

The Government accepted the recommendation of the Committee on the Initiation of Moral and National Education Subject to formally shelve the *Moral and National Education Curriculum Guide (Primary 1 to Secondary 6)* (the Curriculum Guide) on 8 October 2012. The Education Bureau would not request schools to adopt the Curriculum Guide and would not use it as the basis for school inspection.

# **Moral and National Education Curriculum Guide (Primary 1 to Secondary 6)**

**Prepared by  
The Curriculum Development Council**

**April 2012**

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Reference:

Government Press Releases

1. Transcript of Remarks on “Moral and National Education Subject” by the Chief Executive, Mr C Y Leung and the Chief Secretary for Administration, Mrs Carrie Lam, at a media session (Chinese version only)

<http://www.info.gov.hk/gia/general/201210/08/P201210080509.htm>

2. Curriculum Guide of Moral and National Education subject formally shelved

<http://www.info.gov.hk/gia/general/201210/08/P201210080622.htm>

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## **Preamble**

Cultivating students' moral and national qualities has always been one of the main objectives of school education in Hong Kong. Since the return of sovereignty, promoting national education and enhancing students' understanding of their country and national identity have become a common goal of primary and secondary schools. Moral and Civic Education (MCE) was made one of the Four Key Tasks in the curriculum reform undertaken by the Education and Manpower Bureau (Education Bureau) in 2001. To develop students' positive values and attitudes has become an integral part of the curriculum framework for primary and secondary schools since then.

In response to growing calls for enhancing the moral and national qualities of our youth, the Education Bureau (EDB) introduced the "Revised Moral and Civic Education Curriculum Framework" in 2008 and the contents of national education in relevant Key Learning Areas (KLAs) and subjects were enriched to strengthen the implementation of moral and national education.

A considerable number of primary and secondary schools in Hong Kong have been actively promoting moral and national education. Apart from classroom learning and teaching, elements of MNE are also incorporated into related learning experiences/activities such as Mainland exchange programmes, visits, service learning and project learning. Students are provided with comprehensive and diversified learning experiences so as to cultivate their moral and national qualities.

Building on the above favourable conditions and strengths in the curriculum, the Chief Executive stated in the "Policy Address 2010-11" in October 2010 that the Curriculum Development Council (CDC) would be invited to review the curriculum framework of moral and civic education at primary and secondary levels. To strengthen national education, the "Moral and National Education" (MNE) subject would be introduced to cultivate students' moral and national qualities in a systematic and sustainable manner.

The "Moral and National Education Curriculum Guide (Primary 1 to Secondary 6)", prepared by the CDC of Hong Kong, sets out the aims and rationale of the curriculum and illustrates the curriculum framework, curriculum planning, learning and teaching, assessments and the use of learning and teaching resources to assist teachers in their preparation and implementation of this subject.

The CDC of Hong Kong is an advisory body for the HKSAR Government on matters relating to curriculum development from pre-primary to senior secondary levels. Its members include school heads/principals, in-service teachers, parents, employers, and scholars in post-secondary institutions, professionals from relevant sectors or organisations, representatives from the Hong Kong Examinations and Assessment Authority and the Vocational Training Council of Hong Kong, and personnel of relevant departments of the EDB.

The EDB suggests that primary and secondary schools should adopt this Curriculum

Guide when implementing the MNE subject. The CDC will review the curriculum pursuant to its actual circumstances of implementation. Comments and suggestions on this Curriculum Guide could be sent to Moral, Civic and National Education Section, Curriculum Development Institute, Education Bureau, (Room 402, 4/F, Kowloon Government Offices, 405 Nathan Road, Yau Ma Tei, Kowloon) by mail, or via email (mcne@edb.gov.hk).



## **Acronyms**

APASO	Assessment Program for Affective and Social Outcomes
CDC	Curriculum Development Council
CPET	Character, Place, Event and Time
EDB	Education Bureau
HKSAR	Hong Kong Special Administrative Region
KLA	Key Learning Area
KS1/2/3/4	Key Stages 1/2/3/4
LegCo	Legislative Council
LEL	Life Education Lesson
MCE	Moral and Civic Education
MNE	Moral and National Education
OLE	Other Learning Experiences
P.A.T.H.S.	Positive Adolescent Training through Holistic Social Programmes to Adulthood: A Jockey Club Youth Enhancement Scheme
P1/2/3/4/5/6	Primary 1/2/3/4/5/6
S1/2/3/4/5/6	Secondary 1/2/3/4/5/6
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

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# Chapter I Introduction

This chapter aims to introduce the background of implementing the MNE subject, its position in the school curriculum, rationale and aims.

## 1.1 Background

Curriculum development is an ongoing process of enhancement. The position of MCE has been set out in relevant curriculum documents. In the *General Guidelines on Moral Education* (1981)<sup>1</sup>, the status of moral education was established in the school curriculum and it was proposed that moral education be integrated into the school curriculum. With the publication of the *Guidelines on Civic Education in Schools* (1985)<sup>2</sup> and the *Guidelines on Civic Education in Schools* (1996)<sup>3</sup>, it was suggested that civic education be incorporated into the school curriculum and that the modes of implementation be school-based.

Since the return of sovereignty, apart from the emphasis put on MCE, the school curriculum in Hong Kong has also stressed the development of students' national identity. In 2001, the CDC published the report *Learning to Learn – The Way Forward in Curriculum Development*<sup>4</sup>, which highlighted the aim of “understanding their national identity and contributing to the nation and society” as one of the seven learning goals and suggested including MCE as one of the five essential learning experiences. In *Basic Education Curriculum Guide – Building on Strengths* (2002)<sup>5</sup>, MCE was made one of the Four Key Tasks, and schools were encouraged to incorporate MCE into their curriculum planning. The five priority values and attitudes were proposed<sup>6</sup>, and one of them was national identity. The *Senior Secondary Curriculum Guide – The Future is Now: from Vision to Realisation (Secondary 4-6)* (2009)<sup>7</sup> also makes “to be an informed and responsible citizen with a sense of global and national identity” one of the seven learning goals in the senior secondary curriculum.

Moral and national education is an essential element in the school curriculum, KLAs/subjects such as General Studies at primary level, Life and Society at junior secondary level and Liberal Studies at senior secondary level. Through learning in different areas and dimensions of the school curriculum, students can acquire and master relevant knowledge, skills, values and attitudes in greater depth. The value system of our youth has come under the influence of various forms of culture and the information available in the ever-changing society. There is an increasing demand

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<sup>1</sup> *General Guidelines on Moral Education*, Education Department (1981). Hong Kong: Education Department.

<sup>2</sup> *Guidelines on Civic Education in Schools*, Curriculum Development Committee (1985). Hong Kong: Curriculum Development Committee.

<sup>3</sup> *Guidelines on Civic Education in Schools*, Curriculum Development Council (1996). Hong Kong: Curriculum Development Council.

<sup>4</sup> *Learning to Learn–The Way Forward in Curriculum Development*, Curriculum Development Council (2001). Hong Kong: Curriculum Development Council.

<sup>5</sup> *Basic Education Curriculum Guide–Building on Strengths (Primary 1-Secondary 3)*, Curriculum Development Council (2002). Hong Kong: Curriculum Development Council.

<sup>6</sup> The Five Priority Values and Attitudes: perseverance, respect for others, responsibility, national identity and commitment.

<sup>7</sup> *Senior Secondary Curriculum Guide - The Future is Now: from Vision to Realisation (Secondary 4-6)*, Curriculum Development Council (2009). Hong Kong: Curriculum Development Council.

from society for enhancing the development of moral qualities among students in schools. The rapid development of the country and the impact of globalisation also lead to a general consensus in society that moral and national education has a great impact on the future development of students.

In response to the calls from society for MNE, upon the completion of the review of the MCE curriculum, the CDC introduced the *Revised Moral and Civic Education Curriculum Framework* (2008)<sup>8</sup>, in which “integrity” and “care for others” were included as the priority values (other priority values include “perseverance”, “respect for others”, “responsibility”, “national identity” and “commitment”). The framework aligned with students’ developmental needs, and enumerated learning expectations at respective Key Stages. At the same time, the curriculum has expanded the learning contents of different domains with the inclusion of more life events, thereby providing a holistic and systematic curriculum framework to further strengthen the implementation of MNE.

The Chief Executive of the HKSAR stated in the “Policy Address 2010-11” in October 2010 that the CDC would be invited to review the curriculum framework for MCE at primary and secondary levels. To further strengthen moral and national education, the MNE subject will be introduced to provide students with a systematic and sustainable learning experience that can cater for their developmental needs, and cultivate their moral and national qualities through a values-based curriculum.

## 1.2 Curriculum Aims

The MNE subject aims at cultivating students’ positive values and attitudes through a continuous and systematic learning experience. It enables students to acquire desirable moral and national qualities, enriching their life and facilitating their identity-building in the domains of family, society, the country and the world.

Apart from fostering in students’ aspirations and commitment to making contributions in the domains of family, society, the country and the world, the subject emphasises the development of students’ independent thinking and autonomy so that they are able to distinguish right from wrong, and make informed decisions in a caring and reasonable manner.

The subject aims at developing students’ moral and national qualities, including:

- **Development of moral qualities:** to preserve Chinese virtues, including benevolence, righteousness, courtesy and wisdom; to foster universal values, including peace, benevolence, justice, freedom, democracy, human rights, responsibility, respect for others, etc.
- **Development of a positive and optimistic attitude:** to follow the direction of “Knowing oneself, Finding one’s niche in Hong Kong, Leveraging on the Mainland, Engaging ourselves globally” and put the desirable qualities into practice; to be willing to care about one’s family and to serve society; to be willing

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<sup>8</sup> *Revised Moral and Civic Education Curriculum Framework*, Education Bureau (2008). Hong Kong: Education Bureau.

to act in the interests of the country and the people of the world; and to develop a positive and meaningful life attitude

- **Self-recognition:** to enhance recognition of oneself and understanding of one's roles, responsibilities, rights and obligations in family, society, the country and the world
- **Judging in a caring and reasonable manner:** to develop the skills of independent and critical thinking<sup>9</sup> from multiple perspectives, and the ability to discern the meaning and values embedded in relevant life events in an objective and rational way, and make caring and reasonable judgements
- **Recognition of identity:** to build identities in different domains; to care for family, society, the country and the world; to become informed and responsible family members, citizens, nationals and global citizens
- **Practice:** to develop desirable habits of making rational and responsible decisions with an enthusiastic attitude in various domains, and to be committed to living out them

### 1.3 Positioning of MNE in the school curriculum

The MNE curriculum is built on the “*Revised Moral and Civic Education Curriculum Framework*” (2008) and the successful experiences in promoting MNE in schools. It advocates a subject-based approach for further implementation of MNE.

The MNE curriculum, which covers the four Key Stages in primary and secondary schools, is designed as a holistic twelve-year curriculum. By adopting a spiral learning approach, it facilitates students to learn progressively across different Key Stages so as to enhance their mastery of the depth and breadth of the curriculum (Figure 1.1).

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<sup>9</sup> “Critical thinking skills”, one of the “Nine Generic Skills”, aims at helping “students to draw out meaning from given data or statements, generate and evaluate arguments, and make their own judgement.” *Learning to Learn – Life-long Learning and Whole-Person Development*, Curriculum Development Council (2001). Hong Kong: Curriculum Development Council, p.24.

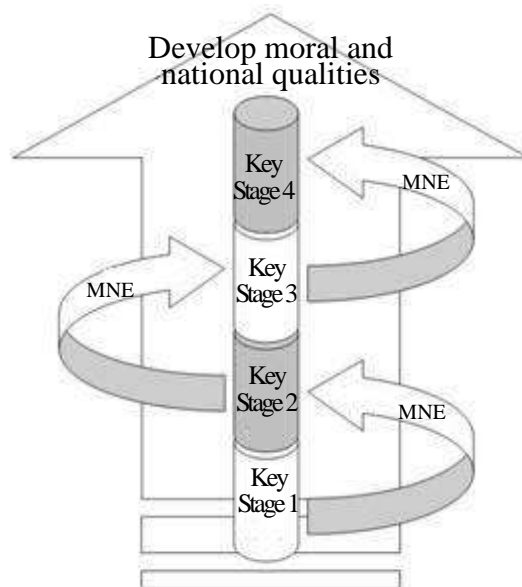


Figure 1.1: Implementing MNE progressively at different Key Stages

The advantages of implementing MNE through a subject-based approach are:

- providing a continuous, daily-life and close-knit curriculum to ensure that students have a complete and systematic learning experience;
- catering for students' developmental characteristics and needs at different stages;
- connecting various KLAs/subjects and related learning experiences/activities to facilitate the learning and teaching of MNE holistically; and
- facilitating a more systematic and holistic planning and review of the implementation of MNE, including curriculum planning, learning and teaching strategies, assessment, etc.

### Implementing MNE in Schools Experience and Strengths

#### Key Task with priority accorded

- Moral and Civic Education is one of the Four Key Tasks under the curriculum reform. It stresses the development of students' positive values and attitudes and recognition of their national identity in order to promote whole-person development.
- The Chief Executive mentioned in his Policy Addresses from 2007 onwards that the government would further promote national education, which formed a solid foundation for the MNE subject.
- *The Revised Moral and Civic Education Curriculum Framework* released in 2008 further emphasised the importance of MNE, which could better cater for the needs of student development and responded to the demands of society.

**Flexible and diverse learning opportunities**

- Primary and secondary schools in Hong Kong have been very supportive of MNE to cultivate students' positive values, sense of belonging towards and recognition for the country.
- Schools are making good use of various learning opportunities such as morning assemblies, weekly assemblies, class teacher periods, experiential activities, service learning and exchange programmes to promote MNE.
- Relevant government departments and non-governmental organisations have strengthened the implementation of MNE by providing various types of learning experiences such as personal development programmes, school-based onsite support and exchange programmes.

**Ample resources and professional teams**

- The EDB has been actively working with schools, government departments and non-governmental organisations to design learning and teaching resources such as teaching kits, learning resources websites and multimedia resources to support the implementation of MNE in schools.
- Many school sponsoring bodies and schools have developed related learning resources according to their school missions and school contexts. These resources can better cater for the needs of schools and students to enhance learning effectiveness.
- The EDB has been regularly organising various thematic professional development programmes for school heads/principals and teachers, including curriculum leadership, learning and teaching, assessments, knowledge enrichment, etc. The programmes are conducted by local and Mainland experts to equip teachers with related knowledge and teaching skills.

## 1.4 Connection between MNE and KLAs/subjects and related learning experiences/activities

In 2001, the CDC published the report *Learning to Learn – The Way Forward in Curriculum Development*, in which the Council proposed seven learning goals in the school curriculum. Among the goals, students should be able to “recognise their roles and responsibilities as members in the family, the society, and the nation; and show concern for their well-being”, “understand their national identity and be committed to contributing to the nation and society”. The Council also suggested including MCE as one of the five essential learning experiences. Thus, the MNE subject should be integrated with different KLAs/subjects, related learning experiences/activities, student enhancement programmes, the school environment, etc. All these will work together to cultivate knowledge, skills, values and attitudes of students so as to achieve the overall curriculum aims and promote whole-person development (Figure 1.2).

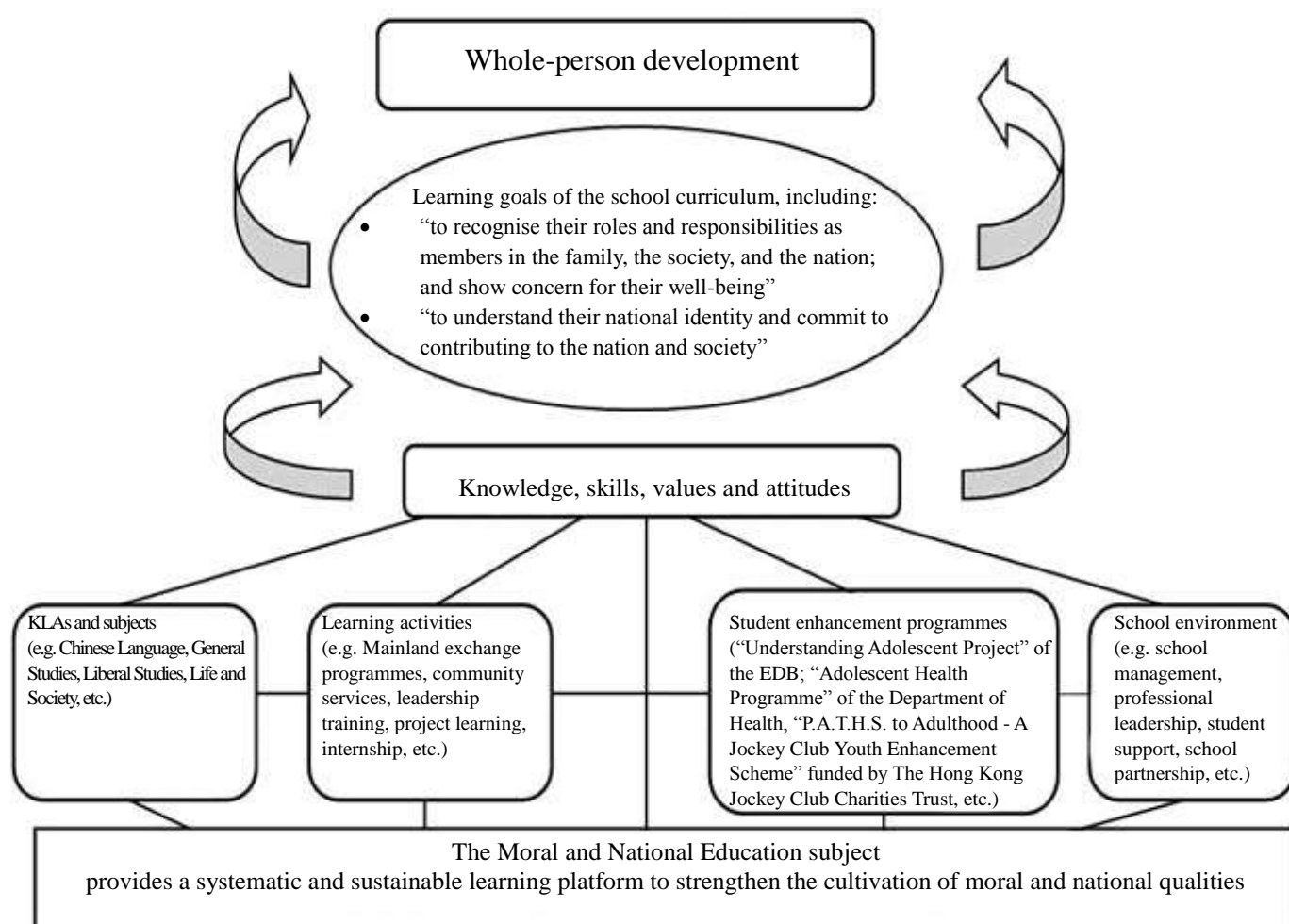


Figure 1.2: Connection between the MNE subject and KLAs/subjects and related learning experiences/activities



### 1.4.1 Consideration for the whole-school curriculum

The contents of the MNE curriculum should be complementary to the knowledge, skills, values and attitudes embodied in various KLAs/subjects (e.g. Chinese Language, General Studies, Liberal Studies, and Life and Society) and related learning experiences/activities (e.g. Mainland exchange programmes, community services, leadership training, project learning and internship). The curriculum could also be tied in with student enhancement programmes provided by schools, related government departments and non-governmental organisations (e.g. “Understanding Adolescent Project” of the EDB, “Adolescent Health Programme” of the Department of Health, and “P.A.T.H.S. to Adulthood - A Jockey Club Youth Enhancement Scheme” funded by The Hong Kong Jockey Club Charities Trust) to nurture the growth of students.

The MNE subject is characterised by the cultivation of values that serve as the core of learning. The curriculum focuses on the implementation of MNE with life events as learning contexts. The MNE subject will also be encompassed in the learning of different KLAs/subjects and learning activities inside and outside school to help students understand, identify and clarify values before these values are internalised and put into practice in daily life for the cultivation and consolidation of their moral and national qualities.

### 1.4.2 Enhancement of related learning experiences/activities

The MNE subject, characterised by its (i) curriculum structure; (ii) curriculum aims; (iii) learning and teaching strategies; and (iv) curriculum contents, can enhance the learning experiences of relevant KLAs/subjects (e.g. Personal, Social and Humanities Education, General Studies for primary schools, and Liberal Studies at senior secondary level), and further enhance the cultivation of students’ moral and national qualities.

Characteristics of the MNE Curriculum			
Curriculum Structure	Curriculum Aims	Learning and Teaching Strategies	Curriculum Contents
<ul style="list-style-type: none"><li>• Cater for students’ developmental needs and whole-person development.</li><li>• Cover four Key Stages across the twelve years at primary and secondary levels, providing sustainable and holistic learning experiences.</li></ul>	<ul style="list-style-type: none"><li>• Cultivate values and attitudes of students for improvement of their moral and national qualities as well as identity-building in different domains.</li><li>• Help students understand, identify, clarify and recognise</li></ul>	<ul style="list-style-type: none"><li>• Emphasise teachers’ role as a facilitator for learning. Teachers can have subtle influence on students by acting as their role model and through daily contact with them.</li><li>• Stress students’ autonomy, respect their feelings, and value their participation and</li></ul>	<ul style="list-style-type: none"><li>• Deliver values education through life events and issues in the personal, family, social, national and global domains.</li><li>• Use examples from the direct or indirect experiences of students in life events as the entry point for them to understand how values can influence individual</li></ul>

Characteristics of the MNE Curriculum			
Curriculum Structure	Curriculum Aims	Learning and Teaching Strategies	Curriculum Contents
<ul style="list-style-type: none"> <li>Based on students' life experiences and centred on relevant life events, with a focus on students' feelings and reflection.</li> </ul>	core values for practice in daily life.	self-reflection. <ul style="list-style-type: none"> <li>Help students resolve value conflicts with multi-perspectival, independent and rational thinking to make caring and reasonable judgements.</li> </ul>	opinion and decision. <ul style="list-style-type: none"> <li>Help students deepen their exploration of values through learning from authentic contexts for consolidation of learning outcomes.</li> </ul>

Some examples of life events on learning of the MNE subject are as follows:

**Life Event Exemplar (1):**

- Personal domain (lower primary): **“The first time I got my test result”**
- Through this life event, students can learn to accept their performance and also reflect on continuous efforts for improvement. They also learn to realise the meaning behind any test results and work out improvement strategies.
- Teachers can help cultivate good learning attitudes so that students can become self-reflective, active and enterprising learners.

**Life Event Exemplar (2):**

- Family domain (upper primary): **“Doing housework is fun”**
- Through life events related to doing housework, students can understand and apply relevant knowledge. For example, they can learn about the roles, rights and responsibilities of family members, sharing of housework, home safety, etc, and understand the joy and meaning involved.
- Teachers can encourage students to show concern for the needs and feelings of their family members and cultivate in them the values and attitudes of broadmindedness and care for others. This can also enhance their sense of identity and commitment as a member of their family.

**Life Event Exemplar (3):**

- Social domain (junior secondary): **“Participating in current affairs discussion on the Internet”**
- Through this life event, students can learn to apply relevant knowledge, e.g. the right of privacy, netiquette, methods of thinking and analysing, etc.
- Students can develop an awareness of current affairs, clarify their rights and obligations as citizens, and learn to make thoughtful, reasoned and responsible analyses and judgements with due regard to freedom of speech and legal responsibilities.
- Teachers can help students discern different standpoints and orientations and the underlying values so as to enhance their social identity and commitment.

**Life Event Exemplar (4):**

- Global domain (junior secondary): **“Witnessing Japan’s earthquake and tsunami on TV”**
- Through this life event, students can apply relevant knowledge, e.g. dealing with natural disasters, international cooperation, contingency plan for natural calamities, etc. They can learn about humanitarianism revealed in the relief work and the civic consciousness shown by the victims of the earthquake and tsunami in Japan.
- Teachers can make use of this life event to guide students to analyse the impact of international affairs on different regions. Students can realise the rights and obligations of social and global citizens, and their identity and commitment as civic and global citizens will be enhanced.

**Life Event Exemplar (5):**

- National domain (senior secondary): **“Mainland exchange experience – traffic jam”**
- Through this life event, students can acquire relevant knowledge, e.g. urban planning, road management, enforcement of traffic regulations in the Mainland, etc. Through understanding the development of transportation in the Mainland, they can realise the opportunities and challenges facing China in its development.
- Teachers can make use of this life event to help students learn how to make caring and reasonable judgements in the face of potential conflicts between individual’s convenience and the general public’s betterment. It will also enhance their recognition and commitment to identities as civic citizens and nationals.

## 1.5 Design principles of the curriculum

The curriculum is developed on the following concepts:

### 1.5.1 Identity-building

Every person has multiple identities; e.g. sons and daughters, students, citizens, nationals, and global citizens. Individuals in different identities have corresponding rights and obligations. The contents of the MNE curriculum are designed to meet the features and developmental needs of students at different Key Stages. Through establishing their identities in the family, social, national and global domains, students will be able to lay a solid foundation for their growth with enhanced moral and national qualities, take action, enthusiastically participate and get well-prepared to make contributions to family, society, the country and the world through action and active participation (Figure 1.3).

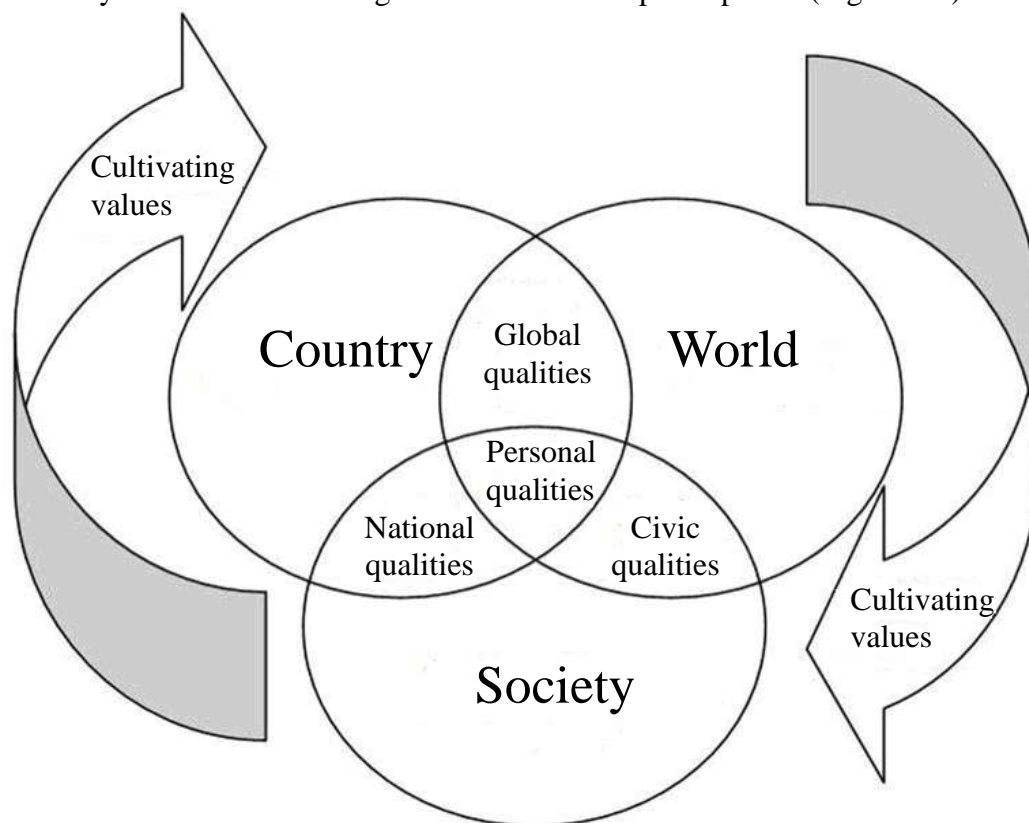


Figure 1.3: Cultivating values and identity building in different domains

### 1.5.2 Cultivating values and attitudes

The cultivation of positive values and attitudes such as benevolence, peace, equality, justice, rule of law, responsibility, commitment and respect for others constitutes good character. These values, recognised and supported by the general public, do not only comply with moral principles, but also form an important basis for personal growth and identity-building.

The cultivation of values and attitudes serves as the guiding principle of the MNE subject. Students would learn how to think and make thoughtful and reasoned decisions in different life situations, taking into consideration both personal and social betterment.

The MNE subject proposes the cultivation of positive values and attitudes<sup>10</sup> as illustrated in the following table:

Domains	Positive Values and Attitudes (Examples)*
Personal Domain	<u>Attitudes in doing things</u> perseverance, self-discipline, optimistic, enterprise, positive, open-minded, rationality, integrity, responsibility, law-abiding, participatory
Family Domain	<u>Attitudes towards people</u> respect for others, care for others, accepting, honesty, filial piety, trust, broadmindedness, altruism, willingness to serve, appreciative
Social Domain	<u>Betterment for the community</u> commitment, mutuality, sense of belonging, national identity, patriotism, solidarity, cultural heritage
National Domain	<u>Universal betterment</u> plurality, mutually beneficial, sustainable development, betterment of humankind
Global Domain	<u>Ideals</u> benevolence, peace, equality, justice, freedom, democracy, human rights, rule of law

\* Apart from the values and attitudes listed in the table, teachers can also incorporate other related values and attitudes according to the learning contents and students' needs as the main direction of their cultivation.

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<sup>10</sup> Curriculum Development Council published *Learning to Learn – The Way Forward in Curriculum* in 2001 and proposed the incorporation of “core values” and “sustaining values and attitudes” into the school curriculum. For details of “core values” and “sustaining values and attitudes”, please refer to Appendix 1.

### 1.5.3 Learning and practice of values and attitudes

The MNE curriculum, which attaches great importance to the learning and practice of values and attitude, has the following characteristics: (Figure 1.4)

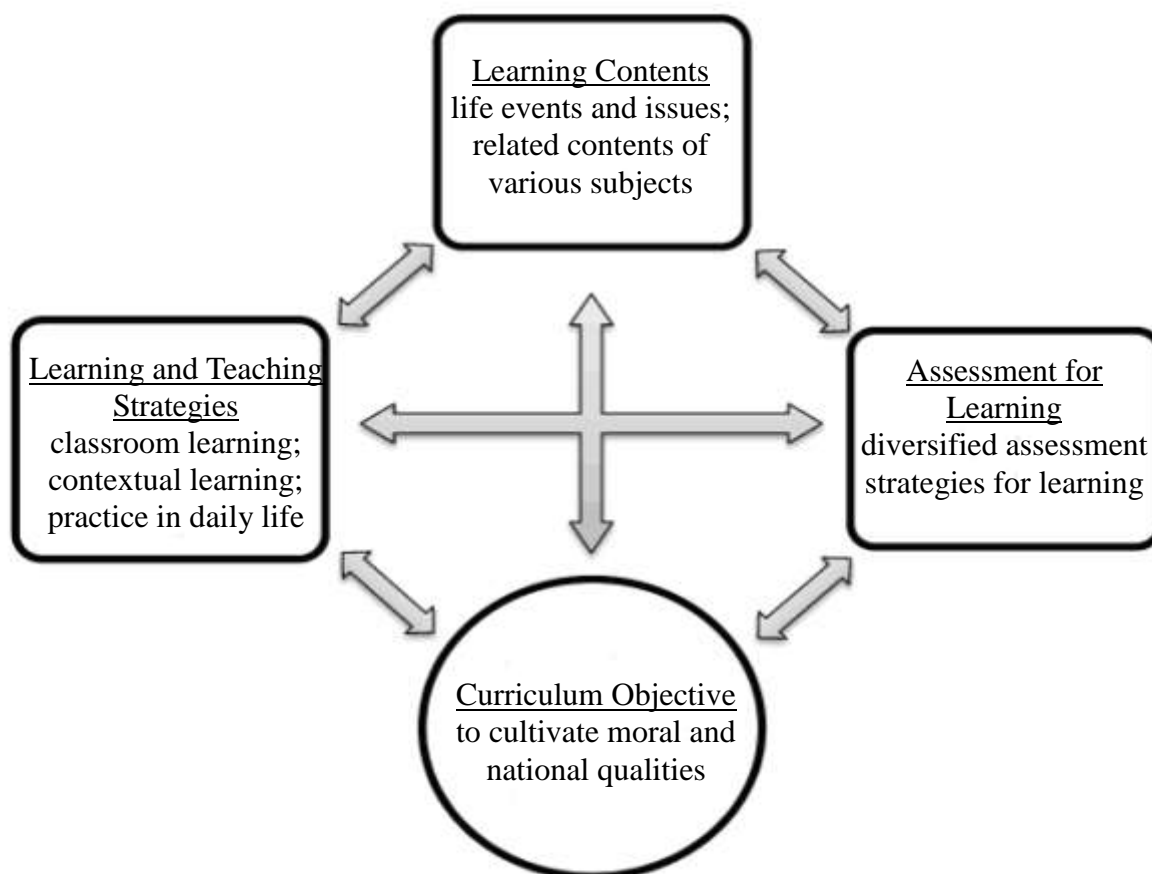


Figure 1.4 Characteristics of the MNE curriculum

- (a) **Curriculum Aims:** to cultivate moral and national qualities (Please refer to Chapter 1.2 for details).
- (b) **Learning Contents:** life events and issues relating to direct or indirect life experiences of students in the personal, family, social, national and global domains.
- (c) **Learning and Teaching Strategies:** through student-centred and diversified learning models, students are helped to clarify and handle values, and build their identities in the personal, family, social, national and global domains. The main strategies include:
  - **Classroom learning:** teachers can guide students to discuss and reflect on life events and related issues. Students will learn to clarify their values and resolve value conflicts so as to make caring and reasonable judgements and act accordingly.

- **Contextual learning:** character, place, event and time can serve as entry points for thinking. Students can carry out reflection and gain enlightenment through contacts, observation, discussion and analyses complemented with field visits, Mainland exchange programmes, etc.
  - **Practice in daily life:** Students are encouraged to combine their classroom learning with life experiences such as voluntary services and service learning. As such, they will realise and understand the practical situations in order to nurture good morals and temperaments.
- (d) **Performance Assessment:** continuous assessment will be conducted with diversified assessment strategies so that various stakeholders can better understand the learning progress of students and give constructive feedback to encourage students to self-reflect and self-improve, thus enhancing learning and teaching effectiveness.

The five domains proposed for the MNE subject are interrelated while the values and attitudes proposed are adaptable to various domains. Take cultivating the value of “respect for others” as an example, teachers should help students learn to practise the value of “respect for others” in various domains. The following examples exemplify how the value of “respect for others” is practised in various domains:

<b>Cultivate in students the value of “respect for others” in different domains</b>	
<b>Domains</b>	<b>Learning Objectives</b>
Personal Domain	<ul style="list-style-type: none"> <li>• Uphold principles and integrity, and be consistent in words and deeds</li> </ul>
Family Domain	<ul style="list-style-type: none"> <li>• Show concern for senior family members in a respectful and sincere manner</li> </ul>
Social Domain	<ul style="list-style-type: none"> <li>• Speak cautiously, practise self-discipline and get along well with others in a rational and respectful manner</li> </ul>
National Domain	<ul style="list-style-type: none"> <li>• Realise the importance of continuation and inheritance through learning the admirable qualities and virtues of outstanding personalities from various fields in the country</li> </ul>
Global Domain	<ul style="list-style-type: none"> <li>• Get along with people of different cultures with sincerity, open-mindedness and acceptance</li> </ul>

The MNE subject is closely related to the generic skills throughout different Key Stages, including collaboration skills, communication skills, critical thinking skills, problem-solving skills and self-management skills. Students are encouraged to be independent and be able to make caring and reasonable judgements in daily life.

The MNE subject aims at cultivating the values and attitudes of students. On the basis of the learning objectives and curriculum contents of different Key Stages, teachers can proceed with comprehensive and systematic curriculum planning according to the school contexts and students’ needs in terms of whole-person development. (Please refer to “Chapter II: Curriculum Framework” for details of the learning objectives of each Key Stage.)

#### 1.5.4 Catering for developmental needs

The MNE subject caters for students' developmental needs. The design of the curriculum makes reference to theories relating to youth development for a solid foundation of the curriculum framework and learning contents. In formulating the direction and implementation strategies, reference has been made to relevant literature (Please refer to "References" for details) in various countries and regions (including the Mainland, Taiwan and Hong Kong). This allows a better understanding of the implementation of moral and national education to help with the design of an MNE curriculum that is relevant to the social condition in Hong Kong and the needs of schools and students.

#### 1.5.5 Relation between moral education and national education

Moral education and national education, both aiming at cultivating students' qualities, are integrated into one subject because they are closely interrelated. While moral education cultivates good morals of students and equips them with fundamental desirable national qualities, national education helps establish their national identity and enhances their national qualities by deepening their understanding of the current situation of the country. In addition, many good moral qualities such as care for others, responsibility, commitment and respect for others are also outstanding national qualities, which clearly show the close relation between moral education and national education.

As stated in "*Mencius, Li Lou*", "The empire has its basis in the state, the state in the family, and the family in one's own self." Mencius concluded in "*Mencius, Jin Xin*" that "The principles an honourable man upholds are those of personal cultivation and empire tranquillity". The MNE subject begins with the cultivation of personal qualities and extends to the pursuit of betterment of students' family, the country and the world. Through the integration of moral and national education, this subject delivers to students a systematic and structured learning experience. Their learning starts from the personal domain and expands in stages to the family, social, national and global domains to achieve whole-person development (Figure 1.5).

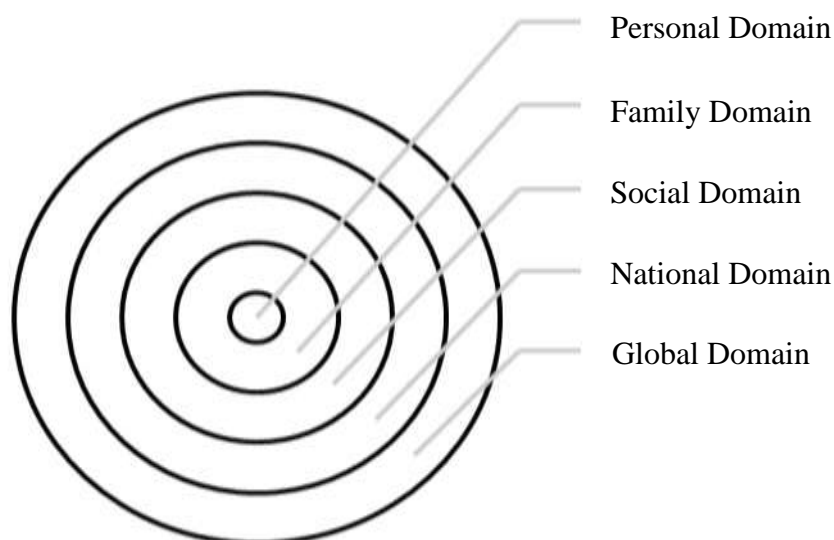


Figure 1.5 Five domains in illustration of whole-person development



### **1.5.6 Relation between national education and civic education**

Hong Kong adopts a similar approach as other countries and regions in the promotion of national education. In the report issued by the Task Group on National Education of the Commission on Strategic Development, HKSAR Government in April 2008<sup>11</sup>, a number of suggestions were proposed for the implementation of national education along with examples from France, the US and Australia. Generally speaking, these countries focus on the cultivation of national identity and values and attitudes among the youth when implementing national education. For instance, the French government places emphasis on deepening students' understanding of their country and affirming their national identity to develop the youth into citizens who have a sense of responsibility, are familiar with the situations of the country, and love their own country. The US government raises its nationals' recognition and support for core values such as freedom, equality, democracy and justice through promoting civic knowledge and encouraging civic participation. The Australian government deepens students' understanding of the country as well as fosters the development of its nationals into responsible citizens and global citizens.

Although the subject is named Moral and National Education, it has encompassed the learning elements of civic education. The curriculum contents cover five domains, namely personal, family, social, national and global domains, which put respective emphasis on enhancing students' personal, family, social, national and global identities. The MNE subject also helps students learn and discern universal values such as peace, benevolence, justice, freedom, democracy, human rights, responsibility and respect for others. Students will learn to think from multiple perspectives before making thoughtful, reasoned, independent and objective analyses and judgements. The cultivation of these values, analytical power and judgement ability are indispensable contents of both national and civic education.

### **1.5.7 Learning materials from life events**

It is suggested that schools adopt diversified learning strategies and select from life events learning contents that address students' developmental needs to provide authentic learning contexts. Teachers can also make use of the learning resources provided by the EDB and other organisations as learning materials and collaborate with families, the community and society to enhance learning and teaching effectiveness (please refer to “Chapter IV: Learning and Teaching” and “Chapter VI: Learning and Teaching Resources” for suggestions on learning and teaching strategies and the use of resources of this subject).

### **1.5.8 Diversified assessment**

The MNE subject places emphasis on enhancing students' moral and national qualities. The curriculum covers not only the cultivation of individuals' values and attitudes, but also knowledge and skills in the domains of family, society, the country and the world. As it is difficult to use traditional tests and examinations to fully gauge students' performance

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<sup>11</sup> Task Group on National Education of the Commission on Strategic Development (2008): “Promotion of National Education in Hong Kong – Current Situation, Challenges and Way Forward”. Hong Kong: Commission on Strategic Development, HKSAR Government.  
([http://www.cpu.gov.hk/english/documents/csd/csd\\_2\\_2008.pdf](http://www.cpu.gov.hk/english/documents/csd/csd_2_2008.pdf))

in this subject, it is suggested that schools adopt diversified assessment strategies (e.g. verbal enquiry, teachers' observation, self or peer assessment and project learning) so that students' learning outcomes and results can be fully understood. Timely and appropriate feedback from teachers can also encourage students to learn and grow through reflection and enhance learning and teaching effectiveness (please refer to "Chapter V: Assessment" for suggestions on assessment of this subject).

## **Chapter II Curriculum Framework**

This chapter aims to illustrate the curriculum framework of the MNE subject (P1-S6), including the design principles, overall curriculum framework, curriculum contents for each Key Stage, suggested lesson time arrangement, etc. It aims at providing a holistic and systematic curriculum framework for teachers to plan the curriculum and design related learning activities to achieve the learning objectives of the subject.

### **2.1 Design principles**

The MNE curriculum framework is designed to cultivate students' moral and national qualities by building on knowledge related to the topics covered in the various domains of the subject and including everyday life events in the learning contents. It is also developed on the basis of the knowledge, skills, values and attitudes that students acquire from different KLAs/subjects and related learning experiences/activities.

The design principles of this curriculum framework are as follows:

- To use life events as an entry point to enhance student learning of related knowledge so as to cultivate their positive values and attitudes, facilitate identity-building and commitment of the individual in various domains (personal, family, social, national and global domains).
- To provide a flexible curriculum framework that facilitates the provision of a curriculum relevant to students' daily life and developmental needs, taking into consideration the school contexts and students' needs.
- To provide a systematic and coherent curriculum which progresses in complexity across the four Key Stages in primary and secondary education.
- To provide students with a holistic learning experience by establishing appropriate connections with different KLAs/subjects and related learning experiences/activities.
- To enhance students' moral and national qualities by helping them learn how to review and assess life events and related topics under different domains of the subject.

### **2.2 Curriculum framework**

The MNE subject, covering four Key Stages from P1 to S6, is designed as a twelve-year coherent and holistic curriculum.

Each Key Stage comprises the same five domains: personal, family, social, national and global domains.

Based on the "Learning Objectives" for different domains, "Examples of Learning Contents", "Examples of Related Skills", "Examples of Related Values and Attitudes" and "Examples of Extended Learning Contents" are provided for each of the domains as the

curriculum contents.

“Examples of Extended Learning Contents” aims at enriching the “Examples of Learning Contents”, with extensive coverage of life events and social issues to address the diversity among schools and students in their mastery of the related values and attitudes, knowledge and skills in terms of breadth and depth.

Schools can make reference to the learning objectives of the MNE subject while taking into consideration the school contexts and students’ needs in the implementation of the MNE subject. Designated periods should be allocated to the MNE subject and lessons should be well-coordinated with related KLAs/subjects, learning experiences/activities, student enhancement programmes, etc.

The common characteristics and needs of the youth are listed under different Key Stages below and could be made reference to when adapting the learning contents and teaching strategies.

Key Stage	Developmental Characteristics and Needs
KS1 (P1 - P3)	<ul style="list-style-type: none"><li>• More self-centred, and usually interpret issues and make judgements from one’s own perspective</li><li>• Interpret rules as “regulations”, and adhere to rules to avoid punishment</li><li>• Use a quantitative approach in interpreting some abstract ideas, e.g. equating “fairness” to “an exchange of equal amounts”</li></ul>
KS2 (P4 - P6)	<ul style="list-style-type: none"><li>• Seek a sense of belonging in a social group, hoping to gain acceptance and recognition from peers</li><li>• Become concerned about sexual differences, and curious and interested in issues related to different genders</li><li>• Start to develop social, national and global concepts and are interested to know more</li></ul>
KS3 (S1 - S3)	<ul style="list-style-type: none"><li>• Emphasise individualities, and want to establish personal values and life attitudes</li><li>• Care about how they are perceived by others, and may become confused while building personal identity</li><li>• Influenced easily by peers, and may follow their values and behaviour</li></ul>
KS4 (S4 - S6)	<ul style="list-style-type: none"><li>• Aware of the need to learn how to make plans and decisions about important issues in life such as further studies, course selection and careers</li><li>• Think about one’s roles and responsibilities while getting increasingly higher expectations from family, society and the country during growth</li><li>• Interested in issues related to society, the country and the world, and take the initiative to find solutions</li></ul>

### 2.2.1 Learning objectives for the personal domain

The overall learning objective for this domain is to help students develop the personal qualities of autonomy, self-love, self-discipline, self-confidence, etc, as well as positive attitudes and a healthy lifestyle so that they are able to distinguish right from wrong,

make reasonable judgements and put them into practice when facing adversities, doubts and challenges.

The learning objectives for the personal domain at different Key Stages are as follows:

Domain	Key Stage	Learning Objectives
Personal Domain	KS1	<ul style="list-style-type: none"> <li>Appreciate oneself, accept one's differences from others, enhance moral and national qualities by learning from Chinese virtues</li> <li>Distinguish right from wrong, uphold righteousness and preserve integrity</li> </ul>
	KS 2	<ul style="list-style-type: none"> <li>Accept with optimism both the physical and mental changes in the growth process</li> <li>Develop a healthy lifestyle, resist temptations, and refrain from any inappropriate behaviour such as smoking, gambling, drinking and taking drugs</li> </ul>
	KS 3	<ul style="list-style-type: none"> <li>Adopt a positive attitude and face adversities with broadmindedness</li> <li>Uphold the good, make reasonable judgements and act accordingly even when caught in dilemmas of conflicting values</li> </ul>
	KS 4	<ul style="list-style-type: none"> <li>Actively develop one's interests, build up strengths, set goals and expectations for oneself, and strive for the future</li> <li>Uphold principles and integrity, and be consistent in words and deeds</li> </ul>

### 2.2.2 Learning objectives for the family domain

The overall learning objective for this domain is to enhance students' recognition of their identity as a family member and understanding of their roles in the family, as well as help them maintain good relationships with family members and face family changes and challenges through developing their positive values and attitudes of care, sincerity and mutual respect, which are essential to leading a harmonious family life.

The learning objectives for the family domain at different Key Stages are as follows:

Domain	Key Stage	Learning Objectives
Family Domain	KS 1	<ul style="list-style-type: none"> <li>Recognise the responsibilities as a son/daughter and a member of the younger generation in fostering family harmony</li> <li>Show love and concern for family members, and establish and maintain harmonious relationships</li> </ul>
	KS 2	<ul style="list-style-type: none"> <li>Show concern for the feelings and needs of family members and be willing to shoulder responsibilities as a member of the family</li> <li>Show concern for senior family members in a respectful and sincere manner</li> </ul>
	KS 3	<ul style="list-style-type: none"> <li>Actively share responsibilities for taking care of senior and junior family members</li> <li>Face family changes and challenges with perseverance and</li> </ul>

Domain	Key Stage	Learning Objectives
		optimism
	KS 4	<ul style="list-style-type: none"> <li>• Be willing to communicate with family members in a rational, respectful and caring manner</li> <li>• Strengthen family ties and foster family harmony; bravely undertake responsibilities to solve problems when the family is in adversity</li> </ul>

### 2.2.3 Learning objectives for the social domain

The overall learning objective for this domain is to help students recognise their roles, rights and responsibilities in different situations, including contexts where they get along with friends, schoolmates and various people in the workplace and society, and be able to communicate and stay in harmony with them. Students are also enabled to show concern for society, actively participate in its development, and become informed citizens with independent thinking, insights and responsibility.

The learning objectives for the social domain at different Key Stages are as follows:

Domain	Key Stage	Learning Objectives
Social Domain	KS 1	<ul style="list-style-type: none"> <li>• Establish a loving and inviting campus and learn actively</li> <li>• Respect others and be able to demonstrate appropriate etiquette on different occasions</li> <li>• Understand the “Basic Law” and the spirit of "One Country, Two Systems", respect the regional flag and regional emblem of Hong Kong and the Hong Kong Special Administrative Region Establishment Day</li> </ul>
	KS 2	<ul style="list-style-type: none"> <li>• Be willing to take on the responsibilities as a student, serve schoolmates and the school with a sense of belonging to the school and establish good teacher-student relationships</li> <li>• Speak cautiously, practise self-discipline and get along well with others in a rational and respectful manner</li> <li>• Assume responsibilities towards society, e.g. taking good care of public property, obeying rules and abiding by laws</li> </ul>
	KS 3	<ul style="list-style-type: none"> <li>• Discuss various social issues in a rational and practical manner and show concern for the long-term betterment of Hong Kong</li> <li>• Learn to cope with peer pressure and refrain from any inappropriate behaviour</li> <li>• Understand the importance of the “Basic Law” in maintaining the prosperity and stability of Hong Kong, thereby recognising the essence of “Rule of Law” and “Human Rights” as foundation for the development of Hong Kong</li> </ul>
	KS 4	<ul style="list-style-type: none"> <li>• Develop an acute sense and discern the values embedded in social issues</li> <li>• Undertake civic responsibilities, maintain a balance between individual and public interests by adopting a macro perspective and be willing to strive for the betterment of Hong Kong</li> </ul>

Domain	Key Stage	Learning Objectives
		<ul style="list-style-type: none"> <li>Actively develop and adopt proper attitudes required for working in society, such as punctuality, honesty, sense of responsibility, as well as those required for maintaining harmonious relationships with colleagues</li> </ul>

#### 2.2.4 Learning objectives for the national domain

The overall learning objective for this domain is to help students enhance their national identity, understand their roles, rights and responsibilities as nationals, foster a sense of affection for the country, actively learn about the national situation and explore the opportunities and challenges of the country's development such as achievements, difficulties, constraints and directions for improvement. It also helps students enhance national qualities such as the ability to distinguish right from wrong and to think independently. It encourages them to stay closely connected with the motherland, stand together in adversity, and contribute to the development and betterment of the country and its people.

This domain consists of four dimensions, namely natural resources, contemporary development, humanities and history, which are all interrelated and equally important.

The learning objectives for the national domain at different Key Stages are as follows:

Domain	Key Stage	Learning Objectives
National Domain	KS 1	<ul style="list-style-type: none"> <li>Enhance the sense of belonging towards the country through understanding its landscape, natural resources and antiquities</li> <li>Learn about the country's contemporary development, and develop a sense of self-reflection and national identity</li> <li>Foster a sense of belonging towards one's country, ancestral home and place of residence through tracing traditional Chinese customs and one's/peers' native and ancestral home</li> <li>Realise the importance of continuation and inheritance through learning the admirable qualities and virtues of outstanding personalities from various fields in the country</li> </ul>
	KS 2	<ul style="list-style-type: none"> <li>Develop an awareness of and concern for nature and environmental conservation through caring about the use of natural resources and environmental conservation in the country</li> <li>Learn about the close relationship between the country and Hong Kong in their development, understand the difficulties in the course of collaboration, explore the solutions, and develop a common sense of belonging</li> <li>Capture the essence of Chinese culture, and put the virtues learnt into practice in daily life</li> <li>Acquire a better understanding of the situations of the country from a historical perspective, experience the process of exploration and advancement, thereby understanding the directions for improvement, broadening horizons and affirming</li> </ul>

Domain	Key Stage	Learning Objectives
		national identity
	KS 3	<ul style="list-style-type: none"> <li>Understand the country's efforts and achievements made in natural resources conservation, reflect on the constraints and challenges involved, and show concern for the way forward for the country's sustainable development</li> <li>Show concern for the relationship between the Mainland and Hong Kong, realise the constraints in the country's development and its directions for improvement through understanding the Constitution of the country, the functions of important government organisations and the country's key projects</li> <li>Learn to appreciate Chinese literature and art, and understand the charm and spirit embedded therein to enhance national qualities</li> <li>Understand from a historical perspective the development of the country and the features of multiculturalism, learn about the present with reference to past experience, and be committed to taking on one's responsibilities as a citizen of the country</li> </ul>
	KS 4	<ul style="list-style-type: none"> <li>Understand one's responsibilities for the sustainable development of the country, and enhance the awareness of protecting natural resources through exploring the relationship between the use of resources and development of the country, as well as examining existing issues, difficulties and solutions</li> <li>Understand the impact on people's livelihood brought about by the development of the country in contemporary politics, economy, diplomatic relations and technology, as well as the exemplification of values such as democracy, rule of law and human rights so as to comprehend the close connection between the country and the world and be willing to strive for the betterment of the country and its people</li> <li>Explore traditional thinking and beliefs that shed light on a positive lifestyle and enrich the very essence of life, and exemplify the wisdom and virtues of such thinking and beliefs in contemporary living</li> <li>Examine significant events in Chinese history from a macro perspective and make comparisons with major world events, understand, from an objective standpoint, internal hardships and external challenges encountered in the course of reform and opening-up, and realise the adversities, struggles, difficulties, development and accomplishments within</li> </ul>

### 2.2.5 Learning objectives for the global domain

The overall learning objective for this domain is to guide students to recognise their roles, rights and responsibilities as global citizens, respect diverse cultures, and show concern for global issues with a view to enabling them to think from the perspective of a global citizen. It also enables them to make sound judgements in a caring and reasonable manner so as to foster world peace, justice, interdependence and sustainable development.



The learning objectives for the global domain at different Key Stages are as follows:

Domain	Key Stage	Learning Objectives
Global Domain	KS 1	<ul style="list-style-type: none"> <li>• Get along with people of different cultures with sincerity, open-mindedness and acceptance</li> <li>• Develop an awareness of sustainable development, a sense of responsibility towards environmental protection and an environmentally-friendly lifestyle</li> </ul>
	KS 2	<ul style="list-style-type: none"> <li>• Establish a global perspective and embody the spirit of humanitarianism by learning about issues of global concern</li> <li>• Learn and explore core values of the age such as respect, care, equality, democracy, freedom, rule of law and human rights, and develop an awareness of global citizenship</li> </ul>
	KS 3	<ul style="list-style-type: none"> <li>• Broaden horizons of the world, understand the interplay between the development of Hong Kong, the country and the world</li> <li>• Respect the uniqueness of different races and cultures, and embody the spirit of inclusion</li> </ul>
	KS 4	<ul style="list-style-type: none"> <li>• Understand the notion of global citizenship, show concern for the betterment of humankind and embody the spirit of respect, care for others, equality, democracy, freedom, rule of law and human rights</li> <li>• Acknowledge one's identity as a global citizen, contribute to the world's sustainable development and make rational decisions on global issues</li> </ul>

### 2.3 Linkage between the MNE subject and KLAS/subjects

The MNE subject further refines the elements of MNE in different KLAS/subjects, for the benefit of students in their whole-person development.

The MNE subject has clear curriculum aims and learning objectives and a well-defined curriculum framework. Schools should make reference to these aims and objectives and make adaptation to the MNE curriculum to cater for their students' needs, taking into consideration the school mission and contexts, as well as the objectives, contents and teaching arrangements of different KLAS/subjects so as to provide students with a holistic learning experience (for suggestions for curriculum planning of MNE, please refer to "Chapter III: Curriculum Planning").

### 2.4 Connections among various domains

The five domains covered in the MNE subject are not standalone but inter-connected (Figure 2):

- Cultivation of desirable personal ethics lays the foundation for developing desirable national qualities.
- The family is one of the important places a person first learns social norms and cultivates moral qualities. It is also one of the pillars that form a harmonious and

stable society.

- The development of the country has a significant impact on society. In turn, the community's concern for national affairs plays an active role in national development.
- As the country is a part of the world, the development of the country and that of the world are closely linked.
- Under the impact of “globalisation”, every individual is a member of the global village, and global issues are closely related to the country, society, family and individuals.



Figure 2: Connections among various domains

The MNE subject emphasises the close interconnections among the five domains. Teachers should guide students to reflect, from multiple perspectives and views, on the interconnections among different domains as well as the value conflicts that might arise, for example:

- **Between personal domain and family domain:** When planning one's future, how should a balance be struck between one's expectations and the family's?
- **Between personal domain and social domain:** When getting along and communicating with people holding different opinions, how should one's stand be maintained while respecting others'?
- **Between national domain and global domain:** When the country makes economic and social plans for its people, how should it respond to the demands from other countries, regions and organisations?

## **2.5 Curriculum contents at different Key Stages**

The following examples of the curriculum contents at different Key Stages (including examples of learning contents, examples of related skills, examples of related values and attitudes, and examples of extended learning contents) are to enhance teachers' understanding of the relevant topics and provide directions and orientations for teaching.

Teachers may refer to the examples of learning contents in the tables or select appropriate life events or issues for teaching so as to help students achieve the relevant learning objectives.

## 2.5.1 Key Stage One

### (a) Personal domain

Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
<ul style="list-style-type: none"> <li>Appreciate oneself, accept one's differences from others, enhance moral and national qualities by learning from Chinese virtues</li> </ul>	<ul style="list-style-type: none"> <li>Accept and appreciate one's personal characteristics (e.g. appearance, body size and shape, and ability); reflect on the meaning of personal appearance to oneself and others</li> <li>Recognise the roles of different genders, learn to respect and protect one's own body</li> <li>Learn the Chinese traditional virtues of modesty and thrift, and abstain from bad traits such as arrogance and improvidence</li> </ul>	<ul style="list-style-type: none"> <li>Acquire the skills of self-reflection</li> <li>Acquire the skills of self-care</li> <li>Acquire the skills of refusal</li> <li>Develop self-control of emotion and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Integrity</li> <li>Accepting</li> <li>Self-discipline</li> <li>Respect for others</li> <li>Responsibility</li> </ul>
<ul style="list-style-type: none"> <li>Distinguish right from wrong, uphold righteousness and preserve integrity</li> </ul>	<ul style="list-style-type: none"> <li>Treasure and persistently uphold the values of goodness in distinguishing right from wrong</li> <li>Learn the importance of good virtues (e.g. honesty, sincerity and courtesy) to oneself and others and learn to put them into practice</li> <li>Learn to control one's emotion and behaviour and avoid bad habits such as laziness, idleness and greediness</li> </ul>	<ul style="list-style-type: none"> <li>Develop the ability to distinguish right from wrong</li> <li>Acquire the skills of self-reflection</li> <li>Develop self-control of emotion and behaviour</li> </ul>	

#### Examples of extended learning contents

- Lead a healthy lifestyle, learn to be cautious and self-disciplined with one's study and life and develop good living habits

**(b) Family domain**

<b>Learning Objectives</b>	<b>Examples of Learning Contents</b>	<b>Examples of Related Skills</b>	<b>Examples of Related Values and Attitudes</b>
<ul style="list-style-type: none"><li>• Recognise the responsibilities as a son/daughter and a member of the younger generation in fostering family harmony</li></ul>	<ul style="list-style-type: none"><li>• Take on willingly the roles and responsibilities of a son/daughter and a member of the younger generation in a family, for example, taking care of oneself, being receptive to parents' and seniors' advice, addressing parents and seniors properly, speaking to parents and seniors with courtesy and greeting parents when leaving or returning home</li><li>• Practise in modern family life the notion of the five cardinal relationships in Chinese culture and traditional family values (e.g. filial piety and respect for ancestors), and understand how these notions contribute to family harmony</li></ul>	<ul style="list-style-type: none"><li>• Cultivate the habits of self-care and respect for senior family members</li></ul>	<ul style="list-style-type: none"><li>• Care for others</li><li>• Responsibility</li><li>• Filial piety</li><li>• Solidarity</li><li>• Services</li><li>• Mutuality</li><li>• Cultural heritage</li></ul>
<ul style="list-style-type: none"><li>• Show love and concern for family members, and establish and maintain harmonious relationships</li></ul>	<ul style="list-style-type: none"><li>• Realise the importance of communication and support among family members and put it into practice in daily life, e.g. initiating to share joys and sorrows among family members, considering more often the positions and feelings of family members, being willing to share items with them, being courteous to one another, showing concern for and taking care of family members in illnesses, helping siblings with their studies, encouraging family members with unsatisfactory academic performance, and consoling family members facing difficulties at work</li></ul>	<ul style="list-style-type: none"><li>• Be able to communicate and get along with family members appropriately, show care for and support to family members</li></ul>	

**Examples of extended learning contents**

- Learn Chinese virtues through stories reflecting virtues of family ethics found in classical literature and modern society. Some examples are stories about parenting (e.g. Mencius' Mother Moving House Three Times) and love and respect between siblings (e.g. Kong Rong's Story of Sharing Pears)

**(c) Social domain**

<b>Learning Objectives</b>	<b>Examples of Learning Contents</b>	<b>Examples of Related Skills</b>	<b>Examples of Related Values and Attitudes</b>
<ul style="list-style-type: none"> <li>• Establish a loving and inviting campus and learn actively</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to adapt to a new environment with an optimistic and positive attitude</li> <li>• Care about classmates, help one another and be willing to learn together</li> <li>• Learn how to deal with challenges in learning and actively find ways to overcome difficulties</li> <li>• Understand the importance of respect for teachers and seniors and put it into practice, e.g. following their advice, behaving properly and paying attention in class</li> <li>• Understand the spirit, principles and importance of school rules and be an obedient student, e.g. respecting one another and following rules when participating in group activities</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire the skills of cooperation</li> <li>• Learn the methods to overcome difficulties in studies</li> <li>• Develop respect for teachers and learn to follow school rules</li> </ul>	<ul style="list-style-type: none"> <li>• Care for others</li> <li>• Respect for others</li> <li>• Commitment</li> <li>• Positive</li> <li>• Altruism</li> <li>• Broadmindedness</li> <li>• Law-abiding</li> <li>• Mutuality</li> </ul>
<ul style="list-style-type: none"> <li>• Respect others and be able to demonstrate appropriate etiquette on different occasions</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to make new friends and build friendships, e.g. treating others with an active, friendly and caring attitude</li> <li>• Learn to respect and treat individuals and different organisations fairly, regardless of sex, race, background, interest, habit, etc, as well as understand the appropriate etiquette for different occasions, e.g. showing respect to others when they are expressing opinions, and being well-groomed and properly behaved in classroom and in line to show courtesy</li> <li>• Learn how to resolve conflicts between peers by, e.g. showing mutual understanding, considering others' feelings or interests, and learning to handle one's own emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire social skills of making new friends and building friendships</li> <li>• Cultivate the habit to demonstrate the appropriate etiquette on different occasions</li> <li>• Handle conflicts between peers properly</li> </ul>	

Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
<ul style="list-style-type: none"> <li>Understand the “Basic Law” and the spirit of "One Country, Two Systems", respect the regional flag and regional emblem of Hong Kong and the Hong Kong Special Administrative Region Establishment Day</li> </ul>	<ul style="list-style-type: none"> <li>Understand the principles of the “Basic Law” and the spirit of “One Country, Two Systems” and their importance to Hong Kong</li> <li>Understand and respect the regional flag and regional emblem of Hong Kong and the Hong Kong Special Administrative Region Establishment Day to develop a sense of citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Understand the “Basic Law” and the spirit of “One Country, Two Systems”</li> <li>Identify the representations of the Hong Kong Special Administrative Region</li> </ul>	

#### Examples of extended learning contents

- Students can learn Chinese virtues through stories about ethics and virtues of friendship from classical literature and modern society. Some examples are the story about friendship between Yu Boya and Zhong Ziqi and the story about the friendship between Guan Zhong and Bao Shuya. They well illustrate the admirable virtues of friendship valued in Chinese culture

**(d) National domain**

<b>Learning Objectives</b>	<b>Examples of Learning Contents</b>	<b>Examples of Related Skills</b>	<b>Examples of Related Values and Attitudes</b>
<ul style="list-style-type: none"> <li>Enhance the sense of belonging towards the country through understanding its landscape, natural resources and antiquities</li> </ul>	<u>Natural Resources (Love of the Motherland):</u> <ul style="list-style-type: none"> <li>Understand the features of the country's landscape, feel the richness and beauty of the vast territory and foster appreciation and gratitude towards it</li> <li>Appreciate the natural beauty of the country through understanding the country's geographical location</li> <li>Develop an awareness of ethnic harmony through learning about the major cities and ethnic diversity of the country</li> <li>Understand the connections between nature and cultural heritage, as well as the importance of a harmonious relationship between man and nature and develop an awareness of conservation through appreciating the major landmarks and natural resources of the country, e.g. the Five Great Mountains and the Three Great Rivers</li> </ul>	<ul style="list-style-type: none"> <li>Identify the locations of the major cities of China on the map</li> </ul>	<ul style="list-style-type: none"> <li>National identity</li> <li>Broadmindedness</li> <li>Enterprise</li> <li>Appreciative</li> <li>Patriotism</li> <li>Sense of belonging</li> <li>Plurality</li> <li>Cultural heritage</li> <li>Sustainable development</li> </ul>
<ul style="list-style-type: none"> <li>Learn about the country's contemporary development, and develop a sense of self-reflection and national identity</li> </ul>	<u>Contemporary Development (Foundation and Outlook):</u> <ul style="list-style-type: none"> <li>Understand different aspects of the country's contemporary development, as well as its achievements, constraints, directions for improvement, etc.</li> <li>Understand the country's contemporary development, e.g. construction of a transport system, development in aerospace technology and agricultural improvement, and its significance in improving people's livelihood, as well as the difficulties faced by the country</li> <li>Learn about and respect the representations of the country, including the date of the National Day and its significance; the design and meaning of the national flag and national emblem as</li> </ul>	<ul style="list-style-type: none"> <li>Identify the representations of the sovereignty of the country</li> <li>Learn to sing the national anthem and the etiquette of raising the national flag and hanging the national emblem</li> </ul>	



Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
	well as the occasions and regulations regarding their use; the etiquette of raising the national flag and hanging the national emblem; the meaning of the national anthem as well as the occasions it is played and related etiquette		
<ul style="list-style-type: none"> <li>• Foster a sense of belonging towards one's country, ancestral home and place of residence through tracing traditional Chinese customs and one's/peers' native and ancestral home</li> </ul>	<p><u>Humanities (Ethnics and Customs):</u></p> <ul style="list-style-type: none"> <li>• Learn about major family relationships and family history of one's own or ethnic Chinese peers, as well as understand the location of ancestral home, features of local products and culture, and current development of the place in order to develop a sense of belonging and attachment towards one's family, ancestral home and place of residence</li> <li>• Understand the customs of traditional festivals and their cultural meanings (e.g. Mid-Autumn Festival symbolising family reunion, Dragon Boat Festival praising the patriotism of Qu Yuan, and customs such as family visits during Chinese New Year reflecting harmony among people); thereby realising the characteristics and inheritance of Chinese culture from the festivals</li> <li>• Appreciate different local customs, respect the culture of ethnic minorities such as their architecture, clothing and accessories and living habits, and cultivate broadmindedness</li> </ul>	<ul style="list-style-type: none"> <li>• Show the genealogical relationship among major family members in a chart</li> <li>• Identify the location of ancestral home on the map</li> <li>• Compare the traditional customs of different Chinese festivals</li> <li>• Identify the characteristics of ethnic groups</li> </ul>	
<ul style="list-style-type: none"> <li>• Realise the importance of continuation and inheritance through learning the admirable qualities and virtues of</li> </ul>	<p><u>History (Continuation and Inheritance):</u></p> <ul style="list-style-type: none"> <li>• Understand that history continues from the past and extends to the future, and that innovations result from the evolvement and accumulation of past experiences</li> <li>• Study some historic events that illustrate the importance of continuation and inheritance, for example, the overland and maritime routes of the Silk Road being explored by people of</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the reasons why historic figures deserve admiration</li> <li>• Identify historic events</li> </ul>	

Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
outstanding personalities from various fields in the country	<p>different ages before an order was gradually established for it to become a major route for travel and communication between the East and the West</p> <ul style="list-style-type: none"> <li>• Understand the virtues and contributions of historic figures from various fields (e.g. politics, science and technology, arts and culture, and academic studies) through their stories</li> </ul>		

### Examples of extended learning contents

- **Natural Resources (Love of the Motherland):** Study the development of different regions, landscapes, provinces, autonomous regions and cities from multiple perspectives by, for example, learning about the development of ancient cities from the famous North Song Dynasty drawing “Riverside Scene at Qingming Festival”; understanding the relationship between the Yellow River and people’s livelihood through the story “Great Yu Controls the Water”; appreciating the beauty of the scenery in northern Shaanxi Province as described in the modern song “Nanniwan”
- **Contemporary Development (Foundation and Outlook):** Learn about the country’s current political leaders (e.g. the President and the Premier of the State Council), the efforts and contributions they have made and the difficulties and challenges they face
- **Humanities (Ethnics and Customs):** Understand the value of festive customs from different dimensions, for instance, the inheritance and changes of festivals in modern society through food production (e.g. numerous types of modern moon cakes are produced for Mid-Autumn Festival but the value of cherishing family and relationships remains unchanged); the festive customs from literature (e.g. “Double Ninth, Missing My Shandong Brothers” by Wang Wei from the Tang Dynasty describes the customs of planting cornel during Chung Yeung Festival to demonstrate familial love) and a comparison between Chinese and foreign festivals that are similar in nature (e.g. the customs of the Chinese Yu Lan Festival and the Western Halloween are compared to show that the former embodies care and love for the deceased)
- **History (Continuation and Inheritance):** Study the course of development of historic cities such as Xi'an, Nanjing and Beijing, and understand how they have been developed to meet the needs of modern society so as to realise the characteristics of continuation and inheritance

**(e) Global domain**

<b>Learning Objectives</b>	<b>Examples of Learning Contents</b>	<b>Examples of Related Skills</b>	<b>Examples of Related Values and Attitudes</b>
<ul style="list-style-type: none"><li>• Get along with people of different cultures with sincerity, open-mindedness and acceptance</li></ul>	<ul style="list-style-type: none"><li>• Realise that despite interpersonal differences, people are interdependent and closely connected and acknowledge their identity as part of the world</li><li>• Learn how to respect and accept people of different nationalities, thoughts and habits</li></ul>	<ul style="list-style-type: none"><li>• Acquire the skills of getting along with people of different cultures peacefully</li></ul>	<ul style="list-style-type: none"><li>• Respect for others</li><li>• Acceptance</li><li>• Peace</li><li>• Participatory</li><li>• Sustainable development</li></ul>
<ul style="list-style-type: none"><li>• Develop an awareness of sustainable development, a sense of responsibility towards environmental protection and an environmentally-friendly lifestyle</li></ul>	<ul style="list-style-type: none"><li>• Acquire an initial understanding of the concept of sustainable development and be willing to adopt a lifestyle and develop consumption habits, e.g. practising low carbon living and energy saving, that contribute to environmental protection</li></ul>	<ul style="list-style-type: none"><li>• Develop the habit of environmental protection</li></ul>	

**Examples of extended learning contents**

- Appreciate cultures of different countries/regions, e.g. clothing and accessories, architecture, art, festivals, and accept the uniqueness of different cultures

## 2.5.2 Key Stage Two

### (a) Personal domain

Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
<ul style="list-style-type: none"> <li>Accept with optimism both the physical and mental changes in the growth process</li> </ul>	<ul style="list-style-type: none"> <li>Learn to deal with changes in oneself and in life with a positive attitude during the growth process</li> <li>Learn the values of self-love, self-acceptance and self-affirmation in daily life</li> </ul>	<ul style="list-style-type: none"> <li>Acquire the skills of self-care</li> <li>Acquire the skills of self-reflection</li> <li>Develop stress management strategies</li> </ul>	<ul style="list-style-type: none"> <li>Positive</li> <li>Optimistic</li> <li>Perseverance</li> <li>Self-discipline</li> <li>Integrity</li> <li>Appreciative</li> </ul>
<ul style="list-style-type: none"> <li>Develop a healthy lifestyle, resist temptations, and refrain from any inappropriate behaviour such as smoking, gambling, drinking and taking drugs</li> </ul>	<ul style="list-style-type: none"> <li>Develop a healthy attitude towards life, reflect on how one's attitude towards life impacts oneself and others, learn to lead a simple lifestyle and develop proper values of money and material things</li> <li>Raise one's awareness of self-love through realising the adverse effects of improper behaviour on oneself and others, and learn how to resist temptations and deal with related matters in daily life in a rational and responsible manner</li> </ul>	<ul style="list-style-type: none"> <li>Acquire analytical skills</li> <li>Acquire the skills of making judgements</li> <li>Acquire critical thinking skills</li> <li>Acquire the skills of resisting temptations</li> </ul>	

#### Examples of extended learning contents

- Learn from failures and avoid repeating the same mistakes through reviewing past experiences, and learn to enhance oneself in the face of challenges and difficulties
- Appreciate the process of growing up and becoming independent, adopt the right behaviour to demonstrate independence and avoid being egocentric

**(b) Family domain**

<b>Learning Objectives</b>	<b>Examples of Learning Contents</b>	<b>Examples of Related Skills</b>	<b>Examples of Related Values and Attitudes</b>
<ul style="list-style-type: none"><li>• Show concern for the feelings and needs of family members and be willing to shoulder responsibilities as a member of the family</li></ul>	<ul style="list-style-type: none"><li>• Appreciate the importance of traditional family values in maintaining family relationships in modern world through learning about the emphasis on family in Chinese culture</li><li>• Further take on the roles and responsibilities of family members, e.g. sharing housework and being supportive to other members</li><li>• Get to understand the feelings and needs of family members in different situations and enhance communication within the family to contribute to family harmony</li></ul>	<ul style="list-style-type: none"><li>• Take on the roles and responsibilities of family members appropriately</li><li>• Master the ways to promote family harmony</li></ul>	<ul style="list-style-type: none"><li>• Care for others</li><li>• Responsibility</li><li>• Commitment</li><li>• Respect for others</li><li>• Filial piety</li><li>• Solidarity</li><li>• Appreciative</li><li>• Rationality</li><li>• Mutuality</li></ul>
<ul style="list-style-type: none"><li>• Show concern for senior family members in a respectful and sincere manner</li></ul>	<ul style="list-style-type: none"><li>• Show concern for the seniors and maintain good communication, e.g. using courtesy phrases properly, respecting their opinions, expressing one's opinions to senior family members in proper ways</li><li>• Learn to analyse issues rationally and alleviate emotional stress when facing family conflicts, e.g. expressing views calmly, analysing the situation objectively and discussing possible coping strategies</li></ul>	<ul style="list-style-type: none"><li>• Learn to show concern for the seniors in proper ways</li><li>• Learn to deal with family conflicts calmly</li></ul>	

**Examples of extended learning contents**

- Study the venues (e.g. ancestral and study halls) or activities (e.g. customs of veneration, festivals and ceremonies) relating to ancestry and families through different means (including field studies and exchange programmes) in order to understand the traditional emphasis on family relationships in Chinese culture

**(c) Social domain**

<b>Learning Objectives</b>	<b>Examples of Learning Contents</b>	<b>Examples of Related Skills</b>	<b>Examples of Related Values and Attitudes</b>
<ul style="list-style-type: none"> <li>• Be willing to take on the responsibilities as a student, serve schoolmates and the school with a sense of belonging to the school and establish good teacher-student relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the roles and responsibilities of students, and the meanings of taking the initiative to serve their school and schoolmates, e.g. cleaning the classrooms and the school, taking care of school properties, and maintaining environmental hygiene of the school</li> <li>• Learn how to face frustration in the course of learning and enhance learning effectiveness, e.g. reflecting on past experiences, being modest in learning and willing to ask questions</li> <li>• Understand how to establish a good teacher-student relationship, e.g. being aware of the proper manners and attitudes in classroom, showing respect and gratitude to teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a sense of responsibility and know the ways to serve the school and schoolmates</li> <li>• Set practical learning objectives</li> <li>• Learn the skills of self-reflection and problem-solving in learning</li> </ul>	<ul style="list-style-type: none"> <li>• Care for others</li> <li>• Responsibility</li> <li>• Respect for others</li> <li>• Services</li> <li>• Rule of law</li> <li>• Law-abiding</li> <li>• Mutuality</li> </ul>
<ul style="list-style-type: none"> <li>• Speak cautiously, practise self-discipline and get along well with others in a rational and respectful manner</li> </ul>	<ul style="list-style-type: none"> <li>• Think about what peers mean, learn how to get along well with them and develop friendship, e.g. being polite, treating others with sincerity, care and friendliness, showing respect to friends, caring about people's feelings, and being considerate; discuss the differences between friendship, affection and love, and learn how to develop and maintain a healthy love relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Develop self-control</li> <li>• Develop interpersonal skills</li> </ul>	

Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
<ul style="list-style-type: none"> <li>Assume responsibilities towards society, e.g. taking good care of public property, obeying rules and abiding by laws</li> </ul>	<ul style="list-style-type: none"> <li>Take on and commit to the roles and responsibilities as a member of society, e.g. taking an interest in social issues or participating in simple volunteer services, to further enhance one's identity as a citizen</li> <li>Learn the importance of good neighbourhood and proper ways of getting along well with neighbours amicably, e.g. greeting with nods and smiles and giving help when someone is in need</li> <li>Know the basic facilities in the community, recognise the ways of making good use of them, and care about the community, e.g. cherishing and making good use of public facilities, complying with public order, and maintaining environmental hygiene in the community</li> <li>As a citizen, learn how to work with the government to maintain social and public order</li> </ul>	<ul style="list-style-type: none"> <li>Acquire social skills and maintain amicable relations with neighbours</li> <li>Make good use of community facilities</li> <li>Learn to abide by laws</li> <li>Acquire the skills of collecting information on current issues</li> </ul>	

### Examples of extended learning contents

- Discuss the definition of bullying and violence, and learn to face and deal with life events such as verbal abuse and cyber-bullying on the basis of respect, equality, love and concern
- Take the initiative to learn civic rights and responsibilities and show concern for social issues in Hong Kong, e.g. abiding by laws, respecting the importance of fairness, complying with public order and making comments on social policies

**(d) National domain**

<b>Learning Objectives</b>	<b>Examples of Learning Contents</b>	<b>Examples of Related Skills</b>	<b>Examples of Related Values and Attitudes</b>
<ul style="list-style-type: none"> <li>• Develop an awareness of and concern for nature and environmental conservation through caring about the use of natural resources and environmental conservation in the country</li> </ul>	<u>Natural Resources (The Beautiful Country):</u> <ul style="list-style-type: none"> <li>• Understand the natural resources and environmental ecology of the country, appreciate its diversity of resources and develop an awareness of and concern for nature and environmental conservation</li> <li>• Develop an understanding of land resources, e.g. the situation of the agricultural land and land use, and learn to treasure land resources</li> <li>• Develop an understanding of water and marine resources, e.g. the distribution of water and aquatic resources, and learn to treasure resources</li> <li>• Develop an understanding of the abundant animal resources of the country, including rare species and the relationship between animal resources and environment/ecology, and develop care for animals and an awareness of conservation</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the types and usage of important natural resources of the country</li> </ul>	<ul style="list-style-type: none"> <li>• National identity</li> <li>• Rationality</li> <li>• Sincerity</li> <li>• Benevolence</li> <li>• Filial piety</li> <li>• Appreciative</li> <li>• Solidarity</li> <li>• Patriotism</li> <li>• Cultural heritage</li> <li>• Sustainable development</li> </ul>
<ul style="list-style-type: none"> <li>• Learn about the close relationship between the country and Hong Kong in their development, understand the difficulties in the course of</li> </ul>	<u>Contemporary Development (Construction and Improvement):</u> <ul style="list-style-type: none"> <li>• Learn about the cooperation between the country and Hong Kong in joint constructions and improvements; understand the close connection and common roots of the two places, their joint efforts for prosperity, as well as the difficulties encountered in the course of development and the solutions to these problems</li> <li>• Understand the collaborative projects between the country and Hong Kong in fields such as infrastructure, economy and</li> </ul>	<ul style="list-style-type: none"> <li>• Collect information to understand the current collaborative projects developed by the country and Hong Kong</li> <li>• Understand the relationship between the country and Hong Kong</li> </ul>	



Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
collaboration, explore the solutions, and develop a common sense of belonging	livelihood, education and culture <ul style="list-style-type: none"> <li>• Understand the important roles and contributions of Hong Kong in the current development of the country, e.g. Hong Kong's geographical advantage, international connections, and the bridging role of Hong Kong in facilitating the integration of China into the world in order to understand the close connection between the two places</li> <li>• Pay attention to the current issues of the country and be able to show concern for our compatriots through appropriate channels</li> </ul>		
<ul style="list-style-type: none"> <li>• Capture the essence of Chinese culture, and put the virtues learnt into practice in daily life</li> </ul>	<u>Humanities (Virtues and Education):</u> <ul style="list-style-type: none"> <li>• Learn the wisdom in classics, develop virtues and elegance, and put them into practice in daily life</li> <li>• Develop virtues by learning the wisdom from the 24 solar terms, stories and Chinese proverbs, for example:               <ul style="list-style-type: none"> <li>- The 24 solar terms: e.g. “Light Snow” and “Heavy Snow” tell us to keep oneself warm and also remind us to cope with adversity with perseverance; “the Beginning of Spring” and “Spring Shower” suggest a renewal of life and “encourage people to seize the opportune moments</li> <li>- Stories: e.g. “Nuwa Created Human Beings” describes care and love; “Shennong Tasting Herbs” advocates real practice and some stories in “The Twenty-four Filial Exemplars” 《二十四孝》 promote filial piety</li> <li>- Proverbs: e.g. virtues of love, filial piety, integrity and thrift from “Three Character Classic” 《三字經》, “Standards for Students” 《弟子規》 and “Wisdom in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify the traditional virtues and wisdom in Chinese culture as shown in solar terms, proverbs and stories</li> <li>• Demonstrate Chinese virtues and put them into practice in daily life</li> </ul>	

Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
	<p>Chinese Proverbs” 《增廣賢文》</p> <ul style="list-style-type: none"> <li>• Rethink the value of traditional Chinese virtues in modern society and be willing to put the cultural virtues into practice in different aspects, e.g. family life, school life and friendship</li> </ul>		
<ul style="list-style-type: none"> <li>• Acquire a better understanding of the situations of the country from a historical perspective, experience the process of exploration and advancement, thereby understanding the directions for improvement, broadening horizons and affirming national identity</li> </ul>	<p><u>History (Exploration and Advancement):</u></p> <ul style="list-style-type: none"> <li>• Understand the continuous evolvement of historical developments and experience the process of exploration and advancement, thereby identifying directions for improvement and broadening horizons through learning about the country by different means</li> <li>• Learn the important periods in Chinese history and appreciate the long and profound history and culture</li> <li>• Select and study historic events that reflect the process of exploration and advancement, for example:               <ul style="list-style-type: none"> <li>- Zheng He’s voyages and exploration in the Ming Dynasty, which made contributions to aspects such as foreign affairs, trade and cultural dissemination</li> <li>- Reform suggestions proposed in the late Qing Dynasty and the 1911 Revolution, which set the new order for the country</li> </ul> </li> <li>• Identify historic figures who demonstrated spirits of exploration and advancement in various fields (e.g. politics, science and technology, arts and culture, and academic studies), and learn their admirable qualities and contributions through stories</li> <li>• Learn the roles and contributions of important inventions in Chinese history (e.g. compass, paper, printing and</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the important periods in Chinese history</li> <li>• Collect information to identify historic events</li> <li>• Collect information to understand the reasons why historic figures deserve admiration</li> </ul>	

Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
	gunpowder) to the progress of world civilisation		

### Examples of extended learning contents

- **Natural Resources (The Beautiful Country):** Know the resources in travel industry, including characteristics of famous tourist spots and attractions and be concerned about the utilisation of these resources by the country
- **Contemporary Development (Construction and Improvement):** Understand the crucial role the country is playing in the current development of Hong Kong, e.g. the opportunities for sustainable development of Hong Kong brought by the potential of the Mainland market and its demand for services, and learn the difficulties faced by both places in the process of development and the possible solutions
- **Humanities (Virtues and Education):** Learn the traditional toys and entertainments for children such as kites, spinning tops, windmills and tangram, and appreciate the time-honoured customs of Chinese culture
- **History (Exploration and Advancement):** Starting from a neighbouring region, study the connection of historic figures, events and venues in Guangdong to Hong Kong to deepen the understanding that Guangdong and Hong Kong are closely connected and have the same roots

**(e) Global domain**

<b>Learning Objectives</b>	<b>Examples of Learning Contents</b>	<b>Examples of Related Skills</b>	<b>Examples of Related Values and Attitudes</b>
<ul style="list-style-type: none"><li>• Establish a global perspective and embody the spirit of humanitarianism by learning about issues of global concern</li></ul>	<ul style="list-style-type: none"><li>• Know the issues of global concern and their impact, and understand the importance of international cooperation in promoting the awareness of unity and mutual help, as well as seeking collective development</li></ul>	<ul style="list-style-type: none"><li>• Be able to see global phenomena from global and humanitarian perspectives</li><li>• List issues of global concern</li></ul>	<ul style="list-style-type: none"><li>• Equality</li><li>• Human rights</li><li>• Freedom</li><li>• Rule of law</li><li>• Democracy</li><li>• Mutuality</li><li>• Betterment of humankind</li></ul>
<ul style="list-style-type: none"><li>• Learn and explore core values of the age such as respect, care, equality, democracy, freedom, rule of law and human rights, and develop an awareness of global citizenship</li></ul>	<ul style="list-style-type: none"><li>• Learn the spirit involved in addressing common issues of concern through international cooperation, e.g. mutual benefit, innate equality and basic rights of human beings in the context of international cooperative organisations, and learn to live harmoniously with others based on these universal values</li><li>• Understand that universal values are compatible with Chinese culture, e.g. the concept of “love for others” is complementary to the concept of benevolence in traditional Chinese culture</li></ul>	<ul style="list-style-type: none"><li>• Acquire the skills of making judgements based on universal values</li><li>• Identify key functions of some major international cooperative organisations</li></ul>	

**Examples of extended learning contents**

- Based on the disaster in a specific country/region (e.g. the Great East Japan Earthquake and the tsunami in South East Asia), study how international cooperation contributes to the rescue and relief work and facilitates the betterment of humankind

### 2.5.3 Key Stage Three

#### (a) Personal domain

Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
<ul style="list-style-type: none"> <li>• Adopt a positive attitude and face adversities with broadmindedness</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that difficulties and adversities are parts of life, explore the possible outcomes of adopting various attitudes in treating others and handling issues, learn to face adversities with a positive attitude</li> <li>• Affirm personal values, reflect on the influences of money, material things, idols and others' comments on oneself, and think about how to set meaningful life goals</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire problem-solving skills: improve the abilities to solve problems and establish emotional support based on individuals' own interests and strengths</li> <li>• Develop creativity: explore the meaning of life, life goals, expectations as well as the strategies to achieve the goals step by step</li> </ul>	<ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Responsibility</li> <li>• Commitment</li> <li>• Enterprise</li> <li>• Rationality</li> <li>• Optimistic</li> <li>• Self-discipline</li> </ul>
<ul style="list-style-type: none"> <li>• Uphold the good, make reasonable judgements and act accordingly even when caught in dilemmas of conflicting values</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to overcome the constraints of the environment, uphold positive values and make judgements when caught in dilemmas of conflicting values</li> <li>• Learn to “think before you act” through considering the possible impact of decisions made in daily life, and be responsible for one's own actions</li> <li>• Respect life and reflect on its preciousness, and not to objectify oneself to trade for other things</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire the skills of making judgements: consider different aspects of the matters to make judgements</li> <li>• Acquire problem-solving skills: how to avoid going astray and protect oneself in the face of adversity</li> </ul>	

**Examples of extended learning contents**

- Understand one's physical and mental health conditions, work and rest routine and abilities to manage time and money, and check if there are any signs of indulgence; develop the attitude of self-reflection and self-discipline as well as a healthy lifestyle, and uphold these attitudes all the time even when being alone
- Analyse various information from the media and identify the undesirable messages from it, e.g. the harmful effects brought about by violence, pornography, discrimination or materialism; distinguish right from wrong and refrain from accessing undesirable information by exercising discernment

**(b) Family domain**

<b>Learning Objectives</b>	<b>Examples of Learning Contents</b>	<b>Examples of Related Skills</b>	<b>Examples of Related Values and Attitudes</b>
<ul style="list-style-type: none"><li>• Actively share responsibilities for taking care of senior and junior family members</li></ul>	<ul style="list-style-type: none"><li>• Realise the importance of actively sharing housework and cooperating with family members and put it into practice</li><li>• Practise the Chinese virtues of filial piety and care for the young by taking care of senior and junior family members in daily life</li></ul>	<ul style="list-style-type: none"><li>• Be able to tend to the health and daily needs of senior and junior family members</li></ul>	<ul style="list-style-type: none"><li>• Care for others</li><li>• Commitment</li><li>• Filial piety</li><li>• Perseverance</li><li>• Trust</li><li>• Optimistic</li><li>• Mutuality</li></ul>
<ul style="list-style-type: none"><li>• Face family changes and challenges with perseverance and optimism</li></ul>	<ul style="list-style-type: none"><li>• Learn to seek advice from family members when encountering difficulties and setbacks</li><li>• Face family changes and adversities (e.g. sickness/unemployment/retirement/death/financial difficulties of family members, and parents' divorce) and learn to be positive when dealing with them</li><li>• Be able to resolve the conflicts with family members with a caring and understanding attitude; understand that peaceful and rational discussions can be conducted when members are of different opinions</li><li>• Learn to adopt a rational attitude in solving problems by getting to know the family support services provided by the community</li></ul>	<ul style="list-style-type: none"><li>• Learn about the ways of dealing with family changes and adversities</li><li>• Be able to resolve conflicts with family members</li><li>• Learn about the channels available for family support services</li></ul>	

**Examples of extended learning contents**

- Explore the wisdom in the Chinese family motto, select appropriate materials (e.g. family rules, clan rules, letters to family, and poems or stories with morals for children) for discussion and apply the wisdom in family life

**(c) Social domain**

<b>Learning Objectives</b>	<b>Examples of Learning Contents</b>	<b>Examples of Related Skills</b>	<b>Examples of Related Values and Attitudes</b>
<ul style="list-style-type: none"> <li>• Discuss various social issues in a rational and practical manner and show concern for the long-term betterment of Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise various ways of community participation (e.g. District Council, Kaifong Welfare Associations and community organisations) to cultivate a positive attitude towards participation in community activities</li> <li>• Show concern for issues in the community and be willing to make improvements</li> <li>• Learn the ways to develop the awareness of local issues and care about the long-term benefit of Hong Kong, have a sense of belonging and responsibility towards society, and recognise one's identity as a citizen</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about various ways of social participation</li> <li>• Care about the social issues in Hong Kong through various channels</li> <li>• Learn about the ways to perform civic obligations with a positive and rational attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Commitment</li> <li>• Justice</li> <li>• Rule of law</li> <li>• Law-abiding</li> <li>• Perseverance</li> <li>• Broadmindedness</li> <li>• Rationality</li> <li>• Services</li> </ul>
<ul style="list-style-type: none"> <li>• Learn to cope with peer pressure and refrain from any inappropriate behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to be firm in one's stand and cope with peer pressure</li> <li>• Learn to affirm and express oneself appropriately, e.g. politely express one's position and uphold moral principles</li> <li>• Know the priority of adhering to principles over peer recognition, such as refraining from any inappropriate behaviour (e.g. smoking, gambling and promiscuity) even under peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire the skills of self-affirmation, self-expression and learn to refrain from inappropriate behaviour</li> </ul>	



Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
<ul style="list-style-type: none"> <li>• Understand the importance of the “Basic Law” in maintaining the prosperity and stability of Hong Kong, thereby recognising the essence of “Rule of Law” and “Human Rights” as foundation for the development of Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main principles of the “Basic Law” and its importance to Hong Kong</li> <li>• Understand the rights and obligations of nationals, safeguard the peace of the living environment, maintain public safety and order, understand and abide by the law; be able to strike a balance between rights and obligations</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the main principles of the “Basic Law” and its importance to Hong Kong</li> <li>• Exercise rights and perform obligations properly through various means under different circumstances</li> </ul>	

#### Examples of extended learning contents

- Understand the importance of listening to and empathising with others and learn the related skills; develop the abilities of putting oneself in others’ positions, understanding others’ thoughts and feelings and giving responses so as to enhance interpersonal relationship and communication skills
- Develop healthy and responsible attitudes towards love and sex, and learn to handle the issues related to love and sex rationally
- Learn Chinese virtues from stories that depict respect for teachers in classical literature and modern society to cultivate the proper attitudes towards teachers and express gratitude to them

**(d) National domain**

<b>Learning Objectives</b>	<b>Examples of Learning Contents</b>	<b>Examples of Related Skills</b>	<b>Examples of Related Values and Attitudes</b>
<ul style="list-style-type: none"> <li>Understand the country's efforts and achievements made in natural resources conservation, reflect on the constraints and challenges involved, and show concern for the way forward for the country's sustainable development</li> </ul>	<u>Natural Resources (Conservation and Innovation):</u> <ul style="list-style-type: none"> <li>Understand the country's efforts and achievements made in natural resources conservation and the development of environmental industries based on the geographical features of different regions</li> <li>Understand the development of renewable and non-renewable energy such as wind power, solar power, hydro-electric power and nuclear power, and reflect on the constraints and challenges involved as well as the impact on the ecology so as to explore the issues of energy development and sustainable development from multiple perspectives</li> <li>Understand pollution control measures such as sewage and waste disposal, energy conservation and carbon reduction measures, and reflect on the limitations and challenges involved as well as individuals' responsibilities for environmental protection</li> </ul>	<ul style="list-style-type: none"> <li>Consider the balance between industrial development and environmental conservation from multiple perspectives</li> <li>Identify the views of different groups on environmental conservation and establish one's own standpoint</li> </ul>	<ul style="list-style-type: none"> <li>National identity</li> <li>Rationality</li> <li>Justice</li> <li>Equality</li> <li>Democracy</li> <li>Rule of law</li> <li>Human rights</li> <li>Participatory</li> <li>Patriotism</li> <li>Broadmindedness</li> <li>Sense of belonging</li> <li>Appreciative</li> <li>Cultural heritage</li> <li>Sustainable development</li> </ul>
<ul style="list-style-type: none"> <li>Show concern for the relationship between the Mainland and Hong Kong, realise the constraints in the country's development and its directions for</li> </ul>	<u>Contemporary Development (Planning and Implementation):</u> <ul style="list-style-type: none"> <li>Understand the implementation of the Constitution and the functions of important government organisations (e.g. the National People's Congress, the State Council, the Central Military Commission, the Supreme People's Court and the Supreme People's Procuratorate) and the National Committee of the Chinese People's Political Consultative Conference (CPPCC), and their relationships with the Hong Kong Special Administrative Region so as to enhance understanding of the</li> </ul>	<ul style="list-style-type: none"> <li>Be able to explain the structure and functions of important government organisations of the country using charts</li> <li>Understand the relationship between the Central</li> </ul>	

Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
improvement through understanding the Constitution of the country, the functions of important government organisations and the country's key projects	<p>concepts of the state and “One Country, Two Systems”</p> <ul style="list-style-type: none"> <li>• Understand the important contemporary national plans such as reform and opening up and recent plans on economic and social development in order to understand their impact on the development of society, the difficulties and inadequacies involved as well as the opportunities and challenges facing the country</li> <li>• Understand the important development philosophy and projects in various areas including education, environmental protection, transport and technology, the problems involved and the tackling strategies to show concern for the contemporary development of the country</li> </ul>	<p>Government and the Special Administrative Regions under “One Country, Two Systems”</p> <ul style="list-style-type: none"> <li>• Explore important national plans rationally and critically</li> </ul>	
<ul style="list-style-type: none"> <li>• Learn to appreciate Chinese literature and art, and understand the charm and spirit embedded therein to enhance national qualities</li> </ul>	<p><u>Humanities (Literature and Art):</u></p> <ul style="list-style-type: none"> <li>• Understand that literature and art originate from life, and appreciate the charm and spirit embedded therein to enhance national qualities</li> <li>• Appreciate the rich meanings and sentiments expressed in literature such as poems and classic novels and understand the interest embedded therein</li> <li>• Appreciate different art forms such as Chinese calligraphy, architecture, music, paintings and landscape designs for a sense of the beauty of Chinese culture</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the genres of literature and art</li> <li>• Appreciate literature and art</li> </ul>	
<ul style="list-style-type: none"> <li>• Understand from a historical perspective the development of the</li> </ul>	<p><u>History (Diversity and Integration):</u></p> <ul style="list-style-type: none"> <li>• Understand the features of multiculturalism and appreciate the spirit of seeking common ground while allowing differences</li> <li>• Study selected historic events that demonstrate diversity and</li> </ul>	<ul style="list-style-type: none"> <li>• Collect information to learn about historic events</li> <li>• Collect information to</li> </ul>	

Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
country and the features of multiculturalism, learn about the present with reference to past experience, and be committed to taking on one's responsibilities as a citizen of the country	<p>integration, e.g. the coexistence of various schools and theories during the Spring and Autumn Period and the Warring States Period</p> <ul style="list-style-type: none"> <li>Explore the qualities and contributions of selected historic figures from various fields (e.g. politics, science and technology, arts and culture, and academic studies) who demonstrated diversity and integration</li> </ul>	understand why historic figures win people's admiration	

#### Examples of extended learning contents

- **Natural Resources (Conservation and Innovation):** Select a specific topic and make comparisons of different regions, provinces or autonomous regions and cities, e.g. the geographical environment of coastal and inland areas, the products from different provinces or autonomous regions, the population growth in different cities; show concern for the country's development in the conservation of natural resources and reflect on the constraints and challenges involved
- **Contemporary Development (Planning and Implementation):** Explore the basic principles of the country's diplomatic development such as safeguarding sovereignty, maintaining world peace, respecting peaceful relationships among nations, and establishing new order for international politics and economy, show concern for the achievements and development of the country in the area of foreign affairs, and realise the difficulties and inadequacies involved, as well as identify possible directions for improvement
- **Humanities (Literature and Art):** Understand the features and contributions of Chinese characters, e.g. the roles they play in the development of different civilisations as exemplified in the use of Chinese characters in some ethnic minorities in China and neighbouring regions

- **History (Diversity and Integration):** Understand the diverse and integrated features of historical development from the geographical perspective, e.g. comparing the territory of China in different eras and discussing the changes over time such as shift of the political or economic focus and ethnic migration and fusion. Besides, cities where Chinese and western cultural exchange took place, such as Xi'an and Dunhuang, the major cities along the overland Silk Road, or Quanzhou and Guangzhou and the hubs of the maritime Silk Road can serve as examples of multiculturalism in the country's historical development.

**(e) Global domain**

<b>Learning Objectives</b>	<b>Examples of Learning Contents</b>	<b>Examples of Related Skills</b>	<b>Examples of Related Values and Attitudes</b>
<ul style="list-style-type: none"><li>• Broaden horizons of the world, understand the interplay between the development of Hong Kong, the country and the world</li></ul>	<ul style="list-style-type: none"><li>• Understand global problems, e.g. poverty, resources competition and other issues, as well as their impact on Hong Kong, China and the world; find mutually beneficial solutions for joint development from a global perspective</li><li>• Think about the relationship between global issues and the individual and be willing to contribute, e.g. protecting the environment by changing one's lifestyle, showing concern for the disadvantaged and promoting peace</li></ul>	<ul style="list-style-type: none"><li>• List the topics and concerns faced by the world and suggest action plans that help solve the problems</li></ul>	<ul style="list-style-type: none"><li>• Respect for others</li><li>• Peace</li><li>• Justice</li><li>• Open-minded</li><li>• Broadmindedness</li><li>• Plurality</li><li>• Mutuality</li></ul>
<ul style="list-style-type: none"><li>• Respect the uniqueness of different races and cultures, and embody the spirit of inclusion</li></ul>	<ul style="list-style-type: none"><li>• Understand the unique features and values of different races and cultures; be willing to get along with people from different cultural backgrounds with an open-minded attitude</li></ul>	<ul style="list-style-type: none"><li>• Respect cultural differences and be able to get along with people from different cultural backgrounds harmoniously</li></ul>	<ul style="list-style-type: none"><li>• Betterment of humankind</li></ul>

**Examples of extended learning contents**

- In view of the uneven distribution of water resources and food, think about one's own responsibilities in the use of resources

## 2.5.4 Key Stage Four

### (a) Personal domain

Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
<ul style="list-style-type: none"><li>• Actively develop one's interests, build up strengths, set goals and expectations for oneself, and strive for the future</li></ul>	<ul style="list-style-type: none"><li>• Explore the importance of having a well-planned life to achieve self-actualisation</li><li>• Develop one's strengths and uniqueness, equip oneself continuously and nurture the virtue of helping others</li></ul>	<ul style="list-style-type: none"><li>• Be able to make long-term planning for one's life</li><li>• Explore one's uniqueness, interests, potential, strengths and achievements</li><li>• Reflect on one's roles and responsibilities in different aspects of life</li></ul>	<ul style="list-style-type: none"><li>• Responsibility</li><li>• Commitment</li><li>• Accepting</li><li>• Enterprise</li><li>• Honesty</li><li>• Self-discipline</li><li>• Integrity</li><li>• Rationality</li></ul>
<ul style="list-style-type: none"><li>• Uphold principles and integrity, and be consistent in words and deeds</li></ul>	<ul style="list-style-type: none"><li>• Understand how to uphold positive values when facing pressures and not to follow others blindly</li><li>• Understand the expectations that the community may have on the conduct of people in different positions or roles; explore how to uphold positive values and attitudes when facing temptations</li></ul>	<ul style="list-style-type: none"><li>• Develop rational thinking and decision-making skills</li><li>• Develop the ability to make moral judgements</li><li>• Develop self-discipline to be cautious of one's words and deeds</li></ul>	

#### Examples of extended learning contents

- Understand the expectations of others and society, discuss ways to enhance one's competitiveness and the ability to face adversities in response to demands from society
- Understand common "addictive behaviour" among the youth, e.g. Internet addiction and slimming, and its harmful effects and treatments, and explore how to uphold principles of self-respect and self-discipline when facing temptations

**(b) Family domain**

<b>Learning Objectives</b>	<b>Examples of Learning Contents</b>	<b>Examples of Related Skills</b>	<b>Examples of Related Values and Attitudes</b>
<ul style="list-style-type: none"><li>• Be willing to communicate with family members in a rational, respectful and caring manner</li></ul>	<ul style="list-style-type: none"><li>• Strengthen effective communication with family members to enhance family relationships, e.g. treating them with courtesy, respecting their opinions and expressing their own views appropriately</li><li>• Develop common interests with family members and value family life so as to foster family relationships, e.g. actively participating in community activities, community service or volunteer work with family members</li><li>• Learn how to balance social, family and school life so as to maintain a close relationship with family members while learning to be independent and extending one's social network</li></ul>	<ul style="list-style-type: none"><li>• Master and strengthen the skills of maintaining family harmony</li><li>• Learn to balance social, family and school life</li></ul>	<ul style="list-style-type: none"><li>• Care for others</li><li>• Respect for others</li><li>• Filial piety</li><li>• Trust</li><li>• Solidarity</li><li>• Positive</li><li>• Optimistic</li><li>• Participatory</li><li>• Mutuality</li></ul>
<ul style="list-style-type: none"><li>• Strengthen family ties and foster family harmony; bravely undertake responsibilities to solve problems when the family is in adversity</li></ul>	<ul style="list-style-type: none"><li>• Through understanding challenges facing families nowadays (e.g. divorce, family violence, abuse of child, spouse or the elderly), foster mutual support among family members in the face of adversity</li><li>• Learn to alleviate and solve family problems together and commit oneself to solving the problems by, for example, being ready to express opinions on important family decisions</li></ul>	<ul style="list-style-type: none"><li>• Understand the causes and impact of family issues</li><li>• Learn the skills of dealing with family issues</li></ul>	

**Examples of extended learning contents**

- Understand different reactions to conflicts and the proper ways to deal with conflicts (including mediation skills); strengthen interpersonal and communicative skills to foster a harmonious family life
- Understand the importance attached to the relationship between husband and wife, commitment, family and respect for the marriage system in Chinese culture and explore the elements of a harmonious marriage
- Appreciate the efforts of parents through understanding their roles, and plan for one's future family life



**(c) Social domain**

<b>Learning Objectives</b>	<b>Examples of Learning Contents</b>	<b>Examples of Related Skills</b>	<b>Examples of Related Values and Attitudes</b>
<ul style="list-style-type: none"> <li>• Develop an acute sense and discern the values embedded in social issues</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and realise the importance of the rule of law, human rights, democracy, equality, freedom and justice to society, e.g. being able to analyse controversial issues objectively based on the principle of universal values</li> <li>• Learn how to discern the values embedded in social issues rationally and critically</li> </ul>	<ul style="list-style-type: none"> <li>• Observe actively and realise universal values through different channels</li> <li>• Acquire an acute social sense as well as rational and critical thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Responsibility</li> <li>• Commitment</li> <li>• Open-minded</li> <li>• Equality</li> <li>• Altruism</li> <li>• Services</li> <li>• Broadmindedness</li> <li>• Mutuality</li> </ul>
<ul style="list-style-type: none"> <li>• Undertake civic responsibilities, maintain a balance between individual and public interests by adopting a macro perspective and be willing to strive for the betterment of Hong Kong</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and be committed to civic participation, e.g. participating in volunteer services and registering as a voter</li> <li>• Learn the various channels to show concern for social issues and pay attention to the social problems in Hong Kong, e.g. gender equality, aging population and wealth gap</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to perform civic participation by rational means</li> <li>• Be able to show concern for social issues by rational means</li> </ul>	
<ul style="list-style-type: none"> <li>• Actively develop and adopt proper attitudes required for working in society, such as punctuality, honesty, sense of responsibility, as well as those required for</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the requirements for one's ideal job and strive for achievement</li> <li>• Actively learn the proper attitudes and etiquette required for working in society such as punctuality, honesty and having a sense of responsibility</li> <li>• Recognise the importance of personal integrity and professional ethics; realise that</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the ways to equip oneself for employment and the related preparatory work</li> <li>• Set achievable goals</li> <li>• Develop a positive working attitude and good interpersonal skills in the workplace</li> </ul>	

<b>Learning Objectives</b>	<b>Examples of Learning Contents</b>	<b>Examples of Related Skills</b>	<b>Examples of Related Values and Attitudes</b>
maintaining harmonious relationships with colleagues	anti-corruption is crucial for the development of society		

### **Examples of extended learning contents**

- Be able to solve learning problems and understand the ways to deal with the pressure from study, cope with the pressure arising from public examinations and further studies, and face challenges with an optimistic and positive attitude
- Understand one's own aptitude; realise the factors that affect one's plans for further studies and employment; know the preparations for work (e.g. job-seeking channels and the related skills); broaden one's horizons and develop potential; prepare and plan for the desired life in the future

**(d) National domain**

Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
<ul style="list-style-type: none"> <li>• Understand one's responsibilities for the sustainable development of the country, and enhance the awareness of protecting natural resources through exploring the relationship between the use of resources and development of the country, as well as examining existing issues, difficulties and solutions</li> </ul>	<p><u>Natural Resources (Challenges and Responses):</u></p> <ul style="list-style-type: none"> <li>• Enhance the awareness of protecting natural resources and promoting sustainable development through understanding the relationship between the use of resources and development of the country, as well as examining the existing issues, difficulties and solutions</li> <li>• Enhance the awareness of protecting natural resources through understanding how the country regulates the mining of natural resources and balances market demand against environmental needs such as cultivating rare tree species, converting farmland into forests, fish moratorium and mining of rare-earth resources, as well as recognising problems and solutions</li> <li>• Show concern for the use of natural resources through understanding how the country makes use of the resources in different regions for its development such as South to North Water Diversion Project, West-East Gas Transmission Project and West-East Electricity Transmission Project, as well as examining the existing difficulties and solutions</li> <li>• Understand the strategies the country uses to cope with natural disasters (e.g. rainstorms, floods, snow disasters, sandstorms, droughts and earthquakes), and reflect on the limitations of these strategies and directions for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• State the impact of natural environment on people's livelihood</li> <li>• Discuss the national strategies to tackle the challenges from the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>• National identity</li> <li>• Rationality</li> <li>• Democracy</li> <li>• Rule of law</li> <li>• Human rights</li> <li>• Sense of belonging</li> <li>• Patriotism</li> <li>• Appreciative</li> <li>• Freedom</li> <li>• Participatory</li> <li>• Cultural heritage</li> <li>• Sustainable development</li> </ul>

Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
<ul style="list-style-type: none"> <li>• Understand the impact on people's livelihood brought about by the development of the country in contemporary politics, economy, diplomatic relations and technology, as well as the exemplification of values such as democracy, rule of law and human rights so as to comprehend the close connection between the country and the world and be willing to strive for the betterment of the country and its people</li> </ul>	<p><u>Contemporary Development (National and Global Development):</u></p> <ul style="list-style-type: none"> <li>• Examine the development of livelihood centred on people, as well as the related policies and measures to achieve the goal</li> <li>• Understand the impact on people's livelihood brought about by the development in the areas of contemporary politics, economy, diplomatic relations and technology, and explore the challenges and directions for improvement, for example:               <ul style="list-style-type: none"> <li>- Technological development of the country in areas such as agriculture, water resources, transport, energy, aerospace and environmental protection</li> <li>- Diplomatic development of the country such as its roles and participation in international organisations and conferences</li> <li>- Problems regarding the upholding of universal values such as democracy, rule of law and human rights in the country and how the country handles such problems</li> <li>- Development of people's livelihood such as the significance of domestic economic and social development plans for improving people's livelihood such as education, healthcare and welfare</li> </ul> </li> <li>• Examine the opportunities and challenges the country encounters in the development of contemporary politics, economy, society and people's livelihood; think about the role one can play therein</li> <li>• Explore the close connection between the country and the world and look at global issues from multiple perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the impact on people's livelihood brought about by the contemporary development of the country</li> <li>• Analyse rationally and critically the challenges and directions for improvement</li> </ul>	

Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
<ul style="list-style-type: none"> <li>Explore traditional thinking and beliefs that shed light on a positive lifestyle and enrich the very essence of life, and exemplify the wisdom and virtues of such thinking and beliefs in contemporary living</li> </ul>	<p><u>Humanities (Thoughts and Life):</u></p> <ul style="list-style-type: none"> <li>Explore the traditional wisdom and beliefs on life to enhance personal qualities</li> <li>Examine the philosophy of life exemplified in Chinese traditional thought (e.g. Confucianism, Buddhism, Taoism and Mohism), such as “si duan” (the Four Origins) and “wu lun” (Five Cardinal Relationships) in Confucianism, “wu wei” (effortless action) and “qi wu” (equality among all things) in Taoism, “jian ai” (universal love) and “fei gong” (dissuasion of attacks) in Mohism and “pu du zhong sheng” (universal salvation) in Buddhism, and apply such wisdom in daily life</li> <li>Understand the social and cultural meanings in folk beliefs, e.g. the respect for knowledge in the worship of the Wen Chang Di Jun, praises for loyalty and integrity in the worship of Guan Di, and the care for the livelihood of fishermen in the worship of Tian Hou</li> </ul>	<ul style="list-style-type: none"> <li>Identify the major traditional thinking and beliefs and the profound impact on society and culture</li> <li>Encourage self-reflection based on traditional thinking and beliefs, learn to respect life and cultivate a positive mind</li> </ul>	
<ul style="list-style-type: none"> <li>Examine significant events in Chinese history from a macro perspective and make comparisons with major world events, understand, from an objective standpoint, internal hardships and external challenges</li> </ul>	<p><u>History (Ideas and Implementation):</u></p> <ul style="list-style-type: none"> <li>Understand how history has developed from idea to implementation to illustrate the unification of one’s knowledge and behaviour</li> <li>Explore the intricate development of selected historic events and the pursuit of both ideas and practice to shed light on the present</li> <li>Choose some historic figures who could exemplify the pursuit of ideas and implementation equally (in the fields of politics, science and technology, arts and culture, and academic studies) and study their attributes and contributions</li> </ul>	<ul style="list-style-type: none"> <li>Collect information from different sources, identify historic events and understand their significance</li> <li>Collect information from different sources, identify historic figures and</li> </ul>	

Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
encountered in the course of reform and opening-up, and realise the adversities, struggles, difficulties, development and accomplishments within	<ul style="list-style-type: none"> <li>Probe into the causes and consequences of historic events from multiple perspectives and understand the impact on the development of the country and the world to foster an attitude of caring about history</li> </ul>	understand why they are respected <ul style="list-style-type: none"> <li>Analyse historic events from multiple dimensions and perspectives</li> </ul>	

#### Examples of extended learning contents

- Natural Resources (Challenges and Responses):** Explore the relationship between Chinese culture and sustainable development, e.g. seeking common ground while allowing differences and biodiversity, and adopting a natural lifestyle and maintaining ecological balance, to enhance one's understanding of the natural resources of the country
- Contemporary Development (National and Global Development):** Understand the contemporary urban development of the country such as Pearl River Delta Urban Agglomeration, Yangtze Delta Urban Agglomeration and study the significance of urban agglomeration development
- Humanities (Thoughts and Life):** Based on the school contexts as well as interests and abilities of teachers and students, design related learning activities such as works appreciation, experiential creation and learning day/week to promote the learning of Chinese culture, and set up different organisations such as literature studies club, calligraphy club, Cantonese opera club and Chinese music club to promote Chinese culture, or arrange exchange programmes in or outside Hong Kong to let students experience the diversity of Chinese culture
- History (Ideas and Implementation):** Choose some historic events or figures to compare the historical development of China and the world

**(e) Global Domain**

Learning Objectives	Examples of Learning Contents	Examples of Related Skills	Examples of Related Values and Attitudes
<ul style="list-style-type: none"> <li>• Understand the notion of global citizenship, show concern for the betterment of humankind and embody the spirit of respect, care for others, equality, democracy, freedom, rule of law and human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the characteristics and implications of globalisation, various perspectives and different interpretations of the idea as well as the relationship between globalisation and Hong Kong</li> <li>• Identify oneself as a global citizen through understanding the interplay between different countries/regions and understand the interaction between national and global development, and make rational judgements on global issues</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire the skills of rational and critical thinking</li> <li>• Acquire the skills of making independent judgements</li> </ul>	<ul style="list-style-type: none"> <li>• Benevolence</li> <li>• Peace</li> <li>• Rule of law</li> <li>• Democracy</li> <li>• Equality</li> <li>• Human rights</li> <li>• Plurality</li> <li>• Mutuality</li> <li>• Betterment of humankind</li> </ul>
<ul style="list-style-type: none"> <li>• Acknowledge one's identity as a global citizen, contribute to the world's sustainable development and make rational decisions on global issues</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise different countries/regions' contributions to the development of the world through participating in various international organisations, e.g. World Health Organization, UNESCO and Asia-Pacific Economic Cooperation</li> <li>• Identify oneself as a member of the global village, think about the qualities that a global citizen should possess, establish the faith that "I can make a difference too" and be willing to strive for the betterment of humankind through participation</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire analytical skills</li> <li>• Acquire the skills of rational and critical thinking</li> </ul>	

**Examples of extended learning contents**

- Carry out case studies on international conflicts to probe into how the governments of different countries/regions have demonstrated universal values while handling the issues
- Think about how an individual can perform the responsibilities as a “global citizen” for facilitating sustainable development of the world



## 2.6 Suggestions on lesson time arrangement

Since the curricula of different KLAs/subjects (such as General Studies, Chinese Language, Chinese History, Liberal Studies, and Life and Society) have included some learning elements of MNE, schools could enhance the learning and teaching effectiveness of the MNE subject by reviewing the existing implementation strategies in different KLAs/subjects and making necessary co-ordination in learning and teaching when planning the MNE curriculum, taking into consideration the needs of schools and students.

To provide sufficient learning opportunities for students and achieve the learning objectives of the MNE subject (please refer to “Chapter II: Curriculum Framework” for details on the learning objectives of the subject), schools should ensure that sufficient lesson time is allocated for the MNE subject. Schools should adapt the length and number of periods in accordance with the whole-school curriculum plans. The MNE subject should complement other related KLAs/subjects and learning experiences outside the classroom, such as learning activities and student enhancement programmes so as to provide a holistic learning experience to promote MNE.

To improve learning and teaching effectiveness, schools may also enrich and adapt the existing cross-curricular and life-wide learning experiences (e.g. community service, Mainland exchange programmes, flag-raising ceremonies/activities and project learning) as well as enhance students’ learning experiences through flexible and efficient use of lesson time.

### **Primary to junior secondary**

According to the *Basic Education Curriculum Guide* (2002) issued by the CDC, schools should set aside lesson time for the flexible implementation of the school-based curricula such as moral and national education, reading and counselling programmes. At Key Stages One and Two (Primary One to Primary Six), approximately 19% of the lesson time (around 902 hours in 6 years)<sup>12</sup> should be allocated for this purpose and at Key Stage Three (Secondary One to Secondary Three), approximately 8% of the lesson time (around 220 hours in 3 years) should be allocated. Based on the learning objectives and curriculum contents of the MNE subject, schools should flexibly allocate 3-5% of the total lesson time (around 1-2 periods per week) in the school timetable to implement the MNE subject in basic education (i.e. from Primary One to Secondary Three) (please refer to “Chapter III: Curriculum Planning” for specific suggestions on the MNE curriculum planning). Since schools should have already allocated appropriate lesson time for promoting moral and national education in different modes, they should be able to allocate lesson time for the implementation of the MNE subject.

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<sup>12</sup> Including (i) promoting Moral and Civic Education; or conduct counselling to complement values education in cross-KLAs; (ii) adding more common reading time; (iii) promoting values education in cross-KLAs through school assembly or class period; (iv) providing counselling or enrichment programmes for every KLA or cross-KLAs; and (v) developing other learning experiences such as community service, co-curricular activities and sports and art activities for life-wide learning.

### **Senior secondary**

The learning objectives of MCE in senior secondary are covered by Other Learning Experiences (OLE) in which it is suggested that approximately 5% of the lesson time<sup>13</sup> be reserved for MCE, Community Service, etc., and Liberal Studies at senior secondary level, which covers part of the MNE curriculum, also helps promote moral and national education.

The MNE curriculum planning at senior secondary level can be flexibly arranged and designation of fixed periods is not strictly required. However, schools must ensure that related learning objectives are fully achieved. Based on the understanding of students' needs and progress, schools are also required to indicate how MNE has been implemented at senior secondary level in accordance with the specific learning objectives of the MNE curriculum in their Annual School Plan and School Development Plan. Meanwhile, the EDB will gather information to understand the implementation of MNE and the learning effectiveness of students at senior secondary level through various channels, including regular school visits, School Self Evaluation, External School Review, questionnaire surveys, etc.

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<sup>13</sup> OLE as suggested in the *Senior Secondary Curriculum Guide* are components of the Senior Secondary Curriculum in which at least 5% of the total lesson time (135 hours in 3 years) should be allocated to Moral and Civic Education, Community Service, and Career-related Experiences under OLE. Aims and expected outcomes of the above areas are designated for teachers to plan and implement OLE.

## **Chapter III Curriculum Planning**

The implementation of the MNE subject is based on the long-existing and unique implementation experience of each school. With effective curriculum planning, the aims and learning objectives of the MNE subject can be achieved while meeting both the curriculum requirements and the needs of schools.

### **3.1 Principles for planning**

Below are some principles and suggestions for curriculum planning of the MNE subject in schools:

- The learning objectives and knowledge domains of the MNE subject are clearly defined. These are to be used as the starting points of curriculum planning. Schools should clearly specify in timetables the lesson time allocated to the MNE subject for different levels.
- When planning the curriculum, schools may take into consideration both the school contexts (e.g. the mission, history and strengths of school) and students' needs (e.g. the background, life experiences, abilities and interests of students), and ensure that the adaption made should aim at achieving the learning objectives of the MNE subject.
- Apart from learning and teaching in the designated lessons, the MNE subject should also be linked to the contents of other related KLAs/subjects to enhance students' mastery of the knowledge on different learning topics. Related learning experiences/activities such as service learning, educational visits and life experience programmes should also be arranged to help students develop their personal qualities, cultivate passion and strengthen their sense of identity in different domains so that they can put their learning into practice in daily life.
- To increase the effectiveness of curriculum development, it is necessary to form a teaching team responsible for the implementation of the MNE subject to make arrangements for learning resources and support measures for the subject, conduct regular and systematic reviews of its implementation, make necessary revisions, facilitate teachers' professional training by phases, and develop school-based learning and teaching resources to support the systematic and strategic promotion of the MNE subject.

- Apart from classroom learning, school atmosphere and ethos are also conducive to the promotion of MNE. Schools should, therefore, integrate the implementation of MNE with school policies and daily practices such as team building and guidance and discipline measures to provide a holistic learning environment and ample learning opportunities both inside and outside classroom for students to achieve the learning objectives of the MNE subject.

### 3.2 Direction of planning

The MNE subject covers the four Key Stages in primary and secondary education and comprises five domains: personal, family, social, national and global domains. When planning the curriculum, teachers should balance the weighting of different learning contents in each domain in order to ensure sufficient coverage of the learning objectives.

Regarding the lesson time allocated to each domain of the MNE subject, schools can make flexible arrangements and adaptations based on the existing curriculum and its related learning experiences/activities as well as the school contexts and students' needs, provided that the arrangements can help achieve the learning objectives of the MNE subject.

#### 3.2.1 Modes of implementation

When planning and implementing the MNE curriculum, teachers are advised to build on existing school practices and make suitable adaptation and integration so as to provide a holistic curriculum for students (Figure 3.1).

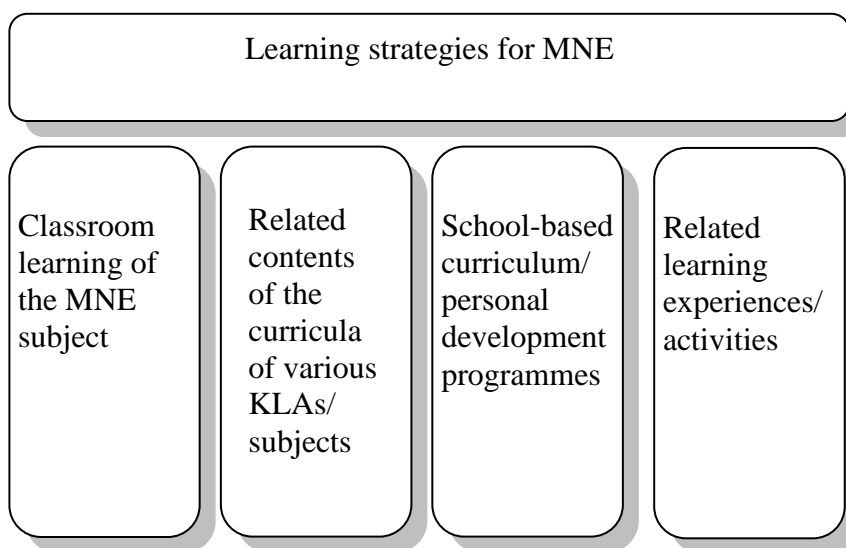


Figure 3.1 : Learning strategies for MNE

Suggestions for modes of implementing the MNE subject include:

- engaging students in classroom learning in the form of MNE lessons; making use of life events and issues from different domains as learning contexts to help students broaden their MNE knowledge base and cultivate their values;
- aligning the contents of various KLAs/subjects and the MNE curriculum to provide students with relevant knowledge, skills, values and attitudes, and enhance the learning and teaching effectiveness of the MNE subject;
- coordinating with school-based curricula such as life education lessons, personal growth lessons and personal development programmes to cater for the needs of different schools and students, and facilitate the achievement of the learning objectives of the MNE subject; and
- providing related learning experiences/activities such as educational visits, exchange programmes and service learning opportunities in MNE learning in order to enhance students' learning outcomes through authentic and real-life learning experiences.

Teachers should conduct curriculum reviews based on the school contexts and students' needs so as to provide holistic and balanced learning opportunities to cultivate students' moral and national qualities.

### **3.2.2 Coordination with other KLAs/subjects**

KLAs/subjects such as General Studies at primary level, Life and Society at junior secondary level and Liberal Studies at senior secondary level provide a context for the development of knowledge, skills, values and attitudes which enrich the learning and teaching of the MNE subject.

Below are some examples of implementation modes for the coordination between the MNE subject and other subjects:

#### **Coordination with General Studies at primary level**

From the learning of “Strand 1: Health and Living” in General Studies, primary students can develop an awareness of personal growth, acquire the knowledge of physical, psychological and social health as well as adopt positive attitudes towards growth and development. Building on the subject knowledge of General Studies, the MNE subject can help students develop a healthy lifestyle and positive attitudes in their life. Through discussion and self-reflection, students learn to cherish values such as self-affirmation and self-acceptance, which enable them to become confident when facing difficulties and challenges during their growth.

### **Coordination with Life and Society at secondary level**

Through the learning of the core module on Chinese Political System in Life and Society, students understand the political system of the country and show concern for and commitment to the development of the country. Based on the knowledge acquired from Life and Society, teachers can guide students to learn about the close relation between the country and the HKSAR in MNE lessons as well as explore the rationale and aims of the country's constitution and political system. Students should also be encouraged to take the initiative to show concern for the country's development and its upcoming challenges, thereby developing their national quality of independent and rational thinking.

### **3.2.3 Coordination with related learning experiences/activities and life-wide learning**

The MNE subject also puts emphasis on cultivating students' passion and encourages practice. Apart from learning and teaching of the subject in the classroom, schools should make use of the regularly held cross-curricular or life-wide learning activities such as school assemblies, class teacher periods, exchange programmes and service learning activities to provide students with opportunities for reflection and understanding others and help enhance the learning effectiveness of the MNE subject.

The following are some suggestions for the implementation strategies:

#### **Complement to school assemblies/class teacher periods**

School assemblies and class teacher periods allow flexibility in contents and modes of presentation so that current local, national and global issues are promptly responded and discussed. During school assemblies and class teacher periods, schools can select some current issues in relation to the contents of the MNE curriculum for discussion with students, or invite parents, alumni and celebrities to share their personal and real-life experiences. This not only enables students to gain knowledge of the topic and understand its related values but also provides them with learning opportunities to share their views and opinions.

### **Complement to Mainland exchange programmes**

- While classroom learning is important for fostering students' sense of identity and belonging to the country, Mainland exchange programmes enable them to understand Chinese culture and situations of the country and establish their national identity through real-life experience, observation, and contact with others during the programmes.
- The learning objectives of the MNE subject can be achieved through Mainland exchange programmes. To take the objective of "Capture the essence of Chinese culture and put the virtues learnt into practice in daily life" as an example, teachers can complement classroom learning with students' experiences in Mainland exchange programmes. For instance, through exploring the use of auspicious symbols in Chinese traditional architecture, furniture, clothing and accessories as well as pottery and their cultural meanings (e.g. "bat" (蝙蝠) is homophonic of "felicity" (福); cranes imply longevity and lotus flowers mean elegance), students can understand the close connection between Chinese culture and people's daily life.
- In the 2010-11 Policy Address published in October 2010, the Chief Executive of the HKSAR proposed to provide students with more opportunities for participating in Mainland learning and exchange programmes which not only complement their learning of the MNE subject but also enhance their knowledge of the country's development.

### **Complement to service learning**

- Opportunities for service learning, which include on-campus duties such as serving as monitors, student leaders or committee members of student unions, and off-campus activities like voluntary work and community services, provide authentic contexts for students to put into practice various positive values such as serving others, commitment and social morals.
- In addition to developing the related knowledge, skills, values and attitudes in the MNE subject, students can apply what they have learnt through participating in services to achieve the learning outcomes and further develop their personal qualities.

### 3.2.4 “Student-centred” and “school-based” curriculum planning

Teachers should adapt the MNE curriculum according to the school contexts and students’ needs to achieve the learning objectives of the MNE subject. Below are some suggested implementation strategies:

#### **“Student-centred” adaptation**

- If most students of the school come from families that hire foreign domestic helpers, teachers may include discussions on how to get along with people of different nationalities and backgrounds when planning the learning contents of the “global domain”. This will enable students to reflect on their relations with people of different nationalities and backgrounds and learn to get along harmoniously with them showing proper values and attitudes such as equality, care and respect for others.
- If there are more students from the Mainland, teachers may encourage students to share their experiences and feelings about their life in Mainland China when planning the learning contents of the “national domain” so as to provide authentic and real-life learning experiences to facilitate reflection sharing among students.

#### **“School-based” adaptation**

- For schools with a long history, the life and work experiences of their alumni may serve as learning resources for the MNE subject. For example, when planning the learning contents of the “social domain”, schools may arrange programmes for alumni to share their experience at work so as to raise students’ awareness of values and attitudes towards “working life”.
- Schools under the sponsoring bodies with religious background always emphasise the spiritual development of students that provides a strong basis for cultivating their personal qualities and values. Such schools may integrate their mission with the learning objectives of the MNE subject and design the MNE curriculum contents with school-based characteristics.
- Schools may integrate their school-based curricula related to students’ growth, e.g. Personal Growth, Life Education and Moral Education with the MNE subject as they are complementary to one another and can thereby facilitate effective timetabling and better utilisation of learning and human resources.



### 3.2.5 Allocation of sufficient lesson time

The implementation of MNE is one of the focus areas for development in many primary and secondary schools in Hong Kong. Based on the suggestions provided by the EDB, schools should have allocated sufficient lesson time for the implementation of MNE (For the suggested allocation of lesson time, please refer to “Chapter II: Curriculum Framework”).

The curriculum aims and contents of the MNE subject cover all Key Stages in primary and secondary education. School should review the implementation of various KLAs/subjects as well as related learning experiences/activities, and make appropriate arrangements so that the MNE subject accounts for 3-5% of the total lesson time (For details of suggestions on lesson time arrangement, please refer to “2.6 Suggestions on lesson time arrangement”). The following may serve as examples of the modes of implementation of the MNE subject:

#### **Suggested Implementation Mode 1 Complement with the morning reading periods**

Primary/secondary schools may adapt two of the morning reading periods for the MNE subject:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Assembly					
	MNE subject	Morning reading	Morning reading	Morning reading	MNE subject
1	***	***	***	***	***
2	***	***	***	***	***

Note:

- (1) Teachers responsible for morning reading periods are not bound to teach the MNE subject
- (2) \*\*\* Lessons for KLAs/subjects

### Suggested Implementation Mode 2

#### Flexible timetabling arrangements for the implementation of the MNE subject

Primary/secondary schools may reduce the duration of every period by five minutes for two days each week. The newly allocated lesson time can be adapted for the implementation of the MNE subject:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	***	***	***	***	***
2	***	***	***	***	***
3	***	***	***	***	***
Recess					
4	***	***	***	***	***
5	***	***	***	***	***
6	MNE subject	MNE subject	***	***	***
Lunch					
7	***	***	***	***	***
8	***	***	***	***	***
9	***	***			

Note:

\*\*\* Lessons for KLAs/subjects

### Suggested Implementation Mode 3

#### Coordination with relevant school-based curricula

Primary/secondary schools may adapt one of the two Life Education lessons (LELs) for the MNE subject:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1-6	***	***	***	***	***
Lunch					
7	***	***	***	***	***
8	***	***	LEL	***	MNE subject
9	***	***	***	***	***

Note:

- (1) Teachers responsible for LELs are not bound to teach the MNE subject
- (2) \*\*\* Lessons for KLAs/subjects

### Suggested Implementation Mode 4 Complement with the class teacher periods

Primary/secondary schools may adapt two of the class teacher periods in the morning for the MNE subject:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Assembly					
1	MNE subject	Class teacher period	MNE subject	Class teacher period	Class teacher period
2	***	***	***	***	***
Recess					
3-6	***	***	***	***	***
Lunch					

Note:

- (1) Class teachers are not bound to teach the MNE subject
- (2) \*\*\* Lessons for KLAs/subjects

### Suggested Implementation Mode 5 Complement with the life-wide learning periods

Primary/secondary schools may adapt one of the two Life-wide Learning periods each week for the MNE subject:

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1-6	***	***	***	***	***
Lunch					
7	***	***	***	***	***
8	***	***	***	***	***
9	***	***	MNE subject	***	Life-wide Learning period

Note:

- (1) Teachers responsible for Life-wide Learning are not bound to teach the MNE subject
- (2) \*\*\* Lessons for KLAs/subjects

Apart from the above, schools may also adopt a “mixed mode” or other appropriate methods which allow flexible timetabling arrangements according to the school contexts to enhance the learning and teaching effectiveness of the MNE subject.

### **3.2.6 Building a professional team**

Schools are advised to build a professional team as the MNE subject covers a wide range of topics. Schools should also encourage teachers to participate continuously in related training programmes and build a culture of lesson observation to facilitate professional exchange and capacity building in order to enhance the learning and teaching effectiveness.

Although schools may convert some of the class teacher periods into lesson time for the MNE subject, it is not a must for the class teacher to take charge of the teaching of the subject. On the contrary, schools should consider arranging a core group of teachers to be responsible for the implementation of the subject in the initial stage. This not only allows schools to deploy the manpower specifically for the purpose, but also makes the implementation of the MNE subject easier. Schools can exercise greater flexibility in timetabling and division of work among teachers.

Besides, schools should establish a systematic knowledge management system for the MNE subject to enrich and update the learning and teaching resources regularly for teachers’ effective use. Teachers should also be encouraged to share their teaching skills and ideas to facilitate the development of the MNE subject.

### **3.2.7 Consideration of races and cultural backgrounds among students**

In line with the multicultural characteristic of the Hong Kong society, the implementation of the MNE subject should start with the development of students’ personal qualities, and gradually extend to the understanding of their family, society and country, and finally to the fostering of the qualities as world citizens, as well as the understanding of universal values.

When planning the curriculum, teachers may modify the curriculum contents, taking into consideration the races and cultural backgrounds of students. However, regardless of their ethnic or cultural backgrounds, students living in Hong Kong should first understand their local society and then the national situation of China. They should learn to adopt an open-minded attitude, accept and appreciate different countries, regions and people to promote social harmony.

### **3.2.8 Integrating learning with assessment**

Due consideration should be given to the alignment between curriculum planning and assessment strategies of the MNE subject to enhance learning effectiveness.

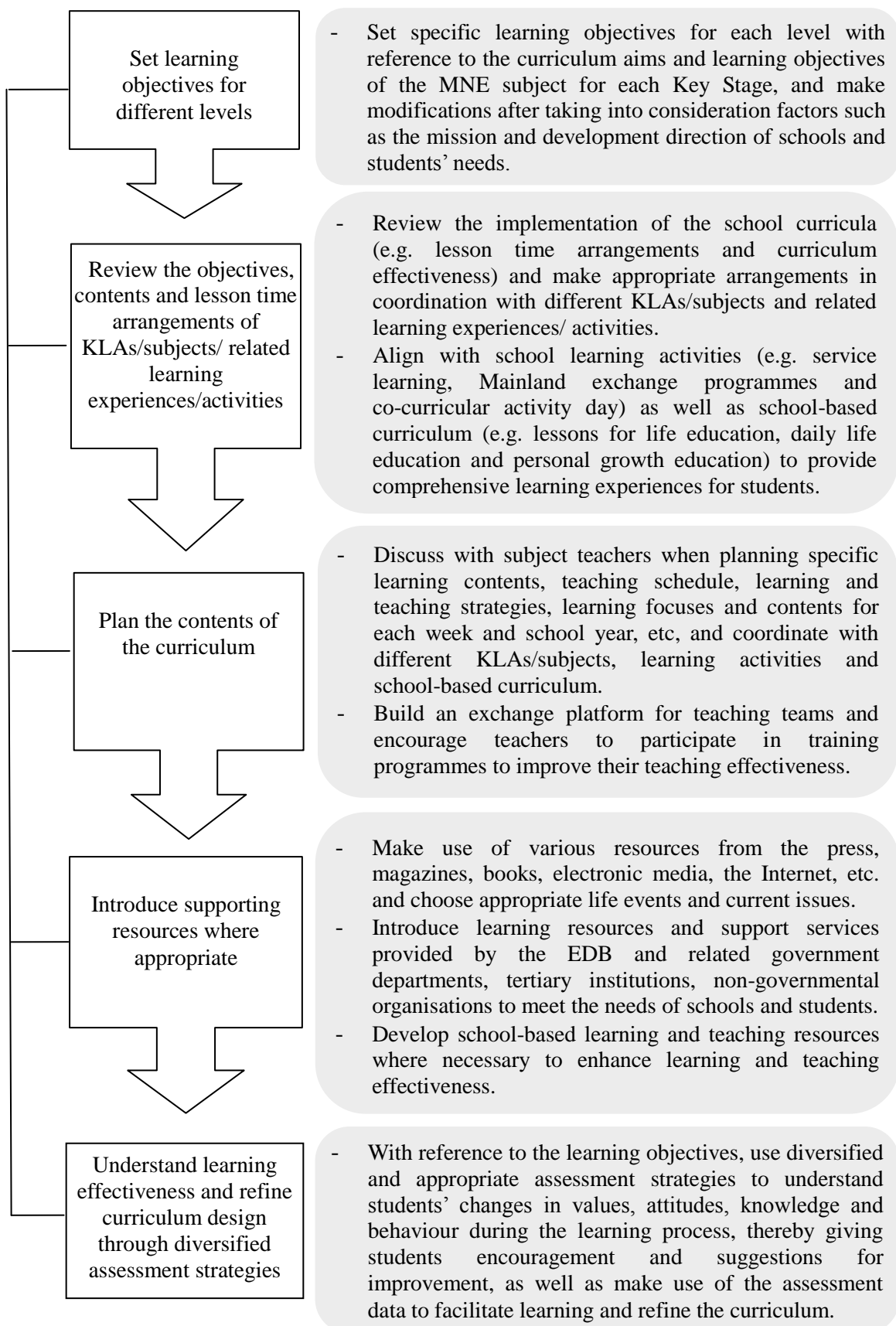
The assessment strategies suggested for the MNE subject aim to encourage teachers to report and give feedback on student learning in a systematic manner as well as enhance learning and teaching effectiveness. (For assessment strategies for the MNE subject, please refer to “Chapter V: Assessment”).

### **3.3 Suggested modes of curriculum planning**

The curriculum framework and learning objectives suggested for the MNE subject aim to facilitate systematic curriculum planning in schools. Examples of learning contents are suggestions on the specific teaching contents. Schools may make appropriate adjustments, taking into consideration the school contexts and students’ needs. Based on the curriculum framework of the MNE subject, schools can review the curriculum and learning experiences provided to ensure a comprehensive and balanced development of students’ moral and national qualities.

#### **3.3.1 Suggestions for subject planning**

Schools may make reference to the following modes when planning the MNE subject:



Schools are advised to use appropriate curriculum review tools to plan the MNE curriculum (please refer to Appendix 2) so as to ensure that students are provided with comprehensive and balanced MNE learning experiences.

### **3.3.2 Suggestions for overall planning**

In order to facilitate the implementation of a coherent and comprehensive MNE curriculum, schools are advised to do long-term planning for the MNE subject (e.g. taking every three years as a planning stage). Schools should also set a curriculum review framework to examine if the curriculum is complete and systematic in aspects such as the interface between different Key Stages, the establishment and sustainability of school ethos in alignment with the development of the MNE subject, enhancement of the professional knowledge and efficiency of the teaching team.

## **Guide for Curriculum Planning Review**

### **Curriculum management**

- Are further enhancement and improvement measures needed for the coordination with other KLAs/subjects?
- Are there gaps in the coordination with related learning experiences/activities in the implementation stage? Is there any room for improvement?
- Do the curriculum contents of the school match the learning objectives of the MNE subject? Is adaptation required?
- Are there any needs for improvement in terms of the interface between Key Stages, especially in the aspects of learning objectives and learning contents?

### **Professional teaching team**

- How can teachers' expertise and skills be further enhanced through the "Knowledge Management" and "Knowledge Sharing" systems in the school?
- Can teachers' knowledge and teaching skills be systematically and sustainably enhanced through teachers' development and professional training?

### **Learning and teaching in class**

- Can the school develop a culture of lesson observation to enhance exchange on classroom learning and teaching?
- Is the practice of collaborative lesson planning, discussion and exchange of teaching ideas in the professional teaching team sustainable?

### **School atmosphere and school ethos**

- How can the good learning environment and school ethos be sustained to facilitate the learning of the MNE subject?
- Can the efforts of different stakeholders, including parents, social workers, community activists, etc. be effectively coordinated to create a good learning atmosphere for the promotion of the MNE subject?

### **Curriculum assessment**

- Is there a holistic and systematic assessment measure in place to understand students' learning performances for refinement of the MNE curriculum?



### **3.4 Roles of stakeholders**

#### **3.4.1 School heads/principals**

- To lead all teachers, students and stakeholders to set the overall direction and mode of implementation according to the learning objectives of the MNE subject, taking into consideration the school context, including the philosophy and conditions of the school, and the students' needs, with a view to driving stakeholders towards the common goals.
- To select, appoint or authorise teaching staff to take charge of the planning and implementation of the MNE subject; to evaluate regularly the implementation of the MNE subject and students' learning outcomes.
- To encourage teachers to take part in professional development programmes related to the MNE curriculum; to promote a culture of lesson observation and exchange, both within and outside school, to enhance teachers' professionalism.
- To take the lead in integrating the learning objectives of the MNE subject with the daily operation and arrangements of the school in order to create a favourable learning environment for students.
- To keep in close contact with relevant community organisations, government departments and relevant organisations; to coordinate the participation of different stakeholders; and to introduce various kinds of resources and support to facilitate the development of the MNE subject.
- To lead and encourage teachers to implement the MNE subject through devising the "Annual School Plan" and the "School Development Plan" collaboratively.

#### **3.4.2 Curriculum coordinator/MNE subject coordinator**

- To understand fully the rationale, curriculum framework and implementation strategies of the MNE subject, enabling all stakeholders to understand the significance of the implementation of the MNE subject; to lead MNE teachers to coordinate with different KLAs/subjects and related learning experiences/activities to cultivate students' moral and national qualities.
- To communicate and collaborate with subject coordinators and relevant administration committees (e.g. Academic Committee, Discipline Committee, Counselling Committee and Careers Team) over matters such as the use of relevant learning and teaching strategies, arrangements of cross-curricular learning experiences and utilisation of resources to enhance the overall learning effectiveness.
- To keep abreast of the current issues and life events; to arrange flexibly the learning contents of the MNE subject so that students are provided with authentic learning experiences in responding to the ever-changing social environment.

- To lead MNE teachers to work out the learning objectives, learning contents, teaching and assessment strategies for the MNE subject; to encourage active participation of MNE teachers and allocate teaching tasks based on their personalities, interests and capabilities.
- To facilitate discussion and collaboration between MNE teachers and teachers of other KLAs/subjects when planning and implementing cross-curricular tasks, learning activities, project learning and related learning experiences/activities at all levels that help cultivate positive values in students.
- To promote a culture of professional exchange; to encourage teachers of the MNE subject to observe and learn from one another, co-plan lessons, assess student learning regularly, and use the data collected as the basis for future curricular planning; to actively tap additional resources to promote the development of the MNE subject.
- To set up a comprehensive subject assessment system which enables MNE teachers to record and provide feedback on the learning outcomes of students in the MNE subject, and also serves as reference for effective learning and teaching.
- To search for learning and teaching resources and encourage teachers to develop school-based materials; to collect information on professional development programmes for the MNE teachers and organise appropriate professional development activities such as visits and exchange programmes.

### **3.4.3 MNE teachers**

- To understand the rationale, objectives and curriculum framework of the MNE subject; to understand the relationship between the MNE subject and other KLAs/subjects and related learning experiences/activities; to plan the curriculum contents and devise strategies for learning, teaching and assessment; to develop a sense of identity and ownership of the MNE subject.
- To share experiences and resources with one another, discuss and design learning activities in subject meetings or collaborative lesson planning sessions, and develop learning and teaching materials for use in class.
- To adapt the contents of the MNE subject to meet the needs of students in the course of their growth and implement the curriculum in a mode that connects to their daily life.
- To participate actively in professional development and exchange programmes related to the MNE subject and put into practice what have been learnt to meet the needs of students and to enhance the learning and teaching effectiveness.

#### **3.4.4 Other teachers**

- To understand the objectives and strategies for the implementation of the MNE subject, and recognise that it is the mission and shared responsibility of all teachers of the school to develop students' positive values and attitudes.
- To act as a role model for students by aligning words with actions.
- To capitalise on various learning opportunities (e.g. visits and exchanges, community services and project learning) and enable students to practise positive values and attitudes.

#### **3.4.5 Parents**

- To understand the learning objectives and contents of the MNE subject and consider what they can do to foster their children's learning in the family setting.
- To recognise the importance of close home-school cooperation, keep in touch and maintain good communication with the school, and work with the school to create a holistic learning and living environment.
- To support the learning activities organised by the school to promote MNE and take an active part in these activities, e.g. participating in Mainland exchange programmes or voluntary services with their children to broaden their horizons.

## Chapter IV Learning and Teaching

The learning and teaching of the MNE subject is student-centred. The use of authentic and interesting learning contents with reference to students' developmental needs facilitates students' acquisition of the knowledge of related topics. Such learning contents also enable students to actively explore and consider the issues involved, clarify the values embedded, handle value conflicts, nurture their moral qualities and develop their sense of identity in various domains, including the personal, family, social, national and global domains.

The strategies recommended in this chapter aim to help teachers understand the learning and teaching principles of the MNE subject as well as the issues to be noted during the teaching process. Teachers should apply their expertise and knowledge of their students, take into consideration the learning objectives and contents of the MNE subject, and flexibly adopt appropriate pedagogies to enhance the effectiveness of the learning and teaching of the MNE subject.

### 4.1 Guiding principles

#### 4.1.1 Integration of cognition, affection and action

By integrating cognition, affection and action, the MNE subject provides a holistic learning experience for students to develop their values and attitudes conducive to cultivate their moral and national qualities:

- in respect of **cognition**, to deepen students' understanding of the topics, the related positive values and attitudes and their sense of identity in the personal, family, social, national and global domains, and to raise their competence in understanding, thinking, analysing, judging, evaluating, etc.;
- in respect of **affection**, to arouse students' learning motivation, cultivate in them the courage to uphold positive values and attitudes as well as build their sense of identity in various domains, thereby nurturing empathy, and encouraging students to become self-reflective and considerate of others' situations; and
- in respect of **action**, to encourage students to demonstrate positive values and attitudes in all domains, and help them understand the possible cost and consequences inherent in one's action.

The enrichment of **cognition** can enhance students' knowledge and their ability in thinking and making judgements. It enables them to identify the values and attitudes from life events so that they can make rational analysis and judgements on different issues. The nurturing of **affection** can arouse students' sentiment, which empowers them to uphold their values against challenges with perseverance and courage. Through **action**, students'

determination, courage and confidence in turning their beliefs and decisions into practice can be established.

#### **4.1.2 Student-centred**

The learning and teaching of the MNE subject emphasises the cultivation of students' own values and attitudes through discussion and reflection on their own life experiences. Related learning experiences inspire students to think and encourage them to take the initiative to seek knowledge and make rational judgements through analysis and discussion rather than following a prescribed set of values and attitudes as conveyed by the teachers.

#### **4.1.3 Cultivation of values and attitudes**

The main direction of the MNE subject is to cultivate in students positive values and attitudes. Positive values and attitudes should possess the following attributes:

- Being virtues recognised and accepted by the general public
- Being the positive and driving force in the development and betterment of individuals, family, society, the country and the world
- Being conducive to good conduct and pro-social and altruistic behaviour

The cultivation of positive values and attitudes should take into consideration students' developmental needs. The learning and teaching for each of the four Key Stages has different but interrelated emphases:

- **In Key Stages One and Two** (Primary 1 – 6), the focus is on cultivating students' positive values and attitudes, which include perseverance, benevolence, respect, etc. This furnishes students with a solid moral foundation with “positive energy” and develops their courage to overcome challenges.
- **In Key Stages Three and Four** (Secondary 1 – 6), the focus is on developing students' ability to distinguish right from wrong in situations compounded by myriads of values. Along with their cognitive development, students' analytical thinking develops gradually in this stage. They may learn to analyse issues and make decisions with a rational and responsible attitude.

Related learning activities are able to help students clarify and cultivate personal values on the basis of rational thinking and independent judgement. The following are some suggestions for learning and teaching:

- **Guiding students to understand the nature of values**  
To guide students to understand the nature of values, teachers can involve them in the learning of the “hows” as well as the “whys” of values. Take “courtesy” as an

example, it does not only represent the observation of rules and directions, but also implies respect for others.

- **Encouraging students to prioritise values**

To help students understand that various values are involved in life events and issues, teachers can guide them to prioritise values when analysing an issue and employ positive values as reference when making judgements.

- **Helping students deal with value conflicts**

To allow students to experience conflicting values and the ethical dilemmas involved, teachers can employ different learning and teaching strategies, e.g. values clarification to help students handle value conflicts.

- **Directing students to make value judgement**

To assist students in learning how to make caring and reasonable judgements, teachers can guide them to stay objective and adopt a discriminating attitude when analysing life events and issues in various domains.

- **Promoting the building of values in students**

To provide an open learning platform that encourages free expression of opinions, learning and teaching can focus on enhancing students' ability to clarify, discern and practise values, and their involvement in rational discussion. This helps students ultimately develop into self-directed learners and independent individuals.

#### **4.1.4 Independent thinking and judgement**

The MNE subject emphasises the provision of authentic and enlightening learning experiences to encourage students to analyse issues with a rational, unbiased and multi-perspectival mind and increase their competence in independent thinking and judgement.

#### **4.1.5 School-based curriculum planning and practical experience**

The learning and teaching strategies of the MNE subject are built on the strengths of the moral, civic and national education that has been implemented by schools. These strategies are designed with adaptation and optimisation of the current practices to meet the rationale and objectives of the MNE subject. They are not to be taken as a single and fixed mode of implementation or a replacement for the existing effective ones.

- One school makes great efforts to promote traditional Chinese culture and sets up various interest clubs such as a Chinese orchestra, a lion dance group, a dragon boat team and a Chinese martial arts club. Teachers can capitalise on such strengths when incorporating the Chinese culture related topics into the MNE contents by inviting the members of these interest clubs to share their learning experiences and gains in classes. This can increase students' understanding of, and interest in Chinese culture.
- One school organises frequent exchange learning activities with its sister school which is a special school. This arrangement can enhance students' understanding of the disadvantaged group in society. Through discussions and sharing sessions in class, students can better understand the difficulties and challenges facing the disadvantaged, thus leading to greater respect and care for people with different abilities.

Schools can invite staff members and stakeholders such as school social workers, parents, students and alumni, who possess unique personal knowledge, skills or experiences related to the MNE subject, to share their experiences with the students. This will enhance students' understanding of the related domains and increase their motivation to learn.

#### **4.1.6 Learning materials from life events**

The MNE subject encourages teachers to make use of life events, current issues and interesting topics as learning materials for analysis and discussion with students so that students can make rational judgements (please refer to “Appendix 3 for Key Issues on Learning and Teaching through Life Events”).

When designing the school-based learning contents, schools may link the contents with students' life experiences to provide them with learning contexts for the cultivation of moral qualities and the building of identity.

- One school arranges the “personal growth lessons” in regular classes. Daily life events are used as resources to help students cultivate good moral qualities and attitudes through class discussion and learning activities.
- One of the topics of the “personal growth lessons” is “pursuit of excellence”. Students are required to review their performance in the previous term and set goals with a detailed plan for the new term. The reflective questions include, “For the general performance in the first term, I give myself a score of \_\_\_\_”, “What impressed me most in the first term was...”, “From the incident, I have learnt that...”, etc.
- Students may also invite friends, teachers and parents to write down encouraging remarks to enrich their learning experience and consolidate their learning.

#### **4.1.7 Experiential learning experiences**

Experiential learning not only provides learning elements such as time, place, character and events, but also enriches the learning contents and provides authentic learning contexts at the same time. It also enables students to give thoughtful and reasoned considerations when making decisions in the face of value conflicts.

Off-campus learning activities such as service learning, site visits and Mainland exchange programmes allow students to cultivate values and attitudes in an authentic environment. For example, students may reflect on their experiences of participating in school or community services, thus developing greater concern for others and society. The offering of services also facilitates the integration of the experiences from the cognition, affection and action aspects, thus helping to cultivate students’ moral qualities and commitment as responsible citizens.



- One school launches a “mentoring scheme” among students to give senior students an opportunity to take care of junior students who encounter difficulties in their learning.
- A group of senior students is selected as “mentors”. They receive training on how to cope with the learning needs of their mentees.
- Mentors provide mentees with guidance in doing homework and play with them during recess, lunch hour and after school. Besides helping junior students to tackle the difficulties in their studies, the scheme gives senior students an opportunity to develop a sense of responsibility and commitment, and fosters a caring learning environment in the school.

Schools may consider the use of service learning when planning for the learning contents of the social domain in the MNE subject. Service learning can develop students’ awareness, sense of belonging, civic participation and identity towards their community. For example, a service learning activity under the theme of conservation of monuments and antiquities may involve students who volunteer as docents. The students can also write to district councillors and relevant authorities to express their opinions on related issues.

#### **4.1.8 Conducive learning environment**

A good learning environment facilitates the learning and teaching of the MNE subject. Schools, peers, families and society can all help to create an environment conducive to learning, which helps students feel and experience desirable moral qualities such as self-discipline, honesty and courtesy. This allows students to identify and uphold these moral qualities.

Students can understand the norms of social behaviours through their observation of the words and deeds of adults as well as teachers, who act as role models to students. It implies that “teaching by words” and “teaching with deeds” are equally important in creating a learning environment conducive to the cultivation of students’ moral qualities.

Support from family members is influential in the effective implementation of the MNE subject. Parents’ participation in learning activities facilitates the provision of an environment conducive to learning for students (please refer to “4.2.1 Roles of stakeholders” for the details of the possible roles of stakeholders in the learning and teaching of the MNE subject).

## **4.2 Learning and teaching process**

### **4.2.1 Roles of stakeholders**

A good learning atmosphere is crucial for students to observe and experience moral qualities such as self-discipline, honesty and courtesy. Therefore, each of the stakeholders plays an essential role in the learning and teaching of the MNE subject.

#### **(a) Teachers**

- Teachers play different roles in the learning and teaching of the MNE subject:
  - Knowledge provider: With a good understanding of students' mastery of the topics, teachers provide the scaffolding of related knowledge to facilitate discussions and encourage students to perform objective analysis and make rational judgements.
  - Moral enlightener: Teachers encourage students to raise questions and share their experiences actively so as to acquire a deeper understanding of moral concepts and positive values and attitudes from multiple perspectives and value stances.
  - Learning facilitator: Acting as facilitators, teachers stimulate students' thinking and ensure impartial discussions and expression of different opinions for effective learning.
  - Role model: Teachers demonstrate their values and attitudes towards life through classroom management, daily interaction with students, etc. All these have a significant impact on the development of students' values and attitudes.

#### **(b) Parents**

- Parents and family education can increase the learning and teaching effectiveness of the MNE subject. Hence, teachers should include parent participation as one of the elements when designing learning activities apart from informing parents of the learning objectives and contents. For example, when arranging parent-child activities, parents should be encouraged to provide an environment conducive to cultivating the personal qualities of their children.
- Parents should realise that the manners and conduct of other family members and themselves are influential in the development of values and attitudes of their children. They should not impose their views on their children during communication. To act as their children's role models, parents are advised to listen attentively to their children, give guidance and be consistent in words and deeds.

#### **(c) Students**

- During the learning and teaching of the MNE subject, students should participate with enthusiasm and contemplate the issues concerned, find out the values and attitudes that they agree with, be bold to express themselves, and at the same time be respectful

to others' opinions.

- Peer interaction can have positive impact on one's moral qualities. Students should be mindful of their words and deeds, and behave with self-discipline in order to be the role models for their peers and juniors.

**(d) Other stakeholders**

- Schools can enrich students' learning experiences through co-organising related activities such as project learning, visits and exchanges as well as service learning with tertiary institutions, government departments or non-governmental organisations. Different sectors of society and the mass media should also reflect on their roles and the impact of their work on shaping students' values and take positive steps to help achieve the learning objectives of the MNE subject.

#### **4.2.2 Suggestions on learning and teaching strategies**

**(a) Clarifying related values**

- Through various learning activities such as questioning, doing worksheets and conducting discussions, teachers can encourage students to think and assess the consequences resulting from different decisions. This helps to enhance students' understanding of their own beliefs and values. The following are some strategies for reference:
  - Teacher-student dialogues: During the process, teachers can give positive feedback on students' views and opinions, leading them to reflect on the values implicit in their words and deeds. A students' learning framework can be constructed to enable them to review and reflect on their behaviour and beliefs, thus enhancing their understanding of the values they hold.
  - Writing activities: Writing activities allow students to organise their thoughts without being distracted by their surroundings and other sentiments. They enable a rational analysis on the issues concerned and lead to enhanced learning motivation.
  - Group discussions: In clarifying values, teachers can act as facilitators to provide students with a free and open discussion platform. To avoid domination by a few and to stimulate deep and comprehensive thinking, every student is encouraged to participate in discussions.

### **Expanding students' knowledge of an issue through the use of debates**

Teachers can organise debates to deepen students' understanding of a topic. With opportunities to exercise independent thinking, and to analyse the topic from multiple perspectives, and formulate and support their arguments, students learn how to make caring and reasonable judgements.

#### **Learning Objective:**

To speak cautiously, practise self-discipline and get along well with others in a rational and respectful manner

#### **Learning Contents:**

Learning how to get along well with peers and develop friendship, e.g. being polite, treating others with sincerity, care and friendliness, showing respect for friends, caring about people's feelings, and being considerate

#### **Suggested Teaching Procedures:**

- Set the debate motion "Nicknaming others does not do any harm" and allow students to take sides. Allow both the affirmative and opposition teams to prepare their arguments before the debate.
- On completion of the debate, let students share in groups their experiences of nicknaming others or being nicknamed. This will allow students to reflect on the motives behind such behaviour.
- Provide feedback on their reflection. Point out that tolerance of nicknames varies from person to person. Even if one is tolerant, it should not be assumed that others have the same tolerance. Everyone's wishes and feelings should be respected.
- Duly emphasise the importance of the values of "respect for others", "prudent speech" and "self-discipline" in class.

#### **(b) Discussion of controversial issues**

- Controversial issues are often widely discussed in society. It is difficult for people to reach a consensus as everyone is influenced by one's own perception and values. However, exploring these issues helps students clarify their value and learn how to make sensible and legitimate choices. It constitutes an important part of values education.
- Teachers should not avoid discussion of controversial issues. On the contrary, they should regard it as important teaching opportunities to help students in their values development.

- Controversial issues can be found in the learning contents of every domain of the MNE subject. They reflect different values and elements of value conflicts which are worthy of analyses and discussions among students. Through analysing and discussing these controversial issues, students will develop independent thinking, clarify their values and establish their personal stance.
- The learning and teaching of controversial issues is “process-orientated”. It emphasises the thinking and judgement process experienced by students, through which students are provided with a conceptual framework, discussion skills, analytical perspectives, decision-making models, etc. Meanwhile, students also have to consider whether their conclusion is thoughtful and reasoned.
- It should be stressed that in discussions, students should adopt positive values and attitudes (e.g. equity, justice, integrity and care for others), rather than superficial concerns such as personal preference, interest and interpersonal relationship as some of the principles guiding their judgement.
- Teachers should guide students to understand the consequences of their decisions and develop their awareness of the value orientation of the mainstream view on the issue concerned while showing respect for the value judgement and decisions of the students.
- Views generated from the discussion of an issue should be grounded on factually accurate evidence, which stresses a thoughtful and rational analysis from multiple perspectives. First impression bias, reaching a conclusion without undertaking sufficient validation of evidence, or over-simplification by seeing a complex issue only in black and white terms should be avoided.
- Teachers should teach students to discuss matters from multiple perspectives. This helps students learn to respect others, accept different views, including those of the minority and the opposition, and not to insist on having a single view adopted by the whole class.
- Teachers have to strike a balance between different opinions and avoid the domination of personal stance in their teaching. The balance does not simply mean equal time allocation for the explanation of different views; instead it is the opportunity for students to understand different views and their respective rationale, and engage in open discussion and free expression of their opinions.
- Regardless of students’ stance, teachers should actively safeguard and respect every student’s right to speak. If the whole class share the same view, teachers can provisionally play the devil’s advocate in order to lead a multi-perspectival deliberation and let them explore the issue from different points of view (please refer to Appendix 4 for suggestions on learning and teaching strategies).

- Although teachers may give their personal opinions during discussion, they should remind students that such opinions are not “standard answers” to the issue concerned (please refer to Appendix 5 for detailed learning and teaching procedures and points to note).
- In order to guide students to develop an impartial understanding of an issue, teachers can adopt classroom learning strategies such as simulation, experiential learning and performing a playlet so that students can directly feel for themselves the contexts of the controversial issue and understand the mind of the people involved. This will help students make up their own mind about the issue in a caring and reasonable manner.

### **Exemplar of Issues for Discussion**

- With the coverage of five domains, the MNE subject provides plenty of discussion topics on values. When selecting topics, teachers should consider the moral significance of the topics as well as their potential to trigger multi-perspectival thinking among the students and hence the development of positive values and attitudes.
- Take “food safety issues” as an example. Teachers can guide students to have values discussion so that they can learn to articulate their stance on issues that are informed by myriads of values.
- The “food safety issues” have the following characteristics:
  - Not only an individual incident, but also a value issue
  - Impact not only on personal health, but also the well-being of families, society, the country and the world
  - A technical question on the surface, with the choice of values at the core
  - Extensive concerns and reports on the issue, thus promoting students’ interest in understanding this issue which is well worthy of attention
- Teachers can guide students to study and analyse the topic with a view to helping them make judgements and discern the embedded values.

#### **Learning Objectives:**

- Through exploring “food safety issues”, to understand the impact of economic, social and technological development on individuals, families, society, the country and the world and to realise the importance of values such as care for others, altruism, integrity, respect for law, responsibility and sustainable development in our everyday life.

#### **Roles of Teachers**

- Provide background knowledge of various aspects concerning “food safety issues”, e.g. examples of food safety incidents and food safety regulations around the world (e.g. safety standards, food additives regulations and notification mechanism).
- Guide students to contemplate the issues from a balanced, fair and impartial point of view in the course of teaching (please refer to Appendix 4 and Appendix 5).

### **Exemplar of Issues for Discussion (continued)**

#### **Suggested Guiding Questions:**

- When a food safety issue arises in the Mainland, how should you select information from different sources for analysis and comparison? For example, how can news reports from the Mainland, Hong Kong and foreign media be synthesised? Are the reports intended to simply present facts about the food safety issue, or are they merely using the subject as a pretext to express ideas on matters other than food safety?
- How does the information shed light on the origin of the food safety issue? Is the inference made on the origin of the issue supported by sufficient evidence?
- Has the information given full consideration to various factors leading to the issue (e.g. the unscrupulous acts of the merchants; the prevalence of materialism in society; food safety regulations and their enforcement; measures taken by other countries and regions in handling similar issues)?

#### **Personal Domain**

- What will be the impact of the production of unsafe food (e.g. use of raw materials and chemicals that are unsuitable for human consumption; use of food additives; genetically modified consumable livestock, vegetables and fruits; and use of inappropriate feeds for livestock) on merchants and consumers?
- How would you feel and react when you found that the food you were eating was unsafe for consumption?
- Why is unsafe food produced? Why do consumers take unsafe food? How does the value orientation of merchants and consumers relate to these questions (e.g. merchants are profit-oriented and efficiency-directed, whereas consumers place a high value on external factors like presentation, taste, texture, price and quantity)?
- What are the values reflected in the merchants' production of unsafe food? What kind of values have they abandoned (e.g. care for others, integrity, responsibility, respect for law and goodwill)?
- Should the merchants consider their moral baseline in their pursuit of profits? How can a balance be achieved and put into practice?
- How can the merchants safeguard their "self-interest" without compromising public interest in the food production process?
- How can merchants maintain their "integrity" in the food production process?

#### **Family Domain**

- How would you feel and react on knowing that your family had consumed unsafe food?



### Exemplar of Topics for Discussion (continued)

- Putting yourself in the food merchants' shoes, imagine you have to earn your family's living and ensure a decent life for them. Therefore, you crave for huge profits at the expense of food safety. However, you are also worried that your family may consume unsafe food. Does it involve value conflicts in this case?
- If you were the merchant's family member and knew that the breadwinner of your family had to face justice for producing unsafe food that had caused harm to other families and the loss of credibility of the business, how would you feel?
- In order to protect your family's health, how should you, as a family member, respond to the food safety issue?

#### Social Domain

- What is the relationship between the social climate on the one hand and the value orientation of consumers and the producers of unsafe food on the other?
- What is the impact of the food safety issue on the relationship between merchants and consumers (e.g. jeopardising the mutually beneficial relationship between merchants and consumers)? What kind of values and attitudes should be maintained by the merchants and the consumers?
- What are the social responsibilities of food production enterprises? If you were a food producer, how would you fulfil your social responsibilities in response to the calls for food safety in society?
- Can the general public and related organisations such as the chambers of commerce and the federations of food producers take the initiative to demonstrate their social ethics and sense of social responsibility?

#### National Domain

- How would food safety issues affect the national image? How should merchants consider their national responsibilities?
- How should the government tackle and prevent food safety problems (e.g. practical monitoring and enforcement as well as reporting measures in respect of regulations such as *Food Safety Law and Regulation on the Implementation of the Food Safety Law*)? What kinds of values and attitudes are demonstrated in these measures? Can these measures be further improved?
- Why do producers of unsafe food ignore related regulations and monitoring by the country? What are the improper values and attitudes thus manifested?
- Are legislation and regulatory supervision the most effective means to deal with the food safety issue? What are the shortcomings of these means? Apart from legislation and supervision, are there any other ways to deal with the food safety issue?

### **Exemplar of Topics for Discussion (continued)**

#### **Global Domain**

- What proposals have the World Health Organization and the Food and Agriculture Organization of the United Nations (UN) made for the food safety issues? What relevant measures have been taken by the governments of other countries and regions? What core values are reflected in these measures?
- The UN Human Rights Council shows concern for “the right to food”. How would the food safety issues be considered from the perspective of human rights?
- Some green organisations consider genetically modified food, overly processed food and the use of pesticides detrimental to sustainable development. They propose organic and ecological agricultural models and a ban on pesticides. What kinds of core values are reflected in these proposals?
- Artificial food and natural food have their own characteristics. For example, genetically modified rice is higher in yields with a shorter growth cycle, but the production cost of organic agriculture food is higher. Not using any pesticides will lead to greater infestation of pests. How can consumers choose between artificial and natural food? What are the values that can serve as the principles and reference for making judgements?

#### **(c) Diversified modes of learning**

- The MNE subject covers a range of domains. Students’ prior knowledge relating to the curriculum may vary due to differences in their backgrounds and life experiences.
- Teachers can make use of different modes, e.g. role plays, group discussions and video shows, together with effective questioning techniques, to guide students’ thinking.
- Teachers can discuss with students topics of their concern, e.g. interpersonal relationships, attitudes towards romantic love and career planning. Teachers can give feedback to help them identify the values underlying their views. They can also encourage students to practise self-reflection and clarify their stance through questioning and scaffolding of information.

#### **(d) Provision of authentic learning contexts**

- First-hand observation, experience and reflection, e.g. visits and exchange programmes, field trips and service learning, are effective in promoting the moral development of students and enhancing their learning.

- Teachers can facilitate the learning of the MNE subject by organising visits and exchanges. For example, for learning in the national domain, inbound or outbound visits and exchanges complementary to classroom learning may be organised for students to explore the opportunities and challenges facing the country in the four dimensions of national situations (i.e. natural resources, contemporary development, humanities and history). Examples include:
  - Arranging visits to buildings of traditional Chinese architecture to explore the cultural features they demonstrate. Comparison between Chinese buildings in the Mainland and Hong Kong may also be made to give a clearer picture of the cultural heritage and social development of both places.
  - Organising students' participation in festival celebrations to allow them to experience traditional values like respect for culture and respect for ancestors. Students can also gain more knowledge of Chinese culture with the help of learning activities such as assemblies, book fairs and project learning.

**(e) Project learning**

- Project learning encourages self-directed exploration and collaboration between students. A rational, objective, positive and proactive attitude is emphasised in the process of project learning. Students should have ownership in every stage of the process, e.g. selection of topic, information search, peer collaboration, sharing of results and self-reflection.
- During the process, teachers should help students clarify and explore the values and attitudes underlying the topic. Students should be encouraged to analyse the issue rationally and take a prudent and discriminating attitude so as to arrive at a caring and reasonable judgement.

Students' active participation should be encouraged so as to develop their generic skills, including communication, collaboration and presentation skills, as well as values and attitudes such as rationality, objectivity, broadmindedness and respect.

**Promoting learning in the national domain through visits,  
exchange programmes and project learning**

Regarding the national domain, the MNE subject aims at developing students' understanding of the close connection between the development of the country and Hong Kong. Teachers may arrange visits and exchange programmes focusing on the architecture of ancestral halls in the Guangdong Province and Hong Kong to complement classroom learning. This helps to pave the way for exploring the cultural heritage of the Guangdong Province and Hong Kong, and nurturing a common sense of belonging.

**Promoting learning in the national domain through visits,  
exchange programmes and project learning (continued)**

**Learning Objective:**

To learn about the close relationship between the country and Hong Kong in their development, and develop a common sense of belonging

**Suggested Learning Procedures:**

**Before the exchange programme:**

- Conduct some information search about the architecture of ancestral halls and the relationship between the Guangdong Province and Hong Kong, and set a topic for enquiry, e.g. exploring the relationship between ancestral hall architecture and the rise of the social status of clans.
- Determine the aims, formulate a plan, approaches and steps for the enquiry according to the topic chosen.

**During the exchange programme:**

- Visit ancestral halls with distinguishing features in the Guangdong Province and Hong Kong, collect information and compare it with the information collected before the visits.
- Carefully observe the surroundings during the visits, e.g. roof ridge decorations, auspicious symbols, and Chinese couplets and tablets, and think about their embedded meanings and cultural connotation.
- Apart from observation, students can also interview people living near the ancestral halls to gain an in-depth understanding of the positive impact of the ancestral halls on the social status of clans, and the legacies they leave behind in terms of ancestral aspirations and Chinese virtues.

**After the exchange programme:**

- Compile and analyse the information collected and present their learning outcomes in different ways, e.g. reports, web pages, models, short videos, as well as sharing activities such as role plays and dramas related to the subject. Students should share with teachers, peers, parents and different sectors of society their learning experiences and knowledge gained in the exchange programme in a lively and interesting way so as to extend and deepen their learning effectiveness.

**(f) Discerning events and topics for discussion from multiple perspectives**

- “Character”, “Place”, “Event” and “Time” serve well as entry points to initiate thinking in the learning and teaching of the MNE subject and to encourage a multi-dimensional understanding of the events and topics for discussion in each domain.
- Take the personal, family, social and global domains as examples. Teachers can guide students to select “Character”, “Place”, “Event” and “Time” as entry points for thinking to enhance their identity in each domain; for example:
  - **Character:** Take the personal domain as an example. Students can understand the wisdom of, and learn from the moral qualities of outstanding figures in the history of China and the world. They can practise in daily life what they have learnt to enhance their personal qualities.
  - **Place:** Take the social domain as an example. Students can visit the Legislative Council (LegCo) Complex and observe meetings of the LegCo and other committee meetings to understand the work of the LegCo and the spirit of democracy and rule of law.
  - **Event:** Take the global domain as an example. Students can study the themes of, and resolutions made at international summits to understand the interdependent relationship among countries and regions and to make rational judgements on global issues.
  - **Time:** Take the family domain as an example. Students can cultivate values and attitudes of filial piety, benevolence, broadmindedness, etc. when they experience the family bonds during festive celebrations and times of hardships and challenges.
- Taking the national domain as an example, teachers can also guide students in selecting “Character”, “Place”, “Event” and “Time” as entry points for thinking to enhance their understanding of the development of the country (Please refer to Appendix 6 for suggested modes of learning of national education); for example:
  - **Character:** People who have made tremendous contributions to the country in the fields of politics, military, economy, culture, arts and technology as well as people involved in the course of the development of the country
  - **Place:** Places of great significance in the development of the country such as economic development zones, congress venues, industrial centres and regions with a unique culture and traditional customs
  - **Event:** Events of great significance in the development of the country such as institutional reform, promulgation of policies or regulations, innovations and inventions, and technological breakthroughs

- **Time:** Eras of great significance in the development of the country such as phases of philosophical transformation, research milestones, periods with significant cultural impact and influences and dates of major events
- For the learning and teaching in the national domain, teachers can select suitable learning focuses and guide students to conduct an enquiry from the four analytical dimensions (namely “politics”, “society”, “humanities” and “technology”). Take the study of the “Guangzhou-Shenzhen-Hong Kong Express Rail Link” as an example. Through taking an interest in the development of the country and its important projects, students can understand the opportunities and challenges facing the country and the directions for improvement, including:
  - **Politics:** The pace of development of the project and the co-ordination between the Guangzhou-Shenzhen-Hong Kong Express Link and the rail transport policies of the country
  - **Society:** The considerations for and the impact of site selection for the terminals of the Guangzhou-Shenzhen-Hong Kong Express Rail Link
  - **Humanities:** The impact of the Guangzhou-Shenzhen-Hong Kong Express Rail Link on people’s livelihood
  - **Technology:** The co-ordination between the Guangzhou-Shenzhen-Hong Kong Express Rail Link and industrial production, urban planning, safety measures, etc.

### **Learning and Teaching from Multiple Perspectives**

In the national domain of the MNE subject, students can deepen their understanding of the development of contemporary China and explore the country's current situations and challenges from multiple perspectives through studying the development of the automobile industry in China.

#### **Learning Objective:**

To understand the opportunities and challenges facing the country through taking an interest in its development and key projects

#### **Examples of Perspectives:**

- Policies and regulations: the relationship between respective policies and regulations and the development of the automobile industry
- Environmental protection: the efforts of the automobile industry to keep in line with energy-saving, emission-reduction and the green and low carbon agenda
- Urban management: the impact of an increased use of automobile on urban roads and license management
- People's livelihood: the relationship between the development of the automobile industry and the growth of the economy and people's livelihood
- Brand creation: the creation and promotion of automobile brands in the Mainland market
- International trade: the significance of China's entry into the World Trade Organization for the development of the automobile industry
- International cooperation: the contributions to the development of the automobile industry as a result of the cooperation between Chinese and foreign enterprises in scientific research and development

#### **(g) Complementing “teaching by words” with “teaching with deeds”**

- “Teaching by words” and “teaching with deeds” are equally important in facilitating the learning and teaching of the MNE subject.
- “Teaching by words” includes discourse by teachers to guide students in their cognitive development and transformation by means of teacher explanation in the form of experience sharing and story-telling or sharing by the people involved, thus deepening students' understanding of life events and issues and enhancing the learning effectiveness.
- “Teaching with deeds” emphasises the practice of good moral conduct by teachers or paragons in the daily life contexts so that they will be regarded as role models for students to model good behaviour and develop healthy habits.

## Chapter V Assessment

This chapter aims to illustrate the effective use of assessment strategies to facilitate student learning and continuous enhancement of the learning and teaching of the MNE subject. The suggested assessment strategies are intended to deepen teachers' understanding of the principles, direction and modes of assessment of the MNE subject. Teachers are encouraged to adopt appropriate and effective assessment strategies, taking into consideration the school contexts and students' needs, for the systematic review and demonstration of students' learning achievements.

### 5.1 Assessment principles

“Curriculum”, “assessment” and “pedagogy” are interconnected (Figure 5.1). Schools are suggested to flexibly adopt different modes of assessment, including “formative assessment” and “summative assessment”, which embody the following characteristics, to achieve the curriculum aims of the MNE subject (For details of the curriculum aims of the MNE subject, please refer to “1.2 Curriculum Aims, Chapter I: Introduction”):

- Provide useful information for students to reflect on their performance in the MNE subject and seek ways to make progress.
- Provide positive and clear feedback to reflect the effectiveness of student learning and inspire improvement.
- Provide information on students' learning outcomes, e.g. their mastery of the learning contents of the subject and their sense of identity and belonging in different domains, for teachers and other stakeholders' reference in curriculum adaptation and enhancement of learning and teaching.

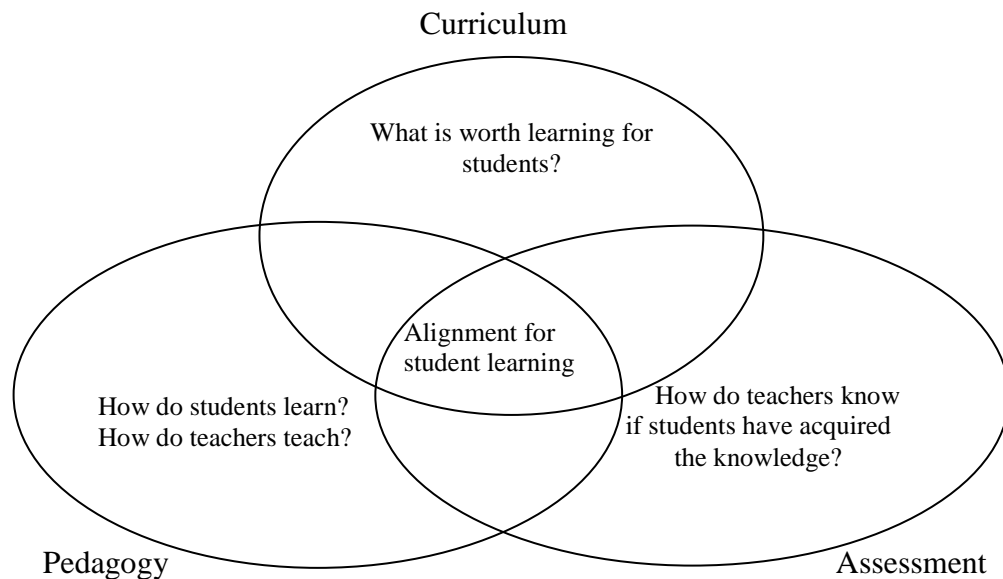


Figure 5.1 The interconnections between curriculum, pedagogy and assessment



## **5.2 Assessment direction**

In planning the assessment strategies for the MNE subject, apart from letting students, teachers and other stakeholders understand students' learning experiences and achievements as well as making suggestions for improvement, schools should also be forward-looking and encourage teachers to make adaptation to the learning contents as well as learning and teaching strategies according to students' learning outcomes.

The curriculum aims of the MNE subject cover the cognitive, affective, and action dimensions, guiding students to achieve different learning objectives for each Key Stage, as enumerated in “Chapter II: Curriculum Framework”. Apart from aligning with the curriculum aims and learning objectives, the assessment strategies of the MNE subject should also be student-centred and able to systematically help teachers understand whether students can achieve the learning objectives of the MNE subject.

The assessment strategies of the MNE subject should be closely connected with its learning objectives. On-going and diversified modes of assessment in the cognitive, affective and action dimensions of the subject should be conducted to provide students with descriptive and directional guidance as well as positive feedback to facilitate learning.

The aim of assessment of the MNE subject is to reflect students' learning performance and outcomes in the subject through providing feedback. It helps them reflect on the directions for improvement and provides important information for continuous refinement of the curriculum.

The MNE subject provides students with “positive energy” and aims at cultivating moral and national qualities. Teachers should be appreciative, encouraging and supportive to recognise students' performance in the MNE subject so as to enhance their confidence and self-image to support their continuous improvement.

### **5.2.1 Cognitive dimension**

To understand students' changes in the cognitive dimension, teachers should pay attention to their ability to think rationally and render moral judgement and mastery of related life skills such as expression skills, analytical skills, communication skills, collaboration skills and decision-making skills, on top of their understanding of moral concepts and values (e.g. justice, responsibility and social morality).

### **5.2.2 Affective dimension**

To understand students' changes in the development of moral and national qualities, teachers should pay attention to any triggered affection or changes in attitudes by observing their learning process.

Students' attitude could change from feeling estranged and indifferent to attending willingly, accepting, approving, expressing views and participating with pleasure. The change could even be exhibited authentically in their behaviour. Instead of being an instant and fragmental expression of feelings, such emotion should constitute a continuous and coherent transformation and development of attitudes.

### **5.2.3 Action dimension**

It is more specific to assess and reflect students' moral and national qualities in the "action dimension" than in the "cognitive" or "affective dimension".

Teachers can record students' attendance and behaviour in learning activities and observe their learning attitudes in order to know about their changes in the learning process. For example, teachers can note whether students would take the initiative to help their peers and commit to various tasks in the learning process of exchange programmes or project learning.

Besides recording students' behaviour in the learning process, teachers can also observe their daily performance. They can adopt the existing recording methods used by the school and invite different stakeholders to make observations so as to systematically understand and reflect students' achievements and changes in the "action dimension". For example:

- How do students strive to plan for their future, e.g. to make decisions about further studies, subject choices and career?
- Are they willing to help their peers solve problems with learning?
- In their participation in service learning, are they committed and how do they treat others?
- Are they concerned about current social/national/global issues?
- How do they live an environmentally-friendly lifestyle?

We should note that assessment that is based entirely on the observation of students' behaviour might be superficial and may encourage superficial behaviour of students who aim at winning good comments, making it difficult to understand and assess their moral qualities, values and attitudes holistically. Apart from observing the overt behaviour of students, teachers should also consider their "cognitive" and "affective" changes for duly assessing their learning performance.

### **5.2.4 Holistic assessment**

The MNE subject proposes the use of diversified assessment strategies, e.g. questioning, group discussions and role plays, which should be integrated with learning, to achieve a holistic understanding of student learning (including cognition, affection and action) and help them monitor their own learning progress.

- **Example 1:** During the discussion on “whether one should report to the teacher about a good friend cheating in an examination”, if students only give the reason that “the friend will be punished by the teacher”, teachers may guide them to think at different levels by asking them a range of questions, such as “is cheating fair to other classmates?”, “are the examination results meaningful if one cheats?”, “how valuable is integrity?”, “what defines success?” and “what is the standard of being successful?”. In this way, teachers can systematically understand students’ changes in the thinking process and guide them to construct positive values and attitudes.
- **Example 2:** During the discussion on topics related to the future development of the country, teachers may learn about students’ understanding of the topic by leading them into a discussion of the betterment, rights and obligations of the people, the direction of national development and universal values such as benevolence, human rights and democracy using worksheets and by observation. Teachers can then grasp the breadth and depth of students’ thinking and judgement and encourage them to put their thoughts into action.
- **Example 3:** During the discussion on “elephant conservation”, if students only mention the standpoint of “supporting the protection of endangered species”, teachers can guide them to think from multiple perspectives, e.g. to consider the related issues such as the conservation and management policies of elephants, international ivory trade, changes of land use and regional economic development. Teachers can guide students to explore the challenges and opportunities of sustainable development so as to assess their ability to examine the topic from different angles and reflect on the values embedded in the issue, e.g. justice, right to survival, ecological balance and interdependence.

### 5.3 Assessment strategies

Based on the aforementioned assessment principles and direction, when planning the assessment strategies for the MNE subject, teachers should consider the following key points:

#### Principles

- **Using holistic performance as the basis:** Assessment should be based on students’ holistic performance, including cognition, affection and action, to understand their overall learning outcomes in the MNE subject.
- **Adopting diversified assessment strategies:** Adopt formative assessment and summative assessment strategies with flexibility by inviting different stakeholders to participate in assessment, e.g. conducting self-assessment, teacher observation and peer assessment. Teachers can help students get a thorough understanding of their performance in the MNE subject and the directions for improvement through diversified modes of assessment, e.g. learning portfolios and project learning.
- **Providing positive feedback:** Teachers should provide students with descriptive and

directional assessment results, enhance their confidence with positive feedback, reflect their performance and achievements, and encourage them to make improvement and cultivate positive attitudes towards life.

### **Direction**

- **Enhancing learning:** Teachers should help students understand their performance and directions for improvement by timely and appropriate means throughout the whole learning process. Assessment should be continuous and conducted under different learning contexts, e.g. classroom learning, group discussions, service learning and exchange programmes.
- **Stating the assessment objectives clearly:** Stating the assessment objectives, methods and standards of the MNE subject clearly and explicitly helps students learn from the assessment and grasp their learning progress, which enhances learning motivation and effectiveness.
- **Refining the curriculum:** The assessment should have clear objectives and an explicit direction, emphasise recognising and reflecting students' learning outcomes of the MNE subject, and be able to provide teachers with information for adapting and refining the learning and teaching process. The assessment thus performs the functions of self-improvement and refinement.

### **Modes**

- **Inviting participation of stakeholders:** Apart from teachers' participation in assessment, schools can also consider, in view of the school contexts, inviting other stakeholders, e.g. students, peers and parents, to participate in assessment to reflect students' learning performance from multiple perspectives. For example:
  - **Teachers as assessors:** Teachers can further understand students' achievements in the MNE subject through their daily contact with students and systematically record their learning performance. Based on students' self-assessment, teachers can provide them with positive and descriptive feedback to guide them towards improvement (please refer to Appendix 7 for examples).
  - **Peers as assessors:** In learning experiences/activities such as voluntary services, exchange programmes and project learning, students can participate in the assessment and praise one another's progress in the learning process by means of questionnaires, reflection, etc. Such participation can enhance students' confidence and help them build their identity. It can also facilitate multi-perspectival assessment for a comprehensive reflection of students' development and achievements.
  - **Parents as assessors:** Apart from reflecting students' performance in the family domain, inviting parents to provide information on students' performance at home enhances their understanding of the learning effectiveness in the MNE subject. Moreover, parents' participation creates a learning and living environment in the

family favourable for cultivating moral and national qualities.

- **Integrating with learning experiences/activities:** Design worksheets, activity records, etc, in relation to the learning contents of the MNE subject; get a holistic understanding of students' learning and practice of values and attitudes; understand students' views and attitudes towards different life events and issues so as to aptly provide them with counselling and guidance. Teachers should provide individual students with clear feedback during the assessment process to facilitate learning.

### **Time**

- **Assessment conducted at different learning stages:** To cater for practical needs, collect information of students' learning performance at different learning stages, for example, at timely intervals at the beginning, in the middle and at the end of the term, to understand the learning progress and provide feedback to enhance learning and teaching.
  - **Continuous implementation:** Continuous feedback on performance helps students of different abilities achieve the learning objectives progressively and encourages continuous improvement.
  - **Timely questioning:** Teachers can conduct immediate assessment of students through raising questions in class. Verbal feedback should be provided to guide students to think as well as help them develop confidence, values and attitudes.

### **Reflection on learning and teaching effectiveness (1)**

The following reflective questions aim at providing teachers with a review framework for systematic understanding of the stages and achievements attained by students in the course of value construction. They serve as reference for assessing and reflecting students' learning outcomes. Based on the school contexts and students' needs, teachers may select and adapt different modes for enhancing the assessment of the MNE subject.

#### **Awareness of Values**

- **Does it raise students' awareness of the values attached to their words and deeds, thoughts and habits in daily life?**  
(For example, teachers may help students realise that punctuality embodies such values as commitment and respect for rules.)
- **Does it raise students' concern and provoke thoughts about personal, social and universal values?**  
(For example, teachers may inspire students to develop concern for humanitarianism and respect life at the individual level; to practise mutuality and offer timely help to others regardless of boundaries and races at the global level.)

## **Reflection on learning and teaching effectiveness (1) (continued)**

### **Understanding of Values**

- **Does it enhance students' understanding of the values embedded in classroom learning or activities as well as the intrinsic and extended meaning of such values?**

(For example, teachers may arrange appropriate lessons or activities to help students understand the values embedded therein. For instance, life experience programmes are conducive to expanding students' understanding of different domains, displaying values of acceptance and inclusion; participating in national flag-raising ceremonies helps students develop respect for the representations of the country.)

- **Does it help students understand the ways in which values are presented and help them build their identity in the related communities, and hence develop a sense of pride and belonging?**

(For example, teachers should help students construct different identities and make them proud of being a member of the related communities. For instance, students should feel proud of being a member of the flag-raising team or a representative of an exchange tour of the Mainland.)

### **Conflict of Values**

- **Does it lead students to distinguish, compare and contrast different values?**

(For example, teachers may design a moral dilemma to guide students to understand the conflict of values such as justice and compassion, and freedom and obligation in order to further clarify the meaning of different values, evaluate their importance and ponder how to handle the conflict.)

- **Does it encourage students to analyse different scenarios involving conflicting values rationally from multiple perspectives and make caring and reasonable judgements?**

(For example, teachers should guide students to think from diversified and multiple perspectives, prioritise values and hence make caring and reasonable judgements in moral dilemmas.)

## Reflection on learning and teaching effectiveness (2)

### **Fostering Affection**

- **Does it appeal to students' affection which subsequently becomes the continued drive for good deeds?**

(For example, teachers should appropriately draw students' attention to different issues in life, such as the uneven distribution of resources and the wealth gap in society, thereby fostering in them care for the community and responsibility for social participation.)

- **Does it appeal to students' affection so that they will extend their care to others, bringing about positive changes to their lives?**

(For example, teachers may arrange voluntary services for students to let them experience that it is more blessed to give than to take so that they will gain satisfaction by offering help to others in daily life.)

### **Internalisation of Values**

- **Does it encourage students to consciously demonstrate virtues and related universal values in daily life?**

(For example, teachers should create an ideal learning environment to help students put into practice the virtues and related universal values, which shall become part of their learning. This includes asking students to work on group projects and assigning appropriate tasks to cater for each group member's interests and needs. Even without reminders, students should remain committed to the tasks, be willing to participate in learning activities, frankly share their experience and views with others, respect the opinions of others, and join efforts to achieve the learning objectives of the team.)

- **Does it encourage students to willingly take responsibilities in different domains?**

(For example, teachers should help students realise their respective roles in different domains, take responsibilities willingly, and set goals for actions. This includes, in the family domain, facing and shouldering the responsibilities as a member of the family, and committing themselves to promoting family harmony; in the social domain, taking the responsibilities as a member of society by respecting the law; in the national domain, taking the initiative to learn about the natural environment, history, culture and contemporary development of the country, and contributing to the sustainable development of the country willingly; and in the global domain, making good use of resources and contributing to the protection of the ecological environment.)

## Reflection on learning and teaching effectiveness (2) (continued)

### Formation of Habits

- **Does it inspire students to consciously demonstrate virtues and related universal values in daily life and form habits based on such values?**

(For example, teachers should help students demonstrate virtues and related universal values in daily life. This includes, in the personal domain, acting introspectively when browsing websites and using online message boards; and in the social domain, staying honest, keeping promises, showing respect for others, etc. In addition, students should actively broaden their horizons, learn about current issues in Hong Kong, China and the world, and analyse and make judgements rationally.)

### 5.4 Demonstration of learning outcomes

Assessment of the MNE subject aims at demonstrating the achievement of student learning. Teachers should help students sustain their improvement through descriptive and directional assessment. Teachers should give timely, appropriate and specific feedback on students' learning performance so as to enhance learning effectiveness.

The following are a few suggested directions on how to demonstrate students' learning achievements in the MNE subject:

- **State the objectives clearly:** As each assessment strategy has its advantages and limitations, interpretations of data collected by various strategies should be explained to stakeholders. For example, the data collected through "Assessment Program for Affective and Social Outcomes" (APASO) are only suitable for analysis at the school level and should not be used for comparison of individuals. Qualitative descriptions of students' performance should not be processed by statistical methods.
- **Establish a systematic mechanism:** Schools should establish a systematic assessment mechanism to understand students' learning progress and performance as the basis for continuous enhancement of student learning and further improvement of the curriculum. Information could be disseminated to stakeholders through different means such as parent seminars, newsletters and school websites.

Based on the existing foundation, schools can use various assessment modes flexibly to reflect students' learning outcomes in different learning experiences of the MNE subject to stakeholders, while providing important information for further curriculum development, for example,

- Students' learning performance and achievements can be reflected in their learning portfolios;
- Teachers' observation of and recommendations for students can be shown on the



assessment forms;

- Results of parent-assessment and peer-assessment can be comprehensively presented through various means, e.g. parent seminars, newsletters and school websites;
- Students' learning outcomes can be shown on their report cards.

### 5.5 Modes of assessment and demonstration of learning outcomes

Schools can use diversified modes to assess and demonstrate students' learning outcomes to promote learning effectiveness and enhance the curriculum continuously. Below are some examples:

- Example 1:

#### **Integrating Students' Learning Experiences with Assessment**

In a Mainland exchange programme organised by schools, student participants can record their experiences on each day and present them in group sharing sessions at night. Teachers can give feedback and guidance based on students' reflections. Throughout the whole course of learning and assessment, apart from reviewing their own experiences, students can understand the experiences and feelings of their peers. They can improve based on sharing of experiences and teachers' feedback. Teachers are also able to review the effectiveness of the learning activity and seek ways to enhance learning and teaching.

For example:

(After the Mainland exchange programmes, students can reflect on the learning activities of different sessions and write down their feelings and experiences, while teachers can give comments as positive feedback.)

<b>Learning activities</b>	<b>Student's feelings and experiences about the activities</b>	<b>Teacher's feedback</b>

- Example 2:

### **Integrating Project Learning with Assessment**

Schools can arrange project learning activities on topics about the contemporary development and challenges of the country. Upon completion of the project, students can conduct a group presentation on their insights and understanding of the topic and provide positive feedback to other team members. Moreover, each team member can give comments and suggestions on the presentations by other groups, while feedback may be given by teachers to each group or individual students on their learning outcomes. Lastly, the learning outcomes of all groups can be presented to the whole school through appropriate means (e.g. bulletin boards and school websites).

For example:

(Students can provide positive feedback on one another's performance in the course of project learning.)

	<b>Names of team members</b>	<b>Responsibility in the project</b> (e.g. selecting the topic, designing questions, leading/participating in discussion, analysing data and preparing the report)	<b>Points worthy of appreciation and learning</b> (e.g. taking the initiative to prepare for learning, actively participating in discussions, and humbly listening to and accepting others' opinions)
1.			
2.			
3.			

- Example 3:

#### **Understanding the Learning Effectiveness by Self-assessment Questionnaire**

Schools should systematically record students' progress in accordance with school contexts and needs. For example, they can select questionnaire items from "APASO" for students to complete at the beginning and the end of each term. Results of the comparison may provide a holistic understanding of the changes in certain aspects of students' development and their perception of values in the school year. In addition, the school may add other parameters such as grade, gender, academic performance and conduct in analysing the data collected to deepen their understanding of their students from different perspectives. It also provides important reference for curriculum planning.

- Example 4:

#### **Reflecting Students' Learning Outcomes in Student Reports**

Schools may ask class teachers to write down positive and encouraging remarks related to students' personal development, conduct and attitudes on students' report cards to inform parents of the learning outcomes of their children. Schools may arrange meetings with parents to hand out the report cards and allow parents to share with teachers the learning difficulties and needs of their children as well as their expectations of their children. In addition, teachers can arrange conferences and counselling for individual students to provide clear feedback to help them understand the directions for improvement and enhance their self-image.

For example:

(Based on students' performance in the MNE subject, teachers may give positive and descriptive assessment feedback on students' report cards.)

Name of student: XXX Secondary 1, Class X (student number)

#### **Moral and National Education**

##### **Learning Performance and Achievements (exemplars)**

- ◆ *Eagerly help classmates and show concern for their feelings, showing care for others*
- ◆ *Show concern for social and national issues and put forward personal analysis and views, demonstrating good civic qualities*
- ◆ *Show responsibility and complete the work assigned by teachers on time*
- ◆ *Treat people with modesty and courtesy*
- ◆ *Show courage and perseverance in the face of difficulties and challenges in learning*

- Example 5:

### **Demonstrating Learning Outcomes with Learning Portfolios**

Schools can use learning portfolios to help students review their participation and feelings in different learning experiences so as to set directions for improvement.

Teachers should design diversified questions to inspire students' thinking based on their learning experiences, e.g. recall the most impressive lessons/activities, review one's participation in collaborative tasks, and set the learning objectives and strategies for the next stage.

Apart from writing, students can also express themselves in different forms, e.g. drawings and mind maps. In addition, teachers can ask students to include meaningful materials in their learning portfolios, e.g. photos, drawings and homework, and provide elaboration to record their learning outcomes. In the preparation of the learning portfolios, students can improve themselves through reflection and grow through concluding their learning experiences.

Teachers can also observe the problems and needs of students in their learning portfolios. The portfolios serve as important reference for enhancing teaching as well as providing counselling and feedback for individualised learning.

Moreover, schools can collect and analyse the learning portfolios of different classes for holistic curriculum planning and reviewing the effectiveness of curriculum implementation.

For example:

(The following reflective questions can be incorporated into the learning portfolios by teachers to guide students' reflection.)

- What impressed you most in this learning activity?
- What knowledge and skills did you acquire through this learning activity?
- What inspiration did you get from this learning activity?
- Are you satisfied with your performance in this learning activity?
- How are you going to improve your learning performance?

#### **“A reflective journal written by a student after visiting an elderly home” (sample)**

“Today, we visited an elderly home to enhance our understanding of the life of the elderly. I have found that the elderly in fact are very talkative (*cognitive knowledge increased*). From my conversation with them, I fully realise that ‘the elderly are treasures in a family’ and we have a lot to learn from them (*affection enhanced*). I seldom care about my grandfather but today, I talked to an old man of about his age for almost 30 minutes. I have made up my mind to find an opportunity to chat with my grandfather tomorrow (*thoughts put into action*).”

- Example 6:

### **Assessment through Classroom Learning and Post-lesson Assignments**

When teachers guide students to discuss an issue in class, they can divide them into groups. Group representatives will take turns to report their viewpoints and arguments while other group representatives and the teacher will give feedback in various forms such as verbal and written feedback.

Verbal feedback and written feedback have their respective advantages. Verbal feedback allows real-time interaction and exchange of views between the assessor and the assessed using simple procedures. Written feedback, being quite flexible, can be a completely open commentary without restrictions. The assessment criteria and assessment forms can either be designed by the teacher or by the whole class upon negotiation so that both the teacher and students can participate in the assessment.

Teachers can also encourage students to summarise and extend their learning with a wide variety of post-lesson assignments, e.g. short essays and reflective journals. The completed assignments can be assessed by the students themselves, their peers or teachers.

The MNE subject emphasises the nurture of values and attitudes as well as identity-building. Affective development is not easy to be quantified. Teachers should use appropriate methods to facilitate student learning. They can respond to students' feelings by giving comments to point out their merits and make suggestions for improvement. Teachers can also consider offering encouragement to students with stickers, stamps, maxims or poetry quotes to express their appreciation and recognition of students' learning outcomes.

## Chapter VI Learning and Teaching Resources

This chapter aims to introduce the strategies of selecting, managing and developing the learning and teaching resources for the MNE subject. It also sets out examples of related curriculum resources and support services which facilitate the selection, tailoring and adaptation of appropriate learning and teaching resources to promote the learning and teaching effectiveness of the MNE subject.

### 6.1 Selection criteria for learning and teaching resources

- **Exhibiting positive values and attitudes effectively:** The MNE subject aims to help students develop desirable moral and national qualities. Learning materials selected should be able to engage students in thinking about the people, events or issues discussed such as “what values and attitudes are involved”, “the importance of positive values and attitudes in the event” and “in what ways people exhibit desirable national qualities”.
- **Adopting diversified resources:** When selecting learning and teaching resources, teachers are advised to adopt a wide range of resources representing different perspectives, points of view, backgrounds, stances, values and ideologies. This enables students to reinforce their knowledge base from multiple dimensions through making contrast, comparison, supplement and validation. Under the guidance of teachers, students can learn how to make value judgements.
- **Using a wide range of multimedia resources:** With the advanced information technology available in Hong Kong, different types of media provide a great variety of learning and teaching materials for the MNE subject. Based on the curriculum contents, learning objectives and needs of students, teachers can make the best use of various resources, without limiting the resources to a particular type or source, such as newspapers, magazines, books, television programmes, films and websites. Teachers should help students not only to enhance their understanding of a topic from multiple perspectives, but also to acquire skills to explore, analyse, synthesise and evaluate information from different sources.
- **Meeting students’ needs:** To arouse students’ learning interest and motivation, teachers should consider the school contexts, students’ backgrounds and developmental needs such as life experience, interest and capability when selecting learning and teaching materials. With appropriate modifications, the materials will be truer to life, thus enhancing learning motivation and encouraging more active student participation.
- **Building on experience:** A considerable number of primary and secondary schools in Hong Kong have accumulated school-based learning and teaching resources in their promotion of the MNE subject. Based on existing resources, teachers can enhance and integrate related materials in accordance with the curriculum aims, learning

objectives and contents.

- **Authentic and multidimensional learning:** The MNE subject emphasises learning through student reflection and discussion on life experience and current issues. Students with different backgrounds will have different understanding, experiences and perspectives on different life events and current issues. The opportunity for students to explore different views can help develop an active learning attitude.

#### **Suggestions for the Selection of Learning and Teaching Resources**

- **Whether these resources can support the implementation of values education**  
Teachers may study the contents, activity design, organisation and arrangement of the learning and teaching resources to determine whether the resources focus on the exploration of values. If the learning and teaching resources focus only on information display, teachers should make necessary modifications to allow a values-centred perspective to be adopted to meet the requirements of values education.
- **Whether these resources can inspire students to think about issues concerning values**  
Teachers may study the learning and teaching resources to determine whether they provide sufficient guidance for students to take part in discussion about the values or conflicts of values underlying events, issues or people's beliefs, and whether they can provide adequate room for discussion to enable students to think independently while analysing issues that may involve value judgements, leading to open discussion and internalisation of positive values.
- **Whether these resources can match students' daily life and interest**  
Teachers may consider whether the contents of the learning and teaching resources are concrete and applicable to daily life, and whether the language used is simple and lively enough for students to understand and master without difficulty. In addition, teachers should consider whether the learning and teaching resources are appropriate to students' development, needs, psychological development conditions, learning interest, etc.
- **Whether these resources can enhance a holistic and multi-perspectival understanding of an issue**  
Teachers may study the contents of the learning and teaching resources to consider whether they are objective and unbiased. Desirable learning and teaching resources should be able to enhance students' knowledge of a topic from multiple perspectives, and present ideas in a more comprehensive way. The materials should not just propose individual, unidirectional, biased or narrow viewpoints, and should not only express an individual's subjective opinion.

## 6.2 Different types of learning and teaching resources

The commonly used learning and teaching resources for the MNE subject can be classified as follows:

- **Textual materials**, e.g. newspapers, magazines, books, periodicals and websites
- **Non-textual materials**, e.g. photographs, graphics, maps, videos, music, objects and models
- **Learning scenes**, e.g. cultural sites, historic buildings, museums, resource centres, communities and city streets
- **Experience sharing**, e.g. classmates, teachers, family members, friends and the public

Different types of resources have their own advantages and can be complementary to one another. Teachers should consider extensively and prudently the resources from different sources and of different forms in order to make appropriate choices.

### 6.2.1 Textual materials

- The MNE curriculum contents cover different domains (including the personal, family, social, national and global domains). Teachers should encourage students to read extensively different types of textual materials such as those contained in newspapers, magazines, books, periodicals, reports, documents and websites to enhance their understanding of the related knowledge. Students should be encouraged to form a habit of reading and develop the enthusiasm to take the initiative to pursue knowledge.
- Materials from government or non-governmental sources, organisations or individuals, local or non-local sources, can all be adopted as learning materials of the MNE subject. Students can analyse the textual materials from different sources from multiple perspectives so as to develop a prudent and rational learning attitude. In addition, teachers should note that textual materials from different sources may contain their own stances, viewpoints and interpretations. Thus, they should not be making any conclusive statements based on just one source of information, or rely on that single source for analysis and discussion.
- Teachers can select textual materials such as stories, fables, biographies and interviews that are developed from characters, places, events and time. Such interesting learning materials can better motivate students to learn, help arouse their feelings and develop empathy.

### 6.2.2 Non-textual materials

- The print and electronic media in our daily life have made available a large stock of



non-textual materials such as photographs, graphics, maps, videos, music and recordings. Teachers can flexibly make use of them as teaching and learning materials.

- Non-textual materials have their unique advantages in communication and conveyance. Through visual and audio aids, non-textual materials can help express and explain the more abstract and difficult learning contents and concepts in a simpler and more direct way. When working in parallel to textual materials, it can produce effective presentation which can raise students' awareness and learning motivation.

### **6.2.3 Learning scenes**

- Different scenes such as cultural sites, historic buildings, museums, resource centres, communities and city streets can be used to enhance the learning and teaching of the MNE subject.
- Teachers can organise visits for students based on the learning contents and prepare learning activities like observations, interviews and information collection, which serve as a basis for further studies and discussions to supplement classroom learning. For example, teachers can arrange community service for students, which provides opportunities for them to learn from an authentic situation, and develop a sense of being a citizen and the spirit of serving others.

### **6.2.4 Experience sharing**

- Students meet various types of people such as teachers, classmates, family members, friends, students and the general public in their daily life. The experiences of these people are so different that their words of wisdom and good deeds can be good examples for students to learn from.
- Under the guidance of teachers, students can achieve the learning objectives of the MNE subject when, through interviewing and sharing with various people, they come to understand and are inspired by others' viewpoints, personal values and life attitudes through interviewing and sharing with them. For example, taking into consideration the teaching schedules, schools can invite experts/scholars, celebrities or those who have knowledge and experience related to the learning contents to conduct sharing sessions with teachers and students. This will help students strengthen their understanding of the learning contents, and allow them to appreciate the speakers' manners and temperaments, thus generating resonance.

### **6.2.5 Curriculum resources and support services by the Education Bureau**

- The EDB has been providing primary and secondary schools with various types of curriculum resources (e.g. teaching plans for life events and learning resources websites) and support services (e.g. professional training courses for teachers, Mainland visits and exchange activities) to assist schools in promoting MNE. For

enhancing learning and teaching effectiveness, teachers can use appropriate resources and support services based on the school contexts and students' needs.

### **Teaching plans for life events**

- The EDB has been continuously compiling teaching plans for life events<sup>14</sup> and related resources such as worksheets and electronic presentations covering various domains to support the MNE lessons and provide adequate references for lesson preparation. The EDB has been developing and updating teaching plans for life events, each of which includes details about learning and teaching objectives, key learning points, teaching flow and teaching aids, and suggestions for extended activities. Teachers are advised to tailor and adapt these plans flexibly to achieve the various learning objectives of the MNE subject.

### **Learning resources websites**

- The EDB has been building learning resources websites<sup>15</sup> on different themes to provide schools with timely and appropriate learning and teaching resources. These learning resources websites cover a variety of education domains, including current issues, life education, health education, moral education, national education, etc. The learning resources on these websites provide different types of learning materials (such as teaching plans, worksheets, graphics, animations and video clips), teaching strategies, suggested learning activities, practical school experiences, etc. Some learning resources websites also include a parents' corner which encourages parents to collaborate with the schools in order to provide an all-round learning environment for their children.

### **Professional development courses**

- The EDB has been providing a series of support measures<sup>16</sup> to address the needs and development of the MNE subject. Apart from holding various series of focused training and professional exchange activities for stakeholders, the EDB actively cooperates with teacher education institutions to provide related professional development courses for teachers such as curriculum leadership and management, learning and teaching strategies, assessment, selection and compilation of learning and teaching resources, and enhancement of subject knowledge so as to enhance professionalism and the quality of the teaching teams.

### **Mainland visits and exchange programmes**

- In addition to classroom learning, learning in the national domain can be supplemented by Mainland visits and exchange programmes. These activities allow students to have the opportunity to understand their country in an authentic setting, and develop affection for their country and contribute to the enhancement

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<sup>14</sup> Teaching plans for life events can be downloaded at [www.edb.gov.hk/cd/mcne/lea](http://www.edb.gov.hk/cd/mcne/lea).

<sup>15</sup> Teachers can visit the EDB's MNE-related learning resources websites at [www.edb.gov.hk/cd/mcne](http://www.edb.gov.hk/cd/mcne).

<sup>16</sup> For information about the EDB's professional development programmes, please refer to training calendar at <http://tcs.edb.gov.hk/tcs/publicCalendar/start.htm>.

of their national identity. The EDB provides opportunities for teachers and students to pay visits to the Mainland and participate in exchange programmes through various means (such as organising visits and exchange programmes, subsidising students to participate in exchange programmes, and running joint programmes with various organisations)<sup>17</sup>.

#### **6.2.6 Other related curriculum resources and support services**

- The curriculum resources and support services provided by various government departments or related organisations can also be used as learning and teaching resources of the MNE subject.

##### **Curriculum resources**

- Some government departments or related organisations such as the Constitutional and Mainland Affairs Bureau, Home Affairs Bureau, Narcotics Division of the Security Bureau, Leisure and Cultural Services Department, Environmental Protection Department, Social Welfare Department, Registration and Electoral Office, Information Services Department, Radio Television Hong Kong, Hong Kong Independent Commission Against Corruption, Committee on the Promotion of Civic Education, and Equal Opportunities Commission have provided MNE-related resources, including printed, multimedia and online resources, for teachers to use flexibly.

##### **Support services**

- Some government departments or related organisations also provide different support services to schools such as the guided tour service of the Antiquities and Monuments Office and various museums, which enable students to deepen their understanding of history and culture. Some tertiary institutions, non-governmental organisations and voluntary groups also arrange exchange programmes, school-based onsite support, study programmes, visits and guided tours. Schools can make use of these support services according to their needs.

### **6.3 Management and development of learning and teaching resources**

Schools should establish a mechanism for systematic resources development and management. The mechanism should be regularly reviewed and refined for expanding the learning and teaching resources from whole school participation (diffusion at points), to inter-school collaboration (extension of lines) and further to inter-organisational cooperation (widening of surfaces).

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<sup>17</sup> For information about Mainland visits and exchange programmes organised by the EDB and other organisations, please visit the website of "Passing on the Torch" at <http://www.passontorch.org.hk> and "Moral, Civic and National Education Section" at <http://www.edb.gov.hk/cd/mcne/>.

### **6.3.1 Whole school participation (Diffusion at points)**

- The management and development of learning and teaching resources relies on the concerted efforts of different stakeholders, including school heads/principals, students, teachers, parents and alumni for continuous advancement and refinement.
- The school heads/principals play a vital role in the management of MNE learning and teaching resources, e.g. target setting, resource allocation, team organisation and performance reviews. Support of school heads/principals can help the school effectively manage and develop resources.
- Teachers and students can work together to develop learning and teaching resources. Through the school intranet or other channels such as creating a school-based resource database and establishing related clubs and societies, exchanges and collaboration among teachers of different subjects and functional groups and between students of different year levels become practicable. This allows more teacher and student participation, enriches the school's resources and helps create a favourable school environment.
- Parents and alumni can also contribute to the enhancement of learning and teaching resources. They can contribute their efforts in different areas of MNE according to their expertise and preference. For example, they can help strengthen the human resources on learning and teaching by acting as instructors in visits and exchange programmes, volunteers in learning activities, adjudicators in learning competitions, speakers in seminars, etc.

### **6.3.2 Inter-school collaboration (Extension of lines)**

- Schools should constantly update and enrich the learning and teaching resources to cope with social changes and students' needs. They should also actively share their experiences and knowledge with other schools to promote MNE in the form of inter-school collaboration.
- Schools can create platforms to promote resource sharing and collaboration, e.g. holding seminars for teachers, forming joint school teacher associations, and setting up inter-school resource databases and networks.
- There is a diverse range of partners available for schools to consider for exchanges and collaboration. Cooperation can take place between schools in the same district or schools under the same school sponsoring body. It is also possible to have collaboration between schools of different stages of learning, e.g. between a pre-primary educational institution and a primary school, between a primary school and a secondary school, and between a university and a secondary or primary school, making the most of the strength of each party in the enhancement of learning and teaching resources.

### 6.3.3 Inter-organisational collaboration (Widening of surfaces)

- The promotion of MNE starts in schools but does not stop there. Schools should make the most of social resources available, including those from the government departments and non-governmental organisations, and bring together what is available at the school level and the social level to enable inter-organisational development of resources. Regarding the government departments, schools can make use of the learning and teaching materials designed by the EDB or related government departments, and participate in related support services to improve learning effectiveness.
- Schools can also make use of the learning and teaching materials provided by different non-governmental organisations such as voluntary groups, professional bodies, academic associations and community associations, and participate in related support services. At the same time, schools may enter into a partnership with these non-governmental organisations to carry out different forms of collaboration and expand the learning and teaching resources at the social level.

- Example 1:

#### **Utilising community resources to develop learning and teaching resources**

Teachers can take advantage of community resources to complement the curriculum contents of the MNE subject for enhancing learning and teaching effectiveness. For example, schools and community organisations from the same district can cooperate with one another to run programmes such as study programmes, student leadership training and competitions. Moreover, teachers can arrange for students activities such as visits to old buildings and traditional industries, participation in festival celebrations and customs activities in different districts so that students can learn more about the communities and build their civic identity. Being in touch with their cultural heritage and understanding the relationship between Hong Kong and the Mainland will also enhance students' sense of national identity. Teachers can even make good use of community resources to promote MNE by compiling the related learning experiences into school-based learning materials.

- Example 2:

**Developing learning and teaching resources  
through sister schools**

Primary and secondary schools in Hong Kong can establish sister school relationships with schools in the Mainland to share and collaboratively develop MNE learning and teaching resources. To complement classroom learning, schools can organise trips to their sister schools for visits, or exchange programmes and study programmes. Various learning activities or competitions can be carried out via long-distance video-conferencing. Through cross-region collaboration, schools can also develop learning and teaching resources to enhance the effectiveness of MNE.

### **Generic Elements in the School Curriculum: Values and Attitudes**

**(Extracted from *Learning to Learn – Life-long Learning and Whole-Person Development* by Curriculum Development Council (2001))**

1. *"Learning for Life, Learning through Life - Reform Proposals for the Education System in Hong Kong"* by the Education Commission (September 2000) puts forth the following, amongst others, as the Vision of the Education Reform:
  - To raise the overall quality of students: to improve the overall quality of our society through upgrading the knowledge, ability and attitudes of all students
  - To acknowledge the importance of moral education: to provide students with structured learning experiences in the areas of moral, emotional and spiritual education
2. To realise the above vision, the development of values and attitudes should become essential elements of the school curriculum. In fact, these values and their associated attitudes permeate the curricula of the eight Key Learning Areas (KLAs) and are reflected in the learning targets as well as curriculum objectives at different educational levels.

#### **Core Values, Sustainable Values and Attitudes**

3. **Values** may be defined as those qualities that an individual or society considers important as principles for conduct and that are intrinsically worthwhile. Values may be broadly categorised as **core and sustaining values**. They are fundamental to the formation of **attitudes**, which in turn affect the acquisition and application of values. An elaboration of these terms is provided below:

"Values constitute the foundation of one's attitudes and beliefs, which subsequently influence one's behaviour and way of life. Values can vary across societies, as different social and economic conditions in different geographical locations may lead to different value emphases. However, across societies, we can also identify certain values that are commonly or universally emphasised. The emergence of these universal values illustrates the common concerns of human societies, the basic qualities for human existence, the common elements in human civilisation, and also the common characteristics of human nature...we call these universal values **core values**." And sustaining values are "other values that are also important at an instrumental level, being regarded as important or helpful for **sustaining the core values**." (Extracted from the *Guidelines on Civic Education in Schools* (1996), pp. 12 and 14)

The following set of core and sustaining values and attitudes are proposed for incorporation in the school curriculum in *Learning to Learn – Life-long Learning and Whole-Person Development* by Curriculum Development Council (2001):

<b>Core Values:</b> <b>Personal</b> - sanctity of life - truth - aesthetics - honesty - human dignity - rationality - creativity - courage - liberty - affectivity - individuality	<b>Sustaining Values:</b> <b>Personal</b> - self-esteem - self-reflection - self-discipline - self-cultivation - principled morality - self-determination - openness - independence - enterprise - integrity - simplicity - sensitivity - modesty - perseverance	<b>Core Values:</b> <b>Social</b> - equality - kindness - benevolence - love - freedom - common good - mutuality - justice - trust - interdependence - sustainability - betterment of human kind	<b>Sustaining Values:</b> <b>Social</b> - plurality - due process of law - democracy - freedom and liberty - common will - patriotism - tolerance - equal opportunities - culture and civilisation heritage - human rights and responsibilities - rationality - sense of belonging - solidarity	<b>Attitudes</b> - optimistic - participatory - critical - creative - appreciative - empathetic - caring and concerned - positive - confident - cooperative - responsible - adaptable to changes - open-minded - with a respect for <ul style="list-style-type: none"> <li>• self</li> <li>• life</li> <li>• quality and excellence</li> <li>• evidence</li> <li>• fair play</li> <li>• rule of law</li> <li>• different ways of life, beliefs and opinions</li> <li>• the environment</li> </ul> - with a desire to learn - diligent - committed to core and sustaining values
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### Moral and National Education: Review Tools

To facilitate schools to have effective curriculum planning on Moral and National Education (MNE), the following tool is provided for reference in which schools can review the coordination between the learning objectives suggested in the MNE curriculum and those in related Key learning Areas (KLAs)/ subjects. On reviewing and choosing implementation modes, schools should consider specific arrangements and adapt the contents to achieve related learning objectives.

#### Key Stage 1 (Primary 1 to 3)

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “✓”)					Describe briefly here if “Lesson for Key Learning Areas / subjects” is selected.  (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues and lesson time)	Describe briefly here if “Others” or “Special activities” is selected.  (e.g. Thematic learning week, voluntary services, project learning, local visits and cross-border exchange programmes)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly and weekly assembly)	Others			
Personal Domain	Appreciate oneself, accept one’s differences from others, enhance moral and national qualities by learning from Chinese virtues							
	Distinguish right from wrong, uphold righteousness and preserve integrity							
Family Domain	Recognise the responsibilities as a son/daughter and a member of the younger generation in fostering family harmony							
	Show love and concern for family members, and establish and maintain harmonious relationships							

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “√”)					Describe briefly here if “Lesson for Key Learning Areas / subjects” is selected.  (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues and lesson time)	Describe briefly here if “Others” or “Special activities” is selected.  (e.g. Thematic learning week, voluntary services, project learning, local visits and cross-border exchange programmes)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly and weekly assembly)	Others			
Social Domain	Establish a loving and inviting campus and learn actively							
	Respect others and be able to demonstrate appropriate etiquette on different occasions							
	Understand the “Basic Law” and the spirit of "One Country, Two Systems", respect the regional flag and regional emblem of Hong Kong and the Hong Kong Special Administrative Region Establishment Day							
National Domain	Enhance the sense of belonging towards the country through understanding its landscape, natural resources and antiquities							
	Learn about the country’s contemporary development, and develop a sense of self-reflection and national identity							

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “√”)					Describe briefly here if “Lesson for Key Learning Areas / subjects” is selected.  (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues and lesson time)	Describe briefly here if “Others” or “Special activities” is selected.  (e.g. Thematic learning week, voluntary services, project learning, local visits and cross-border exchange programmes)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly and weekly assembly)	Others			
National Domain	Foster a sense of belonging towards one’s country, ancestral home and place of residence through tracing traditional Chinese customs and one’s/peers’ native and ancestral home							
	Realise the importance of continuation and inheritance through learning the admirable qualities and virtues of outstanding personalities from various fields in the country							
Global Domain	Get along with people of different cultures with sincerity, open-mindedness and acceptance							
	Develop an awareness of sustainable development, a sense of responsibility towards environmental protection and an environmentally-friendly lifestyle							

\* For example:

Lessons for Chinese Language and General Studies, etc. in primary schools; lessons for Chinese Language, Chinese History, Liberal Studies, Geography, Visual Arts, Ethics & Religious Studies, Health Management and Social Care, etc. in secondary schools

\*\* For example:

Class teacher periods, Life Education Lessons, Moral Education, Civic Education, National Education, Personal Growth Education, etc.

**Key Stage 2: (Primary 4 to 6)**

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “✓”)					Describe briefly here if “Lesson for Key Learning Areas / subjects” is selected.  (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues and lesson time)	Describe briefly here if “Others” or “Special activities” is selected.  (e.g. Thematic learning week, voluntary services, project learning, local visits and cross-border exchange programmes)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson**	Assembly (e.g. morning assembly and weekly assembly)	Others			
Personal Domain	Accept with optimism both the physical and mental changes in the growth process							
	Develop a healthy lifestyle, resist temptations, and refrain from any inappropriate behaviour such as smoking, gambling, drinking and taking drugs							
Family Domain	Show concern for the feelings and needs of family members and be willing to shoulder responsibilities as a member of the family							
	Show concern for senior family members in a respectful and sincere manner							
Social Domain	Be willing to take on the responsibilities as a student, serve schoolmates and the school with a sense of belonging to the school and establish good teacher-student relationships							
	Speak cautiously, practise self-discipline and get along well with others in a rational and respectful manner							
	Assume responsibilities towards society, e.g. taking good care of public property, obeying rules and abiding by laws							

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “✓”)					Describe briefly here if “Lesson for Key Learning Areas / subjects” is selected.  (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues and lesson time)	Describe briefly here if “Others” or “Special activities” is selected.  (e.g. Thematic learning week, voluntary services, project learning, local visits and cross-border exchange programmes)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson**	Assembly (e.g. morning assembly and weekly assembly)	Others			
National Domain	Develop an awareness of and concern for nature and environmental conservation through caring about the use of natural resources and environmental conservation in the country							
	Learn about the close relationship between the country and Hong Kong in their development, understand the difficulties in the course of collaboration, explore the solutions, and develop a common sense of belonging							
	Capture the essence of Chinese culture, and put the virtues learnt into practice in daily life							
	Acquire a better understanding of the situations of the country from a historical perspective, experience the process of exploration and advancement, thereby understanding the directions for improvement, broadening horizons and affirming national identity							

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “✓”)					Describe briefly here if “Lesson for Key Learning Areas / subjects” is selected.  (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues and lesson time)	Describe briefly here if “Others” or “Special activities” is selected.  (e.g. Thematic learning week, voluntary services, project learning, local visits and cross-border exchange programmes)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly and weekly assembly)	Others			
Global Domain	Establish a global perspective and embody the spirit of humanitarianism by learning about issues of global concern							
	Learn and explore core values of the age such as respect, care, equality, democracy, freedom, rule of law and human rights, and develop an awareness of global citizenship							

\* For example:

Lessons for Chinese Language and General Studies, etc. in primary schools; lessons for Chinese Language, Chinese History, Liberal Studies, Geography, Visual Arts, Ethics & Religious Studies, Health Management and Social Care, etc. in secondary schools

\*\* For example:

Class teacher periods, lessons for Life Education, Moral Education, Civic Education, National Education, Personal Growth Education, etc.

**Key Stage 3: (Secondary 1 to 3)**

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “✓”)					Describe briefly here if “Lesson for Key Learning Areas / subjects” is selected.  (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues and lesson time)	Describe briefly here if “Others” or “Special activities” is selected.  (e.g. Thematic learning week, voluntary services, project learning, local visits and cross-border exchange programmes)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson**	Assembly (e.g. morning assembly and weekly assembly)	Others			
Personal Domain	Adopt a positive attitude and face adversities with broadmindedness							
	Uphold the good, make reasonable judgements and act accordingly even when caught in dilemmas of conflicting values							
Family Domain	Actively share responsibilities for taking care of senior and junior family members							
	Face family changes and challenges with perseverance and optimism							
Social Domain	Discuss various social issues in a rational and practical manner and show concern for the long-term betterment of Hong Kong							
	Learn to cope with peer pressure and refrain from any inappropriate behaviour							
	Understand the importance of the “Basic Law” in maintaining the prosperity and stability of Hong Kong, thereby recognising the essence of “Rule of Law” and “Human Rights” as foundation for the development of Hong Kong							

Domain	Learning Objectives	Implementation Mode (More than one can be selected by“✓”)					Describe briefly here if “Lesson for Key Learning Areas / subjects” is selected.  (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues and lesson time)	Describe briefly here if “Others” or “Special activities” is selected.  (e.g. Thematic learning week, voluntary services, project learning, local visits and cross-border exchange programmes)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly and weekly assembly)	Others			
National Domain	Understand the country’s efforts and achievements made in natural resources conservation, reflect on the constraints and challenges involved, and show concern for the way forward for the country’s sustainable development							
	Show concern for the relationship between the Mainland and Hong Kong, realise the constraints in the country’s development and its directions for improvement through understanding the Constitution of the country, the functions of important government organisations and the country’s key projects							
	Learn to appreciate Chinese literature and art, and understand the charm and spirit embedded therein to enhance national qualities							
	Understand from a historical perspective the development of the country and the features of multiculturalism, learn about the present with reference to past experience, and be committed to taking on one’s responsibilities as a citizen of the country							



Domain	Learning Objectives	Implementation Mode (More than one can be selected by“✓”)					Describe briefly here if “Lesson for Key Learning Areas / subjects” is selected.  (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues and lesson time)	Describe briefly here if “Others” or “Special activities” is selected.  (e.g. Thematic learning week, voluntary services, project learning, local visits and cross-border exchange programmes)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly and weekly assembly)	Others			
Global Domain	Broaden horizons of the world, understand the interplay between the development of Hong Kong, the country and the world							
	Respect the uniqueness of different races and cultures, and embody the spirit of inclusion							

\* For example:

Lessons for Chinese Language and General Studies, etc. in primary schools; lessons for Chinese Language, Chinese History, Liberal Studies, Geography, Visual Arts, Ethics & Religious Studies, Health Management and Social Care, etc. in secondary schools

\*\* For example:

Class teacher periods, lessons for Life Education, Moral Education, Civic Education, National Education, Personal Growth Education, etc.

**Key Stage 4: (Secondary 4 to 6)**

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “✓”)					Describe briefly here if “Lesson for Key Learning Areas / subjects” is selected.  (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues and lesson time)	Describe briefly here if “Others” or “Special activities” is selected.  (e.g. Thematic learning week, voluntary services, project learning, local visits and cross-border exchange programmes)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson**	Assembly (e.g. morning assembly and weekly assembly)	Others			
Personal Domain	Actively develop one’s interests, build up strengths, set goals and expectations for oneself, and strive for the future							
	Uphold principles and integrity, and be consistent in words and deeds							
Family Domain	Be willing to communicate with family members in a rational, respectful and caring manner							
	Strengthen family ties and foster family harmony; bravely undertake responsibilities to solve problems when the family is in adversity							
Social Domain	Develop an acute sense and discern the values embedded in social issues							
	Undertake civic responsibilities, maintain a balance between individual and public interests by adopting a macro perspective and be willing to strive for the betterment of Hong Kong							
	Actively develop and adopt proper attitudes required for working in society, such as punctuality, honesty, sense of responsibility, as well as those required for maintaining harmonious relationships with colleagues							

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “✓”)					Describe briefly here if “Lesson for Key Learning Areas / subjects” is selected.  (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues and lesson time)	Describe briefly here if “Others” or “Special activities” is selected.  (e.g. Thematic learning week, voluntary services, project learning, local visits and cross-border exchange programmes)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly and weekly assembly)	Others			
National Domain	Understand one’s responsibilities for the sustainable development of the country, and enhance the awareness of protecting natural resources through exploring the relationship between the use of resources and development of the country, as well as examining existing issues, difficulties and solutions							
	Understand the impact on people’s livelihood brought about by the development of the country in contemporary politics, economy, diplomatic relations and technology, as well as the exemplification of values such as democracy, rule of law and human rights so as to comprehend the close connection between the country and the world and be willing to strive for the betterment of the country and its people							

Domain	Learning Objectives	Implementation Modes (More than one can be selected by “√”)					Describe briefly here if “Lesson for Key Learning Areas / subjects” is selected.  (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues and lesson time)	Describe briefly here if “Others” or “Special activities” is selected.  (e.g. Thematic learning week, voluntary services, project learning, local visits and cross-border exchange programmes)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly and weekly assembly)	Others			
National Domain	Explore traditional thinking and beliefs that shed light on a positive lifestyle and enrich the very essence of life, and exemplify the wisdom and virtues of such thinking and beliefs in contemporary living							
	Examine significant events in Chinese history from a macro perspective and make comparisons with major world events, understand, from an objective standpoint, internal hardships and external challenges encountered in the course of reform and opening-up, and realise the adversities, struggles, difficulties, development and accomplishments within							

Domain	Learning Objectives	Implementation Mode (More than one can be selected by “✓”)					Describe briefly here if “Lesson for Key Learning Areas / subjects” is selected.  (e.g. Related Key Learning Areas / subjects / modules / learning objectives / issues and lesson time)	Describe briefly here if “Others” or “Special activities” is selected.  (e.g. Thematic learning week, voluntary services, project learning, local visits and cross-border exchange programmes)
		Periods within the timetable				Special activities		
		Lesson for Key Learning Areas / subjects*	School-based lesson **	Assembly (e.g. morning assembly and weekly assembly)	Others			
Global Domain	Understand the notion of global citizenship, show concern for the betterment of humankind and embody the spirit of respect, care for others, equality, democracy, freedom, rule of law and human rights							
	Acknowledge one’s identity as a global citizen, contribute to the world’s sustainable development and make rational decisions on global issues							

\* For example:

Lessons for Chinese Language and General Studies, etc. in primary schools; lessons for Chinese Language, Chinese History, Liberal Studies, Geography, Visual Arts, Ethics & Religious Studies, Health Management and Social Care, etc. in secondary schools

\*\* For example:

Class teacher periods, lessons for Life Education, Moral Education, Civic Education, National Education, Personal Growth Education, etc.

## **Key Issues on Learning and Teaching through Life Events**

### **1. Introduction**

In assisting students to cultivate values, teachers can use the life experience of students as major learning contexts, leading them to understand, think and cultivate positive values and attitudes.

Through life events, which offer real situations, students learn to think and become more familiar with the topics. This will encourage them to be more proactive and willing to participate in learning, and further inspire them to form their personal opinions on the subject matters.

### **2. Learning and Teaching through Life Events**

Life events can generate resonance for the students and give rise to shared sentiments that promote empathy. These include personal experiences and reflective experiences inspired by role reversal, which allow students to go beyond their ego by putting themselves into the role of others, thus developing their thinking skills.

Take the experience of offering a seat as an example. Apart from finding happiness in helping others, students develop empathy through perceiving themselves in a different role. They can feel the joy and relief experienced by a pregnant woman or elderly person when they are offered a seat. In this way, students can establish their own set of values and foster a spirit of altruism.

If students' sense of empathy could be strengthened in the process of role reversal, their understanding of others' feelings may also be deepened. Using the same act of offering a seat as an example, teachers can, with appropriate teaching design, encourage students to think about how the recipients' feelings and the outcomes may differ as a result of helping others. Through this, students will learn to consider the needs and the feelings of the recipients when providing assistance rather than to impose their own ideas on others.

### **3. “Student-centred” Learning Experience**

Teachers do not have to go into details for life events, which students are fully familiar with. Instead, teachers can focus on facilitating students to discuss, reflect and explore the values involved.

Using “taking excessive food” at buffet as an example, the values underlying people's extravagant behaviour leading to waste can be discussed. Through this, students will learn to distinguish between “needs” and “wants” and exercise control over their desire for materials.

With topics beyond students' personal experiences, teachers are advised to create related contexts with the rich contents of life events to help students understand the underlying meaning and values through empathy and imagination.

Take the topics of the social domain of the MNE subject as an example. Students may readily relate to “student union elections”, but not all of them have the experience of “participating in current affairs forums”, “writing to the press on current issues” and other matters such as “observing Legislative Council debates”.

Apart from enhancing students' understanding of related experiences by using videos, texts, classroom simulation, etc., teachers can also draw an analogy by using the school context so that students will find it easier to get a good grasp of such experiences. Teachers can also initiate discussions and sharing sessions about students' previous experiences in social participation.

The global domain of MNE concerns cross-regional and cross-racial topics such as international aid, women status, poverty and racial clashes, of which students may not have the relevant experience due to time and geographical limitations. Their contact with these issues is mainly from news, books, magazines, websites, etc. Therefore, teachers can incorporate the use of graphics, videos, statistics, etc. and adopt different teaching approaches such as simulation, analogy and role play, when handling these topics.

The rich and diversified approaches used in the process of learning and teaching enable students to understand the contexts of the topics, realise the interrelated values, and further understand the spirit of international humanitarianism, justice and interdependence.

#### **4. Considering Students' Developmental Needs**

Teachers should, based on students' personal backgrounds and developmental needs, adapt the teaching materials of life events appropriately to cater for their students' learning diversity.

Take the content of the family domain of the MNE subject as an example. Students may not have experienced the challenges which arise from single-parent families, sickness or unemployment of family members. To demonstrate the actual circumstances, teachers can describe specific cases in lessons so that students can develop their understanding of and empathy for others' difficulties.

However, the family challenges described above may arouse painful feelings and emotions among students who suffer from the same situations. Such students should be properly handled during the process of learning and teaching. If teachers have knowledge about the family backgrounds of the students concerned, they can communicate with the students before teaching the relevant topics. Where prior knowledge of students' family backgrounds is unavailable, teachers should make prompt and proper arrangements, e.g. exempting the students concerned from participating in the discussion or providing counselling to them after class.

To avoid any cognitive gaps in learning, teachers should sustain factual understanding on the mental development of students, especially when teaching primary students. Teachers can provide instructional scaffolding through the use of concrete and life-like scenarios. To a certain extent, teachers should help students develop their potential by initiating thinking, which help reconstruct the concepts, and eventually lead them to the best learning achievement within their Zone of Proximal Development.

Compared with that of primary students, the cognitive development of secondary students is relatively mature. Therefore, teachers can engage them in understanding the life experiences, which are more abstract or more macroscopic, and discuss and discern different values with them thoroughly.

## **Learning and Teaching of Controversial Issues**

### **1. Why is an issue controversial?**

Most controversial issues involve major events. For example, while current events often arouse public attention, some past events may still influence the present. People may have different views on these issues, resulting in controversies.

Controversial issues often entail divergent perspectives and opinions due to differences in cultural heritage, religious beliefs, gender roles, political ideas, etc.

The divergent opinions on controversial issues may be at polar opposites. People may have different views and interpretations of the world, based on their value judgement. They may also adopt different attitudes to a certain topic and have different interpretations on an issue. They may ask questions such as “What is right?”, “What is to be valued?” and “What actions are to be taken?”, which lead to a variety of explanations or solutions to the issue.

### **2. Proper attitudes for discussing controversial issues**

The MNE subject focuses on values education and involves values in various domains. In real life, different values may be in conflict with one another. Students need to learn how to confront the conflict, establish their individual set of values, and make thoughtful and reasoned choices.

Acute value conflicts are often seen in controversial issues. Such issues involve major social problems that teachers should not avoid, deny or refuse to discuss.

In the process of learning and teaching controversial issues, teachers should present the related facts, and help students clarify the values underlying the views of the parties concerned, consider the rationale of each party with an independent and discriminating attitude, and make caring and reasonable judgements so as to establish their own set of values.

When teaching controversial issues, teachers should present the related facts as far as possible before they go into analyses and express their personal opinions. They should encourage students to base their arguments on facts as well. When teachers brief the students on related social opinions on issues from different sectors, they should also remain impartial so that students can think independently, understand the stances, values and attitudes of different parties, analyse the opinions of all parties, and ultimately form their own views.

### **3. Specific approaches to handle controversial issues**

#### **(a) Emphasise facts and reasons**

- Teaching controversial issues should be based on rationality, deduction and facts. Controversial issues may have complex backgrounds. They may also involve many contradictions or long-standing conflicts in the social community, or even political disputes.



- Under the influence of family, friends and the mass media, students may have some preconceived ideas on an issue. These ideas may arouse strong emotions even before they have detailed information about and a clear picture of the whole event.
- Teachers need to guide students to distinguish between facts, opinions and emotions, and encourage them to collect related information so that they can analyse the issues with a discriminating attitude and see the whole picture.
- Teachers should enhance students' ability to emphasise facts and consider evidence so as to understand that facts outweighs presumptions. When the arguments and rationales of the other party are well founded, logical and convincing while one's own are not, it is reasonable to revise one's stance and not at all necessary to insist on one's own opinions.
- Teachers can arrange group discussions about less controversial events as "lead in" to provide opportunity for students to practise discussing in a respectful, justified and reasonable manner before introducing discussion about more controversial issues. Such an approach would highlight the effectiveness of an incremental teaching process.
- During the group discussions of controversial issues, teachers need to raise appropriate questions and lead the discussions in order to avoid emotional abuse by students. Students are advised not to declare their stances or draw conclusions too soon, but are encouraged to collect as much information as possible, base their arguments on facts upon full consideration and make due analysis of the issues from proper and practical perspectives.
- Discussion of controversial issues often involves intense and subjective emotions, which tend to arouse sentiments of the participants. Different stances on an issue may also lead to conflicts among students. Appropriate precautions (e.g. negotiating an agreement, strengthening students' emotional management skills) and remedial measures (e.g. timely resolution of the conflict, mediation after class) are therefore needed.

#### **(b) Select and apply information with caution**

- When selecting information, one should know:
  - where the information comes from;
  - whether the information is first-hand or second-hand;
  - whether the writer or narrator of the event has any designated role to play or any vested interest in the incident;
  - whether the writer or the narrator has limitations or blind spots in his/her understanding of the event (e.g. limited by personal experience, views and interests);
  - whether the information is reliable on the whole;
  - whether the source of the cited information is reliable;
  - whether the cited information is correct or involves any amendments; and
  - whether there are any transmission errors and whether the truth has been distorted.
- Even when the information appears to be objective on the surface, some of the facts may have been obscured, fabricated or distorted if the facts are interpreted selectively (e.g. the choice of photos in news reporting). The above problem may also arise in the selection of materials. Teachers should be alert and cautious in their selection of information to avoid partiality.
- Relevant materials on controversial issues, even when they are from reliable sources,

often attract strong stances, which may be contradictory to one another. Teachers can let students compare and contrast the information of different sources, stances and rationales so as to guide them to analyse the values and attitudes implicit in the information.

- Teachers can guide their students to analyse the media coverage of controversial issues by considering the following questions: What kind of facts is newsworthy to the media? Is the news partial to any viewpoint? Will the manner in which the issue is defined in the news and the extent of the coverage impact public discussion? What are the facts/opinions in the news report? Are the opinions founded on reasons? What is the source of the information reported in the news? What messages are conveyed in the news photos? Has the discussion about the issue become polarised? Will the issue appear to be different if it is seen from a different perspective?

### **(c) Be neutral, impartial and respectful of diversity**

- Teachers have to be neutral when they guide students to discuss controversial issues in order not to let subjective views influence the teaching. To balance different views, teachers should stay impartial and make comments from multiple perspectives. Apart from teachers' views and supporting reasons, a successful discussion should include the presentation of opposing views. This enables students to take into consideration different arguments in order to make caring and reasonable judgements.
- In order to encourage students to express different opinions freely, an open discussion is necessary. Teachers should not present themselves as an expert or the ultimate authority.
- To maintain fairness and equality, students should have liberty to express different views and they should be treated fairly during their presentation. Teachers should not take sides in the discussion. When most students share the same view on a topic while different views are held by the minority, teachers should make sure that the students in the minority are given the right to speak and protected from peer pressure. In this way, students with different views can express freely, and the majority can also learn to respect the minority and differences in opinions.
- While teachers should remain neutral when guiding students in discussion, they can express their stances and views on the issues to encourage students to express their views openly. Teachers can also remind students that all are entitled to their own opinions. They should make their own judgements based on reasoning rather than blindly follow any authority.
- Teachers should avoid offering definite answers since students have the right and obligation to clarify their own set of values and make individual moral judgements.
- Controversial issues often involve relatively complex backgrounds that invite contradictory and confusing interpretations. It is not easy to reach a definite conclusion. Teachers should remind students to note the complexity of the issues, which may not possibly be explained by a definite and simple answer.

### **(d) Balance between detachment and involvement**

- To facilitate rational discussion, teachers should prevent students from making strong emotional response. Teachers can help students detach themselves from strong emotions by applying a more academic approach like using historical comparisons to help them

understand and objectively explore the background and development of the controversial issues.

- Before discussing controversial issues, teachers can divide the class into different community groups in a virtual setting. Teachers can then present incidents similar to the controversial issues to students through experiential learning to facilitate learning. For example, through taking part in a “simulated financial meeting”, students can explore the issue of distribution of resources by considering the reality and social trends. Both the welfare of certain communities and the problem of limited resources should be taken into consideration to ensure that the needs of different stakeholders in society can be addressed, and that resources can be fairly and reasonably distributed and used, thus benefitting both the society and the economy while ensuring a vigorous sustainable development.
- Teachers can encourage students’ active involvement by selecting related real-life cases and inviting students to play different roles and share their reflections. For example, teachers can guide students to understand, from the perspective of non-governmental organisations (NGOs), how NGOs help farmers in poor mountainous areas by promoting self-help. Students can play the roles of the helpers and those being helped to explore the implicit values and attitudes such as respect for others, equality, care for others and perseverance, and consider how the needs of the helpers and those being helped can be well balanced. Students can make caring and reasonable judgements and take actions accordingly. Such teaching activities can stimulate students’ reflection and prevent students’ thinking from being biased by preconceptions.
- Primary students may find it difficult to understand abstract concepts. Teachers can help these students understand some aspects of the issues through contextual learning to enable them to make judgements in related contexts. For example, they can use “the silence loop” activity (students inside the loop are not allowed to say a word) to establish different contexts in which students can play such roles as “speakers”, “controllers” and “judges”. Teachers can set up different contexts for students to participate in the activity. First, teachers can request one speaker to make groundless accusations or prevent others from speaking. Then, this “speaker” will be asked by the “controller” to stay in the “silence loop” so that he/she cannot speak and the “judges” will be invited to express their views. In addition, teachers can invite another ‘speaker’ to express, in a respectful manner, his/her views based on facts. In this case, the “speaker” will not be asked by the “controller” to stay in the “silence loop”. The “speaker” can freely express his/her views and the “judges” will also be invited to express their views.
- Through role plays and discussions in different contexts, students will therefore learn to appreciate the importance of freedom of speech and realise that freedom of speech is based on a responsible, reasonable and respectful attitude. Students can also learn to strike a balance between rights and obligations, and consider the rights and feelings of others, thus leading to caring and reasonable judgements, and actions in different life events and issues. Through experiential learning, they will also have a better understanding of the concepts involved in the controversial events.
- Over detachment will hamper the exploration of values in the discussion of controversial issues. Students can be assigned to role play the parties concerned in controversial events. They can experience the beliefs, the feelings and hopes of the parties involved through empathy. They can also have a deeper understanding of the crux of the issues and the values embedded in them.

- Students will find it easier to empathise with the parties concerned through experiential learning and first-hand narration of the events. The parties involved in certain controversial issues can be invited to share with the students the actual experience and their feelings about the events.
- The learning and teaching of the controversial issues can be complemented with related learning experiences/activities when necessary to diversify students' learning experiences and encourage them to directly reflect upon the events. If the controversial issues concern historic events, teachers can conduct site visits of historic remains, monuments or memorial halls.

**(e) How to help students develop positive values and attitudes through the discussion of controversial issues**

- When teachers are guiding students to discuss controversial issues, they should encourage students to search for information covering different views and stances to discover and identify the implicit values and attitudes. In the interactive process of learning and teaching, teachers should value students' thinking and judgement processes, and provide them with conceptual frameworks, discussion skills, analytical perspectives, decision-making models, etc.
- Teachers should emphasise the importance of independent thinking and remind students not to simply take popularly held views on board. Students should be encouraged to think and judge from multiple perspectives and understand the values embedded, instead of repeating what others have said.
- The primary objectives of the discussion should be the promotion of the capacity to think and distinguish right from wrong, rather than winning a debate or even instilling teachers' views and values into students. Teachers should act as a facilitator of learning during discussions by questioning and providing simulated activities to help students analyse an issue from multiple perspectives, and make decisions by effectively incorporating positive values into the topic discussed.
- During discussions, if the class is indifferent to an issue or if they reach a consensus on weak grounds or without careful deliberation, teachers may play the devil's advocate to challenge students' unconvincing opinions or point out the contradictions in their opinions. This can stimulate students' thinking and enhance their learning motivation.
- Students should understand that people's opinions on controversial issues are often affected by their values and world views. They need to review the reasons and the related values underlying the different views with critical thinking. At the same time, they need to reconsider their views to avoid being biased by preconceptions.
- For example, when discussing the issue "Shall we report to the teacher if we find our good friend cheating in an examination?", students should by no means be content with considerations like "His parents will punish him severely if they find out." (individual-oriented), or "He is my good friend, so I am not going to be disloyal or turn him in." (relationship-oriented); they should instead base their judgements on some universal values such as justice and honesty, and uphold the belief that "If everybody cheats, the examination will become meaningless.", or "Being his good friend, I can't allow him to make the same mistake again. Not reporting him will only do him more

harm than good.”

- During discussions of controversial issues, value conflicts are often involved and not easy to handle. Teachers can select different approaches appropriate to the learning stage of the students and consider their cognitive development and critical thinking skills. For instance, in primary classes, teachers can focus on discussing the rights and wrongs of cheating in tests and examinations. For more mature students, teachers can enrich the discussions by introducing more abstract moral concepts such as integrity, fairness, loyalty and common interest. Teachers should also allow students to have diversified thinking and introduce discussions about values conflicts.

#### **4. Principles in the discussion of controversial issues**

- To ensure smooth discussions of controversial issues and to avoid conflicts of opinions and disputes, it is advisable to formulate certain principles such as:
  - Be patient in discussions and put aside one’s bias before the dialogue begins. Do not jump to a judgement too soon.
  - Try to concentrate and listen. Even when students may disagree, they should respect others who all have the right to speak. The discussion is aimed at exchanging opinions. They should learn together, rather than compete with one another. They should respect different views.
  - Be ready to accept the views of the others. Do not be stubborn when others produce strong evidence and arguments to support their stance. Students should have the courage to revise their stances. They can hardly explore the truth if they only adhere to their own stance and give no regard to the rights and wrongs of their arguments.
  - Be a fair-minded listener. Persons of different opinions should be given equal opportunities to voice their opinions. Students should not dominate all the speech. Each member of the class, like every stakeholder in society, has equal rights and freedom of speech, and mutual respect should be maintained.
  - Respond to the other party calmly and constructively and avoid disputes.
- Before the discussion of controversial issues, teachers can draw up with the whole class a charter which is in line with the above principles. It should be clearly stressed that the charter should be followed by both teachers and students. When necessary, the charter can be posted in the classroom.

## **Discussion of Controversial Issues: Examples of Questions for Consideration**

### **Analysis of information**

- What is the source of information? Is it a personal experience or quoted from some other sources?
- Does the information carry facts or opinions?
- Is the information credible? (Does it agree with the facts? Is it cited from other sources without confirmation? Is it supported by sufficient evidence? Is it well grounded on investigation or research conducted by institutions with higher credibility?)
- Is the information partial or biased? Has the information been edited or screened by the quoting party?
- Does the information come from a single source or multiple sources?

### **Relation between the analysis of information and the arguments**

- Is the information relevant to the topic of discussion? Is the information closely related to the subject?
- Can the information sufficiently prove a particular point?
- Given some of the facts are interrelated, are the cause-and-effect relationships well founded?

### **Consideration for presentation of arguments**

- What are the values underlying the topics of discussion? Is it possible to clarify the related values of different parties and of yourself in the discussion?
- How are the key concepts and their related values and attitudes defined? Are they defined in the same way by both sides of the argument? Will the same term and reference be interpreted differently?
- Have they considered how their stances and rationales can fit in with the argument? Would they be biased?
- Are the arguments presented logically? Can the cause and effect be clarified? Are the arguments and the supporting evidence duly organised? How are they organised?

### **Insights after discussion**

- Do you have a clearer idea of the rationale behind your stance after the discussion? Do you have a clearer idea of the values and attitudes underlying your argument?
- Where some people's standpoints are better supported and argued, would you change your initial views after the discussion? Would you re-examine the issue in greater depth?
- How is your life enlightened after the discussion? Have you changed your views on and response to the related issue?
- What kind of experience or skills acquired in the discussion could be of use in the discussion of other controversial issues in the future?

## **Suggestions for Modes of National Education**

- Based on the guiding principles for the learning and teaching of MNE, the following three learning and teaching strategies are suggested for national education:
  - (a) The basis for the learning and teaching of national education: to be triggered by “passion”
  - (b) Lesson organisation for national education: the CPET national situations learning model and multi-perspectival learning approach
  - (c) Promotion of national education: complementing classroom learning with visits, exchange programmes and learning activities

### **(a) The basis for learning and teaching: to be triggered by “Passion”**

- As for the learning in the National Domain, students should first develop an understanding of “national situations”. National situations generally refer to the country’s development conditions in various areas including its politics, economy and culture. It is an integrated and dynamic concept rather than a static and fixed concept. The contents of national situations can be classified into four dimensions, including natural resources, contemporary development, humanities and history:
  - Natural resources: The aim is to help students understand the exploration and use of natural resources by the country, hence the potential of the country and the opportunities and challenges facing the country.
  - Contemporary development: The topics cover politics, economy, diplomatic relations and technology, enabling students to study and explore the current national situations, and look into the future of the country.
  - Humanities: The aim is to introduce the learning of the country’s cultural achievements and its fine heritage.
  - History: Students are encouraged to study the historic eras, figures, events and regions in the history of the country as well as the trends of major developments.
- With the above four dimensions forming a framework and with the inclusion of the relevant learning contents, students can have a better grasp of the major concepts and achieve systematic learning of the national situations.
- The learning of the national situations emphasises “affection”, focuses on “feeling” and is based on “emotion”:
  - Emphasises on “affection” - “Affection” is derived from the emotional connection between an individual and their country. Teachers should develop students’ affection for their country. The cultivation of national identity cannot be separated from the development of affection for the country. Memorising information alone cannot animate the learning of the country’s situations. Human emotion should be emphasised to enliven learning. Teachers should enable students to understand that they share the same root with their country and are closely linked to their country in

history, race and culture.

- Focuses on “feeling” - Teachers should help students appreciate their affection for their country through access to information related to the national situations so that they will be moved by the rich tapestry of feelings inherent in the information. At the same time, the learning of the national situations emphasises genuine communication between one another. A thorough understanding of the development of the country does not rely solely on information from books or the media. Apart from classroom learning, students should set foot on the motherland and participate in exchange programmes to learn more about the development of their country through engaging all their senses.
- Based on “emotion” - To implement the learning of the national situations, teachers and students should show dedication and engage in mutual encouragement. To successfully promote national education, teachers should impassion their students if their teaching is to make any impact. National education is not simply about the accumulation of knowledge. It is through the interactions between teachers and students and mutual encouragement that true emotions can be nurtured to become the impetus behind national education.

#### **Exploring Chinese culture through rational and emotional ways**

- The learning objectives for the National Domain of the MNE curriculum include the appreciation of Chinese culture and understanding of the interest and essence embedded. Students can, for example, start from understanding the roof ridge decorations of traditional architecture and explore the essence of Chinese culture at the rational or emotional levels.
- Using rational thinking as the starting point, students can study roof ridge decorations in an objective manner and then examine their relationship with architecture and life. They then express their feelings through artistic means like drawing and pottery making.
- Students can also make speculations on the expectations behind the roof ridge decorations after looking at relevant pictures, drawings, etc. They then collect information on the designs and styles of roof ridge decorations and their impact on the constructor sector. For example, in Shiwan, a town in Foshan in the Guangdong Province well known for its pottery, clay is widely-used in roof ridge decorations. Students can explore the impact of Foshan’s pottery industry on the local economy, society and people’s livelihood.
- The rational and emotional levels are complementary to each other during the learning process. They can motivate students to appreciate Chinese culture from multiple perspectives.



## **(b) Strategies for lesson organisation**

### **(i) The CPET learning model**

- A multi-perspectival learning model (the CPET learning model) for the learning and teaching of the National Domain of the MNE subject can be adopted. The learning model enables students to take Character, Place, Event and Time as the starting points to set off thinking. Through analysing from the political, social, humanities and technological perspectives, students will be able to think from multiple perspectives and arrive at a multi-dimensional understanding of the development of the country.
- Details of the four elements, i.e. Character, Place, Event and Time, included in the CPET learning model are as follows:
  - Character - people who have made major contributions to the country from the perspectives of politics, military, economy, culture, arts and technology and people involved in the development of the country
  - Place - places of great significance in the development of the country such as economic development zones, congress venues, industrial centres and regions with unique culture and traditional custom
  - Event - events of great significance in the development of the country such as system reform, promulgation of policies or regulations, innovations and inventions, and technological breakthroughs.
  - Time - eras of great significance in the development of the country such as phases of philosophical transformation, research milestones, academic development, periods of cultural distinctiveness and dates of major events
- Four entry points, i.e. time, place, character and event, are identified in the CPET learning model. They represent four analytical perspectives, namely political, social, humanities and technological, which improve the effectiveness of classroom learning and build a clear and multi-dimensional picture of learning that students experience during the process of observation, questioning, discussion, analysis and thinking. Details of the four analytical perspectives are as follows:
  - Political - Study the country's decision-making and management system such as the formulation of state policy, policy implementation, law establishment and system operation.
  - Social - Show concern for the development of people's livelihood such as housing, education, medical care and welfare.
  - Humanities - Appreciate cultural development originating from everyday life such as language and literature, ideology and religious beliefs, etiquette, traditional custom and traditional skills.
  - Technological - Think about the direction for the country's technological development such as scientific ideology, technological development, application of achievements and sustainable innovations.

**Promoting the learning of contemporary national situations  
with the CPET learning model**

As for the National Domain, teachers can choose “Guangzhou-Shenzhen-Hong Kong Express Rail Link” as the focus and adopt the CPET learning model in the enquiry study.

**Learning objective:**

To understand the opportunities and challenges facing the country through raising concerns for its development and important development plans

**Learning contents:**

Exploring the opportunities and challenges facing the Guangzhou-Shenzhen-Hong Kong Express Rail Link

**Suggested teaching procedures**

- Teachers take character, place, time and event as the entry points of thinking and propose the four learning focuses of “Guangzhou-Shenzhen-Hong Kong Express Rail Link”, for instance:

Character – Potential users of and people living along the Guangzhou-Shenzhen-Hong Kong Express Rail Link

Place – The terminal locations of the Guangzhou-Shenzhen-Hong Kong Express Rail Link

Event – Construction of and discussion about the Guangzhou-Shenzhen-Hong Kong Express Rail Link

Time – 2005 (construction of the Guangzhou-Shenzhen section of the Guangzhou-Shenzhen-Hong Kong Express Rail Link commenced)

- Teachers guide students to conduct their enquiry from the four analytical perspectives, for instance:

Political – The alignment between the Guangzhou-Shenzhen-Hong Kong Express Rail Link and the country’s rail transport policies

Social – The considerations for and impact of site selection for the terminals of the Guangzhou-Shenzhen-Hong Kong Express Rail Link

Humanities – The impact of the Guangzhou-Shenzhen-Hong Kong Express Rail Link on people’s livelihood

Technological – The alignment between the Guangzhou-Shenzhen-Hong Kong Express Rail Link and scientific development, industrial manufacturing and urban planning

- Teachers may guide students to compare the Guangzhou-Shenzhen-Hong Kong Express Rail Link with the national high-speed rail network development, e.g. the operation of the Wuhan-Guangzhou Passenger Line and Zhengzhou-Xi'an High-speed Rail Link, which commenced in 2009 and 2010 respectively.
- Teachers may also guide students to explore the Medium- and Long-term Railway Network Plan of the Ministry of Railways, which proposes the construction of the four vertical and four horizontal high-speed rail networks. This helps students understand the country's long-term planning and the speed of development of high-speed railway, as well as the challenge ahead and the constraints involved.
- Students can compare the high-speed rail link development of the country with that in other countries or regions such as Japan, Korea, Turkey, France, Germany and the United States in terms of network planning, technology application, selection of location, considerations for site selection, and impact on the local economy and people’s livelihood during construction and after operation. This can help students further understand the characteristics of the railway development of the country and the areas for improvement.

## (ii) A multi-perspectival learning approach

- A multi-perspectival learning approach is suggested for the learning and teaching of the National Domain in the MNE curriculum; i.e. initiate learning at the “cognitive level”, the “affective level” and the “behavioural level” in order to achieve systematic learning of the national situations.
- **Cognitive Level:** It aims to develop students’ understanding of the national situations and to help them grasp the basic facts of the country. Apart from gaining an understanding of the current situations of the country, students should analyse the national situations through multi-perspectival thinking, with a global vision and an inquisitive attitude for knowledge and truth.

### Cognitive Level

Take the learning of the country’s natural resources as an example. Teachers can guide students to discuss the relationship between population growth and the use of land resources. By taking into consideration the population growth and land use situations, students will learn that in spite of the country’s reputation for its vast expanse of land and rich resources, the continuous population growth as well as the limited availability of usable land still pose a challenge to the use of land resources. Such a challenge will stimulate students to think of appropriate ways to respond to the situation.

- **Affective Level:** It aims to develop students’ affection for the country and enable them to connect their personal emotions to the country’s development by learning the real situation of the country and show concerns on their compatriots. In this way, apart from being proud of the country’s rapid development, students will care about the challenges and adversities facing the country and be willing to take responsibilities in improving the future for the country.

### Affective Level

Take the learning of contemporary national situations as an example. Teachers may guide students to discuss the country’s development in areas such as diplomatic development, aerospace science and technology, infrastructure and economic development. Students can realise the tremendous efforts of the country in these developments and the way the country has dealt with the hardship and challenges as well as understand the spirit in support of all these developments, e.g. the spirit of perseverance, independence and the concern for humankind.

- **Behavioural Level:** It aims to foster in students a spirit of commitment to the country and enable them to learn more about the national situations through action. To start with, students should, as individuals, understand and experience the country’s development by taking simple and practical steps, thereby developing their sense of commitment to contributing to the country.

### **Behavioural Level**

Take the learning of the historical national situations as an example. Teachers can select historic figures from different fields as the basis for organising the contents for classroom learning. For example, teachers can guide students to explore the contributions made by the thinker Confucius. Apart from guiding students to learn about Confucius' words and deeds, teachers can also encourage students to put the teaching of Confucius, including benevolence, virtue, loyalty, forgiveness, etiquette and righteousness, into practice as a means to pass on and promote Chinese culture.

#### **(c) Complementing classroom learning with visits, exchange programmes and learning activities**

- Apart from achieving the learning objectives in the national domain of the MNE subject through classroom learning, teachers are also advised to organise related visits, exchange programmes and learning activities to improve the learning effectiveness.
- The learning objectives and learning contents in the National Domain can be deepened and strengthened through systematically organised visits and exchange programmes, which promote the understanding of the country's development from multiple perspectives. When arranging exchange and learning programmes, teachers need to consider consolidating and extending learning before, during and after the programmes.
- Campus activities in line with classroom learning, visits and exchange programmes can also be promoted. For example, competitions, drama performances, lunch meetings and study day/week can help to build learning communities in the campus, and enable students from different classes to exchange their knowledge gained, thus expanding the reach of national education. These can all enhance the learning and teaching effectiveness.

**Moral and National Education**  
**Key Stage Two: Assessment Form (Primary 4) (Example)**

Year \_\_\_\_\_ Term \_\_\_\_\_ Name of Student : \_\_\_\_\_ Class : \_\_\_\_\_ Class No. (      )

Domain	Suggested reference indicators (Examples)	Learning Performance/ Achievements (to be completed by students)	Directions / Suggestions for Improvement (to be completed by teachers)
<b>Personal</b>	<ul style="list-style-type: none"> <li>Accept with optimism changes in the course of one's growth, e.g. capable of handling stress and cherishing oneself</li> <li>Develop a healthy lifestyle; e.g. early to bed and early to rise, eating healthily</li> </ul>		
<b>Family</b>	<ul style="list-style-type: none"> <li>Show concern for the feelings and needs of family members and be willing to shoulder the responsibilities as a member of the family, e.g. sharing housework</li> <li>Show active concern for senior family members</li> </ul>		
<b>Social</b>	<ul style="list-style-type: none"> <li>Take on responsibilities as a student, e.g. taking good care of the campus and respecting teachers</li> <li>Develop awareness of and concern about the current affairs of Hong Kong</li> </ul>		
<b>National</b>	<ul style="list-style-type: none"> <li>Take the initiative to know more about the country, including the natural landscapes, traditions and customs, historic figures, etc.</li> <li>Develop an awareness and concern about current affairs of the country</li> </ul>		
<b>Global</b>	<ul style="list-style-type: none"> <li>Develop an environmental awareness and practise green lifestyle</li> <li>Develop an awareness of and concern about global affairs</li> </ul>		

- Note:** (1) The design of this assessment form and the examples of the suggested reference indicators are based on the learning objectives of the MNE subject. It aims to help students conduct self-assessment and assist teachers in making suggestions for improvement accordingly. Teachers can adjust and modify the form in line with the curriculum and students' needs.
- (2) When filling in the assessment form, students can summarise their performance and achievements in the learning activities and services outside the school campus, e.g. their attitudes towards people and various issues; their commitment to taking on responsibilities; and whether their behaviour in the community and the social environment complies with moral standards. They can re-examine themselves for improvement. Meanwhile, through various learning and teaching activities, teachers can learn more about their students' performance and achievements in different domains, including those in their family and outside the school campus, and subsequently provide them with encouragement and suggestions for improvement.

**Moral and National Education**  
**Key Stage Three: Assessment Form (Secondary 1) (Example)**

Year \_\_\_\_\_ Term \_\_\_\_\_ Name of Student : \_\_\_\_\_ Class : \_\_\_\_\_ Class No. (      )

Domain	Suggested reference indicators (Examples)	Learning Performance/ Achievements (to be completed by students)	Directions/Suggestions for Improvement (to be completed by teachers)
<b>Personal</b>	<ul style="list-style-type: none"> <li>• Adopt a positive and optimistic attitude when facing difficulties</li> <li>• Have personal vision and be proactive to prepare oneself for the future</li> </ul>		
<b>Family</b>	<ul style="list-style-type: none"> <li>• Show concern for family members and actively share responsibilities to take care of the senior and junior family members</li> </ul>		
<b>Social</b>	<ul style="list-style-type: none"> <li>• Refrain from any inappropriate acts such as gambling and smoking</li> <li>• Show concern for social affairs and discuss social issues in a rational and pragmatic manner</li> </ul>		
<b>National</b>	<ul style="list-style-type: none"> <li>• Show concern for national affairs; be willing to learn more about the opportunities and challenges facing the development of the country and share personal insights</li> <li>• Actively learn about the current national situations and past history of the country, and express one's own opinions</li> </ul>		
<b>Global</b>	<ul style="list-style-type: none"> <li>• Broaden one's horizons and take an active interest in current global issues</li> <li>• Practise a green lifestyle and encourage participation and support from the people around</li> </ul>		

- Note:** (1) The design of this assessment form and the examples of the suggested reference indicators are based on the learning objectives of the MNE subject. It aims to help students conduct self-assessment and assist teachers in making suggestions for improvement accordingly. Teachers can adjust and modify the form in line with the curriculum and students' needs.
- (2) When filling in the assessment form, students can summarise their performance and achievements in the learning activities and services outside the school campus, e.g. their attitudes towards people and various issues; their commitment to taking on responsibilities; and whether their behaviour in the community and the social environment complies with moral standards. They can re-examine themselves for improvement. Meanwhile, through various learning and teaching activities, teachers can learn more about their students' performance and achievements in different domains, including those in their family and outside the school campus, and subsequently provide them with encouragement and suggestions for improvement.

## Glossary

<b><u>Term</u></b>	<b><u>Description</u></b>
values and attitudes	Values constitute the foundation of the attitudes and beliefs that influence one's behaviour and way of life. They help to form the principles underlying human conduct and critical judgement, and are qualities that learners should develop. Some examples of values are rights and responsibilities, commitment, integrity and national identity. Closely associated with values are attitudes. The latter supports motivation and cognitive functioning, and affects one's way of reacting to events or situations. Since both values and attitudes significantly affect the way a student learns, they form an important part of the school curriculum.
school-based curriculum	Schools and teachers are encouraged to adapt the central curriculum to develop their school-based curriculum to help their students achieve the learning targets and aims of education. Measures may include readjusting the learning targets, varying the organisation of contents, optional studies, learning, teaching and assessment strategies. A school-based curriculum, hence, is the outcome of a balance between guidance from the CDC and the autonomy of the schools and teachers.
Other Learning Experiences	Other Learning Experiences (OLE) is one of the three major components of the Senior Secondary curriculum that complements the core and elective subjects (including Applied Learning courses and other languages) for the whole-person development of students. These experiences include Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development.
learning targets and learning objectives	Learning targets set out broadly the knowledge/concepts, skills, values and attitudes that students need to learn and develop. Learning objectives define specifically what students should know, value and be able to do in each strand of the subject in accordance with the broad subject targets at each key stage of schooling. They are to be used by teachers as a source list for curriculum, lesson and activity planning.
learning outcomes	Learning outcomes refer to what learners should be able to do by the end of a particular stage of learning. Learning outcomes are developed based on the learning targets and objectives of the curriculum for the purpose of evaluating learning effectiveness. Learning outcomes also describe the levels of performance that learners should attain after completing a particular key stage of learning and serve as a tool for promoting learning and teaching.

<b><u>Term</u></b>	<b><u>Description</u></b>
learning community	A learning community refers to a group of people who have shared values and goals, and work closely together to generate knowledge and create new ways of learning through active participation, collaboration and reflection. Such a learning community may involve not only students and teachers, but also parents and other parties in the community.
Key Learning Area	It is a way of organising the school curriculum around the fundamental concepts of major knowledge domains. It aims at providing a broad, balanced and coherent curriculum for all students through engaging them in a variety of essential learning experiences. The Hong Kong curriculum has eight KLAs, namely, Chinese Language Education, English Language Education, Mathematics Education, Personal, Social and Humanities Education, Science Education, Technology Education, Arts Education and Physical Education.
generic skills	Generic skills are skills, abilities and attributes which are fundamental in helping students to acquire, construct and apply knowledge. They are developed through the learning and teaching that takes place in different subjects or Key Learning Areas, and are transferable to different learning situations. Nine types of generic skills are identified in the Hong Kong school curriculum, i.e. collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills.
curriculum framework	A curriculum framework is a supportive structure to help schools to plan and develop their own curricula. The major components are: knowledge and concepts, generic skills, and the values and attitudes relevant to each Key Learning Area. The framework sets out what students should know, value and be able to do at the various stages of schooling. It gives schools and teachers flexibility and ownership to plan and develop alternative curriculum modes to meet their students' varied needs.
co-curricular activities	Co-curricular activities are activities that provide students with learning experiences to be gained inside or outside the classroom, including the actual environment in the community and work places. Traditionally known as extra-curricular activities, they form an integral part of the school curriculum complementing the formal classroom learning.



<b><u>Term</u></b>	<b><u>Description</u></b>
contextual learning	Contextual learning adopts learning materials mainly from daily life encounters in various living environments, which students are familiar with, such as family, school campus and community. It emphasises the importance of learning in real-life contexts. Through actual participation along with teachers' guidance, students are encouraged to apply what they have learnt in real-life situations and achieve the learning objectives.
core values, sustaining values and attitudes	Values may be defined as those qualities that an individual or society considers as principles for conduct. Values can vary across societies, as different social and economic conditions in different geographical locations may lead to different value emphases. However, across societies, we can still identify certain values that are commonly or universally recognised. The emergence of these universal values illustrates the shared concerns of human societies, the basic qualities of human existence, the common elements in human civilisation, and also the common characteristics of human nature. Therefore, the acquisition and understanding of these universal values is essential for our inheritance and appreciation of human civilisation and for the nurturing of enthusiastic and responsible citizens who are able to make contributions in local and international activities. In view of their substantial importance, we call these universal values "core values". Sustaining values are also important at an instrumental level for maintaining the core values.
lesson time	Lesson time refers to the time that teachers and students spend in lessons, which are, however, not limited to the classroom setting.
positive values	Values help form the principles underlying human conduct and critical judgement. They drive individuals' decision-making and action in various circumstances. Positive values are those conforming to moral standards and receiving recognition and support from the general public. Moreover, they serve as the essential basis for personal growth and identity-building. "Perseverance", "Respect for others", "Sense of responsibility", "National identity", "Commitment", "Care for others" and "Integrity" are priority values to be fostered in schools, as proposed in the curriculum reform. These values are to be reinforced in the diverse learning experiences of various Key Learning Areas/subjects and life-wide learning.

<b><u>Term</u></b>	<b><u>Description</u></b>
national identity	“National identity” is one of the priority values that the curriculum reform has proposed to be promoted in schools. National identity covers (i) cultural identification (including languages, words, religious beliefs, attributes, traditions and customs, morals and ethics, social norms, literature, arts, etc.); (ii) citizenship (in terms of concern for society and sense of belonging); and (iii) patriotism (such as the notion of the country and the peoples in addition to a sense of belonging towards the country). These concepts are closely related to the personal sense of belonging towards the country.
period	Period generally refers to the regular arrangements of lesson time for different subjects in schools. They are shown in the allocation of study units in the class timetables.
life event	Events and encounters of students’ daily life can serve as learning contexts and materials in the design of MNE teaching activities to help students cultivate positive values and identity. Life events in the five domains, namely the personal, family, social, national and global domains, can be categorised according to the frequency of their occurrence into core events (common events that most students experience during their journey of growth, e.g. furthering study and making new friends); extended events (events that not all of the students experience, e.g. family disputes and running student union elections); and special events (events in special circumstances or individual social incidents, e.g. unemployment of family members, illness of family members and natural disasters).
value conflict	In ordinary life contexts, a person experiences value conflicts when they are facing an ethical dilemma. Such a situation often involves conflicting values, which the individual has to deliberate on, weigh up, judge and choose between, in order to reach a reasonable judgement.
controversial issue	Controversial issues often arouse general social discussion, in which people are influenced by their own understanding and values, making it difficult to reach a consensus. Discussion of controversial issues constitutes an essential part of values education. Through their guidance to students in such discussions, teachers can help students clarify their values and make judgements in caring and reasonable manner.

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## H. Internet Resources

### (I) General Reference Materials

<u>Name</u>	<u>Website</u>
(1) Education Bureau – Moral, Civic and National Education 教育局——德育、公民及國民教育	<a href="http://www.edb.gov.hk/index.aspx?nodeID=2397&amp;langno=2">http://www.edb.gov.hk/index.aspx?nodeID=2397&amp;langno=2</a> <a href="http://www.edb.gov.hk/index.aspx?nodeID=2397&amp;langno=1">http://www.edb.gov.hk/index.aspx?nodeID=2397&amp;langno=1</a>
(2) Education Bureau – Depository of Curriculum-based Teaching Resources 教育局——課程為本學與教資源庫	<a href="http://www.hkedcity.net/edb/teachingresources">http://www.hkedcity.net/edb/teachingresources</a>
(3) Education Bureau – Educational Television 教育局——教育電視	<a href="http://etv.edb.gov.hk/home.aspx">http://etv.edb.gov.hk/home.aspx</a> <a href="http://etv.edb.gov.hk/home-c.aspx">http://etv.edb.gov.hk/home-c.aspx</a>
(4) Education Bureau – Personal, Social and Humanities Education 教育局——個人、社會及人文教育	<a href="http://www.edb.gov.hk/index.aspx?nodeid=2406&amp;langno=1">http://www.edb.gov.hk/index.aspx?nodeid=2406&amp;langno=1</a> <a href="http://www.edb.gov.hk/index.aspx?nodeid=2406&amp;langno=2">http://www.edb.gov.hk/index.aspx?nodeid=2406&amp;langno=2</a>
(5) Education Bureau – General Studies for Primary Schools 教育局——小學常識科	<a href="http://www.edb.gov.hk/index.aspx?nodeID=2409&amp;langno=1">http://www.edb.gov.hk/index.aspx?nodeID=2409&amp;langno=1</a> <a href="http://www.edb.gov.hk/index.aspx?langno=2&amp;nodeID=2409">http://www.edb.gov.hk/index.aspx?langno=2&amp;nodeID=2409</a>
(6) Web-based Resource Platform for Liberal Studies 通識教育科網上資源平台	<a href="http://ls.edb.hkedcity.net/">http://ls.edb.hkedcity.net/</a>
(7) Education Bureau – Life-wide Learning 教育局——全方位學習	<a href="http://www.edb.gov.hk/index.aspx?nodeID=3110&amp;langno=1">http://www.edb.gov.hk/index.aspx?nodeID=3110&amp;langno=1</a> <a href="http://www.edb.gov.hk/index.aspx?nodeID=3110&amp;langno=2">http://www.edb.gov.hk/index.aspx?nodeID=3110&amp;langno=2</a>

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| (8) News.gov.hk – From Hong Kong’s Information Services Department<br>香港政府新聞網                                  | <a href="http://www.news.gov.hk/en/">http://www.news.gov.hk/en/</a><br><a href="http://www.news.gov.hk/tc/">http://www.news.gov.hk/tc/</a>   |
| (9) 廉政公署德育資源網  | <a href="http://www.icac.org.hk/me/">http://www.icac.org.hk/me/</a>  |
| (10) 國家基礎教育資源網   | <a href="http://www.cbern.gov.cn/derscn/portal/index.html">http://www.cbern.gov.cn/derscn/portal/index.html</a>  |
| (11) 中國兒童與青少年心理健康網   | <a href="http://qsxl.psych.ac.cn/">http://qsxl.psych.ac.cn/</a>  |
| (12) Macau SAR Government – Civic Education Information Net<br>澳門特區政府——公民教育資源網                                 | <a href="http://civicedu.iacm.gov.mo/eng/default.asp">http://civicedu.iacm.gov.mo/eng/default.asp</a><br><a href="http://civicedu.iacm.gov.mo/default.asp">http://civicedu.iacm.gov.mo/default.asp</a> |
| (13) 台灣教育部——品德教育資源網  | <a href="http://ce.naer.edu.tw/">http://ce.naer.edu.tw/</a>  |
| (14) 台灣教育部——生命教育學習網  | <a href="http://life.edu.tw/homepage/index.html">http://life.edu.tw/homepage/index.html</a>  |
| (15) Human Rights Education Advisory and Resources Center, Ministry of Education, Taiwan<br>台灣教育部——人權教育諮詢暨資源中心 | <a href="http://hre.pro.edu.tw/">http://hre.pro.edu.tw/</a>  |
| (16) Citizenship Foundation  | <a href="http://citizenshipfoundation.org.uk/index.php">http://citizenshipfoundation.org.uk/index.php</a>  |
| (17) Association for Citizenship Teaching  | <a href="http://www.teachingcitizenship.org.uk/">http://www.teachingcitizenship.org.uk/</a>  |
| (18) Citizenship Teacher: Citizenship Teaching Online  | <a href="http://www.citizenshipteacher.co.uk/">http://www.citizenshipteacher.co.uk/</a>  |
| (19) Institute for Citizenship   | <a href="http://www.citizen.org.uk/Home.htm">http://www.citizen.org.uk/Home.htm</a>  |
| (20) Civics and Citizenship Education Website, Australian Government   | <a href="http://www.civicsandcitizenship.edu.au/cce/">http://www.civicsandcitizenship.edu.au/cce/</a>  |

## **(II) Personal Domain**

<u><b>Name</b></u>	<u><b>Website</b></u>
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| (1) Central Health Education Unit,<br>Department of Health – Health Zone | <a href="http://www.cheu.gov.hk/eng/index.asp">http://www.cheu.gov.hk/eng/index.asp</a><br><a href="http://www.cheu.gov.hk/b5/index.asp">http://www.cheu.gov.hk/b5/index.asp</a> |
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衛生署中央健康教育組——健康教育地帶

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| (2) 香港教育城——性教育園地   | <a href="http://www.hkedcity.net/iworld/index.php?iworld_id=69">http://www.hkedcity.net/iworld/index.php?iworld_id=69</a>  |
| (3) FPAHK Sexuality Education Website<br>家計會性教育網頁                      | <a href="http://www.famplan.org.hk/sexedu/en/index.asp">http://www.famplan.org.hk/sexedu/en/index.asp</a><br><a href="http://www.famplan.org.hk/sexedu/b5/index.asp">http://www.famplan.org.hk/sexedu/b5/index.asp</a> |
| (4) 「共創成長路」——賽馬會青少年培育計劃  | <a href="http://www.paths.hk/index">http://www.paths.hk/index</a>  |
| (5) Life Education Activity Programme (L.E.A.P.)<br>生活教育活動計劃(L.E.A.P.) | <a href="http://www.leap.org.hk/">http://www.leap.org.hk/</a>  |
| (6) 廉政公署「iTeen 大本營」  | <a href="http://www.iteencamp.icac.hk/tc/">http://www.iteencamp.icac.hk/tc/</a>  |
| (7) 廉政公署 ICAC Channel 廉政頻道   | <a href="http://www.ichannel.icac.hk/tc/">http://www.ichannel.icac.hk/tc/</a>  |
| (8) 浸會愛群社會服務處——心智教育計劃  | <a href="http://evep.bokss.org.hk/index_1.htm">http://evep.bokss.org.hk/index_1.htm</a>  |
| (9) 香港明愛青少年及社區服務——成長的天空計劃(小學)  | <a href="http://yca.caritas.org.hk/uap/">http://yca.caritas.org.hk/uap/</a>  |
| (10) 香港青年協會——U21 青年網站  | <a href="http://www.u21.hk/">http://www.u21.hk/</a>  |

### (III) Family Domain

- | <u>Name</u>  | <u>Website</u>   |
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| (1) Committee on Home-School Co-operation<br>家庭與學校合作事宜委員會  | <a href="http://www.chsc.hk/main.php?lang_id=1">http://www.chsc.hk/main.php?lang_id=1</a><br><a href="http://www.chsc.hk/main.php?lang_id=2">http://www.chsc.hk/main.php?lang_id=2</a>   |
| (2) Family Council – Happy Family Info Hub<br>家庭議會——關心家庭網絡 | <a href="http://www.familycouncil.gov.hk/english/index.htm">http://www.familycouncil.gov.hk/english/index.htm</a><br><a href="http://www.familycouncil.gov.hk/tc_chi/index.htm">http://www.familycouncil.gov.hk/tc_chi/index.htm</a> |
| (3) 香港教育城——家長易學站   | <a href="http://www.hkedcity.net./parent/">http://www.hkedcity.net./parent/</a>  |

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| (4) Social Welfare Department – Family Land<br>社會福利署——家庭生活樂園                                  | <a href="http://www.family-land.org/">http://www.family-land.org/</a>                                   |
| (5) Social Welfare Department – Family Life<br>Education Resource Centre<br>社會福利署——家庭生活教育資料中心 | <a href="http://flerc.swd.gov.hk/lm_io/lm_io_main.asp">http://flerc.swd.gov.hk/lm_io/lm_io_main.asp</a> |
| (6) 香港家庭教育學院  | <a href="http://www.ife.org.hk/">http://www.ife.org.hk/</a>   |
| (7) 香港家庭福利會——家庭綠洲：家庭健康重建計劃  | <a href="http://www.familyoasis.hk/index.php">http://www.familyoasis.hk/index.php</a>                   |
| (8) HKU Family Institute<br>香港大學家庭研究院   | <a href="http://hkufi.hku.hk/default.htm">http://hkufi.hku.hk/default.htm</a>                           |

#### **(IV) Social Domain**

- | <b><u>Name</u></b>  | <b><u>Website</u></b>  |
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| (1) GovHK: Residents<br>香港政府一站通：本港居民  | <a href="http://www.gov.hk/en/residents/">http://www.gov.hk/en/residents/</a><br><a href="http://www.gov.hk/tc/residents/">http://www.gov.hk/tc/residents/</a>                                 |
| (2) The Basic Law Homepage<br>基本法網頁   | <a href="http://www.basiclaw.gov.hk/en/index.htm">http://www.basiclaw.gov.hk/en/index.htm</a><br><a href="http://www.basiclaw.gov.hk/tc/index.htm">http://www.basiclaw.gov.hk/tc/index.htm</a> |
| (3) Central Policy Unit<br>中央政策組  | <a href="http://www.cpu.gov.hk/english/index.htm">http://www.cpu.gov.hk/english/index.htm</a><br><a href="http://www.cpu.gov.hk/tc/index.htm">http://www.cpu.gov.hk/tc/index.htm</a>           |
| (4) Social Welfare Department – Volunteer<br>Movement<br>社會福利署——義工運動  | <a href="http://www.volunteering-hk.org/">http://www.volunteering-hk.org/</a><br><a href="http://www.volunteering-hk.org/tc">http://www.volunteering-hk.org/tc</a>                             |
| (5) Agency for Volunteer Service –<br>Volunteer Link<br>義務工作發展局——義工資訊網  | <a href="http://www.volunteerlink.net/index.php">http://www.volunteerlink.net/index.php</a>  |
| (6) The Hong Kong Council of Social<br>Services – Social Welfare Information<br>Kit<br>香港社會服務聯會——社會福利資訊<br>中心 | <a href="http://www.swik.org.hk">http://www.swik.org.hk</a>  |



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| (7) Registration and Electoral Office<br>Election Information Centre<br>選舉事務處——選舉資訊中心  | <a href="http://www.reo.gov.hk/en/ecenter/index.htm">http://www.reo.gov.hk/en/ecenter/index.htm</a><br><a href="http://www.reo.gov.hk/ch/ecenter/index.htm">http://www.reo.gov.hk/ch/ecenter/index.htm</a>   |
| (8) Legislative Council — Teaching Resources<br>立法會——教學資源  | <a href="http://www.legco.gov.hk/english/education/teaching_resources.html">http://www.legco.gov.hk/english/education/teaching_resources.html</a><br><a href="http://www.legco.gov.hk/chinese/education/teaching_resources.html">http://www.legco.gov.hk/chinese/education/teaching_resources.html</a>                         |
| (9) Committee on the Promotion of Civic Education<br>公民教育委員會   | <a href="http://www.cpce.gov.hk/main_eng.htm">http://www.cpce.gov.hk/main_eng.htm</a><br><a href="http://www.cpce.gov.hk/main_tc.htm">http://www.cpce.gov.hk/main_tc.htm</a>   |
| (10) Committee on the Promotion of Civic Education — The Civic Education Resource Centre<br>公民教育委員會——公民教育資源中心                  | <a href="http://www.cpce.gov.hk/resource_centre/en/index.htm">http://www.cpce.gov.hk/resource_centre/en/index.htm</a><br><a href="http://www.cpce.gov.hk/resource_centre/tc/index.htm">http://www.cpce.gov.hk/resource_centre/tc/index.htm</a>   |
| (11) Equal Opportunities Commission — Youth Corner and Education<br>平等機會委員會——青年視窗及教育   | <a href="http://www.eoc.org.hk/eoc/otherproject/eng/color/youthcorner/index.html">http://www.eoc.org.hk/eoc/otherproject/eng/color/youthcorner/index.html</a><br><a href="http://www.eoc.org.hk/eoc/otherproject/chi/color/youthcorner/index.html">http://www.eoc.org.hk/eoc/otherproject/chi/color/youthcorner/index.html</a> |
| (12) HKU POP Site<br>香港大學民意調查中心  | <a href="http://www.hkupop.hku.hk">http://www.hkupop.hku.hk</a>  |
| (13) 突破機構——青少年研究資料庫  | <a href="http://www.breakthrough.org.hk/ir/researchlog.htm">http://www.breakthrough.org.hk/ir/researchlog.htm</a>  |
| (14) 香港家庭福利會——朋輩調解計劃   | <a href="http://www.hkpeermediation.net/main.html">http://www.hkpeermediation.net/main.html</a>  |
| (15) Labour Department — Youth Employment Start<br>勞工處——青年就業起點   | <a href="http://www.e-start.gov.hk/v3/en/index.htm">http://www.e-start.gov.hk/v3/en/index.htm</a><br><a href="http://www.e-start.gov.hk/v3/tc/index.htm">http://www.e-start.gov.hk/v3/tc/index.htm</a>   |
| (16) Hong Kong Association of Careers Master and Guidance Masters — Individual Student Planning Resource<br>香港輔導教師會——個人生涯規劃資源站 | <a href="http://www.hkacmgm.org/isp/isp.html">http://www.hkacmgm.org/isp/isp.html</a>  |

## (V) National Domain

<u>Name</u>	<u>Website</u>
(1) 中華人民共和國中央人民政府門戶網站	<a href="http://www.gov.cn/">http://www.gov.cn/</a>
(2) 薪火相傳國民教育活動系列	<a href="http://www.passontorch.org.hk/b5_html/index.html">http://www.passontorch.org.hk/b5_html/index.html</a>
(3) Committee on the Promotion of Civic Education – National Education Feature Page 公民教育委員會——國民教育專頁	<a href="http://www.cpce.gov.hk/eng/activity/nation_pro.htm">http://www.cpce.gov.hk/eng/activity/nation_pro.htm</a> <a href="http://www.cpce.gov.hk/chi/activity/nation_pro.htm">http://www.cpce.gov.hk/chi/activity/nation_pro.htm</a>
(4) 香港電台——中華文化頻道	<a href="http://rthk.hk/chiculture/">http://rthk.hk/chiculture/</a>
(5) 國民教育服務中心	<a href="http://nesc.org.hk/main/">http://nesc.org.hk/main/</a>
(6) 國民教育中心	<a href="http://www.hknec.org/index_tc.php">http://www.hknec.org/index_tc.php</a>
(7) 中國文化研究院「燦爛的中國文明」網站	<a href="http://www.chiculture.net/">http://www.chiculture.net/</a>
(8) 中國國情網	<a href="http://www.china1cn.com/">http://www.china1cn.com/</a>
(9) China.org.cn 中國網	<a href="http://www.china.org.cn/index.htm">http://www.china.org.cn/index.htm</a> <a href="http://www.china.com.cn/index.shtml">http://www.china.com.cn/index.shtml</a>
(10) People's Daily Online 人民網	<a href="http://english.peopledaily.com.cn/">http://english.peopledaily.com.cn/</a> <a href="http://www.people.com.cn/">http://www.people.com.cn/</a>
(11) China Daily 中國日報	<a href="http://www.chinadaily.com.cn/">http://www.chinadaily.com.cn/</a> <a href="http://www.chinadaily.com.cn/hqzx/">http://www.chinadaily.com.cn/hqzx/</a>
(12) English.xinhuanet.com 新華網	<a href="http://www.xinhuanet.com/english/index.htm">http://www.xinhuanet.com/english/index.htm</a> <a href="http://www.xinhua.org/">http://www.xinhua.org/</a>
(13) 南方報業網	<a href="http://nf.nfdaily.cn/">http://nf.nfdaily.cn/</a>
(14) 光明網(光明日報社主辦)	<a href="http://gmw.cn/">http://gmw.cn/</a>
(15) Shanghai Daily (上海日報): English Window to China News	<a href="http://www.shanghaidaily.com/">http://www.shanghaidaily.com/</a>

(16) BBC 中文網兩岸三地新聞	<a href="http://www.bbc.co.uk/zhongwen/trad/chinese_news/">http://www.bbc.co.uk/zhongwen/trad/chinese_news/</a>
(17) BBC News – China	<a href="http://www.bbc.co.uk/news/world/asia/china/">http://www.bbc.co.uk/news/world/asia/china/</a>
(18) Show China	<a href="http://en.showchina.org/">http://en.showchina.org/</a>
(19) Chinese Economic Net	<a href="http://en.ce.cn/">http://en.ce.cn/</a>
(20) Chinaculture.org	<a href="http://www.chinaculture.org/index.html">http://www.chinaculture.org/index.html</a>
(21) 中國經濟網	<a href="http://www.ce.cn/">http://www.ce.cn/</a>
(22) 中國文化傳通網	<a href="http://www.culturalink.gov.cn/">http://www.culturalink.gov.cn/</a>
(23) 中央電視台	<a href="http://cctv.cntv.cn/">http://cctv.cntv.cn/</a>
(24) Chinese Civilisation Centre, City University of Hong Kong 香港城市大學中國文化中心	<a href="http://www.english.cciv.cityu.edu.hk/">http://www.english.cciv.cityu.edu.hk/</a> <a href="http://www.cciv.cityu.edu.hk/">http://www.cciv.cityu.edu.hk/</a>

## **(VI) Global Domain**

<b><u>Name</u></b>	<b><u>Website</u></b>
(1) United Nations 聯合國	<a href="http://www.un.org/">http://www.un.org/</a>
(2) United Nations – Humanitarian Affairs 聯合國——人道主義事務	<a href="http://www.un.org/en/humanitarian/">http://www.un.org/en/humanitarian/</a> <a href="http://www.un.org/zh/humanitarian/">http://www.un.org/zh/humanitarian/</a>
(3) United Nations – Human Rights 聯合國——人權	<a href="http://www.un.org/en/rights/">http://www.un.org/en/rights/</a> <a href="http://www.un.org/zh/rights/">http://www.un.org/zh/rights/</a>
(4) UNESCO – Education themes 聯合國教科文組織——教育專題	<a href="http://www.unesco.org/new/en/education">http://www.unesco.org/new/en/education</a> <a href="http://www.unesco.org/new/zh/education/">http://www.unesco.org/new/zh/education/</a>
(5) UNESCO Hong Kong Association 香港聯合國教科文組織協會	<a href="http://www.unesco.hk/?charset=eng">http://www.unesco.hk/?charset=eng</a> <a href="http://www.unesco.hk/?charset=big5">http://www.unesco.hk/?charset=big5</a>

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| (6)  | World Health Organization<br>世界衛生組織  | <a href="http://www.who.int/en/">http://www.who.int/en/</a><br><a href="http://www.who.int/zh/index.html">http://www.who.int/zh/index.html</a>   |
| (7)  | World Economic Forum<br>世界經濟論壇   | <a href="http://www.weforum.org/">http://www.weforum.org/</a><br><a href="http://chinese.weforum.org/">http://chinese.weforum.org/</a>   |
| (8)  | World Trade Organization<br>世界貿易組織   | <a href="http://www.wto.org/">http://www.wto.org/</a>  |
| (9)  | International Committee of the Red Cross<br>紅十字國際委員會   | <a href="http://www.icrc.org/eng/">http://www.icrc.org/eng/</a><br><a href="http://www.icrc.org/chi">http://www.icrc.org/chi</a>   |
| (10) | WWF—Hong Kong<br>世界自然基金會香港分會   | <a href="http://www.wwf.org.hk/en/">http://www.wwf.org.hk/en/</a><br><a href="http://www.wwf.org.hk/">http://www.wwf.org.hk/</a>   |
| (11) | World Vision Hong Kong<br>香港世界宣明會  | <a href="http://www.worldvision.org.hk/en/">http://www.worldvision.org.hk/en/</a><br><a href="http://www.worldvision.org.hk/">http://www.worldvision.org.hk/</a>   |
| (12) | Oxfam Hong Kong—Cyber School<br>樂施會——無窮校園  | <a href="http://www.cyberschool.oxfam.org.hk/index.php?lang=eng">http://www.cyberschool.oxfam.org.hk/index<br/>.php?lang=eng</a><br><a href="http://www.cyberschool.oxfam.org.hk/index.php?lang=big5">http://www.cyberschool.oxfam.org.hk/index<br/>.php?lang=big5</a> |
| (13) | Hong Kong Committee for United Nations Children's Fund—CRC Educational Kit<br>聯合國兒童基金會——兒童權利公約教材 | <a href="http://unicef.org.hk/uncrc/zh">http://unicef.org.hk/uncrc/zh</a><br><a href="http://unicef.org.hk/uncrc/">http://unicef.org.hk/uncrc/</a>   |
| (14) | Greenpeace East Asia<br>綠色和平   | <a href="http://www.greenpeace.org/eastasia/">http://www.greenpeace.org/eastasia/</a><br><a href="http://www.greenpeace.org/hk/">http://www.greenpeace.org/hk/</a>   |
| (15) | Friends of the Earth<br>地球之友   | <a href="http://www.foe.org.hk/welcome/geten.asp">http://www.foe.org.hk/welcome/geten.asp</a><br><a href="http://www.foe.org.hk/welcome/gettc.asp">http://www.foe.org.hk/welcome/gettc.asp</a>   |
| (16) | 環球視野   | <a href="http://www.globalview.cn/">http://www.globalview.cn/</a>  |
| (17) | K-12 Educational Resource. Center for Global Studies, University of Illinois                     | <a href="http://cgs.illinois.edu/?q=k-12-educational-resources/lesson-plans">http://cgs.illinois.edu/?q=k-12-educational-r<br/>esources/lesson-plans</a>   |
| (18) | Global Teacher Project   | <a href="http://www.globalteacher.org.uk/index.htm">http://www.globalteacher.org.uk/index.htm</a>  |
| (19) | Global Education Website   | <a href="http://globaleducation.edna.edu.au/">http://globaleducation.edna.edu.au/</a>  |

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| (20) Council for Global Education                        | <a href="http://www.globaleducation.org/">http://www.globaleducation.org/</a>   |
| (21) Swiss Centre for Global Education                   | <a href="http://www.globaleducation.ch/globaleducation_en/pages/HO/HO_A1.php">http://www.globaleducation.ch/globaleducation_en/pages/HO/HO_A1.php</a> |
| (22) Teaching for Peace: Web Sources for Peace Education | <a href="http://teachingforpeace.org/">http://teachingforpeace.org/</a>   |
| (23) Global Citizenship Blog, Citizenship Foundation     | <a href="http://citizenshipfoundation.org.uk/blogs/globalcitizenship/">http://citizenshipfoundation.org.uk/blogs/globalcitizenship/</a>               |
| (24) Global Dimension: The world in your classroom       | <a href="http://www.globaldimension.org.uk/">http://www.globaldimension.org.uk/</a>   |

**Membership of the Ad Hoc Committee on  
Moral and National Education, Curriculum Development Council**  
(from 29 November 2010)

Chairperson: Prof LEE Chack-fan

Members: Ms WAN Suk-fong  
Prof MA Hing-keung  
Mr CHEUNG Yung-pong, Langton  
Ms CHEUNG Fuk-ying (from 1 November 2011)  
Mr LEUNG Wai-kit  
Mr CHAN Tsze-ying  
Ms MAK Wai-ching (until 31 August 2011)  
Prof LAU Kwok-keung  
Ms POON Siu-lan, Lucy  
Ms LAW Suk-kwan, Lilian  
Mr TAM Ping-yuen  
Mr KWAN Wing-bun

Ex-official Members: Dr CHEUNG Wing-hung (Education Bureau)  
Mr YUNG Po-shu, Benjamin (Education Bureau) (until 15 May 2011)  
Mr CHENG Wing-cheung (Education Bureau) (from 16 May 2011)

Secretary: Ms HA Yuen-ying (Education Bureau)