

## EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 132/2024

From : Secretary for Education

To : Heads of Primary and Secondary  
Schools

Ref. : EDB(CD)/ADM/50/1/2(45)

Date : 18 June 2024

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### **Distribution of Learning and Teaching Materials by Curriculum Development Institute (June 2024)**

(Note: This circular memorandum should be read by heads of all primary and secondary schools)

#### **Summary**

The purpose of this circular memorandum is to inform heads of primary and secondary schools about the distribution of learning and teaching materials by Curriculum Development Institute, Education Bureau, and the related arrangements. Materials to be distributed in this issue are:

- Arts Education Learning and Teaching Materials: 港台電視 31—《廣東話去旅行—雲南篇》(Chinese version only);
- 粵劇劇本《紫釵記》學與教資源 (Chinese version only);
- Learning and Teaching Tips in Primary Humanities: Financial Education, Our School, My Family and The Earth is My Home - Our Country's Actions for Addressing Climate Change (Chinese version only);
- "Chinese Civilisation - National Education and National Security Education Learning and Teaching Resources" (Secondary) (Issue No.3) (Chinese version only);
- Updated AR Thematic Maps “我們的國土” and “我國的地貌”(Chinese version only);
- Science (S1-3) Online Self-learning Resource Package “The Application of Innovation and Technology”;
- Learning and Teaching Resource Package on Home Economics / Technology and Living: Apparel Industry (Supplementary Notes);
- "HKYouth+" youth mobile application; and
- Learning and Teaching Resource Lists.

#### **Details**

2. Learning and teaching materials to be distributed in June 2024-

a) For primary schools:

	<i>Key Learning Area/ Subject/ Cross Key Learning Areas</i>	<i>Title</i>	<i>For the attention /action of</i>	<i>Remarks</i>	<i>Annex</i>
(i)	General Studies / Primary Humanities	Learning and Teaching Tips in Primary Humanities: Financial Education, Our School, My Family and The Earth is My Home - Our Country's Actions for Addressing Climate Change (Chinese version only)	General Studies Panel Heads and Teachers	Not applicable to Special schools, ESF schools and International schools	3
(ii)	General Studies	Updated AR Thematic Maps “我們的國土” and “我國的地貌” (Chinese version only)	General Studies panel chairpersons and teachers	-	5
(iii)	All Key Learning Areas and Subjects	"HKYouth+" youth mobile application	School Heads and Teachers	-	8

b) For secondary schools:

	<i>Key Learning Area/ Subject/ Cross Key Learning Areas</i>	<i>Title</i>	<i>For the attention /action of</i>	<i>Remarks</i>	<i>Annex</i>
(i)	Arts Education	Arts Education Learning and Teaching Materials: 港台電視 31—《廣東話去旅行—雲南篇》 (Chinese version only)	School Heads, Arts Education KLA Coordinators and teachers	-	1
(ii)	Chinese Language Education	粵劇劇本《紫釵記》學與教資源 (Chinese version only)	School Heads, Chinese Language / Chinese Literature Panel Chairpersons and Teachers	Not applicable to ESF schools and International schools	2
(iii)	Moral, Civic and National Education	“Chinese Civilisation - National Education and National Security Education Learning and Teaching Resources” (Secondary) (Issue No.3) (Chinese version only)	School Heads and Teachers	Not applicable to ESF schools and International schools (Please see footnote <sup>1</sup> )	4

<sup>1</sup> Recommended for reference by the Co-ordinators/ Teachers in charge of CBLE Ambassadors.

	<b>Key Learning Area/ Subject/ Cross Key Learning Areas</b>	<b>Title</b>	<b>For the attention /action of</b>	<b>Remarks</b>	<b>Annex</b>
(iv)	Personal, Social and Humanities Education / Geography	Updated AR Thematic Maps “我們的國土” and “我國的地貌” (Chinese version only)	Geography panel chairpersons and teachers	-	5
(v)	Science Education	Science (S1-3) Online Self-learning Resource Package “The Application of Innovation and Technology”	School heads, coordinators and teachers of Science Education Key Learning Area	-	6
(vi)	Technology Education / Home Economics / Technology and Living	Learning and Teaching Resource Package on Home Economics / Technology and Living: Apparel Industry (Supplementary Notes)	School heads, Technology Education Key Learning Area Co-ordinators, and Home Economics / Technology and Living Panel Chairpersons and Teachers	Not applicable to Special schools, ESF schools and International schools	7
(vii)	All Key Learning Areas and Subjects	"HKYouth+" youth mobile application	School Heads and Teachers	-	8

3. Please refer to the respective Annexes for the detailed information. We shall forward the items at Annex 5 by post to schools within three weeks from the issue of this circular memorandum.

4. In addition, Curriculum Development Institute continues to develop diversified learning and teaching resources relating to different Key Learning Areas / subjects / curriculum areas for teachers' reference. The details are available on the “Learning and Teaching Resources of Curriculum Development Institute” webpage. (<https://www.edb.gov.hk/en/learning-teaching-resource-list.pdf>)



5. The EDB Educational Multimedia (EDB EMM) (<https://emm.edcity.hk>) online platform also provides kindergarten, primary and secondary students and teachers with various types of multimedia resources including short videos, animations, nursery rhymes, e-books, interactive games, picture books, etc. Schools are encouraged to make flexible use of them and design learning and teaching activities to promote students' self-directed learning and enrich their learning experience. In addition, short videos with Chinese and English subtitles will gradually be available on the EDB Educational Multimedia platform to further support language learning.



6. The EDB continuously uploads and updates National Education-related teachers' professional development programmes, students' activities, learning and teaching resources and examples for "National Education - Event Planning Calendar", etc. on "National Education One-stop Portal". Please visit <http://www.edb.gov.hk/en/neosp/> to obtain latest information. Key dates in June and July include "The Fourth Anniversary of the Promulgation of the Hong Kong National Security Law" on 30 June, "The 103rd Anniversary of the Founding of the Communist Party of China" and "HKSAR Establishment Day" on 1 July, and "July 7 Incident Memorial Day" on 7 July.



7. In order to plan and promote national education in a holistic and systematic manner, schools should arrange teaching of related subjects and appropriate school-based national education learning activities outside the classroom, such as arranging talks about the Hong Kong National Security Law to help students understand the importance of safeguarding national security; sharing and discussing with students the development of the Communist Party of China through thematic book exhibitions, patriotic films and Chinese History/History lessons as well as organising activities in celebration of "HKSAR Establishment Day", including conducting national flag raising ceremony and the playing and singing of the national anthem on 1 July or the preceding/following school days; discussing with students the July 7 Incident and engaging them in reviewing films about the War of Resistance against Japanese Aggression, by adopting the approaches of "organic integration", "natural connection", "diversified strategies", "mutual co-ordination", "learning within and beyond the classroom", and "whole-school participation".

8. Apart from the above webpages and online resource platforms, Curriculum Development Institute has developed other learning and teaching resource webpages and platforms. Relevant hyperlinks can be obtained from the EDB “Learning and Teaching Resources Lists” for teachers’ perusal. For details, please refer to Annex 9.

9. Schools should conduct a regular review of the content and quality of the learning and teaching resources (including printed and electronic library collections and other reading and curriculum materials for students) of individual Key Learning Areas (KLAs) and cross-curricular subjects in the school in order to ensure that the learning and teaching resources are aligned with the curriculum aims and learning objectives, contain content and information that are accurate, complete, objective and impartial, and emphasise the development of positive values, attitudes, and behaviours among students.

### **Enquiry**

10. Enquiries may be directed to the respective **contact person** as listed in the respective Annexes.

Ms Grace LAW  
for Secretary for Education

c.c. Heads of Sections – for information

**Primary Humanities Learning and Teaching Resources**  
**Learning and Teaching Tips in Primary Humanities: Financial Education,**  
**Our School, My Family and The Earth is My Home - Our Country's Actions**  
**for Addressing Climate Change**  
**(Chinese version only)**

**Purpose**

This is to inform primary school heads about the captioned learning and teaching resources.

**Details**

2. To facilitate schools in preparation for the implementation of Primary Humanities, the EDB continuously provides diversified learning and teaching resources. The newly developed resources are as follows:

a.	Learning and Teaching Tips in Primary Humanities: Financial Education To provide examples of learning activities for teachers to help students acquire financial knowledge and enhance their financial competency through diversified activities.
b.	Primary 1: <ul style="list-style-type: none"> <li>• Our School: School Members, Commitment, Self-challenge</li> <li>• My Family: Learn About Native Places and Hometowns, Unity</li> </ul> To help students learn about their school and hometown, and understand self-responsibility and the meaning of unity.
c.	Primary 4: The Earth is My Home - Our Country's Actions for Addressing Climate Change To help students understand how our country addresses the challenges of climate change and encourage them to practise green living.

3. The captioned learning and teaching resources have been uploaded to the EDB webpage (<https://www.edb.gov.hk/ph/resource>) for teachers' reference and use. Teachers can make use of the above resources to flexibly design learning activities or arrange students for self-learning, pre-lesson preparation or extended learning. The above resources are applicable to current General Studies and Primary Humanities to be implemented.



**Contact Person**

4. For enquiries, please contact Ms Angela HUI of the Kindergarten and Primary Section, Curriculum Development Institute, Education Bureau on 2892 5841.





小學人文科




# 小學人文科 學與教「小貼士」系列： 理財教育

理財與經濟




以上內容並非理財教育的全部策略及內容，教師宜按校情、學生能力及學習內容，適當地安排有關活動。如想了解更多有關小學人文科的學與教策略，請參閱小學人文科課程框架及瀏覽小學人文科網頁。  
www.edb.gov.hk/ph





小學人文科  
一年級  
課題：1.1 我們的學校  
學校的成員 問卷調查



學習目的：知道學校的成員、角色與責任，並欣賞他們的付出

同學們可以帶同問卷，於學校不同的地方訪問學校的成員，並認識他們的工作。

請利用以下問題訪問學校的成員。

- 你的名字是：\_\_\_\_\_ 性別： 男 / 女
- 你的職位是：
   
校長 / 主任 / 老師 / 校工 / 書記 / 社工 / 其他：\_\_\_\_\_
- 你在甚麼地方工作？（可選多於一項）
   
校長室 / 校務處 / 教員室 / 社工室 / 電腦室 / 課室 / 其他：\_\_\_\_\_
- 你在學校主要的工作是：（請於○內加✓，可選多於一項）
  - 保持學校清潔
  - 教導學生
  - 處理學校行政(例如：午膳、校巴)
  - 輔導學生
  - 管理學校
  - 處理校務處事務
  - 其他：\_\_\_\_\_



小學人文科  
一年級  
課題：我們的學校  
感謝卡



設計一張感謝卡，送給這位學校成員，感謝他/她的付出！

親愛的 .....：


感謝你為我們付出。



.....上

日期 .....

謝謝你！



小學人文科  
一年級  
課題：1.1 我們的學校



學習目的：認識個人的責任，建立勤勞和有責任感的態度


作為小一學生，除了努力讀書外，有些事情應該能自己做到。

請選出你承諾做到的事情，在旁邊的☺塗上顏色。

**承諾書**

我\_\_\_\_\_（學生姓名）承諾除了會努力讀書外，還能做到以下事情：

- 我能準時起床，準時上學。 ☺
- 我能按時間表收拾書包。 ☺
- 我能遵守校規。 ☺
- 我能把物品整齊擺放在桌子上。 ☺
- 我能完成功課。 ☺
- 我能自己穿/脫校服。 ☺
- 我能\_\_\_\_\_ ☺



你真棒

我明白這些承諾對我的成長非常重要，我將竭盡所能努力履行這些承諾，成為一個勤勞和有責任感的小學生。

姓名：\_\_\_\_\_ 簽署：\_\_\_\_\_

### 上課天的自我挑戰

記錄你承諾自己會做的事情，請把已完成的事情在方格內加上「✓」號。希望同學們能投入參與，我們一起努力吧！

事情	星期一	星期二	星期三	星期四	星期五
我能準時起床，準時上學。					
我能按時間表收拾書包。					
我能遵守校規。					
我能把物品整齊擺放在桌子上。					
我能完成功課。					
我能自己穿/脫校服。					
我能_____					

加油！

恭喜大家已完成挑戰！

經過\_\_\_\_\_個星期的努力，你學會了甚麼？（\*把你學會的圈起來。）

勤勞 認真 積極 責任感 有耐心

細心 專注 自律 有自信 其他：\_\_\_\_\_

\*\*學校可以進一步調整記錄表的內容或延長挑戰時間以配合現有的獎勵計劃。



小學人文科

小學人文科  
一年級  
1.3 我的家人

**團結**

培養團結的價值觀和態度

同心協力

「折箭」故事

聽完這個故事後，你學會了甚麼？

**團結就是力量**  
團結為國效力  
國家才會穩固

愛國愛家

小學人文科

小學人文科  
一年級  
課題：1.3我的家人—認識籍貫與家鄉

**訪問家中長輩**

學習目的：認識籍貫（省份）與家鄉，了解家鄉的風景名勝和主要產物

\* 訪問對象：爸爸 / 媽媽 / 祖父 / 祖母 / 外祖父 / 外祖母 / 其他：\_\_\_\_\_ \*把選項圈起來

他/她的籍貫：\_\_\_\_\_

試以圖畫或圖片介紹他/她家鄉的風景名勝 或 主要產物（例如：食物、用品、手工藝等）

小學人文科

小學人文科  
四年級

**4.2 地球是我家  
國家應對氣候變化**

下一頁