

Yu Chun Keung Memorial College No. 2
Life-wide Learning Grant
Plan on the Use of the Grant
2019/2020 School Year

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
Category 1	To organise / participate in life-wide learning activities										
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
English Language	1. <u>English Film Appreciation:</u> ● Bring our students to watch some selected educational films in	1. <u>English Film Appreciation:</u> ● To enhance students' listening skills in English.	Oct 2019- June	F.1-6	● Students' engagement and participation in	\$24000 (\$3000 x 8 items)	✓	✓	✓	✓	✓

	<p>English language.</p> <p>2. <u>Field trips:</u></p> <ul style="list-style-type: none"> ● Explore the nature and wild life (e.g. WWF’s programmes to visit Mai Po, glassboating experience in Sai Kung, Visit to Kandoori Farm etc. <p>3. <u>English Drama Appreciation:</u></p> <ul style="list-style-type: none"> ● Appreciate a stage performance run by SCOLAR HK with a group of English native speaking actors and participate its post-activity discussions with joint schools <p>4. <u>Ruby or Hockey Taster Lessons:</u></p> <ul style="list-style-type: none"> ● Organise ruby or hockey trial lessons conducted by native English speakers for our lower form students. <p>5. <u>Environmental Protection Activity:</u></p> <ul style="list-style-type: none"> ● Beach Cleaning ● Greening/ Planting in organic farms <p>6. <u>University Visit</u></p> <p>7. <u>STEM & English Activity</u></p> <ul style="list-style-type: none"> ● The activity is about the career opportunities in drone-related aviation industry. An expert in this area will come to school to brief students about this industry and later our students will be arranged to visit his company and possibly, Dajiang, one of the biggest drone companies in the world. 	<ul style="list-style-type: none"> ● To arouse students’ interest in English pop culture. ● To increase students’ awareness in social issues and develop an analytical mind from a global perspective. ● To develop students’ writing skills in film commentaries. <p>2. <u>Field trips:</u></p> <ul style="list-style-type: none"> ● To explore the nature wild life in English language. ● To understand more about the overfishing problem of Hong Kong through the glassboating trip and conducting a survey in Sai Kung. ● To know more about different species and living creatures. <p>3. <u>English Drama Appreciation:</u></p> <ul style="list-style-type: none"> ● Appreciate a stage performance run by SCOLAR HK with a group of English native speaking actors and participate its post-activity discussions with joint schools <p>4. <u>Ruby or Hockey Taster Lessons:</u></p> <ul style="list-style-type: none"> ● To enhance students’ skills in sports communication in the use of English language. 	2020		<p>the activities.</p> <ul style="list-style-type: none"> ● Students’ reviews shown on their learning logs (self-reflection tool) ● Post Activities: <ul style="list-style-type: none"> ✓ Groups discussions ✓ Worksheets ✓ Filming in videos ✓ Sharing in assembly morning talks ✓ Writing reports/reviews 						
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	<p>8. <u>Cultural Activities</u></p>	<ul style="list-style-type: none"> ● To develop students' awareness of health and wellness. ● To introduce a new form of sports to students. <p>5. <u>Environmental Protection Activity:</u></p> <ul style="list-style-type: none"> ● To educate students the importance of environmental protection and loving our own earth in English language. ● To serve the community by doing environmental services. ● To enrich students' vocabulary knowledge in this topic. <p>6. <u>University Visit</u></p> <ul style="list-style-type: none"> ● To enhance students understanding of university life ● To help students' life planning ● To motivate students to learn English <p>7. <u>STEM & English Activity</u></p> <ul style="list-style-type: none"> ● To get students more familiar with a career in drone or aviation industry ● To introduce workplace communication in English to students <p>8. <u>Cultural Activities</u></p> <ul style="list-style-type: none"> ● To enhance students' cultural appreciation. 								
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		<ul style="list-style-type: none"> ● To give value education to our students ● To encourage students' to respect and accept different cultures 									
P.E.	<ol style="list-style-type: none"> 1. Rental of swimming pool (\$450 x 40 hours = \$18000) 2. Hiring a swimming coach (\$400 x 28 hours = \$11200) 3. Subsidising a school long-distance running programme called '跑動天賦' (\$18000) <p>Remarks:</p> <ul style="list-style-type: none"> - Swimming Fees collected from the students \$3390 (\$30 x 113 students) - (\$47200 - \$3390) = \$443810 	<ul style="list-style-type: none"> ● To develop students' interest in swimming and introduce students different swimming styles ● To strengthen students' respiratory system and tone up their bodies. ● To train students to be determined and strive for their set goals through cross country running practice. ● To get students learn the importance of sportsmanship through inter-school sports events and competitions. ● To teach students the importance of team work through basketball and football trainings. ● To develop their skills in both basketball and football trainings. ● To stretch students' potential in field track sports. ● To introduce different sporting activity of field and track sports. ● To promote the school's long-distance running programme which aims to enhance students' 	Sep 2019- Jun 2020	F.1-6 students	<ul style="list-style-type: none"> ● Students' achievements in both internal and external sports competitions and events. ● Students' self-reflections on learning logs. ● Coaches' observations and feedback on students' performance 	\$43810	✓	✓	✓		

		long-distance running skills and teach them to the value of determination.											
Science	<ul style="list-style-type: none"> ● Through visiting the HK Disneyland Physics World, students can enjoy fun learning, widen their knowledge in physics and taste various experiments while exploring the place. 	<ul style="list-style-type: none"> ● Applying a problem-solving technique to everyday situations: ● Knowledge in Mechanics ● knowledge in Pneumatics ● Knowledge in Wave Motion ● Discussing factors that may influence the roller coaster design process 	Any one day in April or June	F.4 - F.6	<ul style="list-style-type: none"> ● Teachers' observation and feedback on students' performance ● Teachers and students' discussions and conclusions ● Demonstration in the school science day ● Demonstration in science taster lessons (for P.6 students and guests) ● Integration of the gained skills in the science curriculum ● Sharing to the whole school and science teachers after the activity. 	\$6200	✓						
Cross-KLA (e.g. STEM)													

1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)									
	1. <u>Guidance and Discipline Team</u> <ul style="list-style-type: none"> ● Providing value education related activities to NCS students 	<ul style="list-style-type: none"> ● To nurture students and deepen their sense of value as well as develop their positive attitudes 	Oct 2019 – May 2020	F.1-3 NCS	<ul style="list-style-type: none"> ● Questionnaires ● School's evaluation forms ● Teachers' feedback 	\$15000	✓			
	2. <u>ECAC</u> a. Animal Club (ECAC): <ul style="list-style-type: none"> ● 8 times of educational talks given by Animal organisations recognised by the government and visits to these organisations, as well as outings related to understanding of pets and wild animals. b. Handicrafts and Cookery Club: <ul style="list-style-type: none"> ● Workshop fees and coach rentals c. Rope Skipping Club (A07 & B07): <ul style="list-style-type: none"> ● Rope Skipping is granted \$6000 since they have double lessons. ● Instructor and rope fees d. Magic Club: <ul style="list-style-type: none"> ● Instructor and Props fees e. STEAM Club: <ul style="list-style-type: none"> ● Instructor fee f. Chinese Club: <ul style="list-style-type: none"> ● Instructor fee g. Uniform Groups:	a. Animal Club (ECAC): <ul style="list-style-type: none"> ● To arouse students' awareness of animal welfare and animal problems in Hong Kong. ● To develop students' care and love for all living creatures. ● To promote right attitudes and the Catholic core values to our students. ● To train students to be more responsible and compassionate. b. Handicrafts and Cookery Club <ul style="list-style-type: none"> ● To use simple and basic materials for designing and creating creative handicrafts ● To design some healthy dishes and teach students how to cook those dishes c. Rope Skipping Club (A07 & B07) <ul style="list-style-type: none"> ● To introduce skipping skills of different variations and styles to the students ● To train their coordination ● To strengthen their health 	Oct 2019 – May 2020	F.1-5	<ul style="list-style-type: none"> ● Feedback given by club advisors ● Students' sharing and discussions after meetings regularly ● Students' performance in school events and talent show 	\$79563.5	✓	✓	✓	

<ul style="list-style-type: none"> ● Red Cross/ Boy Scouts/ Road Safety ● Activities and Uniforms Fees ● Around 95 students (F.1-3) <p>3. Leadership Camp</p> <ul style="list-style-type: none"> ● Leadership Camp (4days 3nights) <p>Remarks: ECAC:</p> <ul style="list-style-type: none"> - Each ECA Club is granted \$3000 - Except skipping club which has double meeting times (A07 and B07) so it will be granted $\\$3000 \times 2 = \\6000 - $(\\$3000 \times 5 \text{ clubs}) + \\6000 (Rope Skipping) = \$21000 <p>Leadership Camp:</p> <ul style="list-style-type: none"> - \$350 per person - Around 20 students - $\\$350 \times 20 \text{ students} = \\7000 <p>Uniform Groups:</p> <ul style="list-style-type: none"> - Boys Scouts 29 students $\times \\$731.5 = \\21213.5 - Red Cross 42 students $\times \\$600 = \\25200 - Road Safety 25 students $\times \\$590 = \\14750 - Fees collected from 96 students $\times \\$100 = - (\\$9600)$ <p>Grant for uniform groups = \$51563.5</p> <p>Total Grant for ECAC is \$79563.5</p>	<p>d. Magic Club</p> <ul style="list-style-type: none"> ● To arouse students' curiosity in magic performance ● To teach students how to do magic and reinforce their sense of satisfaction <p>e. STEAM Club</p> <ul style="list-style-type: none"> ● Through Tello EDU training on drone, students are expected to develop their interest in STEAM, gain skills in writing programmes, and knowledge in aviation routes <p>f. Chinese Club</p> <ul style="list-style-type: none"> ● Through various Chinese cultural activities, students will have a better understanding of Chinese culture and develop a sense of appreciation. <p>g. Uniform Groups</p> <ul style="list-style-type: none"> ● Students will learn the importance of discipline, teamwork and cooperation. ● Students will also learn some basic problem-solving skills. <p>3. Leadership Camp</p> <ul style="list-style-type: none"> - Student will gain more confidence and be able to develop more skills in leadership. 									
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1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons									
Art	<p><u>Art Tour to Holland</u></p> <p>1. Students will visit local art galleries and attend art workshops. They will also travel to Van Gogh's Museum and Netherland's National Museum. Through the visits, students should have a better understanding of various prestigious painters, its art history and evolution, particularly its golden era for painting in the 17th century.</p> <p>2. Students will meet up and exchange ideas with the local contemporary artists. They will host an art exhibition together.</p> <p>Remarks: - (\$8000 x 15 students) + (\$18000 x 2 teachers) = \$156000</p>	<ul style="list-style-type: none"> ● To infuse the theories learnt from the curriculum into daily life that deepens students' knowledge of art in different aspects, such as art history and the culture of art. ● To help students explore any job opportunities in the local art history 	20-30 June 2020	15 students (estimated)	<ul style="list-style-type: none"> ● Teachers' observation and feedback given to the students ● Students' reviews and commentaries on the artworks shown in the exhibitions ● Filming & photographing the joint art exhibition with the Dutch contemporary artists. ● Students interview the local artists ● Organising a school exhibition with photos and students' commentaries ● Introducing Van Gogh and sharing the exchange experience during morning talk after summer. ● Students fill out an evaluation form or a 	\$156000	✓		✓	✓

					questionnaire after the tour.						
P.E.	<u>Sports Exchange Tour to Taiwan - Long-distance running tour</u> (跑動天賦-台灣學習交流團) Remarks: - (20 students x \$1000) = \$20000	<ul style="list-style-type: none"> ● Enrich students' long-distance running experience outside Hong Kong ● Train students to be determined in accomplishing challenges and difficult tasks ● Strengthen students' physical fitness ● Meet up a runners of Taiwan and exchange experience 	3-5 days in late June 2020	20 students	<ul style="list-style-type: none"> ● Achievement in the running events ● Students' own reflection and evaluation ● Teachers' feedback on students' performance 	\$20000	✓	✓			
STEAM	<u>SDGs Study Trip in Fukuoka (8 days)</u> <ul style="list-style-type: none"> ● Learning Journey 1: How to Create a Sustainable Society (13 or 16 March 2020) ● Learning Journey 2: (14 March 2020) ● Learning Journey 3: Problem Solving and Design Proposals for sustainability using STEAM concepts (16 or 17 and/or 18 March) ● Learning Journey 4: (17 or 18 March 2020) Remarks: - \$9000 x 25% = Grant per student - (\$2250 x 20 students) + (\$9000 x 2 teachers) = \$6300	Journey 1: <ul style="list-style-type: none"> ● Students can learn about what sustainable development goals are and how the concept of the SDGs is applied in aging towns in Fukuoka prefecture to create a more sustainable society and clean city. ● Student will get to have an educational tour to several recycling plants in Oki Town in Fukuoka Prefecture. Students will be able to learn <ol style="list-style-type: none"> a. how trash can be sorted out for recycling b. how PET bottles and plastics can be recycled into usable burnable fuel c. how raw waste and sewage can be recycle into bio-gas for fuel use for cooking d. how raw waste and sewage can be recycled into fertilisers for agriculture 	12-19/3 March, 2020	STEAM students (15-20)	<ul style="list-style-type: none"> ● Teacher-in charge's observation on students' performance. ● Evaluation and review shared by the participant students. ● Post activities in STEAM and Science lessons on recycling topic. ● Host a workshop at YCK2. Teacher-in charge and participants teach our students on global problems and sustainability in the use of STEAM concepts. ● Morning talk sharing 	\$63000	✓	✓	✓	✓	

		<p>Journey 2:</p> <ul style="list-style-type: none"> ● Students can attend the SDGs International Design Award and exhibition organised by the university. In this event, students can see what are some interesting design solutions designed by university students to solve sustainability issues. <p>Journey 3:</p> <ul style="list-style-type: none"> ● First, students learn about the global problems such as rapid aging populations and the effects to small towns. ● Secondly, the professors will conduct 1 or 2 half-day design workshop to teach students about designing and design thinking. Students thinking about ideas and solutions to solve some problems related to aging population using STEAM concepts ● Thirdly, after the workshop, students return back to Hong Kong to make their solutions. After that, a video presentation by YCK2 students to professors to explain solutions etc. <p>Journey 4</p> <ul style="list-style-type: none"> ● Kyushu University, Faculty of Design Tour ● Students can experience different design education ● Students can see the types of facilities and workshops that how a Faculty of Design 									
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English + Religious & Ethics	<u>8-Day English Cultural and Religious Tour to England</u> Remarks: - (\$18000 x 40%) = \$8000 = Grant per student) - (\$8000 x 15 students) + (\$18000 x 2 teachers) = \$156000	<ul style="list-style-type: none"> ● Promote Catholic Core Values and know more about Catholicism through visiting local cathedrals and comparing it to Anglo-churches ● Expose students to English speaking environment and provide them opportunity to communicate with native English speakers. ● Increase students' sensitivity of using English language. ● Develop a better aesthetic and historical sense through visiting galleries and museums. ● Have a better understanding of local sport culture - 'Football' and watch a football match as well as visit its sports stadium ● Visit local biological and zoological gardens, which arouse students' awareness of nature and animal welfare. ● Visit and perform voluntary work in local animal rescue centres. ● Visit local secondary schools or/and universities to help students identify their interests in study and career development. 	22-30/6/2020	Any F.1-F.5 (15-20 students)	<ul style="list-style-type: none"> ● Students' own sharing (morning talk, video taking) ● Students' learning logs ● Teachers' evaluation ● A written report on the tour ● Sharing/ worksheet on the comparison between Catholicism and Anglo-churches. 	\$156000	✓	✓	✓	✓	✓
1.4	Others										
Estimated Expenses for Category 1						\$563573.5					

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
STEM	<ul style="list-style-type: none"> ● Procurement of STEM equipment and materials such as <ul style="list-style-type: none"> -Solar Car Parts and accessories -LEGO EV3 Core Sets & Resources Kits -Vex Robotics Parts, Motors, Sensors and accessories -Unmanned Aircraft Sets, Parts and accessories -3D Printers & Scanners and accessories -Laser Cutter accessories -3D Food Printers and accessories ● STEM Project-based Learning Materials 	<ul style="list-style-type: none"> ● To provide opportunities for students to develop their creativity and imagination ● To expose students to STEM related activities ● To train students' collaboration and problem solving skills 	\$7000 (each department gets \$7000 equally)
PE	<ul style="list-style-type: none"> ● Purchase sports training equipment and goods for different sporting events and activities 	<ul style="list-style-type: none"> ● Educate students the significance of health and wellness ● Introduce different kinds of sports to students and provide them with both internal and external sporting events. 	\$7000
Art	<ul style="list-style-type: none"> ● Purchase art materials and goods for art activities and competitions ● Purchase camcorder and other electronic devices for running digital art workshops and activities 	<ul style="list-style-type: none"> ● Introduce digital art to students ● Inspire students and arouse their interest in art of different forms 	\$7000
English	<ul style="list-style-type: none"> ● English Drama Props and Costumes 	<ul style="list-style-type: none"> ● Make use of drama to boost students' confidence and improve their public speaking skills ● Introduce different stages and roles of drama, including making props and costumes ● Inspire students to interpret a play in their own creative and imaginative way. 	\$7000
Science	<ul style="list-style-type: none"> ● Buy materials and equipment to make and maintain an ecological fish tank. Students learning Biology and Science can acquire knowledge in Ecology, such 	<ul style="list-style-type: none"> ● Get a better understanding of ecology and promote aquaponics at YCK2 	\$7000

Domain	Item	Purpose	Estimated Expenses (\$)
	as nitrogen cycle, through observing and maintaining the fish tank. ● Buy materials and equipment for making an aquaponic system. It is a pilot scheme for assessing the feasibility of promoting aquaponics at YCK2.		
Others			
		Estimated Expenses for Category 2	\$35000
		Estimated Expenses for Categories 1 & 2	\$598573.5

Estimated Number of Student Beneficiaries

Total number of students in the school:	236
Estimated number of student beneficiaries:	236
Percentage of students benefitting from the Grant (%):	100%