“Information Literacy for Hong Kong Students” Learning Framework (2024)

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1. Background

Since 1998, the EDB has introduced a series of strategies on Information Technology (IT) in Education to facilitate schools' incorporation of IT in learning and teaching. In 2000, a set of IT Learning Targets, highlighting the use of information and information technology (IT), was developed to serve as the guidelines for schools to organise relevant learning and teaching activities. In tandem with the Learning to Learn curriculum reform which is now moving towards continual curriculum renewal, we have reviewed the implementation of the IT Learning Targets and further confirmed the importance of information literacy (IL) in achieving lifelong and self-directed learning. The "Information Literacy for Hong Kong Students" Learning Framework (Learning Framework) was thus developed and formally launched in 2018 to help schools understand how to develop students' IL at different key stages.

Disinformation has recently become a global focus of attention. Particularly, in the digital era, the effect of disinformation has been amplified by the ubiquity of the Internet and social media networks which allow anyone to play the role of prosumer of information easily. Besides, cyberbullying and Internet addiction have also become common around the world in recent years. In this connection, governments of different places are strengthening their efforts to equip students with the knowledge and skills to effectively evaluate information, protect themselves from the influence of negative online activities and make good use of information to achieve digital well-being. Meanwhile, with the implementation of smart city development in Hong Kong, it is essential to equip our students with IL to meet the challenges posed by new information and communication technologies, and integrate with the smart city concept in daily life. Against this background, we have further strengthened the parts on Information Evaluation, Cyberbullying Prevention, Personal Data Privacy Protection and Internet Addiction Prevention in this updated version of the Learning Framework. In view of the increasing ethical concerns arising from the growing popularity of emerging and advanced information technologies applications, a new literacy area on the related issue has also been added.

2. Information Literacy as a Learning Target

IL refers to the ability and attitude that enable students to use information effectively and ethically and grow into responsible citizens and lifelong learners. The Learning Framework encompasses different literacy areas to facilitate schools to incorporate information literacy into their curricula by key stages. It aims to develop students' abilities to:

- identify the need for information;
- locate, evaluate, retrieve, organise, present and share information;
- create new ideas;
- cope with the dynamics in the information world;
- refrain from unethical use of information and information technology; and
- Protect oneself in the digital world.

3. Relationship between Information Literacy and Values Education/Generic Skills/ Key Learning Areas

Incorporation of IL in the school curriculum will provide authentic learning contexts to promote values education. While learning and teaching effectiveness is enhanced through an IT-rich environment supported by high-quality and easy-to-use e-resources, due attention has to be given to the promotion of using information in an ethical and responsible manner.

IL can be developed in the context of handling information with different media and information platforms in life events when students are provided with learning experiences which involve the application of generic skills (e.g. critical thinking skills, creativity and problem-solving skills) and upholding of positive values and attitudes (e.g. integrity, respect for others, law-abidingness and empathy). While students apply IL in relevant key learning areas/subjects/school library activities, they can leverage on the advancements in IT to benefit their learning and become informed and responsible citizens in the knowledge-based society.

The main purpose of the "Information Literacy (IL) for Hong Kong Students" Learning Framework is to assist schools in nurturing students' relevant abilities and attitudes to use information effectively and ethically. For information on the learning of knowledge and skills in IT-related subjects, schools may refer to such curriculum documents as the Technology Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6) and IT Learning Targets. Meanwhile, as some of the IL learning elements are closely related to the learning content of IT-related subjects, in planning school-based IL curriculum, schools are advised to ensure that the content of which is complementary to the IT-related curricula so that students are able to acquire basic IT knowledge before receiving IL education. In addition, if the teaching content of IL education involves the safeguarding of national security, schools may, when implementing IL education, make reference to the related IL elements set out in the relevant curriculum documents under the Curriculum Framework of National Security Education provided by the EDB.

4. Categories and Areas of Information Literacy

Hong Kong students' capability in IL encompasses the following nine literacy areas in developing students' knowledge, skills and attitudes:

Category	Nine Literacy Areas	
Effective and Ethical use of information	1	Use, provide and communicate information effectively, **ethically and responsibly**
Generic IL Skills	2	**Identify** and **define** a need for information
	3	**Locate** and **access** relevant information
	4	**Evaluate** information, media content and information sources/providers
	5	**Extract** and **organise** information, **create** and **present** new ideas

Information World	6	**Apply** IT skills to process information and produce user-generated content, and adopt a reflective mindset when sharing information
	7	**Recognise** the roles and functions of information providers in society
	8	**Recognise** the conditions under which reliable information could be obtained
	9	**Recognise** the ethical issues arising from the application of emerging and advanced information technologies

Category	Nine Literacy Areas		Details
Effective and Ethical use of information	1	Use, provide and communicate information **effectively, ethically and responsibly**	● Respect intellectual property rights (IPR), including copyright and Creative Commons. ● Protect privacy rights of oneself and others. ● Beware of possible dangers and risks on the Internet. ● Communicate information properly in relevant contexts. ● Provide information in consideration of diverse perspectives and representations and be aware of how editing shapes meaning in visual media and their messages (e.g. omission of alternative perspectives, filtered or implied viewpoints and emphasis on specific ideas). ● Protect oneself from online threats, such as cyberbullying, and refrain from initiating and participating in such acts. ● Use the Internet in a healthy manner and avoid Internet addiction. ● Practise good social media etiquette. ● Manage digital footprints and understand their impact on one's social image and reputation.
Generic IL Skills	2	**Identify** and **define** a need for information	● Define and articulate a need for information, and evaluate the nature and scope of information needed. ● Understand the purpose and appropriateness of different information sources (e.g. websites, social media platforms, instant messaging applications, documentaries, advertisements, news programmes) and information providers, and refer to diverse sources / information providers to inform decision making.
	3	**Locate** and **access** relevant information	● Select appropriate methods or tools to locate information. ● Develop and implement effective search strategies, such as identifying keywords and related terms, for accessing the required information and differentiating the types and formats of information sources. ● Keep up-to-date with information sources, information technologies, information access tools and investigative methods. ● Describe the criteria used for making decisions and choices. ● Understand how the algorithms of common search engines work on the Internet and social media.
	4	**Evaluate** information,	● Determine whether the information satisfies a need.

Category	Nine Literacy Areas		Details
		media content and information sources/providers	● Equip oneself with fact-checking skills to evaluate information and media content in terms of reliability, validity, accuracy, authority, timelines, bias, etc.; and evaluate information sources/providers in terms of authenticity, credibility, purpose for information dissemination, etc. ● Recognise prejudice in, and deception or fabrication of information (including the concepts of fake news and post-truth era) and understand their negative impacts. ● Recognise the cultural, social, commercial or other contexts within which the information was created and understand the impact of context on interpreting information. ● Compare new ideas with prior knowledge to determine the value-addedness, contradictions, or other unique characteristics of the information. ● Use a range of strategies to interpret information (e.g. drawing conclusions and making generalisations of and consolidating information viewed, referring to images or information in visual media to support a point of view, deconstructing the images and information in visual media to determine the underlying biases and decode the subtext).
	5	**Extract** and **organise** information, **create** and **present** new ideas	● Extract relevant and appropriate information to satisfy a need. ● Describe, manage and demonstrate understanding of key aspects of organising information. (e.g. using classification schemes). ● Interpret and present information by combining, integrating, summarising, comparing and contrasting information from multiple sources. ● Operate on the ideas abstracted from content. ● Create and present new ideas for value-addedness. ● Present information and ideas in an innovative manner.
Information World	6	**Apply** IT skills to process information and produce user-generated content, and adopt a reflective mindset when sharing information	● Apply IT skills to identify and define a need for information; locate and access relevant information; evaluate, extract and organise information; and create new ideas. ● Develop skills in using online and library resources as learning tools. ● Share information and media content safely, responsibly and legally.

Category	Nine Literacy Areas		Details
	7	**Recognise** the roles and functions of information providers in society	● Identify different information providers and describe their functions in society. ● Interpret and describe the relationship between IL and being citizens in the 21st Century smart cities. ● Describe information ethics and be able to identify a breach of it.
	8	**Recognise** the conditions under which reliable information could be obtained	● Interpret information and the relevant contexts and identify the values projected by information providers. ● Look out for stereotypes in the information provided by information providers (e.g. identifying techniques used in visual media that perpetuate stereotypes). ● Explore representations of the information provided by information providers to identify misrepresentations or lack of representation.
	9	**Recognise** the ethical issues arising from the application of emerging and advanced information technologies	● Understand some ethical issues arising from the application of emerging and advanced information technologies, such as Internet of Things (IoT), big data and artificial intelligence (AI).

5. Key Stage Targets

Key Stage	1 P1 - P3	2 P4 - P6	3 S1 - S3	4 S4 - S6
Literacy Area 1: Use, provide and communicate information effectively, ethically and responsibly	● Have a basic understanding of Intellectual Property Rights (IPR), e.g. understanding what copyright is. ● Become aware of the need for safe, proper and healthy use of the Internet and electronic devices. ● Become aware of the reasons for and means of sharing information. ● Become aware of the importance of safeguarding personal privacy online and offline. ● Become aware of the impact of cyberbullying on oneself and others. ● Have a basic understanding of the impact of Internet addiction on oneself and others.	● Know about and practise the codes of IPR and data privacy. ● Have some knowledge of citations and referencing. ● Recognise the need to protect oneself on the Internet (e.g. declining inappropriate invitations on social media). ● Understand the importance of safeguarding personal privacy online and offline. ● Understand the ethical consequences of information sharing. ● Understand the adverse effects of cyberbullying, including doxing, spreading rumours and attaching pejorative labels, be able to suggest ways of tackling cyberbullying and refrain from initiating and participating in such acts. ● Understand the signs of Internet addiction and be able to manage oneself to achieve digital well-being.	● Become aware of the legal, social and ethical responsibilities in using IT, including IPR (e.g. copyright, freeware, Creative Commons and plagiarism) and data privacy. ● Apply IT ethically to information searching (e.g. knowing how to search for pictures in the public domain or licensed pictures in Creative Commons) and processing with good knowledge and practice. ● Know about and make use of different publication platforms. ● Be able to use citations and referencing in relevant learning activities. ● Be able to suggest ways of safeguarding personal information online and offline. ● Know about the adverse effects of cyberbullying on victims' psychological health and the legal consequences that bullies may face. ● Be able to suggest ways of tackling Internet addiction at the personal level to achieve digital well-being and use IT properly. ● Be able to manage digital footprints.	● Understand the legal, social and ethical responsibilities in using IT, including IPR (e.g. copyright, freeware, Creative Commons and plagiarism) and data privacy. ● Know about and make use of different social media platforms. ● Know how to share information without infringing on others' rights (e.g. using correct academic practices in quoting, citing and paraphrasing information of others). ● Understand and be able to apply IT skills to process information ethically and with a reflective mindset. ● Respect the privacy of others and handle their personal information ethically. ● Know about the adverse effects of cyberbullying on victims' psychological health and the legal consequences that bullies may face. ● Be able to suggest ways of tackling Internet addiction at the personal level and influence others positively to achieve digital well-being and use IT properly.

Key Stage	1 P1 - P3	2 P4 - P6	3 S1 - S3	4 S4 - S6
Literacy Area 2: Identify and define a need for information	● Become aware that information is needed in daily life. ● Become aware that information may originate from various sources and in different formats.	● Understand and be able to select appropriate words to express a need for information. ● Understand that information may originate from various sources and in different formats. ● Develop the ability to express the kind of information needed. ● Be able to take into consideration the information organisation when identifying and defining a need for information, e.g. differentiating information between subject disciplines.	● Be able to clearly define what kind of information is needed. ● Become aware of the diversity of information sources. ● Develop the ability to identify various sources and formats of information. ● Be able to take different perspectives into consideration when identifying and defining a need for information.	● Be able to clearly define what kind of information is needed and use appropriate information sources. ● Understand the purpose, scope and appropriateness of different information sources. ● Take various contexts into consideration when identifying and defining a need for information.
Literacy Area 3: Locate and access relevant information	● Become aware of some methods to locate and access information under given searching criteria. ● Have some knowledge of the methods to locate and access information.	● Understand a variety of methods to locate and access information. ● Define criteria to be used for searching, e.g. using the keyword search function. ● Develop some search strategies such as identifying keywords and related terms.	● Be able to define and refine criteria to be used with a variety of search strategies to locate and access relevant information. ● Be able to locate various types and formats of information. ● Become aware that timely information and search strategies are of paramount importance. ● Be able to select appropriate methods to access relevant information. ● Understand how the algorithms of common search engines work on the Internet and social media.	● Be able to describe the criteria of various strategies to locate and access relevant information. ● Be adept at using a variety of timely search strategies to locate and access relevant and up-to-date information. ● Be able to select appropriate methods to access relevant information.

Key Stage	1 P1 - P3	2 P4 - P6	3 S1 - S3	4 S4 - S6
Literacy Area 4: Evaluate information, media content and information sources/providers	• Recognise that different people may have different viewpoints. • Become aware of false information. • Understand that media messages and information have influences on individuals and society.	• Be able to determine if a piece of information satisfies a need. • Understand that different people may have different perspectives on an issue at different times and be able to recognise their viewpoints. • Understand the necessity of distinguishing false information conveyed in media (including social media) and be able to evaluate such information against a number of appropriate criteria. • Understand the difference between fact and opinion. • Value quality media and information channels.	• Be able to recognise prejudice in, and deception or fabrication of information. • Be able to recognise the contexts in which information is created. • Develop fact-checking skills and be able to evaluate information and media content in terms of reliability, validity, accuracy, authority, timeliness, bias, etc.; and evaluate information sources/providers in terms of authenticity, credibility, purpose for information dissemination, etc. • Fact-check before sharing information, and understand who and in what way they may be influenced by the shared information. • Be able to interpret information and media content in consideration of social, cultural and commercial contexts. • Be able to identify and describe the negative impacts at the individual and society levels caused by the creation and dissemination of false information and harmful contents. • Be able to distinguish between fact and opinion, and handle hidden advertisements properly. • Understand the concepts of post-truth era and echo chamber.	• Be able to determine the value-addedness, contradictions and other characteristics of information. • Demonstrate the ability to interpret information with respect to the conclusions drawn, generalisations made, etc. • Develop fact-checking skills and be able to evaluate information and media content in terms of reliability, validity, accuracy, authority, timeliness, bias, etc.; and evaluate information sources/providers in terms of authenticity, credibility, purpose for information dissemination, etc. • Be able to interpret information and media content in consideration of various contexts. • Be conscious of the commercial implications in the information received. • Be able to explain to others when coming across false information and harmful content. • Explain the underlying reasons and liability for creating and disseminating false information.

Key Stage	1 P1 - P3	2 P4 - P6	3 S1 - S3	4 S4 - S6
Literacy Area 5: Extract and organise information, create and present new ideas	● Be able to read relevant information to meet the personal needs of daily life and learning.	● Become able to extract relevant information and organise it according to simple schemes (e.g. classification scheme).	● Be able to extract and organise information from multiple sources. ● Be able to combine, integrate, summarise, compare and contrast the extracted information. ● Develop the ability to operate on existing information and create new ideas. ● Learn to use different media to present ideas in a creative way.	● Become adept at getting information from multiple sources and organising it in a meaningful way for further process. ● Be able to process information and create new ideas with the intention of communicating the ideas to an audience. ● Learn to engage in activities of creativity via new digital technologies.
Literacy Area 6: Apply IT skills to process information, produce user-generated content and adopt a reflective mindset when sharing information	● Develop an interest in IT and basic operation skills. ● Search for relevant information from given sources using simple search strategies. ● Consider the purpose and audience of the message when sharing information.	● Demonstrate concerns about application of technologies in information processing. ● Search for relevant information from a variety of sources using search strategies. ● Communicate with peers safely in the information world. ● Gather and use information from online and library resources to create, present and safely share ideas, including texts, graphs, images and audio files. ● Understand that the information shared on social media platforms may have an impact on a user's social image and reputation.	● Strengthen the capability in using IT for learning. ● Search for different types of information from a range of information sources. ● Process and present information and ideas for purposeful sharing and exchanging in different forms, including texts, images, graphs, audio and video files with audience awareness. ● Understand that the information shared on social media platforms may have legal implications. ● Use social media constructively and responsibly. ● Explain how the content shared may influence others' thoughts, feelings and beliefs.	● Strengthen the capability in using IT for lifelong learning. ● Be able to select information from different sources to serve specific purposes. ● Create and present information and ideas for the purposes of sharing and exchanging by using information from different sources, in view of the needs of the audience. ● Understand what content is illegal to share and the relevant laws governing such content.

Key Stage	1 P1 - P3	2 P4 - P6	3 S1 - S3	4 S4 - S6
Literacy Area 7: Recognise the roles and functions of information providers in society	• Recognise that we are living in an information age and there are different information providers in society. • Recognise that different people may present information differently.	• Recognise that different people may present information differently to serve their own purposes. • Understand that information providers should act ethically and lawfully. • Recognise that some information providers in society do not act properly. • Have basic concepts on the features of information providers.	• Recognise that information providers are vehicles for cultural expression and cultural cohesion within and between nations. • Understand that information providers should act ethically and lawfully, and the information provided should be supported with evidence. • Recognise that some information providers in society do not act properly. • Start to assess the functions of information providers, highlighting the importance of accuracy, accountability and transparency.	• Recognise that every citizen could act as a responsible information provider in order to build a better society. • Explain how information providers could act ethically and lawfully. • Recognise that some information providers in society do not act properly (e.g. content farms that spread disinformation). • Assess the functions of information providers, highlighting the importance of accuracy, accountability and transparency.
Literacy Area 8: Recognise the conditions under which reliable information could be obtained	• Know and identify the source of information. • Recognise that different people may have different viewpoints.	• Become aware that there are values projected by information providers. • Recognise that images/representations may influence the way we see ourselves and others. • Recognise the expectations of information users on information providers in terms of transparency, accountability fairness, etc. • Become aware that there are different viewpoints of information.	• Recognise that images/representations may influence our understanding of the world especially those which are beyond our immediate experience. • Recognise the values projected by information providers and look out for stereotypes in the information provided. • Be able to examine images and representations to identify misrepresentations and lack of representation. • Recognise that there are different viewpoints of information.	• Recognise that images/representations may influence our understanding of the world especially those which are beyond our immediate experience. • Be able to analyse the values projected by information providers and look out for stereotypes in the information provided. • Be able to examine images and representations to identify misrepresentations and lack of representation. • Become aware that there is social implication in the use of information.

Key Stage	1 P1 - P3	2 P4 - P6	3 S1 - S3	4 S4 - S6
Literacy Area 9: Recognise the ethical issues arising from the application of emerging and advanced information technologies*	● Become aware of the application of information technology products in daily life.	● Recognise the applications of emerging and advanced information technologies in daily life (e.g. simple IoT and AI applications). ● Understand some simple examples of the positive and negative influences of emerging and advanced information technologies on people's lives. ● Refrain from unethical use of emerging and advanced information technologies.	● Recognise the applications and benefits of emerging and advanced information technologies in social, educational and professional contexts (e.g. recognise the applications and benefits of AI in smart home systems, knowledge creation and artistic creation). ● Understand and identify the ethical issues arising from emerging and advanced information technologies (e.g. cyber security and privacy concerns of IoT and big data, consequences of excessive dependence on technology, potential concerns regarding academic integrity and copyright due to improper use of generative AI). ● Be able to suggest ways to avoid unethical use of emerging and advanced information technologies.	● Understand the latest developments and applications of emerging and advanced information technologies, and reflect on the pros and cons of their use. ● Understand and identify the ethical issues arising from emerging and advanced information technologies (e.g. AI bias, deepfakes, moral reasoning by AI machines, AI chatbots, algorithm bias and AI bots disseminating fake news). ● Understand the liability for the use of emerging and advanced information technologies.

[Note: *In the planning of Literacy Area 9 in Key Stages 3 and 4, schools are advised to ensure that the content of which is complementary to the IT-related curricula so that students are introduced to the basic concepts of emerging and advanced information technologies (e.g. AI and big data) in relevant lessons before having discussions on the ethical issues arising from these technologies.]

6. A Whole-school Approach for Promotion of Information Literacy

IL refers to the ability and attitude that would lead to an effective and ethical use of information, which involves a variety of knowledge domains closely linked to different Key Learning Areas (KLAs). Hence, the responsibility for promoting IL in school should not rest solely with teachers teaching particular subjects. The EDB encourages schools to adopt a whole-school approach to incorporate relevant learning elements into learning activities of different KLAs/subjects to promote IL education holistically. The EDB will continue to share with the education sector good practices and experiences in promoting IL education in a whole-school approach through the provision of professional development programmes and support services by the IT in Education Centres of Excellence (CoE). An example of adopting a whole-school approach in planning and implementing IL education is set out in Example 1.

Example 1
Planning and implementing Information Literacy education in a whole-school approach

School leadership and curriculum planning

- ✧ Members of the school management have an overall understanding of the "Information Literacy for Hong Kong Students" Learning Framework and clarify Information Literacy (IL)-related concepts
- ✧ Obtain unanimous consensus of school teachers before implementing IL education
- ✧ The curriculum leader/coordinator of IL education works with subject panels to develop school-based IL curriculum, incorporating elements of IL and related learning and teaching strategies into curriculum planning to facilitate applications of IL in different subjects (see Figure 1 for an example of division of roles among teachers)
- ✧ Encourage members of the school management, including curriculum planning teachers, panel chairs, and teachers to take part in professional development programmes of IL, and obtain support services via IT in Education CoE of the EDB.
- ✧ Plan related parent education

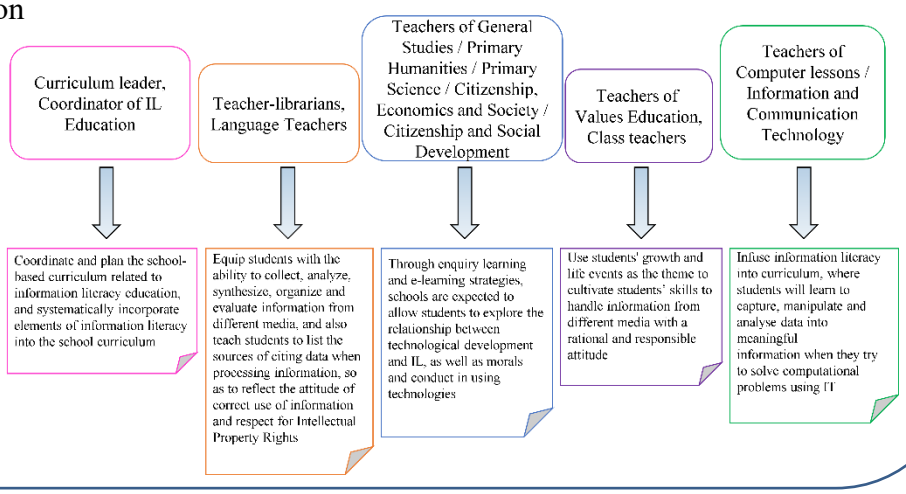

Figure 1:
An example of division of roles among teachers

Implementation

- ✧ The implementation of IL education is not the sole responsibility of any single KLA/subject, but a coordinated effort of related lessons deployment and school-based curriculum
- ✧ It may include coordinated effort across KLAs/subjects/lessons as follows (see Table 1 for examples of IL learning elements in different subjects/lessons; and Examples 2 and 3 for classroom activities):
  - Reading lessons
  - Technology Education
  - Values Education
  - Personal, Social and Humanities Education
  - Citizenship and Social Development
  - General Studies / Primary Humanities / Primary Science
  - Language subjects
  - Class teacher periods

- ✧ Encourage students to take part in IL-related student activities such as competitions and IT Ambassador Award Scheme
- ✧ Organise parent education activities and encourage parents to attend IL-related talks and workshops
- ✧ Evaluate school-based IL curriculum (by conducting qualitative and quantitative assessments) to assess the effectiveness of learning and teaching

Table 1: Learning Elements of Information Literacy in Subjects/Lessons of Primary and Secondary Schools (Examples)

Literacy Area	Content of Information Literacy	Subject(s)/Lesson(s)
Literacy Area 1: Use, provide and communicate information effectively, ethically and responsibly	• Have a basic understanding of Intellectual Property Rights.	(Primary School) • General Studies / Primary Humanities • Lessons of Values Education
Literacy Area 2: Identify and define a need for information Literacy Area 3: Locate and access relevant information	• Identify and define a need for information. • Understand a variety of methods to locate and access information.	(Primary School) • General Studies / Primary Humanities
Literacy Area 5: Extract and organise information, create and present new ideas Literacy Area 6: Apply IT skills to process information and produce user-generated content, and adopt a reflective mindset when sharing information	• Be able to process information and create new ideas with the intention of communicating the ideas to an audience. • Create and present information and ideas for the purpose of sharing and exchanging by using information from different sources, in view of the needs of the audience.	(Secondary School) • Biology
Literacy Area 7: Recognise the roles and functions of information providers in society Literacy Area 8: Recognise the conditions under which reliable information could be obtained	• Be able to examine images and representations to identify misrepresentations and lack of representation. • Be able to analyse the values projected by information providers. • Recognise that every citizen could act as a responsible information provider in order to build a better society.	(Secondary School) • Geography

Literacy Area	Content of Information Literacy	Subject(s)/Lesson(s)
Literacy Area 4: Evaluate information, media content and information sources/providers Literacy Area 9: Recognise the ethical issues arising from the application of emerging and advanced information technologies	• Develop Fact-checking skills and various criteria for evaluating information. • Refrain from unethical use of emerging and advanced information technologies.	(Secondary School) • IT related subjects
Literacy Area 9: Recognise the ethical issues arising from the application of emerging and advanced information technologies	• Understand and identify the ethical issues arising from the use of AI.	(Primary School) • Computer lesson • Primary Science (Secondary School) • Citizenship, Economics and Society • Citizenship and Social Development • IT related subjects

Example 2

(Key Stage 1: General Studies for Primary Schools / Primary Humanities)

<u>Learn to respect intellectual property rights through life events</u>

The teacher tells a story in class: John's cousin's birthday was coming up. John copied the birthday e-card made by his classmate, Mary. He changed the name on the e-card using an image editing software, and then sent it to his cousin and labeled himself as the author of the card. Mary was very upset when she found out about the incident. John's friends had different opinions towards his behaviour. Some of them thought that John had acted inappropriately as he should not have plagiarized the design of Mary's e-card without her consent, while some others thought that John had done nothing wrong, thinking that he was smart instead. By sharing John's story in class, the teacher could ask students to have discussions and presentations, and conclude by briefly explaining to them that John's behaviour was an act of copyright infringement.

Example 3

(Key Stage 4: Information and Communication Technology for Secondary Schools)

Introduce fact-checking skills to students by watching and discussing deepfake news clips

The teacher plays fake news clips made with deepfake technology to help students realise that artificial intelligence (AI) technology nowadays can create fake videos with a high degree of authenticity. The teacher could then invite students to discuss and reflect on the possible problems that may be caused by the abuse of AI technology (e.g. misleading the public and causing negative impacts on society) and bring out the importance of information verification. The teacher could guide students to think about how to discern fake news clips made with deepfake technology by raising guiding questions. The teacher could teach some fact-checking methods when watching relevant videos with students, e.g. observe the characters in the video clips with care to detect any unusual or lack of eye movements, unnatural facial expressions or audio-video inconsistency. In this way, students could learn relevant fact checking skills.

7. Home-school Co-operation

Home-school cooperation is indispensable in nurturing students' capability in IL. Schools and parents are required to maintain close communication to effectively defend against cyberbullying, protect personal data privacy, prevent Internet addiction, etc. We encourage both parties to cooperate with each other in offering more care and attention to children and providing them with suitable counselling.

The EDB has been providing teachers with professional development programmes and information kits on e-learning and e-safety to facilitate the delivery of relevant parent education by schools. In addition to providing seminars for parents, a telephone hotline has been set up to provide individual support for parents, teachers and students in need. Links to the resources on e-safety produced by other government departments and non-governmental organisations are also available on the EDB website for parents' reference. The EDB will continue to implement various measures to promote parent education, help students uphold positive values and enhance IL capability.

8. Support from the Education Bureau

The EDB continues to provide schools and teachers with relevant curriculum resources and support, including professional development programmes, on-site support, learning and teaching resources, etc., to assist schools in making good use of the Learning Framework to plan school-based IL curriculum and related learning activities, with a view to nurturing students' ability and attitude to use information and IT effectively and ethically.

To enhance the capacity of the teaching profession to plan, implement and evaluate school-based IL education, the EDB continues to organise relevant seminars and workshops for teachers, including courses on IL education (basic level) for new teachers. We also organise relevant advanced courses for teachers of different subjects on topics including "Developing Students' Ethical and Positive Use of Emerging and Advanced Information Technologies", "Planning, Implementation and Evaluation of School-based IL Curriculum in Whole-School Approach", "Implementation of IL education in Primary Humanities and Primary Science for Primary Schools", "Implementation of IL education in Citizenship, Economics and Society and Citizenship and Social Development for Secondary Schools", etc. The EDB also provides development activities for teachers which explore in depth individual IL themes, such as seminars on "Information Evaluation and Cyberbullying" and "Intellectual Property and the Related Ethical Issues in Emerging and Advanced IT", as well as courses on "Supporting Parents on e-Learning" designed for teachers responsible for the planning of parent education to provide comprehensive support to schools in promoting school-based IL education. For details of the professional development programmes, please visit the training calendar (https://tcs.edb.gov.hk). In addition, on-site teacher training services may be provided under the IT in Education CoE depending on the needs of individual schools. We will design appropriate themes and training content according to the current situation of schools to facilitate the implementation of school-based IL education. The themes include "Understanding IL", "Planning of IL Education", "How to Implement IL Education in Schools", etc.

The EDB also continues to provide primary and secondary schools with different types of learning and teaching resources, including information kits on e-learning, as well as lesson plans, videos, animations, posters, etc. of different subjects, to support schools in implementing IL education. (For details of learning and teaching resources, see Appendix "Resources and Reference Materials relating to Information Literacy Education"). To enable teachers to gain a deeper understanding of the important concepts involved in the various IL areas in this Learning Framework, such as cyberbullying, post-truth era, echo chambers, Internet addiction, digital footprints, etc., our Learning and Teaching Resource Pack on IL provides reference materials, and explains in details the abovementioned concepts and related legal provisions for teachers' reference to enhance their knowledge and ability in teaching the relevant learning elements of IL.

資訊素養教育相關資源及參考資料
Resources and Reference Materials relating to Information Literacy Education

資訊素養主題 Key Topics of Information Literacy								學與教資源 相關超連結 Learning and Teaching Resources Related Hyperlinks
資訊搜尋及整理 Information Searching & Organising	資訊評估 Information Evaluation	個人資料私隱 Personal Data Privacy	健康議題 Health Issues	網絡欺凌 Cyber-bullying	沉迷上網 Internet Addiction	知識產權 Intellectual Property Rights	新興和先進資訊科技 Emerging & Advanced Information Technologies	
	II,III	II-III	I	II-III	II-III	II-III		1. 「聰明 e 主人」電子學習資源套 （包括: 故事動畫、學生小冊子、建議學與教活動） ● 故事 1 安全至上 （個人資料私隱） ● 故事 2 上網謹記保私隱 （個人資料私隱） ● 故事 3 你是誰？ （資訊評估） ● 故事 4 網絡欺凌零容忍 （網絡欺凌） ● 故事 5 轉發？不轉發？ （資訊評估） ● 故事 6 引用有法・切勿抄襲 （知識產權） ● 故事 7 再見熊貓眼 （沉迷上網） ● 故事 8 適可而止 （健康議題、沉迷上網） ● 故事 9 消失的艾力 （沉迷上網）
			I-IV					2. 「共建更好的網絡世界」電子學習資源套
I-II	I-II	II		II		I-II		3. 小學資訊素養學與教資源套
	III-IV	III-IV	III-IV	III-IV	III-IV	III-IV		4. 資訊素養教育和網絡安全短片 ● 黑到爆 （個人資料私隱） ● 電腦安全擂台大激鬥 （網絡安全） ● 網絡偵探團 （資訊和媒體內容評估） ● 好友邀請 （與家長成為社交媒體的朋友） ● 只是一句 （網絡欺凌） ● 網絡侵權 （知識產權） ● Aki's 網路日記 （沉迷上網） ● 阿思與阿擬 （健康議題）
				I-IV				5. 和諧校園齊創建

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資訊素養教育相關資源及參考資料

Resources and Reference Materials relating to Information Literacy Education

資訊素養主題 Key Topics of Information Literacy								學與教資源 相關超連結 Learning and Teaching Resources Related Hyperlinks
資訊 搜尋及整理 Information Searching & Organising	資訊 評估 Information Evaluation	個人資料 私隱 Personal Data Privacy	健康 議題 Health Issues	網絡 欺凌 Cyber-bullying	沉迷 上網 Internet Addiction	知識 產權 Intellectual Property Rights	新興和先進 資訊科技 Emerging & Advanced Information Technologies	
	III-IV	III-IV	II-III					6. 性教育動畫資源 ● 網站誘惑（主題：瀏覽色情網站的影響） （健康議題） （II-III） ● 線上誘情（主題：手機程式與交友陷阱） （資訊評估、個人資料私隱） （III） ● 裸聊誘惑（主題：網上裸聊） （資訊評估、個人資料私隱） （IV）
	I-IV							7. 「真假資訊要認清」小貼士
II								8. 「生活事件」教案（第二學習階段）:「粉絲同學會」
III								9. 「生活事件」教案（第三學習階段）:網絡謊言
				III				10. 「生活事件」教案（第三學習階段）:網上風波（防止校園欺凌） （教案及簡報）
				III				11. 「生活事件」教案（第三學習階段）:缺陷無罪 （防止校園欺凌） （教案及簡報）
	IV							12. 「生活事件」教案（第四學習階段）:「我學會了抗拒社會歪風」
		IV		IV		IV		13. 「生活事件」教案（第四學習階段）:「博」（BLOG） 出私人空間
	IV							14. 「生活事件」教案（第四學習階段）:「真假難辨？」（傳媒資訊真偽） （教案及簡報）
			I-II					15. 「生活事件」教案（第一及二學習階段）:用機我至醒
				II				16. 「生活事件」教案（第二學習階段）:我不要做網紅（網絡欺凌）
	II-III							17. 「生活事件」教案（第二及三學習階段）:網之溝通
	II-IV							18. 「生活事件」教案（第二至四學習階段）:謠言止於智者

I: 第一學習階段 (Key Stage 1)　II: 第二學習階段 (Key Stage 2)　III: 第三學習階段 (Key Stage 3)　IV: 第四學習階段 (Key Stage 4)

資訊素養教育相關資源及參考資料

Resources and Reference Materials relating to Information Literacy Education

資訊素養主題 Key Topics of Information Literacy								學與教資源 相關超連結 Learning and Teaching Resources Related Hyperlinks
資訊 搜尋及整理 Information Searching & Organising	資訊 評估 Information Evaluation	個人資料 私隱 Personal Data Privacy	健康 議題 Health Issues	網絡 欺凌 Cyber-bullying	沉迷 上網 Internet Addiction	知識 產權 Intellectual Property Rights	新興和先進 資訊科技 Emerging & Advanced Information Technologies	
	II-III							19. 「生活事件」教案（第二及三學習階段）:內容農場知多少
	II-III							20. 「生活事件」教案（第二及三學習階段）:明辨網絡陷阱
			II-III					21. 「生活事件」教案（第二及三學習階段）:有智有能用手機
	II		II		II			22. 「生活事件」教案（第二學習階段）:我學會了自律地上網
	II							23. 「生活事件」教案（第二學習階段）:我學會了自律地接觸傳媒
						II		24. 「生活事件」教案（第二學習階段）:人人有「權」（尊重版權）
	II		II					25. 「生活事件」教案（第二學習階段）:遠離不良刊物、網站
	II							26. 「生活事件」教案（第二學習階段）:帶眼識網友
	III		III		III			27. 「生活事件」教案（第三學習階段）:我懂得自律地上網
						III		28. 「生活事件」教案（第三學習階段）:不用翻版貨
						IV		29. 「生活事件」教案（第四學習階段）:尊重知識產權，你我都有責!
		III-IV						30. 「生活事件」教案（第三及四學習階段）:「疑似藝人不雅照片事件 反思個人言行取捨」
				III-IV				31. 「生活事件」教案（第三及四學習階段）:「為何別人認識我？」(網上起底行為）
		II-III						32. 「私隱・代價」(視像資源及教學材料）
				I-IV				33. 預防欺凌 – 課堂活動 （中學及小學） ● 認識欺凌（一）欺凌知多少 （小學） ● 認識欺凌（二）欺凌解碼 （中學及小學） ● 認識欺凌（三）校園交叉點 （中學及小學） ● 認識欺凌（四）伸出援手 （中學及小學）

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資訊素養教育相關資源及參考資料
Resources and Reference Materials relating to Information Literacy Education

資訊素養主題 Key Topics of Information Literacy								學與教資源 相關超連結 Learning and Teaching Resources Related Hyperlinks
資訊搜尋及整理 Information Searching & Organising	資訊評估 Information Evaluation	個人資料私隱 Personal Data Privacy	健康議題 Health Issues	網絡欺凌 Cyber-bullying	沉迷上網 Internet Addiction	知識產權 Intellectual Property Rights	新興和先進資訊科技 Emerging & Advanced Information Technologies	
				II				34. 個人成長教育精選教案 – 群性發展篇 - 被欺負怎麼辦 （p.15 – 26）
		I-IV	I-IV	I-IV	I-IV			35. 智 Sm@rt 智囊團 教師篇
		II	I	II	II			36. 智 Sm@rt 新世代 小學篇
			III-IV	III-IV	III-IV			37. 智 Sm@rt 新世代 中學篇
		I-IV	I-IV	I-IV	I-IV			38. 智 Sm@rt 智囊團 家長篇（供家長教育用途／參考）
				II-IV				39. 網絡欺凌你要知！
		II-IV						40. 在網絡世界保障私隱 – 精明使用社交網
		III-IV						41. 保障私隱 – 明智使用電腦及互聯網
				III-IV				42. 專題研習指引 – 青少年網絡欺凌（供中學生參考）
	III-IV	III-IV		III-IV		III-IV		43. 媒體素養教育網 – 中學教材 ● 網絡自保 （個人資料私隱） （III-IV） ● 網絡欺「零」 （網絡欺凌）（III-IV） ● 網絡法義 （資訊評估、個人資料私隱、知識產權） （III-IV）
			I-II	I-II	I-II	II		44. 媒體素養教育網 – 小學教材 ● 健康智 NET 人 （健康議題、沉迷上網） （I-II） ● 童言無「欺」 （網絡欺凌）（I-II） ● 網絡小作者 （知識產權） （II）
	III-IV	III	I-IV	III	I-IV	III		45. M21 網絡教育教材套 ● 網絡欺凌 （網絡欺凌） （III） ● 網上購物 （資訊評估） （III-IV） ● 交友陷阱（一） （資訊評估） （III-IV）

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資訊素養教育相關資源及參考資料
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資訊素養主題 Key Topics of Information Literacy								學與教資源 相關超連結 Learning and Teaching Resources Related Hyperlinks
資訊搜尋及整理 Information Searching & Organising	資訊評估 Information Evaluation	個人資料私隱 Personal Data Privacy	健康議題 Health Issues	網絡欺凌 Cyber-bullying	沉迷上網 Internet Addiction	知識產權 Intellectual Property Rights	新興和先進資訊科技 Emerging & Advanced Information Technologies	
								● 交友陷阱（二） （資訊評估） （III-IV） ● 誤墮法網 （資訊評估） （III-IV） ● 知識產權 （知識產權） （III） ● 雲上安全 （個人資料私隱） （III） ● 慎用網絡 （健康議題、沉迷上網） （I-II） ● 打機雙面睇（一） （沉迷上網） （III-IV） ● 瘋傳的力量 （資訊評估） （III-IV） ● 網上消息分真偽 （資訊評估） （III-IV）
	I-IV	I-IV		I-IV	I-IV	I-IV		46. 做個智 Net 的互聯網教育活動 – 家長教育手冊 （供家長教育用途／參考）
	II	II						47. 電腦認知課程（單元四） – 使用互聯網 （第二學習階段適用） Modular Computer Awareness Programme （Module 4） – Using the Internet （Applicable to Key Stage 2） ● 使用互聯網教材套 Using the Internet materials – 主題三：上網事件簿 Topic 3: Internet Case Studies ● 使用即時通訊教材套 Using Instant Messaging (IM) materials
	II	II	II					48. 電腦認知課程（單元七） – 使用電子郵件 （第二學習階段適用） Modular Computer Awareness Programme （Module 7） – Using E-mail （Applicable to Key Stage 2） 主題三：電郵實錄 Topic 3: E-mail in Real Life 主題四：網上交談 Topic 4: Chatting Online
							II	49. 電腦認知課程 (單元五) – 資訊科技的應用 (包括創新科技) (第二學習階段適用） –「人工智能初探」 Modular Computer Awareness Programme （Module 5） – IT Applications and Implications （Applicable to Key Stage 2） – "Preliminary Exploration on Artificial

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資訊素養教育相關資源及參考資料

Resources and Reference Materials relating to Information Literacy Education

資訊素養主題 Key Topics of Information Literacy								學與教資源 相關超連結 Learning and Teaching Resources Related Hyperlinks
資訊 搜尋及整理 Information Searching & Organising	資訊 評估 Information Evaluation	個人資料 私隱 Personal Data Privacy	健康 議題 Health Issues	網絡 欺凌 Cyber-bullying	沉迷 上網 Internet Addiction	知識 產權 Intellectual Property Rights	新興和先進 資訊科技 Emerging & Advanced Information Technologies	
								Intelligence”
							III	50. 組合單元學與教資源系列 – 補充學與教資源：中國的高新科技發展─人工智能
	I-IV							51. Why Does Information Literacy Matter in the 21st Century? （For teachers’ reference）
I-IV	I-IV							52. Presentation Material for Literacy Instruction Series: Information Literacy in the English Language Classroom [TCS:CDI020190454] （page 30 -94） （For teachers’ reference）
			I					53. 眼睛護理課程
			I					54. 在中小學推行「自攜裝置」- 自攜裝置（BYOD）及可接受使用政策（AUP）學校範例
	II-IV				II-III	II-IV		55. 「網絡地雷陣」學習資源網站 ● 瀏覽不明來歷的電郵（高中程度） （資訊評估） ● 沉迷網上遊戲（初中程度） （沉迷上網） ● 下課後到網吧打機（高小程度） （沉迷上網） ● 網上侵犯版權行為（高小、初中程度） （知識產權） ● 網上 ICQ（高小、初中程度） （沉迷上網、資訊評估） ● 開庭審訊網上侵權事件（初中、高中程度） （知識產權）
		I-II		II-IV				56. 網絡欺凌及網絡安全資源 ● 兒童私隱 ● 兒童網上私隱 （給家長及老師的建議） ● 網絡欺凌你要知
					I-IV			57. 家長智 Net - 網絡世代的管教與溝通（供家長教育用途／參考） ● 一／網絡世代

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資訊素養教育相關資源及參考資料

Resources and Reference Materials relating to Information Literacy Education

資訊素養主題 Key Topics of Information Literacy								學與教資源 相關超連結 Learning and Teaching Resources Related Hyperlinks
資訊搜尋及整理 Information Searching & Organising	資訊評估 Information Evaluation	個人資料私隱 Personal Data Privacy	健康議題 Health Issues	網絡欺凌 Cyber-bullying	沉迷上網 Internet Addiction	知識產權 Intellectual Property Rights	新興和先進資訊科技 Emerging & Advanced Information Technologies	
								● 二／網絡成癮
		I-IV						58. 教導孩子守護網上私隱（供家長教育用途／參考）
			I					59. 在家抗疫，難抗「屏幕」？給家長的小貼士（供家長教育用途／參考）
			II-III					60. 面對子女對色情資訊好奇的應有態度（供家長教育用途／參考）
			I					61. 媒體素養教育網 – 健康攻略 ● 低頭族健康攻略：提手步行操 （健康議題） ● 脊椎健康攻略 （健康議題） ● 護眼小貼士 （健康議題）
	III-IV							62. 中學生 – 成長錦囊 ● 網絡偽術 （資訊評估） ● 網言有陷阱 （資訊評估）
	III-IV	III-IV						63. 資訊安全網 – 資訊保安問與答 – 年輕人與學生的常見問題
	III-IV	III-IV		III-IV				64. 資訊安全網 – 正確使用互聯網的守則
	I-IV	I-IV	I-IV	I-IV	I-IV	I-IV		65. 資訊安全網 ● 設定孩子們使用互聯網的基本規則 （供家長教育用途／參考） ● 資訊安全網 – 給家長的一些小貼士 （供家長教育用途／參考） ● 資訊安全網 – 家長及教師（參閱資料） （供教師／家長參考） ● 資訊安全網 – 資訊保安常見問題 - 教師篇 （供教師參考） ● 資訊安全網 – 資訊保安常見問題 - 家長篇 （供家長教育用途／參考）
	III-IV	III-IV						66. 資訊安全網 – 安全的網上社交網絡活動
		III-IV						67. 資訊安全網 – 保護你的私隱

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資訊素養教育相關資源及參考資料

Resources and Reference Materials relating to Information Literacy Education

資訊素養主題 Key Topics of Information Literacy								學與教資源 相關超連結 Learning and Teaching Resources Related Hyperlinks
資訊 搜尋及整理 Information Searching & Organising	資訊 評估 Information Evaluation	個人資料 私隱 Personal Data Privacy	健康 議題 Health Issues	網絡 欺凌 Cyber-bullying	沉迷 上網 Internet Addiction	知識 產權 Intellectual Property Rights	新興和先進 資訊科技 Emerging & Advanced Information Technologies	
	III-IV	III-IV				III-IV		68. 資訊安全網 – 安全使用網誌
				I-IV				69. 資訊安全網 – 處理網上欺凌（供教師參考）
	II-III	II-III						70. 網絡安全資訊站 – 安全網上社交網絡活動
				I-II				71. 網絡欺凌
	I-IV	I-IV	I-IV	I-IV	I-IV			72. 健康地使用互聯網及電子屏幕產品 – 教師篇（供教師參考）
	I-IV	I-IV	I-IV	I-IV	I-IV			73. 健康地使用互聯網及電子屏幕產品 – 家長篇（供家長教育用途／參考）
	I-II	I-II	I-II	I-II	I-II			74. 健康地使用互聯網及電子屏幕產品 – 小學篇
	III-IV	III-IV	III-IV	III-IV	III-IV			75. 健康地使用互聯網及電子屏幕產品 – 中學篇
			I-IV					76. 健康地使用互聯網及電子屏幕產品 – 善用屏幕產品
			I					77. 健康地使用互聯網及電子屏幕產品 – 健康「貼士」
			I-IV		I-IV			78. 健康地使用互聯網及電子屏幕產品 – 遊戲障礙及過度使用互聯網（供教師參考）
			I-IV					79. 沉溺行為--智 Sm@rt 一族 • 健康使用
			I-IV					80. 眼睛／視力健康--電腦操作與眼睛保護
	II							81. 真假颱風消息
	II							82. 謠言又來了，智者請小心！
		I-IV	I-IV		I-IV			83. 做個智 Net 的互聯網教育活動 – 互聯網小貼士：給家長的提示（供家長教育用途／參考）
				I-IV				84. 做個智 Net 的互聯網教育活動 – 「網絡欺凌」教師研討會（供教師參考）
	I-IV	I-IV	I-IV		I-IV			85. 「e 學習・伴同行」家長講座（供家長教育用途／參考）
	I-IV		I-IV	I-IV	I-IV			86. 網「樂」同行家長講座（供家長教育用途／參考）
	I-IV				I-IV	I-IV		87. 共建網「樂」e 世界家長講座（供家長教育用途／參考）

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資訊 搜尋及整理 Information Searching & Organising	資訊 評估 Information Evaluation	個人資料 私隱 Personal Data Privacy	健康 議題 Health Issues	網絡 欺凌 Cyber-bullying	沉迷 上網 Internet Addiction	知識 產權 Intellectual Property Rights	新興和先進 資訊科技 Emerging & Advanced Information Technologies	
		I-IV	I-IV					88. 「攜手童行 e 世界」家長講座（供家長教育用途／參考）
	I-IV	I-IV	I-IV	I-IV	I-IV	I-IV		89. 《健康網絡由你創》短片系列（家長篇）（供家長教育用途／參考）
	II							90. 網絡資訊真定假
					II-IV			91. （影片） 網絡成癮—機不離手
			I-IV					92. （短片） 網上學習小貼士（供家長教育用途／參考）
	III-IV							93. 消息 睇真啲
	III-IV							94. 睇真 D • 知多 D：第一則資訊
				I-II				95. 網絡欺凌 小學教育篇
				III-IV				96. 網絡欺凌 中學教育篇
						I-IV		97. 「版權教室」短片系列
	III-IV							98. Making Sense of the News: News Literacy Lessons for Digital Citizens （For teachers' reference）
	I-II	I-II		I-II				99. 網絡安全事件簿（故事繪本） ● 「甜甜圈」的秘密 （網絡欺凌） ● AI 機械人大對決 （提升網絡安全的秘訣、個人資料私隱） ● 社交陷阱 1+1 （資訊評估）
	II	II-III		II		I-IV	I-IV	100. MAIL 教學短片 CHAPTER 1－解讀資訊：事實與觀點 （資訊評估） （II） CHAPTER 4－網絡創作與版權 （知識產權） （I-IV） CHAPTER 5－什麼是 A.I （新興和先進資訊科技） （I-II） CHAPTER 6－A.I 做假資訊 （新興和先進資訊科技） （III-IV） CHAPTER 7－A.I.代替人類？ （新興和先進資訊科技） （III-IV） CHAPTER 8－網絡新世界：A.I 創作 （新興和先進資訊科技） （III）

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								CHAPTER 9－網絡欺凌與 A.I （網絡欺凌（II）、新興和先進資訊科技（III-IV）、個人資料私隱（II-III））
				I-IV				101. Youth Can 影片庫 ● 甚麼是惡意言論？ （網絡欺凌）（I-III） ● Teens' Chat Club 之「網絡欺凌事件簿」 （網絡欺凌）（II-IV） ● 沉迷得控 （沉迷上網）（III-IV）
	I-II	I-IV	II-IV	I-III	I-III			102. Youth Can 信息圖表庫 ● 保護自己免被網上起底 (上) （網絡欺凌）（II） ● 保護自己免被網上起底 (下) （網絡欺凌）（II） ● 別再「迷」網 （沉迷上網） （I-III） ● 網絡成癮的警鐘，你響起了幾個？ （沉迷上網） （II） ● 五大常見網上陷阱 （資訊評估） （I-II） ● 面對網上惡意言論，我可以怎麼辦？ （網絡欺凌）（II-III） ● 甚麼是惡意言論？ （網絡欺凌）（I-II） ● 小心你的數碼足跡 （個人資料私隱）（III） ● Teens' Chat Club 之「網絡欺凌事件簿」 （網絡欺凌）（II-III） ● 《「Like」的代價》 （健康議題）（II-IV） ● 網上交友 （個人資料私隱）（I-IV）
	I-III		I-IV					103. 家長智 NET 影片 ● 健康生活方式 （健康議題）（I-IV） （供家長教育用途／參考） ● 核實和分辨真假資訊 （資訊評估）（I-III） （供家長教育用途／參考）
							III	104. 初中人工智能課程單元 ● 初中人工智能課程單元 (第一冊) Module on Artificial Intelligence for Junior Secondary Level (Booklet 1)

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								● 初中人工智能課程單元 (第二冊) Module on Artificial Intelligence for Junior Secondary Level (Booklet 2) ● 初中人工智能課程單元 (第三冊) Module on Artificial Intelligence for Junior Secondary Level (Booklet 3)
				I-IV				105. 青少年罪行誌・師長攻略（2023 年版） ● 童黨欺凌 （p.16,19）（I-II） ● 童黨欺凌 （p.20,21）（II-IV）

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