

INTERIM REPORT OF LIFE-WIDE LEARNING CURRICULUM --- THE SEX, HEALTH & ENVIRONMENTAL EDUCATION MODULES

[Part A] Formal Life-wide Learning Education Curriculum

REVIEW on Sex, Health & Environmental Education modules that were integrated into the existing curriculum (Cross-curriculum approach) [Ref : SCHOOL'S MAJOR CONCERNS 4 (a) - Devising and implementing measures through both formal and informal curricula to help promote “ holistic education ” in the school.]

Progress

Five sex education modules:

1. *curiosity;*
2. *the two sexes;*
3. *making friends;*
4. *love-friendship-dating*
5. *sex and love*

55 minutes each, were implemented in all junior secondary classes in the Life Education lessons. With well planned activities and follow-up discussion, the programmes were well received by our junior students. For other form levels, the programmes would be selected on the needs of students and implemented throughout the year.

[Part B] Cross-curricular Activities

REVIEW on Sex, Health & Environmental Education modules that were learnt by our students within school hours through cross-curricular and life-wide learning experience approach (by making use of lessons from different subject areas).

1. 10 health professionals from the Department of Health organised a 55-minute programme on self image (我最有型) for secondary four & five classes. More sessions would be organised for our Secondary 6 (relating to the lover) and Secondary 3 (issues of love and contraception) students.
2. A large scale **growth survey program**, not envisaged in September, was fully implemented for all students in **10 chosen classes** (*according to statistical criteria*). Growth parameters (weight, height, waist size, blood pressure, body fat) of our students were monitored. . Subject teachers from the physical education section and other academic disciplines were involved. It was diagnosed that **34** students out of about 420 have **high blood pressure**. Students' parents were also informed on an individual basis.

3. A mass programme that involved **10 classes of Secondary 1 and Secondary 2 students** was held. The topic is the **prevention of cigarette smoking**. It is a joint function between the discipline committee and sex/health education committee. Multi-media techniques, in particular when they were coupled with a “ what-if ” style of life choice questioning, attracted our students well.

[Part C] Life-wide Learning Experience

REVIEW on Sex, Health & Environmental Education activities that were held for our students **beyond school hours** both within and outside our campus

[Ref : **SCHOOL'S MAJOR CONCERNS 4 (a)** - Devising and implementing measures through both formal and informal curricula to help promote “ **holistic education** ” in the school.

4(b) - Devising and implementing measures to help students accomplish the school yearly theme, “ **It is more blessed to give than to receive** ”.

1. A group of **21 students** (from S3 to S7) was recruited to form our team of health ambassadors. About 10 of our health ambassadors co-operated with the Red Cross team members to stage a whole-day **publicity campaign** concerned with health care of **AIDS** patients (the red-ribbon campaign).
2. Some of our students participated in an **evening seminar on avian flu**, organised by the Faculty of Science, the University of Hong Kong.
3. The scheduled visit to the drugs education centre was postponed to the second term (because of the fact that 3 of our teachers in the discipline, sex/health committees participated in a **training** session).
4. The **broadcasting** of health topics via campus TV and **board display** were done. However, students were reluctant in making regular change of the display board. **Health reminders and posters** were put on the notice board of classrooms in response to the potential hazards of avian flu. A few health messages were delivered to the whole school during **morning assembly** by our teachers and health ambassadors. The framework of our health ambassadors **web page** has been set up but with little contents. This is an area of deficiency that we have to address in the Second Term. On the other hand, the PGHLSU (Personal Growth & Healthy Lifestyle Unit) web page has maintained its **hyper-linked function** on issues of current interest. **Regular posting** was put on the school's web page “index page” to disseminate timely information. A **presentation slide** explaining the details of avian flu was uploaded to the Biology subject web page (in addition to the school webpage on Environmental Education. The project is running well during the writing up of this interim report. **A number of books and education materials** were either purchased or received and filed in the school library or attached to the Biology department. Regarding the proposed agenda of preparing health foods in school, it was subsequently changed to “**growing cabbage and tomato by water culture 水耕法**” on the pavilion garden on the 2/F and the roof of school. A Green House is being planned at the far end of the playground in the Second Term.

To summarize, looking at the changes in the school environment, participation rate of our students, and judging from their verbal and non-verbal feedback while the activities were held, teachers and health ambassadors have made “ **health awareness** ” and “ **a wish to know more** ”, part of their daily life. The chairperson of the PGHLSU would like to take the opportunity to say thank you to our teachers and all health ambassadors for their **dedicated support** for the **smooth running of the events**.