’t touch me!”</li> <li>• “I don’t want to have sex at such a young age.”</li> <li>• “It’s not good! We cannot afford to bear the consequences of unwed pregnancy.”</li> </ul>
Tell why not: Citing reasons for refusal <ul style="list-style-type: none"> <li>• Your own feelings, the feeling of being under constant pressure</li> <li>• Point out to the other party the adverse effects, such as legal liability</li> </ul>	<ul style="list-style-type: none"> <li>• “I’m afraid...”</li> <li>• “I worry...”</li> <li>• “Please...”</li> <li>• “This is a criminal offence...”</li> </ul>	<ul style="list-style-type: none"> <li>• “I’m afraid/I’m worried about getting pregnant.”</li> <li>• “Please respect me! I don’t want to be a dad/mum so soon.”</li> <li>• “This is a criminal offence. I am under the age of 16. ‘Having sex with an underage girl’ is a criminal offence.”</li> </ul>
Offer other ideas: suggest other options <ul style="list-style-type: none"> <li>• Divert attention</li> </ul>	<ul style="list-style-type: none"> <li>• “Why don’t we...”</li> <li>• “I suggest....”</li> </ul>	<ul style="list-style-type: none"> <li>• “Why don’t we go outside for afternoon tea/late night snack!”</li> <li>• “I suggest we hurry home and study/do our homework!”</li> </ul>
Promptly leave: Leave immediately <ul style="list-style-type: none"> <li>• Leave the scene</li> </ul>	<ul style="list-style-type: none"> <li>• “Sorry....”</li> </ul>	<ul style="list-style-type: none"> <li>• “Sorry, I need to go to the bathroom now!”</li> <li>• “Sorry, I need a glass of water now!”</li> </ul>

Source: Referenced from Deborah and Leece (1992), Still smiling: Sexuality education made easy.

## Dialogue practice

**Refuse and say “No”, we can do it!**

When a sexual request is made, try the STOP Refusal Strategy to clearly say no. Please fill in the following conversation form to practise using the STOP Refusal Strategy.

Stressful conversation	Firmly refuse
1. Other people are doing it, and lovers should do it too.	<i><b>No!</b> Lovers don't necessarily have to have sex.</i>
2. If you love me, you should have sex with me.	<i><b>It's not good!</b> I don't want to be a dad/mum so soon. Love <b>is not</b> based on sexual behaviours. If you love me, you should <b>respect</b> my feelings.</i>
3. Would you like to have sex? How does it feel?	<i><b>Don't want to try! I'm afraid</b> of unwed pregnancy!</i>
4. Try a glass of wine to elevate the atmosphere!	<i><b>No!</b> Alcohol makes people lose their minds, and can easily do wrong things. <b>Why don't we</b> drink juice instead?</i>

## Conclusion

With the increase in sex hormones and the development of sexual organs, adolescents develop sexual desire, fantasies and impulses, which are all normal physical and psychological reactions during growth. Some adolescents may use masturbation to relieve sexual desire. In general, sexual impulses can be controlled by “avoidance”, that is, staying away from publications or media that stimulate sexual impulse and by “diversion”, that is, doing alternative activities to draw attention away from undesirable activities, such as doing exercise, participating in group activities to burn off excessive energy, developing good hobbies, etc.



## Worksheet 4: Improper handling of intimate relationships



### 1. Emotional blackmail

Emotional blackmail is a term pioneered by a therapist Susan Forward. Blackmailers attempt to threaten and manipulate others (the blackmailed persons) to do things against their will in the name of love. The blackmailed persons give in to the demands and make concessions because they value the relationship with the blackmailers, care about the blackmailers' feelings, or are afraid.

#### Characteristics of emotional blackmail in love relationships



##### 1. Demand: Asking a partner to do things against the partner's will in the name of love

Blackmailers often use “love” to force their partners to do things against their will in the name of love, such as having their partners show them all their phone messages and call records. Blackmailers may also manipulate their partners in the name of love to engage in behaviours in order to satisfy them. For example, “I’m asking this because I love you so much” or “If you really love me, you have to do these things to make me happy”.

##### 2. Pressure: Putting pressure on a partner

Blackmailers pressure their partners to change their mind by making them feel that refusal would be extremely damaging to blackmailers. Blackmailers pretend to be willing to discuss the matter with their partners, but in fact, they will insist on having their views. They will blame their partners' objections as problematic, accuse their partners of having flaws in their characters, and rationalise their own desires. For example, blackmailers will say: “If you love each other, you have to be accommodating. Why are you so self-centred? Why don't you open yourself up a bit more?”

##### 3. Threats: The blackmailed person will be punished if he/she does not comply

Blackmailers will threaten their partners with vengeance. If their partners do not comply, they will make their partners face negative consequences, like making their partners feel unhappy or afraid, so as to make their partners give in and comply with the blackmailers' demands due to fear. For example, if their partners do not comply with the blackmailers' demands, they will punish their partners by threatening with their relationship, such as ignoring their partners for a week, blocking their partners' calls and messages, or even threatening to break up, in an attempt to make their partners give in for fear of being abandoned or left out. Worse still, the blackmailers may threaten to take their own life to force their partners to give in, for example, “to make you regret it and feel guilty for the rest of your life”.

#### **4. Repetition**

For the blackmailers, as long as they keep asking, pressuring and threatening, it becomes a sure way to get what they want. If their partners want to put an end to the blackmailers' pressure as soon as possible, their partners have to give in.

Source: Excerpted and adapted from Susan Forward and Donna Frazier (2017), Emotional blackmail. Emotional Blackmail: When the People in Your Life Use Fear, Obligation, and Guilt to Manipulate You.

## What should we do when faced with emotional blackmail?

**Learning and teaching activity suggestion:** The teacher may select some scenarios for discussion, and those which are not discussed may be used for homework to consolidate learning.

### Teaching reminders:



Teachers should adopt a prudent and objective attitude, as well as listen and understand students' needs, doubts or difficulties open-mindedly and carefully, to help students discuss the topic of gender issues with a responsible attitude and to enable students to construct a proper understanding of love and understand responsible intimate relationships by analysing relevant learning scenarios and



listening to teachers' debriefing. Teachers should remind students that when they encounter personal problems, they can seek help and suggestions from professional counselling, teachers, social workers and family members.

When faced with emotional blackmail, use the **ABC Theory** (Activating event / Behaviour / Consequence) and **STOP Refusal Strategy** (Say no / Tell why not / Offer other ideas / Promptly leave) you learned to refuse emotional blackmail and set a personal baseline. Even if you are in a love relationship, each person has his or her own life and his or her own time. Love is about mutual respect, respecting each other's wishes, understanding each other and reaching a consensus for action.

Source: Referenced from Deborah and Leece (1992), Still smiling: Sexuality education made easy.



### Activity 1

Determine which characteristic of emotional blackmail each of the following scenarios belongs to by checking  the correct box.

Use the ABC Theory to analyse each of the emotional blackmail scenarios and use STOP Refusal Strategy to make decision on how to deal with the emotional blackmail in each of the scenarios.

Scenario 1	Characteristic of emotional blackmail
1. When Tsz Ching was having a tutorial class, she was unable to answer Sau Lai's calls. Sau Lai suspected that Tsz Ching went out on a date with a male friend. He called her several times and waited for her, sending her a message: "I'm warning you to go home soon because I love you and I'm worried about you."	<input checked="" type="checkbox"/> a. Asking a partner to do things against their will in the name of love <input type="checkbox"/> b. Pressuring a partner <input type="checkbox"/> c. Threatening to punish a partner for disobedience

Use the ABC Theory to analyse the emotional blackmail scenario	
<b>a. Activating event</b>	
Sau Lai warns Tsz Ching to go home in the name of <u>love</u> .	
<b>b. Behaviour</b>	
Tsz Ching believes that Sau Lai is worrying because he loves her, <u>leaves the tutorial class early and returns home in a hurry.</u>	If Tsz Ching realises that Sau Lai is controlling her activities in the name of love and she understands that the most important thing at the moment is to concentrate on <u>study</u> , she <u>will continue to stay at the tutorial class and go home after she finishes the class.</u>
<b>c. Consequence</b>	
Although Sau Lai's request is <u>met</u> immediately, Tsz Ching will continue to be <u>controlled</u> by Sau Lai in the name of love in the long run.	Although it will make Sau Lai <u>angry</u> , Tsz Ching will <u>have her own life</u> and continue to study hard for her goal.
Use STOP Refusal Strategy to make decision to deal with emotional blackmail	
<b>d. Decision making</b>	
<ul style="list-style-type: none"> <li>• <b>Say "no":</b> Tsz Ching can firmly <u>refuse</u> Sau Lai's request and explain that <u>she hopes Sau Lai will support her goal of going to university.</u></li> <li>• <b>Tell why not:</b> <u>She can make Sau Lai understand that a love relationship is not about submission or dominance, but about mutual respect and tolerance. It is a sign of true love when both parties can put themselves in each other's shoes and take into account each other's thoughts and feelings.</u></li> </ul> <p><i>(Suggested answers, other reasonable answers are also acceptable.)</i></p>	

Scenario 2	Characteristic of emotional blackmail
2. When Tsz Ching kept refusing Sau Lai, he said, “I’m very sad that you won’t have sex with me, don’t be so stubborn!”	<input type="checkbox"/> a. Asking a partner to do things against their will in the name of love <input checked="" type="checkbox"/> b. Pressuring a partner <input type="checkbox"/> c. Threatening to punish a partner for disobedience
<b>Use the ABC Theory to analyse the emotional blackmail scenario</b>	
<b>a. Activating event</b>	
Sau Lai makes a request for sex and tell Tsz Ching that he <i>feels hurt</i> when Tsz Ching doesn’t comply.	
<b>b. Behaviour</b>	
Tsz Ching <i>compromises</i> and agrees to have sex out of fear that it will upset Sau Lai by refusing him.	Tsz Ching remains rational and realises that Sau Lai is emotionally blackmailing her. She <i>refuses</i> Sau Lai’s sex request directly and speaks frankly about <i>her views</i> on love and sex and asks Sau Lai to respect <i>her wishes</i> .
<b>c. Consequence</b>	
<ul style="list-style-type: none"> <li>• There is a possibility of unwed pregnancy.</li> <li>• Tsz Ching will feel uneasy, anxious and guilty.</li> <li>• Tsz Ching is 15 years old. Unlawful sexual intercourse with a girl under the age of 16 is a criminal offence under Section 124 of the “Crimes Ordinance”, Cap. 200, with a maximum penalty of five years’ imprisonment.</li> </ul>	<ul style="list-style-type: none"> <li>• Sau Lai feels unhappy and might break up with Tsz Ching.</li> <li>• Tsz Ching can move forward with her goals and priorities and finally lives a life of her own.</li> </ul>
<b>Use STOP Refusal Strategy to make decision to deal with emotional blackmail</b>	
<b>d. Decision making</b>	
<ul style="list-style-type: none"> <li>• <b>Say “no” and Tell why not:</b> Tsz Ching insisted on <i>refusing</i> to have sex and <i>explained</i> her feelings and reasons.</li> <li>• <b>Offer other ideas:</b> Tsz Ching suggested that Sau Lai should seek professional <i>counselling</i> to help him confront his <i>inappropriate</i> sexual demands and adopt the right attitude towards love relationships, so that he can stop being an emotional blackmailer.</li> <li>• <b>Promptly leave:</b> If the situation does not improve, Tsz Ching may have to consider a painful <i>break-up</i> and stop being emotionally blackmailed by Sau Lai.</li> </ul>	
<i>(Suggested answers, other reasonable answers are also acceptable.)</i>	

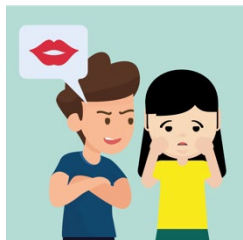
Scenario 3	Characteristic of emotional blackmail
3. While Sau Lai was practising for a basketball game on a weekend, Tsz Ching was bored at home. Hence, she texted Sau Lai and asked him to show up right away or she would have him regret it for the rest of his life.	<input type="checkbox"/> a. Asking a partner to do things against their will in the name of love <input type="checkbox"/> b. Pressuring a partner <input checked="" type="checkbox"/> c. Threatening to punish a partner for disobedience
<b>Use the ABC Theory to analyse the emotional blackmail scenario</b>	
<b>a. Activating event</b>	
Tsz Ching wants Sau Lai to show up right away.	
<b>b. Behaviour</b>	
Sau Lai shows up right away and <i>satisfies</i> Tsz Ching's request.	Sau Lai realises that Tsz Ching is trying to <i>frighten</i> him with <i>negative consequences</i> . He will not show up immediately and explains to Tsz Ching that he is practising for a basketball game.
<b>c. Consequence</b>	
Sau Lai will have to do whatever Tsz Ching asks immediately.	Tsz Ching feels <i>angry</i> at first, but she will understand that everyone has his or her own life.
<b>Use STOP Refusal Strategy to make decision to deal with emotional blackmail</b>	
<b>d. Decision making</b>	
<ul style="list-style-type: none"> <li>• <b>Offer other ideas:</b> <i>Sau Lai can postpone realising Tsz Ching's request and promise to have dinner with her after he finishes his practice.</i></li> <li>• <b>Offer other ideas:</b> <i>Tsz Ching needs to face up to her inappropriate requests and seek professional counselling and assistance.</i></li> </ul>	
<i>(Suggested answers, other reasonable answers are also acceptable.)</i>	

Scenario 4	Characteristic of emotional blackmail
4. Sau Lai used the excuse that he was worrying about Tsz Ching's safety and asked Tsz Ching to install a tracking app on her mobile phone and allow him access so that he could know Tsz Ching's whereabouts anytime.	<input checked="" type="checkbox"/> a. Asking a partner to do things against their will in the name of love <input type="checkbox"/> b. Pressuring a partner <input type="checkbox"/> c. Threatening to punish a partner for disobedience
<b>Use the ABC Theory to analyse the emotional blackmail scenario</b>	
<b>a. Activating event</b>	
<u>Sau Lai asks Tsz Ching to install a tracking app on on her mobile phone and allow him access.</u>	
<b>b. Behaviour</b>	
<u>Tsz Ching believes Sau Lai is worried about herself because he loves her, and promises to install a tracking app on her mobile phone and allow Sau Lai access, so that he will know her whereabouts anytime.</u>	<u>Tsz Ching realises that Sau Lai wants to control her activity in the name of worrying about her. She refuses to install a tracking app on her mobile phone.</u>
<b>c. Consequence</b>	
<u>Sau Lai keeps tracking Tsz Ching's whereabouts by accessing the tracking app on her phone to monitor her activity.</u>	<u>It will make Sau Lai angry, but it will protect her privacy.</u>
<b>Use STOP Refusal Strategy to make decision to deal with emotional blackmail</b>	
<b>d. Decision making</b>	
<ul style="list-style-type: none"> <li><b>Say “no” and Tell why not:</b> <u>Tsz Ching firmly refuses Sau Lai's request and explains to Sau Lai that a love relationship is not about submission or dominance, but about mutual respect and tolerance. It is a sign of true love when both parties can put themselves in each other's shoes and take into account each other's thoughts and feelings.</u></li> </ul>	
<i>(Suggested answers, other reasonable answers are also acceptable.)</i>	

## 2. Dating violence



### What is dating violence?



Dating violence is defined as excessive control or aggressive behaviour by a partner in a love relationship. It can take many forms, including verbal, physical, emotional or sexual abuse. Abusers may use verbal, physical or even mental violence against their partners in order to achieve certain goals. The following are some examples.

1. Abusers make their partners obey them, or pretend that they will hurt themselves to force their partners to stay in the love relationship or to get back together after break-up, etc. This kind of dating violence is not necessarily limited to physical harm, but can sometimes be behavioural and mental manipulation, causing the others to feel humiliated, upset, threatened or scared.
2. Dating violence can sometimes involve sexual violence. Sexual violence occurs when an abuser sexually assaults a partner or former partner of a love relationship, for example, by threatening or forcing the other person to engage in sexual activity, by using intimate photographs or sex related privacy to gain advantage or control over the other person, or by making public nude photographs of the other person, etc.

### What can I do if I encounter dating violence?



If you experience dating violence, don't rationalise the violence as a sign that the person is worrying about you. You should protect yourself by expressing your dissatisfaction and your desire to be respected by the other person. Never tolerate any form of violence in silence. Talk to someone you trust and who can help and support you, such as a good friend, parent, relative, social worker, counsellor or teacher. If necessary, stop the relationship when it is safe to do so. If

the abuser is threatening to harm himself/herself, you or someone close to you, seek the help of a social worker or even the police.

Source: Excerpted and adapted from The Family Planning Association of Hong Kong (2022), Dating violence.

**Those who love others will always be loved; those who respect others will always be respected.**

Source: Education Bureau of the HKSAR, Hong Kong Special Administrative Region (2022), Chinese Classic Sayings.

### 3. Premarital sex

#### Teaching reminders:



Teachers should adopt a prudent and objective attitude, as well as listen and understand students' needs, doubts or difficulties open-mindedly and carefully, to help students discuss the topic of gender issues with a responsible attitude and to enable students to construct a proper understanding of love and understand responsible intimate relationships by analysing relevant learning scenarios and listening to teachers' debriefing.



Teachers should remind students that when they encounter personal problems, they can seek help and suggestions from professional counselling, teachers, social workers and family members.

Read the following information carefully and answer the questions.

#### Story 1

##### Source 1

#### **[Young Mum] 17-year-old unwed pregnant who stopped working and studying for 5 years to raise a child: often being labelled useless**

Angela, now 22, was pregnant shortly after falling in love five years ago and had to quit school. Six months after giving birth, she went to work, taking up part-time jobs as waitress, as cleaner washing toilets, wiping tables and cleaning classrooms, as messenger, etc. She wanted to finish her diploma studies on a part-time basis, which she had stopped before.

After getting married, she lived with her husband's family. As they shared the same living space, conflicts arose. She and her husband moved out. She finally had to give up work and study because she had to look after their young children round the clock every day. From the moment the children woke up and until they went to bed at night, she was always busy preparing milk, feeding them, changing diapers and playing with them.

The team leader of Caritas Youth and Community Service said that young mothers face problems in school and career planning, employment and interpersonal relationships as they go through the process of pregnancy, birth and parenting. "Having a child in her daily life to share the resources she now has can make her relatively poorer than before without an increase in her income," he said. With financial poverty, young mothers have become thriftier than before, and their old patterns of enjoyment have changed, such as not going to theme parks or eating out. This poverty is not only reflected in financial terms, but also in the fact that when young mothers spend most of their time taking care of their children, they have fewer opportunities to work, study and meet friends in the future, their social

circles are smaller, they are left alone to cope with difficulties and have no one to talk to, which in turn leads to emotional problems and family conflicts.

Source: Excerpted, adapted and translated from Hong Kong 01 (2018), 17-year-old unwed pregnant who stopped working and studying for 5 years to raise a child: often being labelled useless.

1. According to Source 1, what are the effects of unwed pregnancy on young mothers' academic and career planning, employment and interpersonal relationships?

Aspects	Influences
a. Academic and career planning	<ul style="list-style-type: none"> <li>● <u>Have to quit school due to pregnancy.</u></li> <li>● <u>May eventually have to give up studies because they have to take care of their children.</u></li> <li>● <u>Have fewer opportunities to study because they need to spend most of the time taking care of their children.</u></li> </ul>
b. Employment	<ul style="list-style-type: none"> <li>● <u>Have to work part-time because of the need to take care of their children.</u></li> <li>● <u>Have fewer opportunities to work in the future because they spend most of their time looking after their children.</u></li> </ul>
c. Interpersonal Relationships	<ul style="list-style-type: none"> <li>● <u>After getting married, need to handle the relationship with the husband's family.</u></li> <li>● <u>Have fewer opportunities to meet friends and their social circles will become smaller.</u></li> <li>● <u>May have emotional problems and family conflicts arising from the burden of life and lack of someone to talk to, leading to family conflicts.</u></li> </ul>

2. Refer to Source 1, explain why young mothers who are unwed and pregnant become relatively poorer than before.

*Having an extra child in her daily life to enjoy the resources she now has will make her relatively poorer than she was before without an increase in her income.*

*It means that the same income supports two persons instead of one, which means less money is available for one person.*

3. Based to Source 1, what are the changes in the spending patterns of young mothers who are pregnant and unwed?

*Young mothers have become more thrifter than before and have changed their old patterns of spending for pleasure. For example, they no longer go to theme parks or eat out.*

4. To the best of your knowledge, do you think it is possible to avoid unwed pregnancy?

*The best way to avoid unwed pregnancy is to set limits of intimacy with boyfriends and say no to request for sex.*

## Story 2

### Source 1

#### **18-year-old girl lives in a tin shack with her 1-year-old daughter: Baby is my life, I will go for it no matter how hard life is!**

The 18-year-old teenager mother Mei was taking her one-year-old daughter for a walk along the street. She heard passers-by talking about her behind her back. The fact is she has left home because of her family's disapproval and now she can only afford to live in a tin shack with her infant daughter.

She was born out of unwed pregnancy. Her mother who first gave birth to her brother and then after several times of terminating pregnancy, gave birth to her. Her parents often quarrel over lack of money. Her mother often blamed Mei, saying, "I should have known I shouldn't have you! I had terminated pregnancy several times before giving birth to you anyway". These words often made Mei think, "Why did I come to this world?" and "What is the value of life?" She also grew up with a strong desire to be loved by someone outside of her family and to have a happy family.

While she was still at school, she already devoted herself to a love relationship and her boyfriend expressed desire to have sex with her. Mei thought that satisfying her boyfriend's sexual needs would show her worth, so she readily agreed. As a result, she became pregnant unmarried two years ago and had difficulty telling her family about it. Her family found it difficult to accept the pregnancy of Mei, and the family relationship broke down, driving her out of the house. She then lived with her boyfriend, who worked part-time. His mother was extremely hostile towards her and was convinced that Mei was ruining her son's future. They quarrelled frequently. When she became pregnant again, she had to choose to terminate pregnancy. Her boyfriend broke his promise and refused to take responsibility for their daughter's upbringing. Mei decided to run away from home and eventually broke up with her boyfriend. She was left alone, moved into a small tin shack and lived on the \$4,000 received per month under the Comprehensive Social Security Assistance Scheme. With a broken home and a disappointing love life, Mei's hope was dashed and she no longer believed there were good men in the world.

Source: Excerpted, adapted and translated from HK01 (2018), 18-year-old girl lives in a tin shack with her 1-year-old daughter: Baby is my life, I will go for it no matter how hard life is!

### Source 2

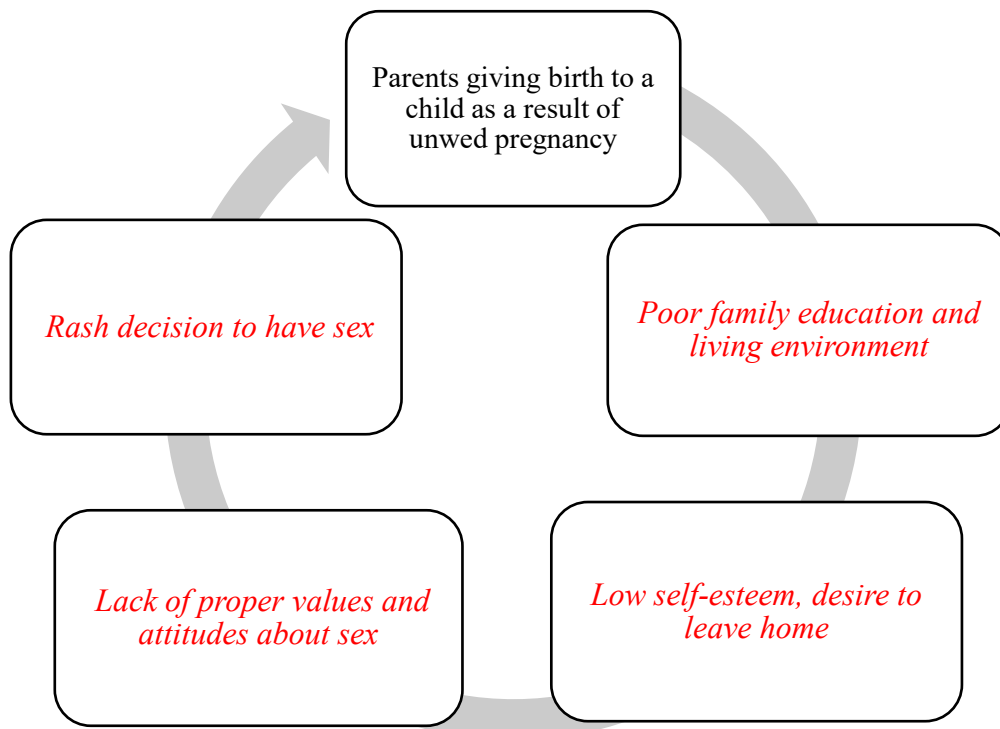
Under current legislation, for a pregnancy to be terminated, two registered medical doctors must be jointly satisfied that: the risk posed by continuing the pregnancy is greater than that of terminating it; or that there is a substantial risk that the foetus will

be born physically or mentally unsound or severely disabled; or that the pregnant woman is under the age of 16; or the pregnant woman has reported to the police within three months that she has been the victim of a sexual offence. Under normal circumstances, the pregnancy must not exceed 24 weeks and the procedure must be carried out in a government-designated hospital or by a Family Planning Association. If a teenager chooses to terminate her pregnancy (i.e., abortion), she may suffer physical damage such as excessive blood loss, placenta infection, cervical damage, or complications from the procedure, and may even be prone to miscarriage, premature birth or infertility later on.

Source: Extracted and adapted from The Family Planning Association of Hong Kong (2020d), Unplanned pregnancy; (2020e), Sexual behaviour considerations-II-unplanned pregnancy.

1. Based on Source 1, fill in the causes of the vicious cycle involved in the case of Mei. Please select the relevant reasons in the dotted box below and fill in the appropriate boxes.

- Poor family education and living environment
- Low self-esteem, desire to leave home
- Lack of proper values and attitudes about sex
- Rash decision to have sex



2. Based on Source 1, what are the effects of unwed pregnancy on young mothers' daily life, interpersonal relationships, financial situation and views on love?

Aspects	Influences
a. Daily life	<ul style="list-style-type: none"> <li>• <u>Have to bear social pressure as unwed, teenage pregnancy is not socially approved.</u></li> </ul>
b. Interpersonal relationships	<ul style="list-style-type: none"> <li>• <u>Have to face pressure and rejection from family as unwed, teenage pregnancy is not socially approved.</u></li> <li>• <u>Have to handle interpersonal relationships with boyfriend's family.</u></li> <li>• <u>Have to face conflicts with boyfriend as life is not the same as before.</u></li> </ul>
c. Financial situation	<ul style="list-style-type: none"> <li>• <u>Will face financial problems as she has not even started earning to support herself and the baby.</u></li> </ul>
d. Views on love	<ul style="list-style-type: none"> <li>• <u>Will feel despair for the world and no longer believe that there are good men in the world.</u></li> </ul>

3. Based on Source 1, what do you think Mei might feel when she found out that she was pregnant and unmarried? What would you suggest?

- *Mei might feel afraid and anxious.*
- *I would suggest that she seek help from people she trusts, such as family members, teachers, social workers, and relevant organisations such as The Family Planning Association of Hong Kong, rather than going at it alone.*

4. Based on Source 2, what will be the impact on Mei's health if she terminates her pregnancy?

- *This may result in physical damage such as excessive blood loss, cervicitis, damage to the cervix, or complications from surgery, and may make her vulnerable to miscarriage, premature birth or infertility in the future.*

5. If Mei had the opportunity to choose again...

Before breaking up, these three scenarios would occur:

- (1) Refused sex requests and never have sex;
- (2) Have engaged in sexual behaviour; and
- (3) Experienced unwed pregnancy and termination of pregnancy.

Try to fill in the table below to analyse the level of negative impact on both parties and the actual consequences of a break-up in each case.

Situation	Level of negative impact	Consequences of break-up on both parties
(1) Say no to sex requests and never have sex	<input checked="" type="checkbox"/> Weak <input type="checkbox"/> Moderate <input type="checkbox"/> Strong	Physical aspect: <u>No significant effects or consequences.</u> Psychological aspect: <u>Feel sad about the break-up.</u>
(2) Had sexual behaviours	<input type="checkbox"/> Weak <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Strong	Physical aspect: <u>Chance of contracting sexually transmitted diseases; chance of unwed pregnancy.</u> Psychological aspect: <u>Feel abandoned due to previous intimate relationships; the impact can be devastating.</u>
(3) Experienced unwed pregnancy and termination of pregnancy	<input type="checkbox"/> Weak <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> strong	Physical aspect: <u>Damage to the body and may affect fertility in future.</u> Psychological aspect: <u>Feel betrayed or abandoned; change values related to love and sex.</u>

### Story 3: Our love

#### Source 1

We started our relationship on Christmas Day. A year later we started to live together and have sex. Soon after I got pregnant out of wedlock and you took me to terminate my pregnancy. Two years later, I got pregnant again, but you took me to terminate my pregnancy again. After the two times of termination of pregnancy, I constantly felt the presence of the two little lives, which made me feel very depressed for a long time, and I used to hide in the toilet at night and cry.

I have always loved you. We finally get married and I hoped to have our own child. I had to seek medical help because my periods were irregular and I had menstrual pain. The doctor found out that I might have injured my uterus because of the two times of termination of pregnancy and that it was difficult to have baby. Even if I did get pregnant, I would easily miscarry. When I returned home, I couldn't help but cry, and I **regretted** it so much. In the year that followed, I finally managed to get pregnant. But one day I slipped and fell down in the kitchen and had a miscarriage and had to be taken to hospital. However, you did not visit me in the hospital and I left the hospital on my own. When I returned home, you asked me for a divorce.



Sources: Excerpted and adapted from Hong Kong Economic Times (23 October 2019), Hong Kong woman has 2 abortions and miscarriages for her ex-husband, resulting in infertility.

1. Based on the information in Story 3, what were the psychological and physical effects of unwed pregnancy on the female character?

- *Psychologically, she missed the two little lives lost due to termination of pregnancy and became depressed for a long time.*

- *Physically, she went through two times of termination of pregnancy due to unwed pregnancy. As a result, the uterus was injured, making it difficult for her to have baby in future. Even if she became pregnant, she would easily miscarry.*

2. She said she **regretted** it so much. What do you think she meant by “regrets”? If she could do it all over again, what could she have done differently to avoid “regrets”?

- *Regretted that she did not use any contraceptive measures and became unwed pregnant, and regretted that she decided to terminate pregnancy.*

- *In the early stage of the love relationship, she could set limits of intimacy*

*with her boyfriend to avoid impulsive sexual behaviour that could lead to unwed pregnancy.*

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- *After living together, she could take contraceptive measures, such as taking contraceptive pills or asking her boyfriend to use condoms, to prevent unplanned pregnancy.*
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## **Conclusion**

As mentioned above, couples should carefully consider the consequences of engaging in sexual behaviours. If teenagers are only interested in the momentary pleasure resulting from sex but not the consequences, unwed pregnancy may occur. For teenagers who are still in school, unwed pregnancy not only poses a serious obstacle to their studies, but may also result in the need to quit school to take care of their children. At the same time, the financial pressure is also a huge challenge, and the lack of financial resources and the need to raise a child can add to the problem. In the long run, as teenagers are still young and immature, they lack the ability to take care of and bring up their children, and are subject to financial, family and social pressures, which can easily lead to emotional distress and conflicts in family and interpersonal relationships. It is therefore important for both parties to think about the consequences and set limits of intimacy in a calm and sensible manner, so as to avoid making wrong decisions that could lead to a lifetime of regret.



## Worksheet 5: Consequences of improper handling of intimate relationships

### Learning and teaching reminder:



Teachers should remind students that when they encounter personal problems or difficulties, they can seek help and suggestions from professional counselling, teachers, social workers and family members.

### 1. Unwed pregnancy

#### Source 1

For well-prepared adults, pregnancy is a joyful occasion. But for teenagers who are studying and are neither psychologically nor financially prepared, unwed pregnancy can be a huge trouble. Unwed pregnancy can easily lead to delay in seeking medical attention and neglect of antenatal check-ups. The lack of proper care during pregnancy, combined with the psychological stress, can lead to premature birth of baby. For teenage parents, unwed pregnancies can deprive them of the opportunity to continue their education and present a huge financial and psychological challenge. For young unmarried parents, the emotional, academic, financial, peer, family and social pressures are even greater.



In fact, a successful marriage is based on a mature and stable relationship and adequate pre-marriage preparation. If you get married because of an unwed pregnancy, you may end up with more family problems. Therefore, it is important to think carefully before dealing with intimate relationships, and for teenagers to assess their own ability to cope with the consequences of unwed pregnancy, reject irresponsible behaviours and set limits of intimacy with each other as the best way to avoid unwed pregnancy.

Source: Excerpted and adapted from The Family Planning Association of Hong Kong (2020d), Unplanned pregnancy; (2020e), Sexual behaviour considerations – II- Unplanned pregnancy.

1. According to Source 1, what are the consequences of unwed pregnancy?

- *Unwed pregnancy can lead to delay in seeking medical attention and neglect of antenatal check-ups.*
- *The lack of proper care during pregnancy, combined with the psychological stress, can lead to premature birth of baby.*

- *For teenage parents, unwed pregnancies can deprive them of the opportunity to continue their education.*

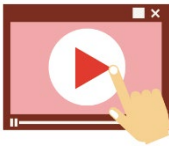
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  - *Unwed pregnancy can lead to emotional, academic, financial, peer, family and social pressures.*

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  - *May end up with more family problems if get married because of an unwed pregnancy.*

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2. According to Source 1, what are the best ways to avoid unwed pregnancy?
- *To think carefully before dealing with intimate relationships, to assess the ability to cope with the consequences of unwed pregnancy, reject irresponsible behaviours and set limits of intimacy with each other.*
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**Know more about unwed pregnancy (Chinese version only)**

[https://www.youtube.com/watch?v=7xaLoAdsX1E&ab\\_channel=%E5%AE%B6%E8%A8%88%E6%9C%83FPAHK](https://www.youtube.com/watch?v=7xaLoAdsX1E&ab_channel=%E5%AE%B6%E8%A8%88%E6%9C%83FPAHK)

Source: The Family Planning Association of Hong Kong (2016), Know more about unwed marriage.

3. Watch the video and decide whether the sentences are correct or incorrect, using T for correct and F for incorrect.

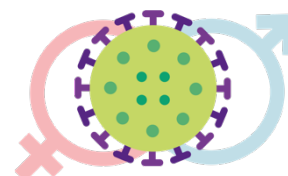
1. The injection for treating irregular menstrual cycles is used for termination of pregnancy.	<i>F</i>
2. A teenage girl cannot apply for a termination of pregnancy before she is married.	<i>F</i>
3. Pregnancy termination services are legally available in designated government hospitals, private hospitals and Family Planning Association surgeries.	<i>T</i>
4. Termination of pregnancy is carried out surgically only.	<i>F</i>

## 2. General knowledge and prevention of sexually transmitted diseases

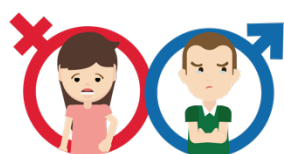


**Sexually Transmitted Infections (STDs)** are usually contracted during sexual intercourse with a partner who has an STD. Common STDs include syphilis, gonorrhoea (commonly known as white turbid), vaginal herpes, venereal warts (commonly known as cauliflower), pubic lice and AIDS.

STDs are serious diseases that not only affect the sexual and reproductive organs, causing severe pain, but can also spread to other organs of the body, leading to complications, infertility and even death. New born baby can also develop STDs through mother-to-child transmission.



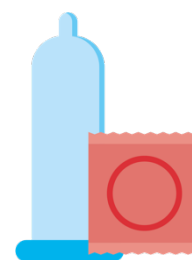
### Incubation period for STDs



The incubation period of STDs can be long or short, and the symptoms may not be obvious, so they are easily overlooked, especially in women who may have no symptoms at all. Injuries to the sexual organs, small pimples, blisters, itching, frequent or painful urination, white pus, and yellow-green pus-like white stains from the vagina of women can all be symptoms of STDs. The human body does not develop immunity after contracting an STD. If you continue to have unsafe sex, you may get the same STD again or get another STD at the same time and infect your partner.

### Prevention method

The most effective way to prevent sexually transmitted infections is to have safe sex. Safe sex is sexual intercourse without contact with bodily fluids such as vaginal secretions, semen, blood or saliva. It reduces the risk of contracting an STD and protects you and your partner from unwed pregnancy. Condoms should be used correctly during each sexual encounter to reduce the risk of infection.



Showering before and after sex, flushing the vagina and using external, internal or injectable medication are not reliable ways to prevent STDs.

Sources: Excerpted and adapted from Red Ribbon Centre, Department of Health, HKSAR Government (2004), Sexually Transmitted Infections and AIDS PREVENTION; Centre for Health Protection, Department of Health, HKSAR Government (2017), Men's Lifestyle - Safer Sex.

## Activity 1: What do I know about STDs?

### Learning and teaching reminder:

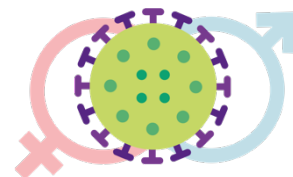


Teachers should remind students that when they encounter personal problems or difficulties, they can seek help and suggestions from professional counselling, teachers, social workers and family members.

There are many misconceptions about STDs. Can you find out what is wrong with each of these misconceptions?

Misconceptions	Correct understanding
1. As long as the man uses a condom, he can completely avoid contracting STDs.	<ul style="list-style-type: none"> <li><i>Proper condom use by the man can help reduce the risk of contracting STDs, but it is not 100% safe. The best way to prevent STDs is to avoid unsafe sex, or to stay in a committed and safe relationship.</i></li> </ul>
2. STDs are only transmitted through sexual intercourse.	<ul style="list-style-type: none"> <li><i>STDs are mainly transmitted through sexual intercourse. However, some STDs are transmitted not only through sexual intercourse, but also through intimate contact with the infected person or through mother-to-child transmission.</i></li> </ul>
3. All STDs can be cured with medication.	<ul style="list-style-type: none"> <li><i>Most STDs can be cured with medication, but some STDs such as AIDS can only be controlled with medication for the time being, but not cured.</i></li> </ul>
4. They are cured once the symptoms disappear on their own.	<ul style="list-style-type: none"> <li><i>Some symptoms of STDs are not obvious and sometimes appear intermittently or disappear, but this does not mean that they are cured.</i></li> </ul>

Source: Excerpted and adapted from The Family Planning Association of Hong Kong (2020h), The myth of sexually transmitted diseases.



## Summary

Physiological changes during adolescence lead to sexual desire, fantasy and impulsiveness, and curiosity about sexual behaviour, which are all normal physical and psychological reactions to development. In addition, a lot of sex-related information is readily available on the Internet, which contains undesirable and even distorted information on “sex”, and can easily lead to formation of misconceptions about sex in young people who are not yet mentally mature. Therefore, it is particularly important for young people to cultivate and develop a proper attitude towards sex.

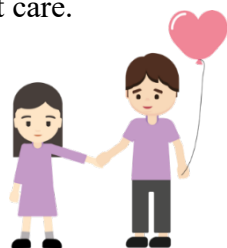
Young people are not aware of the risks involved in intimate relationships and often overestimate their ability to assess and handle situations related to sex. Young people need to be aware of the elements they should consider before having sex, such as whether they have reached the legal age, the emotional and financial basis of the love relationship, the risks of unwed pregnancy and sexually transmitted diseases, and their ability to cope with public pressure. The aim is to raise their awareness of the need to protect themselves and each other so that they can make right judgements.

Young people tend to relax the limits of intimacy after having sex for the first time. Therefore, it is recommended that adolescents should delay their first sexual encounter when they are underage and lack forethought.

To this end, young people should set limits of intimacy with the opposite sex, be honest about what physical contact is acceptable to them, respect each other’s limits, value the relationship with each other, weigh and think carefully about the meaning and purpose of sexual behaviour in the development of the relationship, and make informed and responsible decisions.

In love relationships, young people should respect their partners as unique individuals. Love is not only to fulfil the partner’s needs, but is also about mutual respect, inclusiveness, communication and putting oneself in someone’s shoes. A healthy love relationship should create a sense of safety to both sides. At the same time, lovers should have their own freedom in daily lives and in making friends. They should not impose their will on their partners, but should respect others’ rights in the love relationship, understand and respect that the partner has the right to reject and keep his /her privacy, and treat others equally.

Finally, it is hoped that the discussion on values and knowledge about sex in this module will help young people understand, reflect on and handle intimate relationships with the utmost care.



### **Hong Kong Stories - Their Love Letters**

The love stories of the previous generation are usually simpler. They met, fell in love, developed a love relationship, then get married and started a family. They held more conservative views on sex/love, but they were more willing to put in time and effort to maintain their love relationships. Produced by RTHK, “Hong Kong Stories - Their Love Letters” features ten families, with the younger generation looking at the love stories of the older generation. Although these stories are relatively old fashioned in the eyes of the younger generation, it is worthwhile to reflect on what is the most important element in a relationship, thus making us think about the place of “sex” in a love relationship. Two of the stories are excerpted below.

#### **Episode 6 - Love Blooms**

The story of Kursk’s parents (Mama Yau and Papa Yau) is a typical love story of the previous generation of wage earners. They met at their workplace as fellow factory workers and started dating in 1974, and soon afterwards, Mama Yau brought Papa Yau home to “meet her parents”. Parents always wanted their daughter to marry well, but Papa Yau, who was working in a factory at the time, did not have a high and stable income, and was obviously unable to provide Mama Yau with a rich life. But Papa Yau’s honesty touched his future father-in-law and he managed to get permission to date Mama Yau. So, they formally began their relationship and got married six months later, making a lifelong commitment.

In the 1970s, Hong Kong did not have many places for dates. When they went out on a date, Papa Yau and Mama Yau loved to go to the Zoological and Botanical Gardens and the Yucca de Lac for photo-taking. Looking back at the old photos, Papa Yau always wore a suit and took every date very seriously. Sometimes they would go to the nearby Lagoon Theatre after work to see a movie. The movie theatre was very popular with workers in the neighbouring factories in the 1970s and 1980s and seeing a movie was an important entertainment at that time. The places where they used to go for dates had changed over the decades, but the two of them still love each other. They are inseparable from each other during their retirement, attending all sorts of activities together to make up the time they lost in their youth when they were too busy trying to make ends meet.

The love story of Papa and Mama Yau is a simple and old-fashioned one. But Kursk has realised that sometimes living a simple life enables one to stand by one's principles and even maintain a long-lasting relationship.




### Episode 9 - Love in Words

Billy Tai, known by his pen name “Eight Life’s Promise”, is a writer known for writing online romance novels. Some years later, a publisher compiled a collection of his online stories into a book. The reason why a 25-year-old man became obsessed with writing love stories is that he has a loving parent and a warm and harmonious family, which made him long for love since he was a child and inspired him to adopt a romantic pen name. Billy recalled, “When I crossed a bridge with my ex-girlfriend, I jokingly said that every time I crossed the bridge, it was like crossing the Memoirs Bridge, which was like crossing a lifetime. I walked across the bridge with her eight times, meaning we would be in love for eight lifetimes.”



Papa Tai fell in love with Mama Tai at first sight, and he was her first love. Perhaps it was this feeling of first love that made their love so sweet. But life had not been running smoothly for them. Back then, Papa Tai was involved in a cross-border container transport business and often travelled between Hong Kong and Guangzhou. Mama Tai was worried that he might have traffic accidents and that he might not be able to resist the temptation of a Mainland woman. Instead of ruining their relationship, the “second wife” crisis created a good opportunity for them to learn to appreciate each other more.

“We didn’t have much time for each other back then,” recalled Papa Tai. “But I always went home to be with my wife and children on holidays, not to play mah-jong like other colleagues. I worked hard to earn money, but I wanted to see my family and know that they were doing well as a result of my hard work.” Mama Tai said, “Back then, I would write to him to remind him of certain things, because there were things we could quarrel if we talked face to face.”



As the saying goes, “A small farewell is better than a new marriage”, and she would give him a goodbye kiss every time he left for work, and he would give her a hug when he returned home. It was because we cherished the time we spent together that we were able to be together for the rest of our lives.

When it comes to the importance of family, Papa Tai was influenced by his father, Grandpa Tai. At that time, in order to make life better for his family of eight, Grandpa Tai responded to the call to return to the Mainland to contribute to the building of our country. He then brought his family with him to live and work in the Mainland. “Many people went back to study and live in the Mainland. Not only was the accommodation rent-free, the wages were also high,” recalled Grandma Tai. After the Cultural Revolution, Grandma and Grandpa Tai brought their family back to Hong Kong. Grandpa Tai laughed and said, “All this hard work is for the sake of the family.”

To both his grandparents and parents, family always comes first, which made Billy feel the beauty of family life from a young age. As a result, at a young age, he has already planned to have a family of his own and dreamed of having a family of four with one son and one daughter. As time has changed, Billy feels that it is now more difficult than before to raise children. But he still believes in sweet love and a happy family. He believes with care and attention, love will last forever.

Source: Excerpted and adapted from RTHK (2015), Hong Kong Story - Their Love Letters.

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