

Final Report of Project

Project No. : 2009 /0471

Part A

Project Title: Life Intelligence Total Education (LITE)

Name of Organization/School: Pui Ying Secondary School

Project Period: From February 2011 (month/year) to July 2013 (month/year)

Part B

*Please read the **Guidelines to Completion of Final Report of Quality Education Fund Projects** before completing this part of the report.*

Please use separate A4-size sheets to provide an overall report with regard to the following aspects:

1. Attainment of objectives
2. Project impact on learning effectiveness, professional development and school development
3. Cost-effectiveness – a self-evaluation against clear indicators and measures
4. Deliverables and modes of dissemination; responses to dissemination
5. Activity list
6. Difficulties encountered and solutions adopted

Name of Project Leader: _____ Name of Grantee*: _____

Signature: _____ Signature: _____

Date: 24/10/2013 Date: 24/10/2013

** Final Report of Project prior to the 8th call should be signed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

** Final Report of Project under the 8th and subsequent calls should be submitted via "Electronic Project Management System" (EPMS). Once submitted, these reports are regarded as already endorsed by the supervisor of the school/the head of the organization or the one who signed the Quality Education Fund Agreement for allocation of grant on behalf of the organization.*

Table 1: Attainment of Objectives

Objective statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
<p>-Explore issues with personal and social significance from multiple perspectives</p> <p>-Engage the students to relate the discussed issue more to themselves</p> <p>-Encourage the students reflects more about their personal thoughts about different issue</p>	<p>-Form 1: Story of a teenager 'Hea Ying' was created as the fictional context in which students can relate to the main character and explored through the various conflicts between the main character and her significant figures. Different drama convention has been used, such as: role on the wall, still image and short scene building.</p> <p>Form2: Students studied a case of school bullying and cyber bullying and hence discussed the responsibilities of various parties involved after understanding the issue from different people's point of view. Students were engaged to two characters- Joe and B. Students created the characters according to their imagination and understanding of the social surroundings. Through the story, students would be able to understand not only the "bully" and the "victim"</p>	<p>- Most of the students were very actively to participate during the workshop</p> <p>- Form 1 students had tried to think from their parents' view. They understood that their behavior may bring different effects to people around them</p> <p>- Form 2 Majority of the students were engaged to the workshop because they found similarity from the given story to their real daily school lives. Students were not only able to understand that bullying classmates would bring trauma to them but also the roles of bystander. Students were also able to realize that bystander may actually help the bullies to bully the victim.</p> <p>- Form 3 Majority of students argue seriously about their opinion on 'what is true love?' They were able to draw examples from the</p>	<p>-students' classroom presentations</p> <p>-students' worksheets, handouts</p> <p>- students' in class mini-drama shows</p> <p>-two public show cases</p> <p>-students' achievement shown by video records</p>	<p>From 2: Some of the students remain withdrawn, thought that they could do nothing but would leave it to the teachers to deal with the problem.</p> <p>Form 3: Some of the students found it was hard to discuss the issue about love because they don't have much experience about that. They would rather not to share much of their thoughts about some of the topic.</p> <p>Form 5: Students from the better class were surprisingly not as engaged as those from the weaker class. Some students might find the issue about future planning was quiet boring or they were lack of motivation to plan.</p>



	<p>would involve in a bullying case, but also the “bystander” was designed to make the students to feel what the “victim” feels and understand the influence of bullying.</p> <p>Fom3: Students explored the basic concept of romantic love through creating a LOVE STORY for their own class. Students built the love path of a BOY and a GIRL from designing the characters to building the different context, including some small obstacles lovers might have experienced. Students were also given an opportunity to create the family and social circle of the BOY and the GIRL. The whole course ended with students’ analysis of their own story using the ‘love triangle’ theory and the discussion on ‘to commit or not to commit’ and ‘what is true love</p> <p>Form 4: Students were exposed to a series of problems relating to sexual</p>	<p>previous workshops and form their own concept of love. The key message about commitment was brought across to the students.</p> <p>- Form4 Students were encouraged to make their own choices based on the understanding of themselves. The programme indeed aims at enabling students to make well informed choices as well as facilitating them to try to understand their self-identity and needs</p> <p>- Form 5 a lot of students in Hong Kong nowadays are lack of motivation to learn or to work, therefore, using Ming as an example to try to make them feel the needs of changing. While they were given suggestions to Ming was actually reminding them to be more ambitious and motivated in order to achieve their goals. The majority of the students were very seriously thought about their future</p>		
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	<p>behaviours. It aims at guiding students to seriously think about how they value and respect their own body. A movie has been shown to the students and the characters in the movie have also used as the characters of the drama workshop. Students expressed their point of view through installation art and created short scene. They also wrote different letters to characters (from the movie).</p> <p>Form 5: Students discussed the elements of being an “outstanding youth” through different drama conventions, students created their own “successful person” among themselves. This “successful person” needed to go through different situation created by the host (tutor) and themselves. Students will also be introduced the story of “ ah ming”. Students tried to link up the similarity between the character and themselves.</p>			
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2. Project Impact on

The project has been effectively broadening students' horizons. Feedback from the students was clearly shown that they liked the workshop style of teaching. A lot of students were able to participate more after the "introduction of basic drama workshop" in 2011. The final production of the students in 2012 and 2013 has shown that students understood the issue that they have been discussed. Moreover, students had also been given an opportunity to perform on stage and make installation art. They have been broadening horizons not only on different topics about life education but also have learnt a lot about theatre art. The sense of achievement was very high and they have been very involved in the final production. The bonding between the students, teachers and tutors was very impressed and encouraging.

The feedback from the school teachers was also very positive. Majority of the teachers agreed the new style of teaching. Although some teachers might have hesitation in carrying out some of the exercisers, they have been very involved during the teachers' development workshops. It was very encouraging to see the changes of the teachers in the past three years. Majority of the teachers were able to follow the style of teaching. Teachers were all very willing to learn different drama conventions. They observed the tutors to deliver the class in the first year and they were able to plan and deliver the class by themselves in the last year. The achievement was higher than expectation.

Team spirit has been developed between teachers after a few teaching workshop. Drama is a team work and it requires a lot of co-operation between participants. Teachers and tutors have developed a very trust-worthy relationship between each other. The effective co-operation can be seen in last year of the project when teachers needed to plan the classes with each other and tutors gave comments. The classes were successfully delivered and the comments from the tutor were very positive. Therefore, the teachers' workshop and co-planning were not only to help to enhance the process of the classes but also helped teachers' professional development.

There were four sharing seminar in the past three year. Sharing seminar definitely helped the school to build a good school image. The observations from different parties were able to let the other schools to know what the main theme of the whole project is. Feedbacks from the other schools were very positive and they were very impressed by the students' performance in class and also the final production in the last year.

The project was successfully delivered and the result was not only for the past three years. Teachers agreed with the whole process and are willing to apply what they have learnt from the workshop into their teaching plans. Students also had benefited a lot and learnt to express themselves better than before. The project was not only about the school teachers and students but it has also benefit to the other schools and different parties through different seminars and workshops.

3. Cost-effectiveness

We have fully utilized the given budget which is \$570,000 in settling the following payments:

- Buying service, human resources and teaching materials
- unit cost for the direct beneficiaries is shown in table 1.

Table 1

No. of direct beneficiaries(students)	S1	S2	S3	S4	S5
2012-2013	97	97	143	172	153
				Total:	662

Unit Cost

\$861-

Table 2: Budget Checklist

Budget Items (Based on Schedule II of Agreement)	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$0	\$0	0%
General Expenses	\$110,000	\$110,000	0%
Services	\$456,000	\$456,000	0%

Table 3: Dissemination Value of Project Deliverables

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
Two teacher manuals on "Team Building"	It was very effective and showed the co-operation between teachers	Distributed to 100 participants at the dissemination seminar in 6/2001; about 10 teachers indicated that they would use the materials as try-out	
One CD-ROM on "Education Packs"	The "Education Packs" recorded the whole progress of the programme, the school teachers had helped to edit some videos and hence to make the cd rom more fruitful.	Distributed to all primary schools & Education Bureau	Yes, I think it is worthwhile and feasible for the item to be widely disseminated. The QEF could set up a server and let the education packs to upload to the internet. More schools and teachers will be able to access to the folder and understand the benefits of the programme.

Table 4: Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants				Feedback from participants
		schools	teachers	students	others (Please specify)	
Teachers' Professional Development	3/5/2011 (Experiencing Process Drama)		75			Teachers were highly participated in different drama exercises. Teachers were also engaged to different conventions of "Process Drama".
	7/6/2011 (The Integration of Process Drama into Curriculum)		9			Teachers were able to know more about "Process Drama". Teachers showed positive responses towards the programme.
	15/6/2011 (Introduction to the Use of Drama Conventions in Education Programmes)		8			Majority of the teachers were looking forward to emerging some of the conventions to the programme. Teachers also discussed possible themes of which the school and the students concerned and prepared for the first pilot programme accordingly.
	27/6/2011 (Demonstration of New Pilot Programme and Sharing)		8			Majority of the teachers thought the programme were quiet success. The students had benefited a lot and were highly participated in different activities. Teachers understood better the importance of their roles as the facilitators as well as how the structure of the workshop shaped students' learning.



	28/7/2011 (Application & Practice)		8			Participants would like to try out more to apply different conventions to the programme
	11/7/2011 (Introduction to Improvisation and Presentation)		7			Teachers gave a lot of positive ideas and have shown interest in learning more about improvisation.
Teachers' Professional Development – Workshop 1	30/9/2011 (Go through the first term scheme of work of all forms)		8			Identify the course objectives and learning opportunities from the scheme of work and practically tried out the various activities designed for the students so that they would be able to discover foreseeable problems in the implementation process as well as to prepare for any unexpected responses.
Co-planning Meeting 1	26/10/2011 (Sharing of lesson observations and comments)		9			Brainstorm the possibility of integrating other profession's input such as workshop materials or seminar Teachers were willing to give comments.
Teachers' Professional Development – Workshop 2	30/11/2011 (Evaluate the effectiveness of overall course content and students' learning)		10			Evaluate the effectiveness of overall course content and students' learning. Majority of the teachers gave a lot of different opinions about the programme. They all agreed that the workshops were very important because they could make the programme more fruitful.

Co-planning Meeting 2	19/1/2012 (Go through the second term scheme of work of all forms)		8			The plan for the year-end multi-media art showcase. Both teachers and tutors had a clear picture for the coming year.
Teachers' Professional Development	21/2/2012		8			Majority of the teachers felt more comfortable to carry out the exercises
Teachers' Professional Development	7/3/2012		8			Evaluate the programme structure and teachers have shown more confident to the whole programme.
Co-planning Meeting 1	14/3/2012 (Sharing of lesson observations and comments in F.4 curriculum)		4			The suitability of course materials and address particular sensitive issues which is related to the topic "Sex" raised up by students during lessons - Brainstorm the detailed planning for F.3 curriculum has been discussed. Teachers understood the difficulty of teaching the course and also the obstacles that the classes have encountered.
Co-planning Meeting 2	18/4/2012 (Evaluate the effectiveness of overall course content and students' learning in F.3 & F.4)		4			Evaluate the effectiveness of overall course content and students' learning in F.3 & 4. Teachers agreed that some of the students might not be able to engage to the programme because of "lack of experience". Teachers has also started to brainstorm the F.1 & 2's drama education programme

Workshop	11/6/2012 (Go through the revised scheme of work of all forms)		7			Various alternatives were suggested and tried out accordingly, so to enhance the effectiveness and sustainability of the programme.
Workshop 1	23/8/2012 (Go through the first term scheme of work of all forms)		8			Evaluate the programme and updated different changing and form it together with the Tutor.
Co-planning Meeting for the second term arrangement and for the public sharing	12/12/2012 (Go through the second term scheme of work of all forms)		8			Make changes to the updated programme. Confirm the scheme of work of the rest of the class.
Co-planning Meeting for the second term arrangement 1	12/9, 19/9, 26/9, 10/10, 17/10, 31/10/2012 (Junior Form) (Sharing of lesson observations and comments)		4			Majority of the teachers have been very co-operating and willing to try new ideas. They have also shared what difficulties that they have come across.
Co-planning Meeting for the second term arrangement 2	20/9, 25/9, 18/10, 25/10, 1/11, 22/11, 29/11, 6/12/2012 (Senior Form) (Evaluate the effectiveness of overall course content and students' learning)		4			Majority of the teachers have been very co-operating. We found that the students are less mature than we expected.



Co-planning Meeting for the second term	11/4, 18/4, 2/5, 8/5, 9/5, 10/5, 14/5, 16/5/2012 (Senior Form)		4			Teachers had been proactively giving suggestions to the course design, applying the drama conventions and facilitation skills obtained in the previous workshops
Students' Workshop	Introduction to Basic Elements of Drama (3 hours) (Feb – July 2011)		581 (Pre-S1 and S1-S3 Ss)			Majority of the students enjoyed the programme. Students from the weaker class needed more warm up and engagement to the class
	six-hour workshops were designed for all 25 groups of students from Form 1 to 4, with all F.3 classes having split class (Aug 2011 – Feb 2012)		S1-S4 Ss			Majority of the students (esp S1 and S2) enjoyed the class.
	six-hour workshops were designed for all 15 groups of students in Form 1, Form 2 and Form 4 (Feb – July 2012)		S1-S2, S4 Ss			Positive comments had been shown and students had shown interests to participate in the class



	<p>six-hour workshops were designed for all students from Form 1 to 5. Students were able to learn the fundamental ideas of the program (Aug 2012 – Jan 2013)</p>		S1-S5 Ss			<p>Students were able to follow the instruction and highly participated.</p>
Sharing Seminar	<p>20 Apr 2012 (a teaching demonstration of F.2 lesson 1 was conducted by both a school teacher and a tutor, followed by a peer evaluation and appreciation session among participating teachers with the school representatives)</p>		<p>Over 30 teachers from different local schools and secondary schools from mainland China</p>			<p>After watching the 55-minute teaching demonstration, participating teachers were encouraged to share their opinions. Participants were very happy to help.</p>
	<p>10 Jul 2012 (all teachers in the school were invited to attend both the ss' multi-media showcase and the sharing session)</p>		75			<p>After watching the various performances and the exhibition, guest teachers had gained a general understanding of the learning objectives as well as students' response to the programme.</p>
	<p>29 Nov 2012</p>		<p>5 (teachers from other Schools)</p>			<p>The teachers from other schools were very impressed.</p>
	<p>28/6/2013</p>		<p>All PY Ss and Ts from other Schools</p>			<p>In the seminar, not only the curriculum plans were shared, teaching demonstrations, students' performance and peer evaluation and appreciation were also included.</p>

6. Difficulties Encountered and Solutions Adopted

The project was smoothly delivered in terms of budget and schedule.

Teachers and students were very well co-operated; however, we have also encountered a few problems during the discussion of some sensitive issue.

We thought the F.3 and F.4 students would have more exciting discussion about the “love relationship” and “Sex and relationship”, unfortunately, some of the students either too embarrass or didn’t have much to talk about. Luckily, through different drama convention that they have done, they started to feel what the main character has gone through.

We have also been extra careful to discuss about “cyber bullying” with the F.2 students. Some of the students would try to make fun of some classmates by relating them to the main character (the victim). Teachers and tutors have been very careful to deal with the issue and it was peacefully delivered at the end.

