

The Chinese University of Hong Kong
New Asia College
GENA 1115G Service Learning: Make a Difference to our Community
Course Outline (2025-26, 3rd semester)

Instructors:

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Medium of instruction: Cantonese

Class Date: 12/5, 14/5, 19/5, 21/5[^], 26/5[^], 28/5, 2/6, 4/6, 11/6, 16/6*, 18/6, 23/6, 25/6*

Time: 1030-1315

Class Venue: WMY 405 (lecture); [^]New Asia Gymnasium

*On-site service

Course Description:

The course “GENA1115G Service Learning: Make a Difference to our Community”, with the theme “promoting physical literacy for children and youth in community”, will engage students in experiential learning with an aim to raise social awareness towards the subject, as well as to nurture children and youth into healthy, confident, happy, and active individuals through physical literacy, physical fitness, and sports talent assessments.

Upon conducting service, students are expected to share and reflect on their service experience, and to further integrate service and learning experience. It seeks to cultivate students’ leadership skills and foster their self-awareness and empathy towards others and the community. In addition, the course also emphasizes reflection on the quality of service-leadership with particular focus on intrapersonal and interpersonal competencies.

Learning Outcomes:

1. Understand the concept of physical literacy and its importance in the community;
2. Able to execute physical literacy assessment of children and youth;
3. Identify and apply sustainable development tools and strategies to address social problems;
4. Able to initiate and implement a community service project;
5. Able to acquire and apply knowledge on project development, implementation

- and evaluation;
6. Able to integrate their service-learning experiences with specified perspectives and theories learnt from their own disciplines;
 7. Able to self-reflect on personal development and citizenship in relation to their service-learning experiences.

Course Schedule:

Lesson (Date)	Teaching Contents	Responsible teachers (Teaching hours)
Lesson 1 (12/5)	Course Outline and Introduction of Service Learning ● What is Service Learning, ● Types of Service Learning ● Course expectations and community engagement	Mr. Ho Wai Keung (2hr 45 min)
Lesson 2 (14/5)	Community Issues and Social Needs ● Physical inactivity among children and youth; ● social determinants of health ● community needs and local context	Mr. Ho Wai Keung (2hr 45 min)
Lesson 3 (19/5)	Understanding Physical Literacy ● Definitions and models of physical literacy; ● Importance across childhood and adolescence; ● Links to health and lifelong participation ● Introduction of PLACY	Mr. Ho Wai Keung (2hr 45 min)
Lesson 4 (21/5)	Physical Literacy Assessment I – Concepts & Tools ● Purpose of assessment ● Overview of physical literacy and fitness assessment methods for children and youth ● Canadian Agility and Movement Skill Assessment (CAMSA), Plank test, PACER (Progress Aerobic Cardiovascular	Mr. Ho Wai Keung (2hr 45 min)

	Endurance Run) Test.	
Lesson 5 (26/5)	Physical Literacy Assessment II ● Practice of the assessments ● Planning of on-site assessment ● Preparation of group presentation	Mr. Ho Wai Keung (2hr 45 min)
Lesson 6 (28/5)	Service Learning Proposal presentation Group presentation	Mr. Ho Wai Keung (2hr 45 min)
Lesson 7 (2/6)	Working with Children and Youth ● Child and youth development; ● Inclusive and age-appropriate physical activities ● Communication, safety, and safeguarding	Mr. Ho Wai Keung (2hr 45 min)
Lesson 8 (4/6)	Teamwork and leadership in service learning ● “Big Five” of teamwork ● Types of Leadership ● Different leadership styles	Mr. Ho Wai Keung (2hr 45 min)
Lesson 9 (11/6)	Guest Talk ● Physical Literacy in Kindergarten ● Service Learning in SEN Preparation of 1st Service Learning	Mr. Ye Zheng Miss Li Kong Wai (2hr 45 min)
Lesson 10 (16/6)	1 st On-site Service learning (0830 – 1200) Alliance Primary School, Sheung Shui	Mr. Ho Wai Keung Mr. Cheung Tsz Fai (3 hrs 30 min)
Lesson 11 (18/6)	Reflection of 1 st Service Learning	Mr. Ho Wai Keung (2hr 45 min)
Lesson 12 (23/6)	Preparation of 2 nd Service Learning	Mr. Ho Wai Keung (2hr 45 min)
Lesson 13 (25/6)	2 nd on-site service (0800 – 1200) Valtorta College	Mr. Ho Wai Keung Mr. Cheung Tsz Fai (4 hr)

Course Assessment:

Active participation, teamwork and self-reflection of the students throughout the entire course is deemed necessary in order to attain effective and fruitful learning.

Attendance of the services and presentation is compulsory.

Rubrics	Description and Purpose
Class Attendance & Participation (15%)	This component assesses students' commitment to the course through regular attendance and active participation in lectures, discussions, and reflection activities. Students are expected to engage actively in learning tasks, contribute to discussions, demonstrate professional conduct, and show respect for peers, instructors, and the community. Consistent participation reflects students' readiness to learn and their responsibility as service-learning participants.
Service-learning related assessments and peer evaluation (35%)	This component evaluates students' performance, engagement, and professional conduct throughout the service-learning process, including preparation, on-site service, teamwork, and peer evaluation. Students are expected to apply physical literacy concepts and assessment skills learned in class, collaborate effectively with peers, and interact appropriately with children and community partners. Peer evaluation is used to assess individual contributions to group work, including responsibility, cooperation, leadership, and professionalism, and to promote accountability and reflective teamwork. Emphasis is placed on ethical conduct, teamwork quality, leadership, and meaningful involvement in community service activities.
Individual Report (20%)	The individual report requires students to critically reflect on their service-learning experience and integrate it with relevant theories and concepts, particularly physical literacy. Students are expected to demonstrate understanding of course content, analyse their service experience, reflect on personal growth and civic responsibility, and evaluate the impact of their

	service on the community. The report should be well-structured, clearly written, and supported by appropriate academic discussion.
Group Presentation (30%)	Each group is required to design and present a proposal for an on-site service booth that promotes Physical Literacy to a specific target group. The booth should clearly demonstrate key PL concepts through engaging and interactive activities (e.g., movement games, simple challenges, or quizzes) along with visual teaching materials like posters or infographics. Groups must also present a practical implementation plan, including booth setup, participant flow, a detailed equipment list and budget plan (within \$500). The proposal should show creativity, feasibility, and clear links to PL, while explaining the expected learning outcomes for participants. Each group will deliver an 12-15 minute presentation outlining their design and rationale.

Suggested Readings:

PLACY assessment:

- Longmuir, P. E., Boyer, C., Lloyd, M., Borghese, M. M., Knight, E., Saunders, T. J., ... & Tremblay, M. S. (2017). Canadian Agility and Movement Skill Assessment (CAMSA): Validity, objectivity, and reliability evidence for children 8–12 years of age. *Journal of sport and health science*, 6(2), 231-240.
- Ulrich, D. A. (2013). The test of gross motor development-3 (TGMD-3): Administration, scoring, and international norms. *Spor Bilimleri Dergisi*, 24(2), 27-33.

Service Learning:

- Deeley, S.J. (2015). *Critical Perspectives on Service-Learning in Higher Education*, UK: Palgrave Macmillan.
- 黃玉（總校閱）（2013）。從服務中學習：跨領域服務——學習理論與實務（第二版）。台北：洪葉文化事業。
- Kaye, C. (2010). *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action* (Rev. & updated 2nd ed.). Minneapolis: Free Spirit Pub.
- Butin, D.W. (2010). *Service-learning in Theory and Practice: The Future of Community Engagement in Higher Education*. NY: Palgrave Macmillan. Chapter 1.

Social welfare in Hong Kong:

- 陳啟芳、黃昌榮、邵家臻（編）（2012）。會說話的社會福利。香港：圓桌文化。
- Cipolle, Susan. B. (2010). *Service-Learning and Social Justice: Engaging Students in Social Change*, Rowman & Littlefield Publishers, Inc. Chapter 1, 2 & 3.
- 香港社會服務聯會（2009）。香港社會福利概況。香港：香港社會服務聯會。
- 香港青年協會（2009）。社會服務學習經歷：青年服務長者專集。香港：香港青年協會。

Sustainable Development:

- 林寶興（2021）。可持續發展在香港。香港：紅出版青森文化。
- Atkinson, G. (2014). *Handbook of Sustainable Development* (2nd ed.). Cheltenham: Edward Elgar Pub. Ltd.
- Elliott, Jennifer A. (2013). *An Introduction to Sustainable Development* (4th ed.) NY: Routledge.
- Mega, Voula (2005). *Sustainable Development, Energy and the City: A Civilisation of Visions and Actions*. New York: Springer.

Recommended reading:

- UN DESA (2022). *The Sustainable Development Goals Report 2022*. <https://unstats.un.org/sdgs/report/2022/>. New York: UN DESA.
- Ferrari, J. R. & Chapman, J. G. (eds.) (1999). *Educating Students to Make-a-difference: Community-based Service Learning*. NY: Haworth Press.
- Furco, A. (1996). "Service-Learning: A Balanced Approach to Experiential Education," in *Expanding Boundaries: Serving and Learning*. Washington: Corporation for National Service, pp. 2-6.