

PROVIDING SKILLS
THAT ALLOW YOUTH TO

flourish

**KEY FINDINGS FROM THE WOMEN'S FOUNDATION'S
LIFE SKILLS PROGRAMME FOR ADOLESCENT GIRLS & BOYS**

SUPPORTING ORGANISATIONS



J.P.Morgan Jurlique



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FOREWORD

BY TWF BOARD CHAIR
AND TWF CEO

Despite Hong Kong's status as a world city, women continue to face discrimination and self-imposed constraints stemming from gender biases and assumptions about men and women and aptitude and ambition. At The Women's Foundation, we know from our research and community programmes for teens and marginalised women as well as our initiatives to develop the pipeline of women leaders that gender stereotyping continues to be entrenched across the different social strata in Hong Kong.

This is why we feel it is so important to encourage women to feel empowered to make braver life choices to achieve their full potential, and at the same time, to encourage men to support women's advancement and a more gender equal society.

TWF has always focused a lot of our energy and resources on youth, since our youth represent the future of Hong Kong. Our TEEN (Talent, Equality, Empowerment and Networking) Programme for deprived teens from challenged backgrounds which is now in its sixth year, and our Life Skills Programme for adolescent girls and boys studying in some of Hong Kong's poorest districts – now in its fourth year – have given us a bird's-eye view and we think a reasonable understanding of the challenges and issues facing youth in Hong Kong. In particular, learning gaps in critical life skills – including financial literacy, sustaining positive relationships and career and life planning – abound in the current Hong Kong education system because of its overarching focus on academic results. Hong Kong parents are time-poor and studies show that many Hong Kong families have little time for meaningful conversations with family members. Rising debt among adolescents, an increase in teen pregnancies and compensated dating practices and increased pressure on teens from the media and other sources to conform to scripted gender roles and body image ideals reflect the need on the part of many of our teens for counselling in essential life skills. In particular, we know large numbers of girls have low self-esteem and lack the confidence and role models to aspire to higher education and fulfilling careers. Accordingly, many teens are growing up making poor decisions about their careers and their future.

After four years of running The Women's Foundation's Life Skills Programme and touching the lives of over 7,000 students, parents and teachers, we are delighted to share the learnings from the Programme in this report which examines the issues we encountered facing youth today, the interventions we facilitated, and the outcomes we and,

perhaps more importantly, the independent evaluators of the Programme observed. We believe that our Programme is groundbreaking for Hong Kong, in the way that it adopts a holistic approach to imparting essential life skills and incorporates positive psychology elements to instill resilience and optimism in our teen participants. Our Programme also touches teachers and parents who are taught the same principles and approaches to foster a coherent and consistent environment, culture and rituals at school and within families/communities which we believe are critical to support and sustain the Programme's goals. We are happy to see the positive impact of the Programme in the community so far which is due, in no small part, to the strong support we have received from multiple stakeholders including our major corporate sponsors – JP Morgan (for the initial three year pilot), Barclays and Jurlique – for their financial, strategic and other support, our partner schools and the heroic administrators at these institutions, the corporates who have enthusiastically supported the career talks and company visits offered as part of the Programme, the other NGOs who have shared their experiences of working with under-privileged youth, and our academic advisors and trainers – we really could not have achieved the results we have without their dedication and expertise. Lastly, we would like to express our gratitude to Winnie So for bringing her social policy research expertise to bear in compiling this report.

We look forward to joining efforts with everyone to continue the momentum we have started.

We hope you enjoy the read!

Su-Mei Thompson

CEO, The Women's Foundation

Susan Hutchison

Board Chair, TWF

FOREWORD

BY THE CHAIR OF THE
EQUAL OPPORTUNITIES
COMMISSION

It is with pleasure that I write this foreword to the report of The Women's Foundation (TWF) on their signature Life Skills Programme for adolescents.

At the Equal Opportunities Commission (EOC), we recognise that efforts to combat stereotypes and discrimination must begin at an early age. During the formative teen years, it is particularly important to impart adolescents with positive values and necessary life skills. After all, to be competitive in the globalised world, our young people must be encouraged to become caring and motivated citizens, with a commitment to bettering their community and a deeper understanding of the pitfalls of stereotyping. In short, their ability to forge trustful relationships is a key ingredient of future success.

Indeed, a caring attitude is the foundation that we need to build an inclusive society, in which men and women can have a truly level playing field. The Commission is, therefore, delighted to support this innovative initiative, which helps young people recognise and challenge gender stereotypes, build respectful relationships, and nurture their sense of self-worth. The positive impact of such life lessons – not only on the 6,000 students who have participated in the programme thus far, but also upon their peers, families, and the wider society – are clearly evident in the following pages.

I applaud TWF for their vital work to advance gender equality for all. Certainly, we as a society will benefit from the new generation of compassionate and capable leaders they have helped to cultivate. I look forward to hearing more about the successes of the Life Skills Programme in the years ahead.

Dr. York Chow

Chairperson, Equal Opportunities Commission

FOREWORD

BY THE EXECUTIVE
DIRECTOR OF THE FAMILY
PLANNING ASSOCIATION

I congratulate The Women's Foundation on the publication of this Report to share the experience and insights gained from the Foundation's signature Life Skills Programme.

Acquisition of Life Skills is recognised as a key element of quality education in our fast-evolving world. "Life skills" often refers to a set of psycho-social skills that can be grouped into three interrelated categories: cognitive skills, coping and self-management skills, and social and interpersonal skills. These skills are particularly important during adolescence, a period when gender norms take a stronger hold in influencing young people's behaviours and aspirations, and when young people are facing new feelings, physical and emotional changes, questions and difficult decisions.

The Women's Foundation Life Skills Programme helps to build a solid and supportive environment that enables young people to break the shackles of gender stereotypes, learn to deal with the demands of everyday life and overcome the challenges of growing up. The Family Planning Association of Hong Kong has been privileged to be a part of the planning and delivery of this meaningful Programme.

A timely addition to the knowledge repository on Life Skills specifically tailored for the local community, this Report will be of interest to academics, school professionals and youth service practitioners who are contemplating to introduce life skills programmes in regular school curriculum or extra-curricular modules. I recommend this Report to all those who wish to gain a broader perspective of this Life Skills Programme, from its theoretical rationale and practical methods to the benefits and outcome.

Dr Susan Fan, J.P.

Executive Director, The Family Planning Association of Hong Kong

FOREWORD

BY THE AUTHOR

It is always a great privilege when people share their experiences with you. For the past three years, while following the development of The Women's Foundation's Life Skills Programme, I have had the privilege of listening to many students, educators and psychologists share their stories and insights. Unlike TWF's also ground-breaking T.E.E.N. programme, which involves fewer students and more contact hours, the Life Skills Programme aims to catalyse personal transformation at the fundamental levels of confidence and self-empowerment through a concentrated amount of contact hours. The feedback from participants on the Programme – whether they be students, teachers or parents – has been nothing short of encouraging and inspiring. While this speaks to the quality of the Programme, it also speaks to the largely unaddressed emotional needs of students and the dysfunctions within Hong Kong's current educational system.

The most striking feeling expressed by the people I talked to was a sense of hopelessness – essentially a belief that we are all operating within a system that sets people up to fail. Parents want their children to be healthy and happy but they are also afraid that if their children don't perform well in school, they will not be able to survive in Hong Kong's increasingly costly and competitive environment. Teachers recognise the need for students to be nurtured and encouraged, yet their time and energy is sapped by dealing with heavier administrative workloads and increasingly more complicated social problems. Students find their self confidence chipped away with each test and exam and the pressure to constantly do better. In a nutshell, people may aspire to do better but also feel that they are not masters of their own fates.

This can be seen as a classic chicken-and-egg problem. We all must operate within the constraints of our environment, culture and societal structures. But envisaging and creating a better future requires innovative thinking and courageous, patient and persistent action to overcome obstacles, cultural biases and structures that have become ineffective and worse, destructive. One of the most inspiring things for me as the author of this report has been the opportunity to hear from people and organisations like The Women's Foundation who, against the odds, are working tirelessly in various capacities and striving for sustainable change. Change of course starts with awareness and our hope in publishing this report is that it will spark awareness and hopefully informed discussion and

debate and ultimately sustainable societal change.

It's very tempting to apply business methods to quantify outcomes in education. But education is not a commodity, whose value can be accurately measured in the moment. Even a company's share price may not be an accurate reflection of its true value. The return on a good education may not be evident for years, and more likely decades. If I were to highlight the most important thing I have learned from following the Life Skills Programme, it is that we, as individuals and as a society, need to reevaluate the value and purpose of an education in the context of the value and purpose of a meaningful life. This is a question that cannot be answered or addressed by any one educator or programme, it requires engagement at all levels of society. TWf's Life Skills Programme is a conversation starter. Hopefully, these conversations will lead to a collective resolve and commitment to enacting meaningful change that will help students develop into adults who live life with hope, purpose and confidence.

Winnie So

Report Author



EXECUTIVE SUMMARY

The Women's Foundation's Life Skills Programme is a paradigm-shifting developmental experience for Form 3 and 4 students that provides them with the confidence and skills to allow them to flourish.

The Programme's unique tripartite model focuses on effecting change not only among students, but also teachers and parents, drawing on local empirical research in positive education. The Programme's locally relevant, evidence-based pedagogical approaches and behavioral interventions have been rigorously evaluated by independent evaluators for their effectiveness. The results of their impact assessment show that students, parents and teachers appreciate the Programme's holistic approach, which focuses on cultivating positive relationships, bringing classroom lessons to life and engaging the support of the community-at-large to ensure the long-term sustainability of the Programme's impact.

What follows is a description of the Programme, its philosophy and characteristics, an account of its impact on its participants (students, parents and teachers), as well as some key observations on the obstacles that students face in taking responsibility for and exerting leadership in their own lives.

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INTRODUCTION

SINCE WHEN DID GETTING INTO UNIVERSITY BECOME THE SOLE PURPOSE OF A CHILD'S LIFE, AND SINCE WHEN DID GETTING ONE'S CHILD INTO UNIVERSITY BECOME THE SOLE PURPOSE OF BEING A PARENT?

– A FRUSTRATED PARENT

I.1. EXPERIENCING A PARADIGM SHIFT

Parents and teachers commonly complain that students lack motivation, which perpetuates a vicious cycle of unrealistic expectations and under performance, leading to poor life choices. Students often complain that their parents and teachers only care about their grades, rather than trying to understand them and helping them to make sense of their place in an increasingly complex world. Each party blames the other and misunderstanding cycles downward into seeming hopelessness. How do we change course?

IT'S TIME FOR A PARADIGM SHIFT

The Women's Foundation's Life Skills Programme is unique in its emphasis on critical life skills and its incorporation of positive psychology and resiliency concepts that have been specially adapted for the local context.



WHAT DO YOU SEE?

By shifting your perspective you might see an old woman or a young woman

Over the past three years, the Programme has helped over 6,000 students from 19 secondary schools, mainly in under-privileged districts, experience a paradigm shift in the way they see themselves, their potential and the opportunities for them to fulfill their potential. The Life Skills Programme has evolved into a 360-degree, holistic educational project that helps students, parents and teachers understand, through a range of creative exercises and different experiences, that the first step to succeeding in life begins with re-examining their most basic beliefs and assumptions about who they are and redefining their purpose in the context of that newfound understanding.

Essentially, TWF's Life Skills Programme transforms frustration and hopelessness into hopeful, purposeful action by guiding, supporting and nurturing today's teens to become positive, resilient adults who are able to adapt and flourish in an ever-changing world.

1.2. EVIDENCE-BASED PROGRAMME DESIGN & HOLISTIC OBJECTIVES

The Life Skills Programme emerged from TWF research suggesting that the majority of youth programmes in Hong Kong are not addressing gender issues, despite evidence of the impact of gender stereotyping on many problems affecting youth today such as body image and self-esteem issues, juvenile drug abuse, and poor relationship and career choices.

The ultimate goal of the Programme is to ensure that adolescent girls and boys are equipped with the life skills and confidence to succeed, which has important implications for the economy and the welfare of all in Hong Kong. The Programme provides participants with enhanced financial literacy skills and seeks to instill a greater sense of financial responsibility in participants. It also ensures that students are informed about the many facets of maturation, including sex and intimacy. Participants are given strategies and developmentally appropriate mentoring in learning how to forge healthy relationships. They learn to make wise choices about their studies and careers. They are, ultimately, poised to achieve their full potential, and they do so while engaging parents and teachers who partner with them in ensuring that a strong support network is in place.



To achieve these objectives, TWF worked with a broad-based team of educators, academics, positive psychologists, civic leaders and other organisations to design a programme with a holistic view of life skills that aids participants in understanding that positive relationships and financial resources are necessary for achieving one's life goals. Additionally the Programme guides participants to develop social-emotional skills for healthy, supportive relationships and teaches them how to set financial, career and life planning goals. Over time, students develop the necessary psychological resources to be resilient in the face of obstacles and challenges and to overcome feelings of helplessness.

An increasing number of leading schools worldwide are turning to positive psychology, resilience and higher functioning training to improve the mental well-being of students. While positive psychology is attracting more attention and is beginning to be applied by a few Hong Kong schools, the majority of schools continue to focus primarily on students' academic results. Moreover, those schools who do apply these student-centered approaches in Hong Kong, rely on overseas models and materials. TWF's Life Skills Programme is the first Hong Kong-wide community programme to incorporate positive psychology elements developed with the support of ground-breaking local research conducted by subject experts well-versed in the Hong Kong context.



THE PROGRAMME DISTINGUISHES ITSELF FROM OTHER POSITIVE PSYCHOLOGY PROGRAMMES IN HONG KONG IN THE FOLLOWING AREAS:

- » Hands-on academic support, monitoring and continuous review by leading psychologists from City University of Hong Kong throughout the implementation of the positive psychology elements in the Programme
- » A unique evidence-based intervention programme guided by empirical local research and a two-year pilot
- » Rigorous assessment to evaluate the effectiveness of the Programme by an impartial and expert third party – a research team led by The Chinese University of Hong Kong
- » Tripartite model focused on effecting change not only among students, but also the teachers, parents and adults who should be serving as role models to the next generation

The Programme also seeks to be sustainable and wide-reaching. To facilitate independent learning, students and teachers have access to self-help materials, which in time will be available via an online platform.

Finally, another notable feature of the Programme is its engagement of businesses to support the career planning element of the curriculum. TWF's circle of over 30 corporate partners host groups of student participants at their offices for careers talks and CV-writing and interview skills workshops. Participating companies include Aecom, The Walt Disney Company Hong Kong, HK Stock Exchange, JP Morgan, IKEA, Li & Fung Limited, Microsoft, Oracle and The Peninsula and so forth.

1.3. RESULTS AT-A-GLANCE:THE PROGRAMME'S POSITIVE IMPACT

1. MEASURED IMPROVEMENT OF MEASURED OBJECTIVE OUTCOMES AMONG STUDENTS IN THE PROGRAMME.

INDICATOR	PRE-TEST MEAN	POST-TEST MEAN	SIGNIFICANT POSITIVE CHANGE
Self-Esteem	38.66	39.44	Improved***
Self-Efficacy	26.71	26.83	Nil
Internal Locus Of Control	32.06	32.53	Improved***
Presence Of Meaning	18.50	19.19	Improved***
Search For Meaning	21.68	21.69	Nil
Life Satisfaction	18.90	19.57	Improved***
Loneliness	18.69	18.25	Improved***
Gender Stereotypes	13.26	13.56	Nil
Financial Management	18.23	18.75	Improved***

TABLE 1. COMPARISONS BETWEEN PRE AND POST-TEST RESULTS OF STUDENTS

2. HIGH LEVELS OF PARENTING POST-PROGRAMME IMPROVEMENT BY TEACHERS AND PARENTS

- » Parent participants scored the talk very highly on perceived improvements with a nearly 100% positive rating (ranging from 98.3 to 100.0%), which showed that nearly all parents perceived some positive improvements in their parenting attitudes and skills.
- » Teacher participants also scored the talk highly on perceived improvements (ranging from 92.3 to 95.7%), reflecting that an overwhelming majority of participants believed their awareness and knowledge were enhanced by participating in the Programme.

3. NEARLY ALL STUDENT,TEACHER AND PARENT PARTICIPANTS SATISFIED WITH THE PROGRAMME,WORKSHOPS AND INSTRUCTORS

- » Students, parents and teachers also gave overwhelming positive ratings in terms of their satisfaction with the Programme workshops and instructors (students' satisfaction ranged from 94.6% to 95.7%, parents' satisfaction from 99.4% to 100.0%, and teachers' satisfaction from 92.4% to 97.8%.)

THE WOMEN'S FOUNDATION'S LIFE SKILLS PROGRAMME

IN DETAIL

LEVERAGING THE EXPERIENCE OF LEADING GLOBAL AND LOCAL EDUCATORS AND PSYCHOLOGISTS, TWF'S UNIQUE LIFE SKILLS PROGRAMME:

- » Facilitates positive instructor and student interactions: the Programme emphasises and seeks to foster a positive student-instructor dynamic to enhance learning and encourage the kind of risk-taking required to achieve personal breakthroughs by students.
- » Brings the classroom curriculum to life: highly-interactive workshops help students experience and understand how social and financial resources impact their career and life planning, while introducing positive psychological interventions to support the pursuit of their life goals.
- » Involves the community in creating sustainable long-term positive change: an ambitious tripartite model focuses not only on effecting change within individual students, but also in teachers, parents and our corporate partners, all of whom who should serve as role models to the younger generation.

CURRICULUM OUTLINE

The following are some of the key themes of the Programme curriculum:

TOPIC	LEARNING OBJECTIVE
Say No to Stereotyping!	<ul style="list-style-type: none"> » Why we shouldn't judge others based on first impressions » How narrow-mindedness limits our thinking and choices » Establishing positive thinking
That's My Future!	<ul style="list-style-type: none"> » How gender stereotyping affects us all » How to navigate and overcome stereotyping » Planning for the future free of gender and other biases
Character Strengths	<ul style="list-style-type: none"> » Understanding and appreciating one's own character strengths » Leveraging our unique strengths for problem-solving and the pursuit of goals
Hopes and Motivations	<ul style="list-style-type: none"> » Hope Theory and setting appropriate goals » Developing self-motivation and persistence
On My Own	<ul style="list-style-type: none"> » Resisting the urge to 'buy what I want' » How responsible financial planning impacts goals and aspirations
Families and Budgets	<ul style="list-style-type: none"> » Appreciating other family members » Budgeting for oneself and others
Wrap up and Reflection	<ul style="list-style-type: none"> » Reviewing and reinforcing key learnings » Reflection on how the learnings can be applied to daily life



2.1. UNIQUE FOCUS ON RELATIONSHIPS

According to TWF's pre-programme focus group interviews, the biggest issue troubling our students today is relationships. Therefore, everything about the Programme – from the Programme content and design to how instructors engage with students – begins with a focus on positive relationships.

THE PROGRAMME FACILITATES A POSITIVE DYNAMIC BETWEEN INSTRUCTORS AND PARTICIPANTS THROUGH THE FOLLOWING MEANS:

- » TWF carefully selects partner schools who understand and value the Programme
- » Small class sizes and class durations of at least an hour for a more intimate and less rushed learning environment
- » A less formal teacher/student dynamic – students are encouraged to address teachers by their first names
- » The use of experienced instructors skilled in encouraging students to share their thoughts and feelings in an open and honest way
- » Ground rules that make classes a safe place for students to open up
- » Students keep personal journals that facilitate reflective thinking and sharing (when appropriate) with instructors who privately respond with appropriate support



“Walk into a Life Skills class and the difference from a regular class is immediately apparent. Enthusiastic chatter and laughter fill the room as students work on one of the many small-group activities that require discussion and teamwork. Students learn about life, and how to live it, through the teamwork fostered by the Programme and its emphasis on trust, respect and open communication. Where there is trust, respect, open and honest communication between people, spending time with each other feels good.” – From the writer’s observations of the Programme

From the very beginning, Life Skills Programme instructors develop a relationship with students based on trust and mutual respect by practicing a positive communication style (Active Constructive Responding). The Programme works to counter the usual classroom formal hierarchy – students are encouraged to call the trainers by their first names and to regard them as friendly facilitators rather than figures of authority.

Instructors encourage students to share their views by establishing that there are no stupid questions, nor are there right or wrong answers during discussions. Students are asked to respect each other’s views and opinions.

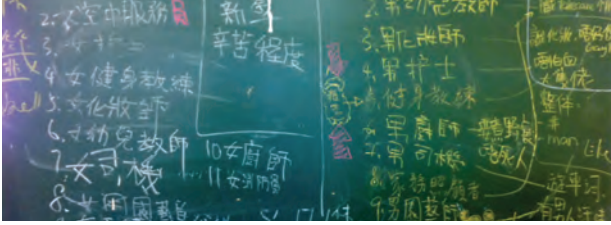
While it can take a few lessons to break the ice, trainers have the opportunity to better understand and build rapport with students through their comments on and replies to the students’ journal entries. Feedback is provided promptly and the students quickly begin to look forward to these private, one-on-one exchanges to share their hopes, fears and other feelings.



MRS. CANDY FAN, A BUSINESS AND ETHICS TEACHER AT HOLY TRINITY COLLEGE, RECOUNTS THE IMPACT OF THE PROGRAMME ON ONE OF HER STUDENTS

It was the first time I saw this particular student not asleep in class. She really engaged in the workshop. So much so, she was singled out for praise by the trainer. Although the programme only ran for seven lessons, I was very impressed by how the trainers managed to develop a very good relationship with the students. Teachers are just too busy these days to talk to students but through the life skills programme, students and trainers get to engage in a meaningful dialogue and students know they have another person who cares about them. You really can't underestimate the power of that.





The programme impact evaluation conducted by The Chinese University of Hong Kong supports Mrs. Fan's observations. Programme instructors receive an overwhelmingly positive rating from students with more than 95% of participants reporting they were satisfied with their instructors' performance. Students described their instructors as **“funny”**, **“energetic”**, **“passionate”** and **“patient”**. They also appreciated instructors' efforts to speak the ways teens speak to lighten and enhance the learning environment.

“FROM THE MOMENT THEY STEPPED INTO THE CLASSROOM, IT WAS ALREADY ‘HIGH!’... REALLY FRIENDLY, [THE INSTRUCTOR] KNEW HOW TO CREATE AN ATMOSPHERE THAT CAPTURED OUR INTEREST AND MADE US FEEL AT EASE.”

– STUDENT PARTICIPANT

“SHE’S NOT LIKE AN OLD-FASHIONED TEACHER WHO JUST TALKS ABOUT IRRELEVANT THINGS. WE CAN REALLY RELATE TO THE THINGS SHE SAYS.”

– STUDENT PARTICIPANT

“
**STUDENT
FEEDBACK**
”

THE WOMEN'S FOUNDATION'S LIFE SKILLS PROGRAMME

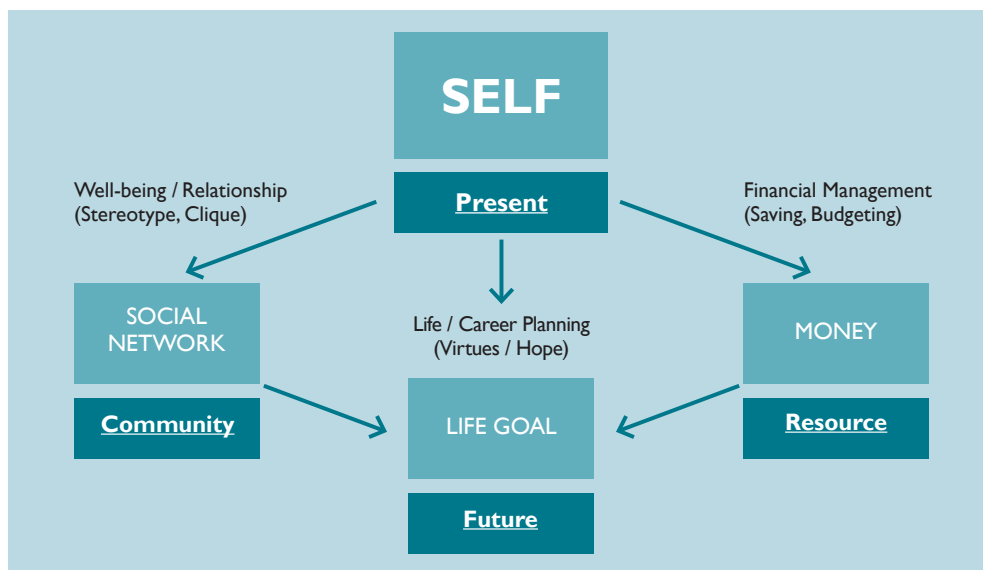
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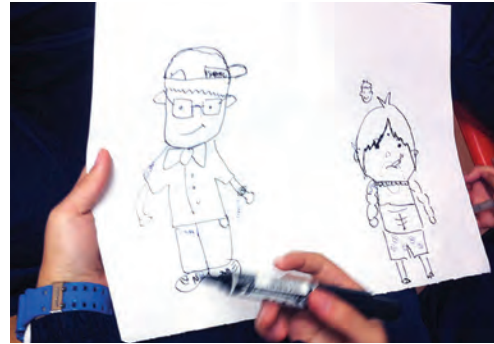
2.2. A CURRICULUM THAT COMES TO LIFE

In its design of the seven-lesson classroom curriculum, TWF sought to provide a holistic framework of life rather than offer a series of stand-alone lessons each focused on a particular theme. Most of what students learn is taught to them in a very fragmented way, so students have difficulty integrating the concepts holistically. TWF researchers advised that the seven lessons, taken together, would:

- » Demonstrate how relationships and resources (meaning both financial and non-financial resources like social networks) relate to career and life planning. Essentially, the Programme seeks to demonstrate that:
A Meaningful Life = Healthy Relationships + Fulfilling Career + Meaningful Use of Resources
- » Be interactive, using games to illustrate and make relevant the concepts being taught. For this, TWF researched and assembled new approaches and innovative teaching practices from around the world, particularly the US and Australia
- » Integrate positive psychology concepts including a cultivation of meaning in students' lives

PROGRAMME FRAMEWORK





2.2.1. HEALTHY RELATIONSHIPS: LETTING GO OF NEGATIVE STEREOTYPES AND LIMITING LABELS

Helping adolescents develop a healthy level of self-esteem and self-efficacy is vital in preparing them to meet life's challenges. Our sense of self is largely defined in relation to others and how others see us. Children and adolescents are particularly vulnerable to accepting how others describe them. Helping adolescents understand potential biases and inaccuracies in how others view or label them is a central objective of the Life Skills Programme. We believe there are concrete and effective ways to help adolescents develop their own positive sense of self-worth.

Developing an awareness of and ability to move beyond one's own biases and blind spots as well as understanding how the media creates and exacerbates stereotypes are among the first skills taught in the Life Skills Programme. The first lesson (Say No to Stereotyping!) helps students understand the potential damage caused by judging people solely on appearances. Students are also encouraged to reject pejorative labels that others apply to them. For example, they learn that they are neither "lazy" nor "stupid" just because they have bad grades. Likewise, they are neither "unattractive" nor "unlovable" if they don't conform to conventional standards of beauty and physical attractiveness.

Students are invited to answer a set of questions carefully designed to prompt deep reflection on what they have learned. Student responses revealed that many students have personally experienced being stereotyped, which made them feel helpless, sad, hurt, unhappy and lonely. Some participants shared their difficulties in reconciling the harsh reality of a world full of discrimination with the values of open-mindedness and acceptance promoted by the Programme.

“BETWEEN PEOPLE, THERE IS ALWAYS SUSPICION AND JEALOUSY. PEOPLE DON’T THINK OF TREATING EACH OTHER EQUALLY BECAUSE WE ALWAYS WANT SOMEONE TO BE BENEATH US. I HATE THAT FEELING BUT I’VE BEEN LABELED AND I’VE LABELED OTHERS.”

– FEMALE STUDENT PARTICIPANT

“STUDENT REFLECTIONS”

“SOCIETY ALWAYS CATEGORISES PEOPLE AND MAKES ASSUMPTIONS ABOUT THEM: FOR INSTANCE, WE THINK GOOD STUDENTS WON’T DO BAD THINGS WHILE POOR STUDENTS ARE MORE LIKELY TO BE DISHONEST. I THINK THAT’S REALLY SUPERFICIAL. STEREOTYPING PEOPLE OR SITUATIONS THAT ARE OUTSIDE OUR CIRCLE OF ACCEPTABILITY AND ASSUMING THEY ARE BAD IS A SUPERFICIAL AND DISRESPECTFUL WAY TO BEHAVE.”

– FEMALE STUDENT PARTICIPANT

“DON’T JUDGE OTHERS WITHOUT KNOWING THEIR STORIES. SOME PEOPLE ARE OBNOXIOUS BUT IT’S BECAUSE OF THEIR FAMILY CIRCUMSTANCES. DON’T CRITICISE THEM. I HAVE A FRIEND WHO ALWAYS LOSES HIS TEMPER BUT I THINK IT’S PROBABLY BECAUSE OF HIS RELATIONSHIP WITH HIS PARENTS.”

– MALE STUDENT PARTICIPANT



“EVERY SINGLE PERSON, FROM THE MOMENT S/HE IS BORN, IS SELFISH. THEN WHEN PEOPLE GROW UP, EVERY PERSON IS DIFFERENT BUT THEY ARE STILL FUNDAMENTALLY SELFISH AND ONLY LOOK OUT FOR HIM/HERSELF. I DON'T GET ALONG WITH PEOPLE BECAUSE I'M UGLY AND I'M ALSO RATHER PASSIVE. I DON'T INITIATE CONVERSATIONS WITH PEOPLE, SO I GET LABELED. FROM WHEN I WAS A CHILD, NO GIRL WANTED TO GET CLOSE TO ME AND THE OTHER BOYS WOULD LAUGH AT ME. OTHER PEOPLE WOULD GET POSITIVE RESPONSES FROM DOING THE SAME THINGS I DID BUT FOR ME, THE RESPONSE WAS DIFFERENT.”

– STUDENT PARTICIPANT

“I'VE LABELED OTHER PEOPLE BEFORE AND I REALLY REGRET IT NOW. I'VE REALLY BEEN ENLIGHTENED BY THE PROGRAMME.”

– MALE STUDENT PARTICIPANT



For both girls and boys, the influence of mainstream media and culture, in particular television, is quite evident, and is often reinforced by peers. In one class, a student asked the instructor: “Why is it OK for a woman to date a taller man, but it’s not OK for a woman to date a shorter man?” Before the Life Skills Programme instructor could respond, the form teacher replied: “Because people will laugh. That’s just how things are, it won’t change.”

One of TWf’s aims for the Life Skills Programme is to foster a better understanding on the part of boys and young men of the gender biases that continue to constrain and harm women. It has always been TWf’s philosophy that fundamental societal change on this front requires engaging with boys and men. Only by helping boys to grow into men who champion equality – from assuming an equal share of the childcare and household responsibilities to working to eradicate violence against women and children – can we create a more balanced, caring society. At the same time, as the example above starkly demonstrates, we need society to appreciate that men are also subject to gender straitjacketing and this can cause hurt and stymie the potential for men to lead fulfilling multi-dimensional lives.



2.2.2. FULFILLING CAREER: BREAKING THROUGH GENDER STEREOTYPES, FOCUSING ON STRENGTHS AND CULTIVATING HOPEFUL THINKING

The second lesson (That’s My Future!) focuses on how the media often creates and perpetuates outdated gender norms and stereotypes, and how this can impact students’ choices when it comes to their studies and careers. A male student may want to be a nurse, for example, but feels constrained in sharing this ambition with his parents or teachers. A female student may want to pursue research studies in science, but lacks obvious role models of successful female scientists in the media. It is not that male nurses and female scientists do not exist in Hong Kong, but they are not visible. Instead, the media – from advertising to TV programmes, from music videos to video games – continue to project men and women in stereotyped roles and professions.



Students taking part in the Life Skills Programme were asked what their dream careers were. Girls most commonly chose caring and creative careers such as being a teacher or counselor, a doctor or nurse, or a designer. Boys' career choices were much more diverse and included being an athlete, doctor, photographer, accountant, pilot, teacher, engineer, programmer or joining the police force.

FEMALE STUDENTS TOLD US THEIR ASPIRATIONS:

“MARRY A GOOD HUSBAND, LIVE HAPPILY EVER AFTER. AFTER ALL, WHEN WOMEN ON TELEVISION FIND A GOOD HUSBAND, THEY'RE USUALLY VERY HAPPY.”

– FEMALE STUDENT PARTICIPANT

“I USED TO THINK I WANTED TO PURSUE A MORE “MASCULINE” CAREER BUT MY MOM JUST TELLS ME EVERY DAY HOW GREAT IT IS TO BE A NURSE, HOW GOOD MY PROSPECTS WOULD BE, AND SHE TELLS ME THERE ARE NO PROSPECTS FOR WHAT I ASPIRE TO. AS A RESULT, I'VE KIND OF GIVEN UP AND LOST INTEREST IN STUDYING – YOU CAN BE A NURSE ONCE YOU GRADUATE FROM FORM 6, YOU DON'T NEED A UNIVERSITY EDUCATION OR A REALLY GOOD EDUCATIONAL BACKGROUND, SO I'M NOT MOTIVATED TO STUDY. DREAMS ARE DREAMS. REALITY IS REALITY.”

– FEMALE STUDENT PARTICIPANT

**“ FEMALE
STUDENT
ASPIRATIONS ”**



“I WANT TO BE A CHEF BECAUSE I LOVE TO COOK BUT I ALSO BELIEVE GIRLS MUST KNOW HOW TO COOK, AND TO POSSESS THE ‘THREE OBEDIENCES AND FOUR VIRTUES.’” CONFUCIUS TEACHES US THAT A WOMEN SHOULD OBEY HER FATHER, HUSBAND AND HER SONS IN WIDOWHOOD, AND THE FOUR FEMININE VIRTUES ARE MORALITY, PROPER SPEECH, MODESTY AND DILIGENCE.”

– FEMALE STUDENT PARTICIPANT

IN COMPARISON, THESE ARE SOME EXAMPLES OF WHAT MALE STUDENTS ASPIRE TO:

“ MALE STUDENT ASPIRATIONS ”

“MY ASPIRATION IS TO BE AN ENGINEER. I ADMIT I AM REALLY INFLUENCED BY WHAT I WATCH ON TV. WHEN TVB FEATURES MEN WITH DIFFERENT OCCUPATIONS IN THEIR TV SERIES, I FEEL I WANT TO BE LIKE THEM. I WANT TO BE A PILOT OR ENGINEER AFTER WATCHING TRIUMPH IN THE SKIES.”

– MALE STUDENT PARTICIPANT

I WANT TO BE A NURSE BECAUSE I’M VERY CARING, EVEN THOUGH MOST NURSES ARE WOMEN.”

– MALE STUDENT PARTICIPANT

“IN MY HEART, I WANT TO BE A PASTRY CHEF BUT I’VE BEEN TOO INFLUENCED BY MAINSTREAM CULTURE. I EXPECT I WILL END UP CHOOSING A JOB BY THE SOCIAL STATUS IT WILL GIVE ME, LIKE ACCOUNTING OR ENGINEERING. EVEN THOUGH THOSE PROFESSIONS HAVE LITTLE TO DO WITH MY PERSONAL INTERESTS.”

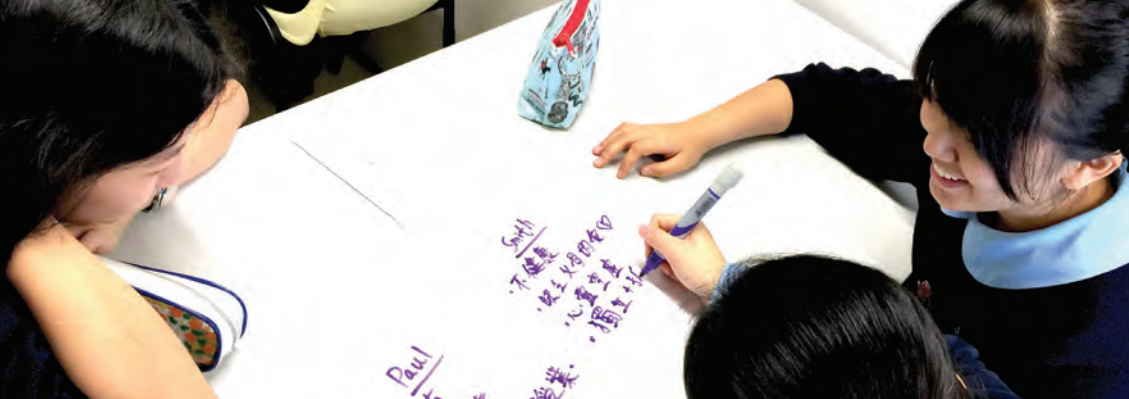
– MALE STUDENT PARTICIPANT

These and countless other accounts by the students in the Programme reveal how they are being pressured into a narrow range of gender-biased options when it comes to their studies and careers. Many parents and teachers encourage or require the young to limit themselves to traditionally gendered professional scripts, often using status and salary prospects as a benchmark for success. Entrepreneurship tends to be discouraged as too risky while most parents and teachers also lack sufficient knowledge about the new Internet-based technology-driven economy. They fail to guide youth towards the most relevant career advice for our fast-changing world.

STUDENTS IN THE PROGRAMME OFTEN EXPRESS THEIR FRUSTRATION OVER WHAT THEY SEE AS LIMITED LIFE OPTIONS:

“MY MUM IS PRETTY FOCUSED ON MY GRADES. EVERYTIME I GET MY REPORT CARD, WHEN SHE SEES MY GRADES ARE POOR, SHE’LL SAY, ‘LOOK AT YOUR GRADES, WHAT ARE YOU GOING TO DO. YOU WON’T GET INTO UNIVERSITY. IF YOU DON’T STUDY AND YOU CAN’T GET A JOB AS A RESULT, YOU WILL BE A USELESS PERSON.’ ”

– STUDENT PARTICIPANT



“A LOT OF PEOPLE, ESPECIALLY FROM OUR PARENTS’ GENERATION, THINK THAT GETTING INTO UNIVERSITY IS THE ONLY PATH. THAT’S WHY I’M GLAD THE PROGRAMME EXPLAINS THAT THERE ARE MANY OTHER OPTIONS ASIDE FROM GOING TO UNIVERSITY. A LOT OF STUDENTS STAY IN SCHOOL BUT AREN’T MOTIVATED TO WORK HARD, BECAUSE THEY KNOW THEY WON’T GET INTO UNIVERSITY NOT TO MENTION THAT THEY’RE NOT INTERESTED IN STUDYING. THEY’RE FORCED TO STAY THROUGH FORM SIX, ONLY TO GET RESULTS FULL OF FS. IN THE END, THEY END UP GOING TO VTC’S COURSES, BUT YOU CAN ACTUALLY TAKE THOSE COURSES BEFORE YOU FINISH FORM SIX, SO THEY’RE WASTING THEIR TIME BY STAYING IN SCHOOL. BUT OUR PARENTS DON’T SEE IT THIS WAY.”

– STUDENT PARTICIPANT

“THESE DAYS, MOST YOUNG PEOPLE THINK THAT SUCCESS MEANS FINDING A GOOD JOB, MAKING LOTS OF MONEY, THEN BUYING A CAR AND A FLAT.”

– STUDENT PARTICIPANT

“
STUDENTS’
THOUGHTS
ON LIMITED
LIFE OPTIONS
”

“I FEEL THESE DAYS PARENTS DECIDE EVERYTHING FOR YOUNGSTERS. OF COURSE, BEING YOUNG, WE DON’T KNOW A LOT OF THINGS AND IT’S EASY TO LACK CLARITY OR BECOME CONFUSED ABOUT ONE’S GOALS AND TO END UP FEELING LOST. THE LIFE SKILLS PROGRAMME HAS BEEN REALLY HELPFUL IN HOW IT TEACHES US TO SET OUR OWN GOALS AND TO PLAN OUR OWN LIVES.”

– STUDENT PARTICIPANT

“Our parents are really concerned about their children’s academic results, but we also hope to broaden their focus to encompass the whole child and not just look at grades, because if you only look at grades, you’ll be disappointed very easily. After all, how many first places are there in a class?” – Principal Jane Or, Holy Trinity College, one of the participating schools in the Programme.

In her four decades of teaching, Principal Or has heard countless stories that confirm her beliefs that passion is the key to success and her job as an educator is to help students discover and nurture their passions. She shared how she was recently surprised by the winning performance of her school’s newly-formed English debate team when they went up against one of the city’s top schools. When she asked the teacher how she chose the students for the team, the teacher replied that she chose the students who really wanted to be on the team even though they weren’t necessarily the strongest debaters. Sometimes, students just need to be given a chance in order for their potential to shine through.



2.2.3. FOCUS ON STRENGTHS

The third lesson in the Life Skills Programme concerns Character Strengths and helps students learn what their strengths are. For this, TWF employs a questionnaire developed by Professor Samuel Ho from City University of Hong Kong's Department of Applied Social Sciences. The questionnaire is based on three basic virtues in Chinese culture: Attitude, Relationship, Energy (ARE). Attitude has to do with a person's perseverance, determination, grit and sense of civic responsibility. Relationship has to do with a person's interpersonal skills, level of empathy, caring and kindness. Energy relates to a person's level of curiosity, creativity and motivation.

ATTITUDE	RELATIONSHIP	ENERGY
PRUDENCE HUMILITY JUDGMENT LOVE OF LEARNING SELF-REGULATION PERSEVERANCE	HONESTY ZEST LOVE KINDNESS SOCIAL INTELLIGENCE FAIRNESS LEADERSHIP FORGIVENESS GRATITUDE TEAMWORK	CREATIVITY CURIOSITY PERSPECTIVE BRAVERY APPRECIATION HOPE HUMOUR SPIRITUALITY

Students complete the questionnaire during the lesson and learn about each of the virtues. At the end of class, when reflecting on the three things that were positive about their day, usually the first thing they write is: "getting to know myself better", "getting to know my strengths" or "seeing what other students' strengths are".

"Having these three virtues doesn't guarantee success but if you can find out which is your strongest virtue and bring it to bear in your studies or work, then your chance of success will be higher. If you have these virtues, you have more positive emotions. But in order to apply your virtues to succeed in life, you need an awareness of what your relative strengths are and how to cultivate these strengths over a period of time," Professor Ho explained.

According to positive psychologist Barbara Fredrickson's Broaden-and-Build Theory¹, having more positive emotions leads people to broaden their exposure to different people and experiences and they're able to build up their experiences and convert them into skills and resources by making meaningful connections between experiences. People with this skill tend to be more successful.

2.2.4. HELPING STUDENTS WITH FLOW

The term "Flow" is used to describe the state of full absorption. Usually, this occurs when people are doing something they enjoy and which gives them a feeling of accomplishment. Having goals and flow experiences create more positive emotions, which create optimal intrinsic motivation and act as a buffer against negativity in the face of adversity, obstacles and challenges.

Professor of Psychology, Mihaly Csikszentmihalyi, describes the eight main characteristics of flow as;

- » Having a clear understanding of what you have to do to achieve your goal.
- » Feedback is immediate. You know moment by moment whether you are achieving your goals or not. For example, if the goal is to walk across a beam without falling off, then you are always aware at every present moment whether you have achieved your goal or not.
- » The challenges of the activity are matched with the skill of the person. The level of the task needs to be at the upper challenging limit of the person's skill level.
- » Feeling the focus of concentration on what you are doing. This becomes an absorption of the mind and the task.
- » Everyday worries or concerns are gone from the field of attention. The mind is in an occupied state of achieving rewards and accomplishment.
- » You feel a sense of control over your life. The demonstration of skill and talent creates a feeling of self-reliance and satisfaction.
- » You lose your concern of other's opinion and you gain a sense of self confidence. You return stronger from having the experience.
- » You lose a sense of time. You became lost in the moment and have a totally inwards focus.

¹Fredrickson, B. L. "The broaden-and-build theory of positive emotions," *The Royal Society* (204) 1367-1377 doi: 10.1098/rstb.2004.1512. Access online: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1693418/pdf/15347528.pdf>

When a child is in a state of flow, they are performing a task to the best of their mental and physical abilities, while gaining a greater sense of achievement. It is also a clear indication they have found a passion and one worth pursuing, whatever it might be.

“The standard advice we (positive psychologists) give to parents is to find something that your child really enjoys, and give them a chance to develop this, which will give the child more flow. Schools can do this too. You can force kids to learn lots of different things but there should be at least one thing that a child really likes...and if this thing is related to the child’s signature strength (ARE), then there’s an even greater chance of success,” Professor Ho notes.

Where students lack outside interests, according to Professor Ho, this is generally the result of their early developmental experiences: “Secondary students who say they have no interests oftentimes never had the chance to develop their own passions while they were growing up. Their parents already filled their timetable with after school tuition and piano lessons. From the time they were very young, they were discouraged from expressing a view on whether they liked something or not. And even if they did, their parents probably didn’t listen to them. The only way of protecting themselves (from disappointment and the pain of rejection) was to shut out any incipient external interests.”

Professor Ho’s hope is that parents change their attitude towards non-academic activities and stop thinking that for example, playing sports is a waste of time.

According to Professor Ho, helping young children find their passion is simple. “If you tell a child that he can’t learn or do something, and the child begs you to let him or her do it, then that can be the thing that will create flow in their life,” Professor Ho said. If however a child has no interest in an activity, it may not be helpful or appropriate to force the child to pursue it even where others are encouraging them to do so. According to Principal Or, parents should resist the urge to push their children to learn as many things as possible. “My son’s piano teacher told me that my son is very talented, and that I should let him learn violin as well. Of course, as a

mother, I was really flattered. But my son didn't want to take up violin so I let it go. I feel satisfied that he's good at piano.”

Analysis of the questionnaires showed that students today are stronger when it comes to Relationship and/or Energy, but weaker when scored for Attitude. Professor Ho believes this reflects the young's lack of flow experiences, opportunities where they can develop passion and experience being driven by intrinsic motivation. Lacking flow experiences, students miss out on opportunities to strengthen their belief in their own ability to achieve their goals. Perhaps unsurprisingly, self-efficacy is one area where students showed little or no improvement in the post-programme evaluation.

In a nutshell, experiencing success creates positive emotions and builds hope, which in turn encourages people to try new things and take more risks. It is not enough to know how to set achievable goals. Students must understand how goals are achieved, and that they are more reachable if they are aligned with a person's strengths and interests. Once students develop an awareness of their signature strengths, the Life Skills Programme teaches them a simple formula to help them understand how they can improve their chances of accomplishing the goals they set for themselves.

2.2.5. CULTIVATING HOPEFUL THINKING

Psychologist Rick Snyder's Hope Theory² asserts that to increase one's chances of success, identifying aspirations is the first step. Professor Ho pointed out that yet the real work comes in breaking down aspirations into achievable goals, mapping out the strategies and available resources to achieve those goals and tapping into one's motivation, especially in the face of challenges and obstacles.



²<http://teachingpsychology.files.wordpress.com/2012/02/hope-theory.pdf>

Learning about how other people achieved their goals is also an important component of how the Programme inspires students to pursue their own goals. The Programme shares Jeremy Lin's journey to becoming a top NBA player as well as Yeung Siu-fong's story of becoming a champion swimmer after she lost her arms in an accident.

For an example of how one student applied the formula to her own circumstances:

Goal:	Be an accomplished pastry chef
Strategy:	Learn how to make desserts in my free time
Motivation:	Even if I don't succeed, I'll be happy eating my own creations, and I'll definitely improve! I can definitely do this! I will persevere. I will succeed! I have a lot of people encouraging me, I won't disappoint them!

Even among more reticent student participants, subtle changes were evident over the course of their involvement with the Programme. As the lessons progressed, some students who had previously replied that "nothing" had made them happy began to respond that "nothing yet" made them happy. This shift, though subtle, nonetheless reflects a shift towards a more positive, hopeful way of looking at life. This kind of shift helps struggling students see themselves as "not good YET" rather than believing they are permanently consigned to being thought of as "lazy", "bad", or "useless".

This is the key difference between having a fixed mindset versus a growth mindset. People with a fixed mindset tend to believe they are born with certain characteristics – including their personality, intelligence, and a set of creative abilities that will not change over their lifespan – that basically define the upper limit of their potential. By contrast, a growth mindset is when obstacles are seen optimistically as learning opportunities. People with a growth mindset believe that abilities are not fixed in one's character and that through time, opportunity and encouragement, we can all grow and expand our own potential.

According to psychologist Carol Dweck's research, people with a growth mindset are motivated to learn, embrace challenges as an opportunity to learn, and are able to show greater persistence in the face of obstacles because of their belief that working at something will eventually lead to mastery³. Believing in our own ability to change ourselves and our circumstances is at the heart of Hopeful Thinking.

Because of these findings, TWF is proactive in terms of student self-assessment. At the end of each day, students record what made them happy. They are also encouraged to keep a daily gratitude journal. Such simple exercises help students develop awareness of which activities and experiences create positive emotions for them.

Some typical answers include:

- » Accomplishing something: not being late for school, paying more attention in class, learning something new, having a better understanding of themselves, volunteering, etc.
- » Doing something fun: playing music or sports, hanging out with friends, etc.
- » Strengthening Relationships: making a new friend, having a discussion with other classmates/friends, seeing a particular teacher, communicating with friends over social media, helping others, etc.
- » Absence of unpleasant things: no class in a certain subject, test is over, getting out of school early, no school the next day, etc.

³To learn more about Carol Dweck's Mindset theory and how to cultivate a growth mindset in children, visit: mindsetonline.com.

完成七課，你有什麼得唔嗎？

七課入面，我認識自己親親和力的人。其實我學了好多野，但最件唔出有口唔得者。好多謝你入面唔係我地吵又步野講，好啱的去教我地。

THX!!! XD


我了解如何跳出小圈子，去認識班上不同嘅人啦!!!

我也會認清自己的人生目標，入到大學。

思維比以前更清晰。

完成這七課後，我了解到我的意志力是高於親和力和生命力的。我會好好運用我的意志力。然後我發現我的思考方向是被困難阻礙的。我平時都覺得自己不能做到，比別人差。我會努力改變的。最後。

行(講)要有生命力
我想耶
多謝你!






2.2.6. ACCUMULATION OF RESOURCES: FINANCIAL PLANNING AS A TOOL FOR ACHIEVING ONE'S LIFE DREAMS

We live in a world where financial resources are critical to achieving one's dreams whether it's being able to pay tuition fees or buy a better computer, to travel, or to start up a business. While it's important to encourage students to pursue their passions and dreams, TWf believes it is equally important to teach students that saving money, avoiding debt and exercising sound financial management can mean the difference between realising dreams or mourning unfulfilled dreams.

In the fifth and sixth lessons of the Programme, students are introduced to a simulation game where they have to manage a monthly income of HK\$12,000. At the beginning of the game, they decide how they will spend their money on accommodation, food, transportation and other living expenses and whether and what they will save. The game then takes them through three to four months with different scenarios. For example, they may be presented with an opportunity to invest some of their money, or they may require costly medical treatment .

In the next lesson, students have to manage the finances for a family of four spanning several generations. In the process,

they gain a better appreciation of the different needs and wants of different family members and learn that a family's financial situation can be improved by fulfilling everyone's needs first before thinking of spending on their own wants.

When presenting to her fellow China Holiness College classmates on the last day of the course, one student shared: "The part of the Programme that really made an impression on me was how to better manage my finances. Financial management is a challenge for me. In the past, whenever I saw something that I liked, I had to buy it. Nobody could stop me, even if it was a few hundred dollars and despite our family not being well-off. Now I understand it's not easy to make money and that I should differentiate between things I want and things I need."

MANY STUDENTS ALSO EXPRESSED THEIR APPRECIATION THAT THE PROGRAMME MADE LIFE PLANNING MUCH MORE REAL AND TANGIBLE TO THEM.

"NOW I REALISE HOW IMPORTANT FINANCIAL PLANNING IS AFTER BEING EXPOSED TO THE PROGRAMME. I CAN APPLY THIS TO MY DAILY LIFE, AND SAVE MORE MONEY. IT WAS VERY WELL TAUGHT. THANK YOU."

"NOW I LOOK AT THINGS FROM A DIFFERENT PERSPECTIVE. I LEARNED NOT TO STEREOTYPE PEOPLE, HOW TO ACCOMPLISH MY GOALS AND HOW TO MANAGE MY FINANCES. ALSO, THANK YOU MISS FOR TEACHING THESE SIX LESSONS. I LEARNED SO MUCH I CAN'T CAPTURE ALL OF IT HERE."

“STUDENT APPRECIATION OF THE PROGRAMME”

STUDENT APPRECIATION OF THE PROGRAMME

“IT’S A PITY THE PROGRAMME IS SO SHORT. I LEARNED A LOT THAT I COULDN’T LEARN FROM A BOOK. YOU’RE A GREAT INSTRUCTOR.”

“FROM THE FIRST LESSON, I GAINED MORE CLARITY ABOUT HOW TO SET MY GOALS AND DREAMS AND HOW TO ACHIEVE THEM RATHER THAN JUST TALK ABOUT THEM. AND NOW, I’VE LEARNED HOW TO PLAN MY FUTURE. IN JUST SIX LESSONS, I LEARNED SO MUCH AND TIME HAS PASSED SO QUICKLY. IN THE FUTURE, IF I RUN INTO PROBLEMS, CAN I ASK YOU FOR HELP?”

“I LEARNED HOW TO SPEND MONEY RATIONALLY AS PART OF HOW TO ACHIEVE MY GOALS. I WILL PURSUE MY DREAMS, BUT RIGHT NOW, THE MOST IMPORTANT THING IS TO SAVE MONEY. ON THE OTHER HAND, I ALSO NEED TO STUDY HARD. SUCCESS DEPENDS ON GOOD GRADES; THAT’S HOW SOCIETY WORKS NOWADAYS. WITHOUT MONEY OR KNOWLEDGE, YOU HAVE NOTHING.”



THE WOMEN'S FOUNDATION'S LIFE SKILLS PROGRAMME

2.3. INNOVATIVE PROGRAMME DESIGN INVOLVING THE COMMUNITY

TWF's Life Skills Programme is also groundbreaking in the way it connects students' development with teacher and parent education, while drawing on resources and support that TWF mobilises from the community-at-large.

IT TAKES A VILLAGE: COMMUNITY COLLABORATION IS KEY

TARGET COMMUNITIES

High school students + their parents & teachers in HK's lowest income districts including Sham Shui Po, Tin Shui Wai, Kwai Tsing, Kwun Tong and Fanling

CIVIC & BUSINESS LEADERS

- » Mrs Anson Chan
Former Chief Secretary for Administration
- » Ms Cecilia Yeung
Regional General Manager, South China TNT Express Worldwide (China) Ltd.
- » Mr Edmond Lee
Renowned investment strategist and market commentator
- » Mr Gavin Chiu
Successful Tutorial Master
- » Ms Jean Sung
Executive Director and Head of The Philanthropy Centre, J.P. Morgan Private Bank, Asia Pacific
- » Ms Judi Kelly
Managing Director and Head of Communications for the Investment Management business, J.P. Morgan Private Bank, Asia Pacific
- » Ms Judy Vas
Leader, Asia Pacific Regulatory Advisory Practice, Ernst & Young
- » Ms Po Chun Au-yeung
Member of the Women's Commission
- » Mr Pong Yat Ming
Civic Leader
- » Ms Rainy Chan
General Manager of Peninsula HK
- » Mr Shun Pang
Managing Director and Market Manager, J.P. Morgan Private Bank, Asia Pacific

CORPORATES

- » Accenture
- » Aecom
- » ANZ
- » Baker & McKenzie
- » Barclays
- » Blackrock
- » British Petroleum
- » Brunswick Group Ltd
- » Cathay Pacific
- » CMM Monita Academy
Headmaster
- » Gammon
- » Goldman Sachs
- » HKEx
- » Hudson
- » IKEA
- » J.P. Morgan
- » Jurlique
- » Li & Fung Limited
- » Libbler
- » Macquarie
- » Mannings
- » Morgan Stanley
- » Microsoft
- » Oracle
- » Peninsula HK
- » Quintessentially
- » Swire Beverage
- » The Walt Disney Company Hong Kong
- » UBS

19 LOCAL HIGH SCHOOLS

- » China Holiness College
- » Confucius Hall Secondary School
- » Delia Memorial School (Glee Path)
- » Holy Trinity College
- » Ju Ching Chu Secondary School (Yuen Long)
- » Kwai Chung Methodist College
- » Po Leung Kuk Ho Yuk Ching (1984) College
- » Po Leung Kuk Lo Kit Sing (1983) College
- » Po Leung Kuk Ma Kam Ming College
- » Po Leung Kuk Tong Nai Kan Junior Secondary College
- » Po Leung Kuk Wai Yin College
- » Pope Paul VI College
- » Shek Lei Catholic Secondary School
- » SKH Holy Carpenter Secondary School
- » St Catharine's School For Girls
- » Tack Ching Girls' Secondary School
- » Tak Nga Secondary School
- » The Hong Kong Management Association K S Lo College
- » United Christian College

NGOS & QUASI GOVT BODIES

- » Christian Service
- » Eduwealth
- » Equal Opportunities Commission
- » Family Planning Association
- » Investor Education Centre
- » Premier Performance HK

ACADEMIA

- » The Chinese University of HK
- » City University of HK
- » The HK Institute of Education
- » The University of HK

The Programme has been welcomed in 19 local high schools touching the lives of around 7000 Form 3-5 students and their parents & teachers

The curriculum has been developed by gender, positive psychology & other experts from CUHK, HKIEd and CityU

Impact measurement is being conducted by experts from HKU, CUHK & CityU

Students enjoy inspirational talks by civic leaders and visits to a wide range of international & local companies where they are given presentations by company volunteers on setting career goals, CV writing and interview skills

Life Skills Student Ambassadors also enjoy one-on-one mentoring and workshops on budgeting skills and daily legal responsibilities from JP Morgan's volunteers

TWF REQUIRES SCHOOLS THAT SIGN UP FOR THE LIFE SKILLS PROGRAMME TO COMMIT TO THE FOLLOWING PROGRAMME FEATURES:

- » Students to be allowed and encouraged to take part in extra-curricular activities or workshops arranged by TWF including company visits, career workshops, talks by inspiring civic and business leaders and social etiquette workshops
- » Teachers and parents to be encouraged to attend positive education and parenting workshops given by a clinical psychologist so that they are better able to support students' efforts to sustain positive life changes at school and home
- » To facilitate TWF's on-site debriefings with instructors before and after each lesson
- » Students, teachers and parents to be required to complete pre and post Programme workshop evaluation questionnaires

At the same time, the Programme relies on partners from the broader community in particular businesses and NGOs offering real-life learning experiences for students and leading academics who are involved in curriculum design and review, and continuous impact evaluation.

2.3.1. EXPERIENTIAL LEARNING BEYOND THE CLASSROOM

TWF believes it is important for students to understand how what they learn in school prepares them for life. There is no better way to learn than through engagement with the kind of organization a student may one day want to work for. Accordingly, TWF arranges for our corporate partners to host groups of students at their offices for career talks and CV-writing and interview skills workshops conducted by employee volunteers. An added benefit is that these activities often leave a significant impression on the participating corporates.

After students from St Catharine's School for Girls visited Li & Fung Limited, a global supply chain logistics and sourcing company, Li & Fung's Community Engagement Manager Karen Seymour shared how touched she was by the students' feedback. "A lot of students mentioned that they felt



encouraged after their visit 'to stay true to ourselves, break down pre-conceived notions and follow our hearts'. It was also touching to hear how much impact it made on the girls to meet with our panel of senior women executives and to see how much the girls admired their independence and confidence."

This kind of exposure to positive role models also helps students understand that every successful person has had to endure and overcome struggles. When Judi Kelly, Managing Director of J.P. Morgan Asset Management, spoke at Holy Trinity College, students were captivated by her talk.

Commenting on Ms. Kelly's visit Principal Or noted, "What she talked about was quite simple but there was a lot of learning from her life experiences. Our students really enjoyed the talk and asked a lot of searching questions. We are so grateful to TWF for bringing someone like her to talk to the students since we don't have many people like this in our own networks."

Students from Holy Trinity College also had the opportunity to visit Morgan Stanley's offices at ICC and to attend a budgeting workshop conducted by JP Morgan staff volunteers. All of these experiences expose students to a broader perspective of what life has to offer, prodding them to consider how their own goals fit into that picture.





“AT OUR AGE, WE HAVE NO IDEA HOW COMPANIES WORK. SO IT WAS VERY HELPFUL TO SEE THE ORGANISATION CHART WHICH SHOWS ALL THE DEPARTMENTS AND WHAT EACH DEPARTMENT DOES. THERE ARE EVEN VERY SMALL DEPARTMENTS...IT REALLY BROADENED MY UNDERSTANDING OF WHAT BANKS ARE LIKE. IT'S VERY EASY TO THINK THAT MORGAN STANLEY IS AN INVESTMENT BANK FULL OF PEOPLE WHO STUDIED FINANCE AND ECONOMICS, BUT THEY TOLD US THAT THERE ARE OTHER DEPARTMENTS THAT NEED PEOPLE WITH OTHER SKILLS AND THEY ALSO EXPLAINED HOW THEY HIRE PEOPLE. IT'S GOOD TO KNOW THAT A BIG COMPANY ALSO HAS MID-LEVEL JOBS THAT AREN'T JUST FOR THE MOST BRILLIANT PEOPLE.”

– STUDENT PARTICIPANT

2.3.2. HELPING TEACHERS & PARENTS SUPPORT STUDENTS

At the same time, the Life Skills Programme cultivates an extra layer of parent and teacher support in order to foster the relationships they have with the students. Recognising how critical supportive relationships are to the healthy development of teens, TVF developed a positive parenting workshop for parents and a workshop on positive education for teachers.

During the workshops, Christine Mak, a clinical psychologist from City University of Hong Kong taught strategies for establishing trusting and supportive connections, to nurture strengths, cope with stress, develop a positive cognitive mindset and help students practice the skills they have learned in the Programme in their daily life.

Parents gave the workshop a 100% rating for improving their parenting attitudes and skills, helping them to understand the importance of positive communication and positive emotions, realising their children's character strengths, and the benefits of cultivating gratitude as well as building their own children's emotional resilience.

As part of the workshop, parents were asked: What is most important to you as a parent? The seven most frequently mentioned themes were:

- » Love, respect, trust and support
- » Communication and understanding
- » Education and guidance
- » Being a role model for children
- » Togetherness and companionship
- » Health and happiness of children
- » Realization of children's potential

But when it came to the Q&A portion of the workshop, the majority of questions parents asked revolved around practical solutions to help their children do better in school.



According to independent Programme evaluator and Professor Siu-ming To from the Department of Social Work at The Chinese University of Hong Kong: "It's a chicken and egg scenario. Parents are scared that if they don't make their kids learn lots of different things and languages so that their kids get a good job, then they will have failed as a parent, which leads parents to put more pressure on their kids. If you ask a parent what they hope for their children, they'll tell you that they want them to grow up happy and healthy, so there's a massive inconsistency in what they say they want for their children and what they are doing in practice. The source of their stress is not just from themselves, it's also from society. If they reflect deeply on what's most important to being a parent, to a certain extent, they should feel less pressure. But honestly, not many parents have a chance to reflect that deeply." Professor To believes that the key to helping parents develop better relationships with their children is to help them focus on what is MOST important to them and to encourage them to set priorities accordingly.

This is also true for teachers who face more and more demands on their time and energy. "I feel teachers are very stressed," says clinical psychologist Christine Mak. In her view, helping teachers tap into and focus on the symbolism and significance of their profession may help them counter these occupational stresses. But unlike other professions (for example the medical field where medical workers can generally see the immediate results of their efforts to save lives and help patients to recover their health), teachers lack that kind of reinforcement. If a student doesn't come back to thank them, teachers may never know how much of a difference they made to a student's life, and the seeds of positive growth sown by teachers may not bear fruit for years to come.

"Many schools are very outcome oriented nowadays and the focus is primarily on short term academic results. A school's culture really has an impact on teachers. I've been to some schools where the culture feels quite negative and you can sense the teachers' lack of motivation. You can really feel the difference between a school with a positive versus negative culture," Mak observed.

After Mak's workshop, 88% of the teachers agreed that the workshop gave them inspiration to become better teachers. In order to support students in finding motivation to study harder, it's important that parents and teachers also find time to remind themselves of what's most important to them as parents and teachers in terms of their OWN ambitions.

Mak ends her parent and teacher workshops by having participants close their eyes and listen to the sound of a bell. They are told to

raise their hand when they no longer hear the bell. The exercise doesn't last long, usually around a minute, but looking out into the sea of faces, there is a noticeable shift during that minute towards a greater feeling of calm. Brows slowly unfurl and jaws start to unclench, shoulders are less hunched and breathing deepens. This short and simple mindfulness practice has been introduced in many schools in the United States and the United Kingdom after studies showed that mindfulness practices help calm students and increase their self-control so they can focus better. For adults, mindfulness has been shown to lower stress, increase cognitive functions such as attention and memory and improve mood.⁴

During the parent and teacher workshops, Mak also reminds adults to focus their attention on what students are doing right. She suggests that the first question parents should ask when their children come home from school is: 'Tell me about something good that happened to you today'. Rather than: 'How did you do on [such-and-such] test?' Or 'have you finished your homework yet?' Framing the first question in positive terms helps strengthen the parent-child relationship by showing that parents care about more than just grades and want to share in their children's joys and successes. Equally importantly, it's a chance for parents to offer praise and encouragement to their children and to focus on the process, rather than the outcome. In the beginning children may be reluctant to open up but studies show that a little persistence goes a long way. In time, children start to trust parents' intentions and start to share what's important to them.

Since the Life Skills Programme was piloted in three schools in 2011-2012, TVF has worked closely with academic researchers from Hong Kong's major universities as well as practising clinical psychologists to assess the programme. In addition to contributing to the design of the Programme, they also provide on-going support, conduct research, as well as evaluate the Programme's effectiveness. In the process, TVF has observed several key obstacles that students face in taking responsibility for and exercising leadership in their own lives. In particular, as students get older, their sense of self-efficacy, search for meaning, belief in gender equality and attention to good (positive events and emotions) declines.

KEY OBSERVATIONS FROM THE PROGRAMME

⁴To learn more about the benefits of a regular mindfulness practice and tips on how to start a practice, visit the University of California in Berkeley's Greater Good Science Center's page on the topic: http://greatergood.berkeley.edu/topic/mindfulness/definition#why_practice

KEY OBSERVATIONS FROM THE PROGRAMME

There is also a marked loss of hope on the part of many teens. A lack of time for thoughtful reflection among students, teachers and parents leads to poor communication and can sometimes contribute to total breakdown in communication. Young people also feel pressured by the competitive macro-environment.

3.1. AS STUDENTS GET OLDER, THEIR SENSE OF SELF-EFFICACY DECLINES

In the evaluation of the Programme conducted by Professor Siu-ming To (Department of Social Work, The Chinese University of Hong Kong) and Assistant Professor Hau-lin Tam (Department of Applied Social Studies, City University of Hong Kong), all participants were evaluated via detailed questionnaires both before and after their experience in the Programme, as well as focus group interviews. Students were evaluated on the following measures relating to the Programme's objectives including

- » Self-esteem: holding a positive global evaluation of oneself and one's worth
- » Self-efficacy: belief in one's competence in achieving goals
- » Internal locus of control: sense of control over one's circumstances
- » Presence of meaning: sense of meaningfulness in life
- » Search for meaning: motivation to search for meaning in life
- » Life satisfaction
- » Loneliness
- » Cultural beliefs in gender roles: belief in Chinese cultural gender stereotypes
- » Financial management: willingness and ability to participate in financial management matters in the family

Encouragingly, according to the post-Programme results, participants showed significant improvement in self-esteem, internal locus of control, presence in meaning and financial management. They also reported feeling more satisfied with life and less lonely. The evaluators noted that male participants had higher self-esteem, internal locus of control, cultural beliefs in gender stereotypes and willingness to take part in family financial matters than female participants.

Not surprisingly, increased exposure to limiting beliefs as students grow older decreases self-esteem and amplifies belief in cultural and gender stereotypes when compared to younger participants. Form 5 participants were found to hold stronger cultural beliefs about gender stereotypes than Form 4 and Form 3 participants.

3.2. LOSS OF HOPE

The report suggests that the lack of improvement in students' sense of self-efficacy highlights their feelings of powerlessness in the face of stubborn situational factors, as demonstrated by comments such as these:

“MY IDEAL FOR SOCIETY IS VERY SIMPLE – EVERYONE HAS A HOME, A JOB THAT ALLOWS YOU TO FEED YOUR FAMILY, AND THERE ARE NO CLASS DISTINCTIONS AND NO INEQUALITY. PEOPLE DON'T CARE ABOUT FAME, FORTUNE, STATUS OR POWER. EVERYONE FEELS SECURE AND HAPPY. THAT'S MY IDEAL FOR SOCIETY. I UNDERSTAND THAT THERE'S ALWAYS A GAP BETWEEN REALITY AND THE IDEAL. BUT EVEN IF MY IDEA OF AN IDEAL SOCIETY IS DIFFICULT TO REALISE, AT LEAST WE SHOULD HAVE A FAIR AND JUST SOCIETY THAT'S FREE OF CORRUPTION. UNFORTUNATELY, IT SEEMS EVEN THIS IS IMPOSSIBLE TO REALISE.”

– STUDENT PARTICIPANT

TWF's experience of running the Programme suggests that students' sense of hopelessness can be mitigated by increasing their exposure to role models who have managed to bridge the gap between their ideals and reality. That's why the inspiring talks and company visits are such a vital component of the Programme. TWF knows that it is, ultimately, vital for young people to have the emotional support and faith of their parents and teachers. However, this requires time and sustained efforts. Other measures can, hopefully, fill gaps along the way.

KEY OBSERVATIONS FROM THE PROGRAMME

3.3. WHO HAS TIME?

In society today, it seems that many teachers and parents find themselves taxed beyond their capacity. But being fatigued and pressed for time affects our ability to attend and respond to children's demands in a way that makes them feel validated, appreciated and cared for.

Principal Or laments, "In the old days (before the 90s), teachers had enough time to nurture students. Teachers are human after all, with the same 24 hours to use as everyone else. Nowadays, teachers have to spend a lot of time doing administrative work, so the time they have to nurture students is less. But equally, even if a teacher wants to see a student after school, that student may not be available because their time is filled with tutorial sessions."

John Ching, a teacher at China Holiness College, echoes Principal Or's views. He recounted how one parent asked him to ask his child why he was staying out so late. "Society has changed. We get parents trying to outsource things they don't want to deal with. Teaching kids how to plan their life or cope with emotional issues ends up being the schools' responsibility, whether it's a social worker or teacher who does it"

Mr Ching went on to explain that he can understand why this may be the case. "When I was growing up, I remember most families had one breadwinner feeding a family of four or five and it was enough for everything. Nowadays, taking care of a family of four on a monthly income of \$15,000 is really tight. This is the change in society, but there are also more complicated family arrangements such as single-parent families, foster families as well as parents divorcing and remarrying. I've seen situations where the kid hasn't just had to get used to a new dad, but where they've gone through a series of dads. And then there are the issues of having extended families between Hong Kong and the Mainland."

3.4. HIGH-RISK MACRO-ENVIRONMENT

Professor To added that today's students, parents and teachers face additional pressures brought on by the competitive macro-environment: "Students nowadays are expected to go on exchange programmes, have good English and Putonghua. There are a lot more of these kinds of expectations of students but even if you have all these things, you're still not guaranteed a good job. For example, because of globalisation, all economies are much more volatile.

In the old days, there was a path, a so-called formula for success. But in the current situation, everyone is finding it difficult to predict what the future holds which fuels a sense of insecurity.”

As TWF has found, making that paradigm shift from survival mode to flourishing mode starts with re-framing our current situation and recognising the new opportunities. What is the purpose of education? What is the purpose of life? If our minds are focused on existing threats or fearfully anticipating a negative future, it's much harder to see opportunities, especially if they're not opportunities that the mainstream talks about. But everyone can learn from the wisdom of the Chinese language: 危機 (crisis) is a combination of “danger” and “opportunity”. Whether we can realise opportunities in times of crisis largely depends on whether we focus our attention on discovering and utilising our strengths, systematically setting and pursuing goals and redefining success and meaning according to how we would like to contribute to bettering a society that we are all a part of.

LOOKING FORWARD

4.1 BUILDING POSITIVE COMMUNITIES, CREATING HOPE

As the saying goes, it takes a village to raise a child. For Hong Kong's students, it will take a city committed to supporting the healthy development of future generations. This is evident in TWF's Life Skills Programme, which has successfully mobilised a small army of passionate educators, academics, corporate partners, NGOs & quasi-governmental bodies, and civic and business leaders to contribute to this vision.

TWF's ambitions are to create a positive culture that nurtures hope and wellbeing in schools and families across Hong Kong. One of the Programme's goals in the next three years is to develop a prototype for a localised Positive School.⁵ Already, participating schools have established Life Skills Clubs and selected Life Skills Ambassadors to help students in these schools practise and develop healthy habits taught in the Programme. A Self-help Student Handbook with an online platform as well as a Teacher and Parent Manual are also in the works to help reach a wider community beyond participating schools.

By everyone working together, we can restore students' sense of connection, hope and belief in their ability to be masters of their own lives – lives full of positive meaning. That means a brighter future for us all.

⁵ Examples of Positive School initiatives include www.positiveschool.com in the United States and www.positiveschools.com.au in Australia.

APPENDIX

LIST OF PARTICIPATING SCHOOLS SINCE THE LAUNCH OF THE PROGRAMME

China Holiness College (Sham Shui Po)

Confucius Hall Secondary School (Causeway Bay)

Delia Memorial School (Glee Path) (Sham Shui Po)

Holy Trinity College (Sham Shui Po)

Ju Ching Chu Secondary School (Yuen Long)

Kwai Chung Methodist College (Kwai Chung)

Po Leung Kuk Ho Yuk Ching (1984) College (Tseung Kwan O)

Po Leung Kuk Lo Kit Sing (1983) College (Tsing Yi)

Po Leung Kuk Ma Kam Ming College (North District)

Po Leung Kuk Tong Nai Kan Junior Secondary College
(Sham Shui Po)

Po Leung Kuk Wai Yin College (Aberdeen)

Pope Paul VI College (Kwai Chung)

Shek Lei Catholic Secondary School (Kwai Chung)

SKH Holy Carpenter Secondary School (Hung Hom)

St Catharine's School for Girls (Kwun Tong)

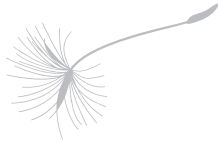
Tack Ching Girls' Secondary School (Cheung Sha Wan)

Tak Nga Secondary School (Sham Shui Po)

The Hong Kong Management Association
K S Lo College (Tin Shui Wai)

United Christian College (Sham Shui Po)





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J.P.Morgan



給他們飛的翅膀

資料來自婦女基金會「智選人生計劃」的個案實錄

支持機構



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資料來自婦女基金會「智選人生計劃」的個案實錄

序言

婦女基金會董事會主席及
行政總裁

儘管香港已躋身國際都會之列，但女性仍然不斷受到歧視，及因性別偏見、對兩性才能和志向的假設，而產生自我限制的影響。從我們為青少年、基層婦女及女性領袖進行的研究和社區計劃得知，性別定型的觀念在香港不同社會階層仍然是根深蒂固。

因此，我們必須鼓勵女性相信自己的能力，為生命作出更勇敢的選擇，讓她們的潛能得以充分發揮，同時鼓勵男性支持女性的發展，共同建立一個性別平等的社會。

婦女基金會相信年輕人是香港的未來，故此一直在這方面投放大量資源。基金會專為來自低收入家庭青少年而設的「突破T.E.E.N.才計劃」（現已進入第六年），以及為位於全港最貧困地區的學校學生而設的「智選人生計劃」（現已進入第五年），讓我們宏觀地了解香港年輕人所面對的問題及挑戰，特別是由於目前本地教育制度過份著重學術成績，以致年輕人沒有機會學習重要的生活技能，包括理財知識、健康的人際關係及職業和生涯規劃。還有香港的父母一般比較忙，研究顯示許多香港家庭，成員間很少有時間進行有意義的交談；年輕人負債的例子越來越多；懷孕和援交的問題亦越加嚴重；加上媒體及社會鼓吹年輕人跟從既定的性別角色和「完美」外表的壓力越來越大，這都反映年輕人實在很有需要學習重要的生活技能。我們特別關注很多女孩子的自尊心偏低和缺乏自信，且身邊缺乏可供學習的典範人物，令她們對追求更好的教育和理想的職業卻步。這種種因素都促使許多年輕人，在成長過程未能為自己的事業和未來人生作出明智決定。

經過四年的努力，婦女基金會的「智選人生計劃」已接觸超過七千名學生、家長和老師，我們很榮幸可以在這裏分享從有關計劃中所獲得的經驗——探討現今年輕人所面對的問題、計劃推行的方法及成果，更重要是計劃的獨立研究團隊的觀察和分析。我們相信這類型的計劃在香港是前所未有，其獨

特之處在於以全方位的角度教授必要的生活技能，再配合正向心理學元素，以提升年輕人的抗逆力和樂觀思維。計劃同時接觸老師和家長，教授他們相同的原則和方法，以至學生無論在學校、家庭或社區均有一致的氛圍、文化及習慣，我們認為這對於達成和延續計劃目標是十分重要。這計劃能夠取得十分正面的成果，全賴多方的鼎力支持，當中包括我們的主要贊助商——摩根大通(JP Morgan) (贊助首三年計劃)、巴克萊銀行(Barclays)和茱莉蔻兒(Jurlique)，均在金錢、策劃等不同方面提供支持；我們也十分感謝夥伴學校及協助落實計劃的教職員、為學生提供機構參觀和就業工作坊的企業、分享經驗的非牟利機構，以及我們的學術顧問和學生導師；若沒有以上各方的積極投入和專業知識，計劃不可能取得如此佳績。最後，我們謹此向蘇詠寧女士，以她富有社會政策研究的專業知識撰寫此書，表達由衷的謝意。

我們盼望各界可以攜手合作，延續這股已開展的改革力量。

衷心希望你會享受閱讀此書！

婦女基金會行政總裁

周素媚女士

婦女基金會董事會主席

夏珊珊女士

序言

平等機會委員會主席

我十分榮幸可以為婦女基金會的年輕人旗艦項目——「智選人生計劃」一書撰寫序言。

平等機會委員會相信要對抗角色定型和改變歧視的觀念，必須要從年幼開始灌輸平等觀念。在性格發展的關鍵時期，教導年輕人正面的價值觀和必要的生活技能尤其重要。畢竟，要在現今全球化的社會中保持競爭力，我們必須鼓勵年輕人成為有愛心和積極進取的公民，深入了解角色定型為社會製造的隱憂，致力建造一個更美好的社會。簡而言之，讓他們有能力建立互信的關係是未來成功的關鍵。

事實上，我們需要有關懷的態度，才可建立一個包容性強的社會，讓男性和女性在真正公平的環境中競爭。因此，平等機會委員會十分榮幸可以協辦這項創新的計劃，幫助及鼓勵年輕人認識和敢於挑戰性別定型、建立互相尊重的關係，並提升他們的自我價值。這書將清楚闡述，計劃中的生活體驗課堂不僅為參與計劃的六千名學生帶來正面影響，其力量更延展至他們的同輩、家人，以及社會不同階層。

我很欣賞婦女基金會在推動性別平等上所推行的重要工作。毫無疑問，計劃培育富有同理心和具有領導才能的新一代領袖，將令整體社會都受惠。展望將來，我期待「智選人生計劃」不斷延續佳績。

平等機會委員會主席

周一嶽醫生

序言

香港家庭計劃指導會執行
總監

我在此恭賀婦女基金會出版這書，與大眾分享其推行的旗艦項目——「智選人生計劃」的經驗和啟示。

在這個急速發展的世界，幫助學生掌握生活技能已被視為優質教育的重要一環。「生活技能」泛指一系列的心理及社交技能，當中可分為三個互相關連的類別：認知能力、適應能力和自我管理 ability，以及社交能力。這些技能在青少年時期顯得特別重要，因為性別規範在這時期會強烈影響年青人的行為與期望，特別是年輕人會在這時期面對新的感覺、經歷身體及情緒上的改變，同時會面對很多疑團，要作出困難的抉擇。

婦女基金會的「智選人生計劃」為年輕人建構一個可提供支援及信賴的環境，讓他們打破性別定型的枷鎖、學習處理日常生活的問題及跨越成長所帶來的挑戰。香港家庭計劃指導會很榮幸可以參與籌劃並推行這個具意義的計劃。

這本專為本地社群撰寫的書，在傳授生活技能的知識的層面作出了適時的貢獻，適合有興趣於常規課程或課外活動注入生活技能元素的學者、教育界人士及青少年工作者閱讀。我向所有有興趣了解「智選人生計劃」的人士推薦此書，其內容深入闡述計劃的理念、推行方法，以至成效及得著。

香港家庭計劃指導會執行總監
范瑩孫醫生

序言

作者的話

有人願意跟我分享經歷是一份榮幸。在過去三年，我一直跟進婦女基金會「智選人生計劃」的發展，有幸聆聽許多學生、教育工作者及心理學家分享他們的故事及見解。「智選人生計劃」與婦女基金會另一項同樣創新的計劃——「突破 T.E.E.N.才計劃」有所不同，後者用較長的時間集中在一部份學生身上，但「智選人生計劃」則是以密集的時間，從根本出發為學生充權及提升他們的自信，以催化他們個人層面的轉變。計劃參與者——無論是學生、老師或家長，都有數之不盡的令人鼓舞和富啟發性的分享。這肯定了計劃的質素，但同時帶出學生眾多的情緒問題，以及香港現行教育制度的弊病。

最令我印象深刻的是與我分享的受訪者不約而同流露出的絕望——相信自己身處一個注定令人失敗的制度中。家長希望自己的孩子健康快樂成長，但同時也擔心如果他們在學校表現欠佳，將來便無法在香港這百物騰貴和競爭激烈的社會中生存。老師明白有必要培養和鼓勵學生，但他們的時間和精力卻要花在處理沉重的行政工作和越加複雜的社會問題上。學生的自信心被一次又一次的測驗和考試蠶蝕，但仍要有做得更好的壓力。總而言之，大家都渴望可以做得更好，但又無法掌握自己的命運。

這可以被看成是典型的「有雞先定蛋先」的問題。我們都會受身處環境、文化和社會結構的約束；然而，要設想和創造一個更美好的將來，需要用創新的思維、勇氣、耐力和堅持，去克服障礙、打破文化偏見，和改善已經失效甚至是具破壞性的框架。作為此書的作者，其中一件最具啟發性的事情，是有機會聆聽不同人士及機構的聲音，了解到一些機構如婦女基金會雖然面對困難，仍然在不同層面努力，爭取可持續性的改變和機會。當然，改變是由覺醒開始，我們希望這書的出現可以引起大眾對有關意識的關注，引發社會有更具體資訊的討論，最終實現可持續性的社會變革。

我們很容易會套用營商的方法來量化教育成果；然而，教育不是商品，其價值並不能在某一時刻準確量度出來，即使是一家公司的股價都未必可以準確反映其真實的價值。優質教育的成果未必可在數年內出現，可能需要數十年。如果要指出這次「智選人生計劃」的研究項目最重要部份，莫過於帶出無論個人或社會層面，都需要重新審視有意義人生的價值和目標，需要有什麼樣的教育價值和目標。這是一個無法由任何一位教育工作者去解答或任何一項計劃去解決的問題，它需要社會各層面的參與。婦女基金會透過「智選人生計劃」，開啟了這個社會性的話題，希望這行動能燃起大眾的決心，致力作出有意義的變革，幫助培育學生成為擁抱生命、充滿希望、目標清晰和信心十足的成年人。

作者

蘇詠寧



報告摘要

婦女基金會的「智選人生計劃」專為中三及中四學生而設，讓他們以經歷及體驗改變既有思維、掌握生活技能及提升自信心，繼而可以展翅翱翔。

「智選人生計劃」採取獨特的三方支援模式，並加入以本地實證研究為基礎的「正向教育」，以推動學生、老師和家長的正面改變。這項以研究為基礎，並加入行為介入法(behavioral interventions)的本地化教學計劃，經獨立研究員以嚴謹的成效評估量度，結果發現學生、老師和家長均十分欣賞計劃，特別是其全面性，能夠培養正面關係、引入生活化的課堂內容，及社會不同層面的參與和支持，令計劃發揮長期及持續的影響。

本書接下來會闡述此計劃的內容、理念和特點、對其參與者(學生、老師和家長)的影響，以及從計劃觀察所得，學生在生活中面對的責任和運用領導力時所遇到的障礙。

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簡介

「從哪時開始入大學成為了孩子人生的唯一目標？從哪時開始幫助孩子入大學成為了父母的唯一目標？」

一位沮喪的家長

1.1. 經歷思維轉變

家長和老師經常抱怨學生缺乏學習動機，期望不切實際、學業表現欠佳，結果只有不理想的人生選擇；另一方面，學生則常常抱怨父母和老師只關心自己的成績，沒有嘗試去了解他們，幫助他們在日益複雜的社會找尋意義。雙方互相指責，誤解不斷加深以致看不到希望。我們怎樣才可以將這種情況逆轉過來？



你看見什麼？
從不同角度，你會看見一位年老的婦人或年輕的女士

現在是改變思維模式的時候

婦女基金會「智選人生計劃」的獨特之處是著重生活技能，並將之與本地化的正向心理學和抗逆力的概念結合。過去三年，這計劃已幫助超過六千名來自低收入地區的十九間中學的學生，改變思維模式，讓他們認識自己、了解自己的潛能，及找尋發揮潛能的機會。「智選人生計劃」已經發展成一

個全人教育計劃，透過一系列創意活動與不同的經歷，幫助學生、家長和老師明白，邁向成功的第一步始於重新審視自己最基本的信念和假設，以這些新發現及體會，去重新定義人生目標。

從本質上來說，婦女基金會的「智選人生計劃」將青少年的挫敗感和絕望，轉化為希望及有目標的行動，透過計劃的支持、指導和培育讓他們發展成為正面、有抗逆能力，並能夠在不斷變化的環境中適應及發揮所長的人。

1.2. 以研究為基礎及全方位目標的計劃

婦女基金會在開始「智選人生計劃」前曾進行一連串資料搜集，儘管很多研究均顯示性別定型與很多青少年問題，例如個人形象和自尊、吸毒、人際關係欠佳和錯誤的職業選擇有關，但大部分本地的青少年計劃都沒有探討性別定型問題。

「智選人生計劃」的最終目標是賦予青少年男女生活技能及力爭上游的信心，這對於香港整體經濟發展和福祉有重大影響。計劃不單止提升了學生的理財技巧，強化了他們的理財責任；同時讓學生了解成長的不同面貌，包括性別和關係，給予合適的指導和方法，以助他們學習如何建立健康的人際關係，為自己的學業和職業作明智的選擇。計劃亦伙拍家長和老師，確保他們獲得強而有力的支援網絡，以期最終能夠發揮所長。



為了實現這些目標，婦女基金會與不同的專業人士包括教育工作者、學術界人士、正向心理學家，以及民間領袖和不同機構合作，攜手為青少年設計一個有關生活技能的全方位計劃，讓他們明白正面的人際關係和理財技巧，與實現自己人生目標的關係。計劃幫助參與者建立社交情緒技巧，以培養健康及互相支援的人際關係，並教導他們如何規劃理財、事業和人生目標，讓學生隨時間培養出抗逆力的重要心理資源，以克服面前的障礙、挑戰和無助感。

全球越來越多頂尖學校正在運用正向心理學、抗逆力及適應力的訓練，去改善學生的精神健康。雖然正向心理學近年已得到愈來愈多的關注，並已有一些本地學校開始採用，但大部分學校仍只側重學生的學業成績。縱使有本地學校採用這套以學生為中心的教法，但教法和教材只是直接套用外國模式。婦女基金會「智選人生計劃」是首個運用正向心理學元素的全港性社區計劃，由熟悉本地情況的心理學專家共同設計，並以創新性的本地研究支持計劃的發展。



「智選人生計劃」與本地其他運用正向心理學的計劃分別：

- » 計劃的正向心理學部份由香港城市大學心理學教授提供專業支援，及持續監察和檢討計劃的運作情況
- » 獨有以本地科學研究結果及兩年的試辦經驗為發展基礎的計劃
- » 由香港中文大學社工系教授領導的研究小組為整項計劃進行獨立、公正、專業及嚴謹的成效評估
- » 計劃從三方面出發，不僅推動學生改變，同時為老師、家長等成年人提供同步訓練，讓他們成為下一代的好榜樣

計劃亦著重其可持續性和廣傳性，基金會正發展網上自學平台，方便學生自主學習。而參與學校的老師亦會接受培訓，以協助更多學生利用網上平台自學。

計劃的另一個特點是商業機構參與，以支持計劃的職涯規劃部分。婦女基金會有超過三十個企業合作夥伴為學生提供參觀機會、職業講座、撰寫履歷和面試技巧訓練工作坊。參與企業包括艾奕康工程顧問(Aecom)、華特迪士尼公司(香港)(The Walt Disney Company Hong Kong)、香港交易所(HK Stock Exchange)、摩根大通(JP Morgan)、香港宜家家居(IKEA)、利豐有限公司(Li & Fung Limited)、微軟(Microsoft)、甲骨文公司(Oracle)和半島酒店集團(The Peninsula)等。

1.3. 成果摘要：計劃的正面影響

1. 以下是學生參加計劃前後，在各項量度指標錄得的變化

指標	工作坊前測 平均數	工作坊後測 平均數	是否有顯著 正面改善
自尊	38.66	39.44	有改善***
自我勝任感	26.71	26.83	沒有改善
內在控制能力	32.06	32.53	有改善***
自我存在意義	18.50	19.19	有改善***
尋找存在意義	21.68	21.69	沒有改善
生活滿意度	18.90	19.57	有改善***
孤獨感	18.69	18.25	有改善***
性別定型	13.26	13.56	沒有改善
理財能力	18.23	18.75	有改善***

表 1. 工作坊前、後問卷調查的結果比較

2. 大部分家長及老師在其完成工作坊後的自我評分均有改善

- » 近100%家長工作坊的參加者在活動後的自我評分相當正面。這顯示差不多所有參加的家長均認為，活動改善了他們的正面親子態度和技巧。
- » 九成多教師工作坊的參加者在活動後的自我評分相當正面，反映絕大多數參加的老師均認為，活動提升了他們的正向教育意識和知識水平。

3. 幾乎所有參與學生、老師和家長都對計劃表示滿意

- » 參與計劃的學生、家長和老師，對於計劃導師和工作坊內容的滿意度都給予極高的評級（學生的滿意度由94.6%至95.7%，家長的滿意度由99.4%至100.0%，而老師的滿意度則由92.4%至97.8%）。

婦女基金會 「智選人生計劃」內容

婦女基金會借鏡全球及本地知名教育工作者和心理學家的經驗，推出獨特的「智選人生計劃」：

- » 促進導師及學生之間的正向互動：計劃致力營造學生與導師之間的正面動力，以促進學習效果，及鼓勵冒險挑戰，以突破個人限制
- » 將課堂所學融入生活：充滿互動的工作坊，讓學生體驗和明白人際網絡及財務資源對職業和人生規劃的影響，同時引入正向心理學元素，以助他們可以更具體地尋求自己的人生目標
- » 邀請社會參與，以期帶來長期及可持續的正面改變：計劃以三方模式運作，不僅希望為學生帶來改變，同時亦希望影響老師、家長和我們的合作企業夥伴，令他們成為年輕一代的好榜樣

課程綱要

「智選人生計劃」的課程大綱：

課題	學習目標
標籤的疑惑	<ul style="list-style-type: none">» 不以第一印象來論斷別人» 偏執如何限制了我們的思維和選擇» 建立正向思維
我的志願	<ul style="list-style-type: none">» 性別角色定型如何影響我們» 如何辨識和打破性別角色定型» 如何摒除性別和其他影響規劃未來的偏見
我的個人特質	<ul style="list-style-type: none">» 理解和欣賞自己的性格優點» 運用自己的獨特優點來解決問題和追尋理想
希望與動力	<ul style="list-style-type: none">» 了解希望思維模式和訂定合適的目標» 培養自發動力和堅毅
有盈大當家	<ul style="list-style-type: none">» 抗拒「我想就要買」的衝動» 負責任的理財規劃與目標和期望的關係
我們家的預算案	<ul style="list-style-type: none">» 理解家庭成員的財務需要» 為自己和他人擬定開支預算
總結與反思	<ul style="list-style-type: none">» 重溫及強化學習要點» 反思如何將所學應用到日常生活



2.1. 以人際關係為獨有焦點

根據計劃前的焦點小組訪談，現今學生面對的最大難題是人際關係。因此，計劃從內容、設計，以及導師與學生互動，都以建立正面的人際關係為開始。

以下列途徑促進導師和學生的正面互動：

- » 仔細挑選合作夥伴，只與認同和重視計劃理念的學校合作
- » 小班教學及每節上課時間不少於一小時，以營造空間建立關係及學習氣氛
- » 輕鬆的上課模式，學生可如朋友般直呼導師的名字
- » 聘用富經驗的導師，有技巧地鼓勵學生以開放和誠實的態度來分享自己的想法和感受
- » 與學生定下協議，讓學生感到課堂是一個安全及可開放自己的地方
- » 學生在每堂結尾均會寫下個人日誌，反思課堂所學及分享感受，導師亦會在日誌中回覆適當的贈言及鼓勵，所有資料均會保密



筆者走進「智選人生計劃」的課堂與別的課堂感到明顯分別。在「智選人生計劃」的課堂內，學生們需要分成多個小組進行活動和討論，他們熱切地傾談、笑聲不絕於耳。整個計劃均強調信任、尊重和坦誠溝通，並鼓勵學生透過團隊合作來學習人生及如何活得精彩。有了互信、尊重及坦誠溝通作為基礎，相處感覺才會好。

從計劃開始，「智選人生計劃」的導師便以互信和互相尊重來與學生建立關係，實踐正向溝通模式（主動建設性回應）。計劃希望摒棄傳統上課模式的等級制度，會鼓勵學生直呼導師的名字，視他們為朋友，而非權威人物。

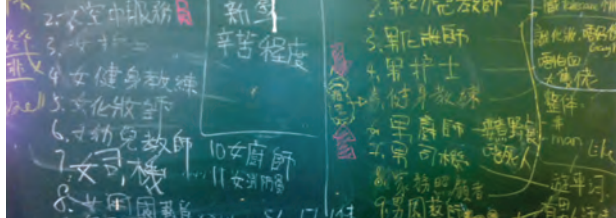
導師會讓學生明白在討論的過程中，沒有蠢問題，或對與錯的答案，並會尊重不同觀點和意見，以鼓勵他們大膽分享想法。

導師可能需要幾堂時間與學生破冰，但可以透過回覆學生的反思日誌，理解他們的想法及建立關係。導師一課接一課的回覆，令學生更期待這類私人的單對單交流，以及分享他們的希望、恐懼及其他的感受。



范劉美芝老師在寶血會上智英文書院教授商業及倫理科，她詳細描述計劃對她其中一位學生的影響：「這是我第一次看到她在課堂中沒有打瞌睡，她十分投入活動，並得到導師的讚賞。雖然這計劃只有七堂，但導師已經與學生建立了極之良好的關係，令我印象非常深刻。現今的老師實在太忙了，根本沒有時間與學生傾談，但透過「智選人生計劃」，學生和導師可以進行有意義的對話，令學生知道有其他人關心他們。我們實在不能低估計劃所產生的力量。」





從香港中文大學進行的計劃成效評估結果証實范老師的觀察是正確的。學生對計劃導師予以非常正面的評價，超過95%的參與學生滿意導師的表現。學生描述他們的導師為「搞笑」、「精力充沛」、「充滿熱誠」和「有耐心」；他們亦感謝導師用年輕人的方式來與他們溝通，令學習氣氛變得輕鬆及有效。

「由佢哋入嚟嗰一刻已經HIGH…好熱情，好識帶動氣氛，令我哋都好投入」

- 參與計劃的學生

「佢唔會好似好古板、齋講，佢講啲嘢會接近我哋啲。」

- 參與計劃的學生

“ 學生回應 ”

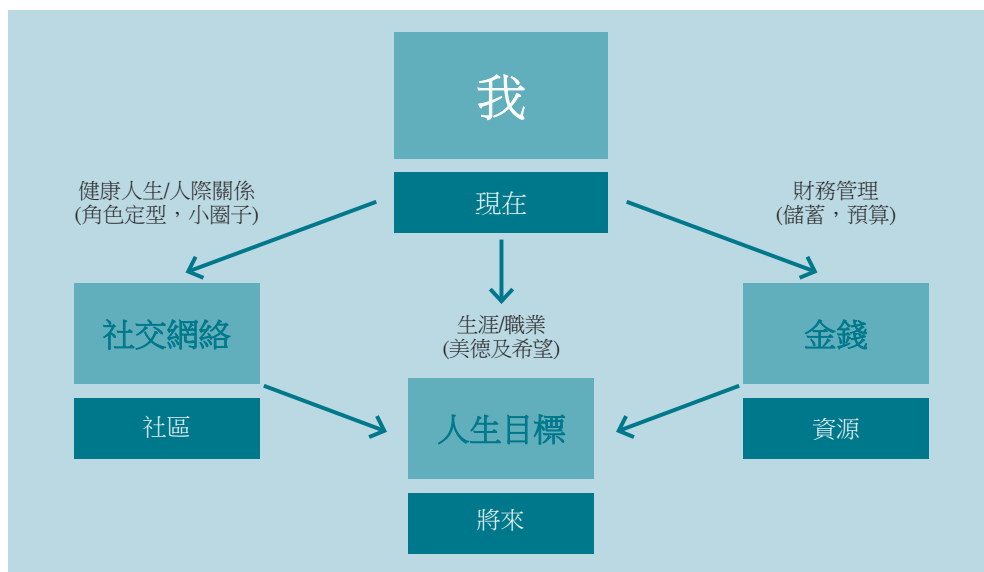
婦女基金會 「智選人生計劃」內容

2.2. 生活化的課程

由於現時大部分知識都以獨立單元模式教授，學生多未能將所學整合成全面的概念，故此婦女基金會的「智選人生計劃」，期望能為參加學生提供全面規劃人生的框架，而非一系列分割、獨立的主題。計劃共有七節課程並按研究團隊建議包含了以下元素：

- » 了解人際關係和資源(包括金錢和非金錢的資源，如社交網絡)與職業和人生規劃的關係，更重要是明白「有意義的人生 = 健康的人際關係 + 令人滿足的工作 + 有意義地運用資源」
- » 以互動及遊戲方式來闡釋及帶出相關的抽象概念，為此婦女基金會研究和綜合世界各地(特別是美國和澳洲)的創新教學手法
- » 融合正向心理學概念，包括幫助學生建立人生意義

計劃模式





2.2.1. 健康的人際關係：摒棄負面的角色定型及標籤

幫助青少年建立自尊和自我勝任感，讓他們作好準備，迎接人生的挑戰是很重要的。人的自我意識很大程度上建基於與別人的關係，及別人怎樣看自己，兒童和青少年尤其容易受別人影響，認同他人對自己的看法。幫助青少年了解每個人可能存在的偏見，以及對人、對自己不正確的看法或標籤，是「智選人生計劃」的主要目標。我們相信只要有具體和有效的方法，便可助青少年建立正面的自我價值。

認識及突破自己的偏見和盲點，了解媒體如何製造及加深角色定型，乃「智選人生計劃」最先教授的技巧。第一課「標籤的疑惑」幫助學生明白，單憑外表來判斷別人會導致潛在的傷害，同時鼓勵學生拒絕被加諸身上的負面標籤，例如讓他們明白成績不佳，不一定是「懶惰」或「愚蠢」；不符合常規標準的美和外表，也不代表「沒有吸引力」及「不討人喜歡」。

學生每堂均要回答一些與課堂內容相關的問題，以誘發及加深他們反思所學。從他們的回應反映，許多學生都親身感受過被角色定型的痛苦，變得無助、傷心、受傷害、不開心和孤獨。一些參加者更坦言很難在充滿歧視的殘酷現實中，做到課程所宣揚的開放思想和彼此接納。

「人與人之間就係互相猜忌、嫉妒，無人會想去公平對人。人總會想有人低等過自己。我亦有被標籤或標籤人的經驗，那種感覺好討厭。」

- 參加計劃的女學生

學生反思

「社會上往往把人分門別類，好學生就一定不會做壞事，壞學生就一定喪盡天良。但我認為這樣十分膚淺，希望社會能了解到，在自己接受範圍之外的事，不一定就是不正常、有問題，把自己不接受的人/事標籤，其實是一種膚淺且不尊重的行為。」

- 參加計劃的女學生

「有些人好乞人憎，都是家庭所致，唔好鬧他。我有個同學成日發脾氣，應該是他父母做成。」

- 參加計劃的男學生



「每一個人從出生起就是一個自私的人，雖然長大後會有分別，但始終也是自私，有為自己的一面。我從小開始就是沒有女仔埋身，男仔一見我就笑，人地得到的回應，跟我得到的回應很不同。我人緣差，但我也不會抱怨，因為我的樣子或許太差，也比較被動，不會主動同人『吹水』，變相被人標籤。」

- 參加計劃的男學生

「我試過標籤別人，現在很後悔。這課堂對我有啟發。」

- 參加計劃的男學生



不論男女生都明顯受到主流媒體和文化的影響，特別是電視媒體，加上同輩的壓力，令問題日益嚴重。在其中一節的課堂上，一位學生問導師：「為什麼一位女性約會一位較她高的男性便可以，但約會一位較她矮的男性便不行？」在「智選人生計劃」的導師作出回應前，學生的班主任已搶先道：「因為別人會笑，現實的情況就是如此，情況是不會改變的。」



婦女基金會「智選人生計劃」其中一個目標，便是讓男性明白性別偏見對女性造成的約束和傷害。婦女基金會深信這需要社會從根本改變，更需要不同年紀的男性參與推動。只有助男孩子長大成為一位捍衛平等的成年人，由平均分擔照顧孩子和家庭角色的責任，到致力取締對女性和兒童的暴力等方面，才可以建立一個更平等及充滿愛心的社會。從上述例子反映，社會需要明白男性也受到性別束縛的傷害，阻礙他們在不同崗位得到充份發揮和滿足的機會。

2.2.2. 實踐抱負的事業：打破性別定型、發展「優點特質」和「希望思維」



第二課的主題是「我的志願」，重點是媒體如何製造和加深過時的性別規範和定型，以致影響學生在學科和職業上的選擇。例如有男生想成為護士，卻不敢與父母或老師分享自己的想法；又例如女生想在科研發展，卻不易找到成功的女科學家作為榜樣。其實香港並非沒有男護士和女科學家，只是不易被察覺。反而，從廣告到電視節目、從音樂短片到電子遊戲等不同媒體，卻不停標榜男女角色和職業的性別定型。

參加「智選人生計劃」的學生當被問到他們的理想職業時，女生多選擇需要創意和照顧別人的職業，如老師、輔導員、醫生、護士或設計師，而男生的選擇則較多樣化，包括運動員、醫生、攝影師、會計師、飛機師、老師、工程師、電腦程式設計員或警察。

女學生所分享的志願

「我想成為廚師，因為喜歡煮食，而且我相信女生一定要識煮食，要三從四德。」

- 參加計劃的女學生

「我的志願屬較男性化的工作，但媽媽每天只會跟我說護士有多好，多有前途，說我的志願沒有前途，所以已經想放棄，不太想讀書，因為中六畢業也可以做護士，不用大學畢業，不需要太好學歷，令現在的我無心向學了。夢想歸夢想，現實歸現實。」

- 參加計劃的女學生

“
女學生的志願
”



「嫁個好老公，幸福過一世。在電視睇到女人搵到好歸宿就好幸福。」

- 參加計劃的女學生

男學生所分享的志願

「我的志願是工程師，我很易受TVB以職業作主題的電視劇影響。例如播放「衝上雲霄」時，就想做飛機師或工程師。」

- 參加計劃的男學生

男學生的志願

「我想成為護士，因為我十分喜歡照顧人，雖然大多數護士都是女性。」

- 參加計劃的男學生

「甜品師，被主流文化嚴重影響。我選擇工作會先看地位，例如會計、工程師，但這些都與我的興趣不相符。」

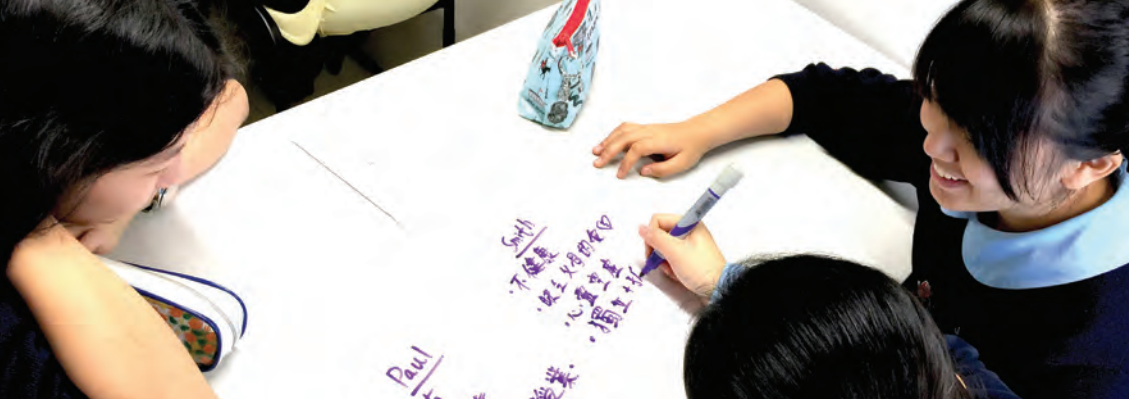
- 參加計劃的學生

以上及無數參加計劃的學生自白，都揭示了學生在選擇科目和職業時感到壓力，被迫在狹隘的範圍內選擇。許多家長和老師會鼓勵或要求年輕一代自我設限，以符合傳統以性別劃分職業的期望，及以社會地位和薪酬前景作為衡量成功的尺度。大多數家長和老師都不鼓勵創業，認為風險太大；而他們又對互聯網技術驅動的新經濟模式缺乏足夠認識，無法引領年輕人在日新月異的世界裡作出最合適的職業選擇。

參加計劃的學生對只有有限的人生選擇表現沮喪：

「阿媽比較著重我成績，次次派完成績表，一見我成績咁差就話，你睇你成績……，點算呀！到時你又上唔到大學，你點算呀！？你唔讀大學，讀咩呀？唔讀就出去做野！做個冇用嘅人！」

- 參加計劃的學生



「我覺得好多人都認為入大學係唯一出路，尤其係家長，所以我覺得應該要加插，除了講大學之外，仲有好多其他出路，都係理想的。好多人喺主流學校，其實係『HEA緊』，因為佢地自己知道一定唔得！佢地唔想讀，但係仍然強行捱到中六，跟住得張全科『炒』的成績表，都唔知為咩？去到最後都係讀VTC的課程，但啲課程其實係中六畢業前已經可以讀，唔好喺度浪費自己時間。我覺得呢樣野要灌輸俾家長知，好重要！」

- 參加計劃的學生

「而家好多人認為成功係搵到份好工、賺到好多錢，之後買樓買車就係成功！」

- 參加計劃的學生

“ 學生受制於
人生選擇的
感慨 ”

「我覺得其實而家好多青少年都係阿爸阿媽幫佢地揸主意，好多嘢都唔識唔知，可能就變到對自己目標無清楚概念，自己好迷茫。我覺得有呢個計劃令我哋知道點樣追求自己的目標，同可以點樣去計劃生活。」

- 參加計劃的學生

其中一間參與計劃的學校寶血會上智英文書院柯何艷清校長表示：「現今的父母非常關心孩子的成績，但我們希望擴大他們的焦點，令他們關注孩子的全人發展，而非只是看成績。如果只看成績，很容易會失望，畢竟，在一班中能有幾多人考第一呢？」

在柯校長四十年的教學生涯中，她聽過無數的故事，令她堅信做熱愛的事才是成功的關鍵。作為教育工作者，她的工作是幫助學生發掘及培養自己真正的熱愛所在。她分享最近一件令她很驚喜的事，是學校新成立的英語辯論隊獲勝，擊敗本港其中一間頂尖的學校隊伍。當她問老師如何挑選學生進入辯論隊時，老師回答說只挑選真正想入隊的學生，即使她們不是最強的辯論員。有時候，學生只需要一個機會，讓他們發揮潛能的機會。



2.2.3. 專注「優點特質」

「智選人生計劃」的第三節課是關於優點特質，為此婦女基金會採用了由香港城市大學應用社會科學系何敏賢教授等研發的問卷，幫助學生了解自己的優點特質。問卷是建基於中國文化，將中國人的優點特質歸納為三個基本美德，即意志力(Attitude)、親和力(Relationship)及生命力(Energy) (ARE)。意志力是指個人的毅力、決心、勇氣和責任心；親和力有關社交能力、同理心、關愛和仁慈；生命力有關個人的好奇心、創造力和動力。

意志力

- 謹慎
- 謙遜
- 批判力
- 好學
- 自律
- 堅毅

親和力

- 誠實
- 熱情／幹勁
- 愛心
- 樂於助人
- 善解人意
- 公平
- 領導能力
- 寬恕
- 知足
- 團體精神

生命力

- 創意
- 好奇心
- 洞察力
- 勇敢
- 欣賞
- 希望
- 幽默
- 有信念

學生需要在課堂上填寫問卷以了解自己的美德，並明白每個美德的意思。在每堂結束時，他們要寫下當天發生的三件正面事情，這堂他們通常會寫的第一件事是：「更清楚了解自己」，「了解自己的優點特質」或「看到其他同學的優點特質」。

「擁有這三種美德不能保證你成功，但如果你能找出哪一種是你最強的美德，並在學習或工作上發揮出來，你的成功率便會較高。擁有這些美德可以让你擁有更正面的情緒，但要將你的美德在生活上發揮出來並取得成功，你需要了解自己的相對優點，及懂得花時間培養這些優點。」何教授解釋。

根據正向心理學家Barbara Fredrickson的「開展與建設理論(Broaden-and-Build theory)」¹，擁有更多正面情緒可以讓人開闊心胸，更願意接觸不同的人及取得不同的經驗，透過有意義的經驗交流，可以豐富自己的經驗，繼而轉化成自己的技能和資源，最終較容易取得成功。

2.2.4. 幫助學生培養「心流」經驗

「心流」一詞乃形容全情投入的忘我狀態。一般而言，心流經驗只會在做自己喜歡的事情時才會出現，並從中得到滿足感。擁有明確目標和心流經驗的人，可以創造更多正面情緒、更多內在動力、可以抵銷負面情緒、有助面對逆境、困難和挑戰。

心理學教授 Mihaly Csikszentmihalyi 形容心流的八大特點：

- » 清楚了解自己要做什麼才能達到目標。
- » 有即時反應，隨時都可以知道自己是否已達到目標。舉例來說，如果目標是走過一條橫樑而不掉下來，那麼你每一刻都在專注自己是否達到目標。
- » 擁有合適的技能，並需要發揮至水平上限來應付面對的挑戰。
- » 全情投入正在做的事情，誓要專心致志完成任務。
- » 所有煩惱和顧慮都在專注一刻消失，滿足感及成功感佔據心靈。
- » 當運用技能和知識時，感到自己的人生有自主，並產生一種可以自我信賴和成就感。
- » 得到一份自信，不顧慮他人的意見，在完成挑戰後感到更有力量。
- » 失去時間感，感覺不到時間的流逝，完全集中於內在的專注。

¹Fredrickson, B. L. "The broaden-and-build theory of positive emotions," *The Royal Society* (204) 1367-1377 doi: 10.1098/rstb.2004.1512. Access online: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1693418/pdf/15347528.pdf>

當一個孩子在「心流」狀態下，會以最佳的精神及體能來完成任務，同時獲得更強的成就感，這表示他找到自己喜愛及值得追求的事情。

何敏賢教授說：「我們（正向心理學家）給予家長的標準建議是，要找出孩子真正享受的東西，並給他們發展機會，這會令孩子產生更多心流經驗。學校也可以做到這一點。你可以強制孩子學習很多不同的東西，但應該至少有一樣是孩子真正喜歡的.....如果這樣東西是與孩子的優點特質（ARE）有關，就更能夠增加孩子成功的機會。」

何教授指出學生缺乏課外興趣，往往是由早期的發展經驗導致。「如中學生表示自己沒有什麼興趣，往往是因為他們在成長過程中，沒有機會去發展自己的興趣。時間表總被父母安排的補習課及鋼琴課填滿，從小就不被鼓勵表達自己的看法及喜歡的事物，即使表達了，可能也不被父母接納。他們保護自己（因失望和被拒絕而引起的痛苦）的唯一方法，是收起任何課外的興趣。」

何教授希望家長可以改變對非學術活動的態度，不要再認為非學術活動，如體育運動是浪費時間。

根據何教授的意見，幫助小孩尋找他們興趣的方法很簡單：「如果你告訴孩子不能學習或做某些事情，而孩子仍哀求讓他去做，這正是可讓他在生命得到『心流』的事情。」然而，如果孩子對某項活動沒有興趣，即使其他人都鼓勵，也不應強迫他去參與。柯校長也認為家長應該停止強迫孩子學習得愈多就等如愈好，她表示：「我兒子的鋼琴老師告訴我，我的兒子非常有才華，應該也讓他學習小提琴。當然，作為一位母親，我深感榮幸；然而，我的兒子不想學小提琴，我也由他。他彈得一手好鋼琴，我已經很滿足。」

從學生填寫優點特質的問卷顯示，現今學生在親和力和/或生命力的範疇上表現較強，但意志力方面的表現卻略為遜色。何教授認為，這結果反映出年輕人缺乏「心流」經驗，沒有真正發展自己興趣的機會，缺少由內在動力帶動的經驗。缺乏「心流」經驗的學生失去增強自信心、相信自己有能力達標的機會。難怪計劃最終的成效評估結果，學生的自我勝任感只出現輕微改善，甚或完全沒有改善。

簡而言之，成功的經驗可以給人創造正面情緒和建立希望，繼而鼓勵嘗試新事物及接受更多挑戰；可是學生懂得訂立可實現的目標還不足夠，學生必須學習如何實現目標，如目標與個人的優點特質和興趣配合，便會更容易達標。當學生認識到自己的優點特質，「智選人生計劃」便會教他簡單的達標方程式，以增加他們達成自己目標的機會。

2.2.5. 培養「希望思維」

心理學家Rick Snyder的希望思維理論聲稱²，要增加成功的機會，第一步是確定自己的理想。然而，何教授指出要實踐理想需要將目標分拆成若干可實現的小目標，制定策略和尋找相關資源來實現這些小目標(方法)，並運用自己的動力來面對挑戰和障礙。



²<http://teachingpsychology.files.wordpress.com/2012/02/hope-theory.pdf>

「智選人生計劃」一個重要元素，就是透過他人的成功經驗，啟發學生如何追求自己的目標。計劃分享了林書豪如何成為頂級NBA球星，以及楊小芳在一次意外失去雙臂後，怎樣學懂游泳的故事。

以下是一位參與計劃的女學生如何運用方程式(目標、方法、動力)的例子：

目標： 出色甜品師

方法： 自己在空餘時間學做甜品

動力： 就算不成功，吃了自己做的製成品也會很高興。我一定會有進步！我一定可以做到！我可以堅持做到。我會成功的！有很多人支持，我不會令他們失望！」

即使較為沉默的學生，亦在計劃中出現些微改變。一些在計劃開始時，表示「沒有」任何開心事情的學生，至此時會回應「尚未出現」。即使這改變十分細微，卻反映出學生心態上的正面改變，對人生較有希望。這改變可以幫助在掙扎中的學生，視自己為「未夠好」，而非永遠相信被認為「懶惰」、「不好」或「沒有用」。

這就是「固定思維模式」與「增長思維模式」之間的重要差別。擁有「固定思維模式」的人，傾向相信自己天生具有某些特質，包括性格、智慧及創造力，且一生不變，並視之為自己潛能發展的限制。相比之下，擁有「增長思維模式」的人視障礙為學習機會，相信一個人的特質不會限制其能力，只要有時間、機會和鼓勵，任何人都可以不斷進步和激發自己的潛能。根據心理學家 Carol Dweck 的研究，擁有「增長思維模式」的人願意主動學習，視挑戰為學習機會，在面對阻礙時會展示出更大毅力，因為他們相信只要努力不懈，最終都可以掌握³。相信我們有能力改變自己和面對的境況是希望思維的中心思想。

因此，婦女基金會在每堂完結前，均要求學生寫下令他們感到高興或感恩的事情。單是這種簡單的練習，已有助學生留意令他們產生正面情緒的活動和經驗。

以下是一些典型答案：

- » 完成某些事情：上學沒有遲到、上課更專心、學到新事物、可以更了解自己、參與義工活動等。
- » 做了令人愉快的事情：聽音樂、運動、與朋友外出等。
- » 鞏固人際關係：交了新朋友、與同學/朋友傾談、與某老師見面、與朋友在社交媒體上溝通、幫助別人等。
- » 沒有發生不愉快的事情：沒有某一科的課堂、測驗完結、提早放學、第二天不用上學等。

³ 欲了解有關Carol Dweck的思維理論和如何培養孩子成為「增長思維」的人，請瀏覽mindsetonline.com。

完成七課，你有什麼得唔嗎？

上課入面，我認識自己親親和力的人。
其實我學得好多野，但係咁唔出
有口唔得著。
好多謝你入面唔講我地咁又
多野講，好有力去教我地。

THX!!!XD

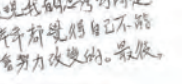
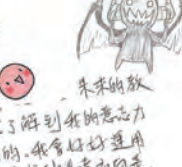

我了解到如何跳出小圈子，去認識
班上不同嘅人啦!!!

我也會認清自己的人生目標
考入到大學。

思維比以前更清晰。

完成這七課後，我了解到我的意志力
是高於親和力和生命力的，我會好好運用
我的意志力。然後我發現我的思考力同是
被同這思維的。我平時都覺得自己不能
估計，比別人差。我會努力改變的。最後。

力(講)
要有生命力
我想耶
多謝你!





2.2.6. 累積資源：理財計劃是實現人生夢想的工具

無論是支付學費、買一部更好的電腦、去外地旅遊或創業均需要金錢，我們生活在一個要金錢才可實踐理想的世界裡。婦女基金相信鼓勵學生追求理想和做自己熱愛的事情，跟教導學生養成儲蓄習慣，避免欠債和穩健理財同樣重要，這正正是實踐理想與哀悼未圓之夢的分別。

在計劃的第五課，婦女基金會會與學生進行模擬的理財遊戲，假設他們已畢業並賺取到每月港幣12,000元的收入。遊戲開始時，他們要先決定每月如何在住宿、飲食及交通等固定的生活開支上花費，以及會否儲蓄及儲蓄多少。學生會在遊戲中，經歷三至四個月不同的生活狀況，例如遇上投資機會或需要支付昂貴的醫療開支。

在第六課，學生要管理一家四口包括老幼的財政。在遊戲過程中，他們可以更理解不同家庭成員的「需要」及「想要」，並明白要改善家庭財務狀況，在滿足每個人的「想要」前，應先滿足每個人的「需要」。

一位就讀中聖書院的學生在課程的最後一天與同學分享：「整個計劃令我最深刻的是如何有效理財，理財對我來說是一項挑戰。以前每當我看到喜歡的東西，就要買下來，沒有人能阻止，哪怕是幾百元的東西，縱使我的家境並不富裕。現在，我明白了賺錢並不容易，我要認真分辨我想要的和我需要的。」

許多學生也對計劃表示讚賞，認同計劃令他們的人生規劃更加真實，更加具體。

「理財原來好重要。接觸理財方面的知識多了，讓我可以日常生活中效法，儲蓄更多，教得好好！謝謝！」

- 參加計劃的學生

「首先，謝謝你送上一首感人的歌曲！這一堂我學到了日後或將來，需要面對的問題和理財。從第一堂開始明確知道自己的目標和理想，還有如何訂立和實踐，而不是空口說白話，至現在我學懂如何訂立自己的人生和應付將來的日子。在六堂中日子真的過得特別快，光陰似箭，但真的獲益良多，明確知道日後的道路如何去行，日後遇到難題，可以找你幫助嗎？」

- 參加計劃的學生

學生對計劃的讚賞

學生對計劃的讚賞

「要成功是要堅持、努力。被任何一個人標籤或標籤別人都不會感到高興，我學會理財。今天是最後一課，有些遺憾，課堂時間及堂數短暫，可是我學懂的是書本無法教導的。最後，你真係一個好導師。」

「睇野的角度多了，不要標籤別人。懂得完成目標的方法及動力，及學識理財。另外，多謝MISS呢六堂的教導，其實真係學到好多野，寫都寫唔晒出來。」

「知道如何用錢才是理智，知道點樣先可以達成目標，我會向我嘅夢想出發，但依家最重要係儲錢，另一方面係努力讀書，有成績先會成功，現今社會就係咁，冇錢冇知識就乜都冇，所以我要好好計劃下自己條路應該點樣走，雖然都驚自己去唔到，達成唔到目標，做咁多準備都係白費嘅，點算好呢？」

婦女基金會 「智選人生計劃」內容

2.3. 創新的社區參與計劃

婦女基金會「智選人生計劃」的創新性，不單在於將學生發展與老師和家長的教育連繫在一起，還動員社會不同層面的資源去關心及支援學生。

社區協作和跨界別的合作是關鍵所在

目標受惠對象

全港最低收入地區(深水埗、天水圍、葵青、觀塘及北區)的中學生、家長及老師

民間及商界領袖

- » 前政務司司長陳方安生女士
- » 婦女事務委員會委員歐陽寶珍女士
- » 香港半島酒店總經理陳娜嘉小姐
- » 補習名師趙善軒先生
- » 民間領袖龐一鳴先生
- » 摩根大通亞太區全球企業責任部執行董事孫靜瑾女士
- » TNT區域總經理(南中國)楊慕琴女士
- » 著名投資策略師及市場評論員李錦先生
- » 摩根大通私人財富管理董事總經理彭順德先生
- » 安永亞太區金融服務業監管諮詢服務主管周勵勤女士
- » 摩根大通資產管理部董事總經理Judi Kelly女士

非牟利機構和公營機構

- » 基督教服務處
- » Eduwealth
- » 平等機會委員會
- » 香港家庭計劃指導會
- » 飛躍演奏香港

學界

- » 香港大學
- » 香港中文大學
- » 香港城市大學
- » 香港教育學院

19間本地中學

- » 中聖書院
- » 孔聖堂中學
- » 石籬天主教中學
- » 地利亞修女紀念學校(吉利徑)
- » 保良局甲子何玉清中學
- » 保良局羅傑承(一九八三)中學
- » 保良局馬錦明中學
- » 保良局唐乃勤初中書院
- » 保良局慧妍雅集書院
- » 保祿六世書院
- » 香港管理專業協會羅桂祥中學
- » 聖公會聖匠中學
- » 聖傑靈女子中學
- » 匯基書院
- » 德貞女子中學
- » 德雅中學
- » 寶血會上智英文書院
- » 葵涌循道中學
- » 裘錦秋中學(元朗)

商界

- » 埃森哲有限公司 (Accenture)
- » 艾奕康工程顧問 (Aecom)
- » 澳新銀行 (ANZ)
- » 貝克·麥堅時律師事務所 (Baker & McKenzie)
- » 巴克萊銀行 (Barclays)
- » 貝萊德資產管理北亞有限公司 (Blackrock)
- » 英國石油 (BP)
- » 博然思維 (Brunswick)
- » 國泰航空有限公司 (Cathay Pacific)
- » 蒙妮坦學院 (Monita Academy)
- » 金門建築有限公司 (Gammon)
- » 高盛集團有限公司 (Goldman Sachs)
- » 香港交易所 (HKEx)
- » 翰德 (Hudson)
- » 香港宜家家居 (IKEA Hong Kong)
- » 摩根大通 (J.P. Morgan)
- » 茱莉蔻兒 (Jurlique)
- » 利豐有限公司 (Li & Fung Limited)
- » Libbler
- » 麥格理集團有限公司 (Macquarie)
- » 萬寧 (Mannings)
- » 摩根士丹利 (Morgan Stanley)
- » 微軟 (Microsoft)
- » 甲骨文公司 (Oracle)
- » 半島酒店集團 (Peninsula HK)
- » 國際精英會 (Quintessentially)
- » 太古飲料 (Swire Beverage)
- » 迪士尼香港 (The Walt Disney Company HK)
- » 瑞銀集團 (UBS)

參與計劃的本地中學共有19間，惠及逾7,000位中三至中五的學生、家長和老師

課程內容的性別教育及正向心理學部份，分別由香港中文大學、香港教育學院和香港城市大學的專家指導及協助研發

計劃成效評估分別由香港大學、香港中文大學及香港城市大學的專家負責

學生們均很享受民間領袖勵志的講座、參觀國際或本地企業、企業義工分享職業選擇，以及撰寫簡歷和面試技巧的講座

來自摩根大通的義師更為智選人生計劃的學生大使，提供單對單師友指導、理財技巧和公民責任的工作坊

婦女基金會還要求參與「智選人生計劃」的學校，承諾履行以下的責任：

- » 容許及鼓勵學生參與婦女基金會為計劃安排的課外活動及工作坊，包括企業探訪、就業工作坊、社交禮儀工作坊和民間和商界領袖的啟發性講座
- » 鼓勵老師和家長參與由臨床心理學家主講的正向教育或正向親子工作坊，以便更好地支援學生，在學校和家庭持續堅持正面的人生改變
- » 配合婦女基金會與教授導師，在每節學生工作坊進行事前溫習和事後檢討
- » 安排學生、老師和家長完成工作坊前後的問卷評估調查

計劃同時需要整個社會，特別是公私營界別為學生提供真實的生活學習機會，以及學界領袖參與課程設計、檢討和持續成效評估。

2.3.1. 課堂以外的實踐學習

婦女基金會認為學生在求學階段所學，對迎接將來的人生很重要，而最好的方法就是讓學生接觸將來想投身工作的地方；因此，婦女基金會邀請企業夥伴，安排學生參觀他們的辦公室，並由企業義工為學生提供就業講座、撰寫簡歷和面試技巧的工作坊。這類活動亦令參與企業留下深刻印象。



跨國採購及物流集團「利豐有限公司」的社區參與經理Karen Seymour，被聖傑靈女子中學的學生在活動後的分享所感動：「得知我們的女性高層人員如何在過程中正面影響這些女學生，令我十分感動。很多學生在參觀後表示受到鼓舞，欣賞我們的女性要員的獨立和自信，明白要『忠於自己，打破先入為主的觀念，並要跟隨自己的感覺走』。」



與這些學習榜樣接觸，令學生明白每位成功人士都需要堅持和克服無數困難。當摩根大通資產管理部董事總經理Judi Kelly女士，在寶血會上智英文書院演講時，在座學生都被她的分享深深吸引。

對於Kelly女士的探訪，柯校長表示：「Kelly女士的訊息雖然簡單，但她的人生經歷卻有很多值得學習的地方。我們的學生十分喜歡她的分享，追問了她不少問題。我們學校的網絡沒有這類成功人士，因此非常感謝婦女基金會安排Kelly女士來分享。」

寶血會上智英文書院的學生更有機會參觀摩根士丹利位於環球貿易廣場的辦公室，以及參加由摩根大通義工教授的理財技巧工作坊。這些活動均擴闊了學生的視野，刺激學生思考如何在現實環境中，實踐自己的目標。





「以我地年紀，對公司運作完全係一頭霧水，乜都唔知！去到公司佢地會整個圖俾我地睇，公司有乜部門，做乜工作，分得好細部門都有…擴闊眼界，一般以為MORGAN STANLEY係一間投資銀行，一定係請讀經濟的人，但佢仲有其他部門，需要不同人材呀，仲講點樣去選人做野，知多些社會運作，同知道大公司都有中層工作，唔一定要請好勁的人。」

- 參加計劃的學生

2.3.2. 幫助老師和家長支援學生

與此同時，「智選人生計劃」更致力促進家長與子女和老師與學生之間的關係，為學生建立另一層面的支援網絡。婦女基金會明白支持的關係對青少年的健康成長很重要，所以分別為參與計劃的學校老師及家長安排「正向教育工作坊」和「正向親子教育工作坊」。

臨床心理學家麥詠儀女士是計劃合作團隊——香港城市大學的一員，她在工作坊教導家長如何建立信任和支持的關係，如何發揮子女的性格優點，增強其應付壓力的能力，培養其正面認知的思維，並幫助子女在生活中發揮他們已在此計劃中所學到的技能。

參與工作坊的家長予以百分之百的評分，認為工作坊有助改善他們的親子態度和技巧，明白正面溝通、正面情緒、感恩態度及子女性格優點的重要性，以及如何提升子女的抗逆力。

在工作坊中，參加者會被問及「家長最重要的角色是什麼？」，以下順序列出七個最主要的答案：

- » 愛、尊重、信任和支持
- » 溝通和理解
- » 教育和指導
- » 作為孩子的榜樣
- » 陪伴和朋友關係
- » 孩子的健康和幸福
- » 發展孩子的潛能

然而，在工作坊的答問環節中，大多數家長的問題仍然是圍繞著如何幫助子女取得較佳的成績。



根據計劃的獨立研究員，香港中文大學社會工作學系陶兆銘教授表示：「這是一個雞和雞蛋的問題。家長全都害怕如果不讓孩子學習很多不同的東西和語言，讓孩子找到好的工作，他們便是失敗的父母，令他們將所有壓力加諸孩子身上。如果你問家長希望自己的孩子怎樣？他們會說希望孩子可以快樂及健康地成長，然而他們的說話與行為卻不一致。當中的壓力來源不只來自他們自己，也是來自社會。如果他們能深切反思為人父母最重要的事情，在某程度上他們的壓力不應如此巨大。不過說實在的，沒有多少家長能有深刻反思的機會。」陶教授認為家長要與孩子建立更親密的關係，最重要是家長能幫助孩子專注於他們認為最重要的事情，鼓勵他們訂立相應的優次。

同樣地，老師亦要花更多時間和精力去滿足越來越多的要求。臨床心理學家麥女士說：「我感到老師都承受很大的壓力。」在她看來，幫助老師尋找及專注於自己職業的意義及重要性，有助他們應付工作上的壓力。然而，老師不同於其他職業，例如醫護人員一般可以很快看到自己努力的成果，是否可以挽救病人的生命、是否可以幫助患者恢復健康，老師無法在短時間內得到肯定。如果學生不回來感謝他們，老師可能永遠不會知道他們為學生的人生帶來了多少改變，老師播下的正面成長種子，需要很長的時間才可茁壯成長。

根據麥女士的觀察：「現時很多學校都是成果導向的，他們的重點往往集中於短期的學術成績。學校的文化確實對老師造成影響，我曾去過一些學校，他們的文化令人感覺消極，老師也缺乏動力；你可以很容易感受到學校文化積極抑或消極的分別。」

有百分之八十八的老師在完成麥女士教授的工作坊後，認為工作坊能啟發他們成為更好的老師。為了支持學生尋找努力學習的動力，家長和老師都需要花時間提醒自己，作為家長或老師最重要的事情，不是要子女或學生滿足自己的期望。在工作坊結束前，麥女士會播放一陣鈴聲，要求家長或老師閉上

眼睛聆聽。當他們再聽不到鈴聲時，便舉手示意。這個活動需時很短，通常約一分鐘。在這分鐘內，各人的臉都有明顯轉變，漸漸變得平靜、眉頭慢慢放鬆、下巴開始鬆開、肩膀不再聳起和呼吸加深。許多美國和英國的學校已經引入這套簡短的靜觀練習，因為研究顯示靜觀練習有助緩和學生的情緒，提高他們的自我控制能力，更容易集中精神。對於成年人來說，靜觀練習可以減少壓力，提升認知能力如注意力和記憶力，並改善情緒。⁴

麥女士也在家長和教師的工作坊中提醒，成年人不要只專注於學生做對的事情。她建議當孩子放學回家後，家長應該問的第一個問題是：「今天有什麼開心事，講給我聽好嗎？」而非「你[某科]的測驗情況怎樣？」或「你做完功課嗎？」以正面字句來表達第一個問題，有助增進親子感情，反映家長不只是關心孩子的學業成績，也希望分享他們的開心和成功。同樣重要的是，這是一個家長可以表揚和鼓勵孩子的機會，但必須專注於過程而非結果。在開始時孩子們或未願意開放自己分享，但研究顯示只要堅持不懈，經過一段時間，孩子便會相信父母是真正願意溝通，然後慢慢開始分享一些對自己重要的事情。

⁴如欲了解更多有關靜觀練習的好處及如何練習，請瀏覽加州大學 Berkeley's Greater Good Science Center的網頁：http://greatergood.berkeley.edu/topic/mindfulness/definition#why_practice

計劃的主要觀察

「智選人生計劃」由2011/2012學年於三所學校試行開始，婦女基金會已與本地各主要大學的學者及臨床心理學家緊密合作及評估計劃成效。他們除了幫助計劃設計內容，亦持續地提供支援、進行研究及評估計劃的成效。在推行過程中，婦女基金會觀察到學生於日常生活中，在承擔責任及發揮領導能力方面有不少障礙，特別是較年長的學生，他們的自我勝任感、尋找生命意義的動力、性別平等的信念和對正面事情及情緒的注意力普遍較低；部份青少年更明顯地失去希望，學生與老師和家長間均缺乏深刻反思及真正溝通的時間，甚至有些完全溝通破裂；而年輕人面對競爭激烈的大環境也感到壓力。

3.1. 自我勝任感隨著年齡增長而下降

由香港中文大學社會工作學系助理教授陶兆銘及香港城市大學應用社會科學系助理教授譚巧蓮合作為計劃進行的獨立成效評估，邀請所有參與者在計劃前後填寫詳細的自我評分問卷，當中包括以下的計劃成效指標：

- » 自尊心：對自己及個人價值整體抱正面評價
- » 自我勝任感：相信憑自己個人能力可達到目標
- » 內在控制能力：相信自己可控制命運與前途
- » 自我存在意義：感覺人生有意義
- » 尋找存在意義：具有尋找人生意義的動力
- » 生活滿意度
- » 孤獨感
- » 性別角色觀念：相信中國傳統的性別角色和定型
- » 理財能力：願意及有能力參與家庭的財務管理

令人鼓舞的是計劃後的評估結果顯示，參加者在「自尊心」、「內在控制能力」、「自我存在意義」及「理財能力」四項指標都有明顯改善，而大部份學生的「生活滿意感」及「孤獨感」亦有所改善。評估員同時發現，男性參加者比女性參加者擁有較

高的「自尊」及「內在控制能力」，更認同性別角色定型，及更願意參與家庭的財務管理。

不感意外的是較年長的學生、隨著信念受挫的經歷增多，其「自尊感」較低、較認同傳統的性別角色和定型。中五級的參加者明顯比中三及中四級的參加者，有更強的傳統的性別角色和定型觀念。

3.2. 失去希望

報告同時發現學生的「自我勝任感」沒有改善，凸顯他們面對困難時的無力感，以下是參與者的心聲：

「我的理想社會十分簡單，就是人人也有一個容身的居所，有一份能三餐溫飽的工作，沒有階級之分，也沒有貧富懸殊。不理什麼名譽、金錢、地位或權勢，讓每一個人都感到安心、開心，才是一個真正的理想社會。我明白現實與理想總有出入，儘管我渴望的理想社會難以實現，但至少也要做到公平、公正、公義的廉潔社會，可惜的是，恐怕現在連這樣卑微的願望也無法實現。」 - 參加計劃的學生

根據婦女基金會推行計劃的經驗，讓學生多接觸成功跨越理想和現實差距的模範，可以減輕學生的絕望感，所以富啟發性的講座及企業參觀是計劃的重要一環。當然，家長和老師在情感上對年輕人的支持和信任才是關鍵，但這需要時間和持續不斷的努力，盼望這些活動有助填補當中的差距。

計劃的主要觀察

3.3. 誰人有時間？

在現今社會，很多老師和家長正承受著超過他們所能負荷的。時間不足和身心疲累影響他們處理及回應孩子訴求、讓孩子感覺被肯定、欣賞和關心的能力。

柯校長抱怨：「在過去的日子（九十年代前），老師有足夠的時間來培育學生。老師畢竟也是人，與其他人同樣只有24小時；可惜現在的老師需花費大量時間處理行政工作，餘下可培育學生的時間自然大大減少。即使老師希望在放學後接見學生，學生卻未必有空，因為學生的時間已填滿了不同的補習班。」

中聖書院的程衛權老師認同柯校長的意見，他引述曾有一名家長，要求他代問其孩子為何總是夜歸：「現在社會改變了，家長正嘗試外判自己不想處理的事情。教導孩子如何規劃自己的人生或處理情緒問題的重任，似乎已落在學校身上，由社工或老師來承擔。」

程老師對造成這現狀的因素表示理解：「記得在我成長的時候，大多數家庭主要靠一個人來賺錢養活一家四、五口，時至今天，若一家四口每月只得15,000元的收入，實在不太足夠。社會已經改變，形成更多複雜的家庭模式，例如單親家庭、寄養家庭、父母離異及再婚。我遇過一些個案，孩子不止要適應一位新爸爸，而是要適應很多任的爸爸。此外，分隔中港兩地生活的家庭亦有不少問題存在。」

3.4. 高風險的宏觀環境

陶教授認為現今的學生、家長和老師正面對競爭激烈的大環境，承受很多額外的壓力：「今時今日的

學生都被認為要參與對外交流計劃，能操流利英語和普通話，需要符合很多不同的期望之餘，卻不能保證達到這些期望便可以找到一份好的工作，例如在全球化下所有經濟體系都有很多不穩定的因素。過往曾有所謂成功的方程式，但在當前的形勢下，大家只感到未來難以預測，內心自然不安。」

婦女基金會認為，要把思維模式從只求生存改變為盡情發揮，我們需要重新審視現有的環境及機會。教育的目的是什麼？人生的目的是什麼？如果我們的思想只聚焦於眼前的威脅，或只是為未來擔憂，便很難看到機會，特別是主流社會眼中的機會。其實大家都可從「危機」一詞領略到當中的智慧，「危機」是由「危險」及「機會」結合而成。我們是否可以在危險處處的時刻抓緊機會，很大程度取決於我們是否能專注地發掘和運用自己的性格優點、有計劃地訂定和追求目標，並因應我們希望如何為更美好的社會作出貢獻，而重新界定成功的定義。

展望未來

4.1 建立「正向」社會，創建希望

常言道，養好一個孩子要靠全村的力量（it takes a village to raise a child well）。對香港學生而言，要下一代有健康發展，同樣需要整個城市的支持。以婦女基金會的「智選人生計劃」為例，其成功便有賴一群熱心的教育工作者、學者、企業夥伴、非政府組織和公營機構，以及民間和商界領袖，一同推動計劃。

婦女基金會的理想是營造正面文化，在本地學校和家庭孕育出希望及幸福。計劃其中一個目標，是在未來三年建立本地正向學校的藍本⁵。已有參與計劃的學校成立了「智選人生學會」，挑選了一批「智選人生大使」，推動校內同學將計劃中所學化為實踐和建立成健康的習慣。婦女基金會亦正著手發展「正向人生自學手冊」的網上平台，以及老師和家長的輔助教材，讓參與計劃學校以外的廣大社區階層均可受惠。

透過大家的共同努力，才可以幫助學生重建關係、希望感及相信自己有主宰人生的能力——生活充滿正面意義，亦即是我們更美好的未來。

⁵欲了解更多正向學校計劃的例子，可瀏覽 www.positiveschool.com (美國)及 www.positiveschools.com.au (澳洲)。

附錄

學校名單(按筆劃序)

中聖書院

孔聖堂中學

石籬天主教中學

地利亞修女紀念學校(吉利徑)

保良局甲子何玉清中學

保良局羅傑承(一九八三)中學

保良局馬錦明中學

保良局唐乃勤初中書院

保良局慧妍雅集書院

保祿六世書院

香港管理專業協會羅桂祥中學

聖公會聖匠中學

聖傑靈女子中學

匯基書院

德貞女子中學

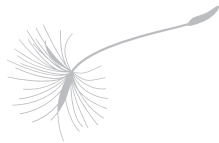
德雅中學

寶血會上智英文書院

葵涌循道中學

裘錦秋中學(元朗)





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