

Jockey Club Project Well-being
賽馬會幸福校園實踐計劃

The Process of Place-making through Design Thinking in the School Environment in Hong Kong

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Place-making Project Convenor, Jockey Club Project Well-being

Place-making

What is it about?

Funded by

Hong Kong Jockey Club Charities Trust

Amount

HK\$ 6,610,000

Period

September 2020 – August 2022

Applicant

CPCE

Place-making

What is it about?

Design Consultancy(Yr1): placemaking for 15 core schools; from design thinking, participatory design workshops, design development to construction (~3,300 students & ~300 teachers)

Design Thinking and Participatory Design Workshops(Yr2): 32 schools (~480 students & ~160 teachers) as taster

Mass Introductory Session: 150 schools

Knowledge Dissemination: guidebook, exhibition, public talk, guided tour, video documentary

Place-making

What is it about?



Well-being

Place-making

School

Place-making

What is it about?

Well-being

Feeling Good
Functioning Well

Place-making

What is it about?

Well-being

Place-making

C-1

Tung Wah Group of Hospitals Sin Chu Wan Primary School
(東華三院洗次雲小學)



+

遊玩
學習
團聚

Place-Making:

- co-design classrooms with students
- transform corridors into common space

Functions:

- make learning pleasurable
- deliver wellness activities at the spaces to facilitate collaborative play and relationship building

C-2

Tung Wah Group of Hospitals Tang Shiu Kin Primary School
(東華三院鄧肇堅小學)



+

Cheerful
Create fun
Build up creativity

Place-Making:

- revitalise the corridors into game zones
- teacher-parent room
- mindfulness room

Functions:

- provide mindfulness training and embed mindfulness practice in daily class teacher lessons
- encourage students to lead and create innovative games for others

C-3

Sheng Kung Hui Wei Lun Primary School
(聖公會偉倫小學)



+

學(自學)
感(感恩)
愛(關愛)



(reference image)

Place-Making:

- farming garden
- revamp outdoor prayer corner

Functions:

- Life education

C-4

Po Leung Kuk Chong Kee Ting Primary School
(保良局莊啟程小學)



+

「正向健康」
(Positive Health)
「正向情緒」
(Positive Emotion)
「正向成就」
(Positive Accomplishment)

Place-Making:

- Wellbeing Hub
- covered playground

Functions:

- promote positive health and positive relationship
- mindfulness lessons and training

C-5

Tung Wah Group of Hospitals Ko Ho Ning Memorial Primary School
(東華三院高可寧紀念小學)



+

愛(關愛,愛惜)
童(童心)
想(思考,發想)

Place-Making:

- covered playground
- farming garden

Functions:

- connect students to work on common goals through class-based playground or game design contests
- provide life education

C-6

Po Leung Kuk Vicwood K. T. Chong Sixth Form
College (保良局莊啟程預科書院)



+

Well-being(Self-kindness)
Mindfulness
Gratitude/Positive Ripples

Place-Making:

- rooftop wellbeing garden
- tea house

Functions:

- art-based and relaxation activities to help students release stress and build friendship
- tea appreciation and tea meditation

C-7

Po Leung Kuk Ho Yuk Ching (1984) College
(保良局甲子何玉清中學)



+

Mindful & Tranquil
Plant, Nature & Balance
Positive Emotions

Place-Making:

- Wellbeing Hub
- farming garden

Functions:

- mindfulness training
- horticultural therapy programme at the farm

C-8

Po Leung Kuk Lee Shing Pik College
(保良局李城璧中學)



+

音樂
藝術
關愛

Place-Making:

- Mental Wellness Hub

Functions:

- expressive arts programmes such as zentangle and art jamming workshops
- positive psychology and youth mental health

C-9

Po Leung Kuk Lo Kit Sing (1983) College
(保良局羅傑承(一九八三)中學)



+

Love & Hope

Place-Making:

- Love and Hope Centre to serve as a space for wellness activities

Functions:

- mindfulness training
- promote deep listening and positive communication
- promote positive messages through peer influence

C-10

Po Leung Kuk Horizon East Primary School
(保良局志豪小學)



+

靜觀
畫筆
音符

Place-Making:

- transform 2/F lobby to be Happy Zone
- Wellbeing Hub

Functions:

- organise growth mindset programmes
- talents shows and music performances
- organise therapeutic activities for students with emotional distress and parents facing stress in parenting

C-11

Po Leung Kuk Wu Chung College
(保良局胡忠中學)



+

Sunshine
Character strengths
Growth mindset



Place-Making:

- Wellbeing Hub as a relaxing centre

Functions:

- rebuild students' positive mindsets and skills

C-12

Salesians of Don Bosco Ng Siu Mui Secondary
School (天主教慈幼會伍少梅中學)



+

Experience (透過不同經歷及實境學習提升師生全人健康，發掘學生潛能)
Connectedness(透過不同的經歷與自己、他人、動物、社區聯繫)
Harmony (達致跟自己心境上及與外界的和諧與平衡)

Place-Making:

- Kitten cafe
- Mindfulness room

C-13

Carmel Alison Lam Foundation Secondary School
(迦密愛禮信中學)



+

Journey
Growth Mindset
Positive

Place-Making:

- wellbeing centre

Functions:

- mindfulness practices, fellowship, group counselling and interactive classes.
- build their self-esteem, a sense of efficacy and ownership to the class

C-14

Shun Tak Fraternal Association Lee Kam Primary School
(順德聯誼總會李金小學)



+

Place-Making:
- Canteen

Functions:

- build positive relationships across grade-levels, independent life skills, and meal time social etiquettes
- Student self-guided activities, performance and cross-grade interactive learning workshops

C-15

Po Leung Kuk Ma Kam Ming College
(保良局馬錦明中學)



+

7 Well
通往幸福的七個途徑
可用彩虹或彩虹路代表

Place-Making:

- Wellbeing Centre
- corridor



Functions:

- develop personal effectiveness and grow healthy relationships with other people
- for students to express their feelings and ideas







Place-making

What is it about?

Well-being

Place-making

WHAT?

Not just
Repair
Renovation
Refurbishment

Place-making

What is it about?

Well-being

Place-making

WHERE?

Public space

Street

Neighborhood

School



Place-making

What is it about?

Well-being

Place-making

HOW?

Participation

Design thinking

Co-design

Partnership

“Process is equal to the outcome”²

Place-making

What is it about?



Well-being

Place-making

School



Curriculum (*how things work*)

Learning & Teaching (*the things we do*)

People (*who we go along with*)

School Life (*how we spend time together*)

Place-making

What is it about?

{ Well-being
Place-making
School



Place-making achieve Well-being through Place-making in the School environment

What is it about?

Place-making

How would it go?

Place-making



Architecture Commons



Architecture Commons 是一所專注城市創新的設計機構。

他們的作品圍繞公民、企業、機構和政府，透過建築展現社會凝聚力。

他們與客戶和合作夥伴並肩工作以收集各方面的發想，制定企劃並重新定義如何使用設計促進創新思維並使建築為城市注入活力。

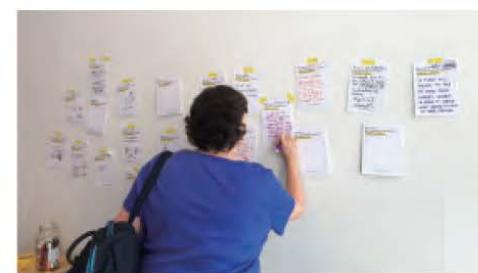
他們以設計來聯繫人們並與他人合作。作品涵蓋托兒所到大學，從旅館到共享空間，從設計過程中尋找創新的方式來共享資源，最大程度地發揮效用並將人們凝聚在一起。



Neighborhood Pop-up Strategy



Neighbourhood Innovation Lab



Prototype Storefront For The Commons

Place-making



One Bite Design Studio

onebite

One Bite Design Studio，一口設計工作室是一所致力於通過設計創造產生積極影響的多面向建築事務所。

一口設計工作室總部位於香港，在新加坡設有辦事處。團隊的建築師，設計師，社區外展經理和活動經理社區通過不斷探索與持份者之間的協同作用，努力彌合空間、場所與社會之間的鴻溝。

團隊以充分的研究和資料搜集，帶領與在地共同創造以及追求前瞻性的創新設計發想。場所營造是團體的DNA，他們重視與合作夥伴和用戶共同創造新的城市視野的過程。他們每每在積極的互動、工作坊、研討會當中獲得具創造性的解決方案的靈感。



Siu Hei Court Play Space



Meditation Room, Buddhist Chan Shi Wan Primary School



Design District, Hong Kong Creative Placemaking

Place-making



Kay Chan

永續產品設計、社區互動策劃

Kay Chan 陳韻淇，2009年畢業於香港理工大學設計學院，主修工業設計，現為產品設計師，專長永續設計，以及促進社區與環境共融的藝術和設計項目。

作品包括2017年為「城市藝裳計劃：樂坐其中」創作的麼地道《文化後花園》，為2018年「末·共研社——眾·樂樂園」項目創作荃灣二陂坊遊樂場設計。曾參與香港及海外聯展包括：第三屆深港設計雙城展「DESIGN Co-CAMP 設計共營」、「DXHK Bangkok Design Week」、「香港x阿姆斯特丹社區想像」、「設計再生：鹹魚」、「DMY International Design Festival Berlin」等。2018年「文化後花園-麼地道花園」獲得「DFA亞洲最具影響力設計獎2018-優異獎」及2021年「設計再生：鹹魚」獲得韓國的「亞洲設計獎2021-GOLD WINNER」。



Play is for the People Yi Pei Square Playground



YES! KIDS CAN School Outreach



Cultural Backyard, Mody Road Garden

Place-making



Littleurbanmountain Design

little
urban
mountain

Littleurbanmountain Design 小市山設計是一所年輕的設計工作室，在香港專注於建築設計，室內設計和藝術創作。

小市山設計成立於2017年，最初參與了一些與可持續發展和社區建築相關的項目，如今工作室已為客人設計了從精品咖啡店到公共裝置藝術的作品。他們的設計理念是從各方專門領域聚集人才進行創作，從而令有趣、具實驗性及可持續性的設計，不論規模大小，都得以實現。



Art Makes Village (藝術造村), Shunde China



Slow Sculpture, PMQ, Hong Kong (Kinetic Installation)



"Brand New Youth" Exhibition, Hong Kong

Place-making



The Third Teacher



THE THIRD TEACHER

The Third Teacher 第三教師是專注教育設計的建築師，為全港中小學規劃校園及改造室內空間。從 STEM Room、圖書館到入口大堂、校史廊等，他們和老師及學生共同設計(Co-CREATE)，開拓更多教與學的可能，提升學生對不同學科的興趣。

他們認為，不論學生的家庭經濟狀況如何，所有學生都應享有良好的學習環境。因此，他們以合理的價格提供專業服務，以幫助學校改善校園環境。



無邊界圖書館，漢師德萃學校



繪本圖書館，浸信會天虹小學



STEM Centre 及專題研集室，聖士提反書院

Place-making

3

Groundwork



Groundwork 元新建城

元新建城在2007年倫敦成立，旨在研究與探索實驗性的城市與建築空間設計。

他們實踐了一系列的城市、建築與空間設計，以及具有啟發性的展覽項目等，並積極關注思考社會的發展及矛盾，已為香港政府，社會組織和慈善機構，提供各類針對不同社會人群並幫助解決各類社會問題的設計提案。

元新建城是一個跨學科的工作室，不僅借助設計幫助客戶建立項目形象和品牌，並且通過我們的研究幫助他們形成有效的商務和品牌推廣策略。同時，工作室一直堅持有部分項目是關於社會問題的研究，因為他們的設計必須具有社會責任感且是盡責的。

元新建城希望成為一個探索如何將建築、藝術、社會責任和美學綜合起來的平臺。他們相信美學對於任何社會和商業的發展都是不可或缺的。



Alliance Primary School Extension



Research and Guideline for Future Hong Kong Play Spaces



Place-making

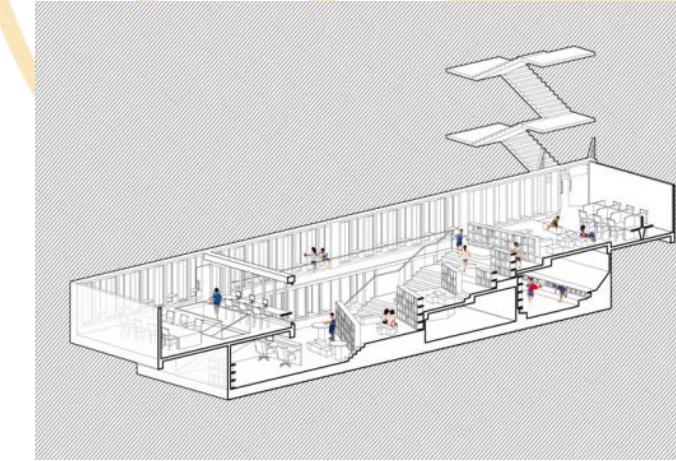


DOMAT

多磨建社
DOMAT community & architecture

多磨建社是一種非營利性的建築事務所。

多磨建社團隊與通常無法接觸建築師的社區和人們合作。他們的核心理念認為每個人都有權享有一個良好的生活環境，建築師應該在社會的各個層面上提供良好的設計。



Library, Xiantong Primary School

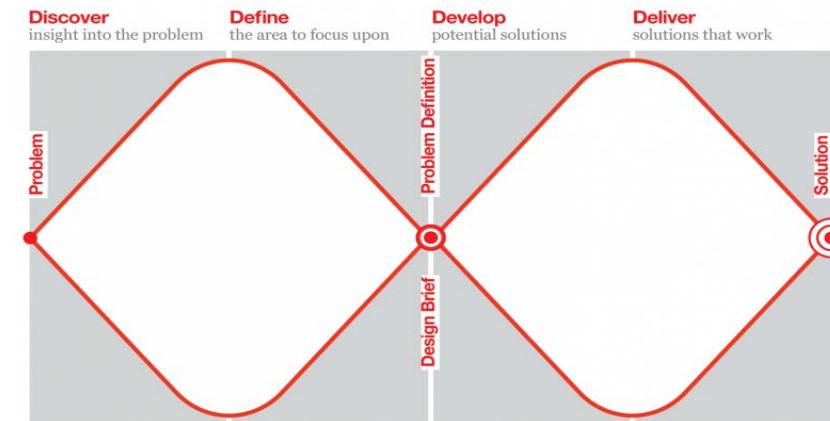


Street Works for To Kwa Wan

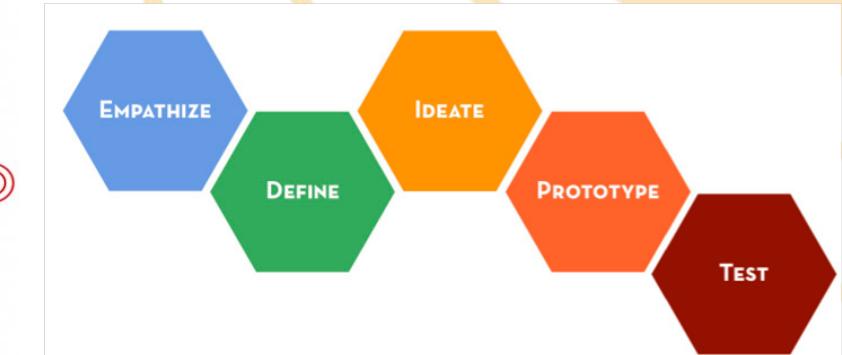
Youth Innovation Frame

Place-making

How would it go?



Design Council's Double Diamond



Stanford d.school Design Thinking process

INSPIRATION

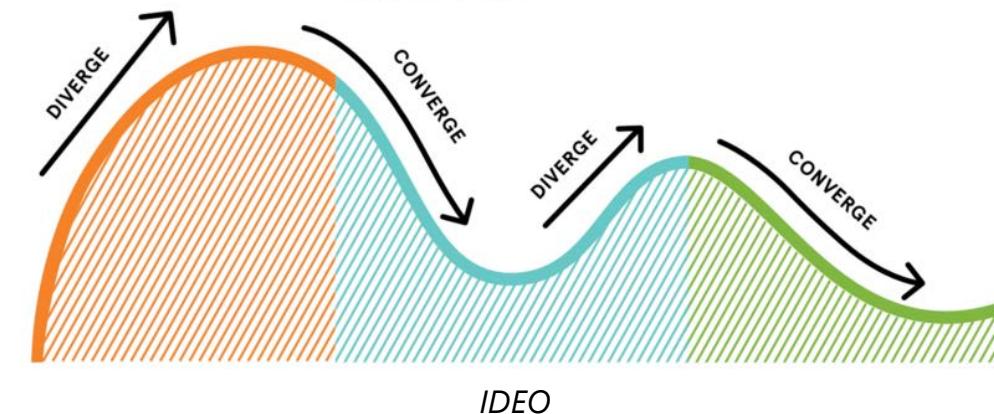
I have a design challenge.
How do I get started?
How do I conduct an interview?
How do I stay human-centered?

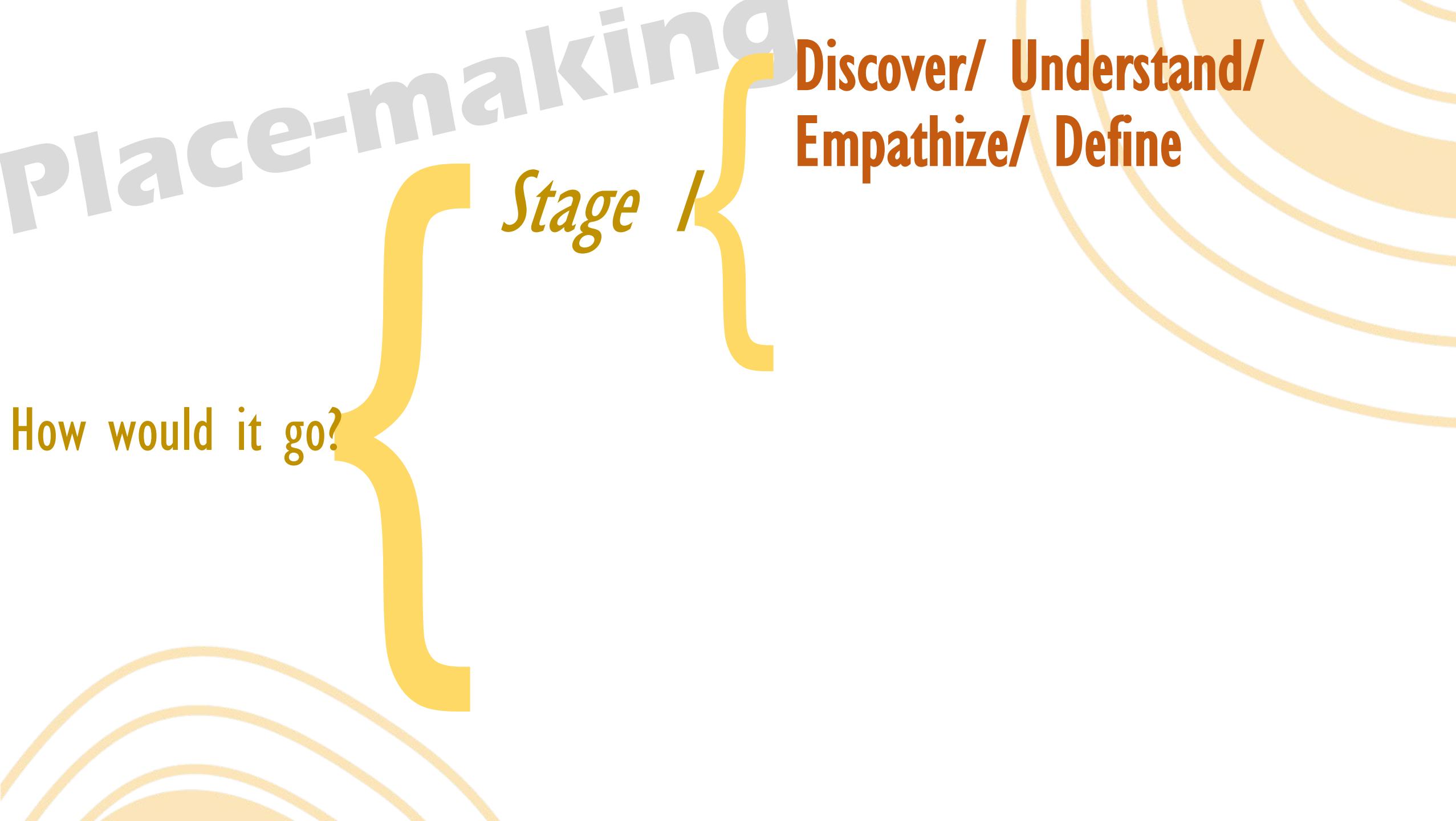
IDEATION

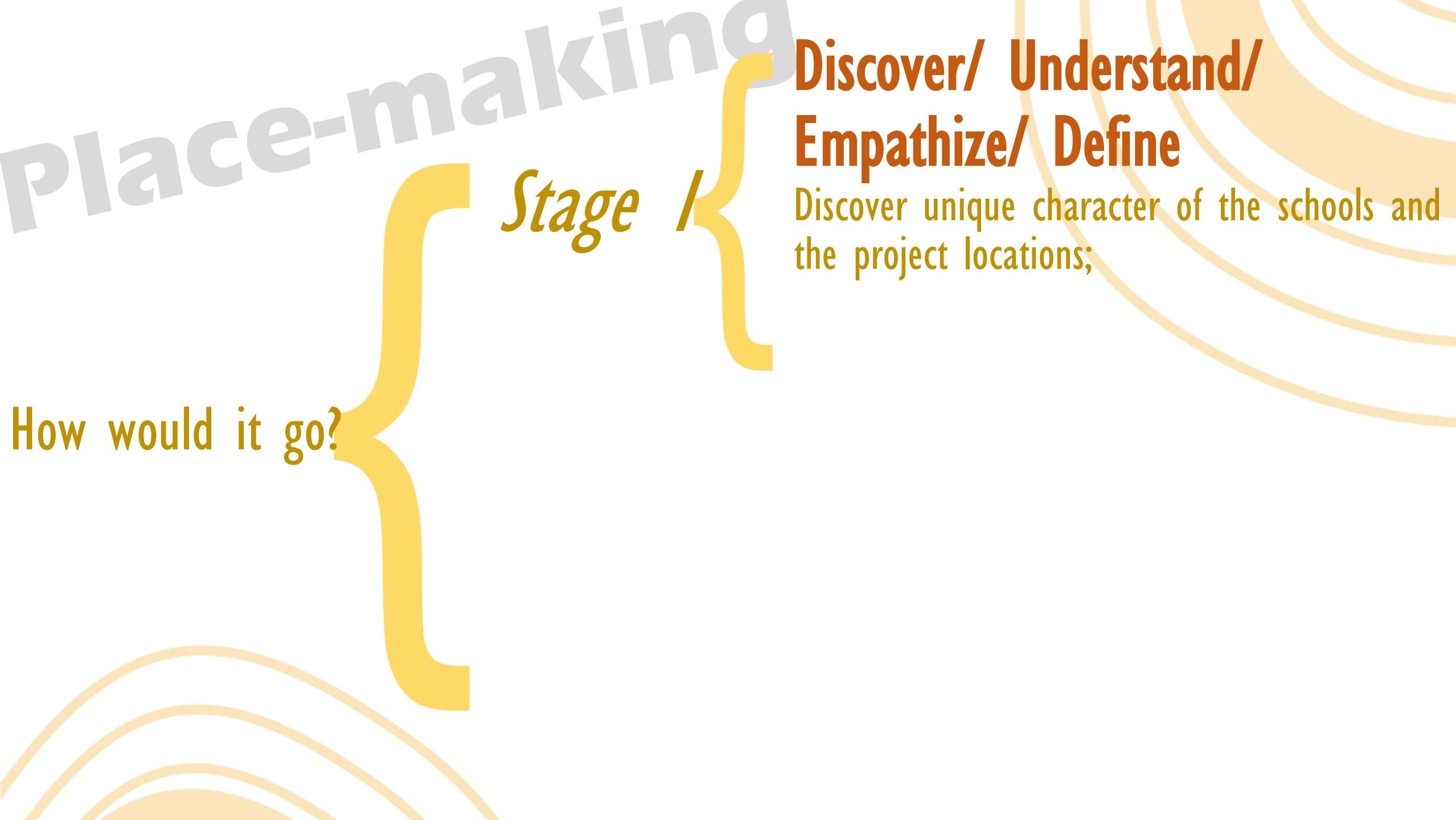
I have an opportunity for design.
How do I interpret what I've learned?
How do I turn my insights into tangible ideas?
How do I make a prototype?

IMPLEMENTATION

I have an innovative solution.
How do I make my concept real?
How do I assess if it's working?
How do I plan for sustainability?



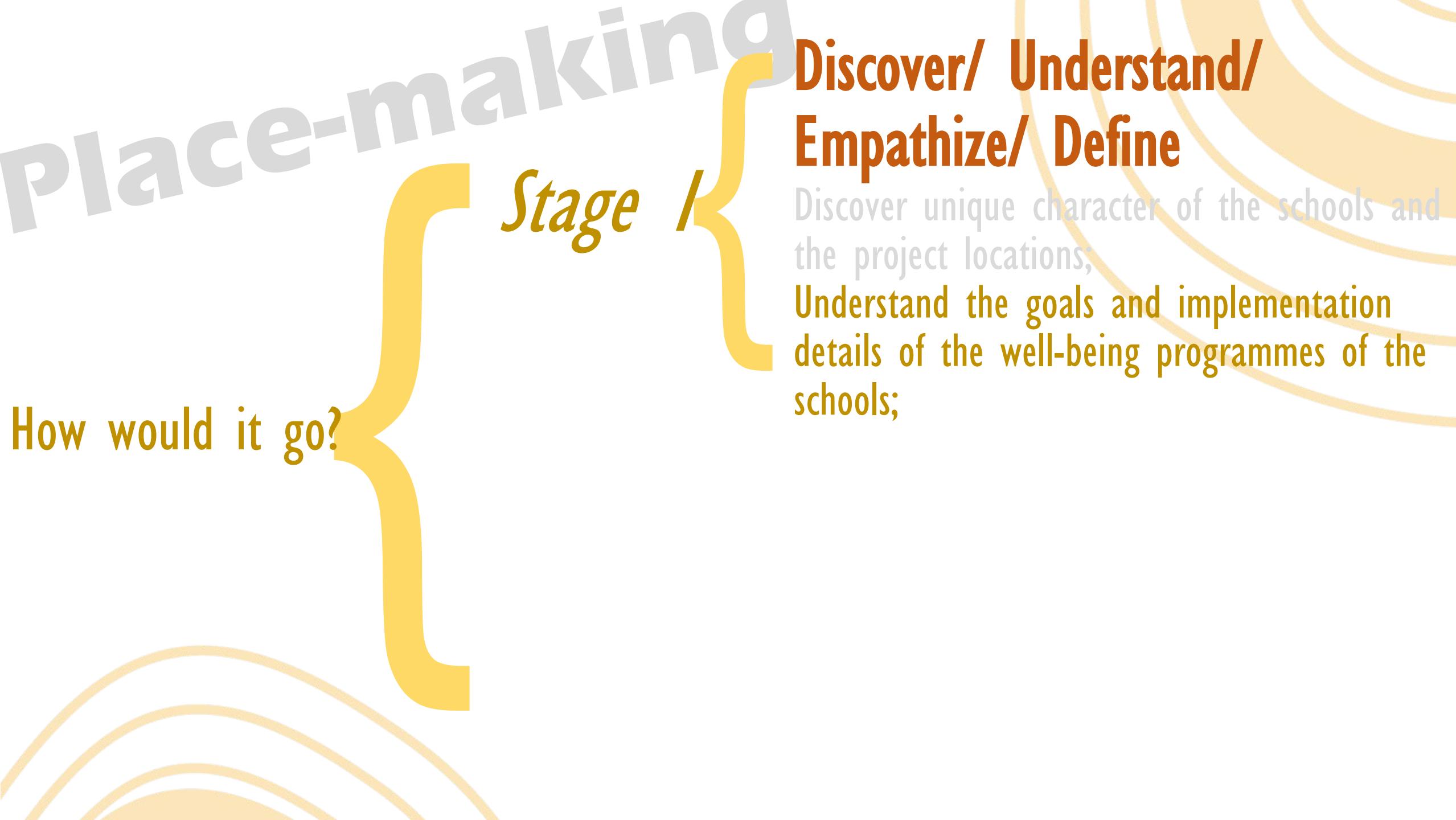




**Discover/ Understand/
Empathize/ Define**

Discover unique character of the schools and
the project locations;

How would it go?

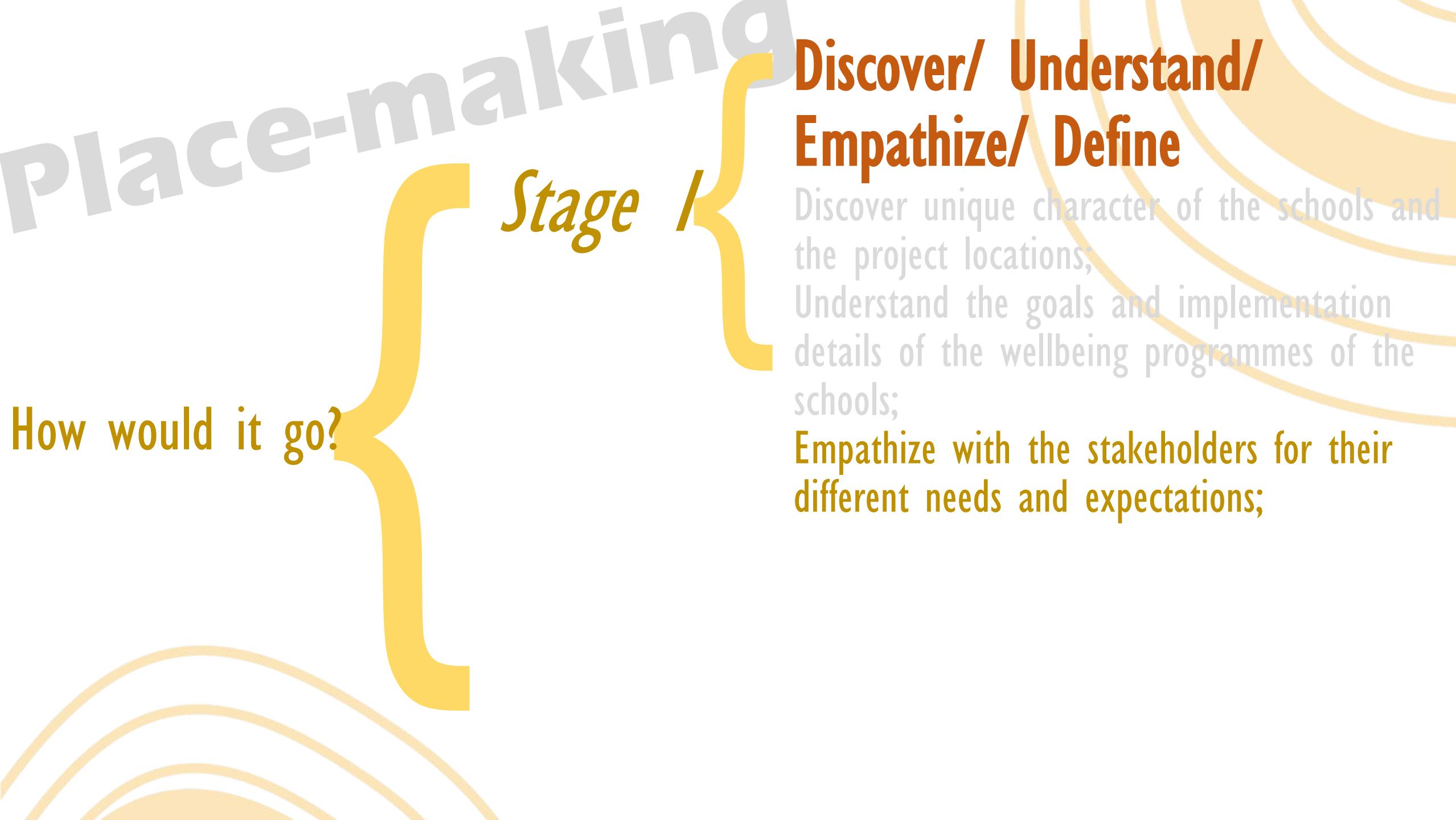


How would it go?

Stage 1

Discover/ Understand/ Empathize/ Define

Discover unique character of the schools and the project locations;
Understand the goals and implementation details of the well-being programmes of the schools;

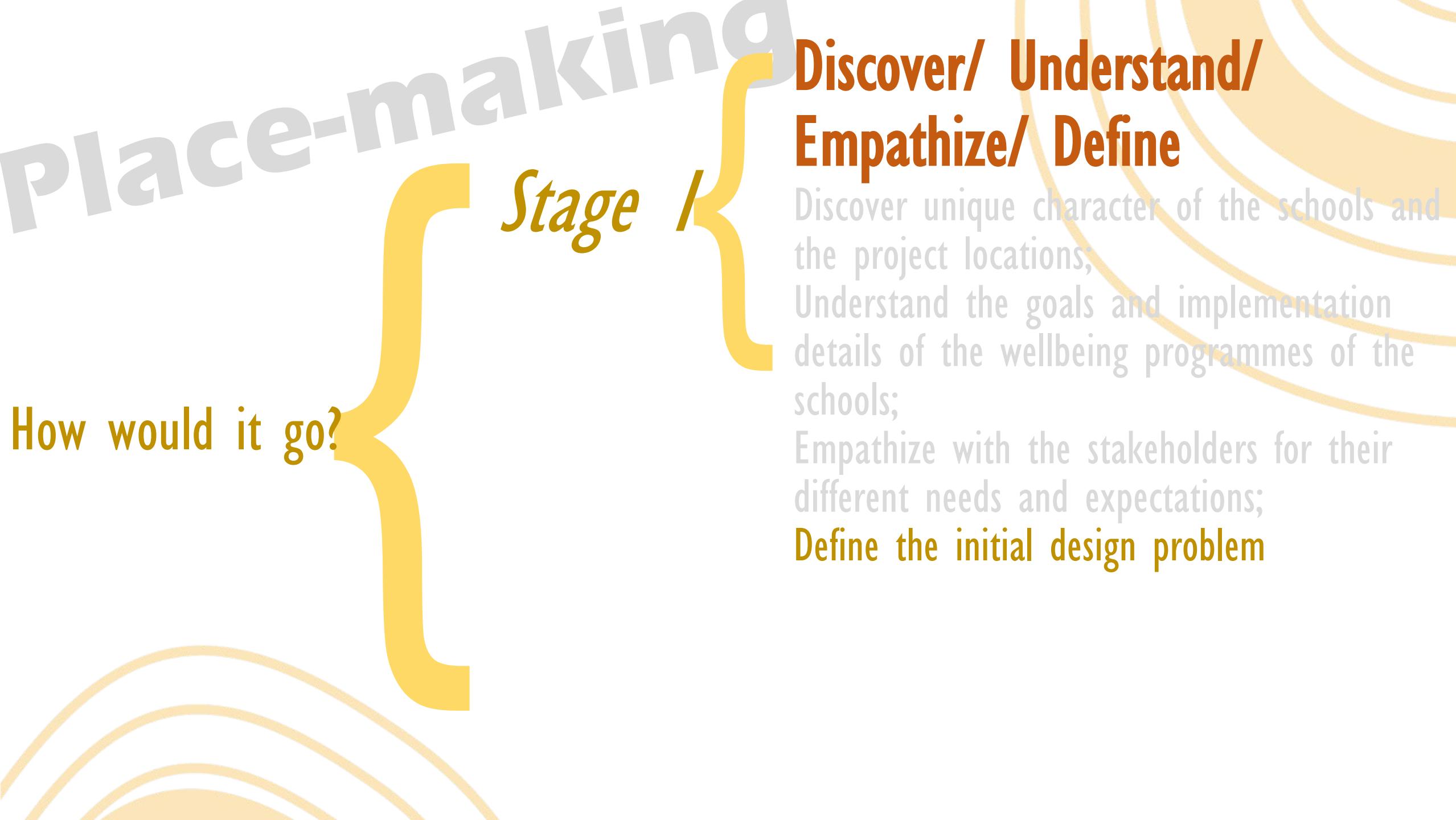


How would it go?

Stage 1

Discover/ Understand/ Empathize/ Define

Discover unique character of the schools and the project locations;
Understand the goals and implementation details of the wellbeing programmes of the schools;
Empathize with the stakeholders for their different needs and expectations;



Place-making

Stage }

Discover/ Understand/ Empathize/ Define

- a. Design Thinking Workshop I
- b. Site Visit & Meeting with Stakeholders
- c. Design Thinking Workshop 2

How would it go?



Place-making

Stage }

Discover/ Understand/
Empathize/ Define

- a. Design Thinking Workshop I
- b. Site Visit & Meeting with Stakeholders
- c. Design Thinking Workshop 2

How would it go?



Place-making

Stage K

Discover/ Understand/
Empathize/ Define

- a. Design Thinking Workshop I
- b. Site Visit & Meeting with Stakeholders
- c. Design Thinking Workshop 2

How would it go?





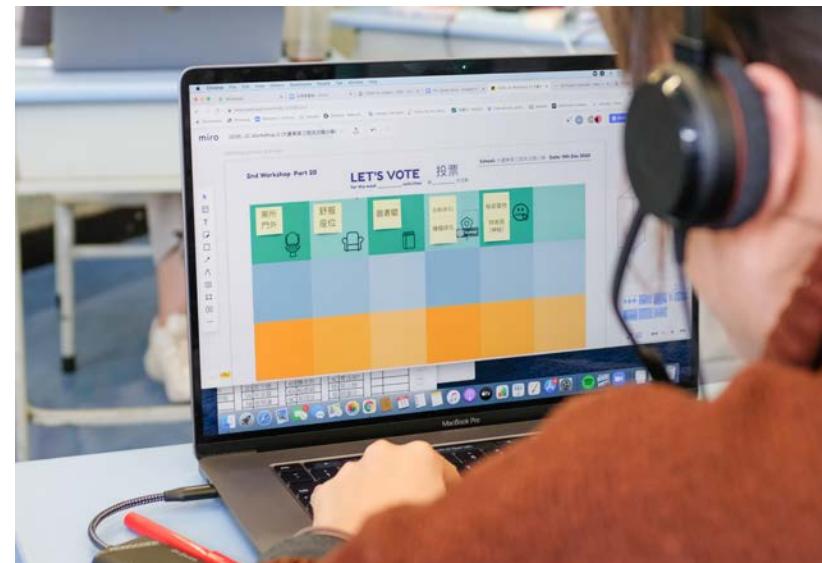
Place-making

Stage

Discover/ Understand/
Empathize/ Define

- a. Design Thinking Workshop I
- b. Site Visit & Meeting with Stakeholders
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How would it go?



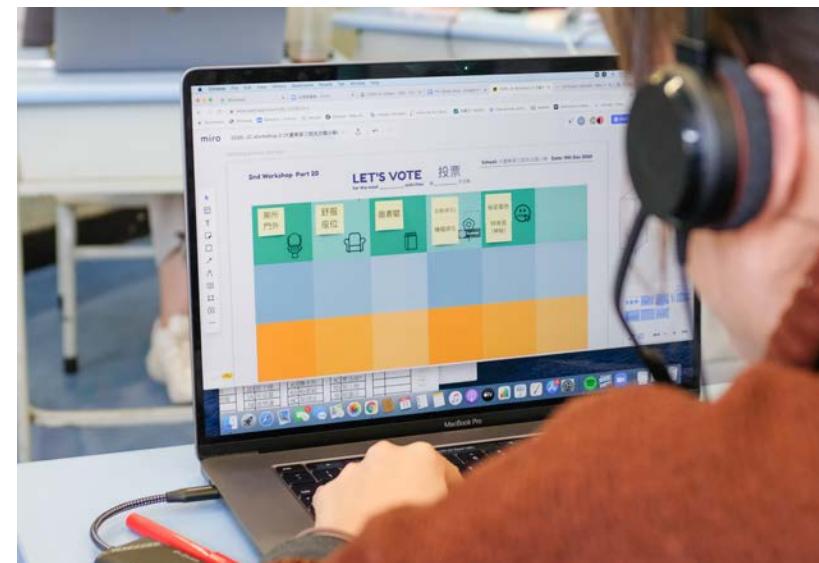
Place-making

Discover/ Understand/
Empathize/ Define

Stage

- a. Design Thinking Workshop I
- b. Site Visit & Meeting with Stakeholders
- c. Design Thinking Workshop 2

How would it go?



Place-making

How would it go?

Stage 1

Stage 2

Ideate/ Prototype/ Evaluate/
Validate/ Decide/ Develop

Place-making

How would it go?

Stage 1

Stage 2

**Ideate/ Prototype/ Evaluate/
Validate/ Decide/ Develop**

Ideate the possible solutions with various co-design tools;

Place-making

How would it go?

Stage 1

Stage 2

**Ideate/ Prototype/ Evaluate/
Validate/ Decide/ Develop**

Ideate the possible solutions with various co-design tools;
Prototype tangible mock-ups that allows test of ideas with users;

Place-making

How would it go?

Stage 1

Stage 2

**Ideate/ Prototype/ Evaluate/
Validate/ Decide/ Develop**

Ideate the possible solutions with various co-design tools;
Prototype tangible mock-ups that allows test of ideas with users;
Evaluate & Validate the options with users;

Place-making

How would it go?

Stage 1

Stage 2

**Ideate/ Prototype/ Evaluate/
Validate/ Decide/ Develop**

Ideate the possible solutions with various co-design tools;
Prototype tangible mock-ups that allows test of ideas with users;
Evaluate & Validate the options with users;
Decide the best options;

Place-making

How would it go?

Stage 1

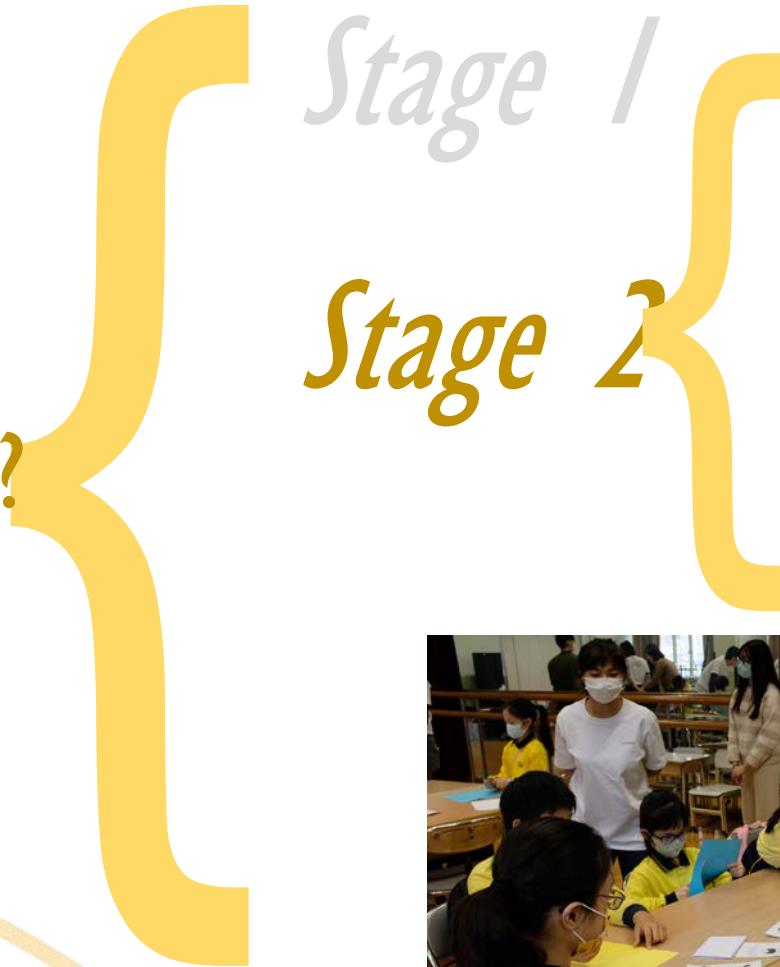
Stage 2

**Ideate/ Prototype/ Evaluate/
Validate/ Decide/ Develop**

Ideate the possible solutions with various co-design tools;
Prototype tangible mock-ups that allows test of ideas with users;
Evaluate & Validate the options with users;
Decide the best options;
Develop into a feasible design proposal

Place-making

How would it go?



Ideate/ Prototype/ Evaluate/
Validate/ Decide/ Develop

- d. Participatory Design Workshop
- e. Design Validation & Development



Place-making

How would it go?

Stage 1

Stage 2

Ideate/ Prototype/ Evaluate/
Validate/ Decide/ Develop

- d. Participatory Design Workshop
- e. Design Validation & Development



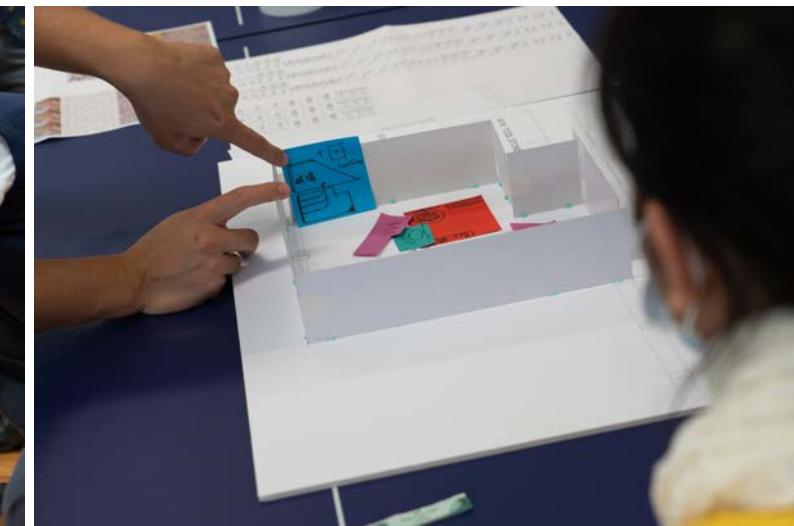
Place-making

How would it go?



Ideate/ Prototype/ Evaluate/
Validate/ Decide/ Develop

- d. Participatory Design Workshop
- e. Design Validation & Development



Place-making

How would it go?

Stage 1

Stage 2

Ideate/ Prototype/ Evaluate/
Validate/ Decide/ Develop

- d. Participatory Design Workshop
- e. Design Development & Reporting Meetings



Place-making

How would it go?

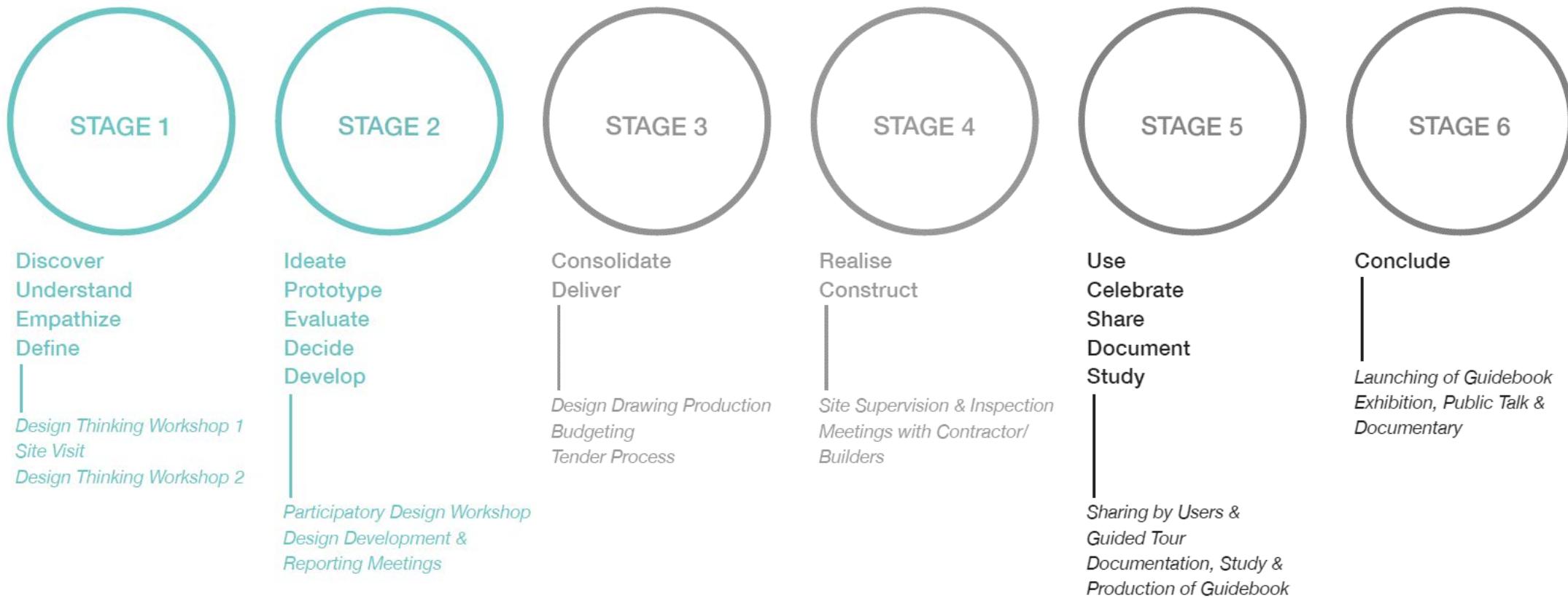


Ideate/ Prototype/ Evaluate/
Validate/ Decide/ Develop

- d. Participatory Design Workshop
- e. Design Validation & Development



Place-making



Place-making

What make a
good place-
making project?



“Process is equal to the outcome”

Place-making

What make a
good place-
making project?



“Engaging in meaningful and in-depth conversations and allowing opportunities for critical analysis towards the problem, will create a rich source of ideas about the qualities of space.”

Place-making

What make a
good place-
making project?



“Participants join the design process in order to use their insight and experiences to reimagine spaces which allow them to do remarkable things everyday.”

Place-making

What make a
good place-
making project?



“Meaningful participation can enhance user’s ownership over a series of decisions, and providing a solid ground for developing a brief.”

Place-making

What make a
good place-
making project?

“Good place-making project involves active participation, robust design thinking, in-depth co-design process, and partnership with different parties and expertise.”



關於我們 在校幸福感 活動 合作夥伴連結



登入



聯絡我們

關於我們

「賽馬會幸福校園實踐計劃」

由香港賽馬會慈善信託基金捐助，並由香港輔導教師協會、香港理工大學專業及持續教育學院、保良局、東華三院及15所本地中小學主辦，為期三年，旨在透過專業及全面的正向教育培訓和支持，15所學校的共創共建，配合「環境營造」、「設計思維」與多媒體教育資源，培養學生的社交情意素養、正向思維和心理韌性，營造及建立正向的校園文化...

[詳情 →](#)

緊急支援



教育工作者



兒童及青年



父母

<https://jcprojectwellbeing.hk/>

Place-making

¹ Koen Steemers, "ARCHITECTURE FOR WELL-BEING AND HEALTH", <https://www.thedaylightsite.com/architecture-for-well-being-and-health/>

² MIT Department of Urban Studies and Planning, "Places in the Making: New MIT Research on Placemaking Reveals the Power of Community Engagement in Design of Public Spaces", <https://www.prnewswire.com/news-releases/places-in-the-making-new-mit-research-on-placemaking-reveals-the-power-of-community-engagement-in-design-of-public-spaces-228911941.html>

Thank you