

SYLLABUSES FOR
SECONDARY SCHOOLS

SOCIAL STUDIES

SECONDARY 1 - 3

1 9 9 7

PREPARED BY
THE CURRICULUM DEVELOPMENT COUNCIL

RECOMMENDED FOR USE IN SCHOOLS BY



THE EDUCATION DEPARTMENT

HONG KONG

**SYLLABUSES
FOR
SECONDARY SCHOOLS**

**SOCIAL STUDIES
(SECONDARY 1–3)**

**PREPARED BY
THE CURRICULUM DEVELOPMENT COUNCIL
RECOMMENDED FOR USE IN SCHOOLS BY
THE EDUCATION DEPARTMENT
HONG KONG**

1997

CONTENTS

	<i>Pages</i>
I. Preamble	5
II. Introduction	6
III. General Aims and Objectives	7
IV. General Introduction	9
V. Syllabus Content	12
VI. Time Allocation and Suggested Time Schedule	44
VII. Suggestions on Teaching	45
VIII. Curriculum Guide	49
Appendices: Reference Material for Teachers	
A. Reference Books	186
B. Audio-visual Materials	199
C. Teaching Kits / Learning Packages	214

I. PREAMBLE

This syllabus is one of a series prepared for use in secondary schools developed by the Curriculum Development Council, Hong Kong. The Curriculum Development Council, together with its coordinating committees and subject committees, is widely representative of the local educational community, membership including heads of schools and practising teachers from government and non-government schools, lecturers from tertiary institutions, officers of the Hong Kong Examinations Authority, as well as those of the Curriculum Development Institute, Advisory Inspectorate and other divisions of the Education Department. The membership of the Council also includes parents and employers.

This syllabus is recommended for use in Secondary 1 to 3 by the Education Department. Once the syllabus has been implemented, progress will be monitored by the Advisory Inspectorate and the Curriculum Development Institute of the Education Department. This will enable the Social Studies Subject Committee (Secondary) of the Curriculum Development Council to review the syllabus from time to time in the light of classroom experiences.

All comments and suggestions on the syllabus may be sent to:

Principal Curriculum Planning Officer
(Secondary & Prevocational),
Curriculum Development Institute,
Education Department,
Wu Chung House, 13/F,
213 Queen's Road East,
Wanchai,
Hong Kong

II. INTRODUCTION

1. Social Studies was first introduced as a component subject of the target common core curriculum for junior secondary forms in 1975. After a trial period of three years, the provisional syllabus for this subject was reviewed and a revised version was issued in 1979.
2. The present syllabus is a revised version of the 1979 syllabus. It is now updated to incorporate the changes in titles and terminologies to reflect the new status of Hong Kong as a Special Administrative Region of China.
3. It is hoped that through studying this syllabus, pupils will acquire the knowledge and skills necessary to help them meet the challenges and rapid changes in their environment, as well as to build up a sound value system to enable them to make rational and sensible decisions.
4. Two models of implementation are suggested for this syllabus. Model I is proposed for schools wishing to offer Social Studies parallel to other social subjects such as Geography, History, and Economic and Public Affairs. In this case two to three periods per week/cycle are normally allocated to this subject. Model II is designed for schools wishing to offer Social Studies as an alternative to other social subjects, in which case about six periods per week/cycle would have to be allocated.
5. A curriculum guide comprising teaching objectives, suggested learning activities and resources has been included in this syllabus to help teachers devise a scheme of work most suitable to situations in their schools and to design a flexible course most appropriate to the needs of their pupils.

III. GENERAL AIMS AND OBJECTIVES

General Aims

1. To help pupils acquire knowledge, develop ideas and skills that will contribute to an understanding of themselves, their society, their nation and the world.
2. To help pupils think clearly and critically about human behaviour and values so that they may make reasoned and responsible decisions.
3. To help pupils develop a sense of commitment and apply their knowledge and skills for the betterment and well-being of their society, their nation and the world.

Specific Objectives

1. *Knowledge*

To help pupils

- a. acquire basic information related to personal development—physical, emotional and social—so as to develop concepts necessary for the understanding of oneself and the building of satisfactory interpersonal relationships.
- b. have a better understanding of the Hong Kong community—its development in the past, present and future.
- c. have a better understanding of some local issues.
- d. acquire a basic understanding of life in the mainland of China and the background of the Chinese culture.
- e. understand the relationships between the Hong Kong Special Administrative Region & the mainland of China, and between the Hong Kong Special Administrative Region and the world.

2. *Skills*

To help pupils develop the ability to

- a. locate, gather, interpret, evaluate and present data and information.
- b. reason critically and logically.
- c. solve problems and make decisions.
- d. present ideas clearly in speech and in writing, using a variety of techniques.
- e. identify and clarify ideas and values in their own society as well as in other societies.
- f. communicate with others.

3. *Values/attitudes*

To help pupils

- a. develop respect for human dignity and uphold social justice.
- b. develop an attitude of objectivity and open-mindedness.

- c. understand themselves, live in harmony with others and show an interest in others, treating them with respect and concern.
- d. develop an enthusiasm and readiness for participation in community affairs.
- e. develop a sense of awareness and concern for China and the Chinese people.
- f. develop respect for all peoples, their cultures, values and ways of life.

IV. GENERAL INTRODUCTION

Syllabus Approach

1. The Hong Kong Special Administrative Region is a society characterised by rapid social, economic and political changes especially in recent years. Like many other prosperous cities of the world, the Hong Kong Special Administrative Region is experiencing an age of rapid increase of knowledge. With the creation of a vast number of alternatives, individuals are forced to make decisions frequently and effectively. In order to help our young people to meet the challenges of their changing environment and find personal satisfaction and self-fulfilment, there is a need for a syllabus which can help them become effective decision-makers.
2. This revised Social Studies Syllabus has built into it opportunities for young people not only to have an understanding of themselves, their families, friends, their nation and the world at large but also to learn how to resolve crucial personal, family and community issues. It aims to help pupils understand the approaches and techniques in decision-making at various levels—beginning from personal, family and school levels, then onward to the community, the national and finally the world level.
3. Five areas have been devised round the central theme 'The Adolescent and His World'. These five areas are
 - (I) Myself
 - (II) My Family and Friends
 - (III) The Local Community
 - (IV) The Chinese People
 - (V) The World
4. An attempt has been made to strike a balance between the study of pupils' immediate social environment and the larger social world, among local, national and world affairs, as well as among past, present and future directions. Emphasis is put on assisting pupils to build up self-esteem, then the awareness of local social issues, issues related to the Chinese people, and eventually the relationship of the Hong Kong Special Administrative Region with the rest of the world.
5. The ability to make valid and effective decisions depends very much on the acquisition of thinking skills. Through logical thinking and reasoning an individual can ask significant questions and analyse situations. The Social Studies Syllabus has always stressed the importance of open-mindedness, objectivity and appreciation of others so as to help pupils develop these skills. Thus in teaching this syllabus, teachers are encouraged to provide opportunities through various learning activities for discussion, role playing and simulation.

6. Decision-making cannot be detached from moral and ethical questions. This syllabus also aims at helping pupils to think in different situations and to improve their communicative skills and interpersonal relationships, thus helping to establish their own moral standards, which they can defend to others and which can guide their individual and social actions.
7. The arrangement of the five areas in the syllabus in Table 1 is self-explanatory. It is envisaged that family life and sex education elements could be introduced in Areas 1 and 2 which deal mainly with the personal development of an individual and his/her relationships with family and friends. Moving on to Area 3 the pupil begins to widen his/her scope to see issues in the local community. Civic education is the main emphasis here as the pupil gradually opens himself/herself up to study issues related to the Chinese people and subsequently those related to other parts of the world.

Two Models of Implementation

8. *Model I* is a syllabus for schools wishing to allocate 2–3 periods per week/cycle for Social Studies. This syllabus has included the major elements and basic information necessary for the understanding of oneself, one's family and friends and the local community. Content selected for study is social issue-oriented. A good civic attitude is cultivated through an increase in understanding of local issues and China.
9. *Model II* is a more comprehensive course of Social Studies for schools wishing to allocate 5–6 periods per week/cycle for the subject. A significant number of background studies including geographical, historical and socio-economic factors leading to the basic understanding of issues and development of the local community and China have been integrated into the syllabus. Various learning objectives—knowledge, concepts, skills and attitudes—have been considered and incorporated so that pupils can build a firm groundwork for further study of different social subjects at the S4–S5 level.

Table 1: Outline for the Social Studies Syllabus (S1-S3)**THE ADOLESCENT AND HIS WORLD**

Area \ Level	Secondary One	Periods		Secondary Two	Periods		Secondary Three	Periods	
		Models I	II		Models I	II		Models I	II
Myself	1. My Study and Leisure 2. My Health 3. Knowing Myself	5 5 14	5 5 14	1. Decision Making	6 6		1. My Future	5 5	
My Family and Friends	1. My Family 2. My Friends	6 6	6 6	1. Identity and Social Approval 2. Relationships with the Opposite Sex	5 5	6 6	1. Marriage and Family Formation	8 8	
The Local Community	1. My School District 2. Living in Hong Kong 3. Some Local Issues	5 5 9	31 50 18	1. Hong Kong—Past and Present 2. Some Local Issues	16 15	48 15	1. Political Development and Future of the Hong Kong Special Administrative Region 2. My Role as a Citizen 3. Some Local Issues	9 5 15	10 5 18
The Chinese People				1. My Country and My People	8	15	1. My Country and My People *2. Some Human Landscape Studies in China	9 —	16 17
The World				*1. The Hong Kong Special Administrative Region's Place in the World *2. Historical Perspective of the World	— —	28 11	1. The Hong Kong Special Administrative Region and the World *2. Developed and Developing Countries *3. International Conflicts and Cooperation	4 — —	4 28 24
		55	135			55	135	55	135

* Topics for Model II only

Model I (2 periods per week/cycle)

Model II (5/6 periods per week/cycle)

V. SYLLABUS CONTENT

The following overview chart (Table 2) shows the outline of the Social Studies Syllabus (S1–S3) for both Models I & II.

The syllabus content with all topics listed for both Model I and Model II is tabled separately in Table 3 and Table 4 respectively.

Table 2: Overview Chart of the Social Studies Syllabus (S1-S3)

A. SECONDARY ONE

THE ADOLESCENT AND HIS WORLD

Myself	Periods		My Family and Friends	Periods		The Local Community	Periods		The Chinese People	Periods		The World	Periods	
	Models			Models			Models			Models			Models	
	I	II		I	II		I	II		I	II		I	II
1. <i>My Study And Leisure</i>	5	5	1. <i>My Family</i>	6	6	1. <i>My School District</i>	5	31						
A. Study skills	2	2	A. Relationship with parents	2	2	A. Location of my school district in Hong Kong	—	6						
B. Participation in extra-curricular activities	2	2	B. Relationship with other family members	2	2	B. Land use	—	4						
C. Hobbies and use of leisure	1	1	C. Establishing a happy family	2	2	C. Housing	—	4						
2. <i>My Health</i>	5	5	2. <i>My Friends</i>	6	6	D. Transport	—	4						
A. Personal hygiene	2	2	A. Peer group and influence	2	2	E. Population	—	4						
B. Balanced diet and food hygiene	2	2	B. Building good friendships with others	2	2	F. Pollution: problems and solution	—	4						
C. Exercise and rest	1	1	C. Communication with other people	2	2	G. District Organizations e.g. District Board	3	3						
3. <i>Knowing Myself</i>	14	14				H. Participation in local affairs	2	2						
A. Physical changes	3	3				2. <i>Living In Hong Kong</i>	5	50						
B. Emotional development	6	6				A. Geographical setting	5	14						
C. Sex role	2	2				B. Clothing	—	2						
D. Identity	1	1				C. Food and water	—	9						
E. Self-image and self-awareness	2	2				D. Housing	—	4						
						E. Transport	—	4						
						F. Communication and the mass media	—	4						
						G. Urban growth and new towns	—	7						
						H. Recreation	—	2						
						I. The Hong Kong Special Administrative Region as a cosmopolitan city	—	4						
						3. <i>Some Local Issues</i>	9	18						
						A. Smoking	2	2						
						B. Alcoholism	1	1						
						C. Selected types of diseases in Hong Kong	6	6						
						D. Safety education	—	9						
	24	24		12	12		19	99						

Model I (2 periods per week/cycle)
 Model II (5/6 periods per week/cycle)
 Model I: 55 periods
 Model II: 135 periods

B. SECONDARY TWO
THE ADOLESCENT AND HIS WORLD

Myself	Periods		My Family and Friends	Periods		The Local Community	Periods		The Chinese People	Periods		The World	Periods	
	Models			Models			Models			Models			Models	
	I	II		I	II		I	II		I	II		I	II
1. <i>Decision Making</i>	6	6	1. <i>Identity And Social Approval</i>	5	6	1. <i>Hong Kong—Past And Present</i>	16	48	1. <i>My Country And My People</i>	8	15	1. <i>The Hong Kong Special Administrative Region's Place in the World</i>	—	28
A. The process of making decisions	3	3	A. Conformity and independence	2	2	A. Historical development	4	10	A. Geographical background of China	5	12	A. Location of the Hong Kong Special Administrative Region in the World	—	4
B. Improving skills in making decisions	3	3	B. Idol worship	1	1	B. Economic development	6	28	B. Culture and customs of the Chinese people	3	3	B. The Hong Kong Special Administrative Region's trading partners	—	4
			C. Personality development	2	3	C. Social development	6	10				C. Examples of economic activities of Our trading partners	—	12
			2. <i>Relationships With The Opposite Sex</i>	5	6	2. <i>Some Local Issues</i>	15	15				D. Our neighbouring countries	—	8
			A. Dating	3	3	A. Law and order	4	4				2. <i>Historical Perspective Of The World</i>	—	11
			B. Love and infatuation	2	3	B. Juvenile delinquency	3	3				A. Influence of the Greek and Roman civilizations on today's world	—	6
						C. Drug education	5	5				B. The Impact of the Renaissance	—	5
						D. Social Welfare	3	3						
	6	6		10	12		31	63		8	15		—	39

Model I (2 periods per week/cycle)
Model II (5/6 periods per week/cycle)
Model I: 55 periods
Model II: 135 periods

C. SECONDARY THREE
THE ADOLESCENT AND HIS WORLD

Myself	Periods		My family and Friends	Periods		The Local Community	Periods		The Chinese People	Periods		The World	Periods	
	Models			Models			Models			Models			Models	
	I	II		I	II		I	II		I	II		I	II
1. <i>My Future</i> A. Further studies B. Vocational training C. Choice of job	5 2 1 2	5 2 1 2	1. <i>Marriage and Family Formation</i> A. Meaning of marriage B. Formation of a family C. Becoming parents D. Single-parent family	8 2 2 2	8 2 2 2	1. <i>Political Development And Future Of the Hong Kong Special Administrative Region</i> A. Political development B. Basic Law C. Hong Kong in transition 2. <i>My Role As A Citizen</i> A. Role of a citizen B. Communication with HKSAR government 3. <i>Some Local Issues</i> A. Consumer education B. Corruption and the ICAC C. Pollution and conservation D. AIDS awareness and cancer education	 9 5 2 10 6 2 5 3 2 15 3 3 6 3	 10 6 2 5 3 2 18 3 3 9 3	1. <i>My Country And My People</i> A. Structure of the Central People's government B. The Economy of the mainland of China 2. <i>Some Human Landscape Studies In China</i> A. Agricultural landscape B. Urban and industrial landscapes	9 4 5 — — —	16 4 12 17 9 8	1. <i>The Hong Kong Special Administrative Region And The World</i> A. The Hong Kong Special Administrative Region as an international trade and financial centre 2. <i>Developed And Developing Countries</i> A. Brief introduction to the concept of 'developed' and 'developing' countries B. Relationship between industrialization and economic development C. Case studies of developed and developing countries 3. <i>International Conflicts And Cooperation</i> A. Causes and effects of wars B. Four case studies of wars C. International cooperation	4 <	

Model I (2 periods per week/cycle)
Model II (5/6 periods per week/cycle)
Model I: 55 periods
Model II: 135 periods

Table 3: Syllabus Contents—Model I

SECONDARY ONE

Periods

MYSELF

1. MY STUDY AND LEISURE	5
A. <i>Study Skills</i>	
Developing Effective Study Skills	
i. Setting realistic goals	
ii. Good time management	
iii. Alternation of work and play	
iv. Effective reading skills and locating library references	
v. How to cope with stresses and tensions of work and examination	
B. <i>Participation in Extra-curricular Activities</i>	
a. Contribution of Extra-curricular Activities to Personal Development	
b. Types of Extra-curricular Activities in School	
c. Making One's Choice of Extra-curricular Activities	
C. <i>Hobbies and Use of Leisure</i>	
a. Developing Hobbies	
i. Kinds of hobbies	
ii. Value of developing hobbies and interests	
b. Proper Use of Leisure	
i. Planning leisure	
ii. Some recreational facilities in Hong Kong	
2. MY HEALTH	5
A. <i>Personal Hygiene</i>	
a. Good Grooming	
i. Care of body and personal cleanliness	
ii. Proper choice of clothes and footwear	
b. Dental Care	
i. Proper care of teeth and gums	
ii. Preventing and controlling dental ailments	
B. <i>Balanced Diet and Food Hygiene</i>	
a. Balanced Diet	
i. Types of food and their importance	
ii. Diet and its relation to growth and development	
iii. Importance of water to the body	

- b. Food Hygiene
 - i. Cleanliness and proper storage
 - ii. Eating habits
 - C. *Exercise and Rest*
 - Need for Exercise and Rest
 - i. Relationship of regular exercise to physical fitness, strength and happiness
 - ii. Need for adequate sleep
- 3. KNOWING MYSELF 14
 - A. *Physical Changes*
 - a. The Onset of the Adolescent Growth Spurt
 - b. Patterns of Development and Individual Differences
 - c. Development of Secondary Sexual Characteristics
 - d. Maturation of the Reproductive System
(Menstruation, Nocturnal Emission, Pregnancy and Birth)
 - B. *Emotional Development*
 - a. Emotional Characteristics of the Adolescent
 - i. Factors influencing one's emotion
 - ii. Emotional adjustment related to physical changes
 - b. Basic Emotional Needs, (e.g. Love, Acceptance, Belonging, Security)
 - c. Developing Emotional Maturity
 - i. Tackling emotional upheavals
(e.g. frustration, anxiety, stress)
 - ii. Setting realistic goals
 - d. Coping with Emotional Experiences which Accompany Sexual Maturation
 - i. Signs of sexual awakening: masturbation, curiosity about pornography, interest in the opposite sex, sexual fantasies, etc.
 - ii. Developing appropriate attitudes
 - iii. Good use of leisure: participating in meaningful recreational activities and developing interests
 - C. *Sex Role*
 - a. Roles and Responsibilities of the Male and Female
 - i. Male and female roles at home and in society—traditional patterns and changing trends
 - ii. Respecting the opposite sex

- b. Sex Role Stereotyping
 - i. Its pattern and effects
 - ii. Respecting individual differences and the choice of others

D. *Identity*

- a. Searching for Identity at Adolescence
- b. Stereotyping, Idol Worship and Their Effects
- c. Happy to be Oneself

E. *Self-image and Self-awareness*

- a. Understanding One's Strengths and Weaknesses
- b. Self-Concept
 - i. Self-awareness and acceptance
 - ii. Establishing an individual value standard
 - iii. Developing self-confidence and poise

MY FAMILY AND FRIENDS

1. MY FAMILY

6

A. *Relationship with Parents*

- a. Roles of Parents and Children
- b. Understanding One's Parents
- c. Communication between Children and Parents
- d. Establishing Good Relationship

B. *Relationship with Other Family Members*

- a. Understanding One's Brothers, Sisters and Grandparents
- b. Communication with Other Members of the Family
- c. Care of Young and Elderly Family Members

C. *Establishing a Happy Family*

- a. Roles and Responsibilities of Different Members of the Family
- b. Harmonious Relationship
 - i. Sharing responsibilities
 - ii. Family activities
- c. Resolving Family Conflicts
 - i. Tolerance and sacrifice
 - ii. Objectivity
 - iii. Understanding and concern for one another

2. MY FRIENDS

6

A. *Peer Group and Influence*

- a. Making Friends
 - i. Need for making friends
 - ii. Value of friendship
 - iii. Criteria for choosing friends
- b. Peer Group Influence
 - i. Need for peer group acceptance
 - ii. Handling peer pressure

B. *Building Good Friendships with Others*

- a. Responsibilities of Being a Friend
- b. Relationship with Friends of the Same and Opposite Sexes
 - i. Behaviour in a mixed group
 - ii. Developing social maturity in relationship with members of the same and opposite sexes

C. *Communication with Other People*

- a. Awareness of One's Own Level of Communication Skills
- b. Improving One's Listening and Expressing Skills

THE LOCAL COMMUNITY

1. MY SCHOOL DISTRICT

A. *District Organizations e.g. the District Board*

- a. Organization and Functions of the District Board
- b. Development of the District Board

B. *Participation in Local Affairs*

- a. Personal Contribution in Improving the Environment of the District
- b. Participation in Public Campaigns
- c. Supporting District-organized Recreational Activities
- d. Voluntary Work in Community Services

2. LIVING IN HONG KONG

5

A. *Geographical Setting*

- a. Position and Relief
 - i. Location and situation
 - ii. Major relief features
 - iii. The harbour

- b. Climate
 - i. Climatic characteristics
 - ii. Effects of the monsoon system on Hong Kong
- 3. SOME LOCAL ISSUES 9
 - A. *Smoking*
 - a. Components of Tobacco and Its Effects on the Human Body
 - b. Smoking and Community Health
 - c. Anti-smoking Campaign
 - B. *Alcoholism*
 - a. Types of Alcoholic Drinks and Their Effects on the Human Body
 - b. Alcoholism and Community Health
 - C. *Selected Types of Diseases in Hong Kong*
 - a. Causes and Effects
 - i. Airborne diseases (e.g. common cold, influenza)
 - ii. Foodborne diseases (e.g. enteric diseases, hepatitis)
 - iii. Heart diseases and cancer
 - b. Community Efforts on the Prevention and Control of these Diseases
 - i. Government departments of the Hong Kong Special Administrative Region
 - ii. Non-government agencies

SECONDARY TWO

MYSELF

- 1. DECISION MAKING 6
 - A. *The Process of Making Decisions*
 - a. Define the Problem
 - b. Gather Facts and Work Out Possible Alternatives
 - c. Consider Consequences of Each Alternative
 - d. Consider Personal, Family and Societal Values
 - e. Choose One Alternative
 - f. Design a Plan to Carry Out the Decision
 - g. Evaluate the Decision Made

B. *Improving Skills in Making Decisions*

Some Daily Life Examples (Saying 'No' in Some Situations, Settling Daily Life Problems, Dealing with Your Own Jealousy)

MY FAMILY AND FRIENDS

1. IDENTITY AND SOCIAL APPROVAL 5

A. *Conformity and Independence*

- a. The Need for Social Acceptance and Approval
- b. Choice between Independence and Conformity with Others

B. *Idol Worship*

Fantasy or Reality

C. *Personality Development*

- a. Factors Affecting Personality Development
- b. Developing and Improving Personality

2. RELATIONSHIPS WITH THE OPPOSITE SEX 5

A. *Dating*

- a. Motives
- b. Activities
- c. Attitudes towards Dating

B. *Love and Infatuation*

- a. Meaning of Love and Infatuation
- b. Differences between Love and Infatuation
 - i. Self attitudes
 - ii. Awareness of infatuation is not real love
- c. Differences between Boys and Girls in the Understanding of Love and Infatuation at Puberty

THE LOCAL COMMUNITY

1. HONG KONG—PAST AND PRESENT 16

A. *Historical Development*

- a. Brief History
 - i. Hong Kong before 1842
 - ii. Hong Kong from 1842 to 1945
 - iii. Hong Kong after the Second World War
- b. The Sino-British Joint Declaration

- B. *Economic Development*
 - a. Manufacturing Industries
 - i. Background of development
 - ii. Characteristics of major types of manufacturing industries
 - iii. Future development
 - b. Trade and Finance
 - i. Imports, exports and entrepôt trade
 - ii. Direction of trades
 - iii. Emergence of Hong Kong as a financial centre
 - c. Tourism
 - i. Tourist attractions
 - ii. Sources of income
 - iii. Job opportunities
 - iv. Future development
- C. *Social Development*
 - a. Population
 - i. The evolution of social groups
 - ii. Size and composition of Hong Kong's population
 - iii. Distribution pattern
 - iv. Factors affecting growth and distribution
 - v. Census and projection
 - b. Education
 - i. Structure and types
 - ii. School as a community

2. SOME LOCAL ISSUES

15

- A. *Law and Order*

The Legal System

 - i. Jurisdiction; courts; jury and legal aids
 - ii. Police control; crime and punishment; rehabilitation for discharged prisoners
- B. *Juvenile Delinquency*
 - a. Causes and Types
(e.g. shoptheft, drug trafficking, triad activities)
 - b. Correctional Services
- C. *Drug Education*
 - a. Definition of Drugs
 - b. Use and Abuse of Medically-prescribed Drugs
 - c. Types of Dangerous Drugs
 - d. Drug Addiction and Dependence

- e. Causes and Effects of Drug Abuse
- f. Treatment and Rehabilitation
- g. Means of Prevention
 - i. Education
 - ii. Combating against drug trafficking
- D. *Social Welfare*
 - a. The Meaning of and Need for Social Welfare
 - b. Social Welfare Services in Hong Kong
 - i. Services provided by the Hong Kong Special Administrative Region government
 - ii. Work of important voluntary agencies
 - c. Social Welfare and the Government Budget of the Hong Kong Special Administrative Region

THE CHINESE PEOPLE

- 1. MY COUNTRY AND MY PEOPLE 8
 - A. *Geographical Background of China*
 - a. Relief of China
 - b. Climate of China
 - c. Land and Climate as Resources
 - B. *Culture and Customs of the Chinese People*
 - a. Origin of the Chinese Civilization
 - b. Culture and Customs
 - i. Languages and dialects
 - ii. Customs, festivals and different forms of arts

SECONDARY THREE

MYSELF

- 1. MY FUTURE 5
 - A. *Further Studies*
 - a. Attitudes towards Study
 - b. Opportunities of Further Studies in Hong Kong
 - B. *Vocational Training*
 - a. Types of Vocational Training
 - b. Future Prospect
 - C. *Choice of Job*
 - a. Job Opportunities
 - b. Factors to Consider in Choosing a Job

MY FAMILY AND FRIENDS

- | | |
|--|---|
| 1. MARRIAGE AND FAMILY FORMATION | 8 |
| <ul style="list-style-type: none"> A. <i>Meaning of Marriage</i> <ul style="list-style-type: none"> a. Choosing a Life Partner b. Responsibilities in Marriage B. <i>Formation of a Family</i> <ul style="list-style-type: none"> Factors to Consider in Raising a Family <ul style="list-style-type: none"> i. Change of life style ii. Sharing responsibilities iii. Family budget C. <i>Becoming Parents</i> <ul style="list-style-type: none"> a. Factors to Consider before Becoming Parents b. Quality of Responsible Parenthood D. <i>Single-Parent Family</i> <ul style="list-style-type: none"> a. Family Crisis and Its Effects b. Overcoming Unhappy Experiences | |

THE LOCAL COMMUNITY

- | | |
|---|---|
| 1. POLITICAL DEVELOPMENT AND FUTURE OF THE HONG KONG SPECIAL ADMINISTRATIVE REGION | 9 |
| <ul style="list-style-type: none"> A. <i>Political Development</i> <ul style="list-style-type: none"> a. How the Hong Kong Special Administrative Region is Governed <ul style="list-style-type: none"> i. Structure of the government ii. Major government departments and their functions b. Sources of Government Revenue and Expenditure c. Representative Government and Its Future Development B. <i>Basic Law</i> <ul style="list-style-type: none"> Principles and Major Contents C. <i>Hong Kong in Transition</i> <ul style="list-style-type: none"> Social, Cultural, Economic and Political Changes | |
| 2. MY ROLE AS A CITIZEN | 5 |
| <ul style="list-style-type: none"> A. <i>Role of a Citizen</i> <ul style="list-style-type: none"> a. Rights b. Responsibilities | |

- B. *Communication with HKSAR Government*
Official and Unofficial Channels
- 3. SOME LOCAL ISSUES 15
 - A. *Consumer Education*
 - a. Advertising and Labelling
 - b. Rights and Responsibilities of a Consumer
 - c. Consumer Council
 - B. *Corruption and the ICAC*
 - a. Definition of Corruption
 - b. Causes of Corruption
 - c. Effects of Corruption on Society
 - d. The Independent Commission Against Corruption
 - e. Responsibilities of the Individual in Fighting Corruption
 - C. *Pollution and Conservation*
 - a. Types of Pollution
 - i. Land
 - ii. Water
 - iii. Air
 - iv. Noise
 - b. Causes and Effects of Pollution
 - i. Causes—human activities, natural processes, accidents
 - ii. Effects on human, animal and plant life
 - c. Prevention and Remedy
 - i. Education
 - ii. Planning
 - iii. Law enforcement
 - d. Conservation in the Countryside
 - i. Afforestation
 - ii. Country parks
 - iii. Nature trails
 - e. Personal Contribution and Responsibilities
 - D. *AIDS Awareness and Cancer Education*
 - a. AIDS Awareness
 - i. Cause—HIV
 - ii. Symptoms
 - iii. Prevention
 - b. Cancer Education
 - i. Nature of cancer
 - ii. Causes of cancer
 - iii. Treatment and prevention of cancer

THE CHINESE PEOPLE

1. MY COUNTRY AND MY PEOPLE 9
 - A. *Structure of the Central People's Government*
 - a. The Communist Party of China
 - b. The National People's Congress
 - c. The Chinese People's Political Consultative Conference
 - d. The State Council
 - e. Local People's Government
 - B. *The Economy of the mainland of China*
 - a. Planned Economy
 - b. Modern Trend in Economic Development
 - c. Improving Living Standard

THE WORLD

1. THE HONG KONG SPECIAL ADMINISTRATIVE REGION AND THE WORLD 4
 - A. *The Hong Kong Special Administrative Region as An International Trade and Financial Centre*
 - a. Trade Development
 - i. Institutions of trade development
 - ii. Trade restrictions and trade promotion
 - iii. Shipping and air freight
 - b. As a Financial Centre
 - i. Banking
 - ii. Investment
 - iii. Stock market

Table 4: Syllabus Contents—Model II

SECONDARY ONE

Periods

MYSELF

- | | |
|--|---|
| 1. MY STUDY AND LEISURE | 5 |
| A. <i>Study Skills</i> | |
| Developing Effective Study Skills | |
| i. Setting realistic goals | |
| ii. Good time management | |
| iii. Alternation of work and play | |
| iv. Effective reading skills and locating library references | |
| v. How to cope with stresses and tensions of work and examination | |
| B. <i>Participation in Extra-curricular Activities</i> | |
| a. Contribution of Extra-curricular Activities to Personal Development | |
| b. Types of Extra-curricular Activities in School | |
| c. Making One's Choice of Extra-curricular Activities | |
| C. <i>Hobbies and Use of Leisure</i> | |
| a. Developing Hobbies | |
| i. Kinds of hobbies | |
| ii. Value of developing hobbies and interests | |
| b. Proper Use of Leisure | |
| i. Planning leisure | |
| ii. Some recreational facilities in Hong Kong | |
| 2. MY HEALTH | 5 |
| A. <i>Personal Hygiene</i> | |
| a. Good Grooming | |
| i. Care of body and personal cleanliness | |
| ii. Proper choice of clothes and footwear | |
| b. Dental Care | |
| i. Proper care of teeth and gums | |
| ii. Preventing and controlling dental ailments | |
| B. <i>Balanced Diet and Food Hygiene</i> | |
| a. Balanced Diet | |
| i. Types of food and their importance | |
| ii. Diet and its relation to growth and development | |
| iii. Importance of water to the body | |

- b. Food Hygiene
 - i. Cleanliness and proper storage
 - ii. Eating habits
 - C. *Exercise and Rest*
 - Need for Exercise and Rest
 - i. Relationship of regular exercise to physical fitness, strength and happiness
 - ii. Need for adequate sleep
- 3. KNOWING MYSELF 14
 - A. *Physical Changes*
 - a. The Onset of the Adolescent Growth Spurt
 - b. Patterns of Development and Individual Differences
 - c. Development of Secondary Sexual Characteristics
 - d. Maturation of the Reproductive System
(Menstruation, Nocturnal Emission, Pregnancy and Birth)
 - B. *Emotional Development*
 - a. Emotional Characteristics of the Adolescent
 - i. Factors influencing one's emotion
 - ii. Emotional adjustment related to physical changes
 - b. Basic Emotional Needs, (e.g. Love, Acceptance, Belonging, Security)
 - c. Developing Emotional Maturity
 - i. Tackling emotional upheavals
(e.g. frustration, anxiety, stress)
 - ii. Setting realistic goals
 - d. Coping with Emotional Experiences which Accompany Sexual Maturation
 - i. Signs of sexual awakening: masturbation, curiosity about pornography, interest in the opposite sex, sexual fantasies, etc.
 - ii. Developing appropriate attitudes
 - iii. Good use of leisure: participating in meaningful recreational activities and developing interests
 - C. *Sex Role*
 - a. Roles and Responsibilities of the Male and Female
 - i. Male and female roles at home and in society—traditional patterns and changing trends
 - ii. Respecting the opposite sex

- b. Sex Role Stereotyping
 - i. Its pattern and effects
 - ii. Respecting individual differences and the choice of others
- D. *Identity*
 - a. Searching for Identity at Adolescence
 - b. Stereotyping, Idol Worship and Their Effects
 - c. Happy to be Oneself
- E. *Self-image and Self-awareness*
 - a. Understanding One's Strengths and Weaknesses
 - b. Self-Concept
 - i. Self-awareness and acceptance
 - ii. Establishing an individual value standard
 - iii. Developing self-confidence and poise

MY FAMILY AND FRIENDS

1. MY FAMILY

6

- A. *Relationship with Parents*
 - a. Roles of Parents and Children
 - b. Understanding One's Parents
 - c. Communication between Children and Parents
 - d. Establishing Good Relationship
- B. *Relationship with Other Family Members*
 - a. Understanding One's Brothers, Sisters and Grandparents
 - b. Communication with Other Members of the Family
 - c. Care of Young and Elderly Family Members
- C. *Establishing a Happy Family*
 - a. Roles and Responsibilities of Different Members of the Family
 - b. Harmonious Relationship
 - i. Sharing responsibilities
 - ii. Family activities
 - c. Resolving Family Conflicts
 - i. Tolerance and sacrifice
 - ii. Objectivity
 - iii. Understanding and concern for one another

2. MY FRIENDS

6

- A. *Peer Group and Influence*
 - a. Making Friends
 - i. Need for making friends
 - ii. Value of friendship
 - iii. Criteria for choosing friends
 - b. Peer Group Influence
 - i. Need for peer group acceptance
 - ii. Handling peer pressure
- B. *Building Good Friendships with Others*
 - a. Responsibilities of Being a Friend
 - b. Relationship with Friends of the Same and Opposite Sexes
 - i. Behaviour in a mixed group
 - ii. Developing social maturity in relationship with members of the same and opposite sexes
- C. *Communication with Other People*
 - a. Awareness of One's Own Level of Communication Skills
 - b. Improving One's Listening and Expressing Skills

THE LOCAL COMMUNITY

1. MY SCHOOL DISTRICT

31

- A. *Location of My School District in Hong Kong*
 - a. Use of Maps and Atlas
 - i. Basic concept of a map and its constraints
 - ii. Use of content page and index
 - b. Methods of Showing Location
 - i. Grid reference, longitude and latitude
 - ii. Location of the school
 - c. Basic Map Reading Skills
 - i. Scale, direction, bearing
 - ii. Plan of the classroom/school
- B. *Land Use*
 - a. Types and Characteristics of Land Use (rural/urban)
 - b. Land Use Survey
 - c. Distribution Pattern
 - d. Supply of Goods/Services
 - e. Basic Mapping Techniques
(e.g. Use of Keys, Coding, Colouring, Finding Locations)

- C. *Housing*
 - a. Plan of My Home/District
 - b. Recreational Facilities
 - c. Types of Housing
 - d. History of Development
 - D. *Transport*
 - a. Transport within the Local District
 - b. Transport Link with Other Districts
 - c. Conducting a Traffic Survey
 - d. Recent Transport Development in the Local District
 - E. *Population*
 - a. Size and Composition
 - b. Growth
 - c. Graphical Techniques
 - F. *Pollution: Problems and Solution*
 - a. Types of Pollution Observed
 - b. Occurrence and Causes
 - c. Improving Environmental Quality of the Local Community
 - G. *District Organizations e.g. the District Board*
 - a. Organization and Functions of the District Board
 - b. Development of the District Board
 - H. *Participation in Local Affairs*
 - a. Personal Contribution in Improving the Environment of the District
 - b. Participation in Public Campaigns
 - c. Supporting District-organized Recreational Activities
 - d. Voluntary Work in Community Services
2. LIVING IN HONG KONG 50
- A. *Geographical Setting*
 - a. Position and Relief
 - i. Location and situation
 - ii. Major relief features
 - iii. The harbour
 - b. Reading Contour Maps
 - i. Contoured landforms
 - ii. Gradient, cross-section and long profile

- c. Weather
 - i. Weather elements
 - ii. Measurement
 - iii. Differences between weather and climate
- d. Climate
 - i. Climatic characteristics
 - ii. Effects of the monsoon system on Hong Kong
- B. *Clothing*
 - a. Choosing the Right Clothing
 - b. Hong Kong as a Fashion centre
- C. *Food and Water*
 - a. Food Supply in Hong Kong
 - b. Local Food Production
 - i. Farming activities
 - ii. Rural land use and the changing pattern
 - iii. Fishing in Hong Kong
 - c. Water Supply in Hong Kong
- D. *Housing*
 - a. Nature and Causes of the Housing Problems
 - b. The Hong Kong Special Administrative Region Government's Effort in Local Housing Development
 - i. Development programme
 - ii. Public housing estates
 - iii. Home Ownership Scheme
 - iv. Other measures
 - c. Contribution of Private Developers
- E. *Transport*
 - a. Types of Transport
 - b. Traffic Problems
 - i. Causes
 - ii. Measures to cope with problems
- F. *Communication and the Mass Media*
 - a. Postal Services
 - b. Telephone and Telecommunication Services
 - c. The Mass Media
- G. *Urban Growth and New Towns*
 - a. Urban Zones and Characteristics
 - b. Differences between Urban and Rural Landscapes
 - c. Location and Extent of Urban Areas

- d. Urban Growth and Redevelopment
 - e. New Town Development as a Means to Decentralize Population
 - H. *Recreation*
 - a. Types of Recreation
 - b. Recreational Facilities
 - I. *The Hong Kong Special Administrative Region as a Cosmopolitan City*
 - a. Nationalities, Languages and Dialects
 - b. Traditions and Customs
 - c. Fusion of Culture
3. SOME LOCAL ISSUES 18
- A. *Smoking*
 - a. Components of Tobacco and Its Effects on the Human Body
 - b. Smoking and Community Health
 - c. Anti-smoking Campaign
 - B. *Alcoholism*
 - a. Types of Alcoholic Drinks and Their Effects on the Human Body
 - b. Alcoholism and Community Health
 - C. *Selected Types of Diseases in Hong Kong*
 - a. Causes and Effects
 - i. Airborne diseases (e.g. common cold, influenza)
 - ii. Foodborne diseases (e.g. enteric diseases, hepatitis)
 - iii. Heart diseases and cancer
 - b. Community Efforts on the Prevention and Control of these Diseases
 - i. Government departments of the Hong Kong Special Administrative Region
 - ii. Non-government agencies
 - D. *Safety Education*
 - a. Concern for Others' Safety
 - b. Causes and Prevention of Home Accidents
 - c. Safety on the Road: Case Study Using the School District
 - d. Basic First Aid Knowledge
 - i. Concept of first aid
 - ii. Content of first aid box

- iii. Use of first aid box
- iv. Safety procedures in case of accidents and emergency
- v. First aid training

SECONDARY TWO

MYSELF

1. DECISION MAKING 6
 - A. *The Process of Making Decisions*
 - a. Define the Problem
 - b. Gather Facts and Work Out Possible Alternatives
 - c. Consider Consequences of Each Alternative
 - d. Consider Personal, Family and Societal Values
 - e. Choose One Alternative
 - f. Design a Plan to Carry Out the Decision
 - g. Evaluate the Decision Made
 - B. *Improving Skills in Making Decisions*
Some Daily Life Examples (Saying 'No' in Some Situations, Settling Daily Life Problems, Dealing with Your Own Jealousy)

MY FAMILY AND FRIENDS

1. IDENTITY AND SOCIAL APPROVAL 6
 - A. *Conformity and Independence*
 - a. The Need for Social Acceptance and Approval
 - b. Choice between Independence and Conformity with Others
 - B. *Idol Worship*
Fantasy or Reality
 - C. *Personality Development*
 - a. Factors Affecting Personality Development
 - b. Developing and Improving Personality
2. RELATIONSHIPS WITH THE OPPOSITE SEX 6
 - A. *Dating*
 - a. Motives
 - b. Activities
 - c. Attitudes towards Dating

- B. *Love and Infatuation*
 - a. Meaning of Love and Infatuation
 - b. Differences between Love and Infatuation
 - i. Self attitudes
 - ii. Awareness of infatuation is not real love
 - c. Differences between Boys and Girls in the Understanding of Love and Infatuation at Puberty

THE LOCAL COMMUNITY

1. HONG KONG—PAST AND PRESENT

48

- A. *Historical Development*
 - a. Brief History
 - i. Hong Kong before 1842
 - ii. Hong Kong from 1842 to 1945
 - iii. Hong Kong after the Second World War
 - b. Urban Growth
 - i. Growth of the urban area
 - ii. Reclamation as a means to gain urban land
 - iii. Urban development in the New Territories
 - c. The Sino-British Joint Declaration
- B. *Economic Development*
 - a. Principles in Industrialization and Commerce
 - i. Interdependence in primary, secondary and tertiary production
 - ii. Division of labour
 - b. Structure of Modern Factories
 - i. Mass production
 - ii. Shift system
 - iii. Free enterprise
 - iv. Competition and restriction
 - v. Diversification
 - vi. Specialization
 - c. Factors of Production
 - i. Land
 - ii. Labour
 - iii. Capital
 - iv. Entrepreneur
 - d. Manufacturing Industries
 - i. Background of development
 - ii. Characteristics of major types of manufacturing industries
 - iii. Future development

- e. Selected Examples of Industries
 - i. Textiles/garment
 - ii. Electronics
 - iii. Plastics
 - iv. Food processing
- f. Trade and Finance
 - i. Imports, exports and entrepôt trade
 - ii. Direction of trades
 - iii. Emergence of Hong Kong as a financial centre
- g. Tourism
 - i. Tourist attractions
 - ii. Sources of income
 - iii. Job opportunities
 - iv. Future development
- h. Employment of Hong Kong Residents
 - i. Types of employment in different sectors
 - ii. Employment statistics

C. *Social Development*

- a. Population
 - i. The evolution of social groups
 - ii. Size and composition of Hong Kong's population
 - iii. Distribution pattern
 - iv. Factors affecting growth and distribution
 - v. Census and projection
- b. Education
 - i. Structure and types
 - ii. School as a community
- c. Social Structure
 - i. Family income
 - ii. Equality of sexes
 - iii. Social mobility

2. SOME LOCAL ISSUES

15

A. *Law and Order*

The Legal System

- i. Jurisdiction; courts; jury and legal aids
- ii. Police control; crime and punishment; rehabilitation for discharged prisoners

B. *Juvenile Delinquency*

- a. Causes and Types
(e.g. shoptheft, drug trafficking, triad activities)
- b. Correctional Services

- C. *Drug Education*
 - a. Definition of Drugs
 - b. Use and Abuse of Medically-prescribed Drugs
 - c. Types of Dangerous Drugs
 - d. Drug Addiction and Dependence
 - e. Causes and Effects of Drug Abuse
 - f. Treatment and Rehabilitation
 - g. Means of Prevention
 - i. Education
 - ii. Combating against drug trafficking
- D. *Social Welfare*
 - a. The Meaning of and Need for Social Welfare
 - b. Social Welfare Services in Hong Kong
 - i. Services provided by the Hong Kong Special Administrative Region Government
 - ii. Work of important voluntary agencies
 - c. Social Welfare and the Government Budget of the Hong Kong Special Administrative Region

THE CHINESE PEOPLE

- 1. MY COUNTRY AND MY PEOPLE 8
 - A. *Geographical Background of China*
 - a. Relief of China
 - b. Climate of China
 - c. Land and Climate as Resources
 - d. Some Physical Landscapes of China
 - i. Desert landscapes
 - ii. Mountain and plateau landscapes
 - iii. Karst landscapes
 - B. *Culture and Customs of the Chinese People*
 - a. Origin of the Chinese Civilization
 - b. Culture and Customs
 - i. Languages and dialects
 - ii. Customs, festivals and different forms of arts

THE WORLD

- 1. THE HONG KONG SPECIAL ADMINISTRATIVE REGION'S PLACE IN THE WORLD 28
 - A. *Location of the Hong Kong Special Administrative Region in the World*

The Hong Kong Special Administrative Region in Relation to International Trade Routes

- B. *The Hong Kong Special Administrative Region's Trading Partners*
 - a. Location of Our Trading Partners
 - b. Imported Items and Their Sources
 - c. Exported Items and Their Destination
 - d. Re-exported Items and Their Destination
 - C. *Examples of Economic Activities of Our Trading Partners*
 - a. Wheat-sheep Farming of Australia
 - b. Coffee Plantation of Brazil
 - c. Wine Industry of France
 - d. Fruit Industry of California, U.S.A.
 - e. Oil Industry in the Middle East
 - f. Motor Car Industry of Japan
 - D. *Our Neighbouring Countries*
 - a. Location and Extent of Our Neighbouring Countries
 - b. Their Cultures, Customs and Religions
 - c. Their Relationships with the Hong Kong Special Administrative Region
2. HISTORICAL PERSPECTIVE OF THE WORLD 11
- A. *Influence of the Greek and Roman Civilizations on Today's World*
 - a. Historical Background of the Greek and Roman Civilizations
 - b. Ideas of the Greek Philosophers
 - c. Idea of Citizenship
 - d. Innovations/Achievements in
 - i. Science and medicine
 - ii. Architecture
 - iii. Law
 - iv. Leisure and sports
 - B. *The Impact of the Renaissance*
 - a. Historical Background of the Renaissance
 - b. Heritage of the Renaissance
 - i. Astronomy
 - ii. Medicine and science
 - iii. Art and architecture
 - c. Influence on the West and the Modern World

SECONDARY THREE

Periods

MYSELF

- | | |
|--|---|
| 1. MY FUTURE | 5 |
| A. <i>Further Studies</i> | |
| a. Attitudes towards Study | |
| b. Opportunities of Further Studies in Hong Kong | |
| B. <i>Vocational Training</i> | |
| a. Types of Vocational Training | |
| b. Future Prospect | |
| C. <i>Choice of Job</i> | |
| a. Job Opportunities | |
| b. Factors to Consider in Choosing a Job | |

MY FAMILY AND FRIENDS

- | | |
|--|---|
| 1. MARRIAGE AND FAMILY FORMATION | 8 |
| A. <i>Meaning of Marriage</i> | |
| a. Choosing a Life Partner | |
| b. Responsibilities in Marriage | |
| B. <i>Formation of a Family</i> | |
| Factors to Consider in Raising a Family | |
| i. Change of life style | |
| ii. Sharing responsibilities | |
| iii. Family budget | |
| C. <i>Becoming Parents</i> | |
| a. Factors to Consider before Becoming Parents | |
| b. Quality of Responsible Parenthood | |
| D. <i>Single-Parent Family</i> | |
| a. Family Crisis and Its Effects | |
| b. Overcoming Unhappy Experiences | |

THE LOCAL COMMUNITY

- | | |
|--|----|
| 1. POLITICAL DEVELOPMENT AND FUTURE OF THE HONG KONG SPECIAL ADMINISTRATIVE REGION | 10 |
| A. <i>Political Development</i> | |
| a. How the Hong Kong Special Administrative Region is Governed | |

<ul style="list-style-type: none"> <ul style="list-style-type: none"> i. Structure of the government ii. Major government departments and their functions b. Sources of Government Revenue and Expenditure c. Representative Government and Its Future Development 	
<ul style="list-style-type: none"> B. <i>Basic Law</i> <ul style="list-style-type: none"> Principles and Major Contents C. <i>Hong Kong in Transition</i> <ul style="list-style-type: none"> Social, Cultural, Economic and Political Changes 	
2. MY ROLE AS A CITIZEN	5
<ul style="list-style-type: none"> A. <i>Role of a Citizen</i> <ul style="list-style-type: none"> a. Rights b. Responsibilities B. <i>Communication with HKSAR Government</i> <ul style="list-style-type: none"> Official and Unofficial Channels 	
3. SOME LOCAL ISSUES	18
<ul style="list-style-type: none"> A. <i>Consumer Education</i> <ul style="list-style-type: none"> a. Advertising and Labelling b. Rights and Responsibilities of a Consumer c. Consumer Council B. <i>Corruption and the ICAC</i> <ul style="list-style-type: none"> a. Definition of Corruption b. Causes of Corruption c. Effects of Corruption on Society d. The Independent Commission Against Corruption e. Responsibilities of the Individual in Fighting Corruption C. <i>Pollution and Conservation</i> <ul style="list-style-type: none"> a. Types of Pollution <ul style="list-style-type: none"> i. Land ii. Water iii. Air iv. Noise b. Causes and Effects of Pollution <ul style="list-style-type: none"> i. Causes—human activities, natural processes, accidents ii. Effects on human, animal and plant life 	

- c. Prevention and Remedy
 - i. Education
 - ii. Planning
 - iii. Law enforcement
- d. Conservation in the Countryside
 - i. Afforestation
 - ii. Country parks
 - iii. Nature trails
- e. Personal Contribution and Responsibilities
- D. *AIDS Awareness and Cancer Education*
 - a. AIDS Awareness
 - i. Cause—HIV
 - ii. Symptoms
 - iii. Prevention
 - b. Cancer Education
 - i. Nature of cancer
 - ii. Causes of cancer
 - iii. Treatment and prevention of cancer

THE CHINESE PEOPLE

1. MY COUNTRY AND MY PEOPLE 16
 - A. *Structure of the Central People's Government*
 - a. The Communist Party of China
 - b. The National People's Congress
 - c. The Chinese People's Political Consultative Conference
 - d. The State Council
 - e. Local People's Government
 - B. *The Economy of the mainland of China*
 - a. Planned Economy
 - b. Modern Trend in Economic Development
 - c. Development of Natural Resources
 - d. Development of Heavy and Light Industries
 - e. Improving Living Standard
2. SOME HUMAN LANDSCAPE STUDIES IN CHINA 17
 - A. *Agricultural Landscape*

Three Contrasting Case Studies (e.g. Huabei Pinyuan, Sichuan, Pearl River Delta)

 - i. Rural settlement—types, pattern
 - ii. Land use—field pattern, choice of crop/livestock

B. *Urban and Industrial Landscapes*

Two Case Studies (e.g. Beijing, Shanghai)

- i. Urban settlement—types, pattern, growth
- ii. Land use—types, zoning, planning

THE WORLD

1. THE HONG KONG SPECIAL ADMINISTRATIVE REGION AND THE WORLD

4

A. *The Hong Kong Special Administrative Region as An International Trade and Financial Centre*

- a. Trade Development
 - i. Institutions of trade development
 - ii. Trade restrictions and trade promotion
 - iii. Shipping and air freight
- b. As a Financial Centre
 - i. Banking
 - ii. Investment
 - iii. Stock market

2. DEVELOPED AND DEVELOPING COUNTRIES

28

A. *Brief Introduction to the Concept of 'Developed' and 'Developing' Countries*

Some Socio-economic Indicators

(e.g. National Income, Level of Urbanization, Population Structure, Literacy Rate, Health Standard, Energy Consumption)

B. *Relationship between Industrialization and Economic Development*

- a. The Industrial Revolution Transformed the West
 - i. Factors leading to the Industrial Revolution
 - ii. Inventions and developments
 - iii. Spread of the Industrial Revolution in the 19th century
 - iv. Impact of the Industrial Revolution
- b. Industrialization in Developing Countries

C. *Case Studies of Developed and Developing Countries*

- a. Farming

Case Studies: Farms in the United States and India

 - i. Farm size
 - ii. Intensity of land use
 - iii. Inputs and outputs

- b. Industrial Development
Case Studies: The Mid-West of the United States and Huazhong in China
 - i. Types of industry
 - ii. Pattern of development
 - iii. Role of technology
- c. Urbanization
Case Studies: the United States, India and China
 - i. Percentages of rural/urban population
 - ii. Location of urban centres
 - iii. Primate cities and megalopolis
- d. Population
Case Studies: the United States, India and China
 - i. Growth
 - ii. Structure and composition
 - iii. Distribution
 - iv. Population policies

3. INTERNATIONAL CONFLICTS AND COOPERATION

24

- A. *Causes and Effects of Wars*
 - a. Factors Leading to Wars
 - b. Effects of Wars
 - i. Social
 - ii. Economic
- B. *Four Case Studies of Wars (e.g. World War I, World War II, Korean War, Vietnam War)*
 - a. Causes and Effects
 - b. Effects on the mainland of China and Hong Kong
- C. *International Cooperation*
 - a. Balance of Power
 - i. NATO
 - ii. Warsaw Pact
 - iii. United Nations
 - b. Efforts towards World Peace and Work of Some World Organizations
 - i. United Nations organizations (e.g. WHO, UNESCO, FAO, ILO)
 - ii. Other international organizations (e.g. the World Bank, the Asian Development Bank, the International Planned Parenthood Federation, the International Red Cross)

VI. TIME ALLOCATION AND SUGGESTED TIME SCHEDULE

For schools adopting Model I of the syllabus, a suggested minimum of 55 teaching periods per year would be required to complete the syllabus. Schools following Model II would require a minimum of 135 teaching periods per year to complete the syllabus. An estimate of the number of periods for teaching each area at each level is worked out in Table 5.

Table 5: Time Allocation for Each Area at S1-S3

Area	Secondary 1		Secondary 2		Secondary 3	
	Model I	Model II	Model I	Model II	Model I	Model II
I. Myself	24	24	6	6	5	5
II. My Family and Friends	12	12	10	12	8	8
III. The Local Community	19	99	31	63	29	33
IV. The Chinese People	—	—	8	15	9	33
V. The World	—	—	—	39	4	56
Total	55	135	55	135	55	135

The above estimates provide some guidance on the depth of treatment and the weight to be placed on the various areas of the syllabus.

VII. SUGGESTIONS ON TEACHING

Teaching Approach

1. Teaching approach refers generally to the ways of teaching, which has close bearing on the nature and content of the curriculum. The nature of Social Studies is basically a study of man in society, and the subject content thus generated in the present curriculum begins with the study of the adolescent and his/her personal, family and local community affairs, then widens to the understanding of China, the Chinese people and the world. As a curriculum concerning the study of man's thoughts, feelings and actions, especially the interaction between man and his fellow men and their needs, it is important to develop a teaching approach that promotes the spirit of enquiry and problem solving, as well as the participation and involvement of pupils.
2. However, there is no simple teaching mode that resolves all of a teacher's problems, and there is no single best approach that satisfies all purposes. Some approaches may be better for developing skills, while others may be preferred for acquiring concepts. Nevertheless, it is worthwhile for teachers to devote attention to make their teaching more effective and to help pupils gain the most out of the learning process. In judging the approaches to instruction, teachers are encouraged to consider a number of criteria before making decisions. Some of these criteria are suggested as follows:
 - (a) whether the approach enables the learner to achieve the instructional objectives;
 - (b) whether it stimulates the thinking of pupils;
 - (c) whether it sustains pupils' interest; and
 - (d) whether it appropriates with the time and resources available.

Teaching Strategy

3. Once when the teacher has decided on the teaching approach, he can set about developing his teaching strategy, namely, making an overall plan towards achieving his instructional objectives. Here, the teacher could orchestrate a variety of techniques so as to produce a variety of learning outcomes and to satisfy his pupils' interest.
4. In the Curriculum Guide in Chapter VII, a range of instructional objectives are suggested for each theme and each topic. Teachers may refer to them and build up their own teaching units. A common pattern of instructional strategy for a teaching unit usually begins with motivating the pupils, arousing their interest and helping them to get ready to explore in the problem or topic. Then there is the systematic introduction of new concepts and skills. With pupils acquiring the basic knowledge required, teachers may provide some new situations for them to apply these concepts and skills. Towards the conclusion of

the unit, teachers may guide pupils to explore the values and attitudes that surround the topic.

5. Throughout the above stages of development of the instructional process, teachers should exercise their discretion in selecting various techniques that enable them to achieve the instructional objectives and to facilitate pupil learning.

Teaching Techniques

6. Teaching techniques are instructional skills and devices employed to teach individual lessons. There is a wide variety of techniques available for teachers' consideration. A careful selection of these techniques will help to enhance interest and facilitate learning. The following is a list of some common types of techniques that can be employed in organizing the teaching units.

6.1 Discussion

- (a) Discussion may either be in the form of class discussions or small group discussions. Through discussions, various skills including those on listening and speaking, preparation and operation of discussion groups, as well as skills of cooperation, competition and the search for truth can all be acquired by pupils; and these are all necessary for the success of their future social life.
- (b) Class discussion may be led by the teacher or pupils, or initiated by a speaker, a film, slides or tape. The use of some source material in discussion can always help to stimulate imagination and enliven the discussion.
- (c) Controversial issues, for which there are no clear-cut answers, are probably best presented through class discussions. Through this activity, pupils are given the opportunities to stimulate one another and to generate a wide array of alternative responses to questions that cannot be answered exactly or definitely.
- (d) Group discussions are suitable for the purposes of doing topical studies, simulations, issue analysis and brainstorming, etc. There is much value in small group discussions for they help to bring out the initiative of pupils and give training in group decision making.

6.2 Questioning

Questioning technique actually forms an integral part of many of the other techniques or activities employed by teachers, such as simulation games, case studies, discussions and even as preparation or follow-up work for a talk, film or visit. The questioning technique does not only involve the teacher in asking questions, but it also includes the techniques of stimulating questions from pupils. The following are some of the techniques which can increase the power and efficiency of questioning:

- (a) Asking questions as simply, concisely, and directly as possible.
- (b) Directing questions to as many pupils as possible.

- (c) Adjusting the difficulty of questions to pupils' interest, background and ability.
- (d) Avoiding chorus responses by asking, pausing and directing the question at individual pupils.
- (e) Avoiding answering teachers' own questions.

6.3 *Simulations, role plays and games*

- (a) These are highly-motivating methods for building thinking and decision-making processes. Simulation should replicate as closely as possible real situations such as historical events, international affairs, family problems, schools or any social activities for the purpose of finding ways of managing, controlling, solving and ultimately agreeing on optimal solutions for problems. They focus on process rather than the product of scientific investigation. Furthermore, since simulations are models of reality, they act as a bridge linking the real world with the abstract ideas of reality.
- (b) In some simulated situations, pupils may be asked to assume realistic social roles and to interact with one another in terms of a common social situation. In looking at a total situation, and examining all sides of a question, pupils through role-playing of characters involved in a case will gain insight into the feelings and motives of the people in a given incident. Thus role plays are usually designed in a way to train participants to negotiate, bargain, compromise, and make decisions.
- (c) In simulations and role play situations, the teacher should take up a relatively nondirective and nonmanaging role. He should behave like a consultant or a referee during the process but during the post-game discussion or debriefing, he should become the central figure. He could help his pupils understand the main ideas that structure the role play, to reflect upon their experiences during the process, and to consider implications.
- (d) Games are often of shorter term and are used to illustrate principles, to involve pupils actively, and to motivate interest. Games may take various forms, the commonest of which is ordinary game boards like 'Snake and Ladder' games related with different topics, such as 'Happy Family Chess', 'Chess Game on Adolescent Development', etc.

6.4 *Case Studies*

The use of case studies for analysing the underlying causes of a case will help in the overall development of skill in reviewing a situation, developing reasoning power and arriving at a judgment. In the first instance, most pupils will tend to make hasty or superficial judgments, but after much practice in case studies they will become more objective in treating a case. Examples of case studies that can be used are court cases, unfinished stories, narratives, historical chronicles, letters, newspaper clippings and pupils' experiences.

6.5 *Project activities*

A project is an in-depth study of any topic or problem from many different angles. The approach to the project method may be varied, but the teacher should assign work according to the age and ability of each individual or the whole group, and should give guidance in the use of public libraries and organize visits for the project. Each pupil should be given some specific responsibility within the group, and a leader may be chosen to organize meetings within the group as well as meetings with other leaders to discuss progress of work and general coordination. In this way responsibilities are delegated to the pupils who are given freedom to decide how to obtain information and present their work. However, the teacher must always be ready to guide and advise and stand aside to supervise so as to bring about the success of the project.

6.6 *Fieldwork or visits*

Organized visits and fieldwork to places outside the school should be planned wherever appropriate. The collection of first-hand information and learning from personal experience will help pupils gain a much fuller understanding of the concepts and knowledge learnt in a classroom. Before each visit or field study, the teacher has to make careful planning and to discuss with the people in charge or contact with institutes involved to decide on what pupils can see and do. Pupils should also be prepared beforehand what to observe and note. Necessary skills such as mapping, traffic count, interviewing, sketch drawing have to be taught before the trip. Follow-up work is also very important to help pupils recapitulate and link the knowledge gained with other experiences. Follow-up activities may include written or oral reporting, answering questions or projects on certain outstanding aspects of the visits or fieldwork.

It should be noted that the above list is not an exhaustive one and none of these techniques by themselves are clearly superior to the other. The degree of success in applying these techniques in the classroom depends largely on what the teacher hopes to accomplish, the time and resources available, as well as the degree to which the techniques provides variety in instruction.

Learning Activities

7. Learning activities are the heart of a teaching unit. Making use of various types of techniques, teachers may design different learning activities by which pupils can achieve the instructional objectives. Instructional objectives are therefore an effective guide to the formulation of learning activities. All activities developed this way would relate directly to the central ideas of the unit and contribute to the development of knowledge, skills and values or attitudes intended to be taught in the unit. As learning activities are actually experiences of learning, they can be stated in terms of pupil behaviour, e.g. observing, reading, listening, oral reporting, writing and participating.

VIII. CURRICULUM GUIDE

SECONDARY ONE

AREA: Myself

THEME: 1. My Study and Leisure

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Study Skills	Pupils should be able to:		
Developing Effective Study Skills	—set realistic goal of achievement	1. Group discussion on study goals and personal experiences.	ETV programme '一個新階段'
i. Setting realistic goals	—set priority on study and play	2. Design a schedule on study and play.	
ii. Good time management	—prepare an effective time table on study and play		
iii. Alternation of work and play	—appreciate the importance of doing revision from time to time		
iv. Effective reading skills and locating library references	—make reference of material in the school library in their study	3. Locate various books in the school library with reference to the index and catalogue system.	
v. How to cope with stresses and tensions of work and examination		4. Practise skills of scanning by: (a) finding titles of materials on a bookshelf that are related to a given topic, (b) finding a chapter title in the table of contents of a book, (c) locating topics in an index, (d) finding a heading or sub-heading in a selection, and (e) finding a specific map, graph, table or diagram in a book.	Nelson, J.L. & J.U. Michaelis, 'Secondary Social Studies', Prentice Hall, pp. 131-132
	—cope with stresses and tensions of work and examination	5. Group discussion on how to deal with stresses and tensions of work and examination.	

Topic	Objectives	Suggested Learning Activities	Resource Material
B. Participation in Extra-curricular Activities	Pupils should be able to:		
a. Contribution of Extra-curricular Activities to Personal Development	—develop a good attitude towards participation in extra-curricular activities	1. Conduct a survey on classmates' knowledge of and their participation in extra-curricular activities of the school.	
b. Types of Extra-curricular Activities in School	—participate in extra-curricular activities which suit one's interest	2. With reference to case studies, discuss the effect of: (a) over participation, (b) optimal participation, and (c) under participation in extra-curricular activities of the school on personal development.	
c. Making One's Choice of Extra-curricular Activities	—allocate a suitable duration of time for participation in extra-curricular activities —appreciate the positive effect of appropriate participation in extra-curricular activities on personal development	3. Prepare a plan of participation in extra-curricular activities.	
C. Hobbies and Use of Leisure	Pupils should be able to:		
a. Developing Hobbies	—spend their leisure to develop good hobbies	1. Share experience with classmates by exhibiting the achievements of one's hobbies.	ETV Programme '善用餘暇'
i. Kinds of hobbies		2. Conduct a survey on interests and hobbies of classmates.	
ii. Value of developing hobbies and interests		3. Deliver short speeches to share with the class one's experience of developing hobbies.	
b. Proper Use of Leisure	—identify different kinds of recreational facilities in Hong Kong	1. Slide show on recreational facilities in Hong Kong.	ETV Programme '零用錢'
i. Planning leisure		2. Report to the class the merits of spending leisure by: —reading, —making models, —collecting stamps, —hiking.	
ii. Some recreational facilities in Hong Kong	—find information on recreational facilities in Hong Kong		

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
	—participate in recreational activities organized by various organizations	3. Make a plan on how to spend one's leisure meaningfully.	

SECONDARY ONE**AREA: Myself****THEME: 2. My Health**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Personal Hygiene	Pupils should be able to:		
a. Good Grooming	—appreciate the importance of good grooming	1. Draw a table in a notebook to keep a daily record of one's practices to maintain personal hygiene and neat appearance.	
i. Care of body and personal cleanliness	—understand the criteria in choosing clothes and footwear	Discuss with group members: (a) whether one enjoys doing so or finds it very difficult, (b) whether one has tried one's best or there is still room for improvement.	
ii. Proper choice of clothes and footwear			
b. Dental Care	—appreciate the importance of proper dental care	1. Design slogans and posters publicising the importance of proper dental care.	
i. Proper care of teeth and gums		2. Conduct a simple survey in class to find out common types of dental ailments experienced and the relationship of these ailments with eating habits and dental care. Stress the importance of regular dental checks and proper dental care in the follow-up discussion.	
ii. Preventing and controlling dental ailments			
B. Balanced Diet and Food Hygiene	Pupils should be able to:		
a. Balanced Diet	—explain the effects of various types of food on health	1. Collect pictures showing the types of food one likes and point out whether they are of any nutritional value to the body.	
i. Types of food and their importance			

Topic	Objectives	Suggested Learning Activities	Resource Material
ii. Diet and its relation to growth and development iii. Importance of water to the body	—understand the importance of having a balanced diet —choose various food to maintain a balanced diet —obtain accurate and unbiased information to make decision about weight control	2. Role play on preparation of a nourishing meal, choosing different types of food that build good health. 3. Prepare a menu for a week. Varieties of food are to be included to provide a balanced diet. 4. Compile magazine and newspaper advertisements on diets, diet aids, and slimming devices. Evaluate the reliability of these advertisements analysing the use of objective facts, pseudoscientific words, etc.	Loya, R. (Ed.), 'Health Education, Teaching Ideas—Secondary', American Alliance for Health, Physical Education, Recreation and Dance, p. 152
b. Food Hygiene i. Cleanliness and proper storage ii. Eating habits	—understand the importance of food hygiene —list steps to follow in order to maintain hygiene of different types of food —tell the consequences of eating (a) unhygienic food, (b) food with chemicals and colouring —develop good eating habits	1. After a visit to a market, discuss the proper ways to store, handle and prepare food in order to maintain food hygiene. 2. Collect food labels and find the types of additives contained in various kinds of pre-packaged food. 3. Identify three things one would like to change about where and at what time one eats (e.g. eating out, skipping meals, snacking while watching television). Make a plan that helps to accomplish such changes.	Kane, W.M. (Ed.), 'Healthy Living—An Active Approach to Wellness', Bobbs-Merrill, p. 69
C. Exercise and Rest Need for Exercise and Rest i. Relationship of regular exercise to physical fitness, strength and happiness	Pupils should be able to: —tell the need for regular exercises and adequate sleep —suggest suitable types and amount of exercise	1. Write a short article on the kinds and benefits of exercises or sports one likes most. The articles are then put up on bulletin board to facilitate sharing of experiences.	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
ii. Need for adequate sleep		<ol style="list-style-type: none"> 2. Make a list of activities which one has participated more than three times in the previous year and the number of hours spent on each. Rate one's adequacy of exercises. Rate also one's own physical fitness in terms of 'excellent', 'good', 'average', 'fair' and 'poor'. Suggest ways to change if one's condition is fair or poor. 3. Conduct a class survey on the time spent on sleep and rest. Compare the average time of sleep and rest of the class with the average need of an adolescent. 	Kane, W.M. (Ed.), 'Healthy Living—An Active Approach for Wellness', Bobbs-Merrill, pp. 19-20

SECONDARY ONE**AREA: Myself****THEME: 3. Knowing Myself**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Physical Changes	Pupils should be able to:		
a. The Onset of the Adolescent Growth Spurt	<ul style="list-style-type: none"> —identify the endocrine glands and their effects upon the maturation process —describe the various changes at puberty 	<ol style="list-style-type: none"> 1. Interpret charts on the growth pattern from infancy to adulthood. 2. Mark the position of various glands that affect growth on a diagram of the human body. 	Teaching Kit on 'Adolescence: Physical Development', Secondary Curriculum Development Team (Social Studies)
b. Patterns of Development and Individual Differences	<ul style="list-style-type: none"> —explain the variation in height and weight between individuals 	<ol style="list-style-type: none"> 1. Interpret charts on the different rates of growth between individuals. 	
c. Development of Secondary Sexual Characteristics	<ul style="list-style-type: none"> —describe the secondary sexual characteristics of the two sexes 	<ol style="list-style-type: none"> 1. Annotate diagrams showing the development of secondary sexual characteristics. 2. Draw a table to compare the maturation processes of the two sexes. 	Teaching Kit on 'Decisions About Sexuality' Education Department ETV Programme 「變」
d. Maturation of the Reproductive System (Menstruation, Nocturnal Emission, Pregnancy and Birth)	<ul style="list-style-type: none"> —describe the structure of the reproductive system with correct glossaries —demonstrate knowledge of the physiological aspects of the reproductive process 	<ol style="list-style-type: none"> 1. Make a cross-sectional drawing of the male and female reproductive systems with information provided by the teacher, followed by a discussion on one's feelings about drawing sex organs. 2. Demonstration of models of male and female reproductive anatomy. 3. Matching exercise/quiz on male and female reproductive anatomy and changes which occur during puberty. 4. Show charts on the different stages of pregnancy. 	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
B. Emotional Development	Pupils should be able to:		
a. Emotional Characteristics of the Adolescent	—identify factors which affect one's emotion —identify psychological changes and emotional problems during adolescence	1. Fill in a self-administered questionnaire on one's emotional characteristics, followed by an open discussion. 2. Fill in a chart which shows the range of one's emotional variations during a day and give explanations, followed by an open discussion.	'家庭生活教育教師手冊' The Hong Kong Catholic Marriage Advisory Council
i. Factors influencing one's emotion ii. Emotional adjustment related to physical changes			
b. Basic Emotional Needs, (e.g. Love, Acceptance, Belonging, Security)	—understand the emotional needs and development of the adolescent	1. Complete a self-administered exercise on one's awareness of experiencing emotions and how often one discloses one's feelings. The discussion which follows may focus on the variation between awareness and disclosure.	'家庭生活教育教師手冊' The Hong Kong Catholic Marriage Advisory Council
c. Developing Emotional Maturity	—acquire skills in developing emotional maturity	1. Discuss the emotional problems of adolescents, e.g. anxiety, fantasy. 2. Discuss the problems of adolescent emotional behaviour and provide some situations for sharing one's feelings with friends, e.g. (a) a family quarrel at meal time, (b) loneliness at night, (c) fear of failure at examinations. Discuss how through sharing of feelings with friends and parents, more mutual understanding can be attained.	ETV Programme '青春的疑惑'
i. Tackling emotional upheavals (e.g. frustration, anxiety, stress) ii. Setting realistic goals			

Topic	Objectives	Suggested Learning Activities	Resource Material
		3. Write on a note card what one considers maturity is, e.g. maturity is being allowed to stay out to 1 a.m., but coming home voluntarily at mid-night; maturity is being able to pick out and pay for your own clothes without parents' approval. Share with each other answers obtained and organize them on board into three categories, i.e. (a) physical, (b) psychological, and (c) social. Discuss how coping with physical, psychological, and social changes effectively during adolescence is evidence of increasing maturity.	
d. Coping with Emotional Experiences which Accompany Sexual Maturation	—suggest appropriate measures to cope with emotional experiences which accompany sexual maturity	1. Draw a picture of oneself and share it with others in a group. Discuss how one feels about one's own physical attributes. During the discussion, the teacher should emphasize the importance of accepting one's physical size.	'家庭生活教育教師手冊' The Hong Kong Catholic Marriage Advisory Council
i. Signs of sexual awakening: masturbation, curiosity about pornography, interest in the opposite sex, sexual fantasies, etc.	—identify the behaviour that may associate with the sense of sexual awakening at puberty —discuss freely with others one's anxiety and feelings	2. Paraphrase and answer anonymous questions on worries or stress related to sexual maturation or sexual awakening in class.	
ii. Developing appropriate attitudes		3. Discuss the positive ways to cope with sexual tensions. Share with group members one's experiences in participating in meaningful recreational activities and to produce plans of how to make good use of their leisure.	'色情文化與傳媒' 教材套 Education Department
iii. Good use of leisure: participating in meaningful recreational activities and developing interests			

Topic	Objectives	Suggested Learning Activities	Resource Material
C. Sex Role	Pupils should be able to:		
a. Roles and Responsibilities of the Male and Female	—understand the roles and responsibilities of both sexes	1. Evaluate how one feels about one's own sex role and discuss with group members formed of the same sex. List advantages and disadvantages of being a man or a woman. Post all the lists and compare. Have members of the opposite sex comment on each list.	
i. Male and female roles at home and in society—traditional patterns and changing trends			
ii. Respecting the opposite sex	—make logical suggestions on the role of the two sexes in different situations	2. Collect magazine/newspaper pictures, articles and advertisements which depict traditional sex roles and changing role concepts.	
b. Sex Role Stereotyping	—understand the effects of sex role stereotyping	1. Brain-storm to list all the stereotypical characteristics associated with each sex, followed by a discussion on the source of these associations and the problems one may have because of stereotyping.	Thompson, J.L., 'Studying Society', Hutchinson, pp. 86-88
i. Its pattern and effects			
ii. Respecting individual differences and the choice of others	—develop respect for the opposite sex and individual difference	2. List on the chalkboard activities such as: ballet lessons, repairing car, fishing, cooking, hunting, sewing, singing in choir, washing dishes, drying hair, reading poetry, etc. Discuss how one would react if one's best friends participate in these activities and whether one would join one's friends. Find out whether these responses are based upon perceived sex roles and draw conclusion on the importance of respecting individual differences and the choice of others.	Schultz, J.B. (Ed.), 'Sexuality and the Adolescent—A Teaching Guide', The Iowa University Press, p. 67

Topic	Objectives	Suggested Learning Activities	Resource Material
		3. Draw a straight line, marking on one end 'strongly agree' and the other end 'strongly disagree'. Select topics such as 'Housework is a woman's responsibility.', 'Men should make the important decisions because men think, while women act on the emotions.', 'It's not OK for a man to cry.'. Think about these concepts and choose a point along the line to represent one's personal opinion. Explain one's own choice without criticizing others'.	
D. Identity	Pupils should be able to:		
a. Searching for Identity at Adolescence	<p>—discuss common characteristics of teenagers in the process of searching for identity</p> <p>—appreciate the need for searching for identity at adolescence</p>	<p>1. Choose and cut pictures and/or words from magazines and newspapers that best describe and represent oneself and paste these onto a white paper circle. Discuss with group members:</p> <p>(a) how each sees himself/herself,</p> <p>(b) how others see him/her,</p> <p>(c) whether (a) is different from (b) and why.</p> <p>2. Completion of 'Who am I' Worksheet. The worksheet contains 10 or more unfinished sentences 'I am _____.' on it. Complete these sentences and put an asterisk (*) next to the top five which best represent oneself. Also indicate the reference person in brackets next to these five, e.g. 'I am a good athlete (football coach)'.</p>	Schultz, J.B. (Ed.), 'Sexuality and the Adolescent', Iowa University Press, pp. 32-33

Topic	Objectives	Suggested Learning Activities	Resource Material
		<p>Discuss the assignment in class, emphasizing that persons outside the family (e.g. peers, respected adults) may influence identity formation of adolescents.</p> <p>3. Make a booklet about oneself. It may contain some questions one could answer about oneself, either in words or by illustrations, for example:</p> <p>(a) What hobbies, games and sports do I like best?</p> <p>(b) What would I like to do or to be when I grow up?</p> <p>(c) What famous person do I admire?</p>	
b. Stereotyping, Idol Worship and Their Effects	<p>—realize that idol worship and stereotyping is a common phenomenon among adolescents</p> <p>—become more aware of their stereotyped attitudes that are based on a person's appearance</p> <p>—discuss the causes of idol worship and effects of this on teenagers</p>	<p>1. Study in groups a collection of pictures with people of different ages (may be pictures from magazines). Discuss what members expect each of those people's attitude is towards smoking, drinking, premarital sex, etc. Then each group reports to the class. After this, take one picture at each time, discuss together what are the common stereotypes and why people stereotype. Everyone should be allowed to reflect his/her own feelings on conclusion arrived.</p> <p>2. Carry out a simple survey in school to find out the 'idols' of S1 pupils. Categorize the results and discuss why teenagers worship these idols and the possible effects of idol worship.</p>	Wilson, P. & D. Kirby, 'Sexuality Education: A Curriculum for Adolescents', Network Publications, p. 145

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
c. Happy to be Oneself	<p>—identify factors which may have effects on their self-expectation and perception</p> <p>—set goals for themselves and make plans to improve their personality</p>	<p>1. Interview parents, grandparents or relatives, then draw a family tree up to grandparents and great grandparents if possible. Discuss what has been found out about one's family. Name a thing one is proud of in one's family ancestry. Teacher may then explain to pupils that each person is a combination of the genes of all his/her direct ancestors, making him/her absolutely unique in the world.</p> <p>2. List three things one would like to change in one's personality and the reasons for such choices. List the target date for achieving each change and how one plans to reward oneself when each change has been achieved.</p>	Wilson, P. & D. Kirby, 'Sexuality Education: A Curriculum for Adolescents', Network Publications, pp. 161, 163
E. Self-image and Self-awareness	Pupils should be able to:		
a. Understanding One's Strengths and Weaknesses	—identify one's strengths and weaknesses	1. Name ones' own strengths and weaknesses on a card and share them with others in a group. Group members may give feedbacks on the self-evaluation presented by others.	ETV Programme '天生我才必有用'
b. Self-concept	—achieve a better understanding of their own personality	1. Play the game on self-introduction. Draw on a card a symbol which represents oneself and take turn to introduce it in a group or in class. Teacher may take the lead in introducing himself/herself to facilitate pupils' participation.	
i. Self awareness and acceptance	—develop self-acceptance and confidence		
ii. Establishing an individual value standard			

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
iii. Developing self-confidence and poise	—identify one's own values so as to better understand one's emerging self	<p>2. Make a list of the ten most important activities and/or things in one's life. For each item listed,</p> <p>(a) explain why it is valuable, and</p> <p>(b) indicate who or what influences each choice. These influences may include family, peers, church, school, community.</p> <p>Share the list with the class. Discuss how individuals learn values through experiences in family, with peers, and in church, school and the community.</p>	

SECONDARY ONE**AREA: My Family
and Friends****THEME: 1. My Family**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Relationship with Parents	Pupils should be able to:		
a. Roles of Parents and Children	—identify their own role and responsibility as children in the family —identify the role of parents in the family	1. Write on a piece of paper the role one expects one's parents to play and one's own role as a child of the family.	
b. Understanding One's Parents	—develop an understanding of parents' opinions, expectations, attitudes, feeling, etc., and treat them with respect	1. Interview parents to find out what they expect of their children and what their parents (i.e. the grandparents of pupils) in turn had expected of them. Compare to find out whether any changes have taken place in two generations' time. 2. Collect information from other pupils on types of problems with parents and brainstorm on the ways to overcome the problems.	
c. Communication between Children and Parents	—understand the importance of communicating with parents and taking positive steps to do so —explain and reason with parents instead of arguing back or just blaming them	1. Answer the following questions: (a) How well do you know your parents? (b) How well do your parents know you? (c) Are there any difficult questions/issues you cannot discuss with each other? Discuss obstacles which keep parents and children from communicating with each other.	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
d. Establishing Good Relationship	—take up responsibility to maintain good relationship with parents and look after them	<ol style="list-style-type: none"> 2. Examine some case studies to understand parents' perspective, e.g. you found your daughter smoking, how would you handle it? 1. Collect and study press cuttings of 'missing youths' or different viewpoints of parents and children and hold discussion to examine parent/child relationships. 2. Suggest how children may foster good relationship with parents in different situations. 3. Prepare a list showing one's family members and then write down the type of care and support provided by each in the past week. Discuss in groups how one can express one's care and concern to one's family members in return. 	
B. Relationship with Other Family Members	Pupils should be able to:		
a. Understanding One's Brothers, Sisters and Grandparents	—identify their own role and responsibility in relation to other family members —develop an understanding of their brothers, sisters, grandparents, etc., and treat them with respect, care and concern	<ol style="list-style-type: none"> 1. Make a family tree to show each member's position and use a different colour to put down responsibility of each member. 2. Fill in a questionnaire on 'What you know about your brothers and sisters' with questions including what items they like or dislike, such as types of food, leisure activities, 	ETV Programme '真的愛你' '性教育資源手冊' Hong Kong Family Planning Association

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
		sports, friends, television programmes, movie stars, etc. Share with each other findings of the questionnaire.	
		3. Divide the class into four groups according to their place in the family: firstborns, middle children, youngest children and only children. Discuss and report on the advantages and disadvantages associated with being the oldest, youngest, middle or only child. Then take a concrete situation which has been raised in discussion and perform role reversal. Ask one of the first-borns to play the role of the youngest and vice versa. Report on the feelings of each afterwards.	Singleton, L.R., 'Tips for Social Studies Teachers: Activities from ERIC', Social Science Education Consortium, pp. 35–36
b. Communication with Other Members of the Family	—minimize discord, take initiative to resolve conflicts and communicate with other family members to maintain harmonious relationship with them	1. Identify four strengths and weaknesses of each of the family members and see if there are any common traits.	
c. Care of Young or Elderly Family Members	—take up responsibility of caring for elderly or young family members —understand his/her own unique position and contribution as the only child of the family	1. Discuss the different roles one plays in relation to family members other than that in relation to parents.	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
C. Establishing a Happy Family	Pupils should be able to:		
a. Roles and Responsibilities of Different Members of the Family	—identify roles and responsibilities of different members of the family	<ol style="list-style-type: none"> 1. Prepare a list on roles and responsibilities of different members of the family. Compare the list with each other to find the similarities. 2. Conduct a mini-survey of the various responsibilities of each family member and see which are the most well-liked responsibilities and which are the least-liked. 	Teaching kit on 'Decisions About Sexuality' Education Department
b. Harmonious Relationship <ol style="list-style-type: none"> i. Sharing responsibilities ii. Family activities 	—share in responsibility and family activities	<ol style="list-style-type: none"> 1. List the activities at home and outside the home in which the whole family can participate. 	
c. Resolving Family Conflicts <ol style="list-style-type: none"> i. Tolerance and sacrifice ii. Objectivity iii. Understanding and concern for one another 	—develop tolerance, understanding, care and concern for other family members —maintain objectivity in family conflicts —take active role in resolving conflicts, e.g. make personal sacrifice, negotiate, give way, etc.	<ol style="list-style-type: none"> 1. Case studies of classmates' experience in facing conflicts and analyse in each case how they have taken or could have taken an active role in resolving family conflicts. 2. Examine case studies in which family conflicts could not be resolved by youths and suggest ways by which the situation could be improved. 3. Case study of family conflict and suggest how one could help to solve the conflict if put in the position of different characters. 4. Find out information about different institutions which provide counselling and various types of services to help resolve family conflicts. 	

SECONDARY ONE**AREA: My Family
and Friends****THEME: 2. My Friends**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Peer Group and Influence	Pupils should be able to:		
a. Making Friends	—understand the need for making friends and value of friendship	1. Examine the strong points of three close friends and see if one has any of their strengths.	ETV Programme '交友之道'
i. Need for making friends		2. Conduct buzz groups on: (a) how to be a good friend, (b) qualities (personality traits) we admire in our friends; and (c) how we can let people know that we would like to be friends.	
ii. Value of friendship	—explain their criteria for choosing friends	3. Identify clubs or groups to which individuals could join, e.g. Scouts, Guides, Junior Red Cross, etc. Share experience in working and communicating with peers in these club activities.	
iii. Criteria for choosing friends		4. Discuss hobbies and activities one would like/not like to see in the peer group.	
b. Peer Group Influence	—identify friends' strong points and learn from them	1. Hold group discussion to share experience in working and communicating with peers.	
i. Need for peer group acceptance	—discriminate between friends who would exert a good influence or a bad influence on them	2. Discuss what it means to be 'popular'. Compile a list of those factors which one thinks contribute to a person's popularity. Analyse them critically during an open discussion.	
ii. Handling peer pressure	—understand the influence friends may have on them and resist peer pressure if necessary		

Topic	Objectives	Suggested Learning Activities	Resource Material
		3. Role play a situation in which an adolescent boy/girl is persuaded by his/her peer group to start smoking or dating a friend of the opposite sex. Discuss the responses decided by different groups in class and point out the effect of peer group influence on the adolescent.	
B. Building Good Friendships with Others	Pupils should be able to:		
a. Responsibilities of Being a Friend	—identify responsibility of being a friend	1. Conduct a survey to find out what one's friends did to help other people whom they regard as friends.	
b. Relationship with Friends of the Same and Opposite Sexes	—describe the differences in expectations of friends of the same and opposite sexes	1. Write on a piece of paper how one would behave in a mixed group in different situations. Compare with each other the differences in response. Study them carefully to see in how many cases, control of emotion and behaviour is important.	
i. Behaviour in a mixed group	—relate to friends of the same and opposite sexes in a healthy manner		
ii. Developing social maturity in relationship with members of the same and opposite sexes	—contribute positive ideas and opinions in a group and know how to control emotions and behaviour		
C. Communication with Other People	Pupils should be able to:		
a. Awareness of One's Own Level of Communication Skills	—assess one's level of communication skills	1. Pair with a classmate and find out each other's level of communication skills. Then ask one's partner in what areas improvements can be made.	Wilson, P. & D. Kirby, 'Sexuality Education', Network Publications, pp. 43-44

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
b. Improving One's Listening and Expressing Skills	—improve one's listening and expressing skills to better communicate with friends	<ol style="list-style-type: none"> 2. Read out a list of instructions for the class to perform certain act or drawing. The class is not allowed to ask questions. Compare the performance of different classmates to illustrate the need of two-way communication. 1. Play a game on the delivery of messages. Different kinds of restrictions are imposed each time to illustrate the factors which affect effective communication. 2. Discuss the components of good listening by role playing a poor listener and then a good listener. Discuss the importance of the following components of good listening: <ul style="list-style-type: none"> —paying attention, —maintaining eye contact, —not interrupting or taking over the conversation, —giving cues for the person to continue, —listening for feelings as well as content. 	Wilson, P. & D. Kirby, 'Sexuality Education', Network Publications, p. 47

SECONDARY ONE**AREA: The Local Community****THEME: 1. My School District**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Location of My School District in Hong Kong	Pupils should be able to:		
a. Use of Maps and Atlas	—distinguish between a plan and a map	1. Compare a map and a photograph of the same area to point out the differences between the two.	Robertson, A., 'Maps and Mapping', Hutchinson, pp. 2-3
i. Basic concept of a map and its constraints	—identify the differences between a map and a photograph	2. Find the different types of maps from atlas and other sources.	
ii. Use of content page and index	—understand that each map only represents selected information	3. Locate places using the content page and index of an atlas.	
	—use the content page and index of an atlas		
b. Methods of Showing Location	—read grid reference	1. Draw some imaginary journeys on a map of the school area using a list of grid references provided.	Bereton, E., Gallaghe, D., Sinclair, D. & I. Wilson, 'A Geographer's World', Bk. 1, Longman, p. 6
i. Grid reference, longitude and latitude	—locate places using grid reference	2. Play the game 'Salvo' (a naval battle game) to acquaint with the use of grid references.	
ii. Location of the school	—locate the school on plans and maps	3. Locate places using longitudes and latitudes provided in the index of an atlas.	
	—define longitude and latitude and to use them to locate places	4. Film loop show to introduce longitude and latitude.	Film Loops 'Longitude', 'Latitude' (ED)
		5. Locate the school and other important buildings on a plan of the school district.	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
c. Basic Map Reading Skills i. Scale, direction, bearing ii. Plan of the classroom/school	—identify the various types of scale —relate distance to scale —locate places with given scale, direction and bearing —produce a plan of the classroom	1. Play a game with the compass. Use compass points and bearings to find hidden messages or treasure within the school. 2. On a blank piece of paper, draw sketch plan/map showing journeys or location of places in the local district. Compare with classmates to find out individual differences in the perception of distance and location. 3. Use measuring tape and compass to produce a plan of the classroom at a given scale. 4. Show ETV programme on map reading.	Cole, J.P. & N.J. Beynon, 'New Ways in Geography', Bk. 1, pp. 2-3 ETV Programme '地圖閱讀'
B. Land Use	Pupils should be able to:		
a. Types and Characteristics of Land Use (rural/urban)	—distinguish between rural and urban land use —describe the characteristics of different types of urban/rural land use in the local community	1. Slide show on different types of land use of the local district and identify the characteristics of different types of land use. 2. Show slides/pictures of rural/urban area and identify the differences in land use of the local district.	
b. Land Use Survey	—conduct a land use survey following instructions given	1. On a map of the local district, design a route to come across different types of land use. 2. Work in groups to map the land use of the local district according to the key provided and the data collected are used to produce a land use map of the local district on a large drawing paper.	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
c. Distribution Pattern	—identify and explain the distribution pattern of major types of land use in the local community	1. With reference to the large land use map produced, identify the pattern of land use.	
d. Supply of Goods/Services	—relate the supply of goods and services to the land use pattern	1. Prepare a list of the types of goods/services supplied in the local district and use flow chart to show how goods or services are supplied in the local district.	
e. Basic Mapping Techniques (e.g. Use of Keys, Coding, Colouring, Finding Locations)	—use various mapping techniques to plot on a base map in the field and to produce a land use map —to develop willingness to participate in group work	1. Prepare a scrap book to outline the characteristics and pattern of land use in the local district, illustrate with maps, photos, etc.	
C. Housing	Pupils should be able to:		
a. Plan of My Home/District	—read and interpret charts, diagrams and maps related to the local district —present ideas and information about their homes/district through the use of maps, charts and models	1. Draw a plan of one's home or a plan at a smaller scale to show the setting of one's home in the local district. In the latter, the location of important landmarks can also be put onto the map.	
b. Recreational Facilities	—comment on the adequacy of recreational facilities in the school district	1. Suggest recreational facilities, e.g. parks, indoor game halls, etc., needed for the school district from the viewpoint of the local residents or members of the District Board or management board member of the Recreation and Sports Service.	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
c. Types of Housing	<p>—identify the different types of housing in the school district and describe their characteristics</p> <p>—read and use a map for recording information in the field</p>	<ol style="list-style-type: none"> 2. Design posters or slogans to introduce the recreational facilities in the school district. 3. Pay visit to a recreational centre in the school district to find out the facilities available and activities organized. 1. Identify different types of housing from photos and point out their locations on a plan of the school district. 2. Pay visit to public housing estates and private housing estates to find out the differences in characteristics (if both are available in the local district). 3. On a sketch map of one or two local streets, record the following information about the housing of the local area: <ul style="list-style-type: none"> —height of building, —approximate area of each building, —age of building, —type of housing (public, private). 4. Find an open space/rooftop near the school, complete a simple worksheet recording what can be seen to the north, south, east and west. Draw out the skylines and summarize the findings in the class. 	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
d. History of Development	—trace the housing development in the school district by making reference to source material or obtaining information from parents	<ol style="list-style-type: none"> 1. Draw cartoons, pictures to show the history of housing development in the school district. 2. Prepare a board display to show the development of housing in the school district using photos, maps and short descriptions, etc. 3. Role play a meeting to discuss how improvement can be made to the living environment of the local district. Roles to be taken may include town planners, businessmen and residents, etc. 4. Design a new housing estate on a plan map. The estate is going to accommodate 100 000 people. Facilities like schools, clinics, restaurants, etc., should be included. 	
D. Transport	Pupils should be able to:		
a. Transport within the Local District	—describe the modes of transport in the local district —list the characteristics of the traffic condition in the local district	<ol style="list-style-type: none"> 1. Plot the routes of buses and light buses, etc., on a map/plan of the school district. 2. Slide show on the characteristics and problems of transport in the local district. 	
b. Transport Link with Other Districts	—describe the transport network within the local district and the transport link with other districts	<ol style="list-style-type: none"> 1. Collect information on the cost and time required for travelling by public transport within the local district and from the local district to other areas. Comment on the internal and external transport links. 	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
c. Conducting a Traffic Survey	—conduct a traffic count and represent the data collected by various graphical methods	<ol style="list-style-type: none"> 1. Conduct a group traffic survey, collecting data at different spots and at different time of the day. 2. Represent the data collected in the traffic survey by different cartographic methods, both on graphs and on maps. 3. Interpret the graphs and maps drawn based on data of the traffic survey to draw the pattern of transport in the local district. 4. Prepare a report on the survey conducted. 	Creasley, B., 'Project Fieldwork', University Tutorial Press, pp. 95-96
d. Recent Transport Development in the Local District	<p>—describe the recent transport development in the local district, if any, and how it has helped improve the condition</p> <p>—appreciate the effort devoted to improve transport in the local district</p>	<ol style="list-style-type: none"> 1. Discuss the recent transport development in the local district. 2. Raise any transport issues in the local district that are worth further discussion. Select one and find out whether the District Board has tried to deal with it. Put forward the suggestion to the District Board if nothing has been done so far. 	
E. Population	Pupils should be able to:		
a. Size and Composition	<p>—understand how population statistics are obtained, e.g. Census and By-census</p> <p>—calculate population density and develop the concept of population density</p>	<ol style="list-style-type: none"> 1. Calculate the population density for different parts of the school district and represent the density on a map. Comment on the variation in density and suggest factors which may have resulted in such pattern. 	ETV Programme '百萬家'

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
b. Growth	<ul style="list-style-type: none"> —identify and explain physical and socio-economic factors which govern population distribution and population density of the school district —state the main features of the population structure of the school district 	<ol style="list-style-type: none"> 2. Role play the situation of a Census worker interviewing a household. 3. Based on Census/By-census data, construct a population pyramid for the school district. 	
	<ul style="list-style-type: none"> —interpret trend of population growth from graphs and to predict the trend of population growth in the near future —relate population growth in the school district to housing development 	<ol style="list-style-type: none"> 1. Visit different parts of the school district which have different population density to find out the relationship between population density, age of the houses and the problems associated with population density and growth. 2. Hold discussion on 'How to plan for the growing/declining population of the school district'. 3. Compare data from three Censuses to find out the changes in population in the school district. 4. Interview elderly neighbours or relatives to acquire information related to population growth and population problems of the school district. 	
c. Graphical Techniques	<ul style="list-style-type: none"> —represent the size, composition and growth of the population of the school district by different types of graphs; including population pyramid —extract information from a population pyramid 	<ol style="list-style-type: none"> 1. Conduct a survey to find out the age and sex of family members of the class. Construct a population pyramid with the data obtained. 2. Construct a population pyramid for another district which possesses different characteristics from the 	

Topic	Objectives	Suggested Learning Activities	Resource Material
		school district area. Compare with the one drawn for the school district and try to find reasons to explain the phenomenon.	
F. Pollution: Problems and Solution	Pupils should be able to:		
a. Types of Pollution Observed	—identify the types of pollution observed in the school district	1. Slide show on pollution in the school district. Classify types of pollution and identify the locations of polluted areas.	ETV Programme '污染問題'
b. Occurrence and Causes	—locate areas suffering from pollution in the school district —explain the reasons for pollution in the school district —be aware of adverse effects of man's impact on the environment.	1. Visit the polluted sites to identify the types of pollution and to find out the causes through observation, interviewing, etc. 2. Presentation of field work information to the class or preparation of a short report on 'Pollution in the school district'. 3. Collect newspaper articles on pollution related to the school district. 4. Play a simulation game. Through the debatable issues of the development projects in a hypothetical area, discuss the human impact on the quality of the environment.	
c. Improving Environmental Quality of the Local Community	—suggest ways of improving environmental quality in the school district	1. Interview District Board members to seek their views on how to improve quality of the environment on the local community.	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
		2. Hold a discussion to suggest measures to cope with pollution problems in the local community.	
G. District Organizations e.g. the District Board	Pupils should be able to:		
a. Organization and Functions of the District Board	<ul style="list-style-type: none"> —understand the organization of the District Board —name the functions of the District Board —describe the contribution of District Boards in promoting the well-being of the local community 	<ol style="list-style-type: none"> 1. Find information about the local District Board, e.g. its logo, membership, chairman, etc. Report on the findings. 2. Slide show on district administration. 3. Conduct a simulated District Board meeting, act on the instructions provided in the role cards. 4. Arrange a visit to a District Board office. 5. List the problems in the local district which may be discussed and/or solved by the District Board. 	Information Kit on District Administration City and New Territories Administration
b. Development of the District Board	<ul style="list-style-type: none"> —describe briefly the background leading to the implementation of district administration —give the names of District Boards 	<ol style="list-style-type: none"> 1. Extract relevant information from fact sheets and pamphlets to prepare a time chart on important dates of district administration development. 2. Match logos with districts. 	
H. Participation in Local Affairs	Pupils should be able to:		
a. Personal Contribution in Improving the Environment of the District	<ul style="list-style-type: none"> —identify ways to improve the environment at a personal level —select suitable means to contribute to environmental improvement 	<ol style="list-style-type: none"> 1. Opinion poll of satisfaction with the district's environment and follow-up discussion on possible ways to improve the situation, and the means residents can adopt. 	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
	—appreciate that active participation in local affairs contributes positively to environmental improvement	2. Select a range of problems/issues related to the physical and social environment of the district. Prepare some proposals on the resolution of these problems and discuss how individuals can contribute to the improvement of the local environment.	
b. Participation in Public Campaigns	—name public campaigns which help to improve the environment —participate in public campaigns	1. Video viewing or tape listening of public campaigns (e.g. Fight Crime, Keep Hong Kong Clean), examine the number of activities members of the class have participated in the past years to point out the importance of participation and support of the individual. 2. Study pamphlets/posters on district-organized recreational activities, identify areas of interest and possible participation and support. 3. Interview one or two local District Board members who are responsible for the promotion of civic education of the area. Find out how civic education activities are organized in the district and what can be done to promote these activities. 4. On a piece of paper, list the local affairs members of the class have participated and will participate in the current year and those participated in the previous year. Compare to see if there has been	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
c. Support District-organized Recreational Activities	<ul style="list-style-type: none"> —point out sources of district-organized recreational activities —support district-organized recreational activities 	<p>improvement in keenness of participation.</p> <ol style="list-style-type: none"> 1. Survey on recreational activities organized by the district, group them by nature. Find out items members of the class would be most interested to join. 	
d. Voluntary Work in Community Services	<ul style="list-style-type: none"> —name some community services available in the district —give volunteer help in community services 	<ol style="list-style-type: none"> 1. Organize a visit to the Agency for Volunteer Service. 2. Invite guest speaker from a Community Centre to give a talk on community services organized in the district. 3. Exploration of opportunities of voluntary work in the local community through Community Centres or the School Social Service Group. 4. Arrange a guided visit to a Community Service Centre in the district. 	

SECONDARY ONE**AREA: The Local Community****THEME: 2. Living in Hong Kong**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Geographical Setting	Pupils should be able to:		
a. Position and Relief	—observe, understand and interpret their surroundings meaningfully	1. Locate Hong Kong, the continents and oceans on a world map.	
i. Location and situation		2. Find the latitudes and longitudes of Hong Kong and capital cities of Southeast Asian countries using an atlas.	
ii. Major relief features	—state the significance of the central location of Hong Kong Special Administration Region in Southeast and East Asia to her development	3. Find the major relief features from a relief map of Hong Kong.	HM20C Series Maps
iii. The harbour	—represent the linkage between two places on map	4. On an outline map of Southeast Asia, draw shipping routes from Hong Kong to other neighbouring countries.	
	—identify the major relief features of Hong Kong and locate them on map	5. Organize a field trip to the Peak and make a panoramic sketch of the Victoria Harbour. Record on the sketch the main relief features and also the port facilities.	
	—explain the natural features that contribute to the fine harbour of Hong Kong	6. Watch ETV programme on relief of Hong Kong.	ETV Programme '山光水色'
b. Reading Contour Maps	—recognize different methods of showing relief	1. Complete a contoured relief map by interpolation of incomplete contours with reference to given spot heights.	ETV Programme '地圖閱讀'
i. Contoured landforms	—acquire basic skills of map reading and apply them to show the characteristics of the relief of Hong Kong		

Topic	Objectives	Suggested Learning Activities	Resource Material
ii. Gradient, cross-section and long profile	<ul style="list-style-type: none"> —represent common relief features by contours —draw cross-section, long profile and calculate gradient —draw selected cross-sections to show the relief of Hong Kong 	<ol style="list-style-type: none"> 2. Match photos of relief features with cross-sections and contour patterns. 3. Group work: prepare simple contoured models of common relief features. 4. Draw annotated cross-sections and profiles of different parts of Hong Kong, e.g. the Victoria Harbour, Shing Mun River, Pat Sin Range, etc. Calculate the gradient of slopes and rivers. 	
c. Weather	—recognize the elements of weather and the instruments used to record these elements	1. Watch television weather reports and draw a table in an exercise book to record the weather of a week.	ETV Programme '陰、雨、晴'
i. Weather elements			
ii. Measurement			
iii. Differences between weather and climate	<ul style="list-style-type: none"> —use simple weather instruments to measure weather elements —prepare record of day to day weather —extract information from weather charts —identify significant weather features of Hong Kong 	<ol style="list-style-type: none"> 2. Take turn to use simple weather instruments to record weather elements in the school and enter the data on a weather board. 3. Use a weather chart to find the information which can be obtained and how they are represented by symbols. 	Daily weather charts of the Hong Kong Observatory
d. Climate	—distinguish between weather and climate	1. Draw and interpret climatic graphs of Hong Kong and describe the climatic characteristics.	
i. Climatic characteristics	—draw and interpret climatic graphs		
ii. Effects of the monsoon system on Hong Kong	—recognize the general climatic conditions of different seasons in Hong Kong and explain the	2. Take some samples of daily weather records of different seasons of Hong Kong and compare them with the general climatic conditions as depicted in climatic graphs.	

Topic	Objectives	Suggested Learning Activities	Resource Material
	<p>factors contributing to such characteristics</p> <p>—understand the formation of the monsoon system and recognize its effects on the weather and climate of Hong Kong</p>	<p>3. On a map of Asia, use different colours to show the summer and winter monsoon winds. Label the countries influenced by the monsoons.</p> <p>4. Draw annotated diagram to show the formation of the monsoon system.</p> <p>5. Show pupils loopfilm of the monsoon system.</p>	Film Loop: 'Pressure and Wind in the Monsoon Lands' (ED)
B. Clothing	Pupils should be able to:		
a. Choosing the Right Clothing	<p>—choose different clothings for different occasions and climates</p>	1. Prepare a checklist for choosing suitable clothes and footwear for different occasions and climates.	
b. Hong Kong as a Fashion Centre	<p>—explain why Hong Kong becomes a fashion centre</p> <p>—appreciate the significance of being a fashion centre to Hong Kong's economy</p>	<p>1. Make a scrap book of locally designed and manufactured fashion. Suggest factors which favour the development of Hong Kong into a fashion centre with special reference made to the availability of entrepreneurial skills, the rise of Hong Kong as a world's financial centre and the training available locally.</p> <p>2. Collect statistics of domestic exports of clothings in the past ten years and present these in graphic forms.</p>	
C. Food and Water	Pupils should be able to:		
a. Food Supply in Hong Kong	—explain why Hong Kong is not self-sufficient in food supply	1. Collect information and statistics on imported food. Compare the amount of imported food with that	

Topic	Objectives	Suggested Learning Activities	Resource Material
	—name the principal imported food items and the importing countries	of the locally-produced food. Explain why Hong Kong cannot be self-sufficient in food supply.	
		2. Draw a world map to show the major countries/regions from which the Hong Kong Special Administrative Region imports her food.	
b. Local Food Production	—acquire background knowledge on rural land use and the changing pattern	1. Study maps of relief and land use of Hong Kong. Locate the cultivated land area. Measure the approximate area and compare that with the total urban area of Hong Kong.	ETV Programme '日出而作'
i. Farming activities	—describe briefly vegetable growing and poultry rearing as major farming activities in Hong Kong	2. Find out from the Hong Kong Annual Report the number of people employed in farming/fishing. Compare this with the number employed in manufacturing and services.	Hong Kong Annual Reports
ii. Rural land use and the changing pattern	—show on map the distribution of fishing ports in Hong Kong	3. Visit a vegetable farm in the New Territories to find out its physical setting; the seasonal activities of vegetable farming and work involved in the growing, processing and marketing of vegetables.	
iii. Fishing in Hong Kong	—explain the factors favourable to fishing in Hong Kong	4. Case study of the changing pattern of rural land use in a New Territories area, e.g. Shatin Valley, Tuen Mun Valley, Yuen Long area. Compare the present land use map with the past ones. Discuss the factors that lead to such changes.	
	—describe the major fishing methods		
	—describe the development of pond fish farming and marine fish culture		

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
		<ol style="list-style-type: none"> 5. Slide show/press cuttings on pig and poultry farming in Hong Kong. Discuss problems faced by farmers of Hong Kong. 6. Invite experts from the Agriculture and Fisheries Department to talk on the recent development of farming and fishing in Hong Kong. 7. Visit the Fish Wholesale Market/Vegetable Wholesale Market. 8. Mark the locations of fishing ports on a map, showing on it the factors favourable to fishing where possible. 9. Visit a fishing port to find out its location and characteristics. 10. Visit a fish pond/marine fish culture site. 11. Picture drawing/model making: major fishing methods of Hong Kong. 12. Based on background material on fishing in Hong Kong, role play two persons employed respectively in pond fishing and marine fish culture in Hong Kong. Focus their dialogue on factors affecting the two types of fish culture, their methods, profit, problems and prospect. 	

Topic	Objectives	Suggested Learning Activities	Resource Material
c. Water Supply in Hong Kong	<ul style="list-style-type: none"> —list the sources of water supply in Hong Kong —map the distribution of reservoirs —explain how fresh water is supplied to households —appreciate the need of saving water 	<ol style="list-style-type: none"> 1. Mark on the Hong Kong Special Administrative Region map the locations of reservoirs and the major pipelines from Guangdong Province. 2. Visit a water treatment works. 3. List the various usages of water throughout the day for domestic purposes. Find out the consumption of water in the households of each one of the class. Compare with each other and discuss the ways to minimize wastage of water. 	
D. Housing	Pupils should be able to:		
a. Nature and Causes of the Housing Problems	<ul style="list-style-type: none"> —understand that the hilly relief and the rapidly increasing population are the major causes of over-crowdedness in Hong Kong 	<ol style="list-style-type: none"> 1. Slide show on types of housing in Hong Kong. 2. Collect newspaper cuttings on housing problems/housing development in Hong Kong. 	'Teaching Kit on Housing', the Hong Kong Housing Authority
b. The Hong Kong Special Administrative Region Government's Effort in Local Housing Development <ol style="list-style-type: none"> i. Development programme ii. Public housing estates iii. Home Ownership Scheme 	<ul style="list-style-type: none"> —acquire knowledge on housing development in Hong Kong —appreciate the efforts of the Hong Kong Special Administrative Region government in solving the local housing problems 	<ol style="list-style-type: none"> 1. Make a scrap book on the history of public housing development in Hong Kong. 2. Compare the living environment of the old and new public housing estates. 3. Visit the Housing Authority Headquarters. 	'Teaching Kit on Housing', the Hong Kong Housing Authority ETV Programme '居者有其屋'

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
iv. Other measures		4. Group work: Assign each member in the group to carry out a close study of one type of housing in Hong Kong. It is preferable that the member lives in that particular type of housing. Examples of housing are public housing estates (old and new), Home Ownership Schemes, private-developed housing estates, temporary housing. Report findings on the location, facilities and social services available in each type of housing.	
c. Contribution of Private Developers	—appreciate the efforts of private developers in solving the housing problems in Hong Kong	1. Assess the contribution of private developers in terms of quality, price and units of flats built.	
E. Transport	Pupils should be able to:		
a. Types of Transport	—acquire knowledge on the recent development of land, sea and air transport in Hong Kong —collect, interpret and present data on traffic statistics —develop proper attitude towards using various means of transport	1. Look up information on routes of different transport means, their fares, approximate time of travelling, demand for each route, route maps, etc., and work out the way from school to selected places/new towns within Hong Kong. Find out the route that: (a) costs the least (by public transport), (b) takes the shortest time, (c) measures the shortest by distance.	'Guide to Hong Kong's Bus, Light Bus, Rail and Ferry Services', Transport Department

Topic	Objectives	Suggested Learning Activities	Resource Material
b. Traffic Problems	—account for the causes of traffic problems in Hong Kong	2. Discuss the chief types of transport in Hong Kong and the criteria in choosing various types of transport.	ETV Programme '交通問題'
i. Causes	—identify the various measures used to cope with the traffic problems	3. Pay a visit to the Hong Kong International Airport.	
ii. Measures to cope with problems	—appreciate HKSAR government's effort in solving the traffic problems	1. Collect newspaper cuttings on a certain traffic problem (e.g. Shatin-Kowloon Transport, Cross-Harbour Tunnel) and discuss various ways suggested to solve/alleviate the problem.	
F. Communication and the Mass Media	Pupils should be able to:		
a. Postal Service	—acquire knowledge on the recent development of communication in Hong Kong	1. Visit the General Post Office to see how postage is being handled.	
b. Telephone and Telecommunication Services	—identify various means of communication one might use for different purposes	2. Visit Cable and Wireless (Hong Kong) Limited to see the recent development in telecommunication.	
	—appreciate the contribution of modern communication development to the growth of the Hong Kong Special Administrative Region as a financial and commercial centre	3. Collect information on various means of communication and telecommunication used by commercial firms or other institutions for keeping close touch with different parts of the world. Discuss the significance of modern development in communication to the economic growth of Hong Kong.	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
c. The Mass Media	<ul style="list-style-type: none"> —point out the impact of the mass media on the life of an urban dweller —identify the effects of television and radio programmes that may have on young people 	<ol style="list-style-type: none"> 1. Study and compare the ways of presentation of news items by different types of mass media, e.g. radio, television, newspapers. Discuss the different effects and impact they may have on the receivers. 2. Conduct an opinion survey on the popularity of television programmes among pupils of different levels in the school. Find out why some programmes are liked or disliked by adolescents. Attempt also to find out whether television programmes are influencing the behaviour/attitude of young people. 3. Organize a visit to a television studio or a newspaper organization. 	
G. Urban Growth and New Towns	Pupils should be able to:		
a. Urban Zones and Characteristics	<ul style="list-style-type: none"> —describe briefly the land use zones and their characteristics in Hong Kong—the location of Central Business District, residential, commercial, commercial/residential, industrial zones 	<ol style="list-style-type: none"> 1. Study photos to identify characteristics of different land use zones. 2. Draw a map to show the major urban land use areas. 3. Field study of the characteristics of the Central Business District (CBD) on Hong Kong Island and in Kowloon. 	ETV Programme '土地利用'

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
b. Differences between Urban and Rural Landscapes	<ul style="list-style-type: none"> —define the term 'urban' —tell the differences between rural and urban communities 	<ol style="list-style-type: none"> 1. Slide show on urban and rural landscapes. After that have half of the class draw sketches of their image of rural life/landscapes and another half draw sketches of urban life/landscapes. Summarize common features found in both and special features noted. Analyse their own perceptions and explain the factors that make the rural and urban landscapes different. 2. Prepare a scrapbook to show various features of both urban and rural landscapes. 	
c. Location and Extent of Urban Areas	<ul style="list-style-type: none"> —locate the chief urban areas in Hong Kong 	<ol style="list-style-type: none"> 1. Mark the chief urban land use zones and new town areas on the outline map of Hong Kong. Calculate the urban area in the territory. 	
d. Urban Growth and Redevelopment	<ul style="list-style-type: none"> —identify the characteristics of urban redevelopment —conduct field studies in urban land use —interpret, evaluate and present data collected from field studies 	<ol style="list-style-type: none"> 1. Role play government, business people and citizens to decide on the future land use of an urban site. 2. Arrange a field trip to an urban district under redevelopment and present the data/information collected by graphs and diagrams. 	
e. New Town Development as a Means to Decentralize Population	<ul style="list-style-type: none"> —identify the characteristics of a new town —explain why new towns are necessary in Hong Kong 	<ol style="list-style-type: none"> 1. Field study of the characteristics of a new town. 2. Discuss the advantages of living in new towns, major problems in new towns and future prospect of new towns. 	ETV Programme '舊城新市'

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
	<ul style="list-style-type: none"> —give a brief account of the development of new towns in Hong Kong —trace the population growth in new towns and explain why new towns are important in decentralizing the urban population 	<ol style="list-style-type: none"> 3. Newspaper cutting on new town development/problems. 4. Use census statistics to work out the population growth in different new towns. Draw graphs to illustrate the population changes in the major urban areas and the new towns. 	'Census Reports', Census and Statistics Department
H. Recreation	Pupils should be able to:		
a. Types of Recreation	—list the common types of recreation in Hong Kong	<ol style="list-style-type: none"> 1. Prepare short speeches/reports on recreational activities one has participated in the previous weeks. 	
b. Recreational Facilities	<ul style="list-style-type: none"> —describe the recreational facilities available in Hong Kong —make good use of the recreational facilities —develop interests and attitudes which will enable them to make good use of their leisure time 	<ol style="list-style-type: none"> 1. Conduct a class survey of leisure activities. Find out how many of these activities have to make use of public recreational facilities. 2. Make a list of recreational facilities provided by the government/voluntary agencies. 3. Visit a country park and its attached visitors' centre. Find out the facilities and major spots of interest in the park and the importance of public effort in maintaining a clean and green environment in Hong Kong. 	

Topic	Objectives	Suggested Learning Activities	Resource Material
I. The Hong Kong Special Administration Region as a Cosmopolitan City	Pupils should be able to:		
a. Nationalities, Languages and Dialects	—make a brief account of how Hong Kong evolved basically from a Chinese society and how it grew into a cosmopolitan city	1. Study the different aspects of cosmopolitanism in the Hong Kong Special Administrative Region, e.g. international trade, political and social institutions, the Hong Kong Arts Festival, cultural activities in the City Hall. Analyse the data collected.	ETV Programme '大都會'
b. Traditions and Customs	—describe the geographical situation which made the change of Hong Kong from a Chinese society to a cosmopolitan city possible	2. Make a scrap book on the different customs and festivals adopted or celebrated by Hong Kong people. Trace the origin of these customs and festivals.	
c. Fusion of Culture	—give a brief account of the people of different nationalities residing in Hong Kong and their contribution and influence on Hong Kong's economy	3. Based on the information provided by Hong Kong Annual Reports and Census Reports, mark on an outline map of the world the countries of origin of the alien population of the Hong Kong Special Administrative Region. Flow lines may be drawn to indicate the number as well.	
	—appreciate the importance of mutual understanding and living in harmony with others irrespective of cultural backgrounds, races, nationalities and religions		

SECONDARY ONE**AREA: The Local Community****THEME: 3. Some Local Issues**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Smoking	Pupils should be able to:		
a. Components of Tobacco and Its Effects on the Human Body	<ul style="list-style-type: none"> —name the chief components of tobacco —list the harmful effects of tobacco on human body 	<ol style="list-style-type: none"> 1. Study Department of Health's fact sheets on anti-smoking to identify content of tobacco and diseases caused by cigarette smoking. 2. Slide/video show to illustrate smoking is hazardous to health. 	<p>Fact sheets on anti-smoking, Central Health Education Unit (CHEU)</p> <p>Video tape: 'Smoking is Hazardous to Health' (CHEU) Slides: 'Smoking and Health' (CHEU)</p>
b. Smoking and Community Health	<ul style="list-style-type: none"> —point out the bad effects of smoking on the community —say 'no' to peer groups when they are offered a cigarette —point out the misconceptions towards smoking 	<ol style="list-style-type: none"> 1. Perform drama to (a) show the harmful effects of smoking, both to the individual and the community; (b) say 'no' when one is offered a cigarette by his/her friends. 2. Collect information on newspaper advertisements on cigarettes. Try to point out the misconceptions that have been conveyed in their messages. 	ETV Programme '煙酒誤人'
c. Anti-smoking Campaign	<ul style="list-style-type: none"> —describe the function of an anti-smoking campaign —show support by participating in activities of anti-smoking campaign 	<ol style="list-style-type: none"> 1. Collect newspaper cuttings on fire outbreaks caused by glowing cigarette ends or activities of Anti-smoking Campaign in Hong Kong. 2. Hold discussion on topics like: 'Effects of smoking on the community' or 'Is Anti-smoking Campaign necessary?' 	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
B. Alcoholism	Pupils should be able to:		
a. Types of Alcoholic Drinks and Their Effects on the Human Body	—name examples of alcoholic drinks and state their effects on the human body	1. Collect pictures of alcoholic drinks from various sources, including advertisement on magazines, newspapers, etc. Point out the misleading image the advertisements usually try to produce on their readers. 2. Brainstorm on the reasons why people drink and discuss in groups ways to say 'no' in different situations when one is offered an alcoholic drink.	
b. Alcoholism and Community Health	—point out the effects of alcoholism on the health of the community —understand that alcoholism may cause family conflicts	1. Collect newspaper articles or accidents caused by over drinking. 2. Find out the bad effects of alcoholism from pamphlets and leaflets.	
C. Selected Types of Diseases in Hong Kong	Pupils should be able to:		
a. Causes and Effects	—have a general understanding of the symptoms of common cold and influenza and how the virus attacks human beings	1. Recall from one's own experiences of catching cold and influenza. Share experiences on how these are cured. 2. Collect from the Department of Health pamphlets on various types of infectious diseases. Find out the common channels by which diseases are transmitted/spread and preventive measures that should be taken.	ETV Programme '病魔'
i. Airborne diseases (e.g. common cold, influenza)			
ii. Foodborne diseases (e.g. enteric diseases, hepatitis)	—list the causes of common cold and influenza and state the difference		
iii. Heart diseases and cancer	—list the causes of enteric diseases and hepatitis		

Topic	Objectives	Suggested Learning Activities	Resource Material
	<ul style="list-style-type: none"> —list the major routes of how causative organisms enter into human body —name the commonest types of heart diseases in Hong Kong —list the causes of coronary heart diseases —name the common causes of cancer —identify at least two types of cancer related to smoking 	<ol style="list-style-type: none"> Figure out typical daily activities that might affect the heart of teenagers, both good or bad. Recall from incidents of relatives or elderly friends who died of heart disease, cancer or accident and analyse the causes. Compare the significance of the two diseases with accidents as killers. Find out the leading five killer diseases in Hong Kong and why they become so serious here. Conduct an inter-class speech contest on the topic 'How one can stay healthy'. 	
b. Community Efforts on the Prevention and Control of these Diseases: <ol style="list-style-type: none"> Government departments of the Hong Kong Special Administrative Region Non-government agencies 	<ul style="list-style-type: none"> —identify HKSAR government departments responsible for the prevention and control of various diseases, especially the Department of Health and the Urban/Regional Services Department —name voluntary agencies which help promote community health —appreciate the significance of maintaining environmental hygiene —take preventive measures and develop healthy habits so as to avoid catching the diseases mentioned 	<ol style="list-style-type: none"> Work out preventive care of common cold and influenza and the management, treatment and care of these diseases. Listen to hotline tapes and work out preventive care of enteric diseases and management care based on the routes of infection. Organize visits to regional offices of the Central Health Education Unit or hepatitis clinic, etc., to find out the work done to help prevent diseases. Collect newspaper cuttings of community effort on the prevention and control of diseases. 	

Topic	Objectives	Suggested Learning Activities	Resource Material
D. Safety Education	Pupils should be able to:		ETV Programme '趣吉避凶'
a. Concern for Others' Safety	—show concern for others' safety	1. Use some newspaper cuttings depicting accident cases to work out how the occurrence of accidents may affect various parties concerned. Based on these findings, suggest reasons for the importance and need for showing concern for others' safety.	
b. Causes and Prevention of Home Accidents	—identify the causes of domestic accidents —tell the costs of accidents in lives and money —take precautions to avoid home accidents	1. Inspect one's home for safety hazards. Make a list of each hazard found. Then indicate how this hazard can be avoided or removed. 2. Complete a questionnaire designed to highlight common practices that can lead to accidents. Discuss how a few changes in current safety practices will reduce the occurrence of accidents at home. 3. Make an accident prevention survey of your school. Design a 'hazard warning sign' which could be used to draw pupils' attention to possible hazards.	Meeks, L.B. & P. Heit, 'Health—Focus on You' (Orange), Charles E. Merrill Publishing Co., p. 260 Kane, W.M. (Ed.), 'Healthy Living—An Active Approach to Wellness', Bobbs-Merrill Educational Publishing, pp. 238–239 Picton, M., 'Understanding Health and Safety', Blackie, p. 110
c. Safety on the Road: Case Study Using the School District	—take precautions to avoid road accidents	1. Keep a record of press cuttings on road accidents for two weeks. Categorize the types of accidents and analyse the causes of these accidents. 2. Make use of the 'Road Safety' Teaching Kit to identify traffic signs which can be found along roads near the school.	'Road Safety Education Teaching Kit for Secondary Schools', Transport Department, Hong Kong

Topic	Objectives	Suggested Learning Activities	Resource Material
		3. Establish ten rules that should be followed for safe cycling. Begin with the most important and end with the least important ones. State the reasons of importance of these rules. 4. Conduct a brief survey in the school district area at traffic light junctions: (a) Count the number of pedestrians who cross when the light (i) turns red, and (ii) turns green. (b) Count the number of vehicles which cross (i) on green, (ii) on amber, and (iii) on amber and red. 5. Write a set of instructions to 'a man from Mars' who has never seen roads or traffic, on how best to keep safe when crossing. 6. Interview a school traffic patrol team member to find out their duties, training and activities.	'Cyclist' Code', Transport Department
d. Basic First Aid Knowledge	—define what first aid is —list the items in the first aid box —make use of the first aid box at the right time and to apply with accurate ways —state basic safety procedures and act accordingly in case of accidents and emergencies	1. Based on a few situations in which first aid is required and discuss the treatment one would give to each of the victims, e.g.: (a) a bad cut on the hand, (b) a sprained ankle, (c) an insect sting, (d) a piece of dirt or dust in the eye.	
i. Concept of first aid			
ii. Content of first aid box			
iii. Use of first aid box			
iv. Safety procedures in case of accidents and emergency			

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
v. First aid training	—locate sources of first aid training	<p>During the discussion, the teacher should draw pupils' attention to what ought not be done in a first aid situation.</p> <ol style="list-style-type: none"> Complete a crossword puzzle on equipment for a first aid box. After that, tell the use of each item. Discuss the ways to handle blood-stained materials and the importance of preventing AIDS and other blood-borne diseases. Arrange for the demonstration of a trained first aider on what should be done in different cases of emergencies. Find information about institutions that provide first aid training courses for pupils and adults and how they can receive such training. List the particular emergencies that should be foreseen when planning the following: <ul style="list-style-type: none"> —a sponsored walk, —a fishing expedition, —an athletic meet. <p>List the items that should be packed in the first aid kit on each occasion.</p> 	<p>Picton, M., 'Understanding Health and Safety', Blackie, p. 124</p>

SECONDARY TWO**AREA: Myself****THEME: 1. Decision Making**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. The Process of Making Decisions	Pupils should be able to:		
a. Define the Problem	—identify a problem situation	1. Use some situations/cases related to daily life, e.g. failure in a particular school subject, things to do for a vacation, whether to buy something expensive, consider all the factors that may influence one's decision—other people, practical considerations, fantasies, personal needs, etc. List these factors out for discussion.	Wilson, P. & D. Kirby, 'Sexuality Education: A Curriculum for Adolescents', Network Publications, pp. 194–197
b. Gather Facts and Work out Possible Alternatives	—ask questions related to the problem, state exactly what the problem is or the situation in which a decision needs to be made		
c. Consider Consequences of Each Alternative	—identify factors that influence their decision-making and contrast different styles of decision-making		
d. Consider Personal, Family and Societal Values	—gather information related to the problem and identify all possible solutions or alternatives	2. Given the situations above, think about the questions needed to be asked about a given problem, like 'what, where, who, why, how' before different aspects of the problem can be specified. Then gather information about these problems and identify at least three possible solutions or alternatives for each problem.	ETV Programme '三思而行'
e. Choose One Alternative	—consider the positive and negative aspects of each alternative		
f. Design a Plan to Carry out the Decision	—list persons affected by these alternatives and any personal values that may be in conflict with these alternatives	3. Brainstorm for alternatives and consequences for a dilemma. List out positive and negative aspects of each alternative and decide on one of them. Later on report to the class and explain the ways to deal with the dilemma. Compare how different groups handle the same dilemma.	Wilson, P. & D. Kirby, 'Sexuality Education: A Curriculum for Adolescents', Network Publications, pp. 199–201
g. Evaluate the Decision Made	—compare all alternatives and identify the best one		
	—design a step-to-step plan to carry out this decision		
	—evaluate the decision made		

Topic	Objectives	Suggested Learning Activities	Resource Material																																																
		4. Complete a self-ranking checklist that indicates the persons or things that influence one's decision. If more than one person or thing influence one's decisions, rank them. Discuss in groups the checklists. An example of the checklist is:	Wilson, P. & D. Kirby, 'Sexuality Education: A Curriculum for Adolescents', Network Publications, pp. 209-211																																																
		<table><tr><th></th><th>Parents</th><th>Friends</th><th>Teachers</th><th>Media</th><th>Others</th></tr><tr><td>Clothes</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Hair Styles</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Food</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Movies</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Friends</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Reading Material</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Hobby</td><td></td><td></td><td></td><td></td><td></td></tr></table>		Parents	Friends	Teachers	Media	Others	Clothes						Hair Styles						Food						Movies						Friends						Reading Material						Hobby						
	Parents	Friends	Teachers	Media	Others																																														
Clothes																																																			
Hair Styles																																																			
Food																																																			
Movies																																																			
Friends																																																			
Reading Material																																																			
Hobby																																																			
		5. Using the same dilemma as in the activities above, or different ones, list out the people who may be affected by the decisions and any personal values that may be in conflict with the alternatives. Discuss how personal and social values should be considered in making decisions.																																																	

Topic	Objectives	Suggested Learning Activities	Resource Material
		<ol style="list-style-type: none"> Design a plan to carry out the decision in any of the situations presented above. The plan should be step by step, showing also the obstacles that need to be removed. Present several situations such as a boy/girl, after going out with a girl/boy friend alone, decides to lie to his/her mother who does not permit him/her to date with friends of the opposite sex. Evaluate the decision made in each case and discuss whether the characters in each case are behaving responsibly. Suggest changes for future behaviour. 	Szirom, T. & S. Dyson, 'Greater Expectations', Learning Development Aids, pp. 22–23, 170
B. Improving Skills in Making Decisions Some Daily Life Examples (Saying 'No' in Some Situations, Settling Daily Life Problems, Dealing with Your Own Jealousy)	Pupils should be able to: <ul style="list-style-type: none"> —consider advantages and disadvantages of consulting with others when making decisions —plan and organize one's daily activities —recognize feelings of jealousy among brothers/sisters and schoolmates —develop better self-esteem and accept individual differences 	<ol style="list-style-type: none"> Share with classmates experience of being afraid to say 'no' to friends. Role play ways to say 'no' from a passive to a more active position: <ol style="list-style-type: none"> how to say 'no' to a friend who offers you cigarettes/alcohol/drug; how to say 'I have quit' to a group of friends still taking cigarettes/alcohol/drugs; how to dissuade others from taking cigarettes/alcohol/drugs. 	Szirom, T. & S. Dyson, 'Greater Expectations', Learning Development Aids, pp. 182–183

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
		<ol style="list-style-type: none">3. Discuss the difficulty one comes across in settling daily life problems, e.g. the pressure of study during examination period. Then organize daily activities into a timetable and work according to the timetable for a week. Evaluate the practicability of the timetable afterwards.4. Teacher presents a taped story concerning interpersonal relationship in school/family. Discuss:<ol style="list-style-type: none">(a) alternative decisions that could be made in such situations;(b) how different decisions made may affect the relationship afterwards;(c) how improvement in decision-making skills may change the outcome.5. Watch ETV programme related to decision making.	

SECONDARY TWO**AREA: My Family
and Friends****THEME: 1. Identity and Social Approval**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Conformity and Independence	Pupils should be able to:		
a. The Need for Social Acceptance and Approval	—understand the needs for social acceptance and approval during puberty	1. Collect information on: (a) gender and age of youngsters in the newspaper advertisements; (b) their activities/clothings/behaviours; and report to the class their areas of choice of independence or conformity. 2. On a list of persons with whom one might have a relationship, e.g. parent, teacher, sibling, counsellor, best friend (same sex/opposite sex), others, state for each person one way in which one has benefited from the relationship. Discuss with pupils the similarities and differences reflected by the responses of the class, and the ways in which individuals benefit from relationships with others.	Schultz, J.B. (Ed.), 'Sexuality and the Adolescent', Iowa State University Press, pp. 62-65
b. Choice between Independence and Conformity with Others	—understand the positive and negative effects of conformity and be able to choose between independence and conformity —make wise decisions in different situations between independence and conformity with others	1. Group discussion on the positive and negative effects of conforming with modern trend of youngsters' activities/clothings/behaviour. 2. Show videos/slides/films which focus on different types of conformity behaviour and hold follow-up discussion.	ETV Programme '迷惘'

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
B. Idol Worship Fantasy or Reality	Pupils should be able to: —examine the nature of idol worship, i.e. fantasy versus reality —identify the negative effects of excessive fantasy —make judgement on the types of person who are worth admiring	1. Name one's idols and give reasons. 2. Hold group discussion on 'What makes "idols" so popularly accepted?'. 3. Based on some special situations, consider at one's own capability whether the situations could be reality or were just fantasy. 4. Name famous persons and state in which aspects they are worth admiring. 5. Watch ETV programme and conduct follow-up discussion.	
C. Personality Development a. Factors Affecting Personality Development b. Developing and Improving Personality	Pupils should be able to: —identify broad classes of personality traits that can be used to describe a person —understand the factors affecting one's personality development —learn about the ways to develop and improve personality	1. Based on broad classes of personality traits, e.g. physical appearance, intellectual accomplishments, emotional adjustment and social qualities, suggest items for each class and discuss how each reflects a person's personality. 2. Hold group discussion on how the home atmosphere, the person's discipline, and the adult models may affect personality development. 1. Think for some time and write down eight words/phrases that best describe one's personality. Rank these words/phrases. Then write	Westlake, H.G., 'Relationships', Ginn & Co., pp. 39-40 Szirom T. & S. Dyson, 'Greater Expectation', Learning Development Aids, pp. 49-50

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
		<p>down the things one wants to make changes about oneself and formulate plans for bringing about these changes. Share in groups what one likes most about oneself.</p> <ol style="list-style-type: none"> 2. Hold discussion on ways to develop and improve one's personality. 3. For different situations report to the class how one would react now and if it was two years ago. Compare the differences in reaction to find out improvement and development in personality in the period of time. 	ETV Programme '修身養性'

SECONDARY TWO**AREA: My Family
and Friends****THEME: 2. Relationship with the Opposite Sex**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Dating	Pupils should be able to:		
a. Motives	—understand the meaning of dating and its activities	1. Show slides/videos/films on dating and conduct follow-up discussion.	ETV Programme '詩樣情懷' Slides: 'Dating' 'Love' (FPAHK)
b. Activities	—explore into one's motives and attitude toward dating	2. Suggest appropriate activities for dating.	
c. Attitudes towards Dating	—explain the possible effects of dating on one's study and outlook of work	3. Discuss the possible effects of dating on one's study and life.	
	—set priority for study, activities with friends and dating	4. Prepare a timetable for weekends of a secondary student indicating time for study and activities with friends and family, etc. Prepare another one for a student with a steady date or a number of casual dates. Discuss how dating may affect one's study and sphere of activities.	
	—appreciate the importance of setting limits in boy-girl relationship	5. With reference to case studies on dating, suggest how one would respond if one was put into these situations.	
	—develop positive attitude towards friendship and dating	6. Comment on the merits and demerits of 'having steady dating with one person' and 'having dating with many persons'.	

Topic	Objectives	Suggested Learning Activities	Resource Material
		<p>7. Ask boys and girls separately how each of them would react if a girl/boy they know only by sight ask them to go to the movies on the weekend. And, if a boy pays for a date, what he would expect in return. Based on their answers, discuss in groups and suggest appropriate attitudes towards dating.</p> <p>8. Interview people of different age groups to find out their views towards dating. These people may include teachers, parents, grandparents, teenage friends and other adults. Examples of questions asked:</p> <p>(a) When is a person old enough to date?</p> <p>(b) What do teenagers do on a date?</p> <p>(c) Who should take responsibility for planning and paying for dates?</p> <p>(d) Is a date different from a friend?</p> <p>Compare the responses of different people and discuss why they have different views on dating.</p>	Wilson, P. & D. Kirby, 'Sexuality Education: A Curriculum for Adolescents', Network Publications, p. 238
B. Love and Infatuation	Pupils should be able to:		
a. Meaning of Love and Infatuation	—understand the meaning of love and infatuation	1. Show slides/videos/films on love and infatuation and hold follow-up discussion.	Video Tape '青少年與性' (CHEU)

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
b. Differences between Love and Infatuation i. Self attitude ii. Awareness of infatuation is not real love	—distinguish between love and infatuation —play suitable role to help others to understand love and infatuation	1. With reference to case studies on love and infatuation, identify whether the characters involved were in love or it was infatuation only. In the case of infatuation, suggest how the case could be handled.	
c. Differences between Boys and Girls in the Understanding of Love and Infatuation at Puberty	—tell the differences between boys and girls in the understanding of love and infatuation at the early teens	1. Form both mixed groups and single-sex groups and discuss stories illustrating love and infatuation: (a) Compare the points arrived at by mixed groups and single-sex groups; (b) Find out the understanding of love and infatuation for the boys, and for the girls.	

SECONDARY TWO**AREA: The Local Community****THEME: 1. Hong Kong—Past and Present**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Historical Development	Pupils should be able to:		
a. Brief History	—locate some prehistoric archaeological sites on a map of Hong Kong	1. Show slides of stone tools excavated in Hong Kong and find out stories of rock carvings in Hong Kong.	ETV Special Programme '鑑古知今'
i. Hong Kong before 1842	—describe the main features of life of prehistoric men in Hong Kong	2. Label prehistoric archaeological sites of Hong Kong and the distribution of the five main clans on a map.	ETV Special Programme '古蹟背後'
ii. Hong Kong from 1842 to 1945	—account for the origin and distribution of early settlers in Hong Kong through the Han, Tang, Sung Periods	3. Draw a time line showing the Han, Tang and Sung Dynasties and label on it the important events which affected Hong Kong.	ETV Programme '撫今追昔'
iii. Hong Kong after the Second World War	—describe activities of settlers in the early Nineteenth Century	4. Draw an annotated map to show the changes of the boundary of Hong Kong resulting from the three unequal treaties.	ETV Programme '百載爐峯'
	—describe the occupation of Hong Kong Island by Britain after the Opium War and the subsequent unequal treaties that gave birth to the city of Hong Kong	5. Do project work on different aspects of life styles in Hong Kong between 1842 and 1945, including clothing, streetscene, transportation, human activities, etc.	
	—briefly describe the life style and the main human activities in Hong Kong from 1842 to 1945	6. Compare pictures of the Victoria Harbour before World War II and the present and make a list of the differences observed.	'Hong Kong 100 Years Ago', Urban Council 'Hong Kong Then and now', South China Morning Post, pp. 5-25
	—account for the change of Hong Kong from an entrepôt to an industrial city after the Second World War		

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
		7. Suggest reasons for the development of industries in Hong Kong after World War II. 8. Show video programmes on Hong Kong's historical buildings and discuss how these buildings reflect the life of people in early years of Hong Kong.	Videotape 'Historic Hong Kong', Government Information Services
b. Urban Growth	—trace the expansion of the urban area	1. Study a map showing the extent of the urban area and a map showing the coastline of Hong Kong at different times and draw the relationship between expansion of urban area and reclamation.	
i. Growth of the urban area			
ii. Reclamation as a means to gain urban land			
iii. Urban development in the New Territories	—describe the ways of obtaining land for urban development	2. Draw cross section and diagrams to show how land is reclaimed by excavating the hill slope to form terraces/platforms and the material removed is used to fill up the sea to add coastal land.	
	—explain the principles of land use zoning in new towns	3. Visit a district undergoing redevelopment. Note the changes in land use, road pattern, etc.	
	—describe the progressive improvement in urban planning	4. Compare the land use zoning of a new town with that of the urban area around the harbour. Note any similarities and differences.	
		5. Hold a discussion on 'Urbanization has reached every corner of Hong Kong'.	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
c. The Sino-British Joint Declaration	<p>—describe the purposes and main points of the Sino-British Joint Declaration</p> <p>—acquire a basic understanding of:</p> <p>(a) sovereignty</p> <p>(b) 'one country, two systems'</p>	<ol style="list-style-type: none"> 1. Identify the key political figures who took part in signing the Sino-British Joint Declaration. 2. Prepare a table to summarize the main points of the Sino-British Joint Declaration under different headings. 3. Discuss in groups the meaning of 'one country, two systems' and how it is being implemented in Hong Kong. 	Hong Kong—the Fact 'Sino-British Joint Declaration'
B. Economic Development	Pupils should be able to:		
a. Principles in Industrialization and Commerce	—classify the three stages of production	<ol style="list-style-type: none"> 1. Collect pictures concerning the three stages of production in Hong Kong. 	
i. Interdependence in primary, secondary and tertiary production	—explain the relationship between the three stages of production and their importance to the economy of Hong Kong	<ol style="list-style-type: none"> 2. Conduct a survey of the occupation of pupils' parents or using statistics from the Hong Kong Annual Reports, categorize the data under the three stages of production and draw a pie graph to represent the data. 	
ii. Division of labour	<p>—draw pie charts or diagrams to show the relative importance of the three stages of production</p> <p>—recognize the concept of division of labour</p>	<ol style="list-style-type: none"> 3. Draw a diagram to show the flow of a good from production to the customer and find out the types of workers involved at each stage. 4. With reference to selected products, compare the efficiency of the completion of a task by a single person and by division of labour. 	Nobbs, J., 'Modern Society', George Allen & Union, pp. 135–139

Topic	Objectives	Suggested Learning Activities	Resource Material
		5. Draw a cartoon strip illustrating how the division of labour might be used to make one of the following: (a) a pencil, (b) a match, (c) a desk. 6. Discuss in groups the advantages and disadvantages of division of labour. 7. Collect press cuttings of recent examples of automation and sort them into three groups: (a) primary work, (b) manufacturing work, and (c) commercial work.	
b. Structure of Modern Factories i. Mass production ii. Shift system iii. Free enterprise iv. Competition and restriction v. Diversification vi. Specialization	—explain the factors affecting the structure of modern factories —recognize the benefits of mass production —describe the conditions required to adopt mass production —explain how shift system promotes production efficiency and helps reduce cost of production —identify different types of market and restrictions on trade	1. View slides or study photos on the process of production of a good from a large scale factory to illustrate the concept of mass production. 2. Use statistics of production cost of a good produced by different methods, calculate the average cost of producing one unit of good to show the economic gain from mass production and shift system. 3. Conduct a simple survey to collect information either from parents or from published materials to find examples of industries operating with shift system.	ETV Programme '生產現代化'

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
	<ul style="list-style-type: none"> —recognize the need for diversification and specialization —compare contrasting views —identify key issues and suggest solutions to the problems 	<ol style="list-style-type: none"> 4. Role play the meeting of the management board of a large scale factory to discuss the choice of production system. 5. Collect information from newspapers or magazines to discuss the types of competition and restriction on Hong Kong's export. 6. Debate/discuss on trade restriction as an effective means to protect economic development. 7. Role play different characters to suggest ways to overcome the problems of trade. 8. List the measures which the government of the Hong Kong Special Administrative Region has taken to help diversify industries. 9. Comment on 'Industrial firm should aim at specialization while industrial development as a whole should aim at diversification.' 	
c. Factors of Production	<ul style="list-style-type: none"> —recognize the classification, interdependence and interrelationship of the factors of production —interpret the situation and problems concerning the factors of production in Hong Kong 	<ol style="list-style-type: none"> 1. Draw simple diagrams to illustrate the factors of production. 2. Do group projects to collect information and pictures on both the favourable and unfavourable aspects of the factors of production in the Hong Kong situation. 	
i. Land			
ii. Labour			
iii. Capital			
iv. Entrepreneur			

Topic	Objectives	Suggested Learning Activities	Resource Material
d. Manufacturing Industries	<ul style="list-style-type: none"> —appreciate the efforts devoted by the government and the private sector to alleviate the problems related to the factors of production 	3. Role play a meeting of the management board of a factory to discuss how to obtain more favourable conditions of the factors of production.	
i. Background of development	<ul style="list-style-type: none"> —recognize the background leading to industrial development in Hong Kong 	1. Collect pictures of Hong Kong's industrial products for the period from the early fifties to the present and identify when the products were first produced.	
ii. Characteristics of major types of manufacturing industries	<ul style="list-style-type: none"> —list the factors affecting industrial development in Hong Kong —locate main industrial areas of Hong Kong 	2. Study the industrial statistics of Hong Kong and draw graphs to show their relative importance and changes in importance with time.	Hong Kong Annual Reports ETV Programme '香港製造'
iii. Future development	<ul style="list-style-type: none"> —identify the common characteristics of industries in Hong Kong —classify industries under the headings of light and heavy industries, labour-intensive and capital-intensive industries —identify problems facing industrial development of Hong Kong and suggest possible solutions to the problems —appreciate the efforts devoted both by the Hong Kong Special Administrative Region government and the private sector to promote the development of local manufacturing industries 	3. Conduct a simple survey of the occupations of parents of all classmates and compare the data with the pattern of Hong Kong in general. 4. Collect a few photographs, some of them of capital-intensive industries and some of labour-intensive industries. Describe the nature of each type and discuss why they are called capital-intensive or labour-intensive industries. 5. Study photos or slides of selected types of manufacturing industries. Make detailed observation and answer questions on the characteristics of each type of industry.	

Topic	Objectives	Suggested Learning Activities	Resource Material
		6. On an outline map of Hong Kong, plot the distribution of manufacturing industries and label the main industrial areas. 7. Collect information from newspapers, magazines or reports of related government departments on the problems and future development of manufacturing industries in Hong Kong.	
e. Selected Examples of Industries	—collect information about these industries from various sources		
i. Textiles/garment	—identify common characteristics of these industries		
ii. Electronics			
iii. Plastics	—explain why these industries are well developed in Hong Kong	1. Do group project on the study of a factory or an industry in general. Either visit a factory to study its source of supply of material and labour, the processes of production, marketing of the products, etc., or study information on the development and location of a selected type of industry. Each group then takes turn to present the report to the class.	
iv. Food processing	—appreciate the importance of these industries to the production of Hong Kong	2. Design charts to feature out the characteristics of selected examples of industries.	
f. Trade and Finance	—recognize the components making up the trade of Hong Kong	1. Collect pictures or labels of the major imported/exported goods of the Hong Kong Special Administrative Region.	ETV Programme '貨通四海'
i. Import, export and entrepôt trade	—recognize the importance of trade to the economy of Hong Kong	2. Draw graphs to represent the exports, imports and re-exports of the Hong Kong Special Administrative Region.	
ii. Direction of trades			
iii. Emergence of Hong Kong as a financial centre			

Topic	Objectives	Suggested Learning Activities	Resource Material
	<ul style="list-style-type: none"> —show the trade link between the Hong Kong Special Administrative Region and her trading partners on map —understand the nature and the expansion of financial activities in Hong Kong —recognize the activities that characterise Hong Kong as a financial centre 	<ol style="list-style-type: none"> Analyse the import, export and re-export figures to illustrate the need for earning from other sources. Draw map/graph to show the major suppliers and markets of the Hong Kong Special Administrative Region's trade items. Slide show of various financial activities with emphasis given to their contribution to Hong Kong's economy. 	Hong Kong Annual Reports
g. Tourism	<ul style="list-style-type: none"> —describe the favourable factors for the development of tourism in Hong Kong 	<ol style="list-style-type: none"> Arrange a display of photos, pictures and postcards on different tourist attractions of Hong Kong and find out the reasons for their attraction. 	'Library Tourism Kit', Hong Kong Tourist Association
i. Tourist attractions	<ul style="list-style-type: none"> —explain why tourism is a source of income for Hong Kong 	<ol style="list-style-type: none"> Design a four-day sightseeing programme for tourists visiting the Hong Kong Special Administrative Region and explain the rationale behind such a programme. 	ETV Programme '香港旅遊業'
ii. Sources of income	<ul style="list-style-type: none"> —explain how tourism offers job opportunities 	<ol style="list-style-type: none"> Conduct interviews of tourists to gather information on why they prefer to visit Hong Kong. 	
iii. Job opportunities	<ul style="list-style-type: none"> —identify problems facing the development of tourism in Hong Kong 	<ol style="list-style-type: none"> Draw graphs to show the number of tourists, their expenditure in Hong Kong and the countries they come from. 	
iv. Future development	<ul style="list-style-type: none"> —appreciate the effort of the Hong Kong Tourist Association in promoting tourist industry in Hong Kong 	<ol style="list-style-type: none"> Make a list of jobs related directly or indirectly to tourist industry. 	

Topic	Objectives	Suggested Learning Activities	Resource Material
		6. Collect information from newspapers and magazines on the development of tourism.	
		7. Do group project on 'Tourist Industry in Hong Kong'.	
h. Employment of Hong Kong Residents	—point out that Hong Kong has a resourceful and energetic workforce	1. Conduct a class survey of the occupation of parents. Present the data graphically.	
i. Types of employment in different sectors	—find out the percentages of workforce employed in the primary, secondary and tertiary sectors	2. Study the employment statistics/graphs of the changes in Hong Kong's workforce by industry and by occupation in ten years time. Discuss the trend of employment changes and the factors affecting such changes.	
ii. Employment statistics	—collect, interpret and present data on the employment of Hong Kong residents		
C. Social Development	Pupils should be able to:		
a. Population	—trace the evolution of social groups	1. Draw a family tree of two to three generations.	
i. The evolution of social groups	—state the size and composition of Hong Kong's population	2. List the surnames and major activities of the important clans of Hong Kong.	
ii. Size and composition of Hong Kong's population	—describe the main features of population distribution in Hong Kong	3. Discuss the differences between a traditional family and a modern family.	
iii. Distribution pattern	—account for the growth and distribution of the population of Hong Kong	4. Interpret statistics on the composition and size of Hong Kong's population at different times to find out the pattern of growth and change in composition.	Census and By-census Reports, Census and Statistics Department
iv. Factors affecting growth and distribution			

Topic	Objectives	Suggested Learning Activities	Resource Material
v. Census and projection	<ul style="list-style-type: none"> —state the function of census and by-census —project logically the population growth and population distribution of Hong Kong in the next decade 	<ol style="list-style-type: none"> Compare a map showing the distribution of population in Hong Kong and a relief map of Hong Kong to find the relationship between population distribution and the physical setting. Draw a line graph to show the change of Hong Kong's population. Label the period of marked increase or decrease with the events which had affected such changes. Using the class as the population to conduct a simulated full census and a by-census. Extract and interpret essential statistics derived from census such as education level, income, population projection, etc. 	Census and By-census Reports, Census and Statistics Department
b. Education	<ul style="list-style-type: none"> —read a hierarchical diagram showing the structure of the education system 	<ol style="list-style-type: none"> Over a period of one month, collect newspaper cuttings, magazine pictures and pamphlets on different types of educational institutions and different kinds of courses offered. Arrange them in order to show the various stages of formal education. Name the kinds of courses and schools or educational institutions within one's understanding. Construct a hierarchy of the education system with reference to the information. 	ETV Programme '教育之道'
i. Structure and types			
ii. School as a community	<ul style="list-style-type: none"> —give examples of types of schools at different levels —identify the types of courses available to pupils who have completed S3, S5 or S7 —appreciate the increasing opportunity in receiving education and the broadening of the curricula at the secondary and post-secondary levels 		

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
	—perceive the school setting as a reflection of a community at a reduced scale	3. Prepare board displays to introduce courses suitable to pupils having completed S3 or S5. 4. Construct a diagram to show the organizational hierarchy of a school and compare it with that of the Hong Kong society.	
c. Social Structure	—understand family income as an index used in classifying social classes	1. Using some pictures of homes of families with different incomes, make a list of goods and equipment which each family is encouraged to buy. Distinguish the types of goods which are: (a) absolutely necessary, (b) nice to have if they can afford to buy, and (c) unnecessary and can do without. Discuss the social and economic implications related to family income differences.	
i. Family income	—use an appropriate graphical method to show the distribution of family income		
ii. Equality of sexes	—point out the changes in the role and status of the two sexes in attaining better equality of sexes		
iii. Social mobility	—suggest possible ways of improving one's social status —list some factors which affect the feasibility of social mobility	2. Draw graphs to show the distribution of family income of Hong Kong. 3. Make a list of television commercials which use a family setting as part of the advertisement. Choose three and describe the roles of wife/mother and husband/father demonstrated in the advertisements.	'Special Topics Report II: Social Data Collected by Household Survey', Census and Statistics Department Thompson, J., 'Studying Society', Hutchinson, p. 85

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
		<ol style="list-style-type: none"> 4. Comment on a list of statements on the roles, rights and status of the two sexes. 5. Debate the viewpoint 'Equality of sexes can be fully attained in the Hong Kong setting'. 6. Interview five or more working men from among friends and relatives. Ask them to provide information on their occupations, their fathers' occupations, and their fathers' first occupations upon leaving school. List the information in table form and comment on any social mobility observed. 7. Discuss the factors which affect a person's chance in improving his/her social status. 	Thompson, J., 'Studying Society', Hutchinson, p. 87

SECONDARY TWO**AREA: The Local
Community****THEME: 2. Some Local Issues**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Law and Order	Pupils should be able to:		
The Legal System	—recognize the importance of keeping order	1. With reference to hypothetical cases where there are no rules and order, suggest the kinds of situations that may arise.	ETV Programme '依法辦理'
i. Jurisdiction; courts; jury and legal aids	—appreciate the spirit of jurisdiction in Hong Kong	2. Role play a criminal case from the time of being arrested by the police to trial at court.	
ii. Police control; crime and punishment; rehabilitation for discharged prisoners	—identify the structure of the legal system in Hong Kong	3. Find out the relationship between types of crimes committed and the court level of trial with reference to newspaper extracts.	
	—understand the work of the Hong Kong Police Force	4. Classify crimes into civil and criminal cases with reference to newspaper extracts.	
	—appreciate the significant effects of aftercare services in helping discharged prisoners	5. Select incidents related to social order from newspapers. Relate the incidents to the work of different branches of the Hong Kong Police Force.	
	—recognize the role of an individual in keeping social order	6. Hold a discussion on the effectiveness of rehabilitation services for discharged prisoners in helping them to develop a new life.	
		7. Carry out a survey in groups to find out attitudes of the class towards the police.	
		8. Design a poster for a police recruitment campaign.	

Topic	Objectives	Suggested Learning Activities	Resource Material
B. Juvenile Delinquency	Pupils should be able to:		
a. Causes and Types (e.g. shoptheft, drug trafficking, triad activities)	<ul style="list-style-type: none"> —explain the meaning of crime —identify the common types of crime committed by juveniles —suggest possible reasons leading to the commitment of juvenile crimes —describe the possible bad effects of committing crime on one's future —associate committing crime with drug addiction 	<ol style="list-style-type: none"> 1. Identify the common types of juvenile crimes from newspaper. 2. Analyse cases of juvenile crimes and evaluate the significance of curiosity, peer influence, family background, living environment, threat from triad society, etc., as causes of juvenile crimes. 3. Hold discussion on 'How can we help ourselves and our friends to stay away from committing crime'. 	<p>'Anti-Triad Teaching Kit', Education Department</p> <p>'財富、人生德育課程' Independent Commission Against Corruption (ICAC) ETV Programme '一念之差'</p> <p>Anti-shoptheft Teaching Kit, Education Department</p> <p>Thompson, J.L., 'It's a Matter of People', Hutchinson, p. 35</p>
b. Correctional Services	<ul style="list-style-type: none"> —identify the correctional services that help juvenile delinquents to conform to the rules of society —suggest correctional services that are useful to help juvenile delinquents 	<ol style="list-style-type: none"> 4. Snake and Ladder Game 'School's Out' Game. 1. Invite staff from departments or organizations of correctional services to deliver a talk on correctional services for juvenile delinquents. 2. Prepare a priority list of correctional services needed for juvenile delinquents. 3. Find out and explain briefly what happens to offenders given the following sentences: <ol style="list-style-type: none"> (a) probation, (b) training centre, (c) detention centre, (d) imprisonment. 	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
C. Drug Education	Pupils should be able to:		
a. Definition of Drugs	—define what 'drug' is	1. Compare different definitions of drug given by classmates to see how they come about with different understandings about drugs.	
b. Use and Abuse of Medically-prescribed Drugs	—tell the proper use of drug —develop proper attitude towards the use of drugs —understand the rules that govern the selling of dangerous drugs	1. Match the name of commonly known drugs with their correct groups and proper usage. 2. Conduct a simple class survey on their family members' pattern of self-medication. Discuss the possible consequences of self-medication and the relationship with drug abuse.	
c. Types of Dangerous Drugs	—differentiate the common types of dangerous drugs	1. Prepare a table summary of various types of dangerous drugs and their related effects on the human body.	'Drug Education Teaching Kit for Secondary Schools', Narcotics Division
d. Drug Addiction and Dependence	—describe the signs and symptoms of drug addiction —state the effects of drug addiction on the human body	1. Hold group discussion on the effects of drug addiction to oneself, one's family and the society. 2. Collect data from pamphlets and reports concerning drug addiction in Hong Kong, including the common types of drugs abused, the number of drug addicts, age and sex distribution, etc.	
e. Causes and Effects of Drug Abuse	—name the main causes of drug abuse —describe the effects of drug abuse	1. Collect data or information on drug abuse cases, e.g. overdose of sleeping pills, from newspaper. 2. Discuss why some young people are tempted to take drugs and how one could resist such temptations.	

Topic	Objectives	Suggested Learning Activities	Resource Material
f. Treatment and Rehabilitation	—understand the methods and principles of treatment and rehabilitation for drug addicts	3. Hold group discussion and presentation on causes and effects of drug abuse. 1. Role play: (a) a drug addict approaching a social worker for help, (b) how teenagers might be tempted to take psychotropic drugs and the ways to refuse such a temptation. 2. Collect information on methadone centre service and other treatment centres and present this as a board display.	
g. Means of Prevention	—suggest means to prevent taking drugs	1. Collect newspaper articles on selling and control of dangerous drugs.	
i. Education	—refuse the abuse of psychotropic drugs when they are tempted by others to do so	2. Design a poster for an Anti-narcotic Campaign.	
ii. Combating against drug trafficking		3. Slide show on psychotropic drug abuse.	Slides: '丸仔問題透視' Action Committee Against Narcotics (ACAN)
		4. Film show on how HKSAR Government combats against drug trafficking.	Film: '香港與毒品之戰' (ACAN)
D. Social Welfare	Pupils should be able to:		
a. The Meaning of and Need for Social Welfare	—state the meaning of 'social welfare' and the idea of 'welfare state'	1. Discussion: (a) Which social services must be provided to all citizens?	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
b. Social Welfare Services in Hong Kong	—explain the need for social welfare	(b) Can you think of the advantages and disadvantages of an increase in 'welfare' services?	Scott, J.G., 'Citizenship', Edward Arnold, pp. 42–43 Annual Reports of the Social Welfare Department
	—appreciate the citizen's right in making use of social welfare services	2. Debate: 'The Welfare State makes people lazy'.	
i. Services provided by the Hong Kong Special Administrative Region Government	—present a general picture of the social welfare services provided by HKSAR government	1. Project: Study different fields of social welfare services provided by the government and/or voluntary agencies, e.g.	
	—collect information regarding the services provided by HKSAR government and voluntary agencies	(a) social security, (b) family services, (c) school social work, (d) services for the elderly, (e) community centres and youth work,	
ii. Work of important voluntary agencies	—comment on the part played by HKSAR government in maintaining social welfare services	(f) rehabilitation work for the physically and mentally disabled.	
	—appreciate the contribution of voluntary agencies in providing social welfare services in Hong Kong	2. Invite teachers or senior pupils who have taken part in voluntary work for social welfare agencies to give a talk and share their experiences with the class. Follow up by exploring the opportunities and ways one can contribute to social services in one's local districts or in some territory-wide agencies.	
	—develop the right attitude towards helping the needy and voluntary work		
	—identify the area of social welfare services they are interested in and the part they can play in support of such services		

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
c. Social Welfare and the Government Budget of the Hong Kong Special Administrative Region	<ul style="list-style-type: none"> —retrieve information from the Annual Budget of HKSAR government regarding the sum put in social welfare —contribute their support in maintaining the welfare state 	<ol style="list-style-type: none"> 1. Using the United Kingdom or other countries as an example, find out the provision of social services in a welfare state and the cost to run a welfare state in a year. 2. Study the government budget for the year and find out the percentage put in social welfare as compared with those put in other sectors. 	

SECONDARY TWO**AREA: The Chinese People****THEME: 1. My Country and My People**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Geographical Background of China	Pupils should be able to:		
a. Relief of China	<ul style="list-style-type: none"> —read a relief map of China and describe its relief pattern —measure distance on maps and draw simple cross-sections 	<ol style="list-style-type: none"> 1. Use a relief map of China to measure distance across the country from (a) east to west and (b) north to south. Measure the area of mountains and deserts and their proportion to the total area of China. 2. Game: 'Who first reaches Kashi?'. Through playing the game, try to figure out the long distance involved in travelling over China and the physical obstacles encountered on the way. 3. Collect magazines such as 'China Travel' or 'China Pictorial' which include information on different regions of China. Study these regions in groups. Locate these regions on map and report back in class the physical characteristics of such regions. 4. Draw cross-sections of China from east to west and from north to south, indicating on them special relief features. 	<p>ETV Programme '吾土吾民'</p> <p>'Learning Activities on Cities as Our Living Places for F/M 1', Geography Section, Education Department</p>
b. Climate of China	<ul style="list-style-type: none"> —read, draw and interpret climatic graphs —identify major types of climate in China 	<ol style="list-style-type: none"> 1. Collect a number of climatic graphs from different parts of China and match them with a map showing the farming regions of China. 	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
	<ul style="list-style-type: none"> —match different types of climatic conditions with various locations in China —describe the monsoon winds of China and explain briefly how these affect the climate of China 	<ol style="list-style-type: none"> 2. Discuss why the summer monsoon is vital to Chinese rice farmers and the obstacles that have stopped people of Xinjiang, Xizang and Inner Mongolia from growing rice. 3. Simulation: Simulate Chinese citizens who are going to move from home in Changjiang delta near Shanghai to one of the following areas: <ol style="list-style-type: none"> (a) a farm in Karamai, Xinjiang; (b) a village in Hohhot, Inner Mongolia; (c) a mine site in Lhasa, Xizang. Study the location of these areas on map and decide on which area to move. Then write about the changes that this move would make to one's life. 	
c. Land and Climate as Resources	<ul style="list-style-type: none"> —list some examples of land resources in China —describe the characteristics of land resources available in China —illustrate how land and climatic resources have been made use of in China 	<ol style="list-style-type: none"> 1. Draw a large wall map to show major cultivated areas of China. Collect pictures of different economic crops and related products and stick these on relevant parts of the map. 2. Study a map showing distribution and types of mineral resources in China. Describe and comment on the distribution and use of China's mineral resources. 3. Discuss how land and climatic resources have affected the agricultural development and population distribution of China. 	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
d. Some Physical Landscapes of China	—identify some typical physical features in the desert, mountain and plateau, and karst landscapes of China	1. View slides/films/photos of desert, mountain and plateau, and karst landscapes of China. Describe the landscape features, vegetation and land use.	ETV Programme ‘河山風貌’
i. Desert landscapes			
ii. Mountain and plateau landscapes	—locate and quote examples of the three types of landscapes on a map of China	2. Mark on an outline map of China the location of desert and mountainous areas. Collect pictures of desert and mountain landscapes and draw annotated diagrams of typical desert and mountain vegetation.	
iii. Karst landscapes	—describe briefly how physical conditions of these landscapes affect the people living there	3. Collect pictures/postcards on the scenery of limestone regions of China and locate them on a map. Suggest reasons of tourist attraction in these areas and other ways to promote development in these regions.	
		4. Study climatic graphs (and cross sections) of a desert area and a mountain area. Describe the characteristics of desert and mountain climates and suggest difficulties in developing these areas.	
		5. Group work: Collect pictures or other library materials on people living in one of the following areas: (a) the plateau of Qinghai/Xizang, (b) Takla Makan Desert/deserts of Inner Mongolia, and (c) Guilin or other limestone areas of China.	

Topic	Objectives	Suggested Learning Activities	Resource Material
		Compile findings in a report or prepare board displays of the material collected.	
B. Culture and Customs of the Chinese People	Pupils should be able to:		
a. Origin of the Chinese Civilization	<ul style="list-style-type: none"> —describe the characteristics of the region where Chinese civilization first developed —suggest reasons why Chinese civilization first developed at confluences of rivers —tell the similarities and differences of the place of origin of Chinese civilization and those of other ancient civilizations of the world 	1. Draw a map of China to show the location of origin of the Chinese civilization. Compare with maps showing other areas of the world's ancient civilizations. Discuss the common characteristics of these areas of old civilizations and compare with that originated from Huanghe Basin.	ETV Programme '文化熔爐'
b. Culture and Customs <ul style="list-style-type: none"> i. Languages and dialects ii. Customs, festivals and different forms of arts 	<ul style="list-style-type: none"> —list some examples of languages and dialects in China —describe the distribution pattern of languages and dialects at a regional scale —describe some major features of Chinese customs, festivals and different forms of arts in different parts of China —understand that some traditions and customs are closely related to certain races 	1. Draw a map of China to show the distribution of the main languages and dialects. Describe the pattern revealed. Compare this map with maps showing relief and distribution of races of China respectively. Point out the relationship among the three. 2. Collect pictures and materials on Chinese culture, customs and arts, e.g. social life, musical instruments, folk dance, festivals, folk craft, costumes, according to their origins in different parts of China. Collate such material into a scrap book. Make a summary of the customs and arts of the area under study.	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
	—appreciate the development of customs and arts as influenced by the geographical and historical background of an area, as well as reflecting people's life of the area	<p>3. Group work: Find out library materials on customs and festivals (a) which prevail over most areas of China and (b) which are localized in nature or practised by certain races only. Report their findings in class later.</p> <p>4. Group work: Each group member locates his/her place of origin on an outline map of China. Discuss the customs of their places of origin which are still practised at home and those which are no longer followed/gradually fading out. Find out as far as possible the sources/reasons for following such customs. Report group findings afterwards.</p>	

SECONDARY TWO

AREA: The World

THEME: 1. The Hong Kong Special Administrative Region's Place in the World

Topic	Objectives	Suggested Learning Activities	Resource Material
A. Location of the Hong Kong Special Administrative Region in the World The Hong Kong Special Administrative Region in Relation to International Trade Routes	Pupils should be able to: <ul style="list-style-type: none"> —locate the Hong Kong Special Administrative Region on the world map —describe the location of the Hong Kong Special Administrative Region in the Southeast Asian setting —explain how the geographical position of HKSAR favours her development into an important trade centre —draw and interpret maps showing sea and air routes 	<ol style="list-style-type: none"> 1. Study a world map of sea and air routes to find out the central location of HKSAR on the international trade routes. 2. Game: Global Connections. On a 'globingo' sheet (a sample shown below), find within limited time, say 15 minutes, as many classmates as possible to fill in names according to information shown in the sheet about their connection with other parts of the world. 	Singleton, L.R. (Ed.), 'Tips for Social Studies Teachers: Activities from ERIC', Social Science Education Consortium, pp. 157—159

Globingo Sheet

A _____	B <u>Name</u> _____	C _____	D _____
_____	<u>Country</u> _____	_____	_____
E _____	F _____	G _____	H _____
_____	_____	_____	_____

Find someone who:

- (a) has travelled to a foreign country,
- (b) own a television set or other appliance made in another country,
- (c) has a relative in another country,
- (d)

Topic	Objectives	Suggested Learning Activities	Resource Material
		See how many spaces each one has filled in. The one with the most wins. After the game, discuss the meaning of global interdependence.	
		3. Locate main shipping and air freight centres and draw a map to show the transportation link of these centres with Hong Kong.	
		4. Collect information on shipping and air freight from newspaper.	
B. The Hong Kong Special Administrative Region's Trading Partners	Pupils should be able to:		
a. Location of Our Trading Partners	—locate our trading partners on map or globe	1. Locate countries/regions which have trade link with HKSAR on world map. If trade statistics are available, use proportional shading to show the trade value of these countries/regions with HKSAR.	
b. Imported Items and Their Sources	—show the trade link between HKSAR and her trading partners by various cartographic methods.	1. Calculate the per capita trade value and compare this figure with the per capita income.	'Hong Kong Social and Economic Trends', Census and Statistics Department
c. Exported Items and Their Destination	—categorize the import and export items of HKSAR	2. Collect labels of import and export items of HKSAR. Categorize these by types and sources/destinations and put these in a scrap book or on a display board.	
d. Re-exported Items and Their Destination	—identify countries/regions supplying HKSAR's chief import items and buying HKSAR's chief export items	3. Draw pie graphs to represent trade statistics.	

Topic	Objectives	Suggested Learning Activities	Resource Material
	<ul style="list-style-type: none"> —identify countries/regions having strong trade link with HKSAR —relate the pattern of HKSAR's trade with her economic structure and local resources —recognize the significance of trade to HKSAR's economic development —represent trade statistics by different cartographic methods 		
C. Examples of Economic Activities of Our Trading Partners	Pupils should be able to:		
a. Wheat-sheep Farming of Australia	<ul style="list-style-type: none"> —state the characteristics of mixed extensive farming —describe the main features of wheat-sheep farming in Australia —explain the distribution of the wheat-sheep belt —develop an attitude of objective enquiry on Australia's effort in overcoming climatic constraints and relief barriers in agricultural development 	<ol style="list-style-type: none"> 1. Interpret climatic graphs and maps to derive information on physical conditions required for wheat-sheep farming. 2. Interpret photos, maps, diagrams, etc., to find out the characteristics of a wheat-sheep farm. 3. Draw a simplified plan to show the characteristics of a wheat-sheep farm. 	<p>Filmstrip: 'Australia: Murray-darling Basin' (ED)</p> <p>ETV Programme '麥香羊肥果又甜'</p>

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
b. Coffee Plantation of Brazil	<ul style="list-style-type: none"> —describe the characteristics of commercial plantation agriculture —describe the main features of coffee plantation in Brazil —explain the scale of operation —identify the linkage between the plantation and the market —identify the pattern of trade of coffee —identify the problems faced by this type of farming 	<ol style="list-style-type: none"> 1. Collect pictures of coffee plantation and trade labels of coffee products. 2. Interpret coffee production and export statistics to illustrate the importance of coffee as an income for Brazil. 3. Compare the Australia wheat-sheep farm with a coffee plantation in Brazil. 4. Draw a simplified plan to show the characteristics of a coffee plantation. 	Filmstrip: 'Coffee Lands of Brazil' (ED)
c. Wine Industry of France	<ul style="list-style-type: none"> —identify the characteristics of intensive commercial farming —describe the main features of grapes growing/vineyard —explain the development of wine industry in France —relate the development of this activity to the physical and human setting 	<ol style="list-style-type: none"> 1. Interpret grape production and export statistics of wine to illustrate the importance of wine industry to France. 2. Find out some place names in France which are famous for wine production, e.g. Burgundy, Champagne, Alsace, Cognac. With the help of an atlas, label each place on a map of France and add a symbol beside each place. 3. Interpret photos to show the location of the wine factory among the vineyards. 4. Draw a simplified model to show the factors which favour the development of wine industry in France. 	<p>Filmstrip: 'Mediterranean Europe—Rhône Valley of France' (ED)</p> <p>Wiegand, P., 'Introducing Geography', British Broadcasting Corp., pp. 106–107</p>

Topic	Objectives	Suggested Learning Activities	Resource Material
d. Fruit Industry of California, U.S.A.	<ul style="list-style-type: none"> —identify the physical and cultural inputs and outputs in this type of industry —account for the development of this type of industry —understand how technology can help overcome physical constraints —understand the influence of market in encouraging the growth of the industry 	<ol style="list-style-type: none"> 1. Interpret a map showing the distribution of Californian fruit farms specializing in different kinds of fruits. Identify various specialized fruit growing areas. 2. Study statistics and compare the fruit industry in California with the wine industry in France. 3. Draw a simplified model to show the inputs and outputs of fruit industries in California. 4. Explain the role played by technology in the development of fruit industry in California. 	Filmstrip: 'A California Fruit Ranch' (ED)
e. Oil Industry in the Middle East	<ul style="list-style-type: none"> —describe the stages involved in the production of oil —identify factors affecting oil mining in the Middle East —describe and explain the characteristics of oil industry, including scale of operation, inputs, outputs and disposal of waste —explain how the fluctuation in oil production in the Middle East may affect the world economy —be aware of the impact of oil industry on the environment 	<ol style="list-style-type: none"> 1. Draw sketch maps or diagrams to show the distribution of oil mining in the Middle East. 2. Interpret graphs/statistics on production and price of oil and find out the effect of fluctuation in oil production in the Middle East on the price of oil. 3. Study figures and statistics of oil production in the world. Find out the ranks of Middle East countries in world oil production and the percentages in terms of value in each country's export. Discuss the implication of this on these countries' economy. 	<p>Film: 'Petroleum' (ED)</p> <p>Filmstrip: 'Oil' (ED)</p> <p>Reed, A., 'The World Now', Bell & Hyman, pp. 42-43</p> <p>ETV Programme '中東的石油工業和日本的汽車工業'</p>

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
f. Motor Car Industry of Japan	<ul style="list-style-type: none"> —identify the inputs and outputs of this industry —identify the factors leading to the rapid growth of this industry —understand how Japan overcomes the constraints in developing this industry —understand the important role of government intervention —explain relationships between factors and draw conclusion with reference to material given 	<ol style="list-style-type: none"> 4. Group discussion to suggest action to cope with problems related to oil mining in the Middle East. 1. Collect information and statistics on motor car production in Japan. 2. Interpret a map showing the location of motor car centres and explain the distribution pattern observed. 3. Draw model diagram to show the factors which favour motor car industry in Japan. 4. Based on the information from reports on motor car industry in Japan, compare the working condition and scale of operation in Japan with those of any factory in Hong Kong. 	<p>Filmstrip: 'Industry in Japan', (ED)</p> <p>Nixon, B., 'World Contrasts', Bell & Hyman, p. 181</p> <p>Jenkin, S., Leigh, M. & S. Richards, 'Investigating Geography Book 3', Bell & Hyman, p. 87</p>
D. Our Neighbouring Countries	Pupils should be able to:		
a. Location and Extent of Our Neighbouring Countries	<ul style="list-style-type: none"> —identify the location of the Hong Kong Special Administrative Region and neighbouring cities and capitals —understand the concept of location of the Hong Kong Special Administrative Region at a regional scale 	<ol style="list-style-type: none"> 1. Use the index in an atlas to help locate places in the neighbouring countries. 2. Measure the distance between the Hong Kong Special Administrative Region and other major cities in Asia. 3. Indicate the position of these cities in relation to the Hong Kong Special Administrative Region using directions and bearings. 	

Topic	Objectives	Suggested Learning Activities	Resource Material
	<ul style="list-style-type: none"> —describe the extent of Asia —indicate positions of places using direction, bearing and distance 	4. Use geographical terms to describe the relative position between places in our neighbouring countries.	
b. Their Cultures, Customs and Religions	<ul style="list-style-type: none"> —acquire a basic understanding of the historical background of selected Southeast Asia countries —explain the origins of selected festivals —briefly describe the religions of selected Southeast Asian countries —develop an understanding of and sympathetic respect for all peoples, their cultures, civilization, values and ways of life in a positive manner 	<ol style="list-style-type: none"> 1. Collect feature articles and pictures from magazines and newspaper on places of worship and ceremonies of different religions in our neighbouring areas. 2. Prepare scrap books to introduce festivals, cultures, customs and religions of Southeast Asian countries. 3. Quote daily life examples which reflect the influence of cultures, customs and religions of our neighbouring countries. 4. Watch ETV programme on our neighbouring countries. 	<p>Photographs: 'Children of Asia' (ED)</p> <p>ETV Programme '鄰國風土'</p>
c. Their Relationships with the Hong Kong Special Administrative Region	<ul style="list-style-type: none"> —acquire basic knowledge on the economic relationships, mainly that of trade and tourism between HKSAR and its neighbours —derive information from statistical data 	<ol style="list-style-type: none"> 1. Draw graphs to show the flow of people and goods between HKSAR and the neighbouring countries/regions. 2. Interpret trade statistics to draw a pattern of trade between HKSAR and the neighbouring countries/regions. 	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
		3. Quote examples to illustrate that the relationship between HKSAR and her neighbouring countries/ regions can be regarded as 'interdependence'.	

SECONDARY TWO**AREA: The World****THEME: 2. Historical Perspective of the World**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Influence of the Greek and Roman Civilizations on Today's World	Pupils should be able to:		
a. Historical Background of the Greek and Roman Civilizations	<ul style="list-style-type: none"> —show the location and extent of the Greek and Roman Empires on a map —name the major events happened in ancient Greece and Rome —explain why the Greek and Roman civilizations have widespread influence over a large part of Europe and Asia Minor 	<ol style="list-style-type: none"> 1. Draw a map to show the location and extent of the Greek and Roman Empires and a time line to record the major events occurred in ancient Greece and Rome. 2. Interpret maps showing the Empire of Alexander the Great and the expansion of the Roman Empire to trace the spread of the Greek and Roman civilizations to other areas. 	ETV Programme '古希臘與羅馬'
b. Ideas of the Greek Philosophers	<ul style="list-style-type: none"> —describe how Greek democratic thinkings began and developed —name some of the outstanding Greek philosophers and describe briefly how their thinkings have affected today's world 	<ol style="list-style-type: none"> 1. With reference to the cases of Solon's reform and Pericles' rule, discuss why it was important to make Athens a democratic state at their times. 2. Prepare biographies for famous philosophers such as Socrates, Plato and Aristotle. Their ideas and contributions to development of philosophical and scientific thinkings should be included. 	Jantzen, S.L., Neill, K. & L.S. Krieger, 'World History—Perspectives on the Past', DC Heath & Co., pp. 103–107
c. Idea of Citizenship	<ul style="list-style-type: none"> —explain how the idea of citizenship had helped to unify the Roman Empire 	<ol style="list-style-type: none"> 1. Describe the life in the city-states of Athens and Sparta and comment on the extent to which democracy was practised. 	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
	<ul style="list-style-type: none"> —identify the rights and responsibilities of citizens in ancient Greece and Rome —compare the similarities and differences of rights and responsibilities in Rome and that of present day Hong Kong Special Administrative Region 	<ol style="list-style-type: none"> 2. Compare the rights and responsibilities commonly accepted today with those exercised by people of different status in ancient Greece and Rome 3. Give examples of countries in the present world with a democratic government and countries with other forms of government. 	Civic Education Teaching Materials 'Rights and Duties of a Citizen', Curriculum Development Committee
d. Innovations/ Achievements in	—identify the important findings in science and medicine	1. Find out the discoveries of scientists such as Euclid, Hippocrates, Pythagoras, Archimedes. See if their findings have been studied in mathematics and science lessons.	
i. Science and medicine			
ii. Architecture	—identify the characteristics of Greek and Roman architecture	<ol style="list-style-type: none"> 2. Study pictures or photographs of buildings, temples, aqueduct, road, etc., built by the Greeks and the Romans. Describe the common characteristics of Greek and Roman architecture. 3. Find examples of modern buildings from various areas of the world which reflect the Greek or Roman influences in architectural design. 	
iii. Law	—state the rationale of Roman laws	4. Review some of the most important principles of Roman law such as justice and equality. Develop a role play to illustrate the rationale of the Roman law.	
iv. Leisure and sports			

Topic	Objectives	Suggested Learning Activities	Resource Material
	<ul style="list-style-type: none"> —describe various aspects of daily life, including leisure and sports in ancient Greece and Rome —trace the origin of Olympic Games 	5. Study pictures showing different aspects of daily life in ancient Greece and Rome such as drama, sports (e.g. the Olympic Games). Make a comparison with the same aspects of daily life in the western world today.	
B. The Impact of the Renaissance	Pupils should be able to:		
a. Historical Background of the Renaissance	<ul style="list-style-type: none"> —explain the factors bringing about the Renaissance —describe the spread of Renaissance from Italy to other countries in Europe —identify major events occurred in the Renaissance 	1. Discuss in groups factors bringing about the Renaissance, e.g. wealth gained in trade, impact of the printing press, use of Latin as international language, education becoming more common. Each group will explain to the class the effect of one factor. 2. Draw a time line to record the major events occurred during the Renaissance.	ETV Programme '文藝復興'
b. Heritage of the Renaissance	—identify the important discoveries in science, astronomy and medicine	1. Find out the discoveries of Galileo or Copernicus in astronomy and science, e.g. telescope and thermometer. 2. With reference to information or pictures on development in medicine and science in the Renaissance, e.g. surgery, flying machine, scientific equipment, compare them with modern counterparts. Try to explain the scientific ideas held during the Renaissance.	ETV Programme '古希臘和羅馬文化的寶藏'
i. Astronomy			
ii. Medicine and science			
iii. Art and architecture			

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
c. Influence on the West and the Modern World	<ul style="list-style-type: none"> —identify the characteristics of architecture in the Renaissance —appreciate the magnificent development in architecture, art, sculpture and literature in the Renaissance —understand that many of the developments in the Renaissance are highly admired by people of the present day 	<ol style="list-style-type: none"> 3. Select one of the following topics—art, sculpture, architecture and collect pictures and photographs to prepare a scrap book. Provide annotation to all the pictures and photographs collected. 1. Using pictures and photographs of present day buildings, describe any characteristics which reflect the influence of the Renaissance in architectural design. 2. Find information on famous museums in Europe. Name examples of collections which were made during the Renaissance. 	

SECONDARY THREE AREA: Myself**THEME: 1. My Future**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Further Studies	Pupils should be able to:		
a. Attitudes towards Study	<ul style="list-style-type: none">—develop correct attitudes towards study—make decision between to continue study or to start working after S3, taking into consideration both ability and personal interest—choose the appropriate kind of study—understand the fact that having more study may help in personal and career development	<ol style="list-style-type: none">1. Conduct a panel discussion on developing proper attitudes towards study. There can be a role play of teachers, educators and parents, etc.2. Interview an older pupil/friend who is pursuing a course similar to what he/she would like to study in the future. Note down the important points that may be connected with his/her own educational future.	
b. Opportunities of Further Studies in Hong Kong	<ul style="list-style-type: none">—acquire adequate information on various courses available for S3 leavers to pursue further studies, both local and overseas	<ol style="list-style-type: none">1. Prepare a list of courses suitable for S3 leavers.2. Arrange visit to exhibition on 'further studies' organized by various organizations.3. Design leaflets to introduce different kinds of post-S3 study.	<p>Information sheet prepared by Education Department</p> <p>Information leaflets on different types of schools prepared by Education Department</p>
B. Vocational Training	Pupils should be able to:		
a. Types of Vocational Training	<ul style="list-style-type: none">—name the types of courses offered in vocational training—acquire information on the requirements for enrolment in vocational institutes	<ol style="list-style-type: none">1. Arrange a visit to a Vocational Training School. Prepare a board display using information gathered in the visit.	<p>Pamphlets prepared by the Vocational Training Council</p>

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
b. Future Prospect	—acquire information on the prospect of entering into vocational training	1. Hold group discussion to investigate the work prospect of having completed vocational training or the Apprenticeship Training Scheme.	Booklets published by YEAS of Labour Department
C. Choice of Job	Pupils should be able to:		
a. Job Opportunities	—locate various sources of information on job opportunities —acquire a basic understanding of the career field open to S3 leavers	1. Collect information on jobs suitable for S3 leavers from YEAS of Labour Department. 2. Extract information from advertisements of newspapers on the requirements of different jobs.	'Choosing Your Career' and other pamphlets published by YEAS, Labour Department
b. Factors to Consider in Choosing a Job	—list some important factors one should consider in choosing a job, e.g. interest, working conditions, prospect, training opportunities and staff relations —develop correct attitudes towards work	1. Referring to some jobs advertised in the newspaper, simulate on decision-making of choosing a job, taking into consideration personality, interest, nature of the job, prospect, etc. 2. Draw up a checklist on 'how work will differ from school' including headings like: —time in school/workplace, —supervision, —recreation, —activities, —age span, —holidays, —friends, —time for lunch break, —safety precautions needed, etc. Select an occupation of one's choice, think about the differences	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
		between work and school, finding information from the library or other people if necessary.	
		3. Study a dialogue between two young people complaining about their jobs. Discuss the appropriateness of their attitudes towards work and find out if they have chosen the right job.	
		4. Interview people who begin to work after S3. Collect data such as type of job, nature of work, salary, working conditions and prospect, etc. Discuss what it is like to continue study or to start working after S3.	

SECONDARY THREE AREA: My Family and Friends

THEME: 1. Marriage and Family Formation

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Meaning of Marriage	Pupils should be able to:		
a. Choosing a Life Partner	—make judgement on the optimal time in choosing a life partner	1. Complete a questionnaire on 'My criteria of choosing a life partner'.	'家庭生活教育教師手冊' Chapter 6, The Hong Kong Catholic Marriage Advisory Council
b. Responsibilities in Marriage	—list the qualities or characteristics of a life partner	2. Discuss in groups: 'Why people want to get married'.	
	—understand that there won't be an 'ideal life partner' who can meet one's expectation in every aspect of life	3. Show slides or video tape on 'marriage'.	Slides: 'Love' 'Marriage' (FPAHK)
	—appreciate that there will always be differences between two persons and be aware of the importance of recognizing, appreciating and accepting the differences		Slides/video tape: 'Mate Selection' (FLERC)
	—state the meaning of marriage	4. Suggest the roles of husband and wife in modern families.	Video tapes: 'Marriage' 'Spouse' (FPAHK)
	—understand the responsibilities of marriage	5. Discuss the following aspects of marriage:	
	—identify their personal expectation and needs in marriage	(a) a committed relationship which must be worked at with constant effort, (b) working out the practical details of living together: —setting up a home, —raising children, and —taking care of day-to-day housework, (c) financial responsibilities.	

Topic	Objectives	Suggested Learning Activities	Resource Material
		6. Fill in a questionnaire 'marriage contract'. The content of the questionnaire includes the choice of surname used after marriage, household duties, leisure time, living arrangements, money, children, etc. Discuss why people get married and when is one ready to get married.	Wilson, P. & D. Kirby, 'Sexuality Education: A Curriculum for Adolescents', Network Publications, pp. 255-262
B. Formation of a Family	Pupils should be able to:		
Factors to Consider in Raising a Family	—realize how marriage will change a person's own life style	1. Prepare a list of changes in life style one will encounter after marriage.	
i. Change of life style	—understand that many new responsibilities have to be taken after marriage and many of them have to be shared between the couple	2. Show slides/video tapes related to the topic and hold follow-up discussion to clarify doubts and misconceptions.	Slides: 'Marriage' 'Birth Control Methods' (FPAHK)
ii. Sharing responsibilities	—identify various decisions and plans to be made together by the couple		Video tapes: 'Family Planning Rationale' 'Male Responsibility' (FPAHK)
iii. Family budget	—realize the importance of family budgeting	3. Interview a number of couples with different background, i.e. different age groups (e.g. 21-30, 31-40, 41-50, 51-60), with/without children, with wife working/staying at home. Find out how often the husband helps with the domestic chores such as washing up, cleaning floors, washing clothes, ironing, shopping, cooking, bathing baby. Rate them according to 'often', 'sometimes' and 'never'. Discuss the findings and prepare a list of responsibilities to be shared by both husband and wife.	Thompsons, J.L., 'Studying Society', Hutchinson, pp. 90-91

Topic	Objectives	Suggested Learning Activities	Resource Material
		<ol style="list-style-type: none"> Given a list of things to be added to the family, make a priority list and give reasons for making such choices. Compare the priority lists with each other and give logical explanations for the different responses. Group work: Plan a family budget with reference to some case materials. Attention should be paid to the source of income and family expense items. The importance of having savings may also be highlighted. 	
C. Becoming Parents	Pupils should be able to:		
a. Factors to Consider before Becoming Parents	<ul style="list-style-type: none"> —understand the concept of family planning —discuss the responsibilities of being parents —discuss the factors as couple should take into consideration before bearing a child —recognize some undesirable motives for parenthood 	<ol style="list-style-type: none"> Discuss the meaning of the following and why each is important and necessary to a child's development: a pleasant home, love and affection, security, discipline, good protein diet, and new experience. 	'家庭生活與性教育資源手冊第八章：為人父母的職責' Hong Kong Family Planning Association
b. Quality of Responsible Parenthood	<ul style="list-style-type: none"> —discuss the quality a parent should possess for leading to responsible parenthood 	<ol style="list-style-type: none"> With reference to different situations, suggest what qualities a parent should possess in order to act responsibly in each situation. Slide presentation on responsible parenthood with follow-up discussion. 	Slides: 'Responsible Parenthood' (FPAHK)

Topic	Objectives	Suggested Learning Activities	Resource Material
		3. Reflect on one's experiences of being a baby, an infant and a primary school child. Discuss the physical, psychological and social needs at different stages. Role play in groups parents of children at different ages. Suggest ways to meet the need of children in each stage. 4. Some parents neglect or even injure their children while some others spoil their children. Given examples from one's own knowledge or experience of things parents are to be blamed in both situations. Discuss whether the criticisms are fair and what effect would both situations have on the growth of the children involved.	
D. Single-Parent Family	Pupils should be able to:		
a. Family Crisis and Its Effects	—realize that certain family crisis may break marital relationship and results in the formation of single-parent family —discuss the factors that may cause family crisis —discuss the effects of family crisis on every family member physically, emotionally and/or economically	1. Hold a group discussion to investigate possible causes of family crisis and suggest measures that could be taken to reduce the chance of family crisis. 2. Collect information from newspaper articles or other sources on cases of family crisis. Analyse the cases to find out the causes of the crisis. 3. Analyse cases of single-parent families to find out the effects on the child/children and other family members.	'觀塘單親家庭生活調查' 基督教家庭服務中心 ETV Programme '勇創明天'

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
b. Overcoming Unhappy Experiences	—suggest measures to cope with unhappy experiences related to family crisis	1. Bring up a case of single-parent family in which a child faces difficulties or unhappy experiences. Suggest as a friend of the child how one might help him/her to overcome the difficulties or unhappy experiences.	

SECONDARY THREE AREA: The Local Community

THEME: 1. Political Development and Future of the Hong Kong Special Administrative Region

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Political Development	Pupils should be able to:		
a. How the Hong Kong Special Administrative Region is Governed	<ul style="list-style-type: none"> —understand the importance of a government in maintaining the stability and prosperity of society —outline the structure of the government of the Hong Kong Special Administrative Region —describe the roles played by the Chief Executive, the Executive and Legislative Councils, the Executive Authorities and District Organizations —identify the functions of major government departments of the Hong Kong Special Administrative Region and their respective jurisdictions 	<ol style="list-style-type: none"> 1. Collect newspaper cuttings of Legislative Council debates. Discuss the arguments involved in a selected issue. 2. Draw an organization chart to show the structure of the Hong Kong Special Administrative Region government. 3. Visit a police station or invite officers from various government departments of the Hong Kong Special Administrative Region to deliver talks on their respective functions. 4. Prepare board display on the functions and jurisdiction of selected the Hong Kong Special Administrative Region government departments. 	
i. Structure of the government			
ii. Major government departments and their functions			
b. Sources of Government Revenue and Expenditure	<ul style="list-style-type: none"> —understand the role of the Legislative Council in the making of the Hong Kong Special Administrative Region government budget —identify the various items of the Hong Kong Special Administrative Region 	<ol style="list-style-type: none"> 1. Organize a visit to the Legislative Council during the Appropriation Bill. 2. With reference to statistics on government revenue and expenditure, analyse the data to find out the trend and composition of the government budget in recent years and to represent the statistics 	Government Budget

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
		prosperity of the Hong Kong Special Administrative Region.	
C. Hong Kong in Transition Social, Cultural, Economic and Political Changes	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> —appreciate measures/efforts taken or to be taken to keep Hong Kong as an industrial, trade and financial centre —develop awareness of and interest to learn of the political status of the Hong Kong Special Administrative Region and its relationship with the mainland of China —acquire basic understanding of the concept 'one country, two systems' —understand the implication of the Sino-British Joint Declaration on Hong Kong society in the transition period 	<ol style="list-style-type: none"> 1. Show video programmes related to the negotiation of the Sino-British Joint Declaration. 2. Compile a time-line chart to indicate the major events related to the Sino-British Joint Declaration and the transition period up to July 1997. 3. Suggest possible changes in HKSAR society related to the social, cultural, economic and political aspects in the future twenty years and the reasons behind such suggestions. Discuss how citizens may cope with these changes in future. 4. Quote examples to illustrate 'one country, two systems'. 	

SECONDARY THREE AREA: The Local Community

THEME: 2. My Role as a Citizen

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Role of a Citizen	Pupils should be able to:		
a. Rights	—identify the rights which a HKSAR resident is entitled to	<ol style="list-style-type: none"> 1. List the rights members possess as stated in the Regulations or Constitutions of the Student Union/various Interest Clubs. 2. Draw up a list of rights as described in the Basic Law. 3. Arrange a debate on 'rights enjoyed by local residents are adequate'. 	
b. Responsibilities	<p>—list the different responsibilities and attributes of a good citizen</p> <p>—appreciate the opportunities provided by the school and the community in helping them to develop awareness of rights and responsibilities</p>	<ol style="list-style-type: none"> 1. Discuss and decide on how a good resident should behave in various situations. 2. Identify the obligations of members from the Constitutions of the School's Student Union. 	ETV Programme '公民權責'
B. Communication with HKSAR Government	Pupils should be able to:		
Official and Unofficial Channels	—recognize the need for and the importance of communication between the government and the residents of the Hong Kong Special Administrative Region	<ol style="list-style-type: none"> 1. Collect and display selected Green Papers and White Papers published in recent years. 	Green Papers and White Papers on various public issues

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
	<ul style="list-style-type: none"> —name and identify the different official and unofficial channels of communication and their respective jurisdiction —be aware of the right for people to make their opinions known 	<ol style="list-style-type: none"> 2. Identify various environmental problems around the school and discuss the various official and unofficial channels through which one can make the problem known. 3. Organize a visit to District Offices or other relevant institutions and interview the officers there. 4. Prepare a board display on communication channels between citizens and the government. 5. Select a hot local issue and trace in the newspaper how views of the public are communicated to the government. 	

SECONDARY THREE AREA: The Local Community

THEME: 3. Some Local Issues

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Consumer Education	Pupils should be able to:		
a. Advertising and Labelling	<ul style="list-style-type: none"> —understand the functions of advertising and its effect on the economy —identify different kinds of advertisement —distinguish the suggestive and informative role of advertising —analyse advertisements in terms of target groups and appeals —develop proper attitudes towards advertising —identify the function of labelling —state the content of Food Labelling Legislation —choose prepackaged food based on the information provided on labels 	<ol style="list-style-type: none"> 1. Show a video tape on advertisement. 2. Analyse advertisements on print or electronic media: <ol style="list-style-type: none"> (a) to evaluate the content, whether informative or emotive, suggestive or persuasive, (b) to find out the use of language and the effect of such on the consumer. 3. Hold group discussion on the pros and cons of advertising. 4. Conduct a quiz on Food Labelling Legislation. 5. Give opinion on Food Labelling Legislation, e.g. whether sufficient legislation has been done to help consumers acquire adequate information on prepackaged food. 	<p>Video tape: 'Advertisement' from the Learning Package 'Advertisement and the Consumer', Consumer Council</p> <p>Extracts of 'Complaints Investigation' from 'Choice' Magazine published by the Consumer Council</p>
b. Rights and Responsibilities of a Consumer	<ul style="list-style-type: none"> —understand the consumer rights and their implementation 	<ol style="list-style-type: none"> 1. With reference to different incidents, analyse if both the consumer and the supplier have observed their rights and 	

Topic	Objectives	Suggested Learning Activities	Resource Material
	<ul style="list-style-type: none"> —understand the role of the consumer in the economic system —develop proper attitude towards the role of being a consumer —realize the importance of being an informed consumer —acquire appropriate knowledge on consumer protection legislation 	<p>responsibilities. If not, what should be the appropriate action and attitude.</p> <p>2. Suggest reasons for the need of consumer protection legislation.</p>	
c. Consumer Council	<ul style="list-style-type: none"> —understand the aims and tasks of the Consumer Council —make use of services and sources of information provided by the Consumer Council —develop skills in judging information from various sources 	<p>1. Show slides on the work of the Consumer Council.</p> <p>2. Arrange a visit to the Consumer Council.</p> <p>3. Present a case which necessitates complaints from a consumer (e.g. buying food that has turned bad, or electrical appliances that did not function properly). Consider various consumer actions and the potential consequences of these actions. Identify and discuss effective methods of registering complaints.</p>	<p>Video tape/slides: 'The Work of the Consumer Council', the Consumer Council</p> <p>Forkner, J. & G. Schatz, 'Consumer Education Learning Activities', Social Science Education Consortium, pp. 7-8</p>
B. Corruption and the ICAC	Pupils should be able to:		
a. Definition of Corruption	<ul style="list-style-type: none"> —define in general terms what corruption is and recognize a corrupt act 	<p>1. Study examples of corrupt dealings, e.g. policemen accepting bribes and sheltering crime, illegal immigrants offering bribes to immigration officers, bank employees accepting</p>	<p>'廉政公署工作教學箱', ICAC</p> <p>'財富、人生德育課程', ICAC</p>

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
		bribes and approving large loans, etc. Try to define corruption in general terms.	
b. Causes of Corruption	—identify causes of corruption	1. Role play some school situations which may contain corrupt elements or which may lead to corruption, e.g. bribing others to do your homework or obtaining examination papers.	
c. Effects of Corruption on Society	—understand the harmful effects of corruption on society	1. Collect newspaper cuttings of recent corrupt cases and analyse their harmful effects on individuals and society.	
d. The Independent Commission Against Corruption	—understand the background and history of the ICAC —explain how the ICAC copes with corruption through the work of its three departments —name some ordinances that deal with corruption	1. Visit an ICAC local office to find out: (a) the work of the three departments: —the Operations Department —the Corruption Prevention Department —the Community Relations Department (b) information on the ordinances dealing with corruption: —Prevention of Bribery Ordinance —ICAC Ordinance —Corrupt and Illegal Practices Ordinance	
e. Responsibilities of the Individual in Fighting Corruption	—understand the responsibility individuals have in fighting corruption, e.g. not to offer or accept bribes, to report	1. Discuss and suggest the role an individual can play in fighting corruption and report their suggestions to the class.	

Topic	Objectives	Suggested Learning Activities	Resource Material
	corruption, to help spread information on the ICAC and anti-corruption messages		
C. Pollution and Conservation	Pupils should be able to:		
a. Types of Pollution	—give an appropriate definition of pollution	1. Identify types of pollution from photos/slides.	Annual Reports, Environmental Protection Department
i. Land	—identify the major types of pollution	2. Collect newspaper cuttings on different types of pollution.	
ii. Water	—name the pollutants of the major types of pollution	3. Compare lifestyles of Hong Kong at present with that of fifty years ago and that of one hundred years ago respectively. Discuss the demands made on the environment in each period and assess the environmental impact on maintaining the present lifestyle.	ETV Programme '讓地球活下去'
iii. Air			
iv. Noise			
b. Causes and Effects of Pollution	—identify the main causes of pollution	1. Conduct survey/mapping in the local community or other regions in Hong Kong to locate places which are much affected by pollution.	'Anti-Pollution Pack—Education Kit on Environmental Protection', The Environmental Protection Department
i. Causes—human activities, natural processes, accidents	—identify areas in Hong Kong much affected by pollution	2. Extract relevant information on causes and effects of pollution from newspaper, pamphlets and other written material.	
ii. Effects on human, animal and plant life	—explain the effect of pollution on the quality of the environment	3. Do group project on pollution study in the local community or a study of one type of pollution at a large scale.	Greasley, B., 'Project Fieldwork', U.T.P., pp. 101–104
	—explain how pollution affects human health		
	—name incidents of pollution caused by natural processes and accidents		

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
	—present by various graphical techniques field work data collected in pollution study	4. Discuss the causes of pollution in Hong Kong and the effects on the quality of the environment. 5. Describe and explain in what ways we and our friends/family might contribute to air/water/noise pollution. Discuss how the degree of pollution can be reduced.	
c. Prevention and Remedy	—describe briefly the various measures/methods of waste treatment in Hong Kong	1. Find out HKSAR official/government bodies involved in pollution control and the ways they carry out their work. Discuss the merits and shortcomings of plans and measures in tackling pollution problems.	
i. Education			
ii. Planning	—comment on the effectiveness of ways of waste treatment in Hong Kong	2. Suggest activities of educational value for school pupils and for the public.	
iii. Law enforcement	—describe the work of different HKSAR government departments and public voluntary groups which have contributed effort to cope with the problems of pollution	3. Plan a Keep Hong Kong Clean Campaign.	
	—discuss the planning strategy of HKSAR government and other agents in pollution control	4. With reference to the plan of a new town, discuss the extent to which the problem of pollution has been considered in town planning.	
	—give examples of education programme for the public	5. Debate on the effectiveness of law enforcement on pollution control in Hong Kong.	
	—describe the effectiveness of and difficulties in law enforcement on pollution control		

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
d. Conservation in the Countryside	—appreciate the need for conservation in Hong Kong	1. Slide show on the facilities of country parks and features of nature trails.	Pamphlets on country parks and nature trails by the Agriculture and Fisheries Department
i. Afforestation	—state the effect of afforestation on the quality of the environment, both biotic and abiotic	2. Conduct visits to country parks/nature trails. Comment on the facilities provided and the maintenance of the parks in good condition.	
ii. Country parks	—describe the facilities of country parks and the general characteristics of nature trails	3. Do group project on themes like: —Case study of a country park, —Visit to a nature trail, —History of afforestation in Hong Kong.	
iii. Nature trails	—make wise use of facilities of country parks to acquire a better understanding of the natural environment	4. Plan a ten-year programme on conservation of the environment.	
	—recognize the importance of observing country codes	5. Visit Country Park Visitor Centres to acquire information related to conservation.	
e. Personal Contribution and Responsibilities	—recognize the importance of hill fire prevention		
	—devote effort and participate in activities on conservation, e.g. Forestry Camp, Keep Hong Kong Clean Campaign	1. Poster design to arouse the awareness of the public on environmental conservation and prevention/control of pollution.	Posters and pamphlets prepared by the Agriculture and Fisheries Department
	—bring the attention of other people to pollution and conservation	2. Collect information on activities already organized or will be organized in Hong Kong for the conservation of the environment and control of pollution. Discuss how school pupils may contribute to the success of such programmes and the publicity of the related message.	

SECONDARY THREE AREA: The Chinese People

THEME: 1. My Country and My People

Topic	Objectives	Suggested Learning Activities	Resource Material
A. Structure of the Central People's Government	Pupils should be able to:		
a. The Communist Party of China	—trace the origin and growth of the Communist Party of China from 1921 to the gaining of power in 1949 in the country	1. Collect pictures of main political figures in the National People's Congress, such as the Head of State, Premier.	ETV Programme '中國的管治'
b. The National People's Congress		2. Prepare a chronological chart/table to show the rise of the Communist Party in China.	
c. The Chinese People's Political Consultative Conference	—name some outstanding figures of the Communist Party of China and their contributions to the rise of the Party	3. Draw a chart to show the organization and structure of the Communist Party of China and the National People's Congress in China.	'中國年鑑' New China News Agency
d. The State Council		4. Prepare a project on the biography of Mao Zedong and Zhou Enlai.	
e. Local People's Government	—describe briefly the functions and structure of: the National People's Congress, the Chinese People's Political Consultative Conference, the State Council, and the Local People's Government —recognize the relationship between different levels of the Central People's Government	5. Collect newspaper cuttings of activities of the chief members of the State Council. 6. Draw a political map of China, label the provinces, municipal cities and autonomous regions.	
B. The Economy of the mainland of China	Pupils should be able to:		
a. Planned Economy	—list the main characteristics of the planned economy of the mainland of China after 1949	1. Discuss 'Why is it important to plan for economic development of a country?'.	

Topic	Objectives	Suggested Learning Activities	Resource Material
b. Modern Trend in Economic Development	<ul style="list-style-type: none"> —point out how the mainland of China's planned economy is different from the Hong Kong Special Administrative Region's laissez faire economy —know the trend in economic development of the mainland of China after 1949 —extract relevant information from graphs and tables on allocation of funds to different economic sectors —present graphically the allocation of funds of different five year plans in different economic sectors 	<ol style="list-style-type: none"> 2. With reference to the major sectors in the national economy, make a plan for a hypothetical country on how a sum of money should be invested. 1. Interpret figures on percentages of national investment in the five year plans of the mainland of China. Note the percentages invested in agricultural and industrial development. Find out the changes and the rationale/events related to such changes. 2. Study extracts of information/statistics on economic development of the mainland of China. Identify the scale or level of development involved. 3. Draw pie graph to show the distribution of funds in recent five year plans of the mainland of China. 	ETV Programme '中國的經濟發展'
c. Development of Natural Resources	<ul style="list-style-type: none"> —name the important natural resources of the mainland of China —describe the distribution and production of natural resources in the mainland of China —extract relevant information from maps and tables 	<ol style="list-style-type: none"> 1. Compare maps showing distribution and production of natural resources in 1949 and at present. Find out: <ol style="list-style-type: none"> (a) types of resources available, (b) new development after 1949. 2. Draw graphs to show the growth in production of natural resources. 3. Plot onto a map the important production areas of selected types of natural resources after 1949. 	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
		Describe the distribution pattern revealed.	
		4. Prepare a list of important natural resources produced in the mainland of China and label the rank in world production for each type of resource.	
d. Development of Heavy and Light Industries	—identify the types of heavy and light industries strengthened in development and the trend of emphasis in heavy and light industries	<ol style="list-style-type: none"> 1. Collect pictures on various industrial products of China. 2. Interpret statistics on industrial production in selected types of industries, e.g. iron and steel industry, textile industry, for different periods. Calculate the rate of growth. 3. Prepare a scrap book on the development of selected types of industries, e.g. iron and steel industry, agricultural machinery. 4. Interpret maps showing the location of main industrial centres and production of natural resources. Find the relationship between their distributions. 	
e. Improving Living Standard	<p>—understand that increase in industrial output leads to increase in per capita income and hence improvement in living standard</p> <p>—quote examples on the improvement in living</p>	<ol style="list-style-type: none"> 1. Compare the graphs showing growth in industrial output and per capita income. Identify the relationship between them. 2. Name items of which increase in ownership implies improvement in 	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
	standard as a result of economic development	living standard. Draw graphs to show the increase in possession of items like number of cars, home appliances, etc.	

SECONDARY THREE AREA: The Chinese People

THEME: 2. Some Human Landscape Studies in China

Topic	Objectives	Suggested Learning Activities	Resource Material
A. Agricultural Landscapes	Pupils should be able to:		
Three Contrasting Case Studies (e.g. Huabei Pingyuan, Sichuan, Pearl River Delta)	—identify types of rural settlements from maps and photographs	1. Draw diagrams and sketch maps of the types of rural settlement of the selected regions.	
i. Rural settlement—types and pattern	—identify the spatial pattern of settlement in the selected regions	2. Show film/filmstrip on types of rural settlement and land use in the selected regions. Describe the differences in the settlement types observed.	
ii. Land use—field pattern, choice of crops/livestock	—suggest reasons for the development of settlement pattern in the selected regions	3. Collect pictures and photos of the settlement and rural scenery of the selected regions.	
	—describe the field pattern in the selected regions	4. With reference to land use maps of the selected regions, compare the maps to find out similarities and differences in land use of the regions.	
	—identify the scale of operation of farms	5. Summarize the farming characteristics of the selected regions and make a classification of the types of agricultural system the regions practise.	
	—describe the physical and cultural elements governing the development of field pattern, choice of crops and livestock in the selected regions	6. Collect information from newspapers, magazines, etc., on the recent development in agriculture of the selected regions.	
	—recognize the relationship between decision making of farmers and physical and socio-economic factors	7. Case studies of farms in the selected regions, analyse the factors which affect farmers' choice of crops/livestock.	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
B. Urban and Industrial Landscapes Two Case Studies (e.g. Beijing, Shanghai) i. Urban settlement—types, pattern, growth ii. Land use—types, zoning, planning	Pupils should be able to: —identify the types of urban settlement from maps and photographs —recognize the spatial pattern of settlement of the selected cities —realize the effect of rural-urban migration on the urban landscape of the selected cities —compare population figures and maps of the selected cities in different times to find out the expansion of the urban area —identify urban land use types from maps and photographs —analyse the land use maps of the selected cities to identify the location of various land use and the pattern of zonation —recognize the factors which affect the pattern of land use in the selected cities —understand the importance of land use planning —identify problems related to urban land use of the selected cities	1. Develop a model on the factors of rural-urban migration. 2. Show slides/photos/filmstrip on the urban land use of the selected cities. Identify the types of urban land use and urban settlement. 3. Identify problems related to land use and housing in the selected cities and explain how these are related to rapid population growth. 4. Study land use maps of the selected cities to draw conclusion on the patterns of land use and settlement. 5. Draw a map to show the location of mineral and power resources in regions around the selected cities. 6. Draw a map to show the distribution of heavy and light industries in the selected cities. Compare this map with the map of mineral and power production to draw the relationship between them.	ETV Programme ‘中國的城市’ ETV Programme ‘中國的名港’

SECONDARY THREE AREA: The World**THEME: 1. The Hong Kong Special Administrative Region and the World**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. The Hong Kong Special Administrative Region as An International Trade and Financial Centre	Pupils should be able to:		
a. Trade Development	—identify the institutions that help promote trade development and describe briefly their work	1. Prepare a summary table on the work of various institutions related to trade development.	ETV Programme '經貿之都'
i. Institutions of trade development		2. Collect information of the top three export items of HKSAR and their countries of destination. Find also data of the changes in value of trade of these items in the past ten years. Plot the changes in graphs and discuss the methods employed so far by HKSAR manufacturers for the promotion of trade in overseas countries.	
ii. Trade restrictions and trade promotion	—discuss the effect of trade restriction on the trade and economic production of the Hong Kong Special Administrative Region	3. Collect pictures and photos on port facilities and other facilities which help promote the trade of the Hong Kong Special Administrative Region.	
iii. Shipping and air freight	—relate the modern development in shipping and air freight to the growth of trade	4. Collect information on trade restriction from newspapers and discuss the possible effect of the restriction on economic development of HKSAR and the effort made to overcome difficulties.	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
b. As A Financial Centre i. Banking ii. Investment iii. Stock market	—discuss how various banking facilities/services help promote trade development —explain the role of banks in promoting investment —recognize the significance of foreign investment to the economic development of HKSAR —discuss the role of the stock market in helping HKSAR to develop into a financial centre	5. Arrange a visit to the Container Terminal. Pay attention to its efficiency and modern facilities. 1. Simulation on settling payment with a cheque. 2. Collect leaflets on bank services which promote/attract investment and discuss the usefulness of these services. 3. Count the number of banks in the school district (either by a field survey or from the telephone directory). Identify the foreign banks and work out the percentage. Discuss the importance of the Hong Kong Special Administrative Region as an international financial centre. 4. Collect information from television or newspapers on the stock market. Notice some of the jargons used and how Hong Kong's stock market is affected by local and overseas economic and political situations.	

SECONDARY THREE AREA: The World**THEME: 2. Developed and Developing Countries**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Brief Introduction to the Concept of 'Developed' and 'Developing' Countries Some Socio-economic Indicators (e.g. National Income, Level of Urbanization, Population Structure, Literacy Rate, Health Standard, Energy Consumption)	Pupils should be able to: —identify various criteria employed to measure the level of development of a country —list the items used to measure/reflect standard of living —discuss the meaning of affluence and poverty —describe the characteristics of various socio-economic indicators of development in developed and developing countries —quote examples of developed and developing countries —interpret maps/graphs, etc., to extract relevant information —describe the distribution pattern of developed and developing countries —understand the situation that different countries of the world are of different levels of development	<ol style="list-style-type: none">1. Calculate the socio-economic indicators for selected countries, e.g. number of television sets per 1 000 families, number of cars per 1 000 people. Summarize on the socio-economic indicators that can be used to classify countries as 'developed' or 'developing'.2. Classify countries as 'developed' or 'developing' using gross national product, life expectancy, per capita income, agriculture as percentage of gross national product, and amount/value/type of fertilizers applied in farming. Discuss how the vicious cycle of poverty works in most developing countries.3. Represent the information in (2) on maps and graphs to find out/compare the differences between developed and developing countries.4. Colour the developed and developing countries on a map to find out the general pattern of distribution.	'Asia Yearbook' 'The OECD Observer' Knapp, B., 'Lands of the South', Longman, pp. 3–4 Nixon, B., 'World Contrasts', Bell & Hyman, pp. 10–11 Thompson, J.L., 'It's A Matter of People', Hutchinson, pp. 101–102 ETV Programme '貧與富' Morrish, M., 'Development in the Third World', O.U.P., pp. 11, 90–100

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
iii. Spread of the Industrial Revolution in the 19th century		—use of natural resources, —types of power used, —means of transport, etc.	
iv. Impact of the Industrial Revolution	<ul style="list-style-type: none"> —name examples of machines invented in the 18th and 19th centuries —name examples of advances in science and technology in the 18th and 19th centuries —explain how invention of machines and advances in science and technology affected industrial, agricultural and commercial development in the 18th and 19th centuries —outline the similarities and differences of the guild system and the factory system 	<ol style="list-style-type: none"> 2. Discuss the meaning of Industrial Revolution and how it differs from other revolutions. 3. With reference to pictures of new machines invented in the Industrial Revolution, find out how these machines helped increase productivity. 4. List the different characteristics of a mechanised farm and a farm which is operated mainly by human labour. 5. Prepare in groups an explanatory account of the changes in production method of a selected type of industry, e.g. iron and steel industry, textiles industry in the 18th and 19th centuries. 6. Given the distance between two places and the time required to travel from one place to another in the 18th and 19th centuries, find out the time required to travel between the same places today. 7. Draw a table to show the similarities and differences of the guild system and the factory system, such as organization, function and operation. 	Jantzen, S.L., Neill, K. & L.S. Krieger, 'World History—Perspectives on the Past', DC Heath & Co., p. 49

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
	<ul style="list-style-type: none"> —describe and spread of the Industrial Revolution over Europe and the United States in the 19th century —describe the changes in people's living brought by the Industrial Revolution —recognize the emergence of a new class of capital-industrialists and the working class —identify new problems brought such as pollution, crowdedness —identify the effect on urbanization and colonial expansion 	<ol style="list-style-type: none"> 8. Draw an annotated map to show the spread of Industrial Revolution over Europe in the 19th Century. 9. Prepare a list of changes in people's living brought by the Industrial Revolution. 10. Group work: Write a short account of a day's life, imagining that <ol style="list-style-type: none"> (a) one was living in a village in the 17th century; (b) working as child labour in a coal mine/textile factory in early 19th century. 11. Draw graphs to show the growth of population in the British cities from the 16th to 19th century. 12. Draw annotated maps to show the urban development of a selected European city, e.g. London in the 19th century. 13. Group discussion on how the Industrial Revolution brought wealth to the European countries. 	
b. Industrialization in Developing Countries	<ul style="list-style-type: none"> —describe the effect of colonial rule on some of the developing countries —explain why industrialization started late in developing countries 	<ol style="list-style-type: none"> 1. Draw a world map to show the acquisition of colonies by European countries in various parts of the world in the 19th century. 2. Group work: Discuss the effects of colonial rule in developing countries. Make a detailed study of a selected country. 	

Topic	Objectives	Suggested Learning Activities	Resource Material
		3. Find information on the dates of independence of some developing countries in Asia and Africa. Select one for each group to study the major economic activities of that country at the time of independence and any changes that have taken place since then. 4. Study and compare graphs/statistics showing agriculture and manufacturing industry as percentage of GNP in developed and developing countries.	
C. Case Studies of Developed and Developing Countries	Pupils should be able to:		
a. Farming Case Studies: Farms in the United States and India i. Farm size ii. Intensity of land use iii. Inputs and outputs	—describe the characteristics of farms in the United States and India, including size, field pattern, farming method, choice of crops, labour, use of technology, etc. —relate the farm characteristics to the intensity of land use —explain the differences in farm characteristics as a result of the different levels of technological innovation as well as different rural population density	1. Calculate the percentages of land devoted to different types of crops in the United States and India. 2. Interpret maps/photos to find out farm characteristics like field size, shape, settlement. 3. Work out the quantity of outputs per unit area and per capita. 4. Draw model diagrams on the operation of a farm in the United States and a farm in India. 5. Construct a comparison table to show the characteristics of farms in the selected countries.	Sale, C. & G. Wilson, 'Our Changing World, Bk. 3', Longman Cheshire, pp. 35-62 Rice, W.F., 'The Fabric of Geography', Longman, pp. 136-139 Rice, W.F., 'The Fabric of Geography', Longman, pp. 136-139 Morrish, M., 'Development in the Third World', O.U.P., pp. 78-80

Topic	Objectives	Suggested Learning Activities	Resource Material
	<ul style="list-style-type: none"> —discuss the conditions required for extensive mechanized farming —name the different kinds of inputs in a farm system —identify the inputs in farms of the United States and India —explain the factors which affect the intensity of land use —suggest ways of increasing outputs for farms in both developed and developing countries —extract information on farm characteristics from large scale plans, photos and graphs —calculate output per capita, population density, farm income and expenditure —point out the difficulties faced by the developed and developing countries in farming 	6. Suggest measures to be taken to increase farm production.	ETV Programme '農業新貌'
b. Industrial Development Case Studies: The Mid-West of the United States and Huazhong in China i. Types of industry	<ul style="list-style-type: none"> —name the main types of industry found in the two areas —describe and contrast the main characteristics of the industries in the two areas, including scale of operation, 	1. Simulation game on industrial location (e.g. iron and steel). 2. Analyse the pattern of industrial distribution with reference to maps. 3. Draw simplified maps to show the factors favourable to industrial development/location.	Bell, E. & S. Dunlop, 'Place & People, No. 5: Industry and Resources', Heinemann, pp. 19-35 Rice, W.F., 'The Fabric of Geography', Longman, pp. 207-208

Topic	Objectives	Suggested Learning Activities	Resource Material
i. Percentages of rural/urban population	—read curves showing urbanization of different countries and compare the rate of growth	2. Calculate percentages of urban population of the selected countries.	
ii. Location of urban centres	—explain the factors of urbanization in both developed and developing countries and support with appropriate examples	3. Draw simplified maps to show the favourable conditions for the growth of selected urban centres.	
iii. Primate cities and megalopolis	—explain briefly the factors leading to the development of primate cities in both developed and developing countries	4. Compare the characteristics of large cities in developed and developing countries under the headings: —land use, —building, —communication, —employment structure. Explain why some city dwellers are agricultural workers in developing countries.	Jenkins, S., Leigh, M. & S. Richards, 'Investigating Geography', Bell & Hyman, p. 49 (on Chengdu) Nixon, B., 'World Contrasts', Bell & Hyman, pp. 36-46 (on Chicago and Calcutta)
	—understand the development of primate cities as a common phenomenon in both developed and developing countries	5. Simulation game on the location of settlement and the factors of growth.	'「中國人口」北京分冊' 李慕貞主編 中國財政經濟出版社
	—name the factors favourable to the growth of urban settlement and quote appropriate examples from both developed and developing countries	6. Study a map showing million cities in China. Find out their locations and explain such distribution pattern.	Jenkins, S., Leigh, M. & S. Richards, 'Investigating Geography', Bell & Hyman, pp. 48-49
	—draw simplified map to show the locational factors of a selected settlement	7. Draw graphs to show the average growth of population in all Indian cities and the graph of population growth in Calcutta. Compare the pattern of growth of both.	Nixon, B., 'World Contrasts', Bell & Hyman, p. 36
	—represent statistics on urbanization and urban population by various graphical techniques	8. Compare the rate of total population growth with that of urban population growth in the Twentieth Century. Suggest factors leading to the rapid growth in urban population.	Nixon, B., 'World Contrasts', Bell & Hyman, pp. 36-37

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
	—discuss the problems related to urbanization in both developed and developing countries	9. Draw a population pyramid of migrants in a city of developing countries, e.g. Calcutta. Describe the pattern and discuss the effects rural-urban migration has on the city as well as on the rural villages that the migrants left.	
d. Population Case Studies: the United States, India and China	—explain the growth of population in relation to birth rate, death rate and migration rate	1. Interpret population distribution map to find out the distribution pattern and to explain such distribution with reference to various physical and socio-economic factors.	'Oxford Economic Atlas of the World', O.U.P., p. 65 Dunlop, S. & D. Macdonald, 'North America: A New Geography', Heinemann, p. 27 Money, D.C., 'North America', Evans, pp. 8-11
i. Growth	—describe the pattern of growth in the countries and point out the similarities and differences in the rate of growth	2. Compare the pattern of distribution of population in the selected countries and explain the different patterns of distribution.	Morrish, M., 'Development in the Third World', O.U.P., pp. 34-39
ii. Structure and composition	—interpret population pyramid	3. Plan for the need of the people in the selected countries in the forthcoming ten to twenty years based on the population structure and growth rate.	ETV Programme '人口問題'
iii. Distribution	—work out the percentage of economically active population	4. Study population pyramids of India, the United States and China. Compare the patterns of age and sex composition.	Nixon, B., 'World Contrasts', Bell and Hyman, pp. 14-18 Rice, W.F., 'The Fabric of Geography', Longman, p. 253 'Census Graphic Guide', Census and Statistics Department
iv. Population policies	—relate the distribution of population to the location of resources	5. Study the projected population profiles of China in A.D. 2000 and	Knapp, B., 'Lands of the South', Longman, pp. 56-57
	—explain various physical and socio-economic factors that affect population distribution		
	—present population statistics by various graphical techniques		
	—list the problems related to uncontrolled population growth		

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
	—comment on the effectiveness of the measures undertaken by different countries in population control	<p>compare it with the present one. Discuss the possible effects of population policy and why old people will become a problem in China.</p> <p>6. Compare the population policies taken by China and India and their degree of success in population control. Find out the reasons behind such a phenomenon.</p>	

SECONDARY THREE AREA: The World**THEME: 3. International Conflicts and Cooperation**

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
A. Causes and Effects of Wars	Pupils should be able to:		
a. Factors Leading to Wars	<ul style="list-style-type: none">—identify the different factors, economic, political, religious, racial and social, leading to wars—understand that causes of war are usually inter-related—give examples of wars of different causes—realize that the accumulative effect of conflicts of interest would lead to outbreak of wars	<ol style="list-style-type: none">1. Prepare a chronological chart of major wars since the Sixteenth Century, listing clearly the countries involved, the causes and the effects.2. Analyse the chart drawn in (1) to identify relationship between various causes and between various wars.3. Prepare a case study of one of the wars going on in the world, e.g. the war between Iran and Iraq, the warfare in Palestine. Discuss the factors which affect the outbreak of the wars.	ETV Programme '戰火'
b. Effects of Wars	<ul style="list-style-type: none">—describe briefly the social and economic impact of wars—develop correct attitudes towards peace and harmony	<ol style="list-style-type: none">1. Arrange a visit to an open Vietnamese refugee camp to learn about the effects of the Vietnam War.2. Find out from television programmes and newspapers the effects of wars in different countries of the World.	
i. Social			
ii. Economic			
B. Four Case Studies of Wars (e.g. World War I, World War II, Korean War, Vietnam War)	Pupils should be able to:		
a. Causes and Effects	<ul style="list-style-type: none">—discuss the historical/political situations before the First World War	<ol style="list-style-type: none">1. Draw annotated maps to show the international situation prior to the two World Wars.	'二十世紀世界大事實錄', Reader Digest, pp. 110-114, 134-141, 142-247, 364-371, 376-381

Topic	Objectives	Suggested Learning Activities	Resource Material
	<ul style="list-style-type: none"> —recognize the need for forming alliance in wars —understand the formation of armed camps in Europe —recognize that the first half of the Twentieth Century witnessed wars of destruction of an unprecedented scale —identify the main events leading to the two World Wars, Korean War and Vietnam War 	<ol style="list-style-type: none"> 2. Represent the formation of Alliances in Europe before the First World War in a diagram or a map. 3. Compare the figures on economic loss as resulted by the two World Wars with that of Hong Kong's present expenditure to illustrate the economic impact of wars. 4. Prepare scrap books on various aspects of the selected wars. 	
b. Effects on the mainland of China and Hong Kong	<ul style="list-style-type: none"> —illustrate with examples the effects of the selected wars on the mainland of China and Hong Kong 	<ol style="list-style-type: none"> 1. Prepare a scrap book to collect information on the effects of the Second World War on the mainland of China and Hong Kong, including figures, pictures, photos and articles. 2. Outline the changes in life in Hong Kong and the mainland of China as affected by the selected wars. 	<p>‘香港史略’ 元邦建著 中流出版社</p> <p>‘香港掌故’ 第九集 魯言著 廣角鏡出版社</p> <p>‘近代中國史綱’ 下冊 郭廷以著 中文大學出版社</p>
C. International Cooperation	Pupils should be able to:		
a. Balance of Power	<ul style="list-style-type: none"> —understand the concept of balance of power and the need for maintaining an equilibrium between nations 	<ol style="list-style-type: none"> 1. Draw an annotated map to show the contemporary situation on balance of power and political grouping. 	ETV Programme ‘勢均力敵’
i. NATO			
ii. Warsaw Pact			
iii. The United Nations	<ul style="list-style-type: none"> —discuss the contemporary conflicts between countries now/recently involved in wars 	<ol style="list-style-type: none"> 2. Make a scrap book on the contemporary conflicts between countries now/recently involved in wars. 	

<i>Topic</i>	<i>Objectives</i>	<i>Suggested Learning Activities</i>	<i>Resource Material</i>
b. Efforts towards World Peace and Work of Some World Organizations i. The United Nations organizations (e.g. WHO, UNESCO, FAO, ILO) ii. Other international organizations (e.g. The World Bank, the Asian Development Bank, the International Planned Parenthood Federation, the International Red Cross)	—discuss difficulties faced in maintaining world peace and in fostering international cooperation —understand that international cooperation not only aims at balance of power, but also promoting well-being of people of different nations —describe briefly the effort of North Atlantic Treaty Organization and the United Nations in maintaining a balance of power and world peace —discuss and appreciate the effort of selected organizations in promoting international cooperation	3. Prepare a brief report on the balance of power in Europe in the Twentieth Century. 1. Deliver a short account or prepare board displays to introduce the work and contributions of selected United Nations organizations and other organizations towards world peace and the well-being of people. 2. Collect news on the work of the United Nations in keeping peace or providing aid in different countries. These may include the work of the United Nations peace-keeping force, the Food and Agriculture Organization, the World Health Organization, the United Nations Educational, Scientific and Cultural Organization, the United Nations Children's Fund, the United Nations Industrial Development Organization. Explain why the work of the United Nations has to depend on international cooperation. 3. Debate on 'Poor countries should solve their own problems instead of depending on world organizations to help them.' 4. Arrange a visit to the Hong Kong Red Cross Headquarters to collect information on how the Red Cross helps to deal with disaster relief.	'World Health' magazine 'The OECD Observer' Reed, A., 'The World Now', Bell & Hyman, pp. 84-85

APPENDICES: REFERENCE MATERIAL FOR TEACHERS

A. REFERENCE BOOKS

1. General

<i>AUTHOR</i>	<i>TITLE</i>	<i>PUBLISHER</i>
BANKS, J. A.	Teaching Strategies for Social Studies	Addison-Wesley
BEYER, B. K. & R. GILSTRAP	Writing in Elementary School Social Studies	Social Science Education Consortium
DAVIS, J. E.	Planning a Social Studies Program—Activities, Guidelines, Resources	Social Sciences Education Consortium
FRAENKEL, J. R.	Helping Students Think and Value	Prentice-Hall
GREASLEY, B.	Project Fieldwork	University Tutorial Press
LOYA, R. (Ed.)	Health Education Teaching Ideas: Secondary	American Alliance for Health, Physical Education, Recreation and Dance
MASSIALAS, B. G. & J. B. HURST	Social Studies in a New Era	Longman
NELSON, J. L. & J. U. MICHAELIS	Secondary Social Studies	Prentice-Hall
NOBBS, J.	Modern Society	George Allen & Unwin
RATHS, L. E., M. HARMIN & S. B. SIMON	Values and Teaching	Charles E. Merrill
RUBEN, BRENT & BUDD	Human Communication Handbook: Simulations and Games Vol. 1 & 2	Hayden
SEIF, E.	Teaching Significant Social Studies in the Elementary School	Rand McNally College Publishing Co.
SINGLETON, L. R.	Tips for Social Studies Teachers: Activities from ERIC	Social Science Education Consortium
STOCKHANS, S. H.	Essential Social Studies Skills for Senior High School Studies	Social Science Education Consortium
THOMPSON, J. L.	Studying Society	Hutchinson
—	Guidelines on Civic Education in Schools	Education Department
—	Guidelines on Sex Education in Secondary Schools	Education Department
周兆祥譯	學校德育探究	田園書局
馬馮慧容編	邁向美好人生	何鴻章助學基金會
—	品德教育	香港社會工作者總工會

2. Content

AREA: Myself
My Family and Friends

<i>AUTHOR</i>	<i>TITLE</i>	<i>PUBLISHER</i>
ARGYLE, M. & P. TROWER	Person to Person—Ways of Communicating	Harper & Row
BIGNELL, S.	Family Life Education— Curriculum Guide	Network Publications
BLACK, M.	So You Want to Get Along with People?	Longman
BROOK, C. G. D.	All About Adolescence	John Wiley & Sons
CARKHUFF, R.	The Art of Problem Solving	Human Resource Development Press
CHETWYND, F. & O. HARTNERT	The Sex Role System	Routledge & Kegan Paul
CLEATON, D.	Exercises in Careers Education	Careers Consultant Ltd.
DEVITO, J. A.	The Interpersonal Communication Book	Harper & Row
GINOTT, H. G.	Between Parent and Child	Pan Books
GINOTT, H. G.	Between Parent and Teenager	Avon
GRINDER, R. E.	Studies in Adolescence: A Book of Readings in Adolescent Development	Macmillan
GUILLEBAND, J.	The Pill	Oxford University Press
JACKSON, S.	Childhood and Sexuality	Basil Blackwell
JANTZEN, S. & D. L. DEKAY	Making Decisions	Scholastic Book Services
JERSILD, A. T., J. S. BROOK & D. W. BROOK	The Psychology of Adolescence	Collier Macmillan
KANE, W. M.	Healthy Living—An Active Approach to Wellness	Bobbs-Merrill Educational Publishing
KAY, E.	Sex and the Young Teenager	Book Marketing Ltd.
KINNEY, J. & G. LEATON	Loosening the Grip— A Handbook of Alcohol Information	Times Mirror/Mosby College Publisher
KLEINMAN, R. L.	Barrier Methods of Contraception	International Planned Parenthood Federation
KUFMAN, D. G.	Developing Decision-making Skills	National Council for the Social Studies
LARAMORE, D.	Careers—A Guide for Parents and Counsellors	Brigham Young University Press
LEE, C.	Sex Education—Some Guidelines for Teachers	Unwin Paperbacks
LEWIN, B.	Sex and Family Planning: How We Teach the Young	World Health Organization

AUTHOR	TITLE	PUBLISHER
LOYA, R. (Ed.)	Health Education Teaching Ideas: Secondary	American Alliance for Health, Physical Education, Recreation and Dance
MAYLE, P.	What's Happening to Me?	Macmillan
NELSON, J. L. & J. U. MICHAELIS	Secondary Social Studies	Prentice-Hall
NELSON, M.	Family Life Educator Selected Articles, Vol. 1-3	Network Publications
PRIESTLEY, P. & et. al.	Social Skills and Personal Problem Solving: A Handbook of Methods	Tavistock
RUDEL, H. W., F. A. KINCL & M. R. HENZL	Birth Control—Contraception and Abortion	Macmillan
SCHULTZ, J. B. (Ed.)	Sexuality and the Adolescent	The Iowa University Press
SINGLETON, L. R.	Tips for Social Studies Teachers: Activities from ERIC	Social Science Education Consortium
SZIROM, T. & S. DYSON	Greater Expectations—A Source Book for Working with Girls and Young Women	Learning Development Aids
THOMPSON, J. L.	Studying Society	Hutchinson
WATSON, R. I. & H. C. LINDGREN	Psychology of the Child and the Adolescent	Collier Macmillan
WATTS, A. G. & D. ELSOM	Deciding	The Careers Research and Advisory Centre, Cambridge
WESTLAKE, H. G.	Relationships	Ginn & Co.
WILSON, P. & D. KIRBY	Sexuality Education: A Curriculum for Adolescents	Network Publications
—	Deciding and Choosing—A Resource for Teenagers and Those Who Work with Them	FPA Education Unit, Auckland
—	AIDS: Some Questions and Answers	Department of Education & Science, U.K.
林太乙主編	老周的身體	讀者文摘
李勉民主編	奇妙的人體	讀者文摘
香港中文大學、香港醫學會編	健康教育	中文大學出版社
容軒編	中學生理衛生習題	商務印書館
——	生理趣談	麒麟書業有限公司
王育敏等編	青春生理衛生常識問答	北京師範大學出版社
陳永森譯	青少年對性的認識	圖書經銷有限公司
李勉民主編	家庭健康指南	讀者文摘
姚佩寬等	中學生青春教育	上海社會科學院出版社

<i>AUTHOR</i>	<i>TITLE</i>	<i>PUBLISHER</i>
垣內愛子著 孟真譯	現代兒童性教育	大光出版社
田豐榮編譯	中學生的性教育	益群書店
——	家庭生活與性教育	香港家庭計劃指導會
——	家庭生活與性教育資源手冊	香港家庭計劃指導會
——	青春路上	香港家庭計劃指導會
張子方譯	如何回答兒童的性問題	允晨文化實業股份有限公司
——	家庭生活教育教師手冊	香港公教婚姻輔導會
——	性教育家長手冊	香港家庭計劃指導會
——	香港青年問題與服務	香港社會工作者總工會
——	中學生對本地黃色雜誌態度調查工作 小組報告	基督教服務處
——	性與傳媒研討會報告書	香港家庭計劃指導會
——	青少年的性與健康研討會報告書	香港家庭計劃指導會
詹益宏	青少年的性問題	牛頓出版社
游黎麗玲、鍾財文、 馬馮麗容、何錦璇	香港中學生的溫習技巧課程	香港中文大學教育學院
馮以滋	中學課外活動理論與實踐	廣角鏡
——	灣仔區青少年閱讀習慣調查報告	灣仔區議會屬下社區健康委員會、浸會愛群社會服務處
C. I. 桑茲特勒姆著 李茹譯	兒童和青春期心理學	知識出版社
吳武典	青少年問題與對策	張老師出版社
榮民總醫院精神科主編	青少年的激盪——青少年心理與精神 問題解析	張老師出版社
詹維明、譚秀薇	交友	突破出版社
李兆康	紅燈綠燈	突破出版社
劉式涓等著	人際關係的藝術	突破出版社
思風等	溝通的藝術	突破出版社
陳滿樺譯	人際關係系列	張老師出版社
朱秉欣	怎樣改善人際關係	光啟出版社
——	青少年偶像調查報告	香港天主教社會傳播處
白禮達	成長的路向	現代教育研究有限公司
白禮達	發展的道路	現代教育研究有限公司
白禮達	道路的抉擇	現代教育研究有限公司
蔡元雲	你也可以計劃人生	突破出版社
——	愛與生命——青年輔導手冊	香港公教婚姻輔導會

<i>AUTHOR</i>	<i>TITLE</i>	<i>PUBLISHER</i>
譚秀薇、詹維明	約會	突破出版社
劉誠、林孟平	從友誼到戀愛	突破出版社
王幼玲等	愛與羅曼蒂克	張老師出版社
李兆康	從戀愛到婚姻	突破出版社
洪光遠等譯	性與婚姻	桂冠圖書有限公司
賴瑞馨、王桂花	婚姻面面觀	張老師出版社
賀天佑編著	如何關心 13-18 歲的孩子	新時代出版社
杜米尼著 周兆祥譯	婚姻決裂	香港公教婚姻輔導會
查理 .A. 迦納著 吳秀美譯	父母離婚你該怎麼辦	大展出版社
——	單親家庭的成長	基督教家庭服務中心
——	觀塘區單親家庭生活調查	基督教家庭服務中心家庭生活 教育組及家庭輔導部

AREA: The Local Community

BERETON, E., D. GALLAGHE, D. SINCLAIR & I. WILSON	A Geographer's World Book 1	Longman
CHENG, Y. S.	Hong Kong in Transition	Oxford University Press
CHIU, T. N. & C. L. SO	A Geography of Hong Kong	Oxford University Press
COLE, J. P. & N. J. BEYNON	New Ways in Geography Book 1	Basil Blackwell
Dr. DANIELS, V. G.	AIDS—Questions and Answers	Cambridge Medical Books
FAN, S. C.	The Population of Hong Kong	Swindon Book Co. Ltd.
FORKNER, J. & G. SCHATZ	Consumer Education Learning Activities	Social Science Education Consortium
GONG, V.	Understanding AIDS— A Comprehensive Guide	Cambridge University Press
GREASLEY, B.	Project Fieldwork	University Tutorial Press
HONG KONG OBSERVATORY	Typhoon	GIS
KAME, W. M. (Ed.)	Healthy Living—An Active Approach to Wellness	Bobbs-Merrill Educational Publishing
KINNEY, J. & G. LEATON	Loosening the Grip— A Handbook of Alcohol Information	Times Mirror/Mosby College Publisher
LAM, R. P. F.	The Hong Kong Album	Urban Council
LINES, C. J. & L. A. BOLWELL	Environmental Study Cards	Ginn
LO, H. L.	Hong Kong and Its External Communication Before 1842	Institute of Chinese Culture

<i>AUTHOR</i>	<i>TITLE</i>	<i>PUBLISHER</i>
MADHOK, R., C. D. FORBES & B. L. EVALT	Blood, Blood Products & AIDS	Chapman and Hall
MANN, M.	Macmillan Student Encyclopedia of Sociology	Macmillan
MEEKS, L. B. & P. HEIT	Health—Focus on You	Charles E. Merrill Publishing Co.
MORGAN, W. P.	Triad Societies in Hong Kong	Government Printer
NOBBS, J.	Modern Society	George Allen & Unwin
PETTIGREW, W. (Ed.)	Teach Yourself Series: Teach Conservation	Hodder & Stoughton
PICTON, M.	Understanding Health and Safety	Blackie
REED, A.	Basic Mapwork and Photostudy	Bell & Hyman
ROBERTS, L.	Over Hong Kong	South China Morning Post
ROBERTSON, A.	Maps and Mapping	Hutchinson
SAYER, G. R.	Hong Kong 1862–1919	HKU Press
SCOFFHAM, S.	Using the School's Surroundings—A Guide to Local Studies in Urban Schools	Ward Lock Educational Co. Ltd.
SCOTT, J. G.	Citizenship	Edward Arnold
SIT, V. F. & A. BIRCH	Tuen Mun	Summerson
THOMPSON, J. L.	It's a Matter of People	Hutchinson
WARNER, J.	Hong Kong 100 Years Ago	Urban Council
WATER SUPPLIES DEPARTMENT	High Island	GIS
WATER SUPPLIES DEPARTMENT	Hong Kong's Water	GIS
WEE, J. H.	101 Questions and Answers About AIDS	PG Publishing
—	Alcohol—What Do You Know?	Tacade
—	Cancer Education in Schools— A Guidebook for Teachers	International Union Against Cancer
—	Country Parks in Hong Kong	GIS
—	Guide to Hong Kong Bus, Light Bus, Rail and Ferry Services	Transport Department
—	Guidelines on Civic Education in Schools	Education Department
—	Hong Kong 1981 Census Graphic Guide	Census and Statistics Department
—	Hong Kong 1981 Census Main Report	Census and Statistics Department
—	Hong Kong 1981 Census Summary	Census and Statistics Department
—	Hong Kong 1986 By-Census Graphic Guide	Census and Statistics Department

<i>AUTHOR</i>	<i>TITLE</i>	<i>PUBLISHER</i>
—	Hong Kong 1986 By-Census Main Report	Census and Statistics Department
—	Hong Kong Annual Reports	Hong Kong Government
—	Hong Kong Enterprise	Trade Development Council
—	Hong Kong in Progress	Hong Kong Government
—	Hong Kong Then and Now	South China Morning Post
—	Hong Kong's New Territories— A Land Between	South China Morning Post
—	Planning for Growth	GIS
—	Prevention of Blood-borne Diseases in Schools	Medical and Health Department & Education Department
—	Report on the Conference "Darker Sides of Youth"	Tsuen Wan District Fight Crime Committee
—	Resource Manual Vol. I: Smoking	HK Council of Social Service
—	Resource Manual Vol. II: Alcohol	HK Council of Social Service
—	Road Users Code	Transport Department
—	Shatin	GIS
—	Triad Society in Hong Kong	Government Printer
—	Tsuen Wan	GIS
—	Tuen Mun	GIS
葉林豐	香港方物志	香港上海書局
于羽編著	香港掌故 (一) (二) (三)	香港上海書局
——	圖片香港歷史	大道文化有限公司
魯言	香港掌故第一至十集	廣角鏡出版社
——	香港戶口統計——統計圖解	香港政府統計處
——	香港城市規劃	屋宇地政署城市設計處
新界拓展署	沙田新市鎮(圖表冊)	屋宇地政署城市設計處
新界拓展署	荃灣(簡章)	屋宇地政署城市設計處
新界拓展署	屯門(簡章)	屋宇地政署城市設計處
新界拓展署	新界拓展十年來的成就	屋宇地政署城市設計處
薛鳳旋、彭雅雋	屯門	香港地理學會
鄭宇碩編	變遷中的新界	大學出版印務
——	港島東區走廊(銅鑼灣至太古城段)	工程拓展署路政處
李思名、余赴禮	香港城市問題研究	商務印書館
——	香港環境保護一九八九	環境保護署
——	香港郊野公園	政府新聞處
周永新	香港社會福利的發展與政策	大學出版社

<i>AUTHOR</i>	<i>TITLE</i>	<i>PUBLISHER</i>
—	香港青年問題與服務	香港社會工作者總工會
李明堃	變遷中的香港政治和社會	商務印書館
鄭宇碩	香港政制及政治	天地圖書公司
吳宏騫	愛滋病	星島出版社
小涉雅亮著 鄭建元譯	癌症的知識	藍天書局
林富業編	誰說癌是絕症？	新風文化事業公司
AREA: The Chinese People		
BAILEY, R. H. (Ed.)	Planet Earth—Glacier	Time-Life Books
BRIGGS, D. & P. SMITHSON	Fundamentals of Physical Geography	Hutchinson
CAMM, J. R. & P. G. IRWIN	Space, People, Place	Longman Cheshire
CRISP, T.	THE ACTIVE EARTH SERIES —Earthquakes, Mountains and Volcanoes —Glaciers	Nelson
FANG, J. Y.	An Outline of Chinese Geography	ERA, H.K.
GOUDIE, A.	The Nature of the Environment: An Advanced Physical Geography	Basil Blackwell
HAIGH, M.	NEW ROUTES IN GEOGRAPHY SERIES 3. Into the Pacific World	Cambridge University Press
HSU, S. Y.	The Rise of Modern China	Oxford University Press
KIMPTON, L.	LIVING HERE SERIES —We Live in China	Wayland
LI, C. N.	Political History of China	Van Nostrand
MONEY, D. C.	The Earth's Surface—Physical Geography in Colour	Evans Brothers Ltd.
PAGE, J. (Ed.)	Planet Earth—Arid Lands	Time-Life Books
SALE, C. & G. WILSON	Our Changing World Book 3	Longman Cheshire
STRAHLER, A. N. & A. H. STRAHLER	Modern Physical Geography	John Wiley & Sons
WALFORD, R. (Ed.)	LONGMAN REVISED COLOUR GEOGRAPHY SERIES —Changing China	Longman
WHOMELEY, J.	Landscape and Atmosphere	Schofield & Sims Ltd.
WILSON, J. G.	A Text Book of Geomorphology	Van Nostrand
WORCESTER, P. G.	China Agriculture Yearbook	Agricultural Publishing House
—	Karst in China	Shanghai People's Publishing House
—	MY COUNTRY SERIES —China is My Country	Wayland

AUTHOR	TITLE	PUBLISHER
—	Natural Wonders of the World	The Reader's Digest Association, Inc.
—	NATURE'S LANDSCAPES SERIES —Deserts and People —Mountains and People	Wayland
—	Statistical Yearbook of China	State Statistical Bureau People's Republic of China
——	絢爛的中國文化	地球出版社
黎戈等編著	中國文化史話 (一)	商務印書館
何化萬著	中華民族的搖籃——黃河	南粵出版社
李勉民主編	世界天然奇景	讀者文摘
——	中國名勝古蹟	讀者文摘
錢穆	中國文化史導論	正中書局
鄭德坤	中華民族文化史論	天地圖書公司
李約瑟著 陳立夫主譯	中國之科學與文明	臺灣商務印書館
李希聖編	中國地理之最	科學普及出版社
林之光	我國氣候之最	商務印書館
任美鏐	中國自然地理綱要	商務印書館
戴維宇主編	萬里巨川——長江	南粵出版社
鄭度、楊勤業、 劉燕華編著	中國的青藏高原	科學出版社
方如濂	我國的地形	商務印書館
郭正權	中國自然地理常識問答	中國少年兒童
——	中國岩溶研究	科學出版社
劉華訓等編著	中國地理之最	中國旅遊出版社
北京科學技術普及 創作協會編	國土基礎知識問答	科學普及出版社
凌江	中國地理知識	商務印書館
劉君德、陳永文	新編中國地理	上海人民出版社
房俊宜	中國地理	時代
張子楨	中國地理知識	中國青年
芮喬松	中國交通縱橫談	上海教育
壽孝鶴、李維藩、 孫庶玉主編	中國人民共和國資料手冊 1949-1985	社會科學文獻出版社
——	中國年鑑	新華社
——	中國近百年歷史圖集 (1840-1978)	天地圖書有限公司

<i>AUTHOR</i>	<i>TITLE</i>	<i>PUBLISHER</i>
—	中華人民共和國地圖集	地圖出版社
AREA: The World		
BALE, J.	Patterns of Underdevelopment	Schools Council/Nelson
BELL, E. & S. DUNLOP	Place & People No. 5: Industry and Resources	Heinemann
BILL, J. C. & C. G. SMUGH	The Contemporary World—Conflict or Cooperation	Oliver & Boyd
BLOURT, C. H. C.	The Last Hundred Years	Oxford University Press
BOWLEY, A. L.	Some Economic Consequences of the Great War	Hyperion Conn.
DEPT. OF TRADE & RESOURCES	Australian Farming Systems —An Introduction —Irrigation —The Temperate Region	Australian Government Pub. Service
DUNLOP, S. & D. MACDONALD	North America: A New Geography	Heinemann
HAIGH, M.	NEW ROUTES IN GEOGRAPHY SERIES —Across the Developing World —Into the Pacific World —Inside the USA	Cambridge University Press
HALLAM, J. et. al.	EARTH SHAPING SERIES 2. Frostbite	University Tutorial Press
HOBLEY, L. F.	TOPICS IN MODERN HISTORY SERIES —The First World War	Blackie
JANTZEN, S.L., K. NEILL & L.S. KRIEGER	World History—Perspective on the Past	DC Heath & Co.
JENKINS, S., M. LEIGH, & S. RICHARDS	Investigating Geography Book 3	Bell & Hyman
JONES, D.	LIVING IN FAMOUS CITIES SERIES —Living in New York	Wayland
JONES, M.	Developing Cities	School Council/Nelson
JONES, P. & B. PIKE	The Active World	Arnold Wheaton
KIMPTON, L.	LIVING HERE SERIES —We Live in Australia —We Live in Brazil —We Live in France —We Live in the USA	Wayland
KNAPP, B.	Lands of the South	Longman
KNAPTON, E. J. & T. K. DERRY	Europe and the World Since 1914	John Murray
LANGER, W. L. (Ed.)	Encyclopedia of World History	Harrap
MITCHISON, L.	China—The Twentieth Century	Oxford University Press

<i>AUTHOR</i>	<i>TITLE</i>	<i>PUBLISHER</i>
MONEY, D. C.	KNOWING WORLD GEOGRAPHY SERIES —Australia and New Zealand —Latin America —North American —South East Asia —Western Europe	Bell & Hyman
MORRISH, M.	Development in the Third World	Oxford University Press
NIXON, B.	World Contrasts	Bell & Hyman
PETERS, C. & P. TUSON	Studies in Development: The Middle East	Schools Council/Nelson
POXON, E. M. & J. D. POXON	VISUAL GEOGRAPHIES SERIES 2. Australia & New Zealand 3. South and Central America 4. Africa and the Middle East 6. North America	Arnold-Wheaton
REED, A.	The World Now	Bell & Hyman
RICE, W. F.	The Fabric of Geography	Longman
RICHARDS, D.	All Illustrated History of Modern Europe 1789–1974	Longman
RICHARDSON, R. A. (Ed.)	WORLD STUDIES SERIES —Progress and Poverty —World in Conflict	Nelson
SALE, C. & G. WILSON	Our Changing World Book 3	Longman Cheshire
SIMONS, M.	WINDOWS ON GEOGRAPHY SERIES —Africa and Southern Asia —Europe and the USSR —The New Worlds	Hulton
SINGLETON, L. R.	Tips for Social Studies Teachers: Activities from ERIC	Social Science Education Consortium
SPICER, B.	The Global System: Production and Space	The Jacaranda Press
THOMPSON, J. L.	It's A Matter of People	Hutchinson
WALFORD, R. (Ed.)	LONGMAN REVISED COLOUR GEOGRAPHIES SERIES —Atlantic to Great Lakes —Contrasts in South East Asia —North American Cities	Longman
WALFORD, R. et. al.	Geography Games	Longman
WESTAWAY, J.	GEOGRAPHY AND CHANGE SERIES —People in Cities	Schools Council/Nelson

AUTHOR	TITLE	PUBLISHER
WIEGAND, P.	Introducing Geography	British Broadcasting Corp.
—	GEOGRAPHY IN A CHANGING WORLD	Hodder & Stoughton
KIMPTON, L.	2. Understanding Developing Places	
KIMPTON, L.	3. Understanding Developed Places	
KIMPTON, L. & D. JONES	5. Understanding Our Decision	
—	Asia Year Book	Far East Economic Review Publishing Co. Ltd.
—	Hong Kong 1986 By-Census Graphic Guide	Census and Statistics Department
—	Hong Kong Annual Reports	Hong Kong Government
—	Hong Kong Social and Economic Trends	Census and Statistics Department
—	Oxford Economic Atlas of the World	Oxford University Press
—	The OECD Observer	Organization for Economic Co-operation and Development
元邦建	香港史略	中流出版社
魯言	香港掌故第九集	廣角鏡出版社
——	二十世紀世界大事實錄	讀者文摘
——	二十世紀大戰實錄	讀者文摘
陳達	現代中國人口	天津人民
李勉民主編	中國名城古都	讀者文摘
姚士謀	美國地理見聞	商務印書館
美國新聞處	美國地理略述	美國新聞處
項金安	日本、印度、美國和香港地區民間計劃生育見聞	湖北科學技術出版社
薛鳳旋等	中國的大都市	商務印書館
——	中國歷史名城	中國青年出版社
中國國務院	中國第三次人口普查	經濟導報
周兆祥博士著	綠色救地球	專業出版社
基特·柏德拉著 周兆祥譯	追尋新生活	山邊社
瑪格烈特·蓋布爾著 梁小喬譯	愛護大自然	山邊社
朱家群編	核電知識三百問	廣角鏡出版社有限公司
張光華	漫談環境保護	氣象出版社

<i>AUTHOR</i>	<i>TITLE</i>	<i>PUBLISHER</i>
史提芬卡洛爾著 金秀羅譯	生態學故事	時報出版事業有限公司
心岱著	大地反撲	時報文化出版事業有限公司
莊進源等著	大千世界的環境衛生	百科文化事業公司
賴斐及柯林斯著 李約翰譯	綠色革命	遠流出版公司
賴斐及柯林斯著 李約翰譯	糧食第一	遠流出版公司
(法) 認一雅克·塞爾旺—— 施賴貝爾著 朱邦造等譯	世界面臨挑戰	三聯書店

B. AUDIO-VISUAL MATERIALS

The following abbreviations indicate sources of the audio-visual materials:

ED	Audio-visual Resources Library, Education Department
CHEU	Central Health Education Unit, Department of Health
FLERC	Family Life Education Resource Centre, Social Welfare Department
FPAHK	Hong Kong Family Planning Association

AREA: Myself
My Family and Friends

Available from

Films

About Puberty and Reproduction 青春期	CHEU
Boy to Man 少男的成長	ED FPAHK
Coping with Parents 與父母相處	ED
Dining Room Sanitation 飯廳的衛生	CHEU
Families—Alike and Different 家庭——相同與差異	ED
Families—Helping Out 家庭——幫助家庭	ED
Families 家	FLERC FPAHK
Fine Feathers	FPAHK
Food Hygiene 阿虫的故事	FLERC
Food that Builds Good Health 維持健康的食物	CHEU
Friends 友	FLERC
Gangs: The Consequences of Conformity 聯群結黨：盲從的後果	ED
Girl to Woman 少女的成長	ED FPAHK
How to be a Good Kid 好榜樣	FLERC

Films

Human Body: Reproductive System 人類之生殖系統	ED
In Your Hands 食物衛生的重要	CHEU
Keeping Neat and Clean 整齊清潔人人愛	CHEU
Nutritional Need of Our Bodies 身體所需的營養	CHEU
Our Wonderful Body: How We Keep It 奇妙的身體：如何保持身體強壯	ED
Periodontal Disease 牙週病	CHEU
Personal Health—Everybody's Job	CHEU
Personal Hygiene for Boys 男童的個人衛生	ED
Personal Hygiene for Girls 女童的個人衛生	ED
Physical Fitness—The New Perspective 健體新知	FLERC
Plague and Prevention 牙斑及其防治	CHEU
Preventive Dental Care 牙齒護理	CHEU
Sanitation Rules Make Sense 廚房衛生守則	CHEU
Summer Play 夏日歡樂	ED
The First Day of Life	FPAHK
The Path of Technical Education 工業教育的途徑	ED
The Teens 少年時代	ED
Then One Year 教育與成長	ED FPAHK
Values: Understanding Others 價值觀：了解別人	ED

Films

Values: Understanding Ourselves 價值觀：了解自己	ED
Why Is It Always Me? 何必偏偏選中我	ED
Your Job: Good Work Habits 你的工作：認真的工作態度	ED
Your Sleep and Rest 睡眠和休息	ED

Video Tapes

Acting with Maturity	FPAHK
Adolescence: Crisis or Opportunity 找尋自我	FPAHK
Adolescent Sexual Stress 性的疑惑	FPAHK
Children of Troubled Families 覆巢之下	FLERC
Classmate 同班同學	FLERC
Danny's Big Night	FPAHK
Industrial Training Centres in Hong Kong 香港工業訓練中心	ED
Marriage 婚姻	FPAHK
Marriage Responsibility	FPAHK
Mate Selection 理想伴侶	FLERC
Mind What You Eat 老饕注意	CHEU
Nutrition 營養知多少？	CHEU
Safe Handling of Food 安全地處理食物	CHEU
Spouse 偶	FPAHK
Technical Institutions in Hong Kong 香港之工業學院	ED

Video Tapes

What Do You Know about Food and Nutrition?	CHEU
What's Cooking 色香味	CHEU
Where Do Babies Come From? 嬰孩從那裏來	FPAHK
Young and Beautiful 健美篇	CHEU
Youth and Peers 青年與友群	FLERC
盤中寶	CHEU
運動知多少	CHEU

Slides

Adolescent Physical Growth 青少年生理生長	FPAHK
Art of Interpersonal Communication 溝通的藝術	FLERC FPAHK
Better Hygiene, Better Health 病從口入	CHEU
Birth Control Methods 避孕方法	FPAHK
Communication Among Family Members 圍牆	FLERC
Courtship 男與女	FLERC
Emotional Maturation 感情的成熟	FPAHK
Family Life Education=You 家庭生活教育對你有幫助	FLERC
Family Patterns 家庭的模式	FLERC FPAHK
Family Planning Rationale 家庭計劃	FPAHK
From Childhood to Maturity	FPAHK
From Conception to Birth 由受孕至誕生	FPAHK

Slides

Functions of the Family 家庭的功能	FLERC FPAHK
Human Relationship 人際關係	FLERC FPAHK
Love 愛	FPAHK
Menstruation	FPAHK
Practical Consideration of Menstruation 月經期間應注意的事項	ED
Relating to Others 與人相處	FLERC FPAHK
Responsible Parenthood 盡責任的父母	FPAHK
Roles and Responsibilities in Families 家庭責任	FLERC
Subjectivity in Perception 主觀與錯覺	FLERC FPAHK
The Female Reproductive System	FPAHK
The Male Reproductive System	FPAHK
Understanding Your Parents 兩代之間	FLERC FPAHK
Who Am I? 我是誰	FPAHK FLERC
Why Am I Afraid to Tell You Who I Am? (I, II) 為什麼我不敢告訴你我是誰	ED

Filmstrips

Feminine Hygiene 婦女衛生常識	ED
Growing Up: The Story of Menstruation 成長：月經的故事	ED
Growing Up: Your Growth towards Manhood 成長：成為男子漢	ED
Human Reproduction 人類的繁衍	ED
Menstruation 月經	ED

Tapes

青春期牙病	CHEU
健康生活好習慣	CHEU
運動與健康	CHEU
常見牙齒疾病及學童牙齒健康	CHEU
青春期營養及減肥問題	CHEU
牙週病	CHEU

Computer Software

Growing Up	FPAHK
Puzzle Land	FPAHK

ETV Programmes

一個新階段
變
青春的疑惑
天生我才必有用
真的愛你
交友之道
零用錢
煙酒誤人
三思而行
善用餘暇
迷惘
依法辦理
一念之差
修身養性
詩樣情懷
教育之道
溫情伴耆年
勇創明天

AREA: The Local Community

Films

Ah Kou—ACAN Drama	ED
阿球的故事	

Films

Alcohol	ED
酒精	

Choice	ED
你的選擇	

Choosing What to Make	ED
基本的經濟概念	

Cloth: Fibre to Fabric	ED
紡織品	

Enjoy and Not Destroy	ED
郊遊樂	

Fairness Game	ED
公平遊戲	

Good Citizen	ED
良好公民	

Hong Kong Country Park	ED
香港郊野公園	

Pollution in Hong Kong	ED
環境污染在香港	

The Common Sense—Fire	ED
火患	

Three Steps Down	ED
每況愈下	

Working with Scale	ED
比例尺的應用	

Video Tapes

A Code for Customers	ED
工字簿	

Advertisement	Consumer
廣告	Council

AIDS 5 Series	CHEU
愛滋病專輯 5 集	

Conserving Our Environment: The Pollution Crisis	ED
污染危機	

Drinking	CHEU
酒能害人	

Faces	ED
臉	

Video Tapes

Historic Hong Kong 香港歲月	ED
Shoplifting: Sharon's Story 商店盜竊：莎朗的故事	ED
Smoking and Health	CHEU
The First Killer 第一號殺手	CHEU
The Telephone Connection 禿鷹行動	ED
The Work of the Consumer Council 消費者委員會的工作	Consumer Council
Two Stories (1) 救星	ED
Two Stories (2) 四房客	ED
Vibrant City 城市節奏	ED

Slides

Environmental Pollution and Conservation 環境污染和保護	ED
Facts on Cancer 認識癌症	CHEU
Hong Kong Historical Remains Part 1: The Early Villages and Castle Peak 香港古蹟第一輯：早期農村與青山	ED
Hong Kong Historical Remains Part 2 香港古蹟第二輯	ED
Hong Kong Historical Remains Part 3: The Han Tomb in Lei Cheng Uk Village 香港古蹟第三輯：李鄭屋古墓	ED
Hong Kong's Water Supply 香港食水的供應	ED
Pollution in Hong Kong 環境污染在香港	ED
Pollution: Impact and Control 污染：影響及控制	ED

Slides

The Work of I.C.A.C. Local Office 廉政公署分署工作	ED
冠心病的預防	CHEU
預防腸道傳染病	CHEU
亞寶的心	CHEU
肝炎	CHEU
吸煙與疾病	CHEU

Film Loops

Latitude 緯度	ED
Longitude 經度	ED
Pressure and Wind in the Monsoon Lands 季風地區的氣候和風向	ED

ETV Programmes

山光水色
土地利用
日出而作
地圖閱讀
百萬家
陰、雨、晴
居者有其屋
交通問題
舊城新市
病魔
趨吉避凶
鑑古知今
古跡背後
污染問題
大都會
撫今追昔
百載爐峰
生產現代化

ETV Programmes

香港製造
貨通四海
香港貿易
香港旅遊業
公民權責
讓地球活下去
愛滋病與癌病
經貿之都

AREA: The Chinese People

Films

A Trip to Modern China 今日中國的遊蹤	ED
Caverns and Geysers 石灰岩洞和噴泉	ED
China—A Portrait of the Land 中國風貌	ED
China's Village in Change 中國的農村在轉變中	ED
Desert Landforms 荒漠地形	ED
Ecosystem: Desert Environment 生態系統：荒漠	ED
Geological Work of Ice 冰雪的作用	ED
Glaciers and their Work 冰川及其作用	ED
Treasures in Snow 雪的寶藏	ED

Video Tapes

Deserts 荒漠	ED
Glaciers 冰川	ED

Slides

A Collection of Chinese Cultural Relics 中國文物集錦	ED
Glaciated Mountains 冰蝕高山	ED
Glaciated Valleys 冰川谷	ED
Selected Photos of Archaeological Finds of China 中華出土文物圖片選輯	ED

Filmstrips

China Regional Geography Series: (1) China: Industry 中國區域地理輯——中國的工業	ED
China Regional Geography Series: (3) China: An Overview of South, North and West 中國區域地理輯：中國三大主要區域：南部、北部、西部	ED
China Regional Geography Series: (4) China: Farming 中國區域地理輯：中國：農耕	ED
China: Twenty Years of Revolution—The Revolution on the Land 中國——土地的改革	ED
Cities of the People's Republic of China 中國的城市	ED
Cooperative Farming in China 中國的合作社式農業	ED
Everyday Life in Northern China 華北的人民景觀	ED
Farmers and Boatman of South China 華南的農民與船家	ED
Glaciation 冰川作用	ED
Glaciers 冰川	ED
Landscape of Glacial Erosion 冰川侵蝕	ED
Limestone and Chalk Lands 石灰岩和白堊地形	ED
Limestone Scenery 石灰岩風光	ED

Filmstrips

Living in China Today: Agriculture and Rural Life 今日中國農業和農村生活	ED
Living in China Today: Resources, Industries, Transportation and Communication 今日中國——資源、工業、運輸及通訊	ED
North China 華北	ED
Seeing China: City Life 中國的城市生活	ED
Seeing China: Land and Resources 中國的土地與資源	ED
South China 華南	ED
The Advancing Desert 擴展中的荒漠	ED

Film Loop

Desert Features 荒漠地形	ED
-------------------------	----

ETV Programmes

吾土吾民
文化溶爐
河山風貌
中國的管治
中國的經濟發展
中國的城市
中國的名港

AREA: The World

Films

A Story of Coffee 咖啡的故事	ED
Austinmere Wheat and Sheep Farm 「亞士甸米爾」小麥及牧羊農場	ED
History 1917-67: The New Europe 歐洲之新面貌	ED

Films

Japan Invades China: Crisis in the Far East 日本侵華：遠東危機	ED
Petroleum 石油	ED
Southeast Asia Geography 東南亞的地理概念	ED
Southeast Asia: Lands and People 東南亞：土地及人民	ED
The World at War Special: Who Won World War II? 誰是第二次世界大戰之勝利者	ED
World War I: Building the Peace 第一次世界大戰的和談	ED
World War I: The Background 第一次世界大戰的背景	ED
World War I: The War Years 第一次世界大戰的經過	ED
World War II: Background and Causes 第二次世界大戰的背景及其起因	ED
Year of Decision—1945 重要的一年——一九四五	ED

Slides

Japan from Prehistory 史前時代至公元一六〇〇年間日本之發展	ED
---	----

Filmstrips

A California Fruit Ranch 一個加里福利亞州的果園	ED
Agriculture and Society—III. Agriculture in the United States 農業與社會——美國的農業	ED
Australia: Murray-Darling Basin 澳洲：墨累河及達令河流域	ED
Cattle and the Cornbelt 牛和玉米產區	ED
Causes of World War I—Part 1 第一次世界大戰爆發之原因 (第一部份)	ED
Causes of World War I—Part 2 第一次世界大戰爆發之原因 (第二部份)	ED

Filmstrips

Causes of World War II—Part 1 第二次世界大戰之起因 (第一部份)	ED
Causes of World War II—Part 2 第二次世界大戰之起因 (第二部份)	ED
Coffee Lands of Brazil 巴西的咖啡種植	ED
Industry in Japan 日本的工業	ED
Mediterranean Europe: Rhone Valley in France 地中海岸的歐洲：法國的羅納河河谷	ED
Oil in the Middle East 中東的石油	ED
Oil 石油	ED
Seeing Japan: Its Culture 日本的文化	ED
Seeing Japan: Its People 日本的人民	ED
Southeast Asia—Vietnam 東南亞——越南	ED
Southeast Asia: Past and Present, the Cultural Background of Southeast Asia 東南亞國家之概念——文化背景	ED
Southeast Asia: Thailand 東南亞——泰國	ED
The Corn Belt 玉米產區	ED
The Cotton Lands 產棉區域	ED
The Industrial East (North America) 北美東部工業區	ED
The Second World War Part 1 第二次世界大戰(第一部份)	ED
The Second World War Part 2 第二次世界大戰(第二部份)	ED
The United States: A World Leader Korea: A Crisis in the Cold War 美國：世界領導者——朝鮮：冷戰危機之一	ED

Film Loops

Japanese Military Expansion
日本軍事擴張

ED

World War I
第一次世界大戰

ED

Photographs

Children of Asia
亞洲的兒童

ED

ETV Programmes

鄰國風土

麥香羊肥果又甜

中東石油工業和日本汽車工業

古希臘與羅馬

文藝復興

古希臘和羅馬文化的寶藏

貧與富

不流血的革命

一利一弊

農業新貌

人口問題

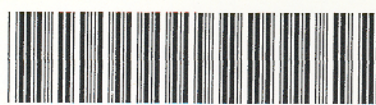
戰火

勢均力敵

C. TEACHING KITS/LEARNING PACKAGES

<i>Title</i>	<i>Source</i>
Adolescent Health	CHEU, Department of Health
Advertisement	Consumer Council
AIDS Teaching Kit	Education Department
Anti-Pollution Pack—Education Kit on Environmental Protection	Environmental Protection Department
Anti-shoptheft Teaching Kit for Secondary Schools	Education Department
Anti-smoking Teaching Kit for Secondary Schools	Education Department, Department of Health, Government Information Services
Anti-triad Teaching Kit	Education Department
Be a Happy Person	Education Department
Civic Education Teaching Material: Election	Education Department
Civic Education Teaching Material: Rights and Duties of a Citizen	Education Department
Consumer Education Teaching Kit	Consumer Council
Curriculum Resources on Personal and Social Education	Education Department
Desert and Oasis	Beaver Teaching Kit
Drug Education Teaching Kit for Secondary Schools	Narcotics Division, Government Secretariat
Drug Wise—Drug Education for Students 14–18	Health Education Council
Health Matters— The YTS Health Education Resource Pack	Health Education Council
Information Kit on District Administration	City and New Territories Administration
Learning Activities on Cities as Our Living Place	Education Department
Learning Package on Legislative Council	Education Department
Library Tourism Kit	Hong Kong Tourist Association
MTR at Your Service	Mass Transit Railway Corporation
Money and Banking	Hongkong Bank

<i>Title</i>	<i>Source</i>
Nutrition	CHEU, Department of Health
Primary Production, Secondary Production and Tertiary Production—A Teaching Module	Education Department
Road Safety Education for Schools Teaching Kit for Secondary Schools	Transport Department
Sex and the Mass Media	Education Department
Teaching Kit on Housing	Hong Kong Housing Authority
The Great Family of Chinese Nationalities (Secondary)	Education Department
The ICAC Teaching Kits	Independent Commission
——廉政公署工作教學箱	Against Corruption
——財富、人生德育課程	
——公平一二三德育課程	
——啟思集 (一)	
——啟思集 (二)	
The Red Cross Spirit	Hong Kong Red Cross
中英聯合聲明與基本法	教育署



K52229708E0

\$48