香港教育大學
The Education University of Hong Kong

THE EDUCATION UNIVERSITY OF HONG KONG

ART4222 (01E) HONOURS PROJECT II

Traditional Research Project

Yr 5 Proposal entitled

Exploring the Effectiveness of Expressing Emotion When Hong Kong Teenagers Drawing Memes

Submitted by

Ng Chuk Kwan

07/05/2025

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Abstract

Emotional expression is important for adolescent development in their emotional intelligence . However, Hong Kong secondary school teenagers showed difficulty in expressing their inner feelings. Since there is less relevant research on the artistic creation of Hong Kong secondary school students to express themselves and lower their emotional stress, the researcher is interested in exploring whether drawing memes can help teens in emotional expression and emotional stress relief.

The qualitative research methods are used to explore the effectiveness of expressing emotion when Hong Kong Teenagers Draw memes. Through semi-structured interviews with Secondary school teachers and secondary school students in my alma mater, the results of the findings show that students' participation, emotional expression, and teacher view to students performance in after school meme workshops. Researcher reveals that students can convey their emotions to others by drawing different emojis and use it as a channel to vent negative emotions to balance their moods. It is hoped that this workshop outcome and suggestions can provide references for teachers to help Hong Kong secondary school students increase their channels for emotional expression and assist students in reducing emotional stress.

Keywords: Memes , Emotion expression , Hong Kong teenagers

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Declaration

I, Ng Chuk Kwan , declare that this research report (Explore the Effectiveness of Expressing Emotion When Hong Kong Teenagers Draw Memes) represents my own work under the supervision of Dr. Yim Kim Ping and that it has not been submitted previously for examination to any tertiary institution.

Ng Chuk Kwan

07 May 2025

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Chapter 1 Introduction

1.1 Research Background

In recent years, researchers have found through a series of courses and experiments that artistic creation can help teenagers express their emotions and inner feelings better and maintain mental health. Non-verbal forms of expression, such as painting and digital art, have shown unique value in the externalization of emotions and emotional regulation (Malchiodi, 2012). With the popularization of digital technology, memes, as a popular form of digital art expression, have gradually become one of the core media for teenagers' daily communication and emotional expression (Shifman, 2014). Meme, through their simple pictures, symbolic emotional elements and fun designs, demonstrate high intuitiveness and dissemination power in the expression of complex emotions (Knobel & Lankshear, 2007). This means that it is not difficult to depict memes in the real world, which is easier for students to get started with than traditional complex drawing methods

According to the emotion regulation theory, the recognition and externalization of emotions are key steps in emotional management (Gross, 2002). Adolescence is a crucial stage for emotional development. Many teenagers often find it difficult to accurately express their emotions in words when facing academic pressure, social challenges, and self-awareness issues (Siu et al., 2024). The emergence of emojis provides a new solution to this problem. Research shows that emojis, through symbolization and visualization, can help teenagers quickly and directly externalize their emotions, especially when they struggle to describe complex emotions in words (Xu & Yan, 2024).

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The potential of memes in enhancing emotional expression and supporting mental health among teenagers warrants further investigation. By exploring their symbolic expression and emotional regulation capabilities, memes can serve as innovative tools for educators and counselors.

1.2 Objective

The objective of this research project is to investigate the effectiveness of expressing emotion when Hong Kong teenagers draw memes. The research specifically emphasizes the counseling aspect by examining the effective use of memes as an expression tool in the context of Visual Art. The main focus is on understanding the immediacy and effectiveness of this approach, with a specific emphasis on evaluating its effectiveness on expressing students' emotion rather than assessing student artworks. The ultimate goal of this research project is to contribute to the development of counselling strategies in the Visual Arts aspect to alleviate teenagers' stress.

1. Verify whether memes can help teenagers express their inexpressible emotions in an intuitive visual form.
2. Explore whether the process of drawing memes can alleviate teenagers' stress.
3. Contribute to the development of counselling strategies in the Visual Arts aspect to alleviate teenagers' stress.

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1.3 Research Questions

1. Can drawing memes help teenagers externalize and express their inner emotions more effectively?
2. Can the process of drawing memes relieve teenagers' emotional stress?

1.4 Significance of Study

The significance of this research lies in filling the research gap regarding how the digital art form of memes helps teenagers express their emotions. Currently, most studies focus on the impact of traditional art forms (eg. painting) on teenagers' mental health, while the potential of digital, pop culture-driven memes in emotional expression has not been deeply explored. It is hoped that this research can provide a reference for educators and mental health practitioners, so as to more effectively utilize emojis as a tool in curriculum design or psychological intervention.

Furthermore, this study also aims to explore how to incorporate the drawing process of memes into school art education courses, thereby enabling students to enhance their creativity while improving their emotional expression skills and psychological resilience.

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Chapter 2 Literature Review

2.1 Meme Definition

According to academic research, a meme was coined by Richard Dawkins as a form of small unit in culture content that spreads from person to person by copying or imitation (Shifman, 2014). Nowaday, the meme concept has been increasingly connected to the web, to be transmitted from one individual to another, memes must be encoded in various carriers such as images, texts, artifacts, or rituals (Shifman, 2014). It can be seen that the scholars began to examine memes from a communication-focused perspective.

A meme is a form of digital content, such as an image, video, or text, often characterized by its humorous nature, which is replicated and disseminated rapidly among a large number of internet users, frequently with imitation and modifications (Shifman, 2014). Owing to memes' straightforward and direct nature, memes are simple to create and modify, making them highly convenient for communication (Shifman, 2014). These attributes have contributed to the rapid rise of memes in Internet culture. Emojis, for instance, are frequently generated within specific cultural contexts (such as language), in response to social trends (like international news), or following popular movements (Shifman, 2014). The content can range from original illustrations to secondary creations, or even photography and screenshots sourced from various media (Shifman, 2014). Consequently, memes represent an open and versatile form of expression on the Internet.

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Figure 2-1 Thumbs Up Crying Cat [Digital Image]. (2020). Retrieved from

https://knowyourmeme.com/memes/thumbs-up-crying-cat

Figure 2-2 Crying Cat [Digital Image]. (2014). Retrieved from

https://knowyourmeme.com/memes/crying-cat

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Figure 2-3 Woman Yelling at a Cat [Digital Image]. (2019). Retrieved from https://knowyourmeme.com/memes/woman-yelling-at-a-cat

Figure 2-4 Confused Nick Young / Swaggy P [Digital Image]. (2014). Retrieved from https://knowyourmeme.com/memes/woman-yelling-at-a-cat

2.1.1 Three Characteristics of Memes

Memes have been an integral part of human cultures. As memes have been defined as a form of "new literacy," they possess significant descriptive and explanatory power

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concerning cultural development (Knobel & Lankshear, 2007). There are three key characteristics of memes: fidelity, fecundity, and longevity (Knobel & Lankshear, 2007).

Fidelity pertains to the characteristics of a meme that allow it to be accurately replicated and transmitted from one individual to another with minimal alteration (Knobel & Lankshear, 2007). While fidelity does not necessarily correlate with factual accuracy, memes often achieve success due to their memorability rather than their importance or utility.

Researchers have pointed out that fecundity refers to the rate at which an idea or pattern is replicated and disseminated (Knobel & Lankshear, 2007). The more rapidly a meme spreads, the greater its likelihood of attracting robust and sustained attention, thereby facilitating further replication and distribution (Knobel & Lankshear, 2007).

Longevity means the longer a meme persists, the more opportunities it has to be copied and transmitted to new audiences, ensuring its ongoing propagation (Knobel & Lankshear, 2007). It follows that mature memes should be those that survive longer and become more known to the public. Therefore, during the research process, memes with the above-mentioned characteristics will be provided to students as references for their drawings.

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2.1.2 Function of Memes

Memes serve not only as a means of self-entertainment but also as a communication tool that reflects users' emotional states, cultural identities, and personal intentions (Knobel & Lankshear, 2007). Memes have always been a way to spread ideas and influence public opinion; it's just that nowadays they are disseminated on a larger scale and at a faster pace, which is related to the rapid development of science in the early 21st century (Miltner, 2018).Therefore, as a form of online communication, memes are increasingly becoming an essential medium for individuals, particularly teenagers, to express their emotions and ideas. They are widely disseminated among this demographic (Knobel & Lankshear, 2007).

2.1.3 Content of Memes

Memes typically feature humorous, self-deprecating, exaggerated, or ironic content (Shifman, 2014). Emotional expression refers to the ability to convey one's feelings, thoughts and states through verbal or non-verbal means in the inner world (Gross, 2002). The fundamental principle of emoji design is to effectively communicate emotions while ensuring accurate information transmission (Xu & Yan, 2024). As a visual communication medium, emojis must be capable of rapidly and intuitively conveying fundamental human emotions, including joy, anger, sadness, and happiness (Xu & Yan, 2024). It shows that emojis as a kind of meme, it implies the ability to convey timely emotions. Compared with using a large paragraph of text to explain their emotions, simply choosing a meme is obviously more convenient to convey emotional information

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to the Internet communicator, so that the communicator can analyze the other party's emotions and thoughts through visual patterns in a short time.

A meme possesses the capability to communicate ideas; the creation of nearly every meme is driven by the intent to convey a specific message (Grundlingh, 2018). This message might represent an emotion, an opinion, or serve purposes such as offering an apology or posing a question, among others (Grundlingh, 2018). As a product of popular culture, memes provide teenagers with a low-threshold way of expressing emotions due to their immediacy and fun (Shifman, 2014).

2.1.4 Chiikawa and Meme

In recent years, the comic series Chiikawa has achieved widespread acclaim on digital platforms throughout China and Japan (Wan, 2024). This cute image design not only meets the demands of Internet users for fun, but also gains the love of people of all ages in the real world (Wan, 2024). Such creative works are expected to fulfill visual appeal requirements while establishing heartfelt connections, offering psychological support against urban lifestyle pressures, and addressing existential yearnings (Wan, 2024). Since meme and Chiikawa are both popular things on the Internet, many people use Chiikawa to make memes. Considering the popularity of Chiikawa among teenagers, Chiikawa memes will be used as the publicity element of the research activity in terms of activity design.

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Figure 2-5 Chiikawa Memes [Digital Image]. (2024). Retrieved from https://knowyourmeme.com/search?context=&sort=&q=chiikawa

2.2 Emotional Intelligence

Emotional intelligence, often referred to as EQ, encompasses the capability to comprehend, utilize, and regulate one's own emotions in constructive manners (Goleman, 1995). This enables individuals to alleviate stress, convey thoughts effectively, show empathy towards others, surmount obstacles, and resolve conflicts peacefully (Goleman, 1995). Although the main purpose of this study was not to enhance students' emotional intelligence, the research content was still related to it. By studying whether students could express their personal emotions

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through drawing memes and having other students evaluate the emotional expression of these memes, the emotional intelligence of the participating students could be observed indirectly. The research results could also be used to prove whether drawing memes could be one of the tools to improve students' emotions.

2.2.1 Emotion regulation theory

Emotion regulation theory explores how individuals influence their emotions, intensity, and expression (Gross, 2002). Gross (2002) proposes a model dividing strategies into antecedent-focused (before emotional response activation) and response-focused (after emotion experience). Antecedent-focused strategies like situation selection, modification, attention deployment, and cognitive reappraisal modify situations or thoughts to prevent unwanted responses. Response-focused strategies like suppression control emotional expression after the emotion arises.

Emotion regulation is crucial for psychological well-being, helping individuals adapt, maintain relationships, and manage stress. Research shows cognitive reappraisal links to better mental health, while suppression increases distress and reduces social functioning (Gross, 2002). The theory applies practically in therapy, education, and workplaces, where teaching adaptive skills improves resilience and stability.

2.2.2 Hong Kong Teenagers' Emotional Problem

According to a recent survey conducted by the Hong Kong Federation of Youth Groups (HKFYG, 2021), 51.9% of the 3,669 secondary school students interviewed exhibited

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symptoms indicative of depression. Additionally, 48.6% of respondents rated their stress levels between seven and ten on a scale of one to ten, indicating a high level of perceived stress (HKFYG, 2021). Previous research has shown that Hong Kong students may fear of the stigma associated with mental health issues, and not know how to seek help lead them to bottle up negative feelings when they experience them, causing more emotional problems (Siu et al., 2024).This shows that young people in Hong Kong generally have emotional problems, and it is necessary to find appropriate ways to help them relieve their emotional problems.

2.2.2.1 Academic Factors

The study found that older students in Hong Kong were more likely to have symptoms of anxiety than younger students, and one possible explanation for this is that high-achieving middle school students face greater academic and social pressures related to their ambitions and goals (Siu et al., 2024). Secondary school students may take their studies and future career choices more seriously, creating pressure to perform well to meet their goals (Siu et al., 2024). These demands can lead to stress, worry, sadness, feelings of overburden, and burnout. Hong Kong's education system is world-famous for its high intensity and high competitiveness (Siu et al., 2024). This environment makes Hong Kong teenagers devote a lot of time to their studies, resulting in a lack of time and energy for them to pay attention to and express their emotions.

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2.2.2.2 Adolescence

Adolescence is a critical developmental stage where individuals experience heightened emotional sensitivity and vulnerability due to biological, psychological, and social changes (Qian et al., 2024). These changes make adolescents highly vulnerable to mental health issues, which can manifest as psychological symptoms (like anxiety and depression) or somatic symptoms (such as headaches and abdominal pain) (Qian et al., 2024). Due to the transition of identity and various factors during adolescence, various emotional problems are common among adolescents.

2.2.3 Emotional Suppression

Expressive suppression is a response-focused emotion regulation strategy which involves an individual voluntarily suppressing their outward emotional expressions (Niedenthal & Ric, 2017). Chronic suppression of emotions has been associated with a range of adverse health outcomes, such as heightened stress levels, cardiovascular problems, and compromised immune function (Gross, 2002). In contrast, research indicates that expressive writing and other forms of emotional disclosure can alleviate stress and enhance mental well-being (Pennebaker, 1997).

Adolescence is characterized by frequent emotional challenges, intense emotional experiences, and a greater propensity for expressive suppression compared to older populations (Wylie et al., 2023).It can be seen that teenagers' excessive use of inhibition will lead to poor psychosocial functioning, which is a difficult problem they need to face when facing emotional issues, and it is crucial for them to find another acceptable way to vent their emotions.

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2.2.2.1 Emotional Stress Relief

Teenagers' emotions are often complex and changeable, and the design of emojis uses exaggerated expressions and simplified graphics as visual language to visualize these complex emotions (Xu & Yan, 2024). Research indicates that artistic creation can lower stress levels and contribute to mental well-being (Xu & Yan, 2024). The uniqueness of emojis lies in their comprehensible content and social interactivity. The process of sharing emoji is often entertaining and can induce relaxation (Shifman, 2014). The researchers found that online memes that triggered a stronger emotional response were more likely to be shared, especially when they had a positive emotional bent (Ayele et al., 2023). These findings suggest that engaging in meme creation for communication purposes may help teenagers alleviate stress and create positive emotions.

By translating internal feelings into visually communicable images, individuals can gain a deeper understanding and better management of their emotions (Malchiodi, 2012). For instance, when experiencing anxiety, students can create "breakdown" stickers to transform abstract emotional experiences into concrete visual representations, thereby alleviating emotional distress.

Most people who are more psychologically vulnerable have positive experiences when interacting with mental health memes, by the interesting expression forms of memes can alleviate people's heavy psychological burden regarding mental illness.(Akram & Drabble, 2022). This study shows that while some memes are darkly humorous and

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contain negative messages, they also address weight-bearing psychological issues in a light-hearted and humorous way, enabling people to reframe their past negative experiences in a humorous light and have the potential to serve as emotional support tools.

2.3 Case Study Can Be Reference

Table 1

Summary of Research Methods, Samples, and Key Findings on Internet Meme Appreciation

Study (Author, Year)	Research Method	Sample/Data Collection	Key Findings
(Ayele et al., 2023)	Participants rated up to 15 randomly selected memes on humor and emotional attributes.	N = participants aged ≥18 who completed ≥1 rating; each of 300 memes received 15–41 ratings (Mdn = 27).	Five factors influence meme appreciation: humor, positive emotions, negative emotions, fluency, disfluency. Humor and amusement were strongest predictors; positive emotions enhanced ratings, negative emotions reduced them.
(Akram et al., 2020)	Cross-sectional online questionnaire assessing emotion dysregulation,	N = 154 (age 18–56; 74% female) respondents with	Depressive‑symptom individuals rated depressive memes as more humorous and shareable and

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	depression symptoms, and perceptions of depressive vs. control memes.	complete data.	reported mood-improvement potential for peers. Emotion regulation difficulties mediated these perceptions.

Note. Mdn = median. For both studies, the primary focus was on identifying emotional and cognitive predictors of meme appreciation and shareability. The table presents key details from two empirical studies examining how individuals evaluate and respond to internet memes. For each study, the research method, sample characteristics, and principal findings are displayed to facilitate comparison of approaches and outcomes in this emerging area of affective and cognitive research.

2.3.1 The Operation Of The Workshop

Researchers will contact the school by phone and email, especially the library or art course teacher, to introduce the goals and content of the event and ask if I am allowed to offer a workshop. Then, researchers will emphasize the feature of combining the event with students' daily interests (such as emojis, Chiikawa) to attract the school's interest.

After obtaining the school's permission, researchers will create a detailed event poster, including the event goals, schedule, location, participation methods, and creation themes. An email will be drafted and distributed to the target student groups (such as art course students, socially active students on social media). The promotion period is expected to

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be 1-2 weeks, during which the event will be publicized through school bulletin boards, school social media accounts, etc.

The target number of participants is 6-10 secondary school students to ensure the interactivity of the workshop and the feasibility of creative guidance. Once a sufficient number of students have signed up, researchers will start the event and arrange the specific time and location.

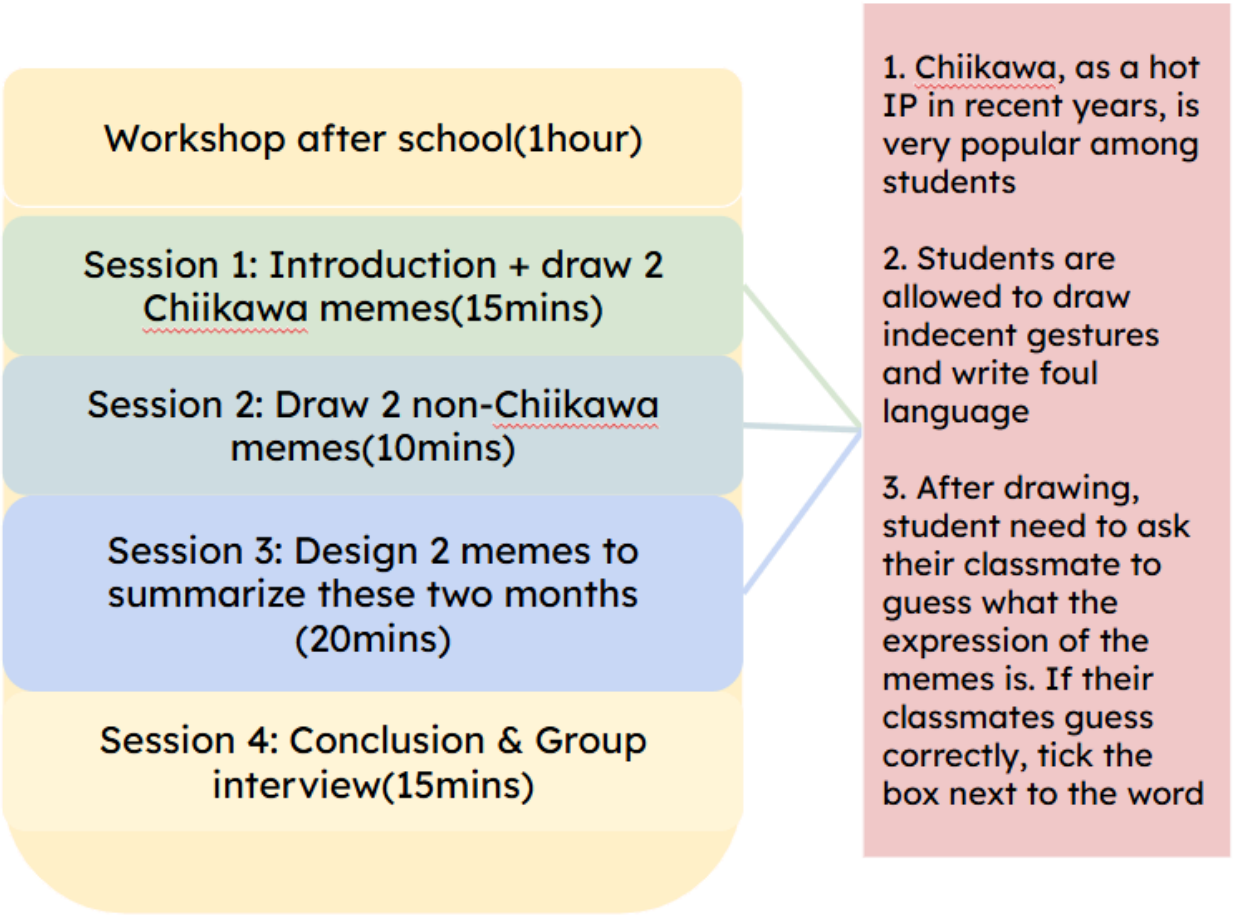

Figure 2-3 Rundown of the Workshop

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Phase	Workshop Objectives	Data Collection
Phase 1 15mins	1. Introduce the origin of memes and their function to the students, show some classic emojis and Chiikawa memes. 2. Emphasize how memes help people convey complex emotions (such as humor, anger, and helplessness) in daily life, and invite students to share their favorite emojis and their meanings. 3. Allow students to choose two of their favourite memes from Chiikawa memes to draw. Students are allowed to draw indecent gestures and write foul language 4. After drawing, students need to ask their classmate to guess what the expression of the memes is. If their classmates guess correctly, tick the box next to the word	● Students' artwork(Chiikawa Memes)
Phase 2 15mins	1. Provide reference and tools (such as paper, pencil, iPad for searching, etc.) to help students start creating quickly. 2. Student creation: Students find two memes they like from the internet to draw. 3. After drawing, students need to ask their classmate to guess what the expression of the memes is. If their classmates guess correctly, tick the box next to the word	● Students' artwork(Memes)
Phase 3 15mins	1. Students design 2 personalized memes based on their own emotions or life experiences (such as "exam pressure", "friend quarrel" or "happy vacation"). 2. Students handout their completed memes, researchers will show those works to other students. 3. Encourage students to evaluate each other's expressions and learn new creative ideas from their classmates' works.	● Students' artwork(Created by their own)
Phase 4 15mins	1. Group interview with participants. a. Guide students to discuss: Has the creation of memes helped them express their emotions better? Did they feel relaxed or happy during the creation process?	● Group interview record.

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2.4 Conclusion

To summarize the above discussion, the researcher develops the following research framework (see Figure 3) which helps collect and analyze the views of teachers and students at secondary schools in Hong Kong.

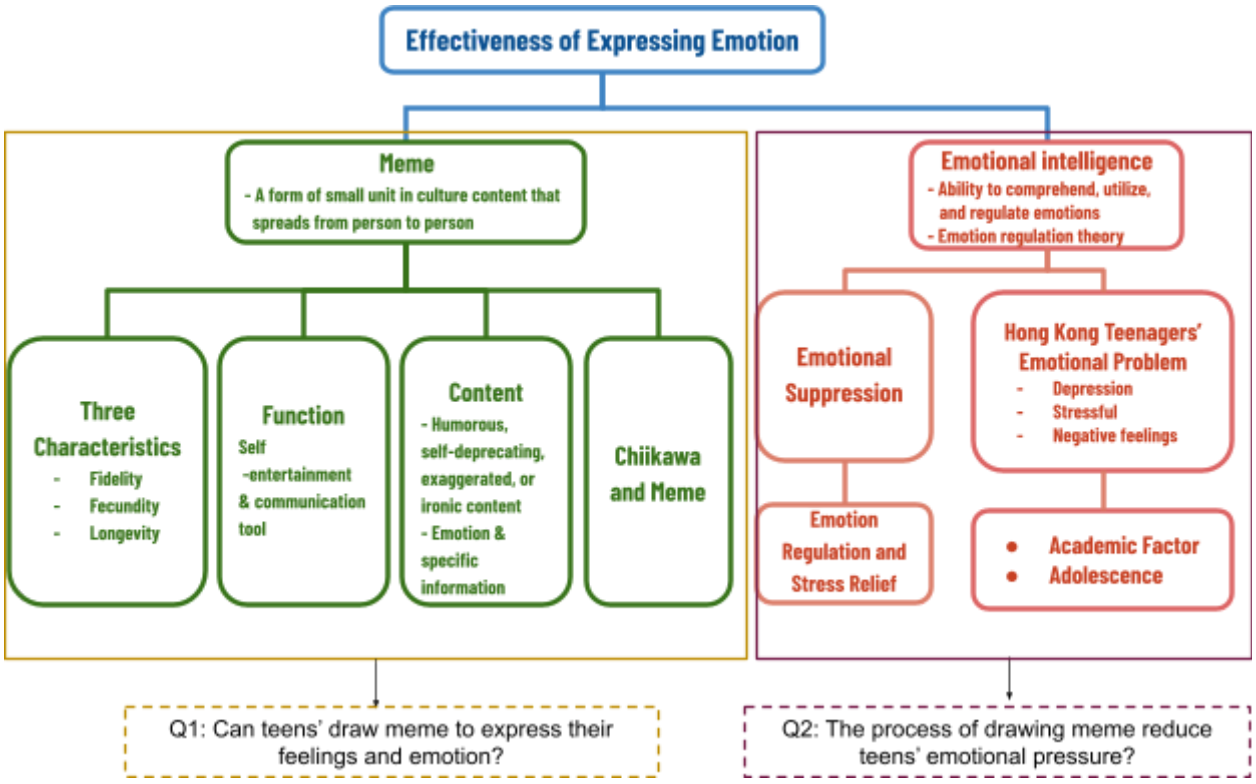

Figure 2-3 Research Framework

Responding to the above research framework, the workshop design should be able to estimate the effectiveness of emotional expression through drawing memes. However, regarding the differences on expressing emotion between words and images? Do Hong Kong secondary school students think drawing memes is useful for expressing themselves? Do Hong Kong students feel more relaxed after drawing memes? The researcher intends to have an in-depth exploration.

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Chapter 3 Methodology

Study at exploring the benefits when secondary school students draw memes. Case study and triangulation in qualitative research will be used to explore and discover the perceptions and experience of the interviewees.

3.1 Research Method

This study aims to explore whether creating emojis can help teenagers better express their inner emotions and thoughts, and at the same time enhance their emotional cognition and expression abilities. The research adopts the case study method and triangulation method for qualitative research. By observing, interviewing and analyzing the artworks created by students, it deeply understands the impact of this process on teenagers. The research methods mainly include the following three parts: workshop design, workshop data collection and interview.

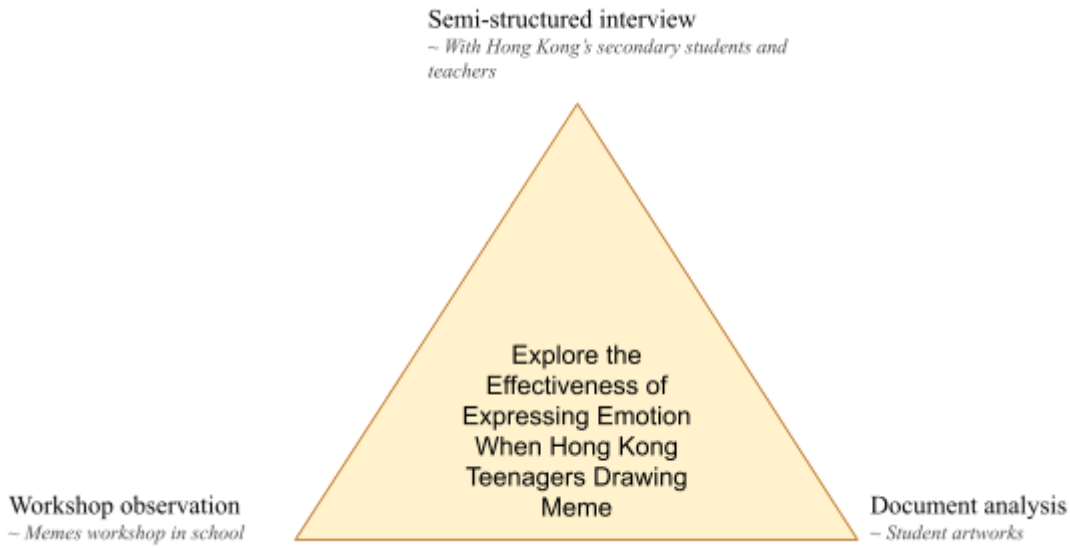

Figure 3-1 Triangulation in Qualitative Research

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3.1.1 Document

To fully understand the impact of drawing memes on students' emotional expression, this study collected data through the following methods

1. Collect the memes created by students in each workshop, and focus on analyzing the depth of emotional expression, the diversity of symbol design, and the creativity of visual presentation.
2. Compare the difference between the students' memes at the beginning of the workshop and the end of the workshop, whether the former shows the students' formality more than the latter, and whether the latter is less serious than the former.

3.1.2 Interviews

According to Schatz (2012), semi-structured interviews are in-depth investigations on specific topics and provide detailed information.Through face-to-face interviews with teachers involved in the project, understand the changes in students' emotional expression, self-confidence, and participation.

Sample interview questions with school teachers:

1. Do you think students can express their emotions through this workshop?
2. Has the creation of memes sparked students' interest and participation?
3. Do you feel that the level of student engagement in this workshop was different compared to a regular drawing activity?

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4. Do you think it helps students to balance their emotions or release their stress after drawing these memes?
5. Do you think this workshop is worth doing again next year?

Sample interview questions with student:

1. What was your favorite part of the meme workshop? Why?
2. Do you think drawing memes has helped you express your emotions or ideas better than using words?
3. Would it be better in your daily use of memes after you have participated in the workshops?
4. Do you feel happy or relaxed when drawing memes?
5. What difficulties did you encounter when creating memes? How did you overcome them?
6. Do you think this workshop is worth doing again next year?

3.1.3 Workshop Observation

During the workshop, researchers observed the students' behaviors, recording their enthusiasm for participating in activities, their cooperation, and their emotional changes.

1. Whether students actively participate in the workshop, actively draw and search online.
2. Whether students demonstrated in-depth thinking about emotions during the creative process.

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3. The interaction among students in evaluation of memes when their understanding and responding to others' emotions.

3.2 Research Subjects

This study takes secondary school students as the research subjects, aiming to explore the role of drawing memes in the emotional expression of teenagers. The specific research subjects are as follows:

- School and Teachers

  Workshop will be held in the library or multimedia classroom of C.U.H.K.F.A.A. Chan Chun Ha Secondary School. Researchers will collaborate with two teachers to conduct workshops and obtain observational data on student changes through interviews. Teachers will also recommend books related to emotions as sources of inspiration to help students incorporate more personal emotions into their drawing.

- Students
  - 6-10 secondary school students.
  - Students interested in sketching or visual arts.
  - Students who are willing to release their emotions through artistic creation.
  - Students will participate in a after school memes creation workshop.

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By comprehensively applying methods such as interviews, observations, and analysis of student works, this study will deeply explore the impact of drawing memes on the emotional expression of teenagers. This multi-level data collection and analysis approach can effectively capture the changes in students' emotional expression, self-confidence, creativity, and other aspects, thereby verifying the potential and value of memes creation as a tool for emotional expression.

Table 3-1 Research Subjects Data (Teachers)

Respondent	Code	Gender	Years of Teaching	Workshop Observation	Face-to-face/ Online Interview Date
Teacher 1	T1	F	> 20 years (Alma Mater)	26 FEB 2025	26 FEB 2025
Teacher 2	T2	F	> 15 years (Alma Mater)	26 FEB 2025	26 FEB 2025

Table 3-2 Research Subjects Data (Students)

Respondent	Code	Gender	Year	Face-to-face Interview Date
Student 1	S1	M	S.1	26 FEB 2025
Student 2	S2	F	S.1	26 FEB 2025
Student 3	S3	F	S.1	26 FEB 2025
Student 4	S4	F	S.1	26 FEB 2025
Student 5	S5	F	S.1	26 FEB 2025
Student 6	S6	F	S.2	26 FEB 2025
Student 7	S7	F	S.2	26 FEB 2025
Student 8	S8	F	S.2	26 FEB 2025
Student 9	S9	F	S.5	26 FEB 2025

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Student 10	S10	F	S.5	26 FEB 2025

3.3 Research Schedule

The research started in August 2024. The literature review and revised research proposal was completed in mid-October 2024. Interviews and data analysis will be conducted from February to March 2025. In April 2025, the researcher will complete data analysis and write up the research report (see Table 3-3 for details)

Table 3-3 Research Schedule

Implementation date	Implementation matter
August 2024	• Submission of project proposal
September - October 2024	• Meet with supervisor for discussion • Finish chapter 1-3
14 October 2024	• Submit the research proposal and the ethical review application
November - December 2024	• Improve the research content
January 2025	• Prepare workshop materials.
February - March 2025	• Holding workshops in secondary school • Project Running • Data analysis
March - April 2025	• Data analysis • Honours Project Presentation
April to mid- May 2025	• Refine project report
May 2025	• Honours project report submission

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3.4 Limitation

The research subjects were 6-10 students from the secondary school and the scale was relatively smaller than the cases shown in chapter 1 to 3. It may not be sufficient to represent the emotional state of students in Hong Kong. On the other hand, there is only one male student in this study, and the rest are all female students, so the gender is seriously uneven, and the results may not be applicable to male students. Finally, due to time constraints, the research activities were limited to only one hour, including the interview time with the students, which led to the fact that the students may not be able to express everything they wanted to say. In addition, the workshop time was short, and the impact on students' stress release was limited.

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Chapter 4 Findings and Analysis

The study aims to explore the effectiveness of expressing emotion when Hong Kong teenagers drawing memes and whether the process of drawing memes can alleviate teenagers' stress through a workshop and interviews with two secondary teachers and ten secondary school students from researcher's alma mater. The analysis results are presented below by separating into two sections
based on corresponding to research questions 1 and 2.

4.1 Emotion Express in Drawing Memes Workshop

The workshop provides 10 quota for students to participate, 2 waiting quota. Finally 12 students have signed their names for participation while 10 students arrived at the workshop. The workshop went smoothly and ended in one hour and five minutes at once, five minutes longer than the original estimated time, which was related to the time spent by some students in finishing their personal belongings after school.

Overall, the workshop received positive comments from the students, all of them felt that the workshop could achieve the purpose of expressing emotions and relieving stress. The analysis and data are presented below.

4.1.1 Student Participation

From the workshop observation, The students showed great interest in participating in the workshop. Originally, the predicted number of participants was 6, the quota was limited

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to 10, and the final number of participants was 12. In the end, 10 students attended the workshop, and 2 students were absent because their parents did not agree to participate in the activity. The workshop will be held in the library on the 1st floor of the school. Students are required to attend the workshop after school. It can be seen that students have a high degree of interest in emoticon-related activities.

On the other hand, with the exception of Form 6 students who could not participate in extra-curricular activities because they were preparing for the Hong Kong Diploma Examination, almost all grades participated in the workshop (only Form 4 students did not sign up, which might be due to the limited quota of participant), which indicates that Chiikawa and memes have a certain appeal for Hong Kong Teenagers.

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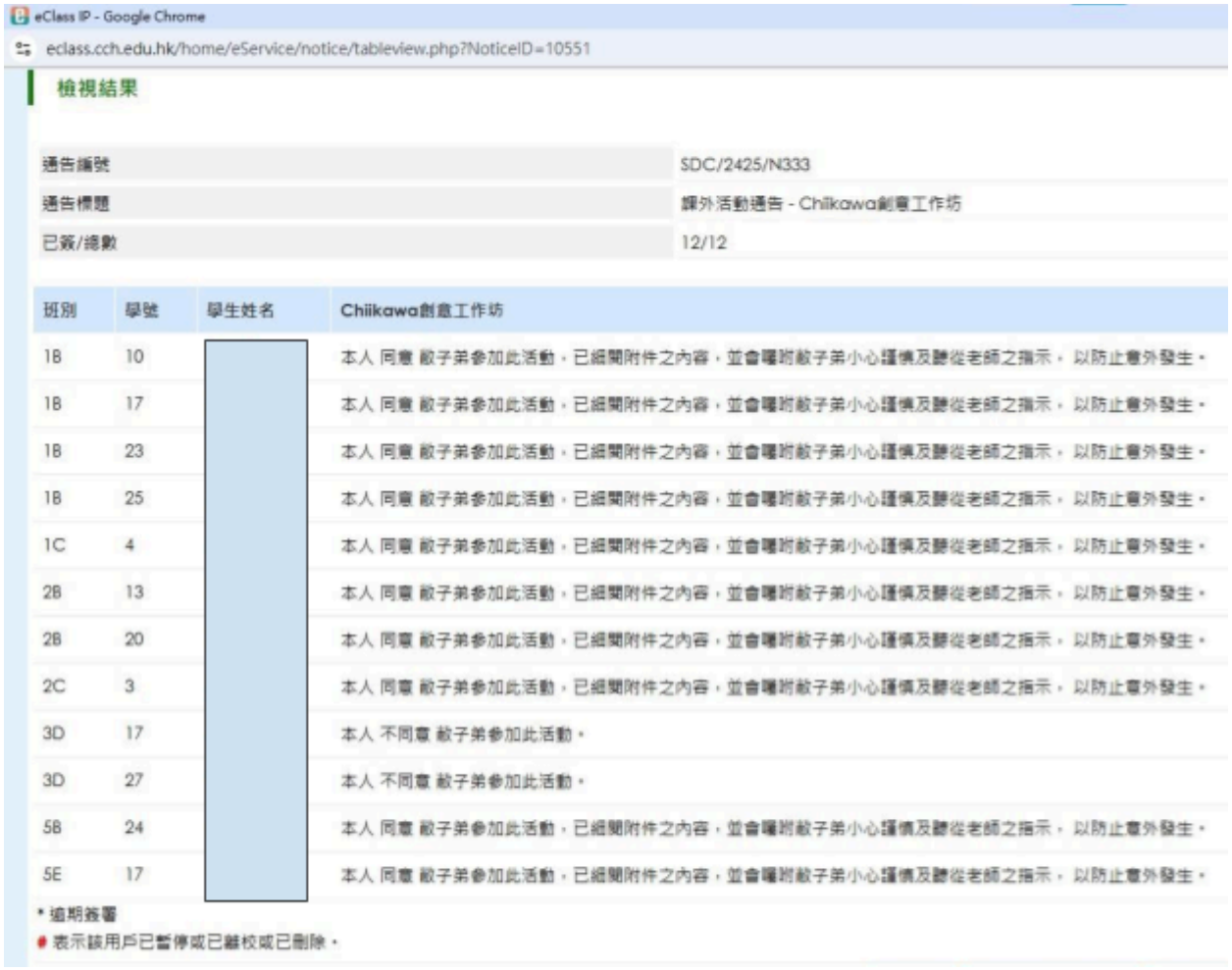

eClass IP - Google Chrome

eclass.cch.edu.hk/home/eService/notice/tableview.php?NoticeID=10551

檢視結果

通告編號	SDC/2425/N333
通告標題	課外活動通告 - Chiikawa創意工作坊
已簽/總數	12/12

班別	學號	學生姓名	Chiikawa創意工作坊
1B	10		本人 同意 敝子弟參加此活動，已細閱附件之內容，並會囑咐敝子弟小心謹慎及聽從老師之指示，以防止意外發生。
1B	17		本人 同意 敝子弟參加此活動，已細閱附件之內容，並會囑咐敝子弟小心謹慎及聽從老師之指示，以防止意外發生。
1B	23		本人 同意 敝子弟參加此活動，已細閱附件之內容，並會囑咐敝子弟小心謹慎及聽從老師之指示，以防止意外發生。
1B	25		本人 同意 敝子弟參加此活動，已細閱附件之內容，並會囑咐敝子弟小心謹慎及聽從老師之指示，以防止意外發生。
1C	4		本人 同意 敝子弟參加此活動，已細閱附件之內容，並會囑咐敝子弟小心謹慎及聽從老師之指示，以防止意外發生。
2B	13		本人 同意 敝子弟參加此活動，已細閱附件之內容，並會囑咐敝子弟小心謹慎及聽從老師之指示，以防止意外發生。
2B	20		本人 同意 敝子弟參加此活動，已細閱附件之內容，並會囑咐敝子弟小心謹慎及聽從老師之指示，以防止意外發生。
2C	3		本人 同意 敝子弟參加此活動，已細閱附件之內容，並會囑咐敝子弟小心謹慎及聽從老師之指示，以防止意外發生。
3D	17		本人 不同意 敝子弟參加此活動。
3D	27		本人 不同意 敝子弟參加此活動。
5B	24		本人 同意 敝子弟參加此活動，已細閱附件之內容，並會囑咐敝子弟小心謹慎及聽從老師之指示，以防止意外發生。
5E	17		本人 同意 敝子弟參加此活動，已細閱附件之內容，並會囑咐敝子弟小心謹慎及聽從老師之指示，以防止意外發生。

* 逾期簽署

表示該用戶已暫停或已離校或已刪除。

Figure 4-1 Student Notice Receipt

4.1.2 Engagement and Interest During the Workshop

From the observation, students generally have a high level of participation in the workshop, especially in the process of searching for various memes online and creating their own memes. In these two stages, students actively shared their search results and drawing results with the fellow classmates.

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"Throughout the entire activity, all the students were clearly very engaged because the theme was something they were interested in. As a result, the level of participation was very high. I observed that they were quite focused during the workshop; when searching for memes on the iPads, they didn't use it to play games. They genuinely enjoyed the activity and were eager to create something unique to themselves."(Interview, Teacher 1, A2)

"Through the creation of memes, students not only participated in the actual creative process but also had the opportunity to share and discuss their works in pairs. This interaction not only enhanced their sense of participation but also promoted communication among classmates, making them more willing to actively share their thoughts and feelings."(Interview, Teacher 2, A2)

The process of searching memes allowed students to use their own devices and the iPad provided by school to find their favourite memes. The process of creating memes is almost the last activity of the workshop. After experiencing the warm-up phase, students are getting more familiar with the workshop and their interest in self exploration increases. This may be the reason for their high participation in this part. On the other hand, this section requires students to create two memes based on their two months of life. It is possible that students are eager to express their opinions on their life status and use this as a channel for expression. Therefore, they are eager to express themselves in this section, which also leads to a high level of participation and active sharing with other students.

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According to the interview, the students showed active participation and interest in the creative process, and most of them liked the creative process in the workshop, especially the "self-creation" process. They believed that they can add their own elements and emotions to the creative process to make the work more personal.

> *"During the drawing session, I can add things I like and express my feelings."*(Interview, Student 1, A1)

> *"I like the self-creation part because I can add my own elements, which I find special since I can express my emotions."*(Interview, Student 2, A1)

This shows that creative freedom and personalization are important factors in attracting students to activities, and they are happy to use this method as a tool to express their unique emotions.

The participating students showed a strong interest in popular elements "Chiikawa". The more interested and engaged they were in the workshop, the more they expressed the authenticity of their emotions displayed within the workshop.

> *"I was frantically searching for information of Chiikawa on Google, because we all like Chiikawa"*(Interview, Student 10, A10)

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The outcomes of the workshop indicate a high level of student engagement and creativity. Almost every picture created by the participants was unique, showcasing the variety of their ideas and individual interpretations. This diversity highlights that students did not simply replicate conventional designs or rely on pre-existing templates; rather, they invested thought and effort into their creations.

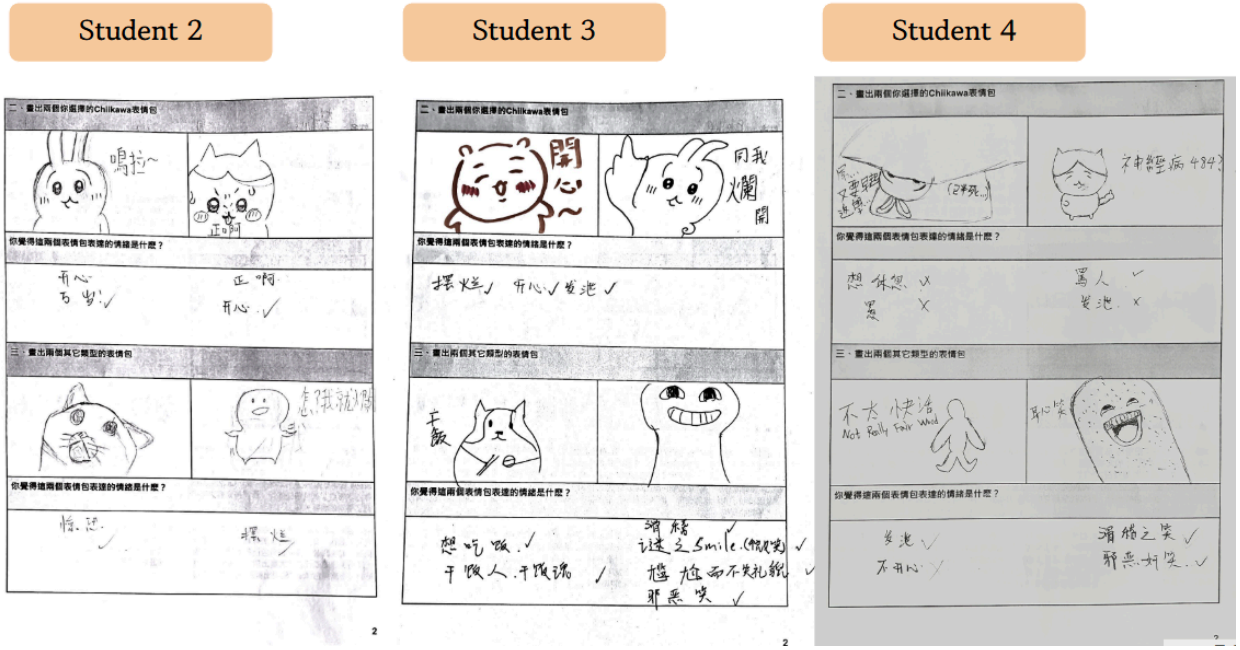

Figure 4-1. Memes drew by Students

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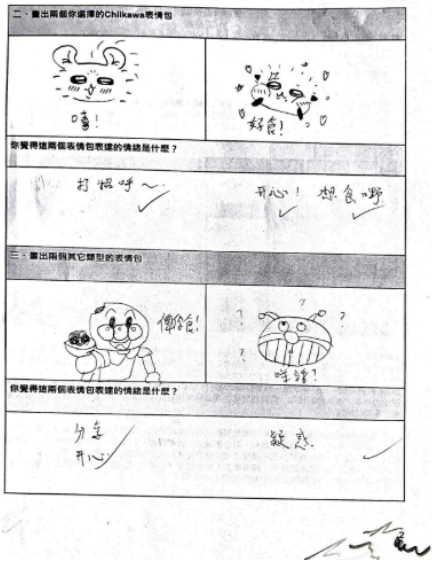
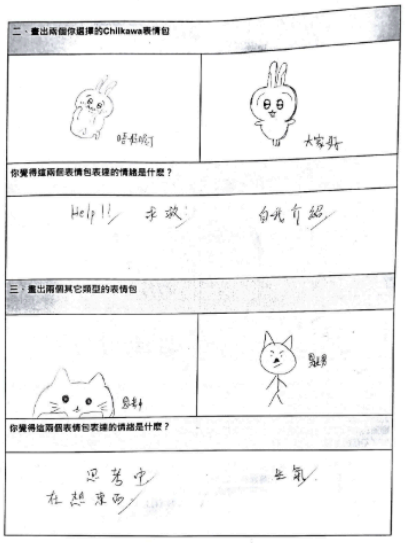
Student 5



Student 6



Student 7

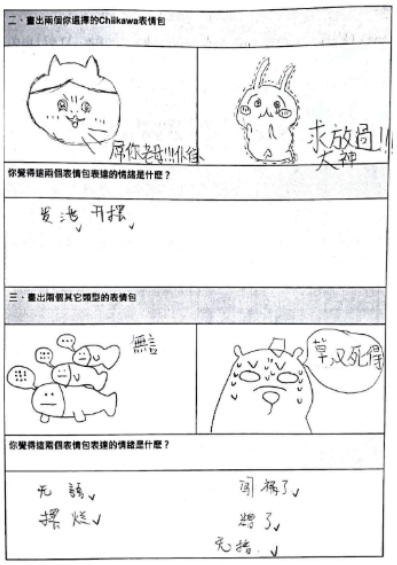


Figure 4-2. Memes drew by Students

Student 8

Student 9

Student 10

Figure 4-3. Memes drew by Students

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Student 1 is a student who left school early. Even though he was in such a hurry, he expressed a specific meaning in almost every scene.

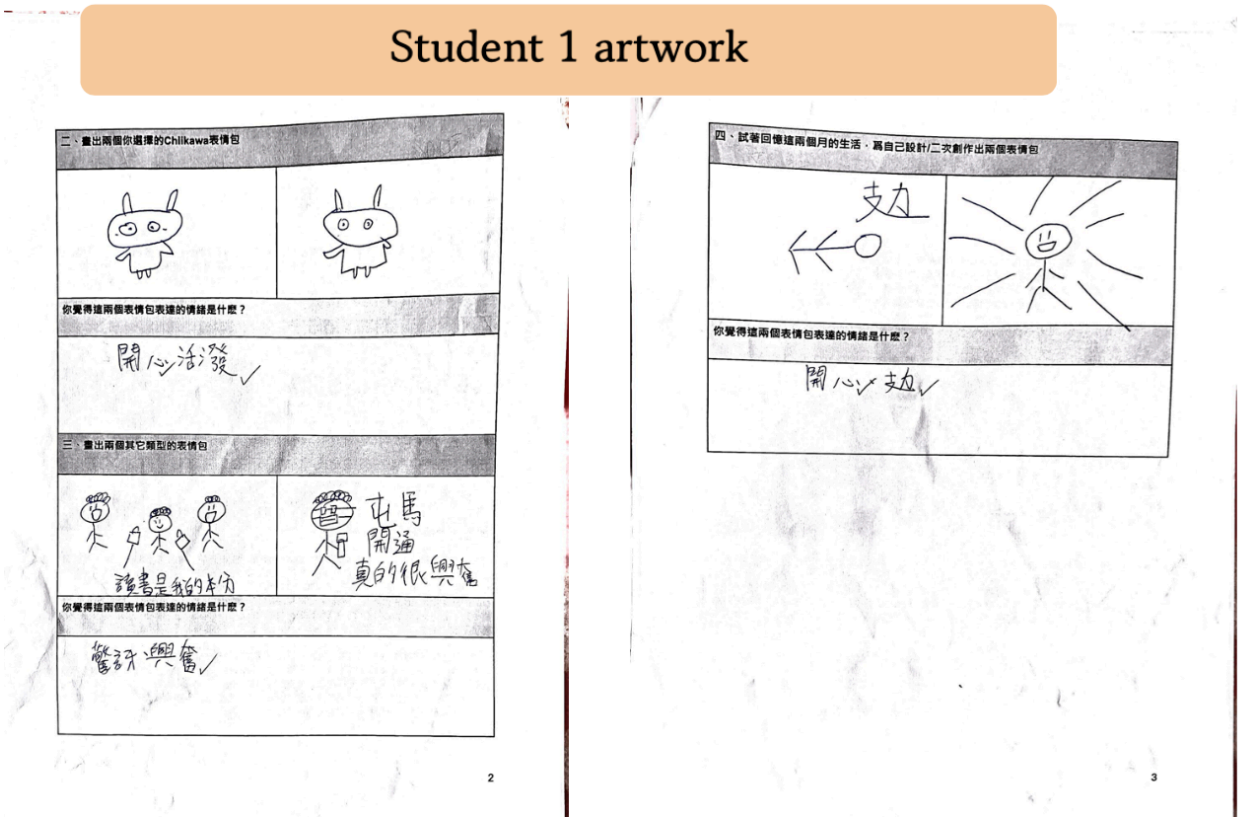

Figure 4-4. Memes Creation by Student 1

The level of participation observed during the workshop underscores the students' enthusiastic engagement. Their focus and willingness to contribute creatively indicate that the activity resonated with them, providing a productive and enjoyable outlet for self-expression and emotional release. These observations collectively affirm the value of the workshop in promoting active participation, creativity, and emotional engagement among students.

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From the above observations, interviews and workshop documents, it can be seen that students and teachers both feel that students have a very high level of participation and are very engaged in the activity, so the emotions they reflect are also very real and trustworthy.

4.1.3 Effectiveness of Expressing Emotion

In the workshop's introduction, researchers informed students that the memes they created would not be submitted to the school but used solely for research purposes. This understanding allowed for the possibility of including elements of profanity and indecent gestures in their memes drawings. Upon receiving this information, the students expressed great excitement. During the subsequent drawing activities, researchers noted that some students created memes featuring raised the middle fingers and vulgar language.

Two findings can be summarized from the students' works, one of which is that as they drew more memes, they exhibited more negative emotions. As mentioned in the literature review earlier, teenagers tend to hide negative emotions rather than show them to others. However, students drew some of their negative expressions in this workshop, which indirectly proves that they were indeed expressing some real emotions and were highly participating in the workshop. On the other hand, in the process of guessing memes, although not every meme can be correctly guessed for its true meaning, researchers have observed that most students could guess the general intention of the memes their peers drew. Therefore, using drawing memes to express emotions is feasible in practice.

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The places circled in orange below are all emojis with negative information. Judging from the output of the students in this workshop, most of them show negative views on the life of the past two months, and only one student shows positive views on the life of the past two months.

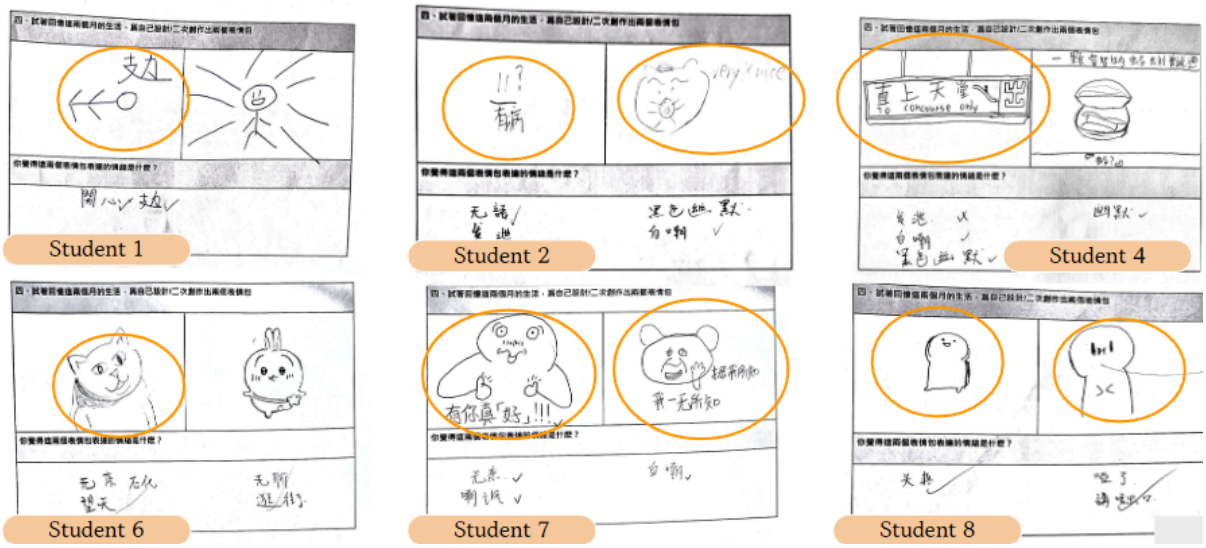

Figure 4-5. Memes Creation by Students

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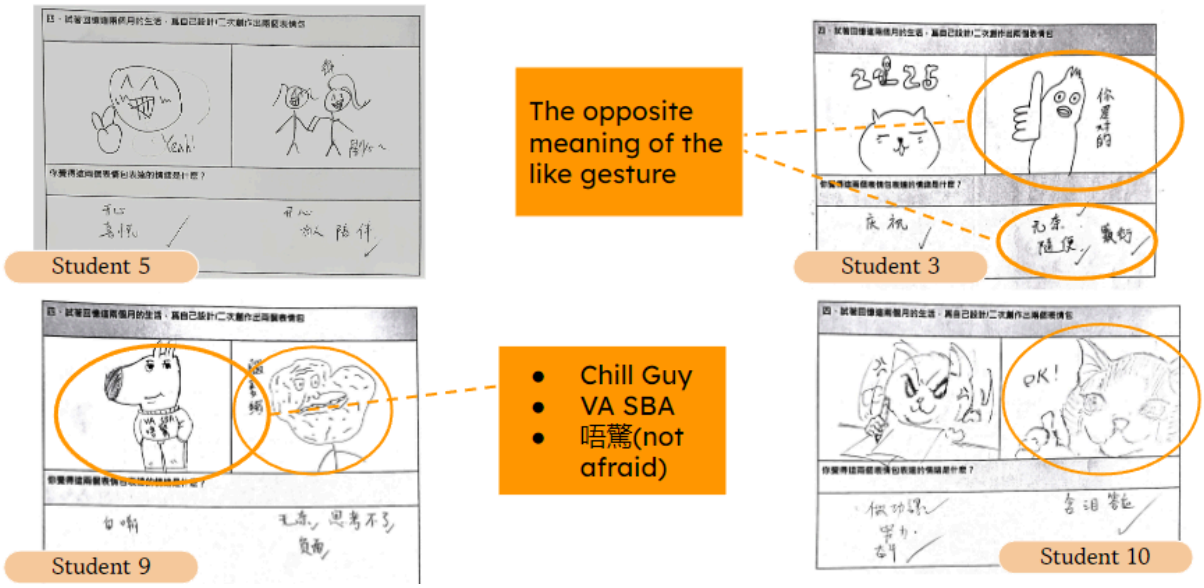

Figure 4-6. Memes Creation by Students

All participating students expressed a positive view of the memes workshop during the interviews. According to the interviews, the researcher found that compared to words, drawing memes allowed the students to express their emotions and ideas more effectively. They pointed out that the images of memes were able to convey emotions directly, avoiding the complexity and limitations of written expression.

> *"After you draw it, when you look at the meme, you can tell if it's happy or sad."*
> (Interview, Student 1, A)

The interview with teachers did not include the tendency of using words or drawing memes to express emotion, while Teacher 1 mentioned her point of view about expressing emotions by sketching memes and using words in the interview.

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"When each student approaches this, it might be another way to express themselves instead of using words. Some students are better with words, while others excel in images or graphics. Each student may have their own way to choose from, but this method is more interesting than words. After all, emojis are something they enjoy using, so they are more proactive in creating and expressing themselves. In this case, drawing emojis is more effective than using words to express emotions."(Interview, Teacher 1 , A4)

This suggests that the visual nature of memes can help students identify and express emotions more directly. In the process of creation, students are able to better understand their emotions and enhance their self-cognition.

"In the process of creating memes, students can not only freely express their feelings but also present these emotions in a visual way... thereby enhancing their self-awareness and emotional expression skills."(Interview, Teacher 2 , A1)

This indicates that meme creation serves not only as a means of emotional expression but also as a tool for introspection and understanding. Students can construct a clearer awareness of their current emotions.

Some students noted the challenges of accurately expressing their feelings through words, finding it easier to communicate through drawing memes:

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"I feel that compared to drawing memes to express my feelings, writing doesn't convey it well. I don't want to spend the effort on writing; with that time, I could have already drawn ten pictures."(Interview, Student 5, A15)

"It's very simple; drawing makes it fun and allows me to directly communicate my complex and hard-to-express feelings. But with writing, I don't have that kind of eloquence, so I can't express it well."(Interview, Student 6, A16)

Not all students possess the verbal skills to express their emotions effectively, and some feelings are difficult to articulate. In this context, drawing memes offers an alternative means of emotional expression, demonstrating that this creative process can be particularly beneficial for students who struggle with writing.

Table 4-1 Participants View About Drawing Memes From the interview

Respondent	Drawing Memes Helping Teens Express Their Emotion	Drawing Memes to Express is Better Than Using Words
Student 1	√	√
Student 2	√	√
Student 3	√	√
Student 4	√	√
Student 5	√	√
Student 6	√	√
Student 7	√	√
Student 8	√	√

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Student 9	√	√
Student 10	√	√
Teacher 1	√	NA (No comment)
Teacher 2	√	NA (No comment)

According to the interviews with both students and teachers, there is a shared belief that the drawing meme activity effectively facilitates emotional expression. The collective feedback confirms that drawing memes is a more useful method for expressing emotions than written text, highlighting the effectiveness of this creative approach.

4.2 Drawing Memes and Release Stress

As the above findings, drawing memes can reflect teenagers emotions and thoughts without delay.

4.2.1 Stress Relief

According to the researchers' observation, students exhibited significant expressions of joy when they finished drawing memes or discovered some humorous memes that also contained some negative information. They were laughing loudly or calling out to their companions to watch those memes. This phenomenon suggests that participants experienced a positive engagement during the workshop activities, which also served as an effective emotional outlet throughout the process.

Table 4-2 Students' Feeling About Drawing Memes From the interview

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Respondent	Do you feel happy or relaxed when drawing memes	Other Description
Student 1	√	Enjoyed, Relaxed, Focused
Student 2	√	Positived
Student 3	√	Interested
Student 4	√	Straightforward
Student 5	√	Funny
Student 6	√	Amused
Student 7	√	Enjoyed
Student 8	√	Good
Student 9	√	Vented
Student 10	√	Positive

Table 4-3 Teachers' View About Drawing Memes From the interview

Respondent	Drawing Memes helps students to release their stress.	Drawing Memes helps students to balance their emotions.
Teacher 1	√	√
Teacher 2	√	√

In the self creation section, students need to create two memes based on their two months of life. Most of the student works were satirical or negative, with only one student's work featuring two happy memes.

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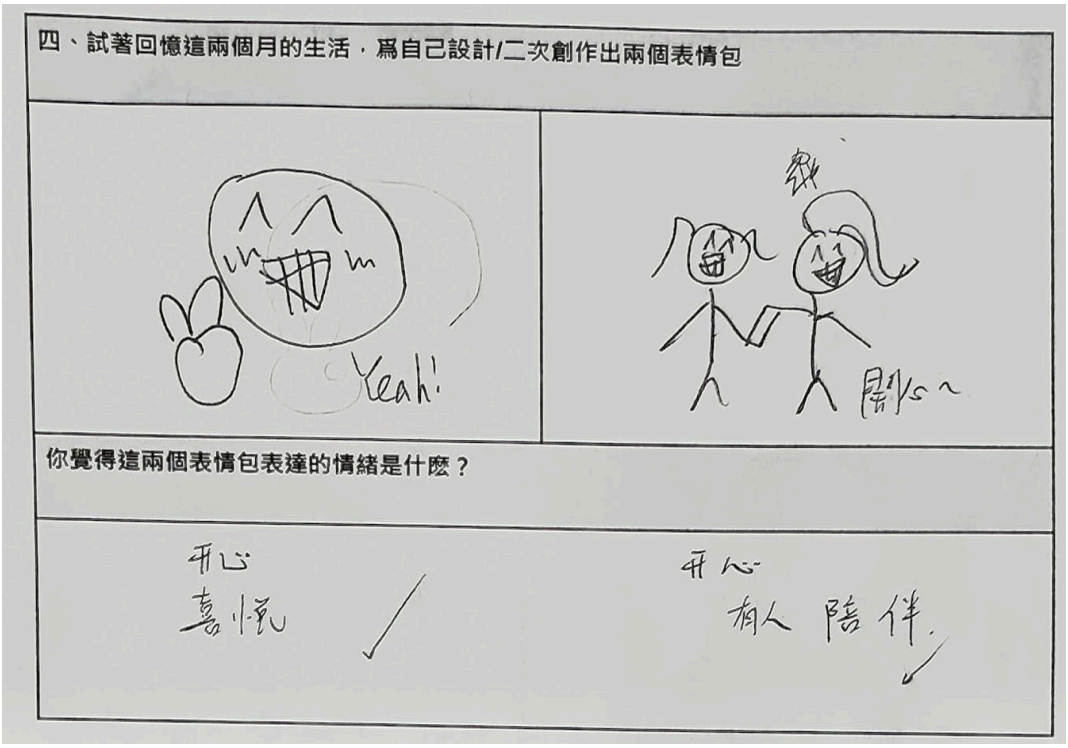

Figure 4-7. Memes Creation by Student 5

In the works of the students, most of them expressed negative views on the life of these two months, such as tiredness and discomfort, and one student directly said that it was very bad. They went through the mid-term assessment and New Year's holiday last month, and this week they received the marked test papers, so they also experienced a big emotional bump, according to the researchers.

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Figure 4-8. Memes Creation With Negative Views on The Life of These 2 Months

Students could effectively release emotional pressure in the creative process, and this phenomenon was fully reflected in the feedback after the activity. Many students said they felt relaxed and happy after completing the creation of the memes, and their mood was significantly relieved.

> *"Yes, because I am trying to make the memes as fun as possible. When I'm focused on memes, I actually find it very enjoyable and it puts me in a relaxed mood. At that moment, concentrating on the funny details makes me forget about other exam assignments. Every time I finish a meme, I feel a sense of accomplishment*

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and speak out, and I find the meme funny and delightful. It makes me feel satisfied, and naturally, I'm happy!" (Interview, Student 1, A6)

In the process of drawing memes, students were encouraged to look at their negative emotions in an inclusive way, and drew them in the form of memes to express themselves according to their understanding of the emotions, so as to reduce some negative emotional feelings and help balance emotions.

" It's a very relaxed time for drawing, and they don't need to create beautiful things or have special skills. I see all the students having a great time; even if they draw a lot of negative things, they don't seem unhappy. They're very high-spirited. During the creation time, they really let themselves go. So I believe that they can definitely vent their feelings, which helps them balance their emotions."(Interview, Teacher 1, A5)

This view reflects the combination of fun and knowledge in the activity of creating memes, which enables students to apply existing knowledge in a relaxed way, skillfully combining learning with expressing emotions. In general, these feedbacks show that the creation of memes, as an edutainment activity, can not only promote convey information, but also help students release pressure and relieve negative emotions, providing them with a healthy way of emotional cathartic. In this way, students are able to re-adjust their mental state in a relaxed and pleasant atmosphere, so as to be more actively engaged in learning and life.

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As a creative activity, drawing memes showed its potential as an emotional outlet that can effectively help students relieve anxiety and tension.

> *"I believe that drawing these memes has a very positive impact on students' mental health... indicating that they were able to relieve stress through creation and achieve emotional satisfaction."* (Interview, Teacher 2 , A4)

This point of view clearly shows that through the creation of memes, students can express their feelings while releasing psychological pressure, and obtain emotional satisfaction and a sense of achievement. The creative process not only gives students the space to express themselves freely, but also enables them to cope with the pressures of study and life in a humorous and light-hearted way.

This suggests that the creation of emojis has a certain therapeutic effect. As an informal but effective means of psychological intervention, it can provide students with a way to vent their negative emotions and help them adjust their psychological state virtually. Through this creative expression, students are able to transform anxiety and tension into positive creative motivation, so as to achieve psychological balance and repair. This further shows that the creation of emojis is not only an entertainment activity, but also an important tool to maintain mental health, which has far-reaching significance for students' emotional regulation and psychological development.

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4.2.2 Perceived Benefits: Self-Discovery

In the process of drawing memes, students are able to better understand their own emotions and enhance their self-awareness.

> *"When they start drawing, there's an opportunity for them to get to know their personal emotions better, which provides a preliminary understanding."* (Interview, Teacher 1, A)

This suggests that meme creation can help students better recognize and understand their own emotions, and that meme creation prompts students to engage in self-reflection and helps them identify and process their inner emotions. By translating emotions into images, students are able to see their inner world more clearly.

According to the interview, the students said that after attending the completed workshop, they became more skilled in understanding and using emojis and were able to choose and use appropriate emojis more effectively to express their emotions.

> *"The more I draw and see various emoji details, the more I notice the nuances of different stickers. Based on their overall look and details, I can use the appropriate emoji, so I feel I can use them more effectively."* (Interview, Student 10 , A30)

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This feedback showed that by participating in the workshop to draw memes, the students not only learned to identify the emotional connotations conveyed by the memes, but also were able to choose the appropriate memes according to their own emotions to communicate with others. This improved ability not only enhances their expression in daily communication, but also allows them to more freely convey emotions through digital tools.

Improving emotional literacy is one of the important values of memes creation activities. In this process, students are not only able to freely express their emotions through creation, but also gradually strengthen their ability to identify and manage emotions, so as to better communicate and empathize with others in daily life.

> *"I think it's just another way—a relaxing way to draw without needing them to create something perfect or requiring any special skills. By drawing simple images, it makes them really happy. I saw that all the students had a lot of fun. Even when they drew a lot of negative things, they didn't seem unhappy; on the contrary, they were very excited. When it came to the self-creation part, they completely let themselves go. So I think drawing emojis really helps them. It allows them to vent their emotions and balance their feelings. Since every student can find their own way to engage, it becomes an alternative approach to expressing themselves compared to using words."* (Interview, Teacher 1 , A5)

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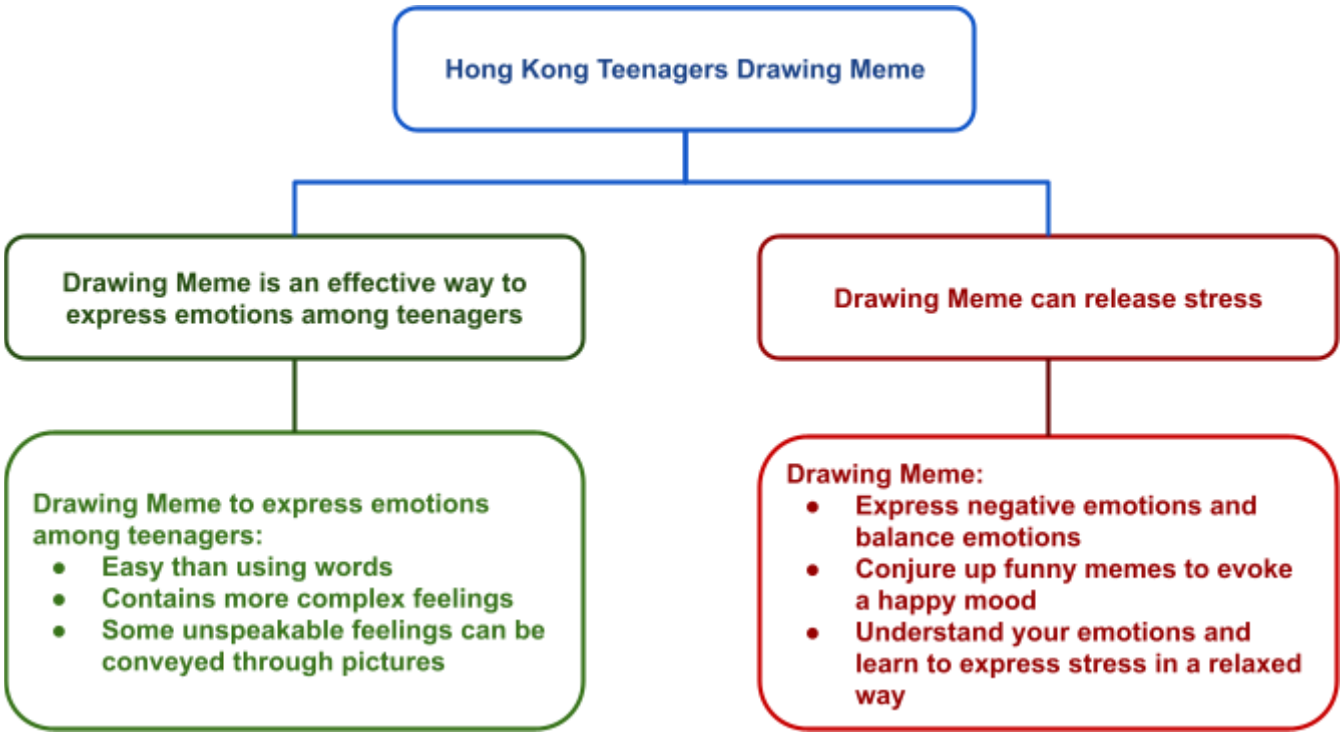
This view suggests that memes creation provides students with a way to express emotions without words, allowing them to convey emotions through images and creativity in a relaxed state. This non-verbal way of expression helps students to be more sensitive to their own emotions, but also provides them with a variety of emotional expression channels.

4.3 Conclusion

The results of the finding illustrate the effectiveness of expressing emotion when Hong Kong teenagers draw memes (see Figure 4-6).



Figures 4-9 How Drawing Meme Help Teens in Emotional Express and Emotional Health

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This study provides evidence that drawing memes can be an effective way for Hong Kong teenagers to externalize and express their inner emotions, and that the process of drawing memes can relieve their emotional stress. The findings suggest that visual methods have the potential to promote emotional literacy and well-being among teenagers, and that schools should consider incorporating these methods into their curriculum.

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Chapter 5 Recommendation and Conclusion

Based on the literature review and research findings, the researcher would like to propose a number of suggestions effective ways which can improve this study .

5.1 Other Types of Memes for Publicity

The workshop only used cute memes such as Chiikawa to promote, and eventually there was a gender imbalance in the workshop, with a total of 9 female students and 1 male student participating in the workshop.

Figures 5-1 Workshop Promotion Posters

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It can be seen that the theme of Chiikawa is more attractive to girls. In order to further enhance youth participation in meme creation activities, an increase of more types of memes can be considered. These memes are not limited to currently popular genres, and can include memes of different cultural backgrounds, emotional expressions, and artistic styles. By diversifying the types of memes, students with different interests and needs can be attracted to participate, thus broadening their creative horizons.

In the promotion of activities, campus social media platforms can be used to spread these diverse memes to stimulate students' creative inspiration and interest. In addition, students can be encouraged to design their own memes on specific topics (eg. Cats, Chur Guy and Sad Frog)to enhance their sense of participation and self-expression.

5.2 Increase the Quota

The number of participants in this workshop was limited by the researcher, the workshop only allowed 10 students to attend, which is insufficient for the secondary school students and leading the research under-represented. The interview from Student 7 shows that potential participants are higher than actual participants.

> *"Please increase the quota; my friends want to join but can't."* (Group interview, Student 7, A)

To address this limitation, expanding the workshop quota to allow more participants to join would significantly enhance the overall impact and inclusivity of the activity. By increasing the number of participants, the workshop can accommodate a broader range of perspectives, making

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the outcomes more representative and the findings more comprehensive. A larger participant pool also offers more opportunities to observe diverse creative approaches and emotional expressions, contributing to richer documentation and analysis. Additionally, increasing the workshop quota can help address gender imbalance in participation. In many cases, workshops like this may inadvertently attract more female participants, leaving limited opportunities for male students to engage. By actively encouraging male students to participate and ensuring equal access for all genders, the workshop can foster a more inclusive environment.

5.3 Reserved More Preparation Time

The after-school workshop was scheduled from 2:00 PM to 3:00 PM, but due to a lack of sufficient preparation time, a number of logistical issues arose. For instance, students were not given time to pick up their belongings from the classroom beforehand, resulting in many arriving late to the workshop. Additionally, students were not informed of the specific time they needed to arrive at the library, which caused delays and inconsistencies in the starting time of the workshop. This lack of preparation time also affected the pacing of the activity, with some students finishing too quickly while others worked much more slowly, leading to a disjointed experience. To address these challenges, it is essential to increase the preparation time in future workshops. This can include the following measures:

- Increase the preparation time to allow time for students to collect their belongings, ensure that students have sufficient time to transit from their previous activities to the workshop without feeling rushed.

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- Make sure everyone starts at the same time. Provide clear instructions on when and where students need to arrive, ensuring everyone starts at the same time, so that all participants can progress together without feeling pressured or left behind.

Adequate preparation time is crucial for optimizing the workshop's outcomes. This study revealed that insufficient preparation time can lead to a rather hasty process in the workshop, making it vital to allocate sufficient time for not only logistical arrangements but also for the preparation of activity content, materials, and equipment.

Through these adjustments, future workshops can foster a more organized and enjoyable environment, ensuring all participants benefit equally from the activity while minimizing disruptions caused by inadequate preparation.

5.4 Improve Interview Methods

The group interview, conducted from 2:45 PM to 3:00 PM during the last session of the workshop, facing several challenges that impacted its effectiveness. As this session coincided with the end of the school day, many students were eager to leave, leading to impatience and a lack of focus. Additionally, some students felt their participation was redundant—if another student had already shared similar thoughts, they saw little value in repeating the same answer. These issues hindered the depth and quality of the data collected during the interview. To improve the interview process in future workshops, the following strategies are recommended:

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- Incorporate post-interview activities by adding fun activities after the interview can reduce students' desire to rush out of school. For example, activities such as souvenir making, raffles, or a gallery viewing of the memes created during the workshop can act as incentives for students to stay engaged until the end. These activities can also provide an opportunity for students to reflect on their work and celebrate their creativity.
- Structured interview format: Arrange the students in a circle and have them take turns answering interview questions. This format ensures that every student has the chance to contribute without feeling overlooked or pressured. It also prevents students from skipping questions and encourages them to share unique perspectives.

By implementing these adjustments, interviews can become more engaging, structured, and productive. Ensuring that students remain motivated to participate until the workshop concludes can improve the quality of feedback collected. Additionally, these improvements can create a more positive and enjoyable workshop experience for both students and facilitators.

5.5 Contribute to The Development of Counselling Strategies

Although this study proved that the creation of memes can effectively reduce the stress of students, due to the limited time of this workshop and the small scale of the activity organization, it failed to fully achieve the third research goal, which is to "explore the potential of memes as a psychological counseling strategy to alleviate the stress of adolescents through the development of visual arts". However, the preliminary results of this study suggest that emoji creation has a significant positive effect on emotional expression and emotion management, which can be used as a basis for further exploration in the future.

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To better achieve this goal, consider increasing the frequency of the workshop to make it a regular stress relief activity. For example, schools can organize regular weekly or monthly emoji creation workshops to provide a fixed platform for students to vent their emotions and create. In addition, meme creation can be integrated into campus curricula, such as as part of an art class or mental health course, to help students better manage emotions while learning creative skills. This course design can not only enrich the form of art education, but also add interest and practicability to psychological counseling.

Future research could further explore the potential applications of emoji creation in different contexts. For example, whether it can be used as a long-term mental health intervention tool to help students find an effective way to self-regulate in the face of academic stress or social anxiety could be investigated. At the same time, it can also explore how to design more targeted meme-creating activities for students of different age groups or cultural backgrounds, so that it can be more broadly applicable to the field of adolescent mental health.

By combining the creation of emojis with psychological counseling strategies, it can not only improve the emotional literacy of students, but also provide an innovative and sustainable practice for school mental health education, so as to more comprehensively support the psychological development and social adaptability of adolescents.

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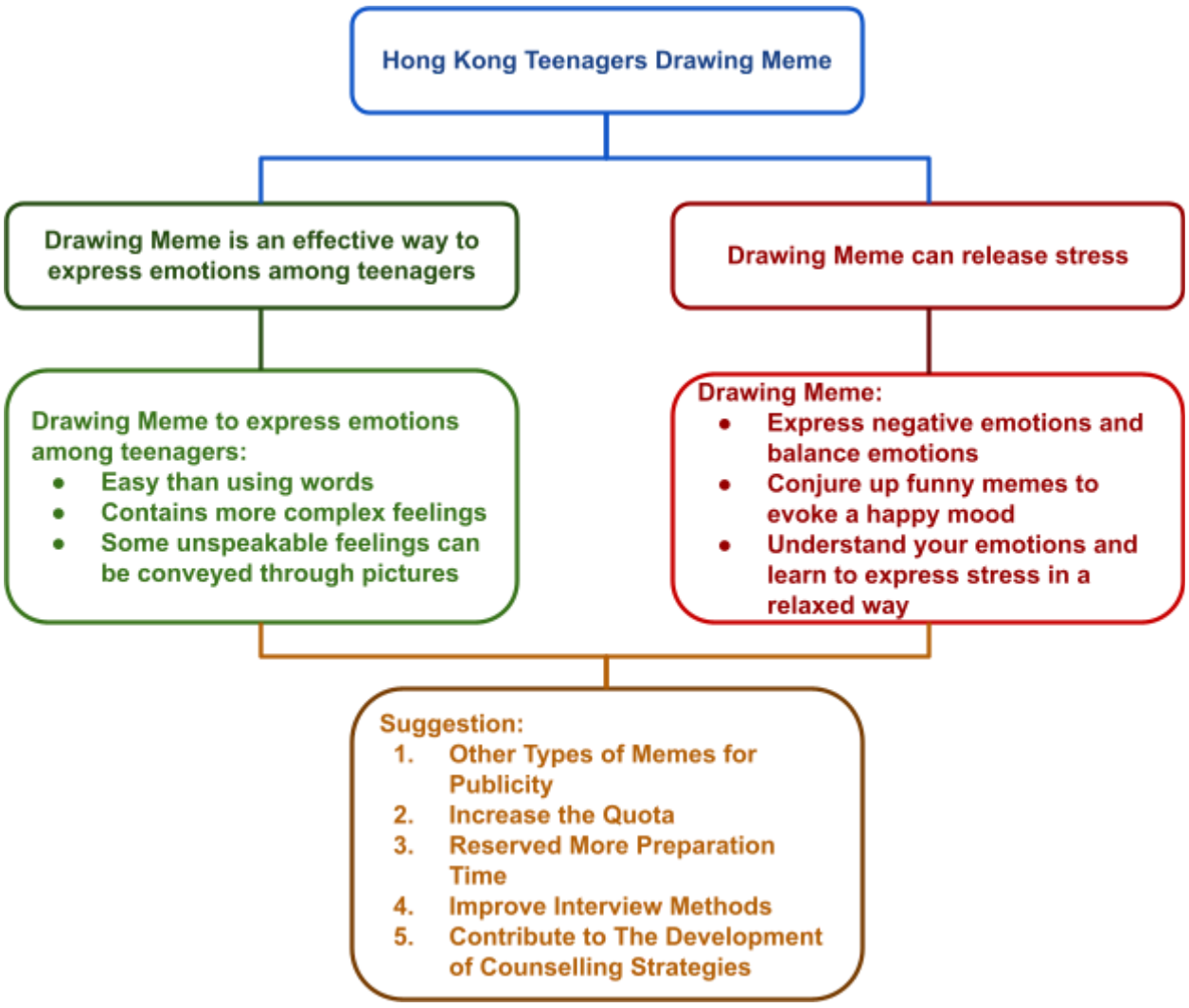
5.6 Conclusion

This study examines the effects of emoji creation on the emotional expression and mental health of adolescents in Hong Kong. Through workshops and interviews, the study found that drawing memes not only helped adolescents externalize and express their inner emotions more effectively, but also significantly reduced their emotional stress. Students generally reported that they were able to identify and express emotions more directly during the creative process, which in turn enhanced their self-awareness.



Figures 5-1 Suggestion of This Study

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In addition, the fun and interactivity of emoji creation activities enable students to express their emotions in a relaxed and pleasant atmosphere, which improves their psychological state and enhances their emotional resilience. This finding provides an important reference for educators and mental health professionals, suggesting that memes can be effectively integrated as emotional expression tools in curriculum design and psychological interventions.

Future research can further explore the specific application of different types of memes in emotional expression, and how these creative activities can be systematically integrated into the art education curriculum in schools to better support the emotional development and mental health of adolescents.

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Appendix 1: Interview script with Teacher 1 in Chinese

Interview Date: 2025.02.26

Interview No: T1

問	第一個問題就係你覺得學生可以通過呢個工作方嚟有效咁表達佢哋嘅情緒呢？	Q1 R1
T1	嗯，都做得到嘅，因為其實係一個輕鬆嘅環境呢咁，亦都俾咗好多支援佢哋嘅時候呢，其實佢哋都可以簡單咁形容到表達到佢哋嘅情緒。所以我覺得學生係呢次嘅活動入面都好投入，佢哋表達咗好多自己當下真實嘅情緒，睇翻佢地嘅作品我都覺得好好啊，冇諗到佢地可以透過表情包表達咁多複雜嘅情緒，要佢地寫佢地就可能寫唔出啦。	A1

問	第2條問題就係會唔會話今次嘅工作坊表情包嘅創作激發咗佢哋嘅興趣同參與呀？	Q2 R1
T1	有呀，成個活動裏邊呢，其實所有同學都睇到佢哋呢好投入嘅樣，因為個主題又係佢哋有興趣㗎啦，而製作出嚟個作品呢亦都好得意，俾咗佢地一個發洩嘅渠道，配合到佢哋自己嘅個人嘅興趣同喜愛啦，所以成個參與程度都好高呀。我見佢地係個堂上都幾專心下，用iPad搜尋表情包嘅時候都冇藉呢個機會去玩iPad，所以佢地真係好享受個活動，好想創作出自己獨一無二嘅嘢架。	A2

問	咁第3條問題就係，你覺得比起一般淨係畫畫咁樣嘅活動啦，學生參與今次表情包嘅感興趣程度會唔會有所不同？	Q3 R1
T1	會呀，呢係會有啲得著囉。與其即係如果簡單嘅一啲開心嘅興趣班，其實依度裏邊背後嘅話會有一啲同學會學得到，接收得到囉咁，對佢哋嗰個詒影響呢會深一啲囉嚇。	A3
問	咁係咪佢哋參加呢個工作坊，同參加一般嘅繪畫活動唔同？	
T1	係呀，有分別㗎會有㗎，因為其實可能你開頭嘅時候都係有個繪畫切入面嘅時候，對佢自己再認識佢個人情緒嘅時候，即係有初步嘅認識啦噉，我諗係喺第一步，噉跟住再之後去發掘嘅時候會引到佢可以更深入嘅對相關情緒嘅瞭解囉噉，所以佢哋都覺得表情包咁搞笑嘅嘢都	A4

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	可以講到咁正經，呢種反差感領到佢地對活動充滿好奇同興趣，所以相比起一般嘅繪畫活動，佢地會更加踴躍參與	

問	OK嗷第4個問題啦，就係你覺得畫呢啲會唔會幫佢哋平衡到情緒，或者釋放到壓力呢？	Q4 R2
T1	我諗都係一個途徑嚟嘅，係一個好輕鬆嘅畫畫時候又唔需要話要佢哋畫好靚嘅嘢，唔需要特別嘅、特殊技能樣嘢嘅時候，咁通過畫一些簡單嘅圖片會令佢地好開心架，我見所有學生都玩得好開心，就算佢地畫作左好多負面嘢，都唔見佢地唔開心，相反佢地好high添，到咗自我創作環節簡直放飛自我，所以我覺得畫表情包係幫到佢地架，佢地一定係可以發洩到啲嘢，然後咩就可以平衡到自己嘅情緒囉。每個同學都切入到嘅方法嘅時候，呢咁佢可能係一個諗，與其用文字嘅話，係一個另外一種途徑囉哦。	A5
問	所以你覺得比文字佢係更加有效？	
T1	幾方面啦，有啲同學系文字方面會好啲嘅，又有啲同學喺圖案啊影像會好啲，同學都有可能系其中一種途徑等佢多種選擇咯，不過呢個就有趣過文字啲，畢竟表情包係佢地攞來玩嘅嘢，所以佢地會更加主動咁去創作同表達，咁你中情況下畫表情包就有效過用文字來表達情緒囉。	A6
問	所以都系其中一種舒壓方式嚟嘅？	
T1	系啦系啦，系其中一舒壓種途徑來架。	A7

問	咁最後一條問題啦，都想問返你，明年你支唔支持呢個活動再搞多次呢？或者話呢個工作坊值唔值得明年再搞多次呢？	Q5
T1	當然值得啦，啲同學仔同學仔都問緊出年唔會再玩ar，有啲同學仔因為名額限製嘅問題參加唔到。下次記得早啲約翻，我地可以整多幾堂呢種活動，放多啲名額出來俾同學玩啊。	A8

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Appendix 2: Interview script (email) with Teacher 2 in Chinese

Interview Date: 2025.02.26

Interview No: T2

問	你認為學生可以通過這個工作坊來表達他們的情緒嗎？	Q1 R1
T2	是的，學生可以透過這個工作坊來有效地表達他們的情緒。在創作表情包的過程中，學生不僅能夠自由地抒發自己的感受，還能夠將這些情感以可視化的方式呈現出來。這種創作活動不僅富有創意，而且十分有趣，能夠捕捉學生的注意力，讓他們在輕鬆的氛圍中分享自己的情感和想法，從而增強了他們的自我認識和情感表達能力。	A1

問	表情包的創造是否激發了學生的興趣和參與？	Q2 R1
T2	確實如此，這個活動的互動性強，能夠有效吸引學生的注意力。通過表情包的創作，學生不僅參與了實際的創作過程，還能夠在小組中分享和討論自己的作品。這種互動不僅增強了他們的參與感，還促進了同學之間的交流，讓他們更願意主動分享自己的想法和心情。這樣的氛圍使得每個學生都能感受到自己是活動的一部分，激發了他們的創造力和想像力。	A2

問	你覺得學生參與這個工作坊的興趣程度與一般的繪畫活動不同嗎？	Q3 R1
T2	學生參與這個工作坊的興趣程度確實與一般的繪畫活動有所不同。表情包創作結合了當前流行的文化元素，使得學生能更容易產生共鳴和興趣。這不僅是繪畫，而是將他們的情感與現代媒介相結合。此外，活動中使用的一些iPad 這種科技工具幫助學生解決在搜尋和設計過程中遇到的問題，讓他們能夠更輕鬆地完成作品，進一步提升了他們的參與熱情。	A3

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問	你認為畫這些表情包能幫助學生平衡情緒或釋放壓力嗎？	Q4 R1
T2	我認為畫這些表情包對學生的心理健康有非常積極的影響。在創作過程中，學生能夠釋放內心的壓力，並將自己的情感具體化，這樣的表達方式對於他們的情感平衡非常有益。明顯地，在活動結束後，我觀察到學生的表情變得更加輕鬆和開心，這表明他們能夠通過創作來釋放壓力，並在情感上獲得滿足感。	A4

問	你認為這個工作坊值得明年再辦一次嗎？	Q5
T2	我認為這個工作坊非常值得明年再舉辦一次。它不僅增強了學生的創造力，還提升了他們之間的互動和交流能力。此外，合辦活動可以減輕學校在舉辦活動時所承擔的壓力，讓更多的學生受益於這樣的創意和有趣的學習經驗。這樣的工作坊不僅是一次有趣的活動，更是一個促進學生全面發展的重要機會。	A5

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Appendix 3: Interview script with Student 1(Who Left Early) in Chinese

Interview Date: 2025.02.26

Interview No: S1

問	咁第一條問題就係喺表情包工作坊入面，你最鐘意嘅係邊一部分，同埋點解呢？	Q1
S1	我最鍾意嘅部分就係上網去搵表情包嗰陣。因為其實我發現，表情包唔單止係一啲圖像咁簡單，佢哋每一個都有自己獨特嘅情感代表。你想表達開心嘅時候，就可以揀一個好靚嘅開心表情包，咁樣一來就可以即刻將你嘅心情傳達出去。而且，搵表情包嘅過程真係好有趣，可以見到好多唔同風格、唔同文化背景嘅設計，有時候仲可以搵到啲冷門嘅表情包。	A1

問	嗷第2條問題係比起使用文字啦，你覺得畫表情包會唔會更加容易去表達自己嘅情緒呢？	Q2 R1
S1	嗯，係呀，我覺得係會嘅。因為你想像一下，當你自己畫出嚟嘅表情包，嗰個樣子已經可以直接傳達到你嘅情感。例如你畫一個笑嘅樣子，咁大家一睇就知道你係開心；如果畫一個皺眉頭或者流淚嘅樣子，咁就知道你唔開心。其實有時候文字表達唔到你心入面真正嘅感受，但一個簡單嘅表情包就可以做到，仲可以令到對方有更直接嘅感覺囉。	A2

問	第3個問題，就係參加完呢個工作坊之後，喺日常之中你用表情包會唔會多啲瞭解或者更加有效率呢？	Q3 R1
S1	係有呀，有呀。	A3
問	比如話你用表情包嘅時候，會唔會話知道其實你應該用邊個表情包適合啲，或者話你會唔會話知道咩時候應該用咩表情包呢？	
S1	都會知道嘅。因為而家我會留意到表情包嘅樣子，咁當我見到一個開心嘅表情包，咁如果我心情好，或者我想祝賀朋友，我就會即刻send個	A4

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	表情包俾佢，咁樣就可以表達我嘅心情。而且有時候用表情包會令到對話更加輕鬆，同埋唔會咁沉悶囉。	
問	所以你會知道點樣用得合理些，對嗎？	
S1	系，會知道點樣將表情包用得合理過以前。	A5

問	你畫呢表情包，會唔會覺得開心或者放松？	Q4 R2
S1	呀，會呀，因為投入喺畫畫嗰個過程，即係想盡量做好件作品咁樣。當我投入喺畫畫嗰個過程，其實我會覺得好享受，心情都會好輕鬆。當時專心去畫啲有趣細節，想盡量做好件表情包作品，會忘記其他考試作業咁樣，完全沉浸喺創作入面。每次完成一個表情包，都會有種成就感同讲到啲嘢出来，又覺得個表情包好搞笑好開心，覺得好滿足，心情自然就開心啦！	A6

問	係創作表情包嘅時候，你遇到邊啲困難？你點樣如何克服佢地的？	Q5
S1	有啊，畫嘅時候自己都覺得有啲地方畫得唔系好好睇，覺得有啲核突，有小小後悔。不過算啦，既然已經畫咗，就繼續畫落去。其實話正表情包都唔係好在意畫得靚唔靚，最緊要係表達到我嘅感覺。同埋你一開始都講話唔系好在乎我哋畫成點啊嘛，你話其實系想睇返我哋啲諗法啦，感就求其咯，畫成點乜點咯。	A7

問	你覺得明年還值得再辦一次這個工作坊嗎？	Q6
S1	咁係值得啦，我玩得好開心啊。我讚成再搞多次，玩完呢個活動可以帶走自己創作嘅手機墊片，好有紀念價值，過程又開心，如果明年再搞，我一定會再來參加，期待可以創作出更多有趣嘅表情包。	A8

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Appendix 4:Group Interview script with 9 Student in Chinese

Interview Date: 2025.02.26

Interview No: S2, S3, S4, S5, S6, S7, S8, S9, S10

問	第一個問返大家喺表情包工作坊入面最鍾意嘅部分係乜嘢，同埋點解呢？	Q1
S2	我鍾意自己整個表情包嘅自我創作環節，因為可以加自己鐘意嘅嘢入去，好自由咁創作	A1
S3	所有畫畫嘅環節,因為我係鐘意畫畫。	A2
S4	我鍾意嗰個畫Chiikawa嘅果個環節,我鐘意Chiikawa，佢好得意，所以我鐘意畫Chiikawa環節。	A3
S5	我鐘意畫手機墊片嘅環節，因為手機墊片係在自己畫嘅六個表情包上面選擇一個畫上去，畫完可以攞走。	A4
S6	我都係畫手機墊片嘅環節，有紀念品攞走覺得好開心，而且都係自己嘅作品，更加開心。	A5
S7	我鍾意睇人哋畫睇人哋畫，因為觀察下其他人話啲乜嘢好有趣，欣賞下其他人作品。	A6
S8	我鐘意2次創作，即係自我創作環節，因為可以加自己鍾意嘅嘢，仲可以表達自己嘅心情。	A7
S9	我都鍾意二次創作，我鍾意整嗰個自己創作嗰個，因為自己加自己元素呢，我覺得好特別哦，可以加自己心情。	A8
S10	我最鐘意上Google搵Chiikawa表情包嘅環節，因為Chiikawa係我地呢到嘅熱門，我同好多人都鐘意。	A10

問	第2條問題啦。相對起使用文字啦，你覺得畫表情包會唔會比起寫作文更加有效感表達你嘅心情呢？好啱係嘅話點一點頭吖，哇我見大家全部都點頭喎，點解呢？	Q2

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S2-S10	係呀。	A11
S2	唔使寫咁多字好方便。	A12
S3	因為畫畫即時就畫到，寫字即時寫唔出或者唔敢寫。	A13
S4	寫自己嘅情緒好難落手。	A14
S5	我覺得相比起畫表情包，寫作文係寫唔出嚟㗎，我都唔想攞功夫去描寫，有呢個功夫都已經畫好嗮10幅圖啦。	A15
S6	好簡單,畫出來會變得有趣，可以好直接就可以話畀人聽我複雜難言嘅感受。但寫嘅話冇果種文筆，寫唔出來。	A16
S7	我文盲來架，好多字唔識寫哈哈哈。	A17
S8	畫一下就得啦，寫又係長篇大論，仲要唔識寫添。畫係最簡單最直接哦最簡單最直接嘅。	A18
S9	好簡單，,可以好直接就可以話畀人聽我複雜難言嘅感受。	A19
S10	我覺得如果俾寫作文畫會好好多畫畫會好好多。	A20

問	第3條問題啦，參加呢個工作坊之後，你日常使用表情包會唔會變得更加有效率呢？	Q3
S2-S10	會啊。	A21
S2	因為多咗少少表情包相關知識。	A22
S3	都對自己嘅情緒了解多啲。	A23
S4	不嬲都用得好多㗎啦	A24
S5	以後會多啲用咯，所以我覺得會用得有效率啲。	A25
S6	我都係，以後會越用越多，宜家都係獲取經驗，經驗多左咩有效率咯。	A26
S7	我自己本身用得就已經好有效率啦。	A27

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S8	我同大家一樣都覺得參加呢個工作坊之後，日常使用表情包會變得更加有效率嘅。	A28
S9	都可以嘅，都會多多少少囉。	A29
S10	畫多見到好多表情包細節，我會注意到唔同sticker嘅細節，根據佢地嘅整體同細節使用合適嘅表情包，所以我覺得會用得更加有效率呀。	A30

問	第4條問題啦，畫表情包有冇人覺得開心或者放鬆㗎？	Q4
S2-S10	有。	A31
S2	我覺得個情緒發泄咗出嚟，諗法都會正面咗。	A32
S3	比起平時上堂放鬆咗少少咯，我覺得好有趣啊。	A33
S4	畫完表情包會感覺開心或者放鬆㗎，因為好直接咁將想法同情緒表達出來。	A34
S5	畫表情包好治愈嘅過程，我覺得好fun好開心。	A35
S6	我覺得係繪畫表情包嘅時候好舒壓，好快樂同好搞笑。	A36
S7	測考完就對卷，呢排都幾大壓力，所以係呢個畫表情包嘅過程都放鬆減壓力咁，好enjoy畫得好開心。	A37
S8	畫啲有趣嘢咁係減壓快樂架，我覺得好好啊。	A38
S9	舒壓放鬆咯，將啲嘢都發洩咗出來，畫嘅時候自由發揮又唔洗注意分數乜嘢嘅，所以都好開心。	A39
S10	你話可以有粗口或其他不雅成分，我覺得好自由好open，所以放鬆冇壓力咁畫得好開心，所以畫完諗嘢都正面咗。	A40

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問	第5條問題啦，係工作坊中有冇遇到乜嘢困難？你係點樣克服呢？	Q5
S2-S6	冇困難。	A41
S7	瘋狂搵Google資料，好多可以選擇但淨可以搵兩個。但冇克服，唯有選擇自己最有可能用嘅幾個。	A42
S8	開心，所以冇困難。	A43
S9	Friend 唔夠，佢地都想來但名額滿嗮冇得來，呢個困難冇克服到。	A44
S10	冇。	A45

問	咁明年如果再有機會話搞唔搞呀，你哋覺得呢個工作坊值唔值得再搞多次？畀個OK我睇下大家嘅答案。	Q5
S2-S10	(OK手勢)支持明年再搞多次	A46
S4	加多啲名額啦，我個級有人報唔到名。	A47
S7	加多啲名額啦,我啲Friend想參加都參加唔到。	A48
S9	增加名額到20個啦。	A49

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Appendix 5: Memes Worksheet

圖書館表情包工作坊

工作紙

姓名:_____ 班別:_____(　) 日期:_____

一、什麼是表情包/梗圖/meme(迷因)?

最早對於這些有趣的圖片稱呼為meme(迷因),這個詞語起源於1970年,當時基因學家以這個新造的詞語代表基因背後的遺傳信息,隨後在1976年科普作家理查德·道金斯於其作品《自私的基因》中描述和定義meme(迷因),嘗試解釋文化信息傳播的方式。

1982年9月19日,史考特·法爾曼(英語:Scott Fahlman)率先於卡內基梅隆大學的計算機科學BBS上使用了 :-) 及 :-(的文字符號,是顏文字出現於網絡世界的開端,也被認為是表情符號的鼻祖。1999年,當時隸屬於日本NTT DOCOMO公司的栗田穰崇創造了第一個應用於移動通信的emoji表情符號。在中國大陸,騰訊QQ2003版推出了一套表情,並開始被用戶廣泛使用。以上種種原因導致了表情包的盛行,而科技發展之初國家與國家之間的壁壘也導致不同地區對於表情包有了不同的稱呼。

表情包是以圖片為介質,在社交軟件或社交網站興起後形成的一種流行文化。通常以時下流行的名人、語錄、漫畫、影視截圖等素材,配上傳達主旨或解釋圖片的文字,用以表達特定的情感或觀點。為迷因的一種。表情包已不僅限於社交軟件自帶的表情,以知名人物、影視動漫截圖或流行語爲主題的表情包也大量出現,如張學友(香港電影《旺角卡門》中張學友扮演的"烏蠅"威脅萬梓良扮演角色"Tony"時說出颱詞"吔屎啦你"時的表情)

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二、畫出兩個你選擇的**Chiikawa**表情包	
你覺得這兩個表情包表達的情緒是什麼？	
三、畫出兩個其它類型的表情包	
你覺得這兩個表情包表達的情緒是什麼？	

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四、試著回憶這兩個月的生活，爲自己設計/二次創作出兩個表情包
你覺得這兩個表情包表達的情緒是什麼？

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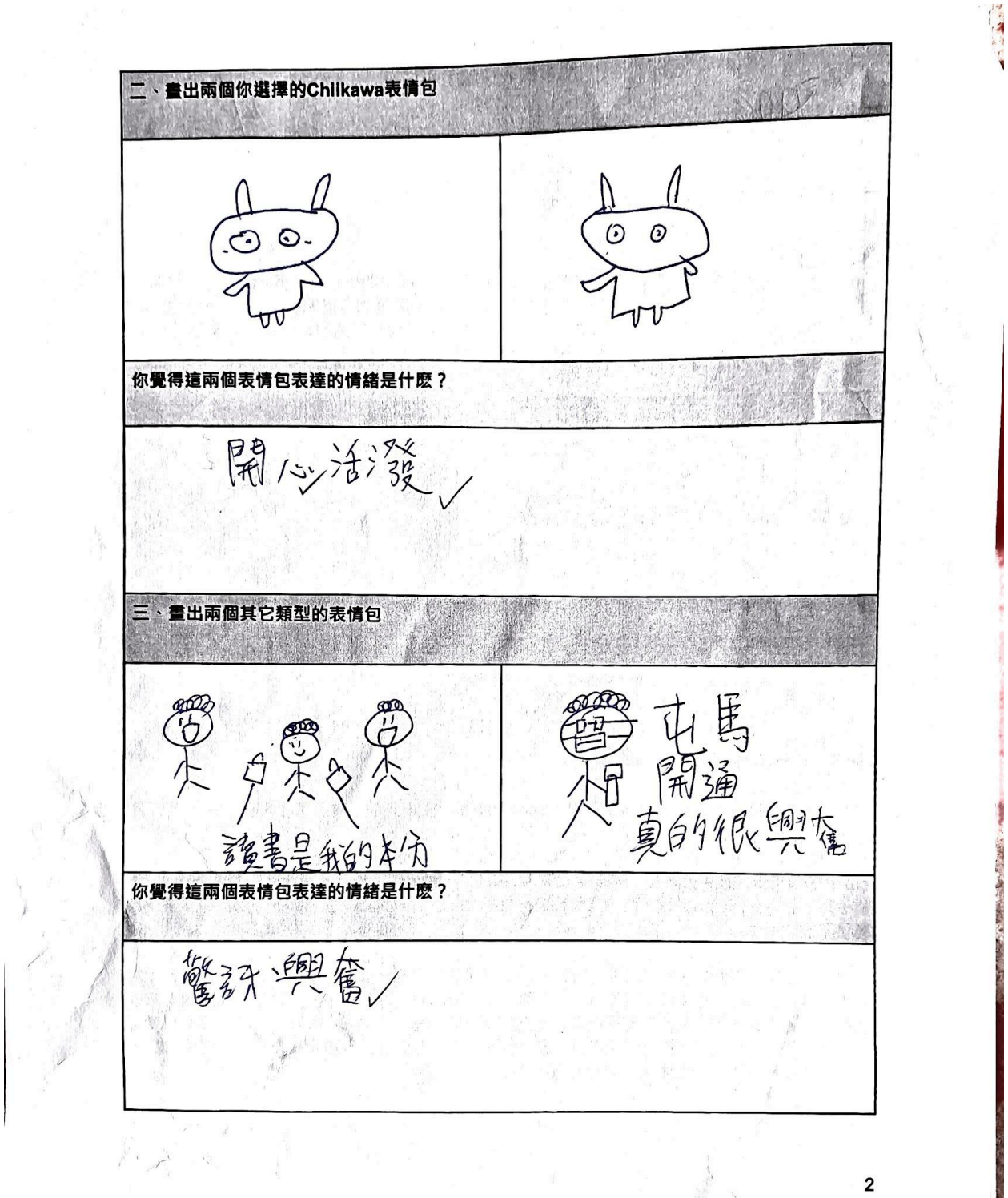
Appendix 6: Students Artworks From The Memes Workshop

Student 1



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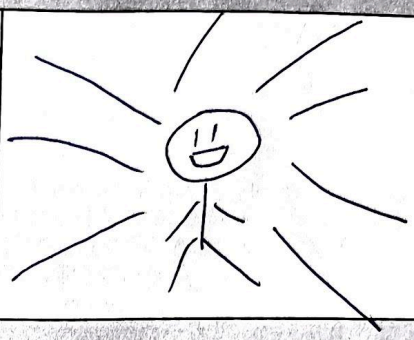
四、試著回憶這兩個月的生活，爲自己設計/二次創作出兩個表情包



你覺得這兩個表情包表達的情緒是什麼？

開心✗ 攰✓

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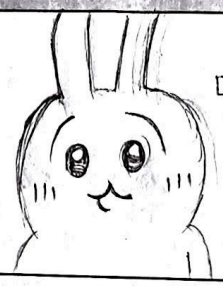
Student 2

二、畫出兩個你選擇的Chiikawa表情包

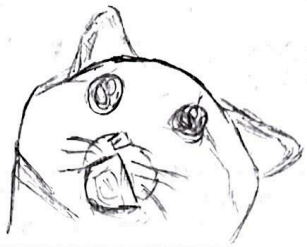


你覺得這兩個表情包表達的情緒是什麼？

开心
万岁！✓

正啊
开心 ✓

三、畫出兩個其它類型的表情包



你覺得這兩個表情包表達的情緒是什麼？

惊恐 ✓

摆烂 ✓

2

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四、試著回憶這兩個月的生活，爲自己設計/二次創作出兩個表情包	
11? 有病	very X nice
你覺得這兩個表情包表達的情緒是什麼？	
无語 ✓ 发泄	黑色幽默. 自嘲 ✓

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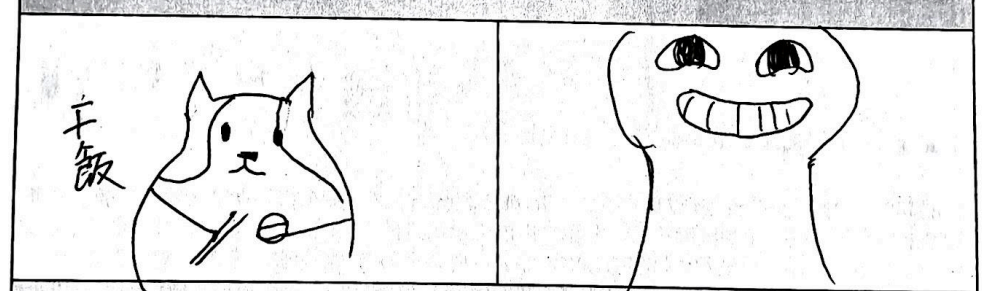
Student 3

二、畫出兩個你選擇的Chiikawa表情包

你覺得這兩個表情包表達的情緒是什麼？

摆烂✓ 开心✓ 发泄✓

三、畫出兩個其它類型的表情包



你覺得這兩個表情包表達的情緒是什麼？

想吃飯.✓
干飯人.干飯魂 ✓
滑稽 ✓
谜之Smile.(微笑) ✓
尴尬而不失礼貌 ✓
邪恶笑 ✓

2

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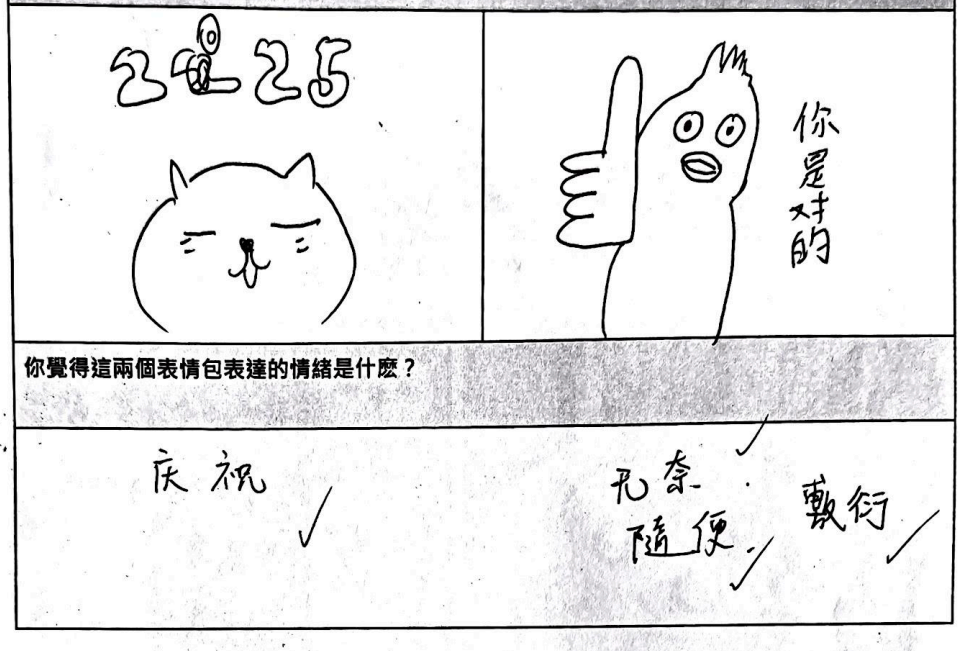
四、試著回憶這兩個月的生活，爲自己設計/二次創作出兩個表情包



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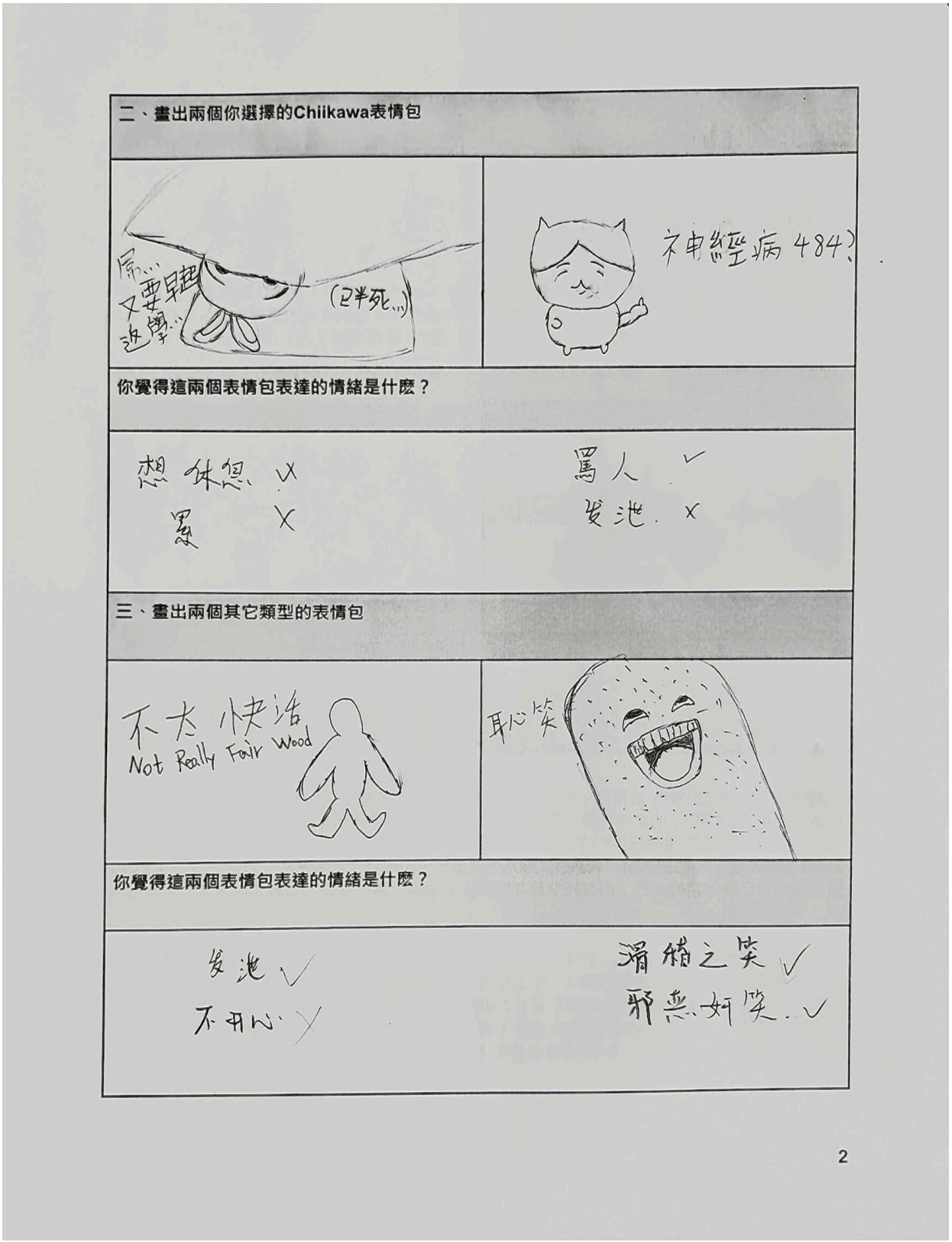
Student 4



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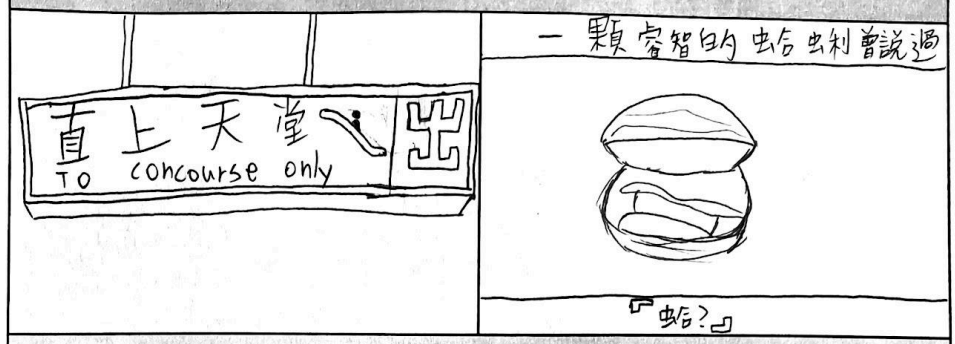
四、試著回憶這兩個月的生活，爲自己設計/二次創作出兩個表情包



你覺得這兩個表情包表達的情緒是什麼？

发泄 ✗
自嘲 ✓
黑色幽默 ✓
幽默 ✓

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Student 5

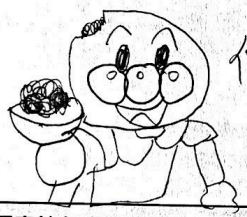
二、畫出兩個你選擇的Chiikawa表情包

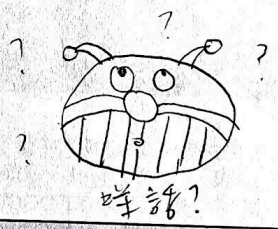
你覺得這兩個表情包表達的情緒是什麼？

打招呼～ ✓

開心！ ✓ 想食嘢 ✓

三、畫出兩個其它類型的表情包





你覺得這兩個表情包表達的情緒是什麼？

分享 開心 ✓

疑惑 ✓

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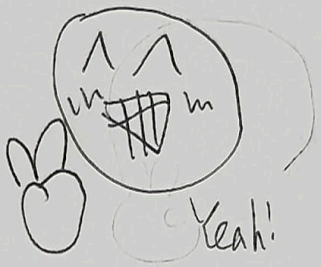
四、試著回憶這兩個月的生活，爲自己設計/二次創作出兩個表情包



你覺得這兩個表情包表達的情緒是什麼？

開心
喜悅 ✓

開心
有人陪伴 ✓

3

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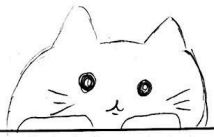
Student 6

二、畫出兩個你選擇的Chiikawa表情包

你覺得這兩個表情包表達的情緒是什麼？

Help!! 求救! 自我介紹

三、畫出兩個其它類型的表情包



你覺得這兩個表情包表達的情緒是什麼？

思考中
在想東西

生氣

2

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四、試著回憶這兩個月的生活，爲自己設計/二次創作出兩個表情包

你覺得這兩個表情包表達的情緒是什麼？

无奈 石化
望天

无聊
逛街

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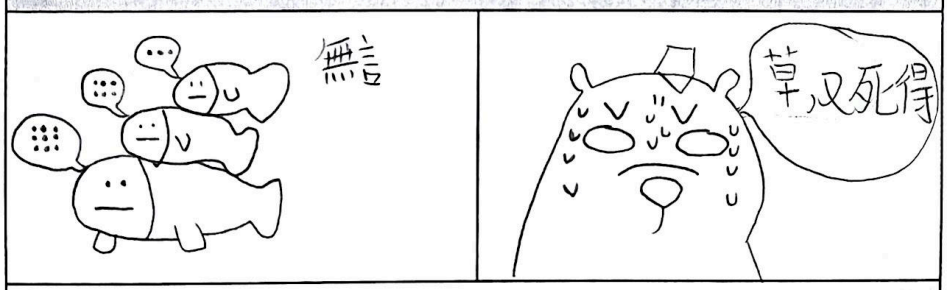
Student 7

二、畫出兩個你選擇的Chiikawa表情包

你覺得這兩個表情包表達的情緒是什麼？

发泄 开摆

三、畫出兩個其它類型的表情包



你覺得這兩個表情包表達的情緒是什麼？

无語 摆烂

闯祸了 糟了 无措

2

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四、試著回憶這兩個月的生活，爲自己設計/二次創作出兩個表情包

你覺得這兩個表情包表達的情緒是什麼？

无奈 ✓
嘲讽 ✓

自嘲 ✓

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Student 8

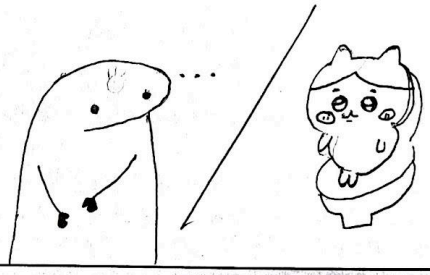
二、畫出兩個你選擇的Chiikawa表情包

你覺得這兩個表情包表達的情緒是什麼？

Yeahhh !!
开心 ✓

拿尼? 什么
疑惑 ✓

三、畫出兩個其它類型的表情包



你覺得這兩個表情包表達的情緒是什麼？

无奈
不开心 ✓

无語.
无奈 ✓

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你覺得這兩個表情包表達的情緒是什麼？

失落

啞了
講唔出口.

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Student 9

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你覺得這兩個表情包表達的情緒是什麼？

做功課
努力
奮斗

含泪答应

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Student 10

二、畫出兩個你選擇的Chiikawa表情包

你覺得這兩個表情包表達的情緒是什麼？

摆烂 躺平 发泄

三、畫出兩個其它類型的表情包

你覺得這兩個表情包表達的情緒是什麼？

奸笑 开心 威胁

2

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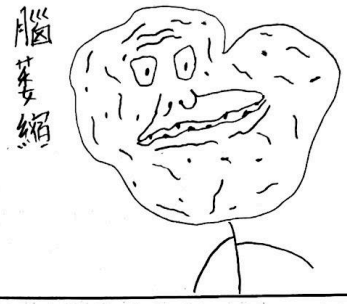
四、試著回憶這兩個月的生活，爲自己設計/二次創作出兩個表情包



你覺得這兩個表情包表達的情緒是什麼？

白嘲

无奈、思考不了
负面

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