



## PROJECT REPORT

A collaborative project conducted by  
**Centre of Health Behaviours Research,**  
**The Jockey Club School of Public Health and Primary Care,**  
**Faculty of Medicine,**  
**The Chinese University of Hong Kong**  
and  
**Hong Kong Fire Services Department**





「創路雄心」計劃



砥磨心志  
展拓新天

政務司司長林鄭月娥



取材自「創路雄心」分享集



對青少年來說，生命就如一張有待他們著色的圖畫。在成長過程中，他們努力尋找和嘗試，期望能實現個人的理想，為生命的圖畫注入美麗的色彩和豐富的內容。

現今的城市有不少社會問題和不良風氣，間接以至直接影響青少年的健康成長。稍一不慎，青少年便會染上不良習慣，或誤墮壞分子所設的陷阱。因此，父母、師長和朋輩在青少年成長的旅程中扮演重要的角色，在他們迷路時充當嚮導和明燈，在困難時給予安慰和鼓勵，讓他們可昂首闊步踏上人生的康莊大道。

「創路雄心」計劃切合現今青少年的成長需要，為中學生提供全面而多元化的活動，是一項饒富意義的計劃。同學可透過參與一連串的生活技能及職業導向培訓、野外訓練和參觀等活動，提升自信心、發揮團隊精神、增強面對逆境的能力，以及發展多元智能和職業才能，為未來的人生作好準備。家長也可以透過計劃，學習與子女有效溝通，支援子女的成長。

我衷心感謝香港中文大學公共衛生及基層醫療學院和消防處這兩個主辦單位，悉心策劃和推行「創路雄心」計劃，令參與的同學和家長受惠。我亦藉此機會向每位參與計劃的消防人員致意，感謝他們利用公餘時間擔任導師，以身作則，協助同學訂立人生目標。最後，我希望各位參與計劃的同學能把學到的知識和技能運用於日常生活中，發揮個人潛能，並繼續以堅定的意志和正面的態度面對未來的挑戰，活出色彩繽紛的豐盛人生。

教育局常任秘書長

謝凌潔貞

取材自「創路雄心」分享集



2013年9月7日 教育局常任秘書長謝凌潔貞女士出席「創路雄心」結業禮，鼓勵青少年為明天努力，成為不倒翁。在典禮上，她見證青少年立願，陪同青少年把「寫給一年後自己的信」放進時間囊。



## MESSAGES FROM THE ORGANIZERS



To motivate adolescents, we worked with our partners including the Fire Services Department and parents to design and implement the inter-disciplinary and theory-based Path-finding Adventure Project (PAP), which has unique and comprehensive components of mentorship, personal growth and direction finding.

Whilst there exists so many primary prevention programs, there is a dearth of secondary prevention programs targeting adolescents with special needs. The Project developed a validated screening tool to identify students who are most likely to gain from participation in a 6-month multi-module programme. Very encouraging outcomes have been observed – that the Project strengthened students' academic aspiration, personal growth such as resilience and self-esteem, supportive school and family environment, and reduced chances of high-risk behaviours (e.g. drug use). Mentors and teachers also expressed positive changes.

Let us share the positive growth experienced by the participating students, parents, mentors, and teachers together. I would like to thank Mr. Kennedy Ng, Ms. Virginia Chan and Ms. Lily Wong for their contributions to the success of this program.

### **Joseph LAU Tak-fai (Ph.D., FFPH(UK))**

Program Leader of PAP

Professor and Associate Director,

JC School of Public Health and Primary Care,

Faculty of Medicine,

The Chinese University of Hong Kong



## MESSAGES FROM THE ORGANIZERS

The Path-finding Adventure Project (PAP) aims at providing mentor-aid to the participating adolescents so that someone whom they look up to would be there to offer guidance in their journey towards adulthood. Through sharing their mentors' experience and the modeling effect, it is hoped that the adolescents would learn to be more self-confident and positive in attitude when faced with frustration.

The Fire Services Department was honoured to have been selected as the partner organiser of the Project. Many Service members volunteered to be mentors or helpers of the Project as they saw it an obligation to help gear up our younger generation. They shared with the youngsters the high and low moments they experienced in life so that the youngsters came to realize that alternatives were always there and life was full of hope. Being members of a disciplinary force, they also shared with the youngsters the importance of esprit de corps, the sense of responsibility towards committed tasks and the indomitable courage they had to hold in the face of an unrelenting challenge.

The PAP is comprehensive in its scope. Apart from the mentor-aid, participating adolescents would be given the opportunity to practice self-discipline, develop social skills, exploring their future career paths, foster better relationships with parents, etc. I offer my best wishes to the youngsters of Hong Kong for a brilliant and meaningful life in their years to come.



**CHAN Chor-kam (FSDSM)**

Co-organizer of PAP

Director

Hong Kong Fire Services Department

## MESSAGES FROM THE ORGANIZERS



The Path-finding Adventure Project is a comprehensive, holistic developmental program, conceived and executed by a dream-team of researchers, psychologists, social workers, in collaboration with teachers, parents, and mentors from the Fire Services Department.

Every student in Hong Kong faces challenges arising from academic pursuit, realization of a meaningful career path, temptations of addiction, and potential distractions coming from the social network.

PAP is an evidence-based pilot project with the goal of strengthening student's resilience, motivating them to study, clarifying their career path, improving their connections with family, peers, and schools, and providing them with a caring role-model through the mentors.

The comprehensive conceptual framework, the partnership among the Chinese University of Hong Kong, the participating schools, the Fire Services Department and the funding provided by the SAR government are crucial factors of the success of this PAP pilot program.

**CHOI Yuen-wan (M.D., J.P.)**  
Advisor of PAP  
Honorary General Secretary  
Breakthrough





## TABLE OF CONTENT

<b>I. Why this project</b> -----	<b>1</b>
<b>II. Our partnership</b> -----	<b>2</b>
<b>III. Our comprehensive program</b> -----	<b>3 - 7</b>
☞ Finding directions	4
☞ Working together with parents	5
☞ Unique experiences provided by the Hong Kong Fire Services Department	6 - 8
<b>IV. Achievements</b> -----	<b>9 - 15</b>
☞ Improvements among STUDENTS	9 - 12
☞ Positive changes among MENTORS	13 - 15
☞ Positive changes among TEACHERS	16
<b>V. Appreciation from participants</b> -----	<b>17</b>
<b>VI. Wishes and pledges</b> -----	<b>18 - 19</b>
☞ Participants' wishes	18
☞ Pledges from students	19
<b>VII. The way forward</b> -----	<b>20</b>
<b>VIII. Acknowledgements</b> -----	<b>21</b>
<b>IX. PAP team members</b> -----	<b>22</b>



# I. WHY THIS PROJECT

Globally, adolescents' high-risk behaviours are major socio-medical issues. In public health, high-risk behaviours are preventable at primary, secondary and tertiary levels (see Figure 1). Primary and tertiary preventions of high-risk behaviours are available for adolescents in Hong Kong.

Although secondary prevention for risk behaviours has shown to be effective in countries such as the United States, Canada and the United Kingdom, such programs are less available for adolescents in Hong Kong. The Path-finding Adventure Project (PAP) is a unique non-labeling and positively-framed secondary prevention program tailored-made to prevent high-risk behaviours (e.g. drug use) among secondary students in Hong Kong.

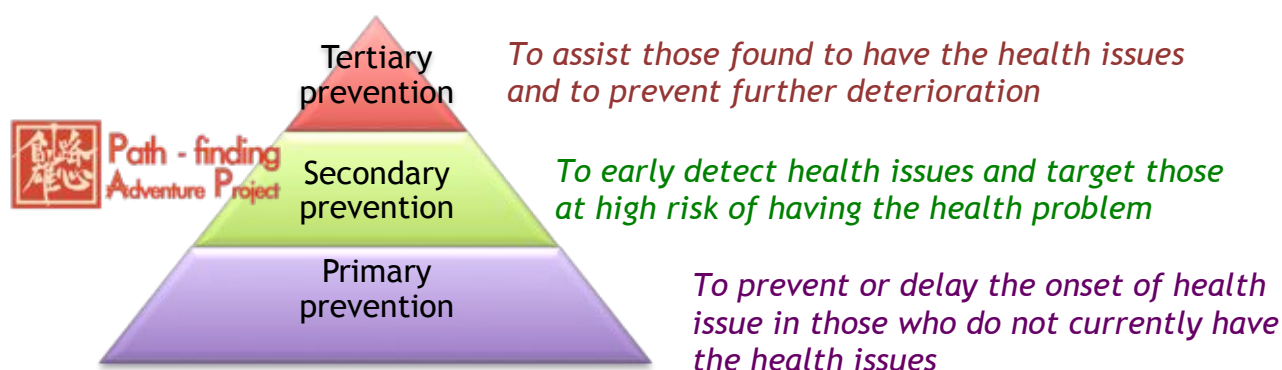


Figure 1 Path-finding Adventure Project as secondary prevention

**To implement a secondary prevention program, screening instrument is required to identify at-risk adolescents.**

In this Project, the Centre of Health Behaviours Research, The Jockey Club School of Public Health and Primary Care, Faculty of Medicine, The Chinese University of Hong Kong developed and validated a screening instrument which can be used to identify students who are likely to adopt high-risk behaviours. Participating teachers acknowledged that the screening instrument could increase their awareness of students' needs.

老師

「問卷準確性都幾高，佢地屋企既問題同個人問題都顯示到...」

老師

「透過問卷，發現有D同學入面有D古古怪怪既野...呢個問卷有指向性，有D作用...」

## II. OUR PARTNERSHIP

The Centre of Health Behaviours Research of The Jockey Club School of Public Health and Primary Care, Faculty of Medicine, The Chinese University of Hong Kong and the Hong Kong Fire Services Department organized the Path-finding Adventure Project, in collaborations with the following partners:



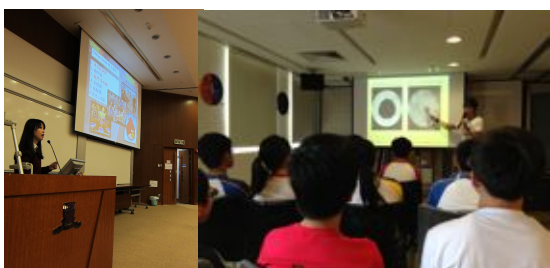
Ms **Chan Man Yee**, the President and Founder of **Parenting Forum**, organized and conducted parenting workshops for parents.



The **Quality Mentorship Network** conducted mentor training workshops for Fire Service personnel.



**Vocational Training Council** and **Hong Kong Broadband Network** arranged site visits.



The service centres of **Tung Wah Group of Hospitals** conducted talks for mentors, parents and students.

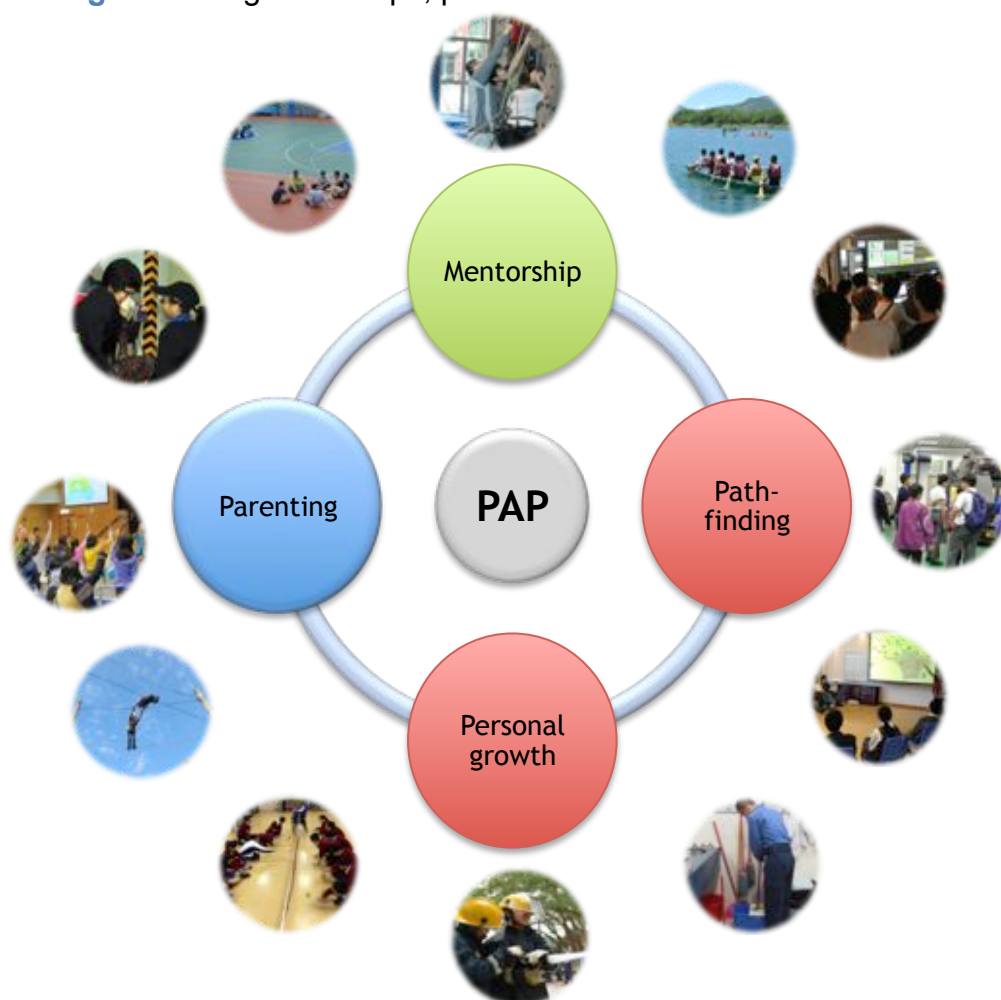




### III. OUR COMPREHENSIVE PROGRAM

During October 2012 to September 2013, a team of public health workers, psychologists, social workers, and Fire Service trainers designed and implemented the comprehensive program that aims to motivate adolescents toward a meaningful life by allowing students to explore future directions and to develop a sense of competence and responsibility. To fit the needs of adolescents, the program was designed with multiple modalities, including experiential adventures, cognitive behavioural group activities, a Fire Service intensive training camp, site visits, and workshops. In addition to targeting individuals, the program also promoted family and social support through parenting trainings and mentorship. Participants included 154 Secondary 2 and 3 students who were screened positive using our instrument, or were referred by the schools. The comprehensive program was implemented under four themes:

- **Mentorship**: training for mentors, activities with mentors, and establishment of a communication platform between mentors and mentees
- **Path-finding**: personality test, and site visits to vocational institutes, an university and a workplace
- **Personal growth**: intensive training camp at the training school of Fire Services Department, experiential adventure activities, school-based cognitive behavioural intervention groups
- **Parenting**: Parenting workshops, parent-child-mentor activities



### III. OUR COMPREHENSIVE PROGRAM

#### FINDING DIRECTIONS

“Your future is full of opportunities and fun”. In PAP, students visited the Youth College and Institute of Vocational Education (IVE) of Vocational Training Council (VTC), The Chinese University of Hong Kong, and the Hong Kong Broadband, in order to explore various paths that may lead to future career development. With better self-understanding of their own personality and values, participants started exploring new possibilities in life for the first time. Many of them discovered new opportunities and started developing new goals. In general, students felt more hopeful about their future.



*Explored various training opportunities at the Youth College and IVE of VTC*



*Explored work experience at Hong Kong Broadband*

- **學生：**「比同齡更加諗將來，知道就算讀唔到書，仲有青年學院。」
- **學生：**「有個短期嘅目標，希望自己唔啱香港讀大學...希望可以喺外面嘅世界學多D野...其實之前都有諗過，不過唔敢講...但係參加完左（創路雄心）...就開始明白到自己嘅路要自己去創，呢個先至係一條路。」
- **學生：**「佢（友師）同我講而家個階段就好似佢以前細個咁...佢再辛苦D都試過...我而家D正規學校讀唔到，要讀毅進，再入紀律部隊，再試下消防條路。」
- **家長：**「老師問三年後會點...有個同學仔話佢會喺中大嘅荷花池食緊tea...佢話就係因為佢參加左創路雄心嘅活動，而呢個印象係上次親子友師工作坊嘅活動所得...其實，連老師都會覺得好難得，因為通常學生在開學時都是很遊雲，好少能訂出咁具體嘅目標。」

### III. OUR COMPREHENSIVE PROGRAM

#### WORKING TOGETHER WITH PARENTS

During adolescence, parent-child relationship undergoes a process of fluid change. Both parents and children have to adopt effective ways of communication. We organized parenting workshops that aimed to promote parental awareness of adolescents' developmental needs and risks, and developmentally appropriate parenting skills. It is important that parents got first-hand experience witnessing their children's positive changes and practising the learned parenting skills during various parent-child-mentor activities and the opening and closing ceremonies.



*Active participation in parenting workshops*



*Parents practised learnt parenting skills and witnessed children's improvements*

- **家長**：「家長工作坊，親子活動都好...教會我哋放手」
- **家長**：「親子工作坊嗰次...見到佢哋可以諗方法，解決問題，先後次序，以前嘅媽媽提多兩句，依家唔嘍嗰，嘍佢哋（學生）一齊做」
- **學生**：「感受到家人支持...（家人）見到自己完成到好開心，之前都知（家人支持），但感受無咁大」
- **學生**：「佢（媽媽）無咁擔心...（佢覺得）我成熟咗」



### III. OUR COMPREHENSIVE PROGRAM

#### UNIQUE EXPERIENCES PROVIDED BY THE HONG KONG FIRE SERVICES DEPARTMENT

##### Mentorship

Mentorship is an important component of PAP. Throughout the Program, mentors walked and worked closely with the participants. Among the adult population, Fire Service personnel possess an image of altruism, positiveness and toughness. The HKFSD has received the Gold Prize of The Best Public Image Award in Hong Kong for seven consecutive years and has established an extremely positive and lasting impression among the general public. Thus, Fire Service personnel is the most suitable to serve as mentors and positive role models. They shared their experiences and walked through the journey together with the participants.

With an altruistic spirit, many Fire Service personnel volunteered their time to serve as mentors. A total of 137 Fire Service personnel completed mentorship training and became mentors of PAP. At the completion of the Program, the majority of the mentors (74%) strongly agreed or agreed that they had sufficient spare time to fulfill their mentorship role.



### III. OUR COMPREHENSIVE PROGRAM

#### Participants' feedbacks on mentorship

As altruistic and positive role models, our mentors left a lasting positive impression among participants, their parents and teachers.

學生

「我覺得成年人嘅欺善怕惡、自私、貪慾虛榮... (友師) 都令我知道唔係個個都咁自私，好似消防會救人，會令自己危險。」



「佢地又可以幫我諗方法解決問題，好似個攀爬活動，水上活動，佢哋都會幫我，支持我。見到佢會令咁我有奮鬥心，不怕勞苦。」

給友師的話：

好多友師一路以來的陪伴和照顧，  
會  
很多友師也抽空出席訂路堆心的活動，  
我以花來感謝他們一路的照顧，就  
如小菊花一樣，在烈日當空下總  
有人照顧。花亦代表一個美  
好的結束



家長

「消防員比其他職業/機構更正氣... (消防員) 捨己為人，政府部門裡面最RESPECTFUL...又有D神秘對孩子是特別的，不容易接觸。」

老師

「最深刻同消防員個關係...建立關係會令佢地有D唔同睇法...肯一齊去玩一齊去做...消防個形象對佢哋嚟講係好既」

### III. OUR COMPREHENSIVE PROGRAM

#### Fire Services intensive training camp

The intensive training camp was held at the training school of the Fire Services Department. Participating students and parents found it very attractive. Students, parents and teachers recalled lots of memorable and inspiring experiences. Participants also found the camp changed their behaviours and attitudes.

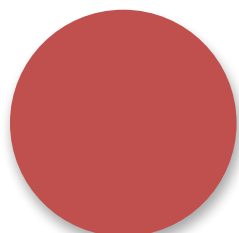


- **學生：**「(最深刻)消防訓練CAMP，因為訓練一個人紀律性、心。」
- **家長：**「消防CAMP好似一個ICON咁。」
- **老師：**「(最深刻) CAMP，D小朋友覺得好玩，有D真係會醒左，FOCUS D，主動D去做嘢。」



## IV. ACHIEVEMENTS

Upon completion of the 1-year Project, obvious improvements have been observed among participating **students**, **mentors**, **parents** and **schools**.



### STUDENTS

A total of 154 Secondary 2 and 3 students from four secondary schools, who were screened positive using our instrument, or were referred by their teachers, joined the Program.

#### *Improvement among STUDENTS*

Students who participated in PAP completed surveys before and after joining the Program. Comparing the pre-program and post-program survey results, statistically significant and positive changes were found in the following dimensions:

- ✓ Academic aspiration
- ✓ Personal growth
- ✓ Supportive environment
- ✓ Chances of high-risk behaviours

#### ✓ *Improvement in students' academic aspiration*

##### *Students' academic aspiration*

- Academic aspiration refers to the desire for achieving one's own sets of educational goals. It was measured by the Chinese Academic Emotions Questionnaire – Hope subscale<sup>1,2</sup>.
- Comparing the pre-program and post-program scores, the increase in students' academic aspiration was statistically significant.
- At the completion of the Program, most students (99%) strongly agreed or agreed that they wanted to strive for better academic performance.



學生：「依家有（目標），長遠想入大學，短期想成績好」

學生：「唔喺得一條死路...就算入唔到大學都有出路」

#### References:

1. Pekrun, P., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research. *Educational Psychologist*, 37(2), 91-105
2. Ma, W. (2008). Development of the general academic emotion questionnaire for college students (Chinese). *Chinese Journal of Clinical Psychology*, 16(6), 593-596

### ✓ *Improvement in students' personal growth*

#### *Students' resilience*

- Resilience refers to the personal qualities that enable one to thrive in the face of adversity. It was measured by Connor-Davidson Resilience Scale<sup>3-4</sup>.
- Comparing the pre-program and post-program scores, the increase in students' resilience was statistically significant.
- At the completion of the Program, all students (100%) strongly agreed or agreed that they were more confident in overcoming challenges.



學生：「而家我就會先諗下有咩方法可以令呢個逆境更加容易解決先行過去」

#### *Students' self-esteem*

- Self-esteem refers to an overall evaluation of one's worth or value. It was measured by the Rosenberg Self Esteem Scale<sup>5</sup>.
- Comparing the pre-program and post-program scores, the increase in students' self-esteem was statistically significant.
- At the completion of the Program, most students (97%) strongly agreed or agreed that they were empowered after participating in PAP.



學生：「去消防學校，真嘅好難得，所蘊含嘅價值更加高，都覺得自己價值高」

#### *Students' self-efficacy*

- Self-efficacy refers to the belief in one's own ability or competence to bring about intended results. It was measured by the General Self-efficacy Scale<sup>6</sup>.
- Comparing the pre-program and post-program scores, the increase in students' self-efficacy was statistically significant.
- At the completion of the Program, almost all students (99%) strongly agreed or agreed that their problem-solving skills had improved.



學生：「覺得自己能力高左，例如會諗多D相對好D嘅方法」

#### References:

3. Connor, K. M., & Davidson, J. R. T. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depression and Anxiety*, 18(2), 76-82.
4. Yu, X., Lau, J. T. F., Mak, W. W. S., Zhang, J., Lui, W. W. S., and Zhang, J. (2011). Factor structure and psychometric properties of the Connor-Davidson Resilience Scale among Chinese adolescents. *Comprehensive Psychiatry*, 52, 218-224.
5. Rosenberg, M. (1965). *Society and the adolescent self-image*. Princeton, New Jersey: Princeton University Press.
6. Zhang, J. X., & Schwarzer, R. (1995). Measuring optimistic self-beliefs: A Chinese adaptation of the General Self-Efficacy Scale. *Psychologia*, 38 (3), 174-181

### ✓ *Creating a supportive environment for students*

#### *Students' satisfaction with family relationship*

- Satisfaction with family relationships reflects satisfaction with family communication, problem solving and other family dynamics. It was measured by the Family Satisfaction Scale<sup>7</sup>.
- Comparing the pre-program and post-program scores, the increase in students' satisfaction with family relationships was statistically significant.
- At the completion of the Program, most students (94%) strongly agreed or agreed that family members had become more supportive and encouraging.



學生：「(因為友師)少咗埋怨D大人(父母)...會聽下佢地講咩先，會自己分析下...多咗耐性，少咗抱怨」

#### *Students' social support*

- Social support refers to perceived caring and assistance available from other people in students' social network. It was measured by the Multidimensional Social Support Scale<sup>8</sup>.
- Comparing the pre-program and post-program scores, the increase in students' perceived social support was statistically significant.
- At the completion of the Program, most students (99%) strongly agreed or agreed that their friends/mentors cared about them.



學生：「我想做老師？(友師問：中學定小學?)我話小學，兩位友師嗰時真係寫低咗，我覺得好驚奇點解會寫低...知道唔係自己一個人做野，其實有一班人喺後面鼓勵我。」

#### References:

7. Olson, D.H. & Wilson, M. (1982, 1989) Family Satisfaction. In Olson, D.H.(ed). Families: What Makes Them Work. Newbury Park, CA: Sage Publishing.
8. Zimet, G. D., N. W. Dahlem, et al. (1988). "The Multidimensional Scale of Perceived Social Support." Journal of Personality Assessment 52(1): 30-41.



✓ Reducing students' chances in adopting high-risk behaviours (e.g. drug use)

*Students' self-control*

- Self-control refers to perceived ability in controlling oneself for not using drugs. It was measured by the Theory of Planned Behaviour – Perceived Behavioural Control Subscale.
- Comparing the pre-program and post-program scores, the increase in students' ability to control was statistically significant.



學生：「我會認定佢嘢唔好，我就會100%唔會掂。」

*Students' ability to avoid drugs*

- Ability to avoid drugs refers to confidence in one's capacity to distance oneself from drugs when exposed to risky conditions. It was measured by the Drug Avoidance Self-efficacy Scale<sup>9</sup>.
- Comparing the pre-program and post-program scores, the increase in students' ability to avoid drugs was statistically significant.
- All students (100%) strongly agreed or agreed that they had better knowledge of how to refuse drugs after joining the Program.

「拒絕」技巧六對決——計分系統——

拒絕一七大技巧	使用次數
1. 幽默	
2. 講出拒絕的原因	
3. 直接、堅定地拒絕 (不多解釋)	
4. 建議其他可行方法	
5. 忽略	

學生：「對住唔同人可以有唔同做法...陌生人就避開佢...朋友就拉埋佢出嚟」

*Students' intention to say no to drugs*

- This indicator measured students' intention to say no to drugs in the future six months.
- Comparing the pre-program and post-program scores, the increase in students' intention to say no to drugs was statistically significant.
- At the completion of the program, all students (100%) strongly agreed or agreed that they would be more certain to say no to drugs in the future.

UNNING MEN暑假特務

昏迷者檔案

姓名：KK  
 性別：男  
 年齡：14  
 就讀學校：崇基道中學  
 入院日期：14-6-2013  
 入院狀態：昏迷  
 個案者：KK家人  
 發症地點：KK家中浴室  
 發症情況：KK家人晚飯後，聽到KK在浴室間大聲呼叫，然後一覺醒後即安全安靜下來。KK家人推門而入，便發現KK躺在地上，口吐白沫，頭部流血，手腳均有傷痕。

學生：「唔好吸毒，真係唔好吸毒」

References:

9. Martin, G.W., Wilkinson, D.A., & Poulos, C.X. (1995). The drug avoidance self-efficacy scale. Journal of Substance Abuse, 7(2), 151-163.

## IV. ACHIEVEMENTS

### MENTORS

Besides beneficial effects observed among the participants, the Project had induced positive changes to the mentors.

*消防友師：「起初我還以為只有我去幫助別人，但到最後發現原來幫人能令自己學得更多，知道得更透切。」*

#### Positive changes in mentors' family relationships

- ✓ Parenting
  - All mentors who were parents (100%) strongly agreed or agreed that they got along better with their child(ren) after the Program
  - Most mentors who were parents (94%) strongly agreed or agreed that they disciplined their child(ren) more effectively after the Program.
- ✓ Family communication
  - Most mentors (92%) strongly agreed or agreed that they communicated better with their family members after the Program.
- ✓ Family relationship
  - Many mentors (78%) strongly agreed or agreed that their family relationship had improved after the Program.



- 消防友師：「聽到D小朋友同家人嘅關係唔啱埋，所以自己都會諗下點樣可以改善關係...其實讚美對個小朋友真係幾好...個原動力幾好...學會去聆聽，因為有D小朋友講話家長傾下D心事...依家我臨睡會睡在佢隔離，聽下佢D心事...個小朋友會聽我講，個關係都會好D」

### Positive changes in mentors' interpersonal relationships

- ✓ Effective interpersonal skills
  - The majority of mentors (93%) strongly agreed or agreed that they were more likely to take others' thoughts and feelings into account after the Program.
- ✓ Better relationship with younger colleagues
  - The majority of mentors (88%) strongly agreed or agreed that they got along better with younger colleagues after the Program.



- 消防友師：「得益嘅自己...學會容忍...『你咁靚仔，點做到？』呢句嘢（讚美的說話）呢兩年用左好多...去聆聽已經夠。」
- 消防友師：「發覺自己也成長了，學懂與青年人多一點了解與溝通，也學懂欣賞他們的優點。他們的靈活變通更是我們友師值得學習的地方」

### Positive changes in mentors' identification with HKFSD

- ✓ Positive image of HKFSD
  - The majority of mentors (92%) strongly agreed or agreed that PAP helped to establish a positive image of HKFSD.
- ✓ Positive identity as firefighter
  - The majority of mentors (82%) strongly agreed or agreed that PAP increased their sense of identity as firefighters.



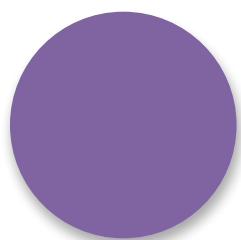
### Mentors' meaningful experiences

- ✓ Positive and meaningful life
  - The majority of the participating mentors (98%) strongly agreed or agreed that they wanted to have a positive and meaningful life in the future after the Program.
- ✓ Willingness to being a mentor
  - All participating Fire Service personnel (100%) indicated their willingness to be mentor again in the future. The majority of them (96%) would like to invite their colleagues to join similar projects.



- 消防友師：「同佢地（學生）活動，自己好開心... 好精彩...同埋去玩，唔啱佢地嘅長輩，喺佢地嘅朋友，好開心」
- 消防友師：「睇到佢地嘅轉變，自己都有D感動」
- 消防友師：「我很是珍惜那些時間與同學們相處的機會，當中也發現同學們已經在不知不覺間成長，我看到你們（同學們）學會了忍耐，忍讓，互相幫助的精神，懂得了共同思考去解決問題和關心別人，這些都是你們（同學們）給我最大的禮物！」

## IV. ACHIEVEMENTS



### TEACHERS

Teachers, who coordinated and participated in PAP, also reported positive changes in understanding and supporting their students after participating in the PAP.

Teachers reported better understanding of their students, who might have previously been seen as problematic students. In addition, they developed positive attitudes and better relationship with the participating students.

- 老師：「提返我哋，對自己和人哋嘅小朋友都有獨特的地方」
- 老師：「我對佢哋嘅印象嘍唔同，多咗肯定」
- 老師：「認識佢哋多咗，關係上面多咗得益」

Teachers also found the Project inspiring. After participating in the Project, the schools have developed new programs and modified the existing ones, based on concepts used in the PAP (e.g. prevention, path-finding).

- 老師：「方向啦，我哋學校需要一D預防性嘅工作...俾D時間佢哋思考正面積極嘅訊息...單次嘅活動效能唔係咁大，嘍長遠嘅野...最困難嘍中二中三嘅時間，要有人陪住佢哋成長」
- 老師：「我哋將創路雄心最重點嘅野都做左出黎...以前參加多元智能...CAMP及校本...之後無咁多活動跟進...PROGRAM嘅優點，有一連串嘅活動跟進」
- 老師：「我哋其實私底下聯絡咗消防員再搞...同社工合作...俾多一次機會再試」



## V. APPRECIATION FROM PARTICIPANTS

The **students** appreciated the contributions of peers, teachers, Fire Service mentors and project team members, which were all essential to their success in the program. The students treasured the time being with the peers, mentors and project team members.



- **學生**：「很感謝學校能給予我這次的機會參與這個「課程」，令我認識到一班好同伴，改善了我的人際關係，最想和大家說的是「因為你們，我才會改變！」
- **學生**：「我真很想謝謝活動中的每一個人，包括各位老師、各位同學（不管是來自哪一間學校的）和各位「姐姐」，當然還有那些常常找空來的阿sir和madam，因為我有這麼好的經歷都是因為大家，缺一不可！」
- **學生**：「我很喜歡活動中的mentor 導師們，他們簡直是萬能的，BBQ燒柴起火樣樣行，思想成熟理智，需要談天的時候，他們也會變得健談。」

The **parents** appreciated the dedications of teachers, Fire Service mentors and project team members.

- **家長**：「我要感謝所有為PAP付出過的幕後功臣、學校、帶隊老師和社工、消防和救護義工，他們為我們子女付出自己的假期，這種偉大、無私奉獻的精神，令我衷心的感謝！」
- **Parent** “I want to thank all the big brothers (i.e. mentors). They are friendly and caring. They are a good example to my son”



**Teachers** and **principals** of participating school appreciated the dedication of Fire Service mentors, and the contributions of project team members and teachers.



- **老師**：「首先要非常多謝中文大學選擇了我們，也要多謝各位工作人員，我見到他們不辭勞苦，不斷為我們預備活動，有時學生的態度不好，他們都非常忍耐和有經驗，應付我們的學生。也要多謝各位消防員，在你們百忙之中，都抽時間陪伴我們的學生，你們是這個活動的靈魂，學生非常喜歡和你們一起，有你們的幫忙和引導，才能令這個活動得以成功。」
- **校長**：「多謝所有協助籌辦『創路雄心』計劃的有心人，包括有份參與活動的消防員義工、中大工作人員和負責老師。」

### 教育局常任秘書長 謝凌潔貞女士：

「我衷心感謝香港中文大學公共衛生及基層醫療學院和消防處這兩個主辦單位，悉心策劃和推行「創路雄心」計劃，令參與的同學和家長受惠。我亦藉此機會向每位參與計劃的消防人員致意，感謝他們利用公餘時間擔任導師，以身作則，協助同學訂立人生目標。」

節錄自「創路雄心」分享集



## VI. WISHES AND PLEDGES

### PARTICIPANTS' WISHES

Very positive overall comments were made. Many participants looked forward to seeing future development of PAP. The **students** wished to participated again in this meaningful and joyful program.

- **學生**：「完成整個創路雄心的活動後，我想再參加多一次，因為實在太好玩」
- **學生**：「我覺得這次活動很難得，希望有下次！」
- **學生**：「創路雄心是一個不可多得的計劃，希望未來繼續推行創路雄心計劃，改變更多的青少年」

The parents were looking forward to similar program that can benefit more adolescents.

- **家長**：「祝願他們（創路雄心團隊）能成功培育出承傳者，將燭光繼續燃亮下去！」
- **Parent** “I hope there will be a similar program for my son and other children.”

The mentors believed the continual of the Program is necessary. The experienced team would able to support and help more adolescents.

- **友師**：「大家有第一次的經驗，繼續會做得更好」
- **友師**：「我認為創路雄心這個計劃有必要延續下去，使更多的年青明白自己的需要，得到更多的支持和鼓勵，更能夠令其他的成年人有機會去明白和了解他們。」

The teachers hoped that their students could participate similar program to explore their strengths and growth toward a meaningful life.

- **老師**：「但願以後再有這些活動，我們的學生都能參與其中，讓他們能好好發揮自己的長處。」
- **老師**：「在此，多謝各位的有心人士策劃及帶領此計劃，促進了同學的個人成長，實在感激不盡，願這計劃可以明年再接再勵。」



## VI. WISHES AND PLEDGES

### PLEDGES FROM STUDENTS

At the end of the Program, students were asked to send a message to himself/herself. The comments reflect that they looked forward to developing a positive future.

係呢一刻，我地仲充滿力量...我地大家都要往不同的方向前進，有日一定會相遇

凡事不放棄  
盡責任  
學會珍惜

希望接下來的學年努力讀書，中六能畢業，將來找到好工作

要堅持下去  
學會忍耐  
變得更成熟

要將自己吸收的知識加以運用，不管收獲有多少，重要的是我努力過

繼續成長！  
棵樹繼續變得強大



## VII. THE WAY FORWARD

As seen, evaluation and feedbacks of the Program have been very promising. The observed holistic development of secondary school students is both encouraging and inspiring. The Program has met important needs of students in Hong Kong and we are certain that it will have a long-lasting positive impact on their future development. Taking a public health approach, scalability of the PAP is desired and warranted. In fact, some of the participating schools have expressed strong wishes to continue the Project.

The interdisciplinary team is hence reviewing and refining the Project. We hope that the second phase of this Project will be able to involve more schools in different districts, and integrate with existing resources and services in order to ensure sustainability. Future PAP will maintain the holistic approach. To make the wish a reality, we need support from the Education Bureau and continual contributions and partnership with the Fire Services Department, the JC School of Public Health and Primary Care, Faculty of Medicine of the Chinese University of Hong Kong, secondary schools, and community organizations. In addition, we will involve more social work agencies.

The PAP is one of the very few evidence-based and holistic secondary prevention programmes in Hong Kong. We all know that prevention is always better than remedy. Are there enough effective prevention programs? We would not like to miss any important chance in helping adolescents in Hong Kong. Stakeholders therefore need to join hands to provide our adolescents with what they need and want. It is always not easy to engage youths with special needs but this Program demonstrates that we are in fact, able to connect with them and create effective changes. Let us think about what we should offer to youths who are in need – something in-depth and holistic that inspires them, or something relatively easy to do but even ourselves are less convinced about its effectiveness.

Lastly, we would like to thank all our partners and volunteers who have imprinted positive messages upon the hearts of our youths. Such marks would never fade away.



## VIII. ACKNOWLEDGEMENTS

**We are most grateful for support and contributions given to us by various partners. Without such support, PAP could not be successful.**

- ☞ Mrs Carrie LAM CHENG Yuet-ngor, GBS, JP, The Chief Secretary for Administration
- ☞ Mrs Cherry TSE LING Kit-ching, JP, Permanent Secretary for Education
- ☞ Mr Gregory LO Chun-hung, FSDSM, JP, Former Director of Fire Services

### **Students, parents, principals, teachers and social workers/counselors from:**

- ☞ China Holiness Church Living Spirit College
- ☞ Chinese YMCA College
- ☞ Ling Liang Church M H Lau Secondary School
- ☞ Lok Tao Secondary School
- ☞ Ma On Shan Tsung Tsin Secondary School
- ☞ Stewards Pooi Kei College
- ☞ The Church of Christ in China Fung Leung Kit Memorial Secondary School

### **Partner organizations:**

- ☞ Parenting Forum
- ☞ Quality Mentorship Network
- ☞ Vocational Training Council
- ☞ Hong Kong Broadband Network
- ☞ Cross Center, Tung Wah Group of Hospitals
- ☞ “Say No to Cyber Addiction” Project, Tung Wah Group of Hospitals

### **Volunteers:**

- ☞ All Fire Service training camp officers
- ☞ All Fire Service mentors
- ☞ All volunteers

### **Sponsored by**





## IX. PAP TEAM MEMBERS

**PAP Project Leader:** Prof. Joseph LAU Tak-fai (Ph.D., FFPH(UK)),  
Professor and Associate Director, The JC School of Public  
Health and Primary Care (SPHPC), Faculty of Medicine, The  
Chinese University of Hong Kong (CUHK)

**PAP Co-organizer:** Mr. CHAN Chor-kam (FSDSM)  
Director, Hong Kong Fire Services Department (HKFSD)

**PAP Advisor:** Dr. CHOI Yuen-wan (M.D., J.P.),  
Honorary General Secretary of Breakthrough

- ☞ Mr. LO Chun-man, PAP volunteer, Senior Divisional Officer, HKFSD
- ☞ Ms. Anna WU Lai-fong, PAP volunteer, Assistant Divisional Officer, HKFSD
- ☞ Prof. Phoenix MO Kit-han, Research Assistant Professor, SPHPC, CUHK
- ☞ Mr. Mason LAU Man-chun, Project Coordinator, SPHPC, CUHK
- ☞ Mr. Kennedy NG Kwok-hung (RSW), PAP Project Manager, SPHPC, CUHK
- ☞ Ms. Virginia CHAN Wing-yan (Reg. Psychol.), PAP Instructor, SPHPC, CUHK
- ☞ Ms. Lily Wong Ming-lee (RSW), PAP Project Coordinator, SPHPC, CUHK

