

HK Children Happiness Index 2020/21 2020/21 學年香港學童快樂指數 Aug 2021

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Acknowledgements

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- This is part of the series of happiness-related studies under the HK.WeCare.
- We thank all the schools that supported our research.
- This series of surveys was initiated by the HK Early Childhood Development Research Foundation and has been conducted annually since 2012 with the exception of 2019-20.

香港開心D(HK.WECARE)

和富社會企業「香港開心D」平台由一群熱心人士及及伙伴機構共同策劃並於2015年成立

Launched in October 2015, HK.WeCARE is a platform that envisions to make Hong Kong a happier place to live in.

本著「推動積極樂觀、尊重互愛的價值觀，令香港開心D」的理念，呼籲香港人保持樂觀正面的思想，向社區傳播愛與笑的力量。

HK.WeCARE works to raise awareness of the effects of well-being advancement on human development, and to bring together game-changers and shapers to push forward happiness-promoting and socially innovative programmes in the city.



我們的使命

- 讓香港人可以「選擇」變得快樂，將快樂成為人生的一部份
- 為社區注入抗逆力，傳遞新希望

Our Mission

- To equip Hongkongers to 'choose' and internalise happiness
- To build resilience and positivity into the DNA of the city

CHILDREN HAPPINESS

學童快樂

Children Happiness Index

學童快樂指數



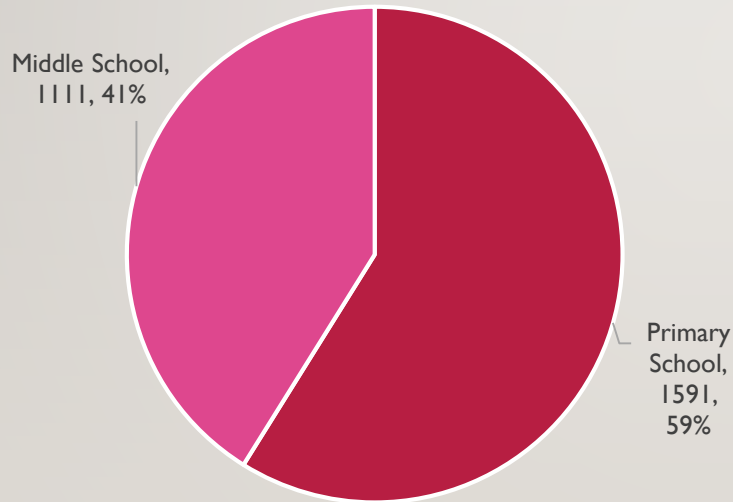
- We started contacting the schools in February 2021. Questionnaires were sent to participating schools in March, and received in April.
- 2021年2月至2021年4月收集問卷
- Non-direct subsidy local schools and a few direct subsidy primary schools are included 取樣包括非直資本地中小學及少數直資/私立本地小學



Sample Distribution (School)

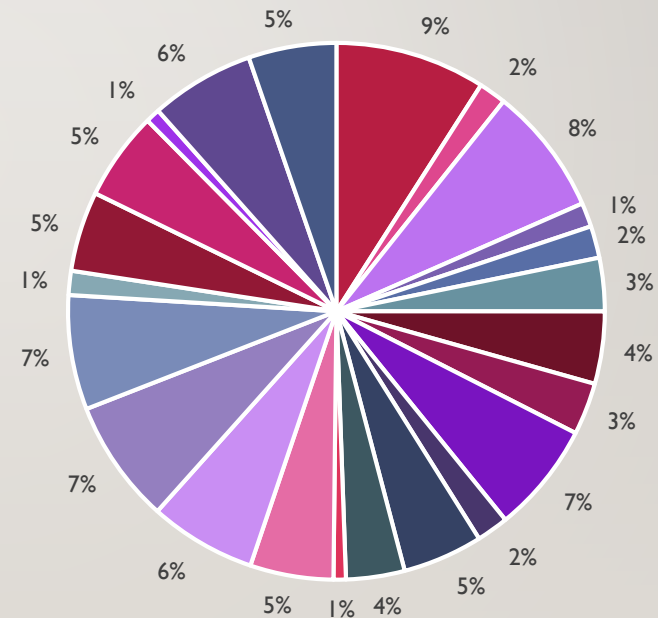
學童樣本分佈 (學校)

Sample Distribution Students from
Primary V.S. those from Secondary
Schools
(15 Primary and 8 Secondary)



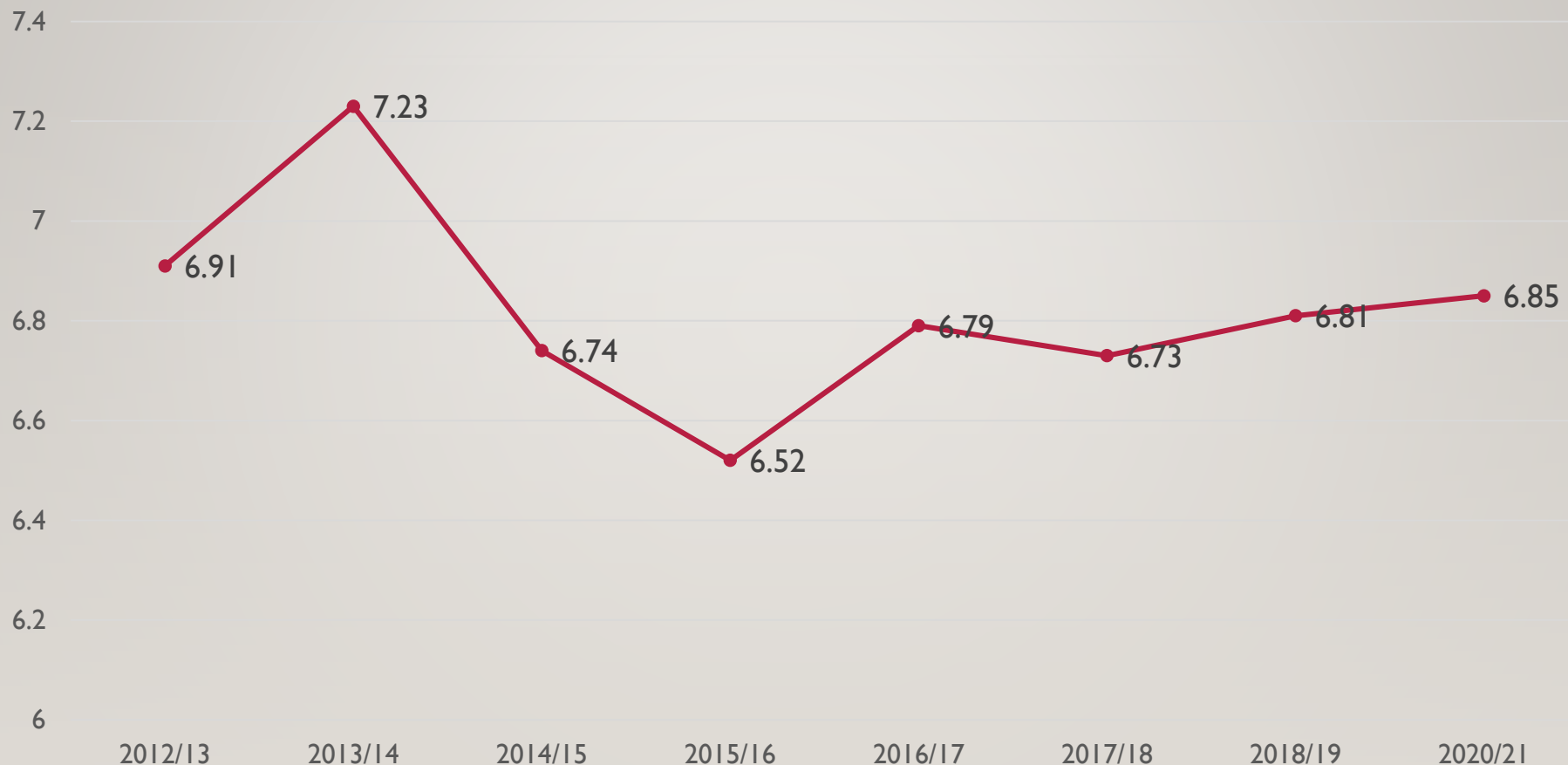
老師樣本共197位

Student Sample Distribution from
different School (n=23)



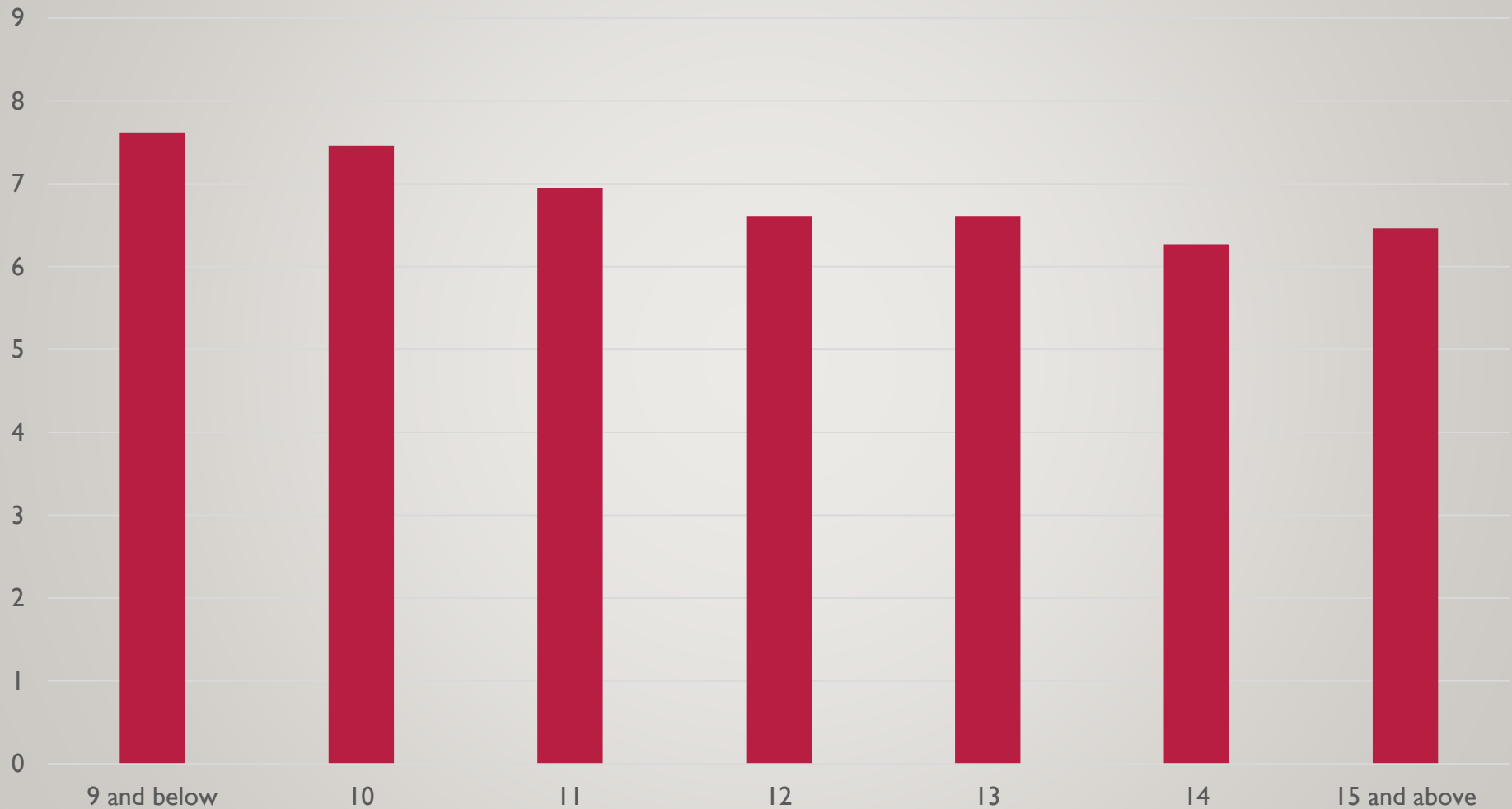
Average Happiness Score since 2012
Average of Happiness Indices for Each Age Group Covering
Grades P4 to S3 (Non-DSS/Private sample)

其他學校學童快樂指數呈上升趨勢



Happiness Score for Different Age in 2020/21 (Non-DSS/Private Schools)

其他學校不同年齡兒童的快樂指數 (2020/21年度)
(P4 to Form 3 only)



(Non-DSS/Private)Happiness by age

其他學校按年齡組別兒童快樂指數(5年比較)

P4 to S3 only						2020/21年 變化百分比
年齡Age	2020/21	2018/19	2017/18	2016/17	2015/16	2020 % change over 2018/2019
9 and below	7.62	7.38	6.94	7.3	6.76	3.25
10	7.46	7.21	7.15	7.18	6.96	3.47
11	6.95	7.15	7.14	6.97	6.91	-2.80
12	6.61	6.86	6.81	6.77	6.55	-3.64
13	6.61	6.61	6.41	6.34	6.52	0.00
14	6.27	6.42	6.31	6.46	6.15	-2.34
15 and above	6.46	6.03	6.34	6.51	5.79	7.13
Average by age groups	6.85	6.81	6.73	6.79	6.52	0.65

DSS/Private school sample本年新增的直資/私立

10 學校樣本

Happiness by age按年齡組別兒童快樂指數
比其他學校明顯較高

P4 to S3 only	直資/私立學校
年齡 Age	2020/21
9 and below	7.93
10	7.79
11	7.83
12	7.15
Average of age groups	7.68
Valid N	260

其他學校：

9 and below	7.6
10	7.5
11	7.0
12	6.6
average	7.16



Percentage of Very Happy and Unhappy Children of different Grade in 2018/19 不同年級的非常快樂與非常不快樂兒童的百分比 (2020/21年度)

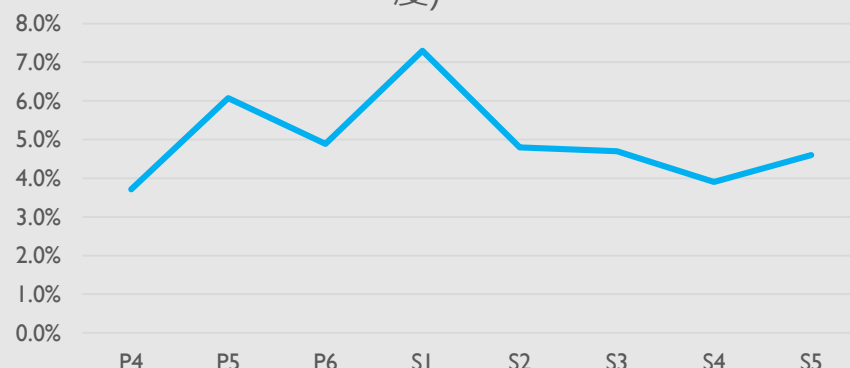
% of very happy children of different grade
不同年級非常快樂兒童的百分比 (2020/21

年度)



% of very unhappy children of different grade
不同年級非常不快樂兒童的百分比 (2020/21年

度)



	P4	P5	P6	S1	S2	S3	S4	S5
Very unhappy (0-2)	20	34	24	20	11	9	7	5
Neutral (3-7)	192	226	221	146	133	121	129	78
Very happy (8-10)	326	300	246	108	85	60	44	26
Mean	7.56	7.14	6.99	6.52	6.59	6.31	6.04	6.01
% of very unhappy	3.7%	6.1%	4.9%	7.30%	4.80%	4.70%	3.90%	4.60%
% of very happy	60.60%	53.60%	50.10%	39.4%	37.1%	31.6%	24.4%	23.9%
obs	538	560	491	274	229	190	180	109

你過去一年內**沒有**(1-5：非常不同意-非常同意) 感到被同學欺凌
You have **NOT** (1-5 : very disagree-very agree) felt bullied by
your classmates
in the past year(2020/2021): **欺凌集中在較低年級**



愈多空閒時間，愈同意活著有價值

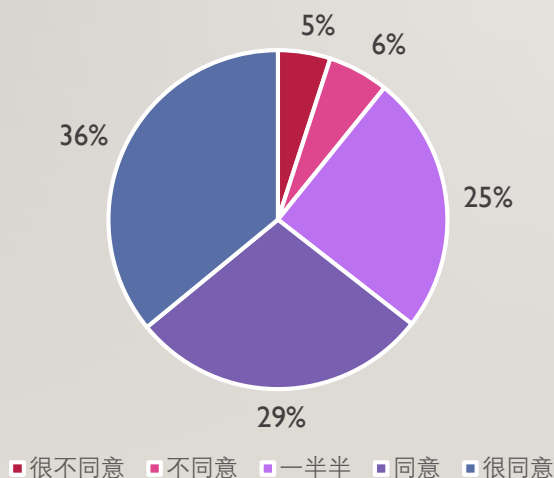
11% 學童不同意或非常不同意活著有價值

7% 不同意或非常不同意有足夠的餘暇 (前年是8%)

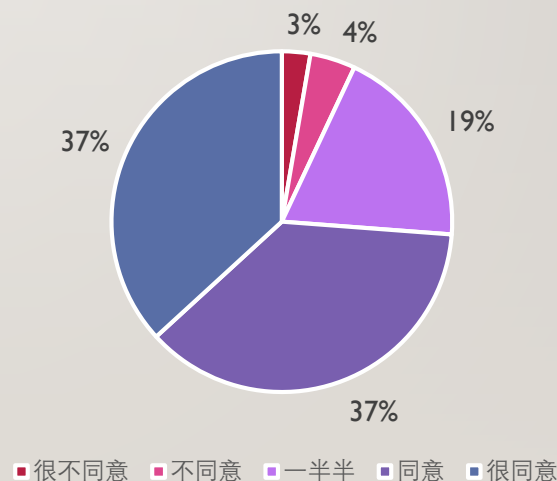
Adj. R-square = 0.069, d.f. = 2575		Dep. Var: LIFE worth living 活在世上很有價值	
CONSTANT		2.195*** (0.124)	
ENOUGH_LEISURE_TIME 在家有時間做自己喜歡做的事		0.418*** (0.030)	

***significant at 1% level (standard error in brackets)

活在世上很有價值



你在家裡有時間做你喜歡做的事情



CHILDREN HAPPINESS 學童快樂

心理資本與快樂 MENTAL CAPITAL AND HAPPINESS



MENTAL CAPITAL

心理資本: LIFE

LOVE 關愛

- 你會關心父母的健康和是否快樂
- 你會選擇健康的生活方式
- 你樂於為爸媽/監護人做些事情
- 你樂於幫助有需要的人

INSIGHT 智慧

- 接受別人批評並不難受
- 做事不一定要優勝於別人，但要做最好的自己
- 你在工作玩耍休息之間取得平衡
- 你經常會反思，從錯誤中學習

FORTITUDE 堅毅

- 你有勇氣面對困難
- 當你決定要做一件事時，你不會輕易放棄

ENGAGEMENT 行動

- 你會全心全意努力做好一些事情
- 你主動尋找興趣發揮所長

心理資本使學童更快樂

Adj. R-square = 0.319 d.f. = 2551	Dep. Var: HAPPINESS 快樂指數
LOVE 關愛	0.975*** (0.081)
INSIGHT 智慧	0.592*** (0.079)
FORTITUDE 堅毅	0.165*** (0.071)
ENGAGEMENT 行動	0.368*** (0.075)
CONSTANT	-1.211*** (0.24)

***significant at 1% level (standard error in brackets)

心理資本隨年級而下降: 愈高班煩惱愈多考驗愈大

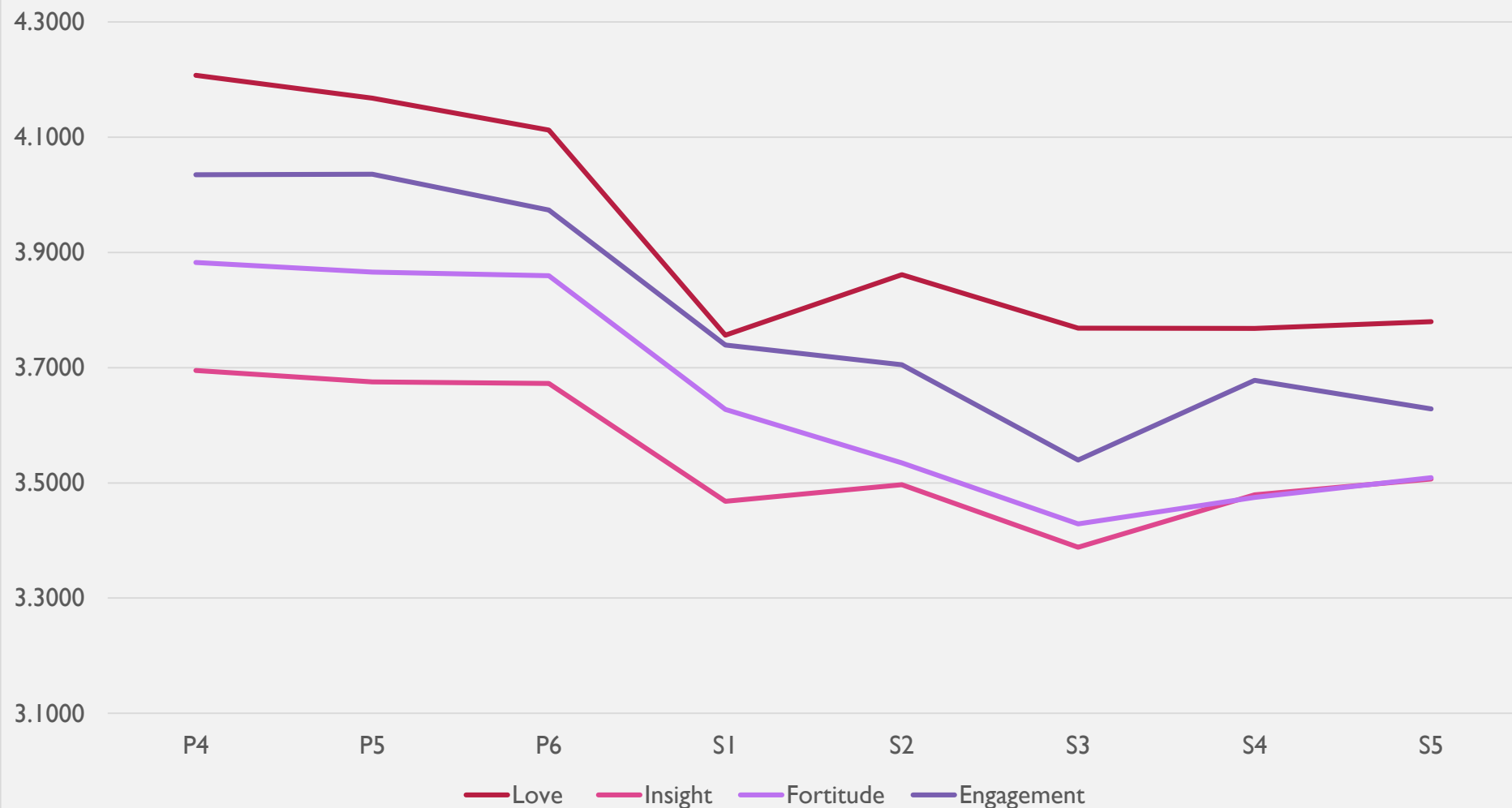
Dependent Variable	Coefficients (Grade)
LOVE 愛 (adj R-square = 0.055, d.f. = 2562)	-0.081*** (0.007)
INSIGHT 智 (adj R-square = 0.014, d.f. = 2562)	-0.045*** (0.007)
FORTITUDE 毅 (adj R-square = 0.086, d.f. = 2568)	-0.077*** (0.008)
ENGAGEMENT 行 (adj R-square = 0.080, d.f. = 2566)	-0.078*** (0.008)

***significant at 1% level (standard error in brackets)

LIFE Score of different grades in 2020/21

不同年級的LIFE指數(2020/21年度)

智慧和堅毅尤其不足



SCHOOL AND HAPPINESS

學校與快樂

校園快樂 與 校園生命教育
School Happiness and
School-based LIFE Education



School Life Education and School Happiness (2020/21 P4~S3)

校內生命教育指數比2018/19下跌
或跟疫情有關

	Grades P4 to S3 only	2017/18	2018/19	2020/21	
School Happiness	Primary Schools	7.07	7.21	7.26	UP
School LIFE Education	Primary Schools	4.43	4.48	4.14	-.34
School Happiness	Secondary Schools	6.39	6.47	6.68	UP
School LIFE Education	Secondary Schools	3.93	4.02	3.63	-.39
School Happiness	Average for Primary and Secondary	6.73	6.84	6.97	UP
School LIFE Education	Average for Primary and Secondary	4.18	4.25	3.88	-.37

School Life Education and School Happiness (2020/21 P4~S3)

DSS/Private school highlighted

	Count of Very Happy in School	Count of Very Unhappy in School	Ratio of Very Unhappy to Very Happy	School Based LIFE Education Index	School Happiness
Primary	83	0	0	4.53	8.03
	34	1	0.03	4.09	7.93
	25	3	0.12	4.18	7.58
	46	1	0.02	4.24	7.57
	79	3	0.04	4.1	7.56
	28	3	0.11	4.02	7.47
	99	10	0.1	4.04	7.44
	110	6	0.05	4.28	7.39
	133	11	0.08	4.08	7.38
	56	3	0.05	4.36	7.29
	41	4	0.1	4.25	7.09
	11	1	0.09	4.23	6.83
	23	2	0.09	3.82	6.78
	43	7	0.16	3.97	6.71
	61	23	0.38	3.92	5.92
			Average	4.14	7.26
Secondary	43	11	0.256	3.71	7.75
	7	0	0.00	3.8	7.07
	58	7	0.121	3.74	6.95
	8	0	0.00	3.55	6.68
	48	6	0.125	3.62	6.49
	34	6	0.176	3.69	6.27
	34	3	0.088	3.45	6.27
	21	7	0.333	3.45	5.94
			Average	3.63	6.68
			Total Min	3.45	5.92
			Total Max	4.53	8.03
			Average of P/S	3.884	6.97

SCHOOL AND HAPPINESS

學校與快樂

LIFE EDUCATION INDEX

生命教育指數



Key Life Education Questions and Compilation of the Life Education Index

學童評估的生命教育指數的計算

生命教育指數 = 活動評分最高兩項之平均數

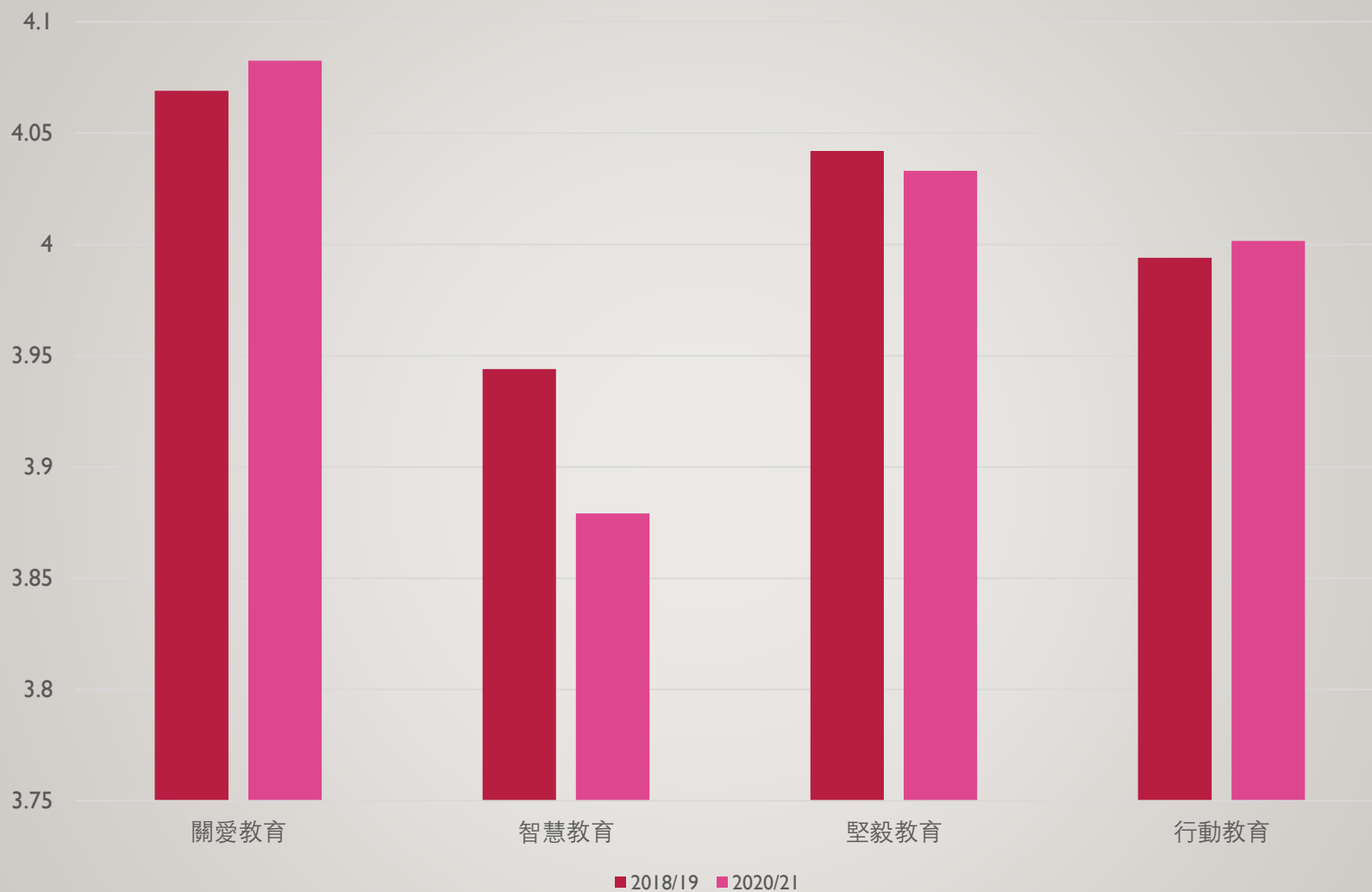
生命教育深廣度 = 愛智毅行教育 4 或 5 所佔比率

- 學校有透過以下活動，啟發同學易地而處、關愛他人、愛護生命
- 學校有透過以下活動，啟發同學了解和把握輕重緩急的道理
- 學校有透過以下活動，鼓勵奮發自強不怕困難
- 學校有透過以下活動，鼓勵同學尋找興趣發揮所長尋找生命的目標

1=很不同意 5 =很同意

課堂授課或討論	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
探訪或其他活動	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
歌唱	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
其他藝術或創作	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
角色扮演或話劇	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐

2020/21年數據“關愛教育”、“行動教育”較上年略有提升



Primary_School Happiness index

小學生命教育對快樂指數效果顯著

非直資小學(Non-DSS): Adj. R-square = 0.200, d.f. = 1286	Dep. Var: HAPPINESS 快樂指數
LIFE Education Index	1.327*** (0.074)
Constant	1.659*** (0.311)
直資小學(DSS): Adj. R-square = 0.121, d.f. = 237	Dep. Var: HAPPINESS 快樂指數
LIFE Education Index	1.000*** (0.172)
Constant	3.423*** (0.752)

(***significant at 1% level ,
standard errors in brackets)



Secondary_School Happiness index

中學生命教育效果亦顯著

Adj. R-square = 0.195, d.f. = 1520	Dep. Var: HAPPINESS 快樂指數
LIFE Education Index	1.304*** (0.068)
Constant	1.819*** (0.287)

(***significant at 1% level ,
standard errors in brackets)



Talk/Seminar is the most popular for LIFE education

授課/研討是最常用的生命教育方式：

講座最多 歌唱最少

	Talk/Seminar 授課/研討	Visit/Other 探訪/其他	Singing 歌唱	Art/Creativity 藝術/創作	Drama/RolePlay 戲劇/角色扮演
LOVE 關愛教育	1563	1441	1177	1475	1216
INSIGHT 智慧教育	1483	1312	1088	1353	1175
FORTITUDE 堅毅教育	1498	1371	1190	1401	1407
ENGAGEMENT 行動教育	1488	1368	1220	1417	1280
LIFE 生命教育	6032	5492	4675	5646	5078

**表格列示了學童“同意”或“非常同意”有在學堂上有採用的生命教育方式

行動教育及關愛教育對小學生(P4-P6)快樂最見效

Adj. R-square = 0.185, d.f. = 1455	HAPPINESS 快樂指數
LOVE_Education 關愛教育	0.320*** (0.121)
INSIGHT_Education 智慧教育	0.305*** (0.100)
FORTITUDE_Education 堅毅教育	0.214 (0.127)
ENGAGEMENT_Education 行動教育	0.415*** (0.116)
AGE 年齡	-0.028** (0.012)
CONSTANT	2.332*** (0.349)

***significant at 1% level, **significant at 5% level,
(standard error in brackets)

關愛教育及堅毅教育對中學生(S1-S5)快樂最最見效

Adj. R-square = 0.191, d.f. = 930	HAPPINESS 快樂指數
LOVE_Education 關愛教育	0.653*** (0.158)
INSIGHT_Education 智慧教育	0.047 (0.169)
FORTITUDE_Education 堅毅教育	0.558*** (0.168)
ENGAGEMENT_Education 行動教育	0.040 (0.156)
AGE 年齡	-0.026 (0.040)
CONSTANT	1.956*** (0.681)

***significant at 1% level

(standard error in brackets)



在生命教育之中，授課/研討、探訪，與藝術/創作的方式對小學生(P4-P5) 快樂非常見效

Adj. R-square = 0.261, d.f. = 1520	HAPPINESS 快樂指數
LIFE_Talk_Seminar 授課/研討	1.065*** (0.252)
LIFE_Visit_Other探訪/其他	0.218** (0.101)
LIFE_Singing 歌唱	-0.056 (0.073)
LIFE_Art_Creativity 藝術/創作	0.191** (0.087)
LIFE_Drama_Roleplay 戲劇/角色扮演	0.028(0.086)
CONSTANT	1.619*** (0.252)

***significant at 1% level , **significant at 5% level,
(standard error in brackets)



在生命教育之中， 授課/研討，與探訪和歌唱對中學生(S1-S5)快樂都很見效

Adj. R-square = 0.244, d.f. = 946	HAPPINESS 快樂指數
LIFE_Talk_Seminar 授課/研討	0.854*** (0.129)
LIFE_Visit_Other探訪/其他	0.367** (0.149)
LIFE_Singing 歌唱	0.310** (0.123)
LIFE_Art_Creativity 藝術/創作	0.001 (0.134)
LIFE_Drama_Roleplay 戲劇/角色扮演	0.057 (0.141)
CONSTANT	1.032*** (0.312)

***significant at 1% level , **significant at 5% level,
(standard error in brackets)



SCHOOL AND HAPPINESS

學校與快樂

TEACHER AND LIFE EDUCATION

教師與生命教育



教師愈推行生命教育愈落力

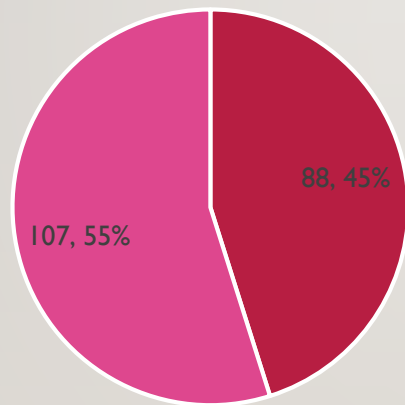
學生報上的生命教育深廣度比率也愈高

Explinator Variables	生命教育深廣度比率 (dependent variable)
LOVE_Education_Teacher Adj. R-square = 0.38, d.f.=2766	0.185*** (0.018)
INSIGHT_Education_Teacher Adj. R-square = 0.12, d.f.=2766	0.098*** (0.017)
FORTITUDE_Education_Teacher Adj. R-square = 0.26, d.f.=2766	0.117*** (0.013)
ENGAGEMENT_Education_Teacher Adj. R-square = 0.22, d.f.=2766	0.138*** (0.017)
LIFE_Education_Teacher Adj. R-square = 0.28, d.f.=2766	0.154*** (0.017)

***significant at 1% level , (standard errors in brackets)

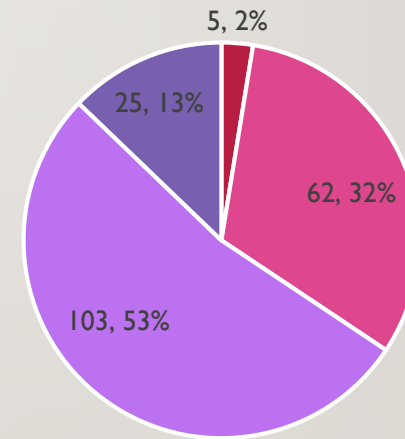
約66%的教師對生命教育感興趣， 只有45%的教師曾受過相關培訓

The percentage of teacher
obtained LIFE education training
教師受過生命教育培訓的比率



■ 有 ■ 沒有

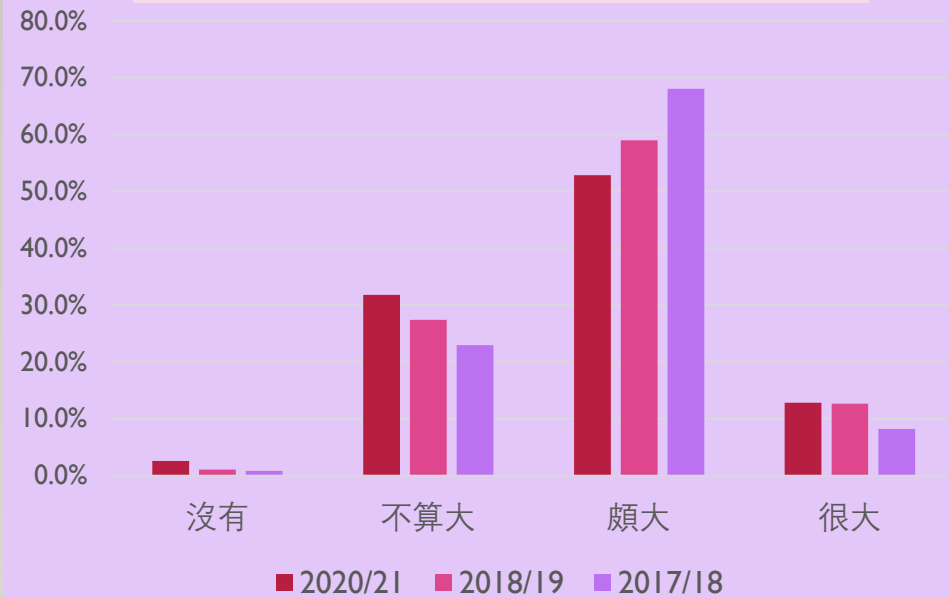
The degree of interest of teachers in
LIFE education
教師對生命教育的興趣



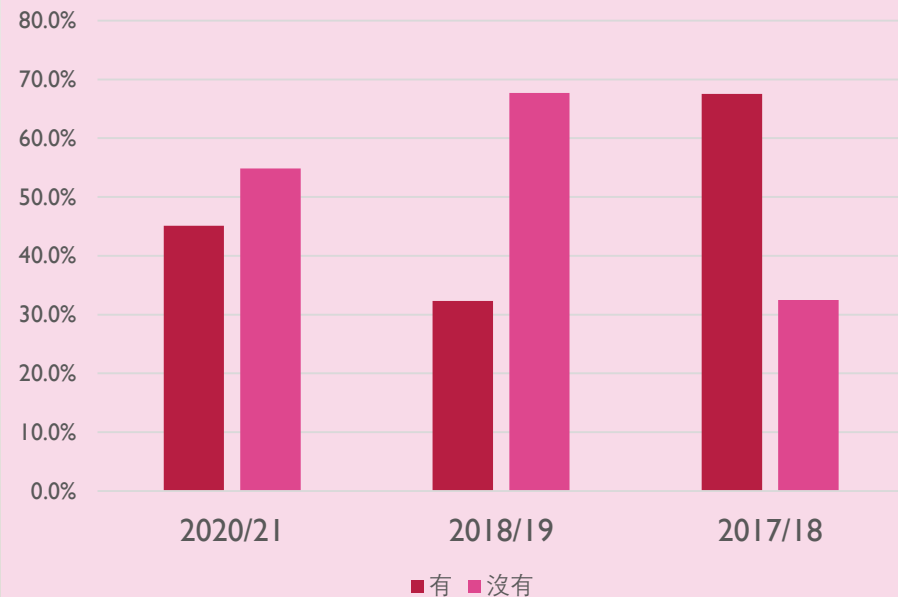
■ 沒有 ■ 不算大 ■ 頗大 ■ 很大

教師對生命教育的興趣稍跌， 受過培訓的教師比率亦有所下降

教師對生命教育有多大的興趣比率
(三年度比較)



教師受過生命教育培訓比率(三年度比較)



SCHOOL AND HAPPINESS

學校與快樂

SCHOOL HAPPINESS

校園幸福感



校園幸福感

校園幸福感 School Happiness= average of scores on Q1a, Q1b, Q1c, and Q1e

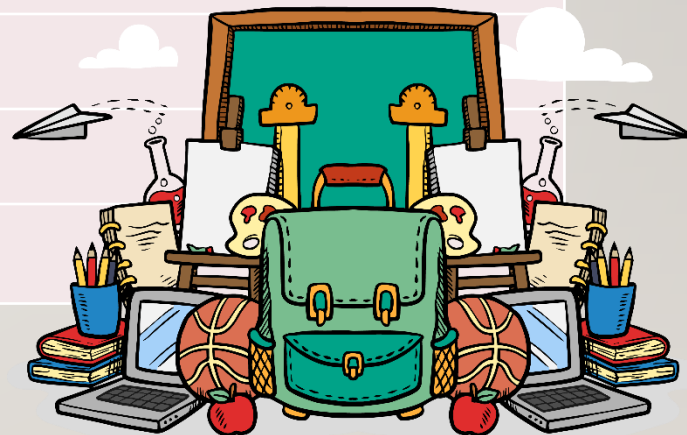
校園幸福感由計算Q1a和Q1b至Q1e的平均數所得

1a. 你很喜歡校園生活

1b. 你有很好的老師

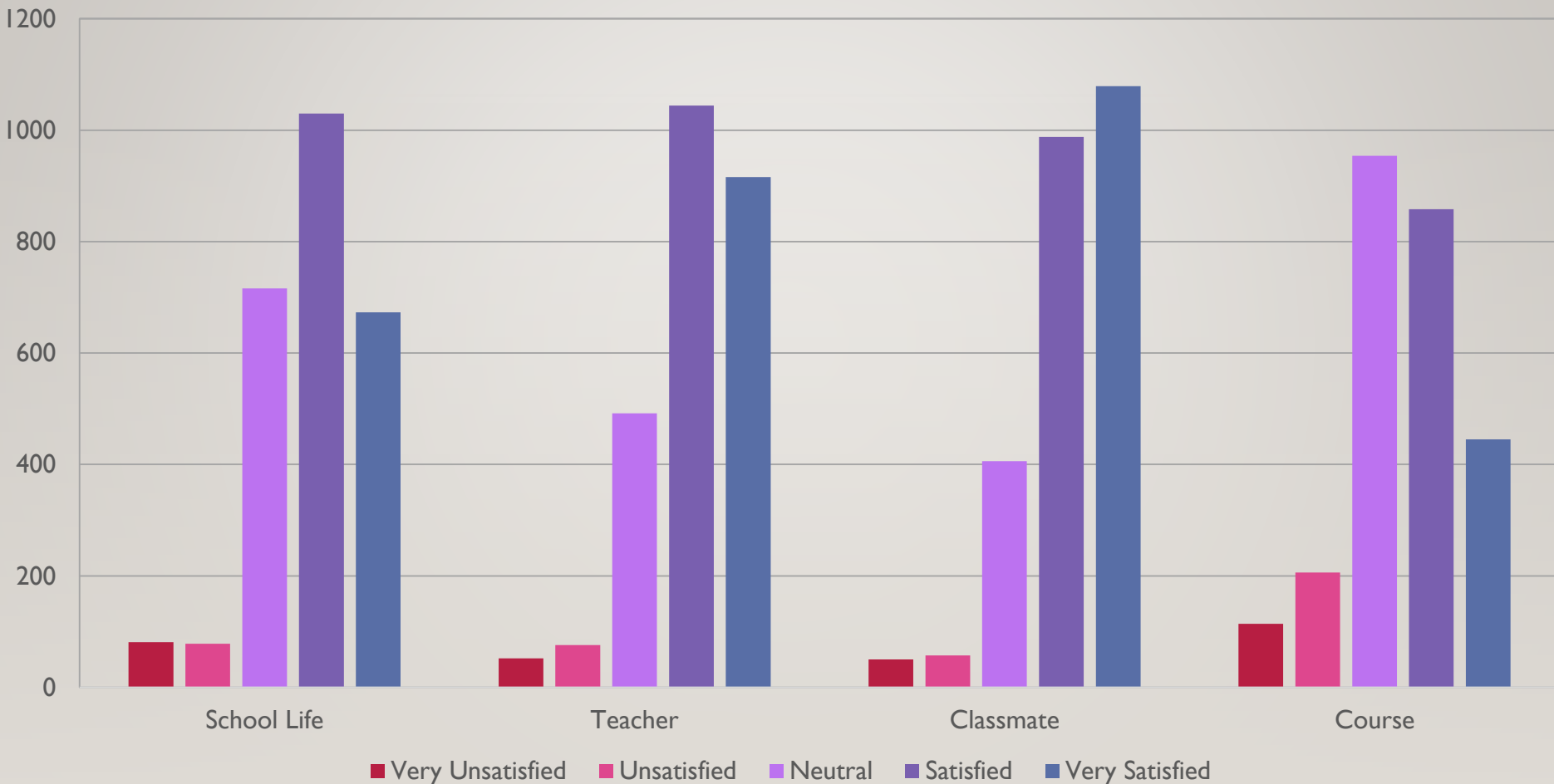
1c. 你有很好的同學

1e. 上課學習內容很有趣味



% of Students Satisfied with school life, Teachers, Schoolmates and School Curriculum vs those who aren't

對校園生活、老師、同學、課程內容滿意與否



課程有趣味對快樂貢獻最大

Adj. R-square = 0.253, d.f.=2564	HAPPINESS 快樂指數
GOOD_TEACHER 好老師	0.503*** (0.059)
GOOD_CLASSMATE 好同學	0.491*** (0.052)
INTERESTING_COURSE 課程有趣味	0.618*** (0.052)
CONSTANT	0.640*** (0.229)

***significant at 1% level ,
(standard errors in brackets)



SCHOOL AND HAPPINESS

學校與快樂

ACADEMIC PRESSURE & ACTIVITY PRESSURE

學業壓力及活動壓力

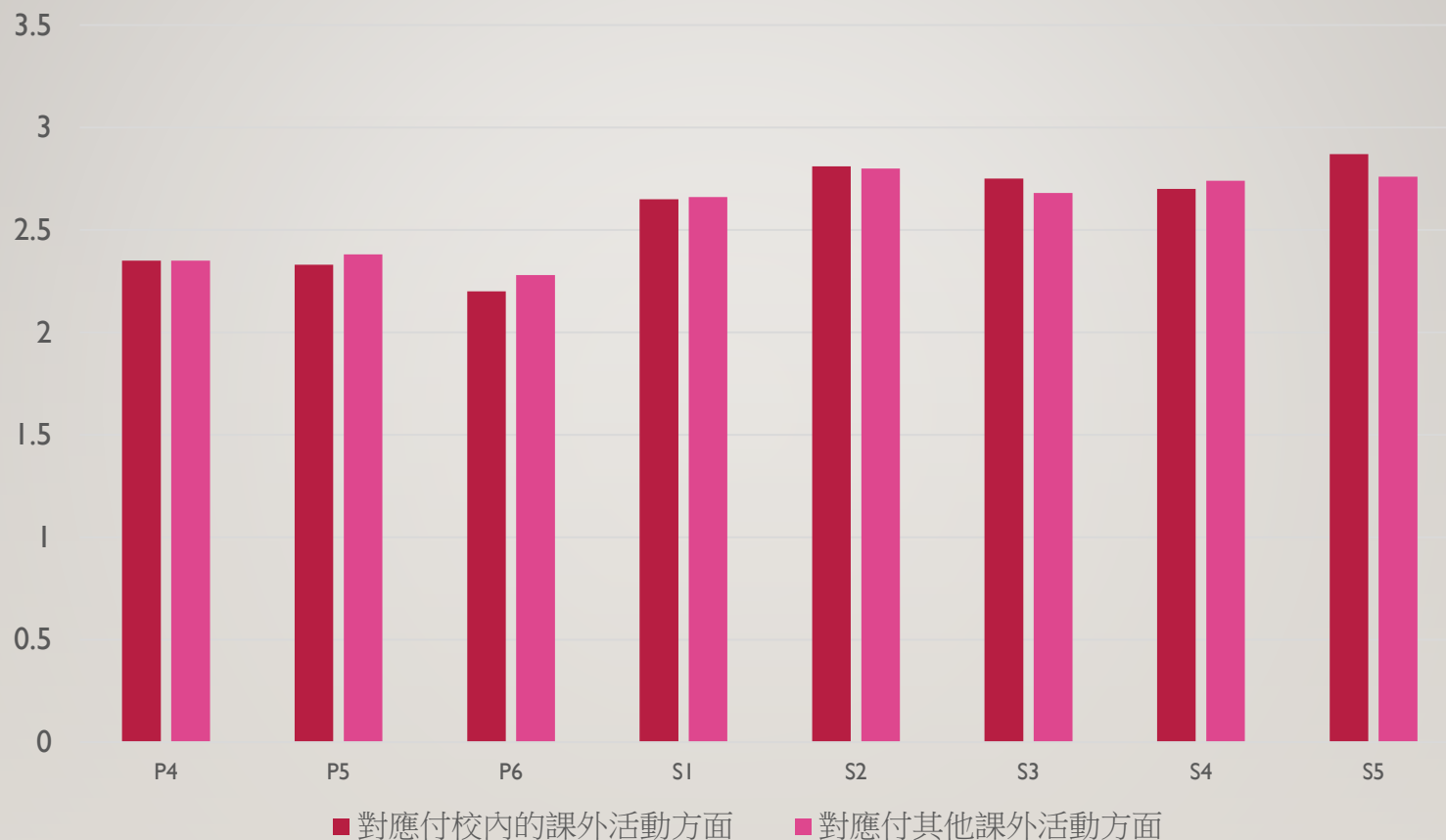


Pressure Definition 壓力計算方法

- Academic Pressure = average score of the following questions (scale from 1 to 5)
- 學業壓力= 以下一題分數的平均值
 1. 對應付學業方面感到吃力？
- Activity Pressure = average score of the following questions (scale from 1 to 5)
- 活動壓力= 以下兩題分數的平均值
 1. 對應付校內的課外活動方面感到吃力？
 2. 對應付其他課外活動方面感到吃力？



對應付校內&其他課外活動方面是否感到吃力： 高年級課外壓力較大



壓力使學童不快樂 學業壓力比活動壓力影響更大

Adj. R-square = 0.280, d.f. = 2472	HAPPINESS 快樂指數
LOVE 關愛	0.363*** (0.090)
INSIGHT 智慧	0.225*** (0.081)
FORTITUDE 堅毅	0.264** (0.096)
ENGAGEMENT 行動	0.276*** (0.088)
ACADEMIC_PRESSURE 學業壓力	-0.424*** (0.047)
ACTIVITY_PRESSURE 活動壓力	-0.334*** (0.050)
CONSTANT	4.572*** (0.293)

$$a+b=c$$

$$x+y=z$$

$$a+b=c$$



中三以下雙壓下降，或是快樂指數上升原因; 中四以上雙壓上升但Life Scores上升

Pressure Scores: a closer look		Happy Children		Unhappy Children		Average Score
Primary 4 to Secondary 3 (except otherwise indicated) Children's Pressures (Academic) 學業壓力	YEAR	Score	N	Score	N	Score
	2015/16	2.86	705	3.65	173	3.255
	2016/17	2.72	1160	3.44	201	3.08
	2017/18	2.93	2049	3.63	133	3.28
	2018/19	2.88	1804	3.7	187	3.29
	2020/21	2.81	1118	3.62	115	3.215
(中四中五 S4-S5)	2018/19	3.12	173	3.8	25	3.46
	2020/21	3.16	70	4.5	12	3.83
Children's Pressures (Activities) 活動壓力	2015/16	2.2	705	2.66	173	2.43
	2016/17	2.14	1158	2.66	200	2.4
	2017/18	2.18	2040	2.79	431	2.485
	2018/19	2.16	1802	2.89	187	2.525
	2020/21	2.17	1115	2.95	115	2.56
(中四中五 S4-S5)	2018/19	2.41	174	3.32	25	2.865
	2020/21	2.48	70	3.79	12	3.135

School Work Pressure > Activity Pressure

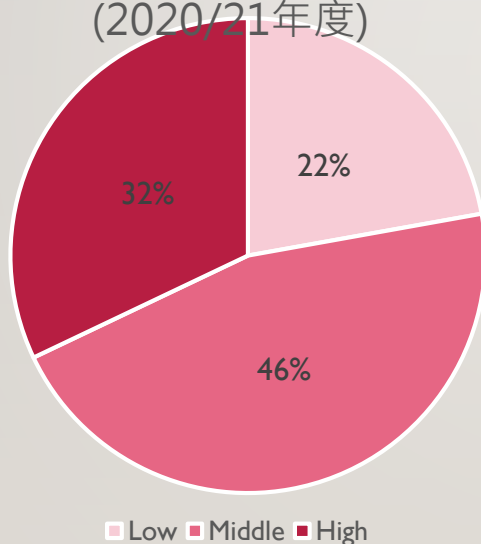
學業壓力遠比活動壓力大

School Work Pressure Distribution

Percentages 2020/21

學業壓力的分佈百分比

(2020/21年度)

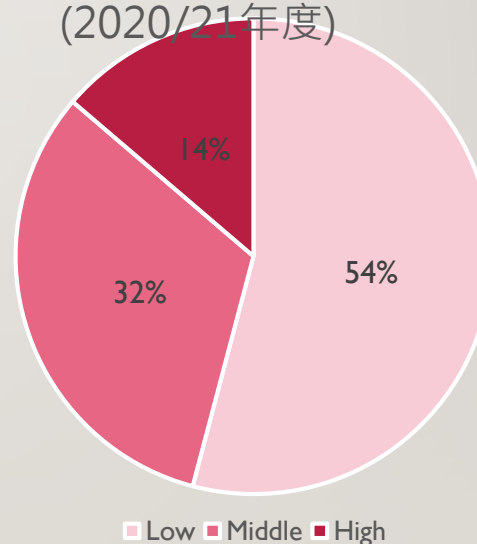


Extra-curricular Activities Pressure

Distribution Percentages 2020/21

課外活動壓力的分佈百分比

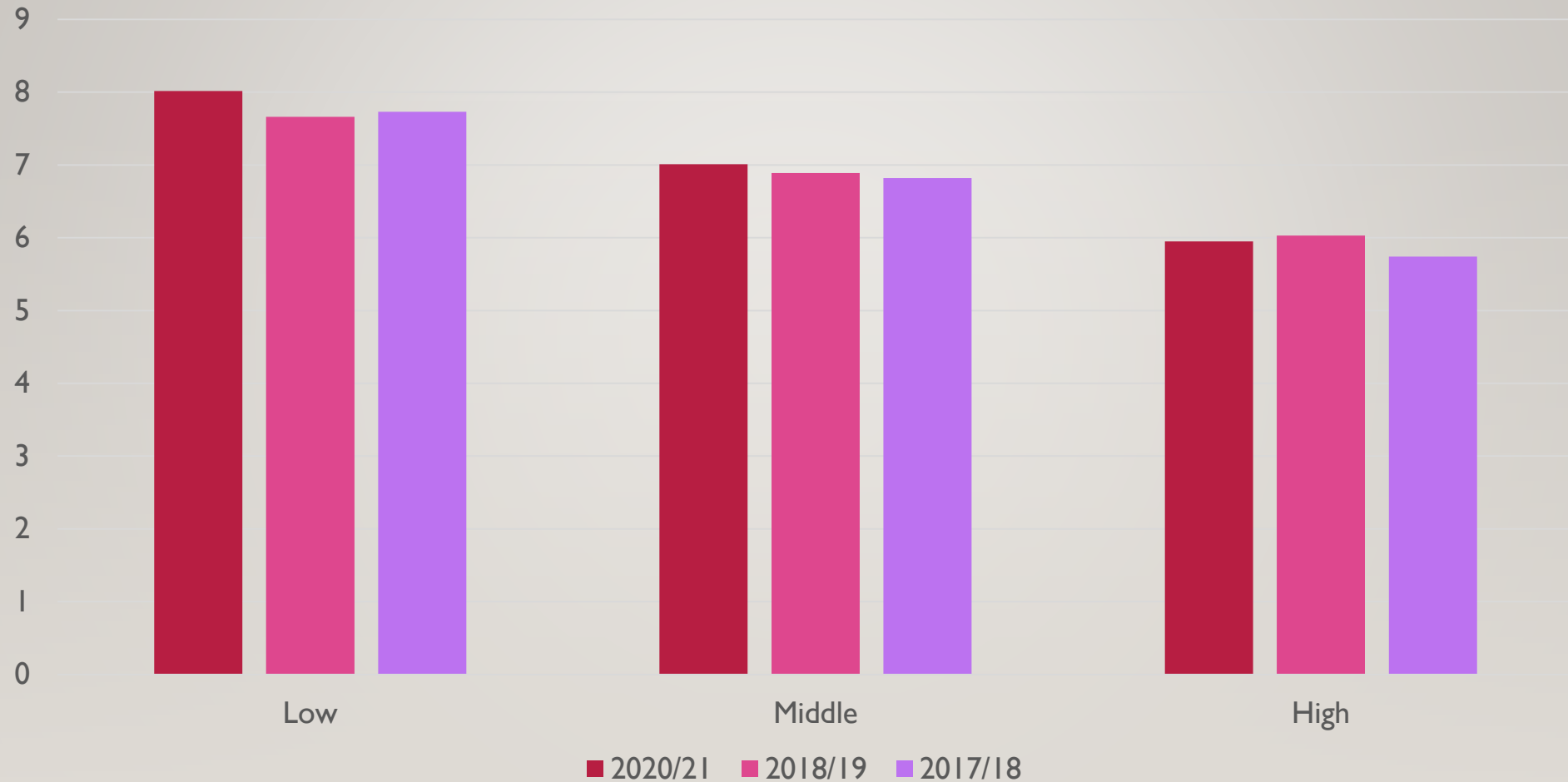
(2020/21年度)



Comparison of Happiness Score falls with Academic pressures in 2020/21 & 2018/19 & 2017/18

2020/21, 2018/19與2017/18年度的快樂指數

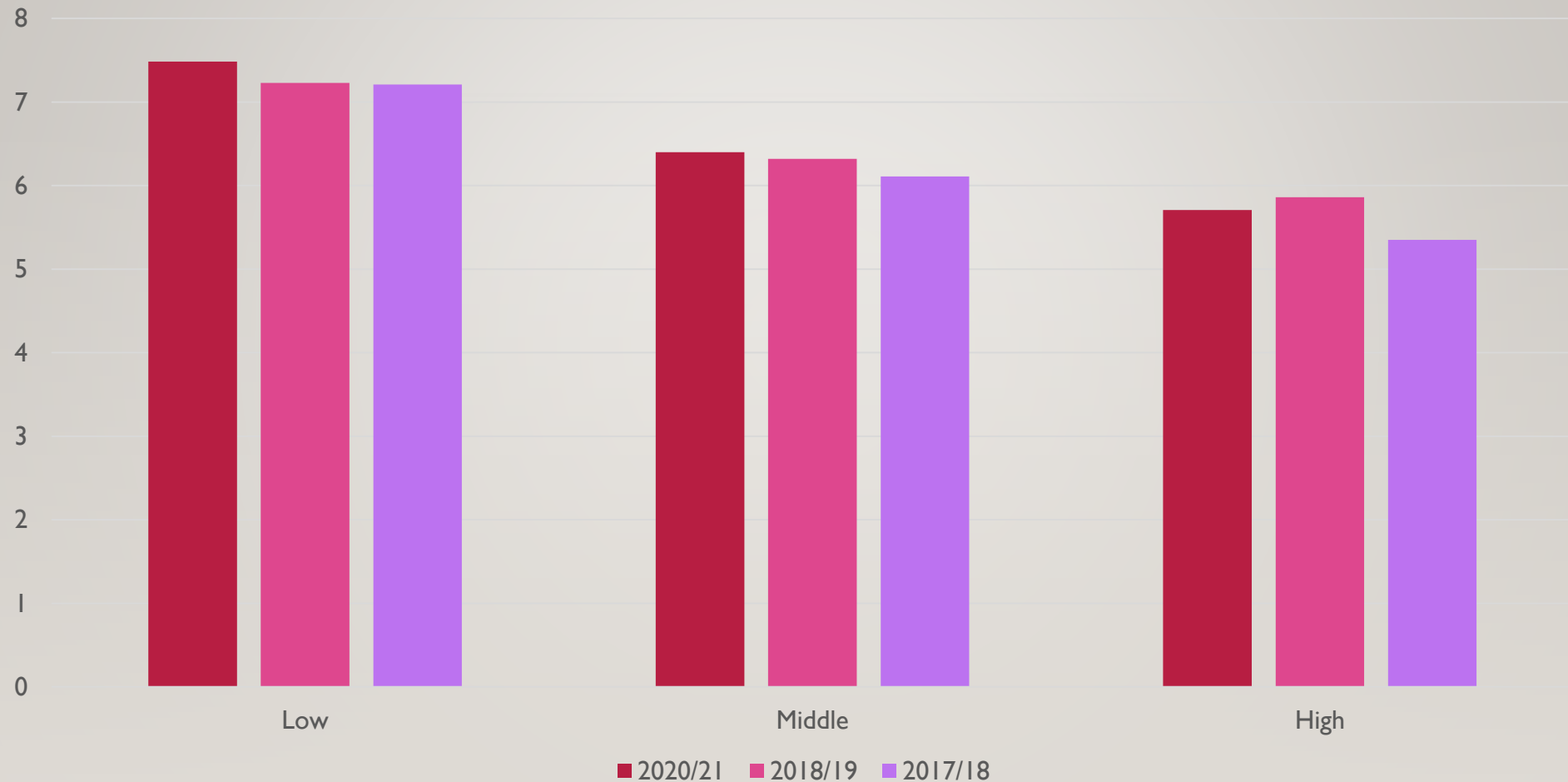
在不同程度的學業壓力比較



Comparison of Happiness Score falls with Activity pressures in 2020/21 & 2018/19 & 2017/18

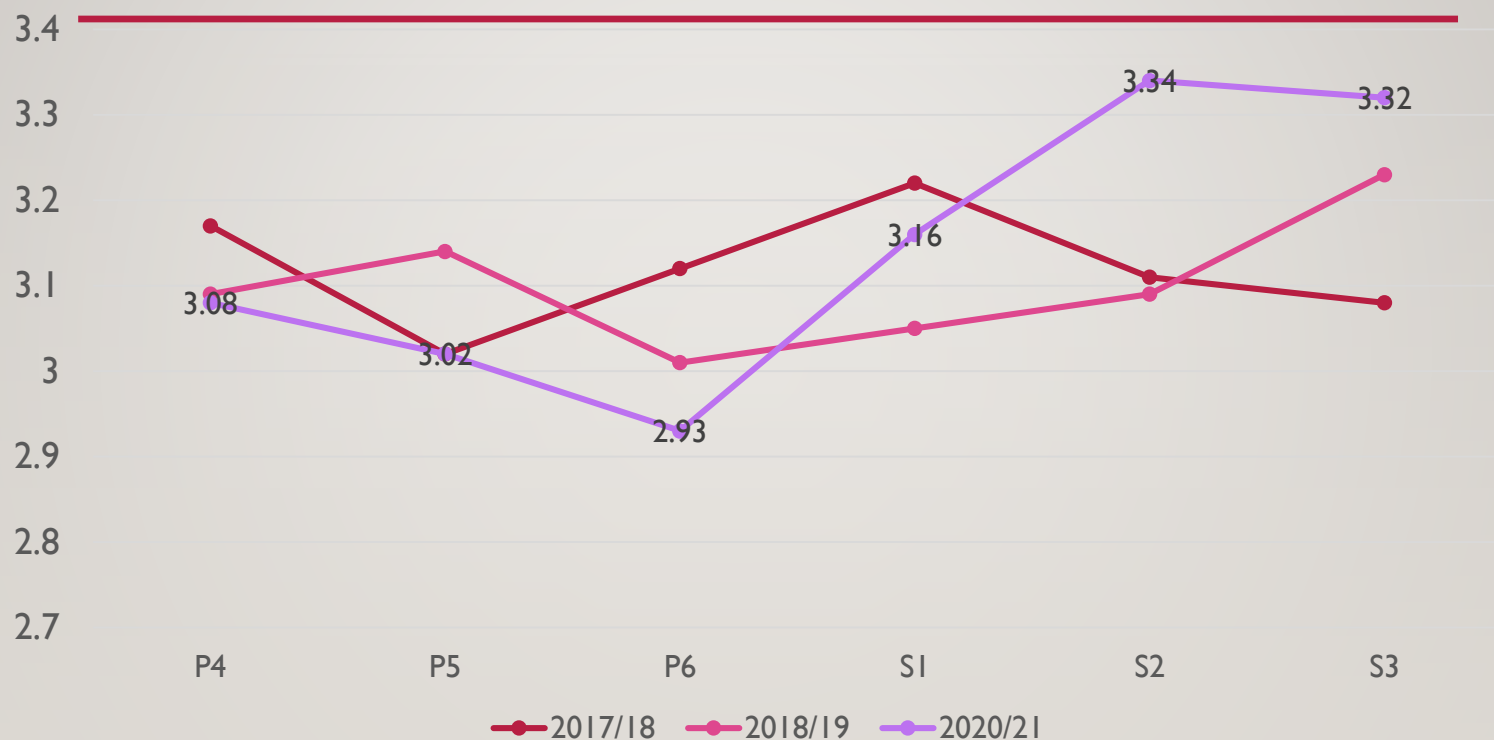
2020/21, 2018/19 與 2017/18 年度的快樂指數

在不同程度的活動壓力比較



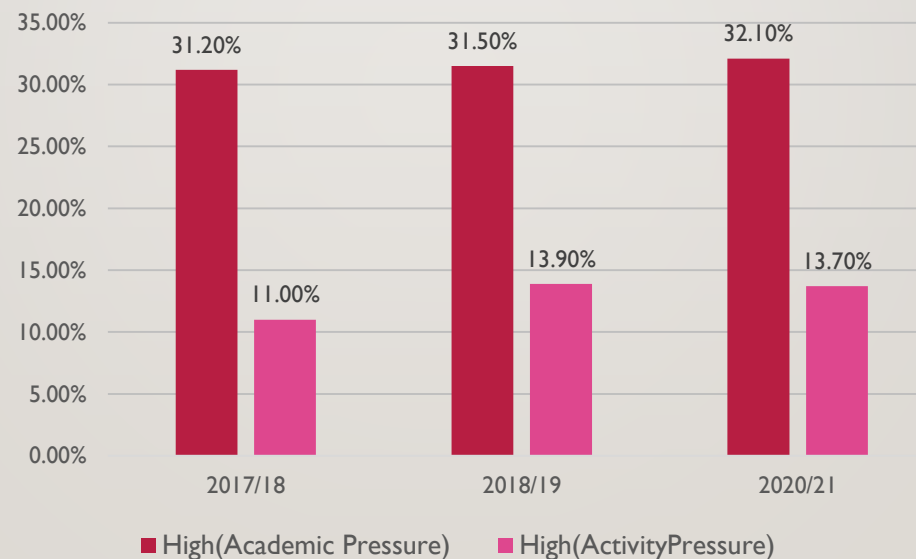
Increase in Academic Pressures especially notable for S2 & S3 in 2020/21 中二、中三的學業壓力增長尤為明顯

Studies Pressure by School Grade, 3 year comparison



Percentages Show that Academic Pressure is increasing slightly over the years 學業壓力百分比顯示近幾年壓力略微上升

Percentage of High Pressure
since 2017/18
壓力大的百分比(自2017/18年度)



FAMILY AND HAPPINESS

家庭與快樂

FAMILY HAPPINESS

家庭幸福感



Happy Family Definition 家庭幸福感計算方法

- Happy Family Score = average score of the following questions (scale from 1 to 5)
- 家庭幸福感指數 = 以下兩題分數的平均值
 1. Your mom has a good relationship with your dad
父母之間的關係非常融洽
 2. You have a warm, loving family
你有一個美滿家庭

家庭幸福感普及程度				
		Range	Freq.	%
Hapfam 家庭幸福感	Happy高	4 - 5	1681	65.2%
	Neutral中	>2 - <4	731	28.4%
	Unhappy低	1 - 2	166	6.4%

家庭幸福感隨學童年齡上升區別變小

Adj. R-square = 0.012, d.f.=2468	Happy Family 家庭幸福感
Age	-0.03***(0.005)
CONSTANT	2.95*** (0.066)

***significant at 1% level (standard error in brackets)

% of Happy Family against Children Age in 2020/21



% of Unhappy Family with Children Age in 2020/21

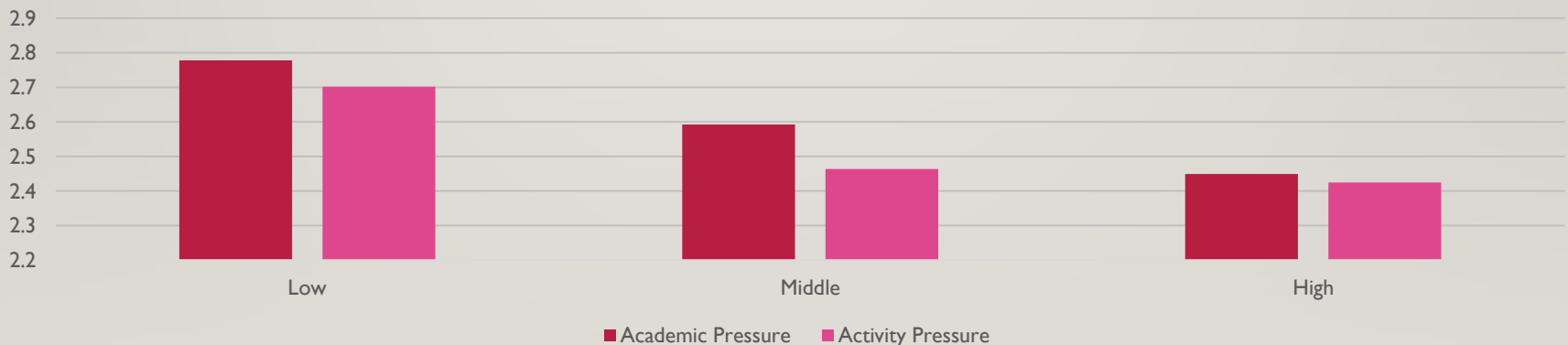


家庭幸福感隨學童壓力上升而下降 活動壓力破壞家庭幸福感更值得關注

Adj. R-square = 0.054, d.f.=2572	Happy Family 家庭幸福感
Academic Pressure 學業壓力	-0.118*** (0.018)
Activity Pressure 活動壓力	-0.118*** (0.017)
CONSTANT	3.024*** (0.038)

***significant at 1% level (standard error in brackets)

Family Happiness and Pressure
家庭幸福感與壓力



父母關係融洽與對子女意見的尊重最能促使快樂， 但有沒有兄弟姊妹與快樂無顯著關係

Adj. R-square = 0.337, d.f.=2537	HAPPINESS 快樂指數
EFFECTIVE_COMMUNICATION 有效溝通	0.293*** (0.040)
PARENT_RELATIONSHIP 父母關係	0.640*** (0.049)
PARENT_CARE 父母對成績的重視	0.181*** (0.040)
RESPECT_OPINION 父母對意見的尊重	0.351*** (0.055)
RESPECT_PRIVACY 父母對私隱的尊重	0.289*** (0.053)
SIBLING(S) 有兄弟姊妹	0.114 (0.092)
CONSTANT	0.121*** (0.247)

***significant at 1% level, (standard error in brackets)

Living Environment and Happiness

居住環境與快樂指數

55 居住環境寧靜及在家有時間做喜歡做的事情對學童快樂尤為重要

Adj. R-square = 0.302, d.f.=2556	HAPPINESS
LIVING_SPACE 居住空間	0.152*** (0.048)
ABSENCE_NOISE 居住環境寧靜	0.384*** (0.049)
OPEN_SPACE 居住附近的空曠地方	0.305*** (0.054)
ACCESS_TRANSPORT 居住附加的交通便利	0.241*** (0.051)
ENOUGH_LEISURE_TIME 有時間在家中做喜歡做的事情	0.612*** (0.044)
CONSTANT	-0.143*** (0.230)



School, family and Happiness 學校、家庭與快樂

學校生命教育 與 家庭生命教育
School-based LIFE Education and Family-based LIFE
Education

校園幸福感 與 家庭幸福感
School Happiness Index and Family Happiness Index



學校生命教育之計算方法

- School-based LIFE education = average of two highest scores

- 學校有透過以下活動，啟發同學易地而處、關愛他人、愛護生命
- 學校有透過以下活動，啟發同學了解和把握輕重緩急的道理
- 學校有透過以下活動，鼓勵奮發自強不怕困難
- 學校有透過以下活動，鼓勵同學尋找興趣發揮所長尋找生命的目標

1=很不同意 5 =很同意

課堂授課或討論	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
探訪或其他活動	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
歌唱	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
其他藝術或創作	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
角色扮演或話劇	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐

家庭生命教育之計算方法

Family-based LIFE education = average of scores on Q3i, Q9b, Q9c, and Q9d

家庭生命教育計算方法按下面4題

家庭生命教育是問題Q3i和Q9b至Q9d的平均數

3i. 你有一個美滿家庭

9b. 家人鼓勵你發揮潛能, 減少攀比

9c. 家人鼓勵你奮發自強不怕困難

9d. 家人鼓勵你尋找興趣, 發揮所長

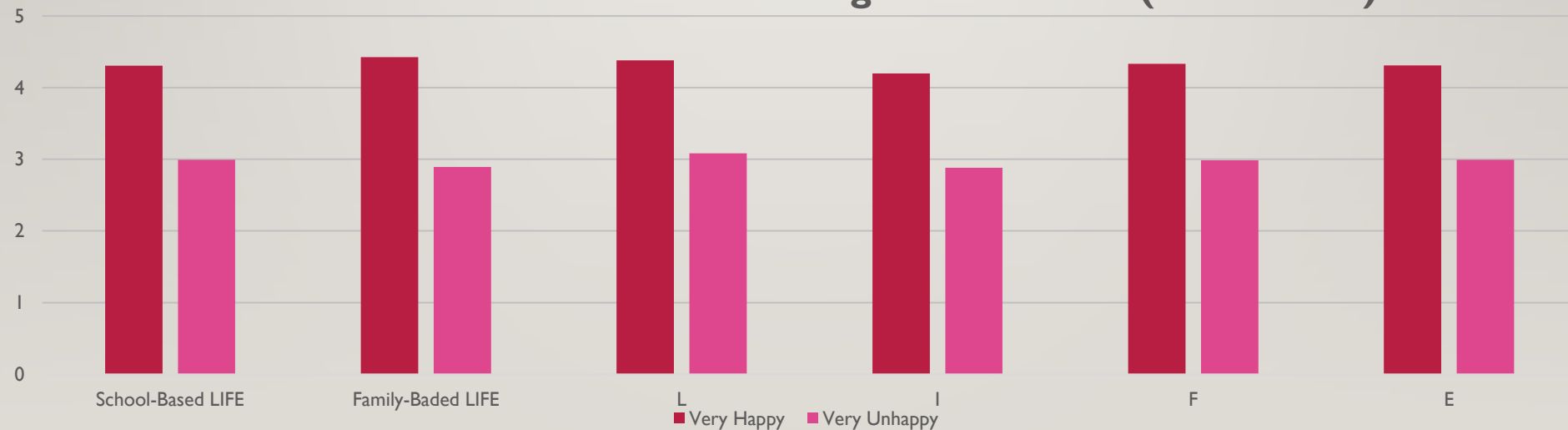


非常快樂學童的學校與家庭之生命教育指數 均較非常不快樂的為高

	School-Based LIFE	Family-Based LIFE	L-edu	I-edu	F-edu	E-edu
Very Happy	4.306	4.4247	4.3792	4.197	4.3321	4.3083
Very Unhappy	2.9922	2.8912	3.084	2.8828	2.9847	2.9924
t-statistics	t(1266)=18.512 ***	t(1314)=24.855 ***	t(1317)=18.177***	t(1273)=15.696** *	t(1317)=17.776* **	t(1313)=16.833** *

***significant(two-tailed) at 1% level

Life Education Indices and Average LIFE Scores (scale 1 to 5)



家庭生命教育比校內生命教育更高效

Adj. R-square = 0.453, d.f.=2443	HAPPINESS 快樂指數
LIFE_EDUCATION_SCHOOL	0.472*** (0.055)
LIFE_EDUCATION_FAMILY	0.958*** (0.065)
PARENT_RELATIONSHIP	0.364*** (0.048)
PARENT_CARE	0.015 (0.039)
FINANCIAL_WELL_OFF	0.167*** (0.046)
ACADEMIC_PRESSURE	-0.276*** (0.042)
ACTIVITY_PRESSURE	-0.191*** (0.045)
FEMALE	-0.006(0.018)
CONSTANT	0.677*** (0.309)

***significant at 1% level (standard error in brackets)

LIFE_EDUCATION_SCHOOL compiled by averaging the education indices on Love, Insight, Fortitude, and Engagement.

LIFE_EDUCATION_FAMILY :Life education index for home as perceived by student

Insight and Recommendations

洞悉及建議



家校合作

校園方面

- 快樂孩子的前題是一個快樂校園
- 提供快樂校園的有利條件：美好校園生活、好同學、好老師、有趣的課程
- 加強支援家長 (例如通過家教會)
- 加強生命教育

家庭方面

- 家庭教育的重要性
- 支援學校教學
- 進行身教 (留意家庭成員行為)
- 進行生命教育



加強教師培訓

- 加強教師生命教育的培訓
- 教師亦宜加強推動生命教育
- 推動行動教育（鼓勵同學尋找興趣發揮所長及生命目標）
成效最為顯著



加強生命教育的深廣度

- 除授課、研討及探訪等常見形式，更宜活用不同教學方法進行生命教育。包括：**唱歌、藝術/創作、話劇 / 角色扮演** 形式。
- 例如：關愛教育：可多利用**藝術 / 創作**形式

智慧及堅毅教育：可多利用**藝術 / 創作** 及 **話劇** 形式

行動教育：可多利用 **歌唱** 及 **話劇** 形式



但歌唱效益不應忽視

- The Neuroscience of Singing By Cassandra Sheppard on Sunday December 11th, 2016
- <https://www.psychologytoday.com/us/blog/the-athletes-way/201212/the-neuroscience-music-mindset-and-motivation>

愛：Secret Garden: Your Raise Me Up ; (譚詠麟) 朋友

智：Armstrong: What a wonderful world ; 許冠傑 快樂人

毅：Row your boat 變成 努力幹 ; Sia: Never Give Up

行：蔡國權: (徐小鳳) 順流逆流 ; Scorpion: Follow your heart; 黃霑: 問我



努力幹

(詞：何樂生)

努 努 努力幹

Row Row Row your boat

堅定地 堅定地 堅定地 堅定地

Merrily Merrily Merrily Merrily

自闖 光明路

Gently down the stream

永遠不放棄

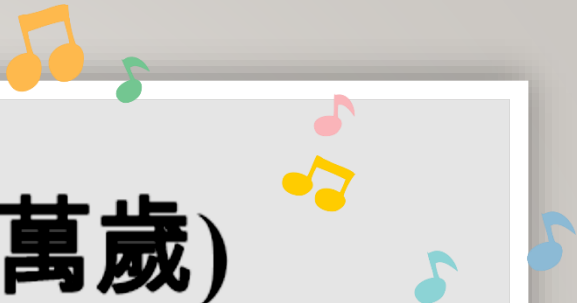
Life is but a dream

English lyrics:

Do Do Do you Best, Make your dream come true

Persevere, Persevere, Persevere, Persevere

Make your dream come true!



EQ三力 (調寄友誼萬歲)

EQ三力必須銘記 親情更要珍惜
自利利他憑自制力平衡力以及定力
今天辛勞奮力向前明天自得成果
康莊大道你我共闖彼此守望相助

「生命之歌」

(曲、詞：何樂生)

| 1 5 - | 4 3 - | 1 5 - |
我們 快樂 高歌
| 2 3 4 | 7 - 6 | 5 0 5 |
歌唱生命 之 歌 不
| 3 - 2 | 4 - 3 | 6 - 0 |
畏 暴 雨 狂 風
| 7 6 5 | 2 - 3 | 1 - 0 |
只知苦 盡 甘 來
| 2 3 2 | 4 - 3 | 4 - 0 |
生命是 一 幅畫
| 2 3 2 | 1 - 5 | (5) - 0 |
又是永恒 之 歌
| (5)(7) 2 | 4 - 3 | 1 - 1 |
本 身 就 是 光 明 我
| 5 - 4 | 3 - 1 | 5 - 0 |
們 快 樂 高 歌
| 2 3 4 | 5 - 4# | 5 - 0 |
磨練才會 堅 強
| 5 3 2 | 4 - 3 | 4 - |
我們快 樂 高 歌
| 4 3 2 | (6) - (7) | 1 - - |
歌唱生 命 之 歌

Song of Life

We sing in happiness.
We sing the Song of Life,
Fearless of rain and storm,
Remember spring is near.
Life is a painting.
Life is eternal song.
Li--fe itself is Light.
We sing in happiness.
Through trials we gain in
strength.
We sing in happiness.
We sing the Song of Life.



Videos, Films, Drama

- 五個孩子的校長
- 點五步
- 阿信的故事
- 殷兆基的故事 (Adrian Anatawan)
- Sound of Music
- Three Idiots "Today my respect for that idiot shot up. Most of us went to college just for a degree. No degree meant no plum job, no pretty wife, no credit card, no social status. But none of this mattered to him, he was in college for the joy of learning, he never cared if he was first or last. " (a quote from Indian movie)



FORTITUDE : 人的潛力不分國界

Human potential is universal and transcends nationalities

原來要放下的是那不存在的杯中水；
Put down the water that is not in the glass

要掌握的是那存在的杯中水，
Grasp the water that is in the glass

休管杯是半空或七成空。
Forget if the glass is half full or half empty

原來只要珍惜所有，
Work with what you have

生命給我們的潛力仍屬無限。
You can still achieve greatness

Four-finger Korean concert pianist

A Chinese Girl With No Fingers Plays Piano Beautifully

Romanian Girl With No Arms Sings & Plays Piano With Her Feet

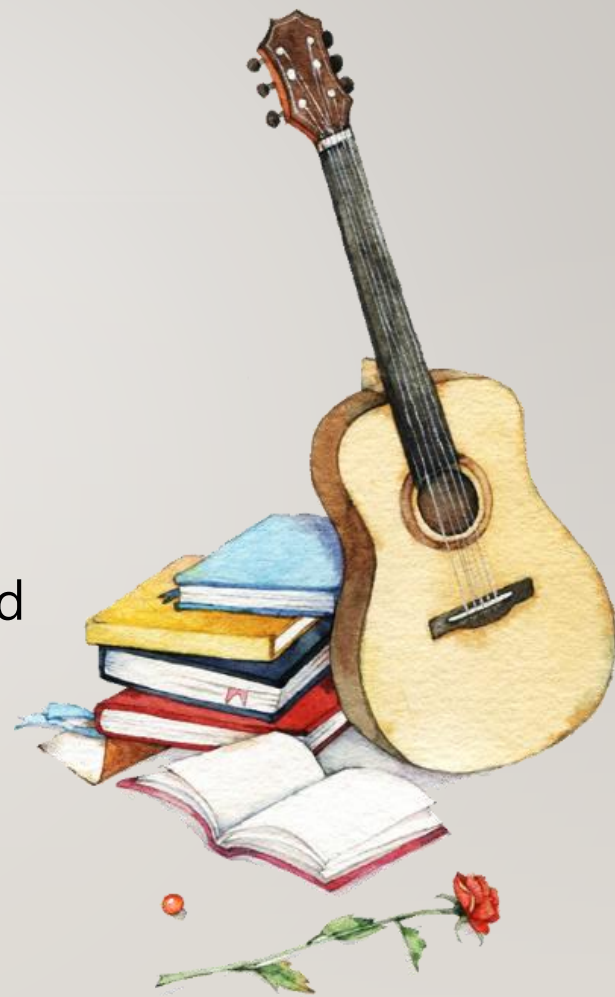


POEMS 詩歌誦讀或創作

永遠 Always and Ever So

(二零零二年五月十九日晨早五時於秘魯利馬)

永遠都要那麼從容不迫，
Always and ever so relaxed and composed
永遠都不要跟自己過不去。
Always and ever so not to torment yourself
永遠都要朝著那光明，
Always and ever so facing the bright side
永遠都不要墮入那泥淖。
Always and ever so not to fall into a pool of mud
永遠都要抱著信心，
Always and ever so confident
永遠都不要失去希望，
Always and ever so not to lose hope
永遠都要尋找真正的自己。
Always and ever so to discover your real self.



珍重 Zhen Zhong

If there are two words
I have to tell anyone,
They would be zhen zhong.
Zhen is to treasure Life like the
rarest treasure.
Zhong is to take Life like the
most important thing ever
known.

要是我只得兩個字
可告訴別人，
這兩個字必就是珍重。
珍就是視生命如世間奇珍異寶，
重就是視生命如重中之重。

Treasure Life,
For Life works wonders
Beyond the wildest imagination:
Art, music, drama, and the web!
The door will open up, to
whoever knocks!

珍惜生命，
因為生命奇妙能創奇蹟。
完全超乎一切想像：
藝術、音樂、戲劇、互聯網！
只要叩門，門即為你打開。



Take Life like the most
important thing ever known,
For that is really what we only
have.
Can we rely on anything
Other than Life itself
To achieve our dreams?

視生命如重中之重，
因為生命已是我們擁有的一切。
除了生命，
我們實在別無倚靠。
沒有生命，一切夢想只能是空想。

So zhen zhong my friend,
Bon voyage my friend.
Let the tears run,
The tears of loss, the tears of
love,
No more in vain.

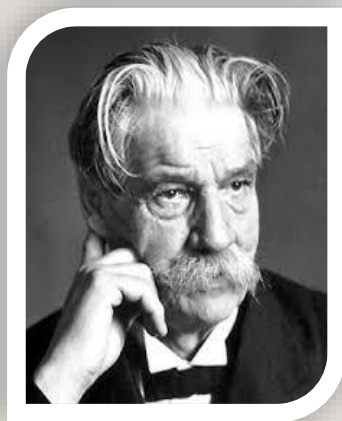
是故珍重朋友。
一路順風朋友！
眼淚就讓它流，
不管是愛之淚還是失之淚。
就是勿要讓它白流！



名人事蹟



- 田家炳博士



- 史懷哲



- Salman Khan of Khan Academy



- 陳薙校長

散文/詩歌

- 紙船——寄母親 冰心
- 少年筆耕 亞米契斯
- 習慣說 劉蓉
- 大學 禮記
- 禿的梧桐 蘇雪林
- 海龜 何樂生



Sea Turtles (August 16, 2002) 海龜

數以千計的小睛眼朝天仰望。
天上佈滿繁星、是一個恬靜的夜晚。
沒有一點風，
皎潔的明月照在地上。

微弱的波濤聲從遠處傳來。
這是小海龜此生第一次聽到的聲音。
是從大海洋送來的聲音
似近在咫尺的家等候的呼喚。

小海龜鼓起勇氣，
開始它們不可知不可料的生命之旅。
大力把泥土推向後面，身軀則投向前方。
跌跌撞撞全心全意只管衝前。

扒呀扒，衝呀衝。
忘掉了疲勞。
只記著家的呼喚。
它們奮力前進。

就讓浪拍打沙灘吧，
就讓鳥從空中飛來獵食吧。
再沒有時間多想，
當然也不去理會生存有多艱難。



**THANK
YOU**

