Implementing Sex Education Through the Junior Secondary Science Curriculum
Implementing Sex Education Through the Junior Secondary Science Curriculum is an outstanding School-based Curriculum developed by Ms Wan Kwan-tai and was tried out at the Ma On Shan Tsung Tin Secondary School. The aim of the project is to guide students to acquire knowledge on sex through proper channels so that when faced with the changes and anxieties in their adolescence, they can establish a proactive attitude and develop proper values towards sex, thereby making objective judgments on sex-related issues.

The package comprises a comprehensive program of sex education, areas such as human sexuality; understanding oneself; growing up to be a man/woman; giving life; and sex and society are covered. It should be implemented with a whole-school approach with the formal curriculum being supported by activities in informal curriculum, including talks during assemblies, visits to exhibitions, thematic activity weeks within the school and counselling groups. This would help to reinforce the messages on sex education and reduce the pressure on the already limited contact hours within the formal curriculum.

The content of this project is considered applicable to all schools. The Curriculum Development Institute, after doing some adaptation, is reproducing it as reference for teachers. As situations differ in individual schools, teachers are encouraged to adopt a flexible approach when using this set as teaching material.

The schemes of work contained in this project basically represent the project designer's viewpoints and not those of the Education Department of Hong Kong SAR. Comments and suggestions may be sent to:

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As we enter the new millennium, we are no longer contented with seeking to satisfy our basic, everyday needs. Instead we seek to know more about ourselves, our roles in a community, and ways to balance and adjust our relationships with society. Sex is part of our inborn selves, and because of it, we are given the ability to reproduce. Sexual love between a man and a woman provides channels to express our inner selves. A healthy sex relationship provides a basis for an integral and secured family. In turn, because it is the basic unit in a societal environment, a healthy and integral family underpins a stable, prosperous society. A poorly founded sexual relationship would cause a family to disintegrate, and family disintegrations lead to social instability.

The promulgation of sex education in schools in Hong Kong is viewed as the way forward in the 21st Century. Sex-related surveys conducted by various organizations in recent years (Note 1) show that the people of Hong Kong in general see the need to include sex education in the formal curriculum and to instill in students sex knowledge that is total and healthy. Students in P.5 up to S.2 are considered to be at the most appropriate age to receive sex education. In view of this, the Curriculum Development Institute of the Education Department has revised the Science (S1-3) syllabus (Note 2) to include more elements of sex education and the Guidelines on Sex Education in Schools (Note 3) published in 1997 has paved the way for a full launch of sex education in schools.

As a Science teacher in a secondary school, I have developed this school-based curriculum on sex education in the hope that it would provide our students with a proper channel for sex knowledge and, at the same time, help them establish a healthy attitude towards sex. I firmly believe that through cultivation of proper self-values, we can help our students in establishing a healthy family in the future. The effect is, therefore, long-term and far-reaching.

The recent concern about sex education has brought about a recent surge of books and teaching kits on its implement in schools in Hong Kong, most of which are relevant and useful. But in order to provide a comprehensive programme, the whole-school approach involving all teachers is the only way forward, and one of the key issues is to enhance the knowledge and skills of the teachers. It is also essential to invite all teachers to be on board this boat called 'sex education' and to launch it with one effort. A school-based curriculum for junior secondary science course and complementary teaching aids would help to motivate the teachers in this respect and to familiarize them with the teaching skills. It is my sincere wish that my colleagues in the field would find this curriculum useful, a handy kit in helping our students to grow.

Leung Wan Kwan-tai

Note 1: (1) Lam Man-ping, (1997), A Study on the Knowledge, Attitudes and Behaviours of Secondary School Pupils Relating to Sex. A Research Project Commissioned by the Education Department of Hong Kong.
(2) 《家長眼中的學生性教育》(1997)。家長與學校合作事宜委員會。
(3) 「家長會全港中學生性調查」(30-6-1997)。星島日報。
(4) 1993/94中學性教育實施情況調查報告，香港教育署

Note 2: Syllabus for Secondary School - Science (Secondary 1-3)

Note 3: Guidelines on Sex Education in Schools, (1997), Education Department.
An Outline of the Course

Objectives

1. To equip the students with accurate sex knowledge
2. To help the students cope with changes and anxieties during puberty
3. To help the students establish positive attitude and values towards sex
4. To help the students make informed choices through objective judgment on questions related to sex

The medium of teaching - English

The Course Content

This school-based curriculum consists of five topics taught in fifteen sessions, which should encompass all aspects of sex education, including

1. Human sexuality
2. Understanding oneself,
3. Growing up to be a man/woman,
4. Giving life, and
5. Sex and society

This project covers teaching objectives, guidelines on class instruction and design of teaching materials and exercises. Each session basically comprises

A. Teaching Objectives
B. Teaching Aids/Teaching Materials/Preparation Work
C. Scheme of Work
D. Reference
E. Follow Up Work/Remarks
F. Pictures of Reference Material (some material is not available when the package is being compiled)
G. Appendix
S1 Core Content

1 • It aims at enabling the students to view their curiosity about sex from a proper perspective; to understand the characteristics of their own sex and the bodily changes brought about by the onset of puberty; to help the students to adjust to their emotional developments that accompany these changes by answering their questions about sex and helping them cope with the problems thus arising; and to help the students go through puberty painlessly and establish a balanced, total personality as well as lead a healthy life by walking them through realistic situations.

2 • It also aims at letting the students understand the instincts of human beings related to sex and their social responsibility of giving life to the next generation; to let them understand that when male and female conduct sexual intercourse, the egg of the female has the chance to fuse with the sperm of a male to become an embryo, thus beginning a new life. When the female becomes pregnant, the embryo would grow in the mother's body until it is time for the mother to give birth, and a baby is born. It helps the students understand that the male and the female sexes play different but equally important roles in giving birth to a new life, and that every one of us must be responsible for our sexual behaviour.

Features of this course

1 • The course is based on the newly revised Science (S.1-3) curriculum implemented in 2000. In each session, clear teaching objectives in accordance with the course requirements are set. Besides science knowledge, students are expected to acquire problem-solving skills and develop a proactive attitude to learn.

2 • The course is designed with a whole-school approach. The formal curriculum is supported by activities in the informal curriculum and includes talks during assembly, visits to exhibitions, thematic activity weeks within the school and counselling groups. It involves participation from many groups within and outside the school as this would help to reinforce the messages on sex education and reduce the pressure on the already limited contact hours within the formal curriculum.

3 • The teaching resources used in the course covers a wide scope. Apart from the commonly used videotapes, cassette tapes and projectors, exhibition panels, big books, leaflets, comic scripts and specifically designed worksheets also have their important functions. This multi-mode approach not only provides more chances for interaction between the teacher and the students, but also dispels shyness and avoidance behaviour in students. By opening up, students can understand their inner conflicts and anxieties. They would be more willing to participate and to work as a team. As a result, they will find the learning process effective and enjoyable.

4 • The course is targeted at junior-secondary students. The pictures, case studies and exercises have been taken from books and teaching kits readily available in bookstores. But the drawings were redone by students in our school, with the characters portrayed as junior secondary students. The exercises have been tailor-made to reflect the actual situation so that students can empathise and therefore be more motivated to learn. In producing the teaching material, it was also a concerted effort involving the whole school, with contribution from students of S.1 to S.5.
Assessment

1. It is suggested that questionnaires be used in a before and after situation then analysed and studied.
2. There should be worksheets on each subject to assess the achievement of the teaching objectives.
3. A Letter Box can be set up to collect the views of the students in order to assess the results of the classes.
4. At the end of the course, it is advisable to arrange for small group interviews with student representatives providing feedback on the course.

How the appendices are arranged

An appendix follows each topic and is arranged as follows.

- **Type of appendix**
  - "1" represents Topic 1
  - "2" represents Topic 2
  - so on and so forth

- **Title of the appendix**
  - Questionnaire 1 - Knowledge on Sex
  - Appendix 1

- **End of the outline**
Content

Topic 1

**Human Sexuality**

Session 1 Introducing the Sex Education Curriculum  P. 1
Session 2 Curious About Sex  P. 15

Topic 2

**Understanding Onself**

Session 3 I am a Boy/Girl  P. 31
Session 4 The Basic Units of Living Things  P. 47

Topic 3

**Growing Up to be a Man/Woman**

Session 5 The Male and the Female Sexes (*the primary sexual characteristics of the male and the female*)  P. 59
Session 6 The Puberty Years (*the secondary sexual characteristics of the male and the female*)  P. 67
Session 7 Adolescent Blues (1)  P. 79
Session 8 Adolescent Blues (2)  P. 95
Session 9 Leading a Healthy Life  P. 103

Topic 4

**Giving Life**

Session 10 Fertilization and Pregnancy  P. 113
Session 11 From Embryo to Birth  P. 127

Topic 5

**Sex and Society**

Session 12 Parental Care  P. 139
Session 13 Family Planning and Population Control  P. 143
Session 14 A Healthy Family Life  P. 157
Session 15 AIDS and Sexually Transmitted Diseases  P. 167
Introducing the Sex Education Curriculum

Teaching Objectives

Duration of Session: 35-40 minutes

Students should

1. understand that the theme of the next fifteen sessions will be on Sex Education, covering:
   (1) The Basic Units of Life;
   (2) A New Life is Born;
   (3) Puberty;
   (4) Pregnancy; and
   (5) Sexually Transmitted Diseases

2. understand that the topics cover a wide area, part of which may touch upon more sensitive issues and may be controversial, and that the school will inform their parents in a letter about the purpose of the Sex Education classes and the way those classes will be conducted.

3. realize the importance of having Sex Education classes; and together with the teacher, set up ground rules that they should undertake to observe, so that each session will be conducted in an orderly manner whereby the students can play an active, responsible role and attend to each other with mutual respect.

4. understand that there will be one specific topic covered in each session, and that they are expected to understand the objectives of each topic and complete the exercise related. Students should be encouraged to write down any questions that may arise from each session, put them in the Letter Box, while the teacher will lead them to explore ways that would help them solve their problems or find the answers.

Teaching Aids/Teaching Materials/ Preparation Work

1. Letter to the Parents — Appendix 1.1.1
2. Questionnaire 1/Questionnaire 2/Questionnaire 3 — Appendices 1.1.2/1.1.3/1.1.4
3. A Letter Box for Sex Education Classes — To be prepared by the teacher
4. Good quality note paper — To be prepared by the teacher
5. Forms to be filled in by the groups — To be prepared by the teacher
6. Newspaper clippings — Appendix 1.1.5
7. Ground rules — Appendix 1.1.6

(To be continued)
Scheme of Work

1. Arousing students' interest in discussing about sex: (2 minutes)
   The teacher may start by asking the students if they had Sex Education classes in primary school, whether they think their knowledge about sex is adequate, whether such knowledge is correct, and whether they have any questions. It is expected that there would be some noise and excitement and students are encouraged to freely express what they want to say. There is no need to invite individual students to speak up.

2. Distributing the Letter to the Parents (Appendix 1.1.1): (4 minutes)
   When the excitement dies down, start distributing the Letter to the Parents, at the same time pointing out to them that Sex Education will be the main theme of the upcoming fourteen sessions. Let the students know that this is part of the Secondary One Science Curriculum. At this point, the teacher may flip through the textbooks with the students, briefly go through the relevant sections and encourage them to read them before coming to class. It is important to ask the students to return the Reply Slip, completed by their parents, before the specified deadline. The teacher should express willingness to answer any question from the parents and let the students know how he/she can be contacted.

3. Discussing with the students the importance of having Sex Education classes: (8 minutes)
   By referring to the Newspaper clippings (Appendix 1.1.5), the teacher may discuss with the students the recent survey on sex and youth. Topics from the newspaper clippings may include:
   (1) Young people acquire their knowledge on sex through reading newspapers and magazines, watching videotapes or through friends of the same age.
   (2) Among the young people interviewed, about 80% have read porn comics and articles in the newspapers (figure of March, 1997); about 50% have watched porn movies or videotapes; and about 20% have listened to 'sex phone-in' hotlines.
   (3) The Family Planning Association(FPA) published in May 1997 a youth sexuality study, a survey on sex and youth. It disclosed that close to 50% of those students who have had sex did it out of curiosity.
   (4) The FPA survey also pointed out that close to 50% of the students had dating experience before they completed secondary school education.
   (5) In a survey which interviewed more than 500 parents (February 1997), a majority responded that their knowledge about sex came from their sex partners, and they lacked confidence in playing a guiding role to their children where sex was concerned. It should therefore be pointed out to the students that it is important for them to receive sex education through the formal curriculum, as on one hand, they can acquire comprehensive and accurate knowledge about sex and on the other, they can seek the help of the teachers and social workers to clear up any queries they have or resolve problems they face. It is important to emphasize that they can explore what they want to know about sex through these classes without waiting to find out by dating or through intimate relationships.

(To be continued)
Setting up ground rules and ethics with the students: (8 minutes)
The teacher should point out in seriousness and earnestness his/her concern about the success of these Sex Education classes. Students may then be asked in what way this can be achieved. Certain behaviour would disrupt class and impede other students from learning, such as teasing and playing tricks on others, showing a lack of respect for others, engaging in conversation or whispering among themselves, or remaining silent and irresponsible. Students are to be reminded that they should refrain from such behaviour not only in class but also at all times. Respecting others, no teasing and no playfulness are the principles they should all observe. After setting these guidelines, the teacher can invite the students to set up some ground rules for Sex Education classes together. Only the most important issues need to be emphasized, and the rest can be left to the students to freely discuss and give opinions. Keep to the time limit and see to it that they do not get carried away. Guide them until they have completed this part.

Filling in Questionnaire 1 (Appendix 1.1.2) and introducing the Letter Box: (8 minutes)
(1) Distribute Questionnaire 1 to the students. Indicate that it can help the teacher to understand their needs more, so it is important that they answer the questions seriously and honestly. Question 9 in the Questionnaire should be filled in with reference to the ground rules just set up a few minutes ago. Students should be encouraged to suggest rules they feel important at heart, so that the ground rules can be revised or supplemented in the next lesson.

(2) When filling in Questionnaire 1, students are not supposed to talk or discuss. All items should be filled in, particularly for Questions 6 and 7. Students can ask questions and describe them briefly, but they should keep their responses short.

(3) The teacher can take out the Comments/Questions Slips and the Letter Box at this point. Hand out the Slips and tell the students that they can take their time and write down what is troubling them about sex. These Slips must be returned and would be collected at the end of each lesson. Students can make use of them to engage in a dialogue with the teacher, discuss issues, raise questions, or give brief comments on each lesson. (For example, 'very useful', 'valuable', 'some helpful points', 'too difficult to understand', 'embarrassing', 'awkward' etc.)

(4) Collect Questionnaire 1. In general, questionnaires do not require the respondents' names. But the teacher can ask the students to provide their names if the situation in class fits - some students are so used to filling in everything with their name on it that they would not mind doing the same for the questionnaire. Such identifiable information can help the teacher to have a truer picture of each respondent and do follow-up work. (To be continued)
6. Filling in Questionnaire 2 (Appendix 1.1.3) and Questionnaire 3 (Appendix 1.1.4): (10 minutes)

(1) Questionnaire 2 (Appendix 1.1.3) and Questionnaire 3 (Appendix 1.1.4) are useful in terms of revealing students' understanding about sex, and as instruments for evaluating the effectiveness of the Sex Education programme. Students must fill in the same questionnaires before and after the programme for comparison. The teacher should therefore give clear instructions as to how they should be filled in. There are 20 questions to each, and students can choose 'Agree' or 'Disagree' according to what they know. If they have doubts, do not understand certain words and phrases, or are not sure, they can choose 'Don't know'. Students should not talk or discuss when they are filling them in. If they have questions they can ask.

(2) Depending on his or her own evaluation requirements, the teacher may instruct the students as to whether it is necessary to fill in their names or Class Number for verification. (Note: It is important that the teacher creates a method to identify the respondents, without which it would be impossible to gauge the success of this Sex Education programme on the individual and only an overview of a class can be achieved.)

(3) Boy students should complete Questionnaire 2 first, then Questionnaire 3, and girl students, the other way round. This can avoid giggling or snickering, or a general feeling of embarrassment, and at the same time enhance the reliability of the questionnaires.

(4) Collect the questionnaires.

7. End of the session/Begin Lesson 2 (Curious about Sex) after a break.

D Reference


3. <<家長眼中的學生性教育>> (1997)。家委會與學校合作事宜委員會。

4. 「家長會全港中學生性調查」(30-5-1997)。星島日報。

E Follow-up Work/Remarks

1. Making a poster for "Ground rules in Sex Education Classes":
   The teacher may prepare a poster on the basis of the rules written down in class together with the students, incorporating the responses from the students in Question 9 of Questionnaire 1, then post it up in a conspicuous spot in the classroom or the laboratory, as a constant reminder for the students.

(To be continued)
2. Making a worksheet for "Ground Rules in Sex Education Classes":
   The teacher may prepare for each student a similar worksheet for **Ground rules** (Appendix 1.1.6) to cultivate in the students a responsible attitude in that they should observe the rules throughout the Sex Education classes, and in case of violation, they should reflect upon their own behaviour and seek improvement. The students should fill out Part 1 of the worksheet and return it to the teacher. If any student violates the Rules, the teacher can talk to him or her in private at a suitable time. When the matter is settled, the student should be asked to fill in Part 2 of the Worksheet.

3. Making use of the information drawn from the Questionnaires:
   (1) **Questionnaire 1** is the teacher's shortcut to knowing what and how much the students know about sex. No further analysis is required. But it is necessary to note the students' concerns and address them by modifying the curriculum. This would also satisfy their curiosity.

   (2) **Questionnaires 2 and 3** are instruments for evaluating the effectiveness of this Sex Education programme. The simplest way is to calculate the percentage of correct answers given before and after the course and compare the pre- and post-test figures by taking the average number or the mode of the correct answers. Another way is by looking at individual performance. The difference between the percentages of right answers is calculated. These figures can serve as an indicator for evaluation. Careful analysis of individual questions, finding out those, which most students answered incorrectly, and those, which were answered correctly, will provide information for the modification of the curriculum in the future.

   (3) If the assessment is for internal use only, the teacher can let the students do the calculation themselves after the programme is completed. The teacher can return both questionnaires (Pre- and Post-test) to the students, and explain the answers. Let the students help calculate the number of correct answers on the pre- and post-test questionnaires, and get the percentage difference. The information thus gathered can be tallied, or another data sheet can be distributed for filling in before an analysis is made.

4. Answering the parents' questions:
   The teacher should understand clearly the objective of this Sex Education programme, the implementation strategies, the stance of the school on implementing sex education in general and the teacher's own stance in this regard in particular. There may be controversy over such questions as the use of pictures of sexual intercourse, the teaching of contraceptive methods, whether abortion is appropriate and homosexuality, the teacher should be prepared to answer questions from the parents. Discussion with one's colleagues in school and understanding the stance of the school authority may be necessary from time to time for better and closer coordination.

(To be continued)

Dear Parent,

We are in the process of integrating Sex Education into the Junior Secondary Science Curriculum. The objectives of this programme are to help our young to acquire knowledge on sex through proper channels, face the changes in the process of growing up, learn to handle the problems thus arising, and to establish an appropriate attitude towards sex. We would also like to instil in them positive values as well as advise them on how to make the right choices through objective judgement.

I would like to inform you, therefore, that the following topics would be covered in class from (month) to (month), (year):

(1) The Basic Units of Living Things; (2) A New Life is Born; (3) Puberty; (4) Pregnancy; and (5) Sexually Transmitted Diseases

Your attention to this matter is much appreciated. Should you have any queries, please feel free to contact our Science Subject Panel Chairperson, Mr/Ms/Mrs XXX.

Sincerely,
(Name of Head of School)
(Name of School)

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Reply Slip

To: The Head of XXX School

Dear Mr/Ms/Mrs XXX,

Thank you for your letter dated (date). I understand that Sex Education will be integrated into the Secondary One Science Curriculum and will take place from (month) to (month), (year) in your school.

(Signature of Parent)

(Name of Student)

(Class)

(Date)
Please give the following questions your serious thought and answer accordingly:

1. Do you think that the sex education you received in class when you were in primary school was sufficient? (Please put a √ in the box of your choice.)
   □ Yes □ No

2. How did you acquire your knowledge on sex?
   (On a scale of 1 to 5, list which of the following are in your opinion the most effective channels, ‘1’ being the most effective and ‘5’, the least effective.)

- □ from parents
- □ from elder brothers and sisters
- □ from classmates
- □ as taught by my teachers
- □ from senior schoolmates
- □ from classmates
- □ from General Studies in primary school
- □ from friends
- □ from the school social worker/the student guidance teacher
- □ from other sources, please specify: ____________________________

3. Which area of knowledge on sex do you want to know most?
   (On a scale of 1 to 5, list which of the following are in your opinion the most important five, ‘1’ being the most important and ‘5’, the least important. You may choose as many items as you like.)

- □ the reproductive organs - structure and functions
- □ changes during puberty
- □ menstruation
- □ wet dreams
- □ masturbation
- □ dating and falling in love
- □ pre-marital sex
- □ pregnancy and giving birth
- □ contraception
- □ sexually transmitted diseases
- □ abortion
- □ homosexuality
- □ sexual harassment
- □ self-image
- □ gender roles
- □ having sex with a prostitute
- □ porn books
- □ marriage

4. ‘Sex’ to you is: (Please put a √ in the box of your choice. You may choose as many as you like.)

- □ sexual intercourse
- □ porn films and books
- □ something not to be openly discussed
- □ indecent assault and rape
- □ dirty
- □ inborn
- □ as in ‘male’ or ‘female’
- □ part of a person’s character
- □ an act that involves sexual behaviour

(To be continued)
5. When do you think is the best and most appropriate time to start sex education?

6. Which aspect about sex do you want to know most at this moment?

7. What do you find most troubling regarding sex at this moment?

8. What is the most frequently talked about subject related to sex among your classmates and friends?

9. In discussions about knowledge on sex in class, what rules or principles should everybody observe?
   (For example, 'seriousness of attitude', 'earnestness' etc.)
   Please list five.

10. Are you willing to observe the above rules when you attend Sex Education classes?
    □ Yes       □ No

   (This is the end of the questionnaire. Thank you for completing it.)
Please give the following questions your serious thought and answer accordingly:

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>During puberty, a boy's shoulder widens and the pitch of his voice drops.</td>
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<td></td>
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<tr>
<td>2</td>
<td>It is abnormal for a boy to have swelling breasts during puberty.</td>
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<td></td>
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<tr>
<td>3</td>
<td>If a boy does not have pubic, chest and facial hairs by the time he is sixteen, he is never going to have any in life.</td>
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<tr>
<td>4</td>
<td>If a boy has no chest hair, it means he has insufficient male sex hormone.</td>
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<tr>
<td>5</td>
<td>For a boy, the longer his bodily hairs are, the more sexually driven he would be.</td>
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<tr>
<td>6</td>
<td>The taller the person, the bigger his penis.</td>
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<tr>
<td>7</td>
<td>A penis that is too large would not be able to get into the vagina.</td>
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<tr>
<td>8</td>
<td>The longer one's penis, the better one would perform in sex.</td>
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<tr>
<td>9</td>
<td>Erection must be relieved by ejaculation or else it would be damaging to health.</td>
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<tr>
<td>10</td>
<td>If the two testes in the scrotum vary in size and in position, that means one is not developing properly.</td>
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<tr>
<td>11</td>
<td>The function of the testes is to produce sperm.</td>
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<td></td>
<td></td>
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<tr>
<td>12</td>
<td>The testes can already produce sperm at birth.</td>
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<tr>
<td>13</td>
<td>There is no difference between semen and urine, except that one is thicker than the other.</td>
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<tr>
<td>14</td>
<td>Wet dreams are caused by the fact that a boy in puberty may have too much semen in his body, so when he has an arousal dream or his penis is rubbed by clothing that is too tight, he would naturally emit.</td>
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<tr>
<td>15</td>
<td>Having wet dreams is bad for the body.</td>
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<tr>
<td>16</td>
<td>Wearing brief underwear or tight jeans would affect one's fertility.</td>
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<tr>
<td>17</td>
<td>The foreskin must be removed if it is too long.</td>
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<tr>
<td>18</td>
<td>Circumcision would not affect one's sexual ability.</td>
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<tr>
<td>19</td>
<td>If a boy sees the genitals of his classmates in the swimming pool or in the changing room and feels curious and excited, then there is a chance that he is gay.</td>
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<td></td>
<td></td>
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<tr>
<td>20</td>
<td>If a boy cannot help masturbating when he reads the porn comics, or cannot take his eyes off any female with nice body figures when he is walking in the street, then he must be a sex maniac.</td>
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</tbody>
</table>

(This is the end of the questionnaire. Thank you for completing it.)

(End of Questionnaire)
Questionnaire 3 - The Growing Girl

A Chinese version of the questionnaire is appended at the end of the package.

Please give the following questions your serious thought and answer accordingly:

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The urethra and vagina of a female share the same opening.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. If a girl's breast is still very small by the time she is 14, she is not developing properly.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. It is abnormal for a woman's breast to be growing outwards.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. If a woman's breast is small, she cannot bear her own babies.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. The major function of the breast is to produce milk.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. If a white liquid comes out from the breast, it is a symptom of breast cancer.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. The purpose of wearing a bra is to better the shape of the breast.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. If a girl has a yellowish liquid coming out from her vagina, it is a sign that she has contracted sexually transmitted disease.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. The onset of menstruation signifies that the girl's body is ready for bearing a baby.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. Menstrual periods are dirty and unclean.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11. The menstrual cycle is usually of 28 days, but it would also be affected by illness, environmental factors and emotional factors.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12. If the menstrual cycle is unstable, it would affect one's health and would also affect the development of the embryo during pregnancy.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>13. Menstrual pain is due to the heavy flow of blood causing muscle cramps.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>14. Heavy menstruations would cause anemia.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>15. One should not bathe or do physical exercise during menstruation. The best thing to do is bed rest.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>16. The uterus of a woman looks like an inverted pear.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>17. An embryo develops and grows up inside the uterus.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>18. A girl's ovary is ready to produce eggs only when she reaches puberty.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>19. During birth, babies are passed out from the vagina.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>20. A complete hymen is a symbol of virginity.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

(This is the end of the questionnaire. Thank you for completing it.)
Please fill in Part I and return it to the teacher.

Part I:

Ground Rules
I promise to abide by the following rules. I shall:

1. respect what others have to say and would not interrupt them in the middle of a sentence.
2. be sensitive to others' feelings.
3. accept the fact that others have the right not to answer questions.
4. respect the difference between other people and myself.
5. focus the discussion or question on what is impersonal and stay away from the personal.
6. not disclose what is discussed in class that may be personal in nature, or mention it on any other occasion.
7. not tease, make fun of or attack others.
8. only use proper and scientific terms in our discussions and I shall not use vulgar or rude or dirty terms, or street-talks.

Signed by Student: ____________________________  Signed by Witness: ____________________________
Date: ______________________________________

Part II:
Record of Violation of Rules

*The case is taken here as an example only.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Rule(s) broken</th>
<th>Details</th>
<th>My reflection and obligations</th>
<th>Signed by Student</th>
<th>Resolve date</th>
</tr>
</thead>
<tbody>
<tr>
<td>13/3</td>
<td>2, 7</td>
<td>When the teacher mentioned growth of breasts, I pointed at XXX and said she had a 'pencil-like figure'.</td>
<td>I have violated the rules of our Sex Education classes, and I am ashamed of myself. I have criticised and teased another person instead of showing her the right kind of respect. I may have already hurt her feelings and this may have damaging results. I am willing to apologize to my classmate and promise that from now on, I shall strictly observe the rules that we have all set up.</td>
<td></td>
<td>16/3</td>
</tr>
</tbody>
</table>

(End of Worksheet)
Curious About Sex

Teaching Objectives

Duration of Session: 35-40 minutes

Students should

1. be aware that they are all curious about sex, and at the same time they may feel guilty about this curiosity.

2. realize that such curiosity is natural and part of human nature, just as man is curious about the world around us.

3. realize that the proper way to satisfy one's curiosity is to face it, understand it, and find out the truth with an open mind and it is wrong to resort to indecent behaviour such as peeping.

4. realize the fact that such curiosity cannot be satisfied in one stroke and the Sex Education programme in school is the first step forward.

5. understand that if they resort to improper ways of satisfying their curiosity about sex, they may suffer from a sense of guilt which in turn would affect their personality development.

6. be aware that it is a very impolite thing to do to tease others on topics related to sex as it shows a lack of respect for other's feelings and hurt pride can lead to irreparable damage and unpredictable results.

Teaching Aids/Teaching Materials/ Preparation Work

1. Picture of a Cute Baby ———— To be supplied by the teacher

2. Topic for Discussion 1 - Picture of Myself as a Baby, Naked ———— Appendix 1.2.1

3. Illustration - Teasing ———— Appendix 1.2.2

4. Topic for Discussion 2 - Teasing ———— Appendix 1.2.3

5. Illustration - Curious About Sex ———— Appendix 1.2.4

6. Maxims on SEX -1 ———— Appendix 1.2.5

7. Ground Rules ———— Appendix 1.2.6

8. Worksheet - Design a Bookmark ———— Appendix 1.2.7

(To be continued)
**Scheme of Work**

1. **Show a picture of a cute baby:** (1/2 a minute)
   The picture must be attractive. It may be the picture of the teacher himself or herself as a baby, that of the students themselves, or any the teacher can find.

   **-- Items 2 to 8 may last for 12 minutes --**

2. **Talk about the picture:**
   Let the students describe how cute the baby is. Let them guess whose picture it is. Ask them if they have pictures like this and let them respond. The important thing is to make it fun and interesting.

3. **Discussion:**
   Now with a more serious tone, the teacher can ask the students, "What if I have a picture of myself as a baby, naked? What would I do?" and let the question sink in.

4. **Topic for Discussion - Picture of Myself as a Baby, Naked (Appendix 1.2.1)**
   Ask Question 1, then let students raise their hands to indicate their choice.

5. **Discuss their response:**
   At random, pick one or two students and invite them to explain why they chose their answers. Or ask those who did not raise their hands and see if they have a better choice.
   *(Point to note: Do not dwell on this for too long. The whole purpose is to understand how open the students are about sex. Try not to comment for too long on individual answers.)*

6. **Further discuss Topic for Discussion - Picture of Myself as a Baby, Naked (Appendix 1.2.1)**
   Ask Question 2, then let the students raise their hands to indicate their choice.

7. **Discuss the students' response:**
   Pick any student and invite him or her to say why he or she has made the choice.

8. **Summing up:**
   Briefly analyse the students' behaviour just now. Point out that our responses to these questions reflect how open-minded we are about sex.
   *(In general, most people would choose A, or other answers, for Question 1, because it is indeed a precious part of our memory. Very few would feel so strongly as to destroy the picture, particularly with young people of today. However, if somebody did choose B as an answer, this student should be observed for future development, and if necessary, his or her needs should be addressed.)*

(To be continued)
A suggested summing up:

(1) A picture of us as a baby is a precious thing. If it is a picture of ourselves as a naked baby, then it is even more valuable. There is every reason to keep it close to our heart. But if we want it totally destroyed, then it would mean we have an unduly strong sense of shame where sex is concerned. In a traditional Chinese society, people are more reserved and would not want to expose themselves, least of all their private parts. An analogy would be our bedroom in the house. We do not allow anybody to come into our bedroom casually because we regard it as our private corner. We expect to be respected for our privacy, just as we would and should respect others for theirs. Restraining one's behaviour is therefore important.

(2) When a picture of ourselves as a naked baby is seen, it might be true that we would feel angry and disturbed. This springs from the inherent feeling of embarrassment where sex is concerned. We should not expose our body indiscreetly, but if we are exposed at unawares, we should face the situation squarely. Further, if we are teased on sexually related topics, we should confront the situation rather than retreat into ourselves simply because we feel ashamed at heart. The teaser should also reflect upon his or her own behaviour, and on what possible consequences this might bring. On the other hand, if there are others who boast about their picture as a naked baby, they should look inside themselves and reflect on why they are doing this. They should be mindful that they are not putting their self-respect and self-esteem at risk.

--- Items 9 to 12 may last for 12 minutes ---

9 •  Show the class the Illustration - Teasing (Appendix 1.2.2)

The illustration should reflect real situations, perhaps in school, such as a boy student is being pushed into the Girls' Washroom, a girl student is being teased as having a 'pencil-like' body, or one student is being teased for having a relationship with another etc.. It should show the three parties: the teaser, the teased, and the onlooker.

10 • Discuss the Illustration - Teasing (Appendix 1.2.2)

Ask the students if they have seen such a situation, whether anyone among them has teased others or has been teased on the subject of sex. (Note: Let the students talk a little about it but don't attempt to handle individual problems in class. Let the students know that you understand their feelings and follow up after class, if necessary.)

11 • Show the class Topic for Discussion - Teasing (Appendix 1.2.3)

Discuss each question with them. Invite students to show their choice by raising up their hands. Where appropriate, the teacher can ask the students to give reasons for their choice.
Scheme of Work (continue)

12. Summing up:

(1) **Question 1** offers different choices. The person that would suffer the most consequence can be the teaser, because he/she may be punished for what he/she did. On the other hand, it can also be the person teased, because he/she is being bullied, insulted, and becomes a laughing stock. He/she would suffer wounded pride.

(2) **Question 2** does not have a single answer either. Some may think that the person teased might become an introvert, lack confidence in himself/herself, or be very timid in character as he/she grows up; while others may think that this person might become very rebellious, be prone to violence and become vengeful. Whichever the choice, the result suggests that the person teased would suffer tremendously in character. Students should therefore be reminded that what they do would affect other people for life, that we should be responsible for our behaviour. If we make a person suffer permanently in life for what we do as a whim of the moment, is that fair? Should we not be responsible for others through our behaviour?

(3) For **Question 3**, the response may be lopsided. Most students would choose B (He/She does not respect others). We have a clear standard in our heart, and know that it is a shame to tease others on the subject of sex. It shows no respect for others' feelings. What was meant to be a joke or a probing moment of curiosity can lead to serious consequences. Emphasize that this discussion may help the students to reflect upon their behaviour and in future discussions, this principle of mutual respect would prevail.

-- Items 13 to 14 may last for 4 minutes --

13. Show the Illustration - Curious about Sex (Appendix 1.2.4)

The teacher should point out that being curious about sex is a normal part of our character. It is common among young people to yearn to trespass into places labelled 'Private', and to tread the forbidden ground. But they should be reminded that peeping or using obscene ways to satisfy such curiosity about sex would affect us badly, because we know it is not right at heart. Some may bear a strong sense of guilt because of this.

14. Show the Maxims on SEX -1 (Appendix 1.2.5): (2 minutes)

Invite the class to read the Maxims on SEX -1 aloud. Remind them to come to the Sex Education classes with an open mind, and be ready to voice their doubts or questions about sex, so that they can find the answers to their queries.
C Scheme of Work (continue)

15• Show the Ground Rules (Appendix 1.2.6): (2 minutes)
Once again remind the students of the Ground Rules for Sex Education classes. Ask them to abide by the rules they have set up, not only in class, but also after.

16• Distribute the Worksheet - Design a Bookmark (Appendix 1.2.7): (3 minutes)
Guide the students to design a bookmark for Maxims on SEX -1, complete with colour, for entering the Bookmark Design Competition.

17• End of the session

D Reference

1• 《性教育小冊》* (1984) * 香港家庭計劃指導會 *
Follow-up Work/Remarks

1. This lesson is the basis on which the future modules of the programme are built. It is important that the students establish the right attitude to learn and explore subjects about sex. If necessary, those who show a poor attitude should be reminded of, or even reprimanded for, their behaviour so that they would not come to the Sex Education class every time with the intention of teasing other people or disrupting the class. It may need to point out that the teacher should be aware of unintended remarks that may cause distress to students who are already the subjects of being teased. It is not necessary to over protect them, but the class should know that every one of them should take a good look at their curiosity and doubts in relation to sex.

2. The teacher should keep the discussions under control, especially when the students might become over excited. There is no need to scold or tell them to ‘keep quiet’, as this is not what one would want. Rather, students should be encouraged to express what they think freely. The only rules should be those set up by the students themselves. Those who break the ground rules should be asked to fill in Part II (Record of Violation of Rules) of the Worksheet for ground rules (Appendix 1.1.8) for the teacher's retention.

3. The teacher should follow up on the Bookmark Design Competition and give out prizes at appropriate times. The entries can be put up on the notice board so that everybody can look at them.

4. The teacher should remind the students to bring their personal data (such as weight and height), a few pictures of themselves as a young child and some glue for the next class.
1. 《性教育小冊》。(1984)。香港家庭計劃指導會。
Please answer the following questions seriously:

1. If I have a picture of myself as a baby, naked, I would:
   A. add it to my private collection of treasures
   B. destroy it

2. When my picture as a baby happens to be seen by my friends, I would:
   A. be so embarrassed I would go mad
   B. like to talk about it

(End of Topic for Discussion 1)
Please answer the following questions seriously:

1. I think the person that would suffer the most consequence is
   A. The teaser
   B. The teased

2. I think the person teased might, as he/she grows up,
   A. Become an introvert, lack confidence in himself/herself, or be very timid in character.
   B. Become rebellious, be prone to violence, and become a vengeful person.

3. If the teaser is my boy/girl friend, I will consider
   A. He/She is a hero/heroine.
   B. He/She does not respect others.
It is right to be curious about sex,
Find out answers if you're perplexed —
Don't you peek and don't you peep,
Respect others' privacy if you please!
1 • Respect what others have to say and would not interrupt them in the middle of a sentence.

2 • Be sensitive to others' feelings.

3 • Accept the fact that others have the right not to answer questions.

4 • Respect the difference between other people and myself.

5 • Focus the discussion or question on what is impersonal and stay away from the personal.

6 • Not disclose what is discussed in class that may be personal in nature, or mention it on any other occasion.

7 • No teasing, making fun of or attacking others.

8 • Use only proper and scientific terms in discussions and shall not use vulgar or rude or dirty terms, or street-talk.
Maxims on Sex - 1

- It is right to be curious about sex,
- Find out answers if you're perplexed -
- Don't you peek and don't you peep,
- Respect others' privacy if you please!

Subject: Curious about Sex

Rules:  (1) The wording of Maxims on Sex - 1 must appear on the bookmark.

(2) Illustrations or any kind of colour can be used in designing the bookmark.

(3) Students may use the space below to design a bookmark, or use any other kind of paper and card.
Understanding Oneself
Session 3

I am a Boy/Girl

Teaching Objectives

Students should

1. develop interest in learning to understand oneself

2. know that with different sexes, our character or personality, body structure and sex chromosomes in cells are all different

3. be able to cite some inherited characteristics on their body, and should understand that the environment might affect the expression of such characteristics

4. explore their own views on gender role stereotyping, and develop respect for other's gender and behaviour

5. understand that one's gender is an inherited characteristic and would not be affected by environmental

Teaching Aids/Teaching Materials/ Preparation Work

1. Students' personal data (such as height and weight), a few snapshots as a child, some glue etc. —— To be prepared by the students themselves

2. Worksheet - I am a Boy/Girl —— Appendix 2.3.1

3. Maxims on SEX - 2 —— Appendix 2.3.2

4. Teacher's Reference - Worksheet answers —— Appendix 2.3.3
1. **Arousing students' interest in learning to understand oneself:** (4 minutes)

Distribute **Worksheet - I am a Boy/Girl (Appendix 2.3.1)** (with each set stapled together). For reasons of privacy and easy follow-up analysis of data, two separate sets of worksheets may be prepared for the boys and the girls respectively, distinguished by different cover sheets (one for boys and one for girls). Ask the students to fill out the worksheets.

Explain the purpose of this session, which is to understand oneself better. Students may fill in their personal file, attach a photo of themselves as children, and review their growing process. The teacher may give them a minute to exchange photographs to look at, but must remind them to keep to the timeframe of 4 minutes in which they should complete the two sections, 'My Personal File' and 'This is a photo of me'.

2. **Understanding one's sexual characteristics - Section A on Worksheet:** (4 minutes)

Let the students find out about their own personality. If they do not understand themselves well enough to do this, lead them by asking them to pick the most obvious traits of their own character. Some items may need explanation, such as 'a family type of person' or 'quick in making decisions'. To avoid random picking, the teacher may limit their choice to three as the situation applies, so that it would be easier to tally. Collect the worksheets, differentiate them by the sex, and tally immediately. Flip the pages to pick out the most common characteristics among the boys or the girls and discuss.

3. **Understanding one's body structure - Section B on Worksheet:** (5 minutes)

Tell the students to pick out items in the section within 1 minute. Boys should pick 18 and girls, 20. Let them compare answers within the group to see if they can accurately differentiate the body structures of boys and girls. There is no need to explain item by item what each term means. Tell them that explanation will follow later. The general idea is to let them know what characteristics they have as male and female, and what is common in both sexes. Point out that the obvious difference is in the reproductive system: boys would have the male reproductive system, and girls, the female reproductive system.

4. **Understanding chromosomes in cells - Section C on Worksheet:** (4 minutes)

Point out that both male and female bodies consist of two different types of cells, one called somatic cells that make up our muscles, gut wall, skin and nerves and the other type called sex cells, which exist in our reproductive system. Both types of cells carry the basic characteristics of animal cells, e.g. the nucleus, cytoplasm, cell membrane. The difference is in the number of chromosomes each type of cell carries. In humans, there are 46 of chromosomes in the somatic cell, but only 23 in the sex cell regardless of male or female. Chromosomes are thread-like structures present within the nuclei of cells. Each carries the traits of our body - such as dark hair or blond, or white, which are predetermined and exist in our body even before we are born. They will show at an appropriate time of our life. Tell the students to write down the answer on Section C of the Worksheet.

(To be continued)
5. Understanding inherited characteristics - Section D on Worksheet: (5 minutes)
Divide the students into groups of two and ask them to compare the characteristics of each other.
Refer to Section D of the Worksheet for characteristic features. Ask them to think which is/are inherited and write the answer on the Worksheet.
(Allow them 3 minutes to work on this, and in the mean time answer any question raised.)

Lastly, point out that some of the inherited traits may be affected by environmental factors. Cite the example of a pair of identical twin brothers. If they grow up in different places and are exposed to different conditions such as nutrition and physical activity, their height, body shape and even character and interest may differ. But some inherited traits are not affected by the environment, such as gender and blood group.

6. Understanding gender role stereotyping - Sections E and F on Worksheet: (10 minutes)
Ask the students what it means to be male or female. Let them complete sections E and F on the Worksheet. (Leave them to work on that for 2 minutes.) On completion, pick out some of the items that either more boys or more girls would choose and ask them to affirm by a show of hands. The idea is to find out whether there is a general tendency of gender role stereotyping amongst them. That is, whether they would accord some items to girls and some to boys.

Then ask the students about their choice of future profession and see once again if there is gender role stereotyping. There are some professions that boys obviously would not choose, such as 'secretary' and 'kindergarten teacher'; while there are others that girls again obviously would not choose, such as 'construction worker' and 'truck driver'. These would be good examples of gender role stereotyping in our society as they show how we subconsciously stereotype certain professions to male and female roles.

Explain to the students what this means. Gender role stereotyping can be defined as a set of social and cultural norms that identify certain behaviour to be of the male or the female. While it is true that there are certain professions and matters that are more suitable for a man or a woman to do, we make our choices more often than not by what we feel in our heart, that is, untold gender role stereotyping. It must be emphasized that this is unnecessary and discriminatory and we should not judge others by this. For example, a boy may be laughed at when he joins the school dance team, because many would accord dancing as a girlish activity. Or, a girl would be stereotyped as a tomboy if she joins the Taekwondo class. Remind the students that we live in a society of equal rights and opportunities with laws governing such. We should therefore be mindful of whether we have such tendencies as this may affect how we get on with other people and impede us from developing our own potentials.
7. Characteristics that I cannot change: (5 minutes)
Ask the students if they like their own sex. Pick one or two students to answer. Then recap this session by pointing out to the students that our sex is an inherited characteristic that we cannot change. Because of our different sexes, we have different reproductive systems. In the process of growing up, our reproductive system would exercise its functions and make us grow into individuals with adult male or female characteristics. This primary sexual characteristic is inborn, and is different from other bodily characteristics that are subject to the influence of environmental factors.

The characteristics that each of us expresses are determined by two main types of factors, inherited and environmental. We should respect the characteristics of other people just as much as we respect our own. They should not be taken as subjects of ridicule.

8. Show Maxims on SEX - 2 (Appendix 2.3.2): (3 minutes)
Invite the class to read the Maxims on SEX - 2 aloud, and do the summing up.

9. End of the session.

Reference


Follow-up Work/Remarks

1. The teacher needs to go through the worksheets completed by the students to find out any possible misconceptions and do follow-up work.

2. The teacher can group the questions raised by the students so that they can be answered categorically at appropriate times.
1. 《性教育小冊》。(1984)。香港家庭計劃指導會。
I am a girl
I am a boy
My Personal File

1. My name is ___________.
2. I have a nickname called ___________.
3. My outstanding feature(s) is/are ___________.
4. I am ___________ years old.
5. I am ___________ meters tall and I weigh ___________ kg.
6. My favourite colour is ___________.
7. My favourite food is ___________.
8. I perform best in ___________.
9. My favourite subject in school is ___________.
10. I am terribly scared of ___________.
11. Among my family members I love ___________ best.
12. My boldest attempt so far has been ___________.

This is a photo of me

(To be continued)
A Chinese version of the questionnaire is appended at the end of this package.

My Sex

Please put a ✓ in the box of your choice

PERSONALITY

I am a boy/girl, and I would describe myself as:

- independent
- moody
- a subjective type of person
- an obedient type of person
- impulsive
- a proactive type of person
- caring a lot about my looks as well as others'
- delicate
- adventurous
- a cry baby
- warm and sweet
- sensible
- quick in making decisions
- being easily offended

MY BODY STRUCTURE

I am a boy/girl, and my body structure consists of the following:

- muscles
- nerves
- lungs
- stomach
- testes
- ovary
- pituitary gland
- bladder
- vagina
- penis
- clitoris
- ureter
- sperm duct
- oviduct
- breasts
- uterus
- scrotum
- urethra
- clitoris
- epididymis
- iris
- spongy tissue
- cervix
- vulva
- labia majora
- labia minora
- glans
- hymen

CHROMOSOMES IN CELLS

I am a boy/girl, and I know the differences between somatic cells and sex cells, which are:

**somatic cell**

- They contain ________ chromosomes, or ________ pairs.

**sex cell**

- They contain ________ chromosome. This type of cells only exists in ________
I have the following characteristics because of the genes I inherited from my father and mother:

1. Colour of hair
2. Shape of the hairline on the forehead
3. Colour of the eyes
4. Shape of the earlobes
5. Shape of the little finger
6. The ability to roll my tongue
7. And also

And also such characteristics as ____________________________,
which I have inherited from my father and mother. But I know that the expression of genes may be affected by __________________________ and therefore their characters cannot be expressed. The social environment in which I live, nutrition and sports have direct bearing on the shape of my body.
Please put a \( \checkmark \) in the box of your choice.

**Because I am a boy/girl, I would not**

- [ ] cook
- [ ] ride a motorcycle
- [ ] knit
- [ ] dress like a man
- [ ] wash the dishes
- [ ] climb a tree
- [ ] help my mother with the house work
- [ ] wear a tie
- [ ] wear a skirt in a play
- [ ] play football
- [ ] cry in public
- [ ] beat up others
- [ ] beat girls
- [ ] get involved in fights
- [ ] hold my mother’s hand when we go out together
- [ ] smoke in public places
- [ ] wear makeup
- [ ] use vulgar language
- [ ] wear jewelry
- [ ] wear a crew-cut
- [ ] take care of a baby
- [ ] raise my voice
- [ ] back down from a fight
- [ ] study for a higher degree

**When I grow up, I want to be a/an**

- [ ] architect
- [ ] primary school teacher
- [ ] telephone installation worker
- [ ] carpenter
- [ ] engineer
- [ ] construction worker
- [ ] typist
- [ ] air traffic controller
- [ ] accounts clerk
- [ ] pilot
- [ ] computer programmer
- [ ] mechanic for airplanes
- [ ] clerk in a bank
- [ ] air steward/stewardess
- [ ] bank teller
- [ ] truck driver
- [ ] accountant
- [ ] nurse
- [ ] lawyer
- [ ] doctor
- [ ] secretary
- [ ] receptionist
- [ ] photographer
- [ ] model
- [ ] singer
- [ ] dancer
- [ ] composer
- [ ] actor/actress
- [ ] secondary school teacher
- [ ] kindergarten teacher
- [ ] social worker
- [ ] painter

(To be continued)
Characteristics that I cannot change

I may have many different characteristics and types of interests, but I do know that I am a boy/girl, and this is the gender I am born with. I have inherited genes from my father and my mother and my sex cells contain male/female chromosomes. My sexual characteristics will not be affected by environmental factors. I like/do not like being a boy/girl because ____________________________

______________________________

______________________________

______________________________

______________________________
Male or female - it's all predetermined;

Tall, short, fat or thin - it's to do with external factors.

When you grow and how I grow differ with each person,

So there's no need to boast or tease - just let things be,

After all, it's self-confidence that matters!
**I am a boy/girl, and my body structure consists of the following:**

- M/F □ muscles
- M/F □ nerves
- M/F □ lungs
- M/F □ stomach
- M □ testes
- F □ ovary
- M/F □ pituitary gland
- M/F □ bladder
- F □ vagina
- M □ penis
- F □ clitoris
- M □ ureter
- M □ sperm duct
- F □ oviduct
- M □ breasts
- F □ uterus
- M/F □ breasts
- F □ vagina
- M □ anus
- M □ scrotum
- M □ penis
- M □ foreskin
- M □ epididymis
- M □ spongy tissue
- F □ cervix
- F □ vulva
- F □ labia majora
- F □ labia minora
- M □ glans
- F □ hymen

**I am a boy/girl, and I know the differences between somatic cells and sex cells, which are:**

**somatic cell**

- They contain **46** chromosomes, or **23** pairs.

**sex cell**

- They contain **23** chromosome. This type of cells only exists in the reproductive system.
The Basic Units of Living Things

Teaching Objectives

Duration of Session: 35-40 minutes

Students should

1. be able to state that the cell is the basic unit of life

2. understand that cells can divide and grow

3. understand that cells can divide into specialized cells that have particular functions, with sex cells being one of the examples

4. be able to state that a gene, the basic unit for heredity, is contained in the cells

5. be able to name the male sex cell and describe its characteristics and functions

6. be able to name the female sex cell and describe its characteristics and functions

7. be able to state the similarities and differences in the number and characteristics in chromosomes in the male and female sex cells

Teaching Aids/Teaching Materials/ Preparation Work

1. Illustration - Myths on the Origin of Life

2. Illustration - Cell Division

3. Illustration - Cell Differentiation

4. Illustration - Sperm and Egg

5. Illustration - A Diagram of the Chromosomes in Body Cells

6. Worksheet - The Basic Units of Living Things

7. Teacher's Reference: Answers to the Worksheets

Appendix 2.4.1
Appendix 2.4.2
Appendix 2.4.3
Appendix 2.4.4
Appendix 2.4.5
Appendix 2.4.6
Appendix 2.4.7

(To be continued)
1. The beginning of a new life: (3 minutes)
Use 'Myths on the origin of life' to motivate students to discuss and explore the myths and facts about the birth of a new life, for example, showing the Illustration - Myths on the Origin of Life (Appendix 2.4.1).

2. The growth, division and differentiation of cells: (6 minutes)
Show the Illustration---Cell Division (Appendix 2.4.2). When a cell grows to a certain size, its survival will be threatened by the limited amount of nutrients in the cell or the accumulation of metabolic wastes, bringing it to death. This is why when a cell reaches its maximum size it has to divide into two independent cells (Note: for students of higher abilities the concept of how surface area to volume ratio affects the survival of cells and organisms can be introduced). An individual organism is the result of continuous cell division. In the growth process, cell will differentiate and develop into cells for specific functions. The structures inside the cells will also change accordingly. Cell division is a way of cell reproduction. See Illustration---Cell Differentiation (Appendix 2.4.3).
Simple cells such as amoeba are unisexual. They undergo cell division to reproduce. Most animals will differentiate and develop sex cells—they need male and female sex cells to fuse to produce the next generation. For human beings, male and female sex cells are needed for reproduction.

3. Characteristics of sex cells: (6 minutes)
Introduce the structure of the human sex cells, their characteristics and functions by using the illustrations.
The male sex cell is called the sperm. See Illustration - The Sperm (Appendix 2.4.4). It has a long tail, and is produced by the male sex organ (the testes). It is very active, and swims around by wriggling its tail.
The main functions of the sperm include (1) carrying the male genetic materials; (2) fertilizing the egg to produce an embryo.
The female sex cell is called the egg. See Illustration - The Egg (Appendix 2.4.4). It is comparatively larger, round in shape, and moves slowly. It is produced by the female sex organ (the ovary).
The main functions of the egg include (1) carrying the female genetic materials; (2) being fertilized by the sperm to produce an embryo; and (3) storing food for the growth of the fertilized egg.
4. Chromosomes in sex cells: (12 minutes)

There are a definite number of chromosomes in the cells of any species of living organisms. Chromosomes are to store genetic information, and are formed by genes—the basic units of heredity. Each individual organism is the result of the expression of these genes. The chromosomes in the body cells are arranged in pairs, and after cell division each cell contains the same number of chromosomes as the parent cell. For example, there are 46 chromosomes (23 pairs) in every body cell. See Illustration -A Diagram of Chromosomes in Body Cells (Appendix 2.4.5). After cell division, each daughter cell will have 46 chromosomes, just like its parent cell. However, the situation is different in sex cells. They undergo a different mode of cell division in that after cell division the daughter cells contain only half the number of chromosomes of the parent cell. In human, both the male and female sex cells carry the same number of chromosomes: 23. This unique mode of cell division carries a very important function and is significant to the reproduction of human. The male or female sex cells cannot develop into an individual independently. Through the fusion of the male and female sex cells, the original chromosome number can be restored. In other words, the sperm carrying 23 chromosomes will fuse with the egg that carries 23 chromosomes to produce a 46 chromosome fertilized egg, and then this fertilized egg will undergo the normal way of cell division, under normal circumstances, and produce numerous cells with identical number and type of chromosomes as the parent cell, and these new cells will form an individual.

(Teachers should use diagrams to illustrate the different modes of cell divisions)

There are 23 chromosomes in each of the male and female sex cells, but they are not identical. There is a special one known as the sex chromosome. The sex chromosome carried by male and female are different. We use X and Y to represent these two chromosomes. All eggs carry X chromosomes, but sperms can carry either X or Y chromosome. In other words, some sperms carry X chromosome and some carry Y chromosome. When a sperm and an egg fuse together, there are equal chances that the fertilized egg will carry XX chromosomes or XY chromosomes. (Teacher should use diagrams to illustrate the different combination of sex chromosomes during fertilization).

Teachers need to point out that the two types of fertilized eggs, carrying different sets of chromosomes, will grow, divide and differentiate, and become two different individuals. The one carrying XX chromosomes will develop into a female, while the one carrying the XY chromosome will develop into a male, i.e. the cells of all male students in class are carrying XY chromosomes and all girls in class have cells carrying XX chromosomes.

5. Answering questions: (8 minutes)

It is anticipated that students will have lots of questions related to this topic. It is advisable to leave some time to address them. There are also many interesting related topics, but they should not be dwelled upon at length. On the other hand, the students' curiosity should not be curbed. It is therefore necessary for the teacher to strike a balance.

6. Distribute the Worksheet - The Basic Units of Living Things (Appendix 2.4.6): (3 minutes)

Distribute the Worksheet - The Basic Units of Living Things and instruct the students to complete it.

7. End of the session.
Reference

1 • Secondary One Science textbooks.

Follow-up Work/Remarks

1 • The teacher should go through the Worksheet - The Basic Units of Living Things completed by the students to identify any unattained objectives.

2 • The teacher can group the questions of the students together so that they can be answered categorically at appropriate times.
Burst forth from a rock!?
Differentiates into nerve cells

Differentiates into muscle cells
**The Sperm**

- Head

**The Egg**

- Cell membrane
- Nucleus
- Cytoplasm

(End of Illustration)
Illustration -
A Diagram of the Chromosomes in Body Cells

1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18
19 20 21 22

Sex Chromosomes

XX \[or\] XY
XX

23

(End of Illustration)
1. Draw in the space below a picture of a male and a female sex cell, and label the different parts.

(Male) Sex Cell  (Female) Sex Cell

The male sex cell is called ________
The female sex cell is called ________

2. Fill in the blanks with the characteristics of male and female sex cells.

<table>
<thead>
<tr>
<th>(Male) Sex Cell</th>
<th>(Female) Sex Cell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Size</td>
<td></td>
</tr>
<tr>
<td>Degree of Activity</td>
<td></td>
</tr>
<tr>
<td>Food storage</td>
<td></td>
</tr>
<tr>
<td>Primary sex organ that produces it</td>
<td></td>
</tr>
<tr>
<td>The number of chromosomes</td>
<td></td>
</tr>
<tr>
<td>Containing X/Y chromosomes</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet -
Answers to 'The Basic Units of Living Things'

Name: __________________________ Date: __________________________
Class: __________________________ Marks: __________________________

1. Draw in the space below a picture of a male and a female sex cell, and label the different parts.

   (Male) Sex Cell
   Tail
   Head
   The male sex cell is called ___sperm___

   (Female) Sex Cell
   Nucleus
   Cell Membrane
   Cytoplasm
   The female sex cell is called ___egg___

2. Fill in the blanks with the characteristics of male and female sex cells.

<table>
<thead>
<tr>
<th>(Male) Sex Cell</th>
<th>(Female) Sex Cell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Sperm</td>
</tr>
<tr>
<td>Size</td>
<td>Tiny</td>
</tr>
<tr>
<td>Degree of Activity</td>
<td>Highly active, wriggles and swims its way around</td>
</tr>
<tr>
<td>Food storage</td>
<td>Minimal/Nil</td>
</tr>
<tr>
<td>Primary sex organ that produces it</td>
<td>Testes</td>
</tr>
<tr>
<td>The number of chromosomes</td>
<td>23</td>
</tr>
<tr>
<td>Containing X/Y chromosomes</td>
<td>Both X and Y chromosomes</td>
</tr>
</tbody>
</table>

(End of Worksheet)
Growing
Up to be a
Man/Woman
Session 5

The Male and the Female Sexes
(The primary sexual characteristics of the male and the female)

Teaching Objectives

Students should

1. be able to identify the structure of the male reproductive system

2. recognize that the male urinary system and reproductive system are closely related, and that urine and semen are passed from the same outlet

3. understand the functions of the male sex organs and the related personal hygiene

4. be able to identify the structure of the female reproductive system

5. recognize that the female urinary system and reproductive system are two separate systems, and that the urethra and the vagina belong to different systems

6. understand the functions of the different female sex organs and the related personal hygiene

7. appreciate that the sex or gender of a person and his or her bodily structure are to be respected and not to be made fun of or teased

8. be able to differentiate between useful reading of sexual knowledge and those that are considered pornography

Teaching Aids/Teaching Materials/ Preparation Work

1. Video equipment ———————————— To be prepared by the teacher
3. Illustration - The Male and Female Sexes ——————————————————— Appendix 3.5.1
4. Illustration - The Difference between a Man and a Woman ——————————— Appendix 3.5.2
5. Illustration - The Male Reproductive system ——————————— Appendix 3.5.3
6. Illustration - The Female Reproductive system ——————————— Appendix 3.5.4
7. Secondary One Science textbook ——— To be prepared by the teacher
8. Books that would suggest healthy reading regarding sex, and others that are considered pornography — To be prepared by the teacher

(To be continued)
Scheme of Work

1. The primary sexual characteristics of males and females: (5 minutes)
   The teacher can start by asking the students what they know about primary sexual characteristics of the male and the female, followed by explanations of gender and the inborn traits.
   Show Illustration - The Male and the Female Sexes (Appendix 3.5.1). Show Illustration - The Difference between a Man and a Woman (Appendix 3.5.2) and lead students to understand that male and female have different external appearances. The most distinct difference is that the male sex organ is visible outside the body and that of the female is not.

2. The male primary sexual characteristics: (10 minutes)
   Play the video on the male reproductive system.
   (Reference: The Joy of Life: Boys)
   Discuss the structure of the male reproductive system and the related personal hygiene.

3. The female primary sexual characteristics: (10 minutes)
   Play the video on the female reproductive system.
   (Reference: The Joy of Life: Girls)
   Discuss the structure of the female reproductive system and the related personal hygiene.

4. Pictures of the structures of the male and female reproductive system: (5 minutes)
   Show Illustration - The Male Reproductive System (Appendix 3.5.3) and Illustration - The Female Reproductive System (Appendix 3.5.4) and point out the differences between the two.
   Show diagrams of the male and female sex organs in detail. Refer to the textbook.
   Remind the students to use the correct names and terms when discussing sex organs.

5. Useful reading: (5 minutes)
   Introduce to the students some useful reading of sexual knowledge and guide them to differentiate between these and those that are considered pornography.

6. End of the session.

(To be continued)
Reference

1. Secondary One Science textbooks.

Follow-up Work/Remarks

1. In the course of this session, note whether there are individual students that need special attention, for example those who frequently talk about sex, or those who are being teased often. Follow up or refer for help and guidance where necessary.

2. Make sure that questions raised are answered to avoid misunderstandings. Questions that are raised in a playful manner or that are 'unusual' should also be answered and not brushed aside.

3. If there are students who want to borrow the pornography sample material, the teacher should understand their motives first, and provide them with proper guidance.
2. 《性教育家長手冊 (第四版)》。 (1997)。香港家庭計劃指導會。

4. 錄影帶  --- 生命的喜悅一、二冊。 (1992)。靈智國際有限公司。

5. 《性教育小冊》。 (1984)。 香港家庭計劃指導會。
Illustration - The Male and the Female Sexes

Appendix 3.5.1

(End of Illustration)
Illustration - The Male Reproductive System

- kidney
- ureter
- bladder
- sperm duct
- urethra
- testis
- penis

(End of Illustration)
The Puberty Years
(The secondary sexual characteristics of the male and the female)

A Teaching Objectives

Students should

1. be able to state the five phases in human growth

2. understand that puberty is a time of rapid development and growth stimulated by the hormones produced by the pituitary gland

3. identify the differences between the male and the female secondary sexual characteristics

4. recognize that puberty brings physiological changes, resulting in the appearance of our secondary sexual characteristics, and it is a natural process that all of us must go through

5. recognize that hereditary and environmental factors affect our physiological changes

6. recognize that girls would have menstrual cycles and boys might have wet dreams. These are physiological changes that take place as one reaches the age of puberty

7. realize that sexual fantasies, sex-related dreams and masturbation are common for an adolescent, and be able to suggest some positive ways to cope with these problems

B Teaching Aids/Teaching Materials/ Preparation Work

1. Questionnaire - Puberty: Is this happening to you? ——— Appendix 3.6.1
2. Video equipment ——— To be prepared by the teacher
4. Illustration - Sweat, Bodily Hairs and Voice Change ——— Appendix 3.6.2
5. Illustration - The Menstrual Cycle ——— Appendix 3.6.3
6. Illustration - Stresses of the Young People ——— Appendix 3.6.4
7. Maxims on SEX - 3 ——— Appendix 3.6.5
8. Leaflet - 青春期： 健康 ——— Available at the Central Health Education Unit, Department of Health
9. Leaflet - 青春期： 健康 ——— Available at the Central Health Education Unit, Department of Health
10. Leaflet - 你與我： 青春期 ——— Available at the Hong Kong Family Planning Association

67 (To be continued)
Scheme of Work

1. The five phases of growing up: (3 minutes)
   Give a brief introduction on the five phases of human growth: infancy, childhood, adolescence, adulthood and old age. Adolescence is the transitional phase between childhood and adulthood.

2. Dealing with physiological changes during puberty: (5 minutes)
   Distribute the Questionnaire - Puberty: Is this happening to you? (Appendix 3.6.1). When the students have completed it, the teacher should look through the data quickly for an overview of the situation in class. Explain to them that the body undergoes rapid changes during puberty; but when and how it happens depend on the individual. Let students know that the growth spurt occurs earlier in girls than in boys. Some girls may grow very tall at the age of ten, while boys in Secondary One may be short, even when they are twelve. This is normal. Children of the same sex may also have different growth spurt. Some girls remain small at fourteen, and look much younger than their age. Point out to the students that such variations should not be the cause of any worry. When they become grown-ups, these variations would almost be non-existent in terms of appearance.

3. Accepting oneself during puberty: (10 minutes)
   It is important to note that the puberty changes have made some of the students very self-conscious. What they need is to learn to come to grips with their changing bodies more than to be informed of what these changes are. If there are 'teasers' in the class who, because their own onset of puberty is yet to occur, enjoy making fun of these students, the learning process would be inhibited. The teacher, therefore, should pre-empt such embarrassment by taking the learning process from the students' angle. Always emphasize that this is a phase all of us must go through, and we should therefore accept it in stride.
   Play the video tape: The Joys of Life - Puberty (See Reference Material).
   Distribute the leaflet 青春期 (See Reference Material).
   Show Illustration - Sweat, Bodily Hairs and Voice Change (Appendix 3.6.2) and discuss with the students the physiological changes happening to them. Guide them to face problems such as heavy sweating and acne due to the development of the sweat glands, growth of bodily hairs as a result of hormonal changes, and voice drop (in boys) as the larynx enlarges and the vocal cords become thicker and longer.

4. Reasons for the physiological changes during puberty: (10 minutes)
   Explain to the students that the various physiological changes that occur during puberty are initiated by the pituitary gland producing hormones that stimulate the testes in boys to increase secretion of testosterone, and the ovaries in girls to increase secretion of oestrogen hormones. Secondary sexual characteristics appear as a result of this. Let the students know that the human sexual organ receives the most stimulation during puberty, that is why there are more changes such as the menstrual cycle in girls and wet dreams in boys.
   Ask students to form into small groups to discuss what menstruation and wet dreams are. Limit this to 3 minutes. Then pick one or two student and invite them to report what they have discussed. Point out that these are the changes that occur when the primary sexual characteristics in the body enter the maturing phase during puberty. When the testes become mature, they would release mature

(To be continued)
**Scheme of Work (continue)**

When the sperm accumulate and when the genitals are being pressed by tight-fitting trousers, the penis will be aroused and an erection occurs leading to possible ejaculation. Show Illustration - The Menstrual Cycle (Appendix 3.6.3) and explain that in girls, the ovaries mature during the puberty years and produce eggs. The body would prepare, in regular cycles, a suitable place for the eggs to be fertilized and the embryo to develop. The blood in the body is the medium to provide nutrition and carry away waste. The uterus is the place where the embryo develops. That is why every month, the uterine wall would thicken to prepare the uterus for fertilization. If the mature eggs are not fertilized by the sperm, the blood-filled uterine wall will break down and is shed. This causes the monthly bleeding, or the menstrual cycle. The teacher should tell the students that later, when the topics of fertilization and pregnancy are discussed, more will be said about menstruation and pregnancy.

References can also be made to the menstrual cycle chart in textbooks for illustration. A positive and open attitude is important when introducing this topic to students. Students often like to ask why, and as long as their queries are reasonably answered, their curiosity would be satisfied. The teacher should therefore be fully prepared to guide the students along during this session. A frank, open attitude would take away the sense of embarrassment and pre-empt the 'teasers' from action.

5. Point out changes in our body features during puberty and introduce the idea of establishing a healthy image for oneself: (6 minutes)
Show Illustration - Stresses of the young people (Appendix 3.6.4) and discuss with students whether they have similar experience. Guide the students to understand that with physiological changes comes tension. But the greatest tension comes from ourselves. If we accept that puberty is a transitional phase in our life and take it in stride, that is, do what we are supposed to do every day, adopt a responsible attitude, enjoy making friends, and be open about what is troubling us, then we would find our tensions lifted to a large degree.

Remind the students that we should not give others tension through teasing and playing jokes on them. It is therefore important to respect others just as much as we should respect ourselves. Helping each other through the puberty years is most important.

6. Show Maxims on SEX - 3 (Appendix 3.6.5): (2 minutes)
Ask the students to read aloud Maxims on SEX - 3, and sum up the session.

7. Distribute Leaflet - 青春期：醫療 and 青春期：月經. (1 minute)

8. End of the session.
**Follow-up Work/Remarks**

1. The teacher should encourage the students to raise questions, gather them and then follow up.
3 Pictures of Reference Material

2. "Health Adolescents: Moving Forward" by the Department of Health Central Health Education Group.


**Is this happening to you?**

Please put a √ in the box of your choice.

1. You are growing tall fast. You are among the taller group in class and that makes you conspicuous. 
   - Yes  
   - No

2. You are slow in growing. You are among the shorter group in class. 
   - Yes  
   - No

3. You like sports, but you also get tired easily. 
   - Yes  
   - No

4. You are beginning to have acne on your face. 
   - Yes  
   - No

5. For boys to answer: You are beginning to have wet dreams. 
   - Yes  
   - No

6. For girls to answer: You are beginning to have periods (menstruate). 
   - Yes  
   - No

(End of Questionnaire)
Illustration - Sweat, Bodily Hairs and Voice Change

Sweat

Bodily Hairs

Voice Change

(End of Illustration)
Illustration - Stresses of the Young People

Exploring one's identity

Facing Bodily Changes

Independence

Autonomy

Yearning for Independence and Autonomy

Stress Coming from School Work

Lack of Support from Friends

(End of Illustration)
Expect changes 'cos you're growing up -
Like having body odour and acne
Which you didn't have before.
Boys have broader shoulders and more bodily hairs,
Girls' hips get bigger and so do their breasts.
Wet dreams, periods are normal, so don't be alarmed,
Pay attention to personal hygiene, that's all.
Your voice pitch changes, too, you can't help it,
Just as you would dream of fantasies and
Adore your pin-up idol on the wall,
"I'm in love!" - you'd be often thinkin'.
Touching yourself is no sin,
Avoid indulging in such acts is the hint,
And a healthy attitude towards sex is what you need.
It's all part of growing up, indeed -
Accept yourself as a matter of course.
Session 7

Adolescent Blues (1) •••••••

Teaching Objectives

The main purpose of this session is to allow the teacher to assess whether the students understand the physiological changes of the male and the female during puberty. Opportunity should be given for students to explore and discuss what is troubling them as adolescents. The teacher should let the students know where they can seek counselling and help when necessary.

Teaching Aids/Teaching Materials/ Preparation Work

1. Worksheet - How Much Do You Know About Puberty? (1) Appendix 3.7.1
2. Worksheet - How Much Do You Know About Puberty? (2) Appendix 3.7.2
3. Worksheet - How Much Do You Know About Puberty? (3) Appendix 3.7.3
4. Quiz: "性與一起成長" from 《青少年性教育教材集—青春期》 To be prepared by the teacher
5. Illustration - Going Through Puberty Appendix 3.7.4
6. Information - Where To Source Help for Students Appendix 3.7.5
7. Small gifts To be prepared by the teacher
8. Handout - 成長中的困惑 Available at the Youth Health Care Centres, the Hong Kong Family Planning Association

(To be continued)
1. Assess the students' understandings on sex during the adolescence period: (8 minutes)

   **Method 1:**
   Conduct a group quiz, and assess according to the students' performance. For encouraging students to participate, prepare some small gifts as prizes.
   Questions for the quiz may be selected from the section entitled "男女生一起成長" from《青少年性教育教材—青春期》.

   **Method 2:**
   Let the students complete *Worksheets - How Much Do You Know About Puberty?* (1), (2) and (3) ([Appendices 3.7.1, 3.7.2 and 3.7.3]) and find out how many questions they have answered correctly.

2. Comment on students' responds: (4 minutes)

3. Group discussion: Going Through Puberty: (25 minutes)

   Distribute *Illustration - Going Through Puberty* ([Appendix 3.7.4]) and let the students discuss the topic openly within the group. Remind them of the Ground Rules and restrain any excessive noise and laughter. Cultivate an atmosphere that would encourage sharing. The teacher is advised to join in different groups at appropriate moments to understand their needs and respond accordingly.

   Pay attention to the questions raised. While it is necessary to assure them that wet dreams and masturbation should not be the cause of the biggest anxiety of their life, it is equally important not to put too much emphasis on the issue if the students have yet to have this kind of experience. A larger number of students may be troubled by menstruation and sexual fantasies, and it is necessary to give them specific guidance and counselling, including knowledge of hygiene and ways to healthy living.

   Other common issues include yearning to be independent, being unable to get along with family and friends, emotional outbursts and excessive or undue worries over uncertainties. For questions like these, the teacher should help the students concerned to learn to get a grip on their emotions, and to establish a firm base of support by teaching them social skills and encouraging them to have a harmonious and open relationship with their family members.

4. Counselling: (2 minutes)

   Inform the students where they can seek help in school or, for counselling service in and outside the school, show them *Information - Where to Source Help for Students* ([Appendix 3.7.6])

5. Distribute *Handout - 成長中的困惑*. (1 minute)

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(To be continued)
Follow-up Work/Remarks

1. This session may be conducted entirely in the group discussion format so as to allow the students an opportunity to raise the actual problems that they face and receive the counselling they need.
1. 教材套—青春期 (1997)。香港家庭計劃指導會。

2. 《青春期小冊子》。香港家庭計劃指導會。

3. Handout—成長中的困惑。香港家庭計劃指導會。
Worksheet -
How Much Do You Know About Puberty? (I)

A Chinese version of the questionnaire is appended at the end of the package.

Name: ___________________________ ( ) Date: ________________________________
Class: ___________________________ Marks: ________________________________

Please put a ☑ in the box of your choice.

1 • What do you call the period or stage between the time a child begins to develop and the time he
or she grows into adulthood?
☐ Childhhood ☐ Youth ☐ Puberty

2 • How do the weight and height for boys and girls change in their puberty?
☐ There are no obvious changes ☐ Both weight and height would increase rapidly
☐ Both weight and height would increase slowly

3 • How can we prevent body odour?
☐ Have enough sleep ☐ Eat more nutritious food ☐ Keep one’s body clean

4 • How can I get more information about health and sexuality issues?
☐ Buy some magazines from the newspaper stand and find out from there
☐ Ask our teachers or our parents ☐ Discuss them with classmates

5 • Puberty refers to which period of time in life?
☐ Between the age of five and eleven ☐ Between eleven and eighteen
☐ Between eighteen and twenty-four

6 • At the onset of puberty, the secretion from what gland would stimulate bodily changes?
☐ The pituitary gland ☐ The lymph gland ☐ The sebaceous gland

7 • For adolescent boys and girls, what would be the result if their hair follicles are obstructed by
sebum, the oily substance secreted by the sebaceous glands?
☐ Freckles ☐ Acne ☐ Ringworm

8 • In order to prevent acne from appearing, what should we do?
☐ Use more make-up ☐ Eat more nutritious food ☐ Keep the face clean

9 • Would there be any problem if I squeeze or pick the acne on my face?
☐ This would cause inflammation ☐ This would make them heal faster ☐ There would be no problem

10 • Is there any way in which we can make our body develop better during puberty?
☐ Eat more nutritious food ☐ Do more vigorous exercise ☐ Just imitate what the adults do
Worksheet - How Much Do You Know About Puberty? (II) Appendix

A Chinese version of the questionnaire is appended at the end of the package.

Name: ( ) Date: ________________
Class: ________________ Marks: ________________

Please put a ✓ in the box of your choice.

1. At the onset of puberty, how does a girl’s voice change?
   - Becomes higher-pitched
   - Becomes lower-pitched
   - It remains the same

2. What is the female sex cell called?
   - An egg
   - A sperm
   - Hormone

3. What is the shape of the female uterus?
   - An inverted apple
   - An inverted pear
   - An inverted banana

4. What is the size of the egg produced in a female body?
   - About the size of a peanut
   - About the size of a red bean
   - Smaller than the mark of a pencil point

5. In which part of the mother’s body does an embryo develop?
   - The ovary
   - The uterus
   - The oviduct

6. Under normal circumstances, how long does a pregnancy last before a baby is born?
   - Over 8 months
   - Over 9 months
   - Over 10 months

7. How often does a mature woman ovulate?
   - Every 3 weeks
   - Every 4 weeks
   - Every 5 weeks

8. From which organ are the eggs produced?
   - The ovary
   - The uterus
   - The oviduct

9. What is to be avoided when a girl is in her period?
   - Wash her hair
   - Take a shower
   - Do vigorous exercise

(End of Worksheet)
A Chinese version of the questionnaire is appended at the end of the package.

Name: ___________________________ Date: ___________________________

Class: ___________________________ Marks: ___________________________

Please put a ☐ in the box of your choice.

1. At the onset of puberty, how does the voice of a boy change?
   ☐ Becomes higher-pitched  ☐ Becomes lower-pitched  ☐ It remains the same

2. What is the male sex cell called?
   ☐ An egg  ☐ A sperm  ☐ Hormone

3. From which organ are sperms produced?
   ☐ The penis  ☐ The sperm duct  ☐ The testes

4. Which of the following would happen to boys during puberty?
   ☐ Have wet dreams  ☐ Menstruation  ☐ The voice becomes high-pitched
they tease me for my 'pencil-like figure'.

(End of Illustration)
I have sexual fantasies so very often.
because

my parents don't give me any freedom at all.
I have wet dreams and I often have dreams that arouse me.
### Where To Source Help for Students

<table>
<thead>
<tr>
<th>Organization</th>
<th>Address/Contact</th>
<th>Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS Unit Department of Health</td>
<td>5/F, Yaumatei Jockey Club Clinic, 145 Battery Street, Kowloon</td>
<td>2780 8622, 2780 2211</td>
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<tr>
<td>AIDS Hotline:</td>
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<tr>
<td>Dr Sex Hotline:</td>
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<td>2337 2121</td>
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<tr>
<td>AIDS Concern</td>
<td>Suite 17B, Block F</td>
<td>2898 4411</td>
</tr>
<tr>
<td>Against Child Abuse</td>
<td>107-108 G/F, Wai Yuen House, Chuk Yuen North Estate, Wong Tai Sin, Kowloon</td>
<td>2755 1122</td>
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<tr>
<td>Baptist Oi Kwan Social Service</td>
<td>3/F, Tang Shiu Kin Social Service Centre, 36 Oi Kwan Road, Wanchai, Hong Kong</td>
<td>2572 4365</td>
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<td>(Counselling Service)</td>
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<tr>
<td>Birthright Society Ltd</td>
<td>The Birthright Society Ltd, 22 Cheung Tung House, Tung Tau Estate, Kowloon</td>
<td>2337 5551</td>
</tr>
<tr>
<td>The Boys' and Girls' Clubs Association of Hong Kong</td>
<td>3 Lockhart Road, Wanchai, Hong Kong</td>
<td>2527 9121</td>
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<tr>
<td>Breakthrough Limited</td>
<td>Breakthrough Counselling Centre, 33 A Kung Kok Shan Road, Shatin</td>
<td>2632 0313</td>
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<tr>
<td>Hong Kong Children &amp; Youth Service</td>
<td>6/F, 23 Chatham Road South, Kowloon</td>
<td>2366 7271</td>
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<tr>
<td>Hong Kong Young Women's Christian Association</td>
<td>1 Macdonnell Road, Hong Kong</td>
<td>2522 3101</td>
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<tr>
<td>Marriage &amp; Personal Counselling Service</td>
<td>1303, 13/F, Ruttonjee House, 11 Duddell Street, Hong Kong</td>
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(To be continued)
# Where To Source Help for Students

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<td>2919 7793</td>
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<td>Family Planning Association of Hong Kong</td>
<td>130 Hennessy Road, Wanchai, Hong Kong</td>
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<td>The Youth Health Care Centres, the Family Planning Association of Hong Kong</td>
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<td>Room 101, 1/F, New Century Plaza, Low Block, 181 Queen's Road Central, Hong Kong</td>
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<td>Hong Kong Catholic Marriage Advisory Council</td>
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### Where To Source Help for Students

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<td>Family Life Education Unit, Hong Kong Family Welfare Society</td>
<td>Room 103, Bradbury Centre, 668 King's Road, North Point, Hong Kong</td>
<td>2564 1277</td>
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<td>Family Life Education Unit, Hong Kong Federation of Youth Groups</td>
<td>55 Model Lane, North Point, Hong Kong</td>
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<td>Hong Kong Lutheran Social Service</td>
<td>G/F, Sun Kit House, Sun Tsui Estate, Shatin, New Territories</td>
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<tr>
<td>Hong Kong Playground Association</td>
<td>11/F, Southorn Centre, 130 Hennessy Road, Wanchai, Hong Kong</td>
<td>2573 3849</td>
</tr>
<tr>
<td>Kwun Tong Methodist Centre</td>
<td>251 Ngau Tau Kok Road, Kwun Tong, Kowloon</td>
<td>2342 2244</td>
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<td>Department of Health</td>
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<tr>
<td>Yung Fung Shee Health Education Centre</td>
<td>G/F, Yung Fung Shee Memorial Centre, Cha Kwo Ling Road, Kowloon</td>
<td>2727 8227</td>
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<td>2/F, Lek Yuen Health Centre, 9 Lek Yuen Street, Sha Tin, New Territories</td>
<td>2692 8749</td>
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<td>Tsuen Wan Health Education Centre</td>
<td>13/F, Tsuen Wan Government Offices, 38 Sai Lau Kok Road, Tsuen Wan, New Territories</td>
<td>2417 6505</td>
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Session 8

Adolescent Blue (2)

A. Teaching Objectives

Students should
1. be able to explore and resolve problems related to interpersonal relationship with the opposite sex through discussion
2. be able to distinguish between friendship and love
3. be able to explore through discussion the meaning of dating and its functions

Duration of Session: 35-40 minutes

B. Teaching Aids/Teaching Materials/Preparation Work

1. Worksheet - What Troubles Elaine — Appendix 3.8.1
2. Worksheet - Love and Friendship — Appendix 3.8.2

C. Scheme of Work

1. What Troubles Elaine: (5 minutes)
   Show Worksheet - What Troubles Elaine (Appendix 3.8.1) and ask students if they have been in similar situations and invite them to talk about it.

2. Group discussion and report: (10 minutes)
   Divide the students into groups of four for discussion and ask them to complete the Worksheet. In the meantime, the teacher can join in their discussions and observe if there are individual students who ask questions that would cause others embarrassment. If there are, follow up after class. When the Worksheets have been completed, pick at random some groups to give a verbal report of what they have discussed.

3. Summing up by the teacher: (10 minutes)
   Briefly sum up students’ verbal reports. Stress that there could be genuine friendship between males and females. We live in a world where two sexes exist, so it is important that we get along with the opposite sex in a suitable way. As for whether dating between boys and girls would mean they are going steady, that hinges on how well they know each other and how they spend the time together when they are on a date. Worksheet - Love and Friendship (Appendix 3.8.2) may be a good tool to start the discussion with the students. We should not restrict our social circles simply because of what other people say, but we should also mind how we behave when we are with the opposite sex.

(To be continued)
4. The meaning and function of dating: (5 minutes)
To begin with, the teacher may ask students how many among them have had dating experiences.
Note that the students may not give the true answers in front of the whole class. In fact, this may well be a leading question only and does not require answers. Nor is there the need to dwell on it for too long.

5. Discussion by the students: (10 minutes)
Divide the students into groups and discuss the following, then report:
(1) What is the meaning of dating between girls and boys?
(2) What is/are the function(s) of dating?

6. Summing up by the teacher: (10 minutes)
Dating is a social activity. Through it, we learn about ourselves - how we behave and what sort of person we are in the presence of the opposite sex. Dating also allows us the chance to choose our future partner. It is an essential first step towards love and marriage. On one hand, dating may be a casual form of social activity and carries no promise of marriage; yet on the other, it may also hint at the choice of a future partner and imply possible marriage, because dating may progress to courtship, and courtship to marriage. As a social activity, dating has the following functions:
(1) Enjoying group recreational activities
Young people get together for activities like going to see movies together, going on a picnic or a party etc..
(2) Affirmation of one's social role
Dating can be a reflection of how popular one is among one's peers. It may also be a sign of social acceptance.
(3) Eliminating barriers between the two sexes
Dating provides a chance for interpersonal relationships between male and female. In so doing, some of the unnecessary doubts about the other sex may be eliminated.
(4) Developing a self-image
Dating can serve to test whether a person's behaviour is acceptable to others. Young men and women can have a clearer picture of themselves through the reaction of the other sex.
(5) Selecting a partner
Through dating, young men and women can get to know what kind of person of the opposite sex would be compatible to oneself. From there they would know what kind of qualities one looks for in a future partner. (adapted from 《邁向美好的人生》 by 吳添慧容)

7. End of the session.
Follow-up Work/Remarks

1. It is natural for young people to look forward to dating and falling in love as they enter adolescence and begin to show interest in the opposite sex. Through dating, we can understand ourselves better. It also helps us to understand the opposite sex, know the psychological differences between the male and the female, and from there begin to learn how to get along with the opposite sex. But for those who may have misconceptions about dating and love or improper motive, dating and falling in love not only cannot help them grow, but may even cause emotional problems and worries. That is why it is advisable for young people to consider and understand the true meaning of dating and falling in love, as well as their own maturity of mind when they decide to begin such relationships.

2. Dating and falling in love can be a perplexing problem for young people. This session only serves as an introduction. If necessary, the teacher can seek the help of the counselling teachers or school social worker in organising extracurricular activities and talks.

3. It is important to note the questions raised by the students for follow up or referral.
1. Teaching Kit - 「個人與群性發展教育課程資料」 (1996)。教育署。

3. 《青春期小冊子》。
香港家庭計劃指導會。

4. 《性教育小冊》 (1984)。
香港家庭計劃指導會。
Dear Mr Wong,

Glen and I were classmates in primary school. We used to join the community centre activities together as a group with other classmates. But since we went to different secondary schools, some of us have dropped out. Only Glen and I stayed and remained active in the community centre activities. But those former classmates began to talk and say that the two of us are going steady. Even my parents gave me a hard time. So we have to stop seeing each other.

Glen and I have grown up together. I don’t want to lose a friend like him, but I cannot stand those gossips and words. Is it true that there is no real friendship between different sexes? If I go out with Glen, does that mean we are going steady?

Elaine

Group Discussion

1 • Is there real friendship between different sexes?

2 • If a boy and a girl go out together, does it mean they are going steady?

3 • Is there any difference between friendship and love?
Love is...

Love is like life... it takes time to grow.

Love is acceptance... it needs understanding before two can adapt to each other.

Love is satisfaction... it requires two for the sharing.

Love is giving... it needs sacrifice to attain.

(From A Teaching Kit on Sexual Attitudes and Values, (1990), Education Department)
To like a friend of the opposite sex does not necessarily mean falling in love with him/her. Friends of the opposite sex sharing similar interests may become best friends but they need not develop into lovers.

(From A Teaching Kit on Sexual Attitudes and Values, (1990), Education Department)
Love

Love of the opposite sex is a kind of expression of interpersonal care and concern, which includes mutual respect, mutual trust and understanding.

Love is part of a healthy character, which helps to establish a psychological balance in a person.

Love is neither selfish nor possessive, but it protects and values each other.

Love is willingness to share each other's success or failure, happiness or depression; and to keep the promise of being responsible to each other.

(From A Teaching Kit on Sexual Attitudes and Values, (1990), Education Department)
Session 9

Leading a Healthy Life

Teaching Objectives

Duration of Session: 35-40 minutes

Students should

1. understand that growing up brings tensions and that they must learn to cope with them in a positive way

2. state the healthy way of eating and drinking

3. appreciate the importance of physical exercise and rest, and to describe some of the important points to note in doing physical exercise

4. describe how we can maintain psychological health

Teaching Aids/Teaching Materials/ Preparation Work

1. Illustration - The Food Pyramid — Appendix 3.9.1

2. Chart - A Suitable Energy Intake
   Chart - Calories in Our Daily Food — Appendix 3.9.2

3. Chart - Calories Used up Per Minute of Physical Exercise — Appendix 3.9.3

4. Illustration - Some Points to Note Regarding Physical Exercise — Appendix 3.9.4

5. Illustration - Be a Healthy Adolescent — Appendix 3.9.5

6. Leaflet - 青少年飲食指南 — Available at the Central Health Education Unit, Department of Health

7. Leaflet - 運動與健康 — Available at the Central Health Education Unit, Department of Health

(To be continued)
1. Youth tensions and a healthy way of living: (5 minutes)
Revisit with the students the stress they face in the transitional phase of growth: tensions that come from physiological changes, emotional ups and downs, the seeking of the self, establishing social life etc. If not handled properly, these tensions will have long-term effects on their future growth. It is therefore very important that they lead a healthy way of life by keeping a balanced and healthy diet, a suitable amount of physical exercise and rest, and keeping a happy frame of mind.

2. A balanced and healthy diet: (10 minutes)
Show Illustration - The Food Pyramid (Appendix 3.9.1) and discuss with the students how a healthy way of eating can be achieved. The food pyramid gives an indication of the types and the relative amount of food we should be eating daily for health. Encourage the students to discuss or review their eating habits by analyzing what they ate in the previous week: Was it balanced? Were meal times regular? Did they pick any food? Did they skip breakfast? Or do they have the habit of eating late night snacks? Ask the students to design a menu at say HK$100 a day for a family of four, that would reflect a balanced diet; or let them analyze whether the food/lunch boxes sold in fast food shops can offer balanced nutrition. The teacher may suggest the students to take a look at Chart - A Suitable Energy Intake and Chart - Calories in Our Daily Food (Appendix 3.9.2) in order to understand the calories in the various kinds of food we eat.

3. Points to note regarding physical exercise: (10 minutes)
Point out to the students that a suitable amount of physical exercise can keep our body healthy and control our weight. It may also be taken as a hobby, which would be good for our psychological health. Show the Chart - Calories Used up Per Minute of Physical Exercise (Appendix 3.9.3) to explain how we can choose the type of physical exercise that would suit our body and interest according to the calories expended. Show Illustration - Some Points to Note Regarding Physical Exercise (Appendix 3.9.4) and discuss with the students what we need to pay attention to when doing physical exercise:

1. To help keep an interest, choose the sports we like;
2. Exercise with family or friends to sustain interest;
3. Consult the doctor if one has not been conducting vigorous physical exercise for many years;
4. Increasing the amount of physical activity, such as walking and using the stairs in everyday life is equivalent to doing physical exercises.
Scheme of Work (continue)

4. Four factors underpinning psychological health: (10 minutes)
   Show Illustration - Be a Healthy Adolescent (Appendix 3.9.5) to explain the importance of maintaining psychological health as much as maintaining physical health, and discuss with the students four factors that would be conducive to this:
   (1) Academic achievements
   (2) Mutual support between friends
   (3) Maintain good hobbies or interests
   (4) A happy and healthy family

5. Distribute Leaflet - 青少年飲食指南 and 運動與健康. (5 minutes)

6. End of the session.

Reference

2. Leaflet - 青少年飲食指南. 衛生署中央健康教育組。
3. Leaflet - 運動與健康. 衛生署中央健康教育組。

Follow-up Work/Remarks

1. If Sessions 8 and 9 are to be conducted as two consecutive sessions, the teacher can discuss with the students the healthy mode of living for young people by means of a three-dimensional model of a pyramid. The faces of the pyramid represent the various aspects of developments of young people.

2. The teacher may ask the students to bring a newspaper clipping related to sex for the next session.
1. Teaching Kit - 「衛生教育教材套」。(1996)。市政局/市政署衛生教育組。

2. Leaflet - 青少年飲食指南。
   衛生署中央健康教育組。

3. Leaflet - 運動與健康。
   衛生署中央健康教育組。
Eat the least
- Fat, oil and sugar

Eat moderately
- Milk, cheese and other dairy products (Drink 2-4 cups daily)
- Vegetables, melons and squashes etc. (At least 230 - 300 grams per day)
- Cereals, bread, rice, noodles etc. (3 - 6 bowls daily)

Eat more
- Lean meat, poultry, fish, beans and eggs (110 - 280 grams daily)
- Fruit (2 - 3 daily)

Eat the most
- Drink 6 to 8 glasses of liquid such as water, plain tea and clear soup.
To stay in good health, we need to balance the energy intake from our food with the energy we expend.

Average daily energy intake we need (in calories)
Our daily energy requirements vary with individuals, depending on our sex, age, activity levels and the nature of our work.

Note: A woman in pregnancy needs an extra intake of 400 kcal, or 500 kcal during breast feeding.

1 kcal = 1000 calories

If the daily energy intake is lower than the energy expended, it would affect our development and growth. We would lose weight and become weak. On the other hand, if the daily energy intake is higher than the energy expended, it would be the cause of obesity. It is therefore important that we maintain a balance between energy intake and expenditure.

(To be continued)
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<td>2.6</td>
<td>3.0</td>
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<td>Knitting</td>
<td>1.2</td>
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</tr>
<tr>
<td>Cleaning</td>
<td>3.1</td>
<td>3.7</td>
<td>4.2</td>
</tr>
</tbody>
</table>

(Household work)

Information source: The Central Health Education Unit, Department of Health
Choose a sport that you like

Constant and regular exercise

Consult a doctor first

Seize any chance to do physical exercise in everyday circumstances

Keep Fit Time Table

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
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</table>

(End of Illustration)
Illustration - Be A Healthy Adolescent

Academic achievements

Mutual support between friends

Be A Healthy Adolescent

Maintain a good hobby or interest

A happy and healthy family

(End of Illustration)
Session 10  
Fertilization and Pregnancy • • • •

Teaching Objectives

Duration of Session: 35-40 minutes

**Students should**

1. understand that sexual intercourse is a sexual activity in which the penis of the male enters the vagina of the female

2. recognize that sexual intercourse is an act of love between the male and the female. In our social norm, sexual intercourse is endorsed by a marital relationship

3. recognize that sex in a marital relationship is no taboo - it is natural and pleasurable, and should not give rise to any sense of sin or guilt

4. understand the causal relationship between sexual intercourse and pregnancy

5. recognize ejaculation as a natural process for the sperm of the male to enter the vagina and uterus of the female

6. be able to describe the process of fertilization, which is the process through which a sperm enters an oviduct and unites with an egg to become a fertilized egg

7. be able to relate the menstrual cycle with the peak fertile period and fertilization

8. be able to compare between internal fertilization with external fertilization and give examples for each
Teaching Aids/Teaching Materials/ Preparation Work

1. Pictures of a couple in wedding gowns — To be prepared by the teacher
2. Illustration - Sexual Intercourse and Journey of the Sperm — Appendix 4.10.1
3. Illustration - The Process of Fertilization and How the Fertilized Egg Travels — Appendix 4.10.2
4. Illustration - Family Planning: Natural Contraception — Appendix 4.10.3
5. Illustration - Twins — Appendix 4.10.4
6. Maxims on SEX - 4 — Appendix 4.10.5
7. Worksheet - Sex and Society: Newspaper Clippings — Appendix 4.10.6
8. Leaflet - 青春期：生命的創造 — Available at the Central Health Education Unit, Department of Health

Scheme of Work

1. Love and sex: (8 minutes)
   Introduce the topic by showing the students pictures of weddings and explaining to them that a marriage vow is a pledge between a man and a woman in love and marriage in itself should be respected. Depending on the maturity of the class, the teacher may introduce the positive concepts of marriage.

   Sexual intercourse is a sexual behaviour in married life. In the process, the sperm of the male are ejaculated from an erected penis and enter the vagina of the female. This may result in pregnancy. Show Illustration - Sexual Intercourse and Journey of the Sperm (Appendix 4.10.1) to describe the process.

2. Sexual intercourse and pregnancy: (13 minutes)
   Show Illustration - The Process of Fertilization and How the Fertilized Egg Travels (Appendix 4.10.2) to explain the fertilization process: how a sperm unites with an egg to form a fertilized egg, and the fertilized egg undergoes repeated cell divisions as it passes down the oviduct and embeds in the uterine wall.

   Show Illustration - Family Planning: Natural Contraception (Appendix 4.10.3) to help the students understand why sexual intercourse that coincides with the ovulation stage in the menstrual cycle can lead to higher chances of pregnancy.

3. Chromosomes of the fertilized egg: (3 minutes)
   Point out that the fertilized egg contains the chromosomes of both the sperm and the egg. There are 23 pairs of them, and they carry the genes of the parents. That is the reason why a fully-grown embryo carries the characteristics of its parents.
**Scheme of Work (continue)**

4. The possibility of having more than one baby in one pregnancy: (7 minutes)
   Use Illustration - Twins (Appendix 4.10.4) to explain the birth of twins and explain how different sexes appear in terms of genetics.

5. Reading Maxims on SEX - 4 (Appendix 4.10.6) aloud: (3 minutes)
   Instruct the students to complete Worksheet - Sex and Society: Newspaper Clippings (Appendix 4.10.6). (9 minutes)

6. Distribute Leaflet - 浪漫期：生命的創造, the Central Health Education Unit, Department of Health. (2 minutes)

7. End of the session.

**Reference**

1. 柳生隆《懷孕與生產》。 (1997)。演藝文化事業有限公司。
3. 《青春期小冊子》。香港家庭計劃指導會。
4. Leaflet - 浪漫期：生命的創造。衛生署中央健康教育組。

(To be continued)
Follow-up Work/Remarks

1. Sexual intercourse is a sensitive topic and requires careful handling to avoid undue associations on the part of the students. Individual teachers can decide whether it is appropriate to show pictures of sexual intercourse.

2. It is important to help students to establish a positive view towards marriage: we are born with our sexual roles and only the union of two sexes can give birth to a new life. No matter how much in love two persons of the same sex are, they cannot fulfil the human duty of procreation.

3. The teacher may discuss some social issues if the situation calls for such. The topics may cover co-habitation, pre-marital sex, abortion, surrogate mothers, test tube babies etc. But it is important that before going into the classroom and starting to discuss, the teacher must be fully aware of his/her own position as well as where the school management stands and weigh the pros and cons with an objective view. Newspaper clippings are a good way to start the junior secondary school students onto exploring these kinds of social issues. The more objective information they have, the easier it is for them to establish their own viewpoints and give reason-based comments.

4. The section on pregnancy and births in the videotape The Joys of Life may be a good source of reference. (See Reference Material)

5. Comment on the newspaper clippings prepared by the students and say whether they are relevant to the topic of Sex and Society. Discuss and analyse with the students the most common media reports. It is never too repetitive to point out to the students that they should make responsible choices and act accordingly in relation to their sexual behaviour.

6. Arrange to have several newspaper clippings from the students, and choose from them the topics for discussion in class or in groups.

7. Ask the students to bring a few photographs of themselves as babies for the next session. But it is important that they choose some with the face of the babies in full view. These photographs may belong to the students themselves or to friends and family.

(To be continued)

3. 《性教育小冊》 (1984)。
   香港家庭計劃指導會。

4. Leaflet - 青春期：生命的創造。
   衛生署中央健康教育組。
Note: The sizes of the sperm and the egg are not to scale.
An egg is fertilized

The fertilized egg undergoes cell divisions

A sphere of cells is formed, ready to embed in the uterine wall (implantation), where it develops into an embryo.
Illustration -  
Family Planning: Natural Contraception  

Ovulation

Index on chances of fertilization: Low

High

(End of Illustration)
Identical twins

The twins have the same sex

Female twins

(to be continued)
Non-Identical twins

The twins may be of the same or different sexes

Case 1
- Female Twins

Case 2
- Male Twins

Case 3
- Twins of different sexes
It takes one male and one female to reproduce,
Good family planning is what everybody needs.
Fertilization is a really intricate thing,
The sperm must find the egg just in time:
Ovulation is regulated by the menstrual cycle,
Pregnancy occurs when the two meet.
The sperm travels up the uterine path,
To seek the egg in the oviduct.
One sperm for one egg is the norm,
But there may be twins, triplets, quadruplets, too.
Pick a newspaper clipping about sex and paste it in the space provided. Then write your comments, in not less than 100 words, on how common this social phenomenon is, the reason for its existence, and the influence it has on society.
Teaching Objectives

**Students should**

1. recognize that fertilization is the union of a sperm and an egg
2. be able to describe the process of how the newly fertilized egg undergoes repeated cell divisions as it slowly passes down the oviduct until it embeds in the uterine wall
3. understand how the embryo develops in the uterine wall and the amniotic sac, as well as the various developmental stages of the embryo
4. understand that the embryo develops in the mother's uterus, and receives its nutrients as well as expels its wastes through the placenta. The umbilical cord is the structure that connects the embryo to the mother
5. recognize that gestation, or the period from fertilization to birth, is about nine months (40 weeks), or 280 days. They should also be able to describe that the onset of labour is characterized by the contraction of the uterus, the breaking of the amniotic sac and the leakage of amniotic fluid (called the breaking of the waters)
6. be able to identify the stages of labour, that is, the uterus contracts; the cervix dilates; the baby is pushed out; and the placenta is expelled

Teaching Aids/Teaching Materials/ Preparation Work

1. Video
2. Videotape - ETV on human reproduction and other videotapes on the development of a new life
3. Illustration - Development of the Embryo
4. Illustration - Prenatal Examination
5. Illustration - The Birth of a New Life
6. Worksheet - Lovely Babies
7. Some pictures of lovely babies
8. Maxims on SEX - 5

Duration of Session: 35-40 minutes
Scheme of Work

1. Gestation: (5 minutes)
   Explain what it means by 'gestation', that is, the period from fertilization to birth. For human beings, gestation is about 40 weeks, or 280 days.

2. The development of the embryo and its features: (10 minutes)
   Either play a videotape on how the embryo grows (e.g. Human Reproduction), or show Illustration - Development of the Embryo (Appendix 4.11.1) to help the students understand more about the subject. Explain why the umbilical cord and the placenta are so important to the embryo.

3. Important points to note during pregnancy: (10 minutes)
   Mention briefly the following points regarding pre-natal care:
   (1) To have sufficient nutritional intake
   (2) To have regular pre-natal examinations, such as ultrasound scanning. Amniocentesis is recommended for women who are pregnant over the age of 35 (Appendix 4.11.2)
   (3) To refrain from drinking and smoking
   (4) To have a suitable amount of exercise designed for pregnant women

4. The onset of labour and the stages of birth: (10 minutes)
   The teacher can play a videotape on the subject (such as The Creation of a New Life - a television documentary) or show Illustration - The Birth of a New Life (Appendix 4.11.3) and at the same time point out what characterize the onset of labour.

5. Collecting pictures of babies: (5 minutes)
   Distribute Worksheet - Lovely babies (Appendix 4.11.4) and tell students to find baby pictures, such as those of themselves, of or from their families relatives, or friends. This would be an interesting preparation for the next session while they can admire the loveliness of new-borns.

6. Read aloud Maxims on SEX - 5 (Appendix 4.11.5).

7. End of the session.

(To be continued)
Follow-up Work/Remarks

1. It is necessary to note if there are students who feel uncomfortable watching the videotape on the birth process. Before playing the tape, tell the students what they expect to see or which sections of the tape they should pay special attention to.

2. The teacher can collect the Worksheet - Lovely Babies (Appendix 4.11.4) and choose some of the baby pictures for the classroom posting board. When teaching the subject of genes and heredity, create a game of matching “who’s whose” by having pictures of the parents and their babies randomly spread out.

3. Ask the students to bring some of their family pictures when they were young for the next session.

4. The teacher may bring his or her own childhood photos or videotapes for the next session, to add interest.

(To be continued)
Pictures of Reference Material


4. 《性教育小冊》。(1984)。香港家庭計劃指導會。
Illustration - Development of the Embryo

4 weeks after fertilization
- Gill-like structure
- Heart
- Vertebral column

Length of the embryo ~ 4 mm
(about the size of a grain of rice)

Weight of the embryo ~ 1 g
(about the weight of a drop of water)

8 weeks after fertilization
- Face begins to look more 'human'
- Fingers and toes
- Eye
- Ear
- Heartbeat begins to be audible
- Trunk is less curved
- Tail structure begins to degenerate

Length of the embryo ~ 25 mm
(about the diameter of a HKS1 coin)

Weight of the embryo ~ 3 g
(about the weight of an eraser)

12 weeks after fertilization
- The head and neck of the embryo begin to extend and grow
- The body is covered with fine hairs
- External sexual organs begin to differentiate

Length of the embryo ~ 90 mm
(about the length of a name card)

Weight of the embryo ~ 48 g
(about the weight of two AA batteries)

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(To be continued)
Illustration - Development of the Embryo

16 weeks after fertilization

- Tiny nail growths are visible
- Eyelids are formed but eyes are closed
- Breathing motions can be observed

Length of the embryo ~ 135 mm
(about the length of a HK$ 20 bill)

Weight of the embryo ~ 180 g
(about the weight of an apple)

20 weeks after fertilization

- Eyes and eyelids fully developed
- The entire body is covered with hairs
- Ears fully developed

Length of the embryo ~ 185 mm
(about twice the length of the plastic cover of the Octopus card)

Weight of the embryo ~ 500 g
(about the weight of a can of mixed fruit)

24 weeks after fertilization

- The head and the body are now growing in proportion

Length of the embryo ~ 250 mm
(about twice the length of a CD case)

Weight of the embryo ~ 1 kg
(about the weight of one litre of water)

(To be continued)
The eyelids can be opened. The eyes can see and focus.

Hands are fully developed. Nails are growing.

Thick hair begins to grow on the embryo's head.

The nails have reached the tip of the fingers.

All internal organs are almost fully mature and the embryo is perfectly formed, waiting to be born.

28 weeks after fertilization
Length of the embryo ~ 280 mm
(about the length of a piece of A4 size paper)

Weight of the embryo ~ 1.5 kg
(about the weight of a watermelon)

32 weeks after fertilization
Length of the embryo ~ 320 mm
(about the length of a long ruler)

Weight of the embryo ~ 2.5 kg
(about the weight of a box of family-size ice cream)

38 weeks after fertilization
Length of the embryo ~ 360 mm
(about the length of two new pencils)

Weight of the embryo ~ 3.5 kg
(about the weight of 10 cans of cream soup)

(To be continued)
Ultrasound scanning

Amniocentesis

Syringe and needle

Amniotic sac

Amniotic fluid

Umbilical chord (connected to the placenta)

Placenta

Uterus

(End of Illustration)
1. The uterus contracts and the cervix dilates

2. The amniotic sac breaks

3. The baby is pushed out

4. The placenta is expelled

(End of Illustration)
Collect some photographs of babies (not less than two) that show clearly the face of the baby. They may be of yourself, your family members, relatives or friends. Write down your name and your class number at the back of each photograph and put it in a clear plastic bag for protection. Then stick them onto this Worksheet.
Nine months in the mother's womb the embryo grows,
Nutrients supplied by the umbilical cord and the placenta.
The waters break at the onset of labour —
What pain it is for the mother!
As the vagina dilates, the baby is delivered.
It's a boy, it's a girl — there are equal chances.
Mom and dad's loving care is important
For every new-born to live and grow.
**Session 12**

Parental Care

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**A. Teaching Objectives**

Duration of Session: 35-40 minutes

**Students should**

1. appreciate that rearing the young is a typical parenting behavior of living things, particularly in mammals and birds

2. be able to explain why parenting is important for the growth of babies

3. be able to relate the higher chance of survival of young mammals and birds to parental care

4. be able to describe the characteristics of parenting in human beings

5. appreciate the efforts of their parents in nurturing them and bringing them up

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**B. Teaching Aids/Teaching Materials/ Preparation Work**

1. Videotape recorder and television set — To be prepared by the teacher

2. Pictures or videotapes of animals that do not have parenting behaviour, such as frogs and fish — Refer to the textbooks

3. Pictures or videotapes of mammals or birds that depict parenting — Refer to the textbooks or ETV

4. Pictures of daily family life — To be prepared by the students

5. Personal pictures of childhood or videotapes depicting family life — To be prepared by the teacher

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(To be continued)
Scheme of Work

1. The concept of parenting: (5 minutes)
   Show the students some pictures of different species with and without parenting behaviour. (The pictures chosen should clearly distinguish the differences in behaviour between the two. For example, fish would show no regard after spawning, while mammals would rear and care for their young.)
   Let the students understand that bringing up one's young is not a necessary behaviour for all species. It only exists in some warm-blooded animals, particularly in the mammals and in birds.

2. Why parenting is important for babies' growth: (22 minutes)
   Show the students a videotape on animal parenting. But before starting, ask the students to note the individual behaviour of the species. After watching the videotape, ask the students to describe the types of characteristic parenting behaviour of different species and try to understand the motive behind each type. For example,

   **Parenting behaviour in birds:**
   - They would build a nest before laying eggs to keep their new-born warm, covered and protected;
   - The adult birds (parents) would find food to feed their young;
   - Young birds would be trained to fly and in other survival skills.

   **Parenting behaviour in mammals:**
   - The mother would nurse the baby.

   **From their discussions, lead the students to arrive at the conclusion that parenting has its fundamental importance:**
   - Because all living things are vulnerable at birth; they lack survival skills and cannot protect themselves;
   - If a baby is left without the care of its parents after birth, it may die. Young animals under their parents' care (such as mammals and birds) have a better chance to live.
3. Parenting in human beings - parental care: (5 - 10 minutes)
   The teacher can show family pictures or videotapes of himself/herself as a child. Ask the
   students to point out what exists in human parenting behaviour that is not found in other
   animals, such as guidance and supervision, caring, and attending to physical as well as
   psychological needs etc.. Students may be divided into groups in sharing family pictures
   of themselves.

   Guide the students to understand that the caring behavior of human parents is unique
   and carries its significance:
   - The parenting period in human beings takes much longer than that of other species,
     and can be as long as tens of years.
   - As the children grow up, parents may inculcate other things such as good manners
     and morals in life, until the children are old enough to live independently.

   Guide the students to reflect on what their parents have done for them, to be grateful for
   such, to share in the sense of responsibility as parents, and to appreciate and cherish this
   kind of love that is unique to human beings in nature.

D Reference

1. Secondary One Science textbooks.

E Follow-up Work/Remarks

1. The teacher should note whether there are individual students who show signs of distress
   on this subject. If there are, avoid exploring the topic in depth. If necessary, arrange for
   counsellors or the school social worker to follow up on the student(s) concerned.
Session 13

Family Planning and Population Control

A  Teaching Objectives

Duration of Session: 70-80 minutes

Students should

1. recognize that population explosion in the world is creating pressure on society
2. be able to describe the many adverse effects of population explosion in the world
3. appreciate that birth control is an important measure against population explosion
4. understand that family planning is an important way towards birth control
5. appreciate that knowledge about contraception is an important part of family planning
6. be able to state the fundamental principles behind contraception
7. understand that contraception may be achieved through both the male and female partners
8. be aware that illegal abortion carries criminal implications and may result in one being indicted
9. be aware that people who face the problem of infertility should seek professional help from a medical doctor

B  Teaching Aids/Teaching Materials/ Preparation Work

1. Worksheet - Control Our Population Growth ——— Appendix 5.13.1
2. Extracts - The Impact of a World Population Explosion ——— Appendix 5.13.2
3. Promotional leaflet from the Hong Kong Family Planning Association ——— Available at the Hong Kong Family Planning Association
4. Information on educational services on abortion and human rights (such as Mother's Choice and Birthright Society Limited), and arranging talks to tie in with the subject ——— To be prepared by the teacher
5. Teaching Kit on Contraception ——— Please source information from the Reference Library of the Hong Kong Family Planning Association
6. Leaflet - 避孕方法，任您选择 ——— Available at the Central Health Education Unit, Department of Health

(To be continued)
**Scheme of Work**

1. Control our population growth: (10 minutes)
   Distribute **Worksheet - Control Our Population Growth! (Appendix 5.13.1)**. Divide the students into groups of two and ask them to complete the Worksheet and discussion within 8 minutes.

2. Report on activity and discussion: (8 minutes)
   Without collecting the Worksheets, pick students at random and ask them to report their opinions to the different questions. It is important to maintain an open atmosphere. Do not discuss individual issues in detail, and do not overreact if the students become playful.

3. World population explosion - facts and impact (15 minutes)
   Guide the students to think on a global scale and see how the expected size of one family can cause changes in the world’s population. Help them realize that an unlimited increase in the former would lead to a drastic increase in the latter. Use **Extracts - The Impact of a World Population Explosion (Appendix 5.13.2)** to discuss with the students the various impacts of a world population explosion. Copy the extracts for distribution. Invite the students to comment on the various issues raised in the extracts.

4. Population control and family planning: (10 minutes)
   Point out to the students that population explosion is a global crisis and that birth control is the global strategy to stop it. To this end, family planning is the most practical and practicable way.
   Distribute or introduce the promotional leaflet of the Hong Kong Family Planning Association and give the students a chance to raise questions on its content.

5. Family planning - a male and a female responsibility: (15-20 minutes)
   Raise the following topics for discussion and let the students express their views.
   1. How to make family planning a success
   2. Family planning is a male responsibility, too
   Distribute leaflets on the various methods of contraception to the students. Divide them into groups to study the contents.
   In the discussion process, help the students to understand that:
   1. there are different methods of contraception for the male and the female. The basic theories are to prevent the sperm of the male from entering the female’s body, or to alter the cycle of ovulation in the female so that the sperm would not fertilize the egg.
   2. The success of family planning requires the male and female partners to work together and share the responsibility together.
Depending on the classroom situation, the teacher may use the contraception teaching kit to introduce the different ways of contraception. If in some classes, the students show a tendency to be overly shy or evasive regarding this topic, the teacher should place more emphasis on the roles and responsibilities of the male and the female partners, and there is no need to describe the contraception methods in detail. For those students who take a more flippant and playful attitude, the teacher should reiterate the Ground Rules established at the beginning of the session, and teach the theory behind contraception from an academic angle. It is not advisable to go into specific detail and discussions about any particular method of contraception. Be on the alert in answering the questions raised.

6. Abortion and infertility: (10 minutes)
Abortion is a highly controversial topic involving values, morals and morality. The teacher should consider his or her own stance as well as that of the school's before starting to discuss the topic with the students in detail. S1 students may differ tremendously in terms of moral judgment, but overall they may still be immature. It may be more suitable for students of S3 and above to discuss in detail. At any rate, the students should understand that abortion is not a decision to be made hastily. It has profound consequences, and the pressure that abortion brings is never over-emphasized. It is also important to point out to the students that illegal abortion may lead to being charged with a legal offence and there is a lot of danger involved. Help the students to understand that taking family planning precautions is better than trying to solve the problem afterwards.

Infertility is another topic that would be raised in family planning discussions. Infertility may be inborn, and both male and female stand equal chances of being infertile. To solve any doubts regarding infertility, it is advisable to seek the advice of a professional doctor. It is possible to advise the students that when starting family planning, both parties should have the responsibility to consider what measure to take in dealing with the infertility problem.

7. Summing up:
Sum up the session by reiterating that it is the responsibility of both the male and the female to carry out effective family planning in order to reduce the pressure on population explosion of the world.
Follow-up Work/Remarks

1. In this session, many topics discussed are worth following up on, such as contraception, abortion and infertility. Students should be encouraged to raise their questions and doubts in writing to facilitate further action. If necessary, students may be divided into smaller groups for guidance sessions by a suitable counsellor. Relevant organisations may be invited to give talks on sex education. Before arranging such talks, the teacher should know the specific content and the stance of the invited organisation in order to decide whether it meets the needs of the students.

2. Whether S1 students should be taught contraception is still a controversy, and teachers are advised to note the sensitive nature when deciding on how broad and how in-depth the topic should be discussed by taking into consideration the stance of the school and the reaction of the parents.
Pictures of Reference Material

1. 《性教育小冊》。(1984)。
   香港家庭計劃指導會。

2. Leaflet - 「避孕方法，任你選擇」。
   衛生署中央健康教育組。

3. Booklet - 「避孕方法簡介」。
   香港家庭計劃指導會。

4. Leaflet - 「意外懷孕怎麼辦」。
   香港家庭計劃指導會。

(End of Session 13)
Imagine you have just got married. Now based on the need of solving the problem of world population explosion, set your family plan.

1. Your ideal number of children is ( ).
   Please state your main reasons for setting this number: ________________________

2. Now taking into consideration the pressure exerted by a growing population on society, how many children would you want?
   Please state your main reasons for setting this number: ________________________

(To be continued)
3. You would like your children to be born at an interval of ( ) years. Please state three reasons for such consideration.

4. The ideal number of boys and girls you want to have:

☐ It does not matter  ☐ All boys  ☐ All girls

Reasons: ____________________________

☐ Boy(s) first, girl(s) later  ☐ Girl(s) first, boy(s) later

☐ Other combinations: ______________

Reasons: ____________________________
Group Discussion:

5. Imagine that you have attained the number of children you want, but you discover you are (or your wife is) pregnant again, what would you do? Please write down what your considerations are, how you look at the whole situation, and what you decide to do.

6. Imagine that you have attained the number of children you want, but it does not quite meet the number of boys or girls you would like to have. Now what would you do?

☐ Let things be
☐ Continue to try until you have what you want
☐ Continue to try, but at a limit

Please write down the factors that help you decide:
The Impact of a World Population Explosion (1)

Population Growth and the Age Distribution

As medicine and hygiene continue to improve, our life expectancy is longer in general. This is affecting the age distribution of the world’s population.

If the majority of the global population is children under fifteen and old people of over sixty-five, much of society’s resources have to be redeployed in raising and educating the children and caring for the aged. This in turn adds to the burden of those engaging in economic activities. Africa has the highest child population ratio, standing at 43.5 percent, while in the more developed countries, the older population is increasing at twice the speed of the total population.

The Impact of a World Population Explosion (2)

Population Growth and Economic Developments

A high birth rate leads to a rapid increase in population, which in turn poses obstacles to social and economic developments. Only a moderate growth in population can speed up improvements on the social and economic situations of the developing countries. The revenue of many countries could have gone into investing in the development of resources, improving the standard of living and creating new job opportunities. However, such revenue has to be used in meeting demands for hygiene facilities, food, education facilities and other services. This is exerting a heavy burden on many countries. According to estimation, a major share of the Gross National Product of the world goes into supporting those under fifteen and over sixty-five. The state has to reserve expenses in this respect before applying what is left of the revenue to economic development.
The Impact of a World Population Explosion (3)

Population Growth and Employment

A population that grows at a tremendous speed would lead to insufficient employment. In a country of low birth rate, a majority of the young people looking for jobs can fill the positions left by the older people who retire. But in a country where the birth rate is higher, the state has to provide a lot of job opportunities to meet the high demand.

The Impact of a World Population Explosion (4)

Population Growth and Food Supply

A population that increases too quickly would have many problems, such as insufficient food supply, drop in quality of food, and the inability to sustain health and nutrition. The food problem does not only mean insufficient supply, we need to look at conditions of poor nutrition too. If young children are undernourished, they may suffer physical and mental impairment, or even mental disablement for life.
The Impact of a World Population Explosion (5)
Population Growth and Education

With society's demand for better education for the young, the facilities required for school children aged between five and eighteen would continue to rise year by year even with a lowering birth rate.

The problem of education is not limited to the young population. About one-third of the world's population is illiterate. Although in many parts of the world, a lot of efforts have gone into promoting literacy, there is still increasing pressure from the ever-increasing population. The number of illiterate people is still on the rise.

The Impact of a World Population Explosion (6)
Population Growth, Urbanization and the Housing Problem

In the rural areas, the fast-growing population, the un-revolutionized agricultural methods and the lack of chances for economic development have caused the people in the villages to move to the cities. The influx leads to the mushrooming of cities, a demographic situation as we see today.
The Impact of a World Population Explosion (7)

Population Growth and the Environment

With the growth of population come the environmental problems. Household wastes increase, and if not treated in time it pollutes the water, and the abuse of land use will lead to erosion. The rapid urbanization and growth of slum areas create heavily congested living environments and in turn, more problems such as noise pollution and refuse accumulation. The result is overall poor economic development.

As the world population continues to be on the rise, demands on the natural resources are also high. The pollution of the environment would grow.

The Impact of a World Population Explosion (8)

Population Growth and Health

A high birth rate in the long term would become a health issue for the individual. In many places, women in the childbearing age of twenty to forty are suffering from malnutrition because of frequent pregnancies and breast-feeding.
A Healthy Family Life

Teaching Objectives

Duration of Session: 35-40 minutes

Students should

1. understand what is promiscuity in sex, pre-marital sex and co-habitation

2. establish their own stance about promiscuity in sex, pre-marital sex and co-habitation

3. reflect on their general attitude towards sex

4. recognize the consequences of pre-marital sex and co-habitation

Teaching Aids/Teaching Materials/ Preparation Work

1. Questionnaire - Your Outlook on Sex — Appendix 5.14.1
2. Worksheet - Responsible Behavior — Appendix 5.14.2
3. Worksheet - Co-habitation — Appendix 5.14.3
1. Outlook on sex survey: (5 minutes)

Distribute Questionnaire - Your Outlook on Sex (Appendix 5.14.1) and ask the students to complete it without discussing among themselves.

(There is no need to collect the questionnaires. Wait until towards the end of the session and ask them to take out the questionnaire and do it all over again to reflect upon their own outlook on sex.)

2. The meaning of promiscuous sex, pre-marital sex and co-habitation (8 minutes)

Point out to the students that for most people, falling in love with a person of the other sex, establishing a family and having children are part of our journey in life. A responsible sex life is the cornerstone of enduring love and a happy family. Promiscuity in sex means having more than one sexual partner, or being easy in having sex with people. Pre-marital sex refers to the sexual behavior of two persons who are not under any marriage bond. A man and a woman are said to be co-habiting, if they are living together and have a sexual relationship but are not married.

3. Pre-marital sex and co-habitation: a case study: (15 minutes)

Distribute Worksheet - Responsible Behavior (Appendix 5.14.2) and discuss with the students which kind of behavior of the characters in the case is irresponsible behavior. Go through each of the questions with the students and analyze the situations. The important messages in each case are as follows:

**A. Jean’s case**

1. Jean shows irresponsible behavior because she has not been honest with her mother.

2. Jean’s decision has risks of:

   a. damaging the good relationship between her and her parents;

   b. having too close a relationship with her boyfriend at an inappropriate time of her life, as she is only growing up.

3. Jean’s mother did not stop Jean from having social life. She only thinks that she should enjoy group activities and not date alone. As a parent, it is her duty to give her children suitable guidance and restrictions. Even if it means she prohibits her children from doing something inappropriate, it is only out of her sense of duty.
B. Ben’s case

(1) Ben shows irresponsible behavior because he should not make the decision on sexual behavior for his brother Fred or for his brother’s girlfriend.

(2) Fred may break up with his girlfriend because she may not have the same outlook on sex as Ben; or Fred and his girlfriend may be disturbed by having pre-marital sex; and the most important of all, they may have to face the issue of pregnancy.

Through the above, guide the students to consider the possible consequences of having pre-marital sex.

4. Summing up and exercise: (7 minutes)
Sum up the session and ask the students to take out the questionnaire they completed at the beginning of the session, and complete the last part without discussing with each other. Remind them that they should compare their own ‘before’ and ‘after’ answers and see if they have establish their stance towards sex. Distribute Worksheet - Co-habitation (Appendix 5.14.3) and ask the students to take home and finish it. This allows the teacher a chance to see whether the students have a clear grasp of what they have learned.

Reference

1. 中學教師性教育課程資料•(1998)。教育署。
2. Teaching Kit - A Teaching Kit on Sexual Attitudes and Values, (1990), Education Department.

Follow-up Work/Remarks

1. Mark the exercises of the students and give individual or overall comments. Respond to the questions raised by the students, or refer them to the suitable source for proper guidance.

2. The purpose of this session is not to convey a certain set of morals or sexual values, but to broaden the students’ understanding of the real society. The teacher can only enter the students’ world by establishing a basis of mutual trust and by helping them as a friend. A moralising, authoritative stance would not address the students’ needs. The teacher therefore needs to have an open mind in order to guide the students to establishing a healthy outlook on the family, sex and morals. It is only by a continuous infiltration that we can prepare our next generation for the ever-changing social trends.
2. Teaching Kit - *A Teaching Kit on Sexual Attitudes and Values*, (1990), Education Department.
Name: ___________________________ ( ) Date: ___________________________

Class: ___________________________

Please read the following and honestly pick your choice. There are no standard answers, and it does not matter under what circumstances or for what reason the situations happen. Just say what you think at this very moment whether it is right or wrong.

Please indicate with a ✓

<table>
<thead>
<tr>
<th></th>
<th>Before this session</th>
<th>After this session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Right</td>
<td>Wrong</td>
</tr>
<tr>
<td>1 • Premarital sex</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2 • Co-habitate with someone not married to yourself</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3 • Have more than one sexual partner</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4 • Have sex with a girl/boy under fifteen years of age, with her/his consent</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5 • You meet someone you like, and you are willing to do anything for him/her, including losing your virginity to him/her.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6 • Continue to have sex when you know you have sexually transmitted disease</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>7 • Wait until you are married before you have sex.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>8 • Refrain from involving in any sexual relationship because you feel you are not ready for it.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>9 • Virginity is important, whether for a boy or a girl. It is so important that it can be the basis on which you decide to marry a person or not.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>10 • (For a boy) You get someone pregnant. You do not feel that you need to be responsible. (For a girl) You get pregnant in order to show your boyfriend that you really love him.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>11 • A man needs sex to prove his manhood.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>12 • If you really love someone, you need to prove it with sex.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>13 • Sexual needs cannot be suppressed.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>14 • Sex is a something you can enjoy without worries.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>15 • The marriage bond is not needed as long as you love each other and you make that decision out of your own free will.</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
Name: ____________________  ( )  Date: ____________________

Class: ____________________

You can choose more than one answer to the following.
Please indicate with a "√"

<table>
<thead>
<tr>
<th></th>
<th>Before this session</th>
<th>After this session</th>
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</thead>
<tbody>
<tr>
<td>16</td>
<td>You think that two persons who are not married but are very close (with a possibility of getting married) can do the following on a date:</td>
<td></td>
</tr>
<tr>
<td>a. Hold hands</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>b. Put an arm around his/her shoulders</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>c. Caress</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>d. Kiss</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>e. Embrace</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>f. Have sexual intercourse</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>g. Others</td>
<td>□</td>
<td>□</td>
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<thead>
<tr>
<th></th>
<th>Before this session</th>
<th>After this session</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>If your steady boyfriend/girlfriend expresses the wish to have further bodily contact, how would you react?</td>
<td></td>
</tr>
<tr>
<td>a. Go along with his/her wish for fear that you would lose him/her</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>b. Stand firm and say no</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>c. Say no in a nice way and give reasons</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>d. Break up with him/her right on the spot</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>e. Scold him/her for having this idea</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>f. Others</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
18. Do you agree with the following?

a. Sex is a matter between two persons
b. Having sex would not incur any consequences as long as one party has taken contraception measures
c. Having sex can improve the love relationship between two parties
d. Sex is the only way for two persons to show their love for each other.

Answer the following two questions when this session is over. Please indicate with a √

19. If someone were highly principled about his/her private life, would you describe him/her as being 'old-fashioned', 'from the Stone Age' or something to that effect?

   □ Yes        □ No

20. How would you describe your attitude towards sex?

   □ Overly conservative  □ Conservative  □ Open  □ Very open

(This is the end of the questionnaire. Thank you for filling in.)
Worksheet - Responsible Behavior

Name: _____________________ Date: _____________________

Class: _____________________

Case study: Please read the following two cases and decide whether the characters described are acting in a responsible manner.

A Jean's Case

Jean is fourteen, and lives with her mother. Her mother thinks that she is too young to be dating and going out with boys alone, and she should only attend group activities. But Jean thinks that her mother is too old-fashioned. So she is dating a man she likes without telling her mother or obtaining her approval. She only tells her mother that she is going out with a group of girls.

1. Is Jean behaving in a responsible manner? Why?

2. Is Jean making a wise decision to date her boyfriend by lying to her mother? Why?

3. Is Jean's mother a responsible mother? Why?
B Ben's Case

Ben is twenty years old. He has a steady girlfriend for a year and they have a sexual relationship. Ben has been adopting contraception himself. One day, his fifteen-year-old brother Fred asked him if he could have sex with a girl he liked. Ben told him that it is perfectly okay, and gave him one of his condoms.

1. Do you think Ben is behaving responsibly? Why?

2. If Fred takes Ben's advice, what sort of consequence do you think he is going to face?
Exercise: Please read the following story about Ken and answer the following questions.

**Ken's Case**

Ken is 16. Like his schoolmates, Ken always wears black and the color of his hair is always different. He has left home, and has rented a small flat with a 17-year-old classmate. At the same time, they are also cohabitating with 2 girls aged 16 and 15. The two pairs are each having a sexual relationship. One of the girls is a S. 1 repeater and she would visit Ken in his small flat after school. Sometimes she even quits school altogether. Ken says publicly that he has got married in the most fashionable way and his girl friend agrees to this.

1. Please list two influences Ken's friends have on him. (2 marks)

2. Please give two reasons to explain why young people easily yields to peer influences. (4 marks)

3. What do you think is the meaning of "marriage"? (2 marks)

4. Would you accept Ken's public statement that he is married? Please give two reasons to explain your answers. (6 marks)

5. If you were Ken's parent, what advice would you give Ken in relation to the subject "marriage"? (6 marks)
Session 15

AIDS and Sexually Transmitted Diseases

Teaching Objectives

Duration of Session: 75-80 minutes

Students should

1. appreciate the effects of promiscuous sex on personal growth and physical health

2. know the names of common sexually transmitted diseases (STDs), and that promiscuous sex is the main cause for the drastic increase in STD cases

3. be aware of the latest reported AIDS cases in the world and the cumulative HIV/AIDS statistics in Hong Kong

4. clarify some misconceptions about AIDS through discussion

5. understand that the infective cause of AIDS is HIV (human immunodeficiency virus) which interferes with the immune system in our body

6. be able to state that AIDS is mainly transmitted via:
   (1) Blood to blood   (2) Woman to foetus   (3) Sexual contact

7. be able to state some methods of prevention of AIDS, such as avoiding promiscuous sex, practicing safer sex (through the use of condoms) etc.

Teaching Aids/Teaching Materials/ Preparation Work

1. Worksheet - Promiscuous Sex ——————————————————— Appendix 5.15.1
2. Extract - The World on AIDS ——————————————————— Appendix 5.15.2
3. Extract - The HIV/AIDS Population in Hong Kong ——— Appendix 5.15.3
4. AIDS Comics - How Much Do You Know About AIDS? ———— Appendix 5.15.4
5. Extract - How AIDS Is Transmitted ——————————————————— Appendix 5.15.5
6. Brochures and leaflets on various kinds of STDs ——— Available at the Central Health Education Unit, Department of Health
7. Worksheet - AIDS: How to spread the messages of prevention and care ——— Appendix 5.15.6

(To be continued)
1. Promiscuous sex: Group discussion: (14 minutes)
Distribute Worksheet - Promiscuous Sex (Appendix 5.15.1). Allow the students time to read through the case ("Jane's Story") quietly. (Or prepare for this session by asking the students to produce a radio play of the same title beforehand.) Then divide the students into groups for discussion. Encourage them to evaluate the merits and demerits of each character, point out what they have done wrong, answer the questions on the worksheet and discuss.
(During the group discussions, join them and listen to their views from time to time.)

2. Wrapping up discussions on "Jane's Story": (6 minutes)
There is no need to go over all the questions. Only point out directly that it is easy for young people to get into bad company during their growing up period. When they do not have enough knowledge on sex and are not psychologically prepared, they would get entangled in emotional problems and be unable to free themselves. Even if they do manage to get out of such entanglements, they may have already suffered traumas and are at a loss as to how to settle the situation. Jane's story is a true case, and it is hoped that students can learn from it and avoid making similar mistakes. One interesting angle is to ask the students to identify who is the 'main character' of the story. A majority would say it is Jane. But the teacher can remind the students that it is important that not only girls should pay attention to the company they seek; boys should be just as cautious - Wai, Ken and The Big Brother may be good teaching examples for the boy students in class to reflect on.

3. STDs: (10 minutes)
Point out that STDs are closely related to promiscuous sex. Distribute brochures and pamphlets on STDs, giving information on some of the common communicable diseases and their causes, and lead onto the point that AIDS is also one of them.

4. Understanding the latest developments on AIDS: (3 minutes)
Show Extract - The World on AIDS (Appendix 5.15.2) and Extract - The HIV/AIDS Population in Hong Kong (Appendix 5.15.3) to discuss with the students the captioned situations in Hong Kong and in the world.

5. Misconceptions about AIDS: (10 minutes)
Distribute AIDS Comics - How Much Do You Know About AIDS? (Appendix 5.15.4) and let the students discuss in groups.

6. How AIDS is transmitted: (7 minutes)
Let the students answer the questions after their group discussion. Show Information Extract - How AIDS is Transmitted (Appendix 5.15.5) and explain how HIV/AIDS is transmitted.
Scheme of Work (continue)

7 • Group exercise: (10-20 minutes)
Invite the students to discuss how they can promote support from their fellow students to AIDS concern. Distribute Worksheet - AIDS: How to spread the messages of prevention and care (Appendix 5.15.6). Request the students to conduct a group exercise, to be completed in a month’s time, to arouse care and concern as well as prevention awareness among the students in the school. Let the students plan their promotion programmes in class.

8 • End of the session.

Reference

1 • Periodicals: Newsletters on AIDS, Red Ribbon Centre, Department of Health
2 • 《愛滋疑雲》．預防愛滋病教育籌委會和突破出版社
3 • Pamphlets on sexually transmitted diseases. Central Health Education Unit, Department of Health
4 • 《性教育小冊》．(1984)．香港家庭計劃指導會

Follow-up Work/Remarks

1 • Explain to the students that HIV/AIDS is basically a viral disease that can be prevented.

2 • Follow up on the group work done by the students. Value their creativity. If the way of propaganda proposed by the students is too exaggerate or contain improper elements, take checking action and the students concerned should be counselled. Obtain approval from the school management before allowing the students to disseminate information on the prevention of AIDS and supportive actions for AIDS patients.

3 • Arrange for the dissemination of information on AIDS during assembly.
Pamphlets on sexually transmitted diseases. Central Health Education Unit, Department of Health
Group Discussion: Jane's story

Please read the following story and then discuss with your group.

Jane is thirteen, and begins to 'hang out' with street kids. She met a group of boys and girls about her age on the football pitch. They would hang around in the street, chatting, smoking, jokingly talking with each other using vulgar words, occasionally watch porn videos, and pass around porn comics to read. Jane enjoyed the 'freedom' represented by these people, so every day when she came back from school, she would leave home and stay on the street with them. As a result, her academic performance suffered, while on the other hand, she became 'one of them'. Her vocabulary now included not only the vulgar slang but also Triad lingo. She smoked. She knew the Triad activities within the community from inside out. With her looks, she attracted the attention of the Triad members. One of them was Ming. At first she thought she would just 'try going out with him'. She already came to regard premarital sex and one-night-stands the norm as she had been exposed to the influence of her group of 'friends', and with watching sex videos etc.

Then one day, the whole gang was watching sex videos again. Ming made advances at her, and she accepted him. She did not think too much about losing her virginity.

A few days later, she saw Ming interested in another girl and started chasing her. Jane was furious and quarrelled with him. To her, having had sex with him would make him her boyfriend. But Ming only regarded it as another one-night-stand. Jane was beginning to think that that was what he was after all along. She felt cheated and was very unhappy. But when she talked to her 'friends' in the group, they told her 'all boys are the same', and there was no use getting angry over this. In the end, Jane had to accept this as a fact.

(To be continued)
Later, Jane met Wai. He was eighteen, and an ex-Triad member. He was tall and good-looking. Soon Jane and Wai were going steady. Friends described them as 'a perfect, handsome match'. And in less than a week, the two were already intimately close. It seemed both Jane and Wai were serious about each other. A friend of Wai's called Ken had wanted to have Jane and made advances, but was firmly turned away because Jane was deeply in love with Wai.

One day she unwittingly stepped on the toe of another Triad member called Bill, who threatened to kill Wai. Fortunately Ken brought the whole matter around and it was settled. In return, he wanted Jane to spend a night with him. Wai knew Jane would not accept this, so as the whole gang went camping together, he made Jane so drunk that she thought it was Wai who was making love to her. When she woke up and found Ken next to her, the humiliation and sense of betrayal drove her to commit suicide. Fortunately she was saved. But because of this, she would have nothing to do with Wai and Ken. At the suggestion of her 'friends', she went to The Big Brother and pleaded him to 'give Wai and Ken a good lesson'. In return, The Big Brother wanted her to be his girlfriend, a relationship that invariably involved sex. Wai and Ken got beaten like hell. A month or so later, Wai sought Jane out and apologized, saying that it was wrong of him to betray her like that. It also served him right to be beaten for what he had done. But Wai wanted Jane to understand that there was no other way for him to get out of the situation. He begged her for forgiveness and said he wanted to be back by her side. Jane was very touched by his confession, although the pain of betrayal remained.

But soon afterwards, Jane found out that she was pregnant. She did not know who was the father of the baby - Wai, Ken or The Big Brother.
Questions for discussion

1. Do you think Jane should tell Wai that she is pregnant?
2. Do you think that Jane and Wai should be together again?
3. What do you think Jane and Wai should do to face The Big Brother after they get together again?
4. Do you think that Jane has brought it upon herself by 'hanging out' with the street gang?
5. What do you think of the way Jane handles 'sex' and her emotional problems?
NUMBER OF REPORTED AIDS CASES - A TOTAL OF 2,312,860

6 million new AIDS cases or 75-plane loads a day

(Reported by Tong Sheuk-ping) Dr. David Ho, the famous ethnic Chinese expert on AIDS, disclosed that last year, there were six million new AIDS cases, or 16,000 per day, which is equivalent to the death toll of seventy-five fully loaded 747 Boeing airplanes crashing per day. Dr. Ho arrived in Hong Kong yesterday to attend a luncheon meeting. It was his second visit to Hong Kong. Ho believed that the number of people contracting AIDS in Yunnan, China, is a growing concern because with its proximity to the Golden Triangle, the world’s centre of drugs, and with the low price of heroin there, many young people have easy access to drugs. With shared syringes, the deadly virus spread through the un-sterile needles.

Ho reminds the Chinese government to look into this matter because these young people are not only threatening the lives of their next generation, but other people as well as it would spread to other provinces in China.

According to government statistics, there are about 200,000 AIDS cases in China. The World Health Organization estimates the figure to double.

Ho also pointed out that despite Hong Kong’s proximity to China and the conglomeration of people of different countries, hence a higher risk of AIDS exposure, with the rich resources and effective communications, Hong Kong can keep it down.

Furthermore, there is great prospect in developing AIDS treatment through Chinese medicine because many drugs are developed from natural materials.

(Source of Information: This is extracted from an article in the Sing Tao Daily, 24th March, 1999. The original is in Chinese.)
### Cumulative HIV/AIDS Statistics in Hong Kong
( updated 30 March, 2001 )

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<tr>
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<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
<th>AIDS</th>
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<td>Male</td>
<td>1,304</td>
<td>449</td>
</tr>
<tr>
<td>Female</td>
<td>280</td>
<td>60</td>
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<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total</th>
<th>AIDS</th>
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<td>1,096</td>
<td>393</td>
</tr>
<tr>
<td>non-Chinese</td>
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<table>
<thead>
<tr>
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<th>AIDS</th>
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<tr>
<td>heterosexual</td>
<td>898</td>
<td>328</td>
</tr>
<tr>
<td>homosexual</td>
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<tr>
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</tr>
<tr>
<td>blood/blood products</td>
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<td>19</td>
</tr>
<tr>
<td>perinatal</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>undetermined</td>
<td>185</td>
<td>29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,586</strong></td>
<td><strong>509</strong></td>
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Source of Information : Department of Health, Hong Kong
 Introduction

The story in the following pages contains some misconceptions about AIDS. Please point them out as you read along. If you see a "?" sign in each frame, that means there may be one misconception, the number of "?" represents the number of misconceptions that need to be discussed. Answers are on the last page of the comics.
What was the announcement just now?

I wasn't listening.
Did you hear? There would be a talk in the Hall after school.

Michelle, did you know what the announcement was just now?

No.

It's about AIDS, the incurable disease.
Yesterday I was in the same washroom with an AIDS patient.

So was I.

I heard that Mick from 3A is gay and has AIDS. Last week I accidentally touched his T-shirt that was sweated through, so I must have been infected.

GONE AT AN EARLY AGE
And another thing - you girls always go to the washroom together, eat from the same plate, share the same can of soft drink.... You must have contracted AIDS too!

But there is a seven-year incubation period for this deadly disease. So you still have time yet. Enjoy it while you can.
Who would have thought everyone in class has got AIDS, except me?

What a ....

YOU've got AIDS, not us!

No, YOU've got AIDS!!!
You've got AIDS!

No, you have!

I say YOU have!

No, you have!

Cut it out, now.
Stop talking nonsense. Let me answer your questions about AIDS.

Do you know? AIDS is caused by a virus which hides in the blood, semen, vaginal discharge and other bodily fluids. It is transmitted through sexual contact.
Using the condom would reduce the chances of infection. The function of the condom is just like gloves protecting our hands. It stops the semen from entering the vagina during sexual intercourse. If either one of the sexual partners has the virus in his or her bodily fluid, then the condom can reduce chances of the virus entering the other person's body.

In the course of sexual intercourse, the male ejects semen into the female's vagina. If a sperm from the semen penetrates the egg, thereby fertilizing it, a pregnancy occurs. If either one of the parents is an HIV carrier, there is a chance that the baby will be born with HIV.
Drug abusers are exposed to the chance of infection by the AIDS virus. When they share the needles with HIV positive carriers, the virus would be transmitted through the blood.

Sharing things like shavers and tooth-brushes may bear some risks, because they may be contaminated by blood. Tattoo and ear-piercing equipment should also be sterilized before use.
Boys and girls, I have explained to you how the AIDS virus, HIV, is transmitted—sexual contact, and contaminated blood or needles. You must therefore avoid indiscriminate sex and abusing drugs. Do not expose yourself to such risks. Having indiscriminate sex means you regard sex as more important than love, and you are willing to expose yourself to the risk of contracting HIV by having many sexual partners.

AIDS has an incubation period of ten years or more. So even if the virus has entered a person's body, there may not be any symptoms unless a blood test is conducted. A person may not know he has been infected until his body shows signs of immune deficiency to other diseases.

When the virus attacks the body, it interferes with the immune system to make the individual susceptible to a variety of infections not normally found in everyday life.
So now you have a better understanding of AIDS. Why don't you attend the talk which will be held later so that you would know more?

AIDS

And you, Ringo, should stop pulling other people's legs, and stop making irresponsible remarks.

Yes, ma'am.
ANSWERS

**Incorrect information**
- The sign for AIDS concern has been changed from 'the pyramid' to 'the red ribbon'.

**Inappropriate attitude**
- Up till now it has not been proved that AIDS is directly related to homosexuality. Coming into contact with a homosexual's sweat will not cause one to contract AIDS.

**Inappropriate attitude**
- One should not discriminate against homosexuals.

**Incorrect information**
- Going to the washroom together and eating from the same dish or drinking from the same can of soft drink will not cause contraction of AIDS.

**Incorrect information**
- The incubation period of AIDS can be more than ten years.

**Incorrect information**
- The incubation period of AIDS can be more than ten years.

**Inappropriate attitude**
- We should be kind to and care for AIDS patients and should not discriminate against them. The Government has formulated the Disability and Discrimination Ordinance in 1995, putting AIDS patients as one of the categories of the disabled. They have the right as other people to sharing services, facilities, schooling and employment.

**Inappropriate attitude**
- We should be kind to and care for AIDS patients and should not discriminate against them. The Government has formulated the Disability and Discrimination Ordinance in 1995, putting AIDS patients as one of the categories of the disabled. They have the right as other people to sharing services, facilities, schooling and employment.
AIDS are Spread Through

- Sexual contact
- Blood to blood
- Mother to child (vertical transmission)
Objective: To spread the messages of preventing AIDS and caring for those who have contracted AIDS

Methods: Distributing flyers, producing brochures and posters, organizing stall games and seminars etc.

(Student may suggest other methods of promoting this topic. But prior approval must be obtained from the teachers.)

Detailed plan:

Project schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Fill in the dates</th>
<th>Expected work to be achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
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<tr>
<td>Week 3</td>
<td></td>
<td></td>
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<tr>
<td>Week 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher's comments:
請以認真的態度，回答以下題目：

<table>
<thead>
<tr>
<th>項目</th>
<th>註明</th>
<th>同意</th>
<th>不同意</th>
<th>不知道</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>男孩子在發育時肩胛更形寬闊，聲線變得低沉。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2.</td>
<td>男孩子在青春期時，乳房出現腫脹是不正常的現象。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3.</td>
<td>十六歲的男孩子還沒有陰毛、體毛和鬍鬚，以後便不可以用長出來。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4.</td>
<td>男孩子無陰毛是因為男性荷爾蒙不足。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5.</td>
<td>男孩子體毛越長，性慾越強。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6.</td>
<td>一個高大的人，陰莖會較大。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7.</td>
<td>過大的陰莖不能進入陰道。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8.</td>
<td>陰莖越長越有性能力。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9.</td>
<td>陰莖勃起後必須射出精液，否則會影響健康。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10.</td>
<td>陰囊中的兩個睾丸大小及位置不同，是表示發育不健全。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11.</td>
<td>睾丸的作用是產生精子。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12.</td>
<td>男孩子在出生時，睾丸已能製造精子。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>13.</td>
<td>尿液和精液是沒有分別的。兩種液體只是濃度不同罷了。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>14.</td>
<td>夢遊是青春期男孩子體內精液積存太多，當經歷刺激如統夢或因過緊衣服摩擦等，自動排出體外的自然現象。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>15.</td>
<td>夢遊對身體是有害的。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>16.</td>
<td>三角內褲或緊身牛仔褲會影響生殖能力。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>17.</td>
<td>若包皮過長便需要割除。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>18.</td>
<td>割包皮是不會影響性能力的。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>19.</td>
<td>如一位男孩子在泳池或更衣室內看見其他同學的性器官感到好奇和興奮，這人便有同性戀的傾向。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>20.</td>
<td>如一男生看完色情漫畫就忍不住要自慰，在街上看見身材好的女性便不能自制地盯著，這男孩子便是色情狂。</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

〈多謝合作，問卷完〉
請以認真的態度，回答以下題目：

1. 女性的陰道和尿道是同一出口。
2. 女孩子到十四歲，乳房仍是很小，便是發育不健全。
3. 女性的乳房向外傾，是畸形的發展。
4. 乳房細小的婦女，不能正常地生育子女。
5. 乳房的主要功能是分泌乳汁。
6. 乳頭流出白色液體，是乳癌的病徵。
7. 帶胸圍的目的是為了美化胸部的線條。
8. 女性的下體無故分泌黃色液體，是性病的先兆。
9. 女孩子的第一次來經，是表示身體已具備了孕育胎兒的能力。
10. 經血是骯髒和污穢的。
11. 月經週期一般是二十八天，但亦會受到疾病、環境和情緒的影響而更改。
12. 月經週期不定，對身體影響很大，會令懷孕時的胎兒發育不正常。
13. 月經引起肚痛是因流血太多，令肌肉抽筋。
14. 經血太多會引致貧血。
15. 月經期間不應洗澡，不可以做運動，最好臥床休息。
16. 女性的子宮看起來好像一個倒轉的梨子。
17. 胎兒是在子宮內成長的。
18. 女孩子到青春期後，卵巢才能製造成熟的卵子。
19. 嬰兒是經由陰道出生的。
20. 完整的處女膜是處女的標記。

〈多謝合作，問卷完〉

(問卷三 完)
我的性別

我是男/女孩子，我有以下的性格：

- □ 獨立  □ 情緒化  □ 主觀  □ 順從
- □ 衝動  □ 主動   □ 重家庭  □ 感情脆弱
- □ 冒險  □ 易哭  □ 重義氣  □ 溫柔  
- □ 理智  □ 當機立斷  □ 小器

B.

我是男/女孩子，我的身體有以下結構：

- □ 肌肉  □ 神經線  □ 肺  □ 胃
- □ 睾丸  □ 卵巢  □ 腦下垂體  □ 腸
- □ 陰道  □ 陰莖  □ 陰核  □ 輸尿管
- □ 輸精管  □ 輸卵管  □ 乳房  □ 子宮
- □ 肛門  □ 陰囊  □ 尿道  □ 包皮
- □ 附睾  □ 海綿體  □ 子宮頸  □ 陰阜
- □ 大陰唇  □ 小陰唇  □ 龜頭  □ 處女膜

我是男/女孩子，我知道體細胞與性細胞的分別是：

- 体細胞（somatic cell）
  - 染色體的數目是__________條，共有__________對。

- 性細胞（sex cell）
  - 染色體的數目是__________條，這種細胞只存在於__________。
因為父母給我的遺傳因子 (gene)，我有以下特徵：

1. 美色
2. 額型
3. 眼睛色系
4. 軀體特徵
5. 尾指特徵
6. 採舌能力

7. 還有……

還有 ___________________________ 等的特徵。

都是由父母遺傳下來。但我知道

因素會影響遺傳因子，以致它們的特徵不會或不能完全表達出來 (characters cannot be expressed)。生活的社會環境，營養
和運動，是影響我身材的主要因素。

(持續)
因為我是一個男/女孩子，所以不會

- 烹飪
- 打扮像男性
- 幫母親做家務
- 足球
- 打女孩子
- 在公開場合哭泣
- 戴珠寶首飾
- 提高聲線
- 駕駛電單車
- 洗碗碟
- 結領帶
- 在公開場合哭泣
- 剪平頭髮
- 在打鬥中退縮

當我長大後，我要做一個：

- 建築師
- 木匠
- 打字員
- 飛機師
- 銀行文員
- 貨車司機
- 律師
- 接待員
- 歌星
- 演員
- 社工
- 小學教員
- 工程師
- 航空交通控制員
- 電腦程式編寫員
- 空中服務員
- 會計師
- 醫生
- 攝影師
- 舞蹈員
- 中學教員
- 畫家
- 電話裝嵌員
- 建築工人
- 會計文員
- 飛機修理技工
- 銀行出納員
- 護士
- 秘書
- 模特兒
- 作曲家
- 幼稚園工作者
工作紙 --- 青春期知多少（一）

姓名： ________________________ ( ) 日期： ________________________
班別： ________________________ 積分： ________________________

請在合適的格上加 √ 號:

1. 兒童由開始發育到成人的一段時期稱為甚麼？
   □ 兒童期   □ 青年期   □ 青春期

2. 青春期的男女體高和體重有甚麼變化？
   □ 沒有顯著的變化
   □ 體高和體重急劇增加
   □ 體高和體重慢慢增加

3. 怎樣可以防止體臭的發生？
   □ 睡眠充足   □ 多吃營養食物   □ 保持身體清潔

4. 如果有生理上的疑問，最好怎樣？
   □ 隨便在網絡上查書刊參閱   □ 向老師或家長請教   □ 和同學討論

5. 青春期是指那一段時期？
   □ 五歲至十一歲   □ 十一歲至十八歲   □ 十八歲至二十四歲

6. 在青春期開始時，那些腺體的分泌會刺激身體產生變化？
   □ 腦下垂體腺   □ 淋巴腺   □ 皮脂腺

7. 青春期男女面上常因毛孔被皮脂腺分泌的皮脂堵塞而形成甚麼？
   □ 雀斑   □ 暗瘡   □ 皮癬

8. 要減少面部長出暗瘡，我們應該怎樣做？
   □ 多用化妝品   □ 多吃營養食物   □ 注意面部清潔

9. 擠破 / 壓暗瘡，會有什麼影響？
   □ 引起發炎   □ 快些痊癒   □ 沒有影響

10. 有甚麼方法可以使身體在青春期間發育得更好？
    □ 多吃營養食物   □ 多作劇烈運動   □ 多模仿成人的舉動

(工作紙完)
請在合適的格上加	號：

1. 踏入青春期的女孩子，聲線有甚麼變化？
   □ 變得尖銳        □ 變得低沉        □ 沒有變化

2. 女性身體排出的生殖細胞叫做甚麼？
   □ 卵子        □ 精子        □ 荷爾蒙

3. 女性子宮的模樣，好像一個倒轉的甚麼東西？
   □ 蘋果        □ 梨子        □ 香蕉

4. 女性排出的卵子，體積大約是怎樣的？
   □ 大約是一粒花生的大少
   □ 大約是一粒紅豆的大少
   □ 小過一個鉛筆點出的小點

5. 胎兒是在母體內那處生長的？
   □ 卵巢        □ 子宮        □ 輸卵管

6. 在正常的情況下，母親要懷孕多久才能誕下寶寶？
   □ 八個多月        □ 九個多月        □ 十個多月

7. 生理成熟的女性通常隔多久會排卵一次？
   □ 三星期        □ 四星期        □ 五星期

8. 卵子是在那個器官製造出來的？
   □ 卵巢        □ 子宮        □ 輸卵管

9. 女孩子在月經來臨的時候，不適宜做下列那一樣事情？
   □ 洗頭        □ 淋浴        □ 劇烈運動
工作紙 --- 青春期知多少 (三)

姓名：____________________ ( ) 日期：____________________
班別：____________________ 积分：____________________

請在合適的格上加√號：

1. 踏入青春期的男孩子，聲線有甚麼變化？
   □ 變得尖銳   □ 變得低沉   □ 沒有變化

2. 男性身體排出的生殖細胞叫做甚麼？
   □ 卵子   □ 精子   □ 荷爾蒙

3. 精子是在那個器官製造出來的？
   □ 陰莖   □ 輸精管   □ 睾丸

4. 男孩子在青春期，生理上有甚麼變化？
   □ 有夢遊   □ 有月經   □ 聲音變得尖銳
Implementing sex education through the junior secondary science curriculum
Hong Kong: Curriculum Development Institute, Education Dept., 2002.