

Pui Ying Secondary School
Proposal for Quality Education Fund

Schedule I P 0 5
Project No: 2009/0471
(Revised)

Life Intelligence Total Education (LITE)
Curriculum Development (S1 – S5) & Teachers' Professional Development

PART C -- PROJECT DETAILS

Goals and Objectives

Through a thematically structured course and a dramatic teaching approach, students will –

- explore issues with personal and social significance from multiple perspectives
- examine the underlying values affecting their understandings on the issues
- review and reshape their understandings
- critically reflect on existing thoughts, beliefs and value systems
- develop problem solving skills and practice decision making based on a more thorough consideration of conflicting factors and interests.

Needs Assessment and Applicant's Capability
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Our school is a Christian school. We strive hard to identify and develop students' God-given abilities and talents to their fullest potential so that they grow up to become a people with faith, character, knowledge, culture and dreams in a caring environment. We hope that students would formulate their life direction and goals, build a positive life view, form a habit of lifelong learning and acquire a sense of social responsibility. We believe that it is important to build up students' resilience and to reduce anxiety in adversity. This helps students to understand the meaning of life and treasure everything they have. That's why Life Education is a compulsory subject in our school rather than an option.

Our school believes that drama is an effective teaching medium to nurture the growth of secondary school students. It helps students "to create, perform and respond". It is also a powerful tool helping teachers to cultivate students' creativity, to help them in expression and communication, and to develop their abilities to analyze and respond to daily experiences. Drama can definitely benefit our students because most of them come from families of low social-economic status. They are rather weak in understanding themselves, in problem solving, in managing personal emotions, and in handling problems encountered in secondary school life or exploring the theme of love. They lack the confidence and motivation in learning. We are hoping that teachers could make use of different kinds of drama strategies to promote students' personal growth in our school and to increase the

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interest of the lessons so as to help our students learn and reflect in a more effective way. We are sure that this curriculum will provide them a lot of opportunities in their personal growth.

All Life Education teachers in our school have the interest and enthusiasm to promote this project. However, even though we have some past experience, none of us have received proper training in teaching Life Education through drama. Only one of us has taken short courses on this subject. So we have the need to invite external experienced and professional organization to collaborate with teachers, to equip us with proper techniques and to direct us to develop an effective curriculum.

If we can implement the plan, then from 2010 onwards, all Life Education teachers will be trained. Form 1 to Form 5 students will have 12 sessions of drama lesson a year and a chance to perform at the end of the year. Moreover, the plan can also benefit Form 6 and Form 7 students because once our teachers are trained; they can use the techniques to run extra curricular activities for them.

In the year 2010-2011, it is proposed that we will enlist the help from the external organization to conduct professional development workshops with our teachers, to collaborative with the teachers in lessons and to develop teaching materials. In the year 2011-2012, teachers will receive more in-depth training and co-teach with the external organization. Teaching and learning materials will be further evaluated and adjusted to cater for better results. In the year 2012-2013, professionals will further reinforce teachers teaching skills and assist us to consolidate the use of materials. After three-year's training, all teachers will have the competence in implementing the curriculum independently in the future.

Conceptual Framework

The course consists of two stages – Junior Secondary and Senior Secondary. In each stage the course will be built around three major themes, each dealing with a major factor and its related issues that has influence on the student's personal development.

Understanding that secondary schooling is NOT the starting point of students' personal development, the Junior Secondary Course aims at helping students re-examine their own history of life and reflect on their personal growth – how they walked from *the past to the present*.

The Senior Secondary Course, progressively, deals with *the present and the future*. Themes

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and issues covered here are more related to choices that one can make as a rational being. It is hoped that students will be able to develop a certain degree of self-awareness and other awareness in the Junior Secondary Course. And with that they are more able to examine the options lying ahead in the future and how to make the best choice for oneself and for the others.

Innovation

Using Drama-in-Education (DiE) as a teaching pedagogy is not a new attempt to our school. In last year, our school's Life Education teachers have developed a series of school-based Life Education curriculum in collaboration with the drama educators from Theatre Noir. These experiences provide a good foundation for our school to develop a more systematic and comprehensive LITE curriculum for the whole school. Consequently students will have a continuous platform on Life Education. We believe that such curriculum can cultivate students' potentialities and pave them the way in personal development.

It is also hoped that we can share the creations of the project with other secondary schools in the future. Education packs with programme details (including lesson plans and teaching/learning materials) will be sent to all the secondary schools in Hong Kong. Seminars will also be organized to disseminate the valuable educational resources.

Extent of Teachers' and Principals' Involvement in the Project

It is our school's mission to nurture students and to provide quality education to equip them with appropriate skills and to develop their potential, to become responsible citizens and future leaders, and to serve the community.

Both the Principal and the Panel Chairlady of Life Education will exert great efforts on promoting and developing the project. As administrators, we strongly support this scheme by contriving the direction and will supervise the implementation of the plan. The Principal will deploy the school's human resources in such a way that "space" will be created for Life Education teachers to attend training and to develop curriculum materials. A collaborative lesson preparation period will be allocated for all Life Education teachers so that they can prepare lessons together.

All current teachers and future teachers of Life Education will join the training – using "Drama in Education". They will actively participate in all training activities to fully benefit

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from them. They will also be involved in the development of curriculum materials, which they will try out in their own classes. They will prepare their lessons collaboratively, and regularly observe lessons of their peers. Follow-up meetings will be held after lesson observations to discuss and evaluate the learning effectiveness of students. Through training and collaboration, teachers will develop professionally.

Learning will not just stop at that stage. We are more ambitious than that.

We are planning that when all teachers of life Education have been trained and accumulated experience in “Drama in Education”, they will share their expertise and experience with our English teachers. It is our hope that the school will gradually introduce and integrate drama in students’ English language learning. We believe that when our students have been exposed to and gained experience in learning through drama, they have the necessary foundation to enter a new arena – drama in English Language learning.

We all believe and agree that the project is valuable to the development of our students as well as the teachers and the school.

Implementation Plan with Time-line

Year One (2010 – 2011): Development & Observation

- | | |
|-----------------|--|
| January 2010 | - Development of Teaching/Learning Materials
- Teachers’ Professional Development Workshop |
| Feb - June 2011 | - Students’ LITE Lessons (S.1, S.2, S.3 & S.4)

*School Teachers will observe the drama educators on how to conduct the LITE programme |
| June 2011 | - Students’ Project Presentation / Showcase
- Programme Evaluation |

Year Two (2011 – 2012): Co-Teaching, Adjustment & Teaching Practicum

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|----------------------|---|
| July - August 2011 | - Adjustment of Teaching/Learning Materials |
| August 2011 | - Teachers’ Professional Development Workshop (1) |
| January 2010 | - Teachers’ Professional Development Workshop (2) |
| February - June 2012 | - Students’ LITE Lessons (S.1, S.2, S.3, S.4 & S.5)

*School Teachers will co-teach with the drama educators on how to conduct the LITE programme |

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- June 2012
- Students' Project Presentation / Showcase
 - Programme Evaluation

Year Three (2012 – 2013): Consolidation & Affirmation

- July - August 2012
- Adjustment of Teaching/Learning Materials
- August 2012
- Teachers' Professional Development Workshop (1)
- January 2013
- Teachers' Professional Development Workshop (2)
- February - June 2013
- Students' LITE Lessons (S.1, S.2, S.3, S.4 & S5)
 - *School Teachers will teach the LITE programme with drama educators as supporting consultants
 - Teachers' Consultation Meetings
- June 2013
- Students' Project Presentation / Showcase
 - Programme Evaluation

The Teaching Approach		
Stage of Learning	Suggested Activities	Learning Outcomes
Junior Secondary (Year 1)	In the first two years, Drama-in-Education (also known as process drama) approach would be used throughout term with various fictional characters and stories created with the theme "Family and I". Through understanding the stories, analyzing the characters and experiencing in roles as the characters, students are given chances to reflect on their own development process and their relationships with their family as well as how they identify and face the family problems that they may encounter in life.	By stepping into the fictional world, students are exposed to problems related to their own personal growth as well as their family. Students learn how to identify problems, give suggestions and execute the solutions in the fictional context where they could distance themselves from the characters but at the same time reflect on their own life and draw examples from their own experiences in dealing with the given situations.
Junior Secondary	Continuing to the second year, another set of given circumstances would be	After the first year of DIE learning, students get familiar with

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(Year 2)	<p>created for students to explore the relationship between their personal development and their peers. Students will experience how peer pressure and norms affect their moral judgment and values development. In addition to the fictional context created for the students, students would be invited to draw examples from their daily experiences and create simple Scene Work to demonstrate what they learn from the fictional context and apply them in their daily life.</p>	<p>interacting through the fictional context. Here we allow them more space for creativity to make up short scene work to show what they encounter in their daily life. Through working in characters in the fictional context, students would be able to transfer their learning to the scene work. By sharing the series of short scenes that students created, students would be able to reflect on how they cope with peer pressure and develop their own set of values.</p>
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Junior Secondary (Year 3)	<p>Theatre-in-Education program is not only a performance in schools of a self-contained play, but a coordinated and structured pattern of activities around the topic of "bullying". It involves the students directly in an experience of the situations and problems that "bullying" throws up in their daily life. The TIE program includes: the pre-workshop, performance and post-workshop.</p>	<p>In harnessing the techniques and imaginative potential of theatre, TIE can provide an intensively absorbing and challenging experience to the students on the topic of "bullying" in their campus, family, and social circle. With the post-workshop, we aim at helping the students to explore "what hurts most?" in this issue.</p>
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Senior Secondary (Year 1)	<p>Script writing and school radio drama show. In order to avoid "model" answer from students, we choose an indirect way to explore the various issues in "love relationship". Through story-telling and script writing, students will feel safe to express their ideas and struggles. Furthermore, it's also a valuable opportunity to adapt students'</p>	<p>Building upon the dramatic skills, students are encouraged and trained to express their viewpoints in a written form. The process of script writing helps them to re-organize and express their values on love-relationship. Besides, students need to perform their radio drama show and the whole school</p>
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	ideas in the learning process. And therefore, it enhances students' ownership of knowledge.	(teaching staffs & students) will involve in assessing the best performance of the radio drama show. Based on the result of voting, we'll further discuss and reflect the issue with the students. In this phrase, students will learn how to express themselves in both verbal and written forms.
Senior Secondary (Year 2)	Simulations of important events in transition from study to career, such as the release of public exam results, job interviews and life planning. "Mantle of the Expert" will be the main approach in this year learning where students do not just take up their own "student roles" but also act as the "expert", namely, principals, employees or professors and together they need to discuss and set up interviews and application procedures for their school mates. Debriefing sessions following the simulations offer opportunities for students to reflect on the experience and discuss alternatives through drama activities.	In the simulations, students will take different roles and experience the decision making regarding further study and career life in the given circumstances. They will also examine the various factors affecting their choice based on their learning of the different sectors in the society as well as how these various professions operate in the community.
Senior Secondary (Year 3)	Moving on from the experience in the previous year, students step out of the simulated situations into the real ones. Taking up the "Real Roles" to form advocacy group or student council in school, students will be given chance to make amendments to one of the school rules, aiming at the betterment of learning environment.	Through activities such as consultations, school surveys and meetings with stakeholders in the issue, students will learn enjoying the rights while taking the responsibility of a citizen. They also examine the true meaning of democracy and its impact on society by stepping into the policy makers'

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	shoes and putting it into practice.
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Programme Details LITE – Life Intelligence Total Education

Junior Secondary

1) Family & I

Rationale:

As part of the learning process, children get to know that they exist independently of other people and the world. Hence, they learn to develop their self-concept in relation to how they interact with their surroundings. A consolidate self-concept serves as a safe basis for children to explore and actualize their personal development.

In this unit, we focus on students’ development of self-awareness with regards to the family influence. Self-awareness is well established in most children by the age of two and it continues to affect one’s social development and acquisition of various generic skills. There is no doubt that the parent-child relationship contributes much in the children’s development. Through reflecting on the parenting styles and various family issues, students may become more self-aware of their own social development.

Objective:

The main objective of this unit is to help students

- a) to be aware of the influence of various parenting style on their own development
- b) to understand their roles and responsibilities as a family member
- c) to re-think “family values” nowadays
- d) to learn to cope with challenges in a family, e.g. miscommunication, divorce, re-marriage, etc.

Four Prototypic Styles of Parenting Emerge (Baumrind, 1975)

Parenting Styles	Description
Authoritarian	Combines high control with little warmth
Authoritative	Combines a fair degree of parental control with warmth and responsiveness to children
Indulgent-permissive	Warm and caring but exert little control over children

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Indifferent-uninvolved	Neither warm nor controlling but provide for the basic physical and emotional needs
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2) Peers & I**Rationale:**

The emergence of intimacy in friendships can become important sources of social and emotional support among children and especially adolescence. High-quality friendship is found to be beneficial for children in enhancing their self-esteem and in adjusting to new environments.

However, Students may not be aware of how their peer interactions lead to friendship and how their peers exert pressure on one another and hence shape their own development. In addition, with the emergence of cyber friendship, Students face another challenge of their identity building. So, in this unit, Students will go through the process of friendship making and learn the influences their friends have impose on them.

Objective:

The main objective of this unit is to help students

- a) to understand the complex forms of peer relationships
- b) to learn the important features (e.g. dominance hierarchy) of "groups" of children and adolescents and how these groups influence individuals
- c) to reflect how "groups" establish norms and how they are pressured to conform to these norms
- d) to learn the consequences of popularity and rejection on building identity, attitudes and social behaviour

3) Bullying**Rationale:**

Bullying is a common phenomenon, (both in family and campus) which affects student's personal development, especially when they are in the process of building up their self-identity. Under the threat of different types of bullying, students may gradually submit to the norm that is accepted by the majority.

Objective:

The main objective of this unit is to help students

- a) to aware the invisible "norms" that existing in their daily life, and
- b) how do these norms shape their own "self" and

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c) how these affect their daily life.

Types	
Verbal bullying	Verbal threat such as 'putdown' and name-calling to make victim feel they are not worthy of love or respect. Besides, continual severe criticism and humiliation also deeply affect the self-image of the victim
Physical bullying	Using physical pain or threat of physical force on another person
Cyber bullying	Criticism and verbal abuse from the cyber world, especially how they face the open criticism/feedback/comment from their blog/xanga sharing.
Neglect	One who are not taken care of properly by their families or caregivers.

Senior Secondary

1) Love Relationship

Rationale:

Entering puberty, the relationship with the opposite sex is one of the hot issues facing teenagers. Based on the self-discovery journey during the junior level, we are going to help students how to make their own choice in love relation.

Objective:

The main objective of this unit is to help students

- a) to affirm their curiosity towards the opposite sex, and
- b) how to maintain a relationship with the opposite sex, and
- c) how to make their own choice in love relation, and
- d) to differentiate between love and sex

2) Career

Rationale:

As students finish their secondary education, they are faced with various career options. When choosing a career, students need to take into consideration of both the technical aspect, such as making ends meet and matching market needs, and the value aspect, such as reaching self-realization and finding the meaning of life. It is also a life stage when what students learnt is put to test – their knowledge, skills and attitude. Not making

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the start of working an end of self-development is what differentiates a career and an occupation.

Objectives:

The main objective of this unit is to help students

- a) to understand the factors affecting a career choice
- b) to differentiate between getting a job and building a career
- c) to examine the relationship between career and self-development
- d) to face the challenges in career building

3) Citizenship

Rationale:

Entering early adulthood, the students are regarded as rational individuals who are given social rights as well as assuming social responsibilities. When exposed to a wide range of opinions and practices in the real world, students, no longer protected by parents and teachers, have to stand alone and make choices based on their value system. Students need to learn how to behave as a responsible social being who does not use their rights to exploit others or avoid responsibilities.

Objectives:

The main objective of this unit is to help students

- a) to understand the rights and responsibilities of a member of society
- b) to understand how individuals and society influence each other
- c) ways to contribute in building a better society

Expected Deliverables and Outcomes

Education Packs (1000 printed copies & online pdf downloadable files) includes:

- Scheme of Work
- Lesson Plans
- Teaching Notes
- Students' Worksheets and Handouts
- DVD with Exemplars of Teaching Demonstration

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Public Sharing Sessions (2 sessions in 2012 and 2 sessions in 2013)

Budget

A. Employing Professional Support

Year One (2010 – 2011)

TEACHERS' WORKSHOPS

○ TOTAL NUMBER OF WORKSHOPS:	2
○ DURATION OF EACH WORKSHOP:	6 HOURS
○ TOTAL NUMBER OF HOURS (2009-2010):	12 HOURS
○ TUTOR FEE PER HOUR:	\$1000
	Sub-Total: <u>\$12,000(Service)</u>

STUDENTS' WORKSHOPS

○ NUMBER OF CLASSES:	25 (S.1 – S.4)
○ TOTAL NUMBER OF WORKSHOPS FOR EACH GROUP:	12
○ DURATION OF EACH WORKSHOP:	60 Minutes
○ TOTAL NUMBER OF HOURS:	300 HOURS
○ TUTOR FEE PER HOUR:	\$500
	Sub-Total: <u>\$150,000(Service)</u>

Sub-Total (Year One – 2010 - 2011): **\$ 162,000**

Year Two (2011 – 2012)

TEACHERS' WORKSHOPS

○ TOTAL NUMBER OF WORKSHOPS:	4
○ DURATION OF EACH WORKSHOP:	6 HOURS
○ TOTAL NUMBER OF HOURS (2009-2010):	24 HOURS
○ TUTOR FEE PER HOUR:	\$1000
	Sub-Total: <u>\$24,000(Service)</u>

STUDENTS' WORKSHOPS

○ NUMBER OF CLASSES:	25 (S.1 – S.5)
○ TOTAL NUMBER OF WORKSHOPS FOR EACH GROUP:	12
○ DURATION OF EACH WORKSHOP:	60 Minutes
○ TOTAL NUMBER OF HOURS:	300 HOURS
○ TUTOR FEE PER HOUR:	\$500
	Sub-Total: <u>\$150,000(Service)</u>

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Sub-Total (Year Two – 2011 - 2012): **\$ 174,000**

Year Three (2012 – 2013)**TEACHERS' WORKSHOPS**

○ TOTAL NUMBER OF WORKSHOPS:	4	
○ DURATION OF EACH WORKSHOP:	6 HOURS	
○ TOTAL NUMBER OF HOURS (2009-2010):	24 HOURS	
○ TUTOR FE PER HOUR:	\$1000	
	Sub-Total:	<u>\$24,000(Service)</u>

TEACHING CONSULTATIONS (CLASS VISITS & MEETINGS)

○ NUMBER OF CLASSES:	25	
○ TOTAL NUMBER OF MEETINGS FOR EACH CLASS:	4	
○ DURATION OF EACH MEETINGS:	60 Minutes	
○ TOTAL NUMBER OF HOURS:	100 HOURS	
○ TUTOR FEE PER HOUR:	\$500	
	Sub-Total:	<u>\$50,000(Service)</u>

Sub-Total (Year Three – 2012 - 2013): **\$ 74,000**

B. Publishing Education Packs

○ NUMBER OF EDUCATION PACKS:	1000
○ UNIT PRICE FOR EACH COPIES:	\$50

Sub-Total (Publishing Education Packs): **\$50,000(Service)**

C. Teaching Materials

○ TEACHING MATERIALS (including notes & worksheets):	
1000 students/year x 3 years x \$30 per year	\$90,000
○ SUBSIDY – MATERIAL COST OF STUDENTS' PRESENTATION	\$20,000

Sub-Total (Teaching Materials): **\$110,000(Gen Exp)**

TOTAL BUDGET: **\$570,000.**

(Remarks: Out of the total of \$570,000, \$460,000 are Service cost + \$110,000 are General Expenses)

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Report Submission Schedule

I / My school / My organization commit(s) to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/2/2011 - 31/7/2011	31/8/2011	Interim Financial Report 1/2/2011 - 31/7/2011	31/8/2010
Progress Report 1/8/2011-31/01/2012	29/2/12	Interim Financial Report 1/8/2100-31/01/2012	29/2/12
Progress Report 1/2/2012-31/7/2012	31/8/2012	Interim Financial Report 1/2/2012-31/7/2012	31/8/2012
Progress Report 1/8/2012-31/01/2013	28/2/13	Interim Financial Report 1/8/2100-31/01/2012	28/2/13
Final Report 1/2/2011 - 31/7/2013	31/10/2013	Final Financial Report 1/2/2013 - 31/7/2013	31/10/2013

Asset Usage Plan

Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion).

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Category (in alphabetical order)	Item Description /	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
audio and video equipment				N/A
book & VCD				N/A
computer hardware				N/A
computer software				N/A
musical instrument				N/A
office equipment				N/A
office furniture				N/A
sports equipment				N/A
Others				N/A

Evaluation Parameters and Method

Programme Evaluation –

Questionnaires gauging teachers' and students' satisfaction in various aspects of the programmes will be administered during and after the programme to evaluate the attractiveness of the course materials, the quality of the trainers and the usefulness of the course.

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Assessments –

Throughout the whole programme, the student's work will be assessed and evaluated continuously. Assessments include *self-assessment and teachers' assessment* and it is proposed that these assessments be included in their class work grades.

Sustainability of the Outcomes of the Project

- By working together with the guest teaching artist(s) in facilitating the workshops, school teachers will gain valuable hands on experience in implementing the programme
- School teachers will be trained to teach the LITE programme, and they will be prepared gradually to take over the programme

Dissemination / Promotion

- Public sessions will be organized for school teachers and guest teaching artist(s) to share the idea and implementation of the LITE programme.
- Invitation letters will be sent to all schools in Hong Kong.
- Promotion will be conducted on school's website.
- Education packs will be distributed to secondary schools and the EDB.