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Training Potential Program Implementers of the Project P.A.T.H.S. (Secondary 1 Program) in Hong Kong

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Abstract:

To strengthen the implementation quality of the Tier 1 Program (Secondary 1 Level) of the Project P.A.T.H.S. in Hong Kong, a 20-hour training program is provided to the potential program implementers before program implementation. A total of 49 workshops were conducted with 2,359 teachers, social workers and allied professionals participating in the program. This paper describes the objectives, development and implementation of the Secondary One Training Program delivered in the first cycle of the P.A.T.H.S. Project. Conceptual and practical issues underlying the training program as well as the implications for future training programs are also discussed.

Keywords: adolescence, positive youth development, Project P.A.T.H.S., program implementation, teacher training

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INTRODUCTION

To facilitate young people to have a successful transition from childhood through adolescence into their adulthood, teachers, social workers, and other allied professionals play an important role. In contrast to the traditional prevention models, the approach of positive youth development perceives youth as “assets” rather than focusing on their negative behaviors, failure and problems. The key to positive youth development is to promote healthy and holistic development of young people, instead of just considering those youths with high risk or at risk. In addition, positive youth development program emphasizes the promotion of social, emotional, spiritual, and mental well-being in adolescents (1).

The Project P.A.T.H.S. (**P**ositive **A**dolescent **T**raining through **H**olistic **S**ocial Programmes) is a youth enhancement program financially supported by The Hong Kong Jockey Club Charities Trust, which aims to promote positive and holistic youth development in Hong Kong (2), with a total of earmarked grant of HK\$750 million (HK\$400 million for the first cycle and HK\$350 million for the second cycle). It has been implemented in more than 250 secondary schools in Hong Kong since 2005-06 school year. The Project is a two-tier positive youth development program designed for junior

secondary school students (Secondary 1 to Secondary 3 students). The Tier 1 Program is a universal positive youth development program based on 15 positive youth development constructs identified from the existing successful positive youth development programs (3,4) whereas the Tier 2 Program is provided for students who have higher levels of psychosocial needs. The full program of the Tier 1 Program consists of 40 units per grade, with 20 hours of teaching in each school year at each grade. In addition, 20 units of which belong to the core program, with 10 hours of teaching in each school year at each grade.

The success of positive youth development programs depends very much on the quality of the program itself and the quality of the implementation of the program. Shek and colleagues (5-8) conducted a number of case studies to examine the significant factors contributing to the successful implementation of the Project P.A.T.H.S. and concluded that 'people' (i.e., program implementers) is one of the prime factors in determining program success. Since the Tier 1 Program is a school-based program focusing on interactive and participatory teaching methods, equipment of the program implementers (including teachers and social workers) with appropriate knowledge and skills prior to program implementation is indispensable.

Literature has shown that there is a clear empirical link between staff development and the quality of program implementation (9-13). Multiple studies indicated that the provision of pre-implementation training and in-service training was essential for the effective program implementation, as they could enhance the integrity, confidence and competence of the program implementers in teaching (14-16). On the other hand, different studies have shown that ineffective program implementation could be a result of overlooking the importance of training or unsuccessful teacher training (15,17,18). Griffin (19) indicated that there are three major outcomes of effective staff development programs, including positive changes in 1) teachers' beliefs and attitudes, 2) teachers' instructional practices, and 3) students' learning outcomes. Consequently, proper training for program implementers should be regarded as important because it influences the successful implementation of youth program. As such, the training program of Project P.A.T.H.S. emphasizes the importance of comprehensive and systematic training for program implementers to enhance the effectiveness of positive youth development.

Despite the importance of training programs for positive youth development programs, systematic documentation of the related training programs is sparse (20). As such, it is the vision of the Training Team of the Project P.A.T.H.S. to document the training programs so that researchers and trainers can make reference to in future. In this paper, the training program for the Secondary 1 level is presented, including the objectives, content, theoretical models, training processes and evaluation of the training program.

The Secondary 1 Training Program of the Project P.A.T.H.S.

As systematic and adequate training is emphasized in Project P.A.T.H.S., for each of the Secondary 1 (S1), Secondary 2 (S2) and Secondary 3 (S3) program, teachers and social workers implementing the program are required to attend a three-day training workshop before implementation of the program. The following sections give an overview of the S1 training program.

There are two cycles in the Project P.A.T.H.S. In the first cycle, 49 Secondary 1 training workshops in connection with the Tier 1 Program had been conducted between December 2005 and August 2009. A total of 2,359 teachers, social workers and allied

professionals participated in the training programs. The S1 training program of Project P.A.T.H.S. can be seen as remarkable for two reasons. First, while there are numerous youth programs in the fields of social work and education in Hong Kong, few of them offer intensive and systematic training for the potential program implementers. Hence, Project P.A.T.H.S. can be seen as pioneering in the provision of such training for program implementers in positive youth development.

Second, the Training Team is consisted of professionals from the fields of psychology, social work, and education, which constitutes an interdisciplinary team so as to enhance the integration of theoretical concepts and practice expertise across the related fields in the design and implementation of the program. Such a multi-disciplinary collaboration generates a training program which adopts a positive, strength-based, and experiential learning approach.

There are several objectives of the Project P.A.T.H.S. in Hong Kong. In the planning stage, the first author reviewed and examined the literature on positive youth development and related training programs in Hong Kong. Based on the review, a framework which guided the training focus of the S1, S2 and S3 training was developed. In addition, the objectives of the S1 training were identified as follows:

1. To understand the nature of adolescent development and the related issues, and to cultivate positive attitude to adolescent development;
2. To understand the nature of positive youth development, including its basic concepts, related programs, and research;
3. To familiarize program implementers with the nature of Project P.A.T.H.S., including its basic philosophy, design, implementation, and evaluation;
4. To understand the content of the Tier 1 Program of the Secondary 1 Program, including the Full Program and Core Program;
5. To acquire the attitude, knowledge and skills that are conducive to the successful implementation of the Tier 1 Program; and
6. To establish self-help support network among the program participants.

The content of the training programs for the Secondary 1 (Day 1 to Day 3) is presented in Table 1 to Table 3. In Shek and Wai's (20) systematic review of training programs in positive youth development, they recommended 12 guiding principles for training, which were adopted in the design and evaluation of the training programs in the P.A.T.H.S. Project. As these intrinsic principles are seen as important in the development, implementation and evaluation of the training program of the Secondary 1 curriculum, they are elaborated as follows.

Principle 1: Design of training program based on training theories/models

Consistent with the development of the curricula of Project P.A.T.H.S., the conceptual framework governing the design of the training program is based on theories and research findings on adolescent development. In the S1 training program, adolescent developmental theories are highlighted with particular reference to the ecological models. The adolescent developmental constructs used in the Project P.A.T.H.S. are presented in Table 4.

Principle 2: Acquisition of knowledge about adolescents and the program

To help the participants gain a proper understanding of adolescent development and the nature of the program, the essential information in these areas is provided in the training, which includes lay/personal theories and asset-based and deficit-based models of adolescent development. Through discussion, exercise and reflective activities, the

participants are guided to think about the current phenomena and trends of adolescent development. For example, participants are encouraged to evaluate their own theories about adolescents as well as adolescents' problems, and how these lay/personal theories affect one's teaching or social work practice. In general, lay/personal theories related to adolescents and their problems include biological etiologies, psychological problems, interpersonal problems, problematic family process, stress and coping problems, socio-cultural problems, and super-natural explanations.

Principle 3: Acquisition of knowledge about the curriculum content of the program

As knowledge about the program structure and content is seen as important for effective program implementation, the details of the sequencing involved in different curriculum are provided to the potential program implementers. In S1 training, two days (i.e., Day 2 and Day 3) are spent to introduce and preview the curriculum and the 15 constructs of positive youth development, in order to familiarize the potential program implementers with the nature of P.A.T.H.S. Project, including its basic philosophy, design, implementation, and evaluation. In addition, all units and activities in the teaching manuals of the Tier 1 Program of the Secondary 1 Program, including the Core Program and Full Program are previewed and demonstrated respectively.

Principle 4: Cultivation of appropriate implementation skills

In contrast to the traditional prevention models, the approach of Project P.A.T.H.S. sees youth as "assets" and focuses less on their negative behaviors, failure and problems. To have successful implementation and foster an encouraging atmosphere in class, program implementers must acquire appropriate teaching skills and flexible methods, as well as effective classroom management and communication skills, which require the use of innovative and non-traditional teaching styles. As such, an in-depth exploration on different teaching skills and strategies is addressed in the S1 training program. Different theories and models are incorporated in the training, including experiential learning, presentation skills, collaborative learning, reflective teaching and learning, learning styles, group dynamics, active learning and students' needs. In addition, the techniques in group formation, ice-breaking, questioning, using role-play in the classroom, story telling, debriefing and motivating skills are also introduced in the training.

Principle 5: Cultivation of self-reflection skills in the training program

As Project P.A.T.H.S. emphasizes the importance of self-reflection of the program participants, potential program implementers are encouraged to cultivate self-reflection skills in the implementation process. In the S1 training program, the meaning of reflective thinking and reflective practice are explored. For instance, by means of several group discussion and exercises, participants are encouraged to evaluate their own views about adolescents as well as "adolescents' problems". They also have a chance to reflect how their views and assumptions influence the way they evaluate adolescents. In addition, all participants are encouraged to reflect how these personal thoughts determined one's teaching or social work practice. Actually, at the end of each session, all participants are strongly encouraged to carry out personal reflection, as they are given time to reflect what they have learned, and how they would put and integrate what they have learned into their daily practice.

Principle 6: Encouragement of workers to be role models

To integrate the principles and concepts of positive youth development into practice, program implementers are encouraged to enhance their self awareness of the effect of role modeling in conveying the message of positive youth development to their fellow

workers and adolescents. Accordingly, the training program emphasizes the importance of encouraging program implementers serving as role models for young people by using their reflective practice and personal life experiences through learning in interactive exercises and group discussion. For instance, by illustrating the concepts and techniques of story telling, the program implementers are encouraged to use personal stories and experiences as a means to facilitate learning and encourage student participation and reflection.

Principle 7: Promotion of motivation of the trainees

As motivation of the program implementers is instrumental to program success, the training program focuses on enhancing their motivation in the program implementation process. In some cases, teachers who are initially not interested in this kind of youth program may perceive the new program as an “intrusion” to their familiar practice. Thus, low motivation of program implementers can be seen as a hindrance to successful program implementation. Therefore, the training program aims to enhance the skills and knowledge of the program implementers which help them overcome the barriers and difficulties in the implementation process. It also inculcates in them an attitude of passion and commitment to working with youth, and the belief that the program works, so as to alleviate their negative thoughts as well as myths.

In order to incorporate the knowledge and expertise of the potential program implementers to the new program of Project P.A.T.H.S., the training program is conducted with multiple motivational strategies in the format of experiential workshop with group activities, interactive games, role-play, case or experience sharing, group discussion and reflective exercise. Further, the mixing of teachers from different schools and social workers from various NGOs in the training programs serves as a platform for interactive exchange of views, thus cultivating a sense of hope and recognition, and fostering higher motivation and mutual rapport among program implementers.

Principle 8: Promotion of self-efficacy of the trainees

Pajares (21) suggested that teachers can promote students’ self-efficacy when the teachers know how to nurture and model one’s self-efficacy. As the implementation of positive youth development programs is often seen as a challenging task, program implementers sometimes may be overwhelmed by heavy workload, pressure from colleagues, and difficult students. These experiences may lead to emotional exhaustion, and even burnout. The Secondary One training encourages the program participants to identify their own strengths and potentials, and thus promoting their self-efficacy which may enhance their coping with stress and reduce burnout. This can also empower the participants with confidence and motivation to conduct the program. For example, by means of personal reflection, mutual support exercises, group sharing and open recognition, participants are encouraged to have constructive reflection and they would be more aware of the importance of taking a strength-based perspective.

Principle 9: Provision of opportunities for demonstration and practice

For the training sessions on Day 2 and Day 3, the training program covers teaching units in the S1 curriculum and facilitates the program participants to have actual demonstration and personal experiences about the program. The potential program implementers are offered opportunities to learn most of the activities in the curriculum (e.g. to preview the videos and audiotapes or to experience the games or role-play activities etc), in which they can participate as students, and thus they could fully understand their responsibilities in program implementation. Besides, another emphasis is placed on enabling the transfer

of acquired knowledge and skills into the classroom context. As such, potential program implementers would have more confidence in teaching the programs.

Principle 10: Provision of adequate training time

The training requirement of the Project P.A.T.H.S. is quite intensive and structured (20 hours of training per grade). It is rare to have such intensive training requirement for a youth development program in Hong Kong. This investment of time is significant as the potential program implementers can concentrate to understand and learn more about the concept and the content of the project without external interruption. Besides, to motivate the potential participants to join the training, each participating school can claim an allowance subsidized by The Hong Kong Jockey Club Charities Trust. Schools are given flexibility in using the allowance, either to recruit supply teachers or for professional development of teachers.

Principle 11: Consideration of cultural context in the design of training program

As theories and concepts underlying positive youth development programs are mainly developed in the West, they may not be totally applicable to the Hong Kong context. For instance, it raises the concern that the program implementers in the Chinese culture may face a shift in their practice focus (e.g. from focusing on problems and risk factors in youth to concentrating on positive holistic adolescent development). Besides, cultural adaptation and indigenization have been taken into account in developing the training program of the P.A.T.H.S. Project. For example, different local materials (i.e., researches, surveys, case examples, materials from NGOs' program kits and newspaper cuttings etc) are extensively used in the training.

Principle 12: Evaluation of training program

Both subjective outcome evaluation using structured questionnaires and qualitative evaluation were carried out to systematically evaluate the S1 training program, which focus on the perceptions of the participants toward the program content, activities format, program instructors, self-performance, and administrative arrangements. Some of the findings are separately included in other papers in this special issue.

IMPLICATIONS AND CONCLUSIONS

According to the evaluation studies of the S1 training (findings can be seen in another paper in this special issue), analyses of the quantitative and qualitative data provided some support for the effectiveness of the training and the subjective experiences of the program participants. Both quantitative and qualitative evaluation findings generally showed that most of the participants were satisfied with the training programs and they gave very positive and encouraging comments about the training workshops. They also demonstrated significant gains in the training. The knowledgeable and skillful training instructors were appreciated.

The experience in conducting training program of Project P.A.T.H.S. has several implications for those who wish to provide training for potential participants of positive youth development programs. First, it can be argued that the success of S1 training was partly due to our awareness of the teacher's expectation towards in-service training. Without proper training, potential program implementers may defend against involving in the program, given their lack of understanding about this kind of PYD program. Before conducting the training, it was well aware that some potential program implementers showed a relatively low desire to implement the program because they did not totally understand the concepts and implementation of the program. Therefore, it was concluded

that “motivating and preparing the potential program implementers” is the most important training goal.

Second, the training should promote a sense of ownership of the program. The implementation of new program often requires the teacher to get adjusted to the new curriculum and teaching method. By means of systematic and well-planned training, program implementers can be equipped with the proper attitude and skills to manage the tasks effectively, fostering a sense of ownership in them, which in turn promotes the better program implementation.

Third, it is noteworthy that most youth programs require the program implementers to have awareness of themselves and others, and be sensitive to their own values. As such, instead of merely providing new teaching skills and methods, successful training for youth program should strive to enhance the abilities on self reflection and to strengthen potential program implementers’ competencies, commitment and “vocation” in implementing the programs.

Finally, since its inception, there are many evaluation studies showing that different stakeholders (including the program implementers) perceived the program to be beneficial to the development of the program participants. Besides, both objective and subjective outcome evaluation also indicate that the program participants showed positive changes after joining the program (22-24). Obviously, one interesting question that should be asked is whether the positive training experiences and effects have contributed to the overall program success. Perhaps this is another research area that should be further explored.

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Table 1: Secondary One Training Program (Day 1)

Session 1 - Introduction of “Lay/Personal Theories” and “Scientific Perspectives on adolescent Behavior”

Objective: To investigate different theoretical perspectives on adolescence and adolescent behaviors

Activities	Purposes
a) Introduction	To introduce the skeleton of the 3-day training workshop
b) Ice-breaking Game: “Naming Your Group”	To help the participants experience the process of forming groups and understand the importance of ownership of the group
c) Open Discussion: “The phenomena and trends of adolescent development in Hong Kong”	To guide participants to understand the phenomena of adolescent development in Hong Kong
d) Reflective Exercise: “Why do young people use and abuse drugs?”	To facilitate the participants to evaluate their own theories about adolescents as well as “adolescents’ problems”, and how the lay/personal theories affect one’s teaching or social work practice
e) Lecture: “Lay/Personal Theories” and “Scientific perspectives on Adolescent Behavior”	To help the participants develop an understanding of scientific perspectives, particularly the Ecological Model
f) Wrapping up and Self-reflection	To cultivate self-reflective learning of the participants

Session 2 – Introduction of Positive Youth Development Approach

Objectives: To introduce the basic concepts of Positive Youth Development Approach and elaborate the 15 positive youth development constructs

Activities	Purposes
a) Group Discussion: “The Nature of Adolescents”	To explore the nature of adolescents with both positive and negative interpretation, thereby leading the discussion on the differences between the Prevention Science Perspective and the Positive Youth Development Approach
b) Lecture: The Positive Youth Development Approach, with reference to the context of 40 Developmental Assets proposed by Lerner and Benson	To elaborate the importance of positive youth development and to investigate the 40 youth developmental assets (both internal and external assets) with the paradigm shift
c) Group Discussion: “Positive Youth Development Program”	To guide participants to develop a proper understanding of Positive Youth Development Program, in order to reflect their own assumptions of these kinds of programs
d) Lecture: Research findings on Positive Youth Development Program	To explore the relevance and effectiveness of different positive youth development programs
e) Wrapping up and Self-reflection	To cultivate self-reflective learning of the participants
f) Sing the English Theme Song together in the class	

Session 3 - Program design and implementation

Objectives: To facilitate the participants to master the S1 program and elaborate the factors influencing the program success.

Activities	Purposes
a) Sing the Chinese Theme Song together in the class	Warm-up
b) Overview of Project P.A.T.H.S.	To provide an overview of Project P.A.T.H.S. and to introduce the Tier 1 and Tier 2 programs by presenting the program design, curriculum structure and teaching materials
c) Group Discussion: “Factors influencing the success of PYD program	To guide the participants to recognize the contributing factors to PYD programs and Project P.A.T.H.S.
d) Lecture: Principles of Effective Programs	To highlight the factors affecting the quality of program implementation and principles of effective program
e) Wrapping up and Self-reflection	To cultivate self-reflective learning of the participants

Session 4 - Program evaluation mechanisms of Project P.A.T.H.S.

Objective: To introduce the different evaluation mechanisms related to the Tier 1 and Tier 2 Program of Project P.A.T.H.S.

Activities	Purposes
a) Power Point presentation: The support services for teachers and social workers, such as Co-Walker Scheme, Sharing Sessions, and Bi-weekly Newsletter are introduced. The updated evaluation findings and related publications are presented respectively	To facilitate the participants to understand different evaluation mechanisms related to the Tier 1 and Tier 2 program and provide clear and concrete guidelines and instructions for writing evaluation reports
b) Lecture: Subjective Outcome Evaluation and Objective Outcome Evaluation	To introduce and discuss the objective outcome evaluation and the subject outcome evaluation used in Project P.A.T.H.S.
c) Group Discussion: “Evaluation on human services and education in Hong Kong”	To facilitate the participants to reflect on their attitudes towards program evaluation.
d) Wrapping up and Self-reflection	To cultivate self-reflective learning of the participants

Table 2: Secondary One Training Program (Day 2)

Session 5 – S1 Tier 1 Program Implementation I

Objective: To familiarize the participants with the teaching units related to the constructs of “Self-efficacy (SE)” and “Cognitive Competence (CC)” of the Project P.A.T.H.S.

Activities	Purposes
a) Lecture: “Implementation of Introduction Session”	To introduce the implementation of “Introduction Session”
b) Group discussion and lecture: “Leading ice-breaking game”	To demonstrate the principles of ice-breaking techniques
c) Lecture: “Effective techniques in group formation”	To demonstrate the techniques in group formation
d) Brief introduction on the definition and characteristics of Experiential Learning Theory	To introduce the theory of Experiential Learning Theory (ELT)
e) Game: “Light as a Feather”, an activity covered in Unit SE 1.2	To familiarize the participants with the teaching units related to the construct of “Self-efficacy (SE)”
f) Game: “A Street Lamp”, an activity covered in Unit CC1.1	To familiarize the participants with the teaching units related to the construct “Cognitive Competence (CC)”
g) Wrapping up and Self-reflection	To cultivate self-reflective learning of the participants

Session 6 –S1 Tier 1 Program Implementation II

Objective: To familiarize the participants with the teaching units related to the constructs of “Spirituality” (SP) and “Prosocial Involvement” (PI) of the Project P.A.T.H.S.

Activities	Purposes
a) Lecture: “Different roles of instructors and the main focus of leading experiential learning activities”	To introduce the roles and responsibilities of instructors in experiential learning
b) Lecture: “Collaborative Learning” and “Concept of P-I-E-S”	To illustrate the concept of “P-I-E-S” in collaborative learning, including its modes and elements
c) Group discussion and lecture: “Principles of rule setting in the classroom”	To introduce the principles of rule setting in the classroom
d) Group Sharing: “The Hill Fire”, an activity covered in Unit SP 1.1	To familiarize the participants with the teaching units related to the construct of “Spirituality” (SP)
e) Game: “Community Activities”, an activity covered in Unit PI 1.1	To familiarize the participants with the teaching units related to the construct of “Prosocial Involvement” (PI)
f) Wrapping up and Self-reflection	To cultivate self-reflective learning of the participants

Session 7 –S1 Tier 1 Program Implementation III

Objective: To familiarize the participants with the teaching units related to the constructs of “Believe in the Future” (BF) and “Self-determination” (SD) of the Project P.A.T.H.S.

Activities	Purposes
a) Brief Lecture: “the use of Growth Puzzle” and the techniques to elicit student’s self-reflection and knowledge consolidation	To introduce the use of Growth Puzzle and techniques to elicit reflection in Reflective Learning
b) Group Discussion: “Use of worksheets” and “Enhancing participation of students”	To demonstrate the use of worksheets and the ways to enhance the participation of students
c) Group Sharing: “Behind the Gold Medal”, an activity covered in Unit BF 1.2	To familiarize the participants with the teaching units related to the construct of “Believe in the Future” (BF)
d) Game: “Autonomy License”, an activity covered in Unit SD 1.1	To familiarize the participants with the teaching units related to the construct of “Self-determination” (SD)
e) Wrapping up and Self-reflection	To cultivate self-reflective learning of the participants

Session 8 – S1 Tier 1 Program Implementation IV

Objective: To familiarize the participants with the teaching units related to the constructs of “Social Competence” (SC) and “Pro-social Norms” (PN) of the Project P.A.T.H.S.

Activities	Purposes
a) Group discussion and lecture: “Leading Group Discussion”	To illustrate the techniques in leading group discussion
b) Lecture: “Debriefing in Experiential Learning”	To introduce the rationale, steps and skills on debriefing in experiential learning
c) Group discussion and lecture: “Leading role play activity”	To demonstrate the role of instructor in leading role-play activities
d) Group Sharing: “My Way to Becoming an Outstanding Young Person”, an activity covered in Unit SC 1.2	To familiarize the participants with the teaching units related to the construct of “Social Competence” (SC)
e) Role Play Game: “Every Family Has Its Own Rules” , an activity covered in Unit PN 1.1	To familiarize the participants with the teaching units related to the construct of “Pro-social Norms” (PN)
f) Wrapping up and Self-reflection	To cultivate self-reflective learning of the participants

Table 3: Secondary One Training Program (Day 3)

Session 9 – S1 Tier 1 Program Implementation V

Objective: To familiarize the participants with the teaching units related to the constructs of “Resilience” (RE) and “Clear and Positive Identity” (ID) of the Project P.A.T.H.S.

Activities	Purposes
a) Group discussion and lecture: “Strategies to attract students’ attention”	To promote the techniques in attracting students’ attention
b) Lecture: “Implementation of Consolidation Session”	To introduce the implementation of the “Consolidation Session”
c) Group discussion and lecture: “Cultivating positive classroom atmosphere”	To demonstrate the cultivation of positive classroom atmosphere
d) Group Sharing: “Who is it?”, an activity covered in Unit ID 1.2	To familiarize the participants with the teaching units related to the construct of “Clear and Positive Identity (ID)”
e) Activity: “The Missing Wallet” , an activity covered in Unit RE 1.2	To familiarize the participants with the teaching units related to the construct of “Resilience” (RE)
f) Wrapping up and Self-reflection	To cultivate self-reflective learning of the participants

Session 10 – S1 Tier 1 Program Implementation VI

Objective: To familiarize the participants with the teaching units related to the constructs of “Behavioral Competence” (BC) and “Moral Competence” (MC) of the Project P.A.T.H.S.

Activities	Purposes
a) Group discussion and lecture: “Intrinsic and extrinsic motivation of students”	To introduce the nature of intrinsic and extrinsic motivation of students
b) Open discussion: “Dealing with students’ misbehavior in the classroom”	To facilitate the participants to understand how to teach and manage students in a positive manner
c) Lecture: “Cultivating positive classroom atmosphere”	To demonstrate the cultivation of positive classroom atmosphere
d) Group discussion and lecture: “How to lead role play activity effectively”	To illustrate the techniques in using role-play in the classroom
e) Activity: “Creative Apology”, an activity covered in Unit BC 1.2	To familiarize the participants with the teaching units related to the construct of “Behavioral Competence” (BC)
f) Role Play Game: “Who Should Board First?” , an activity covered in Unit MC 1.1	To familiarize the participants with the teaching units related to the construct of “Moral Competence” (MC)
g) Wrapping up and Self-reflection	To cultivate self-reflective learning of the participants

Session 11 – S1 Tier 1 Program Implementation VII

Objective: To familiarize the participants with the teaching units related to the constructs of “Promotion of Bonding” (BO) and “Emotional Competence” (EC) of the Project P.A.T.H.S.

Activities	Purposes
a) Group discussion and lecture: “Techniques of story telling”	To demonstrate the techniques in story telling
b) Open discussion: “Limitation of using logical consequences in classroom management”	To illustrate the use of logical consequences and its limitations
c) Lecture: “The principles and limitations of reward and punishment in classroom management”	To illustrate the techniques in using reward and punishment
d) Activity: “Sail on Together”, an activity covered in Unit BO 1.4	To familiarize the participants with the teaching units related to the construct of “Promotion of Bonding” (BO)
e) Game: “Pumping the Balloon”, an activity covered in Unit EC 1.2	To familiarize the participants with the teaching units related to the construct of “Emotional Competence” (EC)
f) Wrapping up and Self-reflection	To cultivate self-reflective learning of the participants

Session 12 – Conclusion

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

Activities	Purposes
a) Lecture: “Implementation of Consolidation Session” and “Making Summary”	To introduce the implementation of “Conclusion Session” and illustrate the importance of making summary
b) Demonstration: The use of “Growth puzzle”	To demonstrate the use of “Growth puzzle”
c) Video: “Sow the Seeds”	To inculcate in the participants an attitude of passion and commitment in working with youth
d) Concluding activity: “Encourage Card” and group sharing	To let the participants share their personal gains and express feelings towards the training
e) Evaluation: Fill in the evaluation questionnaires	To evaluate on the Training Program and present the Certificates of Attendance

Table 4 15 Positive Youth Development Constructs Covered in the Project P.A.T.H.S.

Constructs	Abbreviation	Concept and Summary
Promotion of Bonding	(BO)	Development of the program participants' relationship with healthy adults and positive peers.
Cultivation of Resilience	(RE)	Promotion of capacity for adapting to change and stressful events in healthy ways.
Promotion of Social Competence	(SC)	Training the program participants' interpersonal skills and providing opportunities to practice such skills.
Promotion of Emotional Competence	(EC)	Recognize feelings in oneself and others, skills to express feelings, and emotional self-management strategies.
Promotion of Cognitive Competence	(CC)	Developing the program participants' cognitive abilities, processes or outcomes, critical thinking, problem-solving, decision making, planning and goal setting.
Promotion of Behavioral Competence	(BC)	Cultivation of verbal and non-verbal communication and taking action skills, and providing reinforcement for the effective behavior choices.
Promotion of Moral Competence	(MC)	Development of a sense of right and wrong and respect for rules and standards as well as social justice.
Cultivation of Self-Determination	(SD)	Promoting the program participants' sense of autonomy, independent thinking, or self-advocacy.
Promotion of Spirituality	(SP)	Help the program participants develop purpose and meaning in life, hope, or beliefs in a higher power.
Development of Self-Efficacy	(SE)	Promoting the program participants' coping and mastery skills.
Development of Clear and Positive Identity	(ID)	Promotion of healthy identity formation and achievement.
Promotion of Beliefs in the Future	(BF)	Help program participants develop future potential goals or choices.
Providing Recognition for Positive Behavior	(RB)	Developing systems for rewarding positive behavior.
Providing Opportunities for Prosocial Involvement	(PI)	Designing activities and events for program participants to make positive contribution to groups.
Fostering Prosocial Norms	(PN)	Encouraging participants to develop clear standards for prosocial engagement.