

Guidance and Discipline Section
Education Bureau
A Brief on the “WE” Positive Dynamics Scheme (For Secondary School)

(1) The Rationale

When we grow up, happiness, sadness, setbacks and difficulties are all unavoidable. Everyone will also experience melancholy and frustrations. Professor Martin Seligman, a renowned American psychologist, introduced Positive Psychology in 1998, aiming to fostering personal strengths and cultivating talents. Professor Seligman pointed out that teenagers who embrace optimistic and positive attitudes will cling to hopes even in the face of setbacks. These teenagers are eager to seek solutions for solving their problems and put them into practice till they can overcome their hurdles.

Positive Psychology focuses on cultivating "positive environment", "positive character qualities" and "positive experience transformation" to enhance human potentials which effectively help people develop inner psychological strengths as a buffer against adversities to face with future challenges. If young people are able to understand themselves, set life goals and seek solutions for their problems, they will have the courage to face and conquer all kinds of difficulties in life. And that if these teenagers are able to appreciate themselves as well as others, establish good interpersonal relationships and team spirit, they will be able to handle and overcome life challenges.

(2) Objectives

In implementing the “WE” Positive Dynamics Scheme, we hope that the important messages of taking positive actions and attitudes can be spread across schools, grades, classes and individuals and enable them to put them into practice. To this end, we hope to achieve the followings:

1. Assist students in self-understanding, learning to set their personal life goals, equipping themselves for setting goals on their own as well as learning and making use of methods to solve problems.
2. Guide students to appreciate themselves and others so as to build up good interpersonal relationship and team spirit.

(3) Cultivation of Five Skills

1. Understanding of oneself
2. Goal-setting
3. Problem-solving
4. Appreciation and acceptance
5. Cooperation and Companionship

(4) Target

Junior Secondary Students

(5) Content of the Scheme

i. Kick-off Ceremony

The kick-off ceremony of the “WE” Positive Dynamics Scheme is to be officiated by the principal or school personnel. Students are encouraged to learn about themselves (both strengths and emotions), set their life goals and seek solutions for solving their problems as well as facing and handling various challenges in life. Students are also suggested to appreciate themselves and others for the sake of establishing good interpersonal relationships and team-spirit.

ii. Slogans/related Competitions/Activities

The school may organise a slogan competition for all students under the theme of “Positive and Dynamic Youth” and award the prizes at the kick-off ceremony.

iii. Teacher Workshop

The objective is to give a brief on the content and mode of implementation of the scheme. It also serves to introduce the concepts of positive psychology (such as goal-setting, problem-solving, perseverance, appreciation, acceptance and cooperation in harmony) and how to apply them to daily routine learning and teaching to assist forging the Scheme ahead.

iv. Student Talk

It serves to introduce the ways to apply the concepts of positive psychology (such as goal-setting, problem-solving, perseverance, appreciation, acceptance and cooperation in harmony) in daily lives.

v. Parent Talk

It serves to introduce different concepts of positive psychology to parents, encouraging them to frequently apply these concepts to foster a healthy philosophy of life. Parents are also taught the ways of enhancing their children’s related abilities, such as goal-setting, problem-solving, perseverance, appreciation, acceptance and cooperation in harmony. Lastly, parents are given tips on ways to improve their parent-child relationship and effective communication skills.

vi. Classroom Management

Class teachers will arrange to have “The Bi-weekly Mutual Appreciation” and “A Joyous Event” carried out in class by rotation.

In “The Bi-weekly Mutual Appreciation”, class teachers/students are asked to give oral praise to 5 to 8 students on a bi-weekly basis. The praising content should be specific while the words used should be encouraging and positive.

Points to note:

- *Set fixed dates for the activity for all.
- *The activity takes about 30 minutes.
- *Establish the principle of mutual respect and making fun of others is not allowed.
- *Appreciation can be made in various forms --- written on paper, appreciation by Teacher on behalf of others, and an initiative of Teacher to give the praise.
- *This activity aims at giving recognition to others, promoting better relationships, and sustaining certain good behaviours.

In “A Joyous Event”, the class teacher will, on a bi-weekly basis, invite 5 students to share the happy/successful experience/feelings about themselves. On the one hand, the class teacher and other students can share their unique experience. And on the other hand, the sharing students

can also build up their self-confidence. Students may also post their messages or any simple objects related to the subject on notice boards to create a positive atmosphere.

Points to note:

- *Set fixed dates for the activity for all.
- *The activity takes about 30 minutes.
- *Establish the principle of mutual respect.
- *There is no restriction on the narrative content, as long as it is logical.
- *This activity aims at developing a sense of competence and building up self-confidence.

vii. Three Sessions in Foundation Courses

Schools can make reference to the teaching materials which are presently available, or integrate with/use the existing relevant teaching materials of the school, provided that the subject matters are relevant. The themes can include the strengths of personality, goal-setting, communication skills and problem-solving skills, etc.

viii. Three Morning, Weekly or Monthly Sessions

Various concepts of positive psychology (including hope, gratitude, respect and forgiveness) can be introduced and delivered to the whole school through morning and weekly sessions as well as related activities. Students are encouraged to apply these concepts to their daily lives for continuous cultivation of the traits which lead to positive thinking, reflection and adoption of positive attitude in tackling problems. This can also help them give full play of their abilities as well as seeking out and bringing their own potentials and strengths. Hence, in the face of difficulties (such as the pressure of studies, getting along with the opposite gender and parent-child relationship), they will not be easily overshadowed by the melancholy mood but will live out the genuine side of themselves with self-confidence instead. The school can also make use of the morning/weekly sessions as the platform to share or showcase some inspirational and thought-provoking stories on life-fighters.

ix. Completing Questionnaire

The purpose of completing the questionnaires is to assess the effectiveness of the activities with a view to refining the scheme. Information provided by schools shall be used for the sole purpose of analysis of the scheme only.

Schools shall ask students to complete the part “Attitudes to school” in the APASO before and after the activities for comparison. Students need only to complete the three areas, that is, “negative emotions”, “relationships with teachers” and “interpersonal relationship” or complete the questionnaires for “WE” Positive Dynamics Scheme (For Secondary School) provided by the Education Bureau (EDB) before the end of the school year. Upon the completion of the questionnaires on each occasion, the school shall conduct analysis and send the results to the EDB for reference.

Apart from these, the school may also review the effectiveness of the Scheme for both quality and quantity, in greater detail and more in-depth, through various forms, for example, self-designed one-off questionnaires or interviews, etc.

x. Closing Ceremony of the “WE” Positive Dynamics Scheme

Either the principal or the school personnel concerned be called upon to officiate the closing ceremony of the “WE” Positive Dynamics Scheme. During the event, students are encouraged to continue searching for and setting life goals, appreciate themselves and others, and pluck up the courage to create a bountiful life.

(6) Publicity Materials

For schools that are interested to join this Scheme, they may collect some promotional items (such as fluorescent markers and note-books, etc.) from the Guidance and Discipline Section. For enquiries, please contact Ms Vivian HUI (School Development Officer) at 2863 4737.

Guidance and Discipline Section
The Education Bureau
January 2017

**Guidance and Discipline Section
Education Bureau**

(Attn.: Ms Vivian HUI)

Tel.: 2863 4737

Fax: 2564 4643

**“WE” Positive Dynamics Scheme (For Secondary School)
Application Form for Promotional Items**

(1) School Information

Name of School: _____

Address of School: _____

Telephone No.: _____ Fax: _____

(2) We wish to join the above-mentioned “WE” Positive Dynamics Scheme and hereby apply for promotional items from the Education Bureau.

(3) We have assigned a coordinator of the scheme with the following information:

Name :	
Post :	
Tel. :	

Name of Principal: _____

Signature of Principal: _____

Date: _____



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**Survey Questionnaire on
“WE” Positive Dynamics Scheme (For Secondary School)**

Thank you for joining the “WE” Positive Dynamics Scheme in the current school year. Please provide details of the implementation of the scheme in the current school year by filling out the questionnaire attached below and return to the Education Bureau by fax before 30th July each year.

The grade(s) that has/have implemented the “WE” Positive Dynamics Scheme in the current school year is/are: _____

This is the _____ year of our school implementing the scheme.

Please circle the appropriate marks in each item according to the performance of the participating grade(s) of students:

	Degree of Improvement				
	1(Slightly Improved)-5(Greatly Improved)				
1. “Negative Emotions”	1	2	3	4	5
2. “Relationships with Teachers”	1	2	3	4	5
3. “Interpersonal Relationships”	1	2	3	4	5

Overall Feedback:
Gains:

Difficulties and Challenges:

Name of Principal: _____

Signature of Principal: _____

Date: _____

