

Drug Free Campus · Healthy Life

Youth drug abuse problem has long been a deep concern of our society. According to government statistics, the number of young drug abusers aged under 21 has increased by 55% during the past 5 years, and around half of the young drug abusers were even below 15 in their first abuse. Experiences of frontline youth workers suggested that there is a gradual change in the popularity and nature of drug abuse from a hidden individual behavior to social activity, and it even infiltrated into schools. Indeed, there is a pressing need for the community to join hands to curb the spread of drug abuse.

The Hong Kong Federation of Youth Groups (HKFYG) always pays close attention to youth drug problem. Since the 90s, HKFYG has worked closely with government departments and various sectors in society for the provision of services and programmes targeting youth drug abusers. They aim at guiding youngsters to resist the temptation and stay away from drugs as well as helping those in need to quit drugs and get back on the right track.

However, drug problem is a complicated and ever-changing issue and there is no “once and for all” solution. Considering drug problems in campus in recent years, HKFYG worked with the Narcotics Division of the Security Bureau and the Education Bureau again to publish the “Not Now, Not Ever: A New Generation of Healthy School – Anti-drug Resource Kit”, aiming at providing concrete and practical guidelines to school management, school social workers and frontline teachers. It is to close the loopholes at the school level, create a drug free healthy school, and encourage teenagers to develop a positive lifestyle.

We would like to express our greatest gratitude to the Beat Drugs Fund and various government departments in providing useful resources and assistance in the completion of this Resource Kit. Also we would like to express our sincere thanks to all the organizations, groups, educators, social workers and parents etc. for their valuable comments and suggestions during its preparation. Last but not the least; we would like to cordially invite all of you to continue collaborating and working together to fight against youth drug abuse problem.

Dr. Rosanna Wong
Executive Director
Hong Kong Federation of Youth Groups

The growing youth drug problem is worrying and it attracts wide attention. Efforts have been made in the implementation of a variety of measures, policies and services to prevent, alleviate and eliminate the problem. This Anti-drug Resource Kit aims at providing systematic and practical information to schools for reference and application, in order to take appropriate action for timely prevention, intervention and management of the problem with respect to school policy, programme and activity, human resources organizational structure, work procedures etc.

The working group sincerely hopes that this Resource Kit can serve its concrete and practical function in assisting the anti-drug campaign. Therefore, it is emphasized that the design of the Resource Kit has to integrate the characteristics of youth development, and at the same time cater to the urgency of anti-drug education. We hope that schools can actively apply the Resource Kit in their teaching, school life and school operation. This is to allow students to grasp proper values, positive attitudes and solid life skills in a healthy and caring learning environment, to stay away from drugs and grow up in a supportive environment.

I would like to extend my sincere gratitude to the Hong Kong Federation of Youth Groups for their efforts and efficiency in the planning, design and production of the “Not Now, Not Ever: A New Generation of Healthy School – Anti-drug Resource Kit”. Thanks must go to Education Bureau for their assistance, support and comments throughout the project; various education groups, parents’ organizations, Hong Kong Council of Social Service, all the principals, teachers and school social workers for their valuable opinion during the consultation and discussion process; and all the members of the working group and colleagues from the Narcotics Division of the Security Bureau for their participation in the project. I sincerely hope that our collaboration and joint efforts would shed light on the future of anti-drug work.

Mrs. Justina Leung

Chairperson, Working Group on Resource Kit for the School Sector

Introduction

“To prevent is more effective than to treat”, school and family are close partners to help and educate students in dealing drug problems. An appropriate Healthy School Policy should include annual anti-drug year plan. Schools should deploy school-based anti-drug education as soon as possible to help students develop appropriate attitude towards life and stay away from drugs.

The government has included different anti-drug elements in both school curriculum and other learning activities in past years. Education Bureau established subject curriculum designs guidelines for schools to make reference; they covered different focus and areas of anti-drug education. Narcotics Division of the Security Bureau granted funds to non-government organizations to develop difference resource kits recent years, including those for kindergarten students and parents. All these policies show that the government support schools to start their anti-drug education as soon as possible.

The present volume mainly focuses on anti-drug education; we will introduce current subjects which already included anti-drug elements and different resource kits developed by non-government organizations. Finally, we will provide some advises on collaboration of staff, non-teaching staff and parents-school cooperation.

Essential points of this volume:

- School should starts anti-drug education as soon as possible
- School should develop their anti-drug education annually
- Staff in school should cooperate with school social workers to develop anti-drug education

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1. Developing a Healthy Lifestyle for Students: Say “No” to Drugs

1.1 Strategies for Anti-drug Education

Students, in their adolescence, spend most of their time at schools. Therefore, schools play an important role in looking after the healthy development of young people. In face of the growing number of students taking drugs, schools must strengthen their anti-drug education as an early preventive measure so that students can equip themselves to combat the proliferation of youth drug problem.

Schools should cooperate with the community and the parents to fully strengthen the anti-drug education. It aims to gradually change the attitude and opinions of community members and parents on anti-drug education, to reduce their concern for the labeling effect on students, and to provide students with more comprehensive support.

Given the fast-changing development of methods of drug administration and new drug types nowadays, teachers need to understand the most updated information on youth drug use for an effective implementation of anti-drug education; schools should also strengthen their anti-drug education provided to students and various stakeholders, including teaching staff, other staff at schools, parents and members of the community.

With regard to anti-drug education, apart from the provision of relevant courses and classroom teaching for students, schools have to provide students with more opportunities to participate in life-wide learning and other meaningful learning experiences. Such opportunities may include activities held by uniformed groups or designated educational activities, for example anti-drug seminars, “P.A.T.H.S. to Adulthood – A Jockey Club Youth Enhancement Scheme”, “Understanding Adolescent Project”, “Enhanced Smart Teen Project”, “Adolescent Health Programme” and “Junior Health Pioneer Workshop” etc. Students can then develop healthy living habits, positive outlook on life and values, and enhance life skills and techniques to resist temptations.

Tips:

In conclusion, in order to implement anti-drug education successfully, schools must have an understanding of the youth drug abuse situation and be well prepared for the preventive measures.

Tips:

Focus of School-based Anti-drug Education (Faggiano, et al, 2005)

- To enhance students' knowledge of the physical and psychological effects of drugs
- To assist students in establishing a negative attitude towards drugs
- To assist students in establishing self-esteem and self-awareness
- To handle the psychological factors that trigger high-risk students' drug taking behaviour
- To teach students drug refusal techniques and general social skills
- To encourage students to participate in other extra-curriculum activities, and to instill and nurture their self-control ability step by step

In Hong Kong, the current anti-drug education strategies for school-aged adolescent can be classified into three levels:

- **The First Level:** The targeted group is the general students. Schools can provide students with basic anti-drug education via the existing school curriculum and through educational programmes and activities hosted by non-governmental organizations. It aims to enhance students' ability to resist drugs and their knowledge about the harm of drugs.
- **The Second Level:** The targeted group is students with high-risk factors (including those who have experimented with drugs but not yet become addicted). Professionals in the community can provide them with in-depth knowledge, guidance and assistance.
- **The Third Level:** The targeted group is students who are addicted to drugs. Treatment and rehabilitation are provided through community support services. For instance, students can join the voluntary residential treatment programmes that assist them to quit drugs, get back on track, and continue to grow and learn in a safe environment.

School-based anti-drug education	Anti-drug Education outside school setting	Community Support		
<ul style="list-style-type: none"> - Existing school curriculum - Courses (including: "P.A.T.H.S. to Adulthood – A Jockey Club Youth Enhancement Scheme", "Understanding Adolescent Project", "Moving Onward with New Power" etc.) - Preventive education from the Counseling Centre for Psychotropic Substance Abusers (CCPSA) - Police School Liaison Officer 	<ul style="list-style-type: none"> - Police School Liaison Officer - Counseling Centre for Psychotropic Substance Abusers (CCPSA) - Outreach social workers - Services for night drifters - Caritas Lok Heep Club 	<ul style="list-style-type: none"> - Voluntary residential treatment and rehabilitation services - Substance Abuse Clinics - Counseling Centre for Psychotropic Substance Abusers (CCPSA) - Caritas Lok Heep Club 		
General students	→	High-risk students	→	Students with drug problems

Principles for the implementation of school-based anti-drug education are as follows (Meyer, Cahill, 2004):

- Schools should arrange suitable anti-drug education programmes / activities according to the latest annual update on drug situation
- To include anti-drug education in school curriculum
- To formulate educational indicators for effective implementation of preventive education programmes / activities
- To promote a safe, caring and drug-free learning environment
- To develop anti-drug policies in collaboration with other parties, including students, staff, parents, government and non-governmental organizations etc.
- To formulate corresponding education programmes / activities for students of different cultures and backgrounds
- Not to label students with drug taking behaviours, with considerations for the well-being of students
- To provide adequate support and resources to teachers for implementation of drug education programmes / activities
- To employ interactive teaching methods to help students develop all-rounded life

- skills, and to enhance students' anti-drug knowledge, skills, attitude and values
- To provide effective information and learning activities to enable students to understand the harm of drugs

1.2 Background Information on anti-drug education

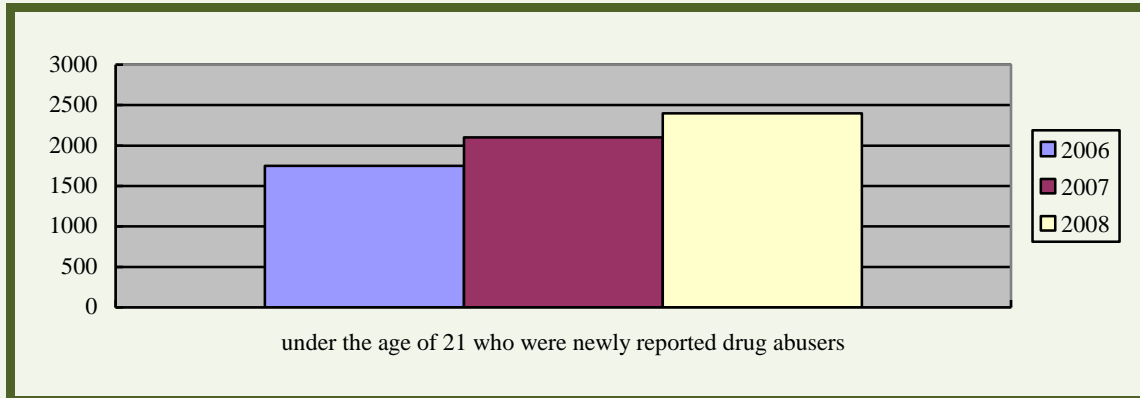
1.2.1. Local Youth Drug Abuse Scenario

To effectively address the drug problem in schools, principals, discipline and Counseling staff, teachers and school social workers must first understand the local youth drug abuse scenario before setting the anti-drug educational policy which conforms to the school-specific circumstances. In this case, schools would be able to set appropriate teaching and Counseling strategies, and work towards building a healthy and happy campus with students.

According to the "World Drug Report 2008" published by the United Nations Office on Drugs and Crime, there were approximately 166,000,000 people around the world taking drugs in the year 2006 to 2007. This accounted for 3.9% of the total world population. Amphetamine-type stimulants are a new global threat, and ketamine is the most commonly abused drugs among young people. This indicated that there is a gradual shift from heroin and other opiate drugs to psychotropic substances worldwide.

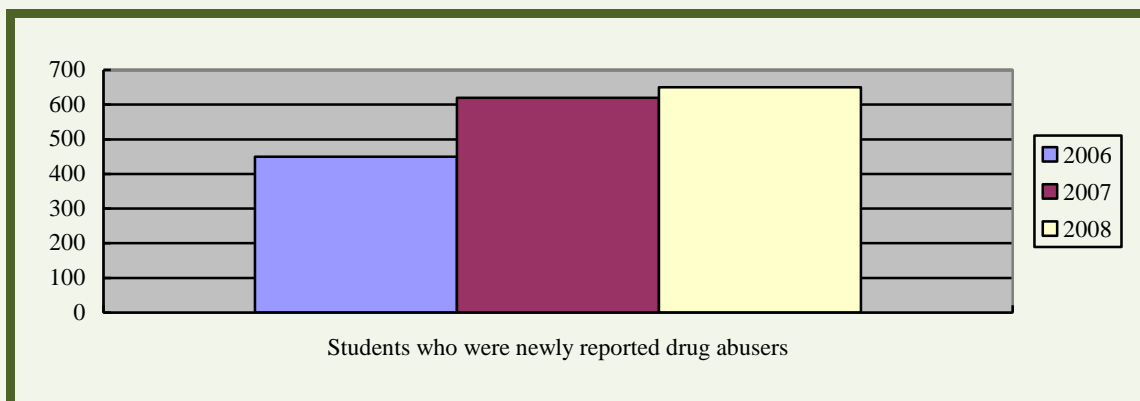
In Hong Kong, opiates drugs used to be the most commonly abused drug. However, its popularity was declining over the past decade. Over the past 10 years, the reported number of opiate drug abusers has decreased drastically by about 50%, while the number of people taking psychotropic substances has increased substantially. This indicated that the Hong Kong scenario is comparable with the rest of the world. Psychotropic substances have become a new threat to Hong Kong.

Between 2006 and 2008, the number of young people under the age of 21 who were newly reported drug abusers had increased by 30% within the three-year time frame. This situation is very worrying. (See chart below)



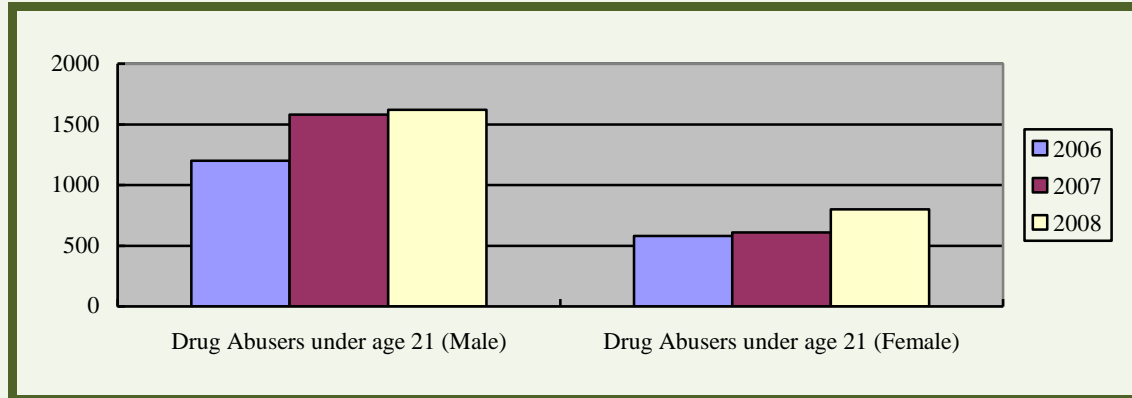
Source: Narcotics Division of the Security Bureau, Central Registry of Drug Abuse (CRDA). Visit date: December 31, 2009

Students who were newly reported drug abusers had increased by 46% from 454 persons in 2006 to 663 persons in 2008. (See chart below)



Source: Narcotics Division of the Security Bureau, CRDA. Visit date: December 31, 2009

Among the drug abusers under the age of twenty one, the number of male and female drug abusers had increased from 1,220 and 553 people in 2006 to 1,628 and 773 people in 2008 respectively. The number of male drug abusers had increased by 33%, while the number of female drug abusers had increased by 40%. (See chart below)



Source: Narcotics Division of the Security Bureau, CRDA. Visit date: December 31, 2009

Decrease in Age of Drug Abusers

In 2008, more than 80% (81.6%) of the newly reported drug abusers were aged 20 or below, in which those under 16 years old took up approximately 38%. This shows that more and more young people are tempted to abuse drugs.

The average age of first-time drug abusers had decreased from 16 years old in 2006 to 15 years old in 2008. This indicated an increasing proportion of young drug abusers and a trend of experimenting drugs at younger age. This is a situation that cannot be taken lightly.

Change in Type of Drugs

With regard to drug categories, according to 2008 figures from the Central Registry of Drug Abuse, Narcotics Division of the Security Bureau, 85.5% of the newly reported drug abusers aged under 21 abused ketamine. Methylenedioxymethamphetamine (ecstasy) came second which constitutes about 14.7%, and the third is methamphetamine (ice) that accounts for about 14.2%. Hence, ketamine is the most popular substance among drug abusers aged 21 or below¹.

¹ The same reported drug abuser can report more than one category of drug use.

Locality of Abusing Drugs

For the location of drug use, 42.1% of the reported drug abusers aged under 21 in 2008 would take drugs at home / friends' home and other locations, followed by those who would only take drugs at home / friends' home which constitutes about 25.6%. Play areas / parks / public toilets came third, accounting for 13.3%. It is noteworthy that there were 46 reported cases of drug taking at school in spite of the fact that it represented only 1.4% of the overall figure. In 2006 and 2007, the number of reported cases was 24 and 58 respectively. There were already 47 cases at the first half of 2009. This indicated that young people under the age of 21 taking drugs in schools has become an increasing problem.

The Central Registry of Drug Abuse of the Narcotics Division of the Security Bureau regularly updates its data. Teachers and school social workers may visit the "CRDA and Drug Statistics" section in the Narcotics Division of the Security Bureau website at http://www.nd.gov.hk/tc/statistics_list.htm for the latest drug-related information. General public may download relevant statistical tables, charts and files from the website. Information on the following areas is available:

- Age
- Sex
- Common type of drugs abuse
- Reason for current drug use
- Age of first abuse
- District of residence
- Major ethnic group
- Marital Status
- Education attainment
- Activity status
- Whether previously convicted
- Place of abusing drugs
- Locality of abusing drugs

Hidden Nature of Drug Abuse

It is worth noting that the popular drugs in recent years play a role in the heightened hidden drug problem. Using ketamine abusers as an example, the following factors contributed to the difficulty in detecting youth drug abuse:

- Ease of abuse
- Ease of storage
- No obvious signs of addiction
- May not show obvious early signs of physical damage

1.2.2 Risk Factors and Protective Factors for Local Drug Abuse Cases

Drug abuse is becoming increasingly popular, and drug abusers are becoming younger. Even with the ever-changing drug types, the five life domains associated with the underlying reasons for students' drug taking are identified, namely individual, peer, family, school and society. If these aspects are not handled properly, they will become the risk factors for student drug use. Conversely, they may also be the protective factors to prevent students from drug abuse.

In fact, these five domains are interrelated, and can support students to fully develop a healthy and positive outlook on life if handled properly. Schools should pay positive attention to these aspects for students' development which can serve as an effective protection network for students.

Individual Factors

Risk Factors	Protective Factors
<ul style="list-style-type: none"> ● Inability to deal with pressure <ul style="list-style-type: none"> - Taking drugs to escape from problems 	<ul style="list-style-type: none"> ● Ability to overcome adversity <ul style="list-style-type: none"> - Ability to use different measures to handle life problems and stress
<ul style="list-style-type: none"> ● Lack of self-esteem <ul style="list-style-type: none"> - Taking drugs as an indication that they have grown up or have gained independence - Taking drugs as a proof of courage - Taking drugs to gain the attention of others 	<ul style="list-style-type: none"> ● Affirming self-values <ul style="list-style-type: none"> - Full understanding of the merits or demerits of oneself, recognition of personal achievements
<ul style="list-style-type: none"> ● Lack of purpose in life <ul style="list-style-type: none"> - Poor academic performance, no interest in learning - Low self-esteem, no self-confidence to be successful - Lack of all-round development of body and mind, resulting in too much spare time and hence taking drugs to relieve boredom 	<ul style="list-style-type: none"> ● Clear life goals <ul style="list-style-type: none"> - Having all-round development of body and mind; actively participating in various healthy activities where personal interests and room for development could be found - High self-esteem

Risk Factors	Protective Factors
<ul style="list-style-type: none"> ● Underestimating drugs, over-estimating self <ul style="list-style-type: none"> - As part of the initial withdrawal reaction is not obvious, young people could take this lightly 	<ul style="list-style-type: none"> ● Clearly understand the harm of drugs <ul style="list-style-type: none"> - Aware that drugs can cause irreparable physical and psychological damage
<ul style="list-style-type: none"> ● Pursuit of short-term stimulation and pleasure <ul style="list-style-type: none"> - Students indulged in the temporary stimulation, such as loss of balance, falling at high speed or out-of-body experience induced by drugs - Students indulged in the transient pleasure induced by drugs, believing that it could help alleviate their unhappiness, stress and pain 	<ul style="list-style-type: none"> ● Strengthen the sense of personal accomplishment <ul style="list-style-type: none"> - Develop one's talents in different fields and areas through participation in different groups or activities to obtain a sense of success and pleasure

Peer Factors

Risk Factors	Protective Factors
<ul style="list-style-type: none"> ● Negative peer influence <ul style="list-style-type: none"> - Under the influence of peer subculture, drug abuse becomes a "gang" symbol - Ease of obtaining drugs from friends 	<ul style="list-style-type: none"> ● Positive peer influence <ul style="list-style-type: none"> - Friends possess good and positive values - Create a friendly and supportive atmosphere with mutual assistance among friends

Family Factors

Risk Factors	Protective Factors
<ul style="list-style-type: none"> ● Parents fail to effectively monitor and discipline their children <ul style="list-style-type: none"> - Both parents need to work, leaving children home alone without parental care - Parents have unrealistic expectations on their children that leave children feeling frustrated - Parents lack family management skills - Have not instilled proper moral values in children, such as taking wrong attitude towards drugs - Parents have drug history, criminal history, or anti-social personality 	<ul style="list-style-type: none"> ● Parents effectively monitor their children's livelihood and activities² <ul style="list-style-type: none"> - Parents pay attention to the details of their children's daily life and provide guidance for them - Parents have realistic expectations on their children, helping them understand their own strengths and weaknesses - Parents instil correct moral values in their children, such as Say "No" to Drugs
<ul style="list-style-type: none"> ● Poor parent-child relationship <ul style="list-style-type: none"> - Parental apathy, lack of care and support to children - Lack of communication between parents and children, causing damage to their relationship 	<ul style="list-style-type: none"> ● Good parent-child relationship <ul style="list-style-type: none"> - Parents care for their children's needs, and make responses as appropriate - Good communication between parent and children
<ul style="list-style-type: none"> ● Unstable family structure <ul style="list-style-type: none"> - Young people have poor relationship with other family members, such as siblings - Parents suffering from mental disorders or poor health, such as being depressed or irritable - Family disintegration, parental divorce or change into single-parent family 	<ul style="list-style-type: none"> ● Stable family structure <ul style="list-style-type: none"> - Family members have strong and positive bonding - A clear family code of conduct is observed

² Research indicates that parenting can be classified into Behavioral Control (parents impose rules, regulations and restrictions on children) and Psychological Control (parents attempt to use constraints on verbal expression, negation of feelings, personal attacks, guilt induction, withdrawal of love and unpredictable emotional presentation to control their children's activities). The former has a positive impact on adolescent's adaptability, whilst the latter would impede the normal psychological development of adolescent. (Shek, 2007). Readers who are interested in the details of behavioural control parenting style can refer to the Botvin Lifeskills Training Parent Program (website: <http://www.lifeskillstraining.com>)

School Factors

Risk Factors	Protective Factors
<ul style="list-style-type: none"> ● Lack of a sense of accomplishment in studies 	<ul style="list-style-type: none"> ● Actively develop students' potential in various areas such as sports, literature and art etc for students to develop a sense of accomplishment
<ul style="list-style-type: none"> ● Lack of care <ul style="list-style-type: none"> - Teachers are busy with their work and have not paid close attention to students' development in other areas - Schools only focus on academic achievement, students with poor academic performance lack love and care 	<ul style="list-style-type: none"> ● A school of love and care <ul style="list-style-type: none"> - Establishment of a healthy and caring school environment to help students in need - Provision of a variety of extra-curricular activities such as ball games and uniformed groups to nurture students in a diversity of interests
<ul style="list-style-type: none"> ● Lack of support <ul style="list-style-type: none"> - Schools have not arranged appropriate anti-drug education and "life skills training" programmes for students - Teachers lack support and in-depth knowledge about drugs, and in turn the alertness for an early identification of students in need 	<ul style="list-style-type: none"> ● Full support <ul style="list-style-type: none"> - Provision of a comprehensive drug education programme, including topics like techniques to overcome adversity, sense of responsibility, life planning and drug refusal techniques etc - Provision of adequate support and Counseling to students in need - Enhance the teacher's knowledge of drugs and heighten their alertness to provide timely support to students in need

Community Factors

Risk Factors	Protective Factors
<ul style="list-style-type: none">● Degenerated community environment<ul style="list-style-type: none">- Ease of obtaining drugs from the community- Poor social values, drug abuse has become a popular culture- Lack of cross-border anti-crime measures, young people go to Mainland to abuse drugs for leisure	<ul style="list-style-type: none">● Healthy community environment<ul style="list-style-type: none">- Police and schools cooperate to combat drug sources in the community- Positive social values, promoting a healthy life- Low crime rate, limited drug market size- Good cross-border anti-crime system

Students take drugs for different reasons. Teachers / class teachers / discipline and guidance teachers / school social workers etc should try to understand the students' situation with respect to the five aforementioned life domains, particularly students' family background (such as living environment, parents' work status and community support to the family etc.), learning situation, classmates and peers etc. in order to provide students with effective anti-drug education programmes / activities.

Tips:

School should understand the students' background to formulate strategies to strengthen the "protective factors" while reducing the "risk factors".

In fact, one should not rely solely on schools and teachers to provide appropriate education that effectively addresses the students' risk factors. On the whole, the local anti-drug strategies have to cater for the needs at all levels that correspond to the risk factors of each life domain by employing a multi-faceted approach through the cooperation of various parties. The following list enumerates the feasible measures for individual risk factors at societal level for reference:

Extract from "Tackling Adolescent Substance Abuse in Hong Kong: Where we should and should not go"

Social-ecological System for Young People	Risk Factors	Potentially Feasible Strategies
Individual	<ul style="list-style-type: none"> ● Curiosity ● Lack of psychosocial skills and problem solving techniques (being overprotected) ● Have not realize learning potentials ● "Hidden" youth who are unwilling to receive any services ● Disappointment, emptiness, lack of meaning in life 	<ul style="list-style-type: none"> ● Systematic anti-drug education ● Systematic education in positive and holistic development ● To create successful experience for high-risk youth ● To guide youth to participate in services
Peer, Interpersonal relationships	<ul style="list-style-type: none"> ● Negative peer influence ● No siblings at home, have not developed good psychosocial skills 	<ul style="list-style-type: none"> ● Systematic education in positive and holistic development
Schools	<ul style="list-style-type: none"> ● Poor school results ● Unfavourable extra-curriculum activities 	<ul style="list-style-type: none"> ● To create successful experience for students with unsatisfactory academic results ● Meaningful extra-curriculum activities

Social-ecological System for Young People	Risk Factors	Potentially Feasible Strategies
Family	<ul style="list-style-type: none"> ● Cross-border working parents, parental marriage collapse, family estrangement ● Cross-border marriage (May-December marriage) ● Lack of parental care (materially or psychologically) ● Lax parenting (only emphasizing academic results whilst ignoring the development of good values) 	<ul style="list-style-type: none"> ● Parenting education ● Fine tuning the population policy, strengthening family education ● Mentorship programme, surrogate parents ● Systematic parenting education (for example family skills training) ● Compulsory parenting education for divorced persons ● Strengthening family competence
Society	<ul style="list-style-type: none"> ● Culture of indulgence or addiction (pathological gambling, drug taking, internet addiction) ● Increase of the poverty population ● Pessimistic for upward social mobility ● Postmodern culture ● Ease of obtaining drugs (amount of penalty is absorbed in retail cost of drugs, cross-border drug taking) ● Extreme emphasis on academic achievement, resulting in frustration and mood disorders among the youth 	<ul style="list-style-type: none"> ● Systematic anti-drug education, positive holistic education ● Compulsory parenting education for CSSA recipients ● Targeted positive development plan for youth, change the subcultures ● Create anti-postmodern culture ● Sentence enhancement and strengthening law enforcement ● Community education for holistic development, enhance the promotion for the new culture of holistic development

1.3 Establishment of Drug-free Campus: The Role and Duties of Frontline Staff

1.3.1 Principal

The principal, as the head of school, leads all teachers to formulate the school development plan and administrative direction. The principal should take into consideration the overall administrative and development direction of the school when setting out the school-based anti-drug education strategy. The key points are set out below:

- The principal should actively participate in the formulation of anti-drug education, leading teachers and school staff at all levels to engage in the same
- Encourage school discipline and counseling staff, teachers and school social workers to actively participate in the relevant anti-drug education training; coordinate and arrange time for staff to participate in training sessions
- Incorporate anti-drug strategy in the preparation of annual school development plans so that teachers are aware of the anti-drug strategy and related arrangement adopted by the school. Please refer to Appendix 1: An example of annual plan for the anti-drug activities that may be organized by school
- Evaluate the progress and effectiveness of anti-drug education strategy, and perform assessment and follow-up at the end of school year
- Actively exchange and share experiences with other schools in the district
- Encourage other school staff (particularly janitors) to check their responsible area and look out for unusual incidents relating to the students, and make timely report to the school

1.3.2 Discipline and Counseling Staff

After the school has formulated its administrative direction, school staff at all levels should try their best to cooperate for its implementation, among which the discipline and counseling staff play an important role. Apart from handling drug incidents at school, the discipline and counseling staff have to assist the school in promoting anti-drug education. The key points of the discipline and counseling staff's work are as follows:

- Discipline and counseling staff should actively participate in the anti-drug education training programmes to understand the updated situation of student drug problem, symptoms and reaction after using different drugs, and share the relevant information and knowledge gained with other teachers through staff

training activities at school so that all teachers and staff can identify high-risk students and prevent students to take drugs

- Cooperate with groups in school or outside school to organize all kinds of counseling activities for students to have a balanced physical and psychological development
- Cooperate with the local counseling centers for psychotropic substance abusers, non-governmental organizations commissioned by the Narcotics Division of the Security Bureau (providing anti-drug education to upper primary students), or the Police School Liaison Officers to organize regular anti-drug activities and seminars for students to know about anti-drug information and the harm of drugs
- Strengthen the connection with Police School Liaison Officers and shopping malls near the school etc. in order to identify the local drug black spots for the school and the Police to formulate effective preventive measures at an early date
- In order to protect other students from the harm of drugs at school, all information about source of drugs must be handed over to the Police School Liaison Officers. If the source of drugs is found to be related to other students in school, for example students trafficking drugs at school etc., discipline and Counseling staff should inform the Police School Liaison Officer for assistance immediately
- At the service planning stage, the guidance team, disciplinary board and school social workers should discuss in advance the division of labour in case management. All parties should formulate together the confidentiality procedures, referral services, documentation, sharing of information, progress reporting and procedural details of conjoint case management

1.3.3 Class and Subject Teachers

Class and subject teachers are in the forefront of education that most frequently come into contact with students, and they are also the pioneers of anti-drug education. Given their ability in early identification of high-risk students and intervention, they can guide the high-risk students to get back on track effectively with the assistance and collaboration of other professionals. The main points of class and subject teachers' duties are as follows:

- Proactively bring out the harmful effects of drugs on health when delivering anti-drug education to students for students to understand clearly the importance of developing a healthy lifestyle
- Teachers at all levels should actively participate in the anti-drug education training programmes to understand the updated situation of student drug problem, symptoms and reaction after using different drugs, and share the relevant information and knowledge gained with other teachers through staff training

activities at school so that all teachers and staff can identify high-risk students and prevent students to take drugs

- Strengthen academic Counseling for students and provide them with more love and care in daily life so that students can feel the teachers care for them and learn to love themselves
- May request assistance from other supporting staff in school if necessary, such as the guidance team, disciplinary board and school social workers etc.; to understand and care for students' family background and daily life to improve the relationship between class and subject teachers and the students; to serve as companion of students and gain their trust for an effective implementation of anti-drug education
- Encourage students to actively participate in trainings provided by various uniformed groups at school to bring the positive peer influence into play
- Heighten the sensitivity to students' behaviour and responses after using drugs in order to identify students who take drugs
- Encourage students to have diversified development of their potential, and enhance students' sense of achievement

1.3.4 School Social Workers

Apart from providing regular professional counseling services to students, school social workers also assist in the promotion of anti-drug education in accordance with the administrative directions of the school. The main points of school social workers' duties are set out below:

- As the bridge among the students, school, family and community resources, the school social workers should maintain contact with different external organizations, and identify the high-risk students in school at an early date and provide them with counseling service
- School social workers should actively participate in the anti-drug education training programmes to understand the updated situation of student drug problem, symptoms and reaction after using different drugs, share the relevant information and knowledge gained with other teachers, and provide timely counseling services to students in need
- Get familiar with all resources available in the local community including government resources and community resources, and to provide appropriate assistance and referral service for students in need
- Assist the school in the implementation of various counseling groups, such as "Stress and Emotional Management", "Problem Solving Ability", "Temptation Resistance Skills", "Career Planning" and other training activities to enable students to set their goals in life at an early date and to stay away from bad habits

- Provide follow-up for class resumption / rehabilitation services for students who have previously taken drugs and their families
- At the service planning stage, the guidance team, disciplinary board and school social workers should discuss in advance the division of labour in case management. All parties should formulate together the confidentiality procedures, referral services, documentation, sharing of information, progress reporting and procedural details of conjoint case management

1.3.5 Other School Staff

Although other school staffs have lesser contacts with students, they are more familiar with the internal operational matters and external affairs than the teachers. Therefore, they should also take the mission. The key points of other school staff's work are as follows:

- Actively participate in anti-drug educational training programmes to understand the updated situation of student drug problem and relevant materials. The principal / discipline and counseling staff should be notified immediately once drug-related items are found
- Try to keep the original appearance of the location where the suspected items are found for Police School Liaison Officers to visit the school and pursue the matter

Tips:

Joint efforts are essential for a drug-free school environment instead of placing the responsibility solely on individual teacher or school social worker

1.4 Strengthening Anti-drug Education through School Education

Drug education aims to enhance students' anti-drug knowledge, life skills and foster positive values and attitudes to strengthen their critical thinking, personal and social skills (e.g. resilience, emotional management, communication skills etc.). These knowledge and skills not only assist students to identify right and wrong and stay away from drugs, but also guide them to adopt a positive attitude to make decisions and take actions appropriately in the face of various personal and social problems.

Primary and secondary schools in Hong Kong have always been committed to promoting holistic development of students, not only through classroom learning for the enhancement of students' knowledge of drugs but also through organizing various kinds of life-wide learning activities to help students develop positive values and healthy lifestyles. The following recommendations for strengthening anti-drug education aim to provide direction, specific practical strategy and mode of implementation for schools to carry out anti-drug education programmes in accordance with the actual situation.

1.4.1 Major Elements in the Implementation of Anti-drug Education

1. Classroom and extra-curricular learning activities are complementary to one another. Classroom learning furnishes students with knowledge and skills, and cultivates proper attitude; whilst extra-curricular learning provide an opportunity for students to apply their knowledge and skills as well as a chance of self-reflection. Therefore, both kinds of learning are equally important.
2. Implementation strategy for anti-drug education should cover a set of balanced learning elements, including:
 - (a) Anti-drug knowledge to enable students to understand the harm of drug abuse;
 - (b) Techniques to resist temptations from bad peers and drug refusal skills; and
 - (c) Cultivate students' positive values and attitude to face a variety of challenges throughout the developmental process.All of the above are the main elements of anti-drug education in school. (See 1.4.2 for recommendations)
3. As primary and secondary schools in Hong Kong have different historical traditions (such as the experience in the implementation of the current curriculum, religious background etc.) and educational philosophies, the Education Bureau has provided different recommendations on the mode of implementation for anti-drug programmes to schools. This is to ensure that the schools can allow sufficient contact hours to deliver to students the core learning

elements listed in Section 1.4.2 with reference to the actual situation.

4. Not only can these core learning elements help students understand the harm of psychotropic substances, they also cultivate the positive values and attitude of students while improving their life skills and in turn students would know how to refuse psychotropic substances. These core learning elements can also assist students to resist various temptations in society to avoid contracting undesirable habits.
5. To provide comprehensive and diversified anti-drug education, schools should make full use of learning opportunities provided within the school curriculum, with consideration of their own situation and needs. Through the participation in school support services projects organized by the government or voluntary organizations (e.g. “P.A.T.H.S.to Adulthood – A Jockey Club Youth Enhancement Scheme”, “Understanding Adolescent Project”, “Adolescent Health Programme” etc.), schools can flexibly adopt relevant topics in the programmes to further strengthen their anti-drug education.

1.4.2 Core Learning Elements

A. Content Requirement

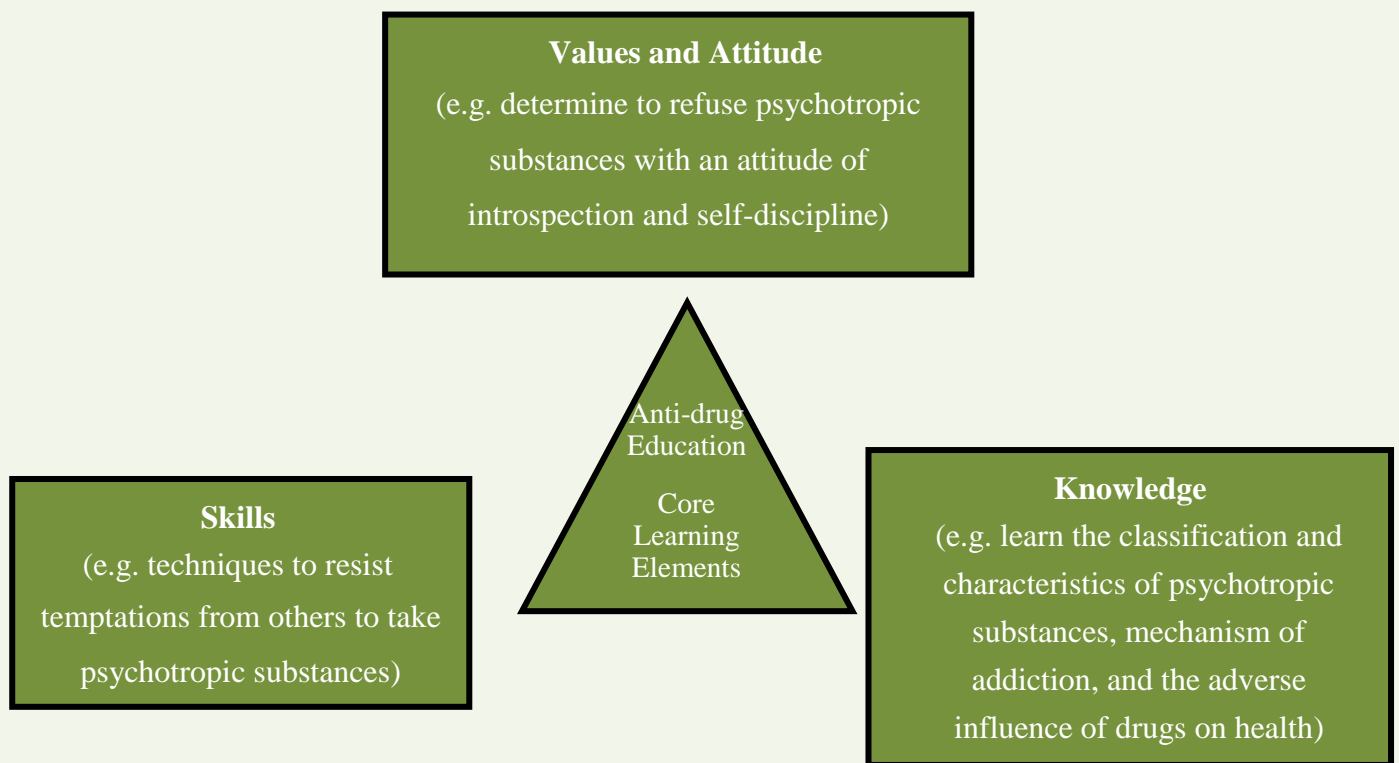
1. The core learning elements of anti-drug education should include targeted knowledge (e.g. characteristics of psychotropic substances, mechanism of addiction) as well as related skills and the cultivation of values and attitude.
2. The following core learning elements should be included in the anti-drug education and the cultivation of a healthy lifestyle:
 - (i) Knowledge
 - Learn the classification and characteristics of psychotropic substances, mechanism of addiction, and the adverse influence of drugs on health
 - Analyze the main reasons for the use of psychotropic substances among youth
 - Understand the harms of psychotropic substances on individual, family, interpersonal relationship, economy, study etc.
 - Identify the prevailing fallacies and myths about psychotropic substances in the society
 - Recognize the anti-drug resources and services provided by the government and non-governmental organizations
 - (ii) Skills
 - Techniques to resist temptations from others to take psychotropic substances
 - Identify and stay away from environment where psychotropic substances are available

- Capable of independent thinking, able to discern the unhealthy practices of the mass media and popular culture
- Adopt a proactive approach to manage stress and low mood
- Admonish the peers to stay away from psychotropic substances

(iii) Values and attitude

- Determine to refuse psychotropic substances with an attitude of introspection and self-discipline (self-management and self-reflection)
- Treasure life, take good care of oneself (self-management)
- Adopt a positive attitude in the face of stress and setback (perseverance)
- Take the initiative in caring for family and peers, avoid contracting the bad habits of psychotropic substances taking (love and care)
- Uphold positive values to analyze problems even in situations where values come into conflict (facing dilemma)
- Understand the impact of drug addiction on family, society and the well-being of the world (responsibility)

“Values and Attitude”, “Knowledge” and “Skills” interlock with one another to form a complete system:



Note: The programme guidelines for individual learning areas set out the way of implementation where “Knowledge”, “Skills” and “Values and Attitude” interlock with each other. Schools may refer to the guidelines for delivering the recommended core learning elements.

Tips:

Many young people are aware of the harmfulness of drugs, yet unable to resist peer pressure and together with a lack of positive values and attitudes, they end up taking drugs. Therefore, the instillation of right attitude and life skills in students is an integral part of anti-drug education.

Tips:

Some young people mistakenly believe that ketamine-type substances are not addictive and are harmless to health. There are many drug abuse cases with serious consequences in the medical field that may be used as teaching materials to explain to the students the true nature of drugs. Both the Education Bureau and the Narcotics Division of the Security Bureau websites provide relevant information.

In the long term a diversified drug preventive programme is beneficial to educate young people to stay away from drugs and to reduce the harms caused by drugs. The report³ published by the National Institute of Drug Abuse in the United State (National Institute on Drug Abuse, 2003) has listed a range of intervention plans (or programmes) with proven effectiveness for reference in the implementation of school-based anti-drug education.

The commonly used elements in the model programme are as follows:

- Improvement in self-esteem and self-image
- Wise decision making
- Dealing with stress
- Communication skills
- Social skills
- Resisting peer pressure
- Knowledge of substance abuse

³ Preventing Drug Abuse Use Among Children and Adolescents: A Research-based Guide for Parents, Educators, and Community Leaders. (2nd Edition) (2003)

B. Recommended Contact Hours

1. It is recommended that schools should continuously employ different modes of implementation every year so that students can systematically gain basic knowledge about anti-drug education, develop related life skills and cultivate positive values and attitude. To ensure the effectiveness of anti-drug education, schools may provide students of all levels at least 10-15 hours of anti-drug education on average.
2. Students in the second and third learning stage are more vulnerable to temptation, thus schools need to allocate more contact time to these students for anti-drug education. The recommended anti-drug education contact hours for each learning stage are listed below:
 - Stage 1 (Primary 1 to Primary 3): An average of at least 10 hours per annum for each level
 - Stage 2 (Primary 4 to Primary 6): An average of at least 15 hours per annum for each level
 - Stage 3 (Form 1 to Form 3): An average of at least 15 hours per annum for each level
 - Stage 4 (Form 4 to Form 6 / 7): An average of at least 10 hours per annum for each level
3. The anti-drug education contact hours shall include the learning time within class timetable (e.g. learning areas / subjects, moral and civic education, class period etc.) and learning time outside class timetable (e.g. weekly assembly, life-wide learning activities etc.). However, schools should adjust the number of anti-drug education contact hours for each level according to the school-specific circumstances, learning needs of students and other factors.
4. Schools may draw up concrete learning plan for individual levels in the light of the recommendations presented in Section 1.4.4 “Mode of Implementation”.

Tips:

Teachers may emphasize to students that it is difficult to quit drugs once addicted. In many cases, the drug abusers have to make repeated efforts in order to abstain from drugs.

Tips:

Research indicates that life skills education needs to be implemented on a continuous basis in order for a heightened effect. A one-off education project may not be able to consolidate learning and achievements.

1.4.3 The Roles of Various Stakeholders

1. Principals – To set the goal for anti-drug education that is agreed by the whole school with consideration to the situation and mission statement of the school; and to allocate class time and human resources to promote anti-drug education definitely.
2. Coordinators – To examine the contents of classroom learning for each subject if adequate core learning elements of anti-drug education are included and actively incorporated into various learning activities.
3. Teachers – To incorporate anti-drug education core learning elements where knowledge, skills, and attitude are of equal importance in the compilation of learning contents and the design of learning activities. Teachers should also have more sharing of their implementation experience and learning among themselves.
4. Parents – To care for their children’s growth and physical conditions, and actively support and cooperate with schools in the learning activities for anti-drug education.
5. School social workers – To provide assistance to schools and teachers in accord with the situation, mission statement and curriculum contents of the school, and include appropriate learning elements of anti-drug education in classroom learning and other learning activities.

1.4.4 Mode of Implementation

Mode	Purpose / Features	Feasible Measures	Examples / Appendices
<p>(I) Implementation of school curriculum (including different learning areas / General Studies and Moral and Civic Education) as the mainstream mode for anti-drug education</p>	<ul style="list-style-type: none"> Integrate the anti-drug related knowledge, life skills and values to strengthen the students' personal and social skills and to assist them in resisting temptations of drugs 	<ul style="list-style-type: none"> Extract subject knowledge related to anti-drug education (e.g. classification of drugs and adverse effect) and use it as classroom teaching material Use of life stories and examples of teaching activities designed by the moral and civic education team as teaching materials for regular classroom or other teaching activities Strengthen the student's anti-drug awareness as well as personal and social skills through weekly assembly, class period, seminar, extra-curriculum activity, social services and other learning experiences Supplemented with other resources and activities e.g. camp, mentorship, personal development training as preventive measures Flexibly select certain topics from other programmes (e.g. P.A.T.H.S. to Adulthood – A Jockey Club Youth 	<ul style="list-style-type: none"> Please refer to Appendices II to V for the implementation of school curriculum as the mainstream mode for anti-drug education in lower primary, upper primary, lower form and upper form respectively Please refer to Appendix 6 for the examples of learning areas / subjects and moral and civic education etc. that are related to anti-drug education in primary and secondary school curriculum

Mode	Purpose / Features	Feasible Measures	Examples / Appendices
		<p>Enhancement Scheme (PATHS), Understanding Adolescent Project (UAP), Adolescent Health Programme (AHP) etc.) as necessary to strengthen the school-based anti-drug education</p>	
<p>(II) Implementation of programme designed by other organizations e.g P.A.T.H.S. to Adulthood – A Jockey Club Youth Enhancement Scheme (PATHS), Understanding Adolescent Project (UAP), Adolescent Health Programme (AHP) etc. as the mainstream mode for anti-drug education</p>	<ul style="list-style-type: none"> • Target at particular groups • Focus on the development of student’s personal and social skills (e.g. resilience, emotion management, communication competence etc.) 	<ul style="list-style-type: none"> • Full implementation of core programme designed by other organizations, during specific class sessions • Integrate the independent life education course with Moral and Civic Education course if necessary, complemented with learning areas / subject learning and teaching for anti-drug education implementation 	<ul style="list-style-type: none"> • Please refer to Appendices 7 & 8 for the delivery mode of anti-drug education through programmes designed by other organizations
<p>(III) Implementation of teaching plan developed by schools that cover the contents of anti-drug education with the use of different modes</p>	<ul style="list-style-type: none"> • Flexible • Suit the school situation and students’ needs 	<ul style="list-style-type: none"> • Design core values / skill learning programmes that meet the contact hour requirements and cover personal and social skills according to the school features and students’ characteristics • Regularly review the plan and related programmes, and make appropriate adjustments 	<ul style="list-style-type: none"> • Please refer to information provided by individual school sponsoring bodies for details

Mode	Purpose / Features	Feasible Measures	Examples / Appendices
		<ul style="list-style-type: none"> • Tie in with relevant learning areas / subject learning and teaching in the school curriculum • Supplemented with life stories and examples of teaching activities designed by the moral and civic education team to improve the anti-drug education implemented by school 	

1.4.5 Tips on the Implementation of Anti-drug Education

Classroom learning:

- Teachers should clearly deliver knowledge related to the topic
- Teachers should provide students with adequate opportunities to express and exchange their personal views
- Students should have the opportunity to reflect on related issues
- During the discussion, teachers may provide practical suggestions to students and guide them to develop proactive and positive behaviour and attitude
- Continuous learning activities: for example, conduct learning activities for multi-perspective thinking training for students to enhance their critical thinking skills

Learning outside the classroom:

- Teachers may carefully observe and proactively care for students' performance and behaviour through regular contacts with students
- Teachers should encourage students to take the initiative to share with peers the problems encountered in life and to think about solution together
- Teachers may also encourage students to participate in social activities to deliver positive messages to people of different social classes

1.4.6 Support

In order to assist schools in the implementation of anti-drug education, the Education Bureau has provided a series of diversified learning and teaching resources to schools. Schools can make use of the educated materials prepared by other Government Departments and non-government organizations to further enhance the students' learning experience. Please refer to Appendix 9 for "Anti-drug Related Life Events" provided by the Education Bureau.

For information about other designated personal development programmes / projects that promote anti-drug education, e.g. UAP of Education Bureau (primary), Department of Health's AHP and the Jockey Club's PATHS projects, please refer to paragraph 1.5.

For teaching kit on anti-drug topics, please refer to the anti-drug teaching materials in this Resource Kit (see Appendix 9: Anti-drug Teaching Materials) or teaching kits designed by other groups. You can also refer to the anti-drug resources website of the Narcotics Division of the Security Bureau:

http://www.nd.gov.hk/tc/resources_teachers.htm

1.5 Promotion of Anti-drug Education via Designated Personal Development Programmes / Projects

The Education Bureau, the Social Welfare Department, the Narcotics Division of the Security Bureau and various other government departments have launched a variety of programs to assist teachers to enhance the students' "Life Skills Training" to improve their life skills and resilience strengths, and hence, reducing the chances of students taking drugs. These programmes include UAP of Education Bureau (primary), Department of Health's AHP and the Jockey Club's PATHS projects. These activities can be conducted in a classroom environment or outside school. These activities assist students to develop positive and healthy attitudes on life and enhance their resilience strengths.

In addition, the guidance and discipline section of the Education Bureau's "Enhanced Smart Teen Project" enable students to learn to assume responsibilities and establish positive goals in life through trainings conducted by the disciplined services.

1.5.1 Understanding Adolescent Project (Primary)

The Understanding Adolescent Project (Primary) is a set of comprehensive personal development programme implemented by the Education Bureau with an aim to improve the resilience strengths of primary school students in face of the rapid social changes, and challenges in life.

There are two courses under the Understanding Adolescent Project: Universal Programme (UP) and Intensive Programme (IP).

Universal Programme (UP)

The "Universal Programme" is a development support programme based on a set of resilience principles. The targeted group is primary 4 to 6 students. The class teachers, subject teachers or the counseling teachers are responsible for the delivery of the programme to students. In this way, the teacher-student bond can be strengthened, and teachers can gain an understanding to the students' needs. Through classroom activities, students can learn about knowledge, skills and attitude on "resilience strength" from their teachers, and put what they learnt into everyday practice.

Intensive Programme (IP)

Three major elements of “resilience strengths” of students (efficacy, belongingness and optimism) can be improved: through a series of group, adventure and family activities. All of these activities aim to assist students to meet challenges of difficulties. The programme is implemented by professional social workers. You can also purchase the programme from other organizations.

Understanding Adolescent Project (Primary) is a support programme that enhances the resilience strength of primary students. The school needs to promote a resilience culture and provide a supportive environment in the campus, so that the benefits derived by the students from the plan can be extended and reinforced.

For details, visit the following website:

<http://www.edb.gov.hk/index.aspx?langno=2&nodeid=1989>

1.5.2 P.A.T.H.S. to Adulthood – Jockey Club Youth Enhancement Scheme

In order to promote the holistic development of young people, the Hong Kong Jockey Club Charities Trust had donated HK\$400 million in 2004, to establish the “PATHS” Scheme jointly with the research team formed by the renowned scholars from 5 universities of Hong Kong, the Social Welfare Department and the Education Bureau. The scheme was fully supported by the community, and that its effect also found positive in numerous assessments, the Hong Kong Jockey Club Charities Trust had decided to extend the funding beyond the 2008/09 school year until the end of the 2011/12 school year, so that the participating schools can reinforce their teaching experience derived from the scheme. Schools were encouraged to include the first tier training activities in their lower form school curriculum to assist young people to grow healthily.

“PATHS” - Jockey Club Youth Enhancement Scheme aims to cultivate the all-round abilities of young people and recognize their strength through a series of training. This scheme also aims to strengthen the bond between young people and other people, and to establish healthy belief and clear standards for young people. All of these aims have the effect of advancing the young people’s holistic development.

This programme is designed for Form 1 to Form 3 students, and is suitable as teaching material during class, form teacher assemblies or after school sessions. Topics include “Abuse of Psychotropic Substances and Smoking”, “Issues on Adolescent Mental Health”, “Issues on Love Relationships”, and “Materialism”.

The Scheme can be independently or jointly led by social workers or teachers, so that different school policies and curriculums can be fitted. The teaching materials of the Scheme also contain recommendations for Form 3 students.

For details, visit the following website:

“PATHS”: <http://www.paths.hk>

Education Bureau: <http://www.edb.gov.hk>

Social Welfare Department: <http://www.swd.gov.hk>

1.5.3 Adolescent Health Programme – Basic Life Skill Training Programme

Young people face different challenges from the changes of the physical and psychological self-beings, as well as the changes of social environment. If they encounter problems in coping with these changes, this would directly affect their mental/ emotional health and interpersonal development. As a result, these young people would develop unhealthy lifestyle and participate in harmful behaviors, such as smoking, alcohol consumption, psychotropic substances taking, sexual promiscuity, self-destruction and suicide.

To enable young people to obtain positive guidance and comprehensive training, the Student Health Services of the Department of Health created the “Adolescent Health Programme” in 2001. Doctors, nurses, nutritionists, social workers, clinical psychologists and other professionals had conducted activities that promote physical and mental health on an outreach approach. These activities could equip the young people with right attitude and skills, so that they can meet the challenges of growing up, and enjoy a healthy and happy life.

The “Moving Forward with New Power” course under the “Adolescent Health Programme” is a continuing set of basic life skill training sessions that runs for 3 years. This programme is designed for Form 1 to Form 3 students. This course aims to increase the self-understanding and self-acceptance of young people. From this course, students learn to handle their own emotions and stress, and how to have better relationships with other people. This course also enhances the students’ problem-solving skills. Besides, focus discussion forums are held for Form 1 to Form 7 students, their parents and teachers. The purpose of arranging these forums is to reinforce their awareness on the healthy growth of the body and mind and the development of social health aspects of young people. Teachers and parents attending the discussion forum can cooperate with the Scheme and provide assistance and training for young people of this generation.

The scheme also offer a variety of seminars which are suitable for the “Parent-Teacher Associations”, such as “Discussion Forum: Young People Taking Psychotropic Substances”, “Preventing Young People from taking Psychotropic Substances - It all Starts from the Family”, “Managing Emotional Stress”, etc.

For details the following website: <http://www.ahpshs.gov.hk>

Schools can participate in AHP as a single unit. Teachers can contact 2717 2502 during March to April each year for inquiries and registration.

1.5.4 Enhanced Smart Teen Project

Over the past few years, the Guidance and Discipline Section of the Education Bureau had joined forces with the Disciplined Services to promote the “Enhance Smart Teen Project”. Form 2 to Form 3 students can join discipline and group trainings to enhance their self-discipline, self-confidence, team spirit and resilience strengths.

Form 2 and Form 3 students are provided with learning opportunities outside the campus. To conform to the new academic structure, the Education Bureau has reserved a number of quotas to certain Form 4 students for the 2009/10 school year.

In addition, the Education Bureau will provide a range of professional trainings for the teachers responsible for the project, particularly for those participated in discipline and counseling work, in order to assist them to effectively implement the diversified programmes at school for students.

For details the following website: <http://www.ahpshs.gov.hk>

<http://www.edb.gov.hk/index.aspx?langno=2&nodeID=926>

1.5.5 Other Growth Plans

Organizations host various kinds of development programmes for young people with different objectives. Schools can consider their situations and needs (e.g. the scale of the activities, the availability of resources, the opinions of parents and the time scheduled, etc.), before enrolling in schemes like, “Whole Person Development Institute – ICAN School Scheme” and “Life Education Activity Programme”. (Refer to Appendix 12: Personal Development Courses Organized by other Organizations). These programmes may not be free.

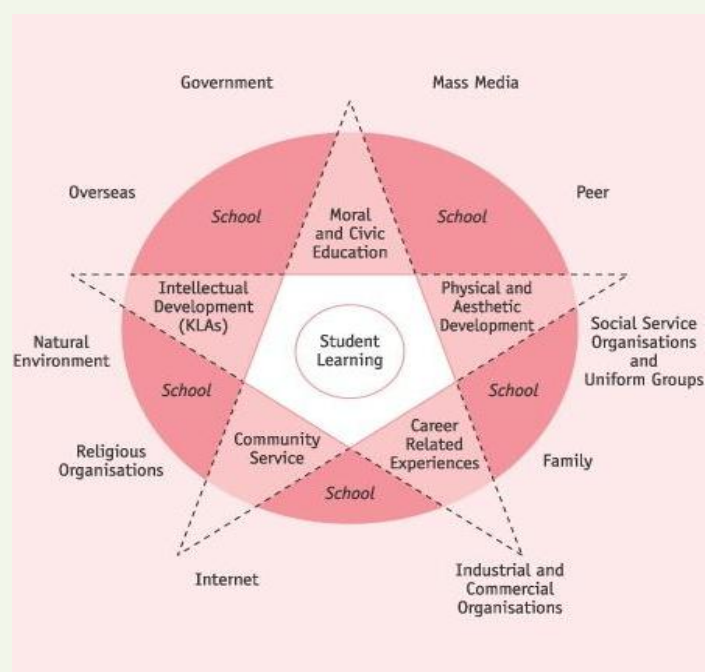
1.6 Promotion of Anti-drug Education via Life-wide Learning / Other Learning Experiences

1.6.1 Life-wide Learning

Life-wide learning refers to student learning in real contexts and authentic settings. Such experiential learning enables students to achieve certain learning goals that are more difficult to attain through classroom learning alone. For instance, the development of problem solving skills in daily life, and certain positive attitudes towards the improvement of society and mankind in general requires contact with a lot of different people and a variety of environments and situations. The experiential learning acquired through life-wide learning helps students to achieve the aims of whole-person development and enables them to develop the life-long learning capabilities that are needed in our ever-changing society.

Extracted from the CDC Basic Education Curriculum Guide, “Life-wide learning - personal experience, rich in learning”, please visit the Education Bureau website to download the latest version of the Guide: <http://www.edb.gov.hk>

When the school is designing its life-wide learning programme, it is important to identify the learning goals, objectives and key points for all learning areas or cross-learning areas. With the assistance from extra-curriculum activities, students can learn in a better way.



1.6.2 Other Learning Experiences

“Other Learning Experiences” (OLE) are a key feature of the New Senior Secondary Curriculum. Schools will offer opportunities for their students alongside their core and elective subjects (including Applied Learning courses). At least fifteen percent of the lesson time of students will include learning experiences in moral and civic education, aesthetic development, physical development, community service and career-related experiences. Its objective is to allow students to experience different life events, and obtain wide-ranged and balanced learning experience, so that they can develop diversified potentials. These experiences can foster the self-confidence, motivation and positive values of the students, through the recognition of their participation and achievements. Given that the nature of “Other Learning Experiences” is different from that of the general subjects, students can reflect and enjoy the learning process without stress. This has a positive impact on classroom learning, and this also helps students to enhance their academic performance.

Schools can combine the school-based development plans and learning activities to avoid duplication of contents. The plans and the activities complement one another and focused on quality rather than quantity. Schools must take into account the needs of all students, and carry out the “Other Learning Experiences” during school hours or within the school calendar, to ensure that students from different cultural and economic background can equally participate.

1.7 Promotion of Anti-drug Education by Other Agencies / Projects

You can download and read information about other preventive strategies such as the mentorship programme and the “Peer to Peer Strategies in Drug Abuse Prevention” from the Internet. Information can be obtained from the Network Mentoring Network website http://mentoring.org.hk/e/default_home.asp; “Using Peer to Peer Strategies for Drug Abuse Prevention” and “Internet using the Internet for Drug Abuse Prevention”⁴

In addition, the Narcotic Divisions of the Security Bureau has encouraged the community to implement anti-drug measures through the “Beat Drugs Fund”. The Beat Drug Fund sponsors all kinds of anti-drug activities, such as preventive education, promotional activities and researches programmes. Teachers can apply the Fund for any anti-drug education activities.

For the most recent information about anti-drug education activities and services, please visit the website of the Narcotics Division of the Security Bureau:

<http://www.nd.gov.hk/tc/beat.htm>

⁴ The English article “Internet using the Internet for Drug Abuse Prevention” can be downloaded from http://www.unodc.org/pdf/youthnet/action/message/handbook_internet_english.pdf

1.8 Reviewing and Planning for the Continuing Professional Development for Teachers and Other Staff

From time to time, the Education Bureau would organize anti-drug education activities to school staff of different levels. In addition, the Narcotics Division of the Security Bureau would commission different institutions / universities to provide anti-drug education and training to school staff:

1. Half-day Training Courses for School Teachers

Targets: class teachers, subject teachers

Objectives:

- To assist teachers to understand the Healthy School Policy that includes the anti-drug contents
- To enhance the teaching skills of teachers on anti-drug education and enhance the skills and abilities of teachers to identify students who are highly exposed to drugs
- To strengthen teachers' understanding on the referral mechanism

2. A Two-day Advanced Teacher Training Courses

Targets: discipline and counseling teachers and the school management

Objectives:

- To deepen the teachers' awareness in the Healthy School Policy that includes the anti-drug contents, and their knowledge on youth drug abuse issues
- To assist teachers to master the skills and ability to identify students who are highly exposed to drugs; to train them as trainers of other teachers
- To equip teachers with relevant knowledge and skills for establishing a system and network to refer and support students who are suspected to be taking drugs
- To train the discipline teachers on implementing anti-drug strategies and programmes at school
- To inform teachers about community resources that manage youth drug abuse issues

In addition, the following institutions offer training programmes for teachers of all levels:

1. Counseling Centre for Psychotropic Substance Abusers

- Provide "professional training" courses to youth workers in Hong Kong , including teachers working in primary schools, secondary schools and tertiary institutions, medical staff, social workers and youth hostel staff. This institution provides anti-drug trainings and seminars that operate in coordination with their work arena. Please contact your local Counseling Centers for Psychotropic Substance Abusers for inquiries.

2. Community Drug Advisory Council

- Provide half-day training programmes to primary and secondary school students, teachers, and parents, post-secondary students, social workers and medical staff. The training courses or workshops not only focus on the delivery of knowledge; they also attach importance to the cultivation of attitudes and the development of skills. For details of the training course, please contact the council on 2521 2880; Website: <http://www.cdac.org.hk>

1.9 Strengthening Cooperation and Collaboration with Parents

Parents are the students' initial educators, and they are also partners of the school. The cooperation of schools, communities and parents enable students to obtain the best development in their physical and mental health.

Schools can make use of the following methods to strengthen the family-school cooperation in anti-drug related education:

- Schools can explain to the parents about their direction of development and school policies through the Parent-Teacher Associations
- Schools can provide health information regularly to remind parents to pay attention to their children's health condition; they can also invite related persons to provide seminars concerning the children's health and the ways to identify drug addiction behaviour in the children
- Schools can allow parents to give advices in relation to the development of children's health
- Schools can remind parents to set a good example for students, and to foster a caring and healthy family environment
- Schools can encourage parents to participate in school activities such as sports day, swimming gala, school open day, community open days, so that parents can have more opportunities to participate in school activities and select extracurricular activities with the students
- If there were students taking drugs within the district, schools should notify the parents and provide preventive tips via newsletters. Parents should pay more attention to their children's situation and behaviour. Parents should care for their children, to reduce the chances of students resorting to drug abuse.
- Schools can provide anti-drug education to parents, so that parents can identify whether the students are taking drugs at an earlier stage. Please refer to "Not Now Not Ever – Drug-free Parenting Education Resource Kit – Parents' Anti-drug Resources".⁵ published by the Narcotics Division of the Security Bureau⁵
- Schools can provide parents with regular educational activities to enhance their communication skills and knowledge with their children

⁵ The information can be downloaded from <http://www.nd.gov.hk>

Appendix 1: An Example of Annual School Plan

The example below explains how schools can organize different activities on anti-drug topics in a school year. Schools can select activities with reference to their unique environment, background and student characteristics when designing their annual plan.

1. Annual School Plan (Primary School)

Given the recent news outbreak of students taking drugs, Headmaster Cheung believed that there is a decreasing age trend of young people taking drugs. Hence, Headmaster Cheung has decided to set “healthy life” as the theme for the new annual plan when conducting discussions with teachers of all year levels. Anti-drug contents would also be included in the annual theme.

Month	Project	Contents	Holidays
September	Orientation day	Introduce the school, class teachers to the parents and to inform them about the discipline codes that governs activities that violated the school rules	Mid Autumn Festival
	Activity week	Introduce a variety of small group activities	
October	First semester tests		National Day
	Primary 5 & 6 parents' day	Understand the students' condition at school and at home. Arrange for advancement to secondary school	Chung Yeung Festival
	Healthy live	“Resist temptations”	
November	School picnic	Invite all parents to participate	
	Primary 1 parents' day	Understand whether the students can adapt to the new school environment, and to understand the students' condition at home and their extra-curriculum activities.	
	Healthy live	Anti-drug exhibitions, seminars, laws and regulations (by Police School Liaison Officer)	
	Primary 2 and 4 parents' day	Understand the students' condition at school and at home.	
	Photo taking day		
December	School anniversary and open day	Hand out anti-drug kits & pamphlets for parents (Narcotics Division of the Security Bureau), hold exhibitions, seminars (cooperation with the local Police School Liaison Officer, counseling centres for psychotropic substance abusers, different local	Christmas and New Year Holidays

Month	Project	Contents	Holidays
	Family and school celebration day First semester exam First semester ends	youth centres and other community resources) During Christmas, school can strengthen its communication with the parents under a relaxed environment, so that parents can get to know the students' life at school. Teachers can understand the students' condition at home and their extra-curriculum activities.	
January	Second semester starts mid-term prize awarding ceremony Sports day Parents' day	Invite parents to attend the students' prize awarding ceremony. To invite parents to give encouragement to students and to fill out message cards Invite parents to participate in the sports day. This is an enjoyable day for teachers, students and Parents Hand out report cards. Understand the situations of students at school, at home, and outside school	Lunar New Year Holidays
February	Staff development day Healthy live Primary 1 and 2 parents' day	"Healthy live – Friendship" Understand the students' situation at school and at home and their learning progress	
March	Healthy life Second semester test	"Time management"	
April	Healthy life	"Sports and health"	Chung Yeung Festival Easter
May	Parents' sports day	Invite Parent-Teacher Association to host activities for the school	
June	International day against drug abuse and illicit trafficking Second semester exam Post-exam activities Community resources week	Invite the local counseling centres for psychotropic substance abusers to host exhibits and seminars at school Invite different local community centres to host promotional activities at school; Invite parents to attend School to enrol for students, and participate in the activities	Labor Day Tuen Ng Festival

Month	Project	Contents	Holidays
	Parents' day	Hand out report cards. Understand the situations of students at school, at home, and outside school	
	Summer holidays	Visit the Hong Kong Jockey Club Drug InfoCentre and the Hong Kong Correctional Service Museum; Other outdoor activities; group activities	
	Staff development day	Invite local community centres to explain to Teachers the most recent youth drug taking situation	
July	Orientation week for new students	Small group activities for new students (including primary 1 students and new students of other year levels); adapting to the school environment	Hong Kong Special Administrative Region Establishment Day
	Teachers' conference		
	New semester conference		

If the parents or guardians were not able to attend parents' day, the class teacher / discipline teacher can select some families for home visits. School social workers can accompany the teachers to visit students with complex family background. It is hoped that this measure can assist schools to maintain some contacts with the parents, and know whether the students can be categorized as the high-risk (potential) drug takers at an earlier stage.

2. Sudden Events of the Year (Primary School)

Headmaster Cheung noticed that the youngest student who takes drugs is 8 years old. Therefore, after consulting with the teachers of all year levels, the school has decided to include the anti-drug contents in subjects other than moral education and General Studies, so that students can learn about the dangers of drugs at an earlier stage, and establish a positive view and attitude. After the discussions, all subject leaders believed that the following elements can be included in the anti-drug education programme.

General Studies:

- Ways for students in difficulties to seek help
- Correct methods to handle and use drugs (use of ETV-Primary 2 general studies, “Secrets of Longevity Village” as teaching material)
- Ways to refuse cigarettes, alcohol and drugs (use of ETV-Primary 5 General Studies, “The Harmful Effect of Alcohol” as teaching material)
- Ways to manage stress and frustration
- Ways to face unfamiliar environment and challenges

Music:

- Compose some short song pieces or short tongue twitters which are easy to sing or chant

Moral Education:

- The meaning of life (consider the use of ETV-Special programs “The Meaning of Life” for students to learn about responsibility, cherishing and respecting life, care and positive attitude to life from the Wenchuan Earthquake Incident)

Religious Studies:

- To teach students about the meaning of life, so that they know about the harmful effects of drug abuse

3. Annual School Plan (Secondary School)

Given the recent news outbreak of students taking drugs, Headmaster Cheung has decided to set “healthy life” as the theme for the new annual plan when conducting discussions with teachers of all year levels. Anti-drug contents would also be included in the annual theme. (Below is an example for reference. Schools can set their own activities)

Month	Project	Contents	Holidays
September	Orientation day	Introduce the school, class teachers to the parents and to inform them about the discipline codes that governs activities that violated the school rules	Mid Autumn Festival
	Activity week	Introduce a variety of small group activities	
October	Healthy live	Causes of pressure	National Day
	Swimming gala		Chung Yeung
	First semester tests		Festival
November	Healthy live	Time management	
	School picnic	Invite lower form parents to attend (junior form)	
	Form 1 parents’ day	Understand whether the students can adapt to the new school environment, and understand the students’ condition at home and their extra-curriculum activities. (Anti-drug Kits for Parents)	
December	Healthy live	Anti-drug exhibitions, seminars, laws and regulations (Police School Liaison Officer)	Christmas and New Year
	Form 2 and 4 parents’ day	Understand the students’ condition at school and at home for follow-ups (Anti-drug Kits for Parents)	Holidays
	Photo taking day		
	School anniversary and open day	Hand out anti-drug Kits for parents, pamphlets (Narcotics Division of the Security Bureau), exhibitions, seminars (cooperation with the local Police School Liaison Officer, counseling centres for psychotropic substance abusers, different local youth centres and other community resources)	
	Family and school celebration day	During Christmas, school can strengthen its communication ties with the parents under a relaxed environment, so that parents can get to know the students’	

Month	Project	Contents	Holidays
		life at school. Teachers can understand the students' condition at home and their extra-curriculum activities.	
January	First semester exam starts First semester exam ends		Lunar New Year
February	Second semester starts Mid-term prize awarding ceremony Sports day Parents' day	Invite parents to attend the students' prize awarding ceremony. Invite parents to participate in the sports day. This is an enjoyable day for teachers, students and parents Hand out report cards. Understand the situations of students at school, at home, and outside school	
March	Staff development day Healthy live Forms 1 and 3 parents' day	Friendship Understand the students' condition at school and at home for follow-ups (Hand out Anti-drug Kits for Parents to Form 3 parents)	
April	Healthy life Second semester test	Money management	Chung Yeung Festival Easter
May	Forms 5 and 6 parents' day	Understand the students' condition at school and at home for follow-ups	Labor Day Tuen Ng Festival
June	Second semester exam Post-exam activities International day against drug abuse and illicit trafficking Family and school activity day Community resources week	Invite Parent-Teacher Association to host activities for the school Invite different local community centres to host promotional activities at school; invite parents to attend	

Month	Project	Contents	Holidays
		school to enrol for students, and participate in the activities	
July	Parents' day	Hand out report cards. Understand the situations of students at school, at home, and outside school	Hong Kong Special Administrative Region
	Post-exam activities	Visits	Establishment Day
	Summer holidays		
August	Staff development day		
	Orientation week for new students		
	New semester conference		

If the parents or guardians were not able to attend parents' day, the class teacher / discipline teacher can select some families for home visits. School social workers can accompany the teachers to visit students with complex family background. It is hoped that this measure can assist schools to maintain some contacts with the parents, and know whether the students can be categorized as the high-risk (potential) drug takers at an earlier stage.

4. Sudden Events of the Year (Secondary School)

Headmaster Cheung's School has set "responsibility" as the theme for the year. However, given that there is recently news about students' taking drugs, Headmaster Cheung and the teachers have decided to include drug elements as part of the theme for the April activities.

The activities are as follows:

- At the weekly assembly, the principal shall relate the recent drug abuse incidents with the annual theme of "responsibility". The principal shall tell the students that they need to stay away from drugs in order to be responsible for their own health, their family members, friends and society. The principal shall reiterate the harms of drug abuse, the related criminal liabilities, and the school's stance on drug abuse incidents, and how the school would handle students found taking drugs
- Contact the local Police School Liaison Officer immediately to conduct 5 seminars in the short run, so that all teachers and students can learn about the harmful effects of drug abuse and the related criminal liabilities
- Contact the local counseling centre for psychotropic substance abusers and invite them to host an anti-drug week at school to inform students about the harmful effect of drugs on the human body functions, e.g. piercing in the nose, aging skin, loss of memory. Drugs can cause serious harms to the human body such as uneven heartbeat, respiratory standstill or death
- Teachers of all year levels and all subjects shall incorporate anti-drug elements in their class delivery (Please refer to Appendix 6: A Summary of School Curriculum relating to anti-drug education)
 - Chinese Language, English Language: Composition, newspaper clippings with "harmful effects of drugs" as the topic. Students can reflect on the harmful effects of drugs
 - Science: Explain the ingredients of drugs, and how they can cause damage to the human body, such as its impact on our judgment and response
 - Economic and Public Affairs: Conduct discussions with students on the socio-economic damage caused by drugs, and various areas of law and order
 - Humanities: Conduct discussions with students on topics such as the youth health problem in Hong Kong (such as smoking, drinking, use of psychotropic substances, etc.), stress management, social norms and laws in Hong Kong

- Physical Education: To explain how drugs affect the body functions and sports activities, for example, why do the Olympic Games impose a drug ban on all athletes
- Biology: Projects on the impact of drugs on the human brain
- Religious Studies: Subject topics should be based on life, health and responsibilities whereby students can understand the meaning of life and the attitude to adopt on drugs
- Home Economics: To conduct discussions with students on the topics like domestic health, and factors that affect the health of family members and themselves (e.g. smoking, alcohol and drugs)
- Senior Liberal Studies: To conduct on peer relationships and influence

5. School Anti-drug Week / Bi-week (Suggested Activities)

Personal:

Primary School	Secondary School
- Quiz	- Quiz
- Writing competition	- Writing competition
- Slogan competition	- Slogan competition
- Drawing competition	

Class:

Primary School	Secondary School
- Class quiz on drug topics	- Drama competition
- Slogan competition	- Slogan competition

Year Level:

Primary School	Secondary School
- Inter-form fitness competition to test their activity function and the cardiopulmonary functions of the students, in order to detect students who may be taking drugs	- Contact different anti-drug organizations and let students and former drug addicts conduct a “question and answer” session
- Quiz for the year level	- Sports competition for the year level
	- Quiz for the year level or debate competition for the year level

School:

Primary School and Secondary School
- Invite Police School Liaison Officers or social workers from CCPSA to host anti-drug education workshops, exhibitions and other activities at school
- Invite parents to participate in the “Drug-free Healthy School Event” at school, so that the parents can keep in touch with the teachers and gain knowledge on how to identify students who are taking psychotropic substances
- Invite parents to attend anti-drug workshops on parents’ day / orientation day

Appendix 2: The Implementation of School Curriculum as the Mainstream Mode for Anti-drug Education (Lower Primary Example)

The example below is a reference that shows how school can organize an average 10-15 hours anti-drug education programmes for students in all year levels and learning stages on an annual basis. Schools should appropriately adjust the number of anti-drug education hours for students in different year levels with reference to the schools' unique situation (e.g. subjects offered), the learning needs of students and other factors. Schools can include other learning programmes and activities (e.g. curriculum designed by other organizations) to strengthen the schools' own anti-drug education programmes after taking into consideration the recommendations under Section 1.4.4 "Mode of implementation" above.

Example A: Implementation of anti-drug education at Lower Primary Levels

Stage 1 (Primary 1 to Primary 3)

General Studies	Approximately 5 hours
Physical Education	Approximately 2 hours
Moral and Civic Education	Approximately 1 hours
<u>Life-wide learning</u>	Approximately 2 hours
Mode of implementation	Approximately 10 hours

Subjects / Other Basic Learning Experience	Topics	Core Learning Elements	Suggested Activities
General Studies	<ul style="list-style-type: none"> - Fostering healthy live attitude - Improve living skills 	<ul style="list-style-type: none"> - Accurately handle and use medicines - Personal uniqueness (e.g. body built, likes and dislikes, quality and ability, thoughts and feelings) - The need to express feelings and emotions, and how the two elements can affect one self and other people - Simple techniques to resolve everyday disputes - Seek help in face of difficulties (e.g. health and safety issues) - Make decisions in face of difficult situations 	<ul style="list-style-type: none"> - Scenario discussions - Role play - Story sharing
Physical Education	<ul style="list-style-type: none"> - Active participation in sports activities 	<ul style="list-style-type: none"> - Foster an interest in sports activities - Be creative in sports activities - Express personal opinions and needs when communicating with other people 	<ul style="list-style-type: none"> - Basic activities - Games - Rhythmic activities

Subjects / Other Basic Learning Experience	Topics	Core Learning Elements	Suggested Activities
Moral and Civic Education / Class teacher assemblies	<ul style="list-style-type: none"> - “Life Events” teaching examples (1): “I must follow the doctor’s instructions when taking medicine” - “Life Events” teaching examples (2): “Papa, don’t smoke.” 	<ul style="list-style-type: none"> - Understand the functions of medicines and to treat medicines with caution; follow the doctors’ prescriptions when taking medicines and obtain an accurate understanding of drugs with no medical value - Caring for the health of family members; encourage family members to stay away from cigarettes and alcohol and other substance that is harmful to health 	<ul style="list-style-type: none"> - Scenario analysis - Group discussions - Watching overhead slides - Watching the Government anti-smoking campaign promotional videos - Scenario discussions - Making message cards to encourage family members / relatives and friends to kick their smoking habits
Life-wide learning	- Treasure your life, love your body	<ul style="list-style-type: none"> - Foster perseverance, and continue to live a healthy lifestyle - Cultivate good habits and to use time wisely; nurture a long lasting interest in learning 	<ul style="list-style-type: none"> - Participate in activities like “fruit day” and “jump rope for heart” programme, school physical fitness award scheme, one-student-one-art /sport scheme, etc - Learning about famous people (Sharing experiences of against all odds) - Related co-curricular activities

Appendix 3: The Implementation of School Curriculum as the Mainstream Mode for Anti-drug Education (Upper Primary Example)

Example B: Implementation of Anti-drug Education at Upper Primary Levels

Stage 2 (Primary 4 to Primary 6)

General Studies	Approximately 6 hours
Physical Education	Approximately 2 hours
Moral and Civic Education / Class teacher assemblies	Approximately 2 hours
Weekly assemblies	Approximately 2 hours
<u>Life-wide learning</u>	<u>Approximately 3 hours</u>
Mode of Implementation	Approximately 15 hours

Subjects / Other Basic Learning Experience	Topics	Core Learning Elements	Suggested Activities
General Studies	<ul style="list-style-type: none"> - Understand the truth about drug and substance abuse (taking psychotropic substances) - Improve socio-psychological development, and learn refusal techniques 	<ul style="list-style-type: none"> - Substance abuse (taking psychotropic substances) and its effects - Refuse smoking, alcohol consumptions and substance abuse (taking psychotropic substances) - My own strengths and weaknesses: everyone has different strengths and weaknesses - Emotions and the ways to express emotions, managing stress and frustrations (e.g. peer pressures, harassment and studies) - Enhance interpersonal relationships and self-recognition skills - How to face unfamiliar strange environment and challenges - Reduce the crisis in everyday life (e.g. safety, health, interpersonal relationships, substance abuse / taking psychotropic substances) 	<ul style="list-style-type: none"> - Scenario discussions - Role play - Current events sharing - Quiz - Watching related ETV - Slogan competition
Physical Education	<ul style="list-style-type: none"> - Attitude to adopt when participating in sports activities and competitions 	<ul style="list-style-type: none"> - Abide by the rules; fair competition - Well prepared; do your best 	<ul style="list-style-type: none"> - Learn sports skills at the beginners' level

Subjects / Other Basic Learning Experience	Topics	Core Learning Elements	Suggested Activities
		<ul style="list-style-type: none"> - Team members must cultivate an encouraging atmosphere and assist one another - Be aware of safety issues to avoid harming yourself and others 	<ul style="list-style-type: none"> - Simple sports activities
Moral and Civic Education / Class teacher assemblies	<ul style="list-style-type: none"> - “Life Events” teaching examples (1): “Bizarre parties are not for me” - “Life Events” teaching examples (2): “You smoke, I smoke” 	<ul style="list-style-type: none"> - Identify and stay away from places where you can come into contact with psychotropic substances - Manage stress and emotions using a positive attitude - Persuade friends to stay away from psychotropic substances - Understand the causes and harmful effect of smoking and taking psychotropic substances - Skills to resist temptations of smoking and taking psychotropic substances 	<ul style="list-style-type: none"> - Small group discussions - Role play - Design anti-drugs promotional pamphlets and souvenirs - Fill in activity worksheets - Quiz - Watching overhead slides - Case discussions - Design “anti-smoking advertisements” - Making message cards to encourage smokers who are kicking their habits
Weekly assemblies	<ul style="list-style-type: none"> - Health and living - Know the truth about drugs 	<ul style="list-style-type: none"> - Understand the features of psychotropic substances, the causes of being addicted to the drugs, and their adverse effect on the human body - Treasure your life and love your body - Manage stress and emotions using a positive attitude 	<ul style="list-style-type: none"> - Invite the Narcotics Division of the Security Bureau / non-government organizations to conduct seminars at School - Watching the Government anti-drug campaign promotional videos - Conduct discussions with students after the activities, and provide opportunities for students to reflect on the issue
Life-wide learning	<ul style="list-style-type: none"> - Know the harmful effects of drugs 	<ul style="list-style-type: none"> - Understand the anti-drug resources and services provided by the Government and non-government organizations 	<ul style="list-style-type: none"> - Visit the Hong Kong Jockey Club Drug InfoCentre - Participate in the “Healthy live, Stay Away from Drugs” Workshop (e.g. hosted by the Community Drug Advisory Council) - Participate in Comic Drawing Competition

Appendix 4: The Implementation of School Curriculum as the Mainstream Mode for Anti-drug Education (Lower Form Example)

Stage 3 (Form 1 to Form 3)

Personal, social and humanities learning areas (e.g. social studies, integrated humanities)

Approximately 5 hours

Physical Education

Approximately 2 hours

Moral and Civic Education / Class assemblies
hours

Approximately 2

Weekly assemblies

Approximately 2 hours

Life-wide learning

Approximately 4 hours

Mode of Implementation

Approximately 15 hours

Subjects / Other Basic Learning Experience	Topics	Core Learning Elements	Suggested Activities
Personal, social and humanities learning areas (e.g. Social studies, integrated humanities)	- Health issues relating to local young people (e.g. smoking, substance abuse / taking psychotropic substances, alcohol abuse, obesity)	- Understand what is drug addiction and drug addicts' reliance on drugs - Understand the cause of taking drugs, treatment and rehabilitation - Preventive measures: educate and combat drug trafficking activities	- Conduct Group Discussions on how drug addiction can affect the person, family and society - Collect data on the number of young people taking drugs, their age and their sex distributions from newspaper to study the trend and conduct analysis - Role Play: How young people are tempted to take drugs, and how to resist the temptations - Discuss and Report: How can the Hong Kong Special Administrative Region Government combat drug trafficking issues - Projects
Physical Education	(I) Active and healthy mode of life (II) Say "No" to sports doping	- Understand the importance of physical activities - Understand the relationship between physical activities with self-esteem, anxiety, depression and emotions - To experience the deeper meaning of the Olympic motto "swifter, higher, stronger" and understand why we need to say "No" to sports doping	- Sports competitions - Projects - Watching related ETV programmes
Moral and Civic	"Life Events" teaching examples	- Understand the features of psychotropic substances, the causes of being addicted to the drugs, and their adverse	- Brief reports - Understanding the current affairs / prevailing situation

Subjects / Other Basic Learning Experience	Topics	Core Learning Elements	Suggested Activities
Education / Class teacher assemblies	(I) Say “no” to psychotropic substances (II) “Bizarre parties are not for me”	effect on the human body - Recognise the prevailing fallacies and absurd rumours about psychotropic substances in the community	- Scenario management - Small group competition / discussions / reports - Commitment of action - Anti-drug interactive games - Exhibition boards
Weekly assemblies	- Medication (drug) education - Healthy mode of living	- Understand the features of psychotropic substances, the causes of being addicted to the drugs, and their adverse effect on the human body - Understand the harms of psychotropic substances on individuals, families, interpersonal relationships, economic, academic results, etc. - Understand the anti-drug resources and services provided by the government and non-government organizations	- Seminars - Sharing with former drug addicts - Medical officers delivering information relating to knowledge and cases - Police officers delivering information relating to criminal offences and laws - Drama / Performance conveying anti-drug messages
Life-wide Learning	(1) Know the truth about drugs (2) Say “no” to psychotropic substances	- Understand the harmful effects of taking psychotropic substances - Understand the anti-drug resources and services provided by the government and non-government organizations	- Visit the Hong Kong Jockey Club Drug InfoCentre - Visit drug rehabilitation institutions / detention centre / prisons - Participate in anti-drug workshops / introduce game Booths about taking psychotropic substances / Exhibitions (e.g. hosted by Caritas Hugs Centre) - Participate in related short videos making competitions / lyrics composition competitions / comics drawing competitions - Collect and collate information

Appendix 5: The Implementation of School Curriculum as the Mainstream Mode for Anti-drug Education (Upper Form Example)

Stage 4 (Form 4 to Form 7)

Moral and Civic Education / Class assemblies

Approximately 2 hours

hours

Liberal Studies

Approximately 2 hours

Physical Education

Approximately 2 hours

Science education learning areas (e.g. Health management and social care)

Approximately 3 hours

Mode of implementation

Approximately 9 hours

Subjects / Other Basic Learning Experience	Topics	Core Learning Elements	Suggested Activities
Moral and Civic Education / Class teacher assemblies	<ul style="list-style-type: none"> - “Life Events” teaching examples (1): ‘Resisting Internet drug temptation’ - “Life Events” teaching examples (2): ‘Stress and everyone’ (Managing career stress) 	<ul style="list-style-type: none"> - Understand the harms of psychotropic substances on individuals, families, interpersonal relationships, economic, academic results, etc. - Recognise the prevailing fallacies and absurd rumours about psychotropic substances in the community - Recognise and stay away from environment where you can be in contact with psychotropic substances - Ability to think independently. Ability to judge unhealthy practices of the media and of the popular culture - Adopt a positive approach to manage stress and depression 	<ul style="list-style-type: none"> - Role play. Discussions and reflection - Design a website on health - Small group discussion - Scenario management - Investigate worksheets
Moral and Civic Education / Class teacher assemblies (covered by “Other Learning Experience” in the New Senior Secondary Curriculum)	<ul style="list-style-type: none"> - “Life Events” teaching examples (3): ‘Who am I living and working for’ (Reflection on the meaning of life) 	<ul style="list-style-type: none"> - Adopt a self-reflection and self-restraint attitude to strongly resist psychotropic substances - Treasure your life, love your body 	<ul style="list-style-type: none"> - Sharing experiences - Reflection on stories
Liberal Studies	Personal development and interpersonal	<ul style="list-style-type: none"> - Understand the trend of young people taking drugs in 	<ul style="list-style-type: none"> - -Collect information from the

Subjects / Other Basic Learning Experience	Topics	Core Learning Elements	Suggested Activities
	<p>relationships</p> <p>- What are the noticeable trends (e.g. taking drugs) that posed challenges and opportunities for young people in Hong Kong? How can young people respond to the trends?</p> <p>Personal development and interpersonal relationships</p> <p>- Why are all kinds of life skills so important to young people grasping opportunities and facing challenges? Why would some young people find it easy to learn life skills whereby other young people find it difficult to do so?</p>	<p>Hong Kong, and analyse the cause and mode</p> <ul style="list-style-type: none"> - Explore the general measures adopted by young people in face of the drug taking trend, and analyse the effect of these measures on personal development - Analyse the underlying values of media and popular culture by Project work. Choose appropriate methods to overcome the issue through self-reflection - Explore the life skills needed by young people when dealing with challenges, managing stress and depression - Analyse factors that assist and obstruct young people from gaining these life skills, and reflect on how to gain the requisite life skills and maintain a positive value to face challenges (e.g. resist taking psychotropic substances) 	<p>Internet</p> <ul style="list-style-type: none"> - Role play - Project - Group discussions
<p>Physical Education</p>	<ul style="list-style-type: none"> - Harmful effects of sports dopes - Psychological techniques for managing stress in sports scenario 	<ul style="list-style-type: none"> - Understand the harmful effects of a variety of sports dopes - Understand the sources of stress - Learn psychological techniques for managing stress, e.g. progressive relaxation technique - Learn to face challenges with a positive attitude: actively discuss how you feel about stress with parents, peers and teachers, and ask them for advice and assistance 	<ul style="list-style-type: none"> - Project - Class exercise - Role play
<p>Science education learning areas</p> <p>(e.g. Health management and</p>	<p>Topic 1: Personal development of different stages in life; a caring society; health</p> <p>- IB: Factors that affect personal development – how peers can affect our life mode and</p>	<ul style="list-style-type: none"> - Explore how family, peers, school education and communities can affect personal physical and mental health and development - Identify factors that protect our health and factors that harm our healthy development (e.g. understand the harms 	<ul style="list-style-type: none"> - Scenario management - Topic report

Subjects / Other Basic Learning Experience	Topics	Core Learning Elements	Suggested Activities
social care)	<p>behaviour that harms our health</p> <p>Topic 2: Local and global conditions on health and caring societies</p> <p>-2A: Prevailing issues on crisis – dependence (including the types of dependence, e.g. taking drugs; reasons for dependence, e.g. psychosocial factors; problems stemming from dependence: methods of treatment)</p>	<p>resulted from taking psychotropic substances; identify and stay away from environment in which you may get in contact with psychotropic substances)</p> <ul style="list-style-type: none"> - Assume personal responsibilities; Create an environment that is beneficial to development of self and other people (e.g. persuade peers to stay away from psychotropic substances; adopt a self-reflection and self-restraint attitude to strongly resist psychotropic substances - Understand the effect and revelation of dependence to medical and social care system (e.g. understand the features of psychotropic substances and its effect on the human body; analyse the main reasons for young people to take psychotropic substances; understand the harms of psychotropic substances on individuals, families, interpersonal relationships, economic, academic results - To provide possible solutions and resolutions to the crises (e.g. recognise the prevailing fallacies and absurd rumours about psychotropic substances in the community; recognise the anti-drug resources and services provided by the government and non-governmental organizations 	<ul style="list-style-type: none"> - Collect information from the Internet - Discussions on current affairs

Appendix 6: A Summary of School Curriculum Relating to Anti-drug Education

Issues related to drug education have been covered in various learning areas / disciplines (For details, please refer to Appendix 1). In addition to the existing primary and lower secondary curriculum, the Education Bureau has further strengthened the anti-drug education topics in the New Senior Secondary Curriculum in the 2009/10 school year (For details, please refer to Appendix 2). The curriculum not only enhances students' awareness on psychotropic substances, it also cultivates their positive values and attitudes, and helps them learn basic life skills and establish a healthy lifestyle. Students can then resist the temptation of taking psychotropic substances.

In addition, schools can also use the revised Moral and Civic Education class (For details, please refer to Appendix 3), or other learning sessions (such as class teacher assemblies, morning assemblies, weekly assemblies, life-wide learning activities, etc.) to organize seminars, sharing and discussion sessions, debate activities and visits to further strengthen the students' knowledge on psychotropic substances, and help them resist the temptation of taking psychotropic substances.

The Education Bureau recommends that schools and teachers should adopt appropriate vocabularies when delivering anti-drug education information, so that students can have better understanding on psychotropic substances and higher awareness of the harmful effects of the same. The relevant terms are presented in the table below for your reference:

Chinese-English Bilingual Terms Used in Anti-drug Education and Promotion

Terms to avoid (Depending on the contents)	Terms to Use
1. Drug abuse	- Taking Drugs
2. Psychoactive Drugs	- Psychotropic Substances
	- Pills (colloquial)
	- “K-chai” (colloquial) (Ketamine) (Note 1)
3. Soft Drugs	- Psychotropic Substances
4. Medications	- Drugs (depending on the contents) (Note 2)

Note 1: Ketamine is an aesthetic for surgery purpose. It is not a psychotropic substances.
For details, please visit — <http://www.nd.gov.hk/tc/druginfo.htm>

Note 2: Some psychotropic substances, such as amobarbital and triazolam, are the subject of abuse by people. However, the psychotropic substances that are abused by most young people are not drugs. Nor do they have any medical value. For instance, ecstasy and cannabis are not “Drugs”, they are “Substance”.

The contents related to anti-drug education in the School Curriculum that are set out in this resource kit are extracted from the earlier publication, in which the old terms are used (for instance “psychotropic substances” was formerly known as “psychoactive drugs / soft drugs”, etc.) . Schools and Teachers are advised to carefully consider and use appropriate terms with reference to the topics of the class. Chemistry teachers’ objective is to enable students to understand the correct usage of certain chemical substance in the medical arena. Teachers should use the term “medications”. In other situations, when the teaching objectives are to educate students on the effect of abuse of chemical substance, teachers should use the terms, “drugs / psychotropic substances” instead.

Appendix 6: A Summary of School Curriculum Relating to Anti-drug Education

Attachment 1: Examples of Current Anti-drug Education Topics in School Curriculum

(I) Primary School Curriculum

Learning Stage	Year Level	Learning Scopes / Subjects	Units / Topics / Main Points / Main Research Topic that are related to anti-drug education and Life Skill Education	Related Values / Attitude
KS1	P 1-3	General Studies for Primary Schools Curriculum Guide (Primary 1 – Primary 6)	<ul style="list-style-type: none"> - Strand 1: Health and living - Ways to seeking help when faced with problems (e.g. health, safety) - Proper handling and use of medicine - Decision-making in simple dilemma situations 	<ul style="list-style-type: none"> - To be positive towards healthy living, including eating habits, work, rest and physical exercise - To be positive towards the use of medicine
KS2	P 4-6	General Studies for Primary Schools Curriculum Guide (Primary 1 – Primary 6)	<ul style="list-style-type: none"> - Strand 1: Health and living - Substance abuse and its consequences - Actions against smoking, drinking and substance abuse - Dealing with stress and frustration (e.g. peer pressure, harassment, schoolwork) - Enhancing relationships and assertiveness skills - Dealing with unfamiliar situations and challenges - Minimising risks in daily life situations (e.g. safety, health, relationships, substance abuse) 	<ul style="list-style-type: none"> - To appreciate the uniqueness of individuals and respect their variations in strengths and weaknesses - To commit oneself to action against substance abuse - To respect and value life - To show commitment in participating in activities related to promotion/ maintenance of community health
KS1-2	P1-6	Chinese Education	<p>Main learning points for moral emotion scope, e.g. personal aspects</p> <ol style="list-style-type: none"> 1. Self-respect: treasure life, sense of shame, self-regard, self-dignified, eliminate self-deception 2. Self-control: not addicted to materialism, emotion control - 	<p>Learning objectives in the moral emotion scope:</p> <p>Cultivate moral awareness, consciousness and judgment, to enhance self-reflection and cultivate morality:</p> <ol style="list-style-type: none"> 1. Character building, cultivate positive life attitude 2. Strengthen a sense of responsibility for the community

(I) Secondary School Curriculum

Learning Stage	Year Level	Learning Scopes / Subjects	Units / Topics / Main Points / Main Research Topic that are related to anti-drug education and Life Skill Education	Related Values / Attitude
KS3	S1	Social Studies	<ul style="list-style-type: none"> - Self-image and self-awareness - Handling peer pressure - Some local issues: <ul style="list-style-type: none"> ● Smoking ● Alcoholism 	<ul style="list-style-type: none"> - Sanctity of life, self-esteem, self-reflection, self-discipline, self-determination, with a respect for self and the rule of law
	S2	Social Studies Economic and Public Affairs Science	<ul style="list-style-type: none"> - Choice between independence and conformity with others - Personality development - Some local issues: <ul style="list-style-type: none"> ● Juvenile delinquency (e.g. drug trafficking) ● Drug education (e.g. drug abuse, dangerous drugs, drug addiction, preventive education and combat against drug trafficking) - Law and order - Drug abuse - Juvenile delinquency - Sensing the Environment: <ul style="list-style-type: none"> ● Drugs and solvents affect our judgments and responses ● Our senses can be affected by drugs such as sleeping pills, LSD, cannabis, heroin, morphine, etc ● Solvent-sniffing affects the respiratory centre of the brain and can lead to suffocation 	<ul style="list-style-type: none"> - Sanctity of life, self-esteem, self-reflection, self-discipline, self-determination, with a respect for self and the rule of law - Sanctity of life, self-esteem, self-reflection, self-discipline, self-determination, with a respect for self and the rule of law - Develop a positive attitude in enhancing personal and community health
	S3	Technology Education Key Learning area - Home Economics	<ul style="list-style-type: none"> - Home Management - Topic: Home and Family - Health Responsibility <ul style="list-style-type: none"> ● Health hazards: smoking, drugs and alcohol 	<ul style="list-style-type: none"> - Self-reflection, self-discipline, self-cultivation, principled morality, respect for self and life
	S1-3	Personal, Social and Humanities Education Key Learning area (Integrated Curriculum Mode)	<ul style="list-style-type: none"> - A healthy lifestyle - Health problems of local teenagers (e.g. smoking, substance abuse, alcoholism, obesity) - Personal identity and self-esteem - Stress and its management - Decision making in challenging situations (e.g. under undesirable peer pressure) - Functions of social norms and laws in the local context 	<ul style="list-style-type: none"> - Sanctity of life, self-esteem, self-reflection, self-discipline, self-determination, with a respect for self and the rule of law

Learning Stage	Year Level	Learning Scopes / Subjects	Units / Topics / Main Points / Main Research Topic that are related to anti-drug education and Life Skill Education	Related Values / Attitude
		Physical Education	<ul style="list-style-type: none"> - Active and healthy lifestyle - No substance abuse for performance enhancement 	<ul style="list-style-type: none"> - Participation, perseverance, self-discipline, critical thinking, fair play
KS4	S4-5	Biology	<ul style="list-style-type: none"> - Conducting a project work on the effects of drug abuse on body organs, particularly the brain 	<ul style="list-style-type: none"> - Healthy lifestyle
		Science and Technology	Substance abuse <ul style="list-style-type: none"> - What is meant by substance abuse? - Why do people abuse substances? - What are the impacts of substance abuse on our body? - How do some lifestyles (e.g. smoking, alcoholic drinking, drug abuse) of a pregnant woman affect the foetus? 	<ul style="list-style-type: none"> - Refrain from substance abuse with a view to understanding its adverse effects on the body
		Technology education key learning area - Home Economics (Food, home and family)	<ul style="list-style-type: none"> - Topic: Child Development (0-5 Years) - Antenatal care <ul style="list-style-type: none"> ● Health hazards: smoking, drugs and alcohol, German measles and sexually transmitted disease 	<ul style="list-style-type: none"> - Sanctity of life, self-reflection, self-discipline, self-cultivation, rationality, responsible, respect for self and life
		Religious Studies (Christianity)	<ul style="list-style-type: none"> - Life and Health - Drugs <ul style="list-style-type: none"> ● Causes of drug-addiction ● Effect of drug-addiction ● Attitude regarding drugs ● Possible solutions to the problem 	<ul style="list-style-type: none"> - Sanctity of life, self-esteem, self-reflection, self-discipline, self-determination, with a respect for self and the rule of law
		Social Studies	<ul style="list-style-type: none"> - Achieving independence at adolescence - Social control and deviancy 	<ul style="list-style-type: none"> - Sanctity of life, self-esteem, self-reflection, self-discipline, self-determination, with a respect for self and the rule of law
		Integrates Humanities	<ul style="list-style-type: none"> - Developing self-awareness - Self-esteem and recognition by others - Self-management 	<ul style="list-style-type: none"> - Sanctity of life, self-esteem, self-reflection, self-discipline, self-determination, with a respect for self
	S6-7	Ethics and Religious Studies	<ul style="list-style-type: none"> - The religious consciousness complies with freedom, faith, and reflection. 	<ul style="list-style-type: none"> - Self-reflection, self-discipline, self-determination
		Biology	<ul style="list-style-type: none"> - Ask students to search for information on how drugs affect 	<ul style="list-style-type: none"> - Healthy lifestyle

Learning Stage	Year Level	Learning Scopes / Subjects	Units / Topics / Main Points / Main Research Topic that are related to anti-drug education and Life Skill Education	Related Values / Attitude
		Chemistry Liberal Studies	<p>the functioning of the synapses.</p> <ul style="list-style-type: none"> - Discuss how specific substances (e.g. food, nicotine, alcohol, drugs, antibiotics etc.) taken into the body of a pregnant woman may affect her foetus.. - Narcotic drugs such as morphine and heroin, and their adverse effects. - Stimulants such as ketamine and phenylethylamine, and their adverse effects <p>Human Relationships:</p> <ul style="list-style-type: none"> - What is the significance of peer group pressures in behaviours such as experimentation with ... drugs? Are the efforts made by various groups in HK, who believe that young people should avoid such activities, effective? <p>Science, technology and society</p> <ul style="list-style-type: none"> - How is modern technology helping in the ... production of pharmaceutical products such as ... proprietary drugs? 	<ul style="list-style-type: none"> - Foster critical thinking and ability in making informed decisions - Independence, self-reflection, rationality, self-discipline, responsibility, betterment of humankind
KS3-4	S1-7	Chinese Language	<p>Main learning points for moral emotion scope, e.g. personal aspects</p> <ol style="list-style-type: none"> 1. Self-respect: treasure life, sense of shame, self-regard, self-dignified, eliminate self-deception 2. Self-control: not addicted to materialism, emotion control - 	<p>Learning objectives in the moral emotion Scope:</p> <ol style="list-style-type: none"> 1. Cultivate moral awareness, consciousness and judgment, to enhance self-reflection and cultivate morality 2. Character building, cultivate positive life attitude 3. Strengthen a sense of responsibility for the family, the country and the world

Appendix 6: A Summary of School Curriculum Relating to Anti-drug Education

Attachment 2: Examples of Anti-drug Education Topics in the New Senior Secondary Curriculum

Learning Stage	Year Level	Learning Scopes / Subjects	Units / Topics / Main Points / Main Research Topic that are related to anti-drug education and Life Skill Education	Related Values / Attitude
KS4	S4-6	Liberal Studies	<p>Personal development & interpersonal relationships:</p> <ul style="list-style-type: none"> - What are the current salient trends that pose particular challenges and opportunities to adolescents in Hong Kong and how do they respond to these trends? - Why are different life skills important for adolescents to make full use of present opportunities and prepare themselves for challenges such as adversities and major changes? Why is the acquisition of life skills easy for some but difficult for others? <p>Effects of lifestyles</p> <ul style="list-style-type: none"> - Smoking, alcohol and drug abuse - Structure of aspirin and its medical application <p>Integrated Science: Balance within our body:</p> <ul style="list-style-type: none"> - Information search on the scientific basis of the harmful effects of any one of the following: stimulants, depressants, hallucinogens, tranquillisers, narcotics, analgesics and others <p>Science in a sprint:</p> <ul style="list-style-type: none"> - Information search on incidents in which athletes were tested positive for performance-enhancing drugs and their consequences - Discuss the controversies of using drugs during training - Information search for the work of the anti-doping agency <p>Combined Science (Biology part)</p> <ul style="list-style-type: none"> - Please refer to Biology 	<ul style="list-style-type: none"> - Self-reflection, rationality, self-discipline, independence, pro-active - Healthy lifestyle - Appropriate attitude towards the use of drugs - Self-respect, self-discipline, law-abiding
		<p>Biology</p> <p>Chemistry</p> <p>Science (Integrated Science/Combined Science)</p>	<ul style="list-style-type: none"> - Self-reflection, self-discipline, self-cultivation, self-determination, openness, respect for law, mutuality, 	
		Technology education key learning area - health management and social care	<p>Topic 1 - Personal development, Social care and health across the lifespan</p> <p>Factors which influence personal development</p>	

Learning Stage	Year Level	Learning Scopes / Subjects	Units / Topics / Main Points / Main Research Topic that are related to anti-drug education and Life Skill Education	Related Values / Attitude
			<ul style="list-style-type: none"> - Peer influence on life style and on a variety of health risk behaviours <p>Topic 2 - Health and social care in the local and the global contexts</p> <p>Contemporary issues of vulnerability addictions</p> <ul style="list-style-type: none"> - Types of addictions, e.g. drugs - Reasons for addictions, e.g. psychosocial influence - Problems associated with addictions - Treatments <p>Topic 3 – Responding to the needs in the areas of health (care, promotion and maintenance) and social care</p> <p>The notion and practice of health promotion, health maintenance, ill-health prevention, social care, welfare and community services</p> <ul style="list-style-type: none"> - Health maintenance and ill-health prevention: - Risk factors: drug abuse - Health promotion <p>Topic 4 - Promotion and maintenance of health and social care in the community</p> <p>Disease prevention</p> <ul style="list-style-type: none"> - Correct attitude to drug abuse to prevent dependence <p>Topic 5 - Health promotion and maintenance and social care in action</p> <p>Health and social care services and agencies</p> <ul style="list-style-type: none"> - Purposes of service – rehabilitation (drug addicts) 	<p>caring for the society, responsible</p>
		<p>Physical Education</p> <p>Ethics and Religious Studies</p>	<ul style="list-style-type: none"> - Banned substances and their harmful effects - Measures against the use of banned substances - Desirable qualities, e.g. honesty, responsibility - Self-determination 	<ul style="list-style-type: none"> - Critical thinking, justice - Self-reflection, self-discipline, self-determination

Learning Stage	Year Level	Learning Scopes / Subjects	Units / Topics / Main Points / Main Research Topic that are related to anti-drug education and Life Skill Education	Related Values / Attitude
KS4	S4-6	Ethics & Religious Education Chinese Language	<ul style="list-style-type: none"> - Excellent quality, e.g. honesty, responsibilities - Self-determination <p>Main learning points for moral emotion scope, e.g. personal aspects</p> <ol style="list-style-type: none"> 1. Self-respect: Treasure life, sense of shame, self-regard, self-dignified, eliminate self-deception 2. Self-control: Not addicted to materialism, emotion control 	<p>Self-reflection, self-discipline, Self-determination</p> <p>Learning objectives in the Moral Emotion Scope:</p> <ol style="list-style-type: none"> 1. Cultivate moral awareness, consciousness and judgment, to enhance self-reflection and cultivate morality 2. Character building, cultivate positive life attitude 3. Strengthen a sense of responsibility for the family, the country and the world
	S5-6	Applied Learning	<p>Medical science and healthcare</p> <ul style="list-style-type: none"> - Basic pharmacology <ul style="list-style-type: none"> ● Definition and common names of drugs - Common health problems in children and adolescents <ul style="list-style-type: none"> ● Obesity ● Drug abuse and dependence <p>Sports</p> <ul style="list-style-type: none"> - Nutrition and weight management <ul style="list-style-type: none"> • Knowledge of food and nutrients • Relationship between sports and nutrition - Attitude towards healthy lifestyle and eating habit 	<ul style="list-style-type: none"> - Be aware of personal and group health, safety practices and procedures, and act in accordance with these - Be socially responsible and contribute to the community - Respect others, the law and the society - Hold personal responsibilities to health maintenance - Be accountable for one's own action - Be aware of the importance of exercise and sports and health fitness to individual and the society - Attitude towards healthy lifestyle and eating habit

Appendix 6: A Summary of School Curriculum Relating to Anti-drug Education

Attachment 3: Examples of Anti-drug Education Topics in the Revised Moral and Civic Education Curriculum (2008)

Learning Stage	Year Level	Key Learning Expectations related to anti-drug education	Related Values / Attitude and Examples of “Life Events ”
KS1-2	P1-6	<ul style="list-style-type: none"> - Understand the functions of medicines and to treat medicines with caution; Follow the doctors’ prescriptions when taking medicines - Understand the features of cigarettes, alcohol, drugs and psychotropic substances, and their adverse effect on the human body - Refuse to try cigarettes and alcohol, drugs and psychotropic substances - Caring for the health of family members; encourage family members to stay away from cigarettes and alcohol and other substance that is harmful to health 	<ul style="list-style-type: none"> - Understand the functions of medicines and to treat medicines with caution; follow the doctors’ prescriptions when taking medicines - Related “Life Events” example: <ul style="list-style-type: none"> ● “ I must follow the doctors’ prescriptions when taking medicine” - Understand the features of cigarettes, alcohol, drugs and psychotropic substances, and their adverse effect on the human body - Related “Life Events” example: <ul style="list-style-type: none"> ● “ I would refuse to try things that harm by body” - Refuse to try cigarettes and alcohol, drugs and psychotropic substances - Related “Life Events” example: <ul style="list-style-type: none"> ● “ You smoke, I smoke”

Learning Stage	Year Level	Key Learning Expectations related to anti-drug education	Related Values / Attitude and Examples of “Life Events ”
			<ul style="list-style-type: none"> - Caring for the health of family members; encourage family members to stay away from cigarettes and alcohol and other substance that is harmful to health - Related “Life Events” Example: <ul style="list-style-type: none"> ● “Papa, don’t smoke.”
KS3-4	S6-7	<ul style="list-style-type: none"> - Understand the reasons of dependence to drugs and other substances, and how this would result in personal, family and social problems - Use a positive attitude to manage stress and depression, and not to resort to cigarettes, alcohol, drugs and psychotropic substances - Caring about the health of classmates and peers. Actively persuade them not to consume cigarettes, alcohol, drugs and psychotropic substances - Able to use techniques to resist temptations of peers to consume cigarettes, alcohol, drugs and psychotropic substances - Possess independent thinking and judgment abilities, and not be influenced by media to consume cigarettes, alcohol, drugs and psychotropic substances - Understand the harms caused by drugs on people, family and society. Know about preventive education and measures to combat drugs that are implemented by the Government 	<ul style="list-style-type: none"> - Understand the reasons of dependence to drugs and other substances, and how this would result in personal, family and social problems - Related “Life Events” example: <ul style="list-style-type: none"> ● “Caring family: the most powerful anti-drug defence” - Use a positive attitude to manage stress and depression, and not to resort to cigarettes, alcohol, drugs and psychotropic substances - Related “Life Events” example: <ul style="list-style-type: none"> ● “I must not run away” - Able to use techniques to resist temptations of peers to consume cigarettes, alcohol, drugs and psychotropic

Learning Stage	Year Level	Key Learning Expectations related to anti-drug education	Related Values / Attitude and Examples of “Life Events ”
			<p>substances</p> <ul style="list-style-type: none"> - Related “Life Events” example: <ul style="list-style-type: none"> ● “True friends?” - Possess independent thinking and judgment abilities, and not be influenced by media to consume cigarettes, alcohol, drugs and psychotropic substances - Related “Life Events” example: <ul style="list-style-type: none"> ● “Sugar-coated poison” - Understand the harms caused by drugs on people, family and society. Know about preventive education and measures to combat drugs that are implemented by the Government - Related “Life Events” example: <ul style="list-style-type: none"> ● “All for one: say “no” to drugs’ ● “Establish a Drug-Free Campus” - Use positive and active attitude and method to face hardship - Related “Life Events” example:

Learning Stage	Year Level	Key Learning Expectations related to anti-drug education	Related Values / Attitude and Examples of “Life Events ”
			<ul style="list-style-type: none"> ● “Never give up: I can face hardship” - Uphold principles, Resist the temptation of drugs - Related “Life Events” example: <ul style="list-style-type: none"> ● “Say “no” to drugs’ ● “Festive season - protect yourself” ● “Be a smart buddy” - Uphold positive values, and skilfully resist friend’s invitation to smoke - Related “Life Events” example: <ul style="list-style-type: none"> ● “Ignore friends who invite me to smoke”

Appendix 7: Delivery Mode for Anti-drug Education – Through Programmes Designed by Other Organizations

The transition from upper Primary to lower Secondary levels is an important turning point for young people. Students need to cope with the ever increasing load of homework and to adapt to the physical, psychological and social changes. Hence, their risks to drug exposure also increased.

By developing the students' personal and social skills (e.g. resilience strength, emotional management and communication skills), students can more effectively resist the temptation of drugs. Schools can fully implement the course presented in "1.5 Promotion of anti-drug education via Designated Personal Development Programs/ Projects" in designated classes, e.g. Moral and Civic Education / class teacher assemblies / development and education class / weekly assemblies, etc. When the former is supplemented with topics extracted from different anti-drug education teaching kit, students can improve their drug resistance ability.

Below are examples that list out how schools can adopt curriculum designed by other Organizations, e.g. "PATH", "UAP", "AHP" or other fee-paid plans. Schools can flexibly adopt the special features of the curriculum, and tailor-made their own curriculum to meet the schools' and the students' needs.

Example E: Adopt curriculum designed by other Organizations to implement anti-drug education (Use "UAP" as an example)

Class teacher assemblies / development and education class implementing UAP,	Approximately 10-15 hours
Via personal development and education class, curriculum designed by other organizations, support services etc	Approximately 5 hours
<u>anti-drug education</u>	
Mode of Implementation	Approximate Total 15-25 hours

Curriculum / Other Basic Learning Experience	Topics	Learning Elements	Recommended Activities
UAP combined with personal development class, student guidance services, class teacher assemblies, extra-curriculum activities	<ul style="list-style-type: none"> - Improve efficacy - Improve sense of belonging - Improve sense of optimism 	<p><u>Development Curriculum</u></p> <ol style="list-style-type: none"> 1. Emotion management 2. Social abilities 3. Problem solving 4. Setting objectives 5. Sense of optimism <p><u>Guidance Curriculum</u></p> <ul style="list-style-type: none"> - Group activities - Adventure activities - Parent-child activities 	Implement UAP curriculum (9 hours)
Anti-drug topic teaching material	<ul style="list-style-type: none"> - Understand the harms of drugs - Learn to refuse, and life skills 	<ul style="list-style-type: none"> - Understand the problem of drugs - Learn life skills - Seek for assistance 	Refer to Appendix 11: Anti-drug teaching material

Appendix 8: The Implementation of Programmes Designed by Other Organization as the Mainstream Mode for Anti-drug Education (Lower Form Example)

Example F: Adopt curriculum designed by other Organizations to implement anti-drug education (Use “PATH” as an example)

Class teacher assemblies / or extra-curriculum activities implementing PATH, Implementation of Jockey Club Youth Enhancement Scheme via school curriculum, development courses, Moral and Civic Education	Approximately 10-15 hours
<u>Anti-drug education</u>	Approximately 5 hours
Mode of Implementation	Approximate Total 15-25 hours

Curriculum / Other Basic Learning Experience	Topics	Learning Elements	Recommended Activities
PATH – Jockey Club Youth Enhancement Scheme combined with Personal, Social and Humanities Education Learning areas, Moral and Civic Education, class teacher assemblies, extra-curriculum activities	<ul style="list-style-type: none"> - Improve intellectual ability - Improve life skills 	<p>Core Curriculum</p> <ol style="list-style-type: none"> 1. Connect to healthy adults and good friends 2. Social abilities 3. Emotion control and ability to express 4. Cognitive ability 5. Ability to take action 6. Ability to distinguish right from wrong 7. Self-efficacy 8. Pro-social norms <p>Whole Curriculum</p> <ol style="list-style-type: none"> 9. Resilience 10. Self-determination 	<p>Implement the core curriculum (10 hours) or the whole curriculum (20 hours) of the first training level of the PATH – Jockey Club Youth Enhancement Scheme http://www.paths.hk</p>

Curriculum / Other Basic Learning Experience	Topics	Learning Elements	Recommended Activities
		11. Quality of the mind 12. Clear and positive identity 13. Establish objectives and ability to make decisions 14. Participate in charity work	
Anti-drug material	topic teaching - Understand the harms of drugs - Learn to refuse, and life skills	- Understand the problem of drugs - Learn life skills - Seek for assistance	School Anti-drug Resources Kit: Teaching Material 1 to 11 or Anti-drug teaching material from the Narcotics Division of the Security Bureau http://www.nd.gov.hk/tc/prevent_away_drugs.htm

Appendix 9: Examples of Anti-drug Related “Life Events” Learning and Teaching Resources Provided by the Education Bureau

Key Stage 1 (Primary 1 to 3)

“Life Events”	Summary of the Contents	Value / Attitude	Skills / Abilities	Education Scope	Download address
Teaching Examples					
“I can look after myself”	Guide the students to understand the meaning of taking care of themselves, and making them happy to look after themselves in real life. Cultivate self-discipline, and the willingness to be responsible for oneself. Also cultivate an attitude to benefit oneself and other people.	<ul style="list-style-type: none"> - Responsibility - Self-discipline - Benefiting self and others 	<ul style="list-style-type: none"> - Problem solving ability - Self-management ability 	<ul style="list-style-type: none"> - Life learning - Health education 	<p>http://cd.edb.gov.hk/mce/section3/pdf/PrimaryBookPDF/Book1-Growth&Health/P1_growth_case1.pdf</p>
“I am a Primary school student (bravely facing changes)”	Assist Primary 1 students to establish a positive self-image. Recognise the changes in one’s identity and school life. Encourage students to infuse in school life, and actively adapt to the new environment.	<ul style="list-style-type: none"> - Enthusiastic - Self-determination - Happy to face changes 	<ul style="list-style-type: none"> - Self-management ability - Adaptability capability 	<ul style="list-style-type: none"> - Life learning - Life education 	<p>http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_3_6.doc</p>
“Say bye-bye to my bad temper”	Assist students to think about the consequences of throwing bad temper without cause. Learn to respect other people, and care for other people. Encourage students to reflect on their abilities to control their temper, and learn to rationally and appropriately vent emotions.	<ul style="list-style-type: none"> - Caring - Respecting other people - Rational 	<ul style="list-style-type: none"> - Co-ordination ability - Communication ability - Emotion management 	<ul style="list-style-type: none"> - Life learning - Emotion management 	<p>http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_1_4.doc</p>
“Dad and mum have separated”	Through interactive learning, assist students to understand the changes in personal and family life when their parents divorced. Teach students to express their feelings to trustable persons.	<ul style="list-style-type: none"> - Perseverance - Facing adversity with enthusiasm 	<ul style="list-style-type: none"> - Communication ability - Emotion expression - Resilience strengths 	<ul style="list-style-type: none"> - Life learning - Value education 	<p>http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_2_7.doc</p>

“Life Events”	Summary of the Contents	Value / Attitude	Skills / Abilities	Education Scope	Download address
Teaching Examples					
“Little angel of peace (Learn to resolve conflicts between friends)”	Teach students to manage conflicts between friends with a positive attitude and the methods to do so. Encourage students to employ a mild and understanding attitude to treat friends, and not to easily quarrel with easily.	<ul style="list-style-type: none"> - Reliable - Caring - Respect other people 	<ul style="list-style-type: none"> - Co-ordination ability - Communication ability - Emotion management 	<ul style="list-style-type: none"> - Moral education - Life education 	http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_4_6.doc
“Bizarre parties are not for me”	Assist students to recognise the effects / consequences and risks after accepting “gifts” of psychotropic substances in cross-border parties; analyse the reasons of cross-border psychotropic substances consumption and the process to become addicted, so that students can learn how to carefully choose legitimate entertainment / festive celebrations and resist taking psychotropic substances.	<ul style="list-style-type: none"> - Rational - Critical - Self-respect 	<ul style="list-style-type: none"> - Critical thinking - Communication ability - Self-management 	<ul style="list-style-type: none"> - Value education - Life learning - Health education - Anti-drug education 	http://cd1.edb.hkedcity.net/Cd/mce/drugs/Resources/le_sp1.doc
“Coming out from the valley (manage negative emotions)”	Through interactive learning, assist students to understand the most common negative emotions, and learn effective ways to manage emotions	<ul style="list-style-type: none"> - Perseverance - Resilience Strength - Enthusiastic 	<ul style="list-style-type: none"> - Emotion management - Communication power - Exercise capability 	<ul style="list-style-type: none"> - Life learning - Life education 	http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_1_12.doc
“Buddy, you should...”	Assist students to learn about themselves, set objectives and bravely face challenges so that students can adopt a positive attitude in face of the transition period. After students are promoted to secondary schools, they can continue to use their potential to the fullest extent and adopt a confidence positive attitude to overcome difficulties.	<ul style="list-style-type: none"> - Self-reflection - Responsibility - Enthusiastic 	<ul style="list-style-type: none"> - Self-management ability - Exercise capability - Communication ability 	<ul style="list-style-type: none"> - Life education - Value education 	http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_3_11.doc
“My test results are poor, what can I do?”	Assist students to cultivate self-reflection, perseverance and hardworking attitude to face and solve problems they encountered in	<ul style="list-style-type: none"> - Perseverance - Self-reflection 	<ul style="list-style-type: none"> - Self-management ability - Problem-solving 	<ul style="list-style-type: none"> - Life education - Value education 	http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_3_6.doc

“Life Events”	Summary of the Contents	Value / Attitude	Skills / Abilities	Education Scope	Download address
Teaching Examples					
	their studies	- Hardworking	ability - Exercise capability		
“You smoke, I smoke! (Resist invitation to smoke from classmates)”	Through a series of interactive learning activities, students can understand the different levels of harm caused by smoking. Students can use their collective power to resist the temptation of smoking.	- Perseverance - Rational - Self-restraint	- Self-management ability - Co-ordination ability - Refusal skills	- Value education - Health education - Anti-smoking education	http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_4_13.doc
“Say ‘no’ to bad peers”	Assist students to understand they need to love themselves when they are growing up. Students need to be rational and courageous when managing unreasonable requests from peers	- Self-regard - Rational - Courage	- Critical thinking ability - Problem Solving ability - Refusal skills	- Life education - Value education	http://cd.edb.gov.hk/mce/section3/doc/2_4_7_P.doc
“Dad and mum have separated	Through interactive learning, assist students to understand the changes in personal and family life when their parents divorced. Teach students to express their feelings to trustable persons.	- Perseverance - Facing adversity with enthusiasm	- Communication ability - Emotions expression - Resilience strengths	- Life learning - Value education	http://www.edb.gov.hk/FileManager/EN/Content_3056/ks1_2_7.doc
“I need to learn...”	Trigger the students to think of how they can face difficulties encountered in their studies with learning experiences provided by well known members of society.	- Self-confidence - Perseverance	- Career planning - Self-management ability	- Life learning - Life education	http://www.edb.gov.hk/FileManager/EN/Content_3057/ks2_1_11.doc
“You shouldn’t be born”	To use a relaxed method to assist students to possess a better self-esteem, and establish self-respect and a sense of self-regard	- Self-respect - Self-regard - Self-acceptance	- Self-management ability - Communication ability	- Value education - Life learning	http://resources.edb.gov.hk/mce1/documents/educ1.doc

“Life Events”	Summary of the Contents	Value / Attitude	Skills / Abilities	Education Scope	Download address
Teaching Examples					
“I read a piece of news on suicide”	Encourage students to understand the beauty of living, treasure their lives and use a responsible and persevering attitude to face hardship in life	<ul style="list-style-type: none"> - Appreciate life - Treasure life - Responsibility - Perseverance 	<ul style="list-style-type: none"> - Problem solving ability - Self-management ability - Critical thinking - Resilience strengths 	<ul style="list-style-type: none"> - Life learning - Value education 	http://cd.edb.gov.hk/mce/section3/doc/2_1_10_P.doc
“My friends and I have a fight”	Teach students to use rational thinking, respect and consideration to manage disputes	<ul style="list-style-type: none"> - Rational - Respect other people - Understand other people 	<ul style="list-style-type: none"> - Problem solving ability - Judgment ability - Critical thinking ability 	<ul style="list-style-type: none"> - Moral education - Value education 	http://cd.edb.gov.hk/mce/section3/doc/2_4_8_P.doc

Key Stage 3 (Form 1 to 3)

“Life Events”	Summary of the Contents	Value / Attitude	Skills / Abilities	Education Scope	Download address
Teaching Examples					
“No fists, say ‘yes’ to gentleness”	Enable student to understand the problem of domestic violence, and learn appropriate ways to manage family disputes	<ul style="list-style-type: none"> - Caring - Respect other people - Facing adversity with enthusiasm 	<ul style="list-style-type: none"> - Emotion management - Self-management ability - Reconciliation skills 	<ul style="list-style-type: none"> - Moral education - Life education 	http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_2_13.doc
“Home alone”	Explore with students the correct self-discipline attitude and when staying at home alone	<ul style="list-style-type: none"> - Self-discipline - Self-determination - Reliable 	<ul style="list-style-type: none"> - Critical thinking ability - Self-management ability 	<ul style="list-style-type: none"> - Moral education - Life education 	http://cd.edb.gov.hk/mce/section3/doc/3_2_3_P.doc
“Price of youth – compensated dating”	Guide students in discussions, and understand the risks of compensated dating and its negative meaning. Enhance the students’ analysing ability to manage problems. Establish a positive and healthy value and enhance the awareness of respecting one’s body.	<ul style="list-style-type: none"> - Self-regard - Respect - Rational - Responsibility 	<ul style="list-style-type: none"> - Critical thinking ability - Self-management ability - Protecting yourself 	<ul style="list-style-type: none"> - Value education - Moral education - Sex education 	http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/09_Info/files/life-event_compensateddating.doc
“Say ‘no’ to psychotropic substances”	To deepen the students’ knowledge on the harms of psychotropic substances; learn ways to refuse psychotropic substances	<ul style="list-style-type: none"> - Perseverance - Self-regard - Rational 	<ul style="list-style-type: none"> - Refusal skills - Protecting yourself - Self-management ability 	<ul style="list-style-type: none"> - Value education - Anti-drug education 	http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_1_15.doc
“Bizarre parties are not for me”	Using some real-life scenarios to assist students to learn to carefully choose legitimate entertainment / festive celebrations and resist taking psychotropic	<ul style="list-style-type: none"> - Rational - Self-discipline 	<ul style="list-style-type: none"> - Critical thinking - Communication 	<ul style="list-style-type: none"> - Value education - Anti-drug education 	http://cd1.edb.hkedcity.net/cd/mce/drugs/resources/le_sp1.doc

“Life Events” Teaching Examples	Summary of the Contents	Value / Attitude	Skills / Abilities	Education Scope	Download address
	substances.	- Self-regard	skills - Self-management		
“I regret losing my temper”	Teach students to control their temper and use appropriate measures to manage their angry emotions when they encounter unhappy situations; enhance communication skills with other people and the ability to self-management; establish values of respecting other people, and taking responsibilities.	- Respect other people - Responsibility - Self-discipline	- Self-management ability - Problem solving ability - Emotional expression	- Moral education - Life learning	http://cd.edb.gov.hk/mce/section3/doc/3.1.1.doc
“Every family has its own problems (managing family disputes)”	Assist students to reflect problems on family disputes, and learn to communicate with family members more effectively, and reduce conflicts and disputes	- Respect other people - Caring	- Emotion management - Self-management ability - Communication ability - Reconciliation skills	- Moral education - Life education	http://www.edb.gov.hk/FileManager/EN/Content_3058/ks2_1_12.doc
“Ignore friends who invite me to smoke”	Help students to understand the harmful effects of smoking. Students should be able to resist smoking when they face temptations from friends; establish willingness to take responsibilities.	- Responsibility - Reliable - Rational	- Communication ability - Self-management ability - Creativity - Refusal skills	- Moral education - Anti-drug education - Anti-smoking educatic	http://cd.edb.gov.hk/mce/section3/doc/3.4.1.doc
“Facing temptations”	Assist students to insist their principles, and distinguish right from wrong and the ability	- Uphold principles	- Critical thinking	- Value education	http://www.edb.gov.hk/FileManager/

“Life Events”	Summary of the Contents	Value / Attitude	Skills / Abilities	Education Scope	Download address
Teaching Examples	to resist, so that students can manage the temptations and unreasonable requests from bad peers	<ul style="list-style-type: none"> - Courage - Rational - Self-restraint 	<ul style="list-style-type: none"> ability - Problem solving ability - Creativity - Refusal Skills 	<ul style="list-style-type: none"> - Life education - Value education 	EN/Content_3058/ks3_4_7.doc
“IN’ and ‘stylish”	Enable students to understand that inner beauty is more important than looks and body shape. Students should learn to appreciate their own good points, and accept their own bad points.	<ul style="list-style-type: none"> - Self-recognition - Respect other people - Frugal 	<ul style="list-style-type: none"> - Self-management ability - Analysing ability 	<ul style="list-style-type: none"> - Moral education - Life education 	http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_1_11.doc
“Stop being immature”	Encourage students to learn to reflect on themselves, set positive objectives, and be willing to take personal, familial and social responsibilities and to become promising young persons.	<ul style="list-style-type: none"> - Reliable - Responsibility - Self-reflection 	<ul style="list-style-type: none"> - Self-management ability - Career planning 	<ul style="list-style-type: none"> - Moral education - Life learning 	http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_1_12.doc
“I know how to reflect on the meaning of life”	Assist students to reflect on whether they treasure their lives, and inspire them to establish a persevering and positive attitude, and treasure their life.	<ul style="list-style-type: none"> - Treasure life - Perseverance - Enthusiastic 	<ul style="list-style-type: none"> - Critical thinking ability 	<ul style="list-style-type: none"> - Life learning - Value education 	http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book1-Gowth&Heathy/S1_growth_case5.pdf
“I heard a story about suicide”	Assist students to correct their misconception, and use a persevering and responsible attitude to face life challenges	<ul style="list-style-type: none"> - Sanctity of life - Perseverance - Responsibility 	<ul style="list-style-type: none"> - Critical thinking ability - Problem solving ability - Self-management 	<ul style="list-style-type: none"> - Life learning - Value education 	http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book1-Gowth&Heathy/S1_

“Life Events” Teaching Examples	Summary of the Contents	Value / Attitude	Skills / Abilities	Education Scope	Download address
			ability		growth_case6.pdf
“My family member is unemployed”	Assist students to learn to use a positive, optimistic and caring attitude to face hardships in life, so that students understand that they can adopt to new environment by changing their personal mentality	<ul style="list-style-type: none"> - Facing adversity with enthusiasm - Optimistic - Attentive - Adaptability to changes - Perseverance 	<ul style="list-style-type: none"> - Problem solving ability - Self-management ability - Communication ability - Resilience strengths 	<ul style="list-style-type: none"> - Moral education - Life education 	http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_2_8.doc
“I have graduated!”	Enable students to use a positive, optimistic and aggressive attitude to face the challenges in graduation, and be willing to accept the challenges.	<ul style="list-style-type: none"> - Facing challenges - Optimistic - Aggressive 	<ul style="list-style-type: none"> - Problem solving ability - Self-management ability 	<ul style="list-style-type: none"> - Life education - Value education 	http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book3-School/S3_s1_case4.pdf
“A meaningful holiday”	Assist students to reflect on how they can use their time meaningfully, and actively spend each and every holiday.	<ul style="list-style-type: none"> - Caring - Enthusiastic - Self-discipline 	<ul style="list-style-type: none"> - Self-reflection ability - Problem solving ability - Self-management ability 	<ul style="list-style-type: none"> - Moral education - Life education 	http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_3_12.doc
“Resisting drug temptation from Internet”	Guide students on how to conduct careful consideration, and the values and attitude to adopt when making decisions and in face of bad information	<ul style="list-style-type: none"> - Rational - Self-discipline - Cautious 	<ul style="list-style-type: none"> - Problem solving ability - Critical thinking - Communication ability 	<ul style="list-style-type: none"> - Anti-drug education - Health education - Value education - Media education 	http://cd1.edb.hkedcity.net/cd/mce/drugs/resources/le_s4.doc

Key Stage 4 (Form 4 to 6 / 7)

“Life Events”	Summary of the Contents	Value / Attitude	Skills / Abilities	Education Scope	Download address
Teaching Examples					
“Price of youth - compensated dating”	Guide students in discussions, and understand the risks of compensated dating and its negative meaning. Enhance the students’ analysing and ability to manage problems. Establish a positive and healthy value and enhance the awareness of respecting one’s body.	<ul style="list-style-type: none"> - Self-regard - Respect - Rational - Responsibility 	<ul style="list-style-type: none"> - Critical thinking ability - Self-management ability - Protecting yourself 	<ul style="list-style-type: none"> - Value education - Moral education - Sex education 	http://cd1.edb.hkedcity.net/cd/mce/sed/webfiles/TeacherResources/09_Info/files/life-event_compensateddating.doc
“I have to learn to have a good relationship with my family”	Guide students to understand that they need to respect and care for their family members when getting along with them, in particular, when there are conflicts. Learn to be rational and stand in the other person’s shoes when resolving family problems, and strive for the establishment of a harmonious family.	<ul style="list-style-type: none"> - Caring - Respect 	<ul style="list-style-type: none"> - Critical thinking - Co-ordination ability - Communication ability 	<ul style="list-style-type: none"> - Moral education 	http://www.edb.gov.hk/FileManager/TC/Content_3059/ks4_2.doc
“Stress and everyone (managing stress of work)”	Guide students to understand the stress of work, and assist them to equipment themselves for the stress at an early stage; and be active when managing challenges at work in the future.	<ul style="list-style-type: none"> - Perseverance - Optimistic - Rational 	<ul style="list-style-type: none"> - Critical thinking - Problem solving ability - Self-management ability 	<ul style="list-style-type: none"> - Life learning - Life education 	http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_6_6.doc
“Who am I living and working for? (reflection on the meaning of life)”	Assist students to explore the meanings of life, and reorganize the importance of all aspects in life, and pursue a positive life attitude to lead a better and more meaningful life	<ul style="list-style-type: none"> - Enthusiastic - Self-regard - Reliable 	<ul style="list-style-type: none"> - Problem solving ability - Career planning - Self-management ability 	<ul style="list-style-type: none"> - Life learning - Value education 	http://www.edb.gov.hk/FileManager/EN/Content_3059/ks4_1_4.doc

“Life Events”	Summary of the Contents	Value / Attitude	Skills / Abilities	Education Scope	Download address
Teaching Examples					
“Resisting drug temptation from Internet”	Enable student to understand the harms in taking psychotropic substances; guide students on how to conduct careful consideration, and the values and attitude to adopt when making decisions, and in face of bad information about psychotropic substances in the open Internet world	<ul style="list-style-type: none"> - Rational - Self-discipline - Cautious 	<ul style="list-style-type: none"> - Problem solving ability - Communication ability 	<ul style="list-style-type: none"> - Value education - Anti-drug education 	http://cd1.edb.hkedcity.net/cd/mce/drugs/resources/le_s4.doc
“I know who to resist: avoid unhealthy practices and evils”	Assist students to cultivate critical thinking ability, and reflect on their own moral standards, so that students have the ability to resist temptations and unhealthy practices and evils	<ul style="list-style-type: none"> - Self-discipline - Self-reflection - Rational 	<ul style="list-style-type: none"> - Critical thinking - Problem solving ability 	<ul style="list-style-type: none"> - Moral education - Value education 	http://cd.edb.gov.hk/mce/section3/pdf/SecondaryBookPDF/Book5-Society/S5_society_case3.pdf

Teaching examples of “Life Events” at all learning levels include learning objectives, education processes, related coerce material and worksheets, and recommendations for extended learning activities. All of these components provide a variety of real-life education resources to teachers to cultivate students’ values, attitudes and life skills. Here is an example of “Life Events”: A summary introduction of “Say ‘no’ to drugs” that gives the basic structure of the course delivery structure of “Daily Life Event”. If you would like to obtain the complete set or other individual component of the “Life Events” teaching material, please visit the Curriculum Development Institute of the Education Bureau to download the material.

“Life Events” teaching example: say ‘no’ to psychotropic substances!”

Summary

In recent years, there is an increasing trend of psychotropic substances abuse among young people. Junior high school children are immature, and they are susceptible to peer’s influence. There is a very high probability that they would become drug addicts. Some young people mistakenly believe that smoking can give them happiness, and rid of their troubles. They have ignored the harmful effects and serious consequences of taking drugs. This lesson plan aims to reinforce the students’ awareness of the harmful effects of psychotropic substances, and educate them on how to refuse psychotropic substances.

Targeted Group

Junior high school students

Learning Objectives

- To become aware of the harmful effects caused by psychotropic substances to the human mind and soul.
- To learn to protect yourself and learn to refuse psychotropic substances

Values / Attitudes

Perseverance, self-regard, rational

Mode of Teaching

Moral and Civic Education class / class teacher periods / development class / life learning class

Teaching Material

1. “How much do you know about the harmful effects of drugs” PowerPoint (Appendix 1)
2. “Psychotropic substances matching game” worksheets and answers (Appendix 2 and 3)
3. Scenario discussion worksheet (Appendix 4)
4. Scenario discussion worksheet (see answer) (Appendix 5)

5. Anti-drug undertaking (Appendix 6)

6. 7- 8 large posters

7. Scissors and glue (student own)

(Related materials can be downloaded from the following addresses:

Powerpoint:

http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_1_15.ppt

Worksheets: http://www.edb.gov.hk/FileManager/EN/Content_3058/ks3_1_15.doc

Teaching Time

80 minutes

Extended Activities

Students to fill out and sign “Anti-drug Undertaking” to sum up their knowledge on the harmful effects of psychotropic substances, and to reinforce their awareness of an anti-drug living.

Teaching Process

Activity 1: Psychotropic Substances Matching Game (30 minutes)

1. Teacher displays Powerpoint presentation “How much do you know about the harmful effects of drugs” (Appendix 1), to enhance students’ basic knowledge on the types of drugs and their harmful effects (15 minutes).
2. Students are divided into groups (4-5 persons). Teacher should distribute a “Scenario discussion worksheet” to each Group. (Appendix 2).
3. Students should conduct discussion before cutting and pasting the names, street names, impression, effect and types of psychotropic substances. Teacher can prepare large posters to be distributed to the Groups. Students should paste the information on the Worksheet onto the appropriate spots on the posters.
4. Teacher can refer to the answers (Appendix 3) and explain to students the general harmful effects of various psychotropic substances, and the particular

effects of psychotropic substances on the human body.

5. Teacher's summary: Drugs are uncontrollable. Psychotropic substances contain chemical substances that have adverse effect on the human body. You are destined to suffer in your mind and soul from the moment you began to take drugs.

Activity 2 , Scenario Discussion (30 minutes)

The class shall be divided into groups of 4 to 5 members. Each group shall receive a Scenario Discussion Worksheet (Appendix 4). Teachers should explain the contents of the scenario, and students to conduct discussions and write their responses on Appendix 3.

After discussion, teacher invites each group to report the results of their discussions. (Refer to Appendix 5).

Teacher's Summary: When peer persuade or threaten us to take psychotropic substances, we may be hesitant out of curiosity, or because we do not know how to refuse them. Given that the impact of psychotropic substances is long lasting, if we take drugs out of momentary curiosity or simply because we do not know how to refuse other people's invitation, we would be giving away our life for nothing.

Teacher's Summary (10 minutes)

Teacher reiterated that the taking of psychotropic substances can cause harmful effects to the body, and also other long-term effects. Teacher points out that taking psychotropic substances do not only cause bad effect to the users, it also causes sorrow and disappointment to those around the users.

Teachers need to remind students that, The offence carries a maximum penalties of HK\$1 million fine and seven years' imprisonment upon conviction on possessing and taking psychotropic substances, or carries a maximum penalties of life imprisonment upon conviction on trafficking and manufacturing of psychotropic substances. This would definitely ruin their future.

Some young people may think that taking psychotropic substances can let them relax and forget everything. However, this feeling is only short-term, while the effects / consequences of taking psychotropic substances would remain for the whole life. Teachers should encourage students to bravely face the difficulties and reject temptations in their daily lives rather than take momentary pleasure with the result of ruining their future.

Appendix 10: Implementation of Anti-drug Education – Related Examples

In fact, different schools have developed a variety of health education strategies and implemented different health education activities in the past. Here are a few examples for your reference.

Yan Chai Hospital No. 2 Secondary School

Form a task force to establish a healthy school policy

- In 2001, Yan Chai Hospital No. 2 Secondary School Secondary School formed the “Healthy Living Education Unit” that oversees all health related issues.
- The “Healthy Living Education Unit” has incorporated the topic “A healthy sense of life” in the school’s 3-year development objective for the years 2003 to 2006. The topic was once again included in the school’s 3-year development objectives for the years 2006 to 2009.
- Set a different focus topic for each year.
 - 2007 to 2008 School Year: “Establishing a healthy diet”
 - 2008 to 2009 School Year: “Cultivating student leadership”
- Give positive response to social impacts. In response to the recommendations of the related Bureaus on strengthening the anti-drug campaign in the campus, the “Healthy Living Education Unit” discussed including appropriate topics to develop the anti-drug preventive measures to improve the students’ resilience strengths.
- Successfully applied to the Beat Drugs Fund: Designed the “Form 3 Smart Teen Challenge Camp Scheme” with an anti-drug topic; Develop the schools’ Star Project for the 2008-2009 School Year – “Cultivating Student Leadership”

Focus on the Development of anti-drug Elements - Form 3 Smart Teen Challenge Camp Scheme

Funds:

Successfully applied for the Beat Drugs Fund to develop the 2-year “Form 3 Smart Teen Challenge Camp Scheme”.

Audience, Mode and Content of the activity:

The targeted audiences are Form 3 Students who received training from the camp. The training topics will include: anti-drug education, discipline training, team spirit, leadership, skills training and strong body.

Extended activities:

- Host anti-drug Smart Teen Challenge Camp logo design competition and slogan design competition on the campus.
- Send out invitation letters to local Secondary and Primary Schools to invite their students to participate in Drug abuse Comic Design Competition
- Police officers in the district to accompany trained students to distribute promotional leaflets and CDs designed by the students in Shenzhen point of entry to raise the awareness of students who are leaving Hong Kong for entertainment on drugs

Achievements of anti-drug ambassadors in the past year:

- Participated in the 9th Future Young Leaders' Forum 2008 "New generation of outstanding young person, a drug-free environment begin with me" co-hosted by the Outstanding Young Person Association and Education Bureau
- Participated and received good results in the anti-drug drama competition by the Tuen Mun Police District.
- Hosted an anti-drug seminar and a drama presentation for a secondary school in Yuen Long
- New Territories North Region Police has invited the School to distribute anti-drug promotional leaflets in the border numerous times

HHCKLA Buddhist Wong Cho Sum School

Form a Task Force to set a healthy school policy

- HHCKLA Buddhist Wong Cho Sum School established the “Healthy Living Group”. The team members include teachers and parents who are responsible for the health issues of the School.
- There are a total of 13 school health policies, which include the followings:
 - Healthy diet
 - No smoking campus
 - Prohibition on drug abuse
- Seek assistance from different professionals, including:
 - Dieticians
 - Nurses
 - Social Workers

A variety of health promotional activities:

- “How heavy is your school bag?” – Remind parents to take note of the weight of the students’ school bags
- “Healthy day” – Educate students on information about health via booth games
- “Let’s Brush our leave” – Educate students in the lower level how to brush teeth in the correct way
- “Sampling healthy snacks” – Enable students to sample delicious and healthy snacks
- “Beautify the campus plan” – Enable students to take note of public health issues
- “One minute before meals” whereby the school would make use of lunch hour to broadcast nutrient information to students

Arrangements for anti-drug issues

Curriculum:

- The contents of General Studies class shall include the types of drugs, and the harmful effects of drug abuse
- Collaborated with the Community Drug Advisory Council to organize 2 class sessions to host anti-drug education activities for Primary 6 students
- Activities:
- Cooperated with Junior Police Call to host a petition campaign termed “Say ‘no’ to drugs”. All students demonstrated their enthusiasm by placing their

signatures on the pledge. This shows that students are aware of the harmful effects of drugs on them, and are willing to sign and confirm their determination of staying away from drugs.

- Members of Girl Guides Association had visited the “Hong Kong Jockey Club Drug InfoCentre” in Central, Hong Kong. They had seen the interactive theatre, Info-café and library. Students can more easily gain information on drugs by playing the interactive computer games.
- Members of Girl Guides Association were awarded the “Prevention of Drug Abuse Badge”.
- The drama team had participated and received good results in the anti-drug drama competition hosted by Cable TV.

Christian Alliance S W Chan Memorial College

Form a task force to set a healthy school policy

- In 2003, Christian Alliance S W Chan Memorial College set up the “Healthy School Development Committee” which is responsible for the planning and coordinating of health education in the schools.
- Participated in the “Healthy Schools Award Scheme” hosted by the Chinese University of Hong Kong. The idea is to use school as a platform to promote personal, family and community health; and to improve the students’ physical, psychological and social balance and health in accordance with their development requirements.
- The school established a list of key concerns for school development purpose with an aim to cultivate the students’ healthy living; the school had set the school-based health policy for all such areas.
- Encourage teachers to receive professional trainings.

A Variety of Health Promotional Activities:

Curriculum:

- Include the major 10 health topics in all of the classes

Activities:

- There shall be an extra-curriculum activity festival for all students to participate in extra-curriculum activities
- Participate in one-life-one-art / sports scheme to encourage students to develop their personal skills
- Set stringent school rules to assist students to learn self-discipline and self-autonomy
- Host the “health education week” and “student development sports week” annually to foster a caring campus culture

Community:

- Actively develop community relations, strengthen cooperation and exchange with other healthy schools
- Host joint-school health fair
- Register in the “Northern New Territories Healthy School Network”
- Participate in the “Northern District Health Promoting Scheme”

Special Arrangements

- To promote the moral education for students. The 4 moral topics: respect,

integrity, perseverance and appreciation shall be the cultivation objectives.

- During morning assemblies, teachers can share with the students the importance of personal characters and development. Then, there would be a series of practical actions to enable students to experience the beauty of morality. Lastly, students and teachers shall provide feedback to one another to appreciate morality.
- Last year, “transformation” was the topic of the student development week. The school had invited students to their growing experience with other students during morning assemblies. There, some students proclaimed how they received encouragement from the teachers, toleration and support from their family members in their chaotic and senseless life and re-affirmed their own value and found their goals in life. Some high academic achievers proclaimed how they experienced failure in open exams, and shared how they faced setback in life and how they overcame difficulties before standing on their feet again.
- This year, “forever friends” is the topic of the student development week. Through activities like life education class, seminars and friendship challenge, students can explore the importance of peer relationships on youth development. These activities educate students the techniques on how to get along with their friends, and on how they can refuse bad friends.

CMA Secondary School

Form a task force to set a healthy school policy

- CMA Secondary School Health Education Committee is responsible for the planning and coordinating of health education in the schools.
- Employing the school-based model and implementing the “School-based health promotion project” in all classes with an aim to promote health information at the campus

Details about the “School-based physical and mental health promotion project”:

- Teachers’ training programme
 - including project topics on smoking, drug abuse and youth drug consumptions
- Student health ambassador training programme
 - trainings curriculum include: communication skills, leadership ability, youth and sex, mental health, prevention of contagious diseases, diet and meals, abuse of cigarettes, alcohol and drugs
- Parents’ physical and mental health workshop
- Publishing “Voice of Health” monthly magazine and “Teachers’ Physical and Mental Health” special magazine
- Physical and mental health seminars
- Students’ physical and mental health education workshop and development group
- Visits
 - including visits to Hei Ling Chau Addiction Treatment Centre and Hong Kong Centre for Health Promotion and Disease Prevention
- Training camp
- Occupational health training
- All activities relating to student development

Anti-drug Work:

Special Curriculum arrangements:

- Participate in “PATH” - Jockey Club Youth Enhancement Scheme, “Adolescent Health Programme - Moving Forward with New Power” and other courses that enhance the students’ physical and mental development
- From 2003, “Medication Education in Secondary School Teaching Kit – Facing Alternatives” was used in Form 1 curriculum
- From 2005, “Healthy Living, Stay Away from Drugs” medicine education teaching kit was used in Form 2 curriculum
- From 2009, the School started the new senior secondary “health management

and social care curricula”

Examples of other activities:

- Life Bank: skateboard and street dance training activities
- Smart teens
- Student outside school behavior reporting system
- School Participation: teachers, students, parents and staff against drugs
“Outstanding Art-drug Ambassador Programme”
- Future young leaders' forum 2008 “New Generation of Outstanding Young Person, a Drug Free Environment Begin With Me”
- Smart workshop and experience sharing
- Healthy School Campus : seminar to address youth psychotropic substances abuse

Tai Po Old Market Public School (Plover Cove)

Form a task force to set a healthy school policy

Establish the “Environmental Friendly and Healthy School Team” with teachers assigned to plan “healthy school policies”

- Set guidelines, supervise the implementation of policies and review effectiveness of policies. Prepare annual healthy school proposals and plan all kinds of healthy activities
- Adopt the definition of health set by the World Health Organization in 1948: “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity”

Objectives of school health education

- Recognize 10 topics on health: healthy Eating, smoke-free campus, student healthcare, management of contagious diseases, First aid and safety, emergencies and natural disasters, prevention of drug abuse, violence and bullying issues, occupational safety and health, prohibition to alcohol consumptions
- Cultivate correct health attitude and living habits, and promote healthy living
- Enrich health knowledge and life skills
- Improve health situations
- Assist in the establishment of a safe and healthy school environment

Participate in health programmes organized by different organizations:

- Tai Po Health Promoting School Project jointly organized by the United Christian Nethersole Community Health Service and Alice Ho Miu Ling Nethersole Hospital
- Healthy Schools Award Scheme hosted by the Centre for Health Education and Health Promotion of the Chinese University of Hong Kong
- “Occupational Safety and Health School Award Programme” organized by the Occupational Safety and Health Council

Anti-drug arrangements:

- Narcotics Division of the Security Bureau— anti-drug Drama
- Hospital Authority— visit HK Jockey Club Drug InfoCentre
- Organize social workers from Evergreen Lutheran. Centre to speak to all teachers about drugs on staff development day
- Participated in the “Hong Kong Primary School Anti-drug Drama Competition” hosted by i-CABLE Children Channel of i-CABLE Entertainment Limited, and sponsored by Beat Drugs Fund. Our drama is

named “D” File which conveyed to young people that they cannot make friends with drugs as they would take away their health, and life.

Tai Po Sung Tak Wong Kin Sheung Memorial School

Anti-drug activities:

- “3H Blog - prevention of abuse of drugs promotional programme” healthy living quiz (First Round)
- 3H Blog “Healthy family day camp”

Anti-drug curriculum:

- Moral and Civic Education group organize cross-subject curriculum with the science and health improvement team
- Teacher-in-charge: head teacher of primary 1 to 6 science class

Course Objectives:

1. Enable students to understand the effect on drugs on the human body; and the importance of establishing a positive, healthy living attitude ;
2. Enable students to understand the importance of mutual acceptance and respecting other people, which have the effect to improve social communication skills.

Course Topics:

- Primary 1: clean and fresh air
- Primary 2: food trip
- Primary 3: everyone is unique
- Primary 4 : human internet
- Primary 5 : the truth is out
- Primary 6 : crossroad

Appendix 11: Anti-drug Teaching Materials

“Life Events” Teaching Examples	Summary of the Contents	Value / Attitude	Skills / Abilities	Education Scope	Notes
Did you know?	To assist students to understand the reasons to take drugs, and to enable students to detect whether they or their friends are highly exposed to drugs with reference to their or their friends’ living conditions, so that they can undertake preventive measures and to seek assistance from reliable persons, such as parents, teachers and social workers.	<ul style="list-style-type: none"> - Self-regard - Care 	<ul style="list-style-type: none"> - Recognition ability - Self-management - Communication skills - Emotion expression 	<ul style="list-style-type: none"> - Anti-drug education - Life learning - Life education - Value education 	Suitable for upper primary students
Danger zone	To assist students to recognise the hazard level in different scenarios. To increase the students’ alertness and recognition ability to things, environment and friends’ comments.	<ul style="list-style-type: none"> - Criticism - Alertness 	<ul style="list-style-type: none"> - Critical thinking - Self-management - Recognition ability 	<ul style="list-style-type: none"> - Value education - Anti-drug education 	Suitable for upper primary to junior high school students
All about drugs	To let students; understand the effect of curiosity, response to peer influence, and the lack of critical thinking of young people.	<ul style="list-style-type: none"> - Criticism - Courage 	<ul style="list-style-type: none"> - Critical thinking - Recognition ability 	<ul style="list-style-type: none"> - Anti-drug education - Life learning 	Suitable for upper primary to junior high school students
Should I try?	To assist students to understand the influence of peer pressure and the restrictions of person judgment.	<ul style="list-style-type: none"> - Criticism - Self-discipline - Courage - Care 	<ul style="list-style-type: none"> - Critical thinking - Recognition ability - Self-management - Refusal skills 	<ul style="list-style-type: none"> - Anti-drug education - Value education - Life education 	Suitable for upper primary to junior high school students

“Life Events”	Summary of the Contents	Value / Attitude	Skills / Abilities	Education Scope	Notes
Teaching Examples Drugs game	pairing Activities where students can learn about psychotropic substances and their bad effects to the human body; to clarify the students’ fallacies on psychotropic substances.	- Self-regard - Criticism	- Recognition ability - Critical thinking	- Anti-drug education - Health education	Suitable for upper primary students
About the harms of drugs	Activities to assist students to understand that there is no differentiation between “soft” and “hard” drugs, and to let students understand the general harms and harmful bodily effects of all kinds of psychotropic substances.	- Self-regard - Criticism	- Recognition ability	- Anti-drug education - Health education	Suitable for junior high school students
Drug-free paradise	Activities to clarify the fallacies of students on psychotropic substances ; gain knowledge on skills used by drug dealers to sell drugs; educate students on the effect and legal consequences of taking psychotropic substances	- Criticism - Courage	- Recognition ability	- Anti-drug education - Life education	Suitable for upper primary to junior high school students
3 steps to refusal	To practice refusal techniques through role play	- Criticism - Courage	- Refusal technique - Recognition skills	- Anti-drug education - Life education	Suitable for upper primary students
Tips on refusal	Techniques to resist temptations	- Courage	- Refusal technique	- Anti-drug education - Life education	Suitable for students to junior secondary school students
The great prize of \$500 million	Enable students to consider the economic effects drug taking activities	- Criticism	- Communication ability	- Anti-drug education	Suitable for lower high and upper high school students

“Life Events” Teaching Examples	Summary of the Contents	Value / Attitude	Skills / Abilities	Education Scope	Notes
	had on society	<ul style="list-style-type: none"> - Rational - Commitment 	<ul style="list-style-type: none"> - Co-ordination ability - Co-operation ability 		

Teaching Material 1: Did you know?

- Audience:** Upper primary: Suitable for class discussions
- Objectives:** To assist students to understand the reasons to take drugs, and to enable students to detect their or their friends' living conditions, so that they can undertake preventive measures and to seek assistance from reliable persons, such as teachers and social workers at an earlier stage
- Time:** 30 minutes (5 minutes to make selection; at least 15 minutes for discussions)
- Venue:** Classroom

Read the sentences below carefully, and choose two reasons you believe are the most important; and two reasons you believe are the least important.

The reasons for young people to take “psychotropic substances”:

1. Feeling bored or lonely
2. Actions taken to rebel or confront parents and society
3. To be different from the crowd
4. To avoid problems
5. That is because taking “psychotropic substances” are fashionable and “IN” activities
6. Expectations to changing our mood
7. Encouragement and persuasion from friends or classmates
8. Curious and would like to experience
9. To look for happiness, pleasant sensation and excitement
10. To reduce pain or tension
11. Ease of obtaining drugs
12. To be part of the Group
13. To kill time
14. To test my own control ability
15. Others

I think the most important is...

I think the second most important is...

I think the least important is...

I think the second least important is...

Steps:

1. Teacher can perform a simple statistical calculation with the answers obtained to see which of the two scenarios the students believed are the most important or the least important. Teacher can also invite students to give explanations.
2. After finding the two scenarios that the most students choose, teacher can invite the students to provide Solutions to the said scenarios. Teacher can discuss with students the best solutions to adopt.

Main Points:

1. Teacher should guide students to provide explanations to the choices they made, and conduct discussions with other students. Teacher should provide quality analysis and guidance to students if necessary.
2. Teacher should guide students on how to respond, seek assistance or who to seek assistance from in face of the scenarios above.

Explanations:

- Taking drugs for whatever reasons is wrong. Taking drugs would damage the human brains and other important organs. After the body functions were damaged, they would not revert to the original condition even when you have stopped taking drugs.
- There are other ways for you to gain friends / classmates recognition, i.e. academic results, sports, activities and volunteering activities etc.
- Other methods to seek for assistance ' e.g. seeking assistance from parents, teachers, discipline and counseling teachers or school social workers

Teaching Material 2: Danger Zone

(Please refer to “Drug, Illusion, Anti-drug Resource Kit for Parents and Teachers”)

Audience: Upper primary and junior secondary school: Suitable for small group / small class

Objectives: Students can differentiate the risks level of different Scenario through discussions and sharing, so that students can enhance their alertness in specific items, the environment and their peers’ words, and increase their recognition ability

Time: 30 minutes

Venue: Classroom

Zone Cards (including: high risk zone, low risk zone and no risk zone)

Scenario Cards (refer to the reference material contained in Teaching Material 2 to make up new Scenarios with reference to the students’ situations)

Teachers can use the different Methods presented in this Teaching Material to deliver the class:

Method 1:

1. Students to take turn picking ONE Scenario Card.
2. After the contents were read out, the whole group/ class shall discuss which psychotropic substances risk zone the scenario belongs to. Students should place the Card in “high risk zone”, “low risk zone” or the “no risk zone”.
3. After discussions, teacher should first explain that there is no differentiation of risks when taking psychotropic substances. Taking psychotropic substances is always dangerous, as they cause harm to the human body.
4. Ask students whether they have gained further knowledge on risks situations.
5. Invite students to reflect whether such risks situations are inevitable?
6. Invite students to imagine / assume their friends / fellow students want to take psychotropic substances, and the students need to help his / her Friends / fellow Students to manage these risks scenarios. How would the students assist him / her?
7. Teacher summarizes the students’ opinions.

Method 2:

1. Divide the classroom into 3 zones, namely, “high risk zone”, “low risk

zone” and “no risk zone.”

2. Each student shall pick one Scenario Card (each student can pick more than one Scenario Card depending on the number of students participating in this activity).
3. When teacher read out the content of the Scenario Card, students who hold the same Scenario Card should stand up and choose the zone, and explain the reasons why they made the choice.
4. Teacher can determine the discussion time with reference to the controversial or importance of the scenario and time constraint.
5. Teacher can list the important points of the discussions on the paper as reference when going back to the different scenarios.
6. Before concluding the activity, teacher should focus on explaining that there is no differentiation in the taking of psychotropic substances into the ”high risk” and “low risk”, as all drugs cause harm to the human body.

Method 3:

1. The classroom shall be divided into the “high risk zone”, “low risk zone” and “no risk zone”.
2. Invite several students to stand up.
3. Teacher read out one of the Scenario Card.
4. Students to decide on which zone they wish to stand in.
5. Invite each student to explain the reasons why he / she choose to stand in the zone.
6. After the students in each of the zone had explained their reasons, try your best to persuade other students to change their mind. After the persuasion has completed, each student can again choose the zone they want to stand in.
7. Before concluding the activity, teacher should clearly states that there is no differentiation in the taking of psychotropic substances into the ”high risk” and “low risk”, as all drugs cause harm to the human body.
8. Teacher can guide the students to conduct in-depth discussions on the risks of different scenarios, so that Students can raise their alertness in different scenarios.

Main Points:

1. If certain scenario brings a high level of controversy, teacher can guide the students to conduct analysis and considerations from different perspectives.
2. The activity should be focused on the process of discussions rather than the final results.

3. Teacher should conduct discussions about controversial scenario with reference to the experience the students had on the related scenario, e.g. “Karaoke Room”. Teacher should take care when dealing with the said scenario.
4. Teacher can list out the common risk factors faced by the individual students or groups as a basis for future follow-up or activity content design.
5. Students face different temptations in different scenarios. Teacher can also make use of the teaching material “refusal kit” and teach students to say “no” to drugs.

Explanations:

- There is no differentiation of “soft” and “hard” drugs. All drugs can cause harm to the human body, e.g. destruction of skin tissue which lead to the premature aging of skin; damaged brains which would affect memory capacity and thinking skills, etc.
- If any students classified certain dangerous scenarios as safe, teacher can enquire the students the reason for the classification, and then correct his or her wrong concept.

Teaching Material 2 (Reference Material)

Scenario 1

You and your classmates went to sing Karaoke. One of your classmates took out a bag of white powder and told you that the atmosphere would become higher if you consume the powder. The classmate told you that you would not get addicted to the white powder.

Scenario 2

Your classmates often invite you to participate in all kinds of activities, e.g. parties at weekends, BBQ and play T.V. games overnight at a classmate's home, etc.

Scenario 3

Your good friend/ classmate borrowed \$20 from you. He told you that he was in a bad mood and wanted to buy some "good stuff" for relaxation purpose.

Scenario 4

After you have an arcade game session with your classmates, he invited you to a "great den".

Scenario 5

Your classmate who is also your best friend was in a bad mood after being reprimanded by the teacher. She drank more than half a bottle of liquid which looks like cough syrup. She handed you the rest of the bottle.

Scenario 6

After a late BBQ session at the beach, a classmate gave you a cigarette and encouraged you to try it. He teased you, "Don't you have guts?", "Stop pretending to be a good boy!"

Scenario 7

Recently, you got to know a student from an upper form at school. He takes care of you and often invites you to sing karaoke or to play TV games in his

home. During a TV game session, he handed you some pills and told you that you would win the games if you take some.

Scenario 8

You were window shopping with your classmate when he suddenly told you he had to purchase something from somewhere nearby. You saw him handing over some monies to a young person, and then put a small bag of items in his trousers pocket.

Scenario 9

One day after school, your friend asked you to go to the toilet together, and both of you entered into a cubical. Your friend then took out a bag or powder from his trousers pocket and told you he would like to share some fun with you.

Scenario 10

You felt dizzy. Your friend gave you some pills and told you that they are painkillers.

Scenario 11

You felt unhappy because of your poor test/ exam results. After your friend knew about it, he gave you some unidentified pills after school. He told you that you would feel happy and stress free after you consume some of the pills.

Scenario 12

You and your classmates went to visit one of the classmates at home during a weekend. During that time, you found that your classmates were consuming some unidentified powder. They invited you to share the powder with them. They told you that you will feel happier after consuming the same, and you would feel more excited when playing video games.

Scenario 13

You and your classmates are going to graduate from school. Everybody is going to the beach / park for a meeting. During that time, some classmates invited you to consume some unidentified blue pills. They told you that they

were showing you “good stuff” because you are good friends/ classmates.

Scenario 14

At a gathering of classmates, a classmate who is also your neighbor took out several unidentified and colorful pills from his pocket. Some of the pills look like Rohypnol with patterns of Mickey Mouse impressed on them. He told you that even though the media has always been saying that one will become “retarded” after taking pills, nothing bad happened to him whereby he has taken the pills for a year. He told you he feels that he is becoming more and more alert. He is always winning video games, and he is always happy. Unhappy feelings have dissipated. After hearing what your classmate told you, and seeing that he is alert, and he is always winning video games, would you...

Scenario 15

After going to the beach for a BBQ session with your classmates, everyone was playing “True or Dare”. You were asked some embarrassing questions which you did not wish to answer. Your classmate took out some pills from his pocket and told you that they are ecstasy. He told you that you would not become addicted because you have strong will power. Under the pressure of your classmates and your undertaking made before the game started, would you...

Scenario 16

During the holidays, you went to sing karaoke with a few classmates. During that time, your classmates expressed that they want to drink beer, and told you that he is an adult.

Scenario 17

You were playing video games with a few classmates all through the summer holidays. Your classmates were feeling bored. Someone said he had something “good” to share and took out a bag of pills from his pocket. He distributed a pill to each of you.

Teaching Material 3: The Truth about Taking Drugs

Audience: Upper primary to lower form students: Suitable for small group /small class

Objectives:

- To enable students to acknowledge that we each have curiosity, and how they would response to peer influence
- To discuss about the effect of taking drugs by young people who lack the ability to critical thinking

Time: 30 minutes

Venue: Classroom / Indoor

Process:

1. Place 2 kinds of candies in 2 opaque containers before the session starts. Please choose candies that have similar appearances but with different flavors (e.g. sour lemon candies and sweet honey candies). Please ensure that the candies remain a mystery to participants.
2. Invite several students to form 2 groups to sell the food in the containers.
3. The teacher can guide the two groups of students to use different techniques to sell the items on hand. However, no group shall force the other students to consume the candies. The other students must consume the candies voluntarily. If any student refuse to consume the candies, the group can try to persuade them, for example, by saying, “I bet you have never tried it before”, “I am giving you the food. Are you not giving me face?”, “Anything that I recommend to you are good stuff”, “You would beg me for another one immediately after trying the first piece.” In addition, the student responsible for the promotion of candies must take a piece from the container and place it in his mouth immediately. He should have a satisfaction look on his face which indicates that the piece of candy is indeed delicious. He has to induce the other students to consume the candies with his actions.
4. After some time, summarize the reasons for students who elected to consume the candies.
5. Discuss:
 - a. What were you thinking about when the other student was being persuaded to consume the candies?
 - b. Why would you consume the piece of candy? What were you thinking at that time?
 - c. Did you feel that you were cheated?
 - d. How did you feel after you were cheated by your classmate?
 - e. What methods did the promoters employed to make other students think that they are delicious pieces of candies?

- f. What are the reasons for the other students not to consume the candies from the promoters?
 - g. What are the prevailing reasons for young people to take drugs?
 - h. Under what situation would young people accept taking psychotropic substances?
 - i. Under what situation would you not disclose certain facts so that you can influence other people to perform some acts?
 - j. If you encounter such situation, what can you do to avoid being cheated?
6. The teacher should summarize the answers of the students. Finally, the teacher should point out how we could response to temptation from peers / friends, and how we can gather our courage to say “no” to temptation.

Teaching Material 4: Should I Try?

(Please refer to “Drug, Illusion, Anti-drug Resource Kit for Parents and Teachers”)

Audience: Upper primary to lower form students: Suitable for the entire class / entire grade

Objectives:

- To test the limit of your judgment
- To conduct discussions on the influence of peer pressure
- To educate students not to follow the opinions and acts of peers without giving proper thoughts

Time: 40 minutes

Venue: Classroom / Indoor

Material:

1. 5 transparent plastic bags containing powder. The teacher can mix the powder below together. Do not put substance that can cause indigestion (e.g. baking powder) in the bags.
 - A. Milk powder, sugar, Horlick, glucose
 - B. Milk powder, sugar, fine salt, almond powder
 - C. Milk powder, sugar, pepper, fine salt
 - D. Milk powder, sugar, pepper, milk tea powder
 - E. Milk powder, sugar, American ginseng powder, almond powder

Process:

1. Invite 5 students to conduct the test. Let them choose among them any one of the 5 Bags: A, B, C, D and E. Then, ask the participants their motives to participate in the test (most of the students would say that they are driven by curiosity). Invite the Participants to sample the powder.
2. The participants shall first decide for themselves what the powder is after sampling the same. They are requested to write their answers on a piece of paper. The teacher shall not disclose the answers at this stage.
3. Each of the participants shall invite another student to sample the powder. The Invitee can determine whether they wish to sample the powder. When the invitee resisted sampling the powder, the participants need to persuade the invitee to accede to the invitation. If the invitee maintains his stance of refusal, the teacher should award the Invitee a gift after some time. On the other hand, the participants would continue inviting classmates to sample the powder, until there is a student who is willing to accede to the invitation.
4. After an invitee has sampled the powder, both the participant and the invitee shall jointly determine the nature of the powder.
5. The teacher then announced the answer for A, B, C, D and E and check the answers for the students.

6. Students are invited to consider:
 - When students do not have a clear concept on certain issues, would they trust their friends' judgment, and follow their friends' / classmates' decisions or acts?
 - Have you ever had any suspicion on the powder?
 - Do you lack alertness?
 - Curiosity can drive us to try out new things. However, do we have to try out everything?
7. Invite students to share their experience:
 - Do the invitees find it easy to refuse other people's invitations?
 - What are the techniques to refuse other people's invitations?
8. If time permits, teachers can use the "refusal kit" to teach students on how to resist temptations from peers.

Main Points:

1. How would students feel when they are being persistently persuaded by other people?
2. Which refusal method does the student think the most effective?
3. How would you refuse invitations of people inviting you to take drugs next time?

Explanations:

- Would you feel that you being put in an involuntary position by the classmate / friend who persuade you to take drugs?
- Does the students' personal life lack other life network, e.g. other circles of friends?
- The students need to use "rejection kit" (Teaching Material IX) to reject their classmates.
- If necessary, students should approach trustable people for assistance, e.g. parents, teachers or school social workers

Teaching Material 5: Drug Pairing Game

(Please refer to “Drug, Illusion, Anti-drug Resource Kit for Parents and Teachers s”)

Audience: Upper primary: Suitable for small groups / small class

Objectives: Enable students to be familiar with psychotropic substances and the short term adverse effect of consuming psychotropic substances. To clarify the fallacies of psychotropic substances

Time: 20 minutes

Venue: Classroom / Indoor

Teaching Material:

Worksheets / Cards

Teachers can use the different methods presented in this teaching material to deliver the class:

Method 1:

1. Invite students to complete the worksheets (reference material).
2. Check the answered with the students. Clarify the fallacies when necessary.
3. Encourage students to raise questions, and let them gain a better understanding of psychotropic substances and their adverse effects / consequences
4. If students indicate that they have seen people taking psychotropic substances, invite the students to share what they had seen after the person had taken psychotropic substances

Method 2:

1. Teachers cut out the cards that contain the name of the psychotropic substances and their effects / consequences from the reference material
2. Invite students to match the psychotropic substances card with their effects / consequences card on the blackboard. Teachers conduct discussions with other students during the matching session.
3. Encourage students to raise questions, and let them gain a better understanding of psychotropic substances and their adverse effects / consequences

Main Focus:

1. Pay attention to the knowledge of students on psychotropic substances. If students display an abundance of knowledge on drugs, teachers should immediately balance the other drug risks factors. (Refer to Book 3 of this Resource Kit “Identification and Management”). If teachers believed that the students are in the high-risk drug taking category, teachers should perform follow-up activities.
2. There is no differentiation between “soft” and “hard” drugs. Drugs cause certain level of harm to the human bodies, e.g. damaged skin, premature aging of skin and brain disturbance. They could affect out memory and judgment and would lead to monetary loss.

Explanations:

For information about the effects / consequences of taking psychotropic substances, please refer to the Identification Section in this Resources Kit.

Teaching Material 5 (Reference Material)

Join the “psychotropic substances” on the left hand side with the corresponding effects / consequences on the right hand side with a line.

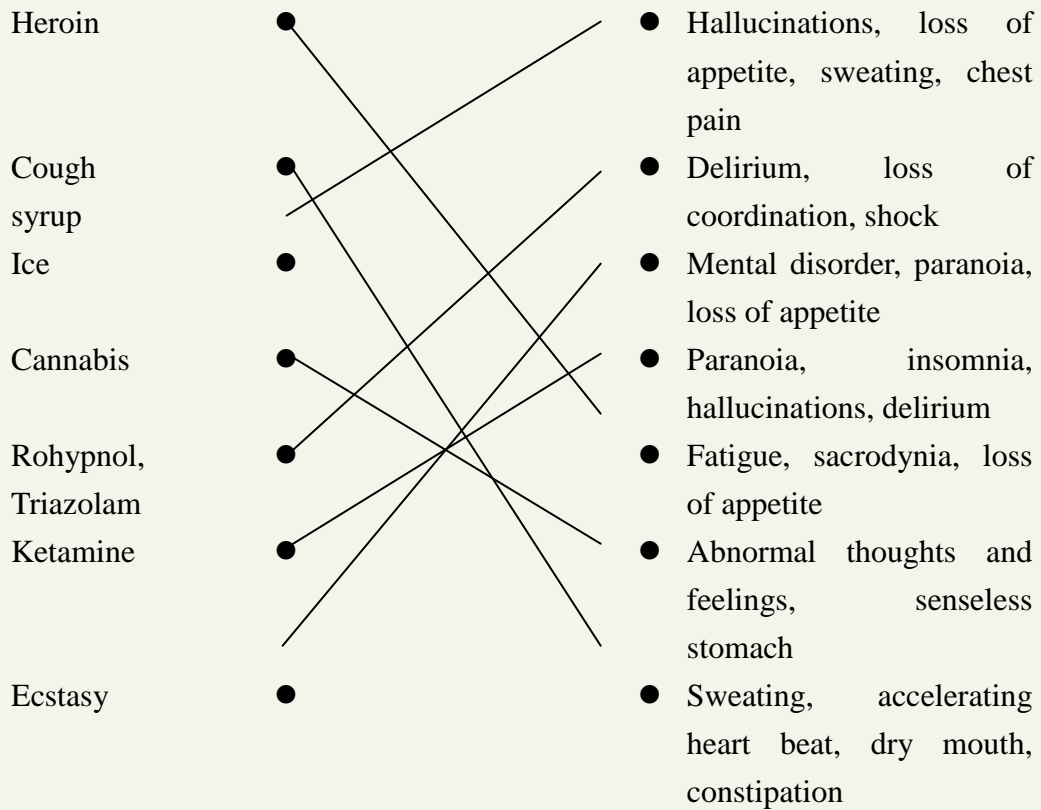
Heroin	●	●	Hallucinations, loss of appetite, sweating, chest pain
Cough syrup	●	●	Delirium, loss of coordination, shock
Ice	●	●	Mental disorder, paranoia, loss of appetite
Cannabis	●	●	Paranoia, insomnia, hallucinations, delirium
Rohypnol, Triazolam	●	●	Fatigue, sacrodynia, loss of appetite
Ketamine	●	●	Abnormal thoughts and feelings, senseless stomach
Ecstasy	●	●	Sweating, accelerating heart beat, dry mouth, constipation

After joining the drugs with the corresponding effects / consequences, think about the effects / consequences of taking psychotropic substances. Apart from the effects / consequences listed above, are there other different effects / consequences?

Matching: Teachers can stick the Drug Labels and the effects / consequences Labels on the blackboard:

Ice	Abnormal thoughts and feelings, senseless stomach
Cannibis	Sweating, dry mouth, constipation, accelerating heart beat
Heroin	Paranoia, insomnia, delirium, hallucinations
Rohypnol, Triazolam	Loss of appetite, mental disorder, paranoia
Cough Syrup	Delirium, loss of coordination, shock
Escstasy	Loss of appetite, sweating, chest pain, hallucinations
Ketamine	Loss of appetite, fatigue, sacrodynia

Answers:



Answers to Matching Game:

- | | |
|---------------------|--|
| Heroin | Loss of appetite, fatigue, sacrodynia |
| Cough syrup | Sweating, dry mouth, constipation, accelerating heart beat |
| Ice | Loss of appetite, sweating, chest pain, hallucinations |
| Cannabis | Abnormal thoughts and feelings, senseless stomach |
| Rohypnol, Triazolam | Delirium, loss of coordination, shock |
| Ecstasy | Paranoia, insomnia, delirium, hallucinations |
| Ketamine | Loss of appetite, mental disorder, paranoia |

Teaching Material 6: About the Harms of Drugs

- Audience:** Lower form: Suitable for small groups / small class
- Objectives:**
- To educate students about drugs
 - To clarify fallacies - there is no differentiation between “soft” and “hard” drugs
- Time:** 30 minutes
- Venue:** Classroom / Indoor

Material:

Several piles of (depending on the number of groups) paper with the names of psychotropic substances printed on them, including: heroin, alcohol, cigarettes, cannabis, cough syrup, Rohypnol, Triazolam, Ice, Ketamine and Ecstasy.

Teachers can use the Teaching Material for the different teaching methods listed below.

Method 1:

1. Divide the students into groups of 4 to 5 persons.
2. Distribute the papers with the names of drugs printed on them to each of the group. Invite students to compare the different levels of harms caused by the drugs and rank them in ascending order.
3. Invite each of the groups to discuss about the level of harms caused by the drugs. This shall take about 10 minutes.
4. Place the drugs which cause the most harm on the top of the pile; the drugs which cause the least harm shall be placed at the bottom of the pile. For example:
 - Heroin
 - Ice
 - Ecstasy
 - Rohypnol
 - Triazolam

If students think that the level of harm caused by the drugs is similar, they can place the labels against one another. For example:

- Heroin
 - Ice
 - Cannabis, Ketamine, Cough Syrup
 - Alcohol, Cigarette
5. Refer to Book 3 of this Resource Kit “Identification and Management” for

information about the features of the drugs and their harmful effect. After the discussion is concluded, the teacher shall clarify that there is no differentiation between “soft” and “hard” drugs. All of the drug labels shall be placed horizontally, one after the other.

Method 2:

Teachers can cut out the names of the drugs from the reference material, and make photocopies with reference to the number of groups.

1. Invite 2 to 3 students or 2 to 3 groups of students to rank the drugs on the white board.
2. After the task is completed, encourage the students to discuss the harm caused by drugs to the human body.

Main Focus:

1. After the activity concluded, the teacher can explain to the students that different drug rehabilitation treatments by placing the main focus on the possession of strong will power, family support, and positive encouragement from friends.
2. Explain to the students the unique harm caused by all kinds of drugs, withdrawal symptoms and the permanent damage caused to the human body, etc.

Refer to Book 3 of this Resource Kit “Identification and Management” for information about this Section in order to understand the harm caused by the different types of drugs.

Explanations:

- These factors shall govern the success of drug rehabilitation treatment:
 1. Length of time of drug taking
 2. Quantity if drug taking
 3. Frequency of drug taking
 4. Types of drugs taken
- Heroin addicts would display symptoms of spasms during the withdrawal period. This is a painful experience to them.
- Young people who take drugs would generally take multiple types of drugs. Therefore, the drug rehabilitation condition may not be the same for all.
- Most drug addicts would display symptoms of depression and distress during the withdrawal period.

- Research indicated that all drugs are harmful to the body, e.g. the brain, the nasal, the respiratory, the kidney, the bladder, the skin, eye-hand coordination, motor nerve and concentration.

Teaching Material 6 (Reference Material)

Ice	Heroin	Triazolam
Rohypnol	Cigarettes	Ecstasy
Cough syrup / Pills	Cannibis	Ketamine
Alcohol		

Teaching Material 7: Drug-Free Paradise

(Refer to Project Astro MIND)

- Audience:** Upper junior and lower form: Suitable for small group / small class
- Objectives:**
- To clarify the fallacies of students taking psychotropic substances
 - To gain knowledge on skills used by drug dealers to sell drugs
 - To educate students on the effect and legal consequences of taking psychotropic substances
- Time:** 30 minutes
- Venue:** Classroom / Indoor

Steps:

1. Invite 10 students to draw a card each. Do not let other students see the cards.
2. The names of the items and their effects / consequences are printed on the cards.
3. Team members must sell to the other students the items they have on hand. Team members must not mention the names of the items, and they should not let other students to know what items they have on hand.
4. After the sales time limit expires, students need to decide whom they want to purchase from. However, students should not purchase their own products. Teachers jot down the records of sales on the blackboard.
5. After voting has been completed, invite the students who perform the sales take turns to tell the class what they are selling, and the effects / consequences of taking the items.
6. Teachers stick the legal consequences cards on Hong Kong laws “7 years imprisonment” and “fine of \$1 million”; and the legal consequences cards on China laws, “life imprisonment” on students who were purchasing the psychotropic substances. Teachers stick the legal consequences cards on Hong Kong laws “life imprisonment” and “fine of \$5 million”; and the legal consequences cards on China laws, “death sentence” and “property confiscation” on students who were selling the psychotropic substances.
7. Conduct Discussions:
 - What factors drive you to purchase the items?
 - What factors made you decide not to purchase the items?

- What reasons did you employ to refuse making a purchase? How was the effect?
- Which refusal reasons proved to be successful?

Main Point:

1. Educate students on the effects / consequences of drugs to assist them to identify the truth and fallacies of taking psychotropic substances
2. Students take psychotropic substances because they want to enjoy themselves, yet they may suffer the consequences and even loss their life.

Teaching Material (Reference Material)

<p>Heroin (Narcotic Analgesics)</p> <p>Immediate effects: Feeling relaxed, high-spirited</p> <p>Effects / consequences: Dependence, loss of appetite, drowsiness, slow response, irritation, weak and shallow breathing, feeling cold, cramps, panic</p>	<p>Ketamine</p> <p>Immediate effects: Buoyant feeling , comfortable, worry-free</p> <p>Effects / consequences: Psychological dependence, delirium, loss of memory, paralysis, loss of control, damage central nervous system, damaged respiratory / cardiac functions</p>
<p>Ecstasy (Psychedelic Stimulants)</p> <p>Immediate effects: Excited, being a dancing king / queen , powerful</p> <p>Effects / consequences: Dependence, nervous breakdown, tiredness, cramps, overheated body</p>	<p>Cocaine (Stimulants)</p> <p>Immediate effects: Happy, comfortable, talkative, eliminate fatigue</p> <p>Effects / consequences: Dependence, vomiting, cramps, bleeding nose, paranoia, hallucination, powerful attack ability, self-mutilation, insomnia, irregular heartbeat</p>
<p>Ice (Stimulants)</p> <p>Immediate effects: High, infinite energy, eliminate fatigue, full of confidence</p> <p>Effects / consequences: Insomnia, fugitive behaviour, panic, feeling of being persecuted, paranoia, depression, low concentration, liver and heart failure</p>	<p>Cannibis (Hallucinogens)</p> <p>Immediate effects: Relaxed feeling, sensory sensitivity</p> <p>Effects / consequences: Inaccurate judgment, high suspicion, depression, loss of balance, accident prone, endocrine disorder; bronchitis, conjunctivitis</p>
<p>Internet Browsing:</p> <p>Immediate effects: Fun, reduce negative emotions, egoless, sense of achievement</p> <p>Effects / consequences: Deteriorating eyesight, obesity, epilepsy, sudden death</p>	<p>Anecdotal Diet Recipe:</p> <p>Immediate effects: Weight reduction, loss Fat</p> <p>Effects / consequences: Malnutrition, feeling weak, low spirited</p>
<p>Chocolate:</p> <p>Immediate effects: Delicious, making people feel satisfied</p> <p>Effects / consequences: Rotten teeth, dry mouth, obesity</p>	<p>Soft Drinks:</p> <p>Immediate effects: Quench thirst, refreshing</p> <p>Effects / consequences: Rotten teeth, obesity, trigger diabetes</p>
<p>Karaoke 20% Discount Coupon:</p> <p>Immediate Effect: Reduce pressure, spend time happily, fashionable / “IN”</p> <p>Effects / consequences: Deplete pocket money, loss of voice</p>	<p>Most advanced TV Games:</p> <p>Immediate Effect: Fun, fashionable / “IN”, make friends</p> <p>Effects / consequences: Trigger cramps in the arms, Trigger fatigue in the eyes, deteriorate eye sight</p>

Maximum Sentence for Related Criminal Offence

Hong Kong Law:

Trafficking / Manufacture	
Fine	Imprisonment
HK\$5,000,000	Life

Consumption / Possession	
Fine	Imprisonment
HK\$1,000,000	7 years

China Law:

Trafficking / Manufacture	
Fine	Imprisonment
Property Confiscation	Death Sentence

Consumption / Possession	
Fine	Imprisonment
Determined by the Judge	Life Imprisonment

Teaching Material 8: 3-Steps to Refusal (Refer to Community Drug Advisory Council)

Audience: Upper Junior : Suitable for Small Groups / Small Class
Objectives: Educate students on the Basic 3-Steps to Refusal
Time: 30 minutes
Venue: Classroom

Steps:

1. Ask students what they would do when they are tempted. For example:
When your friends invited you to skip class to play Internet games at home, and you do not know what to choose. How would you response?
2. Invite students to make response.
3. Explain to the students which responses are appropriate, and which are not. Tell students that it is understandable that we would feel confused when we are facing temptations or unreasonable requests.
 - (i) However, if we know our responses beforehand, we would not easily forgo our stance.
 - (ii) Then, introduce the “Ask-Refuse-Change your Mind” 3-steps approach (reference material) to the students. You can hand out related steps to students for reference.
 - (iii) After the students are made aware of the “Ask-Refuse-Change your Mind” 3-steps approach, invite them to form groups of 2. One of them shall be Student A, and the other student shall be Student B. Practice the following scenarios:
 - Student A arrived home later last night because he was out with friends. She wanted Student B to tell lies for her, saying that Student A was studying at Student B’s home. Student A lost count of time and went home late.
 - Student A forgot to do his homework because he spent his time playing. On the next morning, he asked Student B to lend him / her homework for him to copy.
 - Student A and Student B went to a classmate’s birthday party. At the party, Student A secretly gave a bag of white powder to Student B. He invited Student B to consume the powder together. Student A told Student B that he would feel extremely happy at play after consuming the power.
 - Student A and Student B went home together after school. Student A invited Student B home to do homework together. While doing their homework, Student B told Student A that he was tired. Student A took out a bag of white powder, and told Student B that he would feel vitalized after consuming the

powder, and that he would finish his homework quickly.

- Student A and Student B were playing TV games at Student A's home. Student B always loses the games to Student A because he is slow. Student B felt depressed.
 - Student A took out some pills from his room, and asked Student B to consume them. Student A told Student B that he would move and act quickly after consuming the pills.
 - Student B was unable to answer the teacher's question in class. The teacher asked him to stay after class. After school, he found Student A waiting for him outside the school. When they were leaving for home, Student A noticed that Student B was unhappy. He took out a bottle of medicine from his school bag, and asked Student B to swallow them in big mouthful. Student A told Student B that his unhappiness would be eliminated after drinking from the bottle.
1. Invite the Students to try out the "Ask-Refuse-Change your Mind" 3-steps approach.
 2. Discuss the difficulties encountered during the exercise.

Teaching Material 8: (Reference Material)

“Ask-Refuse-Change your Mind”

1. Rational questioning

Hang on for a moment or ask questions to the recommendations raised by yourself or other people. If you can maintain your stance and use a firm tone, the other person would reflect on whether his/ her recommendations are appropriate. Maybe, he/ she would adopt your views. Questions may include:

- Why must I do it?
- Is it worth doing it?
- Would this make my family members / friends unhappy ?
- Would this contravene the rules or laws?
- Would this have adverse effect on the body

2. Effective refusal

You should maintain your stance and refuse to comply in face of evil intended temptations or unreasonable requests. Remember, you have the right to say “no”. Do not let the person who pressurized you to succeed. These are the attitude we should adopt when we make a refusal:

- Clarify your views.
- Speak with a clear and firm tone.
- Look the other person in the eye
- Do not trample or defame the others.
- If the other person attempted to change or attack your decisions, attempt to repeat your personal stance (a clear and definite stance would be sufficient).
The other person would leave you alone.

3. Find another way out

Refusing the other person does not mean you need to offend him / her. All you need is to voice your views sincerely. Even if the other person does not agree with you, you can let him / her understand that you have other views. In addition, you have the right to raise counter-recommendations. If your recommendations are reasonable, and your attitude is firm, you may influence the other person’s original decisions.

Teaching Material 9: Refusal Kit (Refer to Community Drug Advisory Council)

- Audience:** Upper junior to lower form students: Suitable for groups / class
- Objectives:**
- Educate students on how to resist peer temptations in different scenario
 - Educate students that there are a variety of refusal techniques to resist temptations
- Time:** 30 minutes
- Venue:** Classroom / Indoor

Steps:

1. Teacher can make use of some scenarios (refer to Teaching Material 1) to let students practice how to resist temptations by using different refusal techniques
2. After students had practice using the refusal techniques, teacher can teach students the 8 Moves below (or Narcotics Division of the Security Bureau's "Say No to Gambling Life Away – Games and Methods to Resist Drugs - Kill Drugs in Seconds). Teacher can combine the 8 Moves with the students' own refusal techniques. If time permits, let students practice their skills again.

8 moves to refuse:

First move: Say "no" directly

- I am not interested.
- No, thank you.
- I don't like it / I am not going / doing.

Second move: Using excuses

- I have promised the teacher / Mum that I would not...
- My mother / father would be unhappy if they found this out, I won't...
- I promised myself I wouldn't...

Third move: Friendship rules

- If you are my friend, you wouldn't want my dad to scold me
- If you are my friend, you wouldn't force me.
- If you are my friend, you would respect my choice.

Fourth move: Changing the topic

- Whom do you think I met at the playground / shopping last night?
- The TV Show was great last night. Did you watch it?
- I suddenly think that I need to learn a new skill.

Fifth move: Sharing

- My friends do not like me doing this.
- XX and I have promised one another that we would not take drugs.
- I would not break my promise to my friends.

Sixth move: Better inducement

- You are so smart. Do you have other better ideas?
- Why don't you listen to me...
- In fact, why don't we go/ do...

Seventh move: Humorous attitude

- These days, the fortune book said it's unlucky for me to do a lot of things
- I forgot to ask my father, mother, and my aunt about this...
- I need to complete my 99 pieces of personal tasks before I can think about your suggestions.

Eighth move: Leaving immediately

- Keep silent. Stare at the other person for a second, then shake your head and leave
- I remember I have some things unfinished.
- I have an appointment with XX, I need to go.

Leave the drug taking environment within 30 seconds. Do not hesitate. Do not give the others a chance to tempt you to take drugs.

Teaching Material 10: The Great Prize of \$500 million

- Audience:** Upper junior to lower form: Suitable for small group / class
- Objectives:** Through discussions, students can reflect that if the monies spent on psychotropic substances were used on healthy issues, that would bring enormous benefits to society
- Time:** 30 minutes
- Venue:** Classroom

Steps:

1. At the end of 2008, there was approximately 14,000 reported drug takers in Hong Kong. (Narcotics Division of the Security Bureau: “Central Registry of Drug Abuse”, 2009.) It is believed that this figure only represents a fraction of the total number of drug takers in Hong Kong, as there are other drug takers who have not been reported to the Registry.
2. Using the number of reported drug takers for our calculation, if each person spends \$80 to \$100 to purchase drugs every day, the money spent on drugs would reach \$410,000,000 to \$510,000,000 per annum.
3. What do you think could be achieved if we spend the money that was used on drugs on education, city infrastructure, housing, social welfare, border facilities or on the Hong Kong people?
4. Invite the class to host a conference and try to allocate this large sum of monies (the great prize of \$500 million) to meaningful pursuits.
5. First, the class shall elect different groups, whereby each group to represent one of the following departments, including the Hong Kong Police Force, Leisure and Cultural Services Department, Housing Authority, Social Welfare Department, Hong Kong Tourism Board, District Council, Education Bureau / schools. The groups shall raise their respective arguments.
6. Teacher shall be the chairman of the conference. Teacher shall give comments at appropriate stages.
7. After the groups had concluded their debate, students who represented the Hong Kong people shall give comments and make enquiries with the representatives of the related departments on the recommendations raised.
8. Teacher should sum up the activity.

Appendix 12: Personal Development Courses Organized by Other Organizations Reference Material Acknowledgements

Whole Person Development Institute – ICAN School Scheme

Whole Person Development Institute – ICAN School Scheme provides training courses to teachers / parents / students of secondary schools, primary schools and kindergarten to deepen their understanding on psychological factors, so that they can in turn improve the psychological factors of their students / children. Apart from organizing seminars and workshops, the Institute also organizes book fairs for schools and recommends quality books for schools. The plan provides support to teachers, parents and students, so that teachers can receive professional assistance, and students can learn more effectively; parents can better cooperate with schools to provide a better learning environment for their children.

For detailed information, please visit:

<http://www.ican.com.hk/2007/html/index.aspx>

Life Education Activity Programme, LEAP

Life Education Activity Programme (LEAP) is a registered charity organization providing systematic educational curriculum to students in Hong Kong to make them understand the harmful effects of taking psychotropic substances, cigarettes and alcohol to the human body, and hence, assist students to stay away from psychotropic substances.

In 1995, LEAP has extended the said education curriculum to the primary schools in Hong Kong. In 1999, LEAP formally commenced providing services to Secondary Schools. LEAP started “The Many Façade of Smoking” curriculum designated for Form 1 students in the same year. With the generous sponsorship of the Hong Kong Jockey Club Charities Trust, LEAP introduced an all new special education curriculum in 2000, providing services to students in Special Schools. In 2003, LEAP promoted healthy living and the anti-psychotropic substances message with the Lower Form Education curriculum “Smart COOL Raiders”. At present, LEAP has 6 mobile classrooms and 1 fixed classroom, providing services to more than 76,000 students studying in primary and secondary schools, international schools and special schools.

At the beginning of 2006, LEAP received sponsorship from the Beat Drugs Fund and wrote a parent education curriculum termed “Healthy Development Kit for the New Generation”. This curriculum was formally introduced to Primary and Secondary Schools and the community in October 2006.

For detailed information, please visit: <http://www.leap.org.hk05>

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Dr. Chan, Raymond M.C., Associate Professor of Department of Education Studies,
Hong Kong Baptist University
Dr. Wong Sing Wing, Associate Professor of the Department of Applied Social Studies,
City University of Hong Kong
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HHCKLA Buddhist Wong Cho Sum School
HKFEW Wong Cho Bau School
Hong Kong Association of Heads of Secondary School
Hong Kong Federation of Education Workers
Hong Kong Liberal Studies Association
Hong Kong Professional Teachers' Union
Hong Kong Subsidized Secondary Schools Council
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Working Group on Resource Kit for the School Sector, Action Committee Against
Narcotics

Yan Chai Hospital No. 2 Secondary School

Working Group on Resource Kit for the School Sector

Mrs. LEUNG Justina, JP (Chairperson)

Prof. SHEK Tan-lei, Daniel, BBS, JP

Ms. PONG Scarlett

Mr. CHAN Lai-sang, Jacob

Dr. CHENG Chi-man

Ms. SIU Wing-yee, Sylvia, JP

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Mr. CHAN Ka-po

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Mr. CHENG Suen-lok, Desmond

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The Hong Kong Federation of Youth Groups (HKFYG) was founded in 1960 and has been committed to serving the youth of Hong Kong. Our care for the young is provided through a variety of services, activities and programmes, which have an annual attendance of five million. We encourage youth to reach their fullest potential and with community support, we now have over 60 service units. We also have 12 core services, which include the Youth S.P.O.Ts, Youth Employment, Services for Youth at Risk, Counseling, Parent-child Mediation, e-Services, Leadership Training, Volunteer Services, Education Services, Creativity Education and Youth Exchange, Leisure, Cultural and Sports Services, and Research and Publications. We encourage young people to grow into responsible and dutiful citizens and we now have over 120,000 registered volunteers and 300,000 enrolled members of our u21 youthnet. We believe that our motto Caring for Youth Caring for the Community reaffirms our commitment and dedication to the young people of Hong Kong.