Inspired by Service. Aiming for Growth
Gerontechnology Digital Ambassador Program 2024-2025

The "Gerontechnology Digital Ambassador Program" (Ambassador Program) has opened a visionary direction for "Honor U Ministry" (iCare). It skillfully connects two major communities—SEN (Special Educational Needs) youth and the "Silver Generation"—perfectly embodying the core philosophy of "Inspired by Service, Aiming for Growth."



"Growth" is not imposed, but inspired.
iCare focuses on two main target groups: "SEN youth and the Silver Generation," exploring, developing, and cultivating long-term employment possibilities for SEN individuals through the Ambassador Program.

At the conclusion of the program, we consolidated our accumulated experience to produce a booklet titled **"AdCare – Career Planning for SEN Youth,"** which was distributed at public events.

Unlike common vocational training for underprivileged groups, which often focuses on one-way skill training, the "Ambassador Program" operates on an empowerment cycle of "Life Influencing Life." This cycle is built on an innovative collaboration model: every quarter, we partner with different tertiary institutions, allowing their SEN students to participate in teams. Simultaneously, we invite experts from IT companies in Cyberport as mentors to provide professional technical guidance and industry insights.

Through this project, practical platforms such as the **"AdCare AI Class," "Game Arsenal," "Fashion Co-creation Studio,"** and **"Inclusive Designer"** training programs have been developed. This report shares these results with the Foundation.

Origin: A Vision Born from Personal Experience

Tiffany, the organization's voluntary Executive Director, deeply realized and saw the intersection of two major social pain points after suffering a brainstem stroke:

First, she saw a severe shortage of "rehabilitation care manpower" for the Silver Generation, coupled with a resistance to technology application (as caregivers are often older adults themselves). "Digital technology rehabilitation tools" purchased by care homes often became mere decorations because care staff had no time or were afraid to learn how to use them, leading to wasted resources.

Second, she simultaneously saw the severe employment difficulties SEN youth faced post-pandemic. They do not lack ability; rather, their natural gifts of focus, patience, and high affinity for technology are not utilized in traditional workplaces. Especially during the economic downturn, they became a primary group facing layoffs.

These two seemingly unrelated pain points collided in Tiffany's eyes to form a hopeful inspiration: **What if we could train these SEN youth, who have a natural affinity for technology, to take on the role of "Digital Ambassadors" in serving the Silver Generation?**

This inspiration revealed a "Triple-Win" opportunity:

- **For SEN Youth: Finding the best stage for their talents.**
  Their traits of focus and patience, combined with being born in the IT era, allow them to transform their IT application skills (even as simple as smartphone or app usage) into the role of an "Instructor" while guiding the Silver Generation. This allows young people to transform from social beneficiaries into value-creating contributors, reshaping their confidence and dignity.

- **For Elderly Care Organizations: Providing a "Human Solution" for the industry's digital transformation.**
  "Digital Ambassadors" can become capable partners for frontline staff, bridging the digital skills gap. This turns technology resources from burdens into powerful tools, greatly enhancing the depth and breadth of services.

- **For the Elderly: Gaining a warm bridge across the digital divide.**
  With one-on-one companionship from young people, elderly residents in care homes regain "confidence and joy in learning." They can easily enjoy the convenience of technology, such as video calling family, participating in online courses, and reusing rehabilitation exercise tools. Through intergenerational exchange, they receive valuable emotional support.

The "Gerontechnology Digital Ambassador Program" attempts to develop an innovative service model combining "misplaced talent" with "idle resources." By training SEN youth to act as a "bridge," we are opening up a "Blue Ocean" for their career development.

Evolution and Deepening: Responding to the Pulse of the Times

The program was not static after its launch. During implementation, we observed three major social changes and responded quickly with services, further elevating the role of the "Digital Ambassador."

1. The Arrival of the AI Wave – "AdCare AI Class"

When the world was discussing AI replacing "human jobs," we did not let the elderly become a forgotten group. The "Ambassador Program" gave young people a greater mission: to personally attempt and create teaching materials, launching the "AdCare AI Class."

Through Zoom online teaching, apart from familiarizing seniors with "video communication calls," instructors led the elderly to explore the world of AI in the simplest and most understandable way. Held once every two weeks with 6-10 participants each time, over 40 sessions have been successfully conducted to date. This proves that young people are not just technology users, **but can become creators and disseminators of new knowledge**.

2. The Alarm of Cyber Scams – "Elderly Cyber Scam Prevention Class"

Noticing increasing reports of cyber scams targeting the Silver Generation—especially as seniors are less sensitive to social media and online communication—we realized the responsibility of the "Digital Ambassador" could go beyond simple skill teaching. After gathering advice from consultants, the "Ambassador Program" quickly developed the "Elderly Cyber Scam Prevention Class." Young people transformed into the most patient "Cyber Security Guardians," teaching seniors how to identify scam links and protect personal privacy and information.

This marks the elevation of the "Digital Ambassador" role from a "Tech Instructor" to a "Guardian" of the elderly's entry into digital life.

3. The Call for Mental Health – "AdCare AI Songs"

In mid-2024, after exploring "Technology and Mental Health" with The Education University of Hong Kong, we decided to respond to the societal craving for emotional support. We attempted to produce 19 "AdCare AI Songs" themed around "Mental Health." Although these songs have no

commercial value, the feedback received was priceless—"These songs can comfort them." We firmly believe that music can enter the heart. Creating songs that comfort those with emotional distress is exactly our responsibility in applying technology to fulfill our mission, filling the gap in the human heart ignored by the commercial world.

These three key events embody the vitality of the "Gerontechnology Digital Ambassador Program": it is not merely executing a fixed plan, but is capable of constantly updating, evolving, and continuously creating value in response to social changes.

Outcomes and Impact: Visible Change

SEN youth are not passive learners, but active creators. They have been striving to integrate into and contribute to society. This program enables young people to enter care homes, communicate with the elderly, and understand their pain points. They co-develop motion-sensing rehabilitation games or transform into mentors, teaching anti-scam knowledge and AI applications. **In this process, young people transform from former "Beneficiaries" into highly acclaimed "Helpers."**



A "Blue Ocean" for Future Careers
Instructor -> Creator -> Guardian

Young people have not only mastered technology but, through real-world interactions, have significantly improved their communication, emotional management, and teamwork skills. Their sincere service has received an exceptionally high rating of 9.3 from the public.

This program has not only attempted to pioneer a dignified career path for SEN youth but has also brought the warmth and joy of the digital age to the elderly. It has successfully built an intergenerational inclusive community connecting the able-bodied, disabled, young, and old, proving that the potential of disadvantaged groups, when utilized well, can become a powerful force for social harmony. Furthermore, it has paved a comprehensive "Tech for Good" direction for iCare's future.

In the past, iCare operated on a volunteer team model. Since our establishment in 2009, our journey has evolved from a mobile IT volunteer team without a fixed location to establishing a "Home" (Training Room) in 2020 that unites hearts. We are grateful that the service process has

not only brought together a community of volunteers and parents but has also evolved into a "Production Base" with content creation capabilities.

In 2023, propelled by the funded **"Gerontechnology Digital Ambassador Program,"** iCare's services were elevated, establishing in-house digital content creation capabilities and a training center. Ultimately, this has laid a solid foundation to fully implement the "Tech for Good" vision starting in 2025, embracing the mission journey of "Technology for Good."

"Tech for Good":
True technology does not replace people but empowers them, allowing cold technology to become warm through human connection.

Awards Received During the Period (2024-2025)

SDG Enterprise Awards (2024) – Fashion Co-creation Studio

Organized by JCI Victoria and co-organized by the Center for Business Sustainability of the CUHK Business School, this award aims to recognize enterprises with outstanding contributions to the United Nations' 17 Sustainable Development Goals (SDGs). Now in its sixth edition, the award selects multiple outstanding enterprises to encourage more businesses to participate in sustainable development.

DALA Awards (2025) – Honor U Ministry (iCare Edutainment)

Hong Kong's flagship annual award in the Data and AI sector, jointly organized by the Data & AI Literacy Association and Cyberport. It recognizes excellence in data and AI innovation and application.

HKICT Awards (2025) Digital Entertainment Gold Award – Game Arsenal (Tertiary Student Internship Program)

The HKICT Digital Entertainment Award is a category under the "Hong Kong ICT Awards," organized by the Hong Kong Digital Entertainment Association. This award aims to recognize outstanding work in the digital entertainment field, including computer animation, visual effects, esports, interaction design, and AI applications. **In partnership with CSoft, a veteran game production company in Hong Kong, the Game Arsenal Tertiary Student Internship Program was established.**





Train-The-Trainer
賦能階梯
樂齡科技數碼大使計劃
共創「跨代共融」的助人之路

Train-The-Trainer
The Empowerment Ladder
Co-creating a Path of Service through "Intergenerational Inclusion"

The core of this program is an "Empowerment Chain" where "lives transform lives," rather than simple one-way skill training. We adopt the "Train-The-Trainer" model, allowing intern youth to undergo a transformation from "Learner" to "Helper," and ultimately becoming a "Mentor."

Basic Training:
Collaborating with one tertiary institution each quarter, the institution recommends suitable students (ranging from 8 to 13).
Students first learn to use various application tools. Then, by inviting persons with disabilities or directly visiting elderly centers, the interns conceive and plan a basic project.

Advanced Training:

Young people with a good work attitude and a positive mindset are selected to enter the advanced stage.

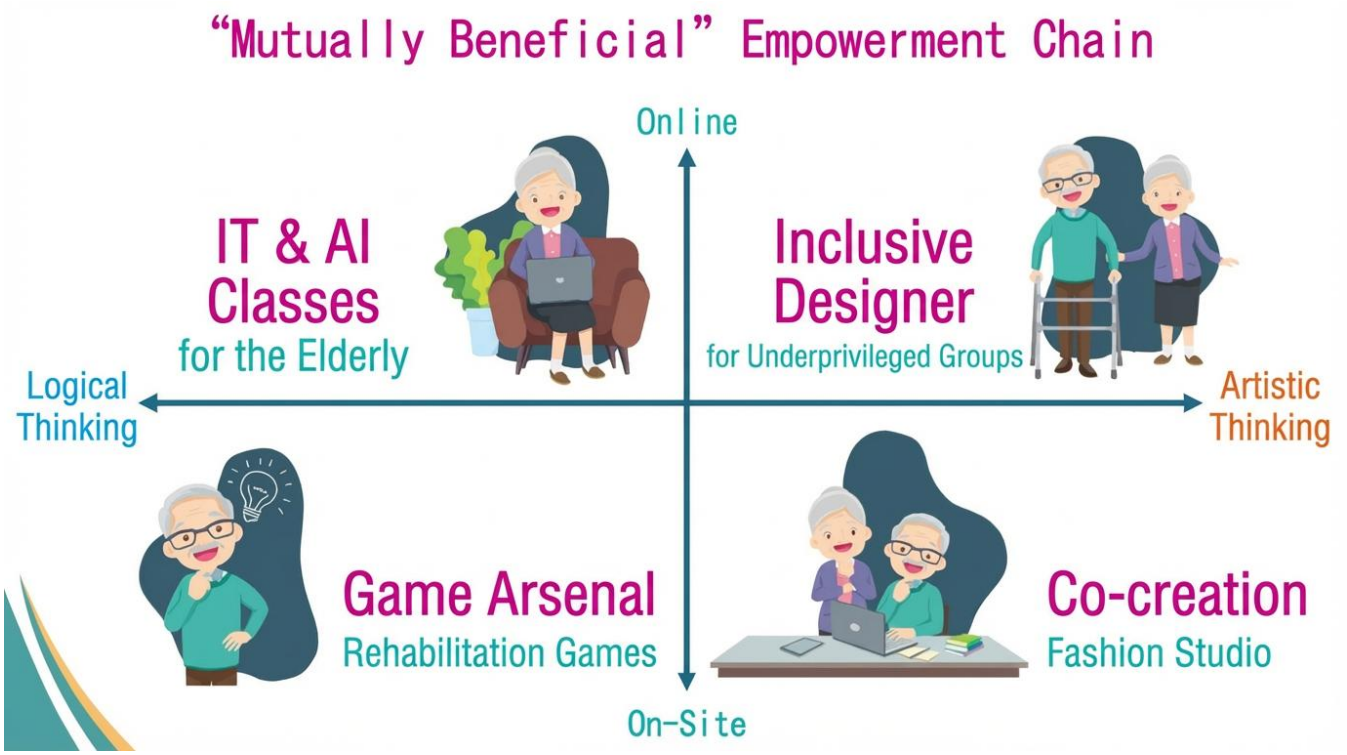
The focus is on training them as Assistant Instructors, nurturing them to systematically use tools from technology companies, combining the practice of "Logical Thinking" and "Artistic Thinking."

The Application of AI:

For these young people who may not be articulate but think in images, the emergence of AI is like activating a "power-up" in a game. It gives them wings, transforming their inner creativity and potential into tangible power to help others.

Partnering Tertiary Institutions:

- The Hong Kong Polytechnic University
- School of Continuing and Professional Studies, The Chinese University of Hong Kong (CUSCS)
- Hong Kong Design Institute (HKDI)
- Hong Kong Institute of Information Technology (Tsing Yi and Lee Wai Lee Campuses)



Logical Thinking (Online & On-site)

Part 1 Always on the go：IT & AI Classes for the Elderly

This is more than just a class; it is an inclusive platform for role reversal and mutual inspiration. It empowers SEN (Special Educational Needs) youth to transform from "care recipients" into "helpers," taking on roles as instructors or creators of teaching materials. Utilizing small-group online teaching via Zoom, they guide the elderly in exploring the world of AI, learning video communication, and acquiring crucial "anti-cyber fraud" knowledge. Over the past two years, these patient and heartwarming classes have been held continuously for more than 40 times.

Meanwhile, interns also familiarize themselves with video editing software and AI tools to produce social media content tailored for the "silver-haired generation" (the elderly) for our online community of over 300,000 members.

"There is iCare AI Class - Anti-Cyber Fraud Class for the Elderly":

In response to the rising trend of cyber fraud, the youth proactively gather case studies, develop coping strategies, and educate everyone on how to handle potential scams. The young participants in this project have elevated themselves to become "Cybersecurity Guardians," protecting the digital lives of the elderly.



Anti-Cyber Fraud Class for the Elderly – Zoom Class and Booklet

Part Two Game Arsenal: Gerontechnology Somatosensory Rehabilitation Games

The youth team visits residential care homes to understand the pain points of the elderly, and collaboratively develops "Gerontechnology Somatosensory Rehabilitation Games." Emphasizing "edutainment" and "inclusive collaboration," they not only serve elderly homes but also visit various schools to promote these games to young people. Furthermore, they organize "Social Service Days," turning the games into recreational and communicative activities for families. To date, there have been over 1,000 participants.


JOIN
GAME
YES
PERSONNE

Artistic Thinking (Ideation & Implementation)

Part Three "Inclusive Designer": Clothing Design for Underprivileged Groups

This project operates on a dual-track approach, embodying both "**Ideation**" and "**Implementation**". One track involves SEN (Special Educational Needs) youth from the Fashion Design Department of the Hong Kong Design Institute (HKDI). They utilize 3D fashion software to "ideate" functional clothing that addresses the pain points of communities such as wheelchair users.

The other track focuses more heavily on empowerment: it allows SEN youth who may not be highly articulate and tend to think visually to learn how to use AI as their paintbrush. Through AI prompts, they transform their personal stories and emotions into unique clothing patterns, personally "implementing" their creativity to produce inclusive T-shirts.
This enables them to transition from being "care recipients" to "co-creators," using technology to ignite their inner potential.

Part Four "Fashion Co-creation Studio": Clothing Studio and Market Stalls

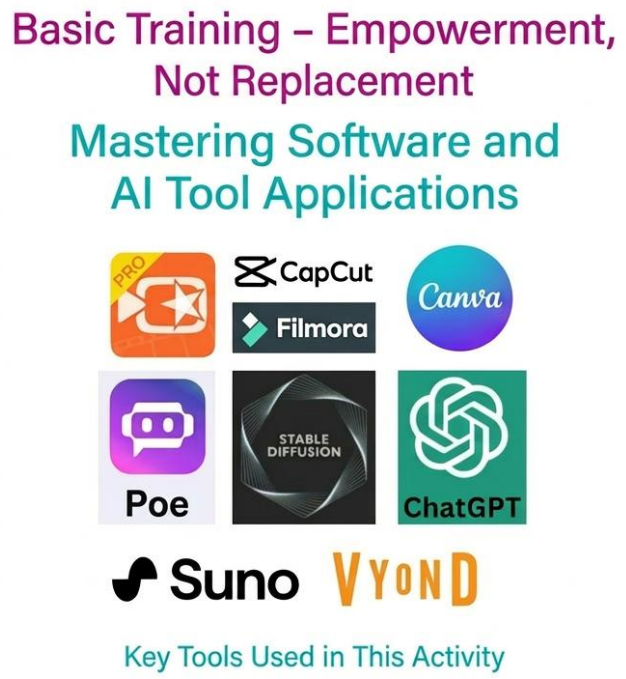
This serves as a ladder of growth from being "**Care recipients**" to "**Co-Creators**". We let AI become the paintbrush for SEN youth, transforming their inexpressible inner creativity into unique T-shirt designs.

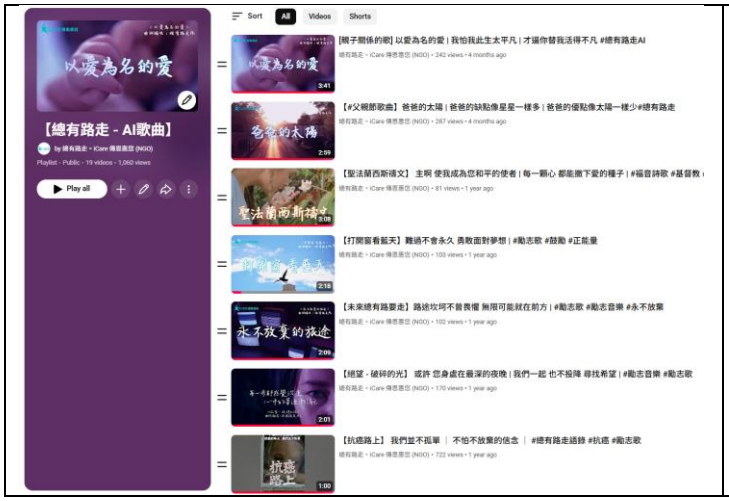
We have partnered with Hong Kong Yee Tung Knitting and Jiangmen Peishang Apparel Design. Embracing our original intention of cherishing resources, we utilize surplus fabrics to produce crew-neck T-shirts, and then turn the youths' AI designs into tangible products. The youth also personally promote their works at market stalls. By directly introducing their own creations, they learn, build self-confidence, and realize their self-worth. This is not merely skills training; it is a sustainable empowerment system that allows them to pass on the spirit of helping others.

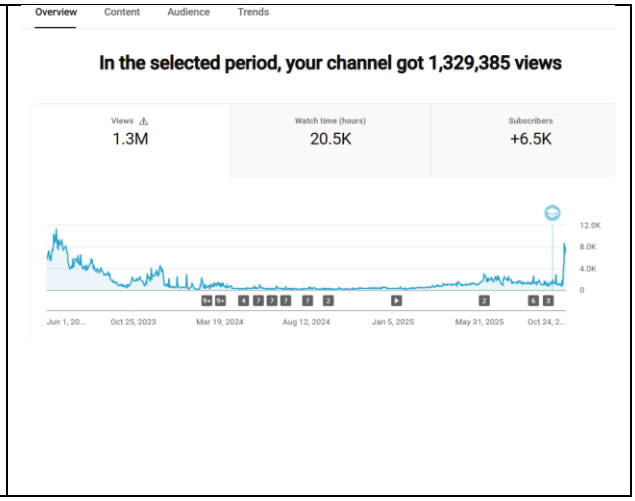
Section Reports:

Part 1: "Logical Thinking – AI Class"(總有路走 AI 課)









SEN individuals possess "distinct" traits; for instance, SEN youth often inhabit their own worlds and speak primarily in keywords—"concise and to the point." Interns first learn to conduct research to understand community needs. Then, leveraging AI's text generation capabilities, they refine these "key words" into "complete sentences" that the target audience can understand.

Next is mastering the production of "short videos"—clips lasting 60 to 90 seconds, which are a dominant content trend on social platforms. Our "target audience" includes the **"silver-haired generation / chronically ill patients / caregivers",** aged between 45 and 75. The shorter the content, the more it requires "precise" descriptions to effectively achieve a Call for Action. The concise nature of 60-90 second short videos is perfectly suited for iCare's SEN youth to showcase their talents.

Over the past two years, we have achieved 1.329 million views and gained over 6,500 new subscribers for the organization.

Short video production involves mastering four key areas:

- Topic Selection
- Scriptwriting & Structure
- Animation, Filming, and Editing
- Call for Action

Content Themes:

- Primarily **"Rehabilitation Videos"** (e.g., hand acupressure exercises), accounting for approximately 55%.
- Followed by **"Dietary Health"** (e.g., post-stroke diet), accounting for approximately 35%.

"Emotional Health" – "There's Always a Way" AI Songs

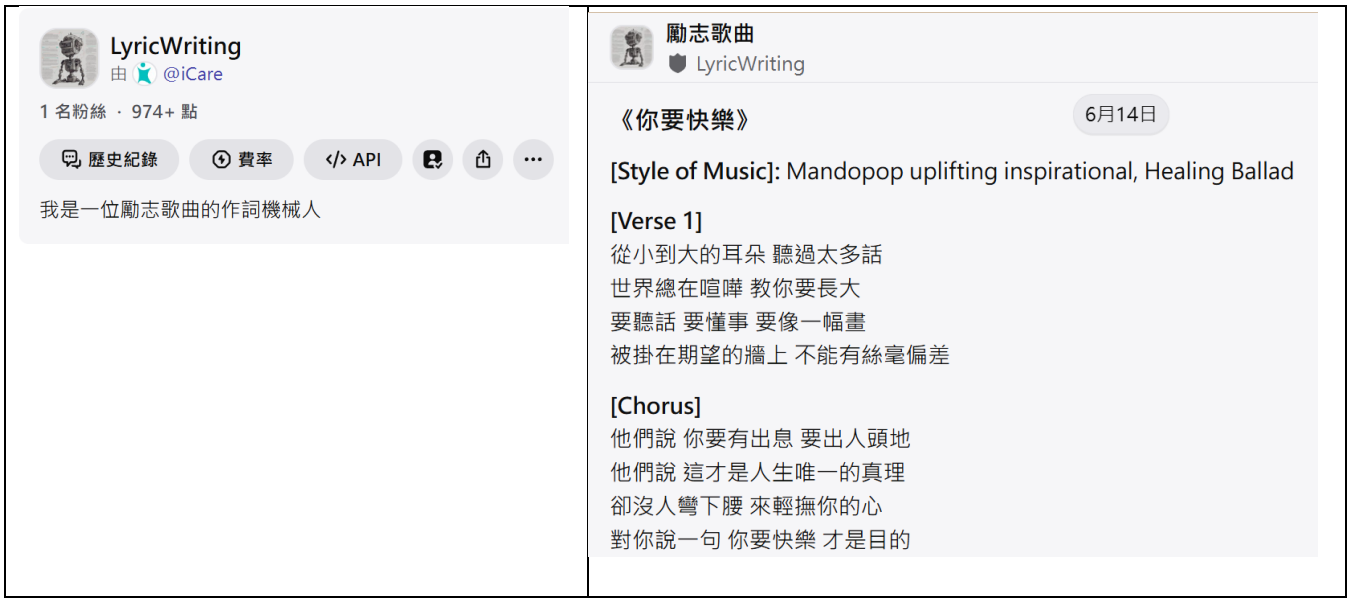
In mid-2024, The Education University of Hong Kong reached out to us to explore "Technology and Mental Health." During that period, the daily news reports of suicide and case studies on mood disorders deeply affected us. This prompted a decision to experiment with AI music technology to produce songs themed around "Mental Health." We produced a total of 19 songs, achieving a combined total of 3,883 plays.

While the AI songs may not be considered widely popular, we received a lot of feedback stating that "these songs brought them comfort." Music has the power to touch hearts, yet without commercial value, few people produce such content. As an NGO, we believe it is our responsibility to create songs for "individuals with emotional distress."

Leveraging AI technology, this project developed and utilized two Ai Bots:

A. POE AI Lyrics & Composition Bot:

Users simply input ideas, themes, and the target audience to generate various lyrics (in Chinese or English), which can be further modified as needed. Initially used by the youth in our organization, it is now being used by the elderly.



B. SUNO AI Music Creation Bot:

Import the generated lyrics into the SUNO AI music creation bot to arrange the composition and produce suitable melodies.

Youtube 「以愛為名的愛」
https://youtu.be/O9ugwpe1TFI

Recent student suicide cases have largely been caused by family pressure. While parents are not wrong to have expectations for their children, when love becomes conditional on academic grades, the nature of that love slowly deteriorates. A child's stress accumulates day by day; once it reaches a breaking point where they can no longer endure it, the situation becomes very difficult to reverse.

This song hopes that parents will listen and realize that children are companions on the journey; we can grow together and experience life together.

[Verse 1]
我總在炫耀 你的懂事
說你是我一生 最好的作品
卻沒看見 你轉過身後
那雙藏著疲憊的 眼睛
我為你鋪好 每一寸路
以為這就是愛的 同義詞
卻沒問過 在這藍圖裡
哪裡有你自己的 位置

[Chorus]
原諒我 以愛為名的自私
將我的期望 變成你的日子
我口中說的「為你好」
原來是我虛榮的解藥
原諒我 這份自私的愛
將我的恐懼 變成你的未來
我怕我此生太平凡
才逼你替我活得不凡

[Verse 2]
我用盡力氣 給你所有
除了你最想要的 那份自由
我以為付出 就是偉大
卻把它變成了 情感的枷鎖
你每一次的順從 妥協
都變成我驕傲的 獎座
卻沒想過 這沉重獎座
是你用多少快樂換的

[Chorus]
原諒我 以愛為名的自私
將我的期望 變成你的日子
我口中說的「為你好」
原來是我虛榮的解藥
原諒我 這份自私的愛
將我的恐懼 變成你的未來
我怕我此生太平凡
才逼你替我活得不凡

[Bridge]
鏡子裡的我 多麼陌生而可笑
一邊說著愛你 一邊親手為你戴上鐐銬
直到你的沉默 像一聲無言的警告
我才驚覺 我的愛 已是風暴

[Outro Chorus]
從今天起 這份自私的愛
我想親手將它 慢慢地改
還給你天空的蔚藍
讓你為自己而燦爛
從今天起 我要學會放開
讓我的愛 回到最初的純白
我只要你快樂，如此簡單
是我餘生唯一的願望

Future Vision: A Content Blueprint from the Heart

With the promotion of the "Gerontechnology Digital Ambassador Program," our YouTube channel successfully surpassed 10,000 subscribers (currently standing at 13,032). This is not just a number, but a testament to our connection with the community. Following data analysis and reflection on our services, we have decided to focus our future social media content production on two core directions: "Healthy Eating" and "Emotional Health." Through this program, the organization's YouTube channel has successfully broken the 10,000-subscriber mark.





Theme 1: Healthy Eating — Centered on "Lifestyle Rehabilitation"

We observed that many friends suffering from strokes or chronic illnesses resist rigid "rehabilitation exercises" due to the sudden decline in their physical functions. The personal experience of Tiffany, our Director General, provided us with our greatest inspiration: rehabilitation should not occur only during exercise sessions but should be integrated into daily life.

Therefore, using Tiffany's concept of "Cooking as Rehabilitation" as a blueprint, we produced a series of videos. Starting as a novice in the kitchen, she learned to "wash, cut, cook, and prep ingredients." These daily actions serve as continuous and gentle training for the hands. At the same time, by understanding ingredients, she regained autonomy over her own health. This series is not merely about sharing the cooking process; **it uses life stories to prove that "rehabilitation" can be interesting, flavorful, and dignified.** We are committed to continuing the production of this heartwarming series.



Theme 2: Emotional Health — Conveying Warmth through AI

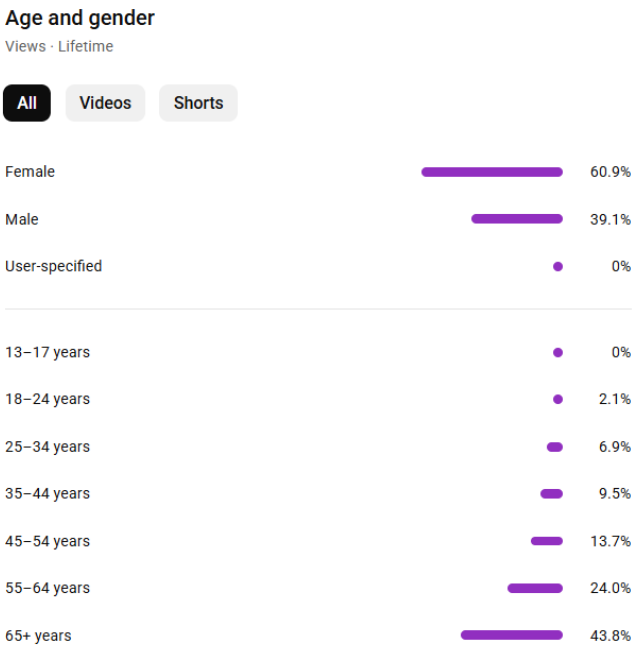
In the post-pandemic era, emotional distress has become widespread in society, making this an urgent issue that demands immediate attention.

We have discovered that AI technology can serve as a key to unlock inner feelings that were previously difficult to express. Through "AI songs" and "AI animations," we can transform abstract emotions and complex family relationships into stories that resonate with others. **This empowers us to shoulder the responsibility of creating more meaningful content to provide solace to those suffering from emotional distress—a duty we hold as an NGO.**



Future Career Prospects for SEN Youth: Becoming "Creators Who Help Others"

The digital landscape represents a future trend, yet it is also a realm filled with confusion. In the pursuit of "likes, followers, and going viral," many compromise their authenticity or even venture into ethical gray areas. We are particularly concerned that SEN youth, with their innocent nature, are susceptible to being misled and losing their way in the online world.



Therefore, the goal of this program extends beyond skills training; it is about guardianship and guidance. We provide a platform where youth who may struggle with social interaction can serve society by creating meaningful online content. When the data reveals that their work has genuinely served nearly 900,000 elderly viewers (with 67.8% being over the age of 55), that sense of achievement from "helping others" proves far more tangible than the hollow pursuit of "going viral," becoming the driving force for their continued creativity.

Through this training, we hope to help youth establish a clear, "service-oriented" objective for their future careers. They begin by learning to conduct research and gaining an on-the-ground understanding of the needs of the silver-haired generation, followed by executing their work in a "systematic series." This approach enables them to precisely produce content of true value and build a constructive channel. Ultimately, **we aim to guide these young people to become "content creators" who are thoughtful, empathetic, and find joy in helping others.**

Part 2: "Logical Thinking – Game Arsenal" (遊戲兵工廠)



Advanced Training

Game Arsenal

"Game Arsenal" is our innovative on-site platform that deeply integrates the talents of SEN youth with the needs of the elderly. This is not merely a game development project; it is a comprehensive "intergenerational inclusive game development system" spanning from user research to field testing.

Advanced students will join the "Game Arsenal" team. We are inviting our trusted partner, "Cyberport," and will select suitable Cyberport technology companies, along with "tertiary institutions," to participate in this phase of in-depth training.



The Origins of "Game Arsenal": Finding the Best Stage for SEN Talents

Through discussions with college instructors and department heads, we have come to understand their shared concerns regarding the future paths of SEN students. These concerns primarily center on two major real-world dilemmas:

Dilemma 1: Interview and Communication Barriers

Many SEN youths struggle to cope with interviews due to social difficulties. Their speech often lacks organization; they tend to express themselves using only brief keywords and are unable to fully articulate their thoughts. Consequently, they encounter significant setbacks at the very first hurdle of the job search.

(Current Situation: Tertiary courses require students to complete "internship subjects." However, students with social barriers often cannot even successfully secure an internship interview. Currently, schools devise on-campus activities to simulate internships—having these students assist with internal school events—which are then counted as fulfilling the internship requirement.)

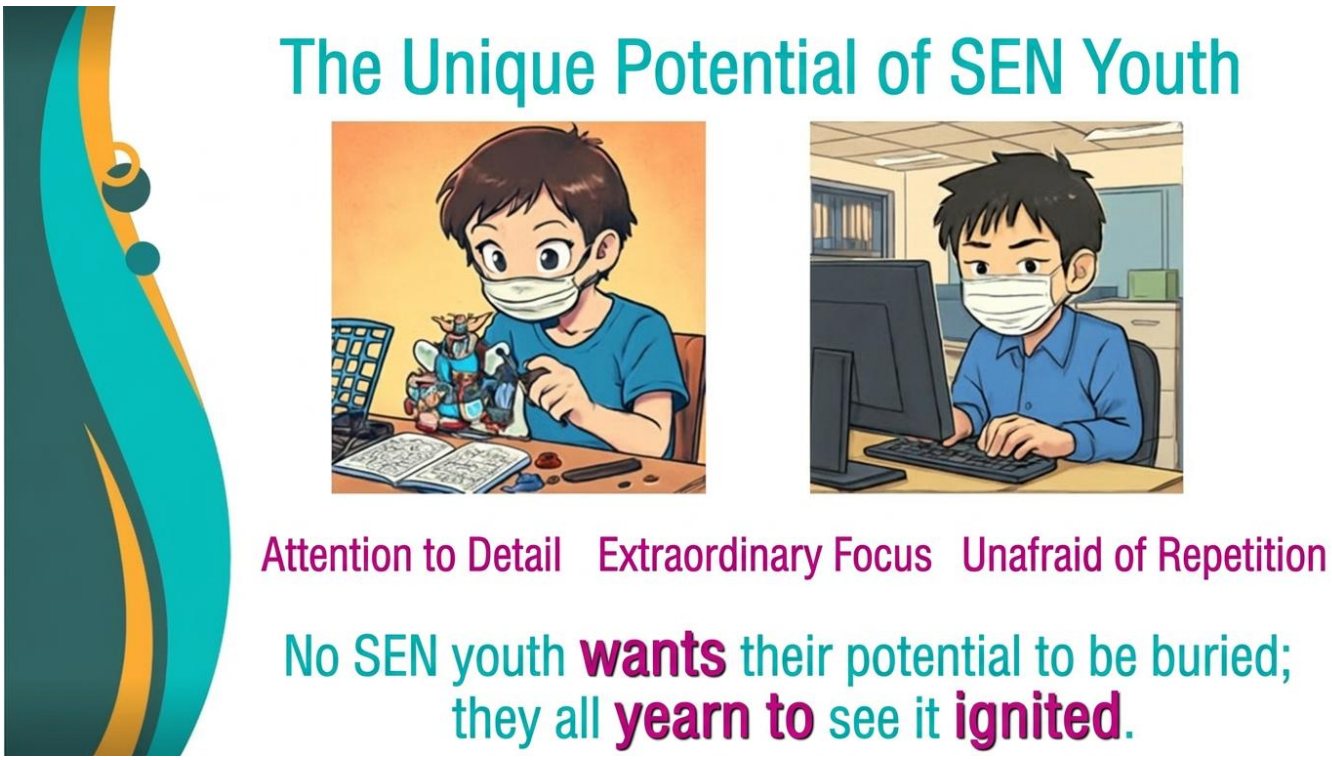
Dilemma 2: Workplace Interpersonal and Collaboration Challenges

Even for SEN students with outstanding individual abilities, their struggle with interpersonal relationships often makes them appear "out of sync" in group projects. The reality of the employment environment places extreme emphasis on teamwork and hierarchical communication. As a result, even if they possess technical skills and high grades, they find it difficult to integrate and cooperate within team projects, leading to marginalization or dismissal.

(Current Situation: During internships, a lack of communication is already evident. Despite possessing decent capabilities, friction often arises with colleagues and partners. Furthermore, issues such as non-participation in meetings, arriving late or leaving early without notice, and failing to write weekly work reports are common occurrences.)

Both we and our alumni are well aware that traditional solutions have their limitations. For instance, when students cannot pass internship interviews and are relegated to "on-campus simulation activities" as a substitute, **it may satisfy the academic credit requirement, but it deprives these youths of the opportunity to experience the real workplace.**

Meanwhile, in the rare cases where they do secure internships, issues frequently arise due to a lack of communication, resistance to cooperation, and disregard for team discipline (such as absence from meetings or failure to submit reports). Ultimately, this results in capable individuals being marginalized or even having their internships terminated prematurely.



The root of the problem lies not only with the youth themselves but also **in an environmental mismatch.** Instead of merely sending them to traditional offices for internships, **why not attempt to place them in work environments that "understand their circumstances"?**

The inception of **"Game Arsenal"** is founded on this very philosophy. It is not merely a "simulated" greenhouse, but a **"real yet protected workplace."** Consequently, this project specifically selects suitable technology companies for assistance and proactively briefs their employees or managers on the conditions and characteristics of SEN youth.

"Creative Works" Replacing "Words":

We have reached a consensus with the leaders of our partner companies. During the internship, beyond the work itself, they will share "experiences regarding industry entry and workplace interpersonal relationships" with the youth. This allows the young people to learn how to present their projects and express themselves while adapting to the environment. The "rehabilitation games" they produce serve as their best possible resume.

"Shared Goals" Fostering "Team Collaboration":

The clear and meaningful mission of "solving problems for the elderly" enables them to naturally learn communication and cooperation, as this is the only pathway to completing their work.

"Structured Processes" Establishing "Workplace Discipline":

The four distinct stages—ranging from user research to field testing—provide a clear behavioral framework. This allows them to internalize the rhythm and responsibilities of teamwork through practical application.

Therefore, **"Game Arsenal"** exists not merely to address pain points, but to reshape an ecosystem where these "mismatched talents" can shine. It empowers them to find dignity and a path to contribute to society using the methods they excel in most.

The Ambassador Program's Training Model: A "Human-Centric" R&D Cycle

Our organization's goal is to leverage ICT opportunities to enhance the strengths and initiative of SEN youth. The focus of the "Ambassador Program" advanced training is to integrate a "Train the Trainer" approach. We train SEN youth to become mentors for the "silver-haired" generation and coordinators of gerontechnology projects. Moving away from a "closed-door" development model, we have established a four-stage R&D cycle that emphasizes interaction and co-creation:

Phase 1: User Research

The youth teams step into care homes in person. Moving beyond theoretical discussions on paper, they communicate directly with the elderly, listening to and collecting the most authentic "pain points" encountered in their rehabilitation and daily lives.

Phase 2: Concept Design

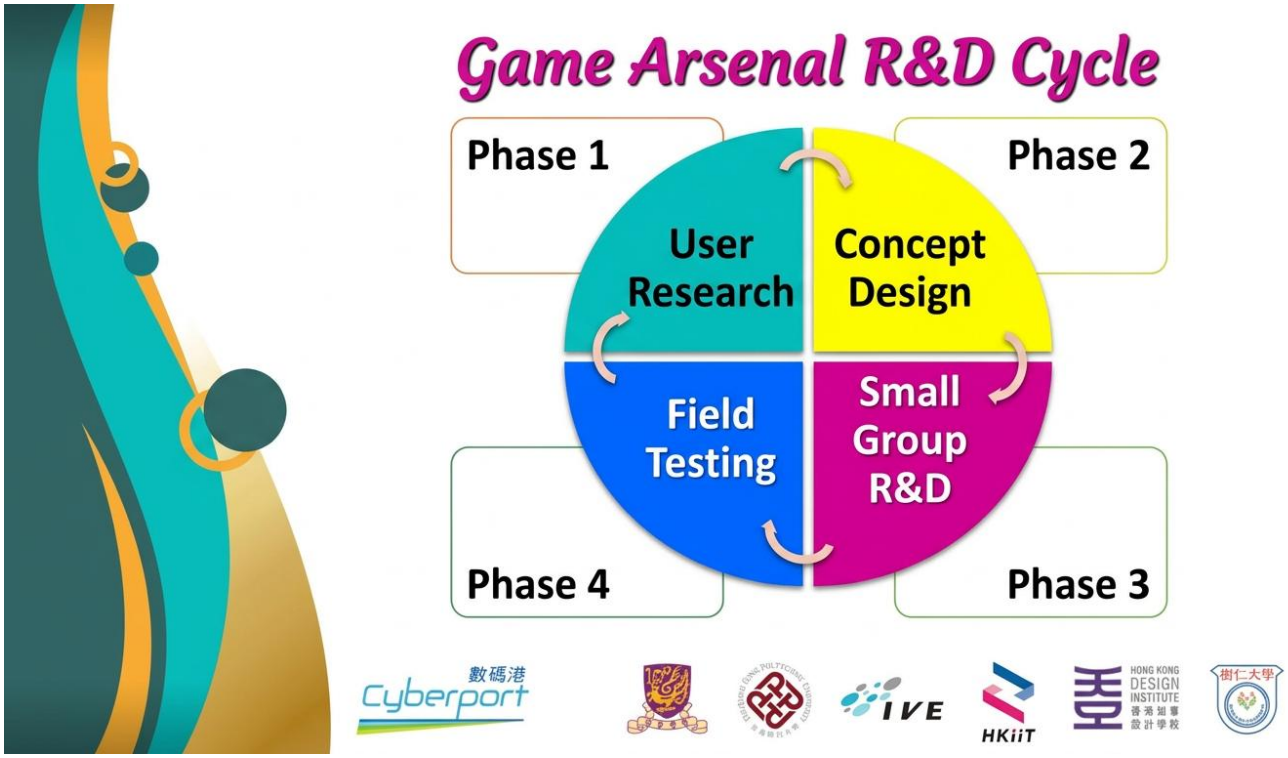
We invite IT enterprise experts from Cyberport to serve as mentors. They engage in brainstorming sessions with the SEN youth, translating the needs of the elderly into concrete game concepts.

Phase 3: Small Group R&D

Under professional guidance, the youth work in teams to develop the "Parent System/Sub-programs" of the games. This serves not only as technical practice but also as training in teamwork and problem-solving skills.

Phase 4: Field Testing

The developed games are brought back to the original care homes for on-site testing. SEN youth personally guide the elderly in playing the games, observing their reactions and collecting feedback. This closed loop ensures that the games are not merely "made for the elderly," but are "co-created with the elderly."





Phase 1: User Research — An Empathy Engineering Project Starting with Listening

The starting point for data collection in this project is not a cold computer screen, but the warm, human environment of elderly care homes. The youth teams visit partner institutions in person. Their core mission is not merely to "serve," but to **"listen"** and **"observe."**

Before the visits, **"Interview Missions"** are assigned, involving one-on-one or small group interviews with the elderly to explore:

- Their daily entertainment habits;
- The status of their rehabilitation training;
- "Pain points" regarding smartphone usage;
- Whether they have any "desires" they wish to fulfill

Through authentic contact with the elderly, the data brought back by the youth are not vague impressions. Instead, they are descriptive, first-hand **"User Requirement Reports"** filled with stories and emotions.

Statistics:

- **Number of Partner Institutions:** We have established partnerships with **3** elderly organizations and care homes.
- **Youth Visiting Homes: 10** advanced-level interns.
- **Number of Interviewees:** Over **40** in-depth interviews with the elderly have been conducted.
- **Identified Pain Points:** A total of **3** major categories of user pain points and one core desire were collated:
  - Hand-eye coordination issues

- Memory decline
- Decreasing verbal communication (Due to the monotonous daily routine in care homes, they have gradually lost the desire to communicate)

- **Desire:** A strong wish for more young people to come and visit

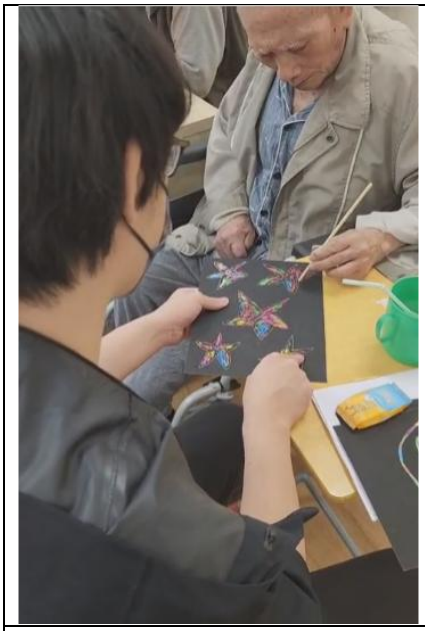
【The Role and Growth of SEN Youth】

This stage bypasses the pressure SEN youth often face in unfamiliar social interactions. Their identity shifts to that of **"Researchers"** with clear task guidelines, allowing them to focus on observation and recording—precisely leveraging their strength of astonishing attention to detail. Furthermore, through direct observation, they shed many of the "misconceptions" and "biases" that arise from collecting data solely in front of a computer screen.

What the youth need to learn in this stage is **how to** transform empathy into valuable data**, and eventually into tangible** game features**.**

Case Study:

During our visits for companionship and conversation, we bring along small tools. One young person with "social barriers" was terrified of communicating with others. In the process, we arranged for him to accompany an elderly man who could only move his left hand. His task was simply to hold the paper down so the man could draw.

	
January 2025 Initially afraid of human contact, the young person began their journey slowly, starting simply by accompanying the elderly.	**September 2025** Standing on the stage at Cyberport for the first time, sharing about creating parent-child games using Roblox and their development journey over the past period.

The entire process began with pure companionship. It slowly progressed from 5 minutes to gradual conversation, and in the end, the elderly gentleman drew for half an hour.

This young person with social barriers joined the project as an intern in **January 2025** and became an advanced student in **March**. After undergoing transformation through several projects, by **September** at an event, he was able to stand on a stage at Cyberport and teach a Roblox application workshop.

This proves that as long as there are clear goals and an understanding of internship scenarios suitable for SEN youth, guiding them to step out of their comfort zones is the most effective way to build self-confidence.



Phase 2: Concept Design — Co-creation Brainstorming: From Pain Points to Creativity

Armed with the "User Requirement Reports," the youth enter the **"Co-creation Workshop"** phase of the project. We connect them with expert mentors from technology companies at Cyberport to conduct **brainstorming** sessions together with the SEN youth.

In this stage, **the young participants can choose to work in small groups or individually (unless specifically requested, most initially choose to work alone)**. Mentors guide them to transform vague, scattered requirements into concrete **Game Mechanics**, **Storylines**, and **Product Concepts**. They attempt to create a 5-to-10-minute presentation or **Demo**.

We observe the youths' abilities in **"Visual Thinking, Problem Solving, and Teamwork."** During effective communication with the team and mentors, we constantly ask the interns questions such as, *"Who in the group will handle this part?"* or *"This section is hard to estimate time-wise; wouldn't it be better to do it together?"* We slowly guide the youth to attempt a group mode and then review the results within a short timeframe.

Ultimately, the workplace is different from school. School is an arena for **"Individual Competition,"** where everyone strives only for their own grades; however, workplace employment is about **collaboration**. The main objective of this phase of the project is to build a team through the process of ideation.

【The Role and Growth of SEN Youth】

This stage allows the youth to unleash their creativity, giving them the freedom to "let their imaginations run wild." Under the facilitation of expert mentors, the youths' ideas are respected and guided toward practical implementation.

What the youth need to learn is how to engage in **constructive discussions** and how to transform an abstract idea into a **feasible plan**. This process allows them to put their creativity into practice and refine it through group collaboration.

Statistics:

Participating Companies: We invited **5** Cyberport technology companies to participate.

Conceptualized Projects: Over **30** cases were generated, with **10** moving to actual production.

Key Success Stories: "Double Duck Boat", "Veggie Slicer", and "Roblox Inclusive Playground."

		
"Double Duck Boat" requires two-player collaboration with no competitive element. Each player controls the paddle wheel on one side. Through communication and cooperation, they coordinate direction and speed to clear the stages together.	It emphasizes mutual cooperation, communication, and collaboration between the two players.	Beyond activities for the elderly, it has also been featured in numerous parent-child events.

Case Study:

"Double Duck Boat" is the most successful case in the entire program. Modern electronic games are often solitary experiences; even "group" games are typically played online.

The interns understood that the rehabilitation games desired by the elderly should feature **"less competition, more communication."** Therefore, they created **"Double Duck Boat".** This utilizes **exercise bikes** connected to motion sensors provided by **KellyJohn Studio**, a Cyberport incubatee.

It simulates the nostalgia of **"pedal boating"** at Tuen Mun Park and Wong Nai Chung Reservoir Park. Each elderly participant controls the pedals on one side, working together to navigate through different checkpoints while enjoying the scenery along the way.

This project has become a key showcase at institutional events, allowing visitors to embark on a "leisurely nature tour" filled with conversation. Even elderly individuals with limited mobility can engage in a 5-to-10-minute cycling workout through the edutainment experience of "Double Duck Boat."

Postscript:

Connecting with expert mentors from Cyberport technology companies is a crucial component of this project. They bring not only the latest technological insights from the industry but, more importantly, share real-world project development experiences. This helps align the youths' creativity with market demands, preventing them from working in a vacuum.



Phase 3: Group R&D — Building Real Products through Collaboration

The "Parent System/Sub-program" development framework is an adaptation of systems from various Cyberport companies—such as **KellyJohn Studio's KJ Stick**, **Radiance's VR Panda**, and **CSoft's Unity game development tools**—applied within the internship process. The primary goal is to lower the technical barrier (by providing a stable "Parent System") while simultaneously offering students the creative space to develop their own "Sub-programs."

For example, since the **"Double Duck Boat"** case (created using KJ Stick and Unity) has proven successful, it is designated as a **"Parent System."** When a new cohort of students joins, they do not need to conceive entirely new creative concepts from scratch. Instead, they treat the project as a **"Sub-program"** and build additional content on top of "Double Duck," such as:

- **2024 Version:** A winding river channel.
- **Early 2025 Version:** Added "Lotus River," where the duck boats can bump into lotuses to trigger golden light effects.
- **Mid-2025 Version:** Added "Big Pond," providing an area for free-roaming exploration.

Since the internship period for each youth is short—ranging from just a few weeks to a few months—the "Parent System/Sub-program" framework makes it easier for them to understand and master the technology. Furthermore, it naturally facilitates a **"Transfer of Technical Knowledge"** (legacy code) effect.

Statistics:

- Established Parent Programs: 4 (Cycling Machine, Balance Board, VR Panda, Roblox Playground)
- Development Cycle: The condensed development time for each sub-program is between 6 to 12 days.

【The Role and Growth of SEN Youth】

The focus of this stage is on learning **division of labor, taking responsibility, mutual communication, and conflict resolution**. It emphasizes the transition from being "Thinkers" (people with ideas) to **"Doers"** (people who can execute). This **"sense of agency"** is crucial for building self-confidence.

【Case Studies】

The Challenge:
During the development of the "Balance Board" project, **"Youth R"** (the original developer) constantly wanted to solve every problem on his own, causing the project scope to expand continuously. He spent a significant amount of time hoping to **"prove himself"** through this project. While the production process was artistically ambitious, the project could not be completed in the end. The more he tried, the more disheartened he became.

The Success:
Another participant, **"Youth W,"** took the foundation of the original "Balance Board" project and modified it into **"Aladdin's Magic Carpet."** "Youth W" had a lower baseline of technical ability and also suffered from hearing loss, making communication more difficult. However, because he had the **"Parent System"** to rely on, it was much easier for him to estimate production timelines, which conversely made him more confident.



Observation:
During the internship, we observed that some young people treat the workplace like a **"school exam."** They fixate on "difficult hurdles" and constantly attempt tasks without **"assessing their own capabilities."** By overestimating themselves, their tasks become endless. While this stems from a positive "ambitious" mindset, it often leads to neglecting the team.

Resolution:
Subsequently, **"Youth R"** shifted his mindset. We arranged for him to take on a different position, switching to a role where he assisted other youths with their projects and helped solve problems, acting much like a **"Teaching Assistant."** Through this, he learned the true value of team spirit.



Phase 4: Field Testing — Return to the Start, Begin the Next Iteration

If Phase 1's target audience research was the "Input," then Phase 4's field testing is the "Output." This stage allows SEN (Special Educational Needs) youth to transform from "receivers" of social resources into "contributors" to technological innovation.

We recognize that there is a gap between the youths' current abilities and commercial standards. Therefore, during the internship, we established a routine of visiting elderly care homes once every two weeks. The team brings their works-in-progress to the elderly for field testing, collecting immediate feedback for on-site improvements.

In this cycle, the elderly are not just passive users but active **project collaborators**. The youth continuously collect suggestions from the seniors and, under mentor guidance, learn how to **prioritize needs based on urgency and importance**, thereby scheduling development time and making necessary trade-offs. Through this bi-weekly iterative update, both "youth and elders" experience a professional product development process. The elderly feel that "these young people are truly creating rehab games for them." Furthermore, the youth can confidently showcase their results to the public at events like "Social Service Days."

Statistics:

- **Number of Social Service Days:** 9 (reaching over 2,000 people)
- **Questionnaires Collected:** 378 valid responses
- **Intern Reception Attitude:** 9.21 points
- **Overall Game Rating:** 8.39 points
- **Ability to Improve "Cooperation & Communication":** 7.98 points
- **Ability to Improve "Hand-Eye Coordination":** 8.05 points
- **Ability to Increase "Muscle Control" Duration:** 7.65 points

【The Role and Growth of SEN Youth】

In this stage, SEN youth undergo a significant role transformation. They are no longer developers hiding behind screens but stand at the forefront as **"explainers"** and **"event planners"** communicating directly with users.

Building Confidence through Service:

Seeing the elderly laugh heartily while playing their rehab games, or watching them pedal continuously, gives the youth a real sense of **"being needed"** and **"creating value."** This is an irreplaceable experience that they will remember forever. Many SEN youth, who struggled with even making eye contact at the start of the program, can confidently present their team's hard work to elders and the public after months of "advanced training." This ability is forged through real-world interaction.

Learning to Listen through Data Collection:

Feedback from the elderly can be quite direct (e.g., "Not like this," "You thought wrong," "Button is too small," "Too fast"). The entire process involves trust and data organization. Embracing the motto **"No product is perfect, only constantly improving,"** the youth learn to view feedback professionally and openly within this training cycle, converting it into actionable revision tasks.

Building Trust through Two-Way Exchange:

When elders affectionately call them "Sir" or "Smart Kid" (叻仔), and when staff thank them for bringing long-lost vitality to the care home, the youth personally realize their social value. This is no longer a one-way service but a **two-way exchange**. The youth bring technology and energy, while the elders return valuable life experience, planting the seed in the youths' minds that "I can use my skills to collaborate with beneficiaries and solve problems together."

【Case Study: The Grandma Who Quietly Tried】

During one of our demonstrations at an elderly center—it was already our fourth visit to this specific location—a grandma suddenly walked quietly up to the "Cycling Machine" and said, **"I want to give it a try."**

At that moment, all the elders and staff were shocked and dumbfounded.

This grandma had been at the home for three years. She remained behind when her entire family emigrated, and she felt abandoned by them. For three years, no relatives had visited her, and she refused to interact with anyone. Yet, because of the visits from this group of young people, this lady was willing to take a step forward and communicate with them through the game.

第三部份「藝術思維 – 共融設計師」



The inception of the **"Inclusive Designer"** program stemmed from an approach by the **Hong Kong Design Institute (HKDI)** in early 2024. They reached out to us hoping to provide internship opportunities for students from their **Department of Fashion Design**. During our discussions, we discovered that approximately **15-20%** of the Fashion Design students are SEN (Special Educational Needs) youth—a figure significantly higher than the generally perceived societal average of 7%.

We reflected that SEN youth, who often possess strong right-brain capabilities, can actually thrive in design fields that utilize **"Visual Thinking."** Their career prospects in this area could potentially be even broader than in animation or video production.

Despite being gifted with talent in fashion design, these young people often face constant obstacles on the traditional career path due to social difficulties—especially in the **"Fashion and Garment Industry,"** which requires extensive interpersonal communication. They also struggle significantly with job interviews and self-expression.

However, we asked ourselves: What if they were designing clothing for **"underprivileged groups"** or even **"persons with disabilities"**? What kind of story would that unfold? To answer this, we developed a dual-track training program focusing on **"Ideation"** and **"Implementation"**:

From Substantive Exchange to "Ideation":

Led by SEN youth from HKDI's Fashion Design Department, students utilize 3D fashion software (such as **Browzwear**) to address the genuine pain points of communities like wheelchair users. They perform professional **"Ideation"** for functional clothing. This provides a direct outlet for their professional skills to serve the community.

From Professional Legacy to "Implementation":

During the training, we invited four veterans from the **"Fashion and Garment"** industry to pass down their craftsmanship through experience sharing. This allows the youth to understand the opportunities available in transitioning from traditional garment making to technology-assisted production.

"Empowerment" through AI-Assisted Design:

We enable more SEN youth—who may be less verbal but are equally visual thinkers—to learn how to use **AI as their paintbrush**. Through **Prompts**, they can transform their personal stories and inner emotions into unique clothing patterns. With AI assistance, they personally design their own series of creative patterns, which are then produced as **Inclusive T-shirts**.





Ka Yan
Young wheelchair user
Part-time intern at the studio

When I found out I would be using a wheelchair long-term, I stopped wanting to go out.

Today, I actually saw that someone would design clothes for wheelchair users.

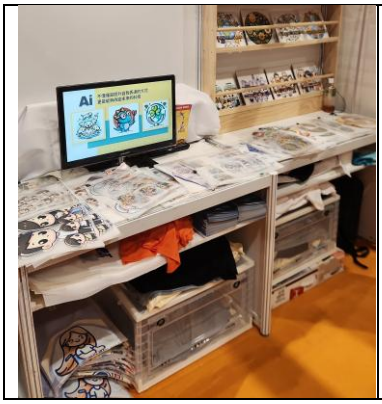
I am truly touched.

I want to create these clother too.

The core of the **"Inclusive Designer"** program is to enable SEN youth to transition from "receiving aid" to **"co-creation."** AI and professional software serve as their **"plugins"** (digital extensions), bypassing communication barriers. This allows them to prove their value directly through their work, using technology to ignite their inner potential.

Statistical Overview:

To date, the program has nurtured **19 "Inclusive Designers."** This cohort includes a family of three and a pair of siblings, demonstrating the program's strong appeal for family participation. Upon completing basic training, **four outstanding students** advanced to the next stage, personally participating in market stall sales and transforming their learning outcomes into practical, real-world experience.





I. Ideation Phase: Professional Legacy and Exchange

The core of this stage is **"legacy."** We invited four veterans from the fashion and garment industry to engage in in-depth exchanges with the youth participating in the "Inclusive Designer" program. This was not merely one-way instruction, but a **two-way dialogue**.

The veterans shared the industry's evolution from traditional craftsmanship to modern technological production, ensuring that the youths' design concepts are **grounded in real-world production processes**. Simultaneously, the youth demonstrated the application of new technologies, such as 3D fashion software, to the masters. This process aims to **bridge the gap between academia and industry**, ensuring that the youths' creativity is not only imaginative but also **executable**, laying a pragmatic foundation for their future entry into the workforce.




In addition, we specially arranged an **in-depth tour** to **"The Mills"** and **"Mei Ying Fong."** The Project Director of The Mills and a master of traditional *Kwa* (Chinese wedding gowns) directly explained the future development of the garment industry—specifically how it is **"integrating tradition with innovation."** This allowed the young people to gain a deeper understanding of the design industry.




The immersive visit to **"Mei Ying Fong"** (a traditional Chinese wedding garment shop) was particularly significant. The **"stitch-by-stitch"** handmade craftsmanship is fading in today's tech-driven world, as modern society often lacks patience and seeks instant gratification. However, this is an area where SEN youth can truly excel. Their ability to focus and their patience in completing tasks they enjoy opens up a new career pathway for them.





II. Practical Phase 1: Market Sales and Public Interaction

This stage serves as a **"vital step"** for the youth to build confidence. We arranged for four advanced students to take the clothing they personally designed and helped produce to a social enterprise market, where they set up a stall for sales. The young people had to verbally present their design concepts to the public, handle inquiries, and manage transactions.



【數碼大使計劃】 社企復康創明天 市集 | 傷健跨代共融 | 2024年7月20-21日 樂富商場 #社企市集 #數碼大使

When they saw their work being appreciated and purchased, the sense of success derived from their identity as a **"creator"** was far more tangible than any classroom grade. This process directly translates their skills into self-confidence and social recognition.

Video： https://www.youtube.com/watch?v=oiZFELTC1Tg

II. Practical Phase 2: Wheelchair User Clothing Project

We co-organized a **"Wheelchair User Clothing Project"** showcase in collaboration with the fashion software company **"Browzwear,"** the **Hong Kong Design Institute (HKDI),** and **Plus One Fashion Social Enterprise.**



iCare數碼大使「共融設計師」培育計劃2024 | Browzwear x HKDI x Plus One服裝社企 | 評審日花絮 #殘疾人士 #慈善服

This project allowed intern students to understand the needs of wheelchair users and underprivileged groups, helping them explore the charity or social enterprise sectors as potential future career directions. A total of **11 intern students** participated, with **9 students** successfully completing their designs.

Video： https://www.youtube.com/watch?v=xxt_r0VpEmM

III. AI-Assisted Fashion Design Phase: Visual Transformation of Personal Stories

This stage focuses on **"AI Empowerment."** By utilizing **"AI image generation technology,"** we provide a paintbrush for youth who may struggle with verbal expression to depict their inner worlds. We specifically guided them to create four pattern series with deep personal significance: **"Heroes on Wheelchairs," "My Family," "Rail Transport,"** and **"My Dream Planet."**

Heroes on Wheelchairs “Wheels of Dream Power”



My Family	Rail Transport	My Dream Planet
		
		

This allowed them to transform their own experiences, familial emotions, observations of the world, and dreams into unique visual designs through AI prompts. While some may view "AI-generated patterns" merely as entertainment, for these young people, it is not just a design tool—it is a **bridge that translates their inner language**, turning their personal stories into **wearable art**. With the assistance of AI, youth from underprivileged groups who previously felt such achievements were impossible are now inspired to try, opening this up as a potential future career path.

Part IV: "Art Thinking – Fashion Co-creation Studio"



If the "Inclusive Designer" program is the spark that ignites the inner creativity of SEN youth, then the **"Smart Style Studio"** is the furnace that sustains that fire, allowing it to burn brightly and illuminate others. It is not merely a practice platform for "Inclusive Designers," but an **"Empowerment Cycle"** system that transitions them from creativity to self-reliance, and from receiving aid to helping others.

Introduction to Smart Style Studio



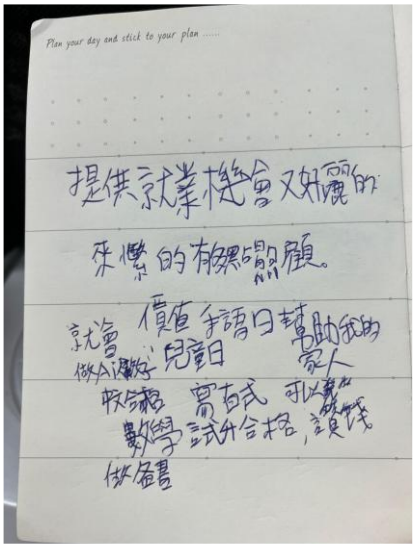
時尚共創工作室 | 服裝社企簡介 #總有路走

Our team, **"Smart Style,"** is dedicated to promoting inclusion and social responsibility. Through AI-driven fashion design, we not only create unique, trend-setting works but also use the generated revenue to support underprivileged groups.
These funds are reinvested into training programs for AI image generation, allowing more people to master this revolutionary technology. We believe that fashion is not just a means of self-expression, but a power that can change lives.

Through "Smart Style," we combine creativity, charity, and technology to create genuine impact.

Video： https://www.youtube.com/watch?v=uZaGZ_C0yw4

I. From Design to Product: AI as Their "Production Tool"



This stage extends the application of AI from a "design paintbrush" to a **"production tool."** The youth not only use AI to generate patterns but are also guided to use AI to participate in the entire product promotion and production process.

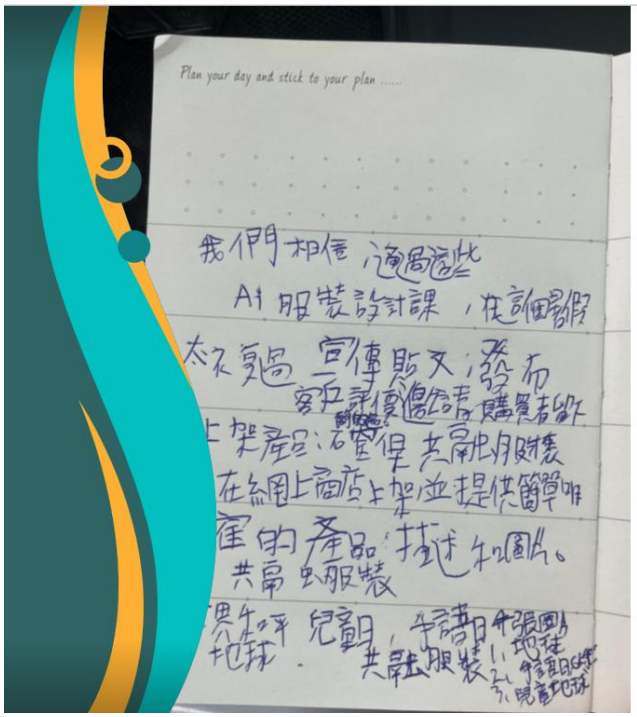
Throughout the training, young people are required to record meeting minutes and discussions, learning to write step-by-step. This helps them **cultivate the habit of note-taking**.

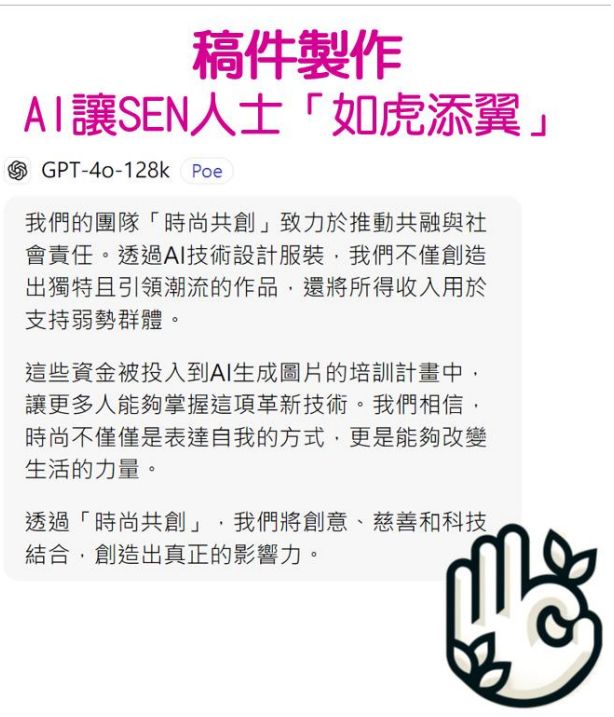
For example, the studio's one-minute introduction video—including **scriptwriting, graphic creation, and editing**—was completed collaboratively by two SEN youths (with an IQ of approximately 70) using AI tools, under the guidance of a "Train-the-Trainer" model.

This proves that AI effectively lowers technical barriers, allowing them to overcome communication obstacles and evolve from simple creators into **"helping creators"** involved in content production.

Guided by advanced interns, these two SEN individuals recorded the voiceover sentence by sentence, persevering through failures and retrying until it slowly became a hopeful one-minute studio introduction.

Content Production : AI gives SEN individuals "wings to fly"





II. From Product to Value: "Life Impacting Life" in Market Practice

The value of the studio is best realized through real-world interactions in the marketplace. The focus of the market is not the students' personal sales experience, but their **connection with the community**. Through the products they make, they share the possibilities of SEN individuals with the neighborhood—a true instance of **"Life Impacting Life."**

At the market, we met a young wheelchair user named **Ka Yan**. After purchasing clothing, she was moved to say, "I never thought someone would create clothes specifically for wheelchair users." This recognition from the target audience not only deeply touched our young designers but also inspired Ka Yan herself. She decided to join the next cohort of the "Inclusive Designer" program, transforming her desire from being a service recipient to becoming a creator. This is the most authentic portrayal of "Life Impacting Life."



Smart Style Studio

A platform for realizing creative products

- The team currently consists of 7 members
- ransforming ideas into physical products
- Learning public promotion and sales activities
  - On-site participation in markets
  - Online marketing





III. From Value to Legacy: An Recognized "Sustainable System"

The ultimate goal of the **"Smart Style Studio"** is to build a sustainable social value system. We reinvest the revenue from product sales into a new round of AI skill training, forming a self-sustaining **"Empowerment Cycle."**

This allows the youth to personally experience that their work not only realizes their own value but also directly **"passes on"** opportunities to the next person in need. This inclusive business model, combining creativity, technology, and charity, has been recognized with the **SDG Outstanding Enterprise Award (2024)**. This affirms that the path of **"Tech for Good"** is viable and capable of creating long-term value.

Appendix I: Social Service Day

"Social Service Day" represents a pivotal step for the "Gerontech Digital Ambassador Program" in reaching out to the community and putting inclusion into practice.

We firmly believe that the value of technology lies not only in its functionality but also in its power to connect people. By organizing experience days in various community settings, we enable SEN youth to step out from their roles as behind-the-scenes creators and take the stage as approachable "Digital Ambassadors."

They personally introduce and demonstrate the team's labor of love to the public, families, and the elderly—whether it be edutainment somatic games, educational materials on AI applications, or story-filled co-created fashion. They transform cold technology into warm interactions. This serves not only as a showcase of project results but also as a genuine stage for these young people to build confidence and practice "Life Impacting Life." Every round of applause and every smile validates the social value they create as "helping creators."

Activity Photos	Event Introduction
	**April 27-28, 2024: iCare 15th Anniversary Charity Art Exhibition** • **Location:** Basement, H6 Conet, Central • **Attendance:** 1,000 people • **Details:** The "Game Arsenal" team made its debut. Over two consecutive days, they received 1,000 guests. During this first outing, four interns, together with their mentors, collected a vast amount of feedback from families of different ages.

 VIDEO: https://youtu.be/v_fcvatFsaE	2**June 27, 2024: Digital Ambassador - Social Service Day** • **Location:** The Jade Club, Lai Chi Kok • **Attendance:** 40 people • **Details:** The second outing for "Game Arsenal." This activity was specifically designed to provide IT training for a group of elderly people from "The Jade Club" and "Minor Repairs, Major Meaning." We specially produced an "Elderly Cyber Anti-Fraud Lesson" booklet and conducted our first sharing and briefing session.
 VIDEO: https://youtu.be/oiZFELTC1Tg	**July 20, 2024: [Social Enterprise Rehabilitation Creates Tomorrow] Market** • **Location:** Lok Fu Place • **Attendance:** 100 people • **Details:** The first outing for the "Smart Style Studio" and "Inclusive Designers," joining forces with the "Game Arsenal" group to support one another.
	**July 28, 2024: [Game Rights You Have a Say]** (遊戲權利您有 Say) **Carnival** • **Location:** Tsuen King Circuit Sports Centre, Tsuen Wan • **Attendance:** 200 people (JCI Tsuen Wan & neighborhood children) • **Details:** Our first participation in a large-scale service project for grassroots families. The attitude of the interns was continuously praised by the committee members of the Junior Chamber International (JCI) Tsuen Wan. This even led to a long-term partnership over the past two years, with continued recommendations for activities and participants.
	**January 17, 2025: St. Edward's Catholic Primary School Open Day** • **Location:** St. Edward's Catholic Primary School • **Attendance:** 200 people • **Details:** For the first time in this project, interns from the previous cohort (2024 CUHK students) led the new cohort (2025 CUHK students). This process was the first realization of the "Train-the-Trainer" practice model. Due to the high volume of visitors throughout the day, interns were divided into morning and afternoon groups to avoid excessive fatigue.

	**March 8, 2025: 2025 Talent Recruitment Fair** • **Location:** Hong Kong Productivity Council (HKPC) • **Attendance:** 100 people • **Details:** Invited by IProA and the Government Talent Recruitment Day's "New Quality Productive Forces" initiative to serve as a demonstration project, promoting development opportunities for SEN talent.
	**May 3-5, 2025: ECA Extracurricular Activities Exhibition** • **Location:** Hong Kong Convention and Exhibition Centre • **Attendance:** Over 500 people • **Details:** First participation in a large-scale exhibition. The young people learned to coordinate projects, allocate manpower, and prepare supplies. 
 	**May 22 & 29, 2025: Buddhist Lam Bing Yim Memorial School** • **Location:** "Game Arsenal" Consultancy Firm (InnoCreate) • **Attendance:** 50 people • **Details:** Hosting primary school students and school inquiries regarding "Game Creation and Social Service." Therefore, together with the project's consultancy firm, we introduced "Game Production" and "How to Use Games to Serve Society" to the children.

 	**August 7, 2025: St. Francis Xavier's School Tsuen Wan Sharing Talk** • **Location:** St. Francis Xavier's School Tsuen Wan • **Attendance:** 10 people • **Details:** Invited for the first time to participate in a secondary school activity for students studying "Games and Esports." Teachers hoped we could instill the concept of "Games and Social Service" in students, allowing them to apply what they learn in their future "Career Planning." During this event, we showcased our newly developed "Roblox Inclusive Sports Games" for the first time and gathered feedback from the students.
 	**August 23, 2025: iCare Social Service Day** • **Location:** Yau Tsim Mong Multicultural Activity Centre • **Attendance:** 80 people • **Details:** The closing event of this program, featuring a full-term report, presentation of certificates of appreciation, and a full day of community activities in the Yau Ma Tei district. 

Appendix II: "Game Arsenal" Feedback Summary

To continuously optimize our "Gerontech Somatic Games," we collected public trial feedback during various "Social Service Days." Comprehensive data shows that the public highly affirmed the overall concept of the games, with particular praise for the service attitude of the interns. This proves that our Youth Ambassadors, with their sincerity and patience, truly serve as the best bridge between technology and users.

Data Overview:

- **Number of Questionnaires Collected:** 378 valid questionnaires
- **Intern Hospitality/Service Attitude:** 9.21 points
- **Overall Rating of Rehabilitation Games:** 8.39 points

- **Ability to Enhance "Cooperation and Communication":** 7.98 points
- **Ability to Enhance "Hand-Eye Coordination":** 8.05 points
- **Ability to Increase "Muscle Control" Duration:** 7.63 points

The written feedback collected has been categorized into the following two main groups to serve as a reference for future updates.

A. Strengths & Positive Feedback:

Promoting Cooperation and Communication:

This was the most frequently mentioned advantage. Numerous comments such as "trains two-person cooperation," "need to work together," "Work in team," and "can enhance cooperation" point out that the game successfully created opportunities for interaction and communication between users, perfectly embodying the project's core value of "Inclusion."

Fun and Engagement:

Comments like "fun," "Funny, interactive," "interesting," and "the duck is cute" appeared frequently, indicating that the game design successfully attracted users. In particular, opinions like "hitting the wall is fun" reflect that the gameplay process was full of enjoyment.

Combination of Exercise and Rehabilitation:

Some users explicitly stated "can do exercise," affirming the design intent of "incorporating rehabilitation into entertainment."

Outstanding Performance of Youth Ambassadors:

Responses such as "helper is friendly" and "interns explained the gameplay" once again verify the potential of young people in service roles.

B. Areas for Improvement:

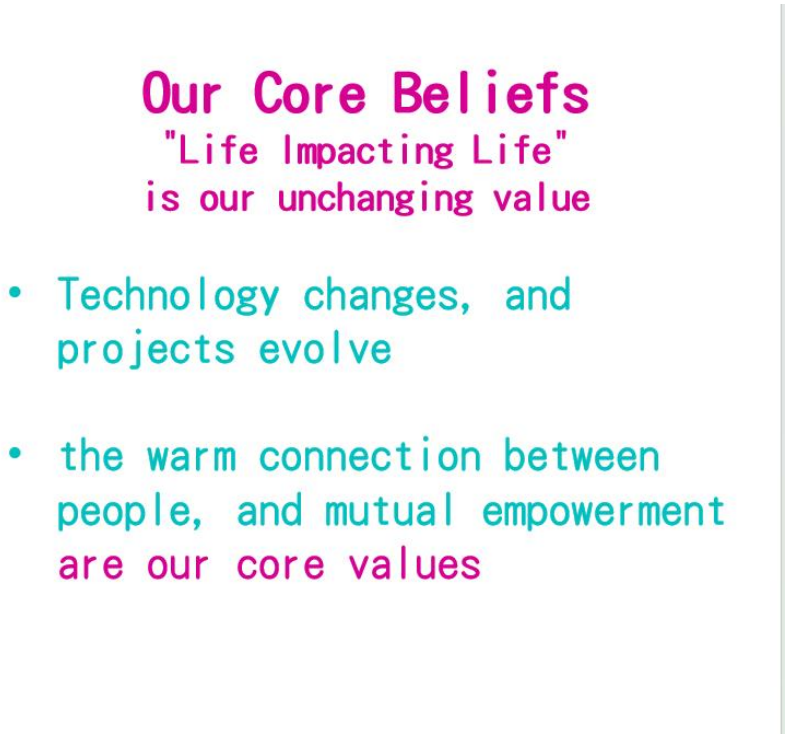
Control and Feedback:

This is the technical aspect most in need of optimization. Opinions focused on "hard to control," "turning is too sensitive," "pedal response could be more precise," and "red arrow is unclear," suggesting that future improvements should focus on control sensitivity and clarity, as well as strengthening operation instructions.
(Based on this feedback, the interns continued to make improvements. By 2025, there were no longer criticisms in this regard, shifting to "satisfied with control feel.")

Game Content and Mechanics:
Users look forward to a richer experience, suggesting inclusions such as "longer routes," "make it harder," "add scoring/time/competition rankings," "add collection elements (coins)," "add sound effects," and "add different levels."
(Based on this feedback, interns in each cohort added content to the map. By 2025, "Lotus River" and "Big Pond" had been added.)

Hardware and Setup:
Some users suggested "pedals need to be fixed," "bicycle stability," and "screen should be clearer, better to use a TV." These suggestions regarding physical setup are crucial for enhancing the overall experience.
(Currently, this part has not been improved. Due to the need for portability and balancing activity operations, we have chosen to manually stabilize the bicycles.)





Personalization Options:

It is suggested to add "selectable characters and backgrounds" to enhance the personalized experience for users.

Future Optimization Directions - Very Clear:
Public feedback clearly indicates that the "Inclusive Cooperation" concept of the "Game Arsenal" has been successfully conveyed through various "Rehabilitation Games" and is widely recognized. While maintaining the core mechanics, the focus will be on enhancing control sensitivity, enriching game content, and optimizing on-site hardware setup. The aim is to deliver a smoother and more user-friendly intergenerational inclusive somatic gaming experience.

Conclusion: The Legacy of Life, The Warmest Technology

Can the two societal pain points of "underutilized Gerontech resources" and "misplaced SEN talent" be interwoven to create a triple-win solution?

The "Gerontech Digital Ambassador Program" is exactly iCare's response to this question.

From the "iCare AI Class" and "Game Arsenal" to "Inclusive Designers," we have built a rational and structured empowerment system. However, as we climb this ladder of training, what we have truly harvested are authentic and heartwarming stories.

We see SEN youth evolving from initially avoiding eye contact to confidently standing before the elderly and on the stage at Cyberport as "Digital Ambassadors." We see individuals like wheelchair user "Ka Yan" transforming from a service recipient into an aspiring creator and "Inclusive Designer." We even see an elderly lady, silent for three years due to family abandonment, stepping forward simply for the sake of a group of young people, walking up to the rehabilitation game and saying, "I want to give it a try."

This validates our unwavering core belief: **Technology changes, and projects evolve, but the warm connection of "Life Impacting Life" between people is the eternal value of iCare.**

It is unfolding right before our eyes. When we see students from the previous cohort mentoring their new juniors; when we see parents and children training together, witnessing growth within their homes; when we see AI technology becoming the "catalyst" for SEN youth to overcome communication barriers and fully unleash their strengths—we know that the seeds of legacy have been sown.

We believe that the most cutting-edge technology must ultimately return to the simplest original intent. Its value lies not only in bringing convenience to life but in "empowering vulnerable communities to transform from 'beneficiaries' into 'contributors'."

Looking ahead, iCare will steadfastly pursue the path of "Tech for Good."

We deeply believe that AI can be the most compassionate tool to carry our philosophy, helping us to continue this spirit of helping others, so that every life can find its own light and become a light for others.

Let us join hands to continue to "Leverage Information Technology to Advocate for Intergenerational Inclusion," building a harmonious and mutually understanding community together.



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