

Yan Chai Hospital Moral and Civic Education Fund
The 25th 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 on or before 7 October 2022 (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 point 11 and not exceed one A4 page. The project details should be typed with a font size no smaller than point 11 and not exceed 15 A4 pages. Applications not meeting such requirements will not be accepted.

Part A: School and Project Information

1. Project Title: Creating a Better Future –nurturing good citizenship and empowering students via promoting positive values, Sustainability Education and Cultural Security Education
(In Block letters)
2. School Type: ☒ Secondary ☐ Primary ☐ Kindergarten
3. Period of Implementation: from September 2022 (month/year) to May 2023 (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:	Miss Bonnie So		
Post Title:	Deputy Principal		

Signature of School Head :

Name of School Head :

Date :

03 Oct 2022



Project Summary

Project Summary

Project Title: Creating a Better Future – nurturing good citizenship and empowering students via promoting positive values, Sustainability Education and Cultural Security Education

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. In fact, values are powerful drivers of behaviors and values underpin all decisions. The aim of this project is to nurture our students to be good citizens (including global citizens) and empower them via the promotion of positive values, Sustainability Education and Cultural Security Education. 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 Sustainability Education and National Security Education (attention focus on cultural heritage) to students so as to shape their view towards sustainable future, strengthen their sense of belonging towards our country, sense of obligation and commitment towards the well-being of the society and the world;
- 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. peace, kindness, patience, love, joy, goodness, faithfulness, gentleness and self-control); and
- helping students understand better about the concept and importance of sustainability education, national security education in particular cultural security and the rights and responsibilities good citizens should have towards their own community, country and the world.

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 400) and all teachers (around 60).

(3) **Project Content:**

(a)	Sharing at Morning Assembly & Morning Prayer at Chapel Teachers/students explain/share the positive values and attitudes
(b)	Student Handbook – Positive Values and Healthy Body Healthy Mind <ul style="list-style-type: none">• To promote the school-based values; and• To promote the awareness of Healthy body Healthy mind through the use of Student Handbook
(c)	Promotion of Sustainability Education, Cultural Security Education and Values Education Students will be engaged to learn sustainability education, national security education in particular 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 2022-May 2023

(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 (e.g. responsibility, law-abidingness, care for others, respect for others, empathy) are internalized and implemented. Students will also understand more about the importance of sustainability education in maintaining their own wellbeing – and that of their community and the planet – in an increasingly interconnected world. What’s more, students will be engaged to reflect on issues related to shared rights and responsibilities towards sustainability, national security in particular 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: Creating a Better Future – nurturing good citizenship and empowering students via promoting positive values, Sustainability Education and Cultural Security Education

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 and creating a better future.

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 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 should be helped to develop social and emotional habits important for mental well-being. School has a moral role to respond to the health need of students and equip them necessary cognitive and social-emotional skills that shape their future 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) and in the global world. The consequences of failing to address adolescent mental health conditions extend to adulthood, impairing both physical and mental health and limiting opportunities to lead fulfilling lives as adults (WHO, 17 November 2021).

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 Sustainability Education to Students

Sustainable development is the international community's most urgent priority, and the core aim of the 2030 Development Agenda for sustainable development (ECOSOC website). In fact, sustainable future is in the hands of the youth. Therefore, today's educators have a crucial responsibility in terms of sustainability education. Sustainability education not only equips students necessary knowledge, attitudes and values concerning sustainability, but also allows students to take responsibility for their actions and to contribute their vision for a sustainable future. All these are important for empowering students to maintain their own wellbeing – and that of their community and the planet – in an increasingly interconnected world.

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.

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

(a) Project Aims

The project aims to 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 sustainability education to students so as to empower students to construct knowledge, explore values and develop an appreciation of the importance of a sustainable community and a sustainable world. This lays the foundations for a responsible adulthood and good citizenship.

- 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 for creating a better future.

(b) Targets and Number of Beneficiaries:

The targets of the project are all students (around 400) 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 highlight the importance of "Healthy Body Healthy Mind";
- 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 subject departments and the Library Team in school and NGOs/guest speakers to promote moral and civic education, positive values and attitudes, Sustainability Education as well as Cultural Security education;
- integrated positive values and Healthy body Healthy mind into Student Handbook;
- promoted a campus atmosphere conducive to positive values and attitudes;
- 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 for others, care for others, 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.
(b) Student Handbook	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">• Promotion of positive values• Promotion of self love and self acceptance• Promotion of a habit of Healthy body Healthy mind	<ul style="list-style-type: none">- promoting self love and self acceptance- promoting setting health goals and doing reflection- tips for stress coping skills and caring for our anger mindfully <div>Appendix 1 – Sample of Student Handbook</div>																				
(c) Promotion of Sustainability Education, Cultural Security Education and Values Education	<p>A series of cross-subject and cross-team collaboration and collaboration with NGOs/guest speakers programmes are arranged to enhance students' understanding of Sustainability Education, National Security Education in particular Cultural Security Education and Values Education throughout the academic year.</p> <p>For example:</p> <p>1. Sustainability Education:</p> <table><tr><th></th><th>Programmes</th><th>Purposes</th></tr><tr><td>1</td><td>A Talk on Environmental Awareness and Sustainability by Mr. Albert Oung, a Green Entrepreneur, Social Reformist and Environmentalist with over 38 years of international experience focused in the Green Economy.</td><td rowspan="2">To enable our students to learn about the new definition of 'Green' and how a 'green' mindset can benefit themselves, the community and the world.</td></tr><tr><td>2</td><td>Book Fair on the topic - environmental awareness (organized by Library Team)</td></tr><tr><td>3</td><td>Participation in the Voices for the Planet Challenge - A Biodiversity Program through the Arts</td><td>To enable our students to show their enthusiasm in animal and environmental conservation through poster design</td></tr><tr><td>4</td><td>Sustainability Education is incorporated into subjects – collaborative lessons by Chi. Hist., Hist. and Geog. (targets: S.2 students) 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</td><td>To enable our students to understand better the three pillars of sustainable development-economic, social and environmental via vivid live examples in Hong Kong</td></tr></table> <p>2. National Security Education, Cultural Security Education:</p> <p>For example:</p> <table><tr><th></th><th>Programmes</th><th>Purposes</th></tr><tr><td>1</td><td>A project on Intangible Cultural Heritage (ICH) – Tai Hang Fire Dragon Dance and Cultural Security Education Targets: S.1-S.6 students (collaboration between History Dept and English Dept)</td><td>To enable students to understand knowledge on and appreciate ICH via Tai Hang Fire Dragon Dance project</td></tr></table>		Programmes	Purposes	1	A Talk on Environmental Awareness and Sustainability by Mr. Albert Oung, a Green Entrepreneur, Social Reformist and Environmentalist with over 38 years of international experience focused in the Green Economy.	To enable our students to learn about the new definition of 'Green' and how a 'green' mindset can benefit themselves, the community and the world.	2	Book Fair on the topic - environmental awareness (organized by Library Team)	3	Participation in the Voices for the Planet Challenge - A Biodiversity Program through the Arts	To enable our students to show their enthusiasm in animal and environmental conservation through poster design	4	Sustainability Education is incorporated into subjects – collaborative lessons by Chi. Hist., Hist. and Geog. (targets: S.2 students) 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	To enable our students to understand better the three pillars of sustainable development-economic, social and environmental via vivid live examples in Hong Kong		Programmes	Purposes	1	A project on Intangible Cultural Heritage (ICH) – Tai Hang Fire Dragon Dance and Cultural Security Education Targets: S.1-S.6 students (collaboration between History Dept and English Dept)	To enable students to understand knowledge on and appreciate ICH via Tai Hang Fire Dragon Dance project
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2	Learning National Security Education via the topic "The Westward Movement" Target: S.2 students (collaboration between Chi. History Dept, History Dept, Geography Dept and English Dept)	To enable students to learn different aspects of National Security Education via classroom teaching
3	Participation in 《歷史文化學堂（第七屆）——非遺零距離》電台講演	To enable students to understand more about intangible cultural heritage through active participation in radio broadcasting activity

3. Values Education:

For example:

	Programmes	Related values taught
1	Learning "empathy" via the topic "The Westward Movement" Target: S.2 students (collaboration between Chi. History Dept, History Dept, Geography Dept and English Dept)	Empathy Care for others Respect for others
2.	Learning priority values through reading: a. English Reading Lessons b. Junior Secondary History e-Reading Award Scheme (jointly organised by the Education Bureau (EDB) and the e-Learning Development Laboratory of the University of Hong Kong (HKU)) c. Moral and Civic Education Book Exhibition, Book Cover Design and Book Report Writing competition	The ten priority values and attitudes promoted by EDB
3	Learning "spirit of the rule of law" and "law-abidingness" through visiting different buildings in Sheung Wan and Central (experiential learning) (e.g. Man Mo Temple, Former French Mission Building, Hong Kong Court of Final Appeal Building, Justice Place, Tai Kwun)	Spirit of the rule of law Law-abidingness
4	S1 Greek Fashion Walk - understand Greek mythology and using different adjectives to describe the Greek Gods and Goddesses. (collaboration between English Dept and History Dept)	Empathy Care for others Respect for others
5	Warzone 90 Activity (organized by the Humanitarian Education Centre of Hong Kong Red Cross, an experiential learning to enable students to build up humanitarian perspectives towards humanity challenges e.g. wars) Targets: S.3 students (collaboration between Chi. Hist. Dept and	Empathy Care for others Respect for others

	History Dept)	
6	Learning important values via Project Learning a. S1 Project Learning - Urban planning and conservation: The case study of Wan Chai (Tai Yuen Street/ Stone Nullah Lane/ Lee Tung Street) b. S2 Project Learning - Religious and Historical Features of Catholic Church: The case study of Cathedral of The Immaculate Conception (Caine Road) c. A visit to historical heritage in Wan Chai	Empathy Care for others Respect for others Appreciation of local heritage, local culture, efforts done by different parties in historical conservation
7	Lighthouse Heritage & Dragon Boat Racing - To nurture students positive values through reading the story of Charles Thirlwell (花維路) (Father of the Fishermen) and holding a roving exhibition on the exhibits and posters of the Xiyu Pagoda Lighthouse (橫瀾島燈塔) at Rosaryhill (we will invite grandsons of Charles Thirlwell to come to our school for this roving exhibition)	Care for others Responsibility Commitment Perseverance
<u>Appendix 2 –Sample Entries of The Voices for the Planets Challenges</u> <u>Appendix 3 - Collaboration Lessons on the theme of Sustainability and Values Education and National Security Education</u> <u>Appendix 4 –Library Activities for Promoting Moral and Civic Education</u> <u>Appendix 5 –Intangible Cultural Heritage – Tai Hang Fire Dragon Dance and Cultural Security Education</u> <u>Appendix 6 –Sample - collaboration between English Department and Library Team in promoting values education in S.1 & S.2</u>		

(b) Key implementation details

Working Schedule

	Task	2022-2023											
		Months											
		8	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	Student Handbook - Habit of Healthy body Healthy mind												
a	Guidelines		✓										
b	Implementation		✓	✓	✓	✓	✓	✓	✓	✓	✓		
c	Evaluation					✓				✓			
3	Promotion of Sustainability Education, National Security Education, Cultural Security Education and Values Education – Collaboration of PSHE Team & English Dept & Library Team in our school and NGOs/Guest Speakers in the industry												
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 (e.g. responsibility, law-abidingness, care for others, respect for others, empathy) are internalized and implemented. Students will also understand more about the importance of sustainability education in maintaining their own wellbeing – and that of their community and the planet – in an increasingly interconnected world. What's more, students will be engaged to reflect on issues related to shared rights and responsibilities towards sustainability, national security in particular 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. With good citizens, we can create a better future.
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	\$1200
b	Files (promoting Sustainability Education, Cultural Security Education and Values Education)	\$3000
	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]
4. Adolescent mental health (WHO website) <https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health>
5. Promoting sustainable development (ECOSOC website)
<https://www.un.org/ecosoc/en/content/promoting-sustainable-development#:~:text=Sustainable%20development%20is%20the%20international,%E2%80%94economic%2C%20social%20and%20environmental>

Appendix

Appendix 1 –Sample of Student Handbook

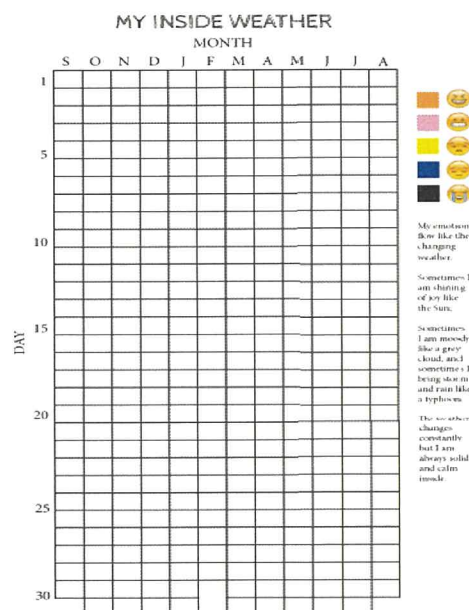
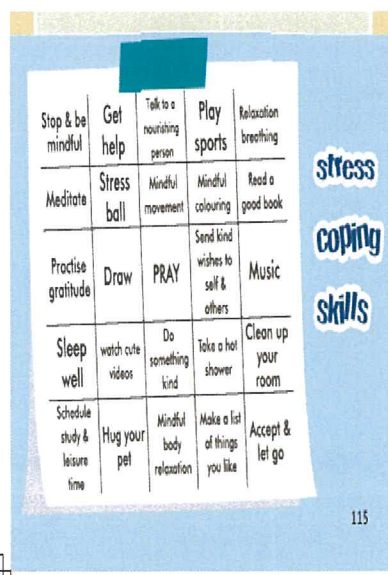
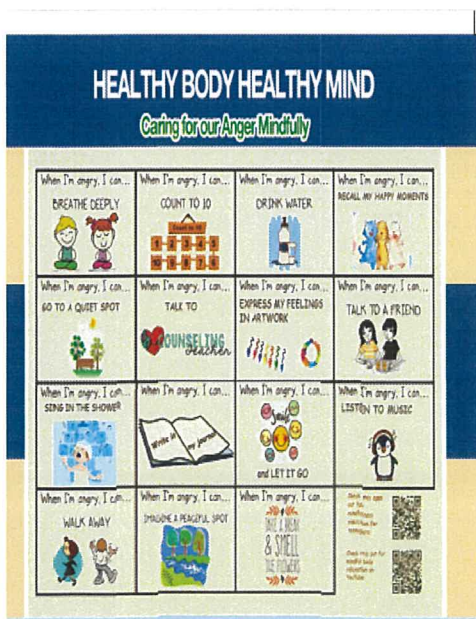


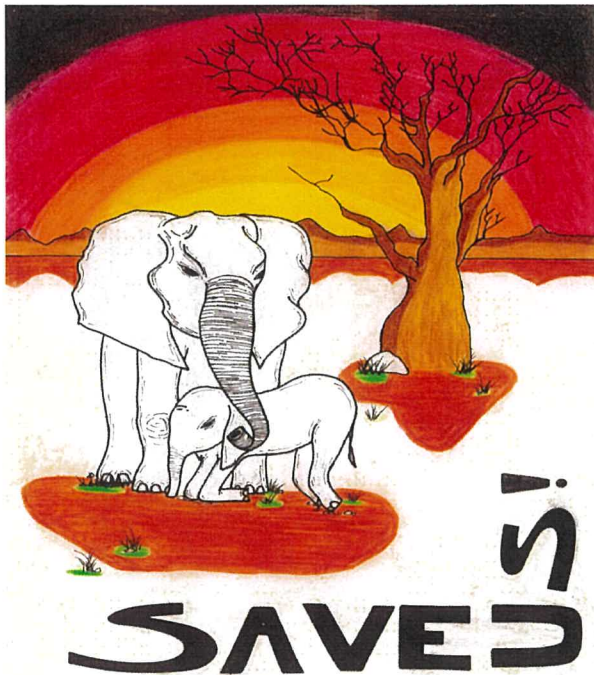
Students designed their Student Handbook. They were given opportunities to express their understanding about some positive values and attitudes.



Students are taught the importance of self love and self acceptance

Students are taught stress coping strategies





Animal : Jaguar

Population : About 15,000

Habitat : Jaguars are found in rainforests, seasonally flooded forests, grasslands, woodlands and dry deciduous forests throughout their range.

Why are Jaguars endangered?

- => They are being overhunted for trophies and as a substitute for tiger bones in Asia.
- => They are dying because of human activities e.g. (Deforestation, land conversion around the landscape's edges etc.)

Fun fact : At birth most jaguars weigh only two pounds.

Diet : They use their excellent vision and sharp teeth to ambush prey and crush their skulls. Jaguars are known to eat more than 85 species of prey.

How can Jaguars be protected?

- => Land use planning and implementation
- => Controlling access to and the use of natural resources.



Appendix 3 - Collaboration Lessons on the theme of Sustainability, Values Education and National Security Education

Topic: History in Life: Past, Present and Future

S2 Geography, History, Chinese History

7S Sustainable

History in Life: Past, Present and Future

Lesson Task sheets

Date: _____

Name: _____ () Class: _____

Geography

How are slopes developed in Hong Kong?
Case Study of Mission Hill

Lesson 1

- ☐ Sustainable development
☐ Slope development in Hong Kong

History

Lesson 2

Humanism and
Historical conservation in Hong Kong

- ☐ Humanism
☐ Historical conservation



Chinese History

Archaeological discovery in Hong Kong:
We and the Sung Dynasty

Lesson 3

- ☐ Archaeological discovery
☐ Historical conservation

Group 3: Please scan the QR code and read the information. Circle the answers.

**Item 9: Mission Hill Service Reservoir	Elements of Historic Conservation:	a) Preservation b) Rehabilitation c) Restoration d) Reconstruction
	Place:	Original / Different
	Purpose:	Original/ Different / Purpose (To be confirmed)

課堂總結:

- ✓ 試舉兩項華工令你欣賞的特點: 堅毅不屈、勤勞
- ✓ 當時中國受到哪方面的威脅? 外來侵略、天災人禍



國安知多點



Topic: The Western Movement



English Department and PSHE KLA

- The immersion of learning concepts of PSHE KLA will take the form of Values Education in English subject.
- Students in S.2 learnt about "The Westward Movement" during PSHE lessons. As consolidation of learning and post-lesson tasks, students will express their empathy and sympathy to the Chinese workers in the past by producing comic strips. 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 produce comic strips.



Period	Learning materials	Tasks fostering students' Empathy & Sympathy
April – May 2023	Specially designed worksheets incorporating knowledge in PSHE lessons and English writing	1)→Pre-tasks: Help students recall previous subject knowledge learnt in PSHE lessons about the Westward Movement 2)→Writing task: a)→Learn the characteristics of comic strips b)→Produce comic strips to show empathy and sympathy to the Chinese works in the past

Appendix 4 – Library Activities for Promoting Moral and Civic Education

A. Book Exhibition on Ten Priority Values

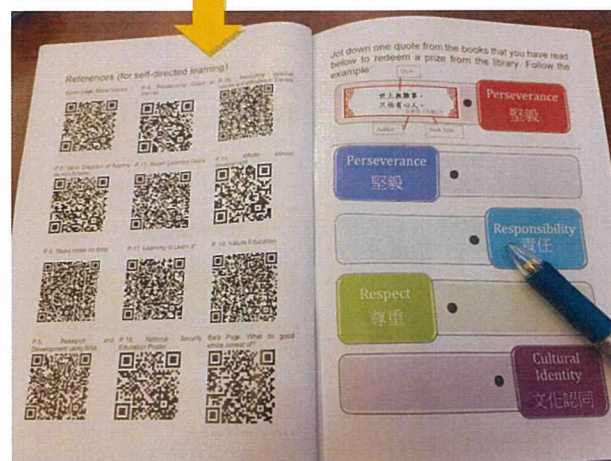


What will be done?

A year-round book exhibition would be carried out in the library and covered playground. Chinese and English books related to the 10 priority values would be displayed.



A moral and civic education booklet for all students



How will it be implemented?

The books would be displayed in the library in the first term.

First, students would be encouraged to use these books for their book report writing competitions. The second activity is a bookmark design competition with the quotes about one of the ten priority values.

Each class has to submit at least 3 bookmarks for Chinese books and 3 for English books. The activity will be promoted by librarians and will be collected by class teachers.

How to evaluate the outcome?

Language teachers and art teachers would be invited to be the judges. The winning bookmarks would be printed for the whole school. They will also be printed in bigger size to be posted up in the library.

B. Moral and Civic Education Book Cover Design Competition

What will be done?

In term 2, S1-S5 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 according to the 10 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. Visual Arts teachers would be invited to choose 3 winning classes in junior forms and another 3 classes in senior forms. A short description of the design has to be submitted.

How to evaluate the outcome?

All the book covers would be displayed in the covered playground and uploaded to google drive. A google form for the voting will be done so that all students and teachers could see the designs and join the voting. 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.

C. Talks about Environmental Awareness & Sustainability

What will be done?

Two speakers (Mr. Albert Oung & Mr. Eric Wong) will be giving two talks in the library on 28/9 (3rd lesson) and 14/10 (4th-5th lesson) respectively. The topics of their talks are about environmental awareness and sustainability. A mini-book exhibition of books under this theme will be held in the library.

How to evaluate the outcome?

Students will be asked to write feedback about what they have gained and some insights after the talk. It is a great opportunity for students to immerse themselves in academic and cultural exchange with the speakers and other students. A board will be set up with the pictures of this talk and students' feedback after the talk to share with the other students.


Students will be invited to write an interview article for



Moral and Civic Books exhibited in our school library





A Talk on Environmental Awareness and Sustainability
by Mr Albert Oung (28 Sep 2022)



Mr Albert Oung

Collaboration:
RS Dept &
Library Team



Mr. Oung is the Founder & Chairman of the "Hong Kong Myanmar Chamber of Commerce" and Founder & President of the "World Green Organisation" and "Green Institute". In recognition of his contributions, he was appointed as the Chairman of the Green Economy Task Force and **Executive Council member** of the United Nations Economic and Social Commission for Asia and the Pacific / Sustainable Business Network. (**UNESCAP / ESNB**) since 2020. He is also the **Founding Executive Council member** of the **ASEAN** Economic Club. He is the proponent of the Asia Pacific Green Deal and Adviser to the ASEAN Green Deal and Green Economic Zone in Cambodia.

the talk. The best article will be published in school magazine. Videos will be taken during the talk.

D. Reading Circle

What will be done?

Starting from November, there will be a 45-minute reading circle twice a month after school. During the reading circle, students will be having discussions on the books that cover some of the priority values. It is a great chance for students to practice diligence during the discussions.

How to evaluate the outcome?

Librarians and students are welcome to join to discuss and share the books with the 10 core values they have read. Videos will be taken as well and they can be shown in classes later.

E. Book Sharing of the books about 10 priority values during morning assembly

What will be done?

Starting from October, a librarian will be invited to do a 2-minute book sharing on a book about some of the priority values. Students doing the sharing will be given a small gift.

How to evaluate the outcome?

Teachers will be giving guidance and feedback to the student.

Appendix 5 – Intangible Cultural Heritage – Tai Hang Fire Dragon Dance and Cultural Security

Education

Subject / Team	Timeline	Target and Learning contents
History	Sep- Oct 2022	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
English	Dec 2022- Jan 2023	Refer to table 1

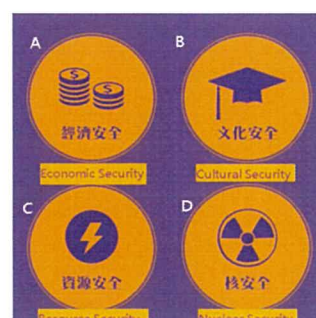
Figure 1: History learning tasks

Google Form Q&A (Student Version):

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

Your answer

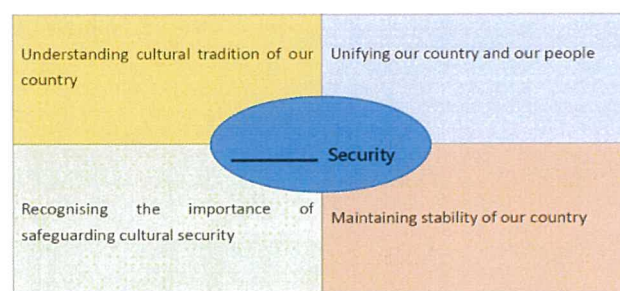
7. Which of the above domains of national security could be reflected in the example of Tai Hang Fire Dragon Dance? (choose the best option) *



- ☐ 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. *

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。

A folder showing the winner's design (last year's project) →



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 2022- January 2023	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 2022- January 2023	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 2022- January 2023	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 2022- January 2023	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 6 – Sample - collaboration between English Department and Library Team in promoting values education in S.1 & S.2

Sample - S.1 Reader Lessons		
Period	Learning materials	Tasks fostering students' positive attitudes
Oct 2022	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."
Mar – April 2023	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 ten priority values and attitudes advocated by Education Bureau of Hong Kong: <i>Perseverance, Respect for Others, Responsibility, Care for Others, Empathy</i> 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.)