

A Project entitled
Boosting Student's Motivation and Community Understanding Through Students-Designed
Board Games

Submitted by
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Declaration

I, Lin Tsz In , declare that this research report represents my own work under the supervision of Dr LI Yuet Man Benjamin , and that it has not been submitted previously for examination to any tertiary institution.

Signed

Lin Tsz In

21/03/2025

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Abstract

This project is conducted with eleven Form Five students from S.K.H St. Mary's Church Mok Hing Yiu College. It is a secondary school located in Sham Shui Po. The purpose of this project is to enhance the students' understanding by establishing community-based learning. From September 2023 to January 2024, we started planning the project design. In February 2024, we began implementing this project, where we actively visited the secondary school students. We designed 10 lessons to create a boardgame about Sham Shui Po with secondary school students by referring to the mechanism of the game "Machi Koro". We designed diversified activities in order to attract them to participate, including a Canva workshop to teach students how to use the application to design the cards. We held a photo shooting workshop to teach the students how to capture a photo they will use in the boardgame. And we also had a video editing workshop to teach the students editing skills and help them finish the promotion and tutorial videos. After the production of the boardgame, on 3rd July 2024, we brought the secondary school students to Q.E.S. Old Students' Association Branch Primary School to introduce the boardgame to the primary school students. It is a primary school located in Tin Shui Wai. The secondary school students held a session introducing the board game and leading the primary school students to play. This project has successfully increased the secondary school students' understanding of Sham Shui Po. And help them gain practical skills, such as video editing, photo shooting, and boardgame designing. Moreover, co-creating this board game also allows people from other communities to understand Sham Shui Po. This project contributes to the community by allowing secondary school students to understand the community they are living in through different activities.

Description and Evaluation of the Project

The project objectives are to enhance the student's understanding of their community by designing a board game about Shan Shui Po, referring to the mechanism of the game "Machi Koro," and

developing their practical skills. In the long run, the board game allows people from different communities to learn about Sham Shui Po. The first objective is enhancing the understanding of the community of the secondary students. During the planning stage of our project, we visited the Form 5 students once. During that session, besides introducing ourselves to the secondary students, we also get to chat with them. We asked them if they would normally spend time in Sham Shui Po, and we find out that most of the students do not spend much time in Sham Shui Po besides school or tuition classes; they tend to go to other districts like Mong Kok on their holidays. Moreover, we also asked the students if they knew anything about their community. The answer we received was that they only knew about the Dragon Centre and Apliu Street. We can see that they only know about the most iconic places. When we asked if they were curious about the buildings or architecture on the street, they answered they would not as they would only pass by these places when they go to school or go to tuition class; they would not dwell on the behind stories or information of these places. The board game consists of three aspects: social, cultural and historical dimensions of Sham Shui Po. Throughout the process of the board game creation, we designed a series of sessions to help them gain information about Sham Shui Po. Students can find information about Sham Shui Po and the aspects of which their group is in charge. Moreover, we provided a field trip to the Sham Shui Po, where each group will have a route that is related to the respective aspects. During the field trip, students understood Sham Shui Po by observing the buildings in the community, and we provided some background information to help them familiarize themselves with the place. Students have a Google form to fill in with their observations and the information we provide. In the end, the students created a short description of each site on the back of the card and also created a Google Site for each aspect, which includes a full description of the places. Students get to apply what they have learned during the field trip and the online searching process, which is evidence of enhancing the students' understanding of Sham Shui Po.

The second objective is to develop practical skills for secondary school. Through the process of

the creation of the board game, students communicated with their group members in deciding the division of work, the design of the cards and the content of promotional and tutorial videos. Throughout the decision-making process, students develop their communication skills. We have observed that the students work more smoothly with each other throughout the production and have less conflict. We have also provided a series of workshops to help students to develop practical skills.

Figure 1:

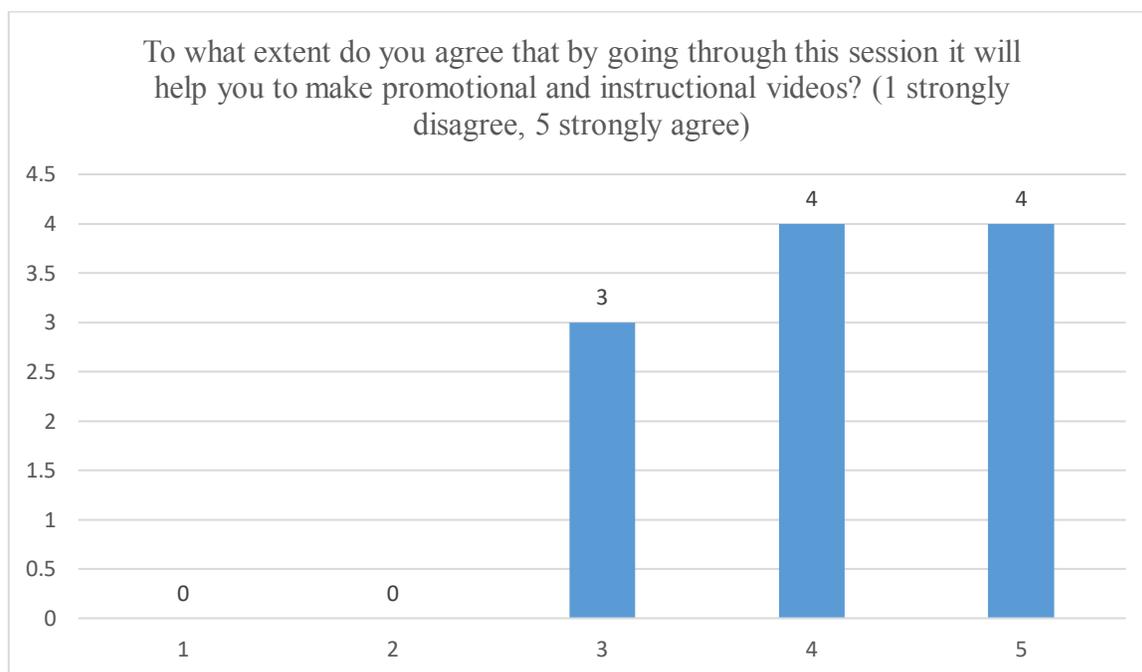
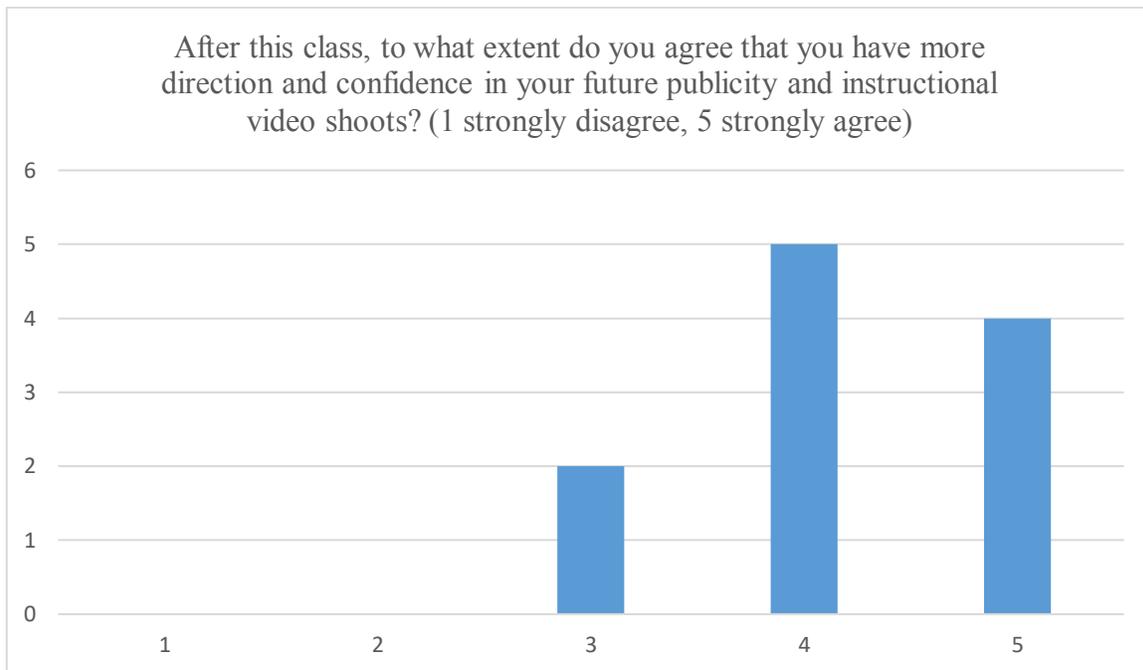
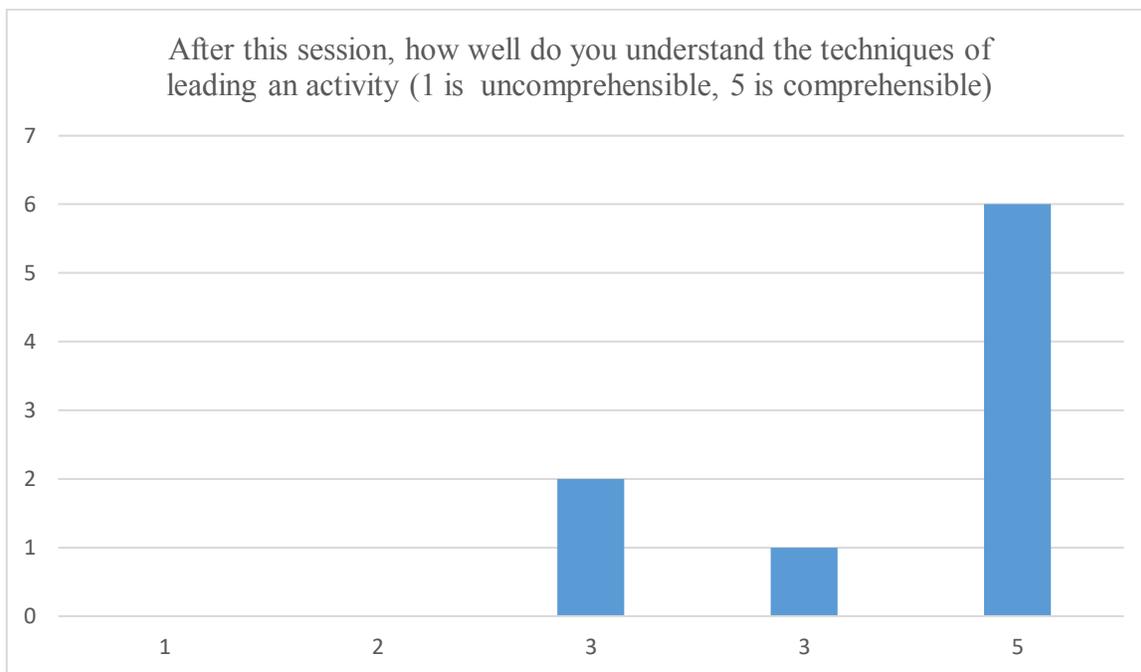


Figure 2:



The session of teaching skills in video filming to help them develop the skills in creating promotional and tutorial videos. In Figure 1, we can see that around 73% of the respondents agreed that the skills that we taught in the session were helpful for them in creating the videos. In Figure 2, we can see that around 82% of the respondents feel confident in creating the videos. Only a few held a neutral stance on these two questions, and no one thought it was useful. In viewing the videos produced by the secondary school students, we can tell that they have developed skills in filming and editing. They can create videos to help the audience know about the board game. And produce a video with background music and other effects.

Figure 3:



For the session in teaching presentation skills to help them get ready to introduce the board game to the primary school students. Figure 3 shows that around 67% of the respondents understand the skills required to lead primary school students to play the board game; however, on the day of introducing the game to the primary students, there are some of the secondary students may not perform very well in leading the games. It may be their first time leading primary school students. Hence, they may not be able to apply what they have learned. For example, secondary school students may be unable to introduce the game to primary school students appropriately. But after playing for a while, the session became smoother.

This board game also allows people from other districts to get the chance to understand Sham Shui Po. In the long run, the cross-community understanding should be enhanced.

Reflection on the Social Significance of the Project

According to Wellman and Leighton (1979, as cited in White & Guest, 2003), under the development of urbanization, it will lead to "community lost". The ties between individuals will become weaker. This could also be observed in Hong Kong. This is different from the traditional relationship, like having a large family and people in the neighborhood taking care of each other. At least this type of relationship is unusual in Hong Kong. It may be understood by the development of different industries, changing how people find a living. Instead of working as a family, people attend school and learn to get a university degree. This leads to the younger generation spending most of their time in school or attending tuition classes. The current education system focuses on teaching students knowledge of different subjects by asking students to learn passively by receiving the information provided by the teacher. In this project, we established community-based learning. It helps students to know more about the historical backgrounds of their community and the different dimensions of the community, such as social and cultural aspects. According to Mooney and Edwards (2001), there are six types of community-based learning. The one that is similar to our project is the Service-Learning Advocacy. It emphasizes citizen education and can act as an agent of social change (Mooney & Edwards, 2001). In our project, we provided the opportunity for the students to understand their community through field trips and online searching. It offers an experience that is hard to find in the current education system. It allows students to learn the knowledge they cannot learn from school. By using diversified activities to attract students to participate, secondary school students' engagement in this project is high. They created a board game to present Sham Shui Po to others with their perspective. Taking part in enhancing the public understanding towards Sham Shui Po. It may also break down stereotypes perceived by themselves or others. The project also takes part in a group of primary school students who live far away from Sham Shui Po. Only a few students have been to Sham Shui Po, or maybe they have been there, but they do not know. Introducing the board game to them

increases their interest in visiting Sham Shui Po. Some say that they would ask their parents to bring them to Sham Shui Po. It develops a basic understanding of Sham Shui Po and creates an incentive for the primary school students to visit.

Reflection on the Personal Relevance of the Project

Before the project, I did not have any plans for the future. I have several experiences in creating a business. However, these experiences did not end well. Due to the lack of experience in communicating with others and managing a business. This project provides an opportunity for me to do something that I have never done before. In the beginning, I find it very challenging. We do not know where to start because we are unclear about the project. It is very challenging to communicate with the community partner to understand their standard or their expectations. After meeting with the community partner a few more times and actively communicating with them, things have become clearer, and it is easier for us to plan on what we should have done in each stage. In this project, I have developed the skills in project management. Understanding the strengths and weaknesses of each group member and the secondary school students will help us plan the tasks that each of us is responsible for. At the beginning of the project, we did not have a clear division of work. Even though we have created a Gantt Chart, but we did not list out the small tasks. It made it difficult for us to prepare for the activities. Through the progress of the project, we have realised this problem. Hence, we created a work schedule and broke down the things we needed to prepare one or two weeks before the session. It helps us to finish our work more efficiently and effectively. This would be useful for me in the future when I establish a business. I would be able to make use of the project management skills. We broke down the tasks we had to complete and assigned the work to each other. This is the most useful skills that I have gained throughout the project. Even though there is much room for improvement, it will be helpful for me in the future.

Conclusion

To conclude, this project has achieved the objectives of enhancing students' understanding of Sham Shui Po. They are about to develop multiple practical skills. And in the long run, it will enhance the understanding of people from other communities towards Sham Shui Po. This project has developed better skills that will be useful in future prospects, and it also provides a better understanding of myself.

(Word Count: 1935)

References

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Appendix

I acknowledge using Grammarly (<https://app.grammarly.com/>) to enhance the academic language of my own work. I submitted my entire report to the AI tool. The output generated by the AI tool was then utilized to correct my grammatical mistakes and improve my style of writing in the report.