

Project Proposal Form (For Suggestion)

Important Note:

Each student should hand in a project proposal to his/her IES supervising teacher before the deadline according to the Assessment Plan set out by the school. This Project Proposal Form, which serves as a comprehensive guide to the writing of a project proposal, can be completed as the task of Stage I. Students might, in accordance with their supervising teacher's consent and the Assessment Plan, choose to fill in the Form part by part and receive comments in a gradual manner and/or submit the fully completed Form to their supervising teacher, bearing in mind that they might have to do this more than once. Candidates are reminded that no re-submission will be allowed after the supervising teacher has completed the assessment of the task and marks have been given to the task.

School Name: _____

Student Name: _____ Class: _____

Supervising Teacher: _____ Submission Date: _____

Title and Description

Title: Teenage Suicide in Hong Kong and Ways for Prevention

Description:

1. To examine and analyze the causes for teenage suicide
2. Suggest some ways for preventing teenage suicide

Background Information, Related Concepts and Relevant Knowledge

Recently there is an increasing number of cases of teenage suicide and the age is getting younger. I have come across newspaper articles that describe the causes of teenage suicides, which draws my interest to investigate on this problem that may still be a taboo in Chinese society today.

According to the newspaper articles, some of the teenagers commit suicide because of academic problems while some of them do this because they have a poor relationship with others. And in 2009, compared to 2008, the percentage of death from suicide among teenagers increased by 22%.

Attempting suicide and self-harming are closely related to each other because attempting suicide is a strong form of self-harming. Therefore both newspaper articles on teenage suicide and self-harm will be useful.

Self-esteem, emotional stability and human relationships, for example friendship and relationship with family are important factors in the enquiry. These are the problems that teenagers generally face because they are going through a transition period from childhood to adulthood. The problems combined may give them a sense of helplessness which then tempts them to harm themselves for relief and to escape from the problems. Richard M. Lerner

suggested that ‘adolescence is a period of major change in body, mind and behavior. The basis of adolescent self-definition lives in the combination of these major changes.’ If the adolescent does not cope well with these changes, problems may arise.

From the article “Prevention of Suicide: Aspirations and Evidence” by David Gunnell and Stephen Frankel, suicide prevention is complex because it is difficult to identify specific groups of suicidal people. The article also pointed out that prevention methods are more effective if they target immediate dangers, increasing the difficulty for people to suicide.

Objectives/ Expected Outcomes (if any)

- It is expected that emotional problems are important factors in causing teenage suicide and self-harm.
- It is expected that emotional problems are more important than relationship problems because they may appear suddenly due to hormonal changes.
- On the other hand, problems concerning relationships may be more gradual and making a less shocking impact on teenagers.

Focus Questions

1. What are the causes for teenage suicide and self-harm?
2. Is there any relationship between suicide and self-harm?
3. What can the society do to prevent teenagers' from harming themselves?
4. What can teenagers do to restrain from harming themselves?

Tentative Enquiry Plan and Method(s)

- The enquiry plan is to find causes and solutions for teenage suicide and self-harm. Self-harming is a necessary but not sufficient act for attempting suicide, therefore the questionnaire will ask about the two actions separately.
- The plan will focus on what teenagers generally think are the causes and solutions.
- There will also be questions focusing on teenagers who have attempted to harm themselves, because they are more experienced with and have a deeper understanding with the problem.
- The questions will ask about teenagers' relationship with others, which are external, and also about other internal problems, for example emotional problems.
- Analyzes will mainly be based on psychological and social perspectives in explaining teenagers' behavior.
- This is to analyze the reactions of teenagers to stimulations and to explain teenagers' self-harming behavior through social norms and expectations.

Schedule of work:

May 20XX - June 20XX	Enquiry Plan: Collect information for questionnaire and interviewing questions
July 20XX - September 20XX	Data collection: design, distribute, collect questionnaires and conduct interviews

October 20XX	Organize, contextualize and analyze data collected
Nov 20XX	Information collection: find sources related to concepts of data analyzed
Dec 20XX - Jan 20XX	Report writing

- The target group is Forms 2 to 7 teenagers.
- Data is collected by distributing questionnaires.
- To provide a focused view, interviews are conducted with teenagers who planned to commit suicide.

Reflection

At this stage, from the research process I learn that a phenomenon can be caused by many factors combined. There are many different possible reasons in explaining teenage suicide and self harm. Sometimes there may be many causes but sometimes one factor alone may cause teenagers to harm themselves already.

References

Books/Articles:

1. Erikson, E. H. *Identity: youth and crisis*. New York: W.W. Norton & Company. 1968.
2. Freedenberg, E. *Learning to Cope: Developing as a Person in Complex Societies*. Oxford: Oxford University Press. 1999.
3. David Gunnell and Stephen Frankel, "Prevention of Suicide: Aspirations and Evidence", *British Medical Journal*, Vol. 308, No. 6938 (May 7, 1994), p. 1227-1233.
4. Lerner, R. M. *Adolescence Development, Diversity, Context and Application* Upper Saddle River, N.J.: Pearson Education, Inc. 2002.
5. Marcia, J. E. "Identity in adolescence". In J. Adelson (Ed.). *Handbook of Adolescent Psychology*. New York: Wiley. 1980. pp. 159-187.

Websites:

1. <http://www.sbhk.org.hk>
2. <http://csrp.hku.hk/WEB/big5/pageHandler.asp?id=91>
3. <http://www.metanoia.org/suicide/whattodo.htm>
4. <http://www.stanford.edu/group/adolescent.ctr/Conference/2003/2003cons.html>

Newspaper:

1. "青少年自殺亡人數升 22%", *Ming Pao News*, 28th December, 2009.
2. "19 歲以下自殺增 7 成", A06, *Hong Kong Daily News*, 24th October, 2007.
3. "05年 64 宗自殺青少年死亡主因", *Hong Kong Economic Times*, 10th September 2007.
4. "青少年自殺率飆升 74%", *Wen Wei Po*, 8th July, 2007.

Marks awarded and Comments:

Title:	Teenage Suicide in Hong Kong and Ways for Prevention
Stage I	
Marks:	8-9
Comments:	<p>The research direction and focus questions are clearly presented in this task. The candidate is able to build on the conceptual basis from literature review to formulate the enquiry study. A number of factors for teenage suicide are also identified, clearly delineating the scope of the study.</p> <p>Furthermore, the candidate aims at studying the issue from multiple perspectives, by gathering data for analysis from different sources, not only from primary sources but also from a wide variety of references.</p> <p>The research plan is detailed and the schedule of work is reasonable, demonstrating good organization skills. Nevertheless, since “relationships” and “emotional problems” are not mutually exclusive as factors underlying teenage suicide, there may be potential problems in the research design.</p>