

Final Report of Project

Project No. :9420024

2011/0457

Part A

Project Title: Application of positive psychology to promote whole child development in pre-primary education

Name of Organization/School: City University of Hong Kong

Project Period: From 02/2013 (month/year) to 01/2014 (month/year)

Part B

Please read the Guidelines to Completion of Final Report of Quality Education Fund Projects before completing this part of the report.

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

Name of Project Leader: _____ Name of Grantee*: _____

Signature: _____ Signature: _____

Date: 30/4/2014 Date: _____

** Final Report of Project should be submitted via "Electronic Project Management System" (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*



1. Introduction

The Project

took place from February 2013 to January 2014. A series of activities and research studies on positive psychology were conducted in the five nurseries and three kindergartens affiliated to the Chinese Rhenish Church Hong Kong Synod. The whole program included teacher workshops, parent workshops, school-based programs, and a series of in-class small-group positive psychology activities. The purposes of these activities were three-fold: First, to facilitate the awareness of character strengths in the children; second, to enhance their self-esteem; and finally, to let the children explore the sources of happiness from their character strengths. The 16-session small-group positive psychology activities covering the 8 character strengths in our project, including, creativity, hope, love and beloved, altruism, gratitude, bravery, honesty, and forgiveness, were held for the K1 to K2 children aged 3 to 6 in discovering their character strengths.

2. Attainment of Objectives

Please refer to table 1 for details.

3. Project Impact

With reference to the long-term goal of the project which is in line with the principle of whole child development emphasizing appropriate moral values and attitudes as stated in *Guide to the Pre-primary Curriculum* (2006), the project aims to cultivate and nurture character strengths in pre-primary children so that they can face difficulties and challenges, and develop into healthy, contributive people in future. Indeed, according to the observations of the principals, teachers, project coordinator and parents, the pre-school students who have participated in the project were more confident and willing to express their own feelings and ideas. They learnt how to make use of their own character strengths such as creativity, hope and bravery to solve problems and handle things that they were hesitant to do before. They were also observed to be more often to express their love and care to people. The teachers also claimed that their students were more sensitive to their classmates' needs. All these changes are beneficial to student's personal growth and help them build up good social skills.

The project is successful in broadening both teachers' and students' horizons in the sense that positive psychology was the first time to be incorporated in the curriculum design of the participating pre-schools. The three sessions of teacher workshops also contributed to teachers' professional development. Most participants in the workshops agreed that they could make use of the themes of character strengths in activities design and teaching. The teachers also agreed that they understood the basic concepts of designing thematic program activities after the workshops and commented that the workshops could facilitate mutual exchanges among teachers. It also increased the chance of cooperation among the schools and enhanced team spirit among the teachers.

The project facilitates school development through integrating character strengths in designing thematic whole school programs. The parent workshops in the project promoted parent involvements in the school programs. The workshops also equipped parents with basic theoretical base of positive psychology and positive parenting skills. According to the teachers from the participating schools, parents were willing to participate in the project and kept track of their children's performance. The teachers also pointed out that parents were more positive, encouraging and attentive to children's positive behaviors. Parents were encouraged to continue to be education partner for the schools, which will enhance parent-school cooperation in the future. During the implementation of this project, collaborations among the eight pre-schools and the project coordinator as well as the coordinator of the Chinese Rhenish Church Hong Kong Synod were frequent and smooth. This kind of collaboration fosters knowledge and professional exchanges and benefits all parties involved.

4. Cost-effectiveness

Please refer to Table 2.1 for the Budget Checklist and Table 2.2 for the unit cost for the direct beneficiaries.

The human resources of the present project have been fully utilized. The project coordinator was responsible for implementing the small group activities and coordinating most project work. The principals and teachers of the eight participating pre-schools assisted in diverse aspects such as assisting small class activities, arranging each school's time table for the project, organizing prize presentation ceremony, planning and running the whole school programs, consulting the project coordinator in order to improve the programs, etc. In addition, equipment and materials that the schools already have were utilized in the project. This saves project costs and also enables schools to sustain the activities after the project.

All the manuals and program materials developed in the project are sustainable. The teaching manual is available in both hard copy (distributed to schools) and soft copy (uploaded online). Schools and trainers from related educational fields can make use of the teaching manual, program materials and stories developed in the project to run similar programs and benefit more target groups. This also reduces costs when other schools replicate the project.

5. Deliverables and Modes of Dissemination

For dissemination mode and value of project deliverables, please refer to Table 3.

6. Activity List

For activities conducted during the project, please refer to Table 4.

7. Difficulties Encountered and Solutions Adopted

Although the implementation of the project was generally smooth, there were still some difficulties encountered. The present project was to cultivate and nurture character strengths in pre-primary children. However, it is difficult if not impossible to see the immediate changes of these inherent characters in such a short period of time. It takes time for students to practice before they can internalize the concepts of character strengths. Thus, statistical evidences for the positive changes of children were insignificant. Nevertheless, this project has introduced a new perspective for pre-school level education in nurturing positive characters of children. It is expected that the schools participating in this project will continue to make use of the teaching manual of the project for future curriculum design, which will benefit the students in the long term.

Low parental participation was one concern at the beginning. This might be due to two reasons. First, many parents are working parents with a busy schedule. Second, parents regard the project as part of school routine and thus do not pay extra attention to it. Therefore, it is necessary to educate parents about the eight character strengths. The schools made a lot of efforts to encourage parent participation. They gave clear instructions to parents on how to cooperate with the project coordinator and assist their children in after-school activities. Besides, in cooperation with the project leader, the schools arranged various workshops for the parents. The workshops were carefully designed, including introductions on project content, brief talks on the concepts of eight character strengths and experiential activities. The number of parents participating in workshops was satisfactory. Participating parents agreed that after the workshop, they understood the basic concepts of positive psychology and positive parenting. Parents became supportive thereafter.

Family-school collaboration was another concern for the project. For instance, parents are required to observe their children's performance and manifesting of character strengths at home and record their observations in the booklets designed for the project. However, some parents did not have enough time to make the observation and record. Besides, some children are taken care of by their grandparents who might not be capable of completing the observation and record. Initially, the completion of booklets was far from satisfactory. Having discussed with the teachers, the project leader designed some



encouragement sentences for parents. For those students cared by grandparents, the class teacher would instead observe and record their positive behaviors in class.

Place, time and efforts could be another obstacle. Due to limited space in schools, it is difficult to arrange additional venues for the small group activities. Also, as the regular curriculum of the schools is tight, it is difficult for schools to set aside extra time for holding small group activities. The school teachers also have to spend extra time and efforts for the program. These problems were solved by better communication among the project coordinator, the school principals and teachers. Therefore, the success of the whole project depends on cooperation of all the parties concerned in the project.

For the difficulties in the budget, as there was not planned budget for hiring additional project staff, volunteers were recruited for assisting small group activities and other project events such as the second teacher workshop, press conference and prize presentation ceremony. The recruitment of helpers not only facilitated the implementation of the project, but also trained a group of potential social coordinators with knowledge of positive psychology.



Table 1: Attainment of Objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
<p>To apply positive psychology framework to cultivate and nurture character strengths in pre-primary children for whole person development.</p>	<p>Small group activities in classes of 5 kindergartens and 3 nurseries Whole school programs</p>	<p>Mostly achieved</p>	<ul style="list-style-type: none"> ➤ Significant improvement in one of the targeted character strengths, forgiveness, was found in the children who have joined the small group activities when compared with the control group children. Girls' in the experimental group were found to increase significantly in the character strength of bravery, while first-born children were shown to significantly decrease in their anxiety levels. (Refer to Appendix 1: The Project Research Report and Teacher Manual P. 19-P.21) ➤ Both parents and teachers gave positive feedback for the improvement in children's social behaviors e.g. children are more willing to share personal feelings verbally or via drawing in class/at home, become more courageous to try new things, are more creative in discovering new things and formulating new ideas, are more caring about others' feelings and helping people in need, are more willing to encourage others in difficulties, learn methods to handle negative feelings, and forgive others' mistakes. 	<ul style="list-style-type: none"> ➤ The one-year duration makes it difficult to observe sound changes in characters. Moral and positive character nurturance requires longer time and more practices for indoctrination. However, this project succeeds in introducing a new perspective for pre-school education in nurturing positive characters of children. ➤ Statistical evidences in the positive changes of children were satisfactory. It is better to measure the maintenance effect half a year after if possible.



Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
To teach parents positive parenting approaches so that they can help build up character strengths in their children.	<ul style="list-style-type: none">➤ Parent training workshops/ consultations➤ Enhancing parent participation through parent-child assignments and whole school programs	Mostly attained	<ul style="list-style-type: none">➤ Around 80% of the parents of the first parent workshop agreed that they could grasp the meaning of character strengths and apply the concepts in daily life.➤ Around 90% of the parents from both workshops agreed that they could understand the importance of character strengths.➤ More than 80% of the parents from both workshops could appreciate their children's character strengths and explore their children's sources of happiness.➤ More than 80% parents of the second parent workshop agreed that they could facilitate their children to use character strengths to increase happiness.(Details refer to Appendix 1: The Project Research Report and Teacher Manual P. 24-P.27)➤ A majority of parents claimed that the project was beneficial to their children and helped them reflect on their parenting styles.	More parent workshops are expected to enhance parents' understanding of positive psychology and character strengths and their skills in applying the knowledge in their daily lives and parenting.



Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
<p>To promote positive education and build a positive culture in schools to nurture and cultivate character strengths in pre-primary school children.</p>	<ul style="list-style-type: none"> ➤ Teacher training workshops ➤ Involving class teachers in small group activities and after-class consultations with the project coordinator ➤ Incorporating positive psychology concepts into whole school programs 	<p>Mostly achieved</p>	<ul style="list-style-type: none"> ➤ Some teachers stated that they focused more on students' strengths rather than problem behaviors in daily interactions with students ➤ All kindergartens and nursery schools in this project have carried out whole school programs with eight character strengths as themes. Some of the programs have been integrated into the routine schools activities e.g. Mother's Day, Festival celebrations, regular classes, etc. (Details refer to Appendix 1: The Project Research Report and Teacher Manual P. 57-P.70) ➤ More than 60% of the participants of the first teacher workshop agreed that they could apply character strengths in their teaching. More than 80% of the participants of the second and third teacher workshops agreed that they have learnt how to make use of positive psychology to enhance happiness; around 70% agreed that they use themes of character strengths in activity design and teaching. 	<p>More workshops with the theme on the eight character strengths will be held for the teachers if the project duration is longer.</p>
<p>Objective statement</p>	<p>Activities related to the objective</p>	<p>Extent of attainment of the objective</p>	<p>Evidence or indicators of having achieved the objective</p>	<p>Reasons for not being able to achieve the objective, if applicable</p>



<p>To develop a positive psychology manual for teachers to be incorporated into their curriculum design, specifically in the teaching area of Self and Society</p>	<ul style="list-style-type: none">➤ Designing and running weekly small group programs; revising session plans during the implementation➤ Collecting whole school program session plans from participating schools; incorporating some well-designed ones into the manual➤ Teaching materials and a series of story cartoons available online for future use	<p>Fully achieved</p>	<ul style="list-style-type: none">➤ 500 copies of Project Research Report and Teacher Manual have been published and delivered to the kindergartens, nursery schools and social welfare agencies in the press conference and closing ceremony of the project on 18 Jan 2014.➤ Soft copies were also sent to the schools and social welfare agencies upon request.(Refer to Appendix 1: The Project Research Report and Teacher Manual)	<p>NA</p>
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Table 2.1: Budget Checklist

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$226,800	\$216,216	-4.67%
General Expenses	\$73,200	\$73,675	+0.65%

Table 2.2: Costs on direct beneficiaries

Beneficiaries groups	Target/Expected Number	Actual Number
Students in the participating classes	240	240
Parents attending the workshops	200	420
Students of the serving schools	1,000	1128
Teachers of the serving schools	100	98
Teachers of other kindergartens in Hong Kong	500	500
Parents of the students in the serving schools	1,000	1128
Attendees in the prize presentation ceremony	1,000 students and parents	360 (students and parents) 40 teachers
Attendees in the press conference	200	180
Total number of direct beneficiaries	4,240	4,094
Unit cost for the direct beneficiaries	\$70.8	\$70.8

Table 3: Dissemination Value of Project Deliverables

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
<p>One research report cum program manual to teachers</p>	<p>The manual incorporates all session plans of the small group activities, links of teaching materials and cartoon stories with the themes of character strengths in the project. The eight participating pre-schools in the project also provided their whole school program plans for reference.</p>	<p>➤ 500 copies of Project Research Report cum Teachers Manual have been published and delivered to the kindergartens, nursery schools and social welfare agencies in the press conference and prize presentation ceremony on 18 Jan 2014.</p> <p>➤ Some kindergartens, social welfare agencies and parents who could not attend the conference also sent requests for the manual. Soft copies were sent to the schools and social welfare agencies upon request.</p>	<p>Publishing program and teaching manual is an effective way to disseminate project materials. It not only benefits the participating schools, but also benefits other related parties. It is worthwhile to send soft copy of the manual to all kindergartens and nurseries.</p>



Table 4: Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
Small group activities	<p>Duration: Feb. to Dec. 2013</p> <p>Groups: 16 groups of K2 students Around 12-15 students in a group aged from 4 to 6</p> <p>Sessions: 16 sessions (with 2 sessions on each theme) Each session lasts for about one hour led by a project coordinator, assisted by a teacher</p> <p>Themes: 8 character strengths: creativity, hope, love and be loved, altruism, gratitude, bravery, honesty, and forgiveness</p> <p>➤ Venues: 8 kindergartens or nursery schools of the Chinese Rhenish Church Hong Kong Synod</p>	8	16	240	NA	<p>Teachers' feedbacks:</p> <ul style="list-style-type: none"> ➤ Teachers were more aware of students' emotions and the importance of happiness for students. ➤ Teachers acquired skills in encouraging students and helping students reflect their feelings ➤ Students were more courageous to express their feelings because they were allowed to discuss and share their feelings in class. ➤ Children improved a lot in self-expression. They knew how to express their care and concern to other young children. They have more vocabulary (e.g. bravery, happy) for feeling-expression. ➤ Children were more confident to express their feelings verbally and via drawings; they also paid more attention to people and things around them. <p>Parents' comments on their children's changes:</p> <ul style="list-style-type: none"> ➤ My child is more eager to learn ➤ My child will improve after I point out his misbehavior ➤ My child becomes more courageous ➤ My child forgives his classmate for messing up his homework



Types of activities	Brief description	No. of participants				Feedback from participants
		schools	teachers	students	others (please specify)	
Whole school programs	<p>Duration: Mar- Dec 2013</p> <p>Sessions: Around 8 sessions, depending on each school's schedule</p> <p>Themes: 8 character strengths: creativity, hope, love and be loved, altruism, gratitude, bravery, honesty, and forgiveness</p> <p>Venues: 8 kindergartens or nursery schools of the Chinese Rhenish Church Hong Kong Synod</p>	8	98	1128	NA	<p>➤ Generally, the implementation was smooth but sometimes, the schools needed to adjust the school time-schedule in order to implement the whole school programs.</p> <p>➤ Parents may only regard the school-based activities as normal school activities. It is necessary to let parents have better understanding of the application of eight character strengths in the activities and thus enable them to assist children's development at home.</p> <p>➤ If the activities require home-school collaboration, the schools need to set aside sufficient time to carry out related activities in order to increase parent participation.</p>
First parent training workshops	<p>Time: Apr- Oct 2013</p> <p>Each workshop duration: 2 hours</p> <p>Themes:</p> <ul style="list-style-type: none"> ➤ Positive psychology ➤ Positive parenting ➤ 8 character strengths: creativity, hope, love and beloved, altruism, gratitude, bravery, honesty, and forgiveness 	8	NA	NA	Around 250 Parents	<p>➤ Around 80% of the parents agreed that they could grasp the contents of character strengths and apply the concepts in daily life.</p> <p>➤ Around 90% of the parents agreed that they could understand the importance of character strengths.</p> <p>➤ More than 80% parents could appreciate their children's character strengths and explore their children's sources of happiness.</p> <p>➤ More than 90% of the parents give the workshop the rating of 'satisfactory'.</p>



Types of activities	Brief description	No. of participants				Feedback from participants
		schools	teachers	students	others (please specify)	
Second parent training workshops	<p>Time: Apr- Oct 2013</p> <p>Each workshop duration: 2 hours</p> <p>Themes: Positive psychology</p> <ul style="list-style-type: none"> ➤ The concept of PERMA ➤ Positive parenting ➤ 8 character strengths: creativity, hope, love and beloved, altruism, gratitude, bravery, honesty, and forgiveness 	8	NA	NA	Around 170 Parents	<ul style="list-style-type: none"> ➤ More than 90% of the parents were satisfied with the workshop. ➤ Around 90% parents agreed that they could understand the importance of character strengths. ➤ More than 80% parents could appreciate their children's character strengths and explore their children's sources of happiness. ➤ More than 80% parents agreed that they could assist their children to make use of their own character strengths to increase happiness.
First teacher training workshops	<p>Dates: 8 Mar and 20 April 2013</p> <p>Each workshop duration: 3.5 hours</p> <p>Themes:</p> <ul style="list-style-type: none"> ➤ Positive psychology ➤ 24 character strengths 	8	98	NA	NA	<ul style="list-style-type: none"> ➤ Around 80% of the teachers agreed that they could grasp the meanings of 24 character strengths. ➤ 80 % of the teachers agreed that after the workshop, they could explore their own sources of happiness and appreciate the character strengths of people around them.
Second and third teacher training workshops	<p>Dates: 24 July 2013</p> <p>Workshop duration: 7 hours with 3.5 hours/session</p> <p>Themes:</p> <ul style="list-style-type: none"> ➤ Using elements of positive psychology in activity design ➤ Applying positive psychology in teaching 	8	96	NA	NA	<ul style="list-style-type: none"> ➤ 90% teachers and principals agreed that they understood the basic concepts of program design and the workshop could facilitate mutual exchanges among them. ➤ More than 80% of the participants agreed that they have experienced how to use positive psychology to enhance happiness. ➤ Around 70% participants agreed that they could make use of the themes of character strengths in activity design and teaching.



Types of activities	Brief description	No. of participants				Feedback from participants
		schools	teachers	students	others (please specify)	
Press conference	<p>Dates: 18 Jan 2014</p> <p>Time: 10:00am-12:00 noon</p> <p>Duration: 2 hours</p> <p>Themes:</p> <ul style="list-style-type: none"> ➤ Release of research reports ➤ Project review ➤ Sharing of practical experience ➤ Experiential activities of positive psychology <p>Venue: City University of Hong Kong</p>	64	132	NA	Around 48 social workers from 35 children and youth social service centers or social welfare organizations	<ul style="list-style-type: none"> ➤ 92% of the participants agreed that they had better understanding of the relationship between positive psychology and mental health after the conference. ➤ 83% of the participants agreed that the conference enabled them to make more effective use of positive psychology in teaching. ➤ 94% participants agreed that the contents of the conference was presented clearly and systematically ➤ Around 95% were satisfied with the conference in general.
Prize presentation ceremony and parent talk	<p>Dates: 18 Jan 2014</p> <p>Time: 2:30pm-4:30 pm</p> <p>Duration: 2 hours</p> <p>Contents:</p> <ul style="list-style-type: none"> ➤ Project review ➤ Games ➤ Parenting talk ➤ Certificates and prizes presentation <p>Venue: City University of Hong Kong</p>	8	40	180	Around 180 parents	<ul style="list-style-type: none"> ➤ Around 90% of the participants agreed that they had a better understanding of the relationship between positive psychology and mental health after the parenting talk. ➤ 85% of the participants agreed the parenting talk further enhanced their ability to make use of positive psychology in parenting. ➤ 89% of the participants agreed that the contents were presented clearly and systematically ➤ 95% found the talk helpful in parenting. ➤ Around 83% of the participants were satisfied with the ceremony and talk.

Table 5: Evaluation of activities

Activities	Description	Evaluation
<p>Small group activities in classes</p>	<p>➤ A project coordinator was responsible to lead all the small groups in eight pre-schools once/twice a week from March to December 2013.</p> <p>➤ One class teacher was present during the activities. The class teachers are the “seed teachers” who are expected to assist other teachers to implement the small group activities in schools in the future.</p> <p>➤ The activities are mostly experiential activities for the students to experience the positive emotions after applying their own character strengths to daily life activities.</p> <p>Theme 1: Creativity: To let the students experience the happiness of discovery and new creation</p> <ul style="list-style-type: none"> • Activities: • Cotton ball imagination • Concert with hand-made instruments • Creation of animals with own body • New creation with plastic materials <p>Theme 2: Hope To let students understand the importance of having hope when facing problems</p> <ul style="list-style-type: none"> • Activities: • The pros and cons of raining • Learning from video show • Goal setting and agency enhancement <p>Theme 3: Love and beloved To let students express and experience love, and acquire happiness from the intimate relationships</p> <ul style="list-style-type: none"> • Activities: • Love vs. broken heart • Secret angels • Love stories • Love cards <p>Theme 4: Altruism To let the students understand others’ needs and increase their motivation to help others</p> <ul style="list-style-type: none"> • Activities: • Altruism ambassador • Appropriate ways to help others • Experiential drama – to role play people who are in need 	<p>➤ Statistical evidences showed that the small group activities improved students’ behaviors and nurtured character strengths among the students, especially forgiveness.</p> <p>➤ It is worthwhile to have a project coordinator to be responsible for holding the small group activities as it can promote professional exchange of knowledge and reduce the workload of pre-school teachers.</p> <p>➤ The idea of experiential activities is feasible as it is an effective way to promote emotion regulation and moral education.</p>



Theme 5: Bravery

To encourage students to face problems and challenges bravely and let them experience the happiness after overcoming challenges

- Activities: Exploring the unknown
- Sharing things that students fear
- Warriors who demonstrate bravery
- Adventure in treasure island

Theme 6: Honesty

To encourage students to be honest and congruent to oneself and others, and to enjoy the trustful relationship

- Activities:
- Angel and devil
- Experiential game
- Honesty badge

Theme 7: Forgiveness

To let students experience the happiness of forgiving others and being forgiven by others

- Activities:
- Anger and emotional expression
- Angry plane
- The gift of forgiveness
- Healing the broken heart

Theme 8: Gratitude

To nurture students' sense of gratitude and experience the happiness from being grateful to others

- Activities:
- Sharing of grateful experiences
- Four steps of gratitude
- Gratitude action

Most "seed teachers" found joining the small group activities increases their understanding of how to make effective use of character strengths in designing activities. They also opined that they learnt the skills in helping students reflect their feelings.



Activities	Description	Evaluation
Parent training workshops/ consultations	<ul style="list-style-type: none">➤ These workshops were held by the project coordinator in the eight participating pre-schools from Mar- Dec 2013.➤ The parent workshops aimed to enable parents to experience making effective use of their own character strengths, enhance their children's character strengths and promote mutual exchange of positive parenting experiences among the parents.➤ The content of the workshops included talks about basic concepts of positive psychology and experiential activities. The emphasis of the workshops was the introduction of positive psychology and eight character strengths; five elements of happiness (PERMA) for parents to learn how to assist children to develop character strengths of their children, thereby enhancing happiness.➤ Parents were active in participation. The schools also supported future organization of similar types of parenting workshops	<ul style="list-style-type: none">➤ Most parents found the workshops useful and had positive feedbacks for the workshop.➤ Positive parenting workshops are suggested to be held in pre-school level as family environment is the most influential factor influencing children's moral development.➤ It is also suggested that future parent training workshops should include parent-child activities.
Teacher training workshops / consultations	<ul style="list-style-type: none">➤ Three three-hour workshops were held on 8 March, 20 April and 24 July 2013.➤ The workshops aimed to provide teachers opportunities to experience using positive psychology in designing activities and games, and to promote mutual exchanges among preschool teachers.➤ The workshops included lectures on basic concepts of positive psychology, brief talks and experiential activities.➤ The schools and teachers also provided positive feedback for the training and sharing.	<ul style="list-style-type: none">➤ Most teachers provided positive feedbacks for the workshops. They found that the workshops were innovative and inspiring. The workshops also encouraged an exchange of teaching experiences among teachers from different schools. This facilitated cooperation and team building among teachers➤ It is worthwhile to continue implementing this kind of teacher training workshops. Pre-school teachers are skilled in teaching academic topics but they are not familiar with approaches in enhancing children's psychological well-being. Teachers' personal experiences may be incorporated into the workshop.



Activities	Description	Evaluation
Whole school programs	<ul style="list-style-type: none">➤ The school-based whole school programs were held from Mar- Dec 2013.➤ The programs consist of eight character strengths: creativity, hope, love and beloved, altruism, gratitude, bravery, honesty, and forgiveness.➤ Most schools found the whole school programs beneficial to the students and will keep conducting such programs in the future.	<ul style="list-style-type: none">➤ The whole school programs were adjusted according to the eight participating schools' different culture, schedules and students' needs. School participations were active. A school organized six to eight whole school programs.➤ It is feasible to promote school-based programs in the pre-schools. Although the teaching schedule of the schools is tight, it is encouraging that each school could adjust in terms of time, duration and types of activities. Schools are encouraged to integrate the themes of the project into their regular curriculum.
Press conference	<ul style="list-style-type: none">➤ The press conference was held on 18 Jan 2014 from 10:00am-12:00 noon.➤ Principals and teachers of kindergartens, nursery schools and social welfare agencies in Hong Kong were invited to the press conference.➤ Most of the participants were eager to learn more about the project. Some participants also enquired about the possibility of extending the project or involving in similar projects in the future.➤ Increasing inquiries about the project from early childhood education units, social welfare agencies and parents from both Hong Kong and Mainland China were received after the press conference.	<ul style="list-style-type: none">➤ Press conference is an efficient way to disseminate results of the project. People attending the conference can gain better understanding of the project. Also, this form of dissemination can facilitate exchange of knowledge among related work fields. Finally, different responses and supports can be obtained after the press release.
Prize presentation ceremony	<ul style="list-style-type: none">➤ The ceremony was held on 18 Jan 2014 from 12:30pm-4:30pm. Around 180 parents and 180 students were invited.➤ Students who have participated in the small group activities received graduation certificates and prizes with reference to their character strengths shown in the year. Family-based prizes were also presented to the families who show greatest support and involvement in the project. There was also a short parent talk by the Principal Investigator for the parents. Finally, students sang the theme song of the project together by the end of the ceremony.➤ Parents were active in participating in the events. More parents will be able to join the ceremony if there is a bigger venue. Principals and teachers of the participating schools offered a lot of help in organizing the ceremony.	<ul style="list-style-type: none">➤ Prize presentation ceremony recognizes students' and their family members' contributions in the project.➤ By acknowledging parents' efforts, involvement of parents can be increased.

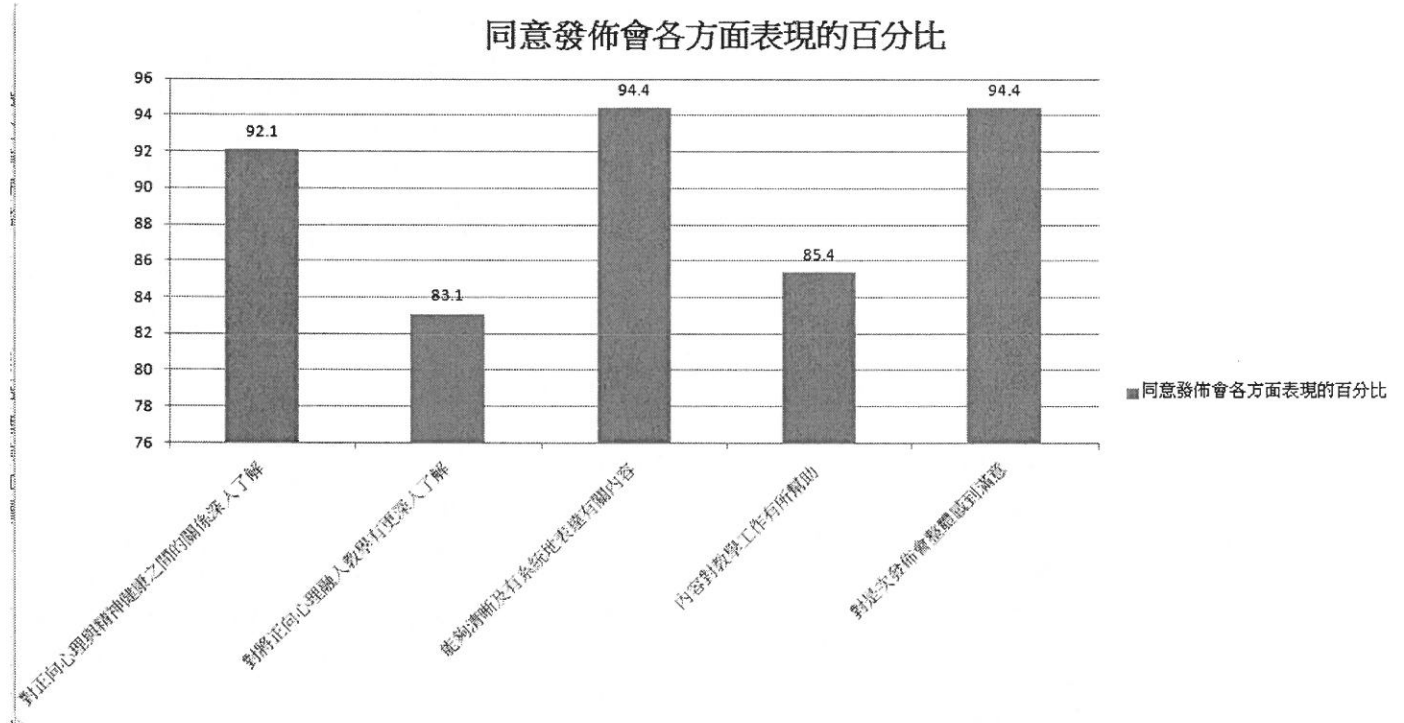
Appendix 1:

Link of Project Research Report and Teacher Manual:

<https://db.tt/LBiktuDg>

Appendix 2:

Press Conference Evaluation Chart



Appendix 2:

Prize Presentation Ceremony and Parent Talk Evaluation Chart

