

Learning Object:

The Basic Law and Multicultural Society in Hong Kong

Brief Introduction

• Sources

The Basic Law, government statistics, teaching resources published by the Education Bureau, academic publications

• Sources format

- text (e.g. articles, novels, lyrics)
- statistics (e.g. surveys, charts and tables)
- graphics (e.g. photos, cartoons)
- audio-visuals (e.g. radios, tape segments, films, animations, videos)
- others: _____

• Sources classification

- case(s)/ incident(s) commentary research summary news summary
- others: Provisions of the Basic Law and relevant teaching resources

• Content Description

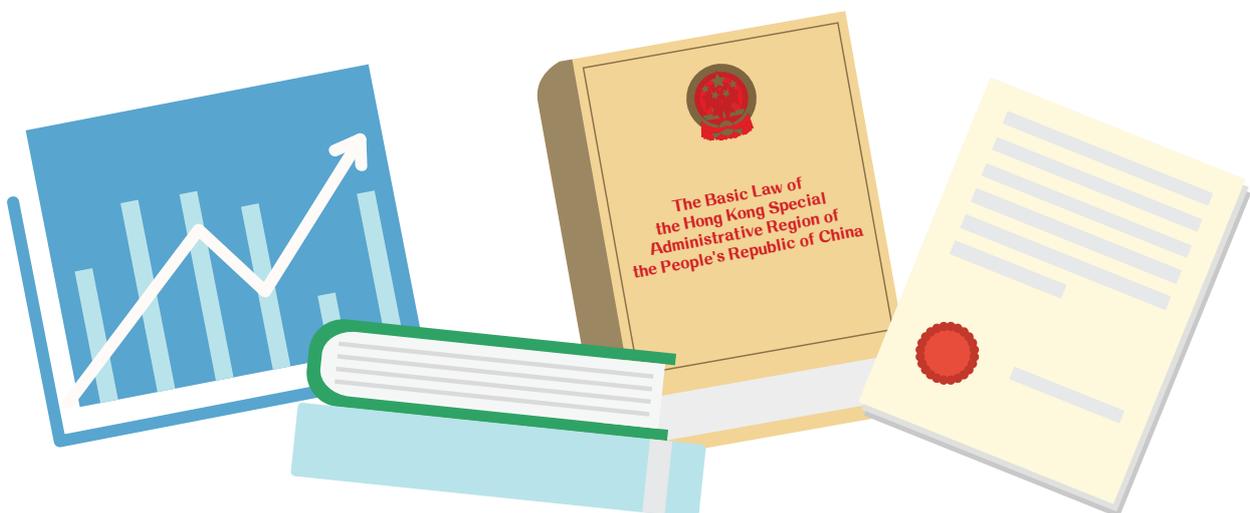
Source A: The relationship between the Basic Law and our daily life. (video clip)

Source B: Two provisions of the Basic Law.

Source C: The significance of diverse culture and the number of ethnic minorities in Hong Kong.

Source D: Religions and festivals in Hong Kong.

Source E: Characteristics of food culture in Hong Kong.



• Instruction for use

1. Background knowledge or relevant concepts that students should have acquired prior to using this Learning Object:
 - Brief understanding of the meanings of “One Country, Two Systems”, the Basic Law, quality of life, multicultural society, etc.
 - Brief understanding of the development of diverse culture in Hong Kong.
 - Pages 32, 33 and 43 of the Liberal Studies Curriculum and Assessment Resource Package provide relevant suggested examples for enquiry for teacher’s reference.
 - In basic education, students should have already taken part in the following learning experiences relevant to this Learning Object. Teachers are encouraged to adjust the depth of content and time allocation flexibly according to their particular situation:
 - Module 2: The physical and human characteristics of the environment of Hong Kong; the relationship between the Central Authorities and the Hong Kong Special Administrative Region (HKSAR); the importance of the Constitution of the People’s Republic of China and the Basic Law of the HKSAR of the People’s Republic of China to Hong Kong residents; the identities, rights and duties of Hong Kong residents etc.
 - Module 3: Similarities and differences in customs and practices of people within the same or from different geographical, cultural, religious and ethnic backgrounds; how cultures have adapted to their changing environments.
2. The aims of the discussion of the issues are mainly for students to:
 - understand the relationship between the Basic Law and our daily life.
 - analyse the development of diverse culture in Hong Kong.
3. Stages to which this Learning Object applies to:
 - Increasing students' interest and motivation for the discussion of the relevant issues.
 - Encouraging analysis and discussion from different perspectives after students have conducted some research on the relevant issues or acquired some knowledge of the background.
 - Summing up the understanding of the relevant issues and concepts before students finish the exploration of the issues.



4. Learning and teaching strategies and catering for learner diversity:
- If students are not familiar with the Basic Law, ask them to browse the following PowerPoint file and the related video (which is embedded on page 18 of the PowerPoint file):
 - 《基本法》的憲制地位、制定和公布過程 (Chinese only)
<http://www.edb.gov.hk/tc/curriculum-development/kla/pshe/basic-law-education/constitution-basiclaw/index.html>
 - Before starting the discussion, ask students some simple questions to bring out the relationship of “One Country, Two Systems” and the Basic Law with our daily life, so as to arouse their interest in learning. For example:
 - Which examples in our daily life show that “One Country, Two Systems” is already implemented in Hong Kong?
 - Why can Hong Kong athletes participate in international competitions under the name of “Hong Kong, China”?
 - The fourth discussion question asks students to propose some suggestions for promoting diverse culture in Hong Kong. It may be deleted if students are less capable.
5. Other points to note:
- This Learning Object is related to and may be used together with the first and the second learning and teaching exemplars in Liberal Studies Curriculum Resources Booklet Series: Hong Kong Today.
 - Enhance students’ understanding of “One Country, Two Systems” and the Basic Law in order to help them develop their national identity.
 - Foster students’ attitude of appreciating and respecting their own culture and other cultures.

"One Country, Two Systems"

Sources related to the topics

- **Relevant Area of Study/ Theme/ Key Questions for Enquiry**

Area of Study: Society and Culture

Module 2: Hong Kong Today

Theme 1: Quality of Life

- How can individuals or organisations contribute to the maintenance and improvement of the quality of life? What are the obstacles to their efforts? Which groups of people are most affected if these obstacles are not removed?

Theme 2: Rule of law and socio-political participation

- In what ways does the rule of law protect rights and promote the observance of responsibilities among Hong Kong residents?

- **Relevant concepts**

“One Country, Two Systems”, the Basic Law, quality of life, multicultural society.

- **Estimated reading time**

12-15 minutes

- **Suggested questions for discussion**

1. Based on the growing experience of Lung Yee in the video in Source A, which aspects reflect the implementation of the Basic Law provisions mentioned in Source B in Hong Kong? (Hints: The hospital where Loong Yee was born and the school which he attends, the religious beliefs of his family members, different religious festivals...)
2. Following the previous question, if the Basic Law provisions were not implemented in Hong Kong, what impact do you expect it would have on the quality of life of Hong Kong people?
3. With reference to Sources C to E and your own knowledge, to what extent do you think Hong Kong is a multicultural society?
4. With reference to the sources, put forward two suggestions (or other numbers of suggestions depending on students’ abilities) to the government to promote the development of diverse culture in Hong Kong.

Readings

Source A

Video clip: “The Growth of Lung Yee”

(Play 00:01-02:39. Cantonese voice-over with Chinese subtitles.)

Source: “Constitution and the Basic Law”, Module 8: Basic Law and Daily Life, the 30th PowerPoint Slide.
Retrieved from <http://www.edb.gov.hk/tc/curriculum-development/kla/pshe/basic-law-education/constitution-basiclaw/index.html>
(Chinese only)

Source B

- Article 137 of the Basic Law: Educational institutions of all kinds may retain their autonomy and enjoy academic freedom. They may continue to recruit staff and use teaching materials from outside the Hong Kong Special Administrative Region. Schools run by religious organizations may continue to provide religious education, including courses in religion.
- Article 141 of the Basic Law: The Government of the Hong Kong Special Administrative Region shall not restrict the freedom of religious belief, interfere in the internal affairs of religious organizations or restrict religious activities which do not contravene the laws of the Region... Religious organizations may, according to their previous practice, continue to run seminaries and other schools, hospitals and welfare institutions and to provide other social services.

Source: *Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China*. Hong Kong: Published by the Constitutional and Mainland Affairs Bureau of the Hong Kong Special Administrative Region Government, March 2015, pp. 43-44.



Source C

A culturally diverse society, or multiculturalism, refers to the acceptance, respect and coexistence of different races, traditions, customs, religions and lifestyles, etc. Many nations today promote cultural diversity, showing respect to people and granting equal rights to people of different ethnic or cultural backgrounds.

Hong Kong is a place of ethnic diversity. According to the 2016 Population By-census, ethnic groups other than Chinese make up about 8% of the total population of Hong Kong (about 580,000 people). All these ethnic groups from all over the world contribute a lot to the integration and symbiosis of Hong Kong's multiculturalism.

Sources: Excerpted and adapted from

1. *Liberal Studies Curriculum Resource Booklet Series: Hong Kong Today*, p. 25. Liberal Studies Web-based Resource Platform. Retrieved from http://ls.edb.hkedcity.net/file/about/related_publications/hk_today_c1.pdf
2. Census and Statistics Department. *Hong Kong 2016 Population By-census - Summary Results*. The web page of Census and Statistics Department. Retrieved from <http://www.statistics.gov.hk/pub/B11200942016XXXXB0100.pdf>

Source D

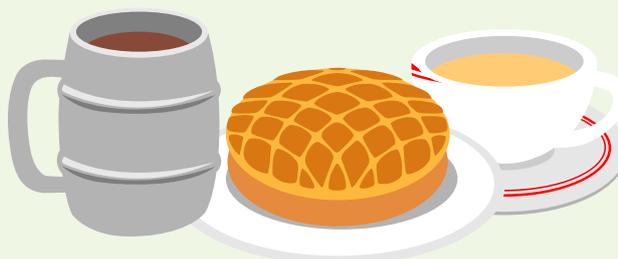
Religious freedom is one of the fundamental rights enjoyed by Hong Kong residents. It is protected by the Basic Law and other relevant legislation. There are different religious groups in Hong Kong, including Buddhism, Taoism, Confucianism, Catholicism, Christianity, Islam, Hinduism, Sikhism and Judaism. All of these groups have a considerable number of adherents. Apart from offering religious instructions, many major religious bodies have established schools and provide health and welfare facilities.

In addition, people in Hong Kong celebrate festivals of different religions and ethnic origins. The local Chinese community usually celebrate five major festivals on the lunar calendar, namely the Lunar New Year, Ching Ming Festival, Dragon Boat Festival, Mid-Autumn Festival and Chung Yeung Festival. The Lunar New Year is certainly the most important of all. Gifts and visits are exchanged among friends and relatives and children receive *lai see*, or “lucky money”. Apart from the above traditional festivals, quite a number of important religious festivals, including Good Friday, Easter, Buddha’s Birthday and Christmas, are also listed as public holidays. Adherents hold special celebration or memorial ceremonies on these occasions.

Source: “Hong Kong: The Facts: Religion and Custom”. The web page of the GOV.HK. Retrieved from <https://www.gov.hk/en/about/abouthk/factsheets/docs/religion.pdf>

Source E

A *cha chaan teng* (lit. “tea restaurant”) is a place where Hong Kong people can enjoy a meal at an affordable price. Against the backdrop of the fast food culture sweeping the globe, *cha chaan tengs* should really be applauded for their diversity of drinks and food. If you want something to drink, you can choose coffee, milk tea, Ovaltine, red bean slush, and even *yuen yeung* (a mixture of coffee and tea, which is not available in foreign restaurants). As for the food, there are various types of sandwiches, pasta, western steak meals, Chinese roasted pork and Chinese congee, noodle and rice dishes. There is even so-called stewed spaghetti, which is a typical example of Western food cooked in the Chinese way and is rarely seen in restaurants in foreign countries. Besides, the egg tarts loved by Hong Kong people can be traced back to restaurants in Guangzhou in the 1920s. They became popular in cake shops in Hong Kong around the 1940s and were later served as part of an afternoon tea set in teahouses. From the above, we can see that the food culture in Hong Kong combines both Chinese and Western elements and it is constantly evolving.



Sources: Excerpted and adapted from the following books and articles:

1. 吳昊 (2000) 香港萬花筒. Hong Kong : South China Morning Post, p.184.
2. 吳燕和 (July 2001). “港式茶餐廳—從全球化的香港飲食文化談起” In 廣西民族學院學報 (哲學社會科學版), 第23卷, volume 4.
3. 白頌麒 (September 2007). “香港「街頭小食」與香港文化認同”. In 文化研究@嶺南, volume 7. Retrieved from http://www.ln.edu.hk/mcsln/7th_issue/feature_04.shtml

Important Note:

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- No person is allowed to duplicate the contents of this document for commercial use.
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