

Teaching Unit
教學單元

Salt and Light Creation (Secondary 4)

This unit aimed to promote the Hakka and religious culture of Yim Tin Tsai through product design, enabling students to acquire knowledge of Hong Kong's community culture and cultivate their sense of belonging. Students visited Yim Tin Tsai to obtain first-hand information and inspiration, then transformed them into representative visual symbols, designed cultural and creative products with both connotations and creative value. At the same time, four students collaborated to design a series of themed and stylistically consistent products, including a cotton bag, a wood pulp sponge cloth, a keychain, a bookmark and a salt bottle label, demonstrating the consistency of the overall design.

鹽光之作（中四）

透過產品設計推廣鹽田梓的客家及宗教文化，引導學生認識地區文化，培養歸屬感。學生親赴鹽田梓實地考察，搜集一手資料並啟發靈感，將當地文化特色提煉成視覺符號，並設計兼具文化底蘊與創意價值的文創產品。此外，四位學生合作設計了一系列文青風格產品，包括織布袋、木漿棉抹布、鎖匙扣、書籤及鹽瓶標籤，作品之間互相呼應，展現整體設計的統一感。

Logo Design
(Result of the collaboration of four students)

標誌設計

（四位同學協力的成果）

The design was based on the seal carving stamp as a blueprint, and ran through the whole set of four items.

貫穿在一組四件的產品設計上，其設計是以篆刻印章作設計藍本。



AU Tsz-long, Issac

區梓朗



Initial Inspiration

初稿靈感來源



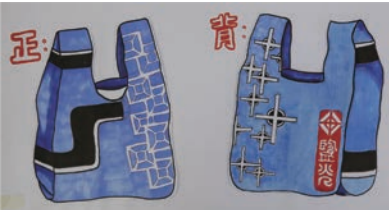
The main body of the cotton bag was inspired by the Hakka blue shirt. The white pattern on the front came from the appearance of salt crystals from Yim Tin Tsai under a microscope, while the pattern on the back was inspired by the stained glass cross in Yim Tin Tsai. In the lower right corner, a pattern resembling a traditional Chinese seal with the two seal script characters "Hakka" was designed.

織布袋主體靈感來自客家的藍衫，正面的白色圖案來自鹽田梓的鹽結晶在顯微鏡下的樣子，而背面的圖案靈感來自鹽田梓的玻璃畫十字架。在右下角設計了像中國傳統印章，印「客家」兩篆書字圖象。



Revised Draft

修訂稿



The improved design used repetitive patterns to align the front and back design. 改良後的設計使用重複性的圖案，令設計前後呼應。

Prototype Making and Improvement

製作樣板及改良

Made a prototype and found that minor adjustments were still needed, including moving the logo away from the bag edge; changing the black collar to rounded corners; and shrinking the pattern while keeping margins to prevent asymmetry during sewing.

製作了樣板，發現仍需作微調，包括標誌需遠離袋邊、黑色衫領改為圓角，及將圖案縮小並保留邊距，以防縫製時出現不對稱的情況。



Teaching Unit
教學單元

Salt and Light Creation (Secondary 4)

This unit aimed to promote the Hakka and religious culture of Yim Tin Tsai through product design, enabling students to acquire knowledge of Hong Kong's community culture and cultivate their sense of belonging. Students visited Yim Tin Tsai to obtain first-hand information and inspiration, then transformed them into representative visual symbols, designed cultural and creative products with both connotations and creative value. At the same time, four students collaborated to design a series of themed and stylistically consistent products, including a cotton bag, a wood pulp sponge cloth, a keychain, a bookmark and a salt bottle label, demonstrating the consistency of the overall design.

鹽光之作（中四）

透過產品設計推廣鹽田梓的客家及宗教文化，引導學生認識地區文化，培養歸屬感。學生親赴鹽田梓實地考察，搜集一手資料並啟發靈感，將當地文化特色提煉成視覺符號，並設計兼具文化底蘊與創意價值的文創產品。此外，四位學生合作設計了一系列文青風格產品，包括織布袋、木漿棉抹布、鎖匙扣、書籤及鹽瓶標籤，作品之間互相呼應，展現整體設計的統一感。

Logo Design
(Result of the collaboration of four students)

標誌設計

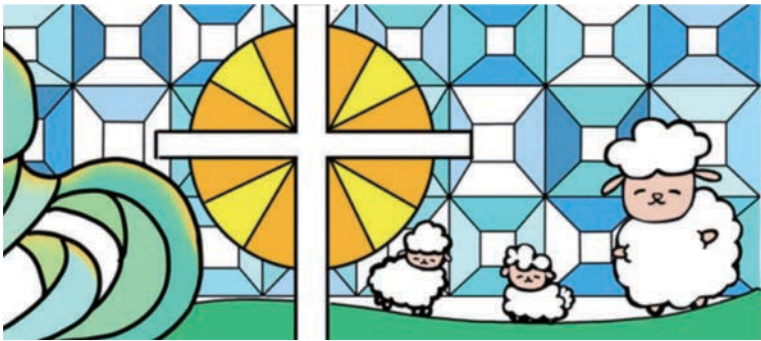
（四位同學協力的成果）

The design was based on the seal carving stamp as a blueprint, and ran through the whole set of four items.貫穿在一組四件的產品設計上，其設計是以篆刻印章作設計藍本。



WONG Tsz-kwan, Rita
黃芷筠

Salt Bottle Label
鹽瓶招紙



Initial Inspiration
初稿靈感來源

Saw those two crosses at the Yim Tin Tsai pier and the nearby church inspired the bookmark making.
在鹽田梓碼頭和附近教堂看到那兩個十字架，啟發製作書籤。



Revised Draft
修訂稿

After a few rounds of revisions, students decided to take Salt Bottle Label as design subject. She removed unnecessary elements to unify the colours to be used.

經過一番修訂，決定設計鹽瓶招紙，在設計中去除不必要的元素，統一色彩。



Improvement Needed
需作改善

Lines were not smooth enough, the background was too messy, and the sheep's appearance needed to echo the keychain.
線條不夠順暢，背景太亂，羊的樣子須與匙扣互相呼應。



Evolving ideas and Reflection
意念演化和反思

The "Good Shepherd" artwork on the stairs of St. Joseph's Chapel made people associate with walking with the shepherd while walking up the stairs; and the salt bottle design of Yim Tin Tsai also inspired the later addition of a sheep pattern to the salt bottle label.

聖若瑟小堂樓梯上的「善牧」作品，讓人拾級而上時聯想與牧人同行；而鹽田梓的鹽瓶設計亦啟發了後來加入羊圖案的鹽瓶招紙。



Teaching Unit
教學單元

Salt and Light Creation (Secondary 4)

This unit aimed to promote the Hakka and religious culture of Yim Tin Tsai through product design, enabling students to acquire knowledge of Hong Kong's community culture and cultivate their sense of belonging. Students visited Yim Tin Tsai to obtain first-hand information and inspiration, then transformed them into representative visual symbols, designed cultural and creative products with both connotations and creative value. At the same time, four students collaborated to design a series of themed and stylistically consistent products, including a cotton bag, a wood pulp sponge cloth, a keychain, a bookmark and a salt bottle label, demonstrating the consistency of the overall design.

鹽光之作（中四）

透過產品設計推廣鹽田梓的客家及宗教文化，引導學生認識地區文化，培養歸屬感。學生親赴鹽田梓實地考察，搜集一手資料並啟發靈感，將當地文化特色提煉成視覺符號，並設計兼具文化底蘊與創意價值的文創產品。此外，四位學生合作設計了一系列文青風格產品，包括織布袋、木漿棉抹布、鎖匙扣、書籤及鹽瓶標籤，作品之間互相呼應，展現整體設計的統一感。

Logo Design
(Result of the collaboration of four students)

標誌設計

（四位同學協力的成果）

The design was based on the seal carving stamp as a blueprint, and ran through the whole set of four items.貫穿在一組四件的產品設計上，其設計是以篆刻印章作設計藍本。



ZHOU Jia-yue, Serena

周嘉悦

Wood Pulp Sponge Cloth

木漿棉抹布



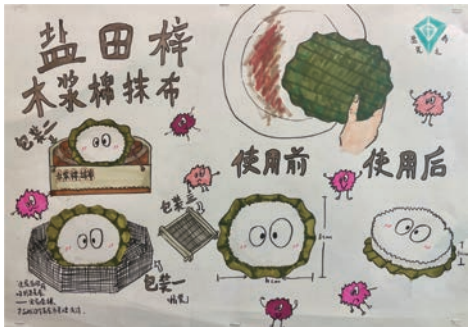
Initial Inspiration

初稿靈感來源



This is a special food of Yim Tin Tsai — Hakka Cha Kwo. The product was designed based on this food and used anthropomorphism to design it as a character, giving the sponge cloth life.

這是鹽田梓的特色美食——客家茶粿。產品以這個美食為基礎設計，並運用了擬人法，將它設計成角色，賦以棉抹布生命。

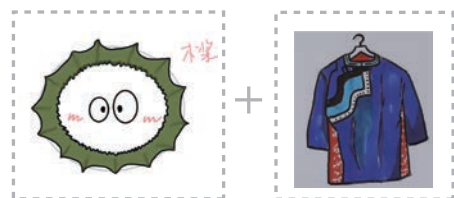


Revised Draft

修訂稿

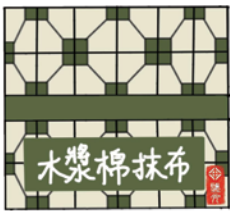
To match the other design in the series, the Hakka Cha Kwo character was given traditional Hakka clothing for decoration.

為配合系列中的其他設計品，便為客家茶粿角色加上傳統客家服裝作為裝飾。



Card Header Design of the Packaging
包裝的卡頭設計

展开12X10.8cm



延这两条线折叠

Teaching Unit
教學單元

Salt and Light Creation (Secondary 4)

This unit aimed to promote the Hakka and religious culture of Yim Tin Tsai through product design, enabling students to acquire knowledge of Hong Kong's community culture and cultivate their sense of belonging. Students visited Yim Tin Tsai to obtain first-hand information and inspiration, then transformed them into representative visual symbols, designed cultural and creative products with both connotations and creative value. At the same time, four students collaborated to design a series of themed and stylistically consistent products, including a cotton bag, a wood pulp sponge cloth, a keychain, a bookmark and a salt bottle label, demonstrating the consistency of the overall design.

鹽光之作（中四）

透過產品設計推廣鹽田梓的客家及宗教文化，引導學生認識地區文化，培養歸屬感。學生親赴鹽田梓實地考察，搜集一手資料並啟發靈感，將當地文化特色提煉成視覺符號，並設計兼具文化底蘊與創意價值的文創產品。此外，四位學生合作設計了一系列文青風格產品，包括織布袋、木漿棉抹布、鎖匙扣、書籤及鹽瓶標籤，作品之間互相呼應，展現整體設計的統一感。

Logo Design
(Result of the collaboration of four students)

標誌設計

（四位同學協力的成果）

The design was based on the seal carving stamp as a blueprint, and ran through the whole set of four items.貫穿在一組四件的產品設計上，其設計是以篆刻印章作設計藍本。



WAN Tsz-ying, Jade

溫紫瑩



Revision and Reflection

修訂和反思

Draft logo and salt crystal keychain design were slightly lacking in attractiveness, suggesting the addition of anthropomorphic and cute elements.

草稿中的商標與鹽結晶匙扣設計略欠吸引力，建議加入擬人與可愛元素。



The middle of the keychain can be rotated.
匙扣的中間可以轉動

Further Development and Design Refinement
再發展、持續完善設計



Inspired by the "Good Shepherd" stairs of St. Joseph's Chapel, an anthropomorphic sheep pattern was added to the keychain to symbolise walking with the Lord, and the salt crystals were transformed into glowing stars. In addition, to more vividly display the imagery of salt, the original rotating design was specially changed to a quicksand keychain.

受聖若瑟小堂「善牧」階梯啟發，匙扣加入了擬人化的羊圖案以象徵與主同行，並將鹽結晶化作發光的星星。此外，為更生動地展現鹽的意象，特別將原先的旋轉設計改為流沙匙扣。

Used AI to convert the design drawing into a 3D rendering, allowed students to clearly see the positive and negative space.

使用人工智能把設計圖轉為立體圖，讓同學更清晰地看到虛實的效果。

