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正向共融教育課程（中文版）教材電子檔



正向共融教育課程（英文版）教材電子檔

「正向教育」源於一班具備「正向思維」的老師

中華基督教會桂華山中學 黃仲良校長

教育局於 2017 年更新了「中學教育的七個學習宗旨」，其首項為「國民和全球公民身份認同」，期望學生能夠「成為有識見、負責任的公民，認同國民身份，並具備世界視野，持守正面價值觀和態度，珍視中華文化和尊重社會上的多元性」。此外，在學校課程架構中的「四個關鍵項目」之首是「價值觀教育」。教育局網頁指出「價值觀教育是全人教育的重要元素，通過各學習領域 / 學科課程的學與教，以及其他相關的學習經歷，培育學生正面的價值觀和態度；幫助他們在成長的不同階段，當遇上難題的時候，懂得辨識當中涉及的價值觀，作出客觀分析和合理的判斷，並付諸實踐，方能面對未來生活上種種的挑戰。」

本校創辦於 1977 年，一直致力培育本地學生為主。直至 2013 年，本校開始取錄非華語學生 (Non -Chinese Speaking, NCS)。多年來不同種族的學生在校園相處融洽，在學習和活動上互助互愛。因此，現時本校非華語學生的人數已超過一半。推動校園共融、彼此接納和欣賞是學校的核心價值之一。

有見及此，本校輔導委員會老師在 2020 年初以「以正向教育推動華語及非華語學生達致接納及包容不同文化差異，齊創共融校園」為題向優質教育基金提交申請，並獲撥款港幣 \$210,800 資助本校推動是項非常有意義的計劃。

我們非常感謝東華學院人文學院院長陳自強博士 (前任香港樹仁大學正向心理研究室總監) 的全力協助。陳博士親自帶領本校的老師團隊設計出 18 課，適合中一級學生的中、英文版本的課堂。課程內容圍繞正向教育其中的三大元素，包括正向情緒 (Positive emotion)、正向投入感 (Positive engagement) 及正向人際關係 (Positive relationship)。除此之外，陳博士更為我們的老師和家長分別主講了幾場中、英文講座，讓大家更清楚了解正向教育的真義。

最後我要再次感謝每一位參與推動是項計劃的專家和老師，包括陳自強博士、何寶儀主任、張錦寧老師、許培德老師、林思行老師及所有中一級的班主任。沒有你們的投入付出、設計心思，此項別具意義的計劃就難以完成。

但願大家的努力及經驗，能成為推動本港華語和非華語學生共融、互愛互助的一種方法。

'Positive Education' Stems from a Group of Teachers with 'Positive Minds'

CCC Kwei Wah Shan College Mr Wong Chung Leung, Principal

The Education Department (ED) has revised the 'Seven Learning Goals of Secondary Education' in 2017, with the first goal as 'national and global identity', expecting students to be able to become 'an informed and responsible citizen with a sense of national and global identity, and appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society'. In addition, in the school curriculum, Values Education is the very first item in the 'Four Key Tasks'.

The ED website points out 'Values Education is an essential element of whole-person education which aims at fostering students' positive values and attitudes through the learning and teaching of various Key Learning Areas/subjects and the provision of relevant learning experiences. On this ground, it is to develop students' ability to identify the values embedded, analyse objectively and make reasonable judgements in different issues they may encounter at different developmental stages so that they could take proper action to deal with the challenges in their future life.'

Since founded in 1977, our School has been devoting itself to nurturing mainly local students. Since 2013, our School has started to admit Non-Chinese Speaking (NCS) students. For many years since then, students of different ethnicity have got along harmoniously at school, and supported and cared for each other when they learn and interact. For this reason, the number of NCS students is now over half of the entire student population. Promoting an inclusive campus with students accepting and appreciating one another is one of the School's core values.

In view of this, teachers from our School Guidance Committee, with the aims of using 'Positive Education to promote acceptance and accommodating cultural differences between local and NCS students, and building an inclusive campus together', applied for funding from the Quality Education Fund in early 2020. We were awarded HK\$210,800 to subsidise the implantation of this very meaningful scheme.

We are very grateful to Dr. Chan Chi-keung, former Director of the Positive Psychology Laboratory of the Hong Kong Shue Yan University (HKSYU), for his generous assistance. Dr Chan himself led our team of teachers in the design of 18 lessons, with both Chinese and English learning materials which suit S1 students. The course content includes the three major elements — Positive Psychology, including Positive Emotion, Positive Engagement, and Positive Relationship. Apart from these, Dr Chan further held talks in both Chinese and English for our teachers and parents, so as to let everyone gain a better understanding of the true meaning of positive education.

Lastly, I would like to thank every professional and teacher for participating and promoting this scheme, including Dr. Chan Chi-keung, our teachers Ms. Ho Po-yee, Ms. Cheung Kam-ning, Mr. Hui Pui-tak, Ms. Lam Sze-hang and all the S1 class teachers once again. Without your commitment, efforts and ideas, this especially meaningful scheme would not have been accomplished.

May all your efforts and experience become a way to promote inclusion, mutual love and support amongst local and NCS students.

實踐共融 締造正向社會

東華學院人文學院院長陳自強教授

在本港，正向教育和共融教育的校本計劃往往是各自推行，很少將兩者並為一談。感謝優質教育基金的資助，讓中華基督教會桂華山中學，透過「以正向教育推動華語及非華語學生達致接納及包容不同文化差異，齊創共融校園」計劃的正向共融課程設計，將正向教育及共融教育的重要元素整合成為課程設計的框架，並以人本信念作為基礎，強調個人生命成長、生活應用實踐、多元體驗學習及群體互動建立，讓師生們一起積極學習，衝破僅強調尊重不同文化的共融教育，令非華語學生及華語學生有在校園生活更多的互動、溝通、合作和交流的機會，攜手建立一個支持積極生命成長的無國界校園。

是次計劃的正向共融課程設計，雖然跟據正向教育常用的 PERMA 框架及元素，但課堂的核心內容是建基於正向心理學 2.0 的理念，融入了生命教育的元素，在面對幾年疫情及生活各種挑戰中，支持每一位學生身心社靈的整全成長及超越轉化 (transformation)。課程分為三個範疇：正向生命成長、正向人際關係及全情投入。正向生命成長著重個人的自我關懷及同理、體諒及接納個人及自身文化的不足，並且發掘及欣賞個人及自身文化的優點及長處。正向人際關係著重對校內不同文化背景同學的關懷同理，體諒及接納各種文化同學的不足，學習聆聽及分享，增強溝通、認識及了解，發掘及欣賞同學及其他文化的優點及長處。全情投入著重鼓勵同學如何發揮個人及其文化的優點及長處，配合校內及社區的共融活動，突破文化的阻隔，加強共融團隊合作及互相支持，積極投入校園生活。

更鼓舞的，計劃評估的結果亦顯示非華語同學及華語同學均投入正向共融課堂，在三個範疇均有進步，不同文化背景同學的彼此溝通及合作增加，衝破文化差異，建立人本精神的校園，尊重每個同學的生命價值及成長，重視每個人的學習需要。共融不僅是一個口號，空談互相尊重不同文化。事實上，非華語同學及華語同學在同一校園也未必代表共融。真正的共融校園，就是在尊重每個人的價值的前題下，學習、實踐及傳承正向生命教育，令不同文化的學生、家長及老師突破文化差異及個人及安舒區，一起積極成長。盼望是次計劃及正向共融課程，啟發更多持份者及教育前線同工，再思正向教育及共融教育的整合發展，推動社會的真正共融。

Practicing Inclusion Creating a Positive


PROFESSOR CHAN CHI-KEUNG, ALEX

DEAN, SCHOOL OF ARTS AND HUMANITIES, TUNG WAH COLLEGE

In Hong Kong, school-based programmes related to Positive Education and Inclusive Education are often implemented separately and very rarely do the two get to be integrated together. Thanks to the funding of the Quality Education Fund (QEF), the CCC Kwei Wah Shan College was able to incorporate these two important elements into the framework of curriculum design with the aim to ‘develop an inclusive school campus for local and NCS students through positive education to promote acceptance and appreciation of cultural differences’ based on my belief as foundation, which emphasized student’s personal growth, real life application, multi-sensory experience learning, and interacting groups formation, allowing teachers and students to learn actively together and make a breakthrough out of the practice of merely emphasizing respect for different cultures in Inclusive Education. This helps NCS and Chinese Speaking students to enjoy opportunities for more interactions, communications, collaborations and exchanges in the campus, and build a campus that supports positive growth without borders.

The positive inclusion curriculum design although is based on the PERMA framework from the Positive Education, the core contents of lesson are built on the Positive Psychology 2.0 concept, infusing elements of life education so as to support each student’s psychosocial, spiritual needs, all-rounded development and transformation as they faced various challenges arising from the pandemic and life during these several years. The course is divided into three domains — positive personal growth, positive relationship, and engagement. Positive personal growth places emphasize on self-compassion and empathy, understanding and accepting the inadequacy of oneself and one’s own culture. It is also about discovering and appreciating merits and strengths of oneself and one’s own culture. Positive relationship concerns with caring for and empathizing with schoolmates from different cultural backgrounds, understanding and accepting their inadequacy, learning to listen and to share, enhancing communication, knowledge and understanding, discovering and appreciating the merits and qualities of schoolmates and other cultures. Engagement is related to encouraging students to utilize their strengths and merits of themselves and their cultures, to immerse in the inclusion activities of the school and the community, break through cultural barriers, enhance teamwork and mutual support and participate actively in the campus life.

What is more encouraging is the result of the scheme’s evaluation which has revealed commitment to the Positive Inclusion lessons by both NCS and Chinese speaking students. Progress has been made in all the three areas with an increase in communication and cooperation amongst students from different cultural backgrounds, a breakthrough of the cultural diversity barrier, establishment of a humanistic campus, respect of the life values and growth of every student and cherishment of the importance of individual learning needs. Inclusion is not merely a slogan, neither is it simply idle talk about mutual respect for different cultures. In fact, NCS and Chinese Speaking students being in one campus does not necessarily signify inclusiveness. An authentic inclusive school is the one under the premise of respecting the value of each individual, teaches, practises and passes on positive life education, to enable students, parents and teachers from different cultures to break through the cultural or personal differences and their comfort zone and actively grow together. It is hoped that this scheme and the positive inclusion programme, could inspire many more stakeholders and frontline education workers to rethink about the integral development of Positive Education and Inclusive Education and to promote authentic inclusion in the society.



範疇 1: 正向生命成長

Theme 1: Positive personal growth

課堂 1：自我關懷 Self-compassion

課堂 2：接納自己 Self-acceptance

課堂 3：欣賞自己 Self-appreciation

課堂 4：認識情緒 Understand emotions

課堂 5：管理情緒 Manage emotions

課堂 6：同理心 Empathy

中華基督教會桂華山中學
 範疇一：正向生命成長
 課堂一：「自我關懷」
 教案

範疇一 課堂一 金句：

「像對待好朋友一樣對待你自己。」 - 克莉絲汀·內夫

範疇一 課堂一 流程：

流程	建議時間 (共 40 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇一 課堂一 簡報
2. 熱身活動	~7 分鐘	範疇一 課堂一 簡報，範疇一課堂一_熱身活動工作紙
3. 解釋「自我關懷」的概念	~8 分鐘	範疇一 課堂一 簡報
4. 活動一：「靜觀當下」	~7 分鐘	範疇一 課堂一 簡報
5. 活動二：「共通人性」	~3 分鐘	範疇一 課堂一 簡報
6. 活動三：「善待自己」	~6 分鐘	範疇一 課堂一 簡報
7. 介紹「自我關懷」的練習	~6 分鐘	範疇一 課堂一 簡報
8. 課堂總結及介紹課後工作紙	~2 分鐘	範疇一 課堂一 簡報，範疇一課堂一_課後工作紙

流程 1：介紹課堂流程（～1 分鐘）

（參考簡報 第 2-3 頁）

步驟 1：向學生簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生理解「自我關懷」的概念和好處。
- 讓學生明白「自我關懷」的三大元素。
- 強調不同文化背景的人都會面對各種生活困難、挑戰和失敗。
- 向學生介紹「自我關懷」的練習，從而培養學生的「自我關懷」。
- 幫助他們嘗試應用「自我關懷」去面對生活上的困難或痛苦。

課堂流程：

- 熱身活動
- 解釋「自我關懷」的概念
- 活動一「靜觀當下」
- 活動二「共通人性」
- 活動三「善待自己」
- 介紹「自我關懷」的練習
- 課堂總結及介紹課後工作紙

流程 2：熱身活動（～7 分鐘）

（參考簡報 第 4-5 頁）

步驟 1：派發熱身活動工作紙。

（請參閱附件「範疇一課堂一_熱身活動工作紙」）

步驟 2：告訴學生卡通是一個正在責備自己的小孩。

步驟 3：給學生幾分鐘去完成工作紙。

步驟 4：邀請幾位學生進行簡短地分享。

步驟 5：帶出活動的反思。

每人都會犯錯誤。因此，當我們面對困難時，不應過分責備或評判自己。

流程 3：解釋「自我關懷」的概念（～8 分鐘）

（參考簡報 第 6-8 頁）

步驟 1：根據克莉絲汀·內夫提出的三個核心要素向學生解釋「自我關懷」的概念。

1. 「靜觀當下」

- 觀察到自己當刻的想法或感受。
- 我們不應忽視或逃避我們所觀察到的痛苦或負面情緒。
- 不要誇大或過份批判我們所觀察到的情緒或感覺。
- 以接納的態度去看待困難或痛苦所帶來的情緒或感覺。

例：小俊遇到壓力或負面情緒時，他會先暫時停止正在處理或思考的事並進行幾分鐘的靜觀練習。這樣能使他幫助自己觀察當刻的想法或感受，從而保持頭腦清醒，使自己能更輕鬆和明智地應對生活中的挑戰。

2. 「共通人性」

- 沒有人是完美的。
- 你不是唯一及孤單地面對困難或痛苦的人。
- 不同種族或文化背景的人都會有缺點，都會犯錯。

例：小華對自己感到失望，因為他考試成績總是不理想。然而他會提醒自己每個人都會有失落或失敗的時候。因此他不需要誇大自己的負面情緒。

3. 「善待自己」

- 當我們受苦或失敗時，要對自己展現體諒和支持。
- 嘗試對自己展現更多的寬容和理解。
- 不要嚴厲地評判或批評自己。

例：如果我們考試成績不理想，試著用一些說話去安慰自己，比如：「下次我可以做得更好。」／「我要更努力。」／「我可以改進。」

流程 4：活動一「靜觀當下」（～7 分鐘）

（參考簡報 第 9-10 頁）

步驟 1：邀請學生一起進行「靜觀」練習，並讓學生坐一個較舒適的位置。

步驟 2：因版權問題，我們不能直接把影片插入到簡報和教案中。請在 YouTube 上搜尋「newlife330 靜觀呼吸練習」並播放影片。

步驟 3：帶出活動的反思。

此活動能幫助我們以積極的態度去感受和觀察當刻的負面情緒和想法。

由於每個人都會經歷負面情緒。因此「靜觀」是一種很好的方式幫助我們去感受和注意我們當刻的情緒和感受。

流程 5：活動二「共通人性」（～3 分鐘）

（參考簡報 第 11-17 頁）

步驟 1：詢問學生有沒有經歷過簡報中的事，可邀請學生舉手示意。

步驟 2：播放影片後，邀請幾位學生分享觀看影片後的感受或想法。

步驟 3：帶出活動的反思。

每個人都會有憂慮，亦會經歷各種困難和痛苦。因此，人經歷負面情緒或不愉快的事是正常現象。

流程 6：活動三「善待自己」（～6 分鐘）

（參考簡報 第 18-19 頁）

步驟 1：邀請學生放鬆自己，並一起進行「善待自己」練習。

步驟 2：讓他們想一件在生活中遇到的困難或壓力。

步驟 3：嘗試感受那些壓力或負面情緒。

步驟 4：說些安慰自己的說話。例：「加油！」，「我會變更堅強！」

步驟 5：給自己一個緊緊的擁抱，以示支持自己。

流程 7：介紹「自我關懷」的練習（～6 分鐘）

（參考簡報 第 20-24 頁）

步驟 1：介紹入門級的練習

畫畫、做運動、祈禱、洗熱水澡、幫助別人、聽放鬆的音樂、深呼吸、玩紙牌遊戲、拼圖、小睡一下、演奏樂器、看書或喜劇片、與朋友見面、進行「靜觀」練習等。

步驟 2：介紹進階級練習。

「自我關懷」日記

這個練習能有效幫助我們表達情緒。如果持續撰寫「自我關懷」日記，我們的「自我關懷」就會變得更加強大。

「自我關懷」日記的練習指引：

- 1) 學生可在傍晚或晚上某個安靜的時刻進行此練習，準備筆記本或紙來記錄你的「自我關懷」日記。
- 2) 回顧當天發生過的事。
- 3) 在日記中寫下任何讓你感覺不好或痛苦的事情、你對自己的批判或負面評價。
- 4) 寫下你的感受。（例：羞愧、憤怒或傷心）
- 5) 接著，寫下你與其他人的相似之處。
（例：「每個人都會在生命中遇到喜或悲的事。」）
- 6) 最後，給自己寫一些善意的、理解的、安慰的說話。
（例：「沒關係。」，「你已經做得很好了。」）

流程 8：課堂總結及介紹課後工作紙（～2 分鐘）

（參考簡報 第 25-26 頁）

步驟 1：帶出課堂總結。

「自我關懷」的好處：

- 減少我們的焦慮和壓力。
- 增加我們的幸福感和生活滿意度。
- 保持身心健康，擁有更好的免疫功能。
- 具有較高「自我關懷」的人面對失敗的恐懼感較低。

步驟 2：介紹課後工作紙

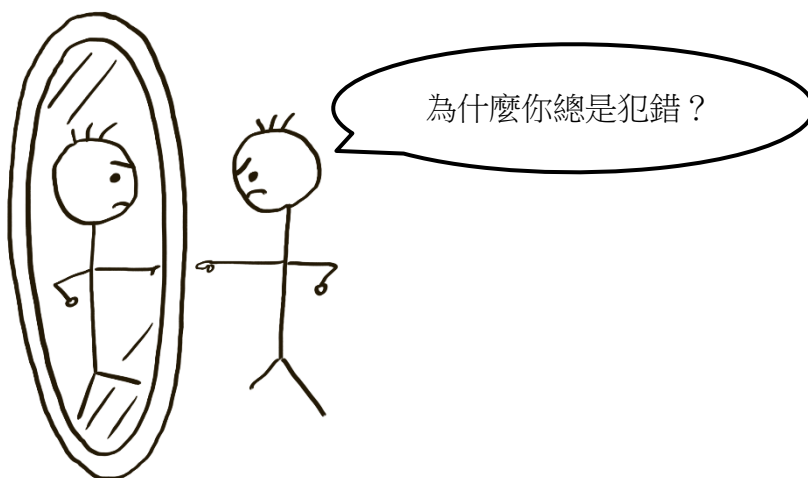
- 向學生派發並簡單介紹「課後工作紙」的內容。
（請參閱附件「範疇一課堂一_課後工作紙」）
- 提醒學生交回已完成的課後工作紙。（老師可自訂截止日期）
- 老師收回工作紙後，可查核學生是否明白什麼是「自我關懷」。

參考資料：

Neff, K. D., Bluth, K., Tóth-Király, I., Davidson, O., Knox, M. C., Williamson, Z., & Costigan, A. (2021). Development and validation of the self-compassion scale for youth. *Journal of Personality Assessment, 103*(1), 92–105.
<https://doi.org/10.1080/00223891.2020.1729774>

中華基督教會桂華山中學
範疇一：正向生命成長
課堂一：「自我關懷」
範疇一課堂一_熱身活動工作紙

姓名：_____ () 班別：_____ 日期：_____



可以短答形式回答下列問題。

1. 如果你的好朋友失敗了並責怪自己，你會怎麼做？ 你會如何安慰他？

2. 如果你在考試或比賽中沒有取得好成績，你會怎麼做或對自己說些甚麼？
你會責備或批評自己嗎？

3. 如果一位與你擁有不同文化背景的同學在考試或比賽中沒有取得好成績，你會怎麼做？你會如何安慰他？

「像對待好朋友一樣對待你自己。」 - 克莉絲汀·內夫

中華基督教會桂華山中學
範疇一：正向生命成長
課堂一：「自我關懷」
範疇一_課堂一_課後工作紙

姓名：_____ () 班別：_____ 日期：_____

請按照指引並完成下列的任務，完成後請交回老師。

任務 1：對他人展現關懷及包容

請找一位和你擁有不同文化背景的同學，詢問他/她現在面臨的困難或壓力。

然後對他說一些鼓勵的說話，讓他知道有人關心自己。

1. 這位同學正面臨的困難或壓力是什麼？

2. 你對這位同學說了什麼鼓勵的說話？

任務 2：完成「自我關懷」日記

1. 回顧今天發生過的事。

2. 寫下任何讓你感覺痛苦或不好的事情、以及你對自己的評價。

3. 寫下你的感受。

4. 寫下你與其他人的相似之處。

5. 最後，試著給自己寫一些善意的、理解的、安慰的說話。

「像對待好朋友一樣對待你自己。」 - 克莉絲汀·內夫

本課堂要點：

「自我關懷」的好處

減低焦慮和壓力。

增加幸福感和生活滿意度。

保持身心健康，擁有更好的免疫功能。

具較高「自我關懷」的人面對失敗的恐懼感較低。

「像對待好朋友一樣對待你自己。」 - 克莉絲汀·內夫

CCC Kwei Wah Shan College
 Theme 1: Positive Personal Growth
 Lesson 1: Self-compassion
Lesson plan

Quote of Theme 1 lesson 1:

"Treating yourself as you'd treat a good friend." - Kristin Neff

Outline of Theme 1 lesson 1:

Sessions	Suggested duration (Total: 40 minutes)	Materials
1. Overview	~1 min	Theme 1 Lesson 1_PPT
2. Warm up activity	~7 mins	Theme 1 Lesson 1_PPT, Theme 1 Lesson 1_Warm up activity worksheet
3. Explain the concept of “Self-compassion”	~7 mins	Theme 1 Lesson 1_PPT
4. Activity 1 - Mindfulness	~6 mins	Theme 1 Lesson 1_PPT
5. Activity 2 - Common humanity	~5 mins	Theme 1 Lesson 1_PPT
6. Activity 3 - Self-kindness	~6 mins	Theme 1 Lesson 1_PPT
7. Introduce “Self-compassion” exercises	~6 mins	Theme 1 Lesson 1_PPT
8. Conclusion and introduce take-home worksheet	~2 mins	Theme 1 Lesson 1_PPT, Theme 1 Lesson 1_Take home worksheet

Session 1: Overview (~ 1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand the meaning and benefits of “self-compassion”.
- Understand the three core elements of “self-compassion”.
- Emphasize that people with different cultural backgrounds also face various hardships, challenges, and failures in life.
- Introduce some exercises for cultivating “self-compassion” in their daily life.
- Learn to apply “self-compassion” when students are facing hardships.

Outline of today's lesson:

- Warm up activity
- Explain the concept of “Self-compassion”
- Activity 1 - Mindfulness
- Activity 2 - Common humanity
- Activity 3 - Self-kindness
- Introduce “Self-compassion” exercises
- Conclusion and introduce take-home worksheet

Session 2: Warm up activity (~ 7 mins)

(Refer to ppt slides 4-5)

Step 1: Distribute warm up activity worksheets.

(Please refer to attachment “Theme 1 Lesson 1_Warm up activity worksheet”)

Step 2: Tell students the cartoon is about a child who is blaming himself.

Step 3: Give students some time to finish the worksheet.

Step 4: Invite students to give a brief sharing about what they've written.

Step 5: Provide a debriefing of this warm up activity.

Everyone will make mistakes. Therefore, we should not blame or judge ourselves too harshly when we are facing difficult times.

Session 3: Explain the concept of “Self-compassion” (~ 7 mins)

(Refer to ppt slides 6-8)

Step 1: Explain the concept of “self-compassion” based on Neff’s three core elements.

1. Mindfulness

- It is a state in which we observe our present thoughts or feelings.
- We should not ignore, deny or suppress our pain or negative emotions.
- Do not exaggerate or overreact to these negative emotions or feelings.
- Try to accept those negative emotions and feelings caused by our difficulties or pain.

E.g. When Peter encounters stress or negative emotions, he will temporarily stop whatever he is dealing with or thinking about then practice mindfulness for a few minutes.

This will help him be aware of his present emotions and feelings, clear his mind so he could be more relaxed and smart when dealing with the challenges in his daily life.

2. Common humanity

- Everyone is imperfect.
- You’re not the only one who faces hardships or sufferings.
- People from different ethnicities or cultural backgrounds also have shortcomings and we all make mistakes.

E.g. Daniel feels disappointed with himself because he always gets low marks in his test.

However, he reminds himself that everyone has disappointing or sad moments from time to time. So he doesn’t need to be exaggerated when facing his own negative feelings.

3. Self-kindness

- It means being understanding and supportive toward ourselves when we suffer or fail.
- We should show more tolerance and understanding to ourselves.
- Do not judge or criticize ourselves harshly.

E.g. If we do not get satisfactory results in tests or competitions.

Try to comfort ourselves gently by saying some supportive words such as “I can do better next time.”/ “I can work harder.”/ “I can improve.”.

Session 4: Activity 1 - Mindfulness (~ 6 mins)

(Refer to ppt slides 9-10)

Step 1: Invite students to have a mindfulness practice together. Ask students to sit comfortably.

Step 2: Due to copyright issues, we are not allowed to add the video clip on the PowerPoint and lesson plan. Please type “5 Minute Mindfulness Meditation” on YouTube and play the video.

Step 3: Provide a debriefing of this activity.

This activity aims to help us feel and observe our negative emotions or thoughts with openness.

Since everyone will experience negative emotions. Therefore, mindfulness is a nice way to help us to feel, notice, and relieve our present emotions and feelings.

Session 5: Activity 2 - Common humanity (~ 5 mins)

(Refer to ppt slides 11-13)

Step 1: Due to copyright issues, we are not allowed to add the video clips on the PowerPoint and lesson plan. Please type “Kids & Racism | Regardless Of Race | CNA Insider” on YouTube and play the video from 1:30s to 2:31s.

Step 2: After playing the video, invite some students to share their feelings or thoughts after watching this video.

Step 3: Provide a debriefing of this activity.

People around the world with different ethnicity/ cultural backgrounds have worries and we all face difficulties and challenges in life.

Therefore, it is normal that everyone faces hardship and adversity which we do not have to judge/criticize ourselves so harshly.

Session 6: Activity 3 - Self-kindness (~ 6 mins)

(Refer to ppt slides 14-15)

Step 1: Invite students to relax for a while and have a self-kindness exercise together.

Step 2: Ask students to think of a difficult situation that made them feel stressful or sad.

Step 3: Feel those stress or negative emotions.

Step 4: Encourage them to say something comforting to themselves. E.g. “We all struggle in our lives.”, “I am imperfect but I can overcome the problem.”

Step 5: Ask students to give themselves a big hug as a support.

Session 7: Introduce “self-compassion” exercises (~ 6 mins)
(Refer to ppt slides 16-20)

Step 1: Introduce beginning level exercises

Drawing, do exercise, pray, take a warm bath, help others, listen to relaxing music, take a deep breath, play board games, do puzzles, take a nap, play musical instruments, read a book or comedy, meet your friends, practice mindfulness etc.

Step 2: Introduce advanced level exercise

Self-Compassion Journal

This exercise is an effective way to express your emotions. If you keep writing a “self-compassion” journal, your self-compassion will become even stronger.

Instructions of “Self-Compassion Journal”

- 1) You may have this exercise at some point during the evening when you have a few quiet moments. Prepare a notebook or paper for writing your journal.
- 2) Then, try to review what has happened today.
- 3) In your journal, simply write down anything that you felt bad about, anything you judged yourself for, or any difficult experience that caused you pain.
- 4) Next, write down how you felt. (E.g., ashamed, angry or sad)
- 5) Afterward, write down the ways in which your experience was connected to most people. (E.g. “Every human would experience happy or difficult times and pain in their life.”)
- 6) At last, try to write some kind, thoughtful, comforting words to yourself. (E.g. “It’s okay.”, “You’ve already tried your best.”) Let yourself know that you care about yourself.

Session 8: Conclusion and introduce take-home worksheet (~ 2 mins)
(Refer to ppt slides 21-22)

Step 1: Provide a conclusion of this lesson.

The benefits of “self-compassion”

- Reduce our anxiety, and stress.
- Increase our happiness and life satisfaction.
- Help us stay healthy with benefits to the immune system.
- People with higher levels of “self-compassion” have less fear of failure and are more able to bounce back.

Step 2: Introduce take-home worksheet

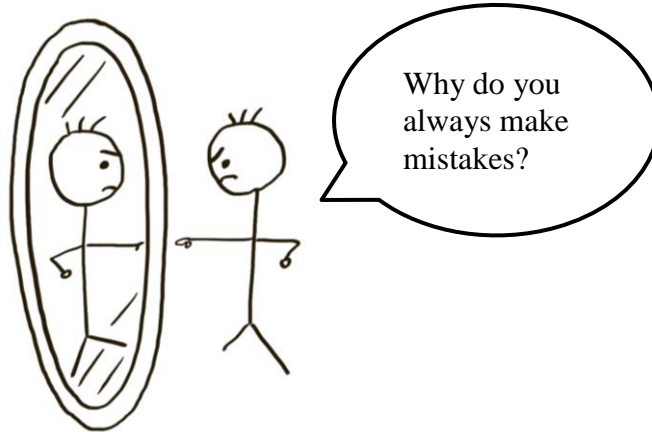
- Distribute and briefly introduce the take home worksheet to students (Please refer to the attachment “Theme 1 Lesson 1_Take home worksheet”).
- Remind students to finish and hand in their worksheets.
(Teachers could set a deadline for your class.)
- After collecting the worksheets, teachers can examine whether students understand what “self-compassion” is or not.

References:

Neff, K. D., Bluth, K., Tóth-Király, I., Davidson, O., Knox, M. C., Williamson, Z., & Costigan, A. (2021). Development and validation of the self-compassion scale for youth. *Journal of Personality Assessment, 103*(1), 92–105.
<https://doi.org/10.1080/00223891.2020.1729774>

CCC Kwei Wah Shan College
Theme 1: Positive Personal Growth
Lesson 1: Self-compassion
Theme 1 Lesson 1_Warm up activity worksheet

Name: _____ () Class: _____ Date: _____



You may use short answers for the questions below.

(1) If your good friend fails to do something and blames himself /herself, what would you do? How would you comfort him/her?

(2) If you did not get a good result in an exam or a competition, what would you do or say to yourself? Would you blame or criticize yourself?

(3) If a schoolmate from a different cultural background did not get a good result in an exam or a competition, what would you do? How would you comfort him or her?

"Treating yourself as you'd treat a good friend." - Kristin Neff

CCC Kwei Wah Shan College
Theme 1: Positive Personal Growth
Lesson 1: Self-compassion
Theme 1 Lesson 1_Take home worksheet

Name: _____ () Class: _____ Date: _____

Please follow the instructions and complete the missions. Finish and hand in this worksheet.

Mission 1 : Compassion to others

Find a schoolmate with a different cultural background. Kindly ask him/her what difficulties he/she is facing now. Then, try to say some encouraging words to him/her so as to let him/her know that you care about him/her.

- a. What difficulties were this schoolmate facing?

- b. What encouraging words did you say to him or her?

Mission 2 : Complete the Self-Compassion Journal

- a. **First**, review what has happened today.

- b. **Next**, simply write down anything that you felt bad about, anything you judged yourself for, or any difficult experience that caused you pain.

- c. **Then**, write down your feelings.

- d. **Afterward**, write down the ways in which your experience was connected to most people.

- e. **At last**, try to write some kind, thoughtful, comforting words to yourself. Let yourself know that you care about yourself.

"Treating yourself as you'd treat a good friend." - Kristin Neff

Key notes for this lesson:

The benefits of “Self-compassion”

Reduce our anxiety, and stress.

Increase our happiness and life satisfaction.

Help us stay healthy with benefits to the immune system.

People with higher levels of “self-compassion” have less fear of failure and are more able to bounce back.

"Treating yourself as you'd treat a good friend." - Kristin Neff

中華基督教會桂華山中學
範疇一：正向生命成長
課堂二：「接納自己」
教案

範疇一 課堂二 金句：

「人是不完美的，並且無可避免地會有缺點。」- 艾米·布魯姆

範疇一 課堂二 流程：

流程	建議時間 (共 35 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇一 課堂二 簡報
2. 熱身活動	~10 分鐘	範疇一 課堂二 簡報， 範疇一課堂二_熱身活動 工作紙
3. 解釋並釐清「接納自己」的概念	~8 分鐘	範疇一 課堂二 簡報
4. 觀看影片及反思	~13 分鐘	範疇一 課堂二 簡報
5. 課堂總結及介紹課後工作紙	~3 分鐘	範疇一 課堂二 簡報， 範疇一課堂二_課後工作 紙

流程 1：介紹課堂流程（～1 分鐘）

（參考簡報第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生理解「接納自己」的概念和好處。
- 幫助學生接納自己的所有。
- 鼓勵學生接納並嘗試改善自己的不足（缺點及弱點）。
- 鼓勵學生尊重和接納他人的優點和缺點。
- 鼓勵學生尊重和接納不同文化的差異。

課堂流程：

- 熱身活動
- 解釋並釐清「接納自己」的概念
- 觀看影片及反思
- 課堂總結及介紹課後工作紙

流程 2：熱身活動（～10 分鐘）

（參考簡報 第 4-9 頁）

步驟 1：派發熱身活動工作紙。（請參閱附件「範疇一課堂二_熱身活動工作紙」）

步驟 2：提供簡單的指導，並給予學生大約 3 分鐘去完成工作紙。

步驟 3：邀請學生回答下列的反思問題。

反思問題：（接受任何合理的答案）

Q1.	你對自己的優點／你喜歡自己的地方有什麼看法或感受？
Q2.	你對自己的缺點／你不喜歡自己的地方有什麼看法或感受？
Q3.	你會不會忽視或批評自己的缺點／不喜歡自己的地方？

步驟 4：帶出活動的反思。

我們應接納自己的優點和缺點，而不是只關注自己的優點而忽視或逃避自己的缺點；或只關注自己的缺點而忽略自己的優點。

嘗試接納並改善自己的缺點或弱點。

（例：我覺得學習中文很困難。因此我應多做中文練習、多說中文，從而提升自己的中文水平。）

流程 3：解釋並釐清「接納自己」的概念（~8 分鐘）

（參考簡報 第 10-16 頁）

步驟 1：讀出每一個陳述，並給學生 10 秒去判斷這些陳述是正確或錯誤。

步驟 2：邀請學生舉手投票。

步驟 3：當學生為每一個陳述作出判斷後，根據以下的闡述，提供進一步的解釋。

陳述句 1：「『接納自己』是指完全接納自己。」

（答案：正確）

我們要接納我們的所有。例如我們的身高（高還是矮）、體重（胖還是瘦）、外表（擁有一雙小眼睛還是大眼睛）、性格（外向還是內向）、膚色、種族以及我們的家庭背景。

陳述句 2：「『接納自己』意味著留意並接納自己的優點和缺點。」

（答案：正確）

我們應嘗試發掘自己的優點和長處。（例：我擅長打籃球所以我會繼續努力。）

包容自己好的一面總是很容易。

然而，我們也應留意並接納自己不完美的一面。（例：我注意到自己不擅長與人交往。）

重要的是不要逃避和忽視自己的不完美的一面。

陳述句 3：「『接納自己』是指接納自己不完美的一面而不採取任何行動。」

（答案：錯誤）

「接納自己」的第一步是接納自己不完美的一面。

當我們留意到自己的缺點或弱點後，下一步就是去改善它們。

（例：當我留意到自己的中文語言能力較弱時，我會主動以中文與其他人溝通，或多做中文練習，從而提升自己的中文能力。）

每個人都會有缺點，沒有人是完美的。因此我們不必為自己的不完美而感到羞恥或抱歉。

流程 4：觀看影片及反思（～13 分鐘）

（參考簡報 第 17-28 頁）

步驟 1：告訴學生當我們學會接納自己的優點和缺點後，不妨嘗試了解、接納和包容其他文化。

步驟 2：因版權問題，我們不能直接把影片插入到簡報和教案中。請在 YouTube 上搜尋「KIDS vs. FOOD - BOBA TEA (BUBBLE TEA)」後開啟字幕，並播放影片。

步驟 3：播放影片後，邀請學生回答下方的反思問題，從而引導學生對接納不同種族及文化有所反思。

反思問題：（接受任何合理的答案）

Q1.	孩子們第一次看見珍珠奶茶的反應是什麼？
A1.	有些人對珍珠奶茶感到反感，並拒絕嘗試。
Q2.	他們有沒有嘗試喝珍珠奶茶？
A2.	有。
Q3.	嘗試喝珍珠奶茶後，他們的反應是什麼？
A3.	有個女孩想把珍珠吐出來，另一個小孩則認為味道不錯。
Q4.	他們會推薦其他人喝珍珠奶茶嗎？
A4.	八個孩子中有五個會推薦給其他人。

步驟 4：帶出活動反思。

每個文化都有其獨特的傳統、飲食習慣、服裝風格、語言和美食。

當我們第一次體驗或接觸其他文化時，我們可能會感到難適應。

所以我們要做的是嘗試接納其他文化的獨特性。

（例：影片中的小孩子認為珍珠奶茶的味道很糟糕，但他們也願意嘗試去試。）

當我們嘗試了解其他文化後，我們可能會得到意想不到的結果。

（例：影片中有位小孩子認為珍珠奶茶看起來很噁心。但當他嘗試喝後，覺得珍珠奶茶並沒有想像中的差。）

因此，我們應該對不同種族的傳統或文化持正面及樂觀的態度。

步驟 5：老師可分享自己第一次嘗試其他文化的食物或飲料的體會。

建議分享的內容：

1.	說出那樣飲料或食物的名稱。
2.	它是屬於哪個文化/種族？
3.	在嘗試前，你的反應是什麼？
4.	在嘗試後，你有什麼反應？（有任何新的體會嗎？）
5.	你會推薦其他人嘗試這種飲料或食物嗎？

流程 5：課堂總結及介紹課後工作紙（~3 分鐘）

（參考簡報 第 29-30 頁）

步驟 1：帶出課堂總結。

「接納自己」的好處：

- 有助我們更了解自己。
- 是快樂的關鍵。
- 有助我們更能接納他人。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
（請參閱附件「範疇一_課堂二_課後工作紙」）
- 提醒學生交回已完成的課後工作紙。（老師可自訂截止日期）
- 老師收回工作紙後，可查核學生是否明白什麼是「接納自己」。

參考資料：

Carson, S. H., & Langer, E. J. (2006). Mindfulness and self-acceptance. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 24(1), 29–43.
<https://doi.org/10.1007/s10942-006-0022-5>

中華基督教會桂華山中學
範疇一：正向生命成長
課堂二：「接納自己」
範疇一_課堂二_熱身活動工作紙

姓名：_____ () 班別：_____ 日期：_____

你可以畫畫或書寫的形式完成方格內的問題。

你的優點／你喜歡自己哪些地方？
你的缺點／你不喜歡自己哪些地方？

反思問題：

Q1.	你對自己的優點／你喜歡自己的地方有什麼看法或感受？
Q2.	你對自己的缺點／你不喜歡自己的地方有什麼看法或感受？
Q3.	你會不會忽視或批評自己的缺點／不喜歡自己的地方？

「人是不完美的，並且無可避免地會有缺點。」 - 艾米·布魯姆

中華基督教會桂華山中學
範疇一：正向生命成長
課堂二：「接納自己」
範疇一_課堂二_課後工作紙

姓名：_____ () 班別：_____ 日期：_____

請按照指引並完成下列的任務（可以短答），完成後請交回老師。

任務 1：接納自己

1. 你的優點是？你會怎樣發揮它？

2. 你的缺點是？你會怎樣改善它？

任務 2：接納他人

1. 寫下一樣你嘗試接納他人的不同。（例：他或她的習慣／文化／個性等）

2. 你做了什麼去接納他人的不同？（例：任何行動／正面的說話？）

本課堂要點：

「接納自己」的好處

有助我們更了解自己。

是快樂的關鍵。

有助我們更能接納他人。

「人是不完美的，並且無可避免地會有缺點。」- 艾米·布魯姆

CCC Kwei Wah Shan College
Theme 1: Positive Personal Growth
Lesson 2: Self-acceptance
Lesson plan

Quote of Theme 1 lesson 2:

“People are imperfect and inevitably flawed.” - Amy Bloom

Outline of Theme 1 lesson 2:

Sessions	Suggested duration (Total: 35 minutes)	Materials
1. Overview	~1 min	Theme 1 Lesson 2_PPT
2. Warm up activity	~10 mins	Theme 1 Lesson 2_PPT, Theme 1 Lesson 2_Warm up activity worksheet
3. Explain and clarify some misconceptions about “self-acceptance”	~8 mins	Theme 1 Lesson 2_PPT
4. Watch a video and reflect on the message	~13 mins	Theme 1 Lesson 2_PPT
5. Conclusion and introduce take-home worksheet	~3 mins	Theme 1 Lesson 2_PPT, Theme 1 Lesson 2_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand the meaning and benefits of “self-acceptance”.
- Help students accept who they are.
- Encourage students to accept and improve their weaknesses.
- Inspire students to accept and respect others' strengths and weaknesses.
- Encourage students to respect and accept cultural differences.

Outline of today's lesson:

- Warm up activity
- Explain and clarify some misconceptions about “self-acceptance”
- Watch a video and reflect on the message
- Conclusion and introduce take-home worksheet

Session 2: Warm up activity (~10 mins)

(Refers to ppt slides 4-9)

Step 1: Distribute warm up activity worksheets.

(Please refer to attachment “Theme 1 Lesson 2_Warm up activity worksheet”)

Step 2: Give students around 3 minutes to complete the worksheet with some guidance.

Step 3: Invite students to answer the questions for reflection below.

Questions for reflection: *(Accept any reasonable answers)*

Q1.	How do you see your strengths/ things that you like about yourself?
Q2.	How do you see your weaknesses/ things that you don't like about yourself?
Q3.	Do you ignore or criticize your weaknesses/ things that you don't like about yourself?

Step 4: Provide a debriefing of this warm up activity.

We should accept our strengths and weaknesses instead of only concerning our strengths and ignoring our weaknesses nor concerning our weaknesses and ignoring our strengths.

Try to accept our weaknesses and try to improve.

(E.g. I find it difficult to learn Chinese. Therefore, I should do more Chinese exercises and speak more Chinese to improve my Chinese competency.)

Session 3: Explain and clarify some misconceptions about “self-acceptance”

(~8 mins) (Refers to ppt slides 10-16)

Step 1: Read out each statement and give students 10 seconds to judge whether these statements are true or false.

Step 2: Invite students to raise their hands to show their choices.

Step 3: Give further explanations based on the elaborations below once students make their judgment for each statement.

Statement 1: “Self-acceptance means completely accepting oneself.” (Answer: True)

Accept who we are regardless of our height (whether we are tall or short), weight (whether we are fat or thin), appearance (whether we have a pair of small or big eyes), personality (introvert or extrovert), skin color, ethnicities and also our family background.

Statement 2: “Self-acceptance means being aware of and accepting one’s strengths and weaknesses” (Answer: True)

Try to explore our strengths and what we are good at. (E.g. I’m good at playing basketball and I will keep working hard on it.)

It is always easy to embrace the good and positive sides of ourselves.

However, we should also be aware of and accept our imperfections. (E.g. I realized that I’m not good at socializing with others.)

It’s important that we should not deny nor ignore our imperfections.

Statement 3: “Self-acceptance means just accept our imperfections and do nothing with them.” (Answer: False)

Accepting our imperfections is the first step of “self-acceptance”.

After we are aware of our weaknesses or vulnerabilities, the next step is to do something to improve them.

(E.g. When I notice my Chinese language skills are weak, I will actively communicate with other people in Chinese, and do more practice so as to improve my Chinese competency.)

We do not have to feel ashamed or sorry about our imperfections since everyone is unique and no one is perfect.

Session 4: Watch a video and reflect on the message (~13 mins)

(Refers to ppt slides 17-28)

Step 1: Tell students after we have learned to discover and embrace our strengths and weaknesses, we can then try to learn more, accept and embrace other cultures.

Step 2: Due to copyright issues, we are not allowed to add the video clip on PowerPoint and lesson plan. Please type “KIDS vs. FOOD - BOBA TEA (BUBBLE TEA)” on YouTube and play the video.

Step 3: After showing the video, invite students to discuss the following questions in order to have a reflection of “accepting cultural differences”.

Questions for reflection: *(Accept any reasonable answers)*

Q1.	What were the kids’ reactions when they first saw bubble tea?
A1.	Some of them felt disgusted and refused to try.
Q2.	Did they attempt to try bubble tea?
A2.	Yes, they did.
Q3.	What were their responses after trying bubble tea?
A3.	A girl wanted to spit it out while another kid thought it tasted good.
Q4.	Would they recommend others to try bubble tea?
A4.	5 out of 8 kids would recommend others to try bubble tea.

Step 4: Provide a debriefing of this activity.

Every culture has its unique tradition, eating habits, clothing styles, language, and cuisine.

We may find it hard to adapt to other cultures’ traditions when we first get in touch with other cultures’ traditions.

What we have to do is try to accept other cultures’ uniqueness.

(E.g. Kids tried bubble tea even though they thought it tasted terrible.)

Once we try to understand more about other cultures, we may receive unexpected outcomes.

(E.g. A kid considered bubble tea to be disgusting at first. However, he thought it’s not that bad after drinking it.)

Therefore, we should always hold a positive attitude towards different cultures’ traditions or lifestyles.

Step 5: Teachers could share your own experience(s) of trying other cultures' beverage or cuisine for the first time.

Suggested sharing contents:

1.	Tell others the name of the beverage or cuisine that you have tried.
2.	Which culture/country does it come from?
3.	What's your reaction before trying this beverage or cuisine?
4.	What's your reaction after trying this beverage or cuisine? (Any changes in your perception?)
5.	Would you recommend others to try?

Session 5: Conclusion and introduce take home worksheet (~ 3 mins)

(Refers to ppt slides 29-30)

Step 1: Provide a conclusion of this lesson.

The benefits of "self-acceptance"

- Helps us understand ourselves better.
- It is the key to happiness.
- Helps us have more acceptance of others.

Step 2: Introduce take home worksheet

- Distribute and briefly introduce the take home worksheet to students (Please refer to the attachment "Theme 1 Lesson 2_Take home worksheet").
- Remind students to finish and hand in their worksheets. (Teachers could set a deadline for your class.)
- After collecting back the worksheets, teachers can examine whether students understand what "Self-acceptance" is or not.

Reference:

Carson, S. H., & Langer, E. J. (2006). Mindfulness and self-acceptance. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 24(1), 29–43.
<https://doi.org/10.1007/s10942-006-0022-5>

CCC Kwei Wah Shan College
Theme 1: Positive Personal Growth
Lesson 2: Self-acceptance
Theme 1 Lesson 2_Warm up activity worksheet

Name: _____ () Class: _____ Date: _____

You may complete the questions by writing down or drawing out your answers on the below boxes.

Your strengths/things you like about yourself:
Your weaknesses/things you don't like about yourself:

Questions for reflection:

1.	How do you see your strengths/things that you like about yourself?
2.	How do you see your weaknesses/things that you don't like about yourself?
3.	Do you ignore or criticize your weaknesses/things that you don't like about yourself?

"People are imperfect and inevitably flawed." - Amy Bloom

CCC Kwei Wah Shan College
Theme 1: Positive Personal Growth
Lesson 2: Self-acceptance
Theme 1 Lesson 2_Take home worksheet

Name: _____ () Class: _____ Date: _____

Please follow the instructions and complete the missions (Short answer is accepted). Finish and hand in this worksheet.

Mission 1: Accept yourself

1. What's your strength? How do you make use of your strength?

2. What's your weakness? How do you improve your weakness?

Mission 2 : Accept others

1. Write down one difference of others that you are trying to accept
(Their habits/cultures/personalities etc.)

2. What have you done to accept others' differences?
(E.g., Any actions/positive things that you've said to convince yourself?)

Key notes of this lesson:

Benefits of "self-acceptance":

Helps us understand ourselves better.

It is the key to happiness.

Helps us have more acceptance of others.

"People are imperfect and inevitably flawed." - Amy Bloom

中華基督教會桂華山中學
範疇一：正向生命成長
課堂三：「欣賞自己」
教案

範疇一 課堂三 金句：

「永遠不要忘記微笑和欣賞自己。」- 德巴西什·姆里達

範疇一 課堂三 流程：

流程	建議時間 (共 35 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇一 課堂三 簡報
2. 熱身活動	~10 分鐘	範疇一 課堂三 簡報，範疇一課堂三_熱身活動工作紙
3. 解釋並釐清「欣賞自己」的概念	~9 分鐘	範疇一 課堂三 簡報
4. 觀看影片及反思	~9 分鐘	範疇一 課堂三 簡報
5. 介紹「欣賞自己」的練習	~3 分鐘	範疇一 課堂三 簡報
6. 課堂總結及介紹課後工作紙	~3 分鐘	範疇一 課堂三 簡報，範疇一課堂三_課後工作紙

流程 1：介紹課堂流程（～1 分鐘）

（參考簡報 第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生理解「欣賞自己」的概念和好處。
- 幫助學生學會發掘並欣賞自己及他人的優點。
- 鼓勵學生欣賞並嘗試改善自己的不足。
- 鼓勵學生嘗試尊重和欣賞不同文化。
- 幫助學生養成「欣賞自己」的習慣。

課堂流程：

- 熱身活動
- 解釋並釐清「欣賞自己」的概念
- 觀看影片及反思
- 介紹「欣賞自己」的練習
- 課堂總結及派發課後工作紙

流程 2：熱身活動（～10 分鐘）

（參考簡報 第 4-9 頁）

步驟 1：派發熱身活動工作紙。

（請參閱附件「範疇一課堂三_熱身活動工作紙」）

步驟 2：提供簡單的指導，並給予學生一些時間去完成工作紙的第一部份。

步驟 3：完成第一部份後，邀請學生回答下列的反思問題。

反思問題：（接受任何合理的答案）

Q1.	你上一次欣賞自己是什麼時候？
Q2.	你會否欣賞自己的優點或你喜歡自己的地方嗎？
Q3.	你會否欣賞自己在改善缺點時所付出的努力？

步驟 4：提供簡單的指導，並給予學生一些時間去完成工作紙的第二部份。

步驟 5：完成第二部份後，邀請所有學生與另一位同學分享自己的想法。

步驟 6：帶出反思活動的反思。

(1) 學會發掘並欣賞自己和他人的優點。

例：我欣賞自己總是幫助別人；
我欣賞我的同學，因為他／她打排球很厲害。

(2) 嘗試去欣賞自己在改善缺點時所付出的努力。

例：雖然我的測驗不合格，但我會欣賞自己努力去準備測驗，並嘗試尋求進步。

流程 3：解釋並釐清「欣賞自己」的概念（～9 分鐘）

（參考簡報 第 10-18 頁）

步驟 1：讀出每一個陳述，並給學生 10 秒去判斷這些陳述是正確或錯誤。

步驟 2：邀請學生舉手投票。

步驟 3：當學生為每一個陳述作出判斷後，根據以下的闡述，提供進一步的解釋。

陳述句 1：「『欣賞自己』是指只欣賞自己的優點。」（答案：錯誤）

大多數人認為我們只需欣賞自己的優點或擅長的事。

但我們也應嘗試留意並欣賞自己在改善缺點中所付出的努力。

例：儘管我不擅長學習中文／在測驗中沒有取得好成績。但我也會欣賞自己在學習中文上所付出的努力。

陳述句 2：「欣賞自己就像欣賞朋友一樣。」（答案：正確）

當朋友遇到不順時，我們通常會透過讚美他們的優點或做過的好事來安慰他們。

相反，當我們遇到不順時，我們往往會責備或批評自己不夠好並忽視自己好的一面。因此，我們應學會欣賞自己，就像欣賞朋友一樣。

例：如果你在比賽中落敗了，不要因為沒有取得好成績而責備或評判自己。嘗試回想並欣賞自己為比賽所付出的努力，並鼓勵自己不斷進步。

陳述句 3：「我們應將自己與他人進行比較。」（答案：錯誤）

不同種族的人都有自己的優點和缺點。因此，我們沒必要與他人比較。

例：彼得在考試中取得 100 分，而你取得 80 分。

雖然彼得的成績比你高，但並不代表你沒有為考試作好準備。因此，你應該做的是欣賞自己為準備考試所付出的努力。

陳述句 4：「愈能欣賞自己的人，就愈容易去欣賞他人。」（答案：正確）

具較高程度「欣賞自己」的人，往往更容易發掘並欣賞他人的優點。這些人更容易從他人的優點中學習。

例：我很欣賞我的同學，因為她總是會主動幫助老師收集功課。因此，我決定學習她這個良好的品格。

流程 4：觀看影片及反思（~9 分鐘）

（參考簡報 第 19-30 頁）

步驟 1：因版權問題，我們不能直接把影片插入到簡報和教案中。請在 YouTube 上搜尋「兒童生活教育動畫五國語版 04 魔鏡誰最美麗」，並播放影片。

步驟 2：播放影片後，邀請學生回答下方的反思問題。

反思問題：（接受任何合理的答案）

Q1.	影片開始時，小珍因為什麼原因而悶悶不樂？
A1.	因為小珍缺乏信心。她認為自己很醜、眼睛很小、鼻子不夠高、膚色太黑、又瘦又矮。
Q2.	小珍，小雯和小雯的媽媽到哪裡參觀？
A2.	博物館。
Q3.	她們在博物館裡看見什麼？
A3.	博物館裡陳列著來自不同國家的人的雕像。
Q4.	為什麼小雯的媽媽會帶她們去那所博物館？
A4.	因為她想讓小珍明白，世界上有各種各樣的人，長相和體型各不相同。每個人都是獨一無二的，我們不必與他人比較。

步驟 4：帶出活動反思。

我們應該學會欣賞自己所擁有的一切。

例：欣賞自己的外表、個性或性格、自己的膚色、種族。

與他人比較是沒有必要和毫無意義的，因為每個人都是獨一無二，我們都有自己的優點和缺點。

所以我們也應嘗試欣賞並尊重不同種族或文化的獨特性及特別之處。

流程 5：介紹「欣賞自己」的練習（~3 分鐘）

（參考簡報 第 31-34 頁）

步驟 1：介紹製作「成就清單」的指引以培養學生欣賞自己。

練習指引：

- 1) 記錄你至今已完成或取得的任何成就。
- 2) 可寫在筆記本、紙上或輸入在手機裏。
- 3) 這些成就不一定是獎狀或證書。可以是你幫助了別人（例：借文具給同學、幫父母做家務）、或在活動中表現出色，得到別人的讚賞。
- 4) 於晚上回顧當天發生的事情，更新你的「成就清單」，並寫下你的感受。
- 5) 將你的「成就清單」貼在經常看到的地方。
- 6) 當你看到「成就清單」時，記住要欣賞自己，並為自己感到自豪。
- 7) 對自己說：「做得好！」，「我真棒！」。

流程 6：課堂總結及介紹課後工作紙（~3 分鐘）

（參考簡報 第 35-36 頁）

步驟 1：帶出課堂總結。

「欣賞自己」的好處：

- 幫助我們發現自己更多的優點和缺點。
- 有助我們去欣賞他人。
- 有助提升我們對生活的滿足感。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
（請參閱附件「範疇一課堂三_課後工作紙」）
- 提醒學生交回已完成的課後工作紙。（老師可自訂截止日期）
- 老師收回工作紙後，可查核學生是否明白什麼是「欣賞自己」。

參考資料：

Kristin, N. (2022). Self-Appreciation: The Flip Side of Self-Compassion.
<https://self-compassion.org/self-appreciation-the-flip-side-of-self-compassion/>

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範疇一課堂三_熱身活動工作紙

姓名：_____ () 班別：_____ 日期：_____

第一部份：欣賞自己

你可以畫畫或書寫的形式完成方格內的問題。

你喜歡或欣賞自己的地方／你的優點是？

你不喜歡自己的地方／你的缺點是？

「永遠不要忘記微笑和欣賞自己。」 - 德巴西什·姆里達

反思問題：

Q1.	你上一次欣賞自己是什麼時候？
Q2.	你欣賞自己的優點／你喜歡自己的地方嗎？
Q3.	你會否欣賞自己在改善缺點時所付出的努力？

第二部份：欣賞別人

請你的同學完成（可以畫畫或書寫）方格內的問題。

你喜歡／欣賞這位同學的地方是什麼？

你認為這位同學需要改善的地方是什麼？

「永遠不要忘記微笑和欣賞自己。」－ 德巴西什·姆里達

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範疇一課堂三_課後工作紙

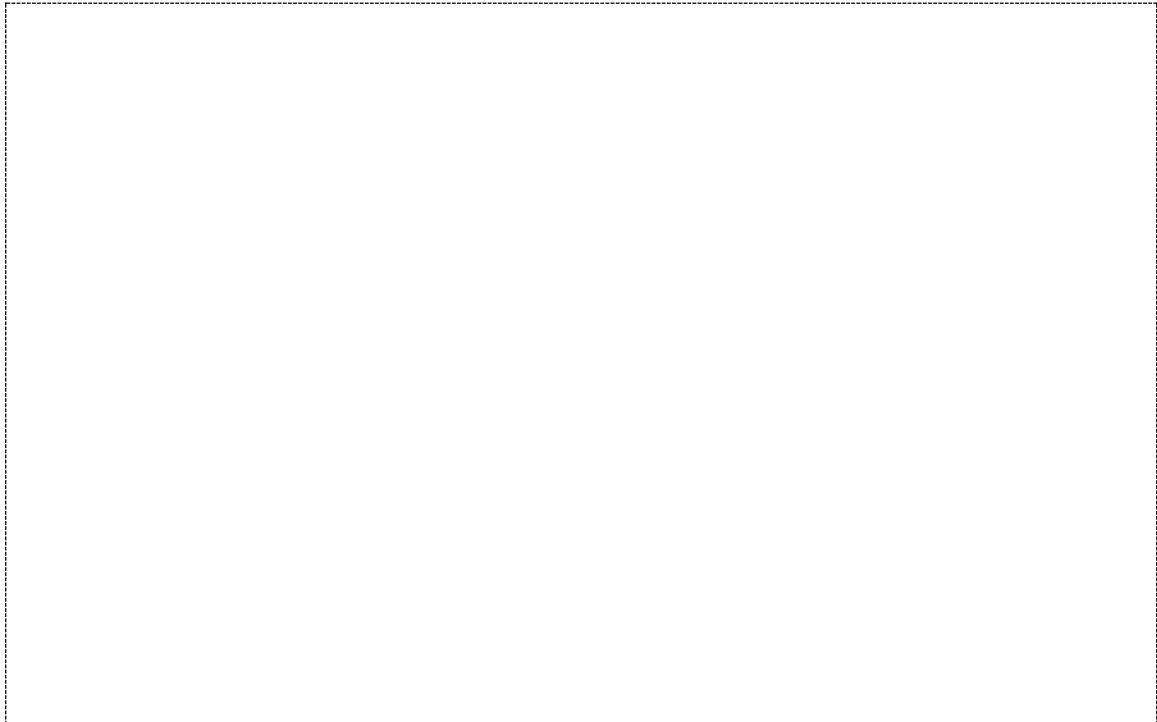
姓名：_____ () 班別：_____ 日期：_____

完成後請交回老師。

任務 1：欣賞其他文化

你可以繪畫、書寫，張貼圖片，介紹你欣賞的其他地方的文化。

(例如：當地傳統、美食、語言、服裝等等)



1. 你欣賞這個文化的原因是？

本課堂要點：

「欣賞自己」的好處

幫助我們發現自己更多的優點和缺點。

有助我們去欣賞他人。

讓我們更滿意自己的生活。

「永遠不要忘記微笑和欣賞自己。」 - 德巴西什·姆里達

任務 2：製作你的「成就清單」

在接下來的這四天，請在晚上回顧當天所發生的事情，並製作一張「成就清單」。你可以書寫或繪畫形式記錄。

提示：這些成就不一定是可見的獎勵或證書。

<p>第一天：</p> <p>你對此成就的感想：</p> <hr/>	<p>第二天：</p> <p>你對此成就的感想：</p> <hr/>
<p>第三天：</p> <p>你對此成就的感想：</p> <hr/>	<p>第四天：</p> <p>你對此成就的感想：</p> <hr/>

「永遠不要忘記微笑和欣賞自己。」 - 德巴西什·姆里達

CCC Kwei Wah Shan College
Theme 1: Positive Personal Growth
Lesson 3: Self-appreciation
Lesson plan

Quote of Theme 1 lesson 3:

“Never forget to smile and appreciate yourself.” - Debasish Mridha

Outline of Theme 1 lesson 3:

Sessions	Suggested duration (Total: 35 minutes)	Materials
1. Overview	~1 min	Theme 1 Lesson 3_PPT
2. Warm up activity	~10 mins	Theme 1 Lesson 3_PPT, Theme 1 Lesson 3_Warm up activity worksheet
3. Explain and clarify some misconceptions about “self-appreciation”	~9 mins	Theme 1 Lesson 3_PPT
4. Watch a video and reflect on the message	~9 mins	Theme 1 Lesson 3_PPT
5. Introduce “Self-appreciation” exercise	~3 mins	Theme 1 Lesson 3_PPT
6. Conclusion and introduce take-home worksheet	~3 mins	Theme 1 Lesson 3_PPT, Theme 1 Lesson 3_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand the meaning and benefits of “self-appreciation”.
- Help students learn to discover and appreciate their strengths and those of others.
- Encourage students to appreciate and improve their shortcomings.
- Encourage students to try to respect and appreciate different cultures.
- Help students develop the habit of “self-appreciation”.

Outline of today's lesson:

- Warm up activity
- Explain and clarify some misconceptions about “self-appreciation”
- Watch a video and reflect on the message
- Introduce “Self-appreciation” exercise
- Conclusion and introduce take-home worksheet

Session 2: Warm up activity (~10 mins)

(Refer to ppt slides 4-9)

Step 1: Distribute warm up activity worksheets.

(Please refer to attachment “Theme 1 Lesson 3_Warm up activity worksheet”)

Step 2: Give students some time to complete Part A with some guidance.

Step 3: After completing Part A, invite students to answer questions for reflection below.

Questions for reflection: *(Accept any reasonable answers)*

Q1.	When was the last time you appreciated yourself?
Q2.	Do you appreciate your strengths or things that you like about yourself?
Q3.	Do you appreciate the effort that you have spent when you try to improve your shortcomings or weaknesses?

Step 4: Give students some time to complete Part B with some guidance.

Step 5: After completing Part B, invite all students to share their thoughts with other classmates.

Step 6: Provide a debriefing of this warm up activity.

(1) Learn to discover and appreciate our strengths and those of others.

E.g. I appreciate myself since I always help others; I appreciate my classmate because he or she can play volleyball very well.

(2) Try to appreciate the effort that we spent on improving our shortcomings.

E.g. Even though I didn't pass the test, I still appreciate myself because I did work hard on preparing for the test and tried to make progress.

Session 3: Explain and clarify some misconceptions about “self-appreciation”

(~9 mins) (Refer to ppt slides 10-18)

Step 1: Read out each statement and give students 10 seconds to judge whether these statements are true or false.

Step 2: Invite students to raise their hands to show their votes.

Step 3: Give further explanations based on the below elaborations once students make their judgment for each statement.

Statement 1: “Self-appreciation means only appreciating our strengths.”

(Answer: False)

Most of us consider that we should only appreciate things that we do well or we are good at.

However, we should also be aware of and try to appreciate our efforts to improve our shortcomings as well.

E.g. Even though I'm not good at learning Chinese/ I don't always get good results in Chinese tests, I do appreciate the efforts that I have spent on learning Chinese.

Statement 2: “Self-appreciation is similar to appreciating our good friends.”

(Answer: True)

When our good friends are having a bad day, we are used to comforting them by praising and appreciating their strengths and all the good things that they have done.

However, when this comes to ourselves, we often judge or criticize ourselves as not good enough and we would ignore the good sides of ourselves.

Therefore, we should learn to appreciate ourselves as we appreciate our good friends.

E.g. If you failed a competition, do not just blame or judge yourself for not getting a good result. Try to appreciate your efforts that you have spent for the competition and support yourselves to keep making progress.

Statement 3: “We should compare ourselves to others.”

(Answer: False)

Everyone from different ethnicities have their own strengths and weaknesses. Therefore, it is unnecessary to value ourselves by comparing ourselves to others.

E.g. Peter got 100 marks in his test while I got 80 marks.

Although Peter got higher marks than you, it doesn't mean that you didn't prepare well or didn't perform well in the test. Therefore, what you have to do is try to appreciate yourself for all the efforts you have put into preparing for the test.

Statement 4: “The more we appreciate ourselves, the easier it is to appreciate others.”

(Answer: True)

People with higher levels of “self-appreciation” are more likely to spot and appreciate others' strengths.

These people are more likely to learn from others' strengths.

E.g. I appreciate my classmate Cindy because she always takes the initiative in helping teachers to collect homework. Therefore, I have decided to learn from her good behavior.

Session 4: Watch a video and reflect on the message (~9 mins)

(Refer to ppt slides 19-28)

Step 1: Due to copyright issues, we are not allowed to add the video clips on the PowerPoint and lesson plan. Please type “The Reflection in Me HD” on YouTube and play the video (from 00:00s to 03:10s).

Step 2: After showing the video, invite students to discuss the following questions.

Questions for reflection: (*Accept any reasonable answers*)

Q1.	At the beginning of the video, why does the little girl look so sad?
A1.	Maybe she is not satisfied with her appearance, hairstyles, height or skin color etc.
Q2.	How does her reflection in the mirror comfort her?
A2.	Her reflection in the mirror cheers her up by saying some positive sayings. E.g. “You have a marvelous voice.”, “You are quite smart”.
Q3.	Do you think we should compare ourselves to others? Why?
A3.	No. Because it is meaningless and everyone is unique.

Step 3: Provide a debriefing of this activity.

We should learn to appreciate what we have now. (**E.g.** We appreciate our appearance, personalities or characters ,our skin color, and ethnicities.)

It is unnecessary and meaningless to compare ourselves to others because everyone is unique and we all have our own strengths and weaknesses.

We should try to appreciate and respect different ethnicities or cultures' uniqueness and special features.

Session 5: Introduce “Self-appreciation” exercise (~3 mins)

(Refer to ppt slides 29-32)

Step 1: Introduce the instructions of making a “List of accomplishment” so as to cultivate our “self-appreciation”.

Instructions:

- (1) Recording anything that you have accomplished or achieved so far.
- (2) Write it down in a notebook, on a piece of paper, or save it in your phone.
- (3) These accomplishments may not be tangible awards or credentials.
You do someone a favor (**E.g.** lending stationery to a classmate, helping your parents to do housework, performing well in an activity, and being praised by others can also be accomplishments.)
- (4) Update your list every night by reviewing what has happened today and write down your feelings as well.
- (5) Post your list somewhere where you can see it often.
- (6) Remember to appreciate and be proud of yourself when you see the list.
- (7) Say some kind words to yourself like “Good Job!”, “I am fantastic!”

Session 6: Conclusion and introduce take-home worksheet (~3 mins)

(Refer to ppt slides 33-34)

Step 1: Provide a conclusion of this lesson.

The benefits of “Self-appreciation”

- Helps us explore more about our strengths and weaknesses.
- Helps us develop appreciation for others.
- Tends to feel satisfied with our life.

Step 2: Introduce take home worksheet

- Distribute and briefly introduce the take home worksheet to students (Please refer to the attachment “Theme 1 Lesson 3_Take home worksheet”).
- Remind students to finish and hand in their worksheets.
(Teachers could set a deadline for your class.)
- After collecting back the worksheets, teachers can examine whether students understand what “Self-appreciation” is or not.

References:

Kristin, N. (2022). Self-Appreciation: The Flip Side of Self-Compassion.
<https://self-compassion.org/self-appreciation-the-flip-side-of-self-compassion/>

CCC Kwei Wah Shan College
Theme 1: Positive Personal Growth
Lesson 3: Self-appreciation
Theme 1 Lesson 3_Warm up activity worksheet

Name: _____ () Class: _____ Date: _____

Part A: Appreciate yourself

You may write down or draw on the below boxes.

Thing(s) that you like or appreciate about yourself/ your strength(s):

Thing(s) that you don't like about yourself/ your shortcoming(s):

“Never forget to smile and appreciate yourself.” - Debasish Mridha

Questions for reflection:

Q1.	When was the last time you appreciated yourself?
Q2.	Do you appreciate your strengths or things that you like about yourself?
Q3.	Do you appreciate the effort that you have spent when you try to improve your shortcomings or weaknesses?

Part B: Appreciate others

Please ask one classmate to complete (draw or write) the below boxes.

Thing(s) that you like/ appreciate about your classmate:
Thing(s) that you think your classmate has to improve:

“Never forget to smile and appreciate yourself.” - Debasish Mridha


CCC Kwei Wah Shan College
Theme 1: Positive Personal Growth
Lesson 3: Self-appreciation
Theme 1 Lesson 3_Take home worksheet

Name: _____ () Class: _____ Date: _____

Please complete and hand in this worksheet.

Mission 1: Appreciate other culture

You may draw, write or stick a photo to introduce the culture that you appreciate.
(E.g., tradition, cuisine, language or costume etc.)



1. Why do you appreciate this culture?

Key notes of this lesson:
Benefits of “self-appreciation”:
Helps us understand ourselves better.
It is the key to happiness.
Helps us have more acceptance of others.

“Never forget to smile and appreciate yourself.” - Debasish Mridha

Mission 2: Make your own “List of Accomplishment”

Make an “List of Accomplishment” by reviewing what has happened during these four days every night. You may write or draw on the below boxes.

Reminder: These accomplishments may not be tangible awards or credentials.

<p style="text-align: center;">Day 1:</p> <p>Your feeling(s) toward this accomplishment:</p>	<p style="text-align: center;">Day 2:</p> <p>Your feeling(s) toward this accomplishment:</p>
<p style="text-align: center;">Day 3:</p> <p>Your feeling(s) toward this accomplishment:</p>	<p style="text-align: center;">Day 4:</p> <p>Your feeling(s) toward this accomplishment:</p>

“Never forget to smile and appreciate yourself.” - Debasish Mridha

中華基督教會桂華山中學
範疇一：正向生命成長
課堂四：「認識情緒」
教案

範疇一 課堂四 金句：

「不要逃避你的情緒，試着擁抱它們。」- 吉莉安·邁克爾斯

範疇一 課堂四 流程：

流程	建議時間 (共 45 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇一 課堂四 簡報
2. 介紹六種基本情緒	~10 分鐘	範疇一 課堂四 簡報
3. 熱身活動：「這是你的一天」	~10 分鐘	範疇一 課堂四 簡報， 範疇一課堂四_熱身活動 工作紙
4. 活動一：傳球遊戲（反思及分享時間）	~10 分鐘	範疇一 課堂四 簡報， 球
5. 情緒資訊及增強正面情緒的練習	~10 分鐘	範疇一 課堂四 簡報
6. 課堂總結及介紹課後工作紙	~4 分鐘	範疇一 課堂四 簡報， 範疇一課堂四_課後工作 紙

流程 1：介紹課堂流程（～1 分鐘）

（參考簡報第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生認識六種基本情緒以及留意自己情緒的重要性。
- 幫助學生區別正面和負面情緒。
- 讓學生明白情緒沒有分好與壞，只在於我們能否恰當地表達。
- 讓學生明白每個人都會面對正面和負面情緒，以及理解情緒是有文化差異。
- 向學生介紹增強正面情緒的練習。

課堂流程：

- 介紹六種基本情緒
- 熱身活動：「這是你的一天」
- 活動一：傳球遊戲（反思及分享時間）
- 情緒資訊及增強正面情緒的練習
- 課堂總結及介紹課後工作紙

流程 2：介紹六種基本情緒（～10 分鐘）

（參考簡報第 4-8 頁）

步驟 1：先向學生介紹六種基本情緒。（快樂、驚喜、傷心、害怕、生氣、厭惡）

(1) 快樂

當有好事發生在我們身上時，我們會感到快樂。

（例：我和朋友玩耍時會感到快樂。）

(2) 驚喜

當遇上出乎意料的事情時，我們會感到驚喜。

（例：同學在我生日當天送了一個生日蛋糕給我。）

(3) 傷心

當不好的事發生在我們身上時，我們會感到傷心。

（例：因為八號風球，學校取消去海洋公園的活動，因此我感到很傷心。）

(4) 害怕

當我們認為自己處於危險之中或面臨害怕的事物時，我們會感到恐懼。

（例：在我的房間裡有一隻大蜘蛛，因此我感到十分害怕。）

(5) 生氣

當遇上不順心或困擾我們的事物時，我們會感到生氣。

(例：我感到很生氣，因為有位同學一直捉弄我。)

(6) 厭惡

當遇上反感或不喜歡的事物時，我們會感到厭惡。

(例：我感到厭惡，因為我踩到狗隻的糞便。)

步驟 2：區別正面（快樂、驚喜）和負面情緒（傷心、害怕、生氣，厭惡）。

步驟 3：再簡要介紹六種基本情緒的其他子情緒。

快樂：自豪、滿意、有興趣、興奮

傷心：內疚、孤獨、絕望、失望

害怕：害怕、擔心、緊張、受到威脅

生氣：怨恨、羞辱、挑釁、被背叛

厭惡：反感、不喜歡、排斥、噁心

驚喜：驚奇、意外、嚇一跳

流程 3：熱身活動：「這是你的一天」（～10 分鐘）

（參考簡報第 9-10 頁）

步驟 1：派發熱身活動工作紙供學生完成。

（請參閱附件「範疇一課堂四_熱身活動工作紙」）

步驟 2：提供簡單的指導，並給予學生一些時間去完成工作紙。

步驟 3：提醒學生答案沒有對錯之分，請他們跟隨自己的想法選擇便可。

步驟 4：完成工作紙之後，邀請學生分享他們對事件「2、3、5」選擇了哪種情緒。

（讓學生明白不同人面對同一件事物會有不同的情緒。）

步驟 5：帶出熱身活動的反思。

每個人都會面對正面和負面的情緒，我們的情緒會因一天所發生的各種事情而有改變。

不同人面對同一件事物會有不同的情緒。

流程 4：活動一：傳球遊戲（反思及分享時間）（～10 分鐘）

（參考簡報第 11-13 頁）

*課堂前先準備幾個球，並在球上貼上六種情緒。

步驟 1：因版權問題，我們不能直接把影片插入到簡報和教案中。請在 YouTube 上搜尋「Happy Background Music for Videos | Uplifting & Cheerful | No Copyright Music」，並播放影片，然後邀請學生把球傳給其他同學。

步驟 2：告訴學生當音樂停止時，拿著球的人要分享一件與球上的情緒有關的個人經歷。

步驟 3：帶出活動反思。

當我們留意到自己的情緒時，我們便會知道自己想要／需要什麼或不想要／不需要什麼。

例：彼得在與朋友玩耍時留意到自己有快樂的情緒。因此，他知道自己需要友誼，因為他和朋友玩耍時會感到快樂。

流程 5：情緒資訊及增強正面情緒的練習（～10 分鐘）

（參考簡報第 14-21 頁）

步驟 1：告訴學生正面和負面情緒的作用。

(1) 正面情緒

對我們的身體、智力、心理和社交方面有好處。

身體方面

能幫助我們保持身體健康，發展我們的協調能力。

智力方面

能幫助我們以開明的態度學習新事物，發展解決問題的能力。

心理方面

幫助我們保持樂觀，增強我們的抗逆力。

社交方面

幫助我們維繫友誼並結交新朋友，使我們更願意去幫助別人。

(2) 負面情緒

儘管大多數的人都不喜歡並會避免經歷負面情緒，但有些負面情緒有助於我們生存。

例：當我們遇見持械賊人時會感到害怕，害怕的情緒促使我們尋求幫助或逃跑，以保障自己的安全。

我們應明白正面和負面情緒對我們都很重要，亦沒有好壞之分。若表達恰當，這兩種情緒在我們的生活中都能發揮重要的作用。

步驟 2：告訴學生「理解情緒」是有文化差異。

例：快樂

有些西方國家的人（如：美國、加拿大）認為「快樂」就是擁有好心情就如興奮。

然而有些東方國家的人（如：中國、日本）則認為感到平靜或自己的生命充滿意義便是「快樂」。

總而言之，不同國家的人對同一種情緒可以有不同的定義和理解。

這就是為什麼不同人面對同一件事物時會有不同的情緒。

步驟 3：增強正面情緒的練習

(1) 做任何令你感到愉快的事情（不會對自己 and 他人造成傷害）

進行一些你有興趣或令你感覺良好的活動。

例：我在打籃球時會感到快樂和興奮。因此我會經常打籃球，從而去提升和保持我的正面情緒。

(2) 記錄並分享你的愉快時刻

當我們與別人分享自己的愉快時刻時，這個練習可以幫助我們積累和增加自己的正面情緒。

別人亦會從我們的分享中感受到那種正面情緒。

練習指引：

- (1)你可以畫下、寫下或以拍照的方式來記錄那些愉快時刻。
- (2)例如：我感到很高興，因為我的籃球隊在比賽中取得了好成績。
- (3)然後，我以拍照的形式記錄這個愉快的時刻。
- (4)最後，我與朋友和家人分享這個愉快時刻。

流程 6：課堂總結及介紹課後工作紙（~4 分鐘）

（參考簡報第 22-23 頁）

步驟 1：帶出課堂總結。

- 情緒沒有好壞之分，只在於我們能否恰當地表達。
- 正面和負面情緒在我們的生活中扮演著不同的角色。
- 我們的情緒會因一天中發生的不同事件而有變化。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
（請參閱附件「範疇一課堂四_課後工作紙」）
- 提醒學生交回已完成的課後工作紙。（老師可自訂截止日期）
- 老師收回工作紙後，可查核學生是否明白六種基本情緒。

參考資料：

Ekman, P. (1999). Basic emotions. In T. Dalgleish & M. J. Power (Eds.), *Handbook of cognition and emotion* (pp. 45–60). John Wiley & Sons Ltd.
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


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中華基督教會桂華山中學
 範疇一：正向生命成長
 課堂四：「認識情緒」
 範疇一課堂四_熱身活動工作紙

姓名：_____ () 班別：_____ 日期：_____

試想像你今天經歷了以下的事件，然後在每項事件旁邊寫下你的情緒。

愉快	傷心	厭惡	害怕	驚喜	生氣
					

「這是你的一天」

事件：	你的情緒是？
早上，我和好朋友吃了一頓美味的早餐。	
在去學校的途中，我們看到了一隻大蟑螂。	
上中文課時，老師告訴我們默書成績表現不錯。	
小息時，有位同學一直捉弄我。	
回家後，爸爸買了我最喜歡的芝士蛋糕給我。	
晚飯後，我找不到我的錢包。我猜我把它遺留在巴士上。	
晚上我睡不著，因為明天是學校旅行日，所有同學都會去海洋公園。	

「不要逃避你的情緒，試着擁抱它們。」 - 吉莉安·邁克爾斯

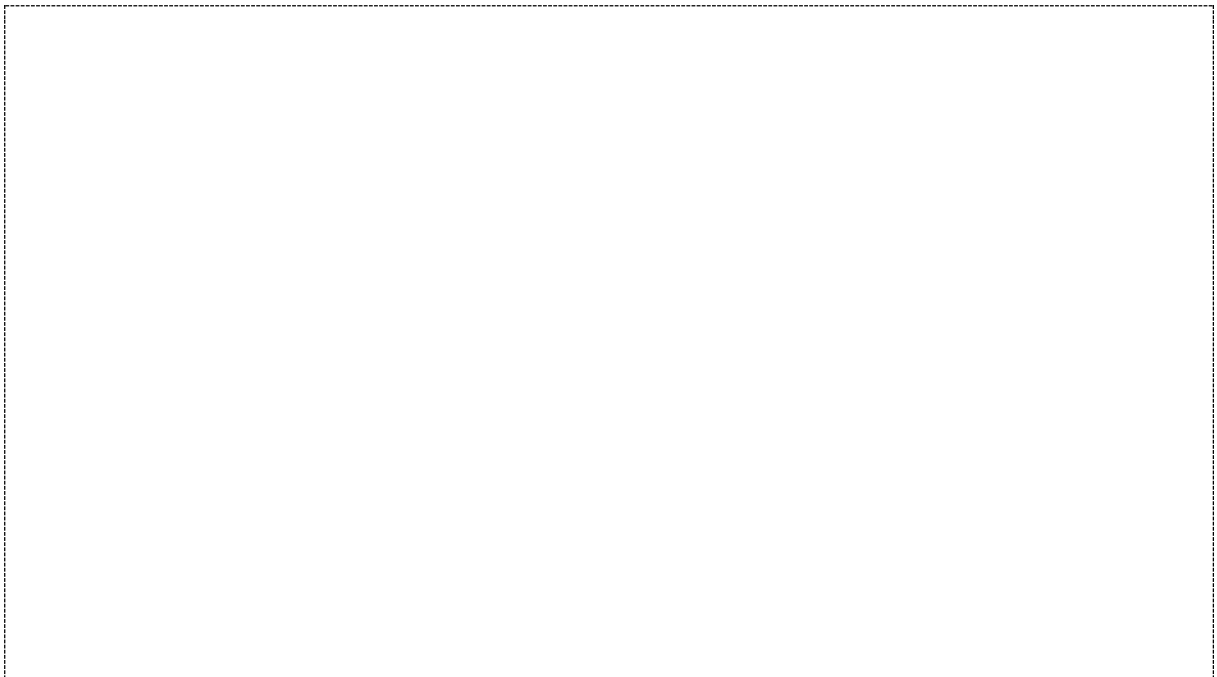
中華基督教會桂華山中學
範疇一：正向生命成長
課堂四：「認識情緒」
範疇一_課堂四_課後工作紙

姓名：_____ () 班別：_____ 日期：_____

完成後請交回老師。

老師在課堂上向大家介紹了一個增強正面情緒的練習「記錄並分享你的愉快時刻」。
請你按照下列指示並完成每個步驟。

步驟 1：畫下或貼一張照片關於你的一個愉快時刻。



步驟 2：與你的朋友或家人分享這個愉快時刻。

步驟 3：請你的朋友或家人在聽完你的分享後簽名。 _____

本課堂要點：

情緒沒有好壞之分，只在於我們能否恰當地表達。

每個人都會經歷正面和負面情緒。

我們的情緒會因一天中發生的不同事件而有變化。

「不要逃避你的情緒，試着擁抱它們。」 - 吉莉安·邁克爾斯

CCC Kwei Wah Shan College
 Theme 1: Positive Personal Growth
 Lesson 4: Understand emotions
Lesson plan

Quote of Theme 1 lesson 4:

“Don’t shut down your emotions, embrace them.” - Jillian Michaels

Outline of Theme 1 lesson 4:

Sessions	Suggested duration (Total: 45 minutes)	Materials
1. Overview	~1 min	Theme 1 Lesson 4_PPT
2. Introduce six basic types of emotions	~10 mins	Theme 1 Lesson 4_PPT
3. Warm up activity: “This is your day”	~10 mins	Theme 1 Lesson 4_PPT, Theme 1 Lesson 4_Warm up activity worksheet
4. Activity 1: Ball game with reflection and sharing time	~10 mins	Theme 1 Lesson 4_PPT, Ball
5. Information about emotions and exercises for enhancing positive emotions	~10 mins	Theme 1 Lesson 4_PPT
6. Conclusion and introduce take-home worksheet	~4 mins	Theme 1 Lesson 4_PPT, Theme 1 Lesson 4_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand what the six basic types of emotions are and the importance of noticing our emotions.
- Assist students to distinguish between positive emotions and negative emotions.
- Let students realize there are no good or bad emotions but whether we can express them appropriately or not.
- Let students realize that everyone faces both positive and negative emotions, and there are cultural differences in understanding emotions.
- Provide some useful exercises for enhancing positive emotions.

Outline of today's lesson:

- Introduce six basic types of emotions
- Warm up activity: "This is your day"
- Activity 1: Ball game with reflection and sharing time
- Information about emotions and exercises for enhancing positive emotions
- Conclusion and introduce take-home worksheets

Session 2: Introduce six basic types of emotions (~10 mins)

(Refer to ppt slides 4-7)

Step 1: Due to copyright issues, we are not allowed to add the video clips on the PowerPoint and lesson plan. Please type "Emotions for Kids - Happiness, Sadness, Fear, Anger, Disgust and Surprise" on YouTube and play the video (00:00s to 03:43s).

Step 2: Distinguish which emotions belong to positive emotions (Happiness, Surprise) and negative emotions (Sadness, Fear, Anger, Disgust).

Step 3: Briefly introduce other sub-emotions under each of these six basic types of emotions.

Happiness: Proud, excited, satisfied, interested

Sadness: Guilty, lonely, hopeless, disappointed

Fear: Scared, worried, nervous, threatened

Anger: Resentful, humiliated, provoked, betrayed

Disgust: Awful, dislike, repelled, nauseated

Surprise: Awe, amazed, startled, shocked

Session 3: Warm up activity “This is your day” (~10 mins)

(Refer to ppt slides 8-9)

Step 1: Distribute warm up activity worksheets.

(Please refer to attachment “Theme 1 Lesson 4_Warm up activity worksheet”)

Step 2: Give students some time to complete the worksheet with some guidance.

Step 3: Remind students that there are no right or wrong answers, just make their selections according to their own thoughts.

Step 4: After students completed their worksheets, invite students to share their selections of events “2”, “3”, “5”.

(Let students realize people may have different emotions due to the same event.)

Step 5: Provide a debriefing of this warm up activity.

Everyone will face both positive and negative emotions. Our emotions change due to different kinds of events that happen throughout the day.

Emotions could be different among people when we face the same event or thing.

Session 4: Activity 1: Ball game with reflection and sharing time (~10 mins)

(Refer to ppt slides 10-12)

*Before the lesson, prepare a few balls and stick the six emotions on the balls.

Step 1: Due to copyright issues, we are not allowed to add the video clips on the PowerPoint and lesson plan. Please type “Happy Background Music for Videos I Uplifting & Cheerful I No Copyright Music” on YouTube then invite students to pass the ball to other classmates.

Step 2: Tell students when the music stops, the one who is holding the ball has to share one personal experience that is related to one of the six basic types of emotions.

Step 3: Provide a debriefing of this activity.

Once we notice our emotions, we will know what we want/ need or what we don’t want/ don’t need.

E.g. Peter observed his “happiness” emotion when he was playing with his friends. Therefore, he understood that he needs friendship since gathering with friends makes him feel good.

Session 5: Information about emotions and exercises for enhancing positive emotions (~10 mins) (Refer to ppt slides 13-20)

Step 1: Tell students the functions of positive and negative emotions.

(1) Positive emotions

Benefits our physical, intellectual, psychological, and social aspects.

Physical aspect

Help maintain our health, develop our coordination skills.

Intellectual aspect

Help us learn new information with an open mind, develop our problem-solving skills.

Psychological aspect

Help us be more optimistic, enhance our resilience.

Social aspect

Help us maintain our friendships and make new friends, make us more willing to help people in need.

(2) Negative emotions

Although most of us dislike and avoid experiencing negative emotions. However, some negative emotions aid us in our survival.

E.g. We feel fear when we encounter a thief with a weapon. The emotion of fear makes us seek help or run away so as to protect ourselves from danger.

We should understand that both positive and negative emotions are important to us and there are no good or bad emotions. Both kinds of emotions can play important roles in our life if we express these emotions appropriately.

Step 2: Tell students there are cultural differences in understanding emotions.

E.g. Happiness

Some people from Western cultures (e.g. America, Canada) consider “happiness” as when they are in a good mood, like excited.

While some people from Eastern cultures (e.g. Chinese, Japanese) tend to deem “happiness” as they feel a sense of calmness or they have a meaningful life.

In sum, the definition and understanding of an emotion can be different among people from different countries. That’s why some people may have different emotions when facing the same event.

Step 3: Introduce exercises for enhancing positive emotions.

1. Do anything that makes you feel good (that is not harmful to you and others)

Do activities that you are interested in or make you feel good more often.

Example: I feel happy and excited when I am playing basketball. Then, I will play basketball more often to boost and maintain my positive emotions.

2. Record and share your joyful moments

This exercise helps us accumulate and increase our positive emotions when we share our joyful moments with others.

Others can also feel the positive emotions from our sharing.

Instructions:

You may draw, write down or take a photo to record those joyful moments that let you experience positive emotions.

E.g. I feel happy because my basketball team obtained good results in a competition.

Then, I take a selfie with my coach and teammates so as to record this joyful moment.

After that, I share this joyful moment with my friends or family.

Session 6: Conclusion and introduce take-home worksheet (~4 mins)

(Refer to ppt slides 21-22)

Step 1: Provide a conclusion for this lesson.

There are no good or bad emotions but it all depends on whether we can express them appropriately or not.

Both positive and negative emotions play different roles in our life.

Our emotions change due to different kinds of events that happen throughout the day.

Step 2: Introduce take home worksheet

- Distribute and briefly introduce the take home worksheet to students (Please refer to the attachment “Theme 1 Lesson 4_Take home worksheet”).
- Remind students to finish and hand in their worksheets. (Teachers could set a deadline for your class.)
- After collecting back the worksheets, teachers can examine whether students understand the six types of emotions or not.

References:

Ekman, P. (1999). Basic emotions. In T. Dalgleish & M. J. Power (Eds.), *Handbook of cognition and emotion* (pp. 45–60). John Wiley & Sons Ltd.
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Fredrickson, B. L. (2003). The value of positive emotions. *American Scientist*, 91, 330-335.

Lim, N. (2016). Cultural differences in emotion: Differences in emotional arousal level between the east and the West. *Integrative Medicine Research*.
<https://doi.org/10.1016/j.imr.2016.03.004>

CCC Kwei Wah Shan College
 Theme 1: Positive Personal Growth
 Lesson 4: Understand emotions
Theme 1 Lesson 4_Warm up activity worksheet

Name: _____ () Class: _____ Date: _____

Please imagine you have experienced the following events today. Write down your emotions next to each event.

Happiness	Sadness	Disgust	Fear	Surprise	Anger
					

“This is your day.”

Events:	What’s your emotion(s)?
In the morning, I had a delicious breakfast with my good friend.	
When we were going back to school, we saw a huge cockroach.	
During the Chinese lesson, the Chinese teacher announced that we all got good results in dictation.	
During recess time, a classmate kept playing tricks on me.	
When I got back home, my dad bought me my favorite cheesecake.	
After dinner, I couldn't find my wallet. I guess I lost it on the bus.	
At night, I couldn't fall asleep because tomorrow is school picnic day. All of the schoolmates will go to Ocean Park.	

“Don't shut down your emotions, embrace them.” - Jillian Michaels

CCC Kwei Wah Shan College
Theme 1: Positive Personal Growth
Lesson 4: Understanding emotions
Theme 1 Lesson 4_Take home worksheet

Name: _____ () Class: _____ Date: _____

Please complete and hand in this worksheet.

During the lesson, your teacher introduced an exercise called “Record and share your joyful moments” for enhancing your positive emotions. Please follow the instructions and complete the steps below.

Step 1: Draw a picture or stick a photo of one joyful moment.



Step 2: Share this joyful moment with your friend or family.

Step 3: Ask your friend or family member to sign after they have listened to your sharing.

Friend or family member’s signature: _____

Key notes of this lesson:

There is no good or bad emotions but it all depends on whether we can express them appropriately or not.

Both positive and negative emotions play different roles in our life.

Our emotions change due to different kinds of events that happen throughout the day.

“Don’t shut down your emotions, embrace them.” - Jillian Michaels

中華基督教會桂華山中學
範疇一：正向生命成長
課堂五：「管理情緒」
教案

範疇一 課堂五 金句：

「不要讓你的情緒控制自己。」

範疇一 課堂五 流程：

流程	建議時間 (共 40 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇一 課堂五 簡報
2. 熱身活動	~12 分鐘	範疇一 課堂五 簡報
3. 介紹「ABCDE 模式」	~10 分鐘	範疇一 課堂五 簡報
4. 情境討論	~14 分鐘	範疇一 課堂五 簡報， 範疇一課堂五_情境討論工作紙
5. 課堂總結及介紹課後工作紙	~3 分鐘	範疇一 課堂五 簡報， 範疇一課堂五_課後工作紙

流程 1：介紹課堂流程（～1 分鐘）
（參考簡報 第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 讓學生明白情緒沒有分好與壞，只在於我們能否恰當地表達。
- 幫助學生明白我們不應忽視或抑制自己的負面情緒。
- 讓學生了解到不同文化的人會以不同的方式去處理自己的情緒。
- 介紹表達和緩解負面情緒的練習。
- 幫助學生運用「ABCDE 模式」去處理負面情緒。

課堂流程：

- 熱身活動
- 介紹「ABCDE 模式」
- 情境討論
- 課堂總結及介紹課後工作紙

流程 2：熱身活動（～12 分鐘）
（參考簡報 第 4-6 頁）

步驟 1：詢問學生有沒有經歷過以下的情況，學生可舉手或點頭以示自己有相關的經歷。

和家人、朋友或同學有爭吵？被父母或老師責罰？朋友爽約？在比賽中落敗？弄丟了很重要的東西？對學校或家庭感到有壓力？

步驟 2：詢問學生他們對這些情況有什麼感受。

如：恐懼、緊張、悲傷、憤怒、感到有壓力、失望、厭惡、擔心等等。

步驟 3：介紹表達和緩解負面情緒的練習。

告訴學生當他們遇到負面情緒時，可嘗試進行以下簡單的練習。

- 深呼吸讓自己平靜下來
- 聽音樂
- 做運動
- 和信任的人傾訴
- 進行「靜觀」練習
- 把負面情緒寫在紙上，然後扔掉

步驟 4：帶出熱身活動的反思。

我們不應忽視或抑制負面情緒，因正面和負面的情緒都有其作用。

例：當我們遇見持武器賊人時會感到害怕，害怕的情緒促使我們尋求幫助或逃跑，以保障自己的安全。

流程 3：介紹「ABCDE 模式」（~10 分鐘）（參考簡報 第 7-15 頁）

步驟 1：告訴學生管理負面情緒的重要性。

如果我們不以適當的方式去表達自己的負面情緒，負面情緒或會影響我們的思想或行為。

例：我很生氣因為一位同學一直捉弄我，所以我打了他。

為免讓負面情緒影響我們的思想或行為，我們應學會管理自己的負面情緒。

步驟 2：介紹「ABCDE 模式」去管理負面情緒。

「A」= Activating 引起（引起負面情緒的事件）

例：其他同學在小息時沒有邀請我和他們一起玩。

「B」= Belief 看法（你對事件的看法）

例：我覺得這些同學討厭我。

「C」= Consequence 結果（你有什麼感受／你因而做了什麼事？）

例：我感到很傷心，因為我覺得他們孤立我，所以我決定不和他們玩。

「D」= Disputation 反駁（問自己三條問題去反駁你的負面想法）

Q1. 有沒有證據去支持你的想法？

A1. 沒有，那些都只是我的猜測。

Q2. 那些想法對你有什麼幫助？

A2. 沒有，那些負面想法只會令我感到更難受，而且不敢去認識新朋友。

Q3. 事件中有沒有其他的可能性？

A3. 有，也許他們只是太害羞，不敢邀請我一起玩。

「E」= Energize 鼓勵（嘗試鼓勵自己以另一個角度去看待這件事）

例：那些負面想法都只是我的猜測，還有其他的原因他們不邀請我一起玩。其實我可以主動和他們聊天、玩耍。

流程 4：情境討論（～14 分鐘）

（參考簡報 第 16-17 頁）

步驟 1：將學生分成幾組，每組獲發情景討論工作紙。

（請參閱附件「範疇一課堂五_情境討論工作紙」）

步驟 2：給學生幾分鐘時間與其他同學討論，請他們運用「ABCDE 模式」去討論每個情境，並提醒學生答案沒有對錯之分。

步驟 3：討論完畢後，邀請每組分享他們怎樣運用「ABCDE 模式」去處理情境。

步驟 4：帶出活動反思。

「ABCDE 模式」是幫助我們管理負面情緒的有效方法，它能使我們變得更樂觀。

流程 5：課堂總結及介紹課後工作紙（～3 分鐘）

（參考簡報 第 18-19 頁）

步驟 1：帶出課堂總結。

我們不應忽視或抑制負面情緒。

為免讓負面情緒影響我們的思想或行為，我們應學會管理自己的負面情緒。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
（請參閱附件「範疇一課堂五_課後工作紙」）
- 提醒學生交回已完成的課後工作紙。（老師可自訂截止日期）
- 老師收回工作紙後，可查核學生是否明白如何管理情緒。

參考資料：

Seligman, M. E. P. (1998). *Learned Optimism: How to Change Your Mind and Your Life*. New York: Pocket Books.

中華基督教會桂華山中學
範疇一：正向生命成長
課堂五：「管理情緒」
範疇一_課堂五_情境討論工作紙

第1組 - 情境1

運用「ABCDE 模式」幫助小健管理他的負面情緒。

小健是一位剛來香港幾個月的巴基斯坦新移民。

他感到很難適應新的生活和學習環境。

例：他需要學習新的語言、學會乘搭不同的交通工具，還要適應本地的飲食。

他感到很大壓力和困惑，因此他決定留在家中，逃避一切。

「A」= Activating（引起小健的負面情緒的事件。）

「B」= Belief（小健對事件的看法。）

「C」= Consequence（小健對事件有什麼感受／他因而做了什麼事？）

「D」= Disputation（用三條問題去反駁小健的負面想法。）

Q1. 有沒有證據去支持小健的想法？

Q2. 那些想法對小健有什麼幫助？

Q3. 事件中有沒有其他的可能性？

「E」= Energize（嘗試鼓勵小健以另一個角度去看待這件事。）

「不要讓你的情緒控制自己。」

第2組 - 情境2

運用「ABCDE 模式」幫助安娜管理她的負面情緒。

安娜感到傷心和失望，因為她的中文測驗總是不及格。

安娜認為自己不是好學生，而且認為中文老師會因為她不能總在測驗和默書中取得好成績而不喜歡她。

她決定放棄學習中文，因為她認為自己不會再在測驗和默書中合格。

「A」= **Activating**（引起安娜的負面情緒的事件。）

「B」= **Belief**（安娜對事件的看法。）

「C」= **Consequence**（安娜對事件有什麼感受／她因而做了什麼事？）

「D」= **Disputation**（用三條問題去反駁安娜的負面想法。）

- Q1. 有沒有證據去支持安娜的想法？
- Q2. 那些想法對安娜有什麼幫助？
- Q3. 事件中有沒有其他的可能性？

「E」= **Energize**（嘗試鼓勵安娜以另一個角度去看待這件事。）

「不要讓你的情緒控制自己。」

第3組 - 情境3

運用「ABCDE 模式」幫助彼得管理他的負面情緒。

彼得是一位新移民，他的廣東話說得不太流利。

他經常在晚上哭，因為他在學校沒有朋友。

他感到很寂寞，總是在小息和體育課時一個人呆着。

他覺得其他同學會因為他是新移民而且廣東話說得不好而不喜歡他。

他認為自己是個失敗者，所以他決定隔絕自己，不再上學。

「A」= **Activating**（引起彼得的負面情緒的事件。）

「B」= **Belief**（彼得對事件的看法。）

「C」= **Consequence**（彼得對事件有什麼感受／他因而做了什麼事？）

「D」= **Disputation**（用三條問題去反駁彼得的負面想法。）

Q1. 有沒有證據去支持彼得的想想法？

Q2. 那些想法對彼得有什麼幫助？

Q3. 事件中有沒有其他的可能性？

「E」= **Energize**（嘗試鼓勵彼得以另一個角度去看待這件事。）

「不要讓你的情緒控制自己。」

中華基督教會桂華山中學
範疇一：正向生命成長
課堂五：「管理情緒」
範疇一_課堂五_課後工作紙

姓名：_____ () 班別：_____ 日期：_____

完成後請交回老師。

將「ABCDE 模式」應用在你生活中發生過的一件事上（可以短答）。

「A」= Activating（引起負面情緒的事件）

「B」= Belief（你對事件的看法）

「C」= Consequence（你有什麼感受／你因而做了什麼事？）

「D」= Disputation（問自己三條問題去反駁你的負面的想法）

Q1. 有沒有證據去支持你的想法？

Q2. 那些想法對你有什麼幫助？

Q3. 事件中有沒有其他的可能性？

「E」= Energize（嘗試鼓勵自己以另一個角度去看待這件事）

「不要讓你的情緒控制自己。」

本課堂要點：

我們不應忽視或抑制負面情緒。

為免讓負面情緒影響我們的思想或行為，我們應學會管理自己的負面情緒。

「不要讓你的情緒控制自己。」

CCC Kwei Wah Shan College
Theme 1: Positive Personal Growth
Lesson 5: Emotion Management
Lesson plan

Quote of Theme 1 lesson 5:

“Don’t let your emotions control you.”

Outline of Theme 1 lesson 5:

Sessions	Suggested duration (Total: 40 minutes)	Materials
1. Overview	~ 1 min	Theme 1 Lesson 5_PPT
2. Warm up activity	~ 12 mins	Theme 1 Lesson 5_PPT
3. Introduce the “ABCDE model”	~ 10 mins	Theme 1 Lesson 5_PPT
4. Scenario-based discussion	~ 14 mins	Theme 1 Lesson 5_PPT, Theme 1 Lesson 5_Scenario-based discussion worksheet
5. Conclusion and introduce take-home worksheet	~ 3 mins	Theme 1 Lesson 5_PPT, Theme 1 Lesson 5_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Let students realize there are no good or bad emotions but whether we can express them appropriately or not.
- Help students understand we should not ignore or suppress our negative emotions.
- Let students realize that people from different cultures manage their emotions in different ways.
- Introduce ways to express and ease negative emotions.
- Help students learn to manage their negative emotions by applying the "ABCDE model".

Outline of today's lesson:

- Warm up activity
- Introduce the "ABCDE model"
- Scenario-based discussion
- Conclusion and introduce take-home worksheets

Session 2: Warm up activity (~12 mins)

(Refer to ppt slides 4-6)

Step 1: Ask students if they have experienced the following situations. Students could raise their hands or nod their heads if they have experienced these situations.

Argued with family, friends or classmates? Punished by parents or teachers?
Friends didn't show up for an appointment? Lost in a game or competition? Lost something which is important to you? Felt stressed about school or family?

Step 2: Ask students how they feel under these situations.

E.g. Fearful, nervous, sad, angry, stressed, disappointed, disliked, worried.

Step 3: Introduce ways to express and ease negative emotions.

Do the following simple exercises when they experience negative emotions.

- Do sports
- Listen to music
- Talk to someone you trust
- Do mindfulness exercises
- Calm yourself down by taking a deep breath
- Write down those negative emotions on a piece of paper then throw it away

Step 4: Provide a debriefing of the warm up activity.

We shouldn't ignore or suppress our negative emotions since both kinds of emotions have their uses.

E.g. We felt fear when we encountered a thief with a weapon, the emotion of fear makes us seek help or run away so as to protect ourselves from danger.

Session 3: Introduce the "ABCDE model" (~10 mins)

(Refer to ppt slides 7-15)

Step 1: Tell students the importance of managing negative emotions.

If we don't express our negative emotions in a proper way, negative emotions might affect our thoughts or behaviors.

E.g. I feel angry because one classmate keeps playing tricks on me. So, I hit him.

To avoid letting negative emotions impact our thoughts or behaviors, we should learn to manage our negative emotions.

Step 2: Introduce the "ABCDE model" to help handle our negative emotions.

A = Activating

(the event that activated your negative emotion.)

E.g. Other classmates didn't invite me to play with them during the recess.

B = Belief

(Your thoughts/ beliefs toward the event.)

E.g. I think they dislike me.

C = Consequence

(How do you feel/ behave toward the event?)

E.g. I felt sad because I thought they isolated me. So, I decided not to play with them.

D = Disputation

(Ask yourself 3 questions to dispute these negative beliefs/ thoughts.)

Q1. Any evidence to support your beliefs/ thoughts?

A1. No, all thoughts are just my guess.

Q2. Do those beliefs/ thoughts help you?

A2. No, those negative beliefs and thoughts only made me feel worse and not able to make new friends.

Q3. Are there any possible reasons that led to this event?

A3. Yes, maybe they are just too shy to invite me to play together.

E = Energize

(Try to encourage yourself to see the event from a different view.)

E.g. Those negative thoughts and beliefs are only my guess. There are other possible reasons that they don't invite me to play with them. Actually, I can take the initiative to chat and play with them.

Session 4: Scenario-based discussion (~14 mins)

(Refer to ppt slides 16-17)

Step 1: Divide students into groups and distribute the scenario-based discussion worksheets to each group. (Please refer to attachment "Theme 1 Lesson 5_Scenario-based discussion worksheet")

Step 2: Give students some time to discuss with other groupmates. Ask each group to apply the "ABCDE model" to the scenarios. Remind students there are no right or wrong answers.

Step 3: After the group discussion, invite each group to share how they apply the "ABCDE model" to handle the scenarios.

Step 4: Provide a debriefing of the activity.

The "ABCDE model" is an effective method to help us manage our negative emotions. It could help us be more optimistic.

Session 5: Conclusion and introduce take-home worksheet (~3 mins)

(Refer to ppt slides 18-19)

Step 1: Provide a conclusion of this lesson.

We shouldn't ignore our negative emotions.

To avoid letting negative emotions impact our thoughts or behaviors, we should learn to manage our negative emotions.

Step 2: Introduce take home worksheet

- Distribute and briefly introduce the take home worksheet to students (Please refer to the attachment "Theme 1 Lesson 5_Take home worksheet").
- Remind students to finish and hand in their worksheets. (Teachers could set a deadline for your class.)
- After collecting back the worksheets, teachers can examine whether students understand how to manage their emotions or not.

Reference:

Seligman, M. E. P. (1998). *Learned Optimism: How to Change Your Mind and Your Life*. New York: Pocket Books.

CCC Kwei Wah Shan College
Theme 1: Positive Personal Growth
Lesson 5: Manage emotions
Theme 1 Lesson 5_Scenario-based discussion worksheet

Group 1 - Scenario 1

Help Ken manage his negative emotions by using the “ABCDE model”.

Ken is a new immigrant from Pakistan who has just come to Hong Kong for a few months.

He found it hard to adapt to a new living and learning environment.

For example, he needs to study a new language, learn how to take different kinds of transportation, and adapt to local food as well.

He felt stressed and confused so he decided to stay at home and escape from everything.

A : Activating (the event that activated Ken’s negative emotion.)

B : Belief (Ken’s thoughts/ beliefs toward the event.)

C : Consequence (How does Ken feel/ behave due to the event.)

D : Disputation (Use 3 questions below to dispute Ken’s negative thoughts and emotions.)

Q1. Any evidence to support Ken’s beliefs/ thoughts?

Q2. Do those beliefs/ thoughts help Ken?

Q3. Are there any possible reasons that led to this event?

E : Energize (Try to encourage Ken to see the event from a different view.)

“Don’t let your emotions control you.”

Group 2 - Scenario 2

Help Anna manage her negative emotions by using the “ABCDE model”.

Anna felt upset and disappointed with herself because she always fails Chinese tests.

Anna considered herself as not being a good student and thought her Chinese teacher dislikes her because she can't get good results in tests or dictations.

She decided to give up on studying Chinese because she deemed that she wouldn't pass any tests or dictations.

A : Activating (the event that activated Anna’s negative emotion.)

B : Belief (Anna’s thoughts/ beliefs toward the event.)

C : Consequence (How does Anna feel/ behave due to the event.)

D : Disputation (Use 3 questions below to dispute Anna’s negative thoughts and emotions.)

Q1. Any evidence to support Anna’s beliefs/ thoughts?

Q2. Do those beliefs/ thoughts help Anna?

Q3. Are there any possible reasons that led to this event?

E : Energize (Try to encourage Anna to see the event from a different view.)

“Don’t let your emotions control you.”

Group 3 - Scenario 3

Help Peter manage his emotions by using the “ABCDE model”.

Peter is a new immigrant and he can't speak Cantonese very well.

He often cries at night because he doesn't have any friends at school.

He feels lonely and he always sits alone during recess time and PE lessons.

He thinks other classmates dislike him because he is a new immigrant and his Cantonese is poor.

He deems himself as a loser so he decides to isolate himself and not to go back to school anymore.

A : Activating (the event that activated Peter's negative emotion.)

B : Belief (Peter's thoughts/ beliefs toward the event.)

C : Consequence (How does Peter feel/ behave due to the event.)

D : Disputation (Use 3 questions below to dispute Peter's negative thoughts and emotions.)

Q1. Any evidence to support Peter's beliefs/ thoughts?

Q2. Do those beliefs/ thoughts help Peter?

Q3. Are there any possible reasons that led to this event?

E : Energize (Try to encourage Peter to see the event in a different view.)

“Don't let your emotions control you.”

CCC Kwei Wah Shan College
Theme 1: Positive Personal Growth
Lesson 5: Manage emotions
Theme 1 Lesson 5_Take home worksheet

Name: _____ () Class: _____ Date: _____

Please complete and hand in this worksheet.

Apply the “ABCDE model” to one of the events that happened in your life (Short answer is accepted).

A: Activating (the event that activated your negative emotion.)

B: Belief (Your thoughts/ beliefs toward the event.)

C: Consequence (How do you feel/ behave toward the event?)

D: Disputation (Ask yourself 3 questions to dispute these negative thoughts and emotions.)

(Q1) Any evidence to support your beliefs/ thoughts?

(Q2) Do those beliefs/ thoughts help you?

(Q3) Are there any possible reasons that led to this event?

E: Energize (Try to encourage yourself to see the event from a different view.)

“Don’t let your emotions control you.”

Key notes of this lesson:

We shouldn't ignore our negative emotions.
To avoid letting negative emotions impact our thoughts or behaviors,
we should learn to express and manage our negative emotions.

“Don't let your emotions control you.”

中華基督教會桂華山中學
範疇一：正向生命成長
課堂六：「同理心」
教案

範疇一 課堂六 金句：

「人類被給予最好的禮物是擁有同理心。」- 梅麗·史翠普

範疇一 課堂六 流程：

流程	建議時間 (共 35 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇一 課堂六 簡報
2. 熱身活動	~8 分鐘	範疇一 課堂六 簡報，範疇一課堂六_熱身活動工作紙
3. 講解「同理心」的概念	~10 分鐘	範疇一 課堂六 簡報
4. 情境討論	~12 分鐘	範疇一 課堂六 簡報，範疇一課堂六_情境討論工作紙
5. 課堂總結及介紹課後工作紙	~4 分鐘	範疇一 課堂六 簡報，範疇一課堂六_課後工作紙

流程 1：介紹課堂流程（～1 分鐘）
（參考簡報 第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生理解什麼是同理心。
- 培養學生站在別人的立場或角度思考的能力。
- 鼓勵學生在日常生活中運用「同理心三步曲」向他人展現同理心。
- 鼓勵學生對不同種族人展現同理心。

課堂流程：

- 熱身活動
- 講解「同理心」的概念
- 情境討論
- 課堂總結及介紹課後工作紙

流程 2：熱身活動（～8 分鐘）
（參考簡報 第 4 頁）

步驟 1：派發熱身活動工作紙。
（請參閱附件「範疇一課堂六_熱身活動工作紙」）

步驟 2：提供簡單的指導，並給予學生幾分鐘的時間去完成工作紙。

步驟 3：完成工作紙後，邀請學生與另一位同學分享他們寫下的那件事。然後讓他們互相猜測大家對事件的感受或情緒。

步驟 4：告訴學生如果他們能猜對對方對事件的感受或情緒，就代表他們已有站在別人的立場或角度去思考的能力。

流程 3：講解「同理心」的概念（～10 分鐘）
（參考簡報 第 5-10 頁）

步驟 1：講解「同理心」的概念。

「同理心」是指…

- (1) 從別人的角度或立場看待事情，想像自己置身於別人的位置。
- (2) 嘗試理解他人的處境和感受。

步驟 2：介紹「同理心三步曲」。

(1) 認知同理心

是指我們能察覺並理解別人的處境，想像自己置身於他人的位置。

(2) 情感同理心

是指我們能體會到別人在某個處境的感受。

(3) 行為同理心

是指我們在理解別人的處境並體會他的感受後，所採取的行動。

例子：

你留意到一位同學（來自巴基斯坦的新移民）在上中文課時一直皺著眉頭。你認為他為什麼會這樣？你又會怎樣做？

1. 認知同理心

你留意到這位同學的處境，並理解到若不是以自己的母語學習，他會很難跟上課堂的進度。

2. 情感同理心

你體會到他會因而感到困惑和無助。

3. 行為同理心

當你理解他的處境並體會到他的感受後，你盡力解釋課堂的內容並協助他完成功課。

流程 4：情境討論（～12 分鐘）

（參考簡報 第 11-13 頁）

步驟 1：將學生分成幾組，每組獲發情景討論工作紙。

（請參閱附件「範疇一課堂六_情境討論工作紙」）

步驟 2：給學生幾分鐘時間與其他同學討論，請他們運用「同理心三步曲」去討論每個情境，並提醒學生答案沒有對錯之分。

步驟 3：討論完畢後，邀請每組分享他們怎樣運用「同理心三步曲」去對情境中的人物展現同理心。

步驟 4：帶出活動反思。

香港是個國際化的城市，我們亦會遇到不同文化或種族的人。

有時，我們可能會感到難適應其他文化的獨特之處。

因此，當我們遇到與我們不一樣的人（例：文化、穿著風格、語言或學習需要）。要嘗試有耐性地包容並理解他們的處境和感受。

流程 5：課堂總結及介紹課後工作紙（~4 分鐘）

（參考簡報 第 14-15 頁）

步驟 1：帶出課堂總結。

展現「同理心」的好處：

- 能幫助我們理解和接納他人。
- 當我們開始去理解別人時，我們會更容易與他人建立互信的關係。
- 透過同理心，我們會更主動地幫助他人面對他們的困難。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
（請參閱附件「範疇一課堂六_課後工作紙」）
- 提醒學生交回已完成的課後工作紙。（老師可自訂截止日期）
- 老師收回工作紙後，可查核學生是否明白什麼是「同理心」。

參考資料：

Tamayo, C. A., Rizkalla, M. N., & Henderson, K. K. (2016). Cognitive, Behavioral and Emotional Empathy in Pharmacy Students: Targeting Programs for Curriculum Modification. *Frontiers in pharmacology*, 7, 96.
<https://doi.org/10.3389/fphar.2016.00096>

中華基督教會桂華山中學
範疇一：正向生命成長
課堂六：「同理心」
範疇一_課堂六_情境討論工作紙

試想像你經歷了以下的情境。

第1組 - 情境1

小息時，
你肚子很餓，所以你去了小賣部。
小賣部有很多學生，因此你排隊等了十多分鐘。
有位與你不同種族的同學排在你前面。
當輪到他時，他仍在思考要吃什麼，並慢慢地算錢。
這時，上課鐘聲響起。
老師制止你繼續排隊，並要求你返回課室。

此時的你會有什麼感受？你會否責怪這位同學？

如不會，請運用「同理心三步曲」去解釋你如何對他展現同理心。

步驟1：認知同理心

你對他的處境有怎樣的**理解**？

步驟2：情緒同理心

你**體會**到他的感受是？

步驟3：行為同理心

當你理解他的處境和感受後，你會採取什麼**行動**？

「人類被給予最好的禮物是擁有同理心。」 - 梅麗·史翠普

試想像你留意到以下的情境。

第 2 組 - 情境 2

上課時，

一位新移民的同學一直問老師很多很簡單的問題。

老師很有耐性地解答他。

有些同學開始表現出不耐煩，並要求老師不要理會他。

這位新移民的同學感到很尷尬，並停止發問。

此時的你會有什麼感受？你會否認為這位同學在浪費大家的時間？

如不會，請運用「同理心三步曲」去解釋你如何對他展現同理心。

步驟 1：認知同理心

你對他的處境有怎樣的理理解？

步驟 2：情緒同理心

你體會到他的感受是？

步驟 3：行為同理心

當你理解他的處境和感受後，你會採取什麼行動？

「人類被給予最好的禮物是擁有同理心。」 - 梅麗·史翠普

試想像你經歷了以下的情境。

第3組 - 情境3

你很期待今天的晚餐，
因為媽媽昨天答應會準備你最喜歡的菜式。
你回到家後，
發現媽媽不在家，而且她沒有為你準備任何食物。
你很餓，甚至聯絡不上她。

此時的你會有什麼感受？你會否責怪媽媽？

如不會，請運用「同理心三步曲」去解釋你如何對媽媽展現同理心。

步驟1：認知同理心

你對媽媽的處境有怎樣的**理解**？

步驟2：情緒同理心

你**體會**到媽媽的感受是？

步驟3：行為同理心

當你**理解**媽媽的處境和感受後，你會採取什麼**行動**？

「人類被給予最好的禮物是擁有同理心。」 - 梅麗·史翠普

中華基督教會桂華山中學
範疇一：正向生命成長
課堂六：「同理心」
範疇一_課堂六_熱身活動工作紙

姓名：_____ () 班別：_____ 日期：_____

第一部份：寫下最近發生的一件令你印象深刻／不愉快的事（可以短答）。

第二部份：寫下你的對這件事的感受或情緒。

完成上述問題後，與同學分享那件事，然後讓對方猜測你對事件的感受或情緒。

「人類被給予最好的禮物是擁有同理心。」 - 梅麗·史翠普

中華基督教會桂華山中學
範疇一：正向生命成長
課堂六：「同理心」
範疇一_課堂六_課後工作紙

姓名：_____ () 班別：_____ 日期：_____

完成後請交回老師。

你如何在家中、學校或社會上運用「同理心三步曲」對別人展現同理心。
(可以短答)

1. 認知同理心 (你察覺或理解到別人的處境是?)

2. 情感同理心 (你體會到別人感受是?)

3. 行為同理心 (你在理解別人的處境並體會他的感受後，做了什麼?)

本課堂要點：

展現「同理心」的好處：

能幫助我們理解和接納他人。

當我們開始去理解別人時，我們會更容易與他人建立互信的關係。

透過同理心，我們會更主動地幫助他人面對他們的困難。

「人類被給予最好的禮物是擁有同理心。」 - 梅麗·史翠普

CCC Kwei Wah Shan College
Theme 1: Positive Personal Growth
Lesson 6: Empathy
Lesson plan

Quote of Theme 1 lesson 6:

“The great gift of human beings is that we have the power of empathy.” - Meryl Streep

Outline of Theme 1 lesson 6:

Sessions	Suggested duration (Total: 35 minutes)	Materials
1. Overview	~1 min	Theme 1 Lesson 6_PPT
2. Warm up activity	~8 mins	Theme 1 Lesson 6_PPT, Theme 1 Lesson 6_Warm up activity worksheet
3. Explain the concept of empathy	~10 mins	Theme 1 Lesson 6_PPT
4. Scenario-based discussion	~12 mins	Theme 1 Lesson 6_PPT, Theme 1 Lesson 6_Scenario-based discussion worksheet
5. Conclusion and introduce take-home worksheet	~4 mins	Theme 1 Lesson 6_PPT, Theme 1 Lesson 6_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand the meaning of empathy.
- Cultivate students' abilities to put themselves into others' shoes.
- Encourage students to apply the three stages of empathy to show empathy to others' in their daily life.
- Encourage students to show empathy towards people with different ethnicities.

Outline of today's lesson:

- Warm up activity
- Explain the concept of empathy
- Scenario-based discussion
- Conclusion and introduce take-home worksheet

Session 2: Warm up activity (~8 mins)

(Refer to ppt slide 4)

Step 1: Distribute warm up activity worksheets.

(Please refer to attachment "Theme 1 Lesson 6_Warm up activity worksheet")

Step 2: Give students some time to complete the worksheet with some guidance.

Step 3: After completing the worksheet, invite students to share their event with another classmate. Then ask them to guess the classmate's feelings/ emotions towards that event.

Step 4: Ask students if they can guess the emotions/feelings correctly. If yes, they already have the ability to see things from others' point of view.

Session 3: Explain the concept of empathy (~10 mins)
(Refer to ppt slides 5-10)

Step 1: Explain the definition of empathy.

Empathy means...

- (1) The ability to see things from others' point of view and imagine ourselves in their places.
- (2) Try to understand someone else's situations and feelings.

Step 2: Introduce 3 stages of empathy.

1. Cognitive empathy

It means our abilities to notice and understand someone else's situation, and place ourselves in his or her situation.

2. Emotional empathy

It means we emotionally feel and share the feelings that someone else is experiencing in a situation.

3. Behavioral empathy

It means we take actions to help someone else after we feel his or her feelings and understand his or her situation.

Example:

During the lesson, you observed a classmate (a new immigrant from Pakistan) frowning while the Chinese teacher was teaching. Why is he frowning? What will you do?

1. Cognitive empathy

You noticed this classmate's situation and you understand it would be hard for him to catch up in the lesson as he is not learning in his mother tongue.

2. Emotional empathy

You experienced and shared his feelings: confusion and helplessness.

3. Behavioral empathy

After you understand and can relate to his situation and feelings, you try your best to explain what the lesson is about and assist with his homework.

Session 4: Scenario-based discussion (~12 mins)

(Refer to ppt slides 11-13)

Step 1: Divide students into groups and distribute the scenario discussion worksheets to each group. (Please refer to attachment “Theme 1 Lesson 6_Scenario-based discussion worksheet”)

Step 2: Give students a few minutes to discuss with other groupmates. Ask them to apply the 3 stages of empathy to discuss the scenarios. Remind students that there are no right or wrong answers.

Step 3: After group discussion, invite each group to share how they apply the 3 stages of empathy to show empathy to the scenario’s characters.

Step 4: Provide a debriefing of the activity.

Hong Kong is an international city which we may encounter and interact with people from different cultural and ethnic backgrounds. Sometimes, we might find it hard to adapt to other cultures’ uniqueness. Therefore, when we encounter someone who is different from us (E.g. culture, clothing, language or learning needs), try to be more patient and tolerant, understand their situations and feelings.

Session 5: Conclusion and introduce take-home worksheet (~4 mins)

(Refer to ppt slides 14-15)

Step 1: Provide a conclusion of this lesson.

Benefits of showing empathy:

- Helps us better understand and accept others.
- When we start understanding others, it’s easier for us to build a trustful relationship with others.
- By empathizing, we start actively supporting others to face their problems or suffering.

Step 2: Introduce take-home worksheet

- Distribute and briefly introduce the take home worksheet to students. (Please refer to the attachment “Theme 1 Lesson 6_Take home worksheet”)
- Remind students to finish and hand in their worksheets. (Teachers could set a deadline for your class.)
- After collecting the worksheets, teachers can examine whether students understand what “empathy” is or not.

Reference:

Tamayo, C. A., Rizkalla, M. N., & Henderson, K. K. (2016). Cognitive, Behavioral and Emotional Empathy in Pharmacy Students: Targeting Programs for Curriculum Modification. *Frontiers in pharmacology*, 7, 96.
<https://doi.org/10.3389/fphar.2016.00096>

CCC Kwei Wah Shan College
Theme 1: Positive Personal Growth
Lesson 6: Empathy
Theme 1 Lesson 6_Scenario-based discussion worksheet

Imagine you experienced the situation below.

Group 1 Scenario 1:

During recess time.

You were starving so you went to the tuck shop.

You had been lined up for 10 minutes because there were many students.

There was a schoolmate from another ethnicity lining up in front of you.

When it came to his turn, he was still deciding what to eat and counting coins slowly.

At that moment, the bell rang.

Teacher stopped you from buying and asked you to go back to your classroom.

What would be your feelings at that moment? Would you blame that schoolmate?

If you wouldn't, please explain how you show empathy to him by using the 3 stages of empathy.

Stage 1: Cognitive empathy

What do you understand about the schoolmate in that situation?

Stage 2: Emotional empathy

What feelings do you think that schoolmate was having?

Stage 3: Behavioral empathy

What action would you take after you understood and could relate to this schoolmate's situation and feelings?

“The great gift of human beings is that we have the power of empathy.” - Meryl Streep

Imagine you observed this situation.

Group 2 Scenario 2:

During the lesson.

A new immigrant classmate kept asking a teacher many questions which were very simple.

Teacher explained to him patiently.

Some classmates started showing impatience and requested the teacher to ignore him.

This classmate was embarrassed and he didn't ask questions anymore.

What would be your feelings at that moment? Would you consider this classmate as wasting the class' time?

If you wouldn't, please explain how you show empathy to him by using the 3 stages of empathy.

Stage 1: Cognitive empathy

What do you understand about the schoolmate in that situation?

Stage 2: Emotional empathy

What feelings do you think that schoolmate was having?

Stage 3: Behavioral empathy

What action would you take after you understood and could relate to this schoolmate's situation and feelings?

“The great gift of human beings is that we have the power of empathy.” - Meryl Streep

Imagine you were the one who experienced the situation below.

Group 3 Scenario 3:

You have been looking forward to tonight's dinner,
because your mum promised to prepare your favorite cuisine for you yesterday.
However, when you got back home,
your mum was not at home and she didn't prepare anything for you.
You were starving and you couldn't even contact her.

What would be your feelings at that moment? Would you blame your mum?

If you wouldn't, please explain how you show empathy to your mum by using the 3 stages of empathy.

Stage 1: Cognitive empathy

What do you understand about your mum in that situation?

Stage 2: Emotional empathy

What feelings do you think your mum was having?

Stage 3: Behavioral empathy

What action would you take after you understood and could relate to your mum's situation and feelings?

"The great gift of human beings is that we have the power of empathy." - Meryl Streep

CCC Kwei Wah Shan College
Theme 1: Positive Personal Growth
Lesson 6: Empathy
Theme 1 Lesson 6_Warm up activity worksheet

Name: _____ () Class: _____ Date: _____

Part A: Write down one impressive/ unhappy event that happened recently.
(Short answer is accepted)

Part B: Write down your feelings or emotions toward this event.

After completing the above questions, share the event with your classmate and let him or her guess your feelings or emotions.

“The great gift of human beings is that we have the power of empathy.” - Meryl Streep

CCC Kwei Wah Shan College
Theme 1: Positive Personal Growth
Lesson 6: Empathy
Theme 1 Lesson 6_Take home worksheet

Name: _____ () Class: _____ Date: _____

Please complete and hand in this worksheet.

How do you apply 3 stages of empathy to show empathy to someone else at school, in the family or society? (Short answer is accepted)

Stage 1: Cognitive empathy

(What did you notice or understand about someone else in a situation?)

Stage 2: Emotional empathy

(What feelings do you think that someone else is having?)

Stage 3: Behavioral empathy

(What action would you take after you understood and could relate to someone else's situation and feelings?)

Key notes of this lesson:

Benefits of showing empathy

Helps us better understand and accept others.

When we start understanding others,
it's easier for us to build a trustful relationship with others.

By empathizing, we start actively supporting others to face their problems or suffering.

“The great gift of human beings is that we have the power of empathy.” - Meryl Streep



範疇 2: 正向人際關係

Theme 2: Positive relationship

課堂 1：「和諧溝通」第一部份（觀察 & 感受）

Non-violent Communication Part 1 (Observations & Feelings)

課堂 2：「和諧溝通」第二部份（需要 & 請求）

Non-violent Communication Part 2 (Needs & Requests)

課堂 3：感恩 Gratitude

課堂 4：寬恕 Forgiveness

課堂 5：親社會行為 Prosociality

課堂 6：團隊合作 Teamwork

中華基督教會桂華山中學
 範疇二：正向人際關係
 課堂一：「和諧溝通」第一部份（觀察 & 感受）
 教案

範疇二 課堂一 金句：

「不帶評論的觀察是人類智慧的最高境界。」- 吉杜·克里希那穆提

範疇二 課堂一 流程：

流程	建議時間 (共 40 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇二 課堂一 簡報
2. 解釋「和諧溝通」的概念 (觀察 & 感受)	~9 分鐘	範疇二 課堂一 簡報
3. 熱身活動	~9 分鐘	範疇二 課堂一 簡報, 範疇二 課堂一_熱身活動工作紙
4. 情境討論	~10 分鐘	範疇二 課堂一 簡報, 範疇二 課堂一_情境討論工作紙
5. 介紹「和諧溝通」的練習 (觀察 & 感受)	~8 分鐘	範疇二 課堂一 簡報
6. 課堂總結及介紹課後工作紙	~3 分鐘	範疇二 課堂一 簡報, 範疇二 課堂一_課後工作紙

流程 1：介紹課堂流程（～1 分鐘）
（參考簡報 第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生了解「和諧溝通」的概念和好處。
- 鼓勵學生在與他人溝通時應用「和諧溝通」的首兩個步驟（觀察和感受）。
- 鼓勵學生不加任何個人判斷或評價去觀察並敘述所看到的事情。
- 鼓勵學生在觀察後，清晰地表達自己的感受。

課堂流程：

- 解釋「和諧溝通」的概念（觀察 & 感受）
- 熱身活動
- 情境討論
- 介紹「和諧溝通」的練習（觀察 & 感受）
- 課堂總結及介紹課後工作紙

流程 2：解釋「和諧溝通」的概念（觀察 & 感受）（～9 分鐘）
（參考簡報 第 4-7 頁）

步驟 1：解釋「和諧溝通」的定義。

「和諧溝通」幫助我們以同理、尊重及和平的方式與他人溝通。

它是一種有效及和諧的模式去預防和減少衝突。

它能幫助我們以非判斷性的方式去看待事物。

例：我們說話時不加任何攻擊性、威脅或批評的字眼。

「和諧溝通」有四個步驟：1)觀察、2)感受、3)需要、4)請求

本課堂主要會介紹第 1 和第 2 步（觀察和感受）。

步驟 2：介紹「和諧溝通」的第 1 和第 2 步（觀察和感受）。

第 1 步：觀察

是指我們不加任何個人判斷或評價去觀察並敘述所看到的事情。

反例：「彼得是個差勁的籃球員。」

正例：「彼得無法成功投籃。」

第 2 步：感受

是指我們在觀察後，清晰地表達自己的感受。

反例：「我覺得你討厭我，因為你沒有邀請我一起玩。」

正例：「我感到難過，因為你沒有邀請我一起玩。」

流程 3：熱身活動（～9 分鐘）

（參考簡報 第 8-10 頁）

步驟 1：派發熱身活動工作紙。

（請參閱附件「範疇二課堂一_熱身活動工作紙」）

步驟 2：提供簡單的指導，並給予學生幾分鐘去完成工作紙。

步驟 3：完成工作紙後，與學生一起檢查答案。

第一部份：觀察（答案）	沒有加判斷	有加判斷
1. 我看到小俊在小息時玩手機，他真是個頑皮的學生。		✓
2. 彼得擁有黝黑的膚色。	✓	
3. 安娜真奇怪，她總是在夏天用頭巾遮蓋面部。		✓
4. 彼得像朱古力一樣，因為他擁有黝黑的膚色。		✓
5. 我看到小俊在小息時玩手機。	✓	
6. 因為種族文化的關係，安娜總是在夏天用頭巾遮蓋面部。	✓	

第二部份：感受（答案）	有清晰地表達感受	沒有清晰地表達感受
1. 安娜哭了，因為有位同學拿她的種族開玩笑。		✓
2. 我被老師稱讚，因為我在朗誦比賽中有好的表現。		✓
3. 安娜感到不被尊重和憤怒，因為有位同學拿她的種族開玩笑。	✓	
4. 我的弟弟不尊重我，因為他沒有在我輔導他的功課後說「謝謝」。		✓
5. 我感到高興，因為老師稱讚我在朗誦比賽中有好的表現。	✓	
6. 我感到失望，因為我的弟弟沒有在我輔導他的功課後說「謝謝」。	✓	

步驟 4：告訴學生若他們能回答正確，表示他們已初步掌握「和諧溝通」的首兩個步驟。

流程 4：情境討論（～10 分鐘）

（參考簡報 第 11-13 頁）

步驟 1：將學生分成幾組，每組獲發情景討論工作紙。

（請參閱附件「範疇二課堂一_情境討論工作紙」）

步驟 2：給學生幾分鐘時間與其他同學討論，請他們運用「和諧溝通」模式的首兩個步驟去討論情境，並提醒學生答案沒有對錯之分。

步驟 3：討論完畢後，邀請每組分享他們怎樣運用「和諧溝通」模式去處理那些情境。

步驟 4：帶出活動反思。

「和諧溝通」的**第 1 步（觀察）**

- 能幫助我們改善「評論或評判他人」的壞習慣。
- 可幫助雙方客觀地看待事情，能有效防止溝通演變成衝突。

「和諧溝通」的**第 2 步（感受）**

- 可增強彼此的同理心，讓我們從他人/ 他人能從我們的角度看待事情。
- 嘗試在家中、學校或社會上運用「和諧溝通」。

流程 5：介紹「和諧溝通」的練習（觀察 & 感受）（～8 分鐘）

（參考簡報 第 14-16 頁）

(1) 學會不帶判斷去觀察

第 1 步：回想你最近作出過的一個正面判斷。

例：「小美很勤力。」

第 2 步：把這句正面判斷轉化為觀察。

例：「小美會在課堂上抄筆記。」

第 3 步：回想你最近作出過的一個負面判斷。

例：「小明是個差勁的籃球員。」

第 4 步：把這句負面判斷轉化為觀察。

例：「小明沒法成功投籃。」

(2) 用言語表達我們／他人的感受

在觀察後，試著說出我們對某人或某事的感受。
嘗試用以下的句式來表達感受。

說出自己的感受：（我感到_____，因為_____。）

例：「我感到難過，因為你誤會了我。」

猜測他人的感受：（我看見_____，你是否_____？）

例：「我看見你在上課時皺眉頭，你是否對課堂感到困惑？」

流程 6：課堂總結及介紹課後工作紙（~3 分鐘）
（參考簡報 第 17-18 頁）

步驟 1：帶出課堂總結

運用「和諧溝通」的好處：

- 幫助我們改善人際關係，讓我們能更和諧地與他人溝通。
- 幫助我們以相互尊重的方式解決衝突。
- 將批評和責備轉化為理解和同理心。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
（請參閱附件「範疇二課堂一_課後工作紙」）
- 提醒學生交回已完成的課後工作紙。（老師可自訂截止日期）
- 老師收回工作紙後，可查核學生是否明白「和諧溝通」的首兩個步驟。

參考資料：

Rosenberg, M. B. (2003). Nonviolent communication: A language of life. Encinitas, CA: PuddleDancer Press.

中華基督教會桂華山中學
範疇二：正向人際關係
課堂一：「和諧溝通」第一部份（觀察 & 感受）
範疇二課堂一_情境討論工作紙

第1組 - 情境1

[地點：小賣部]

小息時，小俊很肚餓，所以他去了小賣部。

由於小賣部有很多學生，因此他排隊等了十分鐘。

他看見一位與他不同種族的同學排在他前面。他覺得這位同學很奇怪，因為她在炎炎夏日還戴著頭巾。

當輪到這位同學時，小俊看見她像蝸牛一樣慢慢地算錢。

這時，上課鐘聲響起。

有位老師制止小俊繼續排隊購買，並要求他返回課室。

小俊十分生氣，因此他向這位同學說：「嘿，怪人。你知道你在浪費我的時間嗎？」

那位同學感到很吃驚和尷尬，然後他回應：「我才不是怪人！你才是愚蠢的人。」

請運用「和諧溝通」模式的首兩個步驟去討論情境。

- (1) 幫助小俊在不加任何個人判斷或評價的情況下去觀察。
- (2) 幫助小俊清晰地表達自己的感受。

「不帶評論的觀察是人類智慧的最高境界。」- 吉杜·克里希那穆提

第2組 - 情境2

[地點：課室]

陳老師正在上地理課。

這時，她看到一位學生 — 小傑不斷和其他同學聊天。

她說：「小傑，不要再聊天了。你知道你在干擾課堂嗎？」

小傑回應：「我沒有。我是在和小衛討論課題。」

陳老師說：「不要辯駁，只有調皮的學生才會在上課時聊天。」

小傑感到失望便說：「我討厭你。」

陳老師說：「你怎麼敢對老師這樣說話？」

小傑感到傷心和失望，然後他便跑出課室。

請運用「和諧溝通」模式的首兩個步驟去討論情境。

- (1) 幫助陳老師在不加任何個人判斷或評價的情況下去觀察。
- (2) 幫助陳老師清晰地表達自己的感受。

「不帶評論的觀察是人類智慧的最高境界。」 - 吉杜·克里希那穆提

第3組 - 情境3

[地點：睡房]

小美一邊和同學發信息，一邊用平板電腦做功課。

這時，小美的媽媽走進她的房間並說：「為什麼你總是浪費時間和朋友發信息而不做功課？」

小美感到失望和傷心，因為媽媽誤會了她。

小美回應：「我和同學正在做一份很困難的功課。」

媽媽說：「你總是這樣說。如果你不浪費時間，早就完成這份功課了。先出來吃晚飯吧。」

小美說：「唉。你對我在做什麼一無所知。。。」

媽媽說：「我要你先出來吃晚飯，為什麼你總是無視我的說話？」

請運用「和諧溝通」模式的首兩個步驟去討論情境。

- (1) 幫助小美／小美的媽媽在不加任何個人判斷或評價的情況下去觀察。
- (2) 幫助小美／小美的媽媽清晰地表達自己的感受。

「不帶評論的觀察是人類智慧的最高境界。」 - 吉杜·克里希那穆提

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 範疇二課堂一_熱身活動工作紙

姓名：_____（ ） 班別：_____ 日期：_____

請細閱以下陳述句，並在適當的方框內加上「✓」。

第一部份：觀察

陳述句	沒有加判斷	有加判斷
1. 我看到小俊在小息時玩手機，他真是個頑皮的學生。		
2. 彼得擁有黝黑的膚色。		
3. 安娜真奇怪，總是在夏天用頭巾遮蓋面部。		
4. 彼得就像朱古力一樣，因為他擁有黝黑的膚色。		
5. 我看到小俊在小息時玩手機。		
6. 因為種族文化的關係，安娜總是在夏天用頭巾遮蓋面部。		

第二部份：感受

陳述句	有清晰地 表達感受	沒有清晰地 表達感受
1. 安娜哭了，因為有位同學拿她的種族開玩笑。		
2. 我被老師稱讚，因為我在朗誦比賽中有好的表現。		
3. 安娜感到不被尊重和憤怒，因為有位同學拿她的種族開玩笑。		
4. 我的弟弟不尊重我，因為他沒有在我輔導他的功課後說「謝謝」。		
5. 我感到高興，因為老師稱讚我在朗誦比賽中有好的表現。		
6. 我感到失望，因為我的弟弟沒有在我輔導他的功課後說「謝謝」。		

「不帶評論的觀察是人類智慧的最高境界。」 - 吉杜·克里希那穆提

中華基督教會桂華山中學
範疇二：正向人際關係
課堂一：「和諧溝通」第一部份（觀察 & 感受）
範疇二課堂一_課後工作紙

姓名：_____（ ） 班別：_____ 日期：_____

完成後請交回老師。

班主任在課堂上向你介紹了一個「學會不帶判斷去觀察」的練習。
請你按照下列指示並完成每個步驟。

第 1 步：回想你最近作出過的一個正面判斷。

例：「小美很勤力。」

第 2 步：把這句正面判斷轉化為觀察。

例：「小美會在課堂上抄筆記。」

第 3 步：回想你最近作出過的一個負面判斷。

例：「小明是個差勁的籃球員。」

第 4 步：把這句正面判斷轉化為觀察。

例：「小明沒法成功投籃。」

本課堂要點：

運用「和諧溝通」的好處：

幫助我們改善人際關係，讓我們能更和諧地與他人溝通。

幫助我們以相互尊重的方式解決衝突。

將批評和責備轉化為理解和同理心。

「不帶評論的觀察是人類智慧的最高境界。」- 吉杜·克里希那穆提

CCC Kwei Wah Shan College
 Theme 2: Positive Relationship
 Lesson 1: NVC Part 1 (Observations & Feelings)
Lesson plan

Quote of Theme 2 lesson 1:

“The ability to observe without evaluating is the highest form of intelligence.”
 - J. Krishnamurti

Outline of Theme 2 lesson 1:

Sessions	Suggested duration (Total: 40 minutes)	Materials
1. Overview	~1 min	Theme 2 Lesson 1_PPT
2. Explain the concept of NVC (Observations & Feelings)	~9 mins	Theme 2 Lesson 1_PPT
3. Warm up activity	~9 mins	Theme 2 Lesson 1_PPT, Theme 2 Lesson 1_Warm up activity worksheet
4. Scenario-based discussion	~10 mins	Theme 2 Lesson 1_PPT, Theme 2 Lesson 1_Scenario-based discussion worksheet
5. Introduce exercises for practicing NVC (Observations & Feelings)	~8 mins	Theme 2 Lesson 1_PPT
6. Conclusion and introduce take-home worksheet	~3 mins	Theme 2 Lesson 1_PPT, Theme 2 Lesson 1_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand the concept and benefits of NVC.
- Encourage students to apply the first two steps (Observations and Feelings) of NVC when communicating with others.
- Encourage students to observe and describe what they see without adding any personal judgment or evaluation.
- Encourage students to express their feelings clearly after observation.

Outline of today's lesson:

- Explain the concept of NVC (Observations & Feelings)
- Warm up activity
- Scenario-based discussion
- Introduce exercises for practicing NVC (Observations & Feelings)
- Conclusion and introduce take-home worksheet

Session 2: Explain the concept of NVC (Observations & Feelings) (~9 mins)

(Refer to ppt slides 4-7)

Step 1: Explain the definition of NVC.

NVC means "Non-Violent Communication".

It helps us communicate with others in an empathetic, respectful and peaceful way.

It is an effective and harmonious model to prevent and reduce conflicts.

It is an approach to help us perceive matters in a non-judgmental way.

For example, we speak without any aggression, threats, or criticism.

There are 4 steps of NVC: 1) Observations, 2) Feelings, 3) Needs, and 4) Requests.

This lesson will only focus on Step 1 and 2 (Observations and Feelings).

Step 2: Introduce Step 1 & 2 (Observations & Feelings) of NVC.

Step 1: Observations

It means we observe and describe what we see without adding any personal judgment or evaluation.

Counterexample: “Peter is a poor basketball player.”

Example: “Peter failed to shoot the basketball.”

Step 2: Feelings

It means we concretely express our feelings after observations.

Counterexample: “I think you dislike me because you didn’t invite me to play together.”

Example: “I feel upset because you didn’t invite me to play together.”

Session 3: Warm up activity (~9 mins)

(Refer to ppt slides 8-10)

Step 1: Distribute warm up activity worksheets.

(Please refer to the attachment “Theme 2 Lesson 1_Warm up activity worksheet”)

Step 2: Give students some time to complete the worksheet with some guidance.

Step 3: Check the answers once students completed the worksheet.

Part A: Observations (Answers)	Without judgment	With judgment
1. I saw Tommy playing with his mobile phone during recess. He is such a naughty student.		✓
2. Peter has a tan skin color.	✓	
3. Anna is weird. She always wears a headscarf to cover her face in summer.		✓
4. Peter just likes chocolate because he is tan.		✓
5. I saw Tommy playing with his mobile phone during recess.	✓	
6. Anna always wears a headscarf to cover her face even in summer because of her culture.	✓	

Part B: Feelings (Answers)	Clearly express feelings	Not clearly express feelings
1. Anna cried because a classmate made jokes about her ethnicity.		✓
2. I was praised by my class teacher because I had a good performance in the speech competition.		✓
3. Anna feels disrespected and angry because a classmate made jokes about her ethnicity.	✓	
4. My little brother didn't respect me as he didn't say "Thank you." after I helped him with his homework.		✓
5. I felt happy because I was praised by my class teacher for my good performance in the speech competition.	✓	
6. I feel disappointed as my little brother didn't say "Thank you." after I helped him with his homework.	✓	

Step 4: Tell students they have a preliminary understanding of the concepts of the first two steps of NVC if they answer correctly.

Session 4: Scenario-based discussion (~10 mins)

(Refer to ppt slides 11-13)

Step 1: Divide students into groups and distribute the scenario discussion worksheet to each group. (Please refer to the attachment "Theme 2 Lesson 1_Scenario discussion worksheet")

Step 2: Give students some time to discuss with other classmates. Request each group to apply the first two steps of the NVC model to discuss the scenario. Remind students there is no right or wrong answers.

Step 3: After group discussion, invite each group to share how they apply the NVC model to handle those scenarios.

Step 4: Provide a debriefing of the activity.

The 1st step (Observations) of NVC helps us ameliorate our bad habit of commenting or judging on others.

This could also help both parties focus on the situation more objectively. It can effectively prevent communication from turning into conflict.

The 2nd step (Feelings) of NVC can enhance empathy towards each other, allow (us/ others) to look at the situation from (others'/ our) perspective.

Try to apply the NVC at home, school or in the society.

Session 5: Introduce exercises for practicing NVC (Observations & Feelings)
(~8 mins) (Refer to ppt slides 14-16)

(1) Learn to make observations without judgments

Step 1: Think of a positive judgment that you've made recently.
E.g. "May is hard-working."

Step 2: Rephrase this positive judgment as an observation.
E.g. "May takes notes during lessons."

Step 3: Think of a negative judgment that you've made recently.
E.g. "David is a poor basketball player."

Step 4: Rephrase this negative judgment as an observation.
E.g. "David failed to shoot the basketball."

(2) Put our/ others' feelings into words

After the observation, try to describe our feelings towards someone or something. Try to use the following sentence templates to express feelings.

State your feelings: (I am/ feel _____, because _____.)
E.g. "I am upset because you misunderstood me."

Guess other's feelings: (I see _____. Are you _____?)
E.g. "I saw you frowning when having the lesson. Were you confused about the lesson?"

Session 6: Conclusion and introduce take-home worksheet (~3 mins)

(Refer to ppt slides 17-18)

Step 1: Provide a conclusion of this lesson.

The benefits of NVC:

- Help to improve the quality of our relationships and allow us to communicate with others more peacefully.
- Help us to resolve conflict in a mutual respectful way.
- Transform judgment and criticism into understanding and compassion.

Step 2: Introduce take-home worksheet

- Distribute and briefly introduce the take-home worksheet to students.
(Please refer to the attachment “Theme 2 Lesson 1_Take home worksheet”).
- Remind students to finish and hand in their worksheets.
(Teachers could set a deadline for your class.)
- After collecting the worksheets, teachers can examine whether students understand the first two steps of NVC or not.

References:

Rosenberg, M. B., & Chopra, D. (2015). *Nonviolent communication: A language of life* (3rd ed.). CA, USA: PuddleDancer Press Book

CCC Kwei Wah Shan College
Theme 2: Positive Relationship
Lesson 1: NVC Part 1 (Observations & Feelings)
Theme 2 Lesson 1_Scenario-based discussion worksheet

Group 1 - Scenario 1

[Location: Tuck Shop]

During recess time, Peter was starving so he went to the tuck shop.

He had lined up for 10 minutes because there were many students.

He saw a schoolmate from another ethnicity lined up in front of him. He considered this schoolmate strange because she wore a headscarf on a summer day.

When it came to this schoolmate's turn, Peter saw her counting coins as slow as a snail.

At that moment, the bell rang.

A teacher stopped Peter from buying and asked him to go back to his classroom.

Peter was so angry then he yelled at the schoolmate "Hey, freak! Do you know you are wasting my time?"

That schoolmate felt shocked and embarrassed then replied "I'm not a freak! You are a silly boy."

Please apply the **first two steps** of the **NVC model** to discuss the scenario.

- (1) Help Peter 'observe' without adding any personal judgment or evaluation.
- (2) Help Peter express his feelings clearly.

"The ability to observe without evaluating is the highest form of intelligence." -

J. Krishnamurti

Group 2 - Scenario 2

[Location: Classroom]

Miss Chan was having a Geography lesson.

At that moment, she observed a student, Jason, kept chatting with other classmates.

She said “Stop chatting, Jason. Do you know you are disturbing the class?”

Jason replied “I didn’t. I am discussing the topic with David.”

Miss Chan said “Stop refuting. Only naughty students chat in the lesson.”

Jason felt disappointed and said “I hate you.”

Miss Chan said “How dare you talk to the teacher in such a disrespectful way?”

Jason felt upset and disappointed. Then he ran out of the classroom.

Please apply the **first two steps** of the **NVC model** to discuss the scenario.

- (1) Help Miss Chan ‘observe’ without adding any personal judgment or evaluation.
- (2) Help Miss Chan express her feelings clearly.

“The ability to observe without evaluating is the highest form of intelligence.” -

J. Krishnamurti

Group 3 - Scenario 3

[Location: bedroom]

May was texting her classmate while doing homework with her iPad.

At this moment, her mum came into her room and said “Why do you keep wasting time texting your friends instead of doing homework?”

May felt disappointed and upset because her mum misunderstood her, she replied “I am working on a difficult assignment with my classmates.”

Her mum said “You always say this. If you hadn’t wasted your time, you would have already finished the task. Come out and have dinner first.”

May said “Agh. You know nothing about what I am doing...”

Her mum said “I told you to have dinner first. Why do you always ignore what I say?”

Please apply the **first two steps** of the **NVC model** to discuss the scenarios.

- (1) Help May/ her mum ‘observe’ without adding any personal judgment or evaluation.
- (2) Help May/ her mum express her feelings clearly.

“The ability to observe without evaluating is the highest form of intelligence.” –

J. Krishnamurti

CCC Kwei Wah Shan College
 Theme 2: Positive Relationship
 Lesson 1: NVC Part 1 (Observations & Feelings)
Theme 2 Lesson 1_Warm up activity worksheet

Name: _____ () Class: _____ Date: _____

Please read the following statements then put a “✓” in the appropriate boxes.

Part A: Observations

Statements:	Without judgment	With judgment
1. I saw Tommy playing with his mobile phone during recess. He is such a naughty student.		
2. Peter has a tan skin color.		
3. Anna is weird. She always wears a headscarf to cover her face in summer.		
4. Peter just likes chocolate because he is tan.		
5. I saw Tommy playing with his mobile phone during recess.		
6. Anna always wears a headscarf to cover her face even in summer because of her culture.		

“The ability to observe without evaluating is the highest form of intelligence.” -

J. Krishnamurti

Part B: Feelings

Statements:	Clearly express feelings	Not clearly express feelings
1. Anna cried because a classmate made jokes about her ethnicity.		
2. I was praised by my class teacher because I had a good performance in the speech competition.		
3. Anna feels disrespected and angry because a classmate made jokes about her ethnicity.		
4. My little brother didn't respect me as he didn't say "Thank you." after I helped him with his homework.		
5. I felt happy because I was praised by my class teacher for my good performance in the speech competition.		
6. I feel disappointed as my little brother didn't say "Thank you." after I helped him with his homework.		

"The ability to observe without evaluating is the highest form of intelligence." -

J. Krishnamurti

CCC Kwei Wah Shan College
Theme 2: Positive Relationship
Lesson 1: NVC Part 1 (Observations & Feelings)
Theme 2 Lesson 1_Take home worksheet

Name: _____ () Class: _____ Date: _____

Please complete and hand in this worksheet.

During the lesson, your class teacher introduced an exercise to you about making observations without judgments. Follow the instructions and complete the steps below.

Step 1: Think of a positive judgment that you've made recently.
E.g. "May is hard-working."

Step 2: Rephrase this positive judgment as an observation.
E.g. "May takes notes during lessons."

Step 3: Think of a negative judgment that you've made recently.
E.g. "David is a poor basketball player."

Step 4: Rephrase this negative judgment as an observation.
E.g. "David failed to shoot the basketball."

Key notes of this lesson:

The benefits of NVC

Help to improve the quality of our relationships,
and allow us to communicate with others more peacefully.

Help us to resolve conflict in a mutual respectful way.

Transform judgment and criticism into understanding and compassion.

"The ability to observe without evaluating is the highest form of intelligence." -

J. Krishnamurti

中華基督教會桂華山中學
 範疇二：正向人際關係
 課堂二：「和諧溝通」第二部份（需要 & 請求）
 教案

範疇二 課堂二 金句：

「所有批評、判斷和憤怒都是需求未被滿足的表現。」— 馬歇爾·盧森堡

範疇二 課堂二 流程：

流程	建議時間 (共 40 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇二 課堂二 簡報
2. 解釋「和諧溝通」的概念 (需要 & 請求)	~9 分鐘	範疇二 課堂二 簡報
3. 熱身活動	~9 分鐘	範疇二 課堂二 簡報，範疇二課堂二_熱身活動工作紙
4. 情境討論	~10 分鐘	範疇二 課堂二 簡報，範疇二課堂二_情境討論工作紙
5. 介紹兩個「和諧溝通」的說話技巧	~8 分鐘	範疇二 課堂二 簡報
6. 課堂總結及介紹課後工作紙	~3 分鐘	範疇二 課堂二 簡報，範疇二課堂二_課後工作紙

流程 1：介紹課堂流程（～1 分鐘）

（參考簡報 第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生了解「和諧溝通」的概念和好處。
- 鼓勵學生在與他人溝通時應用「和諧溝通」的尾兩個步驟（需要及請求）。
- 鼓勵學生說出自己感受背後的需要。
- 鼓勵學生向別人提出明確的請求，從而去滿足自己的需要。

課堂流程：

- 解釋「和諧溝通」的概念（需要 & 請求）
- 熱身活動
- 情境討論
- 介紹兩個「和諧溝通」的說話技巧
- 課堂總結及介紹課後工作紙

流程 2：解釋「和諧溝通」的概念（需要 & 請求）（～9 分鐘）

（參考簡報 第 4-9 頁）

步驟 1：重溫「和諧溝通」的首兩個步驟。

「和諧溝通」能幫助我們以同理、尊重及和平的方式與他人溝通，它是一種有效及和諧的溝通模式去預防和減少衝突。

「和諧溝通」有四個步驟：1) 觀察 2) 感受 3) 需要 4) 請求

本課堂會說明第 3 和第 4 步（需要 & 請求）。

重溫第 1 步：觀察

是指我們不加任何個人判斷或評價去觀察並敘述所看到的事情。

反例：「彼得是個差勁的籃球員。」

正例：「彼得無法成功投籃。」

重溫第 2 步：感受

是指我們在觀察後，清晰地表達自己的感受。

反例：「我覺得你討厭我，因為你沒有邀請我一起玩。」

正例：「我感到難過，因為你沒有邀請我一起玩。」

步驟 2：介紹「和諧溝通」的第 3 和第 4 步（需要 & 請求）。

第 3 步：需要

是指我們清楚地說出感受背後的需要。

反例：「你真吵。」

正例：「當你大聲說話時我感到被打擾，因為我需要一個安靜的環境去溫習。」

第 4 步：請求

是指我們提出明確的請求，從而去滿足自己的需要。

提出請求並不是命令，對方可以拒絕或提出其他建議。

反例：「安靜。」

正例：「請你說話小聲一點，為我提供一個寧靜的環境溫習，好嗎？」

流程 3：熱身活動（~9 分鐘）

（參考簡報 第 10-12 頁）

步驟 1：派發熱身活動工作紙。（請參閱附件「範疇二課堂二_熱身活動工作紙」）

步驟 2：提供簡單的指導，並給予學生幾分鐘去完成工作紙。

步驟 3：完成工作紙後，與學生一起檢查答案。

第一部份：需要（答案）	能連絡 感受及需要	不能連絡 感受及需要
1. 溫老師很生氣，因為有些學生一直在干擾課堂。		✓
2. 我很失望，因為你不做家務。		✓
3. 當你拿我的種族開玩笑時，我感到難過。我希望你能尊重我。	✓	
4. 溫老師感到生氣，因為有些學生一直在干擾課堂。他需要一個安靜的環境去上課。	✓	
5. 我感到失望，因為你不做家務。我需要你的幫忙從而去減輕我的工作量。	✓	
6. 我需要你尊重我的種族。		✓

第二部份：請求（答案）	有明確地 表達請求	沒有明確地 表達請求
1. 不要再捉弄其他同學，否則我會嚴懲你。		✓
2. 專注我。		✓
3. 其他同學在你捉弄他們的時候感到很難受。你能否答應我不要再捉弄別人？	✓	
4. 你可以不要再拿我的種族開玩笑嗎？	✓	
5. 請問你可以留心，並給我提出一些意見嗎？	✓	
6. 不要再拿我的種族開玩笑。		✓

步驟 4：告訴學生若他們能回答正確，表示他們已初步掌握「和諧溝通」的後兩個步驟。

流程 4：情境討論（~10 分鐘）

（參考簡報 第 13-15 頁）

步驟 1：將學生分成幾組，每組獲發情景討論工作紙。

（請參閱附件「範疇二課堂二_情境討論工作紙」）

步驟 2：給學生幾分鐘時間與其他同學討論，請他們運用「和諧溝通」模式的第 3 和第 4 個步驟去討論情境，並提醒學生答案沒有對錯之分。

步驟 3：討論完畢後，邀請每組分享他們怎樣運用「和諧溝通」模式去處理那些情境。

步驟 4：帶出活動反思。

「和諧溝通」的**第 3 步（需要）**是清楚地說出我們感受背後的需要。衝突經常發生，正因為其中一方的需求沒有被滿足。當我們的需求得到滿足時，我們通常會經歷正面情緒。（如：感恩，愉快，幸福，感動）相反，當我們的需求沒有被滿足時，我們傾向會經歷負面情緒。（如：失望、憤怒、被激怒和傷心）

「和諧溝通」的**第 4 步（請求）**是指我們提出明確的請求（而不是命令），從而去滿足自己或對方的需要。這步驟是創造自己想要的生活的關鍵一步。當別人嘗試滿足我們的請求時，我們應表達謝意；當別人拒絕滿足我們的請求時，我們也應展現同理心。

流程 5：介紹兩個「和諧溝通」的說話技巧（～3 分鐘）
（參考簡報 第 16-17 頁）

步驟 1：鼓勵學生在交流時運用以下的說話句式。

作為說話者：

「我看見___（你的觀察）___。
我感到___（你對觀察到的事物的感受）___，
因為我需要___（你的需要）___。
你是否願意___（提出請求）___？」

作為聆聽者：

「我看見___（你的觀察）___。
你是否感到___（就你觀察到的事物去猜測對方的感受）___，
因為你需要___（猜測對方的需要）___。
如果我___（採取什麼行動去幫助對方）是否能滿足你的需要___？」

流程 6：課堂總結及介紹課後工作紙（～3 分鐘）
（參考簡報 第 18-19 頁）

步驟 1：帶出課堂總結

運用「和諧溝通」的好處：

- 讓我們以尊重和同理的方式去溝通。
- 讓我們提出請求（而不是要求），去帶出自己的需要。
- 幫助減少誤會和衝突。
- 以同理心和聆聽來對抗種族歧視。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
（請參閱附件「範疇二課堂二_課後工作紙」）
- 提醒學生交回已完成的課後工作紙。（老師可自訂截止日期）
- 老師收回工作紙後，可查核學生是否明白什麼是「和諧溝通」。

參考資料：

Rosenberg, M. B. (2003). Nonviolent communication: A language of life. Encinitas, CA: PuddleDancer Press.

中華基督教會桂華山中學
範疇二：正向人際關係
課堂二：「和諧溝通」第二部份（需要 & 請求）
範疇二課堂二_情境討論工作紙

第1組 - 情境1

[地點：課室]

小息時，彼得開珍妮的玩笑。

珍妮被激怒然後她說：「當你開我的玩笑時，我感到生氣。」

彼得回應：「哈哈。沒有人會在炎炎夏日穿長袖和長褲。你真奇怪。」

珍妮說：「不要再笑了。你不應該取笑其他種族的傳統。」

請運用「**和諧溝通**」模式去討論情境。

- (1) 幫助珍妮清楚地說出她的感受背後的**需要**。
- (2) 幫助珍妮提出明確的**請求**，從而去滿足她的需要。

「所有批評、判斷和憤怒都是需求未被滿足的表現。」 — 馬歇爾·盧森堡

第2組 - 情境2

[地點：課室]

陳老師正在上地理課。

這時，她看到兩位學生 — 小傑和小曼正大聲聊天。

她說：「我感到很煩擾，因為你們在干擾課堂。」

小傑和小曼回應：「我們沒有，我們是在討論地圖。」

陳老師說：「如果你們繼續大聲地討論，我便會嚴懲你們。」

請運用「**和諧溝通**」模式去討論情境。

- (1) 幫助陳老師清楚地說出她的感受背後的**需要**。
- (2) 幫助陳老師提出明確的**請求**，從而去滿足她的需要。

「所有批評、判斷和憤怒都是需求未被滿足的表現。」 — 馬歇爾·盧森堡

第3組 - 情境3

[地點：睡房]

小美一邊和同學發信息，一邊用平板電腦做功課。

這時，小美的媽媽走進她的房間並說：「我知道你忙於功課。不過我們就快可以吃晚飯，你可以先吃晚飯再繼續。」

小美回應：「媽媽，謝謝你。不過我和同學正在討論一份很困難的功課。請你給我一些時間去完成它。」

媽媽說：「你總是這樣說。你想自己一個吃剩餘的飯菜嗎？先出來吃晚飯吧。」

小美說：「你根本不明白我，你對我做的事一無所知……」

請運用「和諧溝通」模式去討論情境。

- (1) 幫助小美的媽媽清楚地說出她的感受背後的需要。
- (2) 幫助小美的媽媽提出明確的請求，從而去滿足她的需要。

「所有批評、判斷和憤怒都是需求未被滿足的表現。」 — 馬歇爾·盧森堡

中華基督教會桂華山中學
 範疇二：正向人際關係
 課堂二：「和諧溝通」第二部份（需要 & 請求）
 範疇二課堂二_熱身活動工作紙

姓名：_____（ ） 班別：_____ 日期：_____

請細閱以下陳述句，並在適當的方框內加上「✓」。

第一部份：需要

陳述句	能連絡 感受及需要	不能連絡 感受及需要
1. 溫老師很生氣，因為有些學生一直在干擾課堂。		
2. 我很失望，因為你不做家務。		
3. 當你拿我的種族開玩笑時，我感到難過。我希望你能尊重我。		
4. 溫老師感到生氣，因為有些學生一直在干擾課堂。他需要一個安靜的環境去上課。		
5. 我感到失望，因為你不做家務。我需要你的幫忙從而去減輕我的工作量。		
6. 我需要你尊重我的種族。		

第二部份：請求

陳述句	有明確地 表達請求	沒有明確地 表達請求
1. 不要再捉弄其他同學，否則我會嚴懲你。		
2. 專注我。		
3. 其他同學在你捉弄他們的時候感到很難受。你能否答應我不要再捉弄別人？		
4. 你可以不要再拿我的種族開玩笑嗎？		
5. 請問你可以留心，並給我提出一些意見嗎？		
6. 不要再拿我的種族開玩笑。		

「所有批評、判斷和憤怒都是需求未被滿足的表現。」 — 馬歇爾·盧森堡

中華基督教會桂華山中學
範疇二：正向人際關係
課堂二：「和諧溝通」第二部份（需要 & 請求）
範疇二_課堂二_課後工作紙

姓名：_____（_____） 班別：_____ 日期：_____

完成後請交回老師。

老師在課堂上向你介紹了一個「和諧溝通」的說話句式，請你按照下列指示並完成每個步驟。

應用這個「和諧溝通」的說話句式在你最近發生的一事上：

你作為說話者：

「我看見_____。

我感到_____，

因為我需要_____。

你是否願意_____？」

你作為聆聽者：

「我看見_____。

你是否感到_____，

因為你需要_____。

如果我_____是否能滿足你的需要？」

「所有批評、判斷和憤怒都是需求未被滿足的表現。」 — 馬歇爾·盧森堡

本課堂要點：

運用「和諧溝通」的好處：

讓我們以尊重和同理的方式去溝通。

讓我們提出請求（而不是要求），去帶出自己的需要。

幫助減少誤會和衝突。

以同理心和聆聽來對抗種族歧視。

「所有批評、判斷和憤怒都是需求未被滿足的表現。」 — 馬歇爾·盧森堡

CCC Kwei Wah Shan College
 Theme 2: Positive Relationship
 Lesson 2: NVC Part 2 (Needs & Requests)
Lesson plan

Quote of Theme 2 lesson 2:

“Every criticism, judgment, and expression of anger is the tragic expression of an unmet need.” - Marshall B. Rosenberg

Outline of Theme 2 lesson 2:

Sessions	Suggested duration (Total: 40 minutes)	Materials
1. Overview	~1 min	Theme 2 Lesson 2_PPT
2. Explain the concept of NVC (Needs & Requests)	~9 mins	Theme 2 Lesson 2_PPT
3. Warm up activity	~9 mins	Theme 2 Lesson 2_PPT, Theme 2 Lesson 2_Warm up activity worksheet
4. Scenario-based discussion	~10 mins	Theme 2 Lesson 2_PPT, Theme 2 Lesson 2_Scenario-based discussion worksheet
5. Introduce two speaking skills for practicing NVC	~8 mins	Theme 2 Lesson 2_PPT
6. Conclusion and introduce take- home worksheet	~3 mins	Theme 2 Lesson 2_PPT, Theme 2 Lesson 2_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand the concepts and benefits of NVC.
- Encourage students to apply the last two steps of NVC (Needs and Requests) when communicating with others.
- Support students to express their needs that are linked to their feelings.
- Encourage students to make clear requests to one another in order to meet their needs.

Outline of today's lesson:

- Explain the concept of NVC (Needs & Requests)
- Warm up activity
- Scenario-based discussion
- Introduce two speaking skills for practicing NVC
- Conclusion and introduce take-home worksheet

Session 2: Explain the concept of NVC (Needs & Requests) (~9 mins)

(Refer to ppt slides 4-9)

Step 1: Revisit Step 1 & 2 of the NVC.

NVC (Non-Violent Communication) helps us communicate with others in an empathetic, respectful and peaceful way.

It is an effective and harmonious way to prevent and reduce conflicts.

There are 4 steps of NVC: 1) Observations, 2) Feelings, 3) Needs, and 4) Requests.

This lesson will go through Step 3 and 4 (Needs & Requests).

Revisit Step 1: Observations

It means we observe and describe what we see without adding any personal judgment or evaluation.

Counterexample: "Peter is a poor basketball player."

Example: "Peter failed to shoot the basketball."

Revisit Step 2: Feelings

It means we concretely express our feelings after observations.

Counterexample: "I think you dislike me because you didn't invite me to play together."

Example: "I feel upset because you didn't invite me to play together."

Step 2: Introduce Step 3 & 4 (Needs & Requests) of the NVC model.

Step 3: Needs

It means we clearly express our needs which are linked to our feelings.

Counterexample: “You are so noisy.”

Example: “I feel annoyed when you speak loudly because I need a quiet place to study.”

Step 4: Requests

It means we make concrete requests (not command) for meeting our needs.

Making requests instead of command which means others can refuse or raise an alternative.

Counterexample: “Keep quiet!”

Example: “Would you be willing to speak softly so as to provide a quiet place for me to study?”

Session 3: Warm up activity (~9 mins)

(Refer to ppt slides 10-12)

Step 1: Distribute warm up activity worksheets.

(Please refer to attachment “Theme 2 Lesson 2_Warm up activity worksheet”)

Step 2: Give students some time to complete the worksheet with some guidance.

Step 3: Check the answer once students completed the worksheet.

Part A: Needs (Answers)	Can link feelings to needs	Cannot link feelings to needs
1. Mr. Wan is angry because some students keep disturbing the class.		✓
2. I am disappointed because you don't do the housework.		✓
3. I feel sad when you make jokes about my ethnicity. I hope you can show respect to me.	✓	
4. Mr. Wan is angry because some students keep disturbing the class. He needs a quiet place to teach.	✓	
5. I am disappointed as you don't do the housework. I need your help so as to lighten my workload.	✓	
6. I need you to show respect to my ethnicity.		✓

Part B: Requests (Answers)	Clearly express the request	Not clearly express the request
1. Don't play tricks on other classmates anymore. Otherwise, I will punish you badly.		✓
2. Focus on me.		✓
3. Other classmates have hard feelings when you play tricks on them. Could you promise me not to play tricks on others anymore?	✓	
4. Would you be willing to stop making jokes about my ethnicity?	✓	
5. Could you pay attention to me and give me some suggestions?	✓	
6. Stop making jokes about my ethnicity.		✓

Step 4: Tell students they have a preliminary understanding of the concepts of the last two steps of NVC if they answer correctly.

Session 4: Scenario-based discussion (~10 mins)

(Refer to ppt slides 13-15)

Step 1: Divide students into 3 groups and distribute the scenario discussion worksheet to each group. (Please refers to attachment “Theme 2 Lesson 2_Scenario discussion worksheet”)

Step 2: Give students some time to discuss with other classmates. Request each group to apply the 3rd and 4th steps of the NVC model to the scenario. Remind students there is no right or wrong answers.

Step 3: After group discussion, invite each group to share how they apply the NVC model to handle the scenarios.

Step 4: Provide a debriefing of the activity.

The 3rd step (Needs) of NVC is to clearly express our needs behind our feelings.

Conflict often occurs because the needs of one of the parties have not been met.

We would experience positive feelings (e.g. thankful, cheerful, blissful, touched) when our needs are being met.

In contrast, we tend to experience negative feelings (e.g. disappointed, angry, irritated, upset) when our needs are not being met.

The 4th step (Requests) of NVC is to make clear requests (not command) so as to meet our or others' needs.

This step is critical to create the life we want.

We should show appreciation when others try to fulfill our requests, and express empathy if the others refuse our requests.

Session 5: Introduce two speaking skills for practicing NVC
(~8 mins) (Refer to ppt slides 16-17)

Step 1: Encourage students to use the speech structures below when communicating.

As a speaker:

“I see ___ (what you observe)___,

I feel ___ (your feelings toward what you observe)___

because I need ___ (your need)___.

Would you be willing to ___ (make a request)___?”

As a listener:

“I see ___ (what you observe)___,

Are you feeling ___ (guess others' feelings toward what you observe)___

because you need ___ (guess others' need)___?

Would it meet your needs if I ___ (take actions to help others)___?”

Session 6: Conclusion and introduce take-home worksheet (~3 mins)
(Refer to ppt slides 18-19)

Step 1: Provide a conclusion of this lesson.

Benefits of using NVC:

- Let us communicate in a respectful and empathetic way.
- Help us express our needs with requests without using commands.
- Help reduce misunderstanding and conflicts.
- Resolve racism with empathy and listening.

Step 2: Introduce take-home worksheet

- Distribute and briefly introduce the take-home worksheet to students.
(Please refer to the attachment “Theme 2 Lesson 2_Take home worksheet”).
- Remind students to finish and hand in their worksheets.
(Teachers could set a deadline for your class.)
- After collecting the worksheets, teachers can examine whether students understand all four steps of NVC or not.

References:

Rosenberg, M. B., & Chopra, D. (2015). Nonviolent communication: A language of life (3rd ed.). CA, USA: PuddleDancer Press Book

CCC Kwei Wah Shan College
Theme 2: Positive Relationship
Lesson 2: NVC Part 2 (Needs & Requests)
Theme 2 Lesson 2_Scenario-based discussion worksheet

Group 1 - Scenario 1

[Location: Classroom]

During recess, Peter made jokes about Jenny.

Jenny is irritated then she said “I am angry when you make jokes about me.”

“Haha. None of us wear long sleeves and pants on a summer day. You are weird,” Peter replied.

“Stop laughing. You shouldn’t make jokes about other ethnicities’ traditions,” Jenny said.

Please apply the **NVC model** to discuss the scenario.

- (1) Help Jenny clearly express her needs which are linked to her feelings.
- (2) Help Jenny make a clear request in order to meet her needs.

“Every criticism, judgment, and expression of anger is the tragic expression of an unmet need.” - Marshall B. Rosenberg

Group 2 - Scenario 2

[Location: Classroom]

Miss Chan was having a Geography lesson.

In the lesson, she noticed two students Jason and Mandy were chatting loudly.

She said, "I am annoyed because you two are disrupting the class."

Jason and Mandy replied, "No, we didn't. We are discussing the map."

"I will punish you two badly if you two keep discussing loudly." said Miss Chan.

Please apply the **NVC model** to discuss the scenarios.

- (1) Help Miss Chan clearly express her needs which are linked to her feelings.
- (2) Help Miss Chan make a clear request in order to meet her needs.

"Every criticism, judgment, and expression of anger is the tragic expression of an unmet need." - Marshall B. Rosenberg

Group 3 - Scenario 3

[Location: Bedroom]

May was texting her classmate while doing homework with her iPad.

At this moment, her mum came into her room and said “I know you are busy with your homework. We are going to have dinner soon, you can have dinner first.”

May replied “Okay, but I am working on a difficult assignment with my classmates. Please give me some more time to finish it.”

“You always say this. Do you want to eat left-over by yourself? Come out and have dinner first,” her mum said.

“You don’t understand me. You know nothing about what I am doing,” May said

Please apply the **NVC model** to discuss the scenarios.

- (1) Help May’s mum clearly express her needs which are linked to her feelings.
- (2) Help May’s mum make a clear request in order to meet her needs.

“Every criticism, judgment, and expression of anger is the tragic expression of an unmet need.” - Marshall B. Rosenberg

CCC Kwei Wah Shan College
 Theme 2: Positive Relationship
 Lesson 2: NVC Part 2 (Needs & Requests)
Theme 2 Lesson 2_Warm up activity worksheet

Name: _____ () Class: _____ Date: _____

Please read the following statements then put a “✓” in the appropriate boxes.

Part A: Needs

Statements:	Can link feelings to needs	Cannot link feelings to needs
1. Mr. Wan is angry because some students keep disturbing the class.		
2. I am disappointed because you don't do the housework.		
3. I feel sad when you make jokes about my ethnicity. I hope you can show respect to me.		
4. Mr. Wan is angry because some students keep disturbing the class. He needs a quiet place to teach.		
5. I am disappointed as you don't do the housework. I need your help so as to lighten my workload.		
6. I need you to show respect to my ethnicity.		

“Every criticism, judgment, and expression of anger is the tragic expression of an unmet need.” - Marshall B. Rosenberg

Part B: Requests

Statements:	Clearly express the request	Not clearly express the request
1. Don't play tricks on other classmates anymore. Otherwise, I will punish you badly.		
2. Focus on me.		
3. Other classmates have hard feelings when you play tricks on them. Could you promise me not to play tricks on others anymore?		
4. Would you be willing to stop making jokes about my ethnicity?		
5. Could you pay attention to me and give me some suggestions?		
6. Stop making jokes about my ethnicity.		

“Every criticism, judgment, and expression of anger is the tragic expression of an unmet need.” - Marshall B. Rosenberg

CCC Kwei Wah Shan College
Theme 2: Positive Relationship
Lesson 2: NVC Part 2 (Needs & Requests)
Theme 2 Lesson 2_Take home worksheet

Name: _____ () Class: _____ Date: _____

Please complete and hand in this worksheet.

During the lesson, your class teacher introduced two speech structures to you for practicing NVC. Please follow the instructions and complete the worksheet.

Apply this NVC speech structure to one of the events that happened recently.

You as a speaker:

“I see _____,”

I feel _____

because I need _____.

Would you be willing to _____?”

You as a listener:

“I see _____,”

Are you feeling _____

because you need _____?”

Would it meet your need if I _____?”

Key notes of this lesson:

The benefits of NVC

Let us communicate in a respectful and empathetic way.

Help us express our needs with requests without using commands.

Help reduce misunderstanding and conflicts.

Resolve racism with empathy and listening.

“Every criticism, judgment, and expression of anger is the tragic expression of an unmet need.” - Marshall B. Rosenberg

中華基督教會桂華山中學
範疇二：正向人際關係
課堂三：感恩
教案

範疇二 課堂三 金句：

「以積極的思想和感恩的心開展每一天。」— 羅伊·班尼特

範疇二 課堂三 流程：

流程	建議時間 (共 40 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇二 課堂三 簡報
2. 解釋「感恩」的概念	~10 分鐘	範疇二 課堂三 簡報
3. 觀看影片及反思	~14 分鐘	範疇二 課堂三 簡報
4. 活動 - 感恩舞	~6 分鐘	範疇二 課堂三 簡報
5. 介紹「感恩」練習	~10 分鐘	範疇二 課堂三 簡報
6. 課堂總結及介紹課後工作紙	~4 分鐘	範疇二 課堂三 簡報， 範疇二課堂三_課後工 作紙

流程 1：介紹課堂流程（～1 分鐘）

（參考簡報 第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生理解「感恩」的概念和好處。
- 鼓勵學生對不同種族的人表達感恩。
- 鼓勵學生在學校、家中或社會中應用「感恩四步曲」。
- 提供一些日常技巧讓學生練習和培養他們感恩的心。

課堂流程：

- 解釋「感恩」的概念
- 觀看影片及反思
- 活動 - 感恩舞
- 介紹「感恩」練習
- 課堂總結及介紹課後工作紙

流程 2：解釋「感恩」的概念（～10 分鐘）

（參考簡報 第 4-8 頁）

步驟 1：解釋感恩的定義。

感恩是指…

- (1) 對我們已經擁有的東西心存感激的一種狀態。
- (2) 對收到的東西表示感謝，無論是有形的還是無形的。

步驟 2：介紹「感恩四步曲」。

第一步：觀察

我們留意及察覺周遭的人或事。

例：我喜歡打籃球，我亦是學校籃球隊的成員之一。

第二步：思考

我們回想並留意到在生命中出現的好事是因為別人的付出／貢獻。

例：我所屬的球隊贏得了籃球比賽，是因為教練非常努力地訓練我們。

第三步：感受

對他人為自己所做的一切感到感恩和感激。

例：我很感謝我的教練，因為他總是鼓勵和支持我們。

第四步：行動

我們採取行動，向那些對我們好的人表達感恩。

例：我會送一份禮物給我的教練，以報答我對他的感恩之心。

流程 3：觀看影片及反思（~14 分鐘）

（參考簡報 第 9-19 頁）

步驟 1：因版權問題，我們不能直接把影片插入到簡報和教案中。請在 YouTube 上搜尋「Thai Emotional Short Clip - "Believe in the Value of Gratitude"」，並播放影片。

步驟 2：播放影片後，邀請學生回答下方的反思問題，從而引導學生反思什麼是感恩。

反思問題：（接受任何合理的答案）

Q1.	Prajak 老師感激的人是誰？
A1.	他的媽媽。
Q2.	為什麼 Prajak 老師對他的媽媽心存感激？
A2.	因為他的媽媽付出很多心血去撫養他。
Q3.	Prajak 老師如何看待他的媽媽為他所做的事情？
A3.	他感到感恩。因為他意識到媽媽在撫養他的過程中犧牲了很多。因此他很感激媽媽為他所做的一切，並想盡力照顧她。
Q4.	Prajak 老師如何表達對他媽媽的感激之情？
A4.	他負起責任照顧媽媽。（例：帶她去學校並照顧她。）
Q5.	根據影片，你認為「感恩」對我們影響深遠嗎？為什麼？
A5.	是的。因為 Prajak 老師啟發了他的學生一起尋找走失的媽媽。此外，他還啟發他的學生珍惜與家人共度的時光。因此，感恩的力量可以改變一個人的生活，造福更多的人。

流程 4：活動 - 感恩舞（~6 分鐘）

（參考簡報 第 20 頁）

步驟 1：因版權問題，我們不能直接把影片插入到簡報和教案中。請在 YouTube 上搜尋「Gratitude Dance Very High Quality」，並播放影片。

步驟 2：邀請學生一起跳舞。

流程 5：介紹「感恩」練習（～10 分鐘）

（參考簡報 第 21-27 頁）

步驟 1：介紹一些練習「感恩」的簡單方法。

- 成為志願者
- 製作感恩罐
- 撰寫感恩日記（可插入照片）
- 撰寫感謝卡或送禮物給你心存感恩的人
- 對別人為你做的小事說「謝謝」
- 珍惜我們已經擁有的，而不是一直抱怨我們沒有的

步驟 2：介紹「撰寫感恩日記」。

第 1 步	在筆記本或手機上記錄你的感恩日記。
第 2 步	回顧今天發生的事情。
第 3 步	在日記中，簡單地寫下任何讓你感到感恩的人或事 （例如你看了一部激動人心的電影或收到好友給你的禮物）。
第 4 步	寫下你感到感恩的原因。
第 5 步	寫下你採取／將採取什麼行動來表達你對他人的感恩之情。
第 6 步	在空閒或心情不好的時候回顧你的感恩日記。

步驟 3：介紹「製作感恩瓶」。

第 1 步	準備一個容器（如玻璃瓶子或罐子），然後裝飾它（綁上絲帶或貼上貼紙）。
第 2 步	準備一些小紙張和一支筆來寫下今天發生的任何好事或你想感謝的人。
第 3 步	將感恩瓶放在你經常看得見的地方。
第 4 步	當你感到難過或感恩時，搖動瓶子並從中取出一張紙片去回顧感恩的事。

步驟 4：告訴學生這些練習有助減少我們受負面情緒的影響。此外，保持撰寫感恩日記或填滿感恩瓶的習慣，可幫助我們回顧那些容易被忘記的小事，讓我們更關注生活中美好的一面。

流程 6：課堂總結及介紹課後工作紙（~4 分鐘）

（參考簡報 第 28-31 頁）

步驟 1：帶出課堂總結。

心存「感恩」的好處：

心理方面

更能從失敗中恢復過來。
較少受到負面情緒和壓力影響。
經歷更多正面情緒，如幸福，被愛。

生理方面

心存感恩的人往往更長壽。
心存感恩的人較不易生病。
心存感恩使我們充滿活力，激勵我們去做得更好。

社交方面

心存感恩的人較少感到孤單。
心存感恩幫助我們與他人保持良好的關係。
心存感恩幫助我們欣賞和珍惜身邊的人。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
（請參閱附件「範疇二課堂三_課後工作紙」）
- 提醒學生交回已完成的課後工作紙。（老師可自訂截止日期）
- 老師收回工作紙後，可查核學生是否明白什麼是「感恩」。

參考資料：

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218–226

Tong, A., Yiu, C., Yau, C. (2010). Joy for Life: Applications of Positive Psychology (Eds.). Hong Kong: Breakthrough Ltd. (in Chinese)

中華基督教會桂華山中學
範疇二：正向人際關係
課堂三：感恩
範疇二_課堂三_課後工作紙

姓名：_____ () 班別：_____ 日期：_____

完成後請交回老師。

在接下來的這三天，回顧並寫下任何令你感覺良好或你想表達感恩的人，並製作一個簡單的「感恩日記」。可以短答。

日期：_____	日期：_____	日期：_____
事件： _____ _____ _____	事件： _____ _____ _____	事件： _____ _____ _____
你想對誰表達感恩： _____ _____	你想對誰表達感恩： _____ _____	你想對誰表達感恩： _____ _____
原因是： _____ _____	原因是： _____ _____	原因是： _____ _____
你採取了什麼行動去表達 你的感激之心： _____ _____	你採取了什麼行動去表達 你的感激之心： _____ _____	你採取了什麼行動去表達 你的感激之心： _____ _____

「以積極的思想和感恩的心開展每一天。」 — 羅伊·班尼特

本課堂要點：

心存「感恩」的好處：

心理方面

更能從失敗中恢復過來。
較少受到負面情緒和壓力影響。
經歷更多正面情緒，如幸福，被愛。

生理方面

心存感恩的人往往更長壽。
心存感恩的人較不易生病。
心存感恩使我們充滿活力，激勵我們去做得更好。

社交方面

心存感恩的人較少感到孤單。
心存感恩幫助我們與他人保持良好的關係。
心存感恩幫助我們欣賞和珍惜身邊的人。

「以積極的思想和感恩的心開展每一天。」 — 羅伊·班尼特

CCC Kwei Wah Shan College
Theme 2: Positive Relationship
Lesson 3: Gratitude
Lesson plan

Quote of Theme 2 lesson 3:

“Start each day with a positive thought and a grateful heart.” - Roy T. Bennett

Outline of Theme 2 lesson 3:

Sessions	Suggested duration (Total: 45 minutes)	Materials
1. Overview	~1 min	Theme 2 Lesson 3_PPT
2. Explain the concept of “Gratitude”	~10 mins	Theme 2 Lesson 3_PPT
3. Watch a video and reflect on the message	~14 mins	Theme 2 Lesson 3_PPT
4. Activity - Gratitude dance	~6 mins	Theme 2 Lesson 3_PPT
5. Introduce “Gratitude” exercises	~10 mins	Theme 2 Lesson 3_PPT
6. Conclusion and introduce take-home worksheet	~4 mins	Theme 2 Lesson 3_PPT, Theme 2 Lesson 3_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand the concept and benefits of gratitude.
- Encourage students to express gratitude to people from different ethnicities.
- Encourage students to apply the "4 steps of gratitude" at school, home or community.
- Provide some daily skills for students to practise and cultivate their gratitude.

Outline of today's lesson:

- Explain the concept of gratitude
- Watch a video and reflect on it
- Activity - Gratitude dance
- Introduce "Gratitude" exercises
- Conclusion and introduce take-home worksheet

Session 2: Explain the concept of gratitude (~10 mins)

(Refer to ppt slides 4-8)

Step 1: Explain the definition of gratitude.

Gratitude means...

- (1) A state of being grateful for what we already have.
- (2) A thankful appreciation for what an individual receives, whether tangible or intangible.

Step 2: Introduce the "4 steps of gratitude".

Step 1 - Observe

We observe those people or things around us.

E.g. I love playing basketball and I am one of the members of the school basketball team.

Step 2 - Think

We recall and recognise those things that happened in our life because of others' devotion.

E.g. My team won the basketball competition because our coach put great effort into training us.

Step 3 - Feel

We feel thankful and appreciate all the things that others did for us.

E.g. I feel thankful to my coach because he always encourages and supports us.

Step 4 - Action

We take action to express gratitude and appreciation to those who have done something good to us.

E.g. I will buy a gift for my coach so as to express my gratitude to him.

Session 3: Watch a video and reflect on the message (~14 mins)
(Refer to ppt slides 9-19)

Step 1: Due to copyright issues, we are not allowed to add the video clips on the PowerPoint and lesson plan. Please type “Thai Emotional Short Clip - ‘Believe in the Value of Gratitude’” on YouTube and play the video.

Step 2: After showing the video, invite students to discuss the questions below in order to have a reflection of “gratitude”.

Questions for reflection: *(Accept any reasonable answers)*

Q1.	Who is the person that Prajak, the teacher, feels grateful for?
A1.	His mum.
Q2.	Why does Prajak, the teacher, feel grateful to his mum?
A2.	Because his mum has put a lot of effort in raising him up.
Q3.	How does Prajak, the teacher, feel about the things his mum has done for him?
A3.	Feels grateful. He realized his mum sacrificed a lot in raising him up. Therefore, he appreciates what his mum has done and tries his best to take care of her.
Q4.	How does Prajak, the teacher, express gratitude to his mum?
A4.	He takes responsibility to take care of his mum. (E.g. bring her to school and look after her.)
Q5.	According to the video, do you think the impact of ‘gratefulness’ is far-reaching? Why?
A5.	Yes. It is because Prajak, the teacher, has inspired his students to search for his mum when she was lost. Also, he has inspired his students to cherish the time spent with their family. Therefore, the power of gratitude can change a person's life and benefit more people.

Session 4: Activity - Gratitude dance (~6 mins)

(Refer to ppt slide 20)

Step 1: Due to copyright issues, we are not allowed to add the video clip on the PowerPoint and lesson plan. Please type “Gratitude Dance Very High Quality” on YouTube and play the video.

Step 2: Invite students to dance together.

Session 5: Introduce “Gratitude” exercises (~10 mins)

(Refer to ppt slides 21-27)

Step 1: Introduce some simple ways for practicing gratitude.

- Be a volunteer
- Make a gratitude jar
- Keep a gratitude journal (can include photos)
- Write a thank you card or give a present to someone you feel grateful for
- Say “Thank you” for the little things others have done for you
- Appreciate what we already have, rather than keep complaining what we do not have

Step 2: Introduce “Write a gratitude journal”.

Step 1 - Record your gratitude journal on a notebook or on your phone.

Step 2 - Review what has happened today.

Step 3 - In the journal, simply write down anything that made you feel grateful or anyone that you are grateful for (E.g. You watched an exciting movie or received a gift from your best friend).

Step 4 - Write down the reason why you feel grateful.

Step 5 - Write down what action you took/ will take to express your gratitude.

Step 6 - Review your gratitude journal in your free time or when you feel bad.

Step 3: Introduce “Make a gratitude jar”.

Step 1 - Prepare a container (e.g. a glass bottle or a jar) then decorate it (tie it with some ribbons or stick stickers on it).

Step 2 - Prepare some pieces of small paper sheets and a pen to write down any good things that happened today or anyone that you are thankful for.

Step 3 - Put your gratitude jar in a place where you can see it often.

Step 4 - When you feel bad, shake the jar and pick out one piece of paper to review those grateful moments.

Step 4: Tell students that these exercises help us be less affected by negative emotions. Also, keeping a habit of writing a gratitude journal or filling the gratitude jar can help us recall the simple things that we might forget and let us focus more on the bright side in our life.

Session 6: Conclusion and introduce take-home worksheet (~4 mins)
(Refer to ppt slides 28-31)

Step 1: Provide a conclusion of today’s lesson.

Benefits of showing gratitude:

Mental aspect

More able to bounce back from failure.

Less affected by negative emotions and stress.

Experience more positive emotions like happiness or be loved.

Physical aspect

Grateful people tend to live longer.

Grateful people are less likely to get sick.

Gratitude energizes us and motivates us to do well.

Social aspect

Grateful people tend to feel less lonely.

Gratitude helps us maintain good relationships with others.

Gratitude helps us to appreciate and treasure people around us.

Step 2: Introduce take-home worksheet

- Distribute and briefly introduce the take-home worksheet to students.
(Please refer to the attachment “Theme 2 Lesson 3 _Take home worksheet”).

- Remind students to finish and hand in their worksheets.
(Teachers could set a deadline for your class.)
- After collecting the worksheets, teachers can examine whether students understand what “gratitude” is or not.

References:

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218–226

Tong, A., Yiu, C., Yau, C. (2010). *Joy for Life: Applications of Positive Psychology* (Eds.). Hong Kong: Breakthrough Ltd. (in Chinese)

CCC Kwei Wah Shan College
Theme 2: Positive Relationship
Lesson 3: Gratitude

Theme 2 Lesson 3_Take home worksheet

Name: _____ () Class: _____ Date: _____

Please complete and hand in this worksheet.

Make a simple version of “Gratitude Journal” by reviewing and writing down anything that made you feel good or anyone that you are grateful for during these three days. Short answer is accepted.

Date: _____	Date: _____	Date: _____
Event:	Event:	Event:
_____	_____	_____
_____	_____	_____
_____	_____	_____
Who do you feel grateful for:	Who do you feel grateful for:	Who do you feel grateful for:
_____	_____	_____
Reason:	Reason:	Reason:
_____	_____	_____
_____	_____	_____
What action did you take to express your gratitude:	What action did you take to express your gratitude:	What action did you take to express your gratitude:
_____	_____	_____
_____	_____	_____

“Start each day with a positive thought and a grateful heart.” - Roy T. Bennett

Key notes of this lesson:

Benefits of showing gratitude:

Mental aspect

More able to bounce back from failure.
Less affected by negative emotions and stress.
Experience more positive feelings like happiness or be loved.

Physical aspect

Grateful people tend to live longer.
Grateful people are less likely to get sick.
Gratitude energizes us and motivates us to do well.

Social aspect

Grateful people tend to feel less lonely.
Gratitude helps us maintain good relationships with others.
Gratitude helps us to appreciate and treasure people around us.

“Start each day with a positive thought and a grateful heart.” - Roy T. Bennett

中華基督教會桂華山中學
範疇二：正向人際關係
課堂四：寬恕
教案

範疇二 課堂四 金句：

「沒有寬恕就沒有和平。」- 瑪麗安娜·威廉森

範疇二 課堂四 流程：

流程	建議時間 (共 40 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇二 課堂四 簡報
2. 解釋「寬恕」的概念	~10 分鐘	範疇二 課堂四 簡報
3. 觀看影片及反思	~10 分鐘	範疇二 課堂四 簡報
4. 活動 - 心中的石頭	~9 分鐘	範疇二 課堂四 簡報， 小石頭或小紙條
5. 介紹「寬恕」的練習	~6 分鐘	範疇二 課堂四 簡報
6. 課堂總結及介紹課後工作紙	~4 分鐘	範疇二 課堂四 簡報， 範疇二課堂四_課後工 作紙

流程 1：介紹課堂流程（～1 分鐘）

（參考簡報 第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生理解「寬恕」的概念和好處。
- 鼓勵學生嘗試原諒自己或曾傷害他們的人。
- 鼓勵學生應用「REACH」模式去寬恕別人。
- 提供一些日常技巧讓學生練習和培養寬恕的心。

課堂流程：

- 解釋「寬恕」的概念
- 觀看影片及反思
- 活動 - 心中的石頭
- 介紹「寬恕」的練習
- 課堂總結及介紹課後工作紙

流程 2：解釋「寬恕」的概念（～10 分鐘）

（參考簡報 第 4-10 頁）

步驟 1：解釋寬恕的定義。

寬恕是指……

我們願意放棄怨恨或批評曾傷害我們的人（或自己），甚至對這些人（或自己）展現同理心或愛。

步驟 2：介紹「REACH」模式（寬恕五部曲）。

R = Recall 回想

（客觀地回想傷痛）

例：小息時，我聽到兩個女孩在討論我。說我在夏天用頭巾遮蓋面部很奇怪。

E = Empathize 同理

（試著從別人的角度看待事情，想想這個人傷害你的原因）

例：也許她們不知道我要用頭巾遮蓋面部的原因。

A = Altruistic gift of forgiveness 被寬恕的經歷

(回想過去你傷害了某人，並獲得對方原諒的經驗)

例：我曾經稱我的朋友珍妮為「挑食鬼」，因為她總是不吃牛肉。然而，她告訴我不吃牛肉的原因，是因為牛在她的家鄉（印度）是被視為神聖的動物。我得悉原因後便向珍妮道歉，她亦原諒了我。

C = Commit 容許自己寬恕別人

(容許自己寬恕對方，你可通過口頭告訴他、發送信息、告訴可信賴的朋友或寫在日記上來原諒這個人)

例：當這兩個女孩明白到我戴頭巾的原因是因為文化的傳統後，她們向我道歉。最後，我原諒她們並說：「沒關係」。

H = Hold onto forgiveness 堅持寬恕

(你真的原諒傷害你的人，並向自己保證不會再翻舊帳。)

例：我真的原諒這兩個女孩，並向自己保證不會再以怨恨的態度來看待這件事。

流程 3：觀看影片及反思 (~10 分鐘)

(參考簡報 第 11-19 頁)

步驟 1：因版權問題，我們不能直接把影片插入到簡報和教案中。請在 YouTube 上搜尋「【愛德喜品格優勢故事】#1 寬恕」，並播放影片。

步驟 2：播放影片後，邀請學生回答下方的反思問題，從而引導學生反思什麼是寬恕。

反思問題：(接受任何合理的答案)

Q1.	根據影片，阿愛（妹妹）因為什麼事而生氣？
A1.	阿喜（哥哥）弄壞阿愛（妹妹）的玩具。
Q2.	妹妹在哥哥弄壞她的玩具後有什麼舉動？
A2.	她一直生哥哥的氣，並不停提起這件事。
Q3.	妹妹最後有沒有原諒哥哥？為什麼？
A3.	她有原諒哥哥。因為一直生氣會感到很累，倒不如寬恕別人，讓自己心情舒暢。
Q4a.	你有沒有試過被別人冤枉／對你不好？
A4a.	如有，請簡要地分享。
Q4b.	你還在生氣／責怪這個人嗎？
A4b.	如學生回答「沒有」，告訴學生他們已經具備寬恕的能力。 如學生回答「有」，可進入下一個流程並嘗試學習寬恕別人。

流程 4：活動 - 心中的石頭（～9 分鐘）

（參考簡報 第 20-22 頁）

- 步驟 1： 向學生分發一些石頭或小紙張。
- 步驟 2： 讓學生想一個曾傷害他們的人。
- 步驟 3： 請他們在石頭上或小紙張上寫下那個人的名字。
- 步驟 4： 鼓勵學生嘗試應用「REACH」模式（寬恕五部曲）去原諒這個人。
- 步驟 5： 請學生用另一張紙把石頭包起來／把紙張包起來。
- 步驟 6： 鼓勵學生原諒這個人，並不要再以怨恨的態度來看待那件事。

流程 5：介紹「寬恕」練習（～6 分鐘）

（參考簡報 第 23-26 頁）

步驟 1：介紹「靜觀」練習。

鼓勵學生進行「靜觀」練習，去緩解自己的負面情緒（例如怨恨或憤怒），並原諒傷害我們的人。

步驟 2：介紹「撰寫寬恕信」。

- 第 1 步： 在信中，寫下某人如何傷害你。
 - 第 2 步： 描述你如何受到這件事影響，以及你對這件事的感受。
 - 第 3 步： 寫下你希望這個人做什麼。
 - 第 4 步： 寫下你原諒這個人的聲明（例：「我無法改變過去，所以我選擇原諒你所做的事。」）
- 目的： 讓我們擺脫被壓抑的怨恨，我們不一定將這封信傳給傷害我們的人。

流程 6：課堂總結及介紹課後工作紙（～4 分鐘）

（參考簡報 第 27-30 頁）

步驟 1：帶出課堂總結。

心存「寬恕」的好處：

◆ 心理方面

幫助我們面對過去的痛苦。

減少負面情緒的影響（例如不滿或怨恨）。

◆ 生理方面

能改善睡眠質素。

減輕壓力、焦慮和患心臟病的風險。

◆ 社交方面

有助修復關係和重建信任。

幫助我們與他人保持良好的關係。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
（請參閱附件「範疇二課堂四_課後工作紙」）
- 提醒學生交回已完成的課後工作紙。（老師可自訂截止日期）
- 老師收回工作紙後，可查核學生是否明白什麼是「寬恕」。

參考資料：

Enright, R. D. (1991). The moral development of forgiveness. In W. M. Kurtines & J. L. Gewirtz (Eds.), *Handbook of moral behavior and development*, Vol. 1. Theory; Vol. 2. Research; Vol. 3. Application (pp. 123–152). Lawrence Erlbaum Associates, Inc.

Tong, A., Yiu, C., Yau, C. (2010). *Joy for Life: Applications of Positive Psychology* (Eds.). Hong Kong: Breakthrough Ltd. (in Chinese)

Worthington, E. L. (2001). *Five Steps to Forgiveness: The Art and Science of Forgiving*. New York: Crown Publisher

中華基督教會桂華山中學
範疇二：正向人際關係
課堂四：寬恕
範疇二課堂四_課後工作紙

姓名：_____ () 班別：_____ 日期：_____

應用「REACH」模式（寬恕五部曲）到生活中發生過的一件事上（可以短答），完成後請交回老師。

寫下曾傷害過你的人的名字。

Step 1 - Recall 回想

（客觀地回想，並寫下這個人如何傷害你。）

Step 2 - Empathize 同理

（試著從別人的角度看待事情，想想這個人傷害你的原因。）

Step 3 - Altruistic gift of forgiveness 被寬恕的經歷

（回想過去你傷害了某人，並獲得對方原諒的經驗。）

Step 4 - Empathize 同理

（你做了什麼來原諒他/她？）

Step 5 - Hold onto forgiveness 堅持寬恕

（你真的原諒傷害你的人，並向自己保證不會再翻舊帳。）

「沒有寬恕就沒有和平。」 — 瑪麗安娜·威廉森

本課堂要點：

心存「寬恕」的好處：

心理方面

幫助我們面對過去的痛苦。
減少負面情緒的影響（例：不滿或怨恨）。

生理方面

能改善睡眠質素。
減輕壓力、焦慮和患心臟病的風險。

社交方面

有助修復關係和重建信任。
幫助我們與他人保持良好的關係。

「沒有寬恕就沒有和平。」 — 瑪麗安娜·威廉森

CCC Kwei Wah Shan College
 Theme 2: Positive Relationship
 Lesson 4: Forgiveness
Lesson plan

Quote of Theme 2 lesson 4:

“There is no peace without forgiveness.” - Marianne Williamson

Outline of Theme 2 lesson 4:

Sessions	Suggested duration (Total: 40 minutes)	Materials
1. Overview	~1 min	Theme 2 Lesson 4_PPT
2. Explain the concept of forgiveness	~10 mins	Theme 2 Lesson 4_PPT
3. Watch a video and reflect on the message	~10 mins	Theme 2 Lesson 4_PPT
4. Activity - The stone in your heart	~9 mins	Theme 2 Lesson 4_PPT, some stones/ small pieces of paper
5. Introduce “Forgiveness” exercises	~6 mins	Theme 2 Lesson 4_PPT
6. Conclusion and introduce take-home worksheet	~4 mins	Theme 2 Lesson 4_PPT, Theme 2 Lesson 4_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand the concept and benefits of forgiveness.
- Encourage students to try to forgive themselves or someone who hurt them.
- Encourage students to apply the "REACH" model to forgive others.
- Provide some daily skills for students to practise and cultivate forgiveness.

Outline of today's lesson:

- Explain the concept of forgiveness
- Watch a video and reflect on the message
- Activity - The stone in your heart
- Introduce "Forgiveness" exercises
- Conclusion and introduce take-home worksheet

Session 2: Explain the concept of forgiveness (~10 mins)

(Refer to ppt slides 4-10)

Step 1: Explain the definition of forgiveness.

Forgiveness means...

Our willingness to let go of resentment and negative judgments toward someone who hurts us (or ourselves).

We may even express compassion or love toward these people (or ourselves).

Step 2: Explain the "REACH" model (5 steps to forgive).

R = Recall

(Recall the pain objectively.)

E.g. During recess, I heard two girls gossip about me, saying I am weird because I wear a headscarf to cover my face even in summer.

E = Empathize

(Try to see things from others' point of view, think of the reason why this person hurt you)

E.g. Maybe they don't know the reason why I have to wear a headscarf to cover my face.

A = Altruistic gift of forgiveness

(Recall a past experience that you hurt someone, and this person has forgiven you.)

E.g. I used to call my friend Jenny a picky eater since she always avoids eating beef. However, she told me the reason she avoids eating beef is because cows are viewed as holy animals in her hometown (India). I apologized to her after I found

out the reason. At last, she has forgiven me.

C = Commit

(Allow yourself to forgive someone who hurts you. You may forgive this person by telling him/ her verbally, sending a message, telling a trustful friend or writing it in a diary.)

E.g. They apologized to me after they understood the reason why I have to wear a headscarf to cover my face is because of the culture tradition. At last, I forgive them by saying “That’s fine.”

H = Hold onto forgiveness

(You forgive someone who hurt you genuinely. Promise yourself you won’t rake over the past.)

E.g. I forgive these two girls and promised myself won’t rake over the event with unforgiveness or hatred anymore.

Session 3: Watch a video and reflect on the message (~10 mins)

(Refer to ppt slides 11-19)

Step 1: Due to copyright issues, we are not allowed to add the video clips on the PowerPoint and lesson plan. Please type “The power of forgiveness” on YouTube and play the video.

Step 2: After showing the video, invite students to discuss the questions below in order to have a reflection of “forgiveness”.

Questions for reflection: *(Accept any reasonable answers)*

Q1.	In the video, what did Oshea Israel do to Mary Johnson’s son?
A1.	He murdered her son because they had an argurment in a party.
Q2.	Do you think Mary Johnson still blames Oshea Israel?
A2.	No, Mary Johnson has forgiven Oshea Israel and they even become friends.
Q3.	Why did Mary Johnson choose to forgive Oshea Israel?
A3.	Because she realized she can’t change the past, she chose to forgive Oshea Israel. She considered unforgiveness is like cancer, the forgiveness is for herself to let go of the past.
Q4a.	Do you have any experience about someone who wronged you/ treated you badly?
A4a.	If students answer “Yes”, invite them to share their experiences.
Q4b.	Are you still angry with/ blaming this person?
A4b.	If students answer “No”, tell students they already have the ability of forgiveness. If they answer “Yes”, move on to the next activity and try to forgive this person.

Session 4: Activity - The stone in your heart (~9 mins)
(Refer to ppt slides 20-22)

Step 1: Distribute some stones/ small pieces of paper to students.

Step 2: Ask students to think of a person who hurt them.

Step 3: Ask them to write down that person's name on the stones/ piece of paper.

Step 4: Encourage students to apply the "REACH" model (5 steps of forgiveness) to forgive this person.

Step 5: Request students to use another piece of paper to wrap up the stones/ just wrap up the small paper sheets.

Step 6: Encourage students to forgive this person and don't rake over that event with unforgiveness or hatred anymore.

Session 5: Introduce "Forgiveness" exercises (~6 mins)
(Refer to ppt slides 23-26)

Step 1: Introduce "Mindfulness for forgiveness".

Encourage students to have mindfulness practice to help relieve our negative feelings (e.g. resentment or anger) and forgive people who hurt us.

Step 2: Introduce "Write a forgiveness letter".

Step 1 - In the letter, write down how someone hurt you.

Step 2 - Describe how you were affected by it and your feelings.

Step 3 - Write down what you want this person to do instead.

Step 4 - Write down a statement to show that you forgive that person (E.g. I can't change the past, so I choose to forgive what you've done.)

Purpose: Let go of resentments that are weighing us down. We may or may not send this forgiveness letter to the one who treated us badly.

Session 6: Conclusion and introduce take-home worksheet (~4 mins)
(Refer to ppt slides 27-30)

Step 1: Provide a conclusion of today's lesson.

Benefits of forgiveness:

Mental aspect

- Helps us face the pain from the past.
- By developing the ability to forgive, we are less likely to be affected by negative emotions (e.g. dissatisfaction or resentment).

Physical aspect

- Improve sleeping quality.
- Reduce stress, anxiety and the risk of heart disease.

Social aspect

- Helps restore relationships and rebuild trust.
- Helps us to maintain good relationships with others.

Step 2: Introduce take-home worksheet

- Distribute and briefly introduce the take-home worksheet to students.
(Please refer to the attachment “Theme 2 Lesson 4_Take home worksheet”).
- Remind students to finish and hand in their worksheets.
(Teachers could set a deadline for your class.)
- After collecting the worksheets, teachers can examine whether students understand what “forgiveness” is or not.

References:

Enright, R. D. (1991). The moral development of forgiveness. In W. M. Kurtines & J. L. Gewirtz (Eds.), Handbook of moral behavior and development, Vol. 1. Theory; Vol. 2. Research; Vol. 3. Application (pp. 123–152). Lawrence Erlbaum Associates, Inc.

Tong, A., Yiu, C., Yau, C. (2010). Joy for Life: Applications of Positive Psychology (Eds.). Hong Kong: Breakthrough Ltd. (in Chinese)

Worthington, E. L. (2001). Five Steps to Forgiveness: The Art and Science of Forgiving. New York: Crown Publisher.

CCC Kwei Wah Shan College
Theme 2: Positive Relationship
Lesson 4: Forgiveness
Theme 2 Lesson 4_Take home worksheet

Name: _____() Class: _____ Date: _____

Please complete and hand in this worksheet. Apply the “REACH” model (5 steps to forgive) to one of the events that happened in your life. (Short answer is accepted.)

Write down the name of the person who hurt you.

Step 1 - Recall

Recall and write down how this person hurt you objectively.

Step 2 - Empathize

Try to see things from his/ her point of view, think of the reason why he/ she hurt you.

Step 3 - Altruistic gift of forgiveness

Recall a past event in which you hurt someone, and this person forgives you.

Step 4 - Commit

What did you do to forgive him/ her?

Step 5 - Hold onto forgiveness

Do you promise yourself you won't rake over the past anymore?

“There is no peace without forgiveness.” - Marianne Williamson

Key notes of this lesson:

Benefits of forgiveness

Mental aspect

Helps us face the pain from the past.
Less likely to be affected by negative emotions
(e.g. dissatisfaction or resentment).

Physical aspect

Improve sleep.
Reduce stress, anxiety and the risk of heart disease.

Social aspect

Helps restore relationships and rebuild trust.
Helps us to maintain good relationships with others.

“There is no peace without forgiveness.” - Marianne Williamson

中華基督教會桂華山中學
範疇二：正向人際關係
課堂五：親社會行為
教案

範疇二 課堂五 金句：

「那些為他人付出更多的人往往會更快樂。」- 布克·華盛頓

範疇二 課堂五 流程：

流程	建議時間 (共 45 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇二 課堂五 簡報
2. 解釋「親社會行為」的概念	~8 分鐘	範疇二 課堂五 簡報
3. 觀看影片及反思	~10 分鐘	範疇二 課堂五 簡報
4. 情境討論	~15 分鐘	範疇二 課堂五 簡報
5. 介紹「親社會行為」的練習	~8 分鐘	範疇二 課堂五 簡報
6. 課堂總結及介紹課後工作紙	~3 分鐘	範疇二 課堂五 簡報， 範疇二課堂五_課後工 作紙

流程 1：介紹課堂流程（～1 分鐘）

（參考簡報 第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生理解「親社會行為」的概念和好處。
- 鼓勵學生主動為其他種族的人提供幫助或支持。
- 向學生介紹一些日常練習，從而幫助他們建立作出「親社會行為」的習慣。

課堂流程：

- 解釋「親社會行為」的概念
- 觀看影片及反思
- 情境討論
- 介紹「親社會行為」的練習
- 課堂總結及介紹課後工作紙

流程 2：解釋「親社會行為」的概念（～8 分鐘）

（參考簡報 第 4-7 頁）

步驟 1：解釋「親社會行為」的定義。

是指我們自願地去幫助或造福別人。

步驟 2：介紹「親社會行為」的種類和例子。

1. 幫助（幫別人一個忙）

- 為別人提重物
- 替別人開門
- 讓座給有需要的人
- 協助同學去完功課（但不是讓他們抄寫自己的功課）
- 為其他種族的人提供支援（例：指導新移民如何乘搭交通工具）

2. 分享（把你擁有的分享給別人）

- 與朋友分享零食或文具
- 在小組討論時，與組員分享個人意見

3. 合作（與他人一起合作以實現共同目標）

- 進行小組討論
- 和父母一起做家务
- 與老師和同學一起佈置壁報

流程 3：觀看影片及反思（~10 分鐘）

（參考簡報 第 8-17 頁）

步驟 1：因版權問題，我們不能直接把影片插入到簡報和教案中。請在 YouTube 上搜尋「CGI Animated Short Film: "Mr Indifferent" by Aryasb Feiz」，並播放影片。

步驟 2：播放影片後，邀請學生一起討論以下的問題，從而對幫助別人作出反思。

反思問題：（接受任何合理的答案）

Q1.	男主角在影片開始做了什麼事？
A1.	他沒有為那位女士按住電梯的開門按鈕、沒有幫助小女孩捉着正飄走的氣球、沒有幫助那位男士停住正滑走的購物車，沒有參加義工活動。
Q2.	影片的轉折點是什麼？
A2.	有位老婆婆主動在過馬路時挽着男主角的手臂。當他們正慢慢地過馬路時，一輛汽車正駛向他們。然而，男主角立即制止了那輛汽車並阻止意外發生。最後，老婆婆捏了他的臉頰以示感謝。
Q3.	在幫助老婆婆後，男主角有什麼感受？
A3.	他感到了滿足和幸福。
Q4.	他最後有什麼改變？
A4.	他會主動幫助別人。例：為女士按住電梯的開門按鈕、幫助小女孩捉着正飄走的氣球、參加義工活動（清潔沙灘、捐血、探訪孤兒院和老人院。）
Q5.	請分享一次你在幫助／分享／與他人合作後並感覺良好的經歷。

流程 4：情境討論（～15 分鐘）

（參考簡報 第 18-24 頁）

步驟 1：先簡單介紹每個情境，然後邀請學生一起討論以下的問題。

（老師可挑選其中一個情境質學生討論）

情境 1：

上課時，你注意到一位新移民同學在老師講課時皺着眉。他看似不明白上課的內容。

討論問題：

1. 你認為他正經歷什麼心情？
2. 你會做些什麼？你願意幫助他嗎？
3. 你認為你在幫助他後會有怎樣的心情？
4. 請分享一件類似的經歷是你得到別人的幫助／你幫助了別人。

情境 2：

新年將近，你的父母正忙着收拾和打掃家裡。他們因打掃而看似很疲倦。

討論問題：

1. 你認為你的父母正經歷什麼心情？
2. 你會做些什麼？你願意幫助他們嗎？
3. 你認為你在幫助他們後會有怎樣的心情？
4. 請分享一件類似的經歷是你和別人一起合作完成某事。

情境 3：

在上學途中，你看到一位老婆婆正提着重物過馬路。這時，她的包掉在地上，包內的水果全都掉了出來。

討論問題：

1. 你認為老婆婆正經歷什麼心情？
2. 你會做些什麼？你願意幫助她嗎？
3. 你認為你在幫助她後會有怎樣的心情？
4. 請分享一件類似的經歷是你得到別人的幫助／你幫助了別人。

步驟 2：帶出活動反思。

- 幫助別人或與別人合作不單止有利於受益者。
- 當我們作出親社會行為（如：為他人提供幫助／與別人分享／與他人合作）時，我們會獲得滿足感並經歷正面情緒（如：愉悅）。
- 我們可嘗試在學校，家中或社會上作出親社會行為。

流程 5：介紹「親社會行為」的練習（～8 分鐘）

（參考簡報 第 25-27 頁）

步驟 1：向學生介紹一些日常練習，從而培養他們作出親社會行為。

- 捐款（在自己的能力範圍內）
- 讓座給有需要的人
- 借東西給有需要的人
- 和父母一起做家务
- 為其他種族的人提供幫助

步驟 2：介紹製作「一週親社會行為清單」

- (1) 準備一本筆記本或手機去記錄屬於你的「一週親社會行為清單」。
- (2) 在第 1 天，從 1 至 10 的數字中選出一個代表你的快樂指數的數字。
- (3) 在接下來的 7 天，寫下你做了什麼親社會行為。
- (4) 在第 7 天，從 1 至 10 的數字中選出一個代表你的快樂指數的數字。
- (5) 檢查你的快樂指數有沒有上升。
- (6) 記錄另一張「一週親社會行為清單」從而去保持作出親社會行為的習慣。

流程 6：課堂總結及介紹課後工作紙（～3 分鐘）

（參考簡報 第 28-29 頁）

步驟 1：帶出課堂總結。

作出「親社會行為」的好處：

- 減少壓力和孤獨感。
- 有助建立健康和正面的人際關係。
- 會經歷更多正面情緒（如：快樂，滿足）。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
(請參閱附件「範疇二課堂五_課後工作紙」)
- 提醒學生交回已完成的課後工作紙。(老師可自訂截止日期)
- 老師收回工作紙後，可查核學生是否明白什麼是「親社會行為」。

參考資料：

Eisenberg, Nancy and Paul H. Mussen. *The Roots of Prosocial Behavior in Children*. Cambridge: Cambridge University Press, 1989. ISBN: 0-521-33771-2.
Tong, A., Yiu, C., Yau, C. (2010). *Joy for Life: Applications of Positive Psychology* (Eds.). Hong Kong: Breakthrough Ltd. (in Chinese)

本課堂要點：

作出「親社會行為」的好處：

減少壓力和孤獨感。

有助建立健康和正面的人際關係。

經歷更多正面情緒（如：快樂，滿足）。

「那些為他人付出更多的人往往會更快樂。」 — 布克·華盛頓

CCC Kwei Wah Shan College
 Theme 2: Positive Relationship
 Lesson 5: Prosociality
Lesson plan

Quote of Theme 2 lesson 5:

“Those who are happiest are those who do the most for others.” - Booker T. Washington

Outline of Theme 2 lesson 5:

Sessions	Suggested duration (Total: 45 minutes)	Materials
1. Overview	~1 min	Theme 2 Lesson 5_PPT
2. Explain the concept of “prosocial behavior”	~8 mins	Theme 2 Lesson 5_PPT
3. Watch a video and reflect on the message	~10 mins	Theme 2 Lesson 5_PPT
4. Scenario-based discussion	~15 mins	Theme 2 Lesson 5_PPT
5. Introduce “prosocial behavior” exercises	~8 mins	Theme 2 Lesson 5_PPT
6. Conclusion and introduce take-home worksheet	~3 mins	Theme 2 Lesson 5_PPT, Theme 2 Lesson 5_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand the concept and benefits of doing “prosocial behavior”.
- Encourage students to take the initiative to offer help or support to others from different cultures.
- Suggest some daily exercises to students to develop their prosocial behaviors.

Outline of today's lesson:

- Explain the concept of “prosocial behavior”
- Watch a video and reflect on the message
- Scenario-based discussion
- Introduce “prosocial behavior” exercises
- Conclusion and introduce take-home worksheet

Session 2: Explain the concept of “prosocial behavior” (~8 mins)

(Refer to ppt slides 4-7)

Step 1: Explain the definition of “prosocial behavior”.

Prosocial behaviors mean...

Voluntary actions that are intended to help or benefit others.

Step 2: Introduce different types and examples of prosocial behaviors.

1. Helping (do someone a favor)

- Carry someone's heavy stuff
- Hold the door for someone else
- Offer your seat to anyone in need
- Assist your classmate with his or her homework (but not letting them to copy your homework)
- Provide support to someone from other ethnicities
(E.g. You teach a new immigrant how to take public transportation.)

2. Sharing (share what you have with others)

- Share snacks or stationery with your friends
- Share your ideas with your group mates when discussing a group project

3. Cooperating (working together with others to accomplish a common goal)

- Have a group discussion
- Do housework with your parents
- Decorate the blackboard together with teachers and classmates

Session 3: Watch a video and reflect on the message (~ 10 mins)

(Refer to ppt slides 8-17)

Step 1: Due to copyright issues, we are not allowed to add the video clip on the PowerPoint and lesson plan. Please type “CGI Animated Short Film: "Mr Indifferent" by Aryasb Feiz” on YouTube and play the video.

Step 2: After showing the video, invite students to discuss the following questions in order to have a reflection of “helping others”.

Questions for reflection: *(Accept any reasonable answers)*

Q1.	What did the tall man do at the beginning of the video?
A1.	He didn't push the elevator open door button for the lady, didn't help the little girl to grab the floating balloon, didn't help the man to stop the shopping cart, and didn't join the volunteer activity.
Q2.	Where was the turning point in the video?
A2.	An old lady held the tall man's arm to cross the road. While they were crossing the road slowly, a car was approaching them. Then, the tall man instinctively stopped a car so as to prevent them from getting hit by the car. At last, the old lady showed her thankfulness by pinching his cheek.
Q3.	How did the tall man feel after he helped the old lady?
A3.	He experienced a sense of contentment and felt blessed.
Q4.	What were his changes at last?
A4.	He took the initiative to do someone else a favor. For example: He held the elevator door for the lady, helped the little girl to grab the floating balloon, participated in the volunteer activity (Beach clean up, blood donation, visit an orphanage and elderly home).
Q5.	Share one experience that you felt good after helping/ sharing or cooperating with others.

Session 4: Scenario-based discussion (~ 15 mins)
(Refer to ppt slides 18-24)

Step 1: Briefly introduce each scenario to students. Then invite students to discuss the questions below (Teacher may choose one scenario to discuss with the whole class).

Scenario 1 - At school

During the lesson, you observe a classmate (a new immigrant) frowning while the teacher is teaching. He doesn't seem to understand what the teacher is talking about.

Discussion questions:

- Q1. What do you think he is experiencing and how will he feel?
- Q2. What will you do for him? Would you offer help to him?
- Q3. What would you feel after helping him?
- Q4. Share any similar experience in which you receive help from others/ you offer help to others.

Scenario 2 - At home

Chinese New Year is coming, your parents are busily cleaning up the house. They look tired when cleaning the house.

Discussion questions:

- Q1. What do you think your parents are experiencing and how will they feel?
- Q2. What will you do? Would you cooperate with them in cleaning up the house?
- Q3. What would you feel after cooperating with them?
- Q4. Share any similar experience in which you cooperate with others.

Scenario 3 - In society

While you are on the way to school, you observe an old lady crossing the road with heavy stuff. At that moment, she dropped her bag on the floor and some fruits fell out from the shopping bag.

Discussion questions:

- Q1. What do you think the old lady is experiencing and how will she feel?
- Q2. What will you do for her? Would you offer help to her?
- Q3. What would you feel after helping the old lady?
- Q4. Share any similar experience in which you receive help from others/ you offer help to others.

Step 2: Provide a debriefing of this activity.

- Offer help or cooperate with others not only benefits the receivers.
- Usually, we would acquire a sense of contentment, experience positive emotions such as happiness when acting prosocial behaviors like offering help to others, sharing with others, or cooperating with others.
- Try to act more prosocial behaviors at school, home or in society.

Session 5: Introduce “prosocial behavior” exercises (~8 mins)

(Refer to ppt slides 25-27)

Step 1: Introduce some daily exercises for cultivating students’ prosocial behavior.

- Donate to charity (within one’s ability)
- Offer your seat to anyone in need on public transportation
- Lend something to others in need
- Do housework with your parents
- Offer assist to someone from other ethnicities

Step 2: Introduce making a “Weekly prosocial behavior list”.

- (1) Prepare a notebook/ phone to record your “weekly prosocial behavior list”.
- (2) On Day 1, write down a number from 1 to 10 to indicate your level of happiness.
- (3) Write down what prosocial behaviors that you’ve done during these seven days.
- (4) On Day 7, indicate your level of happiness with a number from 1 to 10.
- (5) Check whether your happiness level has increased or not.
- (6) Record with another “Weekly prosocial behavior list” so as to maintain your habit of doing prosocial behavior.

Session 6: Conclusion and introduce take-home worksheet (~3 mins)

(Refer to ppt slides 28-29)

Step 1: Provide a conclusion for today’s lesson.

Benefits of acting prosocial behavior:

- Reduce stress and loneliness.
- Help us develop healthy and positive relationships.
- More likely to experience positive emotions (e.g. happiness, satisfied).

Step 2: Introduce take-home worksheet

- Distribute and briefly introduce the take-home worksheet to students.
(Please refer to the attachment “Theme 2 Lesson 5_Take home worksheet”).
- Remind students to finish and hand in their worksheets.
(Teachers could set a deadline for your class.)
- After collecting the worksheets, teachers can examine whether students understand what “prosocial behavior” is or not.

References:

Eisenberg, Nancy and Paul H. Mussen. *The Roots of Prosocial Behavior in Children*.
Cambridge: Cambridge University Press, 1989. ISBN: 0-521-33771-2.

Tong, A., Yiu, C., Yau, C. (2010). *Joy for Life: Applications of Positive Psychology* (Eds.).
Hong Kong: Breakthrough Ltd. (in Chinese)

CCC Kwei Wah Shan College
Theme 2: Positive Relationship
Lesson 5: Prosocial
Theme 2 Lesson 5_Take home worksheet

Name: _____ () Class: _____ Date: _____

Please complete and hand in this worksheet (Short answer is accepted).

Day 1 - Circle a number to represent your level of happiness

1 2 3 4 5 6 7 8 9 10
(Unhappy) (Happy)

Write down the prosocial behaviors that you've done during these seven days.

Day 1: _____

Day 2: _____

Day 3: _____

Day 4: _____

Day 5: _____

Day 6: _____

Day 7: _____

Day 7 - Circle a number to represent your level of happiness

1 2 3 4 5 6 7 8 9 10
(Unhappy) (Happy)

“Those who are happiest are those who do the most for others.” - Booker T. Washington

Key notes of this lesson:

Benefits of doing prosocial behavior

Reduce stress and loneliness.

Help us develop healthy and positive relationships.

More likely to experience positive emotions (e.g. happiness, satisfaction).

“Those who are happiest are those who do the most for others.” - Booker T. Washington

中華基督教會桂華山中學
範疇二：正向人際關係
課堂六：團隊合作
教案

範疇二 課堂六 金句：

「一個人能做的不多，但一群人可以創造無限可能。」- 海倫·凱勒

範疇二 課堂六 流程：

流程	建議時間 (共 35 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇二 課堂六 簡報
2. 熱身活動：觀看短片及反思	~6 分鐘	範疇二 課堂六 簡報
3. 解釋「團隊合作」的概念	~7 分鐘	範疇二 課堂六 簡報
4. 遊戲：比手畫腳	~15 分鐘	範疇二 課堂六 簡報
5. 介紹培養「團隊合作」的技巧	~3 分鐘	範疇二 課堂六 簡報
6. 課堂總結及介紹課後工作紙	~3 分鐘	範疇二 課堂六 簡報，範疇二課堂六_課後工作紙

流程 1：介紹課堂流程（～1 分鐘）

（參考簡報 第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生明白「團隊合作」的概念和好處。
- 鼓勵學生在日常生活中運用「團隊合作」。
- 提供一些日常練習去幫助學生培養「團隊合作」的精神。

課堂流程：

- 熱身活動：觀看影片及反思
- 解釋「團隊合作」的概念
- 遊戲：比手畫腳
- 介紹培養「團隊合作」的技巧
- 課堂總結及介紹課後工作紙

流程 2：熱身活動：觀看影片及反思（～6 分鐘）

（參考簡報 第 4-14 頁）

步驟 1：因版權問題，我們不能直接把影片插入到簡報和教案中。請在 YouTube 上搜尋「這才是團隊合作」，並播放影片。

步驟 2：觀看影片後，邀請學生一起討論以下的問題，從而對「團隊合作」有所反思。

反思問題：（接受任何合理的答案）

Q1.	影片一開始發生了什麼事？
A1.	每個人的湯匙太長，導致他們不能靠自己喝湯。他們更發生爭吵和衝突。
Q2.	影片的轉折點是什麼？
A2.	有一位女士餵坐她對面的男士喝湯。當其他人看到後，便跟着她餵坐自己對面的人喝湯。最後，每個人都能喝到湯。
Q3.	如果他們繼續爭吵，會發生什麼事？
A3.	沒有人會成功喝到湯，而且他們的關係會因而變得更差。
Q4.	在影片中，他們有沒有運用「團隊合作」？
A4.	有。
Q5.	你什麼時候會運用「團隊合作」？
A5.	例：做家務，做分組家課時。

流程 3：解釋「團隊合作」的概念（～7 分鐘）
（參考簡報 第 15-17 頁）

步驟 1：解釋「團隊合作」的定義。

「團隊合作」是指…

1. 每個成員擁有一個共同目標

（例：我是樂隊的成員之一，「享受並盡力表演。」是我和其他隊員的共同目標。）

2. 結合每個成員的優點去為團隊貢獻

（例：我擅長唱歌而彼得擅長打鼓。因此，我是樂隊的主唱而彼得則是樂團的鼓手。）

3. 每個成員對團隊都會有歸屬感

（例：如果有人稱讚我的樂隊，我會因自己是樂隊的一份子而感到自豪。）

步驟 2：邀請學生分享任何有關運用「團隊合作」的經歷。

流程 4：遊戲 - 比手畫腳（～15 分鐘）
（參考簡報 第 18-44 頁）

步驟 1：將學生分組幾組（至少 3 位學生在 1 組）。

步驟 2：講解遊戲規則。

首先，老師會先向每組展示一些詞彙（連照片）。

然後，每組需要盡快地表達（其他成員）和猜測詞彙（其中一位成員）。

成員角色：

其中一位成員：負責猜測詞彙（不允許看詞彙和照片）。

其餘成員：運用身體語言去表達詞彙（不允許說話和指課室內的物件）。

*詞彙和圖像會顯示在簡報中。例：籃球、司機、香蕉、游泳、老師。

步驟 3：詢問學生一些關於遊戲的反思問題。

Q1. 你如何在剛才的遊戲中運用「團隊合作」？

Q2. 與他人合作時，你有沒有遇上任何困難或阻礙？

Q3. 與他人合作時，你有什麼感受？

步驟 4：帶出遊戲反思。

學生已在玩遊戲時運用了「團隊合作」。因為他們都會與他人合作，然而他們的共同目標就是「盡快猜到正確答案」。

「團隊合作」可應用在生活上，例如玩遊戲或與他人完成作業時。

流程 5：介紹培養「團隊合作」的技巧（～3 分鐘）

（參考簡報 第 45-46 頁）

步驟 1：建議一些培養「團隊合作」的方法。

- 參加運動比賽、學校的團隊（如：樂團，英文學會等等）
- 與兩個或以上的人玩桌上遊戲。
- 參加團體或群體活動能鍛練我們的合作性，並有助我們學會成為團隊的一份子。

步驟 2：當與他人合作時，鼓勵學生問自己兩條問題。

情境：參加歌唱比賽

(1) 我的優勢／強項是什麼？

我不擅長唱歌，但我擅長彈結他。

(2) 如何利用自己的優勢／強項為團隊作出奉獻？

我可以擔當結他手，而其他組員可以擔當主唱的角色。

流程 6：課堂總結和介紹課後工作紙（～3 分鐘）
（參考簡報 第 47-48 頁）

步驟 1：帶出課堂總結。

「團隊合作」的重要性：

- 能改善我們的合作性和溝通。
- 展現「團隊合作」讓我們感到被重視。
- 有助與他人建立並保持更好和互信的關係。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
（請參閱附件「範疇二課堂六_課後工作紙」）
- 提醒學生交回已完成的課後工作紙。（老師可自訂截止日期）
- 老師收回工作紙後，可查核學生是否明白什麼是「團隊合作」。

參考資料：

洪中夫著（2010）：玩出好關係：提升青少年人際關係的體驗式教學。台北：校園書房出版社。

中華基督教會桂華山中學
範疇二：正向人際關係
課堂六：團隊合作
範疇二課堂六_課後工作紙

姓名：_____ () 班別：_____ 日期：_____

回想最近你在某事上運用了「團隊合作」，完成後請交回老師。

1. 請簡述事件。

2. 你和團隊的共同目標是？

3. 你如何運用你的強項去貢獻團隊？

4. 你對團隊有沒有歸屬感：

有 沒有

5. 當你與別人合作時，有沒有經歷任何正面情緒？

本課堂要點：

「團隊合作」的重要性

能改善我們的合作性和溝通。

展現「團隊合作」讓我們感到被重視。

有助與他人建立並保持更好和互信的關係。

「一個人能做的不多，但一群人可以創造無限可能。」 - 海倫·凱勒

CCC Kwei Wah Shan College
 Theme 2: Positive Relationship
 Lesson 6: Teamwork
Lesson plan

Quote of Theme 2 lesson 6:

“Alone we can do so little, together we can do so much.” - Helen Keller

Outline of Theme 2 lesson 6:

Sessions	Suggested duration (Total: 35 minutes)	Materials
1. Overview	~1 min	Theme 2 Lesson 6_PPT
2. Warm up activity - Watch a video and reflect on the message	~6 mins	Theme 2 Lesson 6_PPT
3. Explain the concept of “teamwork”	~7 mins	Theme 2 Lesson 6_PPT
4. Game - Charades	~15 mins	Theme 2 Lesson 6_PPT
5. Introduce tips for developing “teamwork”	~3 mins	Theme 2 Lesson 6_PPT
6. Conclusion and introduce take-home worksheet	~3 mins	Theme 2 Lesson 6_PPT, Theme 2 Lesson 6_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand the concept and benefits of “teamwork”.
- Encourage students to utilize “teamwork” in their daily life.
- Provide some daily exercises for students to cultivate their “teamwork”.

Outline of today's lesson:

- Warm up activity - Watch a video and reflect on the message
- Explain the concept of “teamwork”
- Game - Charades
- Introduce tips for developing “teamwork”
- Conclusion and introduce take-home worksheet

Session 2: Warm up activity - Watch a video and do a reflection (~6 mins)

(Refer to ppt slides 4-14)

Step 1: Due to copyright issues, we are not allowed to add the video clip on the PowerPoint and lesson plan. Please type “這才是團隊合作” on YouTube and play the video.

Step 2: After showing the video, invite students to discuss the questions below in order to have a reflection of “teamwork”.

Questions for reflection: *(Accept any reasonable answers)*

Q1. A1.	What happened at the beginning of the video? Those people could not drink soup successfully because their spoons were too long for them to manage and to eat by themselves. They even argued and had a conflict at the beginning.
Q2. A2.	What was the story's turning point? A woman fed the soup to the man who sat opposite to her. Others followed her to feed the one who sat opposite to them. At last, everyone could drink the soup.
Q3. A3.	What would happen if they keep on arguing? None of them could drink the soup and their relationship would get worse.
Q4. A4.	In the video, did they utilize “teamwork”? Yes.
Q5. A5.	How can you utilize “teamwork”? Do housework, do group projects etc.

Session 3: Explain the concept of “teamwork” (~7 mins)

(Refer to ppt slides 15-17)

Step 1: Explain the definition of “teamwork”.

Teamwork means...

1. Every teammate has a common aim

(E.g. I am one of the members of the band. “Enjoy every performance and try our best to perform in competitions.” is the common aim of our team.)

2. Combining every teammate’s strengths to unleash the potential of the team

(E.g. I am good at singing and Peter is good at playing drums. Therefore, I’m the singer of our team and Peter is the drummer of our team.)

3. Every teammate has a sense of belonging to the team

(E.g. If someone else appreciates our team, I will be proud to be a member of the team).

Step 2: Invite students to share any experience of showing “teamwork”.

Session 4: Game- Charades (~15 mins)

(Refer to ppt slides 18-44)

Step 1: Divided students into groups (at least 3 students in one group).

Step 2: Introduce the game rules.

First, teachers will show some words (with images) to each group.

Then, each group has to work together to act out (other group members) and guess (one group member) as many words correctly as they can within 1 minute.

Team role:

One group member: responsible for guessing words (not allowed to see the words and images).

Other group members: Use body gestures to act out the words (not allowed to speak or point any related objects in the classroom).

*Words with images will be shown on the ppt, e.g. basketball, driver, banana, swimming, teacher etc.

Step 3: Ask students some questions about the game for reflection.

Q1. How did you utilize “teamwork” in this game?

Q2. Are there any difficulties or obstacles when working as a team?

Q3. How do you feel when you are working as a team?

Step 4: Provide a debriefing of the game.

In the game, you have already utilized “teamwork” when playing Charades. Since the group work as a team, you all have the same objective which is “to guess the correct answers as fast as you can”.

“Teamwork” can be utilized in any daily life activities like playing games or working on an assignment with others.

Session 5: Introduce tips for developing “teamwork” (~3 mins)

(Refer to ppt slides 45-46)

Step 1: Suggest some ways to build “teamwork”.

- Participate in sports matches, school teams (e.g. Music bands, English Club)
- Play board games with two or more friends together.

*Join team or group activities to train our collaboration and help us learn to be a part of a team.

Step 2: Encourage students to ask themselves 2 questions when they work as a team.

Scenario: Participate in a singing concert

1. What’re my strengths and weaknesses?

E.g. I’m not good at singing but I am good at playing the guitar.

2. How can I utilize my strengths to contribute to the team?

E.g. I can be the guitarist while other teammates can be the singers.

Session 6: Conclusion and introduce take-home worksheet (~3 mins)

(Refer to ppt slides 47-48)

Step 1: Provide a conclusion of today’s lesson.

The importance of teamwork:

- Make us feel valued.
- Improve our collaboration and communication.
- Build and maintain better and trustful relationships with others.

Step 2: Introduce take-home worksheet

- Distribute and briefly introduce the take-home worksheet to students.
(Please refer to the attachment “Theme 2 Lesson 6_Take home worksheet”).
- Remind students to finish and hand in their worksheets.
(Teachers could set a deadline for your class.)
- After collecting the worksheets, teachers can examine whether students understand what “teamwork” is.

Reference:

洪中夫著(2010) 玩出好關係：提升青少年人際關係的體驗式教學。台北：校園書房出版社。

CCC Kwei Wah Shan College
Theme 2: Positive Relationship
Lesson 6: Teamwork
Theme 2 Lesson 6_Take home worksheet


Name: _____() Class: _____ Date: _____

Please complete and hand in this worksheet. Think of a recent event that you recently utilized teamwork.

<p>1. State the event/ activity:</p> <p>_____</p> <p>2. What's the common goal of your team?</p> <p>_____</p> <p>3. How do you contribute your strength(s) to the team?</p> <p>_____</p> <p>4. Do you have a sense of belonging to the team?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>5. Do you experience any positive emotions when working as a team?</p> <p>_____</p>

<p>Key notes of this lesson:</p> <p><u>Importance of teamwork:</u></p> <p>Make us feel valued.</p> <p>Improve our collaboration and communication.</p> <p>Build and maintain better and trusting relationships with others.</p>

“Alone we can do so little, together we can do so much.” - Helen Keller



範疇 3: 全心投入 Theme 3: Engagement

課堂 1：靜觀 Mindfulness

課堂 2：讚嘆 Awe

課堂 3：心流 Flow

課堂 4：恆毅力 Grit

課堂 5：成長心態 Growth Mindset

課堂 6：抗逆力 Resilience

中華基督教會桂華山中學

範疇三：全心投入

課堂一：靜觀

教案

範疇三 課堂一 金句：

「靜觀是一個方法，去與自己及個人經歷成為朋友。」-喬·卡巴金

範疇三 課堂一 流程：

流程	建議時間 (共 30 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇三 課堂一 簡報
2. 熱身活動：靜觀進食	~10 分鐘	範疇三 課堂一 簡報，食物（如：餅乾或棒棒糖）
3. 解釋「靜觀」的概念	~2 分鐘	範疇三 課堂一 簡報
4. 活動（靜觀呼吸）及反思	~10 分鐘	範疇三 課堂一 簡報
5. 介紹培養「靜觀」的日常練習	~4 分鐘	範疇三 課堂一 簡報
6. 課堂總結及介紹課後工作紙	~3 分鐘	範疇三 課堂一 簡報，範疇三課堂一_課後工作紙

流程 1：介紹課堂流程（～1 分鐘）

（參考簡報 第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生明白「靜觀」的概念和好處。
- 鼓勵學生在日常生活中進行靜觀練習。
- 激發學生持開放的態度去感受並留意自己的負面思想。

課堂流程：

- 熱身活動：靜觀進食
- 解釋「靜觀」的概念
- 活動（靜觀呼吸）及反思
- 介紹培養「靜觀」的日常練習
- 課堂總結及介紹課後工作紙

流程 2：熱身活動：靜觀進食（～10 分鐘）

（參考簡報 第 4-8 頁）

步驟 1：邀請學生坐下並冷靜下來。

步驟 2：分派一些零食/食物（如：餅乾或棒棒糖）給學生。

步驟 3：請學生觀察食物（顏色、形狀、質地等等）。

步驟 4：請學生品嚐食物。提醒他們慢慢嘴嚼，吃完嘴裏的食物才咬下一口。

步驟 5：邀請學生簡單分享他們對靜觀進食的體會。

步驟 6：帶出活動反思。

靜觀進食是體驗靜觀的其中一種簡單方法。它能加強我們對自己當刻的想法、感受和身體的感知。

流程 3：解釋「靜觀」的概念（~2 分鐘）

（參考簡報 第 9 頁）

步驟 1：解釋什麼是「靜觀」。

靜觀是指…意識到我們在哪裡以及在做什麼，並且不會對我們周遭所發生的事情有過份反應。

流程 4：活動（靜觀呼吸）及反思（~10 分鐘）

（參考簡報 第 10-15 頁）

步驟 1：邀請學生一起進行靜觀練習。請他們找一個舒適的姿勢，安靜下來並閉上眼睛。

步驟 2：因版權問題，我們不能直接把影片插入到簡報和教案中。請在 YouTube 上搜尋「newlife330 靜觀呼吸練習」，並播放影片。

步驟 3：播放影片後，邀請學生討論以下的問題，幫助他們對「靜觀」作出反思。

反思問題：（接受任何合理的答案）

Q1.	如果你留意到自己正經歷負面感覺或想法，（例：在考試或比賽中未能取得滿意的成績而感到有壓力或灰心。）你會責備自己還是嘗試接納這些負面情緒？
Q2.	同樣地，如果你的朋友或者同學經歷同樣的情況。你會標籤他們為失敗者，還是你會否嘗試接納和包容他們？
Q3.	邀請學生分享他們過往曾接納自己或他人的經驗。

步驟 4：帶出活動反思。

這個練習皆在幫助我們注意和面對自己當下的情緒。我們應嘗試持開放的態度去接納這些負面想法和情緒。不要把這些負面情緒和其他文化的人聯繫一起。我們可以表現多些接納、包容並向不同文化的人學習。

流程 5：介紹培養「靜觀」的日常練習（~4 分鐘）

（參考簡報 第 16-18 頁）

步驟 1：簡單介紹以下的練習。

告訴學生除了剛才嘗試過的練習外，我們在日常生活中，也可以做以下的一些簡易的練習。

(1) 靜觀藝術練習

- 繪畫、做手工等等。

(這些藝術活動讓我們更能覺察到自己當下的情緒，並有助我們調整自己的心情。)

(2) 靜觀音樂練習

- 播放你所喜歡的柔和音樂（沒有令人分心的歌詞）。
- 留意音樂令你身體所引起的感覺。

(靜觀音樂練習有助平復我們的內心和想法。)

(3) 靜觀步行

- 在鄰近地區、公園等地方步行。
- 留意雙腿以及其他身體部份的動作。

(靜觀步行有助改善睡眠和情緒。)

*可建議學生從 YouTube, 樂天心澄計劃搜尋其他靜觀活動，或者下載一些具備詳細指示及指引的相關程式。

流程 6：課堂總結及介紹課後工作紙（~3 分鐘）

（參考簡報 第 19-20 頁）

步驟 1：帶出課堂總結。

練習「靜觀」的好處：

- 幫助減輕我們的壓力和焦慮。
- 能善待自己。
- 幫助我們更加了解及接納自己的情緒。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
(請參閱附件「範疇三課堂一_課後工作紙」)
- 提醒學生交回已完成的課後工作紙。(老師可自訂截止日期)
- 老師收回工作紙後，可查核學生是否明白什麼是「靜觀」。

參考資料：

Compton, W., & Hoffman, E. (2013). Positive psychology: The science of happiness and flourishing (2nd ed.). Belmont, CA: Thomson Wadsworth.

中華基督教會桂華山中學
範疇三：全心投入
課堂一：靜觀
範疇三課堂一_課後工作紙

姓名：_____ () 班別：_____ 日期：_____

完成後請交回老師。

課堂中，老師向你介紹了一些靜觀練習（如：靜觀藝術、靜觀音樂練習、靜觀呼吸）。請選擇其中一個練習並邀請家人/朋友一起完成。

1. 你所選擇的練習是？

2. 你在練習時感覺如何？

3. 這個練習是否幫助你留意到自己當下的想法和情緒？

4. 你會推薦這個練習給別人嗎？

本課堂要點：

練習「靜觀」的好處：

幫助減輕我們的壓力和焦慮。

能善待自己。

幫助我們更加了解及接納自己的情緒。

「靜觀是一個方法，去與自己及個人經歷成為朋友。」-喬·卡巴金

CCC Kwei Wah Shan College
 Theme 3: Engagement
 Lesson 1: Mindfulness
Lesson plan

Quote of Theme 3 lesson 1:

“Mindfulness is a way of befriending ourselves and our experience.” - Jon Kabat-Zinn

Outline of Theme 3 lesson 1:

Sessions	Suggested duration (Total: 30 minutes)	Materials
1. Overview	~1 min	Theme 3 Lesson 1_PPT
2. Warm up activity - Mindfulness eating	~10 mins	Theme 3 Lesson 1_PPT, food (e.g. biscuits or lollipops)
3. Explain the concept of “Mindfulness”	~2 mins	Theme 3 Lesson 1_PPT
4. Activity - Mindfulness (breathing with reflection)	~10 mins	Theme 3 Lesson 1_PPT
5. Introduce some daily exercises for practicing mindfulness	~4 mins	Theme 3 Lesson 1_PPT
6. Conclusion and introduce take-home worksheet	~3 mins	Theme 3 Lesson 1_PPT, Theme 3 Lesson 1_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand the concept and benefits of "Mindfulness".
- Encourage students to have mindfulness practices in their daily life.
- Inspire students to feel and observe their negative thoughts with openness.

Outline of today's lesson:

- Warm up activity - Mindfulness eating
- Explain the concept of "Mindfulness"
- Activity - Mindfulness meditation (breathing with reflection)
- Introduce some daily exercises for practicing mindfulness
- Conclusion and introduce take-home worksheet

Session 2: Warm up activity - Mindfulness eating (~10 mins)

(Refer to ppt slides 4-8)

Step 1: Invite students to sit down and calm down.

Step 2: Distribute some snacks/ food (e.g. biscuits or lollipops) to students.

Step 3: Ask students to observe the food (color, shape, texture etc.).

Step 4: Ask students to taste the food. Remind them to chew slowly and finish what's in their mouth before going for the next bite.

Step 5: Invite students to have a brief sharing about their experiences of mindfulness eating.

Step 6: Provide a debriefing of this activity.

Mindfulness eating is one of the simple ways to experience mindfulness. It helps increase the awareness of our thoughts, feelings, and physical sensations in the present moment.

Session 3: Explain the concept of "mindfulness" (~2 mins)

(Refer to ppt slide 9)

Step 1: Explain what "mindfulness" means.

Mindfulness means...

Be aware of where we are and what we're doing, and do not overreact or get overwhelmed by what's going on around us.

Session 4: Activity - Mindfulness meditation (breathing with reflection) (~10 mins)
(Refer to ppt slides 10-15)

Step 1: Invite students to have a mindfulness practice together. Ask students to find a comfortable position, calm down and close their eyes.

Step 2: Due to copyright issues, we are not allowed to add the video clip on the PowerPoint and lesson plan. Please type “5 Minute Mindfulness Meditation” on YouTube and play the video.

Step 3: After playing the video, invite students to discuss the following questions in order to have a reflection of “mindfulness”.

Questions for reflection: (*Accept any reasonable answers*)

Q1.	If you observe that you are experiencing negative feelings or thoughts in the present (E.g. Feel stressed and depressed about not getting a satisfactory result in a test or competition.), would you judge yourself harshly/ would you try to accept these negative thoughts?
Q2.	Similarly, if your friend or schoolmate is experiencing the same situation, would you label them as a loser/ would you try to accept and embrace them?
Q3.	Invite students to share any experiences of accepting themselves or others.

Step 4: Provide a debriefing of this activity.

This exercise aims to help us observe and face our emotions at the present moment. We should try to accept our negative thoughts and emotions with openness. Try not to associate your negative emotions with people from other cultures. Show more acceptance, embrace people from different cultures and learn from them.

Session 5: Introduce some daily exercises for cultivating mindfulness (~4 mins)
(Refer to ppt slides 16-18)

Step 1: Simply introduce the following exercises.

Tell students that except the practices that we’ve tried just now, the following are some easy mindfulness exercises that we can practice in our daily life.

(1) Art-based mindfulness exercises

- E.g. Drawing, crafting

(Art-based activities allow us to be more aware of our current emotions and help regulate our mood.)

(2) Music mindfulness exercises

- Play soft music (without distracting lyrics) that you like or enjoy.

- Pay attention to the feeling your body evokes by the music.
(Music mindfulness exercise helps quiet our inner thoughts and calm our minds.)

(3) Mindfulness walking

- E.g. walk around the neighborhood, park.
- Pay attention to every movement of your legs and the rest of your body.
(Mindfulness walking improves sleep quality and our mood.)

*Suggest students to search for other mindful exercises on YouTube, JC PANDA project or download some related apps for detailed instructions and guidelines.

Session 6: Conclusion and introduce take-home worksheet (~3 mins)
(Refer to ppt slides 19-20)

Step 1: Provide a conclusion of today's lesson.

The benefits of practicing mindfulness:

- Help alleviate our stress and anxiety.
- More likely to experience self-kindness.
- Help us better understand and accept our emotions.

Step 2: Introduce take-home worksheet

- Distribute and briefly introduce the take-home worksheet to students.
(Please refer to the attachment “Theme 3 Lesson 1 _Take home worksheet”).
- Remind students to finish and hand in their worksheets.
(Teachers could set a deadline for your class.)
- After collecting the worksheets, teachers can examine whether students understand what “mindfulness” is or not.

Reference:

Compton, W., & Hoffman, E. (2013). Positive psychology: The science of happiness and flourishing (2nd ed.). Belmont, CA: Thomson Wadsworth.

Theme 3 Lesson 1_Take home worksheet

Name: _____ () Class: _____ Date: _____

Please complete and hand in this worksheet.

During the lesson, the teacher introduced a few mindful exercises (E.g. art-based mindfulness exercises, music mindfulness exercise, mindfulness meditation) to you. Please select one exercise and invite your family members/ friends to do it together.

1. State the mindfulness exercise that you've done.

2. How do you feel when practicing this exercise?

3. Does this exercise help you better observe your present thoughts and emotions?

4. Would you recommend this exercise to others?

Key notes of this lesson:

The benefits of practicing mindfulness:

Help alleviate our stress and anxiety.

More likely to experience self-kindness.

Help us better understand and accept our emotions.

“Mindfulness is a way of befriending ourselves and our experience.” - Jon Kabat-Zinn

中華基督教會桂華山中學

範疇三：全心投入

課堂二：讚嘆

教案

範疇三 課堂二 金句：

「在天氣美好的日子，坐在樹蔭下，看着一片翠綠，便會感到身心爽快。」- 珍·奧斯丁

範疇三 課堂二 流程：

流程	建議時間 (共 30 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇三 課堂二 簡報
2. 解釋「讚嘆」的概念	~3 分鐘	範疇三 課堂二 簡報
3. 活動一：感受讚嘆	~5 分鐘	範疇三 課堂二 簡報
4. 活動二：讚嘆式散步	~13 分鐘	-
5. 介紹培養「讚嘆」的練習	~5 分鐘	範疇三 課堂二 簡報
6. 課堂總結及介紹課後工作紙	~3 分鐘	範疇三 課堂二 簡報，範疇三課堂二_課後工作紙

流程 1：介紹課堂流程（～1 分鐘）

（參考簡報 第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生明白「讚嘆」的概念和好處。
- 激發學生去體會日常生活值得讚嘆的事物。
- 鼓勵他們去讚嘆自己和其他人的文化。

課堂流程：

- 解釋「讚嘆」的概念
- 活動一：感受讚嘆
- 活動二：讚嘆式散步
- 介紹培養「讚嘆」的練習
- 課堂總結及介紹課後工作紙

流程 2：解釋「讚嘆」的概念（～3 分鐘）

（參考簡報 第 4-5 頁）

步驟 1：解釋什麼是「讚嘆」。

讚嘆是一種正面情緒。當我們體會讚嘆時，我們也可用其他字眼去表達這種感受（如：驚奇、驚歎、感到意外）。

讚嘆的感覺可以由他人、大自然、音樂、藝術或建築物引起。

例：你的朋友在籃球賽事時投出漂亮的一球、看見雙重彩虹掛在天空上、看見令人驚嘆的畫作、來自不同文化設計尚佳的建築物、或者你因自己在具挑戰性的工作上的表現感到驚喜（例：鑽石）。

流程 3：活動一：感受讚嘆（～5 分鐘）

（參考簡報 第 6 頁）

步驟 1：邀請學生去分享他們對自己的文化感到讚嘆的一件事。

流程 4：活動二：讚嘆式散步（～13 分鐘）

（參考簡報 第 7-8 頁）

步驟 1：邀請學生在校園內進行「讚嘆式散步」。

步驟 2：請他們在散步前來一個深呼吸，吸氣時數六下，呼氣時再數六下。

步驟 3：在散步時，請學生嘗試感受腳踏在地上的感覺和聆聽週遭的聲音。同時，轉移一下注意力而至可以留意到週遭的東西（如：學校的建築物，自然環境等）。

步驟 4：在散步後再來一個深呼吸，吸氣時數六下又在呼氣時數六下。

步驟 5：帶出活動反思。

活動的目的是讓學生明白我們可以在自然環境中（如：有群山景觀的地方，或可觀看到日出/日落的地方）、城市中（如：學校、社區、公園、動物園、花園）、甚至室內（如：博物館、商店、教堂）進行「讚嘆式散步」。

經常進行「讚嘆式散步」可增強我們的正面情緒，如同情和感恩之心。更可改善我們的身心健康和幸福感。

流程 5：介紹培養「讚嘆」的練習（～5 分鐘）

（參考簡報 第 9-10 頁）

步驟 1：介紹一些能幫助學生在生活中培養讚嘆的日常練習。

(1) 觀看讚嘆影片

- 用幾分鐘觀看有關自然景觀的影片。
- 觀看讚嘆影片是引起「讚嘆」的其中一個方法，亦能幫助減低我們對鎖碎事情的關注。

(2) 留意大自然

- 不用刻意為這個練習抽出額外的時間，只需簡單留意生活中的自然環境（如：看看天空）。
- 每天花幾分鐘去留意圍繞著你的景物（如：樹木、樹葉、浮雲、寵物等），你亦可拍照留念。
- 這個練習有助我們體會到正面情緒（如：讚嘆、靈感）、減低壓力和孤獨感。

流程 6：課堂總結和介紹課後工作紙（～3 分鐘）
（參考簡報 第 11-12 頁）

步驟 1：帶出課堂總結。

感受讚嘆的好處：

- 減低對鎖碎事情的關注。
- 有助提升我們的生活滿意度。
- 釋放負面情緒並加強正面情緒。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
（請參閱附件「範疇三課堂二_課後工作紙」）
- 提醒學生交回已完成的課後工作紙。（老師可自訂截止日期）
- 老師收回工作紙後，可查核學生是否明白什麼是「讚嘆」。

參考資料：

Campos, B., Shiota, M. N., Keltner, D., Gonzaga, G. C., & Goetz, J. L. (2013). What is shared, what is different? Core relational themes and expressive displays of eight positive emotions. *Cognition & Emotion*, 27, 37–52.

中華基督教會桂華山中學
範疇三：全心投入
課堂二：讚嘆
範疇三課堂二_課後工作紙

姓名：_____ () 班別：_____ 日期：_____

完成後請交回老師。

請在 YouTube 上搜尋「Yosemite HD」，並觀看影片。

1. 簡單寫下看完影片的感覺（可短答）。

2. 這個練習有助減低你對鎖碎事情的關注嗎？

有 沒有

本課堂要點：

感受讚嘆的好處：

減低對鎖碎事情的關注。

有助提升我們的生活滿意度。

釋放負面情緒並加強正面情緒。

「在天氣美好的日子，坐在樹蔭下，看着一片翠綠，便會感到身心爽快。」 -
珍·奧斯丁

CCC Kwei Wah Shan College
 Theme 3: Engagement
 Lesson 2: Awe
Lesson plan

Quote of Theme 3 lesson 2:

“To sit in the shade on a fine day, and look upon verdure, is the most perfect refreshment.” -
 Jane Austen

Outline of Theme 3 lesson 2:

Sessions	Suggested duration (Total: 30 minutes)	Materials
1. Overview	~1 min	Theme 3 Lesson 2_PPT
2. Explain the concept of “awe”	~3 mins	Theme 3 Lesson 2_PPT
3. Activity 1 - Let’s feel awe	~5 mins	Theme 3 Lesson 2_PPT
4. Activity 2 - A walk filled with awe	~13 mins	-
5. Introduce ways to cultivate “awe”	~5 mins	Theme 3 Lesson 2_PPT
6. Conclusion and introduce take-home worksheet	~3 mins	Theme 3 Lesson 2_PPT, Theme 3 Lesson 2_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand the concept of “awe” and benefits of feeling “awe”.
- Inspire students to experience awe in their daily lives.
- Encourage students to feel awe of their and others' cultures.

Outline of today's lesson:

- Explain the concept of “awe”
- Activity 1 - Let's feel awe
- Activity 2 - A walk filled with awe
- Introduce ways to cultivate “awe”
- Conclusion and introduce take-home worksheet

Session 2: Explain the concept of “awe” (~3 mins)

(Refer to ppt slides 4-5)

Step 1: Explain what “awe” means.

Awe is one of the positive emotions. When we experience awe, we may use other words to express this feeling (e.g. wonder, amazed, surprised).

The feeling of awe can be inspired by other people, nature, music, art or architecture.

Example: Your friend makes a wonderful shot in a basketball match. You see a double rainbow in the sky, an amazing painting or a well-designed architecture from various cultures, or are surprised by how you performed in a challenging task (e.g. rock climbing).

Session 3: Activity 1 - Let's awe (~5 mins)

(Refer to ppt slide 6)

Step 1: Invite students to share one thing from their cultures that they are in awe of.

Session 4: Activity 2 - A walk filled with awe (~13 mins)
(Refer to ppt slides 7-8)

Step 1: Invite students to have a walk filled with awe around the school.

Step 2: Ask them to take a deep breath before the walk, count to six as they inhale and another six when they exhale.

Step 3: During the walk, ask students to try to feel their feet walking on the ground and listen to the surrounding sounds. Also, shift their awareness so that they are open to what are around them (e.g. the school architecture, the natural setting etc).

Step 4: Ask them to take a deep breath again after the walk, count to six as they inhale and another six as they exhale.

Step 5: After the walk, provide a debriefing of this activity.

The aim of this activity is to let students understand we could feel awe by taking a walk in natural settings (e.g. with mountain panoramic views, places where you can watch the sunrise or sunset), urban settings (e.g. school, neighborhood, park, zoo, garden) or even indoor settings (e.g. museum, shop, church).

Having a walk frequently while feeling “awe” could boost our positive emotions such as compassion and gratitude, enhance our physical health and happiness.

Session 5: Introduce ways to cultivate awe (~5 mins)
(Refer to ppt slides 9-10)

Step 1: Introduce some activities that can help students to cultivate more awe.

(1) Watch awe-inspiring videos

Try to take a few minutes to watch some videos about nature.

Watching awe-inspiring videos is one of the ways to inspire awe. It helps alleviate our concerns over trivial concerns.

(2) Noticing nature

You don't have to budget extra time for this practice. Just notice the natural environment (e.g. just look at the sky) that you already have in your life.

Try to take a few moments per day to appreciate the natural objects (e.g. trees, leaves, moving clouds, pets) that surround you. You may take photos of the natural

elements.

This daily practice helps us feel more positive emotions (e.g. awe, inspiration) and reduce distress and the sense of isolation.

Session 6: Conclusion and introduce take-home worksheet (~3 mins)

(Refer to ppt slides 11-12)

Step 1: Provide a conclusion of today's lesson.

The benefits of feeling awe:

- Help alleviate our concerns over trivial matters.
- Help improve our life satisfaction.
- Diffuse negative emotions and enhance our positive emotions.

Step 2: Introduce take-home worksheet

- Distribute and briefly introduce the take-home worksheet to students.
(Please refer to the attachment “Theme 3 Lesson 2 _ Take home worksheet”).
- Remind students to finish and hand in their worksheets.
(Teachers could set a deadline for your class.)
- After collecting the worksheets, teachers can examine whether students understand what “awe” is or not.

References:

Campos, B., Shiota, M. N., Keltner, D., Gonzaga, G. C., & Goetz, J. L. (2013). What is shared, what is different? Core relational themes and expressive displays of eight positive emotions. *Cognition & Emotion*, 27, 37–52.

CCC Kwei Wah Shan College
Theme 3: Engagement
Lesson 2: Awe
Theme 3 Lesson 2_Take home worksheet

Name: _____ () Class: _____ Date: _____

Please complete and hand in this worksheet.

Please type “Yosemite HD” on YouTube and watch the video.

1. Simply write down your feelings after watching this video (Short answer is accepted).

2. Does this exercise help alleviate your concerns over trivial matters?

- Yes
 No

Key notes of this lesson:

The benefits of feeling awe:

Helps alleviate our concerns over trivial matters.

Help improve our life satisfaction.

Diffuse negative emotions and enhance our positive emotions.

*“To sit in the shade on a fine day, and look upon verdure, is the most perfect refreshment.” -
Jane Austen*

中華基督教會桂華山中學

範疇三：全心投入

課堂三：心流

教案

範疇三 課堂三 金句：

「最好的時刻通常在我們自願地完成艱難和有價值的事情時出現。」- 米哈·積森米哈以

範疇三 課堂三 流程：

流程	建議時間 (共 30 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇三 課堂三 簡報
2. 觀看影片及反思	~6 分鐘	範疇三 課堂三 簡報
3. 解釋「心流」的概念	~10 分鐘	範疇三 課堂三 簡報
4. 活動：一起感受「心流」	~10 分鐘	小豆袋
5. 課堂總結及介紹課後工作紙	~3 分鐘	範疇三 課堂三 簡報，範疇三課堂三_課後工作紙

流程 1：介紹課堂流程（～1 分鐘）

（參考簡報 第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生明白「心流」的概念和好處。
- 鼓勵學生參與他們擅長或享受做的事（帶有一點挑戰性），藉而達到「心流」的狀態。
- 鼓勵學生過一個愉快和有意義的人生。

課堂流程：

- 觀看影片及反思
- 解釋「心流」的概念
- 活動：一起感受「心流」
- 課堂總結及介紹課後工作紙

流程 2：觀看影片及反思（～6 分鐘）

（參考簡報 第 4-10 頁）

步驟 1：因版權問題，我們不能直接把影片插入到簡報和教案中。請在 YouTube 上搜尋「日本小學黑子的籃球比賽」，並播放影片。

步驟 2：播放影片後，邀請學生討論以下的問題，幫助他們對「投入」作出反思。

反思問題：（接受任何合理的答案）

Q1.	我們從影片看到甚麼？
A1.	一場籃球賽事，一些日本小孩在打籃球。
Q2.	你認為觀眾看比賽時投入嗎？為什麼？
A2.	投入。因為大多數人在比賽進行期間均表現專注，當球員成功投籃時，他們會歡呼和拍掌。
Q3.	你認為球員在比賽時投入嗎？為什麼？
A3.	投入。因為他們在比賽時全力以赴，不受外圍因素影響，集中精神進行比賽。

步驟 3：帶出活動反思。

告訴學生那些觀眾和籃球員是處於「心流」狀態。

步驟 4：進入下一個流程，更詳盡地解釋「心流」的概念。

流程 3：解釋「心流」的概念（~10 分鐘）

（參考簡報 第 11-18 頁）

步驟 1：解釋什麼是「心流」。

如果我們在進行或學習有興趣的事情（如：繪畫、閱讀、做運動、砌圖），並經歷到以下提及的特徵。那麼我們已達到「心流」的狀態。

例子：打籃球

1. 自願參加這項活動

（例：我打籃球並非因為獎賞或受人強迫，純粹是因為我喜歡這項運動。）

2. 為這項活動訂立一個清晰的目標

（例：「成功投籃。」便是我的目標。）

3. 精神集中進行這項活動

（例：當我全情投入打籃球時，我不容易察覺到疲倦或肚餓的感覺。）

4. 不容易察覺時間消逝

（例：當我打籃球時，我不容易察覺到時間飛逝。）

5. 會經歷正面情緒

（例：在做我喜歡的事情時，我通常會有愉悅、滿足和成功感。）

步驟 2：邀請學生分享他們達到「心流」狀態的經驗。

引導問題：

1. 在日常生活/ 學校中，有沒有一些活動是能让你完全投入並忘掉時間飛逝呢？如有，請和我們分享。
2. 在進行剛才在提及的活動時，你有甚麼感受？

流程 4：活動：一起感受「心流」（～10 分鐘）

（參考簡報 第 19-22 頁）

步驟 1：派發小豆袋給學生（每位學生取一個）。

步驟 2：讓學生重複幾次拋起小豆袋。（目的：引起他們的興趣）。

步驟 3：將學生組成二人一組，要求他們重複幾次將小豆袋拋向對方。

（目的：逐漸提升活動的挑戰性）

步驟 4：將學生組成三人一組，請他們重複幾次將小豆袋拋向其他成員。

（目的：讓他們體驗「心流」的狀態）

（例：同學 A → 同學 B；同學 B → 同學 C；同學 C → 同學 A）

步驟 5：向學生詢問一些問題。

1. 活動中哪個階段讓你感到最無聊？（應該是第一階段）

2. 活動中哪個階段讓你感到最投入？（應該是最後的階段）

步驟 6：帶出活動反思。

告訴學生活動的目的是讓他們體驗「心流」的狀態。

如果一項工作太具挑戰性或太容易的話，「心流」便不會出現（例：中一學生卻要完成中五的數學練習；或中一學生完成小一的數學練習。）

當一個人的技能和工作的挑戰程度得到平衡時，「心流」便會出現。

流程 5：課堂總結及介紹課後工作紙（～3 分鐘）

（參考簡報 第 23-24 頁）

步驟 1：帶出課堂總結。

經歷「心流」的好處：

- 改善情緒。
- 感受較多正面情緒（開心、活躍、有創意、感到滿足等）。
- 從所做的事中獲得更多的樂趣及投入感。
- 提升學習能力和發展技能。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
(請參閱附件「範疇三課堂三_課後工作紙」)
- 提醒學生交回已完成的課後工作紙。(老師可自訂截止日期)
- 老師收回工作紙後，可查核學生是否明白什麼是「心流」。

參考資料：

Csikszentmihalyi, M. (1990). Flow: The psychology of optimal experience. New York: Harper-Perennial.

中華基督教會桂華山中學
範疇三：全心投入
課堂三：心流
範疇三_課堂三_課後工作紙

姓名：_____ () 班別：_____ 日期：_____

完成後請交回老師。

回想任何令你經歷「心流」狀態的活動。

1. 那項活動是什麼？

2. 當你進行那項活動時，有什麼感受？

3. 如果你同意下列的陳述，請在方格內畫上☑。

我是自願參與這項活動。

我有為這項活動訂立一個清晰的目標。

我很投入參與這項活動。

活動進行時，我感受到正面情緒（如：樂趣，喜樂）。

本課堂要點：

經歷「心流」的好處：

改善情緒。

感受較多正面情緒（開心、活躍、有創意、感到滿足等）。

從所做的事中取得更多的樂趣及投入感。

提升學習能力和發展技能。

「最好的時刻通常在我們自願地完成艱難和有價值的事情時出現。」-

米哈·積森米哈以

CCC Kwei Wah Shan College
Theme 3: Engagement
Lesson 3: Flow
Lesson plan

Quote of Theme 3 lesson 3:

“The best moments usually occur when a person voluntarily accomplishes something difficult and worthwhile.” - Mihaly Csikszentmihalyi

Outline of Theme 3 lesson 3:

Sessions	Suggested duration (Total: 30 minutes)	Materials
1. Overview	~1 min	Theme 3 Lesson 3_PPT
2. Watch a video and reflect on the message	~6 mins	Theme 3 Lesson 3_PPT
3. Explain the concept of “flow”	~10 mins	Theme 3 Lesson 3_PPT
4. Activity - Let us feel the flow	~10 mins	Mini bean bags
5. Conclusion and introduce take-home worksheet	~3 mins	Theme 3 Lesson 3_PPT, Theme 3 Lesson 3_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand the concept and benefits of “flow”.
- Encourage students to be engaged in something that they are skillful at or enjoy doing but with a little bit of a challenge so as to reach the stage of “flow”.
- Encourage students to develop an engaging and meaningful life.

Outline of today's lesson:

- Watch a video and reflect on the message
- Explain the concept of “flow”
- Activity - Let us feel the flow
- Conclusion and introduce take-home worksheet

Session 2: Watch a video and reflect on the message (~6 mins)

(Refer to ppt slides 4-10)

Step 1: Due to copyright issues, we are not allowed to add the video clip on the PowerPoint and lesson plan. Please type “日本小學黑子的籃球比賽” on YouTube and play the video.

Step 2: After showing the video, invite students to discuss the following questions in order to have a reflection of “engagement”.

Questions for reflection: (*Accept any reasonable answers*)

Q1.	What can we see from the video?
A1.	A basketball match, some Japanese kids were playing basketball.
Q2.	Do you think the audiences were engaged in watching the match? Why?
A2.	Yes. Because most of them stayed focused during the competition. They cheered and clapped when the player shot the ball into the opponent's net.
Q3.	Do you think the players were engaged in playing the match? Why?
A3.	Yes. Because they gave their best effort to perform well in the match. They weren't distracted by external factors and just stayed focused during the competition.

Step 3: Provide a debriefing of this session.

Tell students those audiences and basketball players were actually in the “flow” condition.

Step 4: Move on to the next session and explain the concept of “flow” in detail.

Session 3: Explain the concept of “flow” (~10 mins)
(Refer to ppt slides 11-18)

Step 1: Explain what “flow” means.

If we experience the conditions mentioned later when doing or learning something that we are interested in (e.g. drawing, reading, doing sports, doing puzzles etc), then we have already reached the state of “flow”!

E.g. Play basketball

1. Willing to participate in this activity intrinsically

(E.g. I play basketball not because of any external rewards or anyone forcing me to do that, just because I enjoy doing this.)

2. Set a clear goal for participating this activity

(E.g. “Shoot the basketball into the net successfully.” is my goal.)

3. Stay focused when doing this activity

(E.g. When I indulge in playing basketball, I am not aware of the feeling of tiredness or hunger.)

4. Losing sense of time

(E.g. When I am playing basketball, I am not aware that time is passing so fast.)

5. Experience the sense of positive emotions

(E.g. I usually acquire a sense of pleasure, contentment and achievement when doing something that I enjoy doing.)

Step 2: Invite students to share their experiences of reaching the state of “flow”.

Guiding questions:

1. In your daily life/ school life, are there any activities that you are fully engaged in and making you feel like losing track of time passing? If yes, please share with us.

2. What kind of feelings would you usually experience when doing the activity that you just mentioned?

Session 4: Activity - Let us feel the flow (~10 mins)
(Refer to ppt slides 19-22)

Step 1: Distribute mini bean bags to students (each student gets one).

Step 2: Ask students to toss the mini bean bags and repeat a few times. (Purpose: draw their interest)

Step 3: Help students to form a group of 2, request them to throw their mini bean bags at each other and repeat a few times. (Purpose: Increase the level of challenge gradually)

Step 4: Assign 3 students in one group, then ask them to throw their mini bean bags to other groupmates for a few times. (Purpose: let them feel the state of “flow”)
(E.g. Student A → Student B; Student B → Student C; Student C → Student A)

Step 5: Ask students some follow-up questions.

1. Which part of the activity made you feel the most bored? (Probably the first stage)
2. Which part of the activity made you feel the most engaged? (Probably the last stage)

Step 6: Provide a debriefing of this activity.

Tell students the aim of having this activity is to let them experience the state of “flow”. If a task is too challenging or too easy, “flow” cannot occur. (E.g. A Secondary 1 student is told to finish Secondary 5 Mathematics exercises. **Or** A Secondary 1 student is asked to finish Primary 1 Mathematics exercises.)
When there is a balance between one’s skills and level of challenge, “flow” will occur.

Session 5: Conclusion and introduce take-home worksheet (~3 mins)
(Refer to ppt slides 23-24)

Step 1: Provide a conclusion of this lesson.

Benefits of experiencing the “flow” state:

- Improve emotion regulation.
- Feel more positive emotions (E.g. cheerful, active, creative, satisfied etc).
- Acquire greater enjoyment and engagement from what they are doing.
- Accelerate learning and skill development.

Step 2: Introduce take-home worksheet

- Distribute and briefly introduce the take-home worksheet to students.
(Please refer to the attachment “Theme 3 Lesson 3 _Take home worksheet”).
- Remind students to finish and hand in their worksheets.
(Teachers could set a deadline for your class.)
- After collecting the worksheets, teachers can examine whether students understand what “flow” is or not.

Reference:

Csikszentmihalyi, M. (1990). Flow: The psychology of optimal experience. New York: Harper-Perennial.

CCC Kwei Wah Shan College
Theme 3: Engagement
Lesson 3: Flow
Theme 3 Lesson 3_Take home worksheet

Name: _____ () Class: _____ Date: _____

Please complete and hand in this worksheet.

Recall any activity that made you experience the stage of “flow”.

1. What is the activity?

2. What were your feelings when you were doing that activity?

3. Please put a tick in the box(es) below if you agree with the statements.

- I am willing to participate in this activity intrinsically.
- I have a clear goal when doing this activity.
- I indulge in doing this activity.
- When I am doing this activity, I feel like time is passing so fast.
- I feel positive emotions (e.g. enjoyment, joy) when doing this activity.

Key notes of this lesson:

Benefits of experiencing the “flow” state:

Improve emotion regulation.

Feel more positive emotions (E.g. cheerful, active, creative, satisfied etc).

Acquire greater enjoyment and engagement from what they are doing.

Accelerate learning and skill development.

“The best moments usually occur when a person voluntarily accomplishes something difficult and worthwhile.” - Mihaly Csikszentmihalyi

中華基督教會桂華山中學

範疇三：全心投入

課堂四：恆毅力

教案

範疇三 課堂四 金句：

「堅毅是由熱情與毅力結合而成。」 - 安琪拉·達克沃斯

範疇三 課堂四 流程：

流程	建議時間 (共 30 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇三 課堂四 簡報
2. 解釋「恆毅力」的概念	~8 分鐘	範疇三 課堂四 簡報
3. 觀看影片及反思	~10 分鐘	範疇三 課堂四 簡報
4. 小組分享時間	~7 分鐘	範疇三 課堂四 簡報
5. 課堂總結及介紹課後工作紙	~4 分鐘	範疇三 課堂四 簡報，範疇三課堂三_課後工作紙

流程 1：介紹課堂流程（～1 分鐘）

（參考簡報 第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生明白「恆毅力」的概念和好處。
- 鼓勵學生透過進行具挑戰性或有興趣的事情中培養「恆毅力」的品格。
- 鼓勵學生在做自己有興趣或熱愛的事情時，不要輕易放棄。

課堂流程：

- 解釋「恆毅力」的概念
- 觀看影片及反思
- 小組分享時間
- 課堂總結及介紹課後工作紙

流程 2：解釋「恆毅力」的概念（～8 分鐘）

（參考簡報 第 4-8 頁）

步驟 1：解釋什麼是「恆毅力」。

恆毅力 = 熱誠 + 堅持

是指即使面臨挑戰，也能堅持做自己感到非常熱愛的事情。

步驟 2：介紹恆毅力的四個元素。

1. 興趣

（找出令你感興趣／享受做的事情）

例：我熱愛彈結他。

2. 練習

（多練習你感興趣或熱愛做的事，從而取得進步）

例：我逢星期一和四放學後會上結他課。

3. 目的

（相信自己所做的是重要）

例：我相信學結他對我很重要，因為我想參加結他比賽，並成為一個專業的結他手。

4. 希望

（相信自己有能力去克服困難並取得成功）

例：我相信我能夠克服我上結他課時所面對的一切挑戰。

流程 3：觀看影片及反思（~10 分鐘）

（參考簡報 第 9-20 頁）

步驟 1：因版權問題，我們不能直接把影片插入到簡報和教案中。請在 YouTube 上搜尋「Never Give Up, Traditional Cheese Shop」，並播放影片。

步驟 2：播放影片後，邀請學生討論以下的問題，幫助他們對「恆毅力」作出反思。

反思問題：（接受任何合理的答案）

Q1.	根據影片，那個男人的興趣是甚麼？
A1.	他喜歡製作芝士。
Q2.	他有沒有下過苦功去製作芝士？
A2.	有。他不斷練習去研發新口味的芝士。
Q3.	他製作芝士的目的是甚麼？
A3.	他想在「國際芝士錦標賽」奪取冠軍。
Q4.	他最後有成功嗎？
A4.	有。他雖然一開始失敗過，但後來得到女兒的鼓勵，並且相信自己是有能力去克服那些挑戰並取得成功。
Q5.	你認同這個男人具備「恆毅力」的四個元素嗎？
A5.	認同，因為他展示了「恆毅力」的四個要素。

步驟 3：帶出活動反思。

影片中的男人具備恆毅力的四個元素。因為他熱衷於製作芝士（**興趣**），不斷研發新口味（**練習**），想在芝士比賽中勝出（**目的**），而且相信自己有能力去克服阻礙和挑戰（**希望**）。

流程 4：小組分享時間（～7 分鐘）

（參考簡報 第 21-23 頁）

步驟 1：將學生分成幾組，然後邀請他們和其他組員討論以下的問題。

討論問題：（接受任何合理的答案）

Q1.	請分享你過往曾經放棄完成某些事的一樁經驗。
Q2.	嘗試總結一下，甚麼因素令你想放棄。（你是否缺乏興趣／練習的決心／目標或者希望？）
Q3.	其他組員可提供一些意見，幫助同學建立他或她的恆毅力。

步驟 2：帶出活動反思。

有時候，我們會難以堅持追求自己的目標。遇上困難時就很容易放棄。

要建立「恆毅力」，我們應找到或者培養自己的興趣，再養成習慣，抱著希望，並保持做這件事的熱情和動力。

流程 5：課堂總結及介紹課後工作紙（～4 分鐘）

（參考簡報 第 24-25 頁）

步驟 1：帶出課堂總結。

建立「恆毅力」的好處：

- 即使面對失敗時，仍能幫助我們抱有希望。
- 在遇上挑戰和恐懼時不易放棄。
- 獲得長遠的滿足感。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
（請參閱附件「範疇三課堂四_課後工作紙」）
- 提醒學生交回已完成的課後工作紙。（老師可自訂截止日期）
老師收回工作紙後，可查核學生是否明白什麼是「恆毅力」。

參考資料：

Duckworth, Angela. Grit: The Power of Passion and Perseverance. First Scribner Hardcover ed. 2016. Print

中華基督教會桂華山中學
範疇三：全心投入
課堂四：恆毅力
範疇三課堂四_課後工作紙

姓名：_____ () 班別：_____ 日期：_____

完成後請交回老師。

1. 興趣

你的興趣是什麼？（如：做運動/ 唱歌/ 閱讀？）

2. 練習

你多常練習這個興趣？

有沒有取得任何進步？

有

沒有（如沒有，你會做些什麼？_____）

3. 目的

你做這項活動的目的是什麼？

4. 希望

你相信自己能克服在進行這項活動時所遇到的阻礙嗎？

能

不能（如不能，為甚麼？_____）

本課堂要點：

建立堅毅的好處：

即使面對失敗時，仍能幫助我們增加希望。

在遇上挑戰和恐懼時不易放棄。

獲得長遠的滿足感。

「堅毅是由熱情與毅力結合而成。」 - 安琪拉·達克沃斯

CCC Kwei Wah Shan College
Theme 3: Engagement
Lesson 4: Grit
Lesson plan

Quote of Theme 3 lesson 4:

“Grit is the combination of passion and perseverance.” - Angela Duckworth

Outline of Theme 3 lesson 4:

Sessions	Suggested duration (Total: 30 minutes)	Materials
1. Overview	~1 min	Theme 3 Lesson 4_PPT
2. Explain the concept of “grit”	~8 mins	Theme 3 Lesson 4_PPT
3. Watch a video and reflect on the message	~10 mins	Theme 3 Lesson 4_PPT
4. Group sharing time	~7 mins	Theme 3 Lesson 4_PPT
5. Conclusion and introduce take-home worksheet	~4 mins	Theme 3 Lesson 4_PPT, Theme 3 Lesson 4_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand the concept and benefits of “grit”.
- Encourage students to cultivate grit through challenges or what they are interested in.
- Encourage students not to give up easily when doing something that they are interested in or passionate about.

Outline of today's lesson:

- Explain the concept of “grit”
- Watch a video and reflect on the message
- Group sharing time
- Conclusion and introduce take-home worksheet

Session 2: Explain what “grit” is (~8 mins)

(Refer to ppt slides 4-8)

Step 1: Explain what “grit” means.

Grit = Passion + Perseverance

It is the ability to persist in something you feel very passionate about, and persevere even when you face challenges.

Step 2: Introduce 4 elements of grit.

1. Interest

(Find something you are interested in/ enjoy doing, i.e. things that you are keen on.)

E.g. I am passionate about playing the guitar.

2. Practice

(Practice more often or regularly on the things that you are interested in or passionate about, so as to gain improvement.)

E.g. I have guitar lessons every Monday and Thursday after school.

3. Purpose

(Believe that the things that you are doing are important.)

E.g. I believe learning the guitar is important to me because I want to join guitar competitions and become a professional guitarist.

4. Hope

(Believe you have the ability to overcome those difficulties and gain achievement.)

E.g. I believe I am capable of overcoming every challenge that I will face when learning the guitar.

Session 3: Watch a video and reflect on the message (~10 mins)

(Refer to ppt slides 9-20)

Step 1: Due to copyright issues, we are not allowed to add the video clip on the PowerPoint and lesson plan. Please type “Never Give Up, Traditional Cheese Shop” on YouTube and play the video.

Step 2: After showing the video, invite students to discuss the following questions in order to have a reflection of “grit”.

Questions for reflection: (*Accept any reasonable answers*)

Q1.	According to the video, what’s the man’s interest?
A1.	He likes making cheese.
Q2.	Did he put any effort into making cheese?
A2.	Yes, he keeps practicing so as to produce cheese of a new flavor.
Q3.	What’s his purpose in making cheese?
A3.	He wants to be the champion in the “International Cheese Championship”.
Q4.	Did he succeed at last?
A4.	Yes, he did. Although he faced failures at the beginning, he received encouragement from his daughter and believes he is capable of overcoming those challenges and obtaining achievements.
Q5.	Do you think the man possesses the 4 elements of grit?
A5.	Yes, he did. Because he demonstrated the 4 elements of grit.

Step 3: Provide a debriefing of this session.

The man from the video possesses the 4 elements of grit. Because he is keen on making cheese (**Interest**). He keeps trying to produce a new flavour (**Practice**). He wants to win in the cheese competition (**Purpose**) and he believes he is able to overcome those obstacles and challenges (**Hope**).

Session 4: Group sharing time (~7 mins)

(Refer to ppt slides 21-23)

Step 1: Form students into groups then invite them to discuss the following questions with other groupmates.

Discussion questions: (*Accept any reasonable answers*)

Q1.	Please share one of your past experience about giving up on accomplishing something.
Q2.	Try to sum up what factors made you wanted to give up. (Did you lack interest/ determination to practice/ purpose or hope?)
Q3.	Other groupmates may provide some advice so as to help this student to build his or her grit.

Step 2: Provide a debriefing of this session.

Sometimes it's hard for us to persist in pursuing our goals and we would give up easily when we encounter difficulties.

In order to have grit, try to find or cultivate our own interest, keep it as a habit, hold on with hope and keep the passion and motivation.

Session 5: Conclusion and introduce take-home worksheet (~4 mins)

(Refer to ppt slides 24-25)

Step 1: Provide a conclusion of today's lesson.

The benefits of being grit:

- Help increase hopefulness even when facing failures.
- Become persistence to face our challenges and fears.
- Acquire long-term satisfaction.

Step 2: Introduce take-home worksheet

- Distribute and briefly introduce the take-home worksheet to students.
(Please refer to the attachment "Theme 3 Lesson 4 _Take home worksheet").
- Remind students to finish and hand in their worksheets.
(Teachers could set a deadline for your class.)
- After collecting the worksheets, teachers can examine whether students understand what "grit" is or not.

Reference:

Duckworth, Angela. Grit : The Power of Passion and Perseverance. First Scribner Hardcover. 2016. Print

CCC Kwei Wah Shan College
Theme 3: Engagement
Lesson 4: Grit
Theme 3 Lesson 4_Take home worksheet

Name: _____ () Class: _____ Date: _____

Please complete and hand in this worksheet.

1. Interest

What are you interested in? (E.g. doing sports/ singing/ reading?)

2. Practice

How often do you practice on the things that you are interested in?

Are there any improvements?

Yes

No (If no, what else would you do? _____)

3. Purpose

What is your purpose for doing this activity?

4. Hope

Do you believe you are able to overcome obstacles when doing this activity?

Yes

No (If no, why? _____)

Key notes of this lesson:

The benefits of being grit:

Help increase hopefulness even when facing failures.

Become persistence to face our challenges and fears.

Acquire long-term satisfaction.

“Grit is the combination of passion and perseverance.” - Angela Duckworth

中華基督教會桂華山中學

範疇三：全心投入

課堂五：成長心態

教案

範疇三 課堂五 金句：

「沒有甚麼是不可能。」- 奧黛麗·赫本

範疇三 課堂五 流程：

流程	建議時間 (共 30 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇三 課堂五 簡報
2. 解釋「成長心態」和「定型心態」的概念	~5 分鐘	範疇三 課堂五 簡報
3. 觀看影片及反思	~15 分鐘	範疇三 課堂五 簡報
4. 活動：「改變你的心態」	~7 分鐘	範疇三 課堂五 簡報， 範疇三課堂五_活動工作紙
5. 課堂總結及介紹課後工作紙	~2 分鐘	範疇三 課堂五 簡報， 範疇三課堂五_課後工作紙

流程 1：介紹課堂流程（～1 分鐘）

（參考簡報 第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生明白「成長心態」的概念和好處。
- 幫助學生明白我們的能力是可以改變和改善的。
- 鼓勵學生應用「成長心態」去改善對不同種族的人的定型觀念。

課堂流程：

- 解釋「成長心態」和「定型心態」的概念
- 觀看影片及反思
- 活動：「改變你的心態」
- 課堂總結及介紹課後工作紙

流程 2：解釋「成長心態」和「定型心態」的概念（～5 分鐘）

（參考簡報 第 4-6 頁）

步驟 1：因版權問題，不能直接把影片插入簡報和教案中。請在 YouTube 上搜尋「改變突破：成長思維 VS 固定思維 | I.D.E.A：你需要改變嗎？」並播放影片。

步驟 2：帶出影片的反思。

擁有「定型心態」的人通常認為個人的能力和特質已經定型，不能改變；而擁有「成長心態」的人則傾向於相信自己的能力可以發展和改善。

情景：擁有遜色的唱歌技巧

擁有「定型心態」的人相信不管付出多少努力，他們唱歌的天資是不變；而擁有「成長心態」的人相信自己的唱歌技巧是可以操練並取得進步。

流程 3：觀看影片及反思（～15 分鐘）

（參考簡報 第 7-15 頁）

步驟 1：因版權問題，我們不能直接把影片插入到簡報和教案中。請在 YouTube 上搜尋「《有一種堅持：香港運動員訪問系列》(7) 神奇小子 蘇樺偉 (1)」，並播放影片(00:00s - 04:04s)。

步驟 2：播放影片後，邀請學生討論以下的問題。

反思問題：（接受任何合理的答案）

Q1.	影片中的受訪者是誰？
A1.	前香港田徑傷殘運動員 — 蘇樺偉先生。
Q2.	他有什麼身體上的缺憾？
A2.	自小受到痲痺及弱聽的困擾。
Q3.	是誰鼓勵他接觸跑步這項運動？
A3.	他的媽媽和教練。
Q4.	你認為蘇樺偉、他的媽媽和教練擁有「成長心態」嗎？
A4.	有，即使蘇樺偉患有先天的身體阻礙，但他們仍相信他在跑步方面是有潛質，並相信他可以靠後天的努力去取得成功。

流程 4：活動：「改變你的心態」（～7 分鐘）

（參考簡報 第 16 頁）

步驟 1：派發活動工作紙。（請參閱附件「範疇三課堂五_活動工作紙」）

步驟 2：請學生寫下一些有關他們「定型心態」的陳述（例如：我打排球很差。）

步驟 3：填妥「定型心態」的圖表後，請學生互相交換工作紙。然後用「成長心態」去逆轉他們的「定型心態」。

步驟 4：邀請學生就著工作紙的內容作出簡單的分享。

流程 5：課堂總結及介紹課後工作紙（～2 分鐘）

（參考簡報 第 17-18 頁）

步驟 1：帶出課堂總結。

擁有「成長心態」的好處：

- 較少感到抑鬱和焦慮。
- 幫助我們將挑戰視為機會。
- 有助我們接納自己的失敗。
- 幫助我們改善自己的弱點。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
(請參閱附件「範疇三課堂五_課後工作紙」)
- 提醒學生交回已完成的課後工作紙。(老師可自訂截止日期)
- 老師收回工作紙後，可查核學生是否明白什麼是「成長心態」。

參考資料：

Dweck, Carol S. *Mindset: The New Psychology of Success*. New York: Random House, 2006. Print.

中華基督教會桂華山中學

範疇三：全心投入

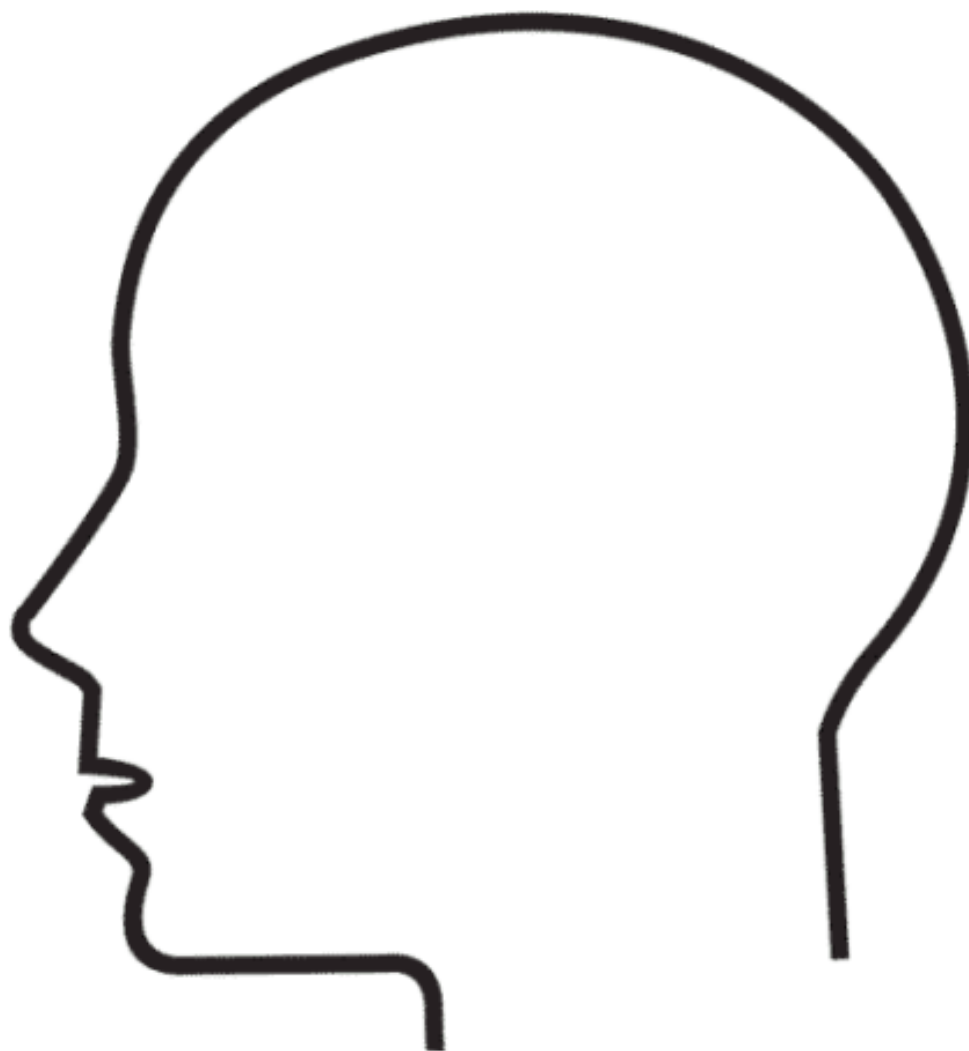
課堂五：成長心態

範疇三課堂五_活動工作紙

姓名：_____ () 班別：_____ 日期：_____

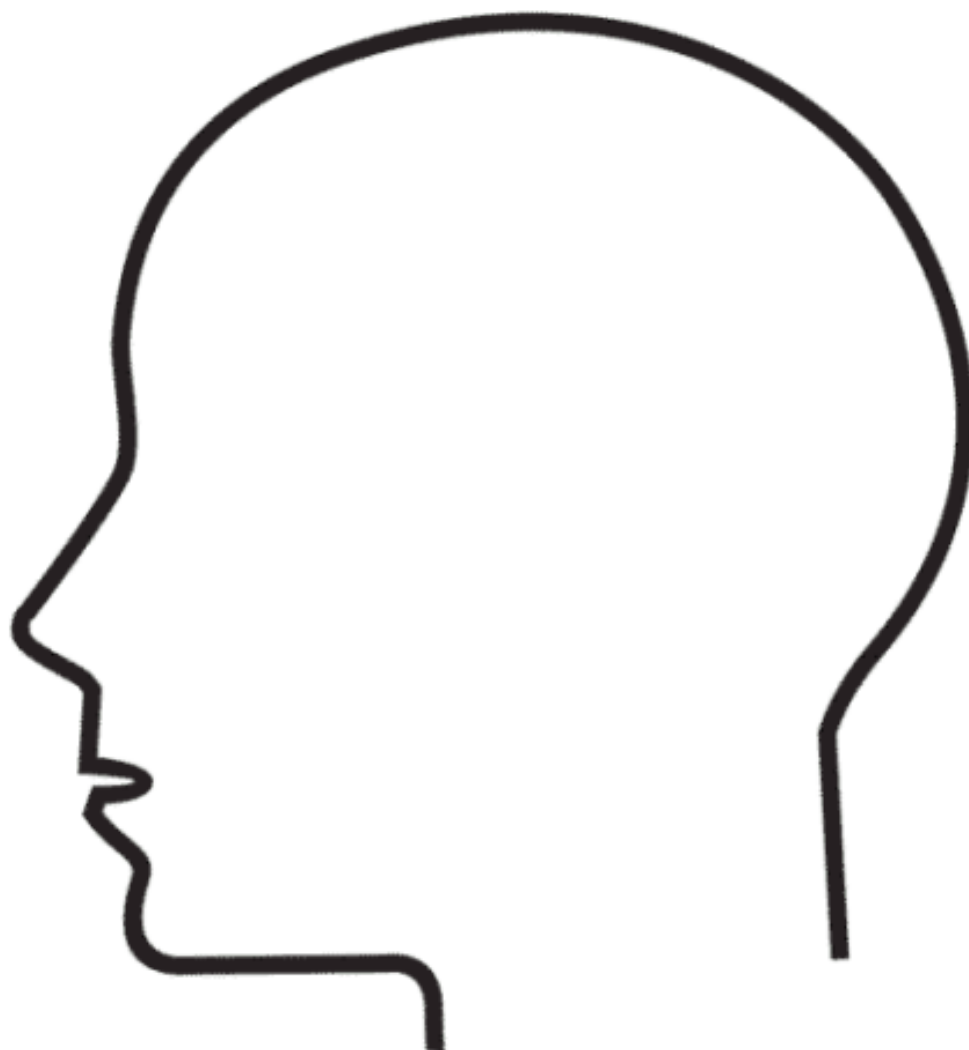
請依照老師的指示，完成這張工作紙。

定型心態
(自行完成)



「沒有甚麼是不可能。」 - 奧黛麗·赫本

成長心態
(請其他同學完成)



「沒有甚麼是不可能。」 - 奧黛麗·赫本

中華基督教會桂華山中學
範疇三：全心投入
課堂五：成長心態
範疇三課堂五_課後工作紙

姓名：_____ () 班別：_____ 日期：_____

完成後請交回老師。

在網上搜索一位來自其他種族的名人，他或她曾克服失敗或挫折然後取得成功。

1. 他／她的名字是？

2. 為他／她畫一張人像畫。

3. 他／她如何克服失敗或挫折？

4. 你從他／她的身上學到了什麼？

「沒有甚麼是不可能。」 - 奧黛麗·赫本

本課堂要點：

擁有「成長心態」的好處：

較少感到抑鬱和焦慮。

幫助我們將挑戰視為機會。

有助我們接納自己的失敗。

幫助我們改善自己的弱點。

「沒有甚麼是不可能。」 - 奧黛麗·赫本

CCC Kwei Wah Shan College
 Theme 3: Engagement
 Lesson 5: Growth Mindset
Lesson plan

Quote of Theme 3 lesson 5:

“Nothing is impossible.” - Audrey Hepburn

Outline of Theme 3 lesson 5:

Sessions	Suggested duration (Total: 30 minutes)	Materials
1. Overview	~1 min	Theme 3 Lesson 5_PPT
2. Explain the concept of “Growth mindset” and “Fixed mindset”	~5 mins	Theme 3 Lesson 5_PPT
3. Watch a video and reflect on the message	~15 mins	Theme 3 Lesson 5_PPT
4. Activity - Change your mindset	~7 mins	Theme 3 Lesson 5_PPT, Theme 3 Lesson 5_Activity worksheet
5. Conclusion and introduce take-home worksheet	~2 mins	Theme 3 Lesson 5_PPT, Theme 3 Lesson 5_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand the concept and benefits of the "Growth mindset".
- Help students understand that our abilities can be changed and are improvable.
- Encourage students to apply the "Growth mindset" to change our stereotypes on people from different ethnicities.

Outline of today's lesson:

- Explain the concept of "Growth mindset" and "Fixed mindset"
- Watch a video and reflect on the message
- Activity - Change your mindset
- Conclusion and introduce take-home worksheet

Session 2: Explain the concept of "Growth mindset" and "Fixed mindset" (~5 mins)

(Refer to ppt slides 4-6)

Step 1: Due to copyright issues, we are not allowed to add the video clip on the PowerPoint and lesson plan. Please type "Growth Mindset vs. Fixed Mindset" on YouTube and play the video (You can turn on the English subtitles).

Step 2: Provide a debriefing of the video.

People who possess a fixed mindset usually consider their abilities and individual traits as static and not changeable, while people with a growth mindset tend to believe that their abilities can be developed and enhanced..

Scenario: Poor singing skills

People with a fixed mindset believe that their talents are static no matter how much effort they put in, while people with a growth mindset believe that their singing skills can be practiced and improved.

Session 3: Watch a video and reflect on the message (~15 mins)

(Refer to ppt slides 7-21)

Step 1: Due to copyright issues, we are not allowed to attach the video clip on the PowerPoint and lesson plan. Please type “Mental toughness is the secret to success’ | BBC Ideas” on YouTube and play the video.

Step 2: After showing the video, invite students to discuss the following questions.

Questions for reflection: (*Accept any reasonable answers*)

Q1. A1.	Who is the interviewee of this video? Asha Philip, a sprinter and former gymnast.
Q2. A2.	What happened when she participated in the Trampoline World Championships in Quebec? She got a serious cruciate ligament injury because she didn't land right after bouncing up.
Q3. A3.	How was her feeling after she got injured? She wanted to give up because everything she worked hard for had vanished.
Q4. A4.	Who encouraged and inspired her not to give up? Her mum.
Q5. A5.	How did she overcome those difficulties and self-doubt? She did the rehab.
Q6. A6.	Were there any improvements? Yes, she could see the improvements after doing the rehab and she was able to jog and then run.
Q7. A7.	Do you think Asha Philip has a Growth mindset? Yes, she believes she has the ability to bounce back from adversity/ failures.

Session 4: Activity - Change your mindset (~7 mins)

(Refer to ppt slide 22)

Step 1: Distribute the “Theme 3 Lesson 5_Activity worksheet” to students. (Please refer to the attachment “Theme 3 Lesson 5_Activity worksheet”).

Step 2: Ask students to write down some statements about their beliefs related to the fixed mindsets (**E.g.** “I am poor at playing volleyball.”).

Step 3: After filling in the spaces provided on the “Fixed mindset graphic”, let students exchange their worksheets with other students. Then, use ideas of the Growth mindset to reverse their statements.

Step 4: Invite students to have a brief sharing on their worksheet.

Session 5: Conclusion and introduce take-home worksheet (~2 mins)

(Refer to ppt slides 23-24)

Step 1: Provide a conclusion of today’s lesson.

The benefits of possessing a Growth mindset

- Tend to feel less depressed and anxious.
- Help us view challenges as opportunities.
- Help us embrace our failures.
- Help us improve our weaknesses.

Step 2: Introduce take-home worksheet

- Distribute and briefly introduce the take-home worksheet to students. (Please refer to the attachment “Theme 3 Lesson 5_Take home worksheet”).
- Remind students to finish and hand in their worksheets. (Teachers could set a deadline for your class.)
- After collecting the worksheets, teachers can examine whether students understand what “Growth mindset” is or not.

Reference:

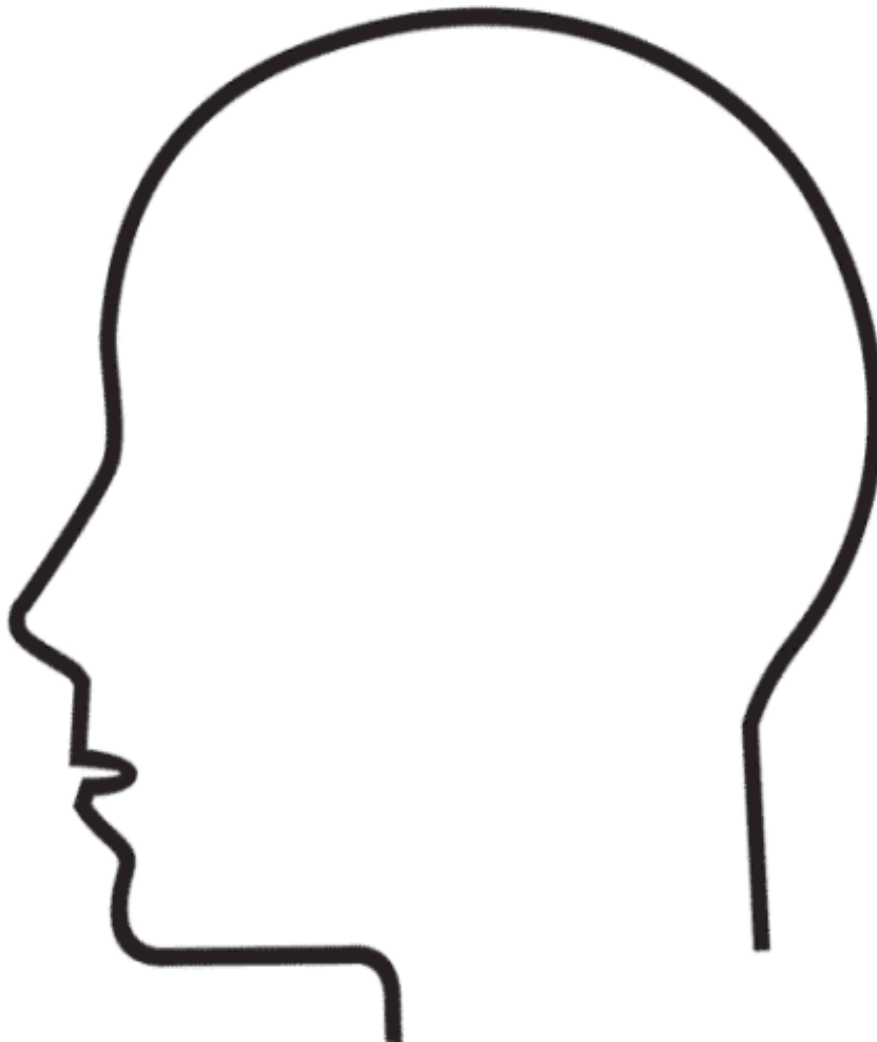
Dweck, Carol S. Mindset: The New Psychology of Success. New York: Random House, 2006. Print.

CCC Kwei Wah Shan College
Theme 3: Engagement
Lesson 5: Growth mindset
Theme 3 Lesson 5_Activity worksheet

Name: _____ () Class: _____ Date: _____

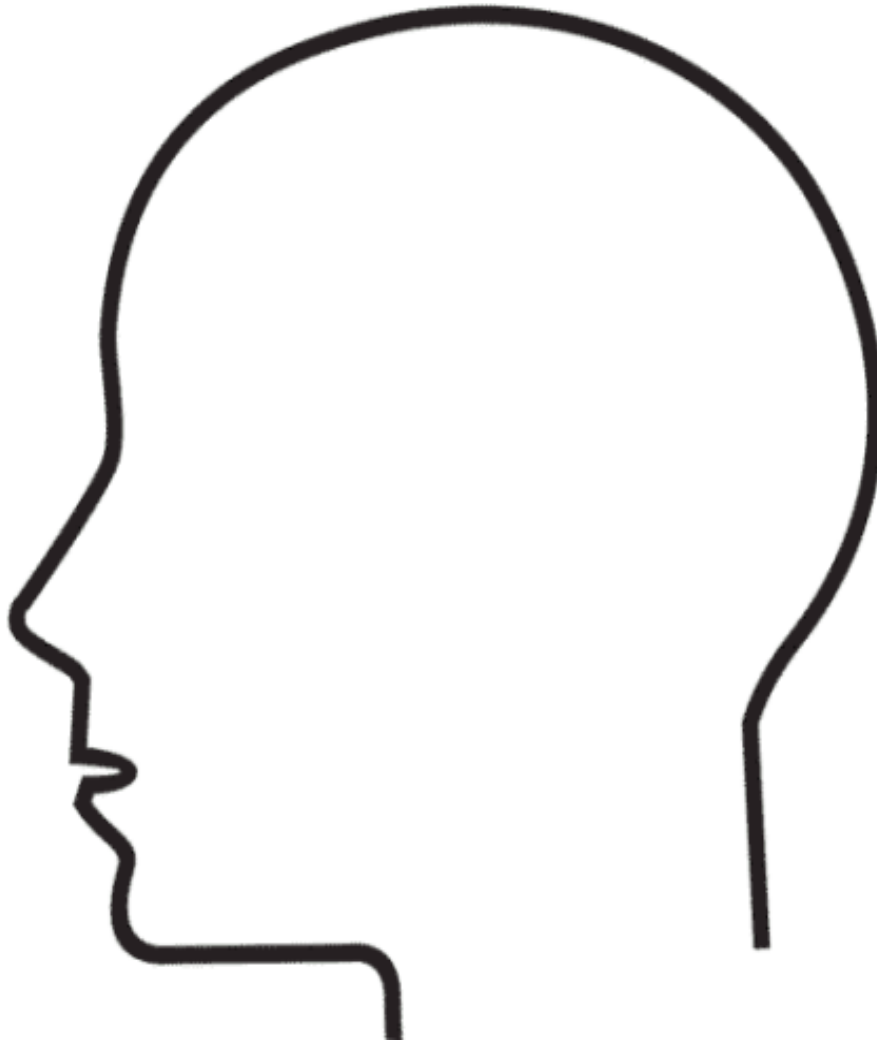
Please finish this worksheet according to the teacher's guidelines.

Fixed Mindset
(Finish by yourself)



"Nothing is impossible." - Audrey Hepburn

Growth Mindset
(Complete by other classmate)



“Nothing is impossible.” - Audrey Hepburn

CCC Kwei Wah Shan College
Theme 3: Engagement
Lesson 5: Growth mindset
Theme 3 Lesson 5_Take home worksheet

Name: _____ () Class: _____ Date: _____

Please complete and hand in this worksheet.

Go on a search about a notable person (from other ethnicity) who overcame failures or setbacks before succeeding.

1. The name of the person.

2. Draw a picture of him/her.

3. How did he or she fail and overcome his or her failures?

4. Anything you learn from him or her?

Key notes of this lesson:

The benefits of possessing a Growth mindset:

Tend to feel less depressed and anxious.

Help us view challenges as opportunities.

Help us embrace our failures.

Help us improve our weaknesses.

“Nothing is impossible.” - Audrey Hepburn

中華基督教會桂華山中學

範疇三：全心投入

課堂六：抗逆力

教案

範疇三 課堂六 金句：

「不要用成功來評價我，以我跌倒多少次又重新站起來來評價我。」- 納爾遜·曼德拉

範疇三 課堂六 流程：

流程	建議時間 (共 30 分鐘)	所需材料
1. 介紹課堂流程	~1 分鐘	範疇三 課堂六 簡報
2. 解釋「抗逆力」的概念	~1 分鐘	範疇三 課堂六 簡報
3. 觀看影片及反思	~12 分鐘	範疇三 課堂六 簡報
4. 活動：「爬山」	~14 分鐘	範疇三 課堂六 簡報，範疇三課堂六_活動工作紙
5. 課堂總結及介紹課後工作紙	~2 分鐘	範疇三 課堂六 簡報，範疇三課堂六_課後工作紙

流程 1：介紹課堂流程（～1 分鐘）

（參考簡報 第 2-3 頁）

步驟 1：簡單介紹課堂目的和流程。

課堂目的：

- 幫助學生明白「抗逆力」的概念和好處。
- 幫助學生學習如何建立抗逆力。
- 鼓勵學生幫助自己和他人從失敗中振作起來。

課堂流程：

- 解釋「抗逆力」的概念
- 觀看影片及反思
- 活動：「爬山」
- 課堂總結及介紹課後工作紙

流程 2：解釋「抗逆力」的概念（～1 分鐘）

（參考簡報 第 4 頁）

步驟 1：解釋什麼是「抗逆力」。

是指我們有能力去適應生活，並從阻礙和困難中振作起來。

流程 3：觀看影片及反思（～12 分鐘）

（參考簡報 第 5-13 頁）

步驟 1：因版權問題，我們不能直接把影片插入到簡報和教案中。請在 YouTube 上搜尋「正生學生 Zheng Sheng Students」，並播放影片(00:00s - 05:25s)

步驟 2：播放影片後，邀請學生討論以下的問題，幫助他們對影片作出反思。

反思問題：（接受任何合理的答案）

Q1.	這些學生在進入正生學院之前都做了些什麼？
A1.	擁有並出售盜版光碟、吸毒、藏有毒品。
Q2.	這些學生如何看待自己的未來？
A2.	有位男學生想給自己機會，為自己重塑新的形象。另一位女學生想為她的孩子改掉濫用藥物的壞習慣。

Q3.	正生學院的老師是如何看待這些學生的？
A3.	Dennis 老師不相信他們是壞學生，認為他們是有決心去改變自己。李老師則認為他們抱有堅持的態度，不怕吃苦。
Q4.	如果這些學生當初沒有被給予改過的機會，他們現在會變成怎樣的人？
A4.	也許他們仍會像以前一樣，糊塗地過日子。

步驟 3：帶出活動反思。

正生學院的老師相信這些學生有能力克服他們的壞習慣和以往的經歷。對學生而言，他們珍惜每個改變自己的機會，並從中展現抗逆力。

流程 4：活動：「爬山」（~14 分鐘）

（參考簡報 第 14 頁）

步驟 1：	派發活動工作紙和顏色筆給學生。 （請參閱附件「範疇三課堂六_活動工作紙」）
步驟 2：	請學生回想一個面對過的困難或挑戰。（在工作紙上的那座山代表面臨的挑戰）
步驟 3：	請學生在工作紙上寫下自己的強項／性格／遇上的困難時曾幫助他們的人。提醒學生至少要寫一樣。
步驟 4：	完成工作紙後，給學生一些時間在工作紙上填上顏色。
步驟 5：	邀請學生簡短分享如何克服困難。
步驟 6：	帶出活動反思。

活動旨於幫助學生知道有誰和什麼事物可以幫助他們面臨跌宕起伏，並讓他們了解到不需要獨自去面對這些困難。

流程 5：課堂總結及介紹課後工作紙（~2 分鐘）

（參考簡報 第 15-16 頁）

步驟 1：帶出課堂總結。

建立抗逆力的好處：

- 幫助我們適應生活。
- 有助我們保持正面並減低沮喪感。
- 建立抗逆力是將挑戰轉為成功的關鍵。
- 能減少進行有風險性的行為（如：酗酒，抽煙）。

步驟 2：介紹課後工作紙

- 向學生派發並簡單介紹「課後工作紙」的內容。
(請參閱附件「範疇三課堂六_課後工作紙」)
- 提醒學生交回已完成的課後工作紙。(老師可自訂截止日期)
- 老師收回工作紙後，可查核學生是否明白什麼是「抗逆力」。

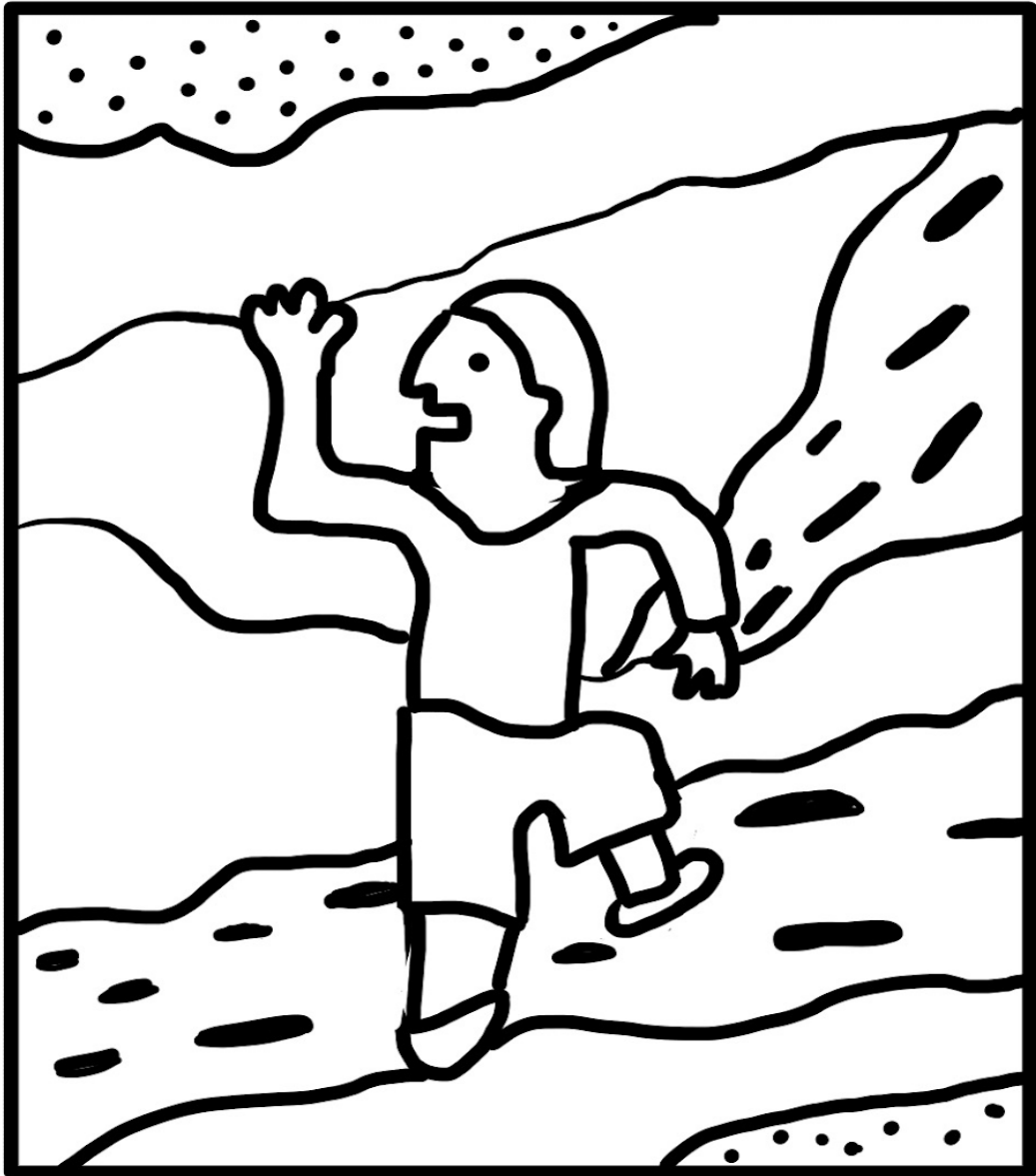
參考資料：

Masten, A. S., Cutuli, J. J., Herbers, J. E., & Reed, M-G. J. (2009). Resilience in Development . In S. J., Lopez & C. R. Snyder (2nd Eds), Oxford handbook of positive psychology (pp. 117-131). New York: Oxford University Press.

中華基督教會桂華山中學
範疇三：全心投入
課堂六：抗逆力
範疇三課堂六_活動工作紙

姓名：_____ () 班別：_____ 日期：_____

請依照老師的指示，完成這張工作紙。



「不要用成功來評價我，以我跌倒多少次又重新站起來來評價我。」 -
納爾遜·曼德拉

中華基督教會桂華山中學
範疇三：全心投入
課堂六：抗逆力
範疇三課堂六_課後工作紙

姓名：_____ () 班別：_____ 日期：_____

請在樹枝上寫下你在面臨挑戰時給予你支持的人，或任何事物，並為工作紙填上顏色。完成後請交回老師。



本課堂要點：

建立抗逆力的好處：

幫助我們適應生活。

有助我們保持正面並減低沮喪感。

建立抗逆力是將挑戰轉為成功的關鍵。

能減少進行有風險性的行為（如：過量飲酒，抽煙）。

「不要用成功來評價我，以我跌倒多少次又重新站起來來評價我。」-

納爾遜·曼德拉

CCC Kwei Wah Shan College
Theme 3: Engagement
Lesson 6: Resilience
Lesson plan

Quote of Theme 3 lesson 6:

“Do not judge me by my success, judge me by how many times I fell down and got back up again.” - Nelson Mandela

Outline of Theme 3 lesson 6:

Sessions	Suggested duration (Total: 30 minutes)	Materials
1. Overview	~1 min	Theme 3 Lesson 6_PPT
2. Explain the concept of “Resilience”	~1 min	Theme 3 Lesson 6_PPT
3. Watch a video and reflect on the message	~12 mins	Theme 3 Lesson 6_PPT
4. Activity - Climb the mountain	~14 mins	Theme 3 Lesson 6_PPT, Theme 3 Lesson 6_Activity worksheet
5. Conclusion and introduce take-home worksheet	~2 mins	Theme 3 Lesson 6_PPT, Theme 3 Lesson 6_Take home worksheet

Session 1: Overview (~1 min)

(Refer to ppt slides 2-3)

Step 1: Briefly introduce the learning objectives and outline of today's lesson.

Objectives of today's lesson:

- Help students understand the concept and benefits of resilience.
- Help students learn how to build their resilience.
- Encourage students to help themselves and others to bounce back from ups and downs in life.

Outline of today's lesson:

- Explain the concept of "Resilience"
- Watch a video and reflect on the message
- Activity - Climb the mountain
- Conclusion and introduce take-home worksheet

Session 2: Explain what "resilience" is (~1 min)

(Refer to ppt slide 4)

Step 1: Explain what "resilience" means.

It means our ability to adapt to our lives and bounce back after setbacks or difficulties.

Session 3: Watch a video and reflect on the message (~12 mins)

(Refer to ppt slides 5-13)

Step 1: Due to copyright issues, we are not allowed to add the video clip in the PowerPoint and lesson plan. Please type "正生學生 Zheng Sheng Students" on YouTube and play the video (00:00s - 05:25s).

Step 2: After showing the video, invite students to have a reflection of the video.

Questions for reflection: (Accept any reasonable answers)

Q1.	What did these students do before they entered Zheng Sheng College?
A1.	Possessed and sold pirated cds, had drug addiction, and possessed drugs.
Q2.	How did these students view their futures?
A2.	The man wanted to give himself a second chance and rebuild a different image after entering Zheng Sheng College. The woman wanted to get rid of her bad habits (drug abuse) for her children.
Q3.	How did the teachers at Zheng Sheng College view these students?

A3.	Mr. Dennis didn't believe they were bad students and thought they had the determination to change. Miss Lee considered they held a persistent attitude and were not afraid of hardships.
Q4.	If these students had not been given a second chance, what would they have become now?
A4.	Maybe they would still be walking their old ways, muddled through their days.

Step 3: Provide a debriefing of this video.

The teachers believed those students had the abilities to quit their bad habits and experience. From students' viewpoints, they treasured the opportunities to make changes which they could show resilience from adversity.

Session 4: Activity - Climb the mountain (~14 mins)

(Refer to ppt slides 14)

Step 1: Distribute the “Theme 3 Lesson 6_Activity worksheet” and some color pencils to students. (Please refer to the attachment “Theme 3 Lesson 6_Activity worksheet”).

Step 2: Ask students to think of a time that they faced any hardships or challenges (On the worksheet, the mountain represents the challenges).

Step 3: Tell students to write down anything (e.g. their strengths, personalities) or anyone that helped them to overcome the difficulties that they encountered. Write these on the levels of the mountain on the worksheet. Remind students to at least fill in one level.

Step 4: After filling in the worksheet, give students a few minutes to color the worksheets.

Step 5: Invite students to have a brief sharing about how to overcome their difficulties.

Step 6: Provide a debriefing of this activity.

This activity aims to help students to recognize who and what can help them when they are facing ups and downs. Knowing that they don't have to face difficulties alone.

Session 5: Conclusion and introduce take-home worksheet (~2 mins)
(Refer to ppt slides 15-16)

Step 1: Provide a conclusion of today's lesson.

The benefits of building resilience:

- Help us cope with changes in our life.
- Help us stay positive and prevent us from getting depressed.
- Building resilience is the key to turning challenges into successes.
- Help reduce the chance of doing risk-taking behaviors (e.g. excessive drinking, smoking).

Step 2: Introduce take-home worksheet

- Distribute and briefly introduce the take-home worksheet to students.
(Please refer to the attachment “Theme 3 Lesson 6_Take home worksheet”).
- Remind students to finish and hand in their worksheets.
(Teachers could set a deadline for your class.)
- After collecting the worksheets, teachers can examine whether students understand what “resilience” is or not.

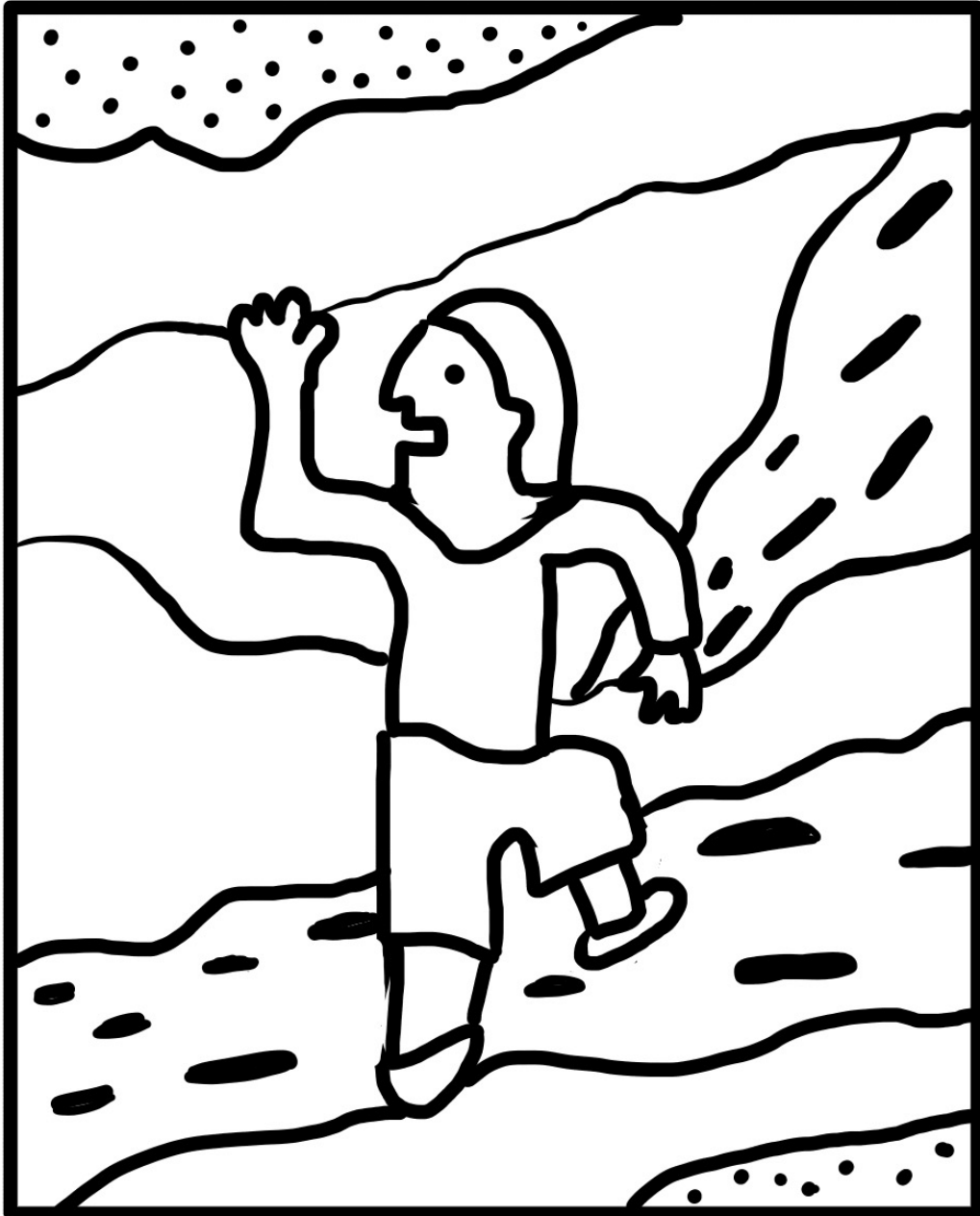
Reference:

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CCC Kwei Wah Shan College
Theme 3: Engagement
Lesson 6: Resilient
Theme 3 Lesson 6 Activity worksheet

Name: _____ () Class: _____ Date: _____

Please complete this worksheet according to the teacher's instructions.

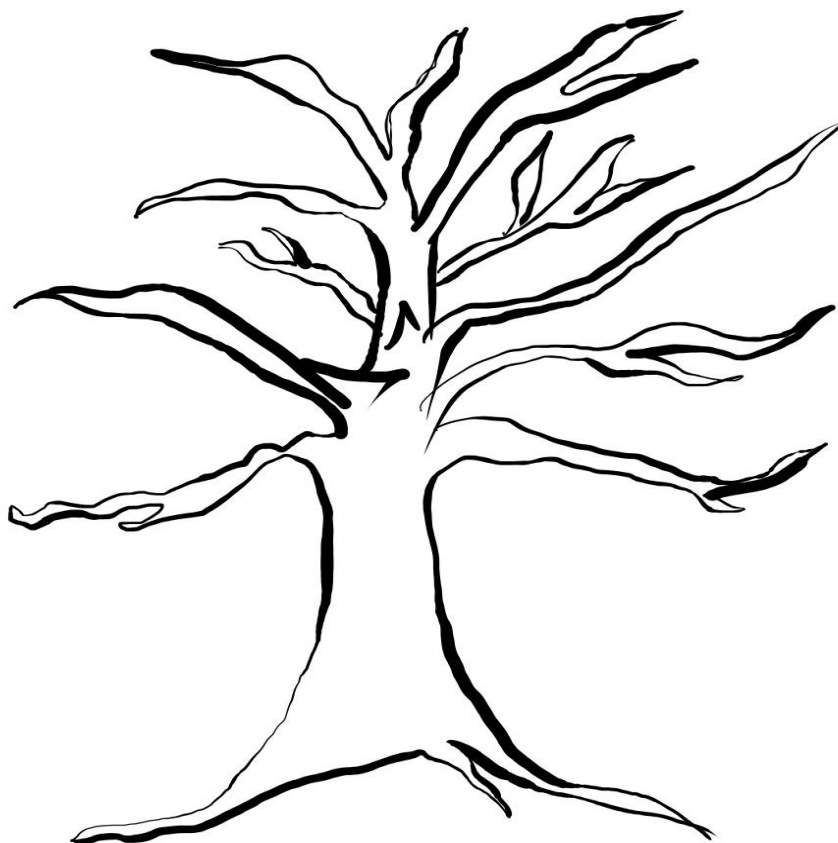


“Do not judge me by my success, judge me by how many times I fell down and got back up again.” - Nelson Mandela

CCC Kwei Wah Shan College
Theme 3: Engagement
Lesson 6: Resilient
Theme 3 Lesson 6_Take home worksheet

Name: _____ () Class: _____ Date: _____

Please write down the name of anyone or anything that gave you support when you faced challenges on the branches. Color the supporting tree and hand in this worksheet.



Key notes of this lesson:

The benefits of building resilience:

Help us cope with changes in our lives.

Help us stay positive and prevent us from getting depressed.

Building resilience is the key to turning challenges into successes.

Help reduce the chance of doing risk-taking behaviors (e.g. excessive drinking, smoking).

“Do not judge me by my success, judge me by how many times I fell down and got back up again.” - Nelson Mandela