



RE: Challenge

An Overseas Journey on
Building Exploratory Experience

海外遊歷

簡介 INTRODUCTION

RE: Challenge 是一個探索式的海外遊歷，學生藉著探索和開發新的經驗和個人能力，帶來生命成長和生命轉化。

RE: Challenge 顧名思義是學習怎樣回應 (REspond) 挑戰、擁抱挑戰；同時，強調帶著成長心態去重複 (REpeat) 挑戰自己，包括挑戰自己的能力極限、不擅長的範疇、未發掘的潛能、固有想法等。

RE: Challenge is an overseas exploratory journey where students explore and develop new experiences and skills, bringing about personal growth and transformation in life.

As the title suggests, the program is about learning how to REspond to and embrace Challenges REpeatedly with a growth mindset, which is being ready to push boundaries, uncover potentials and challenge status quo.

START NOW

By CITYLAB
2023/24

理念 Concept

隨著人類、社會和科技發展，如AI、AR、生物科技的普及化，無疑我們下一代將要面對一個更加複雜多變、具挑戰性、甚至遠超我們想像的未來；有見及此，今日我們更加需要及早做好培育及裝備的工作。CityLab 參考了國際性的經濟合作發展組織(OECD)提出的「Learning Compass 2030 學習框架」，並融合我們一直致力推廣的「進念思維」而設計了RE:Challenge，當中主要的理念如下：

Human society and technology are advancing exponentially with the impact from new innovations, such as AI, AR and biotechnology. Inevitably our next generation will be facing a far more complicated, challenging and dynamic future beyond our imagination. Therefore, we need to make sure young people are prepared and equipped to navigate this complex new world. With reference to the “Learning Compass 2030 Learning Framework” proposed by the International Organization for Economic Co-operation and Development, as well as the “Transformative Mindset” that we have been advocating, CityLab created the RE: Challenge to fill the gap. The main concepts are as follows:

4大理念 The 4 Concepts

- 01 自主學習
Self-directed Learning
- 02 VASK能力建立
Capability Building
- 03 AAR學習循環
AAR Learning Cycle
- 04 建立同行社群
Building a Peer Community

參加對象 Target Participant



中一至中六學生

F1 to F6 Students

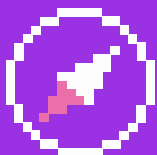
小四至小六學生

P4 to P6 Students

01 自主學習 Self-directed Learning

學生短暫離開課室和屋企，展開充滿未知之數的異地遊歷，必然懷著滿滿的期待和好奇心，這能燃點學生的自主學習動機。RE:Challenge 讓學生握著屬於自己的指南針，主導和主動去探索和學習，並且享受遊歷中的樂趣。

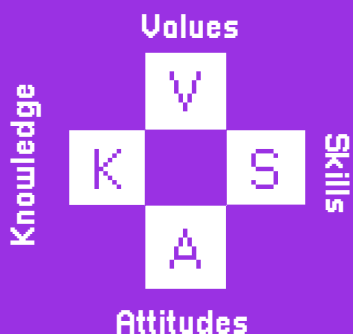
As students leave their classroom and home and embark on a journey to a foreign place full of unknowns, they are filled with anticipation and curiosity which is a powerful drive that motivates them to learn and grow. RE: Challenge encourages students to take hold of their own compass and be proactive in exploring and learning, while enjoying the journey as they go.



02 VASK能力建立 VASK Capability Building

透過在遊歷中不斷經驗嘗試與失敗，RE:Challenge會帶領學生建立四個範疇的「基礎能力」：價值觀、態度、技能和知識 (VASK)並在過程中刻意讓學生經驗到個人潛能解鎖和建立成長心態，因為我們深信在個人成長當中，心態/態度為決定性的因素。

此外，RE: Challenge 也透過不同的遊歷主題，協助學生建立三種「變革能力」：創造新價值、協調矛盾與困境、和承擔責任的能力；這是推動創新、社會和諧和公民素養的重要元素。



Through trials and errors in the journey, RE: Challenge will guide students in building up four dimensions of “Foundational Skills”, which are values, attitudes, skills and knowledge (VASK). In the process students will experience the unlocking of their potentials and cultivating their growth mindset. It is our firm belief that mindset and attitude is the determining factor in personal growth.

In addition, RE: Challenge will help students establish “Transformative Competencies”, which consists of three dimension - creating new value, reconciling tensions and dilemmas, and taking responsibility - which are crucial in promoting innovation, social harmony, and civic qualities.

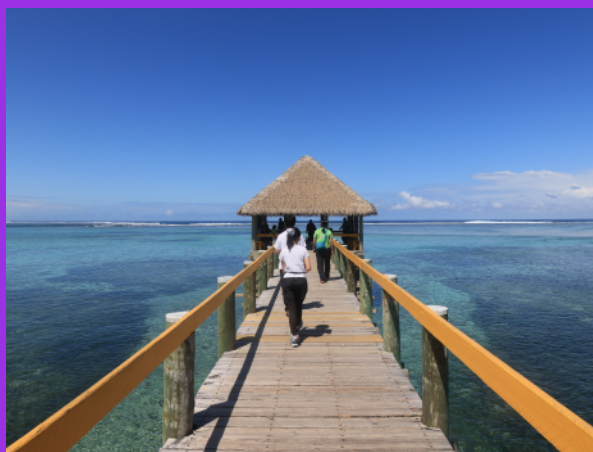
03 AAR學習循環

AAR Learning Cycle



遊歷中學生要走出安舒區，經歷不同的挑戰，而 RE: Challenge 會帶領學生經歷「預計、實踐、反思」(AAR) 的學習循環；同時，這更是一個轉化式的學習過程，讓學生帶來思維習慣、信念和自我價值等方面的範式轉變。

In the journey, students will step out of their comfort zones and face different challenges, while RE: Challenge will lead students through the Anticipation - Action - Reflection (AAR) cycle, which is a transformative learning process that enables a paradigm shifts in mindset, beliefs and self-worth among students.



04 建立同行社群

Building A Peer Community



RE:Challenge除了推動學生共同建立一個深刻而難忘的遊歷，同時著重與學生共同建立群體與社區，當中包括同伴、老師/導師和家人的互相支持和影響，這是一個強大、有機和可持續發展的支援系統，讓每人都能夠走得更高、更遠。

In addition to inspiring students to create a profound and unforgettable journey together, RE: Challenge also facilitate students to bond and form communities with their peers, teachers/ coaches and families, which involves mutual support and positive influences from one another. This will become a strong, organic, and sustainable supporting system that enables everyone to go higher and further.





DESIGN of RE: Challenge

遊

歷

設

計

01

挑戰任務

Challenge Mission

02

新手村培訓

Training in Newbie Village

03

攻略本

Strategy Guide

04

組隊打怪

Team UP!

05

深度解說

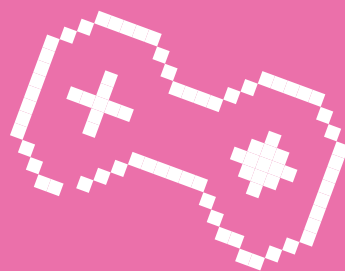
Debriefing

06

成就解鎖

Level Unlocked





01 挑戰任務 Challenge Mission

當人離開安舒區，面對一定難度的挑戰，往往能激發潛能、增加趣味感和投入程度。在年輕人生活中最常見的例子就是「打機」，試想像如果每次「打機」只能玩已經破解了的同一關卡，何其沉悶！「打機」的吸引之處正在於不斷有新的挑戰、不同的任務、可以經營和經歷「升呢」（升Level，指提升遊戲角色的等級）。

RE: Challenge 在行程設計上，著重挑戰性、自由度和趣味性。學生(以小組為行動單位)每日獲指派不同的任務，並需要運用有限的資源和時間，透過小組合作去克服困難和限制以完成任務。RE: Challenge 的挑戰任務分為2個類別：

基本任務

Basic Tasks

挑戰在高度自主的行程中遇到的困難，例如在沒有網絡的情況下尋找路線到達目的地、在緊拙的預算下應付小組的膳食和交通開支、適應較簡單的居所和共同生活（如居於民宿、青年旅舍、農村、露營等）、協調小組內各成員的角色分工和可能出現的分歧或磨擦等。

When people leave their comfort zones and encounter challenging situation, they will tap into their potential to overcome the obstacles, and becoming more intrigued and committed in the process. Take “playing video games” as an example, a popular pastime among young people. Just imagine, how boring it would be if you could only play the same level that has been cracked again and again! What makes “playing video games” interesting are the new challenges and missions, autonomy in shaping the narrative game, and the leveling up of the game character.

The itinerary of RE: Challenge is designed to be challenging and fun in nature, and it gives students autonomy in making their own decisions. Students will work in small teams to complete different tasks assigned to them every day under limited resources and time. They will have to cooperate with teammates to overcome difficulties and limitations in order to complete their mission. The tasks in RE: Challenge can be divided into two categories:

Overcoming the difficulties that will be encountered in this highly autonomous journey, such as finding their way to the destination without the internet, planning for the group’s meal and transportation expenses under a tight budget, adapting to a modest living environment and living with others (e.g. living in guesthouse, youth hostels, rural areas, campsite), coordinating with one another in different roles, as well as dealing with conflicts within the group.

主線任務

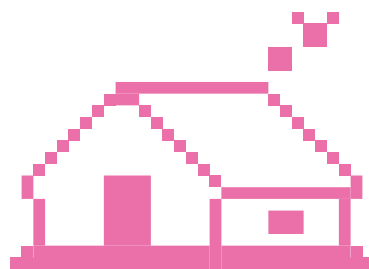
Main Mission

每個遊歷團都有特定的主題，可能圍繞著RE: Challenge 理念中強調的個人能力建立，或與特定學科相關的知識和能力。因應不同的主題，小組都有其主線任務去執行，例如野外紮營和煮食、以工換餐（做義工換取膳食招待）、登山挑戰、才藝交流、訪談、見學工場、擺地攤等。

Each journey has a theme. It can be around building personal competencies, or developing knowledge and skills of a specific subject. Depending on the theme, each group will have its specific missions, such as wild camping and cooking, work-for-food (doing volunteer work in exchange for meals), mountaineering challenge, talent exchange, interviewing, workshops, setting roadside stalls, etc.

02 新手村培訓

Training in Newbie Village



RE: Challenge 會安排學生於出發前有2-6節新手村培訓，當中包括1節營前簡介會（需要家長陪同出席），講解出發前需要注意的事項、需要帶備的道具和裝備（指個人物品）。而其餘節數的新手村培訓內容包括：

There will be 2-6 village-newbie training sessions for students before departure, including one pre-travel briefing session that parents also need to attend, in which we will go through the key information about the journey, as well as the props and equipment (personal items) that need to be brought. The rest of the training sessions will be about:

01

對遊歷目的地和主題作資料搜集，這有助引起學生的好奇心和期待，並帶著「問題」去開展遊歷，此為推動自主學習的重要一步。

Collecting information on the destination and themes. This will help arouse students' curiosity and anticipations, while inspiring them to carry some "questions" in their mind as they go along the journey, which is a key step towards self-learning.

02

帶領學生預想遊歷的過程和挑戰（AAR中的預計），有助學生於遊歷中更易進行比對和檢討（如發現不同的心態傾向——Fixed vs Growth Mindset或個人能力突破），從而有更深刻的反思和學習。

Guiding students to visualize the journey and potential challenges beforehand ("Anticipation" in AAR), which will facilitate students to compare their growth and changes through the journey. For example, they may discover their thinking style - Fixed vs Growth Mindset, or they may achieve a personal breakthrough.

03

由學生自主訂立學習/成長目標。

Students setting their own learning/ personal growth goals.

04

準備不同形式的交流內容（如學習簡單的當地語言/練習一首歌/製作心意手信等。

Preparing the content for different forms of communication for the exchange events (e.g. learning a simple expression in the local language/practicing a song/making a handmade souvenir).

05

裝備學生必要的技能和知識(VASK)，如山藝、紮營、體能等（如適用）。

Equipping students with the necessary skills and knowledge(VASK), such as mountain climbing, camping, physical fitness, etc. (if applicable).

03 攻略本 Strategy Guide

「打機」需要攻略，而RE: Challenge 的攻略本是由學生於遊歷中自行編製，並於完成遊歷後釘裝成小書冊，讓每位學生可以總結和回顧遊歷的珍貴片段和紀念個人成長。攻略本的內容包括：

學生自製的地圖/路線圖
Handmade Map

曾經歷的挑戰任務
Record of Challenge Completed

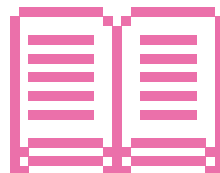
主題性的資料搜集和/或訪談記錄
Research Record

VASK學習札記
VASK Learning Dairy

個人反思
Personal Reflection(AAR – Reflection)

相片記錄
Photos Album

隊友資訊等
Team Member Info. ect.



“Playing video games” requires strategies, which is the same for this journey. Students will create their own strategy guide, which will be stapled into a little booklet at the end of the journey as a souvenir that will remind them of the precious moments in the journey and every little step that they have grown. The content of the strategy guide includes:

04 組隊打怪 Team UP!

RE: Challenge 整個遊歷以小隊為行動單位，每團共分為2-3個小隊，每小隊由6-10位學生和1-2位導師組成。小隊中的學生需要分擔不同角色，並自行協商和決定一些行程、交通及膳食安排，並且更重要是完成各項挑戰任務。而導師在小隊中並不會擔任主導和帶領的角色，反之其秘密任務是負責觀察和確保每位學生安全。

在這個設定下，學生能真正手握指南針去主導行動、經歷承擔責任、並學習協調矛盾和困境的能力；當中導師也會引導組員間互相欣賞和支持，建立真誠的同行群體。

Throughout the journey of RE: Challenge, students will travel in small teams. There will be 2-3 teams per tour group, with 6-10 students and 1-2 mentors in each team.

In a team, students will take up different roles and work together to decide their itinerary, transportation, and meal arrangement, as well as completing various missions assigned to them. Meanwhile, the mentors will avoid giving direct guidance, and they will focus on observing students' performance and ensuring their safety.



05 深度解說 Debriefing

RE: Challenge 著重深度交流、深刻經驗，學生往往在遊歷中經驗很多人生的「第一次」，所以行程中特別著重每日的深度解說，由導師引導和幫助學生在遊歷中吸收、反思和融入新的價值觀和態度，並一步步學習創造新價值。這樣除了是貫徹和深化「預計、實踐、反思」(AAR)的學習循環，更能推進學生之間的關係建立，在解說環節中慢慢加深彼此認識和了解，漸漸形成一個穩固、擁有共同經歷的群體。

Re: Challenge stresses on in-depth exchange and impactful experience. In the journey, students will experience a lot of their “firsts”. One of the crucial activities is the daily debriefing, in which mentors will facilitate students to develop, reflect on, and incorporate new perspectives and attitudes into their mindset, and create new values step by step. This will not only substantiate the Anticipation - Action - Reflection (ARR) learning cycle, but also strengthen relationships between students. They will understand one another more and form a strong bond, which could turn into a lifelong friendship with shared experience.

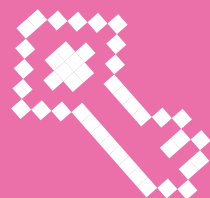
06 成就解鎖 Level Unlocked

每完成一次RE:Challenge遊歷後，便象徵著一項成就解鎖，學生會雀躍地在RE:Challenge UnLocked Party中，向家人、老師和朋友分享這次升呢經歷。學生經驗到潛能可長和獲得正面肯定，這有助他們鞏固成長心態，增加能力感和成功感，從而提升自信和自我價值（進念思維中的POWNER）。

當學生在3年內，完成3項RE:Challenge成就解鎖，便可以越級挑戰成為RE:Challenge見習導師，在完成培訓和考核後，協助RE: Challenge帶團遊歷，接受另一層次的挑戰！有關見習導師計劃的詳情，稍後公布。

Every time a RE: Challenge journey is completed, it symbolizes a level unlocked. A RE: Challenge Unlocked Party will be held for students to celebrate their successes with their families, teachers, and friends, while it will also be an opportunity for them to share their joy and experience in this journey of leveling-up. Students will learn that everyone can grow into their potential. Appreciation and recognition from coaches will also help consolidate their growth mindset, as well as increase their sense of competence and achievement, thereby building their self-confidence and self-worth (i.e. the POWNER in Transformative Mindset).

Students who complete three RE: Challenge within 3 years may advance to become a coach trainee upon completion of the training and performance evaluation, and take up another challenge of assisting in leading RE: Challenge group tours for the next generation! Details of the Coach Trainee Scheme will be announced later.



2023/24 計劃 PLANNING

在2023/24學年，RE: Challenge 有以下路線選擇：

In the 2023/24 academic year, RE: Challenge has the following route options:



遊歷的主題包括：

Travel themes include:

堅毅與挑戰 Perseverance & Challenge	尋找小確幸（正向思維） Small Blessing (Positive Thinking)
夢想與熱情 Dream & Passion	戰爭與歷史 War & History
英語學習 English Learning	生態保育與城市活化 Ecological Conservation & Urban Revitalization
領袖訓練 Leadership Training	跨文化交流與新價值創建 Cross-cultural Exchange & Creating New Value

註：部分主題只適用於指定地點。

Note: some themes are only available for specific locations.

有兩種舉辦的形式：

RE:challenge can be carried out in two ways:

1. 學校包團，CityLab 可與學校洽商具體的日期和度身訂造行程；或
For school tour, CityLab can discuss and construct a tailor-made itineraries with schools; or
2. 由 CityLab 主辦，並開放予全港各校學生參與的遊歷團。
Organized by CityLab, and open to students from all of the schools in Hong Kong.



有關每個遊歷團的詳情，請向CityLab查詢或索取「行程簡介」。

For details about each tour, please check with CityLab or request the "Itinerary Brief".

機構簡介

About CityLab



CityLab 幸福實驗室是一間年輕又充滿活力的非牟利機構，以兒童和青年為主要服侍對象，同時也提供不同的學校服務及家庭服務。

CityLab的使命是成為一個創造幸福的孵化箱，敢於實驗和嘗試，並為城市和生命帶來轉化。幸福是特別指個人和社會的福祉 (Well-being)，我們堅信只要持守著「心意更新而變化」的核心價值，每人都能發揮潛能和能力，並創造自己的幸福人生，以至共同創造社會的福祉。

CityLab 現時在全港超過30間中小學推行各項1至3年的「進念思維領袖計劃」；此外，我們也有RE: Challenge 海外遊歷、家長教育及支援、教師培訓、義工服務、小型NGO共享平台等服務。

CityLab is a youthful and vibrant non-profit organization that mainly serves children and youths. It also provides different services to schools and families.

Our mission is to become an incubator of happiness that dares to experiment and try, to bring transformation to the city and lives. Happiness refers particularly to the well-being of individuals and society. We firmly believe that as we uphold this core value of “be transformed by the renewing of the mind”, everyone can develop their capabilities to reach for their full potential, taking hold of their own life to create happiness, and furthermore to build together the happiness of the society as a whole.

CityLab is currently implementing various “Transformative Mindset Leadership Programs” in more than 30 primary and secondary schools in Hong Kong; besides, we also offer RE: Challenge overseas journeys, parenting education and support, teachers training, volunteering services, co-working space for small NGO and other services.

註：幸福實驗室有限公司 (CityLab Limited) 為根據香港《稅務條例》第88條獲豁免繳稅之慈善機構。

Note: CityLab Limited is a charitable organization exempt from tax under Section 88 of the Inland Revenue Ordinance of Hong Kong.

現時合作學校包括 (節錄)：

Current Collaborating Schools (excerpt):

播道書院

Evangel College

聖公會林裘謀中學

SKH Lam Kau Mow Secondary School

基督教香港信義會信義中學

ELCHK Lutheran Secondary School

循道中學

Methodist College

粉嶺救恩書院

Fanling Kau Yan College

沙田培英中學

Shatin Pui Ying College

東華三院甲寅年總理中學

TWGHs Kap Yan Directors' College

東華三院張明添中學

TWGHs Chang Ming Thien College

香港神託會培敦中學

Stewards Pooi Tun Secondary School

中華聖潔會靈風中學

China Holiness Church Living Spirit College

天主教慈幼會伍少梅中學

Salesians Of Don Bosco Ng Siu Mui Secondary School

靚色園主辦可藝中學

Ho Ngai College (Sponsored By Sik Sik Yuen)

中華基督教青年會中學

Chinese YMCA Secondary School

中華基督教會方潤華中學

CCC Fong Yun Wah Secondary School

中華基督教會基真小學

CCC Kei Chun Primary School

中華基督教會基道中學

CCC Kei To Secondary School

中華基督教會馮梁結紀念中學

CCC Fung Leung Kit Memorial Secondary School

路德會呂祥光中學

Lui Cheung Kwong Lutheran College

中華傳道會許大同學校

CNEC Ta Tung School

(排名不分前後 In no particular order)



合作夥伴

Collaborating Partners

因應不同主題或地點的遊歷，RE: Challenge 可能會夥拍一些具相關經驗的機構/團體合作，部分合作的機構如下：

香港教育領導協會
Hong Kong Association For Education Leadership
香港山藝協會
Mountaineering Council of Hong Kong
一打人去賣藝
Let's Start

流浪生命工程
Life Inspire
義遊
Voltra
浩翔旅運有限公司 (牌照號碼: 351532)
Travelmore Limited (Licence No. 351532)





RE: Challenge

An Overseas Journey on
Building Exploratory Experience
海外遊歷

📍 九龍長沙灣道 681 號貿易廣場 811-813室 | ✉ info@citylab.hk | ☎ 5599 0015

 CityLab HK |  citylab.hk | www.citylab.hk