"Inspiration and Innovation": Enhancing Values Education through Experiential Activities

Teacher's Manual

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(August 2025)

Contents

1. Introduction

This teacher's manual aims to provide practical tips and strategies for incorporating experiential learning into the classroom, helping teachers create a learning environment that enhances student interest and effectiveness.

Experiential learning is a set of methodologies where teachers can arrange learning environments and activities based on this theory, allowing students to engage in direct experiences and focused reflection to enhance knowledge, develop skills, and cultivate values.

The manual begins by introducing the basic theories and concepts related to experiential learning and values education. We will explore the concept and characteristics of experiential learning, its advantages over traditional learning, and explain the essence of values and the relationship between values and prosocial behaviour. Following this, we will explain how to implement values education through experiential learning.

The latter part of the manual provides suggestions for planning and implementing experiential learning activities. This section includes examples illustrating the various steps of experiential learning activities, such as identifying learning objectives, selecting experiential learning activities, preparing for the experiential learning, conducting the activities, explaining and evaluating the activities, and providing feedback. Finally, the manual includes an appendix with examples of workshops that use experiential activities to enhance values education, along with some considerations for organising such activities.

2. Basic Theories and Concepts

2.1 Concept and Characteristics of Experiential Learning
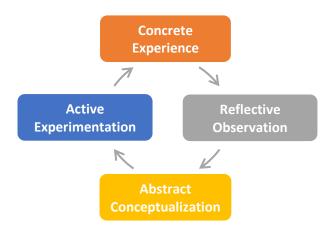
"Not having heard something is not as good as having heard it; having heard it is not as good as having seen it; having seen it is not as good as knowing it; knowing it is not as good as putting it into practice." — Xunzi

"Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results. " — John Dewey

There are two ways we learn about things: the first is through reading or listening to explanations from others; the second is through experiential learning. The latter is often more effective, profound, and long lasting. Experiential learning refers to the process of "learning by doing." In this process, students gain real-world experiences, which they use to compare and reflect on their existing knowledge, thereby constructing new knowledge, skills, and values, and then applying the acquired knowledge in real life.

2.1.1 Kolb's Experiential Learning Cycle

The renowned scholar David A. Kolb proposed the famous "Experiential Learning Cycle" to explain this process of creating knowledge from experience (Kolb, 1984; Kolb & Kolb, 2009). The experiential learning cycle includes four parts, which we can illustrate using the example of students visiting local elderly activities.

Kolb's Experiential Learning Cycle

1. **Concrete Experience**: Students gain concrete experience through site visits or participation in activities, involving various physical and emotional direct experiences.

   Example: Students participating in a visit to local elderly residents gain experience interacting with the elderly and understand their living conditions and needs firsthand.

2. **Reflective Observation**: Students describe, organise, and reflect on their experiences.

   Example: After visiting local elderly residents, students may record their feelings and reflections through journals or group discussions, and compile their understanding of the needs of the elderly. Here are some examples of reflection questions:
   - What did I experience during the visit?
   - How did I feel during the visit?
   - What did I find to be the most pressing needs of the elderly?
   - What improvements would I suggest for the visit activities?

3. **Abstract Conceptualization**: Students develop concepts from their reflections that can be applied to similar situations.

   Example: Students transform their personal experiences of visiting the elderly, combined with relevant knowledge learned in class, into an understanding of the needs of the elderly in their community and even in Hong Kong. For example, understanding the actual social needs of the elderly or recognizing their ability to contribute to society.

4. **Active Experimentation:** Students apply the concepts and understanding they have gained to new situations.

   Example: Based on their understanding of the needs of the elderly, students propose practical suggestions to meet these needs. For instance, suggesting improvements for future visits to the elderly or proposing the establishment of an elderly academy in school.

In this experiential learning cycle, students start with concrete experiences, then organise and reflect on their experiences, assign meaning to those experiences, and

finally transform them into practical actions in new situations. This learning cycle process allows for the expansion and deepening of concepts, knowledge, and skills, which can be applied in various real-world contexts.

2.1.2 Characteristics of Experiential Learning

Experiential learning possesses several characteristics that make it an effective form of learning (Cannon, Cannon, Geddes, & Feinstein, 2016; Hutchings & Wutzdorff, 1988):

- **Concrete**: Many subjects emphasise learning through concrete experiences. While subjects like visual arts and physical education are inherently practice-based, even the humanities have seen teachers using field trips and virtual reality (VR) to help students build knowledge through direct experiences. For instance, the Education Bureau provides teaching resources for site visits to religious places and cemeteries for Ethics and Religious Studies, and a mobile app for History field trips to the Cheung Chau Jiao Festival (Curriculum Development Institute, n.d.). Compared to purely descriptive concepts, concrete and real experiences are more likely to spark students' interest than abstract concepts. They also allow students to reflect on real-world issues and even motivate them to find solutions to those problems.

- **Holistic Participation**: In learning through concrete experiences, students utilise not only cognitive abilities but also emotional, kinesthetic, value-based, and behavioural aspects. Content acquired through such multifaceted approaches is more likely to be retained long-term. For example, a social enterprise offers "wheelchair experience" activities. Students sitting in wheelchairs gain a holistic experience that includes physical movement, emotions, and cognition. This naturally leads them to reflect on values such as empathy, respect, and inclusion, helping them to better understand the significance of an "accessible society."

- **Reflection**: Reflection holds a central position in experiential learning. As John Dewey (1933) emphasised, "We do not learn from experience; we learn from reflecting on experience." For experiences to have educational value, they must guide students to reflect on the gap between their experiences and expectations,

and subsequently on their personal values and beliefs. The later sections of this manual will provide detailed strategies for reflection in experiential activities.

In experiential learning, students engage holistically through knowledge, emotions, and actions. This not only enhances their interest and motivation for learning but also fosters problem-solving skills, critical thinking, communication skills, creativity, and the practice of positive values.

2.2 Comparison Between Experiential Learning and Traditional Learning

Due to its unique learning processes and characteristics, experiential learning differs significantly from traditional classroom learning in terms of learning methods, the roles of students and teachers, learning environments, and learning outcomes:

- **Learning Methods**: Experiential learning does not centre on textbooks and lectures. Instead, it emphasises allowing students to actively construct knowledge through direct experiences of the real world and reflecting on those experiences.

- **Role of Students**: In experiential learning, students are active participants in the learning process. They are encouraged to ask questions and explore new perspectives, which helps develop critical thinking skills, problem-solving abilities, and a deeper understanding of the subject matter.

- **Role of Teachers**: In experiential learning, teachers are not just lecturers or direct knowledge transmitters. They are resource providers, facilitators, and guides. Teachers provide students with immersive experiential activities, including the explanation of basic knowledge and concepts, setting experiential activities and objectives, and offering guidance and support throughout the process.

- **Learning Environment**: Experiential learning can take place in the real world or in simulated real-life environments. It can occur outside the classroom, such as through field trips and service learning, allowing students to engage with real-life situations and propose solutions to real-world problems. It can also take place within the classroom, ranging from simple ice-breaking activities to

longer-term projects, and may include inviting relevant individuals to interact with students, or having social enterprises or service organizations provide simulated experiential activities.

- **Learning Outcomes**: Experiential learning emphasises the development of practical skills and knowledge applicable to real-life situations. Through direct experience, students gain an understanding of real-world conditions and problems, enabling them to develop practical skills and knowledge that are relevant to real life.

- **Advantages**: Experiential learning fosters active student participation and holistic learning experiences. It emphasises active engagement and self-directed learning, thereby increasing students' interest and motivation. Additionally, experiential learning helps students develop problem-solving skills, critical thinking abilities, communication skills, and creativity, all of which are essential in real life.

🎬 **Supporting Resource: Animation Video (1)**

Reinforce your understanding of this section with the accompanying animation:
1. What is Experiential Learning? (Click here to watch).

	Experiential Learning	Traditional Classroom Learning
Learning Methods	Constructing knowledge through personal experience, reflection, and application	Emphasis on knowledge transmission by the teacher in a classroom setting
Role of Students	Active participants and co-creators of knowledge	Passive receivers of knowledge
Role of Teachers	Resource providers, facilitators, and guides; offering students immersive experiential activities	Lecturers and direct knowledge transmitters; providing students with educational materials
Learning Environment	Real-world or simulated real-life environments	Classroom environments for knowledge transmission
Learning Outcomes	Development of practical skills, innovative thinking, and knowledge applicable to real life	Acquisition of subject-related theoretical knowledge
Advantages	More engaging learning experiences that foster problem-solving skills, critical thinking, communication skills, and creativity	Potentially more efficient in information delivery

2.3 The Meaning of Values

Values are the principles behind an individual's judgment of right and wrong, choices, and behaviours. The purpose of values education is to help students cultivate positive values, establish life's meaning and direction, build and manage interpersonal relationships, and maintain social order and common living standards. Schools could promote values education through nurturing in their students the twelve priority values and attitudes: Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Benevolence, Law-abidingness, Empathy, Diligence, Unity and Filial Piety.

The renowned social psychologist Shalom H. Schwartz, known for his research on cross-cultural basic values, proposed six characteristics of values, which further elaborate on the essence of values (Schwartz, 2010):

Six Characteristics of Values

1. **Values are beliefs inseparably linked to emotions.** When values are activated, they elicit strong emotional responses. People feel pleased when they can practice their values, but they may feel dissatisfied or distressed when their values are threatened.

2. **Values are ideal goals that motivate actions.** For example, if a person considers social order or helpfulness as important values, they will be motivated to pursue these goals through volunteer work or charitable actions.

3. **Values transcend specific actions and situations.** Norms and teachings are usually specific and applicable to particular behaviours, targets, or situations, such as students following queue rules at school or greeting teachers. In contrast, values are not limited to specific actions or situations. For instance, the value of compassion can motivate actions in various settings (like at home, school, or workplace) and towards different people (like family, friends, or strangers).

4. **Values are standards for choosing or evaluating.** Values guide our choices or evaluations of actions, policies, events, and people (including ourselves) and form the basis of self-assessment. This means values influence our judgments of people and things. For example, a person who values development will be open to new initiatives and innovative methods, while someone who equates development with greed will more likely be content with the status quo and often believe that the old ways are better than the new.

5. **Values are ordered by relative importance.** As individuals grow, they develop a relatively stable hierarchy of value priorities.

6. **The relative importance of different values guides every action or attitude.** For example, a person who values tradition and conformity more

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than pleasure and excitement is more likely to embrace religious beliefs. Generally, any choice or action results from balancing different values.

In summary, values are beliefs closely tied to emotions that guide and motivate individuals toward ideal goals. Individuals prioritise values based on specific circumstances and use them as standards for choosing or evaluating actions. In this process, schools cultivate twelve priority values, providing students with a clear direction and foundation for practicing values in real life.

2.4 Values and Prosocial Behaviour

Values underpin individual choices and can shape one's future; positive values are beneficial to social well-being. The Organisation for Economic Co-operation and Development (OECD) stated in its vision for the future of education that values can instil confidence in people, making them believe they can have a positive impact on their lives and the world around them (OECD, 2021). For example, values like empathy, care, responsibility, and respect for others drive people to care for those in need. So, how can values guide behaviour that aligns with them?

Values influence behaviour only when they are activated and deemed relevant to the current situation by the individual. Based on recent research on values, we can consider the following three effective mechanisms to let values influence behaviour:

- **Activating Values**: Many studies have shown that values in people's minds, once activated, can lead to corresponding behaviours, even if the activation is as simple as reading related materials or writing about the importance of these values. For example, in an experiment, participants who were exposed to information about "helpfulness" had their related memories activated and were more inclined to assist the experimenters (Maio, Pakizeh, Cheung, & Rees, 2009).

- **Reflecting on Values**: Further, individuals can increase the chances of activating values in their memory through reflection. If a person reflects on their values, providing reasons to support them and considering their impact, they are more likely to act consistently with these values. For instance, a psychological study showed that participants who reflected on materials about the value of

kindness and provided reasons to support this value had an increased willingness to engage in volunteer work (an action consistent with the value of kindness) (Sagiv & Roccas, 2021, p.303).

- **Recognising One's Capability and Responsibility**: Schwartz's research indicated that for values to trigger prosocial behaviour, individuals must go through the following four steps (Schwartz, 2010):
  1. Awareness of others' needs
  2. Perception that there are actions which could relieve others' need
  3. Recognition of own ability to provide relief
  4. Apprehension of some responsibility to become involved

These steps are interconnected: the more one sees others' needs, the more they will strive to develop the capabilities to address them, but one must also believe in their ability and responsibility to solve the problems. Once individuals recognise feasible actions to help others and feel a minimal sense of responsibility, values will provide the motivation for action.

In summary, to activate prosocial behaviour in students through positive values, they must first be exposed to information related to these values and reflect on the supporting reasons and impacts of these values. Additionally, they need to see the needs of others in their lives and recognise their own capability and responsibility to address these needs. Experiential learning is more likely to provide students with learning experiences that meet these conditions.

2.5 Promoting Values Education through Experiential Learning

Experiential learning, due to its concrete, holistic, and reflective nature, can serve as an effective approach to promoting values education. The Curriculum Development Council's "Values Education Curriculum Framework (Trial Version) (in Chinese)" (2021, pp. 6–8) suggests that to promote values education in schools, besides integrating it into various subjects, class teacher periods, growth lessons, and moral education classes, Life-wide Learning should be utilised. Experiential learning is a concrete form of whole-person learning.

> Life-wide Learning refers to learning in real-life situations to achieve learning objectives that are difficult to attain through traditional classroom learning.

During the process of experiential learning, students have the opportunity to construct meaning from direct personal experiences. Through quality reflection in the Life-wide Learning process, students can flexibly apply the knowledge they have acquired, the skills they have mastered, and the positive values and attitudes they have developed to new situations, in order to complete tasks and solve problems (Curriculum Development Council, 2017, p. 7).

Life-wide Learning, providing real-life experiential learning, helps students gain various essential learning experiences. Notably, the essential learning experiences of "Values Education (character formation)" and "Community Service" both contain significant elements of values education.

In experiential activities, the values students encounter are no longer abstract concepts but are related to real life. Students, through interpersonal communication and interaction or task activities, engage holistically to understand and handle relevant values. If the experiences students encounter during the process differ from or even conflict with their original assumptions and beliefs, their understanding and values may be examined and transformed.

For example, through experiential activities involving conversations with ethnic minority youth, students gain a richer and deeper understanding of them compared to merely learning about the status of local ethnic minorities from materials. This process also more easily provides students with the four-step learning process that triggers prosocial behaviour through values.

Taking "Example 3" from "Appendix 1" as an example, students, by experiencing the food and artistic culture of Hong Kong's ethnic minorities and directly conversing with minority youth, can access the thoughts, experiences, and stories of these individuals. Through dialogue, listening to the personal life experiences of ethnic minority youth, students can better understand and empathise with the difficulties and needs of living in Hong Kong. During the conversation, students build interpersonal connections with ethnic minority youth, reducing feelings of unfamiliarity and difference, and are more motivated to accept them as members of Hong Kong's multicultural community. In fact, equal dialogue itself represents

respect and can reduce misunderstanding and discrimination, thus practising the values of diversity and inclusion.

Many experiential learning activities inherently include the practice of values. For example:

- In a workshop on Compassionate Communication, participants practise the principles of good communication on the spot and practice speaking out their feelings. (see Example 1 in Appendix I).
- In Food and Agriculture education activities, participants make and slowly eat rice balls filled with locally sourced ingredients, practising appreciation and gratitude (see Example 5 in Appendix I).

🎬 **Supporting Resource: Animation Video (2)**

Reinforce your understanding of this section with the accompanying animation:

2. Cultivating Values through Experiential Learning ([Click here to watch](#)).

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3. Planning and Implementing Experiential Activities

When planning to implement values education through experiential learning, teachers should focus on designing experiential activities that align with learning objectives. Even highly skilled teachers who have a good grasp of knowledge, values, and student characteristics may find it challenging to conceive appropriate activities without experience in organizing experiential activities. Experienced social innovation or service organizations can fill this gap (Chong, 2019). These organizations provide experiential learning services specifically designed for students and may include social innovation platforms that match schools with suitable social innovation organizations and activities. The provided activities cover a wide range of topics, such as elderly care, people with disabilities, ethnic minorities, special educational needs, life and death education, sustainable development, cultural preservation, and Chinese culture; the forms and content of these experiential activities are also diverse and innovative. Therefore, teachers can consider collaborating with organizations that share related values and educational philosophies to discuss experiential activities that meet teaching objectives and school contexts. Below is a case study of collaborating with a social innovation organization to illustrate the process of planning and implementing values education through experiential learning activities.

Teachers can refer to the following steps when designing experiential learning lessons:

3.1 Defining Learning Objectives
- First, determine the specific knowledge, skills, and values that students are expected to learn.
- Then, as the experiential learning activities are designed, these learning objectives may need to be revised. Teachers should discuss with partner organizations:
  - Which learning objectives are core and unchangeable?
  - Which objectives naturally emerge during the design process and do not need to be intentionally removed?
  - Which objectives can be modified or achieved through other activities?
- For example, if we choose "intergenerational harmony" as the learning theme, we can initially set values like empathy and care as learning objectives.

Knowledge and skills objectives may be adjusted according to the chosen experiential activities.

- There is no need to rush to cover all values in one activity. Providing students with a positive and enriching experience is more important than overwhelming them with too much information.

3.2 Selecting Experiential Activities

- After determining the learning objectives, appropriate experiential activities can be selected to help students achieve these objectives.

- Teachers should consider which aspects of the experiential activities can help cultivate specific values in students. These considerations can also serve as references for future iterations of the same activities and for revising their content.

- Teachers can also invite external organizations to collaborate and provide relevant experiential activities. Using the theme of "intergenerational harmony" as an example, the following innovative experiential activities can be included:
  o Experiencing the physical limitations or cognitive impairments of the elderly
  o Understanding the swallowing difficulties of the elderly and learning about soft meals
  o Using a human library as a means to understand the lives of the elderly and learn from them
  o Exploring technological solutions to the difficulties faced by the elderly from a STEM perspective

- Teachers can discuss with these social innovation platforms or organizations to adjust the activity design according to the required learning themes and values to meet the students' needs. Based on the selected experiential activities, teachers can revise the learning objectives. For example, for an experiential learning activity with the theme "physical limitations and life difficulties of the elderly," the revised learning objectives might include:
  o Knowledge:
    – Understanding the common physical limitations and life difficulties faced by the elderly
  o Skills:

- Communication skills (communicating with peers and elderly volunteers)
- Critical thinking skills (identifying key issues)
- Holistic thinking skills (analyzing solutions to the life difficulties of the elderly)
  o Values:
    - Benevolence, empathy, respect for others, elimination of bias, rationality
- When selecting partner organizations, teachers can consider the following factors:
  o The nature and service range of the partner organization
  o The goals, content, and costs of the experiential activities provided by the partner organization
  o Some activities require participants to have a certain level of patience and communication skills; students of the same grade but different classes or backgrounds may have significant differences. (Teachers can discuss with partner organizations to adjust activity details to align with learning objectives or student characteristics)
  o The timing of the activity, location, and capacity
  o The personnel and resources the school needs to provide
  o Teachers can also visit the partner organizations and inspect the venues to deepen their understanding.

3.3 Preparations Before Experiential Activities

- Partner organizations that provide experiential learning activities usually offer basic knowledge about the topic during the activity.
- Teachers can also arrange inquiry lessons before the experiential activity, allowing students to first grasp knowledge related to the topic, including their existing knowledge and values. Pre-reflection as a class can better prepare students to understand the content and objectives of the activity, broadening their perspectives on the issues and laying a necessary knowledge foundation.
- Teachers should introduce the experiential activity in a pre-activity class to prepare students mentally. This can include providing background information

on the activity, explaining how the activity relates to the learning objectives, and outlining any safety procedures that need to be followed.

- Some more sensitive experiential activities (such as those involving life and death education topics) may require prior parental consent.
- Additionally, in some activities, if it is anticipated that students may have significant emotional reactions, arrangements should be made for school social workers to assist, providing immediate emotional support to students in need.

3.4 Conducting Experiential Activities

- If the experiential activity is provided by a partner organization, on the day of the activity, teachers must ensure that students are clear about the activity procedures, remind them to fully engage in the activity, and provide guidance and support when appropriate.
- If some students cannot participate in the experiential activity due to health, emotional reasons, or parental wishes, teachers must provide alternative learning activities for them.
- During the experiential learning activity, teachers can observe the activity content and record key reflection points for use in explaining and summarizing the activity experience with students in subsequent classes.

🎬 **Supporting Resource: Animation Video (3)**

Reinforce your understanding of this section with the accompanying animation:

3. Planning and Implementing Experiential Activities ([Click here to watch](#)).

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4. Debriefing of Experiential Activities

Experiential learning is more likely to bring about profound experiences for students, but without a reflection process after the activity, the learned content cannot be organised and consolidated. Therefore, it is essential to conduct a debriefing with students during the activity, especially after the entire activity is completed.

Debriefing refers to guiding participants to review and reflect on their feelings, discoveries, and how they can apply what they have learned during the activity. By organizing and sharing their experiences, students can clarify misunderstandings, enhance their observation and self-reflection skills. Additionally, by listening to others' sharing, they can broaden, deepen, or revise their own perspectives and even even work together find solutions to the problems explored. Debriefing activities also provide opportunities for students to learn communication and listening skills, cultivate respect and trust, and enhance relationships among classmates. (Mak & Tang, 2015, p.27)

4.1 The "4F Active Reviewing" Model

There are many methods for debriefing, among which Roger Greenaway's "4F Active Reviewing" Model is relatively easy to grasp. The 4Fs stand for Facts, Feelings, Findings, and Future. Teachers can use this model to design reflective questions and facilitate discussions to help students comprehensively review and reflect on their experiences during the activity, and consider how to apply what they have learned. (Greenaway, n.d.; Mak & Tang, 2015, pp. 38–42) Here are examples of discussion questions for each of the 4Fs:

Four Stages	Example Reflective Questions
1. **Facts**: Review the events that occurred during the experiential activity.	• Who did you interact with? What happened? Where and when did they happen? • What did you see? What did you hear? • What was memorable, interesting, or unexpected? • How did things happen?

2. **Feelings**: Review and share the feelings experienced during the activity. Teachers should note that feelings often reflect personal values. For example, feeling sad when seeing someone lonely reflects a value of compassion. Sometimes, students may find it difficult to express their feelings, especially in public. We can first provide emoji cards or word cards for students to choose from, then let them share with one or two classmates before inviting willing students to express themselves publicly, which will be easier.	● What feelings did you experience during the process? ● When did you feel most deeply?
3. **Findings**: Explore the discoveries, inspirations, and gains obtained during the activity.	● What did you discover? ● What was the most valuable insight?
4. **Findings**: Explore how to apply the discoveries made during the activity in the future. It is not easy to explore applications, but providing a specific context can help. For example: How will you treat your grandparents when you visit them during the next holiday?	● How would you apply your findings? ● What plans do you have to apply your discoveries? ● What outcomes do you expect to achieve?

Among the four "Fs", describing facts is relatively less personal, and making students more willing and easier to express themselves. Therefore, teachers can

start by helping students organise their experiences through facts. (Mak & Tang, 2015, p. 38)

Teachers can also design worksheets exploring the 4Fs based on the content of the experiential activity for students to complete during and after the activity. (Refer to "Appendix 3: Activity Reflection Worksheet (Example)")

4.2 Principles of Debriefing

To encourage students to participate in debriefing, teachers must create and maintain a sharing environment of trust, positivity, and respect. To create such an environment, teachers can refer to the following five "SPACE" principles when conducting debriefing (Mak & Tang, 2015):

The "SPACE" Principles

1. **Space**: Both the physical and mental states and the environment should be suitable to allow students to participate in reflective activities in an atmosphere of trust.

2. **Positive Orientation**: When sharing, participants should use moderate language and adopt an appreciative and open acceptance approach during debriefing.

3. **Attentive Listening**: Respect the speaker by allowing only one person to speak at a time while others remain silent. If others want to speak, they should wait until the speaker has finished and then respond concisely.

4. **Choice**: Allow participants to decide whether to speak and to what extent they wish to share. Further discussion on related topics should only continue with the speaker's permission.

5. **Exchange**: Encourage all participants to show support and encouragement by providing feedback and responses to the speaker.

☐ **Supporting Resource: Animation Video (4)**

Reinforce your understanding of this section with the accompanying animation:

4. Debriefing in Experiential Activities (Click here to watch).

☐ **Supporting Resource: Debriefing Training Videos**

For detailed explanations of how to conduct debriefing activities, please refer to the training videos titled "Facilitation, Debriefing, and Reflection in Values Education Learning Activities: Experiential Learning Workshop" (available in Cantonese with English subtitles). The objectives and contents of these workshops are provided in Examples 13 and 14 in Appendix I of this manual.

Workshop (1):
(Click to watch: Part 1, Part 2, Part 3)

Workshop (2):
(Click to watch: Part 1, Part 2, Part 3)

5. Assessment and Feedback of Experiential Activities

After completing experiential learning activities, we come to the final step: evaluating students' learning and providing feedback. Evaluation not only focuses on the final learning outcomes but also on the learning process, including how students experience and understand problems, as well as how they reflect on and apply what they have learned. There are two purposes for evaluating experiential learning: "assessment for learning" and "assessment as learning." The former allows teachers to understand students' value development and determine the effectiveness of activities to provide feedback and improve teaching strategies. The latter allows students to reflect on their learning experiences and enhance their grasp of the learning content.

5.1 Key Points of Assessment

When assessing experiential learning aimed at values education, teachers need to carefully consider assessment and feedback strategies to effectively promote students' understanding and practice of values. Here are some important considerations:

- **Values take time to develop**: Value assessment in experiential learning is more about helping teachers understand the effectiveness of the activity and track students' learning progress.

- **Integration of Cognition, Affection and Action**: Values education should be a comprehensive learning experience. Therefore, when assessing, we need to pay attention to the following three aspects:
  - **Cognitive**: Do students understand the values and related knowledge conveyed by the activity?
  - **Affective**: How do students feel about the subject of the activity? What related attitude changes have they experienced?
  - **Behavioural**: Are students willing to apply the values they have learned to real life?

- **Focus on Understanding, Reflection, and Feedback**: Teachers should not focus on the quantity of students' reflections or whether they give the "correct" answers. Instead, they should focus on students' understanding, reflection, and practice of values. Assessment in values education should focus on providing feedback, guiding students in the right direction, encouraging them to reflect

and express their feelings, and helping them understand their own thoughts and practices related to values experiences.

5.2 Assessment Strategies

We can use a variety of strategies to assess students' learning outcomes. Generally, assessment strategies can be divided into three categories: student self-assessment, peer assessment, and teacher observation. Compared to teacher observation and peer assessment, student self-assessment provides students with more opportunities to express their inner thoughts and feelings. Below, we will focus on two assessment strategies that are easier for teachers to handle: student self-assessment questionnaires and reflective journals.

5.2.1 Student Self-Assessment Questionnaires

Teachers can design self-assessment questionnaires tailored to different topics, which students can complete before and after experiential activities. This helps teachers understand the changes in students' values. The purpose of self-assessment questionnaires is to encourage students to reflect on their understanding of the topic, their values, and their willingness to put those values into practice in their lives. Teachers should avoid simply quantifying individual students' values with numbers, as this can lead to unnecessary comparisons or over-interpretation, which can have negative effects on students.

Example: Pre/Post Student Self-Assessment Questionnaire for Nature Healing Activities

In collaboration with a social innovation organization, a teacher arranges for students to participate in nature healing activities in an urban park to learn slowing down, relaxation and self-care, thereby enhancing emotional health. The teacher hopes that this activity will help students cultivate values such as slowing down and relaxation (cherishing life) and appreciation of the environment. Before the experiential activity, teachers can have students complete a self-assessment questionnaire, allowing them to self-examine their personal concepts and habits regarding stress reduction and relaxation.

Pre/Post Activity Questionnaire

	Strongly Disagree				Strongly Agree
1. I notice that I need to reduce stress and relax.	1	2	3	4	5
2. I know how to reduce stress and relax through nature.	1	2	3	4	5
3. I know I can help myself reduce stress and relax.	1	2	3	4	5
4. I will spend more time in nature to reduce stress and relax.	1	2	3	4	5

After the experiential activity, teachers can have students complete the same self-assessment questionnaire again. Students can then compare the pre- and post-activity results and write a reflection essay of at least 50 words, reflecting on their experiences in nature and how they can help themselves reduce stress and relax. Teachers can also collect questionnaires from the entire class and compare the pre- and post-activity results. For example, teachers can calculate the class average and percentage change before and after the activity, as shown below:

	Pre-Activity Average	Post-Activity Average	%Change
1. I notice that I need to reduce stress and relax.	4.36	4.55	4.4%
2. I know how to reduce stress and relax through nature.	3.38	4.65	37.6%
3. I know I can help myself reduce stress and relax.	3.49	4.61	32.1%
4. I will spend more time in nature to reduce stress and relax.	3.67	4.65	26.7%

Teachers can use students' reflection essays or statistical results to understand students' progress and changes in slowing down and relaxing, providing timely feedback.

5.2.2 Reflective Journals

Reflective journals are a tool to encourage students to reflect on their learning experiences, allowing them to delve deeper into their thoughts and experiences and

establish correct values. Reflective journals can take various forms, and teachers can offer options like text, drawings, or videos based on students' learning abilities. Before students complete their reflective journals, teachers should provide them with some guiding questions to help direct their thinking and accommodate student diversity.

Teachers can also have students answer reflection questions in text or drawing form after an experiential activity to complete their reflective journals.

Example: Reflection Journal After Visiting a Chinese Religious Temple

Teachers arrange for students to visit a Chinese religious temple to learn about the inclusive spirit of Chinese culture and foster a sense of national identity. Before the experiential activity, teachers ask students to take a photo with their phones during the visit and write a title or short sentence to showcase the art and architecture of the Chinese religious temple, highlighting aspects that express the spirit and values of Chinese culture.

After the visit, teachers can have students further answer reflection questions in text or drawing form to complete their reflection journals. For example, using the "4F Dynamic Review Model," we can set the following reflection questions:

Reflection Questions:

1. Which building or scene impressed you the most?
2. Which scene or moment gave you the deepest feeling?
3. What did you discover about the inclusive spirit of Chinese culture during the visit?
4. How will you practice inclusivity and embrace different perspectives and things after your visit?

🎬 **Supporting Resource: Animation Video (5)**

Reinforce your understanding of this section with the accompanying animation:

5. Evaluation and Feedback of Experiential Activities (Click here to watch).

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Appendix I

To strengthen values education in schools, the Personal, Social, and Humanities Education Section of the Curriculum Development Institute organised a series of workshops for teachers during the 2022-2024 school year. These workshops focused on enhancing value education in Personal, Social and Humanities Education through experiential activities. The workshops covered topics included compassionate communication, inter-generational harmony, social inclusion of ethnic minorities, food and green living, social innovation and design thinking, facilitation, debriefing, and reflection in values education learning activities, guided tours and forest therapy at Tsz Shan Monastery, urban nature therapy, Labyrinth walking, photography Zen, mindful calligraphy, and sex education. These were designed to foster values such as empathy, respect for others, benevolence, perseverance, responsibility, national identity, sustainable development, environmental protection, gratitude, appreciation of life, rationality, and openness, while also enhancing humanistic qualities and entrepreneurial spirit.

Each workshop invited social innovation organizations providing services related to the theme to design and lead the activities, allowing participating teachers to experience learning values through experiential activities. The workshops aimed to help teachers understand the concepts and practical skills related to the themes, connect with social innovation organizations that support values education in schools, and master how to promote values education through experiential learning activities. The following examples provide a brief introduction to the content of the experiential activities in the workshops.

Example 1: Workshop on Enhancing Values Education through "Compassionate Communication" Experiential Activities

Participants: 30 people

Duration: 135 minutes

Values: Self-reflection, Elimination of bias, Empathy, Respect for others, Benevolence,

Objectives and Content:

- **Objectives:**
  - Help participants understand daily communication habits and learn to express their feelings and listen to others through learning tools, establishing a foundation for compassionate communication.
  - Help participants understand language that causes sadness and conflict, understand the four steps of compassionate communication theory, and try to practice compassionate communication.
  - Help participants cultivate the following values through experiential activities: exploring and expressing their feelings (self-reflection), learning to replace judgments with observations when communicating with others (elimination of bias), understanding others' feelings and needs (empathy, respect for others), and speaking the truth with care (benevolence).

- **Activity 1: Understanding Our Communication Habits (35 minutes)**
  1. Participants are divided into groups of three to four people, sitting at the same table.
  2. The instructor explains the elements of feelings in daily communication habits.
  3. The instructor introduces the compassionate communication tool—the "Feelings and Needs Cards."
  4. Each person reflects on their experiences over the past seven days and selects 5-7 feeling cards that represent their feelings during this period.
  5. Participants take turns sharing two of their selected feelings with their group members.

The facilitator explains the elements of feelings in
daily communication habits

Participants sharing their feelings using
the feeling cards.

Participants sharing their feelings
using the feeling cards.

- **Activity 2: Understanding "Hurtful 4D Language" (30 minutes)**

1. The instructor explains the "4D Language" that causes sadness and conflict (Diagnosis, Denial, Demand, Deserve).

2. Participants reflect on and write down their memorable examples of 4D language.

3. Participants form pairs or groups of three and take turns sharing one of their 4D language examples with their group members, describing the context and explaining why they classified it as 4D language.

4. The instructor summarises and explains the relationship between language and emotions, and the structure and function of the brain.

The facilitator explains the 4D language

Sharing examples of 4D language

Sharing examples of 4D language

- **Activity 3: The Four Steps of Compassionate Communication Theory (30 minutes)**

  1. The instructor introduces the four steps of compassionate communication theory.

  2. Through interaction with the participants, the instructor helps participants understand the concepts of replacing judgments with observations and the meanings of feelings and needs in compassionate communication.

  3. The instructor explains the relationship between thoughts, feelings, and needs.

  4. The instructor summarises: "Connection before solution, speaking the truth with care."

The facilitator introduces the four steps of compassionate communication theory

The facilitator interacting with participants

Example 2: Workshop on Enhancing Values Education through "Intergenerational Harmony" Experiential Activities

Participants: 30 people

Duration: 135 minutes

Values: Empathy, Self-reflection, Elimination of bias, Respect for Others, Benevolence

Objectives and Content:

- **Objectives:**
  - o Allow participants to gain a deeper understanding of the daily routines and challenges faced by elderly individuals by reviewing the inadequate facilities for the elderly in their communities and wearing aging simulation suits to experience firsthand the difficulties they encounter due to physical decline.
  - o Encourage participants to reflect on their experiences while wearing aging simulation suits through discussion activities, and by listening to the personal experiences shared by elderly mentors, further understand the challenges faced by the elderly in their daily lives and the limitations of community facilities.
  - o Help participants cultivate the following values through experiential activities: learning to understand the physical limitations and practical difficulties of the elderly (empathy, self-reflection), letting go of any prejudices they may have (elimination of bias), and learning to interact with them with respect and benevolence.

- **Activity 1: Experiencing the Daily Challenges of the Elderly by Wearing Aging Simulation Suits (90 minutes)**
  1. The instructor guides participants through ice-breaking activities to get them physically active and to increase familiarity among them.
  2. The instructor invites participants to review and share the condition of elderly facilities in their communities and evaluate them to lead participants into the topic of discussion.

3. Elderly mentors introduce themselves, help participants get acquainted, and lead them in warm-up activities to prepare for wearing aging simulation suits.

4. Participants are divided into groups of three. With the assistance of elderly mentors, each group arranges for one member to wear an aging simulation suit. The participant wearing the suit, accompanied by the elderly mentors and other participants, walks out of the activity room, trying out various facilities in buildings, elevators, sidewalks, snack bars, MTR, public phone booths, reading different notices, signs, and menus, and using mobile phones and public phones. After completing the route and returning to the activity room, each group arranges another member to repeat the activities on a different route. This cycle continues until all participants have worn the aging simulation suit.

Wearing an aging simulation suit

Walking while wearing an aging simulation suit

Using mobile phone

Reading menus at a snack bar

| Using public phone | Walking down the stairs to the MTR | Using a ticket vending machine |
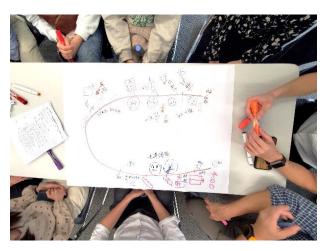
- **Activity 2: Understanding "Hurtful 4D Language" (30 minutes)**
    1. Participants are divided into three groups based on their walking routes. Guided by the instructor, each group member collaboratively draws on a large sheet of paper the stops and activities they experienced during their walk while wearing the aging simulation suits, marking each stop with an emoji to express their feelings at that moment.
    2. Participants reflect within their groups on the difficulties and needs they encountered during the journey, propose solutions to address these needs, and then select methods that young people can implement.
    3. The instructor invites participants to share their insights with the larger group.
    4. Elderly mentors share their personal experiences and insights regarding the difficulties and needs raised by the participants.

Drawing the route they walked together

Marking the stops and feelings with emojis on the route

Example 3: Workshop on Enhancing Values Education through "Social Inclusion of Ethnic Minorities" Experiential Activities

Participants: 30 people

Duration: 120 minutes

Values: Self-reflection, Elimination of bias, Empathy, Appreciation, Inclusiveness, Respect for Others

Objectives and Content:

- **Objectives:**
  o Help participants assess their basic understanding of ethnic minorities in Hong Kong and realise that they or their ancestors were once ethnic minorities.
  o Allow participants to experience the food, traditional clothing, and art of ethnic minorities and through direct dialogue with minority youths, learn to appreciate their daily lives and culture, thus reducing misunderstandings, unfamiliarity, and perceived differences and recognising that the cultures of ethnic minorities are part of Hong Kong's multicultural makeup, making it richer and more colorful.
  o Help participants cultivate the following values through experiential activities experiential activities: learning to let go of any prejudices they may have towards ethnic minorities (self-reflection, elimination of bias), engaging with ethnic minorities with empathy, appreciating their diverse cultures, and accepting them as members of Hong Kong's diverse culture (inclusiveness, respect for others).

- **Activity 1: The Current Situation of Ethnic Minorities in Hong Kong (10 minutes)**
  1. Participants are asked to answer questions using an online programme to assess their knowledge of basic information about ethnic minorities in Hong Kong. The participant with the highest score will receive a prize.
  2. Ask participants: "Whose family has lived in Hong Kong for more than four generations?" Then ask participants in turn whose family has lived

in Hong Kong for four generations, three generations, two generations, and one generation. The instructor points out that we ourselves or our ancestors were immigrants to Hong Kong.

- **Activity 2: Cross-Cultural Learning: Experiencing Ethnic Minority Food, Clothing, and Art (45 minutes)**

1. Participants are divided into four groups, each group visiting one of four cross-cultural experience stations to experience ethnic minority culture: food and milk tea, traditional clothing, body art (Henna), and Arabic calligraphy.

   a. Food and Milk Tea: The host provides a basic introduction to the food. Participants sample the food one by one, and through conversation with the host, gain further understanding of the food's characteristics, ingredients, preparation, and eating habits, etc.

   b. Traditional Clothing: The host provides a basic introduction to different clothing items. Some participants can try on the clothing, and through conversation with the host, gain further understanding of the clothing's characteristics, occasions for wearing, and habits, as well as changes in the clothing of ethnic minorities in Hong Kong today.

   c. Body Art (Henna): The host provides a basic introduction to Henna and guides participants in learning to draw Henna on paper. Through conversation with the host, participants gain further understanding of the use and context of Henna in ethnic minority cultures. The host applies Henna to the hands of some participants.

   d. Arabic Calligraphy: The host provides a basic introduction to Arabic calligraphy and translates each participant's name into Arabic, then writes it on a card using Arabic calligraphy. Through conversation with the host, participants gain further understanding of the characteristics and uses of Arabic calligraphy.

2. Each group of participants moves to the next cross-cultural experience station to experience another ethnic minority culture. This process

continues until each group has completed the four cross-cultural experiences.

3. After the activity, a debriefing is given, and students are invited to share their cross-cultural experiences.

Taste traditional food

Try on traditional clothing

Learn to draw Henna on paper

Draw Henna on hands

Write names in Arabic calligraphy

- **Activity 3: Human Library: Dialogue with Ethnic Minority Youth (45 minutes)**

  1. Participants are divided into four groups, each group engaging in dialogue with one ethnic minority youth. The ethnic minority youth first introduces themselves, and then participants ask questions about

anything they are interested in, which the youth answers. [Some participants had already submitted questions of interest to the ethnic minority youth before the workshop.]

2. Each group of participants moves on to the next ethnic minority youth for dialogue.

Engage in dialogue with minority youth

Engage in dialogue with minority youth

- **Activity 4: Our "Minority" Experiences (20 minutes)**
  1. The instructor shares their own experiences of being in the minority within a group during their growth journey.
  2. Participants complete a worksheet, reflecting on their experiences of being in the minority within groups at school, in different organizations, or in the community during their growth journey, recalling their feelings and expectations, and using this experience to reflect on how Hong Kong society can better achieve social inclusion of ethnic minorities.
  3. After the activities, a debriefing is given, summarizing that our experiences of being in the minority within groups can help us understand the situation of ethnic minorities; and that ethnic minority cultures are integral parts of Hong Kong's multicultural makeup, making it richer and more colorful.

Example 4: Workshop on Enhancing Values Education through "Social Inclusion of Ethnic Minorities" Experiential Activities (Re-run)

Participants: 30 people

Duration: 105 minutes

Values: Empathy, Elimination of bias, Respect for Others, Appreciation

Objectives and Content:

- **Objectives:**
  - Enable participants to understand basic information about ethnic minorities in Hong Kong and the general growth experiences and daily life situations of ethnic minority youth in Hong Kong through quizzes, watching short films, and dialogues with cultural ambassadors.
  - Help participants appreciate the lifestyle and culture of ethnic minorities by learning about Arabic calligraphy and related cultural knowledge, and by practising writing Arabic letters and drawing in Arabic calligraphy.
  - Help participants cultivate the following values through experiential activities experiential activities: empathising with ethnic minorities, eliminating prejudice, and respecting and appreciating their culture.

- **Activity 1: Cultural Quiz and Dialogue with Cultural Ambassador (10 minutes)**
  1. The instructor will ask questions and require participants to answer, assessing their knowledge of some basic information about ethnic minorities in Hong Kong.
  2. Participants will engage in dialogue with ethnic minority cultural ambassadors to gain further understanding of the latter's living conditions in Hong Kong.

Quiz on Basic Information about Ethnic
Minorities

Quiz on Basic Information about Ethnic
Minorities

Dialogue with Ethnic Minority Cultural
Ambassadors

- **Activity 2: Introduction to Arabic Calligraphy and Related Cultural Knowledge (20 minutes)**

    1. The ethnic minority cultural ambassadors introduce Arabic letters and simple phrases, as well as related cultural knowledge, to the participants.

    2. Participants attempt to write Arabic letters

Introduction to Arabic Calligraphy

Introduction to Arabic Calligraphy

Introduction to Cultural Knowledge
Related to Arabic Calligraphy

- **Activity 3: Arabic Words Painting and Introduction to Other Experiential Workshops (75 minutes)**
  1. Under the guidance of the ethnic minority cultural ambassadors, participants use coloured paints to draw Arabic words with positive meanings (such as love and peace).
  2. The instructor introduces other experiential workshops to the participants, including DIY henna art and cultural bracelets.
  3. Finally, participants share their experiences from the workshops

Introduction to Painting Tools and Methods

Drawing Arabic Words

Introduction to Other Experiential Workshops

Example 5: Workshop on Enhancing Values Education through "Food and Sustainable Living" Experiential Activities

Participants: 30 people

Duration: 120 minutes

Values: Reflection, Appreciation, National Identity, Empathy, Care for the Environmental, Sustainable Development

Objectives and Content:

- **Objectives:**
  - Enable participants to experience that when choosing the type of rice to eat, they should consider not only its appearance and texture, but also its nutritional content.
  - Enable participants to experience that the rice they eat comes from rice cultivated by farmers through hard work, a complex planting process, and the challenges of adapting to climate and environment.
  - Enable participants to understand the actual planting conditions and environment of food, to experience the relationship between food, environment, and local producers, to reflect on their own dietary values, and to learn to savour the taste of food.
  - Help participants cultivate the following values through experiential activities: understanding Chinese character for "rice" and the relationship between rice planting and the twenty-four solar terms (national identity), appreciating the hard work involved in obtaining rice, understanding the hard work of farmers (empathy), the importance of the environment for rice growth (care for the environmental), the benefits of organic farming for a more environmentally friendly and safer food (sustainable development), and further appreciating the need to cherish food.

- **Activity 1: The Relationship between the Shape, Structure of Rice and the Planting Process (20 minutes)**
  1. Explain the relationship between the Chinese character "米" (rice) and the morphology of the rice plant;

2. Have participants draw the shape of a grain of rice on a piece of card according to their own impressions;

3. Have participants try to identify six varieties of rice grains (e.g. Taiwan Pearl Rice, Indonesian Rice, Jasmine Rice, etc.)

4. The instructor explains that the rice we eat is produced from paddy rice through husking and polishing, resulting in different types of products such as brown rice, germ rice, and white rice. Different levels of polishing make the rice grains smaller and also reduce different nutritional components.

Six Varieties of Rice Grains

Attempt to Identify Six Varieties of Rice Grains

- **Activity 2: Eating Experiences and Rice Planting, Geographical Environment and Seasons (45 minutes)**

  1. Participants calculate the amount of rice they consume in a week.

  2. In groups, participants count the number of grains in half a bowl of rice; the instructor provides the number of grains in a bowl of rice (about half a bowl of rice) and calculates the amount of paddy rice consumed for one bowl of rice.

  3. Each group, based on their impressions, collectively draws the rice cultivation process on large paper sheets, marking months, climatic characteristics, geographic environment, and ecology. The instructor explains the rice cultivation process, planting schedule, and its relation to the traditional Chinese solar terms.

  4. The instructor plays a short film showing the formation process of rice grains within the husk.

Count the Number of Grains in
Half a Bowl of Rice

Count the Number of Grains in Half a
Bowl of Rice

- **Activity 3: Rooftop Farm Observation, DIY and Slow Food Rice Balls (55 minutes)**
  1. Participants visit the rooftop organic farm to learn about the cultivation conditions of edible plants, observing the appearance and growing environments of different plants;
  2. Back in the classroom, the instructor introduces the rice used for making rice balls and various filling ingredients, and provides information on local companies and organisations supplying these materials, some of which come from the rooftop farm;
  3. Participants write down three two-character Chinese words to express what they believe are the most important values of food;
  4. Participants mindfully make two rice balls and then enjoy them using all five senses in a slow food manner. During consumption, they reflect on the most important values of food they had written down.

Observe Edible Plants in the Rooftop
Organic Farm

Write Down the Most Important Values
of Food

Make Rice Balls

Finished Rice Balls

Example 6: Workshop on Enhancing Values Education through "Social Entrepreneurship and Design Thinking" Experiential Activities

Participants: 40 people

Duration: 135 minutes

Values: Responsibility, Rationality, Openness, Entrepreneurial Spirit

Objectives and Content:

- **Objectives:**
  o Broaden participants' understanding of values education and the pioneering and innovative spirit.
  o Enable participants to understand how social innovation and design thinking experiential activities can cultivate students' empathy, creative thinking, and problem-solving skills.
  o Help participants cultivate the following values through experiential activities: responsibility, rationality, openness, entrepreneurial spirit

- **Activity 1: Sharing: Social Entrepreneurship Education in Hong Kong (15 minutes)**

  The instructor introduces some common definitions of social enterprises, their development in Hong Kong, and their relationship to future leadership education. The instructor points out that social enterprises use innovative solutions to address pressing social issues.

- **Activity 2: Creating "Cover Story Canvas" (60 minutes)**
  1. Participants are divided into groups of 3-4 and attempt to create a "Cover Story Canvas" using design thinking: imagine in the future, the group has devised a plan to help disadvantaged students in schools, and this plan has been very successful, with its story being featured on the cover of a magazine.
  2. Each group receives a "Cover Story Canvas" template. Each group selects a group of disadvantaged students and then, following the instructor's guidance, writes down their ideas on sticky notes for each
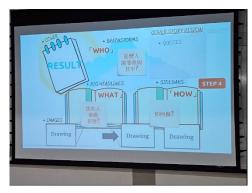
48

aspect of the cover story and sticks them to the corresponding location on the vision map:

a. Who needs to be involved?

b. What do these people need to do?

c. How to do it?

"Cover Story Canvas" template

Creating "Cover Story Canvas"

- **Activity 3: Presenting "Cover Story Canvas" (15 minutes)**

  1. The instructor invites each group to report on the content of their "Cover Story Canvas".

  2. The instructor reminds participants that when thinking about innovative solutions, they need to start by questioning popular claims or stereotypes (examples: students who perform poorly are stupid/bad, people with visual impairment cannot work, elderly people are incapable of working), and then identifying the errors and biases in these claims and analysing the reasons and processes behind their emergence.

Instructor debriefing the activity

- **Activity 4: Human Library: Dialogue with a Young Social Innovator (20 minutes)**

  A young social innovator shares her experience from participating in social innovation training in secondary school to becoming a social innovator, and responds to participants' questions.

  Dialogue with a Young Social Innovator

- **Activity 5: Reflection and Application: How to Integrate Social Entrepreneurship with Education? (25 minutes)**

  1. The instructor explains to participants that the World Economic Forum published the "Future of Education: Defining New Education Models for the Fourth Industrial Revolution" white paper in 2020, which mentions that high-quality learning should have eight key elements in terms of content and experience:
     a. Global citizenship skills
     b. Innovation and creativity skills
     c. Technology skills
     d. Interpersonal skills
     e. Personalised and self-paced learning
     f. Accessible and Inclusive learning
     g. Problem-based and collaborative learning
     h. Lifelong and student-driven learning
  2. The instructor points out that social innovation and design thinking are precisely what can support the recommendations of this white paper,

providing Hong Kong with a future education that possesses these key elements.

Example 7: Workshop on Enhancing Values Education through "Photography Zen" Experiential Activities

Participants: 30 people

Duration: 120 minutes

Venue: Secondary school campus

Values: Self-discipline, Self-reflection, Appreciation, Cherishment, Optimism

Objectives and Content:
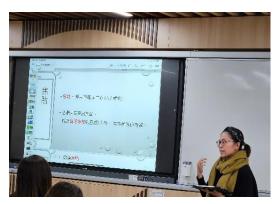
- **Objectives:**
    - Enable participants to cultivate mindful awareness, relaxation, and self-care through the "Photography Zen" experiential activities.
    - Help participants cultivate the following values through experiential activities: learning self-discipline and self-reflection in Zen meditation, and focusing on appreciation, cherishment, and optimism in photography.

- **Activity 1: Introduction to Mobile Photography Techniques (20 minutes)**
    The instructor will introduce mobile photography techniques to participants, preparing them for the upcoming photography activity.

- **Activity 2: Zen Meditation Experience (20 minutes)**
    The instructor leads participants in a simple Zen meditation experience. This meditation helps participants settle their minds and bodies, preparing them for the photography activity

An instructor introduces mobile photography techniques

An instructor introduces mobile photography techniques

- **Activity 3: Photography in the School Campus (20 minutes)**
  1. Participants will move freely around the school campus, observing things carefully, finding themes, and taking photos.
  2. After completion, they will share their photos with the instructor via wireless sharing or email for immediate printing.

- **Activity 4: Tea Zen Activity (30 minutes)**

  After a 15-minute break, participants will go to the meditation room for a tea Zen activity led by trained students.

- **Activity 5: Tea Zen Activity (30 minutes)**
  1. The instructor introduces writing techniques based on awareness and common Chinese rhetorical devices, preparing participants to write captions for their photos.
  2. Participants receive their printed photos, mount them on paper frames, and write captions for their works on the frames.
  3. Participants share their captioned photos.

Tea Zen activity led by students

An instructor explains how to write
captions for photos

流水不息．生命如歌

A captioned photo

Example 8: Workshop on Enhancing Emotional Health Education through "Labyrinth Walking" Experiential Activities

Participants: 30 people

Duration: 105 minutes

Venue: Secondary school campus

Values: Self-reflection, critical thinking, gratitude, appreciation
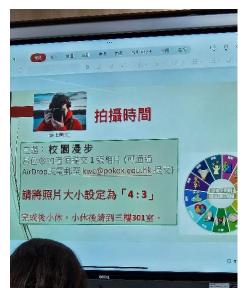
Objectives and Content:

- **Objectives:**
    - Enable participants to learn how to face life challenges, set life goals, and reflect on their personal values and gratitude through labyrinth walking.
    - Help participants cultivate the following values through experiential activities: approaching life with a reflective and critical thinking attitude, and learning to be grateful and appreciative.

- **Activity 1: Labyrinth Walking (20 minutes)**
    1. The instructor introduces the historical background of labyrinth walking, its development in Hong Kong, and various walking methods. (10 minutes)
    2. After a short break, participants are divided into three groups and prepare at different labyrinths. (20 minutes)
    3. Guided by the instructor, participants choose a method and walk the labyrinth at their own pace. (60 minutes)
    4. Once all participants have completed the labyrinth walk, they share their experiences with their group members. (15 minutes)

Participants Walking the Labyrinth

Participants Walking the Labyrinth

Example 9: Workshop on Enhancing Emotional Health Education through "Urban Nature Therapy" Experiential Activities

Participants: 30 people

Duration: 120 minutes

Venue: Urban park (Kowloon Park)

Values: Self-reflection, Respect for life, Cherishment, environmental protection

Objectives and Content:

- **Objectives:**
  - Enable participants to learn to slow down, relax, practice self-care, and appreciate, respect, and protect nature through nature therapy activities.
  - Help participants cultivate the following values through experiential activities: slowing down and relaxing, appreciating the people and things in the environment (self-reflection, respect for life), cherishing and protecting the environment.

- **Activity 1: Warm-up Activities, Immersing in Nature (30 minutes)**
  1. The instructor will guide participants to observe the surroundings of the park and choose a natural object to be their nickname.
  2. The instructor will lead participants to engage in nature-related warm-up activities using their chosen nicknames.

- **Activity 2: Experiencing Urban Nature Therapy (60 minutes)**
  1. Following the instructor's instructions, participants will work in groups to experience the natural environment within the park using all their senses (sight, hearing, touch, smell, heart), and to slow down and relax in the natural environment.
  2. Participants will work in groups to collect specified natural objects (e.g. flowers, leaves, feathers, etc.) within the park.

Experiencing Nature through Multiple Senses

Experiencing Nature through Multiple Senses

Collecting Specified Natural Objects
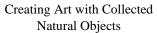
Collecting Specified Natural Objects

- **Activity 3: Experiencing Nature Art (15 minutes)**
   1. Participants will work in groups to create simple art using the collected natural objects.
   2. After each group has completed their artwork, they will take turns to appreciate the works of other groups.

Creating Art with Collected
Natural Objects

Some of the Artworks

- **Activity 4: Group Sharing (30 minutes)**

    The instructor leads participants in reviewing and discussing their experiences. Participants share their insights and feelings.

Example 10: Workshop on Enhancing Mental Health Education through "Mindful Calligraphy" Experiential Activities

Participants: 30 people

Duration: 110 minutes

Venue: Secondary school campus

Values: Self-discipline, Respect for Life, National Identity

Objectives and Content:

- **Objectives:**
  - Enable participants to learn mindful awareness, relaxation, and self-care through the mindful calligraphy experiential activities.
  - Help participants cultivate the following values through experiential activities: self-discipline, slowing down and relaxing, self-care (respect for life), appreciating calligraphy culture (national identity).

- **Activity 1: Mindful Stress Reduction Experience (50 minutes)**
  1. At the beginning, the instructor leads participants in a mindful breathing exercise.
  2. The instructor introduces participants to mindfulness stress reduction and self-care mindfulness.
  3. The instructor leads participants in a mindfulness practice.

The instructor guides participants in a self-care mindfulness practice

- **Activity 2: Introduction and Practice of Calligraphy Fundamentals (50 minutes)**
    1. The instructor introduces participants to the basics and techniques of calligraphy.
    2. The instructor leads participants in a mindfulness practice to settle their minds and bodies.
    3. Participants practise calligraphy.

The instructor demonstrates calligraphy techniques

The instructor demonstrates calligraphy techniques

Participants practise calligraphy

- **Activity 3: Application of Student Activities (10 minutes)**
    1. The instructor introduces how to use internet applications to create calligraphy templates suitable for students.
    2. The instructor introduces free online mindfulness resources.

Example 11: Workshop on Enhancing Sex Education through Experiential Activities (1)

Participants: 60 people

Duration: 120 minutes

Values: Respect for others, Responsibility, Rationality, Openness

Objectives and Content:

- **Objectives:**
  o Enable participants to understand how to promote sex education in schools through experiential learning activities.
  o Help participants reflect on personal values through experiential learning activities.
  o Help participants cultivate the following values through experiential activities: respect for others, responsibility, rationality, openness.

- **Activity 1: "Porn Culture and Self-Image" (40 minutes)**
  1. The instructor reminds participants to adjust their learning mindset before the activity, encouraging them to engage fully in the session and respect others throughout the process. For instance, setting ground rules before the session:
     a. Encourage open discussion.
     b. No criticism during the process, but questions and follow-ups are welcome to promote reflection.
     c. Respect others, no mocking, no personal attacks, and do not disclose information about individual participants.
  2. Participants are divided into groups, with members of the same gender. Group members are assigned four roles: leading the discussion, taking notes, reporting back, and being responsible for materials and adding further points (if the group has more than four members, more than one person can take on a single role).
  3. The instructor distributes worksheets and projects six images (from magazine covers, baby photos, cartoon screenshots, Instagram photos, TV show screenshots, advertisements, etc.), each shown for one minute.

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Groups discuss how pornographic the picture is and determines its pornographic index (1 means not pornographic, 5 means very pornographic, and so on). Afterward, groups have one minute to revise their scores.

4. The instructor asks representatives of each group to express their scores one by one, and then invites the groups to rank the pictures according to their pornographic level and share why they think each picture is "very pornographic" or "not very pornographic."

5. The instructor poses "Challenge 1": Define what "pornography" is. Groups discuss and then share their definitions. The instructor summarises the responses from each group and highlights the diverse definitions of pornography, acknowledging both personal preferences and societal boundaries.

6. The instructor poses "Challenge 2": What negative impacts does pornographic culture have on men and women? Male groups discuss the impact on women, and female groups discuss the impact on men, then share their answers. The instructor prompts participants to identify themes, e.g., "objectification of women," "men being sexually manipulated," etc.

7. The instructor summarises: Pornography is not just a personal issue but also a cultural one. Individuals must consider how to cope and resist the influence of explicit content culture.

Discussing definitions of pornography

- **Activity 2: "Methods for Dealing with Sexual Fantasies and Impulses" (40 minutes)**

  1. The instructor notes that this activity explores sexual issues through social events.

  2. The instructor plays a short video clip (4 minutes) providing a concise overview of the "Nth Room" incident in South Korea. After the video, participants are asked to discuss the following questions in groups. Once completed, each group shares their answers:

     a. What aspects of the "Nth Room" incident did you find most impactful or shocking (each group provides three answers)? Why?

     b. If you were one of the victims, how would you feel (each group provides three answers)?

  3. The instructor poses the "Challenge Question": What problems do you think this incident reflects (social-cultural, male, female)? Participants discuss and write down their answers in groups, without sharing them publicly.

  4. The instructor asks participants: Does Hong Kong have an "Nth Room" incident? Then, the instructor plays a video clip about a Hong Kong voyeuristic group. After the video, the instructor poses similar questions to those in the previous section ("Nth Room incident"), reminding participants that the answers from the previous section may also be applicable to these questions:

     a. What aspects of the "Hong Kong voyeuristic incident" did you find most impactful or shocking? Why?

     b. If you were one of the victims, how would you feel?

  5. The instructor emphasises that sexual culture in society can have a significant impact on both men and women, causing harm.

  6. The instructor suggests that participants share with their students the "Crimes (Amendment) Ordinance 2021", as a legal basis for preventing image-based sexual violence.

7. The instructor invites participants to discuss in groups the question: "How would you resist explicit content culture?" Finally, the instructor suggests some methods for resisting explicit content culture.

- **Activity 3: "Love and Sex" (40 minutes)**
  1. The instructor points out that this activity explores romantic relationships.
  2. Participants engage in a warm-up activity called "Destiny Two-Choice": Each person receives a slip of paper with five two-choice questions listed.
     a. Participants pair up into groups of two. One person reads the first pair of options on the slip of paper to their partner, and then they both count "one, two, three" before simultaneously reading out their choices. They then read the second pair of options to the fifth pair in sequence. If they have the same answer for three out of five pairs, it means they have found a destined partner.
     b. The instructor poses a reflective question: Does having similar preferences make someone a suitable partner?
  3. Participants engage in the "Best Couple Election" activity. Participants remain in their previous groups. The instructor presents four pairs of individuals in a slideshow, one pair at a time. Each person selects a pair as the "Best Couple", writes it down on a sticky note along with their reason, and places it on a designated wall area as instructed by the instructor. Each person has one vote to choose the "Best Couple":
     a. High school classmates who are "more than friends, but not quite lovers" (referring to close friends who are romantically interested but not yet in a relationship)
     b. Snow White and the Prince from the fairy tale
     c. A couple who fell in love at first sight and immediately got married
     d. An elderly couple who have been together for 60 years
  4. The instructor reads out some of the reasons provided by participants for choosing the "Best Couple". The instructor summarises the

participants' opinions on the "Best Couple" and identifies their perspectives on "love".

5. The instructor explains psychologist Robert Sternberg's Triangular Theory of Love. The instructor instructs participants to use this theory to analyse the four pairs from the "Best Couple Election" activity. The instructor provides reference answers for the analysis and further explains the content of the theory.

6. The instructor poses a "Challenge Question" for participants to discuss: How is the Triangular Theory of Love helpful to you?

7. Participants engage in the "Distance Between Love and Sex" activity. Participants complete a worksheet, selecting options related to love and sexual desire. The instructor discusses the relationship between love and sex with the participants. The instructor then shares his own romantic experiences, highlighting that cherishing the other person and valuing love are the foundations for a long-lasting relationship.

8. The instructor summarises the strategies used in this sex education workshop: 1. First discussing external social and cultural issues, then returning to individual perspectives and positions. 2. The instructor's experience sharing encourages students to participate in discussions. 3. The aim is to increase the space for discussions about sex and love, inspire reflection on relationships, and equip them to apply what they have learned when needed.

The instructor explains the Triangular Theory of Love

The "Destiny Two-Choice" activity

The "Best Couple Election" activity

Example 12: Workshop on Enhancing Sex Education through Experiential Activities (2)

Participants: 60 people

Duration: 120 minutes

Values: Respect for others, Responsibility, Rationality, Openness

Objectives and Content:

- **Objectives:**
  - Enable participants to understand how to promote sex education in schools through experiential learning activities.
  - Help participants reflect on personal values through experiential learning activities.
  - Help participants cultivate the following values through experiential activities: respect for others, responsibility, rationality, openness.

- **Activity 1: "The Importance of Intimate Relationships" (40 minutes)**
  1. The instructor reminds participants to adjust their learning mindset before the activity, encouraging them to engage fully in the session and respect others throughout the process. For instance, setting ground rules before the session:
     a. Encourage open discussion.
     b. No criticism during the process, but questions and follow-ups are welcome to promote reflection.
     c. Respect others, no mocking, no personal attacks, and do not disclose information about individual participants.
  2. Participants are divided into groups. Group members are assigned four roles: leading the discussion, taking notes, reporting back, and being responsible for materials and adding further points (if the group has more than four members, more than one person can take on a single role).
  3. Participants engage in the warm-up activity "Pure Love Music Arena." Each group's table has a list containing the names of nine pop songs, their singers, and QR codes for short clips. The songs are categorised

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into three themes: ambiguous love, passionate love, and heartbreak, with three songs in each category. The instructor assigns each group's theme by drawing lots. After listening to the three songs and reviewing the lyrics, the group must choose the one that best represents the assigned theme and justify their choice.

4. The instructor sequentially invites groups responsible for each theme to share their choices and reasons. The instructor suggests that teachers should choose the latest pop songs when arranging this activity to resonate with students.

5. The instructor presents the following "challenging questions," and participants discuss them in groups before sharing their thoughts under the instructor's guidance:

   a. Refer to the chosen song's lyrics and identify the feelings love brings to people.

   b. Despite the many negative feelings love can bring, why do so many people pursue it?

6. Participants engage in the activity "A Look at Intimate Relationships." Each group completes an intimate relationship chart centred around the main character Nobita from the animation "Doraemon" on a worksheet. They define the relationships between seven characters and Nobita, with closer proximity indicating greater intimacy, and write down the relationships. The instructor invites participants to share their answers.

7. The instructor summarises: intimate relationships are not only about romantic love but also include familial love, friendship, and bonds with pets, among others. The instructor suggests that teachers can have students complete their own intimate relationship chart as homework. The instructor also encourages participants to share their stories of familial love, friendship, and bonds with pets to help students understand that intimate relationships are not just about romantic love.

The "A Look at Intimate Relationships" activity

- **Activity 2: "Consequences of Improper Handling of Intimate Relationships" (40 minutes)**

  1. Participants engage in the activity "Sex Knowledge Quiz Contest." The instructor directs participants to scan a QR code on the projector screen with their phones to access an online programme and answer five questions in the "Sex Knowledge Quiz Contest." The online programme automatically calculates the winner.

  2. The instructor suggests that this type of quiz contest activity can help teachers assess students' knowledge of sex and their learning needs.

  3. The instructor presents a "challenging question": What problems might arise from a lack of knowledge about sex? The instructor reminds participants to especially teach students about the legal age of sexual consent in Hong Kong, providing them with legal boundaries.

  4. Participants engage in the activity "What to Do about Pregnancy" debate contest. The instructor plays a video of a case involving a 16-year-old teenager's pregnancy. The instructor randomly assigns participants to the 'for' and 'against' teams by drawing lots. Each team must then develop arguments on their worksheet regarding whether the case subject should have an abortion at 16, discussing four areas (e.g., ethics, mental health, physical health, career prospects). The instructor invites different teams to share their arguments. The instructor suggests that students should debate the topic in class after completing the worksheet.

5. The instructor suggests playing another video featuring the experience of an unmarried pregnant woman, allowing students to understand the feelings and states of those who have undergone an abortion. This helps students realise that facing an unmarried pregnancy, whether or not an abortion is chosen, can cause harm to the woman involved.

6. The instructor recommends citing news events in class to highlight that some men can also suffer negative consequences (e.g., legal issues, reputation, career, relationships, etc.) due to causing an unmarried pregnancy.

A screenshot of the "Sex Knowledge Quiz Contest"

- **Activity 3: "How to Set Physical Boundaries Between Men and Women" (40 minutes)**

  1. The instructor points out that the first two activities attempt to illustrate the importance of proper intimate boundaries and the problems and harm that can arise from incorrect boundaries. This activity then explores how to set physical boundaries between men and women.

  2. Participants engage in the activity "Start, Start Heartbeat":

     - The instructor directs participants to randomly draw a feeling card (playing cards can also be used in class). Participants find the person with the same feeling card to form pairs, then sit facing each other and try to touch knees while maintaining eye contact. They decide who is "A" and who is "B".

     - Each pair maintains eye contact and asks the following questions, waiting for the other to answer:

- o A asks: If I ask you out to eat, would you prefer Japanese or Western food?
- o B asks: Between an elephant, a tiger, and me, who would you choose?
- o A asks: Do you miss me?
- o B asks: Do you love me?

- Each pair maintains eye contact and rates the awkwardness of the activity on a scale of 1 to 5 (1 being the least awkward, 5 being the most).
- The instructor invites some participants to answer: Why was it awkward?
- The instructor invites participants to adopt the most natural, non-awkward, and comfortable sitting posture and distance for both.
- The instructor explains that feeling awkward due to physical contact or mutual gazing reflects the appropriate social distance. The learning objective of this activity is to set the most comfortable distance for interacting with others.

3. Participants engage in the activity "Discussing Appropriate Romantic Behaviour". Each group divides a large sheet of paper into four areas and labels them with the following types of intimate relationships, then gives examples for each type, writing them on sticky notes and placing them in the corresponding areas:
- Social behaviour (suitable for general social occasions)
- Expression of emotions (more friendly physical contact)
- Caressing behaviour (contact that arouses sexual desire)
- Sexual behaviour (contact with sexual organs)

4. The instructor explains examples of different types of intimate behaviour.

5. The instructor suggests that in class, teachers can have students use worksheets to set different intimate boundaries for friends, family, and lovers.

6. The instructor suggests discussing the challenging question in class: "Setting intimate boundaries is mainly based on subjective judgement;

are there any objective criteria?" The instructor then points out that although there are subjective factors in setting intimate boundaries, there are also objective bottom lines, such as legality, not harming others, and not breaking rules.

The "Start, Start Heartbeat" activity

Example 13: Workshop on Facilitation, Debriefing and Reflection in Values Education Learning Activities (1)

Participants: 40 people

Duration: 145 minutes

Values: Rationality, Openness, Empathy, Benevolence, Respect for others, Inclusiveness

Objectives and Content:

- **Objectives:**
  o Enable participants to master how to promote values education and life education in schools through experiential learning activities.
  o Enable participants to understand and master the facilitation, debriefing, and reflection techniques used in experiential learning activities
  o Help participants cultivate the following values through experiential activities: rationality, openness, empathy, respect for others, and inclusiveness.

- **Activity 1: Reflection Demonstration – Counting Fingers (10 minutes)**
  7. The instructor asks participants to indicate their level of tiredness by raising their fingers: one finger represents very tired, two fingers represent barely able to stay awake, three fingers represent okay, four fingers represent good, and five fingers represent very energetic.
  8. The instructor invites participants with debriefing experience to share more in the workshop, and those without debriefing experience to ask more questions.
  9. The instructor invites participants to maintain good eye, ear, mouth, and hand coordination:
     - Hands: actively participate
     - Mouth: actively share
     - Ears: listen attentively
     - Eyes: observe the instructor's debriefing techniques.
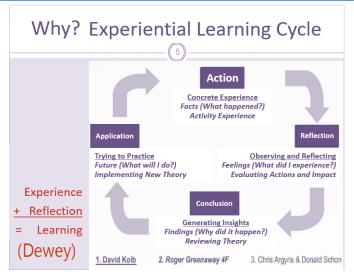 10. The instructor explains the meaning of "debriefing".
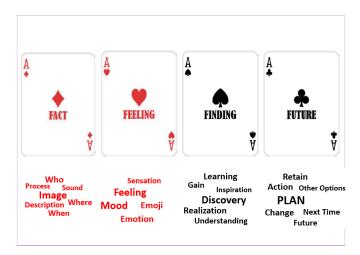
Indicate level of tiredness by raising fingers

- **Activity 2: Paired Discussion – Big Shuffle (40 minutes)**
    1. The instructor distributes a magnet with a playing card suit (spades, hearts, diamonds, clubs) to each participant.
    2. Participants find someone they do not know, get to know each other's name, school, and subject taught, and exchange magnets. Then, they find another participant and repeat the process.
    3. Participants pair up with someone with the same magnet colour, try to define what debriefing is, and express the definition in a four-Chinese character phrase.
    4. Participants return to the large group, and the instructor invites them to share their four-Chinese character definitions of debriefing. The instructor synthesises the common elements of the phrases – reflection.
    5. The instructor explains "Kolb's Experiential Learning Cycle."
    6. Participants pair up again, this time pairing red with black magnets, and discuss situations where debriefing is necessary.
    7. The instructor leads the large group in sharing situations that require debriefing and explains the appropriate timing for debriefing (before, during, and after activities).

Kolb's Experiential Learning Cycle

Key terms that make up the 4F questions

- **Activity 3: Questioning Practice (1) – "4F Walking Around" (45 minutes)**

  1. The instructor introduces the 4F debriefing model.

  2. The instructor plays a news documentary segment about how a specially designed aging simulation suit helps students understand elderly life.

  3. The instructor replays the part where a student is interviewed and asks participants which of the 4Fs (Facts, Feelings, Findings, Future) the content belongs to.

  4. Participants pair up to explore how to ask 4F questions to obtain the answers given by the interviewed student in the segment.

5. The instructor introduces the keywords that make up 4F questions.

6. The instructor plays a TV drama segment about a conflict among primary four students and between students and teachers stemming from a "Nutrition Lunchbox Programme."

7. The instructor plays a clip from a TV drama about a group of fourth-grade elementary students whose disputes with each other and with their teachers are sparked by a "nutritious lunchbox program."

8. Participants form pairs to role-play as the teacher and students from the TV drama segment, asking debriefing questions to explore the issues.

9. Participants form a large circle, and the instructor leads them in summarising the questioning techniques of 4F debriefing.

- **Activity 4: Clapping to Find the Name Tag (20 minutes)**
  1. Participants form pairs and try to come up with an introductory question for a simulated visually impaired experience activity.
  2. The instructor leads the large group in sharing their introductory questions.
  3. The instructor asks a participant to act as a person with visual impairment and find the name tag on the ground with or without clapping cues from other participants.
  4. Participants pair up and, considering the simulated visually impaired experience and its related values (empathy, care for others), propose debriefing questions.

Simulated experience of visual impairment (clapping to find
the Name Tag) activity

- **Activity 5: Questioning Practice (2) – Hotseating (30 minutes)**

  1. Participants sit in two concentric circles, focusing on the participant role-playing the person with visual impairment. Under the guidance of the instructor, the inner circle participants attempt to ask debriefing questions about the "Clapping to Find the Name Tag" activity to help the focus person understand the 4F meanings of the activity. The outer circle participants can provide advices to the inner circle participants as needed.

  2. The instructor uses the 4F model to classify the participants' questions into 4F (Facts, Feelings, Findings, Future).

  3. Participants form pairs and try to summarise the important questioning techniques for debriefing.

Participants ask debriefing questions about the "clapping to find the Name Tab" activity

Example 14: Workshop on Facilitation, Debriefing and Reflection in Values Education Learning Activities (2)

Participants: 40 people

Duration: 135 minutes

Values: Rationality, Openness, Empathy, Benevolence, Respect for others, Inclusiveness

Objectives and Content:

- **Objectives:**
  - Enable participants to master how to promote values education and life education in schools through experiential learning activities.
  - Enable participants to understand and master the facilitation, debriefing, and reflection techniques used in experiential learning activities
  - Help participants cultivate the following values through experiential activities: rationality, openness, empathy, respect for others, and inclusiveness.

- **Activity 1: Reflection Demonstration – Thermometer (10 minutes)**
  1. The instructor asks participants to raise their hands to different heights (like a thermometer) to answer questions:
     a. Do you think the weather is hot or cold? (Raise your hand higher if you think it's hot; lower if you think it's cold)
     b. How tired are you? (Raise your hand higher if you feel very energetic; lower if you feel very tired)
     c. How difficult do you find leading the debriefing activity? (Raise your hand higher if you find it very difficult; lower if you find it very easy) The instructor instructs participants to observe others' answers and provides opportunities for sharing later on.
  2. The instructor invites participants to maintain good eye, ear, mouth, and hand coordination:
     a. Hands: actively participate
     b. Mouth: actively share
     c. Ears: listen attentively

d.   Eyes: observe the instructor's debriefing techniques.

Indicate level of tiredness by raising hand

- **Activity 2: Reflective Demonstration – Emoji Card Sharing (40 minutes)**
  1. The instructor asks participants to recall the greatest challenge they faced when leading a debriefing activity.
  2. Participants stand around a long table with various emoji cards placed on it. Each person walks around the table, mentally selecting an emoji card that represents their greatest challenge in leading a debriefing activity.
  3. Participants point to their chosen emoji card and then pick it up. If more than one participant selects the same emoji card, they can stand together, with one of them holding the card.
  4. Participants pair up according to their interests and share their greatest challenges in leading a debriefing activity.
  5. Participants return to the large group, and the instructor invites different participants to share their greatest challenge in leading a debriefing activity based on their emoji card. The instructor indicates that today's experiential activities will address the challenges raised.
  6. Participants form groups of four and attempt to summarise the debriefing techniques used by the instructor during the emoji card activity.
  7. Participants return to the large group and voluntarily take turns sharing the debriefing techniques they observed the instructor has just used.

8. The instructor summarises some of the observed debriefing techniques with a presentation on the "Principles and Techniques of Debriefing ABCDEF".

Select emoji cards around the long table

Select emoji cards

Principles and Techniques of Debriefing: ABCDEF

- **Atmosphere**
  - Environment/Seating/Effective Use of the Venue/Norms (Contract)/Opening Remarks to Establish Sense of Safety
  - 1-2-All
- **Based on Strength**
  - Coping/Exceptions/Evaluative Questions
  - Future Ticket and Comparing Concepts
  - Reframing
  - Externalization
- **Connecting**
  - Small Group Interaction
  - Use of Eye Contact and Body Language
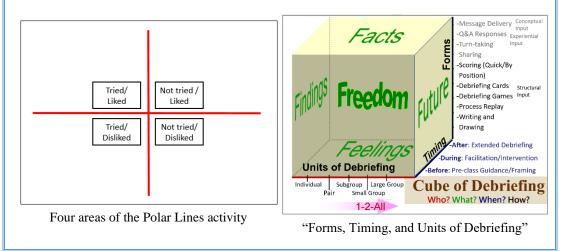 - Bridging: Relationships/ Indirect Questioning
  - Use of Silence

- **Democratic**
  - Following vs. Leading
  - Before Deep Sharing…
  - Respecting Choices
- **Empathetic**
  - Mirroring
  - Joining
  - Reflecting
  - Paraphrasing
  - Clarifying
  - Self-disclosure
  - Summarizing
- **Focusing**

Group Debriefing Principles and Techniques: ABCDEF framework

- **Activity 3: Reflective Demonstration – Polar Lines (45 minutes)**
  1. Clear a space and use tape or rope to create "polar lines" that divides the space into four areas: tried/liked, tried/disliked, not tried/liked, not tried/disliked. (See the diagram below)
  2. Participants select the area that matches their experience for the following topics:
     a. Eating Durian: After choosing an area, participants in the same area pair up to share their views on "eating durian". Then, the instructor invites participants in the tried/liked area to attempt to persuade those in the disliked area, who then respond.

b. Sharing as a Group Member to Nearly 30 People: After choosing an area, participants in the same area pair up to share their views on "sharing as a group member to nearly 30 people". Then, the instructor invites participants in the tried/liked area to guess the reasons why those in the disliked area dislike it. If guessed correctly, the latter can nod in agreement. The instructor invites participants in the disliked area to suggest considerations for their needs when arranging activities. Then, the instructor invites participants in the liked area to propose suggestions that encourage sharing.

c. Leading a Debriefing in Forms Other Than Group Discussion: After choosing an area, participants in the same area pair up to share their views on "leading a debriefing in forms other than group discussion". Then, the instructor invites participants in the tried/liked area to share their experiences of using alternative debriefing methods.

3. The instructor uses a presentation on "Forms, Timing, and Units of Debriefing" (see diagram below) to explain the debriefing forms.

4. Participants form groups of five to six and summarise the debriefing techniques used by the instructor during the "polar lines" activity, discussing how to adapt them in their teaching work.

5. Participants return to the large group and voluntarily take turns sharing the debriefing techniques they observed the instructor using. The instructor also answers participants' questions.

Four areas of the Polar Lines activity

"Forms, Timing, and Units of Debriefing"

- **Activity 4: Reflective Demonstration – Empathy Test (20 minutes)**
  1. Participants pair up, with one person as A and the other as B.
  2. In each pair, A extends their palm while B places a fingertip in the centre of A's palm. B closes their eyes, and A guides them around the space. During the walk, verbal communication is minimised.
  3. A and B switch roles and walk around the space again.
  4. Each pair stands back-to-back, with B closing their eyes and A keeping theirs open. During the previous walk, A was the one with closed eyes. Now, A rates their sense of security during the guided walk by raising their hand to different heights (like a thermometer) (higher hand means more secure, lower hand means less secure). Then, B, still with closed eyes, estimates A's sense of security during the walk and rates it similarly.
  5. Participants keep their hands raised to their respective levels and turn to face each other to compare their ratings.
  6. Each pair stands back-to-back again, switches roles, and rates their sense of security during the activity by raising their hands.
  7. Each pair shares their feelings during the rating activity.
  8. Each pair tries to summarise the debriefing techniques used by the instructor during the back-to-back empathy test, any questions that might arise when applying these in teaching, and suitable values education themes for this activity.
  9. Participants return to the large group and voluntarily take turns sharing the debriefing techniques they observed the instructor has just used.

Participants compare the height of their ratings

- **Activity 5: Reflective Demonstration – Rotating Debate (25 minutes)**
  1. Participants are divided into groups of six to seven, forming two teams sitting in parallel rows facing each other, with three people on each side. One side represents the affirmative, and the other side represents the negative, with each member's stance determined by their seat. If there are seven people, the extra person acts as the chair.
  2. The instructor poses questions for the affirmative and negative sides to discuss. After one round of discussion, the instructor may ask all participants to move clockwise (e.g., one or three positions), and members debate the original question from their new positions. Questions include:
     a. Students should not bring mobile phones to school.
     b. A debriefing is a must after every experiential activity.
  3. After the activity, the instructor leads a group discussion on "a debriefing is a must after every experiential activity".
  4. Each group summarises the debriefing techniques used by the instructor during the rotating debate and the topics suitable for this activity.
  5. Participants return to the large group and voluntarily take turns sharing the debriefing techniques they observed the instructor has used and the teaching topics suitable for this activity.

Affirmative and negative sides discuss

Group members need to change positions during the process

Appendix II: Activity Reflection Worksheet (Example)

1. Facts What did you see? What did you hear? What was memorable, interesting, or unexpected?
2. Feeling What feelings did you experience during the process? When did you feel most deeply?
3. Finding What did you discover? What was the most valuable insight?
4. Future How would you apply your findings? What plans do you have to apply your discoveries?

Appendix III: Precautions for Organizing Activities

For experiential learning activities organised by schools that take place as extracurricular or outdoor activities, safety must be the top priority to ensure participants engage in activities in a secure environment. If any safety concerns arise during the preparation or execution of the activities, teachers should immediately report and communicate these concerns to the school and cooperating organizations to plan and make contingency arrangements.

For relevant precautions, teachers can refer to the "Guidelines on Extracurricular Activities in Schools" and the "Guidelines on Outdoor Activities" issued by the Education Bureau.

- Download link for "Guidelines on Extracurricular Activities in Schools":
  https://www.edb.gov.hk/attachment/en/sch-admin/admin/about-activities/sch-activities-guidelines/E_eca.pdf

- Download link for "Guidelines on Outdoor Activities":
  https://www.edb.gov.hk/attachment/en/sch-admin/admin/about-activities/sch-activities-guidelines/Outdoor_EN.pdf

- Reference Documents for Administrative Arrangements of School Responsibilities

Reference Documents	Appendices to the "Guidelines on Outdoor Activities"
Parental Consent for Participation in Outdoor Activities (SAMPLE)	Appendix III
School Outings in Rural Areas: Procedures for Notifying the Police and Departments Concerned	Appendix IV
Notification of School Outing in Rural Area (SAMPLE)	Appendix V
Proforma for Recording Emergency (SAMPLE)	Appendix VI
Outdoor Activities Accident Report Form (SAMPLE)	Appendix VII

Matters Requiring Attention in Organising ECA

(Excerpt from Chapter 5 of the "Guidelines on Extracurricular Activities" compiled by the Education Bureau)

1. **Detailed planning**

   Teachers should plan carefully when organising ECA. They should let the participants know about the nature and content of the activities. For activities that are held outside school, teachers should be familiarised with the details of the event, the route to the venue, the venue itself and the safety facilities provided. In particular, they should prepare a contingency plan with possibilities well anticipated.

2. **Notifying parents**

   The school should inform parents of the details of organised ECA. Special attention should be paid to outdoor activities for which school should ask in writing for the parental consent of the participants. Letters to parents should state the date of the activity, time, venue and teachers- in-charge, etc. Teachers must confirm the agreement of parents and collect the notes duly signed indicating their consent. After the activity, these notes on parental consent should be kept for a period of time for record purpose.

3. **Notifying the police**

   When organising outdoor activities for students, the school should notify the police in accordance with the guidelines issued by the Education Bureau. This is a safety precaution that the school must take to protect the students and the school itself in the event of an accident. To facilitate teachers in their work, the school may consider designing standard forms for reporting to the police.

4. **Safety precautions**

   The school should ensure that all ECAs are conducted safely. For ECA held in school, the school should arrange for sufficient teachers to be on duty to invigilate the activity. Teachers-in-charge should also make 18 reference to the safety guidelines in special rooms and laboratories to ensure that all facilities are safe for use. Facilities, equipment and safety devices should be constantly checked to ensure proper working conditions and to avoid accidents. Teachers-in-charge

should also be cautious in conducting outdoor activities and adhere to the "Guidelines on Outdoor Activities" published by the Education Bureau. In the case of activities requiring special attention, teachers should be reminded to follow the safety measures closely.

5. **Handling of accidents**

   In the case of an accident, teachers-in-charge should take good care of the victim to prevent further mishap. (For example, he/she must be sent to hospital if injured). They should also notify the school and parents in the first instance, report to them the condition of the student and what have been done so far to relieve the parents from unnecessary worries. It is advisable that teachers-in-charge should carry with them on outings (e.g. picnics, residential camps, visits) a telephone list of parents (including office & home) and teachers on duty for emergency use.

6. **Responsibility and legal problems**

   The school and teachers assume a parental role to take care of their students, as a parent should normally do. The Education Bureau has arranged for all Aided Schools and Caput Schools a Block Insurance Policy. For details of the Block Insurance Policy, please refer to the following website of the Education Bureau:
   http://www.edb.gov.hk/en/sch-admin/admin/about-sch/sch-safety/index.html
   In the case of Government schools, the responsibility will be borne by the Government.

General Measures for Activities on Land

(Excerpt from Chapter 2 of the "Guidelines on Outdoor Activities" compiled by the Education Bureau)

The guidelines outlined in this chapter are the principles that schools should follow when planning and organising activities on land, which refer to exploratory, challenging and physically demanding activities conducted in a natural environment and supervised by appointed teachers/instructors.

For schools' frequent outings, teachers/instructors should refer to the guidelines set out in this chapter and the "School Outings in Rural Areas: Procedures for Notifying the Police and Departments Concerned" at Appendix IV.

I. **Planning and Preparation**

Before organising outdoor activities on land, schools should have comprehensive and detailed planning, taking into account allocation of resources, budget, date and location of the activities, and safety measures, and make risk assessment (please see sample "Risk Assessment Form" at Appendix XII). The person(s) in charge of an activity should be able to anticipate any possible difficulties and work out solutions. Feasible contingency measures and an emergency contact list should be drawn up to address emergency situations. In addition to participants' enhanced crisis awareness, careful planning, meticulous preparation and thorough implementation of safety measures also help ensure the safe and smooth conduct of outdoor activities.

The following paragraphs remind teachers/instructors of matters requiring attention when making preparation for activities on land. Since activities vary in nature, content and requirements, teachers/instructors should make adjustment and selection on an individual basis.

1) Have a clear idea of the **qualifications required for a teacher/ instructor in charge of the activity**, and make reference to the recommended **staff/student ratio** (please see Appendices VIII and X).

2) Select carefully the **location/destination of the activity** and take into account the physical strength and skill levels of the participants so as to ensure that

the demands of the programme are within their capability. Places with poor accessibility, food, hygiene and accommodation should not be chosen. Moreover, passing through dangerous areas such as quarries, firing ranges, military exercise areas and rugged cliffs or coasts should be avoided.

3) Be alert to any **changes in weather** within the area where the activity is held, particularly in seasons of unstable weather. Find shelter and refrain from pressing ahead with the journey when a thunderstorm or rainstorm warning is issued.

4) Draw up **contingency plans** (e.g. procedures to deal with delay or cancellation of an activity because of changes in weather conditions or transportation, participants who back out midway or accidents) beforehand, and inform all participants and their parents of such plans. Schools should also set up an emergency notification system with parents and collaborators so that different parties can be reached any time.

5) Collect **information about the entire route**. Such information includes addresses and telephone numbers of lodging places and rescue services, e.g. youth hostels, police stations, country park ranger stations, hospitals and first aid posts.

6) **Conduct a pre-activity site visit** as far as circumstances permit if there is doubt about the trip/location or if the surrounding environment is new to the teachers/instructors. This is to obtain accurate multi-aspect information and ensure that the outdoor activity can be carried out in a safe environment.

7) Teachers/Instructors should bring along with them essential **items for emergency use**, such as navigation device, mobile phone, first aid kit, emergency kit, dry snacks and emergency rations (please see the list of suggested items at Appendix II).

8) Organise a **briefing session** before the activity for all participants, teachers/instructors, representatives of collaborators and accompanying parties, so that they thoroughly understand their respective responsibility and the actions they need to take in the event of emergency.

9) Schools should obtain from parents of the participating students a **letter of prior consent** (please see sample at Appendix III) which includes details about the programme of the activity or the arrangements of the trip. Schools should inform the parents as soon as possible of any subsequent changes to such

programme or arrangements. If a participant feels unwell or shows symptoms of sickness before setting off, the school or teachers/instructors should advise the participant to seriously consider whether it is wise to insist on joining given his/her health condition and the safety of others.

10) Schools should **notify the police or relevant government departments** of the activity at least ten days in advance. The procedures listed in Appendix IV should be followed (please see sample form for notifying the police at Appendix V).

II. Points to Note during Activities

1) Teachers/Instructors should **pay attention to weather forecasts** and news broadcasts. If there is going to be any change in weather or other conditions, the related contingency plan should be activated as soon as possible.

2) Teachers/Instructors should be **fully aware of the health condition of each participant** in order to determine whether any participant should be forbidden from joining the activity of the day. Timely and appropriate arrangements should be made on a case-by case basis.

3) For activities lasting more than one day, teachers/instructors should **brief participants on the programme or schedule** before commencement each day. Upon conclusion of activity that day, a debriefing session should be held to review participants' performance, programme arrangements and relevant safety measures, and preparations should be made for the activity of the following day.

4) No participant should **leave the party without the prior approval** of the teachers/instructors. The party should proceed at a speed that can be followed by slow members. There should be a "rearguard" to ensure that no one is left behind.

5) Teachers/Instructors are expected to do a **headcount** at regular intervals to ensure the presence of all members.

6) Participants should **pay attention to food hygiene** and avoid consuming uncooked food or unboiled water.

7) Each participant should **wear a watch**, and take note of the time of assembly and return for all activities. They should **bring along appropriate clothing** to protect themselves against heatstroke and excessive exposure to UV radiation in hot or sunny weather (please see *Appendices XIII* and *XIV*) and to keep their

body warm in cold winter. They should also **bring along insect repellent and**
sunblock to help prevent mosquito or insect bites and sunburn.

III. Measures for Emergencies

In the event of emergency, the teacher/instructor or group leader should take charge.
If the teacher/instructor in charge is injured, another teacher/instructor in the group
should take over leadership. All participants should follow the instructions they
receive in a bid to overcome difficulties with concerted efforts.

1) Going astray
    a) Keep calm and stay together;
    b) Conduct a headcount at regular intervals;
    c) Tell rescuers the number of the nearest distance post or the grid reference of
       current location (distance posts with grid reference can be found every 500
       metres along long-distance hiking trails, such as MacLehose Trail, Lantau
       Trail, Hong Kong Trail and Wilson Trail, and country trails in the country
       parks);
    d) Confirm current location with a compass, map, GPS device or hiking mobile
       app;
    e) Try to recall the routes taken and retrace those steps; or stay put and wait
       for rescue if this is not possible;
    f) Do not proceed further as this drains energy and makes rescue more
       difficult;
    g) Dial 999 or 112 (international emergency number) for help immediately;
       provide as much information about current location as possible, such as the
       number of the nearest distance post on a hiking trail, GPS location and major
       landmarks nearby;
    h) Send the International Mountain Distress Signals or the Morse Code
       Distress Signals using a whistle, a torch, lights, etc. (for the former, give a
       signal six times within a minute and then repeat in the same manner with a
       one-minute interval; for the latter, give three short signals, followed by three
       long and three short ones); and
    i) Seek assistance using a mobile phone or walkie-talkie.

2) Hill fire

Keep calm and do not run unless absolutely necessary as panicking drains energy and hampers good judgment. Try to escape by taking the following steps:

a) Stay calm and get away from the fire scene immediately; dial 999 to report the fire;

a) Escape along the existing path;

b) Never go into thick bush or grass where fire spreads faster;

c) Go to places with thinner vegetation;

d) Leave in the direction opposite to the spread of fire, or escape from the side or rear of the fire;

e) Avoid going up steep slopes and, if possible, choose a downhill path; and

f) Beware of fallen power lines and burnt trees, and be alert to any change in wind directions.

If flames have cut off the escape route, participants should:

a) cover the body with thick clothes and head for places that have already been burnt to minimise the chance of being injured;

b) hold the breath as far as possible in dense smoke, and keep low as the air closest to the ground is cooler and fresher;

c) cover mouth and nose with a wet handkerchief or a piece of wet cloth;

d) jump into a pool or river if possible (the potential risk of causing an accident should be assessed beforehand), and cover the face with a wet garment to keep out smoke and fumes;

e) roll on the ground or use a garment (e.g. woollens) or blanket to smother any fire caught by the clothing being worn; and

f) find a shielded but well-ventilated place for temporary shelter, such as drain, ditch and tunnel.

3) Heavy rain

Heavy rain usually causes flooding and a rapid rise in the water level of rivers. The resulting dangerous torrents may even wash away bridges and footpaths. When water level has risen to such an extent that a depth of more than six inches has reached and the flow is rapid, it becomes inadvisable to cross a river on foot. In this case, shelters on high ground should be sought as soon as possible. Except in life-threatening situations, wading through a river in heavy rain should be avoided. When there is a need to cross a river, the use of a bridge should be the best option.

If it is unavoidable to cross a river on foot, the following rules should be strictly followed:

a) The teacher/instructor in charge should check if each participant is ready. A rope system should be set up to facilitate crossing if circumstances permit and a point with slower flow and shallower depth should be selected. Use a trekking pole or branch to detect the water depth before crossing and grasp the rope firmly while making way. A 30-metre long climbing rope with a 9-mm diameter is recommended;

b) Avoid jumping between boulders;

c) Do not cross when the sound of rocks rolling under water can be heard or when water has become turbid suddenly;

d) Check personal belongings before crossing to ensure that movement will not be hindered by excessive ropes, backpack straps or other items, and to avoid any entanglement;

e) Ensure that shoelaces are tied properly before crossing;

f) Loosen the backpack shoulder straps and unfasten the buckles of chest and waist band before crossing, so as to ensure that the backpack can be removed as soon as any danger arises;

g) Take small steps to maintain a steady posture;

h) Form a group of two or three for mutual support and better stability if water is swift;

i) Face upstream and watch out for any adverse situation while crossing; and

j) The safest crossing point is usually the section between two meanders (i.e. bends of a river) as the flow of water there is relatively stable. Avoid crossing at a meander as the current at the outside of a bend is stronger and the water there is deeper.

4) Heat cramp, heat exhaustion and heatstroke

a) Be aware of any symptoms of unwellness. For instance, heartbeat rate indicates the level of strain caused to the body by exercising. Participants should be reminded to inform teachers/instructors once they begin to feel unwell;

b) Make the participant feeling unwell lie down at a shady spot with plenty of fresh air, and help him/her loosen any tight clothing;

c) If the patient is conscious, ask him/her to drink some water/electrolyte solution to make up for the loss;

d) Lower the body temperature of the patient using a wet towel or fan if necessary; and

e) Call for medical service as soon as possible if the condition is serious. For cases of unconsciousness, immediate despatch to hospital is required.

5) Hypothermia

a) Be aware of any symptoms of unwellness, for instance, fatigue, exhaustion, cold clammy skin, stumbling, shivering, muscle spasm, stammering and hallucinating;

b) The patient should be moved indoors or to a shelter from rain and wind as soon as possible. Wet clothes should be removed and replaced by dry ones. Cover his/her body with clothing or blanket to keep warm;

c) If the patient is conscious, ask him/her to take high energy drinks or warm water to maintain body temperature; and

d) Evacuate along the contingency route if necessary. Any patient who is losing consciousness should be sent to hospital immediately.