



Final Report of Project

Project No. : **2010/ 0176**

Part A

Project Title: EXPERIENTIAL LEARNING CURRICULUM IN NSS LIBERAL STUDIES: LIFE AND CASHFLOW GAMES

新高中通識教育之經驗學習課程:生命及現金流遊戲

Name of Organization/School : **San Wui Commercial Society Secondary School**

Project Period: From 07/2011 (month/year) to 06/2012 (month/year)

Part B

1. Attainment of objectives

Objective 1:	To develop a school-based LS experiential learning curriculum in the areas of “Personal Growth” and “Today’s Hong Kong”
Activities:	<p>Two experiential learning programs were developed under this objective.</p> <p>a. A large-scale two-day Life Game</p> <p>This program was developed and conducted as a school-based program for senior secondary students of the participating schools. This program simulate Hong Kong environment. Students were citizens of this city with 3 types of background (Lower class, middle class and upper class), went through different phases of life. They started at the age of 15 till 80+. During their life span, they went through education, finding job, working life, do business, marriage life, raising children, illness and accident, participate in election of chief executive, enjoy entertainment, and finally death.</p> <p>b. Cash flow program</p> <p>This program modified from Life Game. Students were assigned different vocations and have different financial status and cash flow. During the game, students have to face different situations life investment, give birth to baby, unemployment, receive salary etc. Each situation required students to make a financial decision. With each decision or action participant takes, participant must update their financial balance sheets so as to evaluate the progress towards their long-term financial goals. Participant’s concepts of financial planning are applied in action. They would be able to the consequences of their actions.</p> <p>The program manual and student handbook were ready.</p>



Degree of Attainment:	100%
Evidence:	<p>All program activities designed were referenced to the LS curriculum and latest facts in Hong Kong. LS Teachers provided valuable feedbacks during the design stage to ensure that the activities are well in-line with the syllabus. Examples of these activities are:</p> <p>a. Life Game Election: Chief Executive</p> <p>The process delicates the current Chief Executive election process. Three qualified candidates with master degree and above apply to complete for the post. They could select a total of 3 fellow students as their think tank. Candidates were given 4 questions and some time to prepare. The 4 questions were:</p> <ul style="list-style-type: none">- How to solve the long-term housing problem?- How to solve the issue of many high-level officers in government have unauthorized building work (潛建物)?- How to resolve the “雙非問題”?- How to resolve the economic and employment issues? <p>The election process includes an open TV debate, and public Q&A, and finally voting by representatives of students.</p> <p>b. Cash Flow Game</p> <p>Students have to draw cards and deal with the situation describe on the cards. These cards were modified according to the situation of Hong Kong. These cards are of 5 different situations, namely small business opportunities, big business opportunities, market turbulences, unexpected expenses, investment KASH (Knowledge, Attitude, Skill, Habit), Examples of the cards are:</p>



	<div data-bbox="496 280 1070 616" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">求購 400 呎二手樓 06</p> <p>樓市火熱，投資者每間出價 135 萬。 投資者打算將它快速轉讓。 任何有此單位的業主都可按此價出售，但需還清按揭貸款，並放棄每月現金流。</p> </div> <div data-bbox="496 633 1070 969" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">優先利率上升 33</p> <p>LIBOR (London Interbank Offered Rate) 上升，影香港樓宇按揭利率上升 3%。 如何你有 400 呎的樓宇，你每月的樓宇物業收入的現金流會減少 \$500。 月總收入及月現金流會減少 \$500。</p> </div> <div data-bbox="496 987 1070 1301" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">領悟了游戏规则吗? 02</p> <p>玩了大半天，如何你不知道游戏中谁是傻瓜(输家)，那你可能就是這個傻瓜。</p> </div> <p>For each transaction students made, they have to record it in their personal income/expenses statement and their asset/liabilities book.</p> <p>At the end of the game, students went through several financial analyses to see how well they performed, and reflect upon how they could do it better in the future and in the real life.</p>
<p>Reasons for not attaining objective:</p>	<p>NIL</p>

<p>Objective 2:</p> <p>Objective 3:</p> <p>Objective 4:</p> <p>Objective 5:</p>	<p>To develop student's awareness of real facts of life in today's Hong Kong</p> <p>To facilitate student's personal growth through awareness of life/career purpose and planning</p> <p>To develop student's awareness and skills in interpersonal relationship</p> <p>To develop student's awareness and respect for rules of a society</p>
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Activities:	Students were engaged in the above 2 experiential learning games. The situations created by the games have helped students to be fully immersed as if they are part of the situation. This is greatly due to the power of the situation.												
Degree of Attainment:	100%												
Evidence:	<p>Some of the evidences were the same as the evidences shown in objective 1. Other evidences we collected include quantitative survey, qualitative feedback from students and interaction with students.</p> <p>In a survey of 128 students who went through life game 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"><thead><tr><th>Response</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>非常同意+同意</td><td>116</td><td>91%</td></tr><tr><td>一般</td><td>11</td><td>8%</td></tr><tr><td>非常不同意+不同意</td><td>1</td><td>1%</td></tr></tbody></table> <p>More than 90% of the students found the life game program has been helpful to their personal growth. This is supported by the qualitative feedbacks from students. Some of the feedbacks are shown below:</p> <ol style="list-style-type: none">1. 知道學歷不高，很難找到好工作2. 原來懂得英文及使用電腦是應徵時僱主看重的技能3. 找工作要有耐性，面對被人炒，不可以發脾氣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5. 人生規劃很重要，要儘早規劃6. 結婚後兩個人一起面對問題的感覺真好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。	Response	Count	Percentage	非常同意+同意	116	91%	一般	11	8%	非常不同意+不同意	1	1%
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	<p>9. 所有活動都十分真實，令我了解真實的香港社會</p> <p>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</p> <p>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</p> <p>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。</p> <p>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。</p> <p>Please visit the recorded students' touching reflection videos at http://www.swcs.edu.hk/lifegame/activity.htm to know impact of the program to students.</p>
<p>Reasons for not attaining objective:</p>	<p>NIL</p>

<p>Objective 6:</p>	<p>To develop student's concepts and skills in money management</p>
<p>Activities:</p>	<p>Students were engaged in the above 2 experiential learning games. The situations created by the games have helped students to be fully immersed as if they are part of the situation. This is greatly due to the power of the situation.</p>
<p>Degree of Attainment:</p>	<p>100%</p>
<p>Evidence:</p>	<p>Some of the evidences were the same as the evidences shown in objective 1. Other evidences we collected include feedback from student handbook and interaction with students. Some of the feedbacks from students were:</p> <ol style="list-style-type: none"> 1. 我學到很多關於理財的知識 2. 我原來不是讀經濟的學生都能聽得清楚、明白，經過這個活動讓我體會到理財是整個累積財富的重點。 3. 可以實踐體驗理財的重要性，以及對於人生的處事態度有更深刻的領會 4. 這個活動能夠提點我積谷防飢的好處及不積的可能後果 5. 能從中明白人生有很多機會，但要懂得把握機會 6. 以前對理財的觀念是錯誤的，經過理財課後，我學懂管理金錢的概念 7. 「收入 - 支出 = 儲蓄」這概念完全被「收入 - 儲蓄 = 支出」打破，先有儲蓄，才能投資，才有可能走出老鼠賽跑 8. 體會到儲蓄的重要性，理財必須付出，不單是靠運氣 9. 不只教導我如何管理自己的財務和理財的重要性，還有一些其他啟發，如明白金錢背後的其他含義 10. 內容非常豐富，資料齊全，遊戲創新有趣



	11. 內容豐富，遊戲激發我們的興趣，在遊戲中亦非常真實，像真的已投入社會一樣 --> LIKE! 12. 為自己管理金錢上有明確目標和方法
Reasons for not attaining objective:	NIL

Objective 7:	To develop teacher's skills to facilitate student's personal growth
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 Attainment:	100%
Evidence:	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. Teachers were able to identify several items in the game where they could be brought up during the coming LS lessons. For example, the election of HK Chief Executive, the difference between rich and poor people in Hong Kong, Inflation of HK etc. Teachers also mentioned that they would also adopt small scale life game approach in their LS lessons to make the lessons alive.
Reasons for not attaining objective:	NIL

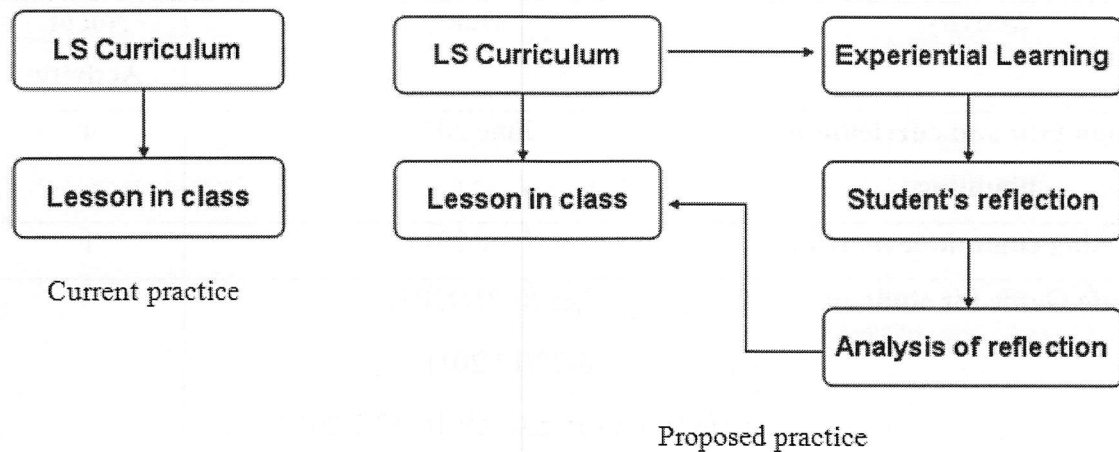
2. Project impact on:

(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 LS 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 LS curriculum. Teachers were able to identify various experiences of students to be discussed in coming LS lessons.

(b) Professional development

Teacher's professional development comes in few ways:

- This is an innovative model and curriculum design to conduct LS 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 LS subjects
- Teachers acquire skills to integrate students' experience into LS lessons

(c) School development

School development has taken place in the following dimensions:

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

3. Deliverables and modes of dissemination; responses to dissemination

- Life game and cash flow game project handbooks
- Student handbooks for both programs
- Student's reflection for both programs

4. Activities list

Activity	Date	No. of Activity
School visit and curriculum planning	June 2011	4
Working committee meeting	June 2011	1
Life Game for students	: 20-21/7/2011 26-27/12/2011 7/2/2012 完: 20-21/4/2012	8
Cashflow game for students	: 2/3/2012, 10/3/2012, 24/3/2012, 20/4/2012 22/3/2012, 13/4/2012, 14/4/2012, 10/5/2012 : 2/9/2011, 17/9/2011, 19/9/2011 9/3/2012, 17/3/2012, 19/3/2012	14
Project evaluation meeting	20/6/2012	1
	活動總次數	28

6. Difficulties encountered and solutions adopted

Use of school hall for life game and cash-flow game required schools to book it well in advance.



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

Signature: _____ Signature: _____

Date: _____ Date: _____

**The report 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.*

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