



保良局

李城璧中學

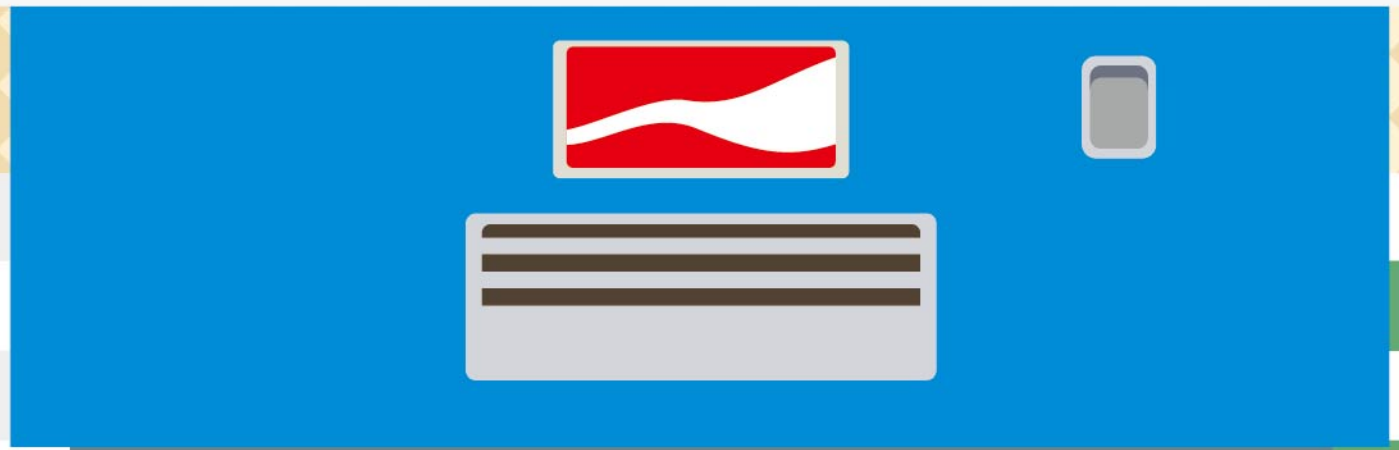
Po Leung Kuk Lee Shing Pik College

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璧程

LSP Travelogue



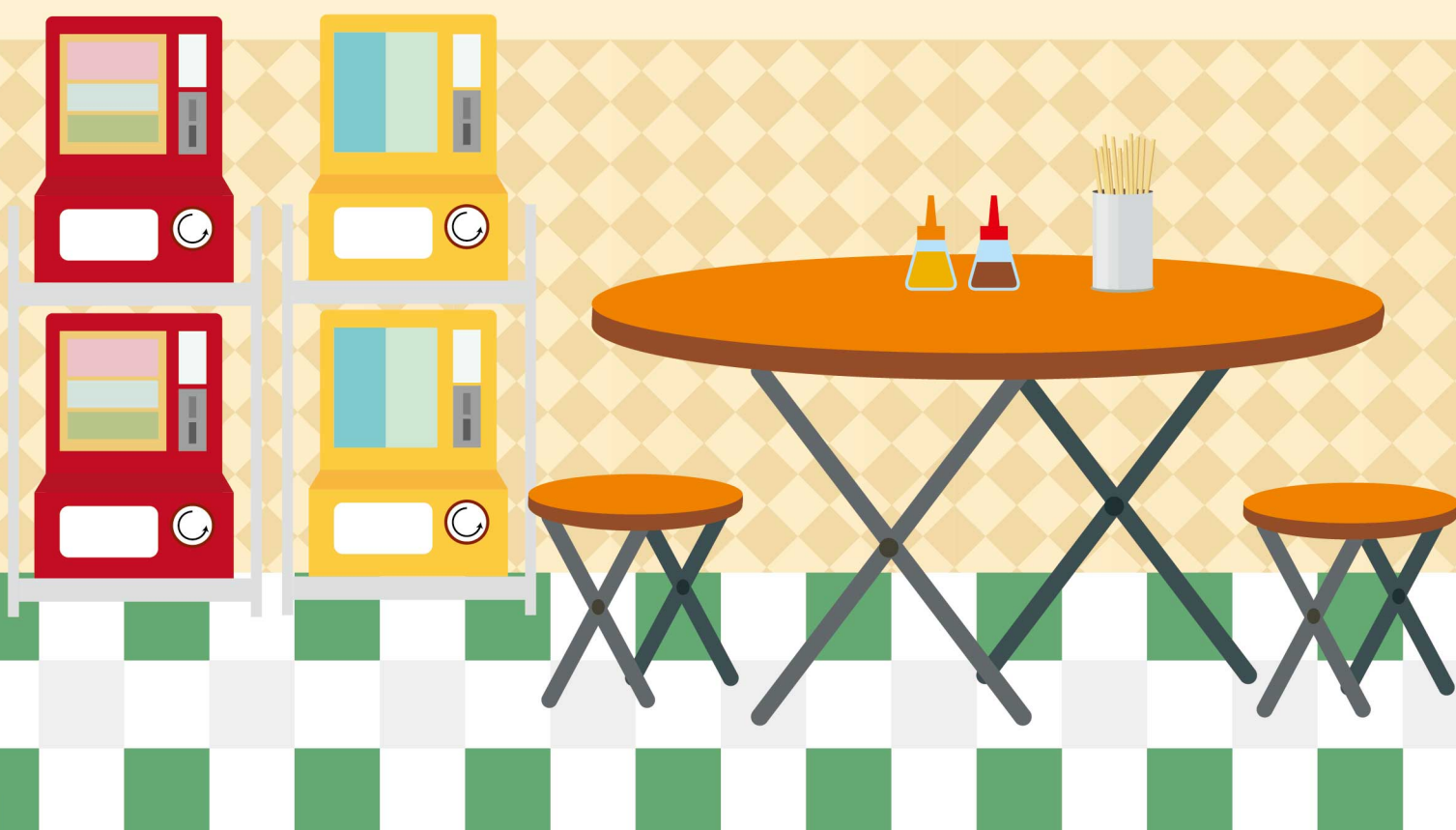


Editor's Notes

「璧程」乃本校境外交流組所編纂的刊物，旨在讓同學藉以反思考察交流期間的得著和體會，因本組相信同學所經歷的每個行程，不只是擴闊視野，更要探索反思，如此，同學才能將所見所感之事扣連生活，從而學會將學習融入生活。「璧程」還是同學交流、分享學習成果的平台，既使同學從互相分享中深化個人識見，亦讓其他未能參與的同學探知其中的閱歷。

“LSP Travelogue” is a publication edited by our school’s Offshore Cultural Exchange Committee. The purpose behind is to encourage students to reflect on their encounters and on what they had learned from field studies or cultural exchanges. We believe, by exploring and reflecting on the activities that they had in cultural exchanges or field studies, students will be able to connect and relate what they had experienced with their everyday life. Students are able to learn how to blend learning into daily life.

“LSP Travelogue” is also a platform for students to exchange and share their learning outcomes. This platform not only allows participants to deepen their understanding and widen their horizons through reflecting and sharing, but also enables other students who did not participate in the activities to probe into their fellow schoolmates’ experiences.



Enhancing understanding through language and cultural exchange

The exchange programmes provide students the opportunity to meet and exchange language and cultural insights in a relaxed environment. It's always great to learn a new language, accept and exhibit knowledge from diverse cultures. It aims to improve interpersonal skills, gain valuable conversational experience and build a better global social network.

Online Japanese Cultural Exchange



On 26th September, 8 students from form 5 who are taking Japanese Language as their elective subject and 8 students from the junior forms conducted an online cultural exchange activity with Hong Kong Japanese School. The online cultural exchange lasted for an hour. Hong Kong Japanese School is a school in Hong Kong using the Japanese curriculum, as their target students are mainly from Japanese families living in Hong Kong. The participants from that school are the Japanese students who are living in Hong Kong.

During the event, the students from junior forms shared their favourite Hong Kong's tourist spots as well as their favourite Hong Kong cuisine in native Japanese. Then our students shared the part of Japan and Japanese culture that they like, which includes music, games, comics and cuisine. Although our students have only learnt Japanese for one year, they tried their best to give sharing in Japanese which is highly appreciated by the teachers and students from Hong Kong Japanese School. In return, students from the Hong Kong Japanese School shared about the most interesting and iconic tourist spots they discovered while living in Hong Kong.



5B Tai Wing Kiu

I've had completed my first ever presentation in Japanese during the exchange programme and I'm thankful to my teachers and classmates for giving me advice for my speech. I am also grateful to Mr. Liu who worked hard for this event to be conducted successfully. Through this event, I got to know more about what the Japanese students think about Hong Kong and I hope to have the opportunity to participate in such an interesting activity in the future!

5D Lam Ka Lok

I felt incredibly nervous as I am not that confident in speaking Japanese and I could not fully understand what the Japanese students were saying during the event. But I enjoyed it. Not only was it interesting but also educational. I learned and found out many amusing things about Hong Kong and Japan. My classmates also did an excellent job and the exchange event went perfectly. If I had a chance, I would definitely join again.

Participants for Online Japanese Cultural Exchange

Chan Hei Yi, Chan Lok Yiu, Chan Sum Ki, Kwong Pak Hei, Lai Wai Chung, Lam Ka Lok, Tai Wing Kiu, Wong Lok Yi



Online cultural exchange with students from Pingjen Senior High School in Taoyuan, Taiwan



On 17 November 2021, 22 students from our school conducted an online cultural exchange activity with students from the Taoyuan Municipal Pingjen Senior High School in Taoyuan, Taiwan. With the objective of establishing social connections and enhancing our students' understanding of the Taiwanese culture, the theme of this online cultural exchange was to share collective memories of local snacks and languages.

Prior to the exchange session, we conducted two preparatory workshops in early November. As part of the preparatory work, our students were divided into groups. They selected and prepared some of the iconic snacks from Hong Kong, and further identified several food-related slangs or common slangs used in their daily life. This allowed our students to reflect on our own culture. Those snacks were then sent to the students in Taiwan. In return, our students received iconic snacks from Taiwan.

During the exchange session, students from both places had a real-time snack tasting and group sharing with the aid of online meeting software. Students taught each other food-related slangs and reflected on the similarities and differences in their lifestyles in Hong Kong and Taiwan.



3B Mak Tsz Yan

During the virtual exchange, I introduced Hong Kong snacks to Taiwanese students. We shared, reviewed the snacks and responded to questions. I discovered that there were many snacks in Taiwan that are unavailable in Hong Kong and these snacks are loved by people in Hong Kong. We also talked about our views on the traditions and cultures in both the countries. The local Taiwanese classmates were all friendly and enthusiastic.

5B Hong Tsz Ching

We've exchanged information about university entrance requirements and talked about common topics, like food culture and pop stars during this event. The most memorable thing they've shared with me was that the Taiwanese students could wear makeup to school and school uniform rules are less strict compared to Hong Kong. That really surprised me! I also learned to be braver and communicated in Putonghua as I stepped out of my comfort zone and chatted with them. I felt that it's really fantastic to have friends from another city or country and I'm still in touch with them. I am looking forward to meeting my friends face-to-face one day!





5B Tsang Tsz Wah

The highlight for me was to exchange information about the food and the language with the Taiwanese students during this exchange. For example, we usually use Cantonese to communicate in our daily life but Taiwanese use Tai Yu or Putonghua to interact. After this exchange, I reflected that if I meet someone from a different culture, I will respect them and try my absolute best to communicate and understand their culture.

5C Lau Tsz Ying

I get to know more about the different snacks in Taiwan. The snacks were different and unique such as the iron eggs and oyster fried flavour potato chips. But there were also some snacks with similar style cod shreds and “dim sum” noodle snacks. We also had extra time to teach each other the local language and typing input method. Although I knew how to speak Taiwanese but through this interaction, I’ve learned more about folk songs. I’ve benefited a lot from not only getting to know Taiwanese culture and snacks, but also getting to know Taiwanese friends.

5C Wang Yan Ning

I took part in this activity because I’m interested in knowing more about Taiwan. During the process, we communicated in Putonghua and shared about our snacks. We’ve also taught Cantonese and learned Taiwanese. After this event, I’ve been interested in Taiwan and will be more aware of the information about Taiwan and Taiwanese culture.

客家語介紹



早安 an`zo`
吃飽了嗎 siid bau` mang`
最近好嗎 an` giu`ho` mo`
謝謝你 an` zii` se
不客氣 m` sii`
對不起 siid` li`
不好意思 pai`
沒關係 mo` gu`



- 假爸休銀
 - 災啦
 - 阿災
 - 哇里嘍
 - 揣共
 - 釘孤支
 - 卡好
 - 凍蒜
 - 笑(ㄟ)(ㄨ)到黑姑
 - 休喊
 - 俗辣
 - 甘安捏
 - 揪派欸餛
 - 洗嘞考喔
 - 里欸驚某
 - 沒路用
 - 怕周球
 - 水喔
 - 氣普普
 - 母湯喔
- 特殊流行用語

Participants for **Online cultural exchange with students from Pingjen Senior High School in Taoyuan, Taiwan**

Au Wai Ying, Cheung Ning, Ho King Yin, Hon Meagan Tsz Ching, Hui Chin Kwok, Lam Wing Yan, Lau Tsz Yan, Lau Tsz Ying, Li Cheuk Fung, Lin Fengling, Mak Tsz Yan, Siu Ho Tsun, Tai Wing Kiu, Tai Wing Sum, Tsang Tsz Wa, Tsui Yuk Lun, Tso Hing Yu, Varinves Ching, Wang Yan Ning, Yeung Yuen Ching

Our Student in the 'Multicultural Leaders of the World' Program

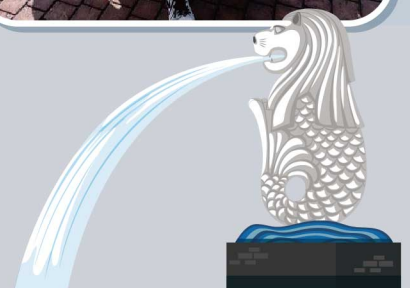
Last academic year, one of our students Chan Yan Yi from 5A joined the 'Multicultural Leaders of the World' Programme organised by WEDO GLOBAL Foundation. WEDO GLOBAL Foundation is a NGO established in 2018 with the aim to connect people from different cultural backgrounds, facilitate mutual and intercultural understanding to bridge the cultural gaps and achieve social inclusion with innovation.

Every year 'Multicultural Leaders of the World' Programme is organised by WEDO GLOBAL Foundation. It is a territory-wide youth training Programme that welcomes Hong Kong Secondary 3 to 5 Chinese and non-Chinese students to participate. The Programme is fully funded by The Hong Kong Jockey Club Charities Trust. The programme aims to increase students' understanding and practices of Cultural Intelligence, foster the collaboration among Chinese and non-Chinese youths, empower participants' community involvement, global exposure, and increase their awareness of social harmony. It also aims to construct a multicultural harmonious Hong Kong together.

Selected participants were given the opportunity to join the first stage of activities and workshops from January to May 2021. Selected participants formed cross-cultural teams to look into and understand the innovative cases from around the world to design how to apply those cases to solve the social problems happening in Hong Kong by using videos to introduce them. This stage enabled participants to enhance their understanding of multi-culture, Cultural Intelligence, Sustainable Development Goals (SDGs), and Design Thinking. Our student worked on the topic focusing on the diversity library and drama. She expressed that the most interesting part was to select the SDGs that were relevant to the topics and she was able to identify the areas in our society that needed further effort.

After completing stage 1, selected participants had the opportunity to join a 5 days 4 nights Singapore learning exchange. In Stage 2 (Go Global), selected participants learnt how to construct a multicultural city and enhanced their sense of global citizenship, global and cultural exposure through interaction with people in Singapore, exploration, and experience to understand more about the local social issues, solutions for tackling those issues.

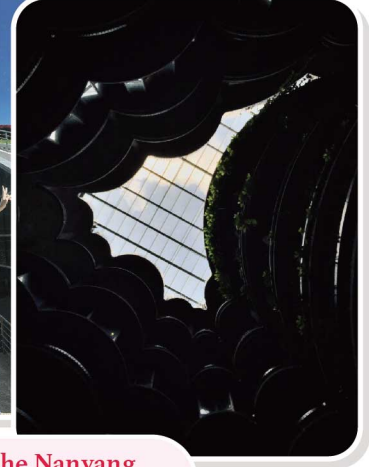
As the last stage of the programme, the closing ceremony was organised by WEDO GLOBAL Foundation for participants to share their learning experience and outcome with people from the Government, corporates, communities and schools. This ceremony was conducted face-to-face and was hosted by ethnic minorities in Hong Kong. Some ethnic minorities participants from last year attended the event and shared how to promote a multicultural and harmonious society.



My thoughts about cultural diversity and inclusiveness

5A Chan Yan Yi

I had an exhausting but meaningful experience as I joined and explored something new. Thanks to WEDO Global for organizing and providing an opportunity to join the Jockey Club 'Multicultural Leaders of the World', I had an incredible chance to visit a pronounced multicultural city, Singapore for 5 days after completing the initial stages of the programme in Hong Kong and learning about culture-related social problems.



Visiting the Nanyang Technological University

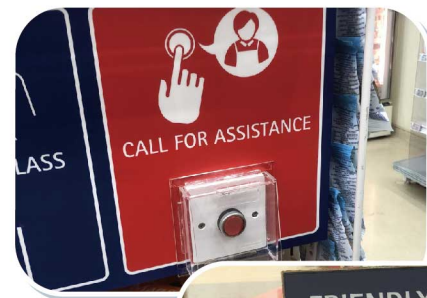
Singapore is a home to a wide range of cultures, ethnicities and religions. I visited various ethnic Singaporean places, including the Little India, the Chinatown, and the Sultan Mosque. These places provide great opportunities for ethnic minorities to further develop in society, live peacefully and develop a modern and inclusive city together. Besides, I visited the renowned Nanyang Technological University, the university offers courses related to different cultures as Singapore is a home to an inspiring community of people from diverse cultures and cultural inclusiveness.



Conducting Street Survey

Singapore has pretty decent urban planning. It was memorable for me to conduct the street survey with my teammates. All of the people we interviewed were satisfied with the public housing which shows that development of public housing was successful in Singapore. After the street survey, I visited the Housing and Development Board Living Space (HDB) to visit the sample rooms of public housing and realized that the government has had a great development plan over the years.

It seems like Singapore is similar to Hong Kong, but it's actually not. Singapore has developed an Enabling Village, which is a place and community to provide career opportunities, training and employment for the disabled. It provides different types of work for them, like painting, designing, etc. There is an abundance of Universal Designs for facilities so that it is accessible and convenient for people of diverse needs. For instance, a hearing loop system is provided which is wired up with cables that generate signals which are tuned into using hearing aids. Hearing-impaired users can clearly hear musical performances and public announcements without distracting noise in the environment. People with different abilities can feel accepted and be valued for their contributions.



Friendly Features in Enabling Village

On the whole, the Employment Support of disabled people in Singapore is more than in Hong Kong. Another difference is that there is still discrimination against people with disabilities and ethnic minorities in Hong Kong. Although Hong Kong is a diverse society, this situation is much better in Singapore.

Overall, I understood that there are some social issues in Hong Kong and how we can develop and build a better future in Hong Kong. I've also enhanced my confidence and communication skills.

Experiential learning beyond classrooms in Hong Kong theme parks

With the purpose of enhancing students' learning beyond classrooms, our school organised the Life-Wide Learning Day 2022 on the 3rd August. On that day, students from the senior forms went to Ocean Park, while students from the junior forms went to Hong Kong Disneyland. They were invited to complete their subject-based learning activities in the theme parks independently.

The learning activities were designed by the corresponding subject teachers to incorporate the elements of the theme parks and enable students to apply what they have learned in classes. Each student received a learning package explaining the learning tasks to be completed by them and for them to document their learning outcome.

HONG KONG DISNEYLAND

Students from the junior forms completed a designated learning activity in accordance with their forms. A form-based competition was set up for the students from the junior forms, wherein Gold, Silver and Bronze awards were awarded to three students selected by the subject teachers based on their effort and performance in completing the learning activities. The award-winning works were exhibited in our school library in late September.

Form	Subject	Theme of learning activities
Form 1	Performing Arts	Writing a performance review
Form 2	English Language	Writing a review for a show
Form 3	Chinese Language	Describing a character or a scene

3B Zhou PanPan Amy

I was very touched and learnt performance-based speaking skills. In Disneyland, there were a lot of different interesting rides, like Big Grizzly Mountain Runaway Mine and RC Racer, they are two rides that I liked the most. They are very exciting and fast. My friends were terrified but I enjoyed the rides a lot. Apart from these rides, Disneyland also had some amazing shows. I remember my friends and I watched the show named Mickey and The Wondrous Book. I thought all the performers performed perfectly! I was engrossed in the show because it was attractive. I am usually a shy girl, when I see someone who can perform so confidently, I want to be like them too! They were all excellent and were not afraid to talk to others, so I guess my goal is to be like them.



2B Ming Tsz Ying

I learned to pay attention to the surrounding buildings and drawings. The Animation Arts classroom at Disneyland allowed me to learn more about the composition and details of the characters, which benefited me a lot. This learning activity was not only fun but also thoughtful. I cherished this opportunity to study outdoors, and I am very grateful to the school for this opportunity which enabled me to learn different and new things. I am very happy to win the Gold award in the competition but I never thought I would win. Even if I thought I was not the best, if I worked and reflected seriously, it would be rewarded and appreciated. With this mentality, I already think that I am very good. Of course, I will improve and do better every time.

4B Cheng King Ying

It was incredible of the school to give us this opportunity to go to Disneyland. We enjoyed diverse facilities with our teachers. When I reached the top of a rollercoaster ride, I had forgotten all the turmoil of life for a moment. However, we never forget to learn from it either. I felt extremely grateful. Besides that, we loved thrilling adventurous facilities like Mystic Manor. In Mystic Manor there were dancing and singing armors which could effectively stimulate creativity and broaden my horizon. Furthermore, among these activities, we could relax and share our feelings and thoughts with our teachers. Apart from that, the booklet we completed that day helped us to learn how to use different writing methods in Chinese, such as dynamic description and appearance description in further writing passages. It also enabled us to use the knowledge and experience that we had in life to apply that during the school trip.



OCEAN PARK

Students from the senior forms could choose from a range of learning activities based on their declaration of elective subjects. Certificates of merit were awarded to students who had been nominated by their subject teachers as the well-performers.

Form	Subject	Theme of learning activities
Form 4 and Form 5	Mathematics	Exploring exponential distribution
	Economics	Understanding opportunity costs and factors of production
	Geography	Comprehending spatial distribution of the elements of tourist attractions
	Physics	Learning circular motions from roller coasters
	Business, Accounting and Financial Studies (BAFS)	Calculating net profit ratio
	Biology	Understanding the characteristics of sharks and penguins

6C Wu Mang Chak (Economics)

I was really glad to have such an opportunity to gain experience outside the school during the Life Wide Learning Day trip to Ocean Park. As a curious economics learner, I chose to work on the economics section task in the learning package. For example, one of the questions asked was to classify different types of factors of production while visiting the South Pole Spectacular or pandas so I visited the sites to further discover and study thoroughly. The exercise allowed me to reflect and recap on those topics I've learnt in Form 4 like opportunity cost and factors of production. To conclude, I highly encourage all my friends not only to learn inside school but also to think and discover anywhere and anytime just like what we did in Ocean Park.



5B Hui Hoi Fung (Geography)

I chose to complete the geography activity during the Life Wide Learning Day trip to Ocean Park. By grouping the Ocean Park's 7 thematic zones based on the key element of attraction and general location, I find out that displaying and conservation of plant and animal areas were mostly located at the lowland, and amusement rides areas were mostly located on the top of the mountain. I think the benefit of this location is to distinguish the areas for visiting and playing, so that tourists can choose whatever they want clearly. I am now studying 'City Planning' in a Geography lesson. Locating the zones of Ocean Park is like city planning. We need to observe different areas, think about their advantages, then we can plan a suitable location to design the city. The Life Wide Learning Day trip to Ocean Park enriched my knowledge while I was playing, and the activity was meaningful.

5A Varinves Ching (Biology)

I have never thought that I could learn Biology in Ocean Park. My first impression of the Life Wide Learning Day was to relax and have fun, like taking the rides and visiting different animal habitats and attractions. On Life Wide Learning Day, when I went to the South Pole Spectacular and did my Biology work, I realised that we always learn about animal's characteristics from textbooks. But we rarely have a chance to really see them in real life. You won't always have a chance to see the penguins, right? It really got me interested. So, it was a really enjoyable experience for me. Also, I have learnt that we should pay attention to things around us and always find things that interest us. You may have learned in the textbooks or even you can enhance some knowledge that you won't learn from textbooks too!

5D Wu Sin Yi (BAFS)

In Ocean Park not only you can play but also learn. It was a wonderful experience. On the Life Wide Learning Day, we calculated the net profit ratios for the year ended 2020 and 2021 for Ocean Park Corporation. I noticed that the knowledge learned in the class is not in vain, but also can be practised in daily life. In the BAFS lessons, we learned how to draw income statements and the calculations, but there was no practical experience. Through this activity, I realised that the concept can be applied in daily life, the knowledge and skills we've been learning in school are inseparable from our daily life.





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