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## **An Evaluation Study on a Moral and Character Education Group for Primary School Students**

Wing Sze, MAK

### *Abstract*

The purpose of this study is to evaluate the effectiveness of the moral and character education group with 10 primary four students. This is a six-session group, conducted in a primary school by a social work student worker in her practicum. Through observation in school and interview with the school social worker, the student worker identified the need of having moral education in primary four students. This group aims to introduce the importance of positive social manner and moral education. Group content and intervention were based on positive psychology, Bandura's social learning theory, Kohlberg's moral development model, Beck's moral education needs theory and Berkowitz's social interaction theory. Assignments, observation and feedback session were used as qualitative assessment. Due to the activities-based nature, interaction of members served great an important function for members to learn moral education. Pre-test and post-test were used as quantitative data to support outcome evaluation. All members showed improvement in understanding of the importance of appreciation, gratitude, respect and kindness as well as willingness to practice them in their daily lives. This implies that using various activities and games can raise students' interest and foster interaction. Being a part of the group, members can learn proper social manner and attitude from the student worker, members and group experiences. More evidence-based intervention can be developed to design tailor-made and interactive character education for Chinese primary school students.

**Keyword:** Moral Education, primary school, group work, interaction, evidence-based intervention

### **Introduction**

#### **The societal background**

Hong Kong is encountering complicated moral culture. We can see critics towards government, the culture of legislation council, and the University orientation camp scandal. These all spark the controversy of moral conflict among mass media and society. One may often see complaints and impolite behavior. In the process of socialization, people are socialized by different agents, including society and mass

media (Clausen, 1968). Hence, the moral culture will lay adverse influence on students, in a certain extent.

### **The school background**

This primary school is promoting “love and integrity, diligence and learning”. It stated that the school wants to promote moral and character development of students. From my observations in the first four weeks, students generally showed their characters in team work during recess time. Through conversations, they showed little appreciation, respect and the sense to be grateful for other’s effort, including toward parents, teachers and classmates.

Given the societal background and school background, the school is one of the agents which exerts influence on young generation’s value. Having a moral education group is suitable as it can provide direction for children’s growth and it fits the educational theme of the school.

## **2) Rationale for running the group**

### **2.1 To promote moral education in primary school**

The school is not a place which focuses only on academic performance, but also a place to promote socialization and enhance students’ whole-person development. As stated by Education Bureau (2013), moral and civic education is an essential element of whole-person education because it aims at fostering students' positive values and attitudes. Schools should promote it in their curriculum as well as extra-curricular activities. However, the resource allocated to primary schools is rather limited when compared with secondary schools.

In fact, the primary school is a suitable place to teach students about good character and morality. According to Power, Nuzzi, Narvaez, Lapsley, & Hunt (2008), the school social work can play the role as a social educator to help students to develop positive social values, attitude and behavior. In order to promote the components of positive values and attitude, having formal and structural sessions is crucial to foster the learning. Therefore, the group is designed to help students gain such attitude, value and behavior and practice in their daily lives.

## **2.2 The importance of proper value in children lives**

Proper values are important to children's growth. Snook (2007) stated that children with right value can become positive, purposeful and enthusiastic. In the middle school age, students aged 5 to 11 are encountering 'Industry vs. Inferiority' (Erikson, 1959). They have to develop the skills in interpersonal relationship, responsibilities and moral commitment. They need encouragement to develop competence and belief in their skills. With the equipment of moral virtue, they can be sensitive to other's feelings and understand the effects of their behavior. They are more willing to show love and care to others. Under this circumstance, the sense of confidence can be gained by the fulfillment of psychosocial development.

It is great to benefit the children when they started receiving moral education in an early age. Primary four students are around 7-9 years old. Also, compared with other years, they have more time to have extra-curricular activities.

Hence, the group is planned not only for an introduction of moral virtues, but also a cultivation of a supportive and encouraging atmosphere by having mutual respect. For instance, there are the supportive slogan and DIY gifts. It is planned that through the atmosphere in the group and reflective and cooperative learning, positive attitude, values and behavior, such as mutual respect and caring can be reinforced. This is fundamental to children development

### **Literature Review**

#### **1) Positive psychology**

Positive psychology stressed the importance of strengths and positive emotion. Clifton and Rath (2005) stated that positive emotion is an essential daily requirement for survival. Identifying strengths and cultivate them can make people achieve authentic happiness and abundant gratification, thus creating good life. These great values can lead to a well-lived and fulfilling life. Besides, this can increase productivity, positive emotions, which can also influence others. As suggested by Character Strengths and Virtues handbook (Christopher & Martin, 2004), positive psychological traits of human beings can be divided into wisdom and knowledge, courage, humanity, justice, temperance, transcendence.

As the group will focus on gratitude, respect, kindness and appreciation. They will cover the humanity and transcendence in positive psychology. Through different

activities, such as role play, games and art, student can learn the importance and skills of paying gratitude. As the result, by cultivating the strengths and positive emotion, students can achieve authentic happiness and have a good life.

## 2) Moral development

Referring to the historical development, there are some theories about moral development. This is useful for the group to have evidence-based practice based on the stage of the moral education. As a result, the group can become more concrete and be supported by theory.

According to cognitive-developmental approach, two significant figures are Jean Piaget and Lawrence Kohlberg. They both provided a full picture about realizing moral stage. Piaget (1965) suggested that moral development is formed and fostered by social interaction. By having constant interaction with others, students can have opportunities for personal discovery through problem solving and explore the norm of the group and society. Hence, the group will provide chance for students to accomplish some tasks, such as art product and game. Also, it will provide opportunities for students to learn from others and understand the moral education by experiential learning.

### 2.1 KOHLBERG'S MORAL STAGES

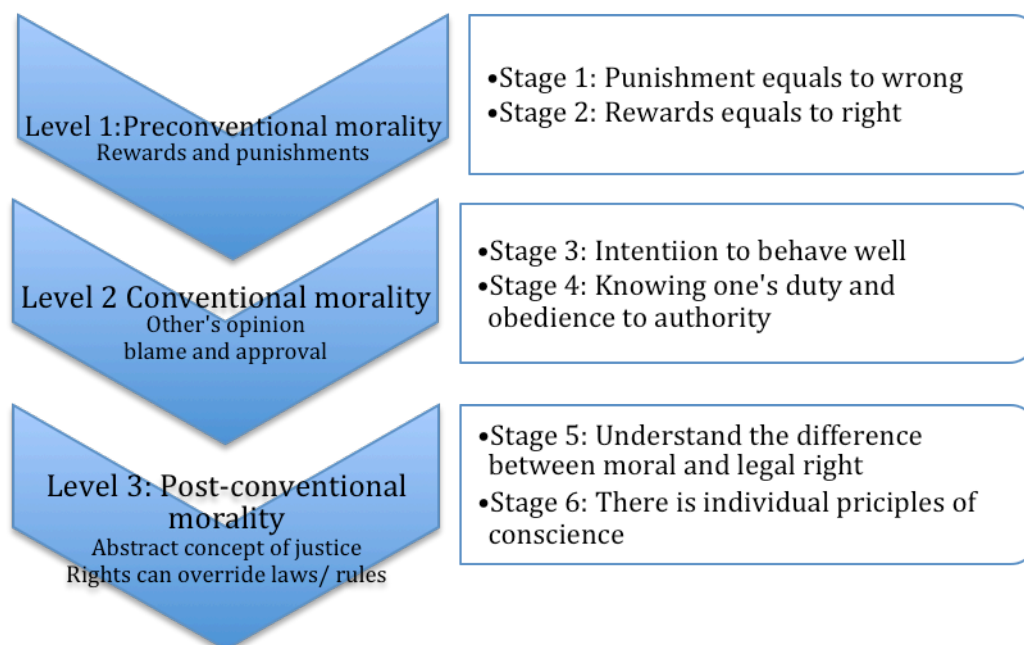


Figure 1. Kohlberg's theory of moral stage (Kohlberg, 1989)

Kohlberg's work has considerably elaborated Piaget's model of moral development. As suggested by Kohlberg (1989), moral stage is a sequence. Students at primary four, they are at the Pre-conventional Stage. They know right and wrong by reward and punishment. It is a way of equal exchange and an agreement. Meanwhile, it is stated that when children reached the stage that above their level of moral stage, they will be stimulated to advance the moral development. Hence, the topic and element will be focused more on level 1 and supplement by level 2. Not only the rules will be introduced, but also let them show concern of others.

### **3) Moral Education**

To provide moral education, there is a need to examine the needs of student and the element of activities.

#### **3.1) The element based on student's need**

Beck (1971) stated that children in different stage required different needs of moral education.

- 1 Personal and social values (5-9 years old)
- 2 Human Relationship (10-11 years old)
- 3 Decision making (12-13 years old)
- 4 Human issues in the world today (14-16 years old)
- 5 The theory of value (16-18 years old)

Regarding to the target group, the group theme will be focused on the first two items, namely personal and interpersonal aspects.

In fact, there is no standardized component or framework of moral education. Also, there is seldom reference book for Chinese moral education. To conduct an evidence-based moral education group, the student worker needs to refer different books and considers the characteristic of primary school students. The Student worker consulted fieldwork supervisor and studied western character education book and compared the existed education handbook. The book 'Building Moral Intelligence' (Borba, 2001) is comprehensive. It provides various kinds of systematic methods to nurture a moral child. Referring to that book, there are seven virtues which children should acquire in order to become a moral person in daily life, namely Empathy, Conscience, self-control, respect, kindness, tolerance and Fairness. As there is six

sessions as well as the priority of needs, only four values were introduced, namely appreciation, kindness, gratitude and respect.

### **3.2 Activities fostered social interaction**

According to Berkowitz (1998), the effective way for education to promote moral education is through fostering interaction in group. It is stated that activity time offers extensive chances for peer interaction. For instances, pretend play and group games can motivate children to engage with one another and explore the skills to cooperate with others. Besides, art, block building, and writing can be contexts for peer collaboration. Hence, the group will include a variety of program to achieve the moral education for young children, such as video, games and art craft.

### **4) Bandura's Social learning theory**

Both cognitive and environmental factors are emphasized in this theory. The relationship between cognitive operation and human behaviors is explained. Social experience constructs and integrates information. During this process, people start to react with the environment and develop response-outcome expectancies, perceptions of self-efficacy and self-reactions. Observational learning includes model, retention, symbolic representation, motor reproduction and motivation (Bandura, 1977).

Group is an ideal environment for members to observe, practice and cultivate. To match with children's interest, diversified activities will be used so as to raise their interest in participating in the group. Games are the main tools, together with the debriefing session, members can learn from their first-hand experience. If the worker notices good behavior of members, she will praise and emphasize the good act in the group.

To retain the virtues, practice is needed. Two sessions will be used on each topic. The worker makes use of different activities in each session to strengthen the message so that members have time to absorb and experience. If there is any conflict or argument, members can come up with solutions and redo the task again. Lastly, reinforcement is provided in each session. The worker invites all members to praise and give 'Appreciation Card' to one member. Booklet is another means for the worker to appreciate members' active participation.

## Group Work

### Group goal and objectives

This group aims to introduce the importance of positive social manner and to provide moral education. By teaching them the concept and practical ways to achieve appreciation, gratitude, respect and kindness, it can raise students' moral standard. Thus, it can help students to create a positive goal and to promote positive emotions in their lives.

### Specific objectives:

- a) Equip member knowledge about 4 moral virtues: appreciation, gratitude, respect and kindness.
- b) Identify methods to develop positive social manners and emotions.
- c) Enhance their social manners when getting along with people.

Table 1

### *Program schedule and intervention*

Session	Topic	Objectives	Intervention
1	Respect (i)	a) Introduce the group b) Meet each other c) To set up group norms d) To understand the importance of respect	-Use of game To develop self-esteem and identify their uniqueness
2	Respect(ii)	To understand application of respect in three aspects: 1) social manner 2) Respect other's idea 3) Respect other's ability	-Use of games To respect each other during the discussion To respect different ideas by having patient and listening
3	Kindness(i)	To understand the component of kindness: 1) To aware other's	To use game and common experience (secret angels) practice the ways to aware



		<p>emotion</p> <p>2) To treat other the way they would like to be treated</p> <p>3) To respond others' needs</p>	<p>other's feeling and needs</p>
4	Kindness(ii)	<p>1)To set a plan of helping others</p>	<p>Make use of program- play the video and make the care tree (see appendix)to brainstorm the idea of helping others</p> <p>Use of game</p>
5	Appreciation	<p>1) To appreciate other's effort</p> <p>2) The acknowledgement of goodness in one life</p> <p>3) To learn from other's lives</p>	<p>Use of game</p> <p>Use of program: the reflection journal can let members mark down the grateful things.. (see appendix)</p> <p>During the process of gratitude, it is a knowing awareness that we are the recipients of goodness.</p>
6	Gratitude	<p>1) Review last five session</p> <p>2) Consolidate their learning experience</p> <p>3) Application of the knowledge in the future</p> <p>4) To recognize their contribution and growth</p>	<p>Use of program:</p> <p>To make gift boxes so as to review the progress and achievement</p> <p>Discussion: to share their own feeling and appreciation to others</p>

### Group arrangement

To recruit the members, the student worker spent a week to observe students in

playgroup, truck shop and classroom. If there is some minor misbehavior, such as argument, fight, using violent words, the student worker record their names and discuss with school social worker to check their suitability of joining group.

For the selection method, there are three criteria. First, the group member should come from primary four. Second, their choices and interest was considered. Finally, SEN and ADHD students were not recruited as there is only one worker in the group, which cannot provide sufficient care to their special needs.

Pre-group interview was launched afterward. As this group is a developmental group, participants who were eager to join and liked to learn from others were recommended. The student had an informal interview by face- to- face in the recess time to understand more about the participants and assessed whether they were interest in and suitable to join the group.

There is six sessions of the group, with 1.5 hour for each session for 6 weeks. Finally, ten members, 5 boys and 5 girls were recruited.

### **Objectives and method of evaluation**

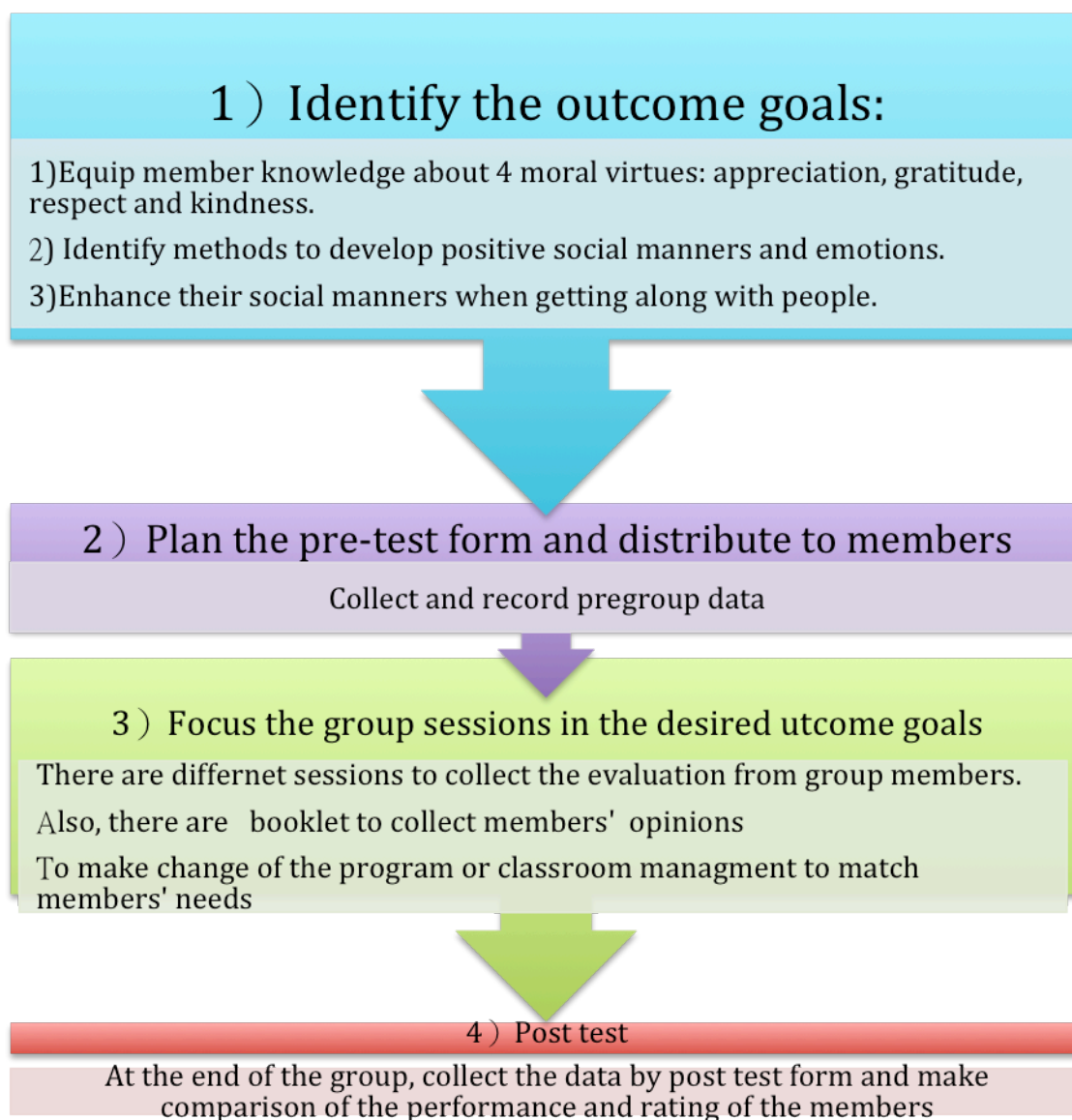
Evaluation is an on-going process. This can allow group members express their satisfaction and dissatisfaction with a group (Corliss & Corliss, 2009).

In qualitative way, as evaluation is an ongoing process, the student worker asked group members to evaluate their group experience in every session. Besides, a booklet is designed for members to write down the thing that they have learnt and their feeling. These evaluate the members' understanding about 4 moral virtues: respect, appreciation, kindness and gratitude, to identify methods to develop moral habits and good social manners, social manner enhancement and design of program. The student worker can examine the learning process of members and make adjustment of the group to help them achieve the goal if necessary.

In quantitative way, there are pre-test and post-test, which is designed by the student worker and adjusted by fieldwork supervisor. The items are about 'Understanding of personality', 'Understanding of strength', 'Listen to others' opinion', 'Take Care of classmates', 'Gratitude to parents', 'Take care of teacher', 'Encourage each other' and 'Praise each other'. The mean point of each member is recorded so as to access

members' changes and the effectiveness of the intervention in quantitative way. Although the questionnaires is set by student worker, the consultation with supervisor and school social worker can help ensure the validity and reliability in certain extent.

Figure 2 Implementation of the evaluation



## Findings

Table 2 *The result of Pre-test and Post-test*

Items	Understanding of personality		Understanding of strength		Listen to others' opinion		Take Care of classmates		Gratitude to parents		Take care of teacher		Encourage each other		Praise each other	
	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test	Pre test	Post test
Member A	5	6	4	6	4	7	4	7	5	6	6	7	4	6	5	7
Member B	6	7	7	7	5	7	7	7	6	6	6	6	5	6	5	7
Member C	5	7	4	6	4	7	4	7	4	5	5	5	2	6	5	7
Member D	5	6	6	7	4	7	6	7	6	6	4	5	4	6	4	7
Member E	6	6	6	7	6	7	6	7	4	5	6	6	5	7	5	7
Member F	7	7	7	7	7	7	7	7	7	7	5	7	4	6	4	7
Member G	4	5	5	6	5	7	5	7	5	6	6	6	4	6	4	7
Member H	5	7	6	7	4	7	6	7	6	7	7	7	3	6	5	7
Member I	6	6	6	6	3	7	6	7	7	7	5	6	5	7	6	7
Member J	3	6	5	6	3	7	5	7	6	7	4	7	4	7	6	7
Statistical analysis*	$p = 0.016$		$p = 0.014$		$p = 0.007$		$p = 0.011$		$p = 0.014$		$p = 0.039$		$p = 0.004$		$p = 0.004$	

\* Related-samples Wilcoxon Signed Rank Test.

### Analysis

Members' pre- and post-test ratings on all eight items were analyzed using the Related-samples Wilcoxon Signed Rank Test, a non-parametric test testing the statistical significance. Results showed that the differences between the pre- and post-test ratings of all eight measures were statistically significant with a confidence of 95% ( $p\text{-value} < 0.05$ ). The changes were not due to chance.

In the Post-test session, there are three extra questions, which aims to evaluate the arrangement of the program and the worker's performance.

Table 3

#### *Extra questions of Post-test*

C)The whole group arrangement	Means
9)The six session program design	7
10)The participation of members	6.6
11)The performance of the worker	7

Member expressed satisfaction about the program design as well as the performance of the worker, which both scored 7 marks.

For the participation of members, it mainly referred to the cooperation and devotion of members. In fact, some members had mentioned in the group that they observed some members did not show cooperative manner, for instance, they may shout to each other loudly and blame other's fault. Hence, the worker would make use of the conflict and spent time to intervene. This may disturb the progress of the group. Sometimes, they have to wait or have some debriefing before continuing the games.

## Discussion

### A) Attainment of goals and objectives

In the proposal, there are four objectives. In this part, the objectives would be shown and evaluation will be made accordingly.

Table 4

#### *Attainment of goal and objective (1)*

Contents	Indicator	Method
1)Equip member knowledge about 4 moral virtues: respect, appreciation, kindness and gratitude	1)They can show in the role play and game 2)They can name the meaning of the virtue.	1) Worker's observation 2Member's feedback in debriefing section 3)Feedback forms

According to their response in every lesson, each member can review the things that they have learnt in the session. Also, when they had game debriefing session, they can remark the significant elements in session.

At the last session, they wrote down the things that they have learnt, they can name the meaning of the virtue and can review the application of the virtue.

Table 5

#### *Attainment of goal and objective (2)*

2) Identify methods to develop moral habits and good social manners.	1)They can list out the plan on handbook 2)They can share their work out plan	1)Worker's observation 2)Member's feedback in debriefing section homework
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From the handbook, they can list out the plan that they planned to implement.

They can apply the things that they learned in group into their daily lives.

Also, the design of the homework is suitable for them to finish. It is easy to follow, as well as creative design. Hence, they can share their effort with other's members.

(See appendix 2 to 5)

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Table 6

*Attainment of goal and objective (3)*

3)Enhance their social manners when getting along with people.	They can show the appreciation of themselves and others in the group	1)Worker's observation 2)Feedback forms
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From the pre-test and post-test form, which has mentioned before, there is an improvement in the area of 'I will encourage others' and 'I will praise others'.

From worker's observation, members did try to observe other's effort in the group and praise them in the ending part.

Table 7

*Attainment of goal and objective (3)*

4)Design of the program	The comment on the feedback form	<ol style="list-style-type: none"> <li>1. Analysis the average rate of attendance and member's involvement in the group</li> <li>2. Member's feedback in debriefing section</li> </ol>
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The average participation rate is acceptable, except some students have to attend tutorial class.

According to the students' feedback, some mentioned that if there are more games, they will enjoy it more. From the feedback form, they rate full marks for the design of the program, which showed that the design of the program can suit their needs.

**Limitation and solution of the evaluation**

Given the atmosphere of last session, members enjoy the team work and the membership for six sessions; this may post some participant's effect.

To address it, the worker provided some antonymous feedback method, members can write down their opinion without noting their name. This can provide more privacy and freedom for them to express.

## **B) Evaluation of group dynamics**

### **Conflict resolution pattern**

In the beginning stage, members tend to have one-way communication to the worker, that is, to report the conflict to the worker, instead of solving them as a group problem.

Given the first two sessions, more programs were changed to cooperative tasks, which means every one has a role to participate in. Also, the responsibility of managing group discipline was placed on members. They have the role to remind other members the game rules and ask other members to cooperate.

### **Decision making pattern**

Besides, when they decide the method of throwing the ball in session one, they will directly present to the worker individually, instead of having discussion together first. In session three, there are some leaders appeared, which can lead the discussion of the group. Besides, when they have to decide the game topic, every member can present their ideas first. Then, there is a discussion of how to decide the topics. Finally, they can come up with a list of topics in order. The worker needs to facilitate their discussion, rather than assigning them the topic.

### **Group's Atmosphere**

In the first two sessions, members tend to blame each other if there are problems happened. For instances, when they cannot play the game, they would shout to others and complain to the worker. From the feedback of members, some members mentioned that they did not feel the cooperative atmosphere. 'I am really disappointed today as everyone shouts to each other. I want a quiet moment to play and learn.' 'I feel sad because they argue.' Usually their conflict happened during the game. The student worker realized the importance of having good class management and ensured that the group can serve as an environment to learn. Hence, she started to make use of group time to utilize the conflict. Members can openly share their feelings about the conflict and suggested ways to solve it. After the sharing, the worker would conclude the experience and asked members to suggest ways of friendly cooperation. When they can achieve the goal, the worker would invite members to give praise to each other and reward them with stickers on booklets. As it was noticed that some members were not eager to express their feelings in group time, some ways were used



to encourage their participation. Face to face conversation and booklets were used to facilitate the learning experience and understand their learning process as well as feeling of each member.

Gradually, there is more cohesion in the group, especially in session 3 and 4. The topic is kindness. Secret angels promote the helping others act in group as well as in school. 'We' sense is promoted. They can cooperate more and consider other's feeling and the degree of participation.

### **C) Group developmental stage**

#### **Group's characteristics at the beginning stage**

In session one and two, the group is in the forming stage.

It is a time having significant testing, and trial and error. From the group content, the student worker can observe that some members may scream and disturb the group.

Besides, there is a lack of cohesion. When they cannot finish the task, the first thing that they did is to blame others.

In session three, there is a change of the stage. According to Tuckman (1965), the group is in storming stage. Different ideas would be completed for consideration. Now, the group members open up to each other and confront each other's ideas and perspectives, such as they talk behind member D. Therefore, the student worker would facilitate their decision-making process and let them share their idea openly so that they can feel that they are accepted. At the same time, the student worker would discover potential leader and maturity members to help the group move out of this stage. For instance, the student worker would ask about their idea of the situation in the group and let members have a review of their performance. Besides, the student worker would have follow up action in their feedback on booklet.

#### **Group's characteristics at the ending stage :**

In session 5, the group is in performing stage. The group can function as a unit as they can find the way to finish the task smoothly. For instance, they are willing to have self-disclosure in the gratitude session. Member F mentioned 'I have the time in hospital. It was really hard for me to stay alone. When I go back to school, I am

welcomed by classmates and teachers. This gives me great happiness.’ Besides, they can make decision by themselves, such as how to hold the bottle and win the game successfully. During the process, there is no significant conflict or the need of worker’s intervention.

Dean, Ronald, Glenda and Kim (2010) stated that termination is a stage to help member transferring what they have learned in the group to their outside environment. In session 6, the content was summarized, such as respect, kindness, appreciation and gratitude. Members can have time to reflect on what they have learnt and how they apply in their lives. They were suggested to use a gift box to record them down and shared in group.

Besides, their feeling has been deal with. The worker should facilitate an open discussion of the feelings of loss and sadness that accompany the eventual termination of group, for instance, the worker expressed her feelings about the termination. Members were encouraged to share their fears or concerns about leaving the group.

Secondly, the impact of the group on oneself has been examined. An open expression of feelings on the following questions ‘What the group means to you?’ ‘What have we learnt?’ ‘How can we apply the elements in our home, school and society?’ can help members review the group as well as consolidate their growth. Members could recall the experience of each session and reflect the element that they have learnt. For instance, member B shared ‘I still remembered the game we play in session two.

Member D ‘The video we watched in session 5 is really impressive. The good act can pass through one by one. This reminds me that I cannot underestimate the good act of myself. Even I cannot do many big things, it is still powerful of passing love to others.’

### **Implication**

Diversified evaluation can be used in group work. Compared with the pre-test and post-test, booklet or anonymous feedback form sometimes can provide more privacy and security for members to share their feeling. It may be because of the limited time of fieldwork practicum, six-session group may not strong enough to cultivate a solid

trustful relationship among members, even though we can observe there is change in group dynamic and culture. Both quantitative and qualitative methods should be used together in order to supplement and provide consistent evidence for the worker to work with the group and make adjustment of the group.

Since this is a fieldwork practicum, there is limited time for the student worker to have follow up session and examine how members apply the elements in work. Only assignments and interview can be provided in order to check the sustainability of work.

Besides, due to the fact that it is self-developed scale, the accuracy of the data and research may be further discussed. To address this problem, the student worker consulted fieldwork supervisor and supplement with qualitative methods for evaluation. It is suggested that more assessment tool can be introduced in school curriculum as well as in practicum, so that the work of fieldwork student can be directed to evidence-based practice.

### **Conclusion**

This research is a pilot study of integrating moral virtual with activities. Together with the debriefing, booklet and feedback form, members can experience the exchange and transformation of knowledge. In group work, the social worker can identify individual characteristic as well as the dynamic of group to have intervention. Also, evaluation is an ongoing process. Flexibility should be included especially when the worker is working with children. It is noticed that there is significant improvement in members' self-understanding and interpersonal relationship. More studies and framework of character education should be developed in the future, thus, an organized and effective moral education can be introduced to primary students in Hong Kong.

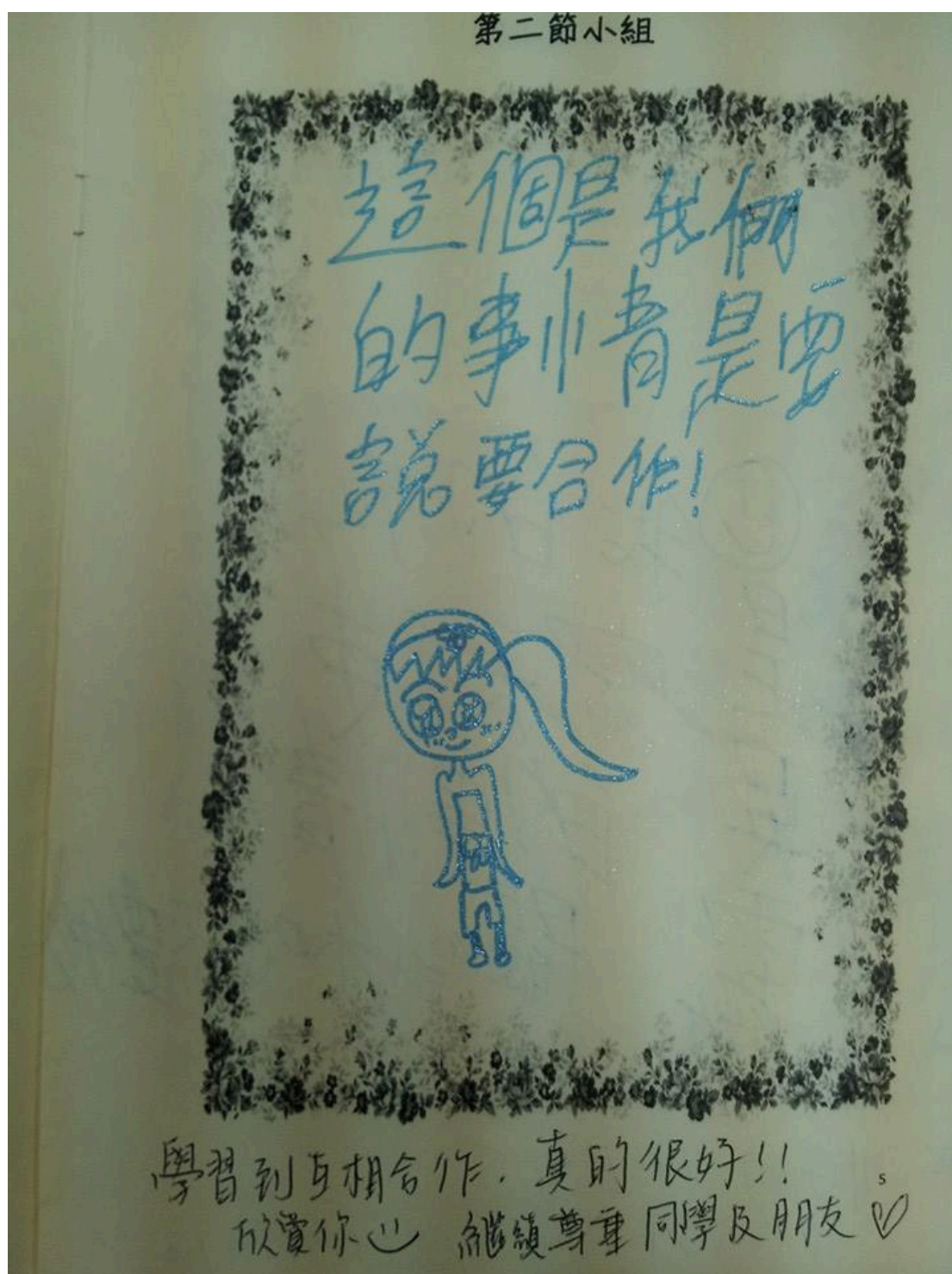
### Appendix 1 Session 1: The norm sheet of the group

The hands were drawn by members which represent their agreement of the group norm.



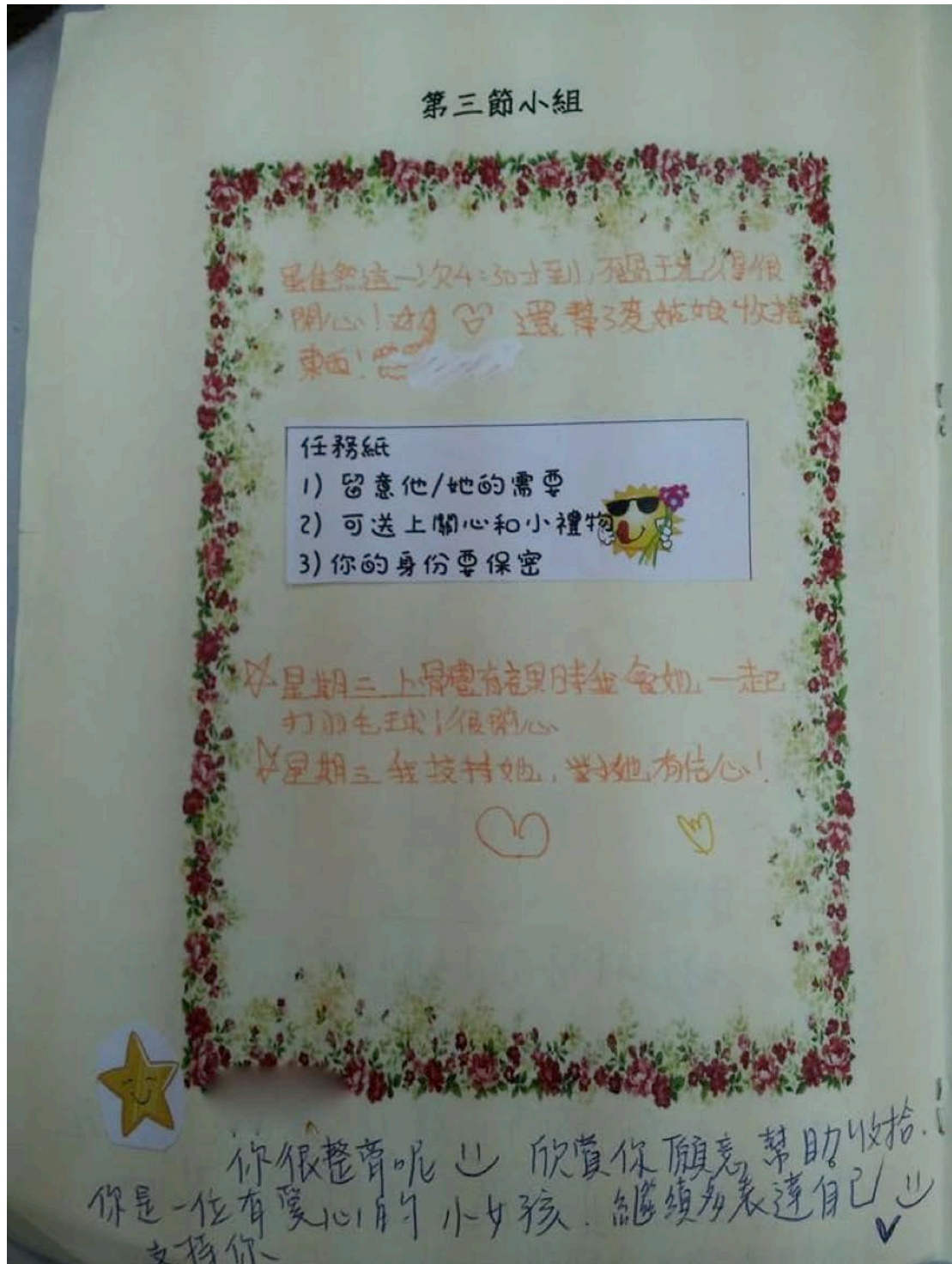
**Appendix 2 Booklet (session 2: respect)**

It is a session that emphasized the importance of respecting other's idea.  
(consent was gained from members for educational purposes)



### Appendix 3 Session 3: Kindness (the mission of secret angels)

A member recorded the progress of the secret angels. It showed that she did care others in the school lives and practice what she have learnt in the group to daily lives. (consent was gained from members for educational purposes)



#### Appendix 4 Session 4 and 5 (kindness tree)

The kindness tree of the group

It is a task for members to mark down the good deed of one week. Then, they shared it in the group.

(consent was gained from members for educational purposes)



### Appendix 5 Assignments from some members

#### Reflection journals (gratitude session 5 and 6)

This is an assignment which recorded the grateful things for a week. Members can know how to mark down and express thank you to others.

(consent was gained from members for educational purposes)

互動讓世界更溫暖。的感恩日記

日期	感恩的事	表達感恩行動
29 / 11	感恩媽媽每天做早餐給我吃。	每天教弟弟做功課,減輕媽媽的負擔
30 / 11	感謝姑姑和姐姐星期六教導我。	聽她們的教導
1 / 12		
2 / 12	感恩跳舞老師教我跳舞。	每天練習
3 / 12	兄弟在生日時陪我玩。	每天陪他玩
4 / 12		
5 / 12		
6 / 12		



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