

# Theory and Practice of Positive Education and Character Strengths

*Presented by:*

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One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# Positive Education

- ✦ **Positive Education** brings together the science of **Positive Psychology** with best practice teaching to encourage and support individuals, schools and communities to flourish.
- ✦ We refer to flourishing as a combination of ‘feeling good and doing good’.
- ✦ Positive Education focuses on specific skills that assist students to **strengthen their relationships**, **build positive emotions** and **enhance personal resilience**, etc.

# VIA Character Strengths

- ✦ Professors **Chris Peterson** and **Martin Seligman** led a large team of scientists and philosophers to identify a comprehensive set of Virtues and character strengths that have been valued throughout history, across cultures and across religions.
- ✦ Through this process, they identified 6 Virtues and 24 character strengths that appear to be universal.
- ✦ VIA means **Values in Action**
- ✦ VIA character strengths are **"The Backbone Of Positive Psychology"**

- ✧ Character strengths are stable (but changeable), universal personality traits that manifest through thinking, feeling, volition, and behavior.  
品格優勢是穩定 (但可變)及普遍的性格特質，並透過思維、情感、意志及行為彰顯出來。
- ✧ Character strengths are positive psychological characteristics that are considered to be the basic building blocks of human goodness and flourishing.  
品格優勢是正向的心理特徵，被認定為人類良善和豐盛的基本構成要素。
- ✧ When expressed in balance, character strengths are morally valued and are beneficial to oneself and others.  
如果能夠平衡地運用，品格優勢是有道德價值的，對個人及他人都有益處。

# Introduction to Character Strengths

## 品格優勢簡介

Source: <https://www.viacharacter.org/>

勇氣	仁愛	智慧	自律	正義	超越
Perseverance 毅力	Kindness 仁慈	Curiosity 好奇心	Prudence 謹慎	Teamwork 團隊精神	Gratitude 感恩
Bravery 勇敢	Capacity to Love 愛與被愛	Love of Learning 愛學習	Modesty 謙虛	Fairness 公平公正	Hope 希望
Honesty 誠實	Social Intelligence 社交智慧	Perspective 洞察力	Forgiveness 寬恕	Leadership 領導才能	Spirituality 心靈信仰
Zest 熱忱		Judgment 判斷力	Self-Regulation 自我控制		Humor 幽默感
		Creativity 創造力			Appreciation of Beauty 對美欣賞

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# 5 areas of well-being

## 「PERMA」

More **P**ositive emotion;  
More **E**ngagements;  
Better **R**elationships  
More **M**eaning; and  
More **A**ccomplishments

Reference: Seligman, M. E. (2012). *Flourish: A visionary new understanding of happiness and well-being*. Atria Paperback.

# 研究品格優勢與青少年身心成長的關聯

具希望、熱忱  
和領導才能

較不會出現抑  
鬱及焦慮

毅力、公平公正、  
感恩、誠實、希  
望以及洞察力

可以預測大學生的  
成績〔GPA〕

這個發現的重要意義是：  
非智力因素——品格優勢也會影響學習成就。〔Park & Peterson, 2009〕。

# Cooperation between VIA with Caritas Love and Chastity Comprehensive Sex Education Project



# Character Strength Based Education in Caritas School Social Work Service

- ✧ It is our belief that each student is **unique** and has his **strengths** to tackle different life situations and to live meaningfully. It is important to explore and enhance his **character strength** profile.
- ✧ Understanding on students' character strengths will be helpful for teachers who can guide students in their growth and life planning positively.
- ✧ In response to the increasing number of cases related to mental health and emotional problems, activities promoting Positive Education were implemented in 2010.

# Character Strength Based Education in Caritas School Social Work Service

- ✧ Cooperation among teachers, parents and school social workers from Caritas Family Service embed VIA Character Strengths into curriculum
- ✧ Integrate character strengths into Catholic Education Core values
- ✧ Religion teachers integrated VIA character strengths into RE exercises and examinations
- ✧ Home School Cooperation
- ✧ Good Tool for Boys' School

# Interdisciplinary Cooperation

- ✦ Cooperation among teachers, parents, school social worker from Caritas Family Service embed VIA character strengths into curriculum and school activities

# Common Language

✧ Teachers, parents and students who learn positive character strengths are able to share a common language with their students, sons and also report a strong sense of connection with school. It is a good opportunity to introduce the concept of VIA character strengths to the new Form 1 parents during the summer bridging program.

# “Whole Home School Character Strengths Education Model” Conceptual Framework

School social workers are important persons to link up teachers, students and parents in the implementation of Character Strengths programs within the school context. They can work with teachers to tailor-make a related curriculum, and design experiential activities for students and parents

# 香港明愛學校校本宗教、道德及品格教育框架

原則：本框架的建構是以基督精神及天主教倫理道德價值為基礎，用以彰顯香港明愛教育服務宗旨、天主教五大核心價值及社會需要的價值觀和態度

香港明愛教育  
服務的方向

天主教教育  
五大核心價值

# 宗教、道德及品格教育

校本教育特色、  
目標及理念

教育局要求的  
首要價值觀和態度

正向(品格)教育

# 天主教學校「宗教及品格教育推行步驟」

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# VIA Survey is a good 'tool' in counselling

With similar background schools in Hong Kong, the trend of the students being affected by mental health problems was increasing. In recent research, positive education and promoting student character strength are good ways to prevent mental health problems.

**character strengths show a significant and positive association  
with Life Satisfaction in children and adolescents**

# Student with Special Education Needs

1. 喜愛學習	13. 團隊精神
2. 洞察力	14. 仁慈
3. 創造力	15. 領導才能
4. 判斷力	16. 寬恕和慈悲
5. 對卓越事物的欣賞	17. 希望
6. 好奇心	18. 勤奮
7. 謙虛	19. 熱情和幹勁
8. 社交智慧	20. 去愛和被愛
9. 勇氣	21. 誠實
10. 公平和公正	22. 精神感悟、對目的的觀念和信念
11. 自我控制	23. 感恩
12. 審慎	24. 幽默感

# Low Motivation of Study

- ✦ Industry, diligence, and perseverance
- ✦ Self-control and self-regulation
- ✦ Caution, prudence, and discretion
- ✦ Bravery and valor
- ✦ Hope, optimism, and future-mindedness
- ✦ Forgiveness and mercy

# 品格優勢教育學校社會工作服務與教育專業合作範例

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品格優勢教育學校社會工作服務與教育專業合作範例

# 品格優勢目標工作紙

One-day Workshop on Positive Education:  
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品格優勢教育學校社會工作服務與教育專業合作範例

## 品格優勢工作坊 – 目標工作紙〔真實例子〕

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# 品格優勢教育

## 學校社會工作服務與教育專業合作範例 (P.19)

### 家長層面

- ✧ 舉行**家長講座及小組工作坊**，將品格優勢概念引入家長群組，並發展**家長義工組別**。
- ✧ 於初中課堂推行品格優勢時，家長義工在場協助，特別是中一生網上問卷登入填寫部份及完成問卷後數字分析及統計。
- ✧ 家長在完成品格優勢小組及協助課堂活動後，可以進一步認識品格優勢的概念，鼓勵家長與子女共同訂立目標，好使品格優勢成為家中共同話題，促進親子互動溝通。
- ✧ 邀請家長義工成為「**品格優勢教育大使**」，協助明愛學校社會工作服務主辦的「教師及社工品格優勢工作坊」，以家長的角度分享心得，將品格教育推廣到其他中學。

# Positive Education Talk for parents

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# Parent Group

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# F1 boys completing the VIA survey in classroom with their own computer

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# Balance to use your character strengths

 Overuse

 Misuse

 Underuse

# Flourish

Martin E. P. Seligman - Bestselling Author of Authentic Happiness

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# Positive Education

The Geelong Grammar School Journey

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# Geelong Grammar School, Australia

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# University of Pennsylvania

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities



# St. Peter's College, Adelaide, Australia

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# 品格優勢教育 - 教材網上分享

- 品格優勢教育 - 幼兒篇 教材網上分享會  
<https://youtu.be/JtXDkastHLs>
- 品格優勢教育 - 兒童篇 教材網上分享會  
<https://youtu.be/rmVDstY2s1o>
- 品格優勢教育 - 青少年篇 教材網上分享會  
<https://youtu.be/rGolwl98GHA>

# 24 Character Strengths Animation

- <https://www.youtube.com/channel/UC7Yq5pskUC1ehvdVbW0JNRQ>

# Character Strengths Training Manual

One-day Workshop on Positive Education:  
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# Character Strengths Garden Poster and Stickers

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# Picture books/poster/stickers

# Character Strengths Training Manual

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# Implementing positive education in ...

- Extra-Curricular Activities (Informal curriculum)
- Classroom (Formal curriculum)

Acquire → → → → → Act

知、明、喜、行、慣

- Awareness → Comprehension → Liking → Action → Habit
- 香港中文大學市場學系陳志輝教授應用在市場學的五字箴言

# Two types of approaches in planning & implementing

## Top-down approach

- Participants: a big group of students
- Initiated by teams/departments
- Programme(s) offered by outside service providers / home-made
- Prescribed outcome: leadership / perseverance / teamwork / ...

## Bottom-up approach

- Participant: individual student
- Initiated by a student
- His/her own choice of programme(s)
- Outcome: addressed to his/her needs (e.g. underuse, overuse, signature strengths) specific improvement according to his/her own pace

# 5 practices at La Salle College:

## Top-down approach

(1) Application in the ECA

Student support programmes planning

(2) Application in the classroom

Teaching Chinese Language

(3) Application in the classroom

Religious Education curriculum review

## Bottom-up approach

(4) Application in the ECA

How to help a student choose ECAs using character strengths

## Integrated approach

(5) Application in Classroom & ECA

New initiative: Service-Learning lessons

# Student support programme planning

Example 1 (Top-down approach)

Application in the ECA

Mr. Steve Leung

Steps	Examples in La Salle College
1 <span style="border: 1px solid black; padding: 2px;">定義和序列『價值』</span> Values	Faith in God, Care for others, Self-discipline, Brotherhood
2 <span style="border: 1px solid black; padding: 2px;">從價值統整出『美德』</span> Virtues	Spirit of faith, Zeal for service Communion in mission
3 <span style="border: 1px solid black; padding: 2px;">從美德發展出『品格優勢』</span> Character strengths	Faith – Spirituality, Gratitude, Perseverance Service – Love, Hope, Teamwork, Creativity Community – Leadership, Social intelligence

# Programmes to promote Positive Education

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Application in the Classroom and Extra-Curricular Activities

# Planning-Implementation-Evaluation

## P-I-E cycle

Facts or data collected

Decide whole school  
and form level focuses

Design appropriate student  
support programmes

Data + facts :

1. Mission of SSB + school development plan
2. Top 10 priority values and attitudes by SECG
3. VIA database (Top 5, Bottom 5)
4. Other survey results e.g. SHS, APASO

Data-driven

## Facts or data collected

VIA character strengths (Bottom 5) data over past 4 years

Facts or data collected

Underuse Strength: Self-control and self-regulation

## Facts or data collected

Research findings from Education University of HK:

Prof. Mok and Dr. Ho's research on LSC F.1-F.3

- Lack self-control, poor time management
- Poor resilience, low perseverance
- Don't care for others
- Low awareness on social issues
- Quite stressful in their academic performance

**Triangulation!**

Decide whole school  
and form level focuses

Form 1 focus:

Adaptation to secondary school life

Design appropriate student  
support programmes

HST: Cut 33% lesson time  
Add buddies' talk / discipline talk

# P-I-E cycle

## Data-driven

Facts or data collected

Decide whole school  
and form level focuses

Design appropriate student  
support programmes

1. VIA database  
(Top 5, Bottom 5)
2. Top 7 priority values and attitudes by SECG
3. Mission of SSB
4. Other survey results e.g. SHS, APASO, EduHK Moral and Spiritual Survey

Whole-school focus:

💖 Care for others / respect

Form level focus

F1 😊 adaptation, gratitude

F2 👫 relationship

F3 💡 creativity

F4 🌐 global citizen

F5 🎺 career mapping

F6 🏆 stress management

Programmes initiated by the  
nine Pastoral teams

- Assembly
- Careers
- Civic Education
- Discipline
- ECA
- Form Teacher Period
- Guidance
- Home-school Cooperation
- Service Learning

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Application in the Classroom and Extra-Curricular Activities

# Teaching Chinese Language

Example 2 (Top-down approach)

Application in the Classroom

Dr. M.F. Sin

# Planning-Implementation-Evaluation

## P-I-E cycle in the formal curriculum

Facts or data collected

Decide form level  
and/or chapter focuses

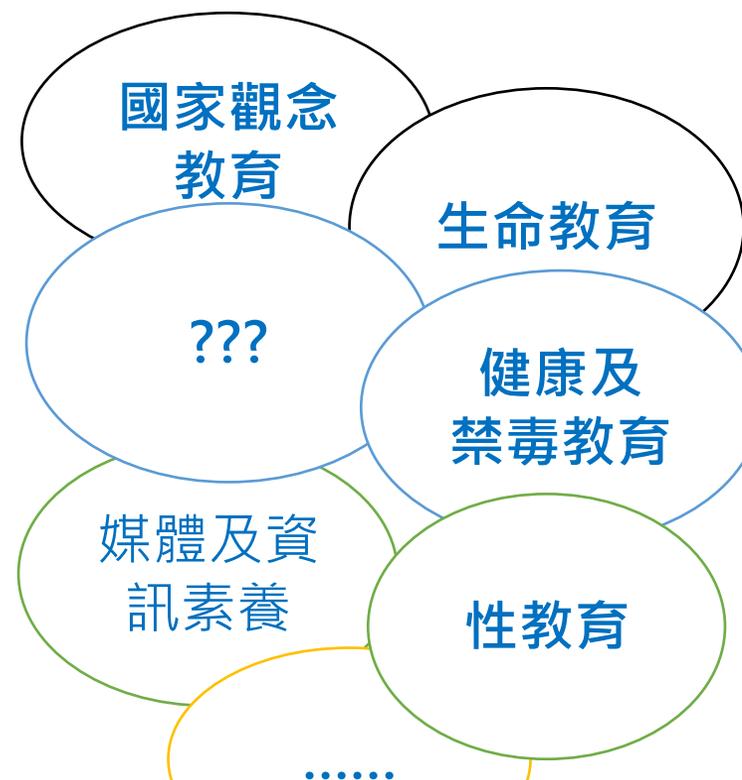
Design appropriate  
syllabus

Data + facts :

1. Mission of SSB + school development plan
2. Top 10 priority values and attitudes by SECG
3. VIA database (Top 5, Bottom 5)
4. Other survey results e.g. SHS, APASO

# 教育局價值觀課程架構

## 10種首要培育的價值觀和態度



(I) 為何推動品格優勢教育(宏觀)

Facts or data collected

# School development plan

- 1: To initiate a pedagogical change in learning and teaching
- 2: To serve and care for others in love and respect
  - 2.1 understanding strengths and weaknesses and character building
  - 2.2 nurture values on caring in various service programmes
  - 2.3 develop a sense of national identity and a global vision
- 3: To fully implement e-learning at school
- 4: To nurture moral values and modern-day skill sets for students
  - 4.1 serving the needy
  - 4.2 understanding of Lasallian charism
  - 4.3 develop thinking creatively and critically through ECAs
  - 4.4 nurture students with national identity

## (I) 為何推動品格優勢教育(宏觀)

# 價值教育及中文課程分享

## (I) 為何推動品格優勢教育(微觀)

## 中文科閱讀教學（輸入）

- 如何在中文教學中連繫品格優勢（VIA）

篇章	品格優勢
指定文言篇章 - 《岳陽樓記》	堅毅
課程語體篇章 - 《敍坡》	關愛

# 指定文言篇章 - 《岳陽樓記》

- 作者借文章勉勵好友滕子京，應對生命中的挫折。
- 焦點：古人面對挫折的價值取態
- 連繫：品格優勢「堅毅」

### 一、學習重點

#### 甲、品德情意

- 一、中華文化：「先天下之憂而憂，後天下之樂而樂」-- 古代為官之人應有的情操
- 二、個人價值：「不以物喜，不以己悲」，面對挫折的價值取態

## 深化:討論問題

1. 作者在末段提及古仁人「是進亦憂，退亦憂」，這與「不以物喜，不以己悲」有否矛盾？
2. 面對仕途不順，屢次被貶，作者如何面對？
3. 承上題，你人生中最大的一次挫折是甚麼（家庭/學業/人際關係等各方面皆可）？你當時如何面對？讀畢〈岳陽樓記〉，你可有新的看法？
4. 你欣賞作者「先天下之憂而憂，後天下之樂而樂」的政治抱負嗎？社會日趨複雜，而且競爭激烈，你認為我們應該抱持甚麼態度面對？是像范仲淹一樣，縱使屢受挫折，仍堅持以天下為己任，還是有其他更可取的態度？

## 《斜坡》

- 作者記述自己一次使用嬰兒車的經歷，提出富裕社會，懂得關顧弱者的需要。

### 延伸思考: 可與日後寫作扣連

作者從一條小小的斜坡，體現一個社會對有需要人士的關顧。你可以從日常小小的「事物」中，發掘值得深思的地方嗎?

#### 舉隅:

- 從一個小小公廁的衛生程度，我反思港人的文明水平
- 從一個小小的電子學習工具，我體會到貧富懸殊的問題(疫情，難以負擔電子學習工具的學生，學習受影響的程度)

# VIA 中文作文題目

曾經我不知道甚麼是我真正的優點，但昨天的經歷卻讓我更了解自己.....

# VIA 中文作文題目

- 以上是思賢個人網誌的第一段。假設你是思賢，試從第二段開始，續寫這篇網誌，以「一件令我振奮的事」為題，敘述當天發生的事情，並談談你的優點(優點部分可參考曾參予填寫的網上問卷結果)。

# P-I-E cycle

## Data-driven

Facts or data collected

1. VIA database  
(Top 5, Bottom 5)

2. Top 10 priority values and attitudes by SECG

3. Mission of SSB

4. Other survey results e.g.  
SHS, APASO,

Decide form level  
and/or chapter focuses

Pedagogical change:

Deepen values and attitudes when teaching  
model essays

Contents change:

Integrate life experience  
based on the theory of VIA  
character strengths

Design appropriate  
syllabus

Amendment of lesson plan  
for some of the chapters

# Religious Education curriculum review

Example 3 (Top-down approach)

Application in the Classroom

Ms. Clarice Tang

# Planning-Implementation-Evaluation

## P-I-E cycle in the formal curriculum

Facts or data collected

Decide form level  
and/or chapter focuses

Design appropriate  
syllabus

Data + facts :

1. Mission of SSB + school development plan
2. Top 10 priority values and attitudes by SECG
3. VIA database (Top 5, Bottom 5)
4. Other survey results e.g. SHS, APASO

Facts or data collected

# School development plan

- 1: To initiate a pedagogical change in learning and teaching
- 2: To serve and care for others in love and respect
  - 2.1 understanding strengths and weaknesses and character building
  - 2.2 nurture values on caring in various service programmes
  - 2.3 develop a sense of national identity and a global vision
- 3: To fully implement e-learning at school
- 4: To nurture moral values and modern-day skill sets for students
  - 4.1 serving the needy
  - 4.2 understanding of Lasallian charism
  - 4.3 develop thinking creatively and critically through ECAs
  - 4.4 nurture students with national identity

Facts or data collected

Underuse Strength: Spirituality and faith

VIA character strengths (Bottom 5) data over past 4 years

# R.E. curriculum review

- Original framework: Shalom – bible stories telling – few interaction
- New framework:
- Emmaus pedagogy
- Value-based teaching
- Emphasize on experience of life, reflection and students' response
- Lasallian saints – understanding their stories and the VIA character strength – ask students to response and reflect based on life experience – and how to follow the good qualities and deeds of Lasallian saints and apply to modern life

# P-I-E cycle

## Data-driven

Facts or data collected

Decide form level  
and/or chapter focuses

Design appropriate  
syllabus

1. VIA database  
(Top 5, Bottom 5)
2. Top 10 priority values and  
attitudes by SECG
3. Mission of SSB
4. 5 Core values of Catholic  
Education,

Pedagogical change:

- Emmaus pedagogy

Reflection upon life  
experience

Student centered Response

Contents change:

Stories of Lasallian Saints

Value based content

VIA Character Strength

Liturgical Year

Application of values in life

Revised F.1-F.6 RE syllabus  
and lesson plans

# F.2 Scheme of Work (2022-23)

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# F.4 Scheme of Work (2022-23)

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# Planning-Implementation-Evaluation

## P-I-E cycle

Facts or data collected

Decide whole school  
and form level focuses

Design appropriate student  
support programmes

- To develop and implement a multi-disciplinary curriculum on values education
- To develop curriculum materials for subjects in various Key Learning Areas

# Way forward: QEF project 2021-2023

- Focus Group: students from 2 forms (2021-22 F.2 and F.4) for 2 years
- Phase of Teaching Curriculum

# Way forward: QEF project 2021-2023

- Before
- R.E.– VIA character strength ...
- Chinese Language - VIA character strengths integrate into a few passages
- English Language – VIA character strength ...
  
- New
- Physics – Reflection of light / Refraction of light / Appreciation of beauty
- Music – Advent / Spirituality
- Biology – CPR Training/ Bravery
- Science – Curiosity
- ....

# Planning-Implementation-Evaluation

## P-I-E cycle

Facts or data collected

Decide whole school  
and form level focuses

Design appropriate student  
support programmes

- Conduct Focus Group Interviews (Pre-task, Interim, Post-task) for Evaluation

# Way forward: QEF project 2021-2023

- Focus Group: 6 students from 2 forms respectively
- Sampling: Based on 2020-21 Final Term Result
- 2 students from upper level, medium and lower level respectively

# Way forward: QEF project 2021-2023

- Phase of Focus Group Interviews

# Way forward: QEF project 2021-2023

## Phase 1 Focus Group Evaluation

- 1. Familiar with the VIA character strengths
- 2. Not highly aware of own top 5 and bottom 5 character strengths
- 3. Agree to have VIA be implemented in more subjects
- 4. Queries on the usefulness of the values and character strengths in life

# 知、明、喜、行、慣

- Example 2  
Chinese Language
  - Example 3  
RE curriculum review  
+ Focus group interview
- ✓ Understanding one's self
  - ✓ Link to his/her signature strengths
  - ✓ Wide range of choices by himself/herself
  - ✓ Have fun

# How to help a student choose ECA using character strengths

Example 4 (Bottom-up approach)

Application in the ECA  
Mr. Steve Leung

# Understanding one's self

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Application in the Classroom and Extra-Curricular Activities

Link to his/her character strengths

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

Decide whole school  
and form level focuses

Form 1 focus:  
Understanding one's self

Design appropriate student  
support programmes

ECA: Talk on choosing the best ECA  
at La Salle College

# Wide range of choices / fun (~50 ECA Clubs and Societies)

Academic Groups	Cultural Groups	Interest Groups	Service Groups	Sports Groups
Business & Accounting Society	Art Society	Astronomy Club	Community Youth Club	Too many! (Not listed here)
Chinese Culture Society	Dancing Society	Bridge Club	HK Air Cadet Corps	
Economics Society	Drama & Film Society	Chess Club	HK Award for Young People	
French Culture Society	Music Club	Current Affairs Club	Interact Club	
Geography Society	Public Speaking Club	Debating Club	Police Cadet Corps	
Mathematics Society		Gospel Train	Red Cross	
Putonghua Society		IT Club	St. John Ambulance Brigade	
Science Society		Modelling Club	UNICEF	
		Photography Club		
		Robotics Club		

# Category 1: Courage 勇氣

Code	Character strengths	Recommended ECA
C1	Bravery 勇敢	Public Speaking Club, all uniform groups
C2	Perseverance 堅毅	Music Club, all Sports Groups
C3	Honesty 誠實	All uniform groups
C4	Zest 熱情和幹勁	All uniform groups, all Sports Groups

# Category 2: Humanity 仁愛

Code	Character strengths	Recommended ECA
H1	Love 愛	CYC, Interact Club, UNICEF, Catholic Society, Gospel Train
H2	Kindness 仁慈	CYC, Interact Club, UNICEF, Catholic Society, Gospel Train
H3	Social Intelligence 社交智慧	Current Affairs Club, Debating Club, Public Speaking Club

# Category 3: Transcendence 心靈的超越

Code	Character strengths	Recommended ECA
T1	Appreciation of beauty and excellence 對美麗和卓越事物的欣賞	Art Society, Astronomy Club, Dancing Society, Drama & Film Society, Music Club, Photography Club
T2	Gratitude 感恩	Catholic Society, Gospel Train
T3	Hope 希望	Interact Club, UNICEF
T4	Humour 幽默感	Public Speaking Club
T5	Spirituality 靈修性	Catholic Society, Gospel Train

# Category 4: Justice 正義

Code	Character strengths	Recommended ECA
J1	Teamwork 團隊精神	All uniform groups, Sports Groups
J2	Fairness 公平公正	All uniform groups, UNICEF, Sports Groups
J3	Leadership 領導才能	All uniform groups, Sports Groups

# Category 5: Temperance 修養

Code	Character strengths	Recommended ECA
M1	Forgiveness 寬恕	Catholic Society, Gospel Train
M2	Modesty 謙虛	Public Speaking Club
M3	Prudence 小心審慎	Business & Accounting Society, Modelling Club
M4	Self-regulation 自我規範	All uniform groups

# Category 6: Wisdom & Knowledge 知慧與知識

Code	Character strengths	Recommended ECA
W1	Creativity 創造力	Art Society, Dancing Society, Photography Club, Robotics Club, Science Society
W2	Curiosity 好奇心	Astronomy Club, IT Club, Mathematics Society, Science Society
W3	Judgement 判斷力	Current Affairs Club, Debating Club
W4	Love of learning 喜愛學習	All Academic Groups
W5	Perspective 洞察力	Bridge Club, Chess Club, Current Affairs Club, Mathematics Society, Science Society

# 知、明、喜、行、慣

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Application in the Classroom and Extra-Curricular Activities

Link to his/her character strengths

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# 知、明、喜、行、慣

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# New initiative: Service Learning lessons

Example 5 (Integrated approach)  
Application in both Classroom & ECA  
Mr. Eric Kuk

# New initiative 2021-22 : Service-Learning Subject

- Values education ← Experiential learning
- Junior Form Experience – Religious Education Service Programme

# Online Service Pilot Programme

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# Winner of the People's Choice Award in the PolyU HK International symposium and Expo on Service-Learning

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities



# New initiative 2021-22 : Service-Learning Subject

- Values education ← Experiential learning
- Junior Form Experience – Religious Education Service Programme
- Difference between “Service” & “Service Learning”
  - Voluntary community service?
  - Outreach?

• **Integrated approach !!**

# Implement VIA character strengths in Curriculum

Details	
Target Group	Form 4 students (2021-2022) Form 4 & Form 5 students (2022-2023)
Time & Duration	Every Wed2 7 <sup>th</sup> - 8 <sup>th</sup> double lessons (about 18 cycles)
Facilitator	Service Learning panel coordinator and panel members
Objectives	<ul style="list-style-type: none"><li>• To acquire understanding of the diverse needs in society</li><li>• To understand their social responsibility towards others in the community and strengthen their commitment to community service</li><li>• To apply academic concepts in service learning</li><li>• To enhance self-understanding and ability to collaborate with others</li></ul>

# Implement VIA character strength in Curriculum 5 Service-Learning programmes (220 students)

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# Service-Learning in stages

Month	Learning/Teaching
Sep	Programme Introduction + VIA survey + Programme Choices → Students choose from their own interest & personal strength
Oct	Understanding the Service Learning concepts
Nov / Dec	Service Preparation + Service Target / contacting Service Partners + Orientation + Identifying beneficiaries needs + Service Plan
Feb / Mar	Service Period → Students directly engage with service partners and beneficiaries
Apr	Reflection + Debriefing
May	Final presentation → Students display Service projects to classmates & Service partners

# How to choose a Service-Learning programme

Streaming 220 students into 5 projects

# Matching students' VIA character strengths

- Students' discovery on their VIA character strengths
- Matching (signature/developing) strengths with projects
  - Homelessness stories → Care for others
  - Animal rights → Love
  - More than maids → Gratitude
  - UNESCO Peace Schools → Perspective
  - Talent Academy → Creativity

# 知、明、喜、行、慣

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Application in the Classroom and Extra-Curricular Activities

# Homelessness Stories (Care for others)

- Partner: 基督教關懷無家者協會  
Christian Concern For The Homeless Association
- What we did:
  - Visit to Sham Shui Po where homeless people gather (guided tour)
  - Listen to 4 homelessness stories (arranged by CCHA)
  - Discover what they need most
  - Reflect and plan what we do for them

# 喇沙才藝學院 Talent Academy (Creativity)

- Partner: 6 Primary Schools
- What we did:
  - Meeting with Primary School teachers
  - Discover students' own strength (academic)
  - Understand limitations
  - Design an interesting and applicable teaching plan

# Interviews with Service Target

Students are presenting their teaching plan

# 知、明、喜、行、慣

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# Summary:

Making VIA

the key

to the  
planning

知、明、喜、行、慣

. From acquisition to action

# Positive Education

## 正向教育

Mr. Tang Man Wai, Simon

鄧文偉校長

30.5.2022

One-day Workshop on Positive Education:  
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# Rhenish Church Pang Hok Ko Memorial College

Motto: Strive for excellence and bear witness to the Lord.

## Our vision

Consistent with the philosophy of Christian education, we aim to provide each student with quality all round education, so that our students achieve their maximum potential, behave well, achieve excellent academic results and contribute to our society. Nurtured by caring teachers in a Christian-rich environment, our students can know God's love, understand the Christian faith and be willing to embrace God

# F.1 Bridging Course

## Religious Studies

24 character strengths → weaknesses

- Direction?
- How to integrate?
- Long-lasting...

Program + Policy

事

Place  
地

People  
人

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# 1. 事

# Program + Policy

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# 1a. Student Profile

24 Character strengths

Big Five: Ocean

Multiple intelligence

VARAK

5 Love  
languages

Holland  
code/BIM/CII

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Application in the Classroom and Extra-Curricular Activities

# 1b. Student Mentorship Day

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Application in the Classroom and Extra-Curricular Activities

# Mentorship Day: Student Handbook

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# Mentorship Day: Teacher Guidelines

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# Feedback from students

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# Letters to children / Letters to parents

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# 1c. Student Handbook

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# Non-violent Communication

# Mindfulness

Breathing

Other grounding methods

# 1d. Circular – OLE day

## 相關性格強項

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# 1e. Debriefing

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# 1e. 4F Debriefing

Facts

Futures

Feelings

Findings

1f. Class Teacher period

# Positive Education once a week (every Friday)

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# Character strength teaching - Courage

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Application in the Classroom and Extra-Curricular Activities

# 每月之星選舉

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Application in the Classroom and Extra-Curricular Activities

# 好歌獻給你

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# 1g. Resilience Day

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# 1g. Innovation Sports Day

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# 1g. 失敗體驗日

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

# 1h. Value Education

生命教育

正向教育

品德及倫理教育

性教育

健康生活及禁毒教育

公民教育

人權教育

資訊素養

理財教育

可持續發展教育

基本法及國家安全教育

# 1g. Value Education - EDB

Gratitude

Perseverance

Self-regulation

Forgiveness

Hope

2. 人

People

## 2a. Teachers' professional development

城大正向教育研究室  
郭啟晉先生

2020 Character strengths

2021 Positive emotion

## 2022 Positive relationship

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Application in the Classroom and Extra-Curricular Activities

# 24 Character strengths – know each other better

## 2b. Intensive training (small groups)

- Geelong Grammar School
- External training programs
- Learning circle

# Morning assembly/ Weekly assembly

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Application in the Classroom and Extra-Curricular Activities

# Positive Education

= 放任??

= 不談聖經??

# 學生 Students

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

## 2b. Positive Education course for junior forms

仁愛堂正向教育課程(中三級)

## 2b. Student Ambassadors (small groups)

學生大使 – 積極人生計劃

## 2b. Student Ambassadors (small groups)

和諧大使培訓工作坊

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# 家長 Parents

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

## 2c. Materials to parents

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

## 2c. F.1 Parents' Night

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

## 2c. F.1 Parents' talk

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

## 2c. F.2 Parents' talk

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

## 2c. F.3 Parents' talk

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

## 2c. F.4 Parents' talk

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

## 2c. F.5 Parents' talk

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

## 2c. F.6 Parents' talk

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Application in the Classroom and Extra-Curricular Activities

# Meeting with parents - stay calm

# 3. 地

# Place

# Renovation

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Application in the Classroom and Extra-Curricular Activities

Add Add Add Add  
Add Add Add Add  
Add Add Add Add  
something new...

# Gym room

# STEM room

# Lecture theatre

# Positive Signals

One-day Workshop on Positive Education:  
Application in the Classroom and Extra-Curricular Activities

你不需要很厲害才能開始，

你需要開始  
才會很厲害。

**You don't have to be great to start,  
but you have to start to be great.**

# Thank you!