



“Prepare the path to wellness”

Resilience Training Program

User Manual

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Overview

About UpPotential

UpPotential.com, an online educational self-help wellness platform was founded in 2007. UpPotential provides culturally-adapted and research-based information, resources, and life skills training to enable individuals - regardless of their age, gender, or ethnicity - to lead a healthy and constructive life. The core value of the UpPotential wellness platform is to help participants how to manage their stress and increase resilience to become positive well-being.

Our online self-help stress management program can also be a complementary tool for people who are undergoing treatments for stress. It helps people to deal with stress and life-transitional crisis and to think positively when facing their challenges in life. It is not just about individuals helping themselves; they will also learn to care about their family, friends, and the others.

Partnership with health care professionals

UpPotential has been working with healthcare organizations and building up a strong relationship with Guangdong Nursing Education Centre, The Hong Kong College of Mental Health Nursing, and Kiang Wu Nursing College of Macau as supporting organization. We have also worked with Tsuen Wan Adventist Hospital and Hong Kong Baptist Hospital in their community projects. An online self-help stress management course for professionals has been designed for the School of Continuing and Professional Studies - Chinese University of Hong Kong. A 20 CNE (Continuing Nursing Education) Points was credited to nursing students who have completed and passed the program. An online stress management course with Guangdong Nursing Education Centre commenced at the end of October 2014. The Guangdong Ministry of Health has granted 10 CME points on this program, and it was credited to nursing students who have completed and passed the program.

Mission

In the past few years, the concerning rise in the number of youth suicide cases in Hong Kong. UpPotential believes school has the control and safe environment to promote self-help skills through education for the benefit of prevention and healthy growth of the students. The skills and exposure of online wellness platform that we offer can help the students to learn how to manage their stress and increase resilience in their lives; to enhance the mental wellness awareness for the benefit of prevention; by using self-help skills as caring acts for oneself and others. We aim to educate and promote self-help skills as life-long skills for the youth to generate positive energy to lead a healthy positive life for their future.

UpPotential

Online Wellness Platform

Stress Management Program

It is structured into three stages:
Assess, Acknowledge, and Action

ASSESS:

The self-assessment is based on scientific research which has been adapted for various cultures and circumstances. This tool will help to assess your various aspects of well-being, identifying your general mental state and stress level. The assessment has 15 questions.

ACKNOWLEDGE:

After assessing the roots causes of stress, strengths and weakness, it helps to build your awareness and a comprehensive understanding of your overall well-being, covering key areas such as mental health, social support, and physical health.

ACTION:

In this stage, we can take actions through learning in stress management program.
The program consists of ten lessons, in four categories.

- Mental Serenity
- Positive Thinking
- Physical and Mental Wellness
- Building Openness

UpPotential's stress management program is an online learning program based on research in positive psychology and cognitive behavior therapy. It empowers individuals to implement effective stress management techniques and promote overall well-being actively. All contents are supported by multimedia including voice over, demonstration videos and short films to engage and provide learners with greater understanding.

Ten lessons, in four categories:

Let's start with "Mental Serenity." This section introduces members to various skills that will help relieve stress and anxiety anytime and anywhere in our daily lives. These skills include "Relaxation exercises," "Breathing exercises" and "Positive self-talks."

When you reach a state of "Mental Serenity," there is always more for you to learn. "Mental and Physical Wellness" offers you a broad range of knowledge about both mental and physical health. We have lessons of "What, why and how," "Nutrition and medication", and "Good sleep".

With the foundation of a healthy body, you will need "positive thinking" to sustain your mental health. This section consists of "gratitude and savoring" and "Meaning, Flow, and Spirituality."

After learning all these skills, you can prepare yourself to accept social support. The section “Building Openness & Social Support” teaches you how to establish your social network, how to face challenges and how to build up your confidence and self-esteem. This section will help you better handle your stress so that it does not accumulate.

Course content

Lesson one - What, Why and How?

This lesson has the answers of the first two questions by exploring the cause of stress and anxiety.

Lesson two - Relaxation Exercises

This lesson introduces various relaxation exercises and options, including a description of the different relaxation techniques.

Lesson three - Breathing Exercises

This lesson teaches breathing exercises to lessen the stress arising from panic and anxiety. Lesson content includes breathing exercise demonstration.

Lesson four - Nutrition and Medication

This lesson discusses the importance of nutrition, including how to make the right food choices and which vitamin supplements to use.

Lesson five - Positive Self Talk and Cognitive Behavior Treatment

This lesson focuses on the ways the individual responds to emotions and feelings that have an impact on him/her, and the importance of using affirmative and positive self-talk.

Lesson six - Desensitization and Other Behavioral Therapy

This lesson provides ways to overcome fear and phobia that affect daily lives. The lesson teaches ways to use ‘virtual imagination’ and ‘real life desensitization therapies’, which will help transform overly sensitive feelings and negative thoughts into more positive thoughts and feelings.

Lesson seven - Gratitude and Savoring

This lesson provides everyday tools for the individual to develop a thankful, positive and constructive attitude towards life.

Lesson eight - Building Openness and Social Support

This lesson teaches ways to become more confident, become more open to facing challenges and ways to create healthy self-esteem, while multiplying this effect through various social support.

Lesson nine - Meaning, Flow and Spirituality

This lesson discusses the importance of Flow and Spirituality in one's life, and helps individuals build positive life goals and create meaning in life.

Lesson ten - Good Sleep

This lesson provides guidelines and methods to improve sleep quality and quantity, and explains the importance of adequate sleep to physical and mental health.

Wellness Program

“Prepare the path to wellness”

The "Wellness program" aims to promote self-help skills to achieve preventive effects, enhance understanding and application of self-help skills, and bring out positive energy and caring atmosphere to help physical and mental health, thereby enhancing resilience and equipping teenagers to face various challenges in their life, helping themselves and others.

Online & Offline Model

Wellness programs are interwoven in an online and offline format. The school is a safe and disciplined environment where teachers can lead students face-to-face in learning key self-help skills. Students will be able to experience the benefits and effects of self-help skills, which will help to stimulate their interest in online learning, consolidate their learning and enhance the effectiveness of the project.

Program Effectiveness

Preventive

UpPotential's program is organized to create self-awareness and self-education so as to better enable prevention and promote self-help with very complex social and psychological stress and anxiety matters that people may encounter in their daily lives.

Supportive

UpPotential's program is supportive. There is confidentiality throughout your participation in the program. The program features provide online support for your concerns and professional educational content that is the result of best practices in the field from many perspectives both personal and professional in everyday language for the everyday person.???

Accessible

In online mode, users can learn online anytime and anywhere. They can access the resources at their convenience and learn at their own pace without the need for physical materials or in-person sessions, unlike psychological counselling which can only be conducted one-on-one each time. -learning can increase the usage rate, which is widely available to a larger audience. Also, here is a mobile web version for users to adapt to their own learning mode, regardless of their location.

Affordable

Learning self- help skills through online is highly valuable due to its cost-effectiveness. The World Health Organization has also identified self-help skills as a solution to help address resource shortages of mental

health support in society nowadays.

Implementation Plan

Implementing the online wellness program in schools is a preventive strategy which can help to identify and support struggling students at an early stage. The measure benefits all students, regardless of their level of risk, and contribute to the overall well-being of the school community. Students will be able to experience the benefits of self-help skills through the wellness program.

1. " Training Workshop" for Teachers
Arrange training workshop for the teacher in charge. The workshop is divided into two parts. The first part of the workshop introduces UpPotential and the overall wellness program. The second part of the workshop showcases the navigation of online platform, providing step-by-step instructions and demonstrations.
2. School in-class lessons (teaching material and workflow are in Part II)
Lessons are designed based on the online Stress Management Course with selected key points and are conducted in an interactive face-to-face manner by school teachers. Through interactive discussions and sharing in the classroom, the teachers can further understand the students and help provide them with appropriate guidance, while the students can also strengthen their interpersonal skills. The first lesson will be the platform navigation and student will be guided to complete the pre-assessment.
3. Online Stress Management Program
After conducting each in-class lesson, student can review the detailed lesson content through online stress management program and finish the quiz at the end of each lesson. There are 10 lessons in online stress management program with 10 quizzes, all 10 quizzes should be completed and passed by the end of the school year.
4. Post-assessment
After completing the online stress management program, students have to complete the post-assessment.

The above suggestions are for reference only, the content and implementation plan can be flexibly adjusted to meet the needs of schools, if you have any questions about the above contents, please feel free to contact us.

Twelve in-class lesson workflow

After the training workshop, school can start twelve in-class skill training at any time, each class is 1 hour. Teacher's role is to simply log in to our UpPotential online platform to access to the in-class teaching content and materials and follow the pre-determined lesson plan. Each class is accompanied by short animated life-like videos, skill demonstration videos, role plays and exercises.

Lessons design is based on the summary of online Stress Management Program. Through interactive discussions and sharings in the classroom, teachers can further understand the students and help provide them with appropriate guidance, while the students can also strengthen their interpersonal skills. The first lesson will be the platform navigation and student will be guided to complete the pre-assessment.

In-class lesson No.	Topic	Objectives
1	Navigation + pre-assessment	Teach students to log in to the online platform and complete pre-assessments during class time.
2	What, why and how	This lesson has the answers of what and why cause of stress and anxiety.
3	Relaxation Exercise	Introduce simple relaxation skills and teaches students how to use relaxation skills to relieve tension and stress and develop a 'relaxation response'.
4	Breathing Exercise	Introduce the importance and benefits of breathing exercises, and provide different breathing exercises, so that you can master the use of breathing exercises after practice, and know how to use them at any time when necessary to ease emotions.
5	Nutrition and Medication	Introduce how nutrition and medication can help to harmonize the body and reduce the effects of stress.
6	Positive Self-talk	Introduce the impacts of negative and positive self-talk Guide students to think positively and bring out positive energy.
7	Desensitisation therapy' and other behavioral therapy	Introduction to the role and types of 'desensitisation therapy' and 'behavioural therapy' will provide students with an initial understanding.
8	Gratitude	Guide students to cherish and appreciate the joys in life and focus on the good things to increase happiness, and to face difficulties with a positive attitude.
9	Building Openness and Social Support	Teache students to accept support from others with an open heart and to care for those around you, and to engage wholeheartedly in meaningful things and enjoy it.
10	Meaning, Flow and Spirituality	Teach students to understand how Meaning, Flow and Spirituality can help us to be physically and mentally healthy, and to draw personal interest from life stories.
11	Good Sleep	Learn about the importance of sleep and the symptoms of sleep deprivation, as well as ways to improve sleep quality.
12	Summaries + post-assessment	Review the self-help skills learnt previously. In addition, share their testimonial to encourage students to continue practicing their skills and to keep on giving positive energy.

Class 1: Platform navigation and pre-assessment

Teaching Objectives:

Teach students to log in to the platform and complete the pre-assessments during class time. Through the short video, we can have a better idea of how stress affects our mental and physical health.

1) Platform Login Video

This video shows the details of steps to log in to the platform.

2) Login Steps Document

Teachers can guide students through step-by-step instructions based on the documentation and lead them to log in using the default email and password.

After logging in, students are required to complete pre-assessment.

Online "Stress Management Program" learning mode

- Start from Lesson 1 Part 1 and study in sequence
- **There will be a quiz after each lesson**
- **After passing the quiz, you can move on to the next lesson (The passing score is 5 points)**

Lesson 2: What, Why and How

1. Introduction of What, Why and How

2. Urban Stress Video

The video talks about the stress we experience in our daily lives, which directly affects our mood and performance. The changes in our bodies caused by the accumulation of too much stress can make our lives unpleasant.

Physical (physiological) symptoms:

- Headache
- Indigestion, diarrhoea
- Shaking, racing heart, pain in the heart, nausea
- Numbness, cold sweats, fatigue



Emotional (psychological) aspects:

- Insomnia or difficulty sleeping
- Depressed/prone to temper tantrums
- Loss of interest in most things
- Difficult to concentrate mentally
- Frustration and confusion
- Helpless
- Loss of confidence



If these symptoms persist for more than two weeks, it is important to seek help.

Question: Who can we talk to or ask for help?

Answer: Parents, family, teachers, social workers, counselling organisations, positive-minded friends, etc.

3. Life Stories - Uncle Chan's Travel Stories

The video shows how stress affects us. In the video, Uncle Chan joins a local tour in the United States. He did not speak English and could not communicate with the tour guide or the tour participants. He did not want to call his son while he was at work. He feels scared and has many thoughts that frighten him. So, he stayed close to the guide the whole time, not daring to move a step away. He also lost sleep at night. During the few days of the trip, Uncle Chan also showed signs of anxiety. After the trip, his condition did not improve, and he sought medical help to find out that he was suffering from anxiety. He was prescribed medication and advised to practise relaxation techniques and breathing exercises. Doctor also reminded his son to spend more time with his father, and after listening to the doctor's advice, he was able to relieve his anxiety.

Q&A Section:

Question: Why did Uncle Chan feel scared when he was on the tour?

Answer: Because Uncle Chan did not speak English, he was unable to communicate with the tour guide and the tour participants, but he did not want to call his son while he was working.

Question: What frightening thoughts occurred to Uncle Chan when he felt scared?

Answer: It's such a big place. What if I get off the bus and don't know how to get back? I don't speak English and I can't even ask for directions, so if I'm late and the bus leaves, how can I get home?

Question: What physical symptoms did Uncle Chan experience during the trip?

答案: 感到肚子疼。

Answer: He felt a belly ache.

问题: 旅程结束后, 陈伯伯身体还出现了什么征状?

Question: What other symptoms did Uncle Chan experience after the trip?

答案: 感到十分疲累, 发抖、恶心, 不能入睡, 对熟悉的事也产生恐惧的感觉。

Answer: He feels very tired, shaky, nauseous, insomniac, and fearful of familiar things.

问题: 陈伯伯求医后, 医生说他有什事?

Question: What did the doctor say was wrong with Uncle Chan after he sought medical attention?

答案: 患了焦虑症, 幸好陈伯伯愿意在症状出现的初期及时寻求专业医生的帮助。

Answer: He suffered from anxiety and was fortunate that he was willing to seek professional help in the early stages of his symptoms.

问题: 医生给了陈伯伯什么?

Question: What did the doctor give Uncle Chan?

答案: 医生给陈伯伯开了处方药和建议陈伯伯多练习松弛技巧和呼吸练习, 儿子多花时间陪伴。

Answer: The doctor prescribed medication and advised Uncle Chan to practice more relaxation techniques and breathing exercises and remind his son to spend more time with him.

请注意：一个健康的人在日常生活中也会因为一些压力事件而做成心理的困扰, 最重要的是懂得运用自助技巧帮助自己, 提前正视和面对。

Please note: A healthy person can be disturbed by stressful events in their daily life. The most important thing is to know how to use self-help techniques to help you face up to your problems early.

4. 壓力管理技巧介紹短片

Stress Management Skills Introduction Video

短片中介绍课程内的技巧, 有助舒缓紧张和压力, 包括:

The video introduces skills in the program to help relieve nervous and stress, including:

鬆弛技巧、呼吸技巧、營養、正面自語、感恩、建立坦誠社交、意義、忘我和信念、優質睡眠

Relaxation skills, breathing skills, Nutrition, positive Self-talk, gratitude, building openness and social support, meaning, flow and spirituality, good sleep.

這些技巧會於之後的課堂逐一介紹。

These skills will be introduced later in the lesson.

5. 學習自助技巧守則 Self-help skill tips: A. C. T. I. O. N.

A: Assess, Acknowledge & Action

接受發掘、認識和行動

C: Commit to strengthen our physical and mental wellness
誠心提升身心健康

T: Time to practice the skills
投入時間和應用技巧

達到以下的目標

I: In control of our life
重獲身心健康

O: Open the door to freedom
打開自由之門

N: Nothing is impossible in our life
凡事沒有不能之事

第三課堂: 鬆弛技巧 Class 2: Relaxation Exercise

教學目標: Teaching Objectives:

介紹簡單鬆弛技巧，教導學生如何運用鬆弛技巧舒緩緊張和壓力，培養一種「鬆弛反應」。

Introduces simple relaxation exercises and teaches students how to use relaxation skills to relieve tension and stress and develop a 'relaxation response'.

This lesson introduces various relaxation exercises as coping skills to lower the stress level of the individual and worry less about their **life**.

教學流程: Teaching process:

1. <<放下>> 短片 << Put the glass down>> Short film

故事以一杯水比喻我們的壓力, 如果我們拿著一杯水一段短時間可能對我們影響不大, 但如果長時間下去必定對我們做成困擾, 啟發我們要懂得放下憂慮的事情, 避免壓力增加。我們可以嘗試以今堂所學的呼吸技巧舒緩負面情緒和壓力。

The story uses a glass of water as a metaphor for our stress. If we hold a glass of water for a short period of time, it may not affect us much, but if we hold it for a long period of time, it will cause us distress. This story can inspire us to let go of our worries and avoid increasing our stress levels. We can try the breathing skills we have learnt in this class to relieve negative emotions and stress.

問答遊戲: Q&A Section:

問題: 老師問童軍們第一個問題是什麼?

Question: What was the first question the teacher asked the Scouts?

答案: 杯水有多重?

Answer: How much does a glass of water weigh?

問題: 童軍們如何回答老師問到 “如果拿著杯水一分鐘，感覺如何？”

Question: How did the Scouts respond to the teacher's question "How would it feel to hold a glass of water for a minute?"

答案: 童軍們回答 “沒事一樣”

Answer: Scouts answered "It's all right."

問題: 童軍們如何回答老師問到 “如果拿著杯水一整天，會如何？”

Question: How did the Scouts answer the teacher's question "What happens if you hold a glass of water all day?"

答案: 童軍們回答 “手臂會麻痺，若肌肉承受過大壓力，這樣下去可能會癱瘓。”

Answer: Scouts answered "The arm will be numb and if the muscles are subjected to too much pressure, it could be paralysed at this rate."

問題: 我們要如何做才能避免承受痛苦?
Question: What can we do to avoid suffering?

答案: “把杯子放下。”
Answer: "Put the glass down."

問題: 用一杯水比喻生活中遇到的什么事情?
Question: What is the analogy of using a glass of water to describe something in life?
答案: 生活中的压力和担忧就像一杯水。如果你承受一段短时间, 可能没有任何影响。但时间长了, 这些压力和忧虑会开始伤害我们, 如时间再长一点, 可能会成为严重困扰。
Answer: Stress and worry in life are like a glass of water. If you suffer from them for a short period of time, they may not have any effect. However over a longer period of time, these stresses and worries can start to take a toll on us, and if they go on for a little longer, they can become a serious nuisance.

問題: 这短片启发我们什么?
Question: What does this video inspire us to do?
答案: 启发我们要懂得放下忧虑的事情, 避免压力增加。
Answer: It inspires us to let go of our worries and avoid increasing stress.

請學生們想想生活中遇到哪些事情會令他們感到困擾, 邀請他們作分享。
Invite students to think about what things they have encountered in their lives that bother them, and invite them to do a sharing.

2. 鬆弛技巧介紹 Relaxation Exercise Introduction

3. 生活動畫短片

介紹鬆弛技巧的好處, 同時發掘一下我們日常生活中時常會接觸到的運動, 有助緩和緊張和壓力。

Let's take a look at the benefits of relaxation exercise and discover the exercises we often come across in our daily lives that can help relieve tension and stress.

问答游戏: Q&A Section:

問題: 试讲出短片中提到的松弛技巧的好处
Question: Tell us the benefits of the relaxation exercise mentioned in the video.
答案: 平静思维、平伏情绪

Answer: Calm your mind and emotions

問題: 试讲出短片中提到的松弛运动例子
Question: Give an example of the relaxation exercise mentioned in the video

答案: 瑜伽、太极、散步、默想、拉筋、骑自行车

Answer: Yoga, Tai Chi, Walking, Meditation, Stretching, Cycling

除了短片中的松弛运动，请学生说出其他日常生活中的松弛运动

Apart from the relaxation exercise in the video, ask students to name other relaxation exercises used in their daily lives

4. 輕鬆減壓運動示範短片 Stress Reduction Exercise Demonstration Video

以下短片中教導一組簡單鬆弛動作，幫助平靜思維之外還可伸展緊繃的肌肉。

The following video teaches a set of simple relaxation exercise to help calm the mind and stretch tight muscles.

短片中提及 5 個動作: Five actions are mentioned in the video:

1)前臂旋轉，2)手指伸展，3)頸部前彎，4)頭部旋轉，5)擴胸運動

1) forearm rotation, 2) finger stretch, 3) neck stretch, 4) head rotation, 5) chest expansion

邀請學生示範 5 個動作，由其他同學評審姿勢是否正確

Invite students to demonstrate 5 relaxation exercise and let other students assess whether their postures are correct or not.

5. 肌肉鬆弛技巧示範短片 Video demonstration of muscle relaxation techniques

一個簡單的動作，再配合呼吸，都可以即時幫到我們調整緊張或激動的心情，讓我們感覺到緊繃和放鬆的分別。

A simple movement, combined with breathing, can instantly help us to adjust to a tense or agitated mood. It allows us to feel the difference between tension and relaxation.

邀請學生示範動作，由其他同學評審姿勢是否正確

Invite students to demonstrate the relaxation exercise and let other students assess whether their posture are correct or not.

6. 卡紙遊戲 Card game

老師舉起畫有圖案的卡紙，同學運用想像力做出相對應的技巧，老師並從中作解釋

The teacher shows pictures with the clues on it. Students have to match them with the correct relaxation exercise by looking at the picture clue and demonstrate the exercises to the class.

圖案包括:

The pictures include:

- 小天鹅 / 飞机 --扩胸运动 Little Swan / Airplane - Chest Expansion
- 手掌 / 班戟制作 / 硬币 -- 前臂旋转 Palm / Banjo Making / Coin - forearm rotation
- 手拿篮球 – 手指伸展 Handheld Basketball - Finger Stretch
- 长雨伞 --颈部前弯 Long umbrella - neck bend
- 旋转木马 -- 头部旋转 Carousel - head rotation
- 乌龟 -- 肌肉松弛技巧 Turtle - muscle relaxation skills

第四課堂: 呼吸技巧

Class 3: Breathing Exercise

教學目標: Teaching Objectives

教導簡單呼吸技巧，讓學生容易掌握，懂得在有需要時可即時運用，緩和情緒。

This lesson introduces the importance and benefits of different breathing exercises. Students can master the use of breathing exercises after practice, and know how to use them any time when necessary to ease emotions.

1. 呼吸練習簡介 Breathing Exercises Introduction

2. <<呼.聲>>短片 “Voice Out” Video

以下是一個名為<<呼.聲>>的短片，以幾個生活中常遇到的個案帶出呼吸練習的重要性，我們一齊來看看短片內的主人翁如何運用一個簡單的動作改變他們的情緒。

Several life case studies are shown in this lesson to illustrate the importance of breathing exercises. People in the video demonstrate how to use simple skills to ease their negative emotions

請學生說出短片個案中的情緒:

Ask students to list out the emotions shown in the video:

答案: 憤怒 (Anger)、恐懼 (Fear)、蒙羞 (Shame)、悲傷 (Sad)、無奈 (Frustrated)、緊張 (Anxiety)、衝動 (Impulsive)

Answers: Anger, Fear, Shame, Sad, Frustrated, Anxiety, Impulsive

邀請曾经历过以上其中一个情绪的学生分享事件, 当时是如何面对的。

Invite students to share their experience on dealing with the above emotions.

3. 生活動畫短片 - 紙袋呼吸 Life Animation Video - Paper Bag Breathing

有時我們會遇到一些引起緊張、恐懼的事件，嚴重可能會出現換氣過度，令到呼吸不順暢，我們一齊來看看如何處理這種情況。短片內容包括正確使用紙袋呼吸的方法。

Stressful and frightening events that we encountered in life can possibly cause us hyperventilation and breathing problems. The video teaches us how to cope with these difficult situations by breathing into a paper bag in a correct way

短片內容講述一位剛分娩的媽媽洪心心，在酒樓為女兒設滿月宴時突然出現了胸口悶及呼吸急速的徵狀，經詳細的檢查後，原因是體內的荷爾蒙變化導致產生焦慮的情緒及換氣過度，醫生教洪心心使用紙袋來緩和換氣過度的問題。洪心心依從醫生的教導，換氣過度的情況大大減少。

The film tells the story of a new mother, Mary, who suddenly had the symptoms of chest congestion and rapid breathing appearing while hosting her daughter's 'red egg party' at a restaurant. After a detailed examination, the cause was hormonal changes in her body which led to anxiety and hyperventilation. The doctor taught her to use a paper bag to alleviate the

hyperventilation problem. She followed the doctor's instructions, and her hyperventilation was greatly reduced.

问答游戏: Q&A Section

问题: 短片中妈妈洪心心出现了什么症状?

Question: What are the symptoms of Mary in the video?

答案: 胸口闷及呼吸急速的症状。

Answer: Symptoms of chest tightness and rapid breathing.

问题: 医生教洪心心什么方法缓和这情况?

Question: What did the doctor teach Mary to alleviate this condition?

答案: 纸袋呼吸。

Answer: Paper bag breathing.

问题: 洪心心遵从医生的教导后, 感觉如何?

Question: How does Mary feel after following the doctor's instructions?

答案: 她换气过度的情况大大减少。

Answer: Her hyperventilation is greatly reduced.

问题: 如果找不到纸袋, 我们可以用什么代替?

Question: If we can't find a paper bag, what can we use instead?

答案: 卫生口罩。

Answer: Hygiene mask.

4. 計算呼吸示範短片 Counting in Breathing

以腹式呼吸方法, 配合數算自己呼吸的次數, 將注意力集中於計算上, 有助平靜負面情緒。初次練習可以 15 分鐘為單位, 之後慢慢延長練習的時間。定時練習有助強化個人情緒管理。

Use abdominal breathing and count your breaths. Focusing your attention on the counting helps to calm negative emotions. The practice can be done in 15-minute increments for the first time, and then gradually extended. Regular practice helps to strengthen your emotion/stress management.

邀请学生示范动作, 由其他同学评审姿势是否正确

Invite students to demonstrate the posture and let other students assess whether the posture is correct or not.

5. 鼻孔呼吸示範短片 Nostril breathing

當我們好緊張的時候, 有時又不想旁人知道, 我們可以用一個既簡單又有效的方法, 就是利用鼻孔, 我們一齊來試下。

When we are nervous and sometimes we don't want others to know, we can use our nostrils to breathe in and out slowly and rhythmically to regulate our mood/emotions .

邀请学生示范动作, 由其他同学评审姿势是否正确

Invite students to demonstrate the posture and let other students assess whether the posture is correct or not.

6. 分组练习 Group Exercise

- 4-5 位学生为一组
- 4-5 students in a group
- 练习计算呼吸和鼻孔呼吸
- Practice counting breathing and nostril breathing
- 老师带领全班同学一起做呼吸练习，每种练习做 5 次，提醒学生练习速度要慢，不能心急
- The teacher leads the class in breathing exercises, 5 times each, reminding students to practice slowly and not to rush

7. 感受分享 Sharing

邀请同学分享一下练习呼吸技巧后感觉如何。

Invite students to share how they feel after practicing breathing exercise.

第五課堂: 營養和藥物/食物 Class 5: Nutrition and Medication / food

教學目標: Teaching Objectives:

介紹營養和藥物/食物如何幫助調和身體，減低壓力所造成的影響，認識睡眠的重要，了解睡眠不足的徵狀，以及改善睡眠質量的方法。

Introduces how nutrition and medication/food can help to harmonize our body and reduce the effects of stress.

1. 營養簡介 Introduction to Nutrition and medication/food
2. 飲食問卷調查 (老師派發工作紙, 每位學生 1 張)

Dietary Survey (1 worksheet per student, distributed by teachers)

是一個簡單的飲食習慣測試，有助學生認識自己是否有一個健康的飲食習慣，從而注意均衡飲食

It is a simple test that helps students to aware of their eating habit, so that they can pay attention to have a more balanced diet

以下是有关饮食习惯的问题，请回答“是”或“否”

1. 每天饮用多于 1 包纸包饮品 / 1 罐汽水 / 1/2 支樽装饮品)
2. 每星期吃经油炸的食物 (如: 薯条, 炸鸡等) 多于三次
3. 每天食用少于 2 份水果*
4. 每天食用少于 3 份蔬菜*
5. 每天喝少于 6-8 杯流质饮品 (如: 清水、清汤等)
6. 我经常在食物中加盐
7. 每星期食用酥饼类食物 (如: 蛋糕, 曲奇, 冬甩等) 多于四次
8. 每天最少食一次小食 (如: 薯片, 椒盐脆饼, 饼干等)
9. 每天最少食一次糖果或带甜的食物 (如: 雪糕)

是	否
是	否
是	否
是	否
是	否
是	否
是	否
是	否
是	否

Questionnaire

Here are the questions about eating habits, please answer "yes" or "no"

1. Consume more than 1 packet of carton drinks / 1 can of soft drinks / 1/2 bottles of beverages per day)
2. Eat fried food (e.g. French fries, fried chicken, etc.) more than three times a week
3. Consume less than 2 servings of fruit per day*

Yes	No
Yes	No
Yes	No

4. Consume less than 3 servings of high-fiber foods per day (vegetables, fruits, whole grains)
5. **Drink 6-8 glasses of fluid every day**
6. Adding extra salt to food.
7. Consume processed pantries/ processed baked food (e.g. cakes, cookies, winter dumplings, etc.) more than 4 times a week
8. Eat snacks at least once a day (e.g. potato chips, pretzels, biscuits, etc.)
9. Eat candy sugary food or sweetened foods (e.g. ice-cream) at least once a day

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

3. 生活動畫短片 - 營養 Animated Video

身心健康是指生理和心理都得到適當的平衡，食物和營養除了幫助補充能量維持日常活動之外，原來有些食物是會影響我們生理和心理的健康，我們應如何幫助自己選擇合適的食物呢，我們看看以下個案，試想想對你有何啟發。

Physical and mental health/ Physically and mentally healthy is about having the right balance of physical and mental well-being. Apart from fueling our body for daily activities, food and nutrition can also effect our physical and mental health. What can we do to help ourselves choose the right foods?

短片中講述一位離鄉背井的女孩何大寶在異地工作時，因工作環境未能適應又沒有親人在身邊，累積了很大壓力，以暴飲暴食來舒緩她的焦慮，這飲食習慣除了令她身體變胖、脾氣變差、一點耐性都沒有還影響工作表現，而且出現心跳急速和手腳發抖的徵狀。她求診後，醫生發現她的身體脂肪比例很高，那些心跳和害怕的感覺是源於不健康的飲食，建議她改變飲食習慣。何大寶聽了醫生的建議，改變飲食習慣和學習一些自助技巧幫助舒緩工作壓力，她除了身體健康了心情也好多了。

The short film tells the story of a girl, Abby, who leaves her hometown to work in a foreign country. She is under a lot of stress because she cannot adapt to the working environment and has no family members around. She eats a lot to relieve her anxiety, this habit has not only made her gain excessive weight, but also driving her bad temper, and symptoms of rapid heartbeat and shaky hands and feet, which harmfully affect her working performance. When she sought medical advice, the doctor found her having a high percentage of body fat. Her rapid heartbeat and feeling of fear were due to her unhealthy diet. The doctor advised her to change her diet. After listening to the doctor's advice, she changed her diet and learnt some self-help skills to relieve her stress at work.

问答游戏: Q&A Section:

问题: 短片中提到何大宝如何暴饮暴食?

Question: How did Abby overeat in the video?

答案: 她特别喜欢吃意大利薄饼，一天三餐都到员工饭堂吃薄饼，尤其是只有肥肉的那种，而且一定要喝汽水，在小息的时候就要有巧克力，咖啡每天最少喝三杯，喜欢在晚上喝不同类型的酒精饮料。

Answer: She is particularly fond of pizza and goes to the staff canteen three times a day for pizza, especially the fatty kind, pairing with a soft drink. She also eats chocolate at breaktimes. She drinks at least three cups of coffee a day and likes to drink different types of alcoholic beverages in the evening.

问题: 何大宝暴饮暴食带来了甚么后果?

Question: What are the consequences of Abby's overeating?

答案: 她身体变胖、脾气变差、一点耐性都没有、影响工作表现、身体脂肪比例很高、心跳急速和手脚发抖, 有害怕的感觉。

She has gained weight, lost her temper, lost patience and affected her performance at work.

She also has a high percentage of body fat, a rapid heartbeat, shaky hands and feet, and a feeling of fear.

问题: 医生建议何大宝如何改变饮食习惯?

Question: How does the doctor recommend Abby to change her diet?

答案: 她减少进饮会影响或加重焦虑感觉的食物, 例如: 高脂肪、高盐和高糖的食品, 含咖啡因和酒精的饮品, 多吃点能够帮助缓解焦虑的食物例如: 含钙的食物, 鲑鱼、沙丁鱼、椰菜花等。

She eats less foods which can trigger anxiety, such as processed foods with high fat, salt and sugar, drinks containing caffeine and alcohol. She tends to consume more foods that can help her relieve anxiety, such as foods high in calcium, salmon, sardines, broccoli, etc.

问题: 何大宝听取医生建议改善饮食习惯和学习自助技巧后, 她身体和情绪有甚么变化?

Question: How has Abby changed physically and emotionally after improving her diet and learning self-help skills, following her doctor's advice.

答案: 她身体健康了, 心情也好多了, 不再常发脾气, 没有了那些心跳、害怕的感觉, 平静的思维对工作也有很大的帮助。

Answer: She is in good health. Her mood/ emotion has been more calm from bad temper, rapid heartbeats and fears, which bring her great help at work.

4. 分組遊戲 Group games

做法: 老師派發食物圖片,每位學生一張,學生收到圖片後可小組討論一下收到的食物是屬於高脂、高糖還是高鹽, 2分鐘後老師於班房劃分為3個區域(高脂、高糖、高鹽), 每位學生拿同食物圖案走到所屬區域,家長義工可指導學生,之後老師評審學生選擇是否正確:

How to do it: Each student will receive a food picture. They can discuss in groups whether the food is high in fat, sugar or salt. After 2 minutes, the teacher will divide the classroom into 3 areas (high fat, high sugar and high salt) and each student will walk to the corresponding area with the food picture. Then the teacher will assess whether the students' choices are correct.

食物圖案包括:

雪糕、肥肉、朱古力糖漿、軟糖、帶皮雞肉、比薩、漢堡、油炸食品(薯條、天婦羅、炸雞脾)、糕點、奶昔、餅乾、提神飲料、果汁牛奶、可口可樂、肉類加工品(如:肉鬆、肉乾)、調味料(如: 千島醬、沙拉醬、豬排醬)、醬醃菜類、乾果零食類、薯片、香腸、午餐肉、鹹蛋

Food picture ideas

Ice cream, fatty meats, chocolate syrup, soft candy, skin-on chicken, pizza, burgers, fried foods (French fries, tempura, fried chicken leg), pastries, milkshakes, biscuits, refreshing drinks, fruit juices and milk, Coca Cola, processed meat products (e.g. meat loaf, jerky), sauces (e.g. thousand island dressing, salad dressing, pork chop sauce), pickles, dried fruit snacks, crisps, sausages, luncheon meat, salted eggs.

答案:

高脂肪: 雪糕、肥肉、带皮鸡肉、比萨、汉堡、油炸食品(薯条、天妇罗、炸鸡脾)、糕点、奶昔、饼干

Answer:

High fat: Ice cream, fatty meat, skin-on chicken, pizza, burgers, fried foods (French fries, tempura, fried chicken leg), pastries, milkshakes, biscuits

高糖食品: 朱古力糖浆、软糖、可乐、内类加工品(如: 肉松、肉干)、调味料(如: 千岛酱、色拉酱、猪排酱)

High-sugar foods: chocolate syrup, soft candy, refreshing drinks, fruit juices and milk, Coca-Cola, processed foods (e.g. meat loaf, jerky), seasonings (e.g. thousand island dressing, salad dressing, pork chop sauce)

高盐食品: 酱腌菜类、干果零食类、薯片、香肠、午餐肉、咸蛋

High-salt foods: pickles, dried fruit snacks, chips, sausages, luncheon meat, salted eggs

经常食用以上食品会增加我们身体消化系统和代谢的负担, 增加患病风险, 应少食。

constantly having these foods will increase the burden of our digestive system and metabolism, also the risk of disease. Therefore, we should reduce the consumption of it.

5. 營養原則 Nutritional Principles Principles of nutrition

為了養成良好的飲食習慣，請牢記以下的營養原則，使焦慮症狀有改善。

In order to develop good eating habits, please remember the following principles to improve your anxiety symptoms

指南: Guide:

一定要吃早餐

Be sure to eat breakfast Have your breakfast every day

每天至少吃五份水果或蔬菜

Eat at least five portions of fruit or vegetables a day

减少高脂肪和高糖食品的摄入

Reduce intake of high-fat and high-sugar foods

选择以烘、烤或蒸煮的食物, 而不吃油炸食物

Choose baked, grilled or steamed foods over fried foods

在膳食中应包括淀粉类食物, 如稻米、谷物或少量的面包, 以限制脂肪和过多的肉类

Include starchy foods in your diet such as rice, cereals or small amounts of bread to limit the intake of fat and excessive amount of meat

在白天两餐之间进行加餐来保持代谢需要，提供能量，同时防止在进餐时间吃得过多（以水果、坚果或蔬菜作为加餐；高脂肪和高糖的传统点心则不合用）

Taking supplements and snacks between meals during the day to maintain metabolic needs, optimize energy level and prevent overeating at mealtimes (fruit, nuts or vegetables as a supplement; traditional snacks with high fat and sugar are not suitable)

第六課堂: 正面自語 Class 6: Positive Self-talk

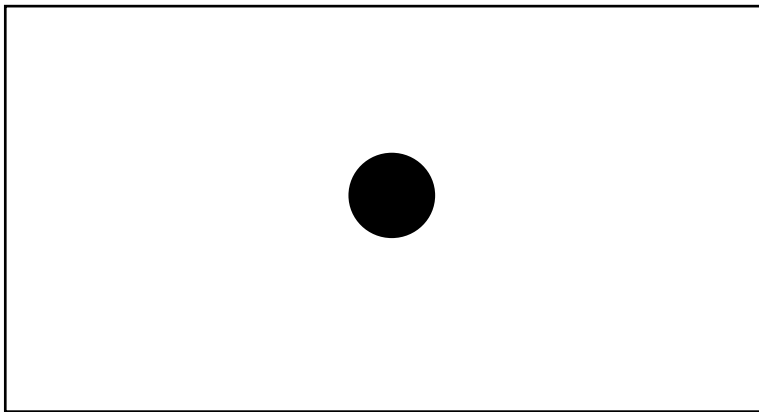
教學目標: Teaching Objectives

簡介負面 and 正面自語對我們有不同的影響，引導學生以正面的思維帶出正能量。

Self-talk can be both negative and positive which bring us different impact. This lesson guides students to think positively and bring out positive energy.

1. 正面自語簡介 Positive Self-talk Introduction
2. 老師展示以下圖片 (4A 白紙上有一黑點), 讓學生想想圖片中的表達的是什麼:

The teacher shows the following pictures (4A white paper with a black dot on it) and asks the students to think about what the pictures are trying to say:



3. <<黑點>> 短片 The Black Dot

故事講述老師給了學生一個特別的測驗, 白色的試卷上只有一個黑點, 老師要求學生寫出自己於試卷上看到的東西, 所有學生都提到試卷上的黑點, 沒有人提到試卷的白色部份; 比喻事件往往有兩面, 相比起生活中的美好事物, 雖然這些黑點只佔很小的部份, 但也能擾亂了我們正面的思想。將眼睛從生活中的黑點上移開, 嘗試專注於生活中更明亮的一面, 讓思想變得正面。

The story goes that the teacher gave the students a special test in which there was only one black dot on a white paper and the teacher asked them to write down what they saw on the paper. All the students mentioned the black dot on the paper, but no one mentioned the white part on the paper. This is a metaphor for the fact that there are often two sides to an event, and although these dark spots are a small part of the picture compared to the good things in life, they can also disrupt our positive thinking. Take your eyes off the dark spots in life and try to focus on the brighter side of life to make your thoughts positive.

问答游戏: Q&A Section:

问题: 老师给了学生们怎样的试卷?

Question: What kind of papers did the teachers give the students?

答案: 白色的试卷上只有一个黑点。

Answer: There is only one black dot on the white paper.

问题: 同学们作答了哪些内容?

Question: What did the students answer?

答案: 所有学生都毫无例外地写到黑点, 提及其位置, 大小等内容

Answer: All students wrote about the black spots without exception, mentioning their location, size, etc.

问题: 为什么学生们没有一个能得到分数?

Question: Why did none of the students get a mark?

答案: 因为所有人都提到黑点。没有人提及试卷的白色部分。

Answer: Because everyone mentioned the black points. No one mentioned the white part on the question paper.

老師解釋事件往往有兩面, 除了紙上的黑點, 亦應嘗試留意紙上仍留有大範圍的白色部份。鼓勵學生以多角度分析事件。

The teacher explains that there are always two sides to an event. As well as looking at the black dots on the paper, we should also try to notice the large areas of white left on the paper.

Encourage students to analyse events from multiple perspectives.

4. 正負自語示範短片 Positive and negative self-talk demonstration video

我們如何把負面的想法變成正面呢? 首先我們要分辨出自己的想法是負面還是正面, 如發現是負面, 我們可試試從不同的角度思考, 嘗試了解事情, 找出困擾我們的原因, 正面地處理事情, 短片展示了幾位朋友在遇到不开心或困擾的時候他們如何改變負面想法以正面的態度面對。

How can we turn negative thoughts into positive ones? The first thing we need to do is to find out whether our thoughts are negative or positive. If we find that it is negative, we can try to think about it from a different perspective, try to understand the situation, find out what is bothering us and deal with it in a positive way. The video shows examples of how we can change our negative thoughts into positive ones when we are unhappy or troubled.

短片中的正负自语内容:

Positive and negative self-talk content in the video:

例子(一):

负: 妈妈整天只会问有关功课的事情, 好烦呀, 很讨厌她。

正: 其实妈妈已经很忙, 她问我也是在关心我呀!

Example 1:

Negative: Mum has been asking about my homework all day long. It is so annoying, I hate her.

Positive: In fact, my mother is very busy. She asks because she cares about me.

例子(二):

负: 选拔赛没我的份儿, 进不到校队, 我就不上学了。

正: 深入点去想, 在学校有老师教我, 有师兄师弟跟我一齐练球, 教练看见我的努力, 应该会考虑让我加入球队的。

Example 2:

Negative: I am not even in the selection trial. If I cannot join the school team, I won't go to school.

Positive: When I think about it more deeply, in school there are teachers to teach me, and school mates to practice with me. When the coach sees my effort, he may consider letting me join the school team.

例子(三):

负: 唉, 我也不明白为甚么同学们这么讨厌我, 常常冤枉我考试作弊, 还给我改了个「猫王」的花名, 我的成绩比他们好一点而已, 整天在叫我「猫王」, 我讨厌这个名字。

正: 想清楚点儿, 我没得罪他们, 我也不想这件事情困扰着我, 不如我跟爸爸妈妈商量一下, 希望可以把问题解决。

Example 3:

Negative: Oh, I don't understand why my classmates hates me so much. They accuse me of cheating on my exams. They call me the "King of Cats" and I hate it.

Positive: On second thought, I didn't offend them. I don't want this problem to bother me. It's better for me to discuss it with my mom and dad. I hope they will help me solve the problem.

例子(四)

负: 妈妈对我的要求很高, 用了很多钱让我去补习, 每次测验考试都要拿 100 分, 这次只有 96 分, 怎么办呢? 一定会被妈妈责骂的, 我真不想回家。

正: 妈妈要求我拿满分, 都是想要我尽力读书, 如果我坦白跟她说我已经尽力了, 她应该会相信我的。

Example 4:

Negative: Mom has a high expectation for me. She spends a lot of money for my private tuition and expects me to get full marks on my tests. This time I only got 96 points. What should I do? My mom will give me a hard time and I really do not want to go home.

Positive: Mom wants me to get full scores so I will have to try my best to study. If I honestly tell her that I've done my best and she should believe me.

例子(五)

负: 小熊, 平时老师在课堂上问的问题, 我全部都不懂得回答, 我真的这么愚蠢没用吗? 有时候我的心还惊慌得噗通噗通跳, 整个人在发抖。

正: 其实如果不懂得回答, 可以诚实跟老师说, 没甚么大不了的, 我相信老师们都会耐心地教我的, 小熊是吗?

Example 5:

Negative: Little Bear, I usually don't know how to answer the questions asked by the teacher in the classroom. Am I really stupid and useless? Sometimes it makes me panic with a heavy heartbeat and my whole-body trembles.

Positive: If I don't know how to answer it, I can honestly tell my teacher. It's not a big deal. I believe my teacher will teach me patiently. Right, Little Bear?

5. 遊戲 - 分辨正負面句子 Games - Distinguish between positive and negative sentences
請學生逐一讀出以下句子, 然後分辨是正面還是負面的句子:

Ask students to read out the following sentences one by one and then distinguish between positive and negative sentences:

- 考試成績雖未如理想, 但透過考試令我知道自己不足的地方, 我相信只要加強練習較弱的部份, 下次一定能取得好成績
Although my exam results were not as good as I expected, I have learnt from the exam that I am not good enough. I believe that if I work harder on the weaker parts, I will get a good result next time.
- 放學後又要去補習, 真沒趣
It's so boring to have to go to tutorials after school.
- 每個同學都有家長出席親子活動, 我的爸爸媽媽都不能出席, 是他們不愛我嗎?
All my classmates have parents attending parent-child activities, but my mum and dad can't attend, is it because they don't love me?
- 媽媽不讓我打電子遊戲, 讓我好憤怒, 她不讓我做自己喜歡的事, 我也不做她想我做的事
My mom wouldn't let me play video games, it made me angry, she wouldn't let me do what I loved, and I wouldn't do what she wanted me to do.
- 我好想下年可以成為學校的樂團代表, 現在我要加倍練習, 考試取得好成績, 才會被選中入樂團
I really want to be a representative of the school's orchestra next year, and now I have to practice more Xi and get good results in the exams before I am selected for the orchestra.
- 弟弟或妹妹好煩, 整天要我陪他玩
My brother or sister is so annoying that he wants me to play with him all day
- 忘記做功課, 被罰留堂, 個個都知道, 好醜呀!
Forgot to do my homework, was punished and detained, everyone knows it, it's so ugly!
- 媽媽爸爸放工回家已好累, 我要用功讀書, 不要讓他們擔心我
Mom and Dad are so tired when they come home from work, I have to study hard, don't let them worry about me
- 同學 A 整天在展示新的文具, 見到就覺得討厭
Student A was showing off new stationery all day long, and I hated it when I saw it
- 今日體育堂考試要跑 10 個圈, 我一定不能完成
I have to run 10 laps in the gym exam today, and I must not be able to complete it
- 只要我分配好玩和學習的時間, 就不會被爸爸媽媽罵了
As long as I allocate time for fun and study, I won't be scolded by my parents

- 明天要默書, 這麼長的文章不知如何開始, 不理了, 不懂就不懂, 零分就零分吧
I have a dictation quiz tomorrow, I don't know how to start such a long article, ignore it, don't understand it, I don't care about the score.
- 校際比賽輸了, 但我們真的已經盡力, 將應有的實力發揮出來了, 我們再努力訓練改善弱點, 下次一定可以贏的
We lost the inter-school competition, but we really did our best, we played to our strengths, and we worked hard to improve our weaknesses, and we will definitely win next time
- 作為老師的小幫手, 要做好班務, 幫忙減少同學之間的不愉快事件, 是一件很有意義的工作
As a teacher's helper, it is a very meaningful class work and help reduce unpleasant events among classmates
- 同學們都懂得用平板電腦, 而我不懂, 我真的很笨
My classmates know how to use tablets, and I don't, I'm really stupid

6. 遊戲- 負變正 Game - Negative to Positive

邀請學生將以下負面自語變成正面

Invite students to turn the following negative self-skills into positive ones

- 我弄丟了手提电话, 一定会被妈妈骂的。
I lost my mobile phone and I'll be scolded by Mum.
- 还没开始活动, 突然下起大雨, 连天都想活动取消吗?
The event has not yet started and suddenly it started raining heavily. Is the event doomed to be cancelled?
- 最简单的题目都答错, 我真的很蠢。
I got the simplest question wrong, I'm really stupid.
- 同学 A 成绩名列前茅又漂亮, 得到很多老师同学的喜爱, 我成绩和样子都一般, 我的存在好像可有可无。
Classmate, A, is a top student and a pretty girl, who is loved by many teachers and classmates. But my grades and appearance are not outstanding. I feel like I am dispensable.
- 在一次練習中弄傷了腳, 以後都沒有機會出賽了。

I injured my foot in a practice, and I won't have a chance to play in the future.

- 家境富裕的同學放假可以出國旅行，我這些窮孩子不會有機會去旅行的了。
Wealthy classmates can travel abroad during the holidays, and poor children like me will not have the opportunity to travel.

邀请学生分享当听到这些负面或正面语句时有何感觉。

Invite students to share how they feel when they hear these negative or positive examples.

第七课堂:「脱敏疗法」和其它「行为疗法」Class 7:

教学目标: Teaching Objectives

简介「脱敏疗法」和「行为疗法」的作用和种类, 让学生有初步的了解。

Introduction to the role and types of 'desensitisation therapy' and 'behavioural therapy' will provide students with an initial understanding.

教学流程: Teaching process:

1. 「脱敏疗法」和「行为疗法」简介短片

Desensitisation Therapy" and "Behavioural Therapy" Introduction Video

2. 小组讨论-最害怕的事物

Group Discussions - The Most Feared Things

- 4-5 位学生一组
4-5 students in a group
- 每位学生与组员分享一下他们最害怕的事物 (例如: 动物、昆虫、乘坐的交通工具、体育活动等), 原因是什么, 当遇到时有何反应、如何应对。
Each student shares with the group what they are most afraid of (e.g. animals, insects, transportation, sports activities, etc.), why they are afraid, how they react when they encounter them, and how they deal with them.
- 讨论完毕后, 每组分享一个事件
After the discussion, each group shared an event.

3. 生活动画短片-行为疗法 Animated Life Video - Behavioral Therapy

谢利东因性格内向害羞, 很少与人交往, 加上太太帮他处理大部份生活及社交的事情, 形成了他很少与人接触, 工作时感到非常丢脸和尴尬, 往往承受很大的压力和感到焦虑, 是一个典型社交恐惧症或社交焦虑的案例, 后来谢利东使用了认知的技巧帮助他重新学习和思考, 并开始接受治疗, 每天都会练习技巧和参与小组行为治疗后, 情况得以改善, 在同事面前演讲和主持会议也不再感到焦虑和不安了。

Jerry is an introvert and shy person who seldom interacts with people, and his wife helps him with most of his daily chores and social matters. He feels humiliated and embarrassed at work and is often under a lot of pressure and anxiety. This is a typical case of social phobia or social anxiety. He then used cognitive skills to help him relearn and rethink, and began therapy, practising skills and participating in group behavioural therapy daily, which improved his

situation. Eventually, he no longer felt anxious and uncomfortable presenting and chairing meetings in front of colleagues.

问答游戏: Q&A Section:

问题: 谢利东的性格如何?

Question: What is the character of Jerry?

答案: 谢利东性格内向害羞, 比较迟钝, 反应也比较慢

Answer: Jerry is introverted, shy, slow to respond.

问题: 谢利东太太如何在生活上帮谢利东处理事情?

Question: How does Jerry's wife help him with things in life?

答案: 谢利东太太管理家中的事务, 安排好生活的一切, 如果有需要预约, 太太会帮谢利预约好, 出席家长会, 叫外卖。

Answer: His wife manages the household, arranges everything, makes appointments for Jerry, attends parent-teacher meetings, orders take-aways.

问题: 谢利东形成典型社交恐惧症或社交焦虑的原因是什么?

Question: What are the reasons for his typical social phobia or social anxiety?

答案: 原因包括: 性格内向, 太太帮他处理所有生活事情, 很少社交活动和与人接触。

Answer: Reasons include, introverted personality. His wife helps him with all the things in his life. He is not enough social activities.

问题: 当谢利东打电话与客户联络时, 他的表现如何?

Question: How did Jerry behave when he called customers?

答案: 他一开口声音就会变得很薄弱, 断断续续的, 走来走去, 感到喉咙哽住, 会突然间很快地把全部信息都说出来, 重复所说内容, 感到非常尴尬。

Answer: When he gets on the phone, his voice is going to be weak and break. He will stumble around and choke up, and then blurt out the rest of all messages so fast and repeats it. He felt very embarrassed.

问题: 谢利东如何改善自己的情况?

Question: How can Jerry improve his situation?

答案: 谢利东使用了认知的技巧帮助他重新学习和思考, 并开始接受治疗, 每天都会练习技巧和参与小组行为治疗。

Answer: Jerry used cognitive skills to help him relearn and rethink. He started therapy, practising the skills, and participating in group behavioural therapy daily.

问题:使用技巧后对谢利东有何帮助?

Question: How does using the skills help Jerry?

答案: 谢利东情况得以改善, 在同事面前演讲和主持会议也不再感到焦虑和不安了。

Answer: His situation has improved, and he no longer feels anxious and uncomfortable when speaking in front of colleagues and conducting meetings.

问题:谢利东用了什么方法面对与人交谈的焦虑感和恐惧?

Question: What methods did Jerry use to deal with his anxiety and fear of talking to people?

答案:谢利东反向地面对, 他尽可能地犯错, 然后用幽默感去面对他的错误, 当他夸大了他的害怕时,他反而觉得很有趣,把焦虑感消除。

Answer: Jerry worked on paradoxes and deliberately make as many mistakes as possible. He injected humor into the situation, and found that when he exaggerated his fears, he though this was funny.

4. 「行为疗法」 (Behavioral Therapy)

是改变人对压力或焦虑的反应, 从而达到减轻焦虑的目的。作用原理是通过逐渐地接触焦虑的情境和根源, 以改变对它们所作出的反应, 并引导改变遭遇焦虑时的行为。进行此疗法时, 首先追踪并识别害怕或恐慌的诱因, 然后运用各种不同的练习方法, 用新的方式来处理它们。

Behavior therapy is the core of all behavioral strategies which is used to modify the anxious response patterns you have, be it fear, worry or concern. Similar to the other two categories cited above, worry safety behaviors or passive avoidance are also another type of anxious response pattern that people normally use. You may use avoidance if you are afraid of something. For example, if you are afraid of large dogs, you may avoid dogs altogether. Or, you may use worry safety behavior, something you feel you need to do to prevent the fear from surfacing. If you are constantly worried about being late, you may repeatedly review your calendar because you feel you may miss an appointment at any time.

做法 : Instructions:

- 首先, 识别需要改变或移除的忧虑安全或逃避的反应。这种反应可能是「忧虑安全行为」或「被动逃避行为」。
举个例子, 由于你害怕过桥, 你因此从不敢过桥, 这就是「被动逃避行为」。你解决过桥恐惧的方式是和朋友一起过桥。当你发现朋友没空赴约和你一起过桥时, 你就不得不学会新的方式处理自己的恐惧。这就是恐惧安全行为的一种形式。

Start by identifying the worry safety or the avoidance response you intend to change or remove. As an example, your fear of crossing the local bridge may lead you to never cross that bridge and you realize that you will be unable to take the job you have been offered unless you learn to cross the bridge. This is passive avoidance behavior. You therefore decide to solve your bridge fears by only traveling over the bridge with a friend. When you find out that your friend is not available to go with you over the bridge for an appointment, you will have to learn a new way to deal with your fears. This is a form of worry safety behavior.

- 如果想改变逃避行为，可以使用文中所述的「面对疗法」、「认知行为疗法」或任何一项行为实验(Behavioral Experiment)。

If you want to change an avoidance behavior, you can use any of the **Exposure Therapy, Cognitive Behavioral Therapy, or Behavioral Experiment Techniques** described below.

- 如果想改变忧虑安全行为，可以使用「系统性脱敏疗法」或「认知行为疗法」。如果「忧虑行为」是由于创伤而造成的，可与治疗师一起进行「眼动脱敏重整疗法」或「延长面对疗法」。

If you are looking to change the worry safety behaviour, you can use Systematic Desensitization or Cognitive Behavioural Therapy. In the cases of worry behaviours stemming from trauma, EMDR or Prolonged Exposure, working with a therapist is an option.

「行为疗法」包括：

- 「消失作用」(Extinguishing)：打破压力事件和情境与你一贯反应之间的联系。许多患有焦虑问题的人可能做出的反应有逃避、隔离或恐慌

Extinguishing: you break the connection between the stressful event and your typical response. For many people with anxiety, it may be avoidance, isolation or panic.

- 「概念化」 (Generalization)：将曾经历惊恐或焦虑情境时所作出的正面反应运用到其他类似的情境。例如，对于克服旅行的恐惧，首先通过处理对乘搭巴士的恐惧，最后转向乘搭火车、飞机或坐船

Generalization: you take the positive response you have learnt to overcome a fear or anxious situation and apply it to other stressful situations in the same way. For example, you learn to change your fear of travel by first dealing with your fear of buses, and eventually move on to taking a train, a flight, or a boat ride.

- 「识别」 (Discrimination)：学会对导致焦虑的不同事件或情境作出的不同反应

Discrimination: you can learn to respond differently to any event or situation that used to cause you anxiety.

- 「调节」 (Counter-conditioning)：对导致恐惧、焦虑或逃避的事件或情境作出创新的反应

Counter-conditioning: you develop a new response to an event or situation that used to only lead to fear, anxiety, or avoidance.

- 「面对恐惧」 (Exposure to the anxiety)：亲身体验引发焦虑的情境，例如：可以使用引发焦虑的情境图片或视频，也可通过把事件写下来，描述该事件发生的经过

Exposure to the anxiety-causing situations as they happen: you take pictures or video of the situation, or through written description of the event, or through virtual reality and computer-aided tools.

5. 「系统脱敏疗法」 Systematic Desensitization

这是行为疗法的一种，从中可以学习对压力性事件或情境作出一种不同的、放松的和更健康的反应，以取代过去的焦虑反应。这疗法通常用于克服恐惧和恐慌症。

例如害怕过桥，当焦虑临到，作出的反应是深深的恐慌或选择逃避。而「系统脱敏疗法」可以训练在害怕过桥时，以放松的反应或深呼吸来克服恐惧。

Systematic Desensitization is a behavioral strategy in which you can learn a different and possibly healthier response to stressful events or situations. It is often used to help people overcome fears and phobias. You will be pairing an anxiety producing situation with a more positive, relaxing and healthy response. For example, you may normally react to your fear of crossing a bridge with deep panic or avoidance when you feel a physical anxiety coming on. With systematic desensitization, you can train yourself to react to the fear with relaxation or deep breathing.

The instructions below give an example of pairing a fear of bridges with deep breathing. When you decide what fear you would like to work on, you can use the same process.

做法 : Instructions:

1. 选择要脱敏的恐惧感。然后按步在想象中专注它，从最不感到焦虑的地方开始，直至自己完全接触到恐惧或恐慌的根源，以度过恐惧感。用最多十幅画面想象自己的恐惧感。在想象这些画面时，让焦虑感伴随这些画面自然发生。

例如你害怕独自过桥，首先想象自己坐在准备过桥的汽车。然后，到达那道桥的所在地，并等待过桥。你可以过桥了，穿过这座桥，然后从后视镜看到它。

Select your fear that you would like to desensitize. In your mind, focus on your fear in steps, from the beginning, where the least anxiety occurs, to the point where you come into full contact with your source of fear. Use up to 10 images to imagine your fear. As you go through these images, let your usual feelings of anxiety come through.

If you fear crossing a bridge alone, start to imagine getting into the car for your ride over the bridge. Then imagine driving in traffic on the way, turn left to the street the bridge is on, and wait to cross the bridge. You then cross the bridge. Once you have crossed over, you see the bridge in your rear view mirror.

2. 脑海中有了一些步骤，并问自己它们是怎么样的、感觉如何；然后再次想象一遍，但这次要深呼吸。在每次想象中，用腹部深呼吸，感觉腹部和胸腔充满了空气，然后慢慢地呼出来。深呼吸时要放松。

Now that you have these steps in mind, what they look and feel like, go through them again, but this time, you will use a deep breathing response. With each image in mind, breathe deeply from your stomach, as if your stomach and chest are full of air, and then breathe out slowly. The deep breaths will be relaxing.

3. 每天按步练习想象和呼吸过程，直至每次想象时再不感到焦虑，每一步都可以深呼吸。

在第一步或第三步之后，或在结束之前，你可能会感到恐慌；但是要继续练习。要慢慢逐步完成，完成所有的步骤比练习的速度更为重要。

Practice this step-by-step imagination and breathing process every day until you no longer feel anxiety with each image, and can breathe deeply through each step.

4. 完成后，你也许准备好可以过桥了。现在你有办法来到桥边，上桥，然后过桥。

After you are able to do this, you may be ready to cross the bridge. You have tools you can now use to get to the bridge, cross it, and pass it.

注意：以上的做法只作参考，如需要实行以上「行为疗法」和「系统脱敏疗法」，请先咨询专业医生意见。

You may get panicky after the first step, or after the third, or right before the end. Do not give up, and keep practicing. This is not a race, and it is more important that you can get through all the steps than how quickly you can do it.

6. 生活例子一：高度脱敏练习

Example 1: Height desensitization



7. 生活例子二：电梯脱敏练习

Example 2: Elevator desensitization



第八課堂: 感恩 Class 8: Gratitude

教學目標: Teaching Objectives

引導珍惜和細味生活中的快樂，將注意力集中放在生活中美好的事情上，增加幸福感，以積極的態度來面對困難。

This lesson guides us to cherish and appreciate the joys in life and focus on the good things to increase happiness, and to face difficulties with a positive attitude.

1. 感恩簡介 Gratitude Introduction

2. 生活動畫短片 - 感恩 Animation Video

人生中會遇到大大小小令我們不開心的事情，有些事情可能會令到我們對所有事情都不感興趣，只想獨自發呆。

There are many things make us unhappy in life, cause us feel a loss of interest d in everything and want to be alone.

故事中講述貧窮的小男孩黃善勤於求學時期需要推銷小貨品賺取學費讀書, 有一次他肚子餓而身上只有一元, 有位婦人免費給了他一碗白飯。多年後婦人患了重病, 而成了醫生的黃善勤於醫院遇見當年的婦人, 黃善勤醫生感恩當年婦人的恩惠, 盡最大的努力, 拯救婦人的生命, 並為婦人付清帳單。

The story is about a poor boy, Mr. Wong, who needs to sell goods to earn money for his studies. Once he was hungry and only had a dollar on him, a woman gave him a bowl of white rice for free. Years later, the woman became seriously ill and Mr. Wong became a doctor and met her in hospital. Dr. Wong was grateful for her kindness and did his best to save her life and pay her bill.

问答游戏: Q&A Section:

问题: 短片中, 贫穷的小男孩在故事的开头, 他推销小货品是为了甚么有意义的目标?

Question: At the beginning of the story, what is the meaningful goal of the poor boy who is selling goods?

答案: 赚取学费读书。

Answer: Earn school fees.

问题: 在小男孩问可否给一杯水的时候, 年轻妇人不求回报地给了小男孩甚么呢?

Question: When the boy asked if he could have a glass of water, what did the young woman give the boy without asking for anything in return?

答案: 一碗白饭。

Answer: A bowl of white rice.

问题: 小男孩黄善勤离开年轻妇人的屋子时, 身体有甚么变化?

Question: What happened to the body of Mr. Wong when he left the young woman's house?

答案: 身体充满力量, 对于将来也充满希望。

Answer: The body is full of strength and hope for the future.

问题: 黄善勤医生发现了病人就是当年的年轻妇人时, 他如何医治呢?

Question: When Dr. Wong found out that the patient was the young woman, how did he treat her?

答案: 尽最大的努力, 拯救妇人的生命, 特别关注病人的情况。

Answer: He did his best to save the woman's life and paid extra attention to the patient's condition.

问题: 黄善勤医生医治好年轻妇人后, 他做了甚么让妇人落泪的事?

Question: What did Dr. Wong do that made the young woman cry after he treated her?

答案: 在妇人的账单上写上「款项已用一碗白饭付清」。

Answer: He wrote on the woman's bill that "the money was paid in a bowl of rice".

3. 生活動畫短片 - 感恩 Animation Video - The hand

老師要求學生以感恩為主題畫一幅畫, 當中何小明只畫了一隻手在畫紙上, 引起同學們的討論, 最後老師問何小明, 這隻手是誰的, 何小明回答是老師的手, 以圖畫表達自己對老師的感恩。

The teacher asked the students to draw a picture with the theme of gratitude. Denial only drew one hand on the paper, which aroused the discussion of the students, and finally the teacher asked Denial whose hand it was. Denial replied that it was the teacher's hand, expressing his gratitude to the teacher.

问答游戏: Q&A section:

問題: 老師給了學生們什麼功課?

Question: What homework did the teacher give to the students?

答案: 老師給了學生們一個有趣的功課 - 以感恩東西為繪畫的題才讓學生們自行發揮繪畫一幅畫。

Answer: Teacher gave her class a fun assignment — to draw a picture of anything that shows gratitude

問題: 何小明畫了什麼?

Question: What did Denial draw?

答案: 他畫了一隻手。沒有其他的。只是一隻空著的手。

Answer: He painted a hand. Nothing else. Just an empty hand.

問題: 何小明畫的手是誰的?

Question: Whose hand did Denial draw?

答案: 是老師的手。

Answer: Teacher's hand.

問題:老師對何小明所畫的手有什麼回憶?

Question: What did the teacher recall when she knew it's her hand?

答案: 回憶起自己曾經常常都牽著小明的手與其他同學一起跑來跑去。教何小明使用鉛筆

Answer: She recalled the times she held Denial's hand while walking with him and other students. Also, she showed Denial how to hold the pencil.

問題:故事帶出什麼意義?

Question: What is the meaning of the story?

答案: 敘述了一些關於老師對學生的苦心教導之間, 父母培育子女之間和朋友建立友誼之間的事情。他們可能並不常說感謝。但他們會記得誰願意伸出手提供協助。

Answer:

It is a story about expressing gratitude about the guidance and support we received from teachers.

伸出援手的引用

Quote about reaching out

請繼續向有需要的人伸出援手, 因為您可能幫助他們走出黑暗, 引導他們步入光明的人生路途。

KEEP REACHING OUT BECAUSE YOU MAY HELP PULL SOMEONE OUT OF DARKNESS AND GUIDE THEM INTO LIGHT.

4. 感恩事件及日記示範短片 Gratitude Event and Diary Demonstration Video

技巧包括:感恩三件事、感恩日記

Tips include: Three Things to be Thankful for, Gratitude Journal.

時常抱著感恩的心可令我們珍惜自己擁有的, 如果將每件大大小小的感恩事件記錄下來, 可以累積幸福感, 形成寫感恩日記的習慣, 幫助提升記憶力。定期或者每星期數算一下感恩事件、閱讀感恩日記, 在遇到不如意的事情時可以回顧一下過往感恩的事件, 緩和一下情緒。

Having a grateful heart at all times makes us appreciate what we have. If you keep a record of every small and large event you are grateful for, you can build up a sense of well-being. It also helps to develop a habit of keeping a gratitude journal to improve memory. Count your gratitude events and read your gratitude journal regularly or weekly, so that when things don't go well, you can look back on past gratitude events. This can help to soothe your emotions.

邀請學生分享自身感恩事件

Invite students to share their own gratitude events.

5. 分組討論-在不同的情景如何感恩

Group Discussion- Learn to be thankful in the following situations.

- 四位學生和一位「潛能小教練」為一組
- 老師分發每組一個題目：
 - 事件一: 今天忘了帶銀包，巴士司機讓我先乘坐，明天才付車資，讓我準時回到學校。
I forgot to bring my wallet today, and the bus driver asked me to take the bus first and pay the fare tomorrow, so that I could get back to school on time.
 - 事件二: 我的手受傷了不能活動自如，放學時同學 A 幫我收拾書包。
My hand was injured and I could not move it freely, so my classmate A helped me pack my bag after school.
 - 事件三: 今天老師在小息時跟我解釋課本的內容。
Today, the teacher explained to me the content of the textbook during a short break.
 - 事件四: 媽媽幫我辦了一個生日會。
Mum threw a birthday party for me.
 - 事件五: 我用零用錢買了一部新電話。
I bought a new phone by my pocket money.
 - 事件六: 我籃球比賽取得好成績。
I got good results in basketball contest.
 -
 - 事件七: 朗誦比賽輸了
 - The recitation contest was lost
- 討論完結後邀請每組分享討論結果
At the end of the discussion, each group is invited to share the results of the discussion

以下是每個事件的值得感恩的地方以作參考:

Here are some things to be thankful for each event for reference:

事件一: 今天忘了帶銀包，巴士司機讓我先乘坐，明天才付車資，讓我準時回到學校。
答案不限於:

- 感恩遇到一名好好的巴士司機，在他的幫忙下不用遲到
- 感恩有巴士交通工具可以使用，不需以步行方式上學
- 感恩爸爸媽媽付錢讓我可以坐巴士上學
- 感恩得到巴士司機的信任

Event 1: I forgot to bring my wallet today, and the bus driver asked me to take the bus first and pay the fare tomorrow, so that I could get back to school on time.

Mock answer:

Feeling thankful that the bus driver can drive the bus well, so I don't have to be late to school
Feeling thankful that we don't have to walk to school
Thank you to Mom and Dad for supporting me financially, so I can take the bus to school
Feeling thankful for the trust of the bus driver

事件二:我的手受傷了不能活動自如，放學時同學 A 幫我收拾書包。
模擬答案:

- 感恩我有一位好好的同學
- 感恩在我有需要的時候，身邊的人都會幫我
- 感恩老師的體諒，推遲我交功課的時間
- 感恩得到老師同學的關心問候，增進我們之間的感情

Event 2: My hand was injured and I could not move it freely, so my classmate A helped me pack my bag after school.

Mock answer:

Feeling Grateful that I have a good classmate
Feeling Grateful for the people around me who help me when I need it
Feeling Grateful for the teacher's understanding and giving me more time to submit my homework.
Grateful for the care and greetings from our teachers and classmates, which have strengthened our relationship

事件三:今天老師在小息時跟我解釋課本的內容。
模擬答案:

- 感恩老師願意付出休息的時間教導我
- 感恩有好好的老師，只要我有問題，老師都會解答
- 感恩可以上學學習知識
- 感恩學校有小息時間的安排，可讓我們放鬆一下

Event 3: Today, the teacher explained to me the content of the textbook during a short break.

Mock answer:

I am grateful to my teachers for their willingness to give their time off to teach me
I am grateful to have a good teacher who is always available whenever I have a question.
Grateful to be able to go to school and learn
Grateful for the break time arrangement at school, which allowed us to relax

事件四:媽媽幫我辦了一個生日會。
模擬答案:

- 感恩有禮物收
- 感恩媽媽好疼愛我
- 感恩有親朋好友的參與
- 感恩可以與親朋好友共度美好時光

Event 4: Mum threw a birthday party for me.

Mock answer:

Gratitude for the gift of receiving.
I am grateful that my mother loves me so much
Grateful for the participation of our friends and family
Grateful for the opportunity to spend quality time with friends and family

事件五: 我用零用錢買了一部新電話。

模擬答案:

- 感恩媽媽給我零用錢
- 感恩科技的發展，提升電話的功能
- 感恩媽媽的教導，培養儲蓄的習慣，達成目標
- 感恩有電訊供應商，讓我有網絡可以用電話上網，得到最新的資訊

Event 5: I bought a new phone with my pocket money.

Mock answer:

Thank you to mother, for giving me pocket money
Thanks to the development of technology, the function of the phone has been improved
Be grateful for your mother's teachings, cultivate the habit of saving, and achieve your goals
Thanks to the telecommunications provider, I have the Internet to use the phone to get the latest information

事件六:我籃球比賽取得好成績。

模擬答案:

- 感恩學校給球隊的支持，時常借出場地給我們練習
- 感恩球隊每位成員都願意付出時間練習
- 感恩有很多人支持到現場給我們打氣
- 感恩我可以參與自己喜歡的活動

Event 6: I got good results in basketball contest.

Mock answer:

I am grateful for the support of the school for the team, and often lend the field for us to practice
Be grateful that every member of the team is willing to give time to practice
I am grateful that there are many people who have come to the scene to cheer us up
Be thankful that I can participate in activities that I enjoy

事件七: 朗誦比賽輸了

模擬答案:

- 感恩有老師教導朗誦技巧
- 感恩家人最近一個月陪伴我練習

- 感恩有這次的機會吸取比賽經驗
- 感恩可以看到其他同學的表現, 有助改善自己的不足之處
- 感恩裁判給予的評語, 讓我更了解自己的強弱項

Event 7: The recitation contest was lost

Mock answer:

I am grateful to have a teacher to teach recitation skills

I am grateful to my family for accompanying me in the past month to practice

I am grateful for this opportunity to learn from the competition

Be grateful to see the performance of other students, which can help in improving your own shortcomings

Thanks to the judge's comments, I know more about my strengths and weaknesses

第九課堂: 建立坦誠社交 class 9: Building Openness and Social Support

教學目標: Teaching Objectives:

教導以開懷的心接受別人的支持和關愛身邊的人; 並且全心全意地投入有意義的事情及享受當中的喜悅。

Teaches to accept support from others with an open heart and to care for those around you, and to engage wholeheartedly in meaningful things and enjoy it.

1. 建立坦誠社交介紹

Introduction to building openness and social support

2. 自我社交支持網絡 (可寫多個人名):

老師派發表格給每位學生, 讓學生填寫, 不用收回

當感到喜悅, 你會與誰分享:

長假期後回到學校, 你會與誰分享假期中發生的事情:

考試成績不理想, 你會與誰分享:

做功課時遇到問題, 你會向誰問功課:

遇到家庭問題時, 你會向誰訴說:

曾經摔倒在地時, 誰向你伸出援手:

在你不開心的時候, 誰曾給予你真切的問候:

誰曾向你訴說不开心事件:

當你不確定自己做得是否正確時, 你會向誰尋求意見:

你向某人分享、尋求幫助, 這表示你對他十分信任,
那些向你分享、尋求你協助的人, 表示你是他們信任的人
我們要珍惜身邊的家人、同學、朋友、師長, 遇到有需要時尋求他們的意見和協助, 同時
向有需要的人伸出援手, 互助互愛。

Self-social support network (more than one answer is allowed):

Teachers hand out forms for each student to fill in, no need to take them back.

When you are happy, who do you share it with:

When you return to school after a long holiday, who would you share what happened during the holiday with:

Who would you share your bad exam results with:

Who do you ask when you have a problem with your homework:

Who do you talk to when you have a family problem:

Who reaches out to you when you have fallen:

Who has given you true greetings when you were unhappy:

Who has told you about unhappy things:

When you are not sure if you're doing the right thing, who do you ask for advice?

When you share with someone and ask for help, it means you trust them,
People who share with you and ask for your help mean you are someone they trust,
We should cherish our family, classmates, friends and teachers, and seek their advice and assistance when we are in need. We should also reach out to others in need and help and love each other.

3. 生活動畫短片 - 建立坦誠社交

Animated Video - Building openness and social support

我們身邊有很多默默支持我們的人，他們在我們遇到困難的時候都會伸出援手幫助我們，要與他人建立和維持良好的社交關係，我們要抱著謙虛和坦誠的心，擴大我們的支
持網絡，我們一齊看看社交群體的支持對我們的重要性。

We have many supportive people around us who reach out to help us when we are in trouble.
To build and maintain good social relationships with others, we need to be humble and open-
minded and expand our support network.

短片中講述剛畢業的方小潔第一天上班遇到兩位人客同時看中只有一件的貨物，令她驚慌失措不知如何是好，感到十分驚慌和焦慮，覺得很丟臉，被別人取笑，店裡的經理鼓勵小潔接受同事的幫忙，互相支援更能發揮出團隊精神。

This short film is about a fresh graduate, Rachel. On her first day at work, she encounters two customers who are both interested in one item. She is panic-stricken and feels very anxious. She felt humiliated and was afraid of being made fun of. The shop manager encourages Rachel to accept help from her colleagues and to learn support each other makes for a better team spirit.

问答游戏: Q&A Section

问题: 短片中提到方小洁在遇到困难时，有何感觉？

Question: How did Rachel feel when she encountered difficulties?

答案: 她惊慌失措不知如何是好，十分惊慌和焦虑，自己一个人跑到休息室，觉得别人会取笑自己、觉得孤单一个人。

Answer: She was frightened and anxious, she did not know what to do. So she ran off to the lounge by herself, thinking that people would make fun of her. She felt very lonely.

问题: 拥有社交支持网络有甚么好处？

What are the benefits of having a social support network?

答案: 建立良好的人际关系、减轻压力、缓和紧张的气氛、接受别人帮助就不会感到无助。

Answer: Build good relationships, reduce stress, ease tensions and accept help from others so you don't feel helpless.

小教練分享得到支持的事件。

4. 老師分享如何給予學生或別人支持, 舉例說明。

Teachers share examples of how to give support to children or others.

5. 邀請學生分享曾經遇到困難時得到別人支持的事件, 以及感受。

Invite students to share experiences and feelings about how they have been supported by others when they have struggled.

第十課堂: 意義、忘我和信念 Class 10: Meaning, Flow and Spirituality

教學目標: Teaching Objectives:

讓學生明白意義、忘我和信念如何幫助我們身心健康, 從生活個案中啟發個人興趣。

Teach students to understand how Meaning, Flow and Spirituality can help us to be physically and mentally healthy, and to draw/find their personal interest/passion in life

1. 意義、忘我和信念介紹
Introduction to Meaning, Flow and Spirituality
2. 意義、忘我和信念解釋:
Explanation of Meaning, Flow and Spirituality

「意義」: 「意義」是指做一件事情的目的或重要性。「尋找人生意義」是指去發掘一個人的人生目的和行為動機。

- **Meaning:** Meaning is simply the purpose or significance of something. Finding the meaning to your life means discovering your major motivation and purpose in life. Living a meaningful life means pursuing activities that are in harmony with your life's purpose.

多做一些有意義的活動, 能使人獲得更多開心的機會, 這是由於透過做有意義的活動, 人的內心世界將會被擴大, 更多的超越自我。做有意義的活動(例如: 善事)所獲得的開心, 往往比起單為自我利益而得的開心更多更大。

By doing more meaningful activities, people will have more opportunities to be happy, because by doing meaningful activities, their inner world will be expanded and they will be able to transcend themselves more. The happiness that comes from doing meaningful activities (e.g. charity work) is often greater than the happiness that comes from self-interest alone.

分組討論, 把以下活動分為二組, 分別是 “有意義的活動” 和 “不正確和沒有意義的活動”:

Group discussion. Divide the following activities into "meaningful activities" and "non-meaningful activities":

- a. 参与清理海滩活动、Participate in beach clean-up activities,
- b. 卖旗、Flag-selling
- c. 扶老人过马路、Helping the elderly to cross the road
- d. 探访、Visitation visit the needy
- e. 打架、Fighting
- f. 做風紀 Student prefect
- g. 幫同學起花名、Call someone's name
- h. 笑同學做錯、Laugh at classmates mistakes

- i. 在公物上塗鴉 Graffiti on public property
- j. 參與植樹活動 Participate in tree planting activities

“有意義的活動”

答案:

參與清理海灘活動、賣旗、扶老人過馬路、探訪、做風紀、參與植樹活動

Participate in beach clean-up activities, Flag-selling, Helping the elderly to cross the road, Visitation, Student prefect, Participate in tree planting activities

“不正確和沒有意義的活動”：

打架、幫同學起花名、笑同學做錯、在公物上塗鴉

Fighting, Give your classmates a flower name, Laugh at classmates for doing something wrong, Graffiti on public property

「忘我」：「忘我」是指全心全意地集中在一件有意義事情上的一種精神狀態。當一個人完全投入一個有意義的活動時，他能感到被激勵去專注這項活動，忘記自身利益，以達致「忘我」狀態。

Flow: Flow can be defined as 'focused motivation, or a mental state where a person is fully immersed in an activity, and feels full of energized focus'. Achieving flow may help you find your own coping strengths and to become self-motivated, which will help you learn, change and advance. Finding your flow will help you move past anxiety and stress and into greater meaning in life

例子(一):支持環保

「忘我」是因為回收品很重回收箱距離很遠, 仍堅持拿到回收箱, 為環保盡力。

Example 1: Support for environmental protection

"Flow" is because even though the recyclables are heavy and the recycling bins are far away, we still insist on taking them to the recycling bins and doing our best for the environment.

例子(一):參與清理海灘活動

「忘我」是因為不理會垃圾有多重多骯髒, 堅持花上整天的時間與其他參與者合力清理。

Example 2: Participating in beach clean-up activities

"Flow" is the willingness to spend a whole day cleaning up with other participants, no matter how heavy or dirty the litter is.

調查:學生是否經歷過以下的情況:

Survey: Have students experienced the following situations:

1. 感到助人的快樂
Feel the joy of helping others
2. 幫助人的苦累在聽到別人道謝後消散

The fatigue of helping others is dissipated when you hear them thank you.

3. 回憶起助人時的點滴, 感到滿足

A feeling of satisfaction as I look back on my time helping others

除了以上的事件, 學生有否想到其他令他們進入「忘我」狀態的事情? 請學生分享一下。

Apart from the above events, do students have any other things in mind that made them 'flow' about themselves? Please share.

下列是當經歷「忘我」狀態時出現的狀況：

- 能不受時間限制地，單單集中於使自己全神貫注的事情上
- 能不理會自身的舒適感或看法
- 能全神貫注而不被周圍發生的事物所分心
- 能主動投入並控制正在進行的事情
- 不管所參與的活動需花多長的時間、過程中要面臨多大的困難，以及在活動中需要多麼的精力去集中，都會全力以赴，而不覺得費力
- 樂意並希望再次進行該活動

Here's what happens when you experience a state of forgetfulness:

- You can concentrate on things that you can concentrate on without time constraints.
- Able to ignore their own comforts or perceptions
- Ability to concentrate without being distracted by what is happening around you
- Ability to take ownership and control of what is going on
- No matter how long the activity takes, how difficult it is in the process, and how much energy it takes to concentrate during the activity, you will do your best without feeling strenuous
- Would love and hope to do the event again

「信念」：不同的人有不同的「信念」，它有助人去發掘人生的意義。有意義的人生需要正面信念的支持。在全心全意地投入有意義的事情時，能夠讓你享受當中的喜悅。

Spirituality: Spirituality is in essence an 'internal pathway' which enables a person to discover their purpose in life. There are many ways to define spirituality, just as there are many different individuals and many different paths.

分辨以下項目哪些是正面的信念:

Identify which of the following are positive beliefs:

- 愛心
Loving heart
- 相信自己能有好表現

Believe you can do well

- 只要有恒心, 铁柱磨成针
If you put your mind to it, you can accomplish anything
- 成功不可能发生在我身上
Success can't happen to me
- 每一天都是美好的一天
Every day is a good day
- 失败乃成功之母
Failure is the mother of success
- 自己是一个不受欢迎的人
I am an unwelcome person
- 世界所有都是坏人
The world is full of bad people
- 人性本善
Human nature is good

3. 生活動畫短片 - <<同創美好的未來>> Animation video - All the Different

故事以一位老太太堅持每星期到湖邊為小龜清理龜殼的舉動, 讓小龜有乾淨的身體, 使牠們有一個更好的生活, 喻意即使是一個小小的舉動或善行, 但每次的善行都可改變一個人、一隻動物, 而這些善行都能讓這世界變得更美好! 我們要堅持我們的正面信念, 同創美好的未來。

The story is about an old lady who insists on going to the lake every week to clean the shells of baby turtles to give them a clean body and a better life. The story is about how even a small act of kindness can make a difference to a person or an animal and make the world better. Let's hold on to our positive beliefs and create a better future together.

问答游戏: Q&A Section

问题: 老太太每星期到湖边做什么?

Question: What does the old lady do at the lake every week?

答案: 在湖边放松和幫助小龟清理龟壳

Answer: She rests by the lake and helps the turtles clean their shells.

问题: 龟壳上有什么需要清理?

Question: What needs to be cleaned on the turtle shell?

答案: 水藻或浮游物

Answer: Algae or phytoplankton

问题: 龟壳上的东西对小龟有什么影响?

Question: What is the effect of the stuff on the shell on the turtle?

答案: 阻碍小龟吸取热量和游泳活动

Answer: It prevents turtles from absorbing heat and swimming.

问题: 为什么老太太坚持这样做?

Question: Why did the old lady insist on doing this?

答案: 因为可以帮助小龟, 让小龟有更好的生活, 而老太太相信即使是这小小的举动也可以让世界变得更美好。

Answer: Because it will help the turtle to have a better life, and the old lady believes that even this small act will make the world better.

短片中如何表达出「意义」、「忘我」和「信念」:

How 'meaning', 'flow' and 'spirituality' are expressed/presented in the short film:

「意义」: Meaning:

老太太的举动帮助小龟改善活动能力, 让小龟可以生活得更愉快。

The elderly lady's actions have helped the turtles improve their mobility and make their lives more enjoyable.

「忘我」: Flow:

老太太每星期都这样做, 投入时间及劳力, 不为回报, 而且乐在其中。

The old lady did this every week, putting in her time and effort for no reward, and enjoying it.

「信念」: Spirituality

老太太相信即使这小小的举动看似改变不大, 但每天完成一小部份, 一点一滴的累积, 会让世界变得更美好。

Even though the small effort may not bring a big change, she believed that every day she did a small part, little by little, it makes the world a better place.

4. 分组讨论 Group Discussion

- 4-5 位学生为一组
4-5 students in a group
- 每位组员分享一个带有「意义」、「忘我」和「信念」的事件
Each group member shares an event with meaning, flow and spirituality
- 组员选一个例子作分享
The team members chose an example to share

5. 老师分享自身经验

Teachers share their experience

第十一課堂: 優質睡眠

Class 11: Good Sleep

教學目標: Teaching Objectives

認識睡眠的重要,了解睡眠不足的徵狀,以及改善睡眠質量的方法。

Learn about the importance of sleep and the symptoms of sleep deprivation, as well as ways to improve sleep quality.

1. 優質睡眠簡介

Introduction of Good Sleep

2. 認識睡眠時間需要: Understand the amount of sleep you need

不同年齡階段有不同的睡眠需求。按年齡,有可能需要更多的睡眠時間來補充和恢復大腦及身體所需的能量。

Sleep needs vary among individual based by different age. You may need more sleep hours to replenish and restore your brain and body's energy level.

年齡範圍	每天所需的睡眠時間(小時)
0-1 歲	16-20
1-3 歲	12-16
4-11 歲	10-12
12-19 歲	8-10
20-40 歲	7-8
41-65 歲	7
60 歲以上	5-7

Age Range	Amount of sleep you need per day (hour)
0-1	16-20
1-3	12-16
4-11	10-12
12-19	8-10
20-40	7-8
41-65	7
60 and over	5-7

如何判斷自己是否有足夠睡眠時間?

How can I tell if I've got enough sleep?

標準視乎睡眠後第二天是否感覺精力充沛。

The standard depends on whether you feel energized the next day after sleeping.

3. 睡眠不足的徵狀 Symptoms of sleep deprivation

- (1) 分組討論一下哪些是睡眠不足的表現, 之後每組分享一下組員或組員家人在睡眠不足時有什麼特徵。

Discuss in groups what the signs of sleep deprivation are, and then share with each group the sign they or their family members have when they are sleep-deprived.

- (2) 以下都是睡眠不足會引起的徵狀

The following symptoms can be caused by lack of sleep

- a. 暴躁、Irritable
- b. 頭痛、Headache
- c. 胃病和關節疼痛、Gastric problems and joint pain
- d. 心情低落、Depressed
- e. 對自我的生活質量的評價較低 Low self-esteem in terms of quality of life
- f. 情緒波動 Emotional Flux
- g. 疲倦感 Fatigue
- h. 反應遲緩 Delayed response
- i. 集中力不足 Insufficient concentration

如過去一星期曾出現以上其中一項徵狀, 請注意睡眠習慣

If you have experienced any of the above symptoms in the past week, please pay attention to your sleep habits

4. 生活動畫短片: Animation Video

何美寶由於有嚴重失眠以致影響中常生活。因她於8年前生意面臨破產時開始有失眠, 情況一直都沒有改善, 她試過服用藥物, 初期有點效果, 但一段時間後因副作用或藥效減緩而停止服用。期間, 她因需要打理生意和照顧兒子, 放棄了社交生活和興趣, 更每日喝4至5杯咖啡提神, 而情況持續影響她的生活。之後何美寶轉變公司運作及個人時間分配, 把多出的時間做自己有興趣的活動, 減少攝取咖啡因, 在不能入睡的時候以閱讀來代替工作, 報讀了一個以默想來減壓放鬆的課程。在6個月後, 何美寶的睡眠情況有改善, 她每星期只有兩晚睡得不好; 一年以後, 感到她的生活進步很多, 在五年後, 她的睡眠情況已經完全回復正常。

Pauline suffers from severe insomnia, which affects her daily life. Her insomnia started eight years ago when her business went bankrupt and has not improved since. She tried to take medication, which was effective at first, but stopped after a while due to side effects or reduced effectiveness. During this period, she gave up her social life and hobbies because she had to take care of her business and her son, and she drank four to five cups of coffee a day to refresh herself, which continued to affect her life. Pauline then changed the way she divided her time between her business and her personal life and spent the extra time doing activities she was interested in. She reduced her caffeine intake, read instead of working when she couldn't sleep, and enrolled in a course on meditation to reduce stress and relaxation. After 6 months, Pauline's sleep had improved, and she only slept badly 2 nights a week. After a year, her life improved and after five years, her sleep was completely back to normal.

问答游戏: Q&A Section:

问题: 何美宝最初为什么会失眠?

Question: Why did Pauline have insomnia in the first place?

答案: 她于 8 年前生意面临破产时开始有失眠。

Answer: She started having insomnia eight years ago when her business went bankrupt.

问题: 药物能帮助她吗?

Question: Can medication help her?

答案: 初期有点效果, 但是在服用一至两星期后药效减缓, 而且有副作用, 何美宝因而停止服用。

Answer: Initially it was effective, but after one to two weeks of taking it, the effect of the medicine slowed down and there were side effects, so Pauline stopped taking it.

问题: 除了公司的事情, 日常生活中她有哪些习惯会影响睡眠?

Question: Apart from work, what are her daily habits that affect her sleep?

答案: 放弃了社交生活和兴趣, 每日喝 4 至 5 杯咖啡提神, 每晚都会醒来 3 至 4 次, 睡不着时起来工作。

Answer: She gave up social life and hobbies, drank 4 to 5 cups of coffee a day to refresh, woke up 3 to 4 times a night and got up to work when she couldn't sleep.

问题: 短片中提到有哪些改善睡眠的方法:

Question: What are the ways to improve sleep mentioned in the video.

答案: 减少摄取咖啡因, 无论如何, 避免早上迟起床, 把闹钟收好 (避免未能入睡时查看时间), 在不能入睡的时候以阅读来代替工作。

Answer: Reduce your caffeine intake, avoid getting up late in the morning, put your alarm clock away (to avoid checking the time when you can't fall asleep), and read instead of working when you can't fall asleep.

5. 如何改善睡眠的技巧及方法:

Tips and tricks on how to improve your sleep:

每組派發一組圖片, 學生需討論以下圖片展示的睡眠技巧為什麼有助/無助於睡眠。(低年級學生可以只分辨圖片是否對睡眠有益的技巧, 由老師解釋技巧如何可以幫助改善睡眠。)

Each group is given a set of pictures and students are asked to discuss why the sleep skills shown in the pictures below are helpful/unhelpful.

睡眠日记; Sleep Journal

睡眠习惯基础; Basic Sleep Habits

转换睡床和睡眠环境; Bed Changes and Sleeping Environment Changes

适量运动; Regular Exercise

芳香疗法和草药疗法; Aromatherapy and Herbal Remedies

睡前玩手机 Use the Phone before Sleep

晚上饮用咖啡 Coffee in the Evening

討論完畢後, 每組出來發表討論結果, 老師給與正確的答案及解釋技巧如何可以幫助改善睡眠。

After the discussion, each group came out to present their results and the teacher gave the correct answers and explained how the skills could help improve sleep.

睡眠日記: Sleep Journal

記錄日常活動、飲食習慣和睡前習慣, 找出阻礙你睡眠的原因。

Record your daily activities, eating habits and bedtime habits to find out what's stopping you from sleeping.

睡眠習慣基礎: Basic Sleep Habits

堅持一些基本的「睡眠習慣」才可培養「優質睡眠」的習慣:

No matter what your food or daily activity patterns are now, there are some basic rules to be maintained if you are to develop a good sleeping habit, including:

每天晚上同一時間上床 Go to bed at the same time every night

每天早上同一時間起床 Wake up at the same time every morning

每晚有足够的睡眠時間 Get enough sleep each night

睡床和睡眠環境: Bed Changes and Sleeping Environment Changes

只在自己的房間和睡床上睡覺

Only sleep in your own bed

保持房間清涼, 人的體溫會隨著入睡而下降

Keep your room cool to allow your body temperature to drop

睡眠時关掉手機鈴聲或戴上耳塞, 以防止噪音干擾

Turn the ringer off on the phone while you sleep or use earplugs to drown out the noise.

利用眼罩阻擋光線

Use a sleep mask to block out the light.

日間適量運動: Regular Exercise

適量運動可以穩定睡眠狀況, 幫助更快入睡, 以及進行深層睡眠。

Regular exercise can stabilise sleep patterns and help you get to sleep faster and have more phases of deep sleep.

芳香療法和草藥療法: Aromatherapy and Herbal Remedies

「薰衣草」是一種芳香療法, 提倡者和研究人員認為它能幫人達到「深層睡眠」。睡前吸一吸這些草本芳香, 有助達到深層睡眠的效果。

Lavender is widely hyped by both alternative treatment advocates and researchers to help with deeper sleep. The scent of this herb can be effective to help achieve a deeper sleep.

睡前玩手機: Use the Phone before Sleep

睡前使用電子設備會破壞睡眠, 不僅令人遲遲不能入睡, 還會導致夜間頻繁驚醒。

Using electronic devices before bedtime can disrupt sleep, not only by delaying sleep but also by causing frequent awakenings during the night.

晚上飲用咖啡: Coffee in the Evening

晚上攝取咖啡因飲品, 不易入睡

Caffeine intake at night can make us hard to sleep.

「睡眠專家」建議採取背道而馳的方法, 那就是十五分鐘後仍未入睡, 就不要繼續躺在床上等待, 而是起床做其他能夠使你放鬆的事情, 直到有睡意為止。

The sleep experts recommend the opposite approach, that is if you don't fall asleep after 15 minutes, instead of lying in bed and waiting, get up and do something else that relaxes you until you feel sleepy.

第十二課堂: 總結 Class 12: Summaries + post-assessment

教學目標: Teaching Objectives

重溫之前所學的自助技巧，透過大使心聲分享，鼓勵同學繼續練習技巧，不斷為校園帶動正能量。

Reviewing the self-help skills learnt previously. In addition, share their testimonial to encourage students to continue practicing their skills and to keep on giving positive energy.

1. <<校園短片>> School video

本短片希望帶出正面自語、呼吸練習自助技巧，並且強調建立坦誠和社交支持、保持開放的心如何幫助當事人舒緩情緒，找到解決問題的出路。

This video aims to bring out positive self-talk, breathing exercises, self-help skills and emphasises on building honesty and social support. Learn to keep an open heart to relieve emotions and find a way out of their problems.

主角 Richard 在校園被同學欺負，甚至沒午飯吃，種種的事情令他產生了很多負面的情緒和想法，最後他運用自助技巧，緩和不安負面的情緒，以正面開放的態度找到解決問題的方法，與欺負自己的同學成為朋友，重新享受校園生活。

The main character, Richard, is bullied by his classmates at school and is unable to eat his lunch. He uses self-help skills to alleviate his negative feelings and find solutions to his problems with a positive and open attitude. In the end, he becomes friends with his bullying classmates and enjoys his school life again.

主角 Richard 運用的技巧包括: 呼吸練習、正面自語和建立坦誠社交支持。

The main character, Richard, uses skills such as breathing exercises, positive self-talk and building open social support.

2. <<自助技巧重溫>> 短片 Self-help skills review

3. 邀請學生分享學習自助技巧的事件, 以及使用技巧後的感受。

Invite students to share when did they use self-help skills and how they felt after using them.

4. 跟进学生完成线上「压力管理课程」

Follow up with student about their learn progress of Online "Stress Management Course".

5. 學生完成網上課程後必須完成課後評估

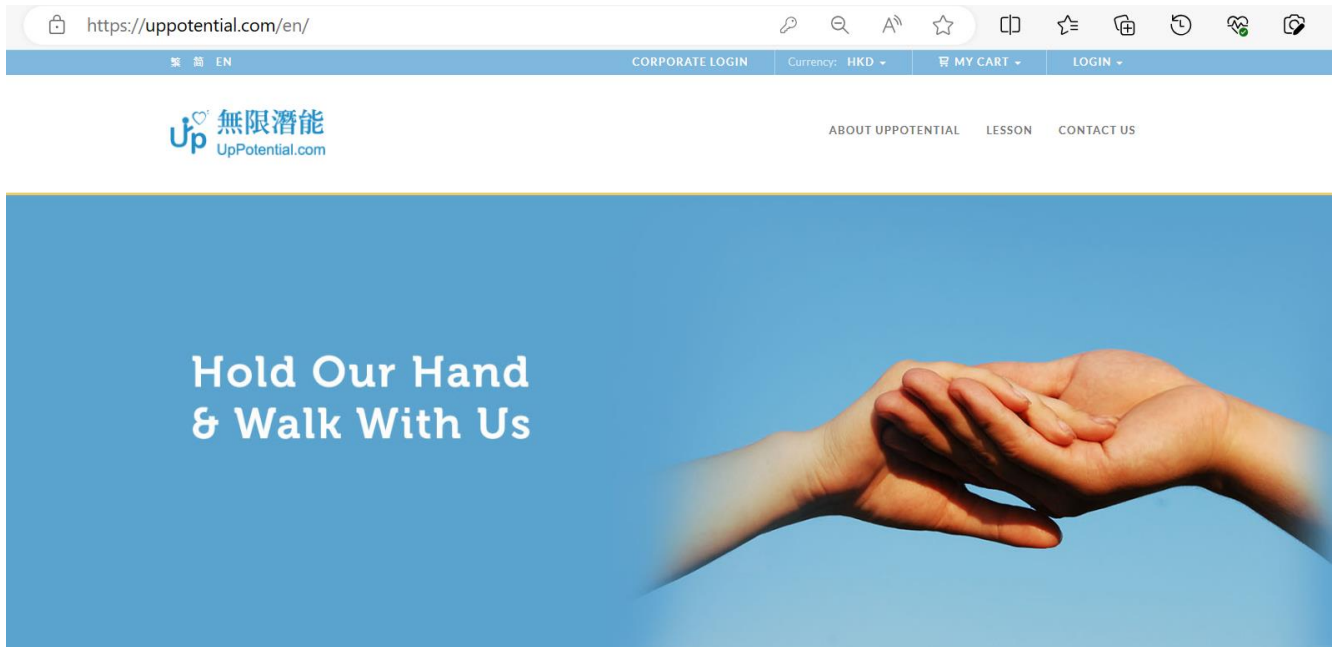
Guide students to complete the online stress management program and submit the post-assessment as well.

Platform Navigation

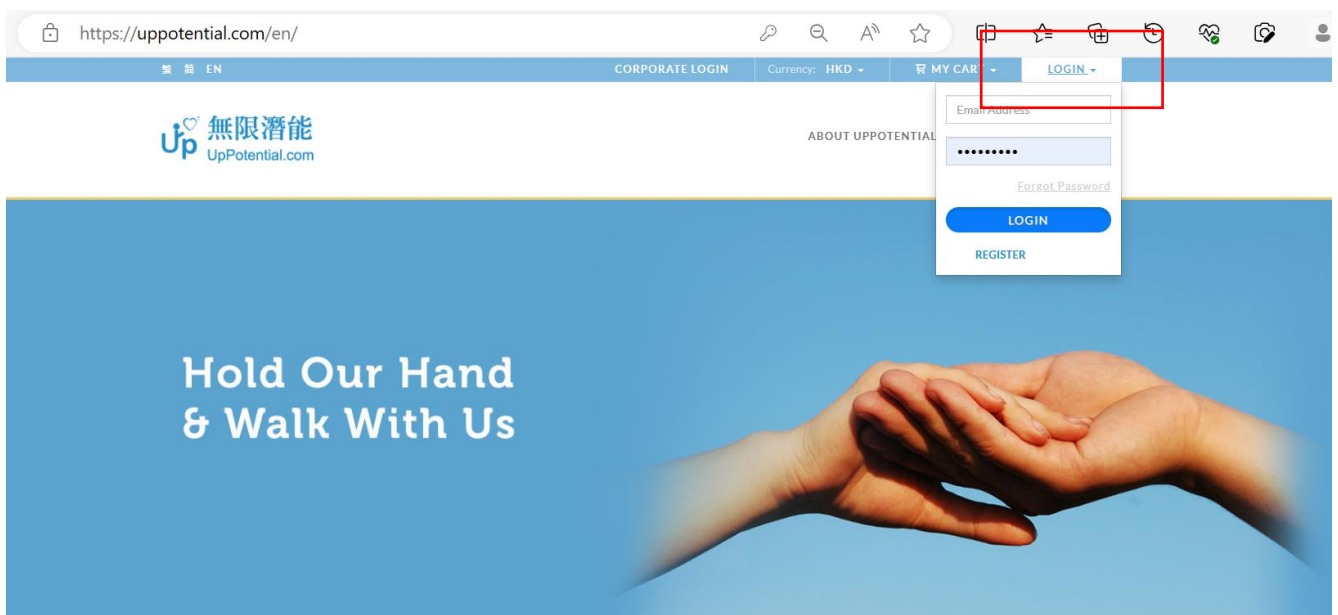
1. Student Account
2. Teacher Account

User Manual - Student

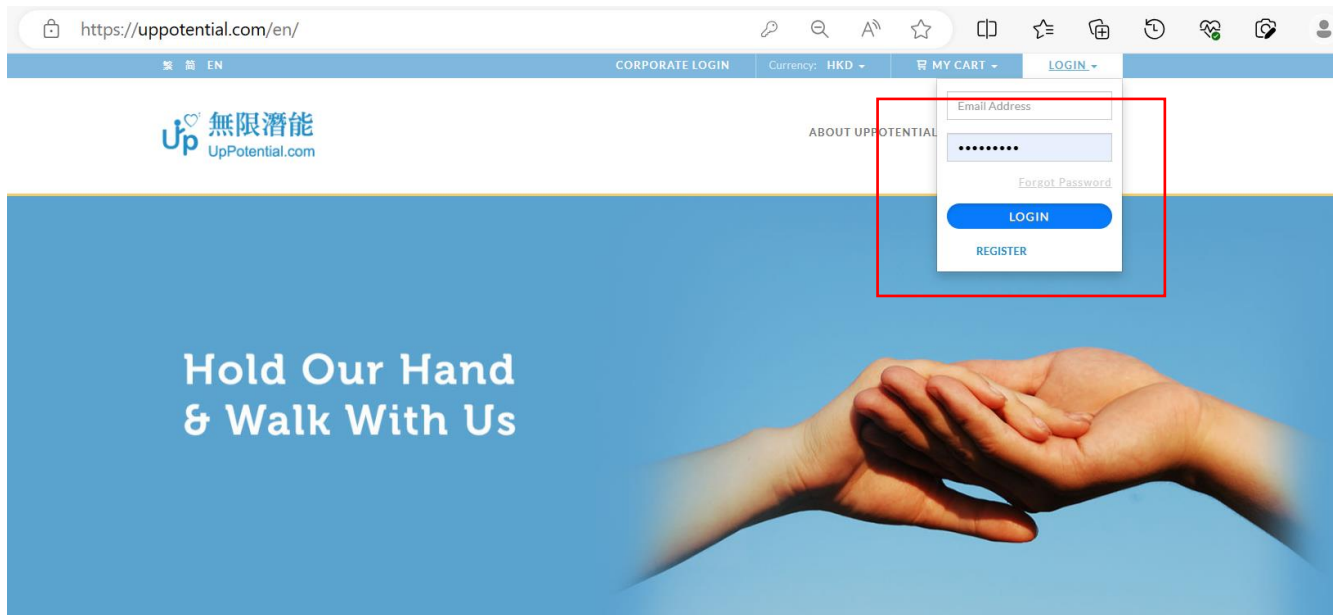
Step 1: Go to webpage: <https://uppotential.com/en/>



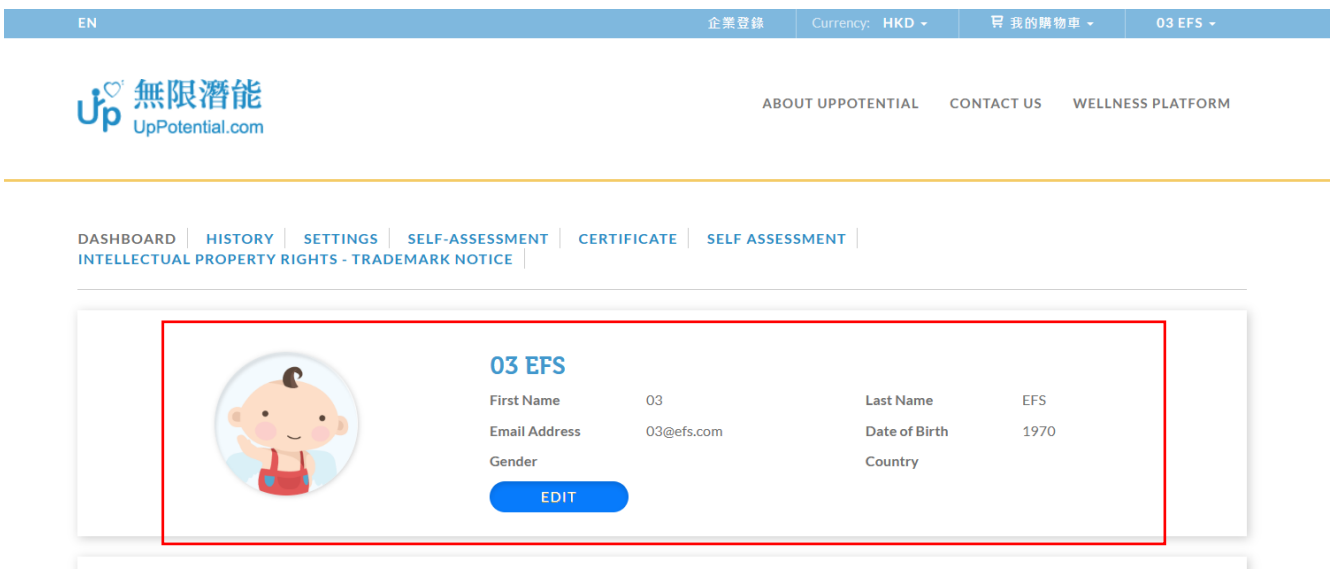
Step 2: Click on the “Login” button in the top right corner of the site.



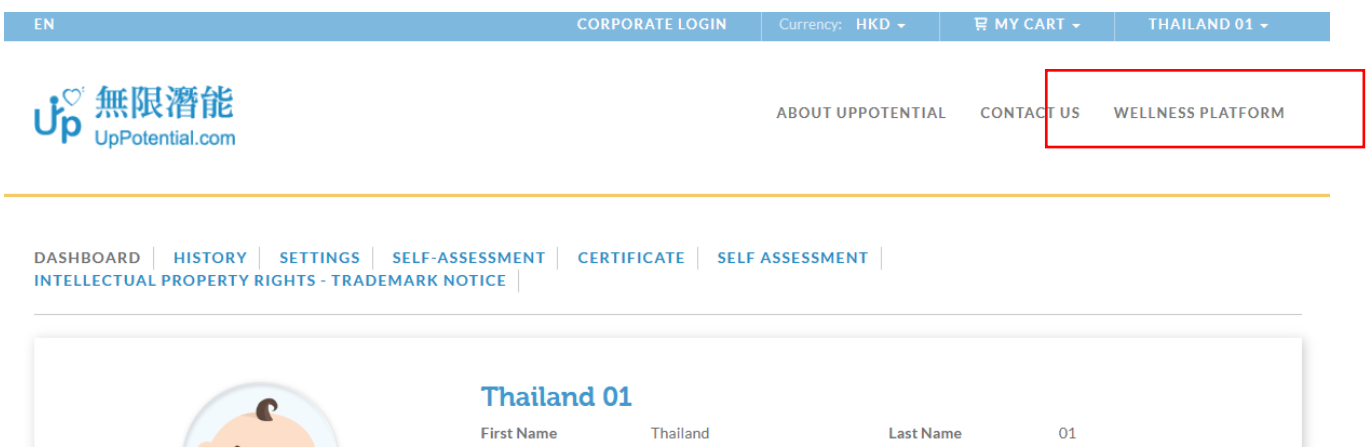
Step 3: Enter your email address and password, then press “LOG IN” button.



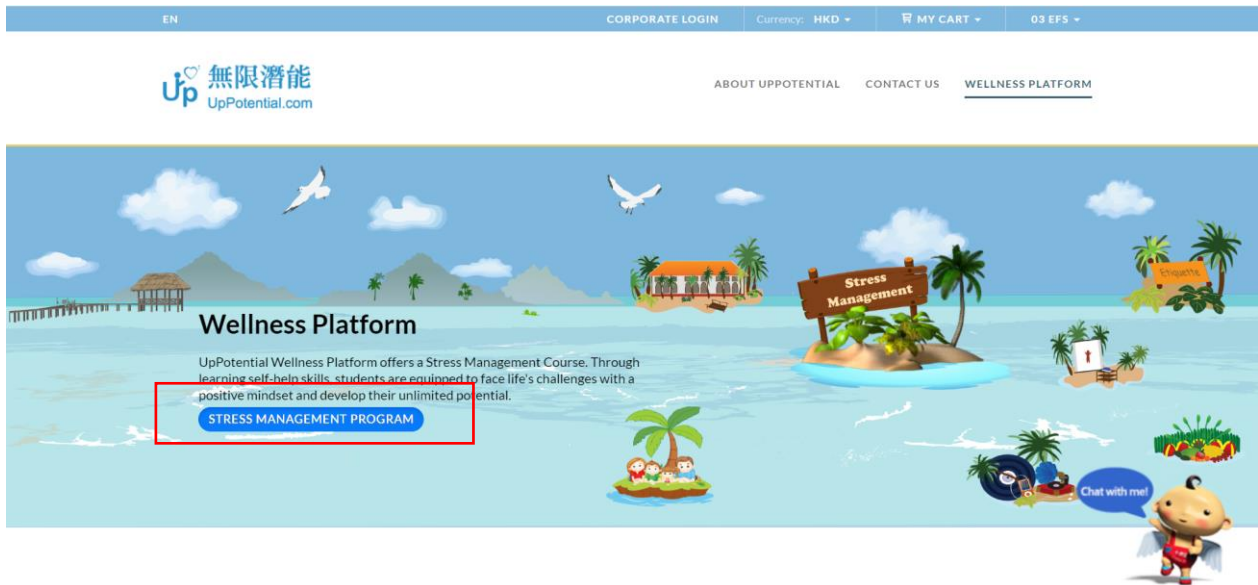
Step 4: Here's the dashboard page, allowing you to edit or update your profile.



Step 5 : Click "wellness platform" on the navigation bar to enter the wellness platform.

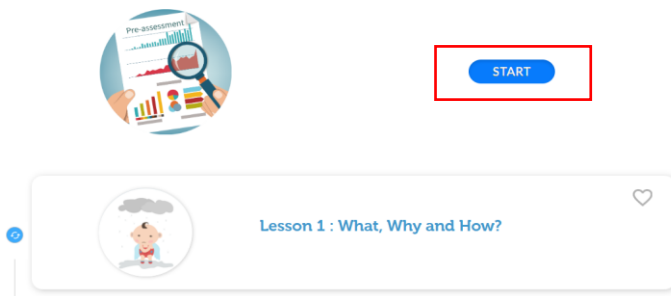


Step 6: Click “Stress Management Program” button to start.

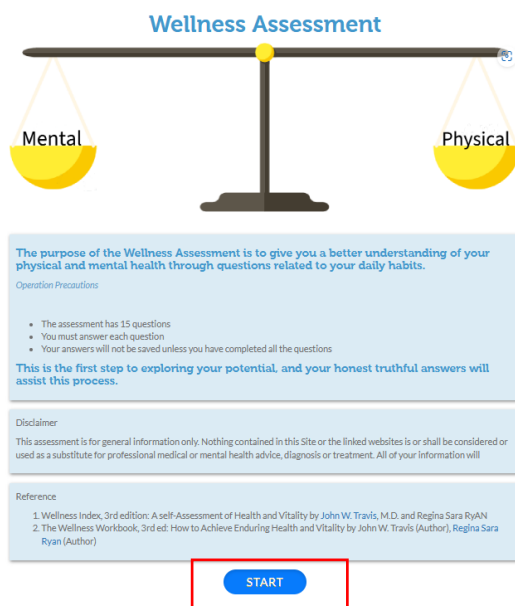


Step 7 : Click on “START” button go to the pre-assessment

Core Lessons



Step 8 : Read the instructions and press “START”



To ensure the accuracy of the assessment, the assessment is one-time and must be completed in one go. There are 15 questions in total. Please choose the answer that best suits your situation.

Please choose the answer that best suits your situation

	<input type="radio"/> Thai	<input type="radio"/> English	<input type="radio"/> Others
What language do you mostly speak at home? *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My regular diet includes two servings of fruits and three servings of vegetables. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I drink at least six glasses of water every day. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I exercise three times per week for at least 20 minutes each time. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sleep around seven to eight hours on average every day. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Step 9 : Once you have answered all the assessment questions, press "SUBMIT".

I am willing to listen to and accept criticism from others. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can go to my parents when I need support. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to seek help when needed. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can focus on things quickly. *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Never **Sometimes** **Often** **Always**

Never **Sometimes** **Often** **Always**

Never **Sometimes** **Often** **Always**

Never **Sometimes** **Often** **Always**

SUBMIT

Step 10 : After reviewing your pre-assessment result, click on the blue button “ START STRESS MANAGEMENT PROGRAM ”.

Score

Low0-15

Medium16-30

High31-45

3

Your total score shows that you have a high degree of physical and mental health imbalance, significantly lower than the average level that will affect your daily life and interpersonal relationships. Self-help exercises such as relaxation exercises and breathing exercises are recommended. Moreover, Positive self-talk, cognitive therapy, and desensitization are suitable for stabilizing your emotion. Building openness and good sleep also help you improve the quality of life.

Your total score shows a moderate imbalance between your physical and mental wellness; the score is below the normal range. Self-help exercises such as relaxation exercises and breathing exercises are recommended. Moreover, being thankful and building openness and social support are also suitable for enhancing mental wellness.


Your total score shows that you are physically and mentally balanced and normal, without affecting your daily life. However, prevention is better than cure, and many aspects of learning can broaden your experience and knowledge. You should practice self-help skills to strengthen your physical and mental health, enhance mental wellness awareness for the benefit of oneself and others.

Thank You!


START STRESS-MANAGEMENT PROGRAM

Step 11 : Click the topic button in the core lessons list to start the first lesson. Please study the lessons in order, beginning with Part 1 of the first lesson and continuing to Lesson 10, the final lesson.


Core Lessons




START




Lesson 1 : What, Why and How?





Lesson 2: Relaxation Exercises



Step 12 : Each lesson is divided into three chapters and a quiz at the end.

The screenshot shows the 'Lesson One' interface. On the left, a navigation menu lists 'Lesson 1 Part 1' (highlighted with a red box) and 'Lesson 1 Part 2'. A blue arrow points from 'Lesson 1 Part 1' to a video player on the right. The video player displays a street scene with cars and a play button. The video title is 'I. What is Anxiety?'. Below the video, there is text explaining the concept of stress and anxiety, mentioning the 'Fight or Flight' response and the 'Age of Anxiety'.

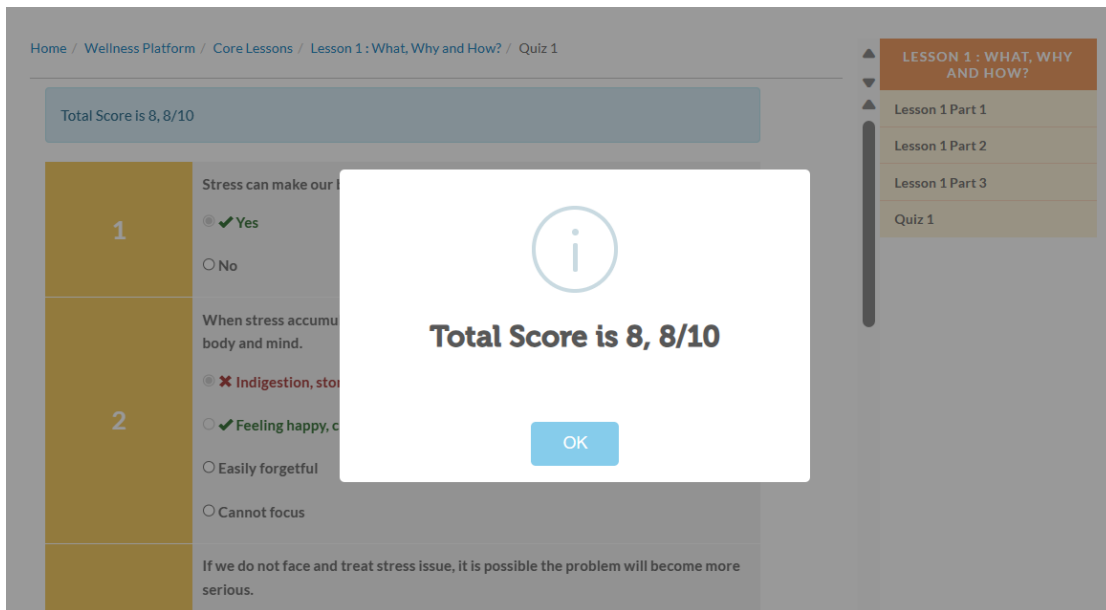
Step 13: After completing, the quiz, press “SUBMIT”

The screenshot shows the 'Quiz 1' interface. At the top, a breadcrumb trail reads: 'Home / Wellness Platform / Core Lessons / Lesson 1 : What, Why and How? / Quiz 1'. On the right, a sidebar lists the lesson components: 'LESSON 1 : WHAT, WHY AND HOW?', 'Lesson 1 Part 1', 'Lesson 1 Part 2', 'Lesson 1 Part 3', and 'Quiz 1' (highlighted). The main area contains three quiz questions:

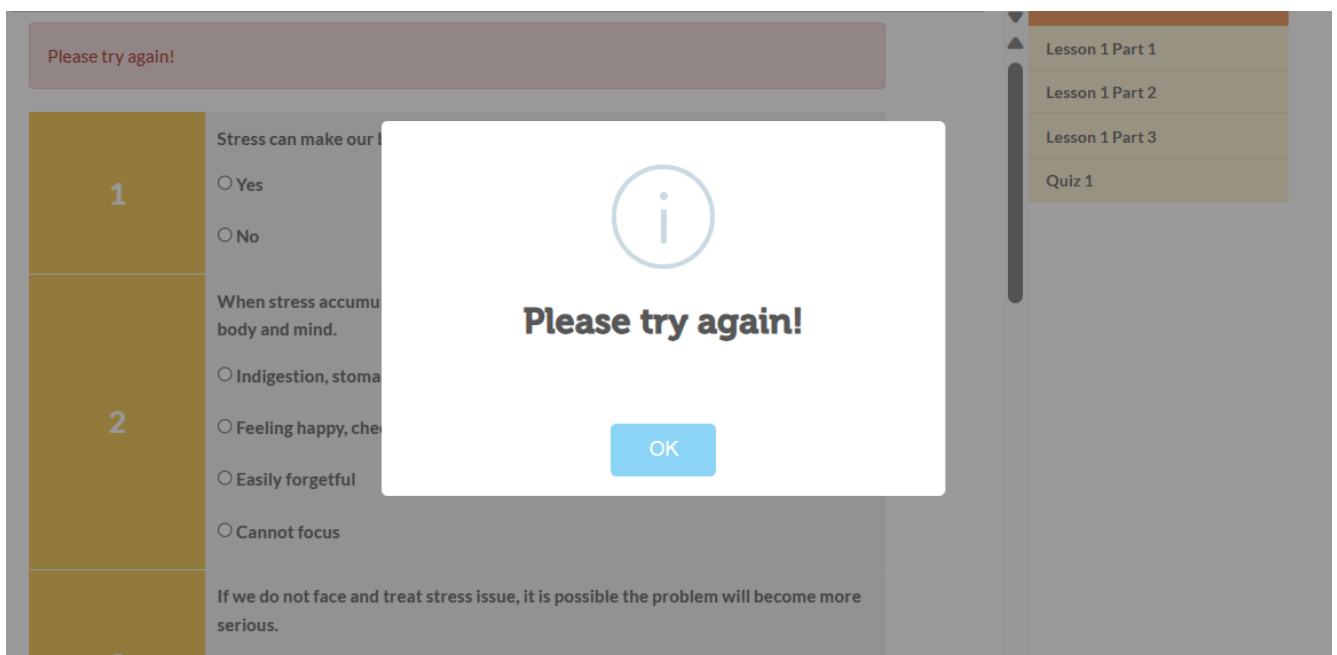
- Question 1: Stress can make our body feel unwell.
☐ Yes
☐ No
- Question 2: When stress accumulates, which of the following signals released is not related to body and mind.
☐ Indigestion, stomach pain
☐ Feeling happy, cheerful
☐ Easily forgetful
☐ Cannot focus
- Question 10: In the film of Little White and Little Black, what did Little White use to combat difficulties?
☐ Gift pack's self help skills
☐ Gift pack's negative wordings

A 'SUBMIT' button is located at the bottom left, highlighted with a red box. A 'Field532' label is visible next to the third question.

If you score 5 or above in the quiz, you will pass the quiz, and the system will display the score you have obtained, and you can only move on to the next lesson after passing the quiz.



If you didn't pass the quiz, there will be a message pop up as "Please try again", then you have to re-do the quiz until you get a passing score.



Step 14: To move forwards to the next lesson, click "Core lesson" to return to the "Core Lesson List", then choose your next lesson number.

Home / Wellness Platform / Core Lessons / Lesson 1 : What

Total Score is 8, 8/10

1

Stress can make our body feel u

✔ Yes

Core Lessons



START



Lesson 1 : What, Why and How?



Lesson 2: Relaxation Exercises



Lesson 3: Breathing Exercises



Step 15: After completing all ten lessons of our Stress Management Program, you must complete and submit the post-assessment.



2

Lesson 10 Part 2



3

Lesson 10 Part 3



Quiz 10

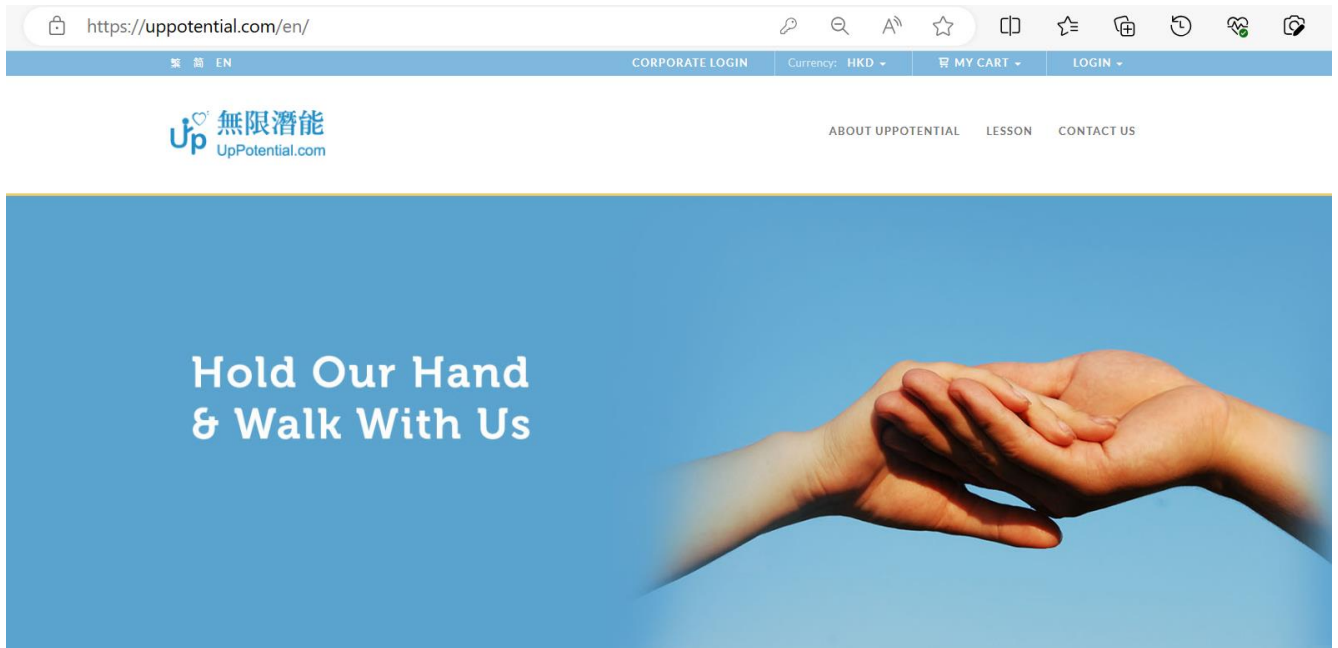


Post-assessment

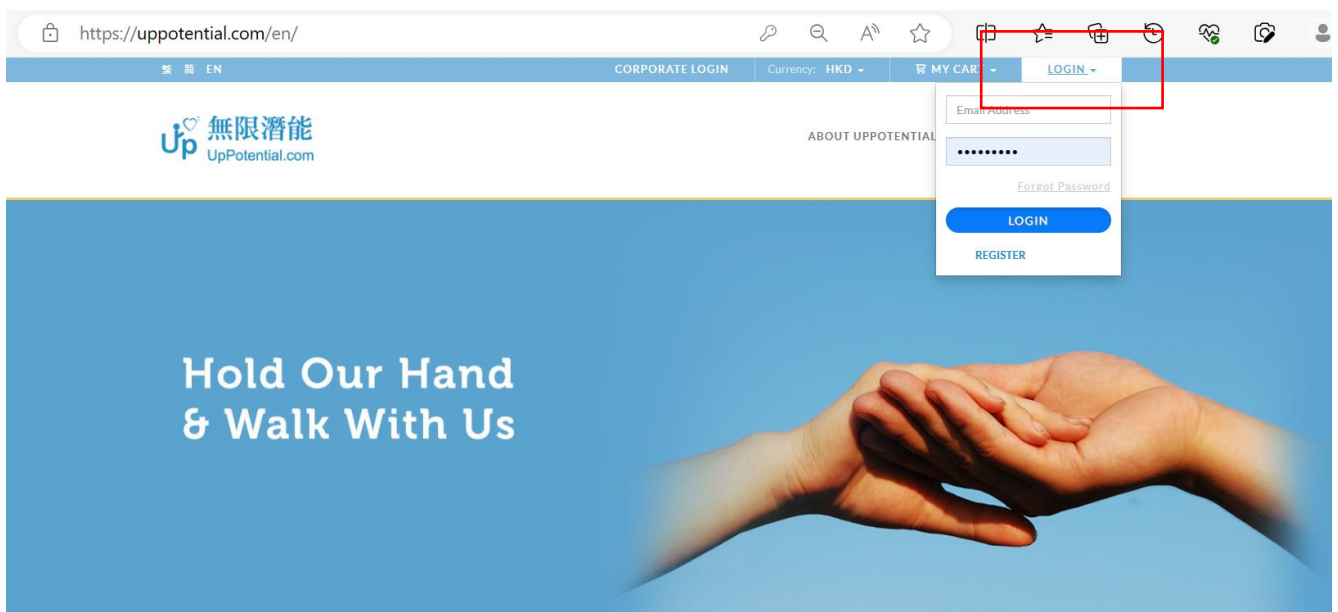
User manual - teacher

Step 1: Go to webpage:

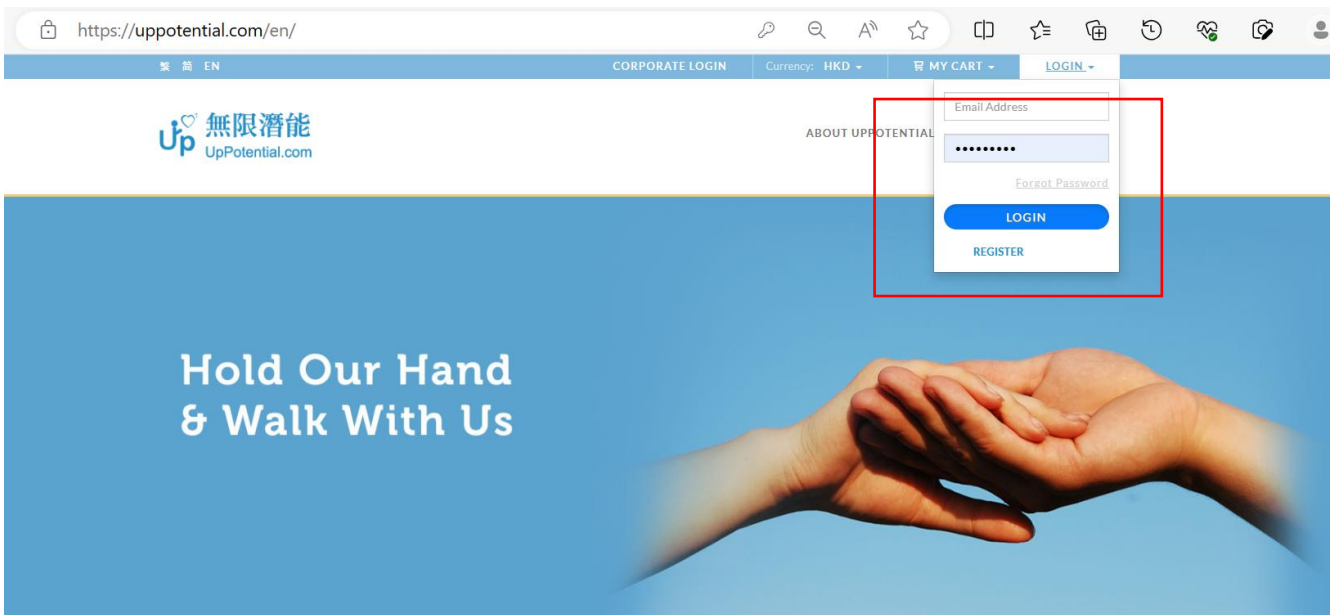
<https://uppotential.com/en/>



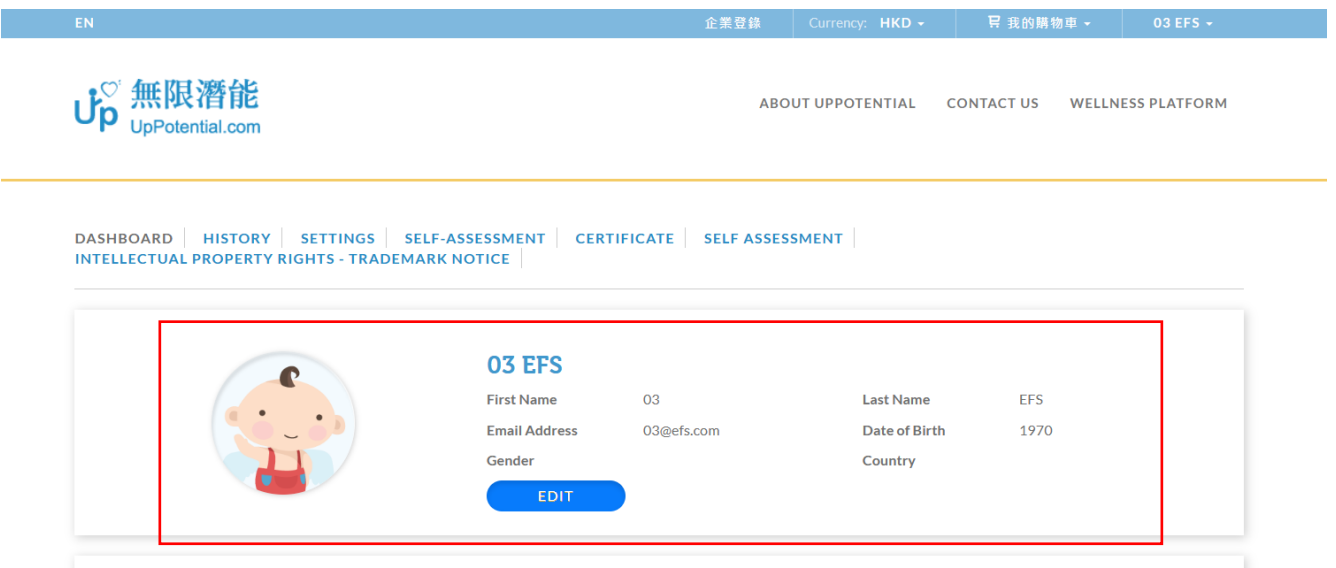
Step 2: Click on the “Login” button in the top right corner of the site.



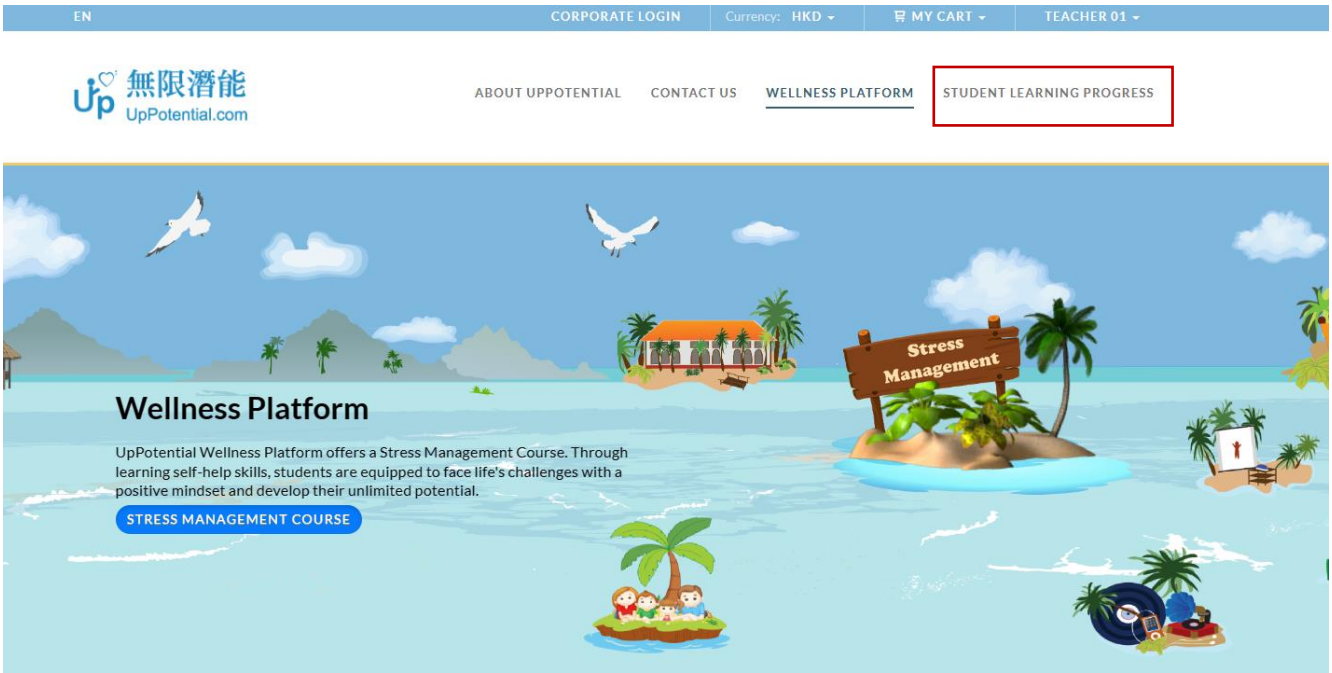
Step 3: Enter your email address and password, then press “LOG IN” button.



Step 4: Here's the dashboard page, allowing you to edit or update your profile.



Step 5: Follow up the students' progress in learning the Core Stress Management Program by clicking “STUDENT LEARNING PROGRESS” button



Then the learning process of Core Stress Management Program of every student will show up:

And press the “DOWNLOAD” button to download the record of all students

User Progress								
<div>DOWNLOAD</div>								
EMAIL	USER NAME	CLASSROOM	PRE- ASSESSMENT	COURSE NAME	COURSE PROGRESS	LESSON NAME	ACHIEVE DATE	POST- ASSESSMENT
abc@uppotential.com	John Chan		✓	Stress	100%	Lesson 10	May 023	✓
chan@uppotential.com	Maggie Chan		✓	Stress	100%	Lesson 10	1 Sep 022	✓
david@uppotential.com	David Chan		✓	Stress	100%	Lesson 10	May 023	✓
amy@uppotential.com	Amy Chan		✓	Stress	100%	Lesson 10	May 023	✓