

Quality Education Fund
 Application with Grant Sought Not Exceeding \$200,000
 Part B: Project Proposal

<p>Project Title 'Happy Bona Kids' - Enhancing Students' Resilience through Positive Thinking (The project is related to 'Joyful@School Campaign)</p>	<p>Project Number 2016/1142 (To be assigned by the EPMS)</p>
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Basic Information

Name of School: St. Bonaventure Catholic Primary School

Beneficiaries

- (a) Sector: Kindergarten Primary Secondary Special
- (b) Students: 750 (in number)* and P.1-6 (class level/age)*
- (c) Teachers: 60 (in number)*
- (d) Parents: 100 (in number)*
- (e) Participating Schools (excluding applicant school): 0 (in number and types)*
- (f) Others (please specify): _____

Proposal

(I) Project Needs

- (a) Please state the aims of the project in clear and concise terms and elaborate on how the proposed project could impact on school development.
 - 1) To relieve stress, to acquire mindfulness skills and to foster teaching efficacy of teachers through mindfulness workshops *for teachers*.
 - 2) To enhance parents' understanding towards mental health through mindful parenting workshops *for parents*, which in turn help them become more aware of their child's thoughts, feelings and needs and *strengthen family relationships*.
 - 3) To cultivate students' awareness of their own emotions through positive thinking training, so that they will seek help proactively and will share their life with others.
 - 4) To nurture positive thinking skills of students and to overcome negative emotions through 文德喜動 workshop series and *a joyful atmosphere in school*.
 - 5) To detect students' with higher anxiety level through professional assessment tools and intensive training on positive thinking, which in turn enhance the well-being and mental health of targeted students.
- (b) (i) What are the areas of the needs and priorities of the school?
 - Promote students' social and emotional development
 - Others (please specify) Promote good physical and mental health of students, parents and teachers
- (ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i).
 - School development plan: Since the 2014/15 school year, fostering students for positive thinking has been the guidance and discipline focus of the school to establish a culture of appreciation.
 - Survey findings:
- Literature review summary: Mental health is a state of well being in which an individual realizes their own abilities, can cope with the normal stress of life, can work productively and is able to make a contribution to their community (World Health Organization). To incorporate a better state of well being with teachers and students, the integration of "Mindfulness-based approaches" are considered to be effective in creating and developing mentally. (Baer, 2003; Brown and Ryan, 2003). Students who are accustomed to mindfulness have improved long-term educational and social development due to the integration of mindfulness into their various life skills. (Jones, Greenberg and Crowley, 2015). Mindfulness gives teachers the ability to work more effectively as they are given more

emotional support to manage difficult situations, as a result benefitting the overall effectiveness of the teaching-practices in a school (Flook *et al.*, 2013; Jennings *et al.*, 2013; Kemeny *et al.*, 2012; Roeser *et al.*, 2013).

- ☑ Relevant experiences: Since 2014/15 school year, cultivating students' positivity has been the discipline and guidance focus. The school-base guidance programme is devoted to bring positive values to students. In April 2017, the Education Bureau invited our school to share experience on enhancing students' resilience with other schools in Hong Kong. This shows that we have put effort in improving the mental health status of students, which sets a good foundation for a new project to work on.
- (c) Please elaborate on the innovative ideas or new practices to enhance, adapt, complement and/or supplement the existing practices that will facilitate the development of the school to address the needs specific to its own context.

The mental health-related activities held in the past is mostly individual ones, which do not cohere with one another. To improve the effectiveness of the activities, this project will refer to a 3-level pyramid model with a whole school approach.

Tier III - Comprehensive evaluation (Requires \$40,000)

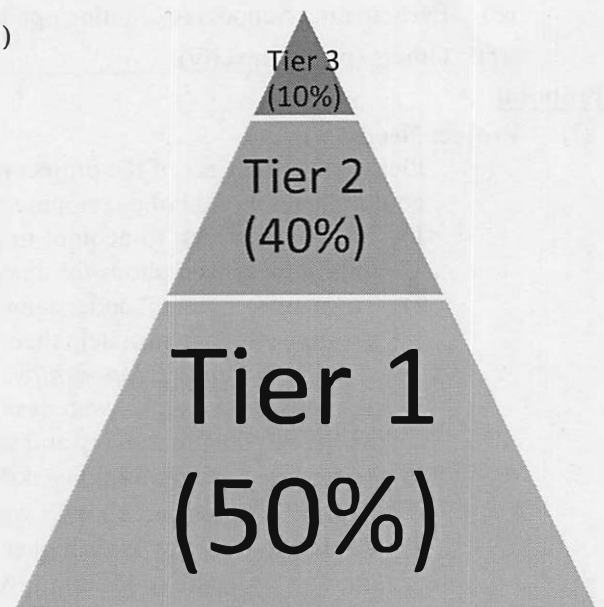
- Students with greatest risk/ most anxious
- Pre-test & Post-test analysis
- Focus groups
- Day camp
- Regular training

Tier II - One-off workshop series (Requires \$30000)

- Students at risk
- Referrals by class teachers
- Other students are welcomed

Tier I - Whole School Approach (Requires \$120000)

- All students
- Mindfulness lessons by professionals, campus TV
- Teacher training
- Parent seminars



(II) Project Feasibility

- (a) Please describe the design of the project, including:
 - (i) Approach/Design/Activity (Applicants are advised to provide details on project activities as well as learning and teaching arrangements.)

The project will be executed with the reference to the above pyramid model, details are in the followed table:

Tier	Aim/ Mode	Content
Tier 1	Whole school participation	<p><u>Student's Level:</u></p> <ul style="list-style-type: none"> - In Growth lessons, all students will learn the fundamentals of Mindfulness and skills of practicing it. They will be practicing Mindfulness skills regularly to raise their awareness towards their own emotion. Hence, it is expected they will realize their own needs in the mental aspect and seek help proactively - To promote a positive sharing atmosphere and a positive campus culture, stories with positive impact and songs with positive meanings will be occasionally shared through the Campus TV - To raise the happy index of students and to build a positive campus atmosphere, a school-based comprehensive guidance programme will promote positive thinking-related activities <p><u>Teacher's Level:</u></p> <ul style="list-style-type: none"> - Raise teachers' awareness of their own emotions through Mindfulness workshops. It is expected they can focus more on the present, so that they can enjoy work and life - Strengthen teachers' understanding towards students' and their own emotional needs through attending mental health seminars. As a result,

		<p>there is a greater chance to discover students in need and interventions could be done</p> <p><u>Parents' Level:</u></p> <ul style="list-style-type: none"> - Raise the self-awareness of parents through adding Mindfulness elements in parental education. The family atmosphere is expected to be more harmonious afterwards - A mental health and positive thinking workshop will be held for parents. The workshop aims to provide a platform for parents to share their experience and how they improve the mental health of their children and themselves
Tier 2	Thematic activities	<ul style="list-style-type: none"> - A series of Bona Joy (文德喜動) activities will be organized. Students can participate accordingly after assessing their own needs - Teachers should identify suspected in need students to provide further support
Tier 3	Intensive training programme	<ul style="list-style-type: none"> - To screen out students with the lowest score on well-being and life satisfaction using professional assessment tools. Those students will be provided with a series of intensive trainings - Students are required to join group trainings and camps to build up positive emotions and hence being more satisfied with their lives. Post-test questionnaires will be used to decide on the effectiveness of the support given - Besides, high-risk individuals will be referred to the school's guidance team, social worker or educational psychologist for immediate follow-up

(ii) Key Implementation Details

Project period: Feb 2018 to May 2019

Month / Year	Content / Activity / Event	Target Beneficiary/ Participants
Feb 2018	<p>Mindfulness workshops for teachers:</p> <p>Let teachers understand the fundamental concepts and skills of practicing Mindfulness and learn to enjoy the present teaching work and family life as a result</p>	60 Teachers
Apr 2018	<p>Mindfulness workshops for parents:</p> <p>To introduce the basic concepts of Mindfulness and cultivate a calm emotion through Mindfulness exercises</p>	50 Parents
Aug 2018	<p>Mental health seminar for teachers:</p> <p>Strengthen teachers' understanding towards students' and their own emotional needs, discover students in need and refer them for interventions.</p> <p>Enhance teachers' skills of identifying students with lower level of resilience, so as to respond to their psychological, emotional and developmental needs.</p>	60 Teachers
Oct 2018	<p>Mental health seminar for parents:</p> <p>To develop parents' understanding towards mental health. Parents will also learn to raise their awareness towards their own emotional changes and that of their children's. They will be able to discover potential negative emotions of their children and hence can better respond</p>	50 Parents
Feb 2018 – Jan 2019	<p>Mindfulness courses for students:</p> <p>Introductory, basic, intermediate and advanced Mindfulness skills will be taught in four Growth lessons.</p> <p>Content of Introductory Mindfulness course: Body scan practice · mindful breathing</p> <p>Content of Basic Mindfulness course: Meditation training</p> <p>Content of Intermediate Mindfulness course: Mindful stretching</p>	750 P.1-P.6 Students

	Content of Advanced Mindfulness course: Mindful walking, application of mindfulness in daily life	
Mar 2018 – May 2019	Daily Mindfulness practice for students: Teachers will guide students to perform regular Mindfulness practices twice a day, which is during morning assembly and before the end of school, so that students can integrate Mindfulness to their daily lives	750 P.1-P.6 Students
Mar 2018 – May 2019	Positive stories and music sharing through Campus TV: Stories and clips related to positive thinking will be occasionally produced by the Campus TV. This can provide a platform for students to share their gratitude and happiness of their daily life.	750 P.1-P.6 Students
Oct 2018 – May 2019	Bona Joy (文德喜動) series workshops and activities: A range of thematic and hands-on activities will be available to match the needs of students and interests. The series focuses on educating advanced positive thinking concepts and enhancing students' happiness and well-being. Details of the activity series is listed in the next table.	450 Students
Oct 2018	Road to Well-being (幸福之路) Project pre-test: Students with lower scores on well-being and life satisfaction will be identified by using a mental well-being scale	30 P.3 – P.6 Students
Dec 2018	Road to Well-being (幸福之路) Project training group: To strengthen positive thinking and to improve mental health of students through small group trainings, Mindfulness practices, stress-reducing exercises, ABC Theory of Emotion and positive thinking experience activities	P.3 – P.6 Students in need
May 2018	Road to Well-being (幸福之路) Project refreshment camp: A two-day one-night refreshment camp will be organized to let students understand themselves more, to appreciate themselves. Participants will reflect and make conclusions in the camp.	P.3 – P.6 Students in need
May 2019	Road to Well-being (幸福之路) Project post-test: Inspect the changes of students' wellness and life satisfaction with the use of a mental well-being scale. Data will be analyzed to identify any significant changes.	P.3 – P.6 Students

Bona Joy (文德喜動) series launches thematic and experimental positive thinking activities. The series will let students further understand positive thinking in depth, enhance well-being, satisfaction and create a happy campus atmosphere.

	Event Name	Purpose	Format of	PIC	Target Beneficiary/ Participants	Max. participants
1.	Food Yourself (品味食物)	1. Experience Mindful eating 2. Feel the body-mind connection 3. Observe every moment while eating	1. Experience Mindful eating 2. Sensory stimulation games	Instructors from organisation	P.1 – P.6	30
2.	Little Gardeners (園藝達人)	1. Experience the beauty of nature 2. Be affirmative about oneself 3. Learn to wait for results patiently	1. Appreciate the beauty of nature through gardening 2. Experience the process of planting the seeds, nurturing and harvesting	School teachers	P.4 – P.6	20
3.	Through the Looking Glass (多角)	1. Enhance self-awareness 2. Learn to observe external environment	1. Attentively observe environment and share feelings	School teachers	P.4 – P.6	30

	度看世界)	3. Feel the good side of the world	2. Learn to take photos with different angles			
4.	Clown Around (擁抱情緒球)	1. Understand emotions 2. Accept emotions of oneself	1. Express emotions through balloon twisting 2. Learn to share emotions and feelings with others	Instructors from organisation	P.3 – P.6	30
5.	Dance it Out! (舞出我天地)	1. Boost motor movement ability 2. Feel body-mind connection 3. Feel the vitality	1. Motor movement games 2. Mindful dancing activities	Instructors from organisation	P.1 – P.6	30
6.	Art Attack (我手畫我心)	1. Enhance awareness towards attention of oneself 2. Reduce anxiety and stress	1. Experience Mindful colouring 2. Express and share emotions through drawing	School social workers	P.1 – P.3	30
7.	Magnificent Magicians (快樂魔術)	1. Build up creative problem solving skills 2. Brings happiness & self-motivation	1. Magical demonstrations 2. Experience Mindfulness while playing magic	Instructors from organisation	P.1 – P.6	30
8.	Find Yourself (靜觀瑜伽)	1. Raise body awareness 2. Feel the body-mind connection 3. Alleviate tiredness and stress	1. Stretching exercises 2. Mindful yoga experience 3. Body scanning exercises	Instructors from organisation	P.1 – P.6	50
9.	Cheerful Chucklers (大笑姑婆)	1. Gives positivity 2. Stimulate internal joy 3. Ease negative emotions	1. Experience the fun of laughing 2. Laughing exercise	Instructors from organisation	P.3 – P.6	50
10.	Rainbow Parachute (傘下的彩虹世界)	1. Enhance attention and awareness 2. Learn cooperation 3. Learn mutual support and encouragement	1. Rainbow parachute experience 2. Establish positive values through cooperative games	School social workers & parent volunteers	P.1 – P.3	60
11.	Little Chefs (創出我未來)	1. Strengthen the sense of taste, smell and touch 2. Enjoy homemade food 3. Enhance personal satisfaction	1. Cooking activity 2. Experience the satisfaction of cooking	Parent volunteers	P.4 – P.6	20
12.	Dodgems (閃避球)	1. Raise awareness of own body and practice motor skills 2. Learn to handle negative emotions	1. Dodgeball experience 2. Group cooperative activities	School teachers	P.3 – P.6	20
13.	Mission Impossible (人生障礙賽)	1. Raise awareness of the sources of anxiety 2. Learn to deal with life challenges	1. STEM robot operation experience 2. Design runway with positive thinking elements	Instructors from organisation	P.1 – P.3	20
14.	Get on Board (正向桌上遊戲)	1. Ease academic pressure 2. Feel the fun of life and enjoyment 3. Learn teamwork and connection between people	1. Boardgame experience 2. Group cooperative activities 3.	School social workers & parent volunteers	P.1 – P.6	30

(b) Please explain the extent of teachers' and/or principal's involvement and their roles in the project.

(i) Number of teachers involved and degree of input (time, types, etc.):

1. School principal and the discipline and guidance master plans and monitor the project.
2. The discipline and guidance team will work with the educational psychologist and school social workers for preparation and implementation of the project. The contents will be tailored to match

the evidence-based needs, values and missions of the School.

3. All teachers learn the skills of Mindfulness through development workshops and Bona Joy(文德喜動) series. There will be a whole school approach to cultivate good values and attitudes among students.
4. The School will be responsible for the safety of the participants and take adequate safety measures. We also will observe “Guidelines on Outdoor Activities” and other related guidelines to ensure safety of students.

(ii) Roles of teachers in the project:

(Please tick the appropriate box(es))

- | | |
|--|---|
| <input checked="" type="checkbox"/> Leader | <input checked="" type="checkbox"/> Co-ordinator |
| <input type="checkbox"/> Developer | <input checked="" type="checkbox"/> Service recipient |
| <input type="checkbox"/> Others (please specify) _____ | |

(c) Please provide the budget of the project and justify the major items involved.

Grant Sought: HKS 195,300

Budget Item*	Expenditure Detail (Including the breakdown for the budget items)		Justifications
	Item	Amount (\$)	
i) Staff	Part-time Event Assistant	\$2,000 × 6 months =\$12,000	The assistant should be graduated from F.6 and have working experience in the education sector. Responsibilities include contact different parties, arranging event details, facilitating the activity (including photo taking and video recording) and sort out the data of the programme.
ii) Service	1. Mindfulness introduction and Skills course for students: 1 instructor (\$500/hour) and 1 associate instructor (\$300/hour)	\$800 × 30 classes × 4 sessions =\$96,000	Instructors should have at least 1 year experience in Mindfulness training at school and have more than 2 years' working experience in the education sector.
	2. Mindfulness workshops for teachers: 1 instructor (\$1,000/hour) and 1 associate instructor (\$500/hour)	\$1,500 × 3 hours =\$4,500	Instructors should have 2 years' experience in Mindfulness training and have more than 2 years' working experience in the education sector.
	3. Mental health seminars for teachers: 1 instructor (\$1,040/hour)	\$1,040 × 3 hours =\$3,120	Instructors should have more than 2 years' experience regarding to mental health.
	4. Mindfulness experience workshops for parents: 1 instructor (\$1,000/hour) and 1 associate instructor (\$500/hour)	\$1,500 × 2 hours =\$3,000	Instructors should have 2 years' experience in Mindfulness training and have more than 2 years' working experience in the education sector.
	5. Mental health seminars for parents: 1 instructor (\$1,040/hour)	\$1,040 × 1.5 hours =\$1,560	Instructors should have more than 2 years' experience regarding to mental health.
	6. Road to well-being (幸福之路) Project: including -tutor of focus group trainings (\$1000/hr), -3 camp instructors fee	\$1000× 2classes×8 sessions (Total 16 hours) =\$16,000 \$120/hour × 16 hrs×3 =\$6,240	The organization should provide a complete schedule, pre-test and post-test tools. The major instructors should possess a social work qualification. All instructors should have Adventure qualification and should have at least 1 year experience in educational sector.

	- 2-days campsite fee,	\$13,760	
	-pre-test, post-test and other materials(about 30 students will be benefited)	\$4,000	
		= \$40,000	
	7. Bona Joy(文德喜動) workshops (Responsible by instructors of organizations): 1 instructor (\$700/hour) and 1 associate instructor (\$300/hour)	\$1,000 × 20 sessions = \$20,000	The organization should provide a complete schedule for the workshops. The major instructors should possess a social work qualification.
iii) General expenses	1. Teaching resources, materials and miscellaneous items used in Bona Joy (文德喜動) workshops	\$8120	/
	2. Production fee of DVDs	\$3,000	/
	3. Audit Fee	\$4,000	/
	Total Grant Sought (\$):	\$195,300	

(III) Expected Project Outcomes

- (i) Please describe how to evaluate the effectiveness of the project.
- Observation: Teachers and instructors will observe emotional changes of students during the programme. Regular meetings will be hold with the Discipline and Guidance Section to review the effectiveness of the programme and activities.
 - Focused group interviews: To understand the opinions of students, teachers and parents towards the programme by having focus group meetings and questionnaires. (Opinions will also be given from teachers of the Discipline and Guidance Section, with their overall feedback on the programme and results findings)
 - Pre-and post-activity surveys: The well-being and satisfaction of students will be tracked by using a mental well-being scale before, during and after the programme. Appropriate actions will be conducted when necessary.
- (ii) Please state the project deliverables or outcomes.
- Learning and teaching materials
 - Resource package
 - DVD
 - Others (please specify) _____

Report Submission Schedule

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

Project Management		Financial Management	
Types of Report and covering period	Report due date	Type of Report and covering period	Report due date
Progress Report 01/02/2018 – 31/01/2019	28/02/2019	Interim financial Report 01/02/2018 – 31/01/2019	28/02/2019
Final Report 01/02/2018 – 30/06/2019	30/09/2019	Final Financial Report 01/02/2019 – 30/06/2019	30/09/2019

