



**A Project entitled**

***Using Storytelling to Nurture Students' Positive Value***

**Submitted by**

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**submitted to The Education University of Hong Kong**

**for the degree of**

***Bachelor of Education (Honours) (Primary) General Studies***

**in Month Year**

### ***Declaration***

**I, LEE MING SUM** declare that this research / project report represents my own work under the supervision of **Ms Man, Mei Sum**, and that it has not been submitted previously for examination to any tertiary institution.

**LEE MING SUM**

**Date: 8/4/2024**

## **Abstract**

The research is going to introduce about using storytelling to nurture students' positive values. Positive values refer to the values that the community views as social benefits such as caring, respecting, honesty, responsibility, empathy, etc. (Prencope & Helwig, 2002). In the research, positive values – empathy would be taught by teacher in using storytelling. Green (2014), “Story-telling” is a teaching strategy which insert a story may provide a non-threatening way to ease students into learning, and is a human art form that teaches about the human experiences in order to build students' values or motivation, etc. Questionnaire would be used to assess students' performance. The teaching package would be hold in total three times of implementation. Different results would be shown as below.

Additionally, using videos with Open-Ai in story-based would be the teaching method in this teaching package. Students could be easily attracted to lesson and students' learning motivation would be enhanced through the storytelling. Story-based videos help students easier to understand and easier to put themselves in other people's shoes to think about others in a realistic situation in order to build positive values (Akrim, 2022).

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## Using Storytelling to Nurture Students' Positive Value

### 1. Definition of Storytelling

“Storytelling” is a teaching strategy which insert a story may provide a non-threatening way to ease students into learning; a human art form that teaches about the human experiences in order to build students’ values or motivation (Green, 2014).

### 2. Literature Review

Through storytelling, perceive the world and different situations in terms of relationships between ideas, objects or categories, positive values are one of the ideas (Halpern, 1998). Additionally, cognitive psychology tells students how these associations are structured into categories, helping students understand certain things in relation to other things, such categorization is a function of memory. As a result, positive values would be remembered by students through the memorization process of storytelling. As a result, positive values would be remembered by students through the memorization process of storytelling. Students can perceive and experience the situation through ‘Story-telling’ which help them to figure out what actions are supposed to do and what are not.

‘True Story-telling Model’ would be the main focus in this research. the whole model emphasizes using realistic situational-based stories to teach and nurture students’ positive values. That is why the model is named as ‘True Story-telling Model’. Those stories need to be realistic and simple. Using realistic and simple stories for teaching, students could be easier to understand and easier to put themselves in other people’s shoes to think about others in a realistic situation. Also, realistic situations make people feel more credible to

believe and easier to build sense of empathy (Akrim, 2022). In the research, ‘Motivation’ in Basis, ‘Language’ in Strategy and ‘Results’ in Situation would be the main parts to explain the research.

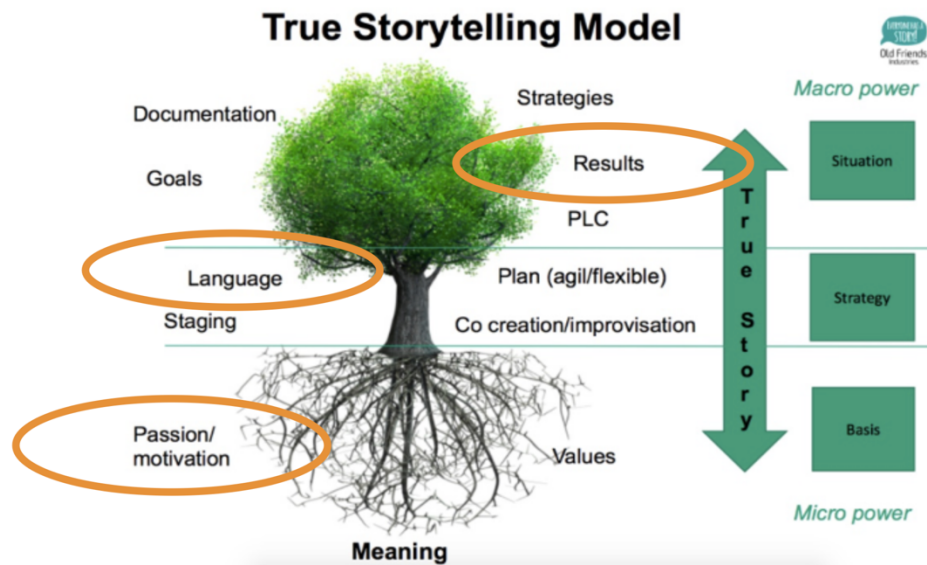


Fig. Storytelling Model

### 3. Research Objective

The research objective would be ‘nurturing students’ positive values – empathy by storytelling’. Empathy means the ability to understand and share the feelings of another.

### 4. Expected Learning Outcome

There are three expected learning outcomes in this research. The first learning outcome is students could understand the positive value - empathy by storytelling; so then they could be able to choose the relevant action of being empathy and make reflection after learning by storytelling.

## **5. Analysis**

### **5.1 Sampling**

Sampling population would be the P.4 students in Po Leung Kuk Leung Chow Shun Kam Primary School. Population size would be 34 students in a class. The whole sampling would be taken in total three times of implementation. Each time of implementation would be taken within 5-6 days. The first implementation was carried out on 24<sup>th</sup> November, 2023, which was a lesson about the topic of ‘Intellectual Property’; the second implementation was carried out on 29<sup>th</sup> November, 2023, which was a lesson about the topic of ‘Online Bullying’; and the last implementation was carried out on 5<sup>th</sup> December, 2023, which was a lesson about the topic of ‘Unhealthy Information’. The three implementation would be the whole teaching package to students and questionnaire would be used to assess students’ learning progress.

### **5.2 Motivation – Learning Motivation to Students**

#### **5.2.1 Teaching by Storytelling**

Storytelling would be used while teaching. By demonstrating the actual situation of some scenarios through stories videos, is a motivational way to attracting students to learn, letting students to understand the influences of those situations have happened and understand the importance of some positive values, such as empathy (Green, 2014). Also, the element of Open-Ai would be used in the teaching videos with realistic situational-based scenarios; and narrators also had been used in the videos in order to attract students to listen the stories.

### **5.2.2 By Observation & Improvement**

Students showed increasing excitement from 1st to 3rd implementation. Narrator had been changed from the first video to the third video so as to build more attractive videos to attract students' learning. Building more realistic situation to make students feeling more credible to believe and easier to build sense of empathy.

In the first video, an unknown AI narrator had been used to introduce the story. However, an unknown AI narrator would not be familiar and realistic enough for attracting students to learn. They might not really be able to put themselves into the situations.

Therefore, narrator in the second video has been changed to Miss Ng, who taught those P.4 students in General Studies before, to build a more attractive and realistic video to attract students' learning in empathy as what Miss Ng have said in the video would be more credible for students to believe.

However, compared to Miss Ng, a more attractive and realistic narrator, who was me, has been used in the last video. As I was the teacher of those P.4 students at that period of lessons, what I have said would be more credible for students to believe; and students would possibly be much more familiar and realistic with the narrator to attract students' focus and learning with the situation, which could be a great motivation to students' learning.



Finally, students really showed great interests in watching the video and really paid attention to what the video have said. They really enjoyed to watch the videos, which was a really good start for them to learn something as they were willing to learn.



Fig. Screen-captured from the three videos

## 5.3 Languages – Languages Were Used in Storytelling & Ways to Express the Stories

### 5.3.1 Story-Background

Realistic story-background has been used in the storytelling. Three different backgrounds have been used in the videos. As realistic story-settings help students easier to put themselves into the situations to learn, makes students feel more credible to believe so then could build higher sense of empathy (Akrim, 2022).

### 5.3.2 By Observation and Improvement

Students fully paid attention to the videos while watching the video. The story-background of ‘school-wide lyrics competition’ has been used in the first video. However, not all the students had the experience of joining this kind of competition, so they might only imagine the situation while watching the video. In order to improve this situation, story-background has been changed to ‘having group discussion during General Studies lesson at class 4A’ and ‘playing with friends at the park after school’

in the second and the third video. These two story-backgrounds might be more familiar and realistic to students, so that they could easier put themselves into the situation then possibly build the positive values of empathy as realistic situations always make people feel more credible to believe and build higher sense of empathy.



Fig. Screen-captured from the three videos

Finally, students' reactions of watching the second and the third video were obviously more excited. It seemed like they really focused into the videos and thought about something in their mind.

### 5.3.3 Languages & Speaking Tone

In all those three videos, common conversations between characters have been designed in daily spoken language rather than using formal languages, such as Cantonese, and natural speaking tone have been used in the videos, as using more conversations in daily spoken languages between characters could easier for students to understand and put themselves into the situations then possibly build humans' sense of empathy. (Akrim, 2022).

### 5.3.4 By Observation and Improvement

Students fully paid attention the videos and laughing while they were listening to the conversations and watching the videos. However, they had a bit making fun on the AI speaking tone as they thought the tone was a bit strange to listen. In the first video, daily spoken language & AI tone speaking have been used. However, it was quite weird for audience to listen with the AI tone speaking tone as it sounded unnatural to listen. Students might feel hard to put themselves into the situation as they might only focus on listening the weird tone of speaking. Therefore, the speed of AI tone speaking has been adjusted to a faster speaking tone in the second video in order to let students listen in a more natural way and a more realistic conversation. However, it was still a bit weird for students to listen with the AI speaking tone. Therefore, the third video has been adjusted in using natural speaking tone to speak between characters. A more natural speaking tone could build a more realistic conversation for students to understand and put themselves into the situation.



Fig. Screen-captured from the three videos

Finally, students have not laughed at the speaking tone again and really enjoyed watching the video. They were really put themselves into the videos as they were all fully paid attention to the videos.

## 5.4 Data Analysis & Results

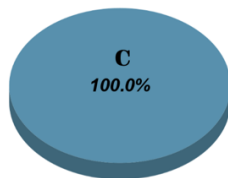
Questionnaires have been used to assess students' learning progress. Some questions and data analysis from the questionnaires as below:

### 5.4.1 1<sup>st</sup> Implementation

Q1. 看完片段後，你觀察到什麼？

- ☐ A: 小偉抄寫了明明部分的歌詞。
- ☐ B: 小偉很快就想到歌詞。
- ☐ C: 明明想不到歌詞。

Q1



Q2. 小偉抄寫了明明部分的歌詞後，明明在片段中有什麼感受？

- ☐ A: 開心
- ☐ B: 失落
- ☐ C: 緊張

Q2



According to the questionnaire in the 1<sup>st</sup> implementation, 100% of students could observe the situation in the videos, which was someone copied his classmate's lyrics; and 100% of students chose the option of upset or sad. It proved that students were able to understand the situation, characters' feeling and the content of the video.

**Q3. 看完片段後，若你想不到歌詞參加比賽，你會不會選擇抄寫別人作品？**

- ☐ **A: 會**
- ☐ **B: 不會**

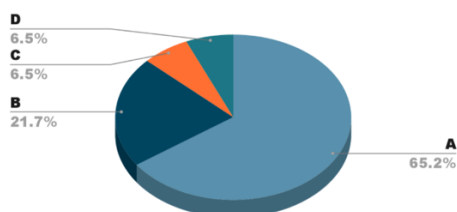
Q3



**Q4. 根據第Q3題答案，為什麼？（答案可多於一個）**

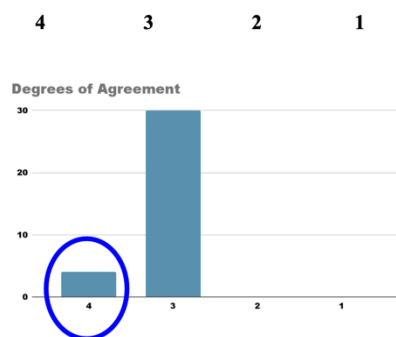
- ☐ **A: 因為別人的作品是別人辛勞的努力，不應該把他人的努力據為己有，應該要懂得尊重和考慮別人的感受。**
- ☐ **B: 因為侵犯別人的知識產權是違法的。**
- ☐ **C: 因為我想不到歌詞。**
- ☐ **D: 因為我不需要理會他人的感受，只要我有作品交就行。**

Options



According to the questionnaire in the 1<sup>st</sup> implementation, 100% of students would not choose to copy others work as their own work. However, only around 65% of students who chose the relevant action of being empathy, only 65% of students they would consider others feelings and not hurt others feelings so they would not copy others work. Although all of the students understood content of the video, not all the students could chose the action of empathy.

Q5. 看完影片後，你能感受到別人的失落，不會做傷害別人感受的事情。（【4】為極度同意；【1】為極度不同意。）



According to the questionnaire in the 1<sup>st</sup> implementation, 100% of students agreed they would consider and feel others' feeling; so, they would not act something that hurt others. which have chosen the relevant action of being empathy. However, only few students who chose the strongest degree of agreement.

As a result, the actual outcomes have not fully matched the expected outcomes. Students could understand the positive value – empathy by storytelling and be able to make reflection after learning by storytelling; however, they were not able to choose the relevant action of being empathy. Therefore, improvements needed in the second implementation. After changing in a more realistic situation, more realistic story-background; and faster and more natural speaking tone in the videos. The result has become different.

#### 5.4.2 2<sup>nd</sup> Implementation

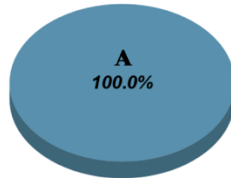
After changing in a more realistic situation, more realistic story-background; and faster and more natural speaking tone in the videos. The result has become different.

Some questions and data analysis from the questionnaires as below:

**Q1. 看完片段後，你觀察到什麼？**

- ☐ **A:** 小傑在網上欺凌芳芳，他在網上發布一些發布嘲笑或侮辱受害者的言論。
- ☐ **B:** 小傑喜歡跟芳芳玩耍。

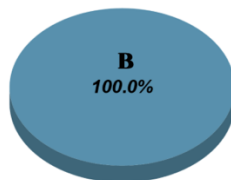
Q1



**Q2. 如果你被別人網上欺凌，你會有什麼感受？**

- ☐ **A:** 開心
- ☐ **B:** 傷心

Q2

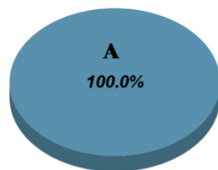


According to the questionnaire in the 2<sup>nd</sup> implementation, 100% of students could observe the situation in the videos, which was someone was bullied online by the classmates. of students would be hurted and sad by being bullied online. It proved that students were able to understand the situation, characters' feeling and the content of the video.

Q3. 你會不會在網上欺凌芳芳？

- ☐ A: 會
- ☐ B: 不會

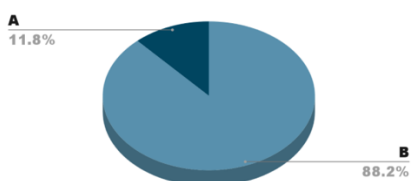
Q3



Q4. 承上題：為什麼？

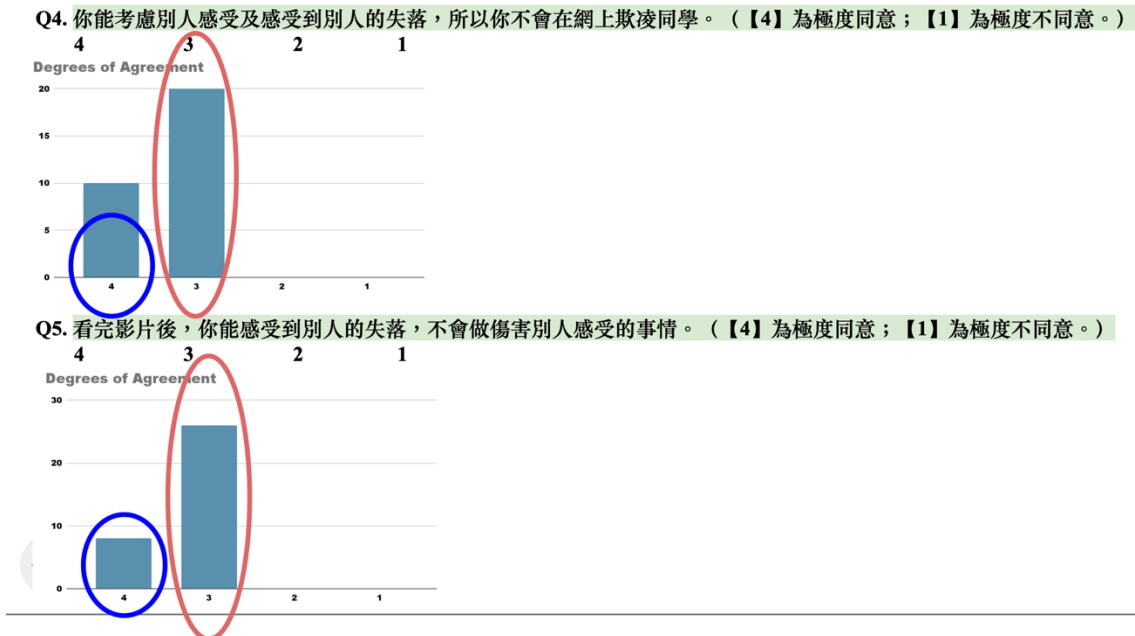
- ☐ A: 因為很好笑。
- ☐ B: 因為這樣會傷害芳芳的心靈，使她傷心，所以我會考慮她的感受，不會做一些讓她傷心的行為。

Q4



According to the questionnaire in the 2<sup>nd</sup> implementation, 100% of students thinks they should not bully classmates online; and there were 88.2% of students who chose the relevant action of being empathy, they would consider classmates' feeling and know that is hurting her so they would not bully classmates online. Although all of the students understood content of the video, not all the students could chose the action of empathy. However, compared to the first implementation's result, the percentage has been significantly increased from 65% to 88.2% which was an improvement of students' learning progress.





According to the questionnaire in the 2<sup>nd</sup> implementation, 100% of students agreed they would consider and feel others' feeling; so they would not bully classmates online, which have chosen the relevant action of being empathy. And 100% of students agreed they would consider and feel others' feeling; so they would not act something that hurt others, which have chosen the relevant action of being empathy. All students have chosen the relevant action of being empathy; and there were more students who chose the strongest degree of agreement of than the first implementation.

As a result, the actual outcomes have fully matched the expected outcomes. Students could understand the positive value – empathy by storytelling; so then they were able to choose the relevant action of being empathy and were able to make reflection after learning by storytelling. Therefore, improvements occurred in the second implementation. Moreover, more experiments make perfect, so the third

implementation would be processed after the second implementation. Similarly, after changing in a more realistic situation, more realistic story-background; and a more natural speaking tone in the videos. The result has become different in the third implementation.

### 5.4.3 3<sup>rd</sup> Implementation

After changing in a more realistic situation, more realistic story-background; and a more natural speaking tone in the videos. The result has become different. Some questions and data analysis from the questionnaires as below:

**Q1: 你會不會強迫欣欣看她iPad的不良資訊？**

- ☐ A: 應該
- ☐ B: 不應該

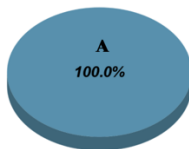
Q1



**Q2: 承上題：為什麼？**

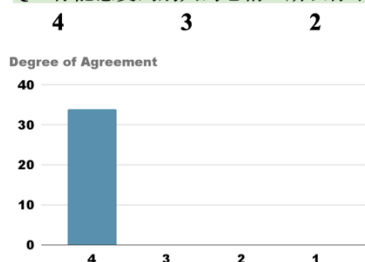
- ☐ A: 因為這樣令欣欣心情不好，所以我會考慮她的感受，不會做一些讓她不開心的事的行為；而且，不良資訊是應該拒絕觀看的。
- ☐ B: 因為真的太想分享了。

Q2

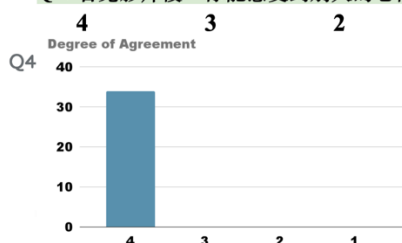


According to the questionnaire in the 3<sup>rd</sup> implementation, 100% of students thinks they would not force others to watch the inappropriate information; 100% of students thinks they would consider others feeling and would not act something others dislike or cause others upset. It proved that students were able to understand the situation, characters' feeling and the content of the video.

**Q3: 你能感受到別人的心情，所以你不會強迫別人做某些別人不想做的事。**（【4】為極度同意；【1】為極度不同意。）



**Q4: 看完影片後，你能感受到別人的心情，不會做影響別人感受的事情。**（【4】為極度同意；【1】為極度不同意。）



According to the questionnaire in the 3<sup>rd</sup> implementation, ALL of students thinks they would consider others feeling and would not force others to do something that they dislike or unwilling to, which chose the relevant action of being empathy; and ALL of students who chose the relevant action of being empathy, they would consider others feeling and would not act something that affect others feeling. All the students have chosen the relevant action of being empathy; and all of the students who chose the strongest degree of agreement of being empathy.

As a result, the actual outcomes have fully matched the expected outcomes. Students could understand the positive value – empathy by storytelling; so then they were able to choose the relevant action of being empathy and were able to make reflection after learning by storytelling. The research has proved that based on learning different situations in Open-Ai story-based videos, students could really be able to understand

the positive value - empathy and act as empathy as students could put themselves into other shoes and make reflection by themselves.

## **6. Conclusion**

Based on different realistic situations through Open-Ai story-based videos, students could be able to show empathy to others as positive values would be remembered by students through the memorization process of storytelling. At the same time, they could perceive and experience the realistic situation through ‘Storytelling’ and put themselves into other shoes, which help them to build positive values such as empathy and figure out what actions are supposed to do and what are not.

***Word Count: 2419 words***

### **Project Output Link:**

[https://drive.google.com/drive/folders/1OMfUW\\_SU\\_71yOrKAt0clVxI0fxxzTNcU?  
usp=sharing](https://drive.google.com/drive/folders/1OMfUW_SU_71yOrKAt0clVxI0fxxzTNcU?usp=sharing)

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## 8. Appendix:

姓名：\_\_\_\_\_

班別：\_\_\_\_\_

### 問卷調查表（一）

#### 《同理心》

請觀看完影片後，完成第一及第二部分的問卷調查表。

第一部分：請選擇答案，然後在方格內填上✓。

1. 看完片段後，你觀察到什麼？

- ☐ 小偉抄寫了明明部分的歌詞。
- ☐ 小偉很快就想到歌詞。
- ☐ 明明想不到歌詞。

2. 小偉抄寫了明明部分的歌詞後，明明在片段中有什麼感受？

- ☐ 開心
- ☐ 失落
- ☐ 緊張

3. 承上題，你認為為什麼明明會有這個感受嗎？

- ☐ 因為明明和小偉是好朋友。
- ☐ 因為小偉抄寫了明明部分的歌詞。
- ☐ 因為老師罵明明。

4. 如果你被別人抄寫了你的歌詞，你會有什麼感受？

- ☐ 開心
- ☐ 失落
- ☐ 緊張

5. 承上題，你會希望別人有這個感受嗎？

- ☐ 會
- ☐ 不會
- ☐ 沒有意見

6. 承上題，為什麼？

- ☐ 因為我不希望別人感到失落或不開心。。
- ☐ 因為我希望別人感到失落或不開心。
- ☐ 因為我不會理會別人開心與否。

7. 你認為小偉應不應該抄寫明明部分的歌詞？

- ☐ 應該
- ☐ 不應該

8. 承上題：為什麼？

- ☐ 因為別人的作品是別人辛勞的努力，不應該把他人的努力據為己有，應該要懂得尊重和考慮別人的感受。
- ☐ 因為侵犯別人的知識產權是違法的。
- ☐ 因為我想不到歌詞。
- ☐ 因為我不需要理會他人的感受，只要我有作品交就行。

9. 你認為小偉想不到歌詞，他應該怎樣做？

- ☐ 上網抄寫歌詞。
- ☐ 再投放多點時間想一想自己的日常生活，看看有什麼·字眼可以用作歌詞。
- ☐ 問老師有什麼建議。



10. 如果你是小偉，知道明明抄寫了自己的歌詞，你會怎樣做？

- ☐ 罵他。
- ☐ 不理他。
- ☐ 找他溝通再跟他說抄寫別人的歌詞是不應該的，應該互相尊重。

11. 看完片段後，若你想不到歌詞參加比賽，你會不會選擇抄寫別人作品？

- ☐ 會
- ☐ 不會

12. 根據第 11 題答案，為什麼？（答案可多於一個）

- ☐ 因為別人的作品是別人辛勞的努力，不應該把他人的努力據為己有，應該要懂得尊重和考慮別人的感受。
- ☐ 因為侵犯別人的知識產權是違法的。
- ☐ 因為我想不到歌詞。
- ☐ 因為我不需要理會他人的感受，只要我有作品交就行。

13. 若你想不到歌詞參加比賽，你會怎樣做？

- ☐ 再花多點時間做資料搜習，看看有沒有什麼新的想法。
- ☐ 上網抄寫歌詞。
- ☐ 問老師有什麼建議。
- ☐ 放棄比賽。



姓名：\_\_\_\_\_

班別：\_\_\_\_\_

## 問卷調查表（二）

### 《同理心》

請觀看完影片後，完成第一及第二部分的問卷調查表。

第一部分：請選擇答案，然後在方格內填上✓。

14. 看完片段後，你觀察到什麼？

☐ 小傑在網上欺凌芳芳，他在網上發布一些發布嘲笑或侮辱受害者的言論。

☐ 小傑喜歡跟芳芳玩耍。

15. 小傑在網上欺凌芳芳，你認為芳芳在片段中有什麼感受？

☐ 開心

☐ 傷心

16. 承上題，你認為為什麼芳芳會有這個感受嗎？

☐ 因為芳芳被同學笑他肥胖和戴眼鏡的外表像傻子。

☐ 因為芳芳結識了新朋友。

☐ 因為小傑讚賞她。

17. 如果你被別人網上欺凌，你會有什麼感受？

☐ 開心

☐ 傷心

18. 承上題，你會希望別人有這個感受嗎？

- ☐ 會
- ☐ 不會
- ☐ 沒有意見

19. 承上題，為什麼？

- ☐ 因為我不希望別人感到傷心或不開心。。
- ☐ 因為我希望別人感到傷心或不開心。
- ☐ 因為我不會理會別人傷心與否。

20. 你認為小傑應不應該在網上欺凌芳芳？

- ☐ 應該
- ☐ 不應該

21. 承上題：為什麼？

- ☐ 因為很好笑。
- ☐ 因為這樣會傷害芳芳的心靈，使她傷心，所以我會考慮她的感受，不會做一些讓她傷心的行為。

22. 影片中，其他同學看見小姐在網上發表的言論後，他們怎麼做？

- ☐ 一起取笑芳芳。
- ☐ 沒有理會該言論。

23. 承上題，你認為以上行為對嗎？

- ☐ 一起取笑芳芳。
- ☐ 沒有理會該言論。

24. 承上題，為什麼？

- ☐ 因為雖然那些言論不是其他同學發布，但恥笑同學這個行為都是會傷害芳芳的心靈，使她傷心，所以我會考慮她的感受，不會做一些讓她傷心的行為。
- ☐ 因為不關我的事。

25. 如果你是其他同學，知道小傑在網上欺凌同學，你會怎樣做？

（答案可多於一個）

- ☐ 跟小傑講這樣會傷害芳芳的心靈，叫他不要這樣做。
- ☐ 不理這件事情。
- ☐ 跟老師說這件事情。

26. 看完片段後，若你對同學的身材或外表有意見，你會選擇網上欺凌同學嗎？

- ☐ 會
- ☐ 不會

27. 根據第 13 題答案，為什麼？（答案可多於一個）

- ☐ 因為我們應該要懂得尊重別人，不應該胡亂批評別人。
- ☐ 因為這個行為都是會傷害別人的心靈，使他/她傷心，所以我應該考慮別人的感受，不做一些讓別人傷心的行為。
- ☐ 因為我不需要理會他人的感受，只要我覺得搞笑就行。

28. 若你被別人網上欺凌，你會怎樣做？

- ☐ 忍受這件事的發生。
- ☐ 跟朋友/老師/家人說，看看他們怎麼幫你。
- ☐ 直接跟欺凌者溝通，跟他說這是不對的，不要再這樣做。
- ☐ 不理會。



姓名：\_\_\_\_\_

班別：\_\_\_\_\_

### 問卷調查表（三）

#### 《同理心》

請觀看完影片後，完成第一及第二部分的問卷調查表。

第一部分：請選擇答案，然後在方格內填上✓。

29. 看完片段後，你觀察到什麼？

☐ 小麗在強迫欣欣看她 iPad 的不良資訊。

☐ 小麗罵欣欣。

30. 小麗在強迫欣欣看她 iPad 的不良資訊，你認為欣欣在片段中有什麼感受？

☐ 開心

☐ 心情不好

31. 承上題，你認為為什麼欣欣會有這個感受嗎？

☐ 因為欣欣被人強迫做一些不想做的事情。

☐ 因為欣欣結識了新朋友。

☐ 因為小麗讚賞她。

32. 如果你被別人強迫做一些不想做的事情，你會有什麼感受？

（答案可多於一個）

☐ 開心

☐ 心情不好

☐ 不開心

33. 承上題，你會希望別人有這個感受嗎？

- ☐ 會
- ☐ 不會
- ☐ 沒有意見

34. 承上題，為什麼？

- ☐ 因為我不希望令別人心情不好。
- ☐ 因為我希望令別人令別人心情不好。
- ☐ 因為我不會理會別人心情好不好。

35. 你認為小麗應不應該強迫欣欣看她 iPad 的不良資訊？

- ☐ 應該
- ☐ 不應該

8. 承上題：為什麼？（答案可多於一個）

- ☐ 因為這樣令欣欣心情不好，所以我會考慮她的感受，不會做一些讓她不開心的事的行為；而且，不良資訊是應該拒絕觀看的。
- ☐ 因為真的太想分享了。

9. 承上題，所以你認為小麗的行為對嗎？

- ☐ 對
- ☐ 不對



10. 如果你是小麗，你會怎樣做？

（答案可多於一個）

☐ 不會強迫欣欣觀看資訊。

☐ 照樣強迫欣欣觀看資訊。

11. 看完片段後，若你知道對方不想做某些事情，你會選擇強迫對方做嗎？

☐ 會

☐ 不會

12. 根據第 11 題答案，為什麼？（答案可多於一個）

☐ 因為我們應該要懂得尊重別人，不應該強迫別人。

☐ 因為這個行為都是會傷害別人的心靈，使他/她不開心/心情不好，所以我應該考慮別人的感受，不做一些讓別人不開心/心情不好的行為。

☐ 因為我不需要理會他人的感受，只要我想對方做對方就要做。

13. 若你被別人強迫做某些你不想做的事情事情，你會怎樣做？

（答案可多於一個）

☐ 忍受這件事的發生。

☐ 跟朋友/老師/家人說，看看他們怎麼幫你。

☐ 直接跟對方溝通，跟他說這是不對的，解釋給他聽應該要尊重別人感受。

☐ 不理會。

