A Project entitled

An Educational Video Series for Non-Chinese Students Enhancing their Knowledge in Chinese
Culture

Submitted by

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Declaration

I, Wong Tsz Ki   declare that this research / project report represents my own work under the supervision of Dr. Li Yuet Man, and that it has not been submitted previously for examination to any tertiary institution.

Wong Tsz Ki
20-4-2024

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I want to express my appreciation to the college administration for providing me with the necessary resources and facilities to carry out this project. Their belief in my abilities and constant support have significantly impacted the project's accomplishment. I am also grateful to Tung Wah Group of Hospitals Tang Shiu Kin Primary School for allowing me to practice the project in the classroom during the field experience. This experience was invaluable and helped me complete the project successfully.

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1. Problems Identified

The project aims to tackle the challenges encountered by non-Chinese speaking (NCS) students who seek to comprehend and appreciate Chinese culture and values required in the Hong Kong General Studies (GS) curriculum. These students may have limited exposure to the Chinese language and culture, making it challenging to grasp Chinese culture. Insufficient comprehension might hinder NCS students' involvement in conversations or undertakings related to a particular topic. It could be challenging for them to comprehend and follow instructions, engage in meaningful dialogues, or articulate their ideas proficiently. Additionally, students with limited exposure to Chinese culture might feel detached or uninterested in the subject matter. Inadequate knowledge of Chinese culture may also give rise to misinterpretations or misunderstandings, ultimately leading to a less inclusive and diverse learning environment.

1.1 The Significance of Learning Chinese Culture for NCS Students in Hong Kong's GS Curriculum

These challenges take on greater significance within the broader education-related social and cultural context of Hong Kong. According to the curriculum guideline of GS (EDB, 2017), the curriculum significantly emphasizes national identity and Chinese culture. The Curriculum Development Council (2017) also mentioned that:

"Non-Chinese speaking (NCS) students should also increase their understanding of China, cultivate mutual respect and build a harmonious community. (p.5)"

It is essential for all students, regardless of cultural background, to gain an understanding of Chinese culture through General Studies.

1.2 The Dilemma of NCS Learning Chinese Culture

NCS students often face obstacles when learning about Chinese culture. As revealed in an interview with front-line teachers (Loh & Hung, 2020), some NCS students use their dialect as their primary language, with English as their second language. This problem can lead to communication difficulties when interacting with teachers and other students.

Over the last decade, the standards set by the Education Bureau for General Studies have undergone a significant transformation. In addition to being expected to have a strong command of the Chinese language, students are now required to demonstrate proficiency in critical thinking and analysis. However, this shift in expectations has presented a unique challenge for non-native Chinese speakers who find it difficult to comprehend the complex vocabulary used in General Studies and articulate and analyze their thoughts in Chinese. As a result, these students often face a steep learning curve and require additional support to meet the new standards set by the government.

General Studies encompasses historical components and requires students to delve into history and culture. However, this concept can be elusive for non-Chinese speaking students who were not born in Hong Kong. These students also have unique life experiences, which may make explaining abstract concepts from Chinese culture challenging. Some teachers have observed that non-Chinese speaking students do not typically watch Chinese television programs or read Chinese books, meaning they lack relevant context. Consequently, they may struggle to share perspectives on current social situations, history, and culture with their Chinese-speaking classmates.

1.3 Inadequate Support from Education Bureau

The Education Bureau's (EDB) insufficient support for NCS students' learning in GS exacerbates the issue. Loh and Hung have revealed that the current support for teaching NCS students is limited to the Chinese Language curriculum. Unfortunately, non-Chinese subjects such as GS are also taught in Chinese, leaving teachers in need of additional support. This can be quite challenging and often requires teachers to redesign and restructure their entire curriculum to meet the needs of NCS students.

Without adequate support, NCS students may face additional obstacles to accessing quality education, hindering their academic and social development. (Loh & Hung, 2020)

2. Proposal and Implementation of a Feasible Alternative

In the face of a lack of teaching resources for NCS students, Loh and Hung (2020) discovered that the conventional approach is translating materials into English (p.53). Teachers also search for additional resources online, but many are not tailored to the unique context of Hong Kong. This often results in teachers having to rewrite materials, which can be time-consuming. Despite their best efforts, the materials produced by teachers for NCS students are ineffective and often result in students failing to complete homework assignments. To conclude, the current teaching resources do not address the specific needs and learning difficulties of NCS students, making it challenging for them to gain a deep appreciation and understanding of Chinese culture.

2.1 Cultural-sensitive flipped classroom model with Video-based learning (VBL) materials

The proposal presented herein outlines an alternative pedagogical approach to teaching Chinese culture to NCS students. It utilizes a culturally sensitive flipped classroom model along with Video-based learning (VBL) materials. A culture deficiency approach is typically adopted in the current mainstream school practice, as NCS students may not have sufficient prior knowledge of Chinese culture. As a result, teachers often need to translate teaching materials into English or substitute examples relatable to NCS students.

The alternative pedagogical approach that this project uses is culture dialogue. Incorporating interactive activities and digital resources, the proposed model fosters an environment where learners are encouraged to engage in meaningful dialogues about cultural differences and similarities (Han, 1994). They encourage a cross-cultural dialogue between students from diverse backgrounds by leveraging their knowledge of their cultures. Active participation in these discussions grants students insights into the target culture and cultivates a

heightened awareness of their cultural background, thus promoting a reciprocal exchange of cultural knowledge (Stempleski & Tomali, 1990). The proposed model is expected to enhance student engagement and increase their curiosity about Chinese culture while facilitating increased interaction between faculty and students and between students (Gabbianell, 2020).

The conventional approach to teaching Chinese culture to NCS students is limited by time constraints, resulting in mainly lecture-based instruction with little classroom interaction. However, the alternative approach follows the principles of the flipped classroom model, which optimizes in-class time by assigning video lectures as homework (Tucker, 2012), as some NCS students may find it challenging to read text-based materials and prefer video content over traditional homework assignments for review. These videos will serve as a collaborative learning tool and be used in a flipped classroom approach. The videos focus on providing clear and concise introductions to various Chinese festivals. Encouraging students to watch these videos before class will help them gain a preliminary understanding of the subject matter. This approach focuses on discussion, with games as a form of assessment. This allows teachers to engage students in interactive learning sessions using these teaching materials to reinforce the concepts presented in the video lecture (Herreid & Schiller, 2013).

Figure 1: Flipped Classroom Model

2.2 Implementation Plan for the AI-Powered Educational Video Series on Chinese Culture

Implementing a culture dialogue approach demands considerable teacher effort to assess students' knowledge and create tailor-made videos. While valuable, this approach is both time-consuming and costly, presenting a considerable challenge to teachers in the past.

With the help of modern technology, teachers can now easily create effective videos. To implement the proposed model, an AI-powered educational video series on Chinese culture using Studio D-ID and VEED was created. These innovative tools allow for the creation of AI-powered education videos that can generate dialogue between AI avatars and incorporate a variety of multimedia elements such as pictures, videos, and sound effects. Utilizing this technology can create captivating videos about Chinese culture that would engage and inspire students.

Figure 2: Implementation of AI tools

2.3 Assessing the effectiveness of the model through pilot projects and data collection

To evaluate the effectiveness of the proposed model, a pilot project was conducted in a mainstream school setting where NCS students were in the minority, comprising only 12-15 students in total. A subset of 4 NCS students participated in the pilot program as an after-class activity. The program comprised three sessions, each lasting approximately 30 minutes, and participants were required to view a series of instructional videos before the lesson.

The project consists of four NCS students, two from Malaysia and Japan, known as Students A and B. Notably, these nationalities are uncommon among mainstream school students in Hong Kong. The other two students, C and D, have Pakistani backgrounds, which are more commonly found in mainstream schools. Their diverse cultural backgrounds and distinct upbringings may influence their learning abilities to understand and appreciate Chinese culture.

	Grade	Ethnicity
Student A	Primary 2	Malaysia Chinese
Student B		Japan
Student C	Primary 3	Pakistani
Student D		

Figure 3: Background information of four students

To ensure the project's efficacy, the project employs feedback forms and teacher observations to gather data on students' attitudes and progress. The feedback forms are designed to collect quantitative data and assess students' attitudes towards Chinese culture. They contain questions that cover various aspects of the lesson, such as the student's level of interest in Chinese

culture and their understanding of its traditions and customs. The data collected from these forms provides insightful information that helps make informed decisions about future improvements.

Furthermore, teachers' observations are also utilized to gather qualitative data on students' attitudes. They document the students' level of engagement, curiosity, and respect towards Chinese traditions and customs, along with any notable positive or negative attitudes observed. The teacher records observations through video, which enables the teacher to review and analyze the data more efficiently.

Collecting quantitative and qualitative data, the student's attitudes and progress towards Chinese culture are more comprehensive. This information helps identify areas for improvement and refine the lessons accordingly.

3. Key Observations, Feedback, and Comments on the Model

3.1 Cultural Familiarity: A Double-Edged Sword in the Classroom

Students A and B displayed an impressive grasp of the subject matter during the class. Their extensive knowledge can be attributed to their familiarity with customs and traditions similar to those in China. Both A and B come from countries that share similarities in cultural practices and values with Chinese culture, giving them a remarkable advantage in answering questions related to Chinese festivals.

However, it is essential to note that their familiarity with Chinese culture has also had a downside. Their lack of curiosity about Chinese festivals is evident despite their participation in class activities. Compared with two students in the class who actively sought more information and asked questions, A and B knew more about Chinese festivals than the other students, but they appeared less keen on the learning materials. (Please refer to Appendixes 3: The for lesson recordings)

Students A and B, despite their impressive knowledge, have shown a relatively low level of motivation when learning about the meaning and significance of Chinese festivals. One possible explanation is that their own cultural background shares similarities with that of China, which could make it appear less pertinent to learn Chinese culture. Additionally, their assimilation into the local culture and festivals in Hong Kong may have led them to believe they already possess a solid comprehension of Chinese festivals and culture. Cultural similarity could be why they may not feel compelled to expand their knowledge of the topic further.

Despite being born in Hong Kong, students C and D have maintained their cultural traditions and customs from their own country. Their knowledge of Chinese festivals is limited to what they have learned in the classroom. However, this cultural unfamiliarity has sparked their

enthusiasm for learning. They exhibit a remarkable enthusiasm for classroom activities and a genuine interest in learning about Chinese festivals. They are also eager to share their cultural differences and similarities with China, further enriching the class discussions and learning experience.

3.2 Learning Diversity

While all students possess fluency in oral comprehension and speaking the language, noticeable disparities exist in their reading and writing proficiency. Specifically, Students C and D encounter difficulties with activities that require reading Chinese characters. For instance, they struggle to read most Chinese words during a class activity involving solving a riddle by reading and guessing what item it is. While both Chinese and English versions are provided for non-Chinese speaking students, some English words are too challenging. As a result, they require assistance with solving the riddle.

On the other hand, Students A and B can read the words on the riddle but struggle to solve it. This may be attributed to their age and grade, as Third-grade students have been learning in a school environment for a while and may have acquired problem-solving and critical-thinking skills. They may be more familiar with problem-solving methods and strategies. By verbalizing the riddles, C and D can apply these skills effectively to solve riddles.
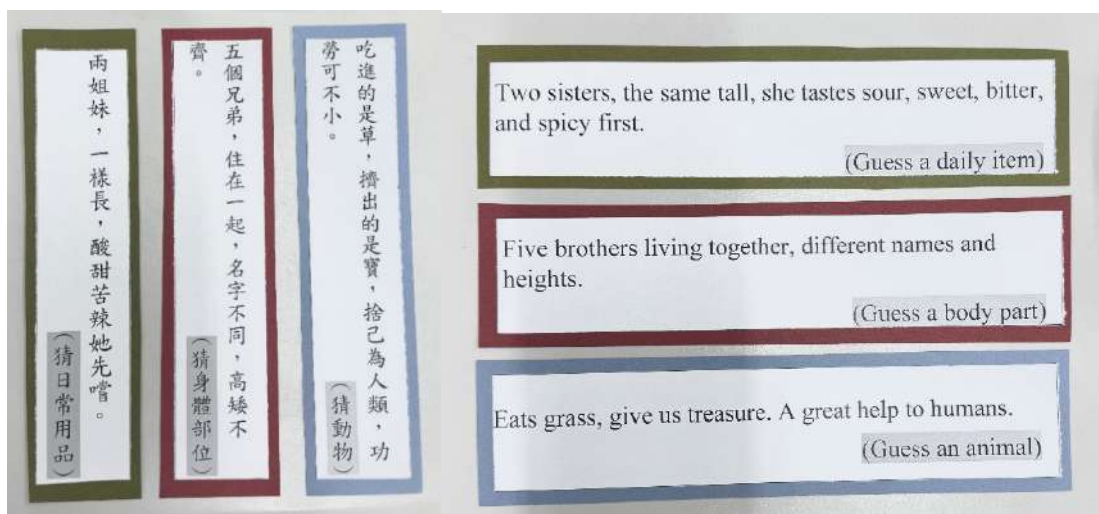
Figure 4: The teaching materials – Riddles

Despite these challenges, Students C and D demonstrate exceptional abilities and consistently complete tasks when participating in related class activities within the designated time. Their aptitude for jigsaw puzzles is notable, as they quickly grasp the rules and gameplay of the game, recognizing the difference between right and wrong versions of the puzzle. Even when unfamiliar with the festive foods and items associated with the Mid-Autumn Festival, they can piece together the correct answer based on the puzzle picture on the screen.

Figure 5: The teaching materials – Correct version of the jigsaw puzzles

Furthermore, they quickly absorb the knowledge and rules presented in their coursework and apply what they have learned to excel in games. For example, in the game "Spot the Difference in Chinese New Year," they can readily identify the incorrect decoration in the room. Likewise, in "Chinese New Year Unlock", they can swiftly determine what the protagonist did wrong and provide the correct answer.

Figure 6: The teaching materials – "Spot the Difference in Chinese New Year"

Figure 7: The teaching materials – "Chinese New Year Unlock"

In contrast, Students A and B have encountered challenges following rules and completing class assignments. For example, in the puzzle game, they could read the Chinese words on a puzzle, but they misunderstood the rules. Consequently, they thought the puzzle was separated and spent considerable time completing the puzzle game without realizing that one was incorrect.

Establishing a conducive learning environment is crucial to meeting students' unique needs. During the first class, the students are grouped into pairs, with students A and B in one group and C and D in another. After observing the students' performance, I realized each had unique learning needs. Considering each individual's distinct learning capabilities, I have modified the learning activities to encompass whole-class instruction.

I also observed that specific Chinese festival-related terms posed a translation challenge when rendered into English, which complicated the comprehension of primary school students in grades two and three. In response, I integrated Chinese interactive dialogue into the educational game to facilitate students' grasp of the content beyond relying solely on English translations. For example, in the Dragon Boat Festival game, Cantonese dialogue accompanies the characters' conversation to aid students in comprehending the concepts more effectively while accommodating others who may require additional time and effort to keep pace with their peers.

Figure 8: The teaching materials – Dragon Boat Festival game

In conclusion, the observations indicate that cultural familiarity and curiosity impact students' comprehension of the subject matter. Students A and B demonstrate an advantage in baseline knowledge due to their similarities with Chinese culture. However, their lack of curiosity is a limiting factor in further growth and exploration. In contrast, students C and D show much greater enthusiasm and a willingness to learn, even though they come from more culturally distant backgrounds. Additionally, the students' varying reading and writing proficiency levels highlight the need for tailored teaching approaches that target specific areas of improvement.

An integrated teaching approach may be employed in certain educational settings when imparting knowledge about Chinese culture. However, it should be noted that this project's teaching materials and videos are incompatible with this approach. The materials were designed primarily for NCS students with little to no prior understanding of Chinese culture and were tailored to meet their specific learning needs. As such, they may be better suited for pull-out teaching or after-school supplementary courses.

4. Conclusion, Consolidation and Generation of Insights for Future Teaching Profession

4.1 New Perspectives on Teaching Chinese Culture to NCS Students

Before the project's initiation, I interacted with non-Chinese-speaking (NCS) students hailing from South Asia and noted that many were deficient in their understanding of Chinese values and culture. At first, I attributed this to their limited exposure to the Chinese language or inherent cultural disparities between the two regions.

However, implementing the project to address this issue revealed that not all NCS students were unfamiliar with Chinese culture. In some cases, students displayed a certain level of familiarity with Chinese culture due to their cultural background or personal experiences. This highlighted the diversity among NCS students and their varying levels of exposure to Chinese culture. Moreover, this project revealed a significant disparity in motivation among NCS students when it came to learning about Chinese culture. Not every NCS student is interested or enthusiastic about learning about Chinese culture. This contrast in motivation emphasized the need for tailored approaches to engage and inspire these students.

Based on these observations, I discovered that forming mixed groups became a valuable strategy to facilitate the learning process. By bringing together students with different levels of familiarity and motivation, a collaborative learning environment was created. In these groups, students could complement each other's knowledge and promote a deeper understanding of Chinese culture.

To effectively teach Chinese culture to NCS students, teachers need to adapt the learning outcomes and materials to meet the students' diverse needs. This may include many resources, interactive activities, and opportunities for students to actively engage with the subject matter. By

tailoring the learning experience to cater to individual interests, motivations, and learning styles, teachers can create a more inclusive and effective educational environment that empowers NCS students to understand better and appreciate Chinese culture.

4.2. The Potential of AI in Enhancing Teaching and Learning Experiences

Aspiring to become a teacher myself, this project has opened my eyes to the vast potential of AI as a powerful teaching tool. Through my research, I have found that integrating multimedia resources, such as videos and interactive games, can enhance students' motivation and interest in learning Chinese culture. By utilizing various forms of media, teachers can create an exciting and engaging learning environment that caters to all learning styles and preferences.

Furthermore, AI tools can be invaluable in efficiently developing teaching materials and resources. AI's ability to create personalized and interactive teaching materials allows teachers to cater to the unique needs of each student. By mastering these technological advancements, I can further my career as a teacher and create impactful learning experiences for my students. I am excited to incorporate these tools into my teaching strategies and inspire my students to reach their full potential.

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Appendixes 1: Teaching Plan

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小學常識科

課堂設計

中國節日（一）中秋節

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學習階段	第一學習階段
學習時數	三十分鐘
學習目標	學生能 ● 通過學習中秋節的習俗，對中國傳統文化產生興趣並加深理解。 ● 通過觀看教學影片、參與活動及討論，了解中秋節背後的意義。 ● 培養對中國悠久歷史與文化的尊重。

教學流程	內容
準備	● 教具(包括拼圖紙、燈謎紙、遊子圖片) ● 教學簡報 / 月亮的圖片
引起動機 （5分鐘）	（一）中秋節的習俗 ● 活動一：拼圖遊戲： 　問：你們有聽過中秋節嗎？它和什麼有關？ 　答：自由作答。 ➤ 教師請學生以二人為一組，並派發拼圖，學生需要在拼圖裡尋找有關中秋節的線索，例如月餅、燈籠、柚子、兔子等。在相關物品的背後，會有拼圖的碎片，學生需要集齊所有拼圖碎片，組成整塊拼圖。 　問：這些拼圖都是有關於中秋節的東西，你知道中秋節的一些傳統習俗嗎？ 　答：自由作答。 　問：你知道人們在中秋節通常做些什麼嗎？他們會吃什麼食物？ 　答：答案合理即可，例如會吃月餅、玩燈籠等。

發展 （20分鐘）	教師指出中秋節是中國人其中一個十分重要的節日，中秋節會有很多有趣的習俗慶祝。 ● 活動二：猜燈謎 ➢ 教師會展示一些紙條，指出中秋節其中一個習俗就是會猜燈謎，並邀請學生嘗試猜測紙條的意思。 　　例如： 1. 兩姐妹，一樣長，酸甜苦辣她先嚐(猜日常用品) 　　答案：筷子 　　　（二）中秋節背後的意義 ● 活動一：尋找遊子 　　教師展示遊子的圖片，教師指出圖片的人是出門在外或者指的是離開家鄉在他鄉生活的人，他們需要在中秋節時回到家鄉與家人團聚。然後，請學生閉上眼，教師將遊子圖片隱藏在教室的不同位置。學生們需要尋找隱藏的遊子圖片，請學生把遊子帶回「家」。找到後，學生需要向老師報告。 ● 活動二：討論 ➢ 教師提出思考問題：為甚麼中秋節時，人們會特別想念故鄉，與家人一起團聚？ ➢ 答：自由作答。 ➢ 教師請學生分享思念故鄉的感受，或者分享一個關於自己思念家鄉的故事，加深他們對中秋節和思念故鄉主題的理解。 ➢ 教師播放教學影片，說明中秋節背後的意義。 ➢ 教師請學生分享自己家鄉的與中秋節相關的習俗，促進多元文化交流。
總結 （5分鐘）	➢ 鞏固活動：月餅切切切 ➢ 與學生進行趣味遊戲，透過玩遊戲辨別中秋節的食品。測試學生對中秋節的認識，鞏固課堂知識。 ➢ 總結： 1. 與學生一起回顧整堂課的內容和活動，指出中秋節真正要表達的，不僅僅是一些外在活動，更重要的是弘揚中華民族重視「親情」這個核心價值。 2. 派發活動工作紙：

	請學生分享他們對中秋節的理解和感受。他們可以用文字、繪畫或其他方式表達自己的想法，並鼓勵他們對中秋節習俗及相關的故事進一步探索和學習。

評估方法：
● 　派發活動工作紙：
　　請學生分享他們對中秋節的理解和感受。他們可以用文字、繪畫或其他方式表達自己的想法。
● 　觀察學生在互動遊戲中的參與度和對中國傳統文化的理解程度。
● 　觀察學生在中國傳統文化分享中的表現

參考資料	1. 月餅切切切遊戲 https://www.kiddieworld.com.hk/kiddieworld_wp/platform_overview/other-powerful-content/all-about-festivals/games/

小學常識科

課堂設計

中國節日（二）農曆新年

學習階段	第一學習階段
學習時數	三十分鐘
學習目標	學生能 ● 通過學習中國農曆新年的習俗、年獸的故事和農曆新年的家居裝飾方式，對中國傳統文化產生興趣並加深理解。 ● 培養對中國悠久歷史與文化的尊重。

教學流程	內容
準備	(一)教師製作相關的影片，利用電子軟件剪輯學習材料，在網上讓學生在課堂前預習，初步了解課題內容。 ● 講述農曆新年的習俗 ● 年獸的故事：講述年獸是什麼，它在農曆新年期間會出現的傳說，以及人們如何驅趕年獸的方法。
引起動機 （5分鐘）	（一）與學生一起討論預習影片的內容，並邀請學生對農曆新年的看法 問：你對中國農曆新年有什麼瞭解？你知道它跟西曆新年有什麼不同嗎？ 答：任何合理答案。 問：在你的文化中，是否有類似於中國農曆新年的活動？可以和我們分享一下嗎？ 答：任何合理答案。 問：如果你有機會參加一個農曆新年的活動，你最想體驗哪個節日？為什麼？ 答：任何合理答案。

發展 （20分鐘）	（一）農曆新年的家居裝飾 ● 活動一：找錯處 　　展示中國新年時家裡應該如何裝飾的圖片。學生觀察圖片，找出其中的錯誤之處，並討論正確的中國傳統裝飾方式。鼓勵學生積極參與討論和分享，加深他們對中國文化的理解和尊重。 （二）農曆新年的習俗 ● 活動二：拜年猜謎 　　播放一段影片，展示一個小孩在拿利是時做出不禮貌的行為。讓學生觀看影片後，分組討論，找出小孩做得不對的行為。學生互相討論，分享他們對於禮貌與尊重的觀點，並提出改進的建議。 ● 活動三（評估）：情景模擬 教師擔任長輩的角色，模擬小孩與長輩拿利是的互動，學生需演示應該如何展示禮貌和尊重。
總結 （5分鐘）	● 總結： 1. 與學生一起回顧整堂課的內容和活動，問學生有什麼新的收穫和發現，並鼓勵他們對中國傳統文化進一步探索和學習。 2. 派發活動工作紙： 請學生分享他們對農曆新年的理解和感受。他們可以用文字、繪畫或其他方式表達自己的想法。

評估方法：
● 派發活動工作紙：
　請學生分享他們對農曆新年的理解和感受。他們可以用文字、繪畫或其他方式表達自己的想法。
● 觀察學生在互動遊戲中的參與度和對中國傳統文化的理解程度。
● 觀察學生在中國傳統文化分享中的表現

參考資料	1. 預習影片繪本來源： 　　杜小爾. (2018). 年獸來了. 新北市: 人類文化事業股份有限公司.

小學常識科

課堂設計

中國節日（三）端午節

學習階段	第一學習階段
學習時數	三十分鐘
學習目標	學生能 ● 通過學習端午節的習俗、屈原的故事，對中國傳統文化產生興趣並加深理解。 ● 通過參與活動及討論，了解端午節背後的意義。 ● 培養對中國悠久歷史與文化的尊重。

教學流程	內容
準備	教師製作相關的影片，利用電子軟件剪輯學習材料。教師請學生在課堂前觀看影片，教學影片 (一) 將會簡單介紹端午節的習俗，讓學生對端午節有初步的認識。並請學生搜集一些關於端午節的故事資料。
引起動機 （5分鐘）	播放教學影片 (二) 作為引入，指出小愛找到一些關於端午節的資料，今天將會和同學一起進行遊戲，一同探索端午節的由來，即有關屈原的故事。 問：在教學影片中有提及過，端午節的由來是來自哪一位古人? 答：屈原
發展 （20分鐘）	活動一：解謎遊戲 -- 追尋屈原足跡 　　遊戲內容： 　　階段一：與端午節有關的歷史人物—屈原的背景 ● 學生需要回答一個有關端午節的基本知識問題。 ● 正確回答後，他們獲得了一張地圖，上面標有屈原的出生地和其他重要地點。 　　■　線索 1: 地圖：地圖上標有「楚國」的名字，提示學生該地點與屈原的故事有關。 　　階段二： 屈原與楚國 ● 學生要在地圖上尋找正確的地點。正確解答後，來到楚國朝廷，需要解決一個文字謎語，才能進入朝廷大殿。 ● 正確解答後，學生進入朝廷大殿，看到屈原被靳尚誣衊，楚王聽信讒言將屈原逐出朝廷的場景。 　　階段三： 屈原的詩歌

- 學生獲得一封密信，密信警告楚王有陷阱。學生跟隨屈原回到朝廷，勸誡楚王不要中計。屈原把秦國打算陷害楚國的消息告訴楚王，但楚王不信任他。結果秦國攻打楚國，楚王真的被秦王殺害了。
- 聽完劇情後，學生他們獲得了一個鑰匙，這個鑰匙可能打開下一個階段的箱子。
  - 線索 2: 鑰匙：鑰匙上有一個符號，提示學生去尋找一個藏有謎題的箱子。

階段四： 屈原的犧牲
- 學生需要找到了與鑰匙符號一樣的箱子，打開箱子後，學生需要解決一個謎題，找到屈原犧牲的真正原因。
- 正確答案揭示了屈原因為他全心全意想為國家和人民做事，但卻不被信任，被迫離開。看到百姓生活很苦，但他不能夠幫忙，於是選擇結束自己的生命。

階段五：屈原故事與端午節習俗的關係
- 學生來到江邊，看到人們划船及在江上撒下用竹葉包裹的米的畫面。
- 學生需要配對這些行為與端午節習俗的關係
- 正確解答後，揭示了人們划船下去是試圖拯救他，並擊鼓驅趕惡靈。撒下用竹葉包裹的米，為了不讓魚龍蝦蟹傷害屈原的身體

活動二：討論
- 教師與學生就屈原故事的內容進行討論，了解端午節背後的意義。
- 問：你知道屈原是為了什麼而做出了犧牲嗎？
  答：屈原熱愛自己國家，眼見國家陷入危機，但無法幫助國家及人民而感到絕望，因此投江。
- 問：居民們為甚麼會投下粽子和划龍舟嗎？這樣反映屈原是一個怎樣的人？
  答：屈原投江後，當地居民非常悲傷，他們划船尋找屈原的遺體，並且投下食物，包括粽子，以防止魚蝦吃掉他的身體。同時，人們還划龍舟以驅散江中的魚。這樣反映了屈原是一個良官，以及人們對他的尊敬和懷念。

	➢ 問：在現代社會中，你認為愛國這些價值觀仍然重要嗎？為什麼你這麼認為？ 　　　　　答：自由作答。 ➢ 問：端午節是為了紀念屈原的一個節日，在你們的文化裡有類似的節日嗎？ 　　　　　答：自由作答。
總結 （5分鐘）	● 總結： 3. 與學生一起回顧整堂課的內容和活動，問學生有什麼新的收穫和發現，並鼓勵學生自行搜集更多有關屈原及端午節的資料。 4. 派發活動工作紙： 　　　請學生分享他們對屈原故事和端午節的理解和感受。他們可以用文字、繪畫或其他方式表達自己的想法。

評估方法：

● 派發活動工作紙：
請學生分享他們對屈原故事和端午節的理解和感受。他們可以用文字、繪畫或其他方式表達自己的想法。
● 觀察學生在互動遊戲中的參與度和對中國傳統文化的理解程度。

● 觀察學生在中國傳統文化分享中的表現

參考資料	

Appendixes 2: Teaching Video

a. Mid-Autumn Festival

為甚麼人們都會在中秋節時特別想念家
why do people miss their families

https://drive.google.com/file/d/1YImOpKzeQOMJh4SC_HajKXxsUSshc5S4/view?usp=sharing

b. Chinese New Year

今天我要向你介紹一個很特別的節日
Today, I want to introduce a very special holiday to you.

https://drive.google.com/file/d/1kOmlfpjMwbx0g-H_-MdHDCG6aUi4kZ9b/view?usp=sharing

c. Dragon Boat Festival (1)

https://drive.google.com/file/d/1ZllEletDA338sqfFqyblsJBfJa-8rwwd/view?usp=sharing

d. Dragon Boat Festival (2)

https://drive.google.com/file/d/1NTro-ja04NaDGBthNaH-g5SRCEUOUbJn/view?usp=drive_link

Appendixes 3: Teaching aids

a. Mid-Autumn Festival – riddles

紅紅小小軟又軟，吃來酸酸又甜甜，頭上帶著綠帽子。（猜水果）

吃進的是草，擠出的是寶，捨己為人類，功勞可不小。（猜動物）

五個兄弟，住在一起，名字不同，高矮不齊。（猜身體部位）

有硬有軟，有長有寬。白天空閒，夜晚上班。（猜日常用品）

身小力不小，團結又勤勞。有時搬糧食，有時挖地。（猜動物）

兩姐妹，一樣長，酸甜苦辣她先嚐。（猜日常用品）

Small and red, soft, and sweet, wears a green hat on its head.
(Guess a fruit)

Eats grass, give us treasure. A great help to humans.
(Guess an animal)

Five brothers living together, different names and heights.
(Guess a body part)

Some are hard, some are soft, some are long, and some are wide. Free during the day, work at night.
(Guess a daily

Small in size but strong, work together and hardworking. Sometimes, they carry food and sometimes dig tunnels.
(Guess an

Two sisters, the same tall, she tastes sour, sweet, bitter, and spicy first.
(Guess a daily

b. Mid-Autumn Festival – puzzles

Correct Version:

圍圓飯 reunion dinner	月亮 moon	后羿 Houyi
燈籠 lantern	嫦娥 Chang'e	月兔 moon rabbit
柚子 grapefruit	月餅 mooncake	秋天 autumn

Wrong Version:

復活節兔 easter bunny	利是 red packet	鞭炮 firecracker
火雞 turkey	粽子 rice dumpling	煙花 fireworks
舞獅 lion dance	龍舟 dragon boat	聖誕樹 Christmas tree

c. **Chinese New Year – Game (1)**

https://docs.google.com/presentation/d/19ptX0v1WSer1Al9bb9x9dMz9UNa8VZSy/edit?us
p=drive_link&ouid=107962122653658194505&rtpof=true&sd=true

d. **Chinese New Year – Game (2)**

https://docs.google.com/presentation/d/1A3Rp6h2y-
hXXcKPuzDI1Nui_wqyKZJf8/edit?usp=drive_link&ouid=107962122653658194505&rtpof
=true&sd=true

e. Dragon boat festival – Game (1)

**https://docs.google.com/presentation/d/1AykQphvf7F8gMzEdJYyuCkqccuRUwQSr/edit?u
sp=drive_link&ouid=107962122653658194505&rtpof=true&sd=true**

Appendixes 4: The lesson recordings

https://drive.google.com/file/d/1TzbIIu0qQjh8RaEutBYTHAK9MPrx26vJ/view?usp=sharing

Appendixes 5: Feedback form

A

學生回饋表格

問卷所得資料主要用來改進影片的設計，希望你能根據誤甘的實際情況作答。請仔細閱讀下列句子，然後在適當的空格內加上 ✓。此問卷以不記名方式填寫，所有資料絕對保密。

		非常不同意	不同意	普通	同意	非常同意
1.	我喜歡這些課節	☐	☐	☐	☐	☑
2.	老師所用的教法比一般課堂生動有趣	☐	☐	☐	☐	☑
3.	老師鼓勵我們自由表達自己的想法	☐	☐	☐	☑	☐
4.	我投入課程的活動	☑	☐	☐	☐	☐
5.	我認為這個教育影片系列富有趣味性	☐	☐	☐	☑	☐
6.	這個教育影片系列增加了我對中國文化的欣賞及興趣	☐	☐	☐	☐	☑
7.	我認為教育影片及課堂增加了我對中國文化的認識	☐	☐	☐	☐	☑
8.	我有興趣在日常生活中尋找中國文化的資料	☐	☐	☐	☐	☑
9.	總的來說，我對此課程的內容及活動感到滿意	☐	☐	☐	☑	☐

您認為哪個主題最有趣？（可選擇多個）

☑ 中秋節
☐ 農曆新年
☐ 端午節

你對這個活動有其他意見嗎？

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_____

謝謝！

B

學生回饋表格

問卷所得資料主要用來改進影片的設計，希望你能根據課堂的實際情況作答。請仔細閱讀下列句子，然後在適當的空格內加上✓。此問卷以不記名方式填寫，所有資料絕對保密。

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8. 我有興趣在日常生活中尋找中國文化的資料	☐	☐	☐	☐	☑
9. 總的來說，我對此課程的內容及活動感到滿意	☐	☐	☐	☑	☐

您認為哪個主題最有趣？（可選擇多個）

☐ 中秋節
☑ 農曆新年
☐ 端午節

你對這個活動有其他意見嗎？

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謝謝!

學生回饋表格

問卷所得資料主要用來改進影片的設計，希望你能根據課堂的實際情況作答。
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9. 總的來說，我對此課程的內容及活動感到滿意	☐	☐	☐	☐	☑

您認為哪個主題最有趣？（可選擇多個）

☐ 中秋節
☐ 農曆新年
☐ 端午節

你對這個活動有其他意見嗎？

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謝謝！

D

學生回饋表格

問卷所得資料主要用來改進影片的設計，希望你能根據課堂的實際情況作答。請仔細閱讀下列句子，然後在適當的空格內加上✓。此問卷以不記名方式填寫，所有資料絕對保密。

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9. 總的來說，我對此課程的內容及活動感到滿意	☐	☐	☐	☐	☑

您認為哪個主題最有趣？（可選擇多個）

☑ 中秋節
☐ 農曆新年
☐ 端午節

你對這個活動有其他意見嗎？

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謝謝!