



**學與教博覽2023**

**於語文課融入情意教育**

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教授目標設定及  
導向的語文課堂分享

目標設定及  
目標導向

認知行為療法

背景問題

教授認知行為療法的  
語文課堂分享



# 背景問題 - 香港學生的情意需要





## 「中學生抑鬱焦慮狀況調查 2022」

30%以上 - 中度至非常嚴重的抑鬱徵狀

50%以上 - 中度至非常嚴重的焦慮徵狀

少於20% - 親子關係理想

學生培養情緒管理能力



資料來源：浸信會愛羣社會服務處（2022）



## 學生情緒及求助狀況 2022

~50%

**壓力**指數屬偏高水平

~25%

有輕度至嚴重程度的**焦慮**傾向

多關注學生  
在課業以外的  
身心健康需要

資料來源： 香港青年協會(2022)





# 兒童心理健康調查 2023

~25% 小學生出現抑鬱症狀,  
~ 50% 有心理壓力  
快樂程度 6.59 (滿分: 10)

學生的情緒需要不用忽視

資料來源:  
明報  
(2023)



# 資優生的情意特質及需要

追求卓越

完美主義

保持工作專注性

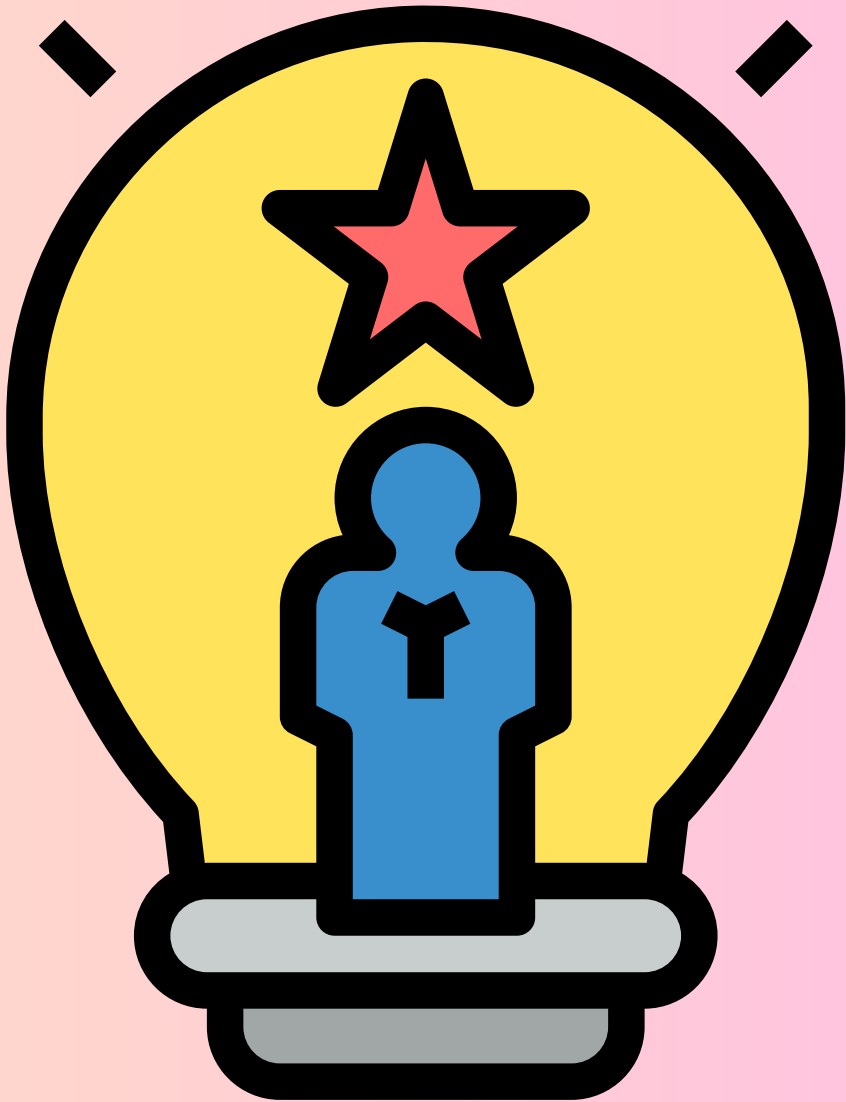
較易焦慮

較高的好奇心


過度激動

接受挑戰

過度敏感







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## 認知行為療法的目的



負面想法 - 生活事件和記憶

「惡性循環」類型的消極思維

*MAKE*  
*Change*



## 認知行為療法的概念



## 認知行為療法的成效



統合分析39 項研究 -  
短期和長期療效

中度至重度憂鬱症患者 - 指導 > 非指導  
輕度憂鬱症患者 - 非指導





## 示例一

### 認知行為療法的實踐

#### 學習目標

- (1) 注意日常情境中產生的情緒
- (2) 分析消極的想法、行為和結果
- (3) 創造積極的想法和行動

已有知識：繪本的詞語



## 示例一 特點

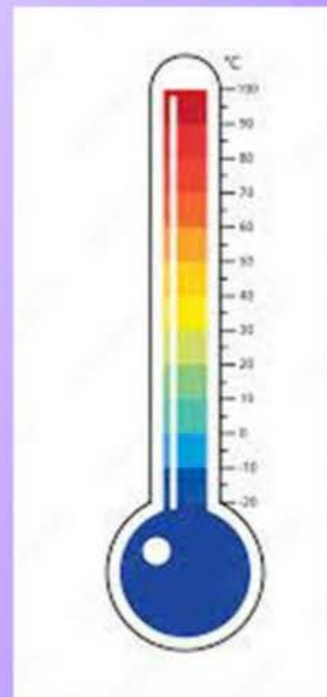
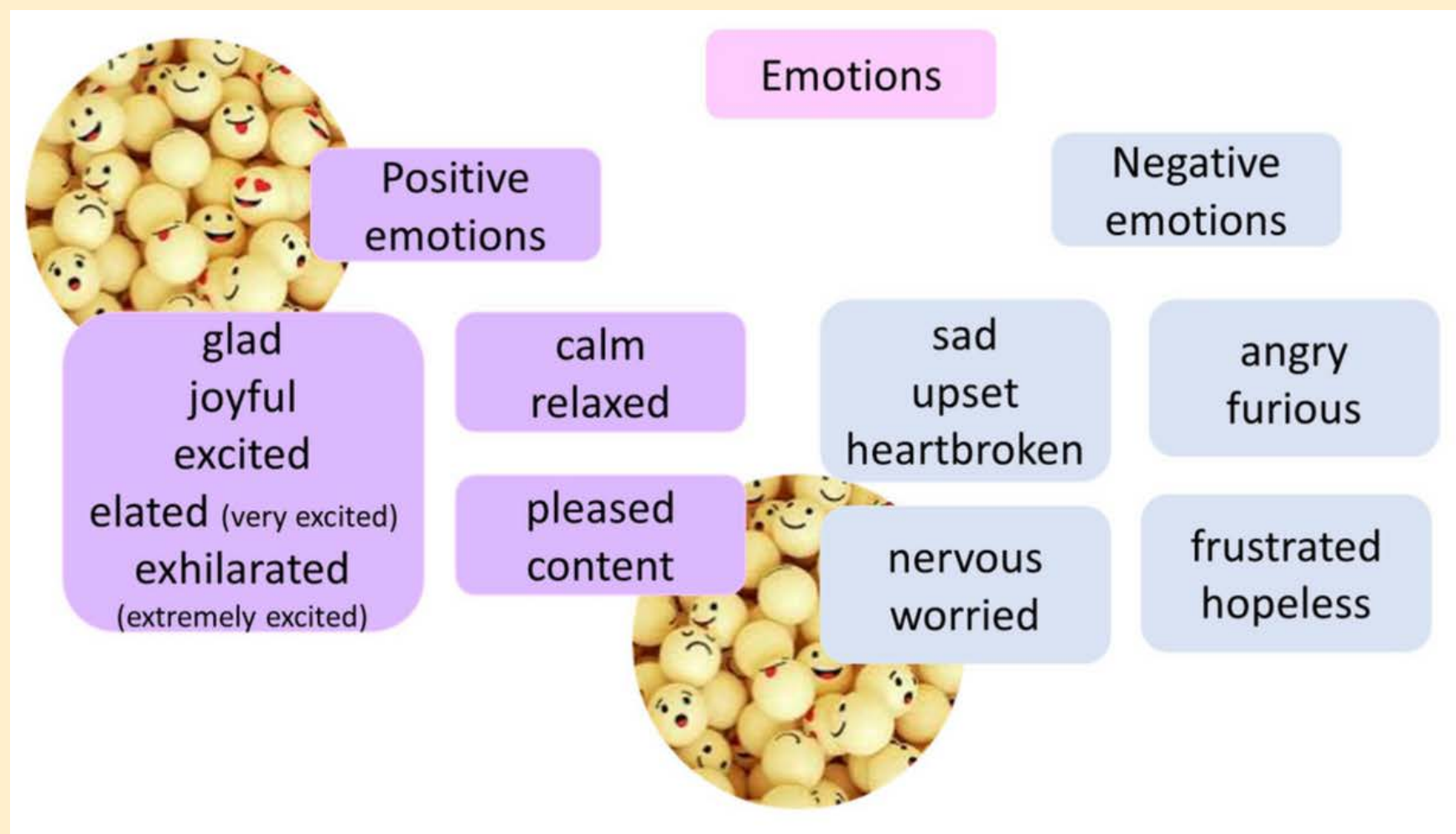
了解認知行為療法的實踐

使用繪本

與資優學生  
有關的情感元素

適異性教學策略





## Sharing



Talk to your partner.  
Describe an experience that  
made you feel hopeless or furious.





**BRYAN S. (2016). MY DAY IS  
RUINED!: A STORY TEACHING  
FLEXIBLE THINKING, VOLUME 2  
OF EXECUTIVE FUNCTION  
SERIES, BOYS TOWN PRESS**





What did Braden and his mum do?

Braden – sat in his room; his mum – lay on the bed

Braden – lay on the sofa; his mum – comforted him and danced outside the house

Both – danced outside the house



**Negative  
thought**

A day was  
ruined.

**Negative feeling**

upset and  
hopeless

**Negative action**

plopping down  
on a couch

**Negative  
result**

remaining  
upset

**Positive  
thought**

Enjoying  
oneself on a  
rainy day

**Positive feeling**

hopeful

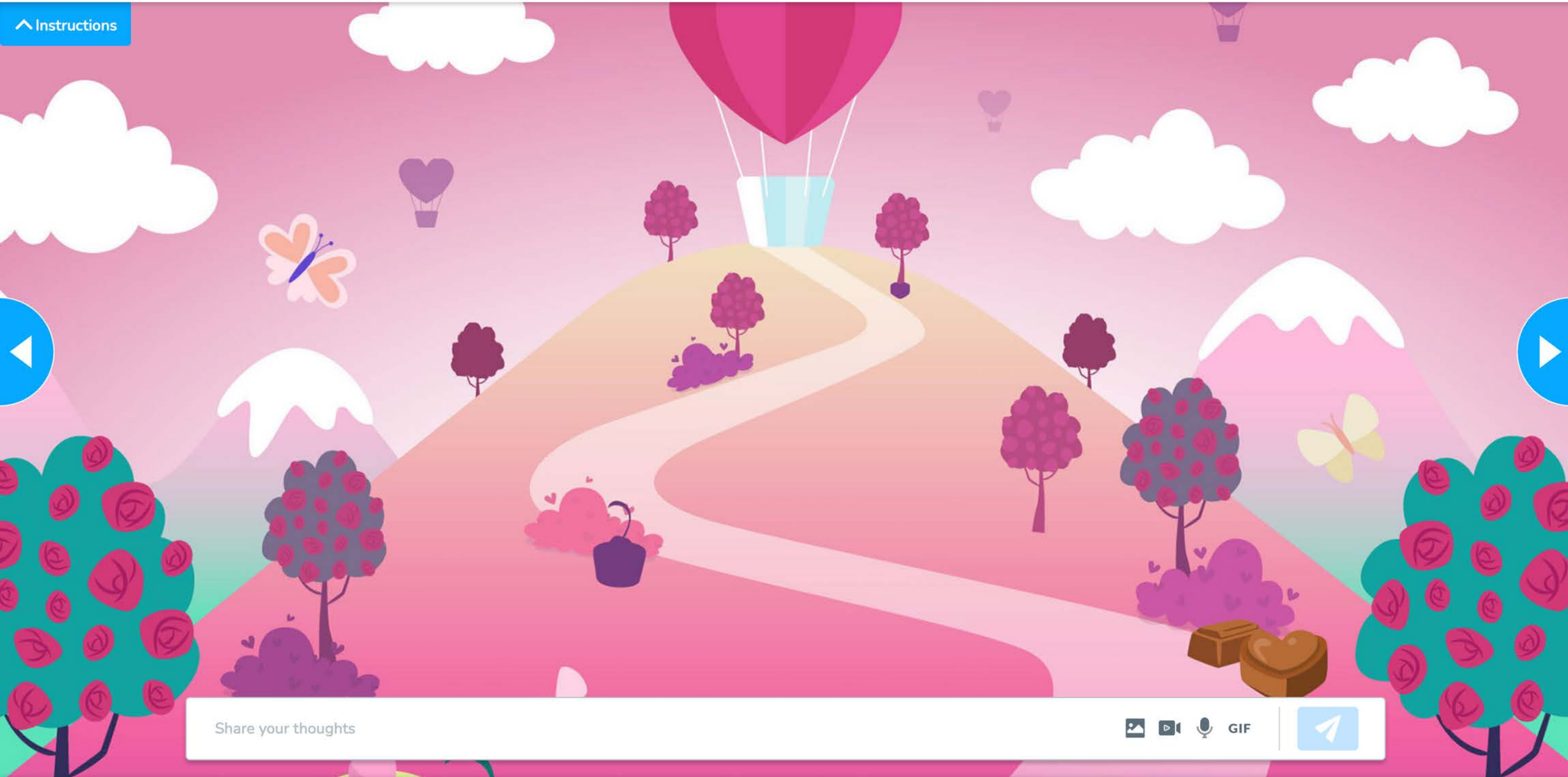
**Positive action**

playing with his  
friends

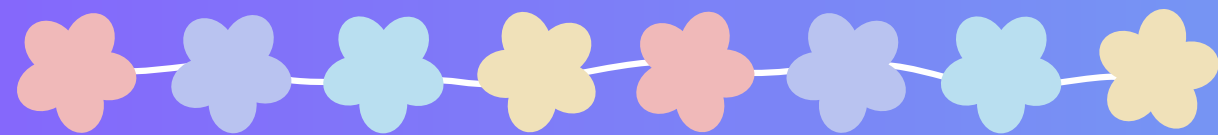
**Positive  
result**

a joyous  
day

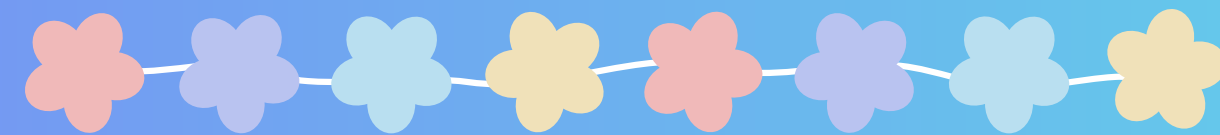
Instructions







# MY CHOICE BOARD



Option 1

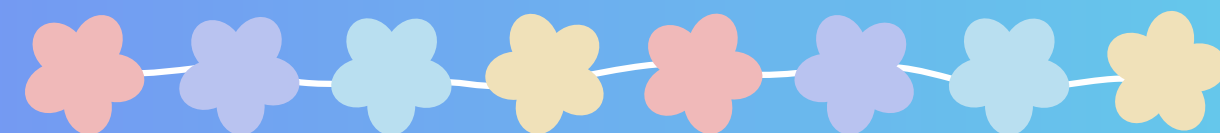
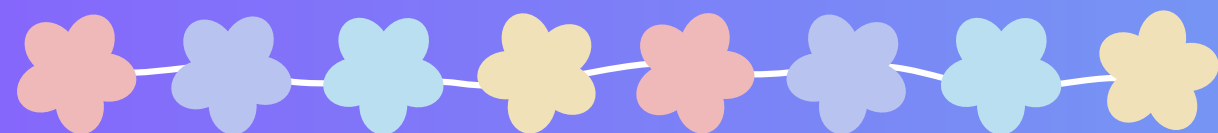
*A poster with  
a slogan*

Option 2

**MINI-DRAMA:  
DIALOGUE**

Option 3

*Positive lifestyle  
(work with parents)*



You can't go back and change the beginning, but you can start where you are and change the ending.



Funkylife.in

## Question 1

Design a poster with a slogan about positive thinking.





## Question 2

Your friend is very upset. Write a short script to ask what happened and to suggest a positive thought or action for staying positive in your friend's situation.

My friend: (describe the feeling)

---

---

I: (ask about the situation)

---

---

My friend: (describe the situation)

---

---

I: (show empathy)

---

---

My friend: (Mention a negative thought)

---

---

I: (Mention a positive thought) / (Suggest a positive action)

---

---

My friend: (response)

---

## Parents' Advice on a Positive Lifestyle – Daily Habits for Emotional Well-being


e.g. Adopt flexible thinking.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Question 3

Talk to your parents and ask them about a positive lifestyle for emotional well-being.





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# 目標設定

*Attainable*

可達到的

*Relevant*

相關的

*Measurable*

可測量的

*Specific*

具體的

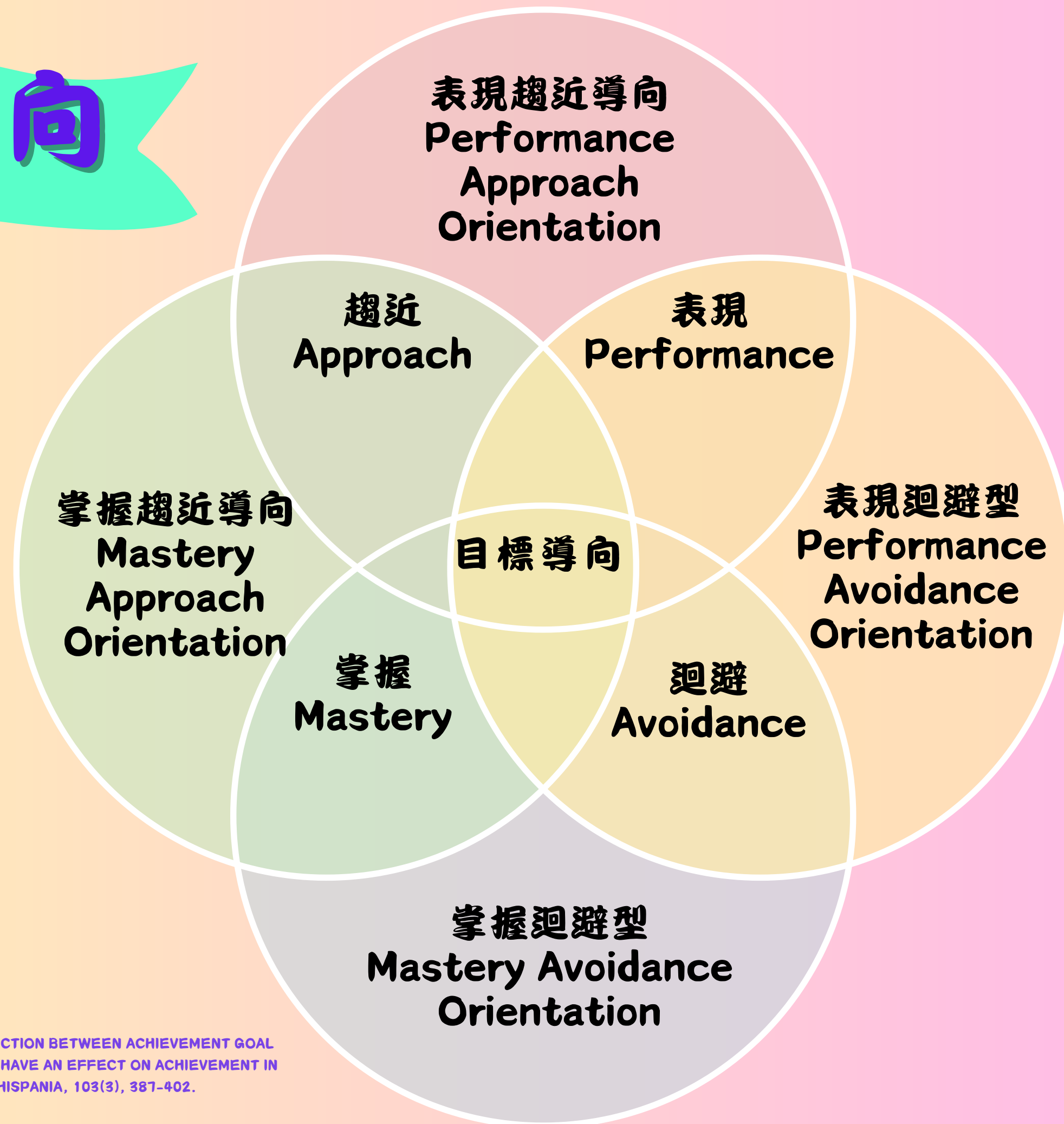
*Time bound*

有時間限制

SMART



# 目標導向






## 目標設定的成效



統合分析14 項研究 -  
目標設定介入措施與  
降低平均血糖值有關聯

參考資料：Fredrix, M., McSharry, J., Flannery, C., Dinneen, S., & Byrne, M. (2018). Goal-setting in diabetes self-management: A systematic review and meta-analysis examining content and effectiveness of goal-setting interventions. *Psychology & Health*, 33(8), 955–977.





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## 示例二

### 認知行為療法的實踐

#### 學習目標

(1) 意識到目標設定的必要性

(2) 了解有效的目標設定

(3) 設定和評估個人目標

已有知識：繪本的詞語



## 示例二 特點

探索有效的  
目標設定

使用繪本

根據目標導向  
評估目標

與資優學生  
有關的情感元素

適異性  
教學策略



## Expectations

Source

you

your peers

other people



test/ exam  
results



giving  
performances  
e.g. a music  
show

Areas

competitions  
e.g. a football  
match

future  
✓ schools  
✓ jobs



How often do you have high expectations for yourself?

- ☐ **A.** Always
- ☐ **B.** Usually
- ☐ **C.** Sometimes
- ☐ **D.** Seldom

Which area(s) was/were mainly involved?

- ☐ **A.** Studying
- ☐ **B.** Giving performances
- ☐ **C.** Future (schools, jobs, etc.)
- ☐ **D.** Competitions
- ☐ **E.** Others
- ☐ **F.** More than one of the above areas

What did Braden and his mum do?



Braden – sat in his room; his mum – lay on the bed

Braden – lay on the sofa; his mum – comforted him and danced outside the house

Both – danced outside the house

## Beatrice's Profile

Name: A Girl who Never Made a Mistake

Problem: Not reaching her goal of being perfect

Source of Problem: Having set a goal that is too difficult to reach



S

Specific

Break down into sub goals.

Know exactly what you will do.

Assume that you are Beatrice's friend.  
You would ... (Choose the best option.)

- A. Support her to keep on having over-expectation.
- B. Simply tell her not to be upset.
- C. Advice her to set effective goals.





# CHOICE BOARD

## OPTION 1

Design a  
bookmark, write  
your goal on it  
and colour it.

## OPTION 2

Summarize the  
skills for goal  
setting.

## OPTION 3

Interview two  
friends about  
their goals.



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# *Thank you*

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