

P.A.T.H.S. to Adulthood: A Jockey Club Youth Enhancement Scheme

Secondary One Curriculum

An Overview of the 20-hour S1 Full Program

Construct	Unit	Unit Objective	Learning Target
1. Bonding	Teacher and I (BO 1.1) (30 minutes)	To promote the relationship between instructor and students in order to enhance the motivation of students to join the project	(1) To let students get acquainted with their instructor (2) To understand the importance of receiving support from significant others during adolescence (3) To let students get acquainted with their classmates
	Be assertive in peer relationships (BO 1.2) (30 minutes)	To help students to understand one's personality and its influences on peer relationships	(1) To identify three types of personality (2) To understand the influences of personality on peer interactions
	Selection of friends (BO 1.3) (30 minutes)	To enable students to stay away from unhealthy peers	(1) To state the criteria for deciding healthy and unhealthy peers (2) To say "No" towards negative peer influences

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	Trust (BO 1.4) (30 minutes)	To encourage students to develop trustworthy relationships with healthy peers	(1) To state the importance of trust in peer relationships (2) To acquire the skills and develop an attitude to building up trustworthy friendship
2. Social Competence	China and me (SC 1.1) (30 minutes)	To let students get acquainted with China and enable them to develop national identity	(1) To familiarize with the National Song of China (2) To develop a positive identity with China
	We love Hong Kong (SC 1.2) (30 minutes)	To make students get acquainted with Hong Kong and enable them to develop a positive identity with Hong Kong	(1) To identify the relationship between China National Flag and Regional Flag of Hong Kong (2) To develop a positive identity with Hong Kong
3. Emotional Competence	Basic emotions (EC1.1) (30 minutes)	To help students to recognize the basic concept of emotions and develop an awareness of one's emotions	(1) To recognize the basic concept of emotions (2) To describe different types of emotion-related lexicon
	Emotional expression (EC1.2) (30 minutes)	To help students to identify personal multiple feelings and the ways for emotional expression	(1) To identify personal multiple feelings (2) To recognize different methods for emotional expression
4. Cognitive Competence	Thinking skills (CC1.1) (30 minutes)	To help students to differentiate rational, creative and critical thinking skills, and understand the importance of self-reflection	(1) To identify rational, creative and critical thinking skills (2) To identify the basic concept and the importance of self-reflection

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	Meeting net friends (CC1.2) (30 minutes)	To guide students to apply rational and creative thinking skills to deal with daily events	(1) To apply rational thinking to analyze a situation, i.e. “meeting net friends” (2) To apply creative thinking to deal with the issue of “meeting net friends”
5. Behavioral Competence	Criticism (BC 1.1) (30 minutes)	To guide students to identify two different types of criticism, and encourage them to use constructive criticism	(1) To differentiate constructive criticism from destructive criticism (2) To understand the drawbacks of using destructive criticism (3) To acquire the skills to make constructive criticism
	Apology (BC 1.2) (30 minutes)	To help students to develop a habit of making an apology when they have done something wrong to somebody	(1) To be able to make an apology (including verbal and nonverbal method) (2) To identify the importance of making an apology in social interactions
6. Moral Competence	Fairness (MC 1.1) (30 minutes)	To enable students to understand the meaning of fairness, and encourage them to maintain fairness in daily life	(1) To understand the importance of co-operation in maintaining fairness (2) To understand the moral issues in maintaining fairness in our society

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	Proper conduct (MC 1.2) (30 minutes)	To guide students to identify the proper conduct in public situations, and encourage them to be self-disciplined and considerate	(1) To identify ways to act morally and prosocially in public situations (2) To identify the importance of being self-disciplined and considerate in public situations
7. Self-efficacy	I believe I can (SE 1.1) (30 minutes)	To help students to recognize one's self-efficacy	To identify and assess different domains of self-efficacy (e.g. academic, physical, social, etc.)
	Yes! I can. (SE 1.2) (30 minutes)	To enable students to build up self-efficacy through successful experiences	(1) To build on successful experiences (2) To find out one's successes in the past
	Negative wordings used by parents (SE 1.3) (30 minutes)	To teach students to handle negative wordings received from parents	(1) To show understanding to one's parents in order to have better parent-child relationship (2) To recognize one's self-efficacy
	I am my own master (SE 1.4) (30 minutes)	To let students to recognize self-efficacy through goal-setting	(1) To set an achievable goal (2) To acquire goal setting skills

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8. Prosocial Norms	Folkways (PN 1.1) (30 minutes)	To help students to identify folkways in school and family settings, and understand the importance of following norms in relationships	(1) To define social norms and the importance of confronting to norms (2) To understand that besides following the laws, there is a need to follow social norms in daily life
	Cultural norms (PN 1.2) (30 minutes)	To help students to learn culturally defined norms, and understand the importance of following norms in relationships	To state the consequences of violating folkways
9. Resilience	My growing path (RE 1.1) (30 minutes)	To guide students to recognize one's belongingness with the surroundings and foster parent-children relationship by promoting students' positive view on parents	(1) To recognize the external resources that one can utilize when facing risks or changing situations (2) To understand the beliefs and hidden messages of parents' parenting
	"Wallet was lost!" (RE 1.2) (30 minutes)	To enable students to analyze and solve problems in different ways	(1) To use creative ways to analyze a problem (2) To identify alternative and diverse ways to solve problems
	Happy tips (RE 1.3) (30 minutes)	To enable students to manage one's emotions in stressful situations and use positive thinking to deal with negative emotions	(1) To identify five techniques to manage one's emotion in stressful situations (2) To identify positive thinking that can deal with negative emotions

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	Conflict in class (RE 1.4) (30 minutes)	To enable students to use multiple conflict resolutions, and to state the responsibility of being a bystander in conflicts	(1) To identify the causes of conflicts (2) To understand the role of being a bystander in conflicts (3) To identify five types of conflict resolutions
10. Self-determination	Autonomy license (SD 1.1) (30 minutes)	To help students to recognize the meaning of self-determination, and the allowance of autonomy approved by parents	(1) To recognize the meaning of self-determination (2) To assess one's autonomy boundary, and the criteria for making choices that are relevant to one's development
	My brilliant decisions (SD 1.2) (30 minutes)	To equip students with decision making skills in daily life	To understand the importance of taking other people's views when making decisions, and to identify the consequences of their selected choices
	Dream metro (SD 1.3) (30 minutes)	To equip students with the skills to set optimal goals	To set goals and be able to make adjustments
	Hobby bakery (SD 1.4) (30 minutes)	To enable students to set up a plan for developing a hobby for themselves, and learn to gain parental support	(1) To assess one's strengths according to the framework of multiple intelligences (2) To set a plan for developing one's hobby, and understand the importance of getting family support

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11. Spirituality	What is my favor? (SP 1.1) (30 minutes)	To enable students to think about what their first priority is in their life	To reflect on one's level of materialism
	Under the same roof (SP1.2) (30 minutes)	To cultivate students' passion for the Nature	(1) To appreciate the beauty of the Nature (2) To reflect on the relationship between human beings and the Nature
12. Clear and Positive Identity	My rules (ID 1.1) (30 minutes)	To guide students to develop a sense of relatedness to their school and family, and strengthen their willingness to follow rules in these settings	(1) To understand the procedures and challenges when formulating rules (2) To understand the importance of following rules
	Significant others (ID 1.2) (30 minutes)	To help students to learn more about oneself, their family and the people around them, in order to recognize the significant influences on their life	(1) To identify the uniqueness of oneself (2) To identify significant others who have influenced their life
	Self-appraisal (ID 1.3) (30 minutes)	To guide students to identify and appraise one's strengths	(1) To identify one's strengths (2) To demonstrate affirmation skills to recognize one's strengths
	Disclosure (ID 1.4) (30 minutes)	To enable students to disclose oneself appropriately which is important to develop a positive self identity	(1) To identify proper ways to introduce oneself to others (2) To understand the importance of self-disclosure to one's identity

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13. Beliefs in the Future	Good or bad? (BF1.1) (30 minutes)	To enable students to differentiate optimistic and pessimistic explanatory styles, and encourage them to use the most suitable explanatory style in daily life	To identify the advantages and disadvantages of using optimistic and pessimistic explanatory styles
	Our way of life (BF1.2) (30 minutes)	To enable students to develop future beliefs, and encourage them to adopt a positive view to identify their life orientation	(1) To recognize the importance of future beliefs (2) To identify positive future beliefs in study, family and peers aspects, and list out the things they can do, might do, need to do and want to do
14. Prosocial Involvement	Who benefits? (PI 1.1) (30 minutes)	To help students to identify the contributions of prosocial involvement	(1) To identify the definition of prosocial activities (2) To identify the contributions of prosocial involvement have towards personal development and society
	Antisocial behaviors (PI 1.2) (30 minutes)	To help students to learn more about antisocial behaviors, the motivation and the reasons of participating	(1) To identify the definition of antisocial behaviors (2) To differentiate anti-social and prosocial behaviors

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	Extra-curricular activities (PI 1.3) (30 minutes)	To guide students to identify activities that have positive contributions to school, and encourage students to participate	To identify some prosocial activities that can be done in school, and the positive outcomes of these activities to students and the school
	Community work (PI 1.4) (30 minutes)	To guide students to identify activities that have positive contributions to the community, and encourage students to participate	To identify some prosocial activities that can be done outside school, and the positive outcomes of these activities to the community

Note. The 10-hour Core Program consists of the units from Construct 1-8.