

# *Learning To Learn*

## *General Studies for Primary Schools*

### *Consultation Document*

*Hong Kong Special Administrative Region of  
The People's Republic of China  
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## CONTENTS

1	Introduction .....	1
2	Background .....	2
3	Rationale for Development .....	3
4	Phases of Development .....	5
4.1	Short-term (2000-2005) .....	5
4.2	Medium-term (2005-2010) .....	6
4.3	Long-term (2010+) .....	6
5	The Framework .....	7
5.1	Overall Aims .....	7
5.2	Learning Targets .....	7
5.3	Components of the Framework .....	8
5.3.1	Strands .....	9
5.3.2	Generic Skills .....	9
5.3.3	Values and Attitudes .....	9
5.4	Modes of Curriculum Planning .....	12
5.5	Teaching, Learning and Assessment .....	12
5.5.1	Teaching and Learning .....	12
5.5.2	Assessment .....	16
5.6	School-based Curriculum Development .....	17
5.6.1	Creating Curriculum Space .....	17
5.6.2	Building on Strengths .....	18
5.6.3	Teaching Students with Different Abilities .....	18
5.7	Life-wide Learning .....	19
5.8	Connections with Other Key Learning Areas .....	20
6	Conclusion .....	21

### *Appendices*

1	Proposed Re-organization and Trimming of the Content of the Present General Studies Syllabus .....	23
2	Proposed Core Elements for General Studies .....	27
3	Examples of Themes for General Studies Curriculum .....	35
4	A Sample Unit of General Studies .....	45
5	Organizations which Provide Opportunities for Life-wide Learning in relation to General Studies .....	55

## **1 INTRODUCTION**

This document on General Studies is written in support of the consultation document ***Learning to Learn*** prepared by the Curriculum Development Council (Nov 2000) and should be read together with it. The ***Learning to Learn*** document is the outcome of the Holistic Review of the School Curriculum conducted by CDC beginning in 1999, which is done in parallel with the Education Commission's Education System Review.

## **2 BACKGROUND**

Children in the 21<sup>st</sup> century have to face the challenges brought about by the rapid developments in science, technology and society. The curriculum should provide them with learning experiences that enable them to construct knowledge and develop a global perspective, and possess lifelong learning skills so that they can cope with a knowledge-based economy and society.

The General Studies (GS) curriculum was first developed in response to the recommendations of Education Commission Report No.4 and has been implemented since 1996. It aims at guiding children to have a better understanding of themselves and the world around them, as well as the inter-relationship and inter-dependence between people, things and their environment. The curriculum provides rich contexts for developing students' knowledge and abilities to achieve the aims of education. As the contexts of Hong Kong are subject to change according to societal, scientific and technological development, it is necessary to introduce an open and flexible framework that can facilitate teachers to enhance their students' capabilities of learning how to learn so that they can meet the challenges of the new century.

### 3 RATIONALE FOR DEVELOPMENT

The GS curriculum covers learning elements of the Personal, Social and Humanities Education (PSHE), Science Education (SE) and Technology Education (TE) Key Learning Areas (KLAs). It is designed in the belief that students' learning experiences are connected and not compartmentalized, such that they can develop a holistic view of themselves as individuals in the community, their place in the natural world, and the interaction of human beings with the environment. It is highly relevant to moral and civic education, which is one of the five essential experiences of learning in the curriculum reform.

The proposed development suggested below is intended to address some of the current problems in the teaching and learning of the GS curriculum.

Present Situation	Proposed Development
There is a lack of interconnectedness between certain content areas in the curriculum	- To strengthen the coherence and connection of different areas of learning in the curriculum
Part of the curriculum content cannot cope with the rapid developments in science and technology.	- To trim obsolete content - To update and strengthen certain content areas in the curriculum
The learning of certain topics in science has focused too much on subject knowledge. Students' interests, development of scientific investigation skills and cultivation of technological awareness and innovativeness are often neglected.	- To give students the incentive to learn and to nurture their inquiring mind through hands-on learning activities related to science and technological issues; to develop their innovativeness and improve their sensitivity to scientific and technological development
Part of the curriculum content fails to align with students' life experience.	- To make learning more relevant to students' daily life; to strengthen analytical and problem-solving skills through multi-perspective study of issues
Textbooks have become the major teaching materials for most of the	- To reduce the overloaded curriculum content; to put

Present Situation	Proposed Development
<p>schools; textbook-bound teaching and learning results in an over-emphasis on the inculcation of knowledge.</p>	<p>more emphasis on the process of learning, such as developing students' self-learning ability through diversified learning experiences and project learning; to enhance their IT skills, interest in scientific exploration and design of scientific and technological products, etc. Students' personal and social development as well as positive values and attitudes have to be strengthened.</p> <ul style="list-style-type: none"> <li>- To fully utilize resources from the community, such as museums, community organizations, public and private bodies, so as to widen the scope of learning beyond the school setting</li> </ul>
<p>Affective education, e.g. national identity and concern for Chinese culture, is considered inadequate.</p>	<ul style="list-style-type: none"> <li>- To place more emphasis on students' affective development including strengthening elements related to national identity and understanding of the Chinese culture</li> </ul>
<p>There is a weak interface with the pre-primary curriculum.</p>	<ul style="list-style-type: none"> <li>- To enhance the elements of personal and social development in the P1-2 curriculum and to enable a smooth interface with the kindergarten curriculum</li> </ul>

## 4 PHASES OF DEVELOPMENT

With the various support measures from the government (*Learning to Learn*, Chapter 2), schools can build on their strengths to open up more opportunities and space for learning and teaching in order to facilitate learning to learn.

### 4.1 Short-term (2000-2005)

#### *At School Level*

- adapting the existing curriculum by re-organizing and trimming the content in line with the curriculum framework (Appendix 1)
- strengthening moral and civic education and developing students' commitment in learning to learn
- strengthening independent learning by adopting teaching and learning strategies such as project learning and investigation
- providing opportunities for students to use information technology in the learning process
- strengthening life-wide learning by more extensive use of community resources
- providing creative, investigative and hands-on learning experiences
- developing learning resources beyond textbooks, e.g. web-based materials which focus on inquiry and problem solving

#### *At ED Level*

- providing on-site support to schools to strengthen students' capabilities of learning to learn
- supporting schools in piloting the new modes of curriculum planning so as to generate useful experiences for teachers to:
  - enhance personal and social education at P1-2
  - improve the interface with the pre-primary curriculum
  - enhance moral and civic education
  - strengthen science and technology elements
  - develop the school-based curriculum with different focuses
- further improving the curriculum framework to align with new societal needs and to enhance affective learning
- providing in-service teacher education programmes related

to the new GS curriculum

- conducting research and development projects in collaboration with schools, tertiary institutes and other relevant stakeholders

#### **4.2 Medium-term (2005-2010)**

By 2005, all schools are expected to adopt the GS curriculum in line with the new curriculum framework. Schools and ED will collaborate in:

- establishing a school culture of renewing the school-based curriculum in line with the new curriculum framework to meet the needs and interests of students as well as societal changes
- developing student profiles through performance-based assessment

#### **4.3 Long-term (2010+)**

The long-term goal of General Studies is to help students become lifelong learners who can embrace new challenges of the future. Schools and teachers will continue to work on the areas of development listed in the short-term and medium-term phases. They will build inter-school networks to share good practices and resources. They will also conduct research and development to improve the learning and teaching of General Studies.

## **5 THE FRAMEWORK**

### **5.1 Overall Aims**

The GS curriculum aims at helping students to:

- understand about themselves, society and the world at large
- maintain a healthy personal development and contribute to the well-being of the local community, the nation and the world as confident, informed and responsible persons
- become rational and responsible citizens
- develop curiosity and interest in the natural and technological world, and to cultivate a care and concern for environmental conservation
- develop ability to inquire and solve problems, with special reference to those related to the impact of science and technology on society

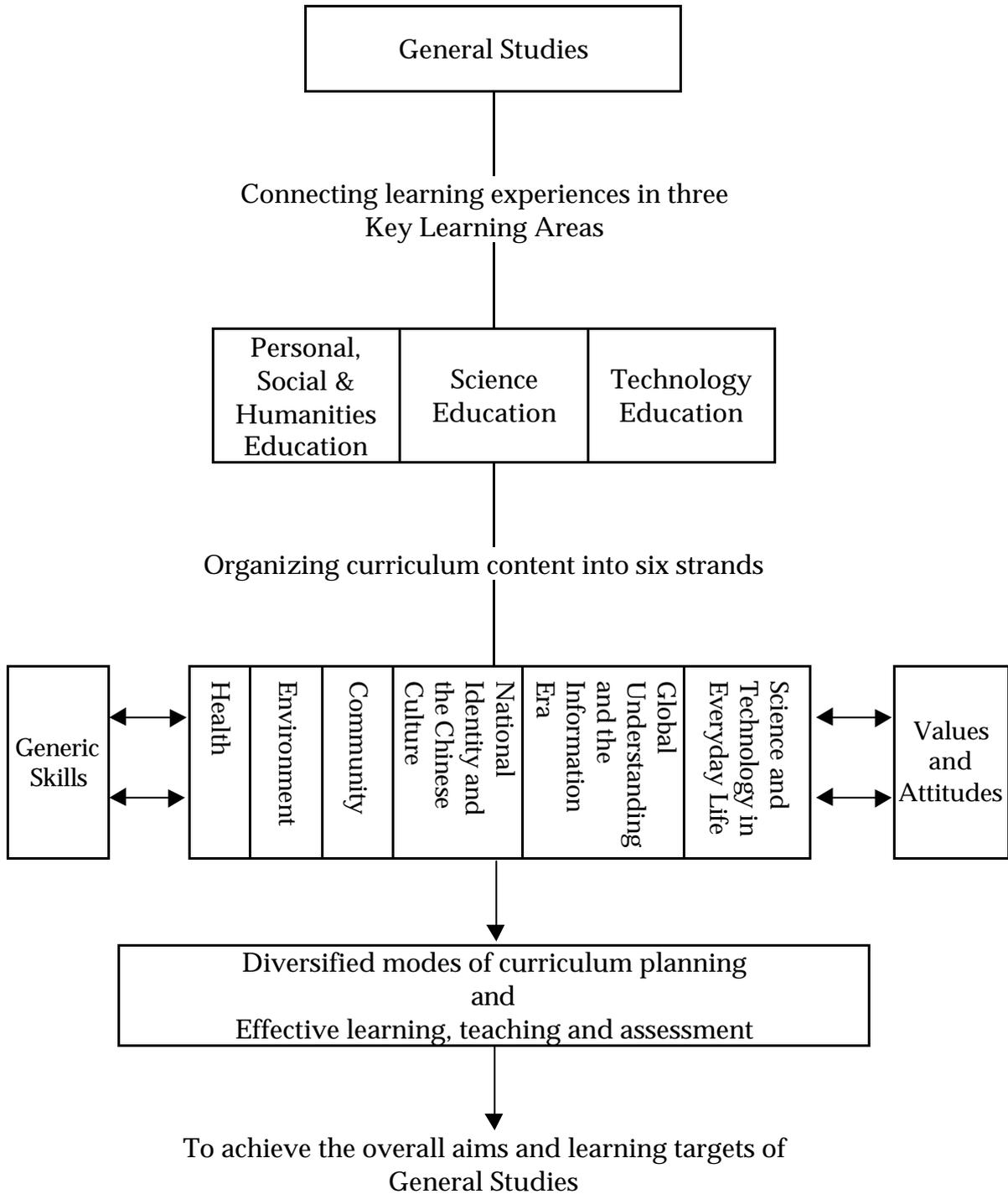
### **5.2 Learning Targets**

Through the learning process in GS, students will acquire the knowledge, skills and values/attitudes related to the KLAs of PSHE, SE and TE. They are expected to:

- acquire an understanding of their growth and development, develop a healthy lifestyle and a respect for self and others, and value harmonious human relationships
- acquire inquiry skills for the understanding of their community, its development in the past, characteristics at present and have a concern for its changes in the future
- develop a caring concern for the well-being of their families, the local community, the nation and the world
- show interest in and develop skills to explore, investigate and evolve solutions for scientific problems emerging from the study of the material world, use of energy, living things and the Earth and beyond
- develop an interest in exploring the technological world
- make good use of resources and be committed to environmental conservation
- develop an understanding of the impact of science and technology on human society and the environment

- perform technological activities creatively to solve problems in daily life

### 5.3 Components of the Framework



### **5.3.1 Strands**

Strands are used to organize the curriculum content. There are six strands in the GS curriculum, which are derived from the elements of learning in the KLAs of PSHE, SE and TE (Appendix 2). They are:

- Health
- Environment
- Community
- National Identity and the Chinese Culture
- Global Understanding and the Information Era
- Science and Technology in Everyday Life

An example of different themes organized around the elements of learning is provided in Appendix 3. Schools may develop other themes to meet the needs and interests of their students, and update them in accordance with societal changes. Different curriculum units may be designed, as illustrated by the example, to enable students to adopt a multi-perspective approach in the study of different themes.

### **5.3.2 Generic Skills**

As a cross-KLA curriculum, GS provides much space for the development of generic skills for lifelong learning. The emphasis on personal and social development, citizenship education and scientific investigation in the local setting will contribute to students' acquisition of self-management skills, study skills, problem solving skills, critical thinking skills and creativity. Students will make use of numeracy and IT skills to solve problems and search for information. Through project learning and investigation activities, students will develop collaboration skills and communication skills when they interact with people and work with others in learning environments in and outside the classroom.

### **5.3.3 Values and Attitudes**

The development of personal and social values and attitudes is intrinsic in the GS curriculum. These values and attitudes are linked to the learning objectives suggested in the KLAs of PSHE, SE and TE, and achieved through various learning activities. Some examples are provided below:

Theme : Growing Up  
 Unit : My Growth  
 Level : KS1 (P2)

<b>Learning objectives related to Values and Attitudes Development</b>	<b>Examples of Values and Attitudes</b>	<b>Suggested Teaching/Learning Strategies</b>
<ul style="list-style-type: none"> <li>• develop healthy living habits (e.g. personal hygiene)</li> <li>• develop curiosity and inquisitive mind through first-hand learning experience</li> <li>• demonstrate interest in exploring and solving problems</li> <li>• appreciate the existence of a variety of living things and respect self, nature and life</li> <li>• be aware of their personal strengths, abilities and aspirations and pursue a living attitude which cultivates awareness, empathy and wisdom</li> </ul>	<ul style="list-style-type: none"> <li>• <i>sanctity of life</i></li> <li>• <i>individuality</i></li> <li>• <i>positive</i></li> <li>• <i>respecting for self and life</i></li> </ul>	<ul style="list-style-type: none"> <li>• Scientific Investigation, e.g. observation and recording of data on the growth of plants and small animals</li> <li>• Social Inquiry, e.g. interviewing parents and relatives to find out about interesting events related to one's birth; collecting information on events about one's childhood</li> <li>• The above could be followed by discussions, sharing of experiences and presentation, etc., which aim at enhancing students' positive attitudes and values</li> </ul>

Theme : Keep in Touch  
 Unit : Making Choices - Being a Wise Consumer  
 Level : KS2 (P4)

<b>Learning objectives related to Values and Attitudes Development</b>	<b>Examples of Values and Attitudes</b>	<b>Suggested Teaching/Learning Strategies</b>
<ul style="list-style-type: none"> <li>• recognize a variety of factors to consider when making consumer decisions</li> <li>• cultivate creativity and imagination</li> <li>• participate actively in protecting and improving the environment</li> <li>• recognize that technological activities can bring about bad or good effects on people</li> </ul>	<ul style="list-style-type: none"> <li>• <i>rationality</i></li> <li>• <i>self-discipline</i></li> <li>• <i>critical</i></li> <li>• <i>responsible</i></li> <li>• <i>respect for evidence and the environment</i></li> </ul>	<ul style="list-style-type: none"> <li>• Investigation, e.g. collecting, recording and analyzing data on food products (in supermarkets) that are over-packaged and types of unhealthy food promoted by advertisement, etc.</li> <li>• Inquiry, e.g. study and analyze advertisements for certain products welcomed by primary students, interview</li> </ul>

<b>Learning objectives related to Values and Attitudes Development</b>	<b>Examples of Values and Attitudes</b>	<b>Suggested Teaching/Learning Strategies</b>
		<p>peers to find out to what extent the advertisement has affected their choice as consumers</p> <ul style="list-style-type: none"> <li>• The above could be followed by presentation, reporting, discussions, sharing of experiences, etc., which aim at enhancing students' thinking skills and positive attitudes and values</li> </ul>

Theme : Environment and Living

Unit : Pollution, Careful Use of Resources and Conservation of the Environment

Level : KS2 (P6)

<b>Learning objectives related to Values and Attitudes Development</b>	<b>Examples of Values and Attitudes</b>	<b>Suggested Teaching/Learning Strategies</b>
<ul style="list-style-type: none"> <li>• Recognize that our planet Earth provides a wealth of natural resources, but they are limited and need to be used wisely</li> <li>• Appreciate the interdependence of living things and their environment and the impact of human activities on the environment</li> <li>• Create solutions in solving real life problems</li> <li>• Develop a caring concern for the well-being of society</li> <li>• Use resources with consideration for the environment and adopt procedures which minimize waste</li> </ul>	<ul style="list-style-type: none"> <li>• <i>concern for the environment</i></li> <li>• <i>sustainability of environment</i></li> <li>• <i>adaptable to changes</i></li> <li>• <i>self-discipline</i></li> <li>• <i>responsible</i></li> <li>• <i>self-reflection</i></li> <li>• <i>interdependence</i></li> <li>• <i>creativity</i></li> <li>• <i>betterment of human kind</i></li> </ul>	<ul style="list-style-type: none"> <li>• Technology Learning Activities (TLAs), e.g., design and make models to deal with waste and to reduce pollution problems.</li> <li>• Inquiry based on societal needs, e.g. explore various ways to maintain the sustainability of the environment (by legislation) in Hong Kong.</li> <li>• Investigate factors affecting the growth of plants, e.g. temperature, amount of sunlight, insecticide, acid rain etc.</li> </ul>

An exemplar on the development of generic skills, values and

attitudes through a unit “A Healthy Living Environment” for Primary 3 is in Appendix 4.

## **5.4 Modes of Curriculum Planning**

It is proposed that the following modes be adopted:

- The curriculum for GS will cover elements of learning in the KLAs of PSHE, SE and TE.
- The curriculum for Primary one and two will emphasize Personal and Social Education to enhance the interface with pre-primary education.
- The curriculum for Primary three to six will consist of elements of learning in the KLAs of PSHE, SE and TE. PSHE-focussed and SE&TE-focussed units may be developed to meet the needs and interests of students at school level.
- Elements of learning from other KLAs, such as the languages, may be integrated with those of GS, where appropriate.

## **5.5 Teaching, Learning and Assessment**

### ***5.5.1 Teaching and Learning***

GS is designed as a learner-focused curriculum that provides students with opportunities to synthesize skills, knowledge and values across three KLAs. It promotes creativity through hands-on learning experiences and problem-solving processes. Through inquiry-based learning, students acquire the skills for learning to learn. Their observational, analytical and descriptive abilities are enhanced. They explore issues related to their life experience by asking questions, organising information, connecting the information collected, reflecting and generating solutions to problems. The learning process will move them towards self-directed learning and facilitate knowledge construction.

The following teaching and learning strategies have been used with success in some schools, both local and overseas.

#### (a) Project learning

Project learning involves students in problem-solving and

other meaningful tasks, allows students to work autonomously to construct their own learning, culminates in student-generated products and extends their learning beyond textbooks.

Project learning is pedagogically sound because it contributes to the following:

- There is a focus on compelling ideas  
Project learning allows teachers and students to focus, in depth, on central ideas and salient issues.
- Its activities make up an effective, engaging strategy  
Project learning engages students in inquiry and problem-solving.
- It provides an empowering context  
Project learning encourages collaborative learning and fosters self-directed learning.
- It aims at productive outcomes  
Project learning helps students develop skills for productive work and integrate them into lifelong learning.

### *Examples of project learning*

At Key Stage One:

- in themes related to personal growth and development, students keep a personal photo album collecting their own photos taken from birth up to the present, ask and answer questions on the changes taking and/or which will take place in an individual's development.

At Key Stage Two:

- in themes related to the Chinese culture / people's life in different parts of China / the National Day, students design one present to be given to a friend living in a foreign country to introduce China or acquaint him/her with China.
- in the unit "The Environment and I", students observe their environment, identify any pollution problems and suggest improvements using sketches or models.

## (b) Investigation

Investigation involves the following features / steps:

- Identifying the problem
  - Students propose testable questions related to the problem at hand.
- Predicting results:
  - Students predict results using previous experience or observations.
- Design an investigation
  - Collect material for testing.
  - Discuss the variables involved in the fair test.
  - Identify variables to be controlled and those to be tested.
- Measure and record:
  - Perform experiment, use suitable instrument to collect data and present relevant data systematically and concisely.
- Interpretation of data:
  - Analyze collected data and draw conclusions.
  - Present the compiled report with IT tools.

At the primary level, the development of students' inquiring mind is more important than the learning of facts, hence it is important to involve students in first-hand scientific investigations. The investigations suitable for students at this level include exploration, fair-testing, identification and classification, pattern-seeking and testing an explanation etc.

### *Example of investigation*

At Key Stage One:

When exploring the concept "Warm and Cold", the following steps may be used:

- In a discussion on how to keep warm in winter, students propose testable questions on how to find the best materials to keep themselves warm.
- They collect materials for testing, decide on what to measure and what variables they have to control for a fair test.
- They collaborate in performing the experiment.
- After pooling the data, they will analyze the results and

- decide on how to present them using IT tools.
- Students will work collaboratively and objectively throughout the process.
- They will learn to respect evidence and develop a quantitative sense in dealing with problems.

(c) Service Learning

- Service learning allows students to have active learning of the subject matter in real settings. Students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of the community.
- A deliberate connection is made between service and learning opportunities, which are accompanied by reflections on the service experience. Students may learn as they participate in peer tutoring, partnership with children with disabilities and care of the elderly, etc.
- Service learning can be made part of the school policy in curriculum planning and designed as cross-KLA activities.

*Examples of service learning*

At Key Stage One:

- in themes related to “family”, students are encouraged to design and draw greeting /Christmas cards and present them to relatives of the older generation and/or elderly people in old people’s home;
- in learning about Chinese festivals such as the mid-Autumn Festival, students may organize themselves in donating pocket money for the buying of moon cakes and fruit for people in need ;
- through the above process of learning, students’ communication skills, collaboration skills, creativity, concern for the well being of others are cultivated;
- the activities may be jointly organized with other KLAs, e.g. Chinese Language and Art Education.

At Key Stage Two:

- in exploring themes related to “global issues”, students are encouraged to join activities, e.g. “Famine 30 Hours” and “Hunger Banquet” organized by voluntary agencies

such as World Vision and Oxfam Hong Kong (with parents' consent and involvement);

- in learning about social services in our society, students will plan and take part in performances e.g. dances, drama, for old people and/or in specific events of the local community;
- in themes related to environmental education, students can take part in tree planting and environmental activities organized by government departments and/or environmental groups;
- generic elements developed through the above include collaboration skills and communication skills. Values and attitudes such as common good, mutuality, interdependence, sustainability, responsibility, respect for life and the environment are developed.

### **5.5.2 Assessment**

Continuous assessment of students' performance, particularly in the development of skills and values/attitudes in GS, is necessary to help diagnose students' needs at an early stage and build a profile of their progress. Factual recall questions in the form of pen-and-paper tests should be reduced. Apart from pen-and-paper tests, a range of other assessment measures are exemplified below:

(a) Portfolio

The portfolio is used to contain students' evidence of learning. During the process, students make their own judgement and select the artifacts (observation sheets, questionnaire and interview results, art products, etc.) that best meet the criteria for excellence and personal improvement.

(b) Teacher Observation

Teacher designs checklists for individuals or for groups of students working together. Students' behavioural performance can be assessed objectively according to the criteria in the scoring rubrics.

(c) Peer Evaluation

Students are requested to write a short comment on the performance of other students. This cross-referencing

evidence reflects the contribution of individuals to the completion of a certain project.

(d) Evaluation from Parents

As parents have close contact with students, they are in the right position to give comment on the performance of students, particularly those related to the development of healthy lifestyles, communication skills and inter-personal skills.

(e) Presentation and Sharing

A culminating event can be arranged for students to communicate, share and present the work to others (this may include parents). This is an excellent opportunity for teachers to review and assess all students on what they have done in projects and other activities.

(f) Self Assessment

Teachers can work with their students to develop standards to conduct an on-going assessment of their work. Based on these preset criteria, students can self-assess their own progress through the process of work.

## **5.6 School-based Curriculum Development**

### ***5.6.1 Creating Curriculum Space***

The recommended learning time for GS is about 100 hours per year. Schools can create curriculum space by spending about 80% of the total learning time on the core elements of learning and flexibly arrange the remaining 20% for:

- strengthening the learning of core elements, e.g. with more emphasis on generic skills such as problem solving and critical thinking,
- providing students with life-wide learning opportunities which complement the learning of core elements, or
- introducing new elements of learning according to students' interests and abilities.

All students are entitled to diversified learning experiences when they study GS. It is recommended that they should engage in:

- not less than 15 hours at KS1 and 20 hours at KS2 on project learning, and
- not less than 15 hours at KS1 and 20 hours at KS2 on hands-on learning activities in science and technology.

### **5.6.2 Building on Strengths**

Schools can exercise their autonomy in producing a quality GS curriculum by building on their strengths. The following are some examples:

- A school well equipped with IT facilities and expertise can place more emphasis on developing students' IT skills, e.g. providing more opportunities for students to search for information and to present their projects using IT tools.
- A school with teachers strong in science can strengthen the learning of science and technology elements in GS by promoting reading in science and providing ample opportunities for students to learn through hands-on scientific and technological learning activities.
- A school with a strong moral mission can strengthen values education in GS by using the life event approach, as indicated in Appendix 7 of *Learning to Learn*.

### **5.6.3 Teaching Students with Different Abilities**

Teachers can tailor the curriculum according to students' needs and abilities and cater for individual differences when teaching GS. For example : When teaching the topic on "Transportation in Hong Kong", the teacher can introduce different types of transport and safety rules to the class. Students with higher abilities can investigate the transport problems in Hong Kong and suggest methods to solve these problems. Throughout the learning process, students are provided with opportunities to think, co-operate, analyze and solve problems. They are also encouraged to look into and care about current issues and problems that happen in Hong Kong.

To help students understand basic knowledge and develop generic skills, the teacher can demand a higher level of performance from more able students or assign more challenging activities to them

(such as training in leadership). For students of lower abilities, the teacher should give tasks that they are capable of doing, so as to develop their abilities and build up their confidence and self-image. For example: When doing a project on “Tourist industry in Hong Kong”, students will collect relevant information from various sources, conduct a survey on the most popular tourist sites in Hong Kong, design a poster to promote the tourist industry and compile these materials into a booklet. Students can play different roles according to their abilities, e.g. those with leadership can serve as group leaders, and students with different talents (such as students with IT or drawing skills) can all contribute in this project.

Apart from learning experiences in the classroom, teachers can develop students’ potential(s) and skills through life-wide learning opportunities. For example : Students can develop their scientific inquiry skill through participating in the Young Scientist Award Scheme. To further promote students’ interest in learning science, schools can organize a model making competition and invite students to engage in creative model making. Students with the highest abilities are encouraged to take part in the Science Project Competition which is jointly organized by the tertiary institutes and the Hong Kong Science Museum. Through this activity, students are provided with plenty of opportunities to develop their abilities in hypothesizing, observing, communicating, thinking creatively and making judgement.

## **5.7 Life-wide Learning**

Life-wide learning complements the curriculum and extends learning beyond the classroom. It helps students connect and apply the knowledge, skills and values acquired across KLAs. Community resources provided by government departments and non-government organizations should be utilized to enrich students’ learning experiences. Examples of life-wide learning activities relevant to the GS curriculum include:

- museum learning on a science topic,
- performing for a home of the elderly when learning about local social services, and

- visiting buildings or constructions such as the Tsing Ma Bridge when learning about science and technology in everyday life.

A list of organizations that provide activities/services relevant to the six strands of the curriculum framework of GS is provided in Appendix 5.

## **5.8 Connections with other Key Learning Areas**

General Studies, as an interdisciplinary subject, stresses the importance of providing connected learning experiences for students. Connections with other KLAs, such as the languages, mathematics and arts education, should be made when appropriate. Examples include:

- reading of stories and informative texts about a science and technology topic
- designing posters for a simulated election when learning about citizenship
- conducting a survey on the eating habits of classmates and summarizing data in graphic forms

## 6 CONCLUSION

The new GS curriculum framework aims to help teachers enhance students' capabilities in meeting the challenges of the new century. It emphasizes inquiry-based learning that promotes creativity through hands-on experiences and problem-solving process. It also advocates optimal utilization of community resources to provide life-wide learning opportunities for students.

Incremental changes building on strengths of teachers and schools should be developed. Between 2001-2005, schools can adapt the existing GS curriculum to strengthen learning to learn or can develop their GS curriculum and learning plans with the new framework. By 2005, it is expected that school-based curriculum will be developed in line with the framework that best suits the needs of students and society.

You are welcome to send your views to the Curriculum Development Council Secretariat by post, by fax or by e-mail on or before 15 February 2001.

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# **Appendix 1**

## **Proposed Re-organization and Trimming of the Content of the Present General Studies Syllabus**

**Proposed Re-organization and Trimming of the Content  
of the Present General Studies Syllabus**

Teachers can re-organize and trim the current General Studies curriculum to create space for enhancing student learning. The following table shows examples for different class levels:

<b>Level</b>	<b>Proposed Contents to be Re-organized/Trimmed</b>	<b>Remarks</b>
P1-2	<ul style="list-style-type: none"> <li>Specific topics on science, e.g. magnets; light and shadow; stars, moon and sun; animal world</li> </ul>	Integrate elements of science in topics related to daily life of students where appropriate
P3	<ul style="list-style-type: none"> <li>Specific topics on science e.g. reflection of light, fog and dew, water supply</li> <li>Facilities in the district, urban development of HK, characteristics of new towns and housing of Hong Kong</li> <li>Use of scales on maps, impact of population change on housing development, causes and solutions of transportation problems in Hong Kong</li> </ul>	<p>Integrate science, technology and social elements with daily life</p> <p>Reduce factual information</p> <p>Abstract skills and complicated social issues can become extension elements</p>
P4	<ul style="list-style-type: none"> <li>Work of some government departments (e.g. Urban and Regional Services Departments) and organizations</li> <li>Major manufacturing industries in Hong Kong</li> <li>Types and distribution of land use in Hong Kong, how the relief affects the development and land use of Hong Kong</li> <li>Specific topics on air, electricity for living</li> </ul>	<p>Delete obsolete information; instead of providing related information, encourage and guide students to search for it where necessary</p> <p>Reduce factual information and abstract concepts</p> <p>Integrate the topics into themes related to daily life</p>
P5-6	<ul style="list-style-type: none"> <li>Names of organizations providing certain services, structure of the HKSAR government, work of international organizations</li> </ul>	<p>Reduce factual information</p> <p>Instead of introducing the factual content, teachers should encourage and guide students to search for and update information where appropriate</p>

## Appendix 1

	<ul style="list-style-type: none"><li>• Revolution of the Earth and the seasons, eclipses of the sun and the moon, force, how government policy affects economic development of HK, economic relationships between the mainland of China and HKSAR</li><li>• Coal and oil, machines, gravity</li></ul>	Abstract concepts may become extension elements  Integrate the topics into themes related to daily life or may become extension elements
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The curriculum space created through re-organization and trimming of contents can be used to:

- strengthen personal and social development at P1-2 levels,
- enhance moral and civic education at all levels,
- enhance students' learning in science and technology through hands-on problem-solving and investigative activities,
- enhance IT skills,
- provide life-wide learning experiences for students.



# **Appendix 2**

## **Proposed Core Elements for General Studies**

## Proposed Core Elements for General Studies

### Strand: Health

Level	Proposed Core Elements
KS1	<p><u>Growth and Development</u></p> <ul style="list-style-type: none"> <li>• basic needs and uniqueness of my body</li> <li>• managing oneself in daily life situations</li> <li>• decision making in simple dilemma situations</li> <li>• similarities and differences between boys and girls</li> <li>• individual differences in growth and development</li> <li>• functions of different parts of the body as a basis for body care</li> </ul> <p><u>Healthy Lifestyle</u></p> <ul style="list-style-type: none"> <li>• factors affecting personal health</li> <li>• developing healthy living habits</li> <li>• simple hygiene practices and safety procedures as applied in daily situations</li> </ul>
KS2	<p><u>Growth and Development</u></p> <ul style="list-style-type: none"> <li>• personal developmental needs</li> <li>• one's strengths and weaknesses</li> <li>• emotions and ways to cope with and express them</li> <li>• coping with unfamiliar situations and new challenges</li> <li>• minimizing and managing risks in daily life situations</li> <li>• changes during puberty</li> <li>• gender roles, relationships and ways to handle sexual feelings</li> </ul> <p><u>Healthy Lifestyle</u></p> <ul style="list-style-type: none"> <li>• the characteristics of a healthy person (including physical, mental and social aspects)</li> <li>• impact of an unhealthy lifestyle</li> <li>• maintaining personal and community health</li> <li>• safety in different daily life situations</li> </ul>

## Strand: Environment

Level	Proposed Core Elements
KS1	<p data-bbox="389 275 692 309"><u>Natural Environment</u></p> <ul data-bbox="389 315 1353 472" style="list-style-type: none"> <li>• the existence of a variety of living things and their observable characteristics</li> <li>• plants and animals in their living environment</li> <li>• weather and seasonal changes and how they affect our daily life</li> </ul> <p data-bbox="389 517 863 551"><u>People-environment Relationship</u></p> <ul data-bbox="389 557 1369 790" style="list-style-type: none"> <li>• characteristics of our immediate living environment</li> <li>• location of the main features in the surrounding environment</li> <li>• how natural and human features in the neighbouring areas affect people's life</li> <li>• care of living things</li> <li>• ways to conserve resources</li> </ul>
KS2	<p data-bbox="389 835 692 869"><u>Natural Environment</u></p> <ul data-bbox="389 875 1241 1066" style="list-style-type: none"> <li>• cycles in the living world</li> <li>• the interdependence of living things in the environment</li> <li>• water and air in the environment</li> <li>• energy and the environment</li> <li>• the Earth as a source of resources</li> </ul> <p data-bbox="389 1111 863 1144"><u>People-environment Relationship</u></p> <ul data-bbox="389 1151 1442 1581" style="list-style-type: none"> <li>• how human activities are affected by the natural environment</li> <li>• balance of nature being affected by human activities</li> <li>• the physical and human characteristics of Hong Kong and China</li> <li>• the distribution pattern of the major physical and human features in Hong Kong</li> <li>• types of resources available in Hong Kong</li> <li>• pattern of energy use in our living environment and its conservation</li> <li>• some local environmental issues</li> <li>• personal responsibilities in environmental conservation</li> <li>• planning and managing resources in developing solutions in daily life situations</li> </ul>

Strand: Community

Level	Proposed Core Elements
KS1	<p><u>Human Relationships</u></p> <ul style="list-style-type: none"> <li>• different types of relationships in students' experiences</li> <li>• roles and identity of individuals in different social groups (family, friends and schools)</li> <li>• maintaining harmonious relationships in family and peer groups</li> </ul> <p><u>Development of Our Community</u></p> <ul style="list-style-type: none"> <li>• important events and different aspects of daily life in familiar settings</li> <li>• traditional practices and cultural activities in the family</li> <li>• different kinds of work in the local community</li> <li>• goods and services to meet our needs</li> <li>• impact of technology on our society</li> </ul> <p><u>Good Citizenship</u></p> <ul style="list-style-type: none"> <li>• the importance of respecting the rights of others</li> <li>• the need for rules and laws</li> <li>• identity of an individual as a member of society</li> </ul>
KS2	<p><u>Human Relationships</u></p> <ul style="list-style-type: none"> <li>• roles, rights and responsibilities in the family and other social groups</li> <li>• maintaining and enhancing relationships while demonstrating assertiveness in expressing feelings and ideas</li> </ul> <p><u>Development of Our Community</u></p> <ul style="list-style-type: none"> <li>• major changes in the development of the local community during the past two centuries</li> <li>• reasons and results of the above major changes on our community</li> <li>• local customs and traditions</li> <li>• major features of the Hong Kong economy</li> <li>• influence of technology on our daily life</li> </ul> <p><u>Good Citizenship</u></p> <ul style="list-style-type: none"> <li>• exercising basic rights and observing duties in various settings (home, school, community)</li> <li>• importance of the Basic Law to the life of Hong Kong</li> <li>• importance of observing rules and laws</li> <li>• importance of participation in local and national affairs</li> </ul>

**Strand: National Identity and the Chinese Culture**

<b>Level</b>	<b>Proposed Core Elements</b>
KS1	<ul style="list-style-type: none"> <li>• local and national symbols and their meanings</li> <li>• the uniqueness of our culture</li> <li>• celebration of traditional festivals</li> <li>• human relationships in the Chinese culture</li> </ul>
KS2	<ul style="list-style-type: none"> <li>• our identity as Chinese HKSAR residents</li> <li>• major historical periods of China</li> <li>• major events and changes experienced by China in the past two centuries</li> <li>• major physical and human features in China and their distribution patterns</li> <li>• Chinese customs and traditions</li> <li>• reasons and importance of conservation of culture and heritage</li> <li>• factors affecting cultural changes in China</li> <li>• major science and technology development in Chinese history and present day China</li> </ul>

**Strand: Global Understanding and the Information Era**

Level	Proposed Core Elements
KS1	<p><u>Global Understanding</u></p> <ul style="list-style-type: none"> <li>• cultural differences which affect the lives of different peoples</li> <li>• the ways we perceive other cultural groupings</li> <li>• respecting cultural differences</li> <li>• reasons for people to exchange information, goods and services</li> <li>• ways people interact with other cultural groups</li> <li>• how science and technology are changing people's interactions and relationships throughout the world</li> </ul> <p><u>The Information Era and its Impact on Our Daily Life</u></p> <ul style="list-style-type: none"> <li>• IT and its impact on communication among different peoples</li> </ul>
KS2	<p><u>Global Understanding</u></p> <ul style="list-style-type: none"> <li>• how Hong Kong and the mainland of China are related to the region around</li> <li>• common elements found in different cultures</li> <li>• influences of the physical environment and social conditions on cultural development in different parts of the world</li> <li>• effects of cultural interaction on cultures and societies</li> <li>• major current international events and their meanings to us</li> <li>• impact of science and technology on different societies</li> </ul> <p><u>The Information Era and its Impact on Our Daily Life</u></p> <ul style="list-style-type: none"> <li>• ways the information era is affecting our daily life</li> <li>• concerns in the ITC world (e.g. intellectual property, privacy, piracy)</li> </ul>

**Strand: Science and Technology in Everyday Life**

<b>Level</b>	<b>Proposed Core Elements</b>
KS1	<ul style="list-style-type: none"> <li>• observing natural phenomena</li> <li>• the wonder of Nature</li> <li>• everyday materials and their uses</li> <li>• experiencing the man-made world</li> <li>• awareness of how technology contributes to daily life</li> <li>• using science and technology to solve problems at home</li> <li>• famous scientists and inventors and their contributions</li> </ul>
KS2	<ul style="list-style-type: none"> <li>• natural phenomena: investigating</li> <li>• the wonder of the Universe</li> <li>• contributions of space exploration to everyday life</li> <li>• sources of energy and their uses</li> <li>• interaction between energy and materials</li> <li>• exploring the man-made world</li> <li>• solving daily life problems with science and technology</li> <li>• safety and personal responsibilities in using technology</li> <li>• future advancements in science and technology</li> <li>• awareness that the usage of technology might be different in other cultures</li> </ul>



# **Appendix 3**

## **Examples of Themes for General Studies Curriculum**

## Examples of Themes for General Studies Curriculum

## P.1

Theme	Unit	Content
我長大了 I am Getting Older	我的身體 My Body	<ul style="list-style-type: none"> <li>• Changes in appearance (height and weight, permanent teeth)</li> <li>• Mental changes</li> <li>• Similarities and differences in appearance</li> <li>• Accepting uniqueness and differences</li> <li>• Basic needs of the body</li> </ul>
	我做得好 Things that I can Do	<ul style="list-style-type: none"> <li>• Body care: personal hygiene, proper posture</li> <li>• Protecting the body: body parts, teeth, privacy</li> <li>• Taking care of personal belongings</li> <li>• Planning of daily schedule for play, work, meals, exercise and rest</li> <li>• Expressing needs and feelings</li> <li>• Helping out at home (e.g. keeping clean, preparing food)</li> </ul>
溫暖的家 Home Sweet Home	我的家人 My Family	<ul style="list-style-type: none"> <li>• Family structures</li> <li>• Customs, practices, languages and traditions of the family</li> <li>• Family activities</li> <li>• Roles and responsibilities within the family</li> <li>• Maintaining harmonious relationships with family members</li> </ul>
	家居環境 Home Environment	<ul style="list-style-type: none"> <li>• Facilities at home</li> <li>• Some materials for domestic use (e.g. wood, water, cotton), their textures and how they are used</li> <li>• Common technological products used at home</li> <li>• Hygiene at home</li> <li>• Home safety</li> </ul>
Going to School 上學去	學校的環境 School Environment	<ul style="list-style-type: none"> <li>• The school campus</li> <li>• School safety</li> <li>• Concern for the school</li> </ul>
	快樂的學校生活 Happy School Life	<ul style="list-style-type: none"> <li>• Activities and special events</li> <li>• Roles and responsibilities within the school</li> <li>• School rules and their purposes</li> <li>• Maintaining harmonious relationships with school members</li> </ul>
	不用上學的日子 No School Today	<ul style="list-style-type: none"> <li>• Origins of some popular festivals (e.g. Christmas, Easter, Ching Ming Festival, Dragon Boat Festival, Mid-Autumn Festival)</li> <li>• How people celebrate the festivals</li> <li>• Adverse weather conditions</li> <li>• Safety precautions for adverse weather conditions</li> </ul>

## P.2

Theme	Unit	Content
快高長大 Growing Up	我的成長 My Growth	<ul style="list-style-type: none"> <li>Physical changes at different stages of growth</li> <li>Good eating habits</li> <li>Emotions</li> <li>Things to do in case of emergency</li> </ul>
	動、植物的生長 Growth of Animals and Plants	<ul style="list-style-type: none"> <li>Observing characteristics of living things</li> <li>Keeping pets and growing plants</li> <li>Life and death</li> </ul>
遊戲多樂趣 Fun to Play	善用餘暇 Proper Use of Leisure	<ul style="list-style-type: none"> <li>Choice of leisure activities</li> <li>Developing healthy hobbies</li> </ul>
	齊來玩耍 Let's Play	<ul style="list-style-type: none"> <li>Choice of toys and games</li> <li>Home-made toys: investigating with everyday materials</li> <li>Playing games: safety, fair play, co-operation</li> <li>Care of toys</li> </ul>
親親社區 Our Neighbourhood	我們的社區 Our Community	<ul style="list-style-type: none"> <li>Natural and built features in the local area and how people interact with these features</li> <li>Location, position and direction</li> </ul>
	我的鄰居 My Neighbours	<ul style="list-style-type: none"> <li>People who work/serve us in the local area</li> <li>Neighbourliness</li> <li>Responsibilities within the local area</li> </ul>
	我的朋友 My Friends	<ul style="list-style-type: none"> <li>Different ways of communicating</li> <li>Making and keeping friends</li> </ul>
香港是我家 Hong Kong: Our Home	特區成立日 HKSAR Establishment Day	<ul style="list-style-type: none"> <li>Origin of the HKSAR Establishment Day</li> <li>Activities for celebrating the HKSAR Establishment Day</li> <li>Regional flag and emblem</li> </ul>
	慶新春 Happy New Year	<ul style="list-style-type: none"> <li>Chinese New Year Legends</li> <li>Celebrating Chinese New Year</li> <li>Wise use of lucky money</li> </ul>
	我的祖國 My Country	<ul style="list-style-type: none"> <li>Our nationalities</li> <li>Accepting people of different nationalities/ethnic groups</li> <li>Science and technological inventions originating in China</li> </ul>
親親大自然 Back to Nature	我愛大自然 Love of Nature	<ul style="list-style-type: none"> <li>Pattern of day and night</li> <li>Living things in the park</li> </ul>
	郊遊樂 Outing is Fun	<ul style="list-style-type: none"> <li>Features of parks/country parks/beaches</li> <li>Taking part in outdoor activities</li> <li>Personal responsibilities in environmental conservation</li> <li>Outdoor Safety</li> </ul>

## P.3

Theme	Unit	Content
健康的生活 Healthy Living	良好的習慣 Healthy Habits	<ul style="list-style-type: none"> <li>• Food and nutrition</li> <li>• Food hygiene and preservation</li> <li>• Over-eating and under-eating</li> <li>• Exercises and rest</li> <li>• Sport safety, e.g. swimming, hiking, cycling</li> <li>• Good habits in public places</li> </ul>
	居住好環境 A Healthy Living Environment	<ul style="list-style-type: none"> <li>• Maintaining environmental hygiene</li> <li>• Greening/beautifying our environment</li> <li>• Reduce, reuse, replace and recycle</li> <li>• Energy conservation</li> <li>• Concern and action to improve our living environment</li> </ul>
生活在香港 Living in Hong Kong	我們的社會 Our Society	<ul style="list-style-type: none"> <li>• Different groups in the society</li> <li>• Division of labour in the society</li> <li>• Customs and mores</li> <li>• The importance of the Basic Law in ensuring our way of life</li> <li>• To observe law and order</li> </ul>
	購物好去處 Good Shopping Places	<ul style="list-style-type: none"> <li>• Shopping places, e.g. supermarket, market, department store and shop</li> <li>• Types and sources of goods</li> <li>• Be a wise consumer</li> </ul>
	生活所需 Our Daily Needs	<ul style="list-style-type: none"> <li>• Changes in life of the local community</li> <li>• Eating, travelling, housing and clothing in the local community</li> <li>• Road safety</li> <li>• Technology that affects our daily life</li> <li>• Need for communication &amp; common methods to communicate</li> </ul>
	旅遊好去處 Good Sightseeing Spots	<ul style="list-style-type: none"> <li>• Good places for visits in HK</li> <li>• Popular places of attractions in our country/other countries</li> <li>• Culture, heritage, lifestyle of people and other characteristics of these places</li> <li>• Respect for different cultures</li> <li>• Importance of conservation of cultural heritage</li> </ul>
	香港的動物 Animals in Hong Kong	<ul style="list-style-type: none"> <li>• Wide variety of animals in Hong Kong</li> <li>• Basic needs of animals</li> <li>• Animals and their living environment</li> <li>• Animals and my living environment</li> </ul>
	香港的天氣 The Weather of Hong Kong	<ul style="list-style-type: none"> <li>• Daily changes of the Sun and the Moon- relative positions</li> <li>• Simple features of a day's weather</li> <li>• Keeping records of room temperature</li> <li>• Relationship between cloud and rain</li> </ul>
	冷和熱 Hot or Cold	<ul style="list-style-type: none"> <li>• Sources of heat</li> <li>• Investigating with keeping warm &amp; cold</li> <li>• Transfer of heat &amp; conservation of heat</li> <li>• Safety in handling hot objects</li> </ul>

## P.4

Theme	Unit	Content
健康生活由我創 My Health	身體的奧秘 Wonders of the Body	<ul style="list-style-type: none"> <li>• Body parts/systems and their functions</li> <li>• Ways of keeping my body healthy</li> </ul>
	預防勝於治療 Prevention of Diseases	<ul style="list-style-type: none"> <li>• Common diseases in Hong Kong</li> <li>• Bacteria and viruses</li> <li>• Causes and prevention of diseases</li> <li>• Safe use of medication</li> <li>• Oral Health</li> </ul>
天地全接觸 Keep in Touch	資訊科技 Information Technology	<ul style="list-style-type: none"> <li>• Introduction to the e-world</li> <li>• Simple software that helps to handle information</li> <li>• Introduction to digital equipment</li> <li>• Information technology and communication (ITC)</li> <li>• Concerns in the ITC world (e.g. intellectual property, privacy, piracy)</li> </ul>
	明智的選擇 Making Choices: Being a Wise Consumer	<ul style="list-style-type: none"> <li>• Factors affecting our choice of goods and services</li> <li>• Messages conveyed by advertisements</li> <li>• The impacts of advertisements on our consumption behaviours</li> <li>• Rights and responsibilities of a consumer</li> <li>• Ways of managing money and other resources in daily life</li> </ul>
奇妙的世界 The Wonderful World	地球 Mother Earth	<ul style="list-style-type: none"> <li>• Surface of the Earth (continent &amp; ocean) and changes in it</li> <li>• Seasons in Hong Kong</li> <li>• Pattern of climate in Hong Kong</li> </ul>
	四海一家 Children in Other Parts of the World	<ul style="list-style-type: none"> <li>• Lifestyles in some other countries of the world, e.g. food, clothing, lodging, transport, games</li> <li>• Similarities and differences between children in the local community and other parts of the world</li> <li>• Getting along with children in other parts of the world</li> <li>• Respecting children with customs and behaviours different from our own</li> </ul>
	齊來聽聽看看 Hearing and Looking at Fantastic Things	<ul style="list-style-type: none"> <li>• Investigating light and sound</li> <li>• The wonderful world of colours and sound</li> <li>• Special effects of sound and light</li> <li>• Protecting our eyes and ears</li> </ul>
資源和環境 Our Environment, Our Resources	環境與我 The Environment and I	<ul style="list-style-type: none"> <li>• The natural environment of Hong Kong</li> <li>• Features of the built environment</li> <li>• How human beings are affected by the environment and what they have done in response to natural hazards</li> <li>• Protecting our environment</li> <li>• Environmentally friendly behaviours</li> </ul>

**Appendix 3**

<b>Theme</b>	<b>Unit</b>	<b>Content</b>
	美麗的植物 Beautiful Plants	<ul style="list-style-type: none"><li>• Basic needs of plants</li><li>• The wide variety of plants</li><li>• Functions of observable parts of a plant</li><li>• Interdependence of plants &amp; animals</li></ul>
	大地寶庫：水 Natural Resources: Water	<ul style="list-style-type: none"><li>• Uses of water</li><li>• Purification of water</li><li>• Investigating water</li></ul>
慶祝國慶 The National Day		<ul style="list-style-type: none"><li>• Establishment of the PRC</li><li>• Celebrating the national day</li><li>• National flag and national anthem</li><li>• Hoisting of the national flag</li></ul>

## P.5

Theme	Unit	Content
生命變變變 Life: Change, Change, Change	童裝大碼、成人細碼 Puberty	<ul style="list-style-type: none"> <li>• Changes experienced at puberty</li> <li>• Healthy habits at puberty</li> <li>• Managing emotions and stress</li> <li>• Protecting ourselves from sexual abuse</li> <li>• Seeking help and advice when in need</li> </ul>
	生命的接棒 Continuation of Life	<ul style="list-style-type: none"> <li>• Need for continuation of life</li> <li>• Cycles in the living world</li> </ul>
	珍惜生命 Respect for Life	<ul style="list-style-type: none"> <li>• Recognizing one's own strengths and weaknesses</li> <li>• Proper attitudes towards life</li> </ul>
都市生活 Life in the City	大地寶庫：空氣 Natural Resources: Air	<ul style="list-style-type: none"> <li>• Air: basic need for survival</li> <li>• Characteristic properties of air</li> <li>• Air and burning</li> <li>• Inter-relationship between green plants &amp; the atmosphere</li> </ul>
	電的故事 Switched On	<ul style="list-style-type: none"> <li>• Closed circuits</li> <li>• Investigating electricity (simple circuits)</li> <li>• Electricity and everyday life</li> <li>• Safety in using electricity</li> <li>• Conservation of resources by using less electricity</li> </ul>
	影響深遠 Substance Abuse	<ul style="list-style-type: none"> <li>• Smoking and its effect on our health</li> <li>• Effects of alcohol on our health</li> <li>• Causes and effects of substance abuse</li> <li>• Keeping away from smoking, alcohol and substance abuse</li> </ul>
	環境、科技與文化 Physical Environment, Technology and Culture	<ul style="list-style-type: none"> <li>• The impact of the physical environment on people's life</li> <li>• Advancements in science and technology in improving our living and society</li> <li>• Positive attitudes towards using technology</li> <li>• The impact of cultural exchange on the development of human society</li> <li>• Big cities in the world</li> <li>• Some common problems in big cities</li> <li>• Ways of improving our living and our society</li> </ul>
	活在資訊中 Information & Communication	<ul style="list-style-type: none"> <li>• Information processing using technology</li> <li>• Information to be represented in the form of graphics and sound</li> <li>• Communication with the aid of technology</li> <li>• Assisting people with special needs in communication</li> <li>• Different forms of mass media in our society and their importance</li> <li>• Impacts of mass media on our daily life</li> <li>• Proper attitudes towards mass media</li> <li>• How messages are conveyed by the mass media</li> </ul>

### Appendix 3

<b>Theme</b>	<b>Unit</b>	<b>Content</b>
都市生活(續) Life in the City(Cont' d)	我們的經濟 Our Economy	<ul style="list-style-type: none"> <li>• Characteristics of Hong Kong's economic life, e.g. free trade, low tax</li> <li>• Factors affecting the economic development of Hong Kong</li> <li>• Major industries in Hong Kong</li> <li>• The sources of goods in Hong Kong</li> <li>• Future economic development</li> </ul>
認識祖國 To Know About My Country	神州大地 Our Homeland	<ul style="list-style-type: none"> <li>• The geographical position of China</li> <li>• Major physical environments and how they affect the people living there</li> <li>• Climate</li> <li>• Resources</li> <li>• Important cities (e.g. Hong Kong, Beijing, Shanghai)</li> </ul>
	大事回顧 Major Events	<ul style="list-style-type: none"> <li>• People's life in the past (important people in Chinese history)</li> <li>• Science and technological development</li> <li>• Major events in China</li> </ul>
衝出地球 Beyond our Earth		<ul style="list-style-type: none"> <li>• Planets of our solar system</li> <li>• Special effects that we can observe when the Moon and the Earth move around the Sun</li> </ul>

## P.6

Theme	Unit	Content
健康成長 Healthy Growth	平安是福 Keeping Safe and Healthy	<ul style="list-style-type: none"> <li>• Killer diseases in Hong Kong</li> <li>• Occupational safety and prevention of injuries</li> <li>• Causes and prevention of accidents</li> <li>• Dealing with accidents and simple first aid</li> <li>• Health care services in Hong Kong</li> <li>• Making choices of medical services</li> <li>• Rights and responsibilities of patients</li> <li>• Responsibilities of the individual towards community health</li> </ul>
	踏上青春路 Adolescence	<ul style="list-style-type: none"> <li>• Social needs of adolescents</li> <li>• Factors (e.g. trust, honesty, caring) that enhance healthy relationships with friends and peers</li> <li>• Handling pressure</li> <li>• Dating</li> <li>• Messages on sex conveyed by the mass media</li> </ul>
環境與生活 Environment and Living	物料變、變、變 Materials: Change, Change, Change	<ul style="list-style-type: none"> <li>• Change of state using water as an example</li> <li>• Examples of common materials existing in different states</li> <li>• Energy and the environment</li> </ul>
	適者生存 Adaptation of Living Things	<ul style="list-style-type: none"> <li>• Adaptation of living things to the environment</li> <li>• Inheritance of characteristics</li> <li>• Balance of Nature affected by human activities</li> </ul>
	防止污染、保護資源 Pollution, Careful Use of Resources and Conservation of the Environment	<ul style="list-style-type: none"> <li>• Different types of pollution in our community: causes and effects</li> <li>• Ways to protect our environment from pollution</li> <li>• Problems caused by exploitation of resources and its possible solutions</li> <li>• Conservation of our environment</li> <li>• Reduce, reuse, replace and recycle in action</li> </ul>
香港是特區 Hong Kong : A Special Region	選賢與能 Political Features of Hong Kong	<ul style="list-style-type: none"> <li>• Hong Kong as a SAR of China</li> <li>• Life in Hong Kong society under “one country, two systems” and “high degree of autonomy”</li> <li>• Election and roles of the following in Hong Kong political life: the Chief Executive, Legco, ExCo and the district organizations</li> <li>• Work of the government and our daily life</li> <li>• Rights and responsibilities of the HKSAR residents</li> </ul>
	中華文化多姿彩 Culture of China	<ul style="list-style-type: none"> <li>• Culture of some major Chinese races, e.g. dialects, dances, opera, festivities, recipes, folk arts, lunar calendar</li> </ul>

### Appendix 3

Theme	Unit	Content
放眼世界 A Global Perspective	國際問題初探 Introduction to Common Issues of Concern	<ul style="list-style-type: none"> <li>• Important people in world history and their contributions to improving life in human society</li> <li>• Significant current global issues, e.g. poverty and hunger, war and peace, population, depletion of forests and global warming</li> <li>• Ways to tackle problems of common concern (e.g. environmental protection, GM food)</li> <li>• Importance of international exchange and cooperation in encountering global issues</li> </ul>
	科技世界：設計與文化 Technological World: Design and Culture	<ul style="list-style-type: none"> <li>• Development of tools and machines to help us solve daily problems</li> <li>• Influence of technological advancement on the development of society</li> <li>• Cultural influence on the use of technology</li> <li>• Safety in handling machines</li> </ul>
	奇妙的宇宙 Out in Space	<ul style="list-style-type: none"> <li>• Examples in the exploration of space</li> <li>• Changes to our daily life brought about by space exploration</li> <li>• Contribution and success of China and other countries in the exploration of space</li> </ul>

# **Appendix 4**

## **A Sample Unit of General Studies**

**A Sample Unit of General Studies**

*The following is a sample unit developed across two strands in the framework: “Health” and “Environment”. Teachers can select the teaching content from the core elements listed in appendix 2, taking into consideration the students’ needs, abilities, interests and daily life experiences. Extension elements can also be included, if necessary, according to the needs and culture of the school, e.g. students can be encouraged to beautify/green their living environment.*

*The suggested activities are by no means exhaustive. Teachers can choose those which best suit their students’ needs or use alternative activities which are appropriate in their contexts.*

Theme : Healthy Living

Unit : A Healthy Living Environment

Level : Primary Three

Strands : Health  
Environment

Aims : 1) Students are aware of the need to improve their living environment by:  
- reducing unnecessary use of resources  
- reusing, recycling and replacing resources used  
2) Students can make suggestions to enhance home safety  
3) Students take up responsibilities in keeping home safety and conserving the environment

Estimated : 10-12 hours  
Learning Time

**Activity One      Saving Paper****Learning Objectives**

To record and discuss observations and suggest simple interpretations;

To learn about the conditions needed for a plant to grow well;

To identify features of a plant that change over time;

To be aware of how paper is made and paper can be recycled;

To be aware of the limited resources available on earth and make wise use of them; and

To carry out a paper saving plan.

**Generic Skills***Collaboration*

- Agree on roles and responsibilities of members in performing group activity
- Clarify and accept various roles and responsibilities of individual members in a team and be willing to follow team rules

*Communication*

- Write a simple report on observations
- Use clear and appropriate means of communication, both verbal and non-verbal, to express meaning and feelings

*Creativity*

- Develop curiosity and interest through observation of the growth of a plant
- Devise ways to conserve the environment
- Strengthen creative abilities: originality and imagination

*Critical thinking*

- Summarize factors/observations

*IT*

- Information search over the internet

*Numeracy*

- Measure size of objects, simple calculations
- Use appropriate units in measurements

*Problem Solving*

- Follow the given step-by-step methods to check and describe the outcomes
- Develop ideas about the problem and identify sources of information and help
- Propose and develop alternative solutions to environmental problems

*Self-management*

- Take responsibility in looking after a plant
- Be committed to saving resources in everyday life

*Study*

- Collect information from given sources, organize them into predetermined categories and analyze them according to preset guidelines

### Personal and Social Values/Attitudes

- Caring and concern
- Respect for life
- Respect for the environment
- Sustainability
- Sensitivity
- Self-reflection
- Cooperative
- Common Good
- Self-discipline
- Trust
- Betterment of mankind
- Sense of belonging
- Appreciative

### Description

1. \*Students are given saplings to keep and grow in small groups one month before the unit starts.
2. \*Students keep a record of the growth of the saplings and find out the conditions needed for a plant to grow well. They also observe the growth of the plant and take measurements of its height.
3. Under teacher's supervision, students visit the nursery beds of the Leisure and Cultural Services Department/ Kadoorie Farm. They take pictures with plants of different ages (using one type of plant). They compare the height of the plant with their own height.
4. Students carry out an information search on what paper is made of, which types of tree provide pulp suitable for making paper, how long it takes for these trees to grow before they are cut down and how many trees are needed to make a certain amount of paper.
5. \*Students observe in what situations and how paper is used at home.
6. Students estimate the amount of paper used by the class in a year and calculate the number of trees they "use" in a year.
7. Students make recycled paper.
8. Students devise ways to save paper and carry out their paper saving plan.

*\* Activity to be carried out at home*

**Activity Two      Using Alternative Household Products****Learning Objectives**

To be aware of the types of hazardous household products that are used at home;  
To identify the harmful effects to our health and the environment when we use the hazardous household products; and  
To understand that alternative products could be used to reduce the use of the hazardous products, which in turn helps promote personal safety and environmental conservation.

**Generic Skills***Collaboration*

- Agree on roles and responsibilities of members in performing group activity
- Clarify and accept various roles and responsibilities of individual members in a team and be willing to follow team rules
- Participate actively and positively in group discussions

*Communication*

- Use clear and appropriate means of communication, both verbal and non-verbal, to express meaning and feelings

*Creativity*

- Devise ways to conserve the environment
- Strengthen creative abilities: originality and imagination

*Critical thinking*

- Identify and express main ideas, problems and central issues
- Understand straight-forward cause and effect relationships
- Summarize factors/observations

*IT*

- Information search over the internet

*Problem Solving*

- Follow the given step-by-step methods to check and describe the outcomes
- Develop ideas about the problem and identify sources of information and help
- Propose and develop alternative solutions to environmental problems

*Self-management*

- Be committed to saving resources in everyday life
- Take responsibilities for maintaining a healthy and safe environment at home

*Study*

- Collect information from given sources, organize them into predetermined categories and analyze them according to preset guidelines

**Personal and Social Values/Attitudes**

- Caring and concern
- Respect for the environment
- Sensitivity
- Self-reflection
- Cooperative
- Common Good
- Self-discipline
- Openness
- Independence
- Trust
- Interdependence
- Betterment of mankind
- Sense of belonging
- Appreciative

**Description**

1. Teacher displays several household products that we may use at home (e.g. dishwasher detergent, window cleaner, drain cleaner, hair spray, bleaching agent, insecticide). Students are asked to think in which situations they are used.
2. Students observe the warning logos/descriptions attached to these products and discuss why they are attached.
3. In small groups, students discuss how these products could cause harmful effects to our health.
4. Students observe the packaging and containers of the products. Discuss and identify how their designs may help promote safety use and prevent overuse.
5. With the help of teacher, students search for relevant information on the Internet to identify how the use of some household products may cause health and environmental problems.
6. \*Students conduct a survey on what alternative products could be used instead to reduce the use of the hazardous materials at home and thus help reduce/prevent health and environmental problems.
7. In small groups, students conduct tests to check whether the alternative products are good substitutes for those hazardous materials (e.g. using newspaper for window cleaning, lemon for tea stain removal, tea for grease removal).
8. Based on the results, each student writes a note to parents to recommend the use of the alternative products for the sake of a healthy and safe environment.
9. In groups, students carry out a project on designing new packaging for a household product to promote safety use or prevent overuse.

*\* Activity to be carried out at home*

**Activity Three Making a Safe and Comfortable Study Area****Learning Objectives**

To suggest ways of keeping a safe and healthy environment at home;

To identify possible problems, constraints and improvements needed for a healthy living environment at home;

To make choices and show respect for others' choices in the use of technology;

To be aware that technology helps to provide a safe and comfortable study area; and

To be aware that there exist various alternatives for one single problem.

**Generic Skills***Collaboration*

- Agree on roles and responsibilities of members in performing group activity
- Clarify and accept various roles and responsibilities of individual members in a team and be willing to follow team rules
- Participate actively and positively in group discussions

*Communication*

- Use clear and appropriate means of communication, both verbal and non-verbal, to express meaning and feelings
- Use appropriate names to describe common technology used in everyday life

*Creativity*

- Devise ways to conserve the environment
- Strengthen creative abilities: originality and imagination

*Critical thinking*

- Identify and express main ideas, problems and central issues
- Understand straight-forward cause and effect relationships
- Summarize factors/observations

*IT*

- Use of simple graphic tools in drawing

*Problem Solving*

- Follow the given step-by-step methods to check and describe the outcomes
- Develop ideas about the problem and identify sources of information and help
- Propose and develop alternative solutions to environmental problems

*Self-management*

- Take responsibility for maintaining a healthy and safe environment at home

**Personal and Social Values/Attitudes**

- |                               |                         |
|-------------------------------|-------------------------|
| • Caring and concern          | • Openness              |
| • Respect for the environment | • Trust                 |
| • Sensitivity                 | • Interdependence       |
| • Self-reflection             | • Betterment of mankind |

- Cooperative
- Self-discipline
- Sense of belonging
- Appreciative

**Description**

1. Teacher illustrates John’s study area by showing a picture / a 3D model or using a classroom corner:

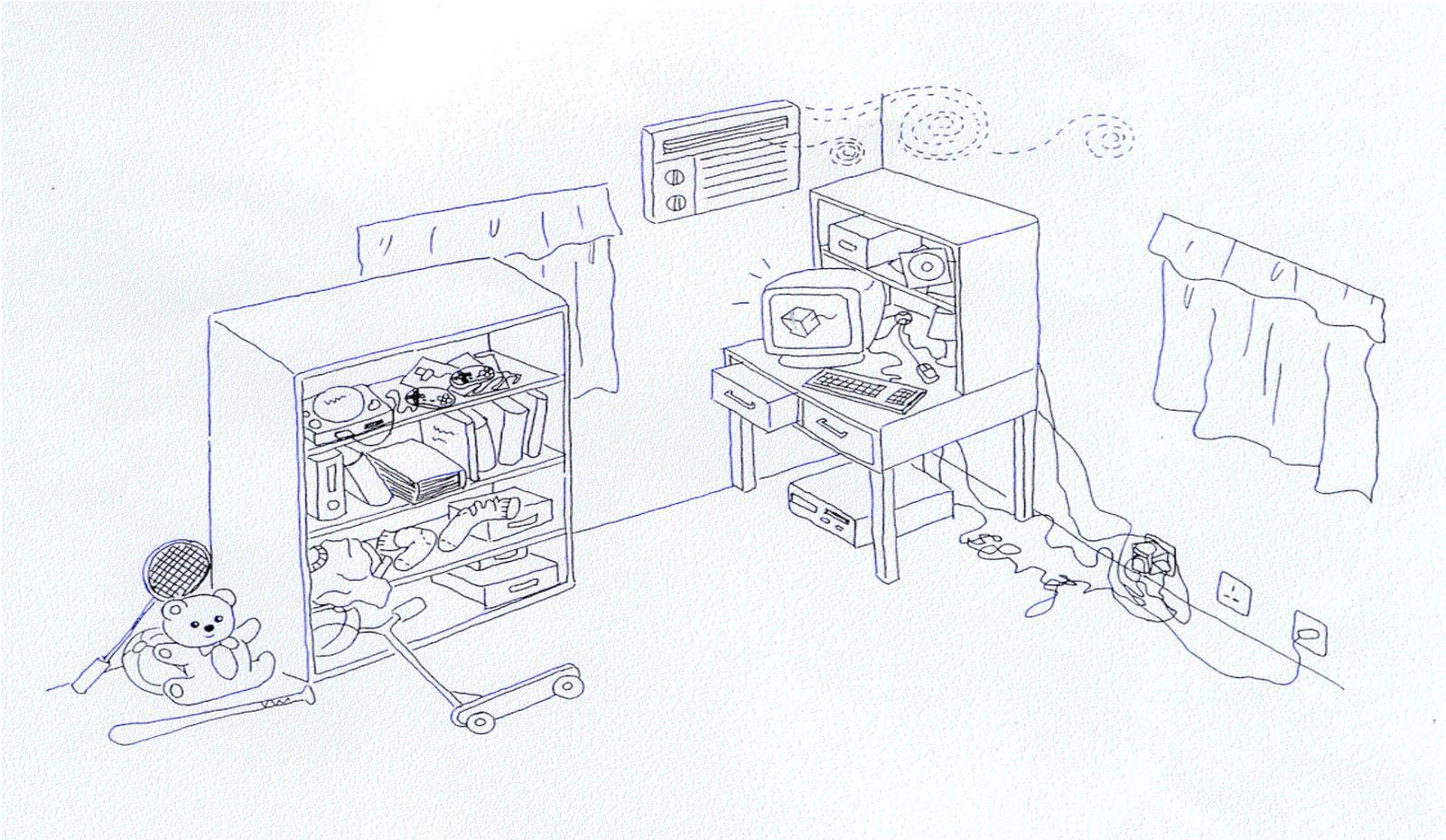
*John is a primary 3 pupil studying in ABC school. This is his study area. He always forgets to turn off his computer when it is not being used. The air-conditioner is always on in summer, no matter if it is windy or not. The windows are always closed as the shelves are placed in front of the windows. The curtains are always pulled down. There is not much space in his room, things are always stacked here and there on the floor.*

2. Students are divided into groups to find out possible problems/needs with John’s study area.

<u>Possible problems / needs</u>	<u>Possible solutions</u>
e.g. Desk is too small or the monitor is too large	➤ Use a larger desk. ➤ Use energy-saving LCD monitor which is smaller in size and consumes less energy. The monitor turns off when it is not being used for a long time.
Air is not fresh Room is dark Waste of electricity	➤ Relocate the bookshelf and open the windows, letting fresh air into the room and also bringing light into the room during day time to save electricity and money.

3. Each group makes suggestions on how to improve John’s study area. Many possibilities may arise such as re-arrangement of stuffs and use of other equipment. Students may also imagine and design new devices for John.
4. Each group sketches a desirable study area for John.
5. Students present their sketches to fellow classmates and express their views on the design.
6. \*Students design and create a model, in the form of a drawing or 3D model, of their own desirable study areas.

*\* Activity to be carried out at home*



*Please kindly help John to re-design his study area so that he can have a better and healthier living environment.  
You may suggest that he should use more environmentally friendly and safe equipment to improve the living environment.*



# **Appendix 5**

## **Organizations which Provide Opportunities for Life-wide Learning in relation to General Studies**

## Organizations which Provide Opportunities for Life-wide Learning in relation to General Studies

### Strand : Health

Organizations	Activities	Tel. No.
Health Department	<ul style="list-style-type: none"> <li>• talk on dental health</li> <li>• visit to the Oral Health Education Bus</li> </ul>	2199 9204
Hospital Authority	<ul style="list-style-type: none"> <li>• visit to the Health InfoWorld</li> </ul>	2300 7733
Occupational Safety and Health Council	<ul style="list-style-type: none"> <li>• visit to the Occupational Safety and Health Gallery in Science Museum</li> </ul>	2739 9000
Food and Environmental Hygiene Department	<ul style="list-style-type: none"> <li>• talk</li> </ul>	2377 9737
Hong Kong Childhealth Foundation	<ul style="list-style-type: none"> <li>• School Physical Fitness Award Scheme</li> </ul>	8208 0727
Life Education Activities Programme	<ul style="list-style-type: none"> <li>• Health Education Programme for Primary Schools</li> </ul>	2530 0018
Fire Services Department	<ul style="list-style-type: none"> <li>• talk on fire prevention</li> </ul>	2391 3982 2170 9605
Hong Kong Police Force	<ul style="list-style-type: none"> <li>• talk</li> <li>• JPC Fight Crime Summer Camp</li> <li>• Help the Police Fight Youth Crime Competition</li> <li>• visit to the police station</li> </ul>	2866 6535  Enquiries may be made at JPC
Hong Kong Council on Smoking and Health	<ul style="list-style-type: none"> <li>• Drama on anti-smoking</li> </ul>	2239 0606
Home Affairs Department	<ul style="list-style-type: none"> <li>• competition</li> <li>• visit</li> <li>• talk</li> <li>• fun fair</li> <li>• exhibition</li> </ul>	Enquiries may be made at Home Affairs Department

### Strand : Environment

Organizations	Activities	Tel. No.
Education Department	<ul style="list-style-type: none"> <li>• Schools Environmental Award Scheme cum Student Environmental Protection Ambassador Scheme</li> <li>• Waste Separation and Recycling Pilot Scheme in Schools</li> <li>• subsidize schools for visit to Mai Po</li> </ul>	2892 6529
Water Supplies Department	<ul style="list-style-type: none"> <li>• visit to the treatment works</li> <li>• visit to the "Treatment Works Open Day"</li> <li>• roving exhibition</li> <li>• science roving exhibition</li> <li>• talk</li> </ul>	2829 5664 2829 4559 2829 4559 2799 4330 2829 5868

## Appendix 5

<b>Organizations</b>	<b>Activities</b>	<b>Tel. No.</b>
Environmental Campaign Committee	<ul style="list-style-type: none"> <li>● Environmental Training Camp</li> <li>● Hong Kong Environmental Protection Festival and Environmental Day</li> </ul>	2594 6501 2594 6502
Leisure and Cultural Services Department	<ul style="list-style-type: none"> <li>● visit to the public library</li>   <li>● guided tour to the Kowloon Walled City Park</li> <li>● visit to the “Road Safety Town”</li> <li>● Primary School Outdoor Learning Activities – Guided school visits to Leisure &amp; Cultural Services Department’s Facilities</li> </ul>	Enquiries may be made at public libraries  2762 2080 2693 6704 2723 6041
Environmental Protection Department	<ul style="list-style-type: none"> <li>● visit to the Environmental Resource Centre</li> <li>● talk</li> </ul>	2893 2856 2594 5401
World Wide Fund for Nature Hong Kong	<ul style="list-style-type: none"> <li>● visit to Mai Po Nature Reserve and Island House</li> </ul>	2652 0285
Ocean Park Conservation Foundation	<ul style="list-style-type: none"> <li>● Hand in Hand, Save the Whales and Dolphins Award Scheme</li> </ul>	2873 8679
Ocean Park	<ul style="list-style-type: none"> <li>● In-park Education Tour</li> </ul>	2873 8622
Kadoorie Farm	<ul style="list-style-type: none"> <li>● visit</li> <li>● guided tour</li> </ul>	2488 1317
Other organizations on Environmental Education	<ul style="list-style-type: none"> <li>● visit to the resource centre</li> <li>● talk</li> </ul>	2528 5588 (Friends of the Earth) 2314 2662 (Green Power) 2728 6781 (The Conservancy Association)
Community Chest	<ul style="list-style-type: none"> <li>● Greening for the Chest</li> </ul>	2599 6147
Agriculture, Fisheries and Conservation Department	<ul style="list-style-type: none"> <li>● talk</li> <li>● guided tour to country parks</li> <li>● community tree planting</li> <li>● visit to the nature trails and tree walks</li> <li>● visit to the Lions Nature Education Centre</li> <li>● visit to the visitor centre of country parks</li> </ul>	2422 9431 2422 9431 2422 9431 2422 9431 2792 2234 2555 2179 (Aberdeen) 2792 7365 (Sai Kung) 2489 1362 (Shing Mun) 2665 3413 (Plover Cove ) 2498 9326 (Tai Mo Shan)

## Appendix 5

Organizations	Activities	Tel. No.
Hong Kong Observatory	<ul style="list-style-type: none"> <li>● visit to the Hong Kong Observatory Resource Centre</li> </ul>	2926 8250
Food and Environmental Hygiene Department	<ul style="list-style-type: none"> <li>● talk</li> </ul>	2377 9737
Home Affairs Department	<ul style="list-style-type: none"> <li>● competition</li> <li>● visit</li> <li>● talk</li> <li>● fun fair</li> <li>● exhibition</li> </ul>	Enquiries may be made at Home Affairs Department

### Strand : Community

Organizations	Activities	Tel. No.
Hong Kong Housing Department	<ul style="list-style-type: none"> <li>● visit to the Hong Kong Housing Authority Exhibition Centre</li> </ul>	2711 1425
Water Supplies Department	<ul style="list-style-type: none"> <li>● visit to the treatment works</li> <li>● visit to the “Treatment Works Open Day”</li> <li>● roving exhibition</li> <li>● science roving exhibition</li> <li>● talk</li> </ul>	2829 5664 2829 4559 2829 4559 2799 4330 28295868
Hong Kong Police Force	<ul style="list-style-type: none"> <li>● talk</li> <li>● JPC Fight Crime Summer Camp</li> <li>● Help the Police Fight Youth Crime Competition</li> <li>● visit to the police station</li> </ul>	2866 6535  Enquiries may be made at JPC
Leisure and Cultural Services Department	<ul style="list-style-type: none"> <li>● visit to the public library</li> <li>● guided tour to the Kowloon Walled City Park</li> <li>● visit to the “Road Safety Town”</li> <li>● Primary School Outdoor Learning Activities – Guided school visits to Leisure &amp; Cultural Services Department’s Facilities</li> </ul>	Enquiries may be made at public libraries  2762 2080 2693 6704 2723 6041
Post Office	<ul style="list-style-type: none"> <li>● visit to the post office</li> </ul>	2921 2264
Registration and Election Office	<ul style="list-style-type: none"> <li>● visit to the Electoral Information Centre</li> </ul>	2891 1001

## Appendix 5

<b>Organizations</b>	<b>Activities</b>	<b>Tel. No.</b>
Agriculture, Fisheries and Conservation Department	<ul style="list-style-type: none"> <li>• talk</li> <li>• guided tour to country parks</li> <li>• community tree planting</li> <li>• visit to the nature trails and tree walks</li> <li>• visit to the Lions Nature Education Centre</li> <li>• visit to the visitor centre of country parks</li> </ul>	2422 9431 2422 9431 2422 9431 2422 9431 2792 2234 2555 2179 (Aberdeen) 2792 7365 (Sai Kung) 2489 1362 (Shing Mun) 2665 3413 (Plover Cove ) 2498 9326 (Tai Mo Shan)
Office of the Ombudsman Resource Centre	<ul style="list-style-type: none"> <li>• visit to the Ombudsman Resource Centre</li> </ul>	2629 0597
Ocean Park	<ul style="list-style-type: none"> <li>• In-park Education Tour</li> </ul>	2873 8622
Community Chest	<ul style="list-style-type: none"> <li>• Greening for the Chest</li> </ul>	2599 6147
Fire Services Department	<ul style="list-style-type: none"> <li>• talk on fire prevention</li> </ul>	2391 3982 2170 9605
Television and Entertainment License Authority	<ul style="list-style-type: none"> <li>• seminar</li> <li>• talk</li> </ul>	2594 5843 2594 5751
Consumer Council	<ul style="list-style-type: none"> <li>• visit to the Consumer Council Resource Centre</li> <li>• talk</li> </ul>	2856 3113
Committee on the Promotion of Civic Education	<ul style="list-style-type: none"> <li>• visit to the Civic Education Resource Centre</li> </ul>	2802 0131
World Vision	<ul style="list-style-type: none"> <li>• Famine 30 Hours</li> <li>• Hunger Banquet</li> <li>• talk</li> </ul>	2399 3427
Home Affairs Department	<ul style="list-style-type: none"> <li>• competition</li> <li>• visit</li> <li>• talk</li> <li>• fun fair</li> <li>• exhibition</li> </ul>	Enquiries may be made at Home Affairs Department

### Strand : National Identity and the Chinese Culture

<b>Organizations</b>	<b>Activities</b>	<b>Tel. No.</b>
Hong Kong Museum of History	<ul style="list-style-type: none"> <li>• exhibition</li> </ul>	2724 9042
Lei Cheng Uk Han Tomb Museum	<ul style="list-style-type: none"> <li>• exhibition</li> </ul>	2386 2863
Law Uk Folk Museum	<ul style="list-style-type: none"> <li>• exhibition</li> </ul>	2896 7006

**Appendix 5**

<b>Organizations</b>	<b>Activities</b>	<b>Tel. No.</b>
Hong Kong Museum of Coastal Defense	<ul style="list-style-type: none"> <li>• exhibition</li> </ul>	2569 1500
Committee on the Promotion of Civic Education	<ul style="list-style-type: none"> <li>• visit to the Civic Education Resource Centre</li> </ul>	2802 0131
Public Records Office	<ul style="list-style-type: none"> <li>• exhibition</li> </ul>	2195 7700

**Strand : Global Understanding and the Information Era**

<b>Organizations</b>	<b>Activities</b>	<b>Tel. No.</b>
Hong Kong Science Museum	<ul style="list-style-type: none"> <li>• visit</li> <li>• school visit programme</li> <li>• talk</li> </ul>	2732 3220

**Strand : Science and Technology in Everyday Life**

<b>Organizations</b>	<b>Activities</b>	<b>Tel. No.</b>
Hong Kong Science Museum	<ul style="list-style-type: none"> <li>• visit</li> <li>• school visit programme</li> <li>• talk</li> </ul>	2732 3220
Hong Kong Space Museum	<ul style="list-style-type: none"> <li>• visit</li> <li>• talk</li> <li>• school shows</li> </ul>	2734 2720
Leisure and Cultural Services Department	<ul style="list-style-type: none"> <li>• Primary School Outdoor Learning Activities – Guided school visits to Leisure &amp; Cultural Services Department’s Facilities</li> </ul>	2723 6041
Education Department	<ul style="list-style-type: none"> <li>• Schools Environmental Award Scheme cum Student Environmental Protection Ambassador Scheme</li> <li>• Waste Separation and Recycling Pilot Scheme in Schools</li> <li>• subsidize schools for visit to Mai Po</li> </ul>	2892 6529
Water Supplies Department	<ul style="list-style-type: none"> <li>• visit to the treatment works</li> <li>• visit to the “Treatment Works Open Day”</li> <li>• roving exhibition</li> <li>• science roving exhibition</li> <li>• talk</li> </ul>	2829 5664 2829 4559 2829 4559 2799 4330 2829 5868

## Appendix 5

<b>Organizations</b>	<b>Activities</b>	<b>Tel. No.</b>
Agriculture, Fisheries and Conservation Department	<ul style="list-style-type: none"> <li>• talk</li> <li>• guided tour to country parks</li> <li>• community tree planting</li> <li>• visit to the nature trails and tree walks</li> <li>• visit to the Lions Nature Education Centre</li> <li>• visit to the visitor centre of country parks</li> </ul>	2422 9431 2422 9431 2422 9431 2422 9431 2792 2234 2555 2179 (Aberdeen) 2792 7365 (Sai Kung) 2489 1362 (Shing Mun) 2665 3413 (Plover Cove ) 2498 9326 (Tai Mo Shan)
Environmental Campaign Committee	<ul style="list-style-type: none"> <li>• Environmental Training Camp</li> <li>• Hong Kong Environmental Protection Festival and Environmental Day</li> </ul>	2594 6501 2594 6502
Environmental Protection Department	<ul style="list-style-type: none"> <li>• visit to the Environmental Resource Centre</li> <li>• talk</li> </ul>	2893 2856 2594 5401
World Wide Fund for Nature Hong Kong	<ul style="list-style-type: none"> <li>• visit to Mai Po Nature Reserve and Island House</li> </ul>	2652 0285
Ocean Park Conservation Foundation	<ul style="list-style-type: none"> <li>• Hand in Hand, Save the Whales and Dolphins Award Scheme</li> </ul>	2873 8679
Ocean Park	<ul style="list-style-type: none"> <li>• In-park Education Tour</li> </ul>	2873 8622
Kadoorie Farm	<ul style="list-style-type: none"> <li>• visit</li> <li>• guided tour</li> </ul>	2488 1317
Other organizations on Environmental Education	<ul style="list-style-type: none"> <li>• visit to the resource centre</li> <li>• talk</li> </ul>	2528 5588 (Friends of the Earth) 2314 2662 (Green Power) 2728 6781 (The Conservancy Association)
Home Affairs Department	<ul style="list-style-type: none"> <li>• competition</li> <li>• visit</li> <li>• talk</li> <li>• fun fair</li> <li>• exhibition</li> </ul>	Enquiries may be made at Home Affairs Department