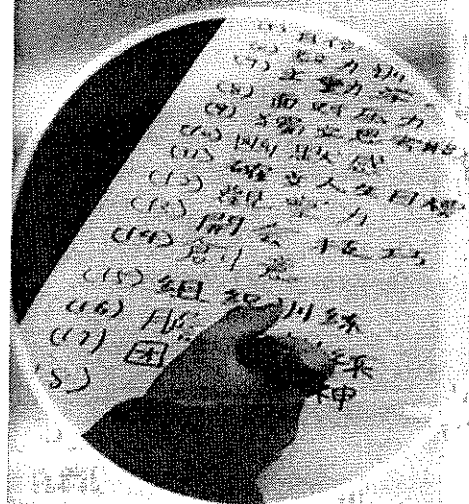


生活技能發展及全方位輔導計劃系列  
Life Skills Development and  
Comprehensive Guidance Program Series

生活技能發展及全方位輔導計劃：

# 理論與實踐

Life Skills Development and  
Comprehensive Guidance Program :  
Theories and Practices



出版



香港大學教育學院 生活技能發展計劃  
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The University of Hong Kong

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Life Skills Development and Comprehensive Guidance Program Series

生活技能發展及全方位輔導計劃：**理論與實踐**

Life Skills Development and Comprehensive Guidance Program : **Theories and Practices**

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# 引言 Introduction

## Enhancing Students' Life Skills Development

*Mantak Yuen Peter M. K. Shea Thomas K. M. Leung  
Eadaoin K. P. Hui Patrick S. Y. Lau Raymond M. C. Chan*

In many parts of the world, there is a growing movement towards education for life. Senior secondary graduates are expected to master a set of generic transferable skills to enhance their functioning in various life roles such as learners, friends, workers, parents and citizens. Schools have to prepare students well for higher education and the changing world (College Entrance Examination Board, 1986; Education Commission, 2000; Gysbers & Hendersen, 2000; Hui, 2000).

### The Hong Kong Context

As a metropolis with a population of 6.8 million, Hong Kong is situated on the coast of the Guangdong Province in the South China Sea. Having been a British colony for 155 years, it was reunited with the People's Republic of China on July 1, 1997. Structural changes in the Hong Kong economy have occurred in recent years. In 2002, the unemployment rate rose to 7%. In 2003, only 18% of the young people aged between 17-20 were offered places in university degree programs in tertiary institutes funded by the government. Leaders in the community have advocated the need for young people to be prepared for a knowledge-based society, in which most workers will be employed in the service sector. Young people need to learn in schools how to learn, be a person, handle tasks, and relate to people (Tsang, 2002).

Our present project team aims to enhance the capacity of Hong Kong schools to provide life skills education for all school students by developing an assessment instrument, a resource guide and a web site for life skills development. It is a proactive way to better prepare Hong Kong school students for the contemporary world in the 21st century.

### Life Skills

Life skills include competencies in academic development, career planning and exploration, and personal-social development (Gysbers & Henderson, 2000).

#### Academic Development Competencies

This refers to the competencies to make plans regarding learning and further education. Educational development competencies are important factors for students' academic excellence. They include time management, mastering study and examination skills, making educational plans and concentration on learning.

### **Career Development Competencies**

This refers to the competencies to set up career plans and obtain employment. These competencies significantly contribute to the success of the students' career. They include skills of setting up a career plan, understanding the gender differences in terms of job performance, choosing the correct professional training, preparation for job search, and abilities to obtain employment.

### **Personal-social Development Competencies**

This refers to the competencies to improve oneself and to communicate with others. They include skills of understanding self and others, self-evaluation skills, knowing how to refuse offers of drugs, cigarettes and alcohol, handling setbacks, health and physical training, developing team spirit and a sense of co-operation, leadership skills, expression skills, understanding family responsibilities and management of finances.

### **Class Teachers' Role**

In local schools, the role of class teachers mainly comprises guiding the growth of the students, helping them organize class activities and throw into the school life, and facilitating relations among students.

Academic achievement is the index of a student's success. The class teacher knows best the academic performance of each student. Through form periods and class teacher's lessons, he/she can share with students the ways to study, the structure of S4 and S6 curricula, tips for choosing the suitable subjects to study in the future, etc. These can help students to develop effective learning skills and learning motives, and therefore improve students' academic performance. The class teacher should also provide information on scholarships and tertiary institutes to students.

Through class activities, the class teacher can help students understand and develop their talents and interests. He/she can also work with the career and guidance teachers to assist students in understanding the prospects of different subjects, guiding students to observe different careers in the job market, and to assist students in setting up long-term personal plans. To prepare students for the future job market, teachers can enhance students' skills in seeking jobs, encourage them to read newspapers more, and help them master the skills in filling in job applications and interviews.

The class teacher can observe and provide guidance to students on their social developments through lunching together, ball games, class meetings and small group discussions. At the same time, he/she can share his/her feeling and self-reflection skills with students in the roll-taking time, so as to lead students to consider their own strengths and demerits as well as others'. The class teacher can also discuss with students how to develop their potentials and improve their weaknesses.

Tong (1998) created a class guidance program for Hong Kong's S1 students. The class teacher

carried out guidance activities in the class with the support of guidance teachers. The participating teachers and students pointed out the need to reinforce students' personal-social development. They also considered that the prerequisites of a class guidance program were the teachers' positive attitudes, effective classroom management and good teacher-student relations.

Psychologists such as Patterson and Purkey (1993) stated that the personal qualities of the teacher, for example, empathy, respect and sincerity, are the necessary factors for students to develop good learning motives and their character to mature.

### **Subject Teachers' Role**

To make learning more relevant to everyday life, subject teachers can incorporate life skills into subject teaching. There are roughly three main areas in the goals of each subject teaching: cognition, skills and emotions. Teachers of economics can lead students to an understanding of the workplace; language teachers can teach students to write resume and job application letter, and interview skills. Subject teachers can introduce the relevant educational and career conditions of their subjects to students, and present the career of a relevant celebrity to the students. For example, the music teacher can introduce how musicians and singers used their musical talents to develop a career, and the life skills involved thus (e.g., observation, analysis, discussion).

### **The Roles of Career Teachers, Guidance Teachers, Moral Education Teachers, Social Workers and Educational Psychologists**

Career teachers, guidance teachers and moral education teachers can conduct talks and workshops on tertiary education and the workplace regularly, which can facilitate students' understanding on the market demand and supply. Educational psychologists and social workers can provide their professional advice and training to teachers, in order to help them design and implement life skills activities that correspond to students' needs. Class teachers collaborate with other professionals to provide individual counseling and small group counseling to students, which can facilitate students to explore their strengths and interests; to manage their stress and to set up their future educational and career plans.

The life skills curriculum has been recognized as a systematic curriculum and is recommended for school-wide implementation by scholars and some frontline teachers. The curriculum and its details have been carefully designed. They usually conduct in the format of small group discussions and provide the knowledge, skills and attitudes for students. Such a curriculum for senior secondary students is enclosed in the appendix for reference.

## **Beyond the Classroom**

Other methods to enhance students' life skills include: social skills training groups, adventure activities, peer guidance, leadership skills training, self-confidence training, visits to universities and companies, seminars on specific careers, and sharing sessions of alumni in making education decisions and feelings about their work.

## **Some After Thoughts**

Young people develop their life skills through their experience at home, kindergarten, primary and secondary schools. However, parents and teachers sometimes overlook the personal-social, academic and career development of students. Parents might not have the time and skills in teaching their children life skills. The time for teaching life skills are often sacrificed for providing more academic subject teaching when the teaching schedule is tight.

Most schools have probably implemented life skills activities, but with little effect. Tong's study (Tong, 1998) pointed out that the positive attitudes of the teachers, their relations with the students, and the classroom atmosphere are the important factors in the effectiveness of implementing the life skills curriculum.

Just as subject teachers need professional training, life skills subjects' teachers must be adequately trained for teaching life skills curriculum effectively. The school needs to train a group of staff to develop and teach these subjects. Since the class teachers may not be suitable for teaching the life skills curriculum, it is hard to guarantee the quality. Also, involving great number of teachers in teaching these subjects will cause difficulties in terms of transmission of messages, communications, and getting into contact with one another.

The theme, content, and mode of delivery of the life skills curriculum must be designed according to students' interests and needs. The school and the teachers can choose suitable materials by an understanding of students' views, interests and needs through questionnaires and group discussion sessions.

## **The Resource Guide**

The present resource guide provides a summary of a series of presentations on theories and practices of enhancing students' life skills development in a conference organized by the Life Skills Development Project at the University of Hong Kong in May 2002.

Two eminent international scholars in school counseling presented their views on the development and management of the life skills guidance curriculum. Professor Norman C. Gysbers shared his visions and conceptual framework of the comprehensive guidance program, which has

guided the development of guidance program and training of guidance personnel in the U.S. Mr. Peter Lang provided a response from the European perspective. His ideas on the development of affective education provided a model to understand the stages of development of affective education/ life skills curriculum in many parts of the world.

Returning to local developments, Mr. Cheung Kim-sing shared his touching experience in working with supportive colleagues and students in his role as a school principal. Mr. Brian Lee described the recent government policies on comprehensive guidance program in Hong Kong schools. In particular, he emphasized the implementation of a personal growth curriculum in schools. Mrs. Rita Hong introduced the personal and social development education in a Shanghai's secondary school to local educationists.

In the school context, Ms. Ho Yee Ping portrayed how a team of teachers set up the classroom guidance curriculum. Ms. Luciana Li described a well-designed life skills project for primary and secondary schools. This is an exemplary way social workers could contribute to the development of life skills curriculum in schools. Ms. Charlotte Tsui shared her experience in collaborating with school teachers as an educational psychologist in providing training, and consultation in curriculum materials development and strategies in conducting developmental guidance activities in the classroom.

This collection of presentations is intended to show how administrators, teachers and guidance personnel could collaborate to provide enriching experiences to our students. The life skills lessons and activities can be better organized and sequenced so that there is continuity and consistency in delivery in accordance with the needs of the students. This is the first of a series of publications on life skills development and comprehensive guidance program. Issues such as curriculum and activity design, assessment and evaluation, and partnership of teachers and parents will be further explored in forthcoming books.

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## Appendix

### Life Skills Development Curriculum for S4-S7 Students

Rationale : To enhance students' academic, personal-social and career development in well-structured and systemic lessons and activities in the classroom and beyond.

Content : Based on findings from students' needs assessment, the topics are selected.

#### S4

Theme : Thinking About and Understanding the World of Work

- Topics :
1. Study and Examination Skills (2 sessions)
  2. Educational Planning (2 sessions)
  3. Being a Responsible Learner (2 sessions)
  4. Career Planning (2 sessions)
  5. Gender Issues in Career (2 sessions)
  6. Understanding and Accepting Self (2 sessions)
  7. Understanding and Socializing with Others (2 sessions)
  8. Management of Stress and Emotion (2 sessions)
  9. Thinking and Expression Skills (2 sessions)

Number of sessions : 18 sessions in total

#### S5

Theme : Self-enhancement • Contribution to Society

- Topics :
1. Health and Physical Training (2 sessions)
  2. Co-operation and Team Spirit (2 sessions)
  3. Leadership Skills (2 sessions)
  4. Self-evaluation Skills (2 sessions)
  5. Sexual Knowledge and Relationship (2 sessions)
  6. Financial Management (2 sessions)
  7. Time Management (2 sessions)
  8. Vocational Training Selection (2 sessions)
  9. Career Goals Setting (2 sessions)

Number of sessions : 18 sessions in total

#### S6

Theme : Learning Together: Teamwork and Leadership

- Topics :
1. Learning from Friends (2 sessions)
  2. Avoiding Drugs, Drinking & Smoking (2 sessions)
  3. Marriage and Family Responsibilities (2 sessions)
  4. Study and Examination Skills (2 sessions)

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- |                                   |              |
|-----------------------------------|--------------|
| 5. Co-operation and Team Spirit   | (2 sessions) |
| 6. Self-evaluation Skills         | (2 sessions) |
| 7. Leisure Time Management        | (2 sessions) |
| 8. Leadership Skills              | (2 sessions) |
| 9. Thinking and Expression Skills | (2 sessions) |

Number of sessions : 18 sessions in total

### S7

Theme : Creating your Future: Academic and Career Planning

- |                                     |              |
|-------------------------------------|--------------|
| Topics : 1. Educational Planning    | (2 sessions) |
| 2. Career Planning                  | (2 sessions) |
| 3. Job Hunt Preparation             | (2 sessions) |
| 4. Job Hunting                      | (2 sessions) |
| 5. Decision Making Skills           | (2 sessions) |
| 6. Handling Setbacks                | (2 sessions) |
| 7. Management of Stress and Emotion | (2 sessions) |
| 8. Vocational Training Selection    | (2 sessions) |
| 9. Career Goals Setting             | (2 sessions) |

Number of sessions : 18 sessions in total

### Mode of Delivery:

The school sets up a theme in each school year to develop students' life skills and design nine topics that correspond to the main theme and the students' interests and needs. Use two sessions to finish a topic. In total, 18 sessions are needed in a school year. These class life skills activities can be co-taught by the class teacher, guidance teachers, and career and guidance teachers who will lead group activities and follow up discussions in class. Some activities could also be conducted in the community or in the field.

### Assessment and Evaluation:

Information from students, teachers and parents are collected in evaluating the effectiveness of the life skills curriculum and activities: 1. assessment of the students' academic, personal-social, and career development self-efficacy inventories; 2. focus interviews with some student representatives; 3. class-teachers' feedback; 4. parents' feedback; 5. observation of activities in action; and 6. students' performance and achievements.

# 提升學生的生活技能發展

袁文得 余文基 梁健文 許錦屏 劉兆瑛 陳茂釗

近年來，世界各地的教育改革都以生活教育及全人發展為大前提。高中學生需要掌握一套可轉移的技能，藉以提升自己應付不同生活角色的能力，例如學習者、朋友、工人、家長及公民。而學校也需要裝備學生，以應付高等教育和瞬息萬變的社會環境 (College Entrance Examination Board, 1986; Education Commission, 2000; Gysbers & Hendersen, 2000; Hui, 2000)。

## 香港情況

香港位於南中國海廣東省沿岸，是一個擁有 680 萬人口的大都會。曾是英國的殖民地有 155 年的歷史，並於 1997 年 7 月 1 日回歸中華人民共和國國土。近年來，香港的經濟經歷了結構性的轉變。2002 年的失業率上升至 7%；2003 年，只有 18% 的 17 至 20 歲的年青人可以獲得由政府資助的學士學位課程學額。由於大部份人都從事服務性行業，社會領袖大多提倡培育和裝備青年人，以應付知識為本的社會。青年人需要在學校學會怎樣學習、培養個人修養、處理工作，以及與人相處的技巧 (曾仲榮，2002)。

生活技能發展計劃的目的在於通過建立一套有關生活技能發展的評估工具、資源手冊及網頁，來提高學校對提供生活技能教育的能力。透過積極的方法，裝備香港的學生以面對當代社會的挑戰。

## 生活技能

生活技能包括學業發展技能、事業發展技能和個人與群性發展技能 (Gysbers & Henderson, 2000)。

### 學業發展技能

此項技能是指有關學習和作升學計劃的能力。學業發展技能是學生取得卓越成績的重要因素，這些技能包括：時間管理、掌握學習和應試技巧、計劃學習大計和專心學習等。

### 事業發展技能

此項技能是指有關訂定事業計劃和求職的能力。事業發展技能是學生在工作上取得成就的重要因素，這些技能包括：訂立事業大計、認識男女在工作上的不同表現、如何選擇職業培訓、求職前的準備和求職能力等。

### 個人與群性發展技能

此項技能是指自我改進和與別人溝通的能力。個人與群性發展技能包括：了解自己和別人、自我反省、拒絕毒品和煙酒、逆境自強、鍛鍊身心、培養團隊和合作精神、領導才能、表達能力、了解家庭責任和管理財政能力等。

### 班主任的角色

在本地學校，班主任的角色旨在輔導學生成長、協助學生籌劃班會活動和投入學校生活，以及促進學生之間的關係。

學術成就是學生的主要成功指標，班主任對每個學生的整體學術表現最為了解。透過早會和班主任課，班主任可以與學生分享讀書方法、中四和中六的課程結構、個人對升學的選科心得等，幫助學生發展有效的學習技能和學習動機，從而改善學生的學術表現。班主任更應為學生提供申請獎學金和報讀專上學院的資料。

透過班會活動，班主任可以幫助學生了解和發揮他們的才能和興趣。同時也可以與就業輔導主任合作，幫助學生了解不同學科的出路，指導學生多觀察各行各業的情況，訂立中長期的個人計劃。此外，班主任亦可提升學生尋找工作的技巧，鼓勵他們多留意報章，幫助他們掌握填寫表格和面談技巧等，以裝備學生面對將來的求職市場。

班主任可以透過一起午膳、球類活動、班會會議和小組討論等場合，觀察和指導學生的群性和社交發展。同時，也可利用早上的點名時間，多與學生分享個人感受和自我反思的技巧，引導學生關注自己和他人的長處和短處，並與他們討論如何發展潛能和改善缺點。

以唐麗貞的研究 (Tong, 1998) 為例，她為香港中一學生構思了一項課堂輔導計劃。班主任在輔導教師的支援下，在課堂推行輔導活動。參與此項研究的教師和學生都認為有需要加強學生的個人與群性發展，並指出推行課堂輔導活動的先決條件是教師的正面態度、有效的課堂管理，以及良好的師生關係。

心理學家如柏德遜和皮傑 (Patterson & Purkey, 1993) 指出教師的個人素質例如同理心、對學生的尊重和真誠，是促進學生養成良好學習動機及成熟性格的必要條件。

### 學科教師的角色

為使學習更生活化，科任教師可將生活技能融入學科教學裡面。各科的教學目標大致可分為三大範疇：認知、技巧和情意。經濟科教師可帶領學生了解工作世界；語文科教師可教導學生撰寫履歷表、求職信和面試技巧；各科教師亦可介紹與本科有關的升學、職業概況和本科名人的職業生涯，例如音樂教師可介紹音樂家與歌唱家如何利用他們的音樂天份發展事業，以及有關的生活技能 (例如：觀察、分析、討論等)。

## 就業輔導教師、輔導教師、德育教師、社工和教育心理學家的角色

升學及就業輔導教師、輔導教師和德育教師可以定期舉辦全級講座或工作坊，提供升學和就業的資料，有助學生了解市場供求。教育心理學家和社工，可以為學校和教師提供專業意見和培訓，有助教師設計和推行適合學生需求的生活技能活動。各專業人士和班主任互相協作，為學生提供個人輔導和小組輔導，有助學生發掘個人優點和興趣、排解壓力和訂立升學及就業計劃。

生活技能課程已被學者和一些前線教師肯定為有系統和值得向全校推行的課程。課程的大綱和各項細節皆精心設計，內容均有關做人的知識、技能和態度，教授方式以小組討論為主。附頁中列出一個高中學生的生活技能課程，以供參考。

### 課堂以外的活動

其他可提升學生生活技能的方法包括：社交技能訓練小組、歷奇活動、朋輩輔導、領袖訓練、自信訓練、參觀大學或公司機構、有關職業的專題研討會和邀請舊生回校分享個人的升學抉擇或工作感受等。

### 討論

年青人透過在家庭、幼稚園及中小學的生活體驗來發展出他們的生活技能。可是，家長和教師有些時候卻忽略了學生的個人與群性、學業及事業的發展。家長不一定擁有時間和技巧來教導子女生活技能。而在趕課時，教師往往會犧牲教授生活技能科目的時間來用作更多的學科課節。

大部份學校都有推行生活技能活動，不過成效並不大。唐麗貞的研究(Tong, 1998)指出教師自己的正面態度、與學生的關係，以及班房中的氣氛，是有效地推行生活技能課程的重要因素。

正如學科教師需要專科培訓一樣，生活技能課教師也必須經過足夠的培訓，才能有效教導生活技能課程。校方需要培訓一組同工發展和任教此類科目，因為班主任並不一定適合教授生活技能課程，質素難以保證。而且任教人數牽涉太廣，在訊息傳遞、溝通和聯絡上均會遇到困難。

生活技能課程的主題、內容，以致傳授的形式，都需要配合學生的興趣和需求。校方和教師可透過問卷及小組面談的方式，了解學生的看法、興趣和需求，然後選取適合的題材。

## 資源手冊

本資源手冊收錄了於二零零二年五月，由生活技能發展計劃小組主辦的「生活技能發展與全方位輔導計劃專題研討會」中，各嘉賓講者在有關提升學生生活技能發展的理論和實踐經驗的演說撮要。

其中兩位以研究學校輔導聞名的學者，發表了他們對生活技能輔導課程的發展及管理的觀點。艾思柏教授講述全方位輔導計劃的理念架構和他的抱負。這些都是引導美國發展輔導活動及培訓輔導人員的前驅。彼得·朗先生也以歐洲地區的角度作出回應。他在發展情意教育的觀點，提供了一個範例，讓我們了解世界各地在發展情意教育和生活技能課程的進程。

至於本地的回應，張儉成先生分享了他作為校長，在與輔助同儕和學生共同工作時的切身經驗和感受。李少鋒先生講述了最近香港政府在學校施行全方位輔導計劃的政策，並特別強調在學校推行個人成長課程的重要。康羅賜珍女士介紹了一所上海重點中學在培養學生個人與群性發展教育的進程。

學校實踐方面，何綺萍女士敘述一組前線教師如何構思和建立課堂輔導活動。李婉芬女士發表了由她與同工共同設計的小學和中學生活技能活動，讓教育工作者了解到社會工作者在發展學校生活技能課程的貢獻。徐玉儀女士分享了教育心理學家如何與學校教師協作，為教師提供培訓和諮詢服務，幫助他們搜集和發掘課程教材，策劃和推行發展性輔導課堂活動。

這一系列的演說，介紹了行政人員、教師和輔導人員如何協作，為學生提供豐富的經驗。因應學生的需要，生活技能課堂和活動應有組織地和有次序地教授，以確保課程的連貫性和一致性。本冊是「生活技能發展及全方位輔導計劃」系列的第一冊。其他內容如課程與活動設計、評估及檢討、教師和家長的協作等，將會於即將出版的手冊裡繼續探討。

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## 附頁

### 高中學生生活技能課程 (中四至中七學生)

目的：在課堂和課堂以外提供有結構性和有系統性的課程和活動，以提升學生的學業、個人與群性和事業發展。

內容：根據有關學生需求的評估結果來選擇課題。

#### 中四級

主題：思考和了解升學及就業的世界

- 課程：
1. 學習和應試技巧 (2 課節)
  2. 升學計劃 (2 課節)
  3. 做負責任的學習者 (2 課節)
  4. 事業計劃 (2 課節)
  5. 事業與兩性的關係 (2 課節)
  6. 了解和接受自己 (2 課節)
  7. 明白他人和與人相處 (2 課節)
  8. 減壓與情緒處理 (2 課節)
  9. 思考與表達能力 (2 課節)

節數：共十八節課

#### 中五級

主題：自我增值，回饋社群

- 課題：
1. 體能訓練與健康之道 (2 課節)
  2. 合作與團隊精神 (2 課節)
  3. 領導能力 (2 課節)
  4. 反思能力 (2 課節)
  5. 兩性關係與正確的性知識 (2 課節)
  6. 理財能力 (2 課節)
  7. 時間管理 (2 課節)
  8. 職業培訓的選擇 (2 課節)
  9. 設定事業目標 (2 課節)

節數：共十八節課

## 中六級

主題：共同學習：團隊及領導精神

- 課程：
1. 向朋友學習 (2 課節)
  2. 拒絕濫用藥物、酗酒和吸煙 (2 課節)
  3. 婚姻和家庭的責任 (2 課節)
  4. 學習和應試技巧 (2 課節)
  5. 合作與團隊精神 (2 課節)
  6. 反思能力 (2 課節)
  7. 運用閒暇時間 (2 課節)
  8. 領導能力 (2 課節)
  9. 思考與表達能力 (2 課節)

節數：共十八節課

## 中七級

主題：創造未來：學業與事業計劃

- 課題：
1. 升學計劃 (2 課節)
  2. 事業計劃 (2 課節)
  3. 尋找工作前的準備 (2 課節)
  4. 尋找工作 (2 課節)
  5. 作出決定 (2 課節)
  6. 逆境自強 (2 課節)
  7. 減壓與情緒處理 (2 課節)
  8. 職業培訓的選擇 (2 課節)
  9. 設定事業目標 (2 課節)

節數：共十八節課

## 進行形式

每學年為學生訂立一項生活技能的主題，為每一項主題設計九個配合學生興趣與需要的課題，並以兩課節時間完成一個課題，每學年共需十八課節。這些班輔導成長課堂活動可由班主任、輔導教師、升學及就業輔導教師合作，在班內帶領小組活動及跟進討論。學校也可以舉辦一些相關的社會服務和實地考察活動。

## 評估及檢討

收集學生、教師和家長的意見，以用作評估生活技能課程和活動的成效：1) 評估學生的學業、個人與群性和事業發展的自我效能的工具；2) 聚焦訪問一些學生代表；3) 班主任的回應；4) 家長的回應；5) 觀察進行中的活動；和 6) 學生的表現和成就。

生活技能發展及全方位輔導計劃系列  
Life Skills Development and  
Comprehensive Guidance Program Series



Handwritten notes in Chinese, including a list of items:

- (1) 自信心訓練
- (2) 溝通技巧
- (3) 壓力管理
- (4) 團隊合作
- (5) 面對挫折
- (6) 時間管理
- (7) 解決問題
- (8) 自我肯定
- (9) 設定目標
- (10) 開會技巧
- (11) 聆聽技巧
- (12) 情緒管理
- (13) 自我效能
- (14) 自我肯定
- (15) 自我肯定
- (16) 自我肯定
- (17) 自我肯定
- (18) 自我肯定
- (19) 自我肯定
- (20) 自我肯定

# 理論 Theories





## 理論 Theories

# Improving the Life Skills Curriculum and the Comprehensive Guidance Program : Concepts and Strategies \*

*Professor Norman C. Gysbers  
University of Missouri-Columbia*

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\* This is a keynote presentation at the Symposium on Life Skills Development and the Comprehensive Guidance Program, which is organized by the Life Skills Development Project Team in collaboration with the Education Department (renamed Education and Manpower Bureau), HKSAR Government. May 25 2002.

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Thank you very much for your very kind introduction. I am delighted to be here today. I want to thank the organizers of this conference because the topic we are addressing is a very important one, not only in Hong Kong, but certainly in the United States and worldwide. So thank you for inviting me to participate in this outstanding symposium on this very important topic. It's a topic to which I have devoted my professional life.

I begin by asking a basic question : Why is it important that young people possess life skills? To answer this question it is necessary to stop and consider what is happening to young people today. We know that young people are growing up and developing in a very rapidly changing world. I didn't have to come to Hong Kong to tell you that. You are well aware of how rapidly our global work world and society are changing. Globalization is affecting everybody. I put this in perspective for myself by reflecting on my own family. My father was born in 1882. I was born in 1932. In a span of 120 years, since my father was born, the world has changed dramatically. Then if you consider my life span I have seen industry, occupations, society, and personal values change even more rapidly. Consider the impact of technology. For example, this morning I went to the library in Robert Black College to check my email at home. To me it is simply amazing that it is even possible to do. Another example of the impact of technology is cell phone. I'm told there're two cell phones for every person in Hong Kong. Is that correct? Around the world we're connecting through technology in many ways, which twenty or thirty years ago wasn't even possible. All of these rapid changes are affecting our young people. These changes are creating substantial challenges for them. They are not abstract issues. They're very real because they are with us every day.

The rapidly changing world in which we live makes it more and more difficult for young people to understand their place and identity within society. The challenges created by these changes include increased violence in society and in schools. Other challenges include bullying, substance abuse, sexual experimentation, and peer pressure. As young people are growing up facing these challenges, they are asking such questions as : Who am I? Where am I going? What are my next

steps? I remember that when I was in school, chewing gum was one of the behaviors for which we would be disciplined. Somehow, I think that's rather trivial compared to some of the student behaviors we face today. So, the challenges that our young people face are substantial and are very real.

Given all of these changes and the resulting challenges, countries around the world are reassessing their educational systems. In the United States we are involved in "educational reform" trying to change our educational system. One emphasis in the United States is "academic achievement". There is substantial emphasis on helping students succeed academically. As a result we have instituted testing to assess whether or not the students have the knowledge and skills to succeed academically. Unfortunately, this emphasis has tended to reduce the opportunity to address life skills because some administrators see no room for life skills in the curriculum. And yet, if you look at the challenges that our young people are facing, we can clearly see the need to address life skills within our educational system. It should not be an either/or situation - just academic or life skills. It should be both. So it is my considered opinion that we must look beyond academics to a broader array of knowledge and skills that are needed by young people today.

A publication titled *Community Programs to Promote Youth Development* was published in the United States recently by the National Academy Press (Eccles & Goatman, 2001). In it there are descriptions of the personal and social assets that the authors feel facilitate positive student development. The first asset considered is physical development including good health habits as well as good health risk management skills. The next asset is called intellectual development. It emphasizes life skills, the very topic that we're talking about today, as well as knowledge of essential vocational skills, school success, rational habits of mind (critical thinking and reasoning skills), and in-depth knowledge of more than one culture. In addition this asset focuses on good decision-making skills and knowledge of skills needed to navigate through multiple cultural contexts. The next asset is social development. It includes connectiveness (good relationships, trust with parents, peers and other adults), and attachment to pro-social conventional institutions such as school, church, and non-school youth programs. The final asset is psychological and emotional development. It focuses on mental health, emotional self-regulation skills, coping skills, and good conflict resolution skills.

When all of these assets are considered you see the whole individual, the whole student because the development of these assets in students helps facilitate their physical development, personal-social development, academic development and career development. When these kinds of development come together, the overall concept of life skills emerges. This leads us to appreciate how important it is to help all of our students with their total development, to help them begin to get a sense of self, a sense of direction, focus, and purpose in their lives within the context of society in which they will live and work.

How can this emphasis on total student development be fully integrated into our educational systems? I believe that for this to occur, it will require a whole school approach to guidance, implemented through a comprehensive school guidance program. You are all familiar with the whole school approach to guidance because that's a focus of the Hong Kong school system.

In the United States we often talked about life skills, we talked about working with young people. Yes, in fact we talked about the whole school approach to guidance. However, we found that we did not have a system to deliver life skills. We did not have a way to put the whole school approach to guidance into our educational system so that we could actually deliver it in a very direct way to students. So it became apparent that we needed a different way to organize guidance in the schools. This realization led to the development of the comprehensive school guidance program concept that would serve as an organizer and delivery system to bring to students the life skills that they need to achieve their goals and resolve their problems.

What should be the objectives of a comprehensive school guidance program? When I was searching for a list of objectives, I had the opportunity to read a document titled *Guidance Work in Secondary Schools* (Education Department, 2001), a document with which I suspect you are all familiar. In it there is a list of objectives. Let me share those with you to remind you of what this document said concerning objectives for school guidance work. The first one is to create a pleasurable and inviting learning environment in school. If you stop and think about that for a moment, one of the conditions necessary for academic achievement to occur is an inviting place to learn. Thus creating an inviting learning environment is a very important focus for school guidance work. Next is an objective that focuses on helping students develop a better understanding of themselves, their abilities, strengths, and weaknesses. This objective focuses on students' learning about who they are and what they need to do to be successful in the work that they do. And finally, here are the rest of the objectives: raise students' awareness of their feelings and develop their skills in handling emotions, help students build up self-confidence and enhance self-esteem, promote desirable learning and social behavior, facilitate students' life planning, goal setting, and career formulating, and identify problematic areas in an early state and provide initial and frontline intervention to help students cope with their problems. When you examine these objectives closely, and then think about the knowledge and skills students require today to meet the challenges they face that we talked about just a moment ago, you can see clearly the direct connections between these objectives and those knowledge and skills students require.

Given these important objectives, what would a comprehensive school guidance program look like? When it is fully implemented, that would assist schools for achieving objectives such as these. Let me share with you the concepts of a comprehensive school guidance program that I developed some 30 years ago that brings together guidance activities and services in a coherent and systematic way. In the United States, beginning in the 1960's and the 1970's, we became more and more concerned about helping students reach their goals and resolve their problems. Various programs were undertaken to assist students. Also a variety of personnel became involved in delivering these programs including school counselors, school psychologists, social workers, and nurses. As these programs unfolded, we found that personnel were often focused in their own areas; they were not working together. There was an obvious need to develop an organizational framework that would bring all of the professionals who were working with students together so they could see how they

were connected, so that their focus was on the students and parents with whom they were working. To counter this disconnectedness the idea of a comprehensive school guidance program (Gysbers & Henderson, 2000) was born as a way to bring all school personnel together so they could carry out a whole school approach to guidance.

The comprehensive school guidance program consists of three elements: content, organizational frameworks, and resources (See Figure 1). The content element contains the knowledge and skills that young people need for their development that can be best delivered by guidance. Currently in Hong Kong, you're developing life skills organized around various themes. This is the content of the program. Next is the organizational framework. It consists of structural components and program components. The structural components contain the definition of the program, the rationale for it and the assumptions we make about the program. For example, one assumption is, that the program provides activities and services to all students. Why is this important? It is important because it emphasizes that the program is for all students, not for just a few who are having specific difficulties. That's a very important point, because some people think that guidance is for students who have problems or difficulties. Certainly guidance is for those individuals, but there is also a developmental emphasis which assumes that all students can and should benefit from guidance activities and services in the school. The program components that come next are the delivery systems for the various kinds of guidance activities and services that we need to provide for all students, elementary through secondary. The guidance curriculum is one of the components that is being emphasized in Hong Kong today. The goal is to provide all students with accessibility to a guidance curriculum that is delivered on a systematic basis. I use the word "systematic" because it's a very important word. For many years in the United States we provided guidance activities and services to students but they were often provided in a fragmented way. Sometimes we would do an activity in the elementary school, and then another activity in the middle school and finally still another activity in the high school, but the activities were not delivered in a systematic way. What we needed to do was starting in the elementary school to build a solid base of knowledge and skills, and then move progressively with guidance activities through our middle schools and high schools. What was needed was a seamless approach to deliver the knowledge and skills that our students required. To accomplish this the guidance curriculum takes place at all levels of education often within classrooms, but also in larger school-wide group settings as well. The guidance curriculum is organized so that students of all ages, circumstances, and educational levels can gain the life skills they required.

A second component is called individual planning which focuses on helping each student consider carefully and plan for their next steps, educationally and occupationally. The activities of individual planning build on the knowledge and skills students develop in the guidance curriculum, so that students, working closely with parents, can plan for such next steps as going to a university, into the work world, or wherever their next steps may take them. Portfolios are used by students to assemble information about themselves and about the directions they see themselves going. Counselors and other professionals assist students, along with their parents, to review pertinent

information and consider students' next steps on an ongoing basis.

The guidance curriculum and individual planning components represent the developmental part of the program. They are delivered systematically to all students. The assumption is that all students can benefit from guidance curriculum and individual planning activities as they progress through the educational system.

A third component of the program is responsive services. Some students need special help. Some students are being hurt, they're in pain, they're experiencing difficulties, and they need that special help. A school counselor, or a social worker, or school psychologist can assist them to work through some of those issues and problems. The responsive services component consists of individual counseling, small group counseling, consultation, and referral. In most of the schools in the United States, we do not emphasize in long-term counseling. We turn to the community to look for specific help on a longer term basis from professionals in our community agencies. This helps us form close relationships with community agencies, mental health agencies, and other groups in the community.

Those three components constitute the direct services to students that provide a way to deliver important activities developmentally or responsively to all students. Finally, the last component, called system support, contains the management part of our program as well as professional development activities, community relations, and research and development activities. Committee work also is included in this component.

A critical issue in the United States in implementing comprehensive school guidance programs is time - the time school counselors and other professionals have to deliver the program. I know that we differ on how guidance services are delivered to students because we have full time school counselors in the United States. They work full time within the program so it is important for them to consider how much time they plan to spend on conducting activities and providing services. The program components offer a way for them to manage their time. A rule of thumb we use is 80% of the time of school counselors working in direct services for students including the guidance curriculum, individual student planning, and responsive services.

The last element of the comprehensive school guidance program includes the resources needed to operate the program. These resources include the personnel required to operate the program and the financial support needed to support them as well as purchase necessary materials. Finally a very important resource is political support including policies to guide the operation of the program.

When you put all these three elements together, we have a comprehensive school guidance program. It is a developmental program, as well as one that responds to immediate concerns, all within a comprehensive organizational framework. To me, the comprehensive school guidance program provides a way to actually implement the whole school approach to guidance. I found, at least in the schools that I have worked in, in the United States, that the typical structure and organization of the school did not often provide for a way to deliver life skills - there was no room. Thus there was a need to restructure the school through the use of the comprehensive school guidance



program to accommodate the delivery of life skills as well as the other activities and services of the overall comprehensive school guidance program.

The comprehensive school guidance program provides a way that brings professionals in schools together with a common purpose - the common purpose being to implement the whole school approach to guidance, to help students grow and develop. All of this is to be done collaboratively with teachers, parents, administrators and community members. What evidence do we have that this approach to guidance makes a difference? Here are some research findings from three studies. The first study is from the state of Utah in the United States (Nelson & Gardner, 1998). They have been using the comprehensive school guidance model for the past 12 years in their public schools. In the late 1990's a team of evaluators compared schools that were more fully implementing a comprehensive school guidance program with schools that were less fully implementing the program. Students in high implementing schools rated their overall educational preparation as more adequate. They also rated their job preparation as better. They took more advanced math and science courses. Fewer students described their program as "general". They took more vocational technical courses and they had higher scores on the ACT college admission test. Initial data from the state of Utah indicates that when a comprehensive guidance program is in place, students do better. If you think about that for a moment, that makes sense. When students know more about themselves, they have goals and direction, they tend to do better in school.

In the state of Missouri, we analyzed data from almost 23,000 students in 236 high schools across the state (Lapan, Gysbers, & Sun, 1997). Schools with more fully implemented guidance programs had students who reported having earned higher grades, that their education was better preparing them for their future, and that more information was available. One of the more interesting findings was that the schools had a more positive climate. To us this was a very important finding, because we believe that when schools have a positive climate, students will feel more comfortable and will be more ready to learn.

A similar study was completed in the middle schools of Missouri (Lapan, Gysbers, & Petroski, 2001). We examined data from 184 middle schools across the state focusing on almost 23,000 seventh graders. When middle school classroom teachers, some 4,800 of them, in these 184 middle schools, rated their guidance programs as more fully implemented, 7th graders said they earned higher grades and that school was more relevant for them. And they stated that they had more positive relationship with teachers. And finally they said they were more satisfied with their education and they felt safer in school. So, does a comprehensive school guidance program make a difference? We believe the answer is yes, the program does make a difference in the lives of our students.

Now the question is, what is required for us to make this happen? I believe it begins with a belief in the whole-person development of all students. The word "all" is a critical word. It isn't just some students, it's every student. Then it requires the effective and supportive leadership of the administration. Also, if it is indeed a whole school approach it must involve everybody. It's not just one professional in the school. Everyone has to become involved. The word I use to describe this is

“collaboration” where all of us are co-laboring together.

What does collaboration require? First of all, no one is excused. Everybody must be involved. Second, collaboration is messy, frustrating, but indispensable. Sometimes it's easier to do something by yourself rather than collaborating with somebody else. However, if we are to carry out the whole school approach to guidance, it means that we must all collaborate. Yes, collaboration is messy, it is frustrating, but it is indispensable. Then third, the collaboration agenda gets tougher. That means, as we go through the process of fulfilling the dream of the whole school approach to guidance, it's not easy. If we want something that is easy we would do something else. But if we want to accomplish something that's important, we all appreciate that we must work together. And then finally the fourth and the last point, and I want to emphasize this one very strongly: it is never over. We must understand that collaboration is never never over. We're always involved in this process, as messy, as frustrating as it may be.

In conclusion let me close by reminding you that the work we are doing helps meet the needs of our young people. That's why I believe all of you are here today; that's why I believe you are involved in the important work that you are doing and I commend you for that. I particularly commend you for taking a Saturday morning to attend this symposium. I've been searching for the definition of the word professionalism and I think I've found it here today. It is embodied in you, coming here on a Saturday morning to devote yourself to this topic. You came here not because it's good for you, but because it's good for the young people and the parents that you serve. So ladies and gentlemen, I commend you for the important work that you're doing because you are fulfilling a most critical mission of education.

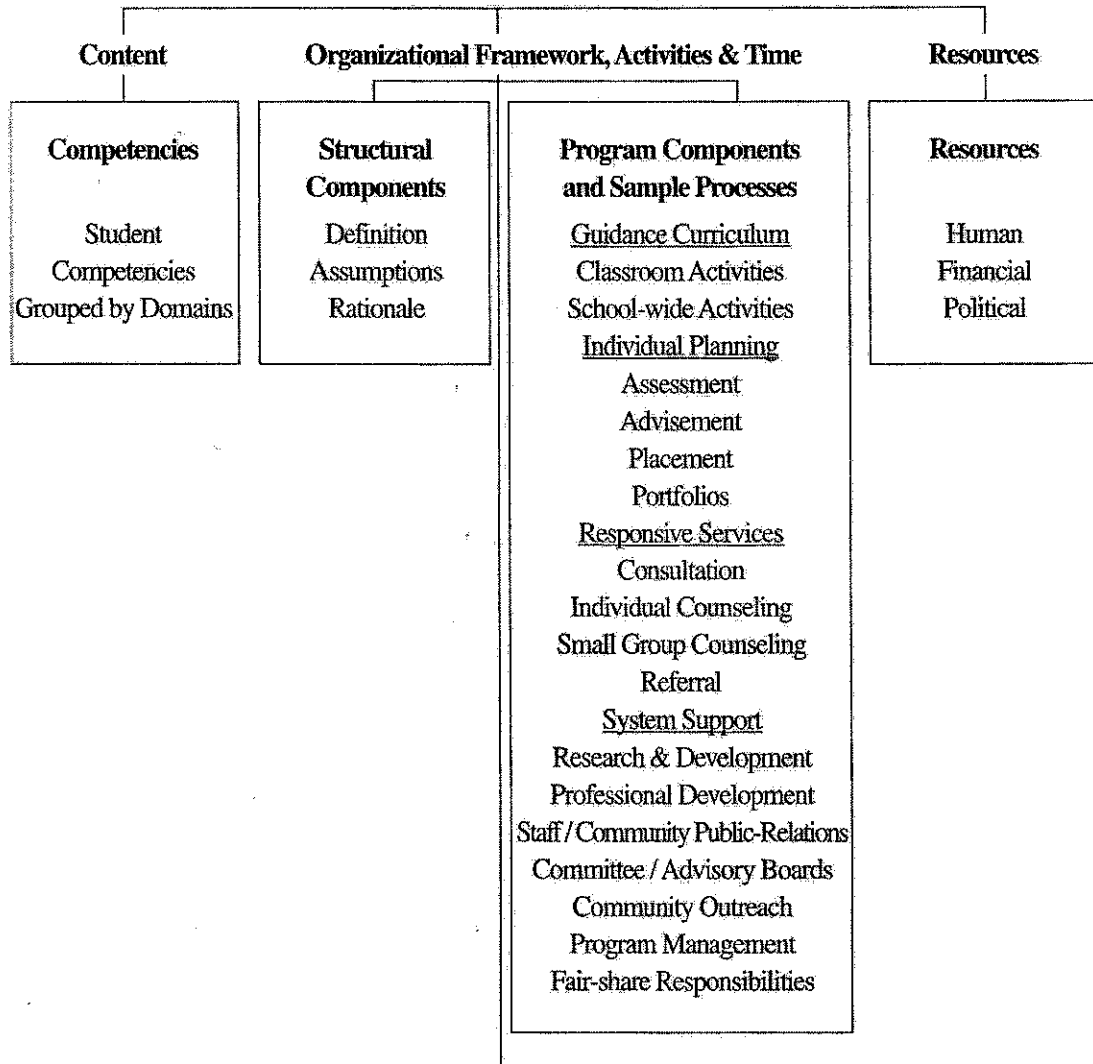
Thank you very much.

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**Figure 1**

**Comprehensive Guidance Program Elements**



**Suggested Distribution of Total Counselor Time (Percentages)**

	Elementary School	Middle / Junior High School	High School
Guidance Curriculum	35 - 45	25 - 35	15 - 25
Individual Planning	5 - 10	15 - 25	25 - 35
Responsive Services	30 - 40	30 - 40	25 - 35
System Support	<u>10 - 15</u>	<u>10 - 15</u>	<u>15 - 20</u>
	100	100	100

## 如何改善生活技能課程及全方位輔導計劃： 理念與策略\*

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\*以下文章摘譯自艾思柏教授於2002年5月25日在由生活技能發展計劃小組主辦，香港特別行政區政府教育署（現為教育統籌局）協辦的「生活技能發展與全方位輔導計劃專題研討會」上所發表的演說。

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謝謝主持。我很高興今天能夠出席這個大型研討會，藉此感謝籌辦這個研討會的各個單位。我今天所談論的題目不但對香港，甚至美國及全世界都很重要。我很榮幸能在此與你們分享這個我學生探索的題目的一些經驗。

首先，我要問問你們：「年輕人為甚麼那麼需要擁有生活技能？」回答之前，我們必須停下來想想今天年輕人身邊發生甚麼事。我不必來到香港才跟你們說，其實大家都知道年輕人在這個瞬息萬變的世界裡正不斷成長與發展。你們可以清楚看到我們工作的地方和整個世界變化的速度是這麼快 - 全球化正影響著我們每一個人。現在就待我拿我和我家人這個例子來引證一下我剛才所說的話。我爸爸在1882年出生，而我則在1932年呱呱落地。自我爸爸出生120年以來，世界不斷發生遽變；你可以想像在我人生裡面，我看到有關工業、工作、社會，甚至是人生價值觀方面的變化是更大的。試想想科技的影響！今天早上，我走到柏立基書院的圖書館翻閱寄送我家的電郵。其實我真的從來沒想到有這樣的科技！另一個科技發展的代表作是流動電話。有人跟我說平均每一個香港人有兩個流動電話，是真的嗎？雖然我們身處世界每一個角落，但是我們都利用不同的科技連繫在一起。相較二三十年前，這是絕對不可能的。種種急劇的變化都在影響每一個年輕人。對他們來說，這些轉變皆是莫大挑戰。這些轉變不是抽象的，而是每天伴隨著我們的。

世界不斷變化，令年輕人更難認清他們在社會上的位置與身份。所帶來的挑戰是益發嚴重的社會與學校暴力問題。其他的包括欺凌、濫用有害物品、性問題、朋輩壓力等。年輕人愈長大，便愈會問「究竟我是誰？」、「我該往哪兒走？」、「我跟著要做甚麼？」。我記得我唸書的時候，嚼口香糖是要受處分的。現在我會想，跟我們今天面對的學生問題，這不過是皮毛而已。說真的，今天的年輕人面對的挑戰是艱鉅而真實的。

因為這種種變化，世界每一個國家都忙著重新評估各自的教育制度。在美國，我們提出了「教育改革」，嘗試改變我們的教育制度。美國人所著眼的是「學術成就」，即協助學生在學術方面取得成功，因此，我們特地擬設一個測驗，測試學生是否擁有知識和技能在學術界取得成就。不幸的是，鑑於這樣的著眼點，一些課程根本沒有預留空間向學生教授生活技能，因而逐漸減少學生接觸該技能的機會。可是，倘若你們細心留意我們現今一代年輕人

所面對的挑戰，便可以清楚看到我們需要把教授生活技能的課程列入我們的教育制度內。而我亦藉此說明，除了學術成績，年輕人所需學習的是更多的知識和技能。

最近，在美國，國家學院出版社出版了一本刊物，名為《提倡青少年發展的社區計劃》(Eccles & Goatman, 2001)。書中記錄了作者認為可以培育學生正面發展的個人和社交資產。第一項個人資產是保持健康體魄的習慣和保持健康的風險管理的技能。第二項是智能發展，而重點尤其在於我們今天正正討論的生活技能、重要的職業技能知識、在校取得成功的技巧、理性化的思考習慣(包括理性分析和考究等)，以及對多於一種文化擁有深入的知識等。而該資產主要關於良好的判斷技能和探索不同文化所需的技能知識。另外一項資產是有關社交發展的，包括連繫性(與父母、朋輩和其他較年長的人維繫良好的、互相信任的關係)，以及對建立社交層面的機構(包括學校、教堂和其他非學校青少年計劃)的融入感。最後一項資產是關於心理和情感發展的，所涵蓋的包括精神健康、自我管控情感技能、事情處理技能和良好的化解衝突技能。

因為發展上述所有資產有助學生在體能、個人和社交、學術以至事業方面的發展，所以理論上擁有上述資產的個體或學生是全面的。而集合各方面的發展之後，生活技能的整體概念就會成形，這可讓我們了解如何協助全體學生發展全方位技能，使他們開始認識在其居住和工作的社會中，找尋自我、方向、焦點和目標是何等重要。

究竟怎樣把全方位學生的發展徹頭徹尾融入我們的教育制度內？要達到這個目的，我認為需要透過推行全方位學校輔導計劃達到全校參與輔導。全校參與輔導的理想是香港學校制度的一個重點，相信你們對此都不會陌生。

在美國，我們常常提及生活技能和與年輕人一起工作。其實我們所談的就是全校參與輔導。然而，我們發覺根本沒有一個制度教授生活技能，沒有一種方法把全校輔導融入我們的教育制度內，使我們能夠直接把生活技能授予學生。由此可清楚知道我們需要另一種不同的方法來組織學校的輔導工作。這引致全方位學校輔導計劃概念的發展，以作為策劃者或傳遞制度，使學生獲得達致目標和解決疑難的生活技能。

全方位學校輔導計劃的目標應該是甚麼？正當我開始著手研究時，我有幸閱讀一份名為《中學學生輔導工作》(Guidance Work in Secondary Schools)(Education Department, 2001)的文件。你們可能對這份文件也有相當的認識，但就讓我重提當中載列有關學校輔導工作的一些目標，讓你們溫故知新。第一點是在學校創造一個愉快的學習環境。若你們用心想想，這正是學生其中一個取得學術成就的必要條件，因此固然是學校輔導工作的重點。第二點是協助學生更能認清自己的才能和優劣之處。這個目標的焦點放於讓學生學習認識自己和他們在現有工作上取得成功的方法。其他目標包括提高學生對感情的警覺性及發展他們處理情感問題的技巧；協助學生建立自信心和加強他們的自尊心；提倡理想的學習和交際態度；提議學生訂下人生大計和事業目標；及早發現問題並主動提供初步建議協助學生解決問題。當你們用心思量這些目標，並想到我剛才提及我們學生今天為面對挑戰而需要的知識和技能，你們便清楚知道這些目標和學生今天所需要的知識和技能的直接關係了。

那麼，一個全面推行而又能幫助學校達到上述目標的全方位學校輔導計劃會是甚麼樣子的呢？讓我向你們說說我在30年前推行的一個把輔導活動和服務有系統地連繫一起的全方位學校輔導計劃的概念吧。自六七十年代起，美國人愈來愈重視如何協助學生達到目標和解決疑難這些問題，因而成立了不同的計劃，聯同駐校輔導工作者、駐校心理學家、社工和護士等幫助學生。計劃實踐不久，便發現上述人等只各自做自己工作範疇的事，而非共同合作幫助學生。這正反映有必要重組他們共事的關係，把他們工作的焦點重新投放於學生及其家長身上。有鑑於此，全方位學校輔導計劃的概念(Gysbers & Henderson, 2000)就此誕生。

全方位學校輔導計劃包括三大要素：內容、組織架構和資源(請參閱圖一)。內容部份指年輕人透過輔導而認知人生發展路上所需要的知識和技能。在現今的香港，你們正在發展圍繞不同主題的生活技能，這就是計劃中所謂的內容。而組織架構則包含結構元素和計劃元素。結構元素指計劃的定義、理據和假設。例如，我們假設計劃是為全體學生提供活動和服務的。你們或許會問，為甚麼這個假設那麼重要？這是因為這個假設強調計劃是為全體學生而非為一小群有特別困難的人而設的。這點非常重要，因為有些人認為輔導是為有問題或有困難的學生而設的。當然，輔導的作用對該等有困難的學生是顯著的，然而從培育的角度看，我們假設全體學生能夠及應該從學校提供的輔導活動和服務中獲益。計劃元素指我們需為全體中小學學生提供不同輔導活動和服務的推行制度。輔導課程是其一，在今天的香港尤為重視，目的是有系統地讓學生接觸輔導課程。我特地用「有系統地」這個意義重大的副詞，是因為美國多年來為學生提供的輔導活動和服務都很零碎，有時我們向某小學提供某一項活動，向某中學則提供別的，總而言之是沒有系統的。我們急需的是在小學設立一個完善的知識技能庫，然後逐步在中學透過輔導活動和服務發揚光大。我們正需要採用一個連綿不斷的方式為我們的學生提供他們所需的知識和技能。為了達到這個目標，各教學級別均需設有輔導課程，而且形式更不可只限於課堂，而應以全校之名推行。我們所辦的輔導課程應可讓各年齡、背景和教育程度的學生都可獲取他們所需的生活技能。

個人計劃乃第二個計劃元素。這點指協助學生細心思量和計劃他們往後在學業和事業兩方面的發展。個人計劃的活動建基於學生在輔導課程中發展的知識和技能，學生從而可以在家長的協助下計劃他們的未來路向，如上大學，投身社會工作等等。學生自己需結集對他們有用的資料及了解自己應走的方向；而輔導工作者和其他專業人士則協助學生和家長覆檢有關資料，以及與學生思考他們接著應走的方向。

輔導課程和個人計劃元素組成計劃的發展部份，有系統地向學生展示出來。於此，我們假設所有在教育制度下成長的學生能夠從輔導課程和個人計劃活動中獲益。

第三個計劃元素是回應服務。有些學生是需要特別支援，有些學生心靈受創，活在痛苦邊緣，處於困難局面，他們需要駐校輔導工作者、駐校心理學家或社工等的援助，讓他們解決問題，渡過難關。回應服務的元素包括個別輔導、小組輔導、諮詢和轉介服務。美國大部份的學校都不重視長期輔導。如果需要長期的援助，我們會轉向社區團體尋求特別的專業支援。這讓我們與社區團體、精神健康組織和其他社區組織等建立緊密的關係。

上述三個元素就能直接為所有學生提供重要的發展性和回應性的服務。最後的一個元素為系統支援。這個元素指計劃的管理部份，以及專業發展性服務、社區關係和研發服務。委員會的工作同被納入這個元素當中。

在美國推行全方位學校輔導計劃的一個關鍵是時間，我指的是駐校輔導工作者和其他專業人士需要推行此計劃的時間。在美國，我們有全職的駐校輔導工作者，因此我理解我們在向學生推行輔導工作方面會與你們不同。因為美國駐校輔導工作者是全職工作，所以他們有必要思索分別花多少時間舉行活動和提供服務。他們可以憑計劃元素分配時間。我們的一貫方針是駐校輔導工作者利用百分之八十的時間直接為學生提供服務，包括輔導課程、個別學生計劃和回應服務等。

全方位學校輔導計劃的最後一個要素是計劃運作的資源。這些資源包括運作計劃的人力，以及財政資助，用以資助他們和購置合適的工具。而最後不可不提的還有校政上的支持。

只要把內容、組織架構和資源三大要素組織在一起，便得出一個完整的全方位學校輔導計劃。這是一個具備全方位組織架構，並能迅速回應學生需求的發展性計劃。對我而言，推行全方位學校輔導計劃正是把全校輔導付諸實踐的方法。在美國，我發覺至少在我曾經工作的學校內，學校典型的架構組織未能騰出空間教授生活技能。因此，我們有必要利用全方位學校輔導計劃重整學校架構，使之能夠教授生活技能和提供有關整個全方位學校輔導計劃的活動和服務。

全方位學校輔導計劃體現校內專業人士的共同目標，就是讓他們透過全校輔導，協助學生成長發展。所有工作均需要教師、家長、行政人員以及社區團體人員的通力合作。究竟有甚麼可以證明這個輔導方向有別於其他呢？讓我以以下三項研究數據作解釋。第一項是來自美國猶他州的(Nelson & Gardner, 1998)，研究人員於過去12年在公立學校內推行全方位學校輔導計劃，並於90年代末把較積極推行全方位學校輔導計劃的學校與不太積極推行該計劃的學校作詳細比較，結果發現較積極推行全方位學校輔導計劃的學校的學生認為他們在整體學術準備方面可以更充分，而在工作準備方面亦較優勝。那些學生在ACT學院入學試中考取更高的分數，他們亦選取了更多高級程度的數理和專業職訓的課程，而較少學生形容該計劃普通。由此可見，推行全方位學校輔導計劃之後，學生的表現更佳。這一點絕不難明。當學生更認識自己，他們便有其目標和方向，那麼在校的表現自然會更好。

第二項是來自一份有關密蘇里州236所中學約23,000名學生的研究(Lapan, Gysbers, & Sun, 1997)。研究指出在全面推行輔導計劃的學校就讀的學生考取更佳的分數，而他們所學更多，並能令他們有更好的裝備面對將來。更有趣的是，研究發現那些學校營造較正面的氣氛；而我們相信只有凝聚正面氣氛的學校，學生才會安於學校生活和更樂於學習。

第三項研究同樣來自密蘇里州。該項研究(Lapan, Gysbers, & Petrosli, 2001)集中調查184所中學約23,000名中一級學生的學習成績。184所中學約4,800名班主任教師認為其學校推行了較全面的輔導計劃，而最終那些就讀該等學校的中一級學生考取更佳的分數，並認為學

校對他們有更高的價值，還表示他們與其老師建立了更良好的關係。他們聲稱更滿意所學的東西，並感到在校有一種更大的安全感。全方位學校輔導計劃的效能真是與別不同嗎？我相信答案是正面的——計劃正正影響學生的生活。

現在的問題是我們要怎樣做才可如上述改變學生的生活技能？首先我們要相信全體學生需要接受全人發展。「全體」這個詞很重要，我們所指的是每一個學生，而不是一些學生。跟著，我們需要的是一個有辦事能力、有領導才能的行政部門。當然，一個全校為本的計劃講求各人的參與，並非一人可成事。「合作」正是我想沿用的詞語。

合作究竟是甚麼？第一，無人可找藉口逃避，即每個人均需參與。第二，合作可以是一團糟、令人喪氣的，卻是無比重要的。有時候，你會發現「人多手腳亂」，一個人做事會較容易；但如果我們要推行全校輔導，我們必須合作。第三，合作過程將會愈趨困難，即我們並不會那麼容易圓我們實踐全校輔導的美夢。可是，如果我們有志共同達成我們的理想目標，我們必須合作。最後一點，我必須強調的是合作是永不間斷的，即使合作可以是多糟、多令人喪氣，我們總離不開合作的時候。

讓我在此作一個總結：我們現在所做的旨在迎合年輕人的需求。很高興你們投入輔導工作，並撥出今天周六早上的時間出席這個研討會，我想我今天從你們身上體會到「專業」這個詞語的真諦。你們不但可從工作中學習更多，而年輕人和其家長也定能獲益良多。我謹此對你們為這教育重任所付出的努力深感銘謝。

多謝各位。

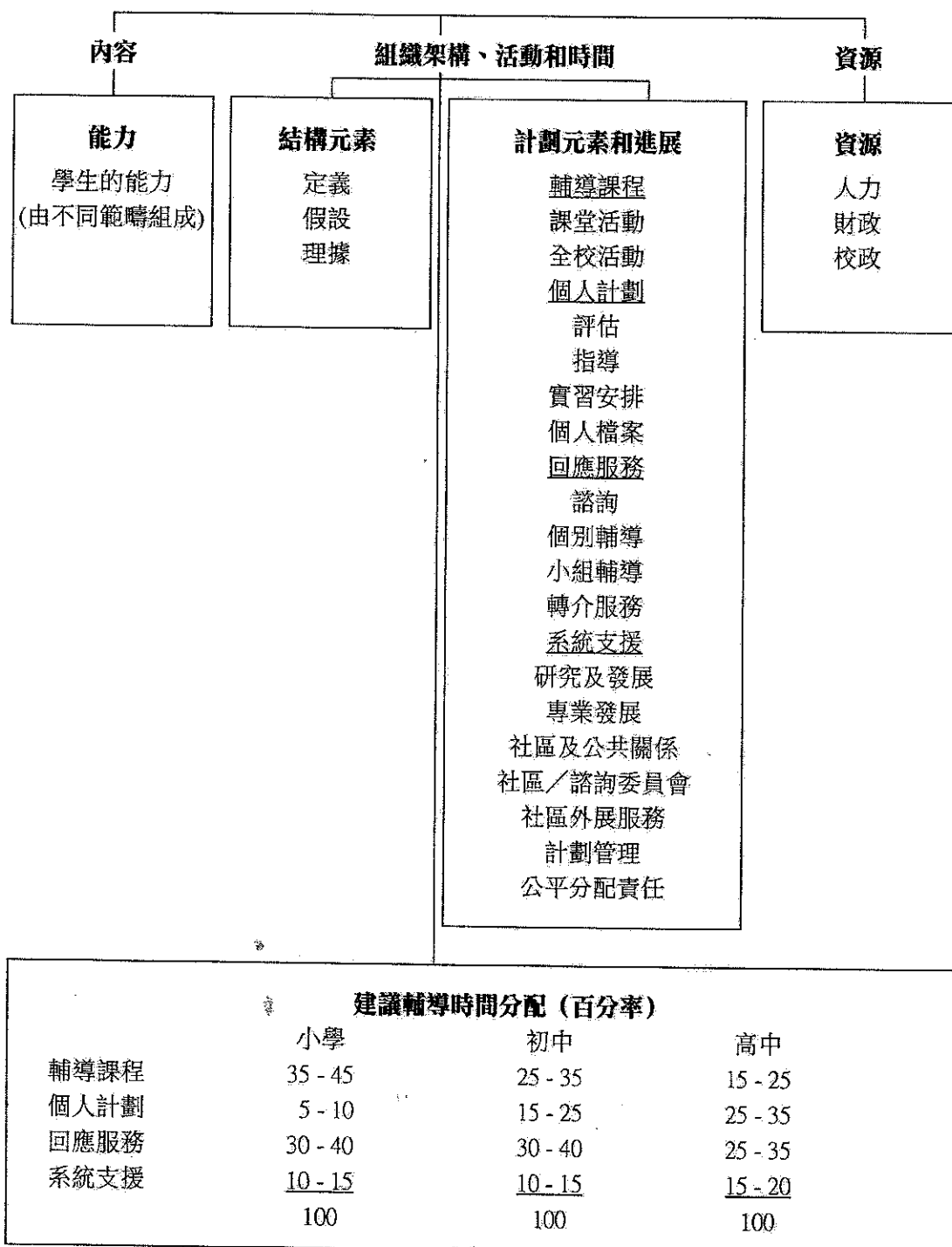
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圖一

## 全方位輔導計劃元素



## Affective Education in Schools : A Personal Response\*

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\* This is a summary of the presentation at the Symposium on Life Skills Development and the Comprehensive Guidance Program, which is organized by the Life Skills Development Project Team in collaboration with the Education Department (renamed Education and Manpower Bureau), HKSAR Government. May 25 2002.

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Affective education is an umbrella term or concept and it is important to be clear about its precise nature so that many different possible manifestations found throughout the world<sup>1</sup> can be compared and evaluated. In the writers view<sup>2</sup> 'affective education' is that part of the educational process that concerns itself with the attitudes, feelings, beliefs and emotions of students. This involves a concern for the personal and social development of pupils and their self-esteem or as it is perhaps more appropriately expressed in French as regards each student as 'Je suis bien dans ma peau', which means literally 'I feel comfortable within my skin'. A further important dimension goes beyond the individual students and concerns the effectiveness of their relationships with others, thus interpersonal relationships and social skills are recognised as central to affective education. Related to this view of the affective dimension of education are two further points: that it often involves both the provision of support and guidance for students and that the affective and cognitive dimensions of education are interrelated. Students' feelings about themselves as learners and about their academic subjects can be at least as influential as their actual ability.

Affective education operates on at least three different levels and has objectives involving different time scales: short term, medium and long term. These different levels are those of:

- The individual - attention directed to individual students, their self-esteem, emotional literacy, study skills, their life and career plans;
- The group - attention to the nature and quality of interaction within the groups in which students work and relate;
- The institution - a concern for the quality of climate and ethos of the school itself, the guidance and support it offers to students, its care and concern in relation to their welfare.

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<sup>1</sup> examples of many manifestations might be - pastoral care, personal and social education, counselling and guidance, comprehensive guidance, socio-emotional learning, emotional literacy, character education, holistic education, life education etc.

<sup>2</sup> the definition presented here, though one that has been developed through discussion between representatives of a number of different countries, should still be seen as a working definition. It is very probable that it will be developed further.

Where schools seek to develop effective affective education there are some potential guidelines or priorities for this. The priorities for affective education will vary from school to school. Thus a key consideration is the pupils' needs. Pupils should be involved in discussions which give them the opportunity to present their own concerns and the way they perceive their needs. These perceptions should form one of the bases for the planning of the programmes and approach the school will take. However there will of course be other considerations and stakes that will also contribute to this. It is important that schools decide what their shared values are. Teachers, parents and pupils need to feel comfortable with and see as appropriate as the direction of a school's affective work is taking. This side of the school's work is concerned with the holistic development of the pupil and ultimately what sort of person it is hoped they will become. Though it would be unrealistic to expect total consensus on this, there must be a broad level of agreement amongst all those concerned. Once a programme and related classroom approaches have been developed, schools must make sure that things will continue to work. It is rare for work of this kind to be maintained at an effective level if there are no actual maintenance strategies. There should be regular evaluation and teacher professional development. Schools should be supportive of all-round achievement. Besides academic subjects, there are lots of other achievements concerned with the all-round development of pupils. The developments described above have clear implications for teacher training at both initial and in service level. This requires time and resources, where these are not provided the whole area will be down valued and teachers are less likely to take it seriously.

It is critical for not only the pupils but also all the educators to be prepared to change themselves. The educators need to be open, express their emotions and know when not to be judgmental. It is not their job to tell pupils what to think.

## Models

The writer has developed a model which can contribute to our understanding of this area.

### A three level model of affective education:

- |                             |   |
|-----------------------------|---|
| <b>Reaction/Cure</b>        | Doing something after the problem has arisen i.e. counselling or referring to social services (in school, supporting a child who has been bereaved, discussing and mediating after a fight). Telling pupils to pull their socks up as far as their work was concerned. Reacting to abuse. Exhortations in assembly about honesty after a theft. |
| <b>Proaction/Prevention</b> | Doing something before i.e. preparing people - assertiveness training. Drug, Aids programmes (discuss in school the issue of death and loss with the class, perhaps in relation to pets). Providing opportunities to explore and express feelings. Study and decision making skills, problem  |

and conflict resolution skills. Providing opportunities for moral reflection, developing own code.

**Enhancement/  
Development**

Also a positive side to this i.e. positive encouragement of development. Role play - interpersonal skills, work decision making opportunities. In class working on self-esteem, offering praise and encouragement. Encouraging a positive and effective approach to study through involvement in own learning. Providing spiritual experience in a wide sense.

Another way of looking at affective education is from the point of view of the teachers' role. An initial analysis of the situation in a number of European countries shows that there are in fact a number of different roles that teachers are expected to perform in relation to the affective dimension of education. In some systems, affective education may be exclusive to one of these: in some others, several roles may be pertinent. The main roles that have been identified to date are :

- The teacher as carer, the person responsible for the support and welfare of pupils, normally a particular group or class. There is an expectation that among other things this teacher will undertake individual work with some or all pupils for whom they are responsible. In many cases it is also expected that some of the in-class and extra-curricular activities which the teacher promotes should contain an affective element.
- The teacher as subject specialist, who includes an affective dimension in her / his approach to subject / classroom teaching.
- The teacher as deliverer of a special programme of PSE, guidance, character education etc.
- The teacher in a specialist supportive role, for example as counsellor.
- The teacher in a managerial role, managing others who are concerned with aspects of affective education.
- Where teachers have a significant teaching responsibility for a particular group, either because they teach them for most of the time or because they have a long term relationship with the group (or both).

The way the teachers' role is understood is affected by the perception of affective education as either an area which ought to be within the competence of the majority of teachers, or something which requires specialized skills. Where it is seen as a generalist role within the competence of most teachers, it is expected that most teachers should be involved. Where it is seen as a more specialized activity, much of the work is undertaken by a limited number of individuals.

## Approaches

One of the problems of developing effective affective education is an over emphasis on content. Too much attention on what pupils should learn and not enough attention to how they learn it. Schools need to promote pedagogies that encourage pupils to empathize with and listen more to others. They should be encouraged to develop the skills of discovering relevant information for themselves. For example, this might be from the Internet but they also need to develop the ability to evaluate the quality of their sources. They should be involved in discussion of controversial topics such as cloning, abortion, genetically modified organisms and euthanasia. They should also get experience of deciding things themselves. Class meeting is one way of encouraging this. The school and its teachers need to provide opportunities for role-play and drama as this is an important way of encouraging the affective development of pupils.

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# 學校的情意教育：個人回應\*

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\* 以下文章摘譯自彼得·朗先生於 2002 年 5 月 25 日在由生活技能發展計劃小組主辦，香港特別行政區政府教育署(現為教育統籌局)協辦的「生活技能發展與全方位輔導計劃專題研討會」上所發表的回應演說。

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情意教育只是一個統稱，要清楚知道其確實意思是非常重要的，因為只有這樣，世上所有有關該統稱的表述<sup>1</sup>才可以評估和互相比較。筆者認為<sup>2</sup>情意教育是教育過程的一部份，而那部份專指學生的態度、感覺、信念和情緒，這包括對學生的個人與群性發展及其自尊的關注。法語“Je suis bien dans ma peau”(直譯為：我皮膚內很好)(意譯為：I feel good about myself 我感覺很好)所蘊含的意思或許更能恰當描述我們對情意教育的著眼點。另外，個別學生的特質，以及他們和其他人的關係是否良好也是情意教育的深層重點，所以人際關係和社交技能均是情意教育的核心。推而廣之，學生支援和輔導，以及教育中情意和認知層面的相互關係也屬情意教育探討的範疇。學生對自己修讀的學科和自己作為學習者的感覺，對於他們自己的實際能力，實有同等甚至更大的影響力。

情意教育最少可在下列三個不同的層面推行，而效果也因時間而異，分為短期、中期和長期三種效果。三個層面分別為：

- 個人 — 注意力集中於個別學生身上，探討範圍包括學生的自尊、情緒認識、學習技能、人生和事業的計劃。
- 小組 — 注意力集中於學生隸屬的組別身上，探討範圍包括學生在小組中互動的特性和素質。
- 機構 — 注意力集中於學校整體，探討範圍包括學校範圍的素質，專為學生提供的支援和輔導，以及校方是否關心和重視學生福利。

學校可循某些指引或主次序列開展成效可見的情意教育。但因為情意教育的主次序列因校而異，所以重點應放在學生的需要上。學生應有機會在討論中表達他們自己關注的問題，以及他們如何意識到自己的需要。而他們所意識的應是學校設計情意教育課程的內容和方向

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<sup>1</sup> 所有有關該統稱表述的例子包括學生關顧、個人和社交教育、訓導和輔導、全方位輔導、社交情緒學習、情緒認識、性格教育、全人教育、人生教育等等。

<sup>2</sup> 經過來自不同國家的代表的研討，情意教育的釋義可能已有所共識，但此文所用的釋義仍應視作暫定釋義，而此釋義亦大有可能再獲發展。

前的一項根據。然而，除了學生的意見，設計情意教育課程前，當然還需要考慮其他因素和各參與課程的人物及團體。

有一點是很重要的，就是學校得知道有關各方所持的價值觀。教師、家長和學生應對學校所推行的情意教育工作感到安心，並認為該等工作是恰當的。學校的工作關乎學生的全面發展，並影響一般人對學生最終成為怎樣的人的考慮。雖然期望該等工作獲得全面共識可能不太實際，然而，該等工作的作用獲得廣泛支持是可以肯定的。一旦開展了某個計劃和有關的課堂教學方向，學校必須保證該等計劃和教學方向繼續運作。假如沒有實際的審核策略，鮮能把該等工作的效益長期維持於高水平。因此，定期評估和推行教師專業發展計劃是理所當然的。因為學生的全面發展涉及很多不同方面，所以除了學術成績，學校應鼓勵學生於不同方面取得成就。上述的發展計劃表明教師訓練包括職前和在職兩種。該等訓練需要時間和資源，假如沒有這些元素，訓練的素質便會減低，而教師也不會太重視該等訓練。

不僅學生，所有教育工作者也需要準備隨時改變自己，這一點是必須注意的。教育工作者應抱持開放的態度，敢於表達他們的感情，並懂得何時不作判斷。請緊記，指令學生思考甚麼並不是教育工作者的職責。

## 模式

為了令讀者更能掌握情意教育的內容，筆者特擬設下列模式闡釋：

### 有關情意教育的三層模式

- 回應／治療：發現問題後，立刻行動，如輔導或轉介社工(例如：在學校，支持喪失親人的學生，調停學生打架並探討事件來龍去脈)；告訴學生儘快做好工作；對學生的過份行徑作出回應；偷竊事件發生後，向整體學生告誡誠實的重要性。
- 事前行動／預防：問題發生前行動，如訓練學生更加果斷，鼓勵他們參與禁毒禁藥計劃等等(例如：在學校，與班中學生討論有關喪失及死亡的問題，譬如喪失寵物和寵物死亡的事情)；提供機會讓學生發掘和表達感情；教導學生學習、作出決定、解決問題和化解衝突的技能；提供機會讓學生在道德方面作自我反省。
- 提升／發展：正面鼓勵學生個人發展，例如角色扮演有關人際技巧和抉擇工作機會的個案；在課堂講解自尊的問題及稱讚和鼓勵學生；鼓勵學生自我學習，從而學得更快、學懂更多；從一個更廣的角度與學生分享精神上的體驗。



另一個分析情意教育的方法是從教師的角度著手。多個來自歐洲的初步研究顯示，一般人認為教師在情意教育方面應可擔當不同的角色。研究指出在某些系統，教師可能只需要在情意教育中擔當一個角色；而在其他系統，則是幾個角色才足夠。直到現在，一般人認為教師應擔當以下的角色：

- 作為關懷者，旨在向學生（通常是一組或一班學生）提供支持和福利。同時，亦有人期望他們會特別為某些或全部學生多做一些個別工作，並認為他們提倡學生參與的課堂和課外活動，應包含情意教育的元素。
- 作為個別學科的專家，在他們的學科／課堂教育取向中加插情意教育的元素。
- 作為特定計劃的倡導者，例如家長教師會、輔導和性格教育等等。
- 作為專家的助手，例如輔導工作者。
- 作為管理人，管理其他有關情意教育的人士。
- 作為個別小組的特定教師，因該教師長期任教該小組，或已與該小組建立了長久的關係。

一般而言，在情意教育的角度上看，教師大致可分為兩類：第一類教師被視為能夠完全掌握情意教育的理念與實踐；另一類教師則需要學習更多專業知識和技能，才有能力參與情意教育。根據第一種說法，大部份教師理應參與情意教育；根據第二種說法，則在某些學校，理應只有少數教師能夠參與。

## 建議

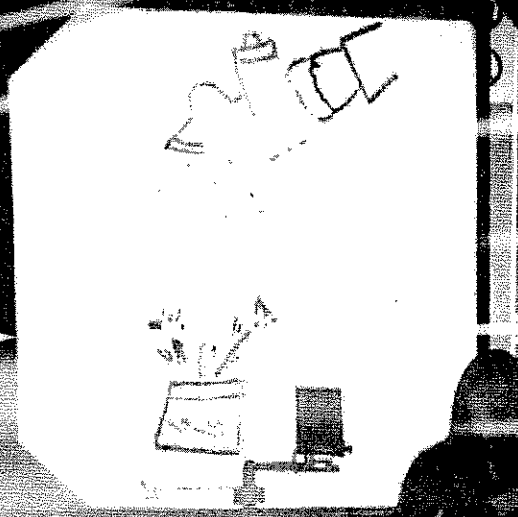
開展成效可見的情意教育的其中一個問題是過份著重內容，即過份注意學生應該學習甚麼而忽略他們應該怎樣學習。學校需擬定教學方法，鼓勵學生多聆聽他人及多向他人學習。教師亦應鼓勵學生發展他們認為有用的技能，如他們應學懂利用互聯網，但他們更應發展評估網上資料素質的能力。他們亦應參與富爭議性題材的討論，例如複製技術、墮胎、基因改造生物和安樂死等，並應儘量爭取自己作出決定的機會，班會就是一個很好的途徑。學校和教師也應向學生提供更多演出和角色扮演的機會，鼓勵他們在情意教育方面有更好的發展。

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生活技能發展及全方位輔導計劃系列  
Life Skills Development and  
Comprehensive Guidance Program Series



實踐的  
生活技能發展及全方位輔導計劃系列  
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# 實踐 Practices





## 實踐 Practices

### Abstracts of the Presentations

**Topic : 成長教育需要你**

**Developmental Education and You**

張儉成校長 (Mr. Cheung Kim Sing)

Mr. Cheung addressed a very important issue in promoting life skills education - devotion from teachers and support from the principals. Although teachers may not have received any formal life skills education when they were in schools, they have to help students explore the crises and dilemmas in our present day world. Therefore, teachers and principals ought to co-operate to promote the personal growth of the youngsters.

**Topic : 全方位學生輔導服務：香港小學學生輔導服務的新里程**

**Comprehensive Student Guidance Services: The New Milestone in Hong Kong Primary Schools' Guidance Services**

李少鋒先生 (Mr. Brian S. F. Lee)

Mr. Lee introduced a new direction to counseling in primary schools in Hong Kong, named "Comprehensive Student Guidance Services". Four major areas have been incorporated in this new service : Policy and Organization, Support Service, Personal Growth Education and Responsive Service. Schools were suggested to use well-organized and interactive activities to promote personal growth and proper working attitudes towards students. In addition, the roles of student guidance teachers were made clearer and more specific.

**Topic : 中國重點中學的個人社群教育**

**Personal and Social Education in a Key Secondary School in Shanghai**

康羅賜珍校長 (Mrs. Rita Hong Lo Chi Chun)

Mrs. Hong shared the result of her research project conducted in Shanghai from 1998 to 2000. The school emphasized four major areas in moral education: conduct and behavior training, value and ideological education, social and civic education, and national and patriotic education. Different modes of teaching were used for the education, which involved active participation of both teachers and students.

**Topic : 教育心理學家在教區中學推行情意教育的角色及經驗**

**Promoting Affective Education in Secondary Schools : The Role and Experience of an Educational Psychologist**

徐玉儀女士 (*Ms. Charlotte Tsui Yuk Yi*)

Ms. Tsui, as an Educational Psychologist, has put great emphasis on the promotion of Affective Education in secondary schools. She has collaborated with school principals and teachers to design a series of teaching programs and to provide teacher training in order to help students develop a balanced and healthy self-concept and maintain good relations with others. The evaluations revealed that students have shown improvement in interpersonal relationship, peer relationship and the management of emotions after participating in these programs.

**Topic : 生活技能發展活動：生命騎士計劃 Life Jockey Movement**

**Life Skills Development Activity: Life Jockey Movement**

李婉芬女士 (*Ms. Luciana Li Yuen Fun*)

Ms. Li and her colleagues have developed a "Life Jockey Movement" project. The main aim of the project was to promote a more positive view towards life and reconstruct personal values. The Life Jockey Movement involved a one-day activity and through the games, students' attitudes towards life could be revealed. It showed how the students perceived and dealt with life obstacles. Teachers could provide guidance to help students evaluate their attitudes and explore deeper into life.

**Topic : 東華三院黃笏南中學的生活教育課**

**Life Education Programs at T. W. G. Hs Wong Fut Nam College**

何綺萍女士 (*Ms. Ho Yee Ping*)

Ms. Ho and her colleagues have developed a series of life education programs in her school. The programs were designed for secondary 1 to secondary 3 students and some of the programs were taught in collaboration with other organizations, e.g. drug education, sex education and media education etc. Students were found to show improvement in speaking out their ideas and to have developed individual life values. Difficulties in the design and execution of the programs were also discussed.

## 成長教育需要你

中華聖潔會靈風中學  
張儉成校長

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張儉成校長於2002年5月25日在由生活技能發展計劃小組主辦，香港特別行政區政府教育署（現為教育統籌局）協辦的「生活技能發展與全方位輔導計劃專題研討會」上所發表的回應演說。

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從艾思柏教授的描述來看，在教育兒童的問題上，本人認為美國、歐洲和香港一樣，都經歷了很多掙扎，所以香港在此課題上並不是孤軍作戰的。

全人教育是本人的夢想，培育生命要有一個完善的系統，需要很多環節的配合。教育理念日新月異，方向也越趨向於以人為本。例如青少年成長課題中的自我形象等，現代教師本身在求學的階段並未曾學過，但現在卻要幫助學生去探索，的確不容易。回想自己唸中學時雖然學了很多知識，但有關成長的課題卻欠奉，例如戀愛婚姻。有時我覺得教師不期然當了訓練學生考試的機械。當我聘請教師作面試的時候，我常會問應徵者：「若有一天學生不用再參加考試、會考，你會教甚麼？」多半表現得迷惘，沒法回答。若果沒有了考試，教師就不知道有甚麼可教，這是很悲哀的！我認為教師應教導學生成長和生活上所需的技能，陪伴他們經歷人生的成長路。我相信若教好學生生活的技能，他們就可以衝破成長的障礙，發揮本身的潛質，學業成績也自然會進步。

推動生活技能教育面對著不同的障礙。在學校裏，即使教師有很大的抱負，但若然校長不支持，又或者教師需要花費很大的功夫才能搜集到合適的教材，種種阻力都會使教師卻步。所以，我們需要更多有心人繼續探討成長教育的路。

靈風中學創校四年，我與同工致力推行成長教育。我覺得推行教育，學校需要著重教育理念的傳遞，與同工彼此討論，學習如何溝通、表達意見、解決困難，可以說成長教育要由老師做起。本人的學校有生活教育科、宗教德育科和社會公民科，於課堂內施教，去促進學生成長。

現在越來越多學校開設生活教育科 (Life Education)，也有不少教師自行編寫課程。市面上雖然有相關的教材發售，但未必合用。本人自己也有與同道合作出版生活技能教育課程，書籍出版以後，得到許多學生的回應。不少學生來函給我們回應和意見，並表示這課程十分有用，例如可以認識與朋友相處的方法，學會怎樣編寫自己的生活計劃表；亦有學生認為生活教育的課題不應只環繞校園生活，還可以談談戀愛和青少年的煩惱，以及家人之間的關

係等等問題。

生活技能教育 (Life Skills Education) 的成功亦在於學校營造的氣氛，我們要多作情意教育鼓勵學生表達自己的情緒、感受和意見，令他們喜愛上學。本校的生活教育課堂上，教師會教導學生與朋友相處之道、確立個人目標和思索自己的未來等。學校活動方面，我校有「互相欣賞日」，讓學生表達對身邊的人的欣賞，欣賞的對象可以是父母、老師或同學。學生可從中學會欣賞和關懷別人、表達自己的感受，以及學習愛。我相信透過有系統的生活教育課程，以及學校整體著重情意教育的氣氛，再配合教師自身的全心投入，師生可以攜手共渡人生的成長路，畫出彩虹。

# 全方位學生輔導服務： 香港小學學生輔導服務的新里程

教育統籌局學生輔導組  
李少鋒先生

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李少鋒先生於2002年5月25日在由生活技能發展計劃小組主辦，香港特別行政區政府教育署(現為教育統籌局)協辦的「生活技能發展與全方位輔導計劃專題研討會」上所發表的回應演說。

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我很贊同剛才講者張儉成校長的分享，我亦曾到訪張校長的學校，感覺學校的氣氛親切融洽，例如，校長和老師以名字相稱，而老師亦以同樣親切的態度與學生相處；另外，我特別欣賞該校老師以關懷和接納的態度幫助有學習及行為問題的學生。看到學校本著這個辦學方針及信念，實在令我對香港教育的發展充滿信心。由此，我們亦可以認識到，學校的關愛文化是幫助學生健康成長一很重要的成功因素。藉今天的機會，我希望向教育同工們介紹一下我們小學輔導服務的新發展及將此與美國全方位輔導模式 (Comprehensive School Guidance Program)作簡略比較。

由今年九月開始，教育署將大幅改善學生輔導服務人手比率，藉此在各小學推行全方位學生輔導服務。在此服務模式下，我們期望學校能夠為全體學生提供全面而廣泛的輔導服務。而且，輔導工作將可以在學校、班級、個別學生、及家長各層面推展。在發展這新輔導模式的過程中，我們參考了美國的全方位輔導模式 (Comprehensive School Guidance Program)和本地學生輔導同工的成功經驗。九十年代教育統籌委員會第四號報告書已提倡推行學校本位輔導方式 (Whole School Approach to Guidance)。我們在這十年內見證了有關方面的發展，例如一般教師加深了對輔導工作的認同和參與、教師間共同協作推展輔導活動及學校定期推行全校性的輔導計劃的情況亦甚為普遍。從這方面來看，學生輔導服務的發展已向前邁進了一步。

## 全方位學生輔導服務 (Comprehensive Student Guidance Services)

但與此同時，香港的社會及家庭環境在這十年間變化很大，為教育工作帶來不少負面影響，而教育同工所面對的挑戰亦不斷增加。在這情況下，我們不能期望家庭和社會必然給予我們的教育工作很大的支持。為此，學校需發展全方位學生輔導服務 (Comprehensive Student Guidance Services)，以輔助我們的學生健康成長和應付在家庭和社會中所會遇到的困難。在新的服務之下，學生輔導工作將根據四個範疇推展，尤如美國的全方位輔導模式。在二零零



二年四月十二日，教育署(現為教育統籌局)已向各學校發佈行政通函第108/2002號，詳細介紹小學學生輔導服務的新措施，具體說明全方位學生輔導服務的推行及其四個範疇的內容：

- 第一 政策與組織 (Policy and Organization)：**相信大家也會認同政策上及組織上的支援和配合，對校本輔導服務的推展是十分重要的。例如，學校需要設立學生輔導組制訂輔導政策及進行素質監控，並統籌相關的服務；及透過學校政策與系統的配合，建構一個友愛的關顧文化。
- 第二 支援服務 (Support Service)：**包括支援老師和家長，為他們提供培訓，加強教師和家長在輔導工作方面的共識和協作。
- 第三 個人成長教育 (Personal Growth Education)：**即美國所稱的輔導課程 (Guidance Curriculum)。教署為這課程訂了四個學習範疇，其下各有三個學習重點 (key learning areas)。學校需要刻意編排一些課堂時間 (class-slot time)，以專題活動或跨科課程設計，讓每一個學生能夠從互動教學活動，發現及掌握個人成長所需要的能力 (life skill competencies)。
- 第四 輔助服務 (Responsive Service)：**即傳統的識別及輔導服務，以個別或小組形式協助有需要的學生。

## 比較美國和香港的全方位輔導模式

香港與美國的輔導計劃同樣根據四個範疇推行，但各範疇的重點工作各有不同，美國的輔導課程 (Guidance Curriculum)與香港的個人成長教育 (Personal Growth Education)是很類似的。但香港的輔助服務在美國是分別透過個別計劃和輔助服務範疇提供，因為美國較著重為每位學生設計個別的服務計劃，協助每一位學生訂立個人生活及學習目標。我期望香港未來亦可在這方面有更多發展。而美國的系統支援 (System Support)在香港則分別演變為政策與組織 (Policy and Organization)和支援服務 (Support Service)兩個範疇，以學校的不同系統，例如輔導政策、教師培訓、諮詢服務、家長教育等去支援老師和家長，以鞏固其他輔導工作範疇的成效。有關兩地在學生輔導範疇定位的比較，表列如下：

### 全方位輔導體系

美國	香港
輔導課程	個人成長教育
個別計劃	輔助服務
輔助服務	政策與組織
系統支援	支援服務

### 推行模式

由本年九月開始小學輔導資源將會增加一倍，人手比率會由現在的1比1680學生，改善到每24班或以上的小學(約950學生)會獲分配一位全職學生輔導教師或同等資源。5至23班的小學，將會獲分配半職的學生輔導教師或同等資源。

### 個人成長教育(Personal Growth Education)

學校將透過有規劃和互動式的教學活動，啟導學生在個人發展、群性發展、學業和事業四方面掌握基本的知識、技能和態度。最特別的是事業輔導(Career Guidance)，目標並不是教導學生訂立職業志願例如工程師或醫生等，而是啟導學生策劃短期及長期的生活計劃和培養良好的基本工作態度和習慣。並且思考自己的學習經驗與職業取向有甚麼關連，藉以強化學習動機。在這新制度下推行個人成長教育時，學校應該根據學生不同年齡的成長需要分初小、中小、高小程度，以漸進和累進方式設計輔導活動。

### 小學學生輔導人員的角色(Roles of Student Guidance Professionals)

第一，他們是學校的管理人員，協助校長制訂學生輔導政策、管理和統籌各項輔導服務。第二，他們負責設計和進行個人成長教育，在課室透過互動和啟導式的學習活動，協助學生培養和掌握一些個人成長方面的重要知識、態度及技巧。第三，他們是一個專業顧問，在輔導工作上，支援老師和家長。第四，他們也是有需要的學生輔導者。

### 將來的挑戰

老師和家長需要改變他們對輔導服務的態度。不少人看輔導為補救性的工作，但現在藉著新增的資源和全方位學生輔導模式，相信學校將會加強發展性的輔導工作。另一項挑戰是資源的運用。在本年九月，有一些學校將獲分配學生輔導主任或學生輔導教師，即是有教學經驗和曾接受輔導訓練的老師。而另外，有一些學校將獲得學生輔導服務津貼，藉此津貼向有關服務機構購買學生輔導服務或聘請輔導人員，例如社工或心理學家。因此，由如何妥善管理不同專業背景的輔導同工至有效地推行全方位學生輔導服務將會是校長和教育同工的一項挑戰。今天的研討會和未來一連串有關小學學生輔導新措施的培訓活動，正是為了這項新挑戰而進行。

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## 中國重點中學的個人社群教育

保良局顏寶鈴書院  
康羅賜珍校長

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康羅賜珍校長於2002年5月25日在由生活技能發展計劃小組主辦，香港特別行政區政府教育署(現為教育統籌局)協辦的「生活技能發展與全方位輔導計劃專題研討會」上所發表的回應演說。

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今日我和大家分享我在一間上海重點中學所作之研究的初步結果。1998年開始，我利用了三個復活節，前後六個禮拜，每天由上午七時到下午五時，投入該所重點中學的學校生活，研究目的在於了解一下中國學校是怎樣推行輔導工作。研究初步結果顯示，在香港和世界各地被稱為輔導工作或個人成長活動，在中國均統稱為品德教育。

研究的個案學校位於上海黃埔商業區內，是一所120年歷史的重點中學。品德教育被喻為「龍頭工程」。我會以一個倒立之三角形形容該校品德教育工作。最基本層次的訓練是同學的行為規範，每一個學生都有一本小冊子提點同學須要遵守之行為規範。內容部份是中國文化傳統對學生之基本行為要求，例如在學校應該要尊重師長，在家庭要孝順父母，在社會要愛護公物。同學、老師和學生領袖都會就小冊子內容對各學生的操行作出評估，決定同學之操行等級。

中國學校希望培養下一代成為有理想、有道德、有知識和有健康體魄的「四有」新人。學校非常重視同學之體育活動，從中訓練同學品德、毅力、堅持和團隊精神。體能訓練包括每日早上的全校早操、課間操等等。

除了「行為美」之外，學校希望培育有「體態美」、有文化、有氣質的年青人。中國學校的美育十分多元化而且做得很好，每星期二及星期四的下午課節，學校邀請專業教練，例如上海管弦樂團、上海舞蹈學院的教練來到學校教導音樂、舞蹈和藝術。同學選修美育文化課，學校給予學分，高中學生需要完成十二至十四美育文化選修學分。不能完成的，則需要重修，直至完成所需學分後才可畢業。選修科目包括樂器、合唱團、美術、芭蕾舞、中國舞、武術等。

除了行為規範及美育外，品德教育再高一層次的是「愛心教育」，內容教導學生不單要愛自己、愛家人、更要愛集體、愛社會、愛人民和愛國家。每個學生都需要參與學校服務，全校每一個學生皆是領袖生，輪流為學校維持秩序。此外，同學也要協助清潔學校，每班學生在放學後都要清潔自己的課室。另外，每一班同學都要負責清潔學校一個區域，稱為「包干區」，例如電腦室、樓梯、特別室等，並由當值老師評核各班學生的清潔工作表現，加以獎勵。除了學校服務外，同學亦要參予社區服務。不同於香港學校的義工服務，學生可以隨意參加；上海的重點中學規定每一班每一個學生一定要參與社會服務。每班分組為機構提供

義務服務，例如人民公園、地鐵車站、殘疾中心、青年中心等。此外，在社會研究課業中（Community Project Work），同學到大型基建如大橋、博物館參觀及寫報告；也會到山區探訪學校，籌集課本、款項、文具等，送給當地貧困學生，這也是愛心教育的一部份。

中國也培養下一代熱愛勞動，希望他們從實踐中學會珍惜自己所有、愛國家、愛人民；明白每一粒米飯都是得來不易。三學包括「學農」、「學兵」、「學工」。「學農」要求學生務農、餵豬、種菜，與農夫一同作息。「學兵」要求學生向解放軍學習，接受他們到校訓練紀律及步操。「學工」安排學生到工廠跟工人學習製造器具。

品德教育最高層次的是「愛國教育」（Patriotic Education）。教育除了發揮個人潛能之外，主要為國家培養人才，希望同學學有所成，報答國家。學校有很多節目及活動都是「愛國教育」，例如五四青年節、共產黨節、勞動節、周恩來生日、鄧小平死忌等活動，均以歷史人物作為模範，教育下一代。早前，香港有一項研究比較香港與中國年青人的偶像。中國年青人的偶像是周恩來等歷史人物，而香港年青人的偶像則是容祖兒、陳慧琳等。當時，傳媒質疑香港的年青人為何如此淺薄。依我所見，有此結果也不足為奇。因為周恩來及一些歷史人物在中國教育裡，是一個模範；相反香港的年青人在電台、電視，所看所聽的就是勁歌金曲和電視、電影明星。因此，當我們批評香港的年青人如此淺薄的同時，我們也要反思一下，香港的教育和傳媒給予了下一代甚麼？

最後，我在研究當中亦見到一些令人高興的發展。回應 Prof. Gysbers（艾思柏教授）所提及的 Program Component（計劃元素）裡最重要的部份，要有 Responsive Services（回應服務）。在我第一年的研究，我看不到專業的諮詢服務。如果同學有疑難，會向班主任求助。當然，他們的班主任時間資源較我們多，因為他們每週平均 12 節，能夠有多些時間對同學提供個人照顧。隨著時代的改變和國家開放政策，年青人思想受到很大的衝激，再加上「一孩政策」產生了很多新的社會問題。中國年青一代的問題不再是簡單的交友、情緒問題，他們一樣有自殺個案、嚴重的心理問題及情緒困惑。在我第二年到上海時，有關學校已很快回應同學的需要，在系統中加入諮詢服務，設有諮詢房間，設備相當不錯。此外，教育局協助培訓老師成為諮詢老師，並發牌給他們，提供專業諮詢服務（Individual Counseling）。

不少香港的學校會提供生活技能、生活教育，以及情意教育。第二年的研究中，我發覺該所上海中學將生活技能、情意教育放入正規課程內，課程包括溝通技巧、人際關係、情緒處理。在書局裡，我也找到一些圖文並茂，以活動和遊戲為主的生活教育課本。

中國輔導模式全面滲透校內各種活動，全校師生參與。學校行政人員、老師、校醫、職工都會致力協助。我認為他們不少的品德教育內容，很值得香港學校參考和借鏡。

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## 教育心理學家在教區中學推行 情意教育的角色及經驗

天主教香港教區  
徐玉儀女士

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徐玉儀女士於2002年5月25日在由生活技能發展計劃小組主辦，香港特別行政區政府教育署(現為教育統籌局)協辦的「生活技能發展與全方位輔導計劃專題研討會」上所發表的回應演說。

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今日我想與大家分享我過去幾年的工作，包括以下幾方面，第一是預防及發展性的學校輔導工作，即是推行情意教育；第二是作為一個教育心理學家，在推行過程的角色及工作，最後就整體的推行經驗作出總結。

作為一個教育心理學家，每次見到報章有自殺新聞，內心會有些緊張，一方面會為自殺人士的朋友、家人感到難過；另一方面便追查自殺者會否來自我所服務的學校，若是，便要進行一連串的跟進工作。第一：stop，停止事件再發生；第二：趕緊急救情緒受傷的學生、老師、家長，作出一系列的補救工作，當中花費的心力較預防工作更甚；第三：教導學生珍惜及愛護自己的生命，更要愛護身邊的家人、朋友的生命。因此，預防工作比補救工作更重要。

1996年，教育署邀請美國的學者 Dr. Radd 來香港，當時教育署兩個部門：Career and Guidance 及 Psychological Services，邀請八所小學和五所中學參與「輔導體系共成長」的先導計劃。而參與的五所中學當中，其中四所都是來自不同的辦學團體，並設有教育心理學家的服務，期望透過教育心理學家將這個先導計劃的理念帶到學校，即是推行情意教育課程。我十分認同這理念，若發展及預防工作能夠透過課程帶出，每個學生都可得益。成績好的學生，也能夠透過課程認識自己，知道自己的優點、缺點和限制。五所參與的先導學校，各自各精彩地將這理念引入學校，而我基於一個堅持，就是要透過推行課程，讓學生認知及肯定每個人都是尊貴、獨特、有價值的。於是我建議參與先導學校的校長推行情意教育，發展學生成長教育。1996年9月，正式在中一級六班全面推行。我們發現班主任擔當了一個重要的角色，就是將信念帶到學生心中。

接著我會沿著以下幾方面與大家分享：第一，如何發展課程幫助學生；第二，如何培訓教師將重要信息帶給學生；第三，作為諮詢角色，如何協調學校在制度上作調適，將信息帶給學生；第四，如何檢討和研究。

1998年教育署做了檢討研究，發現效果很滿意。1999年，課程推行了三年，我與許錦屏博士合作研究，一起訪問先導學校的學生，了解他們對此課程的看法。兩個研究的結果都很一致，學生都認為課程對於他們個人成長及師生關係有幫助，反映需要繼續有系統地跟進和推行情意教育課程。

其實，首三年很吃力，最初有其他教區學校校長知道這個先導計劃後，也表示要在校內推行情意教育。起初，雖然只推行十二個課節，工作的確很艱鉅，因為一切要從頭做起。回想編寫課程的經驗，更強化我要有系統地與學校配搭，合力設計、推行及跟進課程。首三年的工作，因我是獨力編寫教案，礙於資源及時間的限制，需要平日探訪學校之後才能編寫，試教過後又需要修改，時間不足，十分困難。有感於此，我們需要集合資源，致力成立專業發展小組，成員包括德育課主任、輔導主任、宗教倫理科主任、許博士及本人。於是在2000年9月，我與許博士一起申請優質教育基金，邀請五所教區學校參與，編寫課程。到目前為止，已有九所教區學校推行情意教育。

我們的工作包括：第一部份是課程編寫和設計；第二部份是教師培訓；第三部份是提供諮詢服務予校長及中層管理的老師；第四部份是檢討和研究。第一部份的工作，在1996至1999年間，本人獨力進行，幸好有此項基金，邀請了五所學校的老師與我一起協作編寫和設計課程。因著優質教育基金的資助，首三部份的工作，我與五位老師主力進行。而第四部份的工作，以往不是有系統地進行，正因這計劃，我與許博士一起合作，有系統地進行檢討及研究工作。

## 課程設計

課程設計的每一個活動都需要學生參與，只有老師講而學生聽，不容易全然吸引學生。因此，課程設計需要圍繞課程的特色，包括：第一，基本信念，包括對生命的看法、對自由意志的看法，做建設性或者傷害性的選擇，以及如何為自己所做的事承擔後果和責任。第二，要有self-reflection(反思)，課程的設計要幫助學生自我反省，並在遊戲中讓自己去感受和體驗，自己去醒覺。第三，要有interaction，即是要互動，不單是學生與學生之間的互動，也需要學生與老師之間的互動。我們鼓勵老師分享自己的經驗及示範課節內的活動，例如有關欺凌的課題，老師可以先示範如何扮演欺凌的角色，然後與學生們一起分享感受。我與專業小組的老師便沿著這幾項原則和目標去設計課程。

## 教師培訓

我們將信念演繹成三個宣言：第一，生命是獨特、尊貴、有價值的；第二，每個人都擁有自由意志去選擇建設性或傷害性的行為，但是為了愛自己及愛別人，我們要作建設性的選擇；第三，我們要為自己所作出的選擇承擔後果和責任。

說來簡單，不過單單是第二項宣言，我們便要花上很多時間，舉辦工作坊去進行培訓，幫助老師明白自由及自律的真正意義。

在教師培訓時，有些老師對某一些信念未盡認同。每個人都有成長的限制，也許成長的經驗會影響我們對事情的看法，我們需要透過教師專業培訓，將信念透過工作坊逐步帶出。如果時間不充足，我們便邀請老師出席 review meeting (課程進展會議)，讓他們發表意見。而最重要的是要帶出信念和技巧，例如：如何誘發學生表達自己？如何營造和諧的課室環境，令學生願意去表達自己，學習聆聽別人，又不急於批判？課程的推行實在有很多技巧需要老師去掌握，所以，在教師培訓方面，我便沿著信念與技巧這兩個方面去提供支援。

## 學校諮詢

### 1. 老師諮詢

在 school consultation (學校諮詢) 方面，我會先分享如何支援中層管理的老師，特別在課程設計方面，先給予老師一些指引，然後，圍繞課程的發展方向去設計和編寫。這課程總共有六個範疇，即四十二個課節，除了首要範疇基礎信念篇之外，另外五個範疇包括自我管理、情緒管理、認識自己、人際關係及溝通技巧。在課程編排、選取及計劃 (curriculum planning) 方面，特別是某些範疇中，有些課節的設計是連續推行的，例如欺凌行為，我會幫助老師去選取並了解學生的需要，以便有合適的安排。編排課程的同時，我會請學校預留時間進行培訓。

另外，我觀察到中層老師的角色需要被肯定，因為他們不單只是在校內幫助班主任安排影印工作紙，或者購買小禮物等，更重要的是要和教育心理學家互相補位。當我們完成培訓後，他們要在校內協助老師如何調適課程，以切合學生的需要。同時，他們也要協調有關部門主管，例如輔導主任，進行跟進的工作等等。

課程推行的首三年，我主力編寫課程，提供給老師推行。我很贊同 Prof. Gysbers (艾思柏教授) 所說的，我們需要彼此協作 (collaboration)，這個計劃便給予我們一個合作機會，使學校與教育心理學家成為伙伴 (partner)，一起研究，交換意見。同時，在發展及設計過程時，老師感到課程是他們共同創作和擁有的，對老師而言，是一種能力的肯定與認同 (sense of ownership and empowerment)。

### 2. 校政諮詢

校政諮詢是指提供意見給校長，如何在校政上支援情意教育的推行，例如訂立雙班主任制，安排他們一起教授課程。有些學校甚至將情意教育納入成為正統的課程，演繹成「我才有用」、生活教育科、德育科等，將信念實踐在正規的課程中，這樣安排，時間會較為充裕。另外，我也建議學校預留時間進行教師培訓，甚至有些校長會安排班主任有共同空堂，



不用放學後開會，他們可在空堂時進行集體檢討和備課。有些學校更會安排一位特別助理，專為課程影印工作紙等，以協助中層管理的老師。這些例子都是校長層面在課程推行給予的支持。

## 檢討及研究

我們初步收集了老師和學生的意見，發現學生的人際關係、朋輩關係、情緒管理等得到改善。其中有一位學生指出以前有人罵他，他一定不經思考便出手打人，但現在他卻沒有這樣做。有一次他躲進洗手間冷靜自己時，他竟然掉下眼淚。訪問他時，他說了一句令我很感動的話，他說：「原來愛是可以溶化很多仇恨」。當我事後將這件事告訴校長時，校長也感到很吃驚，一個中一的學生竟然會有這樣的回應。

學生們很欣賞與老師的分享，很享受課程活動，而且可以拉近師生距離，間接提升師生的關係。所有學生的意見也很一致，學生們都認為課堂很輕鬆，他們認為平時的課堂太悶，而這些課程可以幫助他們減壓。他們很喜歡這些課堂，即使老師經驗不足，未能精鍊地帶領活動，學生們都一致地認為我們需要繼續推行此課程，認為要推展到中二各班，甚至中七級。

老師的回應同樣反映課程對學生的成長有幫助，加深了他們對學生的認識，而且可以提升師生關係。而學生更有機會反省和肯定自己。青春期的少年人其實很需要別人的肯定，尤其是朋輩的肯定。透過活動，學生的確可以互相欣賞、肯定自己及別人。老師也認為學生之間的關係較以往和諧。另外，他們也認同課後的跟進也很重要，因為課程的編排不單是在課堂上，而是需要延續到課堂以外。另外，雙班主任制度也加深了老師之間的協作和溝通。

最後，我想引用天主教香港教區的辦學信念來作總結，就是我們要肯定每個人的生命是獨特、尊貴、有價值的；而我們設計的課程，當中的信念與教區的辦學宗旨十分配合。我們將教材演繹成「愛的教育」，其中有學生文件夾(student folder)，收集學生每一課堂的工作紙，就像協助學生收集學習歷程檔案。我們鼓勵老師不要批改學生的工作紙，而是用心回應，讓學生知道老師重視他們的看法和感受。總括而言，其實推行情意教育只是第一步，要具體在學校實踐此宣言，才可以幫助學生成長，令他們自省及內控。再者，要營造一個關愛和信任的校園文化，才是最重要的。在結束今天的分享前，我想引用2002年4月天主教學校教師日的主題來互勉，讓我們「燃亮生命、關愛同行」。

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# 生活技能發展活動：生命騎士計劃

## Life Jockey Movement

香港基督教女青年會  
李婉芬女士

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李婉芬女士於2002年5月25日在由生活技能發展計劃小組主辦，香港特別行政區政府教育署(現為教育統籌局)協辦的「生活技能發展與全方位輔導計劃專題研討會」上所發表的回應演說。

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### 計劃目的和過程

不少香港學生很「豆腐」、很容易放棄、不肯付出，希望不需要付出便能不勞而獲。我們設立「生命騎士 Life Jockey」這計劃，是為了推廣生命騎士精神，製造校園積極人生態度，並抗衡社會上好博彩、喜不勞而獲的歪風、青年人稍遇挫折便消極輕生的頹氣。我們邀請了來自十四間中學的老師及中四學生，每間學校有十二名學生參與我們舉辦的活動。由於活動效果很好，我們編印了生命騎士訓練手冊，讓學校可自行推行此計劃。在1999至2000年，我們申請了優質教育基金，在十間中學推行「生命騎士」計劃。同時，我們也發覺小學生有相若態度，不少也希望能不勞而獲且不懂得欣賞身邊事物。於是我們在2000至2001期間，再次申請優質教育基金，在十間小學推行「生命小騎士」計劃。

從「生命騎士」的標誌及口號可了解計劃的目標。該標誌是描述一個人騎著一匹馬跳過障礙，與「生命騎士」的活動目標及口號相配合。

#### 1. 活動目標

- 重整個人價值觀念，探索人生路向。
- 積極面對時代轉變，攜手創造未來。

#### 2. 活動口號

- 生命我掌握，未來我創造。
- 想收獲，要付出。

我們期望計劃完成後，學生仍會記得這些口號。透過是項計劃，學生能夠積極面對困難與挑戰，建立健康的自我形象，能夠勇於承擔個人責任，培養積極進取的精神；並且曉得珍惜現有，塑造將來。

## 計劃流程

首先是開幕禮，目的為解釋整個計劃活動程序。接著是三大環節的活動，包括「活力青年 Arena」、「動感青年 Plaza」、「銳志青年 Oasis」。

### 1. 活力青年 Arena

這是一個讓全級學生參與的發展性輔導活動，亦是整個活動的熱身遊戲。全體學生分成大約十至十二人一組，作熱身遊戲和隊制比賽，程序設計讓每個人都一定要付出才可得到收獲。雖然學生需要付出才能有收獲，但亦存在幸運因素，有些同學可因幸運而得到銀票（他們只需符合某些條件，例如配戴眼鏡，便能自動增加銀票），這與真實人生亦存在幸運成份相吻合。最後在銀行時間，同學需將手上的銀票（勞力所得的銀票加上幸運所得的銀票）換取金幣以參與第二環節活動。

### 2. 動感青年 Plaza

在這個環節，同學可利用在「活力青年 Arena」時所賺取的金幣去參加不同場區 (plaza) 的活動，學習在有限的時間內作決定，例如要預計投資多少時間在那個場區的活動，而隨隊的老師可觀察同學所作出的決定，以及在此環節的表現。

全場分為五大場區：

- 家庭區：應付家中的突變，建立和諧家庭關係，準備作個好父母。
  - 友情區：學習建立友誼，瞭解影響友情的因素，辨識人際關係的情緒 (EQ 訓練)。
  - 學業區：分小學、中學及大學，讓同學體會小中大的學業特點，同學修畢課程後可取得證書。
  - 工作區：分不同階層和類型的工作，同學可自由選擇不同的工作以取得工作體驗，但工作性質與學歷掛鉤。
  - 消閒區：分銀行和消費的地方 (如小食部、茶座)，讓同學自由投資及運用他們手上的金錢。
- 突發事件：在遊戲中途，會有一些工作人員扮演小偷、病魔去襲擊同學，例如偷取他們的金幣，要他們留醫，令他們要停玩十五至三十分鐘遊戲。這樣可以讓學生明白現實生活會有如此情況，看看自己會否堅持，又或是放棄繼續投入。此設計是讓同學感受一下現實世界的不如意事情，例如病了不能工作，被人偷錢沒有錢用等等情況，以增強學生應付突變的能力。

### 3. 銳志青年 Oasis

黃昏時段，是經驗鞏固的時間。完成了上一環節活動後，老師會計算學生所得的金幣，以及根據觀察，與同學總結全日所得到的經驗。

## 參加者的表現

不同的學校及學生有不同的表現及結果，這些表現及結果反映同學的真性情，同時也可反映他們是怎樣的人。例如有同學堅持完成小學、中學及大學後，才到工作區找工作，以增加自己的工作出路，但在某些情況下他們所能賺取的金幣可能較少，因等到讀完大學時，已有大量同學在工作區排隊等候工作。他們需要用很長時間去排隊找一份工作，才能賺取一個金幣。這反映出人生就是如此，存在不同的變數。相反，有些同學會整天留在茶座吃東西，只利用金幣買三合彩，等待每半小時的開彩時間。有些會到「真真開心樂園」玩遊戲贏取禮物，不去讀書或工作。形形式式的學生，有人積極開心，有人苦悶流連。最後，究竟學生怎樣運用一天，反映他們如何運用自己的人生。

## LJ的特色

這個活動擁有高度的互動性，靈活性很高。透過活動中的表現可以反映同學們的人生概念及處事態度是怎麼樣的，讓老師了解自己的學生。同時，學生也可從程序中得來的啟示去反省自己的處事概念。不同學校的學生亦有不同的反應，有些積極投入活動之中，有些則投閒置散，但無論學生的反應如何，老師均能於經驗鞏固時間協助他們去反省自己的態度。老師可以藉生命騎士計劃更了解自己的學生，而學生對人生的體會也增加了。

## 總結

從生命騎士計劃，我們看到學生生活技能發展活動的籌劃有四個要點：

1. 老師的參與很重要。因老師可藉此了解自己的學生及協助學生去了解自己。在參與計劃的二十間中小學中，有些學校未能派出足夠的隨隊老師，唯有由中七的學生代替，但效果與有隨隊老師的相差頗遠。因為中七學生並不能如老師般有觀察力及總結能力，可於經驗鞏固環節時給予同學意見及反思。
2. 家長的參與也很重要。小LJ設有家長參與部份，他們可以協助做不同環節的主持人，效果很好，因家長可在子女回家後延續討論相關人生態度，教導學生明白究竟生命是甚麼及如何去珍惜生命。
3. 其次是人才訓練的重要性。我們從優質教育基金所得的資源是有限的，所以此計劃的負責同事流失相當高。因此當有新同事加入計劃時，需要適當啟導才能發揮程序的特色，負責此計劃的老師亦要接受一定的訓練才可發揮程序的果效，以推動「生命騎士」的精神。
4. 最後是「形」與「神」合一。若學校只為舉辦活動而辦，卻忽略了活動本身欲達成的目標及所需之配套人手與跟進安排，則有形式而無神髓，實難收到預期效果。

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## 東華三院黃笏南中學的生活教育課

東華三院黃笏南中學  
何綺萍女士

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何綺萍女士於2002年5月25日在由生活技能發展計劃小組主辦，香港特別行政區政府教育署（現為教育統籌局）協辦的「生活技能發展與全方位輔導計劃專題研討會」上所發表的回應演說。

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本人來自東華三院黃笏南中學，從1996至97年度便開始負責發展學校初中的生活教育課程。此課程最初在中三級共五班開始推行，每班由兩位老師負責。在課程推出的前一年，我們首先透過問卷調查，收集同學對生活教育課程及覆蓋範疇的意見，再因應大部份同學的興趣，設計校本的生活教育課程。參與的老師隨之因應個人的興趣和專長，按不同範疇分工，設計各課題的課堂活動及教材。

在我校推行生活教育的七年經驗裡，感覺同學參與的態度很參差，例如我們曾經提議學生親自從種子開始，種植不同的植物，不同級別的學生會有明顯不同的反應，中一的學生很認真和用心去參與，但較高年級的中二及中三同學，則反應冷淡，甚至大部份植物是枯萎收場。本校學生的小學及家庭背景一般都不差，只是，許多同學都似乎欠缺自信心，覺得自己很不濟，甚至一無是處。因此，推行生活教育課程是希望同學能自尊自重，體會做人的道理，對往後的人生有所展望。

我校生活教育的課程跨越多個範疇，包括公民教育、環境教育、品德教育、健康教育、職學教育及生活輔導。各範疇內的課題，由中一伸延至中三，讓學生能循序漸進地接觸每一個範疇，使其相關者有所呼應。老師會每年進行檢討、課程修訂，以及注入新的元素。

### 課程設計

課程設計是一項大挑戰，老師總想讓學生接觸多些不同的層面，讓學生嘗試不同的東西，累積不同的經驗。而每位老師都有不同的專長及興趣，一般都希望專注自己較熟悉的課題，對於自己經驗有限或興趣不大的課題總有保留，或裹足於嘗試發展新的課題，這些都是致使課程內容不夠全面的因素。因此，老師也須學習持開放的態度，集思廣益，以團隊精神，彌補知識的不足。

以上學年為例，老師希望讓同學接觸多元能力的概念，於是首先與駐校社工交流，邀請校外社工到校，利用生活教育課，推行多元能力訓練課程。透過合共四星期的活動，加深了同學對自己潛質的認識，也令學生對自我發展有了新的啟示。又如中一級，我們嘗試了一系列「生活小百科」活動，目的是讓中一的學生認識一些基本的生活技能，例如縫補衣物鈕扣、運用指南針和基本繩結等。有些學生在堂上實習時大發脾氣，埋怨這些縫紉的工作可交

菲傭或媽媽代勞！相反，有些平常上課不太認真的學生，都肯用心作出嘗試，還會以釘好了鈕扣自豪呢！有一些高年級的學生，知道中一有這些活動，都反映這些技能對他們的確有重要性，還為以往沒有機會學習而感到可惜呢！

我們希望將一些重要的技能，在課堂中帶給學生，啟發他們嘗試、發掘自己的潛能，以至自信心得以增強。我們會爭取與其他團體合作，參加不同機構的試教計劃，推行不同層面的生活教育，讓學生多接觸一些平時少接觸的東西，擴闊各人的視野，學習表達自己的想法和意見。這類計劃諸如藥物教育、性教育(例如：男女有別、談婚論嫁)，以及傳媒教育等。學生們一般沒有閱報的習慣，個別只會為繳交閱讀報告而讀報。我們便希望透過填寫回應冊，引導學生學習有系統地搜尋及整理資料，並嘗試按處境作出不同的抉擇。學生由早期不習慣表態，漸漸學會整理自己的想法、主動表達自己的意見。另一項例子是推行生死教育，老師會透過一些新聞或文化習俗，帶領學生思考生與死的問題。不同背景的學生，對生命有不同的領會，有些覺得生命只是一個玩笑，不知道擁有生命時可以或應該做些甚麼，致使他們稍遇挫折，便容易有自毀的傾向。生死教育引導學生建立個人對生與死的價值觀，讓他們思考每一個人都是獨特的，我對有些人是重要的，亦有許多人憐惜我，藉此帶給各人反思的機會，因而不會隨便選擇輕生。

## 總結：困難與出路

當然，推動及進行課程改革不可能事事順暢，同工需要不斷自我激勵，以教好學生為己任，在限制中尋求進步和突破，精益求精。

例如以往由於時間所限，教案只用手寫，現在則改用電子媒體，時間和資源的投資相對增加了，老師面對的挑戰及壓力更大。我們最初每班由兩位老師任教，現在班數增加至十五班，每班只能安排一位老師。幸好，學校行政上作出安排，讓每級分設助教一人，使活動為主的課堂能較順利運作。更由於助教們參與同級各班的活動，他們能將其他班別進行活動的經驗，反映予任課老師，幫助改善教授內容和課堂氣氛。

還有，組內同事的流失不能避免，對課程設計及進度必然有所影響。隨著本組的任課老師增至十六位，會議必須分級召開。老師不斷更替，令舊有的伙伴關係須重新調整，但從正面看，新同事可以帶來新意念，令生活教育保持新鮮感和活力。

總括而言，課程及教案設計很重要，學校資源的配合亦不可少，但最重要的卻是教師的抱負和執著。老師若不相信生命的價值，便不能有效鼓勵和指導學生。老師若沒有坦誠和執著，便不能營造有效的力量，感化冥頑。除了要有正面的價值觀，也要有恰當的行政安排，老師共同創造課程、遊戲和課堂分析。只要老師不斷創新，不要輕視自己對學生所說的每一句說話(to teach is to touch the life forever)，自己的人生經驗以及任何一項提供的教材和資料，都能提供學生面對人生的啟示，令他們在社會的潮流和大勢中，找到安身立命之處。



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- |             |            |
|-------------|------------|
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| 佛教善德英文中學    | 聖公會鄧肇堅中學   |
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| 保良局甲子年中學    | 瑪利諾神父教會學校  |
| 保良局董玉娣中學    | 趙聿修紀念中學    |
| 英華女學校       | 樂善堂王仲銘中學   |
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The True Light Middle School of Hong Kong  
Tseung Kwan O Government Secondary School  
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- 此文集有很好的理論構想，符合社會發展對教育的要求，有前瞻性，對促進學生的全人發展大有裨益。
- 此文集提倡輔導教師、就業輔導教師、德育教師和教育心理學家的配合，以及面向全體學生的理念，乃當今快速發展的社會所必須。
- 資源手冊為前線教師提供了重要的參考依據和可借鑒的經驗，非常有實用價值。

侯志瑾教授  
北京師範大學

現今教育過份著重單向知識的傳遞，而全人的教育需要關顧德、智、體、群、美、善、真等各方面，此文集協助喚醒教育和輔導工作者育人的重任。兒童和青少年必須從小培養良好的價值觀和品德，才懂得獨立思考和對事情作出批判的能力，才懂得在共融的環境表達意見和互相接納。文中作者分享了很多非常好的經驗和心得，讀者在參考之餘，也可設計校本計劃，為學生提供適切的服務。

梁麗琪女士  
澳門教育暨青年局  
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## Life Skills Development and Comprehensive Guidance Program Theories and Practices

In view of the social and economic changes in Hong Kong, the discussions made in the book provided a broad spectrum of views from academics, school personnel and practitioners is timely, it helps to raise awareness on deliberating the directives for an important aspect of the school curriculum.

Dr. Paul Lau Wai Keen  
The Hong Kong Institute of Education

- Brief and concise presentation of life skills development.
- Practical and relevant to Hong Kong secondary school students.

Ms. Audrey Yee Kwok Chun  
Tuen Mun District School Development Section  
Education and Manpower Bureau