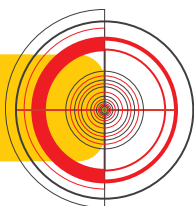


PREFACE



Objectives



This teaching toolkits is designed to assist primary school teachers and students. According to the General Studies for Primary Schools Curriculum Guides (the Guide), key stage two of the learning objectives in Strand 4 – Community and Citizenship is ‘to know the early history of Hong Kong’; while Strand 5 focuses on national identity and Chinese culture. Primary 4 to Primary 6 students are expected to achieve the following targets on the aspects of knowledge, skills, values and attitudes as well as project learning:

Knowledge	To understand the early history of Hong Kong and the influences of Chinese culture on Hong Kong people's lives
Skills	To collect and identify useful information for making comparisons between daily life today and that in the past
Values and attitudes	To show concern for the protection of culture and heritage in the local community
Project learning	To request students selecting ‘local customs and traditions’ as the topic, or exploring a topic according to their own interests and daily life experiences (e.g. choosing one of the local customs for study, such as the history of basin meal in the New Territories)

This teaching toolkits is just right to achieve the targets of the Guide. This teaching toolkits covers three aspects, including learning and teaching activities during class, highlights on the explanation of fieldworks, student worksheets and project learning. Teachers can apply this teaching toolkits flexibly with adjustment according to their school resources and the ability of students, in order to increase the effectiveness of students' learning.

Principle



Teaching objectives

In this rapid changing world with fast paced development of science and technology, intense competition in economy and globalization, the teaching objectives should no longer be limited to the transmission of knowledge, but also to focus on the training of different 'generic skills', which enable students to have a comprehensive development, as well as help students learning to learn. These generic skills are to be their important life skills, well-equipping them to face the challenges of the 21st century. Schools in Hong Kong should keep pace with times and provide students quality education.

History and culture

The history and culture of Hong Kong is founded on the long history and culture of China. Young generations, whom were born and live in Hong Kong, should appreciate Chinese culture and its contribution to the world's civilization, likewise the history of Hong Kong and protect local culture. Through developing students' knowledge towards local and national culture, it is hoped that students can develop and increase their sense of belongings to Hong Kong, so as to take responsibilities in inheriting and promoting the splendid Chinese traditional culture.

To view the early history of Hong Kong through Ping Shan

The Tang clan of Ping Shan is one of the earliest local settlers in Hong Kong migrated from the north. The founding ancestor Tang Foo-hip emigrated to Kam Tin during the Northern Song Dynasty (960 - 1127), with his descendants settled in places including today's Kam Tin, Ping Shan and Long Yeuk Tau. Tang Yuen-jing, the great grandson of Tang Foo-hip settled in Ping Shan, whose descendants branched out and established three Wais [walled villages] and six Tsuens [villages]. Today, many historic buildings still exist in Ping Shan, being witnesses to the brilliant history of the Tang clan in the place.

The Ping Shan Heritage Trail, the first heritage trail in Hong Kong set up in 1993, links up various historic buildings for the public to visit. Through visiting Ping Shan, students are able to know more about local history and Chinese traditional culture. This teaching toolkits is based on the exploration of Ping Shan, which enables students to understand Ping Shan on the aspects of history, art of architecture, traditional culture, life and environment, consequently learning the impact of Chinese culture on the living of Hong Kong people through the understanding on the early history of Hong Kong.

Fieldworks

Learning is no longer limited to textbook knowledge, or to teachers' teaching inside the classroom. The most effective way for students to learn the early history of Hong Kong is to bring them out for fieldworks at where the heritage and monuments are located, which allow them to learn and explore in the 'open classrooms' (sites of the heritage and monuments). Fieldworks train students' self-discipline, help them develop various generic skills as well as team spirit. Students broaden their visions through the experiences on site, they are also able to appreciate traditional culture and raise their consciousness towards the protection of historic assets.

Project learning

Project learning is one of the key items in learning to learn. Students are expected to develop independent learning abilities during process. Project learning creates a broad learning space for students with different abilities and interests to learn effectively, in which knowledge is instilled and constructed through interesting learning experiences.

Cross-curricular learning

To encourage students learning to learn, learning activities can be carried out beyond the classroom and even exceed the limitation of subject syllabus. Through cross-curricular learning, Primary 4 to Primary 6 students are encouraged to understand the relationship between different aspects of knowledge and take a whole view of it; they can as well broaden their visions by improving their ability to observe, experience the interest in learning, and heighten their cultural quality.

Teachers are encouraged to apply this teaching toolkits in daily life, putting learning and teaching in cross-curricular discipline beyond textbooks to increase learning effectiveness.



Characteristics of the teaching toolkits

Based on the above principles and the Guide, this teaching toolkits have the following characteristics:

Learning to learn	In this 21st century, a decade with explosions of information, the method of memorizing by rote is already out of time. In order to equip students to face the challenges of the 21st century, the activity teaching approach is adopted in this teaching toolkits, aiming at teaching students the methods and skills in self-learning through different activities including fieldworks, group discussions and project learning, so as to strengthen their ability of self-learning.
Contextual education (fieldworks)	
Project learning	
Cross-curricular domain	This teaching toolkits is a cross-curricular teaching toolkits (including General Studies, Chinese Language, English Language, Visual Arts, Putonghua, and Computer). The activities in the teaching toolkits are designed under the main theme of investigating of Ping Shan and the architectural features in early Hong Kong.
Innovative thinking	Apart from enabling students to understand the heritage and monuments as well as the history and rural village life of early Hong Kong, this teaching toolkits also achieves learning in a combination of knowledge from various subjects under the same topic.
Moral education	

Each subject teacher can cooperate and lead students to fieldworks in Ping Shan when applying this teaching toolkits. During class, each subject teacher can consider cooperation as follows:

1. General Studies teachers can teach students on the early history of Hong Kong and guide students to complete the cross-curricular project learning report;
2. Chinese Language teachers mainly train students to write based on observation. As the curriculum introduces different styles of writing, such as narrative and descriptive writing, everything starts off from observation. Students therefore need to acquire techniques in observation. As Chinese Language includes Chinese culture, students can experience rural traditional Chinese village life through this activity and strengthen their understanding in Chinese culture in order to enhance students' personal ethic quality;

	<ol style="list-style-type: none">3. English Language and Putonghua teachers can apply contextual learning. For example, students are invited to become cultural ambassadors of Ping Shan, introducing features of the heritage and monuments in Ping Shan as well as the Chinese traditional culture to tourists from abroad or mainland in English or Putonghua respectively;4. Visual Arts teachers can make use of the materials obtained from fieldworks and guide students to unleash their creativities through various forms of art creation, such as model-making and sketching;5. Computer teachers can guide students to use computers for formatting or use PowerPoint to complete the project learning report.
National education	Since the history and culture of Hong Kong builds on that of China, their patriotism and sense of belongings to Hong Kong can be developed through the learning of local culture.

Contents and application of the teaching toolkits



Contents

This teaching toolkits comprises three sections: Classroom Learning Section, Fieldwork Section and Project Learning Section. Contents of the teaching toolkits are based on the early history of Hong Kong. By taking Ping Shan as an example, students are able to understand the history and early lives of Hong Kong through four aspects including history, art of architecture, traditional culture, as well as life and environment of Ping Shan.

Through the fieldworks at Ping Shan, students' understanding on local history can be enhanced, including traditional architectural features in early Hong Kong, the relationship between the life, customs and clans of the inhabitants. Meanwhile, their understanding towards the traditional Chinese culture can also be enhanced, for instance, filial piety, *shen zhong zhui yuan* 慎終追遠 [pay careful attention in performing funeral rites to parents, and let them be followed when long gone with the ceremonies of sacrifice]. Through the learning activities designed in this teaching toolkits, such as fieldworks, worksheets and project learning, students will have a more concrete understanding on the early history of Hong Kong, knowing the importance to treasure and appreciate heritage and monuments, and to develop a concern on the protection of culture and heritage in the local community.

Application

This teaching toolkits is designed for supporting teachers. Teachers can apply this teaching toolkits flexibly by integrating the three sections.

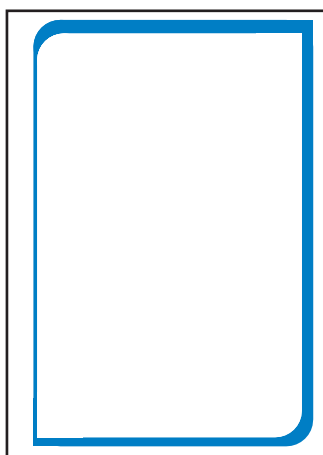
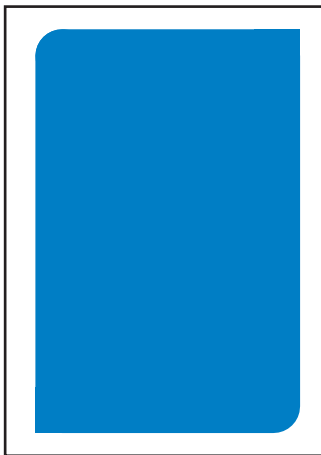
Teachers can first apply Classroom Learning Section in class and carry out learning activities to let students know more about the historical background of Ping Shan and the early Hong Kong. Fieldwork to Ping Shan may then follow. Teachers are advised to have pre-trips before carrying out the fieldwork with students. In the course of fieldwork, teachers can apply the teaching guide in the Fieldwork Section, which includes advice for teachers on bringing students to Ping Shan for outdoor fieldworks; teachers can as well apply the highlights of explanation of the Fieldwork Section in an interactive way to guide students observing, exploring and thinking. The worksheets in the Fieldwork Section are designed in a way not only to emphasize on the development of the students' abilities on observation, exploration, synthesizing, thinking and creativity, but also on moral education. Teachers can then choose different learning activities from the teaching toolkits for students according to their abilities. Last but not least, Project Learning Section offers teachers the guide for integrating the fieldworks in Ping Shan with project learning.

Teachers can apply the teaching toolkits with adjustment according to their school resources. For instance, if it is not feasible to organize fieldwork to Ping Shan, some of the activities can be carried out during class: students can understand the historical background of Ping Shan and facilitate the use of illustrations (or PowerPoint) in learning, while the fieldwork becomes an extended activity which will be carried out by students themselves. Teachers can made reference to the teaching materials in the Classroom Learning Section, and guide students to utilize Project Learning Section for project learning.

We strongly believe that if teachers can make good use of this teaching toolkits, students can have a deeper understanding on the heritage and monuments in Ping Shan, as well as having their knowledge, ability, and moral enhanced under diversified learning activities. In enabling students learning to learn, they can definitely face the challenges in this 21st century.

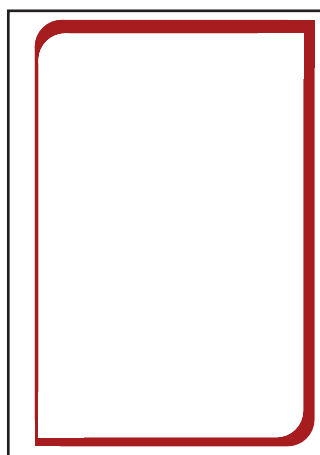
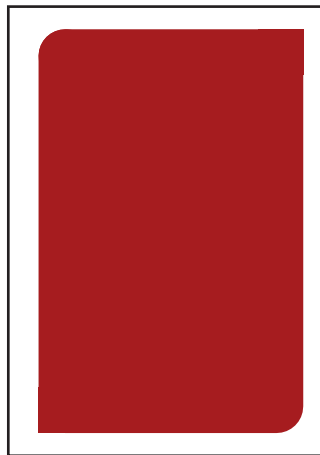
As the Classroom Learning Section, Fieldwork Section and Project Learning Section contain information that either teachers or students, or both would need, background colour is applied to information for identification purpose:

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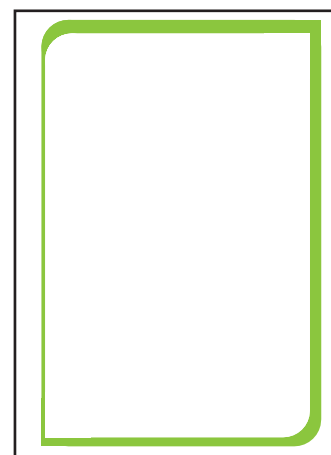
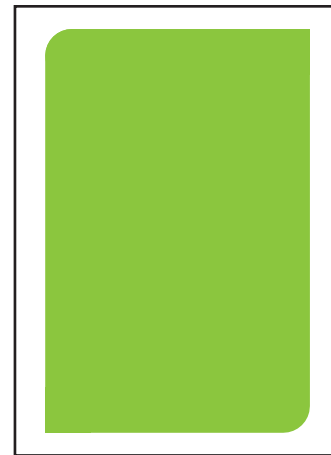
Information
for teachers

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Information
for students

**Green
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Information for both
teachers and students