

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

### Secondary Three Curriculum

#### An Overview of the 20-hour S3 Full Program

Construct	Unit	Unit Aim	Learning Target
1. Bonding	(BO 3.1) (30 minutes)	To understand a healthy romantic relationship between male and female	(1) To understand one's love attitude (2) To identify the crucial elements in a romantic relationship
	(BO 3.2) (30 minutes)	To understand the right attitude in a romantic relationship	(1) To distinguish between right and wrong attitudes at the beginning of a romantic relationship (2) To identify "Do" and "Don't" when dating with friends of opposite gender
2. Social Competence	(SC 3.1) (30 minutes)	To form a strong bond with China	(1) To understand the relationship between Hong Kong and China in order to strengthen the bonding between students and China (2) To understand how Chinese culture has been influencing daily life in Hong Kong
	(SC 3.2) (30 minutes)	To build a vision of contributing to China in the future	(1) To understand the needs of the people in China in terms of education and living (2) To identify ways to contribute to China
	(SC 3.3) (30 minutes)	To analyze the causes of conflicts among siblings and suggest ways for resolutions	(1) To understand the causes of conflicts among siblings (2) To learn how to stay with siblings in the family
	(SC 3.4) (30 minutes)	To understand the causes of conflicts among friends and ways to manage the conflicts, and to be able to differentiate good and bad friends	(1) To understand the dilemma situations causing conflicts among friends (2) To identify the methods to resolve the conflicts

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3. Emotional Competence	(EC 3.1) (30 minutes)	To introduce the causes and effects of emotional problems	(1) To investigate the interaction between emotional and physiological reactions (2) To learn the use of relaxation techniques to release stress and eliminate the effect of negative emotion to the body
	(EC 3.2) (30 minutes)	To devise positive perspectives to cope with negative emotion	To devise positive perspectives to cope with negative feelings and emotion
4. Cognitive Competence	(CC 3.1) (30 minutes)	To cultivate students' critical thinking skills to analyze daily information	(1) To understand the differences between "fact" and "opinion" (2) To analyze daily information through distinguishing fact from opinion
	(CC 3.2) (30 minutes)	To apply critical thinking skills in analyzing messages spreading materialism and consumerism	(1) To apply critical thinking skills in analyzing messages from advertisements (2) To reconsider the essential factors before consumption
5. Behavioral Competence	(BC 3.1) (30 minutes)	To learn to applaud others and develop a proper manner in receiving other's applause	(1) To understand applause will make others and oneself happy (2) To observe and appreciate the people and things around us, and to give humble applause (3) To recognize the proper and humble manner of accepting others' applause
	(BC 3.2) (30 minutes)	To learn to forgive those who are offensive to oneself	(1) To recognize the importance of heartfelt forgiveness (2) To understand the negative effect of retaliation
6. Moral Competence	(MC 3.1) (30 minutes)	To analyze and explore the balance between ideology and reality in matters related to fairness	(1) To explore the differences between fairness under reality and fairness under ideology (2) To understand there is no absolutely fair systems and issues in real life
	(MC 3.2) (30 minutes)	To reflect on the way of helping others and learn the importance and method of helping others	(1) To self-reflect on one's altruistic conduct in daily life (2) To explore different altruistic behaviors in the society
	(MC 3.3) (30 minutes)	To develop correct love attitudes and values	(1) To understand how to treasure love and love insistently with commitment (2) To explore proper manners to end a relationship

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	(MC 3.4) (30 minutes)	To understand the importance and effect of integrity	(1) To understand the relationship between integrity and one's reputation (2) To understand the effect of interpersonal relationship on performing honestly (3) To learn to be responsible for one's behavior and its consequence
7. Self-efficacy	(SE 3.1) (30 minutes)	To promote students' efficacy in financial management	(1) To understand the importance of self-control and delay gratification in enhancing one's financial management skills (2) To understand the importance of restraining one's "want" in unnecessary and luxurious goods
	(SE 3.2) (30 minutes)	To arouse motivation to achieve one's ideal through imagery	(1) To understand the meaning and importance of "ideal" in one's life (2) To search for one's qualities that enable one to overcome environmental constraints and achieve one's ideal
8. Prosocial Norms	(PN 3.1) (30 minutes)	To defend a decision with moral justification	To make one's decisions with consideration of moral justification
	(PN 3.2) (30 minutes)	To criticize conflicting but socially acceptable behaviors	(1) To understand that the society has different role-expectations (2) To explore the relationship between socially acceptable behavior and prosocial norm
9. Resilience	(RE 3.1) (30 minutes)	To promote students' optimism by cultivating positive thinking	(1) To reflect on people and things that are worthy to treasure (2) To maintain an optimistic attitude in daily life
	(RE 3.2) (30 minutes)	To encounter and handle a crisis	(1) To understand how to encounter a crisis (2) To perceive a crisis as an opportunity to grow
	(RE 3.3) (30 minutes)	To enhance students' resilience through acquiring relative knowledge from Chinese tradition	(1) To identify how traditional Chinese values perceive adversity (2) To adopt the Chinese optimistic values in daily life
	(RE 3.4) (30 minutes)	To equip students with hope	(1) To develop future-driven orientation in the area of family (2) To understand one should pay effort and utilize current resources properly in order to attain one's hope

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10. Self-determination	(SD 3.1) (30 minutes)	To strengthen students' competence in making self-determined decisions concerning their future education and career choices	(1) To learn to make informed decisions concerning one's future education and career choices (2) To evaluate which factors are of most importance in making a decision
	(SD 3.2) (30 minutes)	To strengthen students' competence in gaining parents' support in making self-determined decisions	(1) To learn the appropriate attitude in seeking parents' support for their choices (2) To understand the impact of using different manner and tone in a discussion
11. Spirituality	(SP 3.1) (30 minutes)	To explore the higher being in life from different perspectives	To explore what is the higher being in life from "Fortunate" and "Unfortunate" experiences of people
	(SP 3.2) (30 minutes)	To help students to understand the value of life from different perspectives	(1) To reflect the value of life from the stories of people who had suffered (2) To understand the importance of beliefs in life
	(SP 3.3) (30 minutes)	To deepen students' understanding in the meaning of life	(1) To introduce the work and life value of volunteers and to explore how their beliefs influence their voluntary work (2) To deepen students' understanding on how their beliefs influence their behaviors
	(SP 3.4) (30 minutes)	To help students to search for their own meaning of life	(1) To integrate and consolidate the content learnt in the pervious units (2) To apply the knowledge and experiences learnt from relevant cases in daily life
12. Clear and Positive Identity	(ID 3.1) (30 minutes)	To explore the core competence that helps one's success and the ways to cultivate it	(1) To explore the core competence that helps one's success in different working positions (2) To explore ways to cultivate the core competence in one's environment
	(ID 3.2) (30 minutes)	To investigate the gender stereotype phenomenon and its impact in Hong Kong society nowadays	(1) To investigate the expectations and demand imposed by Hong Kong society on male and female nowadays (2) To reflect on how the gender stereotype in the society affects one's attitude towards different sex

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13. Beliefs in the Future	(BF 3.1) (30 minutes)	To guide students to choose a realistic and optimistic living mode	To adopt a realistic and positive attitude to explore one's aspiration towards future careers
	(BF 3.2) (30 minutes)	To get in touch with the job market of the society, and to understand different type of jobs available	(1) To identify jobs with different nature and requirements (2) To identify the problem of gender stereotype and career choice
	(BF 3.3) (30 minutes)	To enhance students' beliefs in higher education and future careers	(1) To identify one's interests, capabilities and attainable career options (2) To identify pathways for higher education and vocational training
	(BF 3.4) (30 minutes)	To cultivate students' ability to plan for future education and careers, and to monitor and motivate their goal-pursuing behaviors	(1) To make both short- and long-term career plans (2) To set up evaluating and rewarding thinking pattern in order to strengthen one's perseverance in the process of goal-attainment
14. Prosocial Involvement	(PI 3.1) (30 minutes)	To collaborate ideas in and organize prosocial activities	To apply W5H1 thinking skills in organizing prosocial activity
	(PI 3.2) (30 minutes)	To analyze the motivation for participating in prosocial activities	(1) To identify causes which impede the motivation for participating in prosocial activities (2) To identify possible solutions of attracting people to participate in prosocial activities
	(PI 3.3) (30 minutes)	To enhance students' communication skills in organizing prosocial activities	To facilitate discussion by using appropriate questioning techniques
	(PI 3.4) (30 minutes)	To strengthen students' ability in organizing and evaluating prosocial activities	(1) To critically and reasonably evaluate the overall planning and administration of the prosocial activity in participants' perspective (2) To reflect the important issues in the process of activity planning from the needs of participants

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