

心 爭 貴



Guizhou Trip Zheng Gui Proposal

Rotaract Club
of New Asia College
of CUHK

**Rotaract Club
of
New Asia College
of
The Chinese University of Hong Kong**

**Guizhou Trip
Zheng Gui**

Proposal

(Version 1.1)

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Basic Information

Title:

Zheng Gui (爭 · 貴)

Theme:

Life, Knowledge, Power

Place:

Guizhou, China

Date:

25th December, 2004 to 1st January, 2005 (8 days)

Target participants:

Rotaractors of The Chinese University of Hong Kong

No. of participants:

20 students

Target of service:

Primary and secondary school students in Guizhou

Organizer:

Rotaract Club of New Asia College of The Chinese University of Hong Kong

Co-organizer:

Rotary Club of Hong Kong North (our Mother Club)

Grace Charity Foundation Ltd

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1. About the Title

Separately,

Zheng - 爭 :

'Zheng' is a Chinese word which has the meaning of 'striving': The Guizhou students should actively learn and think in their daily lives. Opportunities are there and gone—they must be grasp at the right moment—the Guizhou students should make full use of every opportunity to learn while the Hong Kong participants strive for their chance to have cultural exchange.

Gui - 貴 :

'Gui' represents two meaning. First, it represents Guizhou, the destination for this project; Second, it means that the value of this project lies in the sincerity of both the Guizhou and Hong Kong students.

Together,

Zheng Gui(爭 · 貴) :

The pronunciation of these two words together is similar to the meaning of 'precious'. Thus it is hoped that students from both places will value the chance to meet each other, share and learn to enrich their lives.

2. Origin of the Activity

Jiangkou in Tongren City in Guizhou Province, the chosen place for this project, is much limited by its geography and economy. Being far away from the urban areas, in a remote part of the Guizhou Province, the people there have little access to the outside world. Impoverished by the natural environment and the local economy, limited education is provided for the local students. However, for a place to possess liveliness, knowledge, and power, the young generations must break through constraints and build a better and wider way to success.

Life, Knowledge, Power

Teaching concrete academic knowledge in a few days will never be an easy task. Therefore, the main focus of this project will be on the theme of 'Life, Knowledge, and Power'. As laid down in the theme, this project hopes to bring to the students in Guizhou an important message—daily life is the source of inspiration for thinking and learning—so that the students there could have a chance to explore their talents.

This project hopes to achieve a breakthrough in the mode of learning of the Guizhou students. Traditionally knowledge is passed on by a person, a teacher probably, to a learner. This teach-and-learn method has its advantages, but then students tend to play a rather passive role in the learning process. Students will only wait to be taught, but they will not take the initiative to explore the world around them. They will tend to 'learn' by memorizing texts and theories rather than by asking and answering questions—the way through which they can learn by themselves—and students will learn slowly and ineffectively. Yet, the initiative for learning is proved to be the way to successful acquisition of knowledge; and curiosity is the most natural motivation for learning. A well-known example is Issac Newton who developed the law of gravity by asking an ordinary question: why does an apple fall DOWN? Students, the young generations, have a free mind full of imagination and creativity. They have the rights and ability to explore and learn about the world by themselves, in their own ways, for their benefits.

Learn from daily lives

In order to let the Guizhou students realize that they can learn through

observing and thinking about the surrounding environment, different means of teaching will be employed. Games and debates will be two of the major methods used to inspire them to think in different directions, laterally and horizontally. Moreover, students are expected to make full use of the things in their daily lives. Doing experiments on ready materials provided in their environment, for example, little experiments on the law of motion or light, will be another way to motivate them to think. Through observing and thinking more about things happen in their daily lives, the students can widen their horizon, develop a more open and sophisticated mind, and improve their livelihood; and by having unique and critical viewpoints, they would be able to differentiate themselves among the many competitors in their lives ahead.

Grow in experience

To give and to take are two simultaneous processes. Regardless of their differences in background and culture, both the Hong Kong students and the students in Guizhou will be benefited from this project. Even the organizers, who are students themselves, are being benefited through the whole process of organizing the activity. Participants from The Chinese University of Hong Kong are expected to benefit themselves by engaging in this unique experience. This project gives the participants from Hong Kong an opportunity to walk in the community of the poor students in Mainland China, which is very much different from their own. They are expected to share their knowledge with the Guizhou students while at the same time, enhance their own incentive to learn through collecting and preparing information and materials for teaching. Also, the Hong Kong participants are encouraged to learn in a humble manner, to try to live the life of the local people, and to have more reflections on their lives. By experiencing the lives of the Guizhou students, the Hong Kong participants will have a greater understanding of the social life of some of the citizens in Mainland China, which will further generate their love towards Mainland China. There is a Chinese saying that 'it is better to walk for miles than to read for millions'. Through this project, the participants can take one step forward and see a wider view of the world.

3. Theme

'Life, Knowledge, Power'

Francis Bacon (1561-1626), a philosopher and a scientist in Renaissance England, said, 'Knowledge is power.' Knowledge is not something that human beings make up of, but it is the fundamental for human beings to understand the truth of the world. The acquisition and accumulation of knowledge is done through questioning, trials and debates, which require curiosity, thoughts and critical thinking. Only a person who possesses the above qualities that he/she can acquire knowledge, and can bring liveliness and power into his/her own life as well as the others'.

To have knowledge, one must study hard. Yet, it does not mean that going to school or reading piles of books are the only ways to learn. Truth or knowledge are hidden in every tiny little things in life. The one who has the passion and curiosity for knowing the world will certainly find the truth and intelligence in his/her everyday life.

Therefore, Life, Knowledge, and Power, are three inter-related elements. Life generates knowledge and knowledge generates power; and knowledge and power in return enrich and colour life. With life, knowledge, and power, a person can be strong and smart; a race can be unified and unwavering, a nation can be prosperous and glorious.

4. Aim

To encourage academic and cultural interflow between Hong Kong and Guizhou, by which the students from the two places can learn to colour their lives.

This project aims at achieving the following aims:

4.1. Students in Mainland China

4.1.1. To understand the concept 'to learn from daily life'

Textbooks are not the only source of knowledge. There is knowledge and truth in even very tiny ordinary things in daily lives. Applying this concept, students in Mainland China can learn by paying attention to incidents happen around them. Newton will be set as an example to show that even a common phenomenon, an apple dropped from the tree, can have a deciding effect on the whole world when it is put into deep thoughts. All that the students need for self-learning is observation, curiosity and encouragement. Observation can be accomplished by multi-angled thinking so that the students are dare to set hypothesis and then prove its validity. However, the students in Guizhou may not know about this kind of learning. Therefore, this project hopes to encourage the Guizhou students to 'learn from daily lives' and to explore their talents.

4.1.2. To enhance the interest for and the dynamic of learning

The project aims at stimulating the Guizhou students' intellectual thinking and enhancing the interest for learning through activity-based teaching. It helps them understand that learning is not only limited to 'swallow the books', but also can also be done through games and activities. The concept of 'Happy learning' is what the project wants to bring them.

4.1.3.To enrich their knowledge on hygiene

Usually the relatively backward regions have hygienic problems. Possible reasons are people's little awareness of the importance of hygiene, and the lack of education. In this project, some knowledge about personal hygiene and environmental cleanliness will also be shared among the participants, so that their knowledge on hygiene can be enriched.

4.1.4.To show Hong Kong's friends support and care to the people.

4.1.5.To stimulate creativity, enhance working ability and adaptability

The Hong Kong participants are expected to decide the content and the means of teaching, so they can adjust the content and the methods whenever necessary. Through the preparation for teaching, the participants will have a deeper understanding on the teaching content and will bear the responsibility to observe the response of the students. They thus become more sensitive to the needs of the students. Moreover, in order to suit the theme of the project, the Hong Kong participants have to use activity-based teaching methods to share their knowledge with the Guizhou students. They will be required to be creative when drafting the teaching materials and methods. In addition to the teaching and sharing, the Hong Kong participants are facing difficulties which they may not have met before. The climate, the people and the culture of Guizhou are all new and different to the participants. They have to cope with certain difficulties in this project, and they certainly will be trained in their working ability and adaptability.

4.1.6.To widen their horizon

The Hong Kong participants can know more about the differences of the education and living environment between Hong Kong and Guizhou. By experiencing a different culture, they will have more reflections on their local culture and believes.

In Mainland China, education is not a free gift to the children. In this trip, the Hong Kong participants will have the chance to aware the value of the educational opportunity they are possessing.

4.1.7.To build up fellowship

The trip gives a chance to the Hong Kong participants to train their independence and to build up mutual supporting network between themselves. In ordinary day life in Hong Kong, the bond between people is becoming weaker and weaker. Untrust and suspicion are replacing trust and sincerity. This time, the participants help and depend on each other for the success of the project. They will develop fellowship which is mutually trust and care even when facing uncertainties.

4.1.8.To develop a sense of belonging towards their nation

This project will help deepen the participants' understanding of the life of some of the Mainlanders and help eliminate some of their misunderstandings. Since the handover of Hong Kong in 1997, people's attention has always focused on the politic affairs between Hong Kong and Mainland, which may have given Hong Kong students a rather narrow picture of their own country. In this project, the participants will have a chance to experience the life in Mainland China, to experience the culture, to step one step forward to the embrace of their nation, and thus they can have a new or fuller understanding of their own culture, their nation, their root.

4.2. Both the participants from Hong Kong and Guizhou

4.2.1. To foster cultural interflow

Except academic interflow, the students from Hong Kong will make use of culturally enchanted language such as music and dance to communicate with the Mainland students, so that both the participants of two places can enjoy the exposure towards different culture.

4.2.2. To engage the participants into the work of eliminating

illiteracy

Though Guizhou has its educational system, still not a small portion of its residence is illiterate. In order to diminish illiteracy, the young generations have to be taught and to be inspired to do even better in their study. On the other hand, this project will raise the awareness of the Hong Kong students to the issue of education and illiteracy. By knowing more about the problem of illiteracy, the Hong Kong students will pay more attention to the issue, and may engage themselves more in the future in solving this problem.

5. Characteristics

5.1. The theme is different from similar projects

The theme of the project is "Life, Knowledge and Power". The main purpose of other similar trips is to teach a particular aspect of knowledge, for example, sex education, or English. Yet, the teaching and learning of academic knowledge cannot be done in a few days. On the other hand, many basic common knowledge are adopted to be the theme of teaching in similar kinds of projects. This project intends to break through the traditional style of similar projects, and to put forward the concept of "learning through daily life" as well as "learning through activities" to the Mainland students, so as to stimulate their intellectual thinking and to motivate their interest in learning in daily life. Surely, this concept can be applied throughout their life.

5.2. Great emphasis on experiencing life and culture

This project emphasizes that the participants have the chance to experience the life of the Guizhou students. In Guizhou, the participants will sleep where the Mainland students sleep and eat what they eat. By knowing more of the difficulties and hardships of the people in Guizhou, sympathy will be built between the students of two places. Thus the Hong Kong participants can have a deeper understanding on the sufferings brought by poverty. The Hong Kong participants will even have a chance to visit those families which have an extremely low income, and they will stay at their home for one night. Then the students from two places can have longer time to explore the differences between two cultures and their daily lives. Other similar projects may not provide such a valuable chance to experience the life of the Mainlanders.

5.3. 'To give and to take'

All the participants are equal not matter in terms of their academic knowledge or their social background. Each participant has his/her own abilities and

insufficiencies. Different from the other projects which only emphasize the help from Hong Kong students to the receivers, this project aims at having mutual cultural and academic exchanges. The Mainland students have their specialities though they may live in a relatively poor environment. Therefore, the Hong Kong participants are going to share their knowledge and at the same time to learn from the Mainland students. Participants from both sides are of equal status and this projects aims at enriching all of their lives.

5.4. Emphasis on commitment and creativity

This project requires a very great commitment of the Hong Kong participants in the sense that they have to design the teaching format, content and materials. It surely helps engage them into greater responsibility and commitment in the project. Moreover, the Hong Kong participants can have more time to establish friendship and trust among themselves first in Hong Kong when they are working on the preparation. It ensures their mutual care and support throughout the trip. In this project, the opinions of the participants will directly affect the programmes of the trip, therefore, there is enough space for the participants to join in the planning and make the project more meaningful. The creative elements break through the traditional ones and distinguish this project from the others.

6.Itinerary

Date	Place	Time	Schedule	Meal	Accommodation
27/12 Day1	Hong Kong->Tongren	am	- Departure at Lo Wu; aboard at Shenzhen Airport		
	Tongren->Yinjiang	pm	-Flight from Shenzhen to Tongren; then to Jiangkou by bus		
	Yinjiang	night	- Dinner with local receptionists and to attain some general knowledge about the education system - Preparation for next day's activities		Guest house
28/12 Day 2	Yinjiang	am	- Visiting RCHKN Zeng's Primary School (香港北區扶輪社曾家小學) - Mass games and classes for primary students		
		pm	-Hong Kong participants divided into groups to visit 2 secondary schools; 2 sessions a day, 1.5 hours per session -free time		
		night	-Evaluation and preparatory meeting	With the Guizhou students at school	Student hostel

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29/12 Day 3	Yinjiang	Am/pm	-Continue the teaching session, same arrangement as before	With students at school	
		night	-Evaluation and preparatory meeting		Student hostel
30/12 Day 4	Yinjiang	Am	-Field trip to students' school, to understand their actual situation	With students at school	
		Pm	- Visiting homes of impoverished families		
		night	-Staying overnight with these homes	Simple food at their homes	Homes of the students
31/12 Day 5	Yinjiang	whole day	-Visiting ethnic groups		Guest house
1/1 Day 6	Yinjiang-> Hong Kong		-Flight from Tongren to Shenzhen, then change and return to Hong Kong through Lo Wu		

*All unspecified meals will be simple food.

7. Content

7.1. Visiting primary school

Through mass games and activities, the message about the importance of cooperation is hoped to be transmitted to local primary students. We would like to help those primary students develop a sense of cooperation, so that they would help and love each other. There is a Chinese saying that “united is the power”. Mass games and activities indeed can help students realize the strength of a united group of people. In that way, school spirit as well as nationalism can be further developed. Besides, what is going to be conveyed through mass games is not limited to the message of cooperation. To enhance greater flexibility, the NA Rotaract committee is merely responsible for providing assistant and advice. The Hong Kong participants are the ones who decide what other messages they want to bring to Guizhou students.

7.2. Visiting secondary schools

The format of teaching will be quite different from what we do in the primary school. Interaction and inspiration will be the focus in the secondary school. Hong Kong participants will use the examples in daily life to illustrate the popularity of science and to inspire their intellectual thinking about the relationship between science and daily life. Hong Kong participants will interact with the mainland students by encouraging them to freely express their thoughts and then a further discussion would be followed. Consequently, students will be notified of the importance of raising questions and will discover various possibilities in daily life.

On the other hand, activities emphasis on philosophical thinking will also be carried out. Open-ended questions with no definite answers will be asked in order to arouse critical thinking. This helps students develop different ways of intellectual thinking.

The main focus of the visit to secondary school is “inspiration”. As the time for teaching is limited, instead of teaching traditional academic subjects like English,

the visit aims at persuading local students to think, to ask and to find out the answer by themselves.

7.3. Visit impoverished families

Hong Kong students will have a chance to experience different life styles and cultures of the Mainland China through a close contact with impoverished families. By this visit, participants can know about the way how impoverished family live without television, TV games nor computer. The simplest but the utmost important fact is to stay with family members. Besides, Hong Kong people will see the eagerness of the mainland students to learn. Walking to school every morning for 4 – 5 hours, what they want is just a chance to be educated. The visit is hoped to provide a chance for Hong Kong students to experience the life of a different world.

7.4. Culture interflow

Guizhou is a multi-ethnic province with more than 16 ethnic groups, including the Miao, the Dong and the Tujia. It is definitely a rare and precious opportunity for Hong Kong students to have a face-to-face contact with those ethnic groups. Through visiting villages of ethnic groups and participating in singing and dancing, Hong Kong students will learn more about Chinese traditional culture and further build up their sense of national identity. On the other hand, Hong Kong students can also introduce Hong Kong's culture to those ethnic groups. In that way, Hong Kong students can act as a bridge to enhance communication and better understanding between two places.

7.5. Hostel

The co-organizer, Grace Charity Foundation Ltd, is responsible for the co-ordination and the arrangement of hostel. Students will stay three nights at Jiangkou guest house, two nights at secondary school hostels and one night at homes of impoverished family.

7.6. Food and beverage

The co-organizer, Grace Charity Foundation Ltd. is responsible for the co-ordination and the arrangement of catering. The catering of Hong Kong participants will be identical to those of the local students and impoverished families when staying at the student hostels and their homes.

7.7. Travel

The round trip arrangement would be the same: shuttle bus from Hong Kong to Shenzhen, then inland flight from Shenzhen to Tongren. The transportation around the Guizhou Province is by mini-bus, which is arranged by Grace Charity Foundation Ltd.

8. Budget

Expenditure	\$	Income	\$
Individual Expenses		Fee receivable	30,000
Transportation (\$1500×20ppl)	30,000	(\$1,500@×20ppl)	
Catering (\$20@×7days×20ppl)	2,800		
Residence (\$30@×3days×20ppl)	1,800		
	<u>34,600</u>		
Other Expenses			
Water (\$5 × 7days × 20ppl)	700		
Souvenir	1,300		
Mobile Network Bill	500		
	<u>2,500</u>		
Promotion Expenses			
Handbills (\$0.4 × 500)	200		
Posters (\$3.5 × 50 + \$3 × 35)	280		
Table Stands	300		
Insurance (\$120 × 20)	2,400		
First Aid Kit	200		
Sundry Expenses	2,020		
	<u>5,400</u>		
Total	42,500	Total	30,000

8.1. Insurance

To safeguard participants' lives and properties, an all-risk insurance will be bought for every participant. The insurance covers medical and hospital benefit during and after the trip, delayed itinerary and baggage, and loss of personal money and travel documents.

9. About organizing

9.1. Promotion

9.1.1. Aim:

To promote this trip to all students in CUHK

9.1.2. Means:

- Posters and handbills
- Table stands at canteens
- Messages in all newsgroups of CUHK and our website
- Emails and phone calls to our members directly
- Counters in the CUHK campus for students to sign up

9.1.3. Promotion and register period:

1st to 15th October

9.2. Interview method and criteria

9.2.1. Method:

After recruiting participants, interviews will be conducted to pick out 20 participants who are sincere and suitable to participate in this activity.

9.2.2. Criteria:

Participants' motivation and expectation: the main aim of the interviewees should be serving Mainland students. Bonus will be given to those who also hope to develop their own capability through serving others. This is because it is hoped that both the local students and Mainland students are benefited from this trip.

➤ **Relative voluntary work experience:**

Interviewees would be asked about their relative voluntary work experience. They are expected to show their uniqueness which make them different from other interviewees.

➤ **Health condition:**

Interviewees must be healthy enough to overcome the long journey and cold weather.

➤ **Adaptability:**

Case study will be used to test interviewees' adaptability and problem-solving skills.

➤ **Team work:**

The selection would be based on interviewees' past experiences in extra-curriculum activities and their attitude towards this trip. Interviewees should be cooperative, friendly and sincere, which qualify them to teach and share experiences with students in Mainland China.

➤ **The sense of belonging to Family of Rotary / our club.**

9.2.3. Interview period: November

9.3. Pre-trip preparation

9.3.1. Briefing session

➤ **Aim:**

To make sure that participants are acknowledged about the aim, the content and the itinerary of this trip. To explain the details of the trip and let the participants get acquainted with each other.

➤ **Content:**

A brief introduction about our Club and this trip. Warm-up games would be held to get the participants be familiar with each others.

➤ **Date:** mid-November

9.3.2. Pre-trip meeting

➤ **Aim:**

To gather participants to arrange a teaching plan for the Mainland China students; and to enhance fellowship among participants.

➤ **Content:**

To prepare the teaching plan, the teaching content and souvenirs to the mainland students.

➤ **Date:** November

9.3.3. Post-trip sharing session

Sharing and evaluation

- **Aim:**
To share what participants have come across and encountered in the session with the other members of our Club. This is to give a conclusion to our trip.
- **Participants :**
All participants of this trip will be the sharers. All interested parties are welcomed to join this sharing session.
- **Date:** mid-January, 2005

9.4. Arrangement in case of emergence

The organizers will bring at least 3 mobile phones with them during the trip in order to keep a close contact with Hong Kong. Before the trip, the emergency contact of all participants will be collected. For nay emergency situation, organizers will contact Hong Kong as soon as possible and notify the Assistance to Hong Kong Residents Unit of the Immigration Department of the Government of the Hong Kong Special Administrative Region and The Office of the Government of the Hong Kong Special Administrative Region in Beijing. In addition, sufficient money will be brought to meet any urgent needs. The safety of the participants is prior of all of our concerns.

9.5. Expected difficulties and solutions

- **Local students may not get used to the food, weather, living condition in China**
Prepare canned food, bottled water beforehand
- **Students in Mainland China may not get used to active-learning**
Arrange some small-scale warm-up games at the beginning to make them relaxed and ready for learning
- **The possible delay or cancellation of flights**
Prepare several contingency plans

10. Conclusion

To conclude, this project hopes that Hong Kong participants and Mainland China students can both learn to learn in their daily lives. Inspiration but not spoon-feeding is the project's major concern. Self-learning is hoped to be understood and exercised, which would be definitely meaningful and useful for the rest of their lives.

Since Guizhou is far from the main cities of Mainland China, transportation fee takes up a total of 80% of the cost. Participants of this project are all university students who are not financially adequate. Therefore, our Club hereby would like to apply subsidy for this project for \$10,000. By getting the subsidy, it is hoped that the interested participants would be able to afford the cost to go to Guizhou to take part in this meaningful trip, to share and to learn.