

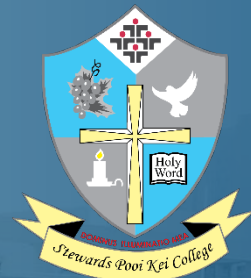


香港神託會培基書院  
*Stewards Pooi Kei College*



# Whole-school Curriculum Planning: Adapting to Change, Shaping 21st Century Students' Personal Growth

**Mr. William LEE**  
Principal



# Stewards Pooi Kei College (SPKC)

香港神託會培基書院

- ◆ Founded in 2004
- ◆ Christian DSS School
- ◆ Provide both DSE & IAL Curriculum

# Our Vision

We envision to developing SPKC into an outstanding DSS school with the purpose of **cultivating Christian faith** and educating our Pooikeinians to be **leaders of tomorrow**.



# The School Curriculum Framework & Life-wide Learning





STUDENT LEADERS

INAUGURATION CEREMONY 2024/25

## Our Mission

Tomorrow's  
Leader  
@ SPKC

**S**ervant Leader

**P**ositive Thinker

**K**een Learner

**C**onfident Explorer

# School-based Curriculum

**Where is LEWOWA?**

Hostel  
Experience

Christian  
Value

**Value  
Education**

**Career-related  
Experience**

PFA  
A5 CCA

Life-long  
Learning



Love  
& Care

DTL  
STEAM Projects  
PERMA Run

**Community Services  
Physical & Aesthetic  
Development**

**Intellectual  
Development**

Globalized  
Vision

SDG Edu  
(Esp. GC)



# Learning Without Walls (LEWOWA) 學習無疆界

**A unique school-based curriculum for  
experiential learning**

以體驗式學習為本的校本課程



## **Vision**

To grow globalized Christian leaders through life-changing learning experiences

## **Mission**

We aim to nurture all-round Pooikeinians as Servant Leaders, Explorers, Adventurers, Life Planners and Scholars through LEWOWA





## **Life-Changing Experience**

*Nurturing Pooikeinians'  
generic skills*

## **Experiential Learning**

*with 30 programmes*

# **Characteristics of LEWOWA**

## **Diversified Assessments**

*across 3 learning stages  
(Preparation, On-progress, Post-LEWOWA)*

## **School-based Curriculum**

*Cross-class &  
cross-form participation*

# Programme Category - S.E.A.L.S.

## Servant Leaders

*Serving the  
community with  
Christian values*

## Adventurers

*Adventure sports in  
rural and urban  
environments*

## Scholars

*Subject-based  
academic research*

## Explorers

*Exploring various  
interests and cultures*

## Life Planners

*Life and career  
planning*

# Fiji Life – Community Service Trip in Village

- Community Services
- Value Education
- Servant Leaders
- Personal Development
- Social Development

## Explorers

- Value Education
- Intellectual Development

- Personal Development
- Academic Development

**Horses,  
Grassland,  
Stars: A  
Spiritual  
Sojourn in  
Mongolia**

# Sailing Classroom

## Adventurers

- Physical & Aesthetic Development
- Intellectual Development
- Personal Development
- Social Development



# Japan Life Planning Journey – Tokyo Stage Management Programme

## Life Planners

- Career-related Experience
- Intellectual Development

- Career Development
- Academic Development

# Japanese Architecture Across Centuries

**Scholars**

LEWOWA

- Academic Development
- Career Development

- Intellectual Development
- Physical & Aesthetic Development
- Career-related Experience



## II. From Experiential Learning to Life-changing Experience

Presented by  
**Ms. Joyce NG**  
Chinese History  
Panel Head



# 結合課程：唐朝歷史如何影響日本文化

## 日本京阪神: 從千年古蹟走到現代美學建築

### 連繫中史科

中一級課題：唐代海上貿易與交通的發展及與周邊國家的關係

中四級課題：開元之治的盛況

重點探討：透過中國的建築及茶道遠傳至日本，了解唐朝當時成為世界強國的地位

### 預習題目：

1. 日本傳統建築與現代建築的共通及相異之處？
2. 試比較當中的鼓樓與其中一個中國的鼓樓有何相似之處？
3. 從遣唐使身上學習到什麼精神？

**Keen  
Learners**

**Positive  
Thinkers**



# “LEWOWA Glasses”

輸入知識



輸出知識



知識遷移



終生學習

## 學習茶道文化

**先備知識：**點茶文化流行於宋代

**學習點：**透過學習沖泡抹茶的技巧，認識榮西禪師將宋朝所流行的茶文化引進日本，成為後來的抹茶。



**分組任務：**考察建築的不同特色

**討論及分享：**由個別建築到整體的規劃佈局(長安與京都)





# 結合課程：非遺文化與中國歷史

度身訂造：  
長衫與中國文化

知識、技能、態度

終生學習

預習：  
設計長衫

## 連繫中史科

中三級課題：民國初年的娛樂

中五級課題：五四運動的影響

重點探討：  
透過長衫的傳承與轉變認識  
民國初年的歷史

輸入知識



輸出知識：製作長衫、校內長衫  
表演(catwalk show)、匯報



# LEWOWA x Four Qualities

LEWOWA  
Programme  
Categories

**Servant  
Leaders**

**Explorers**

**Adventurers**

**Life Planners**

**Scholars**

Five Essential  
Learning  
Experiences

**Value  
Education**

**Community  
Services**

**Intellectual  
Development**

**Physical &  
Aesthetic  
Development**

**Career-  
related  
Experience**

Four Qualities of  
Pooikeinians

**Christian  
Value**

**Love & Care**

**Life-long  
Learning**

**Globalized  
Vision**

SPKC Mission

**Servant  
Leader**

**Positive  
Thinker**

**Keen  
Learner**

**Confident  
Explorer**



# III. Continuous Enhancement

Presented by

**Mr. Simon LEUNG**

Head of Global Education  
& LEWOWA Committee



How to allocate  
**~900** students and **~100** teachers  
to **30+** programmes  
(local & outbound) ??



# Programme Categories: S.E.A.L.S.

	Suggested Programme Categories	Local / Outbound
S1	Servant Leaders/ Explorers/ Adventurers	Local
S2		Local / Outbound
S3		
S4	Life Planners/ Scholars	
S5		

**Each Pooikeinian is REQUIRED to participate in at least 3 categories of programmes during their studies from S1 to S5.**



# LEWOWA Curriculum

Curriculum Planning		
Form	S1	S2 – S5
Learning Distance	Local	Local / Outbound
Learning Areas	<p><b><u>Other Learning Experiences (OLE) Category:</u></b> Moral and Civic Education; Community Services; Career-related Experiences; Aesthetic Development; Physical Development</p> <p><b><u>Key Learning Areas (KLA):</u></b> Chinese Language; English Language; Mathematics; Personal, Social, and Humanities Education; Science and Technology; Physical and Aesthetic Education</p>	
Remarks	<ul style="list-style-type: none"><li>• Minimum 5-day programme activities with at least 30 hours of learning activity time</li><li>• LEWOWA Period is treated as <b><u>Normal School Days</u></b></li></ul>	

# LEWOWA Programme Allocation

Programme Selection  
by Students



Parents'  
Confirmation



Random Allocation  
by Computer System



Student did not complete  
programme enrollment



Assigned to  
a local programme

Programme allocation is adjusted  
based on the following factors:

- Gender Ratio
- Form Distribution
- Student's Conduct

**Academic performance is not  
considered.**





# LEWOWA Online Enrollment System



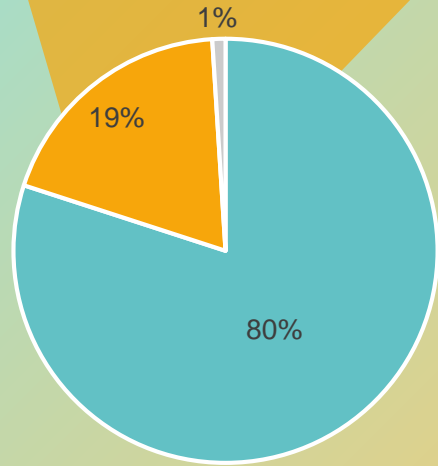
## LEWOWA 2018/2019 Programme Information

S.3 Enrollment Period: 18/1/2019 (Fri) 12:00 - 24/1/2019 (Tue) 23:59

To enroll, please log in the e-Class System→Campus Links→LEWOWA Online Enrollment. (For the step by step manual, please refer to P.8-15 of the [LEWOWA 2018/2019 Parents' Handbook](#))

Programme Photo	Programme Name	Programme Information	Highlight of Previous Years
	LEWOWA 1819-01 Caring Performing Art School 愛心演藝學院		
	LEWOWA 1819-02 MasterChef @ SPKC 我要做廚神		
	LEWOWA 1819-03 May Our Dream Come True - Lawyers and Journalists 志願成真體驗 — 少年律師和金龍小记者		

# Can all students be allocated to the 1st choice?



## LEWOWA 2425 Students' Allocation Result

- 80% Band A (Choice 1 - 3)
- 19% Band B (Choice 4 - 8)

■ Band A ■ Band B

**ALL programmes are GOOD programmes!!**

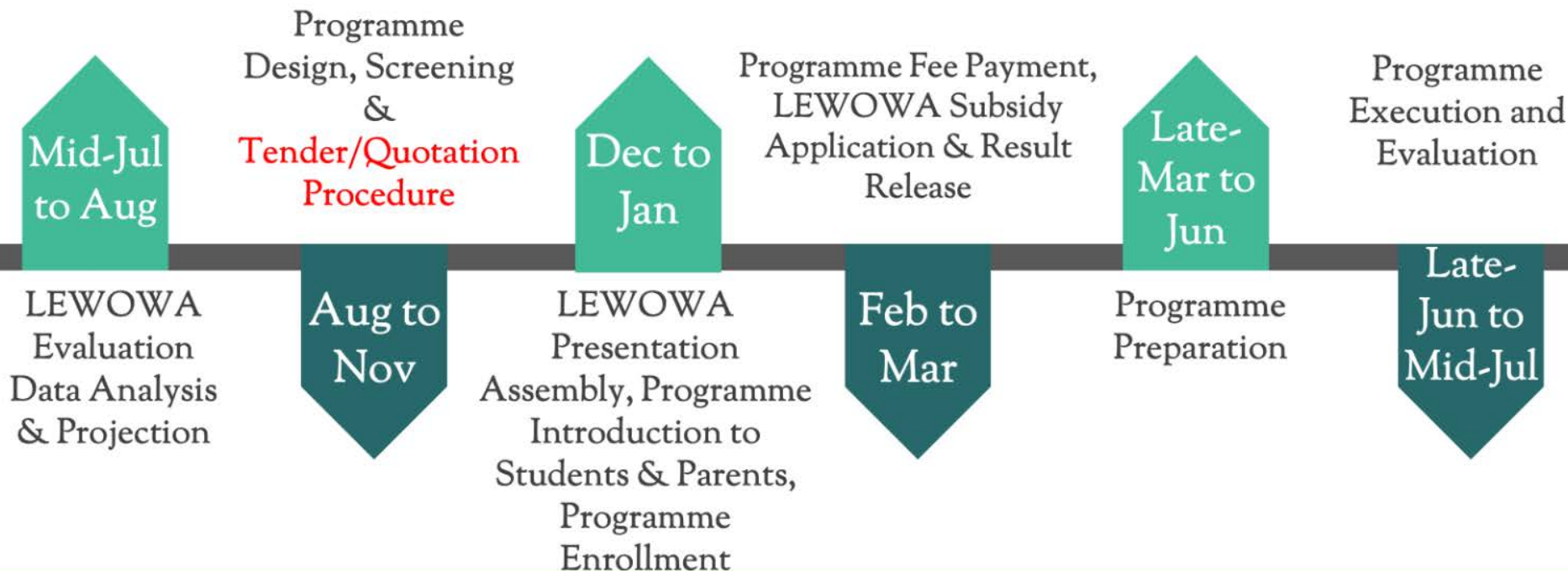


# More than Excursions...

# Learning Programmes



# LEWOWA Work Schedule



## Preparation Stage

◆ *Research and Prepare*



## On-progress Stage

◆ *Experience, Record and On-going Debriefing*

## Post-LEWOWA Stage

◆ *Consolidation and Outcome Sharing*

P.O.P.  
Learning Stages



Who need to get prepared?

**Preparation Stage**

# School Context

## Teachers



### Life-changing Experience to Students

## Education Partners

## Parents



# Students' Briefing

- ◆ Expectation on Students
- ◆ Assignments and Assessment
- ◆ Pre-programme Preparation
- ◆ Sharing from Past Good Programmes

# Pre-programme Worksheets

LEWOWA 2324-30

## German Gallop: Exploring History, Culture and Technology

Guten Tag! Welcome to our programme!



Part A: Learning some basic German phrases

Write down the German version of the following daily life vocabulary. Make pronunciation notes if necessary.

Greetings & Goodbyes

English	German
Good morning / day / evening / night.	Guten Morgen / Tag / Abend / Nacht
Hello.	Hallo
Bye! (informal)	Tschüss (Lebeteufel)
Goodbye. (formal)	—
How's it going?	Wie geht's?
I'm doing well. And you?	Mir geht's gut. Und dir?
I am... // My name is...	Ich bin... Ich heiße...
I come from Hong Kong.	Ich bin aus HK
It's my first time coming to Germany.	Ich bin zum ersten Mal hier

Numbers & Time

English	German
one	eins
two	zwei
three	drei
four	vier (beim)
five	fünf
six	sechs
seven	sieben
eight	acht
nine	neun
ten	zehn
eleven	elf
twelve	zwei
thirteen	dreizehn
twenty	zwanzig
It's twelve o'clock.	es ist zwölf Uhr

Useful Questions to Ask

What is your name?	Wie ist dein Name?
How old are you?	Wie alt bist du?
What time is it?	Wie spät ist es?
How much is this?	Wie viel kostet das?
Where are the washrooms?	Wo ist die Toilette?
When is your birthday?	Wann ist dein Geburtstag?
Where do you come from?	Woher kommen sie?
Have you been to Hong Kong before?	Warst du schon einmal in Hong Kong?
Do you speak English?	Sprechen Sie Englisch?
What is your phone number?	Wie lautet deine Telefonnummer?

Task 1: Practice the German vocabulary and phrases you have just learned with your groupmates and record them on your iPad. Submit your recording on Google Classroom.

Bonus: Ask Liesbetje or find out about any other useful German phrases or vocabulary you can think of. Write them down in the space below!

Wasser - Wasser	Ich bin gut - wie geht's	delicious - lecker	also - auch
Yes - ja	Good - gut	hot - heiß	cool - cool
Oh - ach	It's all right - es geht	home - hier	exciting - aufregend
Very - sehr	in you now - in bald	cold - kalt	noisy - laut
Here - hier	surprised - er staunt	Sorry - Entschuldigung	ouch - ach
beautiful - schön	I'm sorry - es tut mir leid	great - wunderbar	what - was
Cat - Katze	see you later - bis später	but - aber	Interpreting - Übersetzen
when - wann	Germany - Deutschland	City/Town - Stadt	never - nie
weekend - Wochenende	of course - natürlich		always - immer
hello - hallo			

Part B: Learning more about German History, Culture, and Technological Development

Are you familiar with following people / food / concepts? What else do you know about Germany? Write down your ideas!

History	Culture	Technology
Kaiser Wilhelm II	Sausages	Albert Einstein
World War I & II	Pretzels	Mercedes / BMW / Audi
Weimar Republic	Bread	Deutsches Museum
Berlin Wall	Black forest cake	Development of Solar Energy
Römerberg (old town)	Beer	Opel
Holocaust Memorial	Fête de la Musique (June 21)	Porsche
Friedrichstadt	Salzherauf	Artisan automobile
Brandenburg Gate	Pock Kpuchle	



# Preparation for Learning & Teaching

- ◆ Emphasize project-learning element

**Enquiry question** designed by teachers/students

**ONE** focus question per programme

Optional: Multiple sub-questions for groups of students

- ◆ Set **Wh-questions** as enquiry questions based on program's learning objectives



# Learning & Teaching

- ◆ Personal goals set by individual students
- ◆ Students may choose 3 targeted generic skills
- ◆ Set SMART goals with specific methods to achieve the goals
  - e.g. WHO do I need to communicate with?  
WHAT is my priority? etc.

Collaboration skills	Critical thinking skills	Problem-solving skills
Communication skills	Information technology skills	Self-management skills
Creativity	Numeracy skills	Study skills





# Mini-LEWOWA for Teachers

- ◆ To allow teachers to experience the thrill and fulfillment of the life-changing programmes before leading our students in them



# Chemistry of cross-curricular / cross-committee programmes

On-progress Stage



# **From Pictures to Words - The 1st Travel Journal of Australia**

## **從圖像到文字 – 第一本澳洲遊記**

**Marvelous History x Maths**  
**Trip to Italy**  
**意想不到的「歷史x數學」之旅**



# Horses, Grassland, Stars: a Spiritual Sojourn in Mongolia

野馬、草原、繁星：蒙古國屬靈之旅

## Seven Lessons from God in Seoul

上帝的七堂課 (首爾)



## **MATHSKY: Australia**

**天空之乘：澳數與飛行體驗之旅**

## **Braving The Top (Fuji Mountain)**

**勇闖生命高峰（日本富士山）**

- Consolidate the life-changing experience!
- Share / Disseminate the Magic/Chemistry of cross-curricular / cross-committee programmes



## Post-LEWOWA Stage



# Post-programme Reflection: iPortfolio

LEOWWA 2324-09 The Style Lab:  
A hands-on approach to makeup and hairstyling

## LEOWWA 2324-12 Teen Carer: Experience the Life of the Social Vulnerable Group

### The 4Fs

#### Fact

We searched for and collected cardboard boxes as bedding from random piles on the streets and headed to a square behind the Space Museum to set camp underneath a small overhang and prepared the cardboard for sleeping. We also observed other people sleeping in other nearby spots.

#### Feeling

It was very uncomfortable as we had little space, the area was very noisy and it was an extremely foreign place to sleep in, so I didn't feel very safe or relaxed. I ended up getting a little sleep but still felt very uneasy during it.



#### Finding

This experience showed me a fraction of the discomfort homeless people go through, and although I knew they had uncomfortable sleeping situations, this gave me a specific idea of what it was actually like. I could now understand a lot more on the difficulty of being homeless.

#### Future

With a better idea of what homeless people go through everyday, I can use that experience to better assist them as I can now relate to them better and provide proper assistance. I can also educate others extensively on their needs from my experience on the matter.



### Memorable things...

My journey on this LEOWWA was very memorable as I was grouped with some very nice people who all worked hard to make this experience enjoyable. We all were respectful of each other and made an effort to take care of each other during our homeless experience. We made sure each other was doing well and worked hard together to complete the tasks. The most memorable thing was when we all played into the 24/7 McDonalds and made a fire mountain together with our meals. We were all tired and uncomfortable from how late it was but we still made each other laugh and kept our spirits up. Another memorable thing was when we had finally finished our trip and everyone had fallen asleep on the bus ride back. It was a well deserved nap after all our hard work. This trip was already a meaningful trip but the good teammates I had to accompany me made it so much more enjoyable. Thanks to them found myself actually having fun



### Evaluation of SMART goals

**Collaboration skill:** I think I have successfully achieved my goal of better collaboration as I received a lot of praise from my peers and teachers for my collaboration with others. I also observed a positive response when I attempted to collaborate with my group mates, such as when I talked with my group mates about completing a certain task and we managed to work out a good plan together.

**Communication skill:** I think I have achieved my goal of better communication with others as during the first day of ice-breaking games I could clearly state my ideas and experience on the matter and my group mates didn't need too much effort to understand me. I could also get the attention of my group mates to discuss easily.

**Self-management skill:** I think I have achieved my goal of better self-management as I could complete all needed coursework on time with no rush. I achieved this as I took advantage of my time on the bus and completed my homework on the way. This allowed me to finish the majority of my work and gave me plenty of time to polish my work and fix the details.



### My overview on this LEOWWA

I would definitely recommend this LEOWWA to others as it gives you the clear picture of the state of social minorities in Hong Kong and provokes important questions such as why should we have this knowledge and why is helping them important and how their struggle is related to us, all of which are important questions to consider in serving the community. It also opens your eyes to a whole new side of Hong Kong and the bitter struggle behind the towering skyscrapers. However, I do not recommend this LEOWWA to people who are not ready to persevere in tough situations as their inability to overcome those obstacles will not only affect the lessons learnt from the trip but also the overall experience for others that are grouped with you. Teamwork and the strength to continue towards the end goal are integral in the fruitfulness of this journey and so I do not think you should join if you are lacking in those qualities as it is not entirely beneficial. Overall it is inspiring LEOWWA and I am grateful that I had the chance of joining it this year.

### I - Portfolio

#### A. My Writing Journal

Thinking about the first time I noticed this programme LEOWWA result, I was so disappointed and sad. Since it was my ninth choice. However, after the activities and my experience in these five days I changed my impression of it.

The first challenge was when I was chosen to be the team leader. It was a challenging task for me that I never been before and those groupmates were unknown. Therefore, I worked hard to make them team well. As the result, my group was united and successful. We were just slight familiarity with each other, we all tried to cooperate together. I was glad of being the leader of my group. We did well during different tasks. For example, dividing jobs to groupmates and helping each other. I succeeded and achieved my goal that to lead a team and did all my best to unite everyone.

Also, I recognized more on myself after this programme. Experiencing the activities like stargazing, exploring nature, and contemplation, I don't understand myself much. I don't like sometimes and I was worried about doing some wrong. However, I recognized myself after this programme. I have realized that exploring more little things in our daily life can bring much time. Other than that, the contemplation experience makes me face some difficult situation or decision. After this special experience, I became more steady and sensible towards self-achievement of my goal.

The most memorable experience in this programme was we shooting stars. Since I have never saw a shooting star in my life that the moment of the shiny shooting star with a mysterious night sky was amazing. This unforgettable scene will never disappear in my memory. I can remember this lucky day forever.



LEOWWA



## THE STYLE LAB

01



### Key techniques

During the programme, the first key techniques that I learnt is to do a well makeup and skincare. The teachers also introduced us a lot of different makeup products and tools to let us be more familiar in makeup. The second key technique that I learnt to style my hair with curling iron and straightening iron.

### Trends

During the this programme, we understood that the recent trend in hairstyling and makeup is the Korean style. Therefore, at the last day of our programme my group mates and I prefer doing Korean style makeup and hairstyling.

02



03



### SMART principals

The SMART principle that I chose is "creativity", "information technology skills" and "problem solving skills" since we need creativity to design our final style for shooting, information technology skills to search for information for our styling and problem solving skills to solve problems and face the difficulties during the programme.

LEOWWA 2324-04 Exploration of the Nature, Astronomy and Ourselves

# Programme Assignments: Programme Booklets

LEWOWA 2223-23  
Experience Mathematics in Never Land

聽說 沒有錢就萬萬不能；  
浪 卻發現生命無限可能



附 3  
3/6

有些事現在不做 一輩子也不會做

鳳山

①蓮花洞：祈禱室（有回音、安靜）

↳令人放鬆

②天使花園：安放未滿兩週的夭折天使

↳感恩現在擁有的生命 [道謝、道愛、道別、道歉]

↳父母感到心痛，那些小天使都是牠們的寶貝



LEWOWA 2223-14  
Seven Lessons From God In HONG KONG



# **Post-LEWOWA: Variety Show & Exhibition Day**

- 1. Karate Performance*
- 2. Costume Display*
- 3. Dance Performance*
- 4. Booth Games*
- 5. Drama Performance*
- 6. Student Presentations*



# Success Stories

- ◆ Prizes for outstanding students of each programme
- ◆ Sharings on School Library YouTube Channel & annual LEWOWA Newsletter



# Life-Changing Experiences

**2014 Visiting Sri Lanka after a serious tsunami**

**2018 A trip to Japan to learn about the impacts of the Sino-Japanese War**

**2024 Off to Australia to experience flying a plane**

Programme Name	Rainbow Touch - Holistic Leadership Training Journey 整全領袖訓練之旅		
Role	Participant	Programme Code	1718-13
Criteria and Components		Full Marks	Marks
A. Participation of Students			
■ Attendance and punctuality		10	10
B. Collaboration			
■ Engagement and contribution in collaborative tasks		10	10
■ Initiatives in collaborative tasks			
C. Communication			
■ Clear and effective expression of ideas		10	10
■ Listening and perceptiveness			
D. Conduct and Behaviour			
■ Self-discipline and obedience		10	10
■ Sense of responsibility and serving heart			
E. Learning Outputs			
■ Individual Learning Portfolio		20	15
■ Group Presentation		20	20
■ Programme-based Learning Outputs		20	20
Bonus Marks for 'Student Programme Assistant' (not applicable to 'Participant')		5	---
Total Marks		100	95
Letter Grade (refer to the Conversion Table)			A

Conversion Table

Mark Range	Letter Grade	Description
80 – 100	A	Student performed outstandingly in the learning programme. He/She consistently demonstrated great enthusiasm in the learning activities and completed all the required assignments with excellent quality.
60 – 79	B	Student performed well in the learning programme. He/She actively demonstrated good participation in the learning activities and completed all the required assignments.
50 – 59	C	Student performed satisfactorily in the learning programme. He/She completed the learning activities but more active participation and attention to the requirements of the assignments are needed.
0 – 49	D	Student performed unsatisfactorily in the learning programme. He/She did not complete all the learning activities and lacked motivation to fulfill the learning requirements prescribed by the programme.



# LEWOWA Assessment Report

*The fear of the Lord is the start of wisdom, and the knowledge of the Holy One gives a wise mind.  
(Proverbs 9:10)*

School Chop

Principal

Parent/Guardian



# Assessment & Awards

## 2425 LEWOWA Assessment Criteria & Components

Criteria	Component	Marks
A. Pre-programme preparation	• Pre-programme assignment	10
B. Participation	• Attendance and punctuality • Engagement and contribution in programme activities	10
C. Conduct and Behaviour	• Self-discipline and obedience • Sense of responsibility and serving heart	10
D. Collaboration & Communication as a Group Member	• Contribution in collaborative tasks • Leadership in collaborative tasks	20
E. Learning Outputs	E1. Individual Learning Portfolio (i-Portfolio)	20
	E2. Programme-based output	20
	E3. Performance on the Exhibition Day	10
F. Bonus	Student Programme Assistant	(+5)
Total Marks		100

Students with the top mark in each programme would be mentioned in the Awardees List in the annual LEWOWA Newsletter and receive prizes.



# IV. Curriculum Modification of LEWOWA

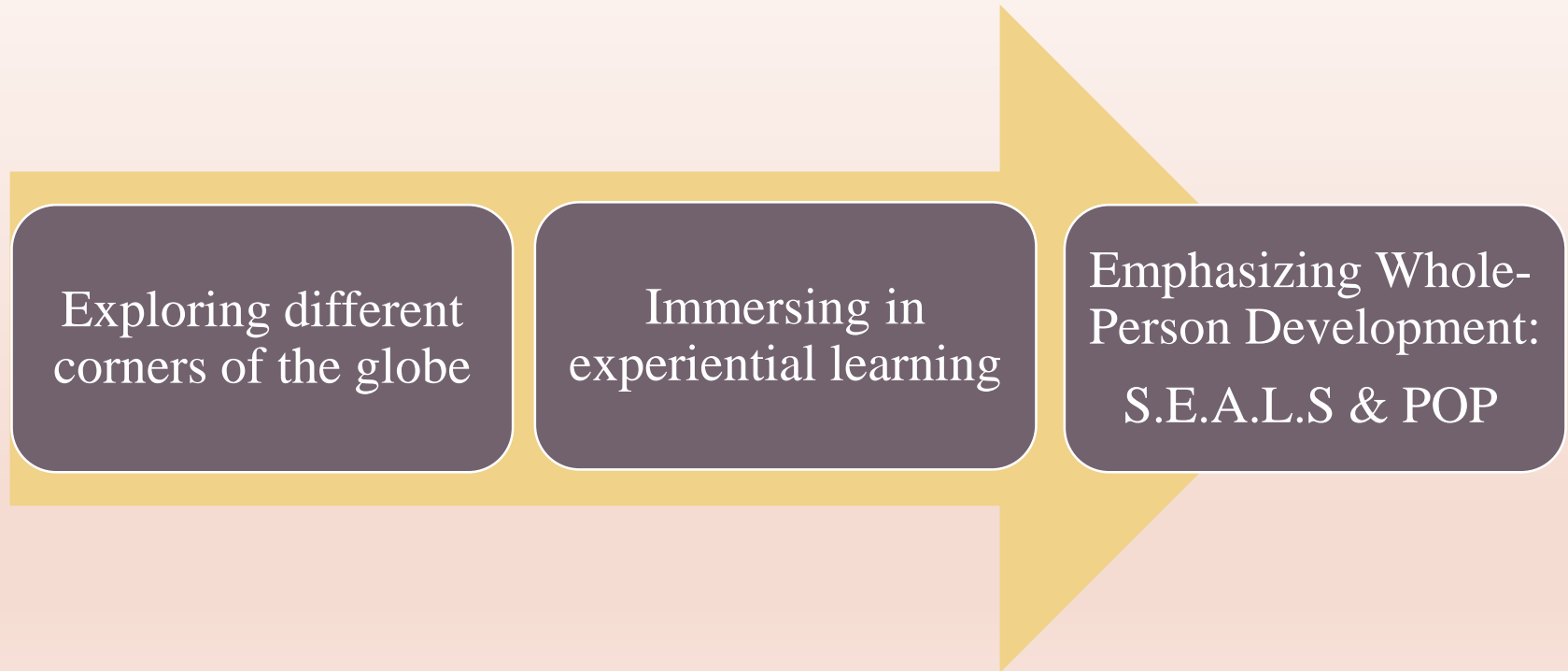
Presented by

**Mr. Jimmy TSE**

Vice-Principal

(Learning and Teaching Domain)

# The Evolution of LEWOWA @ SPKC (2004-2025)





**P. I. E.**

**Students**

**Teachers**

**Parents**

**Education  
Partners**

- Post-LEWOWA Survey
- Evaluation Meetings
- Experience Exchange





# Feedback From Teachers & Students

## 2324 Teachers' Post-LEWOWA Survey

> 80%

- Suitable number of programmes to choose from
- Sufficient guidelines and assistance
- Informative & useful centralized briefings
- Well-developed crisis management & safety measures
- Professional & helpful education partners
- Students achieved learning objectives



# Feedback From Teachers & Students

**2324 Students' Post-LEWOWA Survey** **> 80%**

- Suitable number of programmes to choose from
- Sufficient guidelines and assistance
- Clear & achievable learning objectives
- Assessments of the programmes were challenging & interesting
- They were eager to learn during the programme
- They cooperated well with peers in learning tasks

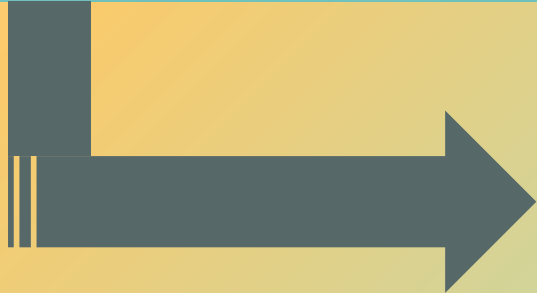


# Feedback From Teachers & Students

## 2324 Students' Post-LEWOWA Survey

Students wanted a new programme related to

- dessert-making or baking
- dance techniques & performance



## 2425 LEWOWA

- LEWOWA 2425 – 07  
Behind the Scene: Savouring  
Coffee Craftsmanship and Bakery
- LEWOWA 2425 – 27  
Rhythm of Seoul: A K-Pop Star  
Quest



# LEWOWA Online Proposal Submission System

Start the LEOWA system for online proposal submission

Dashboard  
Proposal  
Programme Budget Plan  
Requirement to Manpower Allocation  
Teacher Portfolio  
Update Password  
Coding  
Education Partners  
LEWOWA Period  
Logout

Navigation  
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[Day1]  
[Day1 AM]  
[Day1 PM]  
[Day1 Night]  
[Day2]  
[Day2 AM]  
[Day2 PM]  
[Day2 Night]  
[Day3]  
[Day3 AM]  
[Day3 PM]  
[Day3 Night]  
[Day4]  
[Day4 AM]  
[Day4 PM]

## (I) Basic Information

### 基本資料

Represented Unit :

LEWOWA

Learning Distance :

Local (non-overnight)

Name of Programme:

課程名稱 :

(ENG) Career Live: When Architects Meet Farmers

(中) 青年職業體驗：當建築師碰上農夫時

Destination:

目的地 :

China 中國 X

Hongkong 香港 X

Programme Type:

Please Choose 請選擇

Division:

程度 :

☐ S1 ☐ S2 ☒ S3 ☒ S4 ☒ S5 ☐ All

Name of Education Partner:

合作伙伴 :

Non-Licensed

Licensed

Roundtable Education X

Remarks:

1. An outbound package tour must be organized by a licensed travel agent registered as a TIC member.
2. Please choose at most 3 non-licensed organizations or at most 1 licensed travel agent.
3. For any new education partner not on the list, please approach the LEWOWA Committee with the contact information.
4. If no education partner is approached and mentioned in the submitted proposal, the probability of approving and implementing the proposal will be affected.



**Frankly speaking... that's not easy...**  
**So many challenges and risks to be handled**



**PooiKeinians'  
Needs**

**Natural  
Disasters**

**Contagious  
Disease**

**Social & Global  
Changes**



# 2425 Programmes in Japan

Prog No.	LEWOWA Programme Name	Cities in Japan Involved	No. of Students Allocated
LEWOWA 2425-23	From Heritage to Horizons: Exploring STEAM in Osaka 從傳統到未來：探索大阪的STEAM發展	Osaka, Kyoto	30
LEWOWA 2425-25	Braving The Top (Fuji Mountain) 勇闖生命高峰（日本富士山）	Fujiyoshida, Tokyo	25
LEWOWA 2425-26	Servant Leader: Explore the Lives in Japanese High Schools 僕人領袖：日本高校體驗	Osaka, Kyoto, Nara, Wakayama	29
		<b>Total: 84 students</b>	



# Preventive Measures Before Departure

## 2425 LEOWWA: Risk Management for Japan Programmes

### Programmes involved:

Prog No.	Programme Name	Category	No. of Students Allocated
LEOWWA 2425-23	From Heritage to Horizons: Exploring STEAM in Osaka	Scholars	30
LEOWWA 2425-25	From Heritage to Horizons: Exploring STEAM in Osaka	Adventurers	26
LEOWWA 2425-26	Servant Leader: Explore the Lives in Japanese High Schools	Explorers	30
			<b>Total: 86 students</b>

### Current Travel Alert (Issued by the Hong Kong Security Bureau)

Japan (areas near the Fukushima Dai-ichi nuclear power plant) - **Amber Alert**

**\*\*NO TRAVEL ALERT IS CURRENTLY ISSUED FOR THE PROGRAMME DESTINATIONS\*\***

### News Reports on Current Japan Situation

源二 2025-03-11

### Scenarios

1. Cancel before student allocation result release (**March 21, 2025**)
2. Cancel before 1st installment is paid to EPs (**April 25, 2025**)
3. Before departure (**June 28, 2025**)

### Solution: Student Re-allocation:

→ Add affected students to local programme (Total no. of vacancies: 125)

- LEOWWA 2425-01 Multi-intelligence Training Scheme (10)
- LEOWWA 2425-02 Exploration of the Nature, Astronomy and Ourselves (10)
- LEOWWA 2425-03 Animate Me: Lessons in 3D Computer Animation (12)
- LEOWWA 2425-04 How to become a Shakespearean actor (11)
- LEOWWA 2425-05 Forest School: Spark Adventure in English Creative Writing (14)
- LEOWWA 2425-08 Be the Next Pop Hit Songwriter (9)
- LEOWWA 2425-09 Hong Kong Stories: Undiscovered Treasures (15)
- LEOWWA 2425-11 Pushing the boundaries- Challenge accepted (11)
- LEOWWA 2425-12 Outward Bound Hong Kong - Teen Explorers (16)
- LEOWWA 2425-13 Embarking on the Journey of Martial Artists - First Encounter with Karate

The school has considered the risks of programmes and considered the feasibility of **contingency plans**.

洋板塊以每年8厘米的速度向陸地移動，未釋放的能量或累積至足以引發強烈9級地震。美國警告，上一次在千島海溝發生大地震已是17世紀，距今近400年，未來30年引發強烈8.8級地震的機會率為7%至40%。

此前，日本地震調查委員會今年最新評估，南海海槽未來30年發生強烈8至9級地震的機會增至82%。

According to the The Hong Kong Federation of Insurers: HKFI (香港保險業聯會), **travellers would be covered if they took out an insurance policy before earthquake struck**. The following would be covered:

- Any monetary losses regarding hotels, flight tickets, trip arrangements if the trip is forced to end early
- Subsidies for any flight delays, extra accommodation etc



# School-based Curriculum

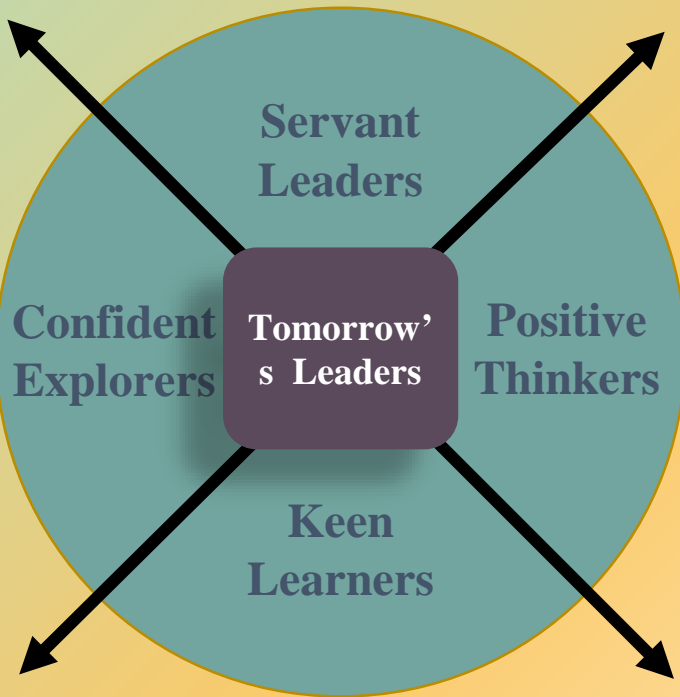
Hostel  
Experience

Christian  
Value



PFA  
A5 CCA

Life-long  
Learning



Love  
& Care

DTL  
STEAM Projects  
PERMA Run



Globalized  
Vision

SDG Edu  
(Esp. GC)



**Thank you!**