

Example 1

Nurturing humanistic qualities in students through learning and teaching of PSHE subjects at the junior secondary level

The PSHE KLA provides a rich and meaningful learning context for the cultivation of humanistic qualities in students with an aim to promote whole-person development. The following table presents examples of topics of PSHE subjects at the junior secondary level that are conducive to the cultivation of humanistic qualities.

To nurture humanistic qualities in students in order to enable them to:	Subjects	Examples of topics
<ul style="list-style-type: none"> believe that they are unique and valued, have an open-mind and high self-expectations, and always strive to excel 	<ul style="list-style-type: none"> 中國歷史 	<ul style="list-style-type: none"> 中國歷代重要史事、人物事蹟及文化知識
	<ul style="list-style-type: none"> History 	<ul style="list-style-type: none"> Life in ancient Greece (Legacy of Greece) Renaissance Age of Machines
	<ul style="list-style-type: none"> Life and Society 	<ul style="list-style-type: none"> Self-understanding, self-esteem and self-confidence Healthy lifestyles and self-management Developing potential and self-identity
<ul style="list-style-type: none"> respect and care about the well-being of others, treat others as equals and be willing to contribute to the common good 	<ul style="list-style-type: none"> 中國歷史 	<ul style="list-style-type: none"> 中國歷代重要史事、人物事蹟及文化知識
	<ul style="list-style-type: none"> Geography 	<ul style="list-style-type: none"> Using urban space wisely – Can we maintain a sustainable urban environment? Living with natural hazards – Are we better equipped than others?

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		<ul style="list-style-type: none"> • Food problem – Can we feed ourselves?
	<ul style="list-style-type: none"> • History 	<ul style="list-style-type: none"> • International conflicts and threats to peace in the twentieth century: The two world wars • Major achievements in the twentieth century: International cooperation and efforts towards peace
	<ul style="list-style-type: none"> • Life and Society 	<ul style="list-style-type: none"> • Building friendships • Appreciating the diversity of values • Narrowing the gap between the rich and the poor • Consciousness of global citizenship and its contribution to humanitarian work
<ul style="list-style-type: none"> • appreciate and inherit history and culture as common human experiences 	<ul style="list-style-type: none"> • 中國歷史 	<ul style="list-style-type: none"> • 中國歷代重要史事、人物事蹟及文化知識
	<ul style="list-style-type: none"> • History 	<ul style="list-style-type: none"> • Traditional rural life in Hong Kong • Life in ancient Greco – Roman civilisation • Growth and development of Hong Kong in the twentieth century (Popular culture)

To nurture humanistic qualities in students in order to enable them to:	Subjects	Examples of topics
	<ul style="list-style-type: none"> • Life and Society 	<ul style="list-style-type: none"> • Everyday life in rural and urban areas • Social characteristics of “global city” as demonstrated by Hong Kong
<ul style="list-style-type: none"> • cultivate an enhanced capacity for aesthetic appreciation 	<ul style="list-style-type: none"> • Geography 	<ul style="list-style-type: none"> • Tourists – Friends or foes? • Oceans in trouble
	<ul style="list-style-type: none"> • History 	<ul style="list-style-type: none"> • Growth and development of Hong Kong up to the early twentieth century (through local buildings, organisations and streets) • Life in ancient Greece (Legacy of Greece) • Renaissance
<ul style="list-style-type: none"> • care for the environment, possess a love for nature and be concerned about sustainable development 	<ul style="list-style-type: none"> • Geography 	<ul style="list-style-type: none"> • Changing climate, changing environments • The trouble of water – Too much and too little • Taming the sand – A long-lasting combat against desertification and sandstorms

In the learning process, knowledge, values and attitudes and generic skills are involved in cultivating and internalising humanistic qualities to promote whole-person development.

- The study of PSHE subjects provides foundation knowledge for the cultivation of humanistic qualities.
- During the learning process of PSHE subjects, many positive values and attitudes are involved. Among them, the seven priority values and attitudes, namely, perseverance, respect for others, responsibility, national identity, commitment, integrity and care for others, are of central importance. The PSHE-related learning elements of the school curriculum facilitate schools to strengthen the seven priority values and attitudes. Other values and attitudes, such as respect for self, self-reflection, striving for excellence, empathy, tolerance, equality, culture and civilisation heritage, aesthetics appreciation, the common good and sustainability, are also important.
- The nine generic skills, in particular critical thinking skills, creativity, self-learning skills, problem solving skills, communication skills and collaboration skills, enable students to reflect on the values and attitudes presented by others and agree with their views only after prudent and careful evaluation. This helps much in strengthening and internalising humanistic qualities, and promoting whole-person development.

Teachers can also nurture humanistic qualities by organising life-wide learning activities such as the following.

- Project learning: e.g. investigating the route of an empty soft drink can;
- Service learning: e.g. organising a food donation activity in school for non-governmental organisations and providing help to the organisations to visit and deliver the food to the needy.

If you are interested in humanistic qualities, read also Examples 13, 17, 18 and 50.