



GOLDEN TIME

An Action
on Senior-Friendly Community Co-Creation

Project Portfolios
Liangfeng Primary School Zhangjiagang, China

2022/01

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Executive Summary

The Huayuanbang Community, where Liangfeng Primary School is located, is an aging residential one embracing senior-friendly transformation. The students and teachers from the school positively involved in the community co-creation action by creating intergeneration communication and providing cultural activities based on surveys. And this action was designed as a project-based learning course to help students acquire knowledge of basic statistics, writing, storytelling, design, curation, and activity planning, etc.

Stage One: Understand Them

In this preparation stage, the team summarized seniors' demand of communication and recreation via thousands of questionnaire answers and interviews, meanwhile mapped the community facilities for future activities.



Stage Two: Tell their Stories

In response to the communication demand, students learnt to write and publicly tell seniors' life stories with survey info at the Golden Time Stories Exhibition, connecting generations and appealing for senior concerns.

Stage Three: Have Fun with Them

For the recreation demand, the team designed 5 traditional handicraft workshops and 1 regular sports schedule, basically with recyclable activity materials. All achievements were displayed at the final exhibition.



This action formed a simple but self-sufficient culture service mechanism, also brought tender humanistic education for the community by intergeneration co-creation. At this moment, the students and teachers are still acting on new activities and the changing will never stop.

Golden Time

An Action on Senior-Friendly Community Co-Creation

Project Background

China's population is growing old at a faster rate than almost all other countries. All sectors of the society are actively taking measures to cope with this problem. Under this circumstance, Huayuanbang Community, a residential community with a history over 30 years, is aiming to transforming itself into a senior-friendly one. One of its actions is cooperating with Liang Primary School, who is located inside the community and educating the younger generation, forming a sustainable and self-sufficient culture service mechanism for seniors. This win-win mechanism will be meaningful to both student education and senior well-being.

Liangfeng Primary School is an active actor not only in community culture construction, but also in project-based learning (PBL) practice. Course designers in the school created a PBL course "Golden Time" that could mobilize students to build the **culture service mechanism**. This PBL course helped students acquire interdisciplinary hands-on skills, and meanwhile applied their contributions to solve real-world issues.

Project Design

Considering the background of senior-friendly community creation, "Golden Time" is more likely to be a social action rather than just a learning project, which reveals that the implementors are facing real-world "clients", the senior residents. To provide proper culture service, students and teachers must firstly understand their status and demand, then designing action approaches based on such understanding. Hence, a preliminary community survey is significant for the following design of activities, as well as the establishment of sustainable service mechanism. The project was initially divided into two stages before implementation: (a) collecting demands via a questionnaire and (b) design culture activities.

Nevertheless, when evaluating the progress of the questionnaire, the project team realized that quantitative findings were too superficial to describe seniors' living and needs indeed, and thus

could only lead to tenuous activities. Therefore, the team agilely revised the project goals, approaches, and the timeline, making it not a vanity project.

Specifically, teachers introduced qualitative methods into the survey stage, and expanded an extra stage along with the “Golden Time Stories Exhibition” to record and disseminate seniors’ life stories, arousing social attention on senior care. This adjustment ultimately became a highlight of the project since it pushes two generations deeply connect and understand each other through story-digging interviews, giving the project more humanistic value.

Here comes the final version of project design:

Project Goals

Education goals

- Students can objectively analyze the culture service demand of a specific group through simple quantitative and qualitative social surveys.
- Students can deeply understand, clearly write, and publicly tell seniors’ stories.
- Students can design feasible culture service activities for senior residents according to survey findings.
- Students can plan, implement, and evaluate a project by teams.

Community goals

- The community can build a sustainable culture service mechanism for senior residents.
- The community can build better communication and understanding between generations.

Driving Task for Students

Our home, Huayuanbang Community, is eager to become a senior-friendly community. What can we do to bring our grandparents’ living with more fun and happiness?

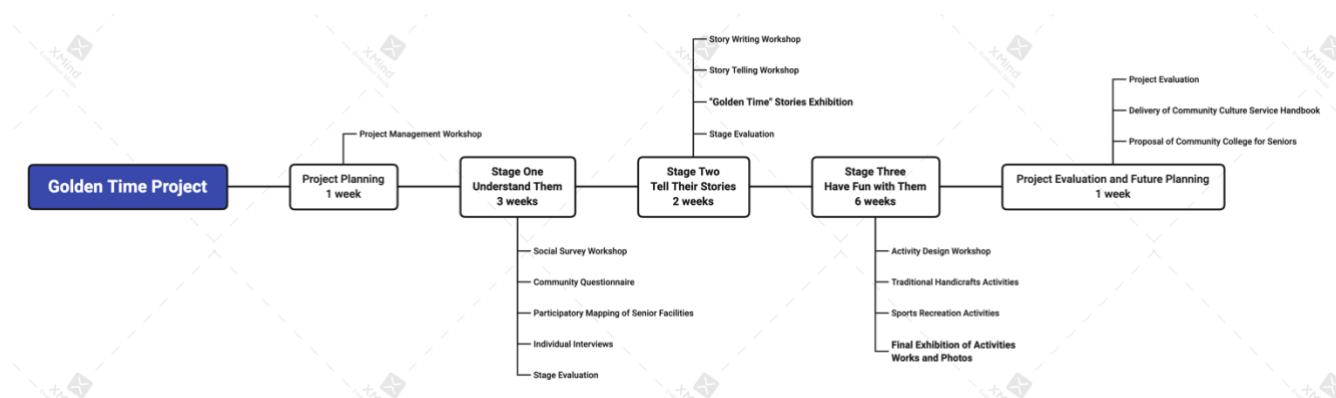
Partners of the Learning Community

- PBL course design and guidance: 5th and 6th grade teachers from Liangfeng Primary School
- Project Partner: social workers from Huayuanbang Community
- Project implementation: 810 students of 5th and 6th grade
- Service target: senior residents in Huayuanbang Community

- Course design support: expert consultants from Sanyou PBL Institute

Project Roadmap and Timeline

The whole project took 4 months from September to December in 2021, including 3 stages with 2 exhibitions.



Instructional Design in the Learning Project

The 5C model was proposed by Beijing Normal University and the American 21st Century Learning Alliance (P21), including Cultural Competence, Critical Thinking, Creativity, Communication, and Collaboration. With the guidance of these learning and innovation skills, course designers combined interdisciplinary skill trainings into workshops and instructions.

Table 1: Skill Training Plan in Workshops

| Workshops | Disciplines | Skills |
|------------------------------------|------------------------|--|
| Social Survey Workshop | Mathematics | Data analysis with basic statistics and visualization skills |
| | Chinese | Interview design and implementation skills |
| | Information technology | Survey report writing |
| Story Writing and Telling Workshop | Chinese | Biography writing based on interview material |
| | Chinese | Public story telling with proper gestures and tones |
| | Art | Poster design for the interviewee |
| Activity Design Workshop | Integrated practice | Social worker communication and participant recruitment |
| | | Activity preparation and management by teams |
| | | Mini-exhibition curation |
| Project Management Workshop | Integrated practice | Project planning, implementation, and evaluation |

Project Implementation

Stage One: Understand Them

Questionnaire about Senior Living in Huayuanbang Community

The design of cultural services should be based on the current community environment, facilities, and interpersonal relationships. Combining the knowledge of data statistics and analysis, course designers led the students to conduct a questionnaire survey to deepen their understanding of basic statistical concepts and to collect the living conditions and demands of senior residents.

A. Questionnaire Design

The project team aimed at providing cultural activities for senior residents in Huayuanbang Community. Hence, students focused these questions on the recreation and interests.

Questionnaire about Seniors' Culture Lives (Translated)

- I. Introduction (explain why this survey was conducted)
- II. Survey Questions (Multiple Choice)
1. What is your level of education?
A. Elementary School B. Junior High School C. High School D. University
E. Other
 2. What is the situation in which you live?
A. Living Alone B. With Partner C. With Children D. Apartment for the Seniors
E. Nursing Home
 3. Who do you usually spend with?
A. Family B. Neighbor c. Friend D. Other
 4. What do you like to do in your free time? (Can choose more than one)
A. Climbing B. Fishing C. Singing and Dancing D. Martial Arts E. Watching TV
Listening to Radio F. Reading Newspapers and Magazines G. Playing with
Mobile Phone H. Playing Musical Instruments J. Playing Cards K. Other
 5. Does your family often accompany you for a chat or a walk?
A. Frequently B. Occasionally C. Never
 6. What activities do you think the community can offer that are suitable for seniors?
(Can choose more than one)
A. Calligraphy B. Painting C. Singing D. Photography E. Listening to Drama F.
Reading G. Sports Activity for Seniors H. Musical Instrument J. Dance
K. Other

B. Questionnaire Distribution and Collection

Each student can choose to investigate at least five different elderly families online or on-site. This can be done with the assistance of parents. While completing the questionnaire, students also need to consider the following questions:

- Have I encountered difficulties during the process?
- How did I solve it?
- Can the data from my personal survey truly reflect the current living conditions of the elderly? If not, what can I do next?



Picture 1: Field Questionnaire

C. Data Analysis

After the students entered the questionnaires into the unified online survey tool, a total of 1012 valid answers were obtained.

To help students analyze data, teachers guided students to discuss and answer the following questions in groups:

- How is the current living condition of the seniors?
- What are the cultural hobbies and needs of them?
- What can we do based on this information?



Picture 2: Students Analyzing Data

第 6 题：您觉得社区可以开设哪些适合老年人活动的项目（可选 3 项）

| 选项 | 小计 | 比例 |
|----------|------|--------|
| A.书法 | 226 | 22.33% |
| B.绘画 | 149 | 14.72% |
| C.唱歌 | 212 | 20.95% |
| D.摄影 | 106 | 10.47% |
| E.听戏 | 420 | 41.5% |
| F.读书 | 247 | 24.41% |
| G.老年体育活动 | 522 | 51.58% |
| H.乐器 | 78 | 7.71% |
| J.舞蹈 | 150 | 14.82% |
| K.其他 | 117 | 11.56% |
| 本题有效填写人次 | 1012 | |

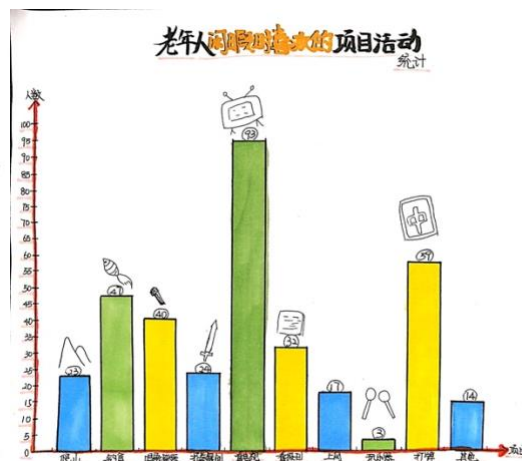
Picture 3: Example of Online Statistical Statement

D. Report Writing and Questionnaire Findings

Writing a survey report is a requirement of grade 5th and 6th according to textbooks. For elementary school students, the difficulty in writing survey reports is how to use statistical charts to accurately translate data, analyze the drivers, and draw findings. The teachers prepared a report template for the students as a reference. Students should complete the report by groups.

Report Template of Senior Living in Huayuanbang Community (Translated)

| | | |
|---|-----------------|----------|
| Class: Name: | | |
| I. Background | | |
| II. Data Analysis | | |
| Questions | Data and Charts | Findings |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| III. Conclusions | | |
| How is the current living condition of the seniors? | | |
| What are the cultural hobbies and needs of them? | | |
| What can we do based on this information? | | |
| IV. Reflection | | |
| What new understandings have we gained about the questionnaire methods? | | |
| What else can we do with a questionnaire? And how? | | |



数据分析：
通过立图条形统计图可以得知，老年人闲暇时最喜欢的活动是看电视和听音乐，喜欢的最少的活动是爬山。喜欢钓鱼、唱歌跳舞和打牌。针对以上条件，我认为我们可以组织一些老年人喜欢的活动，可以举行舞蹈和唱歌大赛，还可以组织一些老年人还可以组织一些活动，这样可以丰富老年人的生活，还可以让他们体会到社区的温暖。

Picture 4: Examples of Student Report and Visualized Chart

After several discussions, student groups agreed on the conclusions:

- Seniors in the community generally have attended school before.
- Most of the seniors live with their partners and children, and their social scope is relatively small, limited to family and neighbors.
- Most seniors like to watch TV at home, play cards and other recreational activities.
- More than half of the seniors want more sports good for health, while there is a lack of outdoor sports. Hence, it is recommended that the community hold more sports activities suitable for them.

Participatory Mapping for the Senior Facilities

The site selection for future activities is an important part of the preparation stage of the project. To map the senior facilities in the community more quickly and accurately, the project team decided to adopt a **participatory mapping method**. To be specific, students went to different areas of the community in groups, and then invited the seniors in respective areas to complete the map together. After that, the delegates of each group stitched together a beautiful full-view map.

The students found that the community's service facilities were relatively complete, especially the volunteer service stations. There are a total of 17 log cabins at the service station, including a library station, a sports home, a calligraphy and painting garden, a family energy house, etc., which can be used as the activity places.



Picture 5: Partial Map of Senior Facilities

Individual Interviews on Seniors' Life Stories

During the process of questionnaire and mapping, the project team gradually realized that existing quantitative findings could not support the ideal vision of activity design. The findings can only tell us what kind of activities the seniors want now, but not why they want it, neither what is a “suitable” one, due to the difference of living conditions between two generations. On top of that, culture service, one that will significantly affect the humanistic tone of the community, should not be established just on several statistical findings.

With this consideration, the teachers decided to add a supplemental task, **senior interview**, for the students to better understand the seniors. Interview is a good method of qualitative information collecting since we found the seniors show a great willing of sharing their experiences and memories. The interview digs the growth path, the impressive stories, and the dreams of the interviewees, which can effectively help students understand how the seniors' hobbies and living habits developed.

Interview Outline (Translated)

I. Basic Info

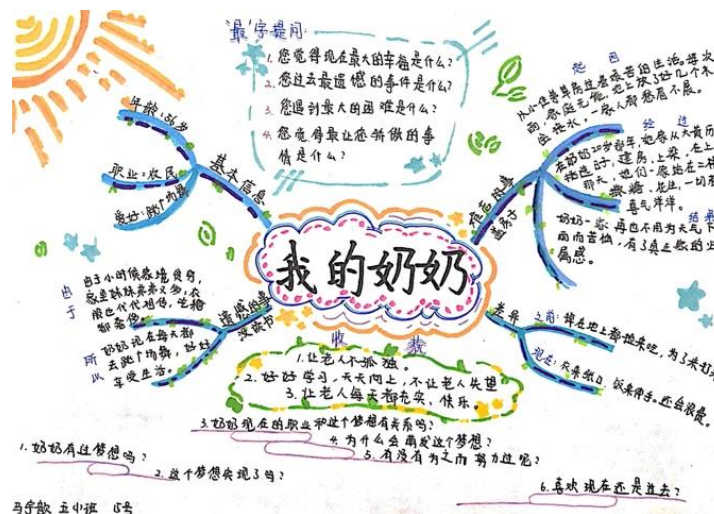
Age: Occupation: Hobby:

| |
|---|
| <p>II. Life Stories</p> <p>What are the events that make you most proud?</p> <p>What is the biggest difficulty you have encountered?</p> <p>What are your most regrettable events in the past?</p> <p>What do you feel is the greatest happiness right now?</p> |
| My Impression on the Interviewee: |
| Findings and Activity Plan: |
| Reflection: |

In family interviews, the “Little Journalists” began the journey of self-education, understanding the diversity of lives. Some students used mind maps to list and sort the information like a professional journalist.



Picture 6: Family Interviews



Picture 7: Example of a Student's Mind Map

After field survey, students followed the scales to complete self-evaluation of the stage:

Table 2: Evaluation Scales for Social Survey

| Parts | Scales |
|------------------|---|
| Survey Skills | 1. Before the survey, I can prepare the outline of the question according to the project background. 2. At the beginning of the survey, I can create a friendly atmosphere with three basic questions. 3. I know that I can ask questions with the word "most". 4. I can use the "cause, process and effect" method to ask questions. 5. I can organize, analyze, and draw conclusions from the data. |
| Survey Etiquette | 6. During the survey, I was able to respond positively. 7. I can pay attention to my body posture and the attitude of listening. 8. I can show respect to the interviewee, politely address, and greet, and do not interrupt him or her rudely. |
| Cooperation | 9. Group members practice research skills with each other. 10. I can actively help my group members to complete our goals. |

Stage Two: Tell Their Stories

While conducting the interviews, the team has thoroughly felt that the seniors are not only “clients”, but also vivid beings with soul and heart. In addition, the seniors conveyed great eager for social attention and high-quality communication behind their enthusiastic story sharing. The stories positively shared by them contain splendid life histories and the spirit of the old times, which is worth learning and spreading by the younger generation.

So, the team comprehensively re-analyzed survey materials and refined the conclusion of senior demands:

- (a) More intergeneration communication, more attention, and more care
- (b) Diverse, healthy, and suitable recreation activities

Responding to demand (a) of **communication**, the project team expand Stage Two, a proud highlight of the project, to write and tell those stories.

The **core task** of this stage is to hold a “Golden Time Stories Exhibition”. Students need to write, practise, and finally tell a senior’s story at the exhibition. This exhibition can be considered as the summary presentation of the community survey and the pilot of following culture service activities.

Biography Story Writing

Biography writing requires students to use the basic methods of describing the individual by giving examples and specifically expressing the characteristics. In the workshop, students wrote biographies under the guidance of the Chinese teachers, which improved their memory, thinking, and writing skills. The teachers also offered a writing evaluation form.

Table 3: Evaluation Scales for Story Writing

| Parts | Scales |
|-------------|---|
| Beginning | Start with a funny dialogue or character image to grab the reader's attention. |
| Description | Use dialogue or event processes to highlight the personality of the characters. |
| Words | The words are vivid, clear and easy to understand, and the sentences are diverse. |
| Ending | Have a summative language or view of the event to the character, reflecting the importance to the individual. |
| Structure | The whole work is very well organized. |

Public Story Telling

Speech is an important means of information exchange and dissemination. Students were required to publicly tell their own biographies at the Golden Time Stories Exhibition. Teachers mainly guided the students from several angles: dressing, gestures, eyes, and the voice.

Table 4: Evaluation Scales for Story Telling

| Parts | Scales |
|------------|---|
| Dressing | Dressed formally and looks very professional. |
| Enthusiasm | Facial expressions and body language demonstrate a strong interest and enthusiasm for the subject being spoken. |
| Response | Students can answer questions from the audience correctly. |
| Tone | The ups and downs are in place, and the feelings are properly conveyed. |
| Voice | Pay attention to your surroundings and adjust the volume of your speech so that the listener can hear clearly. |

Golden Time Stories Exhibition

After nearly a month of survey and practice, every student could fluently introduce the life and stories of the senior they interviewed. The project team then began to prepare a benchmark achievements exhibition, Golden Time Stories Exhibition. With the template offered by the teachers, the students accomplished an exhibition planning.

Planning Template of Golden Time Stories Exhibition (Translated)

I. Basic Planning

- Time and location
- How to display students' works?
- Other materials and decorations?
- Any technical support?

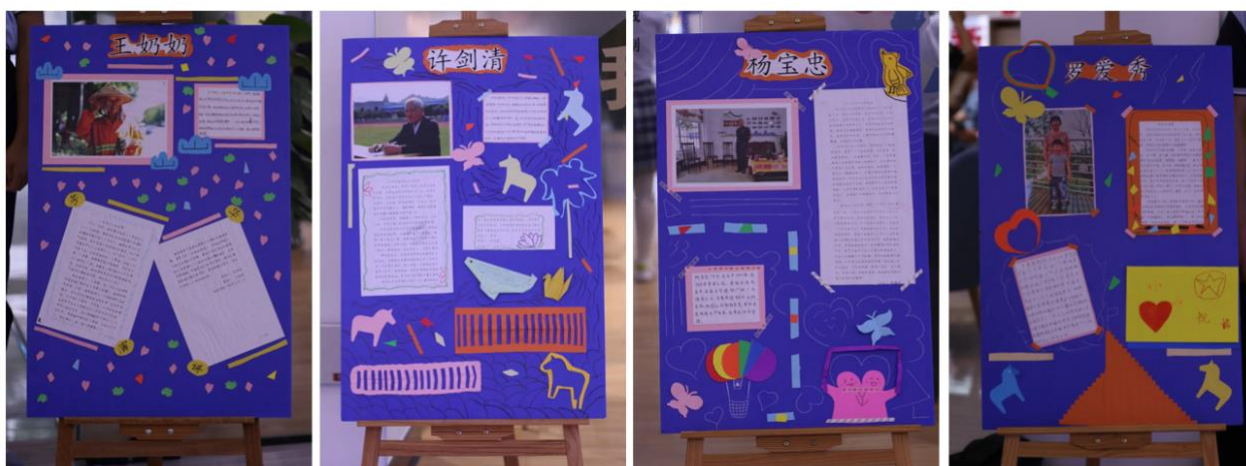
II. How to attract audiences?

- Oriented invitation
- Advertising on media
- Others?

III. How to improve audiences' experience?

- How to arrange the visiting route and related signs?
- How to encourage audiences to involve in the interaction?
- Any other supporting?

After discussion, each participating student also need to make a poster for the interviewee, posting recent photos, basic information, interview transcripts, etc., reflecting the process of interaction between the student and the senior.



Picture 8: Posters at Golden Time Stories Exhibition

50 speakers and 50 stories, on the afternoon of October 14, 2021, the Golden Time Stories Exhibition staged at the Huayuanbang Community Center.



Picture 9: Golden Time Stories Exhibition

Stage Three: Have Fun with Them

After the survey and Golden Time Stories Exhibition, the seniors are closer to the students, meanwhile the students understand and admire the seniors more. The activity designed for the demand of communication was successfully done, and then we headed for the other direction, **recreations**.

In the survey of Stage One, it was found that the current recreation of the seniors is relatively monotonous. Most of them are watching TV or playing cards at home. They hope that the community can provide diversified entertainment projects. Despite the community service places are sufficient, the real problem is the lack of activities that can recall their interest to participate actively.

Based on the above thinking, the students began to plan suitable activities in two ways. First, students tried to find the seniors with a traditional handicraft skill in the community, asking them to pass on these skills to the students. Secondly, student groups organized several sport-based recreation activities, driving interested seniors to enjoy together. The project team finally designed and successfully held 6 activities within 6 weeks, and then curated 1 final

achievements exhibition to close this project. Notably, most materials used in the activities were idle items donated by residents and social workers due to the **eco-friendly principle**.

Culture Activity Design Form (Translate)

| | | | | | |
|---------------|------|--------------|---------|------------|--|
| Class | | Group Leader | | Group Name | |
| Members | | | | | |
| Activity Name | | | | | |
| Activity Goal | | | | | |
| Instructor | | | | | |
| Activity Log | Time | Location | Content | | |
| | | | | | |
| | | | | | |
| | | | | | |

Traditional Handicraft Activities

A. Wheat Straw Painting Workshop

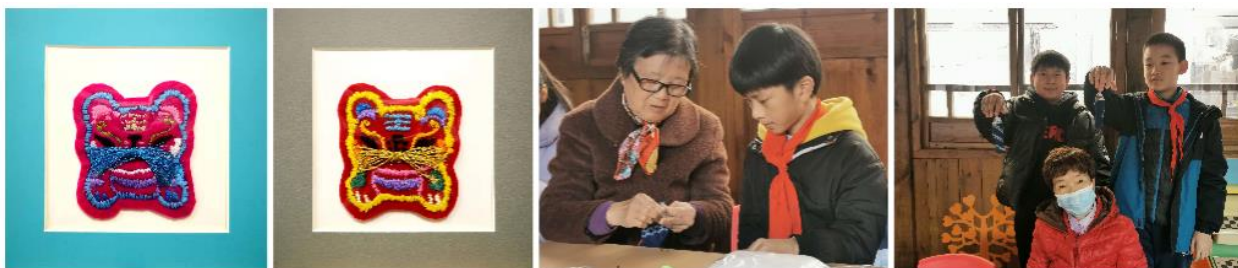
Wheat straw painting is one of the unique characteristic crafts of China, a kind of Chinese folk clip-and-paste painting. Wheat straw painting has the advantages of glossy and translucent, good plutonium loading effect, strong artistic appeal, etc. The characters, flowers, birds, and animals produced are vivid, giving people a simple and natural, noble, and elegant beauty. Under the guidance of Mr. Li, the inheritor of wheat straw painting, the works created were all unique and beautiful. The wheat straw was collected from farming wastes nearby.



Picture 10: Wheat Straw Painting Workshop

B. Embroidery Craft Classroom

Embroidery craftsmanship is a treasure of Chinese art, and an important part of China's intangible cultural heritage. "Tiger Tiger" is a masterpiece of embroidery. Participants uses three strands of thread, which is suitable for children, to thread needles. The embroidery content is the zodiac tiger. Through embroidery, students felt the peace of mind and the great interest in traditional culture.



Picture 11: Embroidery Craft Room

C. Calligraphy Appreciation Session

Calligraphy is a cultural activity for all ages. The senior calligraphers in the community explained the benefits of practicing calligraphy to everyone, demonstrated the basic stroke method of pen movement, and hoped that children could often come and practice skills together.



Picture 12: Calligraphy Appreciation Session

D. Silkscreen Flower Group

Silkscreen flowers are simple to make, colorful, full of unique artistic expression and appeal. Under the careful and patient guidance of the seniors, the students have gradually improved aesthetic ability. The raw materials are broken silk stockings donated by residents.



Picture 13: Silkscreen Flower Group

E. Paper Carving House

Paper carving is the oldest folk art in China and a treasure of traditional Chinese culture, with unique artistic value and humanistic value. A small carving knife, an ordinary piece of paper, carefully carved by the craftsmen, a lifelike painting was presented in front of the eyes.



Picture 14: Paper Carving House

Sports Recreation Activities

F. Sports Arena

The students conducted a field investigation of the community facilities and found that the community specially provided activities such as chess and card rooms, table tennis rooms, and public fitness equipment. Under the support of community staff and teachers, student groups in turn organized regular mini-activities 3 times a week after school, sharing the joy with the seniors.



Picture 15: Regular Sports Arena

Final Exhibition of Community Culture Service Achievements

Through the joint efforts of the school, families and the community, the action on senior-friendly community co-creation lasted for 4 months. On the New Year's Day of 2022, the project team held the "Achievements Exhibition of Culture Service". Students invited senior residents to share the works, photos, and reflections of this project, meanwhile listening to the seniors' feedback of the culture service we provided.

The exhibition consisted of three parts. (a) Posters displaying the process of 6 cultural service activities. (b) Works from 6 activities, including wheat straw painting, paper engraving, embroidery, and calligraphy. (c) Posters of the Golden Time Stories Exhibition.



Picture 17: Final Exhibition

Project Evaluation

Comments from Social Workers

Lei Chen (Community Worker):

“In order to better improve the quality and satisfy the growing needs of senior service, Huayuanbang Community is working hard to become senior-friendly and strives to create a more standardized and professional senior service community mechanism. This project with Liangfeng Primary School is part of our efforts. I hope that this project can continue for the sake of our future good life.”

Fuxing Lu (Community Public Welfare Activity Organizer):

“The activities were carefully planned and very well done. Seniors love to play with children, and it seems so natural. With children, their body and mind are relaxed. Seeing children laughing, they are happier than children. Such activities should be carried out all year round, forming some fixed procedures, keeping enhancing the friendship between the seniors and children. I was very touched when seeing a senior guy happily hugging a child.”

Zhengsen Li (Wheat Straw Painting Tutor):

“Intangible Cultural Heritage in Campus is a public welfare campaign of the Municipal Bureau of Culture. The wheat straw painting promotion has been done in junior high schools for 5 years, but the effect is average. When I came to Liangfeng Primary School, I was worried about whether the students could do it. However, the students who participated in the project were not afraid of hardship, neither the failure. They worked together to do a good job, which was very impressive.”

Self-Evaluation from Students

Self-Evaluation of Stage One (Translated)

| No. | Name | Self-Evaluation |
|-----|----------|---|
| 1 | Yiru Jin | Some of the seniors spoke dialects, which I couldn't understand, so I asked my father to help me translate. The data from my personal survey does not reflect the real situation of the seniors in the community and requires data from the whole class survey. |

| | | |
|---|---|---|
| 2 | Qimeng Zhou | I went to the community activity room to investigate, and it was completed quickly. I think it is necessary to investigate more seniors to understand the living conditions of them. |
| 3 | Yunxi Gu | During my interview, the interviewee said more content, and I recorded it with a voice recorder. |
| 4 | Yuxin Ma | Some seniors speak in dialect, and I use gestures and drawing methods to complete the survey. I think the next step is to use the statistical methods learned in mathematics to integrate and summarize the data of the whole class, to reflect the living conditions of the seniors more accurately around us. |
| 5 | Rui Ding | At 6 o'clock in the evening, the seniors began to move in the square, I came out to interview, and it went very smoothly. We can also further understand the experience and occupation of the seniors, to have a deeper understanding of the elderly. |
| 6 | Sirui Wang | When investigating, we must respect the elderly, have patience, and express the problem clearly. |
| 7 | Yiru Jin Mengxuan Xu Yijia Li | Statistics show that the seniors have generally attended school, most of them live with their partners and children, but their relation scope is relatively small, limited to family and neighbors. Most elderly people like to watch TV at home, love to play cards, and lack outdoor sports. In the survey, more than half of them hope that the community could carry out sports activities for seniors, indicating that they are eager for activities. It is recommended that the community hold more sports projects suitable for the elderly. |
| 8 | Xinyan Pang Zixuan Huang Zimo Lu Yucheng Huang | Judging from the survey data, the education level of seniors is not high. The elderly like to watch TV and listen to the radio in their leisure time, we must care about the "slow walkers" in the society, making sure the seniors are not lonely. As teenagers, you can do things to further understand the life stories of them, pass on their valuable life experience, and what wishes can help them achieve. |

Self-Evaluation of Stage Two (Translated)

| No. | Name | Self-Evaluation | |
|-----|-------------|-----------------|--|
| 1 | Luyao Huang | Interview | When interviewing the elderly, you can grasp the key points by asking questions, and record them in time when the elderly answer. |
| | | Writing | There are three paragraphs in writing, the first is to write about the senior's current life, the second paragraph focuses on the story of him, and the third paragraph writes that we want to learn the qualities of him. Be sincere and lively. |
| | | Speaking | Pay attention to standing posture, be generous and natural, keep smiling, have a high and low tone, grasp the accent, take off the script, and do not have to be word for word with the manuscript. |
| 2 | Yuhan Ma | Interview | The first step in the interview is to understand the basic information of the elderly, I flipped through Grandpa's photo album and asked Grandma to get a preliminary understanding of Grandpa. The second step is to prepare the outline, after hearing the story, to ask for details, from the cause, the process, the way the result. |
| | | Writing | When I was sorting out the story while writing, I deeply felt the difficult life of my grandfather's time, and it was not easy to persevere. |
| | | Speaking | Speech is the key to the results exhibition, I keep practicing for the day's presentation, and I am a little nervous when speaking in front of everyone. In formal speeches, I am more relaxed and fluent than ever. |

| | | | |
|---|------------|-----------|---|
| 3 | Yijie Shan | Interview | During the interview, pay attention to the communication style with the elderly, guide the elderly to tell his story, and do not keep recording, remembering key words, and interacting with the elderly. |
| | | Writing | The key to writing is to write the story clearly, the language, demeanor, and guess his psychological activity. |
| | | Speaking | Speech is an important part, and the front is to pave the way for the speech. Relax when speaking, pay attention to movements, and speak slowly. |

Self-Evaluation of Stage Three (Translated)

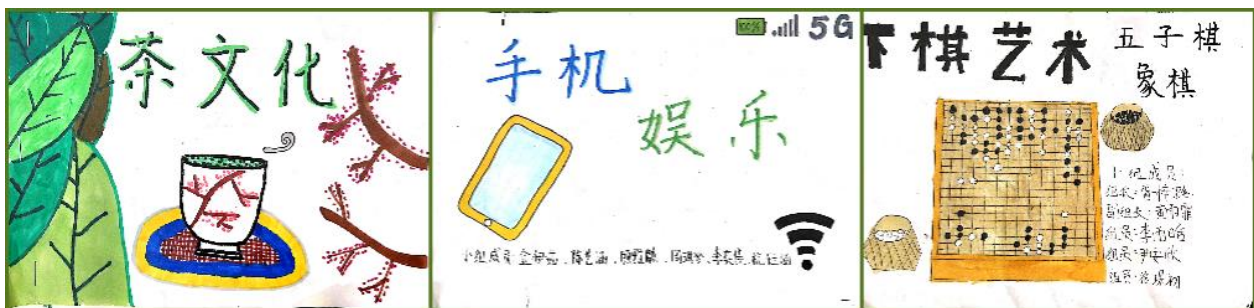
| Activity | Name | Self-Evaluation |
|-------------------------------|--------------|---|
| Wheat Straw Painting Workshop | Ruoyan Cai | In the five lessons of straw painting, I not only learned how to make straw painting, but also learned the precious spirit of the older generation. In the failed works, I constantly think about what places are not perfect, teacher Li taught me very patiently, told me to have the courage to try, not afraid of failure. When I see beautiful works, my heart is full of excitement, happiness, and pride. This is a work of mutual help and solidarity. |
| | Xiwen Chen | While studying straw painting, I experienced setbacks and successes. When I made the tail of a big bird, it should have been a sharp inverted triangle, but I cut it into a circle, and under the careful guidance of Teacher Li, I finally succeeded in learning it. |
| | Yirui Chen | I learned that the process of making straw painting is very delicate and requires great patience, and in the process of making, I have failed again and again, but I have never thought of giving up, and I have done better than once. I've been able to make a simple straw painting. This craft is rarely practiced, and I hope to be able to pass it on forever. |
| | Jingqi Zhang | Although there are only five lessons, I understand one truth. Art needs patience and meticulousness. We must pass on the wheat straw painting craft, so that more people can understand wheat straw painting and understand traditional Chinese culture. |
| Silkscreen Flowers Group | Jiashi Song | Led by Teacher Yu, I learned to make silkscreen flowers from Grandma Jin. I became very interested in silkscreen flowers and decided to make beautiful works. After a period of hard work, our team finally completed a colorful flower basket with turquoise leaves, red and white peonies, and plum blossoms. |
| | Paoru Li | As a beginner, I couldn't tie the flowers well, some were redundant, some were missing, especially the wire, which I learned after Grandma Jin repeatedly guided me. |
| | Yunxuan Zhao | We studied together for a few weeks and experienced many difficulties, but we worked together to help each other, and each of us worked hard for the team results. |
| Embroidery Craft Classroom | Yeming Xu | Today, my classmates and I came to the community's service center to prepare to draw a New Year pendant with my grandmothers and a small fish, which means "more than enough every year". Grandma Zhang first taught me to thread needles and leads, then sewed two pieces of cloth, then filled them with cotton, and finally stitched the mouth, and a chubby little fish was born. My parents will probably not be able to do this kind of needlework, and I hope to carry out more such activities in the future and pass on this folk craft. |

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| | Zixin Liu | Grandma Li first taught me how to sew the two pieces of cloth together, her movements were very neat, I followed her step by step, I sewed the other side of the body of the little fish. I will have to learn more sewing skills in the future, so that I can make up for the buttons of the clothes that fall off. |
| | Lijia Zhu | This time I spent 3 lessons learning embroidery and making a tiger head shoe. The first lesson started with threading needles, and after experiencing repeated failures, I was finally able to skillfully thread the thread successfully. At first, I was slower than others, and the teacher taught me how to sew faster by hand in the second lesson. When I saw my finished product, I was extremely proud, not only fully experienced the art of embroidery, but also knew that if I had the courage to overcome difficulties, I would succeed. |

Future Planning

Even after the completion of social survey and community activities, the transformation of the senior-friendly community is keeping moving forward. This is a systematic project that requires the joint efforts of various organizations and perseverance.

The project team compiled the experience gained in this project and the mature activity process into a Community Cultural Service Handbook and delivered it to the community staff. At the same time, Liangfeng Primary School is initiating the **next chapter of the project**. The school has already determined **two directions**. On the one hand, students will accompany their grandparents in their favorite ways, such as reading, playing chess, handicrafts, sports, etc., in the unit of family. On the other hand, the school will unite with the community to establish The Community College for the Seniors, encouraging students to use their own skills to help the seniors adapt to modern life, such as using smart phones and computers.



Picture 18: Proposal of Community College from Students

Reflections on the PBL Design

Course designers from Liangfeng Primary School have summed up several significant opinions after this action on senior-friendly community co-creation.

1. Social action requires a complete survey process. Survey is an important part of project-based learning, which can be used to understand public opinion, and can also provide reference for the practical direction of decision-making both now and in the future. A survey includes five steps: identifying themes, designing problems, conducting surveys, statistics and writing reports, which reflect the comprehensive application of knowledge in mathematics, language, and social disciplines. In this project, students experienced a complete real social survey activity with the help of questionnaire design templates, group data statistics forms and survey report formats provided by teachers.

2. Build a cross-border learning community. The significance of project-based learning lies not only in the comprehensive application of skills in various disciplines, but also in connecting society through project practice and cultivating a correct outlook on life and values. Today, as we move towards a globalized, informatized and lifelong learning society, the boundaries of education are expanding, and the responsibility of education cannot only be framed at the level of school education. The socialization of education has become an important trend in the development of education in the world, integrating educational resources such as communities, enterprises, families, and public cultural institutions, turning life into teaching materials for learning, so that students can see the world outside the window and have a dialogue with the society.

3. Establish the consistency in learning, teaching, and evaluation. A project-based learning design needs to consider six dimensions: course objectives, driving task, course content, activity design, results presentation and learning evaluation. These six dimensions are not linear, but a learning design system that can interact with each other. Course objectives, course content and learning evaluation should be consistent in the content expression, course content is the concretization of course objectives, but also the reference for the design of evaluation items, learning evaluation is to detect whether the course objectives are achieved. During the activities, students need to improve the works against the evaluation standards many times, which is also to cultivate students' patience and responsible attitude towards learning.