



平等機會委員會
EQUAL OPPORTUNITIES COMMISSION



《平等機會實錄》網上教材套
EO Documentaries –
Online Learning Kit

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March 2020

EO Documentaries – Online Learning Kit

The Equal Opportunities Commission (EOC) launched the EOC YouTube channel (www.youtube.com/user/HKEOC) in February 2008 to enhance public understanding of equal opportunities and social inclusion through the popular social media platform. More than 280 videos have been uploaded to the channel since, including EOC-produced videos and selected works from video competitions organised by the EOC.

Since equality and inclusion are common discussion topics in Liberal Studies, the EOC has developed the EO Documentaries – Online Learning Kit to facilitate discussions and reflection on the importance and profound meaning of eliminating discrimination to society.

The discussion topics in the learning kit have been set according to the subject and content of each video. Teachers can feel free to use or adapt from the suggested questions for in-class discussions and activities according to the students' abilities and interests. All the following videos were produced by the EOC.

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EO Documentary: Topic 1



<u>Break the Silence (1): Definition of Sexual Harassment</u>	2:14
<u>Break the Silence (2): Finding a Way Out</u>	2:22
<u>Break the Silence (3): How Men See It</u>	2:09
<u>Break the Silence (4): Anti-Sexual Harassment Policy</u>	2:05

Description:

Does sexual harassment always involve physical contact? What gender stereotypes and biases do male victims have to face? Why do bystanders turn a blind eye to sexual harassment? The EOC has carried out an on-street interview with people of different genders and ages. In this four-part video series, we can understand their views and experience of sexual harassment. We have also interviewed Dr Ferrick CHU, Acting Chief Operations Officer of the EOC, and representatives from non-governmental organisations, to debunk widespread myths about sexual harassment and to explain the importance for organisations to formulate a comprehensive anti-sexual harassment policy.

Questions:

- Which of the situations below may constitute sexual harassment?
 - Someone openly makes dirty jokes on campus and you overhear that.
 - A person makes advances repeatedly regardless of your rejection.
 - Someone pats or sits on your thigh.
 - Someone puts up posters with sexually appealing images of models in the activity room.
 - Students pass around pornographic materials openly in the classroom
 - Someone sends you texts, images or videos of a sexual nature by computer or mobile phone.
- According to video 2, in what ways can victims seek assistance?
- According to video 3, what are the concerns of male victims in lodging complaints? Can you think of other factors apart from the examples mentioned in the video?
- According to video 4, what should employers or persons-in-charge of organisations do to handle sexual harassment complaints impartially?

Discussion /Activity:

1. There have been reports that games in some university orientation camps were inappropriate and involved elements of a sexual nature, making some participants feel uncomfortable. Try to search such news online to see what those games are.
2. Please perform a role-play. Student A will be a victim of sexual harassment and Student B will be a listener who lends an ear to the victim's grievance. The two students should try to put themselves in the place of the two characters. Please observe how Student A was distressed because of sexual harassment and what Student B can do to help him/her.
3. Imagine yourself as the head of the Human Resource Department of a company. A staff member complained to you of often being frivolously leered by a colleague from another department. However, the complainees firmly denied such an allegation. How will you handle this complaint?
4. Imagine yourself as the new Chairperson of the Student Association of a university and the person-in-charge of the Orientation Camp Organising Committee. The number of enrolment of this summer's orientation camp has dropped because there were complaints against the explicit sexual nature of games in the preceding year. In what ways can you assure freshmen that they are protected and can participate safely in the forthcoming camp? Try to draft a policy framework in the form of notice.

EO Documentary: Topic 2



09:18

An Extra Mile

Description:

Two artists with physical disabilities opened up about their experience with non-accessible paths and facilities while using wheelchairs with a group of students and parent volunteers. After having tried to travel around on a wheelchair, the able-bodied volunteers understood first-hand the importance of barrier-free facilities. In a bustling city like Hong Kong, however, the construction of a barrier-free environment has never been an easy task. Tsuen Wan was one of the new towns developed in the early years; its population is ageing rapidly, and so are the facilities in the district. Thanks to the concerted effort of various stakeholders, the district was given an enhancement and later recognised as part of the “Global Network of Age-friendly Cities and Communities” by the World Health Organisation in 2015, exemplifying the wonder of collaboration. The documentary also presents a case previously handled by the EOC, where a ramp was built at the entrance of a market in a public housing estate following negotiations among stakeholders. Residents with mobility difficulties, who had been barred from entering the market for more than 30 years, could finally go to the market freely.

Questions:

1. According to the interviewees, what is the number one concern for wheelchair users when they go out?
2. Describe some of the inconvenience faced by residents of Heng On Estate before the ramp was built at the market entrance.

Discussion/Activity:

3. Imagine one of your friends was a wheelchair user and s/he would like to visit your home. What kind of places would s/he have to pass through before arriving at your door? Would there be any barriers on the way?
4. Some shop and restaurant owners refuse to build barrier-free facilities, thinking it would cost too much time and money. They believe it is not worth the investment, especially when the

number of people using the facilities is expected to be quite low. As a result, persons with disabilities are not able to access the goods or services they provide. Do you agree with those owners? If you were a shop owner, what would be your priority? Lowering operation costs or accommodating the needs of your customers?

5. All of us will get old one day. Imagine yourself being an old man/lady – what kinds of inconvenience would you encounter in your daily life? If you had a chance to invent something or design a facility to make life easier for elderly people like you, what would it be?

EO Documentary: Topic 3



09:15

Let Their Talents Bloom

Description:

As Hong Kong struggles with its shrinking workforce, empowering persons with disabilities (PWDs), including those with intellectual disabilities, to realise their potential through employment is a win-win solution. Not only does it enable PWDs to support themselves economically, but it also helps bolster the labour supply. Under the patient guidance of mentors, the trainees at Hong Chi Kwong Fuk Wai Yin Workshop create different kinds of beautiful floral arrangements and impress their clients with exquisite venue decorations. Meticulous and professional, their work is often highly appreciated by clients. Despite differences in their personalities and abilities, every trainee is given a chance to unleash their potential and demonstrate their skills. Rewarded with a sense of confidence and satisfaction, they are just like flowers that come in all shapes and sizes but blossom all the same.

Questions:

1. What metaphors did the florist Ms Cheung use when describing the character of each trainee? Give two examples you find interesting.
2. Name some of the organisations that have used the floral arrangement services of Hong Chi Association. How did they comment on the service?

Discussion/Activity:

3. As the old saying goes, “everyone is born with a gift”. What strengths did the trainees in the documentary demonstrate when delivering floral arrangement services? Please explain.
4. Have you ever met persons with intellectual disabilities? What was your impression? Try to capture your observations and perceptions in words or pictures. How did your impression differ from the reality? What might have influenced your perception (e.g. TV series, news reports, etc.)?

5. Your school is going to partner with a charitable organisation to hold a carnival with the theme of love and inclusion. There will be performances, charitable sales promotions and other activities. If you were tasked with raising awareness of the strengths and skills of persons with intellectual disabilities, what activities would you organise (e.g. performances, booth games, etc.)?

EO Documentary: Topic 4



10:29

Grab the Opportunity

Description:

Yuen suffered from panic disorder and suspended his study for two years. During rehabilitation, he encountered repeated failures in seeking jobs until an opportunity showed up at a shop selling outdoor gadgets and Yuen was employed as a sales trainee. Both Yuen's employer and manager believe that persons with disabilities (PWDs) are no less talented and dedicated than others. Hiring PWDs not only is the moral thing to do, but also makes business sense as more and more businesses find themselves in shortage of manpower. By grabbing this opportunity, Yuen developed a sense of self-worth and regained his confidence.

Questions:

1. According to Yuen, what kind of symptoms may a person suffering from panic disorder have? In what ways was he bullied by his classmates and friends? State two examples.
2. During Yuen's internship, what strengths did his manager see in him? What kind of activity did she encourage him to take part in, in order to appreciate the opportunities that come along in life?

Discussion/Activity:

3. If you were Yuen's colleagues, what would you do to help him at work?
4. Imagine you are the manager of a company responsible for recruiting trainees. You have identified a suitable candidate for the job. However, your boss remains hesitant because the candidate previously had mental health problems. How would you convince your boss to offer the opportunity to the candidate?
5. Former mental illness patients, even when hired by an inclusive employer, may continue to face various problems in working with their colleagues. Discuss some of the challenges that may arise, and how you would help them integrate into the workplace and get along with others if you were the employer.

EO Documentaries: Topic 5



12:10

Recharting My Destiny

Description:

Two young people with disabilities (PWDs) are interviewed in this video. They had overcome their physical limitations and were able to find their own career paths and work towards their goals. Cerebral palsy had rendered Tiffany's mobility-impaired since childhood. Although Tiffany's academic performance was quite good, difficulties abounded on her path to higher education. She also encountered a lot of challenges in job hunting after graduation. Meanwhile, Alex lost his eyesight to ocular tumour when he was two years old. Despite his high academic qualifications, he encountered numerous difficulties when he first tried to enter the labour market. Disabilities hinder many young people from achieving a bright future. But Tiffany and Alex have proven that with dreams and capabilities, they can pave the way to a bright future!

Questions:

1. Tiffany received primary education in an international school. Why was she unable to advance to secondary level in the same school?
2. What preparations did Alex's supervisor make to facilitate better teamwork between Alex and his colleagues before Alex joined the company?

Discussion/Activity:

3. Under the Disability Discrimination Ordinance in Hong Kong, it is unlawful to subject a person to discrimination, harassment and vilification on the grounds of that person's disability. An employer may violate the Ordinance if he/she rejects an applicant with a disability without justifiable reason. Over the years, the Government has introduced measures to help PWDs to find jobs. Some people think that Hong Kong should follow the examples of other countries and implement a quota system to make it mandatory for public/private organisations to employ a certain number of PWDs. Do you agree with such a view? What are the pros and cons of a quota system?

4. Try to find out what kinds of tools/facilities on the market assist PWDs (such as people with visual or mobility impairment) in performing their daily tasks, such as putting on trousers, holding an umbrella, and writing.

5. Suppose you were a social worker from a voluntary organisation and you were organising a talk for employers and human resources practitioners from the private sector. How would you encourage them to consider hiring PWDs?

EO Documentaries: Topic 6



11:15

My Wish upon a Star

Description:

Under Hong Kong's Disability Discrimination Ordinance, it is unlawful to subject a person to discrimination, harassment and vilification on the grounds of that person's disability. It may be unlawful for employers to reject an applicant with disability without justifiable reasons. Still, people with visual impairment are often underestimated for what they are capable of doing in the workplace. This may be the result of misunderstanding and biases held against them by the general public. The truth is, with equal access to learning and employment opportunities, they can, just like you and me, make good use of their strengths, contribute to society and live a meaningful life. Watch the interviews with various people with visual impairment and see for yourselves what they can achieve.

Questions:

1. Apart from assisting in organising the "Stargaze Camp for All and the Blind", what kind of sports activities does "Outstanding Young Person" Mr MOK Kim-wing encourage blind people to join?
2. Why did Hoi-hei, a student with visual impairment, say she preferred to be taught by teacher LI Sing to play the piano?

Discussion/Activity:

3. Many people with visual impairment rely on guide dogs to lead their way. However, they are often treated impolitely and even subjected to discrimination when accessing public premises or using public transport. Do you have any suggestions to improve the situation?
4. With little or no sight, people with visual impairment have to solve problems related to different aspects of life in their own ways. Close your eyes and count one minute quietly. A teacher or a group leader can keep the time. With their eyes closed, students can put up their hands when they think the minute is up. The teacher or leader will find out which student(s) has counted the

one minute most accurately.

5. Form groups for a competition. After students put on eye shades, teacher will distribute 10 everyday items of various sizes to each group. Without looking, students have to identify what the items are by just touching them.

EO Documentaries: Topic 7



11:48

The Silver Lining of a Cloud

Description:

Under Hong Kong's Disability Discrimination Ordinance, it is unlawful to subject a person to discrimination, harassment and vilification on the grounds of that person's disability. It may be unlawful for employers to reject an applicant with disability without justifiable reasons. Nevertheless, people with visual impairment still encounter a lot of difficulties in everyday life, especially in finding employment. "The Silver Lining of a Cloud" explores this subject through an interview with Mr Billy YAU, a graduate from The University of Hong Kong, who had difficulty finding a full-time teaching position at the time of the interview. A number of teachers and students from Ebenezer School & Home for the Visually Impaired were also interviewed.

Questions:

1. According to the interviewees, what misunderstandings or biases do a lot of people have about people with visual impairment? Give three examples.
2. Mr YAU said that he wanted to find a full-time teaching job not only because he wanted a stable job and income. What is the more important goal he wishes to achieve?

Discussion/Activity:

3. In Hong Kong, many highly educated PWDs encounter difficulties in finding jobs. In fact, a lot of them only manage to find low-skilled and low-income jobs. In your opinion, what are the reasons for this?
4. Form pairs for a game. Have student A put on an eye shade and let student B lead him/her from the classroom to the hall or playground. Then have them exchange roles, with student A leading student B back to the classroom. Then ask the students to talk about how they feel during the process and how they think they can work together better.
5. Search and present information about three to five tools/facilities on the market which are designed for people with visual impairment.

EO Documentaries: Topic 8



10:17

Prince and His Wife

Description:

Prince from Nigeria immigrated to Hong Kong many years ago. People nicknamed him “Prince” because he, together with an elder named “King”, often help other fellow Nigerians. Although they have settled in Hong Kong for a long time, some ethnic minority residents are still being called offensive names. They are treated with humiliation when they look for a place to live or conduct other daily activities. In the interview, “Prince”, his wife, and a few friends shared the race-related problems they have encountered when living in Hong Kong, and how they feel about them.

Questions:

1. According to Michelle, why did Prince refuse to eat barbecued pigeon in a set of Chinese meal?
2. Many of the interviewees said that they had been met with inquisitive stares from other Hongkongers in public places. According to them, what was the main reason?

Discussion/Activity:

3. Do you think the problem of racial discrimination is serious in Hong Kong? What are some possible ways to prevent racial bias and discrimination?
4. Do some research on the eating habits of people from different parts of the world, e.g. Japanese, Indian, Pakistani, Indonesian, Filipino, Thai, African, European and American. What are the differences in eating habits and food preferences between Chinese people and these people?
5. Interview a non-ethnic Chinese resident or tourist in Hong Kong to see where he/she comes from, his/her reason(s) for staying in Hong Kong and what about Hong Kong he/she admires the most.

EO Documentaries: Topic 9



9:45

[Unlock the Door of Silence 2](#)

Description:

Many ethnic minorities (EMs) living in Hong Kong regard the city as their home, although their skin colour, language and customs are different from those of Chinese people living here. Unfortunately, the language barrier hinders them not only from integrating into society, but also from pursuing further studies. The two episodes of “Unlock the Door of Silence”, produced by the EOC, feature interviews with students, teachers and social workers from different races. They discussed the various challenges encountered by Hong Kong’s EMs in daily life and in school, as well as their experiences in breaking the barriers.

Questions:

1. In the video, what type of jobs did Prapaporn, who is of Thai origin, want to find in Hong Kong after graduation? Why did she worry that she might not be able to find the job she wanted?
2. Despite their many obstacles, why do many EMs still regard Hong Kong as their home? What do they think are the merits of Hong Kong that deserve to be cherished?

Discussion/Activity:

3. What is the percentage of EM population in Hong Kong at present? Other than Chinese, what other ethnic groups live in Hong Kong?
4. Do you think the Government is providing enough support for EMs in various aspects, such as education and employment?
5. Among South Asians you have come across in Hong Kong, what kinds of jobs do they usually hold? In your opinion, why is it difficult for them to seek other job opportunities?
6. Hong Kong is a multi-ethnic and multi-cultural city. What do you think are the benefits for employers, customers and Hong Kong as a whole if businesses hire people of different races?

EO Documentaries: Topic 10



8:26

Unlock the Door of Silence 1

Description:

Many ethnic minorities (EMs) living in Hong Kong regard the city as their home, although their skin colour, language and customs are different from those of Chinese people living here. Unfortunately, the language barrier hinders them not only from integrating into society, but also from pursuing further studies. The two episodes of “Unlock the Door of Silence”, produced by the EOC, feature interviews with students, teachers and social workers from different races. They discussed the various challenges encountered by Hong Kong’s EMs in daily life and in school, as well as their experiences in breaking the barriers.

Questions:

1. What activities did the EM interviewees in the video participate in to break the language and cultural barriers and become friends with local Chinese?
2. In addition to language barrier, what other problems do EM girls encounter, which make it even more difficult for them to continue their education?

Discussion/Activity:

3. Do you know what race discrimination is? Give some examples of race discrimination. How does the existing legislation protect EMs who are subjected to discrimination?
4. Give two to three real life examples of the barriers that EMs encounter in Hong Kong today. How do you think the situation can be improved?
5. Suppose you are a volunteer, who is responsible for organising a community event to promote cultural exchange between EM and Chinese adolescents. What kind of event would you design to enable young people of different races to understand each other and achieve inclusion?

EO Documentaries: Topic 11



8:01

Education Changes Lives

Description:

Most parents painstakingly nurture their children, hoping that their children will be successful one day. What about students with learning difficulties? Do their parents and teachers have the same expectations? Our society tends to extol outstanding students. Are only highly capable students worthy of society's resources? How about students with special educational needs (SEN)? In the video, the EOC interviewed some SEN students, as well as their parents and teachers. They told us their stories of seeking equal education opportunities, letting us know that everyone can develop their potential.

Questions:

1. Why did Kin-sun, who has Down syndrome, fail to achieve visible progress until he entered secondary school? What problems did he have previously?
2. What significant progress did Kin-sun and Ting-him make after receiving senior secondary school education, which brought joy to their mothers? Give two examples.

Discussion/Activity:

3. Do you know what integrated education is? Do you think that integrated education is effective in helping SEN students?
4. In what ways can an inclusive campus be built?
5. At present, although people with intellectual disabilities can receive education, most of them end up in simple jobs after graduation. Why do the school principal and many others still want to seek better education opportunities for SEN students? Discuss the true meaning of education.
6. Some SEN students experience learning difficulties because of their disabilities. Can you think of some examples? What support services/facilities do you think can help them achieve better results?

EO Documentaries: Topic 12



8:14

On the Way

Description:

Hong Kong is a modern, international city, yet there is still much room for improvement in terms of barrier-free access and facilities. Among the people who have been promoting barrier-free access for people with disabilities (PWDs) is Mr CHENG Chiu-ho, who is a PWD. He has been active in promoting a barrier-free community for many years, hoping to enable people with mobility impairment to live with dignity. In the EOC-produced video “On the Way”, Mr Cheng talks about his frustrations and feelings as a wheelchair user in Hong Kong for decades, as well as his opinions on how to build a barrier-free city.

Questions:

1. Mr Cheng became physically impaired in an accident a few decades ago. What unpleasant experiences did he encounter when he first became wheelchair-bound? Please give two examples.
2. As a wheelchair user, what improvement proposals did Mr Cheng make in relation to various transport facilities?

Discussion/Activity:

3. Are there sufficient barrier-free facilities (including transportation) in Hong Kong?
4. In your opinion, what hardware and supporting facilities should be provided in a barrier-free city?
5. Get into groups of two to four. Each group will go to a public facility near the school, such as a shopping mall, public transport station and passageway, to find out if there are facilities that need to be improved to meet the needs of PWDs. If left unimproved, what inconvenience will they cause to PWDs? Try to find three examples.
6. What suggestions do you have to improve the defective designs of these facilities?

EO Documentaries: Topic 13



9:28

I Can Fly

Description:

JIANG Fuying and LEI Qingyao are swimmers who lost their arms due to different reasons. With perseverance and the belief that everyone has “invisible wings”, they made their dream come true. How do they live their lives with no arms? Instead of complaining about their differences from other people, they often feel grateful and lucky.

Questions:

1. Including the gold medal in the 2008 Beijing Paralympic Games, how many gold medals has Jiang won in swimming competitions? Apart from her coach, who else would she like to thank?
2. How did Lei lose her arms when she was a child? What daily tasks did she learn to use her feet to perform?

Discussion/Activity:

3. In your view, how can sports help people with physical disabilities?
4. Do you think sufficient support has been provided to athletes with disabilities in Hong Kong?
5. Research and find out about Hong Kong’s outstanding athletes with disabilities. Introduce to your classmates the one that you admire the most.
6. Divide yourselves into two groups. Compete to move 10 objects one by one from one table to another table without using your hands as fast as possible.

EO Documentaries: Topic 14



7:25

Coping with Depression

Description:

City life can be stressful. Anyone can fall victim to mood disorders, irrespective of their age and gender. However, many people neglect their emotional health. In view of this, the EOC has produced a video about mood disorders and mental health — *Coping with Depression*. In this video, psychiatrist Dr LEE Wing-king analysed why many people with depression are reluctant to take this mental illness seriously. He also shared with us some basic counselling skills.

Questions:

1. Life in Hong Kong is stressful and mood disorders are very common. According to the psychiatrists in the video, why are many people with mood disorders reluctant to receive treatment?
2. According to the advice of the psychiatrists, what can we do to help our friends and relatives with mood disorders?

Discussion/Activity:

3. We all experience emotional distress or a bad mood once in a while. Split into groups of three to four and share past events that have caused you to feel very upset and even emotionally disturbed. How did you cope back then?
4. What do you think are the sources of stress on young people today? Share with your group mates ways to relieve stress from studies and other aspects of life.
5. Many athletes are under enormous pressure when participating in important games/competitions, but they can often turn pressure into motivation and achieve good results. Think about whether you have ever been under a great amount of pressure and yet managed to succeed with your task. What was your mentality at the time?
6. The mental health of Hong Kong people is deteriorating. What measures do you think the Government and stakeholders can take to improve the situation?

EO Documentaries: Topic 15



6:45

Between Hearing and Not Hearing 2 – Who Will Understand

Description:

WANG Kai Fung is the founder of the Hong Kong Sign Language Association. At age 7, he was diagnosed with moderate hearing impairment in his right ear. His condition further deteriorated to such an extent that he had to wear hearing aids in both ears in primary 4 but still had difficulty hearing. In the video, he shared with us the sorrow and joy that hearing impairment had brought him, in terms of his home life, his studies, his work, and his social life. Through teaching and promoting sign language, he hopes to bring people with hearing impairment closer with other people and foster inclusion among deaf and hearing people.

Questions:

1. What inappropriate methods did Wang's colleagues use to call him? If you were his colleague, what would you do to better communicate with Wang?

Discussion/Activity:

2. How would you promote sign language, considering it is still not widely used in Hong Kong? Do you think it should be made mandatory for TV news programmes to provide sign language interpretation?
3. A legislator once moved a motion for the recognition of sign language as one of Hong Kong's official languages. Do you agree with this suggestion?
4. Some organisations concerned with hearing impairment now provide online sign language lessons on their websites. Try learning sign language together with your schoolmates and use it to conduct a simple conversation with one another and see if you can understand each other.

Reference: Hong Kong Sign Language Browser

http://www.cslds.org/resource_demo/tc/index.php?id=15

EO Documentaries: Topic 16



5:01

Between Hearing and Not Hearing

Description:

Hearing impairment is an invisible disability. People with hearing impairment look no different from ordinary people. Their needs are therefore easily overlooked. Miss LI Ching was a person with hearing impairment, and was subjected to discrimination both in school and at work. As a result, she chose to end her own life in March 2008. Li's death not only brought great pain to her family and friends, but it was also an alarm for society, reminding us of the need to review seriously whether support for people with hearing impairment in Hong Kong is sufficient.

The video featured interviews with Li's father and Miss Mandy TANG, former Chairperson of the Silence Association. They talked about the obstacles faced by people with no or impaired hearing in their everyday life. They also told us the support they expected from the Government and from members of our society.

Questions:

1. Why is it more difficult for people with hearing impairment to deal with a malfunctioned ATM (automated teller machine) than those with normal hearing? If you were the banking service provider, what would you do to help them?
2. A proverb goes, "everybody is good at something". What talents do you think people with hearing impairment can bring into play despite their disability?

Discussion/Activity:

3. More and more people may experience declined hearing ability as Hong Kong's population ages. What do you think the Government should do in relation to public services to deal with the increase in the hearing-impaired population?
(Hint: For example, in the ways public service enquiries and appointments are made, the sensitivity of medical staff, and the provision of grants for purchasing hearing aids)
4. How would you feel if you could not hear anything? How would you communicate with other

people if you could hear no voice?

Imagine you were hearing-impaired and would like to eat at a restaurant. How would you order food and let the waiter know your needs by using your eyes, body language or other means? If you were the waiter, what would you do to understand the needs of customers with special needs?

(Students can undertake a role-play exercise, with one of them wearing a headphone to role-play a customer with hearing impairment who is communicating with a waiter role-played by another student.)