

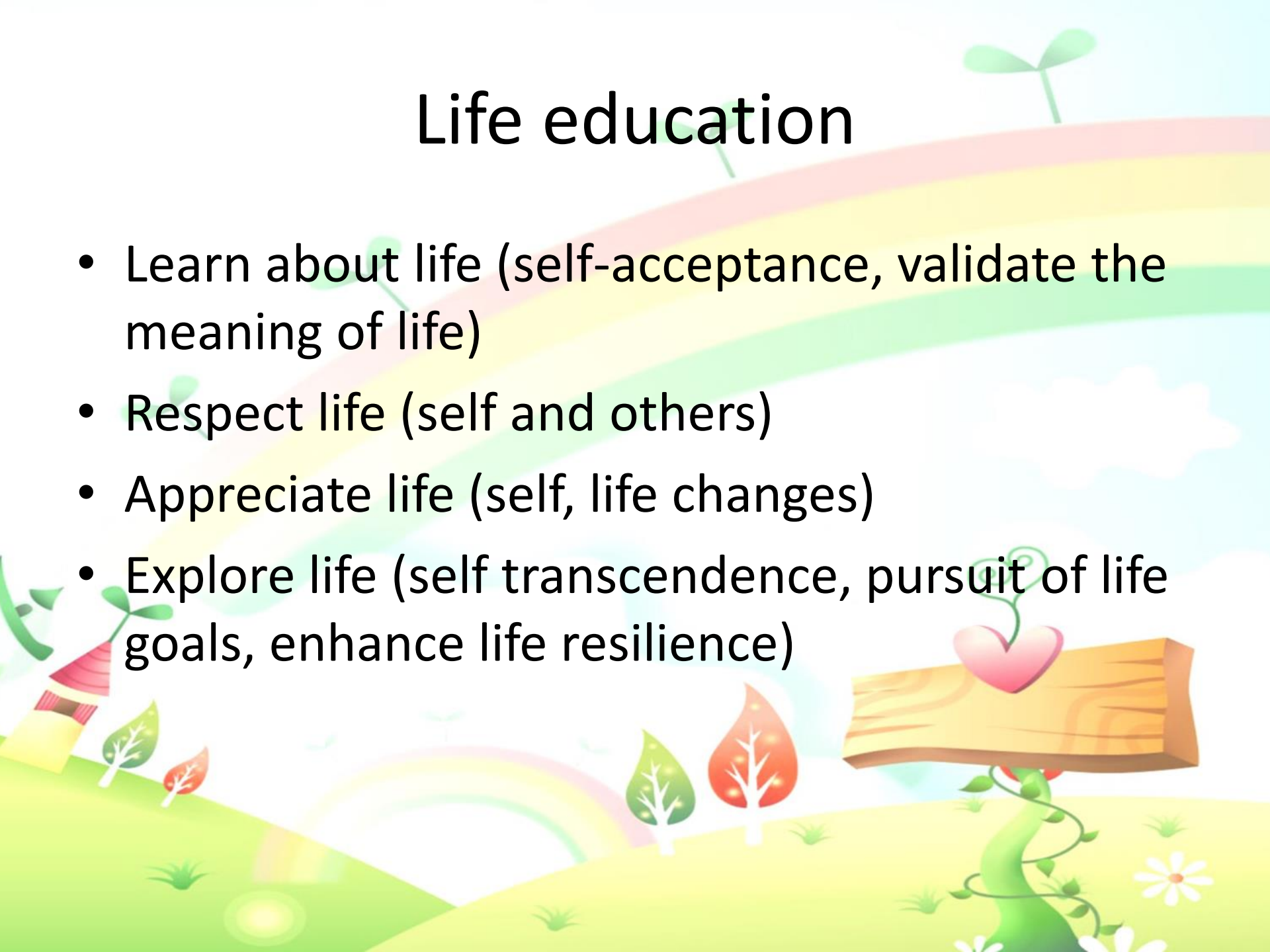


Positive Education: Present and Future

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

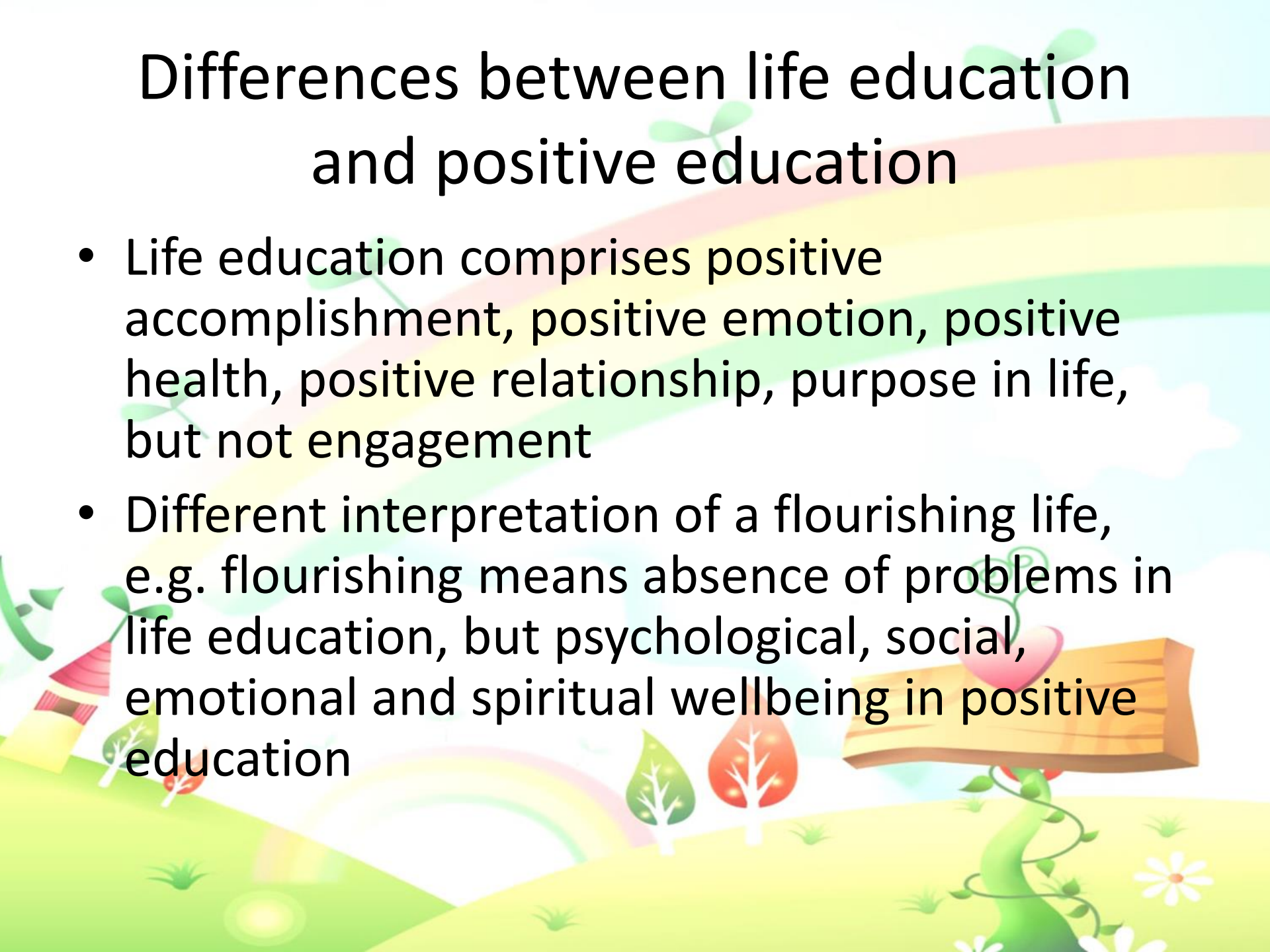
Life education

- Learn about life (self-acceptance, validate the meaning of life)
- Respect life (self and others)
- Appreciate life (self, life changes)
- Explore life (self transcendence, pursuit of life goals, enhance life resilience)



Differences between life education and positive education

- Life education comprises positive accomplishment, positive emotion, positive health, positive relationship, purpose in life, but not engagement
- Different interpretation of a flourishing life, e.g. flourishing means absence of problems in life education, but psychological, social, emotional and spiritual wellbeing in positive education



Differences between life education and positive education

- Life education aims to develop character strengths/ values
- Positive education puts more emphasis on how to apply and exercise different character strengths to live a flourishing life
- Positive education is evidence-based and has scientific research to support its effectiveness.

Positive education

- Launched in different schools with different formats and different levels
- Some start with teachers' local or overseas training, e.g. Geelong Grammar School in Australia, Finland, CityU.
- Parents training on positive parenting

Positive education

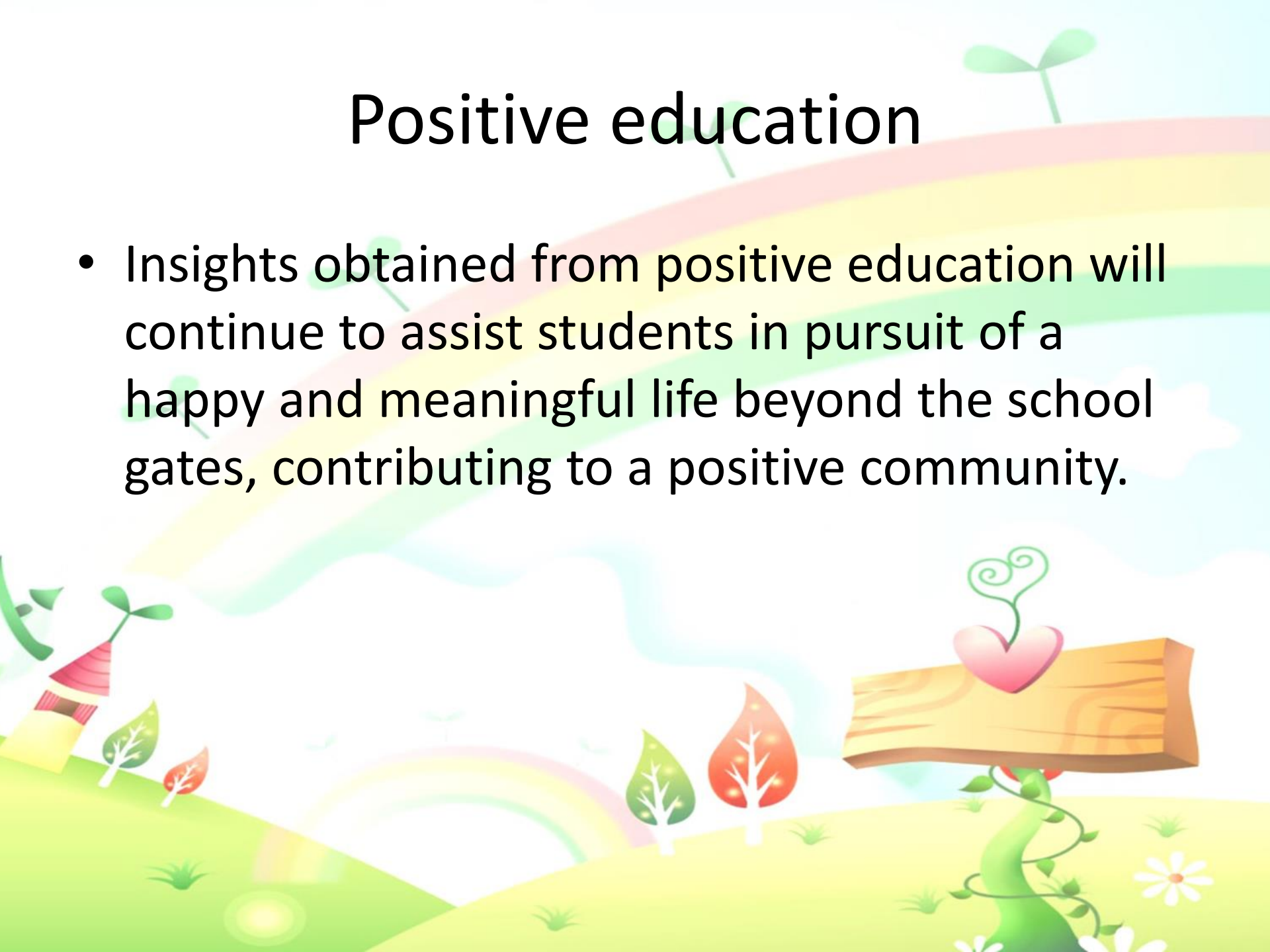
- With funding support, school social workers, counsellors or educational psychologists helped design the positive education curriculum
- Some teachers incorporate positive education concepts in their classes and curriculum to encourage more engagement and enhance accomplishment.

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.

Positive education

- Insights obtained from positive education will continue to assist students in pursuit of a happy and meaningful life beyond the school gates, contributing to a positive community.



Positive psychology

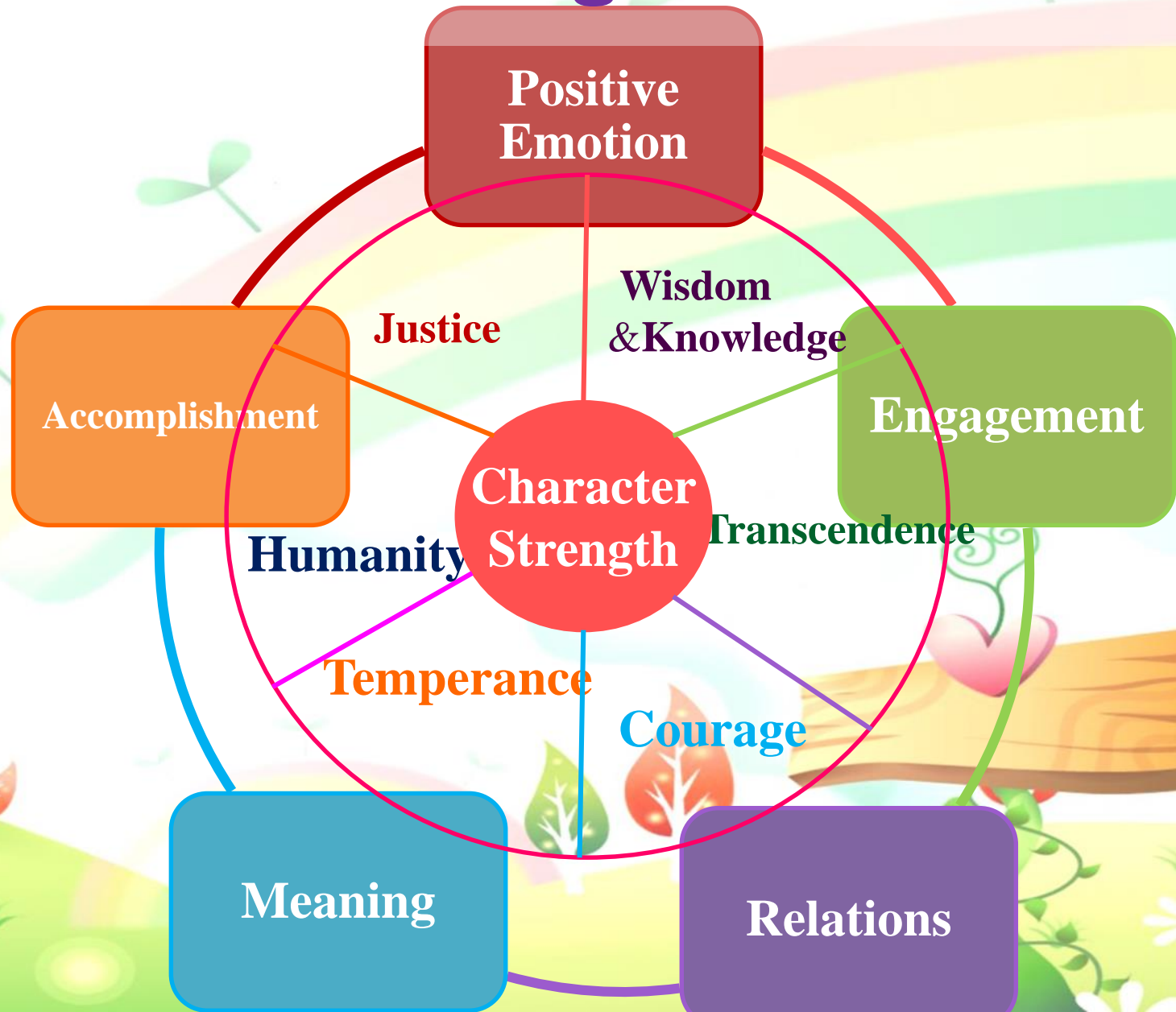
- The study of positive subjective experiences, positive individual traits and programs that assist in improving an individual's quality of life while decreasing the incidence of psychopathology (Martin Seligman, 2002)
- Positive subjective experiences
- Positive traits (character strengths)
- Positive institutional virtues

Wellbeing (Flourishing)

- Emotional Wellbeing
- Social Wellbeing
- Psychological Wellbeing
- Spiritual Wellbeing



Flourishing Wheel



Five ways to FLOURISHING

P

positive emotion

Increase positive emotions

E

engagement

Nurture engagement

R

relationships

Establish positive relationships

M

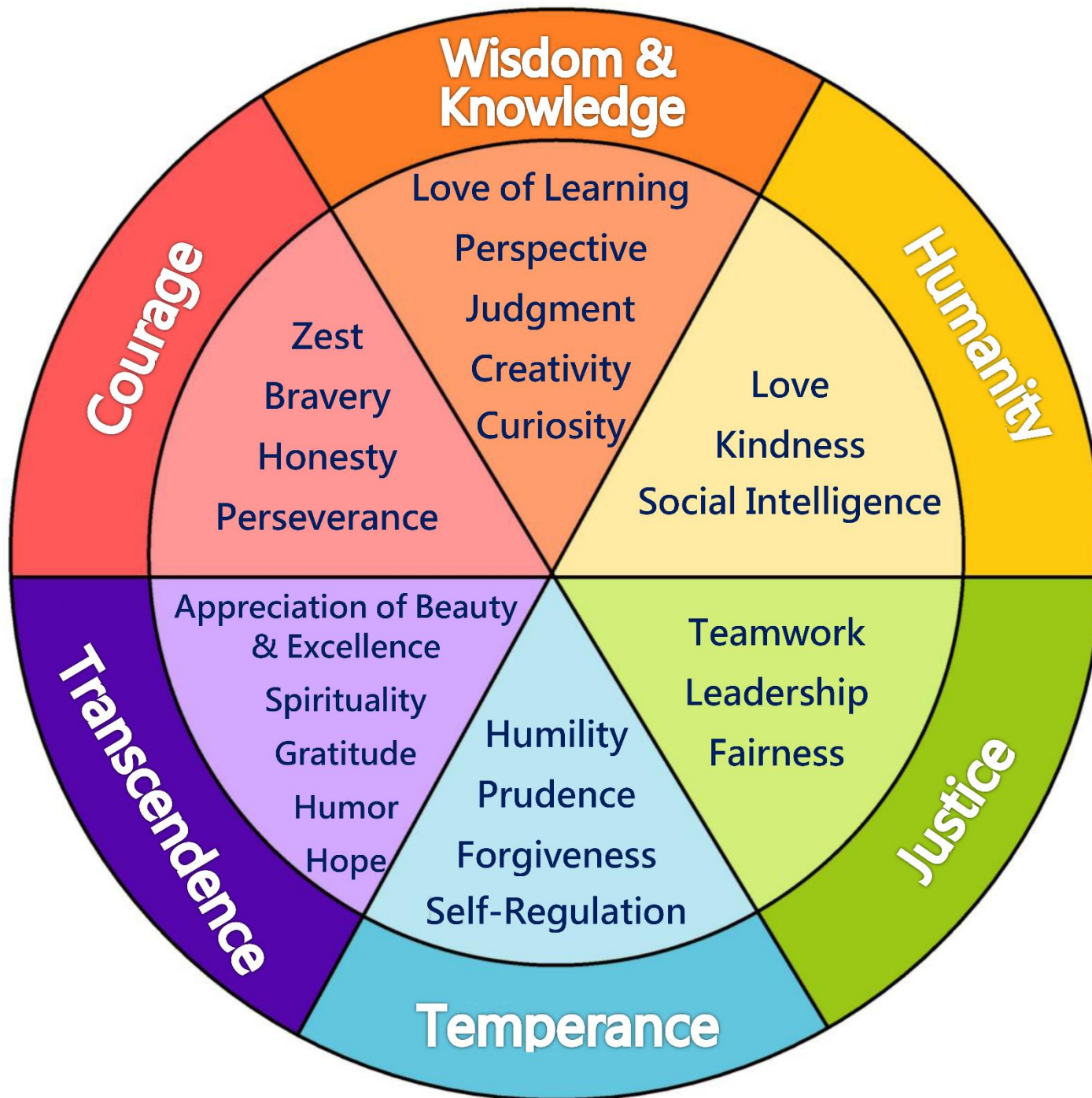
meaning

Establish meaning in life

A

accomplishment

Cultivate sense of accomplishment



life

t

Wisdom

- Creativity: Thinking of new ways to do things. Never contented with doing something the conventional way if a better way is possible.



Wisdom

- Love of Learning: Loves learning new things. Has always loved studying, reading, and visiting museums. Able to grasp every learning opportunity.



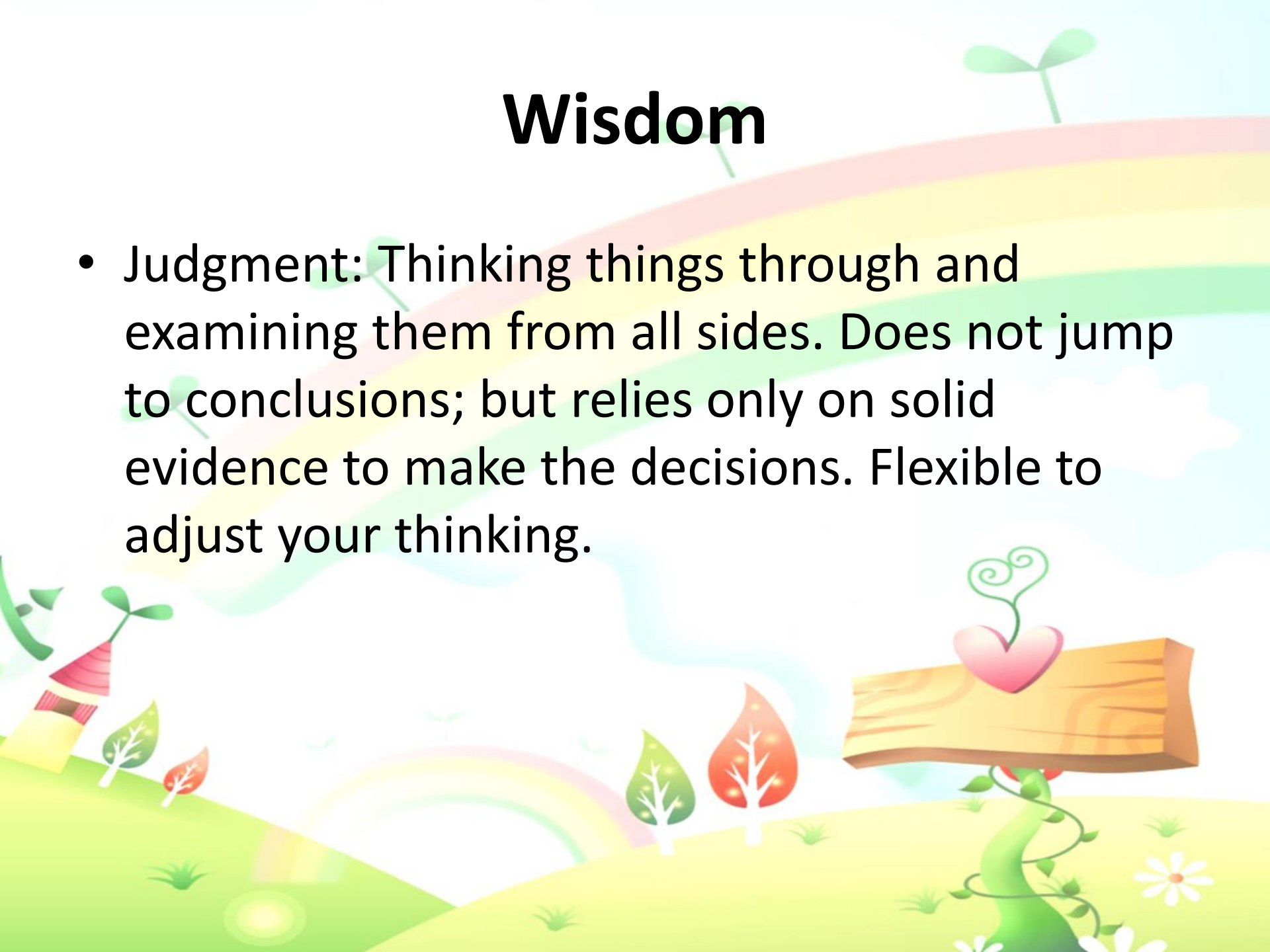
Wisdom

- Perspective: May not think of self as wise, but friends hold this view. Friends value your perspectives on things and turn to you for advice



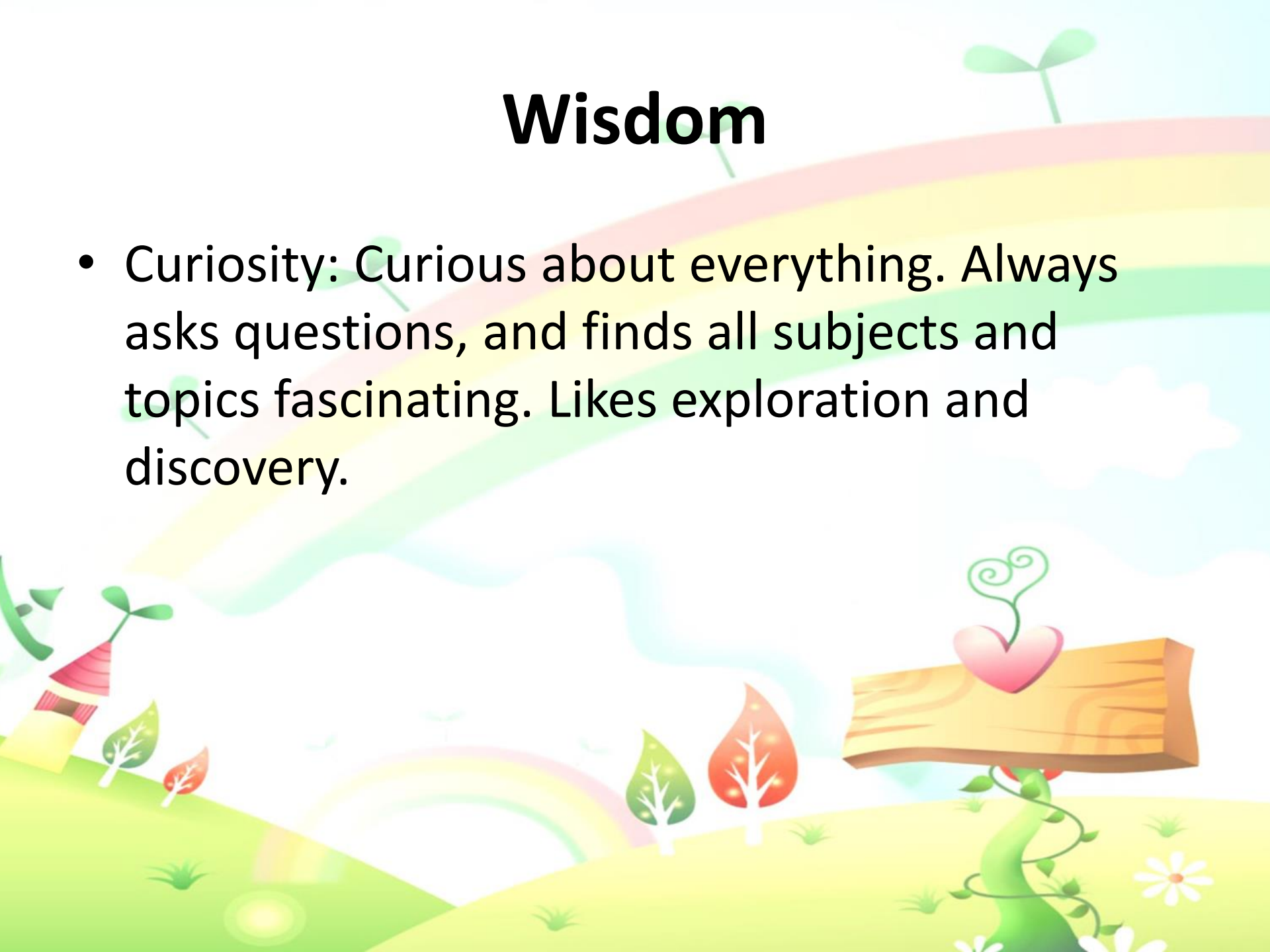
Wisdom

- Judgment: Thinking things through and examining them from all sides. Does not jump to conclusions; but relies only on solid evidence to make the decisions. Flexible to adjust your thinking.



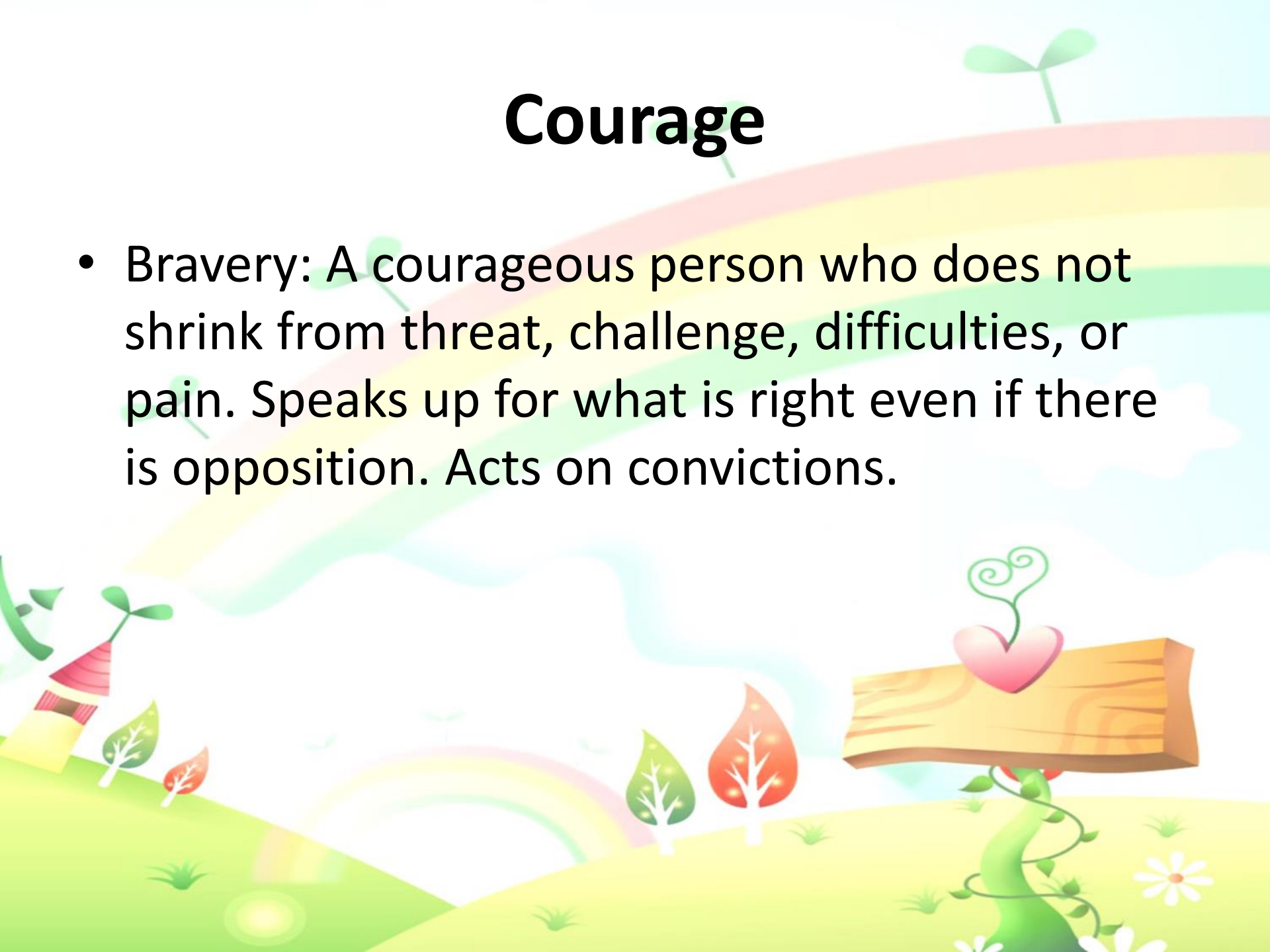
Wisdom

- Curiosity: Curious about everything. Always asks questions, and finds all subjects and topics fascinating. Likes exploration and discovery.



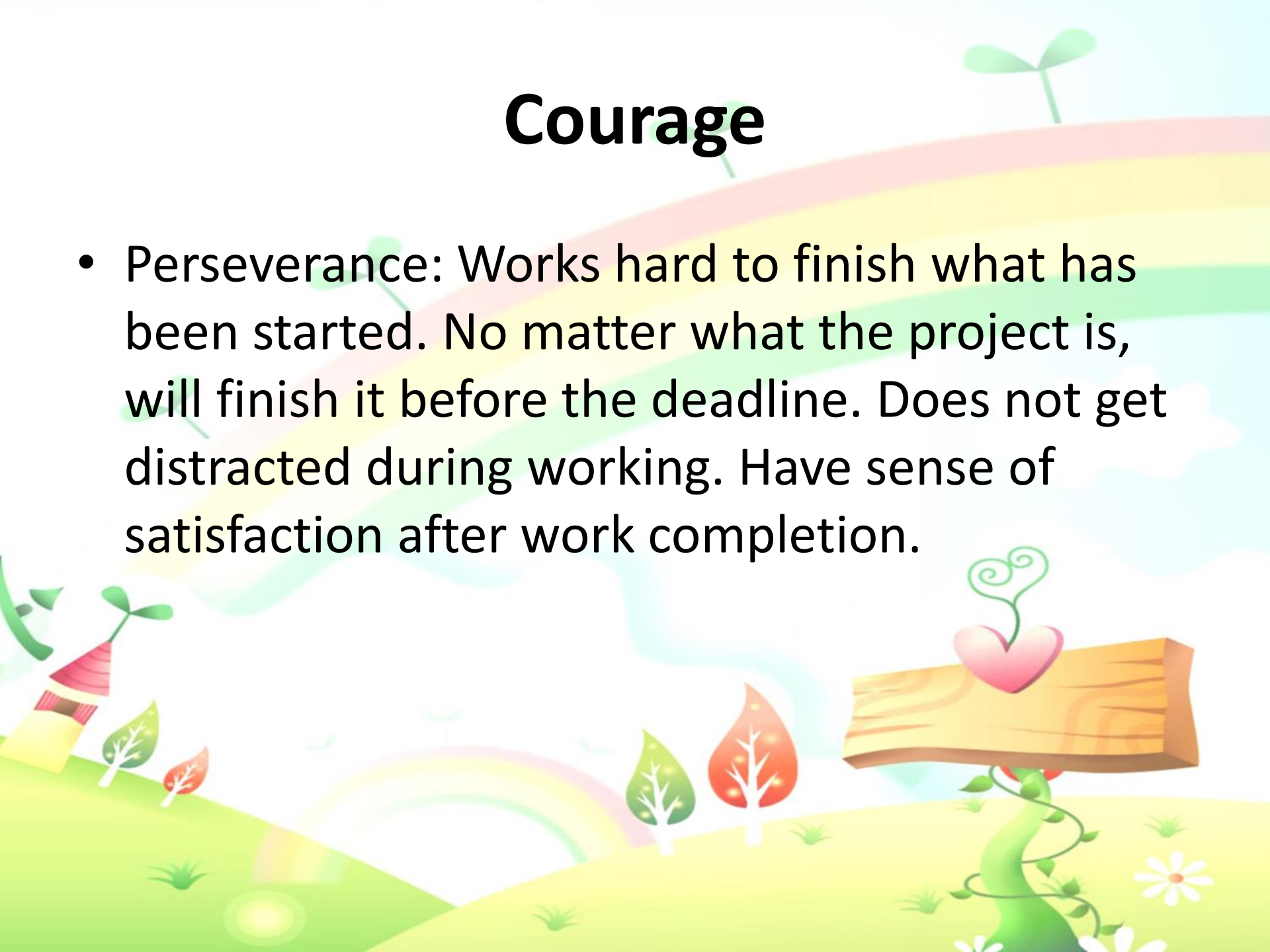
Courage

- Bravery: A courageous person who does not shrink from threat, challenge, difficulties, or pain. Speaks up for what is right even if there is opposition. Acts on convictions.



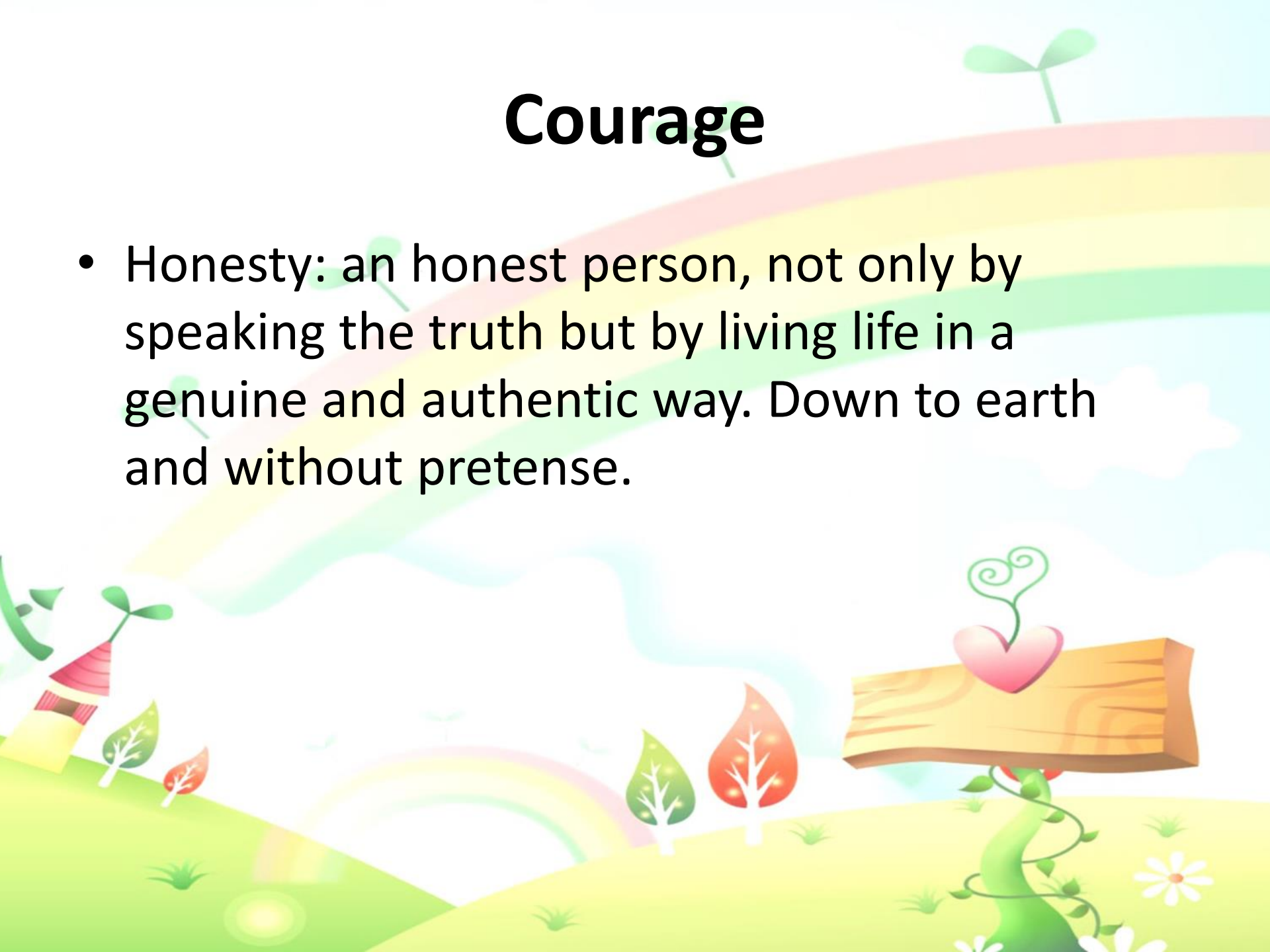
Courage

- Perseverance: Works hard to finish what has been started. No matter what the project is, will finish it before the deadline. Does not get distracted during working. Have sense of satisfaction after work completion.



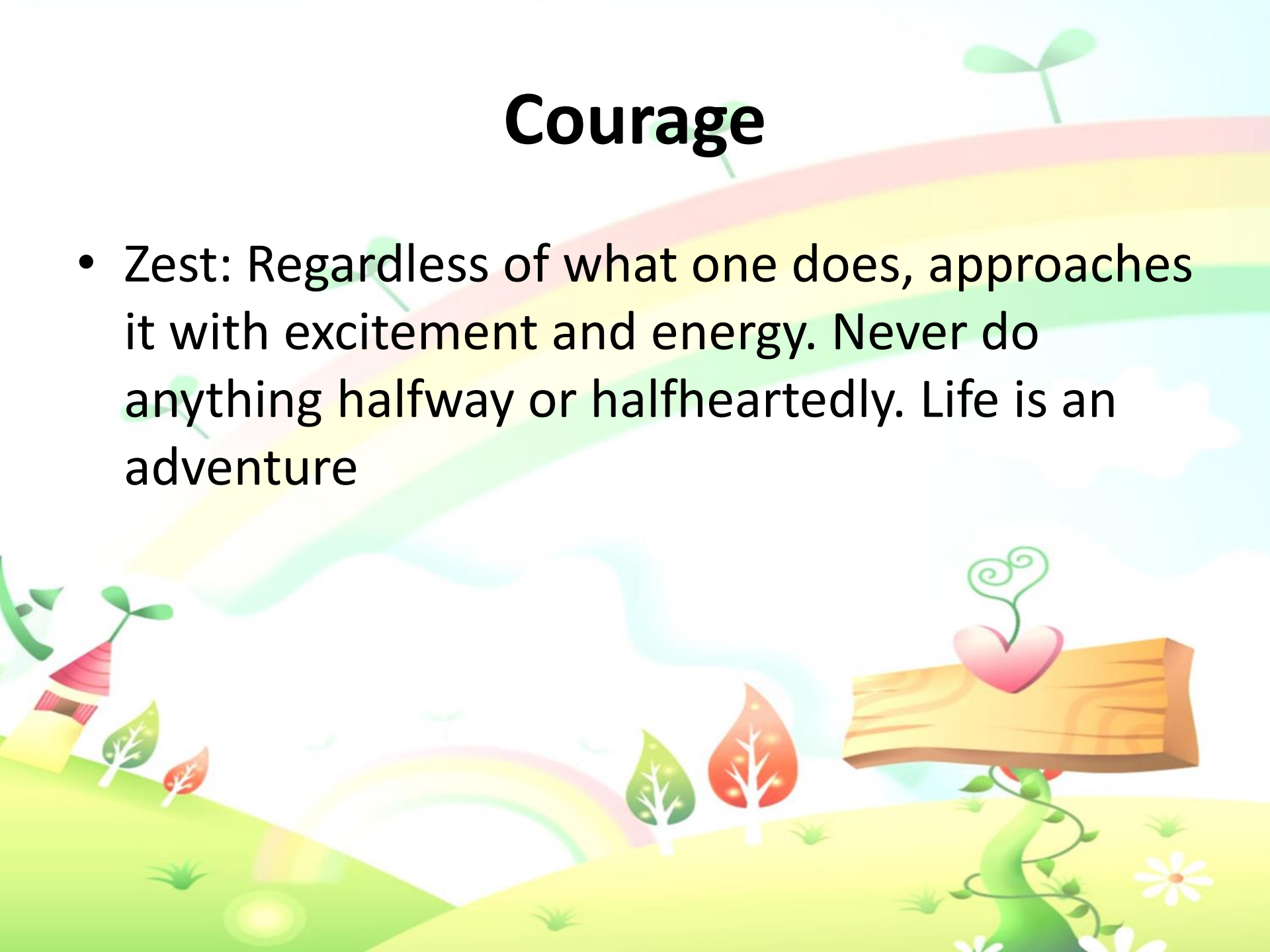
Courage

- Honesty: an honest person, not only by speaking the truth but by living life in a genuine and authentic way. Down to earth and without pretense.



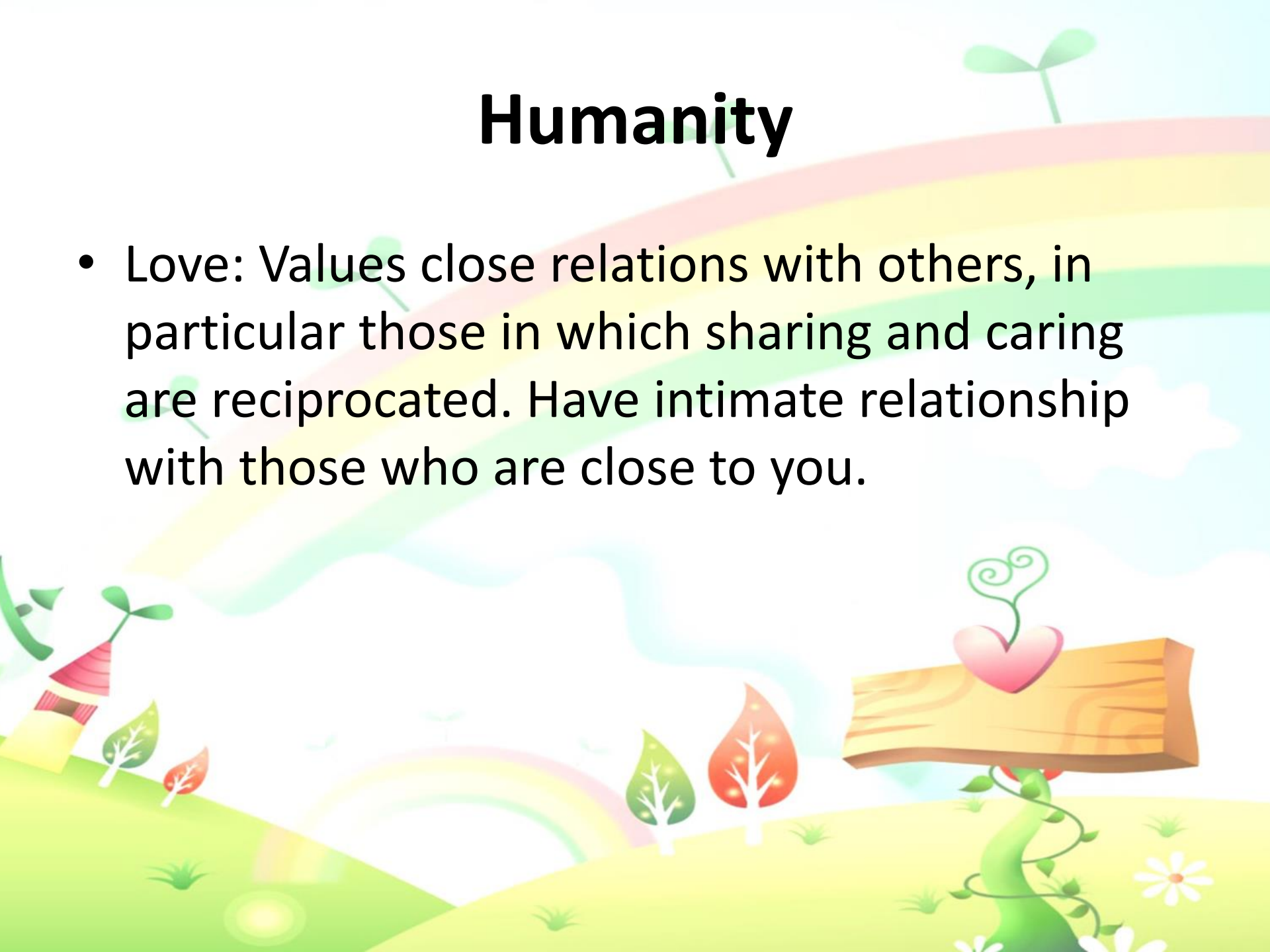
Courage

- Zest: Regardless of what one does, approaches it with excitement and energy. Never do anything halfway or halfheartedly. Life is an adventure



Humanity

- Love: Values close relations with others, in particular those in which sharing and caring are reciprocated. Have intimate relationship with those who are close to you.



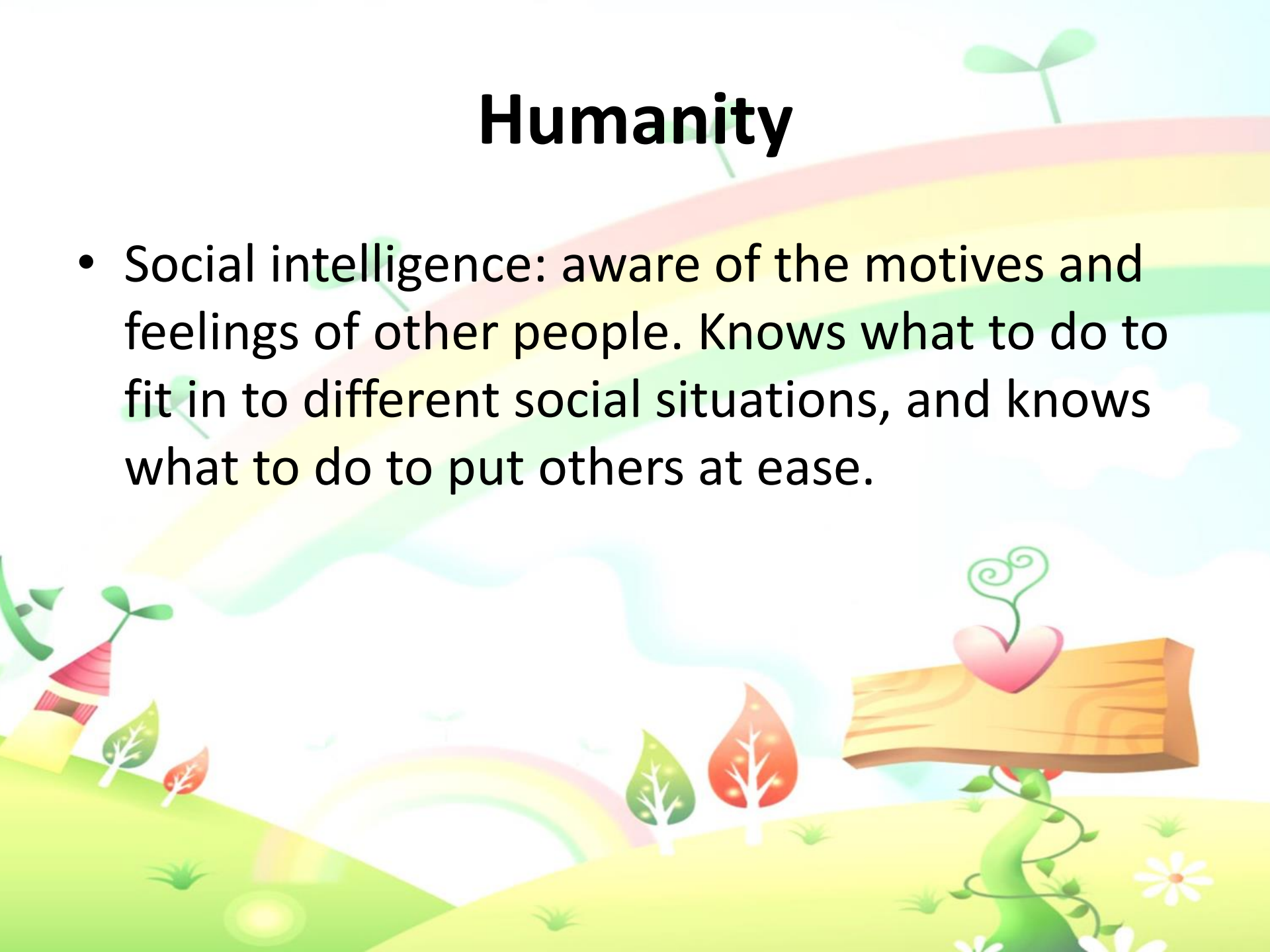
Humanity

- Kindness: Kind and generous to others, and never reject to give others a favor. Enjoy doing good things for others, even for those you are not familiar with.



Humanity

- Social intelligence: aware of the motives and feelings of other people. Knows what to do to fit in to different social situations, and knows what to do to put others at ease.



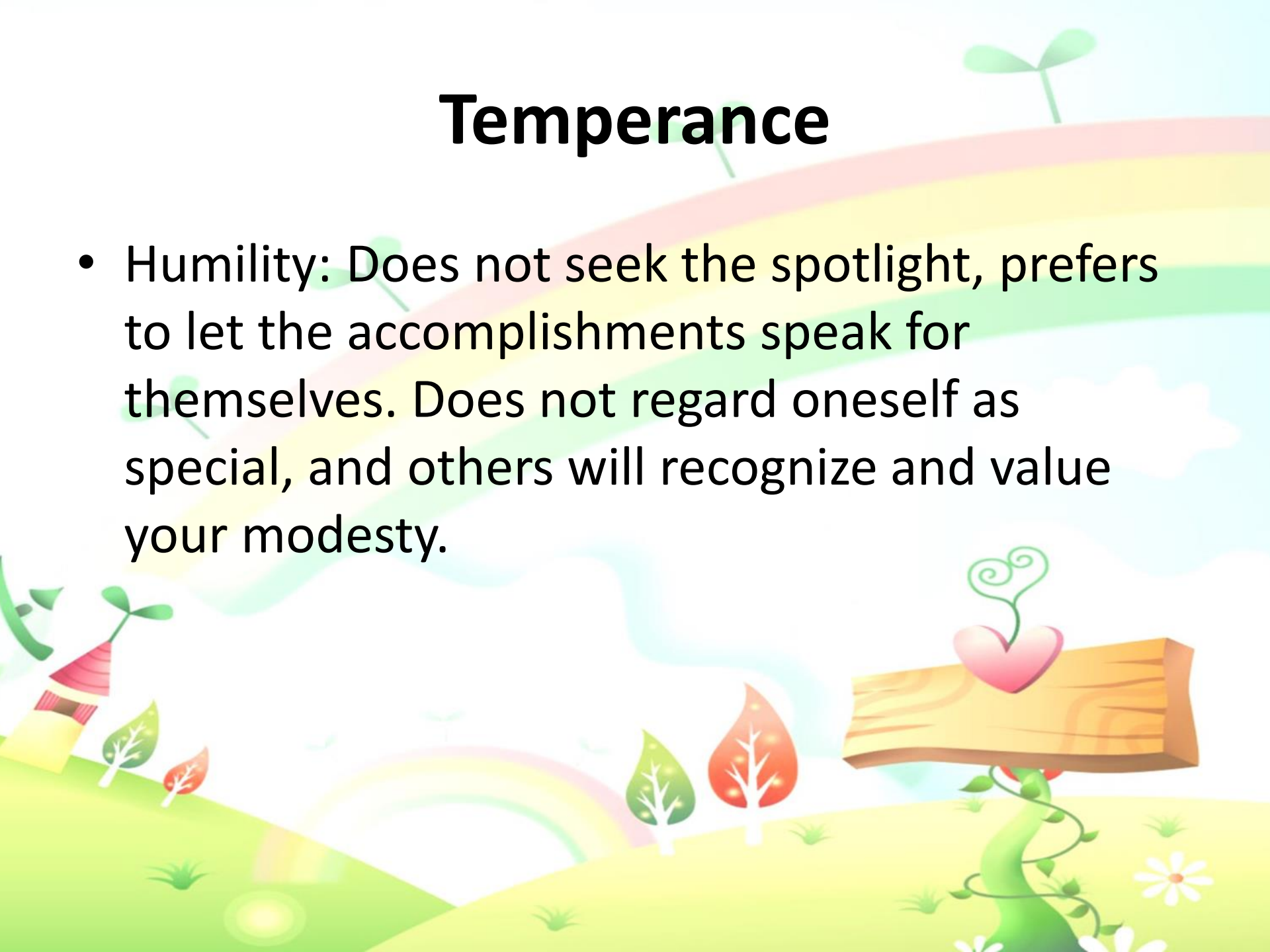
Temperance

- Forgiveness: Forgives those who have done things wrong. Always give people a second chance, the guiding principle is mercy and not revenge.



Temperance

- Humility: Does not seek the spotlight, prefers to let the accomplishments speak for themselves. Does not regard oneself as special, and others will recognize and value your modesty.



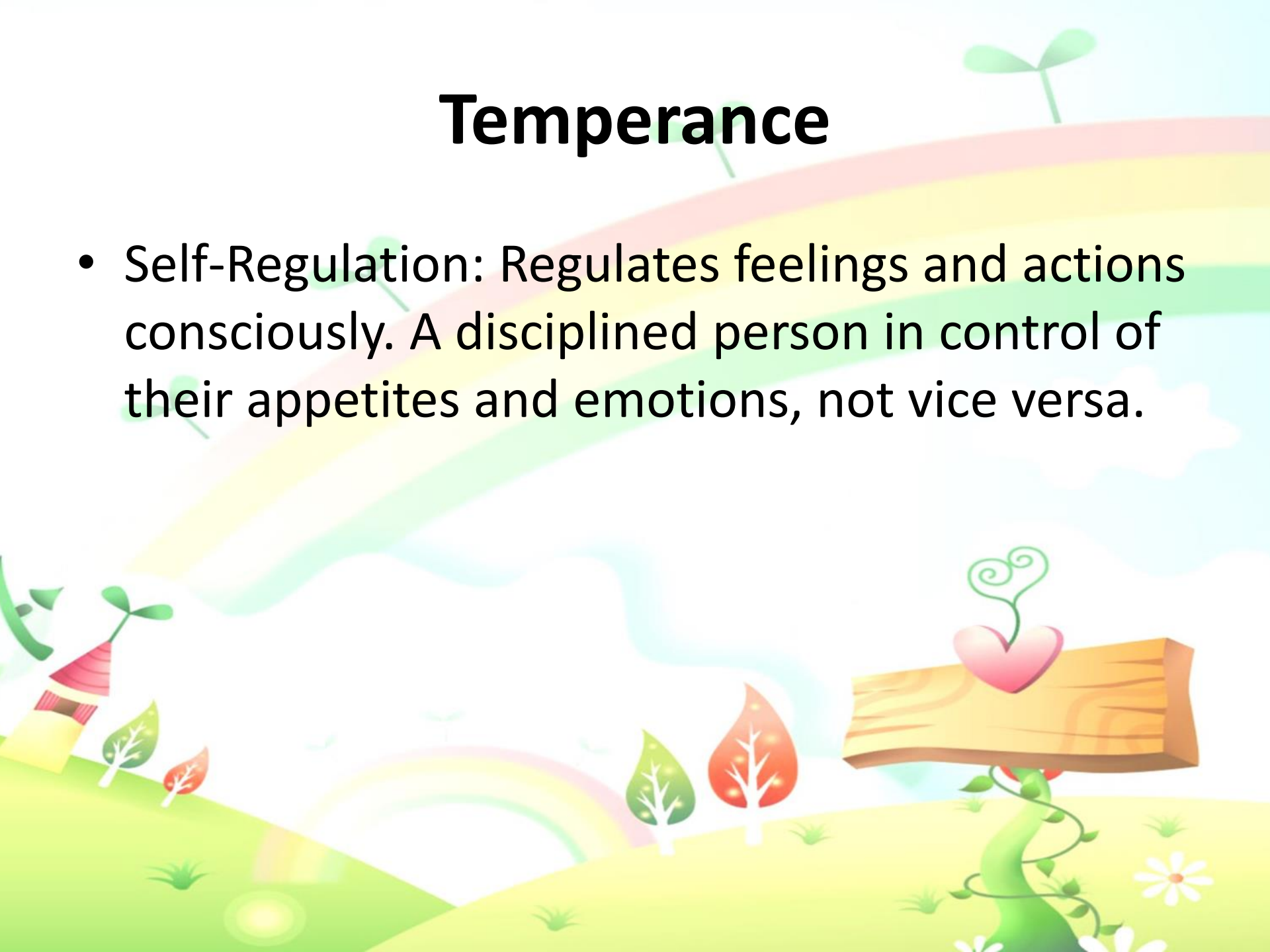
Temperance

- Prudence: A careful person with consistently prudent choices. Does not say or do things that they might later regret.



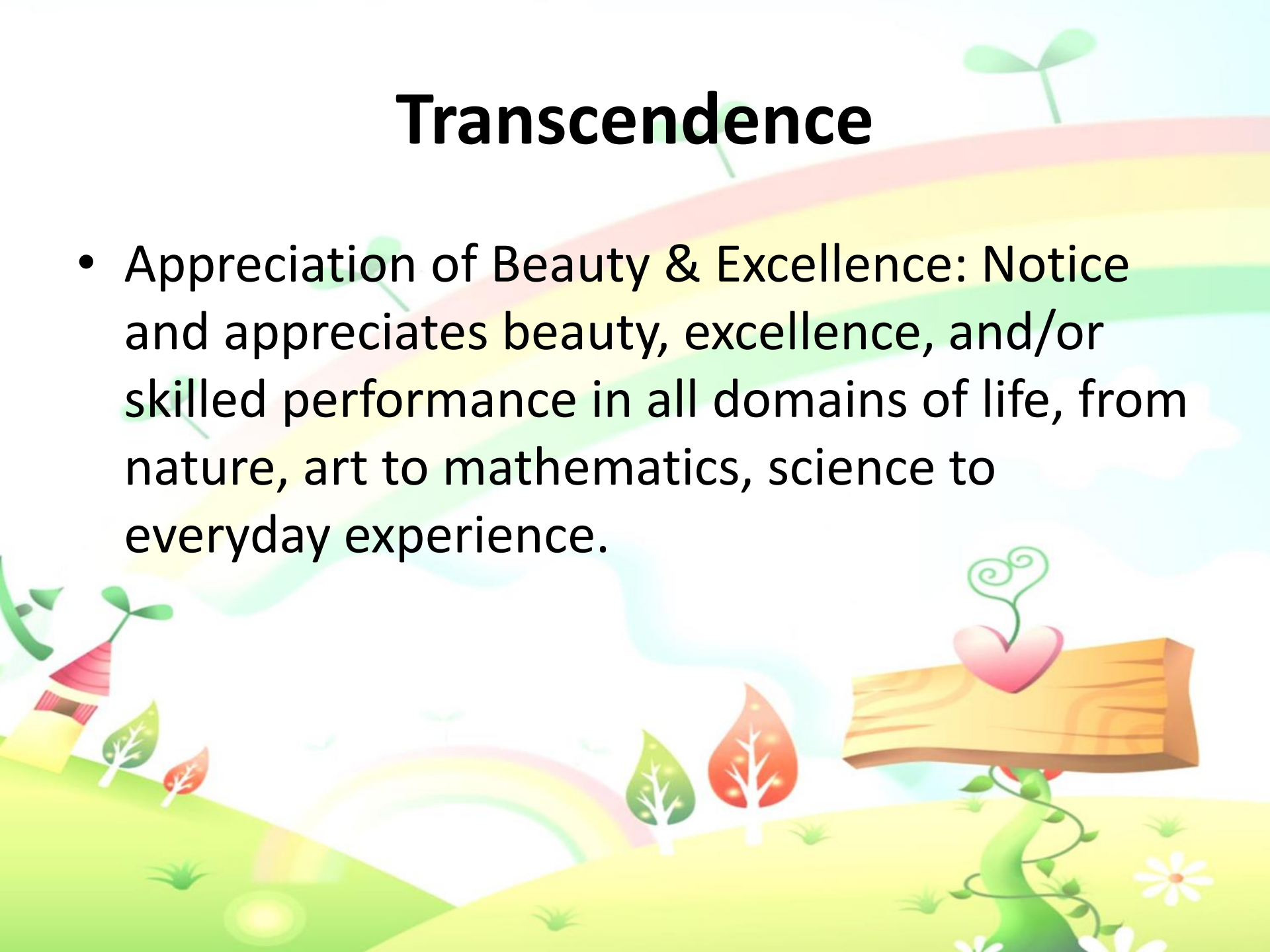
Temperance

- Self-Regulation: Regulates feelings and actions consciously. A disciplined person in control of their appetites and emotions, not vice versa.



Transcendence

- Appreciation of Beauty & Excellence: Notice and appreciates beauty, excellence, and/or skilled performance in all domains of life, from nature, art to mathematics, science to everyday experience.



Transcendence

- Gratitude: aware of the good things that happen to oneself, and never take them for granted. Usually takes the time to express thanks to others.



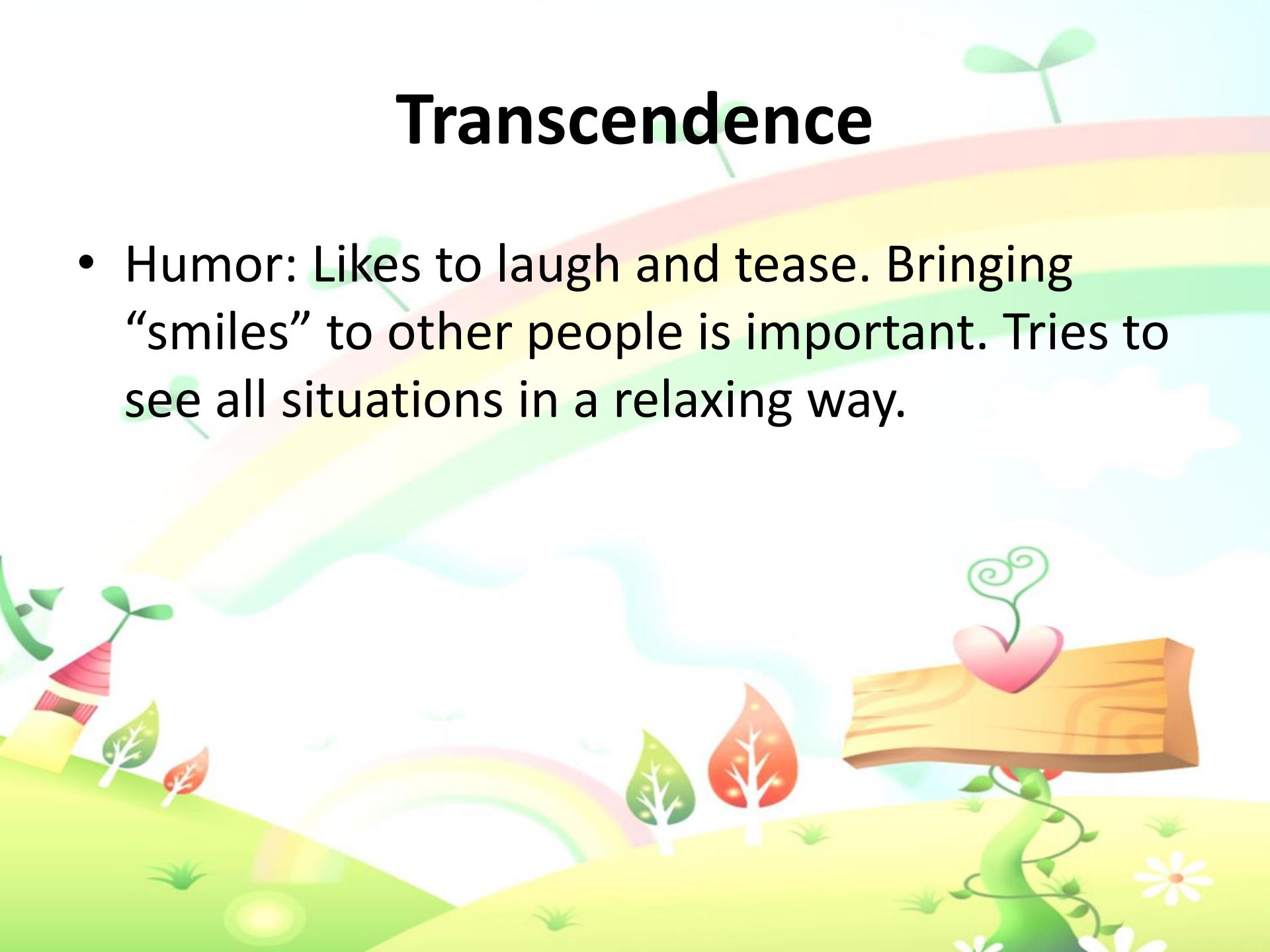
Transcendence

- Hope: Expect the best in the future, and work to achieve it. Believes that the future is something that one can control.



Transcendence

- Humor: Likes to laugh and tease. Bringing “smiles” to other people is important. Tries to see all situations in a relaxing way.



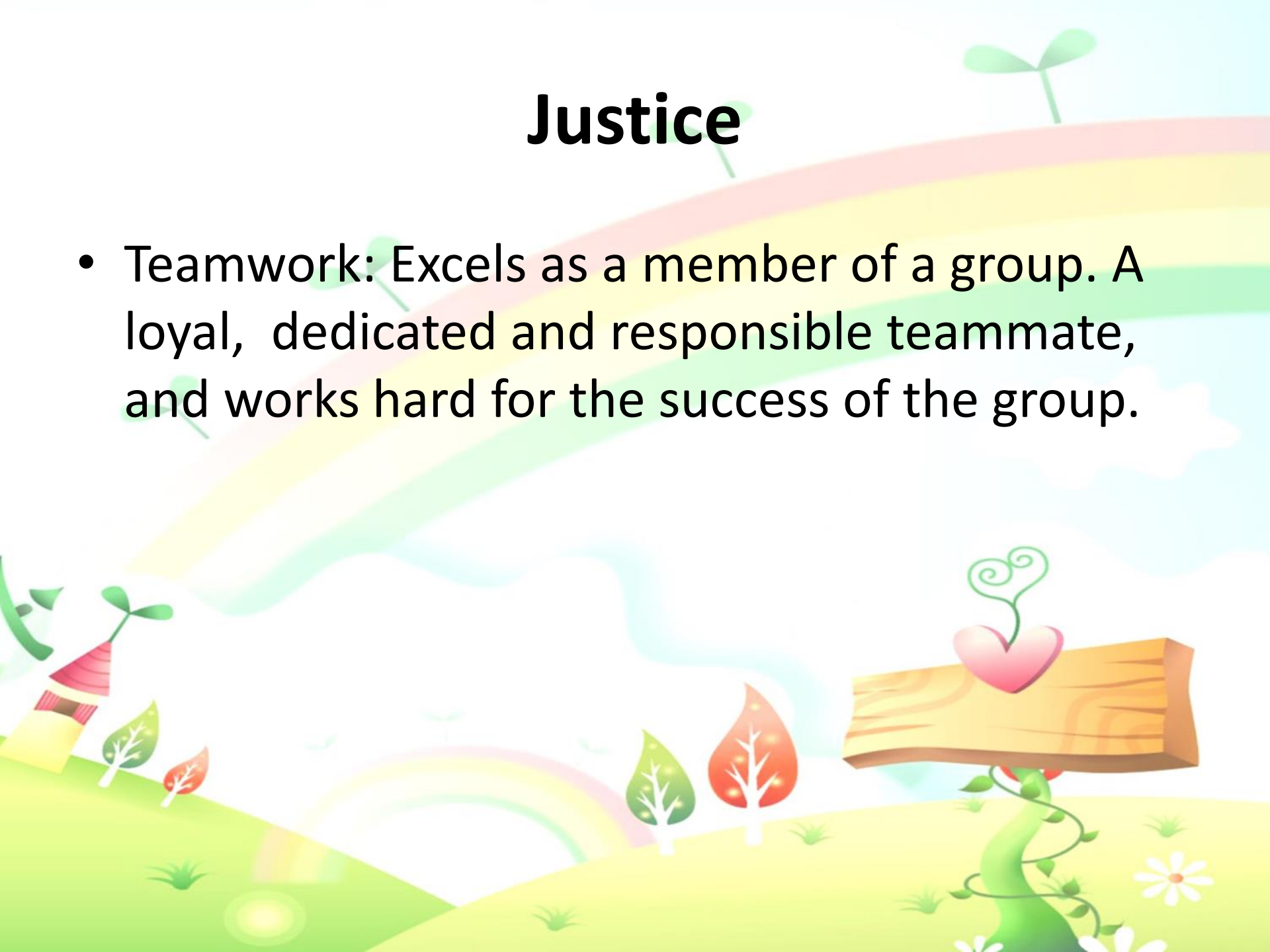
Transcendence

- Spirituality: Have strong and coherent beliefs about the greater purpose and meaning of the universe. Know where one fits in the larger environment. Beliefs shape actions and are a source of comfort to oneself.



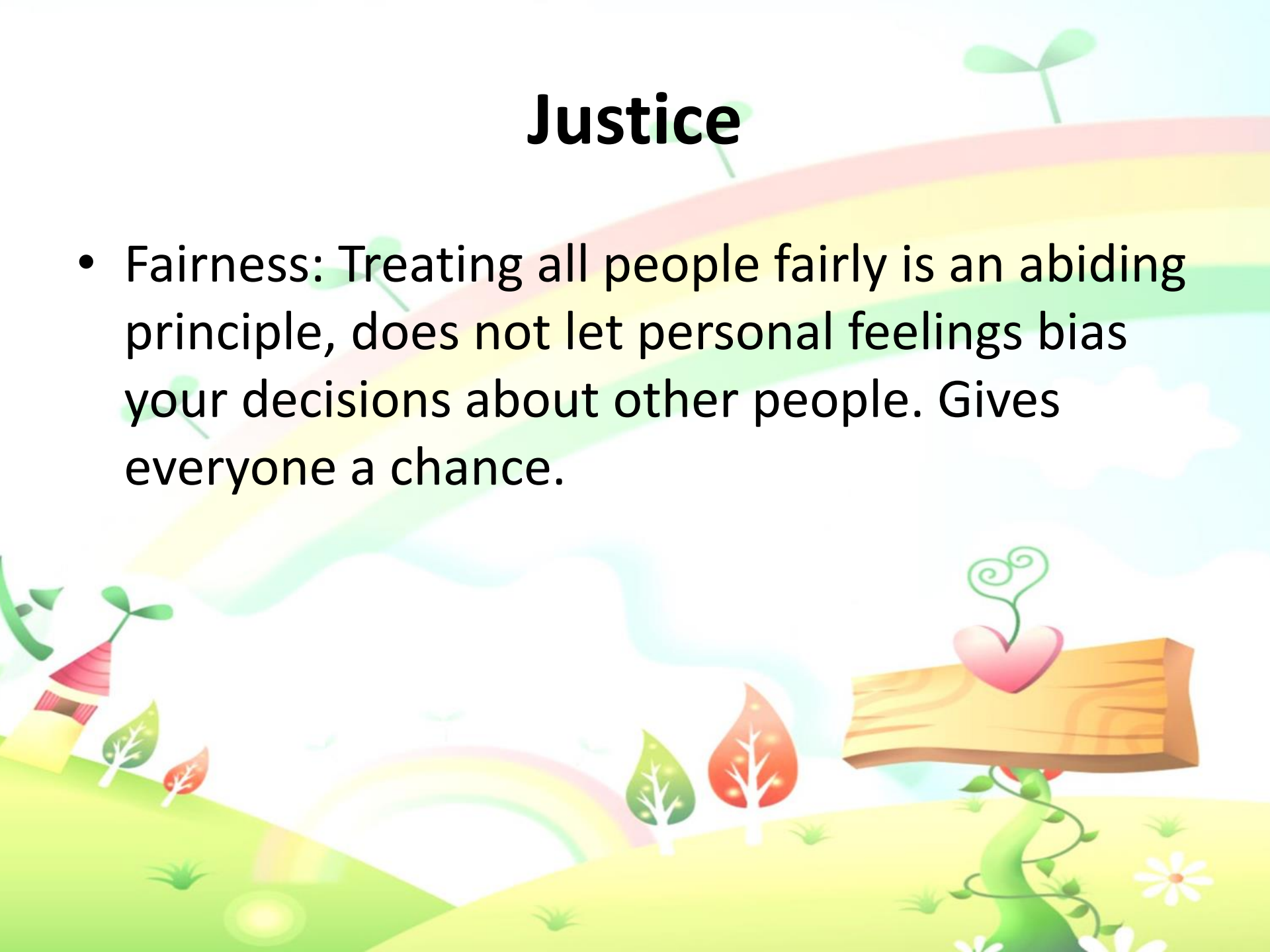
Justice

- Teamwork: Excels as a member of a group. A loyal, dedicated and responsible teammate, and works hard for the success of the group.



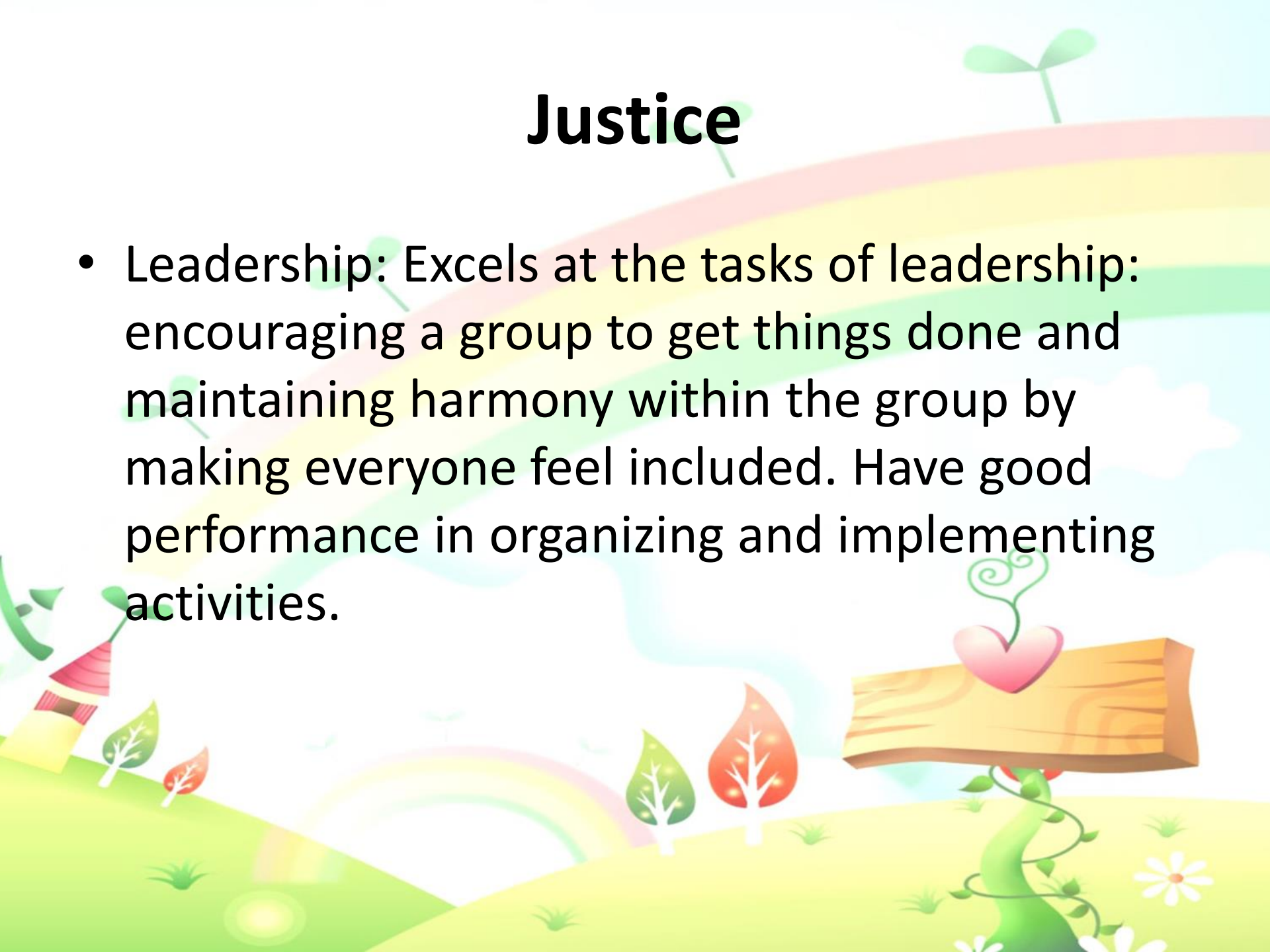
Justice

- Fairness: Treating all people fairly is an abiding principle, does not let personal feelings bias your decisions about other people. Gives everyone a chance.



Justice

- Leadership: Excels at the tasks of leadership: encouraging a group to get things done and maintaining harmony within the group by making everyone feel included. Have good performance in organizing and implementing activities.



Authentic Happiness

- <https://www.authentichappiness.sas.upenn.edu/testcenter>





A

accomplishment

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

Impact of mindset on behavior

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

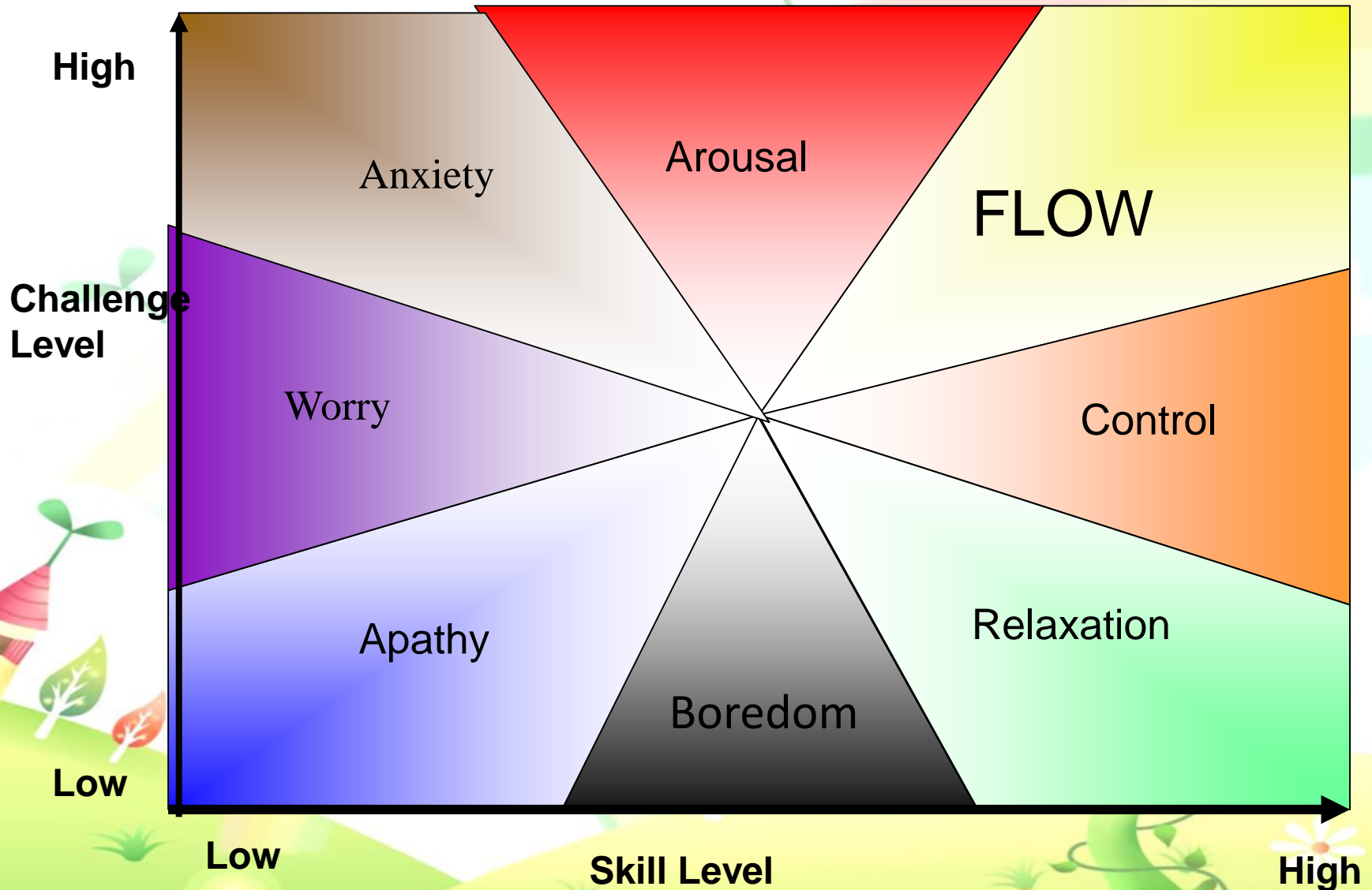
A large, stylized red letter 'E' is positioned in the top left corner of the slide. It is part of a logo for 'Engagement'.

engagement

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

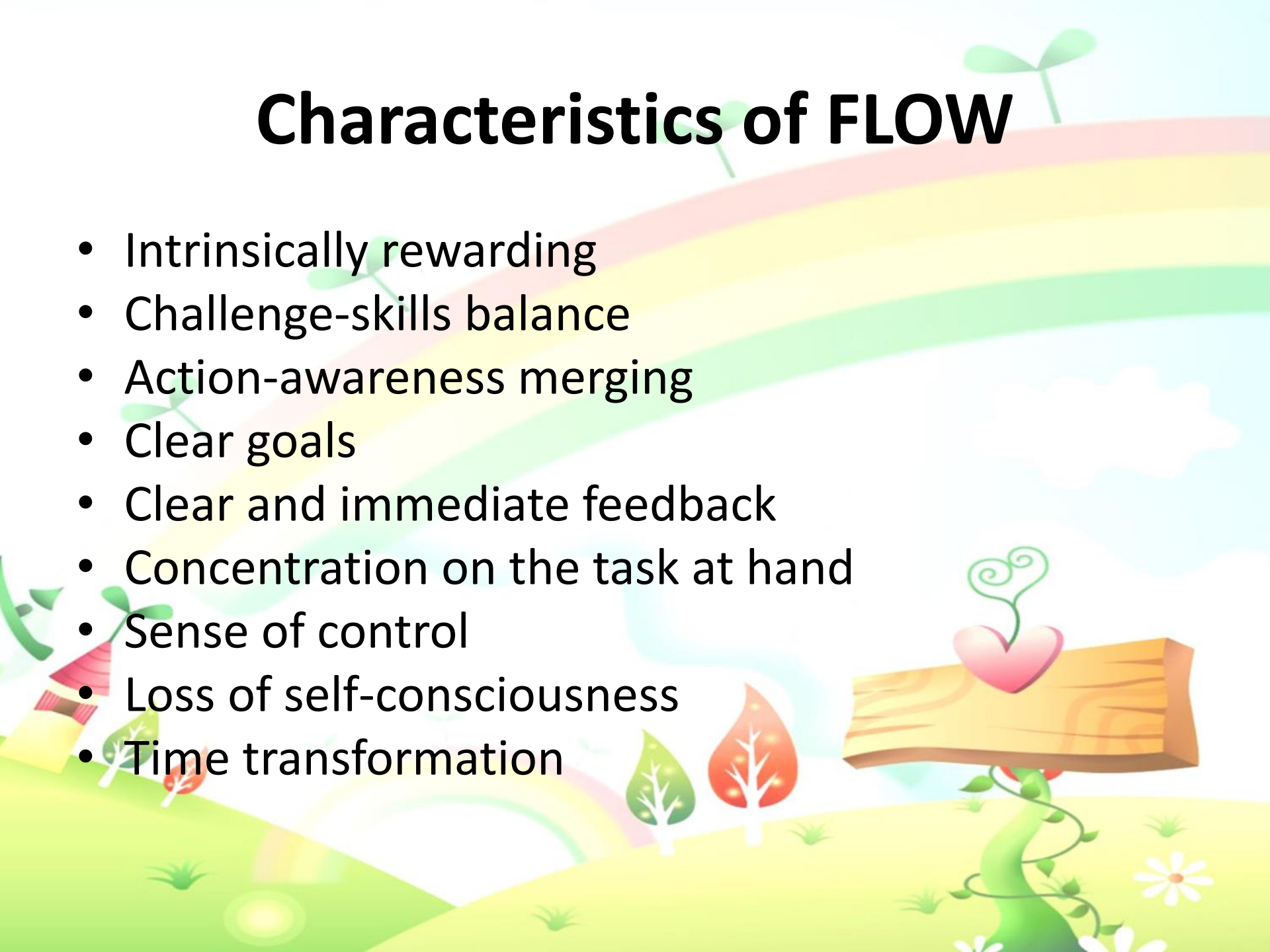


Levels of Engagement

- Behavioral engagement → active participation
- Emotional engagement → passion, committed
- Cognitive engagement → interest, curiosity, love learning

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



A large, bold, blue letter 'R' is centered within a light blue rectangular box. The box has a subtle gradient and is positioned in the top left corner of the slide.

relationships

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.

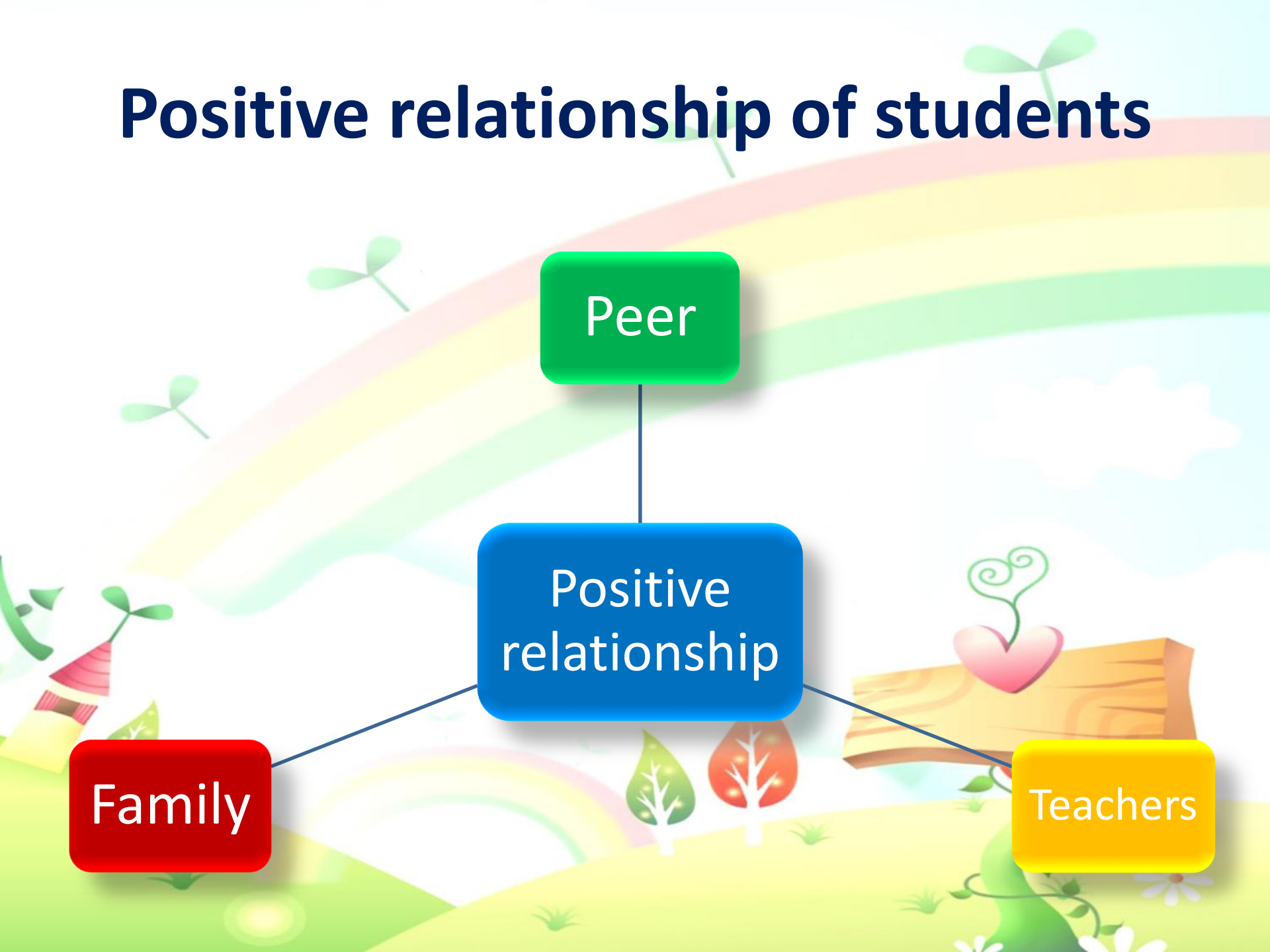
Positive relationship of students

Peer

Positive
relationship

Family

Teachers



Effective communication: I-message

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



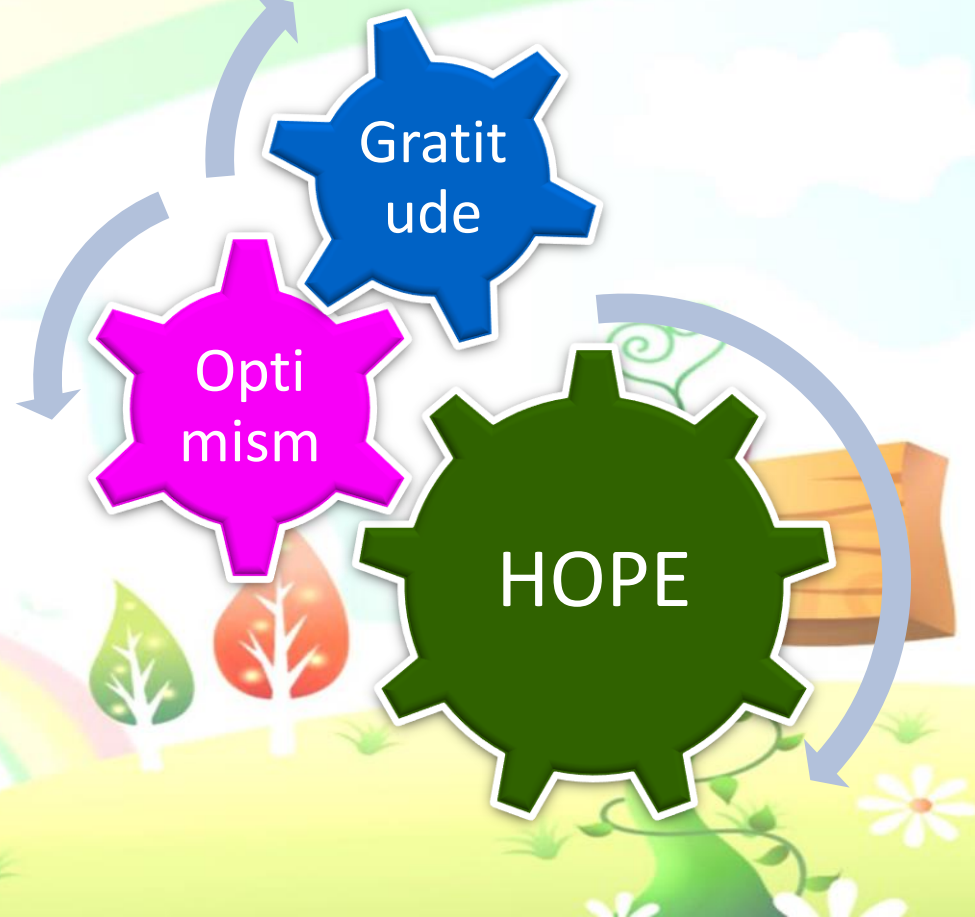
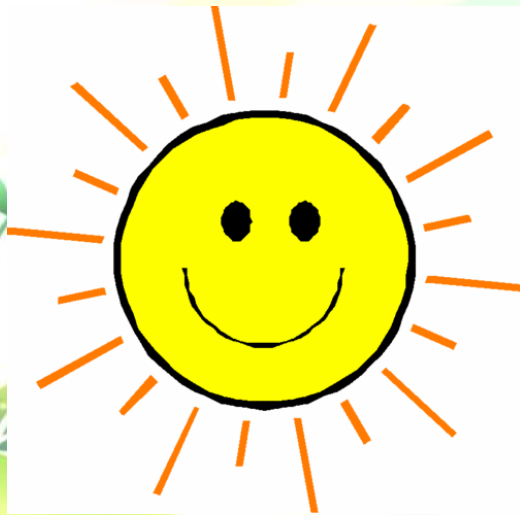
Active constructive responding

	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

P
positive emotion

Increase positive emotions



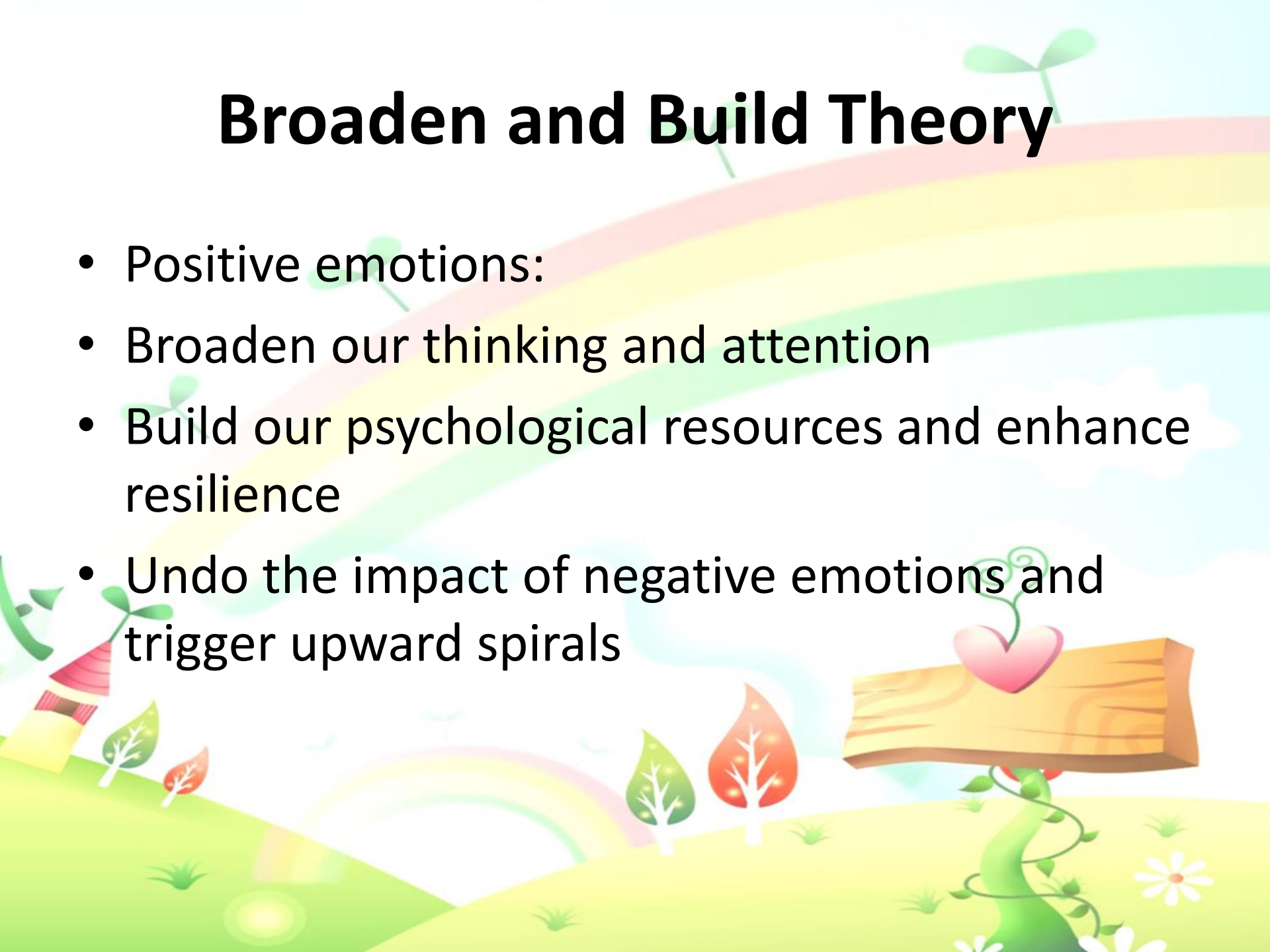
Positive Emotions

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



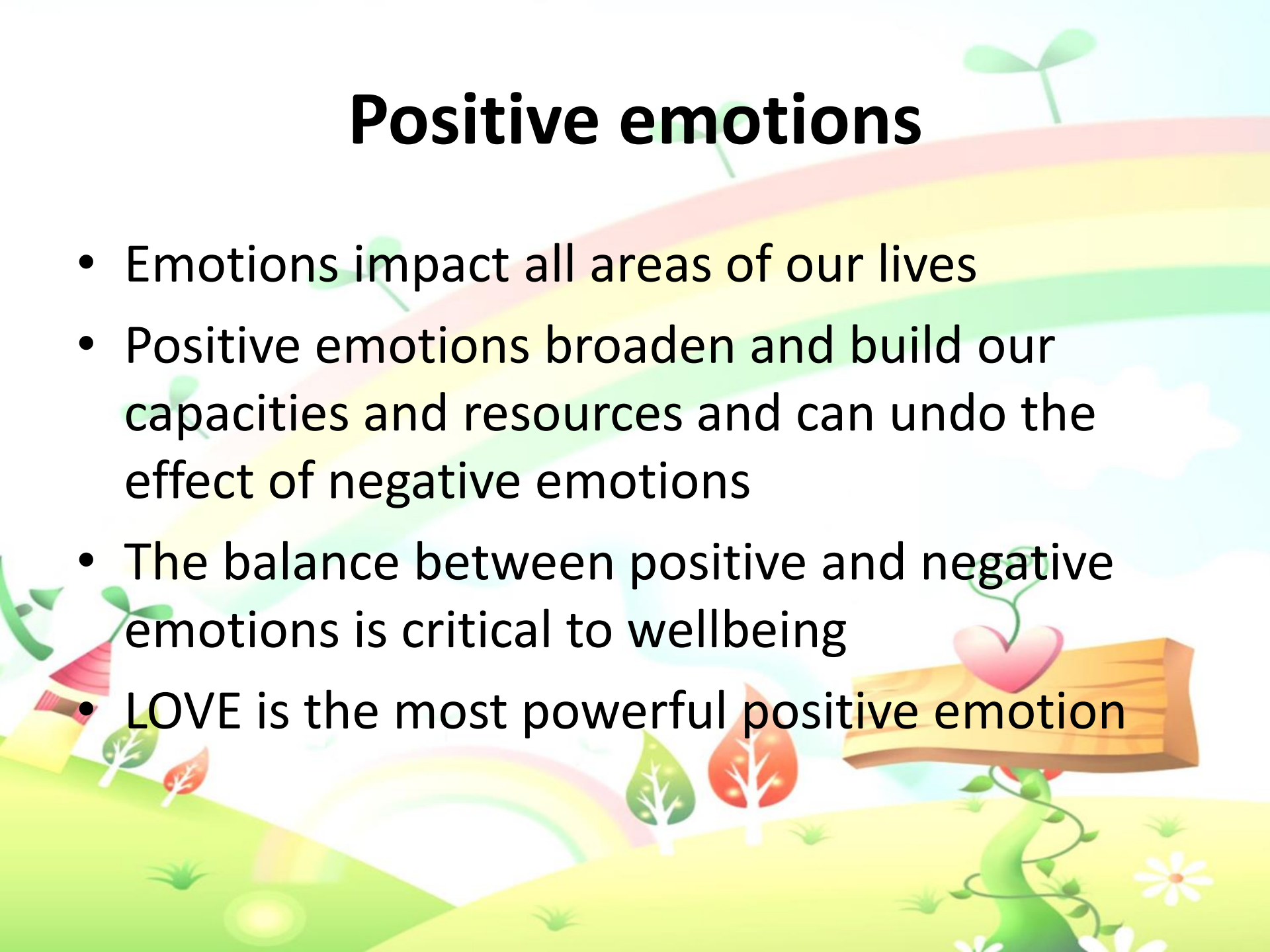
Broaden and Build Theory

- Positive emotions:
- Broaden our thinking and attention
- Build our psychological resources and enhance resilience
- Undo the impact of negative emotions and trigger upward spirals



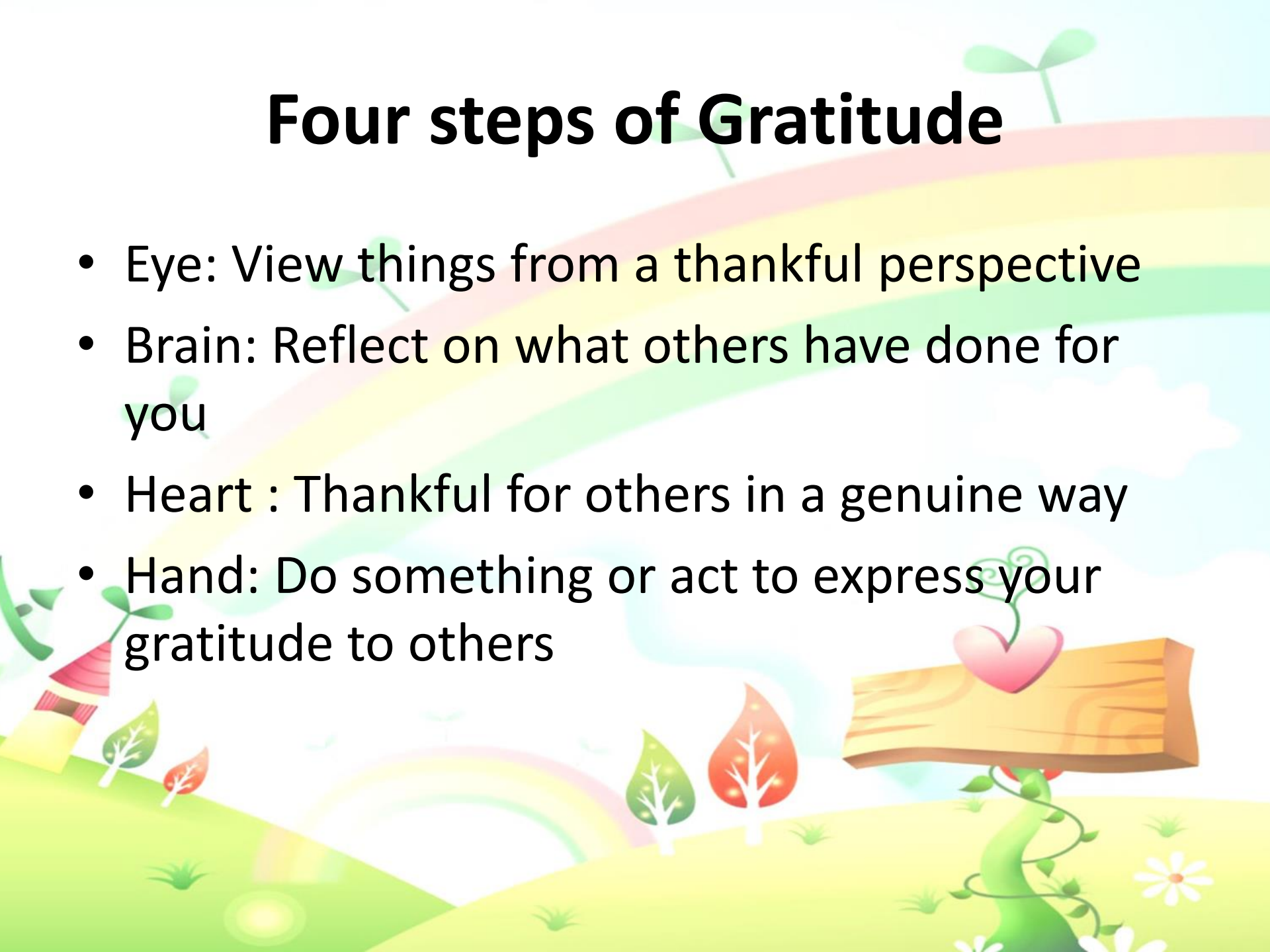
Positive emotions

- Emotions impact all areas of our lives
- 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, stable and global causes



Optimists vs. pessimists

- Live longer and have better overall health
- Cope with adverse stressors in more adaptive ways
- Persist longer on difficult tasks and performs better in school and work
- Are less likely to experience mental health problems
- Are less passive and fatalistic in their thinking

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**





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

Positive meaning

	Hedonic activities	Eudaimonic activities
Short term	Pleasant feelings, less negative emotions, more energy	
Long term		Greater life satisfaction and meaning of life

Positive meaning/ purpose

- Purpose provides an “ultimate concern” for life and a sense of directedness
- Those who felt their life to be meaningful were less depressed, had greater resilience, felt greater satisfaction with their lives, greater self-esteem and optimism, and more positive emotion.

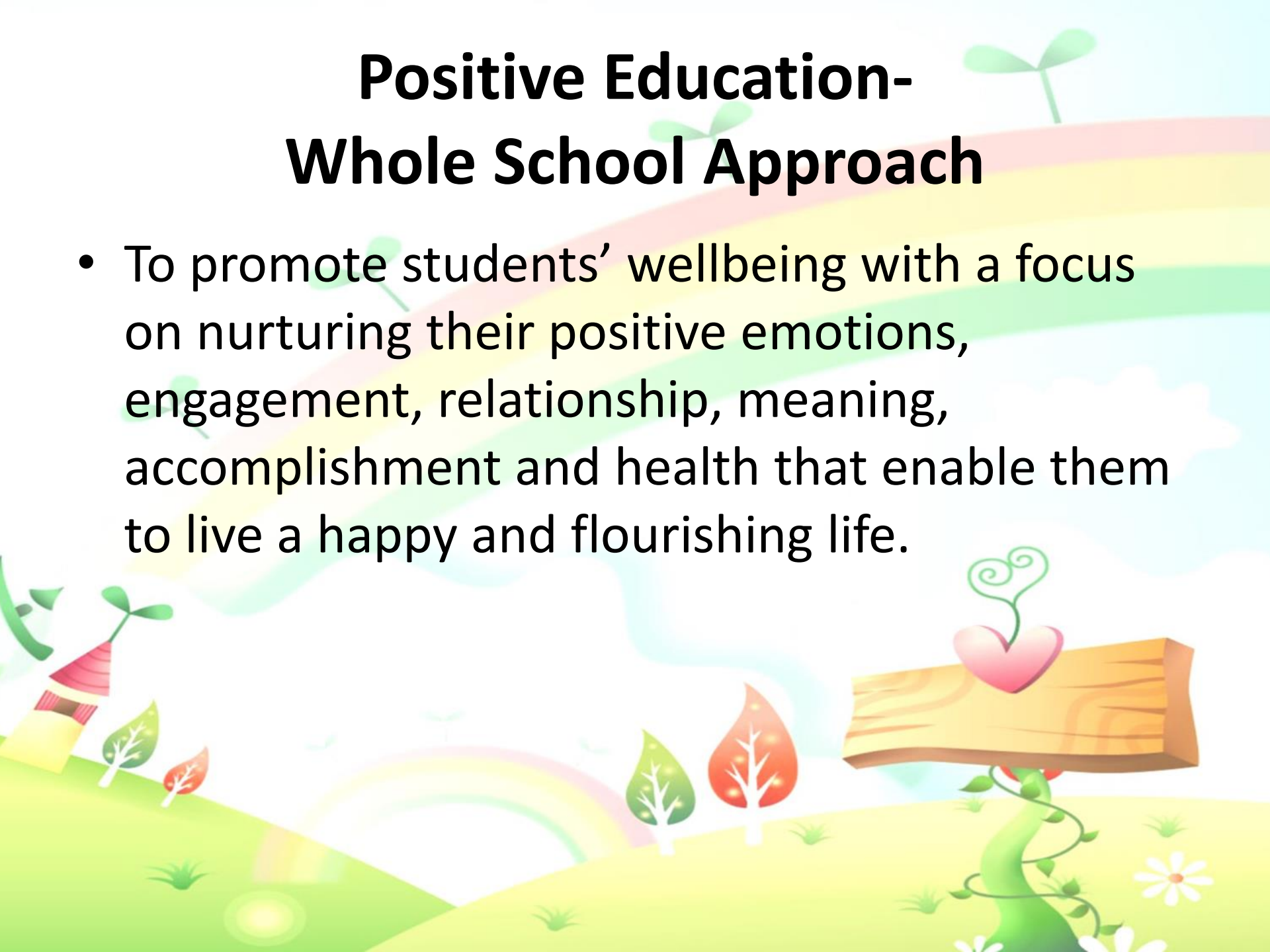
Promoting positive education

- Learn it
- Teach it
- Live it
- Embed it



Positive Education- Whole School Approach

- To promote students' 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 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 (Learn it, Live it)

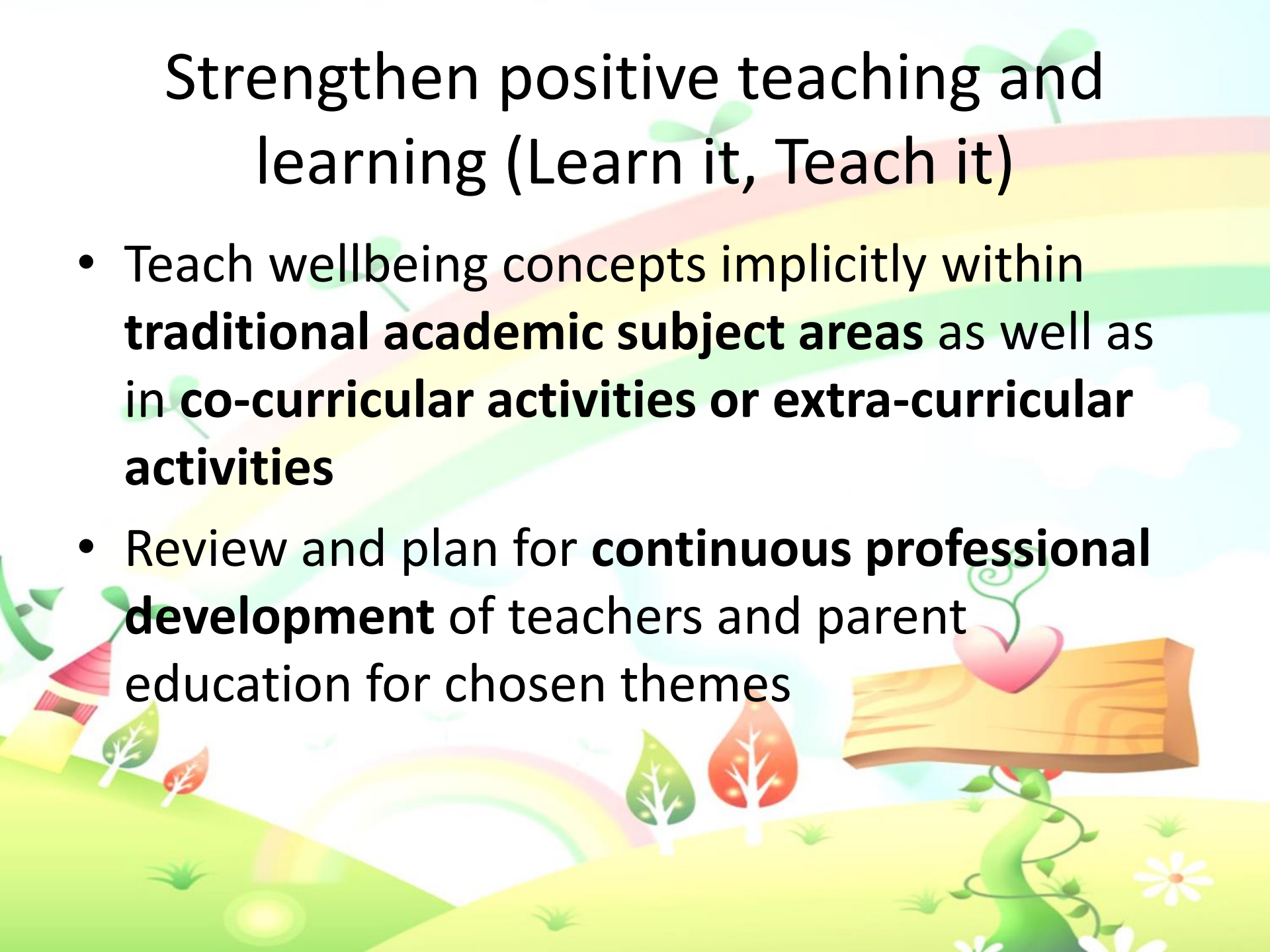
- Provide all **staff** with a complete PosEd course for them to explore and experience the science of positive psychology
- Offer PosEd course and programmes to **parents**
- to share the common language and to enhance their own wellbeing which may indirectly enhance that of their family and children
- 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

Strengthen positive teaching and learning (Learn it, Teach it)

- 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 (Learn it, Teach it)

- 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



Foster a positive school culture and environment (Embed it)

- Review and update **school policy and procedural** documents (e.g. staff appraisal, student recognition policies) in light of the principles of wellbeing
- Strength **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 (Embed it)

- 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



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 PosEd 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

- **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 and 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

- **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.





Positive Psychology project for pre-school students



快樂幼苗培育計劃 研究報告暨教師實務手冊

承辦機構:



香港城市大學
City University
of Hong Kong



Department of
Applied Social Studies

協辦機構:



中華基督教會
香港教區

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

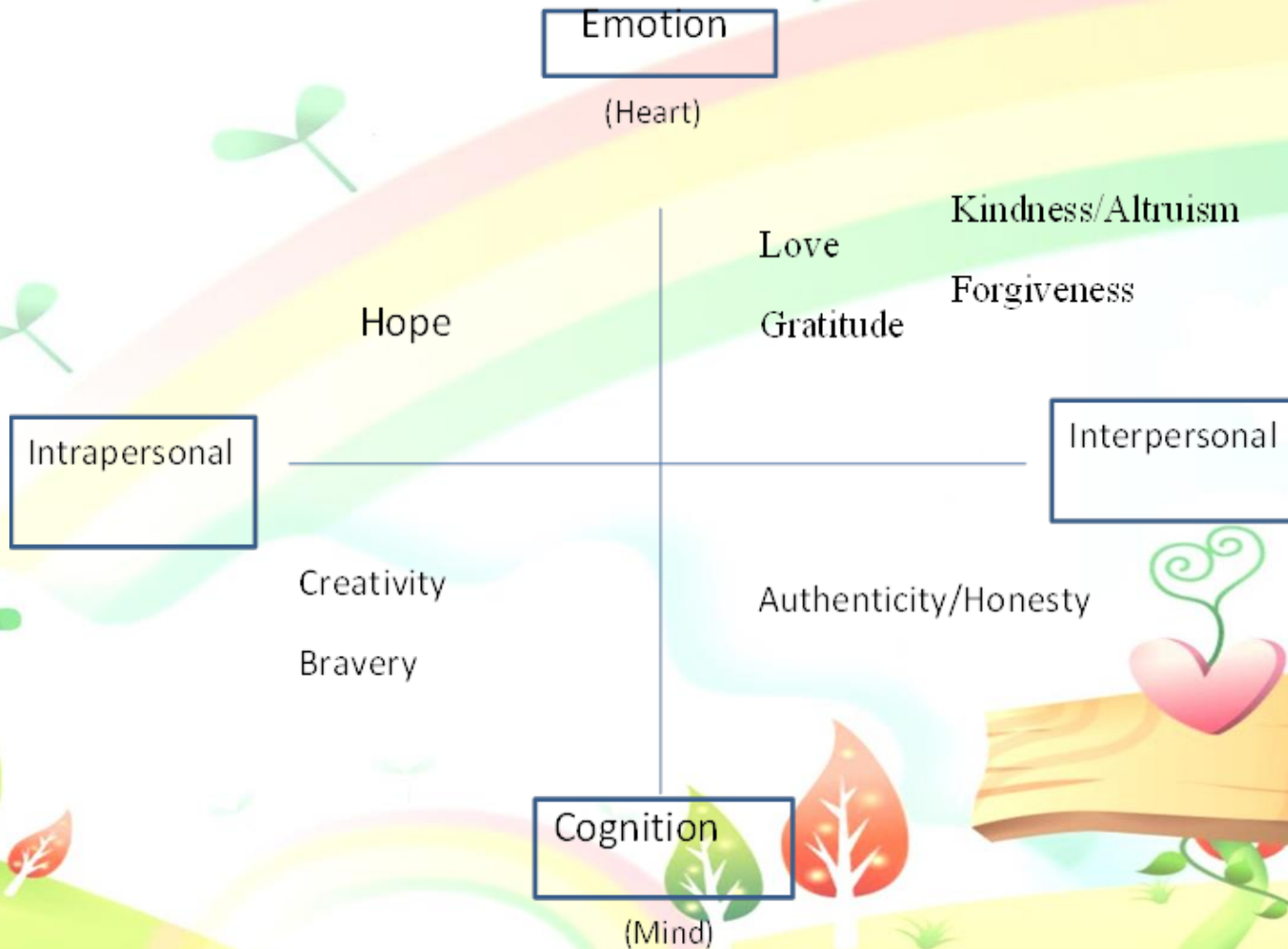
School

Positive
education

Family

Positive
parenting

The structure of different character strengths





Happiness

**Satisfaction and
Achievement**

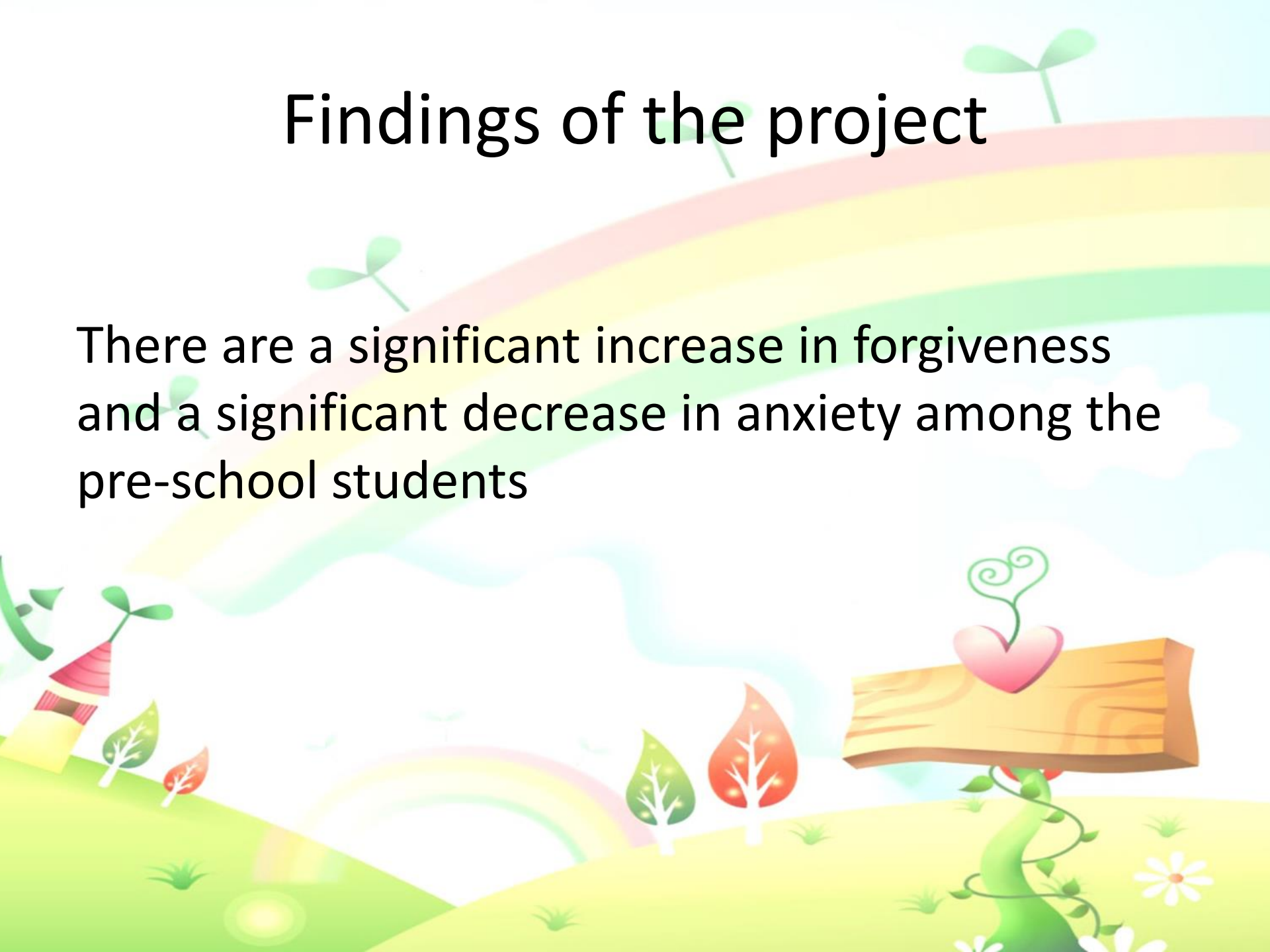
**Creativity + Bravery +
Gratitude + Love + Hope
+ Altruism + Forgiveness +
Honesty**

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

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

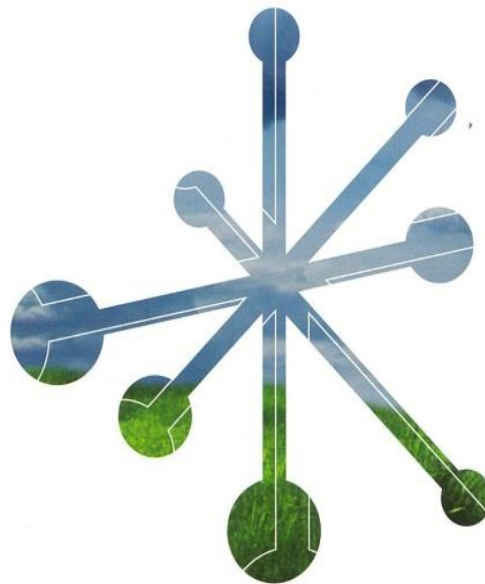
Courage Spirit

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



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  家庭服務會
Family Service Council

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

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

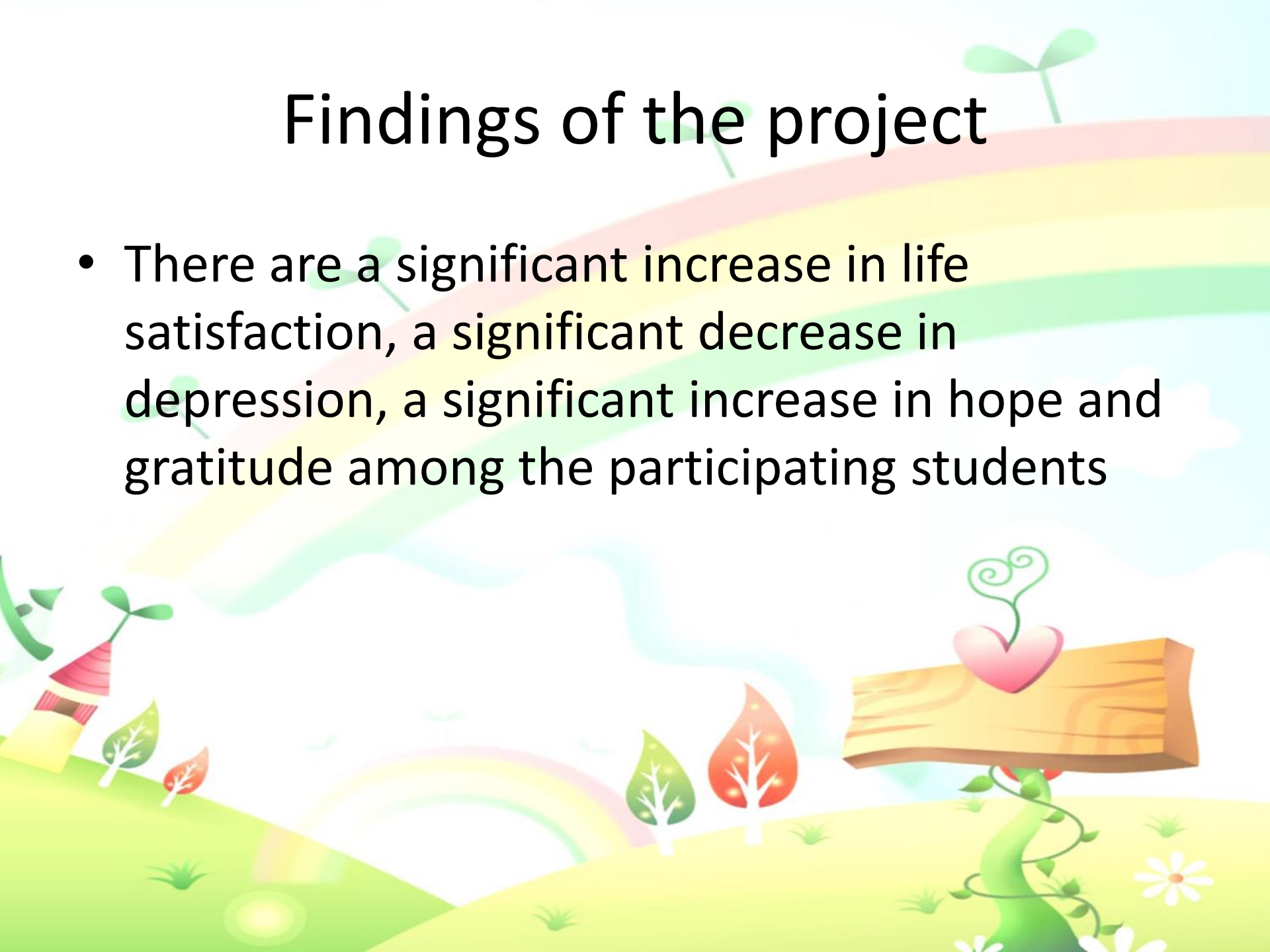
Steps	Activities	Focuses
4	Students brainstormed different strategies to achieve the goals and weighted the pros and cons of those strategies	cognitive insights and problem solving process experiences
5	Students felt the satisfaction and sense of achievement in reaching the goals through guided imagery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

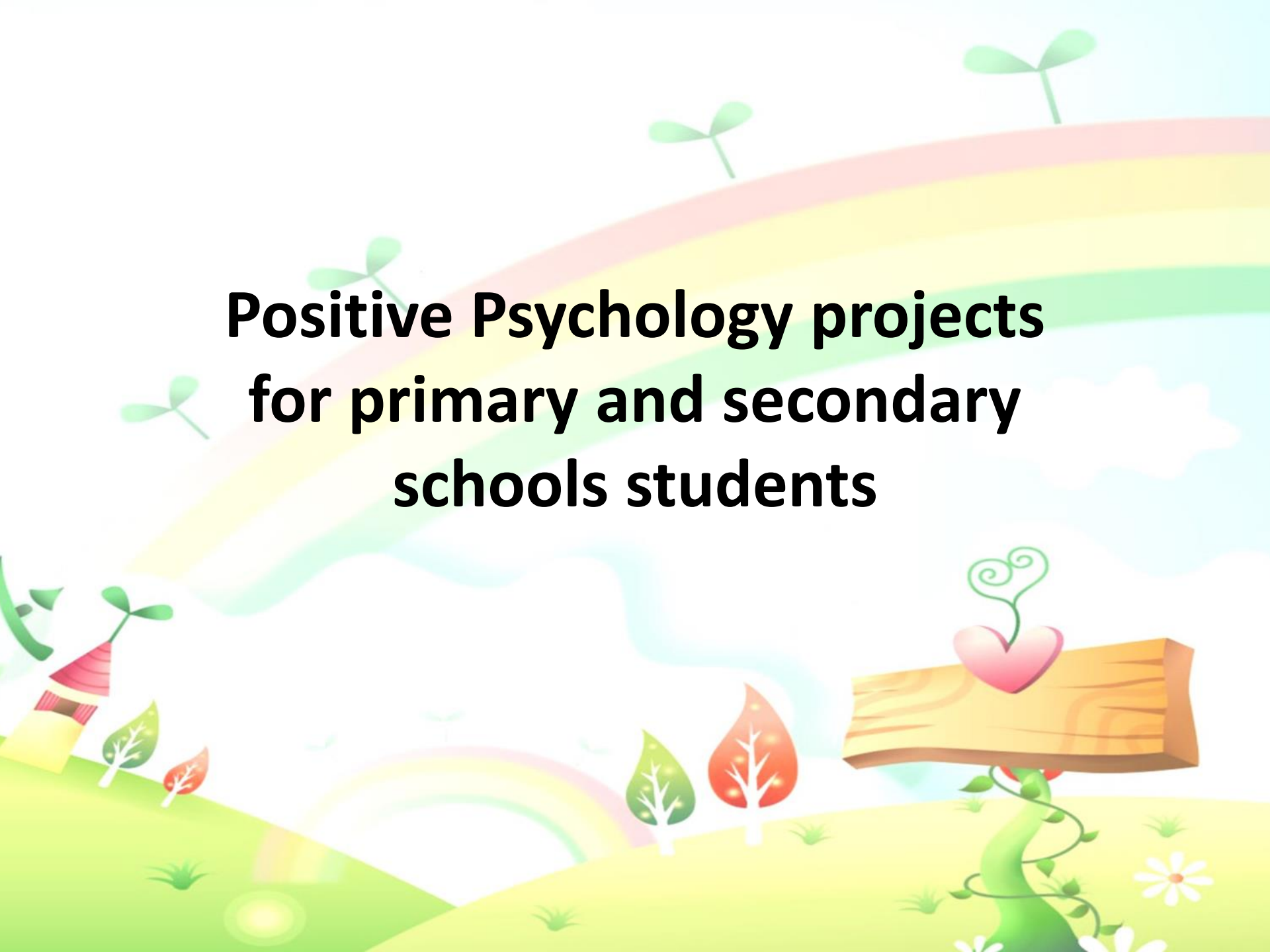
Design of activities

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

中華基督教禮賢會香港區會社會服務部主辦
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



協辦機構



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.

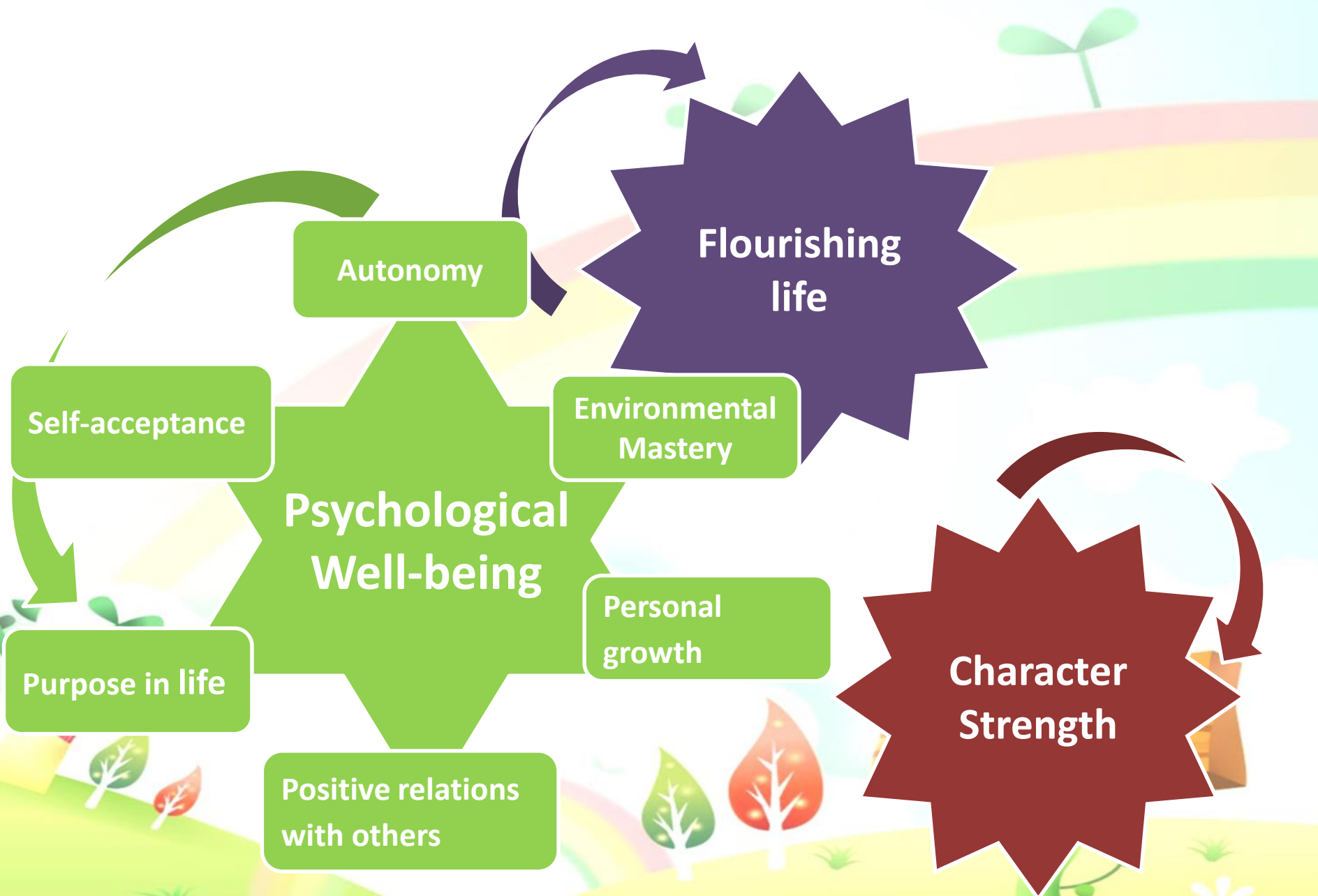


Figure : Theoretical Framework of the Project

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



SUN Teens
青少年精神健康計劃
成效研究暨實務手冊

主辦機構：



研究院校：



計劃資助：



研究資助：



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**

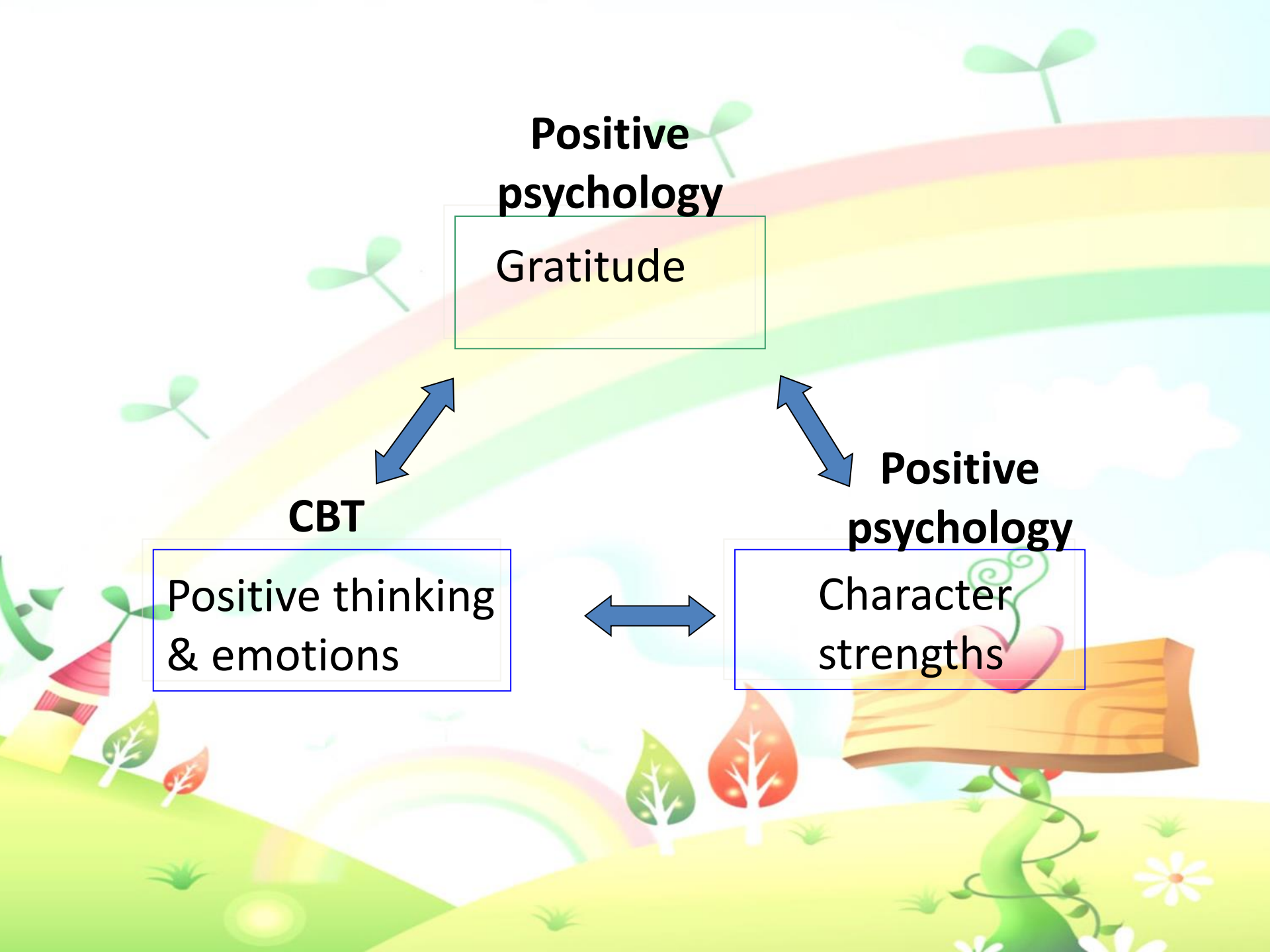
Gratitude

CBT

Positive thinking
& emotions

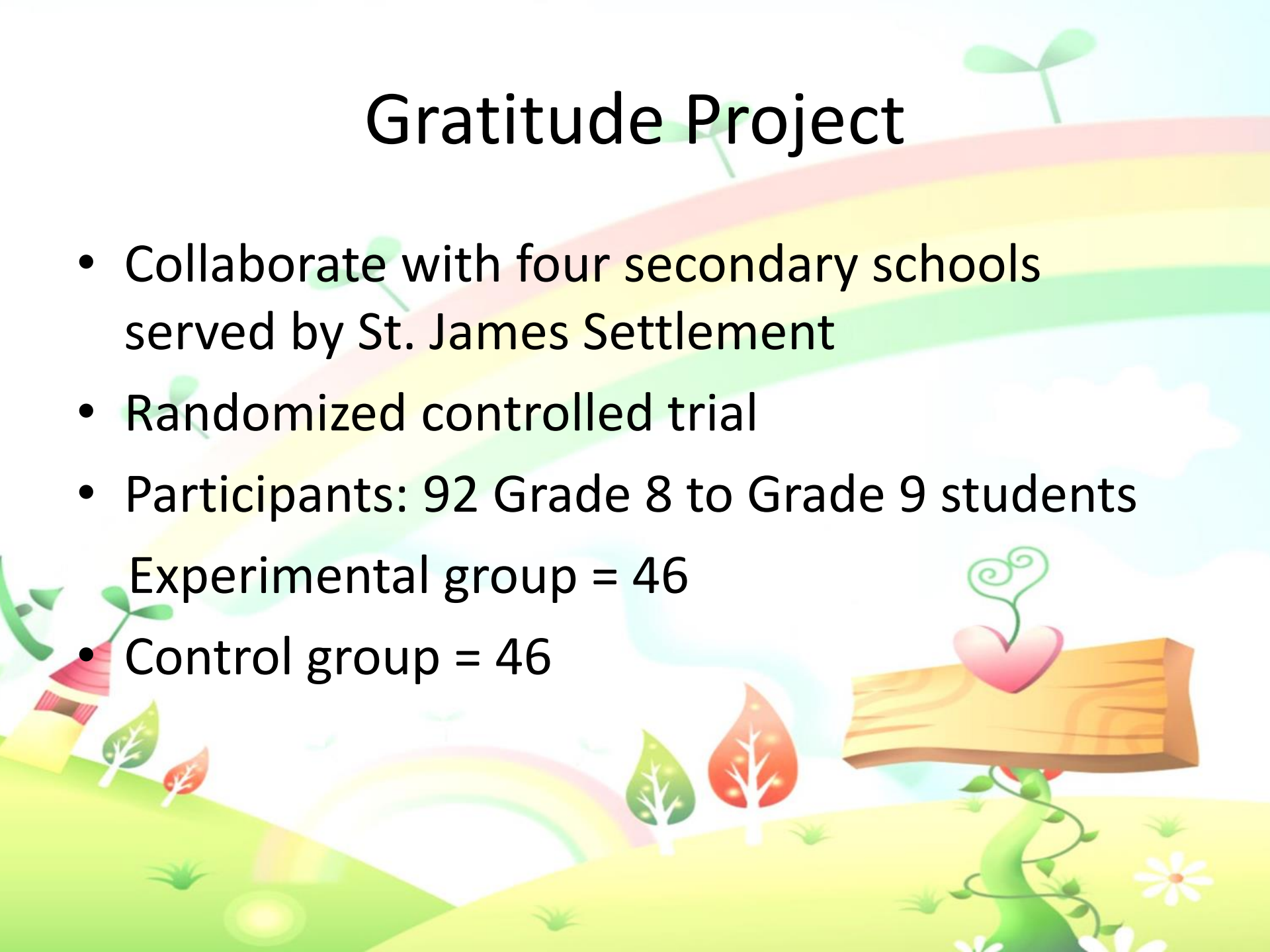
**Positive
psychology**

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

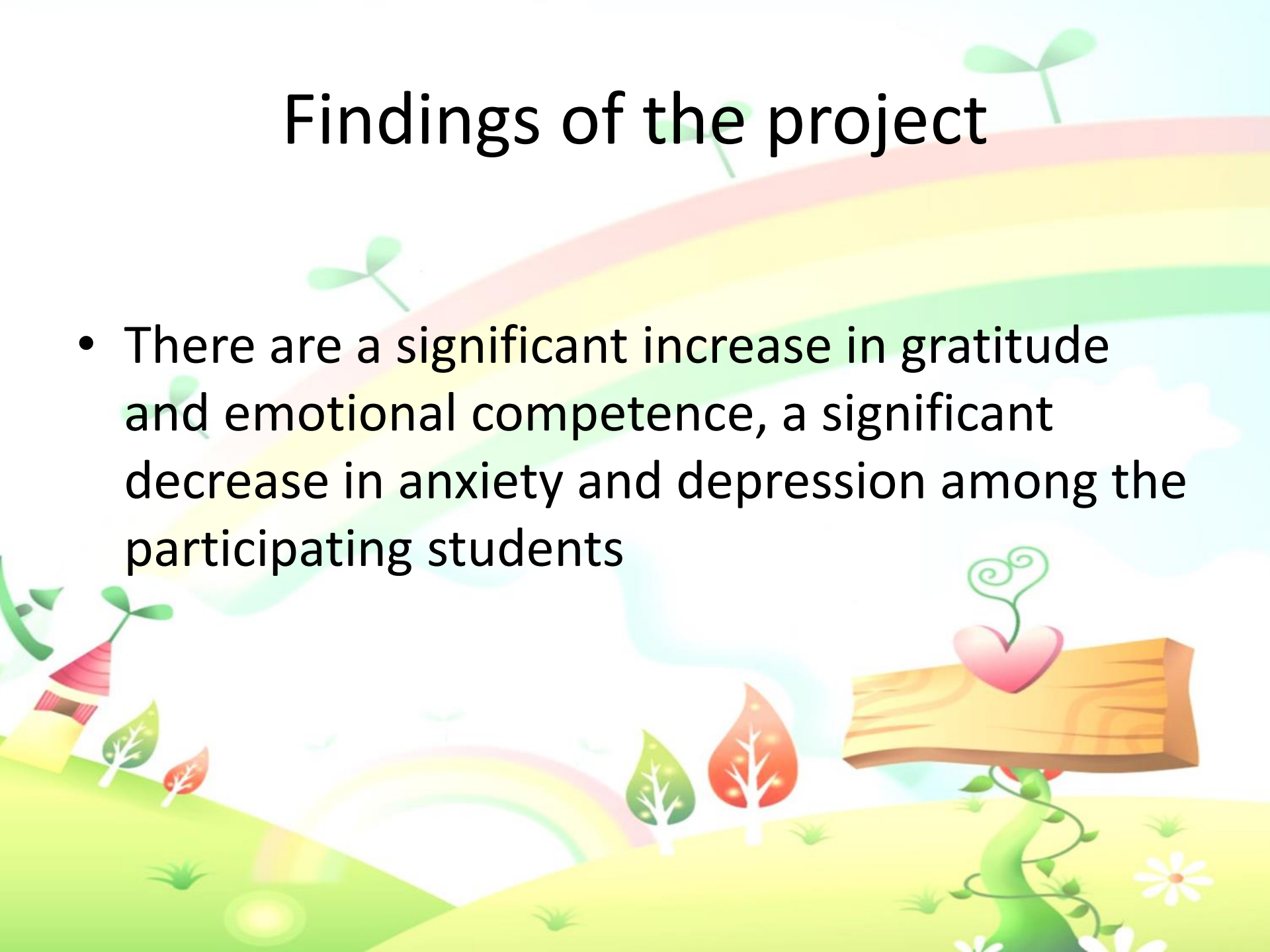
- Led by four school social workers in four secondary schools
- A total of 10 group sessions
- Each session lasts for one and a half hour
- Pre-test and post-test questionnaires are completed by students from both the experimental and control groups

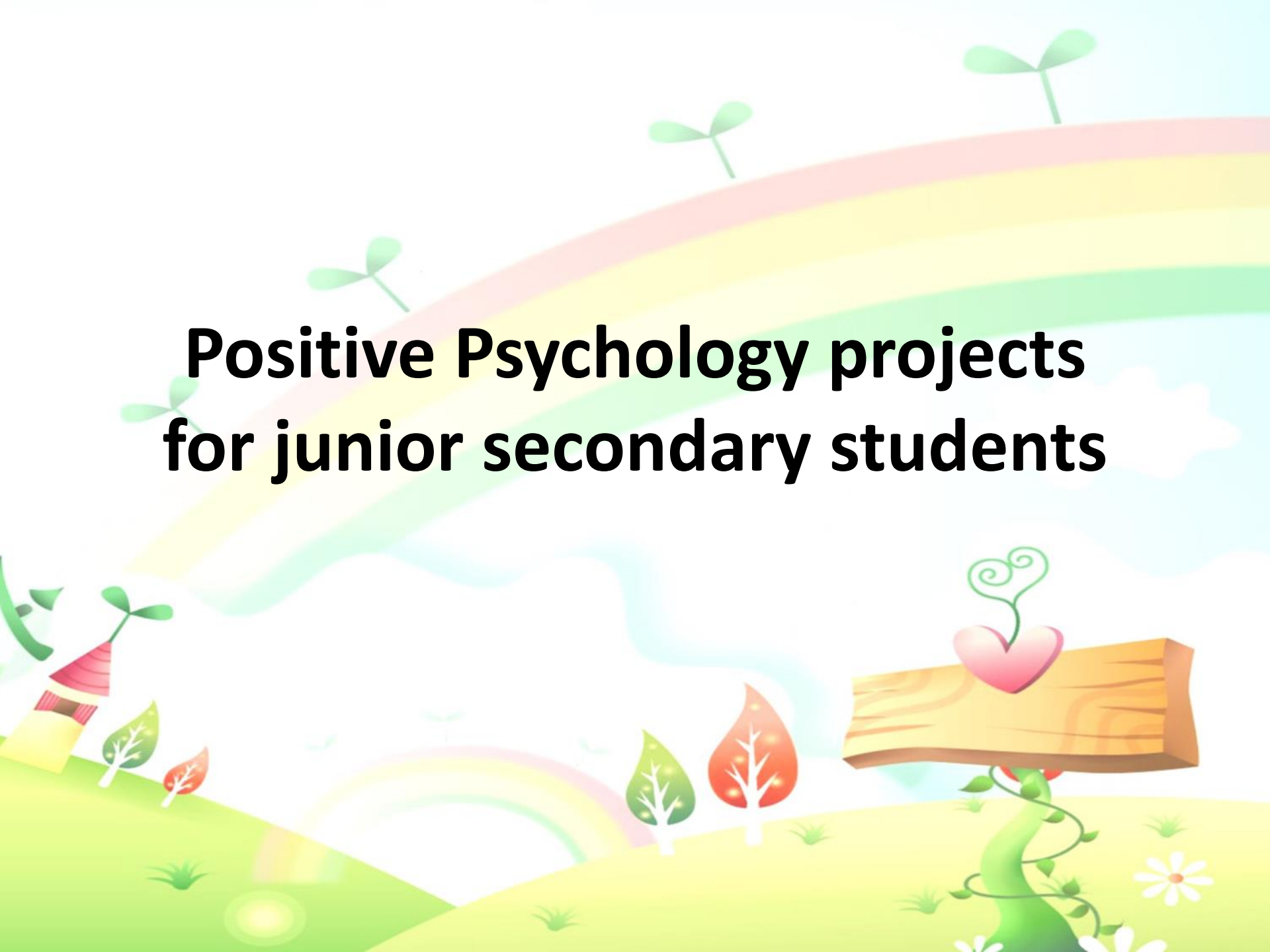
Program content

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:



Department of
Applied Social Sciences
應用社會科學系

協辦機構:

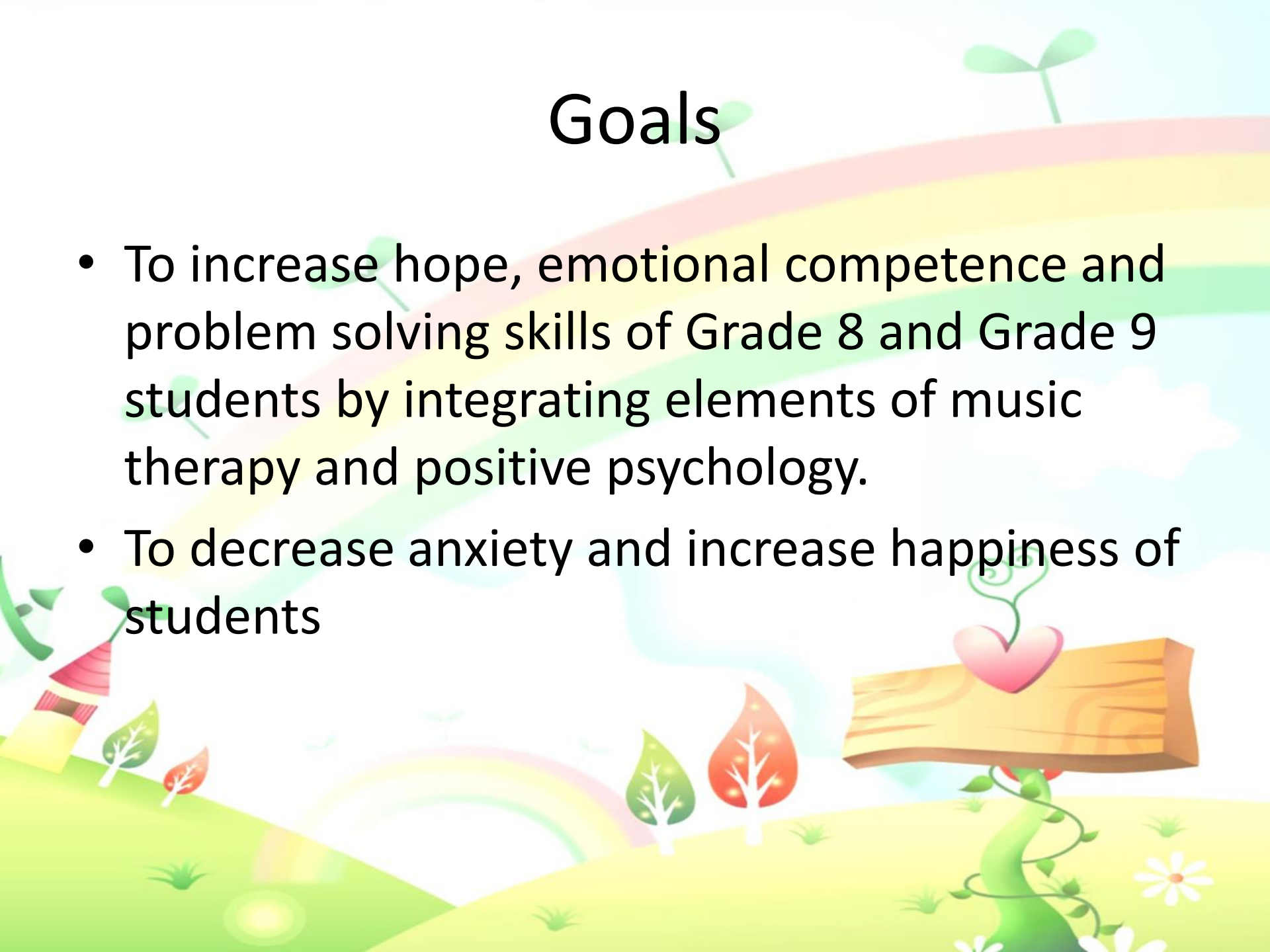


贊助機構:

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 88 students in three secondary schools
- Another nine 10-session groups with only positive psychology elements was implemented for about 70 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

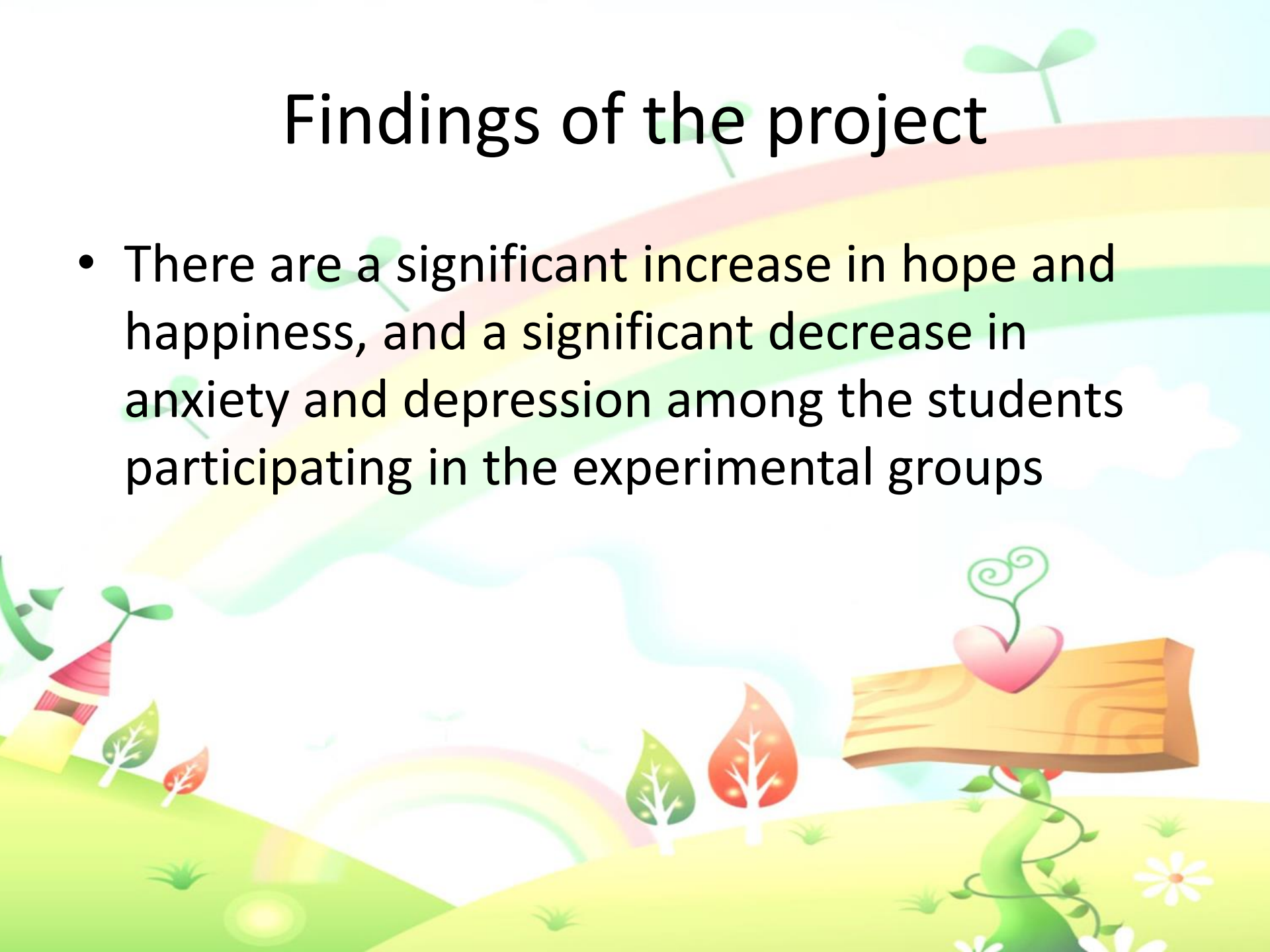
Session	Objectives
1	To facilitate the students to learn the application of different musical instruments
2	To facilitate the students to learn the six steps of problem solving
3	To facilitate the students to learn the three principles of problem solving (effectiveness, efficiency and economy)
4	To raise 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

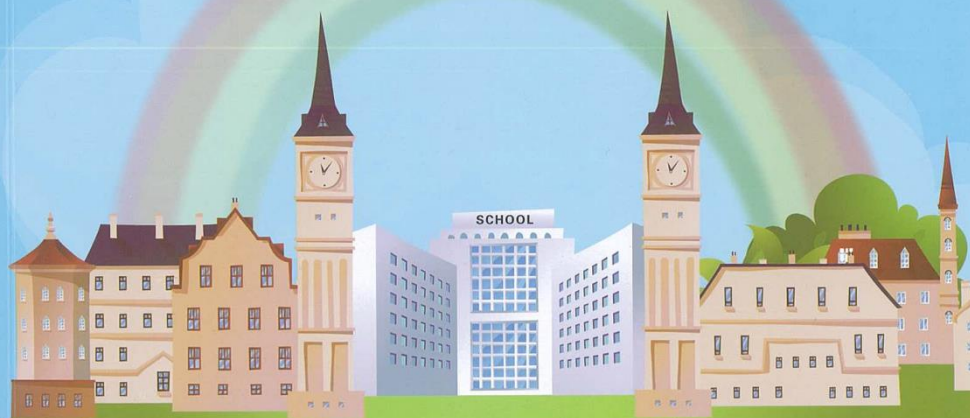


基督教香港信義會生命天使教育中心

快樂巨升

紓減學生焦慮計劃

教材套



優質教育基金 贊助
Quality Education Fund



香港城市大學
City University of Hong Kong
三十週年紀念 30th Anniversary
專業、服務、創想
Professional, Service
For the World
Department of
Applied Social Sciences

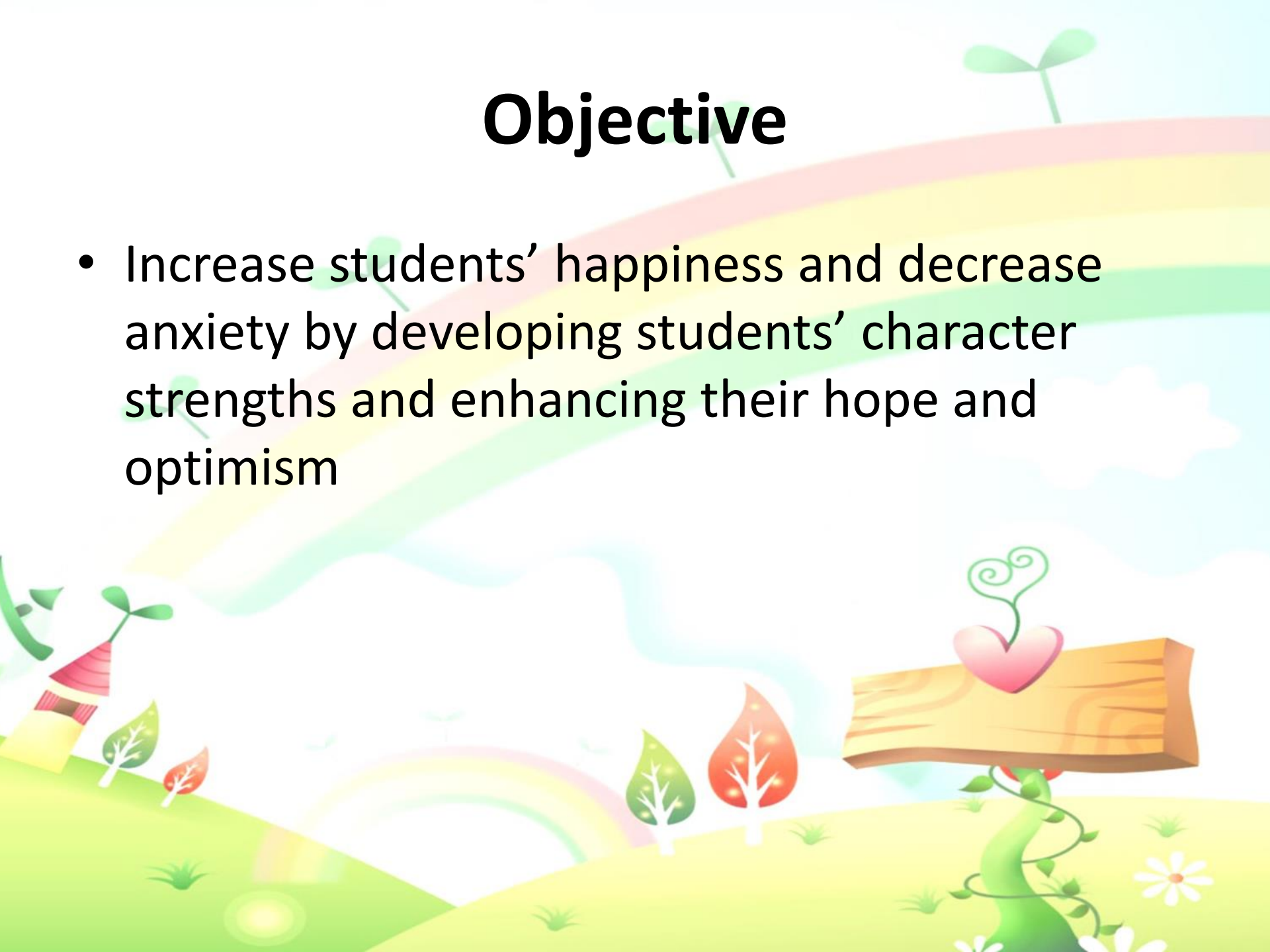
計劃顧問

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
- Alleviate anxiety by incorporating character strength, optimism and hope.

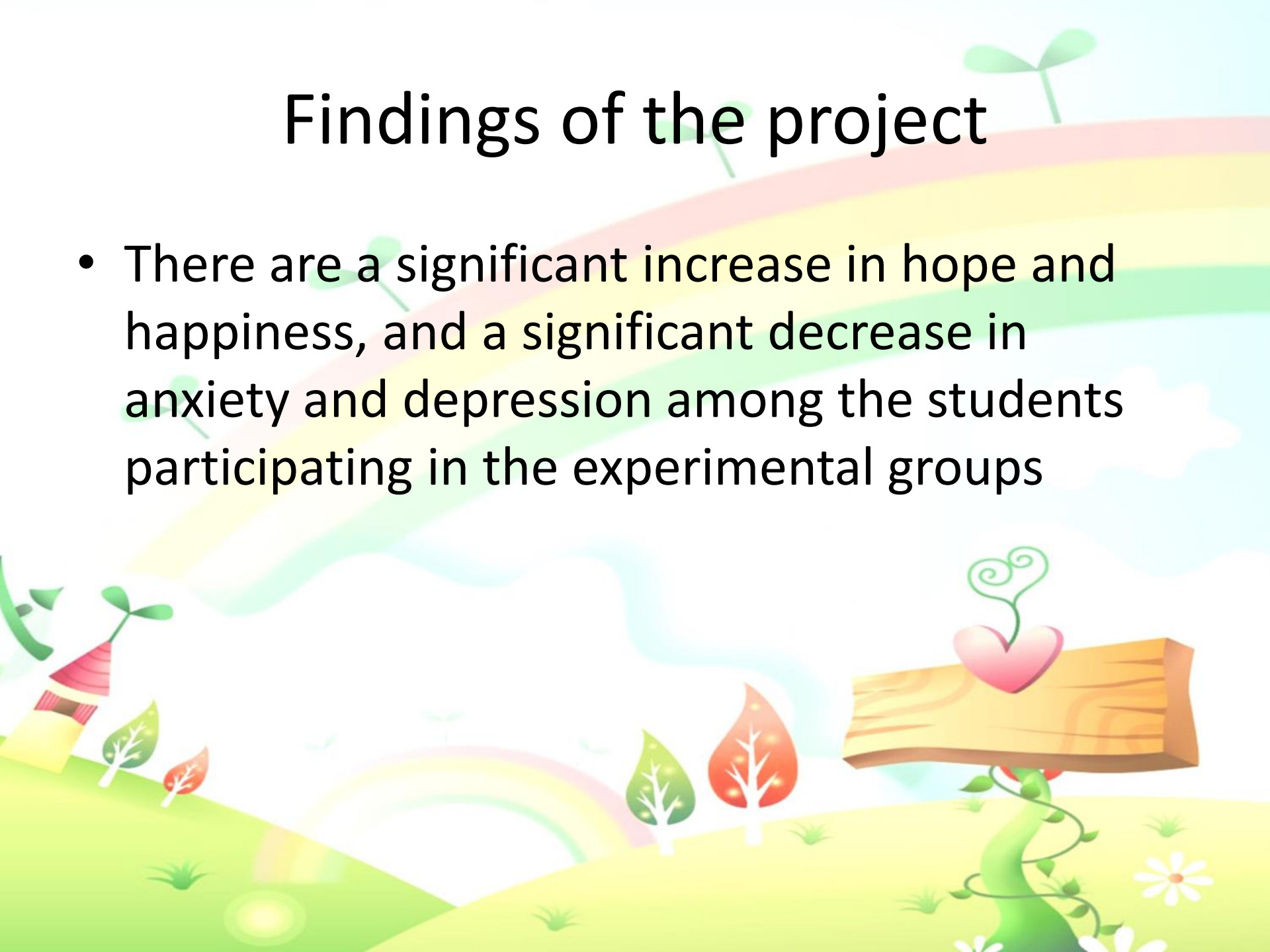
Objective


- Increase students' happiness and decrease anxiety by developing students' character strengths and enhancing their hope and optimism



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 projects for families



情緒割斷

“我和我的伴侶（或家人）相處時，或多或少會對彼此有要求，但有時候我會感到對方的要求太多。”

你覺得這個句子描述的人跟你相似嗎？
 如果你覺得非常相似，得一分。
 如果你覺得有點相似，得二分。
 如果你覺得有點不相似，得三分。
 如果你覺得非常不相似，得四分。

此題目需要全部玩家一同作答，請不要與其他人口頭答案，並把得分寫於自己的「自我區分」九宮格，黃色方格。

任務

★ ★

分享一件令你引以自豪的事情。

讓目的玩家作答。請向大家分享你的「自豪」貼片，得到貼上的分數。

自我區分九宮格

- 請將「自我區分」題的高分數填寫在下面的空格內；完成每個題目的「自我區分」問題任意四條題目即可（不可重複）
- 紅色「自我區分」題的分數填寫在紅色空格，黃色「自我區分」題的分數填寫在黃色空格，除此類推
- 用完請自行複印

	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



Satir Computer Game

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

家庭時光之旅 大冒險

開新遊戲

載入遊戲

家庭小工具

☒ Music

☒ Voice

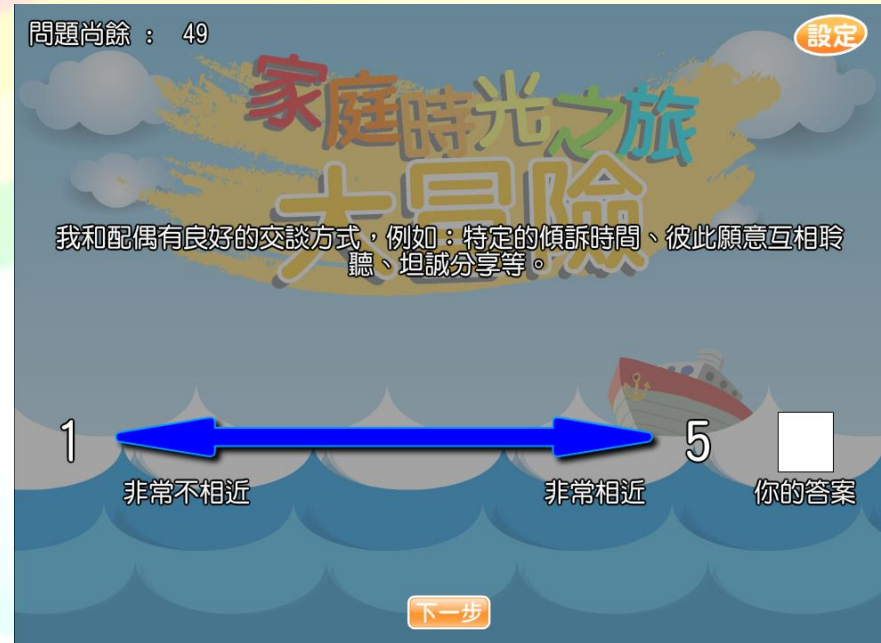


Bowen Computer Game

[http://www.dr-studio.com.hk/cityusylviaakwok/Game%201\(Bowen\)/BowenGame.html](http://www.dr-studio.com.hk/cityusylviaakwok/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

樂園郵局





Computer game on building character strengths

小朋友「正」冒險

開始遊戲

設置

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.**
Integrating positive education within the school context is an evolutionary process and takes time. School leaders must align their school's vision, mission, short-term and long-term objectives to a whole-school positive education approach.

Future development

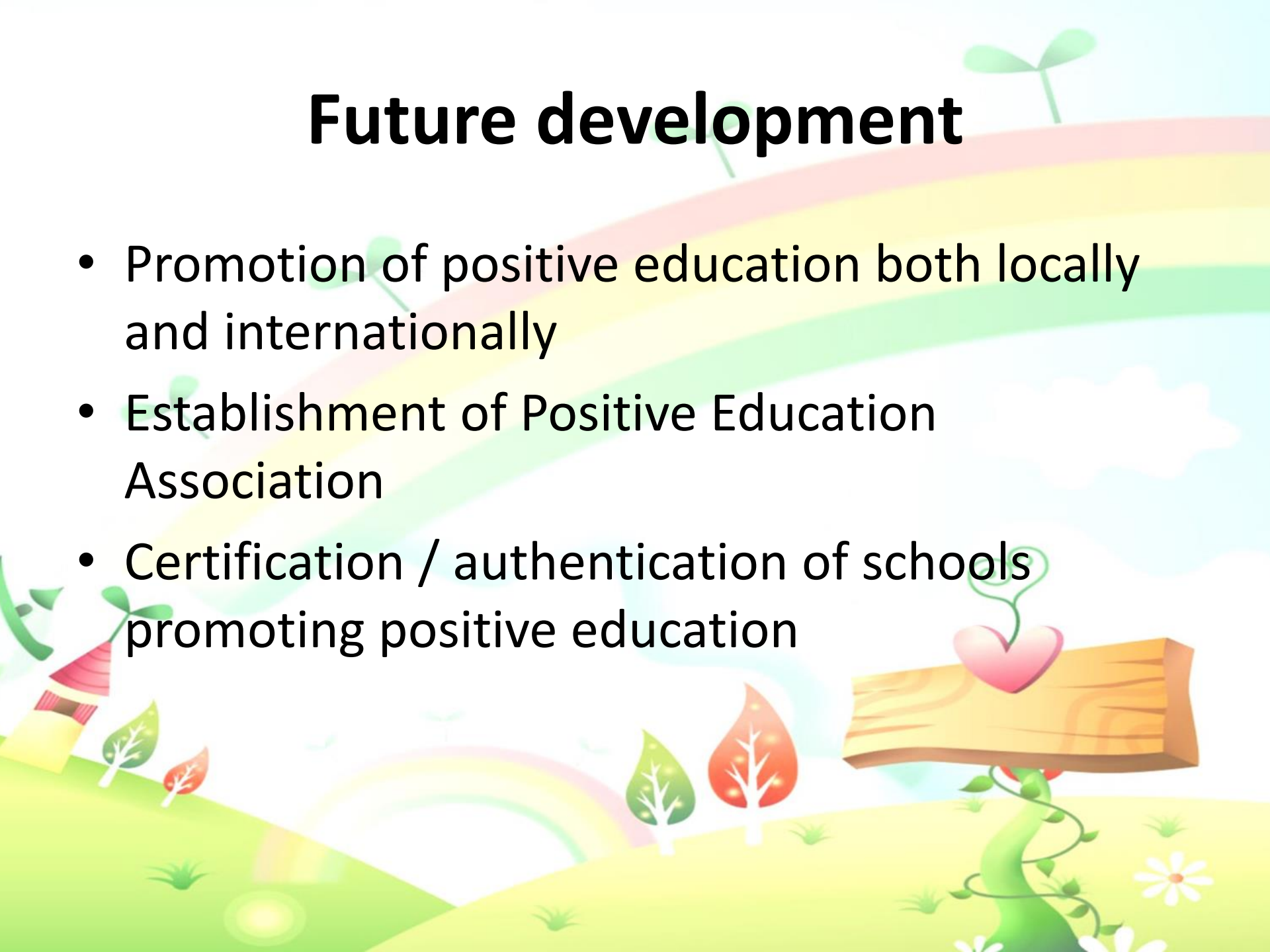
- **Schools need to use multiple pathways to foster the wellbeing of their staff.** Efforts need to be made to develop strengths and psychological capital of the school staff and cultivate their engagement and commitment to the school.
- **Evidence-based research is needed** to examine systematically 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

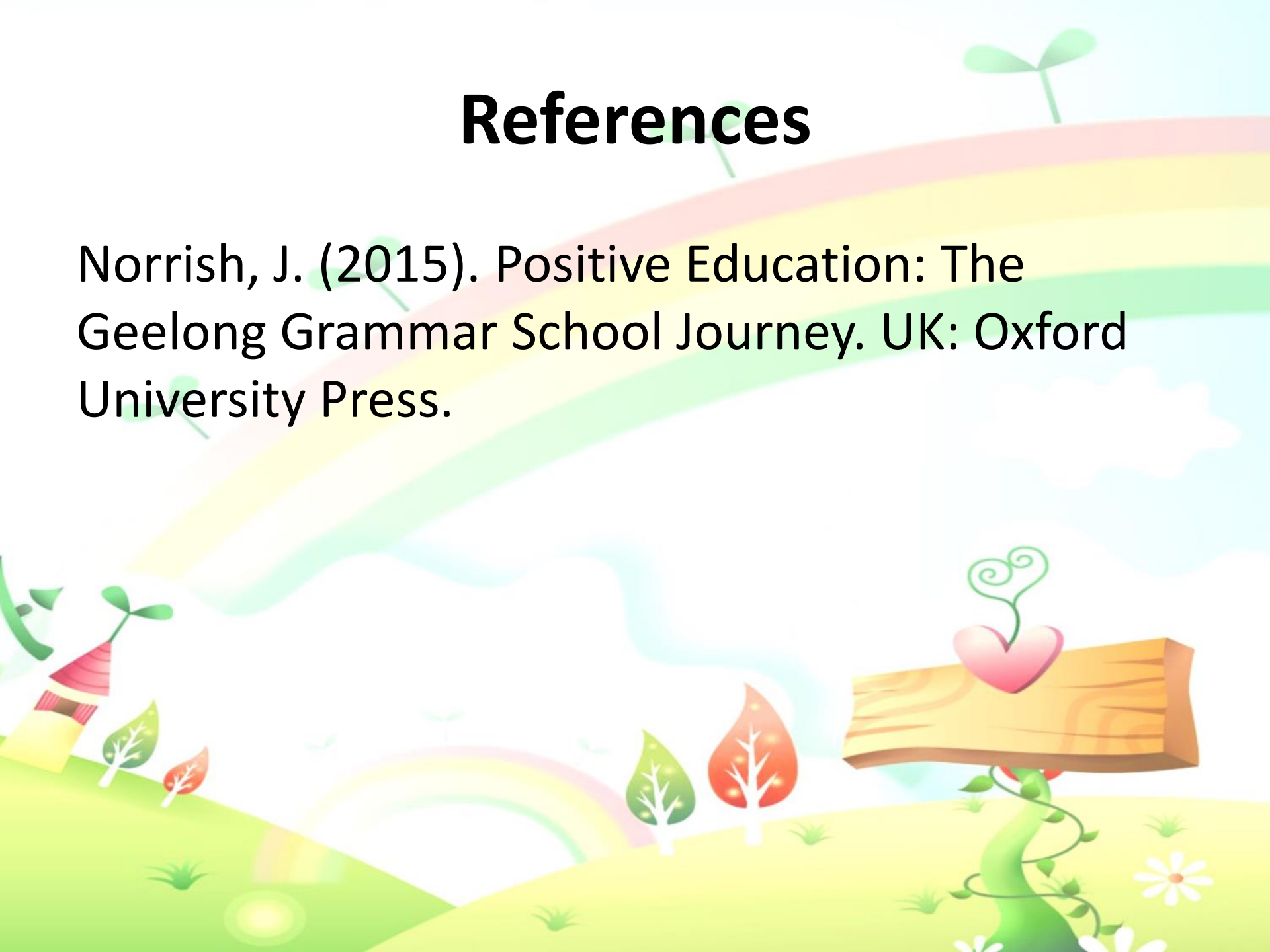
Future development

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



References

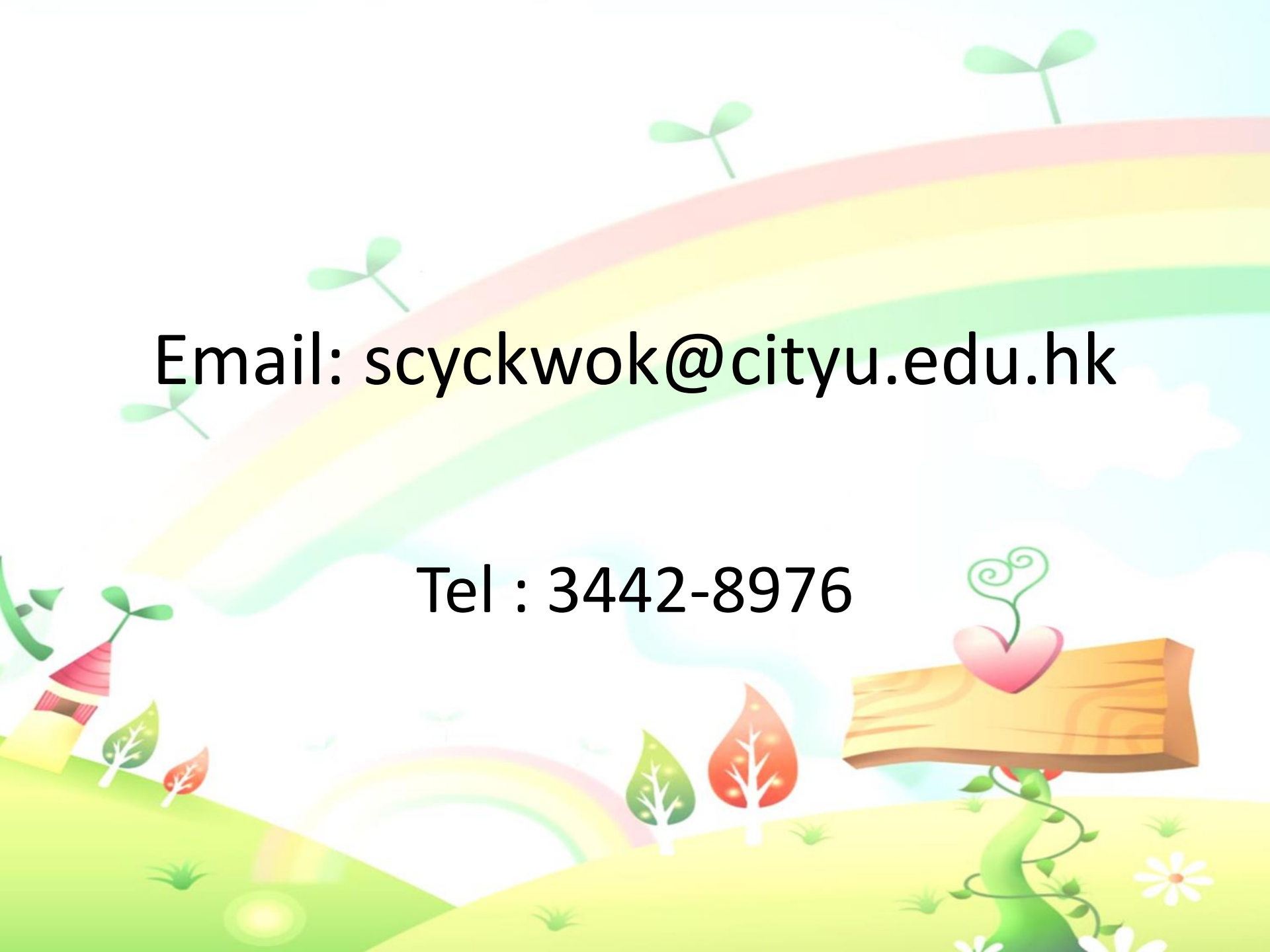
Norrish, J. (2015). Positive Education: The Geelong Grammar School Journey. UK: Oxford University Press.



Positive Education Laboratory

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





Email: scyckwok@cityu.edu.hk

Tel : 3442-8976