

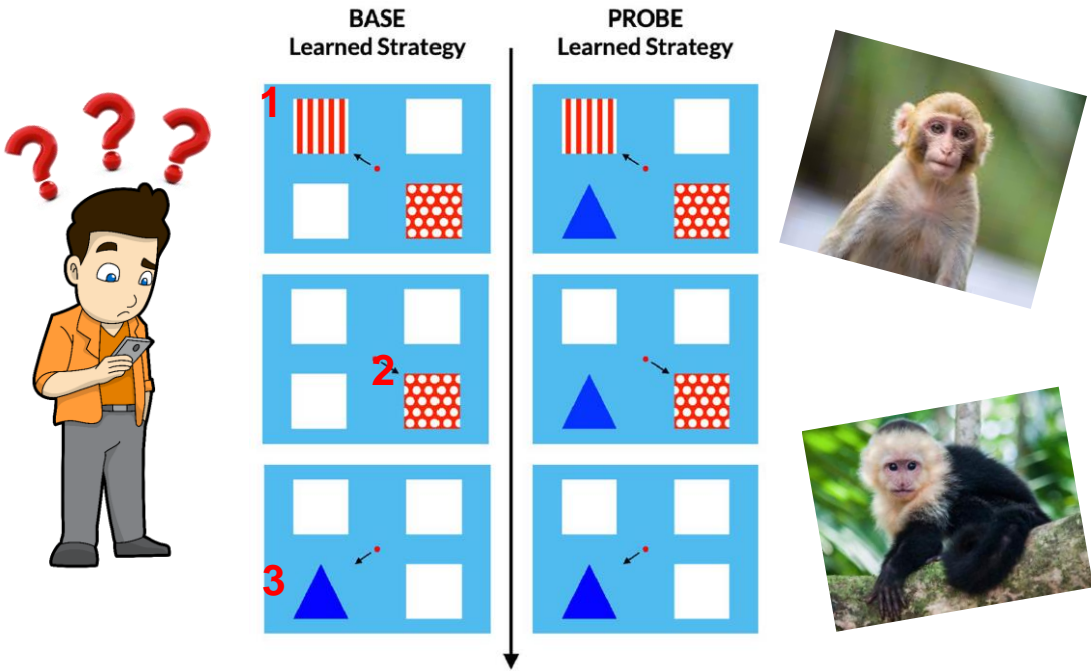
# 「逆境同行」 青少年精神健康工作坊 21.9.2020

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## 了解學生在新常態下的處境及需要

- ▶ A time of **VUCA**
- ▶ **V**olatility
- ▶ **U**ncertainty
- ▶ **C**omplexity
- ▶ **A**mbiguity





3

## Cognitive Flexibility 思維彈性

- ▶ One of the Executive functions of the brain 腦部執行功能之一
- ▶ Ability to shift to new ways of thinking/ doing things when environmental demands have changed (instead of sticking to old ways and complain about the changes)
- ▶ Partly in-born, partly shaped/ trained by environment
- ▶ E.g., Being “trained” that there’s only one single correct answer or way of doing things → **Cognitive Rigidity**
  - reduced sense of control and self efficacy, increased risk of mental health problems

4

## Advantages of CF:

- ▶ Faster in acquiring & integrating new information
- ▶ More than one way of doing things → not easily stuck → less frustrated, more focused on problem-solving/ finding solution
- ▶ Creative solutions
- ▶ *Adjust/ adapt to changes more easily and effectively*
- ▶ *More resilient*

5

## Fostering CF in the classroom

- ▶ explain the benefits of CF to students with funny examples and games
- ▶ adopt a growth mindset
- ▶ be a role model
- ▶ classroom/ school as a “secure base”

6

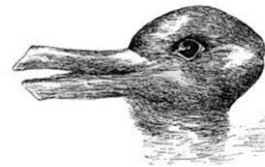
## Helpful Activities:

### A) Problem solving

- ▶ Encourage creative problem-solving
- ▶ Encourage metacognitive strategies, i.e., evaluate their own strategies
- ▶ Multiple solutions to a problem

7

### B) Perspective taking



- ▶ perspective games
- ▶ e.g., debate the pros and cons (or think of a sales pitch) of online learning, half-day school, social distancing, etc.
- ▶ switch sides before actual debate
- ▶ supporters/ cheering teams assigned to the side opposite to their own views

8

## C) Creativity/ think out of the box

▶ e.g., word games

魚蛋粉有魚蛋，  
牛腩粉有牛腩，  
咁咩粉好多嘢都有呢？

- ▶ Ask students to suggest new rules for old games, new usage of old objects, etc.
- ▶ Encourage artistic expression

9

## D) Positive attitude towards uncertainty and change

- ▶ (Beware of individual needs of SEN students)
- ▶ e.g., ask students to come up with fun surprises (set ground rules first)
- ▶ discuss the costs and benefits of significant changes in history, their schools, family or personal lives, etc. and discuss which types of individuals often cope best with changes, and why
- ▶ ask for ideas about improving classroom atmosphere, learning motivation, etc. and let students try to experiment with implementing them (“No big deal” if things don’t work out. Change to “plan B”.)

10