




Parent-child Outdoor Learning

Stepping beyond the confines of traditional classrooms is an essential element of comprehensive education. By immersing in nature, undertaking field tasks, or engaging in hands-on activities, outdoor learning provides students with a dynamic and memorable educational experience. Through active involvement of parents, the effectiveness of learning can be further enhanced and the target audience can be expanded.

Let's check out how two schools awarded with the Outstanding Award in the “Best Green Education Initiative Award” under 2021 Hong Kong Awards for Environmental Excellence (Schools Sector) conducted outdoor learning activities for their students and parents.

Education Initiative 1: Fun Exploration in the Community

(TWGHs Tsui Tsin Tong Kindergarten)

Theme:	Environmental protection, Community awareness, Inclusive society						
Learning objectives:	<ul style="list-style-type: none">• Enable students and their parents to be familiar with the characteristics of the community and experience the natural environment• Enhance the connection between participants and the community• Promote parent-child interaction and relationships						
Target audience:	All students and parents						
Year of implementation:	2021						
Content:	<ul style="list-style-type: none">• The initiative was designed based on the concept of community exploration, allowing all students and parents to arrange their own itinerary to complete different challenge tasks in the community during the designated period and record the process.• The activity implementation was flexible, allowing parents and children to freely choose the date, time, and location to complete the tasks.• Challenge tasks included:<table border="1"><tr><td>Knowledge questions</td><td>Search for useful information about the unique features of the community at designated locations and record them with photos. <i>E.g. Find out the number of three-colour waste separation bins in the North District Park.</i></td></tr><tr><td>Photo questions</td><td>Take visual illusion photos with a landmark or object that represents the characteristics of the community. <i>E.g. Take visual illusion photos with the theme of “Giant flowers!” and design a pose that interacts with the flowers.</i>  <i>Illusion photos submitted by students</i></td></tr><tr><td>Video questions</td><td>Film a short video at a community landmark to promote moral values or environmental messages. <i>E.g. Take a video in any format with the theme of “Environmental protection starts with me”, featuring a parent-child collaboration.</i></td></tr></table>	Knowledge questions	Search for useful information about the unique features of the community at designated locations and record them with photos. <i>E.g. Find out the number of three-colour waste separation bins in the North District Park.</i>	Photo questions	Take visual illusion photos with a landmark or object that represents the characteristics of the community. <i>E.g. Take visual illusion photos with the theme of “Giant flowers!” and design a pose that interacts with the flowers.</i>  <i>Illusion photos submitted by students</i>	Video questions	Film a short video at a community landmark to promote moral values or environmental messages. <i>E.g. Take a video in any format with the theme of “Environmental protection starts with me”, featuring a parent-child collaboration.</i>
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Highlights:

- 👍 During the epidemic, the school designed this flexible family activity as they were unable to organise a school picnic as usual. Through different tasks, parents could bring their children to understand the community environment and ecology.
- 👍 The activity design was jointly planned and collaborated by multiple stakeholders, including members of the Parent-Teacher Association.
- 👍 The “Photo Illusion Shooting tasks” challenge involved creativity, allowing children to interact with and develop a love for nature, which resulted in interesting photos for sharing with the school community.
- 👍 Challenges also included values education elements, encouraging children to thank the cleaners in the community, so as to cultivate children's heart of gratitude and appreciation.
- 👍 An outstanding educational activity that adopted blended learning mode and combined the environment and community engagement.

Education Initiative 2:

Disappeared Horseshoe Crab Bay – Biodiversity Education Programme

(CCC Chuen Yuen First Primary School)

Theme:	A horseshoe crab-themed biodiversity education activity
Learning objectives:	<ul style="list-style-type: none">• Enhance the awareness of primary school students and the public in the Tsuen Wan District about horseshoe crabs in Hong Kong waters• Allow participants to appreciate Hong Kong’s marine ecology, thereby fostering conservation awareness• Strengthen students’ understanding of sustainable development
Target audience:	Primary school students and residents of the Tsuen Wan District
Year of implementation:	2020-21
Content:	<ol style="list-style-type: none">1. Campus murals Murals with “Animals in Hong Kong” as the theme were created on campus to arouse students’ interest in Hong Kong’s biodiversity.



- 2. Outdoor exploration**

Eco-tours were arranged for students, parents, and the public to observe the ecology of plants and animals in a mudflat in Tung Chung and Nai Chung pebbles beach in Sai Kung and understand the issue of marine litter pollution. Participants also served the community by assisting in coastal clean-up.



3. Outcome sharing

Students shared their observations and photos with their family and friends, further deepening their understanding of wildlife and sustainable development.

Highlights:

- 👍 As horseshoe crabs were found before the reclamation in Tsuen Wan District, using horseshoe crabs as the theme could attract residents to participate in the activity and enhance their sense of belonging to the community.
- 👍 The school **wisely tapped into resources of external parties** to organise education programmes promoting biodiversity. The initiative was sponsored by the “Subventions for Biodiversity Education 2020” of AFCD, while an external organisation was invited to co-organise the eco-tours.
- 👍 The initiative was **family-based**, aiming to foster parents’ engagement.
- 👍 This initiative involved **inter-school collaboration**, which provided a platform for exchange among teachers, parents and students from different schools.

Conclusion

Similarities of the two initiatives:

- ✓ Under the influence and limitations of the epidemic situation, both initiatives adopted different approaches to encourage students and parents to engage in **experiential learning in nature**.
- ✓ Both initiatives **deepened students’ understanding of the community and natural environment** in Hong Kong, promoting a stronger connection and sense of belonging to their living environment.
- ✓ By **encouraging parents to lead or accompany their children** in the outdoor exploration, the parent-child relationship is strengthened, and knowledge and values are also transferred to parents.