

Identity

Explanatory Notes for Teachers

Level: S2

Topic: Identity

Supporting Teaching Materials: Students' worksheet

Students' Prior Knowledge

Before completing this ELA unit, students should have learnt about identity and how the concept applies to Hong Kong and China, as well as other terms relating to this unit, through the medium of Chinese.

Aims and Objectives

I. Content Objectives

After completing the ELA activities, students should be able to use English to:

1. give their views about the terms “Hong Konger” and Chinese;
2. describe the commonalities and differences between Hongkong and Chinese identities;
3. reflect on the core values of the people of Hong Kong; and
4. consider how some recent social events and issues are related to themselves as responsible citizens

II. Language Objectives

After completing the ELA activities, students should be able to

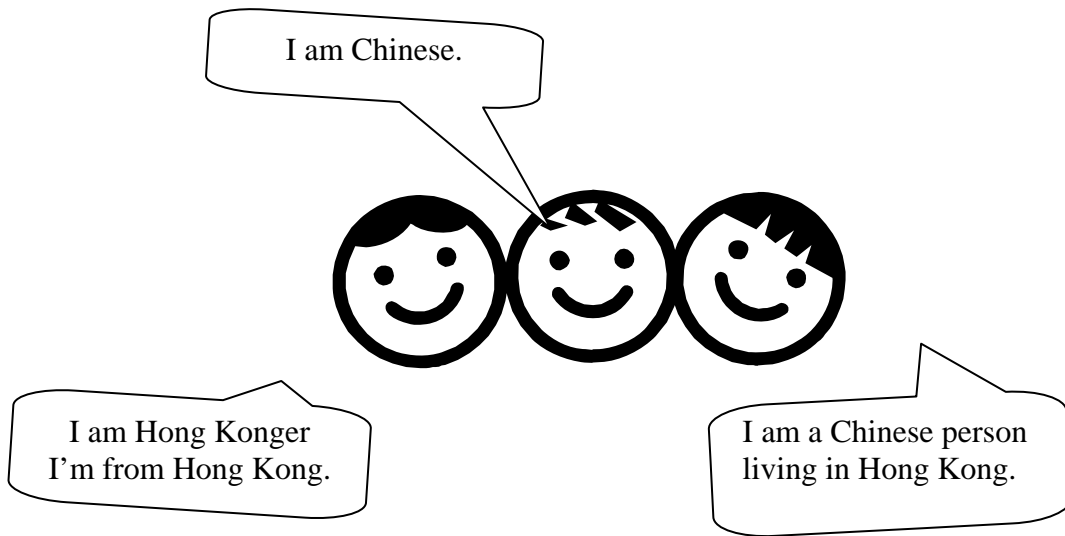
1. understand and use the English terms related to this topic (e.g., *identity, Hong Konger, Chinese, nationality, place of birth, citizenship, rights, duties, responsibilities, personality, heritage and culture, core value, stability, freedom, innovation, quality living, opportunity*);
2. use English to exchange views and thoughts during a think-pair-share activity for discussing the commonalities and differences between being a Hongkong and a Chinese citizen;
3. use connectives of reason (because, as, since) to justify their views on the core values (e.g., *stability, freedom, innovation, quality living, opportunity*) of the people of Hong Kong, e.g., *I think Hong Kong is a city with stability because we have a well-established government.*
4. Use English to participate in a free discussion which focuses on being a responsible citizen by reflecting on how some recent social events and issues are related to themselves as responsible citizens

Procedure:

1. **Activity One** – Think-Pair-Share activity. This activity requires students to reflect on their views on identity in a community. They exchange views and summarise them with the aid of a Venn diagram.
2. **Activity Two** – Brand Hong Kong. This activity involves students reading about symbols used to represent Hong Kong and the core values suggested by the symbols. Students express their views and select values that they agree with, justifying their choice with reasons.
3. **Activity Three** – Be a responsible citizen. Students use their background knowledge of recent events and issues to reflect how these issues / events relate to them as a responsible citizen, concerned about people in the same community.

Activity One

Hongkong-ese or Chinese?



Have you used the expressions above when you introduced yourself in a foreign country?

Do these expressions mean the same to you, or are they different?

	Is this what I think about my identity?	Why do I think so?
1. I am a Hongkonger, I'm from Hong Kong.	Yes/ No	
2. I am Chinese	Yes/No	
3. I am a Chinese person living in Hong Kong.	Yes/No	

Think individually and write down what you think.

I think being a Hong Konger means:

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I think being Chinese means:

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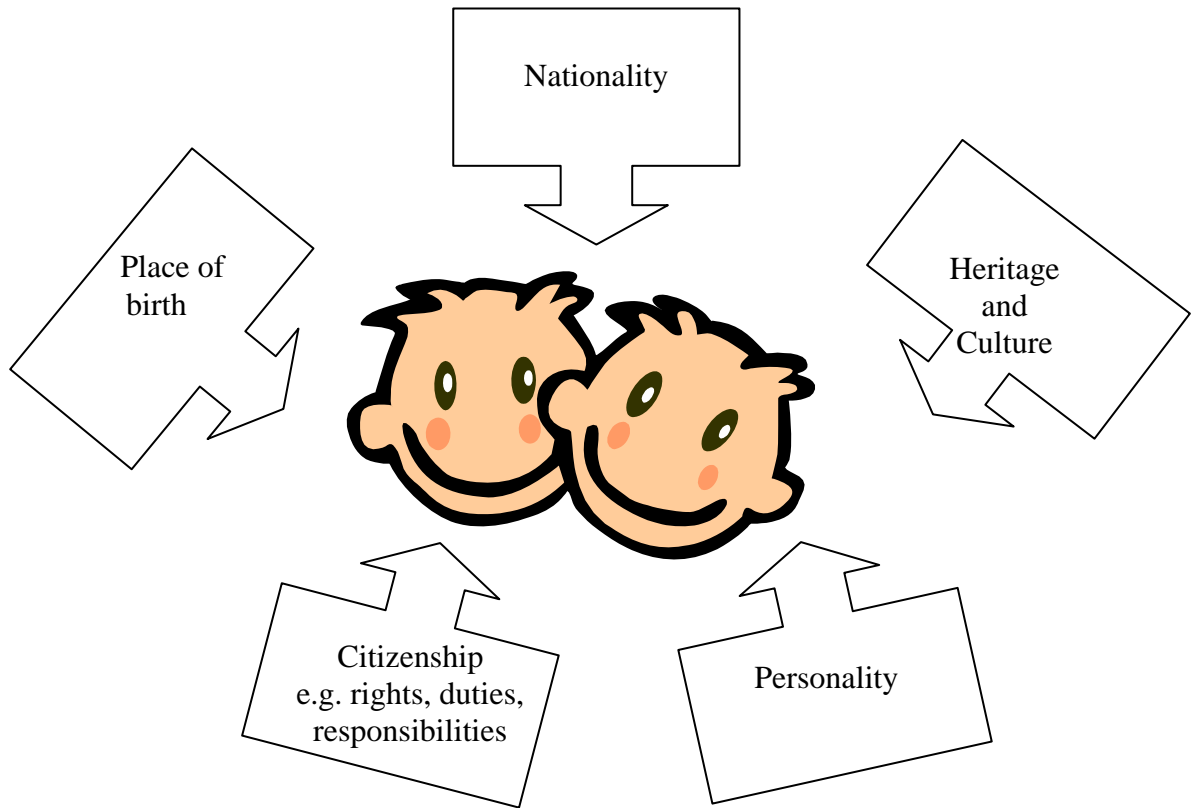
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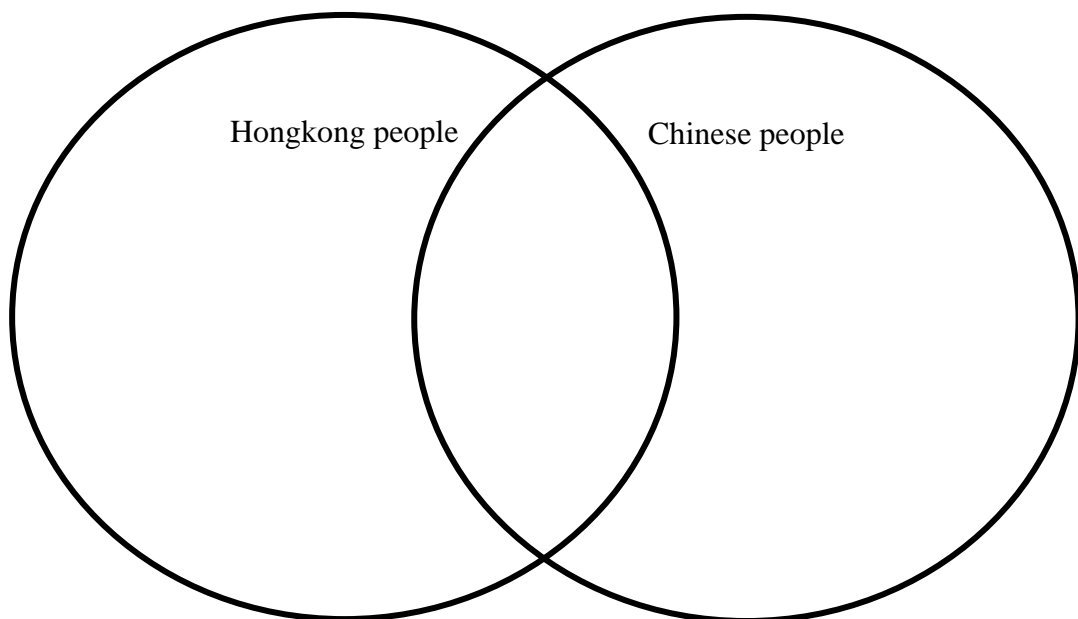
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Compare your ideas with those of your classmates. Groups all your ideas into the 5 aspects:
Nationality; Place of Birth; Citizenship; Personality; Heritage and Culture.



What qualities do Hongkong people and Chinese people share? What different qualities do they have?



Activity Two

Brand Hong Kong

Compare the symbols of Brand Hong Kong in 2001 and 2010 and read about the core values represented by the designs.



The “Flying Dragon” has been the symbol of Hong Kong since 2001. The dragon and the slogan “Asia’s World City” represent the core values of *“stable, free, progressive, high quality and opportunity”* and highlight the element of “East meets West”.

Picture from www.brandhk.gov.hk



Picture from www.brandhk.gov.hk

In 2010, the flying dragon symbol was modified with 3 ribbons. The 3 additional elements represent blue sky, a sustainable environment and the “can-do” spirit of Hong Kongers. After a survey on public perceptions of Hong Kong, the core values were reviewed and changed to “free, enterprising, excellence, innovative and quality living”.

The following are the core values of Brand Hong Kong.

Which of them do you agree with?

free, enterprising, excellent, innovative, quality living

Suggest some other core values that you think should be in a new Brand Hong Kong symbol.

<i>Value</i>		<i>Why do you think so?</i>
<i>I think Hong Kong is a city with</i>		
<i>e.g. stability</i>	<i>as because since</i>	<i>we have a well-established government</i>
1.		
2.		
3.		

Activity Three

Be a responsible citizen

Look at the following issues and events.

How are the issues and events related to you?

Issues and events	How does the issue/event relate to you
1. Hong Kong population will hit 8 millions.	
2. Hong Kong hosts Asian Games 2009.	
3. Drug tests trialled in Tai Po schools.	
4. Hong Kong is the freest city in the world.	
5. The Beijing Olympics were very successful.	
6. China economist sees 2010 GDP up 9.5 percent.	
7. Drought in Yunnan continues.	

**What events have taken place in Hong Kong or in China recently? What issues are important?
Discuss how the event or issue affects the people in Hong Kong and in China.**

Date:

Source from:

What is the event/issue?

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How does the event/ issue relate to you?

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As a Hong Kong citizen and Chinese national, what can you do related to the event or issue?

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Suggested Answers

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<i>e.g. stability</i>	<i>as because since</i>	<i>we have a well-established government</i>
1. <u>potential</u>		<i><u>there is great freedom when working in Hong Kong.</u></i>
2. <u>variety</u>		<i><u>there are different races of people in our society.</u></i>
3. <u>dynamism</u>		<i><u>Hong Kong is constantly changing.</u></i>