

**HKTA Tang Hin Memorial Secondary School**  
**One-off Grant for Mental Health at School**  
**ANNUAL PROGRAMME REPORT (2024-2025)**

1.	<p><b>PURPOSES</b></p> <p>1.1 To organize activities or programmes related to the promotion of mental health for students and teachers</p> <p>1.2 To procure items, furniture, equipment, activities or services that are related to the promotion of mental health for students and teachers</p>
2.	<p><b>CURRENT YEAR OBJECTIVES</b></p> <p><b>2.1 Promotion of Healthy Lifestyle</b></p> <ul style="list-style-type: none"> <li>- To enhance students' resilience by implementing various mental health programs that adopt the '4Rs Mental Health Charter' from the EDB, aiming at deepening the understanding of mental health and positive thinking among both teachers and students.</li> </ul> <p><b>2.2 Enhanced Students' Mental Well-being</b></p> <ul style="list-style-type: none"> <li>- To improve students' mental well-being through a variety of programs and activities, including art appreciation, stress management training, and counselling services.</li> </ul> <p><b>2.3 Diversified Activities for Mental Health</b></p> <ul style="list-style-type: none"> <li>- To reinforce the EDB's mental health initiatives by organizing a wide range of static and dynamic activities that cater to the diverse needs and interests of students, while providing students with opportunities for self-acceptance and mindful emotional management.</li> </ul>

### 3. BRIEF DESCRIPTION OF THE ACTIVITIES

#### **Mindfulness Stress Management Talk 靜觀減壓講座**

**Aims & Content:**

- To offer stress reduction activities and teach techniques like breathing relaxation and mindfulness to strengthen students' resilience.
- To foster a growth mindset that enhances psychological resilience and raises mental health awareness among students.

**Date:** 28/11/2024

**Time:** 3:45 p.m. – 5:15 p.m.

**Venue:** School Hall

**Target students:** All S.3 students

**Student outcomes/ Evaluation:**

- Students actively engaged and responded positively throughout the activity.
- Stress balls were distributed as gifts and received with appreciation.
- A minority of students opted out, citing that the mindfulness activities were too passive for their preference.
- The programme effectively promoted stress relief and heightened mental health awareness among junior form students.
- Recommendations include incorporating more dynamic elements to better engage a diverse range of students.

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#### **Character-based & Mindfulness Stress Management Workshops 「感同・身受」入班工作坊**

**Aims:**

- To address concerns about the mental well-being of S.5 students as identified in the school survey.
- To equip students with effective stress management techniques by fostering the practice of mindfulness.
- To help students reduce stress and improve emotional regulation by leveraging their personal character strengths.
- To promote self-compassion as a foundation for mental well-being, encouraging students to treat themselves as their best friends and care for their own emotional needs.

**Content:**

- Introduction to self-compassion, based on Dr. Kristin Neff's three core elements:
  - Self-kindness: Understanding, accepting, and being gentle with oneself when facing difficulties.
  - Common humanity: Recognizing that struggles and imperfections are universal and students are not alone in their challenges.
  - Mindful awareness: Observing one's thoughts and feelings in the present moment without judgment, allowing acceptance without being overwhelmed.

- Practical mindfulness exercises to cultivate emotional regulation and stress relief.
- Activities designed to identify and apply individual character strengths in daily stress management.
- Group discussion and reflection to deepen understanding and encourage peer support.

**Date:** February – March 2025

**Time:** In-class sessions

**Venue:** Home classrooms

**Target students:** All S.5 students

**Student outcomes/ Evaluation:**

- 100% of participants agreed the workshop increased their awareness of their emotions and character strengths.
- 100% acknowledged improved understanding of self-compassion, especially self-kindness and living mindfully in the present.
- All participants learned how to apply these self-care practices in their daily lives.
- Feedback indicates the workshop effectively enhanced emotional awareness and practical stress management skills.
- Students' performance and feedback will be shared with class teachers to raise awareness towards students' mental well-being, especially as they prepare for the public examination.

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### **Expressive Arts Programme (expressive arts therapy day camp & therapy group training)**

**藝遊分享活動（藝遊治療日營及表達藝術治療小組）**

**Aims:**

- To provide a safe and supportive environment for students to express and release emotions through expressive arts, aiding their emotional and behavioural development.
- To help students alleviate stress and negative emotions related to high academic demands, family expectations, and social conflicts.
- To strengthen positive peer relationships through collaborative creative activities.
- To support students with lower academic performance, low self-esteem, or special educational needs (SEN) in building confidence and promoting personal growth.

**Content:**

**(i) Expressive Arts Therapy Day Camp**

- Through team activities, participants could relieve emotional stress and effectively manage negative emotions and behaviours, promoting social-emotional growth.
- Students are engaged in various creative arts activities including visual arts, music, creative writing, and movement to explore and express emotions, enhance peer connections, and foster a sense of belonging.

**Date:** 29/11/2024

**Time:** 8:00 a.m. – 5:00 p.m.

**Venue:** Po Leung Kuk Jockey Club Tai Tong Holiday Camp

**Target students:** 34 S.5 students who experience stress from academic pressure, family expectations or social challenges

**Student outcomes/ Evaluation:**

- Students valued the expressive arts as a meaningful, engaging way to explore and manage their emotions.
- 85.7% of participants enjoyed the activities and found them effective for emotional expression and stress relief.
- Collaborative activities fostered a sense of belonging and mutual support among students.
- 92.9% agreed that group creative work strengthened positive peer connections.
- The camp successfully promoted both emotional well-being and social-emotional development through expressive arts.

**(ii) Expressive Arts Therapy Group Training**

- The group training introduced students to the concept and benefits of art therapy, allowing students to identify their own emotional needs and expectations while teaching various stress-relief art therapy methods such as visual art therapy and music therapy.
- Students could learn how to apply these techniques in daily life to reduce anxiety and manage stress. The sessions also encouraged communication among participants, fostering mutual understanding and effective emotional management skills.

**Dates:** 25/4, 2/5, 9/5, 16/5, 23/5/2025

**Time:** 4:00 p.m. – 5:30 p.m.

**Venue:** Classroom

**Target students:** 8 students with lower academic achievement, reduced self-esteem, or special educational needs (SEN) who require emotional support

**Student outcomes/ Evaluation:**

- 100% of participants recognized and appreciated the use of diverse artistic media introduced during the programme, broadening their creative horizons.
- All students reported enhanced emotional awareness, gaining better understanding of their feelings and improved ability to express emotions effectively.
- Participants unanimously agreed that the activities contributed significantly to their personal growth, boosting confidence and self-understanding.
- Feedback indicated that the safe and supportive group environment facilitated open communication and emotional release.
- The programme helped students develop practical skills to manage stress and emotions, fostering greater emotional resilience.

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## **Mental Health First-aid Manual Handbooks 精神健康急救手冊**

### **“Teacher’s Wellness” Desk Calendar 「教師心靈加油站」座枱月曆**

### **“Embrace Our Emotions” Folders 「擁抱情緒」文件夾**

#### **Aims & Content:**

The school has designed and produced a range of resources and materials focused on mental well-being, with the goal of enhancing awareness and encouraging positive emotional engagement among both teachers and students. These resources include:

- **Mental health first-aid manual handbooks** (for teachers): Practical guides offering strategies to identify and support mental health concerns promptly, equipping teachers with essential skills to foster a supportive classroom environment.
- **“Teacher’s Wellness” desk calendar** (for teachers): A daily resource providing wellness tips and motivational messages to encourage self-care and positive mental health practices throughout the school year.
- **“Embrace Our Emotions” folders** (for all teachers, students and staff): Customized folders designed to promote acceptance and healthy management of different emotions, reinforcing a positive attitude towards emotional experiences and resilience building.

These resources aim to raise mental health awareness, empower teachers to support students effectively, and foster a school culture that embraces emotions constructively and faces challenges with resilience. This initiative aligns with the school’s broader mental health strategies focused on early intervention, emotional support, and staff-student well-being.

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## **「HEAzone」 Mental Health Hub: “*Rest & Relax - Embrace Five Senses*” Activities 平靜角落:「鬆一鬆」五感身心安舒活動**

#### **Concept and Vision:**

HEAzone stands for Rest + Heart + Health = Mental Well-being. Established in Room 312A, the area serves as a dedicated mental health hub for all students. This hub is more than just a place to rest – it is an oasis for students to release stress, listen to their inner voices, and rediscover calmness and peace. It also fosters a spirit of mutual support, encouraging everyone to enjoy the present moment together.

Its mission is to provide a tranquil and welcoming space for students to:

- reconnect with their inner needs
- cultivate self-care habits
- unwind from academic pressures in a comfortable environment
- prioritize and promote mental health amidst busy school life

**Key Features:**

- "Rest & Relax" Corner: Specially designed for students to relax during lunch and after school hours.
- “Embrace Five Senses” activities: These multisensory exercises help students calm their minds and bodies, promoting both mental and emotional comfort.

**Activities Overview (2024–2025)**

7 Nov 2024 - 健康大使認識 HeaZone  
15 Nov 2024 - 流動車宣傳、星之花製作  
18 Nov 2024 - 流動車宣傳、書籤製作  
19 Nov 2024 - 流動車宣傳  
20 Nov 2024 - 休息小聚會  
21 Nov 2024 - 靜觀體驗  
9 Dec 2024 - 觸覺活動  
11 Dec 2024 - 味覺活動  
13 Dec 2024 - 嗅覺活動  
16 Dec 2024 - 觸覺活動  
17 Dec 2024 - 聽覺活動  
18 Dec 2024 - 味覺活動  
22 Jan 2025 - 新年掛飾製作  
24 Jan 2025 - 新年頭飾製作  
10 Feb 2025 - 香薰包、鑰匙扣製作  
14 Feb 2025 - 香薰包、鑰匙扣製作  
24 Feb 2025 - 香薰包、鑰匙扣製作  
28 Feb 2025 - 香薰包、鑰匙扣製作  
10 Mar 2025 - 鑰匙扣製作  
11 Mar 2025 - 動腦筋桌上樂  
13 Mar 2025 - 動腦筋桌上樂  
17 Mar 2025 - 鑰匙扣製作  
18 Mar 2025 - 動腦筋桌上樂  
20 Mar 2025 - 動腦筋桌上樂  
24 Apr 2025 - 4Rs 扭蛋機  
29 Apr 2025 - 4Rs 扭蛋機  
20 May 2025 - 花花鑰匙扣製作

**Evaluation:**

- The HEAzone hub plays a vital role in advancing the school’s mental health initiatives, fostering a positive and resilient school culture where all members feel empowered to prioritize their mental well-being.
- To further support the goals of the “4Rs Mental Health Charter,” the programme plans to expand activities and workshops within the HEAzone, actively involving student health ambassadors to enhance student engagement and ownership.

Our school spent the Grant on the following items:

FINANCIAL REPORT		
ITEM	DESCRIPTION	ACTUAL AMOUNT SPENT
<b>(i) Organizing activities and programmes related to enhancing the mental health of students and teachers</b>  - Mindfulness Stress Management Talk 靜觀減壓講座 - Character-based & Mindfulness Stress Management Workshops 「感同・身受」入班工作坊	<ul style="list-style-type: none"> <li>• Outsource programmes and talks conducted by educational psychologists and social workers</li> </ul>	\$7,500
<b>(ii) Providing support services related to enhancing the mental health of students and teachers</b>  - Expressive Arts Programme (expressive arts therapy day camp & therapy group training) 藝遊分享活動（藝遊治療日營及表達藝術治療小組）	<ul style="list-style-type: none"> <li>• Fees for a registered expressive arts therapist</li> <li>• Campsite rental fee</li> <li>• Transportation fee</li> <li>• Other supplies costs</li> </ul>	\$24,822.5
<b>(iii) Designing and producing school-based learning and teaching resources related to mental health</b>  - Mental Health First-aid Manual Handbooks (for teachers) 精神健康急救手冊 - “Teacher’s Wellness” Desk Calendar (for teachers) 「教師心靈加油站」座枱月曆 - “Embrace Our Emotions” Folders (for all teachers, students and staff) 「擁抱情緒」文件夾	<ul style="list-style-type: none"> <li>• Supplies costs</li> <li>• Printing &amp; production costs</li> </ul>	\$7,631.07

<p><b>(iv) Purchasing items, furniture and equipment to enhance the mental health of students and teachers</b></p> <p>- 「HEAzone」Mental Health Hub: “<i>Rest &amp; Relax - Embrace Five Senses</i>” Activities 平靜角落:「鬆一鬆」五感身心安舒活動</p>	<ul style="list-style-type: none"> <li>Activities expenses</li> </ul>	<p>\$124.2</p>
<p><b>(v) Others (please specify)</b></p>	<p>--</p>	<p>--</p>
<p><b>Total Expenditure:</b></p>		<p><b>\$ 40,077.77</b> <b>(Top up \$77.77 by EOEBG)</b></p>