



Module 7: Assistance and Resistance of Support Network

Module Introduction : Encouraging individuals to actively seek, establish and widen their support network, as well as to learn to cope with the assistance and resistance brought.

Learning Objectives :

- To understand the meaning of support network and its significance to career development;
- To understand the assistance and resistance brought towards life planning by family;
- To reflect upon the assistance and resistance brought towards life planning by peer pressure;
- To actively seek and establish support network.

Keywords : # PassionToAction #SupportNetwork

Learning Materials :

- Powerpoint slides for teaching
- Worksheet: Impacts brought to me by my family
- Worksheet: Yes OR No to Peers?
- Worksheet: My life planning footprints⊗ "My support team"
- Worksheet: Extended activity⊗ "Share my goal"

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Teaching Activities and Flow

Share My Life Planning Footprints®

<p>Time: 5 minutes</p> <p>PowerPoint: P.2-3</p> <p>Worksheet: My life planning footprints®</p>	<p>➤ Briefly introduce the learning flow of Module 7, and ask students to take turn to share their own life planning footprint ® in 1 minute with the student sitting next to them :</p> <ul style="list-style-type: none">○ Share the career field you would like to pursue and actions you have to make to achieve your goal 5 years later.
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Activity 1: An Important Person to Me

Time: 10 minutes

PPT: P.4-8

- Show PowerPoint P.5 and ask students to reflect upon the following questions before asking some students to share their thoughts.
 - Starting from young age, who do you turn to if you find sad and frustrated/ encounter difficulties?
 - Why do you find him/her?
 - What kind of support can he/she offer to you? (emotional support/offer opinions/provide resources/others)
 - The teacher can share personal examples to encourage and guide students to think.
- From students' sharing, the teacher can summarise that the social support network of teenagers includes: peers, parents, teachers, mentors and counsellors etc.
- According to US psychologists, Sheldon Cohen and Thomas Ashby Wills (1985), social support network can be a protection factor for teenagers to deal with stress during their growth. The stronger the support, the lesser the tendency of one to suffer from depression. Also, social support network can offer support in multiple aspects, including functional aspect (i.e help to complete some tasks specifically like academic guidance and hobby development etc.), informational aspect (i.e provide relevant information and advice etc.) and emotional aspect (i.e obtain care, trust and confidence, allow emotional expression etc).
- Teacher's facilitation : "In the journey of life planning, support from people around us can help us understand ourselves from different perspectives, explore more information related to career development and help us to be mentally equipped to realize our career goal."



Activity 2: Case Sharing — The Photography Guy

Time: 10 minutes

PPT: P.9-11

- Use PowerPoint P.10 to show the story of "the photography guy", which narrates that the family of the main character changes from objecting him to shoot, to offering him support at last. Ask students to think about the following questions:
 - **Is the career goal of the main character in the case the same as his dad's expectation?** *(Reference answer: Not the same. While his dad expects him to be working in the disciplinary forces, he is interested in photography and wants to be a photographer.)*
 - **How does the main character response to his family's opposition?** *(Reference answer: He does not follow his dad's will to participate in the disciplinary forces; instead he develops towards the field of photography)*
 - **What has the main character done at last to acquire his family's support?** *(Reference answer: He enrolls in a photography-related course. After noticing his efforts and contributions, his family approves him to develop towards the field of photography)*
- Teacher's facilitation: "Very often, people think that parents do not understand what their children think and uphold different expectations towards children's future development. Does it happen to you? Do you understand the expectations held to you by your family members, especially your parents? Next, we will try to understand more about the impacts brought by parents to teenagers' career development in Activity 3."



Activity 3: Impacts Brought to Me by My Family

<p>Time: 15 minutes</p> <p>PPT: P.12-13</p> <p>Worksheet: Impacts brought to me by my family</p>	<ul style="list-style-type: none">➤ The teacher distributes the worksheets and asks students to pick at least two family members to discuss their thoughts in the following aspects in groups:<ul style="list-style-type: none">○ Work is.....○ Money.....○ Achievements.....○ What kind of life to live.....○ Expectations on my future life.....○ Which of the views above have influenced you? What kind of influence is that? From your perspective, is it an assistance or a resistance?○ If your career goal is not aligned with the expectation of your family members, what will you do to convert the resistance into an assistance? <p>➤ From the survey "Improving the Effectiveness of Career and Life Planning Education" published by Youth I.D.E.A.S. (2019), it revealed that 82.2% of interviewed teenagers reckoned that parents posed great impacts on students' future planning. Also, according to the "Life Planning of Young People in Hong Kong: Examining Propositions, Perceptions, Parental Involvement and Best Practice Report" conducted by The City University of Hong Kong in 2017, the student respondents in the focus group generally reckoned that family support played a vital role in life planning (崔永康、張偉良、魏子林及譚子豪·2017) .</p> <p>➤ Teacher's facilitation: "Family is always one of the entities that understand our personal interest, ability and personality, therefore, it is worth taking time to understand their thoughts and feelings about our career development. When expectations of both sides are inconsistent, active communication is the best way to reduce conflicts. We should try to balance the expectations of both sides to come up with a win-win solution."</p>
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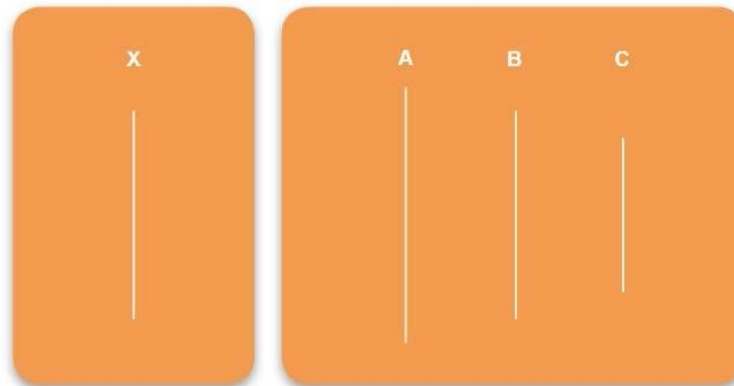
Activity 4: Yes OR No to Peers?

Time: 15 minutes

PPT: P.14-18

Worksheet: Yes OR
NO to peer

- Show PowerPoint P.15 and ask students to express their views towards the following question:
 - Which line, A, B or C has the same length as X? (Most people will answer B from bare eyes)
- Solomon Asch (1951), a US social psychologist carried out a series of experiments in the 1950s to investigate the pressure posed on individuals by peer pressure. As a result, among 50 respondents being tested, 37 of them followed the others to make the wrong decision (i.e. option A or C in the previous question).



- Teacher's facilitation: " When an individual' s opinion is especially different from others' , one will feel emotionally stressed, usually self-doubted, and therefore lack confidence in his/her own judgement. Furthermore, since one is reluctant to be isolated, he/she tends to follow the inclination of the majority. In psychology, this action is called "Conformity". During adolescence, peer entity is one of the most influential entities towards youngsters' growth. Hence, more attention should be paid to the impacts brought by peer pressure towards individual career planning choices."



- The teacher distributes the worksheets and shows P.16. Then, the teacher asks students to discuss and complete the following questions:
 - Has "Conformity" occurred in your daily life? List a related experience.
 - When making important career decisions, what impacts do you think peer pressure have?
 - What will you do to avoid the resistance brought by peer pressure to your life planning?

- Teacher's facilitation: "The benefit of conformity is that it can encourage appropriate social behaviour. We can take some successful peers as a positive reference and learn from them. This encourages healthy competition. Yet, peer pressure may also affect an individual's judgements, pushing teenagers to make choices or behave in a way that is against their own values and beliefs. Therefore, we must learn to analyse opinions from others and make the suitable career choice for ourselves."

- The teacher makes use of PowerPoint P.18 to summarize the lesson, "Establishing different kinds of social network can help us understand ourselves through multiple angles while acquiring more career development information to keep ourselves updated with the latest news surrounding us. We should actively seek, establish and widen our own social network, as well as explore and engage in community-based activities such as leisure activity, voluntary work and work internship. At the same time, we should also examine the opinions given by our family and peers to make an appropriate decision for ourselves."



My Life Planning Footprints⑦ "My Support Team"

<p>Time: 5 minutes</p> <p>PPT: P.19</p> <p>Worksheet: My life planning footprints⑦</p>	<ul style="list-style-type: none">➤ Ask students to complete the "My life planning footprints⑦" and share their answers in the next session.➤ The teacher distributes the worksheets and shows P.19. Then, the teacher asks students to discuss and complete the following questions:<ul style="list-style-type: none">○ If you encounter difficulties in your career development, who will you ask for help? List out your Action Plans and share them in the next session.
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Extended Activity⑦ "Share My Goal"

<p>PPT: P.20</p> <p>Worksheet: Extended activity⑦</p> <p>Tool: Log onto My Life Planning Portfolio</p> <div data-bbox="100 1199 388 1352" style="border: 1px solid black; padding: 5px;"><p>https://portfolio.lif.eplanning.edb.gov.hk/</p></div>	<ul style="list-style-type: none">➤ Choose three supporters who can assist you when you are pursuing a higher level of education and developing your career. Share your goals with them. <div data-bbox="435 961 1448 1457" style="border: 1px solid gray; padding: 10px;"><p>編輯生涯任務清單</p><p>類別 類別 簡閱 顯示全部</p><p>請將需要處理的生涯任務從生涯建議 拖曳至左方的我的生涯任務欄格內，你亦可在下方新增生涯任務於清單內。</p><table border="1"><thead><tr><th>我的生涯任務</th><th>生涯任務建議</th></tr></thead><tbody><tr><td>與父母分享你的生涯規劃 (及未來夢想)</td><td>學習如何作出生活和事業決定(例如：透過閱讀或與你信任的人交談，參與生涯規劃課程等)</td></tr><tr><td>辨識/決定一些你有興趣修讀的課程</td><td>參與模擬面試訓練 (為升學或投身職場)</td></tr><tr><td></td><td>參與與你事業及生涯興趣相關的活動 (校內或校外)</td></tr><tr><td></td><td>參與生涯規劃的課堂</td></tr><tr><td></td><td>參與工作或職場實習計劃</td></tr><tr><td></td><td>檢視自己的經歷，並列出一些你感到自豪的技能</td></tr><tr><td></td><td>完成事業興趣測驗，並了解測驗結果</td></tr><tr><td></td><td>與一些正從事你感興趣的行業/職位的人士交談</td></tr><tr><td></td><td>與一名校友交談，以了解如何為自己及將來建立正面樂觀的態度</td></tr><tr><td></td><td>與一些正就讀你有興趣的課程的學生交談</td></tr></tbody></table><p>新增生涯任務清單 新增 提交</p></div> <ul style="list-style-type: none">➤ Students can also utilize the "Adventures - To-do List" in the My Life Planning Portfolio to help with their sharing.	我的生涯任務	生涯任務建議	與父母分享你的生涯規劃 (及未來夢想)	學習如何作出生活和事業決定(例如：透過閱讀或與你信任的人交談，參與生涯規劃課程等)	辨識/決定一些你有興趣修讀的課程	參與模擬面試訓練 (為升學或投身職場)		參與與你事業及生涯興趣相關的活動 (校內或校外)		參與生涯規劃的課堂		參與工作或職場實習計劃		檢視自己的經歷，並列出一些你感到自豪的技能		完成事業興趣測驗，並了解測驗結果		與一些正從事你感興趣的行業/職位的人士交談		與一名校友交談，以了解如何為自己及將來建立正面樂觀的態度		與一些正就讀你有興趣的課程的學生交談
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Multimedia Resources Websites :

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- 個案分享—攝道人：https://www.clapforyouth.org.hk/initiatives/media-centre/news_20190119
- My Life Planning Portfolio:<https://portfolio.lifeplanning.edb.gov.hk/>