

Project Deliverables

School-based Spiritual Education
St. Paul's School (Lam Tin)

Teacher's Manual

Quality Education Fund

學習自處

甚麼是自處？

如何管理好自己：

1. 保持內心的平靜安穩 (At Ease & At Peace)
2. 學習自己是自己本能 (Instinct) 的主人而非奴隸
3. 覺醒地生活 (Mindful Living)
4. 自處是羣居的扶助者

自處的課題

1. 安靜專注的培養
2. 情緒壓力的管理
3. 覺醒生活的鍛鍊
4. 自我價值的提升

邀請、提醒自己

- 回到內心，回到此時此刻



修習預備

可到以下QR Code
及連結參考示範：



https://drive.google.com/file/d/1UJt-715ouo00qdAxLQF-3G6b-RrYp8I/view?usp=share_link

覺察呼吸

- 透過覺察一呼一吸帶來的感覺，將注意放回自己身上

修習過程

- 調整坐姿：雙腳平放、腰背垂直、面向前
- 邀請鐘聲：開始（三長）
- 留意呼吸：空氣進出/溫度/份量
- 享受呼吸：享受此刻
- 邀請鐘聲：結束（兩短）



放鬆身體 · 鬆緊練習

- 透過收緊放鬆的動作，尋回身體最放鬆的狀態
- 讓身體能夠釋放緊張與壓力

可到以下QR Code
及連結參考示範：



https://drive.google.com/file/d/1fScVeAlQuL9uwCHRw9uJU8Wqy1yz8rA/view?usp=share_link

修習過程

- 調整坐姿：雙腳平放、腰背垂直、面向前
- 邀請鐘聲：開始（三長）

【引導】：

1. 手部練習

伸出雙手握拳，收緊拳頭，放鬆雙手，
配合呼吸：吸氣，收緊拳頭。

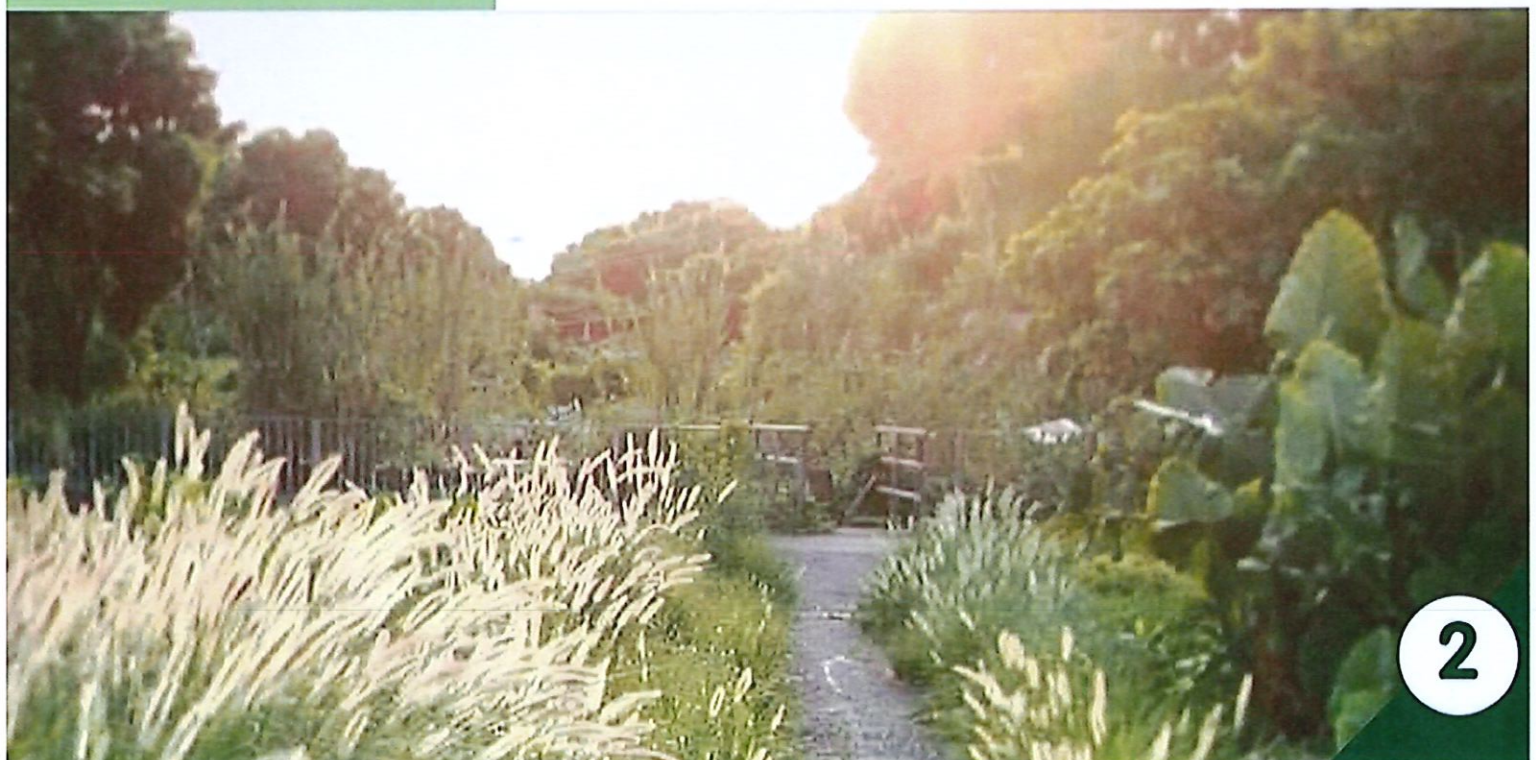
「HOLD住」，數一、二、三。呼氣，放鬆雙手。

動作重覆 3 次：3秒、5秒、7秒

感覺放鬆的感覺

2. 其他身體部份：肩膊、面部、腳部

- 邀請鐘聲：結束（兩短）





放鬆身體 · 身體素描

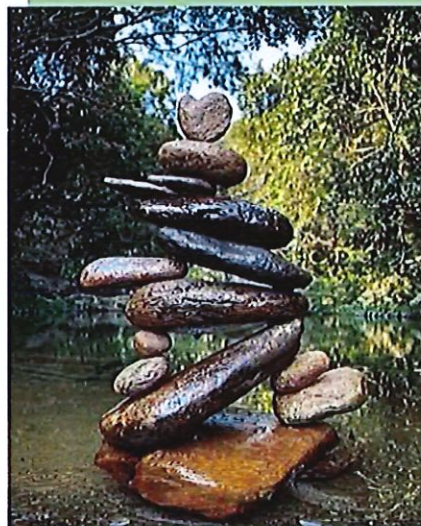
修習過程

- 調整坐姿，雙腳平放、腰背挺直而放鬆，面向前
- 邀請鐘聲：開始

1. 將注意力慢慢放在雙腳上
吸氣：留意雙腳的感覺
呼氣：讓雙腳放鬆、休息（重覆兩次）
2. 其他身體部份：
小腿、膝蓋 / 大腿 / 盤骨臀部
腹部、胸膛、背脊 / 肩膀
雙手 / 頸、面、頭部 / 整個身體

- 享受身體放鬆
- 邀請鐘聲：結束

可到以下QR Code
及連結參考示範：



紓解壓力・體驗身心放鬆

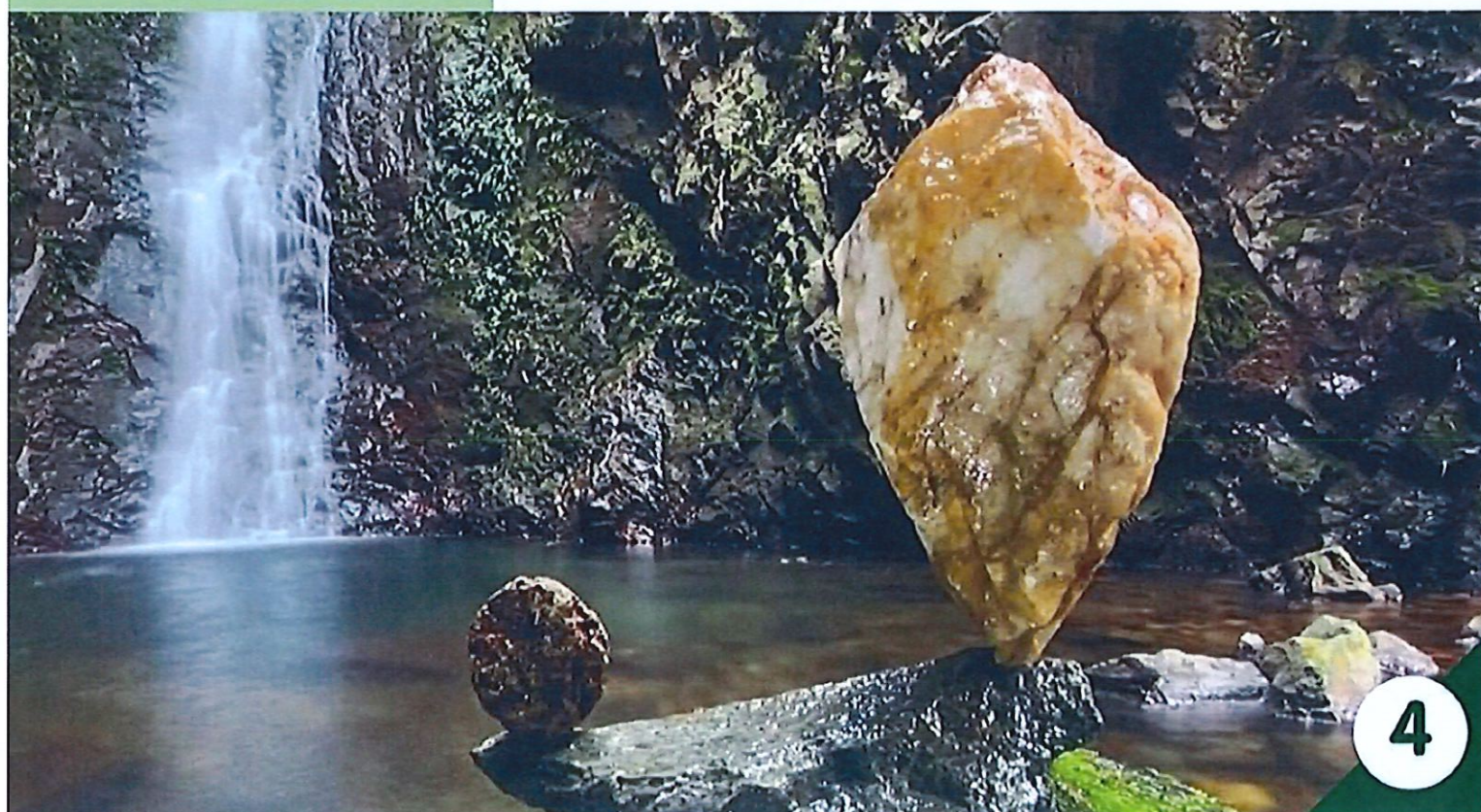
修習過程

可到以下QR Code
及連結參考示範：



<https://drive.google.com/file/d/1lziCe-zhBE7UWfdP3i3-KC7D1yTVL2X5/view?usp=sharing>

1. 請學生脫下鞋，坐在瑜珈蓆上
2. 鬆緊練習
 - 邀請鐘聲：開始
 - 帶領肩部、手部、腿部、足部的鬆緊練習
 - 過程提示學生注意身體緊及鬆的感覺及身體
 - 各部位放鬆時的狀態
3. 深度放鬆練習
 - 請學生將眼鏡除下，躺臥在瑜珈蓆上
 - 從頭到腳，引導學生逐步放鬆身體，同時，
 - 感受放鬆的自己邀請鐘聲結束
(敲鐘前告知學生不需立即坐起，可繼續躺在蓆上，待老師指示)
4. 請學生轉動手腕、腳踝後，才慢慢坐起來





可到以下QR Code
及連結參考示範：



https://drive.google.com/file/d/1J02JwCUQMkqsK_mj2SWe-m8gx-jo7Ubb/view?usp=sharing

覺察靜行 · Mindful Walking

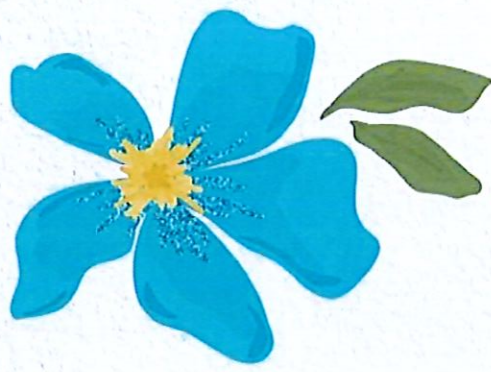
修習過程

- 邀請鐘聲：開始
- 調整站姿，雙腳張開與肩同闊，腰背挺直而放鬆，面向前
 - 感覺腳掌與（鞋）及大地的接觸
 - 將重心放在左腳，提起右腳，放下
 - 將重心放在右腳，提起左腳，放下
 - 重覆以上步伐幾次
 - 配合呼吸步行：
吸氣，行一步，
呼氣，行一步（可慢慢增加步伐）
- 享受輕鬆步行
- 邀請鐘聲：結束

A photograph of a forest stream with a heart-shaped rock formation in the foreground. The scene is lush with greenery, including moss-covered rocks and various plants. The water is calm, reflecting the surrounding trees and sky. The overall atmosphere is serene and natural.

*School-based Spiritual Education
St. Paul's School (Lam Tin)*

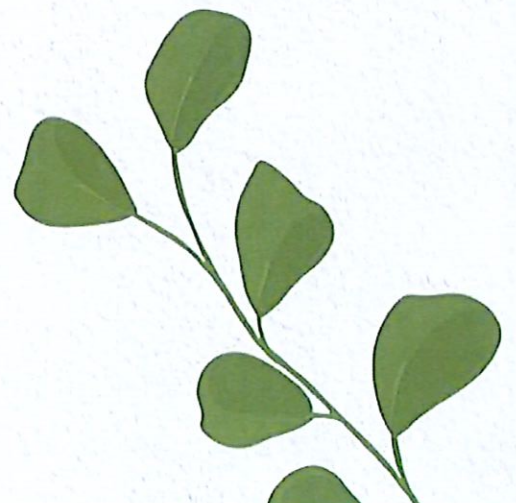
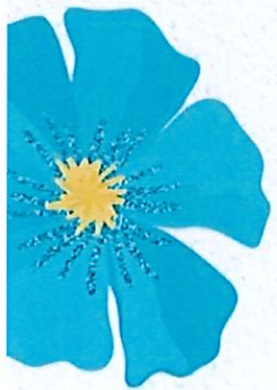
Quality Education Fund



Spiritual Education


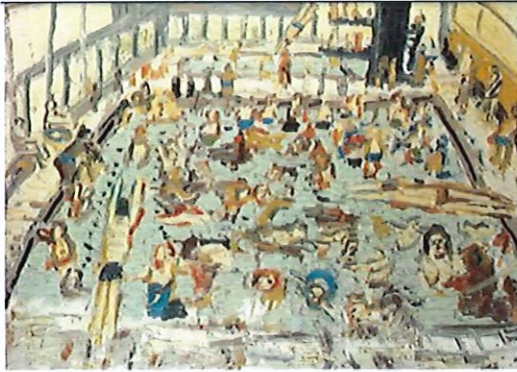
*Collabrative
Teaching in L&S & Art*

Lesson Plan



Spiritual Education Lesson Plan Ms Y.Tsoi Visual Arts

Lesson Title	Paint your Stress Away
Target	S.4-6 (Small groups of 5-6)
Time	1 Hrs
Learning objectives	Behavior: Students are able to applying painting a picture to relieve stress Knowledge: Students are able to identify some stressors they felt coming into the room

Time	Activity	Content	Remark
5 mins	Introduction	<p>Showing the famous artworks about self- expression</p> <p>Introduce the benefits of art making such as helpful in coming to a sense of awareness with oneself.</p>  <p>David Hockney. Mulholland Drive: The Road to the Studio. 1980.</p>  <p>Leon Kossoff. Children's Swimming Pool, 11 o'clock Saturday Morning, August 1969.</p>	Power Point
10 mins	Discussion	<p>Talk to the students about what stresses them</p> <p>Ask them to answer and discuss the questions:</p> <ul style="list-style-type: none"> • What are the other stressors that add to your daily life? • Focus on these stressors and think about how they make you feel because once the lesson starts we are going to throw them all away. 	Worksheet

35 mins	Stress Management Painting	<p>Follow the stress management script to guide the painting activity</p> <ol style="list-style-type: none"> 1. Tell the student to take deep breath and clear their mind. Guide them to focus on the painting tools and materials on the desk. 2. Let them think of a happy memory, somewhere or someone that makes them happy, somewhere that makes them feel safe, a symbol that represents their happiness. Focus on how it makes them feel and how it cheers them up when they are down or stressed. 3. Start drawing or painting out whatever they have in their mind which no need to be exact. 	Playing soothing music
10 mins	Round-Up	<p>Let the students reflect on their paintings and show the other people.</p> <p>Let them share why they drew the painting like that and ask other people about theirs.</p>	

Materials Needed:

Black Canvas, Acrylic Paint, Paint Brushes, Water Containers, Soothing Music

Stress Management Script:

I want everyone to clear their minds of everything that is going on with them whether it be outside forces or inside forces. Clear your mind of everything that is stressing you at this moment and take a deep breath. The only thing that matters right now is your canvas, paint, and your paintbrush.

Now we will begin our lesson of Art Therapy

Look at your blank white canvas

Focus on your canvas

YOU are in charge of YOUR canvas

Pick up your paint brush

Dip your paint brush in whichever you would like- YOU are in control

Before you start to paint your canvas I want you to think of a happy memory, somewhere or someone that makes you happy, somewhere that makes you feel safe, a symbol that represents your happiness. Once you have your happy person, place, or thing in your mind. Focus on how it makes you feel and how it cheers you up when you are down or stressed. Don't let it escape your mind.

(5 minutes)

Take your paint brush with your paint on it. Whatever it is that you have in your mind, draw it on your canvas. It doesn't have to be exact. If it's the beach, you can draw a starfish or the deep blue ocean. If it's your best friend you can draw their favorite sweater or their smile. If it is your dog, you can draw their paw prints in the sand. Whatever you are thinking of doesn't have to be exact. Draw whatever you need to, to help express your happiness onto the canvas. Take your happiness from your mind and share it onto your canvas

(30 minutes)

Start the timer

While the class is painting...

I will be walking around over the next 30 minutes to look with you at your canvases and talk about your happiness that you are drawing to help relieve your stress and free your mind.

You may continue to use any of the colors you wish. You can use the same color or all the colors.

There are mason jars to the left of you to rinse the paint off of your brush. The paper towels underneath them are to be used to dab them dry before applying the next color

Everyone continue to paint your canvas and just relax your mind on what you are painting in front of you. Let all your frustrations go and remember that YOU are your own person and are in charge of your OWN life.

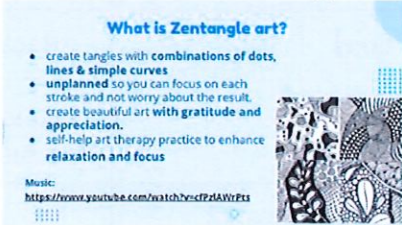
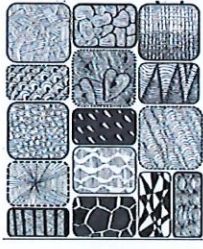
Once the timer goes off...

Now that we have cleared our minds and shared with our canvas the happiness that we have in our minds... I want you to put everything down and look at your painting. Look at what you have drawn and think about how happy it makes you.

Spiritual Education Lesson Plan_ E Wong

Subject	Visual Arts
Topic	Get to know yourself - Zentangle
Level	S1
Duration	1 hour (double lesson) x3 = 3 hours in total
Learning objectives	<p>Knowledge: Understand the properties of lines (dots, lines, plane)</p> <p>Skills: Create different line patterns with the use of ink pen properly</p> <p>Values and Attitude: Being mindful when creating their piece of artwork</p>

Teaching Flow: L1

Time	Activities	Content	Remarks
15 mins	【Introduction】 → Rules and regulations during Art lessons in Art Room	→ seating arrangement → safety measures → homework arrangement	PPT
15 mins	【Input】	→ Properties of lines <i>*lines create feelings*</i> → Famous artworks of lines → Introduction of Zentangle 	PPT
5 mins	【Demonstration】	→ line patterns with pen ink	Visualizer
15 mins	【Students' time to work】	→ Line patterns exercise 	Teacher will go around and check on their work and give individual comments.
10 mins	【Conclusion + Clean up】	→ Reminder for next lesson	PPT

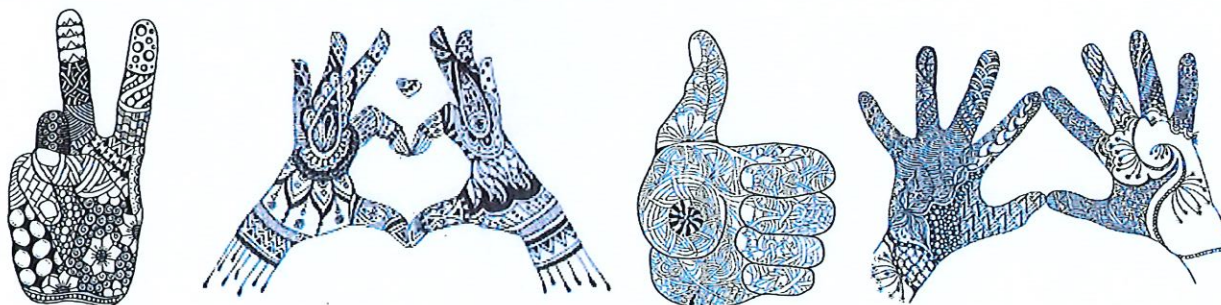
Teaching Flow: L2

Time	Activities	Content	Remarks
15 mins	【Introduction】	→ Recap the content of last lesson	PPT
5 mins	【Demonstration】	→ Mindmap of self (adjectives)	Visualizer
10 mins	【Students' time to work】	→ Guided questions - <i>How do you feel now?</i> - <i>What adjectives can best describe you?</i>	Teacher will guide students by asking some questions, go around and check on their work and give individual comments.
5 mins	【Demonstration】	→ Quick review on students' work and progress → Final work demonstration	Visualizer
15 mins	【Students' time to work】	→ Preparation for the final work	Teacher will go around and check on their work and give individual comments.
10 mins	【Conclusion + Clean up】	→ Reminder for next lesson	PPT

Teaching Flow: L3

Time	Activities	Content	Remarks
5 mins	【Introduction】	→ Recap the content of last lesson → Quick review on students' work last lesson	PPT Visualizer
45 mins	【Students' time to work】		Teacher will go around and check on their work and give individual comments.
10 mins	【Conclusion + Clean up】	→ Reminder for next lesson	PPT

Examples of final work:



St. Paul's School (Lam Tin)

Lesson Planning Form

Name of teacher: Ms B Yong (Bonnie)	Class: S 2E	Students' Ability of the class: Average
Subject: Life and Society	Topic: Introduction to Mindfulness	Date: To be confirmed
Teaching & Learning Objectives: <ul style="list-style-type: none"> • Students can explain what mindfulness is and some of its health benefits. • Students can practice “being aware” in the triple A (aware, acknowledge, accept) strategy. 		
Success Criteria : <ul style="list-style-type: none"> • 80% of students are able to understand the use and benefits of mindfulness. • 80% of students are willing to practice mindfulness during the lesson. 		

Record of Teaching Practice		
Teacher's Planning		
Duration	Teaching/ Learning objectives	Teacher-student activities
Pre-lesson	T asks SS to put away everything on their desks.	
5 mins	T starts playing relaxing music (for mindfulness) and asks SS to relax themselves with ways like stretching and drinking a sip of water.	Preparation T guides SS to relax themselves.
8 mins	T distributes papers for SS to divide into three columns with three headings: (1) Past, (2) Present, (3) Future. T invites SS to record things that happened / may happen in the past and future (but not the present), and encourages them to describe them as detailed as possible. Some prompting questions could be: <ul style="list-style-type: none"> • “What did you do after school yesterday / last night before you went to sleep?” • “What did you eat for breakfast?” • “What will you do after school today?” 	Self-Reflection T guides SS to trace their thoughts and feelings in the Past, and Future.
5 mins	T asks SS about the ways to find out what is happening at present. Some prompting questions could be: <ul style="list-style-type: none"> • “What are you doing NOW?” • “What are you thinking / feeling” • “Are you aware of more than one feeling that you have?” T invites SS to think about their five senses. T asks SS to record their thoughts and feelings at the moment on the “Present” column as well.	Self-Reflection T guides SS to trace their thoughts and feelings in the Present.

8 mins	<p>T invites SS to notice what is going on around them after listening to the chime.</p> <p>T: Sound the chime and let SS observe for a minute T: Sound the chime to mark the end of the minute</p> <p>T asks SS to record their thoughts and feelings again. After 2 minutes, T asks SS to form groups and discuss what they have experienced.</p>	<p>Guided Practice</p> <p>T guides SS to practice Mindfulness with their 5 senses.</p>
4 mins	<p>T reveals that SS have been practicing mindfulness. T introduces the meaning and benefits of mindfulness. T encourages SS to practice mindfulness in their daily lives.</p>	<p>Explicit Explanation</p> <p>T introduces the meaning and benefits of practicing mindfulness</p>

St. Paul's School (Lam Tin)
Lesson Planning Form

Name of teacher: Mr C L Chieh (Ivan)		Class: S1E	Students' Ability of the class: Average
Subject: Life and Society	Topic: Ways to manage emotion		Date: June 10, 2022
Teaching & Learning Objectives:			
<ul style="list-style-type: none"> ● Students can understand different ways of managing emotions. ● students can acquire skills in relieving negative emotion 			
Success Criteria :			
<ul style="list-style-type: none"> ● 80% of students are willing to practice the stress relieve exercise ● 80% of students report their stress is relieved after the exercise 			

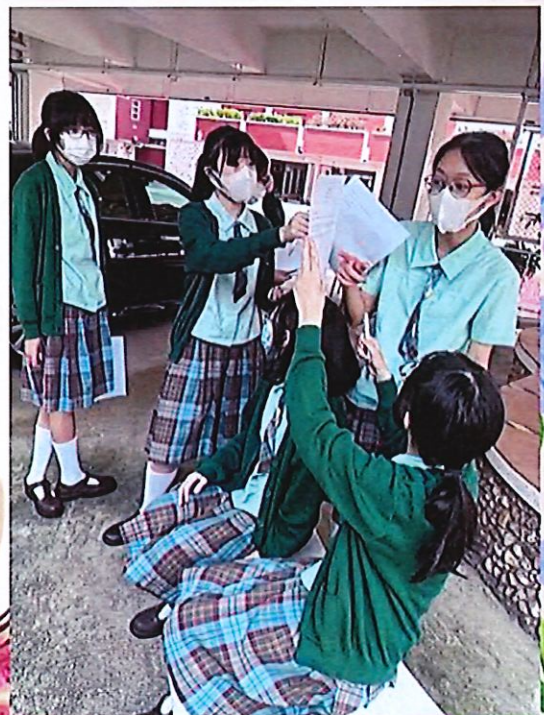
Record of Teaching Practice		
Teacher's Planning		
Duration	Teaching/ Learning objectives	Teacher-student activities
0-5	● Recall the definition of emotion (TB P20)	● Question and answering
6-20	● Understanding our emotions (TBP22-24)	● Inquiry learning activity TB P22-23 (record of own emotional change in the past week and reflect the possible reasons for the change in emotions)
21-40	● Ways to manage emotion (TB P.25-27)	● WS P.15: Activity 7 (Suggested ways to manage emotions from different situations)
41-55	● Practice on relieving stress	● Students learn the skills in relieving tension of different parts of body arising from negative emotions (Workshop 2)
56-60	● Consolidation	● Homework: WS P.14-P.15



S2 RE LESSON

TEACHING OF ST. PAUL'S
EVANGELIZING LIFE
AT THE MOSAICS IN THE
SPIRITUAL PROMENADE

WORKSHEET



藍田聖保祿中學

2021-2022 宗教教育科

中二級 聖保祿馬賽克 Mosaic 工作紙

姓名：_____ 班別：_____ () 日期：_____

一. 分組互助活動

規則: 5 人一組，每組會收到一套（圖一至圖五）工作紙。組員分別取一張工作紙，跟隨老師到操場。

全組一齊站在同一馬賽克(Mosaic)前，隨著音樂開始，負責該圖的一位組員，用筆將看到的人物、事物、意會到的聖經故事內容等寫下或畫下。其他組員也幫忙將看到的、感受到的告訴負責寫的組員，全組必須一齊合力完成。

音樂完結後，全組移動去下一張馬賽克(Mosaic)。當音樂響起，另一位負責該圖的組員負責寫，其他組員盡力協助。如此類推，直至完成全套工作紙。

圖一:



二. 找尋聖經金句

找出全部馬賽克(Mosaic)所表達的聖經章節和經文。

(提示：宗徒大事錄，第 9 章)

圖一的聖經章節:

經文:

一. 分組互助活動

規則: 5 人一組，每組會收到一套（圖一至圖五）工作紙。組員分別取一張工作紙，跟隨老師到操場。

全組一齊站在同一馬賽克(Mosaic)前，隨著音樂開始，負責該圖的一位組員，用筆將看到的人物、事物、意會到的聖經故事內容等寫下或畫下。其他組員也幫忙將看到的、感受到的告訴負責寫的組員，全組必須一齊合力完成。

音樂完結後，全組移動去下一張馬賽克(Mosaic)。當音樂響起，另一位負責該圖的組員負責寫，其他組員盡力協助。如此類推，直至完成全套工作紙。

圖二:



二. 找尋聖經金句

找出全部馬賽克(Mosaic)所表達的聖經章節和經文。

(提示：宗徒大事錄，第 9 章)

圖二的聖經章節：

經文：

一. 分組互助活動

規則: 5 人一組，每組會收到一套（圖一至圖五）工作紙。組員分別取一張工作紙，跟隨老師到操場。

全組一齊站在同一馬賽克(Mosaic)前，隨著音樂開始，負責該圖的一位組員，用筆將看到的人物、事物、意會到的聖經故事內容等寫下或畫下。其他組員也幫忙將看到的、感受到的告訴負責寫的組員，全組必須一齊合力完成。

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圖三:



二. 找尋聖經金句

找出全部馬賽克(Mosaic)所表達的聖經章節和經文。

(提示：格林多前書，第 9 章)

圖三的聖經章節：

經文：

一. 分組互助活動

規則: 5 人一組，每組會收到一套（圖一至圖五）工作紙。組員分別取一張工作紙，跟隨老師到操場。

全組一齊站在同一馬賽克(Mosaic)前，隨著音樂開始，負責該圖的一位組員，用筆將看到的人物、事物、意會到的聖經故事內容等寫下或畫下。其他組員也幫忙將看到的、感受到的告訴負責寫的組員，全組必須一齊合力完成。

音樂完結後，全組移動去下一張馬賽克(Mosaic)。當音樂響起，另一位負責該圖的組員負責寫，其他組員盡力協助。如此類推，直至完成全套工作紙。

圖四:



二. 找尋聖經金句

找出全部馬賽克(Mosaic)所表達的聖經章節和經文。

(提示：宗徒大事錄，第 27-28 章)

圖四的聖經章節：

經文：

一. 分組互助活動

規則: 5 人一組，每組會收到一套（圖一至圖五）工作紙。組員分別取一張工作紙，跟隨老師到操場。

全組一齊站在同一馬賽克(Mosaic)前，隨著音樂開始，負責該圖的一位組員，用筆將看到的人物、事物、意會到的聖經故事內容等寫下或畫下。其他組員也幫忙將看到的、感受到的告訴負責寫的組員，全組必須一齊合力完成。

音樂完結後，全組移動去下一張馬賽克(Mosaic)。當音樂響起，另一位負責該圖的組員負責寫，其他組員盡力協助。如此類推，直至完成全套工作紙。

圖五:



二. 找尋聖經金句

找出全部馬賽克(Mosaic)所表達的聖經章節和經文。

(提示：宗徒大事錄，第 20 章)

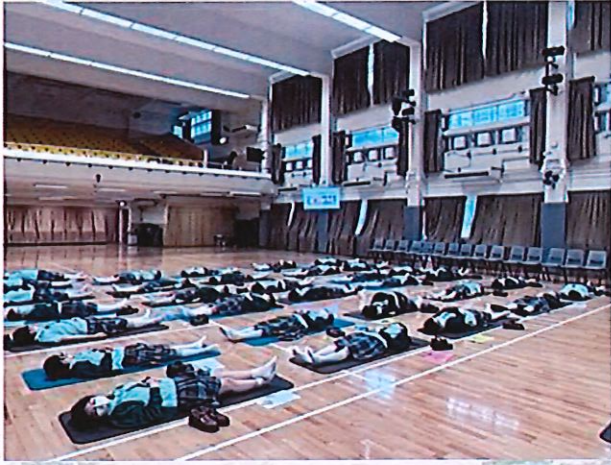
圖五的聖經章節：

經文：



Spiritual Library
Spiritual Promenade
Spiritual Education
Photo Albums

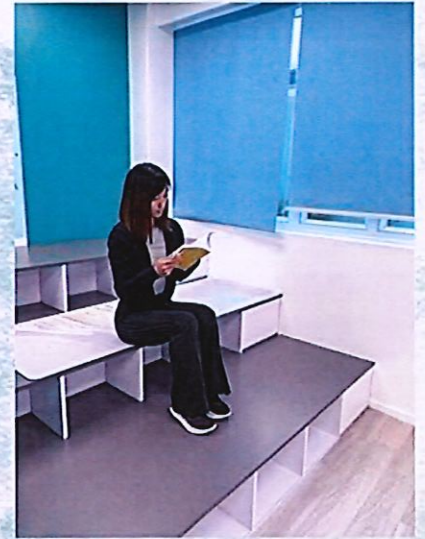
S1 Spiritual Education



Collabrative Teachers' Spiritual Education Training



Spiritual Library



S6 Debriefing of Experiential Learning



Spiritual Library Christmas Wreath Workshop





Spiritual Library Christmas Tree Workshop



LED Display Wall



Pray & Reflect At the Grotto of Mary

