The background features a light blue-grey base with large, flowing organic shapes in muted sage green and soft peach. Scattered throughout are small dots in yellow, sage green, and black, along with thin, curving yellow lines.

GFVM1045-03 Group 6

Narrative Research Project

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the Problem

03 Literature
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01

Introduction

Research Topic

1st Topic:

Matter of life & Death

2nd Topic:

Legacy for Hong Kong
Older Adults

Objectives of this project:

Discover the **Legacy** for elderly

- Use “**Tree of Life**” as Narrative Practice Tool to **DISCOVER & COLLECT** their life stories
- Through **Open Ended Question** in the conversation
- Collaborate with the elderly to verify the **trustworthiness** of their stories
- Analyze the **Primary values(Core value)** and its **characteristics** of Hong Kong's elderly
- & Examine the **factor** that **INFLUENCE** the construction of their Legacy



02

Background of the Problem

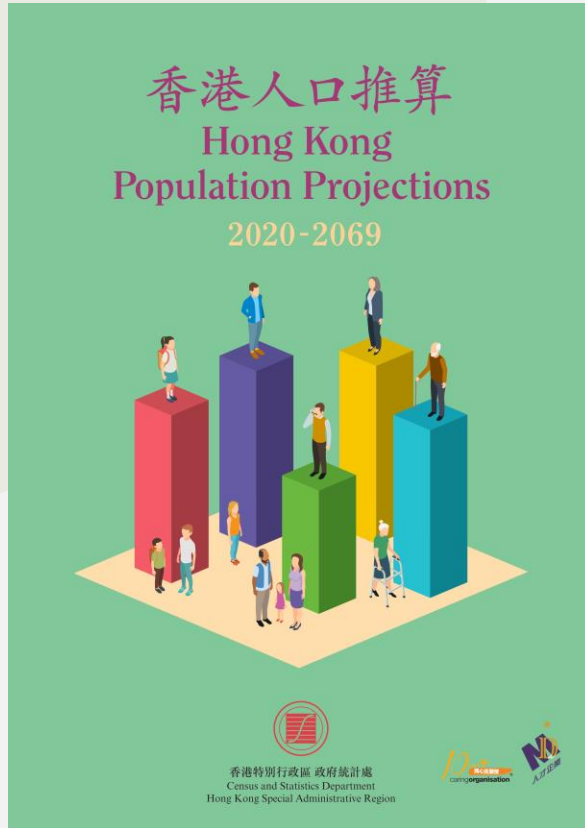
Aging Problem in Hong Kong

Now: Large Elderly Population

- Population aged 65 or above 7% in 1981 to 20% in 2021 (SCMP)
- 13.4% in 2011 → 19.3% in 2021
- 2 out of 10 Hong Kong persons aged 65 years or above (Hong Kong Census & Statistics Department)



Aging Problem in Hong Kong



Future: **Aging situation will be worsen**

- By **2030**, it is estimated that individuals aged 60 or above will account for **33.6%** of the entire population (WHO)
- Increase to **39.3% by 2060** (Hong Kong Population Projection)

Problem of the issue for elderly in HK:

Caused by External Factor

1. Insufficient medical resources

- **Over 46%** of the hospital day-beds are occupied by elderly (HK elderly commission)
- Access to medical care lost for Chronically ill & emergency elderly patients

2. Poverty

- Poverty line: **half of income median**
- **32%** of citizens aged 65 or above live in poverty (around **391,200 elderly people**)

(Hong Kong Poverty Situation Report 2019)

Problem of the issue for elderly in HK:

Caused by Internal Factor

1. Physical Health

- According to **National council for elderly(65+)**
- **80% at least 1 chronic condition & 68% 2 more chronic condition**
- **58% hypertension (high blood pressure) & 47% high cholesterol**

2. Mental Health (Emotional, Psychological and Social well-being)

- **Sign of depression** are present in approximately **10%** of the Hong Kong elderly population
- **Around 20%** for elderly living who are **cognitively impaired** (**JC JoyAge**)
- Pandemic

03

Literature Review

What are they **Fear**?

1. **Losing significant others**

e.g. partner

2. Left behind by family

➤ Concern about family

(Thinking of themselves is a **burden**)

3. Loneliness

4. **Fear of death**



What is **Death**?

- **Unavoidable**
- Irreversible
- Christianity view:
- Death is the **consequence of sin**
- Separation of soul from body

What is Legacy?

Definition

- Something that **RECEIVED** or **HAPPENED** from someone in the past.
- Kongzi: "Our bodies - to every hair and bit of skin - are received by us from our parents"
「身體髮膚，受之父母」
- Bible: "The memory of the righteous will be for a blessing" (Proverbs 10:7)
「記念義人帶來祝福」

Formation (Range from Memories to Material Heritage)

Tangible

- **Thing with values or meaning**
e.g. Property

Intangible

- **Influence of their actions, words & decisions**
e.g. Relationship, Belief, Ideas & value

What is Legacy?

- Legacies can provide a **sense of continuation to survivors**
- They can **pass** on the following:
 1. **Wisdom**
 2. **A good trait** from the person
 3. **Commitments & Principles of Living**



Narrative Research

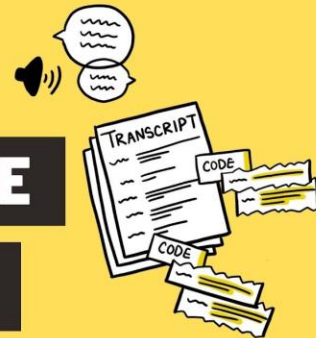
Definition

- **Collecting & Analyzing personal accounts to describe experiences & interpretations (including stories, interviews, journals & photographs)**
- Qualitative research Method
- Emphasize elderly's **expression & interpretation** of their life & story
- Understanding their perspective of life and death
- Identify in Hong Kong:
 1. Commonalities (Thematic Analysis) &
 2. Mode (Social Phenomena)
- Defend **Complexities & Diversity**

Delve Explains

NARRATIVE

ANALYSIS



Tree of Life

A decorative graphic consisting of a light green circle with a thin black outline, representing a tree trunk. Above it are several small dots in orange, yellow, and grey, representing a canopy or leaves. The background features large, soft-edged shapes in light green and light orange.

- The **USE** of Visual Metaphor
- Allow for a certain guidance in showing their life stories & **Legacies**
- **Clear & Specific** presentation
- Tree of Life is divided into three parts & representing a person's life:
 1. **The Past**
 2. **Present**
 3. **Future**

7.FLOWERS & SEEDS

Legacies we wish to leave to other

5.LEAVES

People who are important to us

3.THE TRUNK

Skills, Abilities, Values & Talents

1.THE ROOTS

The Past

6.FRUIT

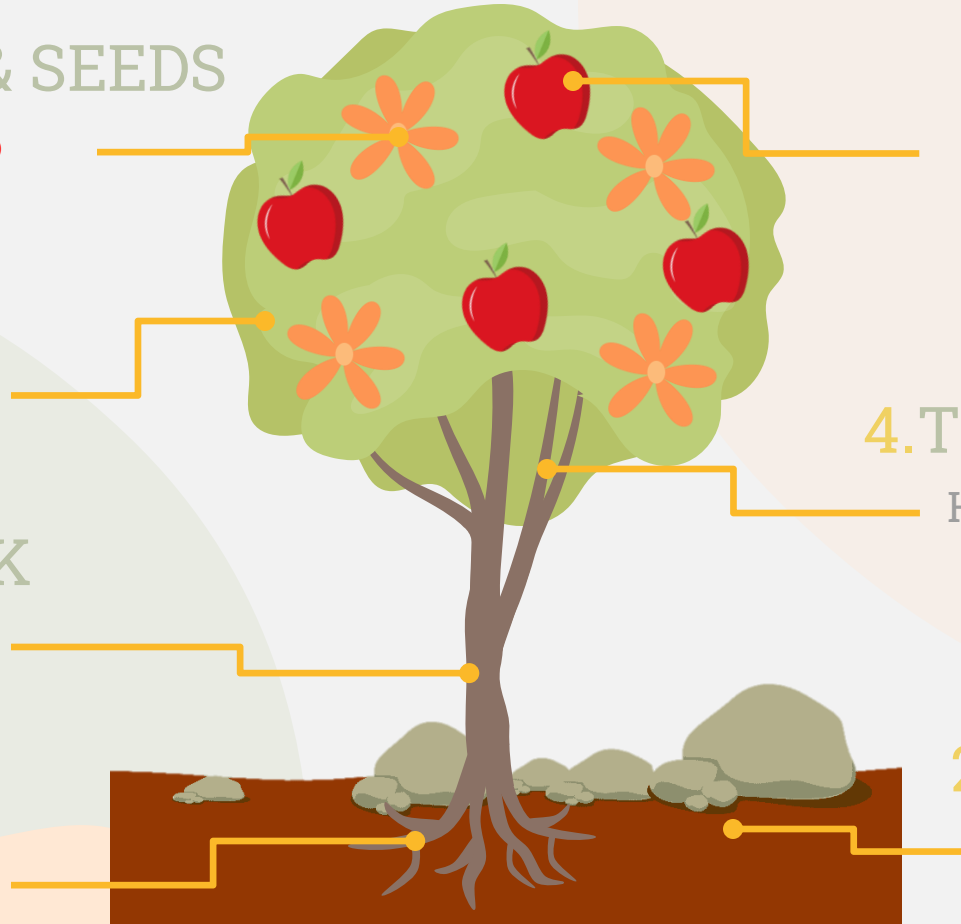
Gifts that have been passed to us

4.THE BRANCHES

Hopes, Dream & Wishes

2.THE GROUND

Present Life





04

Methodology

Working Process of Methodology

Step 1: Define the Research

Topic / Problem

Preparation of First & Second Question Guide



Step 2: Literature Review

Understand the related situation



Step 3: Data Collection

First & Second Visit



Step 5: Discussion

Grouping our Finding



Step 6 : Conclusion

Discuss the limitation & Suggest future research directions



Step 4: Data Analysis

First & Second Thematic Analysis, Tree of life



Our Visiting Centre

Asbury Methodist Social Service Neighbourhood Elderly Centre:

- Encourage elderly:
 1. Actively integrate & participate in the community
 2. Living a healthy, respected & dignified life
- Promote services that assist elderly

Mission 使命

To live out Christian values, serve people with love, embrace justice and mercy, and co-build an inclusive society.
承傳基督精神，懷愛服務人群，憐憫公義同行，互建共融社會。

Core Values 核心價值



真摯關愛
Passionate
Care



卓越專業
High
Professionalism



持續創新
Continuous
Innovation



憐憫公義
Merciful
Justice



堅守誠信
Uncompromising
Integrity

Purpose 宗旨



Health Care

與不同界別協作，以持專業服務，性善健康
生活，充發基督醫術服務，照顧不同階層之
身心健康。

Develop primary healthcare services,
promote well being and a healthy
lifestyle for all sectors of the
community, through collaborative
and healthcare partnerships.



Youth, Family and
Community Care

建合社區力量，建立支援網絡，幫助有需要
家庭和教育，提高青少年參與社區和建立自信
價值，推動現代化社區共融。

Support the needy, encourage youth
participation and establish their
value, through integrating
community resources, to build an
inclusive support network for the
community.



Talent Care

配合社會轉變，致力培訓不同階層的人士及
內部員工，發揮潛能，提升能力，積極建立
可持續性人才庫，讓社會和市場維持發展。

Build a sustainable pool of internal
and external talents, through training
and development, to support the
future development of MC and the
community.



Elderly Care

以多元和創新手法，提供身心社靈全人照顧
及一條線之長者照顧服務。

Offer a holistic care to the elders and
their carers, with a tailored and
innovative approach.

Before 1st Visit:

Preparation of First Question Guide

GFVM1045 Gp6 1st Q1

22238581 HO Chung Hei (Group Leader)
22238352 CHEN Ho Hin
22257160 CHEN Zhouyi
22214070 HO Hing Shing
22258469 SHU Haoxuan

1. The Roots (The past) 1. 根 (過去)

(1) What is/was your occupation?
(1) 你的職業是什麼？

(2) What's your name?
(2) 你叫什麼名字？

(3) Where do you come from?
(3) 你從哪裡來？

(4) Have you ever been to ... (somewhere famous)?
(4) 你曾經去過... (某處著名的地方) 嗎？

2. The Ground (Present life) 2. 地面 (現在的生活)

(1) What regular activities do you choose to spend your day on?
(1) 您選擇哪些常規活動來打發業餘時間？

- Doing sports, reading books or something else?
- 做運動、看書還是別的什麼？

(2) What's your daily routine now?
(2) 你現在的日常生活是怎樣的？

(3) Why do you choose these activities and continue to do them?
(3) 你為什麼選擇這些活動並繼續做下去？

(4) Are you satisfied with your life now? Why?
(4) 你對現在的生活滿意嗎？為什麼？

3. The Trunk (Skills, abilities, values at work) 3. 樹幹 (技能、能力、價值觀和天賦)

(1) Which skills do you think you have?
(1) 你認為你有那些技能？

(2) Does your daily activities mentioned above have factors that help you develop these skills?
(2) 您的上述日常活動是否有助於您發展技能？

(3) Do you think these skills are essential to your life?
(3) 你認為這些技能對你的生活是否必不可少？

(4) Which part of your life would you like to use?
(4) 你會希望用你的技能，幫助自己生活的那一部分？

4. The Branches (Hopes, dreams and wishes) 4. 樹枝 (希望、夢想和願望)

(1) What hopes do you have during your lifetime, according to you?
(1) 你一生有什麼希望，相應地在哪個時期有？

(2) Will you want the next generation to have hope experience to share with them?
(2) 你會希望下一代都有希望、夢想同願嗎？

(3) Why do you have these hopes? Is there any experience?
(3) 你為什麼有這些盼望？背後有經驗嗎？

(4) What has sustained your hopes?
(4) 是什麼支撐了你的希望？

5. Leaves (People who are important to you) 5. 葉子 (對我們重要的人)

(1) Has that significant other grown for you?
(1) 那個重要的人對你有成長嗎？

(2) Do they have special characteristics, relationships important to you?
(2) 他們是否有特殊的特徵、關係或與您的經歷？

(3) Which people do you think are important to you?
(3) 你認為哪些人對你很重要，為什麼？

(4) What did your parents teach you?
(4) 你的父母是怎麼教你的？

6. Fruits (Gifts that have been passed to us) 6. 水果 (贈予我們的禮物)

(1) What kind of gift would you like to receive? (Whether it is tangible or intangible to guide by example)
(1) 你希望收到一份怎樣的禮物嗎？(通過舉例引導是有形還是無形)

(2) Why are these gifts unforgettable?
(2) 為什麼這些禮物令人難忘？

(3) Do you think there are any reasons for them to give you these gifts, for example, they appreciate you or to thank you for your contribution to their life?
(3) 你認為他們送你這些禮物有什麼理由嗎，比如他們欣賞你，或者感謝你對他們生活的貢獻？

(4) Do you receive any unforgettable gifts in your life?
(4) 你在生活中收到過什麼難忘的禮物嗎？

7. Flowers and Seeds (Legacies we wish to leave to others) 7. 花朵和種子 (我們希望留給他人的遺產)

(1) Why do you think these legacies are so important to leave to others?
(1) 為什麼你認為這些遺產留給別人如此重要？

(2) What legacies do you wish to leave to others?
(2) 你希望給別人留下什麼遺產？

(3) As the receivers, what care and support do you think should have to carry the legacies forward?
(3) 作為傳承的人，您認為應該有哪些關懷和支持來傳承？

(4) Do you believe everyone has legacies left for others?
(4) 你相信每個人都有留給別人的遺產嗎？

First Question Guide

- Prepare Open-ended Question about ToL to **ASK**
- **Relaxed & Comfortable Topic**
- Establish **trust** with the interviewee
- **Avoid:**
- **Sensitive Moral issues**
- **Presumptions Question**

Before 1st Visit: Ethical consideration

Consent Form:

- We have **High interaction** with elderly

- Involve sensitive topics and issues

1. Protection of Human's Right
2. Understanding more about the Research Topic
3. Ensure the legitimacy & credibility of the research

- Only if the participants **AGREE**, the research **BEGIN**

香港社會大學宗教及哲學系
課程 GFVM1045 (Section 3)
參與專題研究同意書

同意書之目的
讓參與者知悉並明白學生專題研究之目的及權利。

專題內容	
研究題目	個人生命轉捩點實踐中，探討香港長者與大學生在服務學習中尋找長者的傳承：協作故事研究
研究目的	探索運用生命之樹的敘事練習工具，學生能與長者共同發現可傳承的人生故事圖景
日期及時間	2023年3月22日 及 2023年3月22日 下午2時至下午3時45分

原則

1. 為了協助學生進行是次專題研究的督導及檢討工作的進展，過程將有文字錄音影像記錄。
2. 有關專題研究內容資料及研究資料將記錄於研習報告附件內，一切參與者的身份資料將會被保密處理。
3. 收集到的資料部份有可能被用作學術教學研究出版的目的，一切參與者的身份資料將會被保密處理。
4. 有待研究報告及檢討工作完成後，所有資料將被毀滅。
5. 參與者可自由決定是否接受文字錄音影像的安排，亦可隨時要求停止以上所述之活動，和禁止資料的運用。

聲明

我明白上述專題研究之目的、內容及原則，並：

1. ☐同意/ ☐不同意“接受專題研究”；
2. ☐同意/ ☐不同意“進行文字錄音/影像的記錄和處理”；及
3. ☐同意/ ☐不同意“專題研究內容過程及結果將記錄於研究報告附件內”。
4. ☐同意/ ☐不同意“專題研究內容部份有可能被用作學術教學研究出版的目的”。


















* 請於合適的方格內填上 ☒ 號。

參與者姓名: _____

簽署: _____

日期: _____

Roles of First & Second Interview

	Interviewer	Materials	Photographer	Recording	Jot Notes
HO Chung Hei					
CHEN Ho Hin					
CHEN Zhouyi					
HO Hing Shing					
SHU Haoxuan					

First Visit



- Through a **one-hour interview** with **Mr. Tsui**
- Our Tasks:
 1. Ensure he fully understand our research work (Ethical Considerations)
 2. Listen to & Record his authentic life story
 3. Draw a Draft of the ToL
- Based on the information in 1st Meeting
 - Established our **research directions**:
 1. Contentment
 2. More Detail of his life stories
 3. Traditional Chinese (Teochew) family Thoughts

1. **Clear** the **background** of elderly
2. **Convenient** to **ask** questions later
3. **Open** the **conversation** with the elderly

First thematic analysis

Themes	Sub - Themes
Conducting background exploration	<ol style="list-style-type: none">1. Organizing personal traits2. Find out identity formation & personal values3. Contrast between past and present lifestyle
Uncover the profound meaning of his life experiences	<ol style="list-style-type: none">1. His multicultural upbringing & work experience2. Critical life events and turning points: A retrospective analysis3. The value system & decision making
Analyze the relationship between his key rules of life and difficult times	<ol style="list-style-type: none">1. How life principle affects his life2. Influence of significant people & events on personal development
Discover lifespan development of expectations and aspirations	<ol style="list-style-type: none">1. Aspiration in shaping personal development2. Strategic actions for meeting expectations3. Expectation between the past & present
His role in family and friendship	<ol style="list-style-type: none">1. Precious experiences & memories2. The significance and value of learning from their relationship3. Understanding his role & responsibilities in the relationships

Before 2nd Visit:

Modification of Second Question guide

GFVM1045 Gp6 2nd Q

22238581 HO Chung Hei (Group Leader)
22238352 CHEN Ho Hin
22257160 CHEN Zhouyi
22214070 HO Hing Shing
22258469 SHU Haoxuan

1. The Roots (The past) 1. 根 (過去)

(1) What was your previous profession/long-term daily res feel or remember these experiences?
(1) 你曾經有過甚麼職業/長久的日常職責(非職業)?

(2) What is your name? Does your name have any special name?
(2) 你叫甚麼名字? 你的名字有甚麼特殊的含義或故事?

(3) Where are you from? How has your hometown, culture life?
(3) 你來自哪裡? 你的家鄉、文化或曾經逗留的地方對你?

2. The Ground (Present life) 2. 地面 (現在的生活)

(1) What do you like to do to relax? Why?
(1) 你現時或曾經喜歡做甚麼來放鬆自己? 為甚麼?

(2) What is your daily life like now? What do you think is life?
(2) 你現在的日常生活是怎樣的? 你覺得最讓你感到滿足?

(3) What do you think you gain from doing these activities
(3) 你覺得在做這些活動時獲得了甚麼? 而讓你一直想

3. The Trunk (Skills, abilities, values at 3. 樹幹 (技能、能力、價值觀和天賦)

(1) What skills or talents do you think you possess
(1) 你認為你具備哪些技能或才能?

(2) Do you think your daily life helps you develop
you develop these skills?
(2) 你認為你的日常生活是否有助於你發展這些技能?

(3) Do you think these skills are important to you
(3) 你認為這些技能對你的生活很重要嗎? 為什麼?

(4) How would you like to use your skills to help
(4) 你會希望用你的技能怎樣幫助自己生活的?

4. The Branches (Hopes, dreams and w 4. 樹枝 (希望、夢想和願望)

(1) What are your hopes and dreams in life? Why
(1) 你一生中有甚麼希望和夢想? 為什麼有這些?

(2) Would you like to send a message to the next
how to use your experience to share with them?
(2) 你會寄語下一代都有希望、夢想回顧嗎?

(3) How would you realize your dreams? What pe
(3) 你會如何實現自己的夢想? 你認為需要做到什麼?

(4) Have you ever realized your dreams? What is:
(4) 你曾經實現過自己的夢想嗎? 你的經驗是?

(5) What is the relationship between you own dre
(5) 你認為自己的夢想、目標與社會、其他人?

(6) What are your expectations and goals for your
(6) 你對於自己的生活有所期望和目標?

5. Leaves (People who are important to 5. 葉子 (對我們重要的人)

(1) What have you learned and grown from impor
(1) 你從重要的人身上學到了甚麼東西、令你?

(2) Do they have special qualities or experiences t
(2) 他們是否有特殊的特質或經歷, 使得他們?

(3) Who do you think is important to you and why
(3) 你認為哪些人對你很重要, 為什麼?

6. Fruits (Gifts that have been passed to us) 6. 水果 (贈予我們的禮物)

(1) What tangible or intangible gifts have you received? What impact have these gifts had on you?
(1) 你曾經收過哪些有形或無形的禮物? 這些禮物為你帶來了怎樣的影響?

(2) Why are these gifts so special and memorable to you?
(2) 為什麼這些禮物為甚麼如此特別, 令你難忘?

(3) Do you think there is any meaning or special reason behind these gifts?
(3) 你認為這些禮物背後有甚麼意義或一些特別的原因?

(4) How have the gift-givers influenced your life?
(4) 你認為送禮物的人對你的人生有甚麼影響?

7. Flowers and Seeds (Legacies we wish to leave to others) 7. 花朵和種子 (我們希望留給他人的遺產)

(1) Which people or things have had a profound impact on your life? What do you want to become
your legacy from these experiences?
(1) 你曾經有某些人或事物對你的生命產生深遠影響? 你想從這些經歷中成為你的遺產?

(2) What legacy do you want to leave behind? Why is it so important to you?
(2) 你希望留下的遺產是甚麼? 為什麼對你這麼重要?

(3) What do you want the next generation to learn from your legacy? Are you willing to contribute to
this?
(3) 你希望下一代能夠從你留下的遺產學到甚麼? 你願意為此作出甚麼貢獻?

(4) What do you think you may leave as a legacy now or in the future? What is their value?
(4) 你覺得自己現在或未來可能會留下甚麼遺產? 它們的價值是甚麼?

• Original Question Guide:

1. Too broad &

2. NOT closely

➤ Related to their UNIQUE life stories

➤ More Open-ended Question

➤ To be more Specific & In-depth

➤ To gather more content

➤ Final Colorize Version of ToL

• Invite him to draw with us

• Focus on listening to the Main points

• Correct ERROR in our initial assessment made during the 1st visit

Prepare the gifts to elderly



\$500 Wellcome Supermarket Cash Voucher

- Based on his contented personality
- Hoping he has more choices

Chinese Green Tea

- Lowering blood sugar, blood lipids & cholesterol
- Reducing the risk of cardiovascular disease

Australian Deep Sea Fish Oil Essence

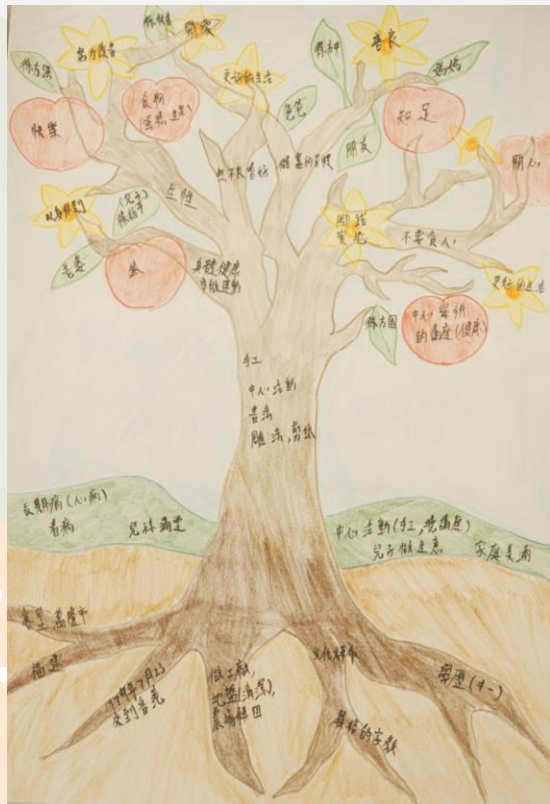
- With the same functions as Green Tea
- Protecting eyesight & enhancing memory



Second Visit

- **Closer relationship & More effective research** after 1st Visit
- Expressed gratitude with a gift
- Asked remaining questions
- **Understand his life story**
- Focused on **Legacy relationship** to align with research topic
- Presented Tree of Life drawing as a gift
- **Shared findings at end of interview**

Result of Second visit



First & Second Verbatim

GFVM1045 Matters of Life and Death (Section 3/10301)
Group 6 1st Verbatim

訪問者 (Group 6) : 22238581 HO Chung Hei (Group Leader)
22238352 CHEN Ho Hin
22257160 CHEN Zhouyi
22214070 HO Hing Shing
22258469 SHU Haiman

Q2:係啦，嗰係一問我幾時嘅問題係幫你畫棵樹出嚟囉，而係我哋可以幫你嘅故事組成一棵樹，就頭先嗰幾個部分就係根、樹幹，就係一棵樹有嘅咁囉囉，清楚……

Q: 係啦，咁樹根唔係根源呀嘛，咁所以呢我哋會係個樹頭嘅嘅那分配，就寫番你嘅過去。

GFVM1045 Matters of Life and Death (Section 3/10301)
Group 6 2nd Verbatim

訪問者 (Group 6): 22238581 HO Chung Hei (Group Leader)
22238352 CHEN Ho Hin
22257160 CHEN Zhouyi
22214070 HO Hing Shing
22258469 SHU Haomian



Q：你覺得即使你以前在內地地點樣影響到你？你可能會就覺得唔啱度生活好開心，然後嚟到大陸之後，就覺得一切唔啱呀，或者再嚟香港之後覺得唔啱呀，即係可能你嚟到深圳時，你嗰個感覺呀？

Q：或者你對放哪有啲咩感覺呀？你嘅故鄉？

A：那個呀呀——印記呢個地方單單個風呀，有喇啲冬天啦，成日都夏天啦，中國大陸就有冬天啦，夏天啦喇樓，著衫返屋同樓，要著——我癢癢要著呢件（手拿起一件薄薄的外套）就咁啦，順邊就順同啦。

1st Verbatim: Record about 27 Pages

2nd Verbatim:

Record about
22 Pages

Second thematic analysis

Themes	Sub - Themes
Exploring how changes in his living environment shape his values	<ol style="list-style-type: none">1. How his growth stages reflect his "contentment is happiness" personality2. The role of "contentment" in promoting his personal satisfaction3. Comparing personal experiences influence his health & happiness choices
Exploring his views on "friends"	<ol style="list-style-type: none">1. Analyzing the importance & function of friends during times of adversity2. Examining how personal experiences have illustrated the detrimental effects of "bad friends"
Analyzing his focus on traditional marriage values of "till death do us part"	<ol style="list-style-type: none">1. Analyzing the reasons for his successful & stable marital relationship2. Revealing his thought processes regarding family composition & immigration to Hong Kong3. Evaluating how traditional family values influence his emphasis on his wife
Understanding his desire to pass on "ordinary kindness" to his family and future generations	<ol style="list-style-type: none">1. Exploring his family relationships & his "let nature take its course" approach2. Analyzing the expectations and requirements he has for his children3. Evaluating the significance behind his children's given name4. Exploring traditional gender role stereotypes in Chaozhou families



05

Presentation of Findings

Background information of the elderly

Basic info

Age: 81 years old
Born: Indonesia
Residence: Wong Tai Sin
Identity: Indonesian Chinese (Hokkien)

- A little bit shy
- Friendly
- Contented
- Creative

Personality



Previous Work Experience:
Hobbies:

Strength

Farmer, Factory & Construction Worker
Handicraft

Siblings:
Child:
Grandchildren:
Marital Status:

3 Brother & 1 Sister
1 Son & 2 Daughter
7 Grandsons
Married

Family

Time Slot of the Background

1942

Born in **Bandung**,
Indonesia



1970s

Got **married**
through a
matchmaker



2015

Experienced a
serious heart
disease, **Retired**



1960s

Came to
Mainland, work
as a Farmer



1979

Came to **Hong
Kong**



2023

Enjoy **handicraft
workshop** in
centre

Life Experience | Hard times

- In the 1960s, he went to mainland China to work as a farmer.
- During the famine, he had to work intensively during the day & be responsible for farm security at night, causing him great pain and unhappiness.
- He began to feel determined to come to Hong Kong to seek a better life.
- Believing that:
 - **"Being content with a simple life is a blessing."**

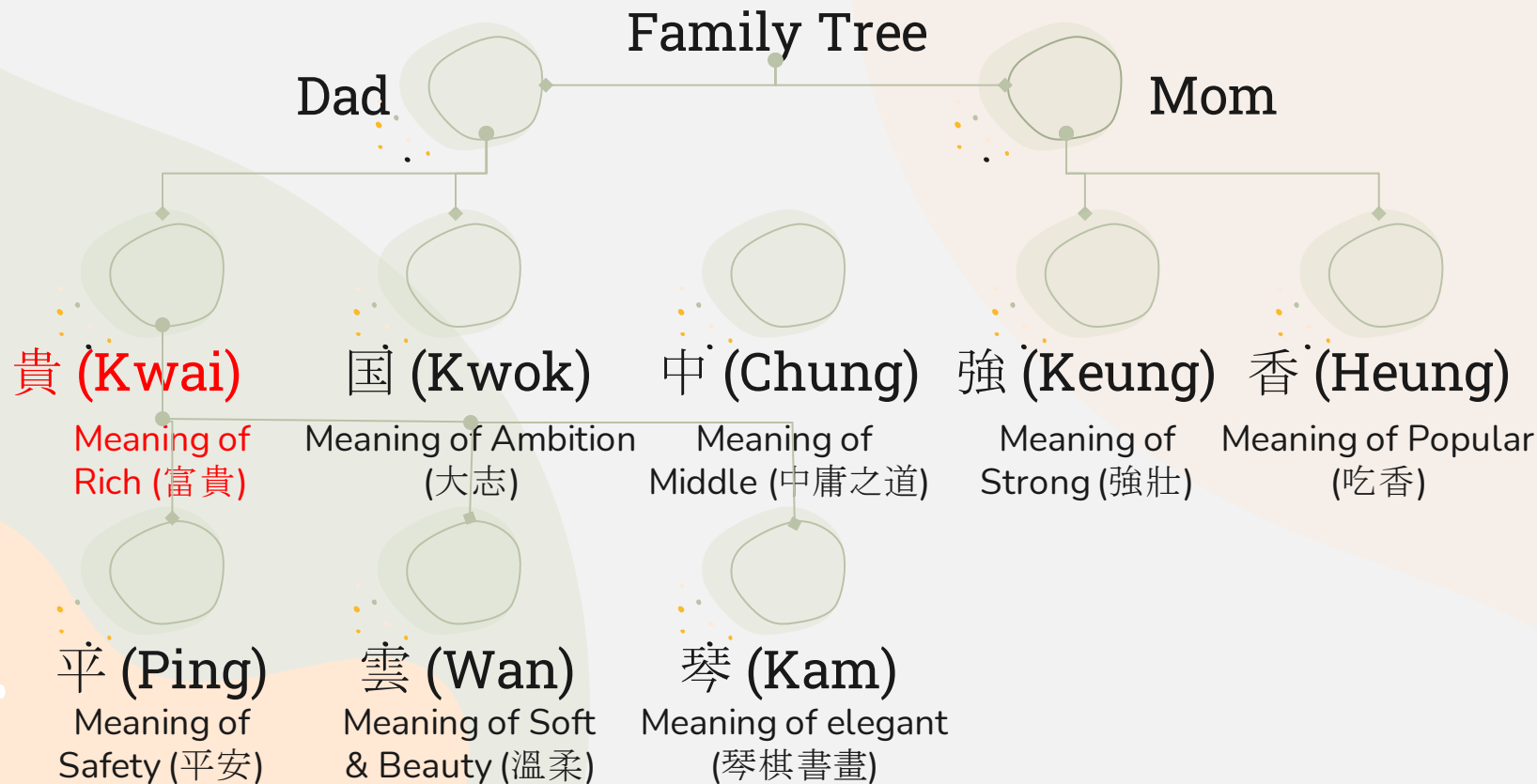
Life Experience | Friends

- Sneaked into Hong Kong with his wife on July 23, 1979
- Left their three children behind in mainland China
- Reunited with family in Hong Kong with the help of friends and relatives
- Experienced financial struggles in Hong Kong & struggled to afford meals
- Received help from their friends again during this difficult time
- Teaching him the importance of :
 - **"Relying on friends when living away from home."**

Life Experience | Serious illness period

- Needed Heart valve replacement in 2015 due to heart problems
- Sought medical treatment in mainland China without success
- Comprehensive medical system in Hong Kong allowed for proper treatment
- Successful recovery after receiving treatment
- Despite restrictions in daily activities & diet
- He emphasized the importance of good health for happiness
- Stated that **"Only with good health can one have happiness"** after experiencing a significant illness

Legacy (Meaning of the Given Name)



Elderly Legacy

1. Be CONTENT (知足) & Avoid GREED

- Having gone through the **difficult period in mainland China & extreme poverty in Hong Kong**
- Many ordinary things that are now readily available were considered **luxuries**
- Pass on the **value of cherishing** to the next generation

2. Having a HEALTHY Body

- **Good health** is the foundation of EVERYTHING in life
- **Aging & serious illness** serve as a reminder of its importance
- **"ONLY with good health can one enjoy happiness"**

Elderly Legacy

3. Study Hard

- With only a Form 1 education, can only take on **limited & strenuous** jobs
- **Low level of education** can impact future choices
- While a **higher level of education** leads to **better job opportunities with higher pay**
- Prevent **others from experiencing the same difficulties**

4. Be a KIND person

- Kind people around him have helped him in the past
- Therefore, he wants to promote & **spread this spirit to others as well**

06

Discussion of Findings with the Literature

Explanation & Discussion (Life Value)

唔好諗太多啦，最緊要開心多啲……一直諗亦冇用嘛，諗有咩用，最主要自己可以過得愉快，要食咩就食啦。諗(咁)多嘢冇用㗎。

"Don't overthink it, the most important thing is to be happy... There's no point in constantly thinking about things. Thinking doesn't accomplish anything, the most important thing is to enjoy life, eat what you want to eat. There's no point in thinking too much."

- **Daoism Lifestyle**
- **Three Treasures(三寶):**
 1. Inaction
 2. Simplicity
 3. Living in harmony with Nature



Explanation & Discussion (View on Death)

出世之前咩都有，死之後咩都有。

"Before birth, there was nothing; after death, there will be nothing."

- **Daoism** is described as "**Nothingness**"
- **The concept of Eternal oblivion entail the belief that the mind ceases to exist or function permanently after death. (Vasquez,2021)**

Explanation & Discussion (Legacy)

我希望啲後生仔要學……好啲啦。

"I hope the younger generation can learn... to be kind."

讀書好將來自己有前途呀……我自己讀書少，好多嘢都唔明，做嘢又唔方便呀。

"Studying is good for one's future prospects... I didn't study much myself, so there's a lot I don't understand, and it makes it difficult to do things."

- **Wisdom pass on for future generations (Intangible)**



07

Recommendations

Future Research

- Asking **Open-Ended Questions**
 - Related to the topic is key to keeping elderly engaged & on track during conversations
- This approach encourages them to **share relevant experiences & perspectives in meaningful way**, while also novel insights

Policy making

- Our research has provided valuable insights into the life values of elderly
- Revealing that **health** & **happiness** are the most important to them
- These findings highlight the need to prioritize these two thing in policy-making

- **Increasing Community Resources**

e.g. Financial Support to elderly centre to renovate & organize more activity

Local implementation

- In the future, we need to prioritize elderly care

- Local government agencies should:

1. **Organize more activities for the elderly**
2. **Spend more time with them & listen to their stories**

- Nurses in elderly care facilities should be carefully selected for their caring & compassionate nature.

- The government should implement policies that benefit the elderly & help them overcome difficulties



08

Limitations & Reflections

Limitations | Difficulties

1. **Heavy Indonesian & Teochew** accents of the elderly
 - Difficult for us to understand them
2. Ineffective communication by **Generation Gap**
3. Easily shift focus of topic
4. **Too short** meeting time
5. Not all Group members understand Cantonese well

Self-evaluation

Through this course & Service-Learning Experience

- **Improve communication skills** with people of different age groups
- Facilitate a **Meaning-Making process** for their life stories

Regarding the Legacy of the elderly

- Elderly place great value on their traditional value
- **Cultural inheritance** of the previous generation has influenced their view
 - How the past has impacted the present
- Legacy can be **Simply & Clear** inheritance goal

e.g. “**Simplicity is a blessing**” 「平淡是福」

Our Strengths | Weaknesses

Our Strengths

- **Building good relationship** with the elderly
- Create a **friendly communication** atmosphere
- Keep a complete record of conversation content
- **Increase Authenticity**
- Good teamwork & division of labor

Our Weaknesses

- Lack of a **planned interaction flow**
- Unclear expression
- Easily creating **awkward silences**
- Lack of **time control**



09

Conclusions

Conclusions |

- Legacy is **highly valued by the elderly**
- Allow them to **reflect on their past** & **share their life experience** with future generation → inspire Future Generations
- They prioritize a **simple & contented life, kindness** and **avoid greed**
- The elderly's concepts of death is influenced by **Taoism**
- Through two life story-sharing sessions,
 - We gained insight into their perspectives and the challenges in modern society
- This Narrative Research emphasizes the importance of understanding the elderly & gains deeper insight into their experiences

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THANKS

