

感恩與惜福

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明愛家庭服務及明愛賽馬會「源·點」家校心靈支援服務
- 高級臨床督導主任

2023年6月14日

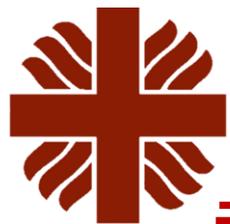
主辦機構



捐助機構



香港賽馬會慈善信託基金



教育及社會工作者
的
初心

我們的共同目標

裝備我們的學生

品學靈性
兼優

邁向生命的滿全
充滿希望(Hope)

+

積極締造將來美
好生活(Good Life)

Introduction to Character Strengths

品格優勢簡介 (source: VIA Institute: <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

Procedures

程序

個人資料絕對保密

研究小組會整合部份結果 然後以團體報告形式向相關人士匯報

- Visit this website <http://www.viacharacter.org/www/>
- When you see the webpage, click “**Sign In**”

Select Language
Select Version

Procedures

程序

個人資料絕對保密

研究小組會整合部份結果 然後以團體報告形式向相關人士匯報

- Your report will be shown in PDF file format (like the one shows below)

感恩與青少年身心成長的關聯



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)。

甚麼是 感恩與惜福？

主辦機構



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香港賽馬會慈善信託基金

品格優勢的應用

Implementation in Character Strengths

創傷知情正向教育
Trauma Informed
Positive Education (TIPE)

校本宗教,道德及品格教育框架
**Religion, Moral and Character
Education Framework**

生命教育
Life Education

服務學習
Service Learning

生涯規劃
Career Plan

輔導工作
Counselling

Vision of Hong Kong Catholic Schools

- With a determination to carry on the contribution of the Catholic Church to education, a Catholic School, as its vision and mission, shall uphold and pass on the following **core values** to young people to prepare them properly for their life and future responsibilities—
 - **Truth**
 - **Justice**
 - **Love**
 - **Life**
 - **Family**

11/2021



EDB Top priority values
and attitudes
(7 → 9 → 10)



教育局價值觀 課程架構

10種首要培育 的價值觀和態度

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

美德 Virtue	品格 Character strength	品格表現指標 Character Indicator	天主教五大核心價值及 相關聖言金句 Corresponding aspects of the five Core Values of Catholic Education and Gospel Reflections	明愛畢業生特質 Caritas Graduate Attributes	教育局要求培育學生的 首要價值觀和態度* The nine priority values and attitudes stated by EDB	
忠	團隊精神			領導才能 Leading		
	公平公正					
誠	領導才能					
	勇敢					
	毅力					
勤	誠實			主動學習 Learning		
	熱忱					
	創造力					
	好奇心					
樸	判斷力					
	愛學習					
	洞察力					
	寬恕					
敬	謙虛			充滿愛心 Loving		
	自我控制					
	謹慎					
	對美欣賞					
愛	感恩					
	希望					
	幽默感					
	心靈信仰					
愛	愛與被愛					
	仁慈					
	社交技巧					

品格優勢的應用 Implementation in Character Strengths

創傷知情正向教育
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品格優勢的應用
Implementation in Character Strengths

服務學習
Service Learning

Ng, A., Yuen, M. & De La Torre, J. (July 2022). Service learning online: Evaluation of a programme delivered during the Covid-19 pandemic in Hong Kong. Pastoral Care in Education

PASTORAL CARE IN EDUCATION
<https://doi.org/10.1080/02643944.2022.2099004>

 **Routledge**
Taylor & Francis Group



Service learning online: evaluation of a programme delivered during the COVID-19 pandemic in Hong Kong

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ABSTRACT
The COVID-19 global pandemic continues, and in Hong Kong numerous measures have been put in place to contain the spread of the coronavirus. One of the many facets of life that is being affected is education, with many face-to-face classes suspended and students having to go online for lessons. The virus continues to be active in the city, so our usual way of assisting secondary school students' character-building through visitation to elderly homes is restricted. Now we can only provide such service-learning in online mode. This paper explores how an online project helped adolescents in a boys' secondary school apply and adapt principles taught previously in their course dealing with positive character strengths such as kindness, love, social intelligence, gratitude, teamwork, and perseverance.

ARTICLE HISTORY
Received 21 November 2021
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KEYWORDS
Character strengths; COVID-19; hong kong; online learning; positive education

Preparations and implementation

- Briefing
- Revision school mission
- Revision character strengths
- Training, preparations and try-outs
- The event
- Debriefing and reflection
- The experience

What values have our students learned?

STUDENT REFLECTIONS

Online Service Pilot Programme

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

重要的品格優勢

1. Gratitude (感恩)
2. Hope (希望)
3. Self Regulation (自我控制)
4. Perseverance (堅毅力)
5. Kindness (仁慈)

主辦機構



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Gratitude

– Being aware of and thankful of the good things that happen

*“I felt very **grateful** to chat with the elderly. **We brought them happiness, and we were also rewarded with happiness.**”*

Kindness

- Doing favors and good deeds for others

*“When I first heard of the service programme, I was a bit bored and annoyed. I never looked forward to it and just considered it another homework... after... it was a lot of fun not just to me but also the elderly. When we heard [their loud laughter], I was thankful... **Service programmes are not just another activity. It’s an opportunity to let us make others happy.**”*

Kindness (仁慈)

Compassion (慈悲)

Self Compassion (善待自己)

Self-compassion is a powerful way to cope with stress during the period of the COVID-19 pandemic.

“I think it is self-compassion. During the epidemic, you need to cut down on many things, such as going out less, but you still want to go shopping. At the same time, I will go out to do sports and the process was strenuous because I have to wear a mask or keep my mouth shut to avoid infection.”

“I think this self-control is the most helpful to me in this epidemic. Maybe now the epidemic prevents us from going back to school, and many things in life will be disrupted. Self-control is important because it helps me know when to do the right thing. For example, the time for going to class should be fixed. Even if you can't go out, you can still do exercises and stretch at home. In addition, the time for study and relaxation should be allocated better.”

How to help a student choose
ECA using character strengths?

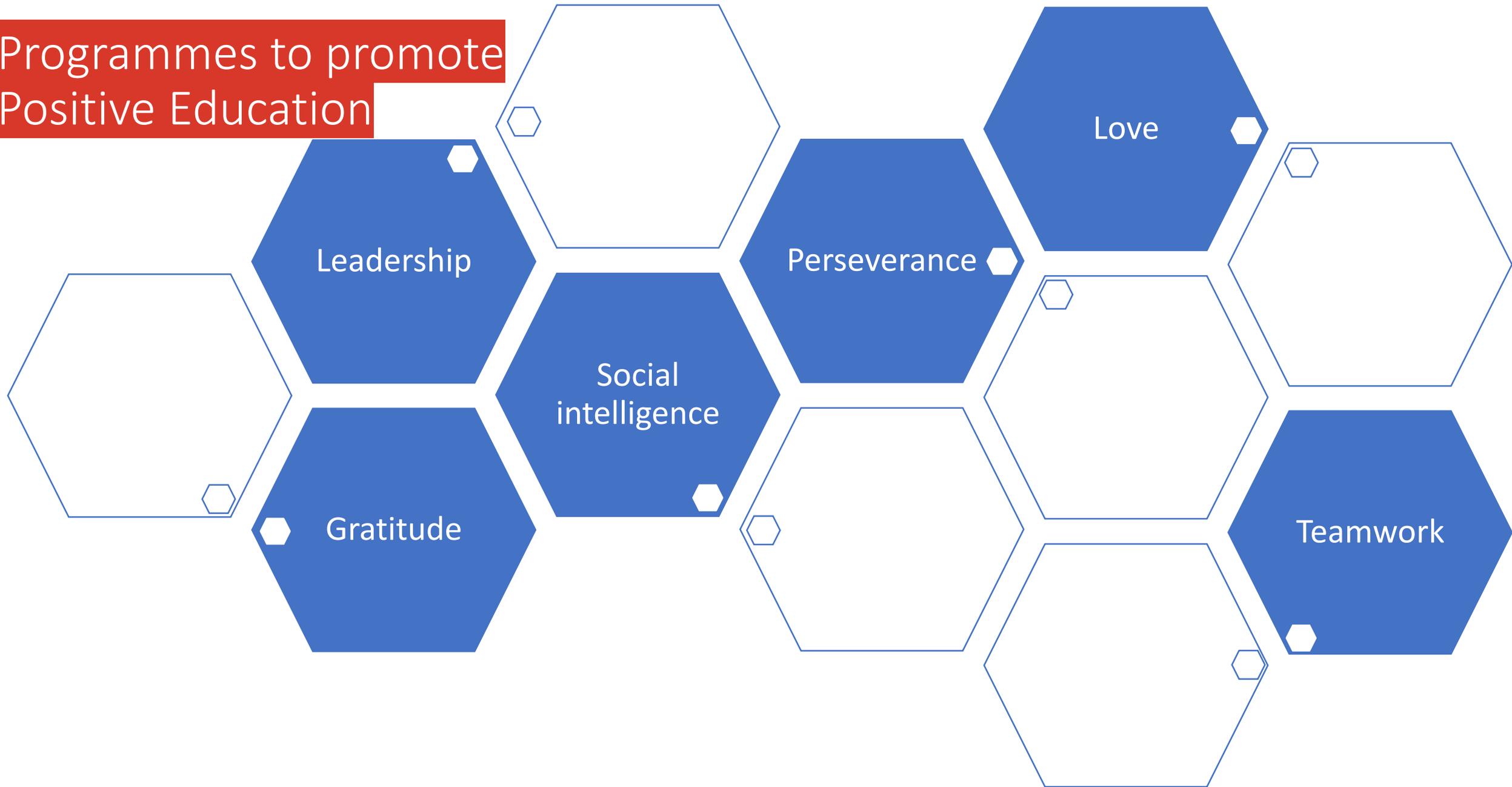
Decide whole school
and form level focuses

Form 1 focus:
Understanding one's self

Design appropriate student
support programmes

ECA: Talk on choosing the best ECA
at one secondary school

Programmes to promote Positive Education



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 智慧與知識

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

“Whole School and 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



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

Student-led inquiry methods

- ✦ Education has shifted from a teacher-centred distribution of information towards **student-led inquiry methods** (Shute and Slee 2016), which can aid empowerment and **ownership** (Cargo and Mercer 2008).

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.

Summary:

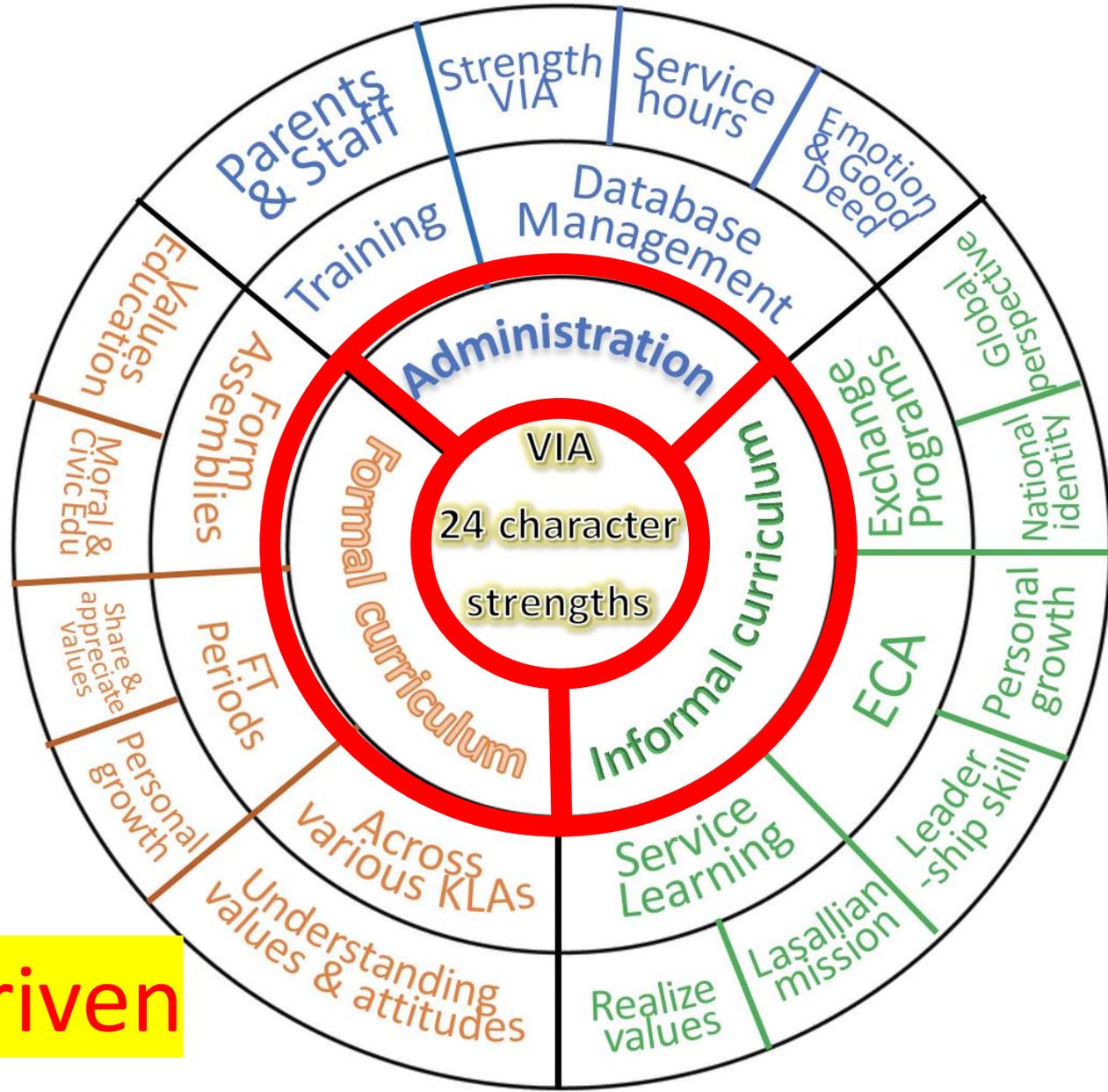
Making VIA



the

to the planning

Data-driven



知、明、喜、行、慣

?

Example 4
ECA

品格優勢的應用

Implementation in Character Strengths

輔導工作 Counselling

Student with SEN Characteristic

1. 喜愛學習	13. 公民感、團隊精神和忠心
2. 洞察力(智慧)	14. 仁慈和寬宏
3. 創造力、靈巧性和獨創性	15. 領導才能
4. 判斷力、批判性思考和開明的思想	16. 寬恕和慈悲
5. 對卓越事物的欣賞	17. 希望、樂觀感和未來意識
6. 對世界的好奇和興趣	18. 勤奮、用功和堅毅
7. 謙恭和謙虛	19. 興致、熱情和幹勁
8. 社交智慧	20. 去愛和被愛的能力
9. 勇敢和勇氣	21. 誠實、真摯和真誠
10. 不偏不倚、公平和公正	22. 精神感悟、對目的的觀念和信念
11. 自我控制和自我規範	23. 感恩
12. 小心、謹慎、審慎	24. 幽默感和調皮

平衡善用

我們在培育青少年時，也要注意帶領青少年將品格優勢恰當地**平衡善用**

✧ 誤用〔 Misuse 〕

✧ 過度使用〔 Overuse 〕

✧ 未被充分利用〔 Underuse 〕

主辦機構



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品格優勢的應用

Implementation in Character Strengths

家長教育

Parent Education

家校合作

優悅種子

品格優勢教育
幼兒、兒童、青少年系列

幼兒篇



兒童篇



青少年篇



24 Character Strengths Animation

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

Character Strengths Training Manual

Character Strengths Garden Poster and Stickers

Picture books/poster/stickers

Character Strengths Training Manual

5 areas of well-being

「PERMA」

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



明愛賽馬會 “源·點” 家校心靈支援服務

Caritas Jockey Club Project on

Family Solidarity and Mental Wellness

主辦機構



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香港賽馬會慈善信託基金

Introduction

計劃簡介 - 背景

- 香港近年來的生活及教學情況受疫情影響，學生、家長及學校面對許多的挑戰及適應，情緒和精神健康都深受困擾
- 回應明愛家庭服務 2022-2027 年發展計劃 (Strength-base, TICP, Mental Health & Family resilience)
- 參考照顧創傷正向教育(Trauma-informed Positive Education)的理論架構，嘗試融合創傷知情 (Trauma-informed Care and Practice)以及品格優勢 (Character Strengths)的理論基礎，建立創新的本土(localize)介入模式，並配合明愛家庭服務宗旨以及天主教教育核心價值的教學理念推展服務
- 以家庭向導(Family Perspectives)檢視個人的精神健康狀況與家庭的關係

主辦機構



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明愛賽馬會「源·點」家校心靈支援服務

地址：九龍太子始創中心18樓1801-1804室

https://family.caritas.org.hk/cht/service11_special_services15

主辦機構



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Reference

- Ng, A. W-y, Yuen, M. & de La Torre, J. (2022): Service learning online: evaluation of a programme delivered during the COVID-19 pandemic in Hong Kong, *Pastoral Care in Education*, <https://doi.org/10.1080/02643944.2022.2099004>
- Park, N., & Peterson, C. (2009). Character Strengths: Research and practice. *Journal of College and Character*, 10(4), 1-10. <https://doi.org/10.2202/1940-1639.1042>
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