

第九十六期 #96

家校通訊~朗風

- MEI YEE NEWSLETTER -

It has been 27 years since the handover of Hong Kong, and to further promote our children's understanding of the long history and culture of China as well as to enhance their awareness and foster their identification with National Identity, "Chinese Civilisation" - National Education and National Security Education Learning, has been one of our school's annual development plans this year. According to the "Kindergarten Education Curriculum Guide (KECG)", it is expected that children will have a preliminary understanding of Chinese culture and can develop their identity whilst respecting the cultures, customs, and lifestyles of other countries and ethnicities. The kindergarten stage is a rather crucial period for cultivating children's cultural literacy and national identity recognition. It is a starting point for understanding Chinese culture from a young age; cultivating a sense of identity and respect for national identity. Our school will continue to provide abundant learning resources and partake in various learning methods to allow our students to learn and experience the essence of Chinese culture from multiple perspectives!



To cultivate students' cultural confidence and national pride, other than holding flag-raising ceremonies every week and on special holidays, this school year we began to collaborate with experts from the mainland and other teachers as well, to integrate Chinese culture into the curriculum, campus environment, and school activities! Themes including traditional festivals and customs, arts and crafts, and folk toys were introduced to the children to pique their interests. Additionally, K2 and K3 children even participated in thematic activities related to Chinese culture. Teachers used picture books to spark the children's interest, naturally connecting them with elements of Chinese culture, and further extending their learning. This fosters children's interest and love for Chinese culture, appreciation and creation of traditional Chinese arts, and understanding of the Chinese way of life and traditions, allowing children to inherit caring virtues in a joyful atmosphere.

This school year, the school held several activities related to Chinese culture, including:

✚ Theme Activities: K2 and K3 children engaged in various activities based on their interests, including Chinese-themed toys, noodles, stamps, papermaking, tea houses, Chinese tea, Cantonese opera, martial arts, shadow puppetry, and traditional Chinese medicine. Through hands-on experiences, children gained deeper insights into traditional Chinese culture.

✚ Chinese Culture Week: On the eve of the Lunar New Year, we invited professionals to teach various traditional arts and customs, such as rainbow calligraphy, dough figurines, and tie-dyeing, and even arranged dragon and lion dance performances for the children to experience and enjoy.

✚ New Year Activities: The event showcased children's Chinese-themed works and included booths and parent-child workshops, such as fai chun creations, firework sticks, DIY windmills, sampling of New Year foods, Chinese toys, and Chinese sports experiences, as well as lion dance play and tasting of turnip cakes, allowing children and parents to feel the strong atmosphere of traditional Chinese activities.

✚ New Year Gathering: Children dressed in New Year outfits imitated models walking "catwalks," showcasing confidence and elegance. They then exchanged "lucky money" with each other, conveying New Year blessings.

✚ Teacher Professional Development Seminars: All school staff participated in a workshop on "Understanding National Security Education and Flag Raising," to help teachers understand how to integrate national security education into daily life and learn about national security in a relaxed manner; fostering a sense of collective responsibility and importance in maintaining national security.

✚ Teacher Exchange Program: During the Easter holidays in April, teachers visited the mainland to engage in teaching exchanges with local kindergartens, sharing teaching experiences and receiving professional training to enhance teaching quality.

