

Quality Education Fund
The Dedicated Funding Programme for Publicly-funded Schools
Part B: Project Proposal

Project Title: A Road to Positive Life: Enhancing the students' holistic development with the adoption of Strength-based Approach	Project Number: 2017/1118 (revised)
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Name of School: St. Pauls' Convent School

Direct Beneficiaries

(a) Sector: ☐ Kindergarten ☐ Primary ☒ Secondary ☐ Special School (Please put a tick in the appropriate box(es).)

(b) Beneficiaries: (1) Students: 1200 F.1-6 (class level); (2) Teachers: 100; (3) Parents: 400;
 (4) Others: Alumni: 50

Project Period: 2/2019 to 11/2020

This template only serves as a reference. Items that are NOT applicable can be deleted as appropriate. A Guide to Applicants about the Dedicated Funding Programme for Publicly-funded Schools is available on the QEF website.

1. Project Needs

1.1	Project Aim(s)	The aims of the project are threefold: (i) to enhance students' mental well-being by discovering, nurturing and utilizing their own character strengths and potentials; (ii) to strengthen the students' ability to overcome adversities and emotional management skills by focusing on hope and gratitude; (iii) to cultivate a mutual support environment at school by the application of hope and gratitude.
1.2	Innovative element(s)	<p>1. Students level</p> <ul style="list-style-type: none"> - All students are covered in this project. The workshops and programmes are tailor-made to meet the needs of the students during different developmental stages. - Character strengths are assimilated into various subjects in school curriculum, for example, English, Chinese, Art, Religious Studies, etc. which helps the students put the character strengths into practice. - Through cross-forms activities, the interaction between junior and senior students can be increased which in turn further develops the spirit of love and care among students. - Some of the students are trained to be student ambassadors and peer mentors in order to increase their awareness of the utilization of character strengths and emotional needs of their schoolmates. <p>2. Teachers level</p> <ul style="list-style-type: none"> - Professional trainings are organized to help teachers to explore the key concepts and skills of Positive Psychology and character strengths in a practical way for helping students to develop their well-being. - Teachers are invited to share their life stories related to hope and gratitude which strengthens their relationship with their students and promotes a positive school climate. <p>3. Parents level</p> <ul style="list-style-type: none"> - Parent seminars are for parents to learn the concepts of Positive Psychology, the practical ways to help develop their children's character strengths. The parents are also encouraged to help promote their children's well-being through learning positive parenting. - Supportive service and parent-child activities are provided to the parents of the student clients of the peer mentoring project in order to enhance their relationships with their children and further their knowledge of character strengths.
1.3	Alignment with school-based /	The project will enable the students to recognize and unleash their potentials to achieve their goals and to develop positive attitudes. At the same time, the students learn to

	students' needs	support and care for each other which in turn creates a positive school climate when promoting hope and gratitude in school. Moreover, the project attempts to integrate positive psychology into different subjects which provides a strong foundation for the school to further develop positive education.
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2. Project Feasibility

2.1	Key concept (s) / rationale(s) of the project	<p>1. Positive education and strength-based approach Positive psychology is the theory base of our project which focuses on individual's potentials and character strengths which facilitate the students to have a holistic development.</p> <p>2. Whole-school cooperation cross-level and multi-disciplinary collaboration Through professional teacher trainings and multi-disciplinary collaboration, both teachers and students are facilitated to put character strengths, particularly hope and gratitude, into practice. It also helps create a positive climate in school.</p>
2.2	Applicant's readiness or ability/ experience/ conditions/ facilities for project implementation	During the school year 2017-2018, our school implemented Joyful School Project to let F.2 students and part of the junior forms teachers to learn about character strengths. Since the project achieved encouraging results in school, our school plans to provide a more systematic and sustainable programme for the students, teachers and parents to understand more about positive psychology and character strengths. This project will not duplicate with the school's other student support activities to be implemented during the same period.
2.3	Principal's and teachers' involvement and their roles	<p><u>School principal and Head of Pastoral Care Team</u> Employ a full-time school social worker responsible for coordinating the project, as well as overseeing and supervising the project implementation. The Head of Pastoral Care Team also helps schedule the proposed programmes and coordinate with teachers and the school social worker to integrate character strengths into the school curriculum.</p> <p><u>All teachers</u> They are invited to participate in the teacher trainings and teacher-student programmes, cooperate with the school social worker to integrate character strengths into school curriculum, help identify and recruit potential students to be student ambassadors, peer mentees and peer mentors, and collect students' feedback for evaluation.</p>
2.4	Parents' involvement / participation (if applicable)	Parents are invited to participate in the parent seminars. As for the parents of the student clients, they are invited to join the parent-child activity and receive supportive service.
2.5	Roles of collaborator(s) (if applicable)	Not applicable

2.6 Implementation timeline

Project activities	Implementation period (MM/YYYY)						
	2/19- 4/19	5/19- 8/19	9/19- 11/19	12/19- 2/20	3/19- 5/20	6/20- 8/20	9/20- 11/20
Interactive Workshops for F.1 students	✓	✓		✓		✓	
Learning Hope through Art	✓			✓			
Learning Gratitude through H.E	✓	✓		✓		✓	
Interactive workshop for F.2 students	✓	✓		✓		✓	
Learning hope and gratitude through Religious Studies	✓	✓		✓		✓	
Training for F.3 and/or F.4 students	✓	✓		✓	✓	✓	
Thematic activity (I)	✓	✓		✓	✓	✓	
Thematic activity (II)	✓	✓			✓	✓	
Thematic activity (III)	✓	✓			✓	✓	
Learning Hope through Chinese	✓			✓			
Learning Gratitude through English		✓				✓	
Peer mentoring Project	✓	✓	✓	✓	✓	✓	✓
Trainings for the teachers		✓	✓	✓		✓	✓
Talk for Parents		✓			✓		
Peer mentoring project— follow-up service for the parents			✓				✓
Peer mentoring project— Parent-child activity for the student client parents		✓			✓		
Making “A Road to Positive Life” leaflets for parents and students							✓
Exhibition of students’ works			✓				✓

2.7 Details of project activities (Item (a)-(f) not applicable to this application can be deleted.)

a. Student activity, if applicable

Activity name	Content	Number of sessions and duration	Teachers' involvement and/or hired personnel	Expected learning outcomes
Interactive workshop for F.1 students	Target beneficiaries: All F.1 students (Approx. no. of beneficiaries two years: 500) Topic: It's About Myself Implementation mode: classroom workshop Content: <ul style="list-style-type: none"> - Identifying the differences between different positive emotions and negative emotions as well as positive and negative thinking patterns - Developing positive thinking and positive life skills in dealing with adversity 	1 hour per session, 1 session per class, and 6 sessions per school year (=1session/class x 6 classes) A total of 12 sessions and 12 hours in two school year	Project social worker	1. the students have deeper understanding about their emotions and its relationship with our thoughts 2. the students become more aware of their emotional changes and negative thoughts 3. the students know how to replace their negative thoughts with positive thoughts
Interactive workshop for F.1 students	Target beneficiaries: All F.1 students (Approx. no. of beneficiaries two years: 500) Topic: Knowing more about hope Implementation mode: Interactive workshop Content: <ul style="list-style-type: none"> - Learning the concepts of hope - Strengthening hope of the students 	1 hour per session, 1 session per class, and 6 sessions per school year (=1session/class x 6 classes) A total of 12 sessions and 12 hours in two school year	Project social worker	1. The students know the importance of hope in maintaining positive emotions and overcoming difficulties 2. The students learn the practical ways to increase their level of hope
Interactive workshop for F.1 students	Target beneficiaries: All F.1 students (Approx. no. of beneficiaries two years: 500) Topic: Knowing more about gratitude Implementation mode: Interactive workshop Content: <ul style="list-style-type: none"> - Learning the concepts of gratitude - Strengthening gratitude of the students 	1 hour per session, 1 session per class, and 6 sessions per school year (=1session/class x 6 classes) A total of 12 sessions and 12 hours in two school year	Project social worker	1. The students understand the importance of gratitude to people's well-being 2. The students learn the practical ways to increase their level of gratitude
Learning Hope through Art	Target beneficiaries: All F.1 students (Approx. no. of beneficiaries two years: 500) Topic: Learning Hope through Art Implementation mode: Classroom activity Content: <ul style="list-style-type: none"> - The students are told to make an art product related to hope after learning required artistic skills 	40 mins per session, 2 sessions per class and 12 sessions per school year (=2 sessions/class x 6 classes) A total of 24 sessions and 16 hours (=48sessions x 40mins/per session) in two school year	Art teachers, project social worker	1. The student can further consolidate their understanding of hope

	<ul style="list-style-type: none"> ➤ The project social worker cooperates with the art teachers to design the lesson plan ➤ The project social worker provides suggestions and/or materials to help the art teachers strengthen hope among the students in the lesson 			
Learning Gratitude through H.E.	<p>Target beneficiaries: All F.I students (Approx. no. of beneficiaries two years: 500)</p> <p>Topic: Learning Gratitude through H.E.</p> <p>Implementation mode: Classroom activity</p> <p>Content</p> <ul style="list-style-type: none"> - The students are told to make dishes to show their appreciation to their loved ones <ul style="list-style-type: none"> ➤ The project social worker cooperates with the H.E. teachers to design the lesson plan ➤ The project social worker provides suggestions and/or materials to help the H.E. teachers strengthen gratitude among the students in the lesson 	<p>40 mins per session, 4 sessions per class and 24 sessions per school year (=4 sessions/class x 6 classes)</p> <p>A total of 48 sessions and 32 hours (=48sessions x 40mins/per session) in two school year</p>	H.E. teachers, project social worker	1. The student can further consolidate their understanding of gratitude
Interactive workshop for F.2 students	<p>Target beneficiaries: All F.2 students (Approx. no. of beneficiaries two years: 480)</p> <p>Topic: Understanding Your Character Strengths</p> <p>Implementation mode: Interactive workshop</p> <p>Content:</p> <ul style="list-style-type: none"> - Learning the basic concepts of positive psychology and character strengths - Doing 24 character strengths (VIA) survey and helping students create their character strengths profiles - Learning the shadow-sides of the character strengths and guiding the students to regulate them 	<p>1 hour per session, 3 sessions per class, 18 sessions per school year (= 3 sessions x 6 classes)</p> <p>A total of 36 sessions and 36 hours in two school years</p>	Project social worker	<ol style="list-style-type: none"> 1. The students have better understanding about their character strengths 2. The students learn the ways to regulate their high character strengths and nurture those lesser strengths
Interactive workshop for F.2 students	<p>Target beneficiaries: All F.2 students (Approx. no. of beneficiaries two years: 480)</p> <p>Topic: Taking a step further to hope</p> <p>Implementation mode: Interactive workshop</p> <p>Content:</p> <ul style="list-style-type: none"> - Facilitating the students to use hope to support their goal setting 	<p>1 hour per session, 1 session per class, and 6 sessions per school year (=1session/class x 6 classes)</p> <p>A total of 12 sessions and 12 hours in two school year</p>	Project social worker	<ol style="list-style-type: none"> 1. The students' understanding of hope can be consolidated 2. The students learn to set goals and to build hope by goal-setting 3. The students are encouraged to care and support each other, and a mutual-help network is formed

	- Learning to provide hope to each other			
Interactive workshop for F.2 students	Target beneficiaries: All F.2 students (Approx. no. of beneficiaries two years: 480) Topic: Taking a step further to gratitude Implementation mode: Interactive workshop Content: - Learning practical ways to strengthen gratitude	1 hour per session, 1 session per class, and 6 sessions per school year (=1session/class x 6 classes) A total of 12 sessions and 12 hours in two school year	Project social worker	1. The students learn some practical ways to strengthen gratitude
Learning hope and gratitude through Religious Studies	Target beneficiaries: All F.2 students (Approx. no. of beneficiaries two years: 480) Topic: Learning Hope and Gratitude through Religious Studies Implementation mode: Classroom activity Content - The students learn hope and gratitude through stories, sharing and interactive exercises in Religious Studies ➤ The project social worker cooperates with the RS teachers to design the lesson plan ➤ The project social worker provides suggestions and/or materials to help the RS teachers strengthen hope and gratitude among the students in the lesson	40 mins per session, 4 sessions per class and 24 sessions per school year (=4 sessions/class x 6 classes) A total of 48 sessions and 32 hours (=48sessions x 40mins/per session) in two school year	RS teachers, project social worker	1. The student can further consolidate their understanding of hope and gratitude
Training for F.3 and/or F.4 students	Target beneficiaries: F.3 students in school year 2018-2019, F.3-F.4 students in school year 2019-2020 (2018-2019: 15 students, 2019-2020: 20 students, no. of beneficiaries two years: 35) Topic: Training courses for Student Ambassadors Implementation mode: Group Content: - Further understanding the concepts of hope and gratitude through experiential exercises - Strengthen the bonding among the student ambassadors - Guide the students to design products/souvenir to promote hope and gratitude in school - Help organize the thematic activities to promote hope and gratitude school	1 hour per session, 20 sessions per group, and 20 sessions per school year A total of 40 sessions and 40 hours (=1 hour/session x 20 sessions x 2 years) in two school years	Project social worker	1. Increasing the students' understanding in and the application of the character strengths, especially hope and gratitude 2. The students learn to cooperate with each other to solve problems and build a mutual-help network among them during the process of designing and doing the products/ souvenir, and organizing activities
Thematic activity (I)	Target beneficiaries: All students and teachers (Approx. no. of beneficiaries two years:70)	30 mins per session, 4 sessions in the first year and 4 sessions in the second year	Project social worker	1. Cultivating a positive school atmosphere and mutual-care

	<p>Implementation mode: activity</p> <p>Topic: Stand By Me (午間點唱)</p> <p>Content</p> <ul style="list-style-type: none"> - The students and teachers are invited to write cards and request songs to the person (s) who they want to show their thankfulness, support or encouragement - The student ambassadors play the songs requested and read the content of the cards out through the school broadcasting system 	<p>A total of 8 sessions and 4 hours (= 30 mins/session x 8 sessions) in two school years</p>		<p>environment</p> <p>2. Enhancing students' positive emotions</p>
Thematic activity (II)	<p>Target beneficiaries: 2 to 3 Teaching staff/ alumni and 15 students each session per year, and 2 sessions per school year [Approx. no. of beneficiaries two years: 68 (60 students and 8 teachers)]</p> <p>Topic: Human Library</p> <p>Implementation mode: Mass programme</p> <p>Content:</p> <ul style="list-style-type: none"> - The student participants are divided to listen to the life stories shared by the teachers which are related to hope and gratitude - The students can talk to the teachers after the sharing - The students are encouraged to leave some messages to show their appreciation to their teachers 	<p>45 mins per session, 2 sessions per school year</p> <p>A total of 4 sessions and 1.5 hours (45 mins/ session x 4 sessions) in two school years</p>	Project social worker	<p>1. Both the students and the teachers are facilitated to be more aware of their daily lives when they feel hopeful and grateful for</p> <p>2. The relationship between the students and the teachers are enhanced during the process of sharing and chatting</p>
Thematic activity (III)	<p>Target beneficiaries: All teachers and students (Approx. no. of beneficiaries two years:40)</p> <p>Topic: Barter Fair</p> <p>Implementation mode: Mass programme</p> <p>Content</p> <ul style="list-style-type: none"> - The students who join this fair are invited to share their stories such as their dreams or an experience they feel grateful for to exchange for the products designed by the student ambassadors 	<p>45 mins per session, 2 sessions per school year</p> <p>A total of 4 sessions and 1.5 hours (45 mins/ session x 4 sessions) in two school years</p>	Project social worker	<p>1. Both the students and the teachers are facilitated to be more aware of their daily lives when they feel hopeful and grateful for</p>
Learning Hope through Chinese	<p>Target beneficiaries: All F.3 students (Approx. no. of beneficiaries two years: 400)</p> <p>Topic: Learning Hope through Chinese</p> <p>Implementation mode: Classroom activity</p>	<p>40 mins per session, 2 sessions per class and 12 sessions per school year (=4 sessions/class x 6 classes)</p>	Chinese teachers, project social worker	<p>1. The student can further consolidate their understanding to hope</p>

	Content <ul style="list-style-type: none"> - The students learn hope through Chinese writing/learning activities - The project social worker cooperates with the Chinese teachers to design the lesson plan - The project social worker provides suggestions and/or materials to help the Chinese teachers strengthen hope among the students in the lesson 	A total of 24 sessions and 16 hours (=24sessions x 40mins/per session) in two school year		
Learning Gratitude through English	Target beneficiaries: All F.3 students (Approx. no. of beneficiaries two years: 400) Topic: Learning Gratitude through English Implementation mode: Classroom activity Content <ul style="list-style-type: none"> - The students learn gratitude through English poems/learning activities - The project social worker cooperates with the English teachers to design the lesson plan - The project social worker provides suggestions and/or materials to help the English teachers strengthen gratitude among the students in the lesson 	40 mins per session, 2 sessions per class and 12 sessions per school year (=4 sessions/class x 6 classes) A total of 24 sessions and 16 hours (=24 sessions x 40 mins/per session) in two school years	English teachers, project social worker	1. The student can further consolidate their understanding of gratitude
Peer mentoring project	Target beneficiaries: F.2 who are identified to have lower resilience level according to result of VIA survey and the referrals from the teachers (2018-2019: 10 students, 2019-2020: 10 students, no. of beneficiaries in two years: 20) Topic: Cultivating students' development through character strengths Implementation mode: Individual meetings and group Content <p>a) Pre-group interview</p> <p>b) Knowing with Character Strengths Group</p> <ul style="list-style-type: none"> ➤ Examining individual character strengths by peer and reciprocal learning in a group setting ➤ Guiding students to use character strengths to support goal setting ➤ Accomplishing tasks aimed at nurturing character strengths ➤ Resolving difficult situations through the application of positive beliefs and behaviors 	30 mins per session, 10 sessions per group, and 10 sessions per school year A total of 20 sessions and 10 hours (=30 mins/session x 10 sessions x 2 years) in two school years	Project social worker, school social worker, teachers	1. Knowing the needs of the students 2. Choosing suitable members for the group
	<p>b) Knowing with Character Strengths Group</p> <ul style="list-style-type: none"> ➤ Examining individual character strengths by peer and reciprocal learning in a group setting ➤ Guiding students to use character strengths to support goal setting ➤ Accomplishing tasks aimed at nurturing character strengths ➤ Resolving difficult situations through the application of positive beliefs and behaviors 	1.5 hour per session, 6 sessions per group, and 6 sessions per school year A total of 12 sessions and 18 hours (=1.5 hour/session x 6 sessions x 2 years) in two school years	Project social worker	1. the student clients have better understanding of character strengths 2. the student clients learn the ways to nurture strengths and to utilize their strengths to achieve their goals 3. The student clients learn to support and care each other

	c) Supportive Service for student clients <ul style="list-style-type: none"> ➤ Sharing their feelings about the peer mentoring project ➤ Creating student personal development profile 	30 mins per session, 2 sessions per student clients, and 20 sessions per school year (=2sessions/student x 10) A total of 40 sessions and 20 hours in two school year	Project social worker	<ol style="list-style-type: none"> 1. Student personal development profile is developed 2. The students have more directions to develop their character strengths
Peer mentoring Project	Target beneficiaries: F.5 students who show their willingness to be companions of F.2 students (2018-2019: 10 students, 2019-2020: 10 students, no. of beneficiaries in two years: 20) Topic: Training courses for peer mentors (F.5 students) Implementation mode: Group Content: <ul style="list-style-type: none"> - Understanding the roles of being peer mentors - Learning what character strengths are and create their own VIA profile - Learning the skills of providing peer support - Support from school social worker and teachers will be provided to students in the implementation of the "Peer Mentoring Project" 	1.5 hour per session, 4 sessions per group, and 4 sessions per school year A total of 8 sessions and 12 hours (=1.5 hour/session x 4 sessions x 2 years) in two school years	Project social worker	<ol style="list-style-type: none"> 1. The peer mentors are able to provide support to student clients and strengthen their positive emotional strengths 2. The leadership skills of the peer mentors are further developed/strengthened 3. They become more sensitive towards student clients' emotional and interpersonal needs, give supportive response to them, and seek help from school's teachers if necessary 4. The peer mentors are encouraged to share their experience with the students who join the Big Sister Scheme in school
Peer mentoring Project	Target beneficiaries: F.5 peer mentors and F.2 peer mentees (2018-2019: 20 students, 2019-2020: 20 students, no. of beneficiaries in two years: 40) Topic: Pair-up activities Implementation mode: Individual activities and mass programme Content: Each F.2 peer mentee is paired up with one F.5 peer mentor. Each pair will conduct the following activities: <ol style="list-style-type: none"> a) Opening ceremony: <ul style="list-style-type: none"> ➤ Knowing each other between the peer mentors and the peer mentees b) Individual pair-up activities <ol style="list-style-type: none"> i) Activity meeting <ul style="list-style-type: none"> ➤ Doing worksheets, experiential exercises, craftworks ii) Lunch sessions 	1.5 hour/ session, 1 session per school year A total of 2 sessions and 3 hours in two school year	Project social worker	<ol style="list-style-type: none"> 1. The peer mentees build up a strong bonding with their peer mentors who can provide support to them 2. The self-understanding of the peer mentees would be increased and know how to set up their goals with the utilization of their strengths 3. The peer mentees have better understanding on particular strengths and learn how to apply them in their daily lives (such as gratitude and hope)
		Activity meeting: 30 mins per session, 8 sessions/ pair, and 8 sessions per school year A total of 16 sessions and 8 hours (30 mins/session x 8 sessions x 2 years) in	Project social worker	

		two school year Lunch sessions: 1 hour per session, 8 sessions/ pair, and 2 sessions per school year A total of 4 sessions and 4 hours (1 hour/session x 4 sessions x 2 years) in two school year		
	c) Closing ceremony ➤ reviewing the breakthrough of F.2 student clients ➤ F.2 student clients express thanks to their peer mentors ➤ Giving certificates to the peer mentors and F.2 student clients	1.5 hour/ session, 1 session per school year A total of 2 sessions and 3 hours in two school year	Project social worker	

b. Teacher training, if applicable

Activity name	Content	Number of sessions and duration	Hired personnel	Expected learning outcomes
Training for teachers	Topic: Understanding Positive Psychology and Character Strength Education Content: - Understanding positive psychology and character strengths - Learning the practical ways to nurture students' character strengths - promoting students' well-being through the application of positive psychology Target beneficiaries and selection criteria: - Junior form teachers who have not participated in this training before - Approx. no. of beneficiaries two years: 50	2.5 hours per session, 2 session per school year A total of 4 sessions and 10 hours in two school years	Speaker: an experienced scholar or university staff who possesses at least two years experiences in teaching positive psychology	The teachers have better understanding about positive psychology and character strengths and the teaching strategies to help the students develop their character strengths
Training for teachers	Topic: Growing Up with Our Students: Enhancing Classroom Atmosphere through Positive Psychology Content: - Understanding how the teachers' well-being affects the classroom atmosphere - Learning the ways to build up positive thinking and emotions Target beneficiaries and selection criteria: - Teachers are invited by the vice-principal	2.5 hours per session, 2 session per school year A total of 4 sessions and 10 hours in two school years	Professional instructors who possesses at least two years experiences in teaching positive psychology	The teachers learn the importance of having a positive well-being (particularly mental-health well-being) to the classroom atmosphere. They would also learn practical ways to build up positive thinking and emotions to enhance teaching quality.

	- Approx. no. of beneficiaries two years: 120			
Sharing Sessions for teachers	Topic: Learning Ways to Apply Positive Psychology in The Classroom Content: - The project social worker shares the information and ideas of activities to help the teachers apply positive psychology in the classroom and to provide emotional support to the students Target beneficiaries and selection criteria: - Form teachers and/or pastoral care team teachers - Approx. no. of beneficiaries two years: 74	30 minutes per session, 6 sessions per school term A total of 9 sessions and 4.5 hours in two school years	Project social worker	The teachers would learn the practical ways to strengthen the character strengths of and to provide emotional support to the students

c. Equipment (including installation of new fixtures or facilities), if applicable

	Details of equipment to be procured	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate
Not applicable		

d. Construction works, if applicable

	Details of the construction works proposed	Contribution to fulfilment of the project aim(s) and if applicable, the expected utilization rate
Not applicable		

(Public sector primary and secondary schools, including DSS schools, and special schools should refer to Paragraph 8.6 and other relevant paragraphs in the School Administration Guide. Kindergartens under the New Kindergarten Education Scheme should observe Paragraph 1.2(1)(g) in the Kindergarten Administration Guide.)

e. Features of the school-based curriculum to be developed, if applicable

Not applicable	
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f. Other activities, if applicable (Please specify how they contribute to fulfilment of the project aim(s).)

Activity name	Content	Number of sessions and duration	Teachers' involvement and/or hired personnel	Expected learning outcomes
Talk for Parents	Target beneficiaries and selection criteria: - All parents, totaling 100 beneficiaries Topic: Strength-based parenting: Knowing and Nurturing Your children's Character Strengths Content: - Understanding positive psychology and character strengths - Learning the ways to promote children's holistic development by nurturing their character strengths	2.5 hours per session A total of 2 session and 5 hours in two school years	Speaker: an experienced scholar or university staff who possesses at least two years professional experiences in teaching positive psychology	1. The parents better understanding of positive psychology and character strengths. 2. They also learn to discover their children's strengths and potential, and apply what they have learnt to help cultivate their children's character strengths

Talk for Parents	Target beneficiaries and selection criteria: - All parents, totaling 100 beneficiaries Topic: Promoting Our Children's Well-being Through Positive Parenting Implementation mode: Talk Content: -Understanding parents' role in promoting children's well-being -learning the ways to relieve stress and build up positive emotions in parenting -Learning effective communication skills with children	2.5 hours per session A total of 2 session and 5 hours in two school year	Professional instructors who possesses at least two years experiences in teaching positive parenting	1. The parents know how to relieve their stress and build up positive emotions in parenting 2.They also learn practical ways to communicate with their children effectively so as to establish a productive parent-child relationship
Peer mentoring project— follow-up service for the parents	Topic: Follow-up service for parents (Approx. no. of beneficiaries two years: 20) Implementation mode: telephone/ face-to-face counseling Content: - Reporting on the student clients' individual personal growth process and their breakthrough	1 hour/ session, 1 session per student's parent, and 10 sessions per school year (= 1 session/ student's parent x 10) A total of 20 sessions and 20 hours in two school years	Project social worker	1. The parents understand more about the student clients which helps build a harmonious parent-child relationship 2. The parents become more aware of their children's strengths and learn the strategies to help develop their children's strengths
Peer mentoring project— Parent-child activity for the student client parents	Topic: Cooking Mama and Papa (Approx. no. of beneficiaries two years: 20) Target beneficiaries and selection criteria: - The parents of the student clients' Implementation mode: Activity Content: - the parents of the student clients are invited to cook with their children	3 hours per session, 1 session per school year A total of 2 sessions and 6 hours in two school years	Project social worker	1. both student clients and their parents learn to recognize each other's' character strengths 2. the relationship between the parents and the students can be enhanced
Exhibition of students' works	Target beneficiaries: All students and teachers (Approx. no. of beneficiaries two years: 1,200) Content - students' works that are related to hope and gratitude are exhibited at the end of each school year	/	Project social worker	1. Promoting hope and gratitude in school and sharing the project result to the students and teachers
Making "A Road to Positive Life" leaflets for	Target beneficiaries: (Approx. no. of beneficiaries two years: 1,200) Content - Introducing the background and rationale of the project	/	Project social worker	1. Promoting and sharing the project result to the students and their parents

parents and students	- Recording the results of the project				
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2.8 Budget

Total Grant Sought: HK\$ 817,400

Budget Categories*	Breakdown for the budget items		Justifications
	Item	Amount (HK\$)	
a. Staff	A school social worker (Salary with MPF for 22 months): 11/2018-8/2020 \$31,685(pt16) x 22 months +1,500 x 22 months (MPF)	\$730,070	It is suggested that the social worker needs to equip with basic knowledge of positive psychology. The duties of the social worker include: conducting workshops for the junior form students and trainings for the student ambassadors and groups for both peer mentors and mentees, providing supportive services for the student clients, parents and teachers, coordinating thematic activities, teacher trainings and parents' seminars, and liaising with class teachers, subject teachers, psychologists, scholars and other professionals. He/ she possess a social work degree. According to the Master Pay Scale, the starting point of a social worker with a bachelor degree is \$31,685 (pt16).
b. Service	[Understanding and Positive Psychology and Character Strength Education] Training for teachers Fee for trainer : \$1,040 x 5 hours x 2 years =\$10,400 Fee for training materials: 1,090 x 2 years= \$2,180	\$12,580	It is expected to invite an experienced scholar or a university staff who possess at least two years studying in positive psychology to be the speaker of the talk.
	[Growing Up with Our Students: Enhancing Teaching Quality through Positive Psychology] Training for teachers Fee for trainer: \$1,040 x 5 hours x 2 years =\$10,400 Fee for training materials: \$2,850 x 2 years= \$5,700	\$16,100	It is expected to invite a professional instructor who possesses at least two years experiences in teaching positive psychology to conduct this workshop. The training materials fee is \$47.5/head. Therefore, the total amount of the training materials for 60 teachers is \$2,850 (=47.5/head x 60 teachers) in one school year
	[Promoting Our Children's Well-being Through Positive Parenting] Talk for parents Fee for trainer : \$1,040 x 5 hours = \$ 5,200 Fee for training materials: \$1,750 x 2 years= \$3,500	\$8,700	It is expected to invite a professional instructor who possesses at least two years experiences in teaching positive psychology to be the speaker of the talk. The training materials fee is \$17.5/head. Therefore, the total amount of the training materials for 100 parents is \$1,750 (=17.5/head x 100 parents) in one school year.
	[Strength-based parenting: Knowing and Nurturing Your children's Character Strengths] Talk for parents Fee for trainer: \$1,040 x 5 hours = \$ 5,200 Fee for training materials: \$1,750 x 2 years= \$3,500	\$8,700	It is expected to invite an experienced scholar or a university staff who possess at least two years studying in positive psychology to be the speaker of the talk. The training materials fee is \$17.5/head. Therefore, the total amount of the training materials for 100 parents is \$1,750 (=17.5/head x

			100 parents) in one school year.
	Workshops for F.1 and F.2 students Fee for programme materials: \$40@x96 sessions (total sessions of the workshops for F.1-2 students during 2 school years)	\$3,840	The materials include, folders, etc.
	[Dating with Character Strengths] Group for student clients Fee for group materials \$ 100 x 6 sessions x 2 years	\$1,200	The materials include, art materials, cards, files, DVD-RW, etc.
	Training courses for peer mentors Fee for training materials: \$ 100 x 6 sessions x 2 years	\$1,200	The materials include, folders, handouts etc.
	Training courses for Student Ambassadors Fee for training materials: \$100 x 20 sessions x 2 years = \$4,000 Fee for producing products to promote character strengths in school \$4,500 x 2 years = \$9,000	\$13,000	The materials include, folders, etc. As for the products for promoting character strengths in school can be pins, files, cards, bookmarks, etc.
	Thematic Activities (I, II & III) \$500 x 2 years	\$1,000	The materials include, art materials, folders, etc.
	Peer mentoring project— Parent-child activity for the student client parents Fee for programme materials: \$ 700 x 2 years	\$1,400	The materials include cards, papers, ingredients, etc.
	Exhibition of students' works Fee for programme materials \$2000 x 2 years= \$4,000	\$4,000	The materials include stationeries and printing, etc.
	Printing "A Road to Positive Life" leaflet	\$5,000	Making leaflets to record the result of the project and give them to the parents, teachers and students.
c. Equipment	Not applicable		
d. Works	Not applicable		
e. General expenses	Miscellaneous: stationeries and photo copies	\$3,000	Photo copies include printing for certificates, worksheets, notes, etc.
	Audit fee	\$5,000	
f. Contingency	Contingent expenditures	\$ 2,542	[(b+e) x 3%]
Total Grant Sought (HK\$):		\$817,400	

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- (i) Applicants should refer to the *QEF Pricing Standards* in completing the above table. All staff recruitment and procurement of goods and services should be carried out on an open, fair and competitive basis. Budget categories not applicable to this application can be deleted.
- (ii) For applications involving school improvement works, a contingency provision of not more than 10% for carrying out works is considered acceptable.
- (iii) For projects lasting for more than one year, a contingency provision of not more than 3% of the total budget exclusive of staff cost and works expenditure (including the related contingency provision), if any, is considered acceptable.

3. Expected Project Outcomes

3.1	Deliverables / outcomes	<input type="checkbox"/> Learning and teaching materials <input type="checkbox"/> Resource package <input type="checkbox"/> e-deliverables* (please specify) _____ <input checked="" type="checkbox"/> Others (please specify) <u>The products designed by the students can be given to the students, teachers and parents for souvenirs. Also, "A Road to Positive Life" leaflets are made for the parents and students. In addition, an exhibition of students' works will be held at the end of each school year.</u>
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		<i>*For e-deliverables to be hosted on HKEdCity, please liaise with HKEdCity at 2624 1000.</i>
3.2	Positive impact on quality education/ the school's development	<ol style="list-style-type: none"> 1. Facilitating the students to discover and utilize their strengths to achieve their personal goals and to increase their positive emotions 2. Deepening parents and teachers' understanding of students' character strengths so as to help promote students' growth and development 3. Facilitating the school to integrate positive psychology and character strengths into the school curriculum 4. Cultivating a positive and mutual care school climate

3.3 Evaluation

Please state the methodologies of evaluating project effectiveness and provide the success criteria.

<p>1) Quantitative result</p> <p>a) Questionnaires:</p> <ul style="list-style-type: none"> -Feedback and evaluation will be collected from students after the completion of the program. Success criteria: 80% of the students satisfy with the program -Feedback and evaluation will be collected from parents and teachers after the completion of the program. Success criteria: 80% of the teachers satisfy with the program <p>b) Pre-and post-test survey</p> <ul style="list-style-type: none"> - The Inventory of Adolescents' Gratitude and Snyder's Hope Scale will be used to assess the changes of the F.2 helping students' gratitude and hope levels. Success criteria: the helping students' score in each scale increases on average <p>c) APASO-II survey</p> <ul style="list-style-type: none"> - APASO-II survey will be conducted every school year. Success criteria: There is an increasing tendency of the mean score <p>2) Qualitative result</p> <p>a) Performance change of students in assessment:</p> <ul style="list-style-type: none"> -Personal Growth Profile and VIA survey results will be used to describe the F.2 helping students' individual performance and change. Success criteria: It is observed that the participants have positive developments such as increased emotional management or social skills <p>b) Interviews:</p> <ul style="list-style-type: none"> -Interviews will be conducted selectively to the peer mentors, mentees, teachers and students who have participated in the activities of the project. Success criteria: Interviewees agree that the activities let them know more about character strengths and the ways to apply them
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For applications with grant sought exceeding \$200,000, please complete Parts 3.4 and 3.5.

3.4 Sustainability of the project

<p>Teachers level: Through trainings, the teachers should gain the knowledge of positive psychology and learn the ways to nurture the students' character strengths. They would know how to promote the students' holistic development by facilitating them to utilize their character strengths. Also, the teachers could learn the practical ways to strengthen the character strengths of and to provide emotional support to the students in the sharing sessions. More importantly, the teachers can continue to put the topics of positive psychology into different subjects that become part of the school curriculum.</p> <p>Parent level: Seminars are arranged to help the parents have a better understanding about the children's character strengths and guide their children to develop their potentials. Also, the parents acquire positive parenting skills to help lessen their stress and build up positive emotions in parenting, and to develop effective communication with their children.</p> <p>Students level: After knowing one's character strengths, the students would know how to make use of their potentials to support their goals and development. In addition, with a strong emphasis in hope and gratitude, it helps increase the student's positive emotions and the ability to overcome difficulties. Furthermore, they would know how to provide care and support to each other.</p>

3.5 Dissemination

Please provide a dissemination plan for sharing the good value of the project with the school sector.

<p>The project outcomes will be further promoted through "A Road to Positive Life" leaflets which will be distributed to the parents and students. Also, an exhibition of students' works will be held at the end of each school year. In this project, moreover, the students will design some products to promote character strengths which will be given to the students, teachers and their parents.</p>
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Report Submission Schedule

Our school commits to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/2/2019 - 31/7/2019	31/8/2019	Interim Financial Report 1/2/2019 - 31/7/2019	31/8/2019
Progress Report 1/8/2019 - 31/1/2020	29/2/2020	Interim Financial Report 1/8/2019 - 31/1/2020	29/2/2020
Progress Report 1/2/2020 - 31/7/2020	31/8/2020	Interim Financial Report 1/2/2020 - 31/7/2020	31/8/2020
Final Report 1/2/2019 - 30/11/2020	28/2/2021	Final Financial Report 1/8/2020 - 30/11/2020	28/2/2021