



Citizenship, Economics and Society
(Secondary 1-3)
Support Resources
Secondary 1

Module 1.1
Self-understanding and Life Skills
Part 2:
Emotion Management and
Enhancing Resilience
(Self-learning materials included)

Personal, Social and Humanities Education Section
Curriculum Development Institute
Education Bureau

Introduction

- The “Citizenship, Economics and Society (Secondary1-3) Support Resources” covers the essential learning contents of Strands 1, 5 and 6 in the Personal, Social and Humanities Education Key Learning Area. It is designed to support the implementation of the Citizenship, Economics and Society curriculum.
- The support resources provide diversified learning activities to help students acquire knowledge and understand concepts, develop skills and nurture positive values and attitudes. In addition, they offer teaching guidelines and suggestions on learning and teaching activities for teachers’ reference. Further, they provide reading materials to enhance students’ interest in reading.
- “Module 1.1 Self-understanding and Life Skills Part 2: Emotion Management and Enhancing Resilience” for Secondary 1 was developed by the Personal, Social and Humanities Education Section, Curriculum Development Institute of the Education Bureau.

Module 1.1 Self-understanding and Life Skills

Part 2: Emotion Management and Enhancing Resilience

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Teaching Design:

Topic:	Emotion Management and Enhancing Resilience	
Duration:	4 lessons	
Learning Objectives:	<ul style="list-style-type: none"> ● To understand emotions ● To understand that personal beliefs/views are the key affecting emotions ● To understand how emotions affect us ● To understand how emotion management will enhance resilience using ways to deal with stress and anxiety as well as facing failure and setback as examples 	
Lesson 1 and Lesson 2		
Pre-lesson Preparation:	Students shall finish the following before the class: <ul style="list-style-type: none"> - Read Worksheets 1-3; - Finish the activities. 	
		Suggested lesson time
Enquiry Process:	1. Set: The teacher invites students to share their views on “Activity 1: Emotion quiz” in Worksheet 1 and then briefly summarises the definition of emotion*. <i>*Cater for learner diversity: Appendix 1: “Know more: What is emotion?” is an advanced reading material which is designated to enable students to learn about different definitions of emotion. The teacher can provide some explanation during the class or ask the more motivated or more able students to carry out self-learning reading activities.</i>	10 minutes
	2. Interactive teaching: <ul style="list-style-type: none"> ● Class discussion: The teacher asks students to share their answers for “Activity 2: Detecting and expressing emotions” * in Worksheet 1 and to talk about whether these are mostly positive emotions or negative emotions. ● Then the teacher invites students to share some events that have triggered their emotions. <i>*Teacher may use electronic applications (e.g., “Word Clouds”) so that students can know the emotions and events of their classmates at a glance and to enhance e-learning elements in the</i>	10 minutes

	<p><i>class at the same time.</i></p> <ul style="list-style-type: none"> • Teacher debriefing: the teacher asks students: <ul style="list-style-type: none"> - If same events happen to different people, will they trigger different emotions? <p>After the debriefing, the teacher shall introduce the “ABC Theory”.</p>	
	<p>3. Interactive teaching:</p> <ul style="list-style-type: none"> • Direct instruction: The teacher discusses with students about “Is it all ‘its’ fault?” in Worksheet 2 and explain the ABC Theory so as to bring out the importance of personal beliefs/views in affecting emotions. After that, the teacher briefly introduces “Activity: I am elected as the monitor/monitress” in Worksheet 2. • Pair work: Students work in pairs to discuss and analyse the cases in “Activity” question (1) in Worksheet 2 according to the ABC Theory. The teacher invites each group to present their discussion results. • Class discussion: The class as a whole discuss “Activity” question (2) in Worksheet 2 to deepen the understanding of the ABC Theory. • Summary: The teacher summarises and concludes the discussion and guide students to have a preliminary understanding of the importance of personal beliefs/views in affecting emotions and understand that different people may have different emotions/behaviours/results when facing the same events because of different beliefs/views. 	35 minutes
	<p>4. Direct instruction and class discussion: The teacher asks students what the key points are in “The effects of emotion on us” in Worksheet 3 and then make a conclusion. After that, the teacher guides the whole class to discuss the questions in Worksheet 3 so that students can understand that emotion management is closely related to our life and the teacher brings out the importance of</p>	15 minutes

	emotion management. Following the above conclusion and discussion, the teacher introduces the next part of the lesson.	
	<p>5. Direct instruction:</p> <ul style="list-style-type: none"> • The teacher concludes the key points of learning of Lesson 1 and Lesson 2. • The teacher encourages students to be more aware of their emotions and ask them to reflect on the following questions: <ul style="list-style-type: none"> - When some events happen, will you mostly have positive emotions or negative emotions? - Are these emotions related to your beliefs/thoughts? - Have you ever tried to manage your emotions? 	10 minutes
Extended Learning Activity:	The teacher shall ask students to read before next class “Emotion management and enhancing resilience: Dealing with stress and anxiety” in Worksheet 4 and “Enhancing resilience: Boosting positive emotions and reducing negative emotions” in Worksheet 5 so as to help students to have a preliminary understanding about how emotion management will be helpful in enhancing resilience and to learn emotion management strategies.	
Learning and Teaching Resources:	Worksheets 1-3; Appendix 1	


Lesson 3 and Lesson 4 (Dealing with stress and anxiety)		
Pre-lesson Preparation:	Students shall finish the following before the class: - “Activity: I have stress! I’m anxious!” in Worksheet 4; - Read Worksheet 5.	
		Suggested lesson time
Enquiry Process:	1. Set and revision: The teacher reviews the key learning points of Lesson 1 and Lesson 2 with students.	5 minutes
	2. Set: <ul style="list-style-type: none"> • Direct instruction: The teacher briefly introduces “Emotion management and enhancing resilience: Dealing with stress and anxiety” in Worksheet 4 and “Activity: I have stress! I’m anxious!”. • Group discussion: Students work in groups of 4 to discuss how the characters of the cases are affected by positive emotions or negative emotions under stress and anxiety. • Class discussion: The teacher guides students to discuss in class so as to help them understand how stress and anxiety affect us and then bring out that emotion management will be helpful in enhancing resilience. 	10 minutes
	3. Interactive teaching: <ul style="list-style-type: none"> • Direct instruction: The teacher briefly introduces the 3Ws of emotion management and the strategies for boosting positive emotions in “Enhancing resilience: Boosting positive emotions and reducing negative emotions” in Worksheet 5 and then introduces “Activity 1: I want to be ‘Positive’ (正) ‘Positive’ (正) ‘Positive’ (正)”* in Worksheet 5. • Group discussion: Each group read one strategy for boosting positive emotions and apply it to the characters of the cases. The teacher asks relevant groups to read Appendix 2: “Know more: Idiom story: Misfortune might be a blessing in disguise”. And then, students suggest positive thoughts that are related to the corresponding strategy and write them down in the blank spaces. 	25 minutes

	<p>Every time they suggest a proper positive thought/practice, they can fill in one stroke for the character “正” in the right column of the blank.</p> <ul style="list-style-type: none"> • Presentation and class discussion: The teacher invites each group to present their discussion result. Students listen to the discussion results of different groups and reflect on the questions raised by the teacher and peers, which will help them understand the strategies for boosting positive emotions and their applications. • Conclusion: The teacher summarises the 7 strategies for boosting positive emotions and combines them with the thoughts/practices put forward by students to consolidate what they have learned. • Student reflection: The teacher guides students to think about their emotional reactions and their application of the emotion management strategies during the activity. The teacher also helps students master the 3Ws of emotion management through the tasks of the 3Ws of emotion management. <p><i>* The “Angry Bear” card game can complement Activity 1 in Worksheet 5 and becomes a set or consolidation activity.</i></p>	
	<p>4. Interactive teaching:</p> <ul style="list-style-type: none"> • Direct instruction: The teacher briefly introduces the strategies for reducing negative emotions and “Activity 2: I want to ‘reduce negative emotions’!” in Worksheet 5*. • Group discussion and peer learning: Students work in groups of 4-5 and discuss the personal task of each member that has been finished before the class. The teacher reviews the ideas suggested by students and comments on whether “changing negative thoughts” can help the characters of the cases to “reduce negative emotions”. • Presentation and class discussion: The teacher invites each group to present their 	15 minutes

	<p>discussion result. Students listen to the discussion results of different groups and reflect on the questions raised by the teacher and peers, which will help deepen their understanding of the strategies for reducing negative emotions and their applications.</p> <ul style="list-style-type: none"> • Student reflection: Students finish the reflective questions of Activity 2 in Worksheet 5 according to what they have learned in the class and personal experience. <p><i>* The “Angry Bear” card game can complement Activity 2 in Worksheet 5 and becomes a set or consolidation activity.</i></p>	
	<p>5. Interactive teaching:</p> <ul style="list-style-type: none"> • Direct instruction: The teacher briefly introduces “Ways to relieve stress and anxiety” in Worksheet 6. • Pair work: Students work in pairs to discuss other ways to relieve stress and anxiety. The teacher invites students to share their discussion results*. <p><i>*Teacher may use electronic applications (e.g., “Word Clouds”) so that students can know the suggestions of their classmates at a glance and to enrich the learning and enhance e-learning elements in the class at the same time.</i></p> <ul style="list-style-type: none"> • Teacher debriefing: The teacher points out that many of the ways are closely related to time management strategies so as to outline the main learning points of another topic “Time Management”. 	15 minutes
	<p>6. Teacher debriefing:</p> <ul style="list-style-type: none"> • The teacher concludes the emotion management strategies discussed in Lesson 3 and Lesson 4. • The teacher summarises the key learning points of learning of this module. • The teacher briefly introduces Self-learning materials 1-2, ask students to study these materials by themselves. • The teacher encourages students to be more aware of their emotions and use emotion 	10 minutes

	management strategies to enhance resilience so as to maintain a positive and optimistic attitude, improve themselves and live happily in both favourable circumstances and adversities.	
Extended Learning Activity:	Students read Appendix 3 “Joyful Reading: ‘Positive Psychology’ - the science of happiness” and reflect on relevant questions after class. Students are encouraged to finish Self-learning materials 1-2 by themselves.	
Learning and Teaching Resources:	Worksheets 4-6; Appendixes 2-3; Self-learning materials 1-2; card game “Angry Bear” (The card game can be downloaded from the website of the Education Bureau.)	







Module 1.1 Self-understanding and Life Skills
Part 2: Emotion Management and Enhancing Resilience
(Lesson 1 and Lesson 2)
Learning and Teaching Materials

 The teacher ask students to finish Worksheets 1-3 at home first and then carries out a discussion activity and concludes the key points during the class.

Worksheet 1: “Do you know me?”, said Emotion.

Activity 1: Emotion quiz

Please try to use your creativity and imagination to complete the “Emotion” section in the right column with the help of pictures and words provided.

(i)	 Me	+	 Mosquito	=	<u>Drawing to illustrate</u> Emotion: _____
(ii)	 Me	+	 Praise (For example: for good work)	=	<u>Drawing to illustrate</u> Emotion: _____
(iii)	 Me	+	 Be misunderstood	=	<u>Drawing to illustrate</u> Emotion: _____

It is natural and normal for us to feel happy when we are praised, feel anxious before a test, feel frustrated when we encounter setbacks and so on. All of these reactions can be called **emotions**. In short, **emotions are all kinds of feelings or states caused by external stimulation.**



This part can be used as a self-reading activity for students with greater learning motivation or higher ability.

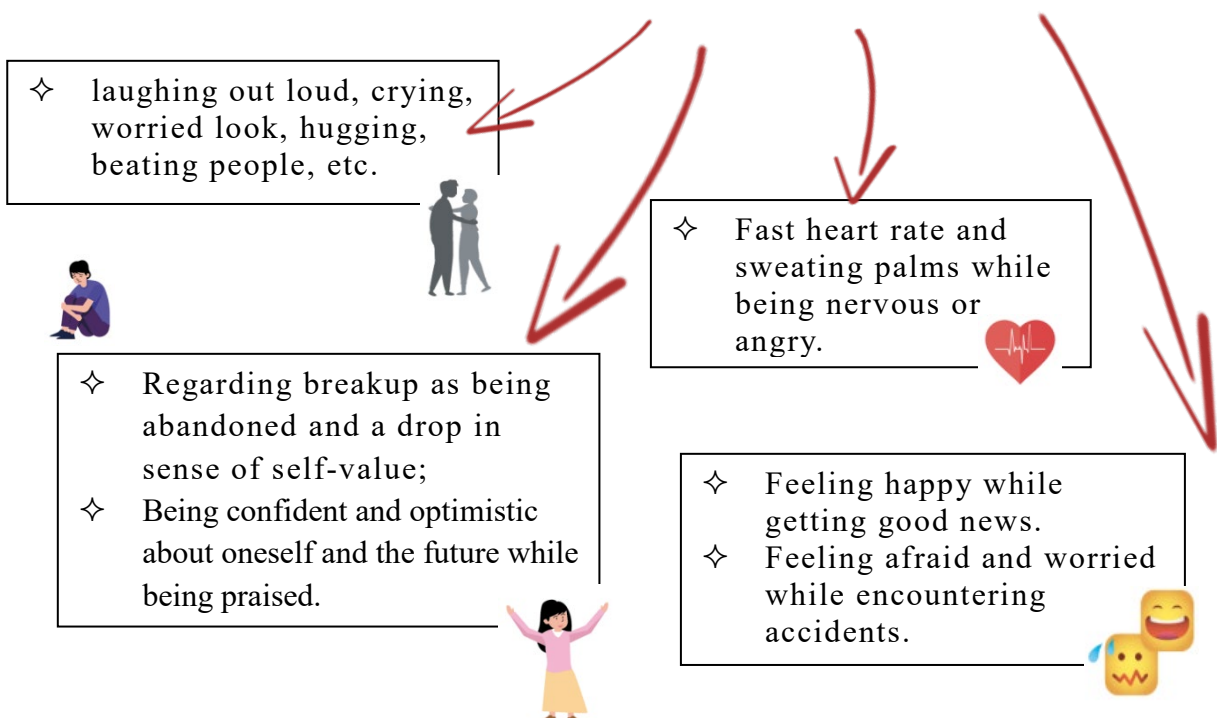


Appendix 1

Know more: What is emotion?

The Emotional Health & Counselling Centre of the United Christian Nethersole Community Health Service summarises different definitions of emotions and proposed that emotion can be defined as:

Word	<ul style="list-style-type: none"> • An inclusive word which represents various feelings
Psychological process	<ul style="list-style-type: none"> • A psychological process which involves our spiritual changes
Message carrier	<ul style="list-style-type: none"> • A message carrier which shows our subjective understanding of the external environment and things
State	<ul style="list-style-type: none"> • A state which affects our behaviours, thoughts, physiology and psychology



Source: Emotional Health & Counselling Centre of the United Christian Nethersole Community Health Service (undated c), Knowing emotional health.

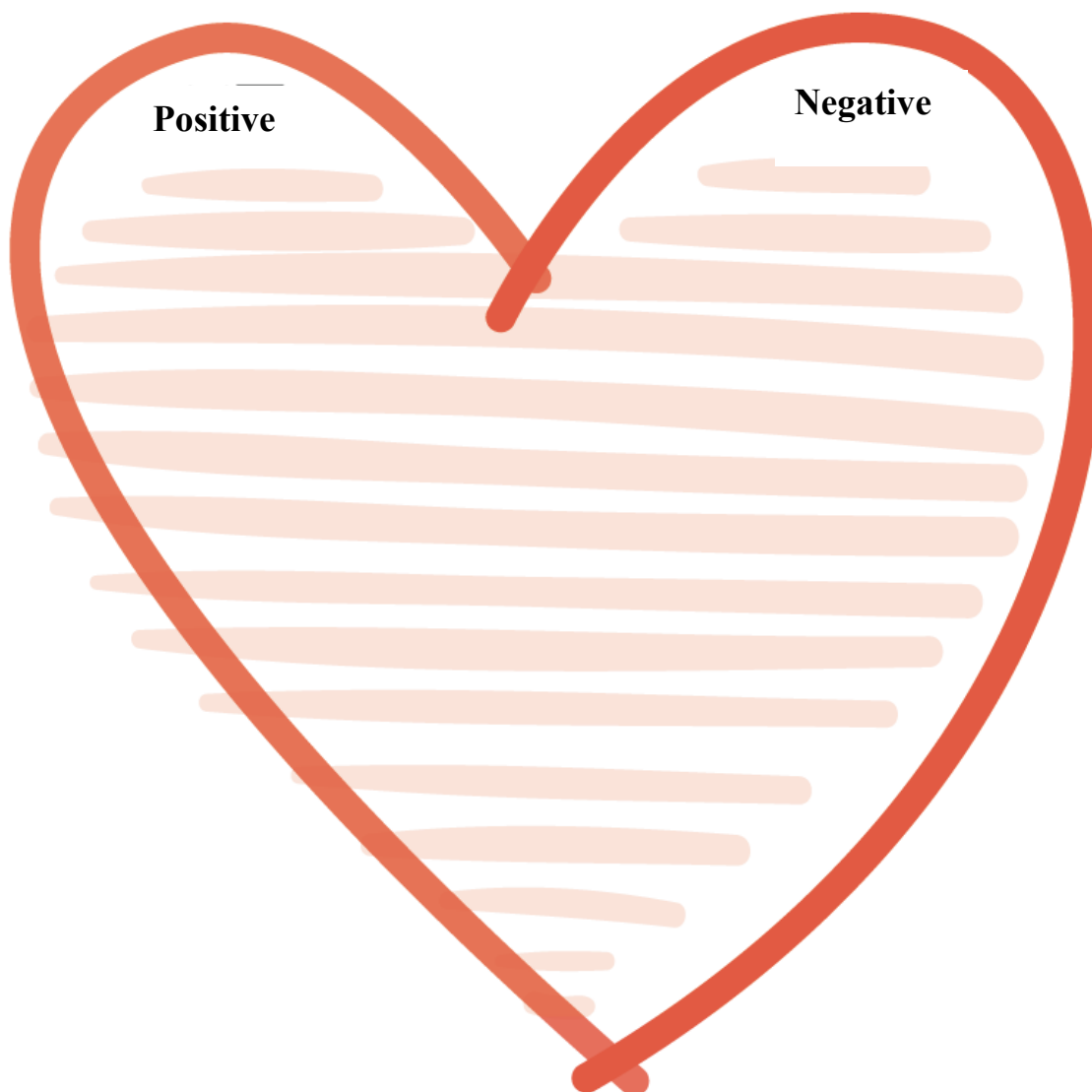
Activity 2: Detecting and expressing emotions

Emotions can be described as “positive” or “negative”. Positive emotions refer to all the pleasant and active feelings, such as happiness, excitement, satisfaction and so on. While negative emotions include low-spirited and depressed feelings, such as sadness, anxiety, guilt and so on. If usually you don’t pay much attention to your emotions, the following activities can help you detect and express your emotions.



The teacher displays the results of students with electronic applications (e.g., “Word Clouds”) so that students can know about the emotions of their classmates at a glance.

1. Do you know how to describe your emotions? Please refer to the “Vocabulary of Emotions” on the next page or choose other appropriate words and write down your most common emotions of yesterday and today in the appropriate places of the heart below. Please write down at least 5 words about emotional reactions and the more, the better.



Vocabulary of Emotions

Positive

Excited	Delighted	Grateful	Moved	Thankful
Optimistic	Confident	Invigorated	Cheery	Happy
Cheerful	Pleasant	Fulfilled	Enchanted	Satisfied
Gratified	Peace	Unrestrained	Leisured	Quiet
Stable		Comfortable	Relaxed	At ease
Unworried	Inspired	Relieved	Indebted	Joyful
Fulfilled	Pleased	Decent	Superior	Proud
Positive	Gratifying	Full of hop	Warm	Safe
Joy	Glad	Steady and sure		

Negative

Worried	Frightened	Dreadful	Anxious	Nervous
Discouraged	Disheartened	Disappointed	Desolate	Sad
Angry	Distressed	Mad	Tedious	Dissatisfied
Disgusted	Gloomy	Hesitant	Disgraced	Poor
Inferior	Aggrieved	Helpless	Shocked	Panicked
Low-spirited	Confused	Lost	Desperate	Lonely
Alone	Irritable	Grieved	Bitter	Pessimistic
Burdensome	Painful	Numb	Guilty	Embarrassed
Regretful	Impatient	Unhappy	Uneasy	Compromised
Perplexed	Disgusted			

2. Are your emotions mostly positive or negative?

(Students answer freely.)

3. Based on question 2, write down an event that triggered your positive emotions and an event that triggered your negative emotions. If you have only positive emotions or only negative emotions, please write down two events that triggered these emotions.

Examples:

Positive emotion: I met my friend in primary school by accident on my way to school, so I was very excited.

Negative emotion: The exam was about to begin, so I felt very anxious.

Worksheet 2: Is it all 'its' fault?

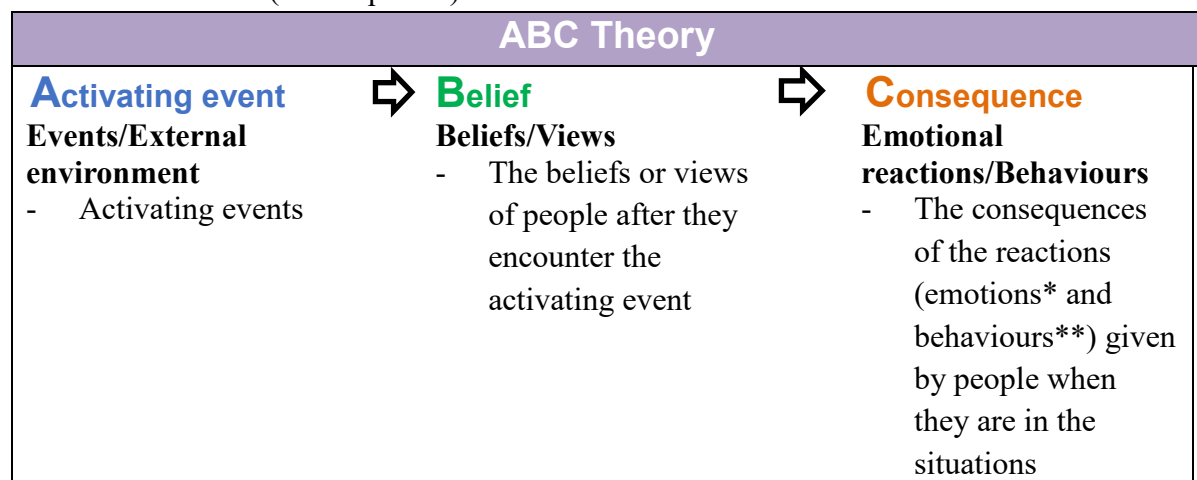
In Worksheet 1, we have learned that emotion is a variety of emotional reactions or states aroused by external stimulation. Just as in our daily life, many things will give reactions when they are stimulated by external environment. For example: when water is heated to its boiling point, it boils; when an inflated balloon is punctured, it will burst and make a loud noise.



In addition, people will sweat in hot weather and close their eyes immediately while they meet winds and sands. These are natural physiological reactions of human beings to external stimulation.

ABC Theory

However, the ABC Theory put forward by the American psychologist Albert Ellis believes that people's emotions are not simply caused by the events themselves, but more by people's understanding about or views on the events. The "A" in the ABC Theory refers to the activating events (Activating event); the "B" refers to the beliefs or views of people after they encounter the activating events (Belief); the "C" refers to the consequences of the reactions (emotions or behaviours) given by people when they are in the situations (Consequence).



**Emotions such as delight and panic;

**Behaviours such as jumping about joyfully and clenching fists

According to the ABC Theory, because people have different beliefs or views about the activating events, they will have different consequences in their emotional reactions and behaviours. Although activating events are important, the key that affects emotional reactions is personal views.

Excerpted and adapted from: Education Bureau (2005), Personal, Social and Humanities Education Integrated Humanities (Secondary1-3) Website of the teaching source of examples: Knowing oneself (Revised Edition); Education Bureau (2017), Life Education Website: "Live a wonderful life and face adversities".

Activity: I am elected as the monitor/monitress!

1. Please complete chart 1 according to the following case and the ABC Theory.

Case: I am elected as the monitor!

Students voted for Shuk Kwan and Pak Kin to be the monitor and monitress, but their emotional reactions were quite different.

As monitress, I need to deal with class affairs and help the teacher manage my classmates. How can I cope with it! I will expose my weaknesses!

My classmates will definitely make fun of me and the teachers will think that I can do nothing well. I'm really worried!



Shuk Kwan



I'm so happy! All of my classmates affirm and trust that I can be their monitor.

This is a good opportunity for me to learn about how to deal with class affairs and manage my classmates. I will try my best to serve my classmates and the teachers!



Pak Kin

Chart 1

Character A B C Model	Shuk Kwan 	Pak Kin 
A (Events/ External environment)	<i>Be elected as a monitor</i>	
B (Beliefs/Views)	<ul style="list-style-type: none"> • Positive/Negative* • Examples: • <i>Expose her weaknesses</i> <hr/> • <i>Be made fun of by classmates</i> <hr/> • <i>The teachers will think that she can do nothing well</i> <hr/> 	<ul style="list-style-type: none"> • Positive/Negative* • Examples: • <i>The classmates affirm and trust him</i> <hr/> • <i>A good opportunity to learn about how to deal with class affairs and manage classmates</i> <hr/>
C (Emotional reactions/ Behaviours)	<ul style="list-style-type: none"> • Positive/Negative* • Please write down <u>one</u> of her emotional reactions/behaviours and <u>at least two possible</u> emotional reactions/behaviours. • (Tip: You can refer to Activity 2 “Vocabulary of Emotions”) • <i>Worried</i> <hr/> • <i>(Other reasonable answers)</i> <hr/> • <hr/> <i>Other reasonable answers, such as: concerned, anxious, stressful, pessimistic, sleepless, teary, sad, aggrieved, panicked, suspicious, uneasy, evasive, etc.</i> 	<ul style="list-style-type: none"> • Positive/Negative* • Please write down <u>two</u> of his emotional reactions/behaviours and <u>at least one possible</u> emotional reaction/behaviour. • (Tip: You can refer to Activity 2 “Vocabulary of Emotions”) • <i>Happy</i> <hr/> • <i>Trying his best to serve his classmates and teachers</i> <hr/> • <i>(Other reasonable answers)</i> <hr/> <i>Other reasonable answers, such as: excited, joyful, positive, active, anticipated, thankful, grateful, superior, proud, gratifying, full of hope, enchanted, etc.</i>

*Delete whichever is not applicable.

2. Please answer the following questions according to Question 1.

- (i) What are the differences between Shuk Kwan and Pak Kin in emotional reactions/behaviours after the event?

Shuk Kwan is very worried, stressed out and suffers from insomnia. On the contrary, Pak Kin feels happy and determines to try his best to serve his classmates and teachers. (Other reasonable answers)

- (ii) According to the ABC Theory, what do you think is the main reason to the different emotional reactions/behaviours between Shuk Kwan and Pak Kin? Please try to give reasons to support your views.

I think the main reason is that they have different beliefs/thoughts.

For example, Shuk Kwan thought that her weaknesses would be exposed after being elected as monitress, and she would be made fun of by her classmates and the teachers would think that she could do nothing well. On the contrary, Pak Kin thought that he was elected because his classmates and teachers affirmed and trusted him, and it was also a good opportunity for him to learn about how to deal with class affairs and manage his classmates.

- (iii) Review Question (iii) of “Activity 1: Emotion quiz” and exchange with the classmate sitting next to you the activating events of the emotions you have written down and try to put yourself in his/her shoes. Do you think you will have emotional reactions which are different from those of your classmate?
- If so, according to the ABC Theory, please discuss with this classmate: What are the different beliefs/thoughts that you have that lead to the difference(s)?
 - If not, what are the beliefs/thoughts that you two share? Are these beliefs/thoughts positive or negative?

(Students answer freely.)

Worksheet 3: The effects of emotions on us

Source 1

Emotion is not only an inner expression. It is closely related to our life and also has important effects on us.

1. Survival function

Since physiological reactions are closely related to emotions, when we are in danger, we will immediately feel nervous and afraid. At the same time, we will have a rapid heart rate and respiratory rate, and the secretion of adrenaline will be increased. Therefore, we will have the reaction of “struggling against” or “running away” to protect ourselves and avoid danger. For example, when there is a fire, there will be fear, conveying the message that we need to escape from the scene.



2. Interpersonal communication function



Emotion is the outward reflection of our inner world. Emotional reactions enable us to be aware of our inner feelings and express them to others through expressions, actions and words, which helps us communicate with others. For example, we can show others how we feel by expressing messages through facial expressions. However, emotions not only can promote interpersonal relationships, but also destroy them. Therefore, it is especially important to use appropriate methods to express and convey emotions.

3. Energy for living and working

Different emotions, including joy, anger, sorrow and happiness, can make our life colourful. When we often have positive and happy emotions, our motivation to study and work can be boosted, and we will be more likely to feel the bright side of people, events and things. On the contrary, if we are stuck in negative emotions for a long term, we will be absent-minded, low-spirited and confused in thinking. Besides, we will be prone to making mistakes while working and our efficiency will also be affected.



4. Indicators of physical health



Emotions can lead to physiological changes and reactions, such as faster heart rate, tense muscle, changed gland secretion and so on. Being in a certain kind of emotion for a long time will cause physiological problems, such as insomnia caused by excessive excitement or anxiety, stomach-ache and headache caused by tension and so on. Medical studies have found that there is a close relationship between emotion and immunity. For example, positive emotions can promote the growth of some cells and improve immunity; while many diseases are related to negative emotions, for example, hormones released under heavy pressure will affect our immunity and physical health.

Excerpted and adapted from: Education Bureau (2005), Personal, Social and Humanities Education Integrated Humanities (Secondary 1-3) Website of the teaching source of examples: Knowing oneself (Revised Edition); Emotional Health & Counselling Centre of the United Christian Nethersole Community Health Service (undated a), Be the master of emotions.

Source 2

Below are some principles for appropriate release of emotions

1. Bring no harm to yourself
2. Bring no harm to others
3. Bring no harm to life
4. Bring no harm to things
5. Do it at the right time
6. Do it at the right place
7. Observe laws and regulations

Answer the following questions:

1. Referring to Source 1, share one event you learned from others, which is about the effects of emotions (positive or negative) on some people.

(Students may answer freely.)

2. Work with the classmate next to you to complete the following task. Apply the principles in Source 2 to judge if the following ways of releasing emotions are appropriate.

- a. A famous soccer player lost a game. He then lost control of his emotions and smashed an audience's cellphone on the ground.

Appropriate / Inappropriate. Reason(s): _____

- b. During the COVID-19 pandemic, a man was stopped from entering a hospital because he was not wearing a mask. He assaulted six medical practitioners and one security guard.

Appropriate / Inappropriate. Reason(s): _____

- c. An eSports player became world champion at 3:00 am local time after a very long competition. He leaned out of the window and shouted out to the whole quiet neighbourhood proclaiming that "Hong Kong eSports players are no jokes!"

Appropriate / Inappropriate. Reason(s): _____

- d. A group of students had just completed all their DSE public examination sessions. They organized a cycling barbecue trip to the countryside during which they sang and chatted in high volume. It was not until almost everyone had their voice that they returned home joyously.

Appropriate / Inappropriate. Reason(s): _____

- e. Some Hong Kong athletes took part in international competition and achieved remarkable results. The HKSAR Government hosted a celebration in which many people cheered in tears.

Appropriate / Inappropriate. Reason(s): _____

(Under the teacher's guidance, students may answer freely, based on the principles listed in Source 2. The task should be followed by the teacher's verbal feedback.)

3. With reference to Source 1, Source 2 and the cases in Question 2, what benefits of appropriate release of emotions would be brought to the individuals, their interpersonal relationships and the society?

Students may answer freely and answers may include:

- *Personally, releasing emotions may help maintain mental health.*
- *For interpersonal relationships, releasing emotions may avoid damage of relationship as a result of loss of emotional control; sharing of positive and negative emotions properly among friends may foster interpersonal relationships.*
- *At the society level, appropriate release of emotions may help maintain social harmony, avoid unpleasant social events; and expression of positive emotions collectively may reinforce social cohesion.*

Module 1.1 Self-understanding and Life Skills
Part 2: Emotion Management and Enhancing Resilience
(Lesson 3 and Lesson 4)
Learning and Teaching Materials

Worksheet 4: Emotion management and enhancing resilience: Dealing with stress and anxiety

In Worksheet 3, we understand the effects of emotions on us and the importance of emotion management for us. In fact, there are no good or bad emotions, but good ways and bad ways to deal with emotions. Effective emotion management not only can enhance our resilience but also encourage us to move forward.

Activity: I have stress! I'm anxious!



Why do we need to learn so many subjects in secondary school? When we were in primary school, we didn't have such difficulties in learning. Why are we under such a great pressure in secondary school?

I don't know how to study after I entered secondary school. Now there are too many things that I don't understand and all these problems make me feel very anxious so that I have insomnia now!

There are so many subjects in secondary school so that our learning methods in primary school are not enough for us to cope with secondary school learning. However, this just gives me the opportunity to consult some senior class students and learn some new methods.

Recently, I tried a new study method which is very effective. I am very satisfied!

1. What kind of stress and anxiety do Wing Chun and Lok Yan face?

Wing Chun and Lok Yan are facing the problems of too many subjects that they need to learn and the differences in study methods between primary school and secondary school.

2. Do Wing Chun and Lok Yan face stress and anxiety with positive or negative emotions? What have they said, which reflect their emotions? Can you use the words in “Vocabulary of Emotions” in Activity 2 to describe their emotions?

	What they have said	Vocabulary of emotions
Emotions of Wing Chun* Positive <input type="checkbox"/> Negative <input checked="" type="checkbox"/>	<i>Why are we under such a great pressure in secondary school?</i>	<i>Stressed out</i>
	<i>All these problems make me very anxious so that I have insomnia now!</i>	<i>Anxious</i>
Emotions of Lok Yan* Positive <input checked="" type="checkbox"/> Negative <input type="checkbox"/>	<i>This just gives me the opportunity to consult some senior class students and try and learn some new methods.</i>	<i>Positive</i>
	<i>I am very satisfied!</i>	<i>Satisfied</i>

*Please tick the appropriate boxes.

3. What methods did Wing Chun and Lok Yan use to deal with stress and anxiety? How do these methods affect their emotions?

Wing-chun just complained and kept putting off dealing with his problems. He didn't find a way to deal with them. As a result, his stress and anxiety increased, which affected his health and his mood became more and more negative.

On the contrary, Lok-yan actively dealt with the stress and anxiety. She consulted senior class students and tried new study methods, which brought good results and satisfaction to her. Therefore, her emotions were more positive.

4. Do you think stress and anxiety have positive effects or negative effects on Wing Chun and Lok Yan?

Stress and anxiety had negative effects on Wing-chun for he suffered insomnia because of stress and anxiety.

One the contrary, Stress and anxiety had positive effects on Lok-yan because they motivated her to change her study methods and the results were great.

Conclusion

When we encounter changes, difficulties or challenges in our life, such as entering secondary school, examinations, interpersonal relationship problems and others, we will inevitably feel stressed out and have emotions like anxiety or worry. However, we can regard stress as the driving force and support for progress and keep a positive and optimistic mood. On the contrary, some people will regard stress as a burden and obstacle and have negative emotions such as anxiety and uneasiness or the emotional reaction of frustration for a long time, and even feel that they are too stressed out that they just cannot breathe!

Taking the cases of Lok Yan and Wing Chun as examples, Lok Yan handled her emotions properly and regarded the challenges of the study in secondary school as an opportunity to seek for support and to learn so that the difficulties were solved and herself was benefited. While Wing Chun's reaction to the challenges was different. He felt powerless so he avoided the problems and complained a lot. As a result, the problems become more serious and his health was also affected. Therefore, effective emotion management is very important.

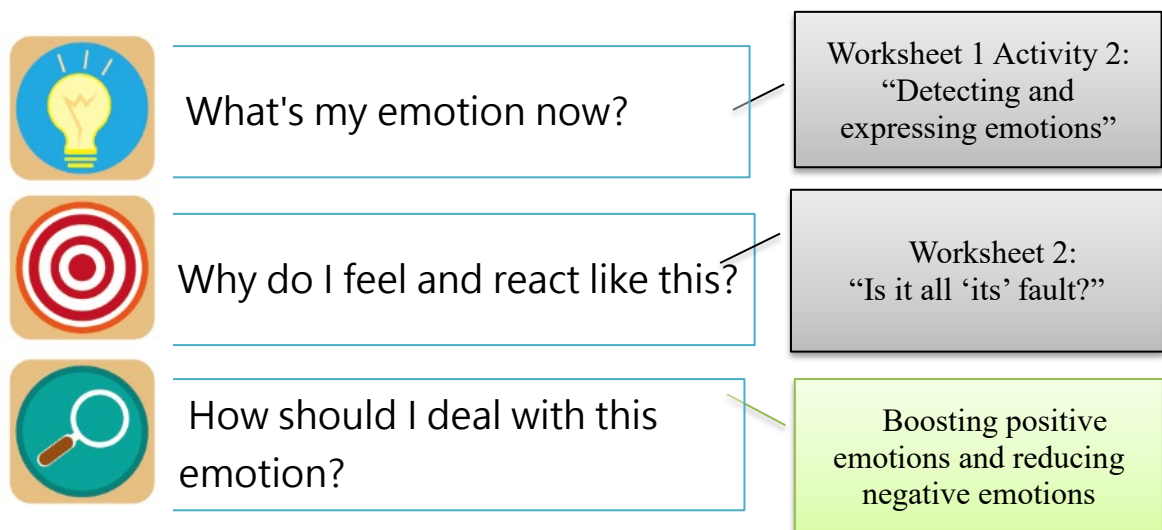
Worksheet 5: Enhancing resilience: Boosting positive emotions and reducing negative emotions¹

Learning emotion management can help us enhance the positive energy brought by positive emotions and minimize the effects of negative emotions on us at the same time, which is immensely helpful for enhancing our resilience.

1. The 3Ws of emotion management

The 3Ws of emotion management are **What** (“What’s my emotion now?”); **Why** (“Why do I feel and react like this?”) and **hoW** (“How should I deal with this emotion?”). We have learned about **What** and **Why** in the previous activities. In the following activities, we will learn **hoW** (“How should I deal with this emotion?”) by boosting positive emotions and reducing negative emotions.

The 3Ws of emotion management



2. Boosting positive emotions: Positive thoughts and putting into actions

Positive emotions can put our mind at ease and relieve our stress and anxiety. People who are full of these emotions will be optimistic, positive and full of desire to move forward. When facing challenges, they will also be full of confidence and hope and will face difficulties head on. To improve positive emotions, we should start with **positive thoughts and then put them into actions**.

¹ Excerpted and adapted from: Emotional Health & Counselling Centre of the United Christian Nethersole Community Health Service (undated a), Be the master of emotions.



1. Positive thoughts

- Understand cause-result relationships
- Look at things from different perspectives
- Be more appreciative
- Learn about “the art of loss”



2. Putting into actions

- Self-talk: replace passive and negative talks with positive ones.
- Focus on what are feasible
- Set feasible and specific goals

Boosting positive emotions: Positive thoughts and actions

3. Reducing negative emotions

In addition to boosting positive emotions, we also need to reduce negative emotions. It is natural to have some negative emotions while encountering unpleasant things. However, if we are troubled by some negative emotions such as anxiety, depression and sadness for a long time, we will easily be full of worries, depressed and sadness, which will even affect our health. In fact, negative emotions are often aroused by negative thoughts, and negative thoughts are often irrational. Negative thoughts will result in stubborn thinking and lack of flexibility, with which we will not only blame ourselves, but also blame others and the external environment for unfairness. We will live in the prison of our thoughts. Therefore, if we want to reduce negative emotions, we should start with changing negative thoughts.



The teacher can use the card game “Angry Bear” as a set or consolidation activity for this part.

Activity 1: I want to be “Positive” (正) “Positive” (正) “Positive” (正)

The following Sections 1.1-1.4 of part 1 and Sections 2.1-2.3 of part 2 are about strategies to cultivate positive thoughts and put them into actions. Students shall work in groups of 3-4 and each group shall read one strategy for boosting positive emotions and apply it to the characters of the cases. And then, they shall suggest positive thoughts that are related to the corresponding strategy. And each time they suggest a proper positive thought/practice, they can fill in one stroke for the character “正” in the right column. The group which complete the character “正” first will win this game.

Case



Mo Ching

Today, some of my classmates did not cooperate. I needed to urge them many times before they finally handed in their homework. Therefore, I could not give them to the teacher on time. Of course, there were times when I forgot to bring the collected homework to the staff room.

Although the teacher did not complain anything and said “thank you” to me, I am still afraid that the teacher will invite another student to be the monitress. If the teacher really announces to the whole class that I should be replaced, I will feel very disgraced. I’m also worried that I won’t have any chance to be a monitress again!

1. Positive thoughts: Change the perspectives of thinking

1.1 Understand the cause-result relationships of events

We should make an objective analysis of the causes and results of events so that we can be optimistic and hopeful and become more motivated to overcome difficulties. For example, we should make the following analysis on the causes and results of an event:

- ✓ We should objectively consider the **external causes**, rather than completely blaming oneself and considering that all the causes are **personal** factors.
- ✓ We should consider that difficulties and setbacks will just appear **temporarily rather than permanently**.
- ✓ We should consider that difficulties and failures involve only **some aspects** of life and they do not mean life is a **complete failure**.

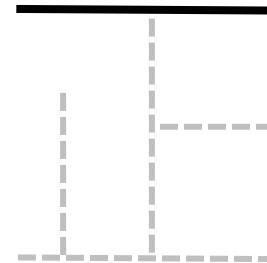
1.1 I'm Mo Ching. I cultivate positive thoughts by understanding the cause-result relationships of events, so as to improve positive emotions.



Example: Some of my classmates always need to be urged for many times before they can hand in their homework, so that sometimes I failed to give their homework to the teacher on time. This is not entirely my problem. (not completely blaming oneself and considering all the causes are personal factors)

For example:

- *Although I couldn't give the homework to the teacher on time sometimes, it doesn't mean that I will act like this in the future. I will try to find a way to deal with this problem or ask the teacher for methods to deal with it.*
- *Although I couldn't give the homework to the teacher on time sometimes, I am doing very well in other aspects! (not all-round)*



1.2 Look at things from different perspectives

We should understand that everything has both positive and negative sides, and some even have multiple sides. As long as we try to find the positive meanings of things, it is not too difficult to have positive thoughts. For example, we can change the perspectives of thinking:

- ✓ Turn “difficulty” into “**challenge**”
- ✓ Turn “losing” into “**treasuring what I have**” or “**I owned it once**”
- ✓ Turn “adversity” into “**exercise**” or “**test**”

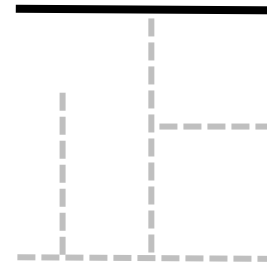
1.2 I'm Mo Ching. I cultivate positive thoughts by looking at things from different perspectives, so as to improve positive emotions.



Example: I think that it is a good challenge for me so that I can make up my mind to learn about how to ask my classmates to hand in their homework to me on time. (challenge)

For example:

- *At least I have been the monitor for some time and have the opportunity to serve the teacher and the classmates, which is not easy. (I owned it once)*
- *After I was appointed to be a monitress, I found that actually I often forgot things myself. I have to learn how to improve my memory. This will also be helpful for me in the future! (exercise)*



1.3 Be more appreciative

It is easy for us to see the dark side and the bad side of things and see more criticisms than praise. In fact, the people and things around us, as well as the events that happen around us, have a lot to be appreciated. For example, we should appreciate every flower and tree in nature and family members who take care of us. If we could observe carefully, we will find that there are many things around us which are worth appreciating, for example, beauty of nature, care and support shown by people around us.

The ability of appreciation needs to be developed. We can start from looking at things from different perspectives such as **acceptance** and **looking at the bright side** and focus on **exploring potential and advantages**. Appreciation is also about **finding out extraordinary from the ordinary**. If we **don't take everything for granted**, we can find ordinary things worthy of our appreciation.

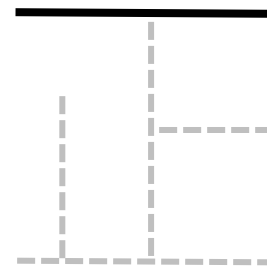
1.3 I'm Mo Ching. I cultivate positive thoughts by being more appreciative, so as to improve positive emotions.



Example: If the teacher wants to invite another student to be the monitress, I believe that the decision of the teacher will benefit the whole class. I will gladly accept the teacher's decision. (acceptance)

For example:

- *It is a good thing that the teacher wants to invite another student to be the monitress so that I can know about how he/she will deal with the problems under the same circumstances, which will give me an opportunity to learn from other people. (look at the bright sides)*
- *Although the teacher wants to invite another student to be the monitress, I am still grateful that the teacher had given me the opportunity to be monitress, tolerated my shortcomings, and often said "thank you" to me, which made me feel warm. (don't take everything for granted)*



1.4 Learn about “the art of loss”

The “loss” can refer to “external loss”, such as the loss of the position as a school team player, a job, a boyfriend/girlfriend, families and friends who have passed away and so on. Besides, the “loss” also includes “internal loss”, such as the loss of self-confidence, sense of security and so on. People with positive thoughts understand that gains and losses are inevitable in life and they know how to let go and accept what they have lost. They will face their loss with some thoughts, such as:

- ✓ Good **memories** will always be on my mind and **will never be lost**.
- ✓ It’s better that I **once owned it** in this life than never.
- ✓ What I have lost makes me **cherish more every opportunity I have now and those in front of me**.
- ✓ There are gains in losses and opportunities in dangers. Loss might **bring me opportunities and experience which will benefit personal growth**.

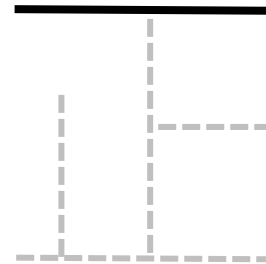
1.4 I’m Mo Ching. I cultivate positive thoughts by learning about “the art of loss”, so as to improve positive emotions.



Example: If I can’t be the monitress anymore, maybe I will have more time to be with my classmates so that I can learn about how to establish a good relationship with my classmates. (bringing me opportunities and experience which will benefit personal growth)

For example:

- *Although I might no longer be a monitress, at least I once had good memories about being a monitress, especially the memories of hearing the teacher say “thank you” to me after I brought the collected homework to her. I will never lose these memories. (Memories will never be lost)*
- *I have the experience of being a monitress and it is better than I don’t. (I owned it once)*
- *If I have the opportunity to be a monitress again, I will try my best to serve the teacher and classmates. (cherish more every opportunity I have now and those in front of me)*





Know more : Idiom story: Misfortune might be a blessing in disguise

A long time ago, an old man named Sai raised a lot of horses. He took good care of the horses every day, treating them like family. One day, however, one of his horses was lost. All of Old Sai's friends felt sorry for him. But Old Sai didn't feel the same and thought that it might be a good thing.

After a period of time, something unexpected happened! The lost horse ran back by itself and brought another fine horse. When his friend congratulated him, he had a sad look on his face. He felt that this time it was not necessarily a good thing as what his friend had said. Instead, he was worried that he would get into trouble.



Before long, Old Sai's son fell off while he was riding the fine horse which came by itself and broke his leg. When his friend heard the news, they came to comfort Old Sai. But Old Sai said calmly, "My son got his leg broken. But fortunately, he is still alive. Maybe he will have good luck in the future!"

After a few months, a war broke out. The country needed to recruit soldiers to defend the country. But since Old Sai's son got his leg broken, he could not serve in the army and could only stay at home for recovery. The war lasted for months and many people lost their lives in the battlefield. But Old Sai's son survived because of the previous accident.

This story has become an idiom "Misfortune might be a blessing in disguise!" which is familiar to everyone. Later this idiom has another version: "Fortune might also be a disaster in disguise".

Reflective question:

1. Do you think this story is to some extent similar to "the art of loss" that we discussed in Section 1.4?

2. Putting into actions

2.1 Self-talk

If we want to put positive thoughts into actions, we must first eliminate the emotional impacts of negative thoughts on us. Therefore, when negative thoughts emerge, we should replace them with **positive self-talk**, such as:

Negative thoughts		Positive self-talk
• I can't solve this problem for sure.	⇒	• I can try different ways to solve this problem.
• Nobody will like me.	⇒	• Some people might not like me but there must be other people who like me. Besides, isn't it good that I like myself?

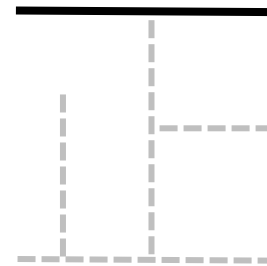
2.1 I'm Mo Ching. I will take actions and replace negative thoughts with positive self-talk, so as to improve positive emotions.



Example: Negative thought: I'm afraid that the teacher will invite another student to be the monitress.
Positive self-talk: I will try to do a good job as a monitress.

For example:

- Negative thought: *I'm afraid that the teacher will invite another student to be the monitress.*
Positive self-talk: *I hope that the next monitress can provide greater help to the teacher and can serve the classmates better.*
- Negative thought: *If the teacher really announces to the whole class that I should be replaced, I would feel very disgraced.*
Positive self-talk: *I think that being a monitress enables me to learn a lot of things. I will try to equip myself and look forward to the next opportunity.*



2.2 Focus on what are feasible

We are always worried about different things. The things that we worry about range from small things like the reactions of others to big things like the world's political situation. We even worry about things that are pure wild guesses. These worries will only make us feel less confident and less secure. People with positive thoughts will not waste their time and energy on things beyond their ability. Instead, they will **focus on** what they can do now and **what are feasible**.

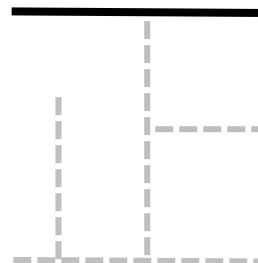
2.2 I'm Mo Ching. I will take actions and improve positive emotions by focusing on what are feasible.



Example: I will keep a record of the work which I can help the teacher. No one can tell what will happen in the future.

For example:

- *I will focus on being a good monitress. For example, I will remind my classmates of the dates that they should hand in homework.*
- *I will establish a good relationship with those less cooperative classmates, hoping that they can be more cooperative.*
- *I will tell the teacher the difficulties that I have met and consult the teacher whether there is a better way to collect all the homework.*



2.3 Set feasible and specific goals

We can promote positive emotions by setting goals and action plans and then implementing them step by step. The **goals** must be **specific and feasible** which allow us to realise our action plan step by step. After we have achieved one goal, we should praise or reward ourselves so that we can enjoy the sense of achievement. By doing so, we can also improve our self-image and self-confidence and create more motivation for ourselves to achieve greater goals.

2.3 I'm Mo-ching. I will take actions and improve positive emotions by setting specific and feasible goals.

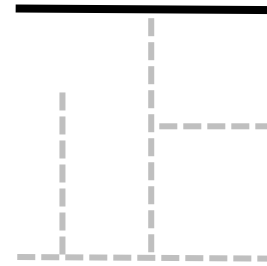


Example: Setting a specific and feasible goal :

My goal is to bring the collected homework to the staff room on time this month. Tomorrow I will consult the teacher how to deal with the problem that some classmates do not cooperate and make a plan according to the suggestions of the teacher.

For example:

- *My goal is to bring the collected homework to the staff room on time this month. I will note down the dates and times when I should hand in homework.*
- *My goal is to let one of the less cooperative classmates to hand in his/her homework to me on time. I will chat with him/her and establish a relationship with him/her and then remind him/her more frequently to hand in his/her homework to me.*



Reflective questions:

1. Whether the group you are in is able to complete the character “正” in the right column?

1.1 If so, it means you have achieved the goal. Have you praised or rewarded yourself? If so, how have you praised or rewarded yourself? If not, why? (Please refer to the importance of praising and rewarding yourself after achieving one goal in Section 2.3 “set specific and feasible goals”)

(Students may answer freely.)

1.2 How do you feel if you can't complete the character “正” in the right column? Are these feelings positive or negative? Why are there such emotions? How will you deal with the emotions? Please try to discuss with your group members and complete the table below.

The 3Ws of emotion management



What's my emotion now? (Refer to Vocabulary of Emotions):

Emotion: Positive/Negative*



Why do I have such an emotion?



How should I deal with this emotion? (Please try to improve positive emotions with one of the strategies of this activity):

(Students may answer freely.)

*Delete whichever is not applicable.

2. What else do you think we can do to better manage emotions besides promoting positive emotions?

For example: reducing negative emotions

Activity 2: I want to “reduce negative emotions”!

The following activity can help us change negative thoughts by avoiding the thoughts mentioned below, so as to reduce negative emotions. Students work in group of 4-5 and complete the tasks according to the following steps.



- Individual task: Each group member shall choose one case and put himself/herself in the shoes of the character of the selected case and suggest how the character should change his/her negative thoughts according to the “Thoughts that should be avoided” of the case.
- Group task: After completing the individual task, each group as a whole shall discuss the ideas in the “Changing negative thoughts” put forward by group members to see whether the ideas can help the characters to “reduce negative emotions”.

	Thoughts that should be avoided	Case	Negative thoughts	Negative emotions	Changing negative thoughts
1.	Too many forced beliefs such as “must”, “should”, “have to” and so on.	I was born in an ordinary family	It is for sure that I won’t be happy and nothing of me is better than others...	I’m desperate, but I’m expecting more, and I complain about my parents.	Although my family is not rich, it is not short of living necessities. As the saying goes, “ <u>A contented mind is a perpetual feast</u> ”. I think that <u>we don’t have to compare with others in everything and rich people are not necessarily happy.</u>
2.	Take everything to extremes and consider that there are only good things or bad things	I can’t get into the secondary school that I like	Only when I can get into the secondary school that I like can I have a good future. Now I’m doomed to take a hard road!	I am disappointed with myself. I blame myself for my lack of ability and bad luck.	<i>(Students may answer freely.)</i>

	Thoughts that should be avoided	Case	Negative thoughts	Negative emotions	Changing negative thoughts
3.	Exaggerate things and make judgement carelessly	The teacher selected some students as the monitor, and IT (Information and Technology) group leaders, but I failed to be chosen.	I am not good looking, and I don't know how to please the teacher. The teacher will never give me an opportunity!	I am envious and jealous and unhappy.	<i>(Students may answer freely.)</i>
4.	Take things personal and think that every negative effect is self-induced and connected with oneself	The group I'm in only got a passing grade for the project report.	It is all my fault! If I know how to use more powerful software to analyse data, our scores will not be so low.	I feel guilty and feel sorry for the group members.	<i>(Students may answer freely.)</i>
5.	Make a conclusion based on only two events, which is not supported by sufficient evidence	A member of our project study group didn't hand in his homework and was absent from the group meeting.	How irresponsible he is! Is he expecting me to finish it for him?	I am worried and angry. I am disappointed with him and don't want to cooperate with him.	<i>(Students may answer freely.)</i>

Reflective questions:

1. We have practiced how to change negative thoughts in Activity 6. Please refer to Activity 6 and complete the table below with one of your own cases.

My case	Negative thoughts	Negative emotions	Thoughts that should be avoided	Changing negative thoughts
<i>(Students may answer freely.)</i>				

2. Do you think it is easy to change negative thoughts? If so, share your tips. If not, what are the difficulties?

(Students may answer freely.)

Worksheet 6: Ways to relieve stress and anxiety

Things that will affect our emotions will always occur in our life. But as long as we can manage our emotions effectively, face all kinds of changes and difficulties in life with positive thoughts and attitudes and learn some ways to relieve stress and anxiety, we can also live a wonderful and prosperous life.

Here are some ways to relieve stress and anxiety, such as:



1. In addition to the above-mentioned ways, what other ways do you know that can help relieve stress and anxiety?

(Students may answer freely.)

Many of these ways are closely related to "time management", which can help us relieve stress and anxiety. We will discuss "time management" in detail in another topic.



The teacher can use electronic applications, e.g., "Word Clouds", to display the methods put forward by students to provide diversified learning activities.

Joyful Reading

Appendix 3

“Positive Psychology” - the science of happiness

Origin and development

“Positive Psychology” is one of the major psychological theories in the 21st century and the renowned American psychologist Dr Martin Seligman is the most prominent scholar of “positive psychology”. When he became the president of the American Psychological Association in 1998, he considered that traditional psychology only focused on the treatment of mental illness and psychological problems but failed to teach people to find happiness and create a meaningful life. Therefore, together with other psychologists and scholars, he started to develop a comprehensive system of “positive psychology” and conducted continuous and extensive research, trying to explain the mentalities and behaviours of people in their pursuit of happiness.

What is “Positive Psychology”?

“The Science of Happiness” is one of the components of the “Positive Psychology”, which focuses on the study of personal strengths, the establishment of positive emotions and character. “The Science of Happiness” helps people explore their potential and defense abilities, so that they can build good qualities to equip themselves and meet challenges. It also points out the key role of “positive thoughts” in people’s happiness.

The Happiness Formula

Dr Seligman has listed a “happy formula” in his work *Authentic Happiness*:
 $H=S+C+V$ (Happiness=Set Range + Circumstances + Voluntary Activities).

He has pointed out that 40% of happiness comes from inborn emotional tone. Some people are naturally more likely to be happy, while others, more likely to be depressed. Most people think that the factors that are acquired after birth and personal circumstances matter the most. However, it turns out that the acquired factors and personal circumstances only count for 20% in the happiness formula, because after a person has adapted to the environment or circumstances, his/her mood will get back to his/her inborn level. And the rest 40% is based on the own capacity of a person, such as his/her thinking pattern, understanding of things, ability of handling problems, behaviour pattern and so on. Therefore, happiness can be controlled in our own hands and “to think positively” is the most practical and effective way.

What is “authentic happiness”?

Dr Seligman and other scholars consider that enjoyment is not equal to authentic happiness. Because enjoyment is a kind of instant sensory satisfaction, which doesn't require too much ability and thinking and won't be long lasting.

A higher-level happiness is satisfaction, which requires the exercise of one's talents and efforts before it is achieved. Dr Seligman considers that the satisfaction gained after a person recognises and develops his/her character strengths and works hard to achieve success, is incomparable to mere enjoyment.

While the highest level of happiness is being able to engage in a meaningful cause or activity with one's signature strengths so that he/she can benefit all the people or communities around him/her and achieves a sense of fulfilment. And as a result, he/she will be living a meaningful and valuable life.

Research has found that happiness can bring people benefits in many aspects, such as mind, body, performance, creativity, interpersonal relationships and so on. The psychologist Fredrickson has put forward the theory that happiness can broaden and build personal ability, which proves in a scientific way that happiness can make people more flexible, creative, willing to try new things and take risks and enhance learning ability.

How to face the past, the present and the future?

“Positive Psychology” advocates that we should face favourable circumstances and adverse circumstances of life with gratitude; face unpleasant experiences with forgiveness; and rebuild a good interpersonal network with positive relations.

For the present, we should live in the moment. We should learn to let life flow and enjoy everyday moments in life; to enjoy quiet solitude with mindfulness; to regard altruism as the foundation of happiness; and to give full play to personal character strengths, so as to live happily every day.

For the future, we should learn methods to build up a life with optimism, hope and meaning so that when facing adversity and challenge in the future, we can deal with them with positive and brave attitudes more easily.

How to have “positive psychology”?

If we want to have “positive psychology”, we must have “positive thoughts” and “positive character”. To have “positive thoughts” means to lead our thoughts towards a “positive” direction, which not only can make us feel reassured but also strengthen our ability to deal with problems. Besides, it will also bring positive effects to the surrounding environment. If we want to have “positive thoughts”, in addition to carrying forward the existing “positive thoughts”, we should also know how to turn negative thoughts into positive ones. While “positive character” is an innate factor, it is more or less suppressed because of the negative factors in the surrounding environment. We can rediscover and stimulate our “positive character” with conscious efforts.

Source: HKU SPACE Community College (2013), Positive Psychology - the science of happiness.

Reflective question:

1. How is positive psychology useful to you?

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Self-learning materials

Self-learning material 1: Emotion management and enhancing resilience: Facing failure and setback

In Worksheet 3, we understand the effects of emotions on us and the importance of emotion management for us. In fact, there are no good or bad emotions, but good ways and bad ways to deal with emotions. Effective emotion management not only can enhance our resilience but also encourage us to move forward.

Activity: Their diaries of failure

Chun Hei and Chi Shan represent their class to take part in the Secondary 1 Quiz but they came last in the competition. Please read their diaries and discuss with the classmate sitting near to you the following questions:

The diary of Chun Hei

Emotions after failure

depressed, disgraced

How did he face failure

I don't dare to raise my head to look at others, because I think that all of them might be laughing at me. What a shame!

If I had known this result, I would not have taken part in this quiz! I won't take part in any contest again!



The diary of Chi Shan

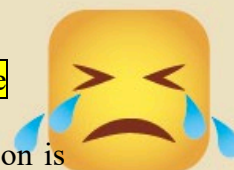
Emotions after failure

depressed, disgraced

How did she face failure

I think the worst situation is no more than that I will feel embarrassed for this period of time and it is not a big deal. After a period of time, everyone will forget this and everything will return to normal.

It is a big lesson and it enables me to learn that next time I should not belittle other competitors.



1. What are the differences between Chun Hei and Chi Shan in facing failure? Are these reactions positive or negative? Please put forward reasons to support your views.

Chun Hei thought that he couldn't raise his head to look at others, because others might be laughing at him. He felt humiliated and lost his confidence to take part in any other contests. The reactions of Chun Hei were negative.

Chi Shan thought that the worst situation was no more than that she would feel embarrassed for this period of time and it was not a big deal. She learned from this failure that she should not be little other competitors. The reactions of Chi Shan were positive.

2. What do you think are the reasons for their differences in reactions?

Negative thoughts lead to the negative reactions of Chun Hei, while positive thoughts lead to the positive reaction of Chi Shan

3. Humility is a traditional virtue. Do you think it will be easier for us to learn from failures if we are humble and willing to admire others' strengths?

*Students may answer freely and answers may include:
If we are humble, we will not over-estimate ourselves. If we are humble, the frustration of failures would not be too drastic and it is easier to bounce back from adversity. When we admire people's strength, our focus will be put on how to improve ourselves instead of dragging people down from their success. All these will help us learn better from failures.*

When we encounter failures and setbacks in life, such as failures in exams or not being approved by others, we will feel frustrated or depressed. However, if we have positive and optimistic thoughts, we will regard failures and setbacks as the driving force and support of our progress. On the contrary, when we face failures and setbacks with negative thoughts, such as the feelings of self-blame and shame, we will easily give up on ourselves.

Self-learning material 2: Tips for facing failure and setback

While facing failure and setback, there are 3 tips that can give us new energy and move forward again:

(1) Be peaceful and even-tempered

As the saying goes, “For a military commander, winning or losing a battle is a common occurrence”. Failure and setback are inevitable. In addition, we may discover after a period of time that what is considered as a disaster of life right now is just a trivial matter and it may even turn into a blessing in life. Therefore, if we want to overcome our psychological barriers caused by failure and setback, we should not magnify current frustration. In many cases, the consequences may not be so serious.

(2) With the spirit of “I can afford to lose”

We should face failure and setback bravely and we should not blame ourselves too much and evade our responsibility. Besides, we should not lose our hope. Instead, we should stick to our aspirations and beliefs and believe that we can do better and can be more successful in meeting the next challenge.

(3) Learning from failure and setback

We should find out the causes of failure and setback, draw lessons from our experience, review and overcome our shortcomings and hone our will. When encountering difficulties that can't be solved by

1. In addition to the methods mentioned above, what other methods do you know that we can use in facing failure and setback?

(Students may answer freely.)

We should bear in mind that we should combine the above tips with effective emotion management so that we can better practice them, to enhance resilience and move on in failure and setback. Otherwise, if we get stuck in the negative emotions brought by failure and setback, it will be hard for us to think about and employ these tips rationally.

Activity: My diary of failure

Please refer to Activity 2 “Vocabulary of Emotions” in Worksheet 1; Self-learning material 1 “Activity: Their diaries of failure”; “Activity 1: I want to be ‘Positive’ (正) ‘Positive’ (正) ‘Positive’ (正)” and “Activity 2: I want to ‘reduce negative emotions!’” in Worksheet 5; and “Tips for facing failure and setback” in Self-learning material 2 and complete the following tasks.

1. Recall a failure or setback experience and describe it briefly in the following diary.
2. Refer to “Activity” in Self-learning material 1 and write down your emotions after experiencing that failure or setback on the lower left side of the diary and illustrate these emotions with the help of images.
3. Write down how you overcome the failure or setback of that time on the right side of the diary to see whether it is related to the methods mentioned in Worksheet 5 “Activity 1” and “Activity 2”. If you haven’t overcome that failure or setback yet, please put forward some suggestions to overcome it.

Describe this failure or setback experience briefly

Your emotions after this failure

How did you deal with this failure?

We may face a lot of failures and setbacks in our life. But as long as we can manage our emotions effectively, face all kinds of changes and difficulties in life with positive thoughts and attitudes, we can also live a wonderful and prosperous life.

In fact, “time management” is an important skill which can help us reduce the chances of facing failure and setback. We will discuss it in detail in the next topic.

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