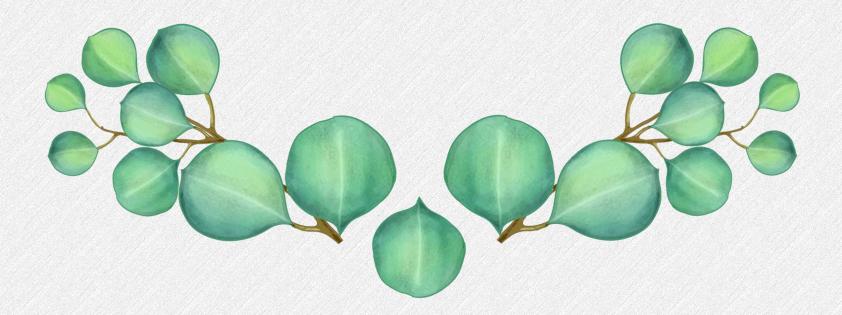




- 1 The Problem
- 102 The Solution
- 03 The Details
- The Response

01 The Problem



There has been a realisation...



Students are unaware of Poi Ching's rich history and culture



Resources around the school (gallery walk/ statues, signboards) are under-utilized



Students are disengaged when content is taught with traditional methods





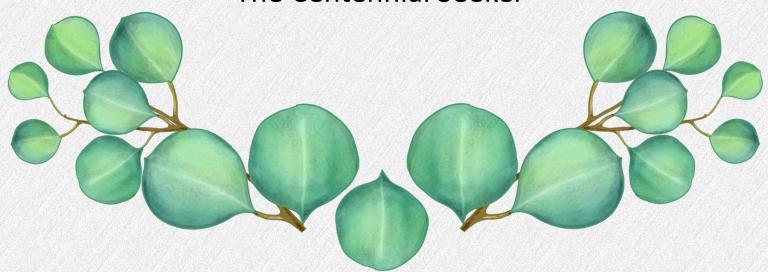


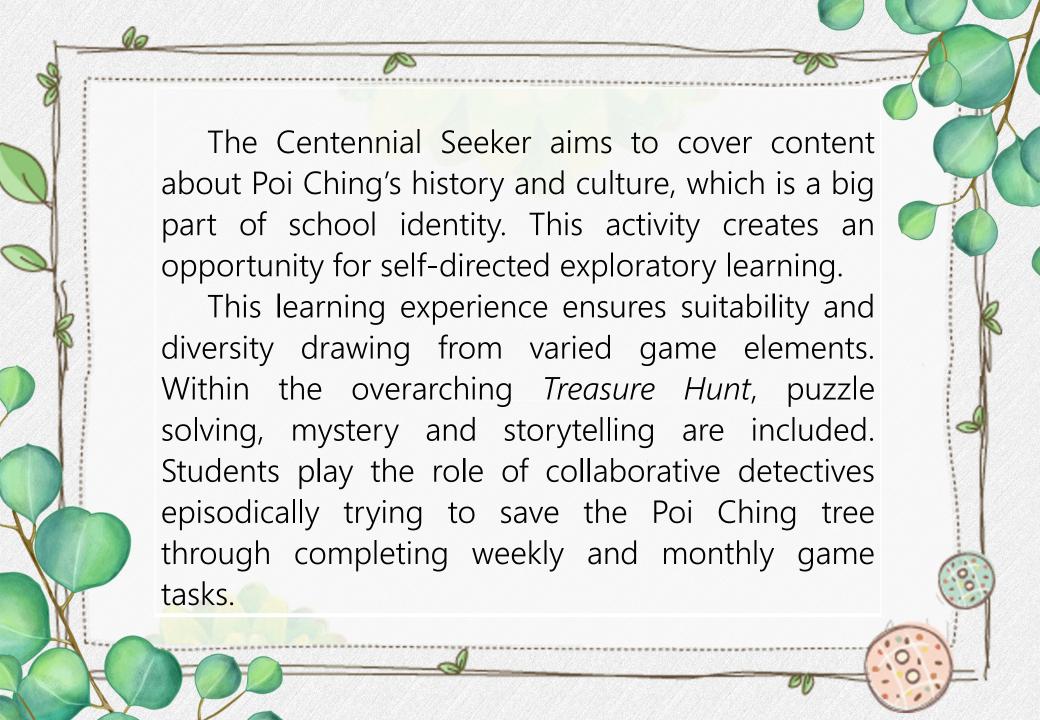


What could be done?

02 The Solution

The Centennial Seeker







Game Outcomes

Micro



Active Exploratory Learning

Treasure hunting with hints about school's history/ culture. Items are hidden around statues/gallery walk/ signboards.



Inclusivity and Engagement

Monthly mini games which included Chinese poetry that were printed on walls around school. (differentiated by levels for lower primary students)

Macro



Recognition and Ownership

Giant Poi Ching Tree with photos of winners on Chinese noticeboard, updated weekly.



Collaboration

Giant Puzzle on Chinese noticeboard that is solved progressively with every week's progress



Game Elements





Read hints

寻叶行动(三)

péi qing xué xiào nián bān dào zhè lí lái de 培青学校 2000年搬到这里来的shí hou dài shàng le zhè ge dōng xi tā 时候,带上了这个东西。它xiàn zài jiù tàng zài xué xiào lí yè zi yè hé现在就放在学校里。叶子也和tā zài yi qǐ nǐ zhī dào tā zài nǎ lì ma它在一起。你知道它在哪里吗?

Search



Completion

恭喜你」

你正式成为了 寻叶侦探

你知道吗?

培青学校是在2000年才搬到这里的。在这之前,我们的学长姐都是在大巴窑校舍上课的。而我们的校

服也和之前的不一样了!



我们的<u>礼堂</u>是以谁来<u>命名</u>的 呢?我们的学校里有纪念他的 <u>牌子</u>哦!叶子卡片就在<u>牌子</u>那 里,赶快去找一找吧!





恭喜你」

你正式成为了

寻叶侦探

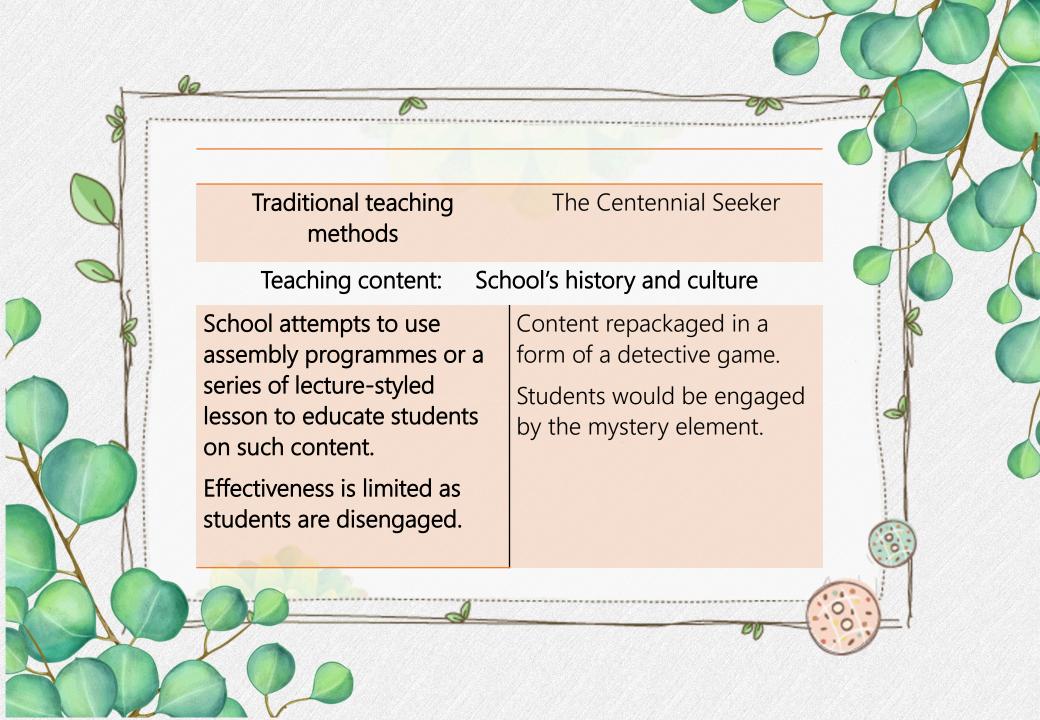
你知道吗?

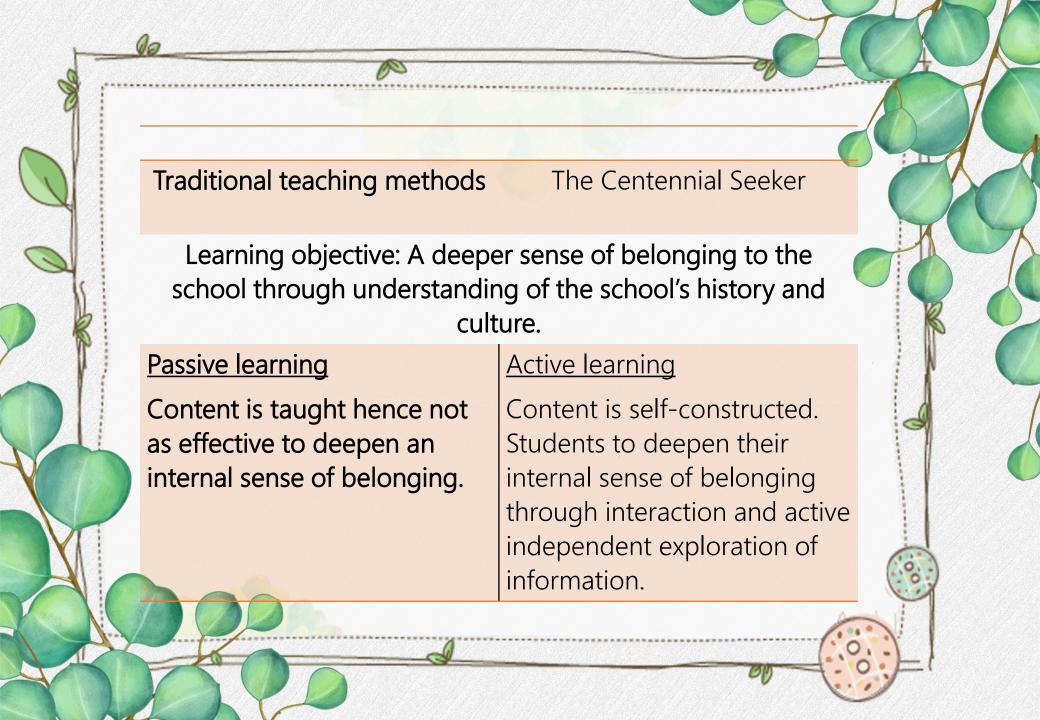
林绍良先生捐贈了钱来建造我们的礼堂。因此为了感激他, 我们的礼堂以他命名,称作林绍良礼堂。





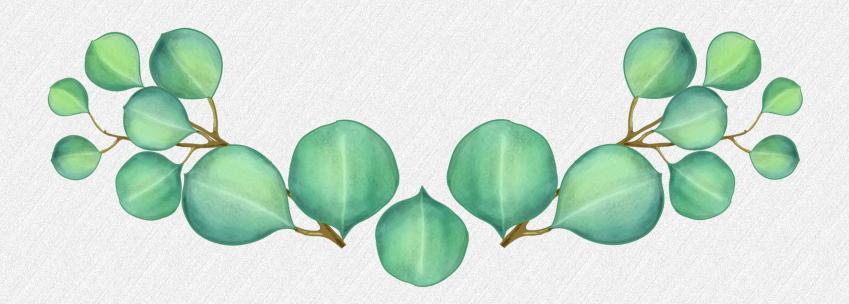




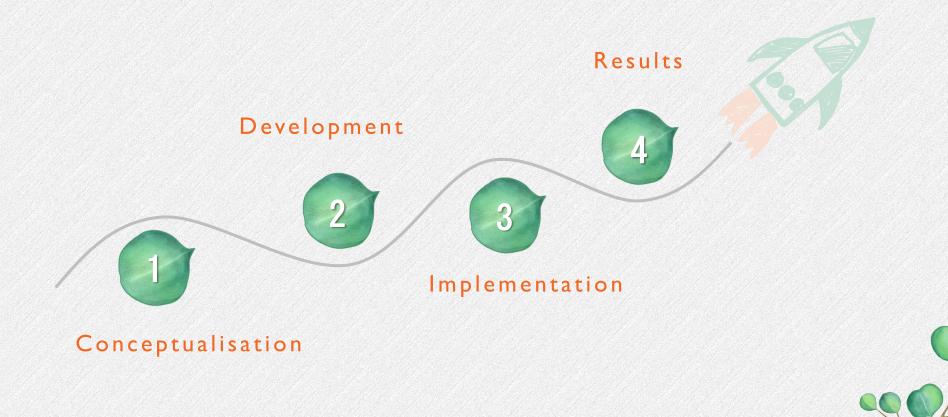


Traditional teaching methods The Centennial Seeker Lesson enactment catered to primary school students <u>Learning methods:</u> <u>Learning methods:</u> Little to no risk-taking during the Higher risk-taking as self-directed execution of the teaching plan as learning meant the need for students' students are familiar to such teacherself-regulation and self-management, directed learning. which can be challenging for lower primary students. Effectiveness and completion of lesson Effectiveness and completion of lesson package: <u>package:</u> Though effectiveness not guaranteed, teacher-directed teaching meant a Completion of lesson package is not definite control on pace and guaranteed as it is highly dependent on completion. students' self-directed participation.

03 The Details









The Process



Conceptualisation

Teachers observed that students are unaware of the school's rich history and culture, despite the abundance of resources around school including a gallery walkway, statues and etc.



Development

We drew inspiration from games like Geo-Hunting, Treasure Hunts and Escape Rooms.

In the initial stage, we intended to change all the learning content to learning tasks.



Implementation

Students are shown the Introductory video, a guided first round is then carried out with additional verbal clues given to students on the day of its launch.

Subsequently, the hints regarding the school's history and culture are released weekly for students to solve and hunt for the "leaves".

To tie the story together, a Poi Ching Tree giant puzzle was deployed, where winners of each week will be displayed and the puzzle will be progressively solved with each week's progress.



Results

At the end of this activity, students displayed higher interest in school's culture and the gallery. Teachers observed more interactions between students and the information board, as well as the Chinese Notice Board which is the main highlight for this game.









Students actively participating...

Disclaimer: Activities were held in 2019 before SMM were in place.



Mission Completed!





In 2020, when Covid hit, students were still asking about the game...





In light of Safety Distancing Measures...





The Game has been brought online!





