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Moral, Civic and National Education Section

Curriculum Development Institute

Education Bureau

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Restricted to learning and teaching purpose

 (Cover)

 **My Pledge to Act**

 **‘Expressing gratitude, to cherish, be proactive and optimistic’ (2019)**

 **Handbook**

Name of school：

Name of student：

Class： No：

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**Introduction**

It has been more than 15 years since ‘My Pledge to Act’ started in 2003. The activity aimed to promote the development of students’ healthy lifestyle, character and civic awareness through collective commitment and a series of related activities. To sustain the impact on student learning, all schools are encouraged to continue organising ‘My Pledge to Act’ in each school year. It emphasises the cultivation of students’ positive values and attitudes through creating a favourable learning environment and atmosphere, providing students with practical actions and diverse learning experiences to achieve whole-person development.

The theme of ‘My Pledge to Act’ (2019) is “expressing gratitude, to cherish, be proactive and optimistic’’. Schools are encouraged to help students develop a sense of gratitude, learn to cherish the things they have; adopt a proactive and optimistic attitude towards life, in order to help them face the challenges and difficulties of growing up.

 **My Pledge to Act**

 **‘Expressing gratitude, to cherish, be proactive and optimistic’ (2019)**

 **Pledge Statement**

From now on, I pledge to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date: Signature:

 **(Teachers and parents are encouraged to help students read this Guide and the Flowchart on Page 5)**

**User Guide**

This handbook aims at providing approaches, skills or examples to help students set goals and put them into practice. Teachers may enrich or select the content as appropriate according to the needs and abilities of students. Special features of this handbook are as follows:

* Self-evaluation enables students to understand their strengths and weaknesses before setting clear goals;
* Content for formulating and selecting action plan are designed to help students consider possible strategies to achieve their goal, and the respective feasibility, before taking actions;
* Students are encouraged to seek advice from others throughout the process of goal setting, acting on and achieving their goals. A few questions are put there to help them understand their situation;
* Students are also encouraged to review and reflect so that they can learn from their experience.

Students should remember the following as they move towards their goals:

1. Review and revise the goals and feasibility of the strategies regularly. For example, short-term goals may be reviewed weekly; interim goals every two to three weeks and long-term goals every one to two months. (Students may review and revise their goals as needed.)
2. If subjective or objective factors vary, students may need to revise their goals or action plans. (e.g. They may adjust the time to achieve, the scope or the approach to achieve their goals or they may seek help etc.)
3. If students have doubts about their goals or the action plan, they may seek advice from others including teachers, family, social workers and peers.

**Goal Setting and Action Flowchart**

Step 1：

Make self-evaluation and set short-term/ interim/ long-term goals

Step 2:

Make a goal statement

Step 6:

Review and reflect

Collect information and seek advice

Step 5:

Carry out the plan and take action

Step 3:

Formulate

and select strategies

Step 4:

Review, revise and determine

goals and strategies

**Step 1: Make self-evaluation and set short-term/ interim/ long-term goals**

**Please put a tick in the ❑ for items you can manage. You can also write down your own goal(s) under ‘Others’.**

**Expressing gratitude, to cherish, be proactive and optimistic**

❑ Be thankful for family members who prepare meals for you

❑ Show gratitude to family members and share housework with them

❑ Be thankful for the time dinning with family members

❑ Be thankful for family members who work hard to support your study

❑ Cherish the time with your family members and understand each other

❑ Cherish the elderly at home and show your love and care towards seniors

❑ Cherish the support and encouragement from family members and try your best effort to do so

❑ Face the problems occurred at home proactively

❑ Face all things including people and challenges with family members optimistically

❑ Everyday be thankful for the learning opportunities you have

❑ Treasure the study environment provided by school

❑ Show gratitude to your classmates for support and encouragement

❑ Be thankful for your teachers’ teaching and advice

❑ Treasure the campus properties

❑ Show your appreciation to janitors for their contribution

❑ Face different challenges during study proactively

❑ Keep an optimistic attitude towards everything that we cannot predict

❑ Express gratitude to the nature for wonderful environment

❑ Treasure the public properties and maintain a harmonious atmosphere in public places

❑ Treasure natural resources

❑ Face adversity with optimism

❑ Treat others with kindness and respect

❑ Participate in community services and volunteer work

❑ Others：

**Step 2: Make a goal statement**

**Students may then set their own goals according to their abilities and needs.**

|  |
| --- |
|   I, , have set the following goal (s)：**(1)**  (Completed Time： ) **(2)：**  (Completed Time： ) **(3)：**  (Completed Time： )  I will start to follow the selected strategies to strive for my goal(s), review and reflect regularly. Date: Signature：  |

**Goal review: (Please delete as appropriate)**

|  |  |  |
| --- | --- | --- |
| 1. | Is the goal achievable by me?  | Yes/ No |
| 2. | Is the time expected to achieve the goal appropriate?  | Yes/ No |
| 3. | Have I sought advice from others (e.g. principal/teachers/ peers/ family members) for the goal? | Yes/ No |

* **Advisor’s comment or encouragement (you may ask more than one):**

|  |  |
| --- | --- |
| Advisor | Comment/ Encouragement |
|  |      |
|  |      |

**Step 3: Formulate and select strategies**

Please be creative to think of different feasible strategies and their respective advantages and disadvantages.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Strategy | Advantages | Disadvantages |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**After reviewing the above strategies, please select the strategies which is the most feasible/ has the greatest chance to achieve the goal.**

**Step 4: Review, revise and determine goals and strategies**

|  |  |  |
| --- | --- | --- |
| 1. | Am I confident that I can achieve my goals on schedule? | Yes/ No |
| 2. | Have I collected information for deeper understanding? | Yes/ No |
| 3. | Have I consulted others before choosing the most suitable method? | Yes/ No |

I can know more about the goals or strategies with the following methods:

|  |  |
| --- | --- |
| Method 1:  | Method 2:  |

I can consult the following people for advice:

|  |  |
| --- | --- |
| Advisor | Comment, signature and date |
|  |  |
|  |  |

My goal and strategy are revised as follows:

|  |  |
| --- | --- |
| Revised goal: | Revised strategy: |

**Step 5: Action**

Goal:
(Time required to achieve: )

|  |  |  |
| --- | --- | --- |
| **Time** | **Record** | **Result** |
| Week 1 | How many days are spent on carrying out the strategy? **☺☺☺☺☺☺☺** | Satisfactory / UnsatisfactorySolution： |
| Week 2 | How many days are spent on carrying out the strategy? **☺☺☺☺☺☺☺** | Satisfactory / UnsatisfactorySolution： |
| Week 3 | How many days are spent on carrying out the strategy? **☺☺☺☺☺☺☺** | Satisfactory / UnsatisfactorySolution： |
| Week 4 | How many days are spent on carrying out the strategy? **☺☺☺☺☺☺☺** | Satisfactory / UnsatisfactorySolution： |

 **Action**

 **“My Pledge to Act – I Can Do It”**

Goal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Time** | **Review by teacher with stamp**  |
| **Week 1** |  |
| **Week 2** |  |
| **Week 3** |  |
| **Week 4** |  |
| **Number of stamps collected** |  |

|  |  |
| --- | --- |
| **Teacher’s Signature:** |  |
| **Teacher’s name:** |  |
| **Date:** |  |

**“My Pledge to Act – I Can Do It”**

**Student Award Scheme**

Schools are recommended to review the actions taken by students and provide appropriate stamps to students as encouragement. Also schools can design award scheme on their own. Examples are as below:

If a student collected 2 stamps, he/she can receive 1 sticker from “My Pledge to Act”;

If a student collected 8 stickers, he/she can receive a certificate of appreciation.

**Step 6: Review and reflection**

Date:

1. Have I achieved my goal? Yes/ No

2. Have I achieved my goal as scheduled? Yes/ No

|  |  |
| --- | --- |
| 1. I succeeded/ failed because:
 | 1. I have learnt about my strengths/ weaknesses
 |
| 1. My thoughts and feelings (Describe in text or drawing):
 | 1. The advice/ encouragement I have received:
 |

**“My Pledge to Act” Sticker**

|  |
| --- |
|  |

**“My Pledge to Act” Sticker**

|  |
| --- |
|  |