語文教學薈萃：校本經驗實錄

The Language Teaching Album : A Collection of School-based Practices

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Task Force on Language Support, Education Bureau

語文教學薈萃：校本經驗實錄 (2022-2024)
The Language Teaching Album:
A Collection of School-based Practices

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I. 前言



本地一直致力培育具備兩文三語能力的人才，以促進有效的溝通和聯繫，推動社會發展。為此，語文教育需力求進步，不斷創新。語文教學顧問專責小組（下稱「專責小組」）以優化語文教育效能為目標，已經與教師攜手走過二十個年頭。專責小組最新發布的《語文教學薈萃：校本經驗實錄(2022-2024)》集結了多所學校的實踐經驗，展現了學校如何以創新思維和遠見，積極回應最新課程倡議。



現今的語文學習早已不再局限於傳統課堂教學。《語文教學薈萃》的學校實踐個案展示了語文教師如何與專責小組合作無間，實現教學創新思維。學校課程從全校推行價值觀教育（包括國民教育和國家安全教育），到融入 STEAM 教育；從加強媒體和資訊素養，到運用多元文化進行語文教學，我們的前線教師均以實踐成果證明，有效的語文學習是多面向的；它既可以嚴謹，也可以生動有趣。



在學校發展的歷程中，特別令人欣喜的是學校能夠以積極的態度迎接挑戰，把各種挑戰轉化為推動教育進步的動力。從優化學校課程、改進教學方法、提升評估水平、加強電子學習等各方面，學校正在創造多贏局面，讓學生在學習知識、培養價值觀和發展語文能力幾方面得到提升。創新和有效的課程實踐策略可以幫助學生掌握多樣化的學習技能，培養自主學習能力，從而推動他們終身學習，均衡發展全人。



《語文教學薈萃》呈現了學與教的實況，展示了香港語文教育已經突破傳統詞彙和語法教學的框架。學校以創新的教學實踐，打造出能照顧學習多樣性、增進文化認知，並培養自信應對互聯世界的「全人」的學習環境。《語文教學薈萃》不乏透過整合各個學科，培養學生應用科技能力和文化素養的學校實踐個案，讓業界能夠借鑑教師精心設計的學習體驗，啟發思考，透過做好課程整體規劃，達致豐富學生的學習歷程，使學生在學業和各方面的能力得以均衡發展。



專責小組努力耕耘二十載，我們以最新一期《語文教學薈萃》向夥伴學校及其課程領導致以最誠摯的謝意。每次參與教師專業發展活動，我們都被教師孜孜不倦追求專業成長的精神打動，他們分享時的熱情與具備的專業素養，有時讓我們誤以為走進了 TED 演講現場，而非一場普通的教師分享會！我們看到教師積極分享創新的教學法，在專業社群中展現向上求進的光芒，讓我們深深體會到：最優秀的教育工作者本身就是終身學習者——他們像尋寶者一樣，以找到教學寶藏的熱情不斷追求進步。



另一次讓我倍感溫馨的經歷是在支援某學校時，校方為共備會議沖泡了一壺香濃的咖啡。學校友好的行為提醒我，最有深度的專業對話往往發生在一杯咖啡和真誠的情誼之間。《語文教學薈萃》是專責小組的一點心意，希望能為這些優秀教師提供一個舞台，呈現教師的成就以啟發業界。說到底，好的教學理念就像一杯好咖啡——唯有分享，才能散發最迷人的香氣。



讓我們深入探索充滿活力的語文教育世界！《語文教學薈萃》提供了實用的智慧，也啟發了改變學校語文學習方式的無限可能。

教育局
課程支援分部
語文教學支援組
語文教學顧問專責小組

I. Foreword



In a city well-known for its aspiration to nurture a biliterate and trilingual population for effective communication and connections, our language education landscape continues to evolve in fascinating ways. As the Task Force on Language Support (Task Force) sails past the 20th year milestone, this collection of reports, aptly entitled "The Language Teaching Album: A Collection of School-based Practices", is particularly timely in showcasing how our schools are embracing recent curriculum initiatives with remarkable creativity and vision.

Long gone are the days when language learning was confined to traditional classroom boundaries. The experiences detailed in these pages reveal how our language teachers are actualising their creative vision and orchestrating meaningful transformations in partnership with the Task Force.



From whole-school approaches promoting values education (including national education and national security education) to STEAM education integration, from infusing media and information literacy to leveraging cultural diversity in language learning, our frontline practitioners are demonstrating with their solid experience that effective language learning can simultaneously be multi-faceted, rigorous and engaging.

What's particularly noteworthy is how schools are turning challenges into driving forces for changes and opportunities for growth in their educational settings, thanks to their healthy appetite



for risk. From enhancing teaching strategies to developing school-based curricula, from promoting assessment literacy to strengthening e-learning - schools are creating synergies that benefit both content and values learning and language development. These innovative approaches equip students with various literacy skills and self-directed learning capabilities, leading to lifelong learning and whole-person development.



Grounded in authentic classroom experiences, these reports demonstrate how language education in Hong Kong has evolved beyond traditional vocabulary and grammar instruction. The documented practices show how schools experiment with creative practices and create learning environments that simultaneously address learner diversity, foster cultural awareness, and nurture "well-rounded individuals" who can confidently navigate our interconnected world. Through cross-curricular integration, technology enhancement, and cultural literacy development, these thoughtfully designed learning experiences enable educators to draw insights about holistic curriculum planning and inspire reflection on ways to enrich students' learning journeys and achieve balanced development of academic and whole-person development.

As we mark two decades of the Task Force's dedicated service, the publication of this collection owes an enormous debt of gratitude to our school partners, including their curriculum leaders. Throughout our collaboration, we have had the privilege of witnessing their remarkable dedication firsthand, particularly during our professional development activities. These gatherings have consistently moved us, as teachers' quest for professional growth often leaves us both inspired and occasionally wondering if we have accidentally wandered into a TED Talk rather than a teacher sharing session! Their eagerness to share innovative practices and shine in their professional community reminds us that the best educators are perpetual students themselves – constantly seeking growth opportunities with the enthusiasm of treasure hunters who have found a map to pedagogical gold.





Equally heartwarming is our time supporting one school where brewing fresh coffee for co-planning meetings has become something of a cherished ritual -- a reminder that the best professional dialogues often happen over a cup of coffee and genuine collegiality. This collection serves as our humble attempt to return the favour, offering a stage where their achievements can inspire others. After all, great teaching ideas are like good coffee – they are best when shared.



So, dive in and explore. In the dynamic world of language education, these reports offer both practical wisdom and inspiring possibilities for transforming how we approach language learning in our schools.

Task Force on Language Support
Language Learning Support Section
Curriculum Support Division
Education Bureau



II. 中國語文教學校本經驗

2.0 他山之石，可以攻玉——發展優質的語文教育，提升學生的核心素養

教育不單傳授知識和技能，更是傳承文化和培育心靈的途徑。多元化的語文教育，能推動學生的全面發展。

2022 至 2024 年度的《語文教學薈萃：校本經驗實錄》建基「以文化人，以文育人」的教育理念，記錄了語文教學支援組（下稱「本組」）和接受支援服務的學校，在回應課程持續更新的發展方向、落實課程倡議，實踐優質的語文教育，以促進學生全人發展的協作成果。《語文教學薈萃：校本經驗實錄》分為四個章節，合共收錄了 15 所中、小學的中國語文課程發展經驗，引領讀者深入思考如何在當前的教育變革中，通過語文教學培養學生的語文素養，促進文化認同。期望這些學與教的實例能啟發教育同仁，與我們攜手推動優質的中國語文教育。

跨科協作　推動課程革新

配合本世紀的人才需求，教師需實踐優質教育，培養學生具備融會貫通、創新實踐、跨科整合、溝通協作、積極樂觀等特質和能力，以應對未來生活和學習的挑戰和機遇。香港課程發展議會指出，跨科協作不僅能夠提升學生的語文能力，還能加深他們對文化、社會及科技的理解。教育改革強調素質教育，主張知識獲取應與實踐相結合，鼓勵學生在不同學科之間建立聯繫。通過語文學習的融入，學生能夠在真實情境中應用所學，有助提升明辨性思維和創造力。芬蘭和新加坡等國家的研究顯示，跨學科學習能有效提升學生的學習動機，並增強解決問題的能力。



這一章將提供具體案例和實踐策略，探討教師如何融合不同學科知識與創新的教學方法，提升學生的語文能力和共通能力，培養核心素養。個案 2.1 學校整合不同學科的學習，帶領學生走出課室，走入社區進行實地考察，以豐富學生的學習經歷。通過參加中華文化日活動，學生能了解附近圍村的歷史與特色，並加深對非物質文化遺產——盆菜的認識。這促進了學生對傳統文化的學習，還引導他們進行文化反思與傳承，從而培養正確的價值觀。個案 2.2 學校利用多元資源，結合校舍鄰近自然環境的優勢，以海洋保育為主題，推動學生保護海洋和生物多樣性，同時加強「生態安全」教育。通過語文學習，創造真實的學習環境，促進學生思考人與自然的關係，拓寬視野；學生既獲得跨學科的知識，還能理解海洋保育的重要性，增強對環境保護的關注。個案 2.3 學校的中文科教師根據學生的學習需要，通過與生命教育課的協作，將價值觀教育元素融入單元設計，並採用有趣的桌遊學習方式，讓學生在互動中體驗學習，從而培養堅毅的精神，以應對學習上的挑戰，促進正向思維的發展。





含英咀華　承傳中華美德

在當前急速變遷的社會中，價值觀教育越發重要。隨著全球化進程的加快和科技日新月異的發展，學生面臨日益複雜的道德選擇和社會挑戰。學校教育已不獨傳授知識，更需全面培養學生的情感與品德，幫助他們理解誠信、尊重、同理心等首要價值觀，從而幫助他們奠定堅實的道德基礎。當前社會對具備良好道德素養和責任感的人才需求日益增長，因此學校應通過系統化的價值觀教育，設計具體的課程和活動，引導學生在日常生活中做出正確選擇，培養良好的行為習慣，和正確的價值觀和態度；激發學生對文化根源的認識與自豪感，體現和傳承中華文化的核心價值。



這一章首三個是小學的校本示例。個案 2.4 教師以文本為引導，結合多方資源，將中華文化學習與學生的生活連繫起來，為學生創造不同的學習經歷。學生從中學習人倫、家國等範疇的中華文化知識，並了解家庭教育及美德對於培育人才的重要性，從而深入體會價值觀的內涵，引發深刻反思，內化品德情意。個案 2.5 教師回應學生在語文學習中的銜接需求，運用多元學材組織單元，並充分利用課堂內外的學習時間，結合學校的宗教信仰和中華傳統美德，安排學習活動，讓學生體驗「發現愛」、「感受愛」到「實踐愛」的歷程，從而培養他們對語文學習的興趣和能力，以及學習傳統美德。個案 2.6 教師將語文課程與生活實踐相結合，在文言經典學習中運用多元資源，擴展學習內容，讓學生走出課室，在真實情境中學習，體會作者的思想感情，豐富學習經歷，學生由此明白維護糧食安全的重要性，並能在生活中應用所學，踐行惜食的行為，有助培養同理心、尊重等美德。



接下來，兩個都是中學的校本示例。個案 2.7 教師認識到隨著科技迅速發展，教學方式必須與時並進，強調對「人」的教育，加強學生的軟實力和正確價值觀的培育。在語文課程中，教師加強文言經典的使用，植根於中華文化，運用多元化教學策略，促進學生的明辨思維和解決問題的能力；同時培養優良品格與積極、堅毅的態度。個案 2.8 學校關心學生成長，全面支援他們的學習和發展需要。教師重視學生心靈素質的培育，將生命教育融入語文課程，通過「生命的相遇」、「生命的素質」和「生命的終結」三個單元，結合理論與實踐，與學生深入探討生命、欣賞生命和探索生命，促進學生建立良好的人際關係，幫助他們積極面對逆境、思考死亡與人的關係，並實踐生命教育，提高學與教的深度。



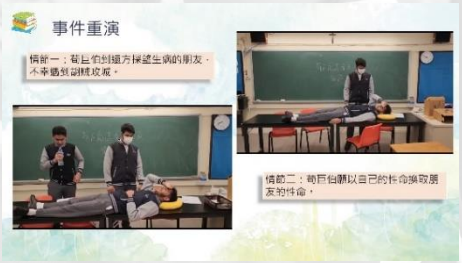
聯繫古今　促進文化共融

文言文是中國傳統文化的重要載體，學生不但可以從中了解古人的思想、價值觀和人生哲理，拓展思維、陶冶情操；而且可以從中認識中國的傳統社會、歷史和文化精髓，藉以培育文化素養、建立文化認同。文言文亦注重凝練的語言和表達技巧，呈現中國文學的藝術魅力，學生學習文言文可以鞏固語文基礎知識，提升中文應用能力。語文教師在過程中肩負重任，需幫助學生將過去的文學經典連結現代生活，吸收和活用其中的養分，促進文化傳

承。香港是個多元文化的社會，學習文言文亦對非華語學生非常重要，這不僅有助於他們理解中文的根基，還能幫助他們更好地融入本地社會，從而促進文化交流和共融。



非華語學生學習文言文，一般會遇到中文基礎較弱、難理解文言語法和詞彙、文化背景和歷史知識不足、需要調適現成教材和提供相應學習資源、及學習動機和興趣較弱等問題。個案 2.9 和個案 2.10 同樣為以上學習問題提供了有效的解決方案。個案 2.9 展示了應如何選取和組織適合非華語學生的文言篇章，配合解碼、感知、擷取、預測和推論等策略，幫助非華語學生學習古文的語法和詞彙，理解和反思文言故事情節中蘊含的傳統價值觀。個案 2.10 則展示了如何善用電影、繪本、歌曲等多媒體材料導入學習主題，與文言篇章內容作比較、互補；又採用學習鷹架、戲劇教學等策略，幫助非華語學生理解篇章內容和文化意涵，提升非華語學生學習中文的興趣和成效。個案 2.11 是一個展示學習社群發展成果的示例。本組建立了「支援非華語學生學習中文」中學教師學習社群，為教授非華語學生的教師提供了一個促進專業對話和協作的平台，讓他們可以分享教學經驗、交流專業知識以及共同應對教學挑戰。社群學校共同開發了「連結－探究－體驗－對照」四個教授中華文化的策略。其中兩所社群學校分別以香港非物質文化遺產「舞貔貅」和歷史建築物「孔聖講堂」作為學習主題，應用這四個策略去設計課堂內的單元教學和課堂外的全方位學習活動，讓非華語學生發展語文能力，同時加深認識中華文化，理解文化現象背後的文化內涵，培養欣賞不同文化優點的識見和態度，成效顯著。







開闊教室　全方位學習

為了更有效地培養學生的綜合素養和能力，學與教早已不應和不可能局限在教室內。「全方位學習」的意義，就是把學習擴展至教室外的多元空間和平台，讓學生能夠在不同的時間、情境和方式中獲取知識、提升能力，進而更好地應對未來的挑戰。有效的全方位學習，首先是必須與課程內容緊密結合，有明確的學習目標。教師策劃各種考察、文化體驗、社會實踐或科學實驗等活動，讓學習變得更生活化、更生動有趣，也讓學生在課堂以外得以延伸和深化所學。其次，數字資源和創新科技為全方位學習提供了無限的可能性，學生可以利用電子學習平台和虛擬學習工具，在自訂的進度下進行知識探索，並通過互動、合作學習等方式提升解難能力。而實現全方位學習的關鍵，是教師角色的轉變。教師不僅要設計適切而有意義的學習活動，還應作為學習的引導者和支持者，幫助學生梳理、提煉和沉澱豐富多元的學習經歷，從中鞏固所學。



個案 2.12 落實了「開闊教室」的理念。教師以「生活中的文化」為主線，設計「文化散步」和製作小型花牌的活動，讓非華語學生在社區中觀察、體驗並反思香港的民間信仰和傳統手工藝術，感受香港文化薈萃、兼容並包的優點，學習理解和欣賞多元文化。個案 2.13 展示了一個具校本特色的跨課程文化學習課程。為了讓學生能在真情實境中學習和運用所學，各科教師合作設計了一系列的考察和體驗活動，包括考察圍村、參觀春祭活動、訪問圍村族老等。學生在知、情、行三個維度中沉浸學習，深入認識中國傳統文化，學習感恩，建立國民身份認同，並培養團結、仁愛、孝親等價值觀和態度。個案 2.14 介紹的是注入了新元素的「文學散步」活動，名為「文學漂流之旅」。學校建構了一個豐富的「沙田文學」單元，配合「群文閱讀」和照顧學習多樣性的策略，為學生安排車公廟、香港文化博物館和瀝源橋等考察地點；又精心設計了「捉神獸」、「詩歌配照片」和「文學街招」等活動，讓學生在過程中感悟文學作品的內容，又進行不同形式的創作，從此文學對學生來說已不是遙不可及的事物。





總結

《語文教學薈萃：校本經驗實錄》(2022-2024)結集了不同學校的課程發展經驗，推廣中國語文教育上包含傳承與創新教學思維和策略的課程實踐。學界可以借鑑這些成功經驗，參考這些學校在推行課程革新時所採用的資源和策略，持續優化課程，以照顧學生的多元學習需求和持續提升教育質素。這些成功的課程發展實例，彰顯了各校課程領導和教學團隊的專業精神和不懈努力。教學團隊是學生學習的啟蒙者、支持者和同行夥伴，功不可沒。本組衷心感謝他們在課程改革中擔當導航和示範的角色。希望這本實錄能激發更多教育工作者的思考和創新實踐，為學生開創語文學習的新天地，為社會培養更多有素養、有能力、有創意的新一代。





跨科協作　推動課程革新

2.1 漫步粉嶺圍——通過跨課程學習，深化學生對傳統文化的認識

背景

《中國語文課程指引（小一至小六）》指出「語文與生活息息相關。有效的語文學習實不應只限於課堂，而要延展到日常生活中」（課程發展議會，2023，頁 10）。五旬節靳茂生小學中國語文科教師明白語文學習和生活的關係密不可分，於是他們從學生的學習需要出發，整合課程，聯同其他學科，以跨課程學習配合全方位學習活動，讓學生走出課室，把學習延展至生活當中。學生融會貫通、靈活運用不同學科的知識和技能，主動探究，提升學習興趣；並在語文學習中感悟生活，反思生活，發掘生活中的文化內涵，拓寬視野，提升人文素養。

年級

小四

學年

2023/24

策略

1. 以生活化主題進行跨課程學習，拓寬視野

教師從學生的生活出發，選取學校旁邊的「粉嶺圍」作為學習主題，以跨學科單元統整模式，連繫中文、常識、視覺藝術和資訊科技科，訂立整體單元學習目標，因應科目特點，選取相關學習材料；並有效組織各科相關的學習內容，讓學生學習時能融會貫通不同學科的知識和概念，相得益彰。配合各科的學習內容，以生活化的學習主題貫通各科，學生對其既有一定的認識，而當中的歷史、文化意義又值得學生進一步探究，能豐富學生的學習經歷，拓寬他們的視野。

2. 善用多元學習材料，認識傳統文化

《小學教育課程指引》提到「教師可打破閱讀的界限，運用多元化的跨課程、跨媒介和跨文本的閱讀材料進行學習活動，擴大閱讀範圍」（課程發展議會，2024，頁 7-26）。因此，教師選取多元而有豐富文化內涵的學習材料，拓寬學生的閱讀面，提升閱讀量，以及加深對學習主題的認識。除了教科書內的篇章，教師還選用了與粉嶺圍相關的網上閱讀材料、影片，增進學生對粉嶺圍建築特色和歷史故事的認識，初步探究其文化意義；教師也安排學生欣賞《清明上河圖》，讓學生初步認識其繪畫方法和藝術價值，了解古代人民的生活和文化，並嘗試連繫現今圍村面貌，以繪畫和寫作方法表達。

3. 結合全方位學習活動，從體驗中深化學習

《小學教育課程指引》亦提到「閱讀可增進知識，全方位學習的真實經歷和體驗可將書本上的知識更立體呈現，兩者的配合能夠深化學習」（課程發展議會，2024，頁 8-18）。在閱讀相關材料後，教師帶領學生進行「漫步粉嶺圍」活動，親身走入圍村，進行考察，認識圍村建築特點和用途，感受圍村之美，體認傳統文化。教師亦在中華文化日安排了介紹「盆菜」的攤位，讓學生在遊戲中認識這項已列入「香港非物質文化遺產清單項目」的圍村傳統食物，加深對圍村飲食文化的認識，從而體悟傳統文化的價值所在。

4. 多方參與，提升學習成效

發展學校課程，需要學校內外不同持分者共同參與和努力。課程統籌主任在推動學校課程發展上擔任重要角色，帶領教師團隊確立課程發展方向，凝聚共識，並引領各科科主任、教師就跨課程學習課題內容和學與教策略交換意見。中文科教師思考如何通過「漫步粉嶺圍」活動幫助學生學習遊記，在記遊的過程探索圍村的文化意義；視覺藝術科教師引導學生觀賞《清明上河圖》，也親自繪畫「漫步粉嶺圍」活動的路線圖和參觀的建築物（見圖一），教師的畫作能突顯建築物特色，有助學生更具體、清楚地觀察建築物特點；也有中文科教師為新界原居民，熟悉圍村文化，為教學設計出一分力；以及有教師幫忙聯絡原為畢業生家長的粉嶺圍村長，請他為參觀彭氏宗祠作安排和導賞，村長親自解說圍村的習俗和故事，讓學生的體會和感受更為深刻。校內校外各成員群策群力，為學生帶來不一樣的學習經歷，有助提升學習成效。



圖一：視覺藝術科教師親自繪畫的活動路線圖

教學設計

是次跨課程學習單元的規劃和各科的學習重點簡述如下：

主題	漫步粉嶺圍			
學習目標	通過各科的學習內容，以及全方位學習活動，讓學生在親身體驗中加深對圍村和香港歷史的認識，培養學生對傳統文化的欣賞之情，深化國民身分認同。			
科目	中國語文	常識	視覺藝術	資訊科技
學習重點	• 學習遊記的特點和寫作方法 • 學習觀察景物的方法 • 運用豐富的詞彙和不同的修辭手法進行口頭和書面表達	• 認識香港歷史，包括新界五大氏族 • 認識祠堂、書室等建築的作用和意義 • 了解圍村的習俗和文化	• 欣賞我國名作《清明上河圖》的繪畫方法 • 學習以多點透視及拉頁畫方式繪畫粉嶺圍的景點及遊歷路線	• 學習以應用程式製作短片，介紹景點和記錄遊歷經過

以下將聚焦於中國語文科和全方位學習的學與教設計，帶出中國語文科在是次跨課程學習中的角色，以及與其他科目的關係：

教學流程	**學與教活動**	**設計理念**
閱讀教學，認識遊記	閱讀文章〈盧園勝景〉、〈桂林山水〉 (1) 課前預習： • 通過圖片和影片，欣賞澳門盧廉若公園和桂林的美景。 (2) 師生共讀文章，教師引導學生在閱讀過程中梳理文章內容，分析文章特點，從而： • 認識遊記的特點。 • 學習步移法。 • 歸納主旨，明白作者的寫作目的以及對美景的喜愛之情。 (3) 教師提問學生，引發學生思考： • 你有沒有去過澳門盧廉若公園和桂林？ • 沒有的話，你認為文章能讓你親歷其境嗎？為什麼？ (4) 布置家課： • 摘錄文中的好詞佳句，於寫作應用。	<u>感受文章之美，豐富積儲</u> • 學生理解課文內容，學習遊記的表達方式，欣賞作者描述的遊歷過程和途中所見的美景。學生能從文章中感受語言文字和思想內容之美，培養審美情趣，同時積學儲寶，於日後遷移應用。
自主學習，認識圍村	課後自行閱讀介紹粉嶺圍的資料 • 根據教師的指引，學生重點閱讀粉嶺圍內幾座主要建築物背後的歷史故事，加深對圍村的認識；學生如有興趣閱讀更多，亦可掃瞄二維碼，自行瀏覽相關網	<u>跨課程閱讀，貫通中、常學習</u> • 教師事前選定網上閱讀材料，節選內容，供學生自行閱讀，拓寬閱讀

	頁，進行自學。 • 學生整理課後閱讀所得，作為寫作材料之一。	面，增加閱讀量，培養自學習慣。 • 學生連繫常識科所學，加深對新界五大氏族之一的彭氏和粉嶺圍的了解，認識香港歷史。
全方位學習活動： 參觀粉嶺圍	到粉嶺圍實地考察 • 學生順著考察路線，走進粉嶺圍，根據教師設計的《導賞小冊子》內提供的觀察方法，觀察思德書室、彭氏宗祠、圍門的建築特色，並加以記錄。 • 在村長帶領下，進入彭氏宗祠參觀，細心聆聽村長介紹彭氏宗族的歷史，親身感受濃厚的圍村文化與情懷（見圖二、三）。   **圖二、三：學生在村長的帶領下參觀彭氏宗祠**	<u>親身考察，增進認識，加強感悟</u> • 粉嶺圍雖然座落學校旁邊，甚至有一些學生是粉嶺圍內的居民，但學生對其認識不深。通過這次的參觀和考察，學生加深對粉嶺圍的認識，並能連繫常識科所學，認識祠堂、書室的作用和意義，更能親身欣賞中國建築之美；學生也能從村長講述的一段段粉嶺圍和彭氏的故事中，認識香港歷史，深化國民身分認同。
寫作教學，承傳文化	進行遊記寫作——〈漫步粉嶺圍〉 • 教師引導學生應用在閱讀教學時學到的遊記寫作方法和結構，運用步移法記下遊歷粉嶺圍的經過，在段落中清楚介紹沿途所見的建築物外形特色及其歷史故事和意義，並在文章中帶出參觀後的個人反思。	<u>以文字表達，體悟及承傳文化</u> • 學生應用中國語文科所學到的遊記寫作方法，結合在參觀時親身搜集及從閱讀獲取的資料，整理成文；運用豐富的詞彙和合適的修辭手法幫助表達，並在文中表達個人對圍村歷史和文化的體悟。 • 完成後，輔以繪畫、影

		片作品，與同儕、家人分享，介紹圍村建築和歷史故事，承傳及宏揚中華文化。
全方位學習活動： 中華文化日	參與介紹「盆菜」的攤位遊戲 • 學生先閱讀展板上的資料，認識香港非物質文化遺產——盆菜，然後參與遊戲，嘗試以紙板道具方式「製作」盆菜（見圖四）。  **圖四：學生參與盆菜攤位遊戲的情況**	<u>遊戲中學習，認識圍村飲食文化</u> • 大多數學生都在日常生活中接觸過盆菜，但不一定知道當中的文化意義。學生通過攤位遊戲，認識盆菜這種圍村傳統食物，明白大家圍坐而食所象徵的團結精神；並連繫中國語文科和常識科所學，從建築、習俗、飲食等角度認識圍村及當中的傳統文化。

學習成果

1. 貫通各科，深化對傳統文化的認識

中國語文科科主任蘇桂卿老師表示，是次跨課程學習「把中文科、常識科、視藝科及資訊科技科有機地連繫起來，使教學重點更清晰，學與教的效能得以提升」。學生在學習的過程中能突破學科框限，把語文學習和其他學科的內容連繫起來，融會貫通，並在不同的學習任務之中（如寫作、繪畫、影片製作）活學活用。通過閱讀多元的材料，經過親身的體驗，學生更能掌握學習內容，體悟也更為深刻，不但深化了對圍村的認識，亦能初步反思圍村的歷史和文化意義（見圖五）。



圖五：學生寫作成果（節錄）

學生寫作成果（打字稿）	分析
〈漫步粉嶺圍〉 在一個陽光普照的下午，我們全級同學跟隨老師前往歷史悠久的粉嶺圍參觀。能夠親歷其境地遊覽粉嶺圍村，我們感到又興奮又激動。 首先，我們由五旬節靳茂生小學的後門出發，沿着小路走，經過一條馬路，再往右拐，便到達彭氏宗祠。彭氏宗祠是兩進式的建築物，大門左右懸有楹聯「商賢世澤，宋史家聲」，彭氏的歷史地位可見一斑。彭氏宗祠內部設有斗拱木刻，屋脊上有「鯉躍龍門」雕飾、花崗石樑柱、陶塑人物和精緻壁畫。彭氏宗祠始建於明朝，在清朝移建至現在的地方，是彭氏族人舉行春秋盛典、拜祭歷代祖先的場所。看着這些精美的建築，令我感到前人真的很厲害，在有限的資源下，竟能建造出這麼雄偉的建築。 參觀過彭氏宗祠後，我們便前往粉嶺圍圍門。途中，我們經過一些樹木，往右拐，再向前走，便來到粉嶺圍圍門。圍門和炮樓各塗了三個白色的大圓點，呈品字形，為正正方方的圍門添上生氣。古時，為防範山賊和海盜四出打劫，圍牆上設有炮樓和炮孔用以抵擋盜匪的襲擊。粉嶺圍圍門對保衛村民安全，起了很大的作用。在一九四一年日軍侵佔香港前，村民為免禍害加身，就將古炮埋在地基下，直至一九八六年彭氏拆除圍牆，才於地基下挖出這三台古炮。我十分欣賞這些建築物，也佩服古人的智慧和團結的精神。 然後，我們穿過了圍門，沿着小路走，看見很多村屋，再	全文內容豐富 • 學生能以遊記的方式，運用步移法記錄參觀粉嶺圍的經過；並能運用豐富的句式和詞彙，仔細地介紹每座建築（請見文中綠色文字），讓人如同親臨其境。 跨科學習成果 • 學生也能連繫在常識科和閱讀材料獲取的資訊，在介紹每座建築時，連繫相關的歷史故事（請見文中藍色文字），令文章內容十分豐富。 認識傳統文化 • 學生能連繫單元所學，進行反思，在字裏行間表達對傳統圍村文化的欣賞和

往前走便到達思德書室。思德書室主要採用灰色磚牆及綠色的玻璃瓦鋪蓋。外圍建了一堵圍牆，圍牆上十字通花的設計美化了書室。思德書室不單散發着知性美，更具歷史價值。思德書室最初的用途是為族中子弟提供教育，也是祭祀祖先的場所。書室的規模不大，內部亦只有數間課室，以往只供彭氏子弟入讀。一九三六年，香港教育制度逐漸改變，思德書室開始被用作政府資助粉嶺學校的校址，書室亦易名為粉嶺公立學校，至今書室外面仍保留「粉嶺學校」的牌坊。雖然書室已有很久的歷史，但我覺得它還保存得很好，仍然很有特色。 　　很感謝古人的智慧，令我可以欣賞到這些歷史悠久的建築物，增進對圍村的認識，大開眼界。（812 字）	尊敬之情（請見文中粉紅文字）。 <u>提升寫作興趣</u> • 寫作內容切題且豐富，可見經過學科學習和課外閱讀的鋪墊，並親身進行參觀和考察後，學生有良好的寫作動機和表現。

2. 多元表達方式，照顧學生的多樣性

教師為是次跨課程學習設計了多樣的學習任務，各個學習任務以不同的形式呈現，如寫作、繪畫、影片（見圖六），內容卻有機連繫各個學科和全方位學習活動，有效照顧不同興趣、能力和學習風格的學生，讓他們以多元方法進行表達，體驗學習的樂趣和成功感。



圖六：學生視覺藝術科的拉頁畫作品，反映學生結合步移法對傳統建築仔細觀察

3. 親身體驗，提升學習動機與成效

全方位學習讓學生走出課室，把課堂所學連繫真實情境進行深度學習，有助提升學生的學習動機和成效。學生先在中國語文課學習觀察和介紹景點的方法，又通過常識課認識圍村，參觀粉嶺圍的活動正好讓他們融會貫通兩科的知識，學以致用，並從體驗中提升學習效能。在考察的過程中，學生積極參與，充滿興趣、仔細地觀察建築物的外形特色，認真地進行記錄（見圖七），並能在寫作和繪畫作品上細緻地刻劃出建築物的特點，可見其學習成效。



圖七：學生在粉嶺圍的炮台前認真地觀察和記錄

總結

跨課程學習能讓學生貫通不同學科的知識和技能，讓學習變得連貫和有趣味。教師從生活化的題材入手，有效連繫各科，也能提升學生的學習興趣和成效。「漫步粉嶺圍」的單元設計，成功帶領小四學生走入社區，活用學科知識，進行歷史和文化探究。學生從建築、歷史、飲食、習俗等多方面認識圍村的歷史和傳統文化，加強了國民身分認同，對學習產生濃厚的興趣。學校將持續優化課程，檢視是次跨課程學習成效，把中國語文學習內容與不同科目扣連，例如小學人文科，期望透過多元化的探究式和體驗式學習活動，協助學生從多角度探究事物，培養及傳承中華傳統美德和文化，加強文化自信，在跨課程學習中提升學生的語文和人文素養。

參考資料

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五旬節靳茂生小學
支援人員：鄭藝芬女士

2.2 有機結合　自然連繫——推動跨課程學習，落實價值觀教育

背景

加強價值觀教育為近年課程發展重點之一，培育學生正確的價值觀和態度為教育工作者的共同目標。《小學教育課程指引》提出「學校可因應辦學宗旨及學生需要，辨識須進一步加強的價值觀教育範疇，然後貫通和滲透於不同的課程內容和全方位學習活動當中，有系統地在課堂內外推展。」（課程發展議會，2024，頁 2-7）。西貢崇真天主教學校（小學部）中國語文科教師團隊積極回應課程倡議，配合學校「培育生態先鋒、展望西貢未來」的願景，組織跨課程學習，加入實地考察、教育講座、向公眾宣傳等學習活動，為學生提供豐富而有意義的學習經歷。通過多元的學習經歷，學生除了能提升語文素養、綜合運用知識和技能外，更可在真實的情境實踐、鞏固和深化正確的價值觀和態度，促進均衡和全面的發展。

年級

小五

學年

2023/24

策略

1. 結合學校特色，規劃跨課程學習

學校位處西貢，校舍鄰近自然環境，校方一直關注區內生態環境及保育問題，過去亦進行不少的環境考察活動；多年前參加了「馬蹄蟹校園保母計劃」，希望學生能藉參與瀕危物種的保育工作，學習愛護環境和以正確態度對待野生生物。支援人員和教師結合學校特色，以「海洋保育」作為小五級的跨課程學習主題，與英文、數學、常識、視藝、成長等科目合作，共同策劃「生態先鋒訓練課程」，引領學生認識、探索及思考海洋保育的方向。課程以中華文化中的「天人合一」為主幹，自然連繫語文及其他學習範疇，讓學生在學習過程中發展共通能力，培育「仁愛」、「關愛環境，尊重生命」的價值觀，同時認識維護生態安全的重要性。

2. 善用資源，在課堂內外創設多元化的學習經歷

《中國語文課程指引（小一至小六）》提出「語文的學習資源除教科書、作業、書籍、實物、視聽資源、網上教材、電子學習資源外，自然環境、人力和社區資源，安排實地觀察、參觀等，都是寶貴的學與教資源。」（課程發展議會，2023，頁 49）。教師善用不同學材，從多角度挖掘箇中的育人價值，有機結合課程內容，提高學生學習興趣，誘發學生思考，例如選用布氏鯨的新聞，引起學生對保護海洋生物的關注，並反思人

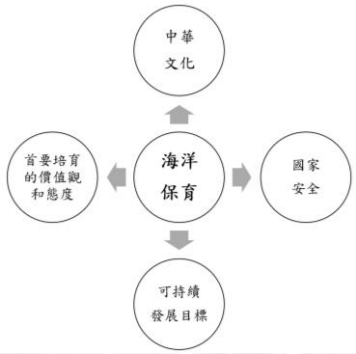
類在事件中的責任。除此以外，教師亦善用學校和社區資源，為學生創設豐富、真實的學習情境，帶學生走出課室，拓寬學習視野，例如安排學生到學校中學部參觀馬蹄蟹培育基地、參加聯合國兒童基金會的教育講座——「可持續發展目標與我」及漁農自然護理署舉辦的「海下灣生態導賞」等。學生通過親身經歷加深體會，促進他們對於人與自然關係的思考，並培育仁民愛物、珍惜、感恩的價值觀和態度。

3. 知行合一，身體力行

學校推行價值觀教育，應涵蓋「認知」、「情感」和「實踐」的層面（課程發展議會，2021），學生除了在課堂中加強對正確價值觀的認識及培養品德情意外，也要學以致用，在生活中付諸實踐。完成跨課程學習後，課程統籌主任將學生的畫作印成明信片，再由中文科教師帶領學生到西貢碼頭向遊客派發，並以兩文三語向居民和遊客宣傳海洋保育的訊息。學生也會在百周年校慶開放日，向家長、校友和其他年級學生展示其學習成果。以上的學習活動，一方面增加了學生與人交流的機會，提升學生的說話能力和表達自信；另一方面也讓學生身體力行，化知識為行動，宣揚環境保育的訊息，深化正確的價值觀和態度。

課程規劃

主題	海洋保育
目標	學生通過跨課程學習，從不同角度認識「海洋保育」（見圖一），加強不同範疇的學習，從中建立正確的價值觀和態度。



圖一：跨課程學習規劃理念

教學設計

為了讓學生的學習體驗更連貫，學校安排了特定的教學時間，讓各科教師施教跨課程學習內容。現以中文科、全方位學習、常識科及視藝科為例，說明如何就「海洋保育」主題，在跨課程學習中融入價值觀教育。

科目	學習活動	設計理念
中文	**閱讀課文《在美的眩暈中》、《西湖的綠》和《桂林山水》，學習中華文化** 1. 學習整體描寫和局部描寫手法，以及欣賞作品的色彩意象及結構鋪排。 2. 細讀文本，在教師的引導下，欣賞作者筆下祖國壯麗的河山風貌，領略自然風光之美。 3. 教師引領學生思考人與自然環境的關係，帶出中華民族向來尊重和熱愛自然，主張人與環境應維持和諧的關係，讓學生理解「天人合一」的思想。 4. 教師進而讓學生思考，如何與大自然和諧共處，從中提出人應該愛護天地萬物，對大自然和動物亦能秉持珍惜和愛護之心，帶出「仁民愛物」的思想。	**<u>從文本出發，認識中華文化</u>** 學生細味文章的內涵，從字裏行間領略作者對祖國山河的讚歎。教師再引導學生從文本內容思考人和大自然的關係，提高學生對保護自然環境的意識，並認識傳統中華文化思想，培養學生「仁愛」之心。
	通過角色扮演和「思討享」，培養語文能力，以及進一步加強價值觀教育 1. 學生閱讀布氏鯨相關的報道，觀看追鯨團的影片，得知布氏鯨遭螺旋槳擊傷背部，最終不幸死亡，從而讓學生明白人類不恰當的行為，會危害動物的生命。 2. 通過「思考——感受——關心」（Think, Feel, Care）的思維模式，換位思考，代入鯨魚的角色思考。 3. 學生在課堂上進行角色扮演，道出鯨魚的苦況和心聲。 4. 通過小組討論，探討人類怎樣避免同類事件再次發生，反思個人對環境的責任，並作出分享（見圖二）。學生從小組討論和匯報中，學習如何表達意見，提升了說話能力。  **圖二：學生在課堂進行角色扮演和口頭匯報**	**<u>不同角度，換位思考</u>** 為了讓學生深化「仁民愛物」的思想，並拓寬學生視野，除了單元篇章外，教師還以新聞為學材，配合角色扮演，讓學生設身處地，代入海洋生物的角色思考，既提升思維素質，亦培育了「仁愛」和「同理心」。
跨學科全方位學習	**海下灣海岸公園生態導賞，增加認知，加深體會，促進反思** 1. 在進行生態導賞前，學生參加由漁農自然護理署舉辦的教育講座（見圖三），先認識海岸公園的背景、生態和功能。	**<u>親身經歷，加深體會</u>** 除了課堂內的學習，教師將學習延伸至課堂外，安排學生到海下灣海岸公園進行實地考察，深入了解西

	 **圖三：學生細心聆聽專家講解** 2. 在導賞員的帶領下，開展了海下灣海岸公園生態導賞之旅。學生認識海岸公園的設施，觀賞與海洋生態息息相關的珊瑚群落、石灰窯古蹟和紅樹林（見圖四、圖五），過程中學會了不少生態保育的知識，例如紅樹林是招潮蟹和彈塗魚的棲身地，有維持岸邊和海洋生態系統的穩定性及生態平衡的作用。在教師的引導下，學生以不同角度如俯視、仰視觀察景點，並運用多感官體會自然風光之美，在工作紙上記下重點。  **圖四：學生觀察珊瑚和水質**  **圖五：學生在導賞員的指引下觸摸紅樹葉**	貢海域的生態。學生在真情實境中學習，認識到生物的價值，感受自然環境的美好，從中喚起維護生態安全的意識，亦對海洋產生珍視、愛惜之心。
中文	**寫作文章——《我見我思海下灣》** 1. 完成導賞活動後，分組討論如何為海洋保育作出貢獻。 2. 以《我見我思海下灣》為題寫作文章，運用整體和局部描寫手法，應用所學，寫下當日的體會和感受。	**<u>實地考察，積累寫作素材，應用所學</u>** 完成導賞後，學生對西貢的海洋生態環境有更深入的認識。學生把是次生態導賞之旅變成寫作素材，用文字記錄所見所聞及當中的體會，表達對海洋景色的欣賞及個人對加強海洋保育的反思。

常識	**安排切合主題的學習活動，增加對「海洋保育」的認識** 1. 學生參加聯合國兒童基金會學校講座——「可持續發展目標與我」（見圖六），從中認識「可持續發展目標」14「水下生物」的內容，探討如何保育海洋和可持續地使用海洋資源。  **圖六：學生學會更多保護海洋的措施** 2. 學生參觀中學部馬蹄蟹繁殖及保育中心（見圖七），認識「活化石」的歷史、習性、生理結構，以及其數量減少的原因，並探討繁殖及保育的方法，也明白生態平衡的重要性。  **圖七：教師向學生展示馬蹄蟹「書鰓」的位置**	**<u>多元輸入，深化學習</u>** 教師呼應中文科的學習，從不同層面提升學生對「海洋保育」的認識，安排了多元化的學習活動讓學生參與。學生能近距離接觸海洋生物，提升學習動機，從中培育了「仁愛」的價值觀。
視藝	**通過畫作，表達對海洋的喜愛和欣賞** 學生以「魚躍西貢」（見圖八）為題，從繪畫鯨魚不同的形態，表達對香港海洋的印象和感受。學生運用繽紛的色彩，呈現鯨魚和不同海洋生物在美麗的海洋中快樂地暢泳、跳躍的場景。  **圖八：學生作品「魚躍西貢」**	**<u>發揮創意，傳遞訊息</u>** 學生糅合各科所學，發揮創意，想像鯨魚在不受威脅的環境中生活的畫面，通過畫作傳遞保護海洋生態的訊息。

學習成果

1. 通過不同學習途徑，提升語文能力

(1) 提升觀察力和寫作能力

在海下灣生態導賞之旅，學生用心觀察沿途景色，留心聽導賞員的講解，並用文字記錄重點，再下筆寫作文章——《我見我思海下灣》。從作品可見，學生能細緻地描寫海下灣的風光，如「青山綠水呈現於眼前」、「映入眼簾的便是一片汪洋大海」、「一大片蒼翠欲滴的樹林」，從優美的文句，足見學生對海下灣的喜愛和欣賞。學生結合課堂所學和親身經歷，運用整體描寫及局部描寫，配合多感官和修辭手法，用筆觸記下當天所見所聞所感及當中的反思，提升了觀察力和寫作能力。

學生作品	分析
每次當我看見海洋，便會想起三月初我和同學去海下灣參觀的經歷，那一次令我畢生難忘的導賞團。	
星期五早上，我們便跟老師一起乘坐旅遊車到海下灣。下車後我們先到遊客中心報到，然後跟隨導賞員步行進入海岸公園內，真興奮呀！當我們拾級而上，到達了海下灣最高處，青山綠水呈現於眼前，海風輕輕吹過臉龐，原本的疲累都消退了，使人心曠神怡。	學生觀察入微，能運用多感官描寫手法刻劃沿途景色，文筆細膩
欣賞過瞭望點的美景後，我們就沿着山路下行 。我們千辛萬苦地來到碼頭，映入眼簾的便是一片汪洋大海。我們走近碼頭，同學們都在觀察海水中的生物，有的坐在碼頭邊吹海風，有的指着海裏的珊瑚大叫：「好美呀！」，有的在專心地聽導賞員講解。突然有一個同學發問：「為什麼珊瑚會有顏色呢？」「那是因為蟲黃藻的緣故……」導賞員細心地解釋。	學生能運用排比句，繪聲繪影地刻劃眾人活動
參觀碼頭後，我們在導賞員的帶領下沿途折返。沿着蜿蜒的小徑前行，我們來到了石灰窯古蹟 ，這裏已荒廢多年，由石頭堆砌的窯洞佈滿了綠茸茸的青苔。經過導賞員的批准，我們才可以摸一摸珊瑚骨……我手上拿起珊瑚骨的碎片細細觀察，只見凹凸不平的表面有着一個個小洞，手感十分粗糙。原來珊瑚骨碎片是古代人用作生產石灰的原材料，是大自然給予我們的珍貴資源之一。	從第四、五段可見，學生對景物進行了細緻的觀察，並能抓住景物的特徵，配合局部描寫手法，記下海下灣的風光
不知不覺中，已到了最後的地點。導賞員帶我們繼續前行，來到了紅樹林。一走進紅樹林，便看到一大片蒼翠欲滴的樹林，那裏鬱鬱蔥蔥，令人感到十分舒適。當我們一腳踏進了軟綿綿的沙裏，導賞員提點我們要小心翼翼地走動，因為沙灘下有很多不同的生物，之後導賞員向我們講解紅樹的知識，還讓我們觸摸樹葉，原來紅樹葉既光滑又濕潤，最後我們帶着微笑離開這個風光旖旎的地方。	
那真是一次新奇的體驗，也讓我獲益良多，不禁讓我反思我們如何保育海洋。我想，我們應該從自己做起：回收垃圾、減少使用塑膠、保持海水清潔等，更好地保護可貴的生態資源。人類與大自然有着密不可	學生應用小組討論學習成果，提出保護環境

分的關係，我們作為世界的公民、未來的主人翁，有責任要做好「地球好管家」。	的方法；從反思中可見學生的「責任感」和「承擔精神」

(2) 提升說話能力和表達自信

語文有傳意溝通的作用，在學習過程中，期望學生能樂學活用，勇於表達（課程發展議會，2023）。除了在校園和老師、同學互動外，日常生活中與不同對象交流溝通，也是提升說話能力的良機。「生態先鋒訓練」的最後一站，學生代表前往西貢碼頭，運用粵語、普通話和英語宣揚保護海洋的訊息（見圖九），並向遊客派發明信片。活動出發前，教師和學生練習宣傳內容，加強了他們的信心。據支援人員觀察，學生能運用適當的語氣與不同的遊人交流，並清晰地向居民和遊客說明宣傳訊息，反映學生提升了說話能力，並於真實場景中建立了表達自信。



圖九：學生向遊客宣傳海洋保育訊息

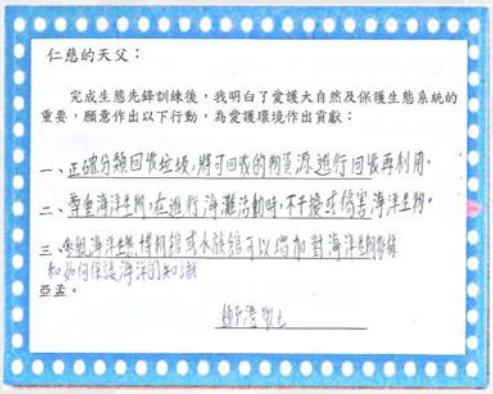
我們的海洋正面臨嚴峻的挑戰：塑料垃圾、過度捕撈和各種污染正在破壞海洋生態。為了保護海洋，我們也可以盡一分力，例如：減少使用一次性塑料、支持可持續漁業和避免排放污染物等。讓我們一起守護海洋吧！

粵語錄音檔　　**普通話錄音檔**

2. 培養正確價值觀和態度

(1) 各科互相配合，強化價值觀和態度

是次跨課程學習成功打破學科之間的界限，結合了不同科目的學習重點和內容，配合教育講座、生態導賞等活動，讓學生在課堂內外均經歷了豐富、饒有意義的學習經歷，並且樂學活用，身體力行，實踐海洋保育。學生在課堂中學習的知識、價值觀和態度得以內化。完成「生態先鋒訓練」後，學生能提出「正確分類回收垃圾」、「尊重海洋生物，在進行海灘活動時，不干擾或傷害海洋生物」及「增加對海洋生物多樣（性）和如何保護海洋的知識」等具體可行的方法保護環境（見圖十），反映其「仁愛」和「同理心」。



圖十：學生作品

(2) 提高維護生態安全的意識

通過「生態先鋒訓練」之旅，學生發現、分析海洋現正面臨的威脅，並提出解決方案，過程中提高了保護環境的意識。學生在作文中表示「沒想到在繁華的香港大都市，還有這一片淨土。海下灣的美，海下灣的珍貴之處是無法用文字記錄的。我們要好好珍惜及愛護大自然，讓大海湛藍，讓魚兒暢泳。」在字裏行間，反映了學生守護海洋生態環境的決心。在成長科的訪問中，學生表示海洋十分美麗和浩瀚，但垃圾問題破壞生態環境，學生表示不會再亂拋垃圾，要好好保護海洋。從以上例子可見，學生對海洋環境面臨的問題多了關注，亦加強維護生態環境安全的意識。

反思

1. 群策群力，凝聚專業力量，推動課程發展

在計劃開展初期，支援人員以「跨課程學習」為主題，為全校教師作教師專業發展工作坊（見圖十一、圖十二），增加教師團隊對跨課程學習的理念和課程規劃的認識。在共同備課會議中，課程統籌主任、中文科教師和各科教師就課程發展方向集思廣益，攻克教學難點，分享專業知識，營造了良好、團結的氛圍；除提升教學效能外，亦建立了學校的協作文化，促進了教師團隊的專業發展和成長。教師是推動課程革新的促進者和引領者，讓其保持教學動力和熱誠，才可以有效推動課程持續發展。



圖十一：教師進行專業交流



圖十二：教師分享討論結果

感謝支援人員跟本校老師一起協作完成是次跨課程主題學習，讓學生可以通過不同科目自然連繫、有機結合的學習活動，有系統地學習海洋保育的知識及技能，建立保育海洋的意識，並進一步把訊息傳給西貢居民及遊客。

課程統籌主任 吳小君老師

本學年參與支援計劃，我校學生得以多元化形式學習海洋保育的課題及培育關心地球生態之心，懷以「天人合一」 、「仁民愛物」的價值觀，將所學推而廣之，造福下一代。

中文科科主席 鄭文菁老師

感謝支援人員的協助和各科組同事的支持，眾人攜手並肩，一同為學生創造更豐富的學習體驗而努力。願師生同獲益、共成長。

中文科科主席 史夢穎老師

學生通過這次活動，從他們的作品中，可見他們增進了對海洋的了解，也提高了保護海洋的意識。

小五級中文科任教師 鄭怡意老師

幾位教師的分享印證了他們在參與支援計劃中的專業成長，以及群策群力的重要性。此外，教師亦喜見學生在經歷跨課程學習後，增加了對海洋保育的認識，並培養正確的價值觀和態度。

2. 以學生學習為中心，讓學生發揮潛能

每位學生的專長和可塑性也不盡相同，日常教學和學習模式應以學生為中心，尊重並照顧學生的多樣性（課程發展議會，2024），讓不同學習風格的學生均有機會發揮所長。跨課程學習除了讓學生增加對學習主題及學科知識外，也有利學生發展綜合能力和展示才華。教師引導學生在學習過程中發現問題、分析問題及解決問題，提升了探究和思維能力。完成學習歷程後，學生除了文字表達外，也有不同途徑展示學習成果，包括口頭匯報、繪畫、圖像、影片等，充分照顧學生的多樣性。教師也為學生搭建分享平台，讓每位學生均有機會發揮潛能和創意，運用不同的方式展示個人的學習成果；除了增加對學習的歸屬感和擁有感外，也從中培養自主學習的精神。

總結

《價值觀教育課程架構》（試行版）（2021）提出價值觀教育可通過不同學科、全方位學習推展，不受限於特定課堂。校方對計劃給予支持，釋出空間讓各學科教師進行專業交流、協作，推動跨課程學習，把價值觀教育自然融入在課程和學習活動中。學生不但擴闊了學習視野，同時植根正確的價值觀和態度，滋養品德情意，成為日後茁壯成長的養份。未來學校將會持續優化課程設計，以「立德樹人」為目標，致力推動價值觀教育，為社會培育「德才兼備」的人才。

參考資料

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西貢崇真天主教學校（小學部）
支援人員：張嘉儀女士

2.3 有機融入價值觀教育的語文學習——

通過跨科協作，從體驗到實踐，培育學生正確價值觀

背景

香港學校課程其中一項重要的目標是培育學生正確的價值觀，實踐良好的生活態度和行為。香海正覺蓮社佛教陳式宏學校積極回應課程倡議，因應學生的學習需要，在課堂內外發展具學校特色的價值觀教育課程，促進學生的全人發展。

學校中國語文科藉參與語文教學支援組「課程領導專業發展計劃」檢視學校課程，重新規劃單元，在語文學習中有機融入價值觀教育。學校通過跨科協作，融入遊戲式學習，從體驗到實踐，提升學生語文素養，培育正確的價值觀。

年級

小五

學年

2022/23

策略

1. 配合課程倡議，結合學校關注事項，規劃學校語文課程

學校致力發揚佛教慈悲關愛的人文精神，推動「心之校園」文化，以多元靈活的課程培育學生身心靈健康成長，同時也關注在不同學習階段培養學生正確的價值觀和態度。科主任因應學校關注事項，在規劃學校中國語文科課程時，有系統地於各年級加入「佛教六心主題——感恩心、同理心、慈悲心、自信心、精進心、智慧心」（見圖一），同時有機融入不同的價值觀元素組織學習內容，培養學生的品德情意。

年級	一	二	三	四	五	六
校本六心主題	感恩心	同理心	慈悲心	自信心	精進心	智慧心
單元主題/課題	3 親親家人	10 好行為　壞習慣	10 真英雄	1 怎麼辦	11 正見人生	12 人物傳記 15 古人智慧此中尋
品德情意	愛護	禮讓	自身的修行	欣賞別人/自己	堅毅不放棄 樂觀面對困難	正確的學習和處世態度
閱讀課題 (白話為主)	陪玩耍的爸爸 好姐姐	讓座 牆角的果皮	誰最勇敢	哈利的花毛衣 小蝌蚪找媽媽	如何面對煩惱 珍惜生命	光纖之父-高錕 牛下女車神-李慧詩 論語四則 誨學(家誡)

圖一：結合佛教六心主題的中國語文科單元重點一覽表

2. 跨科協作，引入遊戲式學習，提趣促學

價值觀教育的推行不應只局限於課堂內，學校應透過不同的學科、班主任課、德育課，以及全方位學習活動等為學生提供多元的學習經歷。為有效推動價值觀教育，學校中國語文科、生命教育組和佛學科採用跨科協作模式，引入遊戲式學習，先激發學生對學習的好奇心，提升內在的學習動機，從而引起他們面對挑戰的鬥志，提升學習動機和興趣，讓學生更投入語文學習當中。

3. 多方參與，變化傳統模式，善用學時，培養學生正確價值觀和共通能力

學校和家長在推動價值觀教育上均擔當重要的角色，只有家校緊密合作才能全面培育學生正確的價值觀和態度。學校邀請機構在生命教育課上舉辦「桌遊工作坊」，學生通過分組製作以「個人成長」為主題的桌遊，從中學習以積極的態度解決困難（見圖二）。



圖二：工作坊上製作小組桌遊

中國語文科則善用「生命教育課」的資源組織學習活動，教師在「正見人生」說明文單元中引領學生理解文章的品德情意後，推動學生在桌遊製作過程中活用不同的說明方法解說設計理念和玩法，並鼓勵學生善用課餘時間與同學、朋友交流製作心得，甚至回家與家人試玩「自家製」桌遊，將語文學習有機扣連生活，實踐協作解難能力，培養積極堅毅的人生觀。

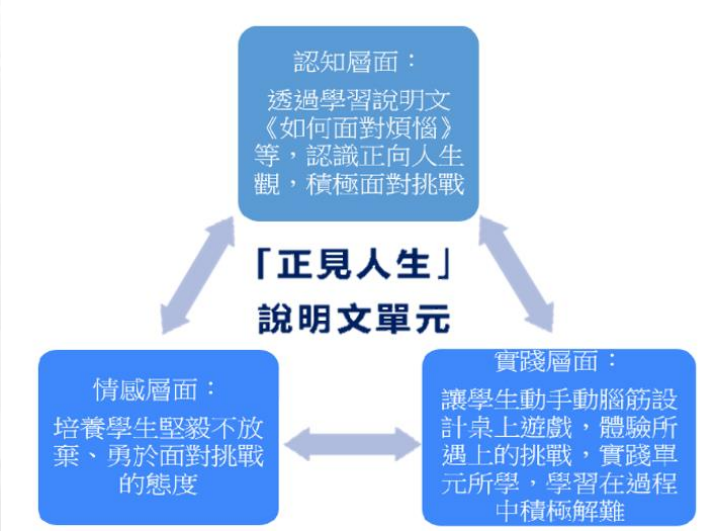
跨科協作教學設計

是次跨科協作單元的規劃和各科學習重點表列如下：

校本主題	「心之校園」文化：五年級——精進心 （佛家：精，即純而不雜；進，即前而不退。）		
學習目標	以多元靈活的課程激活孩子興趣、潛能，藉培養「精進心」的正面力量，推動孩子不斷創新，成就更優秀的自己。		
科目	中國語文	生命教育	佛學
學習	➢ 配合多元學與教策	➢ 透過體驗式（例如桌遊	➢ 透過趣味活動，讓

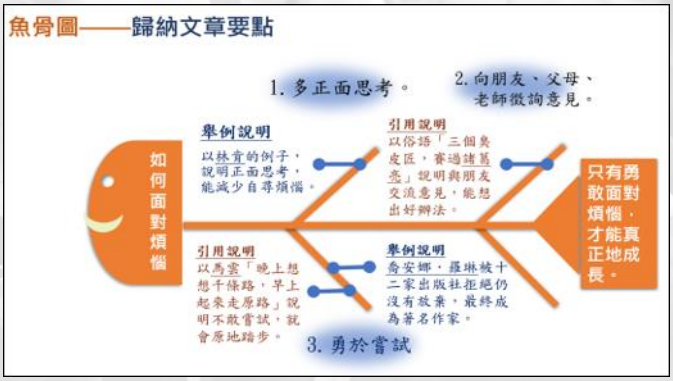
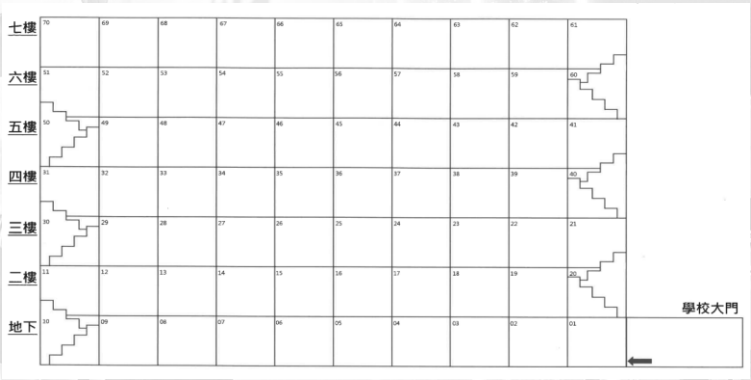
重點	略，讓學生掌握說明文結構和舉例、引用等說明方法 ➢ 通過分組協作，提升學生的溝通、協作及解難能力 ➢ 聯繫生活經驗，由體驗到實踐，培養學生堅毅不放棄和積極的人生態度	製作）課程，將「精進心」植入每位學生的心田，培養學生成為有正知、正見的「三好」學生（存好心、說好話、做好事），協助他們勇闖精彩人生路	學生認識佛教正見（正確的見解、正確的觀念）的概念，啟發學生善用專長，結合創意，把佛陀的教化實踐在日常生活當中

以下聚焦於中國語文科的學與教設計，說明中國語文科在是次跨科協作中的角色，以及如何在語文學習中有機融入價值觀教育，通過「認知、情感、實踐」策略建立學生正確的價值觀，並培養各種共通能力（見圖三）。



圖三：「正見人生」說明文單元設計理念

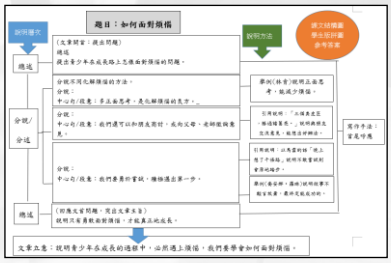
教學實踐

流程	學與教活動	設計理念
中文閱讀課	閱讀講讀文章《如何面對煩惱》、《珍惜生命》： • 以歌曲《紅日》引入講讀文章 • 引起話題，鼓勵學生分享生活上的煩惱和應對方法 • 教師善用魚骨圖（見圖四）、課文結構圖引領學生分析說明文的結構和說明方法  **圖四：魚骨圖** • 分層提問：例如先簡單提問學生段意，然後引導他們分析不同說明方法的效果，進而思考面對逆境的正確態度，最後探究篇章主旨，理解文中的品德情意	• 以多元學材例如視訊短片、流行曲等，引起學習動機 • 善用圖表教學，加強對文本整體認知 • 學習不同的解難方法，建立正面的人生態度
生命教育課：桌遊工作坊	導師講解桌遊製作的理念和技巧，學生分組製作桌遊： • 以「個人成長」為主題，小組自行擬定桌遊題目 • 導師派發桌遊圖板（見圖五）及卡牌參考內容（見圖六）  **圖五：桌遊圖板** • 分組討論、協商，然後共同設計小組桌遊 • 學生連繫文本知識和日常生活經歷，設計桌遊的「棋盤任務」、「機會卡」和「命運卡」	• 融合「蛇仔棋」及「大富翁」的棋盤設計，激發創意思維 • 分組協作，培養溝通、解決問題的能力 • 在製作桌遊的過程中，應用所學，學習堅毅積極地解決困難，面對挑戰

棋盤任務	機會卡	命運卡
與朋友共同面對困難，前進 1 格	「三個臭皮匠，勝過諸葛亮」意思是什麼？答對可獲 2 ♡	與好友患難見真情，獲 1 ♡
當朋友遇上困難時，樂意協助，前進 1 格	說出一種朋友相處之道，獲 1♡	尊重朋友，接納不同的意見，獲 2 ♡
逃避煩惱，不肯與人傾訴，罰停 1 次	向朋友說出鼓勵的說話，獲 1♡	對父母心存感激，獲 2♡
向老師請教學習上的疑問，前進 2 格	舉出面對煩惱時應有的正面態度，獲♡3	指出一種有效抒緩情緒方法，♡獲 3

圖六：卡牌參考內容（舉隅）

- 鼓勵學生在玩桌遊，或者遇上挑戰時應用文本中的解難方法

中文課 重溫 鞏固： 說明文 教學	利用課文《如何面對煩惱》的概念圖重溫說明文學習重點： • 以不同層次的提問協助學生掌握不同的說明方法 • 學生分組競賽，以拼圖形式重組說明文結構（見圖七、圖八）  **圖七：分組進行課文結構拼圖比賽**  **圖八：說明文結構圖**	• 以問促思，溫故知新 • 以思維概念圖協助學生重溫課文內容，鞏固對文章的整體認知 • 以異質分組，照顧學生多樣性
公開課： 嘉賓學生 桌遊 互動	由課文內容重點過渡到「人生遇上的困難」： 教師指出「人生如『戲』」，人生有時候猶如在玩桌遊競賽，會嘗到成敗得失。就讓學生體驗自己精心製作的桌上遊戲，並邀請觀課嘉賓參與其中 • 「遊戲人生」時間：分組準備桌遊製成品，並邀請觀課嘉賓試玩「自家製」桌遊（見圖九） • 在遊戲開始前，學生先運用不同的說明手法向嘉賓介紹桌遊設計和遊戲規則 • 在與嘉賓玩遊戲的過程中，小組成員學習如何待人接物，以及如何以積極態度面對比賽的勝負 • 觀課嘉賓與學生一起試玩後，對桌遊設計作出回饋  **圖九：學生與觀課嘉賓試玩桌遊**	• 遊戲式學習，提趣促學 • 多方參與，互動交流，加強溝通與表達能力 • 學以致用，在生活中應用說明手法 • 學生分組試玩桌遊，實踐協作解難 • 讓學生從遊戲競賽中體驗成敗得失，培養正向思維 • 以多元評估回饋學與教

播放預錄短片：桌遊製作回憶錄	播放「桌遊製作回憶錄」，師生回顧整個製作過程： • 教師訪問學生：「在製作桌遊的過程中，有什麼得著？」（見圖十） • 重溫學習重點：「你會應用課文《如何面對煩惱》中所提供的方法解決問題嗎？」，著學生反思在製作桌遊過程中的得著 • 受訪學生說明在過程中經歷的「意外」，同時指出如何與小組成員合力克服困難，明白到「不怕失敗，迎難而上」的道理（見圖十一）   **圖十、十一：師生訪談，反思製作桌遊過程中的得著**	• 藉親身製作桌遊的經歷引發對生活的反思 • 以問促思，互勵互勉 • 能力遷移，學以致用 • 深化所學，加強價值觀教育
總結：交代延伸課業	總結「除煩減壓，我能行」（見圖十二、十三）： • 除課文提供的解難方法外，鼓勵學生多思考，和同儕商討其他應對困難的方法 • 課後自讀：派發延伸閱讀篇章《團結就是力量》、《失敗的啟示》 • 教師提供《我的忘憂空靈鼓》參考短文示例，請學生寫作一段文字分享自己「除煩減壓」的方法 • 師生總結人生路上少不免遇上困難，鼓勵大家要堅毅勇敢地面對   **圖十二、十三：課堂總結，互勵互勉**	• 檢視習得，自我反思 • 延伸閱讀，鞏固學習，培養正確的價值觀和積極的人生態度

學生學習成果

1. 變化傳統模式，提升學習動機和興趣

學校教師團隊革新教學範式，引入遊戲式學習，與生命教育組合作，重新設計了「正見人生」單元的學習活動——小組桌遊創作，彌補傳統紙筆評估模式的不足，從學生的桌遊製成品（見圖十四）和個人反思可見單元的設計不但激發學生的創意，更加強了他們的學習動機和興趣。

<table>
<tr>
<td> 
圖十四：小組桌遊製成品（舉隅）</td>
<td>我在桌遊課上，從零開始認識桌遊，也明白到其實桌遊並不是想像中的容易，我們要選背景、寫問題、畫畫……但在分享成果的那天，感到前所未有的滿足感，我覺得這個課程不僅能學到知識，也能增加我對中文的興趣，與傳統的教育方式相比，我更喜歡這個新奇的課程。

鍾穎善同學</td>
</tr>
</table>

2. 活用不同說明手法，發展多元共通能力

五年級學生先從讀文篇章中學習舉例、引用等不同的說明方法，然後應用到日常生活中，藉著在教師觀課環節中邀請嘉賓試玩桌遊的契機，活用所學，向嘉賓講解遊戲的規則和玩法。從以下數則感受，可見學生在「桌遊試玩」的環節中積極與觀課嘉賓進行互動，引領他們投入遊戲比賽，增強了溝通、協作和解難的能力。

<table>
<tr>
<td>桌遊課後，我學到的知識不單單只有如何製作桌遊，更有語文知識和日常溝通技巧。我們之後到禮堂分享成果，讓嘉賓試玩。從桌遊中，我明白了在困難時如何解決，令我獲益良多。

高凱涵同學</td>
<td>學生用心設計遊戲，並透過遊戲展現所學。遊戲過程中表現熱情雀躍，足見孩子十分有自信，也很喜歡學習，樂意交流。好！

觀課教師</td>
</tr>
</table>

3. 學會迎難而上，樂觀面對成敗得失

五年級學生不僅學習如何面對生活中的煩惱，更親手製作桌遊棋盤，自訂遊戲主題、規則等，從體驗到實踐。在團隊製作桌遊的過程中雖然遇上不少挫折，但從以下數則的反思中，可見學生學會以正面的態度克服困難，堅持完成挑戰。

桌遊課是完美的**體現了「寓教於樂」的教育理念。**我們第一天開始了解各種桌遊的遊戲規則，然後嘗試分組。第二天，我們確定了遊戲玩法，開始製作棋盤。第三天，我們製作完成了，但卻發生了意外，不得不重做。**雖然製作棋盤的過程很辛苦，但我們都樂在其中。** 楊陳魯粵同學	經過這次的桌遊課，我體會到原來做桌遊也不容易，從聽課、完成棋盤的雛型到完成整個桌遊，已經過了差不多一個月，**過程中雖然很辛苦，不過得到了好的經驗，我還在過程中更加認識我的隊友。** 方梓瑩同學

教師經驗反思

通過協作，由課程規劃到開發教材，過程中改變了教師的教學範式，並提升課程領導素質。

提升課程領導能力，推動價值觀教育

非常感恩有機會參與教育局語文教學支援組：2022-2023 學年「校本支援計劃（課程領導專業發展計劃）」。在參與計劃的過程中，我和科主任先共同設計課堂，然後邀請科任觀課，再進行評課交流，促進教師的專業發展。

此外，學生能夠秉持「式宏家」「我能行」的信念來完成棋盤創作。當學生遇到不同的困難時，他們都堅持不懈地設法解決難題。例如開課在即，一位女同學不小心跌倒，棋盤掉進了溝渠，正當她焦急萬分時，學生們沒有互相責備，反而互相鼓勵，大家齊心協力重新製作棋盤。這讓老師感動萬分！可見，**這個課程能夠培養學生的「正見」思維、解難能力及恆毅力。**

五年級級統籌 方惠星老師

建立願景，教學以生為本

雖然已經做過很多次的公開課，但是今次對我來說是別具意義的。一直以來，中文課給人的印象都是比較呆板的，課堂活動即使再多元化，總是離不開文本；我倒希望自己的課堂予人「就是不一樣」的感覺。

文以載道，用文學作品培養、建立學生的個人價值觀是理所當然的，不過，道理再不能靠「硬輸入」；而且，我希望課堂能真真正正的做到「學生為主導」，所以才出現了今次的「桌遊中文課」。

善用資源，為學生創設多元學習經歷

今次教學設計的最大難點，在於要讓「桌遊」和「語文學習」做到「有機結合，自然聯繫」。對學生來說，引入社區資源，請桌遊導師來教大家製作桌遊自然是吸引的；可是對教師來說，亦別具意義。我是第一次把社區資源引入課堂的，有人說，這樣會令教學時間不足；為了解決這個問題，我特地和生命教育組作跨科協作以達致靈活安排課時（桌遊的主題也有不少與「成長」有關的）。

增強教學自信，持續革新

如果不鼓起勇氣踏出第一步，革新傳統的教學範式，我們永遠不會知道自己能走多遠——今次的嘗試給了我繼續前行的信心；感恩一直與我們同行的「語文教學支援組」的同工，今年度有幸參加了「課程領導專業發展計劃」，無論在教學上還是課程統整上我都獲益良多！謝謝您們！

中國語文科科主任 梁佩欣老師

總結

學校為學生提供真實的學習經歷，從認知到實踐，讓他們在生活體驗中實踐良好的生活態度和行為，才能有效推行價值觀教育。學校教師擺脫了傳統教學的藩籬，通過跨科協作大膽創新，革新學校課程，善用學時進行遊戲式學習，推動學生從「做中學」，成功將價值觀教育有機融入語文學習中，鼓勵學生迎難而上，積極堅毅地面對人生的挑戰。展望未來，學校教師團隊將繼續「以生為本」，持續革新課程和教學法，讓學生能活學活用中國語文，培育正確的價值觀和積極的態度。

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香海正覺蓮社佛教陳式宏學校

支援人員：楊光瑾女士



含英咀華　承傳中華美德

2.4 加強價值觀教育的單元設計

背景

《價值觀教育課程架構》(試行版)(2021)指出「價值觀教育是學生確立正確人生觀的重要基石」,並強調「價值觀教育應以中華文化作為主幹,貫通不同跨學科價值觀教育範疇」,而《小學教育課程指引》以「立德樹人重啟迪,創造空間育全人」(課程發展議會,2024,頁 1)為主題,期望學校在整體課程規劃中有效落實價值觀教育,並加強文學和文化的學習。九龍塘天主教華德學校明白價值觀教育對學生成長和學習的重要性,故期望學校課程能有效落實價值觀教育,以培養學生在學習和做人處事上都有正確的價值觀和積極的態度。因此,中國語文科任教師與語文教學支援組協作,以三年級為起點規劃課程,通過閱讀和有意義的學習經歷,拓寬學生的視野;並將中華文化學習連繫學生生活,在語文教學中加強價值觀教育。

年級

小三

學年

2022/23

策略

1. 從語文學習出發,培養正確的價值觀

協作教師從整體單元規劃出發,訂定小三的單元學習主題和目標,有機連繫上、下學期的單元學習。教師因應學習的主題和學生的能力,把「建議篇章」融入課程,配合單元主題加入相關的白話和文言篇章,以及多元的閱讀材料,例如古今美文、有關中華文化的金句等為單元學習材料。教師選取上、下學期「大人物小故事」和「親愛的爸媽」兩個單元,以中華文化美德切入,有機連繫兩個單元的學習,使兩個單元的價值觀學習內容互相呼應。通過篇章中的人物言行,延伸至富創意的學習活動,如改寫詩句、演繹古人故事等,引領學生連繫古今情境,進行深刻的反思,從而體味價值觀的內涵,逐步培養學生堅毅、勤勞、關愛、同理心,以至愛家國的情懷。

2. 以生為本,設計多元學習活動,提升學習興趣

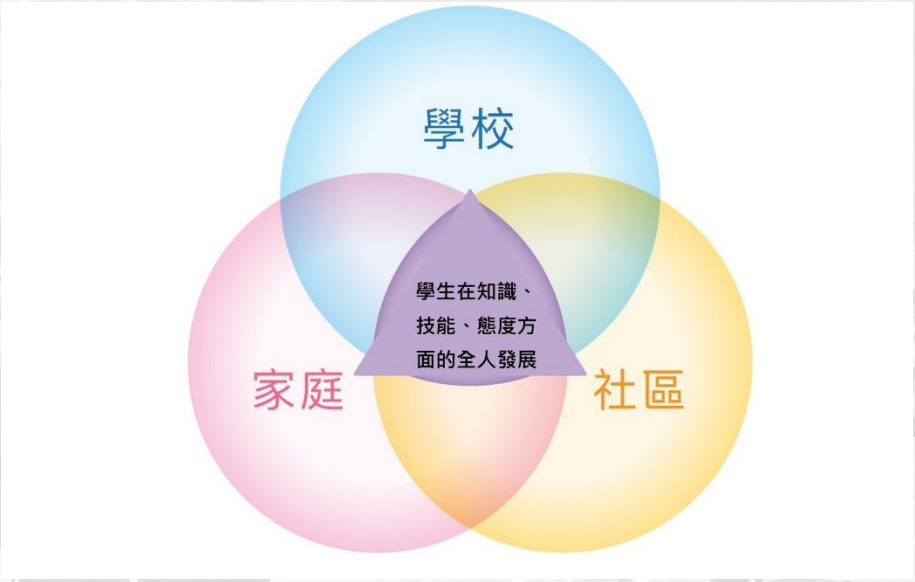
《中國語文課程指引(小一至小六)》(2023)指出「中國語文教育應以學生為主體,為他們提供全方位的語文學習環境,以豐富多采的作品為主要學習材料,讓學生獲得綜合而多元化的學習經歷。」(課程發展議會,2023,頁 2)教師延伸單元文本所學,結合現實生活,以古今對照的模式,創設全方位學習活動。在「大人物小故事」的單元學

習中，教師向學生介紹獲得「世界傑出青年」獎的香港科學家，並帶領學生走出課室，到科學園訪問名人，了解他的兒時故事、成長經歷，以至其做人處事的態度，以及家國情懷和抱負。在「親愛的爸媽」單元，教學活動設計延續上一個單元的內容，重溫現代名人與父母之間的親情，並通過戲劇活動演繹古人與母親的經歷，引導學生比對古今名人的親情，學習觀察及感受家長為子女付出的愛和關心，從而反思自己如何盡孝。

3. 善用多方資源，增強價值觀教育的成效

《家長教育課程架構（小學）》（2022）提到「優質而多樣化的家校合作模式有利兒童的全人發展，有助他們建立正面的態度和價值觀、生涯規劃的能力、思維習慣及軟技能，並可展示他們的個人強項和成就。」（教育局，2022，頁 69）可見家長對子女價值觀的培養有着重要的影響。

《家庭學校社區協作計劃》（2022）認為理想的家校合作有賴家庭、學校和社區三方的參與。而《小學教育課程指引》（2024）也提到「學校、家庭及社區的共同合作，對推動優質的小學教育及促進學生學習有著正面的影響。」（課程發展議會，2024，頁 10-2）可見價值觀教育的推行必須通過三方協作才更有效果。學校應該善用社區資源，或運用外間機構等資源，為學生提供多元而豐富的學習經歷，以拓寬學生的視野，建立正確的價值觀，發展學生的共通能力（見圖一）。教師在單元學習活動加入家長的參與，並就單元主題設計全方位活動，帶領學生訪問專業人士，又請專業人士向家長分享他們的故事，讓家長一同參與子女的學習，以培養學生正確的價值觀和積極的態度。



圖一：通過三方協作，能有效推動學生的全人發展

資料來源：綜合《家庭學校社區協作計劃》（2022）及《小學教育課程指引》（2024）

教學設計

以下將以「孝親」為主題的單元「親愛的爸媽」設計為例，加以說明（見圖二）：

學習目標：
1. 學習通過觀察事例，表達人物形象
2. 體會中華文化的美德：敬愛父母

教學策略：
1. 閱讀：找關鍵，明意

學習模式	學與教活動	設計理念
課堂學習	閱讀文章〈爸爸和我〉、〈媽媽的手〉 • 通過閱讀文章，教師提問學生文章的細節，著學生觀察文章中爸爸、媽媽所做的行為，如何反映對作者的愛。 • 通過觀察人物言行，學習人物描寫的手法，包括用言語、行為等描述以表達人物的性格。	從閱讀促進「認知」 • 從閱讀〈爸爸和我〉、〈媽媽的手〉開始，學生通過觀察家人的言行，明白父母對子女的愛，而子女也應孝順父母。 • 從「認知」層面，認識中華文化的美德。
課堂學習	閱讀建議篇章〈遊子吟〉 • 理解古詩內容，體會作者表達的思想感情： ➢ 教師帶領學生細讀詩句，想像慈母為兒子趕製衣服的情境，欣賞詩歌將抽象的母愛，具體地表現出來。 ➢ 勾勒細節：通過學習疊詞「密密」，加強語氣，讓學生感受在詩中傾注着母親給兒子的關懷和愛護之情，母愛寄託在細密的一針一線之中。 ➢ 最後兩句運用比喻寫兒女對母親的感情，以「寸草」不能報答「春暉」，比喻子女難以報答母親的恩情。學生通過此比喻，得到深刻的感受和啟示，能更理解較抽象的親情。 • 聽出和感受古詩的韻律，學生有感情、有節奏地朗讀古詩。	從閱讀經典作品，深化「認知」，誘發反思 • 學生閱讀完〈爸爸和我〉、〈媽媽的手〉後，明白父母對子女的愛；學生再學習古詩〈遊子吟〉，加深對孝道的理解。學生細讀〈遊子吟〉的細節，通過理解文本內容，聆聽和朗讀古詩，〈遊子吟〉中的比喻和情感表達，讓學生可以從更多角度去體會母親的偉大和無私的愛。這不但有助於他們建立對孝道的認識和尊重，更能激發他們對父母的感恩之心。教師逐步引導學生反思，讓他們內化品德情意，深刻體會孝親這一中華文化美德。 • 學生通過觀察，並結連古詩所表達的情感，反思自己與母親的感情。
課堂學習	觀看有關孝親的故事、短片 • 觀看短片後，教師引導學生反思： ➢ 你和父母的相處是怎樣的？	強化「認知」，引發感悟 • 觀看有關孝親的短片，閱讀相關的經典名句，讓學生明白重

	➢ 你們的關係親密嗎？ <u>閱讀有關孝親的中華經典名句</u> • 閱讀相關名句，例如王應麟的《三字經》「香九齡，能溫席。孝於親，所當執。」，鼓勵學生欣賞及秉承傳統中華文化的美德。	視家庭及道德是中國文化的重要特質。 • 通過學習感人的孝親故事觸動學生，讓學生思考與父母的相處是否親密。
課堂創作活動	<u>仿作詩句</u> • 延伸「寸草」和「春暉」的比喻，著學生創作比喻句，提問學生：「你又會用甚麼比喻媽媽？」 • 詩句改寫活動：著學生觀察家長行為後，改寫詩句： ➢ 教師先作示範（運用疊詞） ➢ 按觀察的家長行為改寫詩句，例如：「臨行密密掃，意恐地髒髒」 • 演繹創作詩句，佳作共賞。 <u>戲劇活動</u> • 引導學生比對古今名人的親情，演繹古人與母親的經歷，通過比較異同法，引導學生比較古今名人對親情的表達，從而加深對孝親的理解。	<u>內化品德情意，遷移所學</u> • 學生抒發對母愛的感受，通過仔細觀察，結合古詩所學，進行詩句改寫。 • 學生通過生活化的創作活動發揮創意，藉詩句表達對媽媽的付出和對母愛偉大的感激之情。 • 學生通過對閱讀及演繹古文內容，感受家長為子女付出的愛和關心，從而反思自己如何盡孝。
課堂創作活動	<u>寫作活動「我手寫我心」</u> • 學生觀察媽媽的行為細節，把事情以日記形式記錄下來，並抒發感受。 • 在日記中寫下如何報答媽媽，例如為媽媽做家務，或努力學習，不用媽媽操心等。	<u>引發內在「情感」，承諾付諸「實踐」</u> • 通過〈遊子吟〉的內容引發學生情感，讓學生觀察媽媽的行為，並反思如何關愛母親，體現「孝悌」的美德。
全方位學習	<u>延伸活動</u> • 學生在上學期名人訪問活動中得知科學家的家庭環境、父母教育對他的品格成長有着深遠而重要的影響。 • 延續上學期所學，教師邀請科學家和他的父親到校進行對談活動，對象為家長和學生，期望把課堂所學延展至家庭，家長通過講座明白子女在課堂所學及如何培養品德情意，如何進一步讓子女在家庭中實踐孝道。	<u>延續學習，深化價值觀</u> • 在上學期的「大人物小故事」單元，教師帶學生參觀科學園，訪問香港傑出科學家，通過訪問名人，體會堅毅不屈的精神。 • 延續上學期訪問人物學習堅毅精神，通過名人與父親的對談了解孝親的美德，並藉名人父親分享其提倡身教，認同孟子「易子而教」的說法，提醒家長要以身作則，做好身教是十分重要的。 • 學校配合單元學習重點，引入多方資源，例如家長、校外專家等，為學生創設豐富的全方位

		學習經歷。 • 在課程中引入家長教育的元素，家長在課業上的回應有助學生把承諾付諸行動。家長參與培養子女的品德情意，並讓學生在家中實踐價值觀。通過家校的合作，以增強價值觀教育的成效。



語文相關的輸入：
- 人物描寫手法
- 修辭技巧
- 古詩欣賞

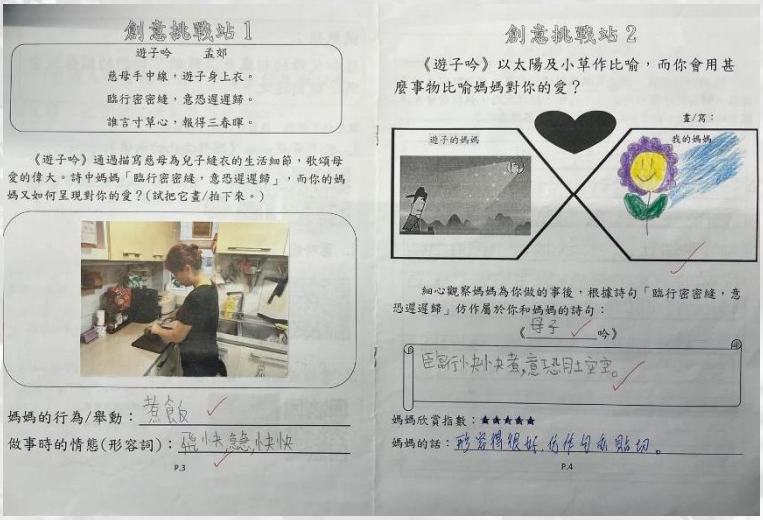
語文相關的輸出：
- 通過觀察人物言行，誘發反思
- 運用相關修辭技巧仿作詩句
- 通過欣賞古詩、名句，內化品德情意

圖二：學校中文科的課程規劃理念

學習成果

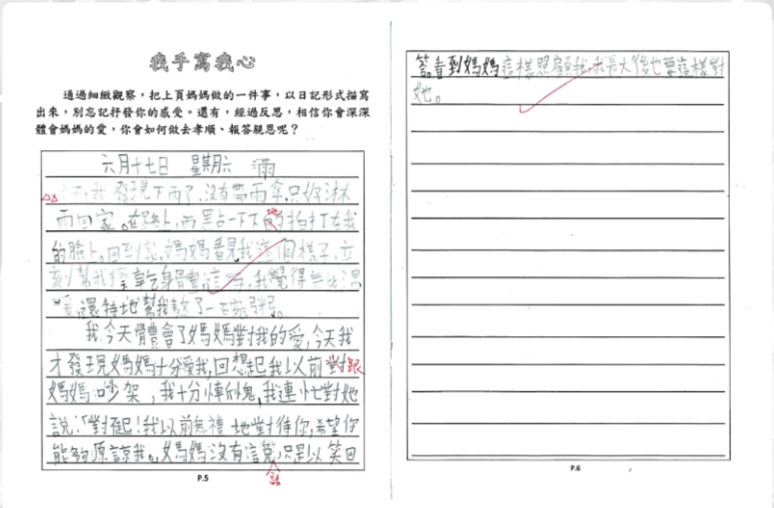
1. 通過經典作品，加強反思，培養學生關愛、孝親的價值觀

在仿作詩句的活動中，學生能仔細觀察母親的日常行為，並通過詩句創作表達對母愛的感謝。從學生課堂及課業表現，反映他們樂於觀察，積極學習，深刻反思（見圖三）。在課堂分享創作的詩句和在「我的孝親日誌」寫下的所思所感，均反映學生能反思所學，並真切體會親情的可貴，能藉詩句表達母親的付出，以及對母愛的感激之情（見圖四）。教師期望學生把孝順媽媽的美德延伸到孝順爸爸或其他家庭成員，鼓勵學生在日常生活中，觀察父母的言行，明白父母對子女的愛和關心，從而反思應該如何盡孝。



學生創作詩句：
臨行快快煮，意恐肚空空。

圖三：學生課業成果舉隅

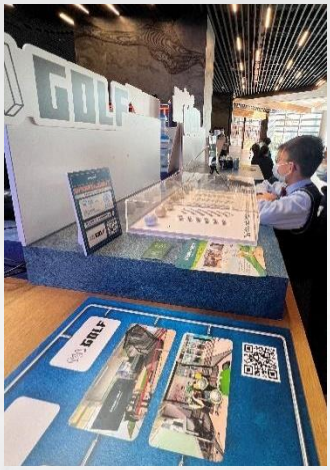
學生寫作成果	分析
原文打字稿： 六月十七日　　星期六　　雨 今天，我發現下雨了，(我)沒有帶雨傘，只好淋雨回家。在路上，雨點一下下地拍打在我的臉上。回到家，媽媽看見我這個樣子，立刻幫我擦乾身體，這時，我覺得無比温暖，(媽媽)還特地(為)我熬了一碗粥。 我今天體會(到)媽媽對我的愛，今天我才發現媽媽十分愛我，回想起我以前跟媽媽吵架，我十分慚愧，我連忙對她說：「對不起！我以前無禮地對待你，希望你能夠原諒我。」媽媽沒有說話，只是以笑回答。看到媽媽這樣照顧我，我長大後也要這樣(照顧)她。 	• 學生能仔細觀察媽媽為自己所做的事情。 • 學生能體會媽媽對自己的愛，同時反思自己的不足，並許下承諾，要實踐孝道，將來好好報答母親。 • 學生從經典作品中，學會中華文化孝親的美德，通過活動的反思引發感悟，最後應用於生活中，實踐孝道。

圖四：學生寫作成果節錄

2. 通過多方資源，學生藉豐富多元的全方位學習經歷，提升學習興趣和動機

配合單元學習重點，教師嘗試引入家長及校外的專業人士，為學生創設豐富的全方位學習經歷，通過設計問題和訪問名人的經歷，令學生積極投入，樂於搜集名人的背景資料，並用心完成相關課業（見圖五、六）。教師也延伸課堂所學，結合現實生活，以古今對照的模式，引導學生對比古今的親子之情。學生通過觀察、感悟、反思，並發揮創意，在仿作詩句的活動中表現積極，詩句表達了對媽媽舉動的仔細觀察，而在寫日記的活動中，更見學生對母愛的感激。通過活動前的準備及活動時所面對的挑戰，學生樂於學習，拓寬了視野，而語文能力和共通能力也有提升。同時，家長在課業上的回應能鼓勵學生把承諾付諸行動。在三年級中文科的課程規劃上，從閱讀經典，到實踐「孝」的過程，學生通過有趣的課堂活動、全方位學習活動和家長的參與，提升學習的興趣和動機，並能實踐正確的價值觀。





圖五、六：教師帶學生參觀科學園，訪問香港傑出科學家，拓寬學生的視野

總結

九龍塘天主教華德學校教師深明要集合多方的參與，為學生創設豐富的學習經歷，才能讓學生深刻反思、內化品德情意。而中國語文科以三年級為起點規劃課程，以中華文化為主題，扣連學生的生活，學生通過訪問名人，了解家庭教育及中華文化美德對培育品德情意的重要性。學生通過多元學習活動促進價值觀的內化，逐步培養堅毅、勤勞、關愛、同理心，以至愛家國的情懷。總括而言，教師期望優化課程的內容能加強學生對中華文化的學習，並通過全方位學習活動，提升學生學習語文的興趣及共通能力，從而培養學生正確價值觀和積極的態度，提升學生的語文素養。

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2. 教育局（2022）。《家長教育課程架構（小學）》。香港：作者。

3. 課程發展議會（2021）。《價值觀教育課程架構》（試行版）。香港：作者。

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九龍塘天主教華德學校
支援人員：馮秀貞女士

2.5 運用多元策略建構「愛的歷程」，認識中華傳統美德，促進幼小銜接

背景

《小學教育課程指引》指出「學校聚焦發展的核心素養需要配合國家立德樹人、育人為本、德育為先的教育目標，而價值觀教育也應以中華傳統文化為主軸，學校應協助學生認識及實踐傳統中華美德。」（課程發展議會，2024，頁 1-13）因此，從小培養學生正確的價值觀和態度，學習在生活中實踐傳統美德是學校的重要願景之一。亞斯理衛理小學近年推行融入基督信仰的生命教育和正向教育課程，並積極探索多元學與教策略，提升學生的學習興趣，培養學習能力和正確價值觀，加強學習效能。本學年，協作教師以一年級教學為切入點，規劃以「愛的歷程」為主題的繪本教學單元，讓學生從閱讀中「發現愛」、「感受愛」、「實踐愛」，並將「愛」推己及人和萬物。教師為學生建構「愛的歷程」，有機融入中華文化和價值觀教育元素，並因應學生的學習模式、喜好，採取多元的幼小銜接策略，讓學生在富有趣味的學習歷程中鞏固語文基礎，發展語文能力。「愛的歷程」也加深學生體驗，有助培養正確價值觀和態度，通過傳承中華傳統美德，從小培養學生國民身份認同。

年級

小一

學年

2023/24

策略

為了幫助升讀小一的學生適應小學的學習環境，教師通過研習幼稚園課程指引及幼小銜接策略的文獻，深入了解幼稚園學習的模式、學生學習特質和成長需要。教師運用多元銜接策略建構語文課程及設計學習單元。內容如下：

1. **運用趣味性的多元文本提升學習興趣，提升語文和價值觀學習的效能**
   幼稚園多以聽和說帶動語文學習，學生通過閱讀繪本和詠唱兒歌，發展認知和語文能力。有見及此，協作教師在優化單元設計時，以童趣為首要考慮，選取各類有趣和蘊含正確價值觀的學習材料，如繪本、童詩、歌曲、中華經典故事或作品等，讓學生延續閱讀興趣，積累豐富的詞彙和多樣的表達方式，以培養他們的語言能力和理解能力；同時增加對單元主題的認識和思考，逐漸內化正確價值觀和態度。此外，這些學材能激發想象，例如學生能代入繪本角色，經歷故事情節，加深對角色、內容的理解。教師更創造溫馨和富有趣味的學習氛圍，以小組形式讓學生輕鬆地分享個人的想象和感受，增加生生之間的互動交流，讓學生在愉快的語文學習氛圍中發展聽說能力，並促進對

正確的價值觀的認知。

2. 推動跨科協作，讓學生綜合學習及運用知識

幼稚園課程通過設計主題式綜合學習活動，讓幼兒從遊戲中學習，藉以發掘孩子的興趣、主動性和探索精神。課程沒有分科學習。協作教師延續幼稚園的學習模式，在一年級推動跨科協作，以激發學生的學習興趣和發展綜合運用知識的能力。教師結合語文學習範疇與其他學科內容，規劃「愛的歷程」教學主題單元學習，讓學生綜合學習和運用各科的知識，有助拓寬學生的思考維度，深化對單元主題的理解。

3. 結合體驗式學習，於中國語文學習中融入「知」、「情」、「行」策略

教師有機結合價值觀教育的「知」、「情」、「行」策略，讓學生從閱讀出發，逐步認識正確價值觀。課程和實踐連結生活情境，引發情感共鳴；再通過體驗式學習活動，讓學生在實踐中學習和反思，內化美德。這種學習模式與幼稚園階段「從做中學」的理念一脈相承，不僅強化學生對價值觀的認知，更能通過親身實踐，深化學習成效。

4. 以「善用學時」的概念規劃單元，促進家校合作

在照顧學生各項適應需要之中，以心理適應最為關鍵（許守仁，2023），學生開展小學階段的學習，需要適應新的學習環境和人際關係，在適應的過程中容易產生緊張、焦慮等情緒。因此，教師設計對應單元學習重點的親子學習任務或親子共學活動，協助家長通過與子女互動，掌握子女的學習進程。通過家校緊密合作，為學生提供適時的鼓勵和支持，可以減輕學生適應新環境的壓力；家校共同照顧學生的身心發展，有效幫助學生融入校園生活。

教師結合以上策略規劃三個學習單元，內容見下表：

單元主題和 學習目標	學習材料	單元設計理念	體驗式學習活動 / 家校合作活動舉隅
主題：《心中的一個字》 學習目標：體驗「愛的歷程」，認識謙讓、仁愛	童詩：《一個字》 繪本： 《猜猜我有多愛你》 中華經典、故事： 《孔融讓梨》、《三字經》（節錄） 宗教詩歌：《愛是》	以學校信仰與傳統美德互相參照；通過中華經典故事與聖經的教導互相印證，讓學生更全面理解「愛」的意義，並啟發學生思考如何在生活中以行動實踐傳統美德	• 記錄自己謙讓的行為，寫下當時他人和自己的感受，以肯定自己謙讓的表現 • 以行動向家人表達關愛，並請家長作暖心回應與鼓勵
<u>跨課程閱讀單元</u> 主題：《親親我的家》 學習目標： • 從多角度認識「家庭」的意涵 • 深入了解家人，與家人經歷美好的共處時光	童詩： 《我的姓氏》、 《家》 繪本： 《我們的姓氏》、 《獨一無二的百家被》 中華經典、故事：	通過校內所有學科的閱讀學材或學習活動，讓學生認識姓氏的來源，以及「百家被」的美好寓意，從而認識中國傳統家庭的傳承文化；並讓	通過跨科學習任務，與家人同享親子時光，例如： • 與家人一起設計環保樂器、做運動、共讀與主題相關的圖書，並以文

• 學習珍惜和孝道	《二十四孝》 宗教詩歌： 《我愛你，爸媽》	學生感受家庭溫暖，從而感恩家人的愛，珍惜與家人相處的時光，學習回饋家人，為家人付出	字或說話表達對家人的愛 • 分享曾被家人原諒的事情，並與家人分享感受，表達感恩之情
主題：《和平共處珍惜尊重》 學習目標:從珍惜家人，延展至珍惜天恩,學會觀察及感恩身邊的美好小事,學習仁民愛物的傳統美德	故事： 《小熊住山洞》 篇章： 《春天的圖畫》 繪本： 《謝謝身邊的美好小事》 經典名句： 「親親而仁民,仁民而愛物。」	聯繫學校「從做中學（Learning By Doing）」課程，教師安排學生到學校附近的荔枝角公園實地考察，從而讓學生認識社區，並結合中文科所學的多感官觀察法，探索及欣賞公園美麗的風景和事物	• 進行漫遊校園活動，尋找校園中的每個角落，發掘值得感恩的美好小事，學習不論大小事情也要感恩 • 實地考察荔枝角公園，然後寫作文章，向天父創造的美好表達感恩

教學設計

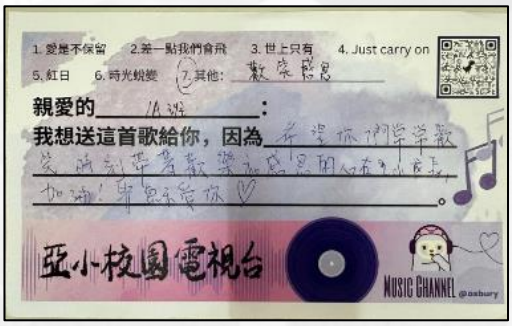
下文以《心中的一個字》單元為例，說明課程實踐策略。

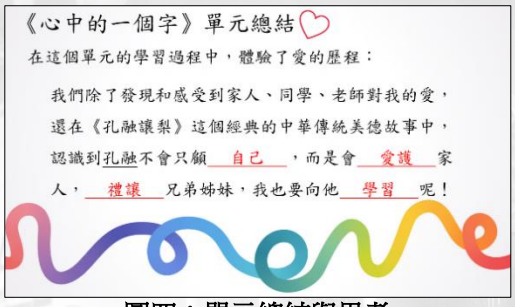
學習目標：通過單元學習，學生能夠

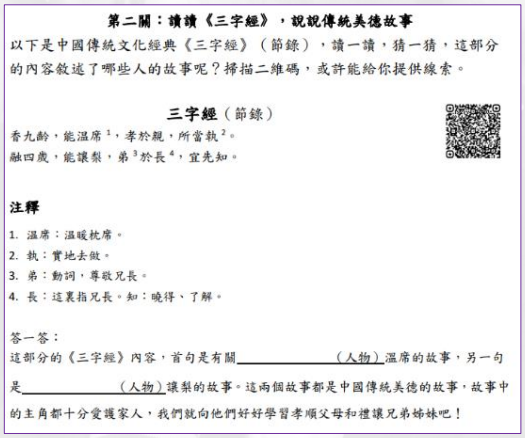
1. 鞏固語文基礎知識，包括字詞、句式等；
2. 理解文本內容，在「愛的歷程」中領略愛的意涵；以及
3. 結合學校的基督信仰，聯繫自身的生活經驗，認識和實踐仁愛、謙讓等傳統美德。

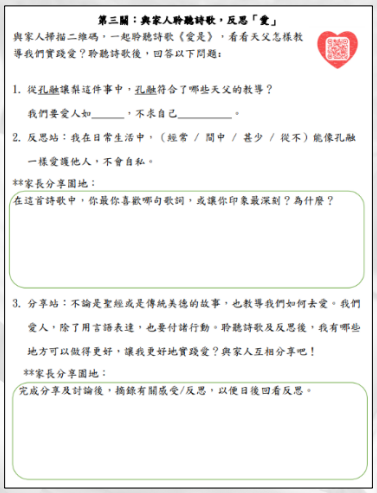
「愛的歷程」課節	學習範疇	學與教活動	設計理念
發現愛 1-3 節	閱讀、思維、說話、聆聽、品德情意	**閱讀童詩《一個字》** <u>猜謎語</u> 配合文本特色，將詩題「一個字」當成謎面，讓學生邊閱讀邊猜謎 <u>提問與討論</u> 讓學生通過字詞、內容的理解，猜出文本隱藏的意思：「愛」 <u>朗讀活動</u> • 先讓學生朗讀原文，舉隅如下： 「爸爸把它藏在我的零用錢裏， 媽媽把它放在我的飯盒中。」 • 再讓學生把「它」換成自己猜想的謎底，並投入感情朗讀：	對應價值觀教育：「認知」層面 從童詩出發，引導學生思考「愛是甚麼？」、「愛在哪裏？」,在理解文本的過程中發現「愛」原來藏在我們的日常生活裏

		「爸爸把**愛**藏在我的零用錢裏， 媽媽把**愛**放在我的飯盒中。」 • 從朗讀的過程中，讓學生深化文本的理解，領略日常生活中的愛	
延伸學習	寫作、 思維	仿寫練筆任務 • 找一找：他／她們把愛藏在哪裏？ • 想一想：你曾在家庭、學校或其他環境中發現他人對你的愛嗎？	讓學生聯繫生活，並從閱讀遷移寫作，仿照詩中的句式，表達在生活中的發現
感受愛 4-7 節	閱讀、 思維、 說話、 聆聽、 品德情意	**閱讀繪本《猜猜我有多愛你》** 引領思維提問 運用引領思維策略，從觀察封面開始，讓學生逐步結合文字和圖像，推測及修正推測內容，從而建構對文本內容的理解 朗讀和扮演 學生在閱讀文本的過程中，代入兔媽媽和小兔的角色，配以動作和語氣，運用適當的感情說出他們的對白。學生演繹繪本原句：「我愛你，像我舉得這麼高，高得不能再高。」，從演繹的過程中感受兔媽媽與小兔之間的愛 內容深究與交流 1. 學生閱讀繪本後，教師引導學生進行分組討論，深入理解文本和表達見解： 哪位（兔媽媽和小兔）愛得更深？ 2. 愛能衡量嗎？ 學生在思考與交流的過程中，感悟兩位主角的親厚感情，並明白愛不能衡量，而是要用心感受，親身意會 聯繫生活，分享感受 學生深入理解繪本內容後，教師帶領學生重溫繪本中的句式：「**我愛你，像**我舉得這麼高，高**得不能再**高。」以此聯繫學生的日常生活，讓他們依照句式進行小組活動，互相分享他們愛家人／教師的感受	對應價值觀教育：「情感」層面 繪本結合文字和圖畫，情節豐富，充滿童趣，能讓學生更容易投入角色，與主角共情。因此在「感受愛」的部分選用繪本，讓學生體會家庭無比親厚的愛，同時思考「愛」不能衡量，而是需要親身體驗和感受 以繪本中的某些句式作鷹架，幫助學生組織說話及寫作內容，學習如何表達愛
延伸學習	寫作、 思維、 說話、	仿寫及朗讀任務 承接上述的小組分享活動，學生依照句式仿寫內容，並畫上圖畫。完成仿作後，向家人或老師朗讀作品，以表達對他們	從閱讀、說話遷移至寫作活動，學生通過鷹架建構寫作能力，同時表達對

	聆聽、 品德情意	的愛（見圖一）  **圖一：學生仿寫句子表達愛意** <u>家長暖心回應</u> 家長／教師聆聽子女／學生的作品，接收他們的愛，並寫作「暖心回應」，對子女／學生的愛作正面回饋（見圖二）  **圖二：教師向學生表達滿滿的愛** <u>午間校園點播活動</u> 教師善用午膳時間的校園點播活動，為學生點播與「愛」有關的兒歌，藉著關愛和祝福的語句，讓師生共同感受和表達滿滿的愛意，凝聚校園「愛的氛圍」（見圖三）  **圖三：午間點唱活動營造校園「愛的氛圍」**	家人／教師的愛 教師把握學生的在校時間，有機結合午間點播活動，讓學生深化對「愛」的感悟，表達對學生的關愛

實踐愛 8-10 節	閱讀、 思維、 說話、 聆聽、 品德情意	**閱讀傳統美德故事《孔融讓梨》** <u>逐層提問、角色扮演和討論分享</u> 教師從文題開始，讓學生通過引導問題，學習字詞，並由淺入深地思考與理解篇章內容。思考問題舉隅如下： 1. 孔融拿起來吃的梨子是怎樣的？ 2. 為甚麼孔融只拿起最小的梨子來吃？ 3. 爸爸聽到孔融的話後有甚麼反應？ 4. 你認為孔融的兄弟姊妹會有甚麼感受？ 5. 你認為孔融有哪些優點值得我們學習？為甚麼？ <u>聯繫生活，反思應用</u> 學生通過小組分享，思考（見圖四）： 1. 身邊有像孔融一樣愛身邊的人，願意謙讓他人的人嗎？ 2. 除了分享水果之外，我們還可以做甚麼，以表達對他人的愛？  《心中的一個字》單元總結 在這個單元的學習過程中，體驗了愛的歷程： 我們除了發現和感受到家人、同學、老師對我的愛，還在《孔融讓梨》這個經典的中華傳統美德故事中，認識到孔融不會只顧 自己 ，而是會 愛護 家人， 禮讓 兄弟姊妹，我也要向他 學習 呢！ **圖四：單元總結與思考** **延伸閱讀經典名著《三字經》（節錄）** <u>閱讀文本與視訊，理解黃香的孝親行為</u> 「香九齡，能温席，孝於親，所當執。 融四歲，能讓梨，弟於長，宜先知。」 承接學生閱讀「孔融讓梨」的故事，展示《三字經》部分內容，引出黃香溫席的傳統美德故事，藉此鼓勵學生通過教育多媒體的視訊內容作延伸學習，認識這個傳統美德故事和孝道精神（見圖五）	對應價值觀教育：「實踐」層面 這部分選取了傳統美德故事，讓學生感知中國自古已有不少人物在生活中踐行美德。此外，學生通過思考與討論，明白孔融的謙讓行為是愛護兄弟的具體行動，從而認識和認同孝悌、謙讓的美德 引入經典名著《三字經》，向學生介紹作品的特色，拓寬學生的閱讀經驗。結合多媒體素材以學習傳統美德，提升學生的學習興趣

		 **第二關：讀讀《三字經》，說說傳統美德故事** 以下是中國傳統文化經典《三字經》（節錄），讀一讀，猜一猜，這部分的內容敘述了哪些人的故事呢？掃描二維碼，或許能給你提供線索。 **三字經**（節錄） 香九齡，能溫席[1]，孝於親，所當執[2]。 融四歲，能讓梨，弟[3]於長[4]，宜先知。 **注釋** 1. 溫席：溫暖枕席。 2. 執：實地去做。 3. 弟：動詞，尊敬兄長。 4. 長：這裏指兄長。知：曉得、了解。 答一答： 這部分的《三字經》內容，首句是有關_____（人物）溫席的故事，另一句是_____（人物）讓梨的故事。這兩個故事都是中國傳統美德的故事，故事中的主角都十分愛護家人，我們就向他們好好學習孝順父母和禮讓兄弟姊妹吧！ **圖五：從《三字經》（節錄）引入黃香溫席的故事**	
延伸學習	閱讀、 說話、 品德情意	拓展閱讀，豐富習得： 1. 觀看教育多媒體視訊《孝順的黃香》或閱讀故事內容，認識黃香如何關愛父親 2. 閱讀更多經典名著和美德故事 聯繫說話活動，推廣美德 1. 在電子學習平台上與他人分享傳統美德故事 2. 家人正面回應和鼓勵，增強學生口語表達的信心	通過這些學習任務，認識更多傳統美德故事，向古人學習孝順和實踐愛的方法，並聯繫說話活動，增加學生口語表達的機會，同時推廣傳統美德
	聆聽、 說話、 品德情意	**聆聽詩歌《愛是》** 認識宗教詩歌歌詞，聯繫傳統美德故事 學生通過聆聽詩歌，認識詩歌內容，進一步思考:「從孔融讓梨這件事中，孔融符合了天父的哪些教導？」由此讓學生認識「愛是不求自己益處」、「愛人如己」，把中華經典故事與聖經的教導互相印證，幫助學生全面地理解「愛」的意義和實踐愛的方法（見圖六） 結合生活，促進反思 學生深入理解實踐愛的意義和方法，思考自身的態度，並表達反思： 「我在日常生活中，（經常／間中／甚少／從不）能像孔融一樣愛護他人，不會自私。」 學生通過反思生活，學習實踐謙讓、仁愛等傳統美德 齊聽詩歌，親子共學 家長與子女一同聆聽詩歌，適時向子女講解詩歌內容。此外，家長從歌詞中也獲得啟迪，反思自身關愛子女的行為和	• 有機結合中華文化與宗教科學習內容，讓學生從基督信仰中學習如何實踐愛和傳承美德 • 通過朗朗上口的兒童詩歌，將聖經金句滲透其中，讓學生認識信仰精神、愛的真諦和實踐愛的方法 • 學生經歷「愛的歷程」，以不同素材和角度豐富對「愛」的認知，並反思

		態度，從而與子女互相鼓勵，一同改進  第三關：與家人聆聽詩歌，反思「愛」 與家人掃描二維碼，一起聆聽詩歌《愛是》，看看天父怎樣教導我們實踐愛？聆聽詩歌後，回答以下問題： 1. 從孔融讓梨這件事中，孔融符合了哪些天父的教導？ 我們要愛人如_____，不求自己_____。 2. 反思站：我在日常生活中，（經常 / 間中 / 甚少 / 從不）能像孔融一樣愛護他人，不會自私。 **家長分享園地： 在這首詩歌中，你最你喜歡哪句歌詞，或讓你印象最深刻？為什麼？ 3. 分享站：不論是聖經或是傳統美德的故事，也教導我們如何去愛。我們愛人，除了用言語表達，也要付諸行動。聆聽詩歌及反思後，我有哪些地方可以做得更好，讓我更好地實踐愛？與家人互相分享吧！ **家長分享園地： 完成分享及討論後，摘錄有關感受/反思，以便日後回看反思。 **圖六：基督信仰精神與中華文化互相印證**	• 自己實踐愛的表現 • 通過親子共學活動，家長也反思他們對愛的理解和與子女相處的態度，從中鼓勵家長向子女表達更多關心和鼓勵，有助學生適應小一生活、健康成長
總結	寫作、 說話、 品德情意	<u>寫心意卡</u> 讓學生撰寫心意卡給家人或教師，表達對他們的愛和承諾 <u>古為今用，實踐仁愛美德</u> 1. 學生在日常生活中實踐禮讓行為，並記下事情和感受，肯定自己的良好表現。家人參與回饋，鼓勵子女承傳美德 2. 學生在課後向家人實踐關愛，並通過拍攝影片，記錄關愛家人的具體行為，於電子學習平台上互相分享（見圖七）  **圖七：家長拍攝學生做家務的過程，上載電子學習平台**	在整個「愛的歷程」中，學生通過日常觀察、發現與感受身邊的人對他們的愛，並從傳統經典故事，以及基督信仰中學習實踐愛的方法。最後，學生在日常生活中向家人實踐，承傳孝親、謙讓各種美德

學習成果

1. 提升學習興趣，順利適應小一語文學習生活

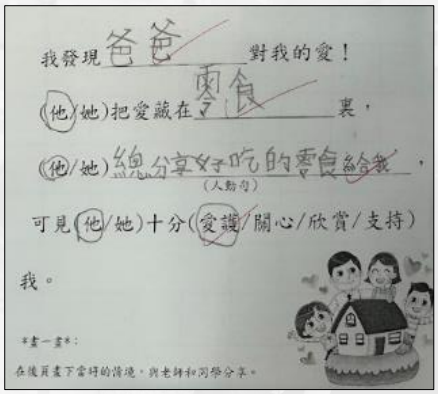
教師優化小一語文課程，融入幼小銜接策略，開發童詩、繪本、歌曲、經典故事等多元學材，並結合跨學科元素，拓寬學生的知識層面和思考角度，同時創設富趣味性的學習任務，以體驗式學習活動使語文課程「活起來」（見圖八）。學生不但在課堂中享受學習的樂趣，更主動投入課後的語文學習任務，顯示學生能夠順利適應小一的語文學習生活。此外，教師通過親子共學任務，引導家長掌握子女的學習進程，並與子女共同學習、反思；此舉有助提升學生適應小學生活的信心，幫助他們愉快成長。

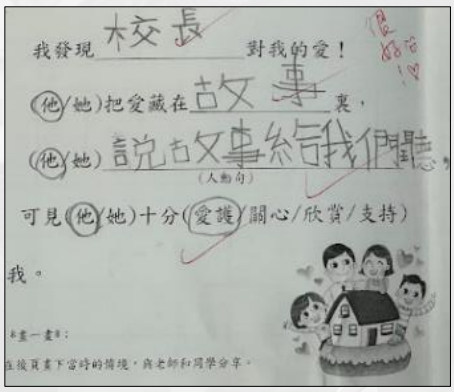


圖八：學生愉快地學習，扮演兔媽媽

2. 加強語文表達能力，鞏固語文基礎

教師延續幼稚園階段的學習特點，設計多元的小組交流和協作活動，發展學生的聽說能力。學生在學習的過程中，能自信地參與課堂討論和交流，這不僅提升了他們的語言表達能力，還促進了同儕之間的互動和合作。此外，教師引導學生理解文本內容，並通過討論、交流，探討文本的主題；又鼓勵學生表達對角色的感受，深化對主題的理解。教師亦緊密結合讀寫學習，讓學生聯繫生活經驗，仿寫文本內容的重點句，表達對身邊的人或事物的謝意，逐步建構寫作能力（見圖九至十一）。





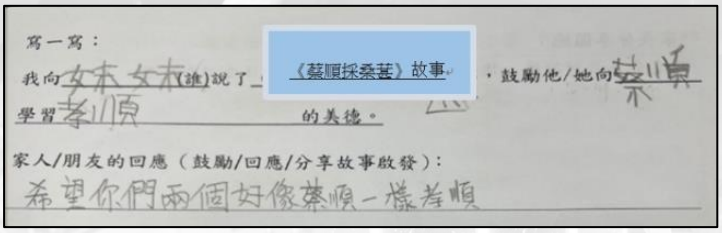
圖九、十：學生聯繫生活經驗，仿寫句子表達對生活的發現



圖十一：學生被繪本觸發感受，仿寫句子向媽媽傳達愛意

3. 促進認識、欣賞和認同中華傳統美德，反思個人的行為和態度

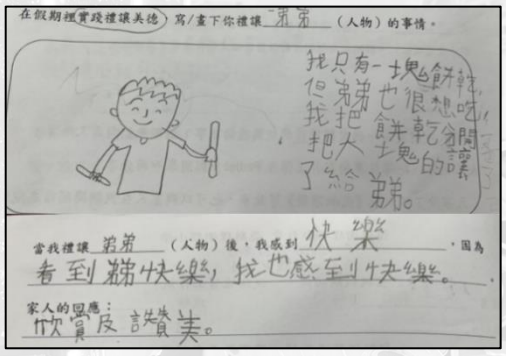
「孝道」、「仁民愛物」等中華傳統美德，對小一學生而言，或許是抽象、艱深，然而通過教師有系統地規劃課程和設計學與教，學生能逐步認識、欣賞和認同傳統美德。教師整合跨科資源，以中華傳統經典故事，闡述友愛、謙讓的美德；同時結合宗教科的學習材料，呼應中華傳統美德，引導學生從多角度探討「愛」。教師為學生建構「愛的歷程」，使學生發現和感受生活中滿滿的愛；學習反思自身對待身邊人的態度，在日常生活中以行動實踐正確價值觀和態度（見圖十二至十四）。



圖十二：學生向家人分享美德故事，表達對孝道精神的認同



圖十三：學生撰寫心意卡，感謝爸爸每天送她上學



圖十四：學生以謙讓行為實踐孝悌精神

總結

培養學生正確價值觀和態度，讓他們認識和欣賞中華文化，逐步提升國民身份認同，這些都不能一蹴而就；同樣地，年幼的學生剛從幼稚園畢業，便要到既陌生又寬廣的校園學習，應付學習的挑戰，對他們來說一切皆不容易。亞斯理衞理小學一直關注學生身心靈的發展，教師了解學生在銜接不同學習階段的適應需要，在優化課程和設計單元時，參考幼稚園的學習模式，以多元文本和不同的學習活動，延續學生的好奇心和學習興趣，讓他們逐步適

應小學的語文學習模式。教師以「愛」作為設計一年級語文學習單元的主線，讓學生體驗「愛的歷程」，感受教師和家人滿滿的愛與關懷，這份愛和支持，讓一年級學生加強了適應小學生活的信心。除此之外，教師在「愛的歷程」中，自然聯繫中華傳統美德學材，讓學生感受傳統習俗和文化背後傳遞的「愛意」，潛移默化，讓欣賞中華文化的種子植根心中；通過體驗式學習任務，學生在生活中實踐美德，日漸內化為正確的價值觀和態度，讓中華傳統美德薪火相傳。

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亞斯理衛理小學
支援人員：羅艾雯女士

2.6 通過語文學習，培育美德，成為良好的國民及世界公民

背景

隨著全球發展，企業為了追求利潤而破壞環境，導致生態失衡和氣候變遷，進而影響糧食供應。人類福祉與環境保護息息相關，因此國家於 2020 年制定《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》)，包括生態安全、糧食安全等重點領域，以保障人民的利益和安全福祉。2021 年 COP26 氣候峰會強調永續發展的迫切性，全球正面臨各種挑戰。因此，學校需要為學生提供更廣闊的知識基礎，培養他們的學習能力及生活技能，並建立正確的價值觀，使他們具備能力和信心去應對和解決各種問題。經濟合作與發展組織（OECD）頒佈的「2030 學習羅盤」，強調學生需承擔責任，具備公民素養，持守正面的價值觀，以實現個人和社會的福祉。香港課程發展議會在 2024 年編訂的《小學教育課程指引》也指出，學校須加強價值觀教育（涵蓋國民教育〔包括愛國主義教育、國家安全教育〕及生命教育），從小培養學生的品德才能，使其成為對社會和國家負責任的公民。由此可見，培育學生的公民責任是全球、國家及香港教育局共同的目標。

聖公會主風小學一向重視學生的品德培育，通過學習促進他們全人發展。在語文教學支援組與學校協作期間，支援人員引領中文科教師與常識科、音樂科和 STEAM 小組進行跨學科協作，讓學生在語文學習中面向世界，拓寬知識面，培養學習能力和正確的價值觀，成為負責任、有公德心且懂得尊重他人的公民。

年級

小五

學年

2023/24

策略

1. 通過跨科組協作，並善用資源和學時，增加認知，豐富學習經歷

通過整合不同學科的內容，有助突破知識領域的界限，拓寬學生的知識面和視野，深化其對學習主題和內容的理解。教師運用不同的學與教資源，讓學生在課堂內外連繫生活學習，提供機會讓他們運用所學的知識和技能，促進學習成效。語文教師運用古詩、繪本等學材，讓學生知道我國以農立國的歷史，明白米糧對國民的重要性；學習農夫為人民辛勞付出的優良文化，培養感恩之心；認識雜交水稻育種專家窮一生的精力，讓國民吃飽、以至令世界逐步遠離饑餓的事跡，讓學生以才德兼備的偉人為學習榜樣。常識教師運用有關饑餓的視頻資源，讓學生了解缺糧對人類的威脅，從而引發

反思，培養同理心。STEAM 小組運用社區資源，如考察農莊和體驗會屬中學的科教發展，讓學生了解科學家如何以科技協助耕種，增加他們對國家農業科技發展的認識。通過跨科組協作，有助提升學生的語文和共通能力，並培養他們對我國傳統文化的理解和尊重，體現人文精神，提升語文素養。

2. 通過體驗式學習，加強自我覺省，培養正確的價值觀和社會責任

價值觀教育強調知行合一。宋代朱熹曾說：「知之愈明，則行之愈篤；行之愈篤，則知之益明。」當我們對事物有清晰的認識時，行動就會更加堅定；行動踏實堅定，又能深化我們對事物的理解。「知」與「行」相輔相成，互為因果，學習自然會隨之而生。學生在課堂上學習正確的價值觀和態度，隨後走出課室，通過實踐活動，例如實地考察農莊、體驗耕種，深刻體會古詩中農夫的辛勞，進一步理解文本內容及作者感情，如欣賞農夫的堅毅、明白農作物的可貴，從而引發感悟，警惕自己珍惜食物，從而培養及逐步內化公民責任感。

3. 將學習從個人層面推展至世界，通過家校合作踐行所學

要全面發展學生，教師須營造有意義的學習環境，拓寬學生視野，使他們明白除了要考慮個人需求外，還要為他人、社會、國家乃至全球著想。尊重他人、仁民愛物的培養，能使學生具備良好德行，增強他們面對挑戰的信心，提高判斷和反應的能力，從而能履行國民及世界公民責任。古希臘哲學家亞里斯多德（Aristole）認為，真正的美德在於行動並親身實踐。通過家校合作，教師鼓勵學生與家人利用飯餐的剩食，共同設計食譜以踐行惜食，以行動維護糧食安全。家長積極參與學習活動，提供支持和鼓勵，有助學生將所學的價值觀付諸行動，做他們認為是正確的事（Lickona, 1991）。

教學設計

1. 主題：珍惜食物
2. 目的：培養學生的公民責任，建立健康的生活習慣，實現糧食安全

設計構思

學習維度	學習目標	回應課程更新重點／語文發展方向
知識與能力	• 運用多元學習材料，通過內容理解，認識我國偉人的事跡和中華文化，學習寫人和說明手法，積累語文基礎知識 • 感受作者的感情，培養分析、鑑賞和表達等能力	• 開放學習材料，重視經典閱讀 • 提升語文素養 • 善用學時創造空間，促進身心均衡發展 • 通過全方位學習經歷，促進全人發展 • 加強價值觀教育（涵蓋國民教育
過程與方法	• 以閱讀帶動思維、文化及品德情意等範疇的學習 • 通過自讀，拓寬知識面，培養自學能力和習慣 • 通過提問、小組討論，促進互動，激活思維 • 通過發現式學習，從體驗中獲得知識和感悟，引發反思，加強自我省覺	

價值觀和態度	• 從偉人的貢獻認識國家的農業發展，培養仁愛、惜物的情懷，以及滋養民族自豪感 • 培養健康生活態度，在生活中實踐公民責任，維護糧食安全，為自己、國家和世界帶來幸福	[包括愛國主義教育、國家安全教育] 及生命教育）

教學流程

學習階段	目的	學習內容	設計理念
認知	• 跨科協作，重溫健康飲食原則	• 常識科重溫食物金字塔，強調人應多食五穀類並飲食均衡，才有健康體魄	• 建構知識，令學習融會貫通
反思與應用	• 重溫〈憫農〉，明白米糧得來不易	• 預習古詩，運用解碼五部曲釋詞，重溫內容；運用朗讀和多層次提問，深化對內容的理解 • 對比閱讀〈守株待兔〉和〈憫農〉兩篇作品，通過小組討論，比較及評價作品中兩位農夫的行為，進一步明白堅毅和負責任的重要性 • 播放有關耕種的視頻，引領學生思考農夫值得學習和欣賞的地方，並反思個人在生活中可有浪費米糧的行為；又學生正值發育時期，需提示「食足有營」的重要性，使能均衡發展 • 為〈一粒米〉填上新詞並錄音上載電子平台，表達對惜食的感受 • 總結：欣賞農夫的勤努，鼓勵「惜食營食」，養成健康的飲食習慣，明白維護糧食安全人人有責	• 運用教師和同儕的互動，促進認知發展，並逐步內化成價值觀，理解和認同社會的道德標準 • 培養慎思明辨的能力，建立正向品格 • 認識個人行為對他人的影響，明白每個人都有公民責任，並學習堅毅和尊重 • 跨學科協作，提供綜合應用知識和技能的機會 • 讀寫結合，引發反思和感悟
實踐體驗	• 全方位學習，豐富學習經驗	• 前往內地農莊考察，參與農耕體驗活動，體會詩人的情懷；認識國家科研種植的發展情況，鋪墊後續學習	• 深化學習，增強情感共鳴，並建立民族自豪感

認知 發現 與 反思 應用 與 深化	• 精讀〈雜交水稻之父——袁隆平〉，認識偉人事跡並向他學習，滋養民族自豪感	• 運用多層次提問，理解文章內容和學習說明手法；綜合人物行為，分析其個性特點，學習人物高尚的品德——從小立志以農業科學為職業，解決國民的糧食問題的志向，並歸納主旨 • 分組討論米糧對人的重要性，並根據從農莊考察的發現和個人識見，思考改善大米的產量和減輕農耕辛勞的方法 • 與家人以剩食設計食譜，踐行「惜食」 • 總結：養成健康飲食習慣，維護糧食安全 • 寫作「我要做 XX（職業）」，應用課堂所學的知識和作法，表達個人想法 • 延伸閱讀繪本《豐收的糧食》	• 通過互動深化理解，培養閱讀和思維能力 • 從偉人的言行中學習堅毅和承擔精神 • 培養健康生活習慣，逐步內化尊重和珍惜食物的價值觀 • 增加閱讀輸入，深化對主題的理解
認知 與 反思 實踐 體驗	• 跨學科及家校協作，引發反思與感悟	• 觀看有關發展中國家缺糧的視頻，明白地球資源匱乏，不應浪費，響應「世界糧食日」 • 與常識科合辦「光盤行動」，量度學生午膳的剩食（見圖一），讓他們知道自己浪費食物的情況 • 活動後，與家長一起記錄之後一周的晚餐是否做到「食足有營」  **圖一：收集學生的剩食**	• 引發反思，使學生明白個人對他人和社會的影響，因而提高為人設想的意識，形成同理心，內化成價值觀 • 在生活中實踐所學，因認同惜食而產生實踐的意志，知行合一，並提高維護糧食安全意識

認知與體驗	• 全方位學習，豐富學習經驗	• 與 STEAM 小組合作，讓學生參觀會屬中學，聆聽中學生介紹國家運用無人機灌溉，促進農業發展的概況 • 體驗科技的奧妙（見圖二） 	• 明白科技為人類帶來方便和進步，拓寬學生視野

圖二：學生嘗試控制無人機

學習成果

1. 通過跨學科協作，應用所學，培養人文精神

學生透過閱讀文章和觀看視頻，認識糧食的珍貴。在考察過程中，他們了解到科學家們積極進行科研，以穩定糧食供應。不少學生因反思個人的飲食習慣而產生感悟，明白我國傳統文化中「惜食」的意義，學會關心他人的福祉，領略到人文情懷。當老師建議學生與家人利用剩食製作飯餐時，學生沒有抗拒，也沒有因食材的種類和份量而放棄；相反，他們發揮創意，有的加入簡單的配料如雞蛋、紫菜或蕃茄，有的則以炒、焗等不同的烹調方法，將剩飯變成炒飯、飯團或焗飯（見圖三、四），成功完成任務，在生活中踐行不浪費的行為。根據家長的口頭回饋，指學生在活動後對食用剩食的意願明顯提高。學生能運用從不同學科學得的知識，逐步建立「零浪費」的行為意識，履行負責任的公民行為。




圖三、四：學生利用剩食再造飯餐

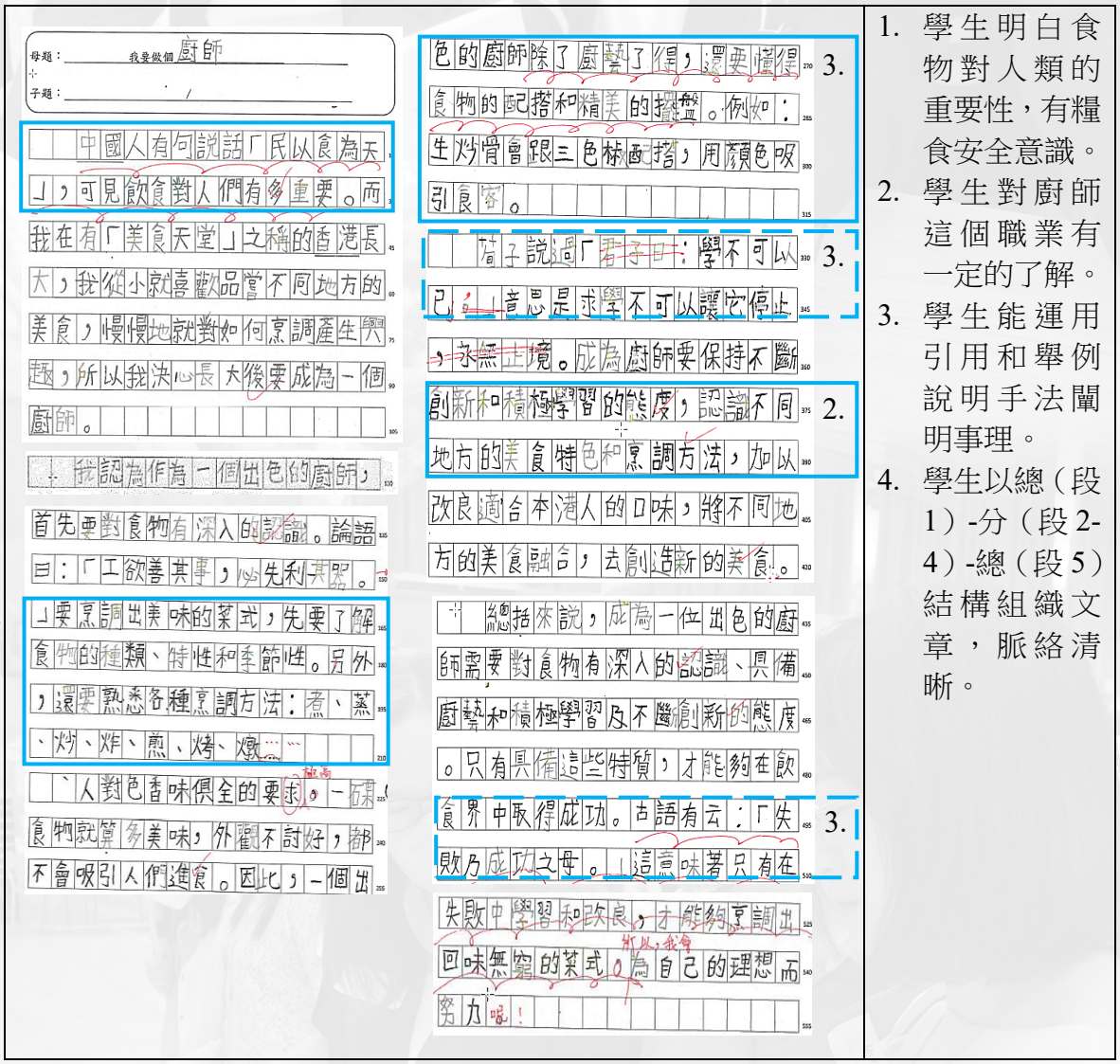
2. 培養學習能力和溝通技巧，提升語文素養

在學習過程中，學生除了個人學習外，還在課堂上與同儕進行小組討論，並在家中與家人協作學習。在導讀〈憫農〉時，學生通過比較及評價〈守株待兔〉和〈憫農〉中的農夫，分析他們的行為以理解人物個性，再依據普世價值和個人看法，評價人物的行為是否符合道德標準，從而分析和詮釋作品中的情節、人物性格，培養道德思考和判

斷能力，提升對文學的理解和欣賞能力。在精讀〈雜交水稻之父——袁隆平〉時，學生討論改善大米的產量和減輕農耕辛勞的方法，期間他們除了能清晰地表達自己的想法，還學會細心聆聽別人的意見，理解和尊重不同的觀點，提升學習成效。

3. 提升組織和表達能力，訂定目標和抱負

教師通過「我要做個 XX（職業）」的寫作練習（見圖五），鼓勵學生向偉人學習，促進對自我的認識，並根據個人的興趣和能力訂定目標，確立志向。有學生以邏輯順序說明想當廚師的原因及所需條件，運用說明方法令內容更加清晰，闡述成為出色廚師的因素，使讀者更理解他想傳達的信息。通過學習，學生在語言運用和文字表達上都有更好的掌握，提升了其組織和表達能力。



1. 學生明白食物對人類的重要性，有糧食安全意識。
2. 學生對廚師這個職業有一定的了解。
3. 學生能運用引用和舉例說明手法闡明事理。
4. 學生以總（段1）-分（段2-4）-總（段5）結構組織文章，脈絡清晰。

圖五：學生作品

4. 培養仁民惜物的美德，建立健康的生活習慣

學生通過農耕活動的實踐體驗（見圖六），體會到農夫經過勞苦才有成果。他們在烈日當空下翻土、插秧、澆水，切身感受農夫的辛勞。雖然活動時間不長，但學生深刻理解到「汗滴禾下土」的意義，認識到「一粒米，千滴汗，粒粒糧食汗水換」的道理，真正懂得農作物「粒粒皆辛苦」的可貴。活動後，學生表示以後到餐廳吃飯會因應食量點餐。隨行教師也注意到學生碗碟中的剩食明顯減少。正所謂「勞則思，思則善心生」，學生因勞累而引發反思，明白惜物是對自然、社會的感恩與尊重，是每個人的責任，他們認識到要多為人設想，並理解「個人一小步，達到世界一大步」的意義，應維持世界永續的資源應用，以養成仁民惜物的美德。活動過後，學生為歌曲〈一粒米〉配上新詞（見圖七），藉此表達他們的反思和感悟，如減少浪費，將剩食打包；要食得有「營」——多菜少肉保持健康飲食，並且每天吃蔬菜；有學生提到「惜食者長足」，顯示他們明白珍惜食物和培養健康生活習慣的重要性。此外，學生以剩食「動手做」飯食用，學習生活技能的同時，也明白從生活小事做起，也可以創造美好生活，體會簡約生活原來很簡單的道理。由於家長從旁協助，學生自然地將惜食訊息帶回家，以行動推廣美德，與家人一起維護糧食安全。他們通過語文課學會尊重農夫和農產，從個人的飲食習慣推展至關懷社會，關注人類及環境的可持續發展，提升公民意識。



圖六：學生體驗耕種



圖七：新詞為學生的個人感悟

5. 拓寬視野，滋養民族自豪感

通過文本的學習，學生認識我國偉人袁隆平先生的貢獻，明白如何以科技和堅毅精神改善大米的量產，以個人的勞力成就國民美好的生活，並使其他地方的人民飽足。經過考察農莊和到友校聆聽分享，學生親身了解水耕種植（見圖八）、滴灌技術和運用航拍機播種、施肥等科技如何減輕耕種的辛勞，加深學生對國家在科技創新和發展方面的了解，農業現代化如何提升人民的生活素質，促進國家經濟發展。學生對於國家的認同感和自豪感因此增強，並且明白每個人都應履行公民責任，進一步提升人文素養。



圖八：水耕

反思

運用多元學材，結合跨學科協作和全方位學習，對學校的課程發展及教學質量均有裨益。成功的關鍵因素主要有兩點：

1. 協作共贏，提升效益

要有效推動跨科組協作，應採用全校參與模式，確保各持分者有「育人為核心」的教育理念並各司其職。學校管理層需全力支持計劃，創造機會並鼓勵不同科組的教師合作設計多元化課程，除了本科知識外，還涵蓋品德教育、社會責任及環境意識等，使學生能夠綜合運用所學知識和技能，實踐學習，以幫助他們建立正確的價值觀。此外，建立開放的溝通平台也很重要，這樣可以促進教師之間的專業交流，加強合作，提升專業能量。這些條件有助學生通過語文學習，培養慎思明辨的能力和創造力，融會貫通各科的學習內容，提升學習的能力和興趣，及培育美德與人文精神。

2. 真實學習經歷，拓寬學生視野，提升學習意義

教師以珍惜食物為主題設計學習內容，讓學生透過閱讀不同材料，了解世界糧食不足問題，並欣賞人物貢獻，進行自省，培養堅毅與尊重的價值觀。透過真實的學習經歷，學生在與他人的互動中成長，並在專家講解下了解科技如何改善生活，從而拓寬視野。在實踐中，學生從耕作和重用剩食的經驗中，明白惜食和「多菜少肉」的生活習慣有助於環保，還能維護糧食安全，明白個人也能貢獻社會，理解自己的公民責任，促進其對知識的深入理解與應用，堅定他們為創造可持續發展的世界而努力的決心。

總結

教育的核心在於「立德樹人」。在當前世界正面臨各種威脅的情況下，學校須以育人為本，從小培養學生品德，協助他們建立正確的價值觀，以及培養良好的國民及世界公民的素質，為拯救人類和地球貢獻力量。未來屬於學生，讓他們及早認知並關注與自身息息相關的生活議題，透過學習體驗逐步建構知識，並將課堂上學得的知識和情境相連結，使學生對所學有所知、有所感、有所用，於生活中踐行，逐步養成良好的習慣。此外，學生需要學習包容和仁愛，懂得關懷社會、國家，成為有責任感、有世界視野的愛國新一代，共同締造美好的未來。

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聖公會主風小學
支援人員：黃雪薇女士

2.7 古為今用——通過文言經典培養學生正確價值觀

背景

社會環境瞬息萬變，如何培育學生獨立思考能力，讓他們以正確的價值觀和態度，應對生活上的困難和挑戰，是教師們共同關注的課題。《價值觀教育課程架構》（試行版）也指出「培育青少年正面的價值觀和態度，能有效提高如抗逆能力、情緒管理、判斷能力、解難能力、溝通能力、社交能力、自我節制等能力，並展現愛惜生命、自尊自信、堅毅精神、同理心、自律、勇於承擔等素質，促進全人發展，裝備他們日後貢獻社會。」（課程發展議會，2021，頁 5）。陳瑞祺（喇沙）書院教師明白價值觀教育對裝備學生面向未來的重要性，因此，在規劃中國語文課程時，特別配合優秀的文言經典篇章，融入價值觀教育元素；並通過多元化的教學策略，整全地培育學生正面的價值觀念，使他們在面對難題的時候，懂得作出符合道德和理性的分析、判斷；並以積極、堅毅的人生態度，實踐正確的行為，成為良好公民。

年級

中三

學年

2022/23

策略

1. 以中華文化為主幹，推動學校價值觀教育

中華文化源遠流長，博大精深，蘊含著豐富的哲學智慧、價值觀念、美德品格等，是珍貴的精神寶藏。學習優秀的中華文化，有助提高個人品德修養、陶鑄優良的品格情操。陳瑞祺（喇沙）書院中文科教師在規劃中三級中文課程時，以中華文化為主幹，有序地於每個學習單元滲入中華文化元素（見圖一），涵蓋哲學思想、文學、處世態度、生活環境等範疇，加強學生對中華文化的認識；同時結合價值觀教育，引導學生從古人先哲身上學習各種優良的傳統美德，例如珍惜顧念、承擔精神、堅毅等，藉以建立正確的價值觀和態度，促進學生的全人發展。

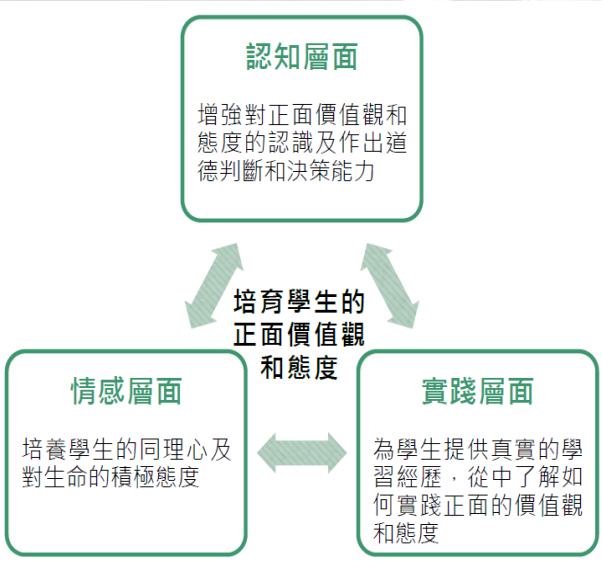
單元	選篇	學習重點		
		閱讀	價值觀	中華文化
一	1.《消失了的特色街道》 2.《爸爸的花兒落了》	• 複習說明的方法、順序、層次 • 複習記敘的方法：順敘、插敘 • 認識記敘的方法：散敘、雙線記敘法 • 運用圖式結構（概念圖），理清文章脈絡	• 勇於承擔 • 知恩感戴 • 珍惜顧念	• 孝親精神 • 對社會、家庭的愛
二	1.《歸園田居》 2.《水調歌頭• 明月幾時有》 3.【越調】天淨沙•秋思》	• 複習間接抒情的方法：借事抒情 • 認識間接抒情的方法：借景抒情 • 認識借景抒情寫作手法：緣情寫景、觸景生情 • 運用圖式結構，理清文章脈絡	• 珍惜自然 • 樂觀豁達 • 關愛	• 認識古詩、詞曲 • 認識中國傳統中月亮的形象 • 認識中國的隱逸文化 • 欣賞安貧樂道的精神 • 感受作品的藝術形象、語文之美
三	《最苦與最樂》 《鄒忌諷齊王納諫》 《墨子止楚勿攻宋》	• 認識論證的方法：舉例論證、比喻論證、對比論證、引用論證、類比論證、因果論證 • 掌握設喻說理和類比推理的方法 • 認識駁論的方法 • 認識游說的方法 • 運用文字推斷（詞義追蹤），理解文章內容	• 勤奮認真 • 勇於承擔 • 尊重他人 • 堅毅	• 認識《戰國策》 • 認識古代著名諫臣 • 培養對國家民族的使命感
四	《論四端》 《岳陽樓記》	• 複習論證的方法 • 複習借景抒情和借事抒情的方法 • 學習敘事、寫景、抒情、議論結合的寫法 • 運用圖式結構（概念圖），理清文章脈絡	• 仁民愛物 • 承擔精神 • 愛國情懷	• 認識「記」的體裁特點 • 認識孟子性善論

圖一：陳瑞祺（喇沙）書院中三級中文課程規劃舉隅

2. 運用「知、情、行」三部曲，培養正確價值觀

要全面培育學生的價值觀和態度，應同時涵蓋「知、情、行」三個層面的發展（見圖二），以加深學生對正確價值觀的認識（認知），培養同理心和積極態度（情感），以及通過體驗，學習實踐正確價值觀（實踐）。

教師從生活議題入手，通過閱讀多元的學習材料，例如經典篇章、剪報、故事、名人雋語、視訊材料等，引起學生對相關價值觀和態度的關注和認識，促進「認知」；然後提供機會，以與學生生活經歷有關的話題或事件入手，引導學生運用已知及既有的價值觀表達想法，增強對正確價值觀和態度的認識和判斷能力，並觸發情感上的體會和深化；最後創設情境，讓學生把發自內心的意願化成行動，實踐正確和良好的行為。「認知」、「情感」和「實踐」三者環環相扣，有助建構學生正確的價值觀。



圖二：「知、情、行」三部曲
（《價值觀教育課程架構》（試行版），課程發展議會，2021，頁 48）

3. 以生活事件或議題作為學習情境，與學生進行討論分享

教師在設計教學活動時，每多採用生活事件或議題作為學習情境，以加強學習與生活的連繫，藉以激發學習的動機和興趣，增強學生以正確價值觀及態度思考、分析和處理日常生活難題的能力。《價值觀教育課程架構》（試行版）（2021）也建議價值觀教育應「以學生成長經歷和生活事件作為主要內容」。因此，教師會因應教學內容，選擇與個人成長、家庭、學校、社會範疇等有關的生活事件，設計教學活動。例如教師在中三級單元三《鄒忌諷齊王納諫》一課，以學生應否向教師作出勸喻為教學情境，刺激學生思考自身的本分和責任，並鼓勵他們就「責任感」進行價值探索，讓學生在面對生活難題和多元的價值衝突時，可以運用所學去理解、判斷、應對和化解困難。

教學設計

教師檢視中三級教學規劃，按照學生的能力和學習需要梳理讀、寫、聽、說等學習範疇的學習重點，加強中華文化和價值觀教育元素，並就各單元探索合適的學習策略，促進學生學習。現以中三級單元三的《鄒忌諷齊王納諫》為例，說明單元設計的理念。

教學環節	學習重點	教學活動	設計理念
預習	• 認識古代著名諫臣和傳統諫議文化	• 學生分組閱讀四位古代諫臣的故事（比干／優孟／晏子／魏徵），並利用 Padlet 寫出他們進諫成功／失敗的原因，以及思考他們進諫的原因，於課堂上分享 • 學生自讀課文，圈出文中的難字／詞語，動手查字典，或向同學／教師請教	• 通過預習，讓學生在課堂前了解單元的學習目標、學習重點和課文的寫作背景，以為課堂做好準備 • 學生在課堂前完成預習，有助教師騰出課時，引導學生深入探討課文內容 • 鼓勵學生善用電子平台學習，有助促進同儕共學，並提升學生的自主學習能力 • 以古代諫臣的故事作為切入點，讓學生認識古代的著名諫臣和諫議文化，既能增加學生對文中主人公——鄒忌的了解，又能提升學生對中華文化的認識和興趣
初讀文章	• 理解全文詞句，掌握課文內容	• 播放教學簡報，簡介題解、鄒忌、齊威王和《戰國策》 • 學生朗讀課文，教師正音 • 分組完成課文語譯練習及概念圖，初步理解篇章內容 • 安排學生分角色朗讀，引導學生讀出人物身份和性格及／或對話情境	• 通過小組協作，鼓勵學生共同建構對課文的理解，有助培養學生溝通、協作能力，並建立學習信心 • 通過安排學生分角色朗讀，有助學生立體感悟文本，並提升學生的學習興趣
再讀文章	• 掌握課文內容，歸納全文意旨 • 借助語境推斷文言實詞意義	• 教師通過不同層次的提問，讓學生深入了解課文內容 • 教師安排分段角色扮演活動，學生可自選扮演的角色 • 通過小組協作，共同分析、整理： - 文言文知識點（通假字、古今異義、一詞多義等） - 文章脈絡（三問三答、三思三比、三賞三變） - 段落大意和文章要旨	• 運用不同層次的提問，能提升學生對課文分析、理解和欣賞的能力 • 藉著角色扮演活動，學生可更仔細的研讀文本和揣摩人物性格、心理，有助建構對文本的深層次理解 • 通過分組活動，讓學生共同分析、整理文章脈絡、段落大意等，有助提升學生共學、溝通、協作等能力

深讀文章	• 掌握文中設喻說理和類比推理的方法 • 掌握文中的游說技巧	• 通過小組討論，分析和欣賞寫作手法，如類比推理、游說技巧（從旁入手、婉言相勸、動之以情） • 學生分組討論如何在以下情境中運用游說技巧向他人游說。每組派一名代表游說其他組別的成員（以下題目三選一）： - 游說父母讓你到外地升學／游說打算舉家移民的父母讓你留港讀書 - 游說校長將學校轉為男女校 - 游說好友放棄做電競網紅 • 完成後學生用 polleverywhere.com 投票，選出表現最佳的同學	• 教師設計模擬情境，讓學生活用在課堂中學到的游說技巧，處理現實生活中可能出現的問題，加強學習與生活的連繫 • 鼓勵學生票選表現最佳（最善於運用游說技巧）的同學，促進同儕互學、互評
價值觀教育	• 培養學生正確的價值觀：責任感	• 課堂前老師請學生搜集一個與責任感有關的故事，並回答以下問題，把答案上載至 Padlet： - 故事中人是否有責任感？為甚麼？ - 從故事所見，你認為何謂責任感？ • 邀請 3-4 位同學於課堂展示及說明學習成果，老師加以整理、歸納 • 教師引導學生思考、討論及分享： 「孟子指出人應該『窮則獨善其身，達則兼善天下』，你認為作為學生可以怎樣做到『獨善其身』（潔身自好，注重提高個人修養和品德）？」 • 組織「人生交叉點」活動： - 教師創設情境：「新入職的陳老師擔任中三丁班主任，因處理班務經驗尚淺，未能因應同學的專長分配班內職務，例	• 認知、情感及實踐並重： - 認知層面：從生活入手，引起學生對「責任感」的覺察和關注。學生在搜集故事時，須分析不同故事的主人公是否具備責任感，過程中可增加對責任感的認知和思考 - 情感層面：教師藉著古代聖賢的經典名句，引導學生反思作為學生的本分和責任，提高他們對自身責任的認同，藉以培養學生的品德情意和積極踐行的態度 - 實踐層面：學生參與「人生交叉點」活動，就著規勸教師是否學生的責任進行思考並作出選擇，其後即時付諸實踐，向教師進行游說 • 教師針對男生喜歡討論、

		如：揀選不擅長資訊科技的同學擔任資訊科技大使、粗心大意的同學擔任班長等。遇上以上情況，你會向陳老師反映嗎？」 - 學生完成以下三個任務： 任務一：學生即時選擇正／反立場，教師邀請不同立場的學生就他們的選擇作出解釋 任務二：教師邀請正／反立場的同學互選一位與自己立場相反的同學進行游說，勸喻對方改變立場。學生在聽取同學的發言後，可以自由改變立場 任務三：邀請正方的學生即場向科任教師扮演的「陳老師」進行游說，勸喻對方改變做法 • 教師就以下方面作總結：何謂責任感？學生的責任是甚麼？履行責任時須注意甚麼？	辯論的特點，設計了情境具衝突性的「人生交叉點」活動。在任務一中，學生可審視自己既有的價值觀，並通過立場的選擇，把價值觀呈現出來。在任務二中，相同／不同立場的學生先後發言，並互相進行游說。在不同價值取向的交流下，學生對情境有了更深入的思考，原有的價值觀面對衝擊，個人的價值觀和信念會得到強化／轉變成為新的「價值」。教師提供再選擇的機會，學生可以再次表態——固守或改變立場；再次表態有助學生認清／確立自己的信念。在任務三中，正方的學生即場向「陳老師」進行游說，既可運用課堂上學到的游說技巧，又可把發自內心的意願和信念化成行動，實踐正確和良好的行為 • 教師作出總結，除了指出責任感的含意和學生的本分及責任外，還強調學生在履行責任時須注意的事項，作為學生實踐價值觀的參考
總結		• 通過提問，總結課堂內容和重點 • 布置課業	• 總結課堂內容，鞏固所學 • 課業加強延伸思考

學習成果

1. 提升學習動機和興趣

協作教師因應男生喜歡討論、辯論的特點，設計了結合說話、游說技巧、思維訓練和價值觀教育的課堂活動，以貼近校園生活且饒有趣味的課題，引導學生認識中華文化和正確的價值觀，學生的學習動機、興趣和整體課堂氣氛得到了很大的提升。協作教師指出，學生在電子平台上的分組閱讀活動，和在課堂中的「人生交叉點」活動的表現同樣積極、踴躍，前者學生自發地通過閱讀搜集和組織討論的理據；後者學生利用不同的思維工具刺激思考，勇於表態（見圖三、四）。教師指出，即使是平日較少發言的學生，在活動中都雄辯滔滔，表現令人刮目相看。教學設計將學習連繫生活，有效照顧學生多樣性，讓學生投入學習、喜愛學習。



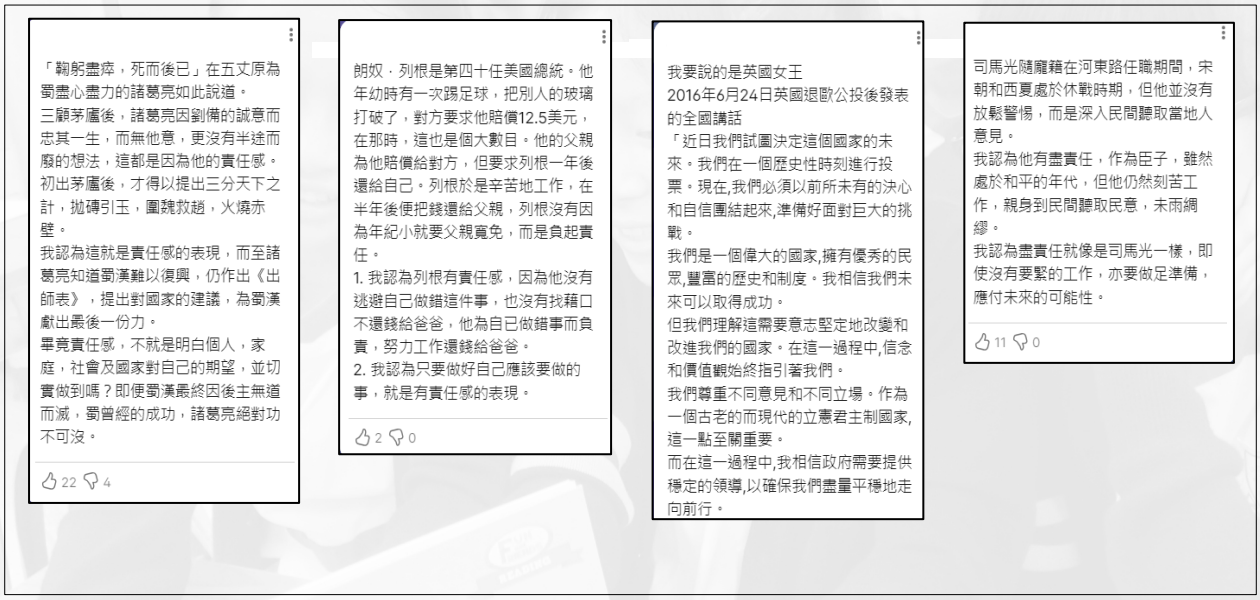
圖三：學生在「人生交叉點」活動中自選立場



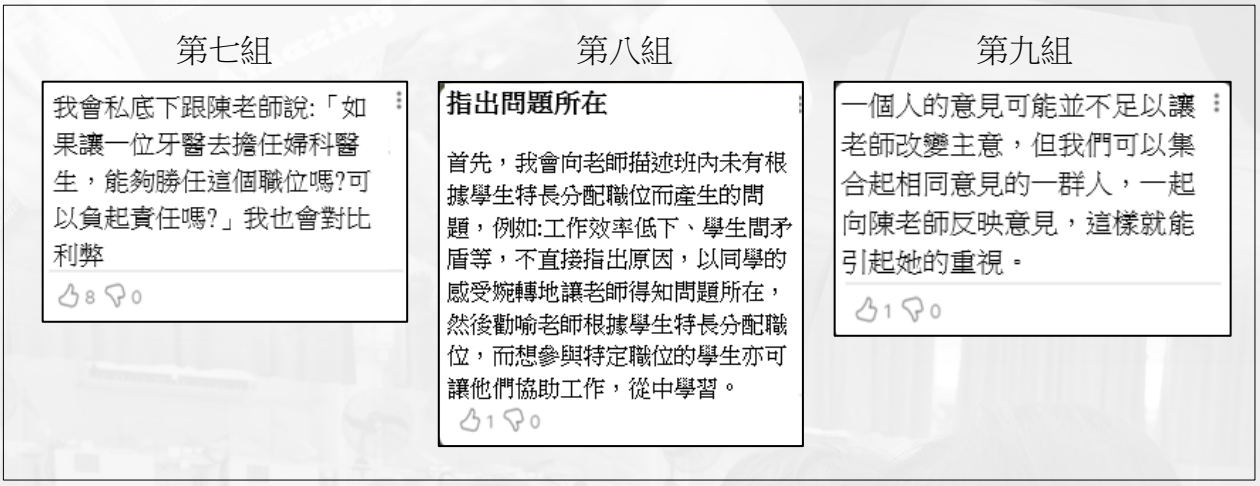
圖四：學生游說與自己立場相反的同學改變立場

2. 學生掌握正確的價值觀和態度

教師能善用「知、情、行」三部曲，幫助學生認識、感知和實踐正確的價值觀。通過教學活動，學生可就不同的價值觀進行探索，了解它們的含義，以及對於自我成長和社會發展的重要性；進而在情感上體會、認同、深化正確的價值觀，並將它實踐出來。以《鄒忌諷齊王納諫》的教學設計為例，學生能通過搜集與責任感有關的故事，分析「責任感」的意義和重要性（見圖五），例如有學生指出「畢竟責任感，不就是明白個人、家人、社會及國家對自己的期望，並切實做到嗎？」、「我認為有責任感的表現是承擔責任，實現承諾、完成任務，即使有疏失也能承擔後果、盡力改善」、「我認為盡責任就像是司馬光一樣，即使沒有要緊的工作，亦要做足準備，應付未來的可能性」。學生又能通過「人生交叉點」、游說教師等活動，內化其價值意義，並將之實踐。學生在活動後的寫作練習中（見圖六），分享游說教師改變做法的出發點和方法，反映學生對正確價值觀有充分的掌握和實踐。



圖五：學生分享對責任感的看法



圖六：學生分享游說教師改變做法的出發點和方法

3. 提升學生對中華文化的認識和欣賞之情

教師在每個學習單元精心布置中華文化學習重點，培養學生對中華文化的認識和欣賞。例如單元二《歸園田居》一課，教師結合時代背景，讓學生了解隱逸文化產生的原因及其特色；《水調歌頭・明月幾時有》一課，引導學生了解中國傳統中月亮的形象，以及古典詩詞中月亮的象徵意義，讓學生感受中華文化之美；在《鄒忌諷齊王納諫》一課，藉著認識古代著名的諫臣和獨特的諫議文化，學生對於古代士人的職責和人文情懷，有了更深刻的了解（見圖七）。教師指出，活潑有趣的教學活動，能讓學生改變傳統文化嚴肅深奧的印象，並逐步建立起對中華文化的欣賞和認同。



圖七：學生初探諫議文化

總結

科技發展一日千里，在人工智能被廣泛應用的年代，過往著重知識傳授的教育方向，亦須隨之改變。如何培養學生建立各種軟實力、軟技能，以及正確的價值觀和態度，以應對未來社會的挑戰，顯然是當前教育的急務。教師應該加強「人」的教育，使學生成為追求真、善、美、有道德情操、恪守正確價值和有學習熱誠的人。而這一切的改變，可以從一堂課、一篇文言經典開始。且讓我們把學習植根中華文化，在文化學習中陶造優良品格，好好裝備學生各種實力、技能，讓他們在變化急速的新時代，仍能秉持信念，自信地游走前行。

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陳瑞祺（喇沙）書院
支援人員：薛燕萍女士

2.8 生命的省思——通過深度閱讀推動生命教育

背景

中學生處於自我探索時期，容易感到迷茫和焦慮，加上學習和社交等壓力，較容易出現成長危機。根據香港撒瑪利亞防止自殺會資料，2023 年自殺數字是自 2007 年以來最高，年輕群組的自殺率有上升趨勢，0 至 19 歲有 43 宗，當中 10 至 19 歲自殺率為百份之 7.2，是近 8 年來最高。家長和教師均須正視學生精神健康，更多關注學生情緒問題，推行生命教育實在是刻不容緩的工作。

教育局《價值觀教育課程架構》（試行版）（2021）闡明學校應按辦學理念、學校發展重點、學生成長及學習需要等，在課堂內外推展價值觀教育，包括生命教育，協助學生建立正確的價值觀和態度，使學生不單能實踐良好品格和行為，並且能活出健康豐盛的人生。

台山商會中學向來關心學生成長，學校在課程、學習活動和訓輔工作均全面支援學生的成長需要。中國語文科教師關心如何借助篇章教學進一步增強學生的心靈素質，去年本組支援教師在中四級的《逍遙遊》和《庖丁解牛》中融入生命教育，成效顯著；因此本學年進一步有計劃地實踐生命教育，藉「生命的相遇」、「生命的素質」和「生命的終結」三個單元，使學生認識自己、認識他人，關心社會亦關心世界，愛自己的生命亦愛一切的生命。

年級

中四

學年

2023/24

策略

1. 善用多元學材開展生命教育

中國語文科的學習材料豐富和多樣，閱讀篇章的題材、內容和中心思想更是豐富而寶貴。許多學材尤其是經典篇章蘊含多元的哲學思想、中國傳統價值觀、普世價值和生命教育素材，很值得學生從語文學習中吸取這一方面的養分，提升生命素質。不少篇章表達了作者對生命的感悟和體會，如杏林子的《生命、生命》、亦舒的《影樹》、殷海光的《人生的意義》等，都是很好的學習材料讓教師展開生命教育。只要教師循著對生命的「認識」、「尊重」、「欣賞」和「探索」的方向細心發掘和思考，不難從學材裏找到與生命教育的連繫點，適時展開生命教育。

2. 整全規劃生命教育的學習範疇和重點

生命教育的內容十分廣泛，整全規劃可避免內容散雜，使學習更聚焦，提升學習成效；同時可兼顧語文教學和生命教育兩者重點，避免變成德育課，顧此失彼。教師可根據單元篇章的內容和特點作適當的調動、組合或替換，組成生命教育相關的主題，然後確定生命教育的內容和重點。

3. 知情行模式結合多元教學策略

生命教育涵蓋廣闊領域，不能只當學科知識灌輸學生。教師需通過引導學生深度閱讀學材，加深感悟作者對生命的體會；同時通過對篇章內容作深層次的提問，促進學生對生命的思考和探索（知）；再結合多元策略，如朗讀、討論、個案探討、戲劇、互相分享、聆聽歌曲……等，讓學生情感上投入學習內容，願意打開心扉，產生共情，以真我的一面思考生命、感悟生命（情），成為熱愛生活，擁抱生命的人（行），最終能建構自己積極的人生觀。

4. 配合全方位學習活動

生命就是生活，生命教育的最佳場景自當在生活之中，因此，生命教育除了在課室進行，更應全方位學習，走出教室，讓學生真實地看見生命、接觸生命、思考生命。學校可以善用校內設施，如在戲劇室進行生命劇場、午間播放電影、舉辦「生命之歌」音樂會、邀請保護動物組織講解或分享，讓學生認識動物醫生和如何愛護動物生命等。校外學習地點可包括參觀或探訪醫院、教堂、廟宇和墳場等地方，讓學生感受和思考生與死。

教學規劃

下表展示怎樣結合內容相近的篇章，組成生命教育的不同主題和學習內容

單元名稱	教學篇章	語文學習內容	生命教育學習內容
單元一 生命的相遇	《目送》、《雙層床》	文本細讀	（認識生命） 認識自己、反思生活
單元四 生命的素質	《岳陽樓記》、《醉翁亭記》、《人生的意義》	貶謫文學	（欣賞生命） 自強不息、生命上揚
單元六 生命的終結	《也許》、《柳子厚墓誌銘》	詩歌賞析	（探索生命） 好好說再見、 生命的價值

協作教師在單元一用龍應台《目送》替換《父子情》，因單元原有篇章《雙層床》與《目送》同屬文學散文，可教授學生文本細讀策略，兩篇內容則組成「生命的相遇」主題，學習認識自己，從反思生活認識生命。單元四《岳陽樓記》和《醉翁亭記》，兩篇寫作背景皆為作者被貶之時，藉此切入貶謫文學特色，學習逆境自強，並加入殷海光《人生的意義》作為延讀篇章，使單元文白兼備，三篇組成「生命的素質」主題，延續前兩篇的先賢如何使生命上揚，達到人生價值層，促進學生思考人生的意義。單元六詩歌單元，教師加入《柳子厚墓誌銘》，與原有《也許》組成「生命的終結」主題，學習從韻文感受離別，學習好好說再見，最後藉碑文從死悟生，探索生命的價值。

教學設計

下文以單元六《生命的終結》為例。說明「死亡」 並不可怕，可怕的是没有真正地活過。通過單元六「生命的終結」，學生學習 「由死悟生」，活出積極的人生，珍惜當下，做好「五道」，即或死亡來臨，人生何憾？ 以下教學設計寓生命教育於語文學習材料，又善用知、情、行模式，有機連繫知識與學習活動，體現生活就是語文，語文就是生活。

單元六「生命的終結」

教學目標：1. 藉賞析新詩和銘文，提升閱讀能力

2. 通過適切方法表達對逝者的懷念與哀傷，從死亡領悟生命的意義

教學重點	教學流程	教學策略	模式
賞析新詩	1. 簡介「新詩」及其時代背景 2. 簡介《也許》寫作背景 3. 理解和分析《也許》內容：作者藉悼念亡女，表達對女兒深摯的愛，同時含蓄地表達沉痛的哀傷 4. 從《也許》賞析聞一多提出的詩之三美：建築美、音樂美、繪畫美	提問	知
朗讀欣賞	1. 聆聽《也許》歌曲 2. 運用電腦簡報和音樂背景效果，著學生想像作者心情，朗誦《也許》全詩 3. 朗讀《也許》：邊讀邊想像已逝的親友/寵物/喜歡的人	視訊資源 朗讀教學	情
學習好好說再見	1. 明白遺憾（如分離）是生命的一部分，學習接受並以不同形式表達懷念 2. 認識生命「五道」（道愛、道謝、道歉、道別、道諒） 3. 著學生選一位生命中重要的親人或朋友作為對象，寫下對他「五道」中的選項，實踐把握當下，道出心聲，免留人生的遺憾	生命劇場（在戲劇室上課，模擬喪禮告別儀式，向所愛對象說再見。）	行
從死悟生	1. 閱讀《柳子厚墓誌銘》 2. 從碑文內容概括柳宗元一生功績，從而帶出儒家「三不朽」的人生價值 3. 討論：「三不朽」符合現代人的人生觀嗎？ 4. 教師說故事：「兩塊小石頭 」——如何決定自己的價值 5. 「我的墓誌銘」活動：著學生思考會為自己的墓誌銘寫下什麼	戲劇習式：牆上的角色（將角色畫在牆上並依據文本來感知或分析，共同勾勒角色的個性、特質、成就或貢獻等，建立一個精準與獨特的人物形象。） 小組討論 教師說故事 學生反思及分享	知 情 行

成果

1. 學習能力與態度的改變

生命教育以語文學習為本，學生通過學習深層閱讀的方法，提升了閱讀能力和語文學習的層次。學生運用文本細讀策略閱讀《目送》和《雙層床》，從理解文章內容，進而走入作者的感情和作者的領悟，特別是理解意象背後的情感，有效引發學生反思與共鳴。《岳陽樓記》和《醉翁亭記》對學生而言，不單是出色的山水遊記，兩位作者更成了學生心中的逆境英雄。學生又能通過朗讀《也許》表達聞一多的哀愁，更傾注了個人對離別的感悟，造就了一節學生難以忘懷的課堂。

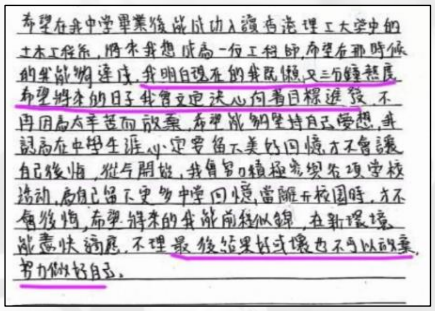
生命教育內容與學生生活息息相關，課堂上運用多樣化的學習活動，有效提升了學生的學習動機，大部分學生比以前更積極參與學習。例如，討論「幸福你有得揀」的真實個案，學生踴躍發言表達己見，部分學生表示受到一些個案主人翁的啟發，學會積極面對逆境。此外，在生命劇場中，同學具體地向家人和親友表達「五道」的心聲，既誠懇又真摯，場面感人。教師表示部分學生的課堂表現是前所未見的認真和投入，促進了課堂上互相交流和分享的學習氣氛（見圖一）。



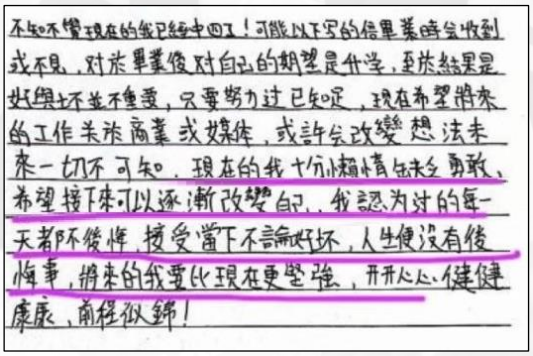
圖一：教師預告下一節課堂會唱「我們都是這樣長大的」，希望學生從歌詞學習成長。有學生自攜結他，在課室投入地唱出心聲

2. 認識自己，生命改變的開始

生命教育第一個範疇是認識生命，要認識生命先要認識自己。學生在第一個單元「生命的相遇」，通過《雙層床》學會反思自己行為背後的信念和細心留意自己的情緒變化，從而學習認識自己。學生從《雙層床》和《目送》領悟生命中出現的人，無論是遺憾遇上或有幸相逢，當中的互動交往都能成為認識自己、改進自己的契機，人唯有認識自己，才能懂得為自己作正確選擇和找到自己人生的方向，從而達至生命成長（見圖二、三）。



「我明白現在的我既懶又三分鐘熱度，.....我會下定決心向目標進發。.....不理後果好或壞也不可以放棄，努力做好自己。」

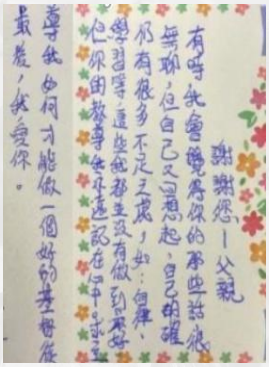


「現在的我十分懶惰，缺乏勇氣，希望接下來可以逐漸改變自己，我認為過的每一天都不後悔，接受當下，不論好壞，人生便沒有後悔事，將來的我要比現在更堅強，開開心心，健健康康，前程似錦！」

圖二、三：學生知道自己要改進之處，並努力朝著目標實踐

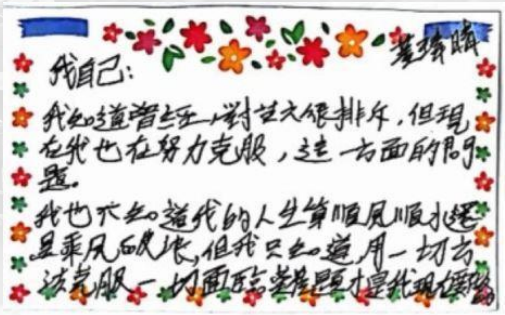
3. 學會「五道」人生，活在當下

生命教育的目的是促進學生思考，瞭解生命的意義、目的與價值，進而尊重、珍惜並喜愛自己與他人的生命與人生。生命的「五道」讓學生學會把握當下，向自己生命中重要的人表達愛、感謝、歉意、原諒和道別，讓自己與對方好好感受生命的溫度與重量，即或曾錯失了機會，仍要把握此刻機會，遙遙相送遠方的他，讓彼此的生命再次聯繫起來（見圖四至六）。



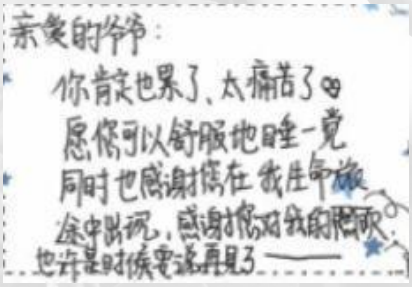
謝謝您——父親
有時候，我會覺得你的那些話很無聊，但回想起自己，的確仍有很多不足之處，如：不夠自律，學習問題，這些我仍沒有做到最好，但你的教導我永遠記在心中。求主教導我如何才能做一個好的基督徒。最後，我愛你！

圖四：學生感謝家人的愛與教導



我自己：
我知道曾經對英文很排斥，但現在我正努力克服這一方面的問題。我也不知道我的人生算順風順水還是乘風破浪，但我只知道用一切方法克服一切面臨難題才是現在我要做的。

圖五：學生感謝自己努力克服困難



親愛的爺爺：
你肯定也累了，太痛苦了
願您可以舒服地睡一覺
同時也感謝您在我生命旅途中出現，感謝您對我的關懷，
也許是時候要說再見了————————

圖六：學生帶著愛與感謝向爺爺道別

教師專業成長

協作教師經過這一年教學嘗試，獲得不少專業成長。更欣喜的是教師領略到「教育」超越「教學」的關鍵在於提升語文教學層次帶來的積極意義與影響。以下教師的心聲有反思、有感悟、有期許、有盼望，讓我們看到教學工作的價值和意義。

「今年將生命教育正式融入語文科，通過篇章、學習材料和老師心聲分別訴說和分享生命的內涵，告訴學生：我們都是這樣長大的，成長智慧就是沉著面對。生命可以有很多可能，換一個角度，逆境也可以自強。有些路，只能一個人走，所以更要珍惜生命的相遇。我們都一樣，**珍惜每個我們遇見的孩子，亦師亦友，陪伴他們尋找、思考和經歷獨一無二的人生**。」

中文科科主任　簡慧老師

「仍記得在設計教學之初，我曾擔心把有限的課時投放在與考試無直接關聯的生命教育上，會影響學生的考試成績，亦擔心學生因此缺乏學習動機。然而，**在實踐教學後，我才明白到這一切的意義**。一節課堂孰好孰壞，絕不應只以語文學習成效來評斷。當我看到學生在課堂上，因同工選定的篇章、設計的教材和活動而感動，並在多元化的課業中學生展示對生命的省思：於人，或是向遠友道謝，或是向剛「絕交」的朋友道歉，或是向已登彼岸的親人道愛，追悔當初之未有及時；於己，或是檢討昔日的不是，或是欣賞當下的自己，或是展望未來的人生路。凡此種種，無一不證明着，**一門中文課的意義，遠遠不止於一紙成績表**。或許學生在課堂後，仍未能記誦《岳陽樓記》中的洞庭湖雨晴之景，但卻能對「古仁人」面對人生順逆時的態度有更深體會。」

陳子康老師

「老師在課堂上分享自己的生命點滴，學生易有共鳴易被觸動，更易將正能量注入學生的心，大部分同學都比平時更投入參與課堂活動。感恩學生在過程中認識自己更多，**見證著學生由沒動力的狀態到開始思考人生的目標和意義；由對將來沒有想法到開始有打算、有計劃；由不想行動到開始想腳踏實地、努力過好每一天、一步步走向價值層**……學習動機較弱的學生也有不少佳作和驚喜，令我倍感安慰！」

鍾嘉文老師

「藉着這次機會**讓自己有機會反思生命**，然後與學生分享，每次看見學生認真聆聽分享，真希望他們能被觸動，做到以生命影響生命。**期望學生將來面對挫折時，能有一顆逆境自強的心**，想起他們生命中的瑰寶，繼續振翅高飛。」

陳子榮老師

「今年中四級將中文科和生命教育有機結合，讓學生學習語文之餘，對生命有更深刻的反思，實在很有意義，希望學生可**無悔地活著，活出精彩的人生**。」

陳灝揚老師

總結

今天多元價值的時代使人難辨對錯而感迷茫；社會上激烈的競爭容易令人焦慮；科技生活削弱了人際互動，使生命失却温度，人的心靈容易變得脆弱又空洞，關注和處理學生情緒和自殺問題乃教育當務之急，作為教育工作者必須關注生命教育的迫切性。

「師者，傳道、授業、解惑也。」教師的天職就是成為學生的人生導師，不但教書，更要育人，學生的生命成長與我們的工作息息相關，當今教師的挑戰除要具備專業能力授業，更要運用創意和關愛幫助學生成為熱愛生命、擁抱生命、無負生命的人。

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3. 課程發展議會（2017）。《中國語文教育學習領域課程指引（小一至中六）》。香港：作者。

4. 課程發展議會（2021）。《價值觀教育課程架構》（試行版）。香港：作者。

台山商會中學

支援人員：麥麗霞女士



聯繫古今　促進文化共融

2.9 穿越古今　探源尋珍——促進非華語學生的文言閱讀和中華文化學習

背景

文言篇章以精煉的文字傳遞寶貴的文化內涵，學習文言篇章對提升個人的學問和修養十分重要。官立嘉道理爵士中學（西九龍）致力拓展非華語學生的閱讀和中華文化學習，教師為各級非華語學生規劃文言閱讀課程，按照品德情意的學習目標選取古詩文，又適當地加入「建議篇章」，協助非華語學生銜接主流課程。教師有系統地引導非華語學生掌握和運用文言閱讀策略，同時以調適策略設計多元、有趣的學習活動，引領學生進入古代情境，豐富學習經歷。課堂教學加入延伸閱讀和寫作，讓學生深化和運用所學，反思中華文化和價值觀，拓闊語文學習層面，提升學習效能。

年級

中二、中三

學年

2022/23

策略

1. 運用「中國語文課程第二語言學習架構」規劃預期學習成果

教師參照「中國語文課程第二語言學習架構」，並根據文言篇章的學習重點和學生學習古詩文的能力水平，為中二和中三學生規劃文言閱讀課程，設定預期學習成果。中二和中三學生大致認識基礎文言常用字詞，並能夠讀懂簡短的古詩文。教師為學生設定進階的學習目標，讓學生拾級而上，發展文言閱讀的分析、欣賞、評價的能力，預期學習成果如下：

中二級

NLR（3.1）2	能概略分析閱讀材料的內容要點
NLR（3.2-4.2）6	能欣賞作品中生動活潑的描寫
NLR（4.1）1	能指出閱讀材料的主旨
NLR（4.1）2	能就主題，評價閱讀材料中的內容和人物角色的行為

中三級

NLR（3.1）2	能概略分析閱讀材料的內容要點
NLR（3.2-4.2）6	能欣賞作品中生動活潑的描寫
NLR（5.1）2	能概括段落大意以掌握作品的中心思想
NLR（6.1）4	能對閱讀材料的觀點提出個人見解，並舉例說明

2. 運用多元閱讀策略

教師指導學生運用閱讀策略，逐步理解和思考文言篇章的內容。各項策略如下：

解碼	學習古文的字、詞、句，明白古人的語言，理解內容大意。
感知	聯繫生活經驗，為學生鋪墊心理，加強對內容的初步感知。
擷取	以記敍六要素提取故事要點，掌握故事的情節、脈絡。
預測	聯繫上文下理和個人生活經驗，啟發思考，預測故事發展。
推論	運用同理心推論古人的心情和想法，啟發想象，理解故事內容。

3. 善用適異策略

教師調適篇章內容，設計多元學習材料和課堂活動，照顧學習多樣性。方法如下：

調適原文	採用文言篇章調適版（精簡文字和內容）
多元文本	篇章結合繪本閱讀
課堂教材	• 課堂簡報：以不同顏色、字型大小突顯學習重點和重點內容 • 工作紙：包含填充、填表、填圖、選擇題、內容排序、問答等題型 • 朗讀二維碼
學習活動	字詞學習遊戲、角色扮演、聲演動畫、創意寫作、延伸閱讀、延伸寫作等

教材設計和課堂策略舉隅

1. 編排文言閱讀篇章，讓學生拾級而上

教師自 2021/22 學年便開始選取建議篇章作為中一和中二級的學材，拓闊非華語學生的閱讀學習。到 2022/23 學年，教師建基學生的學習成果，進一步拓闊學生的想象力，讓學生進入古代情境，掌握故事所表達的中國傳統價值觀。教師選取短小精煉的魏晉時代作品《宋定伯捉鬼》作為兩級共同閱讀材料。《宋定伯捉鬼》的故事有趣吸引、人物形象生動活潑，情節發展出人意表，為讀者提供了想象的空間。教師首先以《宋定伯捉鬼》作為兩級共同閱讀材料，期望引發非華語學生學習文言的興趣，帶動學生學習常用文言字詞和基礎語法知識，並掌握文言閱讀的策略。之後，教師根據兩級不同的學習進程和目標，分別為學生設計《陳太丘與友期行》和《桃花源記》（調適版）的閱讀學習。以上三篇文言故事皆為同一時期的作品，其文字特色、句式語法皆有相似之處，故此，有助學生連繫和遷移所學，鞏固閱讀策略和文言知識。此外，《陳太丘與友期行》、《桃花源記》（調適版）分別提及個人、社會兩個不同層次的價值觀，學生可以分別學習做人要守信用和待人以禮，及認識中國人嚮往和平簡樸的生活態度，反思中國傳統理想社會模式是否適用於今天。

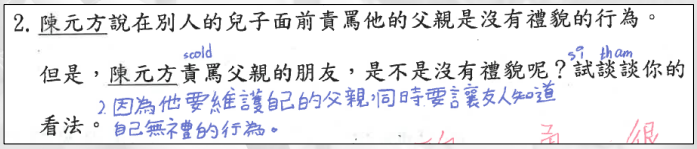
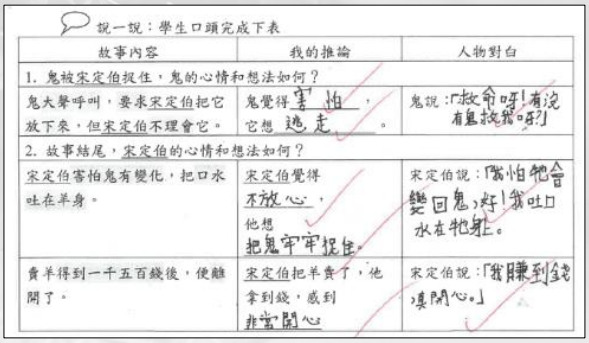
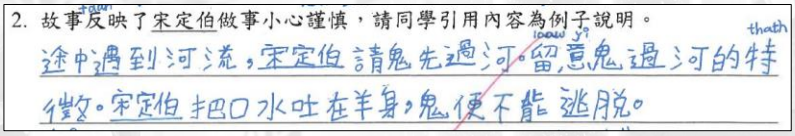
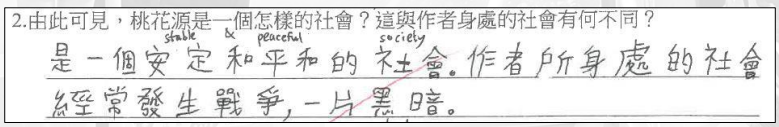
2022/23 學年初中非華語學生文言閱讀選篇（節錄）

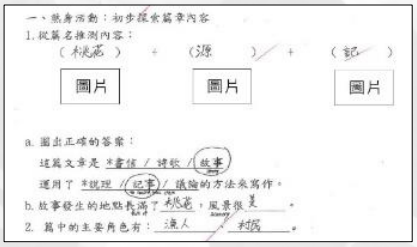
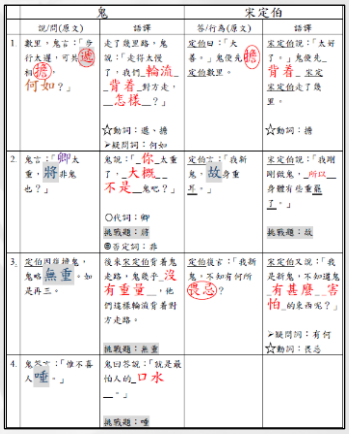
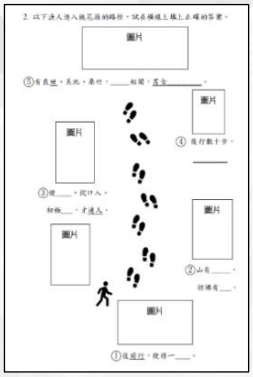
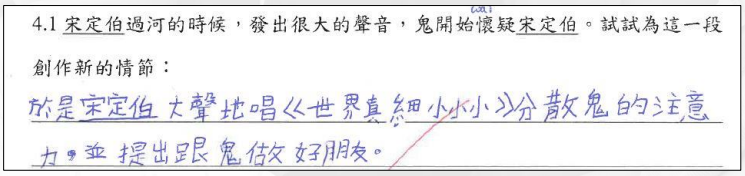
中二級	《宋定伯捉鬼》干寶、《陳太丘與友期行》劉義慶、*《燕詩》白居易
中三級	《宋定伯捉鬼》干寶、*《桃花源記》（調適版）陶淵明、 *《愛蓮說》周敦頤

*** 建議篇章篇目（文言經典部分）**

2. 課堂策略

閱讀策略	學與教內容 / 活動（舉隅）	說明
解碼	**各篇章的文言基礎知識學習重點** • 篇中重點字詞的解釋、詞性 • 古今異義 • 「之」的用法 • 主語省略 • 文言句式：疑問句、否定句	學生掌握文言基本知識，讀懂文言常用字詞和句式，明白古人的語言。
感知	**鋪墊心理** 以《宋定伯捉鬼》為例，教師先以不同的生活事例讓學生明白人會受事件影響心情、想法和行為。然後，以提問連繫《宋定伯捉鬼》人物的遭遇：假設學生遇到鬼怪，他們會有何感受？他們會問鬼怪甚麼問題？讓學生換位思考，感知人物處境和心情。 **朗讀文言篇章** 教師在課堂上示範朗讀文言篇章，學生以「指讀」和「認讀」的方法讀出原文，再朗讀白話譯文（見圖一）。教師要求學生讀得正確、流暢和鏗鏘，有助他們慢慢代入角色，並為其後運用恰當語氣，演繹故事角色作好準備。  **圖一：中二級課堂朗讀活動（指讀）**	課堂扣連學生生活經驗和文言故事的內容，加強學生與古文世界的聯繫。 學生在課堂上朗讀原文，有助培養語感，加深對內容的體會和感受，也讀出學習文言文的信心。
擷取	教師運用記敍六要素：時間、地點、人物、起因、經過、結果，引導學生擷取文言故事的內容要點，整理故事脈絡，理解故事發展（見圖二）。  **圖二：中三級學生運用記敍六要素擷取內容要點**	教師引導學生整理故事脈絡，有助學生掌握故事發展、歸納段落大意和概括主題。
預測	教師以提問逐步分析故事情節，引導學生從《宋定伯捉鬼》的第二段內容分析宋定伯的每一個行為，然後預測第三段故事的發展，問題如下： • 鬼提議輪流背對方走，為甚麼宋定伯興奮說「太好了」？ • 宋定伯如何令鬼相信他？ • 宋定伯為甚麼問鬼害怕甚麼？ • 事情下一步（第三段）的發展會怎樣？	學生結合生活經驗，思考一般行為的後果，由此預測人物的行為所引致的故事發展。學生在閱讀中運用預測策略能增加閱讀經歷

	預測策略使學生分析人物行為，有助學生評價人物。中二級教師在《陳太丘與友期行》的課堂上提問學生：陳元方教訓父親的友人，友人會怎樣回應？讓學生預測故事結局。其後，教師讓學生轉換角度，思考和評價元方是否自相矛盾，他責罵父親的朋友是否不當（見圖三）。  2. 陳元方說在別人的兒子面前責罵他的父親是沒有禮貌的行為。 但是，陳元方責罵父親的朋友，是不是沒有禮貌呢？試談談你的看法。 因為他要維護自己的父親，同時要讓友人知道自己無禮的行為。 **圖三：中二級學生評價陳元方的行為**	的趣味，促進分析和評價人物。 從圖三的課業舉隅可見學生能夠評價故事人物行為的對錯，做到NLR（4.1）2：能就主題，評價閱讀材料中的內容和人物角色的行為。
推論	中二級教師以提問引導學生推論宋定伯和鬼的心情、想法，加深理解人物的行事和說話（見圖四），有助學生分析人物行為（見圖五）。  說一說：學生口頭完成下表 故事內容 / 我的推論 / 人物對白 1. 鬼被宋定伯捉住，鬼的心情和想法如何？ 鬼大聲呼叫，要求宋定伯把它放下來，但宋定伯不理會它。 / 鬼覺得害怕，它想逃走。 / 鬼說：「救命呀！有沒有鬼救救我呀！」 2. 故事結尾，宋定伯的心情和想法如何？ 宋定伯害怕鬼有變化，把口水吐在羊身。 / 宋定伯覺得不放心，他想把鬼牢牢捉住。 / 宋定伯說：「害怕牠會變回鬼，好！我吐口水在牠身。」 賣羊得到一千五百錢後，便離開了。 / 宋定伯把羊賣了，他拿到錢，感到非常開心 / 宋定伯說：「我賺到錢，真開心。」 **圖四：教師以提問引導學生推論宋定伯和鬼的心情、想法**  2. 故事反映了宋定伯做事小心謹慎，請同學引用內容為例子說明。 途中遇到河流，宋定伯請鬼先過河。留意鬼過河的特徵。宋定伯把口水吐在羊身，鬼便不能逃脫。 **圖五：中二級學生分析宋定伯的行為** 中三級教師在《桃花源記》（調適版）課堂上以提問引導學生推論漁人迷路的感受，他走進山洞的心情和想法。另外，引導學生推論故事結尾漁人離開桃花源，以及他沿路留下記號，其後帶人尋找桃花源的心情和想法。學生通過推論漁人的感受，更了解桃花源和作者身處的社會兩者生活情況之不同（見圖六）。  2.由此可見，桃花源是一個怎樣的社會？這與作者身處的社會有何不同？ 是一個安定和平和的社會。作者所身處的社會經常發生戰爭，一片黑暗。 **圖六：中三級學生分析桃花源的生活情況**	學生以同理心推論古人遇事的心情和想法，逐步與人物產生情感聯繫，豐富閱讀中的情感體驗，拓深閱讀層次，有助加深理解內容。 從圖四至圖六的課業舉隅可見學生推論人物感受，由此分析人物行為和故事內容，做到NLR（3.1）2：概略分析閱讀材料的內容要點。

適異策略	學與教內容 / 活動（舉隅）	說明
課堂教材	**多元設計工作紙** 教師以不同顏色和字型大小製作教材，並運用圖式和圖像設計工作紙（見圖七至九）。  一、熱身活動：初步探索篇章內容 1. 就篇名推測內容： （桃花源）+（源）+（記） 圖片 圖片 圖片 a. 圈出正確的答案： 這篇文章是 *書信 / 詩歌 /（故事） 運用了 *說理 /（記事）/ 議論的方法來寫作。 b. 故事發生的地點是 桃花源，風景很美。 2. 篇中的主要角色有：漁人 村民。 **圖七：《桃花源記》（調適版）題解**  鬼 / 宋定伯 說/問(原文) / 語譯 / 答/行為(原文) / 語譯 1 數里，鬼言：「今行太遲，可共相擔。何如？」 走了幾里路，鬼說：「走得太慢了，我們_輪流_背着_對方走，_怎樣_？」 ☆動詞：選、揀 ✔疑問詞：何如 宋定伯曰：「大善。」鬼便先_負_宋定伯數里。 宋定伯說：「太好了。」鬼便先_背着_宋定伯走了幾里。 ☆動詞：揹 2 鬼言：「卿太重，將非鬼也？」 鬼說：「_你_太重了，_大概_不是_鬼吧？」 ○代詞：卿 挑戰題：將 ✔疑問詞：非 宋定伯言：「我新鬼，故身重耳。」 宋定伯說：「我剛剛很_輕_，所以_身體有些重量_了。」 挑戰題：故 3 宋伯問百捉鬼，鬼略無重。如是再三。 後來宋定伯背着鬼走路，鬼覺得_沒有重量_，他們這樣輪流背着對方走路。 挑戰題：無 重 宋伯復言：「我新鬼，不知有何所_畏忌_？」 宋定伯又說：「我是新鬼，不知道鬼_有甚麼_害怕_的東西呢？」 ✔疑問詞：有何 ☆動詞：畏忌 4 鬼笑言：「但不喜人唾。」 鬼回答說：「就是最怕人的_口水_。」 挑戰題：唾 **圖九：《宋定伯捉鬼》字詞學習重點**  2. 以下漁人進入桃花源的路徑，試在橫線上填上正確的答案。 圖片 圖片 圖片 圖片 圖片 圖片 ③有良田、美池、桑竹，_____相聞，其中_____。 ④復行數十步，_____。 ①後遂往，欲得一_____。 ②山有_____，_____有_____。 **圖八：漁人進入桃花源的路線**	多元設計方法有助突顯學習重點，協助學生想像和理解內容。
學習活動	**字詞學習遊戲** • 學生通過「找朋友」配對遊戲學習文言字詞解釋（見圖十、十一）   **圖十、十一：「找朋友」字詞學習活動** **角色扮演** 中二級教師在《宋定伯捉鬼》的課堂上選取宋定伯過河發出很大的聲音，鬼開始產生懷疑的一段情節，與學生共同創作新的情節內容，（見圖十二）設計角色對白和旁白。學生在課堂上演繹角色和創作的內容（見圖十三）。  4.1 宋定伯過河的時候，發出很大的聲音，鬼開始懷疑宋定伯。試試為這一段創作新的情節： 於是宋定伯大聲地唱以世界真細小小分散鬼的注意力，並提出跟鬼做好朋友。 **圖十二：中二級學生創作的情節**	課堂進行有趣的「找朋友」字詞配對遊戲，讓學生突破文言字詞學習障礙。 學生發揮解難能力及創意，替古人想出應變的方法，為故事創作新的情節和人物對白，其中增加了旁白說明，讓情節更豐富完整。 創新和演繹的過程使學生和角色身份產生密切的互動交流。學生說古人的話語，配合簡單的眼神和動



圖十三：中二級學生在課堂上演繹創作的情節

中三級教師組織學生在校內中文周表演《桃花源記》話劇，演繹改編結局，表達即使未能回到桃花源，人也要努力生活，相親相愛，建設現實世界的桃花源（見圖十四）。



圖十四：中三級學生演出《桃花源記》話劇

聲演動畫

中二級教師先指導學生加入個人的想像，為人物構思口語對白。以《陳太丘與友期行》教學為例，學生想像友人被陳元方責備的情境，設計二人對白，為故事結局加添新元素。

接著，教師引導學生理解語氣和感情表達的關係，學生嘗試以恰當的語氣，讀出人物的對話，逐步進入角色心理。最後，學生在課堂上為《陳太丘與友期行》動畫配音，聲演角色（見圖十五）。



圖十五：中二級學生聲演《陳太丘與友期行》動畫

延伸閱讀和寫作

中三級學生從《桃花源記》（調適版）認識了古人心中理想的桃花源，教師再運用《大同與小康》（調適版）作為延伸閱讀材料，讓學生認識儒家的「大同」世界的理想生活，豐富學習內容。

延伸閱讀材料

《大同與小康》（調適版）：「大道之行也，天下為公。人不獨親其親，不獨子其子；矜、寡、孤、獨、廢、疾者皆有所養；盜竊亂賊而不作，故外戶而不閉。是謂『大同』。」

作，演出生動活潑，活現人物形象，還原故事情節。

從圖十二至圖十五可見學生能夠通過演繹故事的學習經歷來欣賞文言篇章生動的描述和人物形象，以實踐證明提升了欣賞作品的能力，做到 NLR（3.2-4.2）6：能欣賞作品中生動活潑的描寫。

延伸閱讀和寫作讓學生加深反思。學生受到古代儒家的「大同」思想啟發，發現古今對生活的看法也有共通之處，同樣重視親情，追求友愛和諧的生活；學生由此對中華文化

	教師在課堂上讓學生討論和投票，思考現代人追求生活中哪些方面的快樂和原因。學生結合對生活的體會和事例，寫作一篇短文，抒發對快樂的看法。	傳統價值觀產生共鳴。
多元文本	**繪本閱讀** 中三級完成《桃花源記》（調適版）閱讀課堂後，教師再以《桃花源記》繪本和原文作對照，運用提問引導和小組討論，讓學生描述從繪本觀察所得，加深理解故事情節和人物心理。結合圖畫與文字閱讀的學習歷程，學生更深入文本世界，仿如踏足漁人所走的道路，從漁人的視覺，經歷漁人遇到的人和事。例如教師提問學生：「漁人遇到甚麼情境，假如你是漁人，會不會走進山洞？」繪本上繪畫了漁人迷途，看見透光的山洞的情況，學生從繪本得到啟發，有的學生說會走進山洞，因為山洞透光，想知道背後是甚麼地方。也有學生說因為環境陌生，害怕危險，所以不會走進山洞。教師再引導學生細看繪本上的桃花源，讓學生體會景物如何美麗，然後提問學生：「漁人看見眼前美麗的桃花源，他有甚麼反應？」學生運用創意，模仿漁人的語氣回答說：「是真的嗎？很神奇啊！」也有學生說：「很開心啊！像做夢一樣！」由此可見，閱讀繪本可以拓闊學生想像，促進學生自主建構，提升閱讀效能感（見圖十六）。  **圖十六：中三級學生閱讀《桃花源記》繪本**	繪本的內容豐富了文言閱讀的內涵，通過原文與繪本的互相補充，拓闊學生對故事情節的想像，引領學生進入古人生活的場景，走進桃花源。繪本閱讀能夠為課堂的延伸討論和延伸寫作做好鋪墊。

成果

1. 學生掌握文言閱讀策略，提升閱讀能力

教師引導學生運用策略展開文言閱讀。學生突破文言字詞的障礙，由分析篇章的題目開始，從認知、心理、思考三方面發展理解文言文的能力，整合內容重點，歸納段落大意和中心思想。學生通過閱讀文本體會人物情感、想法，領悟篇章蘊含的思想和道理。根據教師的觀察，大多數學生閱讀文言文的興趣、信心和理解文言短篇故事的能力有明顯的提升。

2. 學生認識中華文化和價值觀，學習傳統美德

中文課堂結合多元學習活動，讓學生與古人的思想、情感連結，學生代入人物身份和故事情境，探索篇章的內容和品德情意。中二級學生從《宋定伯捉鬼》、《陳太丘與友期行》學習「守信」和「有禮」的傳統價值觀。學生以「鬼」的身份寫信給宋定伯，表

達鬼被人欺騙的憤怒和失望，批評了人類失信的行為（見圖十七）。中三級學生則以《桃花源記》（調適版）和《大同與小康》（調適版）所習得，反思中國傳統文化提倡平等、互愛、有禮、和平的理想社會，值得現今人們效法實踐（見圖十八）。



圖十七：中二級學生評論古人的行為



圖十八：中三級學生心中的理想社會

3. 教師發展專業能力，提升教授非華語學生文言篇章的效能

我在一所非華語學生濃度高的學校教授中文，一方面要發展本地生的中文課程，另一方面又要發展非華語學生適用的學校課程，協助學生拾級而上，銜接主流課程，這實在是一項艱巨的工作。本學年我校與教育局語文教學支援組協作，共同探究非華語學生學習文言文的模式，研發教學策略。我們經過緊密專業的交流，協作成果真是令人鼓舞！充份發揮了業界同心，師生同行的果效。

非華語中文科科主任　吳詠儀老師

總結

官立嘉道理爵士中學（西九龍）為非華語學生規劃文言閱讀歷程，涵蓋品德情意和思維的學習目標，課堂以閱讀策略解碼古代文字，讓學生欣賞古文生動有趣的描寫；同時以多元學習活動構建趣味盎然的中文課堂，提供豐富的學習體驗，提升學生學習文言篇章的興趣，令他們不再懼怕學習文言文。延伸學習以儒家「大同」理想連結古今，讓非華語學生反思中華文化與現代生活的關係，亦促進文化學習和共融。學校建基實踐的經驗和發展成果，未來持續發展非華語學生閱讀能力和拓闊學生學習中華文化的歷程。

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官立嘉道理爵士中學（西九龍）
支援人員：卓潔瑩女士

2.10 非華語學生學習文言經典的設計和實踐

背景

學習中國文言經典有助提升學生的語文和文化素養。學生多讀經典作品，思考作品的內涵、賞析作品的語言，可以提升閱讀品味，增加對中華文化的認識，薰陶思想感情，培養正確的價值觀和態度。非華語學生學習文言經典篇章會遇到不少困難，例如較難理解文言古語和文化背景差異等。為此，天主教慈幼會伍少梅中學的教師因應非華語學生的學習需要，自擬文言學習單元，並運用多元的學與教策略，照顧學習多樣性，啟發學生學習經典作品的興趣，提升學生的學習成效。

年級

中三

學年

2022/23

策略

1. 運用多元化的學習材料，提升學生的學習興趣

教師擬訂生活化的學習主題讓學生產生共鳴，並運用電影、繪本、歌曲等多元化的材料導入課題，與文言篇章內容作比較、互相補充，幫助非華語學生理解主題內容、文化意涵。例如教師自擬單元主題「友情的真諦」，選取建議文言學習篇章《荀巨伯遠看友人疾》、《管寧、華歆共園中鋤菜》為閱讀材料，篇章主題貼近學生的生活，提升學生的學習興趣；亦讓學生較容易理解中華文化「捨生取義」的情操和「道不同不相為謀」的交友之道。

2. 運用小步子文言學習策略，為學生提供鷹架學習

教師善用課前預習，為學生提供自學途徑，指導學生運用網上工具查字典，積累文言字詞。教師亦教授非華語學生文言的字詞解碼方法，例如運用「增」字訣，將單音節字組成雙音節詞；認識「一字多義」等，讓學生掌握文言字詞的意思。在語譯課文時，教師給學生提供適當的扶手，例如設計填充重點字詞、布置「思考題」梳理文意等，引導學生理解文章內容，並適時提供評估和回饋。教師設計多元化題型，例如：圖片題、填充題、選擇題、短答題、記敘六要素表格等，從詞彙理解到內容分析、深層意義探究等，為學生提供鷹架，幫助學生掌握文章的脈絡，以小步子建立學生學習文言文的信心。

3. 善用戲劇教學策略，拓寬學生的想像空間

除了理解字詞和內容大意，非華語學生學習文言文更需要深入理解文本中人物的思想行為，因此教師運用戲劇教學，透過不同的戲劇習式，拓寬學生的想像，讓學生投入課堂活動，更深入理解文本內容。例如教師運用「事件重演」習式，在《荀巨伯遠看友人疾》一文，讓學生通過演繹故事情節，代入角色，看清事件的來龍去脈，思考人物動機，加深學生對故事情節及人物行為想法的理解。又例如《管寧、華歆共園中鋤菜》一文，對於園中發現金片一事，教師運用「思路追蹤」習式，讓學生分別思考管寧、華歆二人當時心中的想法，並為人物的行為、想法和心情設計對白，深化學生對人物行為性格的理解。

4. 善用「中國語文課程第二語言學習架構」整全規劃教學，建立學習階梯

教師善用「中國語文課程第二語言學習架構」擬訂學習重點，根據非華語學生的實際能力和學習需要，設置預期學習成果，有系統地組織學習內容，及發展合適的學習材料，為非華語學生建立學習文言文的階梯。教師參考《校內評估工具》和校內測考成績，了解非華語學生的實際語文水平，擬訂適切的學習重點及預期學習成果，如下：

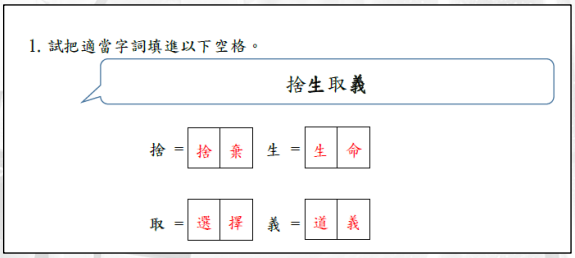
- NLR（4.1）1 能指出閱讀材料的主旨
- NLR（4.1）2 能就主題，評價閱讀材料中的內容和人物角色的行為

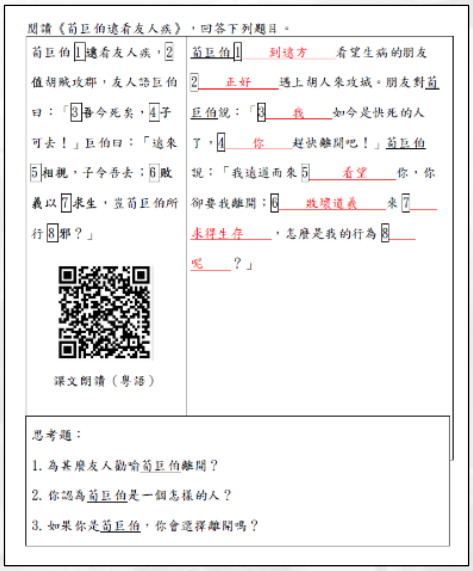
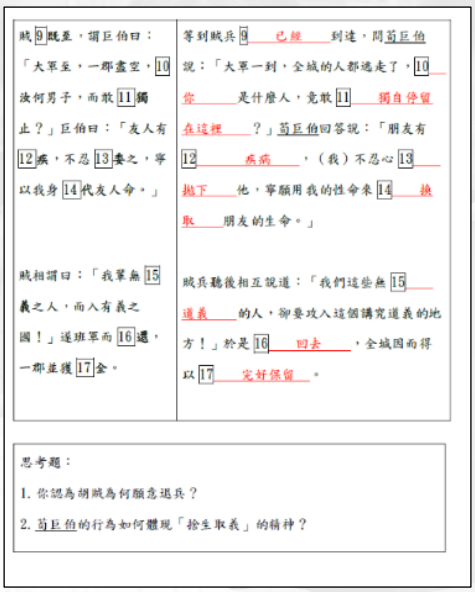
教學設計

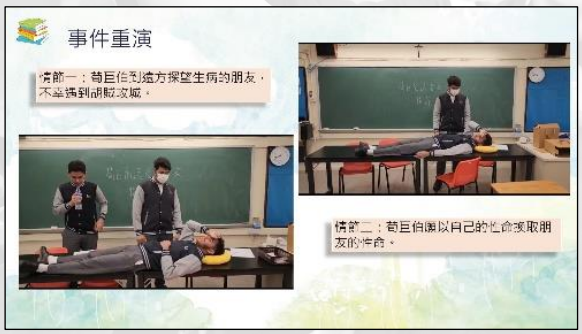
閱讀教學 （舉隅）

單元主題：友情的真諦　　學習材料：《荀巨伯遠看友人疾》

教學流程	教學活動	設計理念
引起動機	• 教師播放電影《盛夏友情天》選段導入課堂，學生完成工作紙，認識影片提及有關「友情」的主題。 • 影片內容關於「友情的真諦」，帶出真正的朋友會為對方設想，捨己救人，更會互相扶持。通過連繫古今對友情的定義，幫助學生進入文本閱讀，加深理解。	• 以生活化題材作引入，貼近非華語學生的生活經驗，提升學生的學習動機和興趣；以電影內容作鋪墊，使學生明白到當荀巨伯見朋友有難，不忍獨自離去的心情。從人物深厚的情誼出發，能初步理解人物願為朋友犧牲，捨生取義的精神。

課前預習	• 教師著學生進行課前預習，運用網上工具查字典，理解文言字詞的意思（見圖一）。  **圖一：學生運用網上工具查字典**	• 鼓勵非華語學生課前預習，初步掃除字詞障礙，建立閱讀文言的基礎。
文言基礎知識	• 教授文言字詞解碼的方法——「增」字訣，將單音節字組成雙音節詞。例如《荀巨伯遠看友人疾》的主題重點為「捨生取義」，組成「捨棄生命，選取道義」的意思，學生易於理解（見圖二、三）。   1. 試把適當字詞填進以下空格。 捨生取義 捨 = 捨 棄　生 = 生 命 取 = 選 擇　義 = 道 義 **圖二、三：教師指導學生文言字詞解碼方法**	• 認識文言字詞解碼策略，加強語文知識基礎和積澱。

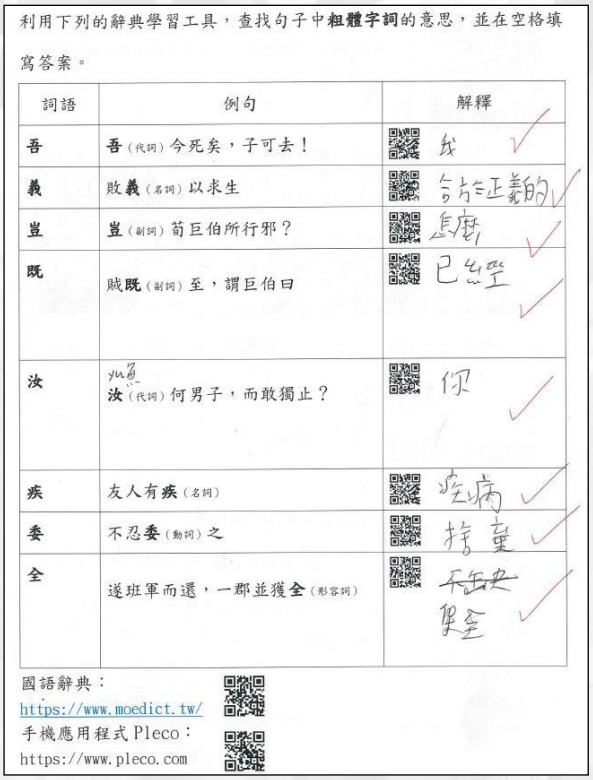
閱讀教學	• 導入課堂：播放《荀巨伯遠看友人疾》的故事短片，讓學生初步掌握文章脈絡，理解故事的內容大意。 • 朗讀課文：教師帶領學生朗讀課文，初步感悟人物的神情和語氣。 • 教師指導學生完成語譯，進一步理解內容大意。 • 教師在每個段落加入一些思考題，引導學生邊讀邊思考，幫助學生逐步梳理文章內容（見圖四、五）。例如： ➢ *「為什麼友人勸荀巨伯離開？」* ➢ *「假如你是荀巨伯，你會選擇離開嗎？」* ➢ *「你認為荀巨伯是一個怎樣的人？」*  閱讀《荀巨伯遠看友人疾》，回答下列題目。 荀巨伯[1]遠看友人疾，[2]值胡賊攻郡，友人語巨伯曰：「[3]吾今死矣，[4]子可去！」巨伯曰：「遠來[5]相視，子令吾去；[6]敗義以[7]求生，豈荀巨伯所行[8]鄉？」 課文朗讀（粵語） 荀巨伯[1]到遠方看望生病的朋友[2]正好遇上胡人來攻城。朋友對荀巨伯說：「[3]我如今是快死的人了，[4]你趕快離開吧！」荀巨伯說：「我遠道而來[5]看望你，你卻要我離開：[6]敗壞道義來[7]求得生存，怎麼是我的行為[8]呢？」 思考題： 1. 為甚麼友人勸喻荀巨伯離開？ 2. 你認為荀巨伯是一個怎樣的人？ 3. 如果你是荀巨伯，你會選擇離開嗎？  賊[9]既至，謂巨伯曰：「大軍至，一郡盡空，[10]汝何男子，而敢[11]獨止？」巨伯曰：「友人有[12]疾，不忍[13]棄之，寧以我身[14]代友人命。」 賊相謂曰：「我輩無[15]義之人，而入有義之國！」遂班軍而[16]還，一郡並獲[17]全。 等到賊兵[9]已經到達，問荀巨伯說：「大軍一到，全城的人都逃走了，[10]你是什麼人，竟敢[11]獨自停留在這裡？」荀巨伯回答說：「朋友有[12]疾病，（我）不忍心[13]拋下他，寧願用我的性命來[14]換取朋友的生命。」 賊兵聽後相互說道：「我們這些無[15]道義的人，卻要攻入這個講究道義的地方！」於是[16]回去，全城因而得以[17]完好保留。 思考題： 1. 你認為胡賊為何願意退兵？ 2. 荀巨伯的行為如何體現「捨生取義」的精神？ **圖四、五：課堂工作紙**	• 課文附課文朗讀二維碼，讓學生於課前預習，朗讀課文。 • 學生只需語譯重點字詞，減輕學生通篇語譯的負擔。 • 小步子的教學，為學生提供扶手，逐步引領學生理解課文內容，分析人物的性格。 • 思考題有助學生梳理文意，訓練學生的高階思維能力。

戲劇教學	• 教師運用「事件重演」的戲劇習式，演繹故事情節，讓學生代入角色，重溫故事內容，深化對人物行為、思想的理解（見圖六）。例如： ➢ *情節一：荀巨伯從遠處來探訪生病的朋友，不幸遇到胡賊攻城。* ➢ *情節二：荀巨伯不忍拋棄朋友，「寧以我身代友人命」。* ➢ *情節三：胡賊敬佩荀巨伯為朋友捨生取義的精神，決定撤兵。*  **圖六：教師以戲劇習式「事件重演」讓學生演繹故事情節**	• 善用戲劇教學提升學生的參與感和興趣，讓學生演繹故事情節，仔細檢視特定的情境，看清事件的來龍去脈、思考人物行事的動機和想法，運用合適的語氣、動作演出故事的情節。 • 教師能評估學生對文章情節的理解。
課業評估/小組討論	• 教師布置課業，設計多元化的題型，如: 圖片題、填充題、選擇題、短答題、圖表等，題目由淺入深，幫助學生逐步梳理事件發生的時、地、人、事，掌握文章的內容。 • 課堂以小組討論促進思考。教師先指導學生閱讀繪本《被欺負了，我該怎麼辦？》，理解故事主角如何獲得真正的友情，再引導學生小組討論，比較《荀巨伯遠看友人疾》、《管寧、華歆共園中鋤菜》兩篇文章與繪本《被欺負了，我該怎麼辦？》提及友情的看法，歸納維繫友情的要點。	• 為學生提供分析文本的鷹架和扶手。例如通過短答題指導學生回答技巧，讓學生能逐步掌握回答長題目的方法。 • 課業設計由淺入深，從詞彙理解到內容分析、深層意義探究等，能建立學生學習文言文的信心。
總結	• 完成整個單元後，教師會設置生活情境題，與學生討論對事件的看法： • *「當你看到朋友在商場偷竊的行為，你會怎樣處理？」* • *文章提出中國傳統的交友之道：人們認為「道不同不相為謀」，我們應結交志趣相投的朋友，遠離與自己志向不同的人，你認同嗎？* • 教師總結討論所得，讓學生學習古人高尚的品格，明白「志同道合」的交友之道。	• 設置生活情境題，討論如何將文中學到的價值觀在生活中實踐和應用。

學習成果

1. 學生學習文言經典的興趣和能力有所提升

通過教師精心布置多元化的學習活動，以多媒體輸入和戲劇教學等，學生能投入課堂學習，深入探討故事的內容、人物的性格及行為想法，有趣的課堂活動讓學生對學習文言文漸漸產生興趣。同時，學生會在課前查字典，理解文言字詞的意思，突破學習難關，並初步掌握文言文的學習策略，建立預習自學的良好習慣（見圖七、八）。學生能指出閱讀材料的主旨，亦能評價閱讀材料中的內容和人物角色的行為，達到預期學習層階。

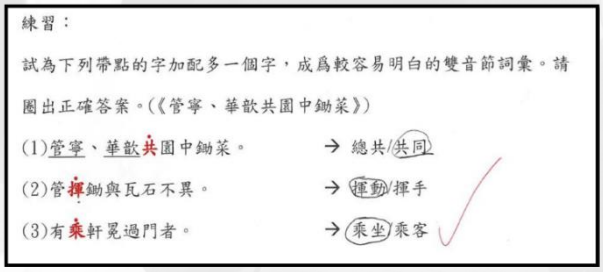


利用下列的辭典學習工具，查找句子中**粗體字詞**的意思，並在空格填寫答案。

詞語	例句	解釋
吾	**吾**（代詞）今死矣，子可去！	我
義	敗**義**（名詞）以求生	合於正義的
豈	**豈**（副詞）荀巨伯所行邪？	怎麼
既	賊**既**（副詞）至，謂巨伯曰	已經
汝	汝（代詞）何男子，而敢獨止？	你
疾	友人有**疾**（名詞）	疾病
委	不忍**委**（動詞）之	捨棄
全	遂班軍而還，一郡並獲**全**（形容詞）	不死 安全

國語辭典：https://www.moedict.tw/
手機應用程式 Pleco：https://www.pleco.com

圖七：預習工作紙



練習：

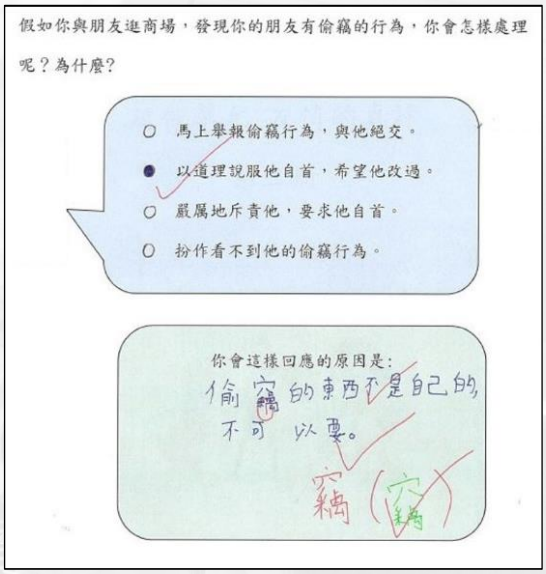
試為下列帶點的字加配多一個字，成爲較容易明白的雙音節詞彙。請圈出正確答案。（《管寧、華歆共園中鋤菜》）

(1)管寧、華歆**共**園中鋤菜。 → 總共/共同

(2)管**揮**鋤與瓦石不異。 → 揮動/揮手

(3)有**乘**軒冕過門者。 → 乘坐/乘客

圖八：預習工作紙



假如你與朋友逛商場，發現你的朋友有偷竊的行為，你會怎樣處理呢？為什麼？

- ○ 馬上舉報偷竊行為，與他絕交。
- ● 以道理說服他自首，希望他改過。
- ○ 嚴厲地斥責他，要求他自首。
- ○ 扮作看不到他的偷竊行為。

你會這樣回應的原因是：
偷竊的東西不是自己的，不可以要。

圖九：生活情境題讓學生應用所學

2. 加深認識中華文化和建立正確的價值觀

文言經典篇章蘊含中華文化的精髓，非華語學生從文言經典中除了提升理解和欣賞文學作品的能力，更能學習和反思中華文化的內涵，從而建立正確的價值觀。如圖九所見，生活情境題讓學生思考當與朋友價值觀不同的時候，如何作價值判斷，應用從文本所學「道不同不相為謀」的道理，應結交志趣相投的朋友。同時，學習文言文更讓學生認識中華文化的傳統美德，「捨生取義」的高尚情操，學習儒家的處世方法和如何看待生命的價值。

總結

通過多元化的校本單元設計，循序漸進的教學，教師認為能提高學生課堂學習的投入感，學生學習態度積極，對文言文產生興趣。通過校本設計的文言教材，學生學習不少文言字詞，初步建立閱讀文言篇章的基礎，減輕學生對文言文望而生畏的感覺，有助建立學生學習文言文的信心。教師將文言經典的主題以生活化的形式呈現，讓學生明白文言文的內容與自己日常生活息息相關，而非遙不可及，教學成效顯著，亦加強教師教授非華語學生文言經典的信心。教師會持續發展文言文課程，在各級融入文言篇章，讓非華語學生學習更多文言經典作品。

非華語學生學習文言經典並不容易，多元的文化背景、生活成長環境，使學生在學習中華文化面對不少挑戰；但教師認為這正是難得的契機。教師鼓勵非華語學生學習文言經典，由淺入深地認識中華文化，讓非華語學生和華語學生作文化交流，並在生活中實踐所學，有助非華語學生更容易融入香港，為社會作貢獻。

參考資料

1. 課程發展議會（2008）。《中國語文課程補充指引（非華語學生）》。香港：作者。

2. 課程發展議會（2017）。《中國語文教育學習領域課程指引（小一至中六）》。香港：作者。

天主教慈幼會伍少梅中學
支援人員：陸中玉女士

2.11 通過教師學習社群共同開拓教授非華語學生的有效策略

背景

隨著社會發展和新興科技的湧現，教育生態無可避免地在逐步轉型。教學團隊除了要掌握專業知識和教學策略，也必須具備擁抱轉變的意識和應對轉變的能力，與時並進。教師學習社群提供同儕學習、協作的機會，是促進教師專業發展，推動教師在教學上持續創新、追求卓越的有效途徑。

語文教學支援組（下稱本組）於2022/23學年開始正式組織「支援非華語學生學習中文」中學教師學習社群，讓來自不同學校教授非華語學生中文的教師，共同探索如何開拓和優化課程和學與教策略，並強調實踐所學。正如《小學教育課程指引》（2024）分章三指出，「實踐社群（Community of Practice） 即一群具共同信念的人，關注並熱情投入某個領域的工作。他們透過經常的互動協作，直接參與和學習如何將其領域做得更好。在實踐社群中，每一位成員都是學習者，他們透過互相學習、彼此支持、分享經驗及實踐所學，可激發其他教師一起學習，追求專業成長，從而整體提升學校教學團隊的能力」（課程發展議會，2024，頁3-17），就是建立學習社群的目的。

嘉諾撒培德書院和孔聖堂禮仁書院都是「支援非華語學生學習中文」中學教師學習社群的成員。孔聖堂禮仁書院錄取較多不同文化背景的非華語學生，而嘉諾撒培德書院的非華語學生人數則較少。兩所學校均致力推動非華語學生學習中國語文和中華文化，並各自發展出具特色的學校課程。因應學校的共同關注點，是年學習社群以「為非華語學生設計豐富多元的文化學習經歷」為共同研習的主題。通過學習社群的各種交流活動，兩校教師互相觀摩取法，同行互勉，一起提升學與教的效能。

年級

中四、中五

學年

2023/24

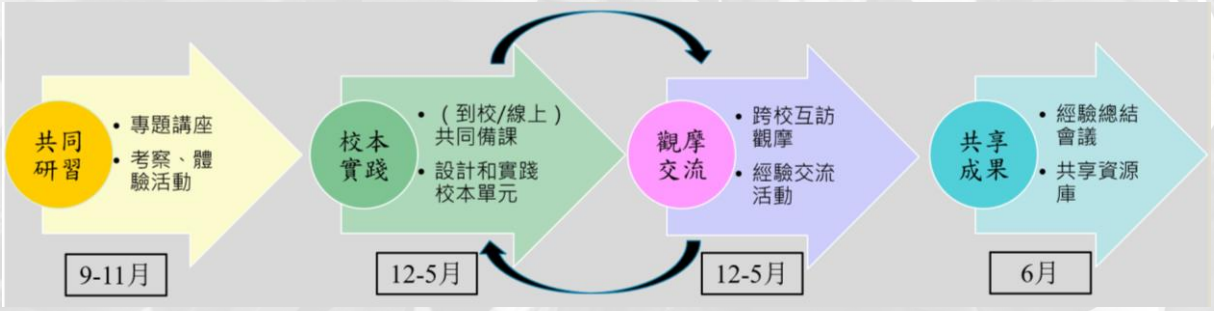
策略

1. 以學習社群的「研習－實踐－觀摩－共享」模式促進教師專業發展

黃政傑（2021）歸納教師專業學習社群的特點，是以教師的專業任務為核心組成團隊，以學生的學習效能和成果為焦點；教師共同且持續地探究共同關注的課程、學與教和其他教育環境問題，形塑學習文化、共同願景，通過反思對話、合作學習、分享經驗及

共同解決問題，提升教學知識和實踐能力，進而提升學生的學習表現。譚彩鳳（2011）從香港個案研究中發現，發展教師學習社群需要課程領導、推動教師改革課程的意願、訂立溝通機制和改變學校文化；外間的力量，諸如教育部門的意見和支援也能助一臂之力。學校之間建立學習網絡，例如通過觀摩活動，讓教師到具成功經驗的學校去學習，或邀請有效能的課程領導帶領及指導其他社群教師，配合校本課程發展的理念，以落實優化課程的理想。

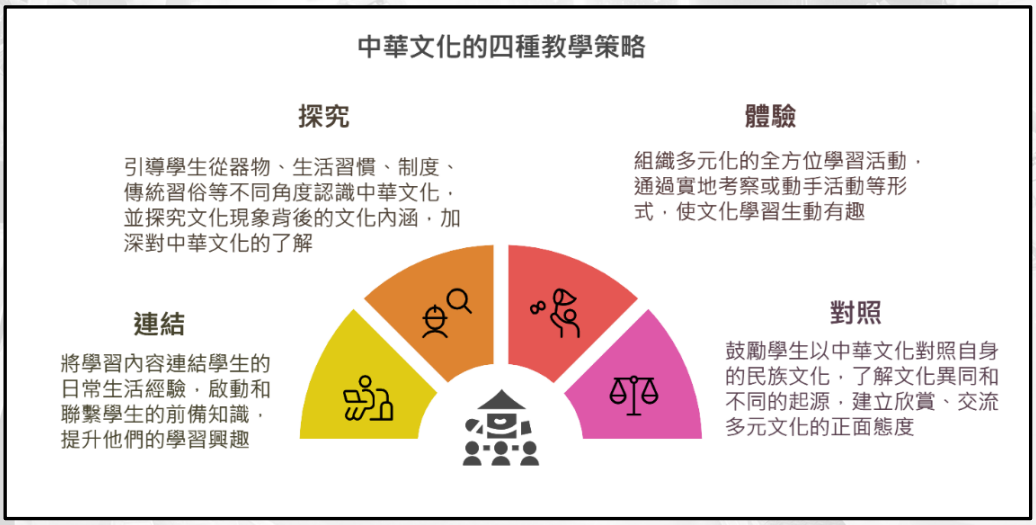
本組參考專業學習社群的理念，以一年為期，結合「研習－實踐－觀摩－共享」四個元素，為來自不同學校的教師創設交流平台，讓他們共同研習、探索、實踐和分享課程發展成果，匯聚專業知識和教學實踐經驗，培育課程領導，落實中國語文教育的課程倡議，促進學校課程的自我完善。學習社群的全年運作模式和活動內容見圖一。



圖一：「支援非華語學生學習中文」中學教師學習社群的全年運作模式

2. 以社群共同研習所得的「連結－探究－體驗－對照」策略開拓教授中華文化的策略

通過研習、交流，「支援非華語學生學習中文」中學教師學習社群的教師和支援人員共同歸納了四種教授非華語學生中華文化的有效策略，並各自在校本環境中實踐。教師運用連結、探究、體驗、對照四種策略設計課堂教學與全方位學習活動，讓非華語學生加深認識中華文化，並能理解文化現象背後的文化內涵，學習欣賞不同文化的優點，促進共融。四種教學策略的理念見圖二。



圖二：中華文化的四種教學策略

(1) 連結

「連結」是指從日常生活中學習中華文化，啟動和聯繫學生的前備知識和生活經

驗，提升他們的學習興趣。例如讓學生品嚐中國食物，了解中國不同地區的飲食習慣、食物背後的文化意義或相關的歷史故事；比較古今衣服的特色，認識衣服與時代背景和生活習慣的關係；或參與包餃子、提燈籠或賞月等活動，認識中國傳統節日的來源和演變。

(2) 探究

「探究」是指要分析文化現象，探究文化現象形成的歷史背景和演變過程，理解現象在特定時間和地區的意義。例如引導學生分析中國新年慶祝活動的歷史，揭示背後對家庭團聚和祈求新年順利的文化意涵；分析「龍」在中國文化中有關權力和繁榮的象徵意義；或比較東西方的婚禮儀式，揭示不同文化對愛情、家庭和承諾的價值觀。

(3) 體驗

「體驗」是指組織多元化的全方位學習活動，激發學生的好奇心；讓學生通過親身體驗，能更直觀地認識、感受文化的深度和細節，並增加情感的聯繫。例如舉辦傳統工藝工作坊，讓學生參與剪紙、陶藝或風箏等手工製作，親身學習中國傳統工藝的技巧和了解中國的審美觀；舉辦中國傳統節日的體驗日，如春節的舞獅活動、端午節的包粽子比賽或中秋節的猜燈謎等；或設計模擬歷史場景的角色扮演活動，如「絲綢之路商隊」或「科舉考試」等，讓學生通過體驗和模仿，更明白古代中國的社會生活狀況和文化內涵。

(4) 對照

「對照」是指通過跨文化的對話、比對和反思，加深理解不同文化的特徵、價值觀和生活方式，幫助學生以更多元的視角理解不同的文化，減少誤解和偏見。例如可鼓勵學生聆聽中國人的故事、參與中國傳統活動，以比對與自己本族文化的異同；或舉行「文化沙龍」，邀請不同文化背景的學生分享自己本族的傳統生活習慣、飲食、科技發展、歷史英雄故事等，讓學生增進對不同文化的認識和理解，培養開放、接納和互相欣賞的胸襟和態度。

實踐

以下按學習社群的全年運作模式，展示嘉諾撒培德書院和孔聖堂禮仁書院兩所學校參與學習社群的過程和發展成果。

1. 共同研習

在學年初，本組為學習社群學校舉辦了統籌教師會議，讓社群教師加深認識學習社群的目標、理念、運作模式和預期成果，投入參與社群活動；又舉辦了兩場專題講座，增進社群教師的專業知識，裝備教師實踐課程改革。專題講座的主題分別是由本組支援人員主講的「科特的八步變革模型（Kotter's 8-Step Change Model）」（Kotter, 2012）——讓教師認識和思考如何在學校開展課程革新，包括如何營造變革氛圍、推動團隊參與、實施和持續落實變革等；以及邀請了香港大學教育學院的戴忠沛博士主講「語文學習與文化共融的理論和實踐」，讓教師認識香港非華語人士的背景、生活和文化特點，並探討如何以多元文化取向實踐語文和文化教學（見圖三）。



圖三：戴忠沛博士向社群教師講解文化學習策略

2. 校本實踐

嘉諾撒培德書院的校本實踐重點是以香港非物質文化遺產「舞貔貅」為主題，配合教學單元和文化體驗活動，引發非華語學生的學習中華文化的興趣；在過程中發展學生的閱讀和口頭匯報能力，並聯繫傳統與現代生活習俗，反思如何進行文化保育。孔聖堂禮仁書院則善用校園「孔聖講堂」作為學習場所，配合教學單元和「中華文化周」活動，引導非華語學生認識中國傳統儒家思想及前人弘揚儒學的歷史；在過程中發展學生的閱讀和小組討論能力，並培養認真學習的態度。兩所學校都參加了由本組主辦的非華語中學生「文化對話」短片拍攝比賽，讓學生以自己製作的錄像短片展示語文和文化學習的成果。以下以表列形式簡介兩所學校的學與教過程。

教學策略	課堂學習 / 全方位學習活動（舉隅）和說明	
	<u>嘉諾撒培德書院</u>	<u>孔聖堂禮仁書院</u>
連結	• 學校以香港非物質文化遺產「舞貔貅」為主題，連繫傳統客家文化與香港文化，讓學生認識客家傳統文化如何參與塑造香港的本土文化，並引導學生思考如何保育傳統文化。 • 教師運用有關香港非物質文化遺產的網上資源設計閱讀理解題目（資料來源：康樂及文化事務署「香港非物質文化遺產資料庫」）。 • 課堂上學生掃描二維碼閱讀教師預備的網上材料，然後回答問題，從中認識「舞貔貅」的文化，並了解香港「舞貔貅」活動的歷史。	• 學校就地取材，善用校園環境，扣連學校歷史背景和課堂學習，以濃厚的儒學氛圍感染學生，使他們在日常學習中潛移默化，並帶動學生思考古代儒學如何有助培養良好品格。 • 教師安排學生在學校一級歷史建築物「孔聖講堂」內背誦《禮記・禮運大同》和《亞聖孟子經訓》。「孔聖講堂」是香港歷史最悠久的儒學傳揚地。講堂建築古雅，文化氣息濃厚，學生身處其中，思考如何效法前人，感受深刻，有助培養認真求學的態度。 • 課堂上，教師以校訓「孝悌忠信、禮義廉恥」作切入點，引導學生探討在生活情境中如何運用正確的價值觀處事做人，讓學生認識儒家的價值觀與生活息息相關。
探究	• 課堂結合聽說教學，教師安排學生觀看「舞貔貅」短片和訪問教練的片段；然後安排學生分析神獸貔貅的外貌特徵、「舞貔貅」的	

	技巧和特色，及「舞貔貅」的文化象徵。 • 教師引導學生思考和討論：「舞貔貅」的技藝面臨失傳，我們應如何向社會和青少年推廣和保育傳統文化？	• 配合非華語學生的學習需要，教師以調適課業讓學生學習《論語》。課堂以一則香港人搶拾遺落馬路邊鈔票的新聞報道，引導學生運用儒家的價值觀評價這些人的行為。 • 教師設情境題讓學生討論，引導他們思考如何在現實生活中實踐正確的價值觀：假設你在路上拾到一個錢包，錢包內有大量現金，你會怎樣做？試選擇你的做法和說明原因。
體驗	<u>嘉諾撒培德書院</u> • 教師安排學生參加「新界傳統文化節」的「舞貔貅」工作坊（見圖四），教練解說「舞貔貅」的文化，學生觀摩教練示範，並親身嘗試「舞貔貅」（見圖五）。工作坊讓文化學習變得更具體和有趣，學生親身學習和體驗傳統文化習俗和有關技法，從實踐中加強認識和體悟傳統文化。  **圖四：非華語學生參加「舞貔貅」工作坊**	<u>孔聖堂禮仁書院</u> • 學校在「孔聖講堂」舉行「中華文化周」，讓學生體驗不同範疇的傳統文化，包括少林拳術體驗（見圖七）、粵劇示範和導賞、非華語學生與華語學生參與圍棋比賽（見圖八）、多元文化攤位展示中國和其他國家的傳統手工藝、美食、消閒活動等；並邀請其他社群學校的師生參加，讓他們參觀校園歷史建築「孔聖講堂」，聆聽校長講解建築特色和歷史，一起感受儒學文化氛圍。  **圖七：少林拳術體驗工作坊**

對照



圖五：學生親身戴上「貔貅」舞動，感受深刻

- 教師邀請學生在工作坊後，以個人短講形式分享所學所感。學生以中華文化對照自身民族文化，發現不同文化也有相似之處，例如印度十勝節的「燒巨人」和中國客家的「舞貔貅」同樣是藉儀式除去惡運，學生更由此明白到兩國的節日同樣提醒人一家團聚比物質生活更重要，認識了不同的國家民族也有共同的祝願和期盼，有助培養尊重和欣賞不同文化的態度（見圖六）。



圖六：學生在課堂上分享參加「舞貔貅」工作坊的感想



圖八：非華語學生與華語學生進行圍棋比賽

- 「中華文化周」特別安排「多元文化攤位」，除了展示中國傳統的書法、投壺遊戲等，亦安排印度手繪攤位（見圖九），和展示不同民族的食物、手工藝、遊戲等特色活動，讓學生認識不同民族的生活特色和喜好。「中華文化周」開拓學生的跨文化視野，亦同時讓他們感受不同文化的共通點——體現生活的美善和樂趣（見圖十）。



圖九：學生參與多元文化攤位活動



圖十：嘉諾撒培德書院學生分享參加多元文化攤位活動的所學所感

3. 觀摩交流

(1) 教師的觀摩交流：跨校課堂觀摩

嘉諾撒培德書院、孔聖堂禮仁書院的教師和其他社群學校的教師參加本組安排的跨校觀摩交流活動，包括課堂觀摩、學習活動觀摩、學校互訪和校本經驗交流會等，一起探索和建構教學新知，激發教學創新思維，促進教學反思和專業成長。以下是一些活動剪影（見圖十一至十六）。



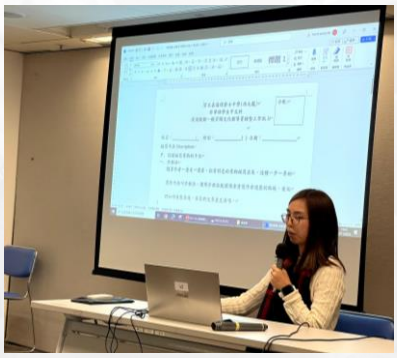
圖十一：社群學校觀摩孔聖堂禮仁書院的「中華文化周」



圖十二：觀摩活動後的跨校師生交流



圖十三：社群學校觀摩恩平工商會李琳明中學的「中文日」



圖十四：官立嘉道理爵士中學（西九龍）的教師分享校本經驗



圖十五：拔萃男書院的鍾慧樺老師作公開課



圖十六：觀摩公開課後的專業交流

(2) 學生的觀摩交流：「文化對話」短片拍攝比賽

為了進一步促進非華語學生對文化的思考，發展學生的創意思維和協作能力，提升學生學習中文的信心和效能，本組於 2023/24 學年特別為社群學校舉辦非華語中學生「文化對話」短片拍攝比賽，讓學生有展示和觀摩學習成果的機會。比賽的目的是鼓勵非華語學生走進社區，探索香港，了解中國／香港的文化特色，尋找生活中的文化景觀，並與自己本族的文化作對照，讓學生學習欣賞多元文化，促進中國語文學習和文化共融。學習社群的全部成員學校均有參加比賽，學生的表現和回應令人非常鼓舞。（比賽詳情可點擊這裏，閱覽「支援非華語學生學習中文：「文化對話」短片拍攝比賽頒獎禮」的內容和欣賞參賽作品片段。）

4. 共享成果

(1) 學習社群的校本經驗總結交流會

接近學年結束時，「支援非華語學生學習中文」中學教師學習社群舉行校本經驗總結交流會。每所社群學校的代表教師輪流分享全年學習和實踐所得，總結經驗和發展成果，亦互相觀摩和回饋其他學校的經驗。社群教師一起慶祝共同研習、實踐的學與教成果（見圖十七、十八）。



圖十七：社群教師在校本經驗總結交流會上分享學與教成果



圖十八：社群教師寫下參加學習社群的感受

(2) 全港性教師專業發展活動

嘉諾撒培德書院、孔聖堂禮仁書院的教師代表「支援非華語學生學習中文」中學教師學習社群，在 2024 年 3 月舉行的全港性教師專業發展活動中，以座談會的形式分享教學實踐經驗、學生的學習歷程和學習成果，以及參與教師學習社群對學校發展、教師專業發展帶來的效益（見圖十九）。社群教師面向全港同業推廣學習社群的成果，進一步擴充教師學習社群的正面影響，促進教學團隊的專業發展。



圖十九：社群教師代表在全港性教師專業發展活動上分享參與學習社群的收穫

(3) 雲端教學資源庫

參與學習社群的教師均樂於交流，願意利用社群作平台，與同業共同建構知識、共享資源。社群學校共同建立雲端教學資源庫，分享按社群發展主題開發的校本教學設計和材料，包括單元教學大綱、工作紙、教學簡報、參考材料等，圓滿地落實「研習－實踐－觀摩－共享」的過程，達至互惠共贏，共同進步。

成果

1. 非華語學生加深認識、欣賞中華文化，提升語文能力

教師學習社群促進教師專業發展。社群教師轉化從社群學習和觀摩所得，落實優化校本課程規劃和課堂教學策略。嘉諾撒培德書院和孔聖堂禮仁書院的教師以社群共同研習所得的「連結－探究－體驗－對照」策略開拓教授中華文化的策略，善用多元學習材料和社區資源，分別設計以香港非物質文化遺產和儒學代表場地為主題的學習單元，連接課堂內的學習和課堂外的全方位學習活動，豐富非華語學生學習語文和中華文化的學習經歷。從學生課業、教師觀察所見，學生在學習過程中加深了對中華文化的認識，提升了閱讀、資料運用的能力、口語表達和思維能力。從學生製作參與「文化對

話」短片拍攝比賽的作品所見，學生能從文化對照的角度認識和思考不同文化的共通之處，學習欣賞、尊重不同的文化，有助促進社會共融，提升持續學習和探究中華文化的興趣和動機。

2. 教師拓闊專業視野，提升專業能力，促進實踐課程倡議

教師學習社群促進不同學校的教師互動交流，社群教師的專業視野、教學設計和實踐能力也有所提升，社群教師更有信心和能力推動科組發展，落實課程倡議，完善校本課程。從年終社群教師問卷所見，在教師個人層面，「增加成員對新的教育議題和挑戰的認識」、「增強成員面對課程革新的應變能力和信心」和「使成員獲得創新的意念和想法，促進學校課程和教學的更新和優化」題目均獲得超過 4.5 的平均分（以 5 分為滿分，下同）。在學校層面，「提升成員在學校/科組推動教學革新或新嘗試的能力和策略」和「促進成員在學校應用和分享從學習社群獲得的知識、策略和資源」題目亦分別獲得 4.6 和 4.7 的平均分。學習社群對教師、對學校，甚至學界的正面影響，由此可證。

以下是社群教師在全港性教師專業發展活動中分享的感言（節錄）。

「我們會把從社群所學的知識與其他中文科同事分享。社群使我們拓闊了視野，認識了可以從多元共融的角度設計全方位中華文化學習活動。」

嘉諾撒培德書院非華語中文科統籌 盧怡老師

「學習社群是一個很好的平台給非華語中文教師互相觀摩學習，其中包括參與學校的中文日和觀摩課堂，有助教師了解不同的教學方法，拓闊視野。」

嘉諾撒培德書院中文科副科主任 何欣老師

「觀摩和交流為我帶來反思，看到非華語生和華語生共同演出岳飛話劇，讓我印象深刻。其他學校的老師參與本校中文日，讚美學生的表現，令我們感到很鼓舞。」

孔聖堂禮仁書院中文科科主任 周淳鈞老師

「我到其他社群學校觀摩，能夠從中『偷師』，例如學到以木版雕刻展示學生中華文化學習的成果。學生拍攝文化短片，過程中有所得益和成長。」

孔聖堂禮仁書院非華語中文科統籌 林蓉萍老師

總結

教師學習社群是促進教師專業發展和學校整體發展的重要力量。學校教師之間的交流和協作，不但可以推動學校課程的持續改進，探索多元的學與教方式，為學生創造更適切的學習環境，且可以幫助教師創新教學思維、解決實際教學難題，不斷提升教學能量，增強專業能力和信心。展望未來，本組建立的教師學習社群將進一步向多元化和跨學科方向發展，運作模式亦會更多善用資訊科技來突破時空的限制，並設計靈活的活動形式，促進更多教師更深入的交流，增強社群成員的歸屬感和合作意識，以更全面地發揮教師學習社群的專業價值。

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支援人員：張珮珊女士
卓潔瑩女士



開闊教室　全方位學習

2.12 認識社區　促進共融——非華語學生體驗式學習的設計與實踐

背景

非華語學生有不同的文化背景，學習中華文化不但可以認識身處的香港社會環境和民俗文化，以更好地融入香港社會；而且可以認識中華文化的內涵和價值觀，學習尊重多元文化。伊斯蘭脫維善紀念中學主要錄取非華語學生，學生在港生活的年期不一，對香港社區、中華文化的認識有明顯的分別。教師深明認識香港社區和中華文化對於非華語學生在港學習和生活的重要性，所以在中一、中二級開始發展文化單元，以「生活中的文化」為方向，幫助非華語學生發展中文能力，並了解香港社區的發展和中華文化的特點。

年級

中一、中二

學年

2022/23

策略

1. 從生活中學習

華語學生對中華文化的認識有限。發展單元時，教師避免揀選一些距離學生生活較遠、較抽象的文化概念作為主題。教師善用香港以中華文化為主體，糅合多元文化的特點，以香港日常生活可見的事物，扣連學生已有知識、學生自身族裔相關的文化習俗或其他單元的學習內容，讓學生更容易理解香港的社區發展、中華文化以至香港多元文化薈萃的特點，從而減少或消除文化誤解和衝突。

2. 因應學生需要發展學習材料

坊間有不少關於文化、社區發展的書籍和資料，但無論是語文深淺程度，或是對文化概念的解說都未必適合直接作為學習材料，讓非華語學生學習。教師因應非華語學生的中文水平、對中華文化、香港社區的認識，參考不同書籍、報章報導、專題介紹等設計了單元學習冊，並善用多媒體材料和網絡資源進行教學，如：專題介紹的影片、360度全景照片等，既切合學生所需，亦令學習內容更立體全面。

3. 體驗式學習拓寬語文學習的空間

語文與社會生活息息相關，教師安排課堂內外的體驗式學習活動拓寬語文學習的空間。體驗式學習是指教師因應學習目標安排適切和真實的情境，讓學生「從做中學」。在體驗式學習的過程中，學生從親身經歷建構意義，並反思和總結過程中的體驗和得著（課

程發展議會，2017；課程發展議會，2022）。教師安排中一級學生進行全方位學習活動——「文化散步」，帶學生走出課室，走出校園，走進社區，善用社區真實的環境全方位學習語文。有別於「文學散步」，活動因應非華語學生的需要，以認識和體驗文化為重心。中二級則以「動手做」的方式安排學生製作小型花牌，讓學生在高參與的體驗中親身體會到紮作時種種的困難和需要注意的地方，從而學會欣賞紮作技藝的精妙之處。藉體驗、觀察、分享、討論、反思等，加深學生對文化課題的掌握和加強運用中國語文。體驗式文化學習與語文學習有機結合，文化學習帶動讀、寫、聽、說不同範疇的語文學習，發展學生語文能力，實踐預期學習成果。

教學設計（一）

年級		中一級
單元主題		「文化散步」——筲箕灣的文化風景
學習重點		• 認識社區和行業的發展、多元文化薈萃的特點，加深對香港的了解 • 認識華人的民間信仰和民胞物與思想，學會尊重多元文化
預期學習成果	閱讀	NLR（2.1）2 能理解閱讀材料的內容
	寫作	NLW（1.1）5 能就熟悉的事物寫簡單段落，意思清楚
	聆聽	NLL（3.1）1 能理解話語內容，概括要點
	說話	NLS（3.1）2 能圍繞話題，運用敘述、說明等方式討論，表達自己的意見 NLS（4.1）1 能按主題，作簡單的口頭報告
單元理念		教師選擇筲箕灣作為「文化散步」的地點，是因為筲箕灣為其中一個香港較早期發展的地區，不少事物與香港的社區發展和文化特點都有相關之處，而且只是兩條街道便包含了不同特點（見圖一）。本單元期望讓學生認識學校以外的社區，讓學生從平日生活可見的廟宇、食店、電車、老榕樹等，認識香港的民間信仰、行業變遷、社區發展以至多元文化薈萃的特點（見圖二）。



圖一：「文化散步」景點地圖

筲箕灣（景點）	香港（文化特點／社區發展）
• 譚公廟 • 天后古廟	• 宗教 民間信仰：海神
• 筲箕灣避風塘 • 譚公廟道船廠 • 筲箕灣魚類批發市場 • 筲箕灣東大街食店	• 行業 靠海吃海：漁業、造船業 • 多元文化 不同國家／地方的食店
• 筲箕灣電車總站 • 筲箕灣東大街老榕樹	• 社區發展 交通、填海 • 儒家思想：仁 民胞物與思想

圖二：中一級學生從筲箕灣的景點認識香港的文化特點和社區發展

教學流程（舉隅）

學習階段	學習範疇	學與教內容	設計理念
活動前	閱讀文化 視聽	• 教師講解「文化散步」的活動目的和安排，教授學習冊的閱讀材料，從「港」與「灣」到筲箕灣的得名、社區發展以至不同景點與文化之間的關係。 • 教師播放與景點相關的影片，如：船廠東主專訪、食店東主專訪。	• 讓學生明白活動的目的。 • 讓學生對香港、筲箕灣和不同景點有基礎的認識。 • 增加學生對景點的認識，提升學習動機。
活動中	聆聽文化	• 教師帶領學生參觀不同景點並作導賞，介紹社區發展、景點與文化特點的關係。 • 學生參觀景點，並完成學習冊內的指定任務。	• 加深學生對社區發展和景點與文化特點的了解。 • 提升學習動機。
活動後	說話文化思維 寫作說話	• 教師展示 360 度全景照片，與學生重溫散步景點，引導學生分享活動中最深刻的事物、對信奉海神、保留電車的看法並作文化交流，例如：他們的民族有沒有類似「海神」的信仰、供奉神明的方式。 • 教師引導學生完成「我眼中的筲箕灣」工作紙和分享。	• 促進學生思考對於社區發展的看法，引導學生交流中華文化和自身族裔文化的異同，讓學生理解不同民族都有自然崇拜和神明崇拜的習俗，引導學生尊重不同文化傳統與選擇。

教學設計（二）

年級		中二級
單元主題		非物質文化遺產——紮作技藝
學習重點		認識生活中常見的紮作，了解紮作背後的文化意涵，學會尊重傳統文化習俗
預期學習成果	閱讀	NLR（1.1）4 能理解閱讀材料的內容大意
	寫作	NLW（1.1）4 能就熟悉的事物寫句子，內容完整
	聆聽	NLL（2.1）2 能理解話語內容，在提問引導下概括要點
	說話	NLS（3.1）1 能圍繞話題，簡單地表達自己的意見
單元理念（見圖三）		單元介紹「香港非物質文化遺產清單」及「香港非物質文化遺產代表作名錄」之一的「紮作技藝」。教師揀選的四類紮作在一些中國傳統節日、神誕、醮會、喜慶、喪葬場合上都有機會接觸得到。學生可以認識這些紮作品背後的文化意涵，並與自身的文化習俗作比對，促進文化共融。



圖三：中二級學生從四類紮作認識紮作技藝與傳統節慶和文化習俗的關係

教學流程（舉隅）

學習階段	學習範疇	學與教內容	設計理念
活動前	閱讀 閱讀文化 視聽	• 教師教授學習冊的閱讀材料，介紹紮作技藝和四類香港常見的紮作。 • 教師連繫學生的已有知識，講解四類紮作會在哪些中國傳統節日或場合見到和當中的文化意涵。 • 教師播放紮作、舞獅和猜燈謎的影片。	• 讓學生對紮作技藝有基礎的認識。 • 讓學生理解紮作與文化的關係。
活動中	聆聽 識字寫字	• 教師講解製作小型花牌的步驟，並展示製成品給學生參考。 • 教師教授一些常見的祝福語，鼓勵學生把祝福語句寫在花牌上。 • 學生製作小型花牌，交流固定竹條製作花牌框架的技巧，學生互相欣賞同學的作品。	• 讓學生理解製作小型花牌的步驟。 • 學習常見的祝福語。 • 體驗花牌紮作。
活動後	說話 文化	• 教師請學生分享製作小型花牌的感受，邀請學生分享有否在街上見過花牌和對花牌紮作的看法。 • 教師與學生重溫花牌其中一個用途——祝賀新店開張，請學生分享他們的國家如何慶祝新店開張。 • 教師請學生分析中國人燒紙紮製品	• 讓學生思考紮作技藝值得欣賞的地方。 • 讓學生交流中華文化和自身族裔文化的異同。 • 讓學生理解中國人燒紙

		給先人與「孝」的關係。 • 教師請學生分享他們的國家會用甚麼方式來祭祀先人。	紮祭品的文化意涵，學會尊重不同的文化習俗。 • 讓學生交流中華文化和自身族裔文化的異同。

文化學習成果

中一級

1. 認識香港的社區發展

部分學生在港生活的年期較短，平日多留在住處或學校所在的社區。不少學生在「文化散步」活動才第一次踏足筲箕灣，親眼看到在馬路上行走的電車、香港的海港、漁船、船廠等。通過單元學習內容、「文化散步」活動和教師的導賞，學生認識到香港從一個小漁港發展成國際大都會。經過是次活動，學生更有興趣認識香港其他地區，認識這個每天生活的地方（見圖四、五）。

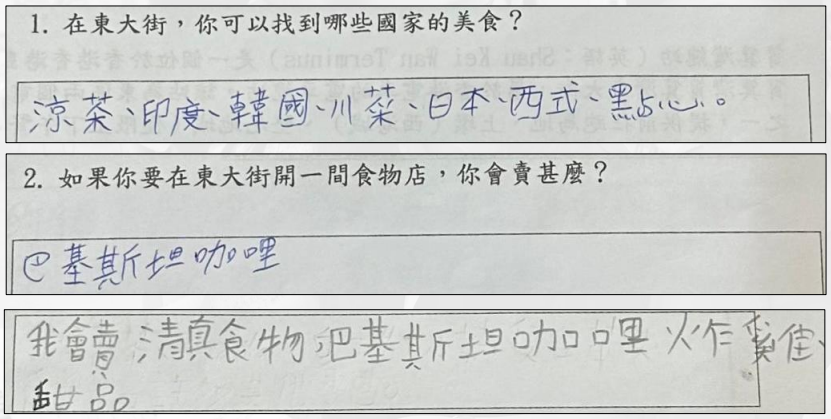




圖四、五：學生在「文化散步」活動觀察避風塘、漁船、電車等

2. 認識香港多元文化薈萃的特點

學生其中一個觀察任務是記錄筲箕灣東大街有哪些國家或地方的美食（見圖六、七）。學生發現短短一條街道包含不同國家、地區、不同菜式的美食，從而體會到香港是一個多元文薈萃的地方。有學生表示如果要在筲箕灣東大街開一間食店，會售賣巴基斯坦的咖喱、清真食物等。學生都希望把自己國家、帶有文化特色的美食引入香港。



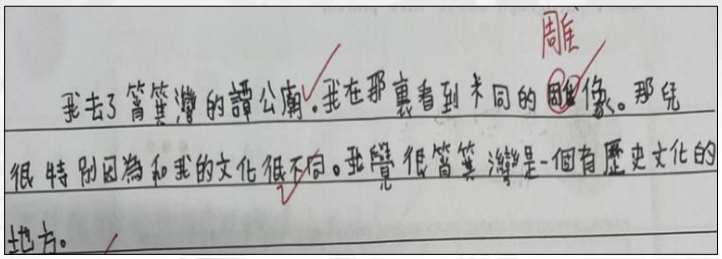
圖六：不同學生在學習冊記錄在筲箕灣東大街見到的不同國家、地區美食，學生亦分享希望在東大街售賣自己國家的食物。



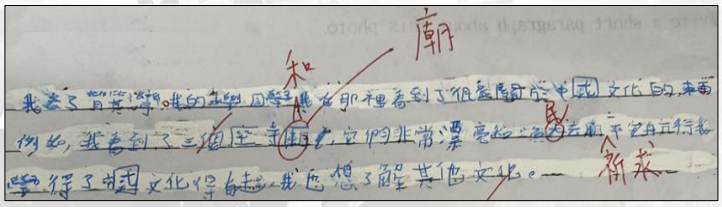
圖七：學生完成指定的觀察任務

3. 理解和尊重不同文化

基於學生的文化背景、信仰不一，教師讓學生選擇是否入廟參觀。活動後，有學生表示雖然華人的民間信仰與他們的信仰不同，但願意多了解，亦表示能理解漁民信奉海神的原因（見圖八）。有學生認為廟宇的建築和神像非常漂亮，認為「文化散步」活動可以讓他們加深了解中華文化，希望日後再有機會認識其他的文化特點（見圖九）。從學生「文化散步」當天的表現、課業和活動後的分享可見，學生能夠理解和尊重其他民族的文化。



學生分享：
「我去了筲箕灣的譚公廟。我在那裏看到不同的雕像。那兒很特別因為和我的文化很不同。我覺得筲箕灣是一個有歷史文化的地方。」



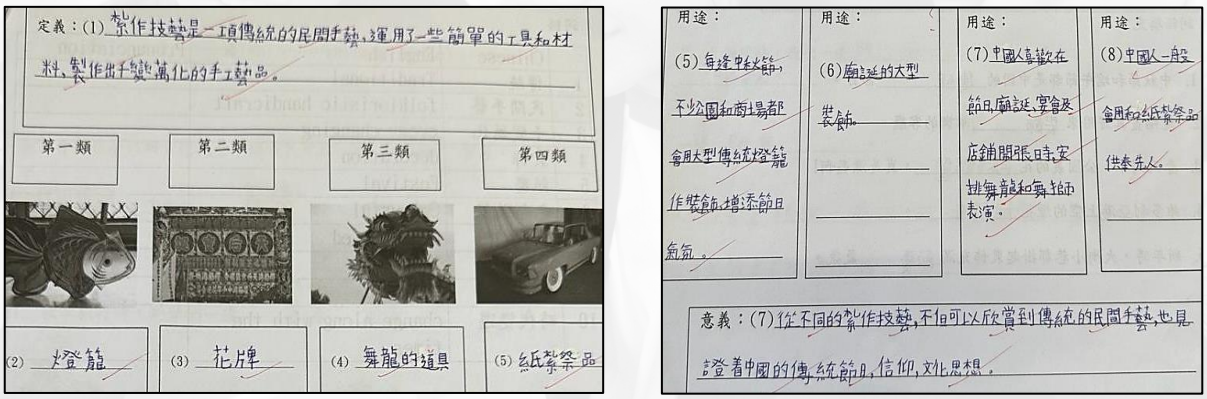
學生分享：
「我去了筲箕灣。我的小學同學和我在那裏看到了很多關於中國文化的東西，例如：我看到了三座寺廟，它們非常漂亮和漁民去廟宇祈求平安航行，我覺得中國文化很有趣，我也想了解其他文化。」

圖八、九：學生分享參觀廟宇的感受

中二級

1. 認識生活中常見的紮作，理解背後的文化意涵

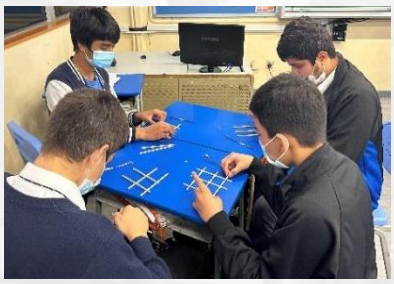
學生在教師引導下，能理解四類紮作會在哪些中國傳統節日或場合出現，亦能明白紮作所蘊含的意義（見圖十、十一）。



圖十、十一：學生分辨四類紮作、它們的用途和意義

2. 從體驗到欣賞紮作技藝

在製作小型花牌的體驗活動中，學生運用竹條製作花牌的框架，逐步添上裝飾，寫上祝福語。學生之間互相提點、互相幫忙，研究如何製成可以立起來的花牌。學生從中體會到製作一個花牌實在不容易，學會欣賞這門傳統技藝（見圖十二至十七）。








圖十二至十七：學生製作小型花牌的過程和成果

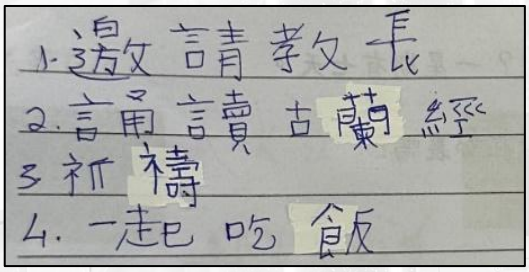
體驗活動後，有學生表示曾在元朗見過大型花牌，認為製作大型花牌需要固定有一定重量的竹枝非常困難。學生製作小型花牌後，除了覺得花牌漂亮之外，更加懂得欣賞這門藝術（見圖十八）。



圖十八：請點擊這裏，觀看學生分享對花牌紮作技藝的看法

3. 從學習中華文化到文化交流

學生學習四類紮作的過程中，在教師引導下分享自身族裔在類似節日、場合的習俗，在交流中認識不同的文化。其中，學生分享巴基斯坦人在新店開張時會邀請教長一起誦讀古蘭經、祈禱和一起吃飯以表達祝賀和祝福（見圖十九）。



圖十九：學生分享自己國家慶祝新店開張的習俗

總結

是次協作由擬定文化主題、發展學習材料、策劃體驗活動、準備導賞內容、帶領「文化散步」、教授花牌紮作等，都是由學校教師和支援人員協作發展，既能切合學生的學習需要，亦能提升教師規劃課程的專業能力。在協作教師當中，有資深的科主任，亦有不熟悉中華文化的非華裔教師，然而大家積極參與，彼此的經驗和文化背景互相補足，達到團隊協作、專業互動的目的。科主任分享籌劃「文化散步」的心得；教師蒐集資料、交流製作花牌的經驗；非華裔教師分享巴基斯坦的文化、考慮學生的接受程度。幾位協作教師一同進入課室，教授學生製作小型花牌；帶領其他科任教師在「文化散步」前試行散步路線，分享教學和導賞重點，討論分組安排、路線等。他們對社區的認識、對中華文化所抱持的開放和尊重態度影響他們的學生。教師憑藉團隊的力量，取得豐碩的經驗和學與教成果。

教師設計的觀察任務、活動後分享令學生明白「文化散步」並非學校旅行。他們認真觀察、提出疑問，發現親身觀察與想像截然不同。有學生在活動後再次到訪筲箕灣，亦有學生希望乘坐電車。活動成功連繫學生課堂所學的知識，引發他們的興趣，讓他們明白到文化不只是課本上的概念，而是存在於日常生活之中。他們亦感受到香港多元文化薈萃、兼容並包的特點，其實源於對不同文化的尊重。在教師引導下，學生比照中華文化和自身文化，不但能認識中華文化的特點，亦能促進學生思考和覺察自身文化、習俗當中的意涵。

展望未來，協作團隊期望結合學校的文化活動，進一步發展其他貼近生活的文化單元，也期望更多教師參與其中，以促進科組的專業協作與成長。學校亦希望參與和推動教師學習社群，期望與其他學校的教師交流經驗、互相學習，為幫助非華語學生學習中文、融入香港社會而努力。

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伊斯蘭脫維善紀念中學
支援人員：劉珮慈女士

2.13 全面規劃、全方位學習——

通過多元學習經歷培養學生的國民身份認同

背景

2020 年 9 月，學校課程檢討專責小組向教育局提交了以「優化課程迎未來，培育全人啟迪多元」為題的學校課程檢討最終報告（下稱《報告》）。在其提出的方向性建議中，認為要「優先推行價值觀教育（包括生命教育、國民及國家安全教育）」，同時建議要創造空間，促進全人發展。為了配合課程發展的新趨勢，鳳溪第一中學的中文科團隊把握慶祝「90+周年校慶」（90 周年校慶因疫情而延期，故本年度慶祝活動以「90+周年校慶」為名）的契機，以鳳溪辦學精神和歷史為主線，結合圍村文化保育及國民教育等元素，聯合中國歷史科、公民與社會發展科（下稱「公民科」）等不同學習領域的科目，組織跨課程全方位學習活動，讓學生在同一主題中學習和培養不同的知識和能力，並在真情實境中綜合運用和展示。同時，通過進一步了解新界原居民重視教育和傳承文化的傳統，培養學生正確的價值觀。

年級

中四

學年

2023/24

策略

1. 配合課程發展方向，構建學校特色課程

《報告》建議學校要優先推行價值觀教育，同時，課程發展議會編訂的《價值觀教育課程架構（試行版）》（2021）又認為：「學校可依據課程發展議會的指引，按其辦學宗旨及使命，並因應校情、學生需要和社會期望等，發展具校本特色的價值觀教育課程，以照顧學生的不同學習需要，培育學生各個首要培育的價值觀和態度。」（課程發展議會，2021，頁 1）。為了配合上述的課程倡議，支援人員把握鳳溪創校 90+周年校慶的契機，推動中文科團隊聯合不同學習領域的同事，以鳳溪辦學歷史為主線，再結合上水廖族非物質文化遺產（下稱「非遺」）項目，為學生設計一項跨課程學習活動，構建一個具有校本特色的課程，讓學生在與自己生活息息相關的事物中，學習不同學科的知識。學生可以通過參觀圍村祭祀活動和訪問廖氏族老等全方位學習活動，在真實環境中運用各科學習所得；又可以通過認識上水廖氏辦學精神和圍村的傳統習俗，了解中國推己及人、敬畏天地、慎終追遠等傳統文化，從而培養正確的價值觀（見圖一、二）。





圖一、二：以校本特色課程落實價值教育之理念示意圖

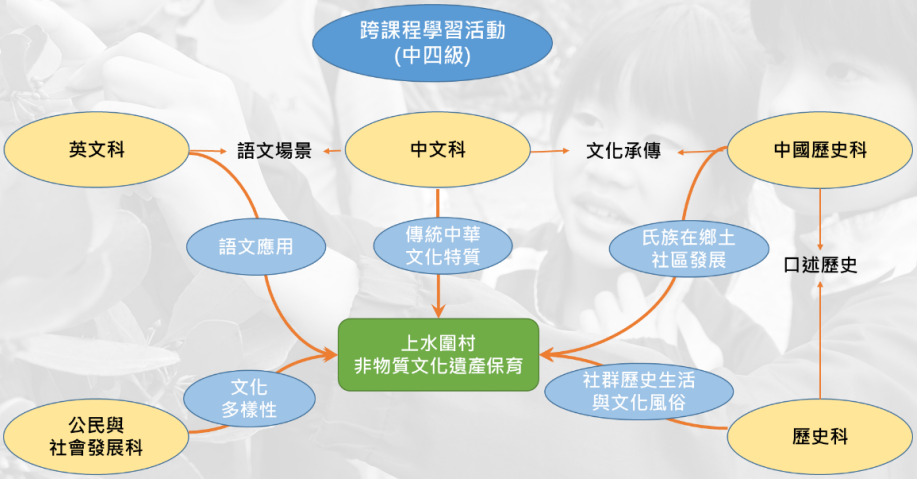
2. 發展課程領導，發掘課程資源

《報告》建議要為學生創造空間，以促進全人發展。要為繁忙的高中學習創造空間，跨課程學習可算是一個可行的方案。只要能有效地整合各科的學習內容，學生就能夠在一段學習經歷中學習不同的知識，並能夠在同一場景中綜合運用所學，並加以鞏固和內化。為此，在支援人員和中文科科主任的推動下，各相關學科代表成立了一個工作小組，嘗試以「鳳溪辦學和上水圍村非遺保育」為中心，整合各科的學習內容，建構成一個具特色的學校課程（見圖三）。在這個課程的實踐過程中，工作小組成員從研讀課程文件、規劃課程框架、發展學習材料、以及設計學習活動等不同工作中，提升其課程領導能力。另一方面，這個由下而上的專業提案，也得到了學校領導層的全力支持，使計劃得以全面開展。下表為各參與學科在是次跨課程學習活動中的學習目標：

中四跨課程學習活動
各學科學習目標

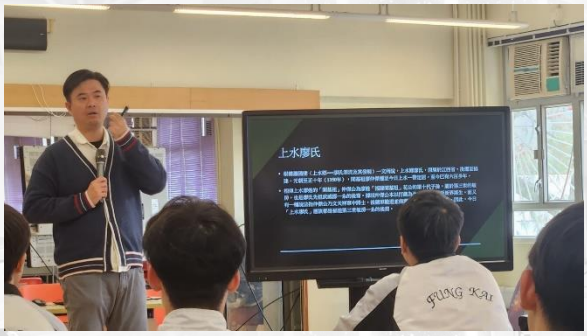
科目	學習目標
中文科	• 通過對上水廖氏辦學的歷史，認識儒家文化中「不獨親其親，不獨子其子」的「推己及人」情操 • 透過廖族的發展歷史和祭祀儀式，了解傳統氏族文化和家庭觀念 • 創造情境，讓學生透過閱讀不同類型文本、人物採訪、撰寫口述歷史、口頭匯報等語文活動，綜合應用語文 • 設計與學生生活息息相關的學習內容，加強學生對學習的擁有感，提升學習興趣
英文科	提升整理資料、寫作和口語表達的能力。學生需要把訪問所得內容及廖氏發展史整理成英文報告，並以口頭匯報
中國歷史科	• 知識：透過了解新界五大族，特別是廖族的發展歷史，了解到氏族在鄉土社區發展的角色及貢獻 • 技能：透過不同類型的學習活動，學生學會蒐集、綜合及篩選各類型的歷史資料，以及一些田野考察和口述歷史的處理技巧；同時，學生在活動中需發揮協作及解難的技巧 • 情意：透過了解上水廖族的來由及貢獻，體會氏族熱愛大自然及鄉土的人文情懷，從中領略他們渴求認祖歸宗，報效祖國的血濃於水情義，充分表現民族團結精神
歷史科	• 認識本校及其區域社群的歷史生活與文化風俗 • 學習在口述歷史訪問中的提問及訪談技巧

	• 加強對本科的學習自信及興趣
公民科	讓學生了解新界廖族的歷史、傳統、習俗和價值觀，從而體驗到中華文化的多樣性和獨特性，促進學生對不同文化的相互尊重和理解，成為一個更加開放和包容的個體



圖三：跨課程學習示意圖

另一方面，工作小組進一步著手發掘課程資源，以推進課程的落實。過程中，工作小組邀請了包括辦學團體的代表、上水圍廖氏族老、校友等對鳳溪辦學有一定了解的人士，同時，又邀請大學的文化專家學者作為顧問，並為學生主持講座和工作坊（見圖四），拓展課程的廣度和深度，讓課程更立體，內容更充實（見圖五、六）。



圖四：文化學者葉德平博士為學生主持「口述歷史工作坊」



圖五：有傳媒工作經驗的中文科教師為學生主持「採訪技巧入門」講座



圖六：校友莊健中先生到校為同學深入講解上水廖族發展，為考察作最後準備

3. 結合全方位學習，為學生創設學習情境

《中國語文教育學習領域中國語文課程及評估指引（中四至中六）》（2021）指出：「語文學習必須充分利用學生的生活經驗，並配合社會的大語文環境，使課堂內的學習和課外、校外的學習相結合，讓學生從實際生活、社會環境中學習，以拓寬學生的語文接觸面，增加他們使用語文的機會，最終取得全方位學習的效果。」（課程發展議會，2021，頁 10）為了讓學生能在真情實境中學習和運用所學，工作小組嘗試把這次跨課程學習活動的主要學習場景安排在學校附近的社區之中，讓學生進行田野考察，了解圍村不同的重要地點的意義，其中包括了祠堂、灶堂和社壇等，並進一步了解廖族辦學和鳳溪中學的關係；又安排學生參觀列入香港非物質文化遺產的春祭活動，通過認識祭品的意義、觀察祭祀的各項程序、以及閱讀祭文等，進一步了解圍村重視宗族傳承和家庭觀念的特點，也了解中華文化中慎終追遠、敬畏天地的傳統觀念；工作小組還安排了學生訪問圍村族老，通過與族老的對談，深入了解圍村的風俗習慣和社區發展的關係，同時也了解學校興辦和發展的歷程，讓學生在知、情、行三個不同的維度中沉浸學習，體會中國傳統文化，並逐步學會感恩，感謝辦學團體和其他社區人士為學生目前優良的學習環境所作出的貢獻，進而培養他們的國民身份認同、團結、仁愛、孝親等價值觀和態度。

跨課程學習設計

為了有效落實跨課程學習活動，工作小組編訂工作安排如下：

跨課程學習活動
認識上水廖族非遺項目及辦學歷史

發展階段	內容
構思設計	支援人員建議以推行價值觀教育和推廣中華傳統文化為起點，結合校情，建構特色課程
	中文科確定建構以「認識上水廖族非遺項目及鳳溪辦學歷史」為題的校本特色課程。同時；中文科科主任嘗試邀請各科探討推行「跨課程學習」的可能性，以提升學習的效能
籌備協調	中文科、歷史科、公民科、中史科、英文科落實合作，各自調整教學進度並設計相關學習活動。議定在下學期完成項目
	聯絡和前期協調工作 • 校內： – 規劃整體課程框架及各科課程內容，整合學習點 – 商討預期學習成果 – 協調各科學習進度 • 校外： – 邀請文化研究學者（香港教育大學葉德平博士）擔任項目專家顧問 – 邀請廖族族老、老校友、退休教師作為分享嘉賓
	廖族族老、教育大學葉德平博士及各科老師到上水圍實地考察，制定學生參觀路線及駐步點
	設計課業

舖墊輸入	由曾任職傳媒的中文科教師主講「採訪工作坊」，讓學生學習如何對應訪問對象設計提問，也學習說話、追問和聆聽的技巧
	邀請文化研究學者葉德平博士到校主講「口述歷史工作坊」，讓學生了解口述歷史的實踐方法，更強調口述歷史對史學研究和文化保育上的意義，加強學生參與學習活動時的使命感
	邀請校友兼鳳溪第一中學退休教師到校為同學深入講解上水廖族發展以及鳳溪辦學歷史
全方位學習（非遺考察活動）	春祭觀禮（見圖七、八） • 組織學生參觀三月份舉行的「上水圍廖族春祭」，記錄祭祀過程，採集祭祀相關材料（如祭文、祝辭，以及祭品的意義等） • 安排學生採訪主祭及陪祭族老，了解春祭相關習俗及意義
	上水圍實地考察 • 祠堂、鳳溪學校舊址、社壇以及其他圍村設施（見圖九、十） • 了解圍村發展歷程 • 了解鳳溪辦學歷史 • 採訪族老（見圖十一、十二）
課堂跟進學習	• 實用文寫作 • 長文創作
整理學習成果	• 收集稿件，修訂學生作品 • 校對稿件，排版，印刷學生作品集《我和我的鳳溪》
檢討與持續發展	• 檢討計劃成效 • 修訂教學設計（「校慶」元素只適用於個別年份，「非遺」元素則可以持續發展）

各科目在全方位學習活動的學習內容

子項目	學習內容	
	中文科	其他學科
觀禮（上水廖氏春祭）	• 閱讀活動：賞析祠堂祝文 • 聽說訓練：採訪祭祀中的陪祭族老 • 文化延伸：中國傳統孝親及宗族觀念	中國歷史科： • 氏族在鄉土社區發展的角色及貢獻 公民科： • 文化多樣性及其保育 英文科： • 通過英語導賞訓練口語交際能力 • 整理訪問所得內容及廖氏發展史，整理成英文報告，訓練寫作能力 • 英文導賞訓練
考察廖萬石堂	• 聽說技巧訓練； • 體會「修身齊家治國平天下」的價值觀，連結指定篇章《岳陽樓記》「先天下之憂而憂，後天下之樂而樂」的情操	
考察伯公壇、牌樓、圍門	• 感受中華文化中對土地的敬畏與感恩； • 賞析圍門的石刻、對聯、古匾等文字藝術元素	
考察廖明德堂、廖顯承堂	• 欣賞家族祠堂的文學元素（賞析廖明德堂和廖顯承堂牌匾、對聯等文字藝術）	
配合校慶慶祝活動	• 實用文寫作：專題文章（配合高中實用寫作學習內容） • 文章創作：我眼中的上水 / 我眼中的鳳溪（結集成書，向校慶獻禮）	

活動剪影



圖七：廖族族老（右一）向學生介紹春祭祭品



圖八：學生在春祭後獲邀參加「食盆」活動



圖九：文化專家葉德平博士（左一）和廖族族老（左二）向學生介紹上水圍伯公壇



圖十：廖族族老向學生介紹廖萬石堂內的廖族神主牌



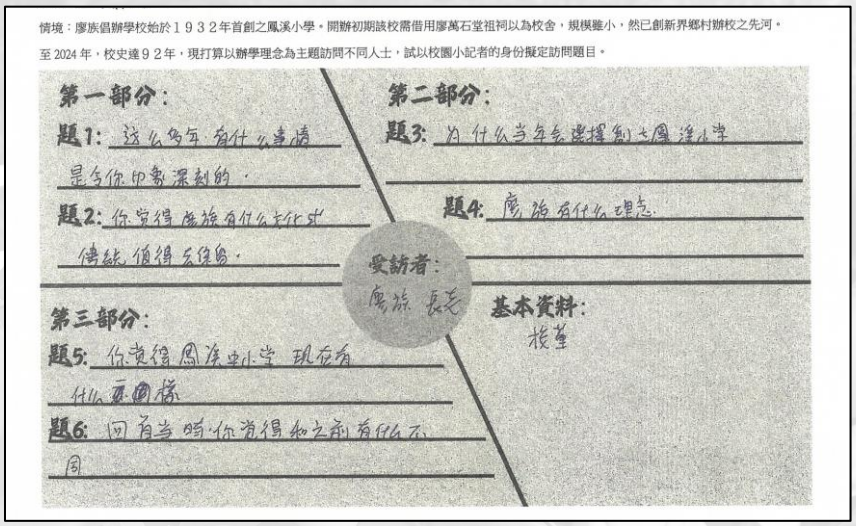


圖十一、十二：學生訪問廖族族老，了解圍村歷史和祭祀活動的意義

成果

1. 學習成效

教師為學生創設了具體而真實、與學生生活息息相關的場景，讓學生在真情實境中學習。如教師在設計中文科高中實用文寫作教學時，也是圍繞實際的校慶活動來展開，讓實用文寫作練習更具現實意義（見圖十三至十七）；又如在說話學習活動上，學生為與圍村族老（這些族老同為校友）的對談設計訪談題目，都是圍繞自己熟悉的校園和社區的。學生所見、所學、所寫……不同的學習任務，都是具體而真實的，這讓學生的學習更投入，學習也更有成效。另一方面，是次學習活動也讓學生從認識校史和考察圍村等全方位學習中了解中國傳統文化，並培養國民身份認同、團結、仁愛、孝親等價值觀和態度。



情境：廖族昌辦學校始於１９３２年首創之鳳溪小學。開辦初期該校需借用廖萬石堂祖祠以為校舍，規模雖小，然已創新界鄉村辦校之先河。
至 2024 年，校史達９２年，現打算以辦學理念為主題訪問不同人士，試以校園小記者的身份擬定訪問題目。

第一部分：
題1: 这么多年有什么事情是令你印象深刻的。
題2: 你觉得廖族有什么文化或传统值得分享的。

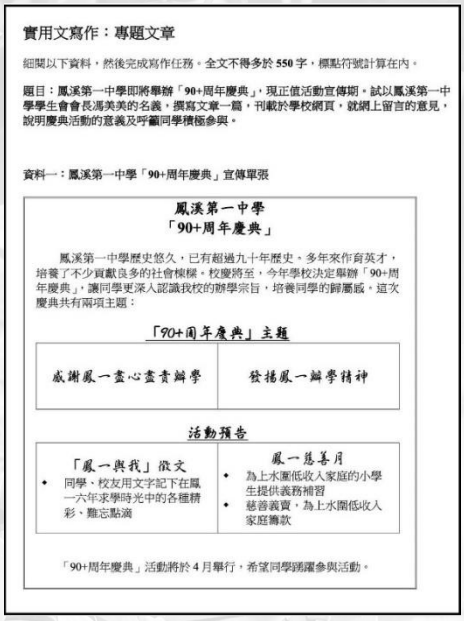
第二部分：
題3: 为什么当年会选择创立鳳溪小学
題4: 廖族有什么理念

受訪者：
廖族 長老

基本資料：
校董

第三部分：
題5: 你觉得鳳溪小学现在有什么要改进的
題6: 回首当时，你觉得和之前有什么不同

圖十三：學生擬定採訪內容和題目



實用文寫作：專題文章

細閱以下資料，然後完成寫作任務。全文不得多於 550 字，標點符號計算在內。

題目：鳳溪第一中學即將舉辦「90+周年慶典」，現正值活動宣傳期。試以鳳溪第一中學學生會會長馮美美的名義，撰寫文章一篇，刊載於學校網頁，就網上留言的意見，說明慶典活動的意義及呼籲同學積極參與。

資料一：鳳溪第一中學「90+周年慶典」宣傳單張

鳳溪第一中學
「90+周年慶典」

鳳溪第一中學歷史悠久，已有超過九十年歷史。多年來作育英才，培養了不少貢獻良多的社會棟樑。校慶將至，今年學校決定舉辦「90+周年慶典」，讓同學更深入認識我校的辦學宗旨，培養同學的歸屬感。這次慶典共有兩項主題：

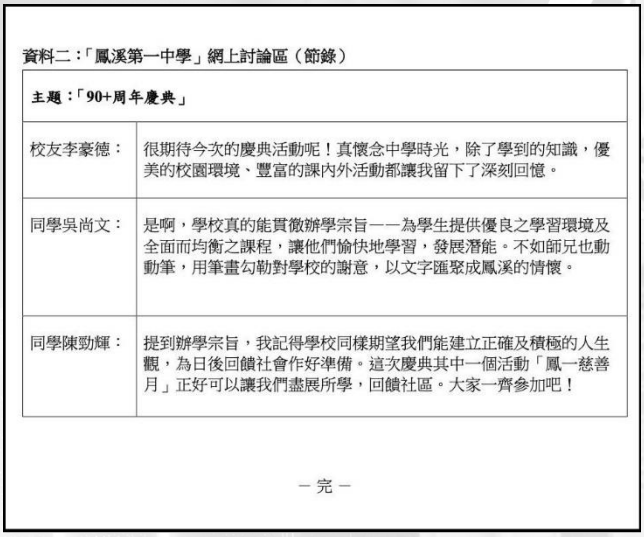
「90+周年慶典」主題

感謝服一盡心盡責辦學	發揚服一辦學精神

活動預告

「服一與我」徵文	服一慈善月
• 同學、校友用文字記下在鳳一六年求學時光中的各種精彩、難忘點滴	• 為上水圍低收入家庭的小學生提供義務補習 • 慈善義賣，為上水圍低收入家庭籌款

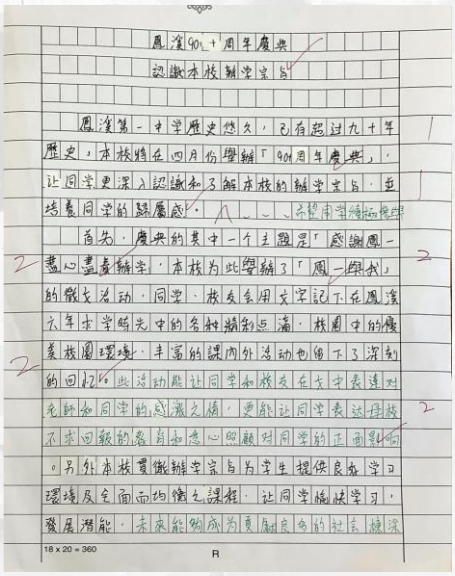
「90+周年慶典」活動將於 4 月舉行，希望同學踴躍參與活動。

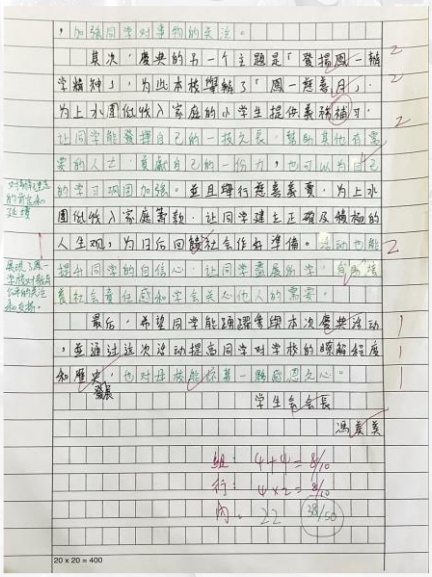


資料二：「鳳溪第一中學」網上討論區（節錄）

主題：「90+周年慶典」	
校友李豪德：	很期待今次的慶典活動呢！真懷念中學時光，除了學到的知識，優美的校園環境、豐富的課內外活動都讓我留下了深刻回憶。
同學吳尚文：	是啊，學校真的能貫徹辦學宗旨——為學生提供優良之學習環境及全面而均衡之課程，讓他們愉快地學習，發展潛能。不如師兄也動動筆，用筆畫勾勒對學校的謝意，以文字匯聚成鳳溪的情懷。
同學陳勁輝：	提到辦學宗旨，我記得學校同樣期望我們能建立正確及積極的人生觀，為日後回饋社會作好準備。這次慶典其中一個活動「鳳一慈善月」正好可以讓我們盡展所學，回饋社區。大家一齊參加吧！

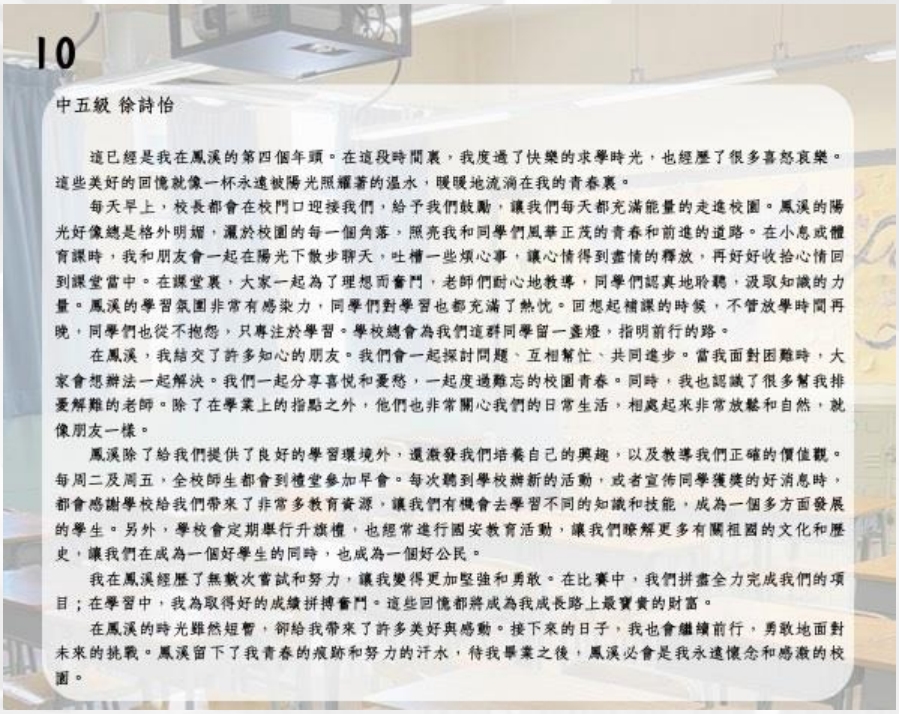
－ 完 －





圖十四至十七：教師將活動與高中課程中的實用文寫作結合，
設計「專題文章」寫作任務，讓實用文寫作訓練更具現實意義

另一方面，是次學習活動以學校歷史為中心，以各科學習點為學習內容，再配以圍村和社區考察等全方位學習活動，讓學生在知、情、行三個不同的維度中沉浸學習，體會中國傳統文化，並逐步培養他們的國民身份認同；團結、仁愛、孝親等價值觀和態度。從學生課堂表現及作品所見，他們能從學習活動中體會先賢創校的艱辛，對學校產生了感恩和愛護之心（圖十八、十九是學生表達對母校的感恩之情的文章），對傳統文化也有了更深刻的了解（圖二十、二十一學生表達在全方位學習後對傳統文化的思考），從而逐步培養其正確的價值觀。



10

中五級 徐詩怡

這已經是我在鳳溪的第四個年頭。在這段時間裏，我度過了快樂的求學時光，也經歷了很多喜怒哀樂。這些美好的回憶就像一杯永遠被陽光照耀著的溫水，暖暖地流淌在我的青春裏。

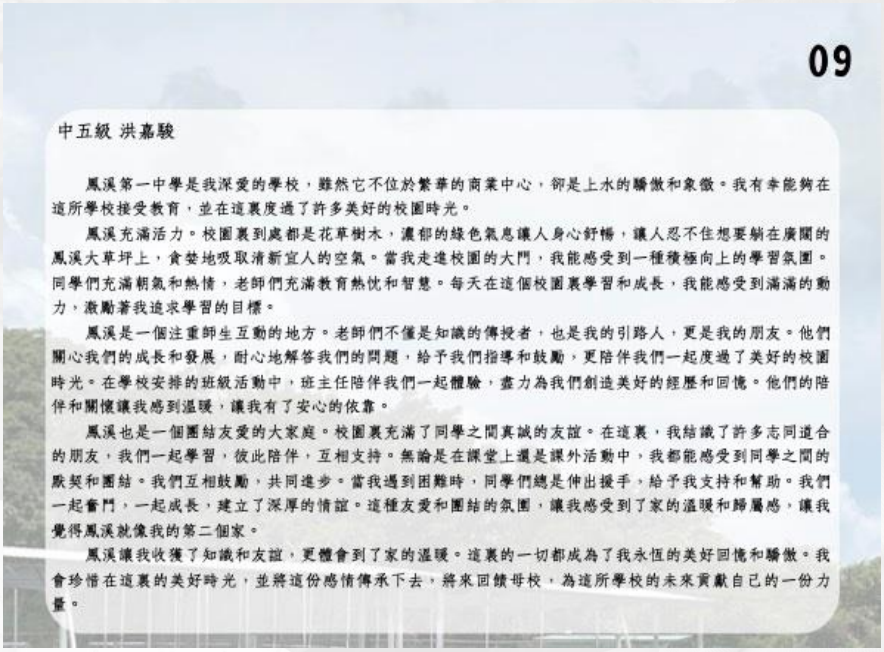
每天早上，校長都會在校門口迎接我們，給予我們鼓勵，讓我們每天都充滿能量的走進校園。鳳溪的陽光好像總是格外明媚，灑於校園的每一個角落，照亮我和同學們風華正茂的青春和前進的道路。在小息或體育課時，我和朋友會一起在陽光下散步聊天，吐槽一些煩心事，讓心情得到盡情的釋放，再好好收拾心情回到課堂當中。在課堂裏，大家一起為了理想而奮鬥，老師們耐心地教導，同學們認真地聆聽，汲取知識的力量。鳳溪的學習氛圍非常有感染力，同學們對學習也都充滿了熱忱。回想起補課的時候，不管放學時間再晚，同學們也從不抱怨，只專注於學習。學校總會為我們這群同學留一盞燈，指明前行的路。

在鳳溪，我結交了許多知心的朋友。我們會一起探討問題、互相幫忙、共同進步。當我面對困難時，大家會想辦法一起解決。我們一起分享喜悅和憂愁，一起度過難忘的校園青春。同時，我也認識了很多幫我排憂解難的老師。除了在學業上的指點之外，他們也非常關心我們的日常生活，相處起來非常放鬆和自然，就像朋友一樣。

鳳溪除了給我們提供了良好的學習環境外，還激發我們培養自己的興趣，以及教導我們正確的價值觀。每周二及周五，全校師生都會到禮堂參加早會。每次聽到學校辦新的活動，或者宣佈同學獲獎的好消息時，都會感謝學校給我們帶來了非常多教育資源，讓我們有機會去學習不同的知識和技能，成為一個多方面發展的學生。另外，學校會定期舉行升旗禮，也經常進行國安教育活動，讓我們瞭解更多有關祖國的文化和歷史，讓我們在成為一個好學生的同時，也成為一個好公民。

我在鳳溪經歷了無數次嘗試和努力，讓我變得更加堅強和勇敢。在比賽中，我們拼盡全力完成我們的項目；在學習中，我為取得好的成績拼搏奮鬥。這些回憶都將成為我成長路上最寶貴的財富。

在鳳溪的時光雖然短暫，卻給我帶來了許多美好與感動。接下來的日子，我也會繼續前行，勇敢地面對未來的挑戰。鳳溪留下了我青春的痕跡和努力的汗水，待我畢業之後，鳳溪必會是我永遠懷念和感激的校園。



09

中五級 洪嘉駿

鳳溪第一中學是我深愛的學校，雖然它不位於繁華的商業中心，卻是上水的驕傲和象徵。我有幸能夠在這所學校接受教育，並在這裏度過了許多美好的校園時光。

鳳溪充滿活力。校園裏到處都是花草樹木，濃郁的綠色氣息讓人身心舒暢，讓人忍不住想要躺在廣闊的鳳溪大草坪上，貪婪地吸取清新宜人的空氣。當我走進校園的大門，我能感受到一種積極向上的學習氛圍。同學們充滿朝氣和熱情，老師們充滿教育熱忱和智慧。每天在這個校園裏學習和成長，我能感受到滿滿的動力，激勵著我追求學習的目標。

鳳溪是一個注重師生互動的地方。老師們不僅是知識的傳授者，也是我的引路人，更是我的朋友。他們關心我們的成長和發展，耐心地解答我們的問題，給予我們指導和鼓勵，更陪伴我們一起度過了美好的校園時光。在學校安排的班級活動中，班主任陪伴我們一起體驗，盡力為我們創造美好的經歷和回憶。他們的陪伴和關懷讓我感到溫暖，讓我有了安心的依靠。

鳳溪也是一個團結友愛的大家庭。校園裏充滿了同學之間真誠的友誼。在這裏，我結識了許多志同道合的朋友，我們一起學習，彼此陪伴，互相支持。無論是在課堂上還是課外活動中，我都能感受到同學之間的默契和團結。我們互相鼓勵，共同進步。當我遇到困難時，同學們總是伸出援手，給予我支持和幫助。我們一起奮鬥，一起成長，建立了深厚的情誼。這種友愛和團結的氛圍，讓我感受到了家的溫暖和歸屬感，讓我覺得鳳溪就像我的第二個家。

鳳溪讓我收獲了知識和友誼，更體會到了家的溫暖。這裏的一切都成為了我永恆的美好回憶和驕傲。我會珍惜在這裏的美好時光，並將這份感情傳承下去，將來回饋母校，為這所學校的未來貢獻自己的一份力量。

圖十八、十九：學生在活動後的文章創作，體現了學生通過對先賢辦學的認識，對學校產生了感恩和愛護之心


06

「上水圍之旅」參觀感想

中五級 黃子軒

這次上水圍考察活動，讓我學習到了不少圍村文化和廖族歷史。考察之前，我曾經來過一次廖萬石堂參觀廖氏春祭，當時的場景給我留下了很深的印象。年邁的族老即使腿腳不便，需要後輩攙扶卻依然堅持參加春祭，這種重視傳統和親身參與的精神讓我大受感動。

再次來到這裡，我對廖氏又有了更多瞭解。我參觀了之前從未去過的明德堂和顯承堂。這兩個祠堂有相似的佈局，但給人的感覺卻完全不同。明德堂中有不少老人家休閒玩樂，讓人有一種親切和休閒感；顯承堂則是剛剛重新修繕好，氣氛莊嚴肅穆。

此外，我還再次參觀了廖萬石堂。這裏氣氛同樣莊嚴肅穆，也是族人舉行重要儀式的地方。在堂外，有一個被封存的時間囊，在下一次廖氏打醮時才能打開。廖氏打醮六十年一次，為免傳統儀式在這麼長的時間中失傳或散佚，廖氏族人便建造時間囊作為保存資料之用。

廖氏族人對於傳統的傳承和保育，令我非常佩服。不論是年長的族老，還是年輕的族人，他們都出心出力，只希望歷史和文化不要失傳。

在這次活動結束後，我也希望能有更多人認識廖氏歷史和辦學初衷，以及上水圍的風俗人情。


07

「上水圍之旅」參觀感想

中五級 歐芷瑜

這次考察，我參觀了兩座歷史悠久的傳統建築。首先，我來到明德堂。這裡不像我以前去過的那些祠堂般肅穆。在明德堂裡，有不少村民在裡面要樂聚會、閒話家常，令人感到放鬆。之後，我參觀了廖萬石堂。這裡是香港法定古蹟，氣氛莊嚴。祠堂多處還用了珍貴的紅砂石為材料，由此可見主人的財富及地位。這兩座歷史建築都得到非常妥善的保存和管理，可見廖族成員的重視。

考察當天不時下起大雨，兩位年邁的族老堅持親自帶隊，陪著我們邊淋雨邊參觀。在我都已經覺得疲累的情況下，他們依然很認真地介紹廖族歷史。兩位族老身體力行地展現他們對自己宗族的熱愛和自豪也讓我感受到他們對保育和傳承廖氏傳統和圍村文化的重視。

這次活動後，我更深入地認識了廖氏辦學的歷史和初衷，深感自己作為鳳溪人的義務和責任。我希望成為傳承和保育廖氏歷史和圍村文化的參與者，讓社會大衆深入認識鳳溪和上水廖族。

圖二十、二十一：學生通過一系列的學習活動，加深了對傳統文化的了解，也從中培養了正確的價值觀，學會感恩

2. **發展課程領導**

在實施跨課程學習的過程中，核心小組與支援人員緊密協作，從擬訂教學主題、訂定學習點、協調各科、發掘資源，以至教學設計等，都積極參與。全級教師也在密集的備課會中分享想法，碰撞思維，提出修訂建議，優化教學設計。整個實施過程，既是一個教學的過程，同時是一個以學生學習為中心，共同學習的專業發展過程。不同崗位的教師，從中加深了對課程的了解，也加強了發展學校課程的信心和能力。

反思

經過這次跨課程學習活動的規劃和實施，核心小組成員經歷了一次對課程理念的更新和實踐。教師明確地意識到需要為學生創設生活化的學習內容和學習環境，從而讓學生通過個人化的學習經歷和體驗，才能有效地掌握和內化學習內容，進而培養正確的價值觀。同時，教師也更能多從學生的學習著眼，發展以學生為本的學校課程。

教師心聲

能夠順利籌辦這次跨課程學習活動，實在有賴各科組的通力合作。同事們為了豐富學生的學習經歷，都非常樂意參與這次活動。大家從審視科本課程、調動教學進度、整合課業設計，以至規劃活動細節等等，都積極配合，有效運用課時和學時，充分展現了團隊精神和專業執行力，也令學生可以更深入掌握各科學習內容。

中文科科主任 李可助理校長

這次以上水圍非遺項目為主題的跨學科學習嘗試，讓我們了解到當中如何協調課程進度、規劃學習內容、統合校內外資源等種種困難和挑戰。從學生積極投入的表現、訪問時自信的神情中都能看到活動的意義和效果。在課時不足及資源有限的情況下，要盡可能給予學生更豐富多元的學習歷程，跨學科學習顯然是一條好出路。

中文科副科主任 符偉殿老師

是次跨學科活動把學生從課室帶到社區，充分運用鳳一獨有的社區資源——與上水圍廖氏的連繫，並配合時、地、人各方面所組成的學習情境，讓學生獲得在一般課堂上難以體會的經驗，亦創設更多語文運用的機會。

中文科教師 鍾德誠老師

展望

為了延續是次成果，科組領導一方面著手整理跨課程學習的成果，結集成書，讓學生的學習成果更具體，可觸可見；另一方面則與各位負責同事總結經驗，優化課程，使之成為學校一個可持續發展的特色課程。

總結

推行價值觀教育，不能只停留在課室內的學習，更要讓學生在生活中、在經驗中學習。我們要為學生創設有效的學習環境，讓學生在具體真實的情境中學習，學習便能更見有成效。學校的課程領導也要對課程理念和課程發展方向有充分的認知，並配合學校的發展目標，更要掌握學生的學習需要，才能建設合理可行的學校課程，並引領團隊在專業道路上不斷前進。

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鳳溪第一中學
支援人員：蔡一聰博士

2.14 沙田文學漂流之旅

背景

聖公會林裘謀中學積極回應優化高中中國語文課程的發展方向和配合學校發展需要，善用釋出空間，照顧學生的多元學習需要，讓不同學習能力、風格和文化背景的學生皆能學有所用。學校教師與本組支援人員共同構思全方位學習——沙田文學漂流之旅，結合校本「沙田文學」單元，讓學生走出課室，深入了解描述沙田區的文學作品及相關特色建築，如車公廟、香港文化博物館、沙田公園、瀝源橋等。活動不但豐富學生的語文學習經歷，連繫學習與生活，更可以裝備中五學生成為「種子導師」，帶領中四學弟、學妹從不同的角度漫遊沙田，讓他們對文學作品的內涵有更深的體會；而中四學生也能從學長的介紹中，從另一個角度「發現」沙田，互相裨益。這無疑使學生更深入了解沙田的歷史文化內涵、社區的人情味，更能提高他們學習語文的興趣和綜合運用語文的能力，加強對社區的責任感和喜愛之情。

年級

中四、中五

學年

2021/22—2022/23

策略

1. 整全規劃，拓寬閱讀面

學校注重學生的閱讀素養，教師根據各個年級的單元重點，規劃整全的閱讀方案，每個年級均推行群文閱讀（見圖一）。群文閱讀指的是教師立足教材，在較短的時間內，與學生圍繞一個議題或一個作者的多篇文本進行探究，挖深文本的內容，從而拓寬學生的閱讀面和增加閱讀量，促進自主學習的能力。學校希望通過多元的閱讀，讓學生多積累素材，加強文學、文化的學習，從而培養學生的閱讀興趣，提升語文素養。學校位處沙田，沙田文學漂流之旅便成為中四級「沙田文學單元」（見圖二）的延伸學習活動。

年級	閱讀重點
中一	神話、新詩
中二	動植物及其象徵意義
中三	親情、論說文
中四	沙田文學
中五	中國及海外作家的作品
中六	翻譯作品

圖一：各級群文閱讀規劃表

聖公會林裘謀中學
中四級 中國語文科
群文閱讀——沙田文學

學習目標：

1. 歸納內容大意，理出主題思想
2. 綜合運用記敘、描寫、抒情的方法
3. 分析多感官描寫、靜態及動態描寫手法
4. 培養創新的能力
5. 培養對沙田的喜愛之情，從三個角度閱讀沙田：
   （1）社區生活：沙田大小商場林立，人們的生活模式因其生變，也見證新舊社區的不同。
   （2）文化歷史：沙田有文化背景豐厚的中大學府，道風山上亦屹立着歷史建築。
   （3）自然地理：沙田不少讓人放鬆心神的自然風貌，讓人放眼自然，珍視當下。

選文(舉隅)：

	篇章	寫作手法	描寫對象	內容/ 表達的情感	主題		
					社區生活	文化歷史	自然地理
1	王良和〈吐露港填海〉(課文)	借景抒情	吐露港	抒發對吐露港填海的感情	✓		✓
2	余光中〈吐露港〉上（課文）	借景抒情	吐露港	抒發對吐露港的感情和祖國的思念	✓		✓
3	小思〈深秋未圓湖〉	借景抒情	中大未圓湖	作者遊覽崇基學院的未圓湖，所見所聞她思考為鴨池取名「養德」的故事 及意義，背後反映的人文精神。		✓	
4	黃坤堯〈沙田清夢〉(節錄)	借景抒情	沙田	作者描寫了 1970 年代和 1990 年代 的沙田，突顯作者眼中的沙田，不論新舊景物，同樣帶着古意、幽雅，可見作者對沙田的喜愛之情。	✓	✓	

圖二：沙田文學單元選文舉隅

2. 多元閱讀，實地觀察，深入體會

教師根據單元內容所提到的地方，精選了一些沙田具代表性的地標作為漂流的「景點」。為了提高學生對沙田區「景點」的深入理解，教師提供了多元的閱讀材料，有資料性的文章、新詩、散文等。同時，每個「景點」的介紹均附有「導讀」和「精讀」部分，讓學生從不同層面和角度深入了解該「景點」的歷史和資訊，提升了學生的學習興趣，加深了他們對地區文化的了解。「導讀」部分通常是資料性的內容，讓學生對該「景點」有初步的認識，掌握其歷史背景等。而「精讀」部分往往是一些文學作品的賞析，扣連課本所學。以「車公廟」為例，相關內容陳述了有關沙田車公廟的建成經過，而「精讀」則選取了〈車公廟今昔〉，讓學生深入了解車公廟的今昔對比。學生親身前往車公廟，再閱讀相關文章的內容，眼前的一切變得更為立體，拉近了作品與學生的距離。

3. 轉換身份，傳承經驗

「歷史有情，人間有意，文學也就是歷史與人間情意之具現為形象姿采，通貫過去現在未來。」（黃繼持，1991，序頁 I—V）學生跟隨導賞員／教師的腳步「漫遊」沙田的景點和文學作品：一邊遊覽，一邊閱讀相關的作品，興味甚濃，體會更深。學生不但可

以走出課室，豐富其語文學習經歷，連繫學習與生活；亦可以換個「身份」，成為「種子導師」，擔任「導賞員」和設計路線，帶領學弟、學妹從不同的角度漫遊沙田，把早前漫遊所學到的知識傳承、轉化，再用另一個身份和角度，與學弟、學妹分享（見圖三、四）。這樣，他們對所學的文學作品、所走的路線別有一番體會，觸發的情感也更真切。正如學者所說：「只要稍微轉換不同眼光，就能看到以往沒注意到的城市另一個面貌。」（山納洋，2021，頁 13）





圖三、四：中五學生帶領學弟、學妹漫遊沙田車公廟

教學設計

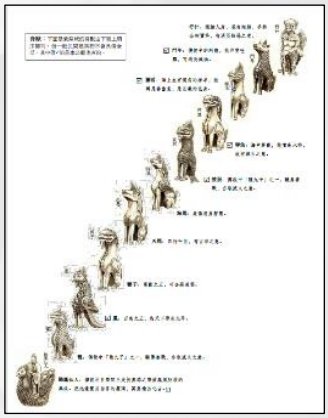
文學作品畢竟與學生的生活有一段距離，於是導賞員／教師設計了一些遊戲，例如：捉神獸、詩配相片、文學街招，藉此引起學生的學習興趣，提升他們運用語文的能力。以下圖五是根據「沙田文學」單元設計的文學漂流路線和語文活動：

景點	篇目	文學活動	活動目的
車公廟	① 瀝源九約	捉神獸	訓練學生的觀察力
	② 瀝源香與香港		
	③ 香港九約竹枝詞		
	④ 車公廟建築特色		
	⑤ 車公廟對聯的謬誤		
	⑥〈竈君與財神〉		
香港文化博物館	① 建築特色	詩配相片（朗讀文學作品）	訓練學生的想像力
	② 北京四合院		
	③ 胡同文化		
	④ 館外李小龍銅像		
	⑤ 剝裂中泛出夕陽的銅光（節錄）		
沙田公園	① 中國園林設計原理：陳從周《中國文人園林》	朗讀文學作品	親身感受文作品和作者的思想感情
	② 從陳從周理論解讀沙田公園的中式庭園		
	③人生・杜鵑花瓣		
瀝源邨與瀝源橋	① 有河則靈	文學街招	訓練學生綜合運用語文的能力
	② 沙田新市鎮		
	③ 香港公共屋邨發展歷程		

圖五：文學漂流的路線和活動設計

以第一個景點車公廟為例。導賞員／教師仿照時下最流行的遊戲設計了一個文學活動（見圖六、七）：學生除了閱讀與車公廟相關的文章外，還需要根據導賞手冊所描述的車公廟神獸，一一把牠們找出來，就好像他們平時玩遊戲一樣。這不但引起了學生的學習興趣，加深了他們對車公廟的認識，也提升了學生的觀察能力。





圖六、七：捉神獸活動設計

此外，當學生漫遊至城門河畔時，導賞員／教師與學生一起朗讀有關城門河的詩歌。然後把詩歌「剪碎」成一張張小紙條。每張小紙條都是一句詩歌。導賞員／教師邀請學生根據紙條上的詩句，拍攝一張照片，並把詩句朗讀出來。這樣的活動讓漫遊活動頓時變得生活化，學生讀的時候更起勁，更富想像的空間（見圖八至十三）





圖八、九：詩配相片活動









圖十至十三：詩配相片（學生作品）

學習成果和師生感言

1. 學生創作——文學街招

學生一邊漫遊，一邊完成相關的文學活動，其中「文學街招」創作頗受學生歡迎。學生需結合自己所見所感，在短時間內創作自己的「文學街招」。從以下的作品可見，學生能運用豐富的想像，結合漫遊的體驗，運用不同的寫作手法，想像自己與「景物」對話。其中一位學生把車公廟想像成一位慈祥的老人，歡迎所有人參觀、與他聊天（見圖十四）。



圖十四：學生創作的文學街招

2. 學生感言——走出課室，從另一個角度重新「發現」沙田

活動之初，我以為這只是個沿途觀賞風景、缺乏趣味的活動，但是，到了真正走出課室，在沙田區的路上行走，我才發現自己從另一個角度重新「發現」了沙田。

在活動中，導賞員向我們講解景點各種細節，讓**我留意到一些平時不會注意的微小事物，培養我的生活觸覺**。文學散步也讓我在真實的情景中蒐集寫作素材，不論是一草一木，也能成為我的寫作素材。在**「文學街招」寫作練習中，我就正是因為當天對沙田區沿途的細微觀察，才能描寫出城門河畔的景貌**。

除此之外，在景點考察途中，我們需要完成各種文學創作的練習，例如當走到文化博物館的時候，導賞員要求所有人根據他所提供的文句，拍攝能表現詩句意境的照片。**這次集體創作大大地提升了我對文學創作的興趣，令我意識到文學創作具有彈性與空間**。

中五級學生洪智豪同學

沙田文學漂流之旅令我有機會走出課室，重新觀察自己居住的社區。平日細閱一篇文章時，就只能靠天馬行空的想像力推測背後的意味。當閱讀一些有關地方的文章時，卻也只能困在課室裏，配合著相關影片，模擬實地考察來理解內容。

有別於以往只作接收者的角色，這次文學散步的體驗非常難得，**讓我能作為學習的主體，自己決定停下來的地點，觀察的內容，繼而選擇自己的學習素材**。走出校門，讓我們親身感受到沙田的文化氣息，並且**以文學的角度漫遊不同的地標**，深入了解到當中不為人知的故事。以新城市廣場為例，大部分市民到訪那裏是為了逛街、消費等，但卻甚少人知道又名為「沙田心臟」的它記載著社區和城市的成長，集合了生、老、病、死、育、樂，與居民合力衝破每一道的難關，承載著「沙田友」的一點一滴。

中五級學生羅穎瑤同學

3. 教師感言——善用學時和社區資源，聯繫學習與生活

文學漂流是我校中國語文科的新嘗試，旨在讓學生走出課室，步入社區，透過親身經歷、體驗，去感受和學習中國文化、文學。學生在作家、老師的帶領下，嘗試從新的角度去認識熟悉的社區。

我們的文學漂流重點在於師生、生生之間的承傳精神。第一批學生在漂流後，成為第二次漂流的「種子導師」。他們根據過往經驗設計路線、活動、選擇景點、相關文學篇章及文化材料，帶領學弟、學妹漂流。漂流之際，我們也**與地理科、中國歷史科跨科合作**，讓學生從一個更宏觀的視野去認識社區、理解文學和文化。文學漂流的籌辦一波三折，作為科目負責人，我和王子豪老師面對不少困難和挑戰，但看到學生在活動中獲益匪淺、感受殊深，我們覺得這一切付出，都是值得的。

沙田是我們漂流的第一站，將來，我們會帶領學生繼續漂流，**承傳當中的精神**，並**從身邊社區推而廣之**，讓他們認識其他社區，貢獻社會。

中文科科主任 江志豪老師

是次活動將文學散步的設計融入了日常的語文課程內容，學生能藉此重新體察生活中忽略了的細節。**學生能藉著作家的視角，連繫眼前所見之景色，透過觀察與比較，開拓新的思考維度**。這些層層疊加的風景，在開拓學生的視野之餘，也為沙田地景賦予了新的意義。

不少學生都在「文學街招」中反思自身與土地、社區與群體之關係，而這正是我們設計「文學漂流」的原意，也印證了走出課室學習為何如此重要。我們將來定會借鑑是次經驗，以**聯繫學習與生活為目標，規劃課程及教學**。

中文科教師 王子豪老師

成效反思

1. 通過全方位學習活動，提升學習興趣

全方位學習強調要讓學生在真切情境和實際環境中學習。（課程發展處，2002） 教師根據學習內容精心設計了沙田文學單元，又配合「沙田文學漂流之旅」的活動，讓學生從不同作家的作品、多元的角度認識沙田——他們生活和學習的社區，從實際體驗中學習，提升學習興趣。

2. 走出課室，聯繫學習與生活

學校積極回應優化高中中國語文課程的發展方向，善用釋出的空間開展「沙田文學漂流之旅」，目的就是讓學生走出課室，聯繫學習與生活，打破文學科給人沉悶的感覺。學習文學作品不再是古老過時和死氣沉沉，學生一味待在課室裏聽教師講解；學習文學作品也可以活潑多樣，可以親炙作家；可以親身去到作家所描繪地方，一邊閱讀、一邊體悟作品所表達的情感；也可以利用現代科技，如利用手機拍攝照片，與相關的作品配對，忽然間，文學作品與學生的生活拉近了，文學作品再也不是遙不可及的「奢

侈品」。這樣的學習，為學生提供更多元化的學習經歷，並給予學生充足的學習空間，培養對學習的自信和熱誠。

3. 善用社區資源，傳承經驗

除了課本以外，社區資源也是理想的學習材料，兩者相輔相成。每個社區均有不同的「景點」和文學作品，以沙田區為例，區內有「沙田十景」，也有很多作家筆下相關的名篇，值得學生學習。這些資源，為學生提供寬廣而均衡的課程，豐富了他們的學習體驗；同時，擴闊學生的視野。學生不但是活動的參與者，也是活動的設計者。「種子導師」為學弟、學妹設計適合他們的文學漫遊路線和活動。每個景點的解說均需運用他們已學的知識和掌握的材料，培養他們綜合運用語文的能力和共通能力。這些經驗可以累積和傳承下去，不但促進了學生的全人發展，也培養了他們對社區的熱愛之情，將來為社區、國家服務。

4. 照顧學習多樣性，各展所長

「沙田文學漂流」通過多元化的活動去配合學習者的不同風格，照顧學生的多元學習需要，讓不同學習能力、風格和文化背景的學生皆能發揮所長。教師／導賞員根據學生的個別感知偏好，安排有足夠彈性的學習活動，如捉神獸、詩配相片、朗讀、寫作、甚至當導賞員等，讓學生能善用自己的感知強項和結合個人的已有經驗，建構知識，讓有不同需要的學生都能各展所長，互補不足。

總結

一直以來，文學的學習只局限於課室內，學生大都只能在課室裏感受作者筆下的美景，視野及思考領域的拓展受到限制，感知比較狹隘，而且忽視了身邊的世界。而「沙田文學漂流」則打破文化學習的界限，教學範式也有所改變，讓學生可以走出課室，善用學時和社區資源，打通了學習與生活，聯繫社會，拓寬學習視野。「沙田文學漂流」的學習並不會只有一、二次活動而完結，是一種持續發展的教學模式。學校會把經驗傳承下去，教師把知識傳授給學生；學兄、學姊把所學傳給學弟、學妹，做到真正的「漂流」、傳承，不但讓學生的學習生活增添樂趣，亦促進了學生的全人發展，終身學習。

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聖公會林裘謀中學
支援人員：曾宇丹女士



III. School-based experiences in English Language Education

3.0 Optimising the school curriculum through diversified learning and teaching strategies

Introduction

To prepare our students for the challenges of the 21st century, the ongoing renewal of the school curriculum is crucial for fostering their well-rounded growth and equipping them for a dynamic, ever-evolving world. Over the last two years, our collaborating schools have embraced diversified strategies to implement curriculum initiatives, leading to positive changes in learning and teaching. Within our extensive network, some schools have established language learning as a foundation that transcends subject boundaries, enabling students to gain a comprehensive understanding of non-language subjects while enhancing their language knowledge and skills. Others have integrated STEAM education with English learning, enriching students' language proficiency and cultivating critical thinking and problem solving skills – essential competencies for the 21st century.

However, knowledge and skills alone cannot fully develop well-rounded individuals. We are delighted to observe schools placing greater emphasis on values education and Life Planning Education to foster students' whole-person development. Recognising that "no two flowers bloom in the same way", schools have also created inclusive environments that celebrate diversity and boost learning motivation, ensuring that every student can thrive. The effective practices of these schools, testimony to teachers' commitment to implementing curriculum initiatives while keeping abreast of the latest educational trends under the guidance of the officers from our Section, are conceptualised under the following four themes:

1. **Promoting Language/Reading across the Curriculum: Unlocking learning across subjects**

   An essential goal of education is to prepare students for a future, defined by inter-connected knowledge and skills, volatility and uncertainty. To nurture future-ready learners, some of our collaborating schools accord high priority to promoting Language/Reading across the Curriculum (LaC/RaC). By breaking down subject boundaries, students are encouraged to read a variety of texts, broadening their knowledge base while developing skills to analyse, evaluate, and synthesise information across subjects. This approach enhances their ability to transfer and apply knowledge in different contexts, equipping them to adapt to a rapidly changing world and preparing them for future studies and work in an interconnected world.





   The three cases reported under this theme demonstrate how teachers can effectively help students connect English Language with non-language subjects through LaC/RaC. Case 3.1 illustrates how English teachers and non-language subject teachers collaborated on an RaC project focused on the familiar topic of "healthy eating". This project deepened students' understanding of the topic while cultivating proper values and attitudes, alongside enhancing their comprehension, vocabulary

development, and critical thinking skills. Case 3.2 highlights an RaC programme which not only enhanced students' reading skills but also broadened their local and global perspectives. Case 3.3 demonstrates whole-school participation, where LaC/RaC was progressively implemented across various levels and subjects. By incorporating a range of cross-curricular reading and language-related activities, both inside and outside the classroom, students' language exposure was broadened and their learning experiences were enriched.

2. **Integrating STEAM education with English learning: Enhancing communicative proficiency**

   How can STEAM education enrich language learning? The experiences of our collaborating schools show that integrating STEAM education with English learning creates a dynamic environment that enhances communicative proficiency while fostering critical thinking and problem solving skills.

   In Case 3.4, English teachers implemented a STEAM project titled "My Green Thumb STEAM Adventure" where English teachers facilitated language development through hands-on scientific exploration. This project enabled students to deepen their subject knowledge, acquire essential 21st century skills, including observational and analytical thinking, and foster a genuine appreciation for nature. In Case 3.5, students participated in STEAM-infused projects that employed the "Predict, Observe, Explain" strategy alongside the design thinking principles to explore knowledge and experiment with innovative ideas. Through hands-on and minds-on STEAM activities, they were engaged in authentic learning experiences that encouraged both critical thinking and creative problem solving. Additionally, they applied vocabulary, grammar and language skills, effectively enhancing their ability to communicate and express ideas.





3. **Nurturing values and life planning: Shaping students' bright future**

   To secure a promising future for students, it is essential to incorporate values education (including national education and national security education) and Life Planning Education into the school curriculum. This integration can create meaningful experiences that nurture proper values, foster national identity, enhance self-awareness, and encourage personal planning and goal setting for whole-person development. Our collection of five cases demonstrate various effective approaches:

Case 3.6 emphasises the importance of acknowledging students' ethnic and cultural diversity in creating an inclusive learning environment. By integrating values education into English language learning, P1 students gained language skills while also learning to respect and embrace various cultures. Case 3.7 highlights the benefits of integrating Life Planning Education into Reading across the Curriculum projects, enabling P4 students to reflect on their aspirations and values, enhancing self-awareness while cultivating proper values and attitudes. Case 3.8 demonstrates the thoughtful integration of Life Planning Education into unit planning, enhancing learning experiences beyond traditional boundaries. This approach connects classroom learning with real-world applications, providing S4 students with experiential career-related activities that enrich their language learning. Case 3.9 focuses on enhancing students' critical thinking and promoting media and information literacy. It emphasises investigating issues from multiple perspectives, deepening understanding through visual texts, and nurturing critical literacy through structured thinking routines to foster analytical and reflective abilities. Case 3.10 demonstrates how self-directed learning and co-curricular activities enriched English language learning at S5 by offering students opportunities to cultivate values while facilitating life planning across diverse contexts. This approach empowered students to shape their futures with purpose and determination.





4. Embracing learner diversity: Celebrating differences

Embracing learner diversity effectively requires three key elements: acknowledging and accommodating the unique needs of each student, inspiring their motivation to learn, and nurturing their potential. Two cases demonstrate successful approaches to catering for learner diversity. Case 3.11 illustrates how learning activities designed around the "Five Dimensions of Differentiation" addressed learner diversity. Integrated with Language across the Curriculum and values education, these activities boosted S1 students' motivation, cultural awareness, and interest in Chinese culture. Additionally, students effectively utilised their acquired language skills in both reading and speaking tasks. Case 3.12 focuses on accommodating learner diversity by differentiation, varied assessment data, multimodal

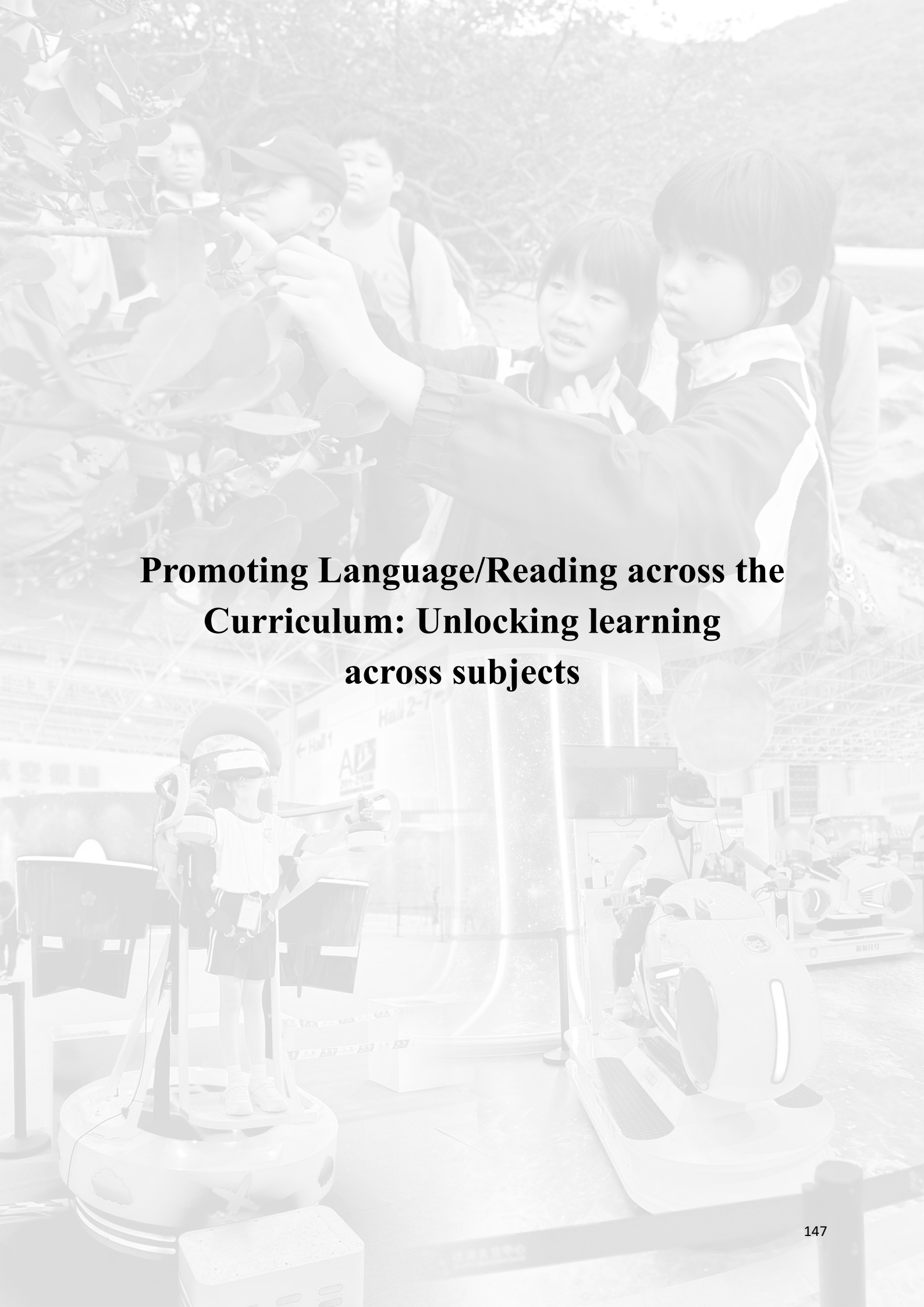




resources, and a wide range of learning content. This approach not only boosted engagement among S4 students but also ensured that every student had ample opportunities to demonstrate their learning and progress, particularly in key areas of reading and writing.

Conclusion

Many of the schools we collaborate with have enhanced and optimised their school curricula by incorporating curriculum initiatives to equip students for future challenges. Their efforts have yielded substantial benefits in curriculum development, teacher professional growth, and student learning outcomes. These achievements are the results of meticulous curriculum design, effective inter-departmental collaboration, strong leadership in steering curriculum enhancements, and dedicated support from the Language Learning Support Section officers who provided valuable guidance throughout the process. Through these articles, we aim to offer teachers further perspectives to enhance their school English Language curriculum, fostering a more enriching educational journey and cultivating a culture of knowledge sharing within the teaching community.



Promoting Language/Reading across the Curriculum: Unlocking learning across subjects

3.1 Fostering cross-curricular connections in KS2 through conducting a Reading across the Curriculum project

Background

The teachers from Tuen Mun Government Primary School believe that reading is a fundamental ability which enables students to access a wealth of information and, consequently, is essential for academic and lifelong success. Implementing a "Reading across the Curriculum" (RaC) project encouraged students to make connections among different subjects, gain a holistic understanding of the chosen topic and develop values and attitudes. It could also enhance students' comprehension skills, vocabulary development, and critical thinking skills.

Through holistic curriculum mapping of the school's English Language, General Studies (GS) and Visual Arts (VA) curricula, teachers were able to provide opportunities for students to learn to read a variety of reading materials which shared a common theme. As GS was taught in Cantonese, text types such as graphs, charts and diagrams together with the specialised vocabulary students learnt in GS could be reinforced in English lessons through engaging students to read different non-fiction texts related to the same theme. Students were also able to incorporate the text type learnt in both English and GS into a Visual Arts activity. The visual representations created by students proved that they could communicate information and demonstrate their understanding of the content learnt in both English and GS.

Different curriculum initiatives such as life-wide learning, Life Planning Education, national education, STEM education and values education were also organically integrated into the project to arouse students' learning interest, extend their learning beyond the classroom and facilitate students' whole-person and all-round development.

Level

P4

Strategies used

1. **Mapping the General Studies and English Language curricula to identify a common theme for implementing the RaC project**

   Teachers of the two subjects identified a common theme from both curricula by looking for connections between the texts used in English and the content covered in General Studies (see Figure 1).

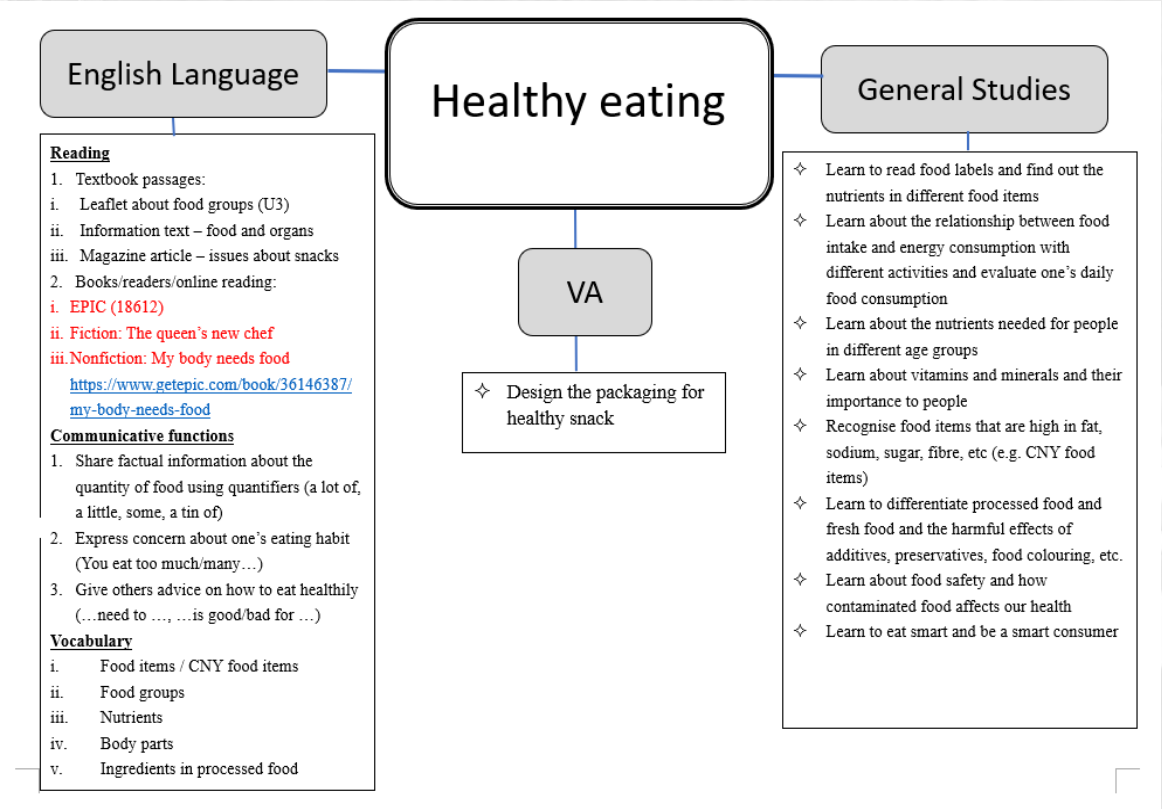


Figure 1. Curriculum plan for the RaC project

The theme "Healthy eating" was subsequently chosen because of its high relevance to students' daily life and its potential to engage and motivate students. Students were given opportunities to demonstrate their ability to use the knowledge gained from both subjects by doing a Visual Arts activity and sharing reading experiences through different means.

2. **Integrating various new curriculum initiatives into the RaC project to foster students' whole-person development**

Different curriculum initiatives such as STEM education, Life Planning Education, national education and values education were organically integrated into the RaC Project. Apart from building students' knowledge on the topic, teachers believed that language teachers could play a crucial role in supporting students' personal growth and well-being. By conducting a variety of activities for promoting curriculum initiatives, students' critical thinking skills, creativity and proper values could be nurtured and their awareness of the importance of setting short-term and long-term goals for their future was heightened.

3. **Engaging students to read a variety of materials to foster their intellectual curiosity**

With a variety of theme-based materials chosen, including fiction and non-fiction, print and non-print, English teachers taught reading skills explicitly in class to ensure students understand text types and the language features that characterise them, learn more vocabulary items and analyse the use of target language items. They also helped students develop a more in-depth understanding of the topic and improve their critical thinking skills. Students' learning needs and interests could also be better catered for.

4. **Engaging students in sharing their reading experiences through a variety of tasks**

In order to increase students' motivation to learn, General Studies, Visual Arts and English teachers worked together to design meaningful activities such as a visit to a pizza making restaurant, ice cream making, food bag design for students to strengthen connections between reading and real-life experiences. Teachers used different ways to sustain students' learning interest, empower them to learn independently and maximise their learning time.

What happened

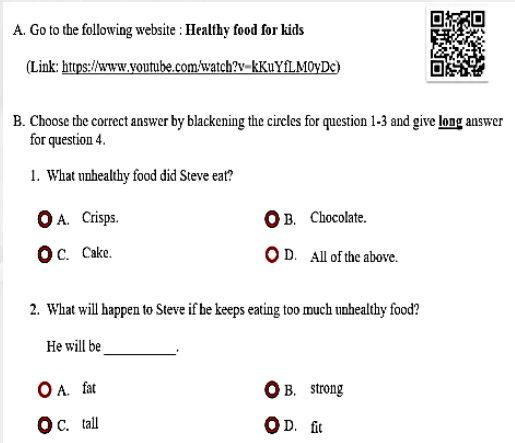
Planning

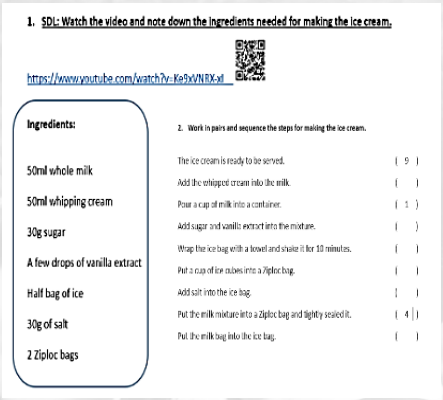
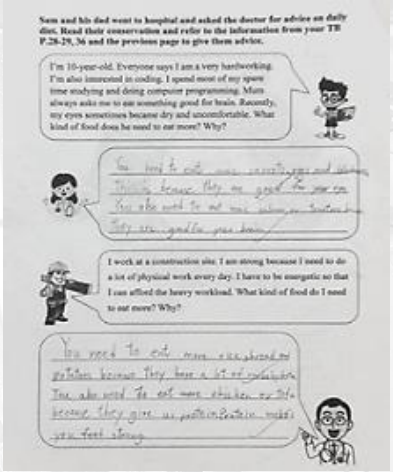
At the planning stage of the RaC project, curriculum mapping was conducted as it encouraged collaboration among teachers from different subject areas and facilitated discussion about the role of reading in various disciplines. This process allowed teachers from the two KLAs to have a better understanding of the learning content of the two subjects. The English teachers took the lead to think about how GS content knowledge and related vocabulary could be enriched in the English lessons. English teachers also collaborated with the Visual Arts and Mathematics teachers to work out relevant fun activities which were related to the chosen theme and infuse them into the project.

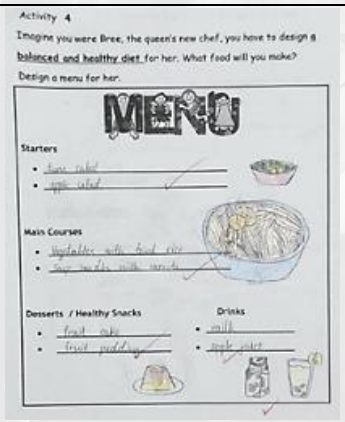
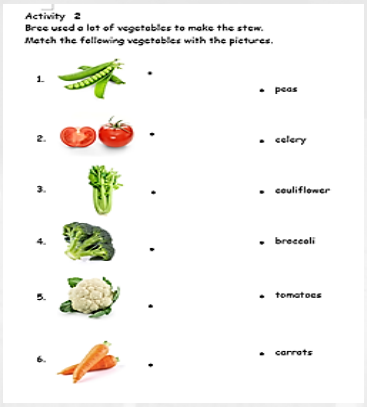
Implementation

Learning inside the classroom

To address the diverse needs of the students, a range of pedagogical strategies were deployed to cater for their learning interest and increase their engagement in the learning process. Teachers also aimed at fostering deeper comprehension, critical thinking and engagement with cross-curricular texts which could help students develop a better understanding of the theme "healthy eating".

Pedagogies	Tasks	Learning evidence
1. Maximising digital reading and viewing ♦ Leverage online reading resources and multimodal learning resources to optimise students' reading time and engagement in self-directed learning tasks (see Figure 2) ♦ Encourage students to do preparation for the lessons ♦ Engage students to apply the knowledge gained in lessons for independent learning ♦ Cater for different	♦ Watch a video and evaluate someone's eating habits based on the knowledge gained from GS and English ♦ Reflect on and evaluate personal daily eating habits ♦ Watch a video to learn the steps of making ice cream to prepare for the ice cream making activity in class (see Figure 3) ♦ Think about the ingredients needed for homemade ice	 A. Go to the following website : **Healthy food for kids** (Link: https://www.youtube.com/watch?v=kKuYfLM0yDc) B. Choose the correct answer by blackening the circles for question 1-3 and give **long** answer for question 4. 1. What unhealthy food did Steve eat? A. Crisps. B. Chocolate. C. Cake. D. All of the above. 2. What will happen to Steve if he keeps eating too much unhealthy food? He will be _____. A. fat B. strong C. tall D. fit Figure 2. Students watch a video about one's eating habits and answer some questions.

Pedagogies	Tasks	Learning evidence
learners' reading competence and interest	cream and the ones used in ice cream bought from supermarkets	 Figure 3. Students watch a video and sequence the steps of making ice cream.
2. Navigating non-fiction texts ♦ Engage students to read non-fiction texts which enable them to consolidate what they have learnt from the non-language subject ♦ Raise students' text type awareness by guiding them to identify common knowledge structure, in non-fiction, such as cause-and-effect, compare-and-contrast, problem-solution and the associated language features	♦ Preview text features and identify key vocabulary for part of the text modelled by teacher ♦ Apply the same strategy to read the whole text independently through annotating the passage and answer text-dependent questions (see Figure 4) ♦ Apply the same non-fiction navigation strategies to read more theme-related texts across the curriculum ♦ Apply the knowledge gained for making suggestions to people on the kinds of food they need based on the jobs they do for developing students' analytical and critical thinking skills (see Figure 5)	 Figure 4. A student reads information and identifies key words for telling the functions of different nutrients. He then reads and annotates the text by circling the names of the nutrients and underlining their functions.  Figure 5. Students compare people's needs on nutrients and explain their needs by conducting case studies (e.g. You are a fireman. You need to eat more chicken or tofu because it gives you protein. Protein makes

Pedagogies	Tasks	Learning evidence
		you strong.)
3. Interacting with stories ♦ Select captivating stories that are thematically linked to the target non-fiction topic "Healthy eating" ♦ Enhance students' motivation to engage with non-fiction texts through including a story which is related to the theme so as to foster students' personal connections with the theme	♦ Identify the names of healthy food items from the story and recall the names of healthy food items learnt before ♦ Design a menu using the vocabulary items learnt for encouraging the main characters to eat healthily (see Figure 6 and Figure 7) ♦ Think critically in the food selection process based on the knowledge gained from reading fiction and non-fiction texts	 Figure 6. Students design a menu for the main character using the target vocabulary learnt.  Figure 7. Students learn more vocabulary items on vegetables after reading the story about healthy eating.
4. Making content connections through cross-curricular reading ♦ Expose students to a diverse range of non-fiction text types (e.g. food labels, tables) (see Figure 8) ♦ Provide opportunities for students to apply their learning from cross-curricular reading content to real-world problems and decision-making scenarios	♦ Learn the thematic vocabulary by reading non-fiction texts (e.g. amount of calories, carbs, fat, fibre, protein, and vitamins per serving of the food from food packaging and food label) ♦ Reflect on the snack intake and analyse the consequences of taking those snacks ♦ Design food packaging to apply the knowledge learnt from English and non-language subject (see Figure 9)	 Figure 8. Students read information on food labels.  Figure 9. Students design food packaging in Visual Arts lessons using different materials

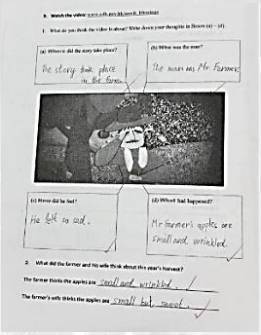
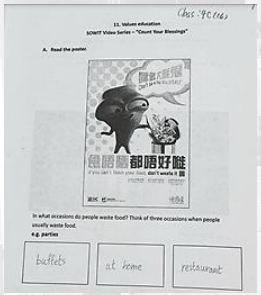
Pedagogies	Tasks	Learning evidence
	♦ Encourage peers to eat healthy snacks	and include a food label on the food packaging.
5. Connecting with national education ♦ Weave elements of national education and cultural awareness into the school English Language curriculum for fostering students' understanding and appreciation of their national identity	♦ Discover Chinese New Year festive food items and learn the names of them in English (see Figure 10) ♦ Learn about the culture of Chinese New Year ♦ Evaluate the nutritious values of Chinese New Year food items	 Figure 10. Students learn the names of Chinese New Year festive food items and comment on their nutritious values.

Learning outside the classroom

To maximise students' learning time, teachers extended students' learning beyond the classroom. Apart from arousing students' learning interest through a variety of activities, different curriculum initiatives were strategically incorporated into the project.

Activities	Purposes	Learning Evidence
1. Visiting a pizza restaurant	♦ Enable students to get some hands-on experience in cooking ♦ Utilise the life-wide learning fund to organise meaningful learning activities for students so that they can put what they have learnt in use ♦ Provide opportunities for students to select their own ingredients based on their own needs on different nutrients which the ingredients can provide (see Figure 11 and Figure 12)	 Figure 11. Students follow instructions to make a pizza in the restaurant.  Figure 12. Students try the pizza they made and they all enjoy the cooking experience in this life-wide learning

		activity.
2. Making ice cream in the classroom	• Infuse a STEM activity into the project to enable students to understand the role of different ingredients, the correct proportions of ingredients to use and the effect of salt on the freezing point of liquid in the formation of ice cream • Teach students to read a procedural text on ice cream making for task completion (see Figure 13) • Engage students to observe the change of state of the mixture in the ice cream-making process (see Figure 14 and Figure 15) • Guide students to compare the ingredients used in homemade ice cream with the ones they buy from the supermarket and tell the difference between homemade food and processed food to encourage students to eat healthily (see Figure 16)	 Figure 13. Students read a procedural text in class before making ice cream.  Figure 14. Students learn to make the right mixture.  Figure 15. Students add the right amount of salt into the bag of ice.  Figure 16. Students taste the ice cream to feel the texture.

3. Researching jobs related to the catering business as a self-directed learning task and making a video to share with others a job they want to take up if they can serve in the catering business	• Incorporate Life Planning Education into the project to enable students to learn the job names in the catering business (see Figure 17) • Help students understand the development trends and rapid changes in the workplace • Provide opportunities for students to share with others their vision and expectations for future career if they enter the catering business (see Figure 18)	 Figure 17. Students write about the job they want to take up in the catering business.  Figure 18. Students make a video for presenting the written work.
4. Watching a cartoon about "Count your blessings" and learn the meaning of the Sayings of Wisdom (SOW) (see Figure 19)	• Encourage students to reflect on their daily practices and habits on food consumption and remind them not to waste food (see Figure 20) • Teach the concept of "waste reduction" using the resources on the government waste reduction website • Give a brief introduction to "Sustainable Development Goals" (SDG) and guide students to think about how they can contribute to some of the goals to improve their well-being and others' (see Figure 21)	 Figure 19. Students watch a cartoon to understand the SOW.  Figure 20. Students think about when people waste food.  Figure 21. Students show their willingness to contribute to SDG number 2 "Zero hunger" and SDG number 3 "Good health and well-being".

Evaluation

Through observing students' engagement and participation in the lessons and in different activities, analysing student work and collecting teachers' reflection and feedback on the feasibility and usefulness of the RaC project, the impact of the project on teachers, students and curriculum could be evaluated.

Impact

Student development

- Though most students initially found learning English difficult and did not have a strong motivation to learn English, their improvement in reading ability and reading interest could be observed. Students learnt to make connections between what they read and their daily experience and practices. They also learnt to synthesise and summarise information gathered from different disciplines in the RaC project. They were able to read to learn after they had learnt to read and read more independently.
- The knowledge gained from General Studies was consolidated and extended and students' vocabulary was enriched through reading a variety of topic-related materials in the English lessons.
- Students' proper values and attitudes were nurtured when they were guided to respond to stories, reflect on their daily practices and understand better the needs of the world.
- Students' generic skills and lifelong learning skills were enhanced through participating in a variety of RaC activities. Their learning motivation was also raised as learning was no longer confined to the classroom setting.

Teacher development

- The teachers involved gained a broader view of the school curriculum. Both language and non-language subject teachers could see more coherent links between subjects when they conducted curriculum mapping. They aligned the themes of the two subjects for carrying out the RaC project.
- Curriculum leadership was nurtured through implementing the RaC project. English teachers took the lead to make connections across subjects and General Studies teachers realised that content and language learning could be integrated to create more coherent learning experiences for students. The panel heads could propose concrete and workable actions when implementing the RaC project for the first time and they were able to demonstrate their subject and pedagogical knowledge. Teachers made the best use of the available funding to facilitate life-wide learning activities so as to maximise students' learning time and help increase students' motivation to learn.

Curriculum development

- RaC encourages the integration of knowledge and skills into various subject areas, fostering a more holistic and cross-curricular approach to learning. This helps students understand the relevance and application of knowledge and skills in diverse contexts.
- Exposing students to a variety of texts and subject-specific content allows students to learn a broader range of vocabulary, including subject-specific terminology. Students' vocabulary can

be enriched in RaC projects. Apart from vocabulary enrichment, students also have a wider exposure to text types and they can learn the different text structures and text features.

- RaC projects engage students to read extensively on the selected themes and they subsequently learn to comprehend, analyse and interpret information, which help enhance their overall understanding and mastery of the subject matters.

Conclusion

Facilitating factors

The strong support and involvement from the principal, curriculum coordinators and panel head contributed to the success of the project. They were proactive in allocating funding and manpower to ensure the smooth implementation of different activities. The strong teaching team also allowed for the development of cross-curricular connections, shared resources and consistent application of pedagogical strategies across the curriculum. Teachers also developed the shared goal of increasing students' engagement and motivation. Thus, the activities and materials were engaging and relevant to students, fostering their interest and motivation in the RaC project. Sufficient time was also allocated for the teachers to plan, collaborate and implement the project. All the parties in school helped create an environment that supported the successful implementation and sustainability of an RaC project. The P4 teachers were empowered to lead RaC projects at other levels in the new school year and they are prepared to refine this year's project and explore new topics for another RaC project.

Difficulties and suggestions

Assessing the effectiveness of an RaC project can be a complex task. In this RaC project, teachers mainly aimed at assessing students' knowledge on text structures and language-related knowledge such as their ability to apply the target language items and vocabulary items learnt in English and non-language subjects for completing different reading, writing and speaking tasks. Teachers mainly assessed students based on how well they completed the worksheets developed. However, insufficient attention was paid to assessing students' interest, enthusiasm and participation in the different activities or evaluating the project from the point of view of different stakeholders. Thus, more advanced planning needs to be done to improve the data collection processes so that more relevant data and information can be obtained throughout the implementation of the project.

Way forward

Based on the experience generated this year, curriculum leaders should ensure that RaC should be integrated into the core curriculum across different subject areas, rather than just be treated as an add-on or a supplementary activity. Teachers, regardless of their subject allegiance, should build up their capacity in implementing effective literacy instruction and strategies across the curriculum so that teachers from more KLAs can participate in the future RaC projects. Curriculum leaders should foster collaboration among teachers from different KLAs so that their instructional approaches can be aligned and there would be more cross-curricular learning opportunities for students.

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3.2 Supporting students' learning and whole-person development through Reading across the Curriculum

Background

In 2021/22, St. Clare's Girls' School introduced a Reading across the Curriculum (RaC) programme in S1, with an aim to enhance students' reading skills and increase their knowledge about what was happening around them locally and internationally. To plan the newly-introduced RaC curriculum, the English Language teachers reviewed the existing reading curriculum in Key Stage 3 to identify the reading strategies needed to be introduced in S1 and reinforced in the following two year levels. Since fostering students' self-learning and whole-person development were also the school's development focuses, the English Language teachers addressed these two focuses by infusing self-directed learning (SDL) elements and values education into the RaC curriculum.

Level

S1

Strategies used

When planning the RaC programme, the English Language teachers used the following four strategies to support S1 students' learning and whole-person development.

1. Using the VASK framework as the backbone of the RaC programme
   The English Language teachers adopted the VASK (i.e. Proper values and attitudes, Skills and Knowledge) framework as the backbone when planning the RaC programme (see Figure 1). This framework is characterised by the interconnected components of the curriculum framework – Knowledge in Key Learning Areas, Generic Skills, and Values and Attitudes (Curriculum Development Council, 2017). The English Language teachers ensured that the RaC programme, the learning and teaching materials, and tasks and activities designed for students could address these three domains of the framework.

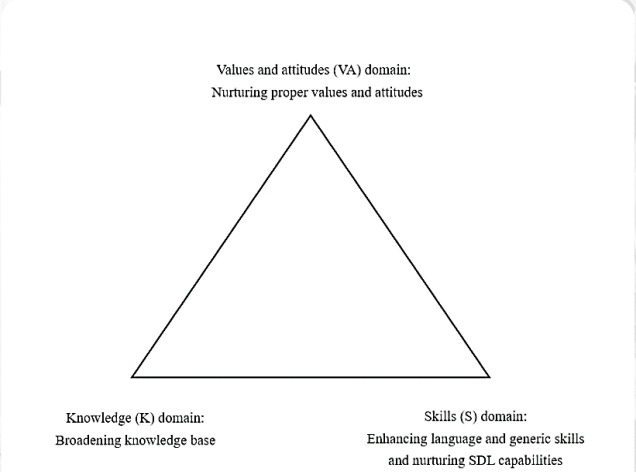


Figure 1. The VASK framework

(Adapted from p.8 of *Secondary Education Curriculum Guide Booklet 2 Learning Goals, School Curriculum Framework and Planning*)

2. Fostering cross-curricular collaboration to identify and address students' learning needs
   To have a better understanding about students' learning needs in non-language subjects, the English Language teachers analysed the learning and teaching materials used in those subjects to know more about the themes and the language demands. They also consulted non-language subject teachers on the choice of reading materials and design of tasks to ensure that students' learning needs in the non-language subjects could be addressed.

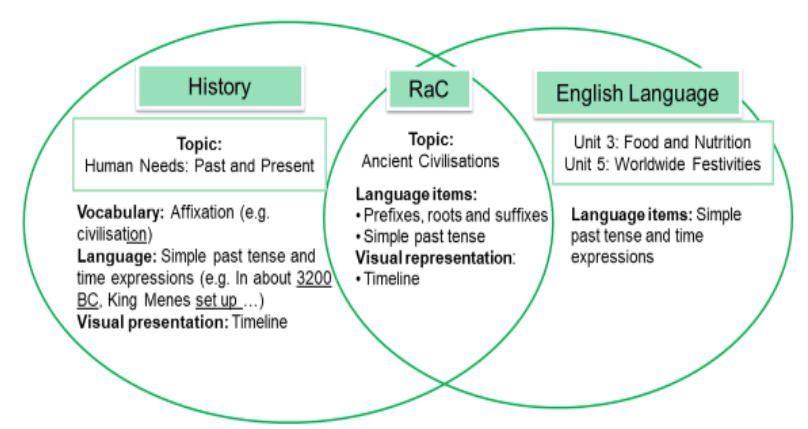
3. Diversifying input, designing different tasks and using life-wide learning to enrich students' learning experiences
   The English Language teachers used a range of texts, including multimodal texts to cater for students' diverse learning interests. They also designed different tasks (e.g. oral presentations, self-reflection) that helped students develop generic skills (e.g. collaboration) and SDL capabilities, and enabled them to apply the knowledge and skills learnt in the RaC programme. Through these tasks, teachers could evaluate students' learning performance more holistically. In addition, life-wide learning, which aims to extend student learning from the classroom setting to other contexts (Education Bureau, 2024), was deployed to enable students to experience the topic in a more immersive way. The English Language teachers arranged virtual cultural visits, enabling students to deepen their understanding about the topic covered in the RaC programme.

4. Using different pedagogical practices to develop students' literacy skills in the RaC programme
   While planning the RaC programme, the English Language teachers considered how to build up students' vocabulary, develop and reinforce their reading strategies, and help them learn new grammar items more effectively. They deployed different pedagogical tools and strategies (e.g. use of visuals, recycling) to help students enhance their language skills.

What happened

1. Curriculum planning
   The English Language teachers took the steps below when designing the RaC programme:

Steps	Domains in the VASK framework addressed	What was done
1	Knowledge (K)	• Decided to collaborate with one non-language subject at a time by taking into consideration the time frame of the project (i.e. one year) and teachers' experience in planning and implementing RaC. • Identified three non-language subjects, namely Technology and Living (TL hereafter), History, and Computer Literacy (CL hereafter) based on teachers' perceptions of students' interests and linguistic demands of the subjects.
2	K & Generic skills (S)	• Adopted the language-based approach to implementing the RaC programme, focusing on the language items that students would encounter in non-language subjects.

Steps	Domains in the VASK framework addressed	What was done
		• Identified students' learning needs (e.g. rhetorical functions, language features, note-taking) in each non-language subject by analysing the textbooks and other learning and teaching materials (e.g. PowerPoint) used in the English Language subject and the three non-language subjects. • Sequenced the language items to be progressively developed by considering students' prior knowledge, the complexity of the language items used in each non-language subject, and the transition between S1 and S2. • Incorporated generic skills (e.g. communication skills) into the RaC programme.
3	K	• Mapped the learning elements of the English Language subject and each non-language subject by identifying the common theme, language items and visual representations between the two subjects. Figure 2 serves as an example to illustrate how curriculum mapping between English Language and History was conducted.  Figure 2. Curriculum mapping between English Language and History
4	Proper values and attitudes (VA)	• Infused proper values and attitudes (i.e. building a healthy self, appreciating cultures and caring our city) into the RaC programme to address two of the seven learning goals, namely, national and global identity and healthy lifestyle, and the school's framework of fostering students' whole-person development.

The curriculum plan was produced after the above four steps were taken (see Figure 3).

S1 RaC Curriculum			
Subjects:	English and Technology and Living (TL)	English and History	English and Computer Literacy (CL)
Themes & Topics:	Personal Health: Food Lab	Four Civilisations: Ancient Civilisations	Artificial Intelligence: Smart Living, Smart City
Content-related objectives	To choose food carefully	To understand how writing characters were developed in ancient times (e.g. hieroglyphics in ancient Egypt)	To explore technology that makes Hong Kong a smart city
Proper values and attitudes	Helping students build a healthy self through increasing their awareness of food choice	Enabling students to appreciate cultures through exploring different writing systems including our own writing characters	Cultivating students' care for our city through deepening their understanding about Hong Kong's technological advancement
Reading strategies and other skills:	- Previewing strategy - Identifying the main idea of a paragraph - Note-taking	- Skimming and scanning - Working out the meaning of unknown words (I): Definition and affixation - Plotting a timeline	- Working out the meaning of unknown words (II): Compounding - Listing techniques
Rhetorical functions and related language items:	Rhetorical function: To propose solutions Related language item: Imperative (e.g. add ...)	Rhetorical function (1): To present past events Related language item: Simple past tense Rhetorical function (2): To give definition Related language items: (e.g. ...is defined as ..., ... refers to ...)	Rhetorical function (1): To introduce goals, objectives or purposes Related language item: To-infinitive and prepositional phrases (e.g. with a view to) Rhetorical function (2): To describe things Related language item: Defining relative clauses

Figure 3. Curriculum plan of the RaC programme

2. Instructional design

The English Language teachers selected different kinds of texts, developed varied tasks, and incorporated a life-wide learning activity in one of the units to broaden students' knowledge base, develop their language and generic skills, and cultivate their proper values and attitudes, with an aim to support students' learning in both language and non-language subjects, enrich their learning experiences and foster their whole-person development.

Strategies	**Domains in the VASK framework addressed**	**Details**
Selecting different kinds of texts	K	• To increase students' knowledge and cater for their learning interest, the English Language teachers selected reading texts based on three principles: authenticity of the texts, multimodality and variety. • Authentic written materials published by the government (e.g. a pamphlet, a blueprint), online videos, and an online flipbook were selected. To suit students' English levels, the English Language teachers would adapt reading texts when necessary. • The English Language teachers used the selected reading texts to draw students' attention to the target skills and language items, as well as to enable them to learn subject-related vocabulary. Below are some examples:

<table>
<tr><th>Strategies</th><th>Domains in the VASK framework addressed</th><th>Details</th></tr>
<tr><td></td><td></td><td>
<table>
<tr><th>Food Lab (English and TL)</th><th>Ancient civilisations (English and History)</th><th>Smart Living, Smart City (English and CL)</th></tr>
<tr><td>Through an authentic pamphlet, students learnt to use the imperatives to propose solutions.</td><td>Using an adapted foreword, students learnt prefixes (e.g. ant-, dec-) that may appear in History, facilitating them to work out the meaning of unfamiliar words.</td><td>Using an authentic blueprint, students learnt CL-related vocabulary (e.g. digital identity) and compounding (e.g. broadband), a common word formation process in CL, and how to describe data and trends using adjectives and the language of approximation.</td></tr>
</table>
</td></tr>
<tr><td>Developing varied tasks</td><td>K & S</td><td>

To develop students' generic skills (e.g. communication and collaboration skills), and enable them to apply knowledge (e.g. target language items) and other skills (e.g. research skills), the English Language teachers designed tasks in written and spoken modes:
<table>
<tr><th></th><th>Modes</th><th>Tasks</th></tr>
<tr><td>Group</td><td>Written</td><td>- Leaflet design
- PowerPoint presentation</td></tr>
<tr><td></td><td>Spoken</td><td>- Oral presentations</td></tr>
<tr><td>Individual</td><td>Written</td><td>- A mini-research project
- Self-evaluation and reflection</td></tr>
</table>

For the mini-research project designed to develop independent learning, students researched a language they were interested in by searching and identifying relevant information on their own to understand more about that language. They then used a timeline to show its development.
Upon the completion of the RaC programme, students conducted a self-reflection on what was done well, what improvement could be made and what follow-up action would be taken. All these are the key elements of developing their SDL capabilities.

</td></tr>
</table>

<table>
<tr><th>Strategies</th><th>Domains in the VASK framework addressed</th><th>Details</th></tr>
<tr><td></td><td></td><td>• To promote assessment for learning, the English Language teachers prepared a detailed rubric for oral presentations, enabling students to understand the assessment criteria and get feedback from their teachers.</td></tr>
<tr><td>Using life-wide learning</td><td>K, S & VA (appreciating Chinese culture)</td><td>• Due to the pandemic, it was difficult for teachers to organise life-wide learning activities outside the school. To get round the unfavourable circumstance, the English Language teachers arranged two virtual cultural visits, enabling students to understand more about oracle-bone inscription (OBI), the writing system used in ancient China, with a view to enriching student' learning experiences.
• Students could choose to visit Shanghai Museum and appreciate the masterpieces through watching a video, and/or to visit a virtual gallery organised by a local tertiary institution, in which they could appreciate exhibits, calligraphic works and Chinese couplets written in OBI.
• Students completed questions of different complexity levels to consolidate their learning after the visit. Two examples are shown in Figure 4.
<table><tr><td>An easier question: Extracting information from the video</td><td>How long did it take Prof. Joachim Gentz and Antoine Rushonnet to be able to produce the first 'crack' on the scapula to reconstruct the cracks on an oracle bone?
(_____ hours)</td></tr><tr><td>A more challenging question: Translating a Chinese heptasyllabic couplet written in OBI to English after the visit to the virtual gallery</td><td>2. The museum is making a catalogue in English for this exhibition. Can you help translate the Chinese couplet into English? Make sure your translation is poetic and accurate.</td></tr></table>Figure 4. Two questions of different complexity levels</td></tr>
</table>

3. Pedagogical design

The English Language teachers deployed a variety of pedagogical tools and strategies in the RaC programme to develop students' language skills. Below are a few examples:

a. Using recycling to help students internalise a reading strategy

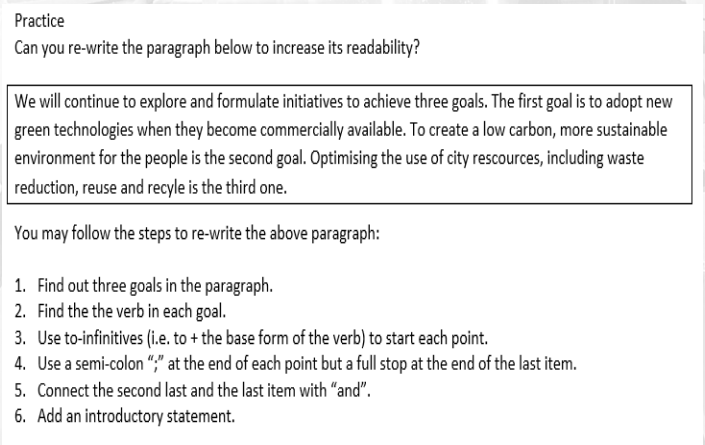
In the first unit, the English Language teachers introduced to students a previewing strategy – T.H.I.E.V.E.S., which stands for **"T**itle", **"H**eadings", "**I**ntroduction", "**E**very first sentence", "**V**isuals and **V**ocabulary", "**E**nding" and "**S**ummarise thinking/**S**o what". Students used this previewing strategy to get the gist of a reading text and anticipate what to read in the paragraphs. To internalise the strategy, students repeatedly used T.H.I.E.V.E.S throughout the RaC programme. They were also expected to apply this previewing strategy in non-language subjects and when searching information for their mini-research project.

b. Breaking a new skill into small steps

The English Language teachers broke a new skill or technique into smaller steps, facilitating students to learn it more easily. As an illustration, in the second unit, students learnt to plot a timeline after reading an adapted written text in four steps:

Step 1:	Highlight numbers, words and expressions related to time.
Step 2:	Read the line(s) before and/or after the time expression to retrieve the full description of the event. Change pronouns when necessary. (An example was given for students to understand how to change pronouns.)
Step 3:	Follow the examples given to complete the rest of a timeline for the reading text.
Step 4:	Provide a title for the timeline.

In the third unit, students worked out how to list items by following six steps (see Figure 5). They were expected to use the same techniques to present listed items when preparing their PowerPoint presentations.



Practice

Can you re-write the paragraph below to increase its readability?

We will continue to explore and formulate initiatives to achieve three goals. The first goal is to adopt new green technologies when they become commercially available. To create a low carbon, more sustainable environment for the people is the second goal. Optimising the use of city rescources, including waste reduction, reuse and recyle is the third one.

You may follow the steps to re-write the above paragraph:

1. Find out three goals in the paragraph.
2. Find the the verb in each goal.
3. Use to-infinitives (i.e. to + the base form of the verb) to start each point.
4. Use a semi-colon ";" at the end of each point but a full stop at the end of the last item.
5. Connect the second last and the last item with "and".
6. Add an introductory statement.

Figure 5. Students learning a new skill through small steps

c. Deconstructing authentic texts to increase the text comprehensibility

It could be challenging for S1 students to comprehend authentic texts. To address the issue, the English Language teachers deconstructed those texts by:

i. drawing students' attention to the text features (e.g. headings, visuals);
ii. looking at the function of each paragraph (e.g. to give details, to propose solutions); and
iii. analysing the language items used in the authentic texts (e.g. proposing solutions through imperatives).

d. Using visuals to help students acquire new knowledge

The English Language teachers helped students understand word composition and learn a new grammar item more easily through graphic organisers (see Figure 6) and the use of colours and shapes (see Figure 7) to highlight key features.

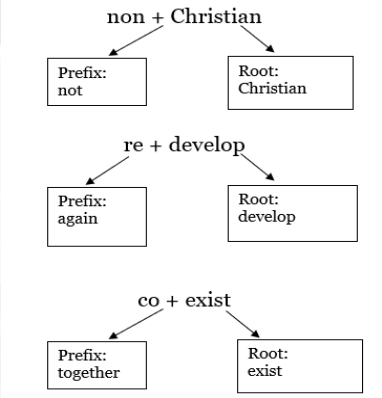


Figure 6. Learning the compositions of words through hierarchical charts

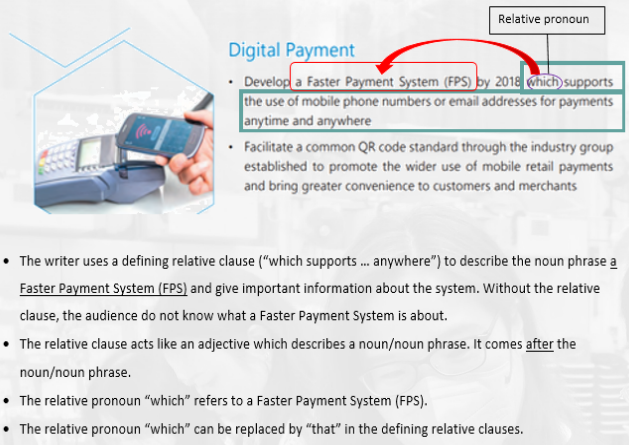


Figure 7. Learning a new grammar item through colours and shapes

- Using two different colours (i.e. red and green) to highlight the subject and defining relative clause respectively
- Using "circle" to draw students' attention to the relative pronoun "which"
- Using an arrow to link the relative pronoun to its referent, i.e. noun representing what the pronoun refers to

Impact

1. Curriculum level

The school's English reading curriculum has been systematically developed to meet the specific needs of students and subject requirements. Reviewing the existing English reading curriculum enabled the English Language teachers to identify the reading strategies that could be introduced to S1 students through the RaC programme (e.g. identifying the main ideas in a text, working out the meaning of unknown words). The enriched reading curriculum has

enhanced the vertical continuity of the reading curriculum at the junior levels since students' reading strategies are developed in a progressive manner, building a smoother transition of English learning from Key Stage 3 to Key Stage 4.

2. Teacher level

When planning the RaC programme, the English Language teachers' knowledge about RaC grew steadily, and their capability in curriculum planning and mapping was strengthened. In addition, closer collaboration between subject departments was observed as there was more communication between the English Language teachers and non-language subject teachers when they were conducting curriculum mapping and designing materials. Cross-disciplinary collaboration was also strengthened through their joint effort to give students feedback on their oral presentations in RaC lessons (see Figure 8).



Figure 8. A TL teacher and English Language teacher giving students feedback

3. Student level

First, as revealed by students' learning products in Unit 2 and Unit 3, they were able to deconstruct reading texts about the development of a foreign language through a timeline (see Figure 9). They also used the imperatives to propose solutions to address the issues identified in the school and defining relative clause to describe things (see Figure 10).



Figure 9. A student using a timeline to plot the development of French for Unit 2 (English Language and History) (unedited student work)

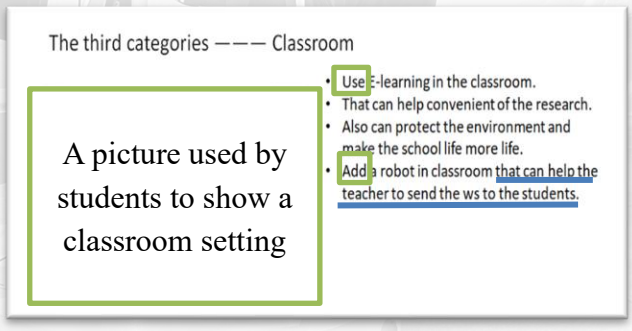


Figure 10. A group of students applying the target language items in their PowerPoint presentation in Unit 3 (English Language and Computer Literacy)

In addition, students found the skills learnt in the RaC programme useful and transferrable. Revealed by students' self-evaluation, about three-quarters of students tried to apply what they learnt in the programme (e.g. reading strategies) in other subjects (e.g. TL). Students' self-reflections also revealed that they found the reading strategies (e.g. T.H.I.E.V.E.S, working out the meaning of unknown words) and graphic organiser (timeline) taught in the programme useful.

Finally, students' SDL capabilities were nurtured, and proper values and attitudes were cultivated in them. Allowing students to research the development of a language gave them more autonomy in learning. Self-evaluation enabled students to build up their reflective ability, enabling them to become reflective learners. In addition, students could get to know more about the importance of OBI for us, as Chinese, to learn about the past and appreciate its beauty (see Figure 11).

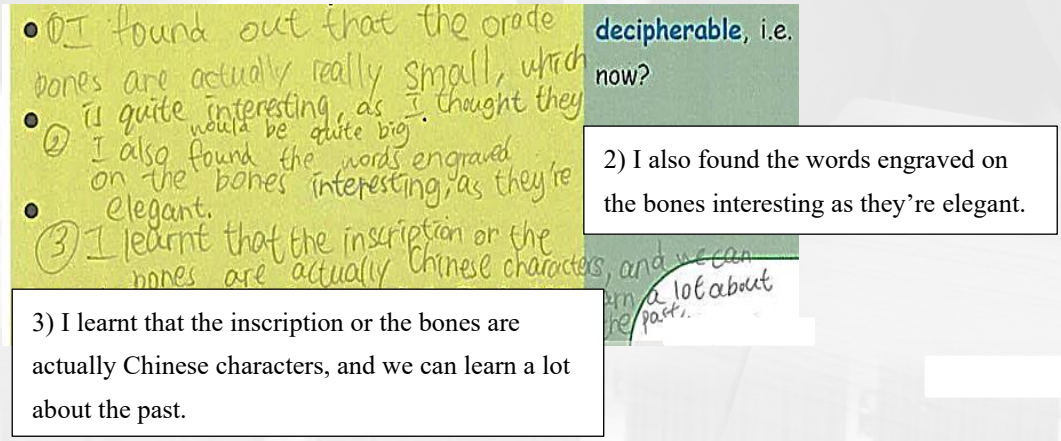


Figure 11. A student showing her appreciation towards OBI
(Unedited student work)

Conclusion

When the RaC programme was launched in 2021/22, the English Language teachers collaborated with the teachers from one non-language subject at a time. With more experience gained in running the programme and cross-departmental collaboration, the school can consider adopting a theme-based approach with a few more subjects involved at a time, enabling students to complete a project on the theme or topic agreed by both English Language and non-language subject teachers. Teachers of different academic departments can also create text sets to facilitate students' deeper understanding about a certain theme or topic. In addition, the school can consider extending RaC to S2 to support STEM education. Finally, to facilitate S1 students' learning of non-language subjects through English, the medium of instruction for most subjects offered by the school, teachers are now well poised to take one step further – moving from RaC to Language across the Curriculum in S1.

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3.3 Adopting a whole-school approach to promoting Language across the Curriculum/Reading across the Curriculum

Background

Equipping students with "Reading to learn" skills and self-directed learning capabilities, which enhances one's overall learning and capacity leading to lifelong learning and whole-person development, is one of the key development goals of Pui Tak Canossian College. To broaden students' interests and horizons and develop their language competency, the school utilised the opportunity created from the optimisation of the four senior secondary core subjects to adopt a whole-school approach to promoting Language across the Curriculum (LaC)/Reading across the Curriculum (RaC) through implementing a variety of cross-curricular reading and language-related activities inside and outside class time to increase students' language exposure and enrich their learning experiences. It is expected that students' knowledge and concepts in different subjects will be enhanced and higher-order thinking capabilities such as critical thinking and problem solving skills nurtured.

Levels

S1-4

The table below shows the levels involved in the progressive development of LaC/RaC in various subjects from the 2019/20 to 2021/22 school years.

Subjects	Year 1 (2019/20)	Year 2 (2020/21)	Year 3 (2021/22)
English Language	S1	S1+S2	S1+S2+S3+S4
Music	S1	S1	S1
Integrated Science		S1	S1
Life and Society		S2	S2
Geography		S2	S2
History			S1
Computer Studies			S1
Visual Arts			S1
Home Economics			S1
Ethics and Religious Studies			S1+S3
Biology			S4
Mathematics			S2

Strategies used

1. **Building a shared vision with the teacher team**

   Creating an English-rich and motivating language learning environment to maximise students' language exposure and experience is the top concern and priority of the school. To raise teachers' awareness and mobilise them to work towards the same vision, the school first set a clear direction in the school language policy to put strong emphasis on incorporating cross-curricular elements into a variety of English co-curricular and cross-curricular activities in different Key Learning Areas (KLAs) to strengthen students' language ability and enhance their confidence in using English across subjects in a more all-rounded manner. The management then empowered the panel heads of different subjects to work together to formulate plans and lead panel members to explore feasible entry points and effective strategies to promote LaC/RaC in their subject disciplines through regular meetings. This not only helped raise teachers' awareness of building an English-rich environment, but also fostered closer collaboration and communication among them to work towards the same goal. In this school context, LaC serves as a gateway to a broad range of students' knowledge across various curricula, incorporating dynamic strategies such as RaC periods, cross-curricular projects, and diversified learning activities to integrate language development with academic content, with the aim of empowering students with the necessary skills in learning and using English in a multitude of subjects.

2. **Breaking subject boundaries through LaC Committee**

   To foster collaboration among different KLAs and set clear goals and direction in formulating and implementing LaC/RaC plans and projects in the school, an LaC Committee involving panel heads and teachers of different KLAs was established with the aims to:

   a. provide support for different KLAs using English as the medium of instruction in different modes (e.g. subject-based teaching, cross-curricular projects and diversified learning activities at the junior and senior secondary levels);
   b. promote LaC/RaC inside and outside the classroom to enrich students' learning experiences; and
   c. monitor the implementation of the school language policy and evaluate its effectiveness.

   During the year, the panel heads of different subjects made good use of the LaC Committee as a platform to share and exchange their ideas, concerns and difficulties and disseminate good practices. Through professional dialogues with teachers of different subjects, English teachers gained a deeper understanding of the difficulties students encountered when using English in different subjects and ways to infuse language elements to support students' learning in non-language subjects. For non-language subject teachers, there was a stronger awareness of how to integrate knowledge and concept development with academic use of language in an effective manner to strengthen students' language proficiency and develop their critical thinking and problem solving skills. Near the end of the year, the LaC Committee members met to review the work of the year with the quantitative and qualitative data collected and plan the way forward.

3. **English Department taking the lead to promote LaC/RaC**

   To better understand the concerns and difficulties of different subjects in incorporating language into their curriculum and daily teaching, the English Department took the initiative to

offer support to different non-language subjects to maximise students' opportunities to use English effectively. This support includes:

a. mapping the curriculum of English Language with different subjects using feasible entry points (e.g. vocabulary, language patterns, reading skills, text structures and themes);
b. analysing past Hong Kong Diploma of Secondary Education Examination (HKDSE) papers of subjects to identify the language needs and use;
c. conducting training workshops;
d. developing learning and teaching materials; and
e. supporting novice teachers through co-planning and co-teaching.

With the concrete support and guidance provided, the English subject acted as a super-connector to connect different KLAs strategically to promote LaC/RaC in a systematic and holistic manner.

4. Making good use of the opportunity created from the optimisation of the senior secondary core subjects

The optimisation of the four senior secondary core subjects provided the school with the impetus to holistically review the school curriculum to create space for developing students' potential and enriching their learning experiences. The school leadership team made good use of the released lesson time and learning time to provide diversified activities/programmes (e.g. reflection period, activity period and class teacher period) to promote cross-curricular initiatives such as LaC/RaC inside and outside the classroom, with the aim of increasing students' language exposure and enhancing their language and literacy development.

What happened

1) Conducting holistic curriculum planning

Levels	Work done	Rationales
S1-6	As stated in the *Secondary Education Curriculum Guide Booklet 2 Learning Goals, School Curriculum Framework and Planning* (Curriculum Development Council, 2017), systematic curriculum planning helps ensure school priorities, in terms of vision, curriculum goals, major concerns, focal points and major renewed emphases (MREs) to be realised in student learning; and allows effective learning to occur by making meaningful connections within and across the curriculum and progression from year to year. To enhance the vertical continuity (see Figure 1) and horizontal coherence across the junior and senior secondary levels, a holistic review of the school English Language curriculum was made. First, the Learning Progression Framework (LPF) was used as a reference tool for teachers to set out the target objectives and expected learning outcomes about students' development in the four skills. On the one hand, the LPF provides a representation of the growth of learners on a developmental continuum as they work towards the targets. On the	− To ensure a balanced development of students' knowledge and skills in KS3 and KS4 − To enable learning, teaching and assessment to be better connected and co-ordinated − To support

other hand, it gives a clear direction for schools to understand students' strengths and weaknesses and review the school language curriculum to align learning, teaching and assessment throughout the secondary education.

Second, to ensure a broad and balanced coverage of the curriculum objectives, essential elements such as knowledge, generic skills, values and attitudes and cross-curricular initiatives were embedded into the curriculum to facilitate students' whole-person development and enrich their learning experiences inside and outside class time.

students' learning progression from one key stage to the other

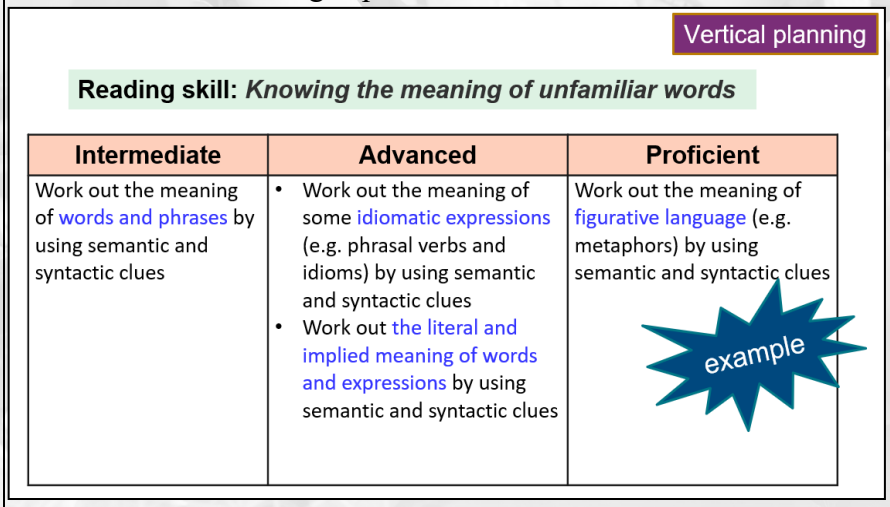


Figure 1. Vertical continuity of reading skills from junior to senior levels

In addition, different MREs (e.g. LaC/RaC, values education, national security education, life-wide learning and self-directed learning) were integrated into the modular/unit design to enrich students' learning experiences, develop their learning to learn skills and set a solid foundation for lifelong learning (see Figure 2).

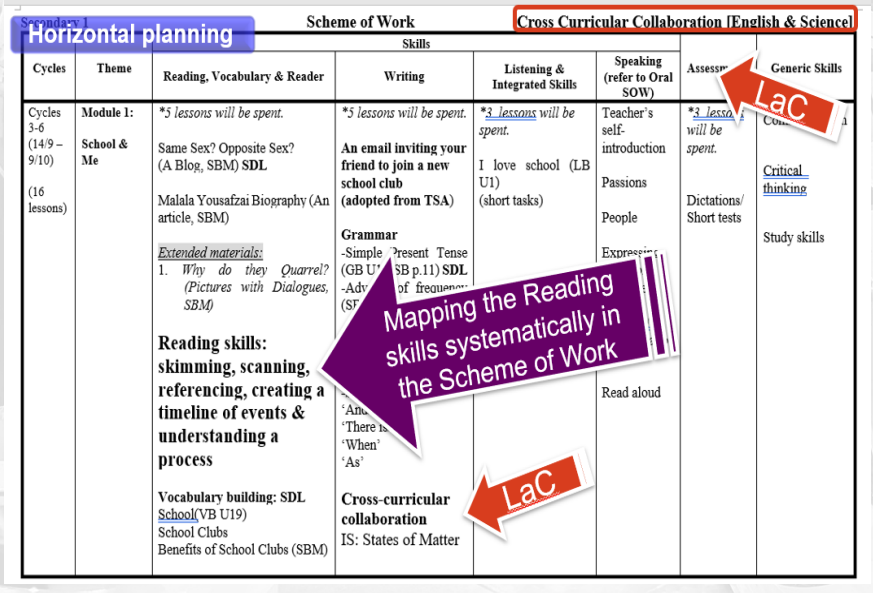
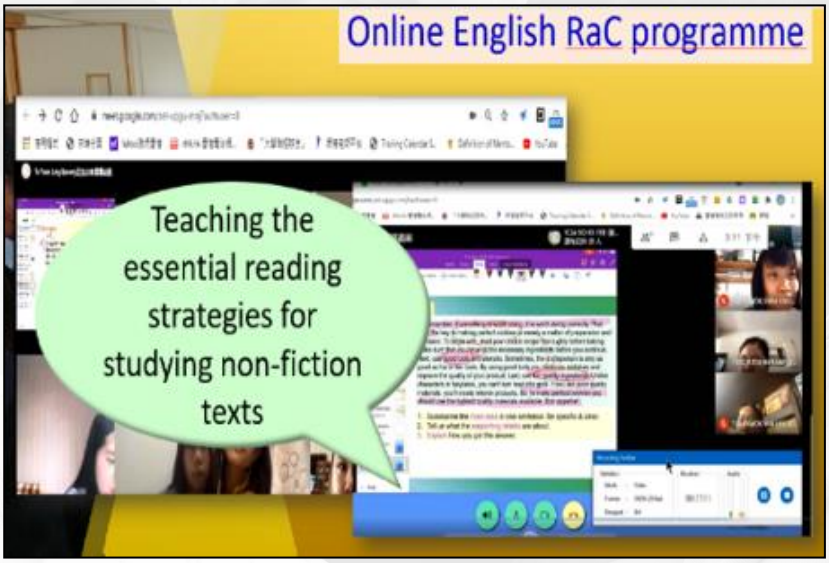


Figure 2. Infusing cross-curricular elements into module planning

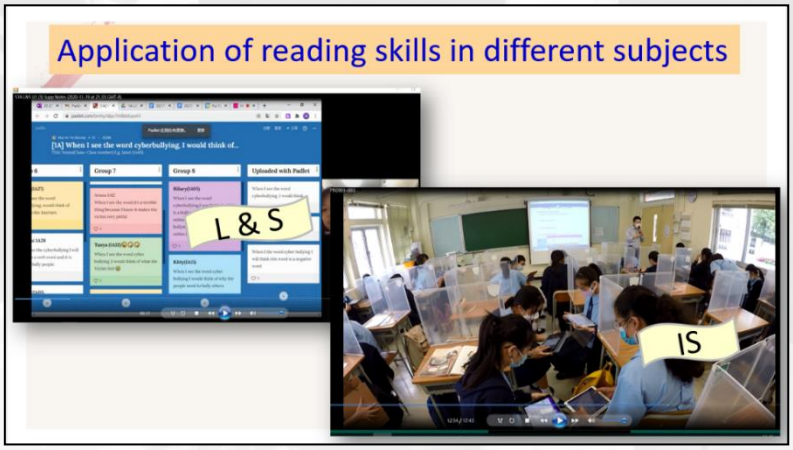
2) Implementing online RaC periods

Levels	Work done	Rationales
S1 and S2	Due to the pandemic, to facilitate students' learning of the knowledge and concepts in different non-language subjects through reading, a structured online RaC period programme was designed to equip students with the core and essential reading skills to study non-fiction texts in a step-by-step manner (see Figure 3). A gradual three-step approach was adopted when the reading strategies were introduced to students: First, students were taught basic reading skills such as previewing and making predictions, which were then built upon with intermediate- to advanced-level reading strategies (identifying main ideas, inferencing and summarising). This approach provided students with a systematic and progressive understanding of the reading skills to be covered in KS3 and enabled them to study in a systematic manner. Second, subject-specific reading materials were included in an RaC booklet to illustrate reading strategies and broaden students' knowledge of various subjects. Short and simple non-fiction texts from different subjects were introduced together with the core reading strategies at the beginning to engage students and maintain their interest in learning. Longer and more complex texts were presented at a later stage to help students apply some higher-order reading strategies such as summarising, evaluating and drawing conclusions and develop their critical thinking and problem solving skills.  Figure 3. Teaching reading skills explicitly to students through non-fiction texts	– To arouse students' interest in studying non-fiction texts – To equip students with the essential reading skills in studying non-fiction materials of different non-language subjects – To develop students' critical thinking, problem solving, independent learning and communication skills

	Third, the task design incorporated elements of self-directed learning and inductive reasoning. To foster independent learning skills, students were required to complete flipped learning activities at home during the pre-task stage to familiarise themselves with the necessary reading skills. Teachers then introduced the lesson's learning objectives and focuses to enable students to set their learning goals. Follow-up exercises and activities were designed to help students track their progress. This approach enabled students to monitor their learning progress and internalise the reading skills they had acquired. To make learning more interactive and meaningful, an inductive approach was adopted to help students deduce the rules of applying different reading strategies. For instance, when reading skills related to unknown words were taught, students were given sentences containing unfamiliar words and asked to infer their meanings using clues such as antonyms, synonyms, and homonyms within the sentences. Afterwards, students worked out the strategies they used and shared with their classmates. To further challenge them, teachers asked them to collaborate in groups to create sentences containing unknown words and share them via Google Docs. Students from other groups were then required to figure out the meanings of the unknown words and share their strategies with the class. This activity helped students apply and internalise the skills they had learnt, as well as develop their critical thinking, problem solving, and communication skills.	

3) Implementation of cross-curricular projects

Levels	Work done	Rationales
S1-4	The English Department took the lead in collaborating with different non-language subject departments to develop various cross-curricular projects that enabled students to acquire subject-specific knowledge, concepts, and skills through English while enhancing their language competencies in the four skills. To facilitate cross-subject collaboration, the English subject took the initiative to identify students' learning needs and difficulties when they studied non-language subjects by seeking advice from the panel heads of different subjects and referring to the curricula and HKDSE papers of different subjects. English and non-language subject teachers then worked together to identify feasible entry points, such as subject-specific vocabulary, language patterns and structures, reading skills, text structures, and themes in English Language that can be mapped to relevant modules of different non-language subjects.	− To provide a platform for students to use reading as a thinking tool to learn other subjects − To broaden students' horizons and deepen their understanding of the knowledge and concepts across

	Purposeful and interactive tasks and activities (e.g. matching, classification and case studies) were designed to stimulate students' interest in the topic and enable them to apply language in subject-specific contexts in a meaningful way (see Figure 4). Different levels of questions were set to assess students' comprehension of the knowledge and concepts in different subject contexts, and to develop their critical thinking and problem solving skills.  Figure 4. Using interactive and motivating activities to help students apply the reading skills To prepare students for a smoother transition to senior levels, some subjects, such as Biology, integrated language learning into the S4 module titled "Transport of Respiratory Gases". This provided students with meaningful subject-specific contexts to apply the vocabulary, text structures and reading skills they had learnt, and to develop their language competencies. Pair work was used to help students communicate ideas and collaborate with their peers. To further challenge students, HKDSE type of questions were embedded into the project design to develop students' summarising, critical thinking and problem solving skills.	different KLAs through utilising various language skills such as reading, speaking and writing

4) Cross-curricular collaboration through diversified learning activities outside class time

Levels	Work done	Rationales
S1-6	To develop students' full potential and enrich their learning experiences, the school utilised the opportunity created by the optimisation of the four senior secondary subjects to allocate more lesson time and provide diversified options that catered to students' different interests, abilities and aspirations. The English subject established cross-curricular links with other KLAs by organising various interesting and meaningful activities to maximise students' language exposure and enhance their literacy development.	– To provide authentic and real-life experiences for students to apply English – To make good use of the released time from the

	For example, the English subject collaborated with the Religious Studies Department to organise All Saints Day and Mother's Day activities during class and activity periods (see Figure 5). Students participated in English activities to learn about the history and traditions of these events and honour the holy saints and their mothers. This not only helped students apply English in meaningful learning experiences, but also promoted positive values and attitudes.  Figure 5. Students participating in meaningful learning activities To nurture a culture of reading to learn, the school utilised learning time to create a self-reflection period aimed at cultivating an independent reading culture on campus. Students were encouraged to study non-fiction reading materials from different KLAs. Motivating and interactive activities such as book sharing and reflection were conducted to arouse students' interest in reading and broaden their learning experiences.	optimisation to increase students' language exposure and enrich their learning experiences

Impact

Teacher level

1. **Increased awareness of teaching reading through a systematic and strategic approach at the junior secondary level**

   In the past, teachers believed that students' low motivation and weak performance in reading were primarily due to a lack of vocabulary. However, throughout the collaboration journey, teachers came to understand that, in addition to vocabulary building, it is essential to establish a strong language foundation at the junior secondary level by equipping students with core essential reading skills.

   With a focus on holistic curriculum planning and the implementation of the online RaC period, teachers became more aware of the importance of making reading progressively more challenging in every module/unit and systematically recycling reading skills. Furthermore, teachers used thoughtful scaffolding when explicitly teaching reading skills through a structured and systematic programme. As a result, students gained a clearer understanding of the reading

skills they needed to learn at the junior secondary level and practical strategies for developing their reading competence.

2. **Moving away from textbook-bound teaching to student-centred learning**
   Igniting students' curiosity and engagement in learning is one of the key concerns of the school. In the RaC period and cross-curricular projects, teachers adopted an inductive approach to arouse students' interest to explore and discover the knowledge, concepts and skills learnt in the given topics. At the pre-task stage, teachers designed flipped learning activities to motivate students to learn about the topic or reading skills they need to study in the upcoming task-based activities. This approach would allow students to take ownership of their learning and learn at their own pace. In the while-task stage, teachers designed different scenarios in which students needed to work collaboratively to deduce the rules for tackling specific types of reading questions. This helped students develop critical thinking and think beyond the surface level to explore the underlying principles and concepts. At the post-task stage, teachers designed follow-up tasks which challenged students to transfer their knowledge and skills to a different context. This step encouraged students to apply what they had learnt in a new and unfamiliar setting, promoting a deeper understanding of the concept (e.g. definition, examples and causes & effect) and the development of transferrable skills.

   For instance, in the cross-curricular projects between Biology, Life and Society and Integrated Science, teachers presented authentic case studies to students and challenged them to apply their knowledge, concepts and skills to investigate and solve the problems in these case studies. This approach provided an authentic situation for students to apply what they have learnt in real-life context, encouraging them to think more deeply about the topic and develop their generic skills such as critical thinking, problem solving and decision making, which are essential for success in both academic and professional settings.

3. **Fostering a sharing and collaborative culture across departments**
   In the past, non-language subject teachers often struggled with finding ways to increase their students' language exposure and proficiency within their own subject areas. However, through cross-curricular collaboration, English and non-language subject teachers started to work closely to expand students' knowledge and skills, while also increasing their language exposure through a combination of in-class and out-of-classroom activities.

   By working collaboratively, teachers of different subjects contributed diverse viewpoints and specialised knowledge, creating a more diverse and engaging learning experience for students. Through this approach, students were able to develop their language skills and gain a deeper understanding of the content they were studying. Moreover, such collaborative culture helped build and sustain a positive learning environment where teachers of all subjects worked together towards a common goal of increasing students' motivation to learn and use English, while also building an English-rich environment in the school.

Student level

1. **Gaining a wider repertoire of strategies in reading non-fiction texts**

   The RaC period adopted a systematic and structured approach to reading that focuses on teaching students a range of essential reading strategies such as identifying main ideas and supporting details, deducing unknown words, making inferences, summarising and drawing conclusion which helped them read critically and analytically in a strategic manner. The LaC projects, on the other hand, provided an authentic context for students to apply the reading strategies they have learnt in subject-specific contexts. By engaging in the cross-curricular projects, students were able to see how reading skills can be applied in real-world situations and gain a better understanding of how their learning can be used in practical ways. This not only makes reading more meaningful to students, but also helps arouse and sustain their interest in reading.

2. **Understanding how language, content and thinking are connected in learning**

   Through cross-curricular projects, students had the opportunity to delve into the intricate connections between language, content and thinking. Students were first exposed to a diverse range of non-fiction texts related to various subject areas. These compelling texts helped not only expand their knowledge and broaden their horizons but also develop a deeper understanding of how language is intricately intertwined with the content they encounter. Teachers then designed authentic and motivating tasks that encourage students to dive deeper into the text and apply the knowledge, concepts, and skills in real-life situations. These tasks challenge students to extract meaning, identify main ideas and make connections between the content and the world around them. By actively applying their acquired knowledge, concepts, and skills to real-life contexts, students developed a more profound grasp of the subject matter and cultivated essential critical thinking, problem solving, and decision making abilities.

3. **Expanding students' horizons: using inside- and outside-the-classroom activities to enrich students' learning experiences**

   The provision of released time allowed students to engage in a diverse range of cross-curricular activities that spanned different KLAs, both inside and outside of classroom time. These activities were designed to offer practical and meaningful experiences that went beyond the traditional classroom setting, providing students with opportunities to learn and apply their skills in real-world contexts.

   Through their participation in these activities, students were able to broaden their horizons and develop new perspectives on various topics (e.g. arts and culture, life and career). They were able to engage with content in a way that was both interactive and immersive, allowing them to fully experience the subject matter. In doing so, they were able to deepen their understanding of key concepts while also honing their critical thinking and problem solving skills. Through these activities, students were able to improve their language proficiency and confidence in using English both inside and outside the school.

Conclusion

Facilitating factors

1. **Strong support from the principal and management team** through allocating human resources to support cross-curricular projects and placing LaC/RaC as a top priority in the school development plan
2. **Early, systematic, and strategic planning** to enhance cross-subject collaboration and better transition across key stages
3. **Opportunities created from optimisation were maximised** to provide cross-curricular activities inside and outside class time through better timetabling to increase students' language exposure and enhance their language and literacy development

Way forward

To sustain the positive impact of the cross-curricular projects conducted, the school will review the existing strategies and extend them to different levels. The school also plans to compile a "sharing kit" that includes curriculum design and lesson plans to facilitate the sharing of experiences in promoting LaC/RaC among teachers across the spectrum of experience.

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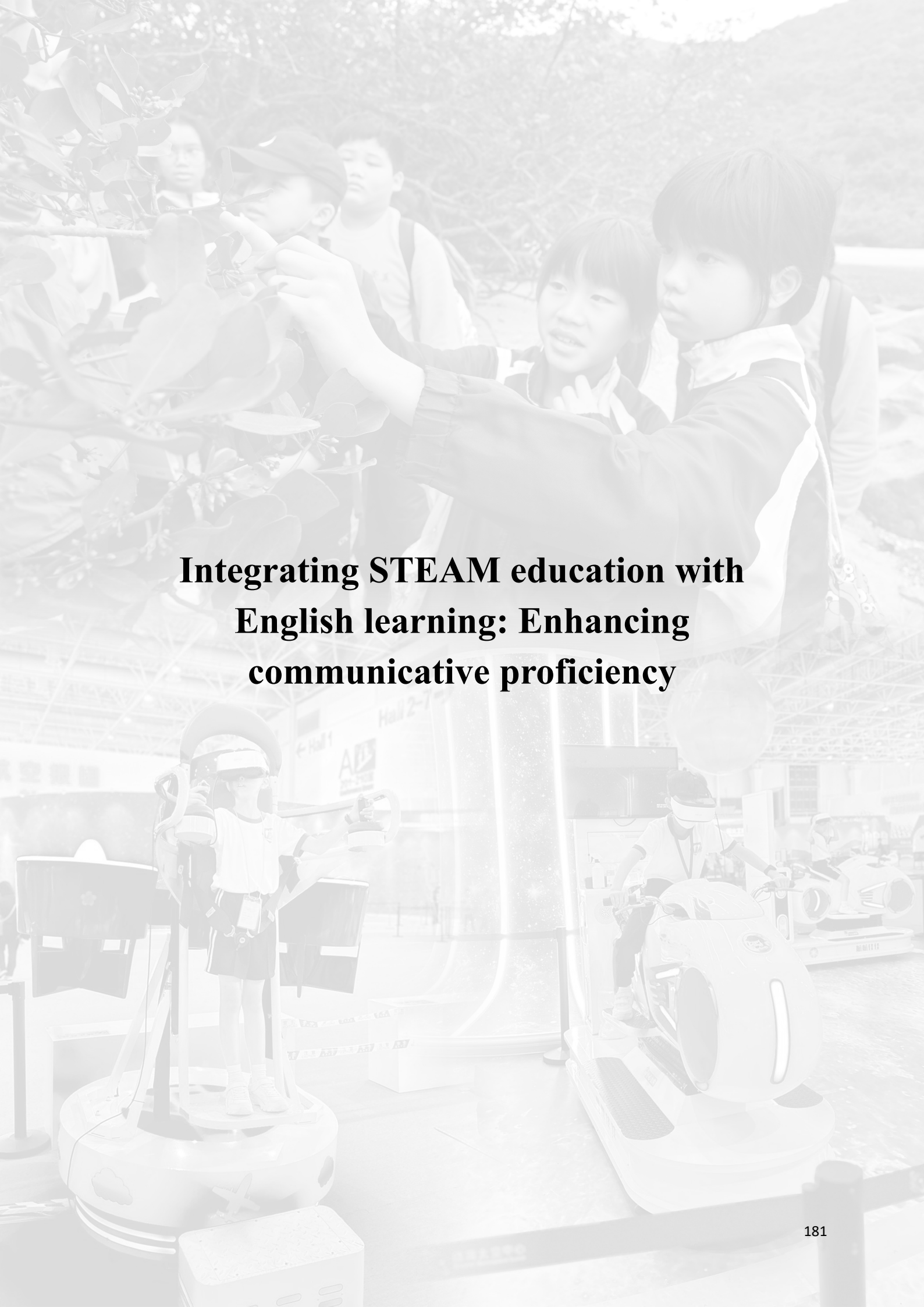
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Integrating STEAM education with English learning: Enhancing communicative proficiency

3.4 My green thumb STEAM adventure: Cultivating a love for reading, responsibility, and cross-curricular learning

Background

Hong Kong Taoist Association Wun Tsuen Ng Lai Wo Memorial School has innovatively enhanced its English Language curriculum by integrating STEAM education with Reading across the Curriculum (RaC). The school transformed its standalone annual "One Person One Flower" planting project into a cross-curricular initiative called "My Green Thumb STEAM Adventure", involving collaboration between English Language teachers and colleagues from other subjects in a primarily Cantonese-medium instruction environment.

This STEAM education project offers unique opportunities to develop students' subject knowledge, 21st-century skills such as observational and analytical thinking, and attitudes like appreciation for nature. By connecting various subjects, it deepens students' understanding of plants and nature while fostering character development and enhancing crucial generic skills.

This report explores how the English Language subject facilitated this innovative project in Primary 2, demonstrating its multifaceted impact on promoting RaC, boosting students' interest in English reading, and cultivating essential skills and character traits. The holistic approach exemplifies how cross-curricular learning contributes to students' overall development, preparing them for future challenges in an interconnected world.

Level

P2

Strategies used

The following strategies were employed to facilitate the planning and implementation of the STEAM education project, using it as the context to promote RaC and enhance students' English skills and overall learning:

1. Collaborative planning and integration
   English Language, General Studies, Visual Arts, and Mathematics teachers worked collaboratively to transform the school's annual "One Person One Flower" Planting Project into a cross-curricular STEAM initiative. Teachers from each subject met to identify topics in their P2 curriculum that were most relevant to the planting project and pinpointed the target knowledge and skills to be covered. Joint meetings were held to share plans and discuss how students could apply the knowledge and skills acquired in different subjects within the STEAM project. Adjustments were made to teaching schedules to ensure that relevant topics were covered concurrently, facilitating a seamless integration of subjects to help students connect their learning across subjects.

2. Connecting reading with real life

   To encourage students to connect their reading with real-life applications and enhance their motivation, the English teachers provided a practical example within the STEAM project. After reading a text about the types of light that favor plant growth in an English lesson, students tested the credibility of the information presented in the text through an experiment during their Class Periods. They created tinted covers of different colours under which three plants grew and recorded their growth, subsequently using their findings to help their potted flowers thrive in the STEAM project.

3. Empowering independent reading

   The English teachers focused on empowering students to read independently, enhancing their interest and knowledge base for the STEAM project. They initially provided explicit instruction on essential reading strategies through clear teaching and scaffolding across several units. For example, when teaching inferencing skills, teachers broke down the process by first asking students to identify explicit information in texts, then guiding them to connect this information with their prior knowledge through structured questions. As students became more confident, teachers gradually reduced the scaffolding, moving from heavily guided questions to more open-ended ones that encouraged independent inference making.

   This approach involved modeling techniques, guiding practice, and gradually releasing responsibility to the students to ensure deeper comprehension and engagement. Reading strategies taught included pre-reading techniques, drawing conclusions from textual clues, guessing word meanings, and making inferences using contextual clues. This systematic instruction across units was essential for preparing students for reading more extensively and independently in a later stage.

4. Encouraging extensive reading through STEAM context

   The STEAM project served as a context to encourage extensive reading. The English Language teachers designed an appealing book report template shaped like a potted flower (see Figure 1). This grade-appropriate design encouraged students to reflect on their learning from the texts they chose to read, focusing on the most important things they learnt, interesting facts, and new vocabulary about plants and how to take care of them. A reading chart displayed in the classroom allowed students to add a star upon completing a book, providing a sense of accomplishment, tracking progress, and enabling teachers to acknowledge efforts and encourage those lagging behind to catch up with their reading.

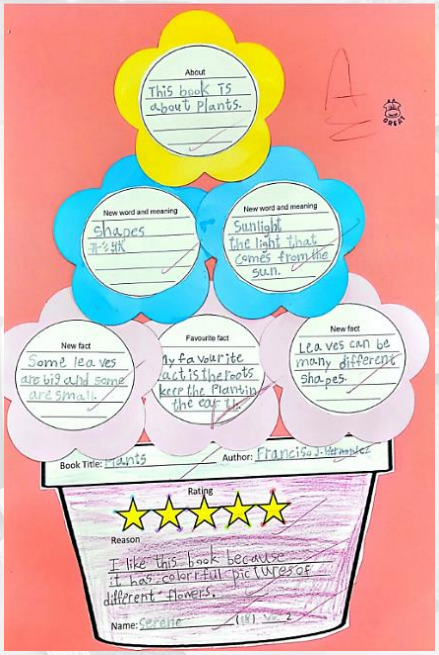


Figure 1. Sample of a Potted Flower Book Report

5. Providing access to multimodal text sets

Teachers curated grade-appropriate, high-interest multimodal text sets to facilitate students' interest and knowledge in the STEAM project topic. Students read multiple texts about plants, such as types, parts, and growing methods, as part of the "My Green Thumb STEAM Adventure" Project. These multimodal texts included fiction and non-fiction books from the school library, eBooks, and videos of books read aloud. An online library was also established to provide students with easy access to these resources (see Figure 2).

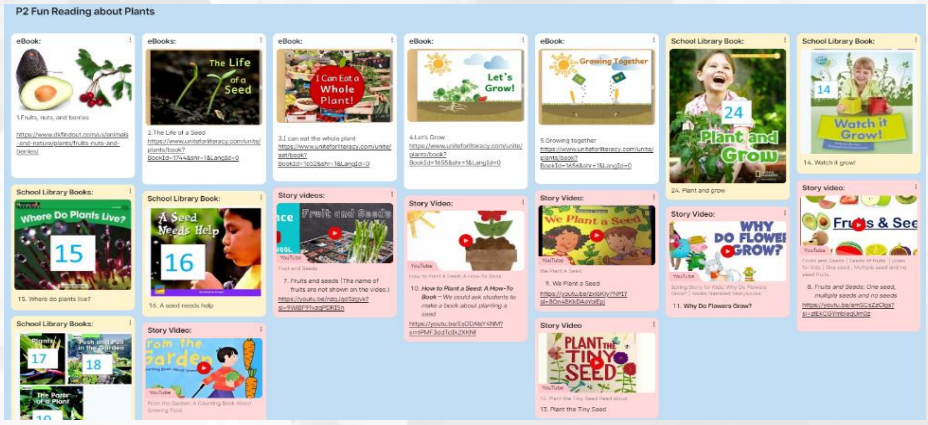


Figure 2. Curated multimodal texts on the STEAM project theme in the online library

6. Designing cross-curricular learning tasks

Learning tasks were designed to enable students to apply their knowledge acquired from cross-curricular learning and RaC in the STEAM project. Students integrated vocabulary and knowledge learnt through extensive reading of the multimodal texts on the STEAM Project theme in the online library and in General Studies lessons, and measurement and counting skills from Mathematics lessons into the completion of the STEAM project tasks. During Visual Arts lessons, students decorated their plant pots and created small tinted covers using the knowledge they acquired from the text read together in class and verified in their experiment. This hands-on approach ensured that students could see the practical application of their reading and learning across different subjects, thereby reinforcing their understanding and skills in a meaningful context.

7. Organic integration of priority values and attitudes with the cross-curricular STEAM project

The cross-curricular STEAM project was designed to organically integrate the priority values of responsibility and appreciation of the natural world. By embedding these values into the curriculum, students were provided with opportunities to connect their learning to real-life experiences. Through activities such as caring for plants and building a "greenhouse", students could witness the direct impact of their actions, which enhanced their engagement with the project. This approach not only reinforced the importance of being responsible caretakers but also helped students develop a deeper understanding of responsibility in their daily lives.

What happened

Stage one: Planning of the cross-curricular STEAM project

At the start of the school term, teachers from English Language, General Studies, Visual Arts, and

Mathematics collaborated to create a cohesive planting project (see Figure 3). They identified relevant topics and target skills, ensuring that knowledge from each subject seamlessly integrated into the STEAM project. Joint meetings facilitated discussions on applying cross-curricular skills, and teaching schedules were adjusted to cover these topics concurrently.



Science

During General Studies lessons and in the extensive reading programme of the English Language subject, students explored plant biology, learning about the life cycle of a flower, the role of water, sunlight, and soil in plant growth, and the light colour that favors plant growth. They applied this knowledge to care for their plants at home for three months.



Technology

Outside class time, supported by their families, students learnt to take photos of their plants to track their growth for their Planting Journal.



Engineering

In Visual Arts lessons, students built a "greenhouse" with tinted transparent covers for their plants using knowledge acquired through RaC about the most favourable light for plant growth.



Art

Students decorated their plant pots during Visual Arts lessons. At the end of the Green Thumb Project, they wrote and drew a four-panel picture story about their experiences in their project from their plant's perspective, combining writing and art.



Mathematics

Students used counting and measuring skills learnt in Mathematics lessons to record their plant's growth accurately.

Figure 3. An overview of the P2 "My Green Thumb STEAM Adventure" Project: The P2 STEAM project integrated various subjects and learning outside class time to enhance students' learning experience.

Stage two: Implementation of the project inside the classroom

1. English Language

i. **Reading strategies:** Since the beginning of the school term, reading strategies such as pre-reading techniques, drawing conclusions from textual clues, guessing word meanings using contextual clues, and making inferences using contextual clues were introduced explicitly and recycled regularly in reading lessons. This was done to enhance students' reading skills and prepare them for RaC.

ii. **Curated multimodal text sets:** English teachers curated grade-appropriate, high-interest multimedia fiction and non-fiction texts related to plants. These resources, including library books, eBooks, and videos of read-aloud books, were made easily accessible in an online library.

iii. **Book report template:** To build students' interest in reading and plants, teachers designed an appealing book report template shaped like a potted flower for students to reflect on and record their learning through RaC. A non-fiction book was used to teach students to use the new template, and a book report writing competition was held to acknowledge students' good effort and performance (see Figure 4). Students then reflected and took notes on the content of the books of their choice using the template.



Figure 4. Proud winners of the Potted Flower Book Report Writing Competition

iv. **Reading chart:** A reading chart displayed in the classroom allowed students to add a star upon completing a book, providing a sense of accomplishment, tracking progress, and enabling teachers to acknowledge efforts and encourage those lagging behind.

v. **Light and plant growth:** In English lessons, students read a text to learn about the types of light that favour plant growth. The class then created three tinted covers, of different colours, for three plants to grow inside and recorded their growth (see Figure 5).


Figure 5. Students recording plant growth under different coloured covers

vi. **Plant care assignment:** Students were given a potted flower to take care of for three months. They participated in a class discussion to review what they had learnt about plant care through extensive reading and emphasised the importance of being responsible to ensure their plant grew well before they brought their potted flower home.

2. General Studies (GS)

i. **Plants, Fruits, and Their Seeds:** During the GS lessons on the topic of "Plants, Fruits, and Their Seeds", students learnt about different kinds of fruits and their seeds through observation of real fruits (see Figure 6). They also made and enjoyed drinks made with fruits and leaves, enhancing their appreciation of plants in their life (see Figure 7).



Figure 6. Students cutting open real fruits to learn about their seeds


Figure 7. Students making drinks with fruits and leaves

3. Visual Arts (VA)

i. **Greenhouse creation:** In the VA lessons, students applied their understanding from the light and plant growth experiment to design small "greenhouses" using tinted paper, enhancing the growth of their potted flowers (see Figure 8).

ii. **Pot decoration:** Students decorated the pot of their plant, giving them a stronger sense of ownership and motivating them to strengthen their care for it (see Figure 9).



Figure 8. Students constructing mini greenhouses for their plants during Visual Arts lessons



Figure 9. Display of students' plants in their decorated pots

Stage three: Cross-curricular activities of the STEAM project outside the classroom

1. **Plant growth record:** Students recorded the growth of their plant during the three-month period, taking photos of their plants and applying their counting and measuring skills acquired in Mathematics lessons (see Figure 10).

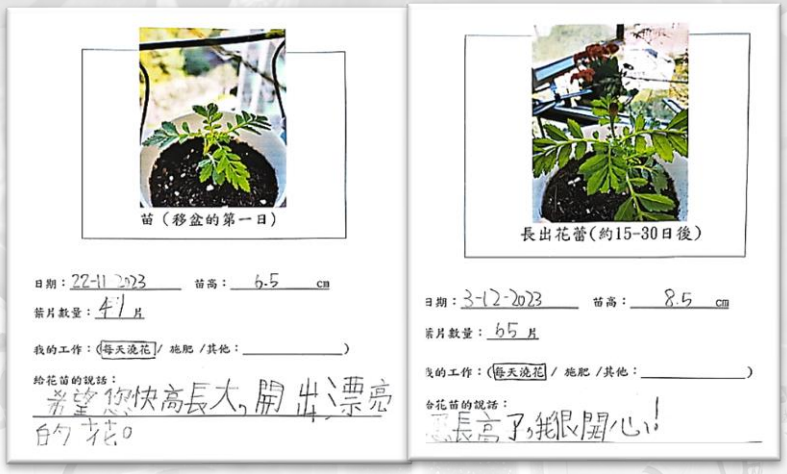


Figure 10. Sample pages of plant growth records showcasing students' use of photos, leaf counting, and plant height measurements in the STEAM project

2. **My Green Thumb STEAM Adventure Competition:** At the end of the "My Green Thumb STEAM Adventure" project, students brought their plants back to school for display. The winner was chosen based on the plant's health and appearance, including growth in height, abundance of green leaves, and presence of flowers (see Figure 11).



Figure 11. Proud winner with his plant and its greenhouse

3. **Four-panel picture story:** Students wrote and drew a four-panel picture story about the growth of their plant from their plant's perspective in English based on their Plant Growth Record, combining writing and art (see Figure 12).

4. **Award presentation:** A celebratory award presentation ceremony was held, where the three winners shared their experiences in English about growing their plants (see Figure 13). This event celebrated their achievements and the learning journey they undertook.

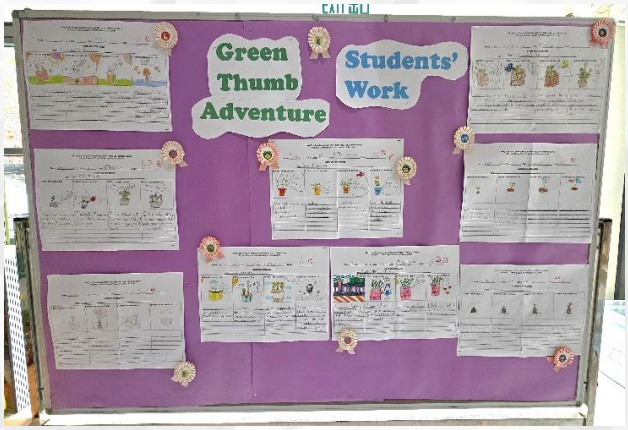


Figure 12. Display of students' four-panel picture stories



Figure 13. A winner sharing his experience of growing his plant in English at the Award Presentation Ceremony

Impact

Curriculum development

1. Integration of RaC, extensive reading, and values education

   The English Language curriculum now incorporates RaC and extensive reading initiatives, significantly enhancing students' engagement with English texts, particularly those related to the STEAM project. This integration promotes a holistic learning experience, allowing students to apply their reading skills in various contexts, and enhances their overall understanding and retention of knowledge. Additionally, values education has been organically woven into the curriculum, providing students with opportunities to connect and apply target values and attitudes to real-life experiences. In the Green Thumb STEAM Project, fostering responsibility and appreciation for the natural world were the key target values. Students learnt to care for their plants over three months, which instilled a sense of accountability and care for living things.

2. Cross-curricular collaboration

   The project has fostered greater cross-curricular collaboration among English Language, GS, VA and Mathematics, with STEAM education being successfully piloted. After the project, English Language and GS teachers continued to work together to develop two more cross-curricular units that aligned with both subjects' objectives and target proper values. These collaborative efforts ensure that students can see the practical applications of their learning and understand the interconnectedness of different fields of knowledge. The following table shows two cross-curricular English Language and GS units after the implementation of the STEAM project:

Target value and attitude	Subject	Topic/unit	Learning activities
The second cross-curricular unit			
Benevolence	English Language	"Busy Days"	• Students discussed making time for their elderly family members based on a text from their textbook. • Their learning was extended through reading multimodal texts about accessible facilities for the elderly, showing how society can make life easier for them.
	GS	"Elements of a Good Community"	• Students went on a field trip to learn about different community facilities needed by various people in the school's neighbourhood. They then shared photos taken during the field trip with English captions on an online platform to describe the facilities.
The third cross-curricular unit			
Respect for Different Cultures	English Language	"Seasons and Weather"	• Students learnt about the relationship between clothing, homes, and seasonal weather in different countries through reading their textbook and multimodal texts. • They had a class discussion on respecting people who may look different from them in Hong Kong. • They gave a very brief oral report in English of their learning from the interviews with the school NETs on an online platform.
	GS	"Colourful Life in Hong Kong"	• Students extended their learning by interviewing their NETs about their favourite activities in different seasons in their home countries and their favourite seasons.

Teacher development

1. Enhanced professional capacity and confidence

   The P2 teachers found their professional capacity in cross-curricular planning and STEAM implementation significantly enhanced. They observed how integrating subjects enhanced students' holistic understanding of the factors that affect plant growth, while the hands-on nature of activities increased engagement and provided authentic contexts for language use. Linking classroom learning to tangible outcomes motivated students to apply English skills practically.

   English Language teachers, in particular, gained valuable experience in implementing RaC within the STEAM context. They developed strategies to boost students' reading interest by

connecting texts to STEAM-related hands-on activities, thereby improving comprehension and knowledge retention. This integrated approach demonstrated the effectiveness of STEAM projects in creating meaningful learning experiences that promote critical thinking and problem solving skills, while simultaneously enhancing language proficiency.

2. Nurturing a collaborative culture
   A collaborative culture has been nurtured at the school. Teachers initiated further collaboration in two additional units, connecting related topics in the P2 English Language curriculum with experiential learning activities in GS. This collaboration involved extensive RaC reading, book reporting, and the use of multimodal text sets available online for easy access, allowing students to use the language and vocabulary acquired through RaC to report their GS experiential activities in English.

3. Raising teachers' awareness of and capacity in teaching reading strategies and integrating values in the curriculum naturally and organically
   The implementation of the RaC initiative has heightened teachers' awareness of the necessity to explicitly teach essential reading strategies. To empower students to eventually read independently and expand their knowledge base, English teachers focused on strategies such as pre-reading techniques, drawing conclusions based on textual clues, and making inferences using contextual clues. They modeled these strategies, providing guided practice, and offering immediate feedback to their students. Through this process, teachers have not only gained more skills in these areas but also recognised the importance of explicit instruction in reading strategies. This approach has enriched students' learning experiences and reinforced teachers' commitment to explicit teaching of reading strategies to enable students to learn to read and to read to learn.

   Additionally, teachers have developed an awareness of the importance of integrating top priority values and attitudes organically and naturally into the curriculum. This integration has provided students with opportunities to connect and apply these values to real-life experiences, thereby enhancing their personal development alongside their academic growth.

Student learning

1. Student engagement and interest in reading
   Students displayed a marked increase in interest in reading English texts, particularly those related to the STEAM project. Teachers reported a significant rise in the number of books read by students, doubling from an average of 1 to 2 books per student in previous years to more than double that number this year (see Figure 14). This improvement is attributed to the explicit instruction in reading strategies, variety and appropriateness of curated multi-modal texts, easy access to thematic reading materials, and an appealing, grade-appropriate book report template design.



Figure 14. Reading chart displaying students' progress in the RaC Extensive Reading Programme

2. Enhanced communication skills through cross-curricular STEAM integration

The STEAM project, used as a context for RaC, has significantly enhanced students' communicative proficiency. Through class discussions, presentations of their picture stories, and project experiences, students' oral and written communication skills improved. This improvement is evident in their four-panel picture stories, which demonstrate both linguistic development and scientific understanding.

Students showed sophisticated narrative skills by creating coherent stories with clear progression across time periods (ten days, one month, forty days, two months) (see Figure 15). Their work reflects a solid grasp of plant care concepts through:

Plant care concepts	Examples extracted from student work
• Understanding of environmental needs	*"...grow next to the window..."* shows knowledge of plants requiring sunlight
• Recognition of plant growth stages	From seedling to a mature plant with flowers
• Awareness of proper care routines	*"...water me every day..."*
• Comprehension of cause-effect relationships	Linking care actions to plant health
• Understanding of plant responses	*"I am happy when David takes care of me."*

Moreover, their narratives seamlessly integrated concepts of time, growth, and care throughout, reflecting a deeper understanding of cross-curricular learning. This structured approach not only enhanced students' reading and communication skills but also fostered a greater appreciation for cross-curricular learning. By engaging in these varied activities, students were able to apply their knowledge in a practical and creative context, effectively bridging the gap between different subject areas and reinforcing their learning in a meaningful way.

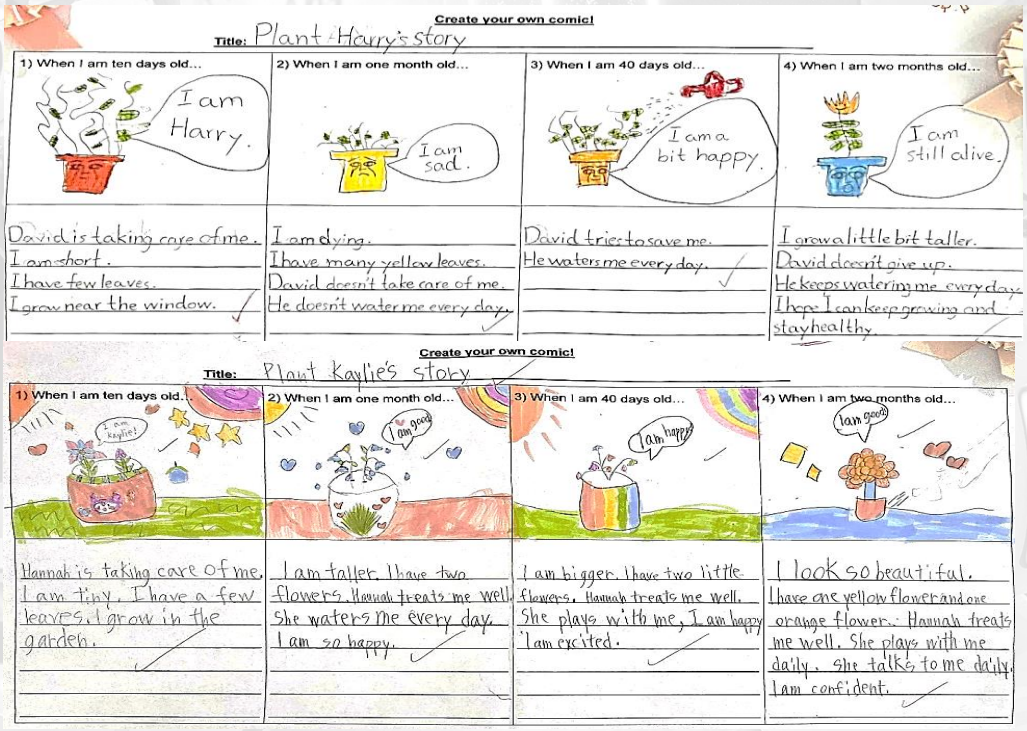


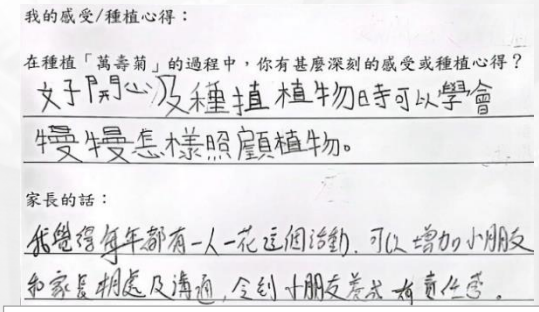
Figure 15. Samples of four-panel picture stories

3. Development of proper values and practical skills

Through the project, students developed a sense of responsibility by taking care of their plants over three months, learning practical skills such as watering daily, ensuring sufficient light, and safely positioning the plants. Interviews with students during the award presentation ceremony (see Figure 16) revealed that nearly all could articulate these necessary care steps, with one student highlighting the importance of not placing the plant on a window sill to avoid the risk of it falling. Additionally, students became more aware of how nature works and cherished the plants and nature around them. They developed a stronger sense responsibility through plant care (see Figure 17). This holistic approach ensured that students not only improved their practical skills and values but also deepened their understanding and appreciation of the natural world.

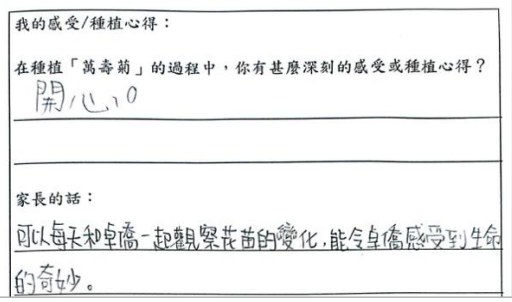


Figure 16. Students sharing their learnings from plant care during interviews at the Award Presentation Ceremony



Student's Reflection: "I was happy and have learnt how to take care of plants patiently."

Parent's Comment: "I think the annual 'One Student One Flower' can help students bond better with their parents and develop their sense of responsibility."



Student's Reflection: "Happy."

Parent's Comment: "Watching the plant grow with my child has been a magical experience. It allowed my child to feel the wonder of life."

Figure 17. Reflections and comments in reflection logs showing students' growing sense of responsibility and appreciation for plants and nature

Way forward

To sustain the impact of the "My Green Thumb STEAM Adventure" project and extend its benefits to more students, the teachers at Hong Kong Taoist Association Wun Tsuen Ng Lai Wo Memorial School are considering several key steps for the near future. Firstly, they are exploring the possibility of expanding cross-curricular STEAM projects across other grade levels. This would ensure that the integration of RaC and values education continues to engage students and promote cross-curricular learning throughout their school journey, while providing continuity in the learning experiences of the P2 students who participated in this project.

The teachers are also contemplating ways to further strengthen home-school partnerships to encourage greater involvement of parents and families in STEAM projects and reading activities. This could help reinforce the skills and values taught in school.

Additionally, they will continue to leverage technology and resources to expand the collection of multimodal text sets and online resources. For students at higher levels, this could include developing an interactive platform where students can not only access resources but also share their thoughts and collaborate with peers. This would ensure that students have access to a variety of engaging materials while promoting collaborative learning.

By considering these steps, the school hopes to build on the success of the "My Green Thumb STEAM Adventure" project, ensuring that more students benefit from a holistic and engaging educational experience that fosters a love for reading, interdisciplinary learning, and the development of STEAM-related proper values and attitudes.

Conclusion

The "My Green Thumb STEAM Adventure" project has successfully enriched the curriculum, enhanced teachers' professional capacity, and significantly improved students' learning experiences. This innovative model integrates STEAM education with Reading across the Curriculum (RaC), using hands-on, cross-curricular activities to create meaningful contexts for students to apply knowledge across multiple subjects. By continuing to refine and expand this STEAM-RaC integration model, the school is well-positioned to foster an increasingly engaging and impactful educational environment. This approach not only promotes cross-curricular learning but also equips students with the skills needed to thrive in an inter-connected world, setting a promising precedent for related educational initiatives in the foreseeable future.

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Hong Kong Taoist Association Wun Tsuen Ng Lai Wo Memorial School
Ada LAM (Language Support Officer)

3.5 Promoting STEAM education at the primary level

Background

The world is fast-changing and it is important for students to learn to adapt to whatever the future holds. To nurture future-ready learners, we can integrate STEAM education into language education for developing students' language-related knowledge and skills through engaging them in hands-on and minds-on STEAM activities while simultaneously strengthening their critical thinking and problem solving skills. As many STEAM activities involve solving real-life issues and problems, by engaging students in addressing them, they can nurture proper values and attitudes such as empathy and a desire to promote the well-being of themselves and others. Recognising this, SKH Lui Ming Choi Memorial Primary School introduces STEAM education early at KS1 in order to lay a solid foundation for the development of generic and 21st century skills and inquiry thinking at later key stages. Sharing the same belief, the English teachers infuse elements of STEAM education into the school English Language curriculum. They aim to engage students in exploration of knowledge and experimentation with innovative ideas so as to reinforce their subject-specific knowledge alongside enhancing their English-related knowledge and skills, and cultivate their critical thinking skills, problem solving skills and proper values and attitudes, thereby preparing them to embrace change.

The English teachers piloted STEM education in P3 in 2021/22. In response to the major renewed emphases stated in Primary Education Curriculum Guide (Pilot Version) released in 2022, they took a step forward to add elements of visual arts and language arts into some of their STEAM-infused modules in P2 and P3 in the 2022/23 and 2023/24 s.y.. This report illustrates how STEAM education was implemented in the school using two of the P2 modules designed by the English teachers.

Level

P2

Strategies used

The following strategies were adopted to facilitate the planning and implementation of the STEAM-infused modules:

Strategies	Objectives	Details
1. Transferring a Science-related strategy, i.e. **P**redict, **O**bserve, **E**xplain (POE), to the English language learning and teaching context	- To develop students' thinking skills through exploration of scientific knowledge - To help students see the relevance and importance of STEAM education in daily life	- The POE strategy used in Science motivates students to make predictions, explore and discover knowledge by themselves, and discuss and think based on their observation. - The teachers adopted POE in some of the modules as they found it a student-friendly strategy to

Strategies	Objectives	Details
		promote STEAM education among young learners and relate their learning to daily-life issues.
2. Design Thinking	- To develop students' thinking and problem solving skills through exploration of scientific knowledge and experimentation with innovative ideas - To help students see the relevance and importance of STEAM education in daily life - To cultivate the priority value, empathy, among students	- The design thinking process involves the five stages of "empathise", "define", "ideate", "prototype" and "test". - This approach is highly relevant to STEAM education. It encourages students to address real-life issues with a sense of empathy, apply content subject knowledge to innovate, design and test a prototype, and come up with a possible solution to address daily-life issues.
3. Self-reflection tasks	- To promote a culture of self-reflection among students	- Students took on different roles such as little designers and assessed themselves on proper values and attitudes before and after the STEAM activities. This not only made them more engaged in the activities, but also improved their self-understanding and self-reflective ability.

What happened

1. **Mapping the curriculum of the English Language subject and other subjects**

   As STEAM education involves the application of subject-specific knowledge, English teachers conducted curriculum mapping with teachers of other subjects including non-language subjects to select appropriate themes for the modules. Apart from mapping relevant themes, the teaching schedule of the subjects involved was synchronised as much as possible to facilitate making connections across subjects by students.

   The table below summarises the key features concerning different subjects of the two P2 modules implemented in the English lessons:

	Module 1	Module 2
Themes	Healthy eating	Together we are very strong
Key messages	We should have a balanced diet and should not be picky eaters who only eat tasty but unhealthy food.	Our family members work hard. We should understand and appreciate their hard work and work hand in hand to keep our flat clean and tidy.
Content knowledge introduced/ reinforced	- Healthy and unhealthy food, a balanced diet* • General Studies: subject-specific knowledge taught in Chinese • English: subject-specific knowledge reinforced in English using theme-related learning materials	- Doing sums involving up to three numbers, 3D shapes • Mathematics: subject-specific knowledge taught in Chinese - Warm and cool colours • Visual Arts: subject-specific knowledge taught in Chinese - English: the above target subject-specific knowledge reinforced in English - English: The science behind strong structures introduced using a language arts text in English
English-related learning objectives	- Language/vocabulary items: Simple present tense, "there is/are", vocabulary about food and drinks including healthy and unhealthy food - Reading skills: Working out the meaning of unfamiliar words using pictorial cues	- Language/vocabulary items: Simple present tense, "there is/are", using "He is…" to describe feelings, vocabulary/ phrases about household chores, cardinal numbers, 3D shapes (e.g. prisms) - Reading skills: Working out the meaning of unfamiliar words using pictorial cues, locating specific information
STEAM activities	Oil level test	Paper stand design
Strategies	POE	Design Thinking
Generic skills	Thinking skills	Thinking and problem solving skills
Priority values	Empathy, benevolence	Empathy, benevolence, unity

**The theme-related subject-specific knowledge was also reinforced in the Chinese, Putonghua and Library lessons.*

2. Selecting and designing theme-related learning materials for contextualisation and teaching of subject-specific and English-related knowledge

Theme-related reading materials, introduced by theme-related characters such as a nurse and an old man, were used to spark students' interest in reading. In the first module, a nurse who promoted healthy eating among students shared the healthy and unhealthy food posters she made (see Figure 1) to reinforce the healthy and unhealthy food taught in the General Studies and English lessons. In the second module, an old man who was too tired and weak to do housework alone shared his story, which is also a well-known fable called "The Old Man and His Son" (see Figure 1). The fable not only brought out the priority value, unity, but also paved the way for the teaching of the science behind the structure of a bundle of sticks. In both modules, the reading materials gave students an opportunity to consolidate the use of the simple present tense and "there is/are". They also gave students a sound reason to find out more about healthy eating and strong structures in the subsequent STEAM activities.

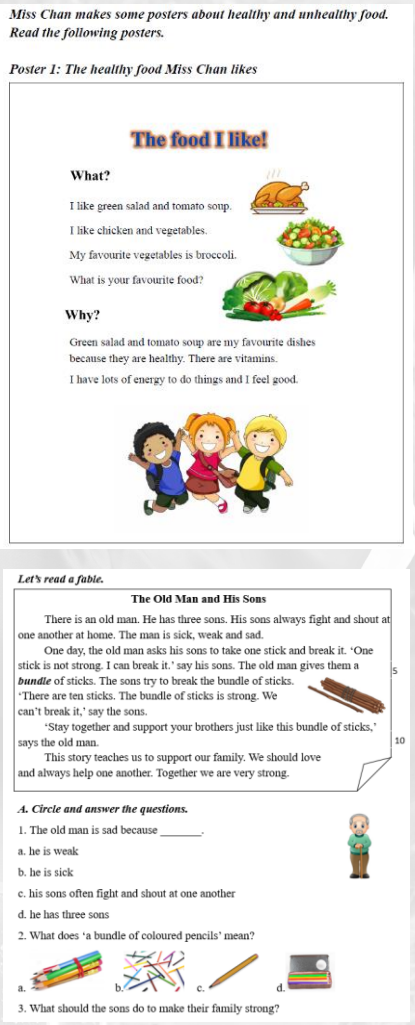


Figure 1. Using food posters and a fable for contextualisation and knowledge building

Apart from reading materials, other theme and daily life-related materials were selected. In the second module, for instance, everyday examples such as paper tube chairs, honeycomb chairs and honeycomb wrapping paper were shared to explain the concept "Together we are very strong" (see Figure 2). Students reinforced their knowledge of strong structures and saw the relevance and importance of the science concept in their daily life.



Figure 2. Using everyday examples to explain the concept of "Together we are very strong"

3. **Connecting learning of English and subject-specific knowledge for the promotion of STEAM education**

The reading texts used for introducing and reinforcing subject-specific knowledge was also employed to teach and reinforce reading skills. For example, in the second module, the teachers demonstrated how to work out the meaning of unfamiliar words in the fable "The Old Man and His Son" by using the strategy of highlighting. Keywords in the text (e.g. bundle) and relevant pictures were circled in the fable, as a scaffolding strategy, for students to work out word meanings. Then students read other texts – a photo of a paper tube chair and honeycomb chair and its caption – to practise and consolidate the strategy. Alongside reading skills development, students' knowledge of strong structures was reinforced through the reading texts. For instance, they tried to figure out why the paper tube chair and honeycomb chair could withstand heavy weight by applying their knowledge of strong structures, paving the way for the subsequent paper stand STEAM activity.

4. **Using STEAM activities to solve daily-life problems**

STEAM activities were used to help students solve daily-life problems. The first module was implemented around the Chinese New Year. Students read a text on Chinese New Year food. To show empathy and benevolence to students who put on a lot of weight or got sick after eating too much unhealthy festival food, they did an oil level test using the POE strategy, explored knowledge by themselves, and gave advice on how to eat healthily during Chinese New Year (see Figure 3 and Figure 4).

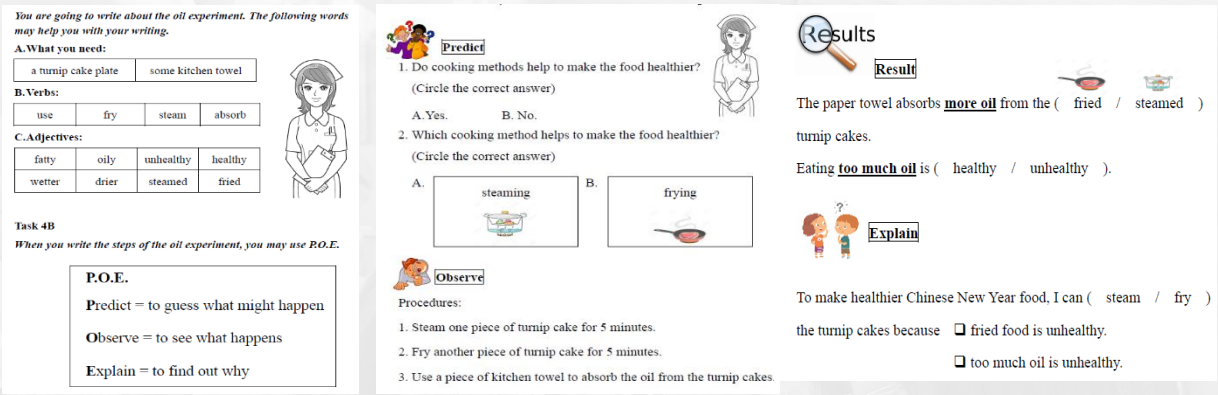


Figure 3.
P: Predicting if steamed or fried turnip cakes is healthier
O: Observing the amount of oil absorbed by kitchen paper
E: Drawing a conclusion and justifying it based on the amount of oil absorbed



Figure 4. Applying knowledge of healthy eating in the oil level test

In the second module, students connected the world of the fable, "The Old Man and His Sons", with their own world. They learnt the moral of the fable "Together we are very strong" and realised it was everyone's responsibility to keep his/her flat tidy and when family members

worked hand in hand, they could greatly relieve their parents' workload. As books, clothes and toys lying all over the place after their examinations is a common problem among students, they designed a paper stand for putting things neatly. In this activity, "Together we are very strong" is a moral as well as a science concept presented in a student-friendly language. Students were engaged in the design thinking process (see Figure 5 to Figure 8) to apply their knowledge of strong structures for making a sturdy paper stand.

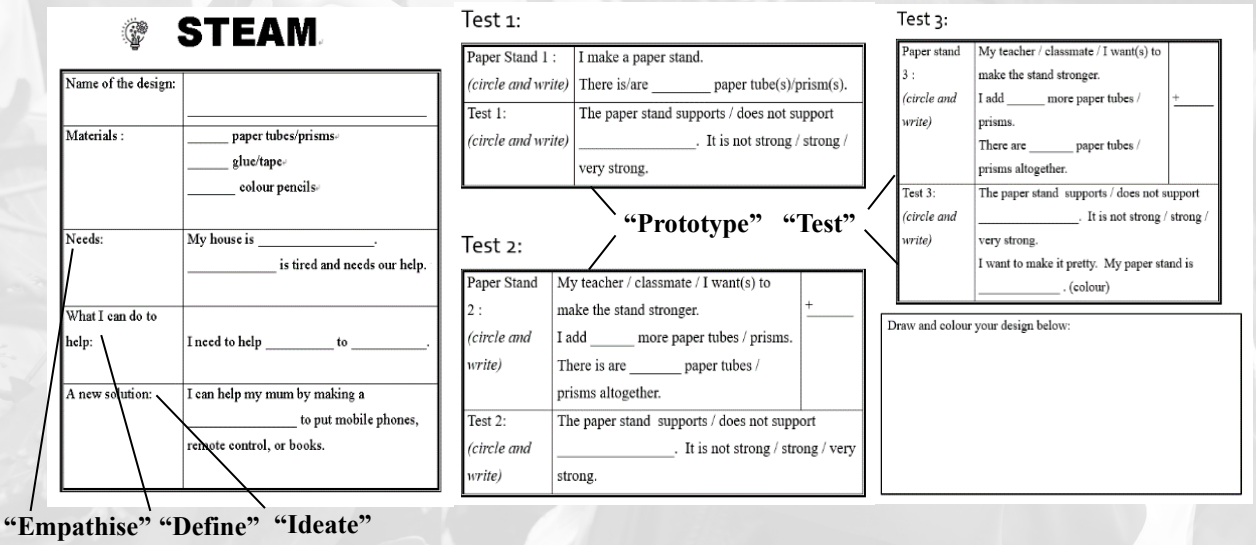


Figure 5. Design Thinking introduced in a student-friendly language



Figure 6. Test 1: Making and testing a paper stand with one cylinder



Figure 7. Tests 2 & 3: Finding out why one cylinder failed to withstand the weight of a book and suggesting creative ideas to solve the problem with peers



Figure 8. Applying Visual Arts knowledge by choosing a warm or cool colour their parents like for their paper stands

5. Assessing student learning in the STEAM-infused modules

A variety of assessment strategies was adopted to track student learning progress in the STEAM-infused modules. Emphasis was placed on both the learning process and learning outcomes.

For science tests such as the oil level test in the first module, the teachers observed if students were able to make predictions, record findings of the test, draw conclusions and give sensible, informed advice. In the second module, as the design of a prototype/product was involved, students were assessed on whether they were able to improve their design using the target STEAM-related knowledge and skills (e.g. adding prisms and counting extra prisms needed to make their paper stand stronger).

Language-related assessments include observing if students could apply the target language and vocabulary items in the STEAM activities, such as using "There is/are" and cardinal numbers to describe the number of tubes or prisms used to make paper stands. Students'

progress in the target reading skills was tracked by analysing their scores in a reading pre-test and an identical post-test. It helped teachers identify those reading skills students needed to work further on and take the necessary action to support them.

In both modules, student underwent a self-reflection process. Before students took on the role of a little nurse or little designer, they reflected on if they were benevolent (i.e. caring, helpful and kind). After completing the STEAM activities, which involved group collaboration, they looked back at their learning experiences, reflected on whether they were helpful and supportive when they were taking part in the activities, and assessed themselves on the same priority value again.

Impact

Curriculum development

A variety of learning materials, including language arts texts (e.g. a fable) and English texts on subject-specific knowledge (e.g. healthy eating) was drawn upon to teach English-related knowledge and skills and subject-specific knowledge in English. This paved the way for students to explore the world of STEAM education and enhance their thinking and problem solving skills through actively engaging themselves in exploration of new knowledge and experimentation with innovative ideas.

Student learning

From improving one's knowledge and skills to enhancing quality of life

The STEAM activities gave students hands-on and minds-on learning experiences to develop their thinking and problem solving skills. Young as they are, they demonstrated their abilities to explore new knowledge and experiment with innovative ideas as they took part in both activities. In the oil level test, they were able to predict the oil level in fried and steamed turnip cakes, observe and record the test findings, explain the results and draw a conclusion sensibly and in an informed manner. Through the paper stand activity, students developed their problem solving skills. They tested the strength of their paper stand and suggested creative ideas (e.g. adding more prisms and layers) to solve the problems they had encountered through reviewing their work critically by themselves and with peers (see Figure 9 to Figure 11).

In the learning process, students also reinforced the target language and vocabulary items. In the oil level test, students could use the simple present tense to talk about their learning (e.g. "Steamed turnip cake is healthy."). In the paper stand activity, they could apply the target language and vocabulary (e.g. using "There is/are", vocabulary about numbers and 3D shapes to describe their paper stand). After implementing the two modules, a post-reading test was conducted and students from all proficiency groups showed improvement in the mastery of the target reading skills.

Apart from knowledge and skills, most important of all, the learning experiences enabled students to see how STEAM-related knowledge could solve everyday problems and make their life better (e.g. suggesting how to eat healthily and how to make their home a better place to live in), thereby promoting the well-being of themselves and others.



Figure 9. Students making predictions, observing and explaining the results in the oil level test

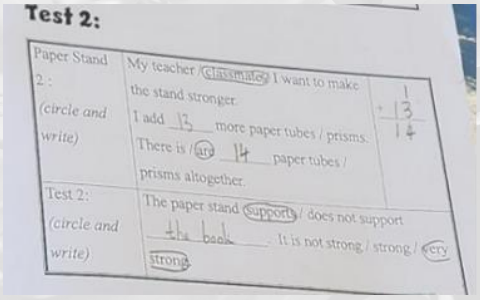


Figure 10. Applying Mathematics knowledge and consolidating vocabulary about numbers and 3D shapes in the design process



Figure 11. Testing and perfecting their paper stands by adding more prisms and layers

Promoting a culture of self-reflection among students

Ample opportunities were given to students for putting into practice and reflecting upon the target priority value before and after the STEAM activities. For example, before they took part in the paper stand design activity, they assessed themselves to get a better understanding of their own perception of their level of benevolence. Then they took on the role of a little designer and put into practice the target priority value by helping one another to overcome the problems encountered in the design process. Afterwards, they reviewed the learning process and completed a post-activity self-reflection form to assess themselves on the same priority value. A similar self-reflection cycle was promoted in almost all the P2 and P3 STEAM-infused modules to foster a culture of self-reflection among students (see Figure 12 to Figure 14).



Figure 12. Pre-activity self-reflection



Figure 13. Post-activity self-reflection



Figure 14. Showing kindness and helpfulness in solving the problems encountered in the design thinking process

Teachers' professional development

Practising "Together we are very strong"

The English teachers worked on their own without any support from the STEAM education-related subjects when they first piloted STEM education. As their experience grew, there were more cross-curricular links in almost all the STEAM-infused modules in P2 and P3. These links not only enriched their knowledge about and skills in organically integrating elements of STEAM education into the school English Language curriculum, but also contributed to a collaborative culture in their panel and across panels (see Figure 15).



Figure 15. The P2 English teachers working hand in hand to promote STEAM education

Conclusion

Facilitating factors

1. STEAM made fun and easy for young learners

STEAM education was successfully implemented in P2. Students took part in the lessons enthusiastically and completed the learning activities smoothly. This was largely attributable to the strategies adopted by the English teachers to enhance the motivation of and cater for the needs of the young learners:

- To improve students' engagement, the teachers used different characters (e.g. the old man) for contextualisation of the modules. Also, students showed active participation in the STEAM activities as they were assigned a well-defined role (e.g. a little designer).
- The language used in the modules was pitched at the level of P2 students. Simple language was used and complex concepts were put in student-friendly terms (see Figure 16).

Used	Instead of
Caring, kind, helpful	Benevolent
Together we are very strong	Together we are stronger
Predict	Hypothesise
A new solution	Ideate

Figure 16. Examples of simple words and expressions used in the modules to cater for P2 students' learning needs

- Apart from designing a module booklet for all students, the English teachers also prepared a supplementary booklet to support their learning in their own time. It contains the target language and vocabulary items of the module for students' revision. There are also extended theme-related vocabulary and learning materials on subject-specific knowledge related to the STEAM activities. As teachers observed, the less proficient students focused more on the target language and vocabulary while the more proficient ones tended to explore subject-specific knowledge in English more. The supplementary booklet served as a "buffet" for students to select learning materials to help them with their learning in the module including their learning in the STEAM activities.

2. Effective use of language arts to promote STEAM education

The letter "A" in "STEAM" refers to the arts including language arts. The experience of this school shows that language arts, when appropriately integrated with other domains in "STEAM", can greatly contribute to the promotion of STEAM education. For instance, by drawing upon the plot and moral of the fable "The Old Man and His Son", the otherwise complex scientific concept related to strong structures was effectively explained to P2 students. By connecting the scientific content to a famous story, it sparked students' learning interest and facilitated their learning in the subsequent STEAM activity.

Way forward

With the experience gained, the English teachers were better equipped to support the implementation of STEAM education. More possibilities of implementing STEAM education across subjects will be explored at various levels to further strengthen students' abilities to explore knowledge and experiment with innovative ideas. The teachers will continue to work together to broaden students' knowledge base, improve their English, and cultivate critical thinking skills, problem solving skills and proper values and attitudes among them, getting them ready for the challenges facing them in later key stages.

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Nurturing values and life planning: Shaping students' bright future

3.6 Leveraging student diversity to integrate values education into English Language learning and teaching

Background

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) states that all children should be provided with the opportunity to feel comfortable and confident to participate fully in learning-friendly classrooms, irrespective of their backgrounds and abilities (UNESCO, 2004). Aligned with this principle, the core mission of Islamic Dharwood Pau Memorial Primary School is centred around building an inclusive environment where students from different backgrounds have equal opportunities to learn and feel respected. In pursuit of this mission, the school's English Language teachers capitalised on their students' diverse ethnic and cultural backgrounds by using them as one of the entry points to nurture proper values in students and foster their whole-person development.

This article illustrates how values education was integrated into English Language learning and teaching through leveraging students' ethnic and cultural diversity using two school-based P1 units, in which students learnt about respect for others and respect for Chinese and other cultures while developing their language knowledge and skills.

Level

P1

Strategies used

1. **Integrating the four language skills**

   One language skill often reinforces another (Brown & Lee, 2015). Therefore, to help students connect their learning of the four interrelated language skills and to facilitate their transfer of these skills across various contexts, all language-related tasks in the two units were designed in an integrative manner. Tasks involving receptive skills, such as reading a descriptive text about family members, were thoughtfully aligned with the productive tasks, such as writing a similar descriptive text about one's family members. Apart from that, to help students develop the necessary language skills for meaningful communication, authentic materials and contexts were extensively used.

2. **Promoting students' uniqueness in relation to their ethnic and cultural backgrounds**

   Each student is a unique individual, with their diversity shaped by a combination of factors including learning experience, family background, cultural heritage and socioeconomic status (Curriculum Development Council, 2024). Taking this into account, teachers made efforts to acknowledge the uniqueness of students, focusing specifically on their ethnic and cultural backgrounds, which are a significant facet of diversity within the school. They tailored learning and teaching materials and tasks to incorporate these backgrounds, with the aim of cultivating respect for others and diverse cultures among students.

3. **Integrating values education organically into English Language learning and teaching through Chinese cultural contexts**

   One of the major renewed emphases outlined in the Primary Education Curriculum Guide (2024) is strengthening values education. In response to this directive, teachers endeavoured to integrate values education organically into their daily teaching practices. This integration involved identifying specific proper values to be nurtured in designated textbook units and fostering these proper values across the cognitive, affective, and actional dimensions. They also made use of Chinese cultural contexts, such as Chinese classic stories and animals distinctly tied to China, to nurture these proper values, aiming to enrich students' understanding of Chinese culture.

4. **Adopting different pedagogical strategies**

   Various pedagogical strategies were adopted to cater for students' learning needs and promote active participation among students in values-related lessons. One such strategy included strategic questioning. Teachers skillfully asked varied kinds of questions tailored to individual students' learning needs and ethnic and cultural backgrounds to support or extend their learning of different proper values. Another strategy employed was hot seating. Recognising the potential challenges students from different backgrounds might face in comprehending complex concepts in values-related lessons due to their age, teachers engaged them through character role plays and interactive interviews to facilitate understanding of these concepts.

What happened

1. **Identifying the key learning objectives**

   Two specific units, namely "Meet the Family" and "Amazing Animals", were chosen since they were considered highly relevant to students' diverse ethnic and cultural backgrounds and some of the priority values. Teachers started by identifying the key learning objectives of the two units, which were aligned with the tasks students were engaged in throughout the learning process. The following table shows an overview of the learning objectives in the two units:

Learning domains	The unit on the theme, "Meet the Family"	The unit on the theme, "Amazing Animals"
Language skills	Reading • Recognising capital and small letters • Recognising the beginning and end of sentences • Recognising base words in new words (e.g. "mother" in "grandmother" and "day" in "holidays") • Making predictions about the content of a text	Reading • Decoding words by using knowledge of letter-sound relationships (e.g. "h" in "hippo", "z" in "zebra" and "r" in "roar") • Recognising high frequency words (e.g. "my", "are", "for" and "not") • Making predictions about the content of a text

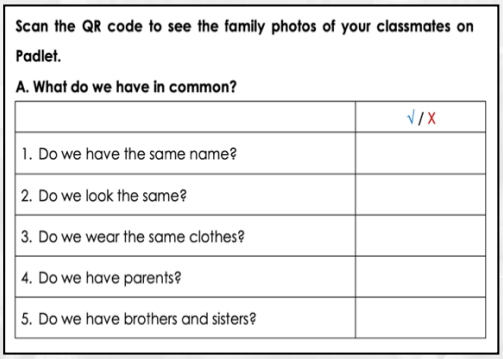
	Listening • Recognising key words in short simple texts	Listening • Recognising key words in short simple texts
	Writing • Writing a description of a person using simple adjectives (e.g. "nice" and "kind")	Writing • Writing a description of an animal using vocabulary on familiar topics (e.g. animal body parts)
	Speaking • Maintaining good posture • Maintaining eye contact • Using appropriate voice levels	Speaking • Maintaining good posture • Maintaining eye contact • Using appropriate voice levels
Vocabulary	• Learning words related to family members and hobbies (e.g. "baby sister" and "hiking") • Learning adjectives describing people (e.g. "hard-working", "caring" and "gentle")	• Learning words related to animal body parts (e.g. "trunk" and "paws"), and sounds and movements animals make (e.g. "growl", "purr", "fly", and "float") • Learning adjectives describing animals (e.g. "cuddly", "agile" and "fearless")
Grammar	• Using the question word, "who" to ask about people (e.g. "Who is …?") • Using third-person singular pronouns to talk about people (e.g. "He/She is …") • Using possessive adjectives to show relationships and possession (e.g. "My/His…")	• Using "have/has" to talk about body parts (e.g. "It has …") • Using "can" to talk about what animals are able to do (e.g. "It can …") • Using the present continuous tense to talk about what animals are doing
Proper values	• Understanding the importance of showing respect for classmates and parents	• Understanding the importance of showing respect for Chinese and other cultures

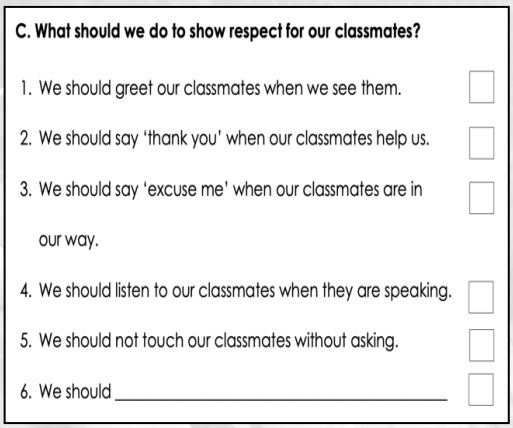
2. Engaging students in a variety of receptive and productive tasks and utilising diversified learning and teaching materials

Teachers engaged students in a variety of receptive and productive tasks aimed at enhancing their language proficiency, catering for their diverse backgrounds and learning needs, and deepening their understanding of different proper values through real-world contexts. They also utilised diversified learning and teaching materials to enrich students' learning experiences. The following tables outline the key receptive and productive tasks as well as the learning and teaching materials used in different parts of the two units.

The unit on the theme, "Meet the Family" (The unit was divided into two parts, with the first part focusing on family members and the second on parents.)

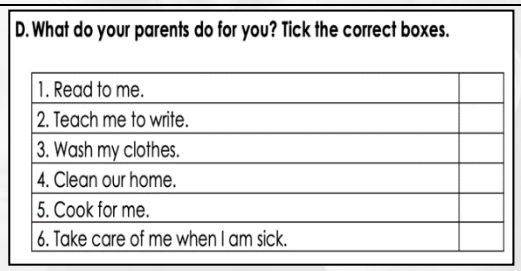
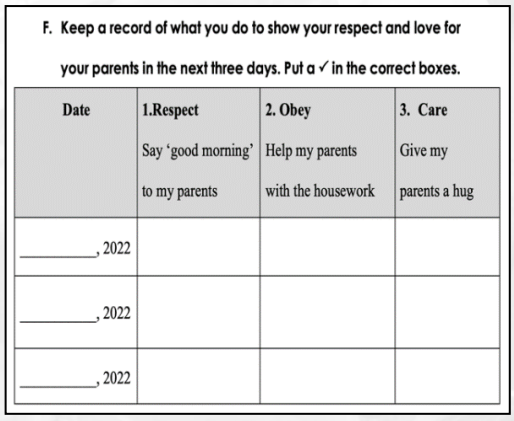
Part 1 – Family members

<table>
<tr><th>Learning domains</th><th>Receptive/Productive tasks and learning and teaching materials</th><th>Purposes</th></tr>
<tr><td>• Reading
• Listening
• Vocabulary
• Grammar</td><td>Receptive tasks:
• Reading the authentic e-book, “The Family Book”, written by Robert Rosen about different family members and their hobbies
• Listening to authentic songs about family members and celebrating differences among people on an online platform</td><td>• To enable students to acquire the target reading and listening skills, vocabulary and grammar items
• To align the text type students are exposed to in the reading task with that of the subsequent writing task
• To enhance students’ interest in reading and listening to English using the authentic texts</td></tr>
<tr><td>• Proper values</td><td>Productive tasks:
• Taking photos of one’s family and sharing them on an e-learning platform
• Viewing the photos of one another and identifying the similarities and differences among themselves (see Figure 1)
 
Scan the QR code to see the family photos of your classmates on Padlet.
A. What do we have in common?
√ / X
1. Do we have the same name?
2. Do we look the same?
3. Do we wear the same clothes?
4. Do we have parents?
5. Do we have brothers and sisters?
Figure 1. Students identifying similarities and differences among themselves by looking at one another’s family photos</td><td>• To provide an opportunity for students to share with one another their uniqueness in relation to their family and ethnic and cultural backgrounds, and foster their mutual understanding and respect by guiding them in appreciating the similarities and differences among themselves
• To foster respect for classmates through the cognitive and affective dimensions of values education
• To enhance student engagement through purposeful, meaningful and communicative tasks</td></tr>
<tr><td>• Speaking
• Proper values</td><td>Productive tasks:
• Discussing different ways to show respect for classmates (see Figure 2)
• Taking action to demonstrate respect for classmates in school</td><td>• To guide students in exploring ways to show respect for one another
• To provide an opportunity for students to apply their knowledge in a real-life context</td></tr>
</table>

	 Figure 2. Students exploring ways to show respect for their classmates	• To foster respect for classmates through the cognitive and actional dimensions of values education • To enhance student engagement through purposeful, meaningful and communicative tasks

Part 2 – Parents

Learning domains	Receptive/Productive tasks and learning and teaching materials	Purposes
• Reading • Listening • Proper values	Receptive tasks: • Reading the Chinese classic story, "Fanning the Pillow and Warming the Quilt", to learn about the traditional Chinese virtue of filial piety • Learning the pronunciation, composition and meaning of the Chinese character, "孝" • Watching an authentic video about what a mum and a dad painstakingly do to take care of their children on an online platform • Learning different positive adjectives to describe parents	• To broaden students' understanding of respect for others, from classmates to parents • To nurture students' empathy for their parents using Chinese cultural contexts • To guide students in learning how meaning is embedded into the Chinese character, "孝", through its component parts • To foster respect for parents through the cognitive and affective dimensions of values education • To enrich students' understanding of Chinese culture through learning about the traditional Chinese virtue of filial piety
• Speaking • Proper values	Productive tasks: • Reflecting on how one had been taken care of by one's parents (see Figure 3)	• To guide students in appreciating the love and care from their parents

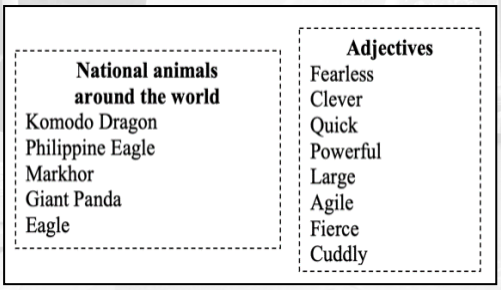
	 D. What do your parents do for you? Tick the correct boxes. 1. Read to me. 2. Teach me to write. 3. Wash my clothes. 4. Clean our home. 5. Cook for me. 6. Take care of me when I am sick. Figure 3. Students reflecting on how they have been taken care of by their parents • Discussing different ways to show respect for parents, including those that are culturally-specific (e.g. touching parents' feet and addressing parents using specific words) • Keeping a record of what one had done to show respect for one's parents (see Figure 4)  F. Keep a record of what you do to show your respect and love for your parents in the next three days. Put a ✓ in the correct boxes. Date / 1.Respect Say 'good morning' to my parents / 2. Obey Help my parents with the housework / 3. Care Give my parents a hug _____, 2022 _____, 2022 _____, 2022 Figure 4. Students keeping a record of what they have done to show respect for their parents	• To guide students in exploring ways to show respect for their parents • To provide an opportunity for students to apply their knowledge in a real-life context • To foster respect for parents through the cognitive, affective and actional dimensions of values education • To enhance student engagement through purposeful, meaningful and communicative tasks
• Writing • Speaking • Vocabulary • Grammar • Proper values	Productive tasks: • Writing a description of one's parent (or family member) • Making a video presentation to introduce one's parent (or family member) and sharing it on an e-learning platform	• To provide an opportunity for students to apply the knowledge, writing and speaking skills, vocabulary, grammar items, and proper values acquired in a real-life context • To foster respect for parents through the actional dimension of values education • To enhance student engagement through a purposeful, meaningful and communicative task

The unit on the theme, "Amazing Animals" (The unit was divided into two parts, with the first part focusing on general animals and the second on national animals.)

Part 1 – General animals

Learning domains	Receptive/Productive tasks and learning and teaching materials	Purposes
• Listening • Reading • Vocabulary • Grammar	Receptive tasks: • Reading an authentic e-book, "Safari Animals", written by Simms Taback about different Safari animals • Listening to an authentic song about animals on an online platform	• To enable students to acquire the target reading and listening skills, vocabulary and grammar items • To align the text type students are exposed to in the reading task with that of the subsequent writing task • To enhance students' interest in reading and listening to English using the authentic texts

Part 2 – National animals

Learning domains	Receptive/Productive tasks and learning and teaching materials	Purposes
• Reading • Listening • Proper values	Receptive tasks: • Reading a non-fiction text about different national flags and animals related to students' ethnic backgrounds (see Figure 5) • Watching videos of different national animals on an online platform and expressing how they feel about them • Learning different positive adjectives to describe the national animals (see Figure 5)  Figure 5. Students learning the national animals related to their ethnic backgrounds and positive adjectives describing the animals	• To enhance students' understanding that they all have different ethnic and cultural backgrounds, and foster their mutual understanding and respect by guiding them in appreciating different cultures • To foster respect for diverse cultures through the cognitive and affective dimensions of values education

• Reading • Listening • Proper values	Receptive tasks: • Learning about the national flag and animal of China • Reading different texts about the giant panda including its body parts, and sounds and movements they make • Watching an authentic video about the giant panda on an online platform and expressing how they feel about it • Learning different positive adjectives to describe the giant panda	• To transition students from a general respect for diverse cultures to a focused respect for Chinese culture • To nurture students' empathy for the giant panda • To foster respect for Chinese culture through the cognitive and affective dimensions of values education • To enrich students' understanding of Chinese culture through learning about the national flag and animal of China
• Speaking • Proper values	Productive tasks: • Discussing values-related questions in class, including why the giant panda is the national animal of China, why there is the giant panda in Hong Kong, what has been done to conserve them, and how we can show our empathy and care for the giant panda • Making a video presentation to introduce the giant panda to one's family members or friends and sharing it on an e-learning platform	• To guide students in understanding the significance of the giant panda as the national animal of China and the relationship between Mainland China and Hong Kong • To provide students with an opportunity to take on the role of an ambassador to promote the giant panda to the people around them who might not know much about it because of their ethnic and cultural backgrounds • To foster respect for Chinese culture through the cognitive, affective and actional dimensions of values education • To enhance student engagement through purposeful, meaningful and communicative tasks

• Writing • Speaking • Vocabulary • Grammar • Proper values	Productive tasks: • Writing a description of a class mascot of one's own choice of an animal • Making a video presentation to introduce one's choice of the class mascot and sharing it on an e-learning platform	• To provide an opportunity for students to apply the knowledge, writing and speaking skills, vocabulary, grammar items, and proper values acquired in a real-life context • To foster respect for diverse cultures through the actional dimension of values education • To enhance student engagement through purposeful, meaningful and communicative tasks

3. Employing various pedagogical strategies in values-related lessons

Various pedagogical strategies, including strategic questioning and hot seating, were adopted in different values-related lessons to cater for students' diverse learning needs, promote active participation, and support or extend their learning of the target proper values. The following table shows examples of how these strategies were used in different lessons and the purposes of using them.

Lessons	Pedagogical strategies	Purposes
• Reading the Chinese classic story, "Fanning the Pillow and Warming the Quilt"	• Strategic questioning: When guiding students through the reading task, teachers asked different types of questions, such as prompting questions and clarifying questions, suited to individual students' English proficiency levels, cognitive abilities, and ethnic and cultural backgrounds (see Figure 6).	• To cater for students' diverse learning needs • To support students' understanding of the reading text and the traditional Chinese culture of filial piety in a progressive manner • To extend students' learning by stimulating their higher-order thinking

Picture 1

A. Main question 1:
Look at the first picture. Is it daytime or nighttime? **(understanding)**
- Follow-up questions:
(for more able Ss) How do you know that? **(clarifying)**
(for less able Ss) What colour is the sky in the picture? **(prompting)**

B. Main question 2:
How is the weather like? Is it hot or cold? **(understanding)**
- Follow-up questions:
(for more able Ss) Why do you think it is hot? **(clarifying)**
(for less able Ss) Look at the boy in the picture again. Do you think we use **a paper fan** when we feel hot or cold? **(prompting; two-option; Chinese culture)**

Figure 6. An extract from a lesson plan showing teachers asking different types of questions based on students' English proficiency levels, cognitive abilities, and ethnic and cultural backgrounds

• Learning about the national animal of China, the giant panda	• Hot seating: When guiding students from different ethnic and cultural backgrounds in understanding the significance of the giant panda as the national animal of China, teachers, considering students' young age, role-played a giant panda and engaged them in interactive interviews to enhance their understanding and elucidate complex concepts, including why the giant panda is the national animal of China and the relationship between Mainland China and Hong Kong (see Figure 7). **Hot Seat (Round 1): Teacher-in-role taking questions from Ss** 1. T role-plays a giant panda. 2. Ss ask 'the giant panda' questions. (T guides Ss to ask questions based on what they have learnt about the giant panda.) **Hot Seat (Round 2): Teacher-in-role asking Ss questions** 3. T continues to role-play the giant panda. 4. The 'giant panda' asks Ss questions to enhance their understanding of the national animal. Questions to ask: a. Where can you see me in Hong Kong? b. Why am I in Hong Kong? / Who brought me to Hong Kong? c. Why do you think I am the national animal of China?	• To enhance student engagement in a values-related lesson • To enable students to have meaningful interactions with an imaginary character – a giant panda – to gather useful information first-hand • To facilitate a deeper understanding of complex concepts related to Chinese culture

Figure 7. An extract from a lesson plan showing teachers role-playing a giant panda to enhance students' understanding and elucidate complex concepts

Impact

Student learning

1. **Increased language proficiency and capability in task application**

   Students' proficiency in the four language skills increased and their capability to apply them in different language-related tasks improved. In reading and listening, teachers observed that students became more capable of employing a range of reading and listening skills to tackle different texts, such as recognising high frequency words in reading texts and identifying key words that they had learnt in audiovisual texts. In writing and speaking, students produced written compositions (see Figure 8) and gave oral presentations with richer content. They managed to apply the theme-related knowledge, writing and speaking skills, vocabulary, and grammar items they acquired in the writing and speaking tasks. These improvements could be attributed to the systematic teaching of specific language skills and the thoughtful alignment between the receptive and productive tasks, which enabled students to transfer the skills they learnt across contexts.

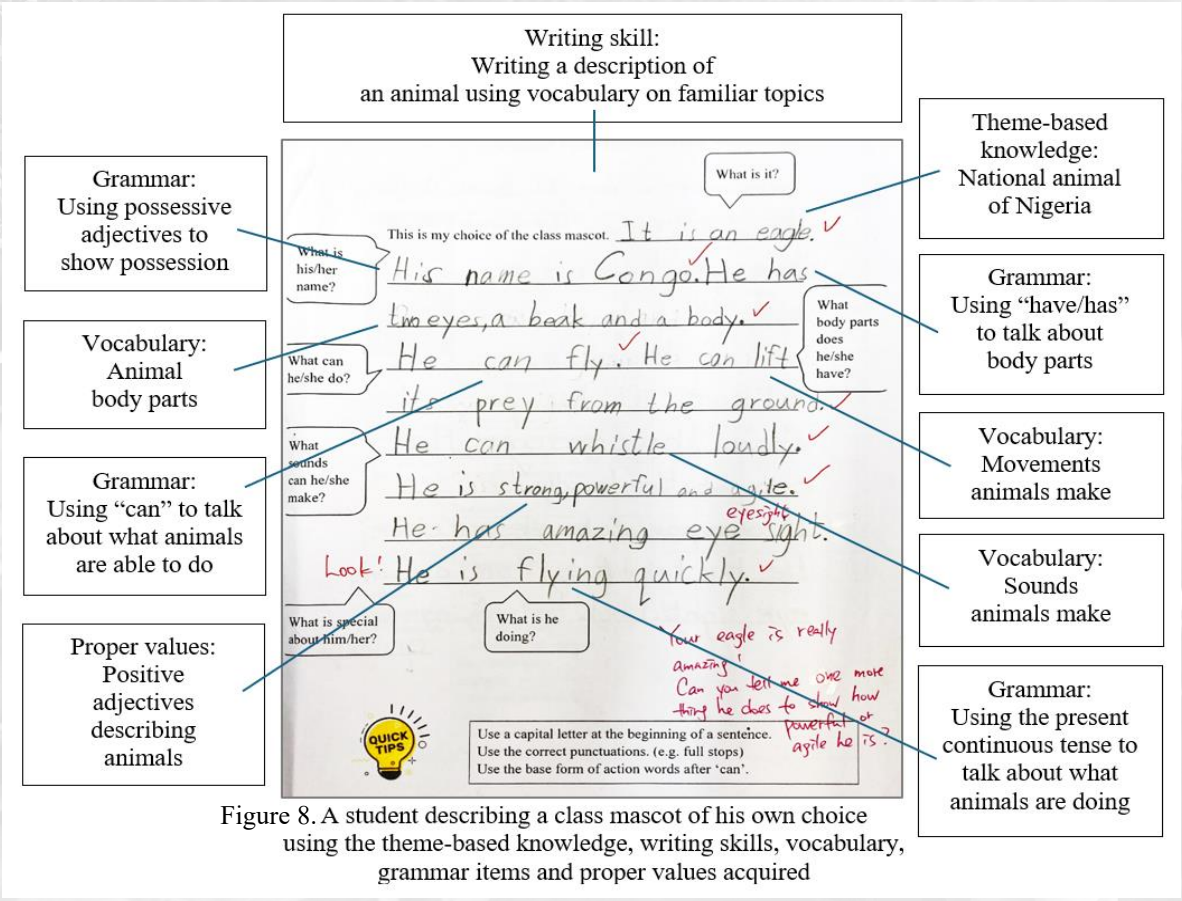


Figure 8. A student describing a class mascot of his own choice using the theme-based knowledge, writing skills, vocabulary, grammar items and proper values acquired

2. Increased awareness and understanding of the target proper values

Students exhibited a heightened awareness and understanding of showing respect for others. Teachers observed that students became more appreciative of the similarities and differences among themselves, and were developing the habit of showing respect for one another in school through various ways discussed in class, such as greeting one another in the morning (a common social practice of showing respect) and refraining from touching their classmates' heads (a disrespectful behaviour in some cultures). They were also able to come up with other sensible ways to show respect for one another, such as apologising to others after doing something wrong (see Figure 9) and acted on them. Teachers also noticed a growing awareness among students of their parents' love and care, prompting them to actively demonstrate respect for their parents through their actions (see Figure 10).



Figure 9. Students' own ideas of showing respect for their classmates

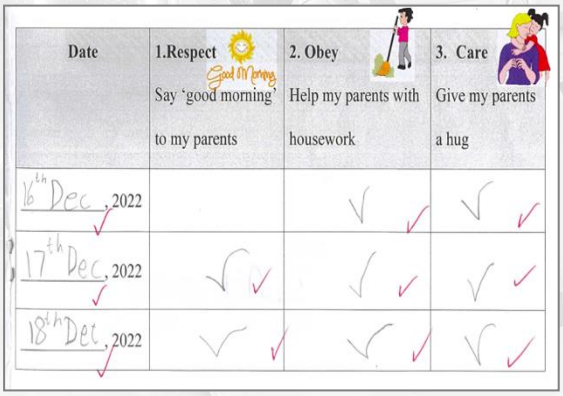


Figure 10. A student's record of what he has done to show respect and love for his parents

In addition, students developed a deeper awareness and understanding of showing respect for different cultures, particularly those pertaining to their classmates' ethnic backgrounds. This was evidenced by their active participation in classroom discussions on topics inspired by the family photos they shared with one another, such as traditional clothing worn by their classmates. They were enthusiastic about learning different cultural elements and prepared to show appreciation by, for example, using different positive adjectives to describe them. They also developed a broadened base of knowledge of Chinese culture and eagerly shared it with their family and friends, contributing to a deeper appreciation of the culture.

3. **Increased student engagement**

   Teachers observed a significant increase in student engagement. Students found the diversified learning and teaching materials and the variety of purposeful, meaningful and communicative tasks both inside and outside the classroom interesting and relevant to their daily lives. Students also displayed a stronger sense of ownership of their learning because of the emphasis on their uniqueness in terms of their ethnic and cultural backgrounds throughout the learning process. Their active participation could also be attributed to the adoption of different pedagogical strategies by the teachers in the classroom.

Teacher development

1. **Enhanced capability to integrate the four language skills**

   Teachers developed an increased awareness of the interplay between the four language skills and an enhanced capability to design language-related tasks that engage all four skills using an integrative approach. Their enhanced awareness and refined approach to task design led to the successful development of more cohesive and comprehensive language learning experiences for their students.

2. **Enhanced capability to cater for learner diversity**

   Teachers developed a stronger awareness of the significance of embracing student diversity and addressed it through thoughtfully designed learning experiences. They also became more competent leveraging students' uniqueness in terms of their ethnic and cultural backgrounds to engage them in the learning process, and employ different pedagogical strategies to cater for their diverse learning needs and facilitate progress in learning.

3. **Enhanced capability to integrate values education into English Language learning and teaching**

   Teachers developed an increased understanding of how values education can be integrated organically and strategically into their school English Language curriculum. They bolstered their capability to use an array of strategies to nurture proper values and appreciation for Chinese culture in students, alongside helping them develop their language knowledge and skills.

Curriculum development

The school English Language curriculum was enhanced through strengthening the systematic connection between the four language skills; the incorporation of different elements catering for

students' diverse backgrounds and learning needs; and the integration of values education and Chinese culture. The enriched, more meaningful curriculum not only facilitated students' language learning but also boosted their engagement in learning and fostered their whole-person development.

Conclusion

Values education was successfully integrated into the school English Language curriculum through leveraging student diversity as shown in the two school-based P1 units. The success was largely attributable to the collaborative efforts of the English panel, teachers' creativity and receptiveness to new ideas, the leadership of the curriculum leaders, and the professional support from the Language Learning Support Section. To deepen students' understanding of showing respect for different people and cultures, teachers can engage them in researching and learning from one another about how different national animals and customs represent different cultures. To further embrace student diversity, teachers can explore other facets of uniqueness of their students, such as personality traits, multiple intelligences and religious beliefs, and integrate them into their daily English teaching and ongoing promotion of values education.

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3.7 Cultivating proper values and attitudes through infusing Life Planning Education into Reading across the Curriculum projects

Background

As encapsulated in the school motto and the school's major concerns, CCC Chuen Yuen First Primary School accords high priority to fostering students' whole-person development. Therefore, English Language and non-language subject teachers shared the common goals of cultivating proper values and attitudes among students, connecting their learning experiences, and enhancing their literacy skills and lifelong learning capabilities, when collaboratively planning and implementing Reading across the Curriculum (RaC) projects. In response to the recommendations stated in the final report of the Task Force on Review of School Curriculum, these teachers also integrated Life Planning Education (LPE) into some RaC projects, supporting students to achieve better self-understanding and recognise the significance of proper values and attitudes in pursuing their goals and dreams. Through organic integration of different curriculum initiatives, such as RaC, values education and Life Planning Education, into the school English Language curriculum, teachers hoped to optimise the curriculum and provide students with diversified learning experiences, nurturing them to grow into well-rounded individuals.

RaC projects were first piloted in P4 in 2021/22. P4 English Language and General Studies teachers were invited to explore feasible modes of implementation before extending RaC to other subjects and levels in the following school years. This report illustrates how teachers worked towards the above goals using the two RaC projects piloted in P4.

Level

P4

Strategies used

1. **Connecting students' learning through cross-curricular collaboration and links**

   To help students connect the knowledge, skills and values and attitudes acquired in different subjects, P4 English Language and General Studies teachers collaborated closely in the RaC projects. The teachers identified common entry points for collaboration, such as thematic links, subject-specific vocabulary and knowledge, and proper values and attitudes. During the collaboration, General Studies mainly focused on theme-related knowledge acquisition (conducted in Chinese), whereas English Language focused on acquisition of the related knowledge and vocabulary in English and other relevant language-related knowledge and skills. In addition, cross-curricular learning tasks were designed for students to synthesise and apply what they had learnt across the two subjects to solve problems in their daily life and develop theme-related proper values and attitudes and generic skills.

2. **Using value-driven texts and learning tasks to develop students' proper values and attitudes through the integration of cognition, affect and action dimensions**

A variety of reading texts were used to not only broaden students' reading horizons and enhance their reading skills, but also act as a springboard for stimulating value-driven reflection and discussion among students. Through appropriately designed learning tasks, teachers guided students to gain a better understanding of the target values and attitudes and make proper judgment in related situations (cognition dimension), explore the affective aspect of the target values and attitudes (affect dimension) and put them into practice (action dimension), deepening students' learning experience in values education (see Figure 1).

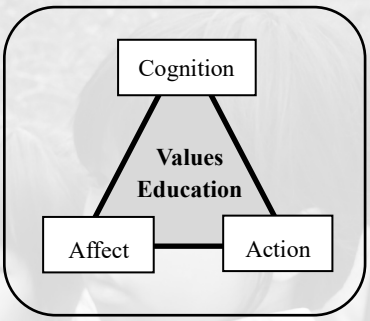


Figure 1. Different dimensions of values education

3. **Infusing LPE elements into reading texts and learning tasks to make natural connections with values education**

LPE elements were infused into the projects to foster students' whole-person development. The "Framework of Implementation Strategies on Life Planning Education for Primary Schools" outlined three core elements for conducting LPE at Key Stage 2 (see Figure 2). Taking P4 students' developmental needs into consideration, teachers decided to focus more on enhancing students' self-understanding and nurturing work-related values and attitudes. Reading texts and experiential learning tasks about theme-related jobs were used to help students learn more about different jobs, and more importantly, enable them to explore their personal aspirations, interests and abilities and put the target values and attitudes into practice.

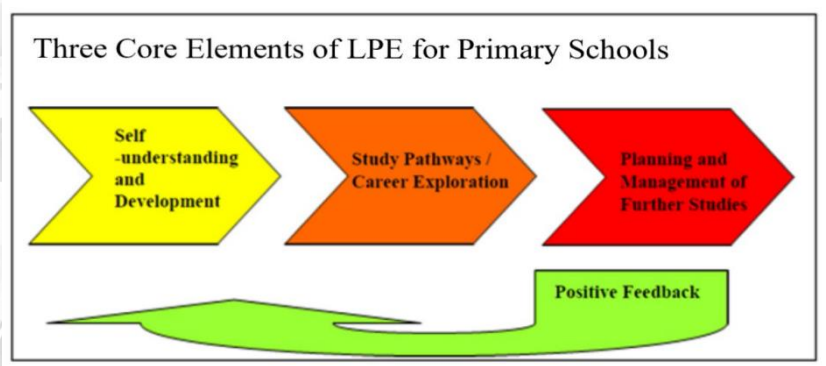


Figure 2. Three core elements of LPE for primary schools

4. **Engaging students in diversified learning experiences within and beyond the classroom**

English Language teachers and General Studies teachers designed a wide array of meaningful learning tasks to organically integrate various curriculum initiatives into the school curriculum and enrich students' learning experiences. Apart from reading and language learning activities, theme-related life-wide learning and experiential learning activities were conducted at home or in the community to extend students' learning of the topics, and help students connect their learning with their personal experiences and apply what they have learnt in their daily life.

5. Facilitating learning and teaching through diversified pedagogical strategies

During lessons, students were scaffolded to acquire the target knowledge, skills, and values and attitudes through a combination of different pedagogical strategies, such as explicit teaching (e.g. modelling on how to identify signal words related to cause and effect and use them to facilitate their comprehension of the texts), meaningful recycling (e.g. applying the target reading skills when reading different texts in the project), peer learning (e.g. think-pair-share and group work), the use of motivating and multisensory resources (e.g. multimodal texts and e-learning activities), and making explicit cross-curricular links in the two subjects involved.

What happened

Two RaC projects were piloted in P4 in 2021/22, one in each term. In general, the planning and implementation of each P4 RaC project involved the following stages.

Planning

Stage 1: Cross-curricular mapping and planning and choice of reading materials

Curriculum mapping was conducted by English Language and General Studies teachers at the initial stage of the projects. Taking the first RaC project as an example, the common theme "Stay Healthy" was identified and teachers selected suitable textbook units for the project. For English Language, extended reading materials, including a reader on healthy eating, a magazine article about nutritionists and some food labels, were chosen or designed to increase students' exposure to theme-related topics and different text types, and to echo students' learning in General Studies. During cross-curricular mapping and planning, teachers built consensus on the learning focuses of their own subjects and the entry points for cross-curricular collaboration. In both RaC projects, several common entry points were adopted to strengthen cross-curricular connections and deepen students' learning (see Figure 3 and Figure 4).

		1st RaC project	2nd RaC project
Theme		Stay healthy	Be a green hero
Units	English Language	"At the Food Festival" "Cooking is Fun"	"Little Green Farm"
	General Studies	"Smart Eating"	"Weather and climate" *(Prior knowledge: "Water")*
Common entry points	Subject-specific knowledge / vocabulary	Nutrients and their functions	Water cycle, water conservation
	Text type	Food labels	Infographics, procedures
	Proper values and attitudes	Empathy, care for others[1], leading a healthy lifestyle, cherishing food	Care for the environment, green living
	Generic skills	Critical thinking, problem solving, creativity, communication and collaboration skills	

Figure 3. Common entry points for cross-curricular collaboration in the RaC projects

[1] This priority value and attitude was renamed "benevolence" in 2023.

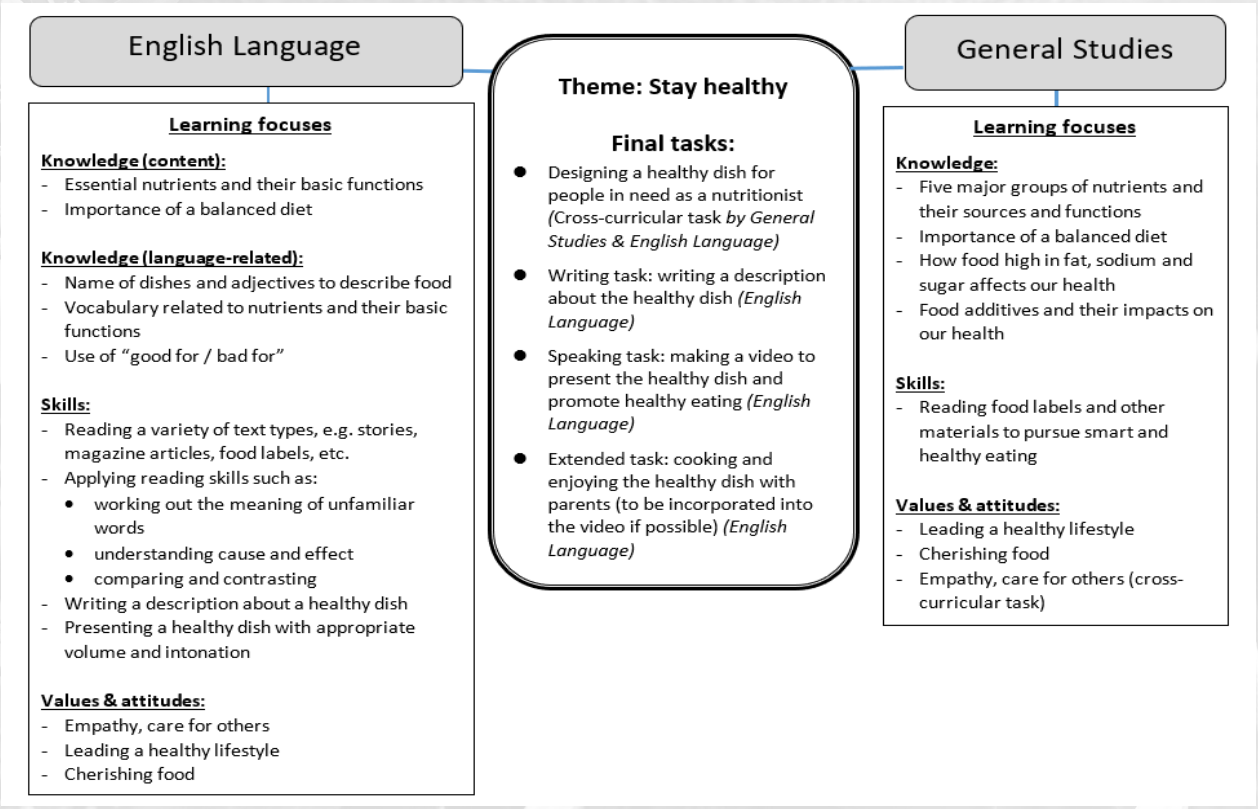


Figure 4. The curriculum map of the first RaC project showing how teachers created and strengthened links in the English Language and General Studies curriculum and designed relevant learning tasks to integrate students' learning

Implementation

Stage 2: Subject-specific input and language learning related to the theme

To help students strengthen associations in their learning, English Language and General Studies teachers more or less synchronised their theme-related teaching, with adjustments in their teaching schedules made prior to the projects. Therefore, while students were acquiring subject-specific knowledge, skills and values and attitudes in General Studies, they were also engaged in a variety of language learning activities that echo with the General Studies curriculum and enrich their learning. This arrangement enabled teaching to explicitly and promptly resonate across the two subjects, encouraging students to make links in their learning.

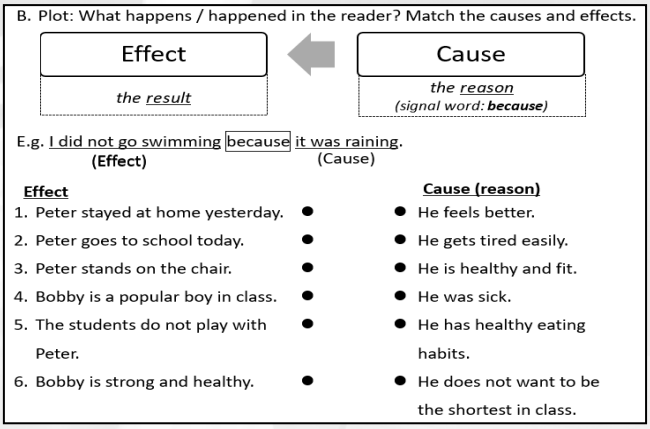
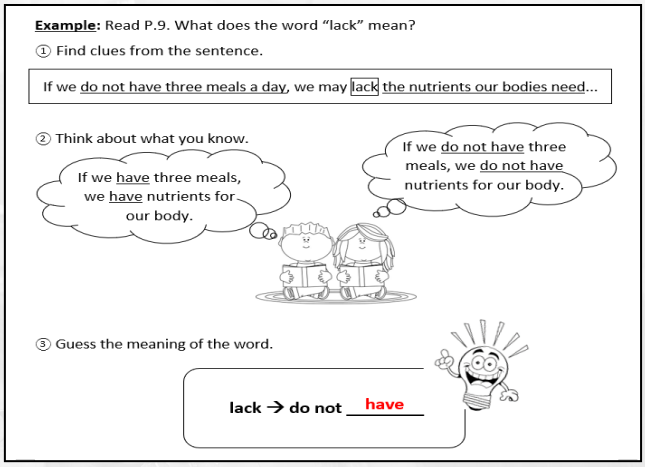
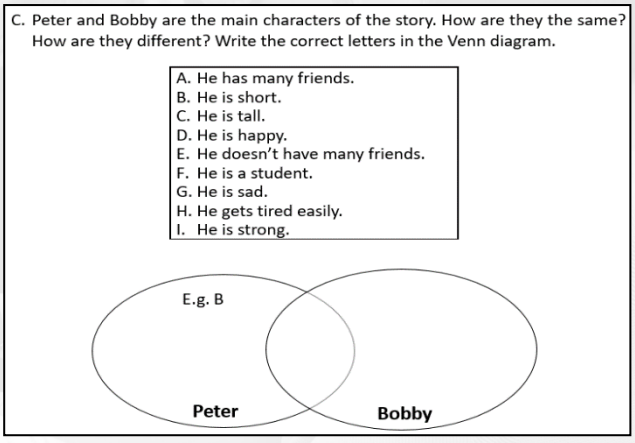
The following are some key tasks that took place within or beyond the classroom in English Language.

1. **Engaged with theme-related texts to acquire subject-specific knowledge and vocabulary and essential reading skills**

   Students read a variety of texts, including narrative and information texts, in English Language lessons. Teachers not only broadened students' breadth of knowledge and perspectives, but also guided students to acquire subject-specific vocabulary and target language structures, and develop various reading skills.

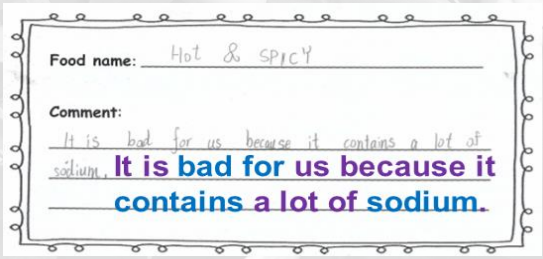
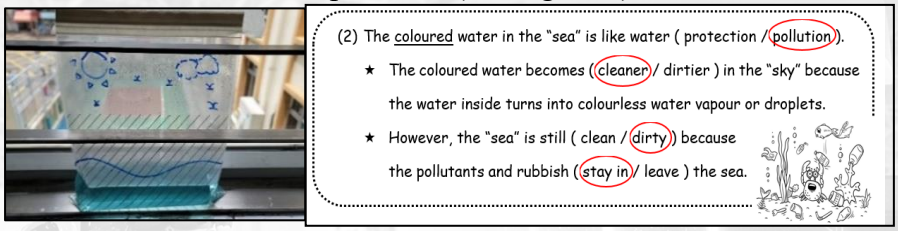
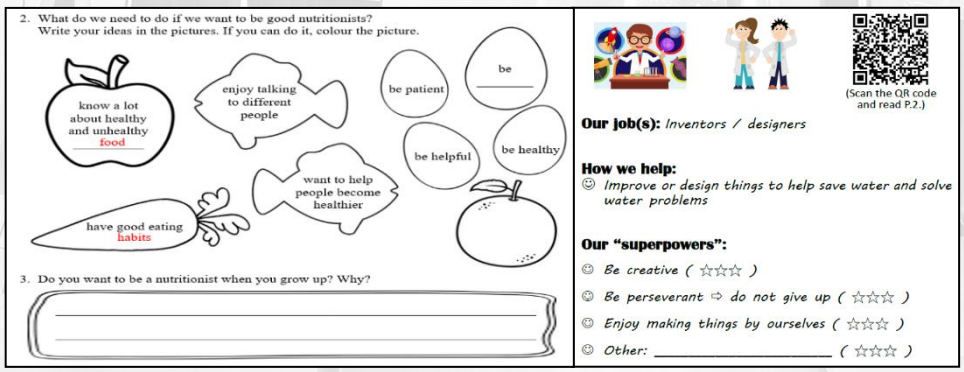
   In reading lessons, teachers conducted shared reading with students to help them comprehend the texts in depth. Learning activities such as think-pair-share and e-learning activities (e.g. games, sharing ideas online) were adopted to gauge students' understanding of the texts and

encourage students to express their views about the texts. In addition to explicitly making connections with the concepts learnt in General Studies lessons, supplementary multimodal texts were often used to facilitate students' understanding of information texts with subject-specific knowledge and vocabulary. To enhance students' reading skills, teachers explicitly taught the target reading skills in class at the text level using different pedagogical strategies. The following are some examples.

Pedagogical strategies	Reading skills and examples
• Explaining related concepts or knowledge structures (e.g. cause and effect) and raising students' awareness of related signal words in the texts through questioning during shared reading and related practice/activities to reinforce students' understanding (see Figure 5)	 Figure 5. Understanding cause and effect
• Guiding students to apply the target reading skills step by step and providing opportunities for students to practise and recycle the reading skills in different contexts (e.g. when reading different theme-related texts in the project) (see Figure 6)	 Figure 6. Working out the meaning of unfamiliar words
• Guiding students to use graphic organisers (e.g. Venn diagrams) to visualise and process the information in the texts (see Figure 7)	 Figure 7. Comparing and contrasting

2. Cultivated the target proper values and attitudes through value-driven learning tasks and Life Planning Education

After the reading stage, teachers engaged students in multifarious value-driven learning activities related to the texts, such as discussion, experiments and reflection, to enhance their understanding of the target proper values and attitudes. The following are some examples.

Examples of learning tasks	Values and attitudes
In the first RaC project, after reading about healthy diets, students collected food labels at home and evaluated the nutritional value of the food items using the target vocabulary and language items (i.e. nutrients and the use of "good/bad for"). They were guided to make wise and health-conscious decisions when purchasing and consuming food in their daily life (see Figure 8).  Figure 8. Reading food labels critically to decide if food items at home are healthy	Leading a healthy lifestyle
In the second RaC project, after reading about water conservation and the water cycle, students conducted an experiment in groups to observe the water cycle and learn more about water pollution (see Figure 9).  Figure 9. Deducing the negative consequences of water pollution from the experiment	Green living
Life Planning Education elements were infused into both projects. After conducting reading lessons about theme-related jobs such as nutritionists, inventors and actors, teachers engaged students in discussion and reflection to help them understand the significance of work-related proper values and attitudes, reflect on their interest in pursuing theme-related jobs and explore their own dreams (see Figure 10).  Figure 10. Exploring theme-related jobs and work-related proper values and attitudes	Work-related proper values and attitudes, e.g. empathy, patience and perseverance

Stage 3: Integration and application of learning across subjects through cross-curricular, experiential and life-wide learning tasks

Through concerted efforts, English Language and General Studies teachers created opportunities for students to integrate and apply the knowledge, skills and values and attitudes acquired in both subjects as well as different generic skills to solve problems in the cross-curricular learning tasks. To put work-related proper values and attitudes into practice, students "experienced" theme-related jobs and solved problems from the perspectives of people taking up those jobs. Life-wide learning activities were also arranged to enrich and extend students' learning (see Figure 11).

	1st RaC project	2nd RaC project
Theme	Stay healthy	Be a green hero
Cross-curricular tasks and theme-related job experience	Design a healthy dish for people in need and introduce it as a nutritionist	Promote water conservation and green living through different means as an inventor, an actor or a KOL
Life-wide learning	After the cross-curricular task: - Prepare the healthy dish and enjoy it with parents at home	Before the cross-curricular task: - Visit H_2OPE Centre to learn more about problems related to water and ways to save water in the daily life

Figure 11. An overview of the cross-curricular tasks and the corresponding life-wide learning activities

Taking the first RaC project as an example, students worked as nutritionists in the cross-curricular learning task. They designed a healthy dish for people in need, such as the elderly and pregnant ladies, showing empathy to and understanding of people's needs. They then applied the target subject-specific vocabulary and language items to write a description about the dish in English lessons and made an English video to introduce the dish and promote healthy eating (see Figure 12 and Figure 13).

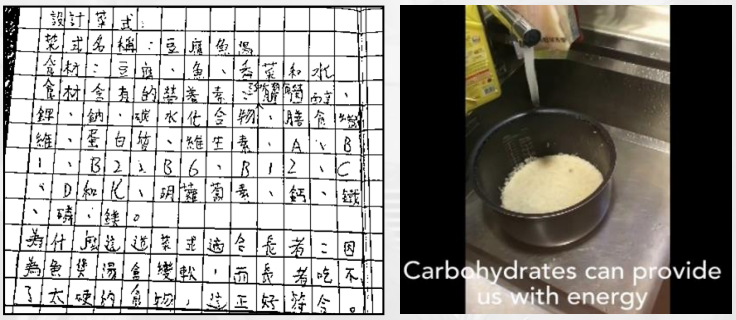


Figure 12. Students applied knowledge of nutrients acquired across subjects and the target language items in the learning tasks.



Figure 13. Students extended their learning beyond the classroom and connected their learning with their daily experience.

Impact

Student learning

1. **Reading abilities and ability to make connections in learning improved**

   Through exposure to a variety of theme-related narrative and information texts, students' reading exposure was expanded and more subject-specific vocabulary was acquired. Their capacity to process information texts was also enhanced due to explicit teaching of reading skills, text types and knowledge structures, supporting them to progress gradually from learning to read to reading to learn.

   As observed by teachers, cross-curricular collaboration not only strengthened knowledge building among students, but also fostered students' ability to connect and synthesise their learning across subjects. In the first RaC project, for instance, most students were able to apply knowledge of healthy diet acquired across subjects to design a healthy dish and employ the target language items and language skills learnt in English Language to describe the dish in the writing and speaking tasks (see Figure 14).

   > The name of my healthy dish is Beef Tomato Tofu Soup. It is good for pregnant ladies. We use beef, tomato, tofu, salt and water to make it. It contains minerals and proteins. Proteins can help them build muscles and minerals can keep their bones strong. These nutrients are important to them because they can help babies grow healthily. The dish is yummy too!

   Figure 14. Example of students' writing

2. **Target proper values and attitudes nurtured and self-understanding enhanced**

   The integration of the cognition, affect and action domains of values education facilitated students' acquisition of the target proper values and attitudes. Students understood better the importance of leading a healthy lifestyle and embracing green living. They also put their understanding into practice, e.g. cooking a healthy dish and producing videos to promote green living (see Figure 15). When experiencing a theme-related job such as that of a nutritionist, students developed empathy and showed care for others.

   Figure 15. Making a video to promote green living

   Furthermore, students learnt more about different jobs and explored their interest and suitability for the jobs and their aspirations for the future, achieving better self-understanding (see Figure 16).

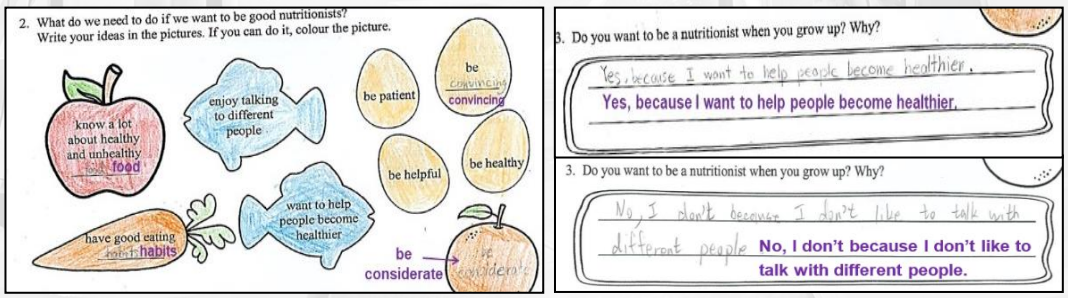
   

   Figure 16. Excerpts of students' reflections

3. **Generic skills and lifelong learning capacity strengthened**

In both RaC projects, students solved real-life problems (e.g. addressing nutritional needs of people in need) with integrative use of generic skills as well as higher-order thinking skills, which are crucial for developing their lifelong learning capabilities. Apart from problem solving skills, students produced RaC products with creativity and critical thinking. By working in groups, they have polished their communication and collaboration skills. With heightened learning motivation through engaging in authentic problem solving tasks, some students displayed an inquisitive attitude of a lifelong learner and took the initiative to enrich their own learning with additional learning resources, e.g. the Internet, in the projects (see Figure 17 and Figure 18).



Figure 17. Solving problems in groups



Figure 18. Taking part in a drama to promote green living

Teacher development

1. **Experience in conducting RaC enhanced**

From the two projects piloted in P4 in the first year, both English Language and General Studies teachers gained more knowledge, skills and experience in planning and implementing RaC and cross-curricular learning. They shared their experience with other teachers, enabling the school to extend RaC to all levels in the following year. Overall, a culture for cross-curricular collaboration has been nurtured, which is conducive to developing a more coherent school curriculum and forming a more comprehensive understanding of students' learning needs and progress.

2. **Capacity in holistic planning of the school curriculum strengthened**

Both language teachers and non-language subject teachers became more aware of their roles in contributing to a more holistic school curriculum in order to foster students' lifelong learning capabilities and whole-person development. In the P4 RaC projects, teachers gained experience in designing meaningful learning tasks to organically integrate curriculum initiatives, such as values education, Life Planning Education and life-wide learning, into the curriculum, enabling students to grow holistically with rich learning experiences.

Conclusion

Through the effective coordination of the curriculum leaders (e.g. PSMCD and Panel Heads) and concerted efforts of the language teachers and non-language subject teachers, the school curriculum, including the English Language curriculum, has been optimised with the incorporation of RaC and the natural connections established with some curriculum initiatives. To extend the positive impact of the projects, language teachers and non-language subject teachers will continue to put emphasis on values education and provide rich and connected learning experiences for students within and beyond the classroom, supporting students to become more effective learners, future-ready and all-

rounded individuals and moral leaders of tomorrow. To further engage students and cultivate an inquisitive mind, possibilities of creating space to arrange for more hands-on and minds-on activities might be explored as the school curriculum continues to be optimised.

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Angel YIP (Language Support Officer)

3.8 Infusing Life Planning Education into the unit planning to diversify students' learning experiences: Within and beyond the S4 English classroom

Background

In response to the optimising measures for the four senior secondary core subjects, Confucian Tai Shing Ho Kwok Pui Chun College started implementing customised short-term enrichment programmes for S4 students in 2021/22 to cater for their diverse interests and abilities, one example of which was to teach creative use of English through language arts texts. As the school has been fully committed to offering diversified, meaningful and balanced learning experiences to students, the curriculum leader of the English Department took the initiative to enrich the existing textbook-based curriculum with **elements of Life Planning Education (LPE)** and the previous Workplace Communication elective module in **2022/23**. A work-related thematic unit was **piloted** in an S4 regular English class to further **motivate** students. Kolb (2014, as cited in Organ, 2017), pointed out "the workplace [is] a learning environment that can enhance and supplement formal education and can **foster personal development** through meaningful work and career development opportunities" (p.37). An experiential **career-related life-wide learning (LWL) activity** opportunity was therefore also offered to **enrich the language learning experiences** and support the **career development** and **whole-person development** of the selected student.

Level

S4

Strategies used

Taking into consideration the policy/curriculum initiatives, school contexts, students' growth and learning needs, the school **designed a school-based work-related thematic unit** for **trial in S4**. This unit mainly comprised textbook materials and school-based materials integrating learning elements recommended in the previous Workplace Communication elective module and LPE.

A range of strategies was adopted to the unit design and the details are presented as follows:

Strategies used	Practices explored	Considerations made/Rationale
Making **connection** and **integration**	- Select a topic that is relevant to current career trends, students' daily life and career interests - Build a theme-based unit around a work-related topic in the existing textbook-driven curriculum	- To initiate students' learning motivation in career-related topics - To strengthen curriculum coherence
Diversifying the school textbook-	- Incorporate elements of the previous non-language arts elective	- To cater for students' diverse interests, abilities and aspirations/orientations

based English Language curriculum and students' learning experiences	module "Learning English through Workplace Communication" into the thematic unit using school-based materials consisting of some authentic texts	- To broaden students' exposure to different types of texts and resources - To take forward the recommendation about integrating the previous elective modules into the school English Language curriculum at the senior secondary level
	- Deliver career-related learning in the English classroom by infusing LPE learning elements	- To take advantage of the opportunities offered by career-related learning in the classroom and real work experience such as work attachment to broaden and/or deepen students' learning (including whole-person development)
	- Offer real-life work experience through an out-of-school job attachment programme	- Career-related LWL is one of the essential learning experiences that can take place outside the school in different contexts. And such student learning in real contexts and authentic settings can achieve targets that are more difficult to attain through classroom learning (EDB, n.d) can facilitate deeper student learning than career-related learning experiences in the classroom.

What happened

1. **Career-related learning and teaching in the English classroom**

   A **school-based work-related thematic unit about "Social Media Influencers" (SMIs)** was implemented in a target S4 English class in the second school term. This classroom component not only embedded some **learning elements** recommended in the previous **Workplace Communication** elective module in the school senior secondary English Language curriculum, but also incorporated the three Life Planning Education (LPE) core elements – **self-understanding and development**, **career exploration** and/or **career planning and management** (Education Bureau, 2014, p.24). Below shows the outline of the thematic teaching delivered in the English classroom:

Part I) Introduction: Social Media Marketing			
Key learning & teaching (L & T) objectives		**Main L & T tasks/activities**	**Resources**
Language-related	**Work-related**		
- Understand some business/job-related vocabulary△ - Develop awareness of coined words - Read business texts (e.g. charts in reports)△ - Develop reading skills (e.g. identify the main ideas of paragraphs)	- Build knowledge about the business world△ - Recognise the rise of Social Media Influencer (SMI) as a new marketing strategy and work role	- Read a dictionary entry to find out the definition of "Influencer" - Read other information technology words which are invented (e.g. "vlog", "selfie") to meet the needs of the society - View a TED Talk to note down how SMIs have transformed modern marketing - Read graphical data about the popularity of SMIs among teenagers - Read an article about how SMIs make money - Complete a summary cloze about SMIs using their learning gained from the reading and viewing activities	- Dictionary entry - Video (Speech) - Report excerpts (Graphs) - Article from the textbook
Part II) Perception about the career trend and the job (SMIs)			
Key L & T objectives		**Main L & T tasks/activities**	**Resources**
Language-related	**Work-related**		
- Develop target listening/viewing skills (e.g. making inference) - Practise business/job-related vocabulary△ - Read work-related texts (e.g. CVs)△	- Explore the opportunities and constraints of being an SMI▼ - Be aware of stereotyping in career and work▼ - Nurture work-related generic skills and abilities (e.g. critical thinking) ▼△	- Express one's preconceived ideas about SMIs in an anticipation guide (e.g. if the job is professional or sustainable) - View the success story of a travel influencer quitting a full-time corporate job to identify how an SMI is perceived by various parties (e.g. another influencer, his parents) - Revisit the anticipation guide after the viewing to reflect on if one's attitudes or views towards the job have changed or are justified - Fill in a curriculum vitae (CV) for the travel influencer using the business/job-related vocabulary learnt from the success story	- Video (Vlog)

Part III) What makes a good social media influencer (SMI)			
Key L & T objectives		**Main L & T tasks/activities**	**Resources**
Language-related	**Work-related**		
- Develop the skill of reading job ads△ - Understand the use of persuasive language in online advertising△	- Build knowledge about the job ▼ - Cultivate positive concepts, values and attitudes about career and work ▼ (e.g. business ethics△) - Develop awareness of generic/work-related skills and abilities ▼	- Read the advertisements (ads) of two jobs (an SMI alongside a more traditional nine-to-five job) to explore the desirable qualities of an effective SMI and the importance of "transferable skills" - Watch a product review (of virtual reality glasses) filmed by an SMI to rate the skills and qualities displayed by the influencer in the video - Scan the news headlines provided to identity a list of the desirable qualities of SMIs and what an ethical SMI should or should not do	- Job ads - Video (Product review) - News headlines
- Build topic vocabulary (e.g. business/job-related vocabulary, personal qualities) △ - Practise integrated skills - Practise group discussion skills	- Explore the opportunities and constraints of being an SMI▼	- Extract and integrate relevant information from the reading and viewing (informational interview videos) materials provided to identify the joy and challenges of the job - Discuss the career advice for schoolmates showing interest in being a YouTuber	- Videos (Informat-ional interviews) - Reading excerpts
	- Conduct a self-assessment of qualities and abilities▼ - Develop awareness of factors that influence career decisions▼	<u>Self-reflection</u> - Evaluate one's suitability for being an SMI based on the responses in the self-reflection tool provided	- Self-reflection tool

△ Learning elements of the previous Workplace Communication elective module in the school senior secondary English Language curriculum

▼The three core elements of LPE

2. Experiential career-related LWL activity outside school

To enrich the teaching of language and career-related learning elements inside the English classroom, a **joint-school** life-wide learning activity (i.e. **"Secondary School Student Attachment Programme"**) was offered to the selected student in an **authentic working environment -- Language Learning Support Section (LLSS) of the Education Bureau** in the summer of 2022/23. Here is a brief overview of the **4-day** work-based experiential LWL programme:

Work activities (Highlights)	Main objectives
Before the attachment programme	
- Formulate own learning goals and expectations at school	- Cultivate personal planning and goal setting
During the attachment programme	
- Attend the programme orientation, which included a sharing session hosted by former interns - Create online questionnaires and process relevant data collected - Draw up and present an LWL proposal to Language Support Officers - Organise and conduct an informational interview and produce video clips of the interview conducted (see Figure 1)  Figure 1. The school's student intern interviewed the LLSS Section Head to learn about his job and seek career advice. - Write photo captions for the LLSS publications (see Figure 2)  Three IT newbies: the interns learning how to film a video Figure 2. One of the creative photo captions designed by the school's student intern - Conduct self-reflection and a presentation on the learning outcomes of the work attachment	- Develop general concepts relating to the work environment and organisation (e.g. the organisational set-up, mission and vision of the LLSS as a government section in the education field) - Co-operate with other interns on work tasks and communicate with others about work-related matters - Develop integrated language skills (e.g. conduct presentations for workplace purposes using suitable visual aids, carry out and transcribe an interview)

After the attachment programme	
- Present the work experiences gained from the programme at school after the summer holiday (see Figure 3)	- Nurture a reflective habit of mind - Maximise the student learning outcomes of the programme



Figure 3. The student intern presented his reflection on the learning outcomes of the work attachment.

Impact

1. Student level

i. S4 students

Based on the observation data gathered from lessons and student work, students in general found the work-related thematic unit **engaging** and displaying the essence of the three core elements of LPE. Through viewing and reading the real-life stories of some social media influencers, they **learnt more about the job** and the target language points. In some cases, their **perception of the job changed as they explored the job further (e.g. skills and qualities expected, opportunities and constraints of being an SMI), as evident in their response in the anticipation guide** (see Figure 4). Their self-understanding also grew through reflective activities like **considering own suitability** for the job (see Figure 5). The **increased understanding of own interests, abilities and work values, as well as knowledge about the job** alongside the work-related generic skills has enabled students to make **their career choice in a more informed manner**. More significantly, through this thematic unit, students realised the **importance of cultivating strong work ethics** as an SMI (see Figure 6). Additionally, the heightened awareness of the concept of **employability** and positive work attitudes would **foster students' personal planning for further career development**, facilitating a smoother transition from study to employment.

What Is Being a Social Media Influencer Like?

You are going to watch a video that tells the success story of a social media influencer called Drew Binsky. Before the viewing, read each of the following statements and decide how strongly you agree or disagree with each of them. Tick the boxes in **Part A**.

Part A BEFORE Viewing				Statements	Part B AFTER Viewing			
Strongly Agree	Agree	Disagree	Strongly Disagree		Strongly Agree	Agree	Disagree	Strongly Disagree
		✓		1. Being a social media influencer is not a real job.			✓	
	✓			2. Being a social media influencer is not a profession. Anyone can do it.			✓	
	✓			3. It is impossible for people to earn their living being full-time social media influencers.			✓	
	✓			4. Being a social media influencer cannot be a long-term career.			✓	
	✓			5. Being a social media influencer is an easy job.			✓	

Part B
Reflection

Look back at your ratings. Choose one of the statements and explain how your thinking has changed or been confirmed.

Statement: ___5___

Explanation:

I no longer think that (being an SMI) is an easy job because after I (have watched) the video, I (realised) that the influencers have to shoot videos even if they are in a crowded place. Also they need to know how to use the professional equipment.

Figure 4. Student work excerpt A
The anticipation guide was used in the unit to spark curiosity about and reflection on changes in perception and/or knowledge about the job (SMI) at the pre- and post-viewing stages

Self Reflection

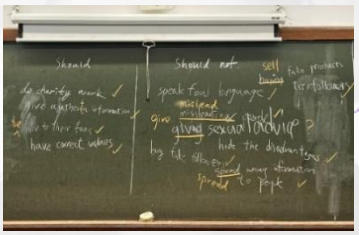
Towards the end of this module, let's do a self-reflection to see if being a social media influencer is a right job for you.

These statements are … about ME.
1 = never true; 5 = always true

	I am …	
Personality	Outgoing	1 (2) 3 4 5
	Chatty	1 2 (3) 4 5
	Flexible	1 2 (3) 4 5
	Self-disciplined	1 (2) 3 4 5
	Creative	(1) 2 3 4 5
	Adventurous	(1) 2 3 4 5
	Independent	1 (2) 3 4 5
	Open-minded (e.g. can handle negative comments positively)	1 (2) 3 4 5
Skills/ Knowledge	*I have …*	1 2 3 4 5
	Strong presentation skills	(1) 2 3 4 5
	Strong IT skills (e.g. video-taking, video-editing)	(1) 2 3 4 5
	Strong communication skills	(1) 2 3 4 5
	Strong organisation skills	1 (2) 3 4 5
	Total:	-~ /65

I think being a social media influencer is a *suitable / unsuitable* job for me. (Circle the correct option.)

Figure 5. Student work excerpt B
A self-reflection tool used to prompt students to consider own suitability for the job (SMI)



Should ...	Should not ...
- give authentic information - have proper values - be nice to their fans - do charity work	- mislead people - spread wrong information - "buy" fake followers - sell fake products - hide disadvantages/ problems - speak foul language - include pornographic content

Figure 6. Student work excerpt C
The class response generated on the proper values and attitudes of SMIs in a lesson introducing the basic concept of work ethics

ii. Student intern

The attachment programme has enriched the student intern's English learning, particularly his speaking confidence and presentation skills, as wells as fostered his **self-reflective attitude** and **self-discovery** in various domains: **academic**, **character**, **career** and **social development** over the course of the programme. The qualitative data below clearly exhibited the intern's personal growth after the programme (see Figure 7 and Figure 8).



Figure 7. The student intern's presentation in the end-of-programme sharing

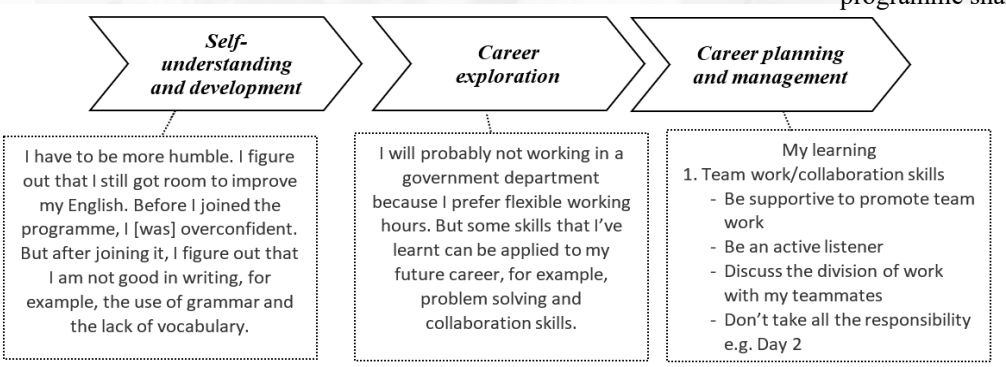


Figure 8. Excerpts of the student intern's self-reflection over his learning about self, career planning and generic/work-related skills in the Work Portfolio entries and the end-of-programme sharing

2. Curriculum level

The unit of work "Social Media Influencers" illustrates how career-related learning opportunities can be created in the **English Language Education KLA**. More importantly, the incorporation of the school-based materials has made the school's textbook-based S4 English Language curriculum more **diversified** and **coherent.** The infusion of the learning elements of the previous Workplace Communication elective module and LPE has made **English learning** and teaching more **relevant to students,** who have subsequently become more self- and career-aware. Such an **organic integration of curriculum initiatives** has in fact enabled the school to achieve the overall aims of optimisation -- catering for learner diversity and facilitating whole-person development. In addition to that, the school practices of offering the selected student an opportunity to participate in a career-related LWL activity and share his work experiences gained at school have successfully **connected learning inside and outside the classroom**, thus **enriching** and **extending students' learning experiences**. The school found this approach effective, as evident in a comment made by the school management from the end-of-programme school survey (see Figure 9):



The attachment programme provided the participants with valuable experiences that are different from those in typical school contexts, for example carrying out formal and professional interviews… The arrangement of having a learning component at school and a work component in the four-day placement made the whole programme more fruitful.

Figure 9. The student intern celebrated his achievements in the attachment programme with his school teacher and the LLSS Section Head.

Conclusion

Having gained knowledge about how to infuse Life Planning Education into the unit planning to diversify students' learning experiences, the S4 teachers in the subsequent school year (i.e. **2023/24**) reviewed and refined the school-based materials developed for the **classroom component** of the thematic unit on SMIs at the **pilot** phase (2022/23) under the panel chairperson's **strong curriculum leadership.** Not only did the school team **sustain** the small-scale curriculum change initiated by the curriculum leader in the pilot phase (i.e. 2022/23), they also **took forward the trial unit in full swing** and implemented it in **all S4 classes**. They even extended the project by designing **a creative writing task (i.e. preparing a promotional video script)** for students to apply the persuasive language learnt in the unit to "experience" the job of being a social media influencer. To further enrich students' language learning experiences and support the career development and whole-person development, the team will keep exploring opportunities to offer their students **experiential career-related LWL activities**.

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3.9 Enhancing students' thinking skills and promoting media and information literacy

Background

Media and Information Literacy (MIL), a concept comprising media literacy, information literacy and information and communications technology skills (Journalism Education Foundation, 2022), is one of the focuses in values education stipulated in Values Education Curriculum Framework (Pilot Version) (2021), and should be reinforced among students across key stages. To be media literate, students should not only be able to search, select, communicate, use and create media and information, but also be able to understand, analyse and integrate them (Journalism Education Foundation, 2022). Since media is exerting influence on information consumers' perceptions and even behaviour, students should be equipped to evaluate and respond to media and information critically so that they can cautiously interact with the mass media and make informed decisions.

Participating in the Learning Community (LC) for English Language Teachers (Secondary) in 2023/24, the English Panel Head of St. Clare's Girls' School (the teacher hereafter) opened his one-hour pre-writing lesson demonstrating how to infuse MIL into an English classroom, using the school-based writing materials developed, to enhance S4 students' MIL.

Level

S4

Strategies used

The teacher adopted three strategies in the pre-writing English lesson to enhance S4 students' thinking skills and MIL.

1. Investigating an issue using multiple perspectives
   Exploring a topic from different perspectives enables students to understand the issue more holistically, critically examine and evaluate each stakeholder's viewpoints and develop their own argument and counter-argument for their writing. The teacher provided S4 students with different texts to understand the issue "plastic surgery" from six perspectives – historical development, teenagers, teenagers' parents, a surgeon, a psychologist and advertisers (added in 2023/24), serving as input to develop argument for the writing task – debate speech.

2. Deepening students' understanding through visual texts
   Visual texts, which can be in the form of cartoons, advertisements, illustrations etc., convey meaning to the reader through images instead of words (Visual Literacy, n.d.). In addition to using a written text and online videos, the teacher provided S4 students with two relevant advertisements about plastic surgery to deepen their understanding about plastic surgery and critically examine how images and words work together to convey meaning to the target audience.

3. Nurturing students' critical literacy through thinking routines

Developed by the researchers at Project Zero, thinking routines are thinking tools helping students deepen their thinking and making their thinking "visible" to teachers (Harvard Graduate School of Education, 2022) – revealing their thoughts by drawing, writing, speaking, etc. (Ritchhart & Perkins, 2008). Thinking routines are also good tools to enable students to think in a systematic way. When students' ideas and questions are documented, they can see how their thinking and understanding are being developed (Harvard Graduate School of Education, 2022).

In the pre-writing lesson, the teacher deployed three thinking tools to make his students' thinking visible to him, classmates and students themselves:

Thinking tools	Purposes
Step Inside	To deepen students' understanding about plastic surgery from a particular stakeholder's perspective
See, Think, Wonder	To cultivate students' MIL through scrutinising and questioning visual texts
I used to think … Now I think…	To reflect on their attitudes towards plastic surgery

What happened

1. Before the lesson observation

Students were formed into four groups, and each group was assigned a text. Through the text assigned to them, students could understand more about the stakeholder's viewpoints on plastic surgery.

Perspectives/roles	Types of texts	Attitudes towards plastic surgery
Teenage girls	An online video	Positive
Parents of the teenage girls	An online video	Positive (but with some reservations)
A surgeon	An online video	Positive
A psychologist	An adapted written reading text	Neutral

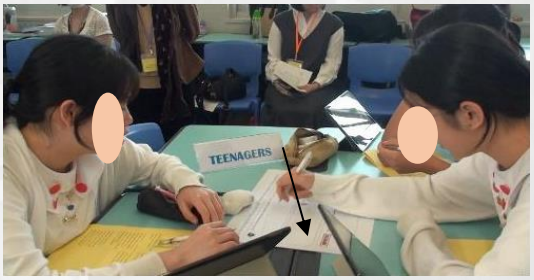
2. During the open lesson

The one-hour pre-writing lesson aimed to achieve three objectives:

i. To strengthen students' two reading strategies: summarising and making inferences;
ii. To deepen students' understanding about the issue to be investigated (i.e. plastic surgery) from different stakeholders' perspectives; and
iii. To nurture students' MIL and reflective ability.

The table below captures the details of the lesson.

Purposes of the activities	Lesson objectives addressed	Details
To activate students' prior knowledge	ii	• The teacher started the lesson by recapping with students what they had learnt in the previous two lessons: - Vocabulary related to plastic surgery (e.g. rhinoplasty, breast augmentation) and - The historical development of plastic surgery • Students were asked to explain why people at different times underwent plastic surgery (e.g. non-beauty-related reasons such as slave's scar removal). • The teacher conceptualised the shift of the reasons for undergoing plastic surgery from practical ones to the influence of media. • Each student used Mentimeter to share two words that most capture their feelings after watching the assigned video or reading text. Some students were invited to explain the words shared on Mentimeter.
To deepen students' understanding about plastic surgery	ii	• Taking the role assigned and using the thinking routine "Step Inside", students discussed the answers to the three questions on the worksheet (see Figure 1) after watching a video or reading a text on the subject matter. They were then invited to present their ideas after group discussion.



I am the teenage girl/ the teenage girl's parents/ the surgeon / the psychologist.

How do you **know about, see or perceive** the plastic surgery? What is your **role** in the plastic surgery industry?

What are your **emotional responses** to plastic surgery?

What is your **priority**? What is **important** to you?

Figure 1. Students using the thinking routine "Step Inside" to complete the worksheet

<table>
<tr><th>Purposes of the activities</th><th>Lesson objectives addressed</th><th>Details</th></tr>
<tr><td>To help students understand plastic surgery from the advertisers' perspective and cultivate their MIL</td><td>i, ii & iii</td><td>• Each student used the thinking routine "See, Think, Wonder" to:<table><tr><td>See</td><td>Summarise the commonalities of two advertisements about plastic surgery.</td></tr><tr><td>Think</td><td>Provide evidence to support what they saw from the two advertisements.</td></tr><tr><td>Wonder</td><td>Ask follow-up questions after reading the two advertisements.</td></tr></table>• Students discussed the answers in groups and shared their group answers on Padlet.
• The teacher guided students to think about the gender stereotypes presented by the advertisements (e.g. the use of female models and male surgeons).
• Through questioning, students made inferences:
- How the images were presented (e.g. hands on the frontal part and cheek)
- Why certain phrases were used (e.g. Band Aid Facelift, natural identity)
- What a client's quote on the advertisement suggested.
• The teacher concluded that advertisers used different strategies to convince the readers to use the service.</td></tr>
<tr><td>To help students reflect on proper values</td><td>iii</td><td>• Students were asked to answer the questions below:
- Which perspective (i.e. the interviews with teenage girl and her parent, the surgeon's viewpoint and the psychologist's viewpoint) represents the commercial perspective?
- Have you changed your attitudes towards plastic surgery?
- Would you consider undergoing plastic surgery in the future? Why or why not?
- Do you think one's beauty, excellence and perfection should be judged by one's appearance? If not, what is beauty in your opinion?
- Do you think advertisements about plastic surgery should be banned? Why or why not?</td></tr>
<tr><td>To promote MIL through an extended task</td><td>-</td><td>• The teacher asked students what strategies they would use to create a poster discouraging the readers from undergoing plastic surgery.
• Students suggested using quotes.</td></tr>
</table>

Impact

The observed lesson and the subsequent discussion which included the teacher's self-reflection and professional dialogue among the participants (see Figure 2) revealed a positive impact on both students' learning and teachers' professional development.



Figure 2. Teacher participants conducting professional dialogue during the post-lesson observation conference

1. Teacher level

   The open lesson enhanced the teacher's pedagogical knowledge, skills and strategies for conducting English lessons. He used tools such as Mentimeter and thinking routines that were not used before. Since the thinking routine "Step Inside" was initially a challenge to him, the teacher spent some time doing research on how to use it, encouraging him to use Van Gogh's painting in the lesson to help students understand how to use "Step Inside". Additionally, through professional exchange with the participating teachers, he learnt how to use Padlet more effectively to enhance students' learning.

   The open lesson benefitted the participating teachers, too. They observed how to use thinking routines and indicated afterwards that they would use them in lessons. Those teachers were also inspired by how the teacher asked thought-provoking follow-up questions to prompt students' further responses and reflections. Additionally, they gained a better understanding of infusing MIL into English lessons through adopting controversial issues that are motivating to students, and using advertisements to raise students' awareness of strategies used in those texts.

2. Student level

   Students engaged in the lesson, and showcased their language and thinking skills. They grasped the opportunities to participate in group discussion, report, and present ideas in English. As observed by the participating teachers, students were able to summarise ideas from the texts assigned to them and extracted evidence from the texts to support their ideas. More importantly, under the teacher's guidance, students questioned the gender stereotypes presented in the advertisements. They inferred and critically evaluated the messages conveyed by analysing the images and referring to the expressions and quotes used in the advertisements.

   Furthermore, students showed their own judgment about plastic surgery, as well as their proper values and attitudes. One student shared her opinions near the end of the lesson:

Questions	The student's responses (edited)
Would you consider undergoing plastic surgery in the future? Why or why not?	I choose not to undergo plastic surgery in the future because I don't think it's worth the money. And we were all born special, so we should learn to love our natural self and should learn not to live up to people's standard…

Do you think one's beauty, excellence and perfection should be judged by one's appearance? If not, what is beauty in your opinion?	We should not be judged by appearance because though when we meet people for the first time, we will see their appearance first. But afterwards, what matter are the inner beauty, our personalities and behaviours we have in our life.
Do you think advertisements about plastic surgery should be banned? Why or why not?	Advertisements should not be banned because we all have our own choices and some people do want to conduct plastic surgeries to change their appearance…

All in all, the feedback on the open lesson from the participating teachers was positive. Teachers' professional development was fostered, and students' engagement, skills and proper values and attitudes, including MIL, were demonstrated.

Way forward and conclusion

In addition to enhancing students' English proficiency, English Language teachers are playing a vital role in enhancing students' thinking skills and MIL. Seeing its importance, the teacher will make further effort in cultivating students' MIL in the school English Language curriculum. In 2024/25, the teacher and his team will continue cultivating S4 students' MIL at the pre-writing stage. Additionally, they intend to nurture S3 students' MIL by guiding them to evaluate the reliability of websites.

To infuse MIL into the school's English learning and teaching, English Language teachers can make use of authentic materials such as short movies, advertisements, posters and social media for students to analyse and critically evaluate the content and message conveyed in them. For example, through media products, students can learn how visuals, figures, and choice of words etc., can influence the perception and behaviour of the readers, and the writers' or creator's attitudes towards the issue they are investigating. English Language teachers can establish students' habit of using thinking routines, which not only enable students to deepen their understanding about the issue being investigated, but also to actively engage in the thinking process and reflect on their learning.

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3.10 Enriching English learning with values education and life planning through promoting self-directed learning and co-curricular activities

Background

South Tuen Mun Government Secondary School has embraced the opportunity to optimise the senior secondary core subjects by utilising the released lesson time to introduce the English Learning Activities (ELA) Programme for S5 students. This programme provided students with valuable opportunities to integrate English learning with values education and life planning. It aimed to enhance students' interest and confidence in using English while fostering their learning-to-learn skills. Students actively engaged in self-directed learning (SDL) and participated in various activities, including discussions and presentations, in the programme. Furthermore, co-curricular activities were included to enhance the overall learning experience of students. The ultimate goal of this programme was to equip students with the necessary skills and mindset for the future, nurturing them as lifelong learners.

Level

S5

Strategies used

The ELA Programme design employed the following strategies:

1. **Using SDL to extend student learning beyond lesson time**

   The first strategy employed is to extend student learning beyond the confines of traditional lesson time through the implementation of SDL. According to the *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)*, learning is most effective when students play an active role in the learning process and take charge of their own learning. By empowering students to set their own learning goals, identify relevant resources, and engage in self-paced learning activities, they were encouraged to delve deeper into English language learning beyond the classroom, fostering a love for lifelong learning.

2. **Organising co-curricular activities to enrich students' English learning experiences**

   Another strategy employed is to organise co-curricular activities aimed at enriching students' English learning experiences. Language learning taking place beyond the classroom can provide relevant, pleasurable and meaningful learning experiences for students. This programme provided students with opportunities to utilise English outside the classroom and enhanced their motivation to learn the language. The integration of co-curricular activities and English learning not only enhanced students' English language proficiency but also cultivated important life skills and values, such as leadership, empathy, and responsibility. This strategy enhanced the learning experience and engagement of students in English language learning.

What happened

An overview of the ELA Programme

As an optimising measure at the senior secondary level, the ELA Programme was made possible by having one English lesson reduced at S5. With one lesson per week conducted by the class English teacher, the programme provides students with English language learning opportunities conducted beyond the traditional classroom environment.

The programme aims to:

- foster students' whole-person development through infusing values education and Life Planning Education into English learning;
- develop students' self-directed learning skills for lifelong learning;
- motivate students to take part in active learning through engaging activities and tasks, e.g. discussion and presentation; and
- integrate co-curricular activities to provide students with meaningful learning experiences.

From classroom learning to SDL

In planning the ELA lessons for the first term, four topics were selected from the skills books used by the school and aligned with the SDL themes and target values and attitudes.

Topics in skills books	SDL themes	Values and attitudes
Hong Kong Street Food	Preservation of culture	• A sense of unity and belonging
Zero waste	Environmental protection	• Responsibility
Poverty care	Overcoming adversity in life	• Benevolence • Perseverance
The Bully	Facing challenges	• Empathy • Respect for others

In the ELA lessons, other than the materials such as reading texts in the skills books, YouTube videos were incorporated, prompting students to discuss positive values and attitudes. Under the SDL theme of "Overcoming adversity in life", additional resources produced by the Education Bureau were utilised, specifically "Promoting Positive Values and Attitudes through English Sayings of Wisdom (SOW) - Resource Kit on Inspirational Speeches" (see Figure 1). One of the featured speeches by Nick Vujicic, accompanied by the SOW "It's not the end until you've given up," was shared with the students. The objective was for students to learn positive values such as benevolence and perseverance and develop their public speaking skills.



Figure 1. Resource Kit on Inspirational Speeches

The resource kit provided various suggested activities. Students listened to and read Nick's speech, identified key ideas within paragraphs, analysed the quotes from the speech, and wrote a message to a family member or friend facing similar emotional problems or experiencing depression. All the resources and materials used in the lessons served as examples, demonstrating to students how they could effectively utilise a variety of resources in their SDL.

In the second term, another four topics were selected from the skills books and integrated with SDL themes. However, the main focus was on life planning, aiming to broaden students' understanding of various professions. To achieve this, teachers incorporated relevant job-related YouTube videos into the lessons, prompting students to explore different job nature and opportunities. Specifically, students delved into working at museums, the fashion industry, pursuing a career as an artist, and jobs involving working with disabled people. Through group discussions, they shared their findings about these occupations and reflected on their suitability and interest in pursuing them. The lessons allowed students to engage in meaningful exploration and self-reflection, fostering their career awareness and aspirations.

Topics in skills books	SDL themes	Related jobs (Examples)
Hong Kong heritage	Working at a museum	• Conservator • Tour guide • Curator • Building management
Sustainable fashion	Fashion industry	• Fashion designer • Fashion buyer • Fashion photographer • Fashion marketing • Boutique owner
Art education	Career as an artist	• Professional artist • Illustrator • Photographer • Animator • Graphic designer
Blindness	Jobs involving working with disabled people	• Special education teacher • Rehabilitation specialist • Social worker • Home health aide

After the demonstration of using the available resources and materials in the lessons by the teachers, students took charge of planning, implementing, and evaluating their own learning in the SDL projects. The projects involved four key steps (see Figure 2). Firstly, students set their own learning goals, such as which language skills and enabling skills they would focus on and which topics they were particularly interested in. Next, they planned their learning by identifying resources and

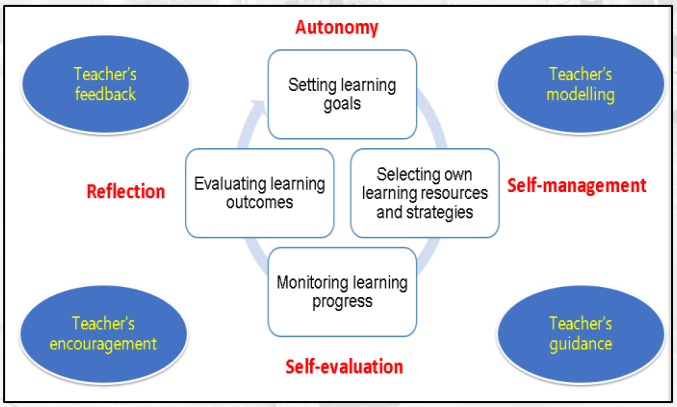


Figure 2. Developing students' SDL capabilities

strategies. During the learning process, students managed their learning time and pace while maintaining their individual learning logs. Finally, students reflected on their learning, considering aspects such as values and attitudes in the first term, personal qualities and career aspirations in the second term. Throughout the SDL process, teachers played a crucial role in providing guidance and feedback. They also created a supportive environment that fostered students' SDL capabilities and motivation in English language learning.

Organising co-curricular activities

In addition to SDL, the ELA Programme also focused on enriching students' language learning experiences through co-curricular activities. Teachers aimed to create a language-rich environment and provide enjoyable opportunities for students to use English outside of the classroom.

During the first term, students participated in a class activity where they wrote and presented motivational talks. Using the Resource Kit on Inspirational Speeches, they selected positive values and attitudes to discuss, sharing personal experiences or events in a video format. This activity aimed to develop their presentation skills and promote values education.

Students then moved onto co-curricular activities, which offered a different kind of learning experience that allowed them to explore their interests and passions beyond the traditional classroom setting. Selected students participated in the school's Public Speaking Contest (see Figure 3), where they not only developed and honed their presentation skills but also gained confidence in speaking in front of others.



Figure 3. Public Speaking Contest

In the second term, S5 students took on the role of career and life planning (CLP) ambassadors. These ambassadors were trained to assist S3 students in developing decision-making skills related to subject choices for senior secondary education and future career paths. Through various activities, the CLP ambassadors not only helped their peers make informed decisions but also developed their leadership qualities and communication skills.

The CLP activities (see Figure 4) involved S5 students explaining the purpose of the activities to S3 students. The activities included assessing an individual's personality traits across six categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. S3 students sorted cards based on their interests and abilities and completed activity sheets. The S5 students then helped interpret the results, and explained the meaning of each category and how the results were related to potential study and career paths.

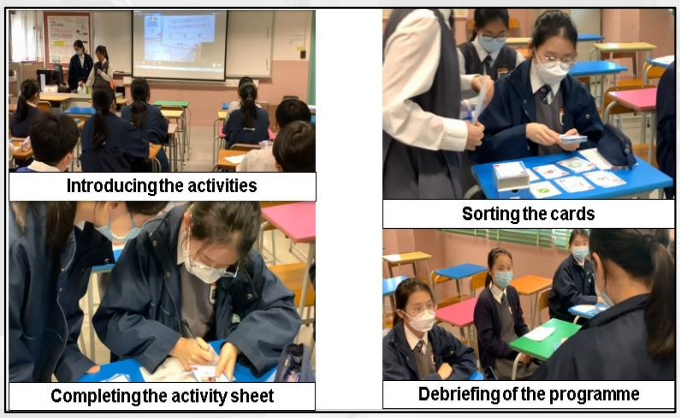


Figure 4. Career and life planning activities

Furthermore, S5 students were involved in organising the Week of Positivity during the post-exam period. The theme of "Leading a Positive Life" was promoted to all students. This event aimed to inspire students to reflect on their lives, appreciate the good things, and spread positivity around them.

During the Week of Positivity, students actively participated in a varied range of activities aimed at cultivating a positive mindset. In these activities, students created posters that promoted positivity, read messages about leading a positive life, showcased songs that conveyed uplifting messages, engaged in a word search activity to discover words related to positive values, and watched inspirational videos and engaged in discussions about how to foster their own positive lives.

These co-curricular activities provided students with valuable opportunities to enhance their English learning experiences, develop important skills, foster positive values, and explore their personal and career interests.

Impact

Positive values and attitudes fostered

The impact of the programme on fostering students' positive values and attitudes was significant, as the SDL-related activities provided students with valuable opportunities to engage in discussions about the target values and attitudes. During lessons, students actively expressed their views on the values they had learnt. Furthermore, they reflected on their own experiences and shared what they had gained from reading texts and videos. This not only deepened their understanding of and empathy for positive values but also enhanced their ability to articulate their thoughts effectively. Examples of students' reflections on values and attitudes in their SDL work are shown below.

Topics	**Materials read/viewed**	**Reflections on values and attitudes** (Unedited student work)	**Annotations** (The values and attitudes reflected in the student's statement)
The Bully	Protect Yourself Rules – Bullying (YouTube video)	I have learnt that bullying can be a lot more complicated, for example, in school, my schoolmates or classmates may threaten or punch me, I should not be that weak, I should say no and report it to the teachers. If I see other bullying cases at school, I will give the victims a hand.	• Courage: The student acknowledges the need to stand up against bullying and emphasises the importance of taking appropriate actions in the face of threats or violence. • Empathy: The intention to help victims of bullying shows empathy and a willingness to support peers who are experiencing difficulties.
Zero waste	Japan's Town with No Waste (YouTube video)	I have learnt that the awareness of environmental protection is very high in small towns in Japan and	• Environmental responsibility: The student acknowledges the importance of protecting the environment, indicating a sense of

		the rate of recycling is higher than in other countries. I think it is important to raise people's awareness of environmental protection because if we do not do so, our future generations will suffer a lot.	duty towards ecological sustainability. • Concern for future generations: The student's concern for future generations indicates that they value sustainability and the well-being of others beyond their immediate context.

Life planning horizons expanded

Another notable impact of the programme was in the area of life planning and career exploration. Through various activities, students gained insights into different fields and the importance of planning for their future. They learnt to consider their study and career paths, which increased their motivation for learning and setting life goals. This aspect of the programme empowered students to take charge of their own future and make informed decisions about their education and career paths. The following are excerpts from interviews conducted with two students, discussing their experiences and growth after the CLP activities.

Interviewees	**Excerpts from interviews** (Unedited interview transcriptions)
An S5 student leading the CLP activities	Through playing the career card game with S3 students, I saw how exploring their passions and interests can inform future career decisions. I'm so proud to have helped guide students towards success by fostering their personal growth and development as the head ambassador of Career and Life Planning Team.
An S3 student taking part in the CLP activities	In this activity, I learn more about myself and it helps me ensure what subject and job is more suitable for me and what subject I can choose.

SDL capabilities enhanced

Additionally, the programme equipped students with SDL capabilities, preparing them for lifelong learning. By engaging in the SDL process, students became more independent, taking responsibility for their own learning journey. This not only enhanced their academic abilities but also equipped them with the necessary skills to continue learning beyond the classroom.

Language skills developed

The programme also had a positive impact on students' receptive skills by offering them abundant reading and viewing materials throughout the units. Additionally, it provided ample opportunities for students to engage in discussions, presentations, and various activities that effectively trained their speaking and presentation abilities. Actively participating in class discussions, class-based motivational talks, Public Speaking Contests, CLP activities, and the activities during the Week of Positivity all played a significant role in fostering the development of their speaking skills. Consequently, students experienced remarkable improvement in their confidence when speaking in front of others.

Conclusion

In conclusion, the programme had a multifaceted impact on students. It fostered discussions on positive values, facilitated life planning and career exploration, developed SDL capabilities, and enhanced students' speaking skills and confidence. These outcomes not only enriched their English language learning but also equipped them with valuable skills for personal and academic growth.

Furthermore, the reflections gathered from students highlighted the importance of exposing them to a wide range of learning experiences, such as reading and viewing, discussions, presentations, self-directed learning, and English learning activities beyond the classroom. By providing diverse opportunities, we can enrich their learning journey and equip them with the necessary skills and knowledge to thrive in the future.

The success of the programme can be attributed to several facilitating factors. The presence of a supportive principal, willing to promote and embrace new initiatives, played a crucial role. Equally significant was the collaborative effort among the core teachers of the project, the English panel heads and the English teacher, who also served as the deputy-in-charge of the Career and Life Planning Education at the school, and the language support officer to identify and seize opportunities for integrating values education and Life Planning Education into English language learning. The enthusiasm demonstrated by the core teachers further fuelled the development of the programme. Their commitment and leadership were instrumental in driving the programme forward and ensuring its effectiveness in promoting positive values and life planning among students.

Looking ahead, a review of the school English Language curriculum will be conducted, aiming to integrate different curriculum initiatives with English learning and optimise learning opportunities. The way forward includes the integration of national security education into the S4 ELA Programme, alongside values education and life planning in S5. The programme will foster the development of well-rounded students ready to face the challenges of the future.

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Embracing learner diversity: Celebrating differences

3.11 Catering for students' diverse needs through fostering proper values and strengthening cultural knowledge in a Language across the Curriculum project

Background

In order to improve students' English standards and use through cross-curricular collaboration, as well as promote positive education in the school, which are the two major concerns of SKH Li Ping Secondary School in the 2022/23 school year, cross-curricular projects were conducted among English Language subject and other non-language subjects. Under the fine-tuned Medium of Instruction (MOI) arrangements, this school adopts Chinese as the MOI (CMI) for non-language subjects. In order to improve the school's English learning environment and provide students with more exposure to English and opportunities to use the language, the school dedicated up to 25% of the total lesson time (excluding the lesson time for the English Language subject) to conducting extended learning activities (ELA) in English in non-language subjects. Thus, collaborating with the English Language subject, some parts in Geography and History were taught in English. In addition to catering for students' diverse needs, it was hoped that a culture of positivity in the school campus could be created, and that the hands-on and authentic learning activities designed could serve as an added incentive for students to learn.

Level

S1

Strategies used

1. **Catering for students' diverse learning needs**

   In order to increase students' learning motivation and accommodate their learning needs, a series of learning activities was designed based on the "Five Dimensions of Differentiation" (Reis & Renzulli, 2018) (see Figure 1).

	Dimensions	Details	Learning activities designed
1	Content	Differentiating teaching content	Two versions of worksheets and learning booklets were designed.
2	Instructional strategies	Using different instructional strategies	Individual work, group work, discussion, small group activities, and whole class activities were included.
3	The classroom	Differentiating the learning environment	Various learning environments were included, such as the English classroom, the cookery room for learning English and cooking skills, and The Mills as the site of a field trip.
4	Products	Giving students options	Students could choose between conducting a face-to-face presentation or video-taping their presentation and uploading it to Flip.

5	The teacher	Catering for learner diversity in dimensions 1 to 4 by considering students' interests, abilities and learning styles	Examples are shown in dimensions 1 to 4.

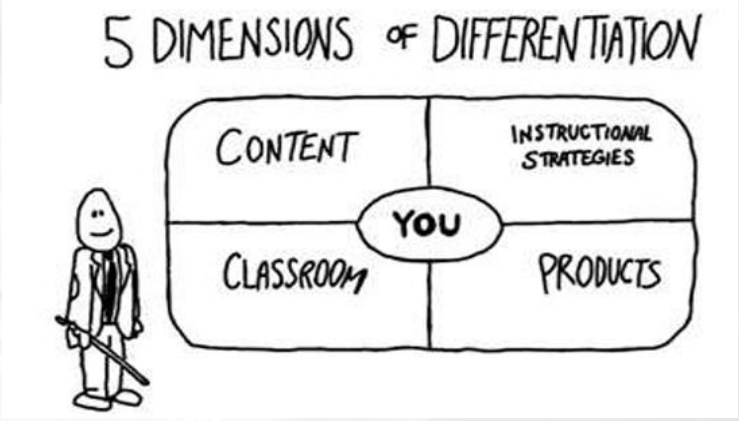


Figure 1. The "Five Dimensions of Differentiation" (Reis & Renzulli, 2018)

2. **Adopting an activity-based learning approach to increase students' learning interests**
   According to Mustapha et al. (2021), learners would have a better performance when they are engaged in hands-on activities as students seem to be more motivated and participate more actively in hands-on activities than in ordinary lectures. Thus, to increase students' interest in learning different topics, an activity-based learning approach was adopted. A series of activities was designed to diversify their learning tasks inside and outside the classrooms to make lessons relevant to students' lives. Students were engaged in life-wide learning (LWL) and cross-curricular activities, putting learning into contexts and thus making the experiences more meaningful. Through these learning activities, students' intrinsic motivation was increased and was evident in their responses and participation in learning activities.

3. **Cultivating proper values and strengthening cultural knowledge in students**
   The school curriculum is intended to be guided by values, which are considered fundamental to the overall culture of a school community (Rowley & Cooper, 2009). Thus, some proper values were infused into the projects. While the curriculum provided ample opportunities for students to learn about values in the lessons, they were also engaged in hands-on and authentic learning activities that allowed them to develop these values in the cognitive, affect and action domains. Opportunities were provided for students to practise and demonstrate appropriate and good behaviour on the school campus.

4. **Fostering cross-curricular collaboration among different non-language subjects**
   Incorporating a cross-curricular approach to learning facilitates the exploration of a wider range of topics and scope, which is usually not seen in subject-based lessons (Rowley & Cooper, 2009). Thus, to increase students' learning opportunities and to facilitate collaboration among English Language, History, Geography and Chinese Language, cross-curricular links were established, and curriculum mapping was conducted in various topics among different subjects in the planning stage.

What happened

Three projects were implemented progressively, allowing both teachers and students to gradually adjust to the new approach to learning and teaching. Below is a brief summary of the three projects:

Project One	Strategies on catering for learner diversity were employed in reading and writing tasks in English. Teachers were given the opportunity to develop and apply the skills that were crucial in facilitating subsequent Language across the Curriculum (LaC) projects.
Project Two	An LaC project was conducted between English Language (Unit 7 of the English textbook "Exploring My City") and Geography (Module: "Urban Planning"). In order to enrich students' learning experiences and increase their learning motivation, a visit to The Mills was organised for all S1 students.
Project Three	The second LaC project was conducted between English Language (Unit 5 of the English textbook "Time to Celebrate") and History (Module: "Cultural Heritage"). To raise students' awareness of cultural heritage and traditions, the English Language, History and Chinese Language teachers worked together and organised some cross-curricular activities, e.g. a cooking workshop.

The "Five Dimensions of Differentiation" manifested themselves in the following ways across all three projects.

Dimension 1: Differentiating teaching content

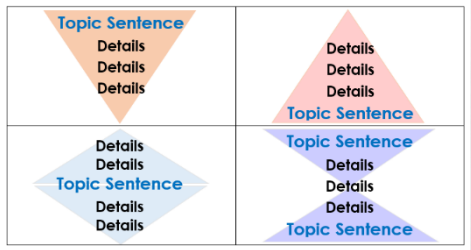
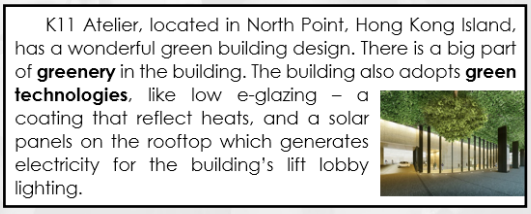
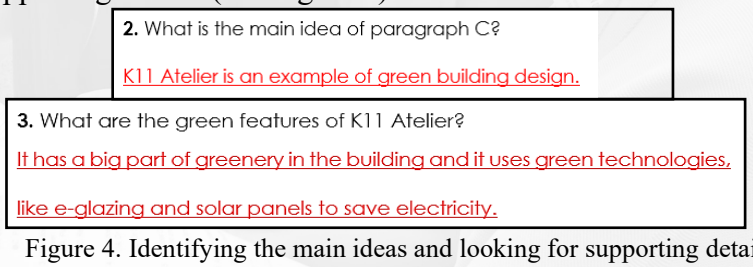
Two versions of worksheets and learning booklets were designed in order to cater for students' learning needs.

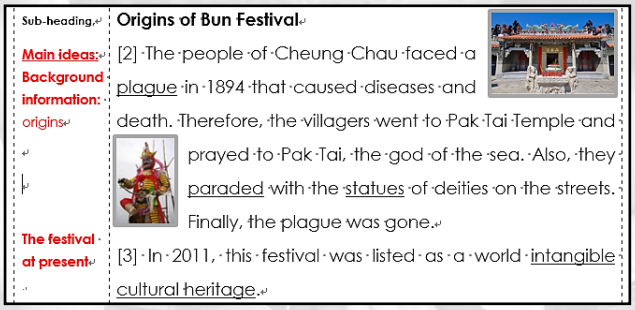
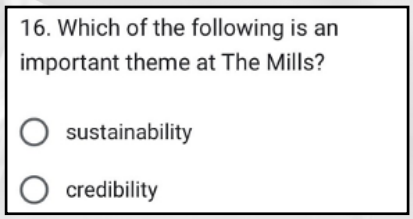
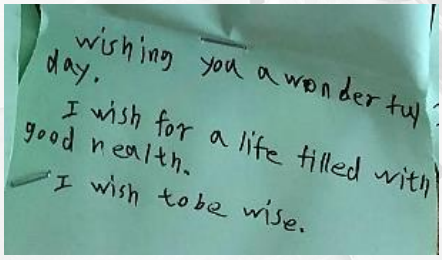
	For more able students	**For less able students**
Tasks	**Catering for learner diversity by varying the …**	
Reading text	**1. syntactic complexity**	
	"With the juicy lobster, avocado salsa, and creamy scrambled eggs on top of the bread, it is wonderfully flavoured."	"With the lobster, avocado salsa, and scrambled eggs on top of the bread, it has a wonderful flavour."
	2. semantic complexity	
	"Dessert always marks the end of a meal. This banana split crepe is composed of …"	"I ended this meal with a dessert – this banana split crepe contains …"
Comprehension questions	**1. number of distractors**	
	MC questions with 4 options	MC questions with 3 options
	2. level of guidance	
	With no guiding words	With some guiding words
	3. expected output (answers)	
	Long or short answers	Circling the correct answer
Writing input	**1. vocabulary and phrases provided**	
	More advanced	More commonly used
	2. length of paragraph	
	Longer	Shorter

Dimension 2: Using different instructional strategies

a. Individual work	Speaking activities, e.g. students shared their learning in an LWL activity
b. Group activities	**Group discussion:** While-reading tasks, e.g. students discussed and identified the main ideas and supporting details of a paragraph in Projects Two and Three **Hands-on activities:** About 15 students participated in the cooking workshop and three students were engaged in an interview in Project Three.
c. Whole class activities	Learning activities in the lessons under teachers' guidance, e.g. students learnt the skills in reading, writing and speaking in the classroom; students participated in the LWL activity in Project Two

Dimension 3: Differentiating the learning environment

a. Classroom	Students learnt the target knowledge and language skills in the classrooms. In Project Two, students were taught reading skills, such as identifying main ideas and locating supporting details in English lessons. Students learnt that topic sentences could appear at the beginning (most of the time), and/or at the end, and in the middle of a paragraph (see Figure 2).  Figure 2. Topic sentences Students then practised the target reading skills in Geography lessons using an article about Hong Kong's future development (see Figure 3).  Figure 3. Practising the target reading skills in Geography lessons Students were asked to identify the main idea(s) of a paragraph and look for supporting details (see Figure 4):  Figure 4. Identifying the main ideas and looking for supporting details

	In Project Three, as a continuation and consolidation of their learning in Project Two, the target reading skills (identifying main idea and locating supporting details) were revisited in English lessons. Students then identified the main idea(s) of each paragraph of a text about the Cheung Chau Bun Festival in History lessons (see Figure 5).  Figure 5. Identifying the main ideas
b. Home	In Project Two, before the LWL activity, students had a virtual tour of The Mills and completed a pre-trip task at home by answering some questions related to its history and land uses (see Figure 6).  Figure 6. Google Forms (Pre-trip task)
c. Outside school – The Mills	In the LWL activity, students went to The Mills to explore its land uses, development and its role in sustainable development. The bilingual guided tour increased students' exposure to English usage and strengthened their knowledge of The Mills (see Figure 7).  Figure 7. The curator of the tour explained the development of The Mills.
d. School campus	In Project Three, students were asked to make some wishes on paper Ping On buns (see Figure 8).  Figure 8. An example of the wishes written by a student

	To promote intangible Chinese cultural heritage, the paper Ping On buns were then decorated as a paper Ping On tower on a movable board to promote Chinese culture in the school campus (see Figure 9).  Figure 9. A movable board for Cheung Chau Bun Festival
e. Cookery Room at school	In Project Three, a Ping On bun cooking class was organised. Students completed a recipe for Ping On buns with the cohesive devices they had learnt. The English Language teacher reinforced students' vocabulary learning during the cooking workshop (see Figure 10). The workshop started with a brief explanation of the history and value of Ping On buns by a Chinese Language teacher who demonstrated how to make the steamed buns from scratch (see Figure 11). Students successfully made the Ping On buns under teachers' guidance (see Figure 12). The hands-on activity acted as an authentic learning experience in which students put their learning into practice.  Figure 10. The English Language teacher revisited the cooking steps and cohesive devices, and enriched students' vocabulary by teaching them the ingredients and cooking utensils needed.  Figure 11. The Chinese Language teacher explained the origins of Cheung Chau Bun Festival and the steps involved in making the buns from scratch.  Figure 12. Students put the Ping On stamps on the finished buns by themselves.

	Students shared some Ping On buns with the janitors as a token of thanks for their contribution to the school (see Figure 13). Students learnt to show respect and care for them. An interview was conducted before and after the activities. Students shared what they had learnt and how they felt (see Figure 14).  Figure 13. The janitors received the Ping On buns from students.  Figure 14. Students shared what they had learnt and how they felt during the process.

Dimension 4: Giving students options

Students shared what they had learnt in the field trip in a speaking activity by practising the use of topic sentences and giving supporting details. To cater for students' diverse abilities, they could also choose to talk about another field trip experience. Students' confidence in speaking English was also taken into account. Students could choose their own modes of expressions to demonstrate what they have learnt by doing a face-to-face sharing or pre-recording their presentation and uploading it to Flip (see Figure 15).



Figure 15. Some students uploaded their presentations to Flip.

Dimension 5: Considering students' interests, abilities and learning styles

Teachers differentiated students' learning tasks based on their learning styles, interests, abilities and expression styles. As a result, a wide range of learning activities was seen in dimensions 1 to 4.

Impact

Student level

1. **Students' diverse needs were addressed and language skills were developed.**
   The projects provided ample opportunities for students to learn and use English. During the process, students were given learning materials tailored to their diverse language abilities. They utilised the acquired language skills in reading and speaking tasks, thereby solidifying their learning outcomes.

2. **Students' intrinsic motivation was nurtured and a growing interest in Chinese culture was found.**
   Before and after the Project Three activities, two student representatives were interviewed. One of them expressed their enjoyment of the Ping On bun-making activity and expressed a desire to participate in lantern-making in the future. This showed that the student found the learning activities meaningful and his curiosity about different Chinese cultural traditions was translated into intrinsic motivation for further learning.

3. **Proper values and attitudes were cultivated.**
   Following their visit to The Mills, students learnt to appreciate the historical values of old buildings in Hong Kong. They also learnt the importance of sustainable development in Project Two. Subsequently, in Project Three, through making steamed buns, students learnt about proper values and the significance of festive foods to Chinese culture. Moreover, they seized the opportunity to express gratitude and respect to the janitors by sharing Ping On buns as a gesture of appreciation and care.

Teacher level

1. **LWL and values education were infused into the school English Language curriculum.**
   To enrich students' learning experiences and make stronger connections between their learning and daily life, a series of learning activities was organised outside the classroom. These projects helped teachers better understand how LWL and values education could be integrated into the school English Language curriculum.

2. **Teachers' skills in catering for learner diversity were enhanced.**
   In Project One, the English Language teachers dedicated their time to honing their abilities to accommodate diverse learners' needs in reading and writing assignments. This facilitated the development of the learning and teaching materials in the subsequent LaC projects.

Curriculum level

The LaC projects provided a platform for cross-curricular collaboration among teachers of English Language, History, Chinese Language and Geography. The English Language teachers gained insights into enhancing students' language learning by integrating English Language elements into the LaC projects. Other non-language subject teachers also gained a better understanding of the importance of inter-departmental collaboration. More communication was found among the teachers of different subjects through curriculum mapping, learning materials development and joint learning activities. Thus, a solid foundation of LaC was established.

School level

By sharing Ping On buns with janitors, students fostered a culture of positivity within the school campus, with the hopeful expectation that students will extend their gratitude and respect towards others within the school and the wider community.

Conclusion

The following facilitating factors were found to be essential for the planning and implementation of the LaC projects.

1. **Clear school development goals**

   The major concerns of this school were explicitly defined, serving as a driving force for teachers to undertake the LaC projects. With a clear goal, teachers collaborated to create different learning opportunities that facilitated students' acquisition and application of the English language. With the help of non-language subject teachers, cross-curricular projects were conducted successfully, enabling students to not only learn English during designated English lessons but also engage with language-focused tasks within History and Geography lessons, and cross-curricular activities.

2. **A cohesive team of teachers**

   The teachers involved possessed a collaborative mindset and displayed positive attitudes. They actively participated in the planning stage, and eagerly shared and exchanged their innovative ideas. All of them played a vital role in the implementation stage by shouldering various responsibilities in teaching, and conducting activities outside the classroom and the school. It was their collective effort and dedication that facilitated the successful execution of the project.

Students' use of English in non-language subjects increased and their cultural knowledge was broadened as a result of the LaC projects. To sustain the positive changes, the school continued the LaC projects in the following school year (i.e. 2023/24) and it was hoped that the LaC projects could be extended to S2-3 in the coming years, with more language skills being incorporated into the learning tasks.

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SKH Li Ping Secondary School
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3.12 Catering for learner diversity through assessment literacy and multimodal input

Background

The teachers in Fung Kai No. 1 Secondary School expressed genuine concerns regarding students' proficiency in reading and writing. With a clear objective to improve students' reading skills and cultivate their proficiency in writing, the teachers were committed to trying out various learning, teaching, and assessment strategies, as well as instructional approaches. Furthermore, they observed a remarkable spectrum of learner diversity in S4 students, and hence they were committed to accommodating students' diverse learning needs using different means, such as multimodal input. In addition to all this, the school's overarching mission of fostering positive character development was addressed by integrating values education into the curriculum design.

Level

S4

Strategies used

Term 1 (Reading skills)

1. **Implementation of differentiated instruction**

   According to Tomlinson (1999), teachers should adjust their teaching content and instructional strategies so as to accommodate the diverse needs of learners. An extensive analysis of the Hong Kong Diploma of Secondary Education Examination (HKDSE) reading skills was conducted, and the following strategies were employed to cater for students' needs:

   i. A two-stage teaching approach was adopted so that the needs of different students were addressed, ensuring a gradual progression in learning. Less able classes focused on Stage 1 learning, while teachers of more able classes covered both stages comprehensively. In less able classes, teachers only briefly introduced Stage 2 content to align with students' needs and abilities. Conversely, teachers of the more able classes covered both Stage 1 and Stage 2, addressing both the basic and advanced skills in tackling summary cloze comprehensively.

   ii. Additionally, the use of colour-coded texts was employed to link related words, synonyms or antonyms in the reading texts and questions. This approach aimed to enhance students' comprehension and facilitate students' learning, particularly benefitting the less able students.

2. **Analysis of the HKDSE summary cloze questions (Years 2017-2021)**

   The analysis focused on investigating assessment of reading skills through the use of summary cloze tasks in the HKDSE Reading Paper (i.e. Paper 1). In order to thoroughly understand the design of the summary cloze tasks, the teachers carried out an extensive examination of the main questions in public assessments. It was found that some questions did not require students to change the word form (see Figure 1), while in some questions, a single change in word form was sufficient. At a more advanced level, students were challenged to modify the word form two or even three times in the same item (see Figure 2).

This analysis has important implications for identifying suitable learning and teaching approaches. Specifically, it emphasises the significance of developing skills related to modifying the desired word form and effectively paraphrasing the target sentences.

Methods	Skills applied on the target word	Qs	Skills applied on the target sentences
Discrete-point testing	**No change**	11 (ii)	**Answer: locally** **Passage:** The wraps had plenty of zing and slap from **fresh** line, and were topped with hot chilli and **fresh** greens all **locally** grown ↓ **Cloze:** ... and make our own delicious homemade alternatives using **fresh** ingredients that are sourced **locally**.

Figure 1. An example of a cloze question taught in Stage 1, in which students only needed to look for the right word (i.e. "locally") from the passage.

Methods	Skills applied on the target word	Qs	Skills applied on the target sentences
Integrative testing	**Inference**	11 (iv)	**Answer: teenagers** **Passage:** ... I took ***some friends and their two*** **teenage** ***daughters*** to the Food Garage. ... at the end of our meal **we** all reported feeling fabulous and guilt-free. ↓ **Cloze:** Best of all, **adults** love our food, and so do **teenagers**.
	Part of speech		
	Plurality		

Figure 2. An example of a cloze question taught in Stage 2, in which students had to change the word form more than once (i.e. "teenagers") using various skills and knowledge in order to arrive at the correct answer.

3. Enhancing teachers' assessment literacy

In order to enhance students' reading skills, teachers should enhance their assessment literacy as it reflects their proficiency in designing, implementing and using assessment strategies (Mellati & Khademi, 2018). Assessment for learning also involves how teachers improve their teaching using the analysed student data. Therefore, the following actions were taken to enhance teachers' assessment literacy:

i. Pre- and post-tests in the format of summary cloze were conducted to evaluate students' strengths and weaknesses, as well as to monitor their progress.
ii. Teachers' abilities to analyse and create skill-focused summary cloze questions were strengthened through developing learning and teaching materials.

Term 2 (Writing skills)

1. Using multimodal input to accommodate students' multiple intelligences

According to Gardner's Theory of Multiple Intelligences (1999), everybody possesses multiple intelligences, namely verbal-linguistic, visual-spatial, musical rhythmic, logical-mathematical,

bodily kinesthetic, naturalistic, intrapersonal, interpersonal and existential intelligence. Based on this theory, a variety of activities with multimodal input were designed to enhance students' diverse intellectual abilities:

Intelligences	Learning activities
i. Verbal-linguistic	a. Reading core and supplementary reading materials b. Using scaffolding writing activities
ii. Musical rhythmic	Using music and songs as pedagogical tools in teaching
iii. Visual-spatial	a. Using concept maps for students to visualise their understanding of a text – "Peel the fruit" visible thinking routine b. Using colour-coded texts
iv. Interpersonal	Group discussion

2. **Enriching the variety of learning content to cater for students' diverse interests**
   According to Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2021), curriculum optimisation measures should be taken to create space and facilitate flexible use of time. One of the measures adopted by the school was to fully integrate the previous elective module "Learning English through Poems and Songs" into the Compulsory Part. This integration purposefully included a wide variety of language arts elements in the Compulsory Part to accommodate the diverse interests of students.

What happened

Term 1 (Reading skills)

Unit	Unit 2 "Successful People and Amazing Deeds"
Target skill	Summary cloze
Pre-test overview	To align with the topic of this unit, teachers created a summary cloze based on an authentic text adapted from a celebrity interview featuring Ms Olivia Cheng, an alumna of this school who is considered to have a successful career.
Pre-test design	Various methods and skills were employed in order to design a cloze exercise catering for the needs of most students. A part of the test design is shown below (see Figure 3 to Figure 6):

In 1982, Cheng made her film debut in Cinema City's *Till Death Do We Scare*, where she took the lead role. From then onwards, she frequently appeared in Cinema City's titles, including *Play Catch* (1983), *A Family Affair* (1984), *Why Me?* (1985) and *A Killer's Blues* (1990). She also collaborated with different film studios, playing the lead in films like *Dragon Force* (1982), *Mr Virgin* (1984), *The Company* (1984), *Mr. Coconut* (1989) and *How to be a Millionaire* (1989). All these marked the success of her acting career.

Figure 3. Paragraph 2 of the passage

Cheng took a hiatus from the film industry after *Blue Lightning* (1991). In her close to ten-year acting career, apart from starring in comedies, Cheng also had opportunities to portray a wide range of characters. For example, she played a track and field coach in the inspiring film *United We Stand* (1986) and a social worker in the teenage movie *The Wild Ones* (1989). She also

Figure 4. Paragraph 3 of the passage

Being the record-holding high jump champion in her secondary school, Olivia Cheng was 1.awarded the Champion of Miss Hong Kong Pageant and "Miss Photogenic". Since then, she had the chance to 2.collaborate with various film studios. In many well-known films like *Dragon Force* (1982), *The Company* (1984) and *How to be a Millionaire* (1989), she was the 3.main/leading character and her 4.frequent appearances in Cinema City's titles made her increasingly popular.

Figure 5. Paragraph 1 of the cloze

Being fully engaged in acting career for ten years, Cheng was given the opportunities to play various characters, from a track and field coach in *United We Stand* (1986) to a social worker in *The Wild Ones* (1989) – a film made for 5.teenagers. Of course, she also acted in many other

Figure 6. Paragraph 2 of the cloze

The table below shows the skills and knowledge required to tackle each question.

	Testing methods	**Skills and knowledge needed**	**Target words from the text**	**Cloze (Answer)**
1	Discrete-point	No change	awarded	awarded
2		Form/synonym	collaborated	collaborate/work (past form to base form)
3		Part of speech	lead (n)	lead/leading (adj)
4		Part of speech	frequently (adv)	frequent (adj)
5	Integrative	a. Part of speech b. Plurality	teenage (adj)	teenagers (n) (pl)

Pre-test analysis

Based on the pre-test results, the strengths and weaknesses of each class were identified, which allowed teachers to tailor their teaching materials to address the specific needs of their students. For instance, the more able classes could handle integrative testing questions, but required improvement in parts of speech awareness; while the less able classes could mostly handle discrete-point testing questions, but struggled with areas such as parts of speech, tenses and spelling.

While teaching

To better cater for learner diversity, a two-stage teaching approach was implemented. In Stage 1, students only needed to tackle discrete-point testing questions where they made a single grammatical change in each response, e.g. tenses, parts of speech, synonym, plurality, inferences.

In Stage 2, more able students, who had mastered the skills targeted in Stage 1, were challenged with integrative testing questions that required making multiple changes to arrive at the correct answer, for example, parts of speech, plurals and inferencing. The less able students would only be briefly introduced to Stage 2 to align with their needs and abilities.

The teaching of relevant values such as perseverance and diligence was embedded in the lessons and learning tasks. For example, students identified how the character in the article persevered in her career despite various challenges faced.

Within-school peer lesson observation	A sequence of peer lesson observations was conducted in S4 classes. Teachers were given opportunities to create a summary cloze tailored to the specific needs and abilities of their students.
Inter-school lesson observation	An inter-school lesson observation was carried out in the Reading Network. Teachers from different schools gathered to observe the lessons and provided their feedback on the instructional strategies in those lessons.
Post-test design	The post-test was designed by one of the S4 English teachers. The target skills were tested.
Post-test analysis	A post-test analysis was conducted. It was found that: 1. students' awareness of changing the part of speech of target vocabulary was heightened; and 2. students' awareness of integrative testing was increased.

Term 2 (Writing skills)

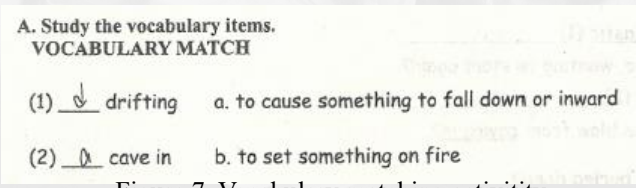
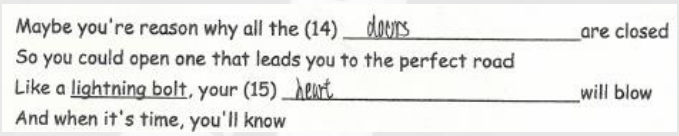
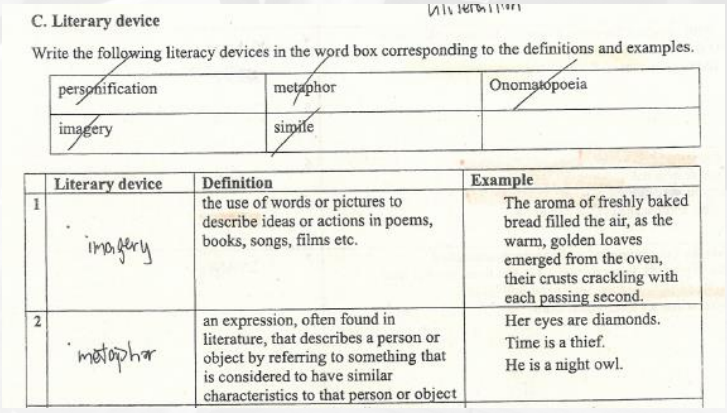
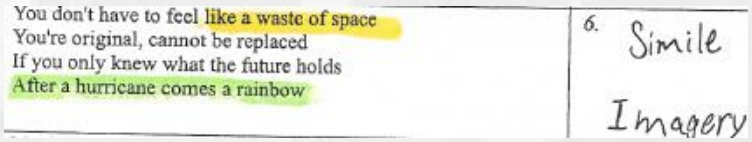
Unit	Unit 5 "Sport"
Writing topic	Writing a letter to the Principal to explain the reasons why students are unhappy about the existing Physical Education (PE) lessons and suggest new activities to be introduced in the PE lessons.
Stages of writing	1. Song appreciation → 2. Pre-writing → 3. While-writing → 4. Post-writing

Stage 1 Song appreciation

Language arts elements from the previous elective module "Learning English through Poems and Songs" were incorporated into the Compulsory Part to cater for the diverse interests of students, as illustrated by the examples below:

	Songs	Literary devices	Values	Messages
More able students	Hand in hand *(1988 Seoul Olympic Theme Song)*	1. Rhymes 2. Metaphors 3. Imagery	1. Unity 2. Commitment	Teamwork is important. When everyone works as a team, it increases team performance in sports.
	Fireworks	1. Rhymes 2. Similes 3. Metaphors	1. Perseverance 2. Diligence 3. Living to your full potentials	Despite the hardships in our lives, one should never stop trying. We should not undermine ourselves and our abilities to shine.
Less able students	The cup of life	1. Rhymes 2. Metaphors	1. Diligence 2. Perseverance	Living life to the fullest and seizing the moment. We should pursue our dreams and enjoy every moment of life.

To increase students' understanding of the use of literary devices, a range of scaffolding writing activities was conducted:

a. Vocabulary matching activity (see Figure 7)	 Figure 7. Vocabulary matching activitity
b. Information gaps (see Figure 8)	 Figure 8. Information gaps
c. Understanding literary devices (see Figure 9)	 Figure 9. Understanding literary devices
d. Identifying literary devices (see Figure 10)	 Figure 10. Identifying literary devices

Stage 2 Pre-writing - Task 1 (Exploring ideas)

As writing input, students read two texts on Physical Education and used the thinking routine, "Peel the Fruit", to navigate the texts.

Core reading text for all students	"7 PE lessons ideas for teachers"
Supplementary reading text for more able students	"How to improve Physical Education in schools"
A tool to visualise students' understanding (see Figure 11)	Peel the Fruit (*Peel the Fruit*, n.d.) – a thinking routine that tracks and guides understanding.

Steps	The fruit	Actions	Guiding questions
1	**The skin**	Describe what's there	What do you see/notice right away?
2	**Under the skin**	Generate questions	What questions do you have?

3	**Substance**	Make connections	How does it relate to your life?
4	**Substance**	Build explanations	What's going on here?
5	**Substance**	Consider different viewpoints	How could we see this from another angle/perspective?
6	**Core**	Synthesise learning ***(capture the heart & form conclusion)***	What is the central idea?

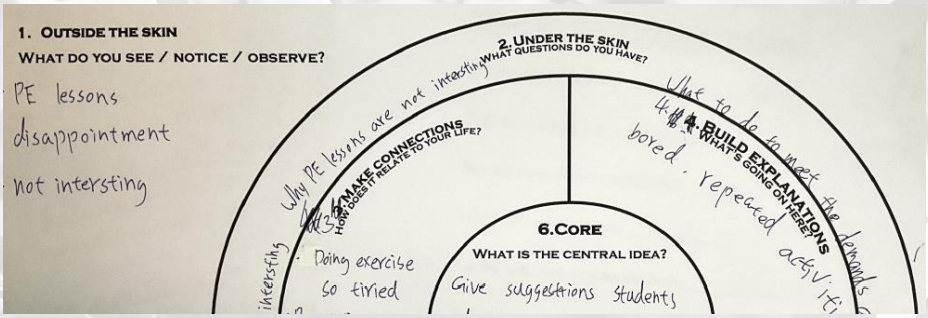
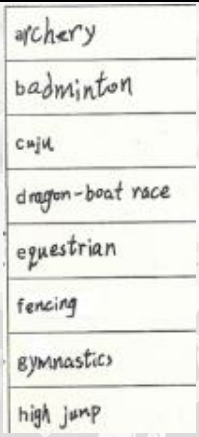
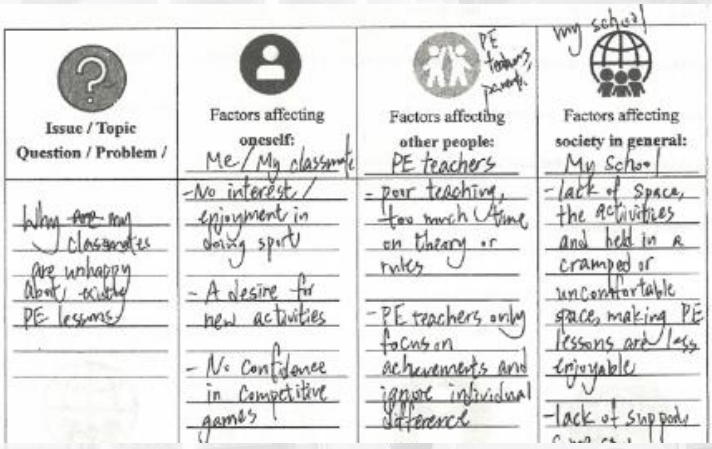


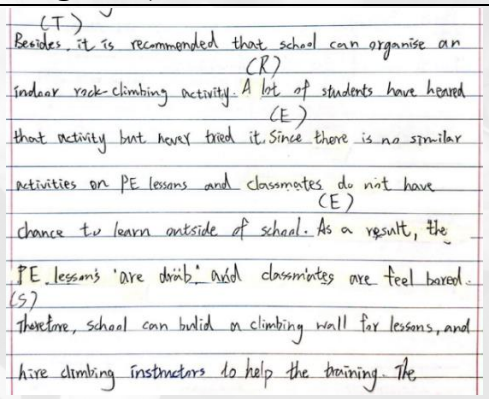
Figure 11. Different layers of understanding of the issue were covered

Stage 2 Pre-writing - Task 2 (Generating ideas)

In order to help students generate more ideas for their writing, a series of learning activities was carried out (see Figure 12 and Figure 13):

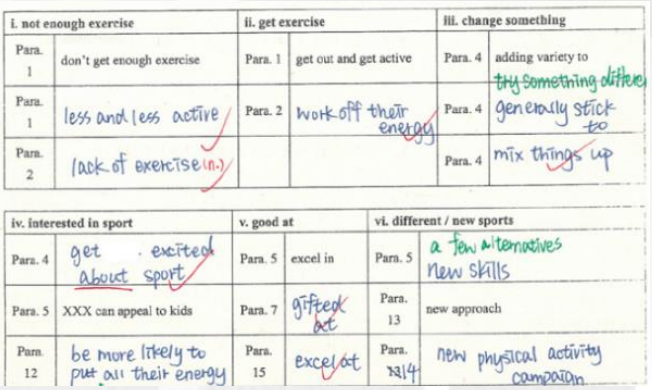
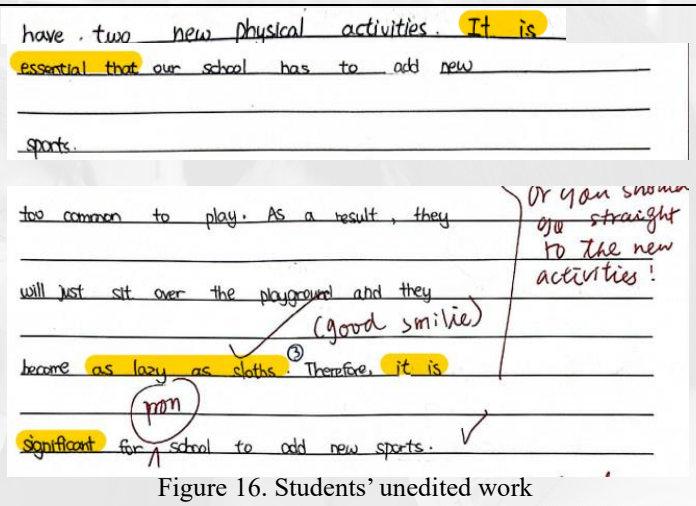
1. Thinker's Keys (The Alphabet) (Ryan, 1990)	**2. Consider all factors (*Consider All Factors*, n.d.)**
	
Figure 12. Students were encouraged to generate an array of sport activities (from A to Z), enabling them to propose a wider range of new activities for PE lessons.	Figure 13. The more able students engaged in the process of identifying the underlying causes for students' dissatisfaction with the current PE lessons, taking various factors into account.

Stage 3 While-writing (Developing and organising ideas)

The paragraph writing strategy, TREES, was employed and students were taught to develop and elaborate their ideas by including the following: **T**opic sentence, **R**easons, **E**xamples/**E**vidence, **E**xplanation/**E**ffects, and **S**ummary/**S**uggestions (see Figure 14).	 Figure 14. Students gave suggestions using TREES. Ideas were better developed and structured.

Stage 4 Post-writing (Polishing the language)

In the final stage, students were taught how to paraphrase their sentences by varying parts of speech, and using synonyms and figurative language.

Students first identified the synonyms of certain phrases from the reading text (see Figure 15).	 Figure 15. Students' unedited work
Then they applied the paraphrasing skills in their writing by using: **a) synonyms:** "It is essential that", "It is crucial that", etc. **b) figurative language:** "as lazy as sloths" (**simile**) (see Figure 16)	 Figure 16. Students' unedited work

Impact

Student level

Learner diversity was effectively accommodated and students' needs were addressed through the implementation of appropriate tasks aligned with their abilities. On top of the core learning elements in both reading and writing, students in higher proficiency classes were presented with

integrated testing questions to foster cognitive challenges in Term 1. They were also taught to identify more advanced literary devices and read a supplementary text in Term 2.

Teacher level

Teachers' assessment literacy was enhanced through the teaching preparation and activities of Term 1. They acquired the ability to identify students' needs through data analysis, thereby gaining insight into strategies for accommodating learner diversity.

Moreover, teachers' professional knowledge was enhanced through active participation in the preparation of teaching materials. They developed the skills to evaluate the appropriateness of a summary cloze provided in textbooks and independently formulate relevant questions that target specific skills to be assessed in their respective classes.

Additionally, the cultivation of a collaborative culture was fostered through the shared responsibility of tasks and the practice of peer lesson observation.

Curriculum level

The value of analysis of HKDSE assessment items was maximised, yielding valuable insights for the curriculum design in senior levels.

Furthermore, essential elements of the previous elective module "Learning English through Poems and Songs" were integrated into the Compulsory Part, enriching the curriculum with language arts elements.

School level

A sharing culture across schools was promoted. The teachers participated in the Reading Network organised by the Language Learning Support Section and conducted an inter-school lesson observation. A positive school image was built and a culture of collaboration and knowledge-sharing among schools was fostered.

Conclusion

The strategies employed in the project, including the implementation of differentiated instruction, analysis of the HKDSE summary cloze questions, enhancement of teachers' assessment literacy, use of multimodal input to accommodate students' multiple intelligences, and enrichment of the variety of learning content to cater for students' diverse interests, were found to be effective in catering for learner diversity and led to the positive impact at different levels mentioned in the previous section. In addition to these strategies, the following facilitating factors have been identified.

- Prioritising the needs of their students, S4 teachers displayed a willingness to explore and employ various pedagogical tools and methods in their teaching practices.
- S4 teachers' open-mindedness facilitated the successful implementation of a wide range of learning and teaching tasks, as well as professional development activities.

- The dedicated teachers in S4, including both the experienced former panel head, the existing panel head, and novice teachers, showed immense support for the curriculum development projects.

It is hoped that teachers will maintain a student-centered approach and differentiate their instructional practices to accommodate the diverse learning needs of their students. It is anticipated that the valuable learning experiences gained this year could be shared with the novice teachers in this school in subsequent school years.

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Busy Bee's Timetable
Saturday
Sunday
morning
afternoon
THEME-BASED CROSS-CURRICULAR PROJECT