

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

**Benefits and contributions of
the HKSAR's participation in
national affairs**

**Liberal Studies / Citizenship and
Social Development Section,
Curriculum Development Institute,
Education Bureau
October 2021**

A. Brief Introduction of the Example

Topic	Benefits and contributions of the HKSAR's participation in national affairs
Relevant theme, topic and learning focus	<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 Focus: Benefits and contributions of the HKSAR's participation in national affairs, including: <ul style="list-style-type: none"> ● The country's policies supporting the development of Hong Kong ● Hong Kong's donations for natural disasters and supporting the needs of the developing regions of the Mainland
Overall design rationale	<p>This example is about the benefits and contributions of the HKSAR's participation in national affairs. Students are expected to understand the close relationship between the country and Hong Kong .</p> <p>Having integrated the historical development with current situation, this example introduces the events that are closely related to our daily lives, such as supplying Dongjiang water and exporting fresh produce from the Mainland to Hong Kong, and arranging the Mainland nucleic acid test support team to assist Hong Kong in the fight against COVID-19. Students are expected to understand, from different perspectives, on how our country is committed to stabilising the supply of basic necessities to Hong Kong and supporting Hong Kong in handling various difficulties and challenges. This example also illustrates Hong Kong's contributions to the development of our country, such as the proactive support offered by Hong Kong to the Wenchuan earthquake, demonstrating the inseparable bond and mutual help among the compatriots, and the experience of integration of Hong Kong into the national development before and after the handover.</p> <p>Teachers can make use of cognitive tools to guide students to summarise and consolidate what they have learnt in class, for example, using a timeline to illustrate the events showing the close relationship between the country and Hong Kong. Teachers can also ask students to mark related events on a timeline, to the best of their knowledge, before the lesson so as to understand the prior knowledge acquired by</p>

	students.
Learning objectives	<p>Knowledge:</p> <ul style="list-style-type: none"> • Support of our country for Hong Kong's development at different levels • Support of Hong Kong for the development needs of our country
	<p>Skills:</p> <ul style="list-style-type: none"> • To acquire and apply different types of data (including texts, pictures and videos) • To analyse the close relationship between the country and Hong Kong with the use of data
	<p>Values and attitudes:</p> <ul style="list-style-type: none"> • To be grateful to our country for its continued support to the development of Hong Kong and to enhance national identity • To care about our country's development and to participate in national affairs
Suggested lesson time	3 lessons (35-40 minutes per lesson). Teachers are advised to arrange appropriate time for the lessons and for the learning and teaching sequence in light of the school context.
Prior knowledge	<p>During learning stages of the basic education, and prior to this lesson, students should have acquired the following related learning experiences and basic knowledge:</p> <ul style="list-style-type: none"> • Factors that promote national identity; • The history and political and social development of Hong Kong over the last hundred years and the current situation; • The relationship between the Central Authorities and the Hong Kong Special Administrative Region; the impact of reform and opening up of our country on Hong Kong. <p>If teachers consider that students might not have sufficient understanding of these contents, it is suggested to give a brief introduction to the students before using this learning and teaching example.</p>
Points to note when using the Example	<ul style="list-style-type: none"> • Teachers should select topics and appropriate examples which are relevant to the curriculum, commensurate with the cognitive development of students and supported by adequate and reliable information.

	<ul style="list-style-type: none"> • Teachers should adopt different learning and teaching strategies (e.g. pre-lesson preparation, questioning and feedback, and group discussion) to enhance learning and teaching effectiveness. • Teachers can further develop students' learning abilities through various strategies, such as using cognitive tools (e.g. timeline) and providing thought-provoking questions. • Teachers should make use of various opportunities to encourage students to care more about the country's development and participate in national affairs, so as to cultivate students' national identity.
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B. Design of classroom learning and teaching

Lessons	Learning and teaching strategies and sequence
Pre-lesson Preparation	<ul style="list-style-type: none"> • Distribute Worksheet for Pre-lesson Preparation (1) (Appendix 1) • Ask students to read the sources and watch the video to understand the meaning of “national identity”, as well as the two examples that reflect the close connection between our country and Hong Kong. • Briefly explain that the timeline is a cognitive tool that helps illustrate the sequence of events clearly. Then ask students to mark some events on the timeline that demonstrate the close relationship between our country and Hong Kong based on the examples in Sources B and C and their own knowledge, so as to understand prior knowledge acquired by students. • Taking into account students' learning abilities and needs, prompt them to write their answers on sticky notes and place them at the appropriate places on the timeline.
1	<p><u>Lead-in (5 minutes)</u></p> <ul style="list-style-type: none"> • Invite students to share their answers and views on the questions in the Worksheet for Pre-lesson Preparation (1). To supplement, teachers could explain that citizens belonging to a country generally possess that country's national identity. To put it simply, “recognition of national identity” means recognising and expressing their emotions and sense of belonging to the country. The sense of national identity of individuals is not the same due to different perspectives and priorities. Students should

Lessons	Learning and teaching strategies and sequence
	<p>start with positive attitudes, taking into account the development and current situation of the country to enhance their understanding of the country.</p> <p><u>Group discussion and teacher’s guidance (25-30 minutes)</u></p> <p>Example 1: Supply of Dongjiang water and export of fresh produce from the Mainland to Hong Kong</p> <ul style="list-style-type: none"> ● Ask students to read Sources D and E before group discussion and presentation (Appendix 2). Examples of questions for discussion are as follows: <ol style="list-style-type: none"> 1. From Example 1, how did our country support Hong Kong people in facing and overcoming the difficulties of water and food shortage? 2. What is the role of the Hong Kong Government in continuously improving the quality of Dongjiang water? 3. Why did the media describe the “three express trains” as a “lifeline for our compatriots in Hong Kong”? ● According to students’ learning abilities and needs, prompt students to grasp the basic information of the example by means of the “5W1H technique”. For examples: When did the country start supplying Dongjiang water and exporting fresh produce to Hong Kong? What were the purpose and scope of application of the policy? ● Provide guidance and feedback on students’ analysis, helping them to sort out and consolidate their knowledge about the supply of Dongjiang water and export of fresh produce from the Mainland to Hong Kong. For examples: <ul style="list-style-type: none"> ➤ In 1963, the Governments of Guangdong Province and Hong Kong reached a consensus on the implementation of the Dongjiang-Shenzhen Water Supply Scheme. The Scheme was approved by Prime Minister Zhou Enlai and funded by the Central People’s Government for its construction works at the end of the same year. The import of Dongjiang water started in 1965 to meet local water demand. Up till now, the Mainland still supplies Dongjiang water to Hong Kong. The Dongjiang-Shenzhen Water Supply Scheme has laid the foundation for the prosperous and stable development of Hong Kong society and demonstrated the goodwill of our country in caring for the livelihood of Hong Kong people.

Lessons	Learning and teaching strategies and sequence
	<p>➤ The Guangdong provincial authorities and the Water Supplies Department of Hong Kong have been working together over the years to ensure the quality of Dongjiang water supplied to the territory. The Guangdong Provincial Government has implemented a number of water quality improvement works and introduced various regulations on the protection of water quality, while Hong Kong has provided advanced technology to monitor water quality.</p> <p>➤ The “three express trains” were described as a “lifeline for compatriots in Hong Kong”, illustrating the close relationship between our country and Hong Kong. Although the “three express trains” completed their historic mission in 2010, the Mainland is still the main source of food imports to Hong Kong, meeting the livelihood needs of Hong Kong people.</p> <p><u>Instructions on pre-lesson preparation (5 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute Worksheet for Pre-lesson Preparation (2) (Appendix 3). ● Ask students to watch a video to gain a preliminary understanding of how Hong Kong people assist in the reconstruction work after the Wenchuan earthquake and create the “Lifeline Express” medical project, contributing to the development needs of our country.
2-3	<p><u>Lead-in (5 minutes)</u></p> <ul style="list-style-type: none"> ● Teachers should explain that the learning focus of these lessons is for students to understand, through various examples, that the HKSAR is both a beneficiary and a contributor in the course of development of our country. <p><u>Group discussion and teacher’s guidance (55-65 minutes)</u></p> <p>Example 2: The country’s support for Hong Kong in the fight against COVID-19</p> <ul style="list-style-type: none"> ● Ask students to read Sources G and H before group discussion and presentation (Appendix 4). Examples of questions for discussion are as follows: <ol style="list-style-type: none"> 1. How did the country assist Hong Kong in the fight against COVID-19? 2. With reference to Sources G and H, what were the positive values

Lessons	Learning and teaching strategies and sequence
	<p>and attitudes displayed by the Central Government, the Government of the HKSAR and different sectors of the society in coping with the epidemic?</p> <ul style="list-style-type: none"> ● Provide guidance and feedback on students' analysis. Examples of arguments are briefly described as follows: <ul style="list-style-type: none"> ➤ The Central Government arranged the Mainland nucleic acid test support team to help with the Universal Community Testing Programme in Hong Kong in order to identify asymptomatic patients in the community as soon as possible. A temporary hospital was constructed next to the AsiaWorld-Expo and an additional community treatment facility was set up in the venue to provide timely and appropriate treatment. ➤ Encourage students to appreciate the positive values and attitudes of healthcare workers, the Government, volunteers and other members of the public in coping with the epidemic, and to remain united in the fight against the epidemic. For example, the Central Government and the Government of the HKSAR are serving the community with dedication and quick to respond to the epidemic situation. Healthcare and testing personnel are professional and caring, and overcome difficulties with perseverance. Members of the public have also demonstrated positive values and attitudes of caring for others and respect for life. <p>Example 3: Hong Kong's support for disaster relief and post-disaster reconstruction in the Mainland</p> <ul style="list-style-type: none"> ● Ask students to read Sources I to K before group discussion and presentation (Appendix 4). Examples of questions for discussion are as follows: <ol style="list-style-type: none"> 1. Taking the Wenchuan earthquake in 2008 as an example, how did Hong Kong people support the disaster relief and reconstruction work in the Mainland? 2. Why does Hong Kong always take the initiative to provide support when our country is in distress? ● Source I can be displayed in text or video to cater for students' learning diversity. ● Teachers can refer to the following articles for a better understanding of

Lessons	Learning and teaching strategies and sequence
	<p>the Wenchuan earthquake in 2008 and the Henan floods in 2021.</p> <ul style="list-style-type: none"> ➤ Website of “Sichuan Rebuild” https://www.512rjc.hk/en/home/index.html  ➤ “香港 8 年 100 億援建四川震區” (5 January 2017). Retrieved from People’s Daily Online http://hm.people.com.cn/n1/2017/0105/c42272-28999408.html  ➤ “香港社會各界踴躍支援河南抗洪救災” (11 August 2021). Retrieved from Chinanews.com https://www.chinanews.com/ga/2021/08-11/9541456.shtml  <ul style="list-style-type: none"> ● Provide guidance and feedback on students’ analysis. Examples of arguments are briefly described as follows: <ul style="list-style-type: none"> ➤ Hong Kong provided economic and technical support for the Mainland’s disaster relief and reconstruction work, including education, medical care, infrastructure, etc. ➤ Due to the inseparable bond between the compatriots in Hong Kong and the Mainland, Hong Kong has always come forward and offered support for disaster relief and reconstruction work in the Mainland when our country is in distress, demonstrating the spirit of mutual care and assistance among compatriots. <p>Example 4: Integration of Hong Kong into the country’s economic development</p> <ul style="list-style-type: none"> ● Ask students to read Sources L and M before group discussion and presentation (Appendix 4). Examples of questions for discussion are as follows: <ol style="list-style-type: none"> 1. From Example 4, what positive role have Hong Kong businessmen and enterprises played in the integration into the national development? 2. Based on the previous question, what conditions do these businessmen and enterprises have to enable them to play such a

Lessons	Learning and teaching strategies and sequence
	<p>positive role for the country? Try to explain from the perspectives of “one country, two systems” and Hong Kong’s international connection.</p> <p>3. What opportunities does the country’s continuous development bring to Hong Kong?</p> <ul style="list-style-type: none"> ● Provide guidance and feedback on students’ analysis. Examples of arguments are briefly described as follows: <ul style="list-style-type: none"> ➤ Hong Kong has been promoting the country’s development before and after the handover (such as investment of capital and technology by Hong Kong businessmen to facilitate the development of Pudong, Shanghai) for the sake of mutual benefits. ➤ Under “one country, two systems”, Hong Kong has been given more opportunities for investment and cooperation by the country. And as a cosmopolitan city with a pool of talents and expertise in capital and business management, Hong Kong can help promote the development of the Mainland. <p><u>Summary of the lessons and after-class assignment (10 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute Appendix 5. Invite students to reflect on what they have learnt in the lessons. Then ask students to mark some events on the timeline that demonstrate the close relationship between our country and Hong Kong in chronological order from the perspectives of benefits and contributions of Hong Kong’s participation in national affairs. ● Taking into account students’ learning abilities and needs, prompt students to write their answers on sticky notes and place them at the appropriate places on the timeline. ● Ask students to compare their answers on Worksheet for Pre-lesson Preparation (1) (Appendix 1). This helps students explain what they have learnt in the lessons and clearly demonstrate that the country has been fully supportive of Hong Kong’s development before and after the handover, whereas Hong Kong has been playing an important role in promoting the country’s development. ● Ask students to analyse the reasons for enhancing Hong Kong people’s sense of national identity, based on the examples discussed in class and their own knowledge. Teachers should take this opportunity to encourage students to care more about the country’s development and participate in national affairs.

Appendix 1: Worksheet for Pre-lesson Preparation (1)

Source A

National 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.

Many Hong Kong people have profound feelings of pride for Hong Kong, the land where they were born and raised, for its way of life and culture. On the other hand, Hong Kong is an inalienable part of China and is closely linked with the nation, so an emphasis on local identity and recognition of the unique characteristics and strengths of Hong Kong can also be a driving force for Hong Kong people to promote national development and care for the well-being of the whole nation, as well as enhance their personal sense of national identity. Local and national identities simply represent different levels of recognition and they co-exist and promote each other.

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

Source B

Name of video: “快閃香港：制水與東江水輸港”

Video provider: Radio Television Hong Kong

Date of uploading: 24 March 2021

Video length (language):

4 minutes 7 seconds (Cantonese narrations with Chinese subtitles)

Website:

<https://www.rthk.hk/tv/dtt31/programme/flashbackhk/episode/734365>



Source C: CEPA as a win-win arrangement for both Hong Kong and the Mainland

The Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA) is a free trade agreement signed between the Mainland and Hong Kong in 2003. Taking a building block approach, CEPA has continued to expand in content and scope over the years. Equipped with international exposure, recognised professional qualifications, rich management experience and high quality of manufacturing and services, Hong Kong businesses have been making good use of the CEPA opportunities. At the same time, CEPA also helps attract top-notch Hong Kong professionals to work in the Mainland and enhance the competitiveness of the Mainland's services sectors. For example, a Hong Kong ophthalmic group which has set up a specialised

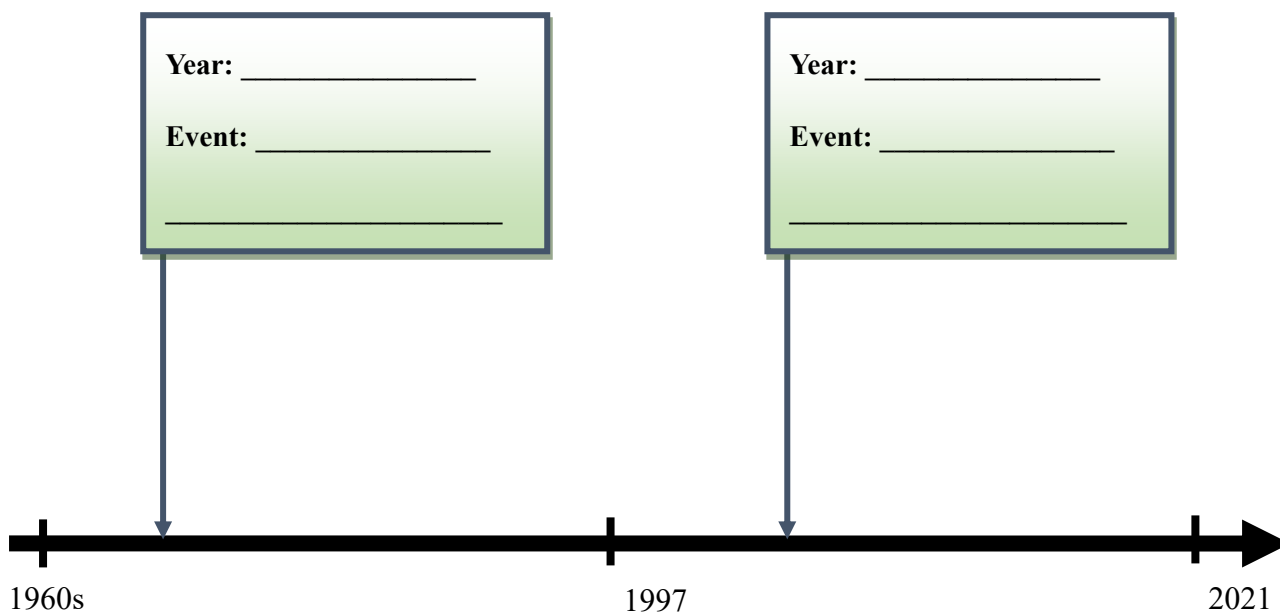
hospital in Shenzhen under CEPA has participated in the training of Mainland medical specialists to meet international standards.

Source: Excerpted from *CEPA Success Stories*, Trade and Industry Department, The Government of the HKSAR, 2017. Retrieved from https://www.tid.gov.hk/english/cepa/press/files/CEPA_success.pdf

(Continued from previous page)

Question for pre-lesson preparation:

1. Based on the examples in Sources B and C, and your own knowledge, mark the events that can demonstrate the close relationship between our country and Hong Kong on the following **timeline**.

**To know more:**

Timeline is a cognitive tool commonly used to arrange activities and procedures in a chronological order. We mark the events on a timeline in accordance with their time of occurrence to facilitate analysis or planning. In particular, for historical events, we often use a timeline to show the progression of incidents. Note that the timeline only illustrates the order of the events but not the causal relationship between the incidents, which is usually more complicated than that can be shown in a timeline.

Source: Personal, Social and Humanities Education Section, Curriculum Development Institute, Education Bureau. (2017). *Resource Package on "The Integrative Use of Generic Skills" (Junior Secondary)*.

Appendix 2:**Example 1: Supply of Dongjiang water and export of fresh produce from the Mainland to Hong Kong**

Source D

In the 1960s, Hong Kong went through a period of water rationing when water was supplied for only four hours in every four days. In 1963, the Governments of Guangdong Province and Hong Kong held several rounds of discussions and reached a consensus on the implementation of the Dongjiang-Shenzhen Water Supply Scheme. The Scheme was approved by Prime Minister Zhou Enlai and granted a special fund by the Central People's Government for its construction works at the end of the year. Meanwhile, large-scale pumping stations, pipelines and tunnels were constructed in Hong Kong to facilitate the distribution of Dongjiang water to various districts over the territory. At present, about 70% to 80% of the water consumption in Hong Kong is met by supply from the Mainland.

To tie in with the development of the city, the Hong Kong Government had requested the Guangdong Provincial Government at different times to increase the quantity of Dongjiang water supply. During these stages of expansion, the Guangdong Provincial Government had also taken the opportunities to improve the Dongjiang-Shenzhen Water Supply System. Nowadays, Dongjiang water is supplied to more than 40 million people living in Hong Kong, Heyuan, Huizhou, Dongguan, Guangzhou, Shenzhen and other cities in the Guangdong Province.

To safeguard the quality of Dongjiang water supplied to Hong Kong, the Guangdong authorities have made continuous efforts to implement a number of water quality improvement works, and to introduce various regulations and administrative measures on the protection of water quality over the years. Once Dongjiang water reaches Hong Kong, its quality is monitored through a comprehensive water quality monitoring programme at the Muk Wu Pumping Station and the water treatment works in Hong Kong. Samples are collected and tested through a series of chemical, physical, bacteriological, biological and radiological examinations. In recent years, the Water Supplies Department of Hong Kong has also pioneered the application of Zebrafish to detect abnormalities in raw water. By closely monitoring the behaviour of Zebrafish in raw water, the Department can quickly spot potential water quality problems and take appropriate countermeasures.

Sources: Excerpted from the following sources

- “快閃香港：制水與東江水輸港”, Radio Television Hong Kong, 24 March 2021. Retrieved from <https://www.rthk.hk/tv/dtt31/programme/flashbackhk/episode/734365>

- *Roving Exhibition for 50th Anniversary of Dongjiang Water Supply to Hong Kong*. Water Supplies Department, The Government of the HKSAR. Retrieved from https://www.wsd.gov.hk/filemanager/en/share/pdf/DJW_Leaflet-e.pdf

Source E: Introduction to the “three express trains”

In response to the demand for supplying an appropriate amount of high-quality fresh produce to Hong Kong and Macao in a balanced and timely manner, in 1962 the country started to run three express trains, numbered 751, 753 and 755 (later changed to 82751, 82753 and 82755), which carried fresh produce, including livestock, poultry, fruits and vegetables every day from Shanghai, Zhengzhou and Wuhan to Hong Kong via Shenzhen. The “three express trains” were commonly known as such because they ran for three times a day to designated places on a regular and timely basis. Hong Kong media often referred the “three express trains” as a “lifeline for compatriots in Hong Kong”, which is similar to an artery linking Hong Kong closely to the Mainland.

To facilitate border clearance, fresh produce of various types would go directly to warehouses along the railway after they had arrived at the port. They would then be disinfected and shipped to Hong Kong in the early hours on the following day. According to statistics, as of 16 June 2010 when the “three express trains” ceased operation, more than 41, 100 trains with over 36 200 wagons had been cleared through Sungang Customs, involving more than 98 million live pigs, 5.8 million live cattle, 7.95 million tonnes of frozen meat, billions of live poultry such as chickens, ducks and geese, as well as countless fruits and vegetables, live fish, aquatic products, dry goods, etc.

Sources: Excerpted from the following sources

- “「三趟快車」見證祖國人民與香港同胞血肉相連”, The Statement Council of The People’s Republic of China, 2 February 2011. Retrieved from http://www.gov.cn/gzdt/2011-02/02/content_1797804.htm

Questions for discussion:

1. From Example 1, how did the country support Hong Kong people in facing and overcoming the difficulties of water and food shortage?
2. What is the role of the Hong Kong Government in continuously improving the quality of Dongjiang water?
3. Why did the media describe the “three express trains” as a “lifeline for our compatriots in Hong Kong”?

Appendix 3: Worksheet for Pre-lesson Preparation (2)

Source F

Name of video: 《香港事·中國心》第五集 〈風雨同舟〉

Video provider: Our Hong Kong Foundation

Date of uploading: 12 July 2021

Video length (Language):

10 minutes 16 seconds (Cantonese and Putonghua narrations)

Website: <https://www.ourhkfoundation.org.hk/zh-hant/node/4361>



Appendix 4:**Example 2: The country's support for Hong Kong in the fight against COVID-19****Source G**

A total of 1.783 million people participated in the 14-day Universal Community Testing Programme for COVID-19 testing. According to the Government of the HKSAR, every person who was tested in the programme contributed to the fight against the epidemic. The programme's timely and smooth operation hinged on the full support of the Central Government by establishing quickly a support team involving 570 members to greatly enhance Hong Kong's testing capability. Moreover, with the aid of the Central Government, a two-storey temporary hospital is under construction at a site near the AsiaWorld-Expo (AWE), and the existing Community Treatment Facility at the AWE was further expanded. All these show the Central Government's deep concern and unreserved support to Hong Kong in the fight against the epidemic.

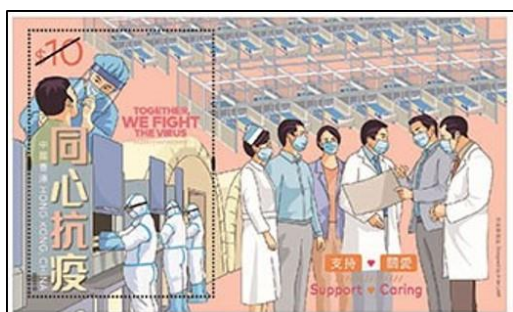
The Government of the HKSAR thanked every member of the support team for their dedication and commitment, working zealously days and nights to provide voluntary virus testing services free-of-charge for all citizens. It also expressed sincere gratitude to the healthcare personnel and students who were responsible for collecting specimens, the serving and retired civil servants who undertook the administrative support duty, as well as the personnel who took up security and logistical work, for their professionalism and dedication in providing high quality and efficient services to the public. The Government of the HKSAR reiterated that with full support of all working staff, the programme was made possible and thereby stop further infections with the disease.

Sources: Excerpted and adapted from the following sources

- *Govt thanks Mainland support team*, News.gov.hk, 15 September 2020. Retrieved from https://www.news.gov.hk/eng/2020/09/20200915/20200915_195822_410.html
- *Universal testing valuable: CE*, News.gov.hk, 15 September 2020. Retrieved from https://www.news.gov.hk/eng/2020/09/20200915/20200915_101941_316.html
- *Hongkong Post to issue "Together, We Fight the Virus" special stamps*, Hongkong Post, 15 December 2020. Retrieved from https://www.hongkongpost.hk/en/about_us/whats_new/press_release/index_id_747.html

Source H

To recognise the unsung heroes across the community and in gratitude for the Central Government's support to Hong Kong's anti-epidemic efforts, Hongkong Post especially issued two stamp sheetlets. One (picture on the right) portrays the unsung heroes who strive to ensure the provision of essential services while fighting against the disease alongside with Hong Kong people. They include the healthcare professionals, research personnel, ambulancemen working hard on the front line, uniformed group members taking care of the quarantine centres, postmen delivering mail containing anti-epidemic materials as well as workers engaging in cleaning and disinfection work. They work in solidarity to safeguard the health of the community.



The other stamp sheetlet (picture on the left) depicts the Central Government's care and attention for Hong Kong. Under the co-ordination of the National Health Commission, the Mainland nucleic acid test support team deployed members from medical units in Guangdong, Fujian, Guangxi, etc. to assist Hong Kong with the Universal Community Testing Programme, who were dedicated to working zealously days and nights at the temporary air-inflated laboratories.

Source: Excerpted from *Hongkong Post to issue "Together, We Fight the Virus" special stamps*, Hongkong Post, 15 December 2020. Retrieved from

https://www.hongkongpost.hk/en/about_us/whats_new/press_release/index_id_747.html

Questions for discussion:

1. How did the country assist Hong Kong in the fight against COVID-19?
2. With reference to Sources G and H, what were the positive values and attitudes displayed by the Central Government, the Government of the HKSAR and different sectors of the society in coping with the epidemic?

Example 3: Hong Kong's support for disaster relief and post-disaster reconstruction in

the Mainland

Source I

After the Wenchuan earthquake in 2008, the Government of HKSAR allocated HK\$9 billion to set up the “Trust Fund in Support of Reconstruction in the Sichuan Earthquake Stricken Areas”, in order to support more than 180 projects in Sichuan, covering education, medical and health care, expressway infrastructure, etc. Professor Lau Chi-pang of the Department of History at Lingnan University said, “Hong Kong was financially stronger than other provinces in the country at that time, so we provided financial support. Technically, Hong Kong technicians were more experienced than their Mainland counterparts, so they were sent to work mainly on infrastructure and reconstruction . In particular, Hong Kong played a significant role in re-opening the expressway linking Wenchuan.” Medical professionals from Hong Kong worked in collaboration with their Mainland counterparts to provide high-tech prostheses and rehabilitation exercises for amputee victims free of charge, many of whom were children and teenagers. The Government of the HKSAR also allocated more than RMB200 million to build the Sichuan-Hong Kong Rehabilitation Center in the Mainland to provide one-stop rehabilitation treatment for the injured. All in all, Hong Kong undertook 190 post-disaster reconstruction projects which included building roads and schools, covering various aspects in education, healthcare and infrastructure.

Name of video: “歷史有話說” video series
Episode 34
“八年援建汶川之役”

Video provider:

Our Hong Kong Foundation

Date of uploading: 10 August 2020

Video length (Language):

2 minutes 10 seconds (Cantonese narrations with Chinese subtitles)



Source: Excerpted from Episode 34 “八年援建汶川之役” of the “歷史有話說” video series, Our Hong Kong Foundation, 10 August 2020. Retrieved from <https://www.ourhkfoundation.org.hk/zh-hant/event/90/%E5%9C%98%E7%B5%90%E9%A6%99%E6%B8%AF%E5%9F%BA%E9%87%91/%E3%80%8A%E6%AD%B7%E5%8F%B2%E6%9C%89%E8%A9%B1%E8%AA%AA%E3%80%8B-%E7%AC%AC%E4%B8%89%E5%8D%81%E5%9B%9B%E9%9B%86%EF%BC%9A%E5%85%AB%E5%B9%B4%E6%8F%B4%E5%BB%BA%E6%B1%B6%E5%B7%9D%E4%B9%8B%E5%BD%B9>

Source J

The family bond between the compatriots in the Mainland and Hong Kong has always been strong. In 1991, when eastern China was hit by severe flooding, the Mainland received domestic and overseas donations of RMB2.3 billion in cash and in kind, of which nearly 40% came from the Chinese in Hong Kong, Macao, Taiwan and overseas.

However, inseparable bond among compatriots is not only displayed in times of disasters. On the day of Hong Kong's return to the Motherland in 1997, a special donation ceremony was held at Kowloon Railway Station, for the "Lifeline Express" Project, which was initiated by Hong Kong people to bring light and hope to cataract patients in poor areas in the Mainland. As of 7 January 2021, the Lifeline Express has served 190 stations in 28 provinces, municipalities and autonomous regions, and cured 214 434 people.

Source: Excerpted and adapted from Episode 5 “香港事·中國心” of “風雨同舟” video series, Our Hong Kong Foundation, 12 July 2021. Retrieved from <https://www.ourhkfoundation.org.hk/zh-hant/node/4361>

Source K

In July 2021, heavy rain devastated many parts of Henan Province, with Zhengzhou being the worst hit. A group of Hong Kong artistes filmed a video to cheer up the victims and wished the disaster would soon be over.

Sources: reference were made to the following sources

- “曾志偉古天樂一呼百應 召集藝人為河南災民打氣”, Sing Tao Daily, 26 July 2021. Retrieved from <https://std.stheadline.com/daily/article/2378989/%E6%97%A5%E5%A0%B1-%E5%A8%9B%E6%A8%82-%E6%9B%BE%E5%BF%97%E5%81%89%E5%8F%A4%E5%A4%A9%E6%A8%82%E4%B8%80%E5%91%BC%E7%99%BE%E6%87%89-%E5%8F%AC%E9%9B%86%E8%97%9D%E4%BA%BA%E7%82%BA%E6%B2%B3%E5%8D%97%E7%81%BD%E6%B0%91%E6%89%93%E6%B0%A3>
- “曾志偉汪明荃等眾香港藝人拍片 為河南受災同胞打氣”, Website of Hong Kong Ta Kung Wen Wei Media Group, 24 July 2021. Retrieved from <https://m.tkww.hk/s/202107/24/AP60fbe5abe4b0c7e5bed878a4.html>

Questions for discussion:

1. Taking the Wenchuan earthquake in 2008 as an example, how did Hong Kong people support the disaster relief and reconstruction work in the Mainland?
2. Why does Hong Kong always take the initiative to provide support when our country is in distress?

Example 4: Integration of Hong Kong into the country’s economic development

Source L: Contributions of Hong Kong businessmen to the development of Pudong, Shanghai

Pudong, Shanghai has transformed from a shoal in the early 1990s to a modern new area today, with traces of “Hong Kong” throughout the process. A number of veteran cadres from the early days of Pudong’s development have profound memories of the contributions of Hong Kong people. On 3 May 1990, Pudong Development Office officially commenced operation. At 8:30 a.m., it received the first visitor, a Hong Kong businessman named Yiu Wai-kuen, who had flown to Shanghai when he heard about the development of Pudong, his ancestral hometown and decided to invest and set up plants there. Since then, Hong Kong businessmen have made leading investment in Pudong, and considerable foreign investments have also flown into the Mainland through Hong Kong.

Hu Wei, incumbent president of Shanghai Public Relations Association, has been working in Pudong for more than 11 years. He was one of the first “veteran developers” coming to construct Pudong and has been in charge of attracting merchants and investment. According to his memories, Hong Kong investors have always been among the top three in terms of the amount of capital and number of projects invested in Pudong, ranking the first for many years. At the same time, Hong Kong businessmen have been transforming and upgrading their investments in recent years, changing gradually from the initial focus on real estates to the areas of finance and modern services.

Source: Excerpted and adapted from “灘塗蛻變新城港人始終伴隨”, 13 November 2020, Wen Wei Po.

Source M: Below are some examples of MTR’s participation in railway construction in the Mainland

- In Beijing, MTR’s associate operates Beijing Metro Line 4 (BJL4), the Daxing Line, the first three phases of Beijing Metro Line 14 (BJL14), and the Northern Section and Middle Section of Beijing Metro Line 16 (BJL16). The Northern and Middle Sections of BJL16 recorded approximately 21 million passenger trips in the first half of 2021. The full-line opening of BJL16 is scheduled for late 2022 at the earliest.
- In Hangzhou, MTR’s associate operates Hangzhou Metro Line 1 (HZL1), the HZL1 Xiasha Extension and Airport Extension, and Hangzhou Metro Line 5 (HZL5). In the first half of 2021, ridership of HZL1 and its extensions increased by 66% to 136 million compared to the same period last year. Besides, the full line of HZL5 commenced operation in April 2020. Total patronage of HZL5 was 87 million in the first half of 2021.

Source: Excerpted from the following sources

- *Annual Report 2020 of MTR Corporation Limited*, “Business Review - Mainland of China and International

Businesses”, p.68.

- *Interim Report 2021 of MTR Corporation Limited*, “CEO’s Review of Operations and Outlook”, p.23-24.

Questions for discussion:

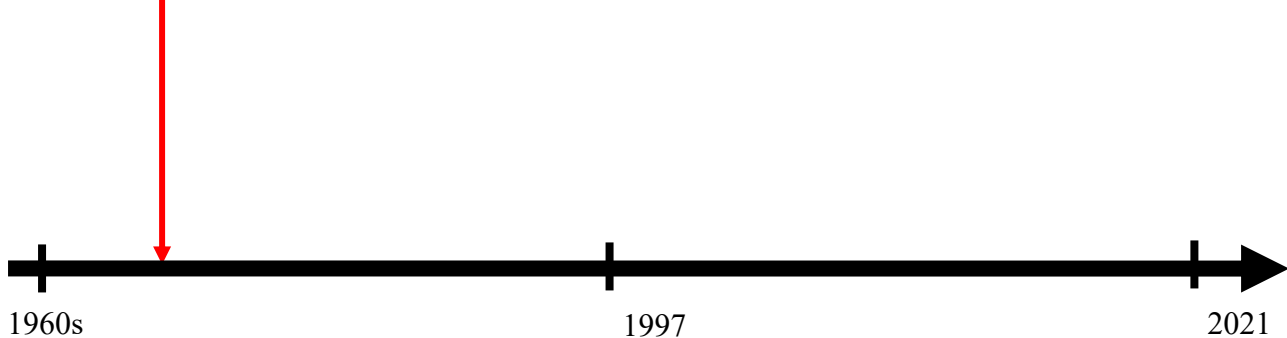
1. From Example 4, what positive role have Hong Kong businessmen and enterprises played in the integration into the national development?
2. Based on the previous question, what advantages do these businessmen and enterprises possess to enable them to play such a positive role for the country? Try to explain from the perspectives of “one country, two systems” and Hong Kong’s international connection.
3. What opportunities does the country’s continuous development bring to Hong Kong?

Appendix 5: After-class Assignment

Questions:

1. With reference to the examples provided in this Worksheet and relevant information collected from the Internet, mark the events that can demonstrate the close relationship between our country and Hong Kong on the following **timeline**. Think from the perspectives of benefits and contributions of Hong Kong’s participation in national affairs.

(Example)
Year: 1963 - present
Event: Joint efforts by the Mainland and Hong Kong to improve the quality of Dongjiang water supply to Hong Kong



2. What are the reasons for enhancing the national identity of Hong Kong people? Explain your answer based on the examples above and your own knowledge.