

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

### Secondary Two Curriculum

#### An Overview of the 20-hour S2 Full Program

Construct	Unit	Unit Aim	Learning Target
1. Bonding	Family (BO 2.1) (30 minutes)	To promote the bonding between students and their parents	(1) To list out the things that one has received at home (2) To identify one's role and contribution at home
	Parents' words (BO 2.2) (30 minutes)	To promote communication and bonding between students and their parents	(1) To differentiate whether parents are giving a command, a request or a suggestion (2) To learn to respond properly to parents' messages, and build up good relationship
2. Social Competence	Who is Hong Kong people? (SC 2.1) (30 minutes)	To guide students to be considerate and supportive to people of different races in Hong Kong, and reduce biases and discrimination towards ethnic minorities	(1) To recognize that there are people of different races living in Hong Kong, and learn to have multi-cultural perspectives (2) To accept people of different races and respect them
	Careers (SC 2.2) (30 minutes)	To discuss with students about what they can do for Hong Kong	(1) To identify and respect all kinds of jobs having contribution to the Hong Kong society (2) To understand that integrity towards job is more important than the type of job
3. Emotional Competence	Empathy (EC 2.1) (30 minutes)	To help students to understand others' thoughts and feelings based on the emotions displayed by others	(1) To empathize others' feelings (2) To understand the importance of respecting the emotions of other people

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	Expressing negative emotions (EC 2.2) (30 minutes)	To help students to understand how negative emotions can adversely affect their relationships with others	(1) To understand how improper expression of negative emotions can adversely affect the relationship with others (2) To recognize the importance of proper expression of negative feelings
	Share with parents (EC 2.3) (30 minutes)	To encourage students to share distress with parents and other family members	(1) To be willing to share distress with one's parents (2) To explore appropriate timing, situations and forms of communication to share one's negative emotions with parents
	Share with peers (EC 2.4) (30 minutes)	To encourage students to share distress with their friends	(1) To identify the personal characteristics of a friend to whom one can safely confide in, and important factors to consider in sharing (2) To develop appropriate responses in listening to the distress of the others
4. Cognitive Competence	Creative thinking styles (CC 2.1) (30 minutes)	To help students to understand different kinds of thinking styles, and learn to use creative thinking styles	(1) To understand different kinds of thinking styles (2) To apply and match different kinds of thinking styles with different tasks
	Being creative (CC 2.2) (30 minutes)	To enable students' creative thinking	To use different thinking styles in problem-solving
5. Behavioral Competence	Criticism 2 (BC 2.1) (30 minutes)	To help students to understand the motivation of people who criticize them, and learn to adopt a proper manner in making criticism	(1) To understand that the motivation of people in making criticism can be good or bad (2) To understand that the skills of making criticism can affect others' perceptions on the criticism (3) To adopt a proper manner in making criticism

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	Apology 2 (BC 2.2) (30 minutes)	To help students to understand that it is important to deal with others' and one's wrongdoings in a proper way and manner	(1) To learn how to deal with the situations appropriately when somebody did something wrong to us (2) To learn to make an apology in a graceful manner if one did something wrong to others
6. Moral Competence	Fairness 2 (MC 2.1) (30 minutes)	To let students to understand that it is needed to consider all involved parties and factors when maintaining fairness, and to understand the importance of respecting others in fairness	(1) To understand the importance of respect and consideration when maintaining fairness (2) To understand that fairness does not mean getting what we want (3) To understand maintaining fairness does not mean one can fight for one's right deliberately, even there is no law
	Kindness (MC 2.2) (30 minutes)	To encourage students to offer help to the needy, and to understand that kindness is the essential personal quality in helping people	(1) To reflect on some selfish behaviors, so as to learn to be considerate to others' needs (2) To learn to be brave and wise when helping people
7. Self-efficacy	Academic self-efficacy (SE 2.1) (30 minutes)	To enable students to develop their own learning strategies, so as to enhance their academic efficacy	(1) To identify different learning strategies (2) To develop one's learning strategies
	Cognitive distortions (SE 2.2) (30 minutes)	To help students to identify cognitive distortions and think positively so as to enhance their efficacy	(1) To identify different kinds of cognitive distortions (2) To deal with cognitive distortions
8. Prosocial Norms	Social responsibility (PN 2.1) (30 minutes)	To develop students' abilities to identify the meaning of social responsibility	(1) To identify different social expectations on people (2) To understand the level of responsibility posted upon different ages and upon different roles

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	Social expectation (PN 2.2) (30 minutes)	To develop students' abilities to identify the social expectations on conformity	(1) To identify different social expectations on the level of conformity of different ages and different statuses (2) To recognize conformity is not always the right thing to do (3) To act against blinded conformity, and make rational decisions
	Social sanctions (PN 2.3) (30 minutes)	To develop students' abilities to identify positive and negative sanctions in violation of social norms	To identify different kinds of sanctions posted upon different violations and upon different ages or roles if violation occurs
	Conflicting norms (PN 2.4) (30 minutes)	To develop students' ability to weight the positive and negative sanctions of conforming to conflicting norms	(1) To evaluate the positive and negative sanctions of following the conflicting norms (2) To weight the gains or losses of all parties involved in handling conflicting norms
9. Resilience	Failure (RE 2.1) (30 minutes)	To enable students to redefine "failure", and to learn from failure experiences	(1) To identify the meaning of "success" and "failure" (2) To identify the things that one can learn from failure experiences
	Humor (RE 2.2) (30 minutes)	To promote students' optimism and encourage them to adopt a humorous attitude when facing obstacles in life	(1) To use a humorous way to face challenges and obstacles in life (2) To identify the basic principles and skills of humor
	Temptation (RE 2.3) (30 minutes)	To help students to resist temptation when facing difficulties and challenges, and understand the trade-off if one is tempted to enjoy short-term pleasure	(1) To analyze what is the attraction of temptation and how to resist it (2) To learn to face challenges instead of falling into temptation for short-term pleasure

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	Challenges (RE 2.4) (30 minutes)	To enable students to treasure daily life challenges as growing and learning opportunities	(1) To list out some daily life challenges and difficulties that can help one grows (2) To treasure daily life challenges as growing and learning opportunities
10. Self-determination	Decision making (SD 2.1) (30 minutes)	To strengthen students' decision-making skills, and self-determination	(1) To use decision-making skills (2) To understand that one should not blindly conform to peer pressure (3) To be responsible for one's own choices
	Take into consideration (SD 2.2) (30 minutes)	To let students understand that to analyze an issue from multiple perspective can help them to make a more objective decision	(1) To understand that different people would have different perspectives, opinions and own reasons towards the same issue (2) To understand that taking significant others' opinions can help one to make a more objective decision
11. Spirituality	Meaningful life (SP 2.1) (30 minutes)	To help students to understand the living conditions of adolescents who are living in deprived regions, and to encourage students to lead a meaningful life	(1) To understand the living conditions and problems of adolescents living in deprived regions (2) To encourage students to treasure what they have and to live a meaningful life
	Money (SP 2.2) (30 minutes)	To encourage students to reflect on the meaning of money in their life	(1) To reflect on the importance of money and its meaning in life (2) To understand that money or material possessions may not necessarily lead to happiness in life
	Life meaning (SP 2.3) (30 minutes)	To enable students to reflect on the meaning of life through understanding the experiences of a cancer patient	(1) To understand there could be many challenges and difficulties in life (2) To search for one's life meaning through self reflection

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	Death meaning (SP 2.4) (30 minutes)	To help students to explore the meaning of death from the influences brought about by the death of a cancer patient	(1) To recognize that death is a natural process in life (2) To reflect on the meaning of death, and to treasure life
12. Clear and Positive Identity	Ideal self (ID 2.1) (30 minutes)	To help students to develop a positive self-image	(1) To discover one's 'ideal-self' (2) To use self-encouragement to raise one's positive self-image
	Peers and self-image (ID 2.2) (30 minutes)	To help students to develop a positive self-image through peer support	To seek classmates with similar and positive future visions, and develop mutual support to enhance one's positive self-images
13. Beliefs in the Future	My academic goals (BF 2.1) (30 minutes)	To let students know that they have to face their academic results no matter it is good or bad, do evaluation and set up short-term learning goals	(1) To face and evaluate academic results, and list out ways of improvement (2) To plan short-term learning goals
	Reward in goal attainment (BF 2.2) (30 minutes)	To let students know that a reward system can serve as self-encouragement in goal attainment	(1) To understand the importance of reward in goal attainment (2) To design an effective reward system for oneself
	Perseverance (BF 2.3) (30 minutes)	To let students know the importance of perseverance in goal attainment	(1) To understand perseverance is an important factor in goal attainment (2) To realize the benefits obtained if one can resist temptation successfully
	Obstacles in goal attainment (BF 2.4) (30 minutes)	To teach students to face and deal with obstacles in goal attainment	(1) To understand the importance of facing obstacles positively (2) To learn how to make alternative plans when facing obstacles in goal attainment

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14. Prosocial Involvement	Prosocial activities (PI 2.1) (30 minutes)	To develop students' ability to identify the social expectations of prosocial activities	(1) To recognize the activities or services provided by the government or the community for the people in need (2) To understand different people having different needs
	Motivation in prosocial involvement (PI 2.2) (30 minutes)	To enable students to identify the factors that affect motivation towards participation in prosocial involvement	To identify the motivation of participating in prosocial activities and identify possible factors that can negatively affect the motivation
	Designing a prosocial program (PI 2.3) (30 minutes)	To let students understand the procedure in designing a program, and the ways to express their own expectations on prosocial activities	(1) To identify the procedure in designing a program, including setting goals, objectives and action plans. (2) To express one's expectations on prosocial activities
	Evaluation (PI 2.4) (30 minutes)	To develop students' ability to evaluate the outcome of prosocial activities	(1) To analyze whether the goals and objectives of the activities have been achieved (2) To list out the weaknesses or barriers of the captioned activities, and to identify possible ways for improvement

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