

EDUCATION BUREAU CIRCULAR MEMORANDUM No. 183/2023

From: Secretary for Education

To: Heads of Primary and Secondary Schools

Ref: EDB(CD/MCNE)/ADM/150/1/2(4)

Date: 14 December 2023

(Please circulate this circular memorandum to all members of the School Management Committee/ Incorporated Management Committee, Parent-teacher Association and all teachers)

Enriching the *Values Education Curriculum Framework (Pilot Version)* – Optimisation of “Priority Values and Attitudes”

Summary

The purpose of this circular memorandum is to inform primary and secondary schools about the **further enrichment of the *Values Education Curriculum Framework (Pilot Version)***, including the optimised content of “**Priority Values and Attitudes**” (PVAs), as well as the related learning and teaching resources and promotional activities.

Background

2. Education is for the good cause of cultivating values. **Fostering students’ development of proper values, instilling positive attitudes towards life and practising appropriate behaviour** have always been the important goals of school education in Hong Kong. **The Chief Executive’s 2023 Policy Address announced the roll-out of patriotic education, including enriching the *Values Education Curriculum Framework (Pilot Version)*** and emphasising the role of Chinese culture as the backbone of values education, with a view to strengthening students’ sense of belonging to our country and their national identity from an early age.

Details

3. Currently, the Education Bureau (EDB) has recommended a series of PVAs, including “**Perseverance**”, “**Respect for Others**”, “**Responsibility**”, “**National Identity**”, “**Commitment**”, “**Integrity**”, “**Care for Others**”, “**Law-abidingness**”, “**Empathy**” and “**Diligence**”, for schools to develop a school-based values education curriculum that effectively addresses different foci of values education through “diversified strategies”, “mutual co-ordination”, “organic integration”, “natural connection”, “learning within and beyond the classroom”, and “whole-school participation” approaches in accordance with their respective vision and mission, school characteristics, students’ developmental needs, etc.

4. In response to the changes in the social environment and developmental needs of students, the **EDB will update the PVAs in an ongoing and timely manner** to provide clear

directions for schools to promote values education. As Hong Kong is part of our country, Chinese culture should be the backbone of values education so as to help students understand and practise traditional Chinese virtues, as well as to strengthen their affection for and sense of belonging to the country. The Curriculum Development Council has recommended **optimising the PVAs** (please refer to Annex 1-3 for details), with a view to enabling schools to nurture students from the aspects of the interests, well-being and security of individuals, groups and the country. The optimised content includes:

- (i) emphasising further the role of **Chinese culture** as the backbone;
- (ii) **extending the existing PVA “Care for Others” to “Benevolence”** to further emphasise the traditional Chinese cultural ideology - the concept of “benevolence”, and endow such PVA with deeper meaning;
- (iii) **adding “Filial Piety”** to stress its importance in traditional Chinese culture so as to establish students’ concepts of family, hometown, origins, etc. from an early age; and
- (iv) **adding “Unity”** to emphasise the importance of unity in spirit and action on the development of school, family, society, our country and the world; to instill in students a sense of belonging to their school, family, society and our country from an early age, as well as the awareness of the need take action to jointly safeguard their school, family, society, our country, and the world.

5. **Each PVA should not be implemented independently as their essences are interrelated.** Schools should conduct holistic curriculum planning with reference to their vision and mission, school characteristics, students’ developmental needs, etc. **Values education is the education of “love” emphasising the balanced integration of “knowledge (cognition), emotion (affection), and action (practice)”.** Schools must deepen students’ understanding of and identification with proper values and attitudes, as well as encourage them to practise and promote these values and attitudes in their daily lives, through conducting appropriate school-based values education curriculum planning and organising **comprehensive, interactive, authentic, reflective and practical learning activities, and integrating the learning context and content of Chinese culture and different cross-curricular values education facets.**

6. The EDB will continue to provide diversified learning and teaching resources (please refer Annex 4 for details) to support schools in offering various learning activities through such approaches as “diversified strategies”, “mutual co-ordination”, “organic integration”, “natural connection”, “learning within and beyond the classroom” and “whole-school participation”, with a view to nurturing students’ proper values and attitudes including “Benevolence”, “Filial Piety” and “Unity”. Teacher professional development programmes will also be organised in order to enhance teachers’ skills in conducting holistic curriculum

planning.

7. In addition, the EDB will organise the “‘Life Event’ Presentation Slides Design Competition” and “Creative Inheritance Brings Happiness to the Elders - To Share Love Together” Activity to further encourage teachers and students to understand and practise the relevant PVAs. Please refer to Annexes 5 and 6 for details.

Enquiries

8. For enquiries, please contact the Moral, Civic and National Education Section 1 of EDB at 2153 7493.

(Dr Gloria CHAN)
for Secretary for Education

c.c. Heads of Sections – for information

優化首要價值觀和態度

教育是立德樹人的事業，幫助學生掌握正確的價值觀、建立正面積極的生活態度及實踐適切的行為，一直是香港學校教育的重要目標。為了配合學生的成長需要和社會環境的轉變，課程發展議會建議學校應首要培育學生以下十二個正確的價值觀和正面積極的生活態度，包括堅毅、尊重他人、責任感、國民身份認同、承擔精神、誠信、仁愛、守法、同理心、勤勞、孝親和團結¹等，以切合學生成長需要，裝備他們當面對個人和社會不同的議題時，仍能持守正確的價值觀，作出合情、合理、合法的判斷和行為。



首要培育學生的價值觀和態度

立根中華傳統文化 借鑒世界優秀文明

2. 中華傳統美德是中華文化的精髓，是中華民族在歷史發展中形成的，蘊含著豐富的道德理論、社會規範和對人行事的標準，是陶造學生良好品德的瑰寶。作為國家一部分，香港的價值觀教育應立根中華文化，以中華傳統美德作為首要價值觀和態度之基礎，培育學生文化自覺自信，繼而面向世界，拓寬國際視野，學習世界優秀文明，以求同存異、開放包容的態度互學互鑒。

¹ 《價值觀教育課程架構（試行版）》只包括堅毅、尊重他人、責任感、國民身份認同、承擔精神、誠信、關愛、守法、同理心及勤勞十個首要價值觀。

3. 不少學校的校訓與中華文化推崇的美德相關，部分更來自中華經典。學校應結合中華文化的學習，如傳統思想、歷史故事、藝術、文學作品等，促進學生對正確價值觀的理解和認同，並加以實踐；教導學生在考慮個人利益的同時，亦應關心大眾福祉，努力成為貢獻社會和國家的未來棟樑。中華文化的學習內容豐富，涵蓋神話傳說、名勝古蹟、禮儀制度、倫理思想、文學藝術、民生風俗等，當中蘊含許多值得學習的傳統思想和美德，學校應按學生的成長和學習需要，選取及教授相關的內容，全面培育學生正確的價值觀和正面積極的生活態度，並身體力行付諸實際行動。

厚植家國情懷 強化學生主人翁意識

4. 香港是中國不可分離的部分，培養學生的國民身份認同是學校應有之義。配合《中華人民共和國愛國主義教育法》²的落實及行政長官《2023年施政報告》公布有關開展愛國主義教育的舉措，我們必須加大力度推行國民教育（包括愛國主義教育及國家安全教育）的工作，培育學生成為建設美好香港、實現民族復興積極貢獻的力量。學校應強化學生對國家歷史文化、國家地理、國家安全，以及國家最新發展的學習，讓他們從小正確了解祖國的歷史文化和現實國情、欣賞及掌握傳統價值觀、學習尊重國家象徵和標誌（包括國旗、國徽、國歌）、認識《憲法》和《基本法》，協助學生建立國家觀念和公民責任心，厚植家國情懷，思考如何維護國家安全和對國家作出貢獻。

增潤首要價值觀 全面培育學生

5. 為進一步讓學校同時在個人、群體和國家的利益、福祉和安全層面培育學生，首要價值觀作出以下優化：

■ 將現有首要價值觀和態度「關愛」擴展至「仁愛」

在《價值觀教育課程架構（試行版）》（2021）中，「關愛」為原有首要價值觀和態度之一，藉培育學生「關愛」，促進他們以關心和愛，主動理解別人處境和需要，並以真誠的態度與人相處。有見社會上出現一些欺凌、暴力甚至殘害生命等事件，課程發展議會價值

² 《中華人民共和國愛國主義教育法》已由中華人民共和國第十四屆全國人民代表大會常務委員會第六次會議於2023年10月24日通過，自2024年1月1日起施行。《中華人民共和國愛國主義教育法》內容可參閱：

<http://cpc.people.com.cn/BIG5/n1/2023/1025/c64387-40102862.html>

觀教育常務委員會建議進一步加強價值觀教育中的傳統中華文化元素，強調當中「仁」的觀念，將「關愛」擴展至「仁愛」，為此首要培育價值觀賦予更深的涵義。

「仁」是中華傳統文化價值觀的重要觀念，培育學生有「仁愛」之心，不但要引導他們從行為上關心、愛護、真誠對待他人，更著重培養他們的內在修養，積極以「仁」作為言語行動的標準。所謂「克己復禮為仁」³，持守仁德，就是要抑制自己，使言語行動都合於禮，做到「非禮勿視，非禮勿聽，非禮勿言，非禮勿動」⁴；同時發自內心地以利他、包容、寬宏、善良和接納的心，互助互愛、互諒互讓，實踐「仁者愛人」⁵，化解人與人之間的矛盾和衝突。培育學生具備「仁愛」的價值觀，是讓學生從「心」出發，凡事推己及人，以真誠的態度與家人、師長、朋友相處；並推而廣之愛護天地萬物，對動物和大自然亦能秉持仁厚、慈悲、憐憫、懷抱萬物之心，關注鄰舍和社會弱勢社群甚至動物的福祉，體現「親親而仁民，仁民而愛物」⁶，藉此建立和諧友愛的校園和社會，預防及杜絕欺凌、傷害他人和動物的事件。

培育學生具備「仁愛」的價值觀應著重實踐，學校可提供更多服務學習機會，如設置「一生一服務」校本獎勵計劃；並鼓勵學生積極參與社區清潔、義工服務、協助相關機構照顧流浪動物、環境保育等，以實踐「仁民愛物」⁷。如果人人都抱有一顆懷抱萬物的仁愛之心，彼此相親相愛，便能建立和諧友愛的校園和社會。這方向除了配合價值觀教育以中華文化為主軸外，亦配合生命教育、可持續發展教育的發展。

■ 新增「孝親」

家庭是國家的基礎，所謂「天下之本在國，國之本在家」⁸，建立和諧的家庭是國家穩定繁榮的基石。傳統中華文化重視孝道，所謂「夫孝，德之本也，教之所由生也」⁹。孝道是促進家庭和睦的根本，同時也是維繫社會和國家穩定的根基，《論語》有云：「其為人

³ 克己復禮為仁：出自《論語·顏淵》。

⁴ 非禮勿視，非禮勿聽，非禮勿言，非禮勿動：出自《論語·顏淵》。

⁵ 仁者愛人：出自《孟子·離婁下》。

⁶ 親親而仁民，仁民而愛物：出自《孟子·盡心上》。

⁷ 仁民愛物：出自《孟子·盡心上》。

⁸ 天下之本在國，國之本在家：出自《孟子·離婁上》。

⁹ 夫孝，德之本也，教之所由生也：出自《孝經·開宗明義》。

也孝弟（悌），而好犯上者，鮮矣；不好犯上，而好作亂者，未之有也。君子務本，本立而道生。孝弟（悌）也者，其為仁之本與！」，可見從小培育學生孝敬父母、尊敬師長，建立正確的道德和價值觀，長大後他們定必成為具備良好品德和修養的人，能謹守家庭崗位，重視國家觀念。因此，培育學生具備「孝親」的觀念，是價值觀教育的重要元素。

我們要教導學生以禮善事父母和長輩，以真誠的心照顧、孝敬他們，從小學會分擔家庭責任，共同維護家庭的團結及和諧，並懂得慎終追遠。此外，學生亦應愛惜自己，以欣賞、積極、樂觀的態度過每一天，好好生活，以免父母和長輩擔心。孝道的實踐不限於家庭層面，而應「始於事親，中於事君，終於立身」¹⁰，凡事學會知恩感戴、飲水思源，在家孝順父母長輩，主動承擔家庭責任，以報親恩；在校尊師重道、努力學習，以報師恩；在外尊敬長者，把敬老揚孝的觀念推廣到社會，實踐「老吾老以及人之老」¹¹；長大後積極為社會、國家貢獻；做人行事皆秉持正確的價值觀，問心無愧，以實踐孝道。

■ 新增「團結」

傳統中華文化重視團結，一個家庭、社群、國家必須團結，各人齊心協力、同心同德，才能達至共同的目標，實踐家庭融洽、社會和諧、國家安定。事實上，許多國家和組織都重視團結，認為**團結**是有利團體、社會和國家穩定及發展的根基。

培育學生具備團結精神，讓他們不論在與家人、同學、朋友、鄰舍，以至社會上不同的人相處時，不只以個人的利益和喜惡作為待人行事的準則，更會懂得凡事從群體的福祉出發，先公而後私，展現友好、包容、和睦、守望相助及無私的態度，互相配合、齊心合力，朝著共同的目標進發，體現「團結就是力量」的精神。團結精神亦是提升家庭、學校、團體和民族凝聚力，以及維護國家安全的重要元素。加入「團結」作為首要培育學生的正確價值觀，有利建立和諧安定的家庭、團體、社會和國家，並集合眾人的力量，維護國家的繁榮和穩定，體現「單者易折，眾則難摧」¹²的道理。

¹⁰ 始於事親，中於事君，終於立身：出自《孝經·開宗明義》。

¹¹ 老吾老以及人之老：出自《孟子·梁惠王上》。

¹² 單者易折，眾則難摧：出自魏收《折箭》。

學校可鼓勵學生參與班會、學社、制服團體、學生會等，學習凡事先以團體的福祉和目標著想，並以無私的態度與人合作，共同邁向一致的方向和目標。

「多元策略」、「互相配合」、「有機結合」、「自然連繫」、「課堂內外」、「全校參與」的課程規劃及推動策略

6. 各個首要價值觀和態度雖各有其獨立性和側重點，但均互有關連，故應把它們綜合處理，以增加協同效應。如「仁愛」和「同理心」都強調我們要主動理解和關心別人；「仁愛」著重從內心出發實踐利他行為，而「同理心」強調能設身處地去理解對方的感受和需要；兩個價值觀均有利學生的品德培育。教師應按學生的生活和成長需要，選取適當的首要價值觀和態度，作為培育學生品德的重點。

7. 各首要價值觀和態度均覆蓋不同的生活層面，然亦各有側重，如「堅毅」和「勤勞」會較傾向個人層面，而「承擔精神」和「國民身份認同」則重視社會及國家層面。選取首要價值觀和態度時，應充份涵蓋不同的生活層面，促進學生全面發展。

8. 學校規劃價值觀教育課程時，應考慮其辦學宗旨、理念、使命、學校特色、校情、宗教背景、學生成長需要等，適切地選取及加入校本首要價值觀和態度，結合首要價值觀和態度，有系統地選取及編排不同年級、科目、全方位學習活動的價值觀教育課程重點，透過「多元策略」、「互相配合」、「有機結合」、「自然連繫」、「課堂內外」、「全校參與」等策略，為學生提供全面和多元化的價值觀學習經歷。

示例

學校可參考以下示例，有系統規劃和設計校本價值觀教育課程：

示例一

配合校本特色的課程規劃

某中學為天主教香港教區學校，學校按其辦學宗旨及宗教背景，並依據課程發展議會的《價值觀教育課程架構（試行版）》及其他課程文件，建構具校本特色的價值觀教育課程，以照顧不同年級學生的學習需要。課程規劃大綱如下：

年級	天主教教育 五大核心價值	首要價值觀 和態度	學生的成長需要、挑戰
中一 中二	愛德 (關愛感恩) 義德 (尊重責任)	仁愛 尊重 責任感 同理心 守法 勤勞 團結	<ul style="list-style-type: none"> ■ 面對中學新生活、新群體，從「愛德」中讓學生明白「仁愛」、「尊重」等正確價值觀，讓學生能學習彼此關愛，有助融入群體。 ■ 學生開始於本校擔當不同角色，例如領袖生等，從「義德」讓學生了解自身角色背後的「權利與責任」，學習「承擔精神」。
中三	家庭 (家庭和諧)	責任感 承擔精神 孝親 團結	<ul style="list-style-type: none"> ■ 灌輸「家庭」的重要性，讓學生知恩及感恩，從家庭出發，學習尊重和關愛身邊人。
中四 中五 中六	真理 (明辨是非) 生命 (探索生命)	誠信 堅毅 國民身份認同	<ul style="list-style-type: none"> ■ 進入高中階段，同學有必要從「真理」、「生命」中學如何「明辨是非」，找到「個人目標」，學習「面對逆境」，克服困難，實踐理想，為進入社會作準備。

示例二

結合學校宗教的課程規劃

某學校為香港佛教聯合會會屬學校，學校有機結合教育局建議學校首要價值觀和態度及佛教的根本精神——自覺自利、覺他利他及緣起依他，作為學校佛化教育的課程框架。

自覺自利

- 守法
- 勤勞
- 堅毅
- 誠信

覺他利他

- 仁愛
- 同理心
- 尊重他人
- 孝親

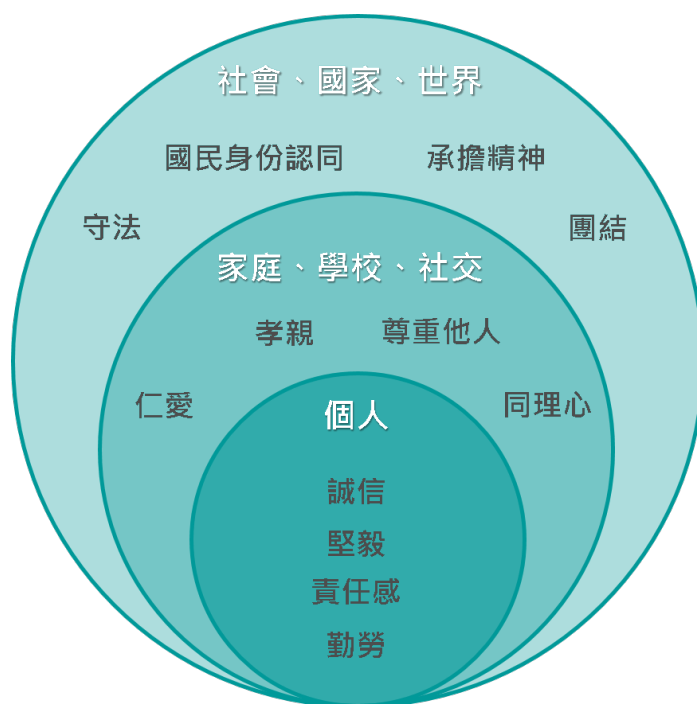
緣起依他

- 國民身份認同
- 責任感
- 承擔精神
- 團結

示例三

以生活層面規劃首要價值觀和態度

某學校配合《價值觀教育課程架構（試行版）》內「對學生學習期望的建議」各生活層面（即：個人、家庭、學校、社交、社會、國家及世界）的分類，組織十二個首要價值觀和態度和不同年級的相關學習內容，以螺旋遞進的方式逐步幫助學生認識正確價值觀的內涵，並透過課堂內外多元化的學習活動，促進學生認同及實踐相關價值觀和態度。



示例四

配合校訓推動首要價值觀和態度

某學校重視培育學生傳統中華美德，以校訓「仁、義、忠、毅」作為校本價值觀教育的總方向，結合中華文化學習元素及教育局首要價值觀和態度，透過課堂學習、全方位學習、服務實踐體驗及全校氛圍營造，引領學生逐步認識、反思、認同及實踐優秀的中華文化，培養對國家、民族的感情，鞏固學生的國民身份認同。

仁	義	忠	毅
仁愛 孝親 同理心	守法 誠信 尊重他人	國民身份認同 承擔精神 團結	堅毅 責任感 勤勞

示例五

透過服務實踐學習經歷培育學生仁愛、孝親及團結

某學校以「一生一服務」作為學校服務學習的主題，透過為學生安排多元化的服務實踐學習經歷，讓他們學習仁愛、孝親、團結、同理心等正確價值觀和態度。當中包括：

班中服務	以「一人一職」的原則，安排學生擔當班中不同職務，透過服務學習主動理解和關注同學的需要，體現互助互愛。
團隊服務	成立不同的制服團隊（如童軍、交通安全隊、公益少年團等）及全校性服務團隊（如升旗隊、圖書館領袖、領袖生等），讓學生各展所長，服務他人，體現仁愛思想；並透過團隊的集會和訓練，培養團結精神。
社會服務	組織不同社區及義工服務，如安老院探訪、清潔海灘、照顧流浪動物等，學習推己及人，關注鄰舍、社會弱勢社群甚至動物的福祉。

常見問題

為協助學校有效規劃校本價值觀教育課程，以下提供有關首要價值觀和態度的常見答問，供學校參考：

問 1： 除首要價值觀和態度，學校還可以培育學生其他正確價值觀和態度嗎？

答 1： 首要價值觀和態度的培育，乃建基於學生於不同階段的發展和需要，配合社會對香港下一代的期望和要求，協助他們積極面對成長和生活的轉變和挑戰，裝備他們當面對個人和社會不同的議題時，仍能持守正確的價值觀，作出合情、合理、合法的判斷和行為。

除教育局建議學校首要培育學生的正確價值觀和態度外，學校亦可按其辦學宗旨、使命、校情、宗教背景等，適切地選取及加入校本的正確價值觀和態度作推動重點，結合首要價值觀和態度作整全和有系統的規劃，以配合學生的成長和學習需要（可參閱以上學校示例）。此外，各學習領域、跨學習領域及科目亦有其相關的價值觀和態度，學校應作整全規劃，以「多元策略、互相配合」方式，為學生提供全面、整全的價值觀學習經歷。

問 2： 學校必須於同一學年內培育學生所有首要價值觀和態度嗎？

答 2： 各個首要價值觀和態度均已蘊含在學校課程內。學校應因應辦學理念、學校特色、社會變化、學生特質、成長和學習需要等，配合三年計劃／周年計劃／關注事項等，選取相關首要價值觀和態度，作為周期／年度／級本的推動重點。

學校選取時，應注意不同的首要價值觀和態度均有其獨立性和側重點，同時亦是互有關連，故不應獨立施行或割裂處理及刻意區分。教師應按學生的生活和成長需要，考慮各首要價值觀所涉及的生活層面，有機結合，為學生規劃均衡而全面的價值觀教育課程。

問 3： 以全校參與模式推行價值觀教育，各科／組應把十二個首要價值觀和態度平均分配到各年級及單元的學習？

答 3： 不同首要價值觀和態度覆蓋不同的生活層面，如「堅毅」和「勤勞」較側重個人層面，而「承擔精神」和「國民身份認同」則較側重社會及國家層面。因此，學校選取首要培育的正確價值觀時，應考慮不同學習階段學生的成長特質和學習需要，內容應涵蓋不同的生活層面，不應側重或傾向個別層面，以確保為學生提供全面和有系統的價值觀教育學習經歷。

再者，不同科目均蘊含相關正確價值觀和正面積極的生活態度，各科的教師應發揮科目的特質，在課堂內外的學習活動中以「有機結合、自然連繫」的方式融入價值觀教育元素，結合全校不同的科目課堂和學習活動，全方位培育學生的正確價值觀和態度；學校可定期進行課程檢視，了解首要價值觀和態度滲透於相關科目課堂學習及其他學習經歷的情況，從而優化課程規劃，使推行模式更切合校本特色和學生的需要。

問 4： 由 2001 年課程改革起，首要價值觀和態度已由五個加至十二個，教育局會繼續新增首要價值觀和態度嗎？

答 4： 2001 年課程改革起，課程發展議會向學校建議一系列應首要價值觀和態度，作為學校推行價值觀教育的重點和方向，促進全人發展。

隨著社會持續發展，新的議題不斷出現，因應社會環境的急速轉變及學生成長的需要，首要價值觀和態度亦適時作出更新，為學校幫助學生建立正確的人生觀和生活態度提供清晰明確的方向。

課程發展議會價值觀教育常務委員會認為現時教育局向學校建議的十二個首要價值觀和態度，以及價值觀教育推廣計劃——「我的行動承諾」主題「感恩珍惜·積極樂觀」，在目前而言，已能涵蓋學生於不同階段的發展需要，並能在學校不同層面推行價值觀教育。

展望未來，我們會持續檢視價值觀教育的推行，並按學生的成長和需要，更新及優化首要培育的價值觀和態度，以培育學生成為一個德才兼備的社會棟樑。

課程資源及支援

1. 2023/24 學年教師專業發展課程（舉隅）

	課程名稱	相關範疇	舉辦日期
1.	協助小學規劃生命教育計劃（修訂）	生命教育	2023/24 學年
2.	協助中學規劃生命教育計劃（修訂）	生命教育	2023/24 學年
3.	價值觀教育系列：（5）推動家長參與價值觀教育的策略（修訂）	價值觀教育	2024 年 1 月
4.	價值觀教育課程：如何有效地規劃及推行性教育（中學）——（二）時事及社會議題（修訂）	性教育	2024 年 1 月
5.	價值觀教育系列：（6）通過中華文化學習培養學生正確價值觀（修訂）	中華文化	2024 年 2 月
6.	價值觀教育課程：如何有效地規劃及推行性教育（小學）（修訂）	性教育	2024 年 2 月
7.	價值觀教育系列：（7）學校推動健康生活教育（包括禁毒教育）的課程規劃與策略（修訂）	價值觀教育	2024 年 3 月
8.	價值觀教育課程：如何有效地規劃及推行性教育（中學）——（一）青少年的個人成長及社交發展（修訂）	性教育	2024 年 3-4 月
9.	價值觀教育（可持續發展教育）系列：（2）學生在自然保育與氣候緩減的角色	可持續發展教育	2024 年 3 月
10.	價值觀教育系列：（8）運用繪本培養學生正面的價值觀和態度（小學）（修訂）	價值觀教育	2024 年 4 月
11.	價值觀教育（性教育）系列：（3）運用繪本培養學生正面的價值觀和態度（小學）工作坊（新辦）	性教育	2024 年 4-6 月
12.	價值觀教育（可持續發展教育）系列：（3）從 STEAM 學習推動環境保育	可持續發展教育	2024 年 5 月
13.	價值觀教育（生命教育）系列：（1）通過課堂內外學習推動生命教育（修訂）	生命教育	2024 年 5 月
14.	價值觀教育系列：（9）運用繪本培養學生正面的價值觀和態度（中學）（修訂）	價值觀教育	2024 年 5 月

15.	價值觀教育課程：如何有效地規劃及推行性教育（中學）——（二）時事及社會議題（修訂）	性教育	2024年5月
16.	價值觀教育（性教育）系列：（2）如何預防兒童遭受性侵害（新辦）	性教育	2024年5月
17.	價值觀教育系列：（10）價值觀教育的評估（修訂）	價值觀教育	2024年6月
18.	價值觀教育課程：如何有效地規劃及推行性教育（小學）（修訂）	性教育	2024年6月

以上各教師專業發展課程的詳情，請參閱教育局培訓行事曆系統。

（<https://tcs.edb.gov.hk/tcs/publicCalendar/start.htm?=en>）

2. 學與教資源（舉隅）

	學習階段	主題及連結	二維碼
仁愛			
1.	小學	愛護動物	
2.		共建關愛校園	
3.		我不要做網紅（網絡欺凌）	
4.		讓我來幫吧	
5.		兄弟姐妹事件簿	

6.		<u>與家人爭看電視節目</u>	
7.		<u>幫助同學解決功課問題</u>	
8.	中學	<u>與寵物相處</u>	
9.		<u>缺陷無罪（防止校園欺凌）</u>	
10.		<u>我參加了社會服務活動</u>	
11.		<u>我幫助了有需要的人</u>	
12.		<u>至「Chill」旅遊達人</u>	
孝親			
13.	小學	<u>我不讓父母為我勞氣了</u>	
14.		<u>我為爸爸慶祝父親節</u>	
15.		<u>爸媽，辛苦你們了！</u>	

16.	中學	媽媽今天病倒了	
團結			
17.	小學	我為家人分憂解難	
18.	中學	分黨分派，有你無我？	
19.		本是同根生（我的內地朋友）	
20.		活在地球村	

以上為「生活事件」教案舉隅，將陸續上載更多學與教資源至[價值觀教育網頁](#)。



價值觀教育
網頁

3. 推廣資源

為推廣優化後的首要價值觀和態度，教育局製作了一系列推廣資源，歡迎學校於[價值觀教育網頁](#)下載相關圖檔以製作校本推廣物資，或下載及填寫[借用表格](#)，申請借用拍照道具。

首要價值觀和態度一圖盡覽



堅毅圖檔／拍照道具



尊重他人圖檔／拍照道具



責任感圖檔／拍照道具



國民身份認同圖檔／拍照道具



承擔精神圖檔／拍照道具



誠信圖檔／拍照道具







仁愛圖檔／拍照道具



守法圖檔／拍照道具



<p>同理心圖檔／拍照道具</p> 	<p>勤勞圖檔／拍照道具</p> 
<p>孝親圖檔／拍照道具</p> 	<p>團結圖檔／拍照道具</p> 

“Life Event” Presentation Slides Design Competition

Objective

The “Life Event” Presentation Slides Design Competition (the Competition) aims to enhance teachers’ understanding of the PVAs of “Benevolence”, “Filial Piety” and “Unity” through designing related presentation slides for learning and teaching. Teachers can reflect on how to integrate different learning contexts and use diversified learning and teaching strategies to help students understand and identify with the relevant PVAs as well as to put them into practice in their daily lives.

Targets and Participation Mode

- The Competition is open to all primary and secondary teachers, students are also welcomed to form teams with teachers to participate.
- The Competition is divided into the Primary and Secondary Sections.
- Teachers may enter the Competition as an individual, a teacher group (up to three teachers), or a teacher-student group (up to three members with at least one teacher).
- Each school can **submit a maximum of two entries**.

Entry Contents and Requirements

- **The entry should centre on the theme(s) of “Benevolence”, “Filial Piety” and “Unity” (may choose more than one)**. Teachers may also include other PVAs to enhance the learning content.
- The presentation slides shall **cover a 40-minute lesson** and **must** include:
 - title of the “Life Event”
 - an overview
 - learning objectives
 - learning foci (including knowledge, skills, value(s) and attitude(s))
 - learning activities (tips for teachers should be provided in the presenter’s notes)
 - rundown and details of the learning activities
 - suggested questions, reference answers and teacher feedback
 - Supplementary reference/information (if applicable)
 - Web links of video clips / supplementary information (if applicable)
 - conclusion
 - extended learning activities
 - reference materials

Teachers may make reference to the “Life Event” Exemplar of “[The Harmonious Melody between Humans and Nature](#)” (available in Chinese) for a more in-depth understanding of the content and requirements of the entry.



- The entry must be written in **Chinese or English**.
- To facilitate students’ learning, teachers may flexibly adopt multimedia resources (such as videos clips and animations), images, charts, etc. However, **all materials/resources adopted must not infringe the rights of others (including copyright)** and must not contain or quote the names, labels and trademarks of people, schools, companies, brands, etc. All entries **must be original work of the entrant(s)** which have not been previously publicised. In this connection, the entrant(s) should be responsible for any disputes arising therefrom, and may risk disqualification from the Competition.

Submission of Entries

- Entrants are **required to upload their entries to a designated website** (please scan the QR code on the right) **through their serving schools**. The submission should include:
 1. a completed Entry Form (one per participating school – the “Entry Form” must be in PDF format with the school name as the file name, e.g. “Entry Form_Hong Kong Primary School.pdf”);
 2. the name of the school, name of the School Head/Principal and name, e-mail and telephone number of the contact person;
 3. the number of groups and the total number of participants;
 4. the name(s) of the entrant(s) (please refer to Targets and Participation Mode above), the chosen PVA(s) and title of the “Life Event”; and
 5. the entries in **Microsoft PowerPoint and PDF formats**.
- The file names should be in a specific format (School Name_ Entrant Name(s), e.g. “Hong Kong Primary School_Chan Tai Man_ Lee Ka Wing_Ho Man Chun.pptx” and “Hong Kong Primary School_Chan Tai Man_ Lee Ka Wing_Ho Man Chun.pdf”.
- Submission by other means, such as e-mail or CD-ROMs by post or in person, will not be accepted.
- The submission deadline is **5 July 2024 (Friday)**. The entry submission time will be based on the date and time indicated on the EDB server system. Late submissions will not be accepted.
- Upon receipt of the “Entry Form” and entries, a confirmation e-mail will be sent to the contact person. Please call 2153 7482 if no confirmation e-mail is received after 19 July 2024 (Friday).



Prizes

The following awards and prizes will be presented for the Primary and Secondary Sections:

Champion	1 entry	\$2,500 Book Coupon and Certificate(s)
1 st Runner-up	1 entry	\$2,000 Book Coupon and Certificate(s)
2 nd Runner-up	1 entry	\$1,500 Book Coupon and Certificate(s)
Merit Award	10 entries	\$1,000 Book Coupon and Certificate(s)

Adjudication

- Entries will be shortlisted by the Moral, Civic and National Education Section 1, CDI, EDB for further selection by the Adjudication Panel to determine the champion, first runner-up, second runner-up and merit awards based on the judging criteria.
- Judging Criteria
 - Promotion of theme(s) (30%): the design of the “Life Event” presentation slides can highlight the theme(s) and promote the relevant proper values and attitudes
 - Material selection, learning and teaching arrangements and creativity (30%): the design of the “Life Event” presentation slides reflects appropriate selection of learning contexts and adoption of diversified learning and teaching strategies
 - Feasibility and effectiveness (40%): the design of the “Life Event” presentation slides could help students understand, identify with and reflect on the relevant values and attitudes, and provide a platform for students to put their learning into practice in their daily lives.

Announcement of Results

- The competition results will be announced on the Values Education Webpage.
- Awardees will be notified by post.
- Awardees will be invited to receive the prizes at the Values Education Annual Prize Presentation Ceremony.



Values
Education
Webpage

Uses of Award-winning Entries

- To recognise and commend the award-winning schools, teachers and students (where applicable) and to support schools in promoting values education, the award-winning entries may be produced as “Life Event” Exemplars made available on different online platforms such as the Values Education Webpage, e-Gallery and/or EDB Educational MultiMedia of the Curriculum Development Institute, for sharing with other schools and stakeholders.
- Teacher awardees may also be invited by the EDB to share their instructional designs and

learning and teaching experiences in relevant sharing sessions.

Rules and Regulations

- The EDB reserves the right to amend, suspend or terminate the activity at any time. Changes, if any, will be announced on the Values Education Webpage.
- The EDB reserves the right to change the prizes without prior notice.
- Once submitted, the entries and entrant's information cannot be modified, and the work will not be returned.
- Participating schools must ensure that their entries do not include any information or content that is obscene, abusive, violent or defamatory, and do not violate the laws of the HKSAR. Otherwise, the entries will be disqualified from the Competition.
- The EDB reserves the right to reject any entries or disqualify any entrants from the Competition without needing to provide any reasons.
- Entrants and their schools shall agree that the copyright of the entries belongs to the EDB. The EDB reserves the right to use the entries (including the school names), in whole or in part, for non-profit-making purposes, and to edit, translate, adapt, use, copy, distribute and upload the work to the Internet without prior consent of the entrants and royalty payment to the entrants.

Enquiries

For enquiries, please contact Ms Eve YAN of the Moral, Civic and National Education Section 1, Curriculum Development Institute, Education Bureau on 2153 7482.

**“Life Event” Presentation Slides Design Competition
Entry Form**

To: Moral, Civic and National Education Section 1, CDI, EDB

Our school submits _ entries (Primary Section / Secondary Section) for the Competition.

(Please put a ‘✓’ in the relevant box.)

The particulars of the entrants are as follows:

Group 1			Group 2		
Title of “Life Event”:			Title of “Life Event”:		
Priority Value(s) and Attitude(s): <small>(Please put a ‘✓’ in the relevant box(es).)</small> <input type="checkbox"/> Benevolence <input type="checkbox"/> Filial Piety <input type="checkbox"/> Unity			Priority Value(s) and Attitude(s): <small>(Please put a ‘✓’ in the relevant box(es).)</small> <input type="checkbox"/> Benevolence <input type="checkbox"/> Filial Piety <input type="checkbox"/> Unity		
	Name(s) of Teacher(s)/Student(s)	Rank(s) of Teachers(s)/Class(es) of Student(s)		Name of Teacher/Student	Rank of Teachers/Class of Student
1			1		
2			2		
3			3		
Name of contact person:			Name of contact person:		
Telephone No.:			Telephone No.:		
E-mail:			E-mail:		

<p>Rules and Regulations:</p> <p>- To facilitate students’ learning, teachers may flexibly use multimedia resources (such as short videos and animations), image, charts, etc. There are no restrictions on the use of materials, but they must not infringe the rights of others (including copyright) and must not contain or quote the names, labels and trademarks of people, schools, companies, brands, etc. All entries must be original work of the entrant(s) which should be responsible for any disputes arising therefrom, and may risk disqualification from the Competition. If necessary, the EDB may request the entrant(s) to produce written proof of legal authorisation. The EDB shall not bear or accept any legal liability, obligation or responsibility whatsoever for any infringement of copyright of any other party, or any types of loss, destruction or damage however arising from or in respect of any use or misuse, errors, misinterpretation or accuracy on any other linked external website. Please refer to the website of the Intellectual Property Department (https://www.ipd.gov.hk/en/home/index.html) for details related to copyright.</p>
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- The EDB reserves the right to amend, suspend or terminate the activity at any time. Changes, if any, will be announced on the Values Education Webpage.
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- Once submitted, the entries and entrant's information cannot be modified, and the work will not be returned.
- Participating schools must ensure that their entries do not include any information or content that is obscene, abusive, violent and defamatory, and do not violate the laws of the HKSAR. Otherwise, the entrants will be disqualified from the Competition.
- The EDB reserves the right to reject any entries or disqualify any entrants from the Competition without needing to provide any reasons.
- Entrants and their schools shall agree that the copyright of entries belongs to the EDB. The EDB reserves the right to use the entries (including the school names), in whole or in part, for non-profit-making purposes, and to edit, translate, adapt, use, copy, distribute and upload the work to the Internet without prior consent of the entrants and royalty payment to the entrants.

Personal Information Collection Statement:

- It is mandatory for entrants to provide complete and accurate personal data in the Entry Form. Entrants have to agree to the provision of personal data (including the participant's name, the class and the school name) and authorise the EDB to release such data for such purposes as contact, results announcement, prize presentation ceremony arrangements and promotion. All collected data will be destroyed if they are no longer required after the competition. If entrants do not provide such personal data, the EDB may not accept the entries for the Competition.
- For the above purposes, the name and school name of entrants and relevant persons may be disclosed through the EDB website and/or other websites and/or the media.
- The EDB is not liable to or responsible for any security and data protection issues arising from any redirection through any link to another website other than that of the EDB.

I declare that I have read the above and agree to abide by the Rules and Regulations and the Personal Information Collection Statement stated therein.

Signature of School

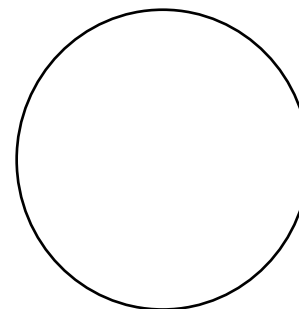
Head/Principal:

Name of School

Head/Principal:

Name of School:

Date:



School Chop

Note:

The "Entry Form" must be submitted in PDF format and named with school's name, e.g. "Entry Form_Hong Kong Primary School.pdf".



「生活事件」 教學簡報設計比賽

截止日期 | 2024年 星期五
7月5日

參加對象

全港中小學教師
學生可與教師組隊參加
比賽分中學組及小學組



中學組及小學組分別設有以下獎項及獎品

冠軍一名
亞軍一名
季軍一名
優異獎（十名）

港幣2,500元書券及獎狀
港幣2,000元書券及獎狀
港幣1,500元書券及獎狀
港幣1,000元書券及獎狀



“Creative Inheritance Brings Happiness to the Elders - To Share Love Together” Activity

Objectives

This is to invite kindergartens, primary schools and secondary schools to actively participate in the captioned activity.

Details

2. To dovetail with the optimisation of the PVAs, the EDB has launched the “**Creative Inheritance Brings Happiness to the Elders – To Share Love Together**” Activity. Schools are encouraged to **mobilise all students in making hanging ornaments for Chinese New Year out of recycled and environmentally friendly materials (e.g. used red packets), and to arrange service-based experiential learning activities for them** in tandem with their school-based Chinese New Year celebration activities, e.g. visits to the homes of singleton elderly, volunteer service in elderly homes, carnivals with themes such as “respecting the elderly” and community care activities, where students could present the hanging ornaments for Chinese New Year as gifts to **show their love and care**. This **helps students develop and practise PVAs, namely “Benevolence”, “Filial Piety” and “Unity”** and promotes traditional Chinese culture.

3. Schools may also join in the “**Creative Inheritance Brings Happiness to the Elders – To Share Love Together**” Activity in different ways, taking into account their school uniqueness, curriculum and activity planning, students’ capability and learning needs. **Examples of activities** are as follows:

- **Example 1:** Schools may organise a school-wide activity for students to make environmentally friendly hanging ornaments for Chinese New Year during the Chinese New Year, and further enhance parent-child interaction by encouraging parents’ involvement in the process. Schools could then deliver the hanging ornaments to the elderly or community centres in the neighbourhood so as to express their love to the elderly or needy.
- **Example 2:** Class teachers or Visual Arts teachers could be mobilised to teach students how to make hanging ornaments. They may then organise student visits to the elderly. They may also organise on-campus talent shows and invite parents and the elderly in the neighbourhood to join. Students may then present the hanging ornaments to the parents and elderly in person as a token of their respect.
- **Example 3:** Students could be mobilised to make hanging ornaments for the elder members of their family. Students could also film the joyful moments they spend with the elder members for sharing in class and take time to reflect on their relationship with their family.



Please scan the QR code on the right for a short video to making hanging ornaments.



4. With a view to encouraging schools to promote student participation in the aforementioned activity, the EDB will **provide 50 small gifts**¹³ to each school that implemented the “Creative Inheritance Brings Happiness to the Elders – To Share Love Together” Activity **in recognition of the well-performed students in the activity**. Please provide information on the implementation of the school-based activity by **completing an online questionnaire by 31 May 2024 (Friday)** (please scan the QR code on the right).



Contact Person

5. For enquiries, please contact Ms Eve YAN of the Moral, Civic and National Education Section 1, Curriculum Development Institution, EDB on 2153 7482.

¹³ (1) The small gifts will only be made available to schools organising the “Creative Inheritance Brings Happiness to the Elders - To Share Love Together” Activity.
 (2) The small gifts will be available on a first-come-first-served basis while stock lasts.
 (3) The EDB will notify eligible schools of the arrangements regarding the redemption of the small gifts via fax by the end of June 2024. Eligible schools should arrange to collect the small gifts at a designated location., mailing service will not be provided.