

Final Report of Project

Project No. : 2016 /1120

Part A

Project Title: _____

Name of Organization/School: _____

Project Period: From 11/2017 (month/year) to 10/2018 (month/year)

Part B

I. Attainment of Objectives

1.1 Objective statement

The project aims to support secondary school students with a strength-based approach so that students learn effective strategies to build up strengths and capacities which help preserving their emotional stability and overcome adversities.

For students, through nine activities, below objective reached:

- a. Identify students in distress and provide them with prompt and intensive group counseling
- b. Build up students' self-confidence and competence by discovering, nurturing, and utilizing their own character strengths and potentials
- c. Enable students overcoming their weakness and encountering challenges by growing specific target character strengths
- d. Increase students' awareness to their stress reaction and emotional instability as well as equip them with emotional management skills by adopting positive psychology approach
- e. Strengthen students' sensitivity towards their peers' emotional distress and learn to provide them support for cultivating a mutual support environment at school

For teachers, through two activities, below objective reached:

- f. Strengthen teachers' awareness to adolescents with emotional distress and enhance early identification of those students in need
- g. Strengthen teachers' ability in providing assistance to students their parenting skills to provide appropriate support and assistance to their daughters

For parents, through two activities, below objective reached:

- h. Facilitate parents' understanding on their teenage daughter's emotional distress and enhance their parenting skills to provide appropriate support and assistance to their daughters

1.2 Activities related to the objective

The project has fulfilled its targeted number of beneficiaries. During the project period, thirteen programmes were held which included 112 sessions. The total number of direct beneficiaries and attendance were 996 and 3402 respectively. The participants were consisted of 697 students, 199 parents and 100 teachers. The attainment of objectives will be mentioned in the following sections.

Table 1: Attainment of Objectives a to e

<p>Activity one: <i>Interactive workshops for F.2 students</i></p> <ul style="list-style-type: none"> - <i>Understanding Your Character Strengths I</i> - <i>Understanding Your Character Strengths II</i> - <i>Motivation for Change</i> 	
<p>Extent of attainment of the objective</p>	<p>Fully achieved</p>
<p>Evidence or indicators of having achieved the objective</p>	<ol style="list-style-type: none"> 1. <u>Feedback from the students</u> <ul style="list-style-type: none"> - Among the F.2 students, 98.7% felt satisfied with the workshop, 99.1% considered that they have understood their unique character strengths, 98.7% have learnt there are shadow-sides of character strengths and 98.3% have learnt how to use character strengths to support goal setting. 62.4% of the students were satisfied with the time of the workshop. - The students generally felt that the workshop was helpful. In one of the comments, a student stated that she was grateful to have this workshop in a busy school schedule as which helped her know more herself and her own development. Another student also expressed her thankfulness by saying that she did not feel unless anymore after the workshop. - The students found that the videos and activities were interesting and helped them understand the concepts mentioned in the workshop. A student mentioned that more interactive exercise would be benefited their learning. Also, she would like to have a deeper understanding of the 24 character strengths with more daily examples. 2. <u>Teachers' feedback</u> <ul style="list-style-type: none"> - All the teachers indicated that the workshop had positive impacts on the students which helped promote their self-understanding and figure out their character strengths. They also considered that it is important to know one's character strengths which not only helps them build up their resilience, but also assist them to make better planning for future pathways. - Most of the teachers concerned about the application of character strengths. They explained that it was difficult to let the students grasp the ways to apply their character strengths in daily life. It would be benefited if the workshop conducted continuously rather than separately. For the benefit of the students' growth and development, they also advised that the workshops should be implemented throughout the school years. - They suggested that more discussions, scenarios, and examples that are related to the students could be provided. It would further increase students' understanding of the usage of character strengths. - Some of the teachers added that the workshop could be held during the PSHE lessons instead of form periods. 3. <u>Worker' observations</u> <ul style="list-style-type: none"> - In the first part of the workshop, all the students did the 24 character strengths (VIA) survey and got their own profile. It was found that the students concentrated to do the survey even though it took 20 minutes to complete. They also felt it interesting when reading their VIA reports.



	<ul style="list-style-type: none"> - All the students' reports were collected. The worker then identified potential student clients by assessing their reports complemented by the result of the students' gratitude test. - It was observed that the students enjoyed the exercises and videos in the workshop. They also shared their opinions actively during the group discussions.
Activity two: <i>Positive Psychology Lunch Gathering</i>	
Extent of attainment of the objectives	Fully achieved
Evidence or indicators of having achieved the objectives	<ol style="list-style-type: none"> 1. <u>Feedback from the students</u> <ul style="list-style-type: none"> - The students enjoyed the process of doing the craftworks and found it was entertaining and fun. They also thought that the crafts were attractive and beautiful. 2. <u>Worker's observation</u> <ul style="list-style-type: none"> - Although some of the students were not allowed to do the craftworks because of limited quota, they would stand around the work tables and chat with each other when watching how others do the craftworks. Also, some snacks were prepared for the students which they felt happy about. - The volunteers showed their commitment to the gathering. They taught the students to do handicrafts patiently and took initiative to invite their friends to come to join the lunch gatherings. It was observed that they enjoyed the process of doing different craftworks.
Activity three: <i>Peer mentoring Project - Training courses for the peer mentors</i>	
Extent of attainment of the objectives	Fully achieved
Evidence or indicators of having achieved the objectives	<ol style="list-style-type: none"> 1. <u>Feedback from the students</u> <ul style="list-style-type: none"> - As shown by the data, 99% students were satisfied with the training while 10% student took a neutral stance. Same as the above result, 90% students claimed that they have committed themselves to the training. - Regarding content of the group, 100% students revealed that they have learnt more about their character strengths, emotions and peer counseling skills. - Moreover, 100% students felt that they were being trained as peer mentors during the course of training. They have become more confident and have understood more about the roles of peer mentors. The also thought the skills mentioned in the training were useful which would help them to provide emotional support to the student clients. - Furthermore, the mentors reflected that the leaflet and the brochure prepared in the training could guide them to understand mentees' messages behind different emotions and provide skills in handling their emotional problems. 2. <u>Workers' observation</u> <ul style="list-style-type: none"> - At the beginning of the training, the students seemed to be shy to reveal their opinions. However, they were willing to share their reasons and expectations of being a peer mentor which demonstrated their readiness and involvement in the peer mentoring project. Group bonding was developed after sessions. - They became more and more active in the later sessions of the training. Not



	only did they share their opinions actively in the group discussions, but also showed their participation in role-plays and experiential activities for practicing their peer counseling skills.
Activity four: <i>Peer mentoring Project - Activities with F.5 peer mentors and F.2 student clients</i>	
Extent of attainment of the objectives	Fully achieved
Evidence or indicators of having achieved the objectives	<ol style="list-style-type: none"> 1. <u>Feedback from peer mentors</u> <ul style="list-style-type: none"> - Among the peer mentors, 100% agreed that their sensitivity towards others' emotional instability has been increased. Also, they stated that they have learnt to provide emotional support to others, and, appreciate and cultivate their mentees' character strengths. - Regarding the arrangement of the project, 100% satisfied with the venue of the activities arranged and 90% of them satisfied with the time of the activities. 100% committed themselves to and were satisfied with the project. 100% thought that they have established a strong bonding with their peer mentees. - Although the peer mentors had different worries at the beginning of the project, they have become familiar with their mentees in later sessions of the meetings. They felt happy that their peer mentees would share their daily lives and burdens with them. They also expressed that they have become more aware to their fellow schoolmates' emotional needs and learnt how to provide moral support to those schoolmates in need. 2. <u>Feedback from peer mentees</u> <ul style="list-style-type: none"> - 100% felt that their confidence and competence have been increased in the programme. 100% were satisfied with the venue and the time of the activities arranged. 100% have committed themselves to and were satisfied with the project. Through the mentoring project, 100% thought that they have established a strong bonding with their peer mentors. - Also, they considered that their awareness of stress reaction and emotional instability has been increased. At the same time, they have learnt emotional management skills by adopting a positive psychology approach. - For the mentees, they thought that it was a good thing to have peer mentors as they could share their school life and worries with their mentors. They found support and care from their mentors. - More importantly, according to the survey results of the pre-and post-test of the VIA survey, the peer mentees showed that some of their character strengths were strengthened after the peer mentoring programme such as gratitude, forgiveness, hope, and love. These character strengths are considered as essential strengths to build up positive emotions - Moreover, gratitude test (see Appendix I) was conducted among the student clients before and after the intervention to see their changes in gratitude level. The average score was increased from 72.2 to 77.2. 3. <u>Workers' observation</u> <ul style="list-style-type: none"> - In a nutshell, all the peer mentors have demonstrated their responsibility and passion to the peer mentoring project. They were willing to spend time communicating and building up a relationship with their peer mentees.

	<p>Similarly, the mentees would like to share their things with their peer mentors. Trustful relationships have built between the mentors and mentees.</p> <ul style="list-style-type: none"> - Both the peer mentors and mentees showed their improvements in the project. For the mentors, they learnt to care and emotional support to someone in need. They, in general, have become more mature and responsible in terms of interpersonal relationship. For the mentees, they have become happier and more grateful to their lives. They learnt to open themselves to share their worries to others which helped reduce their stress and increase their confidence to deal with difficulties. - Since the peer mentors needed to prepare for their public examinations started in April, they had to finish 6 pair-up meetings within two months. This was quite demanding for both peer mentors and mentees. Therefore, it is suggested to start the Peer Mentoring Project at the beginning of the first term if it will be held again next year.
<p>Activity five: <i>[Dating with Character Strengths] Group for F.2 student clients</i></p>	
<p>Extent of attainment of the objectives</p>	<p>Fully achieved</p>
<p>Evidence or indicators of having achieved the objectives</p>	<ol style="list-style-type: none"> 1. <u>Feedback from the students</u> <ul style="list-style-type: none"> - 100% were satisfied with the group. 100% indicated that they have committed themselves to the group and become more familiar with other group members. 100% were satisfied with the time, venue and the performance of the worker. - Moreover, all the group members offered positive comments on the group content. 100% of them shared that they have learnt further about their character strengths and certain character strengths such as hope and gratitude. They added that they have understood their character strengths to support their goal-setting, and the ways to build up positive emotions and beliefs. - The student clients said that the group helped them had a deeper understanding of character strengths and assisted them to apply their strengths in different areas of life. - More importantly, they felt grateful that they could join this group to understand more about themselves in this busy school schedule. At the same time, they considered that the group provided a platform for them to know other fellow schoolmates from different classes. 2. <u>Workers' observation</u> <ul style="list-style-type: none"> - The student clients demonstrated their participation in the group sessions. They were willing to share their goals, values, and feelings during the group discussion. They also enjoyed the group activities and found them helpful to increase their self-understanding. - Moreover, the bonding among the students has been getting stronger as they took the initiative to know about each other during the group sessions. They also showed their support to each other when sharing their worries in group meetings. - Every member had her own improvements. Overall speaking, not only they showed a higher level of confidence, they demonstrated improved emotional and stress management skills. They have become happier and more aware of

	the things that they felt grateful for in life.
Activity six: <i>Classroom interactive workshop for F.2 Students [It's About Myself]</i>	
Extent of attainment of the objectives	Fully achieved
Evidence or indicators of having achieved the objectives	<ol style="list-style-type: none"> 1. <u>Feedback from the students</u> <ul style="list-style-type: none"> - Among the 222 valid questionnaires, 95% of the students were satisfied with the workshop. 94.1% have understood more about their emotions, and, 95% have learnt the ABC Model and understood more about thinking traps. - As for the arrangement of the workshop, 90.5% were satisfied with the time of the workshop while 95.9% were satisfied with the performance of the worker. - The students enjoyed the activities and videos in the workshop as they found them interesting. Basically, they were able to identify the basic emotions and different thinking traps. 2. <u>Teachers' feedback</u> <ul style="list-style-type: none"> - The teachers considered that the workshop could help remind the students to be more aware of their and their friends' emotional needs. Also, the skills mentioned in the workshop could help the students have better management of their emotions. - Similar to the opinions about the workshops of character strengths, the teachers thought that the positive impacts brought by the workshops may not be long-lasting. It is advised to have more daily examples when illustrating the concepts related to emotions in order to enhance students' memory to emotions management skills. 3. <u>Workers' observation</u> <ul style="list-style-type: none"> - Most of the students were willing to participate in the activities in the workshop. However, there was a class that was less concentrated compared with the other two classes. Since the date of the workshop in that class was near to Sports Day, the students in that class were dealing with the class affairs which reduced their involvement in the workshop. - All in all, it was observed that the students have grasped the understanding about the emotions, thinking traps and the importance of seeking help.
Activity seven: <i>[Supportive Service for F.2 student clients] Group for F.2 student clients</i>	
Extent of attainment of the objectives	Fully achieved
Evidence or indicators of having achieved the objectives	<ol style="list-style-type: none"> 1. <u>Workers' observation</u> <ul style="list-style-type: none"> - All the student clients met with the worker two times. They shared their feelings about the peer mentoring project and usage of their character strengths. - Sometimes, the students would share their difficulties and worries with the worker which allowed the worker had a further understanding about the students. At the same time, the students could receive support during the consultation. - Each student client's personal development profile has been created.

Activity eight: <i>[Managing Your Emotions] Talk for F.4 Students</i>	
Extent of attainment of the objectives	Fully achieved
Evidence or indicators of having achieved the objectives	<ol style="list-style-type: none"> 1. <u>Feedback from the students</u> <ul style="list-style-type: none"> - Among 145 valid questionnaires, all (100%) the students have learnt about what emotions and emotional intelligence are, and 99.3% have learnt ways to manage their emotions. Additionally, 98.6% of the students felt they were benefited with the talk and satisfied with the performance with the worker. The rate of satisfaction to the length of the talk was 73.1% as students considered that the talk started too early. - Students further commented that the talk was interesting and educational. They have learnt more about managing emotions - Students also suggested that the experiences or examples shared by the social worker could be better to relate to their daily life. Apart from that, more activities and video clips were recommended. 2. <u>Workers' observation</u> <ul style="list-style-type: none"> - It was observed that the students were willing to share their experiences when they were under stress and eager to know about the ways to manage their stress. Moreover, the students demonstrated their awareness of the emotional needs of their peers. Overall speaking, the students were focused during the workshop and enjoyed the activities.
Activity nine: <i>Classroom interactive workshop for F.3 students [Be Aware of Your Friends Need]</i>	
Extent of attainment of the objectives	Fully achieved
Evidence or indicators of having achieved the objectives	<ol style="list-style-type: none"> 1. <u>Feedback from the students</u> <ul style="list-style-type: none"> - Among 180 valid questionnaires, 98.3% of the students felt that they have benefited from the program. 98.9 % have learnt about what stress is and its effects on their emotions. 99.4% of the students have understood the ways to manage stress and emotions and to support others who have emotional needs. - 96.1% satisfied with the length of the workshop and 98.9% satisfied with the performance of the worker - Overall speaking, the students considered that the workshop was inspiring and interactive. They even mentioned that the talk did help them manage stress. - The students suggested that the workshop could talk more about mental issues such as anxiety and depression. Besides, they hoped that the workshop could be conducted in English. 2. <u>Worker's observation</u> <ul style="list-style-type: none"> - The students' feedback was positive. They were willing to share their feelings in different situations. Also, it was observed that the students showed their understanding of the messages behind different emotions

Table 2: Attainment of Objectives f to g

Activity ten: <i>[Understanding Positive Psychology and Character Strength Education] Training for teachers</i>	
Extent of attainment of the objective	Fully achieved
Evidence or indicators of having achieved the objective	<p>1. <u>Feedback from the teachers</u></p> <ul style="list-style-type: none"> - 21 valid questionnaires were collected after the end of the programme. 100% teachers were satisfied with the training and considered that the objectives of the training were met. Moreover, the teachers agreed that the topics covered were relevant to them. - As regards the content of the training, 100% teachers stated that the training experience would be useful in their work. They at the same time thought their knowledge and interest on Positive Psychology and Character strengths were increased in the training. Furthermore, not only 95.2% of the teachers indicated that their increased confidence in working with students and 100% of the respondents also revealed that their grasp of new information to enhance their teaching. - The teachers also gave positive comments on the training. Overall speaking, they said the training was interesting and enjoyed the activities and videos prepared by the speaker. They also revealed that they had a better understanding of happiness and positivity. More importantly, the training brought positive impacts to their teaching. For example, a teacher mentioned that the training gave all the teachers insights in creating a more mentally healthy learning environment. Also, they have learnt to be more aware of and to develop the character strengths rather than talents and results of the students. In addition, the teachers have grasped the responding skills to increase the students' motivation and confidence in learning.
Activity eleven: <i>[Identifying and Counselling Students with Emotional Distress] Workshop for teachers</i>	
Extent of attainment of the objective	Fully achieved
Evidence or indicators of having achieved the objective	<p>1. <u>Feedback from the teachers</u></p> <ul style="list-style-type: none"> - The teachers spoke highly of this workshop. Among 93 valid questionnaires, 98.9% considered that the overall workshop was of high quality. 100% revealed that the workshop increased their level of understanding about emotional distress and resilience, 97.8% indicated that the workshop helped them identify students with emotional distress or low level of resilience, and, helped improve their counseling skills. - The teachers (100%) added that the workshop would help them improve their confidence when working with students with emotional distress. 98.9% of the teachers further mentioned that the workshop would help them improve their quality of life - Regarding the arrangement of the workshop, 98.9% of the teachers were satisfied with the venue and the date of the workshop. All of the teachers (100%) thought that the time of the workshop was convenient and there was enough time allotted for the workshop.

	<ul style="list-style-type: none"> - As for the performance of the speaker, 100% of the teachers agreed that the speaker was knowledgeable about the topic and her handouts were useful. - 97.8% of the teachers shared that they would attend another seminar of this nature. <p>The teachers suggested that more case studies and practical ways to deal with them could be included. Also, they mentioned that more hands-on exercise and interaction could be practiced.</p>
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Table 3: Attainment of Objectives h

Activity twelve: <i>Supportive service for F.2 student clients' parents</i>	
Extent of attainment of the objectives	Fully achieved
Evidence or indicators of having achieved the objectives	<ol style="list-style-type: none"> 1. <u>Worker's observation</u> <ul style="list-style-type: none"> - Each student client's parent was contacted once. They were told about the performance of and the progress the student clients made during the peer mentoring project - The parents shared their observation and thoughts about the student clients' development. They also indicated that positive changes have been brought to the student clients after the project, for example, improved emotional management skills, expanded the social circle, increased positive emotions, etc..
Activity thirteen: <i>[Emotional Management and Positive Parenting] Parents Talk</i>	
Extent of attainment of the objective	Achieved
Evidence or indicators of having achieved the objective	<ol style="list-style-type: none"> 1. <u>Feedback from the parents</u> <ul style="list-style-type: none"> - From the workers' observation, the parents were attentive and active to share their opinions in the group discussions. - During the talk, the speaker invited the parents to do a mindfulness exercise. The parents were willing to try the exercise and showed their participation by following the speaker's instructions. Two participants said that she was really interested in the mindfulness exercise. - On the other hand, five participants advised to have more time for the talk and two participants expressed more time for the Q&A session would be appreciated. - The parents also hoped the school to organize more talks on the topics of conflict management, build up positive relationships with their daughters and the mental health of adolescents. 2. <u>Feedback from the teachers</u> <ul style="list-style-type: none"> - Considering the limited time of the talk, the teachers reflected that it would be valued if the talk delivered more time focusing on the practical skills on conflict management between parents and daughters. - The teachers considered that the speaker was knowledgeable. It would be much appreciated if the speaker had more interaction with the parents and made the talk more lively and amusing.

II. Project Impact on

a. *Broadening students', teachers' and parents' horizons*

Positive Psychology was the theoretical ground of this project which was new to the students, teachers, and parents. For the students, they could increase their self-understanding through exploring their character strengths in the workshops. For the teachers, they learnt how to discover and appreciate different students from their character strengths or virtues rather than their academic performance. As for the parents, they learnt how to integrate the positive psychology into their parenting so as to help build a good parent-child relationship and promote the students' personal development.

b. *Fostering students' development in their potential and specific abilities*

Firstly, the project has facilitated the students to explore and utilize their character strengths. Besides doing VIA (Values In Action) survey to help the students identify their character strengths, they were also encouraged to make good use of their character strengths to achieve their goals.

Moreover, a peer mentoring scheme was organized to help foster students' potentials and abilities. For the peer mentees, the F.2 students, they learnt further about and the ways to nurture specific character strengths. More importantly, stress management and communication skills were highlighted in their training which assisted them in being competent leaders. For the mentors, the F.5 students, they learnt the skills in empathy and basic counseling skills which deal with the negative emotions of their fellow schoolmates.

c. *Increasing training opportunities for teachers and enhancing their professional development*

Two teacher trainings have conducted to enhance their professional development. In the training of Understanding Positive Psychology and Character Strength Education, the teachers were equipped with the knowledge of positive psychology and the skills of cultivating students' character strengths. As for the training in Identifying and Counselling Students with Emotional Distress, the skill in analyzing students' stress level and the practical ways to deal with students' negative emotions were highlighted so as to assist the teachers in managing different situations of the students with emotional distress.

d. *Improving the learning atmosphere*

The project has helped promoted positive learning atmosphere. As positive psychology was the backbone of our project, the self-esteem of the students was increased through discovering and utilizing their character strengths which in turn increased their positive emotions. At the same time, different activities, for examples, lunch gatherings, peer mentoring programme, interactive workshops, were held to help release students' stress and increase the interaction among them which created a harmonious school environment.

As mentioned before, rather than merely improving the learning skills of the students, the teachers learnt the ways to motivate the students to learn through developing their character strengths which cultivated a more desirable learning atmosphere.

III. Cost-effectiveness

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$146,312	\$130,095	-11.1%
General Expenses	\$26,188	\$16,324.8	-37.7%
Service	\$24,400	\$17,518	-28.2%
Total	\$196,900	\$163,937.8	-16.7%

3.1 Utilization of available resources

- Human resources of participating school: a 0.5 social worker was hired to implement activities and program that designed by this project.

3.2 Unit cost for the direct beneficiaries

- The direct beneficiaries include 697 students, 100 teachers, and 199 parents. Therefore, the unit cost for direct beneficiaries is about \$165 (= \$163,937.80 / 996).

3.3 Sustainability of the learning programme and materials developed

- The programme materials, for examples, the handouts of the trainings, the session plans and the power points of the workshops were passed to the school. Also, the results of the questionnaires and the students' VIA reports were documented for the pastoral care team's teachers to know more about the needs of the students.

3.4 Alternative approaches for equivalent benefits at less cost

- The project followed established procedures to buy the most suitable services and materials.

To further reduce the cost of the project, it is suggested to increase the ratio of the programmes for the teachers and the parents. Since teachers and parents play important roles in students' development, it would help improve students' resilience level if parents and teachers have a better understanding of mental health.

IV. Deliverables and Modes of Dissemination

Item description	"Embrace Life, Purify My Soul" leaflets for parents and students, 700 copies (see Appendix II)
Evaluation of the quality and dissemination value of the item	The leaflet briefly introduces the concepts of character strengths and the content of the programmes that were conducted in the project. Also, the sharing of the participants was included.
Dissemination activities conducted and responses	The leaflets will be distributed to the F.2, F.3 and F.5 students during form periods, class workshops or ethics lessons in November 2018/19.
Is it worthwhile and feasible for the item to be widely disseminated by the QEF?	No

V. Activity List

Date/ Period	Activities/ Programs	Session	Venue	No. of participants			No. of attendance
				teachers	students	parents	
Student Interactive workshop							
7/11/2017- 27/2/2018	F2 Interactive Workshop I: Understanding Your Character Strengths I	24 sessions	F.2 classrooms		235		940
	F2 Interactive Workshop II: Student: Understanding Your Character Strengths II	24 sessions			235		940
	F2 Interactive Workshop III: Motivation for change	6 sessions			235		235
15/1/2018, 18/1/2018, 19/1/2018, 25/1/2018, 29/1/2018, 1/2/2018	F3 interactive workshop: Be Aware of Your Friends' Need	6 sessions	F.3 Classroom		213		213
1/3/2018- 29/5/2018	F2 Interactive workshop: It's About Myself	6 sessions	F.2 classroom		235		235
Student Peer mentoring Project							
1/2/2018, 13/1/2018, 20/1/2018, 3/2/2018	Peer mentoring Project: Training courses for the peer mentors	4 sessions	English room / SIP Activities Centre		10		36
10/2/2018-1 /9/2018	Peer mentoring Project: Activities with F.5 peer mentors and F.2 student mentees	12 sessions	Synergy Corner, English room, SIP Activities Centre		17		201
Student Group							
24/2/2018, 17/3/2018, 7/4/2018, 17/5/2018, 19/5/2018, 21/5/2018	F.2 Group: Dating with Character strengths	6 sessions	English room/ SIP Activities Centre		7		36
8/1/2018	F4 Talk: Managing Your Emotions	1 session	Hall		180		180
3/4/2018, 20/9/2018	Supportive Service for F.2 student clients	7 sessions	Synergy Corner		7		7



10/4/2018, 19/4/2018, 26/4/2018, 30/4/2018, 8/5/2018, 10/5/2018	Lunch Gathering: Positive Psychology lunch gathering	6 sessions	Covered Playground		59		59
Teacher Training							
21/03/2018	Teacher training: Understanding Positive Psychology and Character Strength Education	1 session	Hall	21			21
27/08/2018	Teacher Workshop: Identifying and Counselling Students with Emotional Distress	1 session	G7	100			100
Parent							
3/3/2018	Parents Talk: Emotional Managing and Positive Parenting	1 session	Hall			192	192
9-10/2018	Supportive Service for F.2 parents	7 sessions	/			7	7

Total number of sessions:	112
Total number of participants	996 (697 students + 100 teachers + 199 parents)
Total number of attendance:	3402

VI. Difficulties Encountered and Solutions Adopted

- a) The workshop for the teachers on the topic of [Identifying and Counseling Students with Emotional Distress] was planned to be held before the end of May 2018. Due to a tight teaching schedule in the second semester, there was no space to run the workshop on the planned period, therefore, the workshop has been postponed until August 2018.
- b) It was expected to invite 12 peer mentors and 12 student clients to participate in the Peer Mentoring Project. Only 10 peer mentors and 7 student clients were finally successfully recruited. At the same time, the number of sessions of the supportive services for the F.2 students and their parents will be adjusted to 7 sessions respectively.
- c) The student clients recruited in the peer mentoring were invited to be volunteers in lunch gatherings to help teach the participants to do craftworks. It is believed that the above arrangement could further increase their self-confidence, competence and enhance their positive emotional well-being.

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

Signature: _____

Signature: _____

Date: 17 DEC 2018

Date: 17 DEC 2018

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

Appendix I:

Inventory of Adolescents' Gratitude

Please answer the following questions on a 5-point Likert scale. Circle the number in each statement to indicate how much you agree with it.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

1.	I have so much in life to be thankful for.	1	2	3	4	5
2.	If I had to list everything that I felt thankful for, it would be a very long list.	1	2	3	4	5
3.	When I look at the world, I don't see much to be thankful for.	1	2	3	4	5
4.	I am thankful to wide variety of people	1	2	3	4	5
5.	As I get older I find myself more able to appreciate the people, events, and situations that have ever been part of my life history.	1	2	3	4	5
6.	There never seems to be enough to go around, and I never see to get my share.	1	2	3	4	5
7.	I really don't think that I've gotten all the good things that I deserve it.	1	2	3	4	5
8.	More bad things have happened to me in my life that I deserve in life.	1	2	3	4	5
9.	Because of what I've gone through in my life, I really like the world owes me something.	1	2	3	4	5
10.	For some reason I never seem to get the advantages that others get.	1	2	3	4	5
11.	Oftentimes I have been overwhelmed at the beauty of nature.	1	2	3	4	5
12.	Every Fall I really enjoy watching the leaves change colors.	1	2	3	4	5
13.	I think that it's important to "Stop and smell the roses."	1	2	3	4	5
14.	I think that it's important to pause often to "count my blessings."	1	2	3	4	5
15.	I think that it's important to enjoy simple things in life.	1	2	3	4	5
16.	I think that it's important to appreciate each day that you are alive.	1	2	3	4	5
17.	I couldn't have gotten where I am today without the help of many people.	1	2	3	4	5
18.	Although I think it's important to feel good about your accomplishments, I think that it's also important to remember how others have contributed to my accomplishments.	1	2	3	4	5
19.	Although I'm basically in control my life, I can't help but think about all those who have supported me and helped me along the way.	1	2	3	4	5
20.	I feel deeply appreciative for the things others have done for me in my life.	1	2	3	4	5
Total Marks:						

Scoring Instructions:

- 1) Reverse your scores for item 3, items 6-10. That is, if you scored a "5," give yourself a "1," if you scored a "4," give yourself a "2," etc.
- 2) Add up your scores from item 1 to item 20.
- 3) The higher marks mean a higher gratitude level.

Appendix II: "Embrace Life, Purify My Soul" leaflet

ST. PAUL'S CONVENT SCHOOL

EMBRACE LIFE, PURIFY MY SOUL

Joyfu@School Campaign
207-7208

St. Paul's School Seven Keston Road, Kowloon

OUR PROJECT

Project Background

From the year 2016-2017, our school successfully applied for a Membership from Quality Education Fund and cooperated with Caritas School Social Work Service to implement a project called "Embrace Life, Purify My Soul".

In order to implement this "Campaign", our school has been introducing various workshop activities, seminars, and training courses for teachers and students to enhance their character and social skills.

PROJECT CONTENT

The number of participants included of the whole school, teachers, students and parents level.

For the students level, a series of interactive workshops, lunch gatherings, and other activities were held to foster students' self-understanding and promote a mutual support environment at school.

As for the teachers level, two professional trainings were organized in order to help the teachers grasp the practical skills to nurture the students' character and social skills along with their emotional needs.

The parents were also invited to participate in a talk which they heard the story of empathy, how to bring and ways to create positive daily with their children.

POSITIVE PSYCHOLOGY

IMPORTANT MESSAGE

Positive Psychology is coined by Martin Seligman and his colleagues.

WHAT IS IT?

Positive Psychology has three central concerns:

- Positive Emotions
- Positive Traits
- Positive Institutions

WHY IS IT IMPORTANT?

Knowing and understanding the science of positive psychology can help us create a more resilient, meaningful, and successful life.

24 CHARACTER STRENGTHS



6 VIRTUES

There are six clusters of virtues that we made up of the 24 character strengths. All six virtues are strengths that we can all use to become better people.

24 character strengths

Character strengths are the qualities that we can all use to become better people.

UNDERSTANDING YOUR CHARACTER STRENGTHS

LEARNING YOUR CHARACTER STRENGTHS

The character strengths are the qualities that we can all use to become better people.

IT'S ABOUT MYSELF

Students' character strengths are the qualities that we can all use to become better people.

HAPPY TOGETHER

Students' character strengths are the qualities that we can all use to become better people.

PEER MENTORING PROJECT

Grow and Learn Together

Students' character strengths are the qualities that we can all use to become better people.

TRAINING COURSE FOR PEER-MENTORS

Students' character strengths are the qualities that we can all use to become better people.

PREPARATION

Students' character strengths are the qualities that we can all use to become better people.

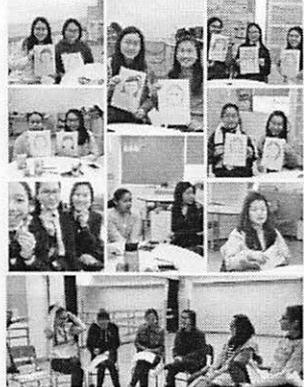
DATING WITH CHARACTER STRENGTHS GROUP

Students' character strengths are the qualities that we can all use to become better people.

LITTLE THINGS MAKE BIG THINGS HAPPEN

20 Nicole Lam
I found out about the peer mentor program through the introduction of the program. I was excited to be part of it because it was a chance to help others and to learn from them.

The program is a great way to help others and to learn from them. I was excited to be part of it because it was a chance to help others and to learn from them.



REFLECTIONS

25 Nicole Yu
Throughout this whole project, I became more confident and open about expressing my feelings. I want to thank all my peer mentors and teachers for their support.

I enjoyed the peer mentor programme a lot and I would definitely do it again in the future.

26 Andrea Chan
After participating in this project, my confidence increased a lot. I was able to express my feelings and to help others. I would like to thank all my peer mentors and teachers for their support.

Moreover, the workshop helped me to learn more about my own feelings and to help others. I would like to thank all my peer mentors and teachers for their support.

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32 Jennifer Chiu
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33 Liara Tam
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PARENTS' TALK

EMOTIONAL MANAGEMENT AND POSITIVE PARENTING
This workshop aims to help parents understand their children's emotions and to provide them with strategies to help them manage their emotions.

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TEACHERS' TRAINING

UNDERSTANDING FESTIVE PSYCHOLOGY AND CHARACTER STRENGTHS EDUCATION
This workshop aims to help teachers understand the psychology of festivals and to provide them with strategies to help them teach character strengths education.

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