

<b>A10</b>	<b>Summary of Feedback about Personal Growth Education (PGE) Curriculum Design (2002-2004) from Evaluation Forms and Observations</b>
------------	---

The following sums up the feedback about PGE curriculum design (2002-2004) from the evaluation forms and observations of researcher.

### **Year: 2002-2003**

**Teachers' Feedback:** About one-third to one-half of teachers felt satisfied with the introduction of the PGE, but they wanted to simplify the lesson plans and increase teacher training, and teachers were quite concerned about making sure every student had an equal chance of studying the PGE. This means that no one should miss the lessons (*Annual Report*).

**Students' Feedback:** Since it is still in the pilot stage, students generally do not know what the PGE is exactly. And this year, SARS affected the progress of the PGE.

### **Observation of the Researcher:**

1. During the demonstration, it was found that time was always a problem
2. Teachers need skills to control the class when they are in high spirits because of the games. They need to learn how to involve the problem students and gain the attention of indifferent student, which will require patience.
3. In spite of the lack of time in debriefing, it is not suggested to directly tell students the conclusion. Teachers should give students room to think overnight.
4. A lot of lesson plans are being experimented with in the classroom. Some worked, some did not. This requires ad hoc modification by teachers during the lesson. Otherwise, the whole class may be trapped in the ambiguity of the lesson plan.
5. Teachers should cleverly adjust badly designed worksheets.

### **Year: 2003-2004**

**Teachers' Feedback:** Overall, the feedback about the PGE was okay; teachers mostly appreciated the content and felt that it benefits the children. Some suggested getting help from outsiders to develop PGE and integrate it with other subjects or moral education (*Annual Report*).

**Students' Feedback:** Students' feedback was excellent: in interviews, 52 out of 68 students indicated their satisfaction. Most of them felt they learned a lot from the PGE, such presentation, courtesy, and social skills, avoiding bullying, respect, good values, problem-solving skills, and so on. Nearly half felt contented with the PGE's usefulness, and they tried to apply it in their daily life. Moreover, they suggested more games, fun, music, doing something outside the classroom, more different topics, and clear briefing of teachers. Here are the extracts of the results:

Questions	Students' Feedback
What have you learned from the PGE lessons?	<ol style="list-style-type: none"> <li>1. Self-care, courtesy, social skills, respect between friends, and team spirit.</li> <li>2. Helping others, accept others' opinions.</li> <li>3. Be calm in the face of adversity, be honest.</li> <li>4. Problem-solving skills (contingency).</li> <li>5. Be brave in the face of adversity.</li> <li>6. Communication with family members.</li> <li>7. Cooperation and mutual help, temper control.</li> <li>8. Self-care and protection, respect others' bodies, learn about sex.</li> <li>9. Positive attitudes towards life, adversity, and difficulties</li> </ol>
How did it change your thinking and life?	<ol style="list-style-type: none"> <li>1. I changed my attitude toward some classmates.</li> <li>2. Be more optimistic than before.</li> <li>3. Better relationship and communication with others.</li> <li>4. I learned to be polite for all and listen to others with patience.</li> <li>5. I learned not to lose my temper suddenly, to be careful to handle everything, to be positive, to have more understanding about sex, to be good to my family.</li> </ol>
Did you try to act out what you learned in the PGE? How?	<ol style="list-style-type: none"> <li>1. I learnt how to say I am sorry, be generous to requests, and apologize.</li> <li>2. I started to make friends proactively.</li> <li>3. I am happier than before, I changed a little bit, and have more communication with my mum.</li> <li>4. I tried other methods than quarreling to solve problems.</li> <li>5. I made more friends than before.</li> <li>6. Be polite and cooperative with others.</li> </ol>
What do you suggest to improve the PGE?	<ol style="list-style-type: none"> <li>1. More games and interesting topics.</li> <li>2. More games, songs, and activities. More lesson time and music play in class.</li> <li>3. More activities, role play. Detailed explanation is needed.</li> <li>4. Too simple.</li> <li>5. Less worksheets, more detailed explanation. More different topics.</li> </ol>

### Observations of the Researcher:

- Classroom discipline must be clearly enforced, especially keeping order and controlling group activities. Moreover, what role should the teachers play? Instructor? Facilitator? How should they adjust in respect to the ability of students?
- Teachers should use self-disclosure, more examples and demonstration, and clear explanation and presentation of open-ended and closed-ended questions to stimulate students and encourage them to think about the alternatives. Support, elation, and praise can motivate students to express themselves from their hearts. Teachers should prevent the discussion from going off track. Teachers' skills at drawing conclusions were not skilful yet (*Annual Report*).
- About 90% of the PGE had been completed. More training should be given in lesson writing, modification, selection, and compiling. The performance of team members is not desirable, and great variation exists. They seemed to have accepted the PGE finally when they learned that it had been ordered by the EMB. The most satisfactory thing was the successful teacher training about personal growth: the outcome was impressive and was copied by other schools as well ('Self-Review', *Annual Report*).