

SYLLABUSES FOR  
SECONDARY SCHOOLS

# CIVIC EDUCATION

SECONDARY 1 - 3

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PREPARED BY  
THE CURRICULUM DEVELOPMENT COUNCIL

RECOMMENDED FOR USE IN SCHOOLS BY



THE EDUCATION DEPARTMENT

HONG KONG

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# Contents

	<i>Page</i>
PREAMBLE	1
I. AIMS AND OBJECTIVES	2
II. GENERAL INTRODUCTION	3
III. ORGANIZATION OF THE SYLLABUS	5
IV. SUGGESTED TIME ALLOCATION	7
V. SYLLABUS CONTENT	10
VI. SUGGESTIONS ON TEACHING	49
VII. EVALUATION	52

## **Preamble**

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

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

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

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# I. Aims and Objectives

## Aims:

1. To develop in students positive civic attitudes, values and a sense of belonging to the family, the community and the state so that they are ready to contribute to the betterment of the family, the community, the state and the world.
2. To help students understand the characteristics of Hong Kong society and the importance of the rule of law, democracy, human rights and justice, and to employ these concepts in daily life.
3. To develop in students critical thinking and problem-solving skills that would allow them to analyze social and political issues objectively and to arrive at a rational appraisal of these issues.

## Objectives:

### 1. Knowledge

To help students understand:

- A. the local conditions of Hong Kong, the rights and duties of citizens, the functioning of the government and the communication between the government and the people;
- B. the special features of Chinese culture and the structure of the Chinese government;
- C. the matters of concern for Hong Kong, the state and the world;
- D. the civic values, such as the rule of law, democracy, human rights and justice.

### 2. Skills

To help students develop the following skills:

- A. collecting, analyzing, synthesizing, evaluating and expressing information;
- B. critical thinking and creative thinking;
- C. problem-solving and making independent judgments;
- D. effective communication and cooperation to arrive at corporate decisions.

### 3. Attitudes

To help students cultivate the following attitudes:

- A. concern for the people, the community, the state and the world;
- B. willingness to consider problems from different perspectives;
- C. courage to express opinions;
- D. willingness to employ civic values in daily life;
- E. enthusiasm to participate in public affairs and contribute to the community and the state;
- F. sense of identity and belonging to the community and the state;
- G. open-mindedness and objectivity towards different cultures, values and ways of life.

## II. General Introduction

1. The Syllabus of Civic Education is prepared by the Curriculum Development Council in accordance with the concepts and curriculum framework proposed in the “Guidelines on Civic Education in Schools” (1996). It is one of the electives in the subject group of Humanities at junior secondary level.
2. This Syllabus is written from the **learner’s perspective**. The contents of the Syllabus at all levels revolve around six areas which include “family”, “neighbouring community”, “regional community”, “national community”, “international community” and “Citizenship and Civil Society”. Within the context of school environment and through different teaching activities, students are facilitated to learn and develop the values, attitudes, beliefs and skills which are essential to the well being of individuals and society, so that they will become rational, socially concerned and responsible citizens.
3. The contents of the Syllabus are presented in the **form of guiding questions**. This is to indicate that **civic education is an exploration of issues together with the students rather than a one-way transmission of knowledge and values. The aim of such an approach is to enhance students’ abilities to discuss, reason, make decisions and think critically; so that they can approach an issue from different perspectives, analyze different viewpoints, reflect on their own values and beliefs, before making constructive suggestions.** Questions for “Reflection” in the “Syllabus Content” are designed for the above purposes.
4. Another characteristic of this Syllabus is **the emphasis on actions. Students are encouraged to apply what they have learnt in their daily life.** The part “Action” aims to highlight the importance of action in the process of civic education. The questions are designed to **help students make independent judgments on the action to be taken (or not to be taken at all) according to their abilities and willingness so that students may become autonomous citizens.**

5. Under the principle of school-based curriculum development, schools may decide whether to implement this Syllabus as an independent / integrated subject or to incorporate it into other subjects. The syllabus content is designed for the purpose of providing a comprehensive junior secondary civic education curriculum. It does not mean that all topics should be covered within the allocated time. **In the implementation of this Syllabus, the achievement of its aims and objectives should be the prime concern. Teachers are encouraged to select teaching contents flexibly according to the situations of their schools and students.**

### III. Organization of the Syllabus

1. The “Syllabus Content” of each level covers six areas which include “family”, “neighbouring community”, “regional community”, “national community” “international community” and “Citizenship and Civil Society”. Each section is divided into three parts, namely, “Guiding Questions”, “Reflection” and “Action”.
2. The topics at different levels are arranged from the learner’s perspective, beginning with the easy and proceeding gradually to the difficult, and from the immediate environment to the distant. Under this principle, all the topics in every learning area have been arranged in the same way from secondary one to secondary three (Please refer to the following table).
3. This Syllabus places emphasis on the development of values, attitudes, beliefs and competence as well as the acquisition of knowledge. As these four elements permeate all the teaching contents, it is not appropriate to list them only under the knowledge covered. The purpose of “Reflection” and “Action” in different areas is also to help students develop respective values, attitudes, beliefs and competence. A list of these elements, therefore, is included at the end of the table of “Syllabus Content” for each of the three levels.

#### Framework of the Syllabus

<b>Levels</b> <b>Areas</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>
Family	1. Relationship among family members	1. The functions of family in civic education	1. Family problems and support services
Neighbouring Community	1. My neighbour and I 2. Neighbourhood organizations	1. District organizations 2. My district and I	1. A study of issues within district(s) 2. Voluntary organizations and voluntary work
Regional Community	1. The political and economic development of Hong Kong 2. The characteristics	1. Political structure 2. Supervision of powers 3. A study of current issues	1. Political participation 2. Communication between the government and



	<p>of the Basic Law</p> <p>3. Residents of the Hong Kong Special Administrative Region</p>		<p>the people</p> <p>3. Elections</p> <p>4. Reporting and commentary on current issues</p>
National Community	<p>1. Our land and our people</p> <p>2. A study of current issues</p>	<p>1. The founding and development of the People's Republic of China</p> <p>(a) The background of establishment</p> <p>(b) The symbols of the state</p> <p>(c) Important events and figures</p> <p>(d) Current development</p> <p>2. A study of current issues</p>	<p>1. The citizens and the government of the People's Republic of China</p> <p>(a) The Constitution</p> <p>(b) Citizens</p> <p>(c) Political participation</p> <p>(d) The structure of the state</p> <p>2. A study of current issues</p>
International Community	<p>1. A world of diversity</p> <p>2. Global citizenship</p>	<p>1. Heritage of human civilizations</p> <p>2. Historical events of worldwide significance</p>	<p>1. Major global issues</p>
Citizenship and Civil Society	<p>1. Life and dignity</p> <p>2. Equality</p> <p>3. Freedom</p>	<p>1. Rights and duties</p> <p>2. Cooperation</p> <p>3. Love and concern for the country and society</p> <p>4. Fellowship among human beings</p>	<p>1. The rule of law</p> <p>2. Democracy</p> <p>3. Fairness and justice</p> <p>4. Critical thinking</p>

#### IV. Suggested Time Allocation

It is assumed that there are around 30 teaching weeks/cycles from September to June in one academic year. For the convenience of organizing teaching and learning activities, at least 2 consecutive periods per week/cycle are recommended to the teaching of the subject. This Syllabus is so designed that the topics can be covered within 50 periods. The remaining teaching periods can be employed in wider or in-depth studies of certain topics according to the interests of students and the current development of society.

The number of periods for the teaching and learning of each topic is suggested as follows:

<b>Level</b>	<b>Areas</b>	<b>Topics</b>	<b>Periods</b>
S1	Family	1. Relationship among family members	4
	Neighbouring Community	1. My neighbour and I	4
		2. Neighbourhood organizations	2
	Regional Community	1. The political and economic development of Hong Kong	6
		2. The characteristics of the Basic Law	4
		3. Residents of the Hong Kong Special Administrative Region	2
	National Community	1. Our land and our people	6
		2. A study of current issues	4
	International Community	1. A world of diversity	4
		2. Global citizenship	2
	Citizenship and Civil Society	1. Life and dignity	4
		2. Equality	4
		3. Freedom	4
		Total :	50

<b>Level</b>	<b>Areas</b>	<b>Topics</b>	<b>Periods</b>	
S2	Family	1. The functions of family in civic education	4	
	Neighbouring Community	1. District organizations	4	
		2. My district and I	4	
	Regional Community	1. Political structure	4	
		2. Supervision of powers	4	
		3. A study of current issues	2	
	National Community	1. The founding and development of the People's Republic of China	(a) The background of establishment	2
			(b) The symbols of the state	2
			(c) Important events and figures	4
			(d) Current development	4
			2. A study of current issues	2
	International Community	1. Heritage of human civilizations	2	
		2. Historical events of worldwide significance	4	
	Citizenship and Civil Society	1. Rights and duties	2	
2. Cooperation		2		
3. Love and concern for the country and society		2		
4. Fellowship among human beings		2		
Total :			50	

<b>Level</b>	<b>Areas</b>	<b>Topics</b>	<b>Periods</b>	
S3	Family	1. Family problems and support services	4	
	Neighbouring Community	1. A study of issues within district(s)	2	
		2. Voluntary organizations and Voluntary work	4	
	Regional Community	1. Political participation	2	
		2. Communication between the government and the people	4	
		3. Elections	4	
		4. Reporting and commentary on current issues	2	
	National Community	1. The citizens and the government of the People's Republic of China	(a) The Constitution	2
			(b) Citizens	2
			(c) Political participation	2
(d) The structure of the state			4	
2. A study of current issues			2	
International Community	1. Major global issues	8		
Citizenship and Civil Society	1. The rule of law	2		
	2. Democracy	2		
	3. Fairness and justice	2		
	4. Critical thinking	2		
Total :			50	

## V. Syllabus Content

### Secondary One

Areas	Topics	Guiding Questions	Reflection	Action
		<p>Teachers are encouraged to design learning activities which allow students to be <b>actively</b> involved in collecting, analyzing, synthesizing, and evaluating information in response to the following questions.</p>	<p>In <b>conducting learning activities</b>, teachers are encouraged to facilitate students' <b>reflection on</b> what has been learnt as well as their own values and beliefs. The following are examples of questions for reflection for teachers' reference and use.</p>	<p>Following students' reflection and internalization in the learning process, teachers are encouraged to ask students to choose appropriate actions to apply what they have learnt, in accordance with their abilities and willingness. <b>Teachers could make use of the following questions to guide students in formulating their commitments of actions and supervise them to put those actions into practice.</b> Teachers are also encouraged to keep students' progress in these actions under regular review in order to evaluate their performances.</p>

Areas	Topics	Guiding Questions	Reflection	Action
Family	Relationship among family members	<ul style="list-style-type: none"> <li>• What is a family?</li> <li>• What are the characteristics of the relationship among family members?</li> <li>• What roles do different members play in a family?</li> <li>• How do families in general make decisions when dealing with matters important to them? What are the advantages and disadvantages of each mode of decision making?</li> <li>• How do family members promote their communication and coexistence?</li> <li>• What traditional family values do Chinese people hold? What are the meanings of these values to families nowadays?</li> </ul>	<ul style="list-style-type: none"> <li>• What do I think about the mode of decision making in my family?</li> <li>• What should I do if I come into conflict with my family?</li> <li>• Can I share innermost feelings and opinions freely with my family?</li> <li>• To what extent do I understand the traditional Chinese family values?</li> <li>• Do I possess any of them?</li> <li>• What do I think about these values?</li> </ul>	<ul style="list-style-type: none"> <li>• How will I contribute and play my role when my family needs to make decisions?</li> <li>• How will I express my thoughts and feelings to my family and promote communication with them?</li> <li>• What will I do to help make my family more desirable?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
Neighbouring Community	My neighbour and I	<ul style="list-style-type: none"> <li>In daily life, when must neighbours cooperate with one another? Do they have any conflicts of interest? How can their conflicts be resolved? How can their cooperation be promoted?</li> <li>What is neighbourhood spirit? What is civic mindedness? What is the relationship between them?</li> <li>Apart from those living around us, what could "neighbour" refer to?</li> </ul>	<ul style="list-style-type: none"> <li>Who are my neighbours?</li> <li>How should I get along with them?</li> <li>What do I do when I have conflicts with my neighbours? Is there any problem with my way and attitude?</li> <li>What is the significance of building up neighbourhood spirit to me?</li> </ul>	<ul style="list-style-type: none"> <li>How will I promote the communication and cooperation with my neighbours?</li> <li>How will I establish good relationships with my neighbours?</li> <li>How will I resolve conflicts with my neighbours?</li> </ul>
	Neighbourhood organizations	<ul style="list-style-type: none"> <li>What neighbourhood organizations are there in the district? How are they formed? What are their aims?</li> <li>What activities do they organize and what services do they provide? What is the</li> </ul>	<ul style="list-style-type: none"> <li>Am I willing to participate in the activities organized by the neighbourhood organizations?</li> <li>Do I think it is necessary to set up these neighbourhood organizations? What are their contributions and deficiencies?</li> </ul>	<ul style="list-style-type: none"> <li>What will I do to help the development of the neighbourhood organizations?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
		<ul style="list-style-type: none"> <li>level of participation by the neighbours?</li> <li>What are their contributions and deficiencies?</li> </ul>	<ul style="list-style-type: none"> <li>What are the possible ways to improve them?</li> <li>What other neighbourhood organizations can be set up apart from the existing ones?</li> </ul>	
<b>Regional Community</b>	The political and economic development of Hong Kong	<ul style="list-style-type: none"> <li>What are the strengths of Hong Kong in its geographical environment, facilities, systems, etc.? What are the weaknesses? How do they affect its development?</li> <li>What are the values, life attitudes and beliefs unique to the local residents? How are these characteristics formed? What are the advantages and disadvantages? What are the impacts on local development?</li> <li>What specific changes has the local society experienced in</li> </ul>	<ul style="list-style-type: none"> <li>In my opinion, which aspects of the local society have negative impact on its development and should be improved? How should they be improved?</li> <li>In my opinion, what could I contribute to the development of Hong Kong?</li> </ul>	<ul style="list-style-type: none"> <li>How will I equip myself to promote the future development of the local society?</li> </ul>



Areas	Topics	Guiding Questions	Reflection	Action
	<p data-bbox="359 1131 494 1601">its political and economic development? What are the factors affecting these changes?</p> <p data-bbox="502 1601 1300 1836">The characteristics of the Basic Law</p>	<ul style="list-style-type: none"> <li data-bbox="502 1131 1021 1601">• What is the Basic Law? How was it formed? What are the general principles of the Basic Law? What is the importance of the Basic Law to the local society?</li> <li data-bbox="1029 1131 1133 1601">• What is “one country, two systems”? What are the purposes of enacting this principle? What is its impact on Hong Kong?</li> <li data-bbox="1141 1131 1300 1601">• According to the Basic Law, what is the relationship between the Central Authorities and the Hong Kong Special Administrative Region (HKSAR)?</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="502 660 638 1131">• Do I identify with the importance of the Basic Law to the HKSAR? Why or why not?</li> <li data-bbox="646 660 782 1131">• Do I understand the meaning and significance of “one country, two systems”?</li> <li data-bbox="790 660 893 1131">• Do I think the principle is feasible? Why or why not?</li> <li data-bbox="901 660 989 1131">• Under this principle, what attitudes should I adopt?</li> <li data-bbox="997 660 1069 1131">• What do I know about the Basic Law?</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="502 190 638 660">• How will I deepen my understanding of the Basic Law?</li> <li data-bbox="646 190 782 660">• What roles will I play in the implementation of the Basic Law?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
		<ul style="list-style-type: none"> <li>• What is the design of the regional flag of the HKSAR? What is its meaning?</li> <li>• What is the design of the regional emblem of the HKSAR? What is its meaning?</li> </ul>		
	Residents of the Hong Kong Special Administrative Region	<ul style="list-style-type: none"> <li>• According to the Basic Law, what are the different types of residents of the HKSAR?</li> <li>• What are the rights and duties of Hong Kong residents in accordance with the provisions of the Basic Law? What are the limitations imposed on them in exercising these rights? In enacting these limitations, what guidelines must the government follow and what procedures must be adopted?</li> </ul>	<ul style="list-style-type: none"> <li>• Which type of residents of the HKSAR do I belong to?</li> <li>• Do I know my rights and duties? Have I made good use of my rights and performed my duties?</li> <li>• In my opinion, are the rights of Hong Kong residents sufficient? Why?</li> <li>• Regarding the rights of Hong Kong residents, should they be limited? Are the limitations enacted by the government reasonable? Why or why not?</li> </ul>	<ul style="list-style-type: none"> <li>• How will I exercise and uphold my rights?</li> <li>• What duties will I perform for the public?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
<b>National Community</b>	Our land and our people	<ul style="list-style-type: none"> <li>• Why do we need to be acquainted with China? What does Hong Kong contribute to our country? How does our country help the development of Hong Kong?</li> <li>• What is the composition of the Chinese nation? What are the characteristics of each nationality?</li> <li>• What are the characteristics of custom and culture in different parts of China?</li> <li>• What are the characteristics of rivers and lands in China? What are the famous landscapes?</li> </ul>	<ul style="list-style-type: none"> <li>• In my opinion, what is the relationship between rights and duties?</li> <li>• What do I think about the people in different parts of our country? What feeling do I have toward them?</li> <li>• How should I treat them?</li> <li>• What do I know about the relief and the features of rivers and mountains of our country?</li> <li>• What feeling do I have towards the rivers and lands of our country?</li> <li>• Among the large number of inventions and creations of China, which are the ones I am proud of? Which are the ones I dislike? Why?</li> <li>• Am I proud of being a Chinese?</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do to deepen my understanding of the people and the geographical features of our country?</li> <li>• When I come across people in different parts of our country, how will I treat them?</li> <li>• What will I do to conserve the natural environment of our country?</li> <li>• What will I do to promote my sense of pride of being a Chinese?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
		<ul style="list-style-type: none"> <li>• What natural resources are there in China? Where are they allocated?</li> <li>• What are the major thoughts and beliefs of the Chinese?</li> <li>• Which creations and inventions of China have impact on the world?</li> </ul>	Why or why not?	
	A study of current issues	<ul style="list-style-type: none"> <li>• What current issue of our country interests us?</li> <li>• What is the issue about? What are the causes? What is the impact?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I feel about the issue?</li> <li>• What do I think about it?</li> <li>• What values and interests do I hold? Are my views justified?</li> </ul>	<ul style="list-style-type: none"> <li>• How will I react to the issue?</li> <li>• How will I deepen my acquaintance with and understanding of the current issues of our country?</li> </ul>
<b>International Community</b>	A world of diversity	<ul style="list-style-type: none"> <li>• How do people in the world differ in their ethnicities, colours, languages and ways of life?</li> <li>• What are the means of communication among</li> </ul>	<ul style="list-style-type: none"> <li>• Do I pay more attention to the similarities or differences among various ethnic groups?</li> <li>• In my opinion, are the people of other ethnicities inferior or superior to me? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do to establish good relationships with people who speak different languages and come from different cultures?</li> <li>• What will I do to enhance my</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
		<ul style="list-style-type: none"> <li>different linguistic groups? What are the major religions in the world? What are the differences among various religions in their beliefs, rituals and behaviours?</li> </ul>	<ul style="list-style-type: none"> <li>Am I willing to get along well and establish good relationships with people who speak different languages and come from different cultures?</li> <li>What can I do to promote communication and harmony among people from different countries?</li> </ul>	<p>ability to communicate with people who speak different languages and come from different cultures?</p>
	Global citizenship	<ul style="list-style-type: none"> <li>What is Global Village?</li> <li>What are the reasons for the increasing political, economic and cultural ties within the international context?</li> <li>What is the relationship between being a citizen of a state and being a member of the world?</li> </ul>	<ul style="list-style-type: none"> <li>As a member of the world, what are my duties to other people in the world?</li> <li>Do my way of life and behaviour have any impact on other people in the world? What should I do?</li> </ul>	<ul style="list-style-type: none"> <li>As a global citizen, what duties will I perform? How will I perform such responsibilities?</li> <li>What will I do if I find any policy, measure or action of an organization and a government detrimental to the global ecology, world peace and fair distribution of resources etc.?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
<b>Citizenship and Civil Society</b>	Life and dignity	<ul style="list-style-type: none"> <li>• Why does civic education start from the topic of life?</li> <li>• In what ways are human life and dignity being endangered?</li> <li>• What efforts have been made to treasure life and protect human dignity in history?</li> <li>• What kind of social system and citizenship could protect the life and dignity of each individual?</li> </ul>	<ul style="list-style-type: none"> <li>• In my opinion, what should one do to cherish one's life?</li> <li>• Do I treasure my life and that of others?</li> <li>• Have I done anything which hurt others' dignity?</li> <li>• Has my dignity ever been hurt by others? How did I feel?</li> <li>• In my opinion, what should one do to respect the dignity of oneself and others?</li> </ul>	<ul style="list-style-type: none"> <li>• How will I treasure my life and that of others?</li> <li>• What will I do to live with dignity?</li> <li>• What will I do to respect and protect the dignity of others?</li> </ul>
	Equality	<ul style="list-style-type: none"> <li>• What is the basis of human equality?</li> <li>• What are the ways to protect equality?</li> <li>• What is discrimination?</li> <li>• Why are some people discriminated by others?</li> <li>• What can be done to ensure that those who are discriminated</li> </ul>	<ul style="list-style-type: none"> <li>• Under what circumstances should everyone be treated equally? Why?</li> <li>• Do I feel being discriminated against? What is the feeling of being discriminated against?</li> <li>• Have I discriminated against others?</li> <li>• Am I willing to eradicate my</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do in order to be treated equally?</li> <li>• What will I do to treat others equally?</li> <li>• What will I do so that people who are discriminated against will be treated equally?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
		against are treated equally?	discrimination against others? Why or why not? • Am I concerned with discrimination and inequality in society?	
	Freedom	<ul style="list-style-type: none"> <li>• What is the basis of human freedom?</li> <li>• What is the importance of freedom to humankind?</li> <li>• What kinds of freedom do humankind have?</li> <li>• What restrictions could be imposed on freedom?</li> <li>• When government formulates restrictions on freedom, what are the guidelines to be followed and the procedures to be adopted?</li> </ul>	<ul style="list-style-type: none"> <li>• Has my freedom been restricted unreasonably?</li> <li>• In exercising my freedom, have I consider its impact on others?</li> </ul>	<ul style="list-style-type: none"> <li>• How will I exercise my freedom in daily life?</li> <li>• What will I do to protect my freedom and that of others from unreasonable deprivation?</li> </ul>

Values	<p>Universal core values: individual -- sanctity of life, truth, aesthetic capacity, honesty, human dignity, rationality, creativity, courage, liberty, affectivity, individuality</p> <p>Universal core values: social -- equality, benevolence, kindness, freedom, common good, mutuality, justice, betterment of humankind</p> <p>Sustaining values: individual -- self reflection, self regulation, self cultivation, principled morality, self determination, open-mindedness</p> <p>Sustaining values: social -- plurality, due process, democracy, rationality, tolerance, common will, equal opportunities, human rights and responsibilities, culture and civilization heritage</p>
Attitudes	<p>optimistic, participatory, critical enculturation, creative disposition, appreciation, commitment, civic and social concern, empathetic, positive, respect</p>
Beliefs	<p>individuals can make a difference, group effort can make a difference, action can make a difference, values can make a difference, education can make a difference, betterment of human societies</p>
Competence	<p>self reflection and cultivation, self determination and regulation, empathy, critical thinking, creative thinking, acquiring and using information, assessing involvement, corporate decision making, making judgments, communication, cooperating, promoting interest, civic and social awareness, upholding principles</p>



## Secondary Two

Areas	Topics	Guiding Questions	Reflection	Action
		<p>Teachers are encouraged to design learning activities which allow students to be <b>actively</b> involved in collecting, analyzing, synthesizing, and evaluating information in response to the following questions.</p>	<p>In <b>conducting learning activities</b>, teachers are encouraged to facilitate students' <b>reflection on</b> what has been learnt as well as their own values and beliefs. The following are examples of questions for reflection for teachers' reference and use.</p>	<p>Following students' reflection and internalization in the learning process, teachers are encouraged to ask students to choose appropriate actions to apply what they have learnt, in accordance with their abilities and willingness. <b>Teachers could make use of the following questions to guide students in formulating their commitments of actions and supervise them to put those actions into practice.</b> Teachers are also encouraged to keep students' progress in these actions under regular review in order to evaluate their performances.</p>

Areas	Topics	Guiding Questions	Reflection	Action
<b>Family</b>	The functions of family in civic education	<ul style="list-style-type: none"> <li>How does family affect the development of an individual's civic awareness?</li> <li>What are the limitations of family in performing its civic learning functions?</li> </ul>	<ul style="list-style-type: none"> <li>What influences does my family exert on me for being a citizen? Are these influences positive?</li> <li>How could I influence the development of civic awareness of my family?</li> </ul>	<ul style="list-style-type: none"> <li>What will I do to help my family members and myself become good citizens?</li> </ul>
<b>Neighbouring Community</b>	District organizations	<ul style="list-style-type: none"> <li>What kinds of district organizations are there in the Hong Kong Special Administrative Region?</li> <li>What are the aims of these organizations?</li> <li>How are they formed? What are their functions and powers?</li> <li>What are their contributions to each district? What are their shortcomings?</li> <li>In what ways can residents supervise the functions and</li> </ul>	<ul style="list-style-type: none"> <li>Do I understand the functions and powers as well as the ways of composition of each district organization? What are my opinions of their functions, powers and ways of composition?</li> <li>What do I think about the work of the district organizations to which my district belongs?</li> <li>What do I think about the present ways of supervising the district organizations by</li> </ul>	<ul style="list-style-type: none"> <li>How will I deepen my understanding of and concern with the work of district organizations to which my district belongs?</li> <li>What will I do if I have opinions on the work of these district organizations or individual members?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
	My district and I	<p>powers of district organizations?</p> <ul style="list-style-type: none"> <li>• What are the special custom and culture of my district?</li> <li>• What are the characteristics of living in the district?</li> <li>• What community facilities are there in the district? What are their contributions?</li> </ul>	<p>residents?</p> <ul style="list-style-type: none"> <li>• Do I understand the customs and culture in the district?</li> <li>• What are my feelings and opinions towards the customs and culture in the district?</li> <li>• Am I familiar with the district facilities? What are my opinions of them? What should I do if I have any opinion?</li> <li>• Am I concerned with community affairs?</li> <li>• In my opinion, what are the responsibilities of the residents for district affairs?</li> <li>• Is there any community spirit unique to the district? What are their impact on the district?</li> </ul>	<ul style="list-style-type: none"> <li>• How will I deepen my understanding of and concern for the district?</li> <li>• What will I do if I have opinions on district affairs?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
<b>Regional Community</b>	Political structure	<ul style="list-style-type: none"> <li>● How is the Chief Executive selected? What are his/her powers and limitations?</li> <li>● How is the Executive Council formed? What are its powers and limitations?</li> <li>● What are the characteristics of the executive authorities?</li> <li>● How is the Legislative Council formed? What are its powers and limitations?</li> <li>● What are the characteristics of the judicial system?</li> <li>● What are the relationships between the executive authorities, the legislature and the judiciary?</li> <li>● What are the relationships between the executive authorities, the legislature and</li> </ul>	<ul style="list-style-type: none"> <li>● Do I like the present political structure?</li> <li>● Do I think this type of political structure could cater for my interests and those of the others in Hong Kong? Why or why not?</li> </ul>	<ul style="list-style-type: none"> <li>● How will I equip myself to participate in the functioning of the political structure and to promote its development?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
		<p>the judiciary of the HKSAR and the Central People's Government?</p>		
	<p>Supervision of powers</p>	<ul style="list-style-type: none"> <li>• What is the importance of supervising the exercise of powers by the government?</li> <li>• What are the different channels for supervising the government to prevent the abuse of powers? What are their advantages and limitations? What are their effects? What is the level of credibility of the public towards these channels?</li> </ul>	<ul style="list-style-type: none"> <li>• In my opinion, are the available channels of supervising the powers of the government sufficient and effective? Why or why not?</li> <li>• Do I trust these channels? Why or why not?</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do if I find any official(s) or organization(s) abusing the power?</li> </ul>
	<p>A study of current issues</p>	<ul style="list-style-type: none"> <li>• What current issue interests us?</li> <li>• What is the issue about? What are the causes? What is the impact?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I feel about the issue?</li> <li>• What do I think about it?</li> <li>• Which values and interests do I hold? Are my views justified?</li> </ul>	<ul style="list-style-type: none"> <li>• How will I react to the issue?</li> <li>• How will I deepen my acquaintance with and understanding of current issues?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
<p><b>National Community</b></p>	<p>The founding and development of the People's Republic of China</p> <p>(a) The background of establishment</p> <p>(b) The symbols of the state</p>	<ul style="list-style-type: none"> <li>• When was the People's Republic of China (PRC) founded? What was the historical background of its establishment?</li> </ul>	<ul style="list-style-type: none"> <li>• In my opinion, what can an individual do to help strengthen the sense of belonging of the people to the country?</li> <li>• What do I expect the government to do to strengthen the people's sense of belonging to the country?</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do to strengthen my sense of belonging to our country?</li> </ul>
		<ul style="list-style-type: none"> <li>• What are the designs of the national flag and the national emblem of the PRC? What are their meaning?</li> <li>• Which song is the national anthem of the PRC? Who are the composer and the lyricist? What was the historical background for composing this</li> </ul>	<ul style="list-style-type: none"> <li>• What attitudes should I have in the ceremony of raising the national flag and playing the national anthem?</li> </ul>	

Areas	Topics	Guiding Questions	Reflection	Action
	(c) Important events and figures	<ul style="list-style-type: none"> <li>• Why was it chosen as the national anthem?</li> <li>• What important events have happened in the PRC since its establishment? What is their impact on the country and the world?</li> <li>• Which organizations/figures have important influences on the development of the PRC? How did they influence the development of the PRC?</li> </ul>	<ul style="list-style-type: none"> <li>• Do I understand the contemporary Chinese history? How do I feel about it? Why do I have such feelings?</li> <li>• What are my impressions of those figures who have important influences on the development of the PRC? Why do I have such impressions?</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do to deepen my acquaintance with the PRC as well as with its respective history and figures?</li> </ul>
	(d) Current development	<ul style="list-style-type: none"> <li>• What important constructions are underway in the PRC? What is their impact?</li> <li>• What are the current socio-economic situations of the PRC?</li> </ul>	<ul style="list-style-type: none"> <li>• In my opinion, how can an individual contribute to the advancement and development of the country?</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do to promote the advancement and development of the country?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
	A study of current issues	<ul style="list-style-type: none"> <li>• What current issue of our country interests us?</li> <li>• What is the issue about? What are the causes? What is the impact?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I feel about the issue?</li> <li>• What do I think about it?</li> <li>• What values and interests do I hold? Are my views justified?</li> </ul>	<ul style="list-style-type: none"> <li>• How will I react to the issue?</li> <li>• How will I deepen my acquaintance with and understanding of the current issues of our country?</li> </ul>
<b>International Community</b>	Heritage of human civilizations	<ul style="list-style-type: none"> <li>• Which human civilizations are important to the development of human history?</li> <li>• What is the impact of these civilizations on human existence and living?</li> </ul>	<ul style="list-style-type: none"> <li>• In my opinion, which human civilizations are beneficial to the development of humankind? Which are harmful? Why?</li> <li>• In my opinion, which directions should the development of human civilizations go?</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do to carry forward the human civilizations that are beneficial to humankind? What will I do to reduce the harmful effects of the human civilizations which are detrimental to humankind?</li> <li>• What will I do to equip myself so that I can contribute to the development of human civilizations?</li> </ul>



Areas	Topics	Guiding Questions	Reflection	Action
	<ul style="list-style-type: none"> <li>Historical events of worldwide significance</li> </ul>	<ul style="list-style-type: none"> <li>Which events have profound impact on the world?</li> <li>What are they about? What is the impact?</li> </ul>	<ul style="list-style-type: none"> <li>What is the impact of these historical events on the society I am living in?</li> <li>How do these historical events affect our values?</li> <li>If history repeated itself and I were one of the key figures, would I do the same thing s/he had done? Why?</li> </ul>	<ul style="list-style-type: none"> <li>As a participant of history, what will I do to shape its development?</li> </ul>
<b>Citizenship and Civil Society</b>	<ul style="list-style-type: none"> <li>Rights and duties</li> </ul>	<ul style="list-style-type: none"> <li>What rights do human beings possess? What is the basis of these rights?</li> <li>What factors should be considered when exercising these rights?</li> <li>What are the duties of human beings?</li> <li>Why do we have to observe duties?</li> <li>What is the relationship</li> </ul>	<ul style="list-style-type: none"> <li>Do I understand my rights and duties clearly?</li> <li>Do I think that these rights and duties are justifiable?</li> <li>What factors should I consider when exercising these rights?</li> <li>What duties have I performed for the community?</li> </ul>	<ul style="list-style-type: none"> <li>What will I do for the public interests of the community?</li> <li>What will I do to protect my rights and that of the public?</li> <li>What will I do if I think that some of my rights and duties or those of others are not justifiable?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
	Cooperation	<ul style="list-style-type: none"> <li>• between rights and duties?</li> <li>• What is the basis of cooperation among people?</li> <li>• What is the relationship between individual well-being and common good?</li> <li>• What are the factors that promote cooperation among people?</li> <li>• What are the factors that discourage cooperation among people?</li> </ul>	<ul style="list-style-type: none"> <li>• In daily life, when do I have to cooperate with others?</li> <li>• In my opinion, what are the advantages of cooperation with others?</li> <li>• Am I willing to cooperate with others?</li> <li>• Which qualities of my character facilitate cooperation with others? Which qualities are disadvantageous to cooperation with others?</li> <li>• How should I settle disputes with others?</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do to make myself cooperate with others more easily?</li> <li>• What will I do if I am in conflict with others?</li> </ul>
	Love and concern for the country and society	<ul style="list-style-type: none"> <li>• What is the importance of the country and society to an individual? What is the importance of an individual to</li> </ul>	<ul style="list-style-type: none"> <li>• How do I feel about the country and society? How does such feelings come about? How does it affect myself, the</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do to express my feelings for the country and society?</li> <li>• What will I do to promote the</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
		<ul style="list-style-type: none"> <li>• the country and society?</li> <li>• What are the ways to express one's love and concern for the country and society?</li> </ul>	<ul style="list-style-type: none"> <li>• country and society?</li> <li>• How should I express my feelings for the country and society? Are my ways of expression positive and constructive?</li> </ul>	<ul style="list-style-type: none"> <li>• development of the country and society?</li> </ul>
	Fellowship among human beings	<ul style="list-style-type: none"> <li>• Why do human beings have to love each other?</li> <li>• What factors help to promote fraternity among people?</li> <li>• What factors lead to the lack of fraternity among people?</li> <li>• What are the different ways to show our affection for others?</li> </ul>	<ul style="list-style-type: none"> <li>• In my opinion, what is the importance of loving others and being loved?</li> <li>• In my opinion, how should I treat others in order to show my love for them?</li> <li>• Am I willing to love all those people who are around me?</li> <li>• Am I willing to show my affection for those people who live in other countries or regions?</li> <li>• What is the impact on me if I love/do not love others?</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do to love those people around me?</li> <li>• What will I do to show my affection for those people of other countries or regions?</li> </ul>

Values	<p>Universal core values: individual -- sanctity of life, truth, aesthetic capacity, honesty, human dignity, rationality, creativity, courage, liberty, affectivity, individuality</p> <p>Universal core values: social -- equality, benevolence, kindness, freedom, common good, mutuality, justice, betterment of humankind</p> <p>Sustaining values: individual -- self reflection, self regulation, self cultivation, principled morality, self determination, open-mindedness</p> <p>Sustaining values: social -- plurality, due process, democracy, rationality, tolerance, common will, equal opportunities, human rights and responsibilities, culture and civilization heritage</p>
Attitudes	optimistic, participatory, critical enculturation, creative disposition, appreciation, commitment, civic and social concern, empathetic, positive, respect
Beliefs	individuals can make a difference, group effort can make a difference, action can make a difference, values can make a difference, education can make a difference, betterment of human societies
Competence	self reflection and cultivation, self determination and regulation, empathy, critical thinking, creative thinking, acquiring and using information, assessing involvement, corporate decision making, making judgments, communication, cooperating, promoting interest, civic and social awareness, upholding principles

### Secondary Three

Areas	Topics	Guiding Questions	Reflection	Action
		<p>Teachers are encouraged to design learning activities which allow students to be <b>actively</b> involved in collecting, analyzing, synthesizing, and evaluating information in response to the following questions.</p>	<p>In <b>conducting learning activities</b>, teachers are encouraged to facilitate students' <b>reflection on</b> what has been learnt as well as their own values and beliefs. The following are examples of questions for reflection for teachers' reference and use.</p>	<p>Following students' reflection and internalization in the learning process, teachers are encouraged to ask students to choose appropriate actions to apply what they have learnt, in accordance with their abilities and willingness. <b>Teachers could make use of the following questions to guide students in formulating their commitments of actions and supervise them to put those actions into practice.</b> Teachers are also encouraged to keep students' progress in these actions under regular review in order to evaluate their performances.</p>

Areas	Topics	Guiding Questions	Reflection	Action
<b>Family</b>	Family problems and support services	<ul style="list-style-type: none"> <li>• What are the common family problems in present society?</li> <li>• What are the main causes for these family problems?</li> <li>• What is the impact of these problems on family members?</li> <li>• How can family problems be reduced?</li> <li>• Which organizations provide family support services? How do they support those families in need? Can these services meet the needs of those families? Is there any room for improvement?</li> </ul>	<ul style="list-style-type: none"> <li>• What do I think are the responsibilities of each family member to the family</li> <li>• problems that occur in my family?</li> <li>• Do I think society should provide support to those families in need?</li> <li>• How should I face and tackle family problems if they arise?</li> <li>• Am I willing to seek support when problems arise in my family? Why or why not?</li> <li>• Do I know where to seek family support services?</li> </ul>	<ul style="list-style-type: none"> <li>• What will I contribute to build up a happy and healthy family?</li> <li>• How will I face and tackle family problems if they arise?</li> <li>• How will I help my family and friends face and tackle family problems?</li> <li>• What will I do if my family and I cannot resolve any family problem?</li> </ul>
<b>Neighbouring Community</b>	A study of issues within district(s)	<ul style="list-style-type: none"> <li>• What are the unique social and political issues or conflicts in or among the district(s)?</li> <li>• What are the causes of these</li> </ul>	<ul style="list-style-type: none"> <li>• Do I understand these issues?</li> <li>• Do they have any influence on me?</li> <li>• In my opinion, which person(s)</li> </ul>	<ul style="list-style-type: none"> <li>• How will I help to tackle the relevant issues or to reduce the seriousness of these issues?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
		<ul style="list-style-type: none"> <li>• issues?</li> <li>• Whose interests are involved?</li> <li>• How do these issues affect residents' living? What are the feelings of the residents?</li> <li>• What are the possible ways to solve those issues? What are their advantages and disadvantages?</li> <li>• What are the standpoints of those who hold divergent views in solving the issues? What are the differences between their values? How do the interests they represent affect their views?</li> </ul>	<ul style="list-style-type: none"> <li>• or organization(s) should be responsible for such problems?</li> <li>• What do I think are the proper ways to solve them? Have I considered different views in dealing with the issues?</li> </ul>	
Voluntary organizations and voluntary work		<ul style="list-style-type: none"> <li>• What voluntary organizations are there in the district? What services are provided?</li> <li>• What is the impact on the</li> </ul>	<ul style="list-style-type: none"> <li>• Do I think the services provided by the voluntary organizations are appropriate?</li> <li>• Do I understand the meaning</li> </ul>	<ul style="list-style-type: none"> <li>• How will I respond to the services provided by the voluntary organizations?</li> <li>• What will I do to deepen my</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
		<p>living of residents?</p> <ul style="list-style-type: none"> <li>• What is voluntary work? What meaning does it have?</li> <li>• What are the benefits and costs of participating in voluntary work?</li> <li>• What kinds of voluntary work in the district can an individual participate in?</li> </ul>	<p>and significance of voluntary work?</p> <ul style="list-style-type: none"> <li>• Am I willing to participate in voluntary work? Why or why not?</li> <li>• In my opinion, what kinds of voluntary work can I engage in?</li> </ul>	<p>understanding of voluntary work?</p>
<b>Regional Community</b>	Political participation	<ul style="list-style-type: none"> <li>• What are the channels for political participation? How effective are they? What are the advantages and limitations for each channel?</li> </ul>	<ul style="list-style-type: none"> <li>• In my opinion, what is the importance of political participation?</li> <li>• Are the available channels sufficient and effective? Why or why not?</li> <li>• Do I trust these channels? Why or why not?</li> <li>• Do I have any suggestions of other channels for political participation?</li> </ul>	<ul style="list-style-type: none"> <li>• Which channels for political participation will I use?</li> <li>• What will I do to equip myself to use the channels for political participation more effectively?</li> </ul>



Areas	Topics	Guiding Questions	Reflection	Action
		<ul style="list-style-type: none"> <li>• How can the government solicit public opinions?</li> <li>• What are the channels for the public to voice their opinions?</li> <li>• What are the advantages and limitations for these channels? What are their effects? What is the level of credibility of the public towards these channels?</li> </ul>	<ul style="list-style-type: none"> <li>• Currently, which channel(s) for political participation is/are available for me?</li> <li>• In my opinion, what is the importance of communication between the government and the people?</li> <li>• Are the available channels for communication between the government and the people sufficient and effective? Why or why not?</li> <li>• Do I trust these channels? Why or why not?</li> <li>• Do I have any suggestions of other channels for communication?</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do if I have opinions about the government or social problems?</li> <li>• What will I do if the government holds a public consultation for a policy or a social problem?</li> </ul>
	<p>Communication between the government and the people</p>			
	Elections	<ul style="list-style-type: none"> <li>• What are the electoral systems for the Chief Executive and the councils at different levels?</li> </ul>	<ul style="list-style-type: none"> <li>• Am I concerned with the elections of the Chief Executive and the councils at different</li> </ul>	<ul style="list-style-type: none"> <li>• How will I exercise my rights and perform my duties in the elections I am eligible to vote</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
		<ul style="list-style-type: none"> <li>• What are the advantages and limitations of these electoral systems?</li> <li>• What is the level of participation by the voters?</li> <li>• What is the level of legitimacy of the electoral results?</li> <li>• In what ways can the voters monitor the performance of the successful candidate(s)? How effective are they?</li> </ul>	<p>levels?</p> <ul style="list-style-type: none"> <li>• Do I understand the electoral systems for the Chief Executive and the councils at different levels? Do I trust these systems? Why or why not?</li> <li>• In my opinion, how should the Chief Executive and the councils at different levels be elected?</li> <li>• Am I concerned with and do I participate actively in the elections which I am eligible for? How do I make decisions in these elections? Are there any problems with my method of making decisions in elections?</li> <li>• In my opinion, what are the</li> </ul>	<p>for?</p> <ul style="list-style-type: none"> <li>• What will I do to equip myself so that I can participate in different elections?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
			<p>principles for voters to elect the right candidate(s)?</p> <ul style="list-style-type: none"> <li>In my opinion, what are the responsibilities of the voters after voting in elections?</li> </ul>	
Reporting and commentary on current issues	<ul style="list-style-type: none"> <li>What are the characteristics of the local mass media in reporting and commenting on current issues? What are their social functions? Why should people concern themselves with current issues?</li> <li>What are the means employed by the mass media in reporting current issues? What attitudes should people adopt towards the reporting and commentary on current issues in the mass media? What are the ways to judge their reliability?</li> </ul>	<ul style="list-style-type: none"> <li>Am I concerned with current issues?</li> <li>What attitudes should I adopt towards the reporting and commentary on current issues in the mass media? Are there any problems with my attitudes? Why or why not?</li> <li>In my opinion, what are the appropriate ways for the mass media to report and comment on current issues?</li> </ul>	<ul style="list-style-type: none"> <li>How will I promote my interest in and concern for current issues?</li> <li>What attitudes will I adopt towards the reporting and commentary of current issues in the mass media?</li> </ul>	

Areas	Topics	Guiding Questions	Reflection	Action
<b>National Community</b>	The citizens and government of the People's Republic of China (a) The Constitution	<ul style="list-style-type: none"> <li>Which organ of state power is responsible for enacting the Constitution of the People's Republic of China (PRC)?</li> <li>What are the functions of the Constitution? What are the guiding principles? Is amendment possible? When was the present Constitution adopted?</li> </ul>	<ul style="list-style-type: none"> <li>Do I understand the significance of the Constitution?</li> <li>Do I respect the Constitution?</li> </ul>	<ul style="list-style-type: none"> <li>What will I do to deepen my understanding of the Constitution?</li> <li>What roles will I play in the implementation of the Constitution?</li> </ul>
	(b) Citizens	<ul style="list-style-type: none"> <li>How does the law of the PRC define the identity of citizens?</li> <li>What kinds of rights and duties are granted to citizens by the Constitution?</li> </ul>	<ul style="list-style-type: none"> <li>Do I think the rights of Chinese citizens are sufficient? Why or why not?</li> <li>What do I think about the present duties assumed by Chinese citizens? Why?</li> </ul>	<ul style="list-style-type: none"> <li>As a Chinese citizen, how will I exercise and uphold my rights? What kinds of duties will I perform?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
	(c) Political participation	<ul style="list-style-type: none"> <li>Which channels for political and social participation are taken by Chinese citizens? What is the level of effectiveness of each channel? What are their advantages and limitations?</li> </ul>	<ul style="list-style-type: none"> <li>In my opinion, are the channels for political participation allowed by the present legal system effective and sufficient? Why or why not? Do I have any other suggestions of channels for political participation?</li> </ul>	<ul style="list-style-type: none"> <li>How will I participate in the political and social affairs of the state?</li> </ul>
	(d) The structure of the state	<ul style="list-style-type: none"> <li>Which is the highest organ of state power in the PRC? How is it formed? What are its powers and limitations? How long is the term of office?</li> <li>How is the head of the state elected? What are his/her powers and limitations?</li> <li>Which is the highest organ of state administration? Which is the highest judicial organ of the</li> </ul>	<ul style="list-style-type: none"> <li>Do I understand the structure of the state at different levels?</li> <li>What are my opinions about the electoral methods of people's congresses at different levels and the head of the state?</li> </ul>	<ul style="list-style-type: none"> <li>What will I do to deepen my understanding of the structure of the state?</li> <li>What will I do about the election of deputies of the Hong Kong Special Administrative Region to the NPC?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
		<p>state? Which is the highest procuratorial organ of the state? Which is the highest military organ of the state? What are their relationships with the National People's Congress (NPC)?</p> <ul style="list-style-type: none"> <li>• What is the organizational structure of the local organs of state administration at different levels? What are their relationships with the local people's congresses at different levels?</li> </ul>		
	<p>A study of current issues</p>	<ul style="list-style-type: none"> <li>• What current issue of our country interests us?</li> <li>• What is the issue about? What are the causes? What is the impact?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I feel about the affair?</li> <li>• What do I think about it?</li> <li>• What values and interests do I hold? Are my views justified?</li> </ul>	<ul style="list-style-type: none"> <li>• How will I react to the issue?</li> <li>• How will I deepen my acquaintance with and understanding of the current issues of our country?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
<b>International Community</b>	Major global issues	<ul style="list-style-type: none"> <li>• What are the common issues confronted by different states in the world?</li> <li>• What are the causes of these issues? What is the impact? Who are responsible for solving these issues?</li> <li>• What are the solutions? What are the advantages and disadvantages of these solutions?</li> <li>• What are the standpoints of those people who hold divergent views in solving these issues? What are the differences between their values? How do the interests they represent affect their views?</li> <li>• What have been done in the</li> </ul>	<ul style="list-style-type: none"> <li>• How do I feel about these global issues?</li> <li>• In what ways does my way of life reflect these global issues? In what ways does it strengthen or consolidate these issues?</li> <li>• If we are fortunate enough not to be the victims of such issues, what attitudes should I adopt towards the victims?</li> <li>• Do I think the contributions made by our country and the local society in resolving the global problems are enough? What else can be done?</li> <li>• Which global issues can I help to solve within my ability?</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do to deepen my understanding of and concern for global issues?</li> <li>• As to these issues, what will I decide to do?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
		<p>international community to resolve the problems? What are the difficulties in the implementation of the resolutions? What have been achieved?</p> <ul style="list-style-type: none"> <li>• What covenants have been enacted and what organizations have been established in the international community to resolve the problems?</li> <li>• What contributions have Hong Kong and our country made to resolve the problems?</li> </ul>		
<p><b>Citizenship and Civil Society</b></p>	<p>The rule of law</p>	<ul style="list-style-type: none"> <li>• What is the essence of the rule of law?</li> <li>• What is the importance of the rule of law to society?</li> <li>• What are the characteristics of the system of the rule of law?</li> </ul>	<ul style="list-style-type: none"> <li>• Do I agree that the rule of law is important to society?</li> <li>• Will I still abide by the law if no one knows?</li> <li>• What legal and illegal matters have I done? Why did I do so?</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do to apply the essence of the rule of law to my living?</li> <li>• What will I do to uphold the essence of the rule of law?</li> </ul>



Areas	Topics	Guiding Questions	Reflection	Action
		<ul style="list-style-type: none"> <li>• What kinds of political system can guarantee the rule of law?</li> <li>• What are the roles of an individual in guaranteeing the rule of law?</li> </ul>	<p>What is the impact on me and others? Will I change my decision if I face the same situation again? Why or why not?</p> <ul style="list-style-type: none"> <li>• Does the community I live in observe the rule of law?</li> </ul>	
	Democracy	<ul style="list-style-type: none"> <li>• What is the essence of democracy?</li> <li>• Under a democratic system, what principles should elections follow? What are the other characteristics of the democratic system?</li> <li>• What is the importance of democracy to society?</li> <li>• What are the common problems for the democratic system?</li> </ul>	<ul style="list-style-type: none"> <li>• In my opinion, what are the advantages of the democratic system? What are the limitations?</li> <li>• Which of my behaviours are democratic? Which of my behaviours are undemocratic?</li> <li>• Is the community I live in a democratic one?</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do to apply the essence of democracy to my living?</li> <li>• What will I do to promote the development of democracy in Hong Kong?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
	Fairness and justice	<ul style="list-style-type: none"> <li>• What is fairness?</li> <li>• What are the characteristics of a fair social system?</li> <li>• What is justice?</li> <li>• What are the ways to establish a just society?</li> </ul>	<ul style="list-style-type: none"> <li>• Have I been treated unfairly by others?</li> <li>• Have I treated others unfairly?</li> <li>• What will I do if I come across some unjust matters in society? Why?</li> <li>• Are there any unjust situations in society? What are the examples?</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do to treat others more fairly?</li> <li>• What will I do to help make a just society?</li> </ul>
	Critical thinking	<ul style="list-style-type: none"> <li>• What is critical thinking?</li> <li>• What behavioral characteristics does a person with a critical mind possess?</li> <li>• What is the importance of critical thinking to an individual and society?</li> <li>• What are the factors which may help enhance our abilities to think critically?</li> <li>• What are the factors which may</li> </ul>	<ul style="list-style-type: none"> <li>• In my opinion, is criticism something destructive or constructive? Why?</li> <li>• Do I always make use of my critical thinking?</li> <li>• Which of my behaviours show signs of critical thinking?</li> <li>• Which of my behaviours show a lack of critical thinking?</li> <li>• Do I appreciate the critical thinking of others? What have I</li> </ul>	<ul style="list-style-type: none"> <li>• What will I do to enhance my critical thinking?</li> <li>• What will I do to apply critical thinking more frequently?</li> <li>• What will I do when other people criticize and make suggestions to me?</li> </ul>

Areas	Topics	Guiding Questions	Reflection	Action
		undermine our critical thinking?	done to express my appreciation of / distaste for other people's criticisms and suggestions?	

Values	<p>Universal core values: individual -- sanctity of life, truth, aesthetic capacity, honesty, human dignity, rationality, creativity, courage, liberty, affectivity, individuality</p> <p>Universal core values: social -- equality, benevolence, kindness, freedom, common good, mutuality, justice, betterment of humankind</p> <p>Sustaining values: individual -- self reflection, self regulation, self cultivation, principled morality, self determination, open-mindedness</p> <p>Sustaining values: social -- plurality, due process, democracy, rationality, tolerance, common will, equal opportunities, human rights and responsibilities, culture and civilization heritage</p>			
Attitudes	optimistic, participatory, critical enculturation, creative disposition, appreciation, commitment, civic and social concern, empathetic, positive, respect			
Beliefs	individuals can make a difference, group effort can make a difference, action can make a difference, values can make a difference, education can make a difference, betterment of human societies			
Competence	self reflection and cultivation, self determination and regulation, empathy, critical thinking, creative thinking, acquiring and using information, assessing involvement, corporate decision making, making judgments, communication, cooperating, promoting interest, civic and social awareness, upholding principles			

## VI. Suggestions on Teaching

1. “Participation” is one of the most important elements in civic education.
2. Although classroom teaching cannot allow students to participate directly in social or political affairs, “Participatory Learning Activities” can provide students with some personal experiences. This is highly effective for civic education.
3. “Participatory Learning Activities” usually include viewing video programmes, films or slides and discussion thereafter; designing posters or slogans; preparing newspaper cuttings; holding exhibitions; analysis of current affairs; conducting interviews, role plays, group discussions, simulation games, quizzes, debates and case studies. As different activities have different learning focuses and outcomes, teachers are advised to select appropriate teaching activities in accordance with the nature of topics, teaching objectives and ability of their students.
4. Though “Participatory Learning Activities” can provide opportunities for acquiring knowledge, skills, attitudes and values, they will become futile if students have not undergone deep reflections during the learning process. “Reflection” is an important means to make learning meaningful to oneself and to enhance comprehension and synthesis in learning. It also encourages students to become active learners who will respond to what has just been learnt.
5. Classroom environment provides direct experiences of civic education and constantly affects the implementation and effectiveness of civic education. Hence, teachers should build up a suitable atmosphere and an environment for conducting different learning activities. During lessons, it is important to have mutual respect between teachers and students and among students themselves. Ground rules and regulations could be agreed upon by both parties so that discussion could be objective and there is respect for everyone’s opinions in an open and supportive atmosphere. It is in this way that students’ civic attitudes be developed.
6. To be successful in the teaching of an issue, teachers should have good mastery of the topic and be “affirmative-neutral” — always refrain from intentionally giving authoritative legitimacy to one particular view. The following tactics are suggested:-

- i. Set ground rules for the discussion, such as no name calling, statements must be supported by facts, no emotional words, all positions should be considered respectfully.
- ii. Keep a list on the board of what are facts and what are opinions.
- iii. Guide students to understand the value conflicts involved in the issue.
- iv. Ensure that as many sides of a controversy are presented as possible.
- v. Point out errors in fact or reasoning to students.
- vi. When presenting positions, say that “some people take the position that ... or some people believe that ...”, rather than to awe or persuade students.
- vii. Train students to identify the sources of information and test them for accuracy and objectivity.
- viii. Help students to discover and evaluate their own values by using procedures as value-clarification, value discussion and value statement.
- ix. Employ activities such as debate, role playing, simulation and panel discussion to activate students’ participation.
- x. If the discussion gets out of hand, stop the discussion for a moment until emotions have cooled off a little.
- xi. Round up the discussion by highlighting the divergence of opinions rather than seeking consensus. The teacher may use a continuum to represent the divergence of viewpoints on a given issue.

[Abridged from “Guidelines on Civic Education in Schools(1996) <Appendix I>.”]

7. Extra-curricular activities could be a significant complement to classroom teaching for civic education. Under suitable circumstances, teachers could arrange students to participate in social services and affairs to enhance civic learning.

8. Suggestions on teaching activities, examples of teaching plans and a list of reference materials will be prepared in a separate booklet and distributed for teachers' reference.

## **VII. Evaluation**

As the main objective of school civic education is not just to inculcate knowledge but also to help students attain the development of the whole person, evaluation of their performance in civic education should go beyond their ability of understanding in the knowledge domain. Evaluation should also take into account students' mastery of attitudes, values and competence in civic learning, as well as their application of the above in situations as demonstrated by their participation in civic education activities.

### **Some Basic Principles**

The following are some basic principles in the evaluation of students' learning outcomes in civic education:

1. Since the purpose of evaluation is not just to find out how much knowledge students have acquired, standard test formats to determine students' grading in the above cannot be relied on to assess students' learning. The assessment of students' learning outcomes may be conducted through profiling students' performances in the process of reflection and action. At the same time, it is necessary to establish some standards which can reflect the objectives of the Syllabus and which are in line with the framework of the Syllabus.
2. Evaluation should reflect the learning process of students, with a view to improving the Syllabus, the teaching methodology and the learning methods. Thus, the strategies for evaluation should aim at helping students to extend their learning experiences.
3. Evaluation of students' learning outcomes should be a continuing process.
4. Evaluation should be based on reliable information. It should be well-planned and a variety of effective and valid evaluation and assessment instruments should be utilized.
5. It should be an interactive process - teachers, students and parents should know clearly the objectives of evaluation and they should all be given opportunities to provide feedback during the process.

6. Evaluation should take place under an environment of trust and support.

### **Evaluation instruments**

A range of objective tests could be used to assess students' learning outcomes in knowledge acquired. But few instruments have been developed to measure objectively students' mastery of skills and changes in attitudes and values. The following instruments aiming at assessing students' attitudes and skills are suggested for teachers' reference:

1. Evaluation of **skills** - To evaluate students' skills in communication, data collection, problem-solving and evaluating events, teachers may consider assigning projects, debates, group discussions, simulations and essay writing.
2. Evaluation of **attitudes and competence** - evaluation in this respect requires a longer time and conclusions should not be based on one or two occasions. Apart from the teacher to conduct evaluation, students may be encouraged to develop self-evaluation skills by keeping a personal portfolio representing various products of their own work such as homework assignments, letters, drawings, essays, activity reports and other records. By so doing, students are involved in the learning as well as in the evaluation process; and teachers and students could find opportunities to review together the progress of learning. The following are examples of evaluation instruments for the above purpose:
  - i. Participation records - teachers should plan in advance what to observe and prepare a record sheet or an observation guide to enable objective and systematic observations to take place. A rating scale could also be developed to record students' performance in participation of activities. Records of observation should then be summarized for later data interpretation purpose.
  - ii. Discussion - through class discussions, teachers could identify the skills that students need to strengthen and their weaknesses that require remedial support, e.g. whether they are able to make objective analysis, to accept views other than their own and to respect others in presenting their opinions.
  - iii. Experience summaries/diaries - teachers and students may cooperate in producing records/diaries of their experiences in learning and activities,



such as visits, procedures of a special project like election of student union or class association, etc. The summaries/diaries should then be reviewed to locate areas of improvement in future functions of similar nature.

- iv. Peer ratings among students - rating scales could be developed for peer rating among students to reflect leadership, popularity, concern for others, etc. This could help to enhance students' nomination techniques in elections, find out their ability to empathize and willingness to cooperate with others.
- v. Opinion survey - a questionnaire could be used. Questions may be in the form of direct 'true or false' statements, multiple choice questions or open-ended questions. A Likert scale (5-point scale) can also be used.
- vi. Role play - through role plays, teachers should be able to detect students' ability in understanding, their analytical power and attitudes towards a particular issue.

[The above is abridged from Chapter 6 of the Guidelines on Civic Education in Schools (1996).]