

## Mapping of CLACH - Pastoral Ed 2025-2026

Whole School / Form	Subjects/ Events	Nature of the task	CLACH Value	Participation No. of students
Whole school	Tutor Time	<p><b>Oct, 2025, Chinese Culture Week</b>          Theme of the Week: 'Shared Wisdom in Harmony, Unity in Diversity'          智智與共, 和而不同</p> <p><b>Topic 1, 'What is wisdom?'</b>, students watched a video, discussed, and learned 'What is wisdom?'. They also marked down their discussion and ideas on the worksheet.</p> <p><b>F1-F2:</b>          1. F1 和 F2 的學年主題是「Do the right thing, at the right time」, 你可以怎樣利用自己的「智」來達到這個要求呢？          你可以從這幾個方面思考：對於校規、人際關係、家庭關係方面你可以做到什麼呢？          Junior School Theme in F1 and F2 is Do the right thing, at the right time. How can you use your 'wisdom' to meet the requirement? (You can think of the aspects of school expectations, relationships, and/or conflicts with friends and families, etc.)          2. 影片中有講「智」是從「知識」而來，那麼，我們有哪些方法可以獲取「知識」呢？在學校你要注意些什麼？          The video mentions that "wisdom" comes from "knowledge." Then, what methods do we have to acquire "knowledge"? What should you pay attention to in school?</p> <p><b>F3-F4:</b>          1. 以前“智”多強調用聰明才智解決問題，比如諸葛亮用計謀；現在社會變化快，還需要什麼樣的智慧？          In the past, "wisdom" mostly emphasized using cleverness and intelligence to</p>	"Zhi" 智	726 (the whole school)

	<p>solve problems, such as Zhuge Liang's strategies. In today's fast-changing society, what other kinds of wisdom are needed?  <i>(Zhuge Liang was a renowned statesman and military strategist from ancient China, best known for his role as the chancellor and chief strategist of the Shu Han state during the Three Kingdoms period. )</i></p> <p>2. 在同學相處或在家裡, 怎麼用智慧解決矛盾或問題 ?      How can you use wisdom to resolve conflicts or problems with classmates or family?      (比如: 多聽別人意見, 控制情緒等。  <i>For example, listening more to others' opinions and managing your emotions, etc.)</i></p> <p><b>F5-F6:</b></p> <p>1. 問題一: 隨著時代的變遷, “智”的含義也在發生著一些變化。同之前相比, 在現代社會, 你覺得“智”的內涵有發生什麼變化嗎?      Question 1: With the passage of time, the meaning of "wisdom" has also undergone some changes. Compared to before, what changes do you think have occurred in the connotation of "wisdom" in modern society?      (可從這方面思考: 如何才能用“智”迎合現代社會的快速發展呢? 例如: 批判性思維等。      E.g How can "wisdom" be used to keep up with the rapid development of modern society? For example, through critical thinking etc.)</p> <p>2. 問題二: 作為一個中學生, 在新的學年, 你可以做到哪些事情, 來做一個有“智”之士呢?      Question 2: As a secondary school student, what things can you do in the new school year to become a person of wisdom?</p>	
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		<p>(可從這方面思考:在日常生活、人際交往中怎樣展現“智”？ 例如:理解他人、控制情緒等。 E.g. How can you demonstrate "wisdom" in daily life and interpersonal relationships? For example, understanding others, managing emotions etc.)</p>		
F2	Tutor Time	<p><b>Assembly to Form 2 students in Hall</b></p> <ul style="list-style-type: none"> <li>● Form 2 Theme: Do the right thing, at the right time! <ul style="list-style-type: none"> <li>○ Remind students to use their wisdom to make wise decisions.</li> </ul> </li> <li>● Self-management <ul style="list-style-type: none"> <li>○ Mindful Decision-Making: Wisdom in self-management involves practicing mindfulness when making choices. By reflecting on the potential long-term impacts of decisions on personal well-being and goals, individuals can cultivate greater self-discipline and make choices that align with their values and aspirations.</li> </ul> </li> <li>● Peer Relationship <ul style="list-style-type: none"> <li>○ Empathetic Understanding: Wisdom in peer relationships involves practicing empathy and active listening. By striving to understand others' perspectives and feelings, individuals can build stronger, more supportive connections that foster trust and cooperation, enriching their social interactions and personal growth.</li> </ul> </li> </ul>	“Zhi” 智	153 (F2)
F3	Tutor Time	<p><b>Assembly to Form 3 students in Hall</b></p> <p>Form 3 Theme: Do the right thing, at the right time, in the right way! Remind students to use their wisdom to make wise decisions.</p>	“Zhi” 智	139 (F3)
F3	Tutor Time	<p><b>PEEC - Empathy and Compassion</b></p> <p>Guide students to understand what Empathetic language is. Discuss the steps to use the Empathetic language and encourage students to use the correct</p>	“Zhi” 智	139 (F3)

		language when communicating with other people.		
F3	Tutor Time	<p><b>PEEC - Leadership</b></p> <p><b>Discussed with the students about the quality of leadership.</b></p> <ul style="list-style-type: none"> <li>❖ <b>Strategic/Tactical Thinking</b> Wise leaders anticipate long-term consequences and make decisions that balance short-term gains</li> <li>❖ <b>Adaptability and Reflection</b> A wise leader reflects on past experiences, learns from mistakes, and adapts to change</li> </ul>	“Zhi” 智	139 (F3)
F3	Tutor Time	<p><b>PEEC - Gratitude</b></p> <p><b>Explaining the idea of Gratitude nurtures humility and respect, laying the groundwork for wisdom. Wisdom guides gratitude so it remains genuine and aligned with ethical principles.</b></p>	“Zhi” 智	139 (F3)
F1	PGP	<p><b>OFAA Using the Internet Correctly</b></p> <ul style="list-style-type: none"> <li>● Balanced Consumption: Wisdom in internet usage involves a balanced approach, recognising its benefits for knowledge and communication while avoiding excessive or unproductive use. This includes being disciplined about scheduling internet activities and allocating time for both work/study and responsible leisure, ensuring that online activities do not detract from real-life interactions and responsibilities</li> <li>● Critical Evaluation and Discernment: Wise internet users exercise critical thinking to evaluate online content, distinguishing between reliable information and misinformation. This involves being aware of the potential dangers of the internet, such as objectionable material and cyberbullying, and taking proactive steps to protect oneself and others through education, filtering software, and responsible online behaviour.</li> </ul> <p><b>Dragon Dance - IDU</b></p> <ul style="list-style-type: none"> <li>● Explaining the importance of Cultural transmission, Wisdom preserves traditions, ensuring they are passed down meaningfully.</li> </ul>	“Zhi” 智	144 (F1)

		<ul style="list-style-type: none"> <li>Understanding the concept of Wisdom is knowing when to lead and when to follow, respecting roles and timing. Executing the rhythmic movement following the leader.</li> </ul>		
F2	PGP	<p><b>Cheerleading Dance</b></p> <ul style="list-style-type: none"> <li>Teamwork and Collaboration: Wisdom in cheerleading emphasises the importance of teamwork. Understanding that success comes from collective effort fosters a sense of unity and trust among team members, which is essential for personal and group growth.</li> <li>Emotional Resilience: Cheerleading practices teach the value of maintaining a positive attitude in the face of challenges. Wisdom lies in recognising that setbacks are part of the journey and learning to support one another through difficult moments enhances emotional resilience.</li> <li>Self-Expression and Confidence: Cheerleading encourages individuals to express themselves creatively. Wisdom involves recognising one's own strengths and talents, cultivating self-confidence, and inspiring others to do the same, which contributes to personal development and group morale.</li> </ul>	“Zhi” 智	153 (F2)
F2-F3	PGP	<p><b>National Security Education: Understanding the economic globalisation in China &amp; Air, Water and Soil Pollution</b></p> <ul style="list-style-type: none"> <li>Interconnectedness of National Security and Environmental Health: Recognize that a nation's security is linked to the health of its natural resources. Polluted air, water, and soil can threaten public health and thus national stability.</li> <li>Long-Term Thinking in Globalisation: Emphasise the importance of foresight in economic strategies. Wisdom involves considering the ecological impact of globalisation, such as how resource extraction in China affects global ecosystems.</li> <li>Collaboration Across Borders: Advocate for international cooperation on environmental issues. Wise policies often arise from shared knowledge</li> </ul>	“Zhi” 智	153 (F2) + 139 (F3)

		<p>and collective action against pollution that transcends national boundaries.</p> <ul style="list-style-type: none"> <li>● Sustainable Practices as a Security Measure: Promote sustainable economic practices that prioritise environmental integrity, leading to long-term security and stability, rather than short-term economic gains.</li> <li>● Cultural Wisdom Tradition: Explore how traditional wisdom from various cultures informs current understandings of sustainability and environmental stewardship, fostering respect and cooperation.</li> <li>● Avoiding Economic Exploitation: Critique exploitative economic practices under globalisation that harm the environment, advocating for wisdom in decision-making that considers human rights and ecological consequences.</li> <li>● Indicators of Wisdom in Policy: Identify characteristics of wise policy, like adaptability and resilience, in addressing both economic objectives and environmental sustainability within the context of national security.</li> </ul> <p><b>The Truth of Drugs &amp; Police Talk</b></p> <ul style="list-style-type: none"> <li>● Police talks are usually educational sessions aimed at preventing drug abuse. Helping students gain a clearer understanding of reality. In relation to Wisdom, it highlights the importance of seeking truth and authenticity, and not being misled by ignorance.</li> <li>● Wisdom recognises that individual actions affect collective well-being.</li> </ul> <p><b>Counselling Team sharing</b></p> <ul style="list-style-type: none"> <li>● In relation to Wisdom, <ul style="list-style-type: none"> <li>○ Holistic approach: Seek help from the counsellors, social workers or teachers once need any emotional support</li> <li>○ Identification: differentiate good friends and bad friends, so that proper behaviour will be developed.</li> <li>○ Empathetic Listening: counseling involves not just providing advice but truly listening to clients. This empathetic approach</li> </ul> </li> </ul>		
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		<p>fosters trust and understanding, allowing clients to feel seen and heard, which is crucial for effective emotional support and personal growth.</p> <ul style="list-style-type: none"> <li>○ Empowerment through Self-Discovery: Wise counselors guide individuals toward self-discovery rather than imposing solutions. By encouraging clients to explore their thoughts and feelings, counselors help them develop their own insights and coping strategies, promoting resilience and long-term well-being.</li> </ul> <p><b>Sex Education</b></p> <ul style="list-style-type: none"> <li>● Informed Decision-Making: Wisdom in sex education emphasizes the importance of providing comprehensive and accurate information. Empowering individuals to make informed choices about their bodies and relationships fosters responsible behavior and mutual respect.</li> <li>● Respect and Consent: A wise approach to sex education highlights the importance of understanding and practicing consent. Teaching the significance of respect in relationships helps individuals navigate interactions safely and creates a culture of accountability and empathy.</li> <li>● Open Communication: Wisdom involves encouraging open conversations about sexuality, allowing individuals to express their thoughts and concerns without judgment. This creates a supportive environment where questions can be addressed, misconceptions dispelled, and healthy attitudes toward sex developed.</li> </ul>		
F3	PGP	<p><b>Career Planning</b></p> <ul style="list-style-type: none"> <li>● The career planning session aims to help students reflect on four dimensions: <b>What you love, What you are good at, What the world needs, What you can be paid for.</b></li> <li>● <b>Wisdom begins with knowing yourself and cultivating authenticity while recognizing your talents and using them responsibly. Training the abilities to see beyond the self, aligning personal goals with social harmony.</b></li> </ul>		

F4-F6	Tutor time	<p><b>PEEC - Wisdom Tree Growing Through Experience</b></p> <ul style="list-style-type: none"> <li>• What to do: <ul style="list-style-type: none"> <li>○ Students and tutors write your wisdom on a leaf-shaped card</li> </ul> </li> <li>• Choose one of these prompts - examples below: <ul style="list-style-type: none"> <li>○ What's a piece of advice you'd give someone younger or a friend?</li> <li>○ What's something you've learned that changed how you think?</li> <li>○ What quote or saying from someone you admire inspires you? (can be from different cultures and eras)</li> </ul> </li> <li>• The senior school has made a wisdom tree and placed in the display board with all leaves.</li> </ul>	“Zhi” 智	288 students and 30 tutors
F6	Tutor Time	<ul style="list-style-type: none"> <li>• <b>PEEC - My Aspirations for F6 - Post it on the display board</b> <ul style="list-style-type: none"> <li>○ Students designed a “Welcome Back” board with aspirations, fun facts, and group photos. Include a section for icebreaker highlights and a space for students to post their goals for the year, in the beginning of the year.</li> </ul> </li> <li>• <b>PEEC - Post Mock Exam</b> <ul style="list-style-type: none"> <li>○ One Word Check-In</li> <li>○ Prompt: “Describe how you feel after mocks in one word.”</li> </ul> </li> <li>• <b>Gratitude card writing</b> <ul style="list-style-type: none"> <li>○ Learn how to show gratitude to teachers, parents and classmates</li> </ul> </li> </ul>	“Zhi” 智	F6 (88)
F4	PGP&Tutor Time	<ul style="list-style-type: none"> <li>• <b>Sex Education</b> <ul style="list-style-type: none"> <li>○ External speakers come to conduct talks in school</li> </ul> </li> <li>• <b>Do the research of university application</b> <ul style="list-style-type: none"> <li>○ Based on the interest and the elective subjects, do the research on the programmes and universities</li> </ul> </li> </ul>	“Zhi” 智	F4(108)
F5	PGP	<ul style="list-style-type: none"> <li>• <b>Action plan 1 - Preparation of university application</b> <ul style="list-style-type: none"> <li>○ Guided by practical wisdom, students synthesised their</li> </ul> </li> </ul>	“Zhi” 智	F5(92)

		academic performance, elective subjects, and family consultations to map out initial university destinations and fields of interest. This clear-sighted self-assessment, grounded in both personal aptitude and family circumstances, fills in Action Plan 1.		
F6	PGP	<ul style="list-style-type: none"> <li>● <b>Action Plan 2 - university application</b> <ul style="list-style-type: none"> <li>○ Following the action plan 1 did in F5 and based on the PG 1 received in the end of F5, students made slight difference on action plan 1 and do action plan 2.</li> </ul> </li> <li>● <b>Sessions - applying for the mainland, Japan, UK, Australia etc.</b> <ul style="list-style-type: none"> <li>○ HE team hold those sessions so students could attend according to their choices listed on action plan 2.</li> </ul> </li> </ul>	“Zhi” 智	F6(88)
F5&F6	PGP	<ul style="list-style-type: none"> <li>● <b>University Road Show</b> <ul style="list-style-type: none"> <li>○ To make informed decisions about their future, our F5 and F6 students attended a university roadshow. By engaging directly with admission teams from Hong Kong universities, they moved beyond mere information gathering to the cultivation of practical wisdom—gaining the first-hand insights necessary to discern and select the most suitable academic pathways.</li> </ul> </li> </ul>	“Zhi” 智	F5&F6(190)
F4-F6	PGP	<ul style="list-style-type: none"> <li>● <b>Counselling team</b> <ul style="list-style-type: none"> <li>○ Moving beyond academic guidance, the counselling team fostered the wisdom of self-mastery in our F4, F5, and F6 students RESPECTIVELY. Through sessions on emotional regulation and resilience, students began to acquire the vital inner compass needed to navigate life's complexities with discernment and strength.</li> </ul> </li> </ul>	“Zhi” 智	F4(108) F5(92) F6(88)
F6	Assessmby	<ul style="list-style-type: none"> <li>● <b>DSE last day celebration</b> <ul style="list-style-type: none"> <li>○ Students and tutors have an assembly in last day, showing gratitude.</li> </ul> </li> </ul>		

