

## **Unit Outline**

### **Theme: Youth Issue**

#### **Background and knowledge:**

In this learning block, we are mainly focusing on middle band two EMI school students. We have designed 2 packs of learning materials, including the average pack and the remedial pack. The packages are designed for secondary 4 students who have diverse needs in learning.

#### **Aims**

- To develop students' concern about a youth issue – *night drifting*
- To help students summarise ideas from a passage
- To help students identify and apply the language of cause and effect
- To let students gain insights from multiples roles and justify the viewpoints roles

#### **English skills to be developed:**

- Reading
- Writing
- Speaking

#### **Generic skills to develop:**

- Problem-solving skills
- Study skills
- Critical skills
- Communication skills
- Collaboration skills
- Self- management skills
- Metacognitive skills

#### **Multiple intelligences to develop:**

- Verbal- linguistic
- Interpersonal
- Intrapersonal

**Version 1**  
**(for more able students)**

**Pre- reading activity**

Design headings for the following pictures



1. Picture A

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2. Picture B

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3. Picture C

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4. Picture D

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5. Picture E

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**Pre-reading activity 2**

**Part 1** Match the following vocabularies with correct meanings

Vocabulary	Answer	Meaning
1. Night drifter		a. Difficult to control or manage
2. Shelter		b. A person who spends night time on street with real purpose
3. Hectic		c. The effect that same aged group teenagers have on the way a person thinks or behaves
4. Quarrel		d. A place to live or stay
5. Hang out		e. The use if something in a way that is wrong or harmful
6. Juvenile delinquent		f. A young person who is not yet an adult and who is guilty of committing a crime
7. Unruly		g. Without a job although able to work
8. Independence		h. The use of abilities on something of little value
9. Abuse		i. Very busy; full of activity
10. Conflict		j. Not connected with or influenced by something
11. Unemployed		k. Disagreement between people; often about personal matter
12. Prostitution		l. A situation in which people, groups or countries are involved in a serious disagreement or argument
13. Triad activities		m. The act of being with somebody or like to go out with somebody
14. Peer influence		n. secret organization involved criminal actions

**Part 2 Complete the summary with the vocabulary in part 1.**

## **Night Drifting**

There are quite a number of reasons leading to teenagers staying out late. Unhappy family life is one of the reasons. If there are conflicts among parents, they always 1. \_\_\_\_\_ at home. Another reason maybe youngsters simply want more freedom and to be 2. \_\_\_\_\_ rather than being to reliable on their parents, so they prefer going out to hang out with friends.

Many of the night drifters are students, while some are 3. \_\_\_\_\_ who find difficulties in looking for jobs. 4. \_\_\_\_\_ is a main factor affecting youngsters as they always want to be part of their friends.

People may easily link night drifters with 5. \_\_\_\_\_ committing different kinds of crimes such prostitution and triad activities

**While reading Task 1**

**Read the following passage. While you are reading, try to understand the main idea of each paragraph and match with the appropriate questions given in the box. Write another two questions.**

Text 3  
article

## Young night drifters in Hong Kong

A home provides shelter, love and care. It is a place to return to at the end of a hectic and tiring day. However, some young people prefer hanging out in parks, playgrounds and 24-hour convenience stores at night. Why is this? Our reporter talked to a night drifter, a parent and a social worker. Read on to find out what they said.

You can learn more about young night drifters from this magazine article.

Patrick



Chris, night drifter

### 5 When did you start hanging out with your friends at night?

When I was in Secondary 3.

Question

I feel bored at home. My mum usually works night shifts and my dad sleeps whenever he's at home. If they're both at home together, they always  
10 quarrel. There's no one to talk to at home, but on the street I've got lots of friends. We chat a lot, and if I have any problems, I can talk to them.

Question

No, I don't. I know a lot of people think young night drifters must be juvenile delinquents, but they're wrong. Not all young night drifters are unruly. Most, like us, just sit around and chat.



Mrs Chan, parent

15 Question

I'm not sure how often she goes out late because I'm not always at home. Last Chinese New Year, she left home on New Year's Eve and didn't come back for a week. She told me that she was staying at her friend's flat.

Question

20 Of course, but she always says she's fifteen and wants more freedom. She sometimes even switches off her mobile when I call her. Teenagers these days always say they want independence, but I think they abuse it.

Question

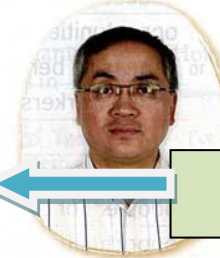
Many young people say they are bored at home and go out at night looking  
25 for excitement. Others go out to avoid family conflicts or to avoid over-controlling parents.

Question

We estimate that over 50,000 young people a year night drift at some time. The average age is twelve, but I've met one night drifter who was only six.  
30 Some night drifters are full-time students and some are unemployed.

Question

I think so. I've met a number of them who started out just chatting with friends, but ended up drinking, taking drugs and even getting involved in prostitution or triad activities. Peer influence is very strong among young people.



Gary, social worker

What do you think is the question here?

### Questions

- A. Does your daughter often go out late at night?
- B. Don't you ever worry about getting into trouble?
- C. Do you think night drifters are easily fall into bad ways?
- D. How many night drifters are there and how old are they?
- E. Do you worry about her?

Notes and phrases related to Liberal Studies, go to Appendix 1 of the Vocabulary Book, pp. 103–104.

**Post-reading Task 1**

Complete the table with the causes and their opinion of night drifting given by the three interviewees.

**Night Drifting**

<b>Name</b>	<b>What he/she says about the causes of night drifting</b>	<b>What they think about night drifting</b>
Chris	<i>e.g. His parents always quarrel at home.</i>	<i>e.g. Not all young drifters are juvenile delinquents.</i>
Mrs Chan		
Gary		



## Post-reading task 1– Role Play

No. of lesson needed: 2-3 lessons

### Objectives

Students will be able to:

- ☐ think from the perspective of different people about the issue of night drifting
- ☐ give a speech about a role taken

### Learning activities / tasks

- ☐ Ss work in home groups and read about the role given
- ☐ Ss use the thinking hats to help brainstorm ideas about the role given
- ☐ Ss prepare a speech about the role with the language support given
- ☐ Ss work in expert groups to rehearse the speech
- ☐ Ss return to home groups to deliver their speech
- ☐ Ss have peer evaluation about each other's presentation

### Language skills to be developed

- ☐ Reading
- ☐ Listening
- ☐ Speaking
- ☐ Writing

### Generic skills to be developed

- ☐ Collaboration skills
- ☐ Communication skills
- ☐ Creativity
- ☐ Critical thinking skills
- ☐ Metacognitive skills

### Multiple Intelligences to be developed

- ☐ Interpersonal
- ☐ Verbal-linguistic
- ☐ Intrapersonal

### **Post-reading activity-- Role-play**

This is a post-reading task after students read the article about 'night drifters'. (Longman Elect p.89)

The task is an oral role play in which each student will have to take ONE of the following roles:

- A rebellious 16-year-old teenager named Chris
- A worried single parent of Chris
- A patient class teacher of Chris
- A resourceful school social worker






Procedures:

1. Students are told to work in groups of four.
2. An envelope of 4 different roles will be given to each group.
3. Each student will take one of the 4 roles with a situation.
4. Teacher gives a brief introduction of Six Thinking Hats of Edward deBono to all students.
5. Students are told to think from the perspective of the role by using at least 3 of the Six Thinking Hats to give a 2-minute presentation.
6. Language support is given to students during their preparation.
7. Each student gives his / her presentation in group and is assessed by a peer.

## Six Thinking Hats by Edward de Bono

How do you usually think about ideas?

Here are six different aspects you may use to think of more ideas:

Thinking Hat	It's about:	You can ask:
<b>White</b> 	information	<i>What are the facts and figures?</i>
<b>Red</b> 	emotions	<i>How do you feel about this?</i>
<b>Black</b> 	negative side	<i>What will be the problem(s)?</i>
<b>Yellow</b> 	positive side	<i>What will be the advantage(s)?</i>
<b>Green</b> 	new, creative side	<i>Are there other choices or new ideas?</i>
<b>Blue</b>	Organisation of ideas	<i>How should we combine the ideas and think about this issue?</i>

		
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## Role play A



### Situation

You are Chris, a 16-year-old teenager. You live with your mum, who is a single parent. As you are the only child, she is very concerned about you. You think you should be given more freedom as you are no longer a child. Sometimes you would like to hang out with your friends at night. You like chatting with them as you can share your feelings and thoughts freely.

You would deliver a two-minute speech to tell why you like to hang out with your friends and assure your mum that you are not involved in any triad activities.

You may use the Red Thinking Hat, the Black Thinking Hat AND one more thinking hat to think of your situation.

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Now use the thinking hats to think about the situation of your role:

Thinking Hat	I can think of ...
Red	
Black	



## Role play B



### Situation

You are the mother of Chris. You need to work night shifts so you haven't got much time to be with Chris who is often left home alone. Recently he has changed a lot as he often hangs out with his friends at night. You are worried that he may meet some bad guys and get involved in triad activities. You have had quarrels with him many times and this worsens the relationship.

You would deliver a two-minute speech to talk about how Chris has changed and your worries about his acquaintance outside at night.

You may use the Black Thinking Hat, the Yellow Thinking Hat AND one more thinking hat to think of your situation.

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Now use the thinking hats to think about the situation of your role:

Thinking Hat	I can think of ...
Black	
Yellow	





## Role play C



### Situation

You are Ms Wong, the class teacher of Chris. You have discovered that Chris has been absent from school recently. And when he attends school, he looks exhausted. His academic work has become worse. Yesterday you received a phone call from the mother of Chris asking you to help persuade him not to go out at night.

You would deliver a two-minute speech to talk about how Chris has behaved in school lately and the possible reasons he likes hanging out at night.

You may use the Red Thinking Hat, the Green Thinking Hat AND one more thinking hat to think about your situation.

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Now use the thinking hats to think about the situation of your role:

Thinking Hat	I can think of ...
Red	
Green	

## Role play D



### Situation

You are Ms Lam, the social worker of the school in which Chris is attending. Ms Wong, the class teacher of Chris has told you about the case of Chris. You have learnt that Chris has been absent from school lately and his mum, who is a single parent, is desperately seeking help from the school to save her only child.

You would deliver a two-minute speech to talk about the situation of night drifters in Hong Kong and suggest some ways that the school and the mother can do to help Chris.

You may use the White Thinking Hat ,the Blue Thinking Hat AND one more thinking hat to think your situation.

\*\*\*\*\*  
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Now use the thinking hats to think about the situation of your role:

Thinking Hat	I can think of ...
White	

Blue	

## Language support

Organise your ideas for your presentation:

Opening ● Greeting	
Body How do you think about the situation of Chris ● Elaboration (Reason / supporting evidence) Suggestion ● Elaboration (Reason / supporting evidence)	
Closing ● Restate stance	

Think of the language you need:

Words showing Feelings	
Words showing Causes	
Words showing Effects	
Tense	

## Peer evaluation

After listening to the presentation of your groupmate, please give some feedback to him/her with the help of the following assessment form. Tick one box for each statement.

Do you agree that ...	Work harder	Average	Good	Excellent
1. He/ She had a clear opening of her speech.				
2. He/ She spoke loudly and clearly.				
3. He/ She gave reasons.				
4. He/ She expressed feelings.				
5. He/ She maintained eye contact.				
6. He/ She could think of 2-3 perspectives.				
7. He/ She made good use of the time given.				

Other suggestions:

## Writing a reflective journal (assigned as homework)

Think about what you have learnt in this unit and write a journal. You may use the following questions to help you:

1. What is night drifting? Is it a serious problem in Hong Kong? What evidence can you give?
2. Can you tell some reasons why some youngsters prefer hanging out at night?
3. Can you tell the possible effects of night drifting?
4. What will you say to your friend if he / she is a night drifter?
5. What can the government do to help solve this youth issue?
6. To what extent do you think parents should be responsible for the problem?

## Version 2

### (for less able students)

#### Pre- reading activity 1

The pictures below are the current youth issues that need to be concerned. Choose the most suitable headings for the following pictures. Circle the best answer.



A



B



C



D



E

1. Picture A
  - a. What a meaningful night!
  - b. I like drifting all night!
2. Picture B
  - a. Should I take my medicine?
  - b. Pills heal my loneliness
3. Picture C
  - a. I can fix things with my fist!
  - b. The locker is mine!
4. Picture D

a. I like the smell of smoke!

b. We look cool while smoking!

Vocabulary	Answer	Meaning
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5. Picture E

a. How do I promote to the next level?

b. Games are better than friends!

**Pre-reading activity 2**

Match the following vocabularies with correct meanings



1. Night drifter 7. Abuse			a. <del>Difficult to control or manage</del> g. The act of being with somebody or like to go out with somebody e.g. Peter never listens to his parents. He is ____.
2. Shelter			b. a person who spends night time on street with no real purpose  e.g. Jenny is one of the youngest ____ as she usually gets home at 3a.m.
3. Hectic			c. the effect that same aged group teenagers have on the way a person thinks or behaves  e.g. Mabel wants to get an iphone because of _____. In other word, all of her friends are using iphone.
4. Quarrel			d. a place to live or stay  e.g. The kitten lost its master, so it has no ____ to stay overnight.
5. Hang out			e. The use if something in a way that is wrong or harmful  e.g. You can't ____ your power as the chairman of student union. It causes unfairness.
6. Unruly			f. Without a job although able to work  e.g. Jack's boss fired Jack last week, so he is ____.

		e.g. Will you be free this weekend? Let's ____ in Mong Kok .
8. Conflict		h. Very busy; full of activity  e.g. I worked 12 hours today. I had a ____ day.
9. Unemployed		i. Disagreement between people; often about personal matter  e.g. They share different point of views, so it is natural for them to have ____
10. Peer influence		j. A situation in which people, groups or countries are involved in a serious disagreement or argument  e.g. Chow family always have _____ over little issues.

### **While reading Task 2**

**Read the following passage. While you are reading, try to understand the main idea of each paragraph and match with the appropriate questions given in the box.**

Text 3  
article

## Young night drifters in Hong Kong

A home provides shelter, love and care. It is a place to return to at the end of a hectic and tiring day. However, some young people prefer hanging out in parks, playgrounds and 24-hour convenience stores at night. Why is this? Our reporter talked to a night drifter, a parent and a social worker. Read on to find out what they said.

You can learn more about young night drifters from this magazine article.

Patrick



Chris, night drifter

### 5 When did you start hanging out with your friends at night?

When I was in Secondary 3.

### Why do you prefer staying out at night?

I feel bored at home. My mum usually works night shifts and my dad sleeps whenever he's at home. If they're both at home together, they always  
10 quarrel. There's no one to talk to at home, but on the street I've got lots of friends. We chat a lot, and if I have any problems, I can talk to them.

No, I don't. I know a lot of people think young night drifters must be juvenile delinquents, but they're wrong. Not all young night drifters are unruly. Most, like us, just sit around and chat.



Mrs Chan, parent

I'm not sure how often she goes out late because I'm not always at home. Last Chinese New Year, she left home on New Year's Eve and didn't come back for a week. She told me that she was staying at her friend's flat.

20 Of course, but she always says she's fifteen and wants more freedom. She sometimes even switches off her mobile when I call her. Teenagers these days always say they want independence, but I think they abuse it.

Many young people say they are bored at home and go out at night looking  
25 for excitement. Others go out to avoid family conflicts or to avoid over-controlling parents.

We estimate that over 50,000 young people a year night drift at some time. The average age is twelve, but I've met one night drifter who was only six.  
30 Some night drifters are full-time students and some are unemployed.



Gary, social worker

I think so. I've met a number of them who started out just chatting with friends, but ended up drinking, taking drugs and even getting involved in prostitution or triad activities. Peer influence is very strong among young people.

### Questions

- A. Does your daughter often go out late at night?
- B. What are the causes of night drifting among young people?
- C. Don't you ever worry about getting into trouble?
- D. Do you think night drifters are easily fall into bad ways?
- E. How many night drifters are there and how old are they?
- F. Do you worry about her?

### Post-reading Task 1

Complete the table with the causes and their opinion of night drifting given by the three interviewees.

## Night Drifting

Name	What he/she says about the causes of night drifting	What they think about night drifting
Chris	1. His parents always _____ 2. There is no one to _____ at home, but on streets he can chat with _____.	Not all young drifters are _____
Mrs Chan	1. She is not always _____.	Teenagers these days want _____, but they often abuse it.
Gary	1. Young people are _____ at home, so they go out for _____. 2. They go out to avoid _____ and _____.	Night drifters may fall into _____. _____ has a strong effect on teenagers

### **Post reading activity-- Role-play**

This is a post-reading task after students read the article about 'night drifters'. (Longman Elect p.89)

The task is an oral role play in which each student will have to take ONE of the following roles:

- A 16-year-old teenager named Chris
- A single parent of Chris
- A class teacher of Chris
- A school social worker

#### Procedures:

1. Students are told to work in groups of four.
2. An envelope of 4 different roles will be given to each group.
3. Each student will take one of the 4 roles with a situation.
4. Teacher gives a brief introduction of Six Thinking Hats of Edward de Bono to all students.
5. To help weaker students, teacher elicits some ideas from students to make sure they can apply the thinking hats.
6. Students are told to think from the perspective of the role b using 2 assigned thinking hats to give a 2-minute presentation.
7. Language support is given to students during their preparation.
8. Each student gives his / her presentation in group and is assessed by a peer.






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## Six Thinking Hats

by Edward de Bono

How do you usually think about ideas?

Here are six different aspects you may use to think of more ideas:

Thinking Hat	It's about:	You can ask:
<b>White</b> 	information	<i>What are the facts and figures?</i>
<b>Red</b> 	feelings	<i>How do you feel about this?</i>
<b>Black</b> 	negative side	<i>What will be the problem(s)?</i>
<b>Yellow</b> 	positive side	<i>What will be the advantage(s)?</i>
<b>Green</b> 	new, creative side	<i>Are there other choices or new ideas?</i>
<b>Blue</b>	Organisation of ideas	<i>How should we combine the ideas and think about this issue?</i>

		
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## Role play A



### Situation

You are Chris, a 16-year-old teenager. You live with your mum. As you are the only child, she is very concerned about you. You think you should be given more freedom as you are not a child anymore. Sometimes you would like to hang out with your friends at night. You like to share with them your feelings and thoughts.

You would give a two-minute speech to tell why you like to hang out with your friends and tell your mum that you are not doing anything bad outside.

You may use the Red Thinking Hat to help you express how you feel at home and how you feel when you are hanging out with your friends. Then use the Black Thinking Hat to think of some problems you may have.

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Now use the thinking hats to think about the situation of your role:

Thinking Hat	I can think of ...
Red	
Black	

## Role play B



### Situation

You are the mother of Chris. You need to work at night so you haven't got much time to be with Chris. Recently he has changed a lot as he often hangs out with his friends at night. You are worried that he may meet some bad guys and do something bad outside. You have argued with him many times.

You would give a two-minute speech to talk about how Chris has changed and your worries about him hanging out with some bad guys at night.

You may use the Black Thinking Hat to help you express how your worries about your son and how you feel when you are hanging out with your friends. Then use the Yellow Thinking Hat to think about why Chris would like to hang out with his friends.

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Now use the thinking hats to think about the situation of your role:

Thinking Hat	I can think of ...
Black	
Yellow	

## Role play C



### Situation

You are Ms Wong, the class teacher of Chris. You have discovered that Chris has been absent from school recently. And when he attends school, he looks very tired. His school work has become worse. Yesterday you received a phone call from the mother of Chris asking you to help persuade him not to go out at night.

You would give a two-minute speech to talk about how Chris has behaved in school lately and the possible reasons he likes hanging out at night.

You may use the Red Thinking Hat to help you understand how Chris feels when he is hanging out with his friends. Then use the Green Thinking Hat to think about other ways Chris could do instead of drifting with his friends at night.

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Now use the thinking hats to think about the situation of your role:

Thinking Hat	I can think of ...
Red	
Green	

## Role play D



### Situation

You are Ms Lam, the social worker of the school in which Chris is attending. Ms Wong, the class teacher of Chris has told you about the case of Chris. You have learnt that Chris has been absent from school lately and his mum, who is a single parent, is asking help from the school to save her only child.

You would give a two-minute speech to talk about the situation of night drifters in Hong Kong and suggest some ways that the school and the mother can do to help Chris.

You may use the White Thinking Hat to tell how serious the problem of night drifting is in Hong Kong. Then use the Blue Thinking Hat to think about how the school, the mother and Chris could come to a compromise.

\*\*\*\*\*

Now use the thinking hats to think about the situation of your role:

Thinking Hat	I can think of ...
White	
Blue	

## Language support

Organise your ideas for your presentation:

### Opening

◆ I'm \_\_\_\_\_. I'd like to talk about \_\_\_\_\_

### Body

- ◆ I think \_\_\_\_\_ because \_\_\_\_\_
- ◆ Sometimes \_\_\_\_\_, I feel \_\_\_\_\_
- ◆ When I \_\_\_\_\_, I feel \_\_\_\_\_
- ◆ One reason why \_\_\_\_\_
- ◆ Another reason why \_\_\_\_\_
- ◆ I understand that \_\_\_\_\_
- ◆ Don't you agree that \_\_\_\_\_?

### Closing

- ◆ I hope \_\_\_\_\_
- ◆ Thank you.

Words showing cause and effect:

Connective	Example	My sentence
because	The football match was cancelled because it rained heavily.	
because of	The football match was cancelled because of the heavy rain.	
so	It rained heavily, so the football match was cancelled.	
Therefore	It rained heavily. Therefore, the football match was cancelled.	
As a result	It rained heavily. As a result, the football match was cancelled.	

**\*Use Simple Present Tense to express your feelings and opinions**

**Example: I feel relaxed when I watch TV. I think watching TV is interesting.**

## Peer evaluation

After listening to the presentation of your groupmate, please give some feedback to him/her with the help of the following form. Tick one box for each statement.

Do you agree that ...	☺	☺ ☺	☺ ☺ ☺
8. He/ She had a clear opening of her speech.			
9. He/ She spoke loudly and clearly.			
10. He/ She gave reasons.			
11. He/ She expressed feelings.			
12. He/ She maintained eye contact.			
13. He/ She could think of 2-3 perspectives.			
14. He/ She made good use of the time given.			

## Writing a reflective journal (assigned as homework)

**After listening to three other people's presentation, summarise ONE of the speaker's ideas and respond to his / her ideas. You may complete the following sentences.**

- I have listened to the speech of \_\_\_\_\_ ( Chris / my mum / Ms Wong / Ms Lam).
- He / She said that \_\_\_\_\_  
because \_\_\_\_\_
- He / She also thought that \_\_\_\_\_  
\_\_\_\_\_
- ✓ Sometimes he / she felt \_\_\_\_\_ so \_\_\_\_\_
- I agree / disagree with him / her because \_\_\_\_\_  
\_\_\_\_\_
- One reason why \_\_\_\_\_
- Another reason why \_\_\_\_\_
- After listening to his / her speech, I have learnt more about \_\_\_\_\_  
\_\_\_\_\_
- I think will \_\_\_\_\_

## References

How to use the six thinking hats

<http://blogs.msdn.com/b/jmeier/archive/2007/09/19/how-to-use-the-six-thinking-hats.aspx>

From cross-curricular planning to tailoring for learner diversity

[http://cd1.edb.hkedcity.net/cd/languagesupport/publications/compendium/downloads/0607/0607\\_TeachingAlbum\\_Learner%20Diversity.pdf](http://cd1.edb.hkedcity.net/cd/languagesupport/publications/compendium/downloads/0607/0607_TeachingAlbum_Learner%20Diversity.pdf)

Teaching to diversity in the foreign language classroom

[http://www.nclrc.org/about\\_teaching/topics/learner\\_diversity.html#teaching\\_to\\_diversity](http://www.nclrc.org/about_teaching/topics/learner_diversity.html#teaching_to_diversity)