

Part C: Project Details

**Foster Kindergarteners' Positive Values and Optimistic Attitude through School-based Picture Books and Arts Activities**

**Project theme: Promoting Whole Child Development in Kindergarten Education**

**Needs Assessment and Applicant's Capability**

*Current situation – children's stress problems with academic pressure*

In recent years, Hong Kong children receive tremendous academic pressure at early ages due to the competitive learning environment, which possibly hinder their social and emotional development. Fung and Cheng (2012) stated that early childhood education has shifted to be more academic-based and driven by concrete learning outcomes with higher expectation from parents, who prefer children to have early academic preparation rather than a happy childhood with sufficient free playtime, in order to 'win at the starting line' (Yuen & Grieshaber, 2009). Therefore, kindergarteners could have a packed schedule with homework and learning activities due to the downward pressure from primary schools (Cheuk, 2009; Lau & Cheng, 2014).

In 2014, a study revealed 16% of 368 children from eight local kindergartens in Hong Kong showed higher than average anxiety level, and were labeled as probable or possible anxiety cases, which was more severe than that of the same age groups in foreign countries (Lai, Lam, & Leung, 2014). The current situation in Hong Kong reminds us the need of preparing children's abilities to deal with stresses when we teach them academic skills in order to develop "whole students" in the 21<sup>st</sup> century (Barbara, 2004). Therefore, there is a need to help children cultivate positive values and attitudes from early years, so that they could develop resilience towards stress and difficulties in the future.

*Kindergarten Education Curriculum Guide 2017 – higher emphasis on children's positive values and optimistic attitude*

In the latest released Kindergarten Education Curriculum Guide 2017 (Education Bureau, 2017), EDB has added "moral development" as one of the developmental goals in early childhood and emphasized on children's positive values and attitudes, to nurture children as individuals with balanced development to cater future challenges in this competitive and fast-changing society.

As mentioned in this guide, EDB also realized that children nowadays receive stress due to the high expectation and intensive academic training from parents, which may hinder their physical and mental health development. While there are more new issues including "spoiled Hong Kong kids" and "kids lacking resilience" brought up these days, there is a demand for school curriculum to adjust and emphasis more on "moral development" and nurture children with positive values and attitudes, to equip them to be more positive with abilities to cope with challenges and stress.

The latest version of curriculum guide states clearly about the expectation towards children's learning outcomes with this new developmental goal for school curriculum. By fostering positive values, children should have a better understanding about themselves, learn to respect and care about others, be passionate to live and present positive behaviors. By cultivating optimistic attitude, children are expected to be more optimistic with confidence and faith in self-efficacy, be resilient and brave towards new and changing environment.

However, currently there are no operational learning packages or guidelines for schools to adjust their school curriculum to meet this developmental goal effectively. Therefore, a set of operational learning package should be designed to support schools and teachers, while an observation checklist is needed for teachers to design and evaluate their own school-based curriculum in the future with a clearer picture.

*Integrated with Positive Education through Picture Books and Arts Activities*

The learning objectives under this developmental goal could be achieved and brought out through the integration with Positive Education, which aims at promoting students' wellbeing and flourishing (M. E. Seligman, 2012), guiding children to recognize and develop their own abilities and strengths, and focus on the importance of positive relationship and emotions.

For children at pre-school age, we would like to design a learning package/program with Picture Books and Arts Activities. Adopting picture books has been appeared to be an effective tool to teach core values in character education (Chang, 2007) and turning some abstract knowledge easier to understand. Stories are also regarded as both cognitive and affective means to deliver teaching content or ideas, while it is always enjoyable for young children to listen stories which increase the interest in learning (Li & Chau, 2010). It also provides a platform to carry out extension activities to support children's learning and link to real-life experience.

Carrying out arts activities is one of the options for extension activities. Arts experience offers children opportunities to express feelings and ideas in a creative way and enhance their social-emotional development (Brouillette, 2009). From Kindergarten Education Curriculum Guide 2017, it is suggested that schools could develop children's life-long learning attitudes and positive characters' development through creative arts activities.

Optimistic attitude would be infused throughout the project. The topics for character strengths would be related to both positive values and optimistic attitudes. According to researchers in positive psychology, it is believed that once children/adults realize their own character strengths and learnt how to make good use of their strengths, they would become more optimistic with resilience when they face difficulties or challenges in the daily lives with a stronger self-image.

Therefore, through these learning activities, besides just introducing the character strengths to children, we would encourage and teach them realize their own strengths and appreciate themselves in order to develop their self-image. Besides, some of the character strengths are directly related to optimistic attitude too, for example, hope and bravery. Through story-telling and discussion, children would explore the feelings, attitudes and the ways to face challenges or problems in daily life in a positive and optimistic way.

*The need for the collaboration with parents and teachers*

Collaborations among schools, parents and teachers are crucial to promote children's positive behaviors and attitudes in early years, increasing the effectiveness of the school policies.

Norrish et al. (2013) suggests that embedding a flourishing school culture is a key element to the success of Positive Education implementation. This requires a whole school approach adopted through school leadership by promoting flourishing in multiple levels, which aims at establishing a positive school culture, in which all members including teachers, parents and students share the same vision towards Positive education.

Furthermore, a strong home-school partnership could enhance the effectiveness of children's curriculum learning. Children can gain in skills, knowledge and values on different development with the cooperation between school and teachers as they practice a consistent teaching with clear understanding on school curriculum (Epstein et al., 2002).

Therefore, there is a need to increase collaboration with teachers and parents to promote children's positive values and attitudes.

**Goals and Objectives**

Goal: Foster kindergarteners' positive values and optimistic attitude in Hong Kong

Short-term goals:

- (1) To support the participating schools to achieve curriculum goal “To foster children’s positive values and optimistic attitude” as stated in the latest curriculum guide
- (2) Promote children’s well-being and resilience by enhancing their positive values and attitudes
- (3) Increase parents and teachers’ awareness in the importance of developing positive values and attitudes since early ages
- (4) To cultivate a positive learning environment at the participating kindergartens through teachers, parents and children’s workshops

Long-term goal:

- (1) To develop a sustainable positive culture at kindergartens through developing school-based curriculum to promote positive education in Hong Kong
- (2) To foster kindergartener’s positive values and attitudes in Hong Kong
- (3) To conduct follow-up projects with more schools, introducing more character strengths into KI-K3 curriculums

Objectives

- (1) To develop a “Picture books & Arts” learning package/program integrated with Positive Education to support school curriculum to achieve one of the latest main curriculum goals as stated in Kindergarten Education Curriculum Guide 2017 - “To foster children’s positive values and optimistic attitude”
- (2) To increase the collaboration with teachers and parents to promote children’s positive values and attitudes
- (3) To equip children with stronger mental readiness for transition to school
- (4) To construct a positive behaviors’ checklist for teachers to continuously observe and discover children’s character strengths, and help evaluate the learning progress on positive values and attitudes

**Targets and Expected Number of Beneficiaries**

For this first one year project, we propose to invite TWO local kindergartens to be our participating schools. They could be located in public estates that cater to low-income families, which need more positive education to both young children and their parents.

Direct beneficiaries:

The direct beneficiaries of this project are principals, curriculum leaders, teachers, parents and children in the participating kindergartens.

2 Principals, curriculum leaders and teachers (Estimated 50 in total) would gain knowledge in positive education and practical skills to integrate positive education into curriculum through picture books and arts activities and daily positive teaching practices. It is expected that they could be equipped to engage in sustainable school-based development to promote children’s positive values and attitudes with this experience and the observation checklist. Parents (Estimated 1320 in total) could gain knowledge in positive education and learn how to put this into practice in daily life context with their children.

All children (Estimated 22 classes, 660 children in total) in the two kindergartens would be benefited from the teachers’ daily positive teaching practices. While around 120 students (Proposed four K2 classes) will receive at least 10 series of workshops/classes with picture books and arts activities from this project with different themes of character strengths in positive education. They are expected to be nurtured with more positive values and attitudes and equipped to be more positive with abilities to cope with challenges and stress.

Indirect beneficiaries:

The indirect beneficiaries include teachers, parents, children in other schools, who would be informed of the project details and outcomes. They could access to the project learning package and positive behaviors' checklist for their own school curriculum development and enhancement, while children in these schools could potentially benefit from the subsequently enhanced curricula.

Other interested parties in the community including ECE and other related researchers in Hong Kong could be potentially benefited. This project could be used as a reference for further school-based curriculum development in promoting children's positive values and attitudes. Academic staff from university could gain insight from the research findings and collaborative work with kindergartens, and this will be helpful for designing more learning packages with more age groups and introducing more character strengths in the future.

### **Conceptual Framework**

Positive Education is a relatively new paradigm in education that has emerged in recent years with a higher emphasis on promoting students' wellbeing and positive mental health. Positive Education is defined as an education to foster student's happiness together with traditional skills (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009). In practice, Oades, Robinson, and Green (2011) suggested to combine the science of positive psychology with daily teaching and apply in educational contexts, which can be achieved by character strengths identification and development (Park, Peterson, & Seligman, 2004).

Through establishing a foundation with positive mindsets and behaviors in early years, it is believed that this could support children to explore their full potential, achieving a better adjustment in elementary school (Shoshani & Aviv, 2012), and leading them to search for happiness and life satisfaction in long run (Hooper, 2012).

Norrish et al. (2013) developed a Positive Education framework which attempts to stimulate students' achievement in six wellbeing domains developed by M. E. P. Seligman (2012), including positive emotions, engagement, accomplishment, purpose, relationship and health. To make it practical in education, schools established curriculum to promote domains through building and strengthening students' character strengths.

Character strengths are defined as the positive traits shown in people's feelings, behaviors and thoughts while 24 character strengths were developed according to the Values in Action (VIA) Classification by Peterson and Seligman (2004) (See Appendix A) . It is shown that these character strengths could foster students' wellbeing and take an important role in cultivating positive education at schools (Oppenheimer, Fialkov, Ecker, & Portnoy, 2014).

In our program, we would select the character strengths as our themes, which are more age-appropriate to our targeted children and match with the expectation towards children's outcome under this curriculum objective. Character strengths include Love, Kindness, Gratitude, Hope, Bravery, Perseverance, Zest and Creativity.

### **Innovation**

This is the first learning package/program designed for early childhood settings which is tailor-made for the latest developmental goal - promoting children's positive values and optimistic attitude under moral development, as stated in the new released Kindergarten Education Curriculum Guide 2017 through innovative picture books and arts activities. And both children, teachers, parents and school leaders could be involved in this project.

### **Staff Qualifications and Responsibilities**

#### *1. Project Leader*

The project leader, Dr. Li Hui is a full-time Associate Professor in the Faculty of Education, the University of Hong Kong. As the Program Director of the Master of Education, he has considerable experience in program development and management. As an expert in early childhood studies, he published more than 160 books/chapters and journal papers and involved in projects in the fields including early childhood development, school-based curriculum, teacher development, early language and literacy development, self-evaluation and school development, etc.

With this background, he has been actively involved in research projects like “Developing an Early Childhood Classroom Observation Scale to Assess the Quality of Education in HK Kindergartens (Principal Investigator)” (2009-2010) and “Is Whole-Day Program Better? A 3-Year Longitudinal Comparison of the Effects of Whole-day versus Half-day Kindergarten Program (Principal Investigator)” (2013-2016). He also developed a teaching approach SAIL (Story Approach to Integrated Learning), using stories as framework to construct an integrated curriculum, cater the needs for Chinese context and provide an effective tool for kindergarten teachers. His strong track record in leading and managing such large-scale research projects has indicated that he is a very capable and ideal lead for this project.

In this project, he will:

- Work collaboratively and engender a team approach at every phase of the project;
- Supervise project staff and support the project manager;
- Call regular project team meetings to discuss progress, deal with problems and plan the next step;
- Guide the planning and design of the project, and analyze the data obtained;
- Ensure that documentation is carried out; and
- Ensure that the project keeps to the time line.

## *2. Project Manager*

A project manager will be recruited. He/ She should possess at least a Master's degree in Early Childhood Education, Education, Educational Psychology or related discipline, while he/she should have knowledge in Positive Education and research methods. Furthermore, he/she should have at least 5 years of teaching experience at kindergartens, with experience in children literature and visual arts in kindergartens.

In this project, he/she will:

- Liaise with the project leader and the participating kindergarten throughout the project;
- Coordinate the project and ensure the smooth running of its activities;
- Be responsible for some data collection in kindergarten and work collaboratively with the research assistant
- Assist the Project Leader in research design and data analysis;
- Collaboratively prepare, produce the teaching curriculum and project reports; and
- Implement the curriculum in classes and hold activities for students.

## *3. Research Assistant*

A part time research assistant will be recruited. He/ She will be a degree holder with experience in teaching children and have basic knowledge in research methods. She/he will have good competency in spoken and written English and Chinese. He/ She will have good interpersonal skills and be able to fit into kindergartens with ease.

In this project, he/she will:

- Assist the Project Manager in teaching materials' preparation and data collection/input;
- Work in kindergartens to assist in teaching, interview children, take field notes and photos-taking;
- Carry out administrative duties; and
- Assist in preparing the final learning package and research report.

## **Implementation Plan with Timeline**

Implementation plan: (Feb 2018- Nov 2018)

<b>A. Preparation stage: (Feb 2018 – Mar 2018)</b>							
<b>Objectives:</b> -To develop the “Picture books & Arts” learning program based on the needs of schools -To develop the “Positive Behaviors’ checklist” -To prepare the teaching and research materials							
Preparation stage	<ul style="list-style-type: none"> <li>- Meetings with school curriculum leaders <i>To discuss and draft the outline of teaching plans and workshops, which could be tailor-made or adjust to cater the schools’ needs, depending on schools’ timetable, original curriculum plan, children’s age and background</i></li> <li>- Development of lessons plans/ samples <i>Design school-based lesson plans and get ready for the teaching materials and artwork samples</i></li> <li>- Development of the positive behaviors’ checklist <i>Construct the positive behaviors’ checklist, stating out concrete and specific observable behaviors we expect children to present with the chosen themes of character strengths</i></li> <li>- Development of the interview questions, questionnaire <i>Design age-appropriate interview questions for children to evaluate children’s performance (pre-test and post-test), teachers’ evaluation forms and questionnaire for parents and teachers</i></li> <li>- Prepare materials for daily positive teaching practices <i>Prepare the guidelines for positive teaching practices, including positive reinforcement boards and mindfulness activities</i></li> </ul>						
<b>B: Implementation stage: (April 2018 – June 2018)</b>							
<b>Objectives:</b> -To implement the “Picture books & Arts” learning program -To carry out the data collection for Pre-test -To increase teachers and parents’ knowledge in promoting children’s positive values and attitudes -To collaborate with teachers and parents through suggested daily practices							
Implementation stage	<ul style="list-style-type: none"> <li>- Teachers’ workshop (April 2018) 2-3hrs <i>Teacher would learn about the mission and framework of positive education, introduction of our learning program, skills to integrate positive education in daily teaching in classroom settings and personal coaching with positive psychology</i></li> </ul> <p style="text-align: center;"><i>The proposed duration would be 2-3 hours and here is the proposed outline:</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="text-align: center;">30mins</td> <td><i>Introduce our learning program, and how to integrate positive education in daily teaching in classrooms settings through our designed positive behavior board</i></td> </tr> <tr> <td style="text-align: center;">30mins</td> <td><i>Introduce the mission and framework of positive education (theory)</i></td> </tr> <tr> <td style="text-align: center;">60mins</td> <td><i>Implication of arts into positive education, could be used in teaching or personal coaching (practices)</i></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>- Parents’ workshop (June 2018) 1.5-2hrs <i>Parents would learn about the mission and framework of positive education, introduction of our learning program, skills to integrate positive education in daily life at home with children, develop positive relationship with children and</i></li> </ul>	30mins	<i>Introduce our learning program, and how to integrate positive education in daily teaching in classrooms settings through our designed positive behavior board</i>	30mins	<i>Introduce the mission and framework of positive education (theory)</i>	60mins	<i>Implication of arts into positive education, could be used in teaching or personal coaching (practices)</i>
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60mins	<i>Implication of arts into positive education, could be used in teaching or personal coaching (practices)</i>						

*personal coaching with positive psychology*

*The proposed duration would be 1.5-2 hours and here is the proposed outline.*

15mins	Introduce the mission and needs of positive education
45mins	-Skills to integrate positive education in daily life at home with children (with examples of practices) -How to promote positive relationship with children
30mins	Introduce our program, share the activities we conducted and ways to extend the activities at home

- Data collection: Pre-test: target on K2 children participating in the learning program (late Mar/Early April 2018)

- o Children's interview

*Interviews with K2 children would be carried out before the delivery of program, while methods and design would be based on The Child and Youth Resilience Measure (CYRM)- Child Version (See Appendix B)*

- o Children's evaluation form by teachers

*Class teachers will fill in children's evaluation forms which based on the positive behaviors' checklist*

- Implementation of the learning program for K2 students

- o APRIL 2018- JUNE 2018

- o Total: 10weeks

- o Suggested Themes:

- 1. Positive Emotions (繪本：彩色怪獸)
- 2. Appreciation of yourself (Aware of character strengths) (繪本：小鱷魚，最怕水)
- 3. Love (繪本：猜猜我有多愛你)
- 4. Kindness (繪本：沒關係，我幫你！)
- 5. Gratitude (繪本：我吃拉面的時候)
- 6. Hope (繪本：期待你美好的未來模樣)
- 7. Bravery (繪本：勇敢小火車)
- 8. Perseverance/Grit (繪本：一直一直向前走)
- 9. Zest (繪本：大腳丫跳芭蕾舞)
- 10. Creativity(繪本：橘色房子)

- o Activities:

- Story-telling with Picture books linked to the character strength/theme
- Artwork creation/ drawing
- Review/discussion, children present and express their ideas with their artwork
- Distribution of parents' worksheet for extended home activities (See Appendix C), parenting tips with introduction of character strength
- Record and share children's ideas of artwork with parents after activities

- o Each session of the program would last for around 1 hour and 15minutes and here is the proposed rundown:

5mins	Warm up games and activities
20mins	Story-telling with interactive games/discussion



5mins	Introduce the character strength and demonstrate the art projects
30mins	Work on the art projects
10mins	Review session – children are encouraged to share their ideas
5mins	Introduce some extended actions that children could do at home/daily life

- Method 1: Integrate in school hours: Practitioners come in the classroom and conduct the activities with children (1 hour and 15mins)
- Method 2: After school activities: Practitioners come and hold the activities after school hours (1 hour and 15mins)
- Interactive and playful elements would be added into the design of the learning activities:
  - First of all, we would select picture books which story's plots and images are interesting and attractive to children at this age, while they are also linked to the character strengths chosen.
  - Secondly, during the story-telling session, we would design some interactive games or discussion in between to raise children's interests and facilitate their thinking at the same time. And these would be included and stated in teaching plans of the learning package.
  - Thirdly, the arts activities would be designed in different forms, including individual or group work, arts created by different materials, etc., so that we could keep children's excitement in the activities.
- Arts activities would be designed to link with children's character strengths
  - As an extended work after story-telling, different arts activities would be designed and allow children to further explore the application of character strengths or reflect their own strengths
  - For example, for the character strength "gratitude", we could ask children to design a thank you card. Children would first brainstorm and reflect the people who always treat them well. They would draw the some grateful incidents on the card and write words to give thanks to that person. And during the review session, children are asked to share their ideas with one another.
  - Through the activities, it is believed that we provide opportunities for children to reflect and learn how to practice their character strengths in daily lives.
- Ongoing positive teaching practices in daily classroom for all classes at school  
*Teachers should practice and implement the positive teaching practices in daily classes after the training, observe and appreciate children's character strengths continuously*
  - A positive reinforcement board would be distributed and presented in each class, which is based on the positive behaviors' checklist
  - A brief review session would be introduced daily before the end of school, encouraging teachers and children to review and appreciate their behaviors and link to the character strengths



	<ul style="list-style-type: none"> <li>- Ensure the measures to be conducted would not impose unnecessary pressure on children <i>We believe our learning activities would not impose unnecessary pressure on children. It is expected to be a relaxing session for children after school. We believe they could enjoy the story-telling and activities and learn through play in the program. And our learning activities would not impose unnecessary pressure on children.</i></li> </ul>
<b>C. Extension stage: (July 2018- Nov 2018)</b>	
<b>Objectives:</b>	
<ul style="list-style-type: none"> <li>-To carry out the data collection for Post-test and data analysis</li> <li>-To plan the curriculum with integrated art activities for 2018-2019 school year with teachers</li> <li>-To prepare and develop the project's deliverables</li> </ul>	
Extension stage	<ul style="list-style-type: none"> <li>- Data Collection: (July 2018) <ul style="list-style-type: none"> <li>o Post test: on the picture books and art activities learning program (Children's interview and teachers' evaluation forms, target on K2 children participating in the learning program)</li> <li>o Post test: on the overall project (Parents and teachers' questionnaire, interview with principal)</li> </ul> </li> <li>- Data analysis (Aug- Sep 2018)</li> <li>- Work on the curriculum planning with teachers and integrate the whole-year art activities in the 2018-2019 curriculum plan (July 2018)</li> <li>- Activity sharing session with teachers (Aug 2018)</li> <li>- Produce a short video promoting positive attitude and values by showing children's activities' highlights and sharing (Aug – Nov 2018)</li> <li>- Publish the research report and learning package on the website (Oct-Nov 2018)</li> </ul>

### Teachers' and Principals' Involvement in the Project

#### Schools initially agree to participate:

##### (1) Kindergarten ( )

is a local kindergarten located in Tsuen Wan, offering half day and whole day K1-K3 classes in Hong Kong with 37 years of development. The school adopts theme-based learning approach with explorative activities align with children's interests and developmental needs. By providing a "child-centered" and caring environment, school aims to develop children's strong learning motivation, increase children's awareness and understanding towards the society and environment, as well as enhance children's social skills.

##### (2) Kindergarten ( )

is a local kindergarten located in Lam Tin, offering half day K1 to K3 classes in Hong Kong with 42 years of development. The school places a high emphasis on characters and moral development, which is consistent with core values of its religious body. It also adopts "Story-based Project Approach" in teaching, develop a "child-centered" curriculum through games and stories, and lead children to gain knowledge and skills to tackle problems in real-life situations through experiential learning.

Principals/Curriculum leaders will act as the program advisors and coordinators to ensure that the program fits their school curriculum. All teachers will have training workshops, learn about the mission and framework of positive education, introduction of our learning program, skills to integrate positive education in daily teaching in classroom settings, etc.

All teachers will practice the daily positive teaching strategies during the program with the support of the project team. Teachers will gain insights from the learning program through the sharing session at

the end of the project, while they will integrate the positive education into their 2018-19 school-based curriculum with the project team. And all principals and teachers are encouraged to give feedback to the program during the project period.

**Expected Deliverables and Outcomes**

The project could benefit children by enhancing their positive behaviors and attitudes, which could promote children’s well-being and resilience. Through the picture books and arts activities and creating a positive learning environment at school, we encourage children to develop positive behaviors and attitudes, inspiring their creativity and leading them to appreciate and explore their potentials. At the same time, we also raise the parents and teachers’ awareness in the importance of developing positive values and attitudes since early ages, while we provide them examples and methods to practice in daily lives.

Here are the deliverables from this project:

- Learning packages would be developed and published for kindergartens’ future use
  - Learning package will include the lesson plans for the picture books and art activities, samples of the art work with photos, materials needed, the introduction of the VIA character strength involved in each class, suggested guided questions/discussion with children, sharing from practitioners
  - Other information and materials for positive daily teaching practices will be included, e.g. printable positive reinforcement boards, guideline for mindfulness activities
  - Other schools can directly use and integrate these activities into their future curriculum to promote positive values and attitudes, or used as reference to adjust/enhance their teaching and learning
  - Graphic designers would be searched and hire through online platforms to draw major pictures/characters of the learning materials, and also directly buy pictures recourses/packages through online. So that we would make sure the published learning package of this QEF project would not infringe any intellectual property rights.
- The positive behaviors’ checklist would be available for schools and teachers, which can be a reference for them to evaluate or design their own program, and support them to better achieve the curriculum objective in Kindergarten Education Curriculum Guide 2017
- A video would be developed and published publicly for spreading a message to promote the importance of developing children’s positive values and attitudes since early ages, by showing the activities’ highlights and children’s sharing.
- Research report will give insight for ECE researchers to understand more on the workability and difficulties to promote positive education in kindergartens, which give insight for future school policy makers

All deliverables mentioned above would be available to public through QEF’s webpage link.

**Budget**

(a) Staff Cost	
-I Full-time Project Manager @ (\$24600/m +5%MPF) x 10months	\$258,300
Budget justification: One fulltime Project Manager requiring research and qualification in teaching with experience will be responsible for all project planning, coordination, curriculum preparation and teaching, data collection and research analysis. For 2017-2018 school year, the salary for a fresh	

<p>graduated kindergarten teacher would be \$20770, therefore the suggested salary for a project manager with minimum 4 years teaching experience with master degree would be around \$24600.</p> <p>-1 Part-time Research Assistant @ (\$100/hr, 20hours/week, +5%MPF) x 9 months</p> <p>Budget justification: One part time research assistant will be employed to assist the project. He/she would help in curriculum planning, teaching materials preparation and administrative work. Besides, he/she would also be responsible in teaching and data collection (interview).</p>	<p>\$75,600</p> <p><u>Total: \$333,900</u></p>
<p>(b) Works (Teaching materials)</p> <p>-60 Picture books @\$1 20 each -Artwork materials @\$25/artwork, around 120students, 10artwork/student -Other teaching materials</p> <p>Budget justification: 6 Picture book for each theme will be needed, while one book will be kept in each classroom for children, while 2books will be used by project manager and research assistant for reference. Materials are needed for artwork creation for each theme, while teaching materials like puppets, or other teaching aids will be needed in story-telling time.</p>	<p>\$7,200 \$30,000 \$5,000</p> <p><u>Total: \$42,200</u></p>
<p>(c) Services (Teachers and parents' workshops)</p> <p>-Guest Speaker \$1000/hour x 5hours x 2 schools -Materials including notes/leaflets printing</p>	<p>\$10,000 \$500</p> <p><u>Total: \$10,500</u></p>
<p>(d) Equipment</p> <p>-Stationaries</p>	<p>\$1,500</p> <p><u>Total: \$1,500</u></p>
<p>(e) General Expenses</p> <p>-Printing and photocopying (curriculum plans, worksheets, research findings, questionnaire etc) -Local transportation for project manager, research assistant and guest speakers -Video Editing -Audit Fee</p> <p>-University Overhead Surcharge for non-UGC funded project (~15% of Grand Total)</p> <p>Justification: It is important that the project, if funded, is fully supported by the allocated budget and not cross-subsidized by the University Grants Committee. This item is to cover the cost for University facilities provided to staff hired by the project (including office space, libraries, medical and dental benefits, email and computing, and sports facilities), bookkeeping and management reporting (covering daily accounting tasks, periodic statements and reporting), staff recruitment and retention (covering advertisement, processing of applications and appointments), and tendering and purchasing of equipment and supplies (covering provision of tendering and procurement services). The overhead is calculated at ~15% of the total budget: 15% to be charged by the University</p>	<p>\$3,000 \$500 \$1,000 \$5,000 \$59,640</p>

Central. This is because we have learned from our past experience with QEF that it rarely allowed 20% overhead; in addition, we really wish to keep the total budget under HK\$600k to make the review within three months, as our program will start up in the first semester of 2018-19 year..	<u>Total: \$69,140</u>
Grand total amount requested (Round up to the nearest hundred):	<u>\$457,300</u>

### Assesst Usage Plan

### Evaluation Parameters and Method

The project manager and research assistant would be responsible for the data collection.

The project will be evaluated on both quantitative and qualitative evidence obtained from different stakeholders in this project to evaluate the feasibility of the project implementation.

Qualitative:	-Interview with principal after the program -Continuous evaluation forms by practitioners
Quantitative	-Children's interview (Pre-test and Post-test) -Children's evaluation form by teachers (Pre-test and Post-test) -Parents' questionnaire (on parents' workshop) -Teachers' questionnaire (on teachers' training) -Parents and teachers' questionnaire (on the whole project)

#### (i) Performance indicators:

- The participation rate in children, parents and teachers' workshops (>80%)
- The satisfaction level of parents and teachers towards the workshops and program through questionnaires (>80%)
- Feedback from principals through interview

#### (ii) Outcome measurement:

- Parents and teachers' awareness and knowledge enhancement in positive education through questionnaires and feedback from principals
- Change in children's positive behaviors and attitudes through children's interview and evaluation forms

### Sustainability of the Outcomes of the Project

The participating school is expected to gain increased awareness and knowledge on children's development on positive values and attitudes. Therefore, a positive culture is expected to be cultivated in the school while teachers are equipped with skills to continuously incorporate them into the curriculum and daily practices which benefit other children at school.

Strategies to enhance and extend the sustainability of the project:

- Follow-up job at the participating school:
  - o The project team will launch a sharing session to teachers at schools to share the pictures books and arts learning program for K2 students, so that all teachers could learn the practical skills and used in their classes in the future
  - o The project team will discuss and plan the school-based curriculum for the 2018-2019 school year and incorporate the positive activities into the school curriculum, so that more children could be benefit.
- The materials in the learning package could be shared and used by other schools

- Other schools could incorporate the picture books and arts activities into their curriculum with detailed guidelines from the package
- Children's positive behaviors' checklist could provide more concrete ideas for teachers to develop or evaluate other activities
- Researchers can do follow-up projects, extend to more schools and introduce more character strengths into the curriculum with this experience
  - The project team could work on the follow-up projects which could involve also KI and K3 classes and make a more comprehensive curriculum for schools
  - More character strengths could be introduced into the curriculum while more tailor-made teaching materials could be developed
  - More schools could participate in the follow-up projects and more children, teachers and parents involved and gain

### **Dissemination/ Promotion**

For the dissemination plan, we would like to promote this project so that more schools or parties could learn more about the ways to promote children's positive values and optimistic attitude at early age.

First of all, we would produce the learning package which are public and available for schools in Hong Kong through QEF's webpage link. This learning package would include the lessons plans for each picture books and art activities, the introduction of the VIA character strength involved in each class, suggested guided questions/discussion with children, sharing from practitioners. Other information and materials for positive daily teaching practices will be included, e.g. printable positive reinforcement boards.

Other schools can directly use and integrate these activities into their future curriculum to promote positive values and attitudes, or used as reference to adjust/enhance their teaching and learning

Besides, research report should be published at the end of the project, on the effectiveness and methods in promoting children's optimistic attitudes and positive values. This could also help practitioners/ researchers in this field to gain more insights.

Furthermore, a video of activities' highlights would be made and post on YouTube at the end of the project, while the link of the video would be attached in the website/learning package.

Lastly, seminars would be organized to presents the learning program and research findings to kindergartens or interested parties, in order to encourage them to download and use the learning package through the website.

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**Report Submission Schedule**

My organization commit(s) to submit proper reports in strict accordance with the following schedule:

<b>Project Management</b>		<b>Financial Management</b>	
<b>Types of Report and covering period</b>	<b>Report due date</b>	<b>Type of Report and covering period</b>	<b>Report due date</b>
Progress Report 1/2/2018 – 31/7/2018	31/8/2018	Interim Financial Report 1/2/2018 – 31/7/2018	31/8/2018
Final Report 1/2/2018 – 30/11/2018	28/2/2019	Final Financial Report 1/8/2018 – 30/11/2018	28/2/2019



**Appendix A**

24 Character Strengths under Values In Action (VIA) classification

Wisdom and Knowledge		
1. Creativity	2. Curiosity	3. Judgment
4. Perspective	5. Love of learning	
Courage		
6. Bravery	7. Perseverance	8. Honesty
9. Zest		
Humanity		
10. Love	11. Kindness	12. Social intelligence
Justice		
13. Teamwork	14. Fairness	15. Leadership
Temperance		
16. Forgiveness	17. Humility	18. Prudence
19. Self-regulation		
Transcendence		
20. Appreciation of beauty and excellence	21. Gratitude	22. Hope
23. Humor	24. Spirituality	

(Peterson & Seligman, 2004)



































**Appendix B**

The Child and Youth Resilience Measure (CYRM)- Child Version  
(modified version for use with children aged 5 to 9 years old)

(Resilience Research Centre, 2016)

**OPTION 1: SECTION C**

Please circle one answer for each question.

	No	Sometimes	Yes
1. Do you have people you want to be like?			
2. Do you share with people around you?			
3. Is doing well in school important to you?			
4. Do you know how to behave/act in different situations (such as school, home and church or mosque)?			
5. Do you feel that your parent(s)/caregiver(s) know where you are and what you are doing all of the time?			
6. Do you feel that your parent(s)/ caregiver(s) know a lot about you (for example, what makes you happy, what makes you scared)?			
7. Is there enough to eat in your home when you are hungry?			
8. Do you try to finish activities that you start?			
9. Do you know where your family comes from or know your family's history?			
10. Do other children like to play with you?			
11. Do you talk to your family about how you feel (for example when you are hurt or feeling scared)?			
12. When things don't go your way, can you fix it without hurting yourself or other people (for example, without hitting others or saying nasty things)?			

**Appendix C**

Sample worksheets for home activities with parents

親子工作紙

主題：我會幫助他人

幼兒姓名：\_\_\_\_\_

親子家課：幼兒於課堂中學習了多種與人建立正面關係的方法，其中一種是幫助/關心別人。在日常生活中，家長可觀察或鼓勵子女實踐所學，把相關事件記錄下來，並於星期一交回班主任，讓幼兒在班中與大家分享。

幼兒於本週在校內幫助/關心他人的例子：

子女幫助/關心他人的事：  
(可以相片、圖畫或文字作記錄)

幼兒的感覺：



(請把笑哈哈填上顏色代表你的快樂指數)

家長給幼兒的話：




(鼓勵/讚賞) \_\_\_\_\_

親子工作紙

主題：我的心情日記

幼兒姓名：\_\_\_\_\_

親子家課：幼兒於課堂中學習了個人情緒與引發原因的關係。家長可嘗試協助子女觀察自己的情緒及引起情緒的原因，並讓幼兒圈出自己的心情，隨後將有關事情以繪畫或文字的形式記錄下來。請於星期一交回班主任，讓幼兒在班中與大家分享。

日期	我的心情			
	開心	傷心	害怕	憤怒
				
	事情：_____			