

2011/0457

Project details

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

### **A. Project goals and objectives**

#### **Short-term goals**

1. To apply positive psychology framework to cultivate and nurture character strengths in pre-primary children for whole person development.
2. To teach parents positive parenting approach so that they can help build up character strengths in their children.
3. 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-primary children.
4. To develop a positive psychology manual for the teachers to be incorporated into their curriculum design, specifically in the teaching area of Self and Society.

#### **Long term goals**

In line with the principal 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.

### **B. Needs assessment and conceptual framework**

Children are the future pillars of society. It is crucial that they have healthy growth and development to flourish as productive and contributive people in future. Early childhood is an important period for children to develop the physical, cognitive, emotional and social skills that lay the foundation for lifelong healthy development. Recent research shows that enriched experiences during early childhood can help children develop problem-solving skills, form healthy relationship with others and acquire various abilities that are salient throughout life (Park & Peterson, 2003). Focusing on children's strengths can increase the chances that they will successfully manage difficulties they face in the present moments and how they will cope with future challenges. However, there is a lack of systematic and structured curriculum to develop positive strengths and appropriate attitudes of the children in pre-primary education. Comprehensive curriculum for young children requires a conceptual framework and a model of intervention that is based on developmental theories and research findings on promoting children's holistic development. Therefore, **positive psychology** programs that promote positive socio-emotional development and build character strengths among young children can be integrated with and incorporated into the pre-primary curriculum. These programs help build a moral, healthy and happy child who can face life challenges and enjoy the meaning of life.

**Positive psychology** is described as 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 (Seligman & Csikszentmihalyi, 2000). Positive psychology focuses on positive aspects of the individual and the systems. The focus can be on **positive subjective experiences** such as feelings of achievement, satisfaction and well-being with past experiences; optimism and hope for the future; and a general sense of happiness in the present. It also incorporates **positive individual traits** such as love, courage, forgiveness, gratitude and perseverance. Lastly, it encompasses **positive group and institutional virtues** that enable the development of positive relationships and positive traits, which in turn lead to positive subjective experiences (Seligman & Csikszentmihalyi, 2000).

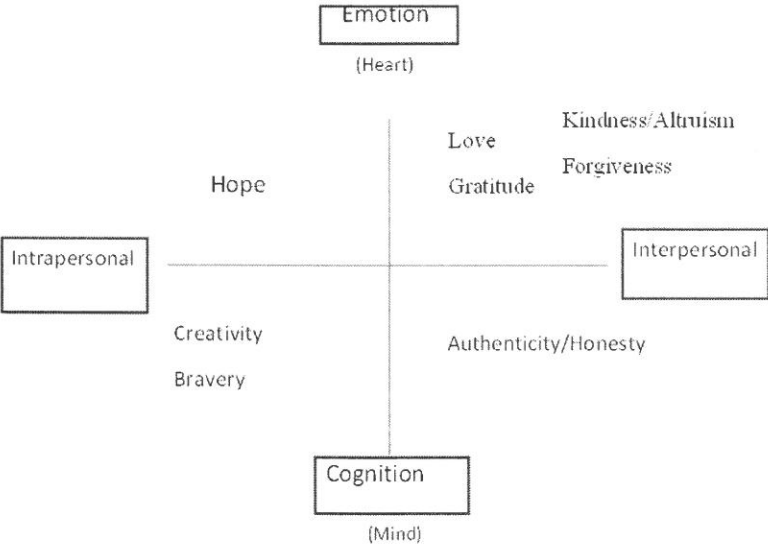
The present project focuses on the development of positive individual traits, i.e. character strengths, of the pre-primary children. **Character strength** refers to those aspects of personality virtues that are

morally valued. Good character is at the core of positive child development and is central to psychological and social well-being. The cultivating of character strengths not only alleviate developmental problems (Botvin et al., 1995), but also contribute to healthy positive life-long development (Park, 2004). A study shows that certain strengths of character, e.g. hope, kindness, social intelligence, self-regulation, can buffer against the negative impacts of stress and trauma (Park & Peterson, 2006). Good character is also found to be associated with positive outcomes such as school success, leadership, the valuing of diversity, the ability to delay gratification (Scales et al., 2000). In addition, good character is linked to reduction of late teenage problems such as violence, depression, substance use, alcohol abuse and suicidal ideation (Park, 2004).

With reference to the Values in Action (VIA) classification of strengths, there are five broad categories of virtues in a person, including wisdom and knowledge, courage, humanity, justice, temperance and transcendence (Park & Peterson, 2006). Wisdom and knowledge refer to cognitive strengths that include the acquisition and use of knowledge. Courage implies emotional strengths that involve exercise of and will to accomplish goals in the face of internal or external opposition. Humanity pinpoints interpersonal strengths that imply “tending and befriending” others. Justice entails civic strengths that underlie healthy community life. Temperance indicates strengths that protect against excess. Transcendence includes strengths that build connections to the larger universe and provide meaning.

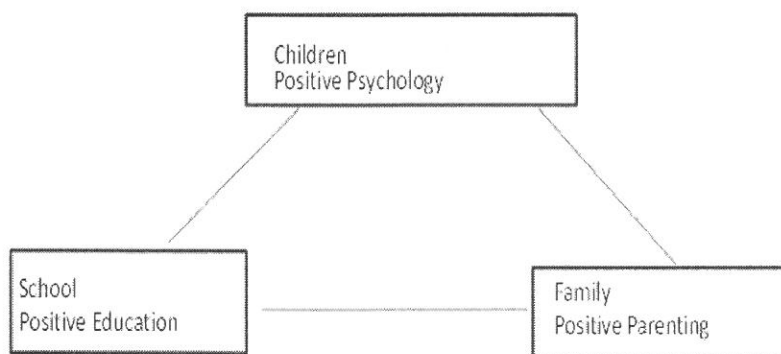
Each category of virtue is further classified into different character strengths. In wisdom and knowledge, the character strengths include creativity, curiosity, open-mindedness, love of learning and views from different perspectives. In courage, the character strengths encompass honesty, bravery, perseverance, and zest on life. In the category of humanity, there are kindness, love and social intelligence. Included in the justice category are fairness, leadership and teamwork. In temperance, the character strengths entail forgiveness, modesty, prudence and self-regulation. The transcendence category comprises appreciation of beauty, gratitude, hope, humor and spirituality. To meet the developmental needs and abilities of the preschool children, eight character strengths, comprising **creativity, honesty/authenticity, bravery, kindness/altruism, love, forgiveness, gratitude, and hope** are focused in the present project. This coincides with the proposed set of values and attitudes for incorporation into the school curriculum as indicated in the appendix 4 of *Guide to the Pre-primary Curriculum* (2006). The conceptual framework is listed in Figure 1.

**Figure 1: The structure of different character strengths**



According to the ecological perspective, children are affected by a number of microsystems, including family, school, neighbours. Family and school are the two most influential microsystems affecting children’s development. Hence, positive psychology should be applied not only to the children, but also to the parents and the teachers. In order to nurture and cultivate character strengths of children holistically, it is thus important to have **positive parenting** in the family and **positive education** in the school as well (Fig. 2).

**Figure 2: Application of positive psychology to different systems**



Different activities in promoting children’s character strengths will be designed and incorporated into the school curriculum, especially in the area of Self and Society. Teachers will be trained to implement the activities in class, with the demonstration and assistance of our project co-ordinator. The activities will be evaluated, while feedback from the children and the teachers will be obtained before finalizing the positive psychology manual for publication.

In the parenting workshops, parents will be taught **positive parenting** attitudes, knowledge and skills, e.g. understanding of motives behind children’s misbehaviors, use of I-messages, active and reflective listening, encouragement, positive and negative reinforcements, logical consequences, creative problem solving with the children. To supplement the learning of the children at schools, parents will be given worksheets and exercises to help encourage and reinforce character strengths and positive behaviors of the children at home. Parents will also act as role models in cultivating the children’s strengths.

Schools will be encouraged to use a whole school approach to promote **positive education** so that positive culture and environment can be built up in the schools. Teachers are invited to focus more on the strengths of the students rather than their problem behaviors. Whole school programs (e.g. Creativity Week, Gratitude Month) will also be launched in cultivating and promoting the character strengths of the children.

### **C. Applicant’s capability**

In 2009-2010, the applicant conducted a large-scaled survey on the correlates of fathering involvement and over 2,000 questionnaires were collected from the parents of 48 kindergartens in Hong Kong. In 2011-2012, the applicant launched a joint project , applying positive psychology concepts to the primary school students and the low income families. Five developmental groups aiming to promote hope and gratitude for the primary school students were held with five primary schools. Pre-tests and post-tests with validated measuring instruments were carried out for both the experimental and control groups. It was found that the groups were effective in lessening depression and increasing life satisfaction of the students (Appendix 2). A cross-sectional survey was also conducted with the low income families, studying the relationship among parenting, family environment, family resilience, parents’ mental health and the positive

psychology constructs. The findings were widely publicized by different newspapers and radio channels. The applicant has also completed a number of research related with children's development, parenting and family dynamics and has published a number of internationally refereed journal articles.

The applicant has supervised social work placement students to launch school social work services in the kindergartens for over five years. The placement students took cases, organized groups and implemented programmes in the kindergartens with the use of multiple media, including play, songs, arts, role play, story-telling, experiential games, simulation exercises, volunteer work, etc. The themes of the groups and programmes include development of character virtues, social skills, study interest, emotional intelligence and multiple intelligences. The groups and programmes got positive feedback from the students, the teachers and the parents. The placement students also conducted workshops for the parents on the attitudes, knowledge and skills of positive parenting. This shows that the applicant has good connection with the school personnel, as well as rich resources and capabilities in launching projects with pre-primary institutions.

The applicant has close collaboration with the kindergartens and nurseries. The co-ordinator has full support for the project. She and the principals of the kindergartens and nurseries are keen to have the project implemented and eager to try the positive psychology approach for whole school development. has given constructive comments and feedback in the applicant's preparation of the proposal. They will continue to hold the activities and design new curriculum with reference to the positive psychology approach even after the project ends.

#### D. Targets and expected number of direct beneficiaries

Beneficiaries groups	Number
Students in the participating classes	240
Parents attending the workshops	200
Students of the serving schools	1,000
Teachers of the serving schools	100
Teachers of other kindergartens in Hong Kong	500
Parents of the students in the serving schools	1,000
Attendees in the prize presentation ceremony	1,000 students and parents
Attendees in the press conference	200
Total number of direct beneficiaries	<b>4,240</b>

#### E. Innovation

The project has the following innovation:

- The project aims to promote **whole child development** (particularly affective and social development) in pre-primary education by developing school-based curriculum and designing child-centered learning activities.
- The project meets the children's developmental needs and abilities and is related to children's experiences and interests.
- The project has **systematic, structured activities** that are incorporated into the school curriculum (particularly in the area of Self and Society), and is implemented and monitored on a continuous basis.

- The project is guided by explicit theory, i.e. **positive psychology**, about the causes of behaviors and the mechanisms of change.
- The project adopts an **ecological approach** that addresses both internal factors like **character strengths** and the external microsystems that include the school (i.e. **positive education**) and the family (i.e. **positive parenting**).
- The project devises developmentally appropriate **assessment systems** in support of whole child development in pre-primary institutions.
- The project uses **multiple media and methods**, e.g. use of play, role play, experiential exercises, simulation games, story-telling, creative activities, music, drawing, and volunteer work. Play is children's natural medium of self-expression and provides a chance for children to act out experiences, thinking and feelings, express themselves freely through socially acceptable ways. Play can also enhance the children's communication skills, problem-solving and interpersonal skills, develop their creativity and enable them to learn realistic goal-setting.
- The published manual will be distributed to all nurseries and kindergartens in Hong Kong. It will benefit all the teachers in pre-primary education. Different manuals on promoting other character strengths of the children can also be produced in future projects.

#### **(1)Content of the positive psychology curriculum (Appendix 4)**

**Creativity:** thinking of novel and productive ways to do things

- Guide the children to describe creative uses or applications of an object
- Enlighten the children to make creative drawings or creative stories, basing on some music or word cards
- Encourage the children to think out creative ways to do a task, e.g. using different methods to make clothes
- Inspire the children to think out different appliances/ equipment to help with daily routines, e.g. household chores

**Honesty/authenticity:** speaking the truth and presenting oneself in a genuine way

- Through play and experiential exercises, let the children experience the dilemma between being honest and dishonest
- Facilitate the children to experience the positive consequences of being honest and the negative experiences of being dishonest
- Guide the children to express their thinking and feelings in a genuine way through story-telling and role play

**Bravery:** not shrinking from threat, challenge, difficulty or pain

- Encourage the children to ask and answer questions in the school and the family
- Guide the children to face and overcome difficulties and challenges in simulation games
- Facilitate the children to try new things and challenges, e.g. contact and interview the "strangers" in groups under the teachers' prior arrangement
- Guide the children to admit their mistakes and learn from the experience

**Kindness/altruism:** showing concern, understanding others, doing favors and good deeds for others

- Facilitate the children to be sensitive to and understand others' thinking and feeling through play.
- Guide the children ways to help others in the school and the family, e.g. being mentors or leaders in school, doing volunteer work, having self-care and assisting parents to do housework.

**Love:** valuing close relations with others

- Facilitate the children to love and reward themselves through presenting themselves with a hug and love kit, e.g. heart, stars.
- Guide the children to love and show their concern for others, e.g. listening to others' sharing, saying some "pleasant" and "loving" words to others, giving small gifts to others, showing concern for others when they are in need.

**Forgiveness:** forgiving those who have done wrong

- Guide the children to express their unhappy or hurtful feelings to others when others have done something wrong or hurtful to them through role play.
- Facilitate the children to view the wrongdoing of others from different perspectives and learn from the experience through experiential exercises
- Coach the children ways to let go and forgive others even when others have done something wrong through story telling.

**Gratitude:** being aware of and thankful for the good things that happen

- Enlighten the children to recognize their own strengths
- Encourage the children to appreciate and show gratitude to their own efforts and contributions to the school and the family
- Guide the children to appreciate others' strengths
- Facilitate the children to appreciate others' efforts and contributions, and express their gratitude to them.

**Hope:** expecting the best and working to achieve it

- Guide the children to set realistic and feasible goals.
- Enhance the children's interest and motivation to achieve the goals.
- Coach the children ways to achieve the goals.

## **(2) Content of positive parenting workshops for parents**

- Teach the parents **creative** parenting methods, e.g. use of humor in responding to the child's misbehaviors.
- Guide the parents to be genuine and **honest** to the children, to express their feelings and thinking appropriately.
- Lead the parents to be **brave** to face difficulties and challenges, and admit their mistakes to the children.
- Encourage the parents to be **kind** but firm, and ways to show **love** and concern to the children appropriately.
- Educate the parents to **forgive** the children's misdeeds, view the children's misbehaviors from different perspectives, and help them to learn from the experiences
- Enlighten the parents to show **appreciation** to themselves in performing the roles of mothers and wives, and show **gratitude** to their children
- Facilitate the parents to have **hope** for their children, set their goals in parenting and design multiple ways to achieve the goals.

## **(3) Positive education programs in schools**

- **Creativity** – Creative invention / development of used materials, creative drawing and decoration of the classroom
- **Honesty** – Sharing of children's authentic / honest experiences in class
- **Bravery** – Voting of the bravest/ most courageous person in history
- **Altruism** – Volunteer work for elderly, joint program with elderly centre



- **Love** – Presentation of “love kits” to family members, classmates, teachers, and singing of love songs
- **Forgiveness** – Creation and sharing of stories about “forgiveness” and role play by the children
- **Gratitude** – Presentation of gratitude words, cards and gifts to the classmates, parents and teachers.
- **Hope** - “Hope Tree” or “Hope Candle” to express the wishes and the goals by the children, awards will be given to those children who can achieve the goals

#### F. Extent of teachers’ and principal’s involvement in the project

Teachers will be trained in the workshops on the knowledge, skills and techniques to implement the integrated positive psychology curriculum. In the workshops, the concepts of positive psychology will be taught. Ways of applying positive psychology concepts in the classroom will be demonstrated. Teachers will be guided to incorporate simulation exercises, experiential learning, role plays and play materials in designing the curriculum in creative and innovative ways. They will then carry out the activities once per week in their classes. The trained teachers will share their experiences with teachers in other schools. Schools will be encouraged to use a whole school approach to promote **positive education** so that positive culture and environment can be built up in the school. Programs to promote children’s virtue strengths will be launched by the principals and the teachers in the whole school monthly. Principals and teachers will act as role models in using positive approaches in teaching and learning.

#### G. Implementation plan with time-line

Activities	Months	1	2	3	4	5	6	7	8	9	10	11	12
1. Recruitment of project co-ordinator		■											
2. Meeting with Principal and teachers of the schools			■				■					■	
3. Pre-assessment of students			■	■									
4. Monthly theme program				■	■	■	■	■	■	■	■	■	
5. Implementation of activities in classes				■	■	■	■	■	■	■	■	■	
6. Parent training workshops				■				■					
7. First teacher training workshop			■										
8. Second teacher training workshop					■								
9. Third teacher training workshop							■						
10. Post-assessment of students												■	
11. Compilation and publication of curriculum manual							■	■	■	■	■	■	■
12. Prize presentation ceremony and press conference													■
13. Evaluation with schools													■

#### H. Expected deliverables and outcomes

	Performance indicators	Attainment level
1	Number of schools served	8 schools
2	No. of students served	240 students (30 students x 8 schools)
	No. of sessions	256 sessions (8 schools x 2 classes x 16 sessions)
<b>3</b>	<b>Parent training workshops/ consultations</b>	
	No. of workshops	2 workshops
	No. of parents served	200 parents (100 parents x 2 workshops)
<b>4</b>	<b>Teacher training workshops / consultations</b>	
	No. of workshops	3 workshops
	No. of teachers served	240 teachers (80 teachers x 3 workshops)
	No. of teachers consultations	80 consultations (80 teachers x 1 consultation)
<b>5</b>	<b>Whole school program</b>	
	No. of programs	64 programs (8 programs x 8 schools)
	No. of students served	1,000 students
<b>6</b>	<b>Prize presentation ceremony and press conference</b>	
	No. of prize presentation ceremony and press conferences	2 sessions
	Total no. of participants served	1,200 students, parents, and teachers
<b>7</b>	<b>Program manuals to teachers</b>	500 copies

#### I. Budget with detailed breakdown:

Items	Budgets	HK\$
<b>Staff Cost</b>		
<ul style="list-style-type: none"> <li>1 project co-ordinator, (including curriculum design, manual production, project implementation, teacher training, parent training)</li> </ul>	\$18,000x1.05x12	\$226,800
	<b>Sub-total</b>	<b>\$226,800</b>
<b>General Expenses</b>		
<ul style="list-style-type: none"> <li>Printing of questionnaires</li> </ul>	\$5 x 1,000 x 2 (pre & post-tests)	\$10,000
<ul style="list-style-type: none"> <li>Printing of student portfolios</li> </ul>	\$10 x 240	\$2,400
<ul style="list-style-type: none"> <li>Manuals to teachers</li> </ul>	\$50 x 500 copies	\$25,000
<ul style="list-style-type: none"> <li>Parent and teacher workshops materials</li> </ul>	\$1,200 x 5 workshops	\$6,000
<ul style="list-style-type: none"> <li>Materials for class activities</li> </ul>	\$50 x 256 sessions	\$12,800
<ul style="list-style-type: none"> <li>Materials for whole school program</li> </ul>	\$100 x 8 programs x 8 schools	\$6,400
<ul style="list-style-type: none"> <li>Souvenirs to students in prize presentation ceremony</li> </ul>	\$20 x 200 students	\$4,000
<ul style="list-style-type: none"> <li>Transportation of project staff</li> </ul>	\$20 x 10 x 8 schools	\$1,600
<ul style="list-style-type: none"> <li>Auditing fee</li> </ul>		\$5,000
	<b>Sub-total</b>	<b>\$73,200</b>
	<b>Grand total</b>	<b>\$300,000</b>



### **Expected outcomes:**

1. Character strengths of the children are developed.
2. Positive psychology activities are incorporated by the teachers in the curriculum.
3. Positive parenting is practiced by the parents in the families.
4. Positive education (i.e. positive teaching, positive culture and environment) is promoted at schools.
5. A manual on applying positive psychology activities in the school curriculum for teachers is published and distributed to all kindergartens in Hong Kong.

### **Evaluation parameters and method**

Three kindergartens and five nurseries from the Chinese Rhenish Church Hong Kong will participate in this project. Teachers from two classes of each school will carry out the activities in their lessons as designed in the positive psychology manual. Students of the classes who participate in the project will be categorized as the experimental groups while those who do not participate will be the control groups. Pre-tests and post-tests will be conducted for all the classes to measure whether there are significant differences in the baseline and outcome assessments. The teachers will keep a portfolio of each student and do the ratings. The parents will also be invited to rate their children. All the students in the schools will be assessed by the teachers on their change before and after the implementation of the whole school program. In addition, pre-tests and post-tests will be done by the parents who participate in the workshops to measure their change after participation. Focus groups will also be held to collect qualitative feedback from the parents and the teachers.

### **Portfolio to assess the students' learning: Students will be assessed with reference to the following measures before and after the project.**

- **Hope** – The Children's Hope Scale (Snyder, Hoza, Pelham, & Rapoff, 1997) is a 6-item measure that is based on the assumption that children are goal-directed and that their goal-directed thoughts can be understood according to agency and pathways.
- **Love** – The Juvenile Love Scale (E. Hatfield, Brinton, & Cornelius, 1989) is the child version of Passionate Love Scale (E. Hatfield & Sprecher, 1986) which is used to indicate the level of "longing for union" in children. Children are asked to respond to the 15 questions in a 9-point scale to describe their feeling towards a person of whom they currently love or have loved in the past.
- **Honesty** – The honesty trust subscale of the Early Childhood Generalized Trust Belief Scale (CGTB) (Rotenberg et al., 2005) will be used to assess children's degree of trust on others in telling the truth and behaving with benign rather than malicious intent.
- **Empathy** – (Eisenberg et al., 1996)'s simplified 7-item scale of dispositional sympathy will be used to assess the children's dispositional empathy. Children will answer in a 9-point Likert scale.
- **Forgiveness** – The Heartland Forgiveness Scale (HFS) (Thompson et al., 2005) will be used in assessing the children's dispositional forgiveness, in three, six-item subscales concerning the forgiveness of self, others, and situations. Children are asked to respond in a 7-point scale.
- **Gratitude** – The GQ-6 (McCullough, Emmons, & Tsang, 2002) will be used to assess the children's dispositional gratitude. Children are asked to respond to the 6 items in a 7-point Likert-type scale.

- **Creativity** – The tools called Thinking Creatively with Pictures and Thinking Creatively with Words (Parkhurst, 1999) will be used to assess the children for their creative abilities in four different aspects: fluency, flexibility, originality, and elaboration.
- **Courage/ Bravery** – The Courage Measure for Children (CM-C) (Norton & Weiss, 2009) is a self-report scale measuring the children’s self-perceived courage. The scale consists of 12 items and the children will be asked to respond in a 4-point Likert scale.
- **Measurements for parents**

**Parenting style** – The 42-item Alabama Parenting Questionnaire (APQ) (Shelton et al, 1996) will be used to assess the parents’ parenting characteristics in five different domains, including Parental Involvement, Positive Parenting, Poor Monitoring/Supervision, Inconsistent Discipline, and Corporal Punishment. Parents will be asked to score in a 5-point Likert scale.

#### **K. Sustainability of the outcomes of the project**

The project is the first to apply positive psychology approach to pre-primary education in Hong Kong. Class activities and programs incorporated in the school curriculum are designed based on the positive psychology concepts. Positive psychology is also applied to parenting so that the parents use a positive approach to nurture the character strengths of the children. Positive education is integrated in the schools to promote positive teaching, positive culture and environment in the whole school. The effectiveness of the curriculum activities and programs in cultivating the character strengths of the children will be evaluated.

**Since the positive psychology manual will be used as part of the school curriculum, the applications of positive psychology approach can be sustained by the teachers. The trained teachers can act as trainers and share their experiences with teachers in other schools. They will continue to use the activities stated in the manual in class, and even develop their own positive psychology activities in creative and innovative ways. Teachers from all pre-primary institutions in Hong Kong can continue to implement the activities in class with the guidance from the manual. An atmosphere of positive psychology, positive parenting and positive education can then be built up in all pre-primary institutions in Hong Kong. Parents can continue to practice positive parenting at home.** Researches on the effectiveness in applying positive psychology to pre-school children can provide information for further professional and scientific studies, contributing to knowledge enhancement in the community. The project investigator will actively seek opportunities to exchange knowledge and experience with professionals not only in Hong Kong but all over the world by publishing related articles in international journals and attending conferences.

#### **L. Dissemination/promotion**

The project deliverables, i.e. the program manuals, will be sent to all kindergartens in Hong Kong. A prize presentation ceremony and a press conference will be organized to disseminate the study on the effectiveness in applying positive psychology to the children, parents and teachers in the whole school. The study result will also be disseminated in international conferences and in internationally refereed journals.

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## Appendix 1

### Duty list and qualification of the project staff

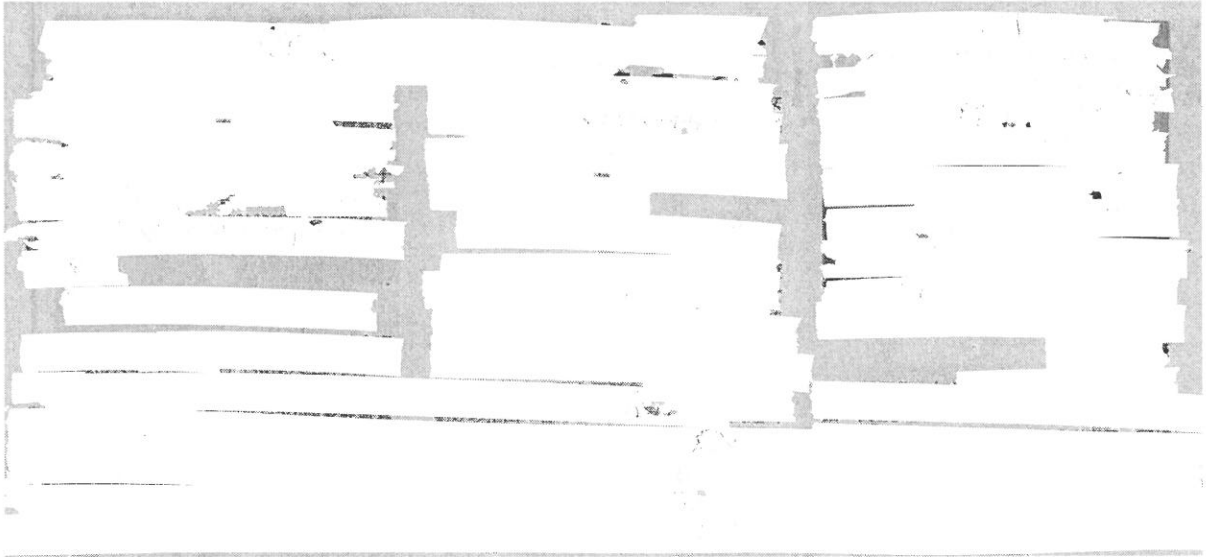
#### Project co-ordinator

- 1) To plan, co-ordinate and develop curriculum activities, and programs of the whole project.
- 2) To implement the activities and programs with the teachers in class.
- 3) To provide consultations for the students, their parents and the teachers.
- 4) To organize and conduct workshops for the teachers and the parents.
- 5) To assist the school in launching positive psychology programs.
- 6) To monitor the overall operation and service outputs.
- 7) To be responsible for financial management.
- 8) To be responsible for promotion and publicity.
- 9) To design and prepare the positive psychology manual
- 10) To plan and co-ordinate the prize presentation ceremony and press conference.
- 11) To oversee and monitor the project assessment that includes pre-test, post-test and follow-up tests in students and parents.

Qualification: The project co-ordinator should have a bachelor's degree in social work and with at least 2 years relevant working experience.

## Appendix 2: Manual and Report of Positive Psychology Project with Primary School Students





#### Appendix 4: Suggested activities in the curriculum

##### **Creativity**

目標：促進學生發揮創意思考，並加以應用於日常生活之中

活動：創意遊戲

- 參考奧林匹克創意思維 (Odyssey of Mind) 的比賽題目，激發兒童的創意思維。  
例如：帽子—約五人一小組，圍圈而坐。老師可利用兩塊膠片，並放在自己頭上，然後說出：這是『帽子』，之後可傳給另一位同學，再運用他的創意，將該兩塊膠片演繹成為其他東西，普通答案有 1 分，創意答案有 2 分，3 分鐘內盡量爭取最高分數

##### **Honesty**

目標：讓學生明白「誠實」的重要性

活動：短片/故事欣賞

- 短片/故事欣賞後，學生需要討論故事的內容(例如：故事的主人翁「誠實」和「不誠實」的行為；如果你是主人翁，你會如何選擇等...)，從而讓兒童了解「誠實」的重要性

##### **Bravery**

目標：讓學生體驗「勇敢」的經歷，並加以應用於未來面對的挑戰

活動：兒童歷險活動(朦眼行走)

- 學生需要被朦着眼睛獨自步行一段道路(例如平行木)，之後再作分享
- 或者可以要學生在黑房尋找物件

##### **Altruism**

目標：提供機會予學生去服務校園，關心校園的事務，並建立對學校的歸屬感

活動：當一天校園大使

- 當一天校園大使，分配到學校不同崗位協助工作，例如協助老師準備教材、清潔校園、執拾場地等，過程當中讓兒童知道：他們的參與能減輕教職員的辛勞，讓大家有更關愛的校園環境

義務工作 - 例如與老人中心的老人傾談或開生日會

### **Love**

目標：讓學生明白「愛」應有的表現，並學習如何欣賞身邊的「愛」

活動：學生分享

- 讓學生分享向父母表達愛意的不同方法(包括語言、非語言、行動等)

唱歌

- 一同唱歌讚頌不同的愛，如父母之愛、友誼之愛、鄰舍之愛、師生之愛等，並分享歌詞中愛的表達

### **Forgiveness**

目標：讓學生體驗「寬恕別人」的經歷，並加以應用於日常生活

活動：角色扮演

- 設定若干情境(如被人撞倒、朋友吃了你心愛的零食、父母失約等)，學生需討論如何面對這些情境，並以角色扮演的方式呈現出來

### **Gratitude**

目標：培養學生「感恩」的態度和習慣，並學習去用行動表達感恩

活動：感恩事件簿

- 學生需要記錄每天一件值得開心的事，並且要感謝促使該開心事件發生的人(包括欣賞自己)

心意咭製作

- 根據「感恩事件簿」內提及過需要感謝的人物(包括自己)，為他們製作心意咭，並送給他們以表謝意

### **Hope**

目標：鼓勵學生對身邊的人和事抱有盼望，並有意識地實踐其盼望

活動：故事分享及禱告簿

- 先由老師分享一個有關「盼望」或「希望」的小故事 (例如「半杯水」的道理，半杯水可以視為「只剩下半杯水，好可憐」，亦可視作「還有半杯水喝真的太好了」)，或者分享一些生命鬥士的勵志故事，以道出「凡事抱有希望」，生活才會更積極和正面
- 如情況許可，之後可以派發禱告簿，寫下自己對自己、親人、朋友或社會的祝願或盼望，老師可鼓勵學生要時常抱有該盼望，以積極人生