



Final Report of Project	Project No. :2011/0229
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Part A

Project Title: EXPERIENTIAL LEARNING CURRICULUM IN GENERAL STUDIES: LIFE GAME FOR GROWTH 小學常識教育之經驗學習課程: 生命成長遊戲

Name of Organization/School : **PLK Fong Wong Kam Chuen Primary School (保良局方王錦全小學)**

Project Period: From 11/2012 (month/year) to 10/2013 (month/year)

Part B

Name of Project Leader:
Signature: _____
Date: 7-1-2014

Name of Grantee*:
Signature: _____
Date: 7-1-2014

1. Attainment of objectives

Objective 1:	To develop a school-based GS experiential learning curriculum in the areas of “Personal Growth”, “Interpersonal Relationship”, “Today’s Hong Kong” and “National Education”
Objective 2:	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 the today’s Hong Kong context
Activities:	A two-day experiential learning program, aligned with GS curriculum, was developed under this objective. The program allows students to go through their life activities of coming 10 years. The outline of the program is as follows:

	<table border="0"> <tr> <td colspan="2">1. 升中派位</td> <td colspan="2">4. 大專/藝晉生活</td> </tr> <tr> <td>1.1 中學名單</td> <td>4</td> <td>4.1 大專課程申請表</td> <td>28</td> </tr> <tr> <td>1.2 中一自行分配學位收生準則</td> <td>5</td> <td>4.2 藝晉課程申請表</td> <td>29</td> </tr> <tr> <td>1.3 升中面試要訣</td> <td>6</td> <td>4.3 規劃大專/藝晉生活</td> <td>30</td> </tr> <tr> <td colspan="2">2. 初中生活</td> <td>4.4 Marketing (C01)/ 銷售技巧 (D01): 銷售技巧</td> <td>31</td> </tr> <tr> <td>2.1 規劃初中生活</td> <td>8</td> <td>4.5 Medical (C02)/護理 (D02): 心跳 Heart Beat</td> <td>32</td> </tr> <tr> <td>2.2 中文 (A01): 叫賣急口令</td> <td>9</td> <td>4.6 Engineering (C03)/ 工程 (D03): 設計跨河大橋</td> <td>33</td> </tr> <tr> <td>2.3 英文 (A02): At the Restaurant</td> <td>10</td> <td>4.7 Psychology (C04)/ 心理 (D04): 心靈感應</td> <td>34</td> </tr> <tr> <td>2.4 數學 (A03): 正方體的設計</td> <td>13</td> <td>4.8 Management (C05)/ 商業學 (D05): 公司管理</td> <td>35</td> </tr> <tr> <td>2.5 科學 (A04): 動物也分黨?</td> <td>15</td> <td>4.9 Finance (C06)/ 會計實務 (D06): 家庭理財</td> <td>36</td> </tr> <tr> <td>2.6 生命教育 (A05): 自信心</td> <td>16</td> <td>4.10 Hotel Management (C07)/ 餐飲 (D07): 西餐餐具擺設 及使用</td> <td>37</td> </tr> <tr> <td colspan="2">3. 高中生活</td> <td colspan="2">5. 找工作</td> </tr> <tr> <td>3.1 規劃高中生活</td> <td>18</td> <td>5.1 個人履歷</td> <td>39</td> </tr> <tr> <td>3.2 中文 (B01): 一分鐘介紹自己</td> <td>19</td> <td colspan="2">6. 我的反思</td> </tr> <tr> <td>3.3 英文 (B02): Introduce Others</td> <td>20</td> <td>6.1 反思中學生活</td> <td>41</td> </tr> <tr> <td>3.4 數學 (B03): 倍數及餘數</td> <td>21</td> <td>6.2 反思大專/藝晉生活</td> <td>43</td> </tr> <tr> <td>3.5 通識 (B04): 專題探究</td> <td>22</td> <td colspan="2"></td> </tr> <tr> <td>3.6 物理 (B05): 密度</td> <td>23</td> <td colspan="2"></td> </tr> <tr> <td>3.7 化學 (B06): 果汁鮮奶?</td> <td>24</td> <td colspan="2"></td> </tr> <tr> <td>3.8 地理 (B08): 看地圖</td> <td>25</td> <td colspan="2"></td> </tr> <tr> <td>3.9 歷史 (B09): 成吉思汗的騎兵</td> <td>26</td> <td colspan="2"></td> </tr> </table> <p>Besides the listed activities, other activities included are career planning, drug taking, environmental protection, and job application.</p>	1. 升中派位		4. 大專/藝晉生活		1.1 中學名單	4	4.1 大專課程申請表	28	1.2 中一自行分配學位收生準則	5	4.2 藝晉課程申請表	29	1.3 升中面試要訣	6	4.3 規劃大專/藝晉生活	30	2. 初中生活		4.4 Marketing (C01)/ 銷售技巧 (D01): 銷售技巧	31	2.1 規劃初中生活	8	4.5 Medical (C02)/護理 (D02): 心跳 Heart Beat	32	2.2 中文 (A01): 叫賣急口令	9	4.6 Engineering (C03)/ 工程 (D03): 設計跨河大橋	33	2.3 英文 (A02): At the Restaurant	10	4.7 Psychology (C04)/ 心理 (D04): 心靈感應	34	2.4 數學 (A03): 正方體的設計	13	4.8 Management (C05)/ 商業學 (D05): 公司管理	35	2.5 科學 (A04): 動物也分黨?	15	4.9 Finance (C06)/ 會計實務 (D06): 家庭理財	36	2.6 生命教育 (A05): 自信心	16	4.10 Hotel Management (C07)/ 餐飲 (D07): 西餐餐具擺設 及使用	37	3. 高中生活		5. 找工作		3.1 規劃高中生活	18	5.1 個人履歷	39	3.2 中文 (B01): 一分鐘介紹自己	19	6. 我的反思		3.3 英文 (B02): Introduce Others	20	6.1 反思中學生活	41	3.4 數學 (B03): 倍數及餘數	21	6.2 反思大專/藝晉生活	43	3.5 通識 (B04): 專題探究	22			3.6 物理 (B05): 密度	23			3.7 化學 (B06): 果汁鮮奶?	24			3.8 地理 (B08): 看地圖	25			3.9 歷史 (B09): 成吉思汗的騎兵	26		
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Degree of Attainment:	100%																																																																																				
Evidence:	<p>All program activities designed were referenced to the GS curriculum and latest facts in Hong Kong. GS Teachers provided valuable feedbacks during the design stage to ensure that the activities are well in-line with the syllabus. Below are student's feedbacks:</p> <ul style="list-style-type: none"> ● 這個遊戲令我知道中學及大學的課堂情況。 ● 這個活動讓我們將來可以知道升中的過程。 ● 我能用心理、護理、化學的知識和技巧。 ● 我覺得課程真實、有趣和好玩。 ● 它能令我在短短時間裡明白讀書的重要和未來會做什麼。 																																																																																				
Reasons for not attaining objective:	NIL																																																																																				



Objective 3:	To facilitate student's personal growth through awareness of life/career purpose and planning								
Activities:	Students were engaged in life activities from secondary one till job application after graduation from universities or colleges. These activities engaged students to make all kind of decisions regarding their own development.								
Degree of Attainment:	100%								
Evidence:	<p>Feedbacks from students are:</p> <ul style="list-style-type: none"> ● 我更能認識自己的優點(有口才及應變能力高)和缺點(記性不太好)。 ● 我可以知道中大學出外找工作的生活。 ● 這個活動幫助我們成長得更有自信。 ● 活動讓我知道工作得來不易，必須下苦功才能成功。 ● 面試環節令我更加變得勇敢 <p>Feedback from teachers are:</p> <p>從工作人員的用心預備及有趣的遊戲設計，令學生活生生地投入在遊戲中，學習面對得失及為未來訂下目標，有很多反思的機會</p> <p>In a survey of students who went through program on the question “活動的內容對我的成長有幫助”，students' responses were show below.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>九龍禮賢學校</td> <td>4.58</td> <td>樂善堂小學</td> <td>4.20</td> </tr> <tr> <td>方王錦全小學</td> <td>3.98</td> <td>樂善堂劉德學校</td> <td>4.20</td> </tr> </table> <p>With the scale of 1 to 5 (1: Most disagree and 5: Most agree), we see that students from 4 schools responded between with score of agree (3.98) and most agree (4.58).</p>	九龍禮賢學校	4.58	樂善堂小學	4.20	方王錦全小學	3.98	樂善堂劉德學校	4.20
九龍禮賢學校	4.58	樂善堂小學	4.20						
方王錦全小學	3.98	樂善堂劉德學校	4.20						
Reasons for not attaining objective:	NIL								

Objective 4:	To develop student's awareness and skills in interpersonal relationship
Activities:	As students have to make a number of decisions like application of secondary schools, choosing of secondary school subjects, job interviews etc, they tend to discuss with other students before they know what to do. This creates many opportunities for interpersonal relationship.
Degree of Attainment:	100%
Evidence:	<p>Feedbacks from students are:</p> <ul style="list-style-type: none"> ● 我能適應將來的生活、學習忍耐和懂得控制情緒。 ● 我會幫助家人計算東西的價格。



	<ul style="list-style-type: none">● 我學會要有團體精神。● 發現在自己在面試時結結巴巴。● 我學會如何有效地和別人溝通。● 我會將所學知識幫助別人，為社會作出貢獻。● 可以將所學的技巧教給弟弟。
Reasons for not attaining objective:	NIL

Objective 5:	To develop student's civic responsibility by participating in a broad range of social activities
Activities:	Students participated in activities like "10-minute Light Off", Anti-Drug seminar, and job interview skills
Degree of Attainment:	100%
Evidence:	Feedbacks from students are: <ul style="list-style-type: none">● 我學會了互相幫助，勇敢和有愛心。● 我能知道自己喜歡什麼工作。● 這個活動讓我們體驗成長。● 雖然過程有點緊張，但我也學到面試時要說自己的長處。● 遇到困難時要堅強面對。● 當我感到情緒混亂時和同學一起分擔。
Reasons for not attaining objective:	NIL

Objective 6:	To develop teacher's skills to facilitate student's personal growth in terms of GS abilities
Activities:	Throughout the project, teachers have been playing a key and active role to facilitate student's growth. The related facilitating activities teachers engaged were: <ul style="list-style-type: none">● Provide actual status and needs of students of their school during program development stage● Provide feedback to the program to ensure that the contents are in-line with the curriculum.● Planned and supervised different roles during the games. The roles include: counselor to students, advisors to students, student observer, curriculum evaluator, and player in the game.● Evaluate students' feedbacks● Developed and planned follow-up lessons for students
Degree of	100%

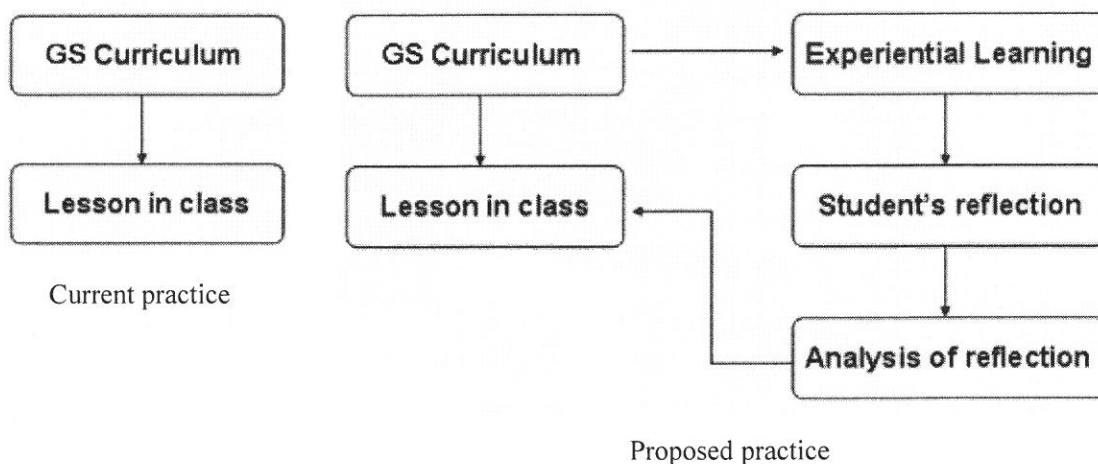


Attainment:	
Evidence:	<p>From teachers' feedback, we know the project has created great impact on students. Even few months after the game, students were still talking about them.</p> <p>Below are teacher's feedback:</p> <ul style="list-style-type: none">● 因為學生從遊戲中親身體驗升讀中學，考文憑試，升讀大學、大專及找工作的階段，由最初不太認真學習至接受成績，面對結果的一刻，他們真的感受到這個歷程是不容易的。● 老師們能從學生的反應中更明白每個學生的個別差異，亦體會到學生在遊戲中學習的果效，從而在施教上更能因材施教，作出調適。● 我校老師參與第一天小六升中面談及第二天面談員工部份，感受到學生第一天帶有點天真，不太認真與第二天十分認真，渴望找到工作的態度的分別，學生真的成長了。整個活動讓學生有選擇，面對得失的機會，是一個很好的成長課，特別欣賞畢業禮，學生很享受呢！ <p>Teachers were able to identify several items in the game where they could be brought up during the coming GS lessons. For example, environmental protection activity "10-minute Light Off", drug test in secondary school, and education system in HK etc.</p> <p>Teachers also mentioned that they would also adopt small scale life game approach in their LS lessons to make the lessons alive.</p>
Reasons for not attaining objective:	NIL

2. Project impact on:

(a) Learning effectiveness

By experiencing beforehand what students will encounter in their future life allow students to actual know what they will react or perform during the situations. This experiential knowledge of students provides good first-hand knowledge to the teaching and learning of GS curriculum. In short, the proposed model of teaching and learning in this project is verified to be an effective model.



All participating teachers agreed to this model as a good model for GS curriculum. Teachers were able to identify various experiences of students to be discussed in coming GS lessons.

(b) Professional development

Teacher's professional development comes in few ways:

- This is an innovative model and curriculum design to conduct GS lessons
- The experiences students gain created a deep impact upon students prior to the lessons
- Teachers acquire skills of designing, conducting and facilitating experiential learning for GS subjects
- Teachers acquire skills to integrate students' experience into GS lessons

(c) School development

School development has taken place in the following dimensions:

- Improved the GS learning culture of the schools
- Enhanced the teacher's professional development
- Raise student's attitude and ability towards GS

3. Cost-effectiveness

Budget Items <i>(Based on Schedule II of Agreement)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost (Project Assistant)	\$72,000	\$71,421	-0.8%
Services (Consultation, curriculum development etc)	\$194,000	\$194,000	0
General Expenses (Student's handbook, printing, reports, Audit Fee etc)	\$55,000	\$55,000	0

This form/guidelines can be downloaded from the QEF webpage at <http://www.info.gov.hk/qef/>



Unit cost for the direct beneficiaries: \$1033.6 per student

4. Deliverables and modes of dissemination; responses to dissemination

- Program project handbooks

The handbook has collection of student's activities with description and reflection. This handbook is distributed to students by their form teachers. Form teachers reviewed the activities in the games to involve their deeper reflection and facilitated students to make practical applications to their current life.

- Student handbooks for the program

In this handbook, under the facilitation of teachers, students can practice the lessons to collect data and verified the results. There is also section where students could write down their feeling, and reflection as part of the learning portfolio.

The handbooks were submitted to teachers to analyze student's behavior and reflection. When the 4 schools redistributed the handbooks to the students, teachers facilitated students to review the learning process and problems faced, and how to deal with similar problems in the future.

- Student's reflection for the program

The student's reflection sheets were collected and analyzed. Teachers have an overall view of student's general and specific patterns on student's life knowledge, skills and attitudes. This analysis forms the basis of future activities designed by schools. Students also understand the meaning of games that could facilitate their learning and growth.

5. Activities list

Activity	Date	students	teachers	No. of Activity
Working committee meeting	11/2012	/	7	2
	28/2/2013	/	10	
School visit	保良局方王錦全小學： 11/2012	/	5	4
	九龍禮賢學校: 11/2012	/	4	
	樂善堂劉德學校： 22/1/2013	/	4	
	樂善堂小學： 17/1/2013	/	4	
Game for students	Total of 8 days for 4 schools:	/	/	4
	保良局方王錦全小學： 28-29/6/2012	123	6	
	九龍禮賢學校: 26-27/6/2012	86	5	
	樂善堂劉德學校： 20-21/6/2013	50	4	
	樂善堂小學： 24-25/6/2013	51	4	
Project evaluation meeting	6/2013-9/2013			5
活動總次數				15

From teacher's observations of the game activities, students went through experiential activities of secondary schools, DSE, university life, job interviews etc. Students faced many difficulties. Through solving these difficulties themselves, they seek help and understand the importance of life planning and management.

Some students were not serious about the game initiatively, but when they soon realized that selection of

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schools and their learning are very important to their future career. Especially when their school results were not good. This is a deep experience to the students. Students were deeper involved in the game. This could be seen in their selection of subjects to study and their selection of favorite jobs. They were able to choose subjects and jobs according to their interest. Students also interviewed multiple jobs to ensure that they get a job of their interests.

Teachers have gained practical knowledge and skills of experiential learning. Teachers learned the responses from students and know the individual student's difference. This helps teachers to apply different techniques to different students.

The game was conducted at the end of school year. This helped senior primary students to better prepare their coming stage of life, that is to move to the next stage of study.

6. Difficulties encountered and solutions adopted

Difficulty: Some students lost control as they encounter difficulty during the game.
Some students got too involved in the activities, especially when they could not get into their preferred schools or jobs, they got emotional like crying or disappointing.

Solution: Have school teachers to counsel them at the spot.
Teachers have to deal with the situation immediately. But analyzing the situations with students, explaining the meaning of the game, and encourage students to face the problems with courage.

Teachers of the 4 participating schools met together to evaluate the project. Teachers agreed to re-emphasized the meaning of the game to all students and direct them to come back to the real world where they are given second chance to strive their best.

