

**United World College
Changshu China
Yanai Foundation Siyuan Schools**

2018 FP & DP1 Project week
(Henan & Hunan Provinces)

STUDENT HANDBOOK



Zhi Xing 知行

Zhi Xing are traditional Chinese words for knowledge (Zhi) and activity or social action (Xing).

In traditional ancient China, knowledge and the way in which it is obtained or comprehended was viewed as an important element of human existence. The dispute over which of the characters forming the categorical pair of knowledge and action had greater priority, constituted one of the crucial debates in traditional, as well as modern Chinese epistemology.

In the context of the Chinese classical worldview that is inherently permeated with ethical values, the understanding of reality was linked to the active involvement of humanity in a relationship with their social and natural environment.

Knowledge (Zhi) was thus seen as a valuable factor linked to human activity and the implementation of social practice (Xing): any separation of knowledge and action or social practice was seen as a separation of human beings from the world in which they find themselves.

The link between knowledge and action was seen as the link between an individual and the world, because action was a means for his or her self-transformation and the transformation of the world in which they live. Hence, the unity or non-unity of knowledge and action was always a measure of the unity or non-unity of humanity and the world. In this way Zhi Xing is seen as a process rather than a product, a commitment to ongoing action and knowledge creation.

Historically Zhi Xing can be traced back to a definition of morally correctional education and while this does not really represent its currently accepted definition, or the educational commitment of UWC, it does echo some of the message our Founder Kurt Hahn would often state; “your disability is your opportunity”

Kurt Hahn believed that it was in times of struggle and tension that we either find the inner strength to push ourselves onwards, or we are impelled in challenging situations to act. Kurt Hahn believed strongly in experiences that impelled young people into acting for the benefit of others. Zhi Xing, as a process, represents a commitment to continual self-development and the development of the world around you.

UWC CSC has taken the phrase Zhi Xing as the title of our co-curricular programme to represent the essential link between knowledge and action and the transformational experiences associated with experiential learning.

The Zhi Xing programme at the School will provide you with a wide variety of opportunities to experience and design activities that allow you the opportunity to transform yourselves, others and the world around you.

You are encouraged to use the term Zhi Xing in discussion with your peers and staff at the School. While it is essentially the name for the co-curricular programme and embodies CAS, the School wishes to create a strong association with Chinese culture and feels that Zhi Xing represents the essence of what a powerful co-curricular programme should be;

“The unity or non-unity of knowledge and action was always a measure of the unity or non-unity of humanity and the world”

UWC mission

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future

UWC Values

International and Intercultural understanding

UWC is committed to building communities that are free from prejudice and intolerance irrespective of gender, socioeconomic, cultural, racial, religious or national backgrounds.

Celebration of difference

UWC consciously creates supportive environments where differences are valued and recognized for the strength they bring to communities.

Personal responsibility and integrity

Personal responsibility, accountability and integrity are at the heart of the UWC experience. We expect our members, partners and those we work with to behave in a similar way.

Mutual responsibility and respect

UWC advocates a collaborative and mutually supportive approach, recognizing that respect underpins the smooth functioning of any encounter or team. Those engaging with UWC will find our members dependable and respectful.

Action and personal example

UWC believes in the importance of acting on your beliefs and taking a lead

role in what you do as well as what you say.

Compassion and service

Our actions and language will communicate our compassion and commitment to our communities. We will work at all levels – personally, locally, regionally, nationally and internationally – to do what we can to make the world a better place.

Respect for the environment

UWC recognizes our interdependence with the environment and is actively seeking solutions that will contribute to a sustainable future. Our choices and actions will demonstrate this commitment to our communities as well as to a wider audience.

A sense of idealism

UWC inspires its members to believe that it is possible to make a difference and will actively seek to work with others who share that belief.

Personal challenge

UWC is committed to the concept of learning through doing and the value of interactions and experience. By taking the initiative and challenging ourselves, we learn about ourselves and those around us as well as developing a sense of responsibility for others.

Introduction

Project weeks are an opportunity for students to develop significant skills and experience. They form a significant part of the UWC experience as these are the opportunities where students can experience the UWC values come to life and where students can see the connection of the values to daily life outside the school.

This particular project week has been organized predominantly by the School and students should see this as an opportunity to think how they can plan projects in the future. The development of this project week has involved working closely with Yanai Foundation, organizing travel across China and also considering the risks involved with travel and teaching and working in under privileged areas of China.

Partner

This project week will be in collaboration with Yanai Foundation Siyuan Schools in 14 counties in Henan and Hunan Provinces. Please take some time to complete some basic research on the Yanai Foundation and Siyuan Schools (言爱基金会和思源学校).

Project objectives

The main objective of the project week is to be consistent with the overall Zhi Xing objective, which is to provide opportunities to live-out the UWC values. For this project week, there will be specific focus on the following values:

International and Inter-cultural Understanding. This project week aims to immerse students in school communities in under-privileged areas of China to further understand China and its cultures across different regions.

- a. Getting to know Chinese culture, economic development, political structure, history and religions through experience.
- b. Understanding public education system in China through teaching and interacting with schools.
- c. Developing understanding and appreciation of local customs and values.

Compassion and Service. This project week aims to challenge students to reflect on the behaviors and attitudes that are involved with being compassionate and willing to provide service to others.

- a. Providing educational support to schools in less developed regions in China.
- b. Bring multicultural community and international mindedness to local schools.
- c. Presenting UWC values and educational philosophy to local communities.

Mutual responsibility, Respect, and Personal Challenge. This project week aims to challenges students to foster team work spirit and develop personal skills in planning and managing projects.

- a. Developing project management skills.
- b. Fostering team spirit and collaboration skills.
- c. Reflecting for personal growth.

Action and Personal Example. This project week aims to provide opportunities for students to see how their actions can make a difference in the lives of others.

- a. Contributing as a compassionate and proactive member of UWC Changshu China.
- b. Challenging oneself to become a passionate youth envoy of the UWC multi-cultural community.
- c. Presenting oneself as a responsible traveler with environmental awareness.

Project location and climate (researched by each group)

Location

Climate

Demographics

Project scope

During this project week students will be involved in a variety of teaching related projects in the schools, these will include but not be limited to the following; teaching English, Mathematics, Arts, and/or PE lessons, observing classes, presenting cultural performances, and other projects emerging or requested by the host school.

Students will be working in a variety of teams to support the ongoing curriculum and teaching in the schools. We will be working alongside the teachers of Siyuan schools to complete a three day teaching plan.

During the week, the allocation of work tasks will be decided by leading faculty and staff members in accordance with needs and timetable of the host school. Each group will be divided in 8-9 teaching teams. These teams should plan, deliver, and review lessons together throughout the project week.

All lesson planning should be completed and reviewed by faculty and staff members by Oct. 26th.

Accommodation (info provided by Siyuan schools and updated by each group)

Location

Contact Person

Room allocation

Logistical dates

(1) Planning meetings (Advisory time & Friday)

- Sept. 27th FP and DP1 Project Week Info Session
- Oct. 12th Principal Meeting(Friday)

- Oct. 17th Group Meeting (After Advisory)
- Oct. 24th Final group meeting (After Advisory)
- Oct. 26th Assembly before departure(Friday)

(2) First Aid Training

- Oct. 13th one class of 9 students
- Oct. 14th two classes of 9 students each
- Oct. 20th two classes of 9 students each
- Oct. 21th two classes of 9 students each

Project schedule SAMPLE (Next Page)

UWC Changshu China and Siyuan Schools Project Week		
	Time	Events
	Morning	Suzhou Train Station/ With packed lunch
	Morning	Take train D3056 to Ma Cheng
	Noon	Eat Lunch at Ma Cheng, take buses to the hotels.
First Day/Sunday	Afternoon	Have dinner at the hotels
	7: 00-9: 00	Planning meeting, rehearsal, and check
	Early Morning	Take buses to the school after eating breakfast
Day 2/Monday	Late Morning	Flag raising ceremony, then teach classes
	Lunch Break	Have lunch at the school canteen
	Afternoon	Teach classes
	Late Afternoon	Leave the school
	Evening	Dinner/Conclude work, prepare, rehearse, check.
Day 3/Tuesday	Early Morning	Take buses to the school after eating breakfast
	Late Morning	Teach classes
	Lunch Break	Have lunch at the school canteen
	Afternoon	Teach classes
	Late Afternoon	Leave the school
	Evening	Dinner/Conclude work, prepare, rehearse, check.
Day 4/Wednesday	Early Morning	Take buses to the school after eating breakfast
	Late Morning	Teach classes
	Lunch Break	Have lunch at the school canteen
	Afternoon	Cultural Show (Location/Preformance)
	Late Afternoon	Leave the school
	Evening	Free time
	7: 30 - 9: 30	Concluding meeting, check
Day 5/Thursday	Morning	Take buses to Yellow Crane Park
	Lunch	Lunch at Park
	Afternoon	Take buses to Hubei museum
		Buses to Wuhan Xin Tian Di, free time/dinner.
		Buses to Huang Gang.
Day 6/Friday	Morning	Traveling around Huang Gang
	Noon	Lunch at various locations
	Afternoon	Traveling around Huang Gang
	Late Afternoon	Back to Hotel
	7: 00 - 9: 00	Individual Reflection, Group Presentation, Brochure
Day 7/Saturday	Morning	Take buses to the train station after breakfast
	Afternoon	Buses from Suzhou Train station to UWC Changshu
Note: Siyuan School will be assisting in making the above arrangements throughout the week.		

Daily routine (to be developed by each group)

The daily routine will involve the following key items:

- Wake up and breakfast at ...

Equipment list

When packing for the project week students are encouraged to remember the following key issues when preparing what to take. Finally, students are reminded that this is an opportunity to live simply and to remove yourself from some of your usual social dependencies. In the future you will be given the opportunity to travel independently during project week and this is a good opportunity to experience travelling and living with limited luggage. The following list comprises of the basic compulsory items to be taken by all students, consider carefully anything additional you choose to take.

Compulsory item

1. Rucksack *(provided by UWC)* ☐
2. Waterproof jacket ☐
3. Warm jacket ☐
4. Warm hat and gloves ☐
5. 3 t-shirts *(it is best if these are old t shirts that can be damaged when working and also it is best if these are synthetic as they can be easily hand washed and dried during the week)* ☐
6. 2 pairs of trousers *(it is best if these are old t shirts that can be damaged when working and also it is best if these are synthetic as they can be easily hand washed and dried during the week)* ☐
7. Warm jumper or shirt ☐
8. 5 sets of underwear ☐
9. Small wash kit *(tooth brush and tooth paste, small bottle of shampoo or soap)* ☐
10. Feminine hygiene products *(Female students and faculty are reminded that we will not be close to any shops and are reminded to plan accordingly regarding their potential individual needs)* ☐
11. Small towel. ☐
12. Toilet paper *(I work on an average of 10 sheets per day x 5 equals 50 sheets in a zip lock bag)* ☐
13. Antiseptic soap *(half a bar is enough person so I suggest you share, store in a zip lock bag)* ☐
14. Sun cream *(a small bottle is all that will be needed as you'll need to cover your arms and face during the week. You may consider taking one for each of your crews to share)* ☐
15. Insect repellent ☐
16. A plastic mug for hot drinks ☐
17. Sports shoes or hiking shoes *(shoes will become dirty and may get covered in concrete. This can be removed but may stain your shoes.)* ☐
18. Notebook and pen for writing reflective journal ☐
19. Personal medication *(please ensure any medication you are bringing with you is in a zip lock bag and contains all the information about the medication.)* ☐
20. 300RMB cash *(placed in a zip lock bag with your passport and insurance card)* ☐
21. Passport *(placed in a zip lock bag with your passport and insurance card)* ☐
22. Insurance card *(placed in a zip lock bag with your passport and insurance card)* ☐

Things to NOT bring:

1. Laptops.
2. Excessive amount of clothes.
3. Hairdryers.
4. Large sums of cash.
5. Lots of snacks.

Small comforts to consider:

1. A paperback book to read, when you run out of toilet paper you can always..... ☐
2. Some teabags, coffee and or hot choc sachets ☐

Things to consider in your crews:

1. Communal sun cream.
2. Sharing toothpaste.
3. Cutting bars of antiseptic soap in half and sharing.
4. Bringing remote battery chargers for your phones. I suggest that you use your phones only for taking photos and as such the battery life will last considerably longer. The power in the village is temperamental and also is paid for by the villagers. If you bring remote battery chargers, limit your usage and share picture taking responsibilities you should be able to last all week without recharging from the mains. This is a test of your ability to live without a common social dependency.

Consider this as an opportunity to pack light, travel light and live simply

Student preparation

All students are reminded to:

- Complete some basic research on Yanai Foundation and Siyuan schools.
- Engage in lesson planning and teaching.
- Cultural activities and performance.

Student responsibilities and behavior

During the project week there are two factors that directly affect our expectations of your behavior as students away from campus. Firstly you are directly representing and are ambassadors for yourself, your home country, the UWC movement and our college in Changshu. Secondly we are travelling in remote areas where access to top level health care is challenging. Essentially our expectations remain the same, but you are asked to consider the above factors when you make choices of what to do and how to behave.

Behavioral expectations are set-out by the UWC CSC code of conduct, which states the following:

Pursuing the UWC mission, “to make education a force to unite people, nations, and cultures for peace and a sustainable future”, requires a commitment to the following values: international and intercultural understanding, celebration of difference, personal responsibility and integrity, mutual responsibility and respect, compassion and service, respect for the environment, a sense of idealism, personal challenge and action & personal example.

At the heart of the UWC ethos is respect for others in all our actions and words. This means that we must think about the common good and be able to rise above our individual desires and needs. In short, our ideals require good heartedness from all members of the UWC community and a recognition that cultural norms are diverse. The common code of conduct is required to make expectations clear.

Students who accept a position at a UWC school or college commit to the pursuit of a healthy lifestyle, one that avoids potential harm to self and to others.

The use, possession or involvement in the following are not tolerated:

- *Illicit drugs and tobacco*
- *Alcohol on school property and school sponsored activities*
- *Sexual activity in any public area, including student rooms*
- *Hazing, bullying or harassment*
- *Assault*
- *Stealing or ‘borrowing without permission’*

During project week it is important for all students to understand that the expectations outlined in the above are the same as would be if you were on campus. In addition to this, each project site will establish its own specific check and/or curfew requirements and it is non-negotiable that these are obeyed by all students.

Faculty responsibilities

1. All faculty are responsible to role model the UWC values at all times.
2. Faculty are responsible for the safety of the students, within the best of their ability.
3. Faculty are responsible to maintain good judgment at all times through thinking carefully and where possible seeking a second faculty members opinion before making a decision that may impact a student's safety, or the success of the project.
4. Faculty are responsible to work closely with one another to develop plans to manage student safety and Siyuan School expectations. Faculty are responsible to assume roles requested of them by the trip and student interest and if they feel they lack the capability to fulfill the required role they should inform the project leaders.
5. Faculty are responsible to work and communicate closely with Siyuan schools staff and Yanai Foundation Staff to ensure that clear dialogue and understanding is maintained during the project.
6. Faculty are responsible to accept the nature of the project and that working hours maybe longer than usual and it is accepted that this is in the best interests of not only the safety of the students but the educational opportunities.
7. Faculty are responsible to be involved in a project evaluation process.
8. Examples of faculty responsibility during the Project Week: update daily schedule with the group the evening before; liaison with local schools, Yanai Foundation Staff, Department of Education; liaison with Li Ping/Simon and UWC base camp; lead student reflections, lesson preparation, and cultural performance rehearsals; perform residential duties (check-ins, enforce curfew, apply disciplinary rules) to the same standard as on campus; guide students through preparation for post-trip presentations, and etc.

Risk Management

Risk can be defined simply as the opportunity to lose or gain something of value, this value may be financial, social, emotional or physical. Risk Management is an approach to evaluate, quantify and then appropriately manage risks to an acceptable level. The management of risk can be achieved through directly or indirectly managing hazards or by removing the hazard or person completely from the situation, i.e. not exposing the person to the risk in the first place.

Philosophically UWC promotes risk taking as a way to explore one's own boundaries and understand that a person is capable of a lot more than they think. In order to make this a healthy and educationally valuable experience for students the School needs to ensure that it constantly engages in the process of Risk Management. Risks will be managed in three ways during project week and these are defined as follows:

1. All faculty must read and understand the specific Risk Management document produced for this project. This document outlines specific management strategies to manage certain identified risks, these must be followed at all times, unless in unique situations they expose a student or faculty to greater risk.
2. All faculty, as listed in the faculty responsibilities, are required to exercise good judgment through taking time to make decisions and communicating with their peer faculty before making decisions.
3. Students will be shown the Risk Management document and explained that it is their responsibility to be involved in the management of risk collectively, they need to be responsible for themselves and their own actions.

Please read the separate Risk Management document for this project week.

Medical support

There are four ways in which the medical needs of students can and/or should be attended to during the project week, these are as follows:

1. The school nurse will prepare documentation that details any specific medical information relating to conditions or allergies of concern for each student on the project. This information should be carried by the Project Leaders at all times and reviewed with each student prior to departure.
2. Project Leaders and faculty trained in First Aid will be provided with a first aid kit for the duration of the project, in addition to this there will be a first responder group of students spread out through the village with first aid kits.
3. In situations where any student needs to see a doctor or receive medical treatment, we will use the services and support of Ping An insurance company.

Crisis management decision making

A crisis is defined for the purposes of this project as any incident where a loss or near loss-of-life has occurred, or where an incident either medical or behavioral where the effects are, or potentially maybe, long-term and significantly traumatic.

As faculty members you assume a role of loco parentis and as such have duty of care to the students that extends to that expected of any reasonable parent. This means you are not search and rescue specialists or psychiatrists and while you may have some first aid experience, you are not expected to act as an advanced life support paramedic.

But what you do have and can develop is your ability to make the best decisions in the interest of student safety and think carefully about making clear and sensible plans, whilst communicating regularly with your support networks. This is all that can be expected of you in a crisis situation and as such it can be helpful to focus on principles of crisis management, rather than technical skills.

The acronym STARR can be used to define the principles of good judgment based decision-making and can be applied to all decision making situations, especially those where situational stressors can potentially cloud and affect our judgment.

Stop

- When a crisis or incident occurs, stop all activity around you.
- Ensure you protect yourself and others from harm, ensure the rest of your students are in a safe place and no further harm will occur.
- Unless there is life threatening injuries or conditions you have time.

Think

- Think about what has happened and what are the mechanisms that have caused this incident
- Think about whether there may be others who have been affected but are not directly visible
- Think about what the goal needs to be for a positive result in this situation.

Assess

- Assess the environment and the resources you have at your disposal
- Assess the capabilities of your group
- Assess the requirements of the person(s) and consider if you have, or need to acquire additional assistance.

Respond

- Create a plan by communicating with either your immediate team or with additional support.
- Follow your plan.
- Act in a positive and outcome focused manner, sticking to your plan and respecting leadership.

Review

- Continuously review the condition of the person(s) central to the incident as well as the rest of the group.
- Keep people informed of progress.
- Be prepared to change plans based on collaborative communication.

Crisis management practical steps

The UWC CSC crisis management plan is a communication and support plan using the following practical steps:

1. **ENSURE EVERYONE IS SAFE.** Make sure no one else gets injured, traumatized or exposed to unnecessary risk. This may mean taking them away from a scene, providing shelter or isolating individuals.
2. **IF A MEDICAL THREAT TO LIFE EXISTS CALL FOR AN AMBULANCE.**
3. **NOMINATE A SCRIBE.** Taking notes and documenting events against a timeline is crucial in post incident review and where potential legal inquiries may take place.
4. **MANAGE ALL COMMUNICATION.** Keep all the students informed of the developing situation and remind all students and faculty to not speak to anyone not related to the school regarding the specifics of the crisis.
5. **CREATE ROLES.** Keep people busy and take people's minds off traumatic events, particularly in situations where delays may take place. Ask teams to create shelters, purchase food, entertain or create other activities that have a positive purpose.
6. **CONTACT INT. SOS IN MATTERS OF MEDICAL OR SECURITY RISK.**
7. Contact Tingting Feng at 18801917516 if your group is in Henan; Contact Yun(Winnie) Chen at 13962350683 if your group is in Hunan.
8. **CALL THE DOD PHONE NUMBER** at 178-5152-1924. Once a crisis situation has been determined and you have begun a STARR assessment, it can be difficult to say exactly when to call through to the School but it helps to have the basic information of the situation and at least the beginnings of a planned response. It also may not be practical to do so until many hours after the incident occurs, but the basic rule is whenever practically possible and with enough information to provide a basic picture to the school.
9. **ESTABLISH A RESPONSE AND CREATE A COMMUNICATION PLAN.** Discuss the details of the situation with the DOD and inform them of your planned response or develop a collective response together. The DOD will seek to support your decisions being closest to the situation, but it is always good to get perspective. Agree on a protocol for communications e.g. the DOD will call every 60 min for an update.
10. **UWC CSC SLT TO DEVELOP AN INSTITUTIONAL CRISIS RESPONSE.**

Contact information

Name	Role	Telephone	Email
Pelham Lindfield Roberts	Principal	15962301027	plindfield@uwcchina.org
Kevin Schooling	Vice Principal	15150369375	kschooling@uwcchina.org
Li Ping	Vice Principal	13776228679	pli@uwcchina.org
Simon Ma	Dean of Student Life	15151696825	hma@uwcchina.org
Tingting Feng	Deputy Dean of Student Life (Experiential Learning)	18801917516	tfeng@uwcchina.org
Yun(Winnie) Chen	ZhiXing admin staff	13962350683	ychen@uwcchina.org
Xinzhu(Lisa) Zhang	ZhiXing admin staff	13815280924	xzzhang@uwcchina.org
Kokming Lee (Director on Duty)	24hr. UWC CSC support	17851521924	kmlee@uwcchina.org

Reflection (See Reflection-how-to document for more reflection questions.)

As you all know you need to keep a reflective log of your reflections and the project week experiences are great opportunities to reflect on powerful experience. It is suggested that students set a target outcome as a goal for the project week and in this way they can use this to focus their reflections. In addition to this they are free to reflect on other aspects of the experience, but use one of the outcomes as a goal for the project week.

During the evenings there will be time when you can log notes from your experience of that day and students are encouraged to do so.

Reflective stage	Suggested questions to guide each reflective stage
What happened?	<ul style="list-style-type: none">• What happened during the experience?• Describe the sequence of events.• What events were significant, both positively and negatively?• If you could choose to remember one moment from the experience as a 'lasting memory' what would it be?• Consider how you felt and how your emotions changed during the experience?• Was there anything that affected how you felt or acted?
So What does this mean to me and others?	<ul style="list-style-type: none">• Why do you think you remembered certain aspects more than others?• Do you think there is any reasons why one event led to another?• What makes the events significant for you, either positively or negatively?• List three reasons why you chose a particular moment as a 'lasting memory'.• What were the factors that affected your emotional responses to the experience and why did they change?• What have these experiences shown you about yourself and/or others?
Now What can I do with this learning?	<ul style="list-style-type: none">• If you were to take part in the experience again do you think you would behave in the same way?• How will this experience affect the way that you plan other experiences or aspects of your life?• Will the experience and reflection affect how you behave in other areas of your life?• How would you like to apply things you feel you have learned in this experience to other areas of your life?• How, if at all, has this experience changed the way you will work with or perceive others?• How, if at all, will this experience change the way you view yourself?

Code of Conduct

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- *Hazing, bullying or harassment*
- *Assault*
- *Stealing or ‘borrowing without permission*

By signing below, you agree to abide by the UWCCSC Code of Conduct on Project Week trips to the same standard as it applies on campus. The Code of Conduct applies to all members of the community including students, faculty, and staff.

Name of group members (Print):

Signature of group members:

Signature of Staff/Faculty supervisor:

Date: