

Laidlaw Scholars Programme

Leadership-in-Action Weekly Blogs



香 港 大 學

THE UNIVERSITY OF HONG KONG

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Summary of the project

The “Blue Bird Project” includes a variety of projects scattered in different parts of my home province. They are usually organized by local communities and serve as a platform for students with different talent and skills from all kinds of universities to collaborate together to solve various reality problems which were encountered by citizens within the community.

Owing to the Laidlaw Scholars Programme—Leadership-in-Action, I was given the push to explore such programme and a convincing reason to be selected as one of the participants among a large number of candidates.

The 6 weeks of our volunteering process were separated into several parts including organizing educational summer-camp exercises, organizing a celebration ceremony for Qixi-- a traditional Chinese festival in the community square, ensuring empty nesters to enjoy community health insurance and help with some paperwork.

After this valuable experience, I obtained a better idea of how my professional knowledge can be applied to reality issues and improved my communication techniques after making efficient conversations with people of all ages and those who have little knowledge of my majoring area. More importantly, I have a more in-depth view of some social issues and was aroused strong determination to find ways in mitigating them.

Week 1& Week 2: July 15- July 26

Background:

The original purpose of the summer camp was to help parents who both still need to work during the summer vacation take care of their children. Due to the real-time feedback from parents, the summer camp organizer suggested that apart from carrying out interesting activities, children are also expected to do some interesting handicrafts and gain educational knowledge.

Overall goal:

Propose and help organize suitable educational exercises for the community summer camp.

Our actions:

First, we collected information from teachers in charge to briefly know children's knowledge levels. Then we communicated with the children to take down their interest. After combining the above points, we searched online for handcraft tools needed with safe quality and reasonable prices. Then, we presented different options of exercises within one document and informed them to the parents to make final adjustments. Finally, we work as compensation tutors during these exercises.

Difficulties encountered:

Children's have different knowledge levels and interests, making it hard to find a common area. Elementary school-aged children have some difficulty in expressing themselves clearly, which needs proper guidance.

Self-reflection:

During the first week, we found the second step may be imperfect. Just asking small kids random and bold questions only leads to a mess in information collection. Contrarily, planning fixed events in advance and only letting children choose from them may run the risk that they would not be interested in any of these activities. In the end, we analyzed the first week's answers and organized a chart with certain fixed question criteria in the form of easily understood graphic expressions. This may help the children to deliver more useful information effectively and was proven to be successful by us during the second week.

Leadership lessons learnt:

When carrying out a certain project, it's important to first analyze the target audience

to understand their needs, preferences, and behaviors. This analysis helps in tailoring the project's objectives and strategies to ensure that they resonate with the intended crowd. By identifying demographic factors such as age, gender, and location, as well as psychographic elements like interests and values, one can create a more effective and engaging approach. Ultimately, a thorough understanding of the target audience not only enhances the relevance of the project but also increases the likelihood of its success.

