

Disaster Risk Reduction (DRR) related Service Learning (SL) Subjects in PolyU

Service-Learning (9 subjects)

Department	Code	Title	Description	The way in which DRR can be incorporated
APSS	2S07	You can make a difference to our planet	Students will form into small teams of 5 to 6 to plan and deliver community services offered by the community partners. Students will visit the project officers of these NGOs and social enterprise before the commencement of the services to understand the service targets and how the projects meet their needs. Students will be involved in the planning, collecting and re-distributing of consumable food for low income families/individuals; conducting surveys to see how the services met their needs and engaging in community programmes which educate students and the public on the benefits of reducing and recycling food wasters.	DRR could be one kind of the community services. (The precondition is that there are some NGOs providing DRR services in Hong Kong)
	3S10	Growing Resilience of Children in Post-disaster contexts	The service activities will focus on a 5-day summer holiday programme aimed at promoting the resilience of children in post-earthquake context. The students would be divided into teams of two persons; each team would be assigned to 2-4 children.	Directly related to DRR
HTM	2S01	Tourism in rural and developing regions	Students will be involved in activities to help the local community to develop/improve ecotourism, including, and not limited to: (i) Assess/review the potential ecotourism resources for ecotourism development; ... (viii) Provide training to the local community, such as basic food safety and hygiene, basic English to communicate with tourists, basic nursing care for injury, basic service skills, and basic ecotourism guiding skills.	Safety is an important factor issue when tourism is discussed and planned in rural and developing regions. DRR can be included in the training.

BRE	2S01	Housing for the Community	Conducting a survey through home visits to the disadvantaged households on their housing needs; then based on the housing needs identified, providing the disadvantaged and underprivileged groups of people with information and assistance available in the community to ease their housing problems.	Housing safety and emergency coping knowledge and skills (for the disadvantaged) can be included.
BSE	2S01	Science for Healthy and Sustainable Living Environments	Students will visit root-grass families to learn about their living situation especially with respect to energy efficiency and sustainability in everyday life in Hong Kong. Our target is to work with primary and secondary schools that serve mostly underprivileged children , so the issues that our students encounter in their preparatory site visit should be familiar to the primary and secondary students. We intend our service to fit into the Other Learning Activities (OLE) component in the primary and secondary school curriculum frameworks. The schools that we will work with lack the extra resources required to support such activities.	Disaster education can be considered in providing resources and services to the schools
CSE	3S01	Built Environment Enhancement for Underprivileged Communities	Students are going to work as a team to (i) Discuss and identify problems faced by the underprivileged in the built environments through interviews, shadowing the lives of the beneficiaries and field data collection. (ii) Develop a solution to alleviate/ solve the problems jointly with the beneficiaries. The objective is to come up with a proposal that will have the potential to be actualized to bring benefits to the community. (iii) Deliver the proposals to the community partner and beneficiaries through reports, exhibitions, or talks.	Social vulnerabilities to various hazards are prevalent problems faced by the underprivileged communities.
LSGI	2S02	Navigating Ethnic Minorities	The purposes of this subject include: 1. Enable students to become proficient in use of conventional and modern cartographic techniques for map production 2. Enable students to apply contemporary spatial products so as to facilitate the ethnic minorities to integrate into Hong Kong society	Cluster Mapping disaster risks can be a proper project for students to consider and implement.

	2S03	Land and Resource Management for Sustainable Development in Rural Area	PolyU students would be required to learn from the local wisdom with a view to developing the rural villages. Students would work with the local community under the guidance of university staff members to identify the needs of rural community and strategies to develop the potentials of these villages. At the end of the service trip, students will present their findings and recommendations to the local government officials. The service project aims to empower the rural community by enhancing the local wisdom for sustainable development.	Community-based disaster risk reduction Awareness on the relationships between DDR & sustainable development
MM	3S01	Building Green Communities with Environmental NGOs	Each group will work with an environmental NGO, working on specific environmental issues faced by affected communities in either Hong Kong or mainland China. Based on field study of specific communities, each group will propose and deliver a project with the objectives of community service and service learning. The project must have a clearly defined community, and students can choose from a wide array of community services, including conducting voluntary environmental education in a community, providing solutions to an environmental issue faced by the community concerned, working with NGOs to advocate policy changes to address specific environmental challenges faced by the community concerned, or partnering with both NGOs and business firms to design corporate environmental initiatives to serve specific communities, etc.	Environmental issues include disaster risks. DDR can be incorporated in the services providing to the community