



Experience Sharing Session on Promoting **Values Education** in the **School English Language Curriculum** (Secondary Level) (Refreshed)

20 December 2023

English Language Education Section
Curriculum Development Institute
Education Bureau



Course Objectives

- To provide insights into the planning and implementation of learning and teaching activities for the **promotion of values education in the English classroom** ;
- To introduce the **resources in support of the promotion of values education** in the school English Language curriculum ; and
- To **share examples on designing diversified learning activities** to foster positive values and attitudes in the English classroom

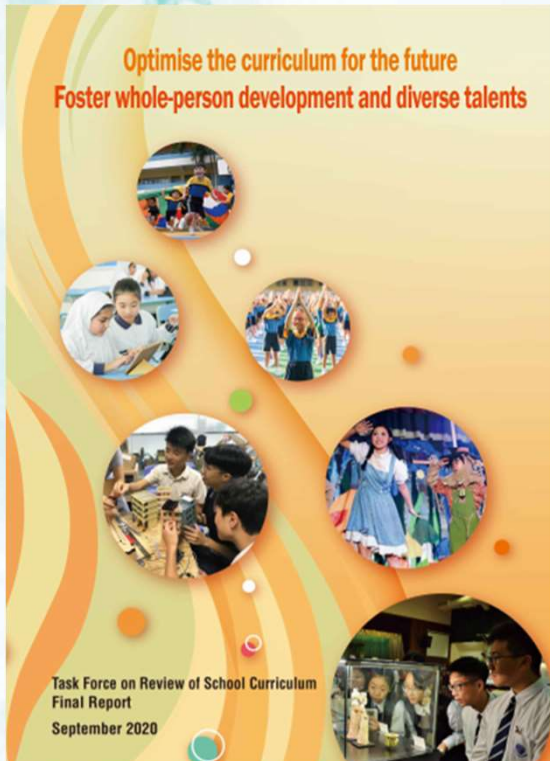
Programme Rundown

Part 1 (2:30-2:45 p.m.)	Holistic planning of the school curriculum for integrating values education into the school English Language curriculum
Part 2 (2:45-3:30 p.m.) (3:30-4:15 p.m.)	<u>School sharing on “Week of Positivity”</u> <ul style="list-style-type: none">• St. Stephen’s Church College• St. Paul’s Convent School
Part 3 (4:15-4:30 p.m.)	<ul style="list-style-type: none">• Week of Love and Growth• Learning and teaching resources• Q & A

A group of children sitting on the floor, looking at a book together. The image is faded and serves as a background for the text.

Promoting **Values Education** in the **School Curriculum**

Final Report of Task Force on Review of School Curriculum (2020)



Final Report of Task Force on Review of School Curriculum (2020)

Six Directions of Recommendations



Whole-person Development



Values Education and Life Planning Education



Creating Space and Catering for Learner Diversity



Applied Learning



University Admissions



STEM Education

Recommendations for Values Education and Life Planning Education

Directional Recommendations of the Task Force on Review of School Curriculum

**Optimise the curriculum for the future
Foster whole-person development and diverse talents**

- Reinforce the importance of whole-person development and create space for students' balanced development
- Accord higher priority to values education in schools, including strengthening life education, and moral, civic, and national education, and start life planning education early at the upper primary and junior secondary levels
- Cater for students' diverse interests, abilities and career aspirations through curriculum and assessment differentiation at the senior secondary level in our school system, as well as provide guidance for students to pursue multiple pathways of their choices
- Further promote Applied Learning as a valued senior secondary elective subject
- Enhance the flexibility of university admissions for students with different talents
- Strengthen STEM education in primary and secondary schools so as to develop students' capacity to apply knowledge and skills acquired in different STEM-related subjects in an integrated and creative manner to solve daily problems

QR Code: Consultation Document (June 2019)

QR Code: Final Report (September 2020)



Directional Recommendations of the Task Force on Review of School Curriculum (A Leaflet)

Accord higher priority to values education in schools, including strengthening life education, and moral, civic, and national education; and start life planning education early at the upper primary and junior secondary levels

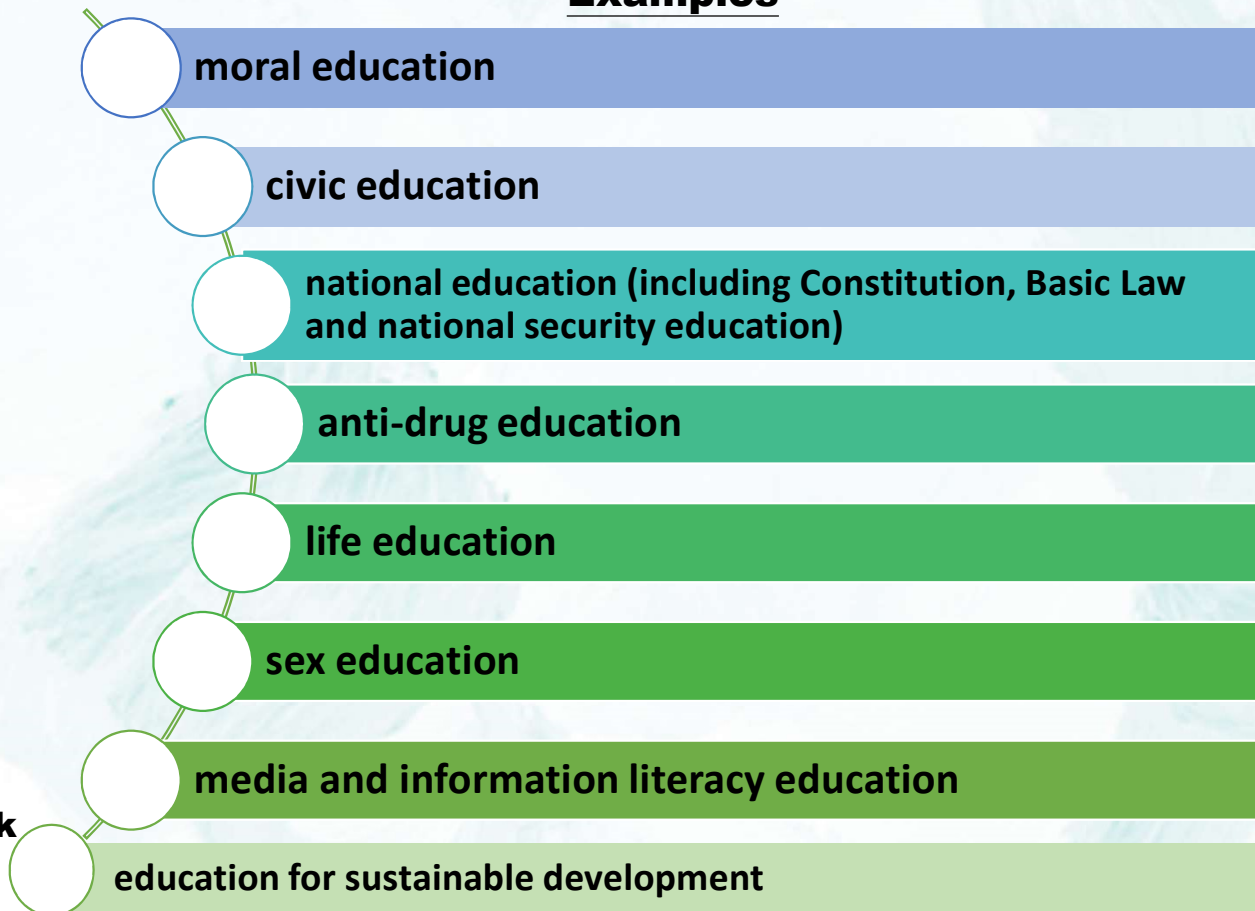
- ❑ Provide multifarious Values Education (VE) related learning experiences in the curriculum to broaden students' perspective
- ❑ Engage teachers in professional development activities

Promoting Values Education under **Various Cross-curricular Domains**



**Values Education Curriculum Framework
(Pilot Version) (Trimmed Version)
(2021)**

Examples



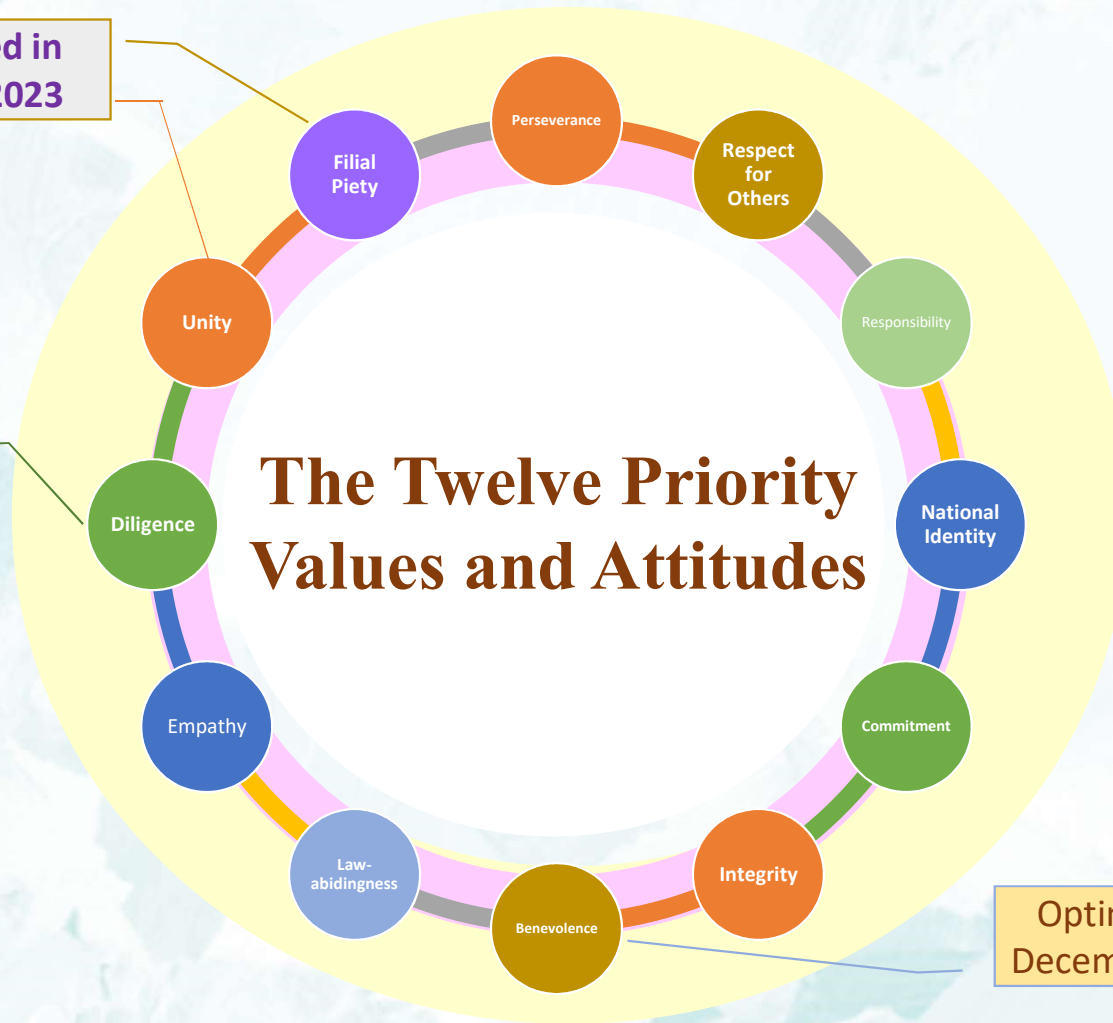
Promoting Values Education in the School Curriculum

The Twelve Priority Values and Attitudes

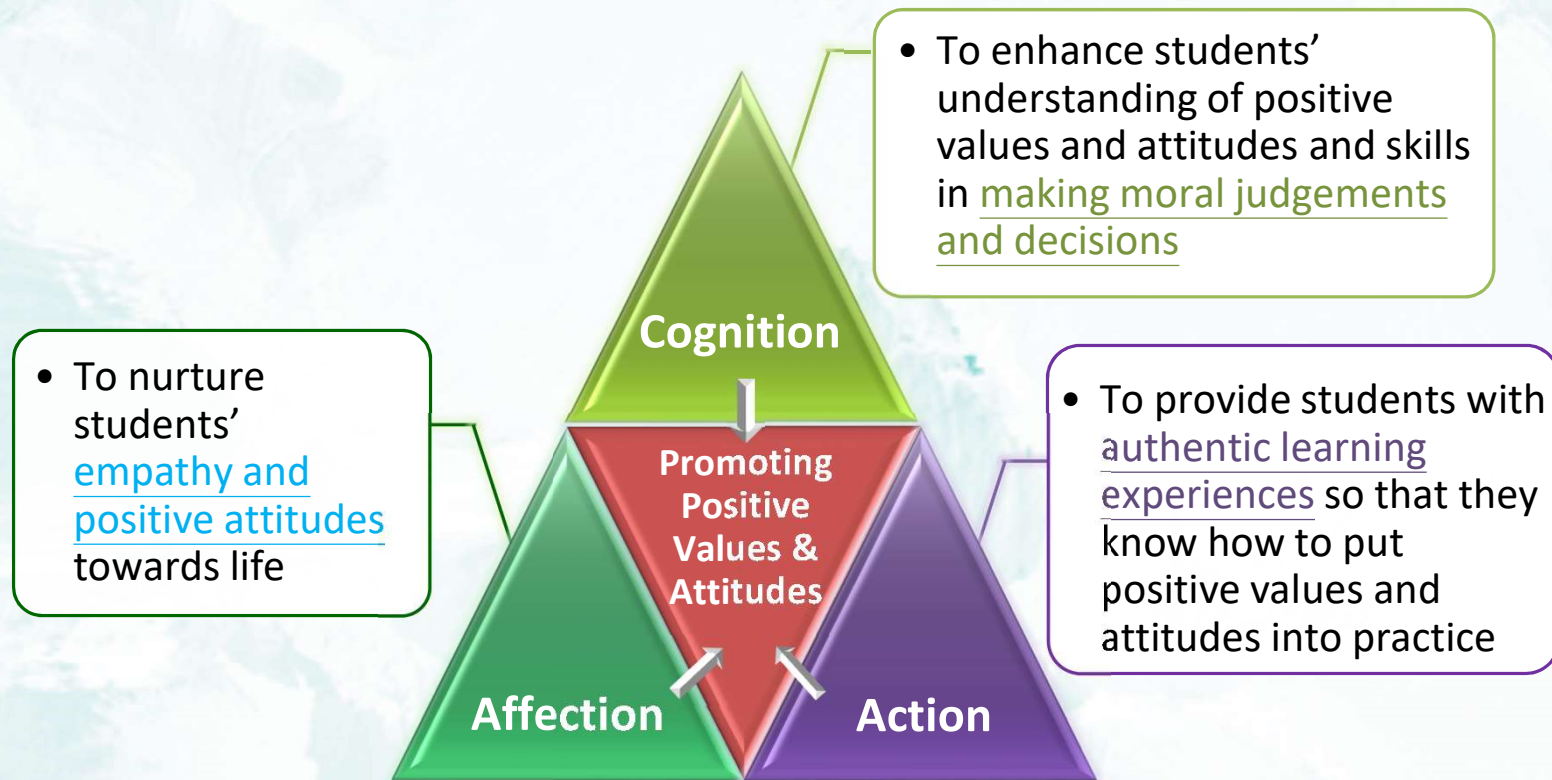
Newly added in
December 2023

Newly added in
November 2021

Optimised in
December 2023



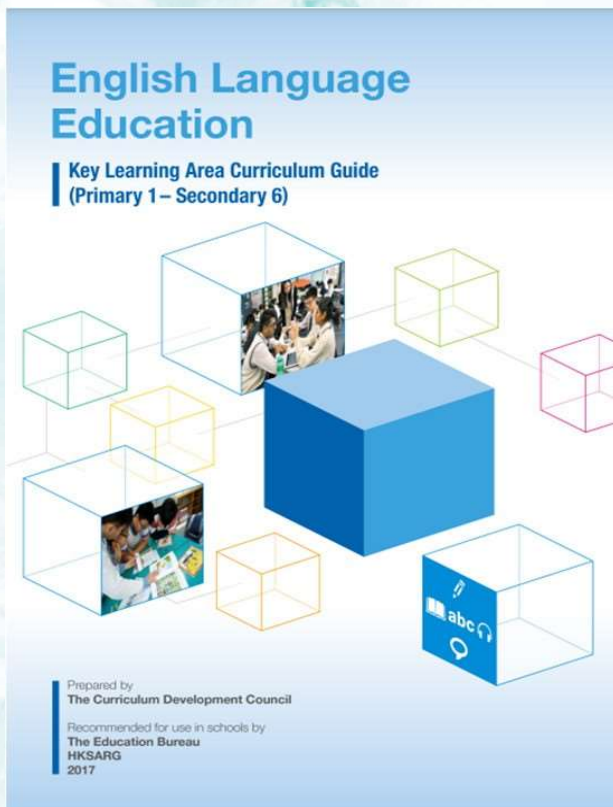
Promoting Values Education in the School Curriculum – Integration of Cognition, Affection and Action



The background of the slide features a group of students, likely in a classroom, looking at a large globe. The image is semi-transparent and has a light blue tint. The students are seen from behind, focused on the globe. The overall scene suggests a global or multicultural educational context.

Integrating **Values Education into the **School English Language Curriculum****

Integrating **Values Education** into the School English Language Curriculum



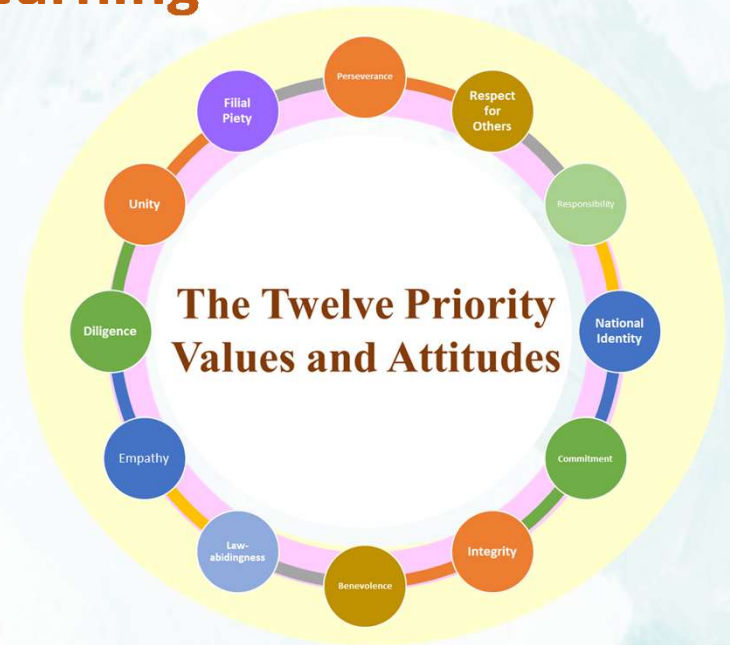
ELE KLACG 2017

Schools are encouraged to focus on the proper values and attitudes that align with their school mission, school contexts, stakeholders' views, students' needs and major concerns

Exploring a variety of value-laden issues and stimuli for critical and imaginative learning experiences

Making use of everyday life events and a variety of learning and teaching resources to provide contexts for cultivating values in students

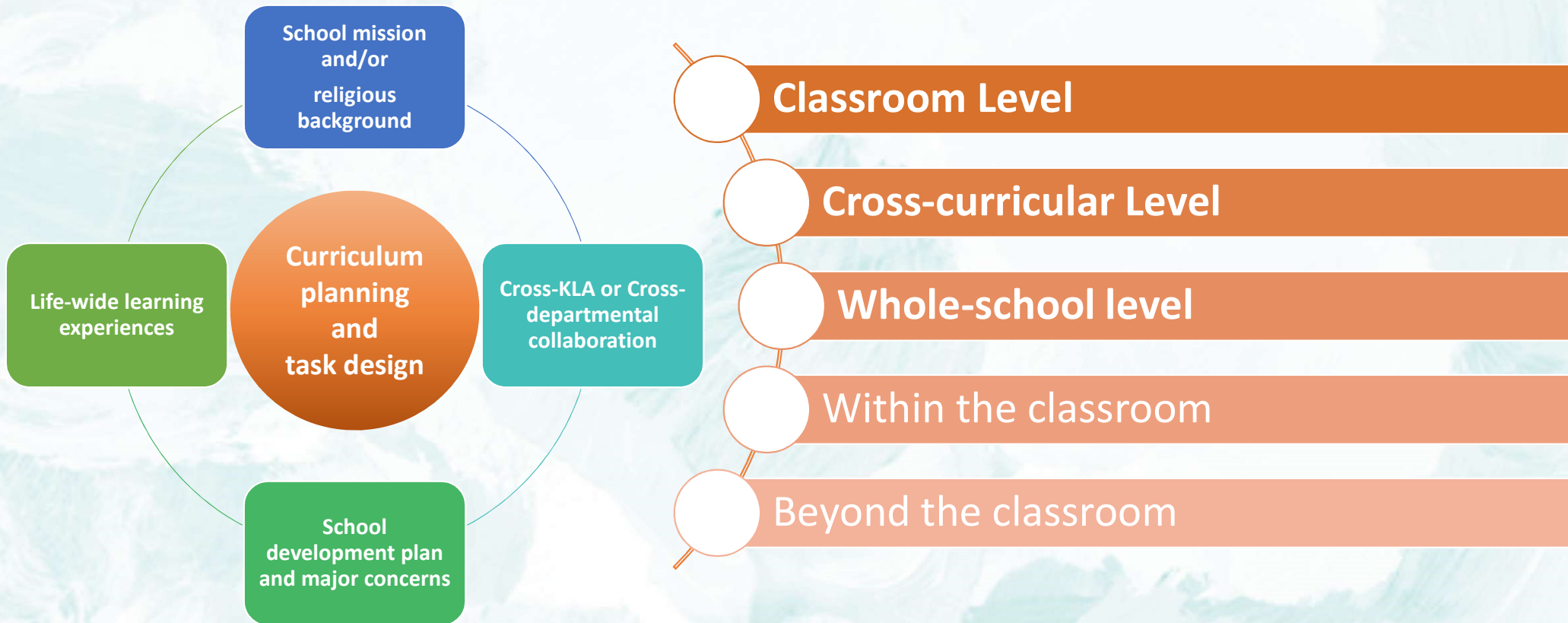
Possible Entry Points for Cross-curricular Learning



Strengthening the **connection** between English Language and various cross-curricular domains to Facilitate Whole-person Development

Holistic Planning of the School Curriculum for Integrating Values Education into the School English Language Curriculum

When incorporating values education in the school English Language curriculum, schools should take into consideration:



Food for Thought about Promoting Values Education in the English Language Curriculum

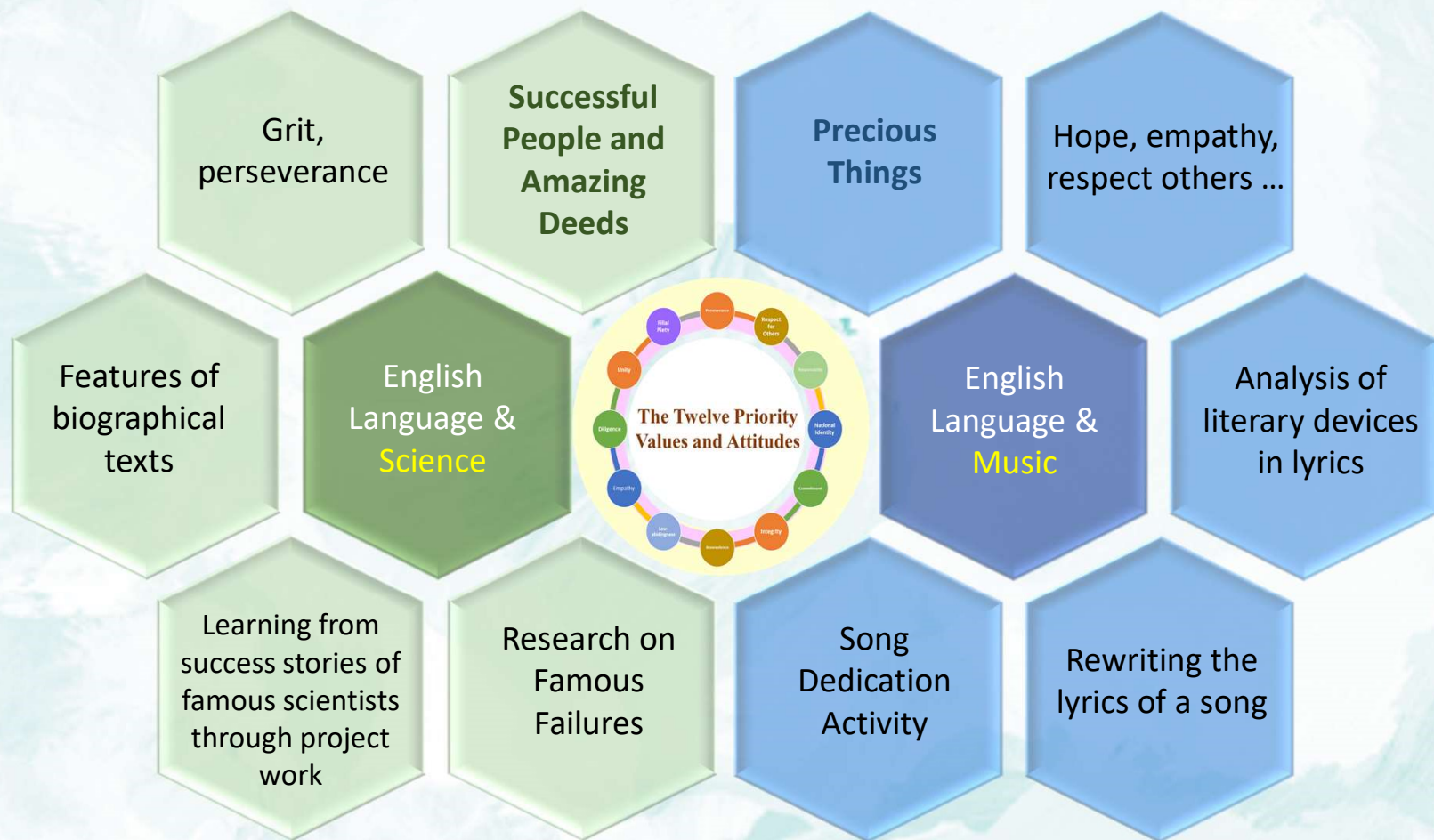


Connecting the **Ten Priority Values and Attitudes** with the **Themes/Topics of Teaching Modules** in the **English Language Curriculum**

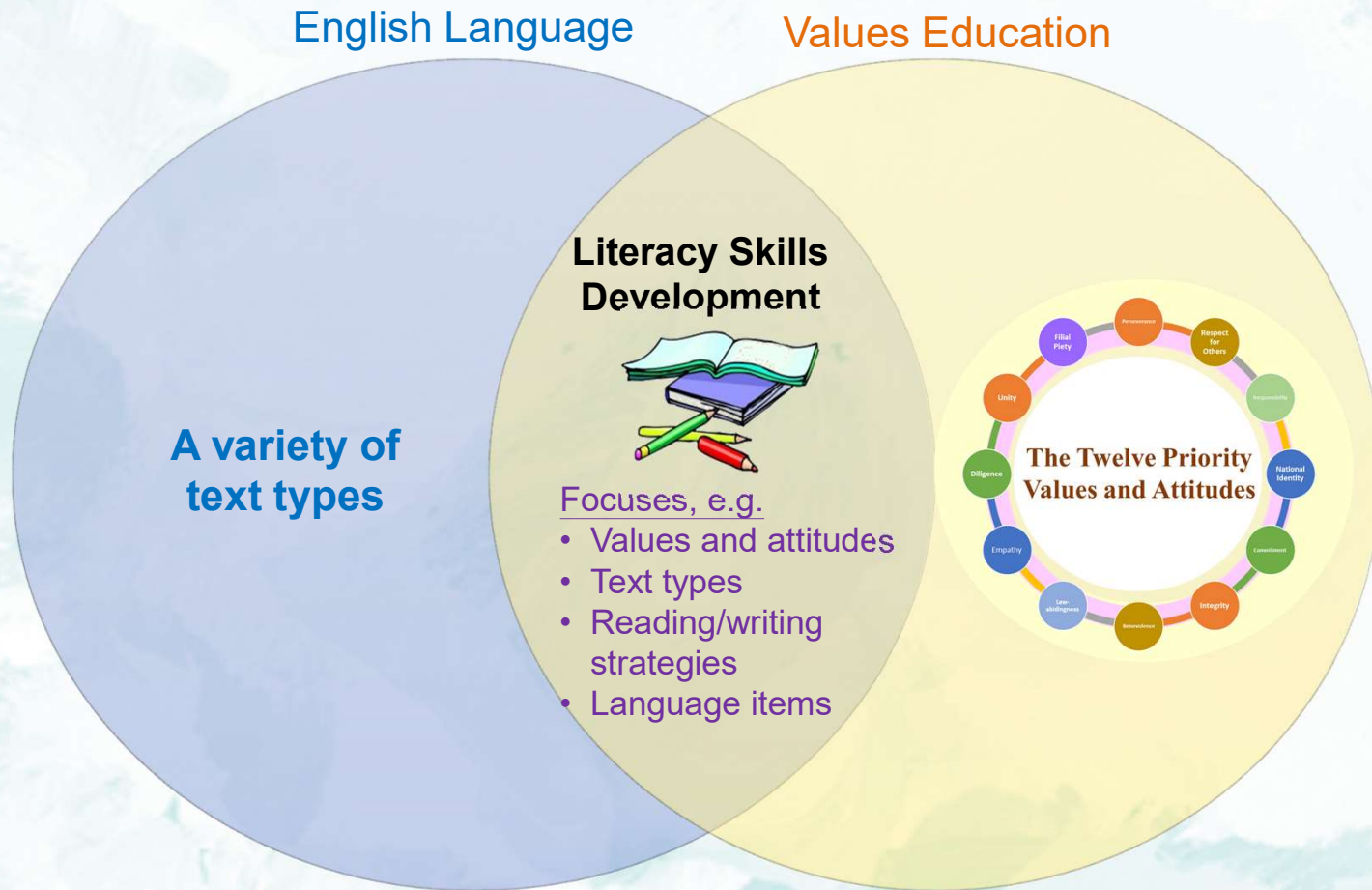
Examples

Modules and Units	Values and Attitudes	Activities
Teenage Life (Growing Up)	Benevolence Respect for others, Empathy	Storytelling and reader's theatre on books or texts about interpersonal relationships
Technology (Changes brought about by technology)	Law-abidingness, Integrity	Discussions and writing a letter to the editor on social issues raised in an editorial
Wonderful Things (Successful people and amazing deeds)	Perseverance, Diligence, Commitment	Comparing the life stories of two successful people and discussing different ways to face adversities
Cultures of the World (Customs, clothes and food for different places)	National identity, Respect for others	Designing pamphlets and posters which introduce the cultures and traditions of different countries
Rights and Responsibilities, Wonderful Things (Precious Things)	Responsibility, Empathy	writing a short story from the perspective of an abandoned pet

Strengthening the **Connection** between English Language and **Non-language Subjects** to **Enrich Students' Learning Experiences**



Connecting the Ten Priority Values and Attitudes with the Themes/Topics of Teaching Modules in the English Language Curriculum

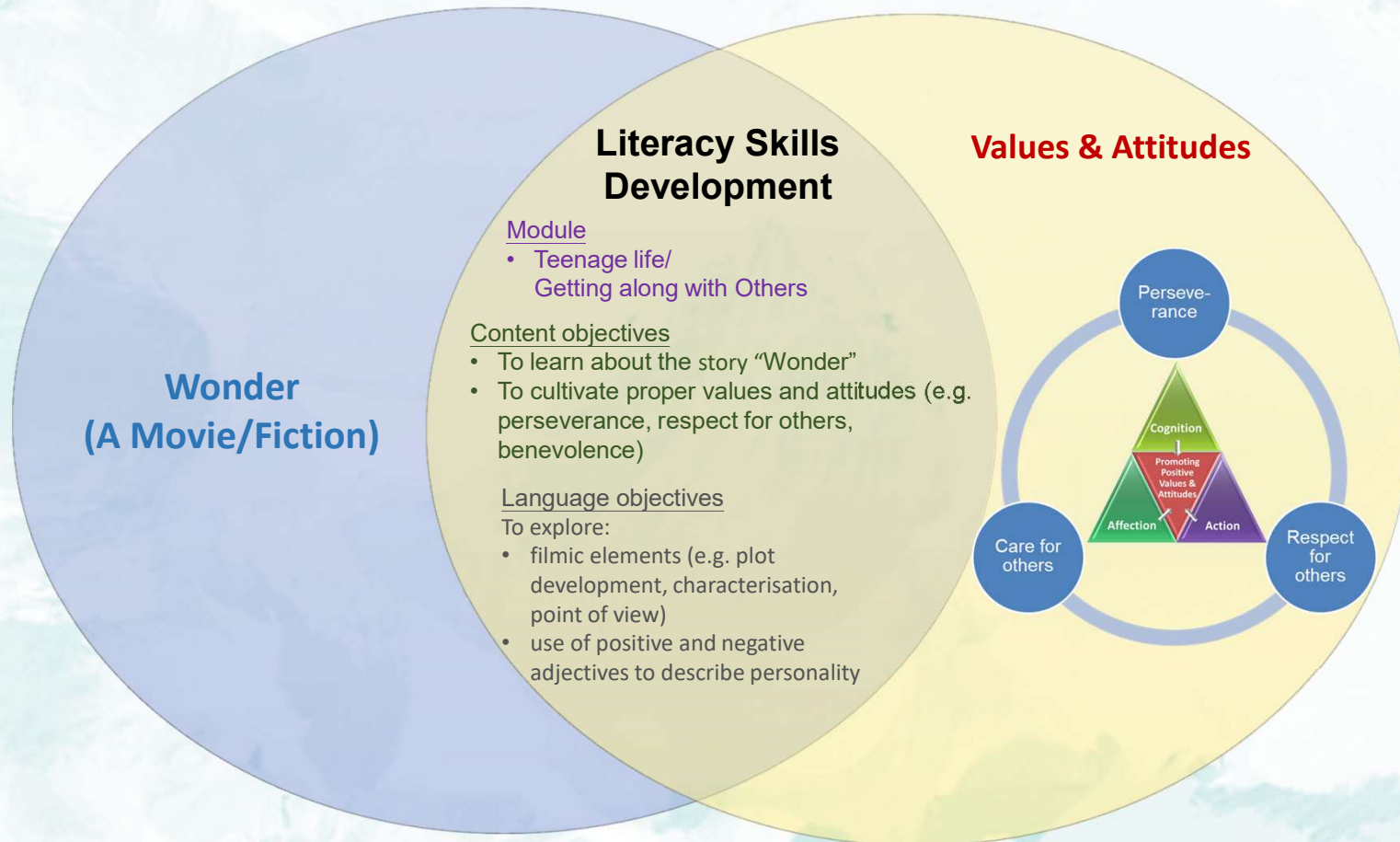


Integrating Values Education into the Secondary English Classroom

– An Example

English Language

Values Education



A School-based Activity for the **SOW** Campaign 2022/23



<https://www.edb.gov.hk/WoP>

An English activity week

Learning activities within and beyond the English classroom

SOW Ambassadors Scheme

Cross-curricular collaboration

Sub-theme 1

Cherishing Life

Sub-theme 2

Diligence

**SOW Campaign
2022/23**



Overarching theme

**Leading a
Positive Life**

**Respect for
Diversity**

Sub-theme 3

Empathy

Sub-theme 4

SO-W Campaign 2023/24

Love
Myself

Love
Our Family and
Friends

In Love We Share
In Love We Grow

Love
Learning

Love
Nature

Love the
Community

Love Our
Country



Themes and Sub-themes

Overarching theme:

**In Love We Share,
In Love We Grow**

Sub-themes:

**Love Our Country
Love the Community
Love Our Family & Friends
Love Myself
Love Learning
Love Nature**



SOW CAMPAIGN 2023/24



Sayings of Wisdom
Proverbs and inspirational quotes

Learning and Teaching Resources

Animation on positive values and attitudes
Learning resources for Week of Love and Growth
SOW Posters
SOW Ambassadors Passports

School Activities

Week of Love and Growth (Feb - Jul 2024)
Experience sharing sessions on promoting values education in the school English Language curriculum
Talk by an inspirational figure

Competitions

Time to Talk Public Speaking Competition 2023/24

(Nov 2023 - May 2024)

"We Write · We Sing" Music Competition

(Oct 2023 - Jul 2024)

"SOW in Love" Letter Writing Competition

(Nov 2023 - Mar 2024)

Poetry Remake Competition 2023/24

(Oct 2023 - Mar 2024)

Filmit 2024: A Student Film Competition

(Nov 2023 - May 2024)

Story to Stage Puppetry Competition 2023/24

(Nov 2023 - Jun 2024)

○ **Examples of school-based activities for the “Week of Love and Growth” within and beyond the classroom:**

classroom learning
activities for
appreciation of
SOW

drama
performances

film appreciation

song dedication

seminars/talks

book exhibitions

classroom board/
poster design
competitions

parent-child
book sharing



○ School examples

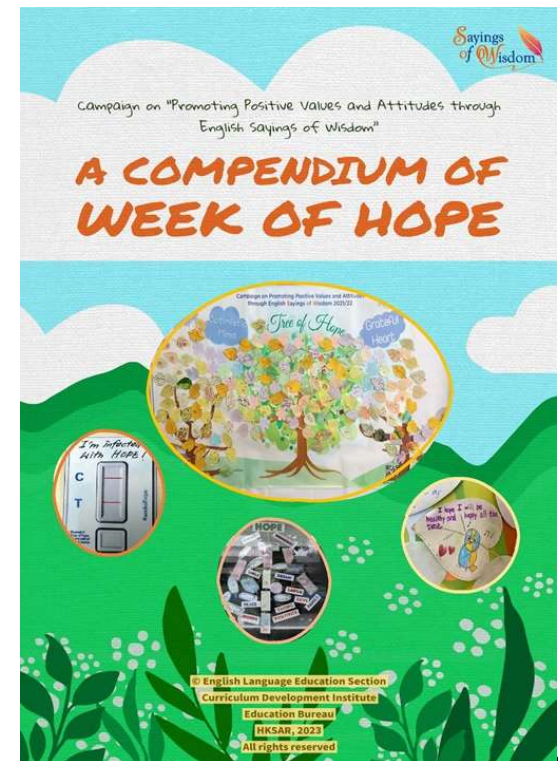


https://www.edb.gov.hk/WoP_examples



https://www.edb.gov.hk/WoH_exemplars

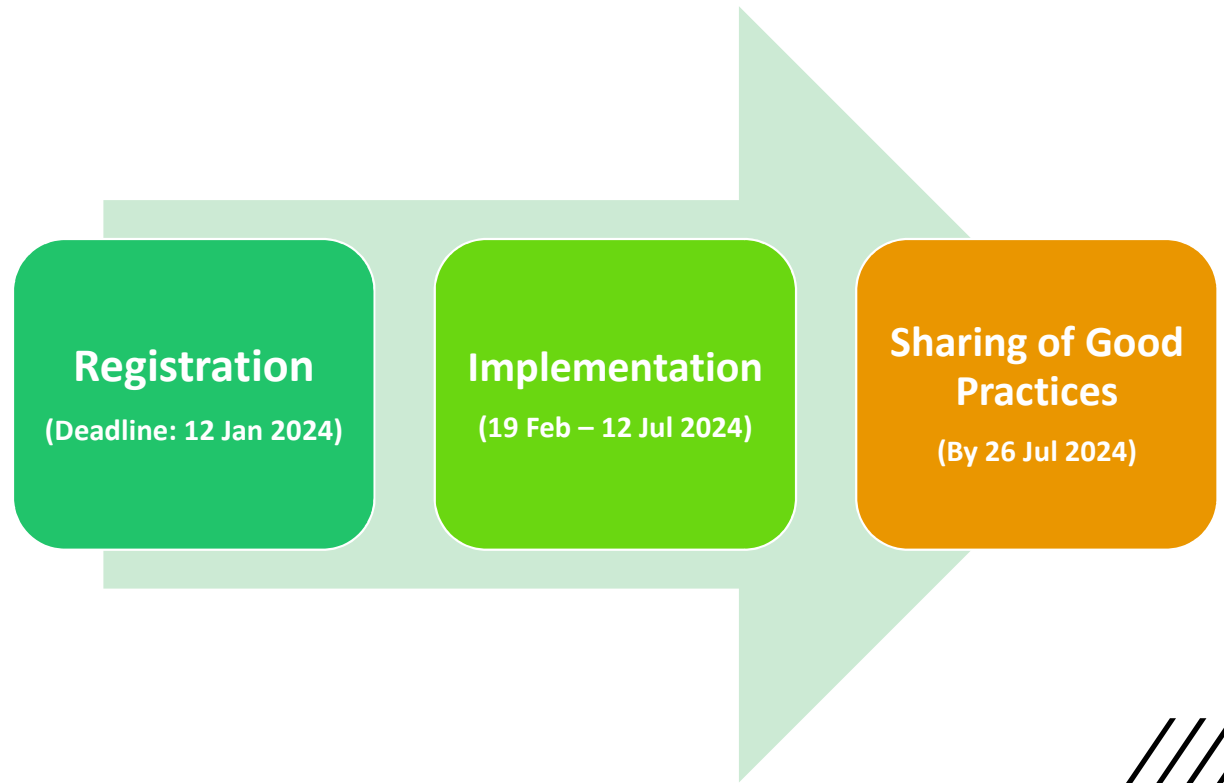
https://www.edb.gov.hk/WoH_booklet



○ Week of Love and Growth



<http://www.edb.gov.hk/WoLG>



○ **Resources for the “Week of Love and Growth”**
(Exclusive for participating schools)

- “Seeds of Love: A Blossoming Garden of Growth” Poster (2000 mm (W) x 1500 mm (H)) with heart-shaped cutouts
- SOW Ambassadors Passport

Available in early 2024



○ **SOW Campaign 2023/24 resources**

Ready for Dissemination (early 2024):

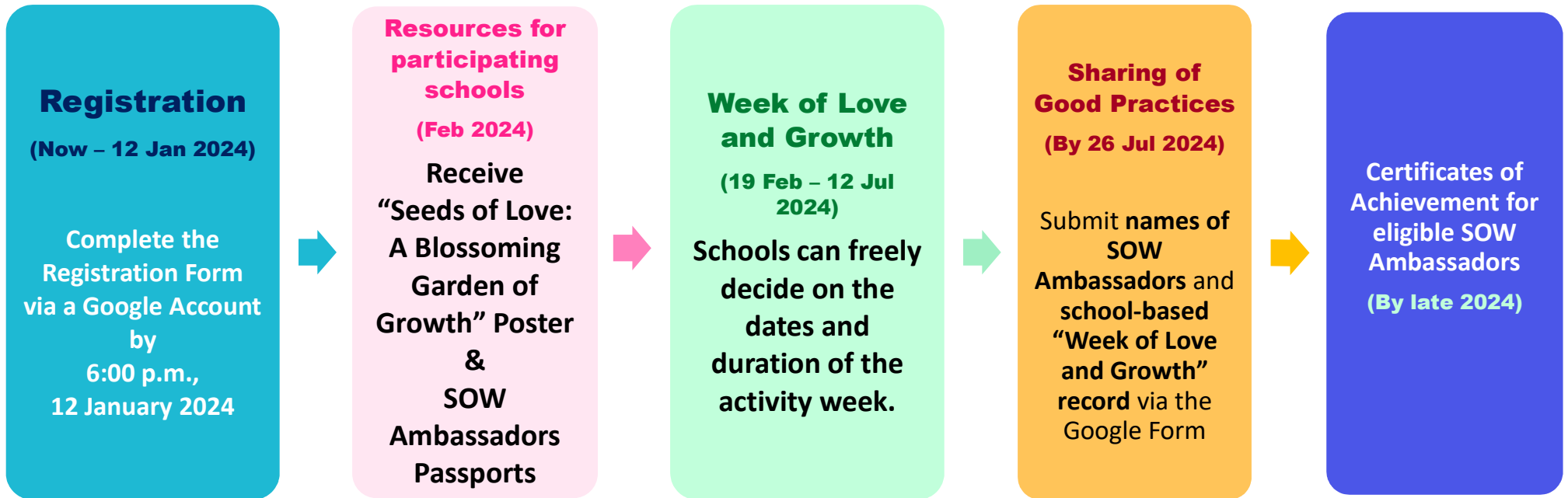
- **SOW posters** on the **6 sub-themes**
(half A3 size)
- **A2 Poster** on the **overarching theme and sub-themes of SOW Campaign 2023/24**

Ready for Dissemination (early 2024):

- **A2 Poster** “**Unlock the Power of Love and Growth from A to Z**”



○ Important Dates of the “Week of Love and Growth”



<https://forms.gle/k1oX27nECsSFqmgV>

6



<https://forms.gle/gqMA6cYrBr7XDnjf8>



Learning and Teaching Resources

for promoting

**Proper Values and
Attitudes**

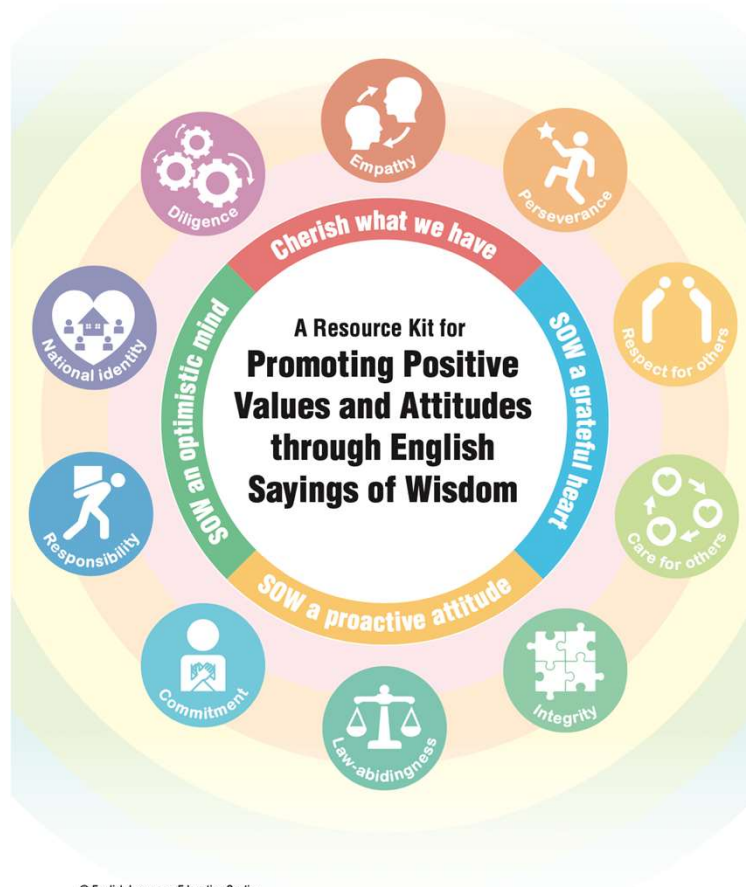
through

**English Sayings
of Wisdom**

A Resource Kit on Promoting Positive Values and Attitudes through English Sayings of Wisdom



https://www.edb.gov.hk/Hope_RK



How to use the Resource Kit?

✓ Get inspirations on how to put a school plan for promoting values education through English sayings of wisdom into action

1.3 A School Plan in Action – Nurturing Positive Values and Attitudes through English Sayings of Wisdom and the “Week of Hope”

A variety of learning activities can be organised throughout the school year to create an environment conducive to English learning and nurturing positive values and attitudes. Through hosting a school-based activity week (e.g. “Week of Hope/Gratitude/Kindness”), students are provided with holistic learning experiences and opportunities to apply what they have learnt in context. The plan below is an example illustrating how schools can structure learning activities throughout the school year and feature a “Week of Hope” to foster positive values and attitudes. The suggested activities are suitable for both primary and secondary schools. Teachers can select and adapt them to suit the needs of students of different capabilities.

A Plan for Nurturing Positive Values and Attitudes through English Sayings of Wisdom and the “Week of Hope”

Stage 1: Planning

Step 1: Identifying themes
Identify an overarching theme for the annual plan for promoting values education taking into consideration the school context (e.g. the school motto, major concerns, students’ needs).

Overarching Theme: Hope		
Level	Sub-theme	Objective
S1 – 3	Gratitude	To enable students to realise that they are leading a life filled with love and hope by appreciating the things and people around them
S4 – 6	Staying optimistic and being proactive	To encourage students to stay optimistic and positive amid challenges and practise goal setting

Step 2: Looking for suitable SOW
Explore different types of SOW and compile a list of SOW which echoes the chosen theme(s).

Proverbs:
S1 – 3 *Count your blessings, Where there’s a will, there’s a way, All roads lead to Rome*

Quotes by famous people:
S4 – 6 *“Learn from yesterday, live for today, hope for tomorrow.” (Albert Einstein), “Hope sees the invisible, feels the intangible, and achieves the impossible.” (Helen Keller)*

Stage 2: Implementation

Step 3: Recruiting SOW Ambassadors
Recruit a team of SOW Ambassadors to support English teachers in organising the “Week of Hope” and other SOW activities throughout the school year.

Step 4: Infusing values education into learning activities in the classroom

- Read a biography of an inspiring person
- Watch an animation conveying a positive message
- Design an infographic of an inspiring person
- Conduct research on the success story of an athlete
- Keep a “Hope” Journal

Refer to Part 2 “Promoting Sayings of Wisdom in the English Language Classroom” for more suggestions.

Step 5: Creating a conducive school environment for promoting “Hope”
Make use of visual displays and leverage the efforts of different stakeholders to organise a wide variety of activities.

Visual display of the selected SOW

- Display posters/banners of SOW in the playground
- Organise a “Tree of Hope” board design competition
- Display SOW bookmarks designed by students

Promotion of reading related to SOW

- Organise thematic book displays in the school library (e.g. hope, inspiring people, overcoming challenges, self-help books)
- Arrange book sharing sessions in school assemblies
- Provide book recommendations on hope and other positive values by the principal, teachers, parents, students and alumni

Home-school cooperation

- Engage the PTA in running a parent-child “Hope Challenge” activity
- Organise a talk on “Mindfulness and Positivity” for parents and students

Refer to Part 3 “Creating a Language-rich Environment for Nurturing Positive Values and Attitudes” and Part 4 “Games and Teaching Aids” for more inspirations.

Stage 3: “Week of Hope”

Step 6: Organising service-oriented activities
Develop students into hope builders and get them to take actions to spread hope to others.

- Draw greeting cards with positive messages and send them to the children at hospitals
- Recruit students for voluntary services at animal rescue shelters
- Organise a donation for food banks

Step 7: Week of Hope
Signature event of the school year – schedule the highlights/finals of different English activities/competitions for the week

- Inter-class drama performance
- Song dedication by the school Campus TV
- Charity fair
- Mini games conducted by SOW Ambassadors during class teacher periods or recesses
- Polling for the “Tree of Hope” board design competition

Stage 4: Evaluation & Way Forward

Step 8: Concluding and reviewing the SOW activities
Conclude and review the activities held in the school year and plan for the way forward.

- Create a photo album for the “Week of Hope”
- Arrange publications
- Acknowledge outstanding works and efforts (e.g. printing students’ designs on school souvenirs, publishing winning entries of competitions)



How to use the Resource Kit?

✓ Gain more ideas on how to **integrate** values education into the **school English Language curriculum**

Activity 2: Research on Famous Failures – Learning from Stories about People Who Embraced Failures with Grit

Aim

This activity aims to discuss how failure can play a positive role in one's journey to success. Through researching into the success stories of selected people, students learn how to perceive failure positively and persevere in the face of challenges.

Values and Attitudes

Hope, perseverance, resilience, determination, grit

Materials/Resources

Worksheet on "Learning From Famous Failures"

Procedures

1. Have students name some famous people who failed multiple times before reaching success. Ask if they know the people's special journey to achieving their goals.
2. Share an article about a famous person who did not have a smooth run before achieving success. Discuss with students how he/she endured the failures and got back up. Examples: Thomas Edison, the Wright Brothers, Walt Disney, J.K. Rowling
3. Guide students to conduct research on other examples of "successful failures" by completing the worksheet on "Learning From Famous Failures" (see pp.14 -15).
4. Invite students to share and present their findings in class. Encourage students to give feedback (e.g. ask a follow-up question about the research findings) to their peers.
5. Have students discuss and reflect on how we should perceive failure and how failure can make us a better person (see p.16). Ask each student to contribute three ideas and have them design a class poster on "Embracing Failures".



Suggested Creative Writing Tasks

<p>Designing an infographic of an inspiring person</p> <p>Have students conduct research on an inspiring person of their choice from different sources (e.g. books, websites, magazine articles) and design a catchy infographic for the person.</p> <p>Details that can be included in the infographic:</p> <ul style="list-style-type: none"> his/her inspirational quote important accomplishments of the person things learnt from the person ways to apply his/her good deeds/attitudes into the present-day life 	<p>Creating a fan page for an inspiring person</p> <p>Have students create a post on the social media platform to introduce an inspiring person.</p> <p>Possible elements to include:</p> <ul style="list-style-type: none"> fun facts photos/videos questions and answers about the person a fan discussion board
<p>Writing a blog entry on "A Day with _____"</p> <p>Ask students the following question "If you were given a chance to spend a day with a person who inspires you, who would it be?". Have them write a blog entry. Pair up students who write on the same person and get them to refine their ideas together.</p> <p>Possible ideas for students to write about:</p> <ul style="list-style-type: none"> who to meet and why where to go and what to do with him/her what to say to him/her 	<p>Writing a thank-you letter to an inspiring person</p> <p>Have students write a letter of gratitude to the inspiring person they have chosen.</p> <p>Possible ideas for students to write about:</p> <ul style="list-style-type: none"> reason for thanking him/her how he/she has been an inspiration to the student inspiring quotes or accomplishments of that person
<p>Creating a digital story about an inspiring person</p> <p>Have students select photos and make an audio recording to illustrate a motivational story of an inspiring figure.</p> <p>Some guiding questions for students:</p> <ul style="list-style-type: none"> What is the most remarkable event of this person? Why do you find this person inspiring? What have you learnt from this person? 	<p>Writing a podcast script to introduce an inspiring person</p> <p>Instruct students to write a five-minute script in groups or individually to introduce an inspiring person. Have a vote in class to choose the best three scripts. Get the three students/groups to record the scripts and upload their podcasts on the school website.</p>

Prompts for a "Hope" Journal

<p>Help a person by spreading hope to him/her. Record the experience.</p>	<p>Share an inspiring quote with a family member. Write an entry about the experience.</p>	<p>Say "thank you" to three people and express what you are thankful for.</p>
<p>Collect 5 inspirational quotes and write them in the journal.</p>	<p>Write an acrostic poem by using the word "Hope".</p>	<p>Collect a piece of news about hope. Share your views about it.</p>
<p>Write a note of encouragement to your classmate.</p>	<p>Write down three things you appreciate about your friend/parent/teacher.</p>	<p>Take a photo to show your understanding of a positive value. Write a short description about the photo.</p>
<p>Recommend a song that conveys a positive message to your friend.</p>	<p>Watch a video or an animation about hope. Share what it is about and what your classmates can learn from it.</p>	<p>Give a compliment to yourself. Write the compliment in the journal.</p>



○ How to use the Resource Kit?

✓ Look for ideas on creating a language-rich environment for nurturing proper values and attitudes

3.3 A Display Board on "Random Acts of _____" (e.g. Kindness, Love)

Design a display board on "Random acts of _____" (e.g. kindness, love, courage) in the school playground or on the class noticeboard. Each card describes an action for students to complete (e.g. recommend a book about kindness to your friend, share an inspirational quote about hope to three classmates, write words of encouragement on a card and place it on your classmate's desk). Post the following instructions on the board:



- Step 1: Pick a card.
- Step 2: Complete the act of kindness/love/courage.
- Step 3: Pass your card to a friend to pay it forward.

3.4 Quote/Picture of the Day

Instruct students to take turns to stick an inspirational quote/picture of the day on the class bulletin board. Get them to do a mini-sharing on the quotes/pictures before the lessons.



3.5 Interactive Board Display on Thematic Book Recommendation

Select a theme (e.g. hope, perseverance, overcoming challenges) and have an interactive book recommendation board display in the school playground or on the class noticeboard. Below are a few suggestions on what to put on the cover and the inner page to elicit students' interest:

Title of the Board	Cover Page	Inner Page
Which book says this?	Select a quote from the book	Introduction of the book
Come take a look at your teacher's favourite book on _____ (theme)!	Name of teacher	Introduction of the book by the teacher and the reason for choosing the book
What's the name of the book?	Picture of the book cover (without the book title)	Book title and introduction of the book
Stories on _____ (theme) from around the world	Flag/name of the country	Introduction of the book
Books from inspiring people	Picture of the book cover	Introduction of the book
Fascinated by the first line? Grab the book in the school library.	First line of the book	Picture of the book cover



3.8 A Book Hunt Competition

Select a positive value (e.g. hope, integrity, resilience) to be the monthly theme. Have students search for a book in the school library that matches the monthly theme. The book can be of any genre, for instance, a biography, a story or a self-help book. Invite students to conduct a one-minute sharing about the book they have selected with three people (e.g. the principal, teachers, parents, siblings, classmates) and record the sharing in a logbook.



3.9 Hope Clouds

Design a cloud template (e.g. a speech bubble, a thought bubble, a star). Ask students to write about their dreams as well as people and things that bring them hope. Post the "Hope Clouds" in the school premises. Get students to walk around to find their favourite "Hope Cloud".



How to use the Resource Kit?

✓ Ready-made games to promote values education

4.1 "Word Search" on Hope

How to Play:

Search for the words related to "Hope" in the word search puzzle.

HOPE

X	R	O	C	P	O	S	I	T	I	V	I	T	Y
T	D	P	Y	U	Z	L	F	Y	X	G	R	I	T
Q	H	T	G	D	S	I	H	O	P	E	F	U	L
Z	B	I	H	R	E	P	K	R	E	Y	J	Z	D
A	C	M	F	E	G	L	G	A	R	D	G	T	K
S	N	I	K	A	R	O	W	D	S	G	F	D	I
P	O	S	K	M	J	V	H	W	E	Q	E	A	N
I	J	M	P	G	O	E	A	I	V	C	N	W	D
R	T	L	A	S	D	C	Z	Q	E	B	E	T	N
A	W	B	E	L	I	E	F	G	R	M	R	U	E
T	S	Q	K	I	G	J	D	S	A	Z	G	H	S
I	B	J	N	G	O	A	L	J	N	F	Y	R	S
O	K	O	M	H	X	W	A	H	C	J	S	H	J
N	D	Y	E	T	H	S	T	R	E	N	G	T	H

JOY	GOAL	GRIT	LOVE	DREAM
LIGHT	ENERGY	BELIEF	HOPEFUL	KINDNESS
OPTIMISM	STRENGTH	ASPIRATION	POSITIVITY	PERSEVERANCE

1 Cut out the square on the template. (see p.59)

2 Fold diagonally.

3 Unfold.

4 Fold diagonally.

5 Unfold.

6 Fold the four corners to the centre.

7 Keep the folds together and turn over.

8 Fold the four corners to the centre.

9 Fold in half inwards. Insert fingers in pockets.

10 Finish!

Instructions for Making a Cootie Catcher



Learning and Teaching Resources
for promoting

Resources

in support of

**SOW-related
Competitions**



“SOW IN LOVE” LETTER WRITING COMPETITION

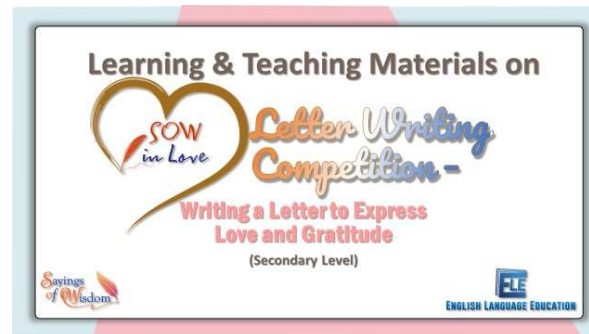


https://www.edb.gov.hk/sow_letter_writing

**Deadline for submission
of entries: 8 March 2024**

Students are invited to:

- write a **letter** to express their **love** and **gratitude** towards an **entity** with a saying of wisdom (SOW) of their choice; and
- create a piece of two-dimensional (2D) **artwork** to enhance conveyance of meaning and **visual representation** of the letter.





Learning and Teaching Materials

*Click the titles to download the materials

POETRY REMAKE COMPETITION



<https://www.edb.gov.hk/poetryremake>



Submission Period:
7 to 8 March 2024

- Grandfather by Gillian Bickley
- Tiny Scissors by Tammy Ho
- Central by Leung Ping Kwan

- On My Way to Cantonese Class by Kate Rogers
- Rice with Soy Sauce by Chris Song
- modern concrete by Eddie Tay

Grandfather

My grandfather was a quiet man;
an allotment near the railway line,
where his working life was spent,
gave him additional quiet.

5 "Ask your grandfather to take you there,"
the family suggested.

He showed me his shed,
but most of all the robin's nest
with blue eggs or bald young,
and an alert bright-eyed brown nesting bird,
10 on a high shelf in the dark,
which a curious small girl could just
stand tip-toe to see.

"Don't touch it now!" he warned,
15 quite sternly, for him.
"She'll abandon the nest, fly away,
perhaps never return."

His own mother had done that;
died when he was fourteen.

20 For the rest of his life, on one day of the year,

Suggested Answers

1. What is the poem about?

The poem is about family love and memory of one's parent.

2. In the poem, the speaker recalled the incident when her grandfather showed her the robin's nest in his shed.

(a) Why was the nesting bird "alert" in line 10?

The "bright-eyed brown nesting bird" was alert because she was alarmed by the appearance of the speaker and her grandfather. She always stayed alert to protect her eggs and bald young birds from any possible harm and danger.

(b) Why is the robin's nest so important in the eyes of the speaker's grandfather?

The robin's nest symbolises family union, mother's care and nurturance, and the grandfather's wish for a warm and unbroken family. In the poem, the newborn/young robins lived in the nest under the protection and care of their mother. The maternal love and care seen in the nest reminded the speaker's grandfather of the missing piece in his life – his late mother.

3. Think of three adjectives to describe the speaker's grandfather. Support your answers with examples from the poem.

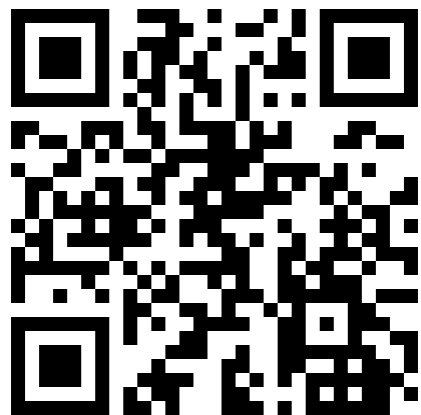
Adjectives	Textual evidence
quiet	The speaker describes his father as a "quiet man" and the word "quiet" was used repeatedly in the poem (lines 1, 4 and 21).
stern	The grandfather warned his speaker sternly against touching the bird's nest (lines 14-15).
filial	The grandfather remembered his dead mother fondly and (line 21) every year on her death day.

shown to be in grief and there is a sense of poem because of the death of his mother (es 18-19). Even the scene of the robin's feelings of pity and compassion.
Accept any reasonable answers.
0-25)?

Students create a **2D artwork** in response to one of the **selected poems**, and then write an **artist statement in English** to explain the ideas in their work

The tone is sorrowful, but in the quietest and composed manner. Grandfather always

**LEARNING AND TEACHING
RESOURCES ON
“WE WRITE . WE SING”
COMPETITION**



<https://www.edb.gov.hk/en/wewritewesing>

教育局課程發展處
Curriculum Development Institute
Education Bureau

我寫我歌 音樂比賽
We Write . We Sing
Music Competition

遞交作品日期
Entry Submission Deadline
28.3.2024

學生表演暨頒獎禮
Student Performances and
Awards Ceremony
6.7.2024

詳情
Details



查詢
Enquiries
2892 6572 / 3698 3534

The poster features a blue background with a golden, stylized figure holding a microphone and a musical note. The text is in both Chinese and English, providing key dates and contact information for the competition.

**Deadline for submission
of entries: 28 March 2024**



SOW Web Page



www.edb.gov.hk/sow

Selected SOW



Student Activities/
Competitions



SOWIT Videos



Wallpapers/
Posters



Instant Messaging Stickers



Games



Learning and Teaching
Materials



ELE Web Page



www.edb.gov.hk/ele