



# 時事討論

## 提升學生批判思考力

### 獲嘉許狀教師

戚美玲老師（教學年資：24年）

鄧佩嫻老師（教學年資：14年）

陳美儀老師（教學年資：22年）

### 所屬學校

保良局八三年總理中學

### 教學對象

中一至中三（綜合人文科）

### 教學理念

「透過社會時事討論，提升學生批判性思考能力，並以多角度探討社會議題，培養他們的共通能力，希望他們成為有識見的公民。」



# 教師專訪

**保良局八三年總理中學的初中學生上綜合人文科，在課堂的後半部分，總期待老師安排分組討論或遊戲，主動投入，師生互動的氣氛熱烈。該校綜合人文科教師多年來設計靈活的課程，結合時事元素，增加學習趣味，利用開放式提問和資料夾，引導學生多角度思考、討論，培養他們的共通能力、識見和正面價值觀。**

初中社會科目中的經公、歷史和地理三科，分別向學生傳授基礎知識。戚美玲老師指出，該三科的知識其實互有關連，但分科而立，學生學習任何一科，要同時聯想並應用另外兩科的知識，進而融會貫通，並不容易，往往為學而學。

## 「窗戶」概念歸納傳統課程

傳統課程有不足之處，加上1990年代初期，外國及本地學界鼓吹課程統整，該校因此在1994年由前任校長帶動，合併三科為社會教育科。該科老師得到前任及現任校長支持，努力創新，以「窗戶」概念引入「認知策略教學」（Cognitive Strategies Instruction）組織學生的學習活動。然後根據「梭羅階梯」（SOLO Taxonomy）設計客觀評核準則，使課程設計和教學策略漸趨成熟。2005年，該科易名為

綜合人文科，強化思維訓練，銜接新高中課程。

綜合人文科以「學生為本」，課程設計以個人為核心起點，由近而遠，以「認識自己」、「裝備自己」及「迎向未來」歸納傳統課程，中一級着重生命教育，中二級強調解難和抉擇的技巧，中三級則裝備學生擔當未來的角色。戚美玲老師強調，課程結合時事議題以提升學生的學習興趣，且不斷注入新元素，例如今年與小童群益會合辦「從服務學習到通識教育計畫」，讓學生反思城市規畫、尋求理想社區。

## 開放式提問

硬件齊備，還需軟件配合。該科的教學策略是教學、課業和評核互相緊扣的。鄧佩嫻老師解釋，課堂上，教師採用開放式提問，使學生多角度思考具爭議的議題，訓練批判思維；課業特色在建立資料夾，讓學生搜集資料、繪畫概念圖、匯報及撰寫反思等，並注重邏輯分析資料，有系統地展示知識和理論，討論時有根有據；評核方面，以開卷試考核學生的學習成效，教師評核課業和試卷，或學生自評、互評，都有客觀清晰的準則可依，促進學生學習。

該科教師不斷改善教學內容和形式，希望學生掌握技巧，建構知識，並轉知（識）為智（慧），終身受用。

戚美玲老師說：「老師同樣重

視學生的價值觀和態度，通過課程幫助學生培養識見、學會判別是非、學懂尊重別人意見，最終全人發展，做有承擔的公民。」

## 共同備課

事實上，課程統整至今，已漸見成效。「相對過去10至20年，現在的學生主動學習。」陳美儀老師欣見學生進步，她提到，老師從堂上、課業和考試，都可見學生的批判思考能力、分析能力、說話技巧、協作能力和時事觸覺明顯加強。



校本課程發展帶來不少挑戰，教師由早期非正式交流，到後期共同備課、內部研討會、同儕觀課，早已建立協作文化，集各人專長改進課程。從校內延伸校外，老師曾參加教育統籌局召集的「改善全港教育質素計畫」，又積極參與課程發展工作，跟其他教師交流經驗，提升專業水平，與時並進。



# 教學分享

## 教學理念

評估教學成效，可以觀察學生能否有效地學習。有效教學必須能引發學生學習的興趣，使之成為主動的學習者，從而掌握技能，建構知識，終身受用。

## 課程發展歷程

九十年代初期，外國及本地學界均鼓吹課程統整，本校在1994年由前任校長帶動合併初中社會科目為社會教育科。憑藉不同背景的教師所提供的專業知識，運

## 課程結構

本科以個人為核心起點，由近至遠，通過「認識自己」、「裝備自己」及「迎向未來」三個範疇，將傳統課程有層次地歸納。為了提升學生學習的興趣，課程內容加入生活化的元素，並結合時事議題。在有系統的課程架構中，資料夾作業將課程內容與時事結合。本科透過結合課程設計、教學策略和評估的綜合模式，讓學生在課堂內外均獲得發展共通能力的機會。

## 課業設計特色

教師在設計課業時，運用認知策略教學，把學生學習有系統地連繫起來，培養學生按部就班地完成學習歷程。此外，通過議題探究，探討及解決問題，學生並嘗試學習分析不同的觀點以建立自己的觀點。學生也透過繪畫概念圖，使知識能夠循序漸進地建立起來。至於學生撰寫評論，可以學習以論點及論據成為言之成理的立論的根基，由此有助提升學生的批判思維能力。在清晰的評估準則下，評估可以有效地評價學生的作業，並為學生提供優質回饋。最後，學生可透過撰寫學習反思，從而可主導及調控學習進行的情況。

## 課程配套措施

### 1. 使用開放式問題培養學生批判思維

為使學生從多角度去思考具爭議性的議題，綜合人文科作業採用開放式問題訓練學生的批判式思維。批判思維訓練應有助學生建立正面的價值觀，在人生遇上重要事件時，作出最佳的抉擇。在課堂上公開討論，使學生有機會交流分享、互相反詰，以及指正謬誤與偏見。

### 2. 開卷試

為回應本科的教學模式，並評鑑學生在資料夾中顯示的學習成效，考試卷的設計一分為二。其中第一部分為開卷試，避免學生背誦大量資料，學生可翻閱資料夾，以找尋適當資料及證據。試題容許學生表達個人意見，無論學生是否贊成某一論點，只要他能言之成理，便可獲得分數。

## 展望

本科將會配合學校未來發展，結合全方位學習模式，以提供真切的學習環境，促進課室學習，發展全人教育。

教師安排分組討論，引導學生多角度思考問題。



用校內資源互相學習，分享教學心得。1999年，本科教師以「窗戶」概念，重整課程及教學目標，引入認知策略教學以組織學生的學習活動。至2000年以梭羅階梯（SOLO Taxonomy）作藍本設計一套客觀評核準則，成為促進學習的工具。2005年易名為綜合人文科，強化思維訓練，以便有效地銜接新高中課程。





## 評審撮要

### 嘗試透過社會時事討論，提升學生的批判思考能力，並以多角度探討各項社會議題

小組自 1994 年開始進行課程統整，合併初中社會科目為社會教育科，不斷累積經驗。經多年摸索發展，至 2005 年易名為綜合人文科，強化思維訓練，為學生提供一個寬廣而均衡的課程，使學生建構出鞏固的知識基礎。課程內有效地加入生活化元素，並結合時事議題，與時並進。小組成員重視建立協作文化，透過共同備課、內部研討會、同儕觀課等安排，有效提升教學質素。

以評審委員所觀課的兩教節為例，教師在一甲班嘗試以天星鐘樓拆卸事件作例子，讓學生進行角色扮演，從而認識社會上不同人士所持的觀點，鼓勵學生批判地思考，檢視自己所持的立場。從觀課所見，學生上課專注活潑，發言踴躍而有自信。至於另一課節的一丁班，教師同樣以天星鐘樓拆卸事件為例子，進而探討「可持續發展」的三個主要元素——社會、經濟、環境——怎樣影響土地利用。教師首先重溫上一課的學習內容，然後提供工作紙，讓學生分組討論，將社會上不同人士的意見歸類，判別這些意見屬於支持「可持續發展」中的哪一項元素，最後每組派一名代表匯報。期間，教師不時引導學生討論，並提供空間讓學生參與。教師十分注重課堂的說話技巧訓練，着重培訓學生的自信和表達能力。整體上，兩節課的教師教學表現純熟，透過熱門的社會時事議題，提升學生的批判思考能力，並引導學生以多角度探討有關社會議題。

候選組別教師在統整課程方面具豐富經驗，做事投入、認真，在改善學校教學質素及推動教學文化方面，有一定貢獻。他們亦積極參與課程發展工作，與同工交流分享。



學生透過「從服務學習到通識教育計畫」服務社會，探索通識。



（左起）戚美玲、鄧佩嫻和陳美儀老師多年來累積經驗，使綜合人文科的課程設計和教學策略愈趨成熟。

### 索取上述教學實踐資料的途徑

聯絡：保良局八三年總理中學

地址：青衣長康邨

### 教師與其他同工分享的方式

分享交流

### 聯絡方法

聯絡：戚美玲老師

電郵：cml@plk83.edu.hk

聯絡：陳美儀老師

電郵：cmy@plk83.edu.hk

聯絡：鄧佩嫻老師

電郵：tpn@plk83.edu.hk





# Stimulate Students to have expectation on themselves

## Recipient of the Certificate of Merit

Mrs. HO LEE Doen-yee  
(Years of Teaching: 28 years)

## School

United Christian College  
(Kowloon East)

## Teaching Targets

Secondary 1 to Secondary 3  
(Moral and Civic Education,  
Life and Study Skills Education)

## Beliefs of Teaching

"Our vision is to provide quality whole-person education to every student and to develop their ability to think with forethought. I believe that the vision of our school can be achieved through keeping a clear focus, persistence and acts of love and care."



# Interview<sup>with the Teacher</sup>

'To provide our students with sound moral and civic education and to develop their ability to think require much forethought.' Mrs. HO LEE Doen-yeet of United Christian College (Kowloon East), with 28 years teaching experience and the co-operation of other teachers, designed the programs for Moral and Civic Education, and Life and Study Skills, which actualized her belief to cultivate students' ability to think.

When designing the course content, Mrs. HO would first learn about the backgrounds and characteristics of the students. "Since most of our students come from middle class families, they are quite self-centred. They do not know how to care about others' feelings; nor take care of themselves because they are usually the ones being protected and taken care of. Also, their knowledge of China is weak." A thorough understanding of the students facilitated Mrs. HO's course planning. Her courses are designed

to train students' critical thinking skills, and to become more cooperative with others through project learning. As a Christian teacher in a Christian School, her goal, as well as the school's vision, is to teach students to incorporate their religious belief into daily life matters, and to think critically what quality a Christian should possess.

Mrs. HO would involve three elements in the course content, the first step is to arouse students' learning interests in the subject, second is the content message, and last of all is to let students know what they have learnt. Mrs. HO believes training students to think critically is crucial. Students seldom initiate thinking as they tend to be instructed instead of taking the initiative to think. Mrs. HO referred to the lesson, "As you may see during the lesson, they might be able to answer some of my questions; but the answer would be quite peripheral. Critical thinking helps them to dwell deeper for discovering a question."

## Sources of Energy

Apart from learning to think critically, Mrs. HO would stimulate students' drive to achieve the best result they can. Once there was a project learning task in which she led two groups of students. It involved lots of discussion and lasted for several months: setting up a topic, doing research, building questionnaires, organising different facts, preparing presentations, etc. Students faced many difficulties and frustrations, and wondered why their

teacher would have such high expectations on them. However, Mrs. HO persisted her demands on the students. Finally, their project achieved the best result for its content, structure and presentation. When sharing their experience after this project, they all thought that they have gained a lot. They did not take things easily and were serious in their project because Mrs. HO had a clear and solid expectation on them. Every minute was not wasted because knowledge and experience were gained. "Students' own expectations on themselves are essential drives for their learning." Mrs. HO emphasised, "Teachers should also have the persistence to have expectation on their students to stimulate their own expectations. The time may be a little bit hard, but the teacher's encouragement would definitely be a source of energy."

Course design and management are not easy tasks. Mrs. HO's persistence is driven by her religious belief. She sees her education career as a call from God, through which God provides her with abundant power to continue. Also, students' improvement is a vital source of energy for her work. She also takes time to communicate with parents through Parents Day, different functions and home visits. The encouragement and feedback from parents also drive her to move forward. Apart from all these, the trust and respect from the school and colleagues also support her a lot, giving her the force to design and prepare different teaching materials.



Mrs. HO giving lesson to the whole class.





# Teacher's Sharing

## Vision

I fully embrace the vision of my school that man and woman are created in the image of God. We hold to the belief that there is something intrinsically good in every student. Our vision is to provide quality whole-person education to every student based on biblical principles. This vision shapes the design of the teaching curricular and learning materials that I prepare for my students.

To me, effective teaching extends beyond preparing good learning materials or delivering lively lessons. To provide our students with sound moral and civic education and to develop their ability to think require much forethought. However, I believe that the vision of our school can be achieved through keeping a clear focus, persistence and acts of love and care.

## Curriculum design catering for the learners' needs

In planning the curricular and learning materials, I take a close look on our students. They are mostly from middle class families. They have good language abilities, yet, they tend to think in a rather superficial manner. Some of their parents may be over protective of them and some tend to be self-centred and inconsiderate of others' feelings. Quite a number of them lack a sense of responsibility. Their identification with the motherland appears to be rather weak.

In consideration of the above, I have introduced the first three levels of CoRT thinking skills which are promoted by Edward de Bono into

our Life and Study Skills curriculum. The worksheets for the students are usually designed with a warm-up activity that would stimulate their thinking. This is followed by imparting the knowledge required. Then I would include a piece of news or a factual situation for discussion. Towards the end, the worksheets would usually require students to make a summary of the lesson or to write down their self-reflection on what they have learnt. As application is crucial, students are provided with the opportunity to apply the thinking skills that they have learnt in class.

To foster the students' interpersonal skills, as well as to cultivate their sense of responsibility and improve their learning skills, I have added a project learning element to our L&S curriculum. I have planned a 3-year programme to help students develop the project learning skills. From my experience, we have found out that the most difficult aspect is to set research questions for each project. Thus, I have introduced the problem-based scheme of learning to help our students this year. I have also added a housework training program to the Life and Study Skills curriculum to equip the students with some basic life skills towards developing their independence.

In addition to working together with the Department of Health to run the Adolescent Health Program for our students, I have also worked with the 'HKU Suicide Research and Prevention Centre' and 'The Hong Kong Federation of Youth Groups' to run courses that are aimed at strengthening the students' resilience in the face of adversity,

and through participation in volunteer work so as to increase their empathy for the needy.

The teaching materials and worksheets that I have designed are mainly geared to small group discussions and emphasis is placed on the inquiry approach. The materials are mainly taken from the mass media. The questions are usually open-ended and aim at encouraging the students to think more and to express their opinions. Through class discussion, the students will develop their critical thinking skills and learn to judge for themselves between what is right or wrong.

## Coordination of the two subjects

We have been working with an outside organisation in our Moral and Civic Education programmes. I coordinate these programmes and design the worksheets. I also head up the organisation of our school's activities that are related to the students' moral and civic education.

Our colleagues have worked as a collaborative team with high spirits. I have arranged a weekly preparation session for my colleagues to share with them the objectives of the lessons that I have planned as well as the skills to conduct the lessons. Since CoRT thinking skills and project learning skills are quite new to many of my colleagues, I have also conducted various workshops for my colleagues to share with them my knowledge and experience. I have also openly invited colleagues to observe my class lessons so that we may exchange our ideas about teaching.



## Summary of Assessment

An experienced and enthusiastic teacher who makes much contribution to the curriculum development of her school.

Mrs. HO is a very committed and experienced teacher who is highly respected by both her colleagues and students. She is able to cater for the different learning needs of her students having regard for their different backgrounds. She also encourages her students to take part in voluntary work, which has made positive impact on them both academically and personally.

Mrs. HO is always ready to help and give guidance to her colleagues. She shares her teaching experience, materials and insights with her fellow teachers through collaborative lesson preparation and joint-class teaching. Being a role model for other teachers, especially new ones, she enhances their confidence in teaching. Mrs. HO also makes much contribution to the education sector by paying frequent visits to other schools to share her experiences in the teaching of Integrated Humanities.

During the observed lesson, Mrs. HO taught the topic of "Design of assessment form for self-assessment and peer assessment". She demonstrated good lesson preparation and communication skills and was approachable in class. She was good at organising and guiding the students to participate in classroom activities. First of all, she explained the concept of the assessment form. Then the students took part in group discussion and reporting, which was followed by Mrs. HO's consolidation of the group results. Although the students' discussion results were average, Mrs. HO demonstrated good ability in consolidation.

Being an enthusiastic, devoted and experienced teacher, Mrs. HO has earned much respect from her students. Over the years, she has made tremendous efforts to develop a new curriculum for the school and help students in their learning. She is also willing to share her experiences with fellow teachers in her school as well as other schools. Her efforts have paid off. Mrs. HO has made much contribution in school curriculum development, and is always ready to accept challenges and try out new teaching strategies.



*Project learning arouses students' study interest.*

### Way of Access to Information of the above Teaching Practice

Please contact Mrs. HO LEE Doen-yee for further information

### Preferred Way of Dissemination

Seminar or school visit

### Contact

Mrs. HO LEE Doen-yee

Tel. No.: 2343 6677 United Christian College (Kowloon East)

E-mail: janehldy@yahoo.com.hk



*Sometimes, project learning takes several months that teachers have to devote the time to discuss with students and give them guidance.*





# 健康學校

## 學生家長教師同實踐

### 獲嘉許狀教師

伍美莊老師（教學年資：20年）

陳翠容老師（教學年資：23年）

馮偉明老師（教學年資：21年）

### 所屬學校

大埔崇德黃建常紀念學校

### 教學對象

小一至小六（常識科）

### 教學理念

「不斷轉變，探求最合適的教學模式。以往採用的直接灌輸式教學方法，雖然學生可以吸收知識，卻未能達到實踐之效；既實踐又探究，才能引起學生學習動機及得見成效。」



# 教師專訪

**大埔崇德黃建常紀念學校（下稱黃建常學校）是個彩色校園，而它的色彩，是需要細心感受的。一個個健康活潑的小朋友在校園內學習、遊玩，臉上掛着天真的笑容，手上拿着富有營養的零食。健康燦爛的笑容背後，是學校三位常識科教師的教學成果，也是學生對知識探求的自發精神。**

各種都市病在社會肆虐，市民的健康紛紛響起警號！要灌輸健康生活訊息，必須從小做起，黃建常學校的三位老師伍美莊、陳翠容及馮偉明決定，由2000年起，為常識科大革新，其中更特別提倡健康校園，透過生動誘導的方式，向學生灌輸健康知識。馮偉明老師指出：「要學生明白道理並不難，重要的是如何讓他們實踐。過往學校一般採用直接灌輸式教學方法，學生雖然可以吸收知識，卻未能達到實踐之效。」伍美莊老師舉例：「大部分人都知道薯片、汽水危害健康的零食，但有誰能真正做到戒絕這些食物？實踐和探究，才是常識科主要的學習方法與目的。」

## 學生替總統解決健康問題

三位教師，按照不同年級學生的需要，釐定及設計了一系列探究式課題，並將課題編入正規常識科課程內。「以一年級為例，

常識科學習主題圍繞着健康零食。我們在學期初教授學生健康零食的知識，舉辦活動引發他們的學習動機；並在學期末課堂上進行『與克林頓叔叔對話』小遊戲，學生化身成健康小專家，以過去學習所得的常識為前美國總統解決健康問題。整年的教學中，教師均擔當輔助角色，主要以學生發問、探究為主。」集探究與遊戲於一身的學習方法，既可強化知識，又能引發他們探求知識的動力。

## 邀請家長小息賣水果

所謂知易行難，要讓學生真正實踐健康校園生活，則須在行為態度上做工夫。「學校與家庭是學生最常流連的地方。首先從學校着手，黃建常學校的小食部不出售汽水、薯片等危害健康的零食，在校內如出現這類零食的學生便會視為『重大發現』。當這些觀念灌輸到腦海裏，久而久之便成為一個文化。當然，要養成長久的健康零食習慣，家長協助絕對少不了。學期初我們邀請家長，帶同各式各樣的水果在早會及小息時售賣給學生，家長的參與令學生更投入活動，同時讓家長體驗健康零食的重要性，讓孩子在潛移默化中成長。」

子女健康成長固然重要，但也要照顧家長對子女的學業成績的關注。伍美莊老師坦言，要使到家長明白常識科着重實踐多於分



在推廣健康校園的活動上，朱副校長與「士多啤梨大使」進行猜皇帝遊戲，學生既緊張、又興奮。

數的真諦，的確需要好一段時間。

「家長始終擔心子女的分數，我們透過與大學、區內機構、醫院合作做一些研究、資料搜集，且備有一隊由醫生、大學導師組成的教學顧問，讓家長明白健康校園的重要性，以及提升家長對學校的信心。另外，當學生在身心健康上漸見成效，便是學校給家長的最好證明。幸而常識科改革推行多年，家長亦給予很大支持與配合，讓計畫得以順利推行。」

## 讓教師適應新教學模式

相比得到家長的認同，三位教師認為，最大的困難來源自教師本身。陳翠容老師解釋：「過往教師角色只在於教授專業知識，但隨著通識教育的來臨，在教學模式上亦需作出相應改變。為了讓其他任教的教師適應新的教學模式，我們先讓他們觀課，並經常着意於討論及分享教學，令他們逐步適應。同時，大家亦可參與設計教材和課堂主題，讓教學起來更加得心應手。」

黃建常學校的三位獲獎老師期望，學生可以透過常識科得到的知識，由自身出發，實踐到社會上，並努力在各方面發揮常識科的探究精神。





# 教學分享

## 我們的信念

健康教育是終身學習的過程，我們以發展「健康學校」為長期目標，也是健康教育的延伸。「健康」是從每天的生活及環境中創造出來，而推廣健康亦應以日常生活的場所為基地。學校是學生學習及日常生活的重要環境，我們希望讓學生的學習得到鞏固，並從生活中確立及實踐健康的習慣與行為。



水果就是寶

小學常識科的「健康與生活」範疇是新課程的一部分，着重發展學生個人健康生活習慣，培養學生對健康生活的價值觀持有積極態度，配合不同持續發展計畫，從而可以衍生個人、社會及人文教育學習領域上的教學實踐。這個教學實踐內容設計，包括從學生的成長與發展開始，培養出良好的個人健康管理方法，發展至了解社區和世界性的健康推廣和發展趨勢，當中不斷強調溝通和尋求支援的技巧，是由內而外、由近而遠的。

## 發展經歷

- 確立發展「健康學校」長遠的目標及完整的校本學校管理系統；
- 引進世界衛生組織的「健康學校」概念，訂立發展「健康學

校」的長遠目標；重整行政架構，成立健康促進組，負責策劃及推廣；設計全校性、綜合性的健康教育課程；運用有效策略，善用時機及開拓資源；

- 建立龐大社會網絡：成立健康教育顧問團，參與大埔倡健學校計畫、香港健康學校獎勵計畫及不同大學的研究計畫；
- 建立專業的團隊：成員能以身作則、富使命感、勇於創新及接受新挑戰，大家都深信「健康教師」必可培育「健康學生」；此外，除持續終身學習外，更將層面提升，拓展國際視野；
- 善用評鑑：不斷反思，自我完善；
- 創建健康環境及設施：發動全校師生、家長親手建設及美化健康校園環境，培養「歸屬感」。

## 歷程

- 2000年起，在常識及其他學科滲入健康教育元素，設計不同主題的跨學科活動；
- 2000年5月，舉辦大型健康活動—「家庭健康日」，逾2500人次參與，是次活動對日後推廣健康教育工作帶來極大幫助；
- 根據2001/2002年香港中文大學為我們完成之「學校整體校本需求評估」，我們設計了以下兩項全校性及主題活動：「親

親洗手間」及「零食起革命」活動；

- 2002年底，參與教育統籌局之種籽計畫—「課餘護眼及柔軟體操運動研究計畫」，建立全校師生每天做早操文化；
- 2003年，香港爆發非典型肺炎，我們把握推展「預防傳染病教育」的重要時機，推出跨學科「洗手抗炎運動」，讓學生認識傳染病管理及控制與公共衛生之重要關係，更藉此向學生灌輸生命教育及培養關懷社會的態度；
- 2003年，我們推展「生命在我手」之行動研究計畫，營造我校的「欣賞文化」；
- 2004年，我們與不同的大學合作，推動多項研究計畫，包括「能量代謝研究計畫」、「過敏症健康研究計畫」等；
- 2004年底，本港登革熱爆發，我們除在常識課程中作適當調適，加強及鞏固學生預防傳染病知識外，更與教育統籌局合作設計「預防登革熱」活動周；
- 2005年，我們設計跨學科活動：「百寶袋日」及「高鈣運動」，着重由學生向「身邊人」推廣有關健康訊息，提升學生實踐健康生活的使命感；
- 2006年，我們參與香港中文大學之「健康幼稚園獎勵計畫」，帶領及支援區內幼稚園發展不同之健康教育課程。



## 評審撮要

### 教學實踐的啟示

多年以來，我們不僅經常分享推廣健康教育的心得，更多次遠赴海外，出席國際性的交流會，與不同界別的官員或學者分享有關的策略與成效。

我們了解小學常識科的「健康與生活」範疇是新課程的一部分，要掌握得宜，必須提升專業知識。而發展「健康學校」更是世界性的課題，因此，我們都致力開拓國際視野，透過不同教學模式或專業交流，達致改善我們的學與教。

### 索取上述教學實踐資料的途徑

聯絡：伍美莊老師

### 教師與其他同工分享工作的方式

可瀏覽本校網頁發佈之分享會

### 聯絡方法

校址：新界大埔第一區東昌街

電話：2653 5565

傳真：2656 2856

電郵：wksama@netvigator.com

網址：wks.hkcampus.net

### 努力營造一所非常整潔的「健康學校」，並在學校生活及課程上盡力配合

小組教師態度積極，努力營造一所「健康學校」。負責教師表現投入，由2000年開始，為學校逐步建立一個無論操場、課室、走廊，甚或洗手間都很整潔的健康校園。課程設計上，在常識科及其他學科滲入健康教育元素，並以全方位學習策略設計不同主題的跨學科活動。

學校每年訂立一些有關「健康校園」的主題活動，全校教師、學生、家長一同參與。每年擬定主題後，課程統籌主任與各科商討如何配合融入有關元素，以教導及鞏固學生有關「健康」的知識，再以活動鞏固及建立良好態度。

以評審委員觀課的五年級教節為例，主題為青春期的生理衛生，教學內容包括認識影響青春期發育的因素，從而接受自己的外觀和肯定自己的獨特性，了解暗瘡的成因和處理暗瘡的方法、面對暗瘡的正確態度等，教師態度積極生動，技巧合適，並經常邀請學生發表意見。另一觀課的一年級教節，主題是健康飲食，以「少鹽、少糖、少脂肪」為教學重點，教師的課室管理良好，教學技巧運用得宜，學生活潑主動，熱烈參與。從觀課的教節及課程規畫文件所見，課程設計與營造一所「健康學校」的目標互為呼應，相輔相成。



士多啤梨大使活動讓學生明白健康飲食的重要