

Citizenship, Economics and Society (Secondary 1-3)

Support Resources

Secondary 1

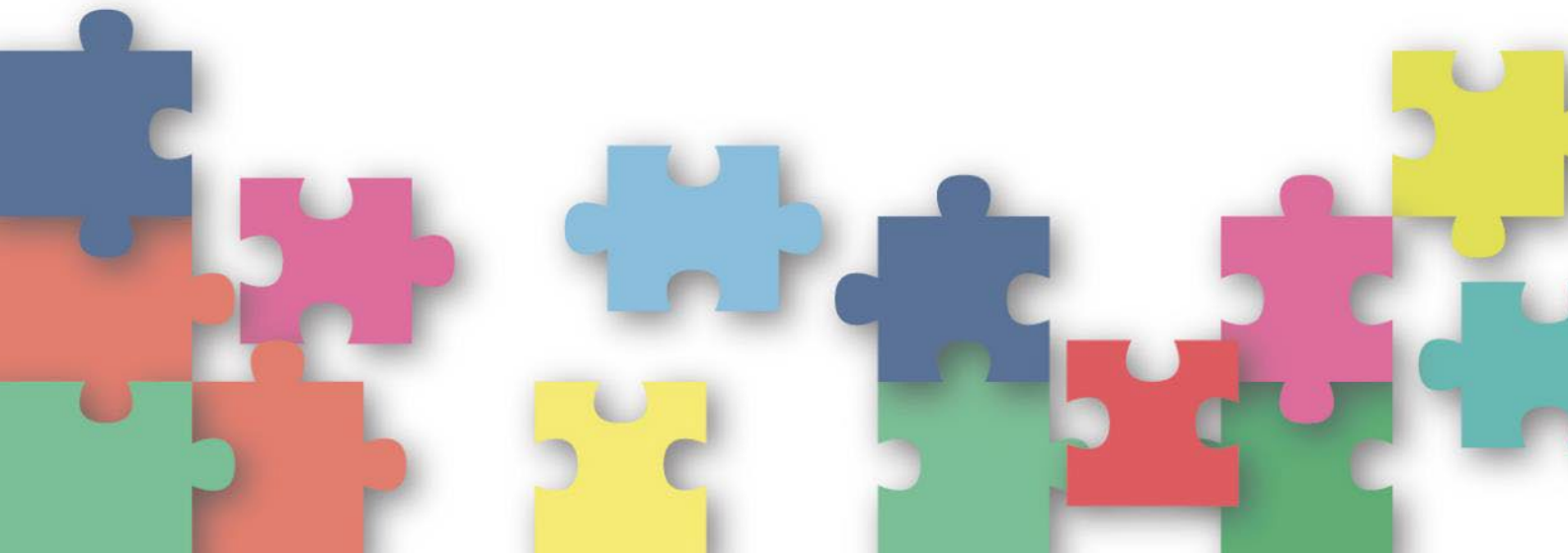


Module 1.2 Interpersonal Relationships and Social Inclusiveness

Part 3:

Diversity and Inclusiveness

Personal, Social and Humanities Education Section
Curriculum Development Institute
Education Bureau



Introduction

- The “Citizenship, Economics and Society (Secondary1-3) Support Resources” covers the essential learning contents of Strands 1, 5 and 6 in the Personal, Social and Humanities Education Key Learning Area. It is designed to support the implementation of the Citizenship, Economics and Society curriculum.
- The support resources provide diversified learning activities to help students acquire knowledge and understand concepts, develop skills and nurture positive values and attitudes. In addition, they offer teaching guidelines and suggestions on learning and teaching activities for teachers’ reference. Further, they provide reading materials to enhance students’ interest in reading.
- “Module 1.2 Interpersonal Relationships and Social Inclusiveness Part 3: Diversity and Inclusiveness” for Secondary 1 was developed by the School of Education and Languages of the Open University of Hong Kong, commissioned by the Personal, Social and Humanities Education Section, Curriculum Development Institute of the Education Bureau.

Module 1.2
Interpersonal Relationships and Social Inclusiveness
Part 3: Diversity and Inclusiveness

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Teaching Design:

Topic:	Diversity and Inclusiveness	
Duration:	4 lessons	
Learning Objectives:	<ul style="list-style-type: none"> To understand the positive benefits of a pluralistic and inclusive society To learn proper attitudes when getting along with people of different backgrounds 	
Lesson 1 and Lesson 2 (The positive benefits that a pluralistic society can bring)		
Pre-lesson Preparation:	Students finish the following before the lesson: - Read Worksheet 1 and finish the activities.	
		Suggested lesson time
Enquiry Process:	1. Set: The teacher introduces the key points of learning in Lesson 1 and Lesson 2.	10 minutes
	2. Interactive teaching: <ul style="list-style-type: none"> Direct instruction: The teacher briefly introduces “Activity 1: Are we so different?” in Worksheet 1. Pair work: Students work in pairs to finish Activity 1. The teacher invites several groups of students to share their opinions and discussion results. Teacher debriefing: There are many differences between people, and even twins have many subtle differences. Everyone is unique. 	20 minutes
	3. Direct instruction: The teacher briefly introduces “Activity 2: The positive benefits that a pluralistic society can bring” in Worksheet 1 and brings out that a pluralistic society can bring positive benefits to both individuals and society.	20 minutes
	4. Interactive teaching: <ul style="list-style-type: none"> Direct instruction: The teacher briefly introduces “Activity 3: Diversity and Inclusiveness” in Worksheet 1 and invites students to share with the class the “traditional festivals” of different countries. Class discussion: The teacher invites students to share their answers in “Activity 3: Diversity and Inclusiveness” and elaborates on traditional festivals and their meaning. 	20 minutes

	<ul style="list-style-type: none"> • Teacher debriefing: The teacher summarises the class discussion and asks students to tell the positive benefits brought by getting along with people of different backgrounds. 	
	<p>5. Conclusion:</p> <ul style="list-style-type: none"> • The teacher points out the positive benefits that can be brought by a pluralistic society. • The teacher encourages students to appreciate and accept people of different backgrounds and reflect on the following questions: <ul style="list-style-type: none"> - What can be done to help students from different backgrounds give full play to their strengths and contribute to the class? - Do you think it is easy to get along with classmates from different backgrounds in harmony and actively participate in joint work with them? 	10 minutes
Extended Learning Activity:	Students read Appendix 1 “Know more: Traditional festivals” and Appendix 2 “Know more: Cultural differences” to learn about the cultural significance behind the traditional festivals and different meanings of some gestures or symbols held by people of different ethnicities.	
Learning and Teaching Resources:	Worksheet 1; Appendixes 1-2	

Lesson 3 and Lesson 4 (Working together to build a diverse and inclusive society)		
Pre-lesson Preparation:	Students finish the following before the lesson: - Read Worksheet 2 and finish the activities.	
		Suggested lesson time
Enquiry Process:	1. Set and revision: The teacher reviews the key learning points of Lesson 1 and Lesson 2 with students.	10 minutes
	2. Interactive teaching: <ul style="list-style-type: none"> • The teacher plays the “3-minute Concept” animated video clip “Diversity and Inclusiveness” as an introduction for the lesson. • After playing the video, the teacher invites students to give verbal responses to Case 1 and Case 2 in Activity 1 of Worksheet 2, in order to understand the relationship between rights and duties in the topic on diversity and inclusiveness. • After the class complete Case 1 and Case 2, the teacher elaborates on the following main points: <ol style="list-style-type: none"> 1) Policies of the Hong Kong Government to promote diversity and inclusiveness 2) Building “diversity and inclusiveness” requires joint efforts from the society 3) Equal importance of rights and responsibility 4) Be aware not to misunderstand the concept of “diversity and inclusiveness” 5) Need to understand “diversity and inclusiveness” in contexts • After explaining the above, the teacher may continue with “Fill-in-the-blank Questions”, “True or False” and “Short Questions” in Activity 1 of Worksheet 2. 	20 minutes
	3. Interactive teaching: <ul style="list-style-type: none"> • Direct instruction: The teacher briefly introduces “Activity 2: Building a diverse and inclusive society: Proper attitudes when getting along with people of different 	20 minutes

	<p>backgrounds (School)” in Worksheet 2.</p> <ul style="list-style-type: none"> • Group discussion: Students work in groups of 4 to discuss the cases provided in “Activity 2: Building a diverse and inclusive society: Proper attitudes when getting along with people of different backgrounds (School)” and suggest how to promote the five elements of diversity and inclusiveness in school life. • Presentation and class discussion: The teacher invites each group to present their discussion results. Students listen to the discussion results of different groups and reflect on the questions raised by the teacher and peers, which will help them understand the importance of the five elements of diversity and inclusiveness and their effects to the society. 	
	<p>4. Interactive teaching:</p> <ul style="list-style-type: none"> • Direct instruction: The teacher briefly introduces “Activity 3: Building a diverse and inclusive society: Proper attitudes when getting along with people of different backgrounds (Society)” in Worksheet 2. • Class discussion: The teacher asks students to share their answers in Activity 3 and explains the inclusive elements shown by the characters in the stories. • Teacher debriefing: The teacher summarises the class discussion and asks students the following question: <ul style="list-style-type: none"> - What are the positive effects of practising the five elements of diversity and inclusiveness on residents’ happiness, social stability and the momentum of development of society? 	20 minutes
	<p>5. Conclusion:</p> <ul style="list-style-type: none"> • The teacher summarises the positive benefits brought by a pluralistic society and encourages students to get along with people of different backgrounds and develop positive attitudes such as respect, appreciation, inclusiveness, acceptance and 	10 minutes

	equality.	
Extended Learning Activity:	Students read Appendix 3 “Know more: Together we build an inclusive society: Non-profit organisations that promote integration”; Appendix 4 “Know more: Together we build an inclusive society: Legal protection”; Appendix 5 “Together we build an inclusive society: Government policies”; and Appendix 6 “Joyful Reading: Experience sharing about inclusion in schools”; and reflect on the relevant questions after class.	
Learning and Teaching Resources:	Worksheet 2; Appendixes 3-6, “3-minute Concept” animated video clip “Diversity and Inclusiveness”; Annex: Teaching Guidelines on “Diversity and Inclusiveness”	

Module 1.2 Interpersonal Relationships and Social Inclusiveness

Part 3: Diversity and Inclusiveness

(Lessons 1 and Lesson 2)

Learning and Teaching Materials



The teacher asks students to finish Worksheet 1 before the class and then carry out a discussion activity and make a conclusion during the class.

Preface

Each of us is born unique, with different appearances, personalities, preferences, strengths, and limitations. The key to making a balanced social development lies in diversity and inclusiveness.



The society is made up of people of different backgrounds. There are differences in ways of life, socioeconomic backgrounds, ethnic cultures, beliefs, needs, and opinions. A pluralistic society allows people of different backgrounds to have room for development, understand each other, and avoid misunderstandings and conflicts. Meanwhile, it accepts different views from all walks of life, which can promote a harmonious and inclusive social atmosphere.

The purpose of a **pluralistic and inclusive** society is to create a stable and harmonious society for everyone with a driving force for progress. Everyone can get fair treatment, have access to the resources and opportunities required, utilize their strengths, and make contributions to society, which is like what Confucius said, “the world of great harmony”. The important key lies in our mentality. We need to learn to understand people of different backgrounds and avoid making uninformed judgments or concentrating solely on own cultures or perspectives; and should treat everything with equality, appreciation and respect, in order to achieve true inclusiveness.

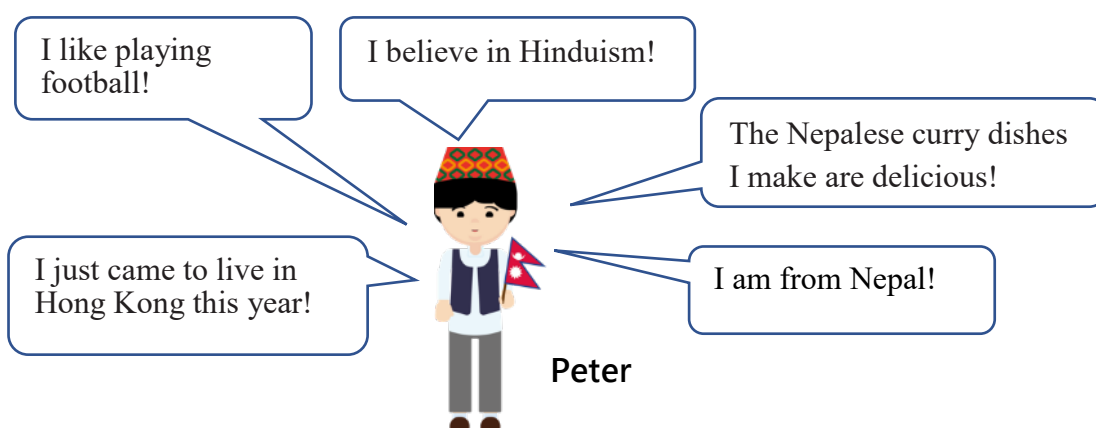
Worksheet 1: The positive benefits that a pluralistic society can bring

Activity 1: Are we so different?

Hong Kong is a meeting place where exchanges between the Chinese and other cultures take place. Therefore, we often encounter people of different nationalities and cultures, including foreign students who come to Hong Kong to study in local secondary schools and universities. This will undoubtedly provide good opportunities to promote cultural exchanges and ethnic harmony among students and cultivate students' open-mindedness towards different ethnicities and learning about their cultures.

Study the following case carefully and answer the questions.

Peter, 13 years old, came to live in Hong Kong from Nepal in July this year. The following is his introduction.



Read the table below carefully to compare the similarities and differences between you and Peter, add a tick “✓” in the appropriate box and explain.

Category	Same	Different	Explanation
Gender		✓	Example: I am a female and he is a male.
Hair colour	✓		<i>For example: We both have black hair.</i>
Clothes		✓	<i>I usually wear casual clothes, and he sometimes wears national costumes.</i>
Nationality		✓	<i>I am Chinese and he is Nepalese.</i>
Interest	✓		<i>We both like playing football.</i>
Religion		✓	<i>I have no religious beliefs, and he believes in Hinduism.</i>
Strengths		✓	<i>My strengths are being communicative and willing to make friends; and his strength is cooking delicious Nepalese curry dishes.</i>

According to the contents of Activity 1 and your personal opinions, answer the following questions:

1. In addition to the categories listed above, are there other similarities and differences between you and Peter? Try to list three items showing likely similarities or differences between you and Peter.

For example:

Similarities: We are both living in Hong Kong now; we are all human beings; we are both in school; we both want to be loved and supported by others.

Differences: Our place of birth, personality, friends, life goals, etc. may be different.

2. There are many differences between you and Peter. But in your interactions with others, do you think you want to be treated fairly? Try to provide examples to illustrate your view.

For example:

I think we all want to be treated fairly by others. For example, we all want to be respected, supported, and valued by others.



This question aims at inspiring students to think about whether the expectations for fair treatment will be different across different people as there are differences between people. Worksheet 2 will guide the students to continue to explore and reflect on this question.

Activity 2: The positive benefits that a pluralistic society can bring

Everyone is a member of society, and there are many differences between people, such as thoughts, behaviours, cultures, etc. These differences enrich human civilization; teach us how to appreciate, tolerate and accept differences; as well as enable people to play their unique roles in society, use their expertise and make contributions. For example, diversity in occupations, social groups, ways of life, economic activities, etc. bring positive benefits to society.

Read the following carefully to find out the key points of the paragraphs, so as to help you understand the positive benefits of a pluralistic society.

Extracting key points of a paragraph helps you grasp the main points of the paragraph; and enables you to accurately grasp the general idea of the entire article.



A pluralistic and inclusive society is composed of people of different backgrounds. Although their languages, religious beliefs, ethnicities, cultures, socioeconomic backgrounds, ways of life, needs, opinions, etc. are different, they live together based on core values such as mutual respect, appreciation, acceptance and tolerance. With mutual communications, people living in society can have a deeper understanding of each other's characteristics, strengths, limitations and needs, which can broaden their horizons and ideas, and make them more open and creative; and a variety of new ideas provide more choices in life, including food, clothing, housing and transportation, and make life distinctive and colourful.

Extract key points of a paragraph

1. Pluralistic society brings positive benefits to

people living in society

A: A fast food restaurant recently introduce a hamburger with Chinese sauce. Let's try it.



B: Okay, my elder sister ordered fabrics and accessories at an ethnic minority shop nearby to decorate the room. I plan to take them home for her after eating. Can you go with me? Maybe you can help find some materials with distinguishing features.

Take Hong Kong's multiculturalism as an example. Having a fusion of Chinese and Western cultures is a distinguishing feature of Hong Kong. Therefore, many people of different nationalities have been attracted to live and work in Hong Kong. Hong Kong people have been exposed to different religions and cultures for a long time, which helps broaden their international perspective. At the same time, the unique mix of talents of different backgrounds or nationalities has become a strong driving force for development of Hong Kong. It increases its competitiveness and consolidates and enhances its status as a global financial and trading hub.

In order for a pluralistic society to achieve the above goals, inclusiveness is a necessary condition. According to the definition from the United Nations, the goal of **social inclusion** is to create a more stable, comfortable, and just society for all. If members of the community can respect, accept, and tolerate people of different backgrounds and needs, everyone can be cared and treated fairly, enjoy rights and bear responsibilities, and contribute to society through equal opportunities of participation and making use of their talents. This will enable residents to have a great sense of belonging to society and help Hong Kong to move towards a more harmonious and progressive society.

Extract key points of a paragraph

2. Take Hong Kong as an example, a pluralistic society brings positive benefits to

Hong Kong residents and Hong Kong's development

Extract key points of a paragraph

3. The necessary condition for a pluralistic society to bring positive benefits is

Inclusiveness

Extract key points of a paragraph

4. Pluralistic society brings positive benefits to

development of residents and society

Activity 3: Diversity and Inclusiveness

Situation 1: Diversity

There are several students from different cultural backgrounds in Class S.1A and the teacher invites them to share the “traditional festivals” of their countries. Read the following carefully and answer the questions.

Appendix 1



Know more: Traditional festivals

Traditional festivals refer to some celebration festivals developed in each region in response to individual traditional cultures and customs. Most of them have been passed down from ancient times to the present. And these festivals mainly revolve around economic production such as farming, religion, human relations (such as filial piety), and expelling plagues and evil spirits. Chinese Lunar New Year, for example, focuses on expelling plagues and evil spirits, and has gradually evolved into a festival of the nature of praying for good weather and rain. Different places have different traditional festivals according to their own cultures and these traditional festivals have their own meanings.



We Chinese people value the Lunar New Year the most, so this poster design should be based on the Lunar New Year!

Siu May



We have the Davao Harvest Festival which is our traditional festival!

Richard



We Thais have Songkran, so why not use it as a design theme!

Bella



The most important festival in Indonesia is New Year's Day. So I think New Year's Day can best represent the traditional festivals.

Agung



1. According to the sharing of the people above, fill in the relevant answers in the blank spaces. You can also search the Internet for the meaning of different festivals.

Character	Country	Traditional festival	Meaning of festival
Siu May	China	Lunar New Year	<i>Expelling the beast "Nian"</i>
Richard	<i>The Philippines</i>	Davao Harvest Festival	<i>Celebrating the harvest day</i>
Bella	Thailand	<i>Songkran Festival</i>	<i>Cleaning up bad luck and evil</i>
Agung	<i>Indonesia</i>	<i>New Year's Day</i>	<i>Celebrating the New Year</i>

2. In what ways has the sharing of the above-mentioned people enriched your knowledge of some countries?

For example:

I know that the traditional festival in the Philippines is the Davao Harvest Festival, and its meaning is to celebrate the harvest day.

3. Do you think that getting along with people of different backgrounds brings us positive benefits? Explain your answer.

For example:

Getting along with people of different backgrounds allows us to learn others' languages, which will help our future development in an internationalised society. For example, I know a friend from an ethnic minority group and have learned from him/her how to say "hello" in their language. This helps me make new friends from ethnic minorities more easily, broaden my social circle, and strengthen my language ability.

Situation 2: Inclusiveness

The teacher told Class S.1A that the theme of the poster this month was “Traditional Festivals”. Four students in the class are discussing which traditional festival is to be used as the theme of the poster. Read their conversations carefully, then answer the questions.



Siu May

Lunar New Year is the most important festival for Chinese people. Most of the students in the class are Chinese. They should feel very familiar this festival!

There are a few students in my class who come from other countries like me. We should respect their cultures and traditions!



Richard



Bella

Songkran brings blessings to people. I suggest choosing Songkran!

We can collect some information and ask other students for their opinions and discuss it next week!



Agung

Questions for discussion:

1. Why do Siu May, Richard, Bella and Agung have different opinions on “traditional festivals”?

They have different views on “traditional festivals” because they come from different countries and have their own cultures.

2. If you were a member of the class, what kind of an attitude should they adopt to deal with the theme of the poster?

For example:

I think they should listen to the opinions of students from different backgrounds, collect more information about the traditional festivals of each country, and then learn more about them. Finally, a multicultural traditional festival poster can be made to avoid conflicts and allow students to have a deeper understanding of each other’s background.

3. If the four students with different backgrounds were in your class, how can they get along with others in the class in harmony, actively participate in activities together, and give full play to their strengths to make contributions to the class? Explain your answer.

For example:

I think students in the class need to understand each other’s culture, and work together to build a class culture that emphasises respect, mutual appreciation and acceptance, so that everyone has the opportunity to show their strengths, which helps promote harmony and cooperation.

Conclusion

The society is made up of people of different ethnicities, skin colours, genders, languages, religions, abilities, etc. There are various ethnic cultural customs, different ways of life, needs, and opinions. Learning diverse cultures will enable us to better understand the differences in cultures, ways of life, needs and perspectives of various ethnic groups. It will not only broaden our knowledge and horizons, but also helps us avoid getting into conflicts with others. A pluralistic society emphasises that people of different backgrounds have the rights to display, develop and share ethnic cultural traditions and participate in the construction of society. Simply put, it means that everyone lives, reads and works together, and strives for social harmony and development.

A pluralistic society is the driving force for social development. It not only enriches people's perspectives or diversifies their ways of life, but also promote economic and social development. As talents of all types gather in a diverse society, the rapid growth of knowledge will enhance society's competitiveness and bring opportunities.



At the same time, exchanges with people of different backgrounds can expand our global perspective, strengthen our communication and collaboration skills, and effectively enhance social development. Interacting with people of different backgrounds allows us to cultivate open-mindedness; accept and identify with different ethnic cultures; eliminate self-centeredness; learn to accept and respect each other; and move towards the ideal of ethnic harmony.

Now, we need to understand and strive to practice social inclusiveness, and work together to build a caring, diverse and inclusive society so that no one will be left behind.

Appendix 2



Know more: Cultural differences



Same gestures or symbols can have very different meanings to people of different ethnicities.

For example, generally, with the thumb and index finger touching each other to form a circle with the remaining three fingers held outstretched, we make an “OK” gesture, which means “Good” and “No problem”. However, this gesture doesn't have the same meaning in all countries. In Japan, South Korea, this gesture means “money”, just like a coin. However, it has negative meanings in some countries; for example, it means “zero” or “nothing” in France, Belgium and some other countries.

Source: Klook (undated), [Gestures are Very Different] 8 Gestures You Should Use Carefully in Travel.

Module 1.2 Interpersonal Relationships and Social Inclusiveness

Part 3: Diversity and Inclusiveness

(Lessons 3 and 4)

Learning and Teaching materials

Worksheet 2: Working together to build a diverse and inclusive society

To build a diverse and inclusive society, we have to respect the differences of people of different backgrounds, so that we ourselves, people of different backgrounds and society as a whole can obtain positive benefits. “Diversity” means the gathering of people of different backgrounds; and “inclusiveness” means that everyone has the right to participate in society and enjoy the fun of life in society, regardless of their abilities and backgrounds. In Worksheet 1, you have learned the specific benefits that a pluralistic society brings to individuals and society. In Worksheet 2, through case studies, you will learn what diversity and inclusiveness are and how to put them into practice.



The teacher asks students to finish Worksheet 2 before the class and then carries out a discussion activity and makes a conclusion during the class. Students shall watch the “3-minute Concept’ Animated Video Clips Series: Diversity and Inclusiveness” and complete the questions before the class. And the teacher shall watch the video clip with students again during the class and then discuss the worksheet together.

Learning about diversity and inclusiveness

Cultivate the proper attitudes of tolerance, acceptance, respect, appreciation and fair treatment of people of different backgrounds.

Putting diversity and inclusiveness into practice

Understand the backgrounds and needs of different people, put yourself into others' shoes, show empathy, avoid misunderstandings and conflicts, and refrain from committing any discriminatory behaviours.

Bringing positive benefits to individuals and society

People of different backgrounds have their own strengths and different needs. When everyone contributes to society and care for people in need, there will be mutual caring, social harmony and opportunities for everyone to utilize their strengths, which will be a driving force for advancement of society.

Fig. 1 Learning about diversity and inclusiveness

Activity 1: Diversity and Inclusiveness

1. What do you know about diversity and inclusiveness? Watch the “3-Minute Concept” animated video clip “Diversity and Inclusiveness” and answer the questions on Case 1 and Case 2 below.

Case 1

The plaintiff was a car mechanic in a company. He had injured his leg and was thus assigned to do some lighter tasks. One colleague (defendant) commented that the plaintiff got paid without doing anything. The colleague even posted some verses to mock the plaintiff’s lameness and imitated his manner of walking.

1. What important elements of a diverse and inclusive society, as shown in the video, had the behaviors of the defendant breached?

Mutual tolerance, acceptance, respect, appreciation and treating each other equally.

2. The defendant might have breached which anti-discrimination ordinance?

“Disability Discrimination Ordinance”.

Case 2

The plaintiff was a male Indian. He read from an advertisement that one fitness company (defendant) was hiring receptionist and promoter. He submitted his job application online. The plaintiff received an email from the manager of the company on the same day. The email was meant to be sent to one business partner but was copied to the plaintiff by mistake. The manager mentioned in her email that she could not imagine how a relatively aged Indian male could be fit for the job. The plaintiff was not offered the job at last.

1. What important elements of a diverse and inclusive society, as shown in the video, had the behaviors of the defendant breached?

Mutual tolerance, acceptance, respect, appreciation and treating each other equally.

2. The defendant might have breached which anti-discrimination ordinance(s)?

“Sex Discrimination Ordinance” and “Race Discrimination Ordinance”.



“3-minute Concept” Animated Video Clip “Diversity and Inclusiveness”
<https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/references-and-resources/ces/3-min-concept.html>

After viewing the video, answer the following questions.

1. Fill-in-the-blank Questions

Put the correct answers in the space provided.

Society is made up of people of different backgrounds. If we can use the following five elements when we get along with people, everyone will have the opportunity to participate in the development of society, utilize their strengths and contribute to building a diverse and inclusive society.

include

accept

respect

appreciate

treat each other fairly

2. True or False

Study the following sentences about “diversity and inclusiveness”. Put a “T” in the blank for correct description and an “F” for incorrect description.

1. The “Universal Declaration of Human Rights” has stipulated that all human beings are born free and equal in dignity and rights. T
2. In a diverse and inclusive society, everyone can utilize their strengths and this helps develop a sense of belonging. T
3. Diversified talents and opinions can help enhance creativity and competitiveness which are the driving forces of societal development. T

3. Short Questions

What kind of systems and policies are the important foundation for building a diverse and inclusive society?

Inclusive and caring systems and policies.

We have learnt the five elements of inclusiveness, including respect, appreciation, tolerance, acceptance and fair treatment.

But why is inclusiveness important for society?



It is because everyone in the world is unique. There will always be some differences between people. It is not a matter of right or wrong – we are simply born different. People’s thoughts, abilities, strengths, limitations, opinions and needs are unique. If we can focus on each other’s strengths; learn to appreciate and not to discriminate against someone because of their differences; accept others’ limitations; respect and tolerate each other; seek common ground while reserving differences; learn from each other’s strengths; and care for those in need, then we will have a greater sense of belonging and cohesion in society. Everyone will utilise his/her strengths and contribute to a diverse society, and society will be able to develop in a more harmonious, stable and dynamic manner.

Activity 2: Building a diverse and inclusive society: Proper attitudes when getting along with people of different backgrounds (School)

According to Figure 1 “Learning about diversity and inclusiveness” and Figure 2 below, “Five elements of diversity and inclusiveness”, discuss whether the people in each of the following cases have adopted proper attitudes when getting along with people of different backgrounds and answer the questions.



Fig. 2 Five elements of diversity and inclusiveness



Case 1

Gaoni is a new immigrant from Pakistan and a new transfer student in Class S.1A of Xiangjiang Secondary School. Because Gaoni does not speak Cantonese or Putonghua, and her English is not very good, she mainly communicates with people in Urdu. May Yee feels very impatient and refuses to be friends with her, and she doesn't pay much attention to her.



1. When Gaoni greeted May Yee, how did May Yee react? What element(s) of inclusiveness do you think her response lacks?

May Yee refused to communicate with her, and responded in an irritated and blunt tone. Her response lacked respect, tolerance and empathy.

2. Referring to Figure 1 “Learning about diversity and inclusiveness” and Figure 2 “Five elements of diversity and inclusiveness”, how should May Yee improve her attitude towards Gaoni? Try to write your suggestions in the conversation box.

I *For example:
Gaoni just came to Hong Kong, so it is normal that she cannot communicate in Cantonese. You should be more tolerant and also try to put yourself into her shoes. If you are rudely rejected when you want to make friends with others, you will feel very sad. Therefore, you should respond to Gaoni politely, tell her you don't understand her language, and try to learn each other's language.*



May Yee

Check whether your suggestion contains the following values and attitudes. If so, please tick “✓” the relevant box(es).

- | | | | |
|---|--|--|--|
| <input checked="" type="checkbox"/> Understand the background and needs of different people | <input checked="" type="checkbox"/> Put oneself into other's shoes | <input checked="" type="checkbox"/> Use empathy to avoid misunderstandings and conflicts | <input type="checkbox"/> No discrimination |
|---|--|--|--|



Case 2

Kwok Fung is visually impaired* and needs to rely on special tools to assist in learning. He understands that eyesight is an obstacle to his studies, so he has been working hard and achieved excellent results in the exam. However, his classmates thought that his excellent grades were due to the extra time given by the teacher during the exam, and therefore were angry at Kwok Fung and deliberately alienated him.

* General difficulties faced by visually impaired students:

- When viewing objects, only blurry and/or distorted images are seen; and they are sensitive to light, or narrow in visibility.
- Unable to clearly read the information recorded in images or texts.
- It is difficult to grasp the changes in the surrounding environment, and it is difficult to integrate other senses (such as hearing, touch, smell, etc.) to understand the changes in their surroundings.
- In terms of social interaction, it is more difficult for visually impaired people to make eye contact when talking with others, or to express emotions with appropriate expressions and body language.
- ...

Source: Equal Opportunities Commission (No date), The story of Ah Sang.

He is really arrogant. He has such good grades, but he doesn't seem to know how to say hello to others.



Kwok Fung



May Shan



Man Ho

You are right. He has got good grades because he has extra time to answer the exam paper. He is not seeing clearly. Wouldn't it help just by wearing a pair of better glasses? How can he make use of his own problem to ruin the fairness of the exam! People like him are the most cunning!

1. What element(s) of inclusiveness do you think May Shan and Man Ho lack? Explain with examples.

- *They all lack the elements of respect, acceptance and tolerance. Taking May Shan as an example, she did not really understand that Kwok Fung was unable to express his facial expressions correctly due to his visual impairment, and he misunderstood that Kwok Fung were being arrogant.*
- *Man Ho was not showing tolerance of the difficulties that Kwok Fung were experiencing when doing the paper which were caused by visual impairment, and he also made discriminatory and disrespectful remarks.*

2. Referring to Figure 1 “Learning about diversity and inclusiveness” and Figure 2 “Five elements of diversity and inclusiveness”, how should May Shan and Man Ho improve their attitudes towards Kwok Fung? Try to write your suggestions in the conversation box.

I

For example:

Kwok Fung doesn't know how to greet people. Perhaps it is because of the visual impairment. You should understand and accept his limitations. You should not make improper comments. Moreover, his vision is not as good as ours, but his grades are so excellent. His perseverance is worth learning.



May Shan

Check whether your suggestion contains the following values and attitudes. If so, please tick "✓" the relevant box(es).

- | | | | |
|---|--|--|--|
| <input checked="" type="checkbox"/> Understand the background and needs of different people | <input checked="" type="checkbox"/> Put oneself into other's shoes | <input checked="" type="checkbox"/> Use empathy to avoid misunderstandings and conflicts | <input type="checkbox"/> No discrimination |
|---|--|--|--|

I

For example:

Kwok Fung's visual impairment has prevented him from reading the exam paper clearly and therefore it is reasonable to allow him extra time to complete the exam. You should try to put yourself into his shoes. If you had visual impairment, the exam pressure and your own limitations would definitely make you feel very anxious and difficult. We should show tolerance of Kwok Fung's difficulties and accept his needs. More importantly, you should respect him and should not commit any discriminatory behaviors against him.



Man Ho

Check whether your suggestion contains the following values and attitudes. If so, please tick “✓” the relevant box(es).

- | | | | |
|---|--|--|---|
| <input checked="" type="checkbox"/> Understand the background and needs of different people | <input checked="" type="checkbox"/> Put oneself into other's shoes | <input checked="" type="checkbox"/> Use empathy to avoid misunderstandings and conflicts | <input checked="" type="checkbox"/> No discrimination |
|---|--|--|---|



Case 3

Fa Kuen is a newcomer to Hong Kong. She is not fluent in Cantonese, and finds it extra difficult to follow lessons in Cantonese.



Chi Fai

I found that it is difficult for you to communicate in Cantonese during class. If you have any needs, I can practice Cantonese with you after school. Listen more and talk more, you can make progress.

Yes, I rarely have the opportunity to speak Cantonese. Thank you for teaching me!



Fa Kuen

Do you need to strengthen Putonghua? I can also communicate with you in Putonghua and we can help each other.



This suggestion is really good. I often find it difficult when I attend Putonghua classes, but the Putonghua you speak is very easy to understand and clear. It is great that you are willing to teach me now.

1. What element(s) of inclusiveness do you think Chi Fai has shown in his dialogue with Fa Kuen? Explain with an example.

Their dialogue contains elements of tolerance and appreciation. For example, Chi Fai understands that Fa Kuen has difficulty speaking Cantonese, so he actively offers help. When communicating with each other, they also know how to appreciate each other's strengths in language and learn from each other.

2. What values and attitudes did their responses show? Please tick “✓” the relevant box(es).

- | | | | |
|---|--|--|---|
| <input checked="" type="checkbox"/> Understand the background and needs of different people | <input checked="" type="checkbox"/> Put oneself into other's shoes | <input checked="" type="checkbox"/> Use empathy to avoid misunderstandings and conflicts | <input checked="" type="checkbox"/> No discrimination |
|---|--|--|---|

 **Case 4**

Wai Ching and Ying Ho were chatting with each other. But when they talked about online learning, they quarreled and refused to give in to each other. Lai Sze was nearby and heard them speak louder and louder and begin to criticize each other.

Wai Ching



Online learning allows us to learn at our own pace. When we encounter problems, we can find solutions by ourselves so that we can learn additional information. Like you, you often think about relying on teachers and don't study hard. No wonder teachers are so tired!

I have never said I need to rely on teachers! I just said that the teachers' explanations and questions are more in-depth and can inspire my thinking than online learning. You always tell people how good online learning is, but in fact you just don't want teachers to know that you are being lazy in online lessons.



Ying Ho

I didn't. You are making a false accusation against me!

Wai Ching



That's you who are making a false accusation against me!



Ying Ho

In fact, you are just having different learning styles, so you have different opinions. Isn't it true that when online learning is combined with teacher teaching, it is the most effective way to help us learn? If you listen more, understand each other's needs and accept others' opinions, you don't need to argue for so long about this matter, and you don't need to get angry and hurt each other's feelings.



Lai Sze

Ernest Rutherford, winner of Nobel Prize in Chemistry once said, "Scientists do not rely solely on the views of one person, but on the wisdom of multiple scientists." Success requires broad-mindedness and willingness to listen in many ways and accepting the opinions and voices of different people. On the contrary, those who stick to their own opinions will only stay the same. Not only will they fail to make progress, it may eventually lead to failure.

資料來源：節錄及改寫自 Mitchell and Jolley (2010), Research Design Explained (7th ed.).

1. What kind of difference between Wai Ching and Ying Ho led to their argument? Please tick “✓” the appropriate box(es).

Difference in culture Difference in socioeconomic background Difference in opinions Difference in religious belief

2. What element(s) of inclusiveness are missing in the dialogue between Wai Ching and Ying Ho? Explain with an example.

Their dialogue lacks elements of respect and acceptance. For example, Ying Ho does not believe that Wai Ching genuinely loves online learning and accused her of just wanting to be lazy in online lessons. And Wai Ching also does not accept Ying Ho's reason about why he likes face-to-face instruction and accused him of not being able to learn by himself and having to rely on teachers. Both sides have made unfounded criticisms of each other and failed to show respect for and acceptance of different views.

3. What element(s) of inclusiveness do Lai Sze's opinion contain? Explain with an example.

Lai Sze's opinions contain elements of respect and acceptance. Lai Sze agreed that the opinions of both parties had merits, respected the positions of both parties, and did not conduct personal attacks. Lai Sze's opinions adopt and combine the opinions of both parties and she proposed that the combination of the two methods would bring greater benefits, and reminded them not to hurt each others's feelings on trivial matters.

 Case 5



Coach

The coach hopes to bring in new blood to the S.1 football team. The following three classmates are candidates, who have their own strengths. Read the following information carefully, and then answer the questions.



Siu May

- ◆ Primary school football team member
- ◆ Good at throwing and kicks
- ◆ Father is a cleaner



Chak Man

- ◆ Thin body
- ◆ Strong endurance
- ◆ Good at defense
- ◆ Family is wealthy



Alex

- ◆ Tall
- ◆ Good at heading
- ◆ Excellent grades
- ◆ Parents are professionals

1. The coach invites nine current S.1 football team members to vote for the choice of the new football team member. Try to comment on the reasons given by the team members on whether they are reasonable, please tick the relevant box “✓” and explain.

Student	Vote for	Reason	Reasonable/ Unreasonable	Why?
Kwok Wan	Siu May	Primary school football team member	<input checked="" type="checkbox"/> reasonable <input type="checkbox"/> unreasonable	<i>Has real on-site experience to help the team qualify</i>
Wai Cheung	Siu May	Good at throwing and kicks	<input checked="" type="checkbox"/> reasonable <input type="checkbox"/> unreasonable	<i>Help improve the strength of the football team</i>
Siu Kei	Siu May	Father is a cleaner	<input type="checkbox"/> reasonable <input checked="" type="checkbox"/> unreasonable	<i>Family socioeconomic background has nothing to do with his ability as football player</i>
Yan Yee	Chak Man	Family is wealthy	<input type="checkbox"/> reasonable <input checked="" type="checkbox"/> unreasonable	<i>Family socioeconomic background has nothing to do with his ability as football player</i>
Wan Nam	Chak Man	Good at defence	<input checked="" type="checkbox"/> reasonable <input type="checkbox"/> unreasonable	<i>Help improve the strength of the football team</i>
Man Ching	Chak Man	Strong endurance	<input checked="" type="checkbox"/> reasonable <input type="checkbox"/> unreasonable	<i>Strong endurance helps in overtime matches</i>
Kin Yip	Alex	Tall	<input checked="" type="checkbox"/> reasonable <input type="checkbox"/> unreasonable	<i>Being tall helps suppress the high ball</i>
Tsz Ching	Alex	Parents are professionals	<input type="checkbox"/> reasonable <input checked="" type="checkbox"/> unreasonable	<i>Family socioeconomic background has nothing to do with his ability as football player</i>
May Ling	Alex	Excellent grades	<input type="checkbox"/> reasonable <input checked="" type="checkbox"/> unreasonable	<i>Excellent grades have nothing to do with his ability as football player</i>

With reference to Question 1 and your personal opinions, answer the following question:

1. If you were one of the football team members who voted for the choice of the new football team member, which factor(s) of inclusiveness would you consider when making your choice?

For example:

I will consider the principle of fair treatment. Since we are now voting for the new member of the football team, factors other than football skills and physical fitness should not be taken into consideration, so that candidates can be judged fairly and the one who will be most helpful to the team will be selected.

Summary

Compared with “diversity”, “inclusiveness” is a lesson we should learn. “Diversity” brings together people of different abilities and backgrounds. Since people have differences and they have different ideas, conflicts and disputes are likely to occur even in schools. At this time, creating a caring, diverse and inclusive environment is the top priority.



“Inclusiveness” can make us aware of the commonalities and differences between people, break social stereotypes and bridge the gap between people, learn to respect, appreciate, tolerate, accept and treat others fairly, and share the rights and bear the obligations of society. The essence of true inclusiveness lies in practice, and we need to rely on our participation and support. Hope everyone can understand the meaning of “inclusiveness” from the pros and cons in the above cases and practise them. Only when everyone has the concept of inclusiveness, openness and an attitude of seeking common ground while reserving differences, can society cultivate the qualities and values of equality, shared responsibility, mutual respect and harmony in diversity, and build a more harmonious and caring society.

Activity 3: Building a diverse and inclusive society: Proper attitudes when getting along with people of different backgrounds (Society)

The building of a diverse and inclusive society needs to ensure that people of different backgrounds are treated fairly, and their lives and basic rights are guaranteed, so that they will become accepted into society and become part of society, have a greater sense of belonging to society, which together will enhance social cohesion and driving force for progress of society. At the same time, people of different backgrounds should have more contact and interaction with each other, so as to learn empathy and respect, and thus shorten the distance between each other. In a nutshell, social inclusiveness emphasises diversity, caring, tolerance for each other and acceptance of differences, which are important elements for promoting social harmony.

Read the following stories carefully and answer the questions.

Story 1

Kwong Kin is a middle-aged person in his 40s.



Story 2

After car accident, Siu May needs to use a wheelchair.



Story 3

Siu Fa is pregnant, so she needs to take time off for maternity checkups, and then she also needs to apply for maternity leave



Siu Fa

Siu Fa, remember to apply leave on a regular basis as instructed by the doctor to do the check-ups. The work can be handled by other colleagues. During your maternity leave, the company will pay your full salary until you return to work. If you need any assistance during this period, remember to contact your boss.



Story 4

Man Keung was unemployed for many years, and his family makes a living by collecting scraps.



Man Keung, you can ask the Social Welfare Department for help. Do you want me to find out more information for you? If you need help, you can always find us! We are good friends!

Man Keung



Questions for discussion:

With reference to the above and your personal opinions, answer the following questions:

1. Do the above stories show diversity and inclusiveness? What element(s) of inclusiveness do the characters in the story show? Take two of these stories as examples.

For example:

- *All the above stories show diversity and inclusiveness.*
- *Story 1: The employer appreciates the advantages of people of different age groups when recruiting employees.*
- *Story 2: The restaurant staff shows tolerance and acceptance of the difficulties facing wheelchair users, and take the initiative to provide assistance.*
- *Story 3: The company shows consideration of and respect for Siu Fa's pregnancy, and treats her fairly.*
- *Story 4: Although Man Keung makes a living by collecting scraps, he is not being looked down upon by his friends, and he is also respected and accepted by others.*

2. How would you feel if you were the main character in the story? Please choose one of the main characters to illustrate.

For example:

If I were Siu Fa in Story 3, I would be happy because the company has treated me fairly and they show tolerance and respect, which will increase my sense of belonging to the company. When I resume work in the future, I will be more motivated to work and willing to make more contributions to the company.

3. What are the elements of inclusiveness shown in the above stories? How can a caring and inclusive society make the citizens happier, the society more harmonious and stable, and the development momentum stronger? (Hint: common good)

For example:

The above stories show the five elements of inclusiveness: respect, appreciation, tolerance, acceptance and fair treatment. A caring and inclusive society allows people of different backgrounds to be respected, appreciated, tolerated, accepted and treated fairly; and citizens will feel more satisfied with life and feel happier. In addition, in a caring and inclusive society, even if citizens have different views or opinions on issues of public concern, everyone will put common good at the forefront, conduct rational discussions, and seek solutions through consensus, so that the society will become more harmonious and stable, and have strong driving force for advancement.

Worksheet 1 discusses the positive benefits that a diverse society brings to individuals and society. How are the practices of the employers, waiters and friends in the stories going to benefit these people themselves?

Story	Positive Benefits
1	<i>Older people have richer life experience. They are mature and responsible, and they will be able to handle the company's business competently and bring positive benefits to the company.</i>
2	<i>The restaurant accepts people of different backgrounds and sets up related facilities to attract more customers from different backgrounds and make them feel respected, thereby increasing business and enhancing a positive image.</i>
3	<i>Fair treatment, tolerance, and respect for employees can increase employees' sense of belonging to the company. They will be motivated to achieve better, increase productivity, and bring positive benefits to the company.</i>
4	<i>Helping others is the origin of happiness. Giving is more blessed than receiving. Being able to help others is a happy thing, and it can also improve self-esteem. Everyone needs help from others. If you help others this time, you may be helped by others in the future.</i>

An inclusive society requires the concerted effort of people to put ideas of social inclusiveness into practice, and at the same time, different people need to respect and accept each other. In real life, the above stories often happen. If we want to build an inclusive society, we should learn to put ourselves into others' shoes, and respect and accept people of different backgrounds with a caring attitude.

Conclusion



make Hong Kong a better society.

Hong Kong is made up of people of different ethnicities, cultures, economic backgrounds, needs, etc. They add different elements to the society and work together to make Hong Kong a unique and diverse society. Although they have different backgrounds, they all care about Hong Kong and strive to

A pluralistic and inclusive society brings positive benefits to individuals and the community. For individuals, a diverse and inclusive society can broaden our international perspectives, such as understanding the cultures of different countries; enrich our own thoughts and life experience; and make us wiser and enable us to contribute ourselves to those in need. In schools, a diverse and inclusive environment can enable students to gain richer learning experiences, promote their personal growth and enhance their sense of belonging to their schools. In a diverse and inclusive society, the gathering of talents of different ethnicities will help enhance Hong Kong's competitiveness and consolidate its international status; and people will enjoy a more open and fairer allocation of social resources. Ethnic minorities, people with disabilities, the elderly, or people of different genders have the right to enjoy fair and respectful treatment.

People of different backgrounds have different ways of life, customs, cultures, opinions, needs, etc. When they get along with others, differences are likely to occur. If people stick to their own opinions and do not give in to each other, society will be full of contradictions and conflicts. Since people live in a society, they need to learn the proper attitudes to get along with others, and understand different opinions, cultures and needs with an open, respectful and tolerant attitude, so that they can coexist harmoniously with others. As long as we uphold the five elements of diversity and inclusiveness, give everyone equal opportunities to participate in society, learn to seek common ground while reserving differences, and develop positive energy, we will be able to build a caring, diverse and inclusive society.





Know more: Together we build an inclusive society: Non-profit organisations that promote integration

Here are some non-profit organisations serving ethnic minorities. You can introduce them to those in need.

Hong Kong Unison

Founded in 2001, the Hong Kong Unison mainly serves Hong Kong based ethnic minority residents. It organises various school activities, such as lectures, workshops and career-oriented programs, to promote school integration and provide assistance to ethnic minority students. In addition, the Hong Kong Unison launched a scholarship scheme in 2007 to help outstanding ethnic minority students to go to tertiary institutions, striving to improve their educational levels.



Website: <http://www.unison.org.hk/index.php>

Hong Kong Christian Service – “CHEER” (Centre for Harmony and Enhancement of Ethnic Minority Residents)

“CHEER” (Centre for Harmony and Enhancement of Ethnic Minority Residents) is funded by the Home Affairs Department, which mainly provides interpretation and translation services and holds diversified activities for ethnic minorities so as to assist them in leaning about different things in society. The CHEER also encourages ethnic minorities to participate in different social affairs, thus promoting a happy and harmonious community life for ethnic minorities in Hong Kong. The translation services provided by the CHEER cover a wide range of languages, including Indonesian, Thai, Filipino, Hindi, Nepali, Punjabi, Urdu, Vietnamese and others.

Website: <https://hkcscheer.net/hk/>

HOPE Centre for Ethnic Minorities

HOPE Centre for Ethnic Minorities mainly provides different courses, activities and groups for ethnic minorities to help them adapt to the Hong Kong society more quickly, for example, Cantonese and English language courses, computer courses, tutorial services to ethnic minority students to help them to keep up with academic progress, etc.

Website: https://www.ishk.org/zh-hant/our_services/detail/34/



Excerpted and adapted from: International Social Service - Hong Kong Branch (2019), HOPE Centre for Ethnic Minorities; Hong Kong Christian Service (2016), CHEER (Centre for Harmony and Enhancement of Ethnic Minority Residents); Hong Kong Unison (undated).



Know more: Together we build an inclusive society: Legal protection

Hong Kong is a pluralistic and inclusive city. We have a sound legal system to protect the well-being of people of different backgrounds, so that everyone can be treated fairly and equally. The Equal Opportunities Commission is one of the major organisations that aim at ensuring that people of different backgrounds are not discriminated against.

Chapter 480 Sex Discrimination Ordinance*

According to the Ordinance, the following situations are rendered unlawful:

- discrimination on the ground of someone's sex;
- discrimination on the ground of someone's marital status;
- discrimination against pregnant women; and
- sexual harassment against others.

This Ordinance binds both men and women.



Chapter 487 Disability Discrimination Ordinance*

This Ordinance protects the disabled from being treated badly or unfairly because of their disability. Those who do so will break the law.

Chapter 602 Race Discrimination Ordinance*

According to the Ordinance, it is unlawful to discriminate against, harass and slander a person on the ground of someone's race.



Chapter 527 Family Status Discrimination Ordinance*

According to the Ordinance, it is unlawful to discriminate against persons on the ground of family status.



* The Government implemented the Discrimination Legislation (Miscellaneous Amendments) Ordinance 2020 and the Sex Discrimination (Amendment) Ordinance 2021 to enhance protection from discrimination and harassment under all four of the anti-discrimination Ordinances. For example the amendments introduce new protections from breastfeeding discrimination and harassment under the Sex Discrimination Ordinance in key areas of public life such as employment, the provision of goods, facilities and services, premises and clubs; as well as new protections for workplace participants from sexual, breastfeeding, disability and racial harassment in common workplace where there is no employment relationships, such as consignment workers, volunteers and interns, under the Sex Discrimination Ordinance, Disability Discrimination Ordinance and the Race Discrimination Ordinance.

All the provisions of the Ordinances came into effect on 19 June 2020, with the exception of the provisions on breastfeeding discrimination and harassment, which came into effect on 19 June 2021.

Source: Hong Kong e-Legislation (2015, 2020), Chapter 487 Disability Discrimination Ordinance; Constitutional and Mainland Affairs Bureau, Hong Kong Special Administrative Region Government (2014), Sex Discrimination Ordinance; Equal Opportunities Commission (2009), The Race Discrimination Ordinance and me.

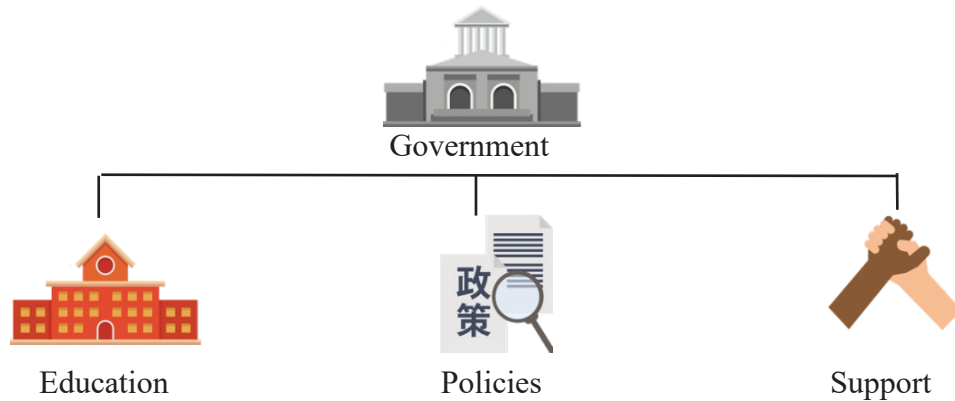
Reflective questions:

1. Do you know the difference between “stereotype”, “prejudice” and “discrimination”? View the following video to find out more.
<https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/ces/3-min-concept.html>



Know more: Together we build an inclusive society: Government policies

The government has been committed to building an inclusive society in which everyone enjoys equality and respect in different aspects of life. The following is a description of the services provided by the government to the disabled, ethnic minorities, new arrivals of Hong Kong and the poor to help them integrate into the community.



The government has different policies to support people of different backgrounds.

- Education: The government has set up special schools and promoted inclusive education. At the same time, it has also advocated diversified learning in education policies to improve the educational level of people of different backgrounds, thus enabling them to receive education and learn different knowledge.
- Policies: The government has formulated different laws to protect people of different backgrounds so as to ensure that they are treated fairly in society, such as the discrimination ordinances and the Employment Ordinance.
- Support: Needy students are encouraged to participate in the after-school activities under the School-based Grant and Community-based Project Grant of the School-based After-school Learning and Support Programmes which are organized by the public sector schools and schools under the Direct Subsidy Scheme. These activities are funded by the Education Bureau for helping students from disadvantaged families whose parents cannot afford to let them take part in fee-charging after-school activities.

Meanwhile, non-profit organisations, such as the Caritas, the Tung Wah Group of Hospitals and the Young Men's Christian Association and others, have also provided support to people of different backgrounds.

Source: Excerpted and adapted from GovHK (2020), Embracing social inclusion.

Experience sharing about inclusion in schools

Story 1: My classmates are students with special educational needs

In a Secondary 6 classroom, two girls were sitting side by side with two boys having special educational needs sitting behind them. When the teacher asked one of the boys to answer a question, the boy was nervous and could not answer fluently. Fortunately, the girls in front of him helped him present a complete answer. The vice-principal saw this scene when she was doing lesson observation in this class and praised the two girls, “I’m proud of you”.



Story 2: The joy of inclusion

A school holds different activities every year, such as ethnic art and film appreciation, to celebrate cultural harmony. Among these activities, the most popular ones are the “Dress Casual Day”, the Ethnic Food Festival and the Variety Cultural Show. The purpose of the school to hold the “Dress Casual Day” is to enable students to learn different customs, such as kimono and Hanbok, and the meanings behind them.



In the “Pluralistic Culture Week” of another school, we can see the principle of “unity in differences”, which emphasises mutual respect and understanding. For example, in the activity “Wefie”, the students are required to take photos with classmates of different genders and ethnicities to take part in the competition. The activity emphasises “We”, that is “us”. It means that we are in a group which is pluralistic and harmonious. In addition, the activity emphasises the importance of “unity”. First, people of different backgrounds are involved; and second, students are required to work together. The activity provides opportunities for students to understand the cultures of different places and to learn about how to put themselves in others’ positions. In addition, they can also take this opportunity to learn about the different cultural backgrounds of their classmates so as to enhance their friendship.

Excerpted and adapted from: Hong Kong Council of Social Service (2017), Raising special kids, braving obstacle race; CHAN Hoi-yan (12 December 2019), Gathering of different cultures: Cultural integration in campus.

Reflective questions:

1. Would you like to follow the example of the two girls in the story “My classmates are students with special educational needs” and be willing to help those in need?
2. Do you like the diversified and inclusive activities and atmosphere of the schools described in this article? What would you suggest to your school to further promote cultural harmony?

Annex: Teaching Guidelines on “Diversity and Inclusiveness”

<p>1. Policies of the Hong Kong Government to promote diversity and inclusiveness</p>	<ul style="list-style-type: none"> The teacher should point out to students that the Government has committed to establishing a diverse and inclusive society so that everyone can enjoy equality of opportunity and respect in different life arenas. The Government has provided ample opportunities for education, employment and other support services to the disabled, minority, new arrivals, the poor, etc. so that they can blend in well in the society. When explaining concrete policies to students, teacher may refer to the following webpage: “Embracing Social Inclusion” : https://www.gov.hk/en/residents/housing/socialservices/youth/SocialInclusion.htm
<p>2. Building “diversity and inclusiveness” requires joint efforts from the society</p>	<ul style="list-style-type: none"> The teacher should point out to students that apart from the government, private organizations, NGOs and individuals in the society all have roles and responsibilities in contributing to the goal of building a diverse and inclusive society. It is suggested that the teacher explains to students the related social responsibilities and concrete actions taken by private organization; the edge of NGOs in promoting inclusiveness; and how individuals can put civic responsibility into actions and contribute to the building of a diverse and inclusive society.
<p>3. Equal importance of rights and responsibility</p>	<ul style="list-style-type: none"> When teaching students to treat everyone from different backgrounds equally and respecting their rights in society, the teacher should also point out that we should appreciate these people’s contribution to society so that all members of the society receive recognition when fulfilling their responsibilities as Hong Kong residents. The teacher may refer to the following when explaining rights and duties of Hong Kong residents: <i>The Basic Law</i>, Chapter III - Fundamental Rights and Duties of the Residents
<p>4. Be aware not to misunderstand the concept of</p>	<ul style="list-style-type: none"> The teacher should point out to students that the focus of policies for diversity and inclusiveness is everyone enjoys equality of opportunity regardless of background. In gist, providing equal opportunities and extra assistance do not mean equal outcomes for everyone.

<p>“diversity and inclusiveness”</p>	<p>Teachers are reminded to explain to students that it is not appropriate to evaluate diversity and inclusion policies solely according to equal outcomes. The teacher should point out to students that Hong Kong’s success rests on equal opportunities for all members of society and the spirit of striving for excellence.</p>
<p>5. Need to understand “diversity and inclusiveness” in contexts</p>	<ul style="list-style-type: none"> • The teacher should point out to students that “diversity and inclusiveness” is an abstract concept which should be understood in concrete contexts in order to holistically comprehend its essential elements. It is suggested that the teacher uses scenarios in the school and the community to guide students to develop mutual tolerance, acceptance and respect towards the sick, the poor, the new arrivals, the ethnic minorities, etc. Students’ understanding of the importance of respecting others’ rights in a diverse and inclusive society will help enhance sense of belonging and social cohesion so that Hong Kong society may flourish in harmony, stability and vitality.

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