The Basic Law is a constitutional document of the Hong Kong Special Administrative Region (HKSAR). By learning the Basic Law, students can increase their understanding of different domains of the Hong Kong society and its importance to the everyday life of Hong Kong residents, thus cultivating in them positive values and attitudes, including the impartial rule of law, respect for others, freedom and equity.

The Education Bureau (EDB) has always attached importance to the promotion of Basic Law education. Schools are encouraged to make it as an ongoing task. Elements of Basic Law education are embedded in the Primary General Studies curriculum and enrichment on Basic Law has been made in “The Revised Moral and Civic Education Curriculum Framework (2008)”. All primary schools in Hong Kong are to adapt relevant curriculum contents and activities to facilitate Basic Law education according to their school context and curriculum development needs.

The Chief Executive of HKSAR, in the 2010 Policy Address, stated that the EDB should strengthen the professional support on the learning and teaching of the Basic Law and ‘One Country, Two Systems’. Accordingly, in 2012, the EDB has produced a learning package, “Let’s Learn the Basic Law—Basic Law Learning Package (Senior Primary) (bilingual version)” for distribution to all primary schools. On-line versions were also made available on the EDB website and the Hong Kong Education City portal. In addition, the EDB has established an on-line assessment bank to provide support to teachers on assessment. The assessment bank facilitates the assessment on students’ understanding of the background, related Articles and important concepts of the Basic Law.

Since the learning package has been launched, many primary schools proactively devised their school-based teaching materials to promote Basic Law education with effective results. In order to provide a professional platform for experience sharing, the EDB compiled this resource package, “Let’s Learn the Basic Law: Effective Use of the Learning Package”. It is to complement the previous learning package and serve as a reference for teaching the Basic Law. This package consists of a compact disk, summary pamphlet, school stories and exemplars on how to promote Basic Law education. The exemplars illustrate the conduct of Basic Law education through subject-based teaching, school activity day and whole school approach in curriculum planning. The loose-leaf design of this package enables schools to constantly renew the updated and enriched materials and exemplars.

Moreover, while celebrating the 25th anniversary of Basic Law promulgation in 2015, the EDB has started developing the “Basic Law Video Package - Primary” for all primary schools. The “Basic Law Video Package - Primary”, together with “Let’s Learn the Basic Law: Effective Use of the Learning Package”, are both designed for senior primary students. It is intended that both packages are to complement each other to enlighten students that under the Basic Law, they are given rights and obligations in their everyday life. The constitutional status of the Basic Law is a foundation for them to show due respect to the spirit of the rule of law.

September 2015
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 Consultant
Dr Simon-Hoey LEE
(member of the Basic Law Promotion Steering Committee)
School Stories On Promoting Basic Law Education

**An integrative approach to promote Basic Law education**

The school promotes Basic Law education in General Studies lessons, moral and civic education activities, as well as web-learning activities. Activities organized are comprehensive and effective. The school hyperlinks its website with the online version of the Learning Package to assist students doing self-learning tasks at home. Students like playing the game ‘Freedom Zone’ as they can acquire the concept of ‘Rights and Responsibilities’ easily. Primary 3 and 5 students have the opportunities to read the articles of the Basic Law. Under the guidance and clarification of teachers, they are able to understand the meaning of some articles, such as freedom of marriage, freedom of speech and so on.

- Students enjoy learning the concepts of the Basic Law through playing games.

- When applying the Basic Law in real life situations, students understand the importance of freedom of speech.

**School attaches importance to the promotion of Basic Law education**

The school promotes Basic Law education via various events, such as Chinese Culture day, post-exam activities, current affairs team and guidance lessons. As lots of students are indigenous inhabitants of the New Territories, knowledge on the ‘lawful traditional rights’ and ‘male entitlement’ are important issues to learn. Characters of the computer game in ‘Ties to the Homeland’ at Primary 5 are students’ real experience. They are active in learning, thus creating a lively and relaxing atmosphere. Topics like ‘the Origin of the Basic Law’ at primary 4, ‘Science and Culture’ at Primary 5 as well as the ETV programme ‘Basic Law and the Trade Development of Hong Kong’ are good resources for students to enrich their learning. Their participation rate is high.

The mock election is another good opportunity for more capable students to know the electoral system and understand social affairs. Students participating in current affairs quizzes will equip themselves by attempting questions found in the online Assessment Bank of the Learning Package.

**Tailor-made curriculum to strengthen Basic Law education within and beyond classroom practices**

The school integrates the contents of the Learning Package into the GS curriculum (P2-P6 levels) to cater for students’ needs. At primary 2, the curriculum aims at laying a strong foundation for students to understand the society around them. Progressively, when they are at primary 6, students should have developed a global understanding of the world around them. All relevant supplements are found in the teaching schedules for easy reference.

Besides, the school sets up a ‘GS expert’ group for students to play games of the Learning Package as their extra-curricular activities. Students are also encouraged to learn the Basic Law, using the materials from the Learning Package in a one-hour designated time slot called ‘GS Learning Garden’ every Friday. Students are engaged and fond of playing the game ‘Freedom Zone’. The school well adapts the items of the Basic Law Assessment Bank in its GS quizzes. All in all, the Learning Package is a success in stimulating students’ interest to learn the Basic Law.

When applying the Basic Law in real life situations, students understand the importance of freedom of speech.
Promoting Basic Law education in General Studies

The school adapts the resources of the Learning Package in the Key Stage 2 (Primary 4-6, 1 topic in each semester) of the General Studies curriculum. The contents of the Learning Package can supplement concepts that are missing in textbooks. Videos ‘the Origin of the Basic Law’ at primary 4 and the theme ‘Our Chief Executive’ at primary 6 can be effectively used to enhance learning of General Studies. The school has also included questions of the Assessment Bank in its examination papers. They account for 6-8% of the total marks set. Student’s performance is good.

School Mission in promoting Basic Law education

The school infuses concepts of the Basic Law in diverse topics of various subjects to cultivate a sense of responsibility amongst students. Teachers seldom use formal lesson time to conduct these activities or games, but appropriately incorporated them into different learning scenarios. The game ‘Freedom Zone’ is put amongst other board games for students to access and play at their ease. Teachers do not need to waste time teaching students the method of playing, but allowing them to initiate learning by themselves and thus master the key concepts embedded.

For General Studies, the Learning Package can supplement the inadequacies of textbooks. Suggestions of the Learning Package are well adopted to organise ‘Mock Elections’ for students.

With the school mission to enhance students’ critical thinking skills by encouraging them to read and discuss the articles of the Basic Law with interest, the school expects that the articles of the Basic Law can be enquired in tandem with everyday exemplars in project learning activities and more open-ended scenarios can be developed as questions in the Assessment Bank.

Making good use of learning resources to enjoy learning the Basic Law

In line with the General Studies learning themes, the school adopts contents of the Learning Package in its project learning schemes. Learning topics include ‘Hong Kong Now and Then’ at primary 4, ‘Shopping Paradise’ at primary 5 and ‘Obeying the Law’ at primary 6. Playing videos provided by the Learning Package is the major means to increase primary 4 and 5 students’ knowledge on the Basic Law.

Teachers welcome the games in the Learning Package, of which the complicated and intricate articles of the Basic Law are presented in a reader-friendly way for students to understand.

When preparing the schools’ internal tests, teachers access the Assessment Bank for relevant questions, and student’s performance is fine. Besides, booth games are organised in a post-exam activity day to consolidate and extend student’s learning of the Basic Law.
Promoting Basic Law Education In Schools: A Subject-based Class Lesson

General Studies (subject-based) module design: the Government and I

Theme: “Basic Law” – rights and responsibilities:
Class : Primary 5

Introduction

When facilitating the learning of ‘Basic Law—Rights and Responsibilities’, the School teacher adopts a life-event approach, using examples such as protecting privacy, receiving free education and so on, to clarify that rights should come along with rules and responsibilities for the sake of community. The learning objective is to iterate the basic principle of equality before the law. When we obey laws, we enjoy our rights and freedom.

Planning and Practices

Teacher adapts a life-event approach to facilitate the learning of ‘Rights and Responsibilities’ of Basic Law education.

At first, students are encouraged to interview their elderly at home, asking about their school life in their childhood and education level. Based on their stories, students freely reflect on their ideas about free education. When discussing with classmates the regulations of utilizing classroom facilities, students understand that ‘Rights’ are not innate, but require regulations and obligations to govern for the sake of the community and to avoid social conflicts. (Teaching exemplar 1)

These real life experiences can stimulate and sustain student’s interest to enquire more. They are actively involved in reading articles of Chapter 3 ‘Fundamental Rights and Duties of the Residents’ of the Basic Law as group activities. The ETV programme on the Basic Law is then shown to consolidate students’ knowledge on the close connection between the Basic Law and our daily life.

When planning class activities, Teacher selects the story ‘Adventures in Tsim Sha Tsui’ from the Learning Package to facilitate learning. Case analysis and discussions are adopted to help students understand and recognize that the righteous use of freedom is built on the foundation of Man’s mutual respect, of which the protection of privacy is a major concern. (Teaching exemplar 2)

Then Teacher uses ‘A school without regulations’ as discussion guidelines to probe and prompt the importance of obeying laws based on students’ real-life experiences. The case:

Mrs. Chan refuses to pay the taxi fare because she is unsatisfied with the service she received. If you were with her at that moment, what would you do?

is shared among the students for opinions. Students are guided to understand that:

Mrs. Chan has to pay the taxi fare, but she has the right to note down the driver’s name and taxi registration number so that she can complain to the Transport Department.

As a consolidation exercise, Teacher encourages students to suggest the obligations of Hong Kong residents in order to exercise every right enlisted in Chapter 3 of the Basic Law. For example,

If we enjoy the right of receiving free education, we have to pay tax.

Although the obligations of Hong Kong residents are not explicitly spelled out in Chapter 3 of the Basic Law, it stipulates that:

Article 42: ‘Hong Kong residents and other persons in Hong Kong shall have the obligation to abide by the laws in force in the HKSAR’.

Everyone has the obligation to obey laws. We have to observe the regulations while enjoying our rights and freedom.

To cater for students’ learning diversity, Teacher invites more able students to introduce Chapter 3 of the Basic Law to fellow students via dramas and quizzes. For average classes, Teacher invites students to play the computer game ‘Freedom Zone’ of the Learning Package. Students are required to note down their reflections and learning points in their General Studies Note Book to feedback their learning.
Teacher uses questioning technique to interact and discuss with students the rights and responsibilities, so that they can understand that the Basic Law is a document protecting the rights of Hong Kong residents.

**Theme**: Teacher uses questioning technique to interact and discuss with students the rights and responsibilities, so that they can understand that the Basic Law is a document protecting the rights of Hong Kong residents.

Teacher: What are rights?

Chan: Someone does whatever he/she wants without restrictions.

Teacher: What are responsibilities?

Chan: Though you are reluctant, you have to commit. The action is bounded by external factors.

Lo: If you want freedom, you have to bear responsibilities.

Chin: The freedom you enjoy under the Hong Kong Legal System.

Teacher (prompting question): Where do your rights come from?

Chan: They are from the Basic Law. All rights are protected by the Basic Law.

Teacher: Chan has stated that our rights are protected by Hong Kong Legal System.

Tang: This is because the Ordinances of Hong Kong enlist ‘dos and don’ts’ of Hong Kong residents.

Teacher: Are there any contradictions between these two students? Let’s voice our choice by voting.

Teacher: All of you agree that there are no contradictions, why?

Teaching exemplar 1

*Remark: questions and answers are extracted from the teaching videos without any editing or deletion.*
Preamble: In accordance with the Constitution of the People's Republic of China, the National People's Congress hereby enacts the Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China, prescribing the systems to be practised in the Hong Kong Special Administrative Region, in order to ensure the implementation of the basic policies of the People's Republic of China regarding Hong Kong.

Article 8: ‘The laws previously in force in Hong Kong, except for any that contravene this Law, and subject to any amendment by the legislature of the Hong Kong Special Administrative Region’.

Article 11: ‘No law enacted by the legislature of the Hong Kong Special Administrative Region shall contravene this Law’.

Article 18: ‘The laws in force in the Hong Kong Special Administrative Region shall be this Law, and the laws previously in force in Hong Kong as provided for in Article 8 of this Law, and the laws enacted by the legislature of the HKSAR’.

Therefore, you students are encouraged to read the “Basic Law” because it is closely connected with our daily life.

Teaching exemplar 2
Teacher selects the story ‘Adventures in Tsim Sha Tsui’ from the Learning Package to facilitate learning. Case analysis and discussions are adopted to help students understand and recognize that the righteous use of freedom is built on the foundation of Man’s mutual respect, of which the protection of privacy is a major concern.

Teacher encourages students to surf the website of Office of the Privacy Commissioner for Personal Data – ‘Think Privacy Be Smart Online’, so as to master the ways of protecting personal privacy and acquire knowledge through extensive e-reading.

Privacy Risks
- Exposing your own privacy inadvertently
- Unauthorised disclosure of the personal data of your friends or families, causing data privacy breaches.
- Personal data might be consolidated on the Internet and fall being as a victim to cyber-bullying or harassment.
- Being led to defrauding or illegal websites by the links your friends or others post on the Internet.
- Your account being attacked or phishing.

Besides, legality of street performance mentioned in the ‘Adventures in Tsim Sha Tsui’ stimulate students’ interest to enquire more. Teacher selects a relevant article from the ‘Press Release’, which reflects the viewpoints of both the legislative councilors and the Secretary for Home Affairs regarding legality and arrangement of street performance, as teaching reference.

Press Releases
LCQ2: Street performances
Following is a question by the Hon Ip Kwok-him and a reply by the Acting Secretary for Home Affairs, Ms Florence Hui, in the Legislative Council today ( June 24 ) :
http://www.info.gov.hk/gia/general/200906/24/P200906240226_print.htm

Press reading helps raising students’ awareness and concern about social affairs and increase their knowledge on the government structure of HKSAR.
**Understanding The Basic Law Through Games:**

**A Learning Day**

**Introduction**

The School teachers select stories, games and role-play activities from the Learning Package and design games for 7 booths. All teachers and students experience a joyful learning environment and understand the Basic Law better. The learning activities are designed to transgress the subject-bounds and the restriction of lesson periods. Students can develop proper values conveyed in various activities.

**Planning and Practice**

The School adopts a whole school approach to enhance Basic Law education in its post-examination activity days. A Learning Day is thus organised for teachers and students to understand the Basic Law.

**Preparation**

When preparing for the Learning Day, besides reading the “Basic Law”, teachers make reference to the contents and teaching plans of the Learning Package in selecting materials that include stories, games and role-plays. A total of 7 booths are developed for school participants to learn the Basic Law in a relaxing and joyful learning atmosphere.

**Implementation**

The booths are designed to meet students’ learning needs and abilities. For example:

Primary 1 students can participate in ‘Learning the Basic Law colouring activity’ and the game ‘Freedom Zone’ to have preliminary understanding on the ‘Fundamental Rights and Duties of the Residents’ under the Basic Law.

Primary 2 students can engage themselves in the matching game ‘Our Airport’, watch the video on ‘the Airport-Old and New’, and participate in ‘Learning the Basic Law colouring activity’, thus recognise their rights and obligations in real life events.

Primary 3 students can participate either in ‘Freedom Zone’ or the matching game ‘Our Airport’. Through peer learning and interactive discussions, students can grasp the content knowledge of Chapters 3 and 5 of the Basic Law.
Booth games for senior primary students are luring. Students can watch various videos in the Learning Package. They are ‘Time Journey of the Basic Law’, ‘Choi Yuen Tsuen in Yuen Long’ and ‘Chan King-yin: Son of the Wind, Hong Kong’. Students can choose to participate in various computer games found in the Learning Package too. For example: ‘Time Travel to Hong Kong’s History’, ‘My Home, My Land’ and ‘Who is in Charge of Policies on Sports’. Immediate evaluations on students’ understanding of the learning themes are made to stimulate students’ interest to pursue the answers. While students who love reading and drama can participate in tasks such as ‘Learn More About Historical Events’, the others can extend their learning from the PowerPoint of ‘Basic Law Smartie Kids’ Planting Day’ and the story book ‘Kei Kei’s Wish’. Other activities such as ‘Challenge Questions: Know more about Hong Kong Garrison of the People’s Liberation Army’ and ‘Test yourself’ help consolidate students’ understanding of various chapters of the Basic Law.

The Learning Day aims at triumphing over subject boundaries and allowing students to regale themselves with the games without any time constraints. This facilitates students to assimilate and grasp the underlying themes of various activities, and develop proper values in a relaxing atmosphere. Junior primary students could then learn the Basic Law through colouring activities and games.

The School Curriculum Team, in its school annual report, has made a positive evaluation of the Learning Day: ‘From observation, a majority of students have involved themselves in various games. Junior primary students are more enthusiastic comparatively.’ Further, 85% of students replied that through games, they know more about the Basic Law.
The school promotes Basic Law education in its school-based curriculum. Students are given adequate opportunities to learn the Basic Law contents and concepts in their formal GS lessons through diverse, interactive and interesting learning activities. With learning experiences gained from school-based moral and civic education activities, students develop their multi-perspective thinking skills as well as a sense of respect and compliance with the Basic Law and legal regulations in their everyday life.

The school adopts the ‘Planning-Implementation-Evaluation’ rationale to develop diverse learning activities, assess students’ performance and feedback its curriculum by timely reviews. Striving through the learning experience of collaborative learning, interactive discussions and peer appreciation, students develop empathy and critical thinking skills.

**Planning and practices:**

**Mission**

Why should we learn the Basic Law?

The “Basic Law” is the constitutional document for the HKSAR. It protects our rights in everyday life.

**Planning and design**

1. Objectives of learning the Basic Law

The students are encouraged to

- explore relevant content of the Basic Law and enquire its concepts through diverse, interactive and interesting learning experience
- cultivate a sense of respect and compliance with the Basic Law and legal regulations
- develop multi-perspective thinking skills

2. Strategies of learning the Basic Law

- Diverse learning strategies are adopted to cultivate students’ self-learning skills
- E-Learning is adopted to arouse students’ learning interest
- Basic Law concepts are learnt in tandem with everyday life so as to sustain students’ learning motivation

3. Learning mode

- **Formal curriculum: General Studies (GS)** - A variety of learning strategies are practised to help enhancing students’ self-learning skills that cater for their learning styles, abilities, interests and needs. The formal lessons act as nurture grounds for students to construct knowledge, understand concepts, develop generic skills and cultivate positive values.

- **Informal curriculum: moral and civic education activities** - With the mission to set plans for ‘whole-person development’, the school steers itself towards cultivating students’ positive values and attitudes via co-curricular learning strands of values education, including moral and civic education, Basic Law education and education for sustainable development. Thus, comprehensive learning activities are devised to widen students’ scope of learning at different learning stages.

**Practices**

1. General Studies lesson:

   A. Theme: Identifying the national flag and regional flag

   **Class:** Primary 4

   **Learning objectives:**

   - To recognize and identify the features of national flag and regional flag
   - To observe criteria that can identify HKSAR permanent residents through information analysis; and
   - To understand that Hong Kong residents are protected by the Basic Law.
An exemplar of the Lesson Flow:

At First, Teacher introduces to students the features of both the national flag and regional flag. Their relationship is also clarified. The Articles on ‘Law of the National Flag’ are made into word puzzles for students to re-arrange. By means of frequent reading and re-arrangement of word puzzles, students are given plenty of opportunities to grasp the contents and features of ‘Law of the People’s Republic of China on the National Flag’.

Then, Teacher plays the video ‘The flag-raising ceremony in Tiananmen and Golden Bauhinia Square’ to set the scene for peer discussions on ‘the proper attitude of participating in flag-raising ceremonies’.

Next, Teacher plays the video ‘The flag raising activity in the schools’ to consolidate the knowledge acquired and to facilitate students’ peer evaluation of their performance. Proposals for improvement are suggested.

Finally, the recorded national anthem is played to set a simulated scene for students conducting flag-raising activity.

Students can understand more about the national flag and regional flag as well as the relationship between Hong Kong and the Country through experiential learning in a simulated scene in classroom.

B. Theme : Who is the leader: Our Chief Executive

Class : Primary 6

Learning objectives:
• To understand the selection methods and election procedures of the Chief Executive of HKSAR as stipulated in the Basic Law
• To know the powers and functions of the Chief Executive of HKSAR
• To study the criteria of being the Chief Executive of HKSAR as stipulated in the Basic Law, so as to enshrine the important concept of ‘Hong Kong people ruling Hong Kong’
• To raise concern about community affairs and willing to express opinions
• To enquire the theme by organizing and using information gathered from various sources.

The Lesson Flow:

Teacher groups students according to their abilities and guides them to work on the project, ‘Who is the leader – Our Chief Executive’.

Students take initiatives to gather information via web surfing and read the “Basic Law”. During the entire learning process, students acquire not only the knowledge on selection methods and election procedures, but also the criteria of being the Chief Executive of HKSAR.

By means of collaborative learning, students learn to show appreciation on peer’s work.

Students may choose to report the roles and functions of the Chief Executive of HKSAR in many ways. Oral presentation and role play are examples of the learning outcomes.

Finally, Teacher consolidates the lesson contents by demonstrating that students are given opportunities to learn and form concepts of the Basic Law articles from different perspectives. Students express ideas and receive feedback freely in an open atmosphere. They show appreciation and empathy to classmates’ contributions, thus cultivating positive attitude towards differentiated ideas.

In order to arouse students’ interest to read the “Basic Law”, Teacher tactically requests students to quote the Articles in their presentations with the source of information explicitly outlined. For example:

Question: ‘What are the roles of the Chief Executive of HKSAR?’
Answer: Article 43, 48(1), 60

Question: ‘How is the Chief Executive of HKSAR being selected?’
Answer: Article 45

Question: ‘What are the criteria of being the Chief Executive of HKSAR?’
Answer: Article 44

This task has successfully increased the opportunities for students to read the original text of the Basic Law and their understanding of the articles.
2. Activities for Moral and Civic Education

A. Flag-raising Ceremony
- Students attend the flag-raising ceremony held during the morning assembly on the first day of every month.
- The school flag-guards receive regular training offered by the Association of Hong Kong Flag-guards during summer holidays.
- The school flag-guards have joined the flag-raising patrol in Golden Bauhinia Square.

B. Elections
- During the election of ‘New Class Monitor’, the Basic Law ambassadors are invited to introduce the aims and principles of elections to classmates.

C. Basic Law Competitions
- Online Basic Law Competition
At first, students access the Basic Law display boards in the school canteen during recess to read about articles on the ‘Rights and Responsibilities’ of residents. Then, they actively participate in the On-line Basic Law competitions organized by The school. Such activity can help assessing students’ understanding of the Basic Law, and its close connection with their daily life.

- ‘Basic Law and Me’ Video Competition
The process of drama rehearsal for the captioned competition has cultivated in students a thorough understanding of the Basic Law and positive inspirations. Students are delighted to share their viewpoints. Learning is fun and experience gained is fruitful.
D. Life-wide Learning Activities

- Visits
  Apart from the Legislative Council, students also visit the Hong Kong Museum of History, the Hong Kong Heritage Museum and the Hong Kong Science Museum. These experiences well reflected the rights they enjoy under Article 34 of the Basic Law.

- Cross-boundary Learning Activities
  Students often participate in cross-boundary learning activities to widen their learning horizons. These activities provide students with first-hand experiences to understand their rights under Article 31 of the Basic Law.

3. Learning Outcomes

A. Students’ performance in daily life
- Respect the national flag;
- Obey the immigration ordinance and enjoy the freedom of emigration;
- Imply the concepts of elections

B. Students’ thinking and self-learning skills
- Possess the ability to search the source of information
- Possess analytical abilities
- Possess collaborative learning abilities

C. Understand the articles of the Basic Law
- Basic Law learning atmosphere is cultivated by using display boards to lure attentions
- Online Basic Law Competitions can facilitate learning assessments
- Short-video campaigns can stimulate students’ learning interest

THE BASIC LAW OF THE HONG KONG SPECIAL ADMINISTRATIVE REGION OF THE PEOPLE’S REPUBLIC OF CHINA

Article 34: ‘Hong Kong residents shall have freedom to engage in academic research, literary and artistic creation, and other cultural activities.’

THE BASIC LAW OF THE HONG KONG SPECIAL ADMINISTRATIVE REGION OF THE PEOPLE’S REPUBLIC OF CHINA

Article 31: ‘Hong Kong residents shall have freedom of movement within the Hong Kong Special Administrative Region and freedom of emigration to other countries and regions. They shall have freedom to travel and to enter or leave the Region. Unless restrained by law, holders of valid travel documents shall be free to leave the Region without special authorization.’

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Let’s Learn the Basic Law - Basic Law Learning Package (Senior Primary)

Design Rationale

The Learning Package is enriched with two characters, namely Kei Kei and Ling Ling, in various stories and encounters to provide students with diverse, interactive and interesting learning experience in exploring the contents of the Basic Law as well as establishing the relevant concepts, cultivating a sense of respect and compliance to the Basic Law and legal regulations, and developing multiple perspectives. The focus of learning and teaching is on understanding the concepts rather than memorizing the articles of the Basic Law.

The Learning Package consists of a total of 16 units under six learning themes (with Primary 4 to Primary 6, each consisting of two learning themes). The suggested learning time for each level is ten hours.

<table>
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<th>Level</th>
<th>Theme</th>
<th>Unit</th>
<th>Relevant Articles of the Basic Law</th>
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<td>The Basic Law and Me</td>
<td>• Hong Kong Now and Then&lt;br&gt;• Basic Law Smartie Kids</td>
<td>Preamble&lt;br&gt;(1) General Principles&lt;br&gt;(3) Fundamental Rights and Duties of the Residents Annexes III</td>
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<td></td>
<td>The Law of Living in Hong Kong</td>
<td>• Communication All the Way&lt;br&gt;• I Love Travelling&lt;br&gt;• I Am a Good Citizen</td>
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<td>5</td>
<td>Hong Kong, My Home</td>
<td>• Grandma is back to Hong Kong&lt;br&gt;• Ties to the Homeland&lt;br&gt;• Shopping Paradise</td>
<td>(3) Fundamental Rights and Duties of the Residents&lt;br&gt;(5) Economy&lt;br&gt;(6) Education, Science, Culture, Sports, Religion, Labour and Social Services</td>
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<td></td>
<td>Lively City</td>
<td>• Hong Kong’s Pride&lt;br&gt;• Serving the Community&lt;br&gt;• Science and Culture</td>
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<tr>
<td>6</td>
<td>One Country, Two Systems</td>
<td>• Journey to Foreign Countries&lt;br&gt;• Protecting Our Home and Nation</td>
<td>(2) Relationship between the Central Authorities and the Hong Kong Special Administrative Region&lt;br&gt;(4) Political Structure&lt;br&gt;(7) External Affairs Annexes I, II &amp; III</td>
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<td>Being Lawful and Reasonable</td>
<td>• Who is the Leader?&lt;br&gt;• Whose Duties are These?&lt;br&gt;• Obeying the Law</td>
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Features of the Learning Package

1. Provision of diverse learning activities
   For example:
   - News discussion
   - Role plays
   - Computer animations
   - Computer games
   - Card games

2. Emphasis on mastery of concepts

3. Focus on interactive learning

Tips for Teachers:
- Teachers may ask the more capable students to do role-play using the “stop motion” method that is taught in drama lessons. This helps them use their imagination and express their ideas freely.
- Teachers may use a concept diagram to guide students’ thinking and suggest students to list all the items on a piece of paper.
- Teachers may ask students to discuss the questions in groups and let them decide their own topics according to their interest and abilities, and collect the relevant information.
- Teachers may prepare some current news or news clips of current affairs to allow less capable students to finish by matching the part “Travelling to Hong Kong” in the discussion sheet.
- Teachers may decide on the number of incidents for discussion in each group according to their abilities.

4. Catering for learner diversity

Use of the Learning package

“Let’s Learn the Basic Law - Basic Law Learning Package (Senior Primary)” is available in printed version (Chinese version), online version and CD-ROM version. Teachers may use this Learning Package in different subjects, lessons on moral and civic education, school assemblies, class teachers’ lessons or life-wide learning activities in conjunction with the school’s curriculum planning and implementation. Depending on the specific situations of the school and students’ abilities and interests, teachers may adjust the period or order of the units, the allocation of learning time and the contents of the units. Whenever appropriate, teachers may incorporate certain units to the curriculum of other levels to enhance the effectiveness of the Basic Law education.
Use of the Assessment Web to consolidate learning

The ‘Basic Law Assessment Web (Senior Primary)’ is set up for teachers to download various types of questions and to revise them whenever necessary, so as to assess students’ learning of the Basic Law.
Website: http://basiclaw.edb.hkedcity.net/sp/tq/

Timely feedback is provided to reinforce students’ learning of the Basic Law.

The ‘Learning the Basic Law, Building a Better Home’ assessment website allows students to do online self-assessment either at school or at home to consolidate learning. All multiple choice questions are grouped under 3 categories inside the assessment game.
Website: http://basiclaw.edb.hkedcity.net/sp/assessment
Hong Kong’s rule of law and judicial system is the cornerstone of our success, and it best highlights the characteristics of Hong Kong under ‘One Country, Two Systems’. Key at the centre, the Basic Law is the bridge connecting ‘Two Systems’ to ‘One Country’ while serving as the pillar to preserve and sustain Hong Kong’s uniqueness. Understanding the Basic Law will enable us to have a thorough grasp of the deep-seated values of Hong Kong. This learning package is presented in layman’s language together with lively exemplars to illustrate the relatively intricate ordinances which are not readily comprehensible by members of the public. It is believed that this package can help teachers and students easily understand and grasp the contents of the Basic Law, as well as its underlying concepts and values.

Professor Johannes M M Chan SC (Hon), Faculty of Law, University of Hong Kong.

I am delighted to learn that the Education Bureau has compiled the Learning Package for primary schools. July 1, 1997 is a new chapter of Hong Kong’s legal system when the Basic Law, the legal foundation of the special region, is blended into the existing laws to form a new legal system, which takes a trial period for its implementation. The Basic Law is an important part of civic education. Without a full set of teaching materials, teachers will have difficulty in preparing their own teaching resources. The provision of this learning package is timely, and it is very comprehensive.

Miss Elsie Leung, the First Secretary of Justice of HKSAR

This Learning Package presents a comprehensive introduction to the Basic Law. Written in simple language, it elucidates the related Basic Law articles and their implications with authentic cases, and inspires students’ thinking with real-life situations to assess their skills in applying the related articles for solving similar problems. It is commendable that the Learning Package has delivered complicated articles and concepts clearly, and rendered them more reader-friendly with the lively animations…

The Honourable Mr. Justice Patrick Chan, Judge of the Court of Final Appeal