



**OUTWARD BOUND
HONG KONG™**

**Three Day Life Skills Program
25th-27th June 2016**



In Partnership with



Project WeCan
學校起動計劃



WHARF

Established 1886

**A Wharf Group (Holdings)
Business in Community Initiative**

Contents

1. Introduction

2. Program Outcomes and Transfer of Learning

3. Participant Reflections

4. Personal Evaluation Questionnaire

5. End of Course Report

6. Outward Bound Hong Kong

Introduction

This program represents a unique collaboration between The Outward Bound Trust of Hong Kong and Project We Can, a Wharf Group (Holdings) Business in Community Initiative. <http://www.projectwecan.com>

The aim of the project is to develop disadvantaged secondary students by providing resources to empower them to pursue higher studies and promising careers. This includes providing funding for infrastructure, teacher training and development of life skills for students.

This innovative program connects those who desire to bring about positive change in young people's lives with those who really benefit from the opportunities given them.

The Outward Bound program provided an opportunity for schools to foster ongoing collaboration and empower students with relevant life skills aligned with Outward Bound and Project We Can values.

Nam Wah Catholic Secondary School, Buddhist Ho Nam Kam College and Buddhist Wong Wan Tin College each enrolled 12 students and integrating 36 students into them into three groups named Tabei , Mandela and Blyth. Each Outward Bound group name is associated with an inspirational role model that embodies the qualities and characteristics we aspire to.

These three groups then embarked on a challenging **Three Day Sit on Top Kayaking Expedition**



Program Outcomes and Transfer of

Learning

The outcomes developed in each and every OBHK course are carefully considered and monitor throughout the course. Examples of how each of the domains may be developed are outlined here, along with examples of the ways they may be transferred back in to daily life. This transfer of the learning, and the resultant personal development is the ultimate goal of an OBHK experience.

Outcomes	Definition	Examples on Course	Examples of Transfer
Resilience	<ul style="list-style-type: none"> i. The capacity to persevere through adversity; toughness, perseverance, maintaining sustained effort in difficult situations 	<ul style="list-style-type: none"> i. Ability to endure when facing physical adversity such as ketch sailing even when feeling sea sick, long days sea kayaking, a stretcher carry or community service work. ii. During course participants have the opportunity to succeed in the face of adversity 	<ul style="list-style-type: none"> i. Ability to overcome obstacles at school to achieve results. This may include return to school from sickness, or to persevere with difficult decisions and find solutions. ii. Participants have more confidence in their ability to face adversity
Teamwork	<ul style="list-style-type: none"> i. Cooperative or coordinated effort on the part of a group of persons acting together in the interests of a common cause or goal 	<ul style="list-style-type: none"> i. Engaging in tasks that require intentional and collaborative effort to succeed, such as belaying on the ropes course, planning and navigating a journey or sailing 	<ul style="list-style-type: none"> i. Engaging in tasks that require intentional and collaborative effort to succeed ii. Inclusive and iii. Planning, organising and implementation
Lateral Thinking	<ul style="list-style-type: none"> i. The desire to think outside the box and give voice to new ideas 	<ul style="list-style-type: none"> ii. Engaging in complex and non-routine initiatives that demand new logic for successful resolution, such as raft-building. <p>NOTE: We are not teaching this as a curriculum but rather providing the opportunity for this to emerge.</p>	<ul style="list-style-type: none"> i. Engaging in complex and non-routine initiatives that demand new logic for successful resolution, such as innovation and entrepreneurship

Participant Reflections

Students actively engaged in journaling during the course which provided them with the opportunity to reflect on their experience. The journals used our Outward Bound Compass Logo and our 'To Serve, To Strive and Not to Yield' motto as a metaphor for navigating their lives and persevering through challenging situations. The journal posed questions around their experience and were retained by the students as a personal reminder of their journey. The students summarized their feedback for us and we are happy to share some excerpts with you.



'Sea orienteering is the most memorable experience from the course. Only if we kept regular communication and exchanging ideas can reach to an agreement. Once we finished our mission, it enhanced my communication and organisational skills. Also, we learnt how to well-prepared before the sea orienteering. I am now taking things more serious and know my weakness and strengths.

I have enhanced my affordability and resilience when overcoming difficulties in this course. Like I was exhausted in the water activities section, I chose to keep going instead of giving up. At the same time my role had been changed to a leader!

I discovered I am excellent in resilience. It could help me to go further in my future life and develop my career. I will continue stay positive and do my best to give back to my community. '

Participant #7 Tabei

'In the second challenge task (making our own raft), we had different opinions. There was a little conflict about how to make use of limited materials and complete the mission. I guessed it was probably we were exhausted and everyone of us started getting annoyed. We were having a slow process at the beginning but soon after we communicated well and reached a consensus, we finally made it!

The story didn't end here. We had to raft afterwards. Since all of us were lack of sleep, we were feeling lazy. However, some of my groupmates cheered everyone up and comforted each other, which brought the whole team back to live again! Confidence and endurance do really matter!

A lesson that I have learnt during the past 3 days--- the importance of endurance'.

Mandela Group Summary

'Jetty jump was my most favourite task. I was afraid of height before and refused to jump into the sea! I didn't attempt to jump from jetty but probably the challenges that I had involved strengthened me to try new thing... I discovered myself that I could accomplish more than I thought. I did not step out of my comfort zone before so I hesitated and chose not to do. Now I have changed. Even I failed, I didn't feel uneasy. Success is not far from me anymore. '

The last day was the most unforgettable day. Our team had the jetty jump challenge. Everyone was getting excited before the jump! Some of us did not know how to swim but we still enjoyed that moment. There were lots of laughs! ... I found myself expand my limit of endurance. I learnt to communicate well and found more possible solutions.

'Participant #6 Mandela

'My most memorable experience from the course was finished every tasks with my groupmates. We didn't give up even we failed for many times. We encouraged each other and accomplished the sea orienteering mission.

I didn't have shower for 2 days! This was my biggest challenge I had ever had. We had hot showers in city everyday but it was quite a big challenge for me staying in outdoor! I got used to it now. I felt more carefree when I didn't have a proper shower. I realise I am always better than I think. I thought I had poor physical ability but I overcame everything in these 3 days. I believe I could do better. '

'Participant #6 Tabei

'Sea orienteering was my most memorable experience from the course. Each of my teammates needed to try to be the leader. I learnt how to use of the compass and make accurate directions. We need teamwork even on the sea! Only helping with each other can accomplish the mission.

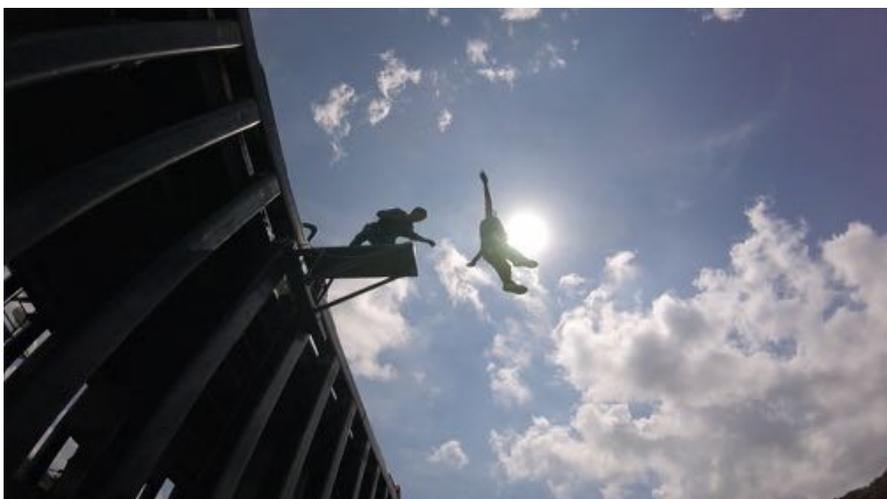
Being brave to face difficulties was my biggest challenges. Though I failed in raft building for several times, I finally made it! Thanks my teammates!'

'Participant #6 Blyth

'My most memorable experience was on 26th. It was a special night. We built our raft for 4 hours at night for the next day journey to the base. Unfortunately, we failed. We didn't give up but continue repairing our raft. Other groups had built a good raft and they offered their kindly help and suggestions. I experienced the team spirit and care from the others.

I was not quite sure what contributions I had given in the journey but I learnt a valuable lesson: listen to the others and offer your help to them. It is very important to put my shoes into the others. Understanding the others' needs and try to help more.

'Participant #8 Blyth



Participant Evaluation Questionnaire

Outward Bound Hong Kong has been working with leading international educational consultants in outdoor adventure education to identify and communicate the effectiveness of courses. These educational experts have built a robust Programme Evaluation that is used pre and post-course to measure and communicate change against the stated learning outcomes of all courses at Outward Bound Hong Kong.

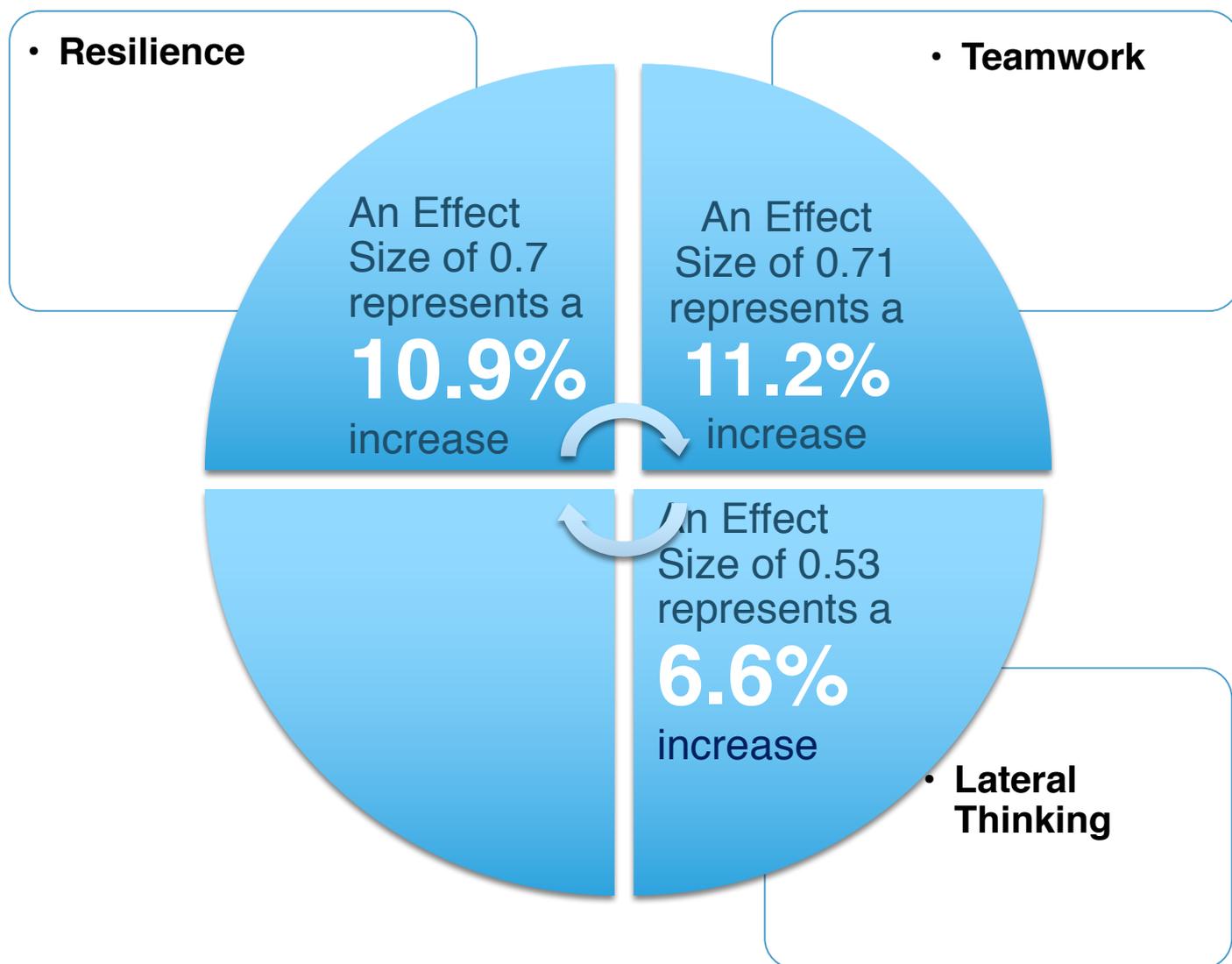
Growth and change can be represented in various ways and for ease of interpretation the following is shown as a measure of **'effect size'** which is defined as 'a recognised quantitative measure of strength of change'.

This report also shows the effectiveness of this course as measured against the recognized international industry average for outdoor adventure education, which is shown as a red-line on the chart and is recognized to be **0.34**. These international averages have been peer-reviewed and verified through studies on the impact of outdoor education courses, and it is against these measures that educational experts have benchmarked the Outward Bound Performance Measurement Process and used for comparison.



Participants' improvement in the three categories is considerable and evident. When measured against the recognized international industry average for outdoor adventure education, which is indicated in the graph a red line with effect size at 0.34 (Hattie, Marsh, Neill, Richards, 1997)¹, we can conclude that the course is effective in helping participants improve in lateral thinking, resilience and team work. With significant increases in all three categories, we can confidently confirm that the courses have been beneficial for all participants of Project We Can.

¹ Hattie, J., Marsh, H. W., Neill, J. T., & Richards, G. E. (1997). Adventure Education and Outward Bound: Out-of-Class Experiences That Make a Lasting Difference. *Review of Educational Research*, 67(1), 55.



End of Course Report

Course Code	LTCC 4166	Client	Project We Can
Dates	25 th -27 th June	Duration	3 Days
Location	TMT	Staff	Mya, Osbert, Pete, Nat, Jackie , Rob
		Coordinator	Gavin

Client Profile (Age, Attitude, Behavior, Expectations, etc.):

Age: 14-16 Gender: Mixed

Background: Students selected by three schools to attend this pilot initiative. The schools wanted to reinforce the Project We Can objectives which are:

- Cultivating among students the character to serve and commit, and teaching them proper values
- Developing students' communication skills, basic competence (especially that in English) and common sense
- Fostering innovativeness and creativity

The students were also mixed into three composite groups to foster collaboration.

Expectation: The students knew what to expect and had a clear understanding of Outward Bound and the purpose of the course.

Attitude and Behaviour: Positive and motivated, willing to be challenged. Limited capacity to communicate in English.

What worked BEST (models, sessions, routes):

- Role Modelling – Example: The group autonomously decided to do a beach clean-up based on instructor role modelling (Pete Ward)
- Sit On Top Kayak was a good medium of transport and cold rations for 3 days supported the resilience and perseverance outcomes.
- Crisis Scenario involving all groups: This encouraged the groups to help others in need, rather than taking care of their own group. Compassion is a key pillar of Outward Bound philosophy and supports the outcome of values and commitment to service.
- Orienteering – provided a dynamic platform for planning, goal setting and communication within the group.





OUTWARD BOUND HONG KONG™

'Outward Bound helps people discover and develop their potential to care for themselves, others and the world around them through challenging experiences in unfamiliar settings.'

Since 1970 Outward Bound Hong Kong has been operating as a not for profit organization, serving the people of Hong Kong. Our mission drives us to seek funding to support a wide variety of beneficiaries including disadvantaged youth, rehabilitating drug addicts, cancer survivors, rehabilitated offenders amongst others.

Through our work we have provided transformative experiences for participants enabling them to make the most of themselves and contribute toward their communities. Our courses follow the experiential learning cycle (plan, do, review, apply), enabling participants to transfer their experience in our courses back to their daily life, job, school, family etc.

As a member of the Outward Bound International we adhere to the fundamental tenets of the Outward Bound experience. Outward Bound International also conduct a bi-ennial review of OBHK operations ensuring that we represent the industry best in terms of safety, course design and delivery. In addition, OBHK is the only organization in Asia to be accredited by the Association for Experiential Education. This rigorous accreditation process considers every element of OBHK and confirms that we deliver the highest quality programming for participants. This is confirmed by the impact that our independently validated Participant Evaluation Questionnaire process shows we have on participants.

In order to extend our impact, we are always seeking partners to develop and deliver programs that will make a difference to the lives of people in Hong Kong. If your organization is interested in continuing or developing a relationship, please contact us.

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