

Training for program implementers of project P.A.T.H.S. in Hong Kong: Secondary 2 training program

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Abstract: Before program implementers implement the Secondary 2 (Grade 8) program of Project P.A.T.H.S. in Hong Kong, they are required to participate in a 3-day workshop. This paper describes the objectives, curriculum, design and learning outcomes of the training program of the 3-day workshop. Three characteristics – emphasis on the strengths of the participants, focus on reflective learning and utilization of experiential learning – are intrinsic to the training program. Through the emphases of the strengths perspectives, experiential learning and reflective learning, trainees will appreciate the philosophy and desired teaching methodology of P.A.T.H.S.

Keywords: Project P.A.T.H.S., adolescents, strengths perspective, experiential learning, reflective learning, positive youth development

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INTRODUCTION

You cannot teach a man anything; you can only help him find it within himself.

This well-know motto of Galileo Galilei (1564-1642) epitomizes the spirit of the 3-day Secondary 2 (S2) training program of Project P.A.T.H.S. in Hong Kong. Project P.A.T.H.S. (Positive Adolescent Training through Holistic Social Programs) is a pioneer holistic positive youth-development program that integrates training, practice and research elements for junior secondary-school students. The project has two components. Tier 1 is a universal program for all Secondary 1 to Secondary 3 students, with 10 or 20 hours of program material, whereas Tier 2 is designed for students with greater psychosocial needs. Each participating school has the freedom to choose the

format of program delivery in terms of implementing personnel (teacher, social worker, or both), mode of delivery (as a formal curriculum or in other time slots such as morning assemblies or after school) and duration (10 hours or 20 hours). The details of Project P.A.T.H.S. and the evaluation findings are documented (1-4).

Training is an important component of P.A.T.H.S. The teachers and/or social workers who implement the Tier 1 Program are required to participate in a 3-day training workshop held before the actual implementation process. Generally speaking, the objectives of the workshop are:

- 1) to familiarize participants with the curriculum units of each construct;
- 2) to review theories and models which are related to teaching the curriculum;

- 3) to share with participants theories and skills of classroom management in teaching the units; and
- 4) to prepare participants to be reflective workers. The focus of this paper is the training program for the Secondary 2 (S2) level.

DESCRIPTIONS OF THE S2 TRAINING PROGRAM

The 3-day training program for the S2 curriculum consists of 20 hours, with a total of 12 sessions. As a continuation of the Secondary 1 training program, the S2 training program is designed to raise the participants' awareness of the common assumptions about human behavior, to reflect on the values and assumptions underlying adolescents, and to strengthen further the participants' belief in positive youth development. The S2 training program consists of two main parts. The first part (Day 1) gives the background of the project, which includes perspectives on adolescent development, positive youth development, project design, and evaluation mechanisms. The second part (Days 2 and 3) focuses on teaching methodology and on the teaching units of the 15 positive youth-development constructs. Training methods include lecture, discussion, exercise, skill demonstration and structured reflection. The program content of each session is presented below, with the activities of each session summarized in Appendix 1.

Session 1 (Day 1):

Assumptions about human beings and theories of adolescent development

One theme of this session is assumptions about human beings, including adolescents. The participants are encouraged to review their own assumptions about adolescents, and hence evaluate the impact of those assumptions on the participants' teaching or social work practice. As a continuation of

the Secondary 1 training program, six micro theories on adolescent development—the biological approach, the psychoanalytic and neo-Freudian approaches, the behavioral approach, the humanistic approach, the existential approach and the cognitive approach—are reviewed. The expected learning outcomes for this session are that:

- 1) participants would understand the assumptions about adolescents and their 'problems' and hence be able to re-examine their own teaching or social work practice; and
- 2) participants would develop a deeper understanding of micro or individualistic perspectives on adolescent behavior.

Session 2 (Day 1):

The nature of positive youth development
In this session, participants are helped to understand both the stresses faced by adolescents and adult-adolescent discrepancies in the perception of adolescent stress. To help adolescents to cope with stress, positive youth development constructs are introduced and participants are encouraged to consider their own views on positive youth-development programs. The expected learning outcomes for this session are that:

- 1) participants would acquire knowledge on adolescent stress;
- 2) participants would develop an empathetic connection with adolescents;
- 3) participants would become more familiar with the concepts of positive youth development; and
- 4) participants would develop a deeper understanding of positive youth development constructs.

Session 3 (Day 1):

Project P.A.T.H.S. and factors influencing its implementation

The background, philosophy, program design, and curriculum structure of the S2

curriculum are introduced in this session, and the adoption of a strengths perspective (5-7) and reflective practice (8-9) as two factors conducive to successful program implementation is introduced. The expected learning outcomes for this session are that:

- 1) the participants would be conscious of the importance of the strength-based perspective as well as that of reflective practice;
- 2) participants would be able to explore and reflect on their own values towards adolescents and themselves; and
- 3) participants would gain new insight through self-reflection.

Session 4 (Day 1):

Evaluation mechanisms related to Tier 1 program

Different evaluation mechanisms of Project P.A.T.H.S. are presented in this session. Because a randomized group trial is carried out as part of P.A.T.H.S., the experimental design is discussed; it is hoped that participants will appreciate this approach and understand the method adopted in the project. After joining this session, the participants are expected:

- 1) to be familiar with different evaluation mechanisms related to Project P.A.T.H.S.,
- 2) to acquire a basic understanding of evaluation findings and publications generated from the project, and
- 3) to appreciate the strengths and limitations of the objective outcome evaluation approach.

Session 5 (Day 2): Program implementation (1)

The session is designed for helping the participants familiarize with the teaching units related to the constructs “Self-Efficacy (SE)” and “Cognitive Competence (CC)”. Participants are invited to take part in the relevant activities to get acquainted

with the tools for teaching these two constructs. A brief lecture on Albert Ellis’s ABC Model (10), followed by group sharing on irrational behaviors and beliefs, and David Kolb’s experiential learning cycle (11-12) are carried out. These theories enable the participants to understand and reflect on their thinking styles.

Session 6 (Day 2):

Program implementation (2)

The teaching units related to the constructs of “Spirituality (SP)” and “Pro-social involvement (PI)” are presented in this session. Besides, this session put strong emphasis on the concept of reflective practice and collaborative learning. The definition of reflection, the nature of rational and non-rational reflection, the way to reflect (13), the elements of reflective learning (14-15), and factors hindering the reflective learning process are introduced. At the end of the session, participants are invited to reflect on how to be a reflective teacher.

Session 7 (Day 2):

Program implementation (3)

The teaching units related to the constructs of “Beliefs in the Future (BF)” and “Self-Determination (SD)” are presented in this session. Besides, the concepts of motivation theory and its implications (16) and group dynamics (17-18) are introduced. Finally, the roles of group facilitators and skills/techniques in helping students in presentation are demonstrated.

Session 8 (Day 2):

Program implementation (4)

Teaching units related to the constructs of “Social Competence (SC)” and “Prosocial Norms (PN)” are presented in this session. The definition of reflection, the core elements in reflective learning (15), the seven stages of reflective learning process,

and elements affecting reflection are reviewed. Participants are invited to review their experiences on teaching and learning in a Chinese cultural environment for the purpose of becoming reflective practitioners. At the end of the session, participants are invited to reflect on 1) how their teaching strategies have been affected by the Chinese teaching and learning culture; and 2) how to make good use of reflective learning.

Session 9 (Day 3):

Program implementation (5)

Two teaching units related to the constructs of “Resilience (RE)” and “Clear and Positive Identity (ID)” are introduced, and the concepts of teacher’s burnout and creative learning are presented. Participants are invited to share their workplace stress and its influences on them. This session also demonstrates how to facilitate creativity in the classroom and illustrates the relationship between learning motivation and sense of self-efficacy.

Session 10 (Day 3):

Program implementation (6)

The two teaching units for this session are “Behavioral Competence (BC)” and “Moral Competence (MC)”. This session introduces the Social Discipline Model and the core concepts of classroom management suggested by Dreikurs (19). Participants are helped to understand that all misbehaviors in the classroom are the result of a student’s mistaken assumption about how to find a place and gain satisfaction. Understanding the basic needs of the students is essential to classroom discipline.

Session 11 (Day 3):

Program implementation (7)

“Bonding (BO)” and “Emotional competence (EC)” are the two constructs introduced in this session. The TBC (Teacher Behavior Continuum) model proposed by Wolfgang

(20) on appropriate use of power, and rules in managing the classroom discipline proposed by William Glasser (21) are introduced as strategies for classroom management. The session also elaborates on communication theories and relevant approaches (22-23), and there are practical skill demonstrations of the use of “You-message” and “I-message”.

Session 12 (Day3):

Program implementation (8)

This session is designed to familiarize participants with the three special sessions in Tier 1 of P.A.T.H.S. As a conclusion, participants are invited to share their wishes for the future. The aim of this session is to consolidate participants’ learning and ascertain their enthusiasm and confidence for working with youths. The course instructor and the P.A.T.H.S training team serve as a bridge to assist the participants to establish peer support and to provide platforms for participants to establish supportive networks. Finally, a course evaluation is conducted.

SALIENT CHARACTERISTICS OF THE SECONDARY 2 TRAINING PROGRAM

Based on a review of the literature on training for positive youth-development programs, Shek and Wai (24) showed that the published training programs had several weaknesses and research gaps in the literature. Several principles guiding the design of training programs for adolescent prevention programs and positive youth-development programs were proposed, including designing the training program around a learning model; raising the trainees’ motivation and self-efficacy; teaching knowledge, self-reflective skills, and open-mindedness; providing demonstrations, active participation and open discussion; and evaluating the training program. The design of the Secondary 2

training program was developed with reference to these principles, especially these three characteristics: (1) belief about the strengths of young people; (2) emphasis on experiential learning; and (3) focus on reflective learning.

BELIEFS IN POSITIVE YOUTH DEVELOPMENT

Although the need for understanding the values and beliefs underpinning the program design has been put forward, a literature review reveals that scholars and trainers have been writing very little about this connection. The literature on training and learning places much attention on identifying the determinants and elements of successful training (25-28), but much less discussion has taken place on the values behind the program design and what the program designers would most like to have embodied in or instilled through their program. Indeed, all programs are purposeful and value-charged.

In Project P.A.T.H.S., the belief that adolescents have strengths and positive attributes is strongly upheld (1). According to Kluckhohn (29), values and beliefs “influence the selection from available modes, means and ends of action” (p. 395). They are criteria for preference and are frameworks through which we give meaning to particular behavior (30). They are conceived as the “standard of desirability” and serve as “criteria for selection in action” (31;283).

According to Williams (31), when values are most explicit and fully conceptualized, they become “criteria for judgment, preference, and choice.” When values are implicit and unreflective, they “nevertheless perform as if they constituted grounds for decisions in behavior” (p. 283). In the context of P.A.T.H.S. training, values serve as trainers’ professional frame of reference to generate desirable goals and to

guide their practice.

The S2 training program, parallel with the principles of Project P.A.T.H.S., is premised on a belief in positive youth development. With reference to models of promoting adolescent developing assets (32-33), the S2 training program attempts to enable the participants to understand the nature of adolescent development and related issues by reflecting on assumptions about human nature. The activities are specifically designed to help participants cultivate a positive attitude towards adolescent development. Based on the concepts of adolescent developmental assets and strengths perspective, models focusing on positive youth development and its change (34) are put forward.

EXPERIENTIAL LEARNING

Shek and Wai (24) suggest that experiential learning is a key feature of an effective training program; as such, experiential learning is the second essential component of curriculum design. Kurt Lewin’s belief was that learning is best facilitated through hands-on experience (35). Aristotle also said, “For the things we have to learn before we can do them, we learn by doing them” (36:9). The idea has been adopted in the philosophy of the Secondary 2 curriculum, and the principles of experiential learning popularized by David Kolb (12) have been used as a guide to design the curriculum and the training program.

Experience is what happens to a person—the events people have undergone or are currently experiencing—and therefore, everyone has experience or is experiencing. However, as Bishop Mandell Creighton said, “Not all need experience, but all need the fruit of experience”. How to learn from experience and how to enjoy the fruit of experience are the keys of experiential learning and at the core of our curriculum design.

Experiential learning is defined as the process that creates knowledge from the grasping and transforming of experience (37). Experiential learning is a theory that defines the cognitive process of learning (38) and also the process of making meaning from direct experience (39). Experiential learning focuses on the participants' subjective experiences—the educators' niche is to facilitate a genuine learning process by preparing the learners and providing an experiential learning environment. As stated by Rogers (40), human beings have a natural propensity to learn; the role of the teacher is to facilitate such learning. This includes: (1) setting a positive climate for learning, (2) clarifying the purposes of the learning, (3) organizing and making available learning resources, (4) balancing intellectual and emotional components of learning, and (5) sharing feelings and thoughts with learners but not dominating.

In the training workshops, the concepts and principles of experiential learning are introduced and implemented. We uphold the belief that individuals have a natural propensity to learn and that they learn best from their own experiences and their own reflections. What they do is more crucial than what they know, and therefore the participants must be shown how to actually do it and then how to improve it. As Confucius said, *"Tell me and I will forget, show me and I may remember, involve me and I will understand"*. The training sessions therefore are designed with a belief that if participants have more experiences, then there will be greater learning and greater skills.

REFLECTIVE LEARNING

Shek and Wai (24) also highlight the importance of reflective learning in positive youth development programs and related training programs. As such, reflective

learning is a core learning component emphasized in every training session. Our fundamental belief is that all individuals possess the ability to reflect—it is a regular exercise of our mental abilities. We also share Bleakely's (41) notion that reflective practice is not a learned technique or merely a skill. It cannot be learnt through instrumental reasoning or through the traditional mode of teaching and should be grounded in an aesthetic rather than a functional domain.

Reflection, in the context of learning, is *"a general term for those intellectual and affective activities in which individuals engage to explore their experience in order for new understanding and appreciation"* (42:19). Reflection is a process of interpretive discovery embedded in experience, and its concern is on subjective rather than objective knowledge. The aim of this deliberation is to make sense of, or find meaning in, one's experiences and to incorporate them into one's view of self and the world. According to Boyd and Fales (43), reflection is an experience-triggered process of thinking about and exploring an issue. The heart of reflection is a concern with an enhancing awareness of one's assumptions, of the values and intentions embedded in practice, and of the various social, cultural and psychological forces shaping these assumptions and values.

The training workshop participants are either teachers or social workers with experiences in working with youth. Berger and Luckmann (44) point out that once an activity follows a pattern, the activity is 'habitualized' and much is taken for granted. As the participants reflected, teaching is a routinized action and the heavy workload deprives teachers of space for reflection. The S2 training course commences by inviting the participants to reflect on their experiences with students. The exploration of experiences helps to

create reflection on issues of central importance, which can engender learning and growth.

It is the value of experiential learning that provides with the availability of a reflection process, and the reflection process that gives meaning to the experience and amount to the participants' experiential knowledge. The experiential knowledge the participants acquire is knowledge of "*truth learned from personal experience*" rather than "*truth acquired by discursive reasoning, observation or reflection on information provided by others*" (45, p.446). As such, the knowledge is then put under a personalized knowledge frame without separating the knowledge of things 'out-there' and the knowledge of self 'in-here' (46). Furthermore, the experience in S2 training informs us that every program is put to use for some end, and that this end is decided in light of some philosophical outlook (47).

CONCLUSIONS

This paper describes the philosophy, content and learning outcomes of the Secondary 2 P.A.T.H.S. training program. As pointed out by Shek and Wai (24), published work on positive youth development training programs in different Chinese communities has been virtually non-existent. As such, it is very important to document the process and details of training programs, and the present paper is a positive response to this criticism. Most important of all, the present training-program framework can help researchers develop training programs for positive youth-development programs in other Chinese contexts in the future.

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Appendix I: Content of the Secondary 2 Training Program**Session 1: Self-Exploration on the Assumption of Human Beings**

Aim: To facilitate participants' self-reflection on assumptions about human beings and theoretical perspectives on adolescence

Activity	Objective
a) Introduction	To introduce the structure of the 3- day training program
b) Ice – breaking Activity: “Naming Your Group”	To help the participants experience the process of forming groups and to understand the importance of group ownership.
c) Open Discussion: “Girl Gangs”	To facilitate the participants' self-reflection on theories about adolescents and their “problems”
d) Reflective Exercise: “Assumptions about human nature”	To facilitate the participants' self-reflection on assumptions about human beings, especially adolescents.
e) Lecture: Theoretical perspectives on adolescence	To introduce micro or intra-personal theories for understanding adolescent behaviour.

Session 2: The Concept of Positive Youth-Development Approach

Aim: To introduce the concept of the Positive Youth-Development Approach

Activity	Objective
a) Lecture and Group discussion: “Stress of adolescents”	To help the participants understand the stresses in adolescence and the related discrepancies in the adult-adolescent dyad.
b) Lecture: Positive Youth-Development Program	To introduce the basic concepts and focus of Positive Youth Development with reference to the context of pathological gambling
c) Group discussion: 15 Positive-Development Constructs	To further enhance the participants' understanding of the Positive Youth-Development Approach, especially the 15 positive development constructs
d) Conclusion: Theme Song of Project P.A.T.H.S. (English Version)	To consolidate the concept of 15 Positive development constructs

Appendix I: Content of the Secondary 2 Training Program (continued)**Session 3: Program Design and Implementation**

Aim: To introduce the design and the factors contributing to the successful implementation of Project P.A.T.H.S.

Activity	Objective
a) Warm-up Activity: Theme Song of Project P.A.T.H.S. (Chinese Version)	To review and consolidate the concept of 15 Positive development constructs of Project P.A.T.H.S.
b) Lecture: Overview of Project P.A.T.H.S.	To introduce the vision and aims, conceptual framework, background information and the program content of Project P.A.T.H.S.
c) Group discussion: “The factors that are conducive to the successful implementation of the Tier 1 Program”	To introduce the 5 factors (Program, People, Process Policy and Place) which are conducive to the successful implementation of the program, highlighting the factor “People”
d) Lecture: A Strength-based Perspective and Reflective Practice	To introduce the concepts of a strength-based perspective and reflective practice, and to emphasize the quality of workers as the most important factor in the successful implementation of the program

Session 4: Evaluation Mechanisms related to Tier 1 of Project P.A.T.H.S.

Aim: To introduce different evaluation mechanisms, evaluation findings and publications from the Project

Activity	Objective
a) Sharing: Evaluation Findings and Publications	To enhance the participants’ understanding on evaluation findings and publications of Project P.A.T.H.S.
b) Lecture: Subjective Outcome Evaluation	To introduce the subjective outcome evaluation of Tier 1 and Tier 2 and the techniques for data collection and analysis.
c) Lecture: Experimental Approach and Objective Outcome Evaluation	To introduce the basic concepts of experimental approach as the research designs in Project P.A.T.H.S.
d) Group discussion: “Experimental Approach”	To find out the strengths and limitations of the Experimental Approach and further enhance the participants’ understanding on the experimental design adopted in Project P.A.T.H.S.

Appendix I: Content of the Secondary 2 Training Program (continued)**Session 5: S2 Tier 1 Program Implementation I**

Aim: To promote the constructs of “Self-efficacy (SE)” and “Cognitive Competence (CC)” and enable the participants to master related teaching skills and strategies.

Activity	Objective
a) Warm-up Activity: “Number balls”	To enhance participants’ sense of belonging among the group
b) Activity: “Game of Squares”	To facilitate the creativity of the participants by stimulating their different point of views
c) Activity: “A Venture into the Monster House”	To promote the constructs of “Self-efficacy (SE)” and enable the participants to master the related teaching skills and strategies
d) Lecture: “ABC Model”	To introduce the concept of the “ABC Model”
e) Activity: “Short Quiz”	To promote the constructs of “Cognitive Competence (CC)” and enable the participants to master related teaching skills and strategies
f) Lecture: “Experiential Learning Models”	To introduce the concept of Experiential Learning Models, including four learning styles and debriefing

Session 6: S2 Tier 1 Program Implementation II

Aim: To promote the constructs of “Spirituality (SP)” and “Prosocial Involvement (PI)” and enable the participants to master related teaching skills and strategies.

Activity	Objective
a) Lecture: Reflective Learning I	To introduce the concepts and techniques in reflective learning, especially factors hindering the reflective process
b) Video Sharing: “Children of War”, “Meredith Lucky Stage” and “A Eulogy for Meredith”	To promote the constructs of “Spirituality (SP)” and enable the participants to master related teaching skills and strategies
c) Lecture: Values of the adolescent in Hong Kong	To increase the participants’ understanding on the values of Hong Kong adolescents
d) Lecture: Personal gain from prosocial involvement	To promote the constructs of “Prosocial Involvement (PI)” and enable the participants to master related teaching skills and strategies
e) Lecture: “Collaborative Learning”	To introduce the concept of collaborative learning, including positive interdependence (P), individual accountability (I), equal participation (E) and social skills (S)

Appendix I: Content of the Secondary 2 Training Program (continued)**Session 7: S2 Tier 1 Program Implementation III**

Aim: To promote the constructs of “Beliefs in the Future (BF)” and “Self-Determination (SD)” and enable the participants to master related teaching skills and strategies

Activity	Objective
a) Activity: “Fun of the Rings”	To promote the constructs of “Beliefs in the Future (BF)” and enable the participants to master related teaching skills and strategies
b) Lecture: Motivation Theory and Goal Setting Theory	To introduce the concept of motivation theory in goal setting
c) Activity: “Choice- the Panorama”	To promote the constructs of “Self-Determination (SD)” and enable the participants to master related teaching skills and strategies
d) Lecture: Group dynamics	To introduce the concept of group dynamics in facilitating the group-learning process
e) Lecture: Presentation skills	To equip the participants with skills and techniques for helping their students in presentation

Session 8: S2 Tier 1 Program Implementation IV

Aim: To promote the constructs of “Social Competence (SC)” and “Prosocial Norms (PN)” and enable the participants to master related teaching skills and strategies

Activity	Objective
a) Activity: “A Career Rhapsody”	To promote the constructs of “Social Competence (SC)” and enable the participants to master related teaching skills and strategies
b) Activity: “Do’s and Don’ts Lottery”	To promote the constructs of “Prosocial Norms (PN)” and enable the participants to master related teaching skills and strategies
c) Discussion: Culture influences to learning and teaching styles	To enhance the participants’ understanding of influences of Chinese learning and teaching styles on the adolescents
d) Lecture: Reflective Learning II	To introduce the core elements in reflective learning, especially the seven stages of the reflective-learning process and the elements affecting reflection
e) Lecture: Active Learning	To introduce the concept of active learning

Appendix I: Content of the Secondary 2 Training Program (continued)**Session 9: S2 Tier 1 Program Implementation V**

Aim: To promote the constructs of “Resilience (RE)” and “Clear and Positive Identity (ID)” and enable the participants to master related teaching skills and strategies.

Activity	Objective
a) Activity: “Everyday Challenge”	To promote the constructs of “Resilience (RE)” and enable the participants to master related teaching skills and strategies
b) Group Sharing: Teacher Stress	To explore the sources of teacher stress
c) Group Sharing: Stress Management	To introduce the concept of “Teacher’s burnout” with the “AAAAbc solution”
d) Activity: “My Companions”	To promote the constructs of “Clear and Positive Identity (ID)” and enable the participants to master related teaching skills and strategies
e) Lecture: Creative Learning	To introduce the concept of “Creative Learning”, the relationship between “Learning Motivation” and “Self-efficacy”, and enable the participants to master related teaching skills and strategies in classroom management

Session 10: S2 Tier 1 Program Implementation VI

Aim: To promote the constructs of “Behavioural Competence (BC)” and “Moral Competence (MC)” and enable the participants to master related teaching skills and strategies

Activity	Objective
a) Activity: “Friendly Criticism”	To promote the constructs of “Behavioural Competence (BC)” and enable the participants to master related teaching skills and strategies
b) Lecture: “Social Discipline Model”	To introduce the concept of “Social Discipline Model” in classroom management
c) Lecture : Understanding students’ basic needs	To understand the basic needs of students for facilitating classroom management
d) Activity: “In the Restaurant”	To promote the constructs of “Moral Competence (MC)” and enable the participants to master related teaching skills and strategies
e) Lecture : “Attributional Theory”	To introduce the concept of “Attributional Theory” and the influences on the behaviour and thinking style of students

Appendix I: Content of the Secondary 2 Training Program (continued)**Session 11: S2 Tier 1 Program Implementation VII**

Aim: To promote the constructs of “Bonding (BC)” and “Emotional Competence (EC)” and enable the participants to master related teaching skills and strategies

Activity	Objective
a) Activity: “Do you know how I feel?”	To promote the constructs of “Emotional Competence (EC)” and enable the participants to master related teaching skills and strategies
b) Lecture : “TBC Model” and Classroom Management	To introduce the concept of “TBC Model” with the three faces of discipline and enable the participants to manage the classroom discipline
c) Activity: “DIY Family”	To promote the constructs of “Bonding (BC)” and enable the participants to master related teaching skills and strategies
d) Lecture : Satir Communication Approach	To elaborate the communication theories with practical skills

Session 12: Conclusion

Aim: To provide a platform for sharing and build up the support network among the participants

Activity	Objective
Introduction of the 3 special sessions in the Tier 1 Program of P.A.T.H.S. project and the “growth puzzle”	To enable the participants to be familiar with the 3 special sessions, including introduction session, consolidation session and conclusion session, and the Growth Puzzle
b) Video: “Blossom of Flowers”	To share the successful experiences in working with the Project P.A.T.H.S for self-reflection and review the mission of Project P.A.T.H.S.
c) Activity: “Let the dreams fly”	To provide a platform for the participants to share their feelings toward the 3- Day training program and build up the mutual support network among the participants
d) Closing Ceremony	To conduct the program evaluation and present Certificates of Attendance