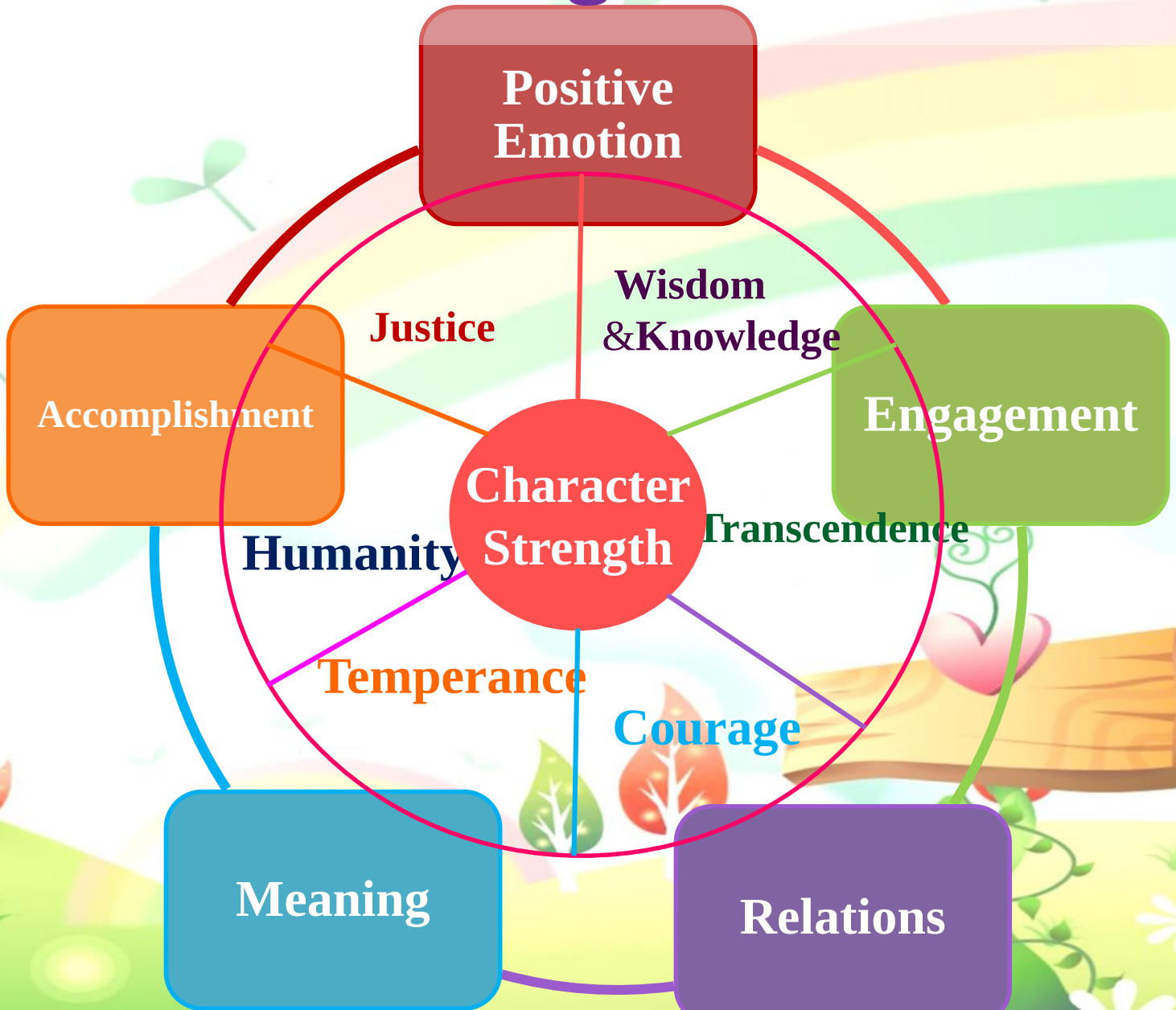
The Application of Whole School Positive Education in Hong Kong Primary Schools

Kwok Lai Yuk Ching, Sylvia (Dr.)
Associate Professor,
Convenor, Positive Education Laboratory,
Department of Applied Social Sciences,
City University of Hong Kong

Positive education

- Application of positive psychology to the education setting.
- Assist students to strengthen their relationships, build positive emotions, enhance sense of accomplishment, promote engagement, acknowledge meaning of life, and encourage a healthy lifestyle.

Flourishing Wheel



Five ways to FLOURISHING

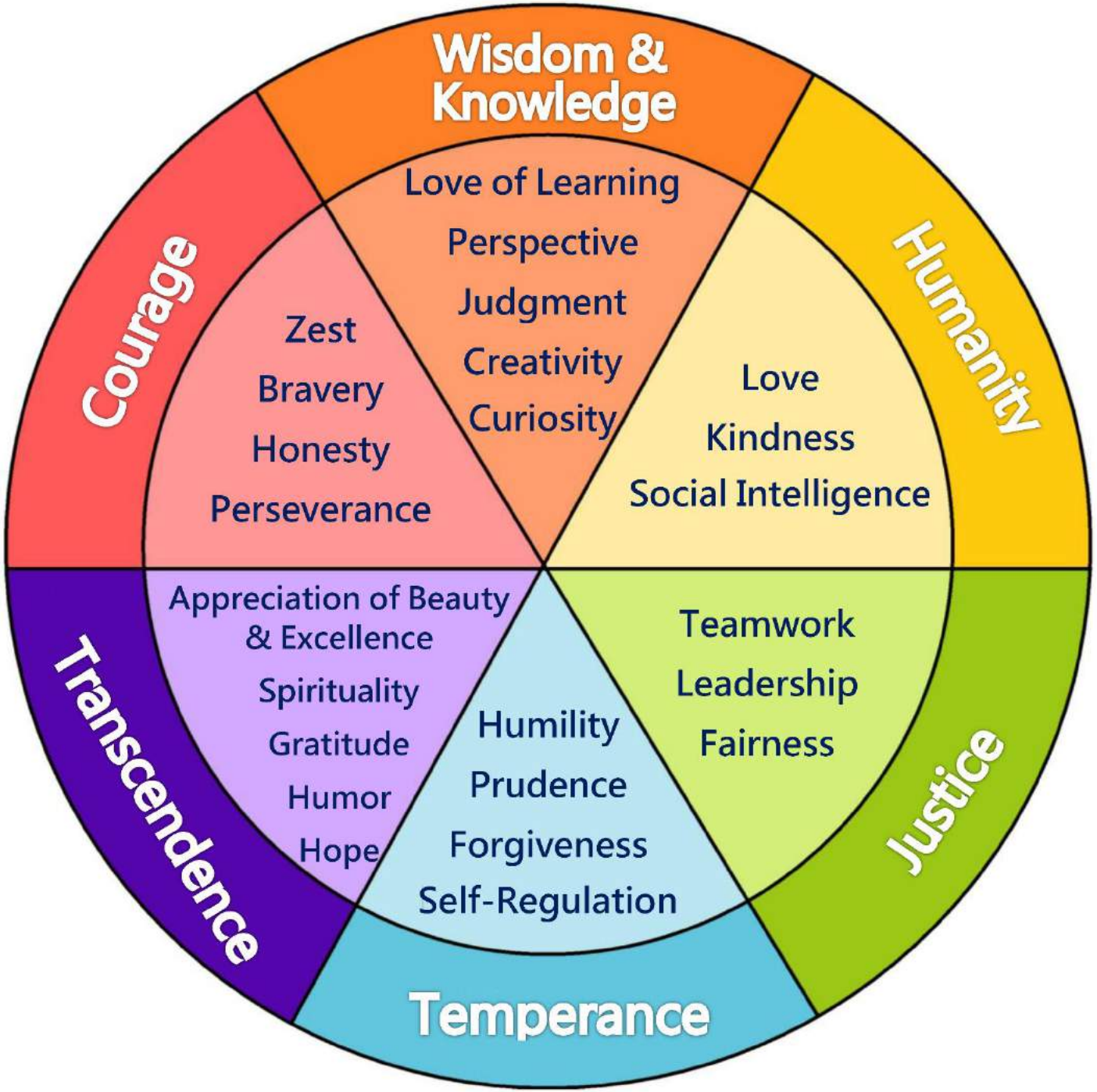
Increase positive emotions

Nurture engagement

Establish positive relationships

Establish meaning in life

Cultivate sense of accomplishment


Wisdom & Knowledge
Love of Learning
Perspective
Judgment
Creativity
Curiosity
Humanity
Love
Kindness
Social Intelligence
Courage
Zest
Bravery
Honesty
Perseverance
Transcendence
Appreciation of Beauty & Excellence
Spirituality
Gratitude
Humor
Hope
Justice
Teamwork
Leadership
Fairness
Temperance
Humility
Prudence
Forgiveness
Self-Regulation

life

t

Positive Accomplishment

- Accomplishment is an important element that contributes to our ability to flourish. A person strives to better self in some ways, whether he or she is seeking to master a skill, achieve a valuable goal, or win in some competitive event

Growth mindset

- Talents can be developed and great abilities are built over time. Your qualities can be cultivated through your efforts.
- Anyone can increase their intelligence through efforts
- The harder you try, the more you will learn

Fixed mindset

- Talents are set in stone. You must prove yourself over and over, trying to look smart and talented at all costs.
- How smart I am is all genetic and so I don’t have any control over it.
- I can’t change who I am. My personality is inborn.

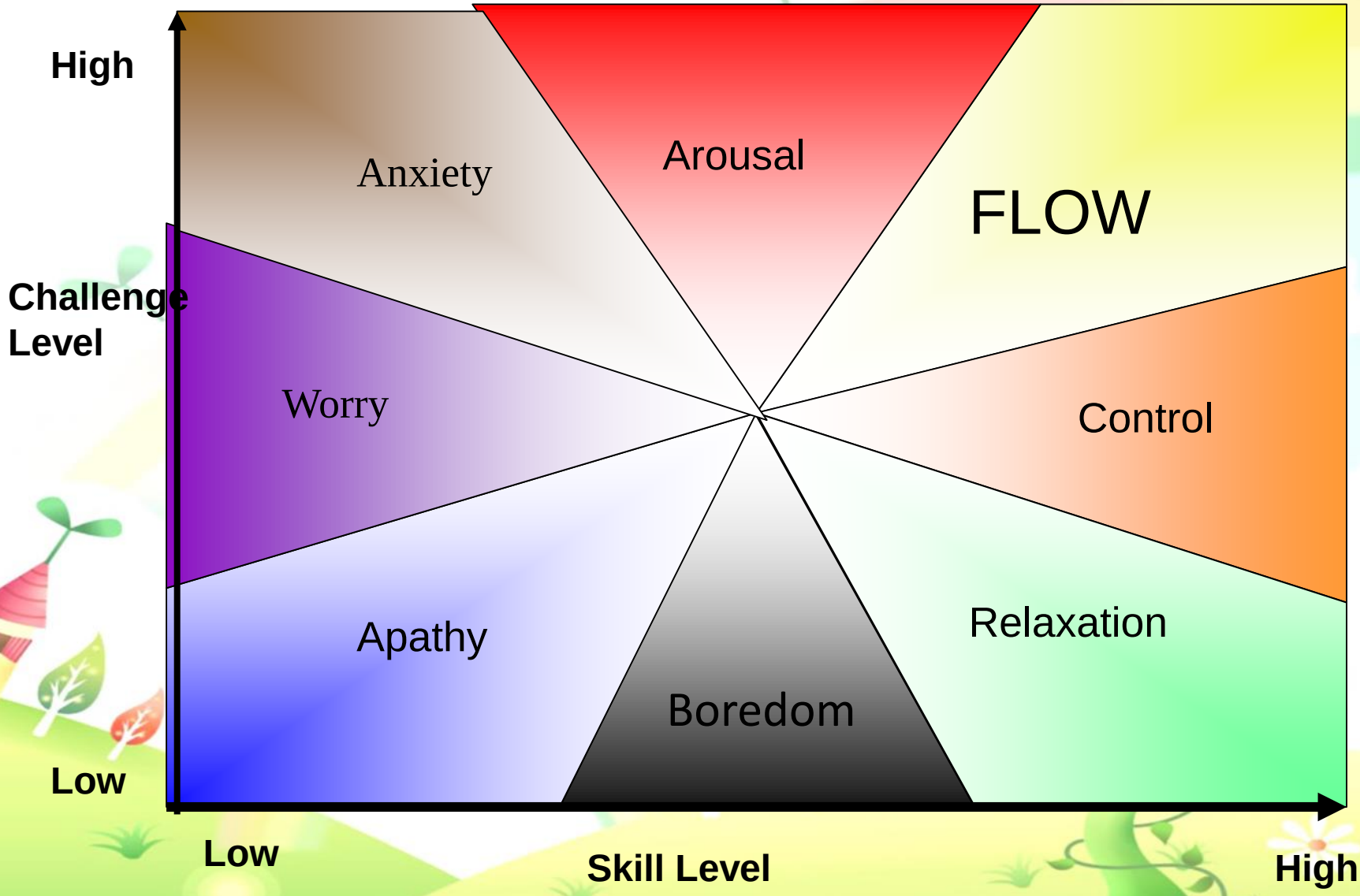
Impact of mindset on behavior

Fixed mindset	Growth mindset
Avoid challenges	Welcome challenges
Give up when faced with setbacks	Persevere when faced with setbacks
Resist seeking help	Ask for help
Ignore advice and constructive criticism	Learn from advice and constructive criticism

Positive Engagement

- Engagement depicts that when a person concentrates on a thing that he or she genuinely enjoys and values, the person would enter a state that is fully “absorbed” in the things he or she is doing; we call this state as “flow” in positive psychology.

Positive Engagement



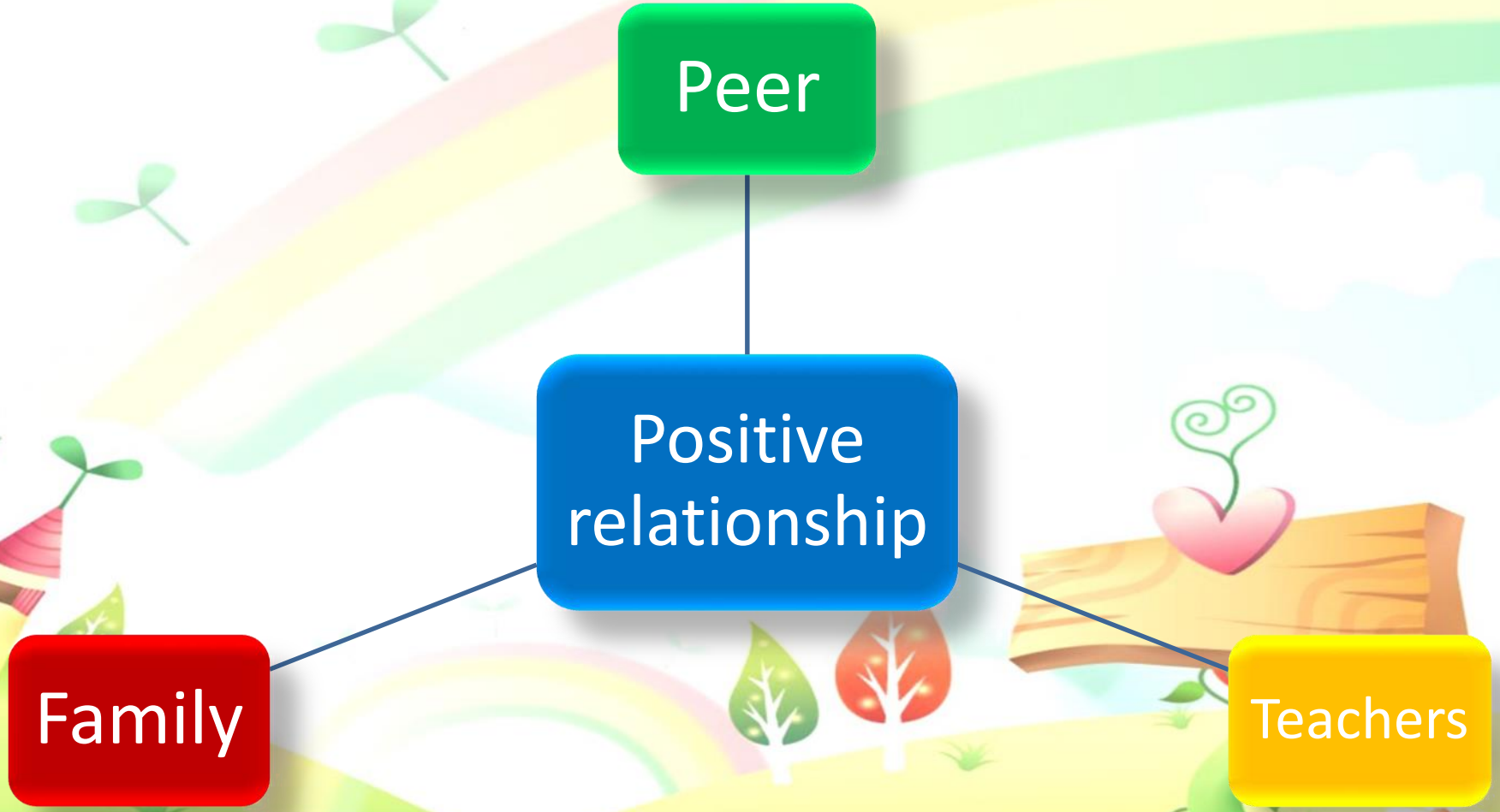
Characteristics of FLOW

- Intrinsically rewarding
- Challenge-skills balance
- Action-awareness merging
- Clear goals
- Clear and immediate feedback
- Concentration on the task at hand
- Sense of control
- Loss of self-consciousness
- Time transformation

Positive relationship

- Positive relationship is associated with happiness
- Sense of belonging, being loved, valued and accepted is human being's basic needs
- Intimate relationship has positive impacts on our emotions and wellbeing.

Positive relationship of students



Effective communication: I-message

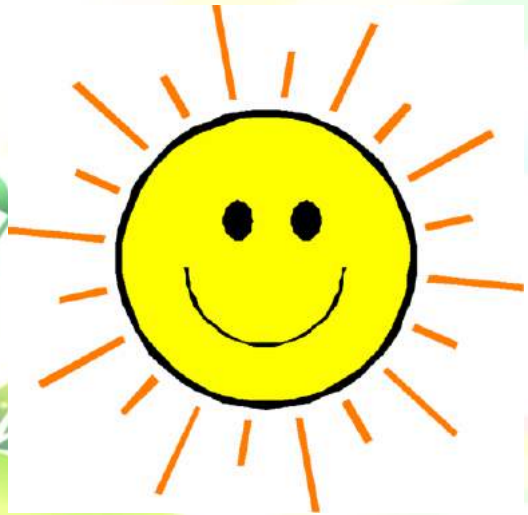
- Your behavior
- Its consequences
- My feelings
- My expectations

Active constructive responding

	Constructive	Destructive
Active	Genuine interest, **enlarges** the experience	**Minimizes** the good news
Passive	Understated support, conversation **stops**	Ignores the event and **overrides** the conversation

Positive Emotions

Increase positive emotions



Positive Emotions

- Gratitude
- Optimism
- Joy
- Love
- Hope
- Pride
- Interest
- Inspiration

Positive emotions

- Emotions impact all areas of our lives
- Negative emotions are valid and important
- Positive emotions broaden and build our capacities and resources and can undo the effect of negative emotions
- The balance between positive and negative emotions is critical to wellbeing
- LOVE is the most powerful positive emotion

Four steps of Gratitude

- Eye: View things from a thankful perspective
- Brain: Reflect on what others have done for you
- Heart : Thankful for others in a genuine way
- Hand: Do something or act to express your gratitude to others

Ways to express gratitude

- Gratitude letter
- Gratitude journal
- Gratitude present
- Gratitude poster
- Gratitude 365 (picture, photo, phrase)
- Gratitude language

Optimism

- A broad expectation that good things will be plentiful in the future and bad things scarce
- Encourages continued effort towards one's goals
- Optimists tend to explain bad events in terms of external, temporary and specific causes

HOPE

- **Goal-directed thinking: Conceptualization of the goals**
- **Pathway thinking: Developing specific strategies to reach the goals**
- **Agency thinking: initiating and sustaining the motivation for using the strategies**

Goal Formulation

Specific 明確詳盡	
Measurable/ Observable 可量度/觀察到的	
Achievable 現實的能力可達到的	
Time-bound 有時間限制的	
Relevant to your situation 符合自己的情況	
Evaluate 檢討成果	
Reward 達標時獎勵自己	

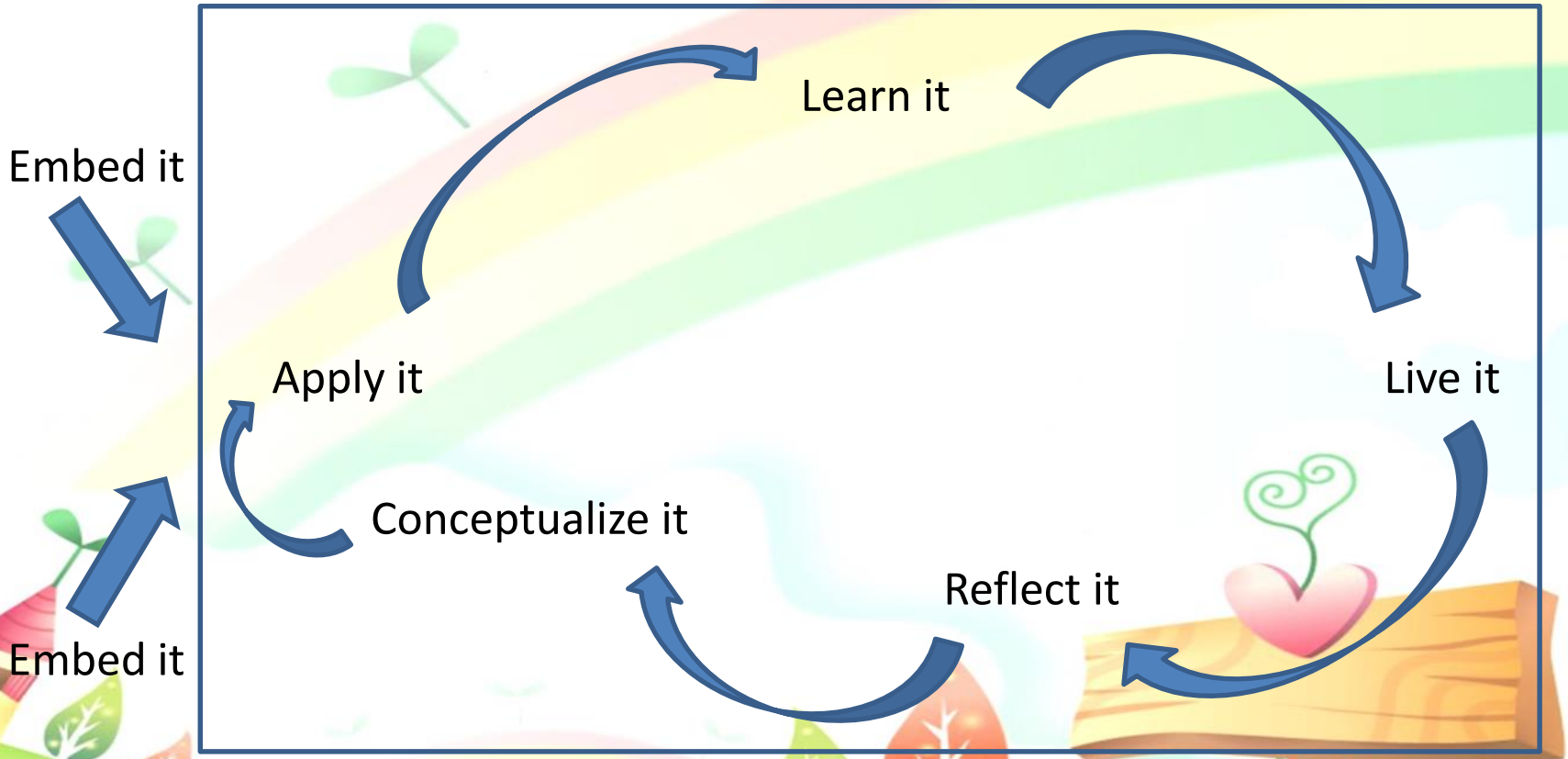
Positive Meaning

- Meaning and purpose in life refers to an individually constructed, culturally based cognitive system that influences an individual's choice of activities and goals, and endows life with a sense of purpose, personal worth and fulfilment
- The identification of valued, overarching goals which provide fulfilment and help people to grow and attain their potential

Altruism: brings a sense of purpose and meaning

- Allows us to:
- Refrain from indulging in wild, self-oriented actions
- Care for the quality of life of those around us
- Consider future generations and not blindly sacrifice the world that we hand down to them in favour of our short-term wants and desires

Positive Education Framework



Whole School Approach to Positive Education

Positive Education	Learn it	Live it	Reflect / conceptualize it	Apply it	Embed it
Students	-Positive education curriculum -Formal/ informal curriculum -Positive education programs/ projects	-Classroom activities - Extra-curricular activities -Co-curricular activities -Daily life activities	Drawing, reflection journals, facebook, whatsapp, sharing and discussion, presentation, debriefing, workshops	-Positive education ambassador programme/ project to spread the concepts and culture to schoolmates and family members	-At home -In school -With peers -In the community

Whole School Approach to Positive Education

Positive Education	Learn it	Live it	Reflect / conceptualize it	Apply it	Embed it
Teachers	Positive education workshops/ seminars/ (local/ overseas)/ books/ website resources	-Self enhancement -Study group -Wellbeing Staff Club -Hardware (facilities) / software (mutual support) at school	Reflection, sharing and discussion, presentation, documentation, lesson observation and debriefing, workshops	-Formal / informal curriculum -Extra-curricular/ co-curricular activities -Positive education programs/ projects	School policy/ management / teaching /activities/ environment/ culture

Whole School Approach to Positive Education

Positive Education	Learn it	Live it	Reflect / conceptualize it	Apply it	Embed it
Parents	Positive education workshops/ seminars/ groups/ programs	-Self enhancement -Parenting -Family relationship - Work relationship	Reflection, sharing and discussion, debriefing, workshops	Apply to children, other students, spouse, relatives, other parents, colleagues at work	-Positive family environment -Positive work environment -Positive community

Positive Education- Whole School Approach

- To promote students' and staff's wellbeing with a focus on nurturing their positive emotions, engagement, relationship, meaning, accomplishment and health that enable them to live a happy and flourishing life.

Establish an action team for wellbeing matters

- Set up an action team responsible for the overall school wellbeing issues
- Appoint one or two experienced teachers who are interested and committed in the subject to lead the team
- Identify students' needs and school's focus (using Appreciative Inquiry or SWOT analysis) to formulate an action plan that apply the framework of " **learning and practicing positive lifestyles", "strengthening positive teaching and learning",** and **"fostering a positive school culture and environment"**

Establish an action team for wellbeing matters

- The plan should be endorsed by the School Management Committee
- Ensure all school members are aware of and support the approach
- Review and evaluate its effectiveness at different time periods for monitoring and improvement

Learn and practice positive lifestyles

- Provide all **staff** with a complete PosEd course for them to explore and experience the science of positive psychology
- Offer PosEd course and programmes to **parents**

  to share the common language and to enhance their own wellbeing which may indirectly enhance that of their family and children
- Foster a **positive workplace** to encourage school staff to actively nurture their own wellbeing and to be authentic and positive role-models to the students

Learn and practice positive lifestyles

Provide staff with a complete PosEd training course

- Geelong's training courses "Discovering Positive Education"
- Positive Education Laboratory, Department of Applied Social Science, City University of Hong Kong
- Other guest speakers

Learn and practice positive lifestyles

Offer Positive Education course and programmes to parents

- Talks , workshops, parenting groups
- Pamphlets, newsletters
- Website, whatsapp, facebook
- Video messages
- Parent-child activity day, family day

Learn and practice positive lifestyles

- **Foster a positive workplace**
- Build a positive school image
- Aware of teachers' wellbeing (e.g. work capacity vs burnout)
- Human resources: recruitment, selection, retention and promotion to attract and retain staff with similar missions
- Nurture positive leadership (e.g., leadership style, decision making process)
- Internal communication: Encourage two-way and open communication
- Training and development: coaching, mentoring and peer learning
- Build up an harmonious staff relationship

Strengthen positive teaching and learning

- Review existing school curriculum and try to incorporate the **6 domains of wellbeing elements**
- Design and deliver **both explicit and implicit teaching** of PosEd to all students
- Deliver explicit PosEd **in timetabled classes** as well as in **annual theme-based occasions**

Strengthen positive teaching and learning

- Teach wellbeing concepts implicitly within **traditional academic subject areas** as well as in **co-curricular activities or extra-curricular activities**
- Review and plan for **continuous professional development** of teachers and parent education for chosen themes

Strengthen positive teaching and learning

- **Explicit teaching**: Design PosEd curriculum
- **Implicit teaching**: Yearly or quarterly theme to deepen students' learning, e.g. positive emotions, positive relationships, meaning of life.
- Incorporation of PosEd elements in extra-curricular and co-curricular activities, e.g. sports day, swimming gala, congregation, student exchange activities, student leaders training, camping, green school

Strengthen positive teaching and learning

- **Professional development of teachers**
- Teachers' self-directed learning, e.g. study groups
- Learn positive classroom management and facilitation skills:
- Positive classroom reward system (for application of character strengths)
- Design lessons that can engage students (use of story telling, experiential activities, games, movies, role play, art, music, discussion, debates, effective questioning, debriefing skills)

Foster a positive school culture and environment

- Review and update **school policy and procedural** documents (e.g. staff appraisal, student recognition policies) in light of the principles of wellbeing
- Strengthen **collaboration** with parties like school social workers, guidance and discipline teachers, parent-teachers association to adopt the same mission

Foster a positive school culture and environment

- Use the **common language** with students whether in the classroom, on the sport field or on the stage
- Display **wellbeing messages** in **classrooms** and **school buildings**
- Reinforce the message through different **communication channels** such as school website, newsletters and assemblies

Foster a positive school culture and environment

- **Use the common language with students**
- Daily interactions with students
- Teachers' and parents' feedback on assignment
- Students' handbooks, students' yearly reports
- Parent-child assignment on PosEd topics
- Application of PosEd elements in Parents day

Foster a positive school culture and environment

- **Display wellbeing messages in classrooms and school buildings**
- Wall painting of character strengths
- Written in Chinese and English
- Easily visible
- Attractive design
- Teachers of different subjects can use it in classes

Foster a positive school culture and environment

- **Display wellbeing messages in classrooms and school buildings**
- World map/ Hong Kong map
- Build up a global mind of wellbeing, e.g. showing the Happiness index of different countries or districts in Hong Kong, places where our donation is distributed, happening of world events
- Relationship building in class, e.g. Places that bring us happiness, nearby facilities kids are curious about

Foster a positive school culture and environment

- **Display wellbeing messages in classrooms and school buildings**
- Accomplishment Centre
- Awards – personal, class & school-based
- Accomplishment, e.g. baked a cake, learned riding a bike, sharing from PosEd assignment
- Any good news from students, parents and teachers, e.g. graduation, new born, wedding
- Community service experience of students

Foster a positive school culture and environment

- **Display wellbeing messages in classrooms and school buildings**
- What Went Well Board
- Praise and appreciation
- Recent happy events
- Gratitude journals
- Wishes/ dreams

Foster a positive school culture and environment

- **Display wellbeing messages in classrooms and school buildings**
- Classroom Board
- Our character strengths
- Our birthdays
- Meaning of our names
- Our families
- Our favorites

Foster a positive school culture and environment

- **Display wellbeing messages in classrooms and school buildings**
- Design of Positive Kids
- As visualized icons / rewards
- Use of quotes/ mottos
- Displayed in classrooms, handbooks, etc.

Curriculum content

Character strengths

- To be aware of and spot their own and others' character strengths
- To learn to use character strengths appropriately (not overuse or underuse)
- To explore new ways in using strengths, applying strengths to achieve goals and make contribution to others

Positive emotions

- To understand positive and negative emotions, and ways of expressing emotions
- To enhance positive emotions (e.g. savouring, gratitude)
- To learn to manage negative emotions
- To understand self-compassion and forgiveness
- To have empathy on others' emotions

Positive engagement

- To understand and develop intrinsic motivation, including sense of competence and autonomy
- To understand, experience and cultivate the state of “flow” (e.g. balance between skills and challenge, instant feedback and reward)

Positive relationship

- To understand the importance of relationship
- To enhance positive communication and learn appropriate communication skills, including verbal/non-verbal, one-way/two-way communication, self-disclosure, active constructive responding
- To develop teamwork and build mutual trust

Positive meaning

- To understand uniqueness of self and enhance self-esteem by designing autobiography and strength inventory
- To develop altruism by doing volunteer services.

Positive accomplishment

- To develop growth mindset and self-efficacy by self-appreciation and self-validation
- To understand and apply hope theory (SMART goal setting, nurturing agency and strategic thinking)
- To identify success and failure attribution for growth mindset

Positive health

- To develop healthy habits for good physical and mental health (e.g. relaxation exercises, good diet)
- To explore and understand optimistic and pessimistic explanatory styles
- To promote optimistic thinking and help seeking

Featured activities

Character Strengths

- P.3 session,
- title: “Everyone has Strengths!!”
- Procedure:
  - TV program about a physically disabled sportswoman
    - Discussion with students about which strengths she possessed in her training and struggles
  - Strengths Detective
    - Students are split into small groups and receive a profile of famous person, e.g: “Mother Teresa”, “Thomas Edison”
    - Sharing about the signature strengths of these persons
  - Extended activity
    - Each student designs their own name card that is decorated with the strengths which they believe they have.

Positive Emotions

- P.2 session, title: “Observing Happiness”
- Procedure:
  - Focus and perceive the classroom with 5 senses
  - Sensory Detective:
    Selecting a place in school (garden, fountain, etc…), students experience a mindful journey with different senses

  - Extended activity
    - Report the new findings they spot in the Sensory Detective activity

Relationship

- P.3 Session, title “Water bucket”
- Procedure
  - Storybook about “Water Filler” & “Water Dipper”
  - Students make bucket Origami
  - Write “water-filling” sentences on yellow paper; “water-dipping” sentences on blue paper
  - Role-play on both communication patterns, rewrite “water-dipping” to “water-filling”
  - Make Origami of different shapes with yellow paper and exchange with each other as water-filling action

Meaning

- P.1 session, title “Autobiography: Meaning of my Name”
- Procedure
  - Students complete “Meaning of my name” worksheet with parents’ assistance
  - Interpret the Chinese characters in each name with different positive psychology pillars, e.g: blessing, strengths, etc.
  - Use drawing or other expressive art methods (e.g. magazine collage) to design autobiographies with reference to each name and its meaning

Accomplishment

- P.5 session, title “SMART Goal-setting”
- Procedure
  - Students are divided into small groups while each group has five pieces of papers of different textures to make five paper planes
  - Distance markers are put on the range
  - Before each trial, the group has to set an ‘expected distance’, paper planes that fly to the expected distance could get the highest score
  - After 1st round, students are taught to evaluate the result and negotiate with group members with S.M.A.R.T. goals concept
  - After 2nd round, students are encouraged to relate goal-setting with life-planning

Positive Health

- P.1 session “Finger mountain and relaxation”
- Procedure
  - Stary-route-drawing:
    - Single-handed, draw a line between 2 stars without touching any lines.
    - Debriefing on the emotional arousal
  - Finger-mountain: (relaxation exercise)
    - Imagine the hand as 5 mountains
    - Use another finger to follow the outline of hand, and focus on the rhythm of breathing

Quantitative findings

- P.1 students have significant increase in their sense of belonging to the schools as rated by the parents
- P.2 students perceive significant improvement in teacher-student relationship
- Teachers have significant improvement in relationship among colleagues

Quantitative findings

- P.3 students have significant improvement in parent-child relationship, their positive experiences in school, their independent learning capacity and values placed on school work.
- P.3 students also have significant improvement in perseverance as rated by their parents

Qualitative findings

- Learn different levels of emotion, e.g. 80 degree is like driving a car at full speed
- Learn how to relate with classmates, e.g. help others, say “thank you”, forgive others
- Understand that efforts are needed for accomplishment
- Appreciate other classmates’ strength, e.g. perseverance, kindness

Qualitative findings

- Apply own character strength, e.g., sense of humor to make others happy
- Understand the meaning of altruistic behavior, e.g. mentors' assistance on the junior grade students is an example of "Life impacts life"
- Learn to set realistic and specific goals
- Understand the importance of co-operation and complementarity in a team

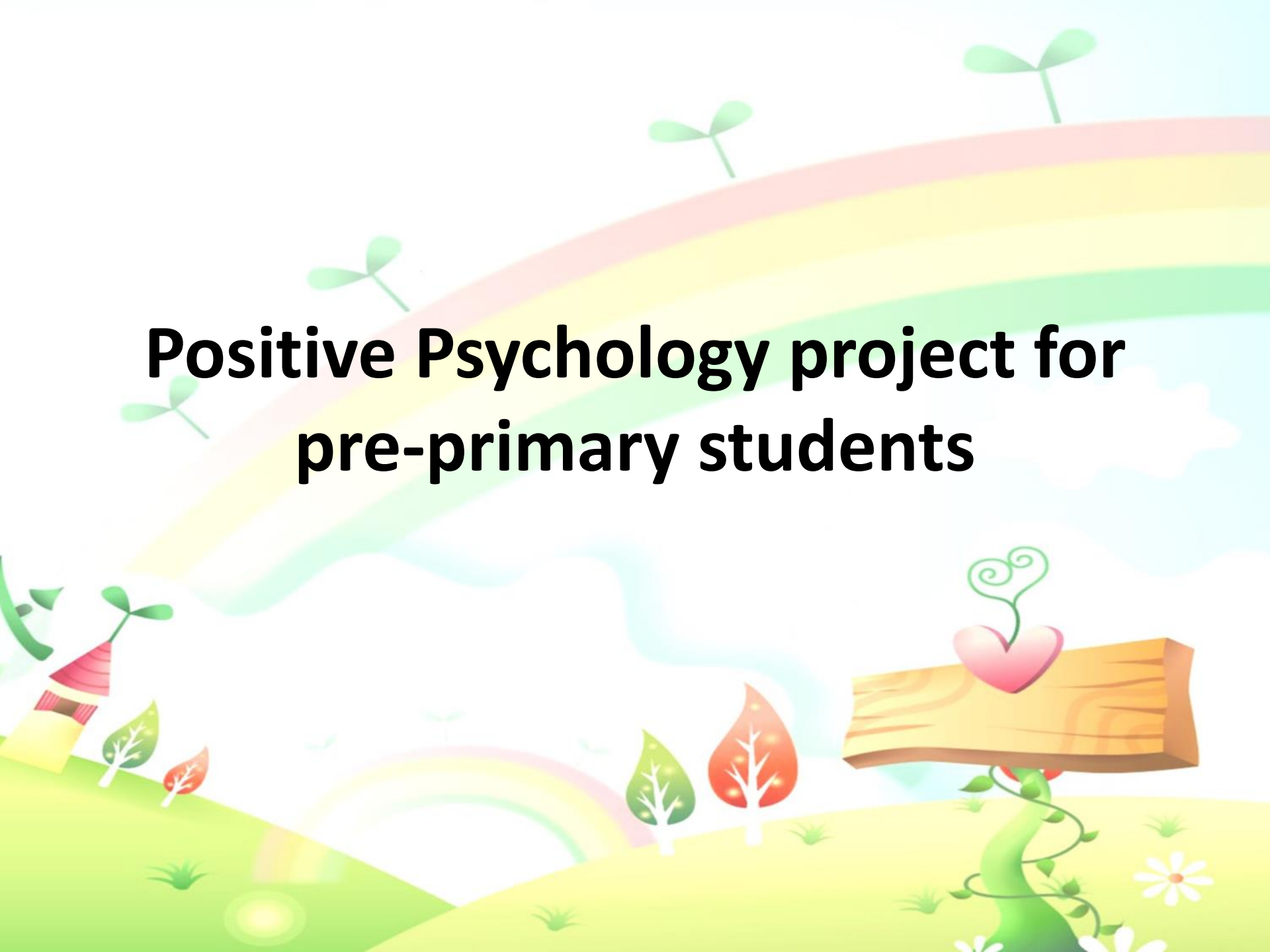
Summary: Positive education projects

Target	Project
Pre-primary	Application of positive psychology to promote whole child development in pre-primary education
Junior primary	An emotion coaching program for children with anxiety features
Senior primary	A hope and gratitude project for senior primary school students
	Integrating positive psychology and elements of music therapy for students with dyslexia
Primary students	The application of positive education to nurture wellbeing and promote mental health of primary school students

Summary: Positive education projects

Target	Project
Junior secondary	Applying gratitude and character strength to students with anxiety and depression
	Integrating positive psychology and elements of music therapy for treating adolescents with suicidal ideation
	Personal growth and well-being promotion project
Senior secondary	Happiness enhancement project: Application of positive psychology to alleviate adolescent anxiety
University	Enhancing university students' well-being and positive learning experiences

Positive Psychology project for pre-primary students



承辦機構:

香港城市大學 City University of Hong Kong

Department of Applied Social Studies

協辦機構:

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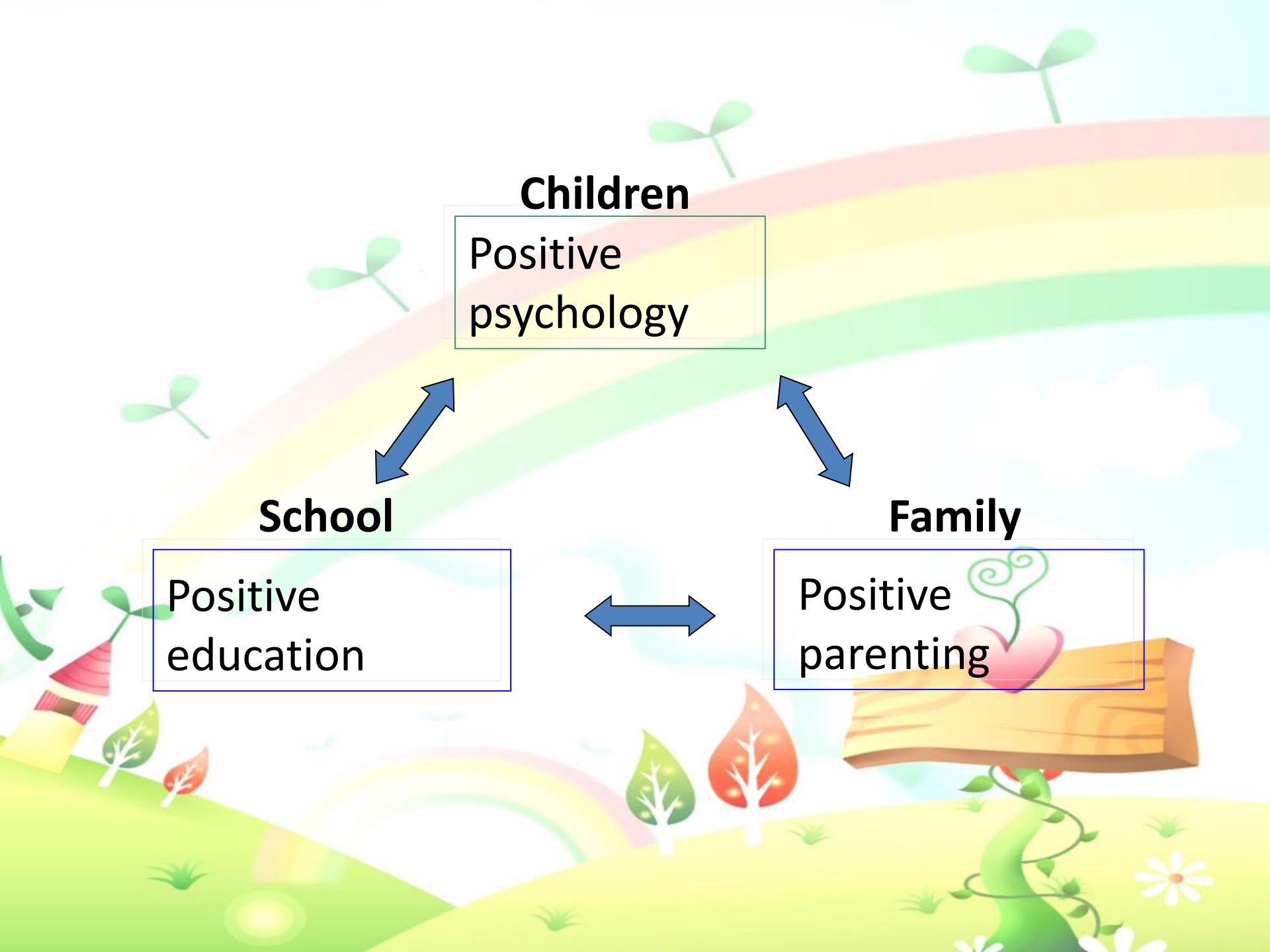
資助機構:

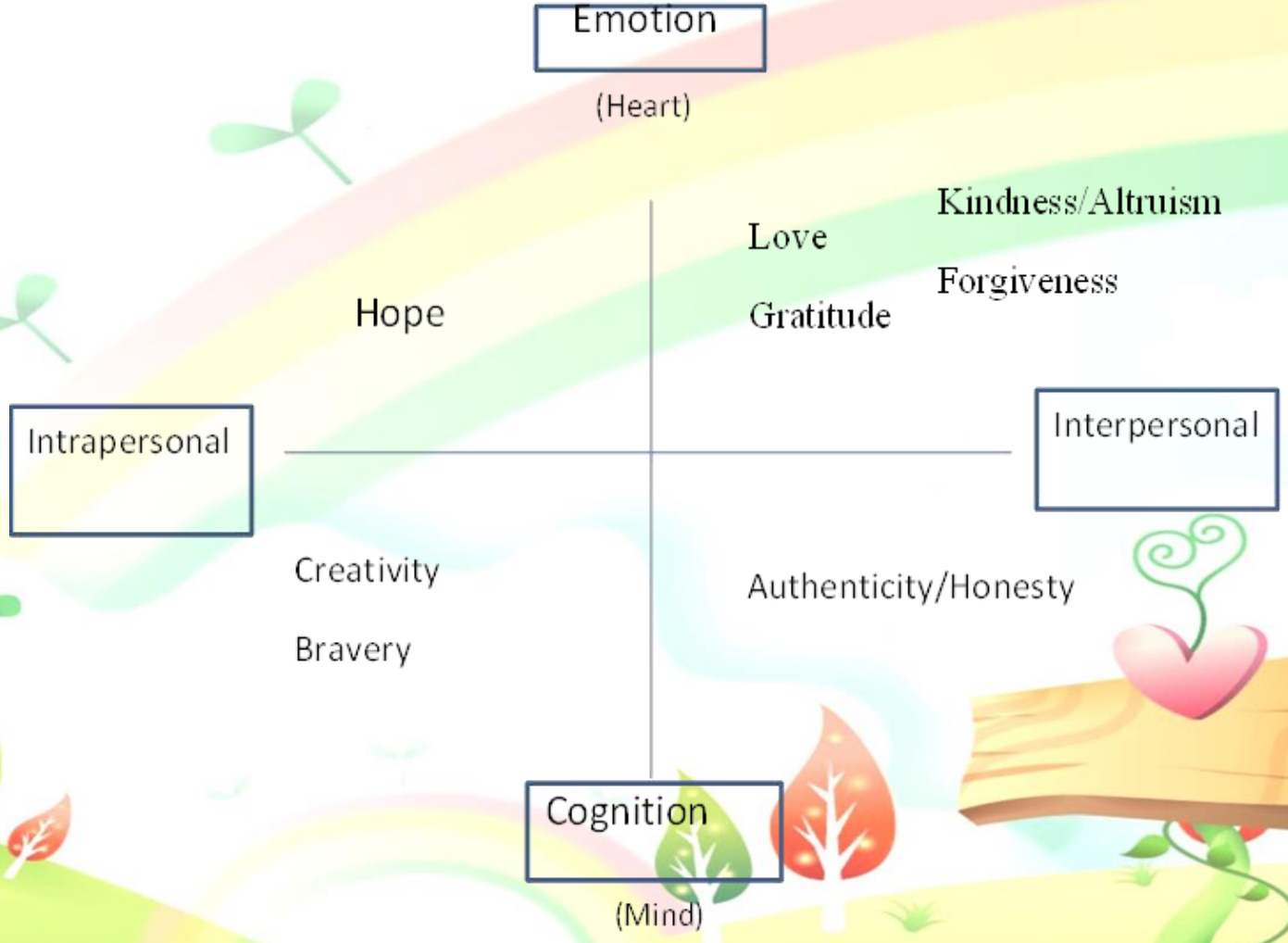
優質教育基金 Quality Education Fund

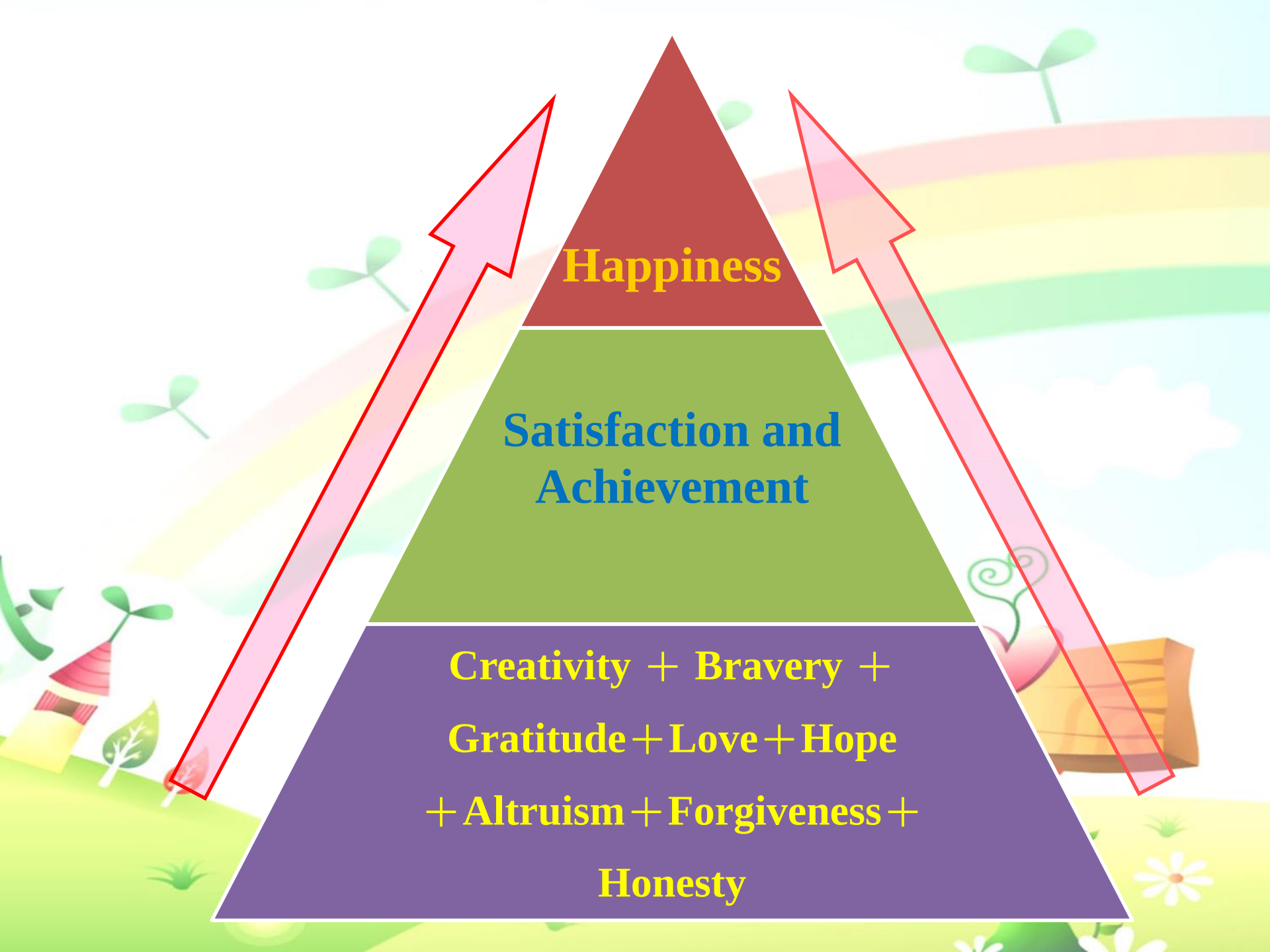
Goals of the project

- To apply positive psychology framework to cultivate and nurture character strengths in pre-school children for whole person development
- To teach parents positive parenting approach so that they can help build up character strengths in their children.
- To promote positive education in school so that the school can provide a positive culture and environment to nurture and cultivate character strengths in pre-school children.


Children
Positive psychology
School
Positive education
Family
Positive parenting

The structure of different character strengths




Happiness
Satisfaction and Achievement
Creativity ＋ Bravery ＋ Gratitude＋Love＋Hope ＋Altruism＋Forgiveness＋ Honesty

Project

- Funded by Quality Education Fund
- Collaborate with 5 nurseries and 3 kindergartens from Chinese Rhenish Church Early Education Section
- Participants:

  Positive education : whole school (800 students)

  Positive psychology groups: K2 students (200 students)

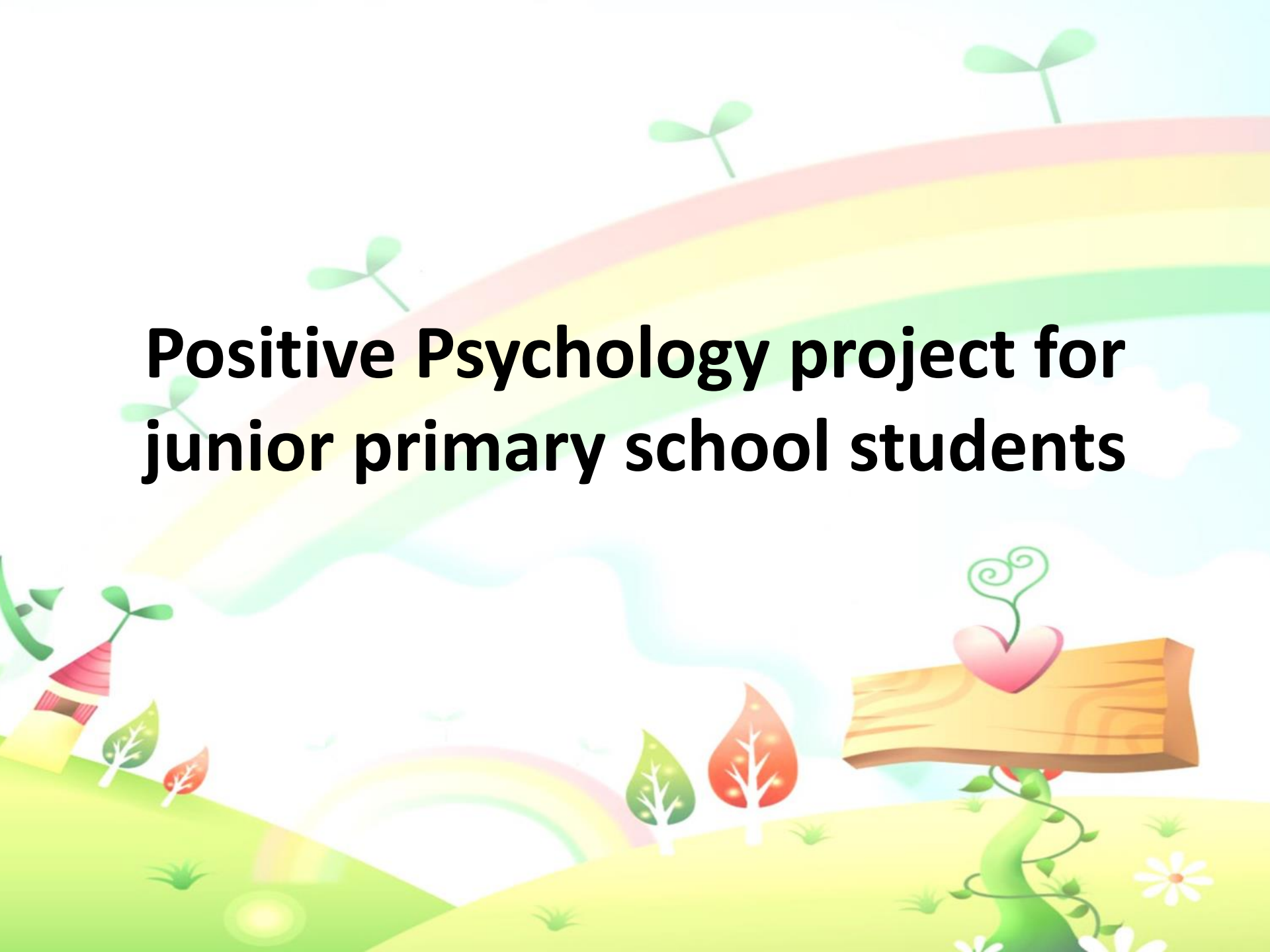
  2 positive parenting workshops: 410 parents

  3 training workshops for teachers: 100 teachers

Findings of the project

There are a significant increase in forgiveness and a significant decrease in anxiety among the pre-school students

Positive Psychology project for junior primary school students



勇氣精靈成長簿

東華三院
Tung Wah Group of Hospitals

Content of project

1. Collaborate with Student Guidance Team in Tung Wah Group of Hospitals
2. Parallel groups: Parents group and Children group (6-8 years old)
3. Each group has 4 sessions: 2 hours for parents and 1.5 hours for children group per session (except 4th session)
4. The two groups have activities together in the 4th session
5. 6-8 parent-child dyads participate in the project
6. Social workers or teachers select the children who have mild anxiety to participate in the project
7. Homework: The Growth of Courage Spirit

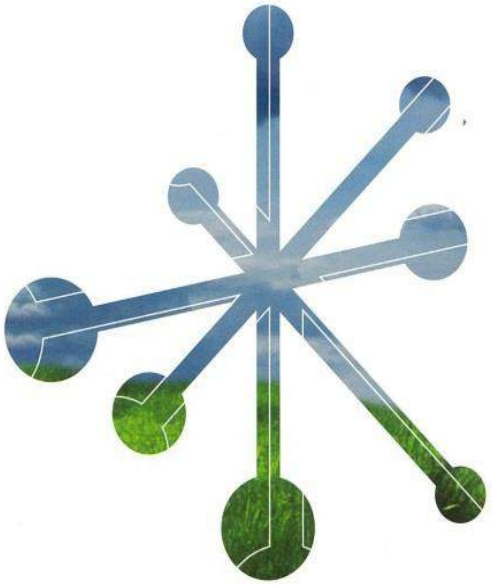
Courage Spirit

Section	Main Content
1st Session	Aware and accept one's own emotions (Nurture Courage Spirit)
2nd Session	Learn how thinking affect emotions (Capture the "anxiety monsters")
3rd Session	How to deal with anxiety? (learn "Five Strategies")
4th Session	Group-combination: consolidate knowledge

Courage Spirit

Positive Psychology projects for senior primary school students

正向心理學
之
積極人生計劃



研究報告暨實務手冊

計劃資助 社會福利署 Social Welfare Department

主辦機構

研究院校 香港城市大學 City University of Hong Kong

應用社會科學系 Department of Applied Social Studies

Enhancement of Hope and Gratitude

Hope

Gratitude

Goals of the project

- To enhance hope among the students, cultivate a sense of agency and goal attainment, and facilitate the students' design of different pathways to achieve the goal.
- To promote self-gratitude, as well as gratitude and emotional expression to others.

Procedure

- Five groups of 6 to 8 p. 4 to p.5 students from five primary schools
- The students have Hospital Anxiety and Depression Scale (HADS) Depression score 9 to 11, and matched control groups were also recruited.
- A total of 8 sessions were conducted for each group weekly, with each session lasted for one and a half hour.

Design of activities

- A variety of activities were used in the groups, including experiential exercises, simulation games, story-telling, role play, drawing, guided imagery, discussion and sharing.
- Cognitive-behavioral coaching was incorporated in the design of activities.

Design of activities

Steps	Activities	Focuses
1	Students shared the stories of successful people and attributed their success to clear goal setting and persistence in achieving the goals	cognitive insights
2	Students set their own short term and long term goals in different areas	behavioral implementation
3	Students experienced the difficulties in achieving the goals and viewed the difficulties as challenges	behavioral experiences

Design of activities

Steps	Activities	Focuses
4	Students brainstormed different strategies to achieve the goals and weighted the pros and cons of those strategies	cognitive insights and problem solving process experiences
5	Students felt the satisfaction and sense of achievement in reaching the goals through guided imagery and drawing of mind maps	emotional experiences
6	Students recognized their own strengths, as well as others' strength and contribution	cognitive insights

Design of activities

Steps	Activities	Focuses
7	Students showed their gratitude to themselves and others after they helped one another in overcoming difficulties	behavioral experiences
8	Students recognized their own emotions, as well as their impacts on behaviors and others	Emotional awareness
9	Students expressed their emotions verbally and non-verbally in appropriate manners	emotional experiences and expression

Findings of the project

- There are a significant increase in life satisfaction, a significant decrease in depression, a significant increase in hope and gratitude among the participating students

Positive Psychology projects for primary and secondary schools students

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香港城市大學應用社會科學系協辦

快樂動起來
生命成長計劃
研究報告暨實務手冊

主辦機構

禮賢會 社會服務部

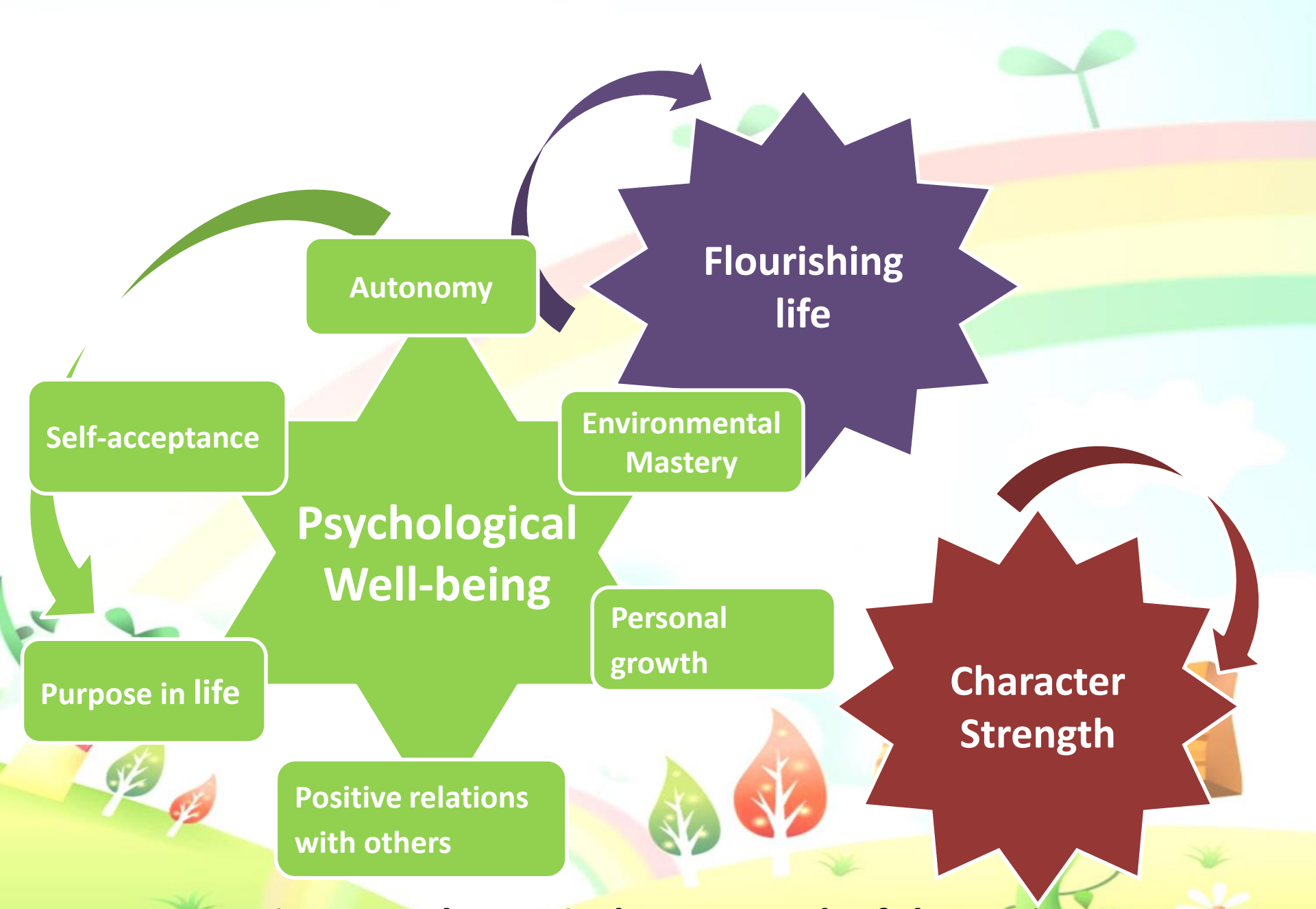
協辦機構

香港城市大學 City University of Hong Kong

Department of Applied Social Sciences

Project Goals

- To increase opportunities in decision making and problem solving for children & adolescents, enhance individual autonomy and environmental mastery, strengthen their resilience
- To assist children & adolescents to develop positive relationships with others, enlarge their social and supportive network
- To help children & adolescents to find out and establish positive purpose toward their lives, and strive for a flourishing life.



Figure： Theoretical Framework of the Project

Project Content

- Co-operated with Rhenish Church Social Services
- 8-12 students in a group, a total of 5 groups
- 8 sessions per group, 90 mins per session
- Interactive games, positive activities, experiential exercise, role play, video appreciation, sharing within the group

Theme and content of activities

	Theme	Content
1	Personal Growth	Understand oneself, establish relationship with one another
2	Personal Growth	Understand one's feeling and emotion, establish positive emotions
3	Accept oneself	Appreciate and accept oneself
4	Positive relations	Identify different roles in the group and appreciate others
5	Environmental mastery	Understand the source of anxiety, learn to transform negative emotions into positive ones
6	Environmental mastery	Learn to transform one's emotions and apply into daily life
7	Purpose in life	Search for happiness and establish sense of accomplishment, learn to set goals
8	Purpose in life	Integrate experiences in group and look forward to the future

Positive Psychology project for junior secondary school students

主辦機構：

聖雅各福群會
St. James' Settlement

研究院校：

香港城市大學
City University of Hong Kong

Department of Applied Social Studies

計劃資助：

香港公益金
The Community Chest

研究資助：

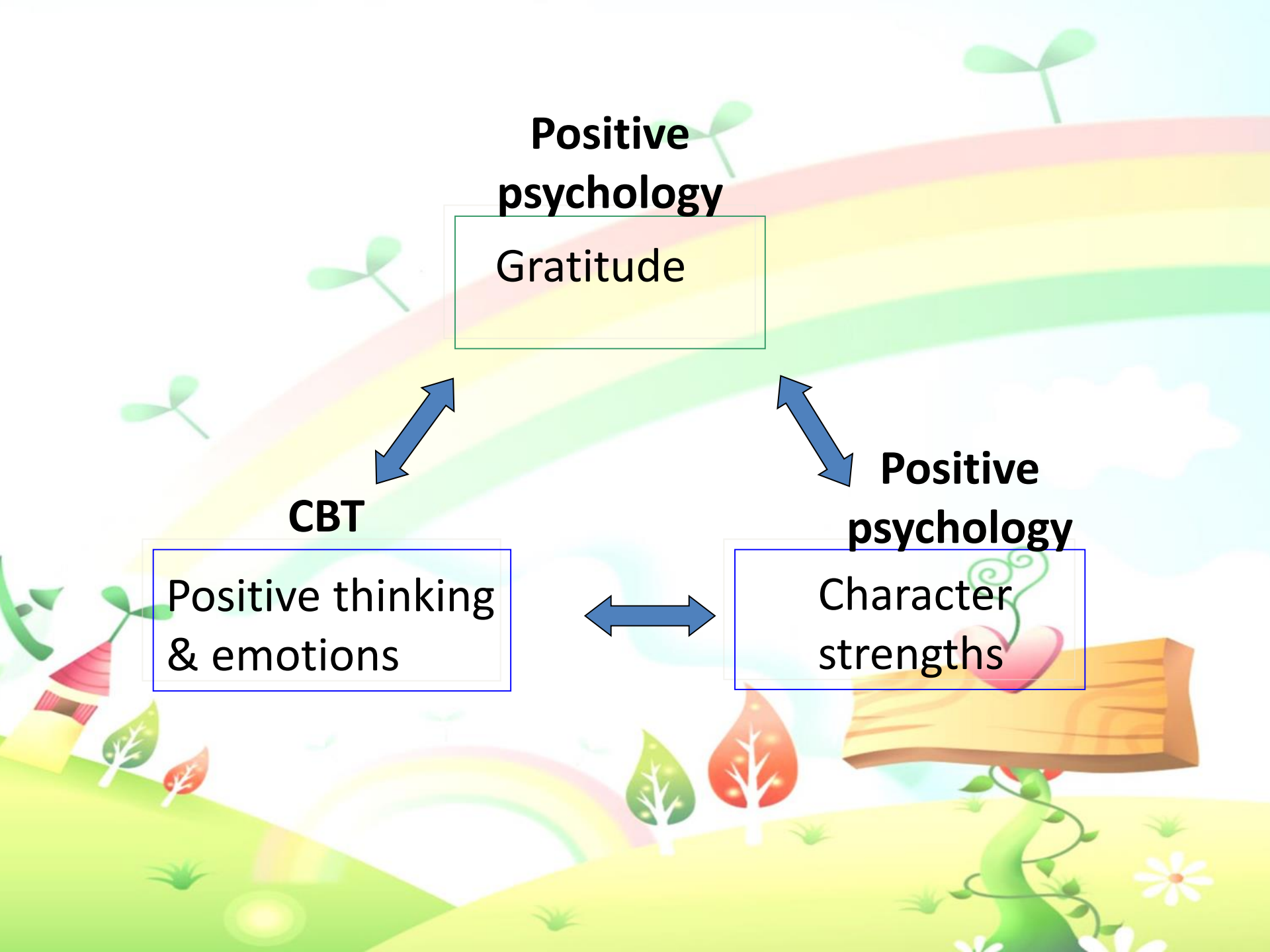
社會福利署
Social Welfare Department

Goals of the project

- To help depressed adolescents aware, learn, experience and apply gratitude so as to raise their positive emotions and help them develop a positive life orientation.
- To teach adolescents effective emotion management skills so as to change negative thinking and emotion into positive ones.

Goals of the project

- To increase adolescents' awareness on their own character strengths so as to raise their self-esteem.
- To facilitate the adolescents to act as ambassadors and spread the messages of developing positive emotions and positive life orientation to other adolescents.


Positive psychology
Gratitude
CBT
Positive thinking & emotions
Positive psychology
Character strengths

Gratitude Project

- Collaborate with four secondary schools served by St. James Settlement
- Randomized controlled trial
- Participants: 92 Grade 8 to Grade 9 students

  Experimental group = 46
- Control group = 46

Gratitude project

- Led by four school social workers in four secondary schools
- A total of 10 group sessions
- Each session lasts for one and a half hour
- Pre-test and post-test questionnaires are completed by students from both the experimental and control groups

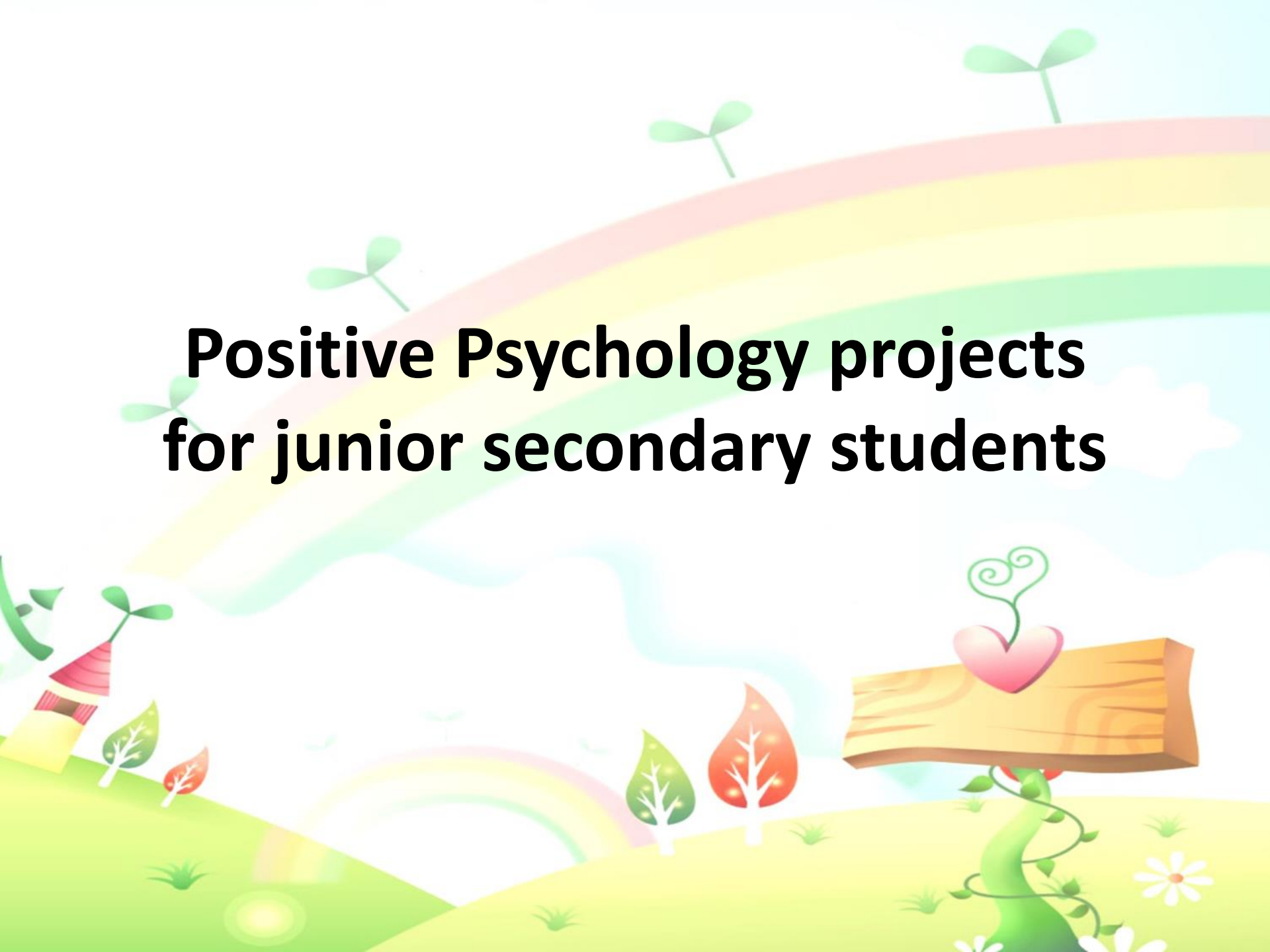
Program content

Session	Theme
1 & 2	Emotion
3	Character strengths
4 to 7	Gratitude
8	Emotion
9 to 10	Revision and integration

Findings of the project

- There are a significant increase in gratitude and emotional competence, a significant decrease in anxiety and depression among the participating students

Positive Psychology projects for junior secondary students



「整合正向心理學與音樂治療元素—
正向大使計劃」
研究報告暨實務手冊
主辦機構:
CityU
Department of Applied Social Sciences
應用社會學系
協辦機構:
BGCA
80
贊助機構:
香港研究資助局優配研究金

Goals

- To increase hope, emotional competence and problem solving skills of Grade 8 and Grade 9 students by integrating elements of music therapy and positive psychology.
- To decrease anxiety and increase happiness of students

Project

- Nine 10-session groups integrating positive psychology and music therapy was conducted for 60 students in three secondary schools
- Another nine 10-session groups with only positive psychology elements was implemented for about 63 students in another three secondary schools
- Pre-test and post-test measures were collected, while comparison was made with students in the control school.

Sessions

Session	Objectives
1	To facilitate the students to learn the application of different musical instruments
2	To facilitate the students to learn the six steps of problem solving
3	To facilitate the students to learn the three principles of problem solving (effectiveness, efficiency and economy)
4	To raise students' awareness on their character strengths
5	To facilitate students to express their emotions through art and music

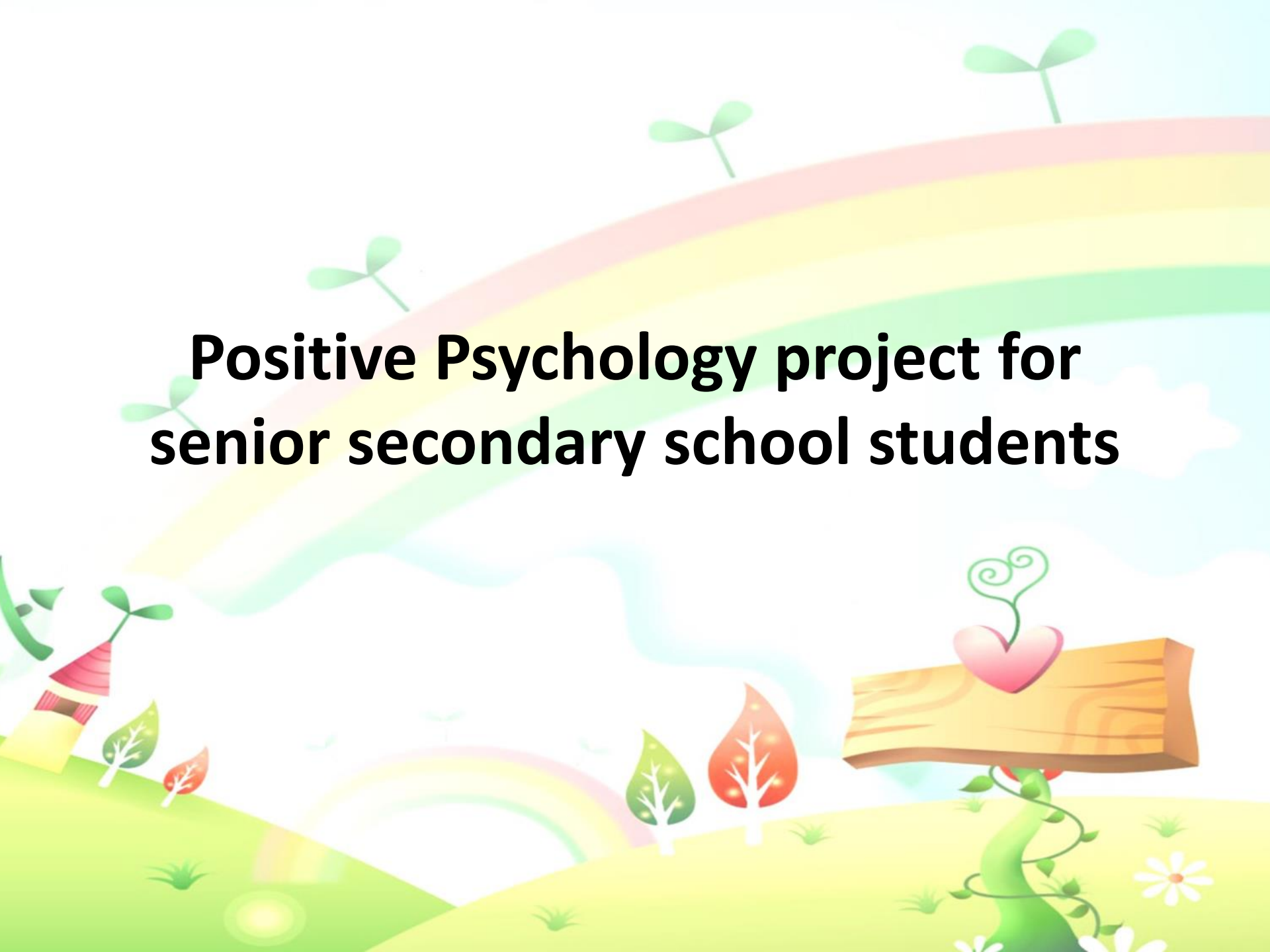
Sessions

Session	Objectives
6	To facilitate students to express their inner world through art and music
7	To facilitate students to express their inner world through art and music
8	To facilitate students to learn and practice hope and gratitude
9	To facilitate students to learn and practice hope and gratitude
10	To facilitate students to consolidate what they have learned, hence enhancing their self-esteem

Findings of the project

- There are a significant increase in hope and happiness, and a significant decrease in anxiety and depression among the students participating in the experimental groups

Positive Psychology project for senior secondary school students



基督教香港信義會生命天使教育中心

快樂巨升

紓減學生焦慮計劃

教材套

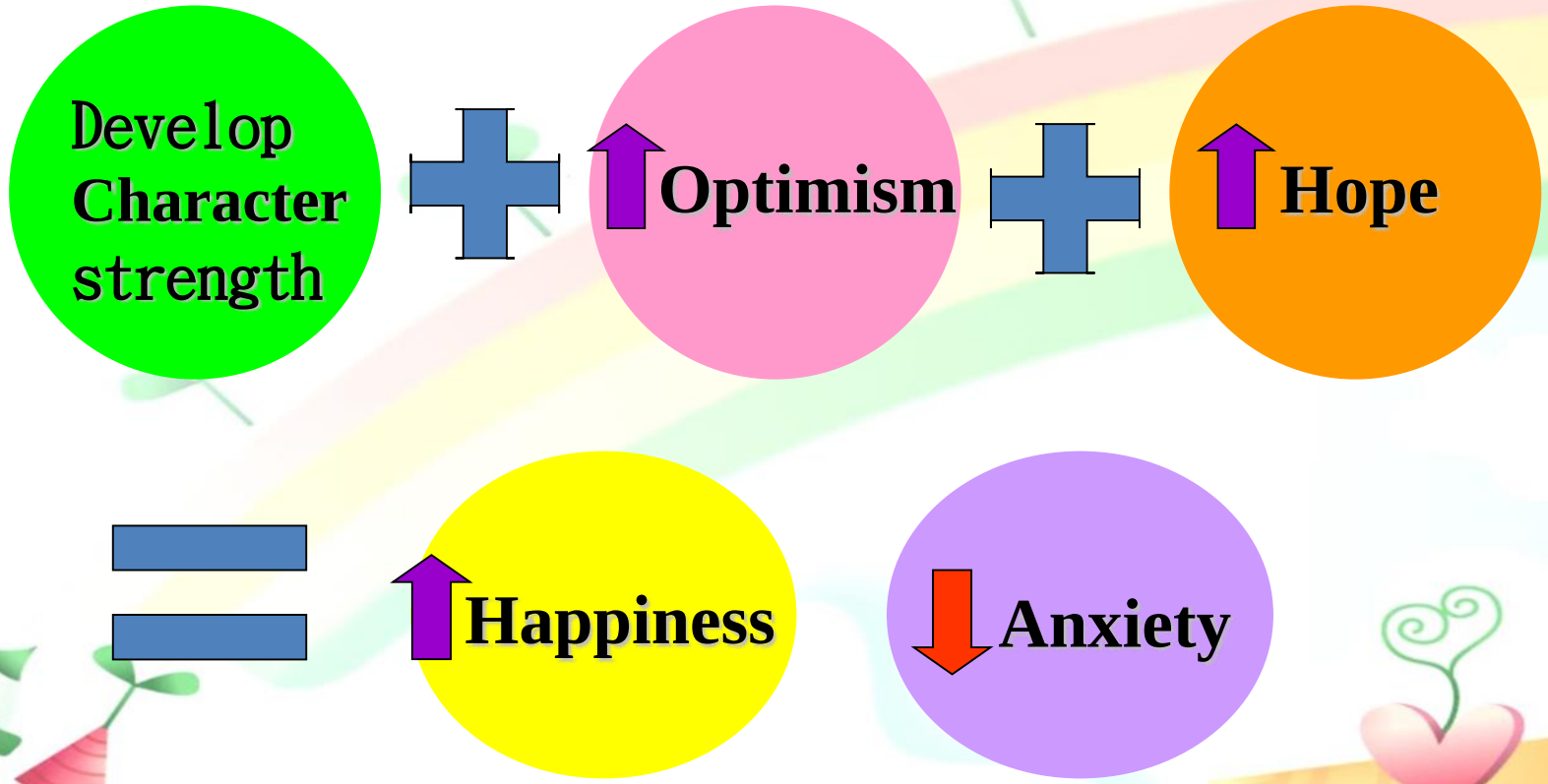
優質教育基金 Quality Education Fund 贊助

CityU 30 香港城市大學 City University of Hong Kong Department of Applied Social Sciences 計劃顧問

Project Content

- Co-operated with ten secondary schools
- The project included various types of student activities (classes, workshops in upper forms, school-based activities) , trainings for teachers and parents
- Relieve anxiety by incorporating character strength, optimism and hope.

Theoretical Framework



Findings of the project

- There are a significant increase in hope and happiness, and a significant decrease in anxiety and depression among the students participating in the experimental groups

計劃顧問

香港城市大學 City University of Hong Kong
Department of Applied Social Sciences

主辦機構

基督教香港信義會生命天使教育中心

贊助

優質教育基金 Quality Education Fund

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Positive Psychology projects for families

我的家園地
家庭天秤
All in the same boat
任務
命運
自我區分
情緒割斷
自我區分九宮格
1
2
3
4
紅
黃
藍
綠

Board Game

Aims of Games

- Understand the level of differentiation of oneself and family members
- Promote in-depth sharing, cooperation and interactions among family members

Family Libra

Bowen Board Game

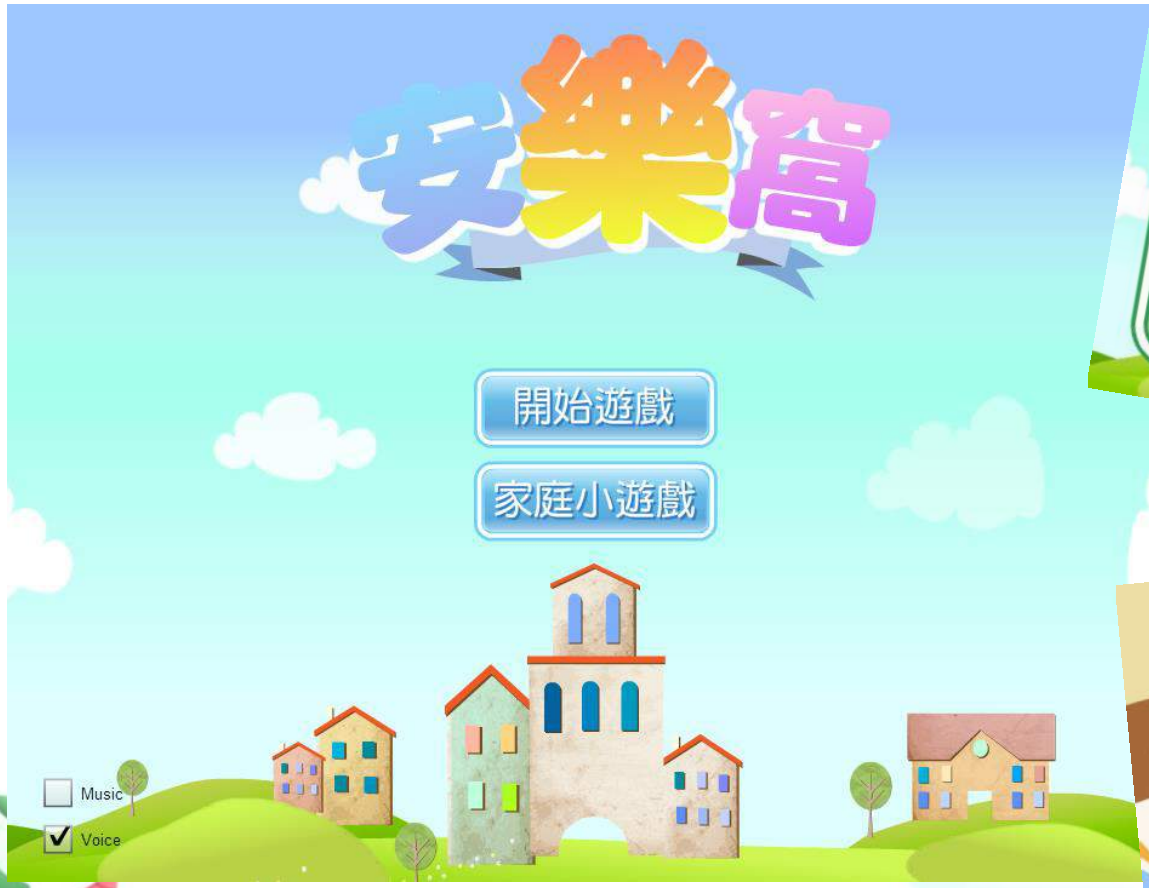
Board Game

Satir Board Game

Aims of Games

- Promote communications and interactions among family members
- Strengthen self-awareness, enhance understanding among family members
- Help family members establish more intimate relationships by learning effective communicating skills

Family Map
Satir Board Game

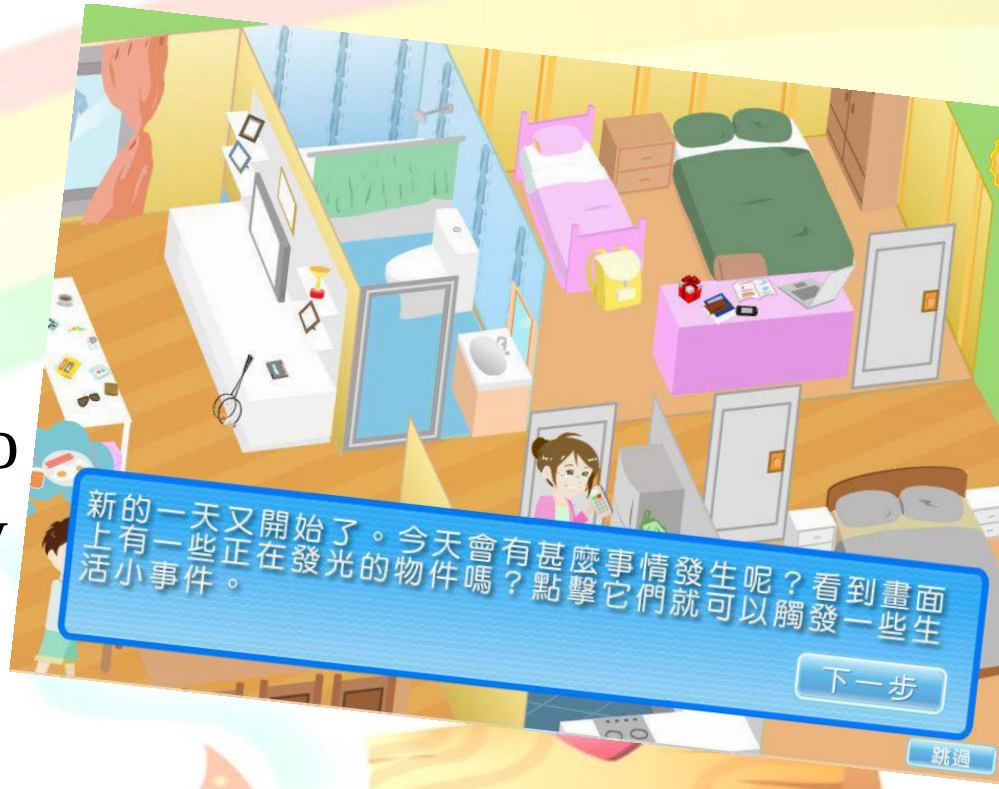


Satir Computer Game

http://www.dr-studio.com.hk/cityusylviakwok/Game%202(Satir)/SatirGame.html

Aims of Games

- Identify one's own communication stances when faced with pressure
- Learn appropriate ways to express love to the family members



Sweet Home
Satir Computer Game

Bowen Computer Game

http://www.dr-studio.com.hk/cityusylviakwok/Game%201(Bowen)/BowenGame.html

Aims of Games

- Understand intergenerational emotional transmission in family and their impacts
- Understand marital relationships and general dynamics of the whole family

Family Time Adventure
Bowen Computer Game

Website on Positive Parenting

添「十」幸福樂園

正能量城堡
正向管教摩天輪
家庭活動遠望塔
鳴謝
家庭治療咖啡杯
親職劇院
溝通雕塑展覽館
家家有故事
資源諮詢站
INFO
樂園郵局

Computer game on building character strengths

小朋友「正」冒險
開始遊戲
設置
0.1.0

Research on Social Work Practice
1-12
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Positive Psychology Intervention to Alleviate Child Depression and Increase Life Satisfaction: A Randomized Clinical Trial

Sylvia Y. C. L. Kwok[1], Minmin Gu[1], and Katrina Tong Kai Kit[1]

Abstract

Purpose: The study aims to examine the effectiveness of a positive psychology group-based intervention program, incorporating elements of hope and gratitude, in decreasing depression and increasing life satisfaction among primary school students in Hong Kong. **Method:** A total of 68 children, with the Depression score of Chinese Hospital Anxiety and Depression Scale from 9 to 11, were randomly assigned to the intervention and control groups. An eight-session intervention group-based program was conducted in five primary schools. **Results:** Participants of the intervention groups showed a significant decrease in depression and significant increase in life satisfaction, partially mediated by hope and gratitude, after the intervention when compared with those of the control groups. **Discussion:** As positive psychology intervention teaches children ways to increase their positive cognition, emotions, and behaviors, it may help children cope with current emotional problems and enhance their capability to deal with future stress and adversities.

Keywords

positive psychology, hope, gratitude, depression, children, intervention, life satisfaction

Child depression has become a serious public health concern, which affects about 1–2% of prepubertal children (Costello et al., 1996). Chinese children experience an equal, or even higher, level of depression in comparison to their Western counterparts. One survey with 1,598 children aged 7–11 in Hong Kong showed that the overall prevalence of internalizing problems, that is, depression and anxiety, in children was 11.40% (Siu, 2006). Early onset depression increases the risk for subsequent depressive episodes in adolescence and adulthood (Weissman et al., 1999). Child depression also plays a role in the development of anxiety disorders, conduct disorders, and substance use disorders in later developmental periods (Cheng & Myers, 2005; Seligman & Ollendick, 1998).

Research on positive psychology intervention has proliferated. Positive psychology interventions are "treatment methods or intentional activities that aim to cultivate positive feelings, behaviors, or cognitions, rather than fixing negative or pathological feelings, thoughts and behaviors" (Sin & Lyubomirsky, 2009, p. 468). Positive feelings, behaviors, and cognitions, for example, hope, gratitude, optimism, and resilience, to name a few, are regarded as psychological resources (Hobfoll, 2002). In addition to nourishing psychological resources and increasing well-being, positive psychology intervention is an option for treating mental disorders such as depression (Seligman, Steen, Park, & Peterson, 2005). A meta-analysis revealed that positive psychology interventions were effective for enhancing well-being (mean effect size = .29) and ameliorating depressive symptoms (mean effect size = .31; Sin & Lyubomirsky, 2009). The findings were impressive, given that many of these interventions were brief and self-administered activities.

The first objective of the current study was to assess the efficacy of a positive psychology program for preventive intervention (Mrazek & Haggerty, 1994) for depression in Chinese children. The study was conducted in Hong Kong, China, with a sample of primary school students (aged 9–11). Hope (Snyder, 1994) and gratitude (McCullough, Emmons, & Tsang, 2002), two psychological resources, were chosen as the major themes of this intervention program. There is now an accumulating body of evidence on the effectiveness of hope and gratitude intervention (e.g., Berg, Snyder, & Hamilton, 2008; Froh, Kashdan, Ozimkowski, & Miller, 2009). Hope and gratitude intervention not only builds up human strengths of hope and gratitude but also contributes to greater life satisfaction and

[1] Department of Applied Social Sciences, City University of Hong Kong, Kowloon, Hong Kong, China

Corresponding Author:
Sylvia Y. C. L. Kwok, Department of Applied Social Sciences, City University of Hong Kong, Tat Chee Avenue, Kowloon, Hong Kong 85952, China.
Email: scyckwok@cityu.edu.hk

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Child Abuse & Neglect 44 (2015) 117–129

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Child Abuse & Neglect

Research article

The roles of emotional competence and social problem-solving in the relationship between physical abuse and adolescent suicidal ideation in China

Sylvia Y.C.L. Kwok*, Jerf W.K. Yeung, Andrew Y.T. Low, Herman H.M. Lo, Cherry H.L. Tam

Department of Applied Social Sciences, City University of Hong Kong, Tat Chee Avenue, Kowloon, Hong Kong

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Physical abuse
Child abuse
Emotional intelligence
Adolescents
Moderating effect
Chinese
Suicidal behavior

ABSTRACT

The study investigated the relationship among physical abuse, positive psychological factors including emotional competence and social problem-solving, and suicidal ideation among adolescents in China. The possible moderating effects of emotional competence and social problem-solving in the association between physical abuse and adolescent suicidal ideation were also studied. A cross-sectional survey employing convenience sampling was conducted and self-administered questionnaires were collected from 527 adolescents with mean age of 14 years from the schools in Shanghai. Results showed that physical abuse was significantly and positively related to suicidal ideation in both male and female adolescents. Emotional competence was not found to be significantly associated with adolescent suicidal ideation, but rational problem-solving, a sub-scale of social problem-solving, was shown to be significantly and negatively associated with suicidal ideation for males, but not for females. However, emotional competence and rational problem-solving were shown to be a significant and a marginally significant moderator in the relationship between physical abuse and suicidal ideation in females respectively, but not in males. High rational problem-solving buffered the negative impact of physical abuse on suicidal ideation for females. Interestingly, females with higher empathy and who reported being physically abused by their parents have higher suicidal ideation. Findings are discussed and implications are stated. It is suggested to change the attitudes of parents on the concept of physical abuse, guide them on appropriate attitudes, knowledge and skills in parenting, and enhance adolescents' skills in rational problem-solving.

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Introduction

China is a country with one of the highest suicide rates in the world, with 22.2 per 100,000 people committing suicide each year (Centre for Disease Control and Prevention, 2011). Suicide is the leading cause of death among young Chinese adults aged between 15 and 34 (Phillips, Li, & Zhang, 2002). The rate of adolescent suicidal ideation increased from 11.9% in 2008 to 13% in 2012 in Beijing (Yang, Han, Shao, & Su, 2013). Previous studies have shown that suicidal ideation is an important predictor of suicidal acts and completed suicide (Kwok, 2011; Thompson et al., 2012). Hence, this problem deserves attention.

* Corresponding author.

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Future development

- Positive education can be embedded in the **school curriculum** and **extra-curricular activities**.
- The theme of positive education should be **integrated into the school development plan.**
- Schools need to use **multiple pathways to foster the wellbeing of their staff**. Efforts need to be made to develop strengths and psychological capital of the school staff and cultivate their engagement and commitment to the school.

Future development

- **Evidence-based research** is needed to examine systematically the conceptual framework and implementation approaches of positive education, and to provide evidence for the effectiveness of positive education for individual well-being and well-being in the community.
- **Education policy should put well-being as the core focus**, rather than emphasizing solely on teaching and learning.

Future development

- **Continuous discovery and innovation** in positive teaching and learning, positive training, positive research, positive organization, positive resources, positive knowledge development.
- Sharing of ideas and **collaboration** among different schools, social welfare agencies, universities
- Involvement of **students** in the design and implementation of positive education

Future development

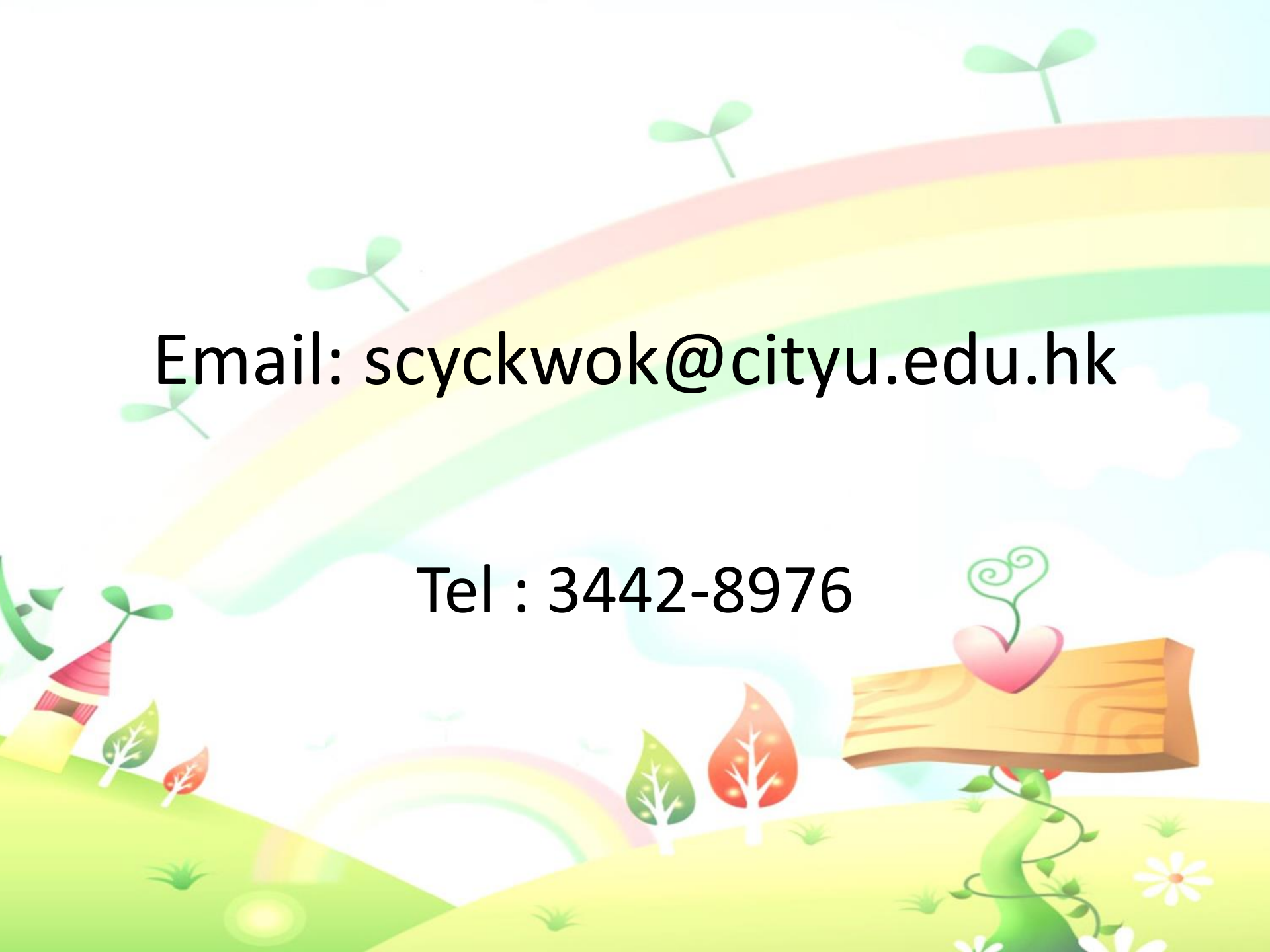
- **Promotion** of positive education both locally and internationally
- **Establishment** of Positive Education Association / Institute
- Certification / authentication of schools promoting positive education

Positive Education Laboratory

- http://www6.cityu.edu.hk/ss_posed/

Email: scyckwok@cityu.edu.hk

Tel : 3442-8976



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