

LEAP POST

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From the Editor-in-Chief

The common thread of lending a hand flows through our most recent batch of completed modules. Our beginner level students learnt about various disabilities and how to empathize with people that may be different from them; helping the planet was the focus of our lessons in the intermediate level; while at the advanced level, students learnt about helping others in a more substantial and long-lasting way through social entrepreneurship.

Our oldest students in the A1 level dove headfirst into the world of social entrepreneurship where they studied different social enterprises to learn about the purpose and nature behind them. As a final project in the "Experience Social Entrepreneurship" module, the students experienced a simulation based on the microfinance crisis in India where they got to role play and make challenging decisions as leaders in social businesses.

"The Story of Stuff" was what was showing at the I3 cinema all last month! Students in this module got the best seats in the house to watch the short film on the way so many things we use in our everyday lives are produced and eventually disposed of. There were so many steps in the process of making "stuff" that our kids had never heard of before and some of the new facts they learnt were quite alarming! Global warming and its harmful effects were the focus at our I2 level. In the "Meet the Environmentalist" module, students were introduced to the urgency and impact of the topic and learnt that while every single one of us contributes to global warming by leaving carbon footprints behind each day, we can all still make a difference in our world.

Our I1 and B3 level students were in for a treat as we partnered with CAN (Clean Air Network) to produce an informative and engaging module "Meet an NGO: CAN" on air pollution. Students received an overview of the topic, learning about the situation of air pollution in the world right now, before zooming in to focus on Hong Kong – the very city that they live in. It was slightly disarming to find out about just how bad the air around us has gotten!

"Abilities and Disabilities" was the topic we introduced in our B2 level. Students learnt about a handful of various disabilities ranging from chronic life-long illnesses to physical disabilities and how to properly empathize with someone who is different from them. The kids in this class were eager to pitch in at the end of the lesson and demonstrated this by inventing their own products for a chosen disability.

As with all our modules in the various levels, our kindergarten and B1 students have been hard at work learning new words to incorporate into their vocabulary and how to more effectively convey their thoughts onto paper.

It is safe to say that over the last month we have all learnt how to lend a hand in one way or another – we have no more excuses not to be proactive! Take a gander through our latest issue of Leap Post and see what you can learn about pitching in.

Finally, we are excited to launch our first summer program "Leadership Made Fun: Young Leaders of Tomorrow" for high school



High school students from local and international schools had an engaging discussion in our pilot simulation

students. This 10-day summer program is created and led by Ivy League graduates who have left their successful business careers to pursue their passion in educating the next generation of leaders. We believe this will be a very powerful program to develop students' leadership skills, service mindset, and self awareness as they prepare themselves for journey to college and beyond. Check out page 15 for more details on the program, and help us spread the word!



Clean Air Network's experience with LEAP Studio was a great one! The small group guidance from the instructors greatly increased the kids' engagement on the topic and made them genuinely think about the issue of how air pollution affects them every day. We were also impressed by the kids on environmental issues, always a bonus. In general, LEAP's approach of encouraging the kids to engage in independent critical thinking and the small size apart from virtually all others we have encountered so far in Hong Kong. It was a truly gratifying experience for our team. And we hope to work with LEAP more in the near future.

- Joanne Ooi, Clean Air Network (CAN)

ABILITY AND DISABILITY

For the past 6 weeks our B2 students were introduced to a handful of disabilities like: blindness, deafness and chronic illness among others. They were also taught about the difference between empathy and sympathy and given basic information on the various disabilities, such as: what each disability means, what happens to a person when they have the disability, common symptoms, signs and possible cures. As a final project, students had to create an imaginary customer with a disability and invent a product to help their customer.



"Eating Snacks at the Right Time"

by Jane Mak (P2, SIS)

My customer's name is Bosco. He is 55 years old. His job is a scientist. He has diabetes, but he works very hard. He feels very sad about having diabetes. In a regular day in his life, he cannot eat snacks if it is not at the right time. After he eats his snacks, he feels very sick. He has a hard time doing his work because he has to eat at the right time and when he doesn't eat at the right time he feels very sick.

Diabetes is a disease when a person's body doesn't make or have enough insulin. If he eats at the wrong time, he will feel very tired and have a bad mood. But when a person has diabetes, he won't show any signs that he has the disease. To help Bosco, I won't give him any snacks

and I will tell him "don't eat snacks or you will feel bad".

My product's name is "Eating Snacks at the Right Time". It won't break, it is a machine and it is made of plastic. It has a button that says "on and off", but don't switch it off, or else it will have no use. It helps people with diabetes. It will buzz when it is the time to eat and it will ring when you eat at the wrong time. I will sell it for 100 dollars. It will help someone with diabetes to remind him when it is the right time to eat.

Don't share with your snacks with your friends that have diabetes or something bad will happen to their bodies!!

"Electric Wheelchair"

by Yelly Choi (G3, Logos Academy)

My customer's name is Jerry. She is thirty years old and she has no job. She is disabled. This means that she has no legs. She feels sad about being disabled. In this morning, she wakes up and gets her wheelchair to go brush her teeth. Afterwards she goes to the market to buy lunch. When she gets back home, she watches TV. Then, she starts cooking. After lunch, she buys food for dinner. After, she takes a nap and then she cooks dinner. After dinner, she plays on her computer and then goes to sleep. There are many things she can do by herself but there are also some things that are hard for her to do like getting things that are up high and going from place to place.

Disabled means a person has no legs or arms. Jerry was in a car crash before and lost her legs. Her mother and dad died in the crash. She uses a wheelchair which shows people that she is disabled. Her friend, Tom, is blind. Tom helps Jerry to get things that are up high. Jerry helps Tom by telling him what is going on.

My product's name is "Electric Wheelchair". It is designed to help disabled person. It helps the person walk, get things that are up high, go place to place and check things. It is sold for only fifty Hong Kong dollars and once you have it you no longer need to stay at home! Please help people who are disabled. We will give you a free gift if you do!



"Flying Blindness"

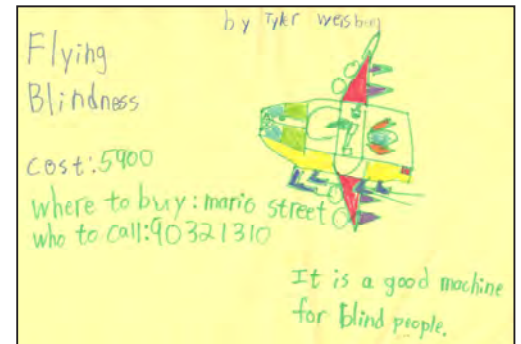
by Tyler Weisberg (P2, Kiangsu & Chekiang)

My special invention is Flying Blindness. The reason why I made this product is because a lot of people are blind. I want to introduce Jason Chu. He is thirty-seven years old. Jason Chu is blind. He tested my Flying Blindness and it worked, so he bought one.

I made this because blind people have a problem and that is why I made Flying Blindness. Jason's life is very difficult because he can't walk to the office. He can't get his lunch and he can't get home. That's why I made it. Jason got blind because he kept on looking at the sun.

There is one struggle for blind people – it is adding gas to the car. Flying Blindness can be controlled by speaking where you want to go. Flying Blindness only has to add gas once a year. I'll sell it for five thousand and nine hundred dollars. I'm going to sell it down the Mario Street.

In Hong Kong, we have made Flying Blindness. This machine was tested for two hundred people and the price got cheaper. Blind people can come to buy one.



"Automatic Car"

by Lucas Zheng (P2, Kiangsu & Chekiang)

His name is Mario. He is twenty-five years old. His job is a TV expert. When someone's TV is broken, he will call his helpers to fix the person's TV. He is a blind person. He is sad because is very hard to work with blind eyes. When he wakes up, he brushes his teeth, next he eats his breakfast. He changes his pajamas that have Yellow, Blue, Toad and Luigi patterns into home clothes. He does his homework until lunch. He eats his lunch, then he plays some Wii or watches some cartoons until dinner. He eats dinner, then he reads a book and go to bed. Ping pong, tennis, pool-bar, soccer and all kinds of activities I hard for Mario to do.

Blind means if you see, it will be black, or you feel like you are wearing sunglasses. That means your eyes are not working. If you see someone wearing sunglasses, holding white cane and with a guide dog, then you will know that he is blind.

To help Mario, I will hold his hand when he needs to go to places he wants to go and tell him which direction he should be going in.

This Automatic Car is a product. It helps blind people by allowing them to simply press the buttons for going fast forwards, fast backwards, slow forwards and slow backwards. The trunk is for when you need to put a lot of things in the car. The lights in the front, back and inside can become rainbow lights. Like blue, green, yellow, light blue and all kinds of colours. It brings blind people where they want to go. I'll sell it for five thousand three hundred and twenty-six dollars.

Can you help Mario and other blind people?



"Flying Car"

by Gerald Xu (G2, CIS)

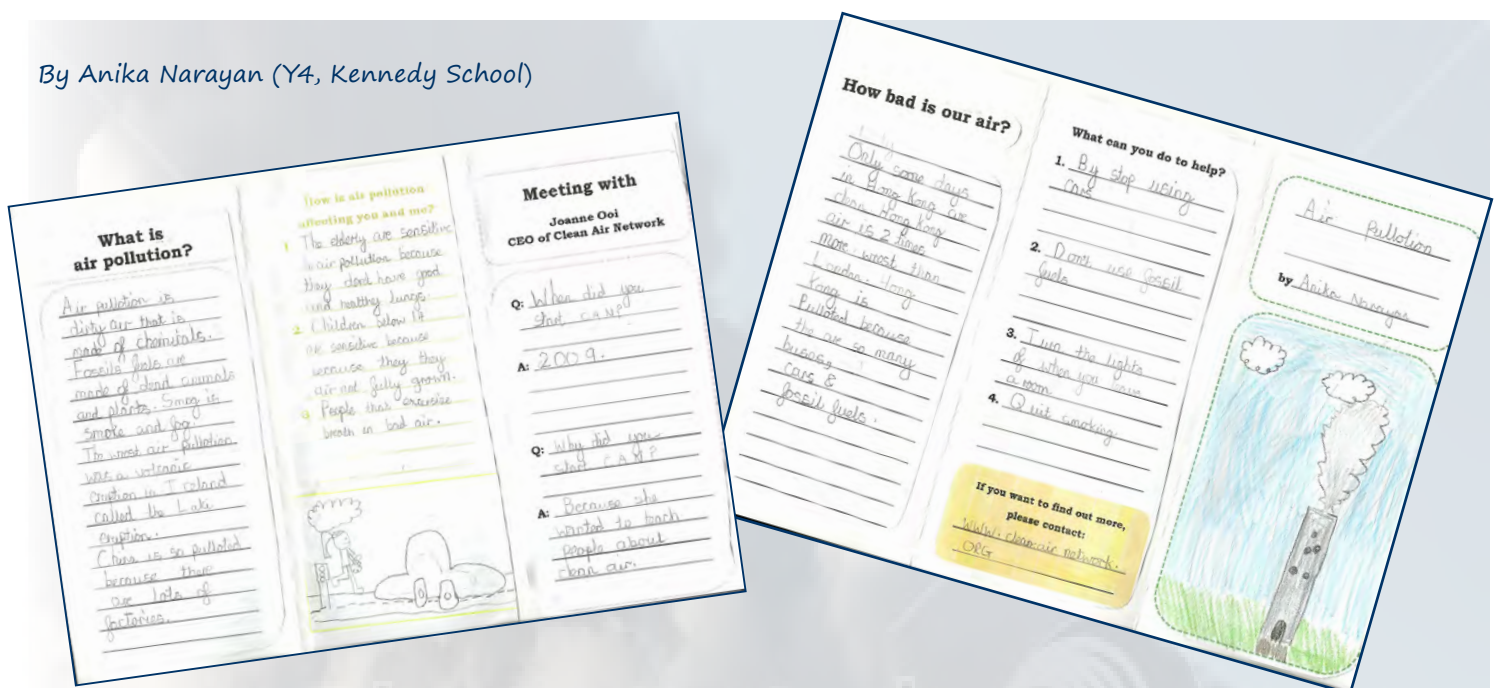
My customer's name is Jerry. He is twenty seven years old and he is disabled with no arms or legs. He is sad because he has no arms or legs. After he wakes up the first then he does is he tries to get onto the wheelchair so he can go to the bathroom to brush his teeth. After lunch, he does his work on the computer and after dinner he watches TV on his sofa. He has a hard time hopping (like Nick Vujicic) and getting things he needs and getting onto his wheelchair.

"Disabled" means a person has no arms and no legs. He needs to sit on a wheelchair to bring him to different places or cross roads. Jerry sits on a wheelchair so other people will know that he is disabled. I can help him by pushing him up the stairs, having fun with him and doing things we both can do. I can also say nice things to him and spend time with him.

The name of my product is Flying Car. It helps disabled people by bringing them to places. If you tell it where you want to go it will take you there by itself. The car has wings. The wings help when there is a traffic jam because it can fly past all of the cars blocking. The car is shaped like a sheep and the colour of the car is blue. It costs \$50. It is a good product because it won't break easily. Please help the disabled people!

In this module, students learnt about air pollution, its causes, its harmful effects and what they could do to help alleviate it. The lesson eventually tapered down from the bigger picture to a focus on air pollution in the very city the students live in: Hong Kong. Students got the opportunity to meet with Joanne Ooi, CEO of CAN (Clean Air Network, an organization promoting public awareness of air pollution in Hong Kong) to hear first hand the gravity of the problem and what the public can do to alleviate the situation. As a final project, our B3 level students produced a brochure on air pollution while our older I1 level students wrote informative articles to make the public more aware of the dire air problem in our city.

By Anika Narayan (Y4, Kennedy School)



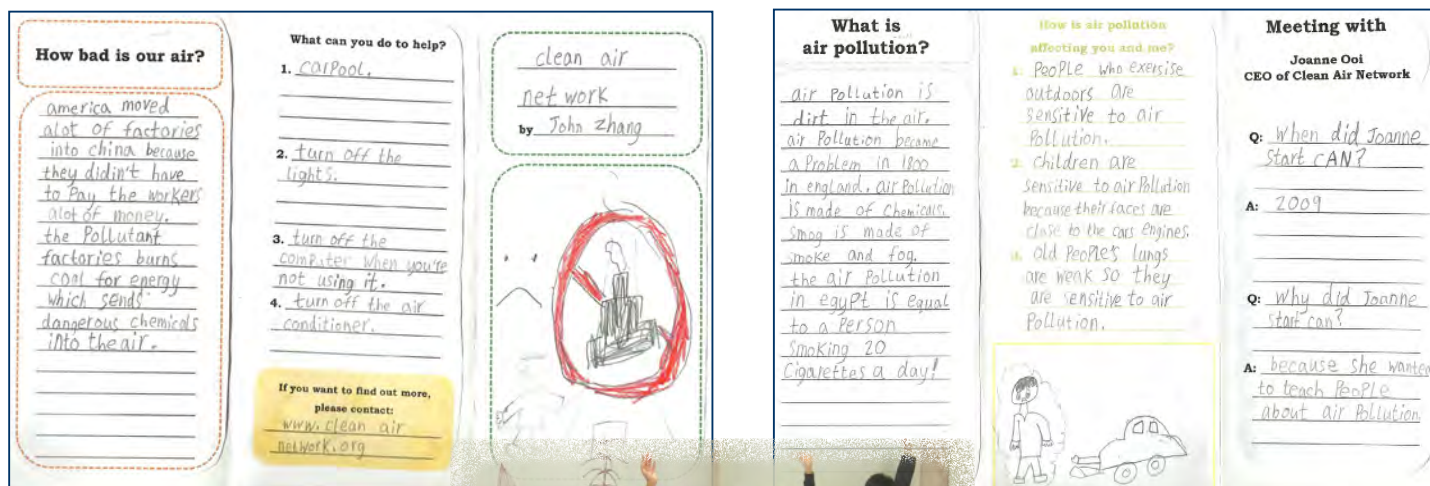
Air pollution is dangerous chemicals in the air. Young children from 0-14 years old, active people and old people with lung diseases have to stay indoors if the AQI in Hong Kong is over 100. Air pollution became a problem in the 1800s in England because they used up coal very quickly. Smog is a kind of air pollution and it is made of fog and smoke. Fossil Fuels are fuels that come from dead bodies of ancient animals like Tyrannosaurus Rexes, Dunkleosteus and the Orthicones. One fact about air pollution is China has one of the worst air pollution ever! China's pollution is so bad because they have so many factories and so many people are buying cars there! To fix this problem China is trying to get rid of many factories!

AQI is a measurement on how bad or good the air pollution is getting. People under 14, athletes, elderly and people who have asthma are very sensitive to air pollution because their lungs are not yet fully developed or are weak. Hong Kong's air pollution is 3 times worse than New York, 2 times worse than London and 1.3 times worse than Tokyo! Isn't that bad? Hong Kong's air pollution is so bad that I almost felt sick in Central! Sources of air pollution in Hong Kong are buses, trucks and factories. Hong Kong's air pollution is so bad that 5 people die per day! The highest AQI ever recorded in Hong Kong is more than 500 and there was a sandstorm! Hong Kong's pollution is 11 or 10 times worse than New Zealand.

CAN stands for "Clean Air Network". They tell us how bad or better the air pollution is getting in Hong Kong. Joanne Ooi started it so people could know the AQI in Hong Kong. They are trying to get the government to change laws for air pollution. A girl called Tiffany came from CAN to talk to us. She told me that Hong Kong was the 9th worse city in the world in terms of air pollution. She also answered my question: "Has the government followed your requirements?" Her answer was "not much."

You should care about air pollution because it is killing many people! I want everyone to drive less buses and trucks!

By Michael Landes (G3, ICS)



By John Zhang (Y3, CIS)



Air pollution is dirty air. It is caused by cars, factories and smoke. It became a problem in the world 200 years ago in England because it was very cold there so they needed to make fire but the firewood ran out so miners looked for coal on the ground but they eventually used it all up. So they began to look for fossil fuels. Fossil fuels are animals that have been dead for a long time. If you burn it, it will generate fuel for the machines in the factories. But the scary fact is the smoke from fossil fuels rises up in the air and pollutes the air. And when it rises up into the air, the smoke reaches the fog and makes smog. Smog is very dangerous to us, it is a combination of fog and smoke. So it is read as "smog". Do you know that the World Health Organization found out that the people living in Egypt breathe air pollution equivalent to 20 cigarettes every day? Do you even know that the worse air pollution event was not because of man? It was made up by a volcano eruption that happened in 1783 on the 8th of June. It was called the Laki eruption. One fourth of Iceland's people died because of bad air at that time. China's air pollution is bad now because there are a lot of factories there so the air is poisoning the people. The other fact about China's air pollution is the government does not let some care go out every day. For example, one car's license plate may start with number 1 so it can only go out on Monday, Wednesday and Friday.

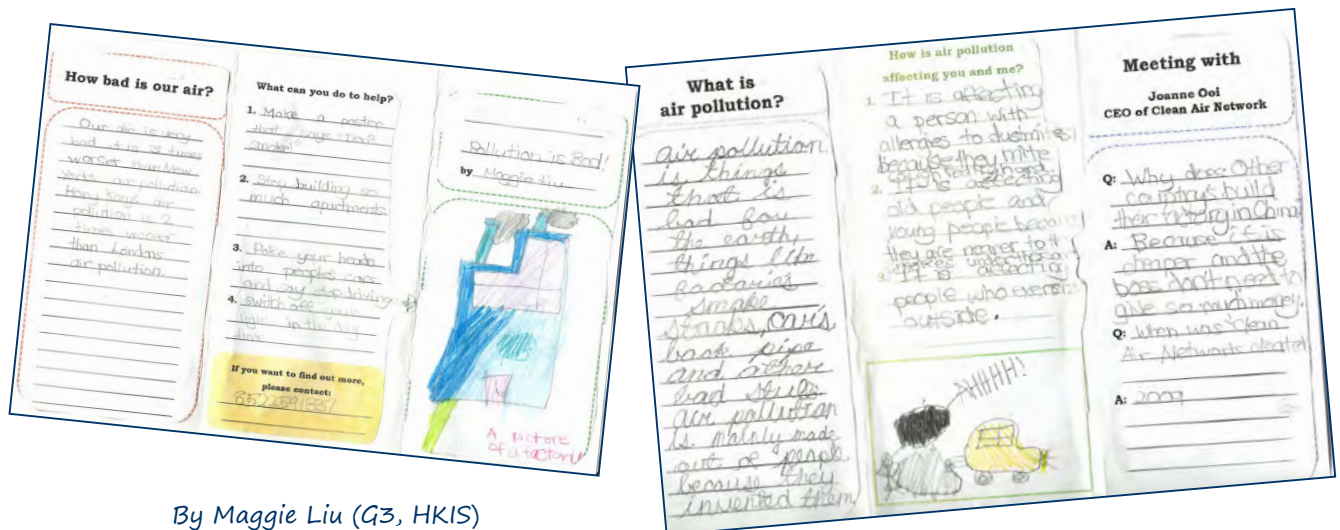
AQI is the name of a system that rates the air pollution from 0-500. That means it is safe to go out when the rating is from 50-100. The highest AQI recorded in Hong Kong was more than 500. Athletes are sensitive to air pollution because if they do sports they will feel tired so they need to breathe big, deep breaths. They will breathe in lots of dirty air. Hong Kong's air pollution is ranked within the top 10 cities in the world that have dirty air and I have a striking fact for you about it. A photography said that 4 days out of 10 days, the air is clean in Hong Kong. The sources of Hong Kong's air pollution are the cars and factories of Southern China. Many people think that Hong Kong's air pollution is caused by China but 53% of the air pollution in Hong Kong is made by Hong Kong itself and 47% of it is from China. Every day 5 people die because of air pollution in Hong Kong. The other fact is Hong Kong's air pollution is 3 times worse than New York. Hong Kong's air pollution is 2 times worse than London.

CAN is the short form of Clean Air Network. They help to clean Hong Kong's air. Their sign is a baby wearing a gas mask. CAN started in 2009 and the creator's name is Joanne Ooi. She started it because Hong Kong's air pollution is very, very bad. Her mission is to fix Hong Kong's air problems. On the Feb 19th class at Leap, I met an officer from CAN. Her name was Tiffany. Her job is the "content manager", she needs to put articles about air pollution on twitter or facebook.

You should care about Hong Kong's air pollution because if one day Hong Kong became so cloudy that you couldn't even see a thing, it would affect you seriously because you would suffer! It doesn't mean that you cannot help Hong Kong's air pollution. There are 3 ways: you should ride bikes more, you should not use too much air conditioner and you shouldn't use too much light. Thanks for reading.



On two cloud-free days in Hong Kong, the haze situation can differ dramatically depending on the season and on the direction of the wind. Photo on the left shows a haze day as seen in Fall-Winter, and the other, a haze-free day as often seen in Spring/Summer.



By Maggie Liu (G3, HKIS)

Air pollution is made of smog. They come from buses, trucks, cars and burned fossil fuel. Did you know that the World Health Organization has reported that people living in Cairo, Egypt, breathe daily air pollution that is equal to smoking 20 cigarettes a day?! Did you know that over 440 deaths a year in Toronto, Canada are caused by air pollution from cars?! Air pollution became a problem in the world 200 years ago in Europe when people discovered that they could burn fossils for fuel. Fossil fuels are natural substances made deep within the earth from the remains of dead bodies of ancient plants and animals. Over time, heat and pressure turned decomposing remains into fuels which release energy when burned. Smog comes from smoke and fog.

AQI is Air Quality Index. People use it to report on how clean or dirty the air is every day. Children, athletes, pregnant woman, outdoor workers and the elderly are extra sensitive to air pollution. Kids are extra sensitive to air pollution because their lungs are not fully grown. The elderly are very weak so their lungs can't breathe much dirty air or they will die. The outdoor workers work next to the pollution on the street. The athletes have to breathe deeper than ordinary people when they exercise, so they breathe more air pollution. Hong Kong's air pollution is getting worse and the tourists can't even take a beautiful photo of Hong Kong so the photographers can't earn money from people anymore. Air pollution comes from buses, commercial trucks, cars, factories. There are some striking facts I can share with you like Hong Kong's air is 3 times worse than New York. Second, Hong Kong's air is 2 times worse than London. Third, Hong Kong's air is 1.7 times worse than Singapore.

CAN is Clean Air Network, we use it on our computer (the website is <http://www.hongkongcan.org/eng/>). It can tell us how clean the air is by using AQI. The founder decided to start CAN because air pollution in Hong Kong is very bad and they can tell people how clean the air is.

You can make some laws to the world to stop the bad air keep going on: make less factories and don't make too many cars.

By Anthony Leung (G5, Creative Primary School)

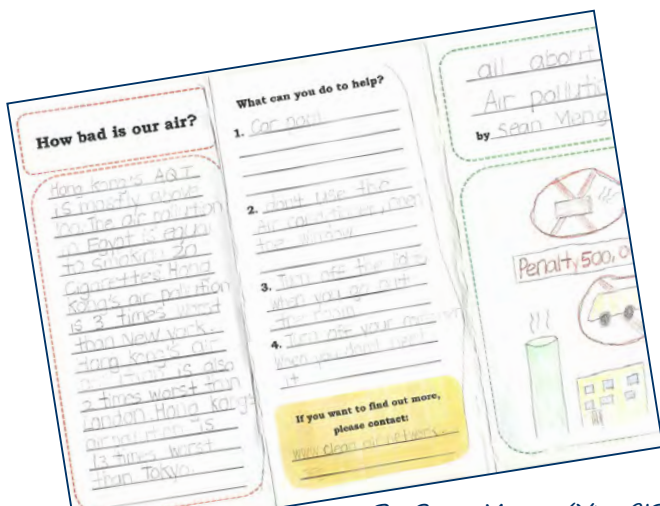
Do you like Hong Kong? I don't really like it. The air is always dusty and foggy. Sometimes, I can't even see Kowloon from Hong Kong Island! Can you imagine how foggy it is? There are many cities similar to Hong Kong. The smoke will go up to the atmosphere and then it will destroy the atmosphere. You must ask where did the smoke come from? They are from many things like cigarettes, factories, cars and many more things. There's also one thing that you should know. When fossil fuel was burnt, some smoke will come out and mix with the fog in the air to produce "smog". The smog will make some horrible things that you can't even imagine. It will make some people with respiratory sicknesses become worse or even die. So they always need to check the AQI before they go out. The AQI is some numbers that CAN, Clean Air Network, uses to determine air quality. If it is over a hundred, it means the air is bad. If it's lower than fifty, it means the air is good! Unfortunately, Hong Kong's air is always higher than 100. So people must always stay at home. Mainland China is worse. 150 AQI is normal to them. You know why? An extremely foggy day is a normal day for them. The reason why is because of the American people. They don't want to open their factories in American because the salary of the people is high and salary in China is low. So that means China has more factories! The Chinese government tried some things like stopping people from buying cars and many more. After hearing this, do you want to go to China to live?

Do you know what is the highest AQI ever recorded in Hong Kong? You're right! It's 550. AQI is the air quality index. It got that high because that day was too foggy and too dusty and the AQI became too high and off the charts so CAN (an organization that tries to make Hong Kong's air better) decided to just make it 550, so no one would go out to school or go to work. So now I'll tell you what people should go out when the AQI is high. If the AQI is 100 or below, people can go out. If the AQI is higher than 150, the sensitive people or people who have respiratory sicknesses should not go out. If it's higher than 200, no one should go out because it is too dusty and it's bad for your health. If you go out in Hong Kong in the morning and afternoon, it will be sunny but at night it will be very foggy and dusty. If people always go out when the AQI is very high, they will die or even worse, if they have respiratory sicknesses, they may die or be very sick. So after hearing these facts, will you go out if the AQI is high?

Do you know who measures the AQI every day? You're right, it's CAN. CAN helps the government find out the AQI of Hong Kong and I've met one of the employees of CAN. She is called Ms. Tiffany, she works in the computer department. She takes care of everything that is related to CAN online. She said that 53% of the pollution of Hong Kong is made from us! The others are from China and American. CAN was founded in July of 2009. Joanne Ooi is the creator of CAN. She thought the air of Hong Kong was too bad so she created CAN. So will you help CAN?

So after hearing these things, do you think about helping Hong Kong to have better air? Maybe you will ask why you should? It's because you're a citizen of Hong Kong so you have the responsibility to make Hong Kong's air better. If you don't help, you will maybe die... You can recycle rubbish, try to walk or ride public transportation or turn off the lights if you don't need to use them. There are many more things you can do. The main point is to just save Hong Kong's air. So what are you waiting for? Go and save Hong Kong's air!

by Andre Ki (G4, DBSPD)



By Sean Meng (Y3, CIS)



How to Reduce Carbon Footprint?

Students started the module through exploring the causes and effects of global warming. Through videos, news articles and class discussions, students learnt about the urgency and impact of this issue. We gradually narrowed the scope of this topic to focus on how climate change is affecting Hong Kong and our daily lives. Through measuring their own carbon footprints, students came to realize how we all contribute to global warming and each one of us is responsible to help solve this important issue. Students were excited to brainstorm ways to help combat this issue and ultimately wrote a letter to Donald Tsang to voice their opinions.

Dear Mr. Tsang,

I have been a Hong Kong citizen for 10 years. Lately, I noticed that the climate change in the urban areas is getting worse. I am writing this letter to suggest laws to help decrease the impact of global warming to the world.

I had a talk with Clean Air Network's news reporter, Tiffany, and she said that Global Warming in Hong Kong is much more serious than other major big cities in the world. It has the 9th worst pollution in the world! And, most of it comes from our own city! This is happening much more quickly than environmentalists expect to happen. Some evidence on how this is happening is because local people could not enjoy the view of Victoria Harbor because of the pollution in Central. It has been affecting me because there are more hot days in the summer and it makes me feel depressed as I have to keep cool in longer and hotter summers. Turtles in Costa Rica are fortune tellers of the world's climate change. When the sand around the eggs reaches 30 degrees, there will be much more girls than boys. If the sand around the eggs is 32 degrees, all of them are female. If the sand around the eggs reaches 34 degrees, you get boiled eggs. Unfortunately, these species are highly endangered. The reason for this is because there are too many girls to mate with too little boys.

Do you think that it is time to do something against Global Warming? If yes, here are some of my suggestions.

I suggest that we make it a new law that beauty products should be sold at 8% more than their normal price so less women will buy them. A reason why I want to do this is because beauty products waste plants which purify the air. Beauty is not that necessary, so it is okay to cut down beauty product usage.

I also suggest that the two electricity companies have a limit of electricity usage. This can decrease the amount of carbon dioxide in the air. This way, people will know when they have used too much electricity. Also, the electricity fees would go up by 10%.

Thirdly, I would create the "Composting Law". This law would make people decompose their food and garden waste. This would decrease the risk of our landfills being full. Our natural resources decompose much faster in soil. After the food has decomposed, the soil can be used as a natural fertilizer that makes plants grow faster.

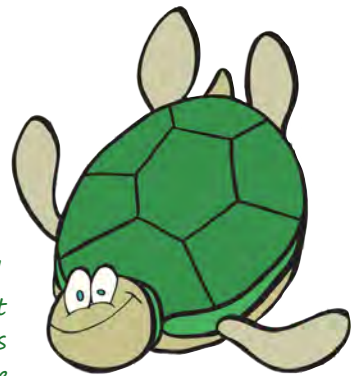
Fourthly, I think that the HK government should ban cutting precious trees down like teak and mahogany. These trees are very important because they take hundreds of years to grow and clean a lot of air.

Finally, I think all new vehicles must be hybrids. Since hybrid cars do not emit harmful fumes and go much further, they would be more popular than the old-fashioned, gasoline cars.

I hope that you can establish these laws. If these laws do come to work, it would improve global warming.

Yours sincerely,

Max Lau (P5, Renaissance College)



Dear Mr. Tsang,

I am Hu Jin Tao from China. I am writing to you because I noticed that HK's air pollution is worse than many big cities. I suggest you to implement new rules to improve HK's air pollution, which is worse than Singapore, Tokyo and even New York.

Global warming is making the world temperature higher and higher. China and HK are no exceptions. Now, Beijing and Taipei are snowing. I think global warming is causing this. If the weather rises more than 4 degrees, HK may disappear. HK people like to have their own cars. However, they might not have their own bikes. The government has already built more bike lanes but it is still not in Kowloon or Hong Kong Island or even Lantau Island. The bike lanes are in NT. I think you need to build more bike lanes in other areas of HK. Some of the people even ride their bikes in the car lanes, busy roads or even highways. I notice that HK people love to ride bikes. Some of them may not like to buy bikes. You can encourage more bike shop businesses near the bike lanes so people can easily rent bikes. China can do this. How come HK, being a much smaller place, can't do this? In other countries, next to the highway, there are bike lanes. Please remember that HK people like to ride a bike. You should build more bike lanes.

I hope that you can make Hong Kong's air cleaner with more bike lanes and plant more trees in your green city. I will go back to Beijing a few months later, if you want to call me, just call 24921589. Next time when I come to HK, I hope that the city will be more beautiful!

Yours sincerely,

Hu Jin Tao (Riche Lai, P5, St Paul's College Primary School)

Dear Mr. Tsang,

I am a 9-year old citizen who is concerned about the air pollution in Hong Kong. I suggest the Hong Kong government to enforce a new law to encourage Hong Kong citizens to take MTR instead of private cars to work as we know that the exhaust private cars provide causes a lot of greenhouse gases which cause air pollution.

Mostly because of commercial trucks and buses, the exhaust that is released emits carbon dioxide and other greenhouse gases that affect the environment and our health. For example, there have been longer summers and shorter winters and much more harmful typhoons. The highest AQI was above 500. These effects are caused by the rising of the sea level and could even flood Hong Kong. If children continue to live in a polluted environment, when we grow up, we will have permanently damaged and badly functioned lungs that are harmful to our body.

I have come up with two new policies to help reduce air pollution:

- 1) Enforce the clean engine law that forces citizens to put much more clean engines into the buses and commercial trucks.

- 2) Strongly encourage Hong Kong citizens to take more showers than baths.

The Hong Kong Government should enforce a law to force citizens to put clean engines into taxicabs, buses, commercial trucks etc. by having a penalty of 10,000 US dollars if they don't and to find out if they have clean engines or not. You can send about 5 policemen to check the engines in every district. This would still cause exhaust but the air would not be as polluted as before. We should also take more showers than baths. This is because when you take baths, you have to fill up the whole bathtub whereas in a shower you can just let the water fall onto you and you can adjust the water flow.

Please return my letter by emailing me at hannah.szeto@gmail.com. Thank you for your time.

Yours sincerely,

Hannah Szeto (P4, DQSJS)

Dear Donald Tsang,

I'm Al Gore, the environmentalist from the US. I wanted to tell you that the pollution in Hong Kong is 3 times worse than New York. I think Hong Kong needs carpool lanes on highways to ease the traffic there.

Global warming has affected the world by a lot. The Leatherback Turtles living in Costa Rica are dying out due to climate change since their babies' gender is connected to the temperature. If the temperature is 29 degrees, the babies will be both boys and girls. But if the temperature is higher, there will be more girls than boys. Take a look at Hong Kong, where there are only 41 clean air days in a year. The air pollution in Hong Kong is getting more and more severe, so the view of Victoria Harbor is covered in smog. "There are 900 deaths a year due to air pollution but in 2003's SARS, there were only 300 deaths in that period." Joanne Ooi, CEO of CAN said. Air pollution is the number one death cause that can be avoided. So, if you want to preserve your beautiful view you must act now.

I would like Hong Kong to have carpool lanes to ease traffic. The lanes will be built on highways since a lot of cars go there. This will encourage people to use less cars. As a result, people will also lower the carbon emissions produced by cars as currently, a lot of people use land transportation which contributes to 14% of the greenhouse gas emissions in Hong Kong. Carpool lanes are very successful in the US. Now, a lot of people use this fast lane instead of driving straight into a traffic jam. This might also give a benefit to people who carpool frequently.

If this law has been enforced, please remember to email me at algore1919@gmail.com. Thank you!

Yours sincerely,

Al Gore

(Justin Cheng P5, St Paul's College Primary School)

CHINESE NEW YEAR

Over Chinese New Year, Leap ran a special holiday writing workshop to teach kids about the history and value of the occasion while incorporating writing activities into the mix. Students in the Kindergarten Workshop explored the holiday through stories, games and arts and crafts. Their counterparts in the Young Writers Workshop studied the Chinese horoscope and the different animal personalities in it and wrote mystery stories with a Chinese New Year slant.



also

The Case of the Missing Red Packet Money

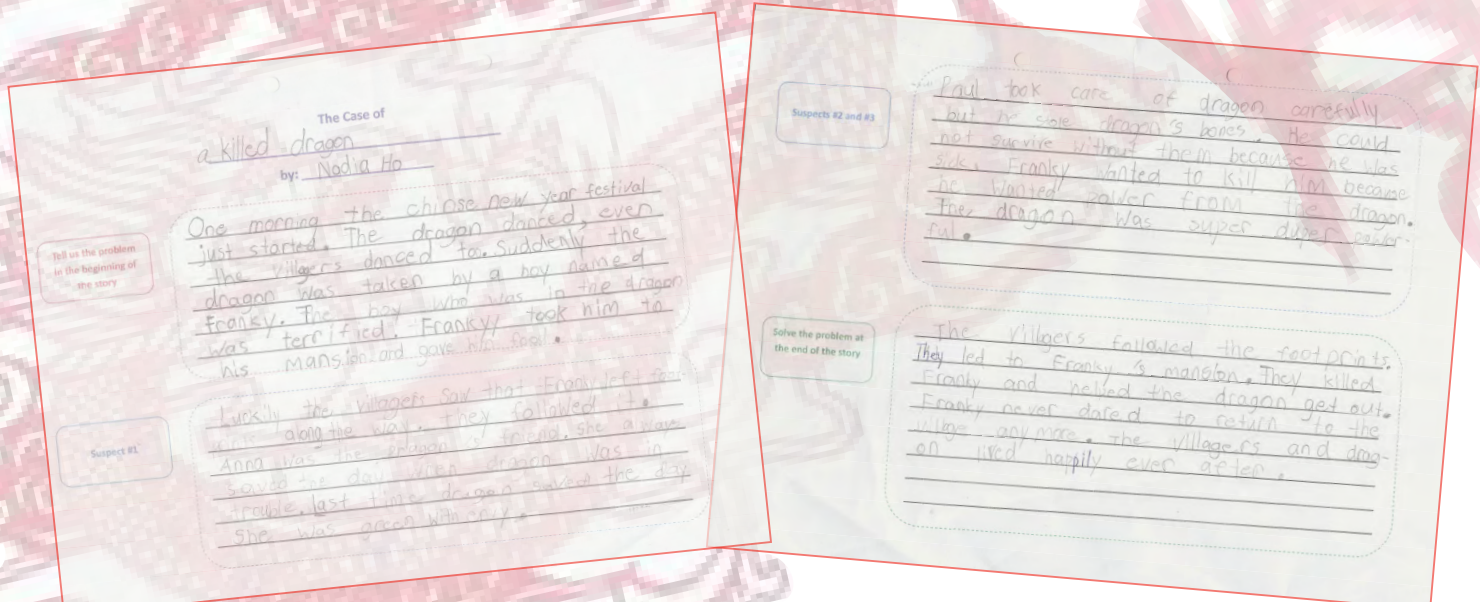
Yelly Choi (G3, Logos Academy)

It is Chinese new year, everyone is happy. When everyone is having a party, Branden asks Silly, his grandmother, to borrow five dollars to buy a doll. Grandmother says "Ok" but she asks why Branden doesn't use his red packet money. "Because someone stole it," he murmured. Silly says, I will help you to find out who stole it."

Helen, Branden's mom, comes to Branden's room and puts his money in the drawer and tells Branden that she kept Branden's money in the drawer. She tells Branden not to use it until he is eighteen years old. But Branden does not listen to his mom and takes out the money. Mom says angrily, "Buy what?"

"E-e-e-e... T-t-o-o-y-y-y-y-y-y" Branden says in a worried voice. "Do what I said-d-d-d-d-d-d-d," ordered mom. But Keny, Brandens friend, tells him that Helen was only kidding. "You can use it," Keny says. Then Keny takes the money out from the drawer and tells Branden to use it to buy an electric toy to play with. Justin asks Keny how much money he has but Branden does not know so Justin helps Branden could his money. He counts one hundred dollars but when Branden counts it, it is only ten dollars. "O-ya," Justin says.

I find out already!" Silly says. "Who?" Branden asks. "Justin of course!" silly replies. "Why?" Branden asks. "Because Justin is the last one who touched your money and maybe when he counted your money he stole your money as well." "But why did he steal it?" says Branden. "I don't know, maybe when we find him we should ask him about it." "Ok, then let's go find him." Justin says, "It is because I want to buy a new house but I have no money, I am poor!" "You can use your red packet money," Branden said. "It's not enough," says Justin. Then Branden said, "But you can't steal people's money, even your son's!" "Ok," said Justin, "I will not do it again." "That's all right," Silly said. "Now you need to give back all the money that you stole." "Ok," Justin said sadly.



After Dragon's father Tom had been killed by the people of Varden, Dragon knew he had to seek revenge. He decided to fly to Australia to his uncle and auntie. Before Tom died, he always bought things that Dragon needed. While Dragon crossed a forest called Deep Dunver, in the centre of the Deep Dunver, something blue caught his eye. He flew down and saw the thing – it was... it was... a blue golden pebble! It was the pebble that would make dragons intelligent, cheerful and funny! He ate it immediately and became strong, intelligent, cheerful and funny. He was very excited and continued on his way to Australia.

When he arrived in Australia, he told his Uncle about his revenge. His Uncle said, "I hired a human to ride you, is it ok?" "Yes," said Dragon. Then, he flew to the Varden with Brian, his new Rider.

On the way, he passed a peaceful and narrow stream. Beside the stream was a horse, a friend, a hardworking and intelligent horse which could fly, swim and run fast. Brian bought him so he could be able to run, fly or swim without Dragon.

On the second day, while Dragon and Horse were hunting in the forest, they met a fierce tiger named Tigi the Misti. Tigi the Misti was very lonely. He once had a baby called Taga the Masta who was also killed by the Varden. Tigi suddenly started to cry, "Wa Wa! I want a friend!" He saw Horse and started to calm down and said shyly, "Will you be my friend?" Horse let his guard down and answered, "Yes!"

The following day, while Tigi ran around the forest to look for some Varden people, he found a police dog lost in the woods. "What are you doing here?" demanded the police dog. "I am going to tear you with one of my claws!" "You see that hut over there?" said Tigi. "Can you help me tear it down?" "Of course!" said the dog honestly. "I will do it!" He dashed over to the hut. The bad people called Vardens lived there.

"Finally it is the day to kill the bad people!" said Dragon. "Dad, I will ... I will... help you to destroy the stupid V-A-R-D-E-N!" "Fight the V-A-R-D-E-N!" cried Tigi.

Inside the warm and cosy Varden hut, Britney Cheung heard the signal. "We are under attack!" cried their useless leader. "Britney! Call all the archers to prepare, you know you killed Tom, you will help us to kill Dragon too!" "Of course my King!" He ran to all the warriors and shouted, "Attack! Attack your enemies!" "Boom! Boom!" said the King. It was a long and bloody battle. But at last, they, Britney and Dragon, came face to face. "Kill!" cried Britney in pain. She flung herself at Dragon's neck. "In the name of Tom, your father, fight! You big monster! You are going to die if you don't! Fight for your lives!" Horse, Tiger, Dog, Dragon and Brian bounced on to Britney. "Ra! Ra!" shouted Tigi "Ra! Ra! Your people – are going to die!" interrupted Dragon loudly. "How dare – "Dragon breathed some fire on the Varden hut. "Britney die now!" "Britney! You killed my baby!" shouted Tigi. Tigi bit Britney's legs. "Come my soldiers!" said Britney. Ten of the soldiers ran to Britney. "Carry me to our small hut!" "Aikama Hielio Kitty!" said the shortest soldier. "Me can't hold you!" said a soldier whose English was very bad. Suddenly Dragon used his claws to scratch Britney on her head. "Ow!" shouted Britney. She died immediately. "Yeah!" said Tigi and Dragon. "We killed the Varden!"

And they lived happily ever after.

The Case of The Missing Electricity

Britney Cheung (G4, DGJS)

"Yes! I want this for my cousin for Chinese New Year. The thing called 'Moving Petz'. How much...." yelled Samamatukee. "Hey! Turn on the light! Stop pulling my leg!" She looked outside and gulped. It was so dark she couldn't see a thing. "I'm not pulling your leg! Why does the blackout have to be on Chinese New Year Eve? I still have so many toys to sell, Humbug!" said the shopkeeper. "As a matter of fact, my dear, I heard people say it mysteriously went off because nobody was at work in the factory of Electricity Town." said the helper.

"Well, I saw a person with a name tag 'Sloppy Samoon' on him. He went in stealthily yesterday. If I'm right, I'm going to be so rich! Yippee!" said one of the customers. "I don't think so, cause the light couldn't just turn off if he went there yesterday." said Samamatukee, calming down a bit. "Maybe it got crazy and went off just now." said the customer. "Oh yeah!" murmured Samamatukee. She bit her lips.

"It could be Poor Pulsan, he's notorious for stealing things. My friend phoned me just a few minutes before the blackout saying they saw his tall aqua clown hat." said the third customer. "Maybe" stammered the shopkeeper, she shivered. The woman hated him. "Are you guys going to stay here?" asked the helper. "Ummmm...I don't know. I think yes. I'll phone my mum." said Samamatukee. "But there is no electricity." said the shopkeeper. "Oh!" gasped Samamatukee, "I have to go to school tomorrow!" "Is your teacher Wimpy Willioak?" asked a customer. "How do you know him?" asked Samamatukee. "Just guessing." "Maybe he's the person who did it! He's so environmentally friendly." said another customer.

Just then the two famous detectives, Alvandra and Catriania The Second, came in. "I heard you people talking about the blackout. Any clues?" they said. The customers told them about their conversations, and the detectives went away to the Factory of Electricity Town. In the factory, they looked at everything carefully, but nothing seemed to be the clue. At last, just before they gave up, they saw a door that was damaged. They went inside, it was a room with only a box in the centre of it. It said "Inside is the most important key in the world—the key that will turn on/off the whole world's electricity." They opened and saw the key. Instantly they rushed back home and examined it using a high technology computer. Then they saw a sign "PP" on top. "So the villagers were right!" they exclaimed.

STORY OF STUFF

Our I3 level students were seeing green all of last month in our "The Story of Stuff" module where they watched the short film and learnt about various concepts connected to the environment and the production system of various products. Apart from reading assignments and worksheets, students also participated in role-playing case studies where they had to imagine they were various stakeholders in different situations concerning the environment. As a final project, the students wrote an in-depth analysis on "The Story of Stuff", provided insightful knowledge on how to incorporate greener habits into everyone's daily lives and invented their own "green product" to help save the planet.

Annie Leonard is the creator of "The Story of Stuff". Production, extraction, distribution, consumption and disposal are different parts in the production to disposal system. I think the most important ones are consumption, disposal and extraction. First, consumption is to buy and to use something. Buying things costs us a lot of money and using things sometimes is wasteful. Sometimes after we use it, we will throw it or leave it aside and buy a new one. Second, disposal is throwing away of stuff we don't want or need. The stuff we throw is usually dumped in a landfill or first burned in an incinerator and then dumped into a landfill. Both of them are not good for our earth. Last, extraction is done by cutting down trees and blowing up mountains to get the metals inside. These are damaging the natural resources. In the system, people are wasting a lot of natural resources and money. People cut down trees, but at last people waste all of the natural resources. The most memorable part in "The Story of Stuff" is the part where people are throwing away their things which are still useful. My green product helps people not to waste all of the natural resources and use wind energy.

An ecological footprint is a measure of how much energy, natural resources or electricity you waste. For example, students go to school by car or bus. When the students arrive they might use computers, they also need to go to washroom. At lunch time, they might waste food and food goes to the landfill. Computers need electricity to work, electricity needs natural resources. When a student goes to the washroom he needs to flush the toilet, wash his hands and use tissue to wipe his hands. There are the examples of the ecological footprint.

My product is a homework pad doesn't use paper and ink. The wind turbine connects to a battery of the homework pad and students leave the battery out. After school, students pick it up and put it into the homework pad. My homework pad helps to save trees and uses wind turbines to generate energy. My product helps a lot for our environment.

Homework.pad

Cindy Zhang (G6, ISF)

Did you know that there is a short film about the "Story of Stuff"? "The Story of Stuff" shows us where all sorts of things came from. First, there is the extraction process, then there's the production, distribution consumption and at last the disposal. The production part includes using energy to mix the natural resources, gathered during extraction, with toxic chemicals to make toxic contaminated products. The production process also uses a lot of toxics. Distribution is the part I like the best. It includes keeping prices down, so it can keep the people buying and keep inventory moving. Disposal uses landfills to keep the rubbish. Sometimes they will use an incinerator to burn the garbage. However, both ways will produce pollution. The part from the short film that inspired me is the pollution part. We live on a finite planet and the system is a linear one. This is a problem because our planet, at one point, won't have enough gas, fuel, oil... and the system we are using is linear, that means the system has an end.

The ecological footprint is the measure of how much pollution a person produces from performing his daily activities. People who drive cars will make pollution. Everyone will throw away at least one piece rubbish every day.

I think the least harmful way of disposal is the landfill because the garbage is underground and after many years, the garbage will disappear, and people can put new garbage in. The landfill can provide jobs to both educated and uneducated people and it will take up ground beneath the earth.

In conclusion, I think that the production of stuff needs to be changed to make the earth healthier.

Willis Tsai (G6, ISF)

EXPERIENCE SOCIAL ENTREPRENEURSHIP

In this module, students learn about social entrepreneurship through studying a few social enterprises like Hua Dan (a participatory theatre in Beijing to empower migrant women), and Ventures in Development (a yak fabric and cheese business to improve livelihood of nomads in Western China). They learn about the nature and purpose of social enterprises and commonalities among social entrepreneurs, and in the end experienced a simulation based on the microfinance crisis in India illustrating challenges that leaders in social businesses have to deal with.

The Hua Dan Story

by Kelvin Choi (F4, Logos Academy)

The migrant community, especially the migrant women, is one of the greatest contributors to China's recent development. However, migrant women are often discriminated and even harassed because of cultural and language gap. This motivated Caroline to do something extraordinary which eventually helped many migrant women to learn their true selves and participate equally in mainstream society.

Caroline was born in Hong Kong and graduated from the Arts in Theatre Studies at the University of Lancaster. Acting upon her desire to help the migrant women in need, she founded a theatrical workshop Hua Dan in Beijing.

The objective of Hua Dan is to train migrant workers to be professional arts practitioners, project managers and branch leaders of Hua Dan, lifting them out of poverty. The Hua Dan is a kind of Participatory Theater, in which audiences are actually performers. Through the workshop, participants can express themselves freely and completely. It can also simulate different circumstances which the migrant women are facing so that they can explore different ways to solve day-to-day problems.

The impact the workshop has had on the migrant women is encouraging. It really helps them to learn their true selves. Besides workshops, Hua Dan is also currently experimenting training services not only for migrant women, but also for companies and NGOs. For example, in Feb 2008, Hua Dan held an exciting workshop for DLA Piper Law Firm Beijing at the Commune by the Great Wall. The participating staff associated the performance with the challenges of their work life, such as difficulties in communications etc.

At the beginning, Hua Dan was faced with the lack of resources. Caroline needed to get a part time job in order to cover the expenses of Hua Dan. As Hua Dan becomes more and more popular, they receive more donations. Its annual income last year was RMB 800,000. However, she hopes that this will increase in the near future. She said, "Foundations appreciate our projects, but their support is limited by their funding policies. In order to make Hua Dan's business model more sustainable, it needs a stable source of income." Caroline thinks the key is to build the Hua Dan brand and introduce it to even more people with different background and nationality.

Another obstacle Caroline faces is cultural issue. As Caroline is a foreigner, language is definitely a barrier. Also, some of the Chinese would think of her as a rich "LaoWai" (foreigner), or even suspected her motivation. Nevertheless, she is trying to overcome these obstacles by embracing Chinese culture and showing Chinese people that all she wants to do is to help them. The Hua Dan is an excellent example of social enterprise. It manages to meet a double bottom line, that is being financially sustainable while fulfilling a social mission. It is able to address the pressing social issue in an innovative way. It really can empower the participants to improve their social mobility and quality of life.

Caroline is also a very good example of a social entrepreneur. She was able to identify the pressing social need and try to solve it in a unique way. Even with limited resources, she dedicated all her passion and energy into Hua Dan, trying to improve the living quality of the migrant women. Caroline is the kind of social entrepreneur that every social enterprise needs.

Going forward, there are a lot of things that the Hua Dan can do. For example, by extending its services to cooperatives, enterprises and schools, Hua Dan can have a more stable and sustainable source of income. Also, Hua Dan can introduce more Chinese cultural elements into their workshops so that they can be more well-received by the Chinese. By doing all or some of the above, Hua Dan can build a reputational brand over time. As the brand continues to develop, it can gain more clients and thus have more resources to cover costs of operations, training and innovation.

Hua Dan is a very promising project with a lot of interesting prospects. Not only has it helped numerous migrant women, it also has proved that social enterprise is an effective way in solving social issues and creating social impact.

LEAP KIDS MAGAZINE

Yvonne and Agnes, founders of LEAP Studio, were interviewed by editors of "Chuan Long", the school magazine published by Hong Kong International School.



Making the LEAP

STUDIO

SENNA LAMBA & MICHELLE NG
grade 10 grade 12

Why would two bright college graduates give up successful banking careers to spend all their time with preteens? How do you combine entrepreneurship with education? Does early exposure to successful guest speakers help define a person's life?

Last week, we had the opportunity to meet Agnes Kong and Yvonne Chu, the founders of LEAP studio. Agnes and Yvonne both grew up in Hong Kong and met at Diocesan Girls' School. After graduating, they both went on to attend prestigious universities such as Harvard University, Princeton University, and Columbia University, and eventually worked at Goldman Sachs and JP Morgan. They, however, "became too comfortable in what they were good at." Agnes and Yvonne left their comforting banking jobs and took a risk in becoming entrepreneurs. When they came back to Hong Kong, they reconnected and started LEAP studio, an after-school interactive hands-on educational organization for young kids from the age of four to twelve. There are many different programs for specific age groups, each dealing with issues such as community service, careers, or current events and global knowledge. Kids get early exposure to interesting careers, ranging from food critics to CEOs to psychologists.

When we met with Agnes and Yvonne, the questions we were eager to ask were how they came up with the idea of LEAP and how they transitioned from the banking world to education. Agnes said explained that she started by thinking about what she really wanted to do with her life. She had always enjoyed being with and educating kids. Yvonne said that she knew it was time to do something meaningful with her life. She explained that she always knew she was going to be an entrepreneur. Thus, she and Agnes tried to come up with the best education system by looking at their own personal experiences from school and college. They came up with an education module that focuses on kids coming up with their own ideas but also involves career, service and critical thinking. They came up with the 5 C's, critical thinking, communication, creativity, collaboration, and career and life which they feel best emphasizes these important life skills. Yvonne went on to say that she feels it's really exciting to be an entrepreneur because they get to do everything themselves.



Agnes and Yvonne are very involved in the LEAP studio; they have to be part of every aspect of it. Besides planning the curriculum and working on the marketing side of LEAP, they also personally teach all the classes. They both said they "enjoy it a lot" and they love receiving feedback from the kids on what the students think about the curriculum and classes. Agnes and Yvonne emphasized that they want to interact with the kids, they don't just want to spoon-feed them information from textbooks for them to memorize. Yvonne and Agnes have tried to hire other teachers to help them out, but they claim they are very picky. It took them six months to find the right person. Although they tested with a few teachers, none of them turned out well, and they seldom find a teacher they really like. In a teacher, they look for someone with passion, the ability to work with kids, English-speaking capacity, teaching skills, strategies, creativity, improvisational skills, and most importantly, entrepreneurial qualities. They wanted someone similar to them who would be very well-rounded and could also help stabilize LEAP. As for future plans, Yvonne said that their future plans are still quite fluid as they're still growing and just trying to work on their day-to-day troubles.

Agnes' and Yvonne's parents were slightly wary of their decision, as it's not the traditional path of life for an Asian family. Yvonne said that her mom was quite happy but her dad was a bit scared, as he was an entrepreneur himself and knew the challenges that it brought. Agnes' parents were supportive of her choice although they were not risk-takers themselves; Agnes' dad only had one job in his life, and so was also wary of her decision to follow such a risky business. However, after talking to her parents about her job more, they are now more passionate about LEAP and take interest in it and encourage her.

When we asked them what advice they could give to high-school students, Agnes advised that we should seek mentors and build connections, as networking was very helpful for her in starting LEAP. Many of her students are kids of her ex-bosses. It's important to take risks and that there are no 'wrong decisions'. She said that we shouldn't stress about what major or which college you go to. Every skill we learn will be beneficial in some way or another. She and Yvonne are still learning new skills everyday as entrepreneurs. Life lesson? Seize every opportunity and learn as much as you can. 55



SUMMER LEADERSHIP PROGRAM

Finding your Inner Leader for College and Life Success

By Agnes Kong, Huijin Kong, Yvonne Chu (Creators of 2011 “Leadership Made Fun” Summer Program)

Sometimes life can feel like a never-ending to-do list, with many (people’s) expectations to meet. Yet at the same time, there are a bewildering number of choices. To prioritize, to navigate these expectations, to make choices, all require developing your own sense of what is important – for yourself, your loved ones, and society. This sense is what we call the Inner Leader.

Can my Inner Leader help me get into a better college, get a better job? In high school, college, work, people with initiative and the courage to speak out on things which are important to them, stand out as leaders. Ivy League schools we attended (Harvard, Yale, Wharton, Cornell, Columbia) and world class companies we have worked at (McKinsey, Goldman, World Bank) all look for the same things – do you have strong and authentic aspiration, do you show motivation and persistence in pursuing your aspiration, do you strive for excellence in whatever you do, do you know your own strengths and vulnerabilities, are you working to improve yourself, do people like working with you (and vice versa)? The aspiration does not have to be for business; it is not likely anyone can be truly passionate about being a management consultant or investment banker at the age of 21. Teenager, college, and early twenties are a unique time of freedom and flexibility, when you can dream big dreams without much practical costs. Use this time wisely. Adulthood comes fast and furious. If you have not developed your Inner Leader by the late twenties, you will be carried by the tide of life.

Start discovering your Inner Leader early. We are not suggesting you need to know in high school exactly what you want to study in college or what you want to do as a career (in fact it took us 10 years after college to figure this out!) But starting that journey early on will save you detour along the way and help you make wiser (and happier) decisions in your future personal and professional lives. Start asking yourself “What kind of person do I aspire to be, so I can be true to my essential nature, successful, and make a positive impact on others’ lives?” Go meet people from different walks of life. Seek out authentic experience through active engagement in projects or activities that you truly care about (not what you think will make your resume look good). Talk to people with life experience – understand how their lives have evolved, what lessons they learned, what advice they have for younger people. You will find out a lot about yourself, what is important to you, what you are good at (and not). Preparing personal statements, college applications, admission interviews, do not have to be a chore to be dreaded. If you treat them as opportunities to learn more about yourself, they can be enjoyable, and help to lay an inner foundation for your life forward.

Aspirations behind creating “Leadership Made Fun” summer program:

The three of us all struggled with our decisions to leave our successful business careers to chart our own way. We had to work through our fear of failure and not having any security. We would no longer have a high income and be part of “world-class” companies (hopefully only temporarily!) However, our Inner Leaders told us that we want to do work which contribute to society, where we could be the masters of our own destiny, and most importantly work that we feel truly passionate about. This brought us together to create the “Leadership Made Fun” summer program which will be launched this summer – a program to help high school students develop leadership skills, service mindset, and self awareness.

Leadership Skills: Leadership is persevering in mobilizing yourself and others to achieve something worthwhile. This program “teaches” leadership through a simulation, in which students personally experience real leadership challenges through role-playing making difficult decisions. This simulation is loosely based on the current microfinance crisis in India. The crisis illustrates the complexities and challenges faced by leaders in all arenas – social business, government or corporations. Drawing on our educational and professional experience, we will facilitate students’ learning of tangible leadership skills like negotiations, analyzing situations etc, and provoke their thinking about the values necessary to be a good servant leader.



INSPIRATIONAL
SERVANT
LEADERS

PROJECT
EXPERIENCE
WITH NGOS

Service Mindset: In addition to the simulation, each student will work on a project with a local social enterprise so they can apply their learning about leadership to make a specific contribution. We are very excited that Grameen Foundation and Dialogue in the Dark, among others, will identify concrete projects for our students to work on. One area that deeply intrigues all of us is social entrepreneurship. How can leaders apply their business skills and corporate experience to create businesses that are both socially and financially

sustainable? Microfinance is one good example although it also illustrates how often times, when social business scales up too quickly, there can be conflict between profit orientation and social mission. School curriculum does not focus too much on this area, but we believe this is the foundation of a sustainable society – building business with a social conscience.

TANGIBLE
LEADERSHIP
SKILLS

SIMULATION
& CASE
STUDIES

Self Awareness: Aside from actually trying things, we learned the most from hearing what other people have done in similar situations and how their decisions have led them to become who they are. We will be exposing students to inspirational servant leaders across all walks of life and Ivy League facilitators with diverse interests and aspirations. Through this intense exposure, one-on-one coaching, self reflection, and small group dialogue, we hope to raise each student's awareness of what they are energized by, and how to channel that effectively.

Our Project Components include the following:

- **SIMULATION & CASE STUDIES:** Experience different levels and types of challenges faced by most leaders in today's world, illustrated by the micro-finance sector in India
- **PLAY THE ROLE OF NGO LEADERS:** Do a project for an NGO under guidance of seasoned business people and top tier college students. Partner NGOs include Grameen Foundation, Dialogue in the Dark, and Social Ventures Hong Kong
- **SUBSTANTIVE LEARNING:** Learn about tangible leadership skills – analyzing situations, negotiations, devising executable plans, bridging differences, etc
- **EXPOSURE TO INSPIRATIONAL LEADERS:** Hear how leaders from all walks (and ages) of life have aligned their purpose, talents, and values to their leadership, work, and life
- **REFLECTION AND ONE-ON-ONE COACHING SESSIONS:** Create own Inner Leader Portfolio – “What kind of person do I aspire to be, so I can be true to my essential nature, successful, and make a contribution to the world?”
- **MENTORSHIP & WORKSHOPS:** Practical tips for college application (interviews, personal essays), school and life advice, sharing of experiences, exposure to various career paths

INDIVIDUAL
COACHING &
REFLECTION

CONNECT
WITH
MENTORS

We truly hope that what we have created will be a very powerful and transformational experience for high school students and can help them discover their leadership potential in their journeys to college and beyond.

For more information on the program, please visit: www.leap-studio.com.

We ran a series of pilot with a group of Grade 9 – 12 students from both local and international schools (HKIS, CIS, DBS, ISF, SIS, GSIS, Shatin College etc) to test out the simulations and inner leader profiles. For the full video, please check out <http://leapstudio.wordpress.com/videos-2/>.



Our Program Leaders are:

Agnes Kong

- Co-founder & head teacher of LEAP
- Carlyle Group, JPMorgan, Goldman Sachs, IFC World Bank
- Harvard Business School, Yale Undergrad (summa cum laude & phi beta kappa)

Huijin Kong

- Leadership development entrepreneur and consultant/coach
- SCMP Group, McKinsey & Company
- Harvard Business School Baker Scholar, Wharton Undergrad (4.0 GPA)

Yvonne Chu

- Co-founder & head teacher of LEAP
- Asia Pacific Land Real Estate Fund, Sino Land, Goldman Sachs
- Columbia Masters in financial engineering, Cornell Undergrad in operations research



PROGRAM BENEFITS

DEVELOP LEADER'S MINDSET & SKILLS

Experience leadership challenges through simulation of real life issues
Develop practical skills, e.g. negotiations, analyzing situations, bridging differences

SERVE THE COMMUNITY

Learn about social entrepreneurship and servant leadership through inspirational speakers
Gain hands-on business experience through projects with NGOs

REFLECT ON PERSONAL ASPIRATIONS & GOALS

Create own Inner Leader Portfolio – "What kind of person do I aspire to be?"
One-on-one coaching sessions to support individual needs and differences

DISTINGUISH SELF IN COLLEGE ADMISSION

Gain inspirations and authentic experience for personal statements/ essays/ interviews
Hear perspectives and advice from Ivy League students and graduates

SUCCEED IN HIGH SCHOOL

Hone project research skills for personal projects/ extended essays/ student learning profile
Learn about stress, time, and relationship management

BELONG TO A VALUABLE & NURTURING COMMUNITY

Get exposure to mentors with diverse career and life paths
Access to exclusive, life-long community of like-minded individuals

PROGRAM LEADERS & FACILITATORS



Program Leaders

AGNES KONG: Co-founder and head teacher of LEAP Studio; Harvard Business School; Yale Undergrad (summa cum laude & phi beta kappa); previously worked for Goldman Sachs, IFC World Bank, JPMorgan and Carlyle Group.

HUIJIN KONG: Leadership development consultant; Harvard Business School Baker Scholar; Wharton Undergrad (4.0 GPA, SFCU CEO); previously worked for McKinsey, SCMP Group and Merrill Lynch.

YVONNE CHU: Co-founder and head teacher of LEAP Studio; Columbia Graduate School; Cornell Undergrad; previously worked for Goldman Sachs, Sino Land and Asia Pacific Land Real Estate Fund.

MELISSA CHAN: Seasoned consumer marketer; Professional opera singer and producer; Wharton Undergrad and MBA; Columbia Masters in Arts Management.

Facilitators

MARCIE CHAN: Harvard graduate (cum laude); full time teacher; work experience in marketing (TVB, NBC Studios).

AAMIR ASHRAF: Boston University junior; finance major and theatre arts minor; aspire to start non-profit theatre school in Sri Lanka.

JOANNE WONG: Harvard sophomore; social studies with focus in human rights; aspire to pursue career in public policy, education.

BELINDA PANG: Harvard sophomore; econ and government focus; aspire to reform education system in US.



LEADERSHIP MADE FUN

BROUGHT TO YOU BY IVY LEAGUE GRADUATES

Young Leaders of Tomorrow.

A transformational 2-week summer program to develop *leadership skills*, *service mindset*, and *self-awareness* for preparation to college and beyond.

TESTIMONIALS

"This summer course has all the elements that students get excited about – inspirational speakers, a simulation about a crucial contemporary issue affecting the lives of millions, and authentic project work with Hong Kong NGOs. Led by the innovative founders of LEAP and their Ivy League senior and junior facilitators, this program promises to strengthen student skills while engaging them with issues that really matter."

DR. MARTY SCHMIDT, HKIS HUMANITIES TEACHER

"From a poor woman trying to start up her own business, to the owner of the micro-finance branch, to even just learning the leadership abilities required in today's world, the experience of the past two days was simply just astounding. I came out of that simulation wondering how could I apply what I'd learned to my day-to-day life, how to see situations from different perspectives, how to settle a disagreement with dialogue instead of edicts, and how I could use what I'd learned for the betterment of others."

JASON YAO, GRADE 10, HKIS

"[The pilot simulation] gave me an abundance of information and knowledge concerning social issues and taught me how to negotiate, compromise and think of alternatives. Before I participated in this simulation, I had thought that it is merely suitable for international school students. However, I found that it broadens my horizon in the scope of social issues, which also helps improve my Liberal Studies knowledge."

CHRIS MO, GRADE 10, DBS

"This program helps us learn things that otherwise, we would never have the opportunity to learn at school. The Inner Leader Profile also helps students to get to know themselves better, which sometimes, I think is even more important than knowledge itself. It is only through self knowledge can we make the best decisions for our school/academic life and our future."

JIN CHOW, GRADE 10, ISF

"The program allows students to look at an issue, for example micro finance in India, from many different perspectives, giving the students an 'inside' story from all views which teaches them to look at the many sides of a story before reaching to a conclusion. It also helps to develop the student's communication and negotiation skills. Although the time we had was pretty short, the pilot simulation was really a wonderful experience and I strongly recommend this to all students."

JENNY KANG, GRADE 11, SOUTH ISLAND SCHOOL

"The opportunity to better understand yourself will help me make wiser decisions as I head off to college in the following year... The mentors are truly passionate and dedicated to spreading the knowledge of important issues and the development of important skills. It was a truly rewarding and memorable experience, one in which I wish I had been able to experience earlier on in my life."

VICTORIA CHEN,
GRADE 12, HKIS

TENTATIVE SCHEDULE

Week One

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0900-1000	Inspirational Speakers				
1015-1230	Simulation Module 1	Leadership Case Study 1	Simulation Module 2	Leadership Case Study 2	Simulation Module 3
	LUNCH				
1330-1600	Project with NGO				
1615-1715	Inner Leader Portfolio	Inner Leader Portfolio	Optional Workshop	Optional Workshop	Inner Leader Portfolio
1715-1900					Social Network

Week Two

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0900-1000	Inspirational Speakers				
1015-1230	Leadership Case Study 3	Simulation Module 4	Leadership Case Study 4	Project NGO/ Inner Leader Portfolio	Project NGO/ Inner Leader Portfolio
	LUNCH				
1330-1600	Project with NGO			Project NGO/ Inner Leader Portfolio	Presentation
1615-1715	Inner Leader Portfolio	Optional Workshop	Optional Workshop		
2000-2200					Graduation Dinner

TO APPLY

WHEN? Session 1: July 4-15; Session 2: July 18-29
[June 17-30 session may also be offered]

WHO? Students completing Grades 9-12 / Form 3-6
[Grade 8 on exceptional cases]

HOW? Contact us at info@leap-studio.com or 2541 1336
www.leap-studio.com

Early Bird Discount for application before April 30, 2011
Group Discount for 2 or more students

