

PROJECT SUMMARY**Project Title – Integration of Global Citizenship Education, Drama Education and Language Education in Junior Secondary Life and Society Curriculum****1. Goals**

Using drama as pedagogy to incorporate Global Citizenship Education (GCE) in junior secondary school Life & Society curriculum, this programme aims to facilitate Form 2 students at Tak Nga Secondary School to (1) to understand how different levels of communities are connected and interdependent with each other, and to develop the identification of local resident identity, national identity and identity as global citizens; (2) to understand the perspectives, backgrounds and interests of different groups, and to develop an ability to make informed and reasoned judgments on social issues with due considerations to the different groups; and (3) to understand, appreciate, respect and reflect on the values and attitudes that underpin the local society, including rights and responsibilities, freedom, rule of law, social justice, democracy, equal opportunities, tolerance, plurality, clean, honesty and integrity, upright, compassion and mutuality.

2. Objectives

The objectives of this project are to (1) provide interactive drama workshops for Life and Society curriculum aiming to develop students' knowledge, values and ability as global citizens and to encourage free expression in English; (2) provide interactive training through drama approaches to teachers on the content and pedagogy of global citizenship education to increase their competence to discuss poverty and sustainable development with students; (3) use participatory drama case studies in teaching Labour Market in the Life and Society curriculum to help students develop empathy towards people who encounter life struggles such as unemployment and low income; and (4) document and share the project experience so that teachers can take reference in teaching poverty and sustainable development.

3. Duration and Beneficiaries

The project will be a two-year project that serves a total of 9,204 students and 5,220 teachers directly and indirectly. The target beneficiaries are (1) S2 students in Tak Nga Secondary School; (2) teachers in Tak Nga Secondary School; and (3) Life & Society, Humanities, and Liberal Studies teachers and students in secondary schools.

4. Implementation Method and Process

The project has obtained active support from _____ The main project contents are (1) drama-based participatory case studies; (2) drama production projects; (3) seminars for all Tak Nga teachers; (4) teachers' training workshops & project results sharing and (5) teaching kits with CD-rom

5. Schedule

The project schedule in two phases from April 2013 - October 2014:

(1) Phase I: April to October 2013 (2) Phase II: April to October 2014

6. Products and Deliverables

The tangible outcomes are (1) 8 session of drama-based participatory case studies; (2) 2 drama productions devised by students (20 sessions); (3) 1 seminar for all Tak Nga teachers; (4) 6 sessions of teachers' training workshop & project results sharing; (5) 500 copies of Teaching Kits and Project Report including a handbook and a CD of lesson video.

7. Budget

Total grant sought is HKD 159,300

8. Evaluation Measures and Outcomes

The project will be assessed with front-end assessment (need analysis questionnaires and focus group interview) and evaluated with formative and summative evaluation (observation, interview, feedback forms, questionnaires, focus group interview). The predicted outcomes are (1) Students have a better understanding of the labour market from different perspectives; (2) Students understand the problems of poverty and working poor in Hong Kong; (3) Students understand how different levels of communities are connected and interdependent with each other; (4) Students develop identity as local and national residents, and global citizens; (5) Students develop the ability to make informed and reasoned judgments on social issues; (6) Students develop aesthetic skills through drama activities and drama production; (7) Students improve creativity, independent and critical thinking; (8) Teachers master inquiry-based teaching though GCE teaching using drama as pedagogy; and (9) Teachers improve understanding and knowledge in teaching Life & Society.