

EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 118/2024

From : Secretary for Education

To : Heads of Kindergartens, Primary and
Secondary Schools

Ref. : EDB(CD)/ADM/50/1/2(45)

Date : 17 May 2024

Distribution of Learning and Teaching Materials by Curriculum Development Institute (May 2024)

(Note: This circular memorandum should be read by heads of all kindergartens, primary and secondary schools)

Summary

The purpose of this circular memorandum is to inform heads of kindergartens, primary and secondary schools about the distribution of learning and teaching materials by Curriculum Development Institute, Education Bureau, and the related arrangements. Materials to be distributed in this issue are:

- Prospectus for Applied Learning (2025-27 cohort) (Online version);
- “RTHK TV31 French May” Cultural Programmes;
- 「2023/24 中華經典名句」學與教資源 (Chinese version only);
- Online Chinese Language Self-learning Resources for Non-Chinese Speaking Students (Newly Developed Resources);
- Lifelong Love of Reading - Joyful Reading for Truth, Goodness and Beauty – “Book Delivery” Series;
- Learning and Teaching Tips in Primary Humanities: Diversified Learning Strategies of Exploring National History (Chinese version only);
- 廉政公署德育繪本《小啡豆周圍走——深水埗篇》(Chinese Version only);
- “Chinese Civilisation - National Education and National Security Education Learning and Teaching Resources” (Primary) (Issue No.3) (Chinese version only);
- National Geography Series: Dongguan and Huidong Field Study (Industry and Farming) Learning and Teaching Materials;
- Learning and Teaching Resources for Secondary History Curriculum *History Trips Go Easy* Mobile App (updated version); and
- Learning and Teaching Resource Lists.

Details

2. Learning and teaching materials to be distributed in May 2024-

a) For kindergartens:

	<i>Key Learning Area/ Subject/ Cross Key Learning Areas</i>	<i>Title</i>	<i>For the attention /action of</i>	<i>Remarks</i>	<i>Annex</i>
(i)	Values Education	廉政公署德育繪本 《小啡豆周圍走— —深水埗篇》 (Chinese Version only)	Principals	—	7

b) For primary schools:

	<i>Key Learning Area/ Subject/ Cross Key Learning Areas</i>	<i>Title</i>	<i>For the attention /action of</i>	<i>Remarks</i>	<i>Annex</i>
(i)	Chinese Language Education	「2023/24 中華經典 名句」學與教資源 (Chinese version only)	School Heads, Chinese Language Panel Chairpersons and Teachers	Not applicable to ESF schools and International schools	3
(ii)	Chinese Language Education	Online Chinese Language Self-learning Resources for Non-Chinese Speaking Students (Newly Developed Resources)	School Heads, Chinese Language Panel Chairpersons and Teachers	—	4
(iii)	Curriculum Resources	Lifelong Love of Reading Joyful Reading for Truth, Goodness and Beauty – “Book Delivery” Series	School Heads, Teacher-librarians and Teachers	Not applicable to Special schools, ESF schools and International schools	5
(iv)	General Studies / Primary Humanities	Learning and Teaching Tips in Primary Humanities: Diversified Learning Strategies of Exploring National History (Chinese version only)	General Studies Panel Heads and Teachers	Not applicable to ESF schools and International schools	6

	Key Learning Area/ Subject/ Cross Key Learning Areas	Title	For the attention /action of	Remarks	Annex
(v)	Moral, Civic and National Education	“Chinese Civilisation - National Education and National Security Education Learning and Teaching Resources” (Primary) (Issue No.3) (Chinese version only)	School heads and teachers	Not applicable to ESF Schools and International schools. (Please see footnote ¹)	8

c) For secondary schools:

	Key Learning Area/ Subject/ Cross Key Learning Areas	Title	For the attention /action of	Remarks	Annex
(i)	Applied Learning	Prospectus for Applied Learning (2025-27 cohort) (Online version)	School Heads, Applied Learning Co-ordinators, Career Masters/Mistresses and subject teachers	Not applicable to ESF schools and International schools	1
(ii)	Arts Education	“RTHK TV31 French May” Cultural Programmes	School Heads, Arts Education KLA Coordinators and teachers	—	2
(iii)	Chinese Language Education	「2023/24 中華經典名句」學與教資源 (Chinese version only)	School Heads, Chinese Language Panel Chairpersons and Teachers	Not applicable to ESF schools and International schools	3
(iv)	Chinese Language Education	Online Chinese Language Self-learning Resources for Non-Chinese Speaking Students (Newly Developed Resources)	School Heads, Chinese Language Panel Chairpersons and Teachers	—	4
(v)	Curriculum Resources	Lifelong Love of Reading Joyful Reading for Truth, Goodness and Beauty – “Book Delivery” Series	School Heads, Teacher-librarians and Teachers	Not applicable to Special schools, ESF schools and International schools	5

¹ Recommended for reference by the Co-ordinators/ Teachers in charge of CBLE Ambassadors.

	Key Learning Area/ Subject/ Cross Key Learning Areas	Title	For the attention /action of	Remarks	Annex
(vi)	Personal, Social and Humanities Education / Geography	National Geography Series: Dongguan and Huidong Field Study (Industry and Farming) Learning and Teaching Materials	Geography Panel Chairpersons and Teachers	Not applicable to ESF schools and International schools	9
(vii)	Personal, Social and Humanities Education / History	Learning and Teaching Resources for Secondary History Curriculum <i>History Trips Go Easy</i> Mobile App (updated version)	Principals, History panel chairpersons and teachers	Not applicable to Special schools, ESF schools and International schools	10

3. Please refer to the respective Annexes for the detailed information. We shall forward the items at Annex 3 by post to schools within three weeks from the issue of this circular memorandum. For the items at Annex 7 which require collection by schools, please complete the respective collection slips attached and arrange staff members to collect the items. Details for the collection are listed on the respective Collection Slips.

4. In addition, Curriculum Development Institute continues to develop diversified learning and teaching resources relating to different Key Learning Areas / subjects / curriculum areas for teachers' reference. The details are available on the “Learning and Teaching Resources of Curriculum Development Institute” webpage. (<https://www.edb.gov.hk/en/learning-teaching-resource-list.pdf>)



5. The EDB Educational Multimedia (EDB EMM) (<https://emm.edcity.hk>) online platform also provides kindergarten, primary and secondary students and teachers with various types of multimedia resources including short videos, animations, nursery rhymes, e-books, interactive games, picture books, etc. Schools are encouraged to make flexible use of them and design learning and teaching activities to promote students' self-directed learning and enrich their learning experience. In addition, short videos with Chinese and English subtitles will gradually be available on the EDB Educational Multimedia platform to further support language learning.



6. The EDB continuously uploads and updates National Education-related teachers' professional development programmes, students' activities, learning and teaching resources and examples for "National Education - Event Planning Calendar", etc. on "National Education One-stop Portal". Please visit



<http://www.edb.gov.hk/en/neosp/> to obtain latest information. "Tuen Ng Festival" on 10 June and "The Fourth Anniversary of the Promulgation of the Hong Kong National Security Law" on 30 June are key dates in June.



7. In order to plan and promote national education in a holistic and systematic manner, schools should arrange teaching of related subjects and appropriate school-based national education learning activities outside the classroom, such as organising project learning activities and various competitions at "Tuen Ng Festival" on 10 June or the preceding/following school days to enhance students' understanding of Qu Yuan's patriotic spirit; and arranging talks about the Hong Kong National Security Law so as to enable students to understand the importance of safeguarding national security, by adopting the approaches of "organic integration", "natural connection", "diversified strategies", "mutual co-ordination", "learning within and beyond the classroom", and "whole-school participation". Besides, Mother's Day in May and Father's Day in June are special occasions to express gratitude and love to our parents and elderly family members. Prior to Mother's Day and Father's Day, schools may conduct school-based learning activities, such as weekly assemblies, morning assemblies, moral education and personal growth lessons, class teacher periods and life education lessons to impart to and encourage students to practise filial piety in daily life.

8. Apart from the above webpages and online resource platforms, Curriculum Development Institute has developed other learning and teaching resource webpages and platforms. Relevant hyperlinks can be obtained from the EDB "Learning and Teaching Resources Lists" for teachers' perusal. For details, please refer to Annex 11.

9. Schools should conduct a regular review of the content and quality of the learning and teaching resources (including printed and electronic library collections and other reading and curriculum materials for students) of individual Key Learning Areas (KLAs) and cross-curricular subjects in the school in order to ensure that the learning and teaching resources are aligned with the curriculum aims and learning objectives, contain content and information that are accurate, complete, objective and impartial, and emphasise the development of positive values, attitudes, and behaviours among students.

Enquiry

- 10. Enquiries may be directed to the respective **contact person** as listed in the respective Annexes.

Ms Grace LAW
for Secretary for Education

c.c. Heads of Sections – for information

Primary Humanities Learning and Teaching Resources

Learning and Teaching Tips in Primary Humanities: Diversified Learning Strategies of Exploring National History (Chinese version only)

Purpose

This is to inform primary school heads about the captioned learning and teaching resource.

Details

2. To facilitate schools in preparation for the implementation of Primary Humanities, the EDB continuously provides diversified learning and teaching resources. The newly developed resource “Learning and Teaching Tips in Primary Humanities: Diversified Learning Strategies of Exploring National History” (Chinese version only) highlights the Primary Humanities curriculum content in relation to national history. Besides, examples of learning activities, such as historical drama activities, historical games and historical learning tasks, etc. are provided, so as to enhance students’ learning interests in national history, and cultivate students’ sense of belonging to our country, national sentiments and sense of national identity.

3. The captioned learning and teaching resource has been uploaded to the EDB webpage (<https://www.edb.gov.hk/ph/resource>) for teachers’ reference and use. Teachers can make use of the above resource to flexibly design learning activities or arrange students for self-learning, pre-lesson preparation or extended learning. The above resource is applicable to current General Studies and Primary Humanities to be implemented.



Contact Person

4. For enquiries, please contact Ms Bonnie CHAN of the Kindergarten and Primary Section, Curriculum Development Institute, Education Bureau on 2892 6469.



小學人文科 小學人文科 學與教「小貼士」系列 探究國家歷史的多元學習策略

與國家歷史相關的課程內容

以朝代的順序為主軸

- 小六：清代至現代
- 小五：明
- 小四：唐、宋、元
- 小三：漢
- 小二：上古時代至秦

立德樹人

- 欣賞國家歷史人物的貢獻，學習他們的正確價值觀和積極的人生態度。
- 欣賞國家悠久的歷史及文化。
- 培養對民族與國家的歸屬感及責任感。

探究學習

- 以學生學習為中心設計具啟發性和有趣味的學習活動。
- 運用有趣的歷史故事。
- 培養蒐集和理解歷史資料的能力。
- 多角度分析國家歷史事件及人物。
- 明白歷史事件發展的時序、原因與影響，延續與轉變等歷史概念。
- 培養各種共通能力的發展。

連繫生活

- 選取貼近日常生活的課題。
- 明白古代與現今發展的關係，了解重要的歷史人物和事件對國家和我們的影響。
- 了解自古以來國家和香港的緊密關係。

★ 學習內容及活動宜配合學生的能力發展和興趣，避免冗長的歷史知識及深澀的歷史概念和字眼。

★ 在指定年級教材相關課題後，亦可按校本課程的設計，在其他年級就相關學習內容進行異圖學習。

小學人文科 小學人文科 學與教「小貼士」系列 探究國家歷史的多元學習策略

運用多元化的學習策略

- 走進國家歷史，細味家國情懷
- 提升學習歷史的興趣
- 加強學生在學習歷史過程中的參與性

1. 歷史戲劇學習/角色扮演

重演歷史情境：
讓學生清晰明白/了解歷史事件的前因後果和發展，並可配合適合的課題，安排學生代入當時的歷史情境作出抉擇。

歷史事件的定格：
把歷史事件的某一刻呈現出來，請學生聚焦討論這個特定歷史時刻所發生的事情。

思路追蹤：
在進行歷史戲劇活動時，把歷史人物角色的動作進行「定格」後，請學生就當時角色的心情說出一句對白或分享內心感受，讓學生理解不同角色的思路和感覺，了解歷史人物的心路歷程，加強價值觀教育。

對白設計：
就某一個歷史情境設計對白，可先安排學生在預習中進行相關的跨課程閱讀，或蒐集相關資料（如歷史人物生平簡介、歷史照片等），加入自主學習的元素。



小學人文科 小學人文科 學與教「小貼士」系列 探究國家歷史的多元學習策略

2. 歷史探究活動

- 設計一些有關國家歷史的學習任務或遊戲，例如：

桌上遊戲齊齊玩

「貫通古今」桌上遊戲：「孫中山先生與辛亥革命」、「張謇出使西域」

(資料來源：優質教育基金計劃 - 「學研十年」全港小學文史科-中國歷史課程研習團先導計劃)

智破魯班鎖



鄭和船隊齊設計



歷史時空對話

找日戰士AI對話
<https://aistory.chiculture.org.hk/chat>

(資料來源：優質教育基金計劃 - 找日戰士AI對話)

設計歷史人物的網上社交平台

安排學生自由揀選自己喜歡的歷史人物作延伸閱讀，並為該歷史人物設計一個社交平台專頁。

(資料來源：全小學教育課程協作)《課程版》第6卷第112-113頁
「跨學科專題研習」

沉浸體驗式遊戲

雲遊長城：
<https://chiculture.org.hk/tc/sc-hool-program/the-great-wall>

(資料來源：中國文化研究院 - 雲遊長城)

教師宜按校情、學生能力及學習內容，適當地安排有關活動。如想了解更多有關小學人文科的學與教策略，歡迎參加由教育局舉辦的教師專業發展課程。

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