

**Senior Secondary
Citizenship and Social Development
Learning and Teaching Example**

**Learning about
the National Anthem and
the Related Ordinances**

**Liberal Studies / Citizenship and Social
Development Section,
Curriculum Development Institute,
Education Bureau
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A. Brief Introduction of the Example

<p>Topic</p>	<p>Learning about the National Anthem and the Related Ordinances</p>
<p>Relevant theme, topic and learning foci</p>	<ul style="list-style-type: none"> ● Theme 1: Hong Kong under “One Country, Two Systems” ● Topic: Situation of the country and sense of national identity ● Learning Foci <ul style="list-style-type: none"> ■ The spirit of patriotism reflected in the national anthem ■ Suggestions on enhancing the understanding of and respect towards the symbols of the nation among Hong Kong residents
<p>Overall design rationale</p>	<p>This example mainly introduces the compositional background, composer and lyricist of <i>March of the Volunteers</i>, features of its content, melody and rhythm, as well as how it has become the national anthem, so that students can have a better understanding of the anthem from a historical perspective.</p> <p>The example covers the significance of the formulation of the National Anthem Law of the People’s Republic of China (hereinafter as the National Anthem Law) and the National Anthem Ordinance of Hong Kong (hereinafter as the National Anthem Ordinance), as well as stipulations therein regarding the promotion of national anthem education. Students are expected to understand and abide by the etiquette for playing and singing the national anthem. They should also recognise the significance of respecting the national anthem and enhance their national identity by learning the national anthem. As appropriate, the example also introduces the national anthems of other countries, and the corresponding proper etiquette for playing and singing them, so as to broaden students’ horizons.</p>
<p>Learning objectives</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ● Compositional background, composer, lyricist and content of <i>March of the Volunteers</i>, as well as how it has become the national anthem ● Significance of enacting the National Anthem Law and the National Anthem Ordinance, as well as their provisions ● The proper etiquette for playing and singing the national anthem, and the relationship between the national anthem and the building of national identity <p>Skills:</p> <ul style="list-style-type: none"> ● Material reading and comprehensive observation

	<ul style="list-style-type: none"> ● Peer collaboration, self-directed learning and problem solving skills
	<p>Values and attitudes:</p> <ul style="list-style-type: none"> ● To enhance national identity ● To appreciate and respect the histories, situations and cultures of different countries
<p>Learning and teaching strategies</p>	<p>The strategies mainly include material reading, video watching and teachers’ instructions, supplemented by questions and group discussions. For details, please refer to “Learning and Teaching Procedures and Activities” (pages 4-10), “Classroom Learning Materials” (pages 11-19), and the “Classroom Teaching Slide Show”. Teachers are advised to adopt appropriate learning and teaching strategies and adjust the content of materials based on the school context, so as to facilitate students’ learning.</p>
<p>Suggested lesson time</p>	<p>3 to 4 lessons (40 minutes per lesson). Teachers are advised to arrange appropriate time for the lessons and for all the steps of learning and teaching (6 in total), in light of the school context.</p>
<p>Points to note when using the example</p>	<ul style="list-style-type: none"> ● To select topic(s) that align with the curriculum, systematically organise the learning and teaching process, and adopt accurate and diversified materials for teaching. ● To adopt appropriate learning and teaching strategies (e.g. lecturing, reading, questioning, group discussion, etc.) to enhance the effectiveness of learning and teaching. ● To help students construct knowledge, develop and acquire skills and develop positive values and attitudes through classroom learning and teaching activities as well as relevant strategies. ● To encourage students to respect national symbols (national flag, national emblem, national anthem), abide by the law, build and enhance their sense of national identity.

B. Learning and Teaching Procedures and Activities

Step 1: Lead-in

- Ask students what they know about the national anthem *March of the Volunteers* and at what time the national anthem promotional video “Our Home Our Country” is broadcast.
- Invite students to briefly share their thoughts about the video clip “Our Home Our Country”. If time permits, teachers may also consider playing it in class to facilitate students’ discussion.

Step 2: Enhance the understanding of the national anthem

- Distribute Classroom Learning Material 1. Ask students to read the first two parts of the material, so as to understand the compositional background of *March of the Volunteers*, how it has become the national anthem, as well as the brief biographies of the composer and the lyricist.
- Introduce to students some historical events during the War of Resistance against Japanese Aggression, such as the Mukden Incident, the Marco Polo Bridge Incident, and the Nanjing Massacre, so as to enhance students’ understanding of the compositional background of *March of the Volunteers*. If there are students in the class who are studying Chinese History and are familiar with the history of the War of Resistance against Japanese Aggression, they can also be invited to introduce the relevant historical events, so as to enhance the interaction among students in the classroom and to build a good learning atmosphere.
- Point out that the lyrics of *March of the Volunteers* came before the melody. In order to make the tune and rhythm more vivid and powerful, Nie Er made a few wording changes during the composition, without affecting the content of the lyrics. And the resulting lyrics were more inspiring. For example, the last sentence originally read, “Brave the enemy’s cannons and planes. March on!” Nie Er changed it to “Brave the enemy’s gunfire. March on! March on! March on, on!” It not only added vigour and power to the melody at the end of the song, but also more vividly highlighted the heroic image of anti-Japanese fighters striving forward fearlessly.¹ On the other hand, Nie Er once told Xu Xingzhi, the director

¹ For details, refer to Shu Yun, “中華人民共和國國歌立法記”, *General Review of the Communist Party*

of the film *Sons and Daughters in a Time of Storm*, that he had been inspired by *La Marseillaise* (the French national anthem) and *The Internationale* (a song praising the communist movement), thus composing *March of the Volunteers*, which he thought was more passionate than *La Marseillaise*.²

- Play the video of the national anthem listed in Item 3 of Material 1. Ask students to note down the content appearing on screen. If students cannot thoroughly note down the content at the first time the video is played, play it again. And then ask students to report their notes.
- After reporting by students, describe images in the video (such as sunrise, Tiananmen Square, flag-raising ceremony by the army, the Great Wall, Monument to the People's Heroes, industrial, agricultural and technological development, the national flag, the national emblem). Point out that the national anthem supplemented with visual images can convey much richer information and become more inspiring.

(Please consider whether to include the two items listed below depending on the classroom learning and teaching objectives and lesson time)

- After students have mastered the content of *March of the Volunteers*, the national anthem of our country, teachers can ask students which national anthems of other countries they know. The following are the national anthems of some countries (with the English translation in the brackets for reference). Teachers can use the information for guidance in class. Teachers can also ask students to collect information about national anthems of other countries on their own after class to nurture their self-learning habits.
 - National Anthem of the USA: The Star Spangled Banner
 - National Anthem of France: La Marseillaise
 - National Anthem of Great Britain: God Save the Queen
 - National Anthem of Germany: Das Deutschlandlied (The Song of Germany)
 - National Anthem of Canada: O Canada
 - National Anthem of Australia: Advance Australia Fair
 - National Anthem of Japan: 君が代 (His Imperial Majesty's Reign)
 - National Anthem of the Republic of Korea: 애국가 (The Patriotic Song)

of China, Issue 10 of 2019. “國歌的「誕生」”, 8 October 2018, *the People's Political Consultative Daily*. Retrieved from <http://dzb.rmzxb.com/detail.aspx?id=430797>

² See Zhang Feng and She Xiebin, “《馬賽曲》歌詞及其翻譯”, *Etudes Francaises*, Issue 2 of 1999.

- National Anthem of India: जन गण मन (Thou Art the Ruler of the Minds of All People)

(Supplementary information: Videos of these national anthems can be found on video sharing websites)

- Point out that since the political systems, historical developments, geographical environments of countries vary, their national anthems therefore involve many different themes, such as praising the glorious history and beautiful scenery of the country; clarifying the origin and developmental direction of the country's political system; reflecting the country's historical and cultural traditions, customs and religious beliefs; and praising national heroes and blessing the head of state. Although the themes of national anthems of different countries vary, their main idea is to praise and protect the country. Teachers can cite additional examples of national anthems based on their own understanding and introduce them to students.

Step 3: Get to know the National Anthem Law and the National Anthem Ordinance

- Point out that the national anthem was prudently chosen as an important symbol (together with the national flag and the national emblem) of our country, with a solemn and sacred image. The National Anthem Law of the People's Republic of China was promulgated in September 2017 to preserve the dignity of the national anthem.
(Supplementary information: The National Flag Law of the People's Republic of China came into force on 1 October 1990, and the National Emblem Law of the People's Republic of China on 1 October 1991.)
- Distribute Classroom Learning Material 2 to help students understand the purpose of legislation of the National Anthem Law of the People's Republic of China, and the required etiquette for playing and singing the national anthem. They should also be aware that, according to Article 11 of the Law, the national anthem should be included in primary and secondary education.
- Point out that on 4 November 2017, the Standing Committee of the Twelfth National People's Congress adopted the decision to add the National Anthem Law of the People's Republic of China to Annex III to the Basic Law. And according to the Basic Law, the national laws listed in Annex III thereto shall be applied locally by the Hong Kong Special Administrative Region (HKSAR) by way of

promulgation or legislation. Therefore, the HKSAR Government has the responsibility to implement the National Anthem Law of the People's Republic of China locally. Having regard to Hong Kong's common law system and the actual circumstances in Hong Kong, the HKSAR Government decided to implement the National Anthem Law of the People's Republic of China in Hong Kong by local legislation instead of promulgation.

(Supplementary information: Annex III to the Basic Law already includes the National Flag Law of the People's Republic of China and the National Emblem Law of the People's Republic of China.)

- Distribute Classroom Learning Materials 3 and 4 and ask students to read them carefully. Teachers should remind students to pay extra attention to the first three paragraphs of Material 3 and the “Preamble” of Material 4 in the discussion, so that they can avoid making rash judgements based on personal impression or an impulse when understanding the legislative intent of the National Anthem Ordinance.
- After the students have read the materials, teachers can further elaborate on the legislative history and significance of the National Anthem Ordinance with the use of presentation slides, and emphasise that it is the constitutional responsibility of the Government of HKSAR to implement the National Anthem Law of the People's Republic of China in Hong Kong. Extensive consultation took place, and opinions from various stakeholders were collected during the legislative process. The National Anthem Bill was passed in the third reading in Legislative Council (LegCo) on 4 June 2020, and gazetted to take effect on 12 June 2020.
- Teachers should emphasise that the National Anthem Ordinance is enacted to promote respect for the national anthem as a national symbol. Members of the public should not worry about being penalised if they do not deliberately insult the national anthem in public. Nevertheless, teachers should solemnly point out that verdicts are handed down by courts on a case-by-case basis. Therefore, students should never challenge the law.

Step 4: Proper etiquette for playing and singing the national anthem

- Ask students whether they have noticed in the media or other channels what politicians, members of the public, athletes, etc. of foreign countries will do when their national anthems are played (with the USA as a possible example, which is mentioned in Material 5 to be distributed later). After students have shared their observations, teachers can distribute Material 5 (in English, to be briefly explained if necessary, based on students' English proficiency), so that students will learn about the proper etiquette for the American people when their national anthem is played and sung.
- Teachers should further point out that many countries have formulated their national anthem laws in line with their national situations, in order to promote national anthem education and stipulate the proper etiquette for their citizens when the national anthem is played and sung. Some national anthem laws even include the corresponding penalties. For example, the French law stipulates that whoever insults the national anthem in public shall be fined. And the Malaysian law stipulates that those who disrespect for the national anthem in public are subject to fines or imprisonment³. The US law only includes the required etiquette for playing and singing the national anthem but without penalties. However, US citizens who do not respect the national anthem as required will face criticism⁴. Teachers can then give students some time to think about why many countries have formulated their national anthem laws, as well as the core considerations of the formulation of National Anthem Law / Ordinance of our country and Hong Kong. Next, teachers can ask students to share their opinions, and provide feedback afterwards.
- When responding to students' shared views, teachers should guide students to understand that both the National Anthem Law of the People's Republic of China and the National Anthem Ordinance focus on requiring people to respect the national anthem as an important symbol of the country on formal occasions, because it shows the respect for the country and the nation. Any public and

³ Refer to Zhang Zhen, “論我國憲法中的國歌條款及其適用—以《國歌法》的實施為語境”, April 2019, *Henan Social Sciences*, Volume 27, Issue 4.

⁴ For example, in the 2016 Olympic Games, the US women's gymnastics team won the championship. One of the members, Gabby Douglas, did not place her right hand over heart when the US national anthem was played during the award ceremony. Faced with a storm of criticism online, she eventually had to apologise to the public on her social media. See “Gabby Douglas Criticized for Not Placing Hand Over Heart During Olympic Medal Ceremony”, retrieved from <https://variety.com/2016/tv/news/gabby-douglas-national-anthem-gold-medal-ceremony-1201834709/>

intentional insult of the national anthem shall be dealt with in accordance with the law as the case may be. Teachers can once again quote the examples of France, Malaysia, and the United States mentioned above, explaining that respecting the national anthem of one's country is a concept generally recognised by the international community. Different countries shall seriously deal with violations of required etiquette for playing and singing the national anthem.

- Distribute Classroom Learning Material 6. Point out that it is inappropriate to think preserving the dignity of the national anthem is at odds with freedom of speech, which is not without boundaries. For example, the Hong Kong Bill of Rights Ordinance, as mentioned in Material 6, certainly includes provisions to protect individual freedoms and rights, but there are also corresponding restrictions (including respect for the rights or reputations of others, as well as protection of national security or of public order, or of public health or morals). Therefore, rights and obligations are equally important and freedom of speech should not be exercised without limits.
- Teachers can give a summary, emphasising that everyone should demonstrate proper etiquette when the national anthem of their country is played and sung. On occasions when the national anthems of two countries are played (such as in diplomatic activities or sports competitions), those present should stand up and behave solemnly. This does not only demonstrate the proper manners but also the proper attitudes of respecting the participating countries.

Step 5: Relationship between the national anthem and the building of national identity

- Distribute Classroom Learning Material 7 for students to read. This Material introduces the concept of identity, which enables students to learn the origin of identity. It also explains that national identity is one of the different levels of identity and may vary with changes in the external environment or subjective feelings. Teachers can give supplementary explanation after students finish the reading, pointing out that the national anthem, as one of the national symbols, demonstrates the dignity of the country through auditory experience with sound, melody and lyrics as the media. Besides, teachers should emphasise that the national anthem also promotes the building of national identity. When people hear and sing the national anthem, it evokes the collective memory of their own culture and history, as well as their national pride. Since the national anthem has these functions, many countries attach great importance to national anthem education.




- Distribute Classroom Learning Material 8. Ask students to first read about measures taken by the Education Bureau (EDB) of the HKSAR Government to promote national anthem education and then to discuss the two items below in groups from the perspective of promoting national identity:
 - Measures that the EDB can propose to promote national anthem education, apart from those mentioned in Material 8;
 - Name two stakeholders other than the government and suggest how they can participate in the promotion of national anthem education.

- Teachers summarise students' discussions and points out that national anthems are of great importance. Therefore, it is not confined to our country. All countries teach their citizens about their national anthems through different channels, and school education and publicity are two important channels. Since the national situations of countries vary, the measures adopted are also diverse, but the emphasis on national anthem education is similar. Teachers can encourage students to learn more about the national anthem in other ways, as well as to behave solemnly and display the proper etiquette on occasions where the national anthem is played and sung.

- In order to nurture students' positive values, teachers should provide holistic learning experiences to students through integration of cognition, affection and action⁵. Teachers are suggested to start with the knowledge and teach students to have a correct understanding of the related laws and ordinances on protecting national symbols, relevant etiquette, and the constitutional relationship between the country and Hong Kong, etc., so as to develop students to care about the development of the country and enhance their sense of identity as Chinese. Teachers should provide students with authentic learning experiences so that they understand how to respect national symbols the rule of law, and put them into practice, so as to become law-abiding citizens.

⁵ Details please refer to Booklet 6A Moral and Civic Education: Towards Values Education in the Secondary Education Curriculum Guide, p. 10. https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%206A_en_20180831.pdf

Step 6: Arrangement of after-class reading

- Ask students to read the following articles after class in order to enhance their understanding of the learning contents in class:
 - *Getting to Know the National Flag, the National Emblem, the National Anthem and the Regional Flag*, the website of EDB, <https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/newwebsite/flagraising.html> 
 - “幾度滄桑 國歌的誕生及背後鮮為人知的故事”, the website of the Central People’s Government of the People’s Republic of China, http://www.gov.cn/guoqing/2017-06/07/content_5200590.htm 
 - “尊重國歌，凝聚民族精神”，14 July 2017, People’s Daily Online, <http://politics.people.com.cn/BIG5/n1/2017/0714/c1001-29403846.html> 

C. Classroom Learning Materials

Material 1: Brief introduction to *March of the Volunteers* as the national anthem of the People's Republic of China

1. History of the national anthem

March of the Volunteers was originally the theme song of *Sons and Daughters in a Time of Storm* (1935), a movie about fighting against Japan aggression and saving the country. The song was written by the noted poet Tian Han with music by the famous composer Nie Er. The original story of *Sons and Daughters in a Time of Storm* was created by Tian Han. It depicts the heroic stories of young people marching to the front line to defend their country against Japanese aggression in the early 1930s. *March of the Volunteers* was one of the songs to propagate the message of anti-aggression. With its strong regular rhythm and uplifting tune, the song captures the fearless and tenacious fighting spirit of the Chinese nation. The song circulated extensively throughout the country after the movie premiered.

On 27 September 1949, the First Plenary Session of the Chinese People's Political Consultative Conference decided that *March of the Volunteers* composed by Tian Han and Nie Er was adopted as the provisional national anthem. On 1 October 1949, the Central People's Government of the People's Republic of China was established. At Tiananmen Square in Beijing, with the rise of the "Red flag with five stars", *March of the Volunteers* resonated for the first time at Tiananmen Square as the national anthem of the People's Republic of China.

On 14 March 2004, the Tenth National People's Congress passed the "Constitution (Amendment)" and added a clause in Article 136 of the Constitution of the People's Republic of China, stipulating that the national anthem of the People's Republic of China is the *March of the Volunteers*.

2. The composer and lyricist of the national anthem


Music	Nie Er (1912-1935), formerly known as Nie Shouxin, was born in Kunming, Yunnan. He already had a keen interest in music since he was young. When he grew up, he moved to Shanghai and wrote <i>March of the Volunteers</i> .
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Lyrics	Tian Han (1898-1968), also named Shouchang, was born in Changsha, Hunan. He was a pioneer in modern drama and opera reform movement of China. He once studied in Japan.
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3. Video clip of the national anthem

Source: the website of the Central People’s Government of the People’s Republic of China

URL: <http://english.www.gov.cn/audio> (Duration: 49 seconds)



Source: Extracted from *Getting to Know the National Flag, the National Emblem, the National Anthem and the Regional Flag*, the website of EDB,
<https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/newwebsite/flagraising.html>

Material 2: Excerpt of the National Anthem Law of the People's Republic of China

The National Anthem Law of the People's Republic of China was adopted at the 29th Session of the Standing Committee of the Twelfth National People's Congress on 1 September 2017 and came into force on 1 October 2017. The Law includes 16 articles in total, five of which are excerpted below:

Article 1	This Law is enacted in accordance with the Constitution to preserve the dignity of the national anthem, to regulate the playing and singing, the broadcast and the use of the national anthem, to enhance citizens' awareness of the State, to promote patriotism, and to cultivate and practise the socialist core values.
Article 3	The national anthem of the People's Republic of China is the symbol and sign of the People's Republic of China. All citizens and organizations shall respect the national anthem and preserve the dignity of the national anthem.
Article 6	Playing and singing of the national anthem shall follow the lyrics and score in the Attachment to this Law, and it must not be played or sung in a form that undermines the dignity of the national anthem.
Article 7	When the national anthem is being played and sung, the people present shall stand solemnly and deport themselves with dignity, and must not behave in a way disrespectful to the national anthem.
Article 11	The national anthem is to be included in secondary and primary education. Secondary and primary schools shall make the national anthem as an important part of patriotic education, organize the students to learn to sing the national anthem, and educate the students to understand the history and spiritual meaning of the national anthem, and to observe the etiquette for playing and singing the national anthem.

Source: Translated from the *National Anthem Law of the People's Republic of China*, the website of the Central People's Government of the People's Republic of China, http://www.gov.cn/guoqing/2017-09/04/content_5222515.htm

Material 3: The National Anthem Ordinance of Hong Kong was Gazetted and Came into Effect

The Chief Executive, Mrs Carrie Lam, said: “Like the national flag and the national emblem, the national anthem is the symbol and sign of the nation. As an inalienable part of the People’s Republic of China, the HKSAR is duty-bound to preserve the dignity of the national anthem through legislation. I am pleased that the National Anthem Ordinance was gazetted and came into effect (12 June 2020), signifying the fulfilment of the constitutional responsibility of the HKSAR and reflecting the spirit of ‘one country, two systems’.”

The National Anthem Ordinance provides for the playing and singing, protection and promotion of the national anthem to preserve the dignity of the country, enhance the sense of national identity among citizens and promote patriotism. The offences stipulated in the ordinance only concern the misuse of the national anthem, or public and intentional acts with an intent to insult the national anthem.

“I hope that members of the public will respect the national anthem of their own volition, hence the promotion of the national anthem is of paramount importance. To let our next generation understand the history and spirit of the national anthem and to observe the etiquette for the playing and singing of the national anthem, the EDB will update its learning and teaching resources and issue directions to schools through circulars to support schools in teaching students.” Mrs Lam added.

The Standing Committee of the 12th National People's Congress passed the National Anthem Law of the People’s Republic of China on 1 September 2017, and added the Law to Annex III to the Basic Law on 4 November of the same year. According to Article 18 of the Basic Law, the national laws listed in Annex III to the Basic Law shall be applied locally by way of promulgation or legislation by the HKSAR.

Having regard to the common law system and actual circumstances in Hong Kong, the HKSAR Government decided to implement the National Anthem Law in the HKSAR by local legislation. The National Anthem Bill was introduced into LegCo for the first and second readings in January 2019, and was passed by LegCo on 4 June 2020.

Material 4: Excerpt of the National Anthem Ordinance of Hong Kong

Preamble	<p>WHEREAS</p> <ol style="list-style-type: none">(1) the national anthem of the People's Republic of China is a symbol and sign of the People's Republic of China;(2) all individuals and organizations should respect the national anthem, preserve the dignity of the national anthem, and play and sing the national anthem on appropriate occasions; and(3) an Ordinance is to be enacted to preserve the dignity of the national anthem, to regulate the playing and singing, the broadcast and the use of the national anthem, to enhance citizen awareness of the People's Republic of China, and to promote patriotism: <p>NOW, THEREFORE, it is enacted by the Legislative Council...</p>
Part 2 Playing and Singing of National Anthem	<p>3. Standard for playing and singing The national anthem must be played and sung in a way that is in keeping with its dignity.</p> <p>4. Etiquette for playing and singing</p> <ol style="list-style-type: none">(2) While the national anthem is being played and sung, the etiquette to be followed by the persons who take part in or attend the occasion is<ol style="list-style-type: none">(a) to stand solemnly and deport themselves with dignity; and(b) to not behave in a way disrespectful to the national anthem.
Part 3 Protection of National Anthem	<p>7. Offence of insulting behaviour</p> <ol style="list-style-type: none">(1) A person commits an offence if, with intent to insult the national anthem, the person publicly and intentionally<ol style="list-style-type: none">(a) alters the lyrics or score of the national anthem; or(b) plays and sings the national anthem in a distorted or disrespectful way.(2) A person commits an offence if the person publicly and intentionally insults the national anthem in any way.(3) A person commits an offence if, with intent to insult the national anthem, the person intentionally publishes

	<p>(a) altered lyrics or an altered score of the national anthem; or</p> <p>(b) the national anthem played and sung in a distorted or disrespectful way.</p> <p>(4) A person commits an offence if, with intent to insult the national anthem, the person intentionally publishes the insulting in any way of the national anthem.</p>
<p>Part 3 Promotion of National Anthem</p>	<p>9. Inclusion in primary and secondary education</p> <p>(1) The Secretary for Education must give directions for the inclusion of the national anthem in primary education and in secondary education</p> <p>(a) to enable the students to learn to sing the national anthem; and</p> <p>(b) to educate the students</p> <p>(i) on the history and spirit of the national anthem; and</p> <p>(ii) on the etiquette for playing and singing the national anthem.</p>

Source: *Hong Kong e-Legislation: National Anthem Ordinance*. Retrieved from <https://www.elegislation.gov.hk/hk/A405%402020-06-12T00%3A00%3A00.pdf>

Material 5: US legal provisions on etiquette for playing and singing the national anthem

During rendition of the national anthem when the flag is displayed, all present except those in uniform should stand at attention facing the flag with the right hand over the heart. Men not in uniform should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should render the military salute at the first note of the anthem and retain this position until the last note. When the flag is not displayed, those present should face toward the music and act in the same manner they would if the flag were displayed there.

Source: “§171. Conduct during playing” under Title 36, U.S.C., Chapter 10. Retrieved from <https://www.govinfo.gov/content/pkg/USCODE-1996-title36/html/USCODE-1996-title36-chap10-sec171.htm>

Material 6: Article 16 of the Hong Kong Bill of Rights Ordinance: Freedom of opinion and expression

Rights and freedoms	Restrictions
(1) Everyone shall have the right to hold opinions without interference. (2) Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice.	(3) The exercise of the rights provided for in paragraph (2) of this article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary— (a) for respect of the rights or reputations of others; or (b) for the protection of national security or of public order (ordre public), or of public health or morals.

Source: *Hong Kong e-Legislation: Hong Kong Bill of Rights Ordinance*. Retrieved from <https://www.elegislation.gov.hk/hk/cap383>

Material 7: The concept of identity

Building an identity means sharing attributes with other members of a group (e.g. an alma mater, a city of residence or country) and resonating with them on an emotional level that develops a sense of belonging. This process involves an emotional commitment and is subject to many external factors. These can include race, lineage, system, feelings towards one's place of residence, personal experience and values (e.g. political views and religious beliefs), shared emotions among group members and even the behaviours of group members.

Identity involves different levels, one of which is national identity. This identity involves a number of factors including the country's language, cultural heritage, history, people's livelihood, governance, overall national strength and international status. At times, the level of sense of identity may vary with changes in the external environment or subjective feelings.

Source: Excerpted from "Identity", *Liberal Studies Curriculum Resources Booklet Series: Hong Kong Today*, p.50-51.

Material 8: Measures taken by the Education Bureau (EDB) of the HKSAR Government to promote national anthem education

The spokesman (of the EDB) stressed that national flag, national anthem and national emblem are symbols and signs of a nation, and should be respected by every citizen. Fostering students' national identity is one of the key learning goals of primary and secondary education. Moreover, enabling students to understand the development of their own country in different aspects, such as history, culture, economy, technology and political systems and laws, as well as cultivating in them a national sentiment, are the educational obligation of schools... Primary and secondary schools must display the national flag and the regional flag as well as play and sing the national anthem when holding celebration activities for New Year's Day (1 January), the HKSAR Establishment Day (1 July) and the National Day (1 October). The EDB also strongly advises schools to display the national flag and the regional flag, as well as to play and sing the national anthem on important days and special occasions, such as the first day of a school year, open day and graduation ceremony; and encourages schools to display the national flag and the regional flag, and/or play and sing the national anthem regularly.

The spokesman said that the learning content of the national flag, the national anthem and the regional flag has long been incorporated in the local curricula of different subjects. The EDB has been providing schools with related curriculum resources and professional development programmes for teachers. To support the school sector to capitalise on the existing foundation, as well as to teach students to know and respect the national flag and the regional flag, to sing the national anthem and understand its history and spirit, and to observe the etiquette for playing and singing the national anthem, the EDB has reviewed the curriculum, compiled the relevant resources and enhanced the curriculum support measures.

Source: *Education Bureau provides schools with guidelines on display of national flag and regional flag, and playing and singing of national anthem*, the Press Release of the Government of the Hong Kong Special Administrative Region (HKSAR), 18 June 2020.

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