

## Part C (Project Details)

### 1.(i) (a) Background

With traditional teaching approach, students only passively take in what the teachers feed them with tight schedules. There is no room to deal with students with maladjusted problems, to equip them life skills to cope with their problems.

Besides, conventional teaching approaches do not have flexibility in dealing individual emotion needs in a large class. It is impossible for teachers to teach students with maladjusted problems life skills to build up their self-concept and emotion coping skills.

Gradually, students with maladjusted problems may become worse, especially for those who come from deprived families. The families have no such kinds of knowledge and supporting resources to cope with the problems.

Our proposal is designed to help the S3 students with maladjusted problems to fit into the school system and adapt the adolescence development so as to reduce the adolescent problems. Our proposed methods are in compliance with the Hirschi's Social Control Theory.

"Social Control Theory proposes that people's relationships, commitments, values, norms, and beliefs encourage them not to break the law. Thus, if moral codes are internalized and individuals are tied into, and have a stake in their wider community, they will voluntarily limit their propensity to commit deviant acts. The theory seeks to understand the ways in which it is possible to reduce the likelihood of criminality developing in individuals" (Wikipedia).

Our proposal aim at building participants' self-image and self-control, and reduce the inclination to indulge in behavior recognized as antisocial through the process of self-exploration, interpersonal relationship, emotion control, problem-solving skills, and leadership skills.

### (b) Goals and objectives

Given the said problems and the possible resources granted under QEF scheme, we sense the need of providing students more interactive programs, in which they can learn and share among the peers to help them grow up and form their self-image. Our proposed package thus aims at:

- o Enhancing their self-understanding and an self-appreciation through observation and feedback from others
- o Enhancing their communication skills to build intra-personal and interpersonal relationship and express their emotions appropriately, obtain from the thematic activities
- o Enhancing their ability of emotion control by video presentation regarding emotions and emotional quotient and sharing the solution by role-playing
- o Enhancing their ability of problem solving through lecturing on the characteristics

- of both genders and how to solve the discrepancy between them.
- o To achieve the above aims, we propose to run the thematic activities for all S.3 students. Through the programs, students may go through the transitional period smoothly in the process of proper socialization by providing them chances of attachments, commitments, involvements and making beliefs according to the Hirschi's Social Control Theory.

The most important concern we plan to achieve is not a concrete result of what the students get from the program, but what they enjoy and learn during the process.

(c) Targets and beneficiaries

The programs provide a climate of unconditional positive regard to let students experience unconditional love and acceptance so as to help them understand that everyone has their strengths and weakness, and appreciate themselves and others.

The programs also provide them an environment of connecting people and knowledge of emotions and emotional quotient let them know how to get along with people of both genders, build up friendship and a social network for mutual support.

The programs also help them see things in different points of view. There are many ways to solve a problem, not only by flight or fight, but also by a positive way.

Most importantly, the project may help students experience a process that they know who they are. They know their interests, potentials and directions. Students may apply the newly equip social skills and knowledge to daily life and arouse their concern of career development. Eventually, the program can benefits students to pay more attention to their study for learning for survival, to acquire social skills, and then advance to a meaningful life.

(d) Activities to be organized

- o Evaluate students characteristics and interests
- o Divide students into groups according to their characteristics
- o Consolidate suitable games and related materials for the programs
- o Locate a assemble place
- o Develop a curriculum plan

## (c) Action plan with time-line

Session	Activities	Completion Date	Person-in-charge
1	Opening ceremony For introduction of the project	Oct 06, 2011	Project leader
2	Self-exploration – 1 For self-understanding, both strengths and weakness	Oct 13, 2011	Project leader
3	Self-exploration – 2 For self-appreciation and appreciation of others	Oct 20, 2011	Project leader
4	Interpersonal relationship – 1 For enhancement of communication skills	Oct 27, 2011	Project leader
5	Interpersonal relationship – 2 For expression of emotion and conflicts resolution	Nov 03, 2011	Project leader
6	Emotional control – 1 For enlightening of knowledge of emotion	Nov 10, 2011	Project leader
7	Emotional control – 2 For enlightening of knowledge of emotional quotient	Nov 17, 2011	Project leader
8	Problem solving – 1 For skills of building up friendships of both genders	Nov 24, 2011	Project leader
9	Problem solving – 2 For skills of making appointment of both genders	Dec 01, 2011	Project leader
10	Closing ceremony For sharing and awarding	Dec 08, 2011	Project leader

## (f) Expected outcome and deliverables

- o Produce a curriculum for future use.
- o As the result of greater interest in their personal development, students may become more attentive to their study. The skills that have acquired by the students will be useful for them to further their studies and even to their future career.
- o Teachers will also benefit from the change of students for better.

## (g) Evaluation of the product or the effectiveness of the project in achieving the set goal(s)

- o The evaluation will be done quantitatively. Quantitative evaluation will be done in the form of questionnaire survey and group discussion to discover the benefits of the programs.
- o At the end of December 2011, a summary evaluation of the project will be ready for teachers' reference.

Project Number: 2010/0132 (Revised)

## (h) Budget items

The budget of \$42,100 is broken down as follows. A sum of \$32,500 is used to employ a project team, consists of 6 members and 5 volunteers. Gifts cost \$3,600. Games cost \$5,000. Stationery cost \$1,000.

The budget items are tabulated below.

Type of Expenditure	Description of Items	Unit Price	Qty	Total budget
Service	1. Project team: (service charges of 2 project leaders and 4 core members, including planning, developing and evaluation of the program, running the program of 10 sessions)	\$500/hr	60	\$30,000
	2. Volunteer: (5 volunteer service charge for providing service to run the programs smoothly)	\$50/hr	50	\$2,500
General Expense	3. Gifts for awarding positive performance (\$4.00 x 90 persons x 10 sessions)	\$360/sessions	10	\$3,600
	4. Games (\$100 x 5 groups x 10 sessions)	\$500/group	10	\$5,000
	5. Stationery o A4 paper o Drawing pen o Drawing paper (\$100 x 10 sessions)	\$100/session	10	\$1,000
Total:				\$42,100

(i) Assets Usage Plan  
Not Applicable for the time being

Project Number: 2010/0132 (Revised)

## (j) Report Submission Schedule

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

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Final Report 1/9/2011 - 31/12/2011	31/03/2012	Final Financial Report 1/9/2011 - 31/12/2011	31/03/2012

## 2.(ii) (a) Innovative

This proposal has never been implemented in CMA Choi Cheung Kok Secondary School.

## (b) Cost-effective

In addition to learning academic knowledge from school, the program helps the students to equip the social skills so as to not only well integrate into the school, but also to the society for establishing a meaningful life in future. The programs may enhance the ability in attention to the class learning. Teachers can save a lot of time from class discipline and become more focus in teaching.

## (c) Worthy of dissemination in the school sector

The project may serve as a pilot program and set up a good example for reference that can be adopted in younger students, e.g. S1 students.

## (d) Program continuation

The project curriculum consists of tasks of adolescence development information for junior secondary students, and worthy of keeping an asset for further reference. The teachers could use these materials for prompting other students to achieve growth further.

**Declaration**

We certify that all the information given in this application is true and accurate. We understand that if we willfully give any false information or withhold any materials information, the application will become void. Any grant approved will be withheld and any payment made must be refunded to the Quality Education Fund.

## Reference:

Hirschi's Social Control Theory: [http://en.wikipedia.org/wiki/Control\\_theory\\_\(sociology\)](http://en.wikipedia.org/wiki/Control_theory_(sociology))