

教育局通函第 85/2022 號

分發名單：各幼稚園、小學及中學
校長

副本送：各組主管—備考

由課程發展處分發的學與教材料
(二零二二年五月)

(注意：所有幼稚園、小學及中學校長均應閱讀此通函)

摘要

本通函旨在通知各幼稚園、小學及中學校長有關由教育局課程發展處分發的學與教材料事宜，以及相關的安排。本期分發材料有：藝術評賞系列：(5)從多角度認識設計、Resource Kit on Promoting Life Education through Issues of Animal Care at Primary Level Say “Yes” to Treating Animals with Respect (只供英文版本)、Leaflet on “Bridging the Gap for a Smooth Transition – Strengthening Connections and Progressions in the Secondary English Language Education Curriculum” (只供英文版本)、Resource Kit on the Academic Use of English: A Resource Pack and a Collection of Six Posters (只供英文版本)、價值觀教育學與教資源系列：「認識中華文化」、溫習快線平台—公民與社會發展科線上自學練習(只有中文版)、培育學生守法、同理心和勤勞的生活事件教案、人工智能-機器學習學與教資源、健康管理與社會關懷科傑出學生分享集通訊、《香港國安法》法律論壇—國安家好(2021年7月5日)匯編及STEM教育短片：「STEM教育 由數學科帶動跨學科學與教例子」。

詳情

2. 在二零二二年五月分發的學與教材料為—

a) 幼稚園：

	學習領域/ 科目	名稱	經辦人/ 負責人	備註	附件
(i)	幼稚園教育	價值觀教育學與教資源系列：「認識中華文化」	校長及教師	有關的學與教資源將派發予參與幼稚園教育計劃的幼稚園	5

b) 小學：

	學習領域/ 科目	名稱	經辦人/ 負責人	備註	附件
(i)	英國語文教育	Resource Kit on Promoting Life Education through Issues of Animal Care at Primary Level Say "Yes" to Treating Animals with Respect (只供英文版本)	校長、英文科科主任及教師	不適用於英基學校協會學校及國際學校	2
(ii)	價值觀教育	培育學生守法、同理心和勤勞的生活事件教案	校長、德育、公民及國民教育統籌主任及教師	不適用於英基學校協會學校及國際學校	7
(iii)	德育、公民及國民教育	《香港國安法》法律論壇－國安家好(2021年7月5日)匯編	校長、學校圖書館主任、德育、公民及國民教育統籌主任及教師		10

c) 中學：

	學習領域/ 科目	名稱	經辦人/ 負責人	備註	附件
(i)	藝術教育／視覺藝術科	藝術評賞系列：(5)從多角度認識設計	校長及視覺藝術科教師	不適用於英基學校協會學校及國際學校	1

	學習領域/ 科目	名稱	經辦人/ 負責人	備註	附件
(ii)	英國語文教育	Leaflet on “Bridging the Gap for a Smooth Transition – Strengthening Connections and Progressions in the Secondary English Language Education Curriculum” (只供英文版本)	校長、英文 科科主任及 教師	不適用於英基 學校協會學校 及國際學校	3
(iii)	英國語文教育	Resource Kit on the Academic Use of English: • A Resource Pack • A Collection of Six Posters (只供英文版本)	校長、英文 科科主任及 教師	不適用於英基 學校協會學校 及國際學校	4
(iv)	公民與社會發 展科	溫習快線平台－ 公民與社會發展 科線上自學練習 (只有中文版)	校長、副校 長、公民與 社會發展科 科主任和教 師	不適用於英基 學校協會學校 及國際學校	6
(v)	價值觀教育	培育學生守法、 同理心和勤勞的 生活事件教案	校長、德育、公 民及國民教 育統籌主任 及教師	不適用於英基 學校協會學校 及國際學校	7
(vi)	科技教育 / 資 訊和通訊科技 知識範圍	人工智能 - 機器 學習學與教資源	校長、資訊 和通訊科技 教師	不適用於英基 學校協會學校 及國際學校	8
(vii)	科技教育 / 健 康管理與社會 關懷	健康管理與社會 關懷科傑出學生 分享集通訊	校長、科技 教育學習領 域統籌主任 及健康管理 與社會關懷 科教師	不適用於英基 學校協會學校 及國際學校	9

	學習領域/ 科目	名稱	經辦人/ 負責人	備註	附件
(viii)	- 通識教育/公民與社會發展 - 生活與社會 - 德育、公民及國民教育	《香港國安法》法律論壇－國安家好(2021年7月5日)匯編	校長、學校圖書館主任、通識教育/公民與社會發展科和生活與社會科科主任、德育、公民及國民教育統籌主任及教師		10
(ix)	數學教育	STEM 教育短片：「STEM 教育由數學科帶動跨學科學與教例子」	校長、STEM 統籌員、STEM 教師、數學科主任及教師	不適用於英基學校協會學校及國際學校	11

3. 詳情請參考相關的附件。我們會於本通函發出後三星期內，把附件 1, 3, 4, 5 及 9 所列的教材郵寄給學校。至於附件 10 所列的教材，學校需派員領取。請填妥夾附的領取表格，並安排職員前往領取。領取詳情載於相關的領取表格內。

查詢

4. 如有任何查詢，可與相關附件所列的聯絡人聯絡。

教育局局長

羅潔玲代行

二零二二年五月十六日

藝術評賞系列：(5) 從多角度認識設計

目的

本附件旨在通知各中學校長及視覺藝術科教師有關派發上述學與教材料事宜。

詳情

2. 上述材料由教育局課程發展處藝術教育組編製，旨在支援學校藝術評賞的學與教。
3. 各中學會於本通函發出後三星期內收到四冊上述材料。
4. 教育局將於 2022 年 7 月 18 日舉辦發佈會，介紹此學與教材料。有興趣的教師可通過教育局培訓行事曆系統報名參加。
5. 上述材料已上載至教育局網頁 (<https://edb.gov.hk/arts/va/understandingdesign>)，供教師參考。



聯絡人

6. 如有任何查詢，請致電 3698 3538 與教育局課程發展處藝術教育組何佩芬女士聯絡。

Resource Kit on Promoting Life Education through Issues of Animal Care at Primary Level *Say “Yes” to Treating Animals with Respect*

Purpose

This is to inform heads of primary schools about the dissemination of the captioned resource kit developed by the English Language Education Section of the Curriculum Development Institute in support of the promotion of life education as well as positive values and attitudes.

Details

2. The resource kit is designed for students at Key Stage 2 to enhance their language skills, develop their multimodal literacy and facilitate self-directed learning through exposure to various resources on issues of animal care. It also helps students develop positive values and attitudes, e.g. empathy, respect and a sense of responsibility for animals. The resource kit consists of 10 activities based on a range of selected reading/multimodal texts with focuses on a variety of issues of animal care. The activities contain comprehension questions to help students understand the selected text(s) and know more about issues of animal care, as well as reflective questions for students to share their thoughts. A writing/4-panel comic strip creating task is set in the last activity to connect students' experiences in reading/viewing the selected texts in the previous activities.

3. Teachers could select appropriate activities and integrate them into a teaching unit with a related theme, e.g. respect for life, to help students develop reading/multimodal literacy skills as well as positive values and attitudes. The other activities could be used as extended tasks.

4. The resource kit *Say “Yes” to Treating Animals with Respect* can be accessed at www.edb.gov.hk/Issues_of_Animal_Care_Pri.



Contact Person

5. For enquiries, please contact Ms Stephanie LO of the English Language Education Section, Curriculum Development Institute, Education Bureau on 2892 6574.

Resource Kit
Say “Yes” to Treating Animals with Respect



Leaflet on “Bridging the Gap for a Smooth Transition – Strengthening Connections and Progressions in the Secondary English Language Education Curriculum”

Purpose

This is to inform heads of secondary schools about the distribution of the captioned leaflet to support the planning and implementation of the English Language Education curriculum at the secondary level.

Details

2. A smooth transition across key stages helps strengthen curriculum continuity and prepare students well for the next stage of learning. The leaflet is designed to provide suggestions for English Language panel heads and teachers to strengthen connections and progressions in the secondary English Language Education curriculum. It introduces effective strategies to support students to develop the language knowledge and skills essential for further studies and lifelong learning, and provides examples on holistic curriculum planning and implementation to cater for students’ diverse learning needs.

3. The captioned leaflet will be sent to all secondary schools in Hong Kong by post and each school will receive ten copies within three weeks after the issue of this circular memorandum.

4. The leaflet is accessible on the web page of the English Language Education Section (www.edb.gov.hk/bridging_the_gap).



Contact Person

5. For enquiries, please contact Ms Helen LI of the English Language Education Section, Curriculum Development Institute, Education Bureau on 2892 6481.

Leaflet

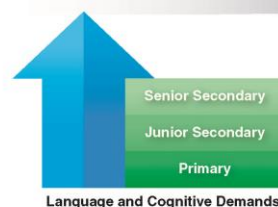
Bridging the Gap for a Smooth Transition – Strengthening Connections and Progressions in the Secondary English Language Education Curriculum

Students need to adapt to changes in their school life while progressing from one key stage to the next. A smooth transition across key stages is a positive step forward in a student's learning journey and it helps build a firm foundation for success throughout their schooling. It is therefore crucial to strengthen curriculum continuity, prepare students well for the next key stage of learning, and equip them with the language knowledge and skills to meet the challenges ahead.

Why is a smooth transition important?

Equipping students for learning challenges

As students progress from the primary to the secondary level, the language and cognitive demands in learning grow. They are expected to communicate more abstract and complex ideas in a variety of contexts using more advanced language items and structures. While they need to cope with increasingly complex texts as they progress along the English Language Education curriculum, they may also need to acquire language skills for academic purposes, which may involve the use of more subject-specific vocabulary and more complicated sentence structures to perform different rhetorical functions, to support them in learning across the curriculum.



Catering for learner diversity

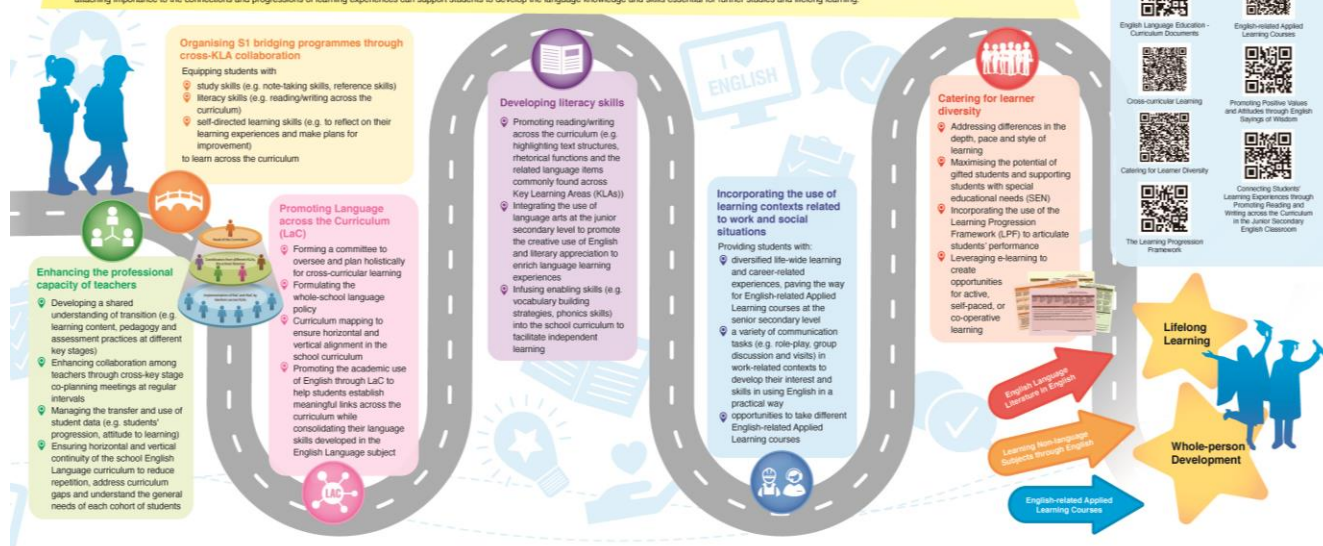


With a view to catering for students' learning needs, interests and aspirations and stretching their potential, learning experiences essential to broadening and enriching students' English knowledge, skills and experience for further studies and vocational and professional training should be provided. Schools should consider offering an English-related elective subject and/or Applied Learning courses at the senior secondary level to complement and enrich English learning and plan holistically to prepare students well for taking these electives.



Strengthening Connections and Progressions in the Secondary English Language Education Curriculum

Educational transitions are crucial processes for students. Schools are encouraged to make visible the connections among various learning experiences in the junior and senior secondary curricula. A coherent English Language Education curriculum attaching importance to the connections and progressions of learning experiences can support students to develop the language knowledge and skills essential for further studies and lifelong learning.



Resource Kit on the Academic Use of English: A Resource Pack and a Collection of Six Posters

Purpose

This is to inform heads and teachers of secondary schools of the dissemination of the captioned resource kit in support of the promotion of the academic use of English in the secondary English Language classroom.

Details

2. The captioned resource kit aims to support schools in incorporating elements of the academic use of English into the English Language curriculum and facilitate students' self-directed learning. It includes the following two items:

(i) A Resource Pack

The Resource Pack, which consists of a Student Book and the Answer Key, comprises six chapters on key language features and skills related to the academic use of English. The Resource Pack includes explanatory notes and learning activities. Teachers are encouraged to make effective use of the materials to enrich their English lessons, support the promotion of Language across the Curriculum in school, and/or facilitate students' self-directed learning outside class. The Resource Pack, which can be downloaded from the EDB website, is available in both PDF and MS WORD formats for ease of use and adaptation.

(ii) A Collection of Six Posters

A collection of six posters (as shown in Appendix 4a) is designed to present six key topics on the academic use of English in a lucid and graphical manner for easy understanding. The posters can be used together with the Resource Pack to illustrate important concepts in academic English. Each school will receive two sets of posters (i.e. 12 posters in total) by post by mid-June. Teachers are encouraged to make effective use of the posters to heighten students' awareness of the features of academic English and display the posters in classrooms, English Room or at appropriate places of the school premises to create a language-rich environment.

3. Teachers are encouraged to adapt the Resource Pack and posters with reference to their students' needs, interests and abilities to cater for learner diversity. The resource materials can be accessed from the following webpage of the English Language Education Section:


www.edb.gov.hk/Academic_English




Contact Person



4. For enquiries, please contact Ms Samantha TSANG of the English Language Education Section, Curriculum Development Institute, Education Bureau on 2892 6572.

Posters on the Academic Use of English




VS



Everyday English	Style of Academic Language	Academic English
 <p>Everyday English</p> <p>Skinny guys should eat more protein and carbs to put on weight.</p>	<p>Formal e.g. Use nouns & avoid colloquial language</p>	 <p>Academic English</p> <p>A higher intake of protein and carbohydrates helps underweight people to gain weight.</p>
<p>We did a study and found that lack of regular exercise causes a range of chronic health conditions.</p>	<p>Objective & Impersonal e.g. Use the passive voice & hedging words</p>	<p>A study was conducted and it was found that physical inactivity could be a cause of a range of chronic health conditions.</p>
<p>The software helps firms keep and find old emails.</p>	<p>Precise e.g. Use exact words & provide specific details</p>	<p>The software helps firms archive and retrieve emails in the past 12 months.</p>
<p>One of the effects of cutting down too many trees is that some animals and plants will lose their homes.</p>	<p>Technical e.g. Use subject-specific words</p>	<p>One of the effects of deforestation is the loss of habitats for some animals and plants.</p>

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Cohesive Devices for Different Purposes

Followed by a clause:
since (because) as (therefore) as a result

Followed by a noun/noun phrase:
because of (due to) owing to (thanks to)

for example (for instance)
in this case (such as)

Similarities:
both as...as likewise similarly

Differences:
in contrast whereas unlike

Cause and Effect

Example

Comparison and Contrast

Emphasis

Clarification

namely
specifically
in other words
to put it simply

Condition

if (in case) unless
provided that
on condition that

Generalisation

on the whole
in most cases
in general

Summary

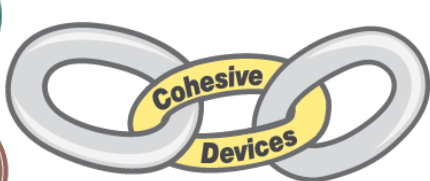
(in brief) (in conclusion)
(in summary) (to conclude) (to sum up)

Order

first and foremost
(subsequently) (finally)
(last but not least)

Addition

besides (moreover)
furthermore
(in addition)
not only...but also



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Hedging

Hedging is the use of cautious or tentative language. It is commonly used in academic writing, particularly scientific writing, to avoid over-generalisation and soften the tone to make it less absolute.

Verbs

e.g. appear to
seem to
tend to
think

Example:
Identical twins **tend to** have similar personalities.

Adverbs

e.g. arguably
maybe
perhaps
presumably
probably
possibly
seemingly

Example:
The failure was **possibly** caused by human mistakes.

Nouns

e.g. assumption
indication
likelihood
possibility
probability
tendency

Example:
There is a **tendency** for people in cities to marry later than those in rural areas.

Modal Verbs

e.g. can
could
may
might

Example:
Housing sales **may** see a gentle rise in the next quarter.

Adjectives

e.g. likely
possible
probable
doubtful
uncertain
unlikely

Example:
It is **likely** that online learning will become one of the major learning modes in the future.

Other Phrases

e.g. commonly
frequently
generally
often
sometimes
somewhat

Example:
It is **generally** agreed that more funding is needed for education.

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Comparison & Contrast

Comparing and contrasting is an important skill in academic writing. It can be done at the text or paragraph level.

Differences

Transition words followed by **a clause**

- although/even though
- but/however/nevertheless
- whereas/while
- on the one hand ... on the other hand
- on the contrary

Similarities

alike
as ... as
both, too, also
like, similar to
likewise, similarly
in the same way
the same as
equally
just as

Differences

Transition words followed by **a noun/noun phrase**

- unlike
- despite/in spite of
- different from
- instead of



Mammals

- warm-blooded
- have live births
- have hair

- vertebrates
- breathe with lungs
- reproduce sexually

Reptiles

- cold-blooded
- lay eggs
- have scales



Describing similarities and differences

An Example: Mammals vs Reptiles

Mammals and reptiles are **both** vertebrates and they share some **similar** characteristics. They **both** breathe with lungs. **Like** most vertebrates, mammals and reptiles reproduce sexually. **However**, they also differ in a number of ways. For example, mammals are warm-blooded, **whereas** most reptiles are cold-blooded. **Unlike** mammals which have live births, most reptiles lay eggs. Hair is a defining characteristic of **all** mammals. Reptiles, **on the contrary**, do not have hair. They have scales instead.

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Describing Statistics

Describing statistics is a basic academic writing skill. Findings can be presented in percentages, fractions or other expressions.

Language for Describing Percentages and Fractions



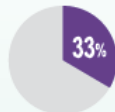
a/one fifth
(1/5)



slightly over one fifth



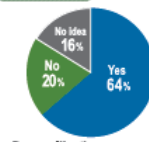
a/one quarter
(1/4)



about a/one third

Percentage	Expressions to paraphrase percentages or show approximation and proportion
90%	a vast majority
73%	a significant majority // approximately three quarters
66%	a large proportion // around two thirds
60%	well over half
39%	about/nearly/slightly under/almost two-fifths
35%	just over a third
25%	exactly/precisely a quarter
18%	(only) a small minority // slightly less than a fifth
10%	a small proportion/number // one in ten

Example



Do you like the new movie?

Is the new movie popular with the respondents?

✓ **About/Around/Approximately/Almost/Nearly/Slightly less than two thirds** of the respondents like the movie, while **one-fifth/a fifth** of them do not.

✓ The **majority** of the respondents (64%) like the new movie.

✓ **Well over half** of the respondents like the new movie.

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Describing Trends

Trend description is an important skill for different purposes, for example, proposal writing and data analysis. With the accurate choice of words/phrases, the tendencies and changes can be more effectively presented.

Language for Describing Trends



Moving Up
soar/rocket/surge
leap/jump
climb/grow/rise
go up/increase

Moving Down

go down/decrease/decline
drop/fall
sink
plummet/plunge

Highest & Lowest Points

The number peaked/reached a peak.
The number dipped/took a dip.

Degree and Speed of Change

DEGREE
drastically/sharply
considerably/substantially
moderately/steadily
mildly/slightly

SPEED
rapidly/swiftly
gradually
slowly

No Change

stay the same
remain stable/steady
maintain (its level)

Constant Changes over Time

The numbers **fluctuated/see-sawed**.

Example

Hong Kong Book Sales 2021

In January 2021, book sales were about HKD \$200 million. Over the next three months, sales **had declined gradually**. In May, the sales **dropped** to HKD \$100 million. After the **dip**, from May to July, sales had almost **doubled, rising drastically** from HKD \$100 million in May to HKD \$198 million in July. From August to December, sales **remained stable** at around HKD \$190 million.

Hong Kong Book Sales 2021



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價值觀教育學與教資源系列：「認識中華文化」

目的

本附件旨在通知各幼稚園校長及教師有關上載和派發上述學與教資源事宜。

詳情

2. 課程發展處幼稚園及小學組製作一系列價值觀教育學與教資源，以支援幼稚園加強推展價值觀教育。上述「認識中華文化」學與教資源包含故事簡報和故事創作小舞台活動資源套（內附故事創作小舞台書冊、手指偶和靜電貼等），旨在支援教師靈活運用生活事件作為學習材料，通過閱讀和延伸活動，促進幼兒對中華文化的認識，協助他們認識作為中國人的身份，並從小建立正面的價值觀、態度和行為。

3. 所有參加幼稚園教育計劃的幼稚園將會於本通函發出後三星期內，透過派遞方式收到上述故事創作小舞台活動資源兩套。

4. 此外，幼稚園亦可於教育局網頁 (<https://www.edb.gov.hk/tc/kg/resources/VEd/3>) 下載相關資源。



聯絡人

5. 如有任何查詢，請致電 2892 5469 或 2892 5909 與教育局課程發展處幼稚園及小學組張敏儀女士或梁惠恩女士聯絡。

中國文化研究院 溫習快線平台－公民與社會發展科線上自學練習

目的

本附件旨在通知各中學校長有關上述學習平台事宜。

詳情

2. 「溫習快線平台－公民與社會發展科線上自學練習」計劃由中國文化研究院舉辦，旨在讓中四學生鞏固課堂所學，並為中三學生預習高中公民與社會發展科課程作好準備。



3. 練習題目涵蓋中四公民與社會發展科主題一『「一國兩制」下的香港』的三個課題。閱讀資料選材來自「中國文化研究院」、「當代中國」、「香港地方志中心」及政府網站等。資料形式多元，包括文字、數據圖表及圖片等，題型為多項選擇題及資料回應題，形式貼近公開試。平台預計於 2022 年 6 月 15 日（三）正式啟用。中國文化研究院將於 5 月 24 日（二）舉行線上簡介會，介紹平台的設計理念及其操作方法。現誠邀各校長和教師參與。

4. 歡迎所有中四學生參與上述學習平台。學校可因應學生的能力和校情，鼓勵中三學生參與，作為預習高中公民與社會發展科課程。有關詳情可參閱附錄 6a。

5. 學校如欲報名參加，請於 2022 年 5 月 27 日（五）或以前填妥附錄 6b 報名表，並電郵至 events@acsohk.org.hk 或傳真至 2603 0995 辦理。

聯絡人

6. 如有查詢，請電郵至 events@acsohk.org.hk 與中國文化研究院聯絡，或瀏覽機構網站：<https://chiculture.org.hk/tc/school-program/4073>。

學習平台介紹	簡介會報名
	



溫習快線平台

中國文化研究院
ACADEMY OF CHINESE STUDIES

公民與社會發展科 線上自學練習



中國文化研究院全力支援公民與社會發展科的學與教！在本學年，我們發布了由資深前線顧問老師審訂的公民科中四級全套教材後，為配合學校將舉行的期末考試，將推出「溫習快線平台—公民與社會發展科線上自學練習」。

參加的學生登入平台，閱讀配合課題學習重點編寫的資料後，完成練習題目，能夠複習和鞏固所學，並熟習考試內容和部分題型。

💡 計劃特色

■ 內容涵蓋完整中四課程

練習題目涵蓋中四公民科三個課題，讓學生全面掌握中四課程的所有學習重點。

■ 資料可靠及形式多元化

閱讀資料選自「中國文化研究院」、「當代中國」、「香港地方志中心」及政府等可靠網站；資料形式多元包括文字、數據圖表、圖片等，以訓練學生理解及分析能力。

■ 題目貼近公開試形式

題目為多項選擇題，並附有文章式問題作為延伸，形式貼近公開試，讓學生熟習考試模式。

■ 系統具備即時批改功能

系統即時批改學生答案 (文章式問題不設批改)，學生可以得悉作答表現。教師通過學校管理帳戶查閱評估結果，作出跟進，促進學生學習。

👤 計劃對象

歡迎所有中四學生參加。學校也可因應學生的能力和學校的課程編排，讓中三學生參與，以作為中四課程的預習。

溫習快線平台—公民與社會發展科線上自學練習 三大課題



課題一：「一國兩制」的內涵和實踐

閱讀資料例子：〈法治精神〉
(選自：中國文化研究院「通識•現代中國」網站)

課題二：國家情況與國民身份認同

閱讀資料例子：〈世界首座高鐵懸索橋啟用〉
(選自：中華學社「當代中國」網站)



課題三：香港社會的多元文化特徵

閱讀資料例子：〈香港的文化遺產保育工作〉
(選自：中國文化研究院「通識•現代中國」網站)

平台內容

- 整個平台有24個練習，每個練習附有4道選擇題及1道文章式問題
- 總共 120 道題目



線上簡介會日期
2022年5月24日

平台推出日期
2022年6月15日



如欲進一步了解更多平台資訊，歡迎瀏覽：
<https://chiculture.org.hk/tc/school-program/4073>

了解更多

✉ events@acsohk.org.hk

☎ (852)2603 3600

☎ (852)2603 0995

團結香港基金旗下機構

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中國文化研究院

溫習快線平台—公民與社會發展科線上自學練習

報名回條

[請填妥報名表格，於2022年5月27日（五）或之前傳真至2603 0995或電郵至events@acsohk.org.hk。]

學校資料

學校名稱：_____

學校地址：_____

電話號碼：_____ 傳真號碼：_____

負責老師資料

中文姓名：_____ 任教科目：_____ 聯絡電話（手提）：_____

電郵地址：_____

請填寫以下基本資料

參與學生年級及人數 （請在合適的方格內加✓）：	<input type="checkbox"/> 中三，報名人數：_____
	<input type="checkbox"/> 中四，報名人數：_____

學校蓋章

校長簽署：_____

校長姓名：_____（以正楷填寫）

日期：_____

《收集個人資料聲明》及《免責聲明》：

- 是次活動由中國文化研究院有限公司（「中國文化研究院」）主辦。
- 閣下向我們提供個人資料屬自願性質。
- 閣下的個人資料僅用作報名參與是次活動及計劃期間聯絡之用。
- ☐ 如閣下不欲收到推廣中國文化研究院活動與項目的通訊或資料，請在☐內加☒。
- 閣下可瀏覽<https://chiculture.org.hk/tc/node/438>，以便進一步了解中國文化研究院之《私隱政策聲明》。
- 如有任何爭議，中國文化研究院保留最終決定權。

注意事項：

- 遞交報名表後，學校將獲電郵通知確認申請，稍後本院會聯絡學校，跟進遞交參與學生的資料。
- 若學校老師對本院設計的閱讀練習題目有任何意見，歡迎隨時向我們提出。
- 若本院資源未能配合，本院將保留合作與否之最後決定。



中國文化研究院
ACADEMY OF CHINESE STUDIES

培育學生守法、同理心和勤勞的生活事件教案

目的

本附件旨在通知各中小學校長及教師有關上述學與教資源事宜。

詳情

2. 因應學生發展及學習需要，並配合 2021 年 11 月下旬課程發展議會編訂的《價值觀教育課程架構》(試行版)，課程發展處就新加入的首要培育的價值觀和態度，即守法、同理心及勤勞，持續製作多元化的生活事件教案，支援教師推行價值觀教育。學校可按校情及學生需要，靈活運用上述學與教資源，透過分享、討論和反思，加深學生對正面價值觀的認識，並鼓勵他們於不同生活層面實踐出來。

3. 上述生活事件教案已上載至 [價值觀教育網頁](https://www.edb.gov.hk/mcne/resources) (<https://www.edb.gov.hk/mcne/resources>)，供中小學教師使用。有關詳情，請參閱附錄 7a。



聯絡人

4. 如有任何查詢，請致電 2153 7480 與教育局課程發展處德育、公民及國民教育組林婉珊女士聯絡。

培育學生守法、同理心和勤勞
生活事件教案

項目	生活事件教案	對象	二維碼
守法			
1.	我要自律守時	小學生	
2.	巫師大鬧學校記(遵守校規)	小學生	
3.	選我做班長吧	小學生	
4.	小心過馬路	小學生	
5.	「抵抗心魔」(拒絕作弊)	小學生	
6.	我們要贏比賽	小學生	
7.	「會飛的輪子」(遵守交通規則)	小學生	
8.	遵守校規	中學生	
9.	尊重知識產權	中學生	

項目	生活事件教案	對象	二維碼
同理心			
10.	共建關愛校園	小學生	
11.	我與朋友發生紛爭	小學生	
12.	左鄰右里	小學生	
13.	我為家人分憂解難	中小學生	
14.	不怕囉唆，最怕生疏	中學生	
15.	讓位奇兵	中學生	
16.	我幫助了有需要的人	中學生	
勤勞			
17.	一分耕耘，一分收穫	小學生	
18.	我會照顧自己	小學生	
19.	勤勞創造的幸福	中小學生	

項目	生活事件教案	對象	二維碼
20.	全城起動 · 齊心抗疫	中學生	
21.	未來誰作主？	中學生	

人工智能之機器學習學與教資源

目的

本附件旨在通知各中學校長有關上載上述學與教資源至教育局網站事宜。

詳情

2. 教育局全新編製「初中人工智能之機器學習」學與教資源，當中包括教學材料和工作紙。本教材旨在支援教師加強學生對人工智能在我們日常生活中的應用和發展的認識。教師可運用此資源教授科技教育學習領域課程初中有關科技使用及發展的共通課題和核心學習單元 K2「程序編寫」的內容。學校亦可運用該資源為學生設計編程學習活動，以推展 STEM 教育。我們將會舉辦簡介會介紹本資源套，有關詳情將稍後上載至培訓行事曆系統。

3. 本學與教資源已上載至教育局網頁 (<https://www.edb.gov.hk/tc/curriculum-development/cla/technology-edu/resources/computer-edu/resources.html>) 供教師參考。



聯絡人

4. 如有任何查詢，請致電 3698 3132 與教育局課程發展處科技教育組李玉靜女士聯絡。

健康管理與社會關懷科 傑出學生分享集通訊

目的

本附件旨在通知各中學校長有關派發上述通訊事宜。

詳情

2. 教育局已出版「高中健康管理與社會關懷科傑出學生分享集通訊」，以表揚實地學習博覽 2021 傑出學生獎得主，並分享他們在醫護及社會服務範疇的工作體驗。

3. 為了鼓勵學校為學生安排實地學習的機會，我們將於本年 5 月透過郵遞發放 15 份上述通訊至各學校。通訊的電子版本亦可於教育局網頁下載 (<https://www.edb.gov.hk/tc/curriculum-development/kla/technology-edu/resources/hmsc/leaflets.html>)。



聯絡人

4. 如有查詢，請致電 3698 3139 與教育局課程發展處科技教育組廖英信先生聯絡。

《香港國安法》法律論壇－國安家好(2021 年 7 月 5 日)匯編

目的

本附件旨在通知各中小學校長及教師有關分發上述匯編事宜。

詳情

2. 為紀念《中華人民共和國香港特別行政區維護國家安全法》(《香港國安法》)頒布一周年，律政司於 2021 年 7 月 5 日舉辦《香港國安法》法律論壇，以「國安家好」為題，與一眾法律界學者就《香港國安法》的應用和詮釋進行深入討論及交流，藉此提高社會大眾對《香港國安法》的正確認識。

3. 匯編所收錄的嘉賓的致辭、演講及討論有助教師向學生解說國家安全的重要性及《香港國安法》的基本概念，以及讓教師和學生更全面地了解國家安全概念及《香港國安法》。

4. 律政司亦設有專屬網頁供公眾重溫法律論壇：
https://www.legalhub.gov.hk/events_detail.php?a=293&l=tc#



5. 請各中小學校長填妥夾附的領取表格，並派員於 **2022 年 5 月 16 日至 7 月 15 日**期間，到所屬的區域教育服務處，領取上述的匯編。

聯絡人

6. 如有任何查詢，請致電 3698 4433 與教育局課程支援分部課程資源組黃詠儀女士聯絡。

STEM 教育短片：
「STEM 教育—由數學科帶動跨學科學與教例子」

目的

本附件旨在通知各中學校長有關推出上述短片事宜。

詳情

2. 教育局新製作 STEM 教育短片，旨在藉介紹一所學校以數學科為切入點，於課堂內外帶動跨學科 STEM 學習活動的成功例子，展示推行 STEM 教育的方法和成效，尤其讓學生掌握數學建模的應用，以發展他們在 STEM 相關領域的興趣和能力。

3. 學校可參照短片中相關試行經驗，以數學科為基礎來設計 STEM 相關的學與教活動，透過引入數學建模並結合現實情境，讓學生運用所學的數學知識和技能，處理 STEM 相關問題；並鼓勵學生按其能力、興趣和發展需要，於高中選修數學科延伸部分，打穩數學學習基礎，促進數理科技的學習。

4. 上述短片已上載至教育局教育多媒體網頁，網址為：

https://emm.edcity.hk/media/1_ycogv7cz



聯絡人

5. 如有任何關於上述短片的查詢，請致電 2153 7456 與教育局課程發展處數學教育組李健深先生聯絡。

教育局
課程發展處
Curriculum Development Institute
Education Bureau

領取表格
Collection Slip

(適用於小學及中學)
(Applicable to primary schools and secondary schools)

地點: 港島區域教育服務處 香港太古城太古灣道14號3樓 電話：2863 4646 九龍區域教育服務處 九龍塘沙福道19號教育局 九龍塘教育服務中心東座平台 電話：3698 4108 新界西區域教育服務處 新界荃灣青山道荃灣段457號華懋荃灣廣場19樓 電話：2437 7272 新界東區域教育服務處 新界上水龍琛路39號上水廣場22樓 電話：2639 4876	Venue: Hong Kong Regional Education Office 3/F, 14 Taikoo Wan Road, Taikoo Shing, Hong Kong Tel: 2863 4646 Kowloon Regional Education Office Podium, East Block, EDB Kowloon Tong Education Services Centre, 19 Suffolk Road, Kowloon Tong, Kowloon Tel: 3698 4108 New Territories West Regional Education Office 19/F, Chinachem Tsuen Wan Plaza, 457 Castle Peak Road, Tsuen Wan, New Territories Tel: 2437 7272 New Territories East Regional Education Office 22/F, Landmark North, 39 Lung Sum Avenue, Sheung Shui, New Territories Tel: 2639 4876
日期: 2022年5月16日至2022年7月15日	Date: 16 May 2022 to 15 July 2022
時間: 星期一至五 上午九時三十分至十二時三十分 及下午二時三十分至五時三十分 (星期六、日及公眾假期休息)	Time: Monday – Friday 9:30 a.m. – 12:30 p.m. & 2:30 p.m. – 5:30 p.m. (Closed on Saturdays, Sundays and Public Holidays)

請向持表格人提供下列物品：

Please issue the bearer the following materials:

1. 《《香港國安法》法律論壇–國安家好(2021年7月5日)匯編》 “National Security Law Legal Forum – Security Brings Prosperity (5 July 2021) Proceedings” (每本匯編大小約為15公分 x 23公分 x 1.5公分，重約 0.6 公斤。) (The size of each Proceedings is about 15 cm x 23 cm x 1.5 cm and the weight is about 0.6 kg.)	*小學: 3 本 Primary School: 3 copies *中學: 7 本 Secondary School: 7 copies *Circle as appropriate
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學校名稱：

Name of school:

學校電話：

Telephone:

校長姓名：

Name of School Head:

校長簽署：

Signature of School Head:

日期：

Date:

