

**Camp Adventure™ Youth Services in Hong Kong:
Toward an Integrated Model of Leisure, Health, Physical Activity,
Sport and Generic Skills in Education**
**香港青少年服務 - 歷奇挑戰營：如何把基本共通能力融入休閒運動與
健康、體育活動及競技運動的綜合文化教育模式**

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Abstract

The Camp Adventure™ Youth Services program is a national award-winning model which provides a full range of innovative and dynamic age-appropriate leisure activities. The purpose of this study is to examine basic understanding of how Camp Adventure™ Youth Services uses an integrative cultural model joining leisure, health, physical activities, sport and generic skills in education. This study focuses specifically on applying these areas in Hong Kong primary school settings. A total of 112 Chinese children aged 8-12 year-old from Baptist (Sha Tin Wai) Lui Ming Choi Primary School in Hong Kong, who completed the four and half days residential camp program, served as subjects for this study. The evaluation survey given to the participants used a Likert-type-5-points scale ranging from 1 (strong disagree) to 5 (strongly agree). The participants were asked their opinions on the linkage of a number of generic skills with various camp activities; as well as their understanding of the culture of the United States of America following their participation in the program. The generic skills domain mean score (\pm SD) and the mean (\pm SD) for the understanding of the culture of United States of America were 4.14 ± 0.60 and 4.14 ± 0.80 , respectively. Participants tend to agree that they improve their generic skills and have a better understanding of the culture of the United States of America after participating the program. Participants were also asked in an open question format to identify the variables in the various learning areas that participants perceived as the most important. Variable responses are categorized into four groups: 1) sports (e.g. America football, baseball), 2) physical activity (e.g. games), 3) English Language learning, and 4) generic skills (e.g. time management, collaboration skill, creativity, self management, and independence). Physical activity was the most cited learning areas among the four categories. The implications for Camp Adventure™ Youth Services and Baptist (Sha Tin Wai) Lui Ming Choi Primary School in the Hong Kong Education Reform and an integrated model of leisure, health, physical activity, sport and generic skills in education are then discussed.

Keywords: Camp, leisure, health, physical activity, sport, generic skills, globalization, English language education

摘要

Camp Adventure™ 青年服務是一個榮獲美國國家優異模型獎的計劃，它是一個創新，富有活力而且適合各年齡組別的休閒活動。本文的目的是闡釋 Camp Adventure™ 青年服務計劃如何透過綜合文化模式把休閒運動與健康、體育活動、競技運動及基本共通能力融入到教育之中，並針對以上幾點在香港小學校本設計中的實踐情況進行了研究。112位（年齡：8—12歲）來自香港浸信會沙田圍呂明才小學，完成了為期四日半宿營的香港學生參與了問卷調查，問卷採用5分制的李克特式量表由1(極度不同意)至5(為極度同意)作為評分標準。問卷問及參與者對營中不同活動與共通能力之間關係的意見，以及對美國文化的認識。調查結果顯示，共通能力改善情況的平均值(±SD)及了解美國文化的平均數(±SD)分別被評為 4.14 ± 0.60 及 4.14 ± 0.80 。參加者普遍認為本次宿營帶給他們多方面的學習效能，可歸納為四大類：(1)競技運動(例：美式足球，棒球)，(2)體育活動(例：遊戲)，(3)英語學習，及(4)共通能力(例：時間管理、合作技巧、自我管理能力和獨立能力)。由此可見，通過本次活動提高了他們的共通能力及對美國文化的認識，其中體育活動被認為是四個項目中學習效能最高的一類。本文綜合Camp Adventure青年服務計劃和香港浸信會沙田圍呂明才小學的合作結果，作者就此次活動對香港教育的影響，以及如何將休閒運動與健康、體育活動、競技運動和基本共通能力融入到教育之中進行了分析和探討，並提出了一些可行的建議，以供香港教育工作者參考。

Introduction

We live in a world where we are increasingly linked to one another. Since the late 1980's, the rapid impact of globalization has resulted in greater interconnectivity and interdependence. Coupled with rapid discontinuous change, globalization will continue to be one of the most salient features of the new millennium. The age of globalization calls for a reformation of our current educational systems world wide. Perhaps the most effective way of addressing concerns emanating from the rise of globalization is to restructure the educational system by changing the curriculum in ways that accentuate global education and the empowerment of learners (Nordgren, 2002; Asano, 2000; Kolker, Ustinova, & McEaney, 1998; Tye, 2003).

Recently initiated education reforms in different parts of the world (Cheng & Townsend, 2000; Dale, 2000; Tsuneyoshi, 2004), including Hong Kong in which researchers have proposed innovative ways to develop the whole-person and excite and motivate students' interest in learning (Cheng, 2003; Mok & Currie, 2002; Lee, Leung, & Ho, 2006). In addition, curricular reforms have focused on applying integrated knowledge to real-life problems by developing critical and creative thinking, enhancing problem-solving skills, and promoting independent lifelong learners with greater international understanding (Chattopadhyay, 2007; Cheng, 2000). The main objective of the current reform movement is focused on establishing schools as learning organizations within which students are equipped with the knowledge, skills and values to be successful in this new era of globalization.

In 2000, Education Reform initiatives were launched in Hong Kong with the spirit of "enabling our students to have all-round development as the attitude and ability for lifelong learning" (Curriculum Development Council (CDC), 2001). The existing subject-bound curriculum is reorganized into eight Key Learning Areas (KLAs) with an emphasis of nine generic elements of learning within each key area. English Language, Personal, Social and Humanities Education (PSHE) and Physical Education (PE) are included in eight of the KLAs (EMB, 2004a). According to Pereira, Malta, Laranjeiro, Sousa, and Coquet (2000), individuals tend to connect games, sports, cultural practices and outdoor activities with leisure. Participation in leisure has been identified as one of the strongest contributors to life satisfaction and quality of life (Campbell, Converse, & Rodgers, 1976; Edginton, DeGraaf, Dieser, & Edginton, 2005; Mannell & Kleiber, 1997; Sylvester, Voelkl, & Ellis, 2001).

It is increasingly evident that recreation and leisure services have a growing recognition on influencing child development (Slvia & Baldwin, 2003). Further, there has been a dramatic increase in the need for organized camp services worldwide. Camp Adventure™ Youth Services, headquartered at the University of Northern Iowa, United States of America, is a nationally award-winning model, demonstrating curriculum which incorporates the principles of service learning into the experiences of individuals (Edginton, Edginton, & Lau, 2003). By promoting a high-quality, high-impact program and services for children and youth world wide, Camp Adventure™ Youth Services encourages global awareness and cultural sensitivity as well as diversity and inclusion as an important component

of its vision and mission. By establishing a primary school/university partnership, the University of Northern Iowa's Camp Adventure™ Youth Services and the Baptist (Sha Tin Wai) Lui Ming Choi Primary School has developed an integrated model of leisure, physical activity, sport and generic skills in education program in Hong Kong that is the topic of this article.

The Camp Adventure™ Youth Services Program

Established in 1985, Camp Adventure™ Youth Services operates as a unit of the School of Health, Physical Education and Leisure Services at the University of Northern Iowa, United States of America. Camp Adventure™ Youth Services provides a full range of innovative and dynamic age-appropriate leisure programs, services and activities by incorporating the principles of service learning into the educational experiences of the staff and the program participants. Service learning is a form of experiential education in which individuals engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development (Edginton, Edginton, & Lau, 2003). At Camp Adventure™ Youth Services, the vision is a powerful, yet simple one focused on “create magic moments for children and youth that last a life time”, and its values are reflected in its motto statement promoting the creation of “environments for children of magic and delight, joy and laughter, wonder and discovery, fellowship and friendship, learning and sharing pride and achievement” (Camp Adventure™ Youth Services, n.d, vision; motto).

As of summer 2006, the program has been offered at 150 sites in Asia, Europe, and South America. Based on daily participation rates, approximately 750,000 children and youth are served annually by the program. Camp Adventure™ Youth Services has been successfully implemented at program sites in 29 countries/territories including Argentina, Bahrain, Belgium, Bermuda, Cuba, Denmark, Germany, Greece, Hong Kong Special Administrative Region (HKSAR), Iceland, Italy, Japan, Korea, Kuwait, Macao Special Administrative Region of the People's Republic of China, The Netherlands, Norway, Panama, The People's Republic of China, Russia, Singapore, Spain, Taiwan, Turkey, England and the United States of America including Guam, Marshall Islands, and Puerto Rico.

In the main, the activities of the various programs provided within the Camp Adventure™ Youth Services menu of offerings address five (5) developmental competencies related to children and youth including 1) health/physical, 2) personal/social, 3) cognitive/creative, 4) vocational, and 5) citizenship. In addition, Camp Adventure™ Youth Services applies in its program designs implementation standards for school-age care established by the National After school Association (NAA). These standards provide basic guidelines in the areas of human relations, indoor/outdoor environment, activities, safety, health and nutrition, and administration (Edginton, Edginton, & Lau, 2003). Camp Adventure™ Youth Services has developed and promoted a number of strategies directed toward enhancing best professional practices. For example, Camp Adventure™ Youth Services has developed concepts such as Leadership Assessment Centers (LAC), Total Quality Program Planning (TQP), and Camp Adventure™ College (a unique 80-hour staff development program) (Edginton, Lau, & Edginton, 2003). The Camp Adventure™ Youth Services recruitment process ensures that those selected have a genuine love for and desire to work with youth and possess the appropriate skills, knowledge and competencies to successfully operate programs and services (Edginton & Hanson, 1996).

Baptist (Sha Tin Wai) Lui Ming Choi Primary School

Baptist (Sha Tin Wai) Lui Ming Choi Primary School participated in the 2006 Camp Adventure™ Youth Services program. The school is the only primary school in Hong Kong offering four physical education classes or lessons per week. The mission statement of the Baptist (Sha Tin Wai) Lui Ming Choi Primary School's physical education programs are: 1) to have fun with a variety of physical activities; 2) to develop the knowledge, skills, attitudes and responsibility for their own health and well being; 3) to maximize physical activities in physical education lessons to enhance health and fitness; and 4) to provide challenges for students to develop creativity, co-operation, critical thinking, and then enjoy their success. The importance of lifelong skill and health-related fitness is emphasized in the program by providing two physical education lessons per week designated to swimming and utilizing the “Physical Best” program in alternative weeks. All students have swimming lessons throughout the entire year during their first six (6) years of education. The content of the program includes a focus on various

Figure 1. 2006 Camp Adventure™ Youth Service Program in Hong Kong

swimming techniques, aquatic games/activities, and water fitness training. Physical Best, a program design drawn from the National Association of Sport and Physical Education (NASPE)/ American Alliance of Physical Education, Recreation and Dance (AAHPERD) is a comprehensive health-related fitness education program and is operated as a part of the physical education curriculum. The goal of the Physical Best program is directed toward moving students from a dependent state to an independent one, encouraging individuals to assume the responsibility for their own fitness and health by promoting regular, enjoyable physical activity (National Association for Sport & Physical Education, n.d.; Chin, Yang, & Masterson, 2003). The other two physical education lessons emphasize fundamental movement to lower primary students, and athletics, ball games, gymnastics and dances to upper primary students.

The 2006 Camp Adventure™ Youth Services Program in Hong Kong

In 2006, the Camp Adventure™ Youth Services partnership with the Baptist (Sha Tin Wai) Lui Ming Choi Primary School was formed and designed specifically to assist children to experience leisure and sport activities as well as gaining communicative competency of the English language. The program theme was focused on the topic of “Outrageous Olympics” and was implemented over a period of three weeks during July and August at the Hong Kong Baptist Assembly in Fanling (Figure 1). Nearly 125 individuals (males: 61 and females: 64) between the ages of 8 and 12 participated in the program. These individuals were served by a Camp

Adventure™ Youth Services staff of with 13 counselors (5 males and 8 females), ages 19-23 years from 10 different universities in the United States of America.

The basic program was organized as a residential camp and designed to operate four and half days from Monday morning to Friday afternoon. Approximately 50 students participated in the residential camp program per week during the three sessions offered. The framework of the program (Table 1) was customized to focuses on the specific needs of the Baptist (Sha Tin Wai) Lui Ming Choi Primary School. Four categories of activities provided the major elements of the curriculum or camp program as follows: 1) physical activity, 2) sport, 3) leisure, and 4) English Language (Figure 2). The basic design of the “sport” program included two elements: clubs and swimming. The “physical activity” program included: 1) The Camp Adventure Blitz; 2) large group games; 3) small group games; and 4) weekly trip visits. The Camp Adventure Blitz is a high spirited and highly engaging set of activities involving songs and skits that promotes an interactive atmosphere to the campers at the beginning of camp and brings great energy, enthusiasm and interest for the program (Figure 3). Games are generally characterized as those activities including low organized games, high organized games, new games, wide games or initiatives as well as sports which are played in a large, open area often with high energy and great exuberance. Camp Adventure™ Youth Services promotes cross-cultural understanding through several program formats, such as weekly trip (Edginton & DeGraaf, 1990). Cultural exchange and mutual

understanding are enhanced among the participants and counselors during museum visits. English comprehension is emphasized in program rotations which provide a platform to practice English as a communication media

throughout the camp program. Clubs offer the participants the opportunity to freely choose activities of choice which interest them and encourage cooperative efforts focused on theme-related projects throughout the week.

Table 1.

The Program Design of 2006 Camp Adventure™ Youth Services Program in Hong Kong

Four Categories	Camp Activities	Contents
Sports	Clubs	American football Baseball Soccer Basketball Cheerleading Arts & Craft (American Paper Mache, Paper Weaving and Nature Arts)
	Swimming	Swimming Aquatics Games (Macro Polo & Tunnel Relay)
Physical Activity	Blitz	Songs Chants Skits Mississippi Iggie Wiggle Milk Song Penguin Song Camp A Fans Red Wagon Humty Dumty Boom Chicka Boom
	Large Group Games	Parachute Games Giant, Wizard, Elves Water Balloon Games Sport Relay Emotional Relay Street & Alleys
	Small Group Games	Group Juggling Blob Tag Trash Ball Concentration Down on the Bombs A What
	Weekly Trip-Visits	Hong Kong Museum of History Science Museum
Leisure	Free Time	
English Language	English Rotation	Writing Biography Writing Invitation Letters to Parents Learning Olympic Words & History
	Closing Ceremony	Small Group Presentation Cheer Leader Presentation Award Certificate Presentation Reflective Slide Show

Figure 2. Distribution of Time (Hours) and Categories of Activities, 2006 Camp Adventure™ Youth Services Program.

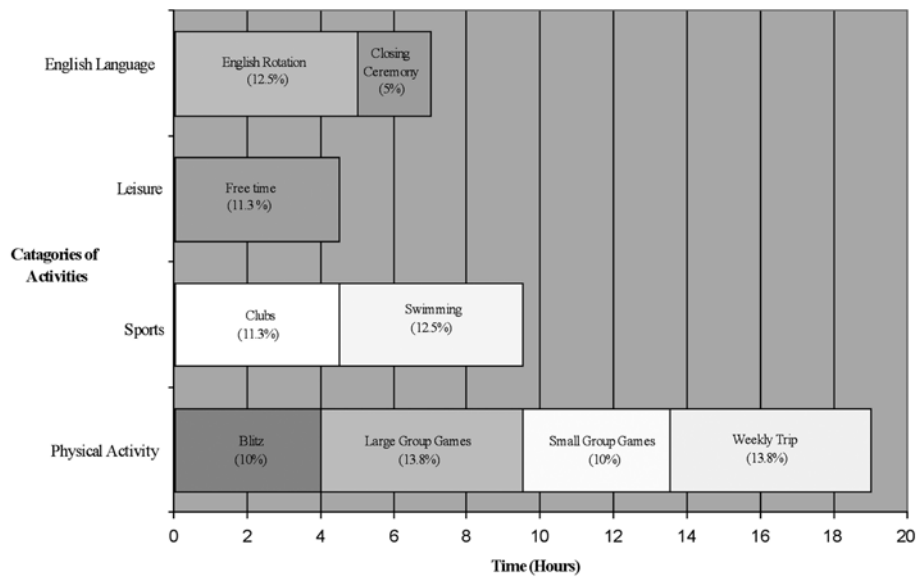


Figure 3. Blitz in Action



Study Design and Primary Findings

At the conclusion of the Camp Adventure™ Youth Services program, ninety (90%) percent of the campers (N=112) from the three separate camp sessions completed an evaluation survey under the supervision and with the explanation of the Principal and physical education teachers from the Baptist (Sha Tin Wai) Lui Ming Choi Primary School. The evaluation survey were based on using a Likert-type 5-points scale ranging from 1 (strong disagree) to 5 (strongly agree). The participants were asked their opinions on the linkage of a number of selective generic skills with various camp activities; as well as their understanding of the culture of the United States of America following their participation in the program. A mean value of 3 would be the middle point of the range. Any score higher than this point represented tendency towards the “more agreeable” and could be identified as a potential result of the perceived intensity of generic skills as well as a greater understanding of the culture of United States of America. The generic skills domain mean score was 4.14 with a standard deviation of 0.60. The mean for the understanding of the culture of United States of America domain was 4.14 with a standard deviation of 0.80.

Participants were asked in an open question format to identify the variables in the various learning areas that participants perceived as the most important. Variable responses are categorized into four groups: 1) sports (e.g. American football, baseball), 2) physical activity (e.g. games), 3) English Language learning, 4) and generic skills (e.g. time management, collaboration skill, creativity, self management, and independence). Physical activity was the most cited learning area among the four categories (Table 2).

Table 2. Cited Learning Areas in the Participants Self-evaluation Survey of the 2006 Camp Adventure™ Youth Services Program.

Categories	Citations of Participants
Physical Activity	87
English	74
Sports	54
Generic Skills	30
Others	17

Selected Findings and Discussion

According to Cheng (2000, 2001), learning about other cultures as well as the enormous impact of globalization, technology and social, cultural and economic transformations are important elements in crafting relevant, meaningful and responsive learning environments in the new millennium. In a knowledge-based economy and society, there is a strong and growing concern for issues such as creating a holistic integrated studies concept emphasizing interdisciplinary connections. Such holistic curricular efforts provide opportunities for children and youth to develop lifelong knowledge, skills and values that lead to greater international awareness. Understanding the value of global education in this context provides support for the waves of education reform that is occurring throughout the world (Asano, 2000; Kolker et al., 1998; Tye, 2003; Zygmunt & Staley, 2006). Hong Kong, an international city, ranks among the world’s 11th largest trading economy and the sixth largest foreign exchange market (Hong Kong Special Administrative Region Government, 2006) is facing similar challenges as a result of the opening of the Chinese economy and the increasing trend of globalization.

Education Reform, Key Learning Areas and Generic Skills for Lifelong Learning

In 2000, the Hong Kong Special Administrative Region (HKSAR) endorsed the recommendations of the education reform program submitted by the Education Commission (EC)—The guiding principle of the education reform program aims to “enable our students to have all-round development as well as attitude and ability for life-long learning” (Curriculum Development Council [CDC], 2001,1). Five types of learning experiences including physical and aesthetic development (e.g. recreational sports and fitness training) are regarded as essential to students’ whole person development. With a holistic approach, the curriculum has been regrouped into eight Key Learning Areas (KLAs). Three key learning areas emerged in the current study and will be the focus of this article’s discussions. They are as follows: 1) English Language, 2) Personal, Social and Humanities Education (PSHE), and 3) Physical Education (PE). Each of these Key Learning Areas utilizes “Generic skills” to accomplish their ultimate learning goals. Nine generic skills for lifelong learning include: 1) collaboration skills, 2) communication skills, 3) creativity, 4) critical thinking skills, 5) information technology skills, 6) numeracy skills, 7) problem solving

skills, 8) self-management skills, and 9) study skills. The generic skills component is aimed at assisting students “learning to learn” (EMB, 2004b). The linkage of the 2006 Camp Adventure™ Youth Services program and the selective

generic skills is illustrated in Table 3-1 and Table 3-2. The generic skills domain mean score was 4.14 out of 5 and the participants tend to agree that they improved their generic skills after participating the program.

Table 3-1.

The Linkage of 2006 Camp Adventure™ Youth Services Program and the Selected Generic Skills.

	Collaboration Skills	Communication Skills	Creativity	Critical Thinking Skills	IT Skills
Clubs	Share new skills and organized learning environment with specific topics.	Learning new skills, peer discussions, and reflection on learning difficulties.	Express oneself freely through physical movement and artistic product.	Campers select one of the three activities based on their interest.	
Swimming			Aquatic games allow campers to play in the pool in different ways besides basic swimming.	Aquatic games require campers to decide their strategy of play.	
Blitz	The antiphonal style of leading and response stimulates the group work.	The antiphonal style stimulates listening and sharing skills	Experience new styles of Blitz which includes: singing, dancing, movement, and dramatic expression.		
Large Group Games	Ice breaking games provide a platform for campers to interact with different people.	Because of the exhilarating atmosphere, campers are more comfortable expressing and sharing their emotions, especially laughter and enjoyment.	Game settings allow different ways of play	Independent thinking, identifying right and wrong, and self reflection	
Small Group Games	Cooperation games require group work which encourages cohesion and diversity.	Games with discussion allow campers to share and give responses. Campers are encouraged non-verbal interaction during low active games.	Game settings allow different ways to play through independent work and thinking.	Games stimulate campers' independent thinking to identify right and wrong, and promote self reflection.	
Weekly Trip-Visit	Group work on the trip allows campers to learn how to assist others in daily life settings.	Introducing HK to CA counselors provided opportunities to share with others actively.	Campers learn to appreciate and view different cultural perspectives through sharing.		Campers use computer skills during the museums exhibit.
Free Time	Developing good relationship by sharing their time, space, activity and ideas.	Campers make their own choices through discussion.	Freedom of choice requires campers to make their own judgment regarding time and type of activity.	Campers observe their environment and decide which activity to choose.	
English Rotation	The tasks require the group to work together to answer the questions.	Listening and writing tasks help campers to interact with people.	Campers are allowed to present their ideas in variety of ways, such as drawing or writing.		
Closing Ceremony	Group presentation of dance and Blitz facilitates the cooperation among counselors, campers, and parents.	Group presentation allowed campers to share their learning experiences with others.	Group presentation incorporates a wide variety of ideas.		

Table 3-2.

The Linkage of 2006 Camp Adventure™ Youth Services Program and the Selected Generic Skills.

	Numeracy Skills	Problem Solving Skills	Self-Management Skills	Study Skills
Clubs	Craft time require campers to calculate, court and follow the numeric direction.	Campers must find way to work through the challenges and problems of learning new skill.	Campers select a Club activity based on their own interest.	Campers learn new skills and gain knowledge about American physical activities and craft.
Swimming	Perform numerical computations and calculate mentally during the aquatic games.		Swimming activity allows campers to experience self-assessment and self-reflection based on the swimming skills.	Campers learn aquatic games can be an alternative way of learning swimming.
Blitz				Campers learn lyrics, melodies, rhythms, clapping and step pattern.
Large Group Games		Use thinking skills to resolve difficulties and determine the best course of action.	Campers learn the game rules and practice with counselor's instruction.	Campers understand the knowledge can be gained not only in a school setting, but also through games and activities.
Small Group Games		Games present a situation or question which requires campers to solve.	They learn to stay calm and concentrate during problem solving games. They learn how to react positively at the end of games.	Campers understand the knowledge can be gained not only in a school setting, but also through games and activities.
Weekly Trip-Visit				Learning about the society or culture through visiting local museum.
Free Time		Campers use their problem solving skills to resolve conflicts and disagreement.	Campers have to manage their time, space, and usage of equipments at the camp site.	Campers have to observe the camp environment, make a choice, and then be content with their decision.
English Rotation				Understand language can be developed in a variety of ways, such as games, activities, and worksheet.
Closing Ceremony				Campers are able to integrate what they learned and presented at the end of camp.

English Language

In the English Language portion of KLA, schools are encouraged to enhance learners' experience by providing a language-rich environment. This may be achieved by providing greater opportunities for learners to use English for purposeful communication both inside and outside the classroom (EMB, 2006). The 2006 Camp Adventure™ Youth Service's program provided 40 hours (2400 minutes a week) of English language experience in a setting of actual use or real practice. Comparing with the regular classroom English (400 minutes a week) at the Baptist (Sha Tin Wai) Lui Ming Choi Primary School, a single Camp Adventure™ Youth Services program is 6 times of the duration in comparison to the regular English class offered in the traditional school setting. Furthermore, according to the National Afterschool Association (NAA) (Koch, 2007), Camp Adventure™ Youth Services is required to provide one counselor to ten participants for ages 6 or older. However, interestingly, based on the special request by the Baptist (Sha Tin Wai) Lui Ming Choi Primary School, the actual ratio for the program was 1: 3.8. This ratio strongly facilitated individual conversation time between counselors and participants. In the participant's self-evaluation survey, English learning was reported to be the second highest cited learning areas in the program (Table 2). Participants were required to write, speak and listen resulting in the establishment of a two-way communication pattern between and among participants and counselors. A female participant YY shared the following:

"Today I am so happy because I can learn a lot of fun songs. And I have written a letter to my father and mother. Before this camp, I was so scared because I thought my English is bad, but now I think it is not so bad. I am very happy today".

It is evident that the Camp Adventure™ Youth Services program provided a non-threatening platform to enable participants to practice the English language.

When designing school-based English Language curriculum, a balance of learning experiences are drawn from three dimensions - interpersonal, knowledge and experience. The objective of the English Language curriculum is to enhance knowledge and skills in ways of using the language to respond and give expression to real and imaginative life experiences. Such opportunities

are designed to facilitate an individual's critical thinking, problem-solving skills, and creativity (EMB, 2006). Referring to Table 3-1 and Table 3-2, participants in this study were allowed to present their ideas in different ways in the camp setting. Large and small group games encourage participants to sustain their interests and enthusiasms as well as providing intensive and meaningful practice of the English Language. For instance, participants were encouraged to brainstorm different ideas and frame decisions through problem-solving skills in various games.

Personal, Social, and Humanities Education (PSHE)

The cross cultural nature of Camp Adventure™ Youth Services provides opportunities for participants to learn about American cultural elements such as the diversity, geography, and personality of its citizens. Participants gained knowledge about American sports, songs and dance through the club format program design. One of the objectives in promoting PSHE is to foster an open-minded attitude towards different cultures, values, points of view, and ways of life of other countries and people (EMB, 2004c). Camp Adventure™ Youth Services was able to create a wonderful avenue of cultural exchange through its basic program design. In addition, the program was operated in such a fashion as to promote for participants fun and enjoyment in the exploration of different approaches to enhance the participants' global awareness and understanding.

As one male participant HC reported in his diary:

"I chatted with Miss Kiwi too. We talked about Hong Kong and the USA culture. I told her about what we played while we were free. Also, she told me about what she did in USA too".

Camp Adventure™ Youth Services as an integrative curricular model was able embrace or cross over the KLAs to produce "fun, joyful, exhilarating, and treasured experiences" (Camp Adventure™ Youth Service, n.d.) through various planned activities, including English Language and physical activity. The model curriculum promoted the application of interdisciplinary and multi-perspective studies through projects which encourage participants to construct or generate knowledge on their own (EMB, 2004c).

A recent study conducted by Wighting, Nisbet, and Tindall (2005) indicated that English language camps in China have a great potential to provide rich opportunities for the following: 1) exchanging individual world views, 2) promoting cultural understandings, 3) experiencing professional and personal growth, and 4) fostering meaningful and lasting friendships across cultures. In the survey conducted addressing the United States of America culture domain, mean was 4.14 on the Likert-type 5-point scale. The content and the organization of the 2006 Camp Adventure™ Youth Services program had the opportunity to provide the students with innovative tools in reaching the above mentioned educational reform goals related to cultural awareness.

The Linkage of Physical Activity & Leisure with the 2006 Camp Adventure™ Youth Service Program Physical Activities & Physical Education

A challenge to physical education in the 21st century is to develop scholarship that is integrative, that incorporates the interconnectedness of the humanities, social sciences, and sports science into the study of physical activity and sports (Chin, 2001). Significant changes in physical education have taken place over the past 35 years with a transition from a traditional sports skill-orientation to a broader emphasis on health-related fitness and lifelong physical activity (Corbin, 2002; McKenzie, 2000; U.S. Department of Health and Human Services, 2000). In the participant's self-evaluation survey, physical activity was reported to be the most cited learning area in the camp (Table 2).

In Hong Kong, in order to formulate a curriculum framework that fosters life-long learning and focuses on whole-person development, physical education is included as one of the KLAs (EMB, 2004d). Physical education curriculums in Hong Kong have also been the focus of major transformation. According to the Curriculum Development Council (CDC) (2000, p.6), the overall aims of physical education are "to help students to develop an active lifestyle and acquire good health, physical fitness, and body coordination through learning various physical and sport skills and knowledge". The results in Figure 2 show the overall pattern among the program activities for each category. The majority (47.6 %) of the activities were categorized as physical activity, which included the Camp Adventure™ Youth Services Blitz, large group games, small group games and the weekly trip program format. Those physical activities meet the overall aim of

an emphasize on physical education/physical activity in the camp program design.

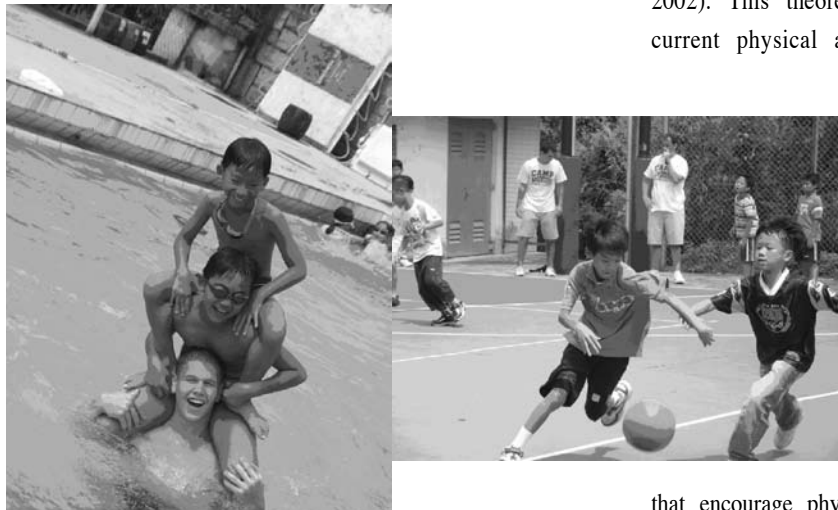
The rationale for further development in this portion of the curriculum includes: 1) the promotion of healthy living style and enjoy life-long activities; 2) improvement of the educational aspects of students and their health condition; 3) strengthening generic skills in physical education context with a carry-over value to life-long learning and pursuit of a quality adult life; 4) cultivating a positive attitude towards physical education and 5) motivating students to become active in physical, recreational and sport activities (CDC, 2000). Table 3-1 and Table 3-2 presents further elaborations of how Camp Adventure™ Youth Services strengthens selected generic skills through the Physical Activity program.

Leisure, Sport, & Health

Participation in leisure is one of the strongest contributors to life satisfaction and quality of life. The benefits derived from leisure reach many aspects of an individual's life including their physical health, and their psychological, social and economic well-being (Campbell, Converse, & Rodgers, 1976; Driver, Brown, & Peterson, 1991; Mannell & Kleiber, 1997; Sylvester et al., 2001). Also, leisure can enhance, enrich, and sustain people's lives in meaningful, creative, and positive ways (Edginton, 1994). The World Leisure Organization EXPO's theme of "Leisure: Changing Life" was accentuated during the opening ceremony in a keynote presentation by China's Vice Premier Madam Wu Yi. Madam Wu Yi emphasized during her keynote presentation at the World Leisure High Level Forum the importance of putting people first, building a harmonious society, encouraging people to focus on self-development, enjoying leisure and advocating healthy lifestyles as the Central Government's highest priorities (Wu, 2006). The concept of leisure is broad, often encompassing multiple activities which quite often associate with practices like games, sports, cultural practices and contact with nature (Pereira et al., 2000). Sport is a popular leisure choice for youth, offering a diversity of activity options and levels of involvement. Youth sport participation has important ties to social involvement, fitness, self-expression and self-esteem development (Coakley, 1998). However, active participation in sport as a consistent leisure outlet and means of attaining physical fitness is not readily embraced (Daniels & Lawton, 2003). The findings presented in Figure 2 show an overall pattern among the program activities for each category.

The second highest category was the sports area (23.8 %) included clubs and swimming (aquatics games such as macro polo and tunnel relay) (Figure 4). Participants spent more than half of the camp program hours (71.4 %) in both the sport and physical activity areas. There are 257 composite scores reflected in the data presented in Table 4. Sports were the third highest domain reported by the participants as their most interesting activities.

Figure 4. Clubs and Swimming.



The lack of access to physical activities has drawn concerns related to increasing levels of childhood obesity (Henderson & Ainsworth, 2001). Decreasing levels of physical activity during leisure have been cited as a factor leading to increasing obesity; in fact, today’s children and youth are considered the most inactive generation ever (American Obesity Association (AOA), 2000). As adult leisure participation patterns tend to be set during childhood (Mannell & Kleiber, 1997), this increasing physical inactivity may set the trend a continued trend throughout the life course. In Hong Kong, recent data has shown that the prevalence of overweight and obesity in children (aged 6-13 years)

was 12.8% and 3.6% respectively (Chin, Yang, Girandola, et al., 2006). According to Adab and Macfarlane (1998), Hong Kong primary children may be the most inactive in the world.

Fun and Enjoyment as a Bridge to Leisure and Physical Activity

Researchers have argued that leisure or recreational programs are unique contexts characterized by fun and enjoyment (Caldwell, 2000; Henderson & Ainsworth, 2002). This theoretical proposition is in agreement with current physical activity research (Carroll & Loumidis, 2001). A paradigm shifts away from formal exercise programs to physical activities which are more purposeful and meaningful such as dance or surfing has been proposed (Morgan, 2001).

Henderson and Ainsworth (2002) suggested that it is important to consider personal enjoyment in designing environments and programs that encourage physical activity and other forms of leisure such as travel and cultural enrichment. These authors’ contention is similar to Dishman and Sallis (1994) who emphasized that people are most likely to adhere to physical activity that they enjoy. A link between leisure and health may be found through enjoyable physical activity that has physical, emotional, and social outcomes. Ninety-nine percent (99%) of the participants (N= 112) in this study mentioned they had fun at camp, especially in the environment where there were ample physical activities integrated with the—freedom to choose. This produced an enjoyable and satisfying experience for the participants. Enjoyment may be an important explicit outcome to

Table 4. Most Interested Activities in 2006 Camp Adventure™ Youth Services Program.

Category of Activity	No. of Respondents	Composite Scores
Free Time	92	344
Swimming	88	294
Sports	74	257
Large Group Game	84	233
Small Group Game	73	166
Blitz	35	102
Weekly Trips	36	91
Closing Ceremony	30	61
English Rotation	12	22

Note. Ranking from 5 to 1 – from best to least respectively on the list of activities

address when encouraging physical activity. The following two diaries reflected the experience of enjoyment for these individuals in the Camp Adventure™ Youth Services program:

I enjoyed this camp very much! Because I could learn a lot, I also could meet some new friends (the CA leaders). They are so kind. I sang many songs, some are slow and some are fast. I like this camp very much. I hope that I will have good memories after finishing this camp! (JC, female)

Today, we had the closing ceremony at night. We also swam in the afternoon. I was very happy. In closing ceremony, my dad and mum came too! They saw me dance and sang. I was very happy in this camp. I won't forget this camp. (EY, female)

Freedom of Choice / Free Time

Participants, teachers from the Baptist (Sha Tin Wai) Lui Ming Choi Primary School, and Camp Adventure™ Youth Service counselors were offered the opportunity to break from structure programs and were presented with the ability to choose activities for themselves. Freedom of choice is one of the important elements of the basic Camp Adventure™ Youth Services program design. Camp Adventure™ Youth Services emphasizes the twin tenants of community building and choice in its basic program design (Edginton, 1997). Further, the leisure concept often frames this idea with the notion of freedom. The Camp Adventure™ Youth Services program provided children with the freedom to choose their activities which also included an extremely enjoyable opportunities to develop informal relationships with their counselors. Goodale and Godbey (1988) have stated that leisure becomes time with which one can choose what one desires. The Camp Adventure™ Youth Services program design provided 11.3 %, totally 4.3 camping hours on free time, enabling participants to choose activities to meet their individual interests (Figure 2).

However, free time is not encouraged in the general camps in Hong Kong and in the regular school setting. Thus participants often perceived that programs that fully occupy one's time with activities are equal to successful camps and school programs. According to the evaluation

survey conducted by the authors, free time was the camp activity which the participants like the most. Ninety-two out of 112 respondents mentioned they valued free time; the highest ranked item by the vast majority of the participants. During their free time in this camp setting, males spent most of their time engaging in physical activity, such as non-structured sports. On the other hand, females in the study enjoyed social activities, such as chatting, walking around, using camping facilities, and playing on and sitting at the playground. It is evident that the participants in this study greatly enjoyed the use of their free time as a way of building up an informal relationship with their counselors as well as choosing other desirable activities. It is generally accepted that a better understanding of leisure will enable individuals to enhance their awareness and use of the concept. Camp Adventure™ Youth Services program provided a balance of structured activities with options for choice during one's free time.

Conclusion

The 2006 Camp Adventure™ Youth Services program operated in partnership with the Baptist (Sha Tin Wai) Lui Ming Choi Primary School in Hong Kong presented an integrative model of leisure, health, physical activity, sports and generic skill acquisitions in education. To our best knowledge, this is the first time for one single primary school to implement the Camp Adventure™ Youth Services program tied to a model supporting educational curriculum reform. Basically, the model integrated effectively the goals found in both formal (school) and informal (camp) learning environments. Results of this study demonstrated that children who participated in the program not only enjoyed, but valued a variety of physical activity, sports, leisure, and English Language programs. The opportunity to practice the use of English in the informal setting of the camp environment, as well as the chance to gain a greater understanding of another culture was very valuable to the participants. The provision of quality leisure, provided in the context of the broader focus on educational reform could be considered an innovative strategy/supplementary program for schools to support the current desire for change in schools in Hong Kong. It is evident that the application of an integrative approach may be a successful educational strategy to equip individuals with necessary knowledge, skills and values to face the challenges of living in an era of rapid change and globalization.

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