



ACTING ACTIVITIES WEB GUIDE

On Nepali Youth Development in Hong Kong

By Winsome LEE, MA (Anthropology), The Chinese University of Hong Kong

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Introduction to This Guide

This Web guide includes:

- Essentials in understanding problems Nepalis face in Hong Kong.
- Perspectives on problems that Nepali youth meet in their community.
- Discussion questions and activities
- Themes and concepts for discussion before and after the role-play.

THE OVERVIEW:

Being the smallest ethnic minority in Hong Kong, the Nepali faces various social and cultural issues in everyday life, especially in education, health, employment and cultural identity. Buddies met every month to discuss their experience in Hong Kong, to lay the foundation for a script.

Each meeting began with personal experiences as ethnic minority, and then moved into a more in-depth discussion on the issues faced everyday. Based on the narratives, a guide was consolidated, and skits written on the buddies' take of their upbringing in Hong Kong. The process lasted three months, and we were able to help Nepali youth open up while we learned about our own limitations as well.

From the young Nepalis' stories, we found that problems of their personal development have been caused by structural constraints that largely came from cultural insensibility and the lack of ethnical integration in mainstream society.

This Guide provides ideas for interactive activities that enable students and teachers to reflect on their own ethnic stereotypes and how these relate to marginalization issues. The activities are designed to complement structured lectures by providing first-hand experience on how it feels like when one is being mistreated and prejudged due to ethnicity.

The Guide contains two short skits (Play by Questions) and one longer script. Users are only allowed to ask questions instead of answering. Raising questions allow participants to view the event from a different perspective. The longer script uses a school setting to show how discrimination takes place in daily life.

DISCUSSION QUESTIONS:

Lists of suggested discussion questions are listed after each skit and script as a guide to stimulate students' learning and thinking. It would be helpful if teachers can reassure the following before commanding the activities:

- Participants should agree on a set of ground rules that will steer the discussion. Ask for input what these participants should be. Examples include a small commitment to confidentiality and to respect others, especially when it is all about learning and respect other cultures.
- It would be beneficial to have chosen a moderator. It is the role of moderator to establish as fair and as comfortable setting as possible to establish a free and safe flow of exchange on ideas learning cultures and disarming social stereotypes. Special care must be taken to ensure that those are holding those with an opponent view do not vilify a minority view.

Facts and Rumors:

Brainstorm and list answers to the following questions:

1. What do you know about Nepali, and their community in Hong Kong/ their life in Hong Kong? How did you learn this information? Name the sources.
2. Have you ever came in touch with any Nepali, or threads of Nepali cultures? What do you remember the most? And what was the event you encountered?
3. Try to make a distinction between the facts and rumors, and between primary and secondary resources. What have you learned about that since then?
4. Do you think Hong Kong have any racial or ethnical discrimination issues? If yes, try to list or look for examples.

Students can mark the answers down and compare to the answers they got for discussion questions after the activities.

Script:
Act1 Scene 1

T: teacher
S1: student 1
S2: student 2
S3: student 3

(Few students playing and run into the stage with schoolbags)

S1: that was fun!!!

S2: I know! Hey when is the celebration?

S3: Should be any minute.

S1: Did you bring the stuff?

S2: Yes! It is in my backpack.

(The bad teacher saw the students interactions, come forward and stop them)

T: Hey you! Stop! What is it in your pockets? Hands out please!

(Students take their hands out with an annoyed face)

T: (Feeling irritated) what is in your backpack? Would you please hand it to me for a regular check?

(Students look at each other with hesitation, teacher sees it)

T: C'mon, pass me your bag please.

(S3 passes his/her bag unwillingly)

(T goes through the bag thoroughly, and returned it.)

(T signals S1 for his/her bag)

(S1 passes with no hesitation but feels so embarrass)

(T goes through the bag and return)

(T signals S2 for his/her bag)

(S2 passes with no care)

(T finds a lighter in S2 bag)

T: (Hold the lighter, ask and getting irritated) What is this?

(S2 silent, looks down)

T: (Ask again) what is this, S2[name]. Tell me!

S2: (Quietly and afraid to look at the teacher) a lighter

T: Why would you have a lighter in your schoolbag? Why do you bring it to school?

S2: It is for our friend's birthday party. It is going to begin in an hour or so.

T: ...(Look at the three of them) I don't believe in you

S1: (Rushed in his/her voice) No! No! No, sir/ madam, it is true! Today is xxx's birthday. We together decided to give xxx a surprise and that's why we ask S2 to bring the lighter to school.

(S3 keep nodding)

S3: Yes, S1 is saying the truth.

T:... (Look at S1 and S3 for few seconds) No way! S2, give me the bag, let me look in detail.

S2: (passing the bag) I know what you are looking for. You have perceived us as bad students all along, and thought that we smoke, especially when you saw the lighter in my bag. But we just want to give a surprise to my friend, why wouldn't you believe in us.

(T busy with looking in the bag, look up)

T: Here (returning the bag unwillingly)! Though I cannot find any cigarettes in your bag, it could be you three hiding the packet somewhere and hiding it really well.

(S1, and S3 shake heads... S2 hold his fist tightly)

T: You three come with me to the discipline master. You three are not going to any celebration or any pretty excuses other than detention.

*Teacher leading students out

(Leave stage)

Discussion Question:

1. What do you think the teacher has done wrong?
2. Do you think the teacher would do the same if the student was not an ethnic minority student?
3. Do you think there is any discrimination issue spotted in this scenario?
4. If you can act on your own for the next scene, how would you do it? Discuss and act out.

Play by Questions

Other than well-developed script, this guide also provide skits section, Paly by Questions. This sections included scenarios from daily life, and allow users to ask and look at the ethnic minority issues not only on the education aspect. In hope of using these skits, we hope youth will be able to ask and think through what causes the issues in Hong Kong.

Instructions:

Students would get to create part of their play according to their own will. Students will pick from the following scenarios. And each students can only response to other with another question. The student answered differently would have to exit the play.

Numbers of actors:

Teachers feel free to add extra characters in

Scenarios:

1. School canteen/ cafeteria

A Nepali student, Krishna arrived the canteen and looked very confuse about the menu because the menu is written in Chinese only. What would you do to help him get a nice lunch?

Scenario prompt:

Student: May I help you?

Krishna: Can you tell me where can I get a English menu?

Student: I do not think they have one, what do you want to eat?

Krishna: Do they have Vegetarian dish?...

(Students can create their own story after this line)

2. Doctor's office

Maya brought her 3-year-old son Rai to the clinic because she was asked by the kindergarten to vaccinate Rai before start going to school. She does not really understand what the whole thing is about. How would nurses and doctors help?

Scenario prompt:

Doctor: did you bring your son's vaccine record with you?

Maya: which one? This? (Fished a card like record sheet from her purse.)

Doctor: yes, which vaccine would Rai like to be vaccinated today?

Maya: which vaccines?

Doctor: let me have a look on the record please, and would nurse bring the vaccine to me please?

(Nurse pass the vaccine to doctor)

Nurse (to Maya): would you please roll up Rai's sleeves?

Maya: (did it and ask) why?...

(Students can create their own story after this line)

Debriefing and Discussion after Play by Questions:

After the activity, ask your students (both from audience and participants) what kind of questions did they ask, and what did they learn from these questions, or from the scenarios.

Teacher can also invites students to think about if they ever have encountered similar situations and scenarios in life. Ask instead of asking questions like in the activity, what do people usually do when answering questions from ethnic minority.