

## 4Rs Mental Health Charter

### Illustrative Examples

	Action pledges	Practical examples
REST	Suitably arrange school timetables to allow sufficient time for students to rest and relax	<ul style="list-style-type: none"><li>• Allocate a quarter of school time on a weekly or cyclical basis for students to rest and relax. This should include recesses, lunch breaks, morning exercises, physical activities between lessons and recreational activities (such as reading, ball games, music and art activities).</li><li>• Flexibly schedule recesses, breaks and lunchtime of different durations to cater for the school's situation and students' needs.</li><li>• Refrain from scheduling make-up classes or academic assessments during lunch breaks to ensure that students have ample time to relax.</li><li>• Exercise flexibility in lesson timetabling to leave some room for students, such as allocating time for free choice activities where students can explore their interests and potential.</li><li>• Arrange make-up classes after school and during holidays (applicable to secondary schools only) in a prudent manner to allow time for students to rest and engage in recreational activities.</li></ul>
	Formulate an appropriate school-based assignment policy and regularly review and refine relevant policies to strike a balance between the quality and quantity of assignments	<ul style="list-style-type: none"><li>• Establish a mechanism to co-ordinate the workload across different subjects to avoid overloading students with excessive assignments on schooldays or during holidays, thereby creating space for them.</li><li>• Continuously improve the quality of assignments to ensure that their design and arrangement align with the curriculum objectives, and avoid the inclusion of meaningless and mechanical drilling or copying tasks.</li><li>• Incorporate tutorial sessions into school timetables for primary students to complete a portion of their assignments under teachers' guidance, and provide homework adaptation or guidance to students in need.</li></ul>

		<ul style="list-style-type: none"> <li>• Convey the school-based assignment policies to parents and students, make them available on the school website, and regularly collect feedback from parents to improve these policies.</li> <li>• For details, please refer to Education Bureau (EDB) Circular No. 18/2015 on “Guidelines on Homework and Tests in Schools – No Drilling, Effective Learning” and Chapter 6 of the Primary Education Curriculum Guide on “Meaningful Assignment” (Chinese version only):  <a href="https://applications.edb.gov.hk/circular/upload/EDBC/EDBC15018E.pdf">https://applications.edb.gov.hk/circular/upload/EDBC/EDBC15018E.pdf</a>  <a href="https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/primary/curriculum-documents/Primary_Education_Curriculum_Guide/pecg_ch6.pdf">https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/primary/curriculum-documents/Primary_Education_Curriculum_Guide/pecg_ch6.pdf</a></li> <li>• Secondary schools should create learning space that allows students to choose their own activities and explore multiple interests.</li> </ul>
	Review the existing assessment policies, including the frequency of dictations, tests and examinations, as well as the contents, scopes and formats of assessment, with a view to alleviating the academic pressure on students	<ul style="list-style-type: none"> <li>• In primary schools, replace traditional written tests and examinations with diversified, flexible and engaging modes of assessment; reduce the frequency of dictations, tests and examinations, or cancel term examinations for specific grade levels.</li> <li>• Make the school-based assessment policies available on the school website, and review and adjust relevant arrangements in a timely manner.</li> <li>• For Primary One, abolish tests and examinations in the first term; defer or abolish dictations, tests and examinations, or reduce their frequency, content or scope.</li> <li>• For details, please refer to EDB Circular No. 18/2015 on “Guidelines on Homework and Tests in Schools – No Drilling, Effective Learning” and Chapter 5 of the Primary Education Curriculum Guide on “Assessment for Enhancement in Learning” (Chinese version only):  <a href="https://applications.edb.gov.hk/circular/upload/EDBC/EDBC15018E.pdf">https://applications.edb.gov.hk/circular/upload/EDBC/EDBC15018E.pdf</a></li> </ul>

		<p><a href="https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/primary/curriculum-documents/Primary_Education_Curriculum_Guide/pecg_ch5.pdf">https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/primary/curriculum-documents/Primary Education Curriculum Guide/pecg_ch5.pdf</a></p> <ul style="list-style-type: none"> <li>• In secondary schools, the public examination format should not be adopted or replicated in the internal assessment for junior secondary students, as it is beyond their capability to handle such formats and contents. Likewise, the content and level of difficulty of the internal assessment for senior secondary students should be appropriate for their ability and learning progress. The proportion of tasks in the public examination format can be gradually increased to help students understand the requirements of public examinations as they progress to the senior secondary level.</li> <li>• For details, please refer to Booklet 4 of the Secondary Education Curriculum Guide on Assessment Literacy and School Assessment Policy: <a href="https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/secondary/curriculum-guides-documents/SECG_booklet_4_en.pdf">https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/secondary/curriculum-guides-documents/SECG_booklet_4_en.pdf</a></li> </ul>
	<p>Convey to parents and students the importance of sleep for learning and physical and psychological well-being, and encourage students to establish bedtime routines and good sleep habits, so as to achieve sufficient and quality sleep every day</p>	<ul style="list-style-type: none"> <li>• Allow time for students to take naps, rest or enjoy some quiet downtime during lunch breaks.</li> <li>• Provide parents and students with information on achieving sufficient and quality sleep, such as: <ul style="list-style-type: none"> <li>○ sharing tips on how to achieve quality sleep or setting up bulletin boards on sleep management;</li> <li>○ arrange designated areas for students to take afternoon naps.</li> </ul> </li> <li>• Organise talks or activities on sleep management for parents and students to enhance their understanding of the importance of sleep for learning and physical and psychological well-being.</li> </ul>

RELAXATION	<p>Arrange relaxation activities for students regularly (daily/weekly/cyclically) on top of current physical education and visual arts classes</p>	<ul style="list-style-type: none"> <li>• Include relaxation activities in the school calendar, e.g. Healthy Mondays:             <ul style="list-style-type: none"> <li>○ arrange recreational activities, such as stretching exercises during the morning assembly, mindfulness practices, stress relief games, tea ceremonies and calligraphy, on Mondays to help students beat the blues and start the week with positivity.</li> </ul> </li> <li>• For more information, please refer to the “Spread the Love, Care and Shine” Campaign webpage (Chinese version only):  <a href="https://mentalhealth.edb.gov.hk/tc/promotion-at-the-universal-level/promotional-resources-for-schools/112.html">https://mentalhealth.edb.gov.hk/tc/promotion-at-the-universal-level/promotional-resources-for-schools/112.html</a> </li> </ul>
	<p>Organise Mental Health Day/Week/Month once a year to enhance awareness of mental health among school staff and students</p>	<ul style="list-style-type: none"> <li>• Organise Mental Health Day/Week/Month once a year, for example:             <ul style="list-style-type: none"> <li>○ a half-day or one-day programme for teachers and students to take care of their mental well-being and slow down the pace of life;</li> <li>○ mindfulness experiential activities, such as body scanning, mindful eating, mindful stretching, and mindful 7-11 breathing, where students can focus on the process of the activities and become aware of their physical sensations and emotions in the moment;</li> <li>○ dynamic activities, such as rope-skipping and dodgeball, that contribute to enhancing student mental health;</li> <li>○ emotional relief groups on art, rhythmic movement, music and so on.</li> </ul> </li> </ul>
	<p>Set up a Mental Health Corner or a Mental Health Room</p>	<ul style="list-style-type: none"> <li>• Set up a restful zone:             <ul style="list-style-type: none"> <li>○ create a cosy space where students can take the time to rest and relax; furnish the area with comfortable chairs or cushions, allowing students to relax in solitude; and include soothing items such as plush dolls or throws.</li> </ul> </li> <li>• Set up a stress-relieving experiential corner:             <ul style="list-style-type: none"> <li>○ provide DIY materials for students to engage in activities such as “pastel nagomi art”, “galaxy bottle making”, “zentangle art”, “pressed flower bookmark”, where students can immerse themselves in the creative process, find calmness through visual and tactile stimuli, and become aware of their physical sensations and emotions in the moment.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>For more information, please refer to the “Spread the Love, Care and Shine” Campaign webpage (Chinese version only):  <a href="https://mentalhealth.edb.gov.hk/tc/promotion-at-the-universal-level/promotional-resources-for-schools/112.html">https://mentalhealth.edb.gov.hk/tc/promotion-at-the-universal-level/promotional-resources-for-schools/112.html</a> </li> </ul>
	Encourage students to engage in more physical exercise, so as to make regular exercise a habit for them	<ul style="list-style-type: none"> <li>Arrange physical activities for students before morning assemblies, during recess or lunch breaks, and after school.</li> <li>Arrange morning exercises/physical activities between lessons.</li> <li>Provide suitable sports equipment to engage students in various physical activities.</li> <li>Participate in activities under the EDB’s “Active Students, Active People” Campaign (such as “MVPA60 Award Scheme”).</li> <li>For more information, please refer to the “Active Students, Active People” Campaign webpage:  <a href="https://www.edb.gov.hk/en/curriculum-development/kla/pe/asap/index.html">https://www.edb.gov.hk/en/curriculum-development/kla/pe/asap/index.html</a> </li> </ul>
RELATIONSHIP	Arrange at least one session per week for class-based activities to foster positive teacher-student relationships	<ul style="list-style-type: none"> <li>Create a “Class Journal/Album”: <ul style="list-style-type: none"> <li>students take turns to contribute to the “Class Journal” or “Class Album”, either in physical or online format, to record the collective experiences of the class and share about their difficulties, situations and feelings.</li> </ul> </li> <li>Create an “‘If-then’ Life Events Log Book”: <ul style="list-style-type: none"> <li>make exchanges about personal adaptation, study, and family life using “if-then” statements;</li> <li>discuss the difficulties that students may encounter and work out feasible solutions together;</li> <li>display the discussion outcomes on classroom bulletin boards in the form of comics, slogan or essays.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>For more information, please refer to the “Spread the Love, Care and Shine” Campaign webpage (Chinese version only):  <a href="https://mentalhealth.edb.gov.hk/tc/promotion-at-the-universal-level/promotional-resources-for-schools/112.html">https://mentalhealth.edb.gov.hk/tc/promotion-at-the-universal-level/promotional-resources-for-schools/112.html</a> </li> </ul>
	<p>Organise class building activities at least twice a year to promote teacher-student relationships, fostering a sense of connectedness, while enabling teachers to become aware of students’ emotional or other needs and provide timely assistance</p>	<ul style="list-style-type: none"> <li>Classroom decoration: <ul style="list-style-type: none"> <li>engage the whole class in decorating the classroom bulletin boards;</li> <li>display “cheer-up messages” or “self-care tips” to provide students with ideas on “coping with difficulties”;</li> <li>the sharing helps students realise that both their teachers and peers encounter similar difficulties, and in turn fosters empathy and mutual support among them.</li> </ul> </li> <li>Create a “One-page Profile” for each student in class (written from the students’ perspective) so as to get to know them better and arrange suitable activities accordingly, making them feel seen, understood and recognised for who they are. The profile may include: <ul style="list-style-type: none"> <li>personal strengths (both inside and outside of school);</li> <li>areas where assistance may be needed (both inside and outside of school);</li> <li>best friends (both inside and outside of school);</li> <li>family background.</li> </ul> </li> <li>Organise celebratory activities or small performances: <ul style="list-style-type: none"> <li>organise celebratory activities or small performances, such as birthday parties and talent shows, to engage all students to the greatest extent possible.</li> </ul> </li> <li>For more information, please refer to the “Spread the Love, Care and Shine” Campaign designated webpage (Chinese version only):  <a href="https://mentalhealth.edb.gov.hk/tc/promotion-at-the-universal-level/promotional-resources-for-schools/112.html">https://mentalhealth.edb.gov.hk/tc/promotion-at-the-universal-level/promotional-resources-for-schools/112.html</a> </li> </ul>
	<p>Arrange at least two whole-school thematic activity days each year</p>	<ul style="list-style-type: none"> <li>Organise whole-school thematic activity days, such as joyful fruit days, Christmas parties, Chinese culture days, Lunar New Year lantern carnivals</li> </ul>

		<p>and campus thanksgiving activities, to promote co-operation, communication and positive interaction among students.</p> <ul style="list-style-type: none"> <li>• Train students to become activity leaders to assist schools in promoting lunchtime and after-school activities.</li> <li>• Organise activities that align with the following beliefs to enhance students' social connectivity and foster a sense of belonging: <ul style="list-style-type: none"> <li>○ be seen – every student, including those who may not stand out, can participate in various ways;</li> <li>○ be understood – students feel comfortable expressing their thoughts and feelings;</li> <li>○ be recognised – students are understood by others.</li> </ul> </li> <li>• For more information, please refer to the “Spread the Love, Care and Shine” Campaign webpage (Chinese version only):  <a href="https://mentalhealth.edb.gov.hk/tc/promotion-at-the-universal-level/promotional-resources-for-schools/112.html">https://mentalhealth.edb.gov.hk/tc/promotion-at-the-universal-level/promotional-resources-for-schools/112.html</a> </li> </ul>
	Enhance students' interpersonal skills or skills in fostering closer relationships with parents	<ul style="list-style-type: none"> <li>• Arrange guidance lessons and diversified learning activities to help students: <ul style="list-style-type: none"> <li>○ understand their strengths and weaknesses, so as to make good use of the former and improve the latter;</li> <li>○ accept themselves, and actively reflect on overcoming weaknesses and reinforcing strengths;</li> <li>○ accept other people and develop the ability to bear with their shortcomings;</li> <li>○ cultivate social sensitivity and the ability to recognise emotions in interpersonal interactions;</li> <li>○ develop social expressive ability and positive communication skills, and the ability to express opinions, standpoints or feelings in appropriate ways, both verbally and non-verbally;</li> <li>○ understand the importance of family in their lives and the factors contributing to family conflicts, discuss strategies to enhance family cohesion through family roles, responsibilities and commitments,</li> </ul> </li> </ul>

		<p>positive communication and conflict resolution, and take actions to maintain harmonious family relationships;</p> <ul style="list-style-type: none"> <li>○ understand their roles and importance in different relationships, thereby fostering their willingness to take on responsibilities and make contributions.</li> </ul>
RESILIENCE	<p>Empower students to develop proper values and attitudes, such as perseverance, diligence and readiness to accept challenges; help them understand their personal strengths, weaknesses and potential; and inspire them to pursue their dreams and explore future possibilities</p>	<ul style="list-style-type: none"> <li>• Organise school-based activities that centre around overcoming difficulties in everyday life: <ul style="list-style-type: none"> <li>○ make use of the “Sharing Sessions by Elite Athletes” video of the “Active Students, Active People” Campaign to empower students to develop proper values and positive attitudes through sports activities.</li> </ul> </li> <li>• For more information, please refer to the “Active Students, Active People” Campaign webpage: <a href="https://www.edb.gov.hk/en/curriculum-development/kla/pe/asap/index.html">https://www.edb.gov.hk/en/curriculum-development/kla/pe/asap/index.html</a> </li> <li>• Encourage students to participate in values education promotional activities and competitions, such as “My Pledge to Act” (MPA): “The MPA Activity Planners” – School-based Values Education Promotional Activities Design Competition (Secondary School), “MPA”: “Little Sun’s Creative Short Stories” Chinese Writing Competition (Primary School), and Exploration of Biodiversity in Hong Kong Short Video Competition, providing them with opportunities to unleash their potential and develop proper values and attitudes, including perseverance, diligence and readiness to accept challenges. For details, please refer to: <p>EDB Circular Memorandum No. 96/2023 “My Pledge to Act 2023/24 – Be Grateful and Treasure What We Have, Stay Positive and Optimistic”</p> <a href="https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM23096E.pdf">https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM23096E.pdf</a> <p>EDB Circular Memorandum No. 151/2023 “Application for Participation in Student Educational Activities and Events (September 2023)”</p> <a href="https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM23151E.pdf">https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM23151E.pdf</a> </li> </ul>



		<ul style="list-style-type: none"> <li>• Make references to the suggestions and examples provided in the Values Education Curriculum Framework (Pilot Version) (2021) to support students in developing positive values from an early age, thereby enabling them to confront challenges in their studies, daily lives and personal growth with positivity. <a href="https://www.edb.gov.hk/en/ve">https://www.edb.gov.hk/en/ve</a></li> </ul>
	<p>Cultivate students' proper values and strengthen their resilience by organising school-based activities, participating in programmes conducted by the EDB or non-governmental organisations, and promoting inspirational reading</p>	<ul style="list-style-type: none"> <li>• Promote inspirational reading:             <ul style="list-style-type: none"> <li>○ utilise the Promotion of Reading Grant to enrich the school library collection and increase the availability of inspirational books (both physical and e-books) for students to borrow;</li> <li>○ organise different types of school-based reading activities that centre around positivity and inspirational themes, such as book recommendations or sharing sessions, thematic reading talks, thematic book fairs and reading competitions.</li> </ul> </li> <li>• Organise school-based MPA activities, including collective commitment and related learning activities, to create a campus atmosphere that cultivates in students a sense of gratitude and appreciation for what they have, as well as a positive and optimistic attitude towards life, thereby empowering them to face the challenges and difficulties in their journey of growth. For details, please refer to: <a href="https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/mpa2023/mpa2023-1.html">https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/mpa2023/mpa2023-1.html</a></li> <li>• Failure experiential day:             <ul style="list-style-type: none"> <li>○ set up game booths to offer challenging games, such as rainbow toss, football shooter, buzz wire, where students can understand that failure is not intimidating and that making mistakes and having failures are parts of the learning process and life experiences.</li> </ul> </li> <li>• Foster a “growth mindset” among students in school and during daily teaching by providing specific and constructive feedback, for example:             <ul style="list-style-type: none"> <li>○ focusing on the “process” rather than the “outcome”;</li> <li>○ using expressions like “you have yet to” instead of “you can’t”.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• For more information, please refer to the “Understanding Adolescent Project (Primary)” webpage: <a href="https://www.edb.gov.hk/en/teacher/student-guidance-discipline-services/projects-services/understanding-adolescent-project-primary/index.html">https://www.edb.gov.hk/en/teacher/student-guidance-discipline-services/projects-services/understanding-adolescent-project-primary/index.html</a></li> <li>• For more information, please refer to the “Enhanced Smart Teen Project” webpage: <a href="https://www.edb.gov.hk/en/teacher/student-guidance-discipline-services/projects-services/enhanced-smart-teen-project/index.html">https://www.edb.gov.hk/en/teacher/student-guidance-discipline-services/projects-services/enhanced-smart-teen-project/index.html</a></li> </ul>
	Cultivate in students positivity and optimism to confront adversities and challenges in their journey of growth	<ul style="list-style-type: none"> <li>• Organise volunteer activities, adventure-based training, as well as programmes and activities that promote life education, such as those on mental health literacy, growth mindset, positive psychology or mindfulness.</li> <li>• Encourage students to join youth uniformed groups, which offer team training activities that promote positive values among young people, strengthen their leadership capabilities and enhance their psychological resilience, thereby achieving whole-person development.</li> <li>• Engage students in field trips, visits, experiential learning and services, where they can understand the needs of others, develop a sense of gratitude and appreciation for what they have, and learn to cherish life. Encourage them to contribute to society using their capabilities and strengths.</li> <li>• Please refer to the 4Rs Mental Health Charter designated webpage for the list of partner organisations and information on their activities: <a href="https://mentalhealth.edb.gov.hk/en/promotion-at-the-universal-level/promotional-resources-for-schools/121.html">https://mentalhealth.edb.gov.hk/en/promotion-at-the-universal-level/promotional-resources-for-schools/121.html</a></li> </ul>