

Learning and Teaching Exemplar : Sense of Belonging to Hong Kong, Affection for the Nation, Holistic View of the World

A. Basic information of the exemplar

- **Topic**

Sense of Belonging to Hong Kong, Affection for the Nation, Holistic View of the World

- **Relevant modules, themes and issues for enquiry**

Module 2: Hong Kong Today; Theme 3: Identity

- To what extent do Hong Kong residents regard themselves as local, national and global citizens? How are their identities shaped? In what ways have their different identities affected their daily lives?
- What is the interrelationship of the multiple identities in the local, national and global context?
- What is the significance of multiple identities to Hong Kong residents?

- **Overall Design Rationale**

The exemplar “Sense of Belonging to Hong Kong, Affection for the Nation, Holistic View of the World” demonstrates the multiple identities of Hong Kong residents, as well as relevant values, attitudes and behaviours. It helps students to develop a sense of belonging to Hong Kong, show affection for the nation, and possess a holistic global view. This aims to bring into play the advantages of the multiple identities of Hong Kong people. As part of the nation, students may reflect upon how they can contribute to Hong Kong, the nation and even the world.

With different information and learning and teaching activities, this exemplar allows students to grasp the significance of the concept “identity”. Personal identity is generally defined according to objective conditions and students could understand and master the concept more easily. Therefore, this exemplar arranges more lesson time for students to study the issue of sense of identity, which involves more subjective and emotional elements. Lessons 1 and 2 in this exemplar start from awareness of identity and then introduce a sense of identity. Video clips and written materials are used for students to understand the process of Hong Kong residents building up their sense of local identity and review how this process has been influenced by developments in the Mainland and Hong Kong. Lesson 3 focuses on the study of national identity, particularly the analysis of national identity among Hong Kong teenagers and ways to enhance their sense of identity. Lesson 4 considers the issues of global citizenship. Students should be able to understand the concept of global citizenship and the qualities required for global citizens. It also suggests how to enhance Hong Kong students’ interest in international events. The exemplar is supported by an extended learning activity, requiring students to read books relating to identity, and to write down their thoughts and comments. This is intended not only to increase their understanding of the teaching issues, but also to create a reading atmosphere and help students develop reading habits.

- **Time required**

4 lessons (40 minutes per lesson), around 160 minutes in total. An extended learning activity is included.

- **Overall design rationale**

Knowledge:

- Significance of identity, as well as the complexity of their implications.
- Factors affecting Hong Kong residents' sense of belonging and sense of identity.
- Hong Kong residents' national identity and ways to promote their national identity.
- Qualities required for global citizens and ways to enhance students' understanding of and concerns about current international situations.

Skills:

- To collect data from different sources and make generalisations.
- To make conceptual observations based on data available in exploring the issues.
- To apply relevant knowledge and concepts in studying contemporary issues.
- To interpret data from different perspectives.
- Impromptu reaction and response to questions.
- To communicate in oral and written expression.

Values and attitudes:

- To adopt an open and tolerant attitude towards other people's views and values.
- To appreciate and respect diversity in cultures and views in a pluralistic society.
- To reflect on and develop their multiple identities, responsibilities and commitments as citizens in their community, country and the world.

- **Basic concepts for application**

“One country, two systems”, the Basic Law, identity, global citizens, quality of life

- **Relevant learning experiences at junior secondary levels**

Having studied various subjects in a range of key learning areas such as Personal, Social and Humanities Education, students at junior secondary level are expected to have a general idea about the historical and current development of politics and society in Hong Kong; the relationship between the Central Authorities and the Hong Kong Special Administrative Region (HKSAR); the identities, rights and duties of Hong Kong residents; the identities of individuals as Hong Kong residents and Chinese citizens; awareness and concern for local, national and global communities; the emergence of a global identity in an interdependent world, etc. If teachers think that students lack basic knowledge, it is recommended that a brief introduction should be made to students before using this exemplar.

B. Design of classroom learning and teaching

Learning and teaching strategies and flow

• Lesson 1-2

Lead-in (around 15 minutes):

- Distribute worksheets for class activities (Appendix 1) and then ask students, “What category do you belong to in terms of identity?” Ask them to answer question 1 on the worksheet. Students may give any answers. For example, some students may claim to be “men of the earth” or “men of the universe”, but they need to explain briefly why, on the worksheet.
- Invite a few students to share their answers and ask other students to pay attention to how these answers reflect the answerers' understanding about identity. For example:
 - ◆ A student may say “Hakka” because he or she can speak the Hakka dialect. This means that the language plays a key role in his or her understanding of identity.
 - ◆ A student chooses “men of the earth” because he or she lives on earth. This means that place of residence is a factor he or she considers important.
- Ask students to complete the rest of the questions. Then invite a few students to report their answer. (Decide the number of presenting students depending on the lesson time).
- Summarise based on students' presentations and their knowledge. For example:
 - ◆ After students finish questions 2 and 3, it is expected that in question 4, most of them will give different answers to the question “Who am I?” in different situations.
 - ◆ According to the explanations given by students, point out that a person will consider different factors when deciding his or her identity. The importance of such factors varies and may have different expressions due to different situations and objects.

Instruction (around 15 minutes)

- Distribute worksheet for instruction (Appendix 2) and teach the basic knowledge related to the concept “Identity” using the Basic Concept. For example:
 - ◆ A person has different identities in different groups. Some identities inherently exist while others are acquired after birth. However, whether inherent or acquired, identities are objective and can be expressed in different ways. Different ways can be used to show or prove that people belong to the same identity.
 - ◆ The sense of identity means that an individual is convinced that he or she shares features with other members of the group to which he or she belongs, and resonates with other members in thoughts and emotions, so as to develop a sense of belonging. The development of identity is a process that consists of subjective emotional elements.

- ◆ Using Source A in Appendix 2, point out that identity and sense of identity are judged according to different factors. The sense of identity consists of subjective emotional elements, not only objective facts. For example, a Chinese-American, despite his or her United States passport, may identify himself or herself as Chinese, not an American from cultural perspective. Numerous factors influence sense of identity, and culture is just one of them. Students argued their identities from different perspectives at the beginning of the class, which involved considerations of the sense of identity.
- ◆ Using Source B and C of Appendix 2, brief students on the definition of Chinese citizens and Hong Kong residents in the Basic Law and explain that this is an example of defining the identity of a person from a legal point of view.

Group discussion and presentation (around 20 minutes)

- Point out that given the unique historical background of Hong Kong, local people have a diversified sense of identity.
- Divide students into groups and distribute worksheets for group discussion (Appendix 3). The discussion consists of two parts. After completing Part 1, students present their work first and the teacher summarises. Then they may go to Part 2.
- Show the video clips in Source A. Please show the two video clips one by one according to the instructions on the worksheet to facilitate students' discussions. After watching the first video clip, discuss question 1. After completing question 1, read Source B and discuss question 2.
- Students present the discussion results. (Decide the number of presenting groups depending on the lesson time).
- Summarise based on students' presentation and teachers' own knowledge. For example:
 - ◆ When it comes to changes in the quality of life, Hong Kong residents lived a poor material life in the 1950s, such as cramped living conditions and serious unemployment of people at the grassroots level. In the video, there are people who do not speak Cantonese. Possibly they are immigrants from places outside Guangdong Province. In the late 1960s, the economy of Hong Kong started to grow and Hong Kong residents saw improvements in their quality of life.
 - ◆ Hong Kong residents who arrived before 1949 mostly came from the Mainland and do not have a strong sense of belonging to Hong Kong. Hong Kong residents born in Hong Kong in the 1960s and 1970s witnessed Hong Kong's economic boom, so these Hong Kong residents have a stronger sense of belonging to Hong Kong.
 - ◆ The development of sense of identity is a self-development process. As a result, the place of residence, local development (for example, economic development has improved the quality of life), lifestyle and habits, and personal growth are all closely linked with the development of sense of identity.

Group discussion and presentation (around 25 minutes)

- Point out that the first part of the group discussion will highlight the sense of identity with Hong Kong of Hong Kong residents between 1950s and 1970s. The Sino-British negotiations on the future of Hong Kong began in 1982, the Sino-British Joint Declaration was signed in 1984 and it was confirmed that Hong Kong returned to China in 1997. Hong Kong residents' sense of identity and their understanding of the relationship between Hong Kong and the Mainland varied due to different external political situations. Since the return to China, Hong Kong people have lived directly within the framework of "one country, two systems" and the Basic Law.
- Show the two video clips in Source C. If lesson time allows, students could be invited to share feelings after watching the video clips. This arrangement is related to subsequent discussion topics and will boost the atmosphere of group discussion. Teachers may select part of the video clips in Source E depending on the lesson time. After watching, students read the sources carefully and discuss the questions.
- Students present the discussion results (Decide the number of presenting groups depending on the lesson time).
- Summarise based on students' presentation and teachers' own knowledge. For example:
 - ◆ The university professor in Source D felt unaccustomed mainly because the objects served by the Chief Executive and the used language revealed the major transformation of his identity, and this change also affected his sense of identity. (Draw students' attention to the politics and language as important factors in developing a sense of identity).
 - ◆ In Source E, some songs reflect the views of Hong Kong residents about the Mainland. For example:
 - ◎ Hong Kong people do not need to distinguish from the Mainland people. All Chinese people should be united, help the world know China, and think about the issue of sense of identity in terms of race, nationality and history.
 - ◎ Due to the economic boom of the Mainland, business opportunities are everywhere. If Hong Kong residents seek development in the Mainland, they can expect great success.
 - ◆ In Source E, some songs convey the strong identity with Hong Kong and the sense of belonging embraced by Hong Kong residents. This is related to when the songs are written. For example:
 - ◎ In the early 1990s, many Hong Kong residents were concerned that the return to China would change their lifestyle and a wave of emigration started. At that time, some songs called people not to immigrate to foreign countries to become "second-class citizens".
 - ◎ In recent years, there have been differing views on issues such as politics and people's livelihood. Thus the Government staged a "*Hong Kong, Our Home* (家是香港)" campaign in 2013, aiming at encouraging solidarity and harmony among citizens. The campaign's theme song conveys the idea that all people should feel united and support one another.

- Teachers are advised to summarise learning and teaching activities in the two lessons from the following two perspectives:
 - ◆ Emphasise that the factors that constitute the sense of identity should be understood from multiple perspectives. After the sense of identity is established, an ‘exclusive mindset’ may appear separating “I” and “you”. Prompt students to empathise and treat others with tolerance and respect.
 - ◆ Point out that with sentiments for their home country, Hong Kong people will care for each other and will help create an environment of mutual respect, mutual acceptance and inclusion. This would be favourable to preserving Chinese culture and enhancing the quality of life.

Arrangement of after-class learning activity (around 5 minutes)

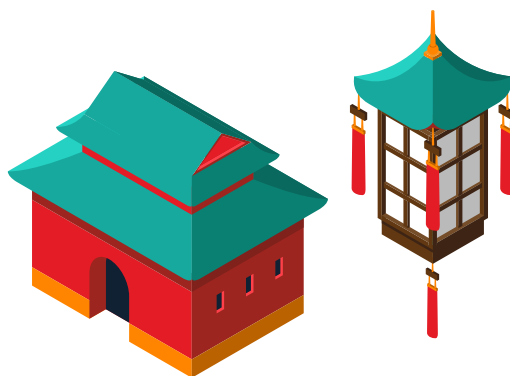
- Distribute after-class assignment (Appendix 4) and ask students to complete after class.
- Ask students to read the basic concepts “Identity”, “Quality of Life”, “One Country, Two Systems” and “The Basic Law” to consolidate learning.
- Distribute worksheet for lesson preparation (Appendix 5). Ask students to answer the questions by following the instructions on the worksheet, and report in the lesson.
- The preparation worksheet lists eight items, one of them determined by students, requiring them to choose two that are likely to raise their sense of national identity. From the images and related text on the worksheet, students may get an overview of the coverage of the items. Tell students that these images are only examples of these items and should not affect their impression of the items. For example, if a student does not appreciate the examples of poems of Tang and Song dynasties in Item 5, this should not affect his or her evaluation of China’s great literary works. If teachers think students might not be familiar with certain items (such as item 6 “Belt and Road Initiative”), either explain them briefly or replace the examples according to students’ conditions.
- Teachers may give hints and let students know that citizens belonging to a country generally possess that country’s national identity. In simple terms, “recognition of national identity” means recognizing and expressing their emotions and sense of belonging to the country.



• Lesson 3

Lead-in and supplement background information (around 18 minutes)

- Check students' preparation work and invite a few students to present. (Decide the number of presentations depending on the lesson time).
- Supplement and summarise what the students have learnt based on their discussion results and their own knowledge. For example:
 - ◆ National identity is a reflection of a person's feelings towards the state and sense of belonging to the state. These may cover different aspects, such as the official language, culture heritage, history, people's livelihood, governance, achievements in different areas, overall national strength and international status.
 - ◆ Different people's senses of national identity are not the same due to differing priorities. Using the worksheet for lesson preparation (Appendix 5), teachers can point out that some students take pride in China's long-standing culture while other students feel proud because China successfully hosted international events.
 - ◆ Emphasise that coexistence and mutual enhancement of national identity and local identity can be achieved.
 - ◆ Suggest to students that the perception of Mainlanders living in Hong Kong towards Hong Kong people and their identity presents another perspective for reflection. Hong Kong people's development of identity may affect other people's feelings and their comments on Hong Kong .
- To enhance students' understanding and remind them of the focuses, consider the following strategies when summarising:
 - ◆ The worksheet requires students to pick out the items, which will raise their sense of national identity. You could ask them to talk about which items (these may not be included in the worksheet) reduce their sense of national identity. They might compare the items with those that improve their sense of national identity to see which items exert greater influence on their overall sense of national identity. Prompt students to pay attention to the fact that in general, positive and negative situations in a country may both affect a person's sense of national identity at the same time; the relative extent of the impact may vary along with different situations and events.
 - ◆ When students mention items with negative effects on their sense of national identity, teachers may prompt students to start from a positive attitude, taking into account the development and current situation of the country to enhance their understanding towards the country.



Group discussion and student presentation (around 17 minutes)

- Divide students into groups and distribute worksheet for group discussion (Appendix 6). Students discuss the data sources on the worksheet carefully and discuss the questions. Students present the discussion results. (Decide the number of presenting groups depending on the lesson time).
- Summarise what the students have learnt based on their discussion results and their own knowledge. For example:
 - ◆ Teachers may evaluate the effect of service learning mentioned in Source A on enhancing national identity, and emphasise that there are multiple ways to understand the country. Learning in class and reading books are important alongside experiential learning. They provide real-life experience for the participants. Both are complementary to each other. If there are any students in the class who have been involved in service-learning activities in the Mainland, or been part of exchange study groups of the Mainland, invite them to share their feelings.
 - ◆ Tell students that national identity lies in individuals' affections, respect and love for the nation, as well as the resulting sense of belonging and corresponding behaviours. For example, many Hong Kong people were excited and cheered for the athletes of China when they achieved good results in international competitions. They also actively made generous relief donations for the natural disasters in China and even took part in the rescue actions in China. These examples illustrate the profound feeling and sentiment for the country. Everyone in the country shares joys and sorrows with each other. Whether teaching liberal studies or other subjects, teachers should encourage students to understand national conditions from different perspectives, adopt a proactive and positive attitude to explore the opportunities and challenges that the country encounters during its development, and build up their sense of national identity through critical thinking.

Arrange after-class learning activity (around 5 minutes)

Distribute worksheet

people (Source A) and awards (Source B) on the worksheet depending on the situation. For the concept "Global Citizens" (Source C), teacher may allow students to read materials and build up their own understanding. It does not matter if they

- are unable to fully grasp the materials because there will be follow-up activities in class. for pre-class preparation (Appendix 7). Briefly introduce the
- Ask students to follow the worksheet instructions and answer the questions. Report in the next lesson.

• Lesson 4

Lead-in and instruction (around 17 minutes)

- Check students' work and invite a few students to present. (Decide the number of presentations depending on the lesson time).
- Summarise what the students have learnt based on their presentations and their own knowledge. For example:
 - ◆ The figures mentioned in the preparation work shared the same concerns, which is, going beyond national boundaries. Their work is not something individuals can shoulder independently, so they try to magnify the impact and role of their efforts by setting up foundations and voluntary teams, or joining non-governmental organisations.
 - ◆ Students may briefly explain that the figures they have chosen bear civic responsibility for the global community and link the explanation to "International horizons, knowledge and capabilities" stated in Source C on the worksheet.
- If there are any students in the class who have joined voluntary services or activities of non-governmental organisations, invite them to share their experience and feelings.
- Distribute reference materials for instruction (Appendix 8). Using the basic concept "Global Citizens", worksheet for lesson preparation (Appendix 7) and their own knowledge, explain to students the relevant basic knowledge. For example:
 - ◆ The concept of global citizenship appeared as early as ancient Greek times, but in the current era of globalization, we need to take civic responsibility for the global community (Source C, Appendix 7). However, global citizenship is not an identity defined and recognised by law, so it can only be considered as the responsibility that an individual is willing to take for the world.
 - ◆ When it comes to global citizenship, an individual's self-identification alone is not enough. It should be combined with emotions and values, knowledge and skills, and actions. Teachers may cite figures and their deeds to show how they carried out the concept of global citizenship through different participatory actions (Source A, Appendix 8). Teachers may use the historical events of people (Source A, Appendix 7) to explain that they put the concept "global citizens" into practice.
 - ◆ Cultivate students' qualities required for global citizenship through global citizenship education, which has become a trend in international education (Source B, Appendix 8).
- Play video clips (Source C, Appendix 8) and encourage students to realise that they can keep an eye on global major events through various channels even as secondary school students, and even participate in activities relating to global citizenship as far as they are able.

Group discussion and student presentation (around 20 minutes)

- Divide students into groups and distribute worksheet for group discussion (Appendix 9). Students read different sources on the worksheet and discuss the enclosed questions.
- Students present the discussion results (the number of presentations varies depending on the lesson time).
- Summarise based on students' presentation and teachers' own knowledge. For example:
 - ◆ According to the sources, Hong Kong students have inadequate awareness of and response to international events. Their knowledge, skills, attitudes, and participation are not regarded as satisfactory. Students may turn to their learning and personal experience, the rationale of curriculum design in Hong Kong, and their observations of Hong Kong young people's social and political involvement to show whether they agree with what is mentioned in the materials.
 - ◆ Students can give advice on how to raise Hong Kong students' awareness of international events by referring to curriculum design, learning and teaching activities in class, daily contacts and activities they participated in, and provision of teacher training.
- Summarise the entire issue. For example:
 - ◆ Point out that Hong Kong residents possess different identities that are local, national and global. Among these identities, some are clearly defined by law, such as "permanent residents". In contrast, other identities, such as "global citizens", are just subjective identities rather than identities defined and recognised by law.
 - ◆ Identities of different levels are influenced by numerous considerations, not only objective circumstances but also subjective emotional elements. Moreover, each individual holds different senses and degrees of identity.



Arrange after-class learning activity (around 3 minutes)

- Distribute after-class assignment (Appendix 10). The assignment comprises four parts, requiring students to use different forms (writing stories, creating poems, writing new lyrics for old songs and designing emblems) to reflect on their learning experience relating to global citizenship or to express their understanding of this concept. Students only need to select one from them. The four parts are designed to cater to the needs of students with different learning styles and competence so that they can choose an ideal way to express their views.
- Students should read the materials of the basic concept “Global Citizens” after class to consolidate learning.

• Extended learning activity

- Ask students to finish the extended learning activity (Appendix 11) during long holidays. As well as boosting students' understanding of the identity of Hong Kong people, this activity will also promote reading in school.
- Appendix 11 lists eight books with different lengths and levels of difficulty, and perspectives for observing and commenting on the identity. Teachers may guide students to read these books according to their own understanding and the conditions of students. If necessary, consider designing reading worksheets to help students understand the contents of the books and write book reviews or comments.



Appendix 1: Worksheet for Instruction

1. As far as identity is concerned, I am _____ because _____

2. Suppose you met a friend from Shanghai not long ago. When he introduced himself, do you think he would say he was from Shanghai or China? Why?

I expect him to say he was from _____ because _____

3. Some may say that “In the eyes of foreigners, we are Chinese, no matter whether we are from Hong Kong, Guangzhou, Shanghai or Beijing.” Do you agree? Why?

4. Would you give different answers to the question “Who am I?” in different situations? Why?

Appendix 2: Worksheet for Class Teaching

Source A

The identity of a person can be judged by objective conditions, such as origin, colour, place of birth, legal status and nationality. Some of these conditions constitute facts that cannot be changed. Other conditions, such as nationality, can be changed but such changes should follow legal and administrative procedures. In comparison, identity relates to personal experience, belief or political orientation and many other inclinations, and cannot rely solely on objective factors.

Source: Excerpted and adapted from 鄭宏泰、尹寶珊 (2014). “香港本土意識初探：身份認同的社經與政治視角”. In 港澳研究, volume 3.

Source B

Where a Hong Kong resident is of Chinese descent and was born in the Chinese territories (including Hong Kong), or where a person satisfies the criteria laid down in the Nationality Law of the People's Republic of China for having Chinese nationality, he is a Chinese national.

Source: The Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China. (July 2012)(See Instrument 15). Hong Kong: Constitutional and Mainland Affairs Bureau, HKSAR Government, p.75.



Source C: Article 24 of the Basic Law

Residents of the Hong Kong Special Administrative Region (“Hong Kong residents”) shall include permanent residents and non-permanent residents.

The permanent residents of the Hong Kong Special Administrative Region shall be:

- (1) Chinese citizens born in Hong Kong before or after the establishment of the Hong Kong Special Administrative Region;
- (2) Chinese citizens who have ordinarily resided in Hong Kong for a continuous period of not less than seven years before or after the establishment of the Hong Kong Special Administrative Region;
- * (3) Persons of Chinese nationality born outside Hong Kong of those residents listed in categories (1) and (2);
- (4) Persons not of Chinese nationality who have entered Hong Kong with valid travel documents, have ordinarily resided in Hong Kong for a continuous period of not less than seven years and have taken Hong Kong as their place of permanent residence before or after the establishment of the Hong Kong Special Administrative Region;
- (5) Persons under 21 years of age born in Hong Kong of those residents listed in category (4) before or after the establishment of the Hong Kong Special Administrative Region; and
- (6) Persons other than those residents listed in categories (1) to (5), who, before the establishment of the Hong Kong Special Administrative Region, had the right of abode in Hong Kong only.



The above-mentioned residents shall have the right of abode in the Hong Kong Special Administrative Region and shall be qualified to obtain, in accordance with the laws of the Region, permanent identity cards which state their right of abode.

The non-permanent residents of the Hong Kong Special Administrative Region shall be persons who are qualified to obtain Hong Kong identity cards in accordance with the laws of the Region but have no right of abode.

* Refer to “The Interpretation by the Standing Committee of the National People's Congress of Articles 22(4) and 24(2)(3) of the Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China” (Adopted at the Tenth Session of the Standing Committee of the Ninth National People's Congress on 26 June 1999) (See Instrument 17) (For details, please refer to p.83-85 of the source below)

Source: The Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China. (July 2012). Hong Kong: Constitutional and Mainland Affairs Bureau, HKSAR Government, p.7.

Appendix 3: Worksheet for Group Discussion

Part 1: Discussion Materials

Source A

Video: “光影中的香港（1941-1969）”

(Please watch from 3:56 to 5:07 ; 8:34 to 9:30)

Website: <https://www.youtube.com/watch?v=I3JM918JrRo>

Source B

Many scholars of local culture and identity coincidentally agree that Hong Kong is a society composed of immigrants. Before 1949, people could freely move across the border between the Mainland and Hong Kong almost without any restriction and the borders were also unclear. It was common that people from the Mainland came to Hong Kong to do business, or residents of Hong Kong returned to their hometowns to visit their relatives in the Mainland on important days. Most immigrants in Hong Kong earned a living in Hong Kong, and then remitted money back to their homes to support their families, buy land or build houses. Therefore, Hong Kong is regarded as “a transient place away from home” where they stayed only a short span of period. In their later years, they would choose to leave this place and return to their hometown to spend the rest of their life.

The economic boom of Hong Kong in the 1960s and 1970s was accompanied by the emergence of a local population. Remarkably different from the generation of refugees, the new generation who were born locally received education in schools, played ball games on the courts provided by the Government and watched entertainment programmes for free at home. This sense of co-presence and community contributed to the establishment of their identity and a clear distinction appeared between the Chinese and Hong Kong people. Undoubtedly, the generation of people growing up in Hong Kong after the War shared many similarities in life, work, entertainment, and recreation, which had a direct impact on Hong Kong people's self-identity. The newly-born generation had no knowledge and feelings about China. Coupled with negative reporting on China by the mass media, the new generation defined their identity as “Hong Kong people” more than “Chinese”.

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

1. 鄭宏泰、黃紹倫 (2004) 香港身份證透視. 香港：三聯書店，p.140.
2. 鄭宏泰、黃紹倫 (2002) “香港華人的身份認同：九七前後的轉變” In 二十一世紀 Volume 7.
Retrieved from <http://www.cuhk.edu.hk/ics/21c/supplem/essay/0207038.htm>

Part 1: Discussion Questions

1. As shown in the first video clip in Source A (3:56-5:07), how was the quality of life of Hong Kong people in the 1950s? What examples can display the lives of immigrants from the Mainland in Hong Kong at that time? What changes can be seen in the quality of life of Hong Kong people in the 1960s from the second video clip (8:34-9:30)?

2. As shown in the first video clip in Source A (3:56-5:07), how was the quality of life of Hong Kong people in the 1950s? What examples can display the lives of immigrants from the Mainland in Hong Kong at that time? What changes can be seen in the quality of life of Hong Kong people in the 1960s from the second video clip (8:34-9:30)?

Part 2: Discussion Materials

Source C

Video clip 1: “香港回歸交接儀式” (Please watch from 6:27 to 9:00)

Website: https://www.youtube.com/watch?v=C_aPZGS3CH4

Video clip 2: “第一任香港行政長官宣誓儀式” (Putonghua voice-over)
(Video length: 1 minute 24 seconds)

Website: <https://www.youtube.com/watch?v=gYg85k2gz24>

Source D: A university professor recalled how he felt at the inauguration of the first Chief Executive of the HKSAR.

I was born in Guangzhou and then moved to Hong Kong with my family in the late 1940s when I was two years old. Since then, I have been studying and working in Hong Kong. On the day of returning to China, when Tung Chee-hwa was sworn in as the first Chief Executive of the HKSAR on stage, I felt a bit unaccustomed. When the Hong Kong Governors of the last two terms took office, I was also honoured to attend the ceremony. The oath administrator was the Judge at that time owing allegiance to Queen of the United Kingdom. The Chief Executive pledged allegiance to the People's Republic of China and the English language used in the ceremony was replaced by Putonghua. By then, I started to realise that my identity had changed.

Source: Excerpted and adapted from 周永新. (2015). 香港人的身份認同和價值觀. Hong Kong: Chung Hwa Book, p.8.



Source E

Some well-known pop songs written since the 1980s and 1990s reflect the mentality of Hong Kong people before and after the return of Hong Kong to China as well as their recognition of local and national identities. *Hong Kong is My Heart* (we are on the same boat) “香港是我心（同舟共濟）”, *Chinese* “中國人” and *Queen's Road East* “皇后大道東” vividly depict the discomfort and concern of Hong Kong people about the return to China in 1997. The outbreak of the SARS epidemic in 2003 and the subsequent financial crisis plunged the whole society into a terrible mood. A significant number of renowned song writers created songs in the hope of uniting Hong Kong people or taking depression relief as themes. The song *Hong Kong Heart* “香港心” aiming to fight against SARS is an example. Attracted by the Mainland's economic boom, many Hong Kong people flooded to the Mainland to look for jobs. The pop song *Hong Kong Tsai* “香港仔” expressed the minds of Hong Kong people. The pop song *Sail On* “同舟之情” was the theme song of the *Hong Kong, Our Home* “家是香港” campaign in 2013, symbolising that Hong Kong people were on the same boat, encouraging and helping each other.

These show that pop songs are one of the important products of mass culture. The study on lyrics of pop songs in different ages can let us gain insight into the lives of Hong Kong people at different times and their views on identity.

The following are excerpts from the lyrics of pop songs referred to earlier:

- 「香港是我家 怎捨得失去它 實在極不願 移民外國做二等公民」〈香港是我心（同舟共濟）〉
(video website: https://www.youtube.com/watch?v=LSRLHBI_P-E)
- 「五千年的風和雨啊 藏了多少夢 黃色的臉黑色的眼 不變是笑容 手牽着手不分你我 昂首向前走 讓世界知道我們都是中國人」〈中國人〉
(video website: https://www.youtube.com/watch?v=_7r-bt2w6gM)
- 「這個正義朋友面善又友善 因此批准馬匹一週跑兩天…… 知己一聲拜拜遠去這都市 要靠偉大同志搞搞新意思」〈皇后大道東〉
(video website: <https://www.youtube.com/watch?v=KUzrp5MzZII>)
- 「似應戰要應變合作還合群 香港心 顆顆打滿分」〈香港心〉
(video website: <https://www.youtube.com/watch?v=y3DtwcxAK6M>)
- 「貿易巨大效應 服務業又大勝 地大物博定要遠征」〈香港仔〉
(video website: <http://www.tudou.com/programs/view/uYf0fxOka14>)
- 「交織了笑和淚 這小島走下去 獅子山中見證人群裏 失散團聚 一家親親到有時矛盾 不必以敵人自居」〈同舟之情〉
(video website: <https://www.youtube.com/watch?v=q1LG826einA>)

Sources: Extracted and adapted from the following articles:

1. “香港流行曲歌詞中的「香港」本地意識” by 朱耀偉 In 吳俊雄、張志偉編 (2001) 《閱讀香港普及文化1970-2000 (修訂版)》 Hong Kong : Oxford University Press, P.255.
2. “《同舟之情》唱出香港精神”. Retrieved from <http://www.chinanews.com/ga/2013/06-30/4984450.shtml>

Part 2: Discussion Questions

1. With reference to Sources C and D, why did the university professor in Source D feel unaccustomed? What change in his identity did he realise?

2. Referring to Source E and your own knowledge, discuss the following questions:
 - A. How do the pop songs in Source E convey the views of Hong Kong people about the Mainland? Select two of them and explain. Do you agree to the views they convey? Why?

B. How do the songs in Source E describe people's sense of local identity? Choose two of them (at least one should be different from the songs chosen in Question A) and refer to the time when the songs were composed (or other factors) to illustrate why there was such a sense on local identity.



Appendix 4: After-class Assignment

Read the self-description of the three Hong Kong residents below and answer questions.

Ms. A	I was born in the mid-1980s. As a Chinese, I was born and grew up locally in Hong Kong. Frankly speaking, I was not exposed too much to the British colonial influence before the return, and I spoke English with a strong Hong Kong accent. Despite Hong Kong's return to China, I still know little about Chinese culture and cannot speak fluent Mandarin, so it is hard for me to cultivate a sense of identity, just like a "rootless" freak.
Mr. B	I came from Canada, and have worked and lived in Hong Kong for 43 years. My children have lived in Hong Kong since birth and have only visited relatives in Canada a few times. I don't have black hair or yellow skin. But living in Hong Kong and developing my career here, I have fully adapted to the lifestyle in Hong Kong. Therefore, I regard myself as part of the Hong Kong people, and Hong Kong as my home.
Mr. C	I am a Pakistani, but I was born and educated in Hong Kong, and can speak fluent Cantonese. I hold a permanent HKSAR identity card, but I am not eligible to apply for an HKSAR passport* in accordance with the Basic Law, which has greatly impaired my sense of local identity. Lots of people say that the HKSAR passport is just a travel document to facilitate travelling or working overseas, but I don't agree with such a simple argument because it is a symbol of our identity, showing that we are Hong Kong residents.

* According to Article 154 of the Basic Law, "The Central People's Government shall authorize the Government of the Hong Kong Special Administrative Region to issue, in accordance with law, passports of the Hong Kong Special Administrative Region of the People's Republic of China to all Chinese citizens who hold permanent identity cards of the Region..." As Mr. C is not a "Chinese citizen" defined in the provisions, he is not entitled to a HKSAR passport.

Source: The experience of the above three people are based on dialogues with the interviewees in the RTHK programme "Hong Kong Stories: 何來香港人". (Broadcast date: 22 September 2014)

Questions

- According to the source, what factors did the three people take into account in considering their identity?
- Based on the previous question, which factor do you think is most important in shaping a person's identity?

Intention of Assessment

Assessment Focus

The source gives self-description of three people of different races but all living in Hong Kong. Students are expected to analyse the factors in affecting the sense of identity of the three people, and then justify the most important factor that shapes a person's identity from their own understanding. Students need to express their views using different facets of identity. For the assessment focus of students' enquiry skills, students should be able to demonstrate skills like interpreting textual data, analysing factors and evaluating importance.

Expected Student Performance

- Knowledge
 - For question (a), according to the self-description, Ms. A selected culture and language in considering her identity, thinking that she lacked an in-depth understanding of Chinese and British cultures, and was not fluent in English and Mandarin even though she was born and brought up in Hong Kong. She therefore felt puzzled about her origin. Mr. B took place of residence (a geographical factor) in considering his identity, thinking that he has lived in Hong Kong for a long time, is now working here, and has adapted to the local lifestyle. Mr. C took legal definition in considering his identity, believing that it is very important to possess a passport to show one's nationality because a passport involves extensive relevant rights and facilitates travelling or working overseas.
 - For question (b), students should select one factor among the factors that can most affect one's sense of identity from the three factors listed in Question (a): culture and language, place of residence and legal definition. Whichever factor they choose, students should make an argument and give specific examples to support their views and apply the implications of the concept "identity" to assist their explanations. For example, if he or she thinks culture is the most important factor, he or she should argue that culture can help establish common values in a community, and cultivate a sense of being part of that community. Culture is thus conducive to establishing a sense of identity among community members.
- Skills
 - Analysing the factors related to identity from the source with the application of knowledge and concepts.
 - Extracting and interpreting the key messages of the textual source with the support of relevant examples.
 - Comparing the importance of various factors from multiple perspectives, choosing the most important one.

Appendix 5: Worksheet for Lesson Preparation

Which two of the following eight items (You may provide Item 8) can most enhance your sense of national identity? List them in the table on the next page and explain.

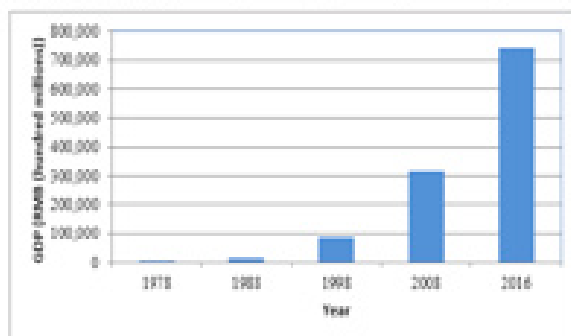
Note that the pictures below the items are only examples for these items. In addition, in this activity, students only need to list two items and provide explanations, rather than comparing them with other items or prioritising them by their importance.

Item 1: China's achievement in science and research	Item 2: China hosting international events
 <p>屠呦呦昨领 国际医学大奖 发现的青蒿素 挽救了数百万人的生命</p>	 <p>Beijing 2008 EXPO 2010 SHANGHAI CHINA</p>
Item 3: China's major historical events	Item 4: China's cultural heritage
 <p>70周年 抗戰勝利</p>	
Item 5: China's famous literature	Item 6: China's participation and contribution in international affairs
 <p>唐詩宋詞</p>	 <p>各国经济繁荣 一带一路 区域经济合作 丝绸之路经济带 21世纪海上丝绸之路</p>

Item 7: Economic achievement since reform and opening-up

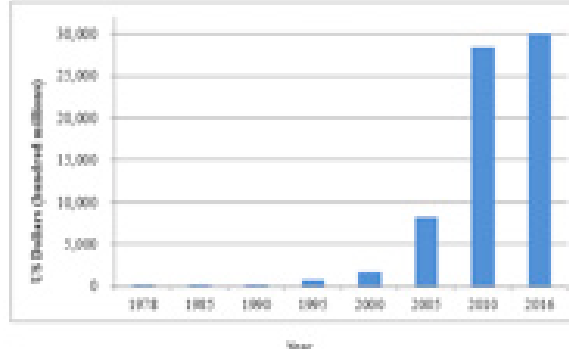
Changes of GDP and GDP per capita in China (1978-2016)

Year	1978	1988	1998	2008	2016
GDP (RMB (hundred millions))	3,650	15,101	84,883	316,751	744,127



Changes in foreign-exchange reserves in 1978-2016

Year	1978	1985	1990	1995	2000	2005	2010	2016
US Dollars (hundred millions)	1.67	28.44	110.93	735.97	1,655.34	8,188.72	28,479.38	30,185



Sources:

- Item 1: 中國日報新聞網. Retrieved from http://www.chinadaily.com.cn/micro-reading/china/2015-10-06/content_14235103.html
- Item 2: 搜狐網. Retrieved from <http://sports.sohu.com/00/07/news211770700.shtml>
- Item 3: The web page of RTHK. Retrieved from <http://news.rthk.hk/rthk/ch/news-feature/news-feature-detail.htm?nfid=261>
- Item 4: The photo was taken by the resources developer
- Item 5: 搜狗網. Retrieved from <http://baike.sogou.com/v850442.htm>
- Item 6: 人民網. Retrieved from <http://finance.people.com.cn/n/2015/0409/c1004-26816844.html>
- Item 7: National Bureau of Statistics of the People's Republic of China. (Data : Annual Data) Retrieved from <http://www.stats.gov.cn/tjsj/>. The 2 graphs can also be found in the Liberal Studies Curriculum Resources Booklet Series - Modern China, p.71-72.

The items below are provided by students

Item 8 (please specify):

Stick photos relating to the item in the box or draw pictures by yourself.

Describe the two items that can enhance your sense of national identity most in the following table:

The first item is_____because...

The second item is_____because...

Appendix 6: Worksheet for Group Discussion

Source A

As a philosophy and practice method combining learning and teaching, “service learning” allows students to learn and grow through active involvement in organised services and systematic reflection. The practice will help students effectively acquire knowledge and experience that almost certainly cannot be gained in class.

Service learning also enables students to gain deeper insight into their national identity. Students can better understand our nation, including its geography, climate, land and resource distribution as well as its culture, folk customs, people’s livelihood and current situation. Through personal visits, service offering, and contacts and exchanges with the public, students are able to further strengthen their sense of national identity and their deeply-rooted emotions as described by “I am Chinese”.

Source: Excerpted and adapted from Moral, Civic and National Education, Education Bureau. “服務學習與國民身份認同” Retrieved from http://www.edb.gov.hk/attachment/tc/curriculum-development/4-key-tasks/moral-civic/newwebsite/servicelearning/service_national.doc



Questions for Discussion:

1. With reference to Source A, to what extent do you agree that service learning allows students to experience their own national identity more profoundly?

Appendix 7: Worksheet for Lesson Preparation

Read the following sources and watch the relevant video clips. Answer the questions.

Source A



Hello, I'm Bill Gates, I am a U.S. entrepreneur and also a software engineer. My fortune has come out top. In 1996, my wife and I established the Bill & Melinda Gates Foundation to work towards reducing the uneven distribution of resources and improving the life of human beings. I devote myself to charity work because the poverty of Africans really shocked me when I travelled there with my wife and other people in the past. This prompted me to establish the Bill & Melinda Gates Foundation which endeavours to improve the health of poor people in the least developed countries, allowing those infected with diseases such as AIDS and pulmonary tuberculosis to be treated by medication. We know that health problems make people poorer, and poverty will in turn worsen people's health. We hope to stop the vicious circle which force people to live with illness and in poverty.

Source: Excerpted and adapted from Personal, Social and Humanities Education (PSHE) Section (2010). "Core Module 29: Global Citizenship and Humanitarian Work" *Learning and Teaching Materials of the Research and Development Project on the Life and Society Curriculum Resources*, P.5.

Source B

The Hong Kong Humanity Award is co-organized by the Hong Kong Red Cross (HKRC) and Radio Television Hong Kong (RTHK). Launched in 2007, it is the very first award of its kind in Hong Kong. It aims to pay tribute to those who live up to and put into practice the spirit of humanity. In recognition of awardees, more people will learn about the universal value of humanity and will be motivated to join the humanitarian force. The following videos introduce two of the winners:

Video 1 : "香港人道年獎2015得獎者：趙汗青醫生" (Video length: 1 min 51 s)

Website: <https://www.youtube.com/watch?v=hrMx7aNR7Ow>

Video 2 : "香港人道年獎2013得獎者：麥耀陽先生" (Video length: 2 min 8 s)

Website: <https://www.youtube.com/watch?v=YHeVsA2MdTO>

Source: Excerpted and adapted from "香港人道年獎2015". The web page of Hong Kong Awards. Retrieved from <http://www.hongkongawards.com/award/detail/233>

Source C

The concept of global citizenship was first proposed by Stoicism philosophers from ancient Greece. The scholars of this school pointed out that each of us belongs to two social communities at the same time: one is the place where one grows while the other is the universal human community. In other words, each of us is not only a citizen of a specific country, but also a citizen of the same world. But in an era of globalization, a global citizen should not only possess international perspective, knowledge and capabilities, but also the willingness to shoulder civic responsibilities for the global community.

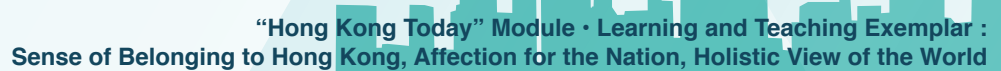
Source: Excerpted and adapted from 張魯寧 (2009). “世界公民觀念與世界公民教育” In 思想理論教育 Volume 20.

Questions for lesson preparation:

1. What are the concerns of Bill Gates and the two winners of the Hong Kong Humanity Award? What efforts have they made to these? Explain briefly by completing the following table in point form:

Bill Gates	
Dr. Chiu	
Mr. Mak	

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. In the bottom right corner, there is a light blue triangular graphic element pointing towards the center. The overall appearance is that of a clean, unused piece of stationery or a template for writing.



Appendix 8: Reference Materials for Instruction

Source A

Global citizens should have the qualities of understanding the world, respecting diversity, upholding universal values, and caring about and participating in global affairs to assist the development of the world.

1. Understanding the world: Global citizens should care about events that take place around the world to understand the living conditions of different people and the problems facing them.
2. Respecting diversity: We should respect the diversity between different cultures, accept diverse cultures, and ensure that people from different cultural backgrounds can get along harmoniously.
3. Upholding universal values: As global citizens, we should uphold universal values such as justice, equality, freedom and human rights to ensure that people from different parts of the world are treated fairly to improve the lives of human beings.
4. Caring about and participating in world affairs: Starting from oneself, a global citizen has a responsibility to actively participate in and care about global affairs. One should encourage oneself and others to care about the people around us.

Source: Extracted and adapted from Personal, Social and Humanities Education (PSHE) Section (2010). "Core Module 29: Global Citizenship and Humanitarian Work" *Learning and Teaching Materials of the Research and Development Project on the Life and Society Curriculum Resources*, P.8.

Source B

The purpose of Global/World Citizenship Education is to cultivate citizens from different countries into global citizens, guiding them to understand the world, assume civil responsibility as members of the global village, and master relevant knowledge, abilities and values. The primary goals of Global/World Citizenship Education are to develop young people's global perspective, and encourage them to care about local, national and global poverty and development issues, and to bear the civil responsibilities for the global community, to devote themselves to eradicating poverty, and to create a world of justice, peace and sustainable development. Global/World Citizenship Education has become an international trend in the education arena.

Source: Adapted and excerpted from 宋強 (2015). "誰來賦予我們「世界公民」資格？----世界公民教育的合理性反思". In *Studies In Foreign Education*, vol 3.

Source C

Video: “中學特備節目：世界公民” (Please watch 17:45-19:41)(Chinese only)

Website: <https://www.youtube.com/watch?v=BSiKETpPZHc>

Appendix 9: Worksheet for Group Discussion

Source A

Since the beginning of the 21st century, the curriculum of schools and colleges in Hong Kong have displayed more international perspectives. These include appreciating human civilisations and the diversity of the world, and understanding the concepts of the global village, global citizenship and the rights and responsibilities of individuals in the world. Students are asked to discuss and analyse global events, such as the environment, peace, and allocation of international resources. Yet, research studies have shown that students in Hong Kong are not very enthusiastic about international events, cultures of other countries or donations to needy people in different parts of the world. Some students admit that they lack interest in international events, but they are fans of football games of many European countries and NBA games.

Source: Excerpted and adapted from 劉麗娟 (2010). “借鑒與啟示：香港和上海的公民教育比較”. In 現代教育論叢, Volume 12.

Source B

From January to March 2013, the Chinese YMCA of Hong Kong conducted a survey to discover how much Hong Kong students knew about the concept of global citizenship, and their capabilities and actions in this regard. The survey was carried out among eight youth service units under the YMCA, and 17 secondary schools. 3,459 questionnaires were collected. The survey found that young respondents did not perform as well as expected in terms of their understanding of the qualities of global citizens. 52% of respondents regularly make donations to the poor, while only 32% often or occasionally participate in poverty-relief campaigns. Young people were relatively poor in international knowledge and responsiveness to global issues, and lacked knowledge of world history and the development background of different countries. Some 30% did not know how to respond to the poverty and labour issues, nor to religion, gender and racial inequalities. 73% never or rarely submitted their comments on environmental protection and poverty alleviation to the Government.

Source: Excerpted and adapted from “關心社會 青年少講少做”, 21 April 2013, Hong Kong Daily News.

Source C: Seven Learning Goals of the Senior Secondary Curriculum Framework

(seven learning goals in total, two of which are below)

The Senior Secondary curriculum framework is designed to enable students to attain the following learning goals for whole-person development and stretch the potential of each student:

1.
2. Acquire a broad knowledge base, and be able to understand contemporary issues that may impact on daily life at personal, community, national and global levels
3. Be an informed and responsible citizen with a sense of global and national identity.....

Source: Excerpted from Curriculum Development Council. *Senior Secondary Curriculum Guide The Future is Now: from Vision to Realisation (Secondary 4-6)*, Booklet 1, P.2.

Retrieved from http://cd1.edb.hkedcity.net/cd/cns/sscg_web/html/english/main00.html

Questions for Discussion:

1. With reference to Sources A and B, how would you describe Hong Kong students' awareness of and responses to international events?

2. Based on the previous question, to what extent do you agree with the views in Sources A and B? Why? Explain with reference to the above sources.

3. What suggestions would you make to raise Hong Kong students' awareness of international events? Make two suggestions and explain why they can be effective.

Suggestion 1

Suggestion 2

Appendix 10: After-class Assignment

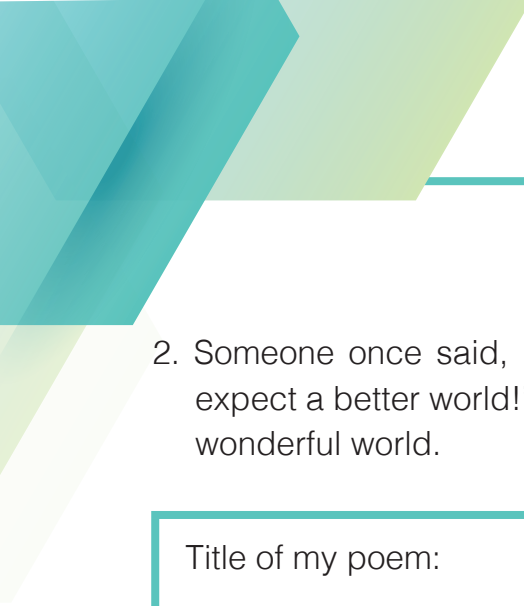
Answer one question from the following four questions.

1. Continue the text below (around 400-500 words), reviewing and reflecting on your learning experience that helped you understand global citizenship (such as learning in class and different extra-curricular activities).

My understanding of and reflections on global citizenship originate from _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(Continued on next page)

- 
2. Someone once said, “If everyone can fulfil their duty as global citizens, we can expect a better world!” Write a poem below describing your expectations for such a wonderful world.

Title of my poem:

My poem:

3. Someone once said, “If everyone fulfils their duty as global citizens, we can expect a better world!” Select a song and then write new lyrics for this song in the following table describing your expectations for such a wonderful world:

Name of the original song:

Name of the new song:

Lyrics:

4. Suppose that you set up an organisation in Hong Kong aiming to promote global citizenship. Design a logo for this organisation and describe how it reflects the purpose of establishing this organisation. The following table displays two logos of organisations relating to global citizenship for your reference.

Organisations relating to global citizenship for reference	
	<p>Organisation: World Government of World Citizens</p> <p>Website: http://www.worldgovernment.org/wcd.html</p>
	<p>Organisation: Association of World Citizens</p> <p>Website: http://www.worldcitizensunited.org/</p>
My organisations relating to global citizenship	
<p>Design of the logo</p>	

Explain how the logo illustrates the purpose of the organisation

Appendix 11: Extended Learning Activity

Select one book from the following list and read it carefully. Then follow instructions from your teacher (teachers need to give directions according to circumstances of their respective schools) and write reading reports.

Books	
<p>蔡玉萍（2010）《誰是香港人？身份與認同》，香港：進一步多媒體有限公司。（全書52頁。香港公共圖書館索書號：535.7391 4414）</p> 	<p>呂大樂（2007）《四代香港人》，香港：進一步多媒體有限公司。（全書68頁。香港公共圖書館索書號：541.42391 6042）</p> 
<p>周永新（2015）《香港人的身份認同與價值觀》，香港：中華書局。（全書160頁。香港公共圖書館索書號：543.391 7730）</p> 	<p>馬傑偉（2007）《後九七香港認同》，香港：Voice Publishing Corp.（全書171頁。香港公共圖書館索書號：541.20391 7122）</p> 

Appendix 11: Extended Learning Activity

Select one book from the following list and read it carefully. Then follow instructions from your teacher (teachers need to give directions according to circumstances of their respective schools) and write reading reports.

Books	
<p>陳冠中（2007）《我這一代香港人》，香港：牛津大學出版社。（全書319頁。香港公共圖書館索書號：856.9 7535）</p> 	<p>鄭宏泰、黃紹倫（2004）《香港身份證透視》，香港：三聯書店。（全書204頁。香港公共圖書館索書號：574.3912 8735）</p> 
<p>盧燕珊編著（2013）《北漂十記》，香港：三聯書店。（全書231頁。香港公共圖書館索書號：541.422 2141）</p> 	<p>陳國賁主編（2010）《港國鏡：內地留學生看香港》，香港：中華書局。（全書203頁。香港公共圖書館索書號：529.209391 3680）</p> 