

Example 15

Understanding our world through life-wide learning activities of geography and the PSHE KLA

Life-wide learning (LWL) emphasises student learning in real contexts and authentic settings. Quality LWL activities in different parts of the world can promote global understanding and help students achieve certain learning goals that are more difficult to attain through classroom learning alone. In Geography, learning outside classrooms through field trips is one of the core components of the subject. Besides local and national fieldwork activities, some secondary schools in Hong Kong even organise overseas field trips for their students to enrich their geographical knowledge of the world and strengthen their global perspectives.

The screenshot shows the website of The ELCHK Yuen Long Lutheran Secondary School. The header includes the school's name in Chinese and English, along with a list of values: Righteousness, Loyalty, Persistence, Optimism, Pro-activeness, and Empathy. A banner below the header states: "ALL S1 freshmen with highest academic performance in HK for 17 consecutive years". Below this is a quote from 1 Corinthians 13:13: "But now we still have faith, hope, love, these three; and the greatest of these is love." The navigation menu includes: About YLLSS, School Administration, Teaching & Learning, Academic Achievements, Student Activities, and Parent Notices. The main content area features a large photo of a group of students and staff in a snowy mountain landscape, with a caption: "Global classroom in Canada – cultural immersion". To the left of this photo is a smaller image labeled "Global Classroom" with a red border. To the right is a section titled "Upcoming Activities" with a sub-heading "25/10 Inter-class Putonghua Competition". A text box on the right side of the screenshot contains the following text: "Global Classroom" of The ELCHK Yuen Long Lutheran Secondary School helps students to develop their global knowledge and perspectives.

(Source: <http://www.yll.edu.hk/>)

One of the outstanding examples in this area can be found from the "Global Classroom" of the ELCHK Yuen Long Lutheran Secondary School. For many years, the school's "Global Classroom" has organised different cross-curricular (including geography in many cases) field trips and study tours to different parts of the world, such as Canada, the United Kingdom, Japan and South Korea. Through immersing in the culture and environments of different countries, students are able to learn knowledge outside their classrooms in Hong Kong, expand their interpersonal networks, strengthen their social skills, and even cultivate new perspectives.

Among these field study tours, the two to Vancouver and its nearby areas in Canada (13-day) in 2012 and 2017 respectively are especially related to geography and the PSHE KLA. In the Canada field trips, students could learn about the urban development and planning of Vancouver, visit the Rocky Mountains and nearby areas to learn about concepts of fold mountains and fluvial landforms, as well as ecosystems and rocks. Besides geography, history, religions, culture and languages of Canada could also be learned (refer to Table 1). All these facilitate students to have a deeper understanding of our complex, diverse and interdependent world. Opportunities and challenges can also be identified.

Table 1 Guiding questions/directions of learning for student groups of the Canada field trips (Source: The ELCHK Yuen Long Lutheran Secondary School)

Group	Topic
1	Religion in Canada (Ethnics and Religious Studies) <ul style="list-style-type: none"> • The ratio of various religions and reason • The difference between Catholicism and Christianity • Thanksgiving Day Celebration • Church life of Canadian and yourself • Grateful sharing: Experience God in Hong Kong and expectation in Canada P.S. Take turn to lead prayers ☺
2	Empathy and Care in Canada (Values Education and Social Service) <ul style="list-style-type: none"> • Needies and remedies (e.g. elderly) • Conduct a community service programme • How to be empathetic and caring towards each other in this tour?
3	Exposure to the landscapes of the Rockies (Geography) <p>>> Formation processes or development of the following features :</p> <ol style="list-style-type: none"> 1. Forest (succession) 2. River valley and Fall 3. Glacier + Changes (influence of global warming) 4. Mountain (plate tectonics)
4	Discovery of the environment in the Rockies (Geography) <p>>> describe and explain the 5 spheres:</p> <ol style="list-style-type: none"> 1. Atmosphere (air) 2. Lithosphere (land or soil) 3. Hydrosphere (water in liquid form)

	<p>4. Cryosphere (water in solid form)</p> <p>5. Biosphere (living things - plants and animals)</p>
5	<p>Smart Cities – Vancouver and Edmonton (ICT and Geography)</p> <ul style="list-style-type: none"> • How do the citizens learn ICT and increase their information literacy? • How does the city promote the use of open data? • How does the city deliver energy smartly? • How does the city make transportation smarter? • How does the city fight against poverty to narrow the gap between the rich and the poor through ICT? • How does the government close the digital divide? • Anything else that you think is important
6	<p>Exploring Canada - Vancouver and Edmonton (History)</p> <ul style="list-style-type: none"> • Canada 150 – The past, present and future of Canada • The history of Vancouver / Edmonton • The nickname of Vancouver / Edmonton • Vancouver / Edmonton are famous for... • Why Vancouver is such a popular choice for Hong Kong immigrants? • How do Chinese people learn English and adapt to the English-speaking environment in Vancouver? • The economy of Edmonton • Anything else that you think is important
7	<p>Culture in Canada</p> <ul style="list-style-type: none"> • Specific sports they play • Arts activities people would like to engage in
8.	<p>Urban Studies and Development of Eco-tourism in Canada (Geography)</p> <ul style="list-style-type: none"> • How has Vancouver developed into a sustainable city? • How has the government in Vancouver carried out the redevelopment policy in the old urban areas? Which strategy does it implement? • How important is the development of eco-tourism in Vancouver?
9.	<p>History</p> <ul style="list-style-type: none"> • What is the capital of Canada? • Is the Canadian flag carrying any symbolic meanings? • How and when did Canada become a country? • What thing do the Canadians feel proud of? • What do you think about the life in Vancouver and Alberta? • Anything else that you think is important

Besides, the Geography Department of **Pui Ching Middle School** is one of the few examples organising quality overseas field trips solely for geography students. In 2011, a 5-day geography field trip to Singapore had been organised for senior secondary geography students of the school. Through visiting checkpoints like Marina Barrage, City Gallery, Chinatown, Land Transport Gallery, wetland areas and an organic farm in the field trip, students had lots of opportunities to explore the latest development of Singapore in terms of urban and transport development, sustainable development, urban planning, and even farming. Students could also experience the impact of “electronic road pricing” in Singapore and evaluate the effectiveness of this traffic management measure in solving transport problems.



Geography students of Pui Ching Middle School visited the Land Transport Gallery in a Singapore field trip to learn about concepts of transport geography.



Photos of past geography fieldwork activities (including the Singapore field trip) are showcased permanently in the geography room of Pui Ching Middle School to promote fieldwork, as well as local, national and global understanding.

Moreover, the geography students of Pui Ching Middle School actively participated in various geography-related LWL programs/competitions in Hong Kong in the past few years. One of the best examples on this is the training of secondary school students as ambassadors on geological conservation in a program—“NWS Hong Kong Geo Wonders Hike“. After receiving basic training (including training courses and local field trips on the geology of Hong Kong), geography students of the school with outstanding performance after assessment got chances to visit different geoparks and places with great geological values in the world. For example, a few geography students of the school had a valuable chance to visit Jeju, South Korea in 2016 to have an in-depth learning about the geology of the island. The programme even invited geological experts of South Korea to give on-site

explanation on the formation processes of the geological landforms of Jeju. In exchange, students of the school conducted a presentation on geoparks and conservation of them in Hong Kong during the trip. All these LWL activities facilitate cultural exchange and global understanding.



The learning results of the Jeju geology field study is exhibited at the entrance of the geography room of Pui Ching Middle School.

Nowadays, possessing global knowledge and a global perspective has become very important for the young generation of Hong Kong. Their global knowledge and intercultural competences must be further strengthened, so schools's efforts in giving their geography/PSHE KLA students opportunities to engage in overseas field trips are worthy of appreciation and encouragement. In case if the above-mentioned overseas LWL activities cannot be organised, teachers may consider providing local LWL opportunities for their students instead. Examples include visiting the Jockey Club Museum of Climate Change to know more about the living environment of polar region and the importance of international cooperation in combating climate change. Besides, geography teachers may organise field trips to the Forsgate Conservatory and Edward Youde Aviary in the Hong Kong Park to "immerse" students in the tropical rainforest and desert environments and help students to understand their abiotic and biotic components. To a certain extent, these local LWL opportunities help fill the afore-mentioned gap to enrich students' global knowledge and develop their global perspectives.

With the advancement of technology, students (for any reasons) who may not have such opportunities to learn in oversea field trips now can engage in “virtual” field trips over the world via educational technology of “virtual reality/VR”. For example, students can use VR tools of their schools to explore world geography with “Google Earth VR” (<https://vr.google.com/earth/>). The PSHE KLA teachers may also develop their own stock of VR resources to promote students’ global understanding. This is the case of the ELCHK Yuen Long Lutheran Secondary School and starting from the 2017 Canada field trip, 360 cameras were used by the school teachers to develop their own VR learning materials for use in geography lessons.

If you are interested in the promotion of national and global understanding, read also Examples 7, 11, 22 and 23.