

Quality Education Fund
Application with Grant Sought Not Exceeding \$200,000

Part B: Project Proposal

Project Title Be a resilient teen- related to the 'Joyful@School Campaign 破逆威龍-與「好心情@學校」計劃有關	Project Number 2017/0781 (Revised)
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Basic Information

Name of ~~School~~ / Organisation / ~~Individual~~

Family Network Development Centre Company Limited (collaborating school: PLK Riverain Primary School)

Beneficiaries

(a) Sector: ☐ Kindergarten ☒ Primary ☐ Secondary ☐ Special

(Please tick the appropriate box(es))

(b) Students: 750 (in number)* and Primary 1 to 6 (class level / age)*

(c) Teachers: 57 (in number)*

(d) Parents: 750 (in number)*

(e) Participating Schools (excluding applicant school): 1 (in number and types)*

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.

This project is a school-based positive development program that aims to empower the deprived or at risk adolescents to change their lives in positive directions and build resilience in them. It incorporates positive psychology e.g. Gratitude, cognitive behavioral approach, and resilience training.

Objectives:

- (i) To foster co-work of school and family to provide care and concern with the adolescents' needs and problems physically and psychologically. To promote the early prevention of the students with emotional distress and to identify the students with low level of resilience, to train and work with teachers, school social worker and parents to master emotional assessment tools and knowledge of the assessment criteria of the problems of students with emotional distress. The social workers / counselors of the Centre will deal with students with serious emotional problems with school social worker and guidance teachers.
- (ii) To enhance the students' social and life skills for increasing their sense of controlling and responsibilities.
- (iii) To alleviate the students' helplessness and hopelessness; enhance their ability in facing the difficulties with the optimistic and positive manner.
- (iv) To strengthen intrinsic motivation, self-efficacy, self-appreciation and persistence in facing of failure and adversities.
- (v) To promote the students' positive development through to change the quality of parenting and

add a protective mentor to the life of them.

- (vi) To enhance students' resilience by three factors: enhancing the sense of efficacy, optimism and sense of belonging. In the way of enhancing optimism, the application of Gratitude Acts would be used by the use of Gratitude bank campaign.

(b) (i) What are the areas of the needs and priorities of the school?

- ☒ Enhance learning and teaching to facilitate students' knowledge on subjects learning areas / generic skills development
- ☒ Promote students' social and emotional development
- ☒ Enhance school management / leadership and teachers' professional development / wellness

(ii) Please give background information to justify the demonstrated needs as mentioned in (b)(i). (Please tick the appropriate box(es))

☒ School development plan:

The school concerns the students' mental wellness and provides various activities to guide students in their emotional development. The school will participate in the following activities:

1. **A teacher and social worker professional development workshop** planned and implemented by a senior clinical psychologist, an associate professor of honorary medicine at the University of Hong Kong Medical School, and a psychiatrist and senior registered social workers/counselors.
2. **Two student talks for the whole school** - 「破逆威龍」.
3. **Two 12-session student resilient buildings groups** - 師童行傳之升「呢」特工隊;
4. Regularly meeting with the teachers, class teachers and social workers to follow up the cases and ensure the smooth progress of the plan;
5. **3 times of the whole school parents talk** - 「逆境突破力」
6. **A 12-session parental workshop** - 「破逆威龍」之「再現彩虹」
7. **Whole-school Thanksgiving Campaign** - 全校感恩傳接見(存摺)運動 Gratitude Bank Campaign.
8. A Signature of 「破逆威龍」 " Be a resilient teen " cum Award Ceremony - Joyful @ School Campaign.
9. The project worker will keep on identifying and diagnosing the students with serious emotional problems and referring to the school social worker during the project year.

☐ Survey findings:

● **Unhappy life of the youths**

In recent years, the society is full of negative emotions, complaints and hatred, lacking of positive energy, especially among the group of young age people. According to a survey which conducted by United Nations, Bhutan is the happiest country in Asia, for Singapore, Japan and Taiwan, they rank at 33, 44 and 46 respectively, however, for Hong Kong, rank 67. Hong Kong is comparatively an "unhappy place". The research shows there is no corresponding relationship between wealthy and happiness as well. (蘋果日報, 12年4月5日). In short, over past ten years, many researches show that Hong Kong youths have least happy in Asia. Many adolescents expresses that they are leading an UNHAPPY life because of feeling bored about their life, feeling helpless towards their future, lacking of concern with others.

● **Mental illness among the young people in Hong Kong**

The Hospital Authority's figures indicated that 429,000 patients visited HA psychiatric clinics in 2000-2001 and it increased to 605,000 in 2005-2006, 40% increase in 5 years. It also indicated that the number of mentally ill patients below 15 years old is increasing continually recently.

According to the study which conducted by the Chinese University of Hong Kong in 2010, the incidence of depression had a relatively younger age than the previous years, the youngest patients with depression is only eight years old (太陽報, 10年12月21日). Some students have chosen escaping the reality or relying more on all kinds of indulgence than to problem solving when facing adversity. The statistic showed many of youths felt stressful and worried about the future (太陽報, 2009年09月01日) and they were confused with the education structural reform, and doubt with their ability. (大公報, 2011年8月15日). Some students who cannot cope with these negative thoughts and feeling choose to dropout, and therefore this statistic number is increasing. However, some dropout youths were still affected by academic and emotional pressure severely, and then diagnosed depression or Early Psychosis. (明報, 2012年1月16日)

Furthermore, in the recent, the HKYFA research of “在學青少年壓力情緒” in 2016, it showed that, among 4,244 all levels of students, 40.7% of students appeared negative emotion in the beginning of the school semester. 28.7% of interviewees reflected high level of stress.

- **Youth suicidal rate is increasing**

Last but not least, some youth choose to commit suicide as a solution of dealing with the problems. Mr. Wong, the chief of The Samaritan Befrienders Hong Kong, commented the school and the parents who put emphasis on the academic performance and interest development, they seldom educated how the youth could release the stress, and finally some students end up with giving up the life. (文匯報, 10年6月27日) According to the statistic of The Samaritan Befrienders Hong Kong, there was increase of 43% suicidal death from 2005 to 2009. (新報, 10年6月27日).

- **Emotional Problem can be well treated and prevented**

In summary, last year, 2017, there were 918 suicide cases in Hong Kong. Furthermore, it is worrying that among those cases, there were 36 suicide cases at the age below 20, which was 50% higher than previous year. The youngest case was only at 7 years old. In recent years, the number of young people suicide cases or suffering mental illness has been rising rapidly at a younger age in fact. This severe situation needs to be special concerned.

The suicide figures show that 80% of suicide cases suffering from different kind of mental illnesses, and depression is most common. According to the HK Department of Health, there are more than 300,000 people suffering from depression. Depression is of the highest rate of committing suicide among all kinds of mental illness. If the patients do not receive proper treatment, the suicidal rate will be 15%. Analysis shows that 60% to 80% of suicide victims had depression symptoms. It is noteworthy that when young people step into adolescence, the changing effect of gene mutation as well as rising living pressure acts as push factors of entering depression and early psychosis peak period. Some statistical findings of 2017 show that, patients with depression under the age of 18 jumped rapidly from 270 cases in 2012 to 510 cases in 2017. This means there were 90% significant rise in number of cases. According to WHO figures, global annual depression rate

is about 11%, and it is expected that by 2020, it will become the second largest illness just after coronary heart disease.

In 2017, The Baptist Oi Kwan Social Service conducted a large-scale emotion health survey in 37 secondary schools in Hong Kong. It found that 53% of secondary school students are with depressive symptoms, which is the highest rate compared with the last six years. It is worrying that there is one student who has depressive symptoms among two. Nowadays, HK people in general still has misunderstandings about mental illness and so mistreat or delay of proper mental illness treatment occur as a result of public's taboo. Mistreatment or delayed treatment would worsen patients' mental health and it is far more serious in affecting the young patients' intelligence, cognition and learning function development. Therefore, the society should put far more efforts on resources allocation in this aspect as well as enhance the mental health education to raise social concern and awareness of "Emotional Problem can be well treated and prevented". We suggest establishing a community care support network, which enables early identification/prevention, providing patients with appropriate assistance and guidance without delay. Then the bad result from mistreatment or delay would not be resulted and the young people's mental health situation in HK would be better.

As such, the participating school decides to promote the students' resilience by applying the concept of positive psychology and good mental health education among students and parents in coming academic years.

In this project, both quantitative and qualitative assessments should be conducted to audit the evidence-based needs of the school through conducting thorough discussions with school social worker, guidance teachers of the collaborating school; and identifying the school-based needs from school-based

To ensure the project impact could be sustained and further enhanced, we should, upon the completion of the project, share with school personnel the pre and post-tests evidence for follow-up work.



Literature review summary:

Dr. M. Seligman states that positive emotion can facilitate the students to overcome their negative emotions, reduces their depressions and strengthens their resilience. The positive emotion can facilitate students to build up a harmonious interpersonal relationship, to strengthen one's commitment and a sense of achievement. Positive emotion can be learnt through the resilience training.

References:

1. Seligman, Martin E.P.; Csikszentmihalyi, Mihaly(2000). "Positive Psychology: An Introduction". American Psychologist 55 (1): 5-14.
2. Bonnie Bernard, The foundations of the resiliency framework

3. "Why Resilience?" A Review of Literature of Resilience and Implications for Further Educational Research
Ryan S. Santos Claremont Graduate University & San Diego State University Qualifying Paper for Professor
Philip Dreyer Claremont Graduate University

☒ Assessments on students' performance:

1. Depression Anxiety Stress Scales (DASS), GHQ12, BAI and BDI and case assessment interviews will be made to identify the at risk and potential cases.
2. A center tailor made editing suicidal risk scaling for students with self-scale form, teacher form and parents form.
3. Participant' evaluation before and after each program and pre-test and pro-test assessment questionnaires will be applied.

☒ Relevant experiences: The Centre is a registered non-profit-making social service organization and has been committed to promoting diverse social services and professional counseling and school services. The social workers and senior counselors of the Centre are experienced in crisis cases. The team has doctors in psychology and psychiatrists to support them.

(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 teachers, school social workers, parents, students and project workers of the centre will involve in implementing the project.

1. Cooperate with senior clinical psychologists, Honorary Clinical Associate Professor of University School of Medicine and psychiatrist and senior registered social workers / counselors to implement a plan of primary prevention and secondary prevention in promoting students' resilience.
2. The plan will introduce multiple assessment tools to more comprehensively assess different situations and needs of school children so as to provide targeted training.
3. Through whole-school campaign, education talks and trainings, every stakeholder of the school will become the gatekeepers and helpers in promoting the good mental wellness in the school and in family.

(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 adopts the resilient buildings group and parallel group to the at-risk students and parents so that the protective function may be more realistic and thoroughly.
- The project also consists of multi-component programs involving whole school campaign, whole school talks, teacher professional training and parent-child skills training in school as well as resilient buildings training for at risk students and their parents.
- Our organization will use multiple methods in collecting information to identify students with low resilience/at risk. The multiple methods (DASS, BAI, BDI and GHQ12) will be used to identify and measure the at-risk or low resilient students. Those identified students will join the resilient buildings group to enhance their positive emotional well-beings. The at-risk cases will be referred to school social worker for following up. In other words, individual students at risk, such as those in need of

individual counselling, should be referred to the school's guidance personnel such as the school guidance team, school social worker or educational psychologist for immediate follow-up.

- Moreover, the worker will keep on dealing with and discussing the cases with the key personnel of the collaborating school throughout the project year.
- Our organization should work with the collaborating school to plan, formulate and implement project activities. Our project workers should liaise with the school and implement project activities in collaboration with the school guidance team and school social worker and educational psychologist to ensure that the project goals are achieved, and the needs, vision and mission of the collaborating school are met.
- The project should be focus on primary and secondary preventions, rather than interventions. Individual counseling should be referred to and provided by professionals, rather than by teachers. The talks for teachers and parents should highlight strategies for promoting students' mental health rather than solely on skills to identify and support students at risk.
- Individual students at risk, such as those in need of individual counseling, should be referred to the school's guidance personnel such as the school guidance team, school social worker or educational psychologist for immediate follow-up.
- For enhancement of the sustainability of the project impact, the teacher development programme should be strengthened to empower teachers with the skills of identifying students with lower levels of resilience, as well as responding to their psychological, emotional, developmental needs.
- Project activities that promote a help-seeking culture among students could be added as appropriate. The culture of help-seeking and the ways of help-seeking will be discussed during talks, groups and the exhibitions and game booths of the closing ceremony.
- Our organization should be responsible for the safety of the participants and take safety measures. The Guidelines on Outdoor Activities and other related safety guidelines should be observed.

(ii) Key Implementation Details

Project period: (10/2018) to (09/2019)

1. School professional staffs training and kick-off workshop : 10/2018

Title	:	「智+專」開幕禮
Target	:	School social workers and teachers from the participating schools
No. of sessions	:	1 session (3 hours per session)
Expected Participant	:	50 teachers and social workers (this is a joint program for the six collaborating schools, the principle, school social worker as well as guidance and discipline teachers will be invited to participate in the workshop).
Content and expected outcomes	:	<ul style="list-style-type: none"> ● Arrange project introduction and kick-off workshop, introducing the aims of the project, details and the concept of positive psychology and its application in school and family. ● Knowing how to use the multiple assessment tools to identify the at-risk family and student who may face the problems of mental disturbances, hard times of life or struggles and confusions. ● Speakers sharing: Psychiatrist, psychologist or counselors. ● The talks for teachers should highlight strategies for promoting students' mental health rather than solely on skills to identify and support students at risk. ● For enhancement of the sustainability of the project impact, the teacher development programme should be strengthened to empower teachers with the skills of identifying students with lower levels of resilience, as well as responding to their psychological, emotional,

developmental needs.

- Expected learning outcomes: Teachers and school staff members are able to identify the students with lower levels of resilience and/or support needs; they are also able to grasp the knowledge of how to build the students' resilience by using the concept of positive psychology.

2. School staff training workshop on how to counsel children at risk: 01/2019 – 06/2019

Title	:	「師」「童」行傳專業訓練
Target	:	The principle, school social worker as well as guidance and discipline teachers
No. of sessions	:	2 days / 4 half days (16 hrs.)
Expected Participant	:	Around 5 to 20 (As many as possible) school personnel (principal, assist principal, school social worker as well as guidance and discipline teachers) from each school
Content and expected outcomes	:	<ul style="list-style-type: none">● The training workshop is designed and lead by senior C.P., registered social workers and professional counselors.● The training workshop will be strengthened to empower teachers and school social worker with the skills of identifying students with lower levels of resilience, as well as responding their psychological, emotional and developmental needs.● Learn talk skills which can ease the at risk students' emotions and strategies for promoting students' mental health.● Different assessment methods and skills should be learnt in order for the teachers to identify the at risk cases and counsel the students properly without worsening the situation. Learning about the suicidal thought properly, to release the impulse of students. Assess and evaluate the crisis of the students. Learning how to counsel them and turn their automatic thought into rational and realistic thought.● The talks for teachers should highlight strategies for promoting students' mental health rather than solely on skills to identify and support students at risk.● For enhancement of the sustainability of the project impact, the teacher development programme should be strengthened to empower teachers with the skills of identifying students with lower levels of resilience, as well as responding to their psychological, emotional, developmental needs.● Expected learning outcomes: Teachers and school staff members are able to identify the students with lower levels of resilience; learn what are the early signs and symptoms of suicide and mood disorders.

3. Parent Talk for helping the children with learned helplessness: 11/2018-06/2019

Title	:	「破逆威龍」之逆境突破力
Target	:	Parents and school social worker
No. of sessions	:	3 sessions (2 hours per session)
Expected	:	All parents of the school

Participant Content and expected outcomes	<ul style="list-style-type: none"> ● Promoting the idea of cooperation of school and family, enhancing the parents' positive and growth mindset and skills of positive parenting. ● Topic 1: Optimistic emotion and learning ability ● Topic 2: How to help the children overcome the anxious and uncertainty for life events and skills for promoting the resilient children. ● Topic 3: Positive communication with the adolescence ● The talk for parents should highlight strategies for promoting students' mental health rather than solely on skills to identify and support students at risk. ● Expected learning outcomes: Parents will learn the knowledge and skills of raising their kid' resilience and their healthy mental health.
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4. Parent Workshop – Prevent children from stress explosion: 12/2018-06/2019

Title	: 「再現彩虹」
Target	: Parents who their children, have been identified by assessment questionnaires and referral from the school social worker, are at risk of emotional hardship, school social worker
No. of sessions	: 12 sessions (2 hours per session) resilient skills building group
Expected Participant	: 240 parents (20 parents X 12 sessions)
Content and expected outcomes	<p>Topic: Caring parent – Prevent children from stress explosion</p> <ul style="list-style-type: none"> ● Content: Educate the parents understand there are pressure source from the environment and reinforce the children psychological and mental health with good parent accompany. ● In the workshop, the parents can learn useful skills for expressing emotion, stress releasing which can help them and their children. ● To learn about the adolescents common mental health problems and the early signs and symptoms of mental illness, as well as the ways to raise a resilient children. ● The workshop for parents should highlight strategies for promoting students' mental health rather than solely on skills to identify and support students at risk. ● Expected learning outcomes: After the workshop, parents can understand more about the adolescent's common mental health problems and the early signs and symptoms of mental illness, as well as the ways and skills to raise resilient children.

5. Student Talk : Overcoming learned helplessness: P.5-6 (25/10), P3-4 (08/11)

Title	: 「破逆威龍」
No. of sessions	: 2 sessions (1.5 hours per session)
Expected	: All students and all school teachers

Participant	●	This is the first stage program for the students to fill in the questionnaire and then screen the at risk students for joining students' resilient buildings groups.
Content and expected outcomes	●	Contents: 1. How to identify the abnormal emotions and release anxiety with relaxation and some emotion handling skills. 2. How to have good strategies and skills for overcoming the sense of helplessness and anxiety. 3. Promoting mutual help culture and a helping-seeking culture among students and with their parents as well as teachers.
	●	The content of the talks on mental health should be differentiated for students of different levels. The talks will be differentiated for students of different levels. Two talks will be conducted, one is for P.3-4 students, and another is for P.5-6 students.
	●	Our organization should be responsible for the safety of the participants and take safety measures. The Guidelines on Outdoor Activities and other related safety guidelines should be observed.
	●	Expected learning outcomes: After the workshop, students can grasp the skills and ways of stress management and know how to establish a good habit of gratitude and optimistic attitude.

6. Two student resilient buildings group on critical time: 12/2018-06/2019

Title	:	「師」「童」行傳之升「呢」特工隊
Target	:	Students, who are identified by assessment questionnaires and referral from school social worker, at risk of emotional distress or hardship, and school social worker
No. of sessions	:	12 sessions (1.5 hours per session)
Expected Participant	:	240 students (10 students X 12 sessions X 2 groups)
Content and expected outcomes	:	<ul style="list-style-type: none"> ● The groups should be differentiated for students of different levels. Two groups will be conducted, one is for P.3-4 students, and another is for P.5-6 students. <p>Theme for P.3-P.4: Building positive self-concept, gratitude habits and optimistic mindset.</p> <p>Theme for P.5-P.6: Building self-efficacy, problem-solving and stress management skills.</p> <ul style="list-style-type: none"> ● The topics and contents of the two groups are similar, however, the group discussion and interactive content will be adjusted according to the students' problems and needs. The focus of this group is mainly to help students with emotional distress to relieve stress as well as promoting their resilience by building their optimism and positive thinking through the group interaction. <p>Discussion and interactive content for P.3-4: individual's strengths and weaknesses, appreciation and gratitude acts and ways to build right attribution.</p>

Discussion and interactive content for P.5-6: problem-solving, stress management and ways to build right attribution.

- Adopting the theory of experience learning and discussion for the student to learn in the activities, enhance their stress release in critical moment, rational and optimistic beliefs during hard time; and problem-solving skills.
- The students will learn the effective ways to identify and release their stress, positive self concept, form gratitude acts and habits, build problem solving skills and right attribution mindset, rational thinking.
- Project activities that promote a help-seeking culture among students could be added as appropriate.
- Expected learning outcomes: the students will learn the effective ways to identify and release their stressful or unhappy moods, can build up the positive self concept, form gratitude acts and habits, build problem solving skills and right attribution mindset, rational thinking after the group sessions.
- The content of the group on mental health will be differentiated for students of different levels.

7. Whole school campaign of gratitude bank: 11/2018-07/2019

Title	:	感恩傳接運動
Target	:	All teachers, all students and their parents
No. of sessions	:	Six months
Expected Participant	:	All teachers, all students and their parents (1557 participants will be expected)
Content and expected outcomes	:	<ul style="list-style-type: none"> ● This is an experiential based campaign. The gratitude bank lets the children to collect some gratitude and appreciation each day. ● The message of sense of optimism and sense of belonging can be built in students' heart from the everyday appreciative activities. ● Expected learning outcomes: the students will build the gratitude acts and habits to raising their happiness and optimistic emotions.

8. Closing Ceremony: 07/2019

Title	:	「破逆威龍」約章簽署暨嘉許禮—好心情@學校
Target	:	Students, teachers and parents of the school
No. of sessions	:	1 session (3 hours per session)
Expected Participant	:	750 Students, 57 teachers and 20 parents
Content and expected outcomes	:	<ul style="list-style-type: none"> ● Arranging presentation, sharing and award giving ceremony, affirming participants' effort. ● Promoting education of mutual help culture and help-seeking culture among students of healthy mental health through exhibitions and game

booths which are conducted by students and parents.

- Expected learning outcomes: all the students and teachers can care more about the important of healthy mental health; promote mutual help culture and help-seeking culture among students as they have emotional difficulties.

9. The project worker will keep on dealing with and discussing the cases with the key personnel of the collaborating school throughout the project year.

(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.):

- The project worker, guidance teachers and school social worker will work together to identify and refer students and their families with service needs to the student and parent groups. The teachers would learn to fill the suicidal tendency scale.
- The guidance teachers and the school social workers will join the groups for parents and students for supporting and in dealing with the students with emotional problems, they also will work with project worker to formulate and implement all the project activities.
- The guidance teachers and the school social workers provide their feedbacks during the project period to ensure that the project goals are achieved and the needs, vision and mission of the school are met.
- To ensure the project impact could be sustained and further enhanced, the project worker will conduct the full assessment case reports, group evaluation reports with pre and post-tests evidence and share to school personnel for follow-up work.

(ii) Roles of teachers in the project:

☒ Leader

☒ Co-ordinator

☐ Developer

☒ Service recipient

☒ Others The program will be maintained and sustained in the school after the training of the

center provided.

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

Grant Sought: HK\$199,000

Budget Item*	Expenditure Detail (Including the breakdown for the budget items)		Justifications
	Item	Amount(\$)	
i) Staff	1) Part-time SWO (10 years solid guidance experience):	\$156,000	- SWO will responsible for in charge of the project, supervision of project worker and assessing students. - The project worker will plan, implement and evaluate the programs and services of the project, as well as on-going
(Total: \$156,000)	2) 0.3 social worker/counselor (2 years solid guidance experience):		
	<u>\$6,500x12(month)=\$78,000</u>		
	<u>\$6,500x12(month)=78,000</u>		

			<p>discussion with school social worker and guidance teachers.</p> <p>- Both workers should have a bachelor degree of social work or counseling and have solid guidance experience.</p>
ii) Service (Total: \$8,840)	1) School professional staffs training and kick-off workshop (for all participating schools) Fee for trainers: <u>\$1,040X2=\$2,080</u>	\$2,080	<p>- Psychiatrist, social worker or psychologist will be invited as trainers. Psychiatrist, social worker and psychologist are experienced in practice. Social worker has a bachelor degree of social work or above.</p>
	2) School staff training workshop Fee for trainers: \$1,040 X 3= <u>\$3,120</u>	\$3,120	<p>- Psychiatrist, social worker or psychologist will be invited as trainers. Psychiatrist, social worker and psychologist are experienced in practice. Social worker has a bachelor degree of social work or above.</p>
	3) Student talks Fee of guest speaker: \$1,040 X 1.5= <u>\$1,560</u>	\$1,560	<p>- SWO and counselor / social worker will conduct the talks, psychological assessments to all the students and identify students with lower levels of resilience.</p> <p>Both workers should have a bachelor degree of social work or counseling and have solid guidance experience.</p> <p>- Guest speaker is a social worker, has degree of social work, he will share his long academic struggle history with the students.</p>
	4) Parent talks Fee of guest speaker: \$1,040X2hrs= <u>\$2,080</u>	\$2,080	<p>SWO and counselor / social worker will conduct the talks, psychological assessments to the participants and identify parents</p>

			<p>with lower levels of resilience.</p> <p>Both workers should have a bachelor degree of social work or counseling and have solid guidance experience.</p> <p>Guest speaker is a social worker, has degree of social work.</p>
<p>iii)</p> <p>General expenses</p> <p>(Total: \$34,160)</p>	<p>1) School professional staffs training and kick-off workshop (for all participating schools)</p> <p>Expenses for training materials: <u>\$500</u></p> <p>Rent of venture: <u>\$500</u></p>	\$1,000	<p>- This activity is a joint program, all our participating schools, the principal, teachers and social worker of the participating school as well as the parents of PTA will be invited to present in the workshop. Therefore, the venture is needed to organizing the training.</p>
	<p>2) School staff training workshop</p> <p>Expenses for training materials: <u>\$500</u></p> <p>Rent of venture: <u>\$1,500</u></p>	\$2,000	<p>- This activity is a joint program, all our participating schools, the principal, teachers and social worker of the participating school as well as the parents of PTA will be invited to present in the workshop. Therefore, the venture is needed to organizing the training.</p>
	<p>3) Parent workshop</p> <p>Expenses for training materials: <u>\$1,000</u></p>	\$1,000	<p>SWO and project worker will conduct the workshop to the parents. No need of trainer.</p>
	<p>4) Student talks</p> <p>Expenses for materials, activity materials, and consuming items (activity materials, consumables, stationery, etc.):</p> <p><u>\$1,250 x 2 talks</u></p>	\$2,500	<p>Printing and activity materials. SWO and project worker will conduct the workshop to the parents. No need of trainer.</p>
	<p>5) Students resilient buildings group</p> <p>Expenses for materials, activity materials, and consuming items (activity materials, consumables, stationery,</p>	\$4,000	<p>Printing and activity materials. SWO and project worker will conduct the workshop to the parents. No need of trainer.</p>

	etc.): <u>\$2,000 X 2 groups</u>		
	6) Campaign of gratitude bank Printing of bankbooks(800pcs): <u>\$8X800=\$6,400</u> Expenses for materials, transportation and other activity materials and consuming items (activity materials, consumables, stationery, etc.): <u>\$1,600</u>	\$8,000	Whole school campaign(感恩傳接運動). The promotion of gratitude activity within the campus. The gratitude bankbooks will be made and delivered to each student.
	7) Parent talks Expenses for materials, transportation and printing handbooks: <u>\$3,000</u>	\$3,000	Printing and activity materials.
	8) Closing Ceremony Expenses for materials, and other materials (activity materials, consumables, stationery, etc.), and transportation: <u>\$1,500</u> Expenses of setting of exhibition: <u>\$1,500</u> Expenses of booth games: <u>\$1,500</u>	\$4,500	Whole school campaign, 「破逆威龍」約章簽署暨嘉許禮—好心情@學校: Promoting education of mutual help culture and help-seeking culture among students of healthy mental health through exhibitions and game booths as well as Charter signing.
iii) General expenses	Miscellaneous: Stationeries, printing, transportation and others	\$3,160	Stationeries, printing, transportation and others
	Audit Fee for QEF Joyful@school Campaign	\$5,000	Audit Fee
Total Grant Sought (\$):		\$199,000	

In order to ensure the openness, fairness and competitiveness of the procurement of services, we have to conduct quotation/ tendering in according with the QEF General Guidelines on Staff Administration and Procurement Matter to select the service provider(s).

Assets Usage Plan (N.A.)

(III) Expected Project Outcomes

(i) Please describe how to evaluate the effectiveness of the project.

☒ Observation: The form teachers, the school social worker, the guidance and discipline teachers would assess the at risk students with multiple assessment tools.

☒ Focused group interviews: The students and their parents at high risk would be interview with project

workers and the school social worker, the guidance and discipline teachers.

☒ Pre-and post-activity surveys: Pre and post test on 1. Depression Anxiety Stress Scales and other assessment tools, 2. A center tailor made editing suicidal risk scaling for students with self-scale form, teacher form and parent form.

3. Participants will give their self-administrated evaluation after participating each programs

☒ Performance change of students in assessment: 1. The students will give the evaluations of each program. 2. Personal Growth Profile for each case to describe their change and improvement and 70% of students will improve the levels of resilience and emotions after participating the resilient buildings group.

(ii) Please state the project deliverables or outcomes.

☒ Learning and teaching materials

☒ Resource package

Report Submission Schedule

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

Project management		Financial management	
Type of Report and covering period	Report due date	Type of Report and covering period	Report due date
Progress Report 1/10/2018 – 31/03/2019	30/04/2019	Interim Financial Report 1/10/2018 – 31/03/2019	30/04/2019
Final Report 1/10/2018 – 30/09/2019	31/12/2019	Final Financial Report 01/04/2019-30/09/2019	31/12/2019

