

**(a) Background**

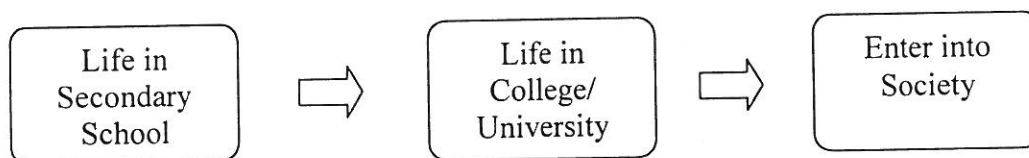
Since the objectives of primary school General Studies (GS) is to provide students good experiences to face this challenging world, especially integrating knowledge, attitude, skills and habits (KASH) in the areas of personal, social & humanity and science, schools have been actively developing curriculum to meet these requirements. Good learning experiences have been the key of GS curriculum to achieve the objectives of GS.

**Why this project?**

This project aims to achieve the objectives of GS through development of experiential learning curriculum that facilitates students to learn and grow through participating in a simulated life stages and activities. Although there are curricula developed for GS, there is yet to have good large-scale experiential learning curriculum for GS. The curriculum to be developed in this project is called Life Game for Growth (Life Game in short).

Although some learn from listening to lectures, but more people really learn when they experience the consequences of their decision. Life Game curriculum aims to let students experience their future life stages so that they can really learn when they experience the consequences of their life decision.

Life Game consists of a series of learning activities which students have to go through few simulated life stages (from age 12 till 22) under Today's Hong Kong Environment. Students will be able to make decision and work their way up to achieve their dreams. The 3 stages of learning activities Students will go through are:



In each life stage, all students of the same level (around 150 to 200 students) will undergo activities that belong to that life stage whether individually or as a group. Below are the activities of the 3 stages:

Life Stage	Life Decision and Task Challenge
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 0 auto;">                     Life in Secondary School                 </div>	Decide and pursue a good Secondary education <ul style="list-style-type: none"> <li>■ Chinese language, English Language, Physics, Chemistry, Biology, Liberal Studies, Mathematics, Economics</li> <li>■ Sports, music, drama, arts etc</li> <li>■ Work hard to achieve good results</li> </ul> Participate in inter-school talent competition Manage personal finance <ul style="list-style-type: none"> <li>■ Use money to take school or outside courses</li> <li>■ Work on part-time jobs (fast-food restaurant or give tuition)</li> </ul> Deal with bad influence <ul style="list-style-type: none"> <li>■ Temptation to buy and take drugs</li> <li>■ Temptation to spend time on Computer Games</li> </ul> Graduate from Secondary school and enter into College Life <ul style="list-style-type: none"> <li>■ Choices are University, Associate Degree, Performing Arts College, Sports College, or Technical College</li> </ul> Manage their health <ul style="list-style-type: none"> <li>■ Students may fall sick if they do not take care of their body well. When falling sick, they have to rest and cannot take any courses</li> </ul>

<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p>Life in College/ University</p> </div>	<p>Decide and pursue a good College education</p> <ul style="list-style-type: none"> <li>■ Courses for Social Study, Engineering, Architecture, Medical Science, Crime Scene Investigation (CSI), Accounting, Drama etc.</li> <li>■ Pursue leadership training</li> <li>■ Pursue honor degree</li> <li>■ Participate in student union activities</li> <li>■ Pursue foreign exchange programs</li> </ul> <p>Participate in national wide talent competition</p> <p>Manage personal finance</p> <ul style="list-style-type: none"> <li>■ Use money to take school or outside courses</li> <li>■ Work on part-time jobs (fast-food restaurant or give tuition)</li> <li>■ Chance to apply and use credit cards</li> <li>■ Application of scholarships</li> </ul> <p>Manage relationship</p> <ul style="list-style-type: none"> <li>■ Boy-girl relationship</li> <li>■ Roommate relationship</li> </ul> <p>Manage their health</p> <ul style="list-style-type: none"> <li>■ Students may fall sick if they do not take care of their body well. When falling sick, they have to rest and cannot take any courses</li> </ul> <p>Grand graduation ceremony</p>
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;"> <p>Enter into Society</p> </div>	<p>Find a good job</p> <ul style="list-style-type: none"> <li>■ Prepare personal CV</li> <li>■ Job interviews</li> <li>■ Wait for results</li> <li>■ Find their dream jobs</li> </ul>

All activities in each stage of life will be made interesting and challenging. The life activities will be adjusted to the level so that primary students could manage and achieve the success if they work hard. The key is to engage students into activities where they find challenging and are able to overcome them individually or as a group. This will bring out their self-confidence and make them work hard to achieve their personal goals.

### Power of Situation

Since all learning activities were embedded as part of their life growing stages, students will immerse fully (完全投入) into the situation as if they were actually going through the life stages. Several important pedagogical principles were embedded in this experiential learning program:

- There are adults (part time helpers) to act as Secondary teachers, college lecturers, and even employers to interact with students with real dialogues
- There are backdrops, signage, posters, uniforms to create the real environment
- There are real equipment to simulate studying of various subjects in Secondary and College education
- Facilitators to guide students to enter into different life stages
- Students themselves are part of the situation where they have to play the roles of secondary and college students
- Students will experience the activities before debriefing is carried out at the end of each life stage
- If they work hard, they can achieve their dreamed education and career
- If they do not work hard, they cannot achieve what they want
- Students have a chance to experience the consequences of their past decisions. For example, if they do not work hard in Secondary education, they may only end up in Associate degree program instead of Degree program

### 1) The proposed experiential learning curriculum makes General Studies alive

Students grow faster because experiential learning is the process of making meaning from direct experience. For the things we have to learn before we can do them, we learn by doing them. By engaging students in life activities, it creates a direct and deep feeling and experience in the hearts. It also let students see the actuality of life rather than mere discussion about the situation. This could lead to deep reflection among students and change their attitude towards life.

Student's competence in terms of knowledge, skills, attitudes and habits the program aims to develop are:

#### Life Game

<i>Knowledge</i>	<i>Skill</i>
<ul style="list-style-type: none"> <li>● Understand the school life in Secondary education and higher institutions</li> <li>● Acquire intellectual knowledge of subjects in Secondary and college education</li> <li>● Understand the process the leads from Secondary to higher institutions</li> <li>● Know the process of job interview in today's HK society</li> <li>● Deep understanding of personal interest, dream, and ability</li> </ul>	<ul style="list-style-type: none"> <li>● Managing their own time during Secondary and college education</li> <li>● Making their own independent decision to choose the courses of interest</li> <li>● Studying various subjects to get good results</li> <li>● Managing their own finance to achieve their goals</li> <li>● Analyze current situation from multiple perspectives</li> <li>● Analyze the consequences of each decision</li> <li>● Solve life problems creatively</li> </ul>
<i>Attitude</i>	<i>Habit</i>
<ul style="list-style-type: none"> <li>● Appreciate the opportunity to study in Hong Kong</li> <li>● Develop passions for various subjects in Secondary and college education</li> <li>● Develop self-confidence towards personal goals</li> <li>● Develop a positive attitude and perseverance to achieve their goals in life</li> <li>● Respect the laws and regulation of the society</li> <li>● Appreciate parents who provide all their needs</li> <li>● Know the rule of success: work hard and you will succeed</li> </ul>	<ul style="list-style-type: none"> <li>● Self-independence in managing their own study activities</li> <li>● Plan and manage their time wisely</li> <li>● Make decisions with sound independent judgments</li> <li>● Maintain working hard habits</li> <li>● Use their money with good principles</li> <li>● Take care of their own body in good conditions</li> <li>● Reflect regularly decisions made or actions taken</li> </ul>

### 2) Impacts of the program will be great and deep to students, teachers and schools

Many people really learned when they experience the consequences of their decision. The game provides these experiences to students. Although this is a new program to primary students, we can refer the Life Game program for Senior Secondary Students conducted in the year 2011/2012. The feedbacks from Secondary students show these deep impacts:

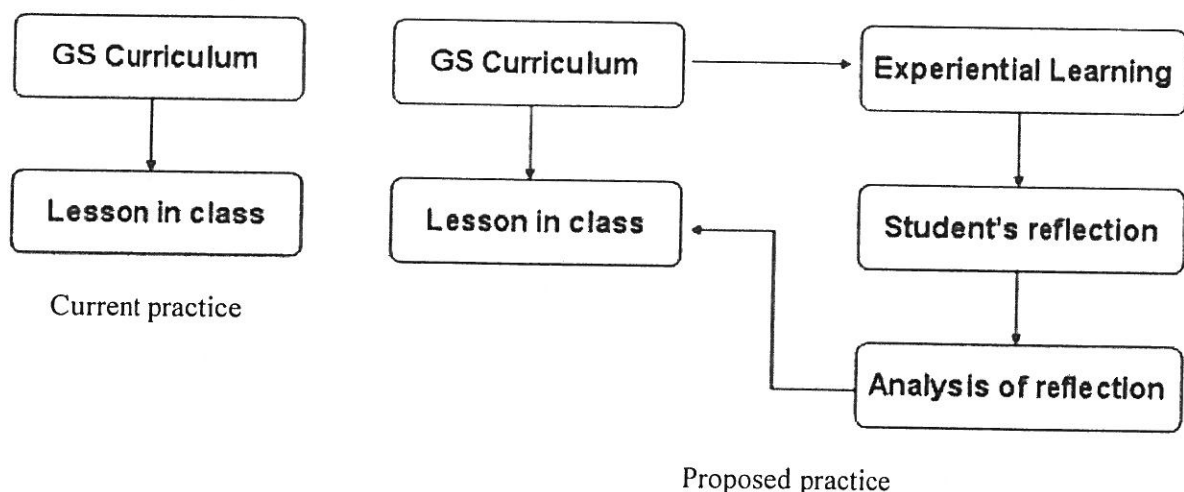
<b>Student Feedback</b>
<ol style="list-style-type: none"> <li>1. 知道學歷不高，很難找到好工作</li> <li>2. 原來懂得英文及使用電腦是應徵時僱主看重的技能</li> <li>3. 找工作要有耐性，面對被人炒，不可以發脾氣</li> <li>4. 多謝僱主炒了我，使我了解到在工作時不能隨意離開崗位</li> <li>5. 人生規劃很重要，要儘早規劃</li> <li>6. 結婚後兩個人一起面對問題的感覺真好</li> <li>7. 我了解今日的香港的貧富懸殊情況，有錢的人有他們一套方式去賺錢，所以就賺得很多錢，窮的人就渾渾噩噩，甚至被有錢人操控</li> </ol>

8. 我最好的人生經驗就是明白了人生苦短。在遊戲中當我也做出許多人生決定，會不會跟人結婚、會不會換工作，我這個年紀到底會做些甚麼，會不會去參選、會不會去參加一些政治遊戲。這些都是我這個階段未需做的選擇。不過我可以預先做選擇，使我率先想一想我將來如何選擇這些人生的交叉點。
9. 所有活動都十分真實，令我了解真實的香港社會
10. 當我坐牢的時候沒有人來看我，使我反思我平時的人際關係很重要
11. 我們在年輕的時間不太會珍惜自己的時間，往往將許多時間放在玩樂及消遣，很冷漠的殺了時間，沒有去珍惜它，這對我的成長有莫大的幫助
12. 這個遊戲對我在《通識》上有很大的幫助，教我們如何參加市區的工作，遊戲中有政府的角色，有同學出來參選做特首，而我們也有份去投票。對於我們未滿 18 歲，沒有投票權的人來說，在這模擬的人生裡，我們有這個投票權可以決定誰來領導我們，這其實是很有趣的。
13. 原來我們平時覺得選舉離我們很遠，其實就在我們身邊，而且選舉離是很重要的，我們對社區的參與是缺一不可的。

We strongly believe that similar impacts will be created among primary students when they go through this program. Feedbacks from Secondary schools teachers were very positive as these are things they would like to do but do not have resources to conduct such a large-scale activities.

### 3) Experiential learning enhances the General Studies curriculum

Besides teaching, discussion and role-play, experiential learning provides another effective way of conducting GS curriculum. It engages students in doing and applying what they have learned and seeing the consequences. This engaged learning enriches school GS curriculum and making it more lively and close to real life situation. The current and proposed practices in teaching and learning are shown below:



The proposed practice, as compared to current practice, consists of following advantages:

- Students have first-hand personal experiences over the topics covered in GS
- Students' reflections were collected and analyzed systematically were feedback to teachers before theoretical knowledge was discussed in class. The analysis consists of student's feedbacks and teacher's observations. The analysis include student's strengths, weaknesses, and blind spots, which are essential to student's development in terms of personal growth and interpersonal relationship.
- Teachers have better knowledge of their students after obtaining the analysis and would be able to better meeting the needs of the students.

### 4) Expert's facilitation enriches student's and teacher's perspectives

The expert facilitators supporting this program have rich life experiences. The interaction of these

experts with students and teachers provides real views of what is happening in real life. With these views, students could better plan what schools or career they want take up in the future. Students could also get ideas of what they could do now in preparation for the future. Along with these perspectives change, they could also decide what kind of person they want to be morally. Just like coming back from the future, students have better knowledge of themselves and the world ahead of them. This will lead them to appreciate and work hard in their current situation.

**5) Teacher's professional development is achieved**

The teacher's professional development is achieved in 3 ways. First, the co-development of the curriculum that aligns with school GS curriculum provides teachers with new perspective of experiential learning. Second, the teacher's training provided by experts transfer the skills of facilitating student's learning and personal growth. Third, student's strengths, weaknesses, and blind spots were shown during the game. Teachers could pick up them so that they could facilitate them in future GS classes. In this way, GS classes can become life-transforming lessons.

**(b) Readiness of the applicant organization for undertaking the project**  
**Experience in developing General Studies curriculum**

Po Leung Kuk Fong Wong Kam Chuen Primary School was established in 1987. New curriculum elements have been implemented since 1997 in order to support the development of General Studies. Our school has worked with The Chinese University of Hong Kong for many times to develop curriculum integration. Health being the main theme can let students experience theme learning. In addition, under the subsidy of QEF, our school carried out "Healthy Sapling Plan" in 2001 to help develop the project learning curriculum, so that our students can learn more systematically. Besides, we implemented "Little Scientists Project" and "inquiry" learning elements in every level to arouse students' self-learning interest. To improve the effectiveness of the practice of project learning, our school participated in the "Project Learning Network Scheme" by QEF. We hope teachers and students can acquire new thinking ability through the scheme to help prepare our students for the NSS project learning.

**The Principal**

The Principal has over 30 years of experience in education field, and is at present the Principal of Po Leung Kuk Fong Wong Kam Chuen Primary School. She promotes the concept of 'Healthy School' and the school was the first school award the Gold Award in the Hong Kong Centre supported by the Chinese University of Hong Kong Centre for Health Education and Health Promotion was founded in the school in order to deliver the message of Healthy Life to our society. A canteen was set up to encourage students to eat more vegetables, less salty, sweet, and fatty food. Through the "Healthy Apple (Teacher) Scheme" by QEF in 2006, she also encouraged teachers to be physically and mentally healthy.

**Project Leader**

The project leader has been the assistance mistress in our school since 2001. She mainly promotes "Healthy School" project. She has become the PSMCD in our school since 2009. Different intra-school and inter-school projects, including Assessment for Learning, Curriculum Leadership Development for Chinese Language teachers and Project Learning Network Scheme for General Studies, were carried out by her.

**(c) Applicant organization's other favorable factors / facilities for implementing the project**  
**The project gains strong support from 3 other Primary schools.** Including the leading school, a total for 4 schools are committed to drive and participate in this project because schools feel they this project will help them to build a good GS curriculum that they could use for many years to come. The skills teachers developed will benefit the school in the short and long runs. The 6 schools are:

1. PLK Fong Wong Kam Chuen Primary School (保良局方王錦全小學) (Applicant School)



2. Kowloon Rhenish School (九龍禮賢小學)
3. Lok Sin Tong Lau Tak Primary School (樂善堂劉德學校)
4. Lok Sin Tong Primary School (樂善堂小學)

## **11. Project Description**

### **(a) Goal**

To raise the quality of General Studies through development of experiential learning curriculum in the areas of “Personal Growth”, “Interpersonal Relationship”, “Today’s Hong Kong” and “National Education”.

#### **Objectives**

- To develop a school-based GS experiential learning curriculum in the areas of “Personal Growth”, “Interpersonal Relationship” and “Today’s Hong Kong”
- To develop student’s knowledge, attitude, skills and habits to manage life in secondary and college education that will lead to their personal goals in today’s Hong Kong context
- To facilitate student’s personal growth through awareness of life/career purpose and planning
- To develop student’s awareness and skills in interpersonal relationship
- To develop student’s civic responsibility by participate in a broad range of social activities
- To develop student’s concepts and skills in money management
- To develop teacher’s skills to facilitate student’s personal growth in terms of GS abilities

### **(b) Targets and expected number of beneficiaries**

Expected number of beneficiaries (Hong Kong, funded by QEF):

Primary schools: 4; Primary teachers: 24; Primary 4 or 5 students: 600

As the project outcomes will be sent to all Primary schools in Hong Kong for reference, potentially more schools other than the participating school will benefit from this project.

### **(c) Extent of teachers and principals’ involvement in the project**

**Principals’ and Vice principals’** involvements include:

- Strategic planning to align the school’s GS curriculum to this project.
- Providing support and advice to school teachers who will be working on the project.

**Teachers’** involvements include:

- To work with experts to develop a school-based GS curriculum
- To facilitate students during the learning activities
- To develop assessment strategies for the curriculum
- To evaluate and feedback the effectiveness of this project

### **(d) Implementation plan with time-line**

This is a 12-month project (11/2012-10/2013) in 2 stages:

#### **(i) Development and delivery of curriculum: 11/2012-8/2013 (10 months)**

Detailed tasks in this stage include:

- Meeting with teachers to know detailed GS requirements
- Develop detailed curriculum lessons and with experiential learning activities that align with GS requirements
- Develop teaching materials and assessment strategies
- Develop student’s handbook that includes student’s learning journal, reflection, analysis of personal SWOT (strength, weakness, opportunity and threat), life plan, career plan, and family financial plan
- Train teachers and helpers to facilitate the learning activities
- Conduct the programs to be delivered in 4 schools
- Facilitate student’s learning and reflection
- Students are to complete their life plan, career plan, and family financial plans
- Collect feedbacks from students and teachers

**(ii) Project evaluation (9/2013-10/2013): 2 months**

Collect and evaluate the feedbacks from teachers and students about the curriculum lessons. Student's homework in terms of their reflection journals, life plan, career plan, and family financial plans will be assessed according to GS objectives.

**(c) Expected deliverables and outcomes**

- A complete high-quality experiential learning GS curriculum ready for more schools to adopt
- Learning and facilitation models of a large-scale experiential learning curriculum for schools to refer to
- Details and models of student's growth for schools to refer to
- A project report to showcase the GS experiential learning model
- A group of competent teachers to facilitate experiential learning
- Develop relevant curriculum resources with similar games or exercise which will not running cost of license fee or coaching /consultant fee.

## (f) Budget with detailed breakdown

	Item	(HKD)
1	<b>Staff Cost:</b> • Project Assistant: 1 x \$12,000(MPF included) x 6 months = \$72,000	\$72,000
2	<b>Services</b> • Consultation on ■ Life Game facilitation by coach = 4 sch. x \$600 x 20 hrs = \$48,000 ■ Integrate the contents to curriculum = \$600 x 30 hrs = \$18,000 ■ Project evaluation = \$600 x 20 hrs = \$12,000 • License to use life Game = 600 persons x \$100 = \$60,000 • Part-time helpers (Life Game) = 20 persons x 40 hrs x \$50 = \$40,000 • Truck delivery service for equipment = 4 sch. x 2 trips x \$2,000 = \$16,000	\$194,000
3	<b>General Expenses</b> • Life Game handbook for students = 600 persons x \$20 = \$12,000 • Printed materials = \$3,000 • Web design for the project = \$5,000 • Writing, Editing & Compilation of project report = \$20,000 • Printing of project handbooks = 1000 copies x \$20 = \$10,000 • Audit Fee=\$5,000	\$55,000
<b>Total approved grant</b>		<b>\$321,000</b>

## Asset Usage Plan

Category (in alphabetical order)	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment
Not Applicable for the time being				

## Report Submission Schedule

My school commits to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Report Type and Covering Period	Report due date	Report Type and Covering Period	Report due date
Progress Report 1/11/2012 – 30/4/2013	31/5/2013	Interim Financial Report 1/11/2012 – 30/4/2013	31/5/2013
Final Report 1/11/2012 – 31/10/2013	31/1/2014	Final Financial Report 1/5/2013 – 31/10/2013	31/1/2014



## 12. Project Impact

### (a) Evaluation parameters and method

A comprehensive, systematic and evidence-based evaluation from various perspectives will be employed. Evaluation will use various methods such as data collected questionnaires and interviews from students and teachers. The results of these evaluations will be published in our final report and conferences so as to contribute to the development of best practices in educational innovations.

### (b) How the project would benefit the education sector as a whole

This project will **enrich the curriculum of General Study** by establishing:

- **A school-based GS experiential learning curriculum**  
The set of proven teaching materials and learning activities could be used by schools for many years to come. This proven curriculum will form part of a good learning culture in schools.
- **A proven experiential learning model**  
This proven model will be a good asset for Hong Kong schools to adopt in years to come. Observed student's strengths, weaknesses and blind spots were collected, analyzed systematically for future reference in curriculum planning and student development.
- **Competent teachers**  
Trained teachers are competent to facilitate students in experiential learning model.

### (c) Sustainability of the outcomes of the project

The outcomes of the project can be sustained in few ways:

- **Adoption of experiential programs by schools**  
The adoption of the development contents, together with all the resources, among Hong Kong schools will sustain the outcomes of this project.
- **Higher-order and life skills learned by students**  
Students that undergo the programs will acquire various new concepts and high-order skills that transform their attitudes and habits. These skills are key objectives of GS, and will benefit the students as part of their life-long learning skills. These skills will benefit students in their future studies and work career.
- **Teacher's professional development**  
Teachers involved in this project gained experience in curriculum development, facilitation and authentic assessment. Experience and skills in highly dynamic approach in teaching and learning of GS were acquired by teachers. These skills could be infused into current practices to create deep impacts to students.

### (d) Dissemination / publicity methods

- Through press release, conference promotion and seminars.
- Official news and final reports will be disseminated to schools and educational bodies in Hong Kong.
- 1000 copies of project books will be available to schools.