

Yan Chai Hospital Moral and Civic Education Fund
The 24th Moral and Civic Education Award Scheme
Application Form

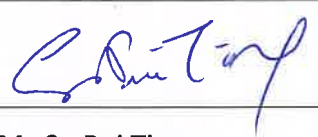
Note:


1. This application form should reach the Yan Chai Hospital Moral and Civic Education Fund Committee 8 October 2021 (Friday) at the following address:
Education Department, Yan Chai Hospital Board, 10/F, Block C, 7-11 Yan Chai Street, Tsuen Wan, N.T.
2. The project summary should be typed with a font size no smaller than 11point and not exceed one A4 page. The project details should be typed with a font size no smaller than 11 point and not exceed 15 A4 pages. Applications not meeting such requirements will not be accepted

Part A: School and Project Information

1. Project Title: NURTURING GOOD CITIZENSHIP - PROMOTION OF BASIC LAW EDUCATION, CULTURAL SECURITY EDUCATION AND VALUES EDUCATION AT ROSARYHILL
(In Block letters)
2. School Type: ☒ Secondary ☐ Primary ☐ Kindergarten
3. Period of Implementation: from September 2021 *(month/year)* to May 2022 *(month/year)*
4. Did you submit any application for grants from other organisations for organising similar activities? *(If yes, please state the details)* NO

5. Applicant Information

Name of School:	(Chinese) 玫瑰崗中學		
	(English) Rosaryhill Secondary School		
Correspondence Address:	41 B Stubbs Road, Wan Chai		
Telephone No. :	28355127	Fax No. :	25732219
Name of Teacher-in-charge:	Ms Bonnie So		
Post Title:	Deputy Principal		
Signature of School Head :			
Name of School Head :	Ms So Pui Ting		
Date :	04 Oct 2021		


(School Chop)

Project Summary

Project Title: Nurturing Good Citizenship - Promotion of Basic Law Education, Cultural Security Education and Values Education at Rosaryhill

Name of School: Rosaryhill Secondary School

(1) Rationale:

A major component of any concept of a "good" citizen will address issues of which values constitute such a person. The aim of this project is to promote Basic Law education, cultivate positive values and attitudes and enhance the awareness of cultural security in our students (majority students are NCS students) and engage our students in thoughtful, relevant learning activities. This project adopts a whole-school approach with the participation of all students and all teachers.

The objectives of the project:

- To develop students desirable and worthy core values that help them function effectively in the society and in the world;
- To promote Basic Law education and Cultural Security education (attention focus on cultural heritage) to students so as to strengthen their sense of belonging towards our country, sense of obligation and commitment towards society and the close relationship between HK and Mainland China;
- To strengthen the moral and civic role of the school; and
- To strengthen the unity of whole school as the project helps bring school synergy in uniting teachers in working towards the moral and civic role of the school.

(2) Project Aims, Targets and Number of Beneficiaries:

The project aims to nurture students as good citizens and assist the moral and civic growth of students by engaging students in different moral and civic learning experiences which touch their mind and heart and by creating a positive value-oriented school campus to our students. The specific goals include:

- helping students develop positive values and attitudes in particular some priority values and attitudes of EDB's Moral and Civic Education (e.g. empathy, commitment, responsibility, perseverance, respect for others and care for others) and school-based values (e.g. you are precious, peace, kindness, patience, love, joy, goodness, faithfulness, gentleness and self-control);
- helping students understand better about the Basic Law and the positive values and attitudes embedded; and
- helping students understand better about the concept and importance of cultural security and the rights and responsibilities good citizens should have towards their own cultural heritage.

All these will become our students' moral and civic capital, and their moral and civic energy as well as moral and civic qualities and competence will be greatly enhanced. All these are important elements to nurture good citizens.

The targets of the project are all students (around 420) and all teachers (around 60).

(3) Project Content:

(a) Sharing and Mindfulness practice at Morning Assembly & Morning Prayer at Chapel
Supervisor/teachers/students explain/share the positive values and attitudes in the Morning Assembly and Morning Prayer at Chapel; All students and teachers have mindfulness practice.
(b) Class Banner Sharing - Classes present the theme of "Healthy Body Healthy Mind" on the class banners
(c) Student Handbook –Positive Values and Healthy Body Healthy Mind
To promote the school-based values; to promote the practice of gratitude; and To promote the awareness of Healthy body Healthy mind through the use of Student Handbook
(d) Promotion of Basic Law Education, Cultural Security Education and Values Education
Students will be engaged to learn Basic Law, cultural security topics, positive values and attitudes through daily life issues, school programs, and different subject lessons and activities.

(4) Schedule of Implementation: from September 2021-May 2022

(5) Expected Outcomes and Evaluation:

Expected outcomes include:

- Students - It is expected students understand that everyone's quality of life is enhanced when these positive values and attitudes are internalized and implemented. And it is expected that students' knowledge and understanding of different domains of the Hong Kong society and its importance to the everyday life of Hong Kong residents can be enhanced, which finally cultivating in them positive values and attitudes like the impartial rule of law, respect for others, freedom and equity. Students will also understand more about the relationship between Hong Kong and the Mainland China as well as "One Country, Two Systems" from the perspective of Basic Law. What's more, students will be engaged to reflect on issues related to shared rights and responsibilities towards cultural heritage and the role of cultural security in unifying our country and our people, as well as maintaining stability of our country.
- School can strengthen its moral and civic role through this project. Evaluation methods include: (a) observation (b) students' work and performance (c) students' self evaluation and reflection, (d) documents

Part B: Project Details

Project Title: Nurturing Good Citizenship - Promotion of Basic Law Education, Cultural Security Education and Values Education at Rosaryhill

Name of School: Rosaryhill Secondary School

(1) Rationale:

Importance of Teaching Students Positive Values and Attitudes

Values Education is an essential element of whole-person education and proper values are important to students' growth. Research studies show children with the right values can become positive, purposeful and enthusiastic. In secondary school age, students aged 13 to 19 are encountering 'Identity vs. Role Confusion' (Erikson, 1959). They have to develop skills in self understanding, interpersonal relationships, responsibilities and moral commitment. Students need positive values and attitudes to guide and inform their action and behavior in everyday lives. It is particularly important for the teen development in understanding and in search of what values and attitudes are desirable and what is right and wrong in their interactions with self, others and the nature. If equipped with positive values, through students' personal discovery from different learning activities, students can be sensitive to each other's feelings and understand the effects of their behavior on others and even on the nature. They are more willing to show love, respect, kindness and care to others. They can become more responsible for their action and behavior and more grateful for the things surrounding them. All these are qualities to prepare them to be good citizens, and good citizenship is important for building a harmonious society.

The stability and the path and perspectives of development of a society depend on the values formed among adolescents today. Many value orientations are formed just in the adolescent period because young people are more susceptible to social and culture changes in society (Aneta Barakoska, 2014). School is a place where teachers and students stay for about one third of their daily time. We believe schools have moral responsibility and play a critical role in teaching students positive values and attitudes as well as enhancing their ability in making value judgements.

Importance of Mental Health Education to Students

As stated by the World Health Organization (WHO), there is "no health without mental health". WHO points out that childhood and adolescence are critical stages of life for mental health. This is a time when rapid growth and development take place in the brain. Children and adolescents acquire cognitive and social-emotional skills that shape their future mental health and are important for assuming adult roles in society. School has a moral role to take care of students' mental health. Students with good mental health not only can bring good health to students, but also lesson the public expenses on medicine. In fact, mental health problem of children and adolescents is an increasing concern in Hong Kong (Mental Health Review Report, Food and Health Bureau, HKSAR Government, 2018). In the report, it points out that "The early stage of life presents an important opportunity to promote mental health and prevent mental disorders as up to 50% of mental disorders in adults begin before the age of 14 years." (Mental Health Review Report, Food and Health Bureau, HKSAR Government, 2018, p.39) If the school can help students in seeing themselves as precious (self acceptance and self love), equipping them with positive values and emotional resilience, students can be empowered to take control of their life and handling different

challenges and opportunities in their life calmly and efficiently. Their mental health can be greatly improved and their opportunities for leading fulfilling lives can be greatly extended.

Importance of Cultural Security Education to Students

Culture and heritage are about identities and belongings. We have personal and collective responsibilities in safeguarding the heritage because it is what brings us together as a community and is an important element for the construction of a peaceful and harmonious society. Hong Kong has historic ties with the mainland and students should learn to cherish and inherit the precious assets of Chinese culture so as to strengthen students' sense of mission and responsibility towards the nation. The importance of Cultural Security education has stated in various official documents: "Cultural security is a cornerstone of the unity of our country and the solidarity of Chinese people. With cultural vibrancy, we will have greater awareness of our national identity as well as self-esteem and pride, while recognizing the importance of respecting other cultures." (EDB, HKSAR, 31 August 2021) "Understand the impressive cultural tradition of our country, and recognise that safeguarding cultural security is an important foundation in unifying our country and our people, as well as maintaining stability of our country." (EDB, Curriculum Framework of National Security Education in Hong Kong, May 2021). In this sense, schools have roles and duties in promoting National Security education to students through planned meaningful activities and curriculum.

Importance of Basic Law Education to Students

Though majority of our students are NCS students, they also need to understand our Basic Law. With different activities promoting the Basic Law education, students can be enlightened to know that under the Basic Law, they are given rights and obligations in their everyday life. The constitutional status of the Basic Law is a foundation for them to show due respect to the spirit of the rule of law. In fact, Basic Law education is important in the civic development of students. Citizens who do not understand the law that guides so much of their lives may lack the knowledge to make a productive contribution to political and social development. What's more, students can understand Hong Kong's relationship with the Mainland China and "One Country, Two Systems" better from the perspective of Basic Law.

(2) Project Aims, Targets and Number of Beneficiaries:

(a) Project Aims

The project aims to nurture our students as good citizens and assist the moral and civic growth of students by engaging them in different moral and civic learning experiences which touch their mind and heart and by creating a positive value-oriented school campus to our students. This project adopts a whole-school approach with the participation of all students and all teachers. The specific goals include:

- To develop students desirable and worthy core values that help them function effectively in the society and in the world;
- To promote Basic Law education to students so as to strengthen their sense of belonging towards our country, sense of obligation and commitment towards society and understand the close relationship between HK and Mainland China;
- To promote Cultural Security education (attention focus on cultural heritage) so as to enable our students to play a positive role in cultural heritage as well as to understand cultural

- heritage plays an important role in forming our sense of self and identity;
- To strengthen the moral and civic role of the school; and
- To strengthen the unity of whole school as the project helps bring school synergy in uniting teachers in working towards the moral and civic role of the school.

All these will become our students' moral and civic capital, and their moral and civic energy as well as moral and civic qualities and competence will be greatly enhanced. All these are important elements to nurture good citizens.

(b) Targets and Number of Beneficiaries:

The targets of the project are all students (around 420) and all teachers (around 60).

(3) Detailed Project Content:

(a) Project Contents

To promote and implement the project, we have

- made several positive values and attitudes as our promotion targets and "Healthy Body Healthy Mind" major themes in our school (2021-2022);
- set up a working group on the planning, implementation, monitoring and evaluation of the project;
- explained the meaning and daily application of positive values and attitudes to students in the Morning Assembly, Morning Prayers in Chapel, and different daily issues;
- collaborated with different departments and the Library Team in school and NGOs to promote moral and civic education, positive values and attitudes as well as Cultural Security education;
- integrated positive values, gratitude and Healthy body Healthy mind into Student Handbook;
- promoted a campus atmosphere conducive to positive values and attitudes (decorating Class Banners to manifest "Healthy Body Healthy Mind" and designing posters to promote 9 priority values in school);
- provided professional development training and sharing session to strengthen teachers' professionalism sharing culture in promoting positive values and attitudes.

(4) Detailed Implementation Plan and Duration:

(a) Implementation Plan and details

Plans	Implementation details
(a) Sharing at Morning Assembly and Morning Prayer in Chapel	Sharing at the Morning Assembly – positive values like empathy, commitment, responsibility, respect, gratitude, perseverance, etc Sharing at Chapel will be based on school-based positive values and attitudes – love, joy, peace, patient, kindness, goodness, faithfulness, gentleness and self control). Students and teachers will have mindfulness practice.

(b) Class Banner Sharing	<ul style="list-style-type: none">• Theme: Healthy Body Healthy Mind• Contents: Students use different means e.g. pictures, drawings, quotes.....that can highlight the theme to present their ideas <div>Refer to Appendix 1 – Sample of Class Banners</div>									
(c) Student Handbook <ul style="list-style-type: none">- Promotion of positive values- Promotion of self love and self acceptance- Promotion of a habit of Healthy body Healthy mind	Students make use of the Student Handbook to understand and reflect on positive values and attitudes. The designs include: <ul style="list-style-type: none">- promoting “You are Precious”- promoting self love and self acceptance (sample – First Love Yourself)- promoting setting health goals and doing reflection- promoting the practice of gratitude <div>Refer to Appendix 2 – Sample of Student Handbook</div>									
(d) Promotion of Basic Law Education and Values Education	<p>Students will learn Basic Law better, develop positive values and attitudes through daily life issues, thematic talks and different subject lessons and activities.</p> <p>For example:</p> <ul style="list-style-type: none">♦ poster design and sticker design on Basic Law♦ whole-school online quizzes on Basic Law and Moral and Civic Education♦ classroom teaching and self-directed learning on Basic Law♦ worksheets on moral and civic education♦ book exhibition on 9 priority values♦ 9 priority values stickers as encouragement to students in recognition of their good work <div>Refer to Appendix 3 – Poster Design - Basic Law and People's Livelihood</div> <div>Refer to Appendix 4 – Self-directed learning on Basic Law (eClass) and Whole-school Online Quiz on Basic Law and Moral and Civic Education</div> <div>Refer to Appendix 5 – Moral and Civic Education (9 Priority Values) Book Exhibition</div> <div>Appendix 6 – Moral and Civic Education Book Cover Design Competition</div> <div>Refer to Appendix 7 – 9 Priority Values sticker design</div>									
(e) Promotion of Cultural Security Education and Values Education	<p>A series of cross-subject and cross-team collaboration and collaboration with NGO programmes are arranged to enhance students’ understanding of Cultural Security education and values education throughout the academic year.</p> <p>For example:</p> <table><tr><th>Collaboration parties</th><th>Focus</th><th>Remarks</th></tr><tr><td>History Dept English Dept Library Team</td><td>Intangible Cultural Heritage – Tai Hang Fire Dragon Dance and Cultural Security education</td><td>Appendix 8</td></tr><tr><td>The Conservancy Association Centre for Heritage</td><td>Participation in 非遺專車 — 「移動・非遺」activities 非遺專車內設有展覽及互動設施，同時配有一系列教育及公眾節目，以有趣和互動的方式提升學生與公眾</td><td>whole-school participation – classes will be arranged to visit 非遺專車 and</td></tr></table>	Collaboration parties	Focus	Remarks	History Dept English Dept Library Team	Intangible Cultural Heritage – Tai Hang Fire Dragon Dance and Cultural Security education	Appendix 8	The Conservancy Association Centre for Heritage	Participation in 非遺專車 — 「移動・非遺」activities 非遺專車內設有展覽及互動設施，同時配有一系列教育及公眾節目，以有趣和互動的方式提升學生與公眾	whole-school participation – classes will be arranged to visit 非遺專車 and
Collaboration parties	Focus	Remarks								
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		對非遺的認識，並從中學習欣賞和珍惜文化遺產。	participate in「移動·非遺」activities
	Geography Dept History Dept Chinese History Dept	Using the treasures from Sacred Hill: Song-Yuan archaeological discoveries at Sung Wong Toi as a case study to illustrate sustainability and conservation in cultural heritage as well as promoting cultural security education	
	English Dept & Library Team	Promotion of positive values and attitude	Appendix 9

(b) Key implementation details

Working Schedule

	Task	2021-2022 Months											
		7	9	10	11	12	1	2	3	4	5	6	7
1	Sharing at Morning Assembly and Morning Prayer at Chapel												
a	Guidelines		✓										
b	Implementation		✓	✓	✓	✓	✓	✓	✓	✓	✓		
c	Evaluation					✓				✓			
2	Class Banner Sharing												
a	Guidelines		✓										
b	Implementation		✓	✓	✓	✓	✓	✓	✓	✓	✓		
c	Evaluation					✓				✓			
3	Student Handbook - Habit of Healthy body Healthy mind												
a	Guidelines		✓										
b	Implementation		✓	✓	✓	✓	✓	✓	✓	✓	✓		
c	Evaluation					✓				✓			
4	Promotion of Basic Law Education, Cultural Security Education and Values Education – Collaboration of PSHE Team & English Dept & other collaborating subjects, teams and Library Team in our school and NGOs												
a	Preparation of learning materials		✓	✓	✓	✓	✓						
b	Implementation		✓	✓	✓	✓	✓	✓	✓	✓	✓		
c	Evaluation					✓				✓			

(5) Expected Outcomes:

The outcomes of this project are expected to be:

1. Students - It is expected students understand that everyone's quality of life is enhanced when these positive values and attitudes are internalized and implemented. And it is expected that students' knowledge and understanding of different domains of the Hong Kong society and its importance to the everyday life of Hong Kong residents can be enhanced, which finally cultivating in them positive values and attitudes like the impartial rule of law, respect for others, freedom and equity. It is also expected that students'

understanding about Hong Kong's relation with the Mainland China and "One Country, Two System" is enhanced. What's more, students will be engaged to reflect on issues related to shared rights and responsibilities towards cultural heritage and the role of cultural security in unifying our country and our people, as well as maintaining stability of our country.

2. Students' moral and civic capital, and their moral and civic energy as well as moral and civic qualities and competence will be greatly enhanced. All these are important elements to nurture good citizens.
3. School can strengthen its moral and civic role through this project. School can strengthen its moral and spiritual role through this project.
4. Both teachers and students' well-being can be greatly improved through this project.

(6) Evaluation Method:

The effectiveness of this project will be evaluated via the following means:

- (a) observation
- (b) students' work and performance
- (c) students' self evaluation and reflection,
- (d) documents

(7) Budget:

Items	Activities / Description / Use of Materials	Sub-total (\$)
1	Teaching aids	
a	Worksheets and learning materials	\$500
2	Stationery and Promotion	
a	Printing (administration, preparation, evaluation, etc)	\$100
b	Promotion	\$200
3	Student Activities	
a	Gifts	\$900
b	Files (promoting Basic Law Education, Cultural Security Education and Values Education)	\$2500
c	Stickers (promotion of 9 priority values)	\$800
	Total:	\$5000

(8) Continuation of the Project (if applicable):

If this project's goal and objectives can successfully be achieved. We can share our school's experiences with other schools in Hong Kong in the future.

Reference:

1. Aneta Barakoska (2014). The Role of Education in the Formation of Values and Value Orientations among Adolescents. In (IJCRSEE) International Journal of Cognitive Research in Science, Engineering and Education: Vol. 2, No.2, 2014
2. EDB, Curriculum Framework of National Security Education in Hong Kong, May 2021
3. Mental Health Review Report, Food and Health Bureau, HKSAR Government, 2018
- Ranaweera, Prasanna Importance of Information Literacy skills for an Information Literate society., 2008 . In NACLIS 2008, Colombo (Sri Lanka), 24th June 2008. [Conference paper]

Appendix

Appendix 1 – Sample of Class Banners



Appendix 2 – Sample of Student Handbook



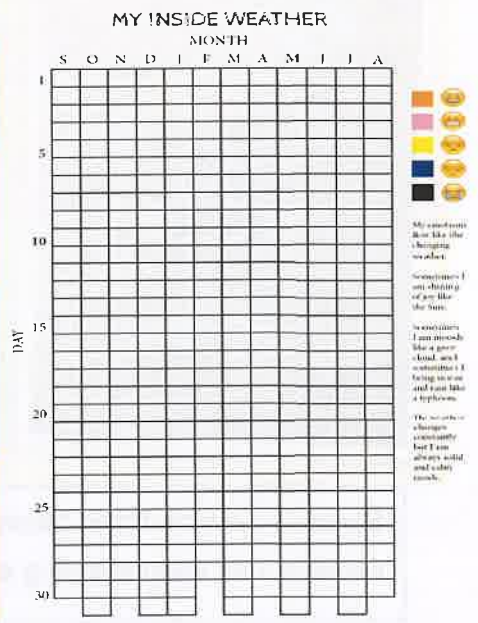
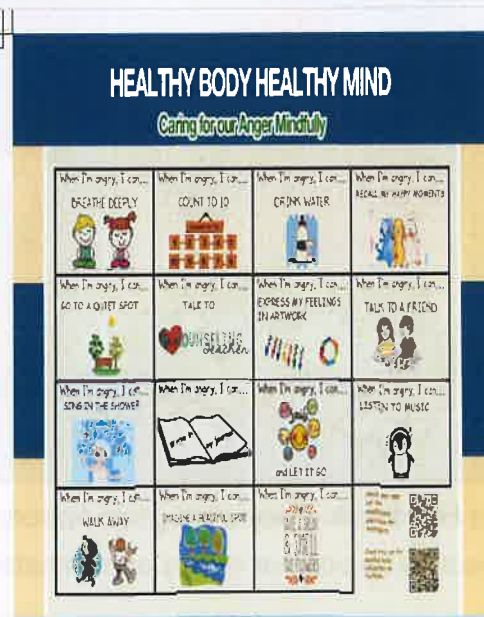
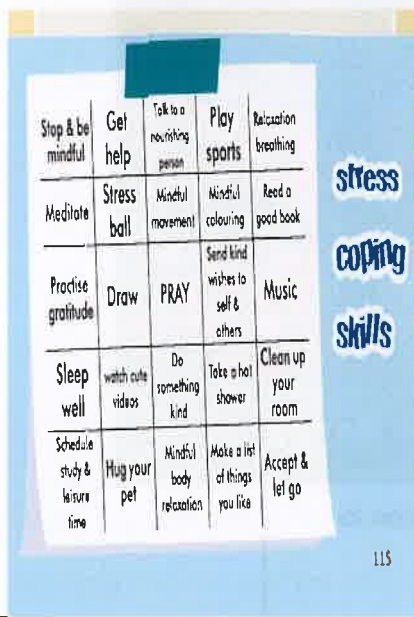
Students designed their Student Handbook. They were given opportunities to express their understanding about some positive values and attitudes.



Students are taught to be grateful even for small things



Students are taught the importance of self love and self acceptance



Appendix 3 – Poster Design - Basic Law and People's Livelihood



Appendix 4 – Self-directed Learning on Basic Law (eClass) and Whole-school Online Quiz on Basic Law and Moral and Civic Education

Rosaryhill Secondary School

Home eService eLearning eAdmin

Welcome, So, Bonnie

2020.10.04 (Sun)

What's New

Public My Group

Basic Law Online Course for Secondary School Students' Self-directed Learning

Login with HKEdCity

* For first time student user, please login with HKEdCity account. Users can create their own accounts after login. For details, please refer to login_method. (For teacher user, please login with HKEdCity account to have access to the Student Report. It is not necessary to create their own accounts after login.)

Login ID Password Login

Campus Links

- School HomePage
- Information searching and Project learning
- Basic Law (English)**
- Basic Law (Chinese)**
- Attendance Record
- Online Lesson Attendance Sheet

Academic Week 2020-21 LS and PSHE Activities

Date: 10th May, 2021

Time: 2:30-3:00 p.m.

Content: Knowledge of PSHE subjects, Basic Law, Moral and Civic Education

Format: Google Form
<https://forms.gle/BuzedQhaBAmCnCA8>

Target participants: S.1-S.5

Do you know them?

Prizes

Great Prizes! Bonus Marks!
Don't miss out to test your knowledge and get great prizes!
Do the Quiz Now!

1. Best Participation Class
2. Best Performance in Form-level (Top 3 students in each form-level)
3. Best Performance in the School (Top 3 students in the school)

Winners of online quiz on Basic Law and Moral and Civic Education (2020-21)



Winners of online quiz on Basic Law and Moral and Civic Education (2020-21)

Appendix 5 – Moral and Civic Education (9 Priority Values) Book Exhibition



What will be done?

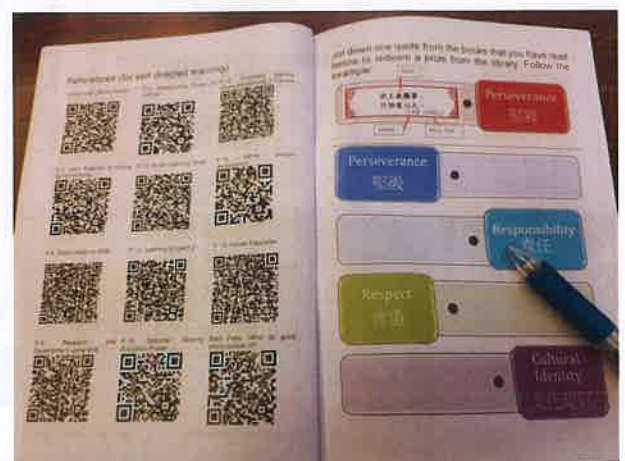
A year-round book exhibition would be carried out in the library. Chinese and English books related to the 9 priority values would be displayed. Students would be encouraged to use these books for their book report writing competitions. They can also write bookmarks with a famous quote from the book. All participants would give a small gift as reward.

How will it be implemented?

The books would be displayed in library in the first term. Each class has to submit at least one bookmark for Chinese books and one for English books. A famous quote must be included in the bookmark. The bookmarks would be collected by class teachers.

How to evaluate the outcome?

Language teachers would be invited to be the judges. The winning bookmarks would be printed for the whole school.



Appendix 6 – Moral and Civic Education Book Cover Design Competition



What will be done?

In term 2, S1-S6 classes have to choose 1 Chinese book and 1 English book from a book list provided by the Library Team. The recommended books are selected using the 9 priority values suggested by the EDB.

How will it be implemented?

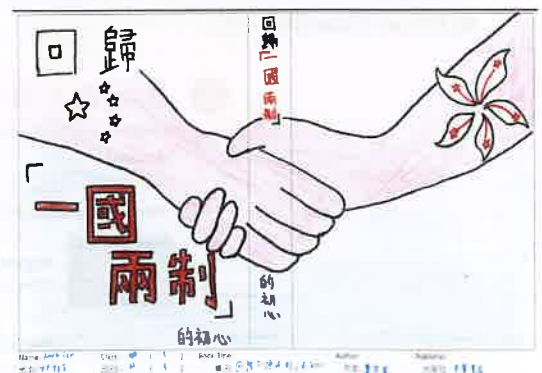
The recommended booklist would be distributed by Class teachers. Each class has to design a new book cover using one Chinese book and one English book from the recommended booklist. Students would borrow the books from the library so that they could understand the books better. VA teachers would be invited to choose 3 winning classes in junior forms and another 3 classes in senior forms.

How to evaluate the outcome?

All the book covers would be displayed in the covered playground so that all students and teachers could see the designs. The winning designs would be published in the Moral and Civic Education Booklet at the end of the year. Prize would be given to the winning classes.



Moral and Civic Books exhibited in our school library



Moral and Civic Books Cover Design by our student

Refer to Appendix 7 – 9 Priority Values sticker design



Refer to Appendix 8 – Intangible Cultural Heritage – Tai Hang Fire Dragon Dance and Cultural Security education

Subject / Team	Timeline	Target and Learning contents
History	Sep- Oct 2021	Target: S1-S6 History students Learning contents: <ul style="list-style-type: none"> Definition of intangible cultural heritage (ICH) History & features of the Tai Hang Fire Dragon Dance Comparison of the Tai Hang Fire Dragon Dance and some similar festive events in China Values: personal and collective responsibility of conserving cultural heritage, national identity Learning task sample: refer to figure 1
Library Team	Oct 2021-May 2022	Introduction and exhibition of books related to cultural heritage conservation, tangible and intangible cultural heritage as well as cultural security in school library. Promotion posters on the wall of each classroom.
English	Dec 2021- Jan 2022	Refer to table 1

Figure 1: History learning tasks

3D History Class (2021-22)

Instructions

Student work

大坑舞火龍 Tai Hang Fire Dragon Dance

James Yu · 20 Sept (Edited 20 Sept)

100 points

Please watch the video and complete the task attached.



Edpuzzle - 大坑舞火龍 Tai Ha...
[https://edpuzzle.com/assig... - vi...](https://edpuzzle.com/assig...)

Google Forms: Sign-in

<https://docs.google.com/forms/>

Poster Design Competition...
Word

Sample –

Case Study: What are the meaning and characteristics of Tai Hang Fire Dragon Dance?

Google Form Q&A (Student Version):

1. What is the definition of Intangible Cultural Heritage (ICH)? *

2 points

Supplementary materials: Intangible Cultural Heritage Office

https://www.lcsd.gov.hk/CE/Museum/ICHO/en_US/web/icho/what_is_intangible_cultural_heritage.html

Your answer

6. Why is it important to preserve the tradition of Tai Hang Fire Dragon Dance? *

3 points

Your answer

2. Which category of Intangible Cultural Heritage does Tai Hang Fire Dragon Dance belong to? (Choose the best option) *

1 point

Supplementary materials: Definition of Intangible Cultural Heritage (ICH) according to the UNESCO

<https://www.hkchdb.gov.hk/zht/item.html?51fe10a0-656d-474f-a491-30480b9601d4>

- ☐ A. Oral Traditions and Expressions
- ☐ B. Performing Arts
- ☐ C. Social Practices, Rituals and Festive Events
- ☐ D. Knowledge and Practices Concerning Nature and the Universe
- ☐ E. Traditional Craftsmanship

3. What does 'Dragon' represent in Chinese tradition? (you can choose more than 1 option) *

1 point

Supplementary materials: Definition of Intangible Cultural Heritage (ICH) according to the UNESCO

<https://www.hkchdb.gov.hk/zht/item.html?51fe10a0-656d-474f-a491-30480b9601d4>

- ☐ A. Good Luck

7. Which of the above domains of national security could be reflected in the example of Tai Hang Fire Dragon Dance? (choose the best option) *

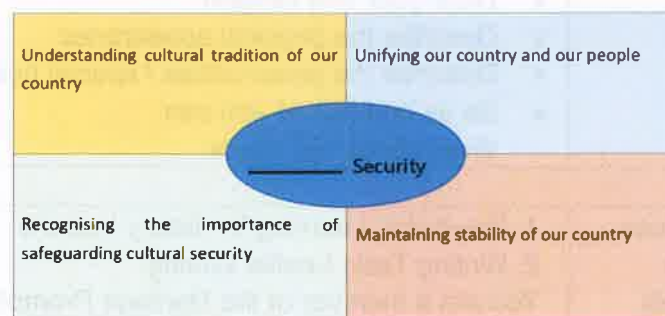
1 point



- ☐ A. Economic security
- ☐ B. Cultural security
- ☐ C. Resource security
- ☐ D. Nuclear security

8. Which domain of national security matches with the following descriptions? (choose the best option) *

1 point



- ☐ A. Economic
- ☐ B. Cultural
- ☐ C. Resource
- ☐ D. Nuclear

9. Why is Tai Hang Fire Dragon Dance related to 'Cultural Security'? You can refer to Q8 for hints. *

4 points

Your answer

Poster Design (10 marks)↵

海報設計（10分）↵

↵

Please design a poster to promote the event of “Tai Hang Fire Dragon Dance” and the concept of safeguarding the Intangible Cultural Heritage. ↵

請設計一張海報，推廣「大坑舞火龍」的活動和保護非物質文化遺產的理念。↵

Table 1: English learning tasks

- The immersion of learning concepts of History lessons will take the form of Values Education in English subject.
- Students in S.1-3 learnt about the concept of “Intangible Cultural Heritage” and Tai Hang Fire Dragon Dance during History lessons. As consolidation of learning and post-lesson tasks, students will learn to express their learning in English writing tasks. The English Department will compile a set of Values Education worksheets with pre-tasks showing simplified history knowledge to recall students’ previous knowledge before teaching students to do the writing tasks.
- Students in S.4-5: As only students in S.4-S.6 taking History as an elective are taught knowledge about “Intangible Cultural Heritage” and Tai Hang Fire Dragon Dance, the English Department will compile a set of Values Education worksheets with more detailed input and references of history knowledge, before teaching students to do the writing tasks.

S.1		
Period	Learning materials	Tasks fostering students’ positive attitudes & Cultural Security and Respect
December 2021- January 2022	1) S.1 Values Education Worksheets	1. Pre-tasks: Learning in History lessons 2. Writing Task: Descriptive Writing You are a designer and have been invited to design a Fire Dragon to help promote Tai Hang Dragon Dance. In this task, you should: <ul style="list-style-type: none"> • Draw your Fire Dragon • Describe the physical appearance • Describe the personalities / special powers and elaborate • Be as creative as you can Write about 150 words.
S.2		
December 2021- January 2022	1) S.2 Values Education Worksheets	1. Pre-tasks: Learning in History lessons 2. Writing Task: Leaflet Writing You are a member of the Heritage Promotion Committee. You are organising the Tai Hang Fire Dragon Dance event and are writing a leaflet about the event. In this task, you should: <ul style="list-style-type: none"> • Design an eye-catching leaflet • Include the aims of the event • Include information about the event - (who / what / where / how) • Use encouraging phrases and tone to invite people to join the event Write about 180 words.

S.3		
December 2021- January 2022	1) S.3 Values Education Worksheets	1. Pre-tasks: Learning in History lessons 2. Writing Task: Blog Entry You went to watch the Tai Hang Fire Dragon Dance last Saturday and had a great time. Write a blog entry and include: <ul style="list-style-type: none"> • Who did you attend the event with? • What are the most impressive things in the event? • Explain why certain elements are impressive to you. Write about 200 words.
S.4 -S.5		
December 2021- January 2022	1) S.4/ S.5 Values Education Worksheets (same sets of worksheets)	1. Pre-tasks: Learning materials compiled and adapted using S.1-3 history lessons materials 2. Writing Task: Letter of Advice You are the president of the student union. You have been invited by the Tourism Board of Hong Kong to give ideas about how to promote Tai Hang Fire Dragon Dance in Hong Kong. Write a letter of advice and include: <ul style="list-style-type: none"> • Information about Tai Hang Fire Dragon Dance • Reasons to preserve this intangible cultural heritage • Suggest ways to promote Tai Hang Fire Dragon Dance and explain. S.4: Write about 250 words. S.5: Write about 300 words.

Appendix 9 – Sample - collaboration between English Department and Library Team in promoting values education in S.1 & S.2

S.1 Reader Lessons		
Period	Learning materials	Tasks fostering students' positive attitudes
1/11-26/11 /2021	1) S.1 Reader "Monster House" 2) S.1 Reading Scheme Worksheets (Reading skills and Book recommendation lists prepared by Library Team) 3) Library visit to read books cultivating positive attitudes.	While-tasks 1. "What do you think of Constance? Should we try to understand her behaviour and show her some empathy? Why? You can think of the ways she was treated in the circus." (Students are asked to share their views in written form and present their ideas in class.) 2. "Design a small card of encouragement to Constance. Write her some messages of comfort and encouragement. The card can be in shapes of your own choice."
21/3 – 8/4 /2021	1) The DVD of animated movie "Inside-out" 2) S.1 Reading Scheme Worksheets (Reading skills and Book recommendation lists prepared by Library Team) 3) Library visit to read books cultivating positive attitudes.	Post-viewing Tasks 1. "Below are five of the nine priority values and attitudes advocated by Education Bureau of Hong Kong: Perseverance, Respect for Others, Responsibility, Care for Others, Empathy Name two positive values and attitudes that you have learnt from this movie." 2. "In which characters can you see these values and attitudes? Explain." (Students are asked to share their views in written form and present their ideas in class.)

